

2017 - 2018

PROPOSED BUDGET'S  
REQUIRED STATE-SUPPLIED INFORMATION

Packet 2 of 2

EAST GREENBUSH CENTRAL SCHOOL DISTRICT

**EAST GREENBUSH CSD - SCHOOL REPORT CARD DATA [2015 - 16]****EAST GREENBUSH CSD ENROLLMENT (2015 - 16)**

K-12 ENROLLMENT

3,992

**ENROLLMENT BY GENDER**

MALE

FEMALE

1,983

50%

2,009

50%

**ENROLLMENT BY ETHNICITY**

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	9	0%
BLACK OR AFRICAN AMERICAN	96	2%
HISPANIC OR LATINO	216	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	205	5%
WHITE	3,257	82%
MULTIRACIAL	209	5%

**OTHER GROUPS**

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

35

1%

648

16%

912

23%

**ENROLLMENT BY GRADE**

GROUP	TOTAL	PERCENT
K (FULL DAY)	280	7%
1ST GRADE	291	7%
2ND GRADE	303	8%
3RD GRADE	314	8%
4TH GRADE	288	7%
5TH GRADE	298	7%
6TH GRADE	333	8%
UNGRADED ELEMENTARY	13	0%
7TH GRADE	339	8%
8TH GRADE	292	7%
9TH GRADE	305	8%
10TH GRADE	325	8%
11TH GRADE	305	8%
12TH GRADE	293	7%
UNGRADED SECONDARY	13	0%

**AVERAGE CLASS SIZE (2015 - 16)**

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 8 ENGLISH	23
GRADE 8 MATHEMATICS	23
GRADE 8 SCIENCE	22
GRADE 8 SOCIAL STUDIES	20
GRADE 10 ENGLISH	22
GRADE 10 MATHEMATICS	24
GRADE 10 SCIENCE	25
GRADE 10 SOCIAL STUDIES	27

**FREE AND REDUCED-PRICE LUNCH (2015 - 16)**

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
673	150
17%	4%

**STUDENT SUSPENSIONS (2014 - 15)**

115	3%
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**TEACHER TURNOVER RATE (2014-15 TO 2015-16)**

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
20%	9%

**TEACHER QUALIFICATIONS (2015 - 16)**

TOTAL TEACHERS	326
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	2%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	6%
TOTAL NUMBER OF CORE CLASSES	735
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	735
TOTAL NUMBER OF CLASSES	1,041
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

### HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)				REGENTS DIPLOMA	
ALL STUDENTS	292		288				282	98%
GENERAL EDUCATION	252		252				251	100%
STUDENTS WITH DISABILITIES	40		36				31	86%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	139	48%	10	3%	6	2%	4	1%
GENERAL EDUCATION	136	54%	8	3%	1	0%	0	0%
STUDENTS WITH DISABILITIES	3	8%	2	6%	5	14%	4	10%

### HIGH SCHOOL NON-COMPLETERS (2015 - 16)

GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NON-COMPLETERS	
	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	11	1%	0	0%	11	1%
GENERAL EDUCATION	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	-	-	-	-	-	-

### POST-GRADUATION PLANS OF COMPLETERS (2015 - 16)

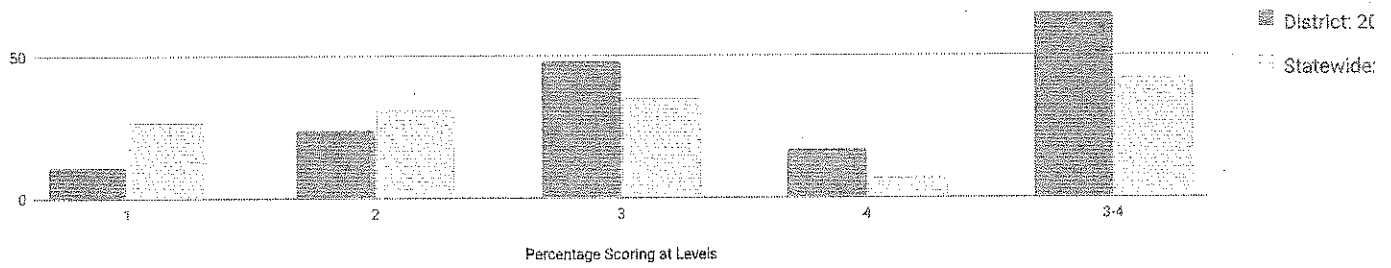
GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	115	39%	137	47%	7	2%	8	3%
GENERAL EDUCATION	108	43%	119	47%	3	1%	7	3%
STUDENTS WITH DISABILITIES	7	18%	18	45%	4	10%	1	3%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	16	5%	2	1%	3	1%	4	1%
GENERAL EDUCATION	10	4%	0	0%	2	1%	3	1%
STUDENTS WITH DISABILITIES	6	15%	2	5%	1	3%	1	3%

**GRADE 3 ENGLISH LANGUAGE ARTS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

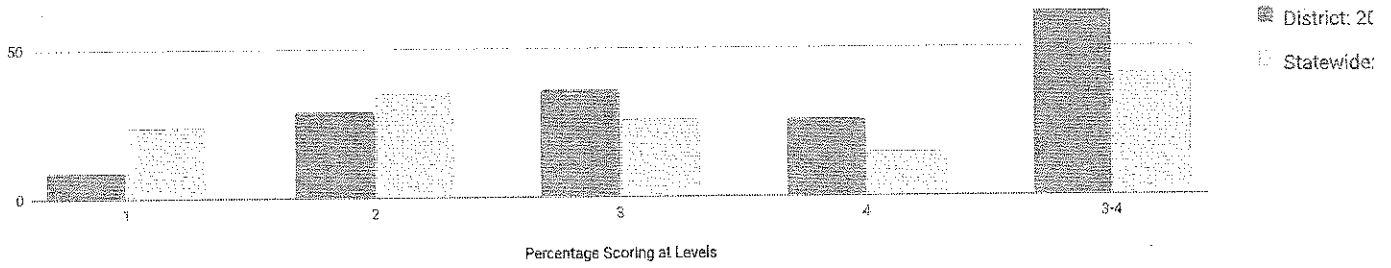


**MEAN SCORE: 328**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	277	65%	30	11%	66	24%	134	48%	47	17%
GENERAL EDUCATION	247	70%	15	6%	59	24%	128	52%	45	18%
STUDENTS WITH DISABILITIES	30	27%	15	50%	7	23%	6	20%	2	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	21	62%	3	14%	5	24%	10	48%	3	14%
BLACK OR AFRICAN AMERICAN	11	36%	3	27%	4	36%	4	36%	0	0%
HISPANIC OR LATINO	16	69%	3	19%	2	13%	8	50%	3	19%
WHITE	215	67%	19	9%	51	24%	106	49%	39	18%
MULTIRACIAL	14	57%	2	14%	4	29%	6	43%	2	14%
FEMALE	148	72%	12	8%	30	20%	74	50%	32	22%
MALE	129	58%	18	14%	36	28%	60	47%	15	12%
NON-ENGLISH LANGUAGE LEARNERS	274	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	40%	19	28%	22	32%	23	34%	4	6%
NOT ECONOMICALLY DISADVANTAGED	209	74%	11	5%	44	21%	111	53%	43	21%
NOT MIGRANT	277	65%	30	11%	66	24%	134	48%	47	17%

**GRADE 4 ENGLISH LANGUAGE ARTS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



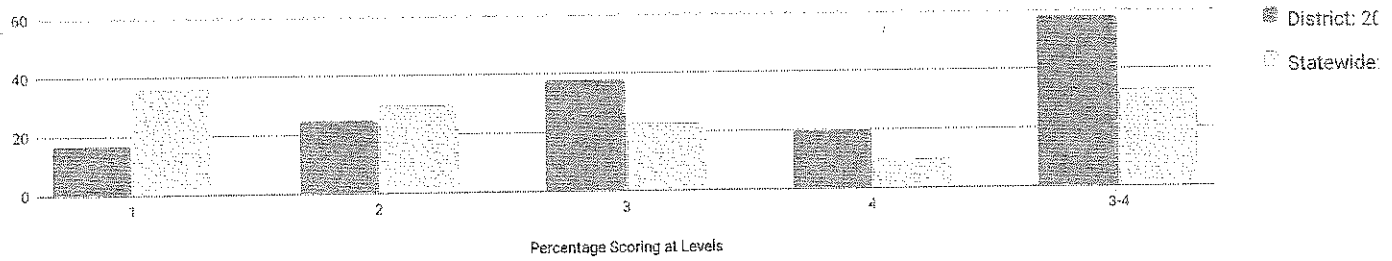
**MEAN SCORE: 322**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	241	62%	21	9%	70	29%	87	36%	63	26%
GENERAL EDUCATION	203	71%	7	3%	51	25%	84	41%	61	30%
STUDENTS WITH DISABILITIES	38	13%	14	37%	19	50%	3	8%	2	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	14	71%	1	7%	3	21%	7	50%	3	21%
BLACK OR AFRICAN AMERICAN	8	25%	2	25%	4	50%	2	25%	0	0%
HISPANIC OR LATINO	11	55%	1	9%	4	36%	4	36%	2	18%
WHITE	196	64%	15	8%	55	28%	74	38%	52	27%
MULTIRACIAL	12	50%	2	17%	4	33%	0	0%	6	50%
FEMALE	125	70%	7	6%	30	24%	46	37%	42	34%
MALE	116	53%	14	12%	40	34%	41	35%	21	18%
NON-ENGLISH LANGUAGE LEARNERS	239	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	40%	9	16%	24	44%	17	31%	5	9%
NOT ECONOMICALLY DISADVANTAGED	186	69%	12	6%	46	25%	70	39%	58	31%
NOT MIGRANT	241	62%	21	9%	70	29%	87	36%	63	26%



**GRADE 5 ENGLISH LANGUAGE ARTS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

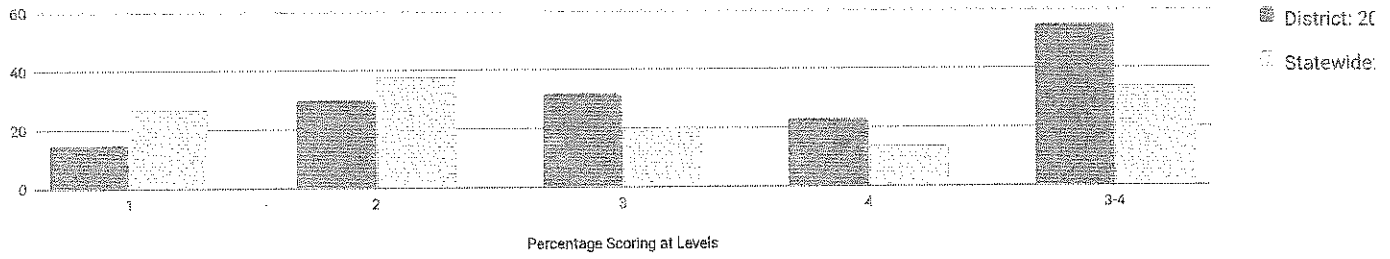


**MEAN SCORE: 317**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	252	58%	42 17%	64 25%	96 38%	50 20%
GENERAL EDUCATION	217	66%	15 7%	58 27%	94 43%	50 23%
STUDENTS WITH DISABILITIES	35	6%	27 77%	6 17%	2 6%	0 0%
AMERICAN INDIAN OR ALASKA NATIVE	2	0%	0 0%	0 0%	0 0%	0 0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	16	75%	0 0%	4 25%	4 25%	8 50%
BLACK OR AFRICAN AMERICAN	6	0%	0 0%	0 0%	0 0%	0 0%
HISPANIC OR LATINO	14	64%	2 14%	3 21%	7 50%	2 14%
WHITE	204	57%	35 17%	53 26%	78 38%	38 19%
MULTIRACIAL	10	50%	2 20%	3 30%	3 30%	2 20%
SMALL GROUP TOTAL	8	50%	3 38%	1 13%	4 50%	0 0%
FEMALE	116	61%	17 15%	28 24%	45 39%	26 22%
MALE	136	55%	25 18%	36 26%	51 38%	24 18%
NON-ENGLISH LANGUAGE LEARNERS	252	58%	42 17%	64 25%	96 38%	50 20%
ECONOMICALLY DISADVANTAGED	49	31%	18 37%	16 33%	13 27%	2 4%
NOT ECONOMICALLY DISADVANTAGED	203	65%	24 12%	48 24%	83 41%	48 24%
NOT MIGRANT	252	58%	42 17%	64 25%	96 38%	50 20%

**GRADE 6 ENGLISH LANGUAGE ARTS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

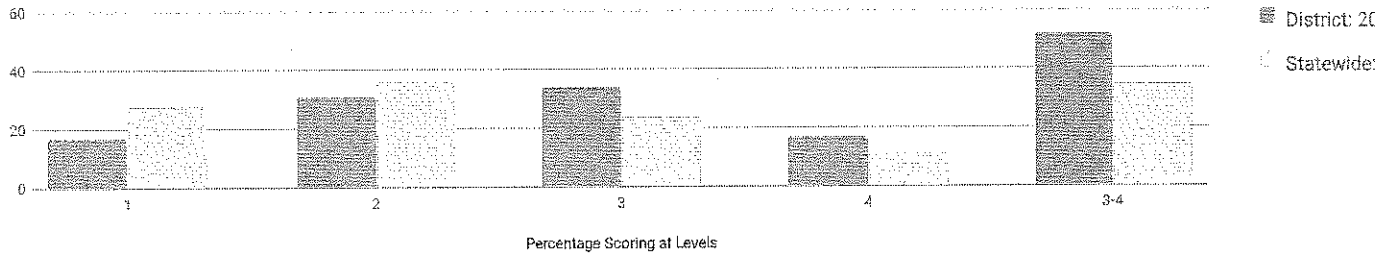


**MEAN SCORE: 313**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	246	55%	38	15%	73	30%	79	32%	56	23%
GENERAL EDUCATION	210	61%	13	6%	69	33%	74	35%	54	26%
STUDENTS WITH DISABILITIES	36	19%	25	69%	4	11%	5	14%	2	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	10	80%	2	20%	0	0%	3	30%	5	50%
BLACK OR AFRICAN AMERICAN	8	38%	2	25%	3	38%	3	38%	0	0%
HISPANIC OR LATINO	13	69%	2	15%	2	15%	3	23%	6	46%
WHITE	201	55%	29	14%	62	31%	67	33%	43	21%
MULTIRACIAL	14	36%	3	21%	6	43%	3	21%	2	14%
FEMALE	138	57%	14	10%	45	33%	44	32%	35	25%
MALE	108	52%	24	22%	28	26%	35	32%	21	19%
NON-ENGLISH LANGUAGE LEARNERS	245	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	57	40%	18	32%	16	28%	18	32%	5	9%
NOT ECONOMICALLY DISADVANTAGED	189	59%	20	11%	57	30%	61	32%	51	27%
NOT MIGRANT	246	55%	38	15%	73	30%	79	32%	56	23%

**GRADE 7 ENGLISH LANGUAGE ARTS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

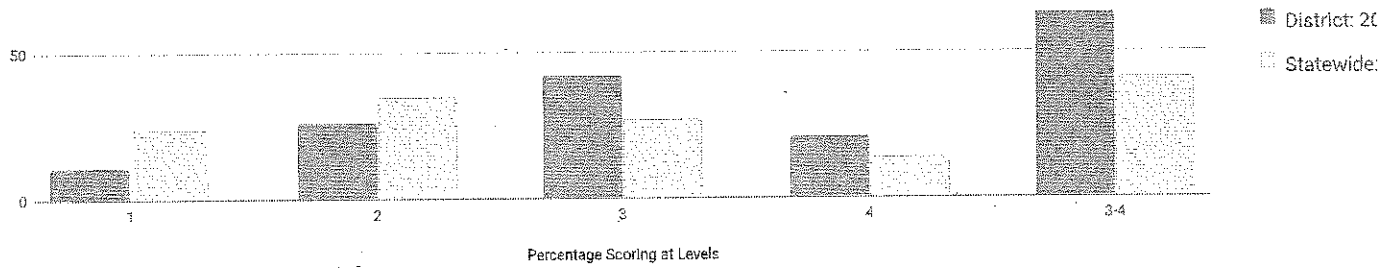


**MEAN SCORE: 313**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	256	52%	44	17%	80	31%	88	34%	44	17%
GENERAL EDUCATION	227	58%	24	11%	71	31%	88	39%	44	19%
STUDENTS WITH DISABILITIES	29	0%	20	69%	9	31%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	18	56%	2	11%	6	33%	2	11%	8	44%
BLACK OR AFRICAN AMERICAN	10	40%	2	20%	4	40%	3	30%	1	10%
HISPANIC OR LATINO	12	17%	3	25%	7	58%	0	0%	2	17%
WHITE	202	52%	34	17%	62	31%	77	38%	29	14%
MULTIRACIAL	14	71%	3	21%	1	7%	6	43%	4	29%
FEMALE	118	63%	10	8%	34	29%	48	41%	26	22%
MALE	138	42%	34	25%	46	33%	40	29%	18	13%
NON-ENGLISH LANGUAGE LEARNERS	255	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	20%	21	38%	23	42%	8	15%	3	5%
NOT ECONOMICALLY DISADVANTAGED	201	60%	23	11%	57	28%	80	40%	41	20%
NOT MIGRANT	256	52%	44	17%	80	31%	88	34%	44	17%

**GRADE 8 ENGLISH LANGUAGE ARTS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

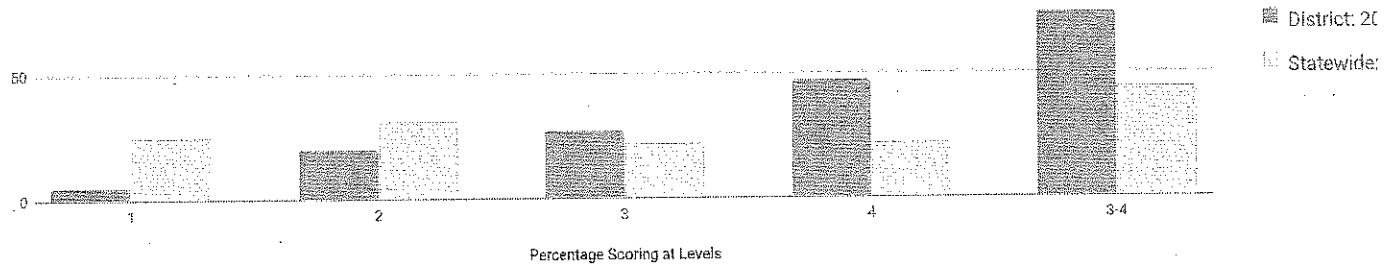


**MEAN SCORE: 318**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	209	63%	23	11%	55	26%	87	42%	44	21%
GENERAL EDUCATION	176	73%	5	3%	43	24%	84	48%	44	25%
STUDENTS WITH DISABILITIES	33	9%	18	55%	12	36%	3	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	10	80%	0	0%	2	20%	5	50%	3	30%
BLACK OR AFRICAN AMERICAN	3	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	46%	4	31%	3	23%	5	38%	1	8%
WHITE	173	65%	15	9%	46	27%	74	43%	38	22%
MULTIRACIAL	10	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	38%	4	31%	4	31%	3	23%	2	15%
FEMALE	103	71%	8	8%	22	21%	49	48%	24	23%
MALE	106	55%	15	14%	33	31%	38	36%	20	19%
NON-ENGLISH LANGUAGE LEARNERS	209	63%	23	11%	55	26%	87	42%	44	21%
ECONOMICALLY DISADVANTAGED	33	42%	11	33%	8	24%	12	36%	2	6%
NOT ECONOMICALLY DISADVANTAGED	176	66%	12	7%	47	27%	75	43%	42	24%
NOT MIGRANT	209	63%	23	11%	55	26%	87	42%	44	21%

**GRADE 3 MATHEMATICS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

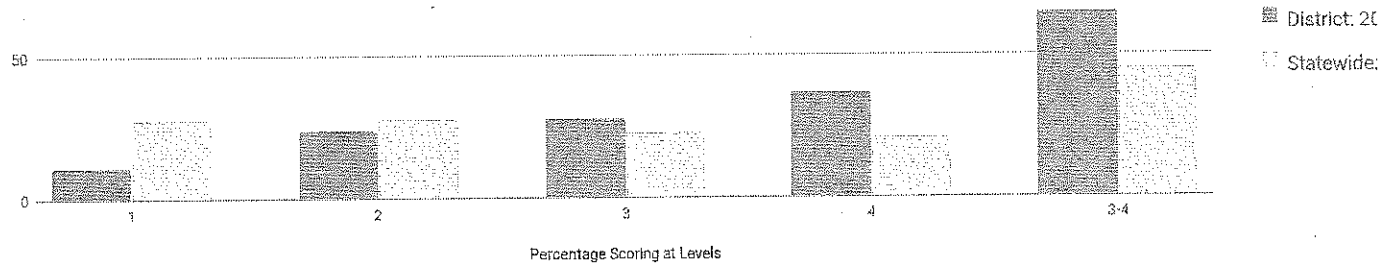


**MEAN SCORE: 333**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	276	74%	15	5%	56	20%	74	27%	131	47%
GENERAL EDUCATION	247	78%	6	2%	49	20%	69	28%	123	50%
STUDENTS WITH DISABILITIES	29	45%	9	31%	7	24%	5	17%	8	28%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	21	81%	2	10%	2	10%	7	33%	10	48%
BLACK OR AFRICAN AMERICAN	11	36%	1	9%	6	55%	1	9%	3	27%
HISPANIC OR LATINO	16	69%	2	13%	3	19%	1	6%	10	63%
WHITE	215	75%	10	5%	43	20%	60	28%	102	47%
MULTIRACIAL	13	85%	0	0%	2	15%	5	38%	6	46%
FEMALE	149	74%	7	5%	31	21%	36	24%	75	50%
MALE	127	74%	8	6%	25	20%	38	30%	56	44%
NON-ENGLISH LANGUAGE LEARNERS	272	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	67	46%	14	21%	22	33%	14	21%	17	25%
NOT ECONOMICALLY DISADVANTAGED	209	83%	1	0%	34	16%	60	29%	114	55%
NOT MIGRANT	276	74%	15	5%	56	20%	74	27%	131	47%

**GRADE 4 MATHEMATICS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

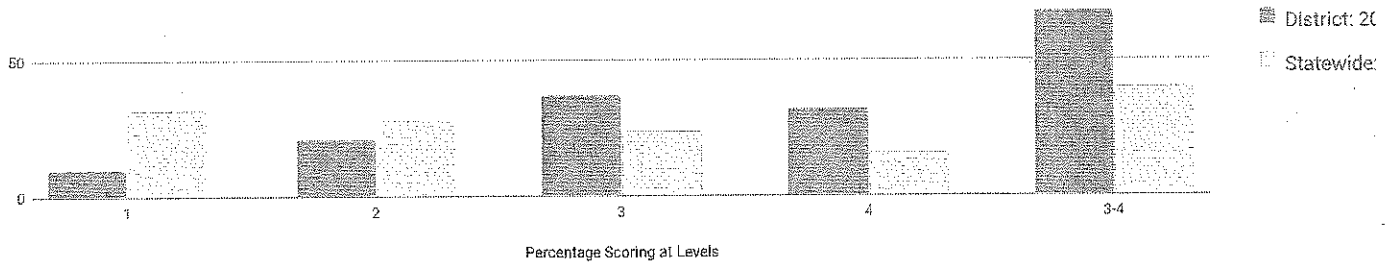


**MEAN SCORE: 324**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	243	65%	27 11%	58 24%	69 28%	89 37%
GENERAL EDUCATION	204	74%	9 4%	44 22%	64 31%	87 43%
STUDENTS WITH DISABILITIES	39	18%	18 46%	14 36%	5 13%	2 5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	14	71%	1 7%	3 21%	4 29%	6 43%
BLACK OR AFRICAN AMERICAN	8	25%	3 38%	3 38%	2 25%	0 0%
HISPANIC OR LATINO	10	40%	2 20%	4 40%	2 20%	2 20%
WHITE	199	67%	19 10%	46 23%	60 30%	74 37%
MULTIRACIAL	12	67%	2 17%	2 17%	1 8%	7 58%
FEMALE	122	63%	11 9%	34 28%	32 26%	45 37%
MALE	121	67%	16 13%	24 20%	37 31%	44 36%
NON-ENGLISH LANGUAGE LEARNERS	240	%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	%	-	-	-	-
ECONOMICALLY DISADVANTAGED	56	45%	10 18%	21 38%	15 27%	10 18%
NOT ECONOMICALLY DISADVANTAGED	187	71%	17 9%	37 20%	54 29%	79 42%
NOT MIGRANT	243	65%	27 11%	58 24%	69 28%	89 37%

**GRADE 5 MATHEMATICS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

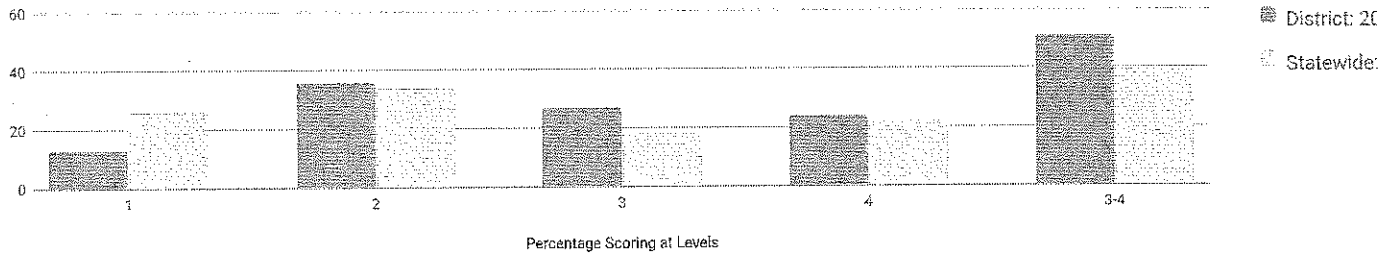


**MEAN SCORE: 330**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	252	68%	26 10%	54 21%	92 37%	80 32%
GENERAL EDUCATION	217	78%	5 2%	42 19%	90 41%	80 37%
STUDENTS WITH DISABILITIES	35	6%	21 60%	12 34%	2 6%	0 0%
AMERICAN INDIAN OR ALASKA NATIVE	2	0%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	16	81%	0 0%	3 19%	4 25%	9 56%
BLACK OR AFRICAN AMERICAN	6	0%	-	-	-	-
HISPANIC OR LATINO	13	77%	0 0%	3 23%	5 38%	5 38%
WHITE	206	67%	22 11%	45 22%	78 38%	61 30%
MULTIRACIAL	9	67%	2 22%	1 11%	2 22%	4 44%
SMALL GROUP TOTAL	8	50%	2 25%	2 25%	3 38%	1 13%
FEMALE	112	70%	14 13%	20 18%	45 40%	33 29%
MALE	140	67%	12 9%	34 24%	47 34%	47 34%
NON-ENGLISH LANGUAGE LEARNERS	252	68%	26 10%	54 21%	92 37%	80 32%
ECONOMICALLY DISADVANTAGED	48	40%	14 29%	15 31%	15 31%	4 8%
NOT ECONOMICALLY DISADVANTAGED	204	75%	12 6%	39 19%	77 38%	76 37%
NOT MIGRANT	252	68%	26 10%	54 21%	92 37%	80 32%

**GRADE 6 MATHEMATICS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



**MEAN SCORE: 317**

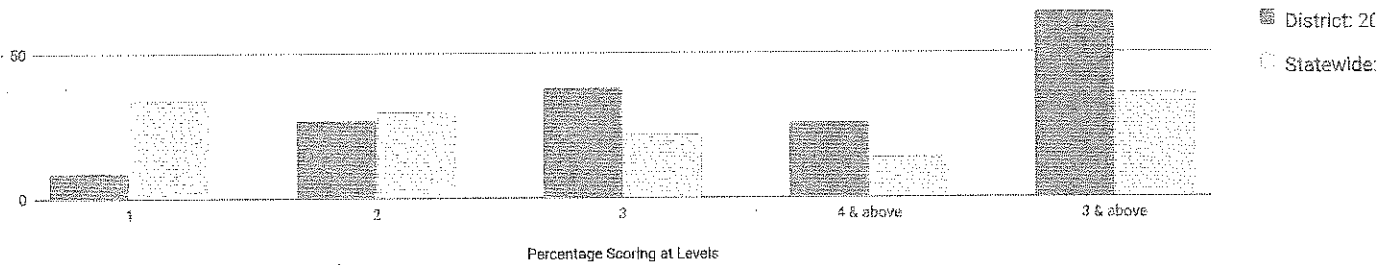
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	239	51%	30	13%	87	36%	65	27%	57	24%
GENERAL EDUCATION	205	55%	13	6%	79	39%	59	29%	54	26%
STUDENTS WITH DISABILITIES	34	26%	17	50%	8	24%	6	18%	3	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	10	70%	0	0%	3	30%	2	20%	5	50%
BLACK OR AFRICAN AMERICAN	7	29%	1	14%	4	57%	2	29%	0	0%
HISPANIC OR LATINO	13	77%	0	0%	3	23%	6	46%	4	31%
WHITE	195	51%	26	13%	70	36%	51	26%	48	25%
MULTIRACIAL	14	29%	3	21%	7	50%	4	29%	0	0%
FEMALE	133	47%	19	14%	52	39%	34	26%	28	21%
MALE	106	57%	11	10%	35	33%	31	29%	29	27%
NON-ENGLISH LANGUAGE LEARNERS	237	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	54	41%	12	22%	20	37%	15	28%	7	13%
NOT ECONOMICALLY DISADVANTAGED	185	54%	18	10%	67	36%	50	27%	50	27%
NOT MIGRANT	239	51%	30	13%	87	36%	65	27%	57	24%



**GRADE 7 MATHEMATICS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and grade 7 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 7 students who took the Grade 7 NYSTP.



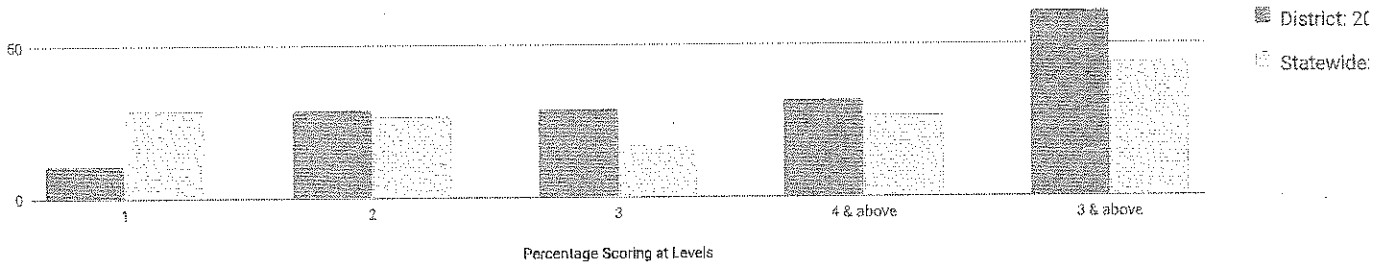
**MEAN SCORE: 328**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	227	64%	21	9%	61	27%
GENERAL EDUCATION	206	70%	7	3%	55	27%
STUDENTS WITH DISABILITIES	21	5%	14	67%	6	29%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	17	76%	1	6%	3	18%
BLACK OR AFRICAN AMERICAN	8	63%	1	13%	2	25%
HISPANIC OR LATINO	10	60%	1	10%	3	30%
WHITE	179	62%	18	10%	50	28%
MULTIRACIAL	13	77%	0	0%	3	23%
FEMALE	105	65%	5	5%	32	30%
MALE	122	63%	16	13%	29	24%
NON-ENGLISH LANGUAGE LEARNERS	227	64%	21	9%	61	27%
ECONOMICALLY DISADVANTAGED	40	28%	13	33%	16	40%
NOT ECONOMICALLY DISADVANTAGED	187	72%	8	4%	45	24%
NOT MIGRANT	227	64%	21	9%	61	27%

**GRADE 8 MATHEMATICS**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and grade 8 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 8 students who took the Grade 8 NYSTP.



**MEAN SCORE: 318**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	155	52%	20	13%	54	35%
GENERAL EDUCATION	128	60%	5	4%	46	36%
STUDENTS WITH DISABILITIES	27	15%	15	56%	8	30%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	8	100%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	2	0%	-	-	-	-
HISPANIC OR LATINO	10	50%	2	20%	3	30%
WHITE	127	50%	15	12%	48	38%
MULTIRACIAL	8	0%	-	-	-	-
SMALL GROUP TOTAL	10	40%	3	30%	3	30%
FEMALE	70	56%	10	14%	21	30%
MALE	85	49%	10	12%	33	39%
NON-ENGLISH LANGUAGE LEARNERS	155	52%	20	13%	54	35%
ECONOMICALLY DISADVANTAGED	24	33%	7	29%	9	38%
NOT ECONOMICALLY DISADVANTAGED	131	56%	13	10%	45	34%
NOT MIGRANT	155	52%	20	13%	54	35%

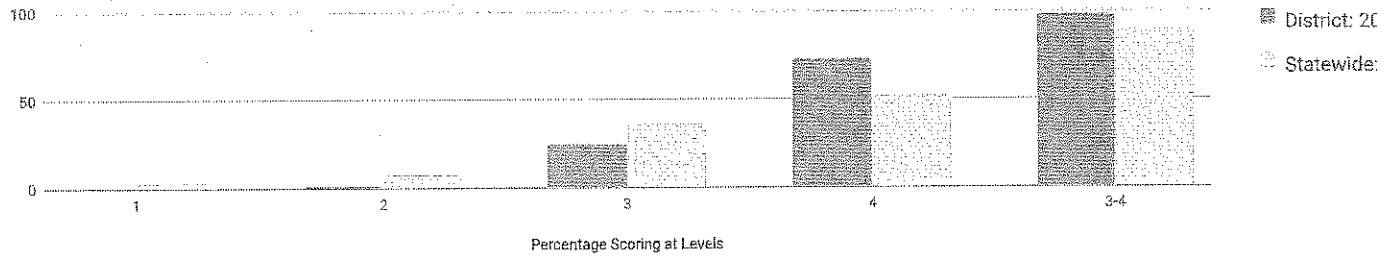
**GRADE 8 STUDENTS TAKING A REGENTS MATH TEST**

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	34	0	0%	0	0%	34
					100%	34
						100%

**GRADE 4 SCIENCE**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



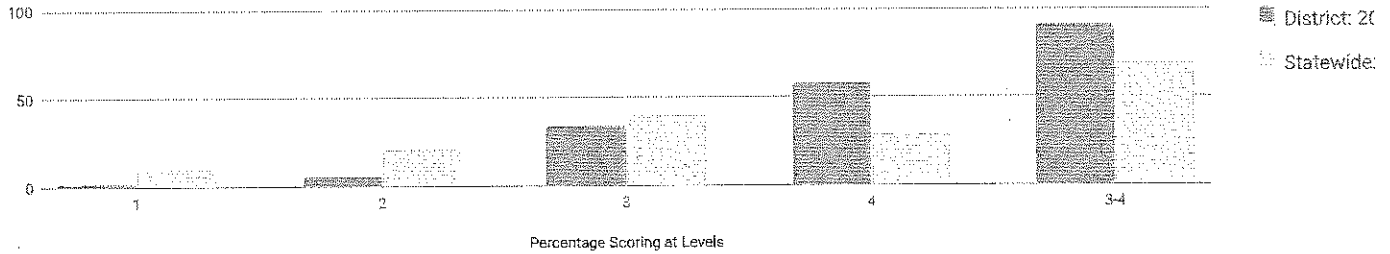
**MEAN SCORE: 88**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	267	98%	1	0%	4	1%	66	25%	196	73%
GENERAL EDUCATION	222	99%	1	0%	2	1%	40	18%	179	81%
STUDENTS WITH DISABILITIES	45	96%	0	0%	2	4%	26	58%	17	38%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	15	100%	0	0%	0	0%	3	20%	12	80%
BLACK OR AFRICAN AMERICAN	8	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	15	100%	0	0%	0	0%	6	40%	9	60%
WHITE	216	98%	1	0%	3	1%	52	24%	160	74%
MULTIRACIAL	12	100%	0	0%	0	0%	4	33%	8	67%
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	1	11%	7	78%
FEMALE	132	100%	0	0%	0	0%	36	27%	96	73%
MALE	135	96%	1	1%	4	3%	30	22%	100	74%
NON-ENGLISH LANGUAGE LEARNERS	264	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	61	97%	1	2%	1	2%	28	46%	31	51%
NOT ECONOMICALLY DISADVANTAGED	206	99%	0	0%	3	1%	38	18%	165	80%
NOT MIGRANT	267	98%	1	0%	4	1%	66	25%	196	73%

**GRADE 8 SCIENCE**

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.



**MEAN SCORE: 79**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	177	89%	5	3%	15	8%	78	44%	79	45%
GENERAL EDUCATION	143	97%	0	0%	5	3%	63	44%	75	52%
STUDENTS WITH DISABILITIES	34	56%	5	15%	10	29%	15	44%	4	12%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	14	79%	2	14%	1	7%	5	36%	6	43%
WHITE	142	90%	2	1%	12	8%	63	44%	65	46%
MULTIRACIAL	10	70%	1	10%	2	20%	5	50%	2	20%
SMALL GROUP TOTAL	11	100%	0	0%	0	0%	5	45%	6	55%
FEMALE	82	89%	3	4%	6	7%	35	43%	38	46%
MALE	95	88%	2	2%	9	9%	43	45%	41	43%
NON-ENGLISH LANGUAGE LEARNERS	176	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	38	76%	3	8%	6	16%	17	45%	12	32%
NOT ECONOMICALLY DISADVANTAGED	139	92%	2	1%	9	6%	61	44%	67	48%
NOT MIGRANT	177	89%	5	3%	15	8%	78	44%	79	45%

**GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST**

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	57	100%	0	0%	0	0%	1	2%	56	98%

**RECENTLY ARRIVED ELL STUDENTS (2015 - 16)**

GRADE	RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP
GRADE 3	1
GRADE 4	1
GRADE 6	1

GRADE	RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP
GRADE 3	1
GRADE 4	1
GRADE 6	1

## STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

### GRADE: 4 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITL...	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARN...	74%	21%	4%	1%	88
ECONOMICALLY DISADVAN...	43%	36%	18%	3%	

### MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERIC...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITL...	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARN...	56%	35%	9%	*%	91
ECONOMICALLY DISADVAN...	29%	48%	21%	2%	

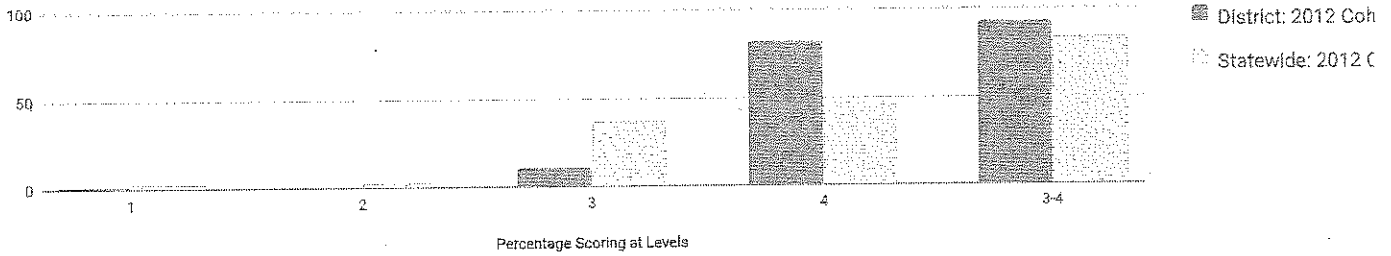
### GRADE: 8 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO*	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITL...	59%	33%	8%	*%	98
ENGLISH LANGUAGE LEARN...	78%	19%	3%	*%	89
ECONOMICALLY DISADVAN...	36%	42%	21%	1%	

### MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITL...	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARN...	72%	21%	6%	1%	94
ECONOMICALLY DISADVAN...	40%	39%	17%	4%	

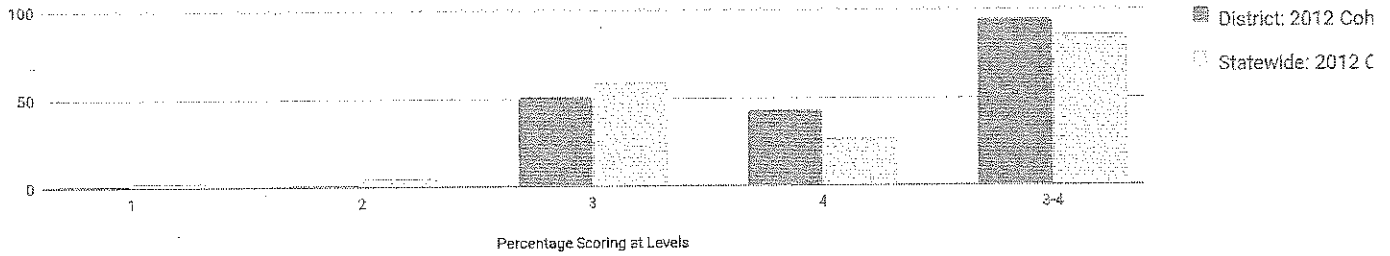
**TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION**



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	310	93%	4	1%	1	0%	34	11%	255	82%
GENERAL EDUCATION	264	97%	0	0%	0	0%	21	8%	234	89%
STUDENTS WITH DISABILITIES	46	74%	4	9%	1	2%	13	28%	21	46%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	100%	0	0%	0	0%	2	17%	10	83%
WHITE	269	94%	3	1%	1	0%	29	11%	223	83%
MULTIRACIAL	20	90%	0	0%	0	0%	0	0%	18	90%
SMALL GROUP TOTAL	9	78%	1	11%	0	0%	3	33%	4	44%
FEMALE	158	97%	1	1%	0	0%	15	9%	138	87%
MALE	152	89%	3	2%	1	1%	19	13%	117	77%
NON-ENGLISH LANGUAGE LEARNERS	309	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	48	77%	1	2%	0	0%	12	25%	25	52%
NOT ECONOMICALLY DISADVANTAGED	262	96%	3	1%	1	0%	22	8%	230	88%
NOT MIGRANT	310	93%	4	1%	1	0%	34	11%	255	82%

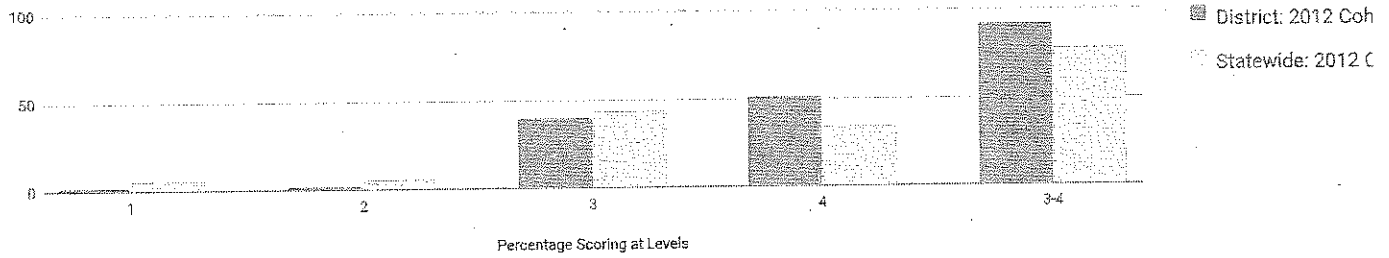


**TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION**



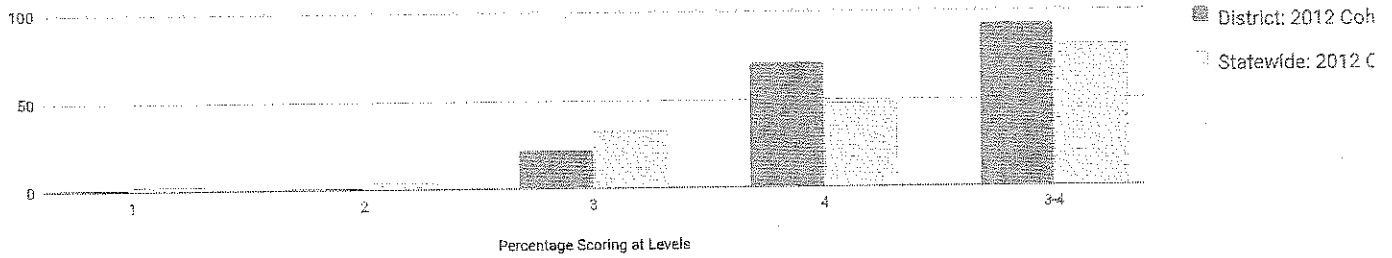
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	310	95%	4	1%	4	1%	159	51%	134	43%
GENERAL EDUCATION	264	97%	0	0%	2	1%	129	49%	128	48%
STUDENTS WITH DISABILITIES	46	78%	4	9%	2	4%	30	65%	6	13%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	0	0%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	5	0%	0	0%	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	3	0%	0	0%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	12	100%	0	0%	0	0%	9	75%	3	25%
WHITE	269	95%	3	1%	3	1%	134	50%	121	45%
MULTIRACIAL	20	95%	0	0%	0	0%	11	55%	8	40%
SMALL GROUP TOTAL	9	78%	1	11%	1	11%	5	56%	2	22%
FEMALE	158	96%	1	1%	1	1%	81	51%	71	45%
MALE	152	93%	3	2%	3	2%	78	51%	63	41%
NON-ENGLISH LANGUAGE LEARNERS	309	0%	0	0%	0	0%	0	0%	0	0%
ENGLISH LANGUAGE LEARNERS	1	0%	0	0%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	48	83%	2	4%	3	6%	31	65%	9	19%
NOT ECONOMICALLY DISADVANTAGED	262	97%	2	1%	1	0%	128	49%	125	48%
NOT MIGRANT	310	95%	4	1%	4	1%	159	51%	134	43%

**TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION**



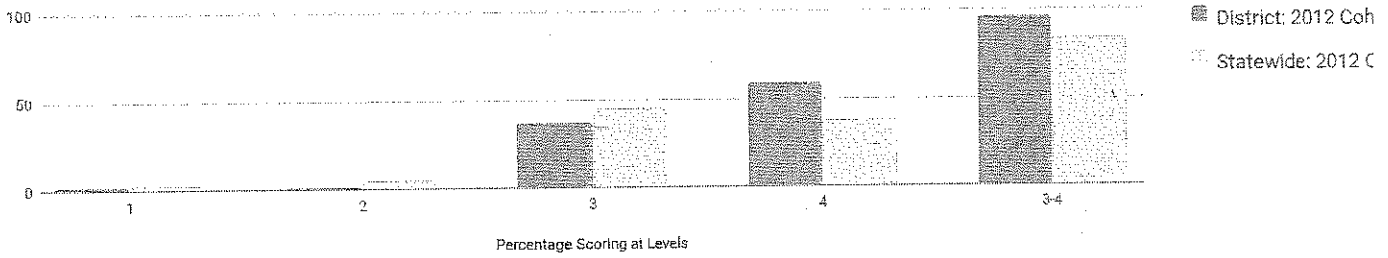
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	310	92%	7	2%	7	2%
GENERAL EDUCATION	264	96%	2	1%	2	1%
STUDENTS WITH DISABILITIES	46	67%	5	11%	5	11%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	5	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-
HISPANIC OR LATINO	12	83%	0	0%	0	0%
WHITE	269	93%	6	2%	7	3%
MULTIRACIAL	20	90%	0	0%	0	0%
SMALL GROUP TOTAL	9	78%	1	11%	0	0%
FEMALE	158	94%	1	1%	3	2%
MALE	152	89%	6	4%	4	3%
NON-ENGLISH LANGUAGE LEARNERS	309	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	48	73%	2	4%	5	10%
NOT ECONOMICALLY DISADVANTAGED	262	95%	5	2%	2	1%
NOT MIGRANT	310	92%	7	2%	7	2%

**TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION**



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	310	93%	2	1%	3	1%	69	22%	219	71%
GENERAL EDUCATION	264	97%	0	0%	1	0%	59	22%	196	74%
STUDENTS WITH DISABILITIES	46	72%	2	4%	2	4%	10	22%	23	50%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	0	0%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	5	0%	0	0%	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	3	0%	0	0%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	12	100%	0	0%	0	0%	4	33%	8	67%
WHITE	269	93%	1	0%	3	1%	58	22%	192	71%
MULTIRACIAL	20	95%	0	0%	0	0%	5	25%	14	70%
SMALL GROUP TOTAL	9	78%	1	11%	0	0%	2	22%	5	56%
FEMALE	158	96%	0	0%	1	1%	43	27%	108	68%
MALE	152	90%	2	1%	2	1%	26	17%	111	73%
NON-ENGLISH LANGUAGE LEARNERS	309	0%	0	0%	0	0%	0	0%	0	0%
ENGLISH LANGUAGE LEARNERS	1	0%	0	0%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	48	75%	0	0%	1	2%	19	40%	17	35%
NOT ECONOMICALLY DISADVANTAGED	262	96%	2	1%	2	1%	50	19%	202	77%
NOT MIGRANT	310	93%	2	1%	3	1%	69	22%	219	71%

**TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION**



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	310	96%	6	2%	2	1%	115	37%	182	59%
GENERAL EDUCATION	264	98%	1	0%	2	1%	92	35%	168	64%
STUDENTS WITH DISABILITIES	46	80%	5	11%	0	0%	23	50%	14	30%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	0	0%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	5	0%	0	0%	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	3	0%	0	0%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	12	100%	0	0%	0	0%	7	58%	5	42%
WHITE	269	96%	4	1%	2	1%	97	36%	162	60%
MULTIRACIAL	20	95%	0	0%	0	0%	7	35%	12	60%
SMALL GROUP TOTAL	9	78%	2	22%	0	0%	4	44%	3	33%
FEMALE	158	98%	1	1%	0	0%	61	39%	94	59%
MALE	152	93%	5	3%	2	1%	54	36%	88	58%
NON-ENGLISH LANGUAGE LEARNERS	309	0%	0	0%	0	0%	0	0%	0	0%
ENGLISH LANGUAGE LEARNERS	1	0%	0	0%	0	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	48	88%	3	6%	1	2%	28	58%	14	29%
NOT ECONOMICALLY DISADVANTAGED	262	97%	3	1%	1	0%	87	33%	168	64%
NOT MIGRANT	310	96%	6	2%	2	1%	115	37%	182	59%

Regents Examination Results (2015 - 16)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	343	6	2	42	39	254
GENERAL EDUCATION	292	1	1	19	32	239
STUDENTS WITH DISABILITIES	51	5	1	23	7	15
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	17	0	0	3	2	12
BLACK OR AFRICAN AMERICAN	7	0	0	0	4	3
HISPANIC OR LATINO	12	0	0	2	2	8
WHITE	285	6	2	35	29	213
MULTIRACIAL	22	0	0	2	2	18
FEMALE	164	2	0	9	22	131
MALE	179	4	2	33	17	123
NON-ENGLISH LANGUAGE LEARNERS	341	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	63	1	1	11	12	38
NOT ECONOMICALLY DISADVANTAGED	280	5	1	31	27	216
NOT MIGRANT	343	6	2	42	39	254

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	5	4	3	0
GENERAL EDUCATION	3	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	1	-	-	-
WHITE	3	-	-	-
MULTIRACIAL	1	-	-	-
SMALL GROUP TOTAL	5	4	3	0
FEMALE	3	-	-	-
MALE	2	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	5	4	3	0
ECONOMICALLY DISADVANTAGED	2	-	-	-
NOT ECONOMICALLY DISADVANTAGED	3	-	-	-
NOT MIGRANT	5	4	3	0

## GEOMETRY

## REGENTS GEOMETRY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	2	-	-	-
GENERAL EDUCATION	2	-	-	-
WHITE	2	-	-	-
SMALL GROUP TOTAL	2	-	-	-
FEMALE	1	-	-	-
MALE	1	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	2	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-
NOT MIGRANT	2	-	-	-

## ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	30	25	83%	19	63%	3	10%
GENERAL EDUCATION	29	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	1	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	25	22	88%	17	68%	2	8%
SMALL GROUP TOTAL	5	3	60%	2	40%	1	20%
FEMALE	13	8	62%	5	38%	2	15%
MALE	17	17	100%	14	82%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	30	25	83%	19	63%	3	10%
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	26	-	-	-	-	-	-
NOT MIGRANT	30	25	83%	19	63%	3	10%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	325	7 2%	14 4%	109 34%	109 34%	86 26%
GENERAL EDUCATION	256	3 1%	6 2%	72 28%	93 36%	82 32%
STUDENTS WITH DISABILITIES	69	4 6%	8 12%	37 54%	16 23%	4 6%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	10	1 10%	0 0%	1 10%	5 50%	3 30%
BLACK OR AFRICAN AMERICAN	9	-	-	-	-	-
HISPANIC OR LATINO	12	0 0%	1 8%	7 58%	3 25%	1 8%
WHITE	269	6 2%	9 3%	88 33%	90 33%	76 28%
MULTIRACIAL	24	0 0%	3 13%	8 33%	9 38%	4 17%
SMALL GROUP TOTAL	10	0 0%	1 10%	5 50%	2 20%	2 20%
FEMALE	165	2 1%	7 4%	49 30%	56 34%	51 31%
MALE	160	5 3%	7 4%	60 38%	53 33%	35 22%
NON-ENGLISH LANGUAGE LEARNERS	324	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	1 1%	8 12%	27 40%	22 32%	10 15%
NOT ECONOMICALLY DISADVANTAGED	257	6 2%	6 2%	82 32%	87 34%	76 30%
NOT MIGRANT	325	7 2%	14 4%	109 34%	109 34%	86 26%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	186	4 2%	10 5%	102 55%	33 18%	37 20%
GENERAL EDUCATION	183	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	9	1 11%	1 11%	4 44%	1 11%	2 22%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-
HISPANIC OR LATINO	10	0 0%	1 10%	7 70%	2 20%	0 0%
WHITE	156	3 2%	7 4%	86 55%	28 18%	32 21%
MULTIRACIAL	9	-	-	-	-	-
SMALL GROUP TOTAL	11	0 0%	1 9%	5 45%	2 18%	3 27%
FEMALE	93	3 3%	3 3%	57 61%	16 17%	14 15%
MALE	93	1 1%	7 8%	45 48%	17 18%	23 25%
NON-ENGLISH LANGUAGE LEARNERS	185	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	25	0 0%	2 8%	17 68%	5 20%	1 4%
NOT ECONOMICALLY DISADVANTAGED	161	4 2%	8 5%	85 53%	28 17%	36 22%
NOT MIGRANT	186	4 2%	10 5%	102 55%	33 18%	37 20%

## ALGEBRA II (COMMON CORE)

## ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	167	3	2%	2	1%	54	32%	61	37%	47	28%
GENERAL EDUCATION	165	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	13	0	0%	0	0%	2	15%	5	38%	6	46%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	-	-	-	-	-	-	-	-	-	-
WHITE	140	2	1%	2	1%	45	32%	52	37%	39	28%
MULTIRACIAL	8	1	13%	0	0%	4	50%	1	13%	2	25%
SMALL GROUP TOTAL	6	0	0%	0	0%	3	50%	3	50%	0	0%
FEMALE	92	0	0%	2	2%	35	38%	32	35%	23	25%
MALE	75	3	4%	0	0%	19	25%	29	39%	24	32%
NON-ENGLISH LANGUAGE LEARNERS	167	3	2%	2	1%	54	32%	61	37%	47	28%
ECONOMICALLY DISADVANTAGED	20	0	0%	0	0%	11	55%	6	30%	3	15%
NOT ECONOMICALLY DISADVANTAGED	147	3	2%	2	1%	43	29%	55	37%	44	30%
NOT MIGRANT	167	3	2%	2	1%	54	32%	61	37%	47	28%

## GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	361	344	95%	317	88%	199	55%
GENERAL EDUCATION	289	285	99%	272	94%	189	65%
STUDENTS WITH DISABILITIES	72	59	82%	45	63%	10	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	15	15	100%	15	100%	11	73%
BLACK OR AFRICAN AMERICAN	11	11	100%	8	73%	2	18%
HISPANIC OR LATINO	26	25	96%	23	88%	10	38%
WHITE	294	279	95%	258	88%	168	57%
MULTIRACIAL	15	14	93%	13	87%	8	53%
FEMALE	162	157	97%	142	88%	86	53%
MALE	199	187	94%	175	88%	113	57%
NON-ENGLISH LANGUAGE LEARNERS	360	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	81	77	95%	61	75%	31	38%
NOT ECONOMICALLY DISADVANTAGED	280	267	95%	256	91%	168	60%
NOT MIGRANT	361	344	95%	317	88%	199	55%



## U.S. HISTORY &amp; GOVERNMENT

## REGENTS U.S. HISTORY &amp; GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	318	313	98%	308	97%	236	74%
GENERAL EDUCATION	271	270	100%	266	98%	212	78%
STUDENTS WITH DISABILITIES	47	43	91%	42	89%	24	51%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	13	13	100%	13	100%	11	85%
BLACK OR AFRICAN AMERICAN	8	7	88%	6	75%	6	75%
HISPANIC OR LATINO	13	13	100%	12	92%	6	46%
WHITE	266	262	98%	260	98%	203	76%
MULTIRACIAL	18	18	100%	17	94%	10	56%
FEMALE	160	159	99%	154	96%	113	71%
MALE	158	154	97%	154	97%	123	78%
NON-ENGLISH LANGUAGE LEARNERS	316	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	66	65	98%	61	92%	42	64%
NOT ECONOMICALLY DISADVANTAGED	252	248	98%	247	98%	194	77%
NOT MIGRANT	318	313	98%	308	97%	236	74%

## LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	342	330	96%	316	92%	163	48%
GENERAL EDUCATION	271	268	99%	266	98%	159	59%
STUDENTS WITH DISABILITIES	71	62	87%	50	70%	4	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	12	10	83%	10	83%	3	25%
BLACK OR AFRICAN AMERICAN	6	5	83%	5	83%	0	0%
HISPANIC OR LATINO	21	20	95%	19	90%	8	38%
WHITE	286	278	97%	265	93%	143	50%
MULTIRACIAL	17	17	100%	17	100%	9	53%
FEMALE	167	164	98%	157	94%	82	49%
MALE	175	166	95%	159	91%	81	46%
NON-ENGLISH LANGUAGE LEARNERS	337	328	97%	315	93%	163	48%
ENGLISH LANGUAGE LEARNERS	5	2	40%	1	20%	0	0%
ECONOMICALLY DISADVANTAGED	73	69	95%	64	88%	17	23%
NOT ECONOMICALLY DISADVANTAGED	269	261	97%	252	94%	146	54%
NOT MIGRANT	342	330	96%	316	92%	163	48%

## PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	291	276	95%	262	90%	163	56%
GENERAL EDUCATION	240	231	96%	224	93%	150	63%
STUDENTS WITH DISABILITIES	51	45	88%	38	75%	13	25%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	11	11	100%	11	100%	8	73%
BLACK OR AFRICAN AMERICAN	9	-	-	-	-	-	-
HISPANIC OR LATINO	17	16	94%	13	76%	4	24%
WHITE	239	229	96%	219	92%	140	59%
MULTIRACIAL	14	13	93%	13	93%	10	71%
SMALL GROUP TOTAL	10	7	70%	6	60%	1	10%
FEMALE	151	142	94%	136	90%	92	61%
MALE	140	134	96%	126	90%	71	51%
NON-ENGLISH LANGUAGE LEARNERS	290	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	58	55	95%	52	90%	24	41%
NOT ECONOMICALLY DISADVANTAGED	233	221	95%	210	90%	139	60%
NOT MIGRANT	291	276	95%	262	90%	163	56%

## PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	173	171	99%	148	86%	65	38%
GENERAL EDUCATION	169	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	11	11	100%	11	100%	7	64%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	8	8	100%	5	63%	2	25%
WHITE	146	144	99%	126	86%	53	36%
MULTIRACIAL	6	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	6	75%	3	38%
FEMALE	91	90	99%	74	81%	34	37%
MALE	82	81	99%	74	90%	31	38%
NON-ENGLISH LANGUAGE LEARNERS	173	171	99%	148	86%	65	38%
ECONOMICALLY DISADVANTAGED	23	22	96%	17	74%	4	17%
NOT ECONOMICALLY DISADVANTAGED	150	149	99%	131	87%	61	41%
NOT MIGRANT	173	171	99%	148	86%	65	38%

## PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	71	69	97%	57	80%	30	42%
GENERAL EDUCATION	68	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	2	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	67	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	71	69	97%	57	80%	30	42%
FEMALE	39	37	95%	30	77%	13	33%
MALE	32	32	100%	27	84%	17	53%
NON-ENGLISH LANGUAGE LEARNERS	71	69	97%	57	80%	30	42%
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	70	-	-	-	-	-	-
NOT MIGRANT	71	69	97%	57	80%	30	42%

**REGENTS COMPETENCY TEST RESULTS (2015 - 16)**

<b>GROUP</b>	<b>GLOBAL STUDIES</b>	<b>US HIST &amp; GOV'T</b>	<b>SCIENCE</b>
ALL STUDENTS	1	1	1
STUDENTS WITH DISABILITIES	1	1	1
WHITE	1	1	1
SMALL GROUP TOTAL	1	1	1
FEMALE	1	1	1
NON-ENGLISH LANGUAGE LEARNERS	1	1	1
NOT ECONOMICALLY DISADVANTAGED	1	1	1
NOT MIGRANT	1	1	1

## NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2015 - 16)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	4	_%	-	-	-	-
GRADE 3 MATH	4	_%	-	-	-	-
GRADE 4 ELA	2	_%	-	-	-	-
GRADE 4 MATH	2	_%	-	-	-	-
GRADE 4 SCIENCE	2	_%	-	-	-	-
GRADE 5 ELA	10	90%	0	1	7	2
GRADE 5 MATH	10	90%	0	1	7	2
GRADE 6 ELA	2	_%	-	-	-	-
GRADE 6 MATH	2	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	2	_%	-	-	-	-
GRADE 8 ELA	5	60%	1	1	3	0
GRADE 8 MATH	5	60%	0	2	3	0
GRADE 8 SCIENCE	5	100%	0	0	5	0
SECONDARY-LEVEL ELA	3	_%	-	-	-	-
SECONDARY-LEVEL MATH	3	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	3	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	3	_%	-	-	-	-

# NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2015 - 16)

## KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	6	0%	0%	17%	83%	0%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	8	0%	13%	50%	38%	0%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	40%	40%	20%
GENERAL EDUCATION	5	0%	0%	40%	40%	20%

## GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

## GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

**GRADE 8**

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

**GRADE 9**

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

**GRADE 10**

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

**GRADE 11**

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

**GRADE 12**

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

## ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	3,784*	81%*	YES	1,486	147	101	101
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	100*	93%*	YES	48	115	74	74
HISPANIC OR LATINO	NO	NO	193*	82%*	YES	78	135	81	81
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	NO	NO	191*	90%*	YES	88	163	116	116
WHITE	NO	NO	3,096*	80%*	YES	1,198	148	116	116
MULTIRACIAL	NO	NO	195*	77%*	YES	72	132	93	93
STUDENTS WITH DISABILITIES	NO	NO	687*	72%*	YES	240†	70†	66	66
LIMITED ENGLISH PROFICIENT	—	—	12	—	—	6	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	845*	78%*	YES	320	108	87	87

### RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	3,775*	81%*	1,484	147
NOT BLACK OR AFRICAN AMERICAN	3,684*	80%*	1,438	148
NOT HISPANIC OR LATINO	3,591*	81%*	1,408	147
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P..	3,593*	80%*	1,398	146
NOT WHITE	688*	84%*	288	139
NOT MULTIRACIAL	3,589*	81%*	1,414	147
GENERAL EDUCATION	3,097*	83%*	1,263	161
ENGLISH PROFICIENT	3,759*	81%*	1,480	147
NOT ECONOMICALLY DISADVANTAGED	2,939*	82%*	1,166	157
MALE	1,872*	82%*	745	136
FEMALE	1,912*	80%*	741	157
MIGRANT	0	—	0	—
NOT MIGRANT	3,783*	81%*	1,486	147

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.  
 \* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.  
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.



## ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	3,782*	76%*	YES	1,428	156	98	98
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	100*	86%*	YES	44	127	68	68
HISPANIC OR LATINO	NO	NO	191*	76%*	YES	72	154	80	80
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	NO	NO	191*	90%*	YES	87	177	127	127
WHITE	NO	NO	3,096*	75%*	YES	1,155	156	112	112
MULTIRACIAL	NO	NO	195*	70%*	YES	68	147	85	85
STUDENTS WITH DISABILITIES	NO	NO	687*	66%*	YES	224†	85†	67	67
LIMITED ENGLISH PROFICIENT	—	—	12	—	—	5	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	843*	70%*	YES	290	121	85	85

### RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	3,773*	76%*	1,426	156
NOT BLACK OR AFRICAN AMERICAN	3,682*	76%*	1,384	156
NOT HISPANIC OR LATINO	3,591*	76%*	1,356	156
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P..	3,591*	75%*	1,341	154
NOT WHITE	686*	80%*	273	155
NOT MULTIRACIAL	3,587*	76%*	1,360	156
GENERAL EDUCATION	3,095*	78%*	1,221	168
ENGLISH PROFICIENT	3,757*	76%*	1,423	156
NOT ECONOMICALLY DISADVANTAGED	2,939*	78%*	1,138	164
MALE	1,871*	78%*	724	155
FEMALE	1,911*	74%*	704	156
MIGRANT	0	—	0	—
NOT MIGRANT	3,781*	76%*	1,428	156

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

\*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	590	86%	YES	500	194	182	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	11	—	—	11	—	—	—
HISPANIC OR LATINO	YES	—	36	—	YES	30	183	161	1
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	—	27	—	—	26	—	—	—
WHITE	YES	YES	481	86%	YES	408	196	189	189
MULTIRACIAL	—	—	33	—	—	23	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	230*	82%*	YES	90†	173†	161	161
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	257*	83%*	YES	100	188	170	170

### RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	588	86%	498	194
NOT BLACK OR AFRICAN AMERICAN	579	86%	489	194
NOT HISPANIC OR LATINO	554	86%	470	195
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P..	563	85%	474	194
NOT WHITE	109	88%	92	188
NOT MULTIRACIAL	557	87%	477	195
GENERAL EDUCATION	480	88%	414	199
ENGLISH PROFICIENT	586	86%	497	194
NOT ECONOMICALLY DISADVANTAGED	459	88%	400	196
MALE	293	87%	250	193
FEMALE	297	85%	250	195
MIGRANT	0	—	0	—
NOT MIGRANT	590	86%	500	194

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.  
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	283	100%	YES	299	184	168	168
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	12	—	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	—	—	5	—	—	4	—	—	—
WHITE	YES	YES	249	100%	YES	260	183	176	176
MULTIRACIAL	—	—	14	—	—	18	—	—	—
STUDENTS WITH DISABILITIES	YES	—	36	—	YES	44†	136†	119	119
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	34	—	YES	40	158	147	147

### RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	282	100%	298	184
NOT BLACK OR AFRICAN AMERICAN	281	100%	295	185
NOT HISPANIC OR LATINO	271	100%	287	183
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	278	100%	295	184
NOT WHITE	34	—	39	185
NOT MULTIRACIAL	269	100%	281	183
GENERAL EDUCATION	247	100%	256	191
ENGLISH PROFICIENT	282	100%	299	184
NOT ECONOMICALLY DISADVANTAGED	249	100%	259	188
MALE	132	100%	146	177
FEMALE	151	100%	153	190
MIGRANT	0	—	0	—
NOT MIGRANT	283	100%	299	184

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.  
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	283	100%	YES	299	171	153	153
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	12	—	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	—	5	—	—	4	—	—	—
WHITE	YES	YES	249	100%	YES	260	173	163	163
MULTIRACIAL	—	—	14	—	—	18	—	—	—
STUDENTS WITH DISABILITIES	YES	—	36	—	YES	44†	136†	110	110
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	—	34	—	YES	40	148	131	131

### RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	282	100%	298	171
NOT BLACK OR AFRICAN AMERICAN	281	100%	295	172
NOT HISPANIC OR LATINO	271	100%	287	171
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P..	278	100%	295	171
NOT WHITE	34	—	39	159
NOT MULTIRACIAL	269	100%	281	171
GENERAL EDUCATION	247	100%	256	177
ENGLISH PROFICIENT	282	100%	299	171
NOT ECONOMICALLY DISADVANTAGED	249	100%	259	175
MALE	132	100%	146	166
FEMALE	151	100%	153	176
MIGRANT	0	—	0	—
NOT MIGRANT	283	100%	299	171

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.  
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	147	156	184	171	165
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	115	127	—	—	121
HISPANIC OR LATINO	135	154	—	—	145
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	163	177	—	—	170
WHITE	148	156	183	173	165
MULTIRACIAL	132	147	—	—	140
STUDENTS WITH DISABILITIES	70	85	136	136	107
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	108	121	158	148	134

— There were not enough students to determine a Performance Index.

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

## ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	YES
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	YES

— There were not enough students to make an AYP determination.

**FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY**

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	358	94%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	14	—	—	—
HISPANIC OR LATINO	—	15	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	11	—	—	—
WHITE	YES	304	95%	80%	80%
MULTIRACIAL	—	13	—	—	—
STUDENTS WITH DISABILITIES	YES	58†	84%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	YES	61	77%	80%	70%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	376	94%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	8	—	—	—
HISPANIC OR LATINO	—	14	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	—	14	—	—	—
WHITE	YES	326	93%	80%	80%
MULTIRACIAL	—	13	—	—	—
STUDENTS WITH DISABILITIES	YES	56†	84%†	80%	72%
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	NO	50	72%	80%	80%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COH...		FIVE-YEAR GRADUATION-RATE TOTAL COHO...	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	357	94%	375	94%
NOT BLACK OR AFRICAN AMERICAN	344	94%	368	93%
NOT HISPANIC OR LATINO	343	94%	362	94%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	347	94%	362	93%
NOT WHITE	54	89%	50	96%
NOT MULTIRACIAL	345	94%	363	94%
GENERAL EDUCATION	300	96%	322	95%
ENGLISH PROFICIENT	355	94%	376	94%
NOT ECONOMICALLY DISADVANTAGED	297	97%	326	97%
MALE	186	92%	175	94%
FEMALE	172	96%	201	93%
MIGRANT	0	—	1	—
NOT MIGRANT	358	94%	375	94%

— There were fewer than 30 students in the cohort.



### Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2011 Graduation-Rate Total Cohort members who graduated as of August 31, 2015 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)

47%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)

32%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE

YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)

6%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)

5%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE

YES

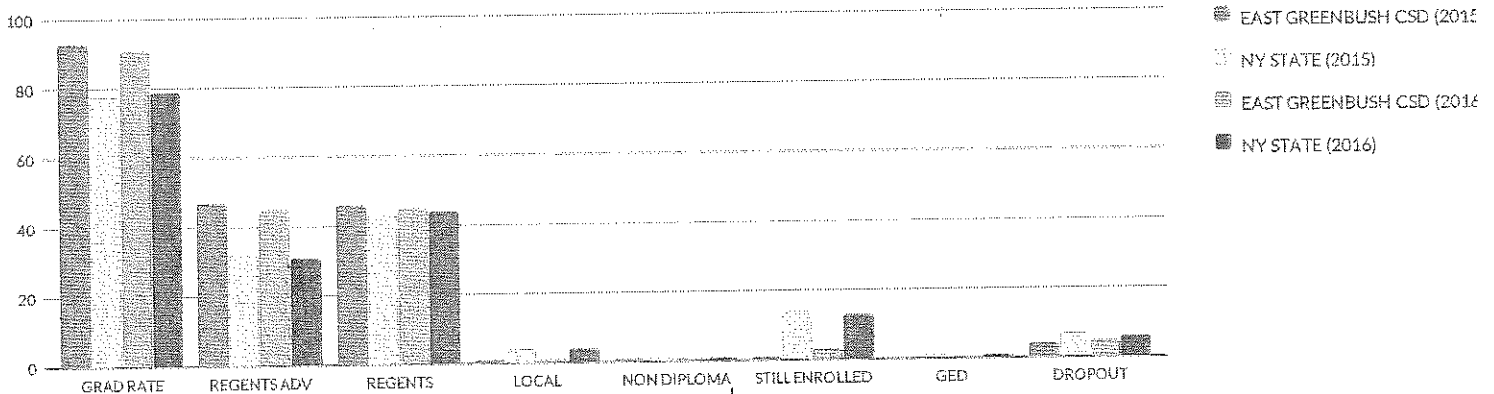
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# EAST GREENBUSH CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year - August, the 5th year - June, and the 6th year - June are also calculated and available using the "Filter this data" function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



2015

2016

ALL STUDENTS

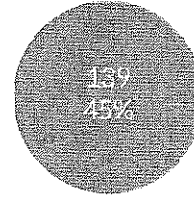
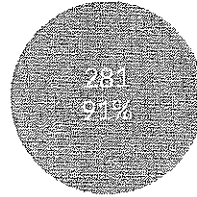
ALL STUDENTS

GRAD RATE

REGENTS WITH A...

GRAD RATE

REGENTS WITH A...

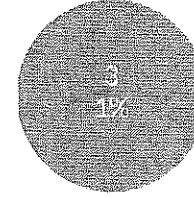
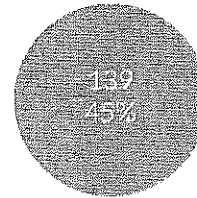
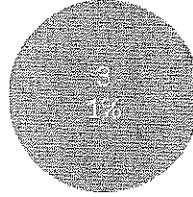
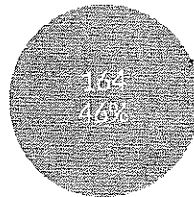


REGENTS DIPLOM..

LOCAL DIPLOMA

REGENTS DIPLOM...

LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 358

TOTAL STUDENTS IN COHORT: 310

NON DIPLOMA CRED

STILL ENROLLED

NON DIPLOMA CRED

STILL ENROLLED

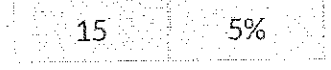


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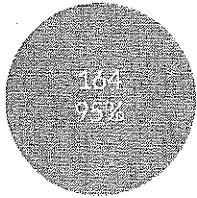
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# BY GENDER

## FEMALE

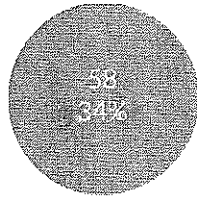
GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 172

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

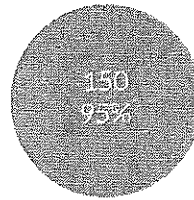


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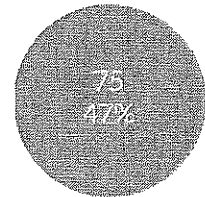


## FEMALE

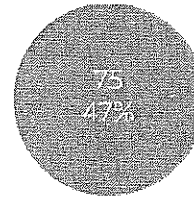
GRAD RATE



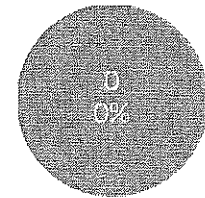
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA

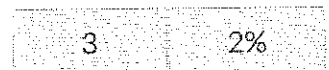


TOTAL STUDENTS IN COHORT: 158

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



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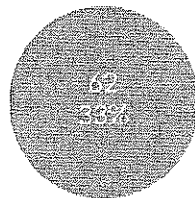


## MALE

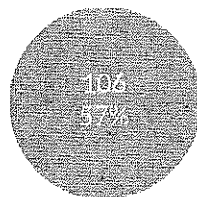
GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 186

NON DIPLOMA CRED



STILL ENROLLED

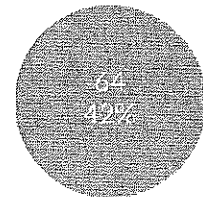


## MALE

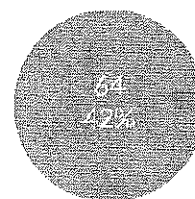
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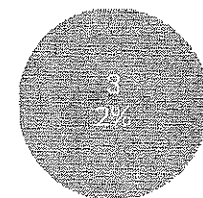
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 152

NON DIPLOMA CRED



STILL ENROLLED



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GED TRANSFER

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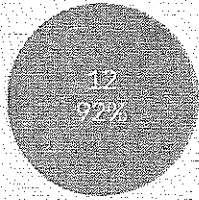
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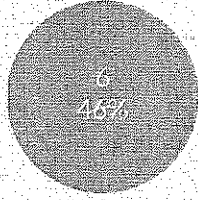
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## MULTIRACIAL

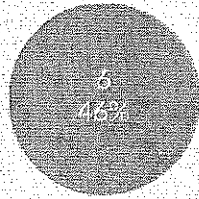
GRAD RATE



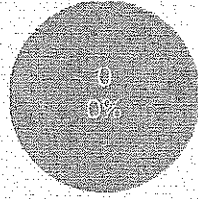
REGENTS WITH A...



REGENTS DIPLOM...

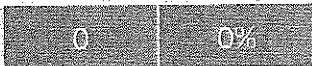


LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 13

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

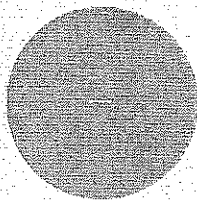


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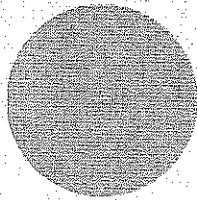


## AMERICAN INDIAN OR ALASKA NATIVE

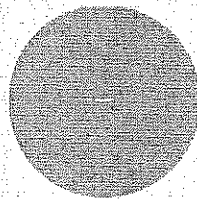
GRAD RATE



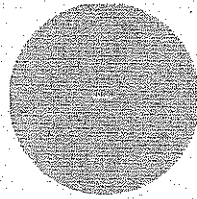
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED

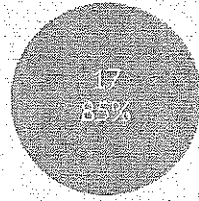


STILL ENROLLED

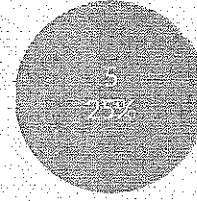


## MULTIRACIAL

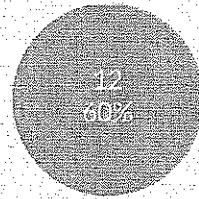
GRAD RATE



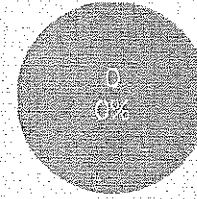
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 20

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

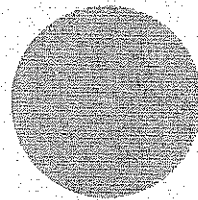


DROPOUT

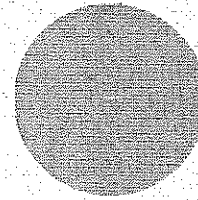


## AMERICAN INDIAN OR ALASKA NATIVE

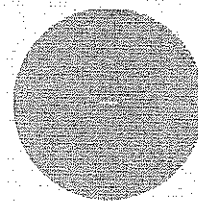
GRAD RATE



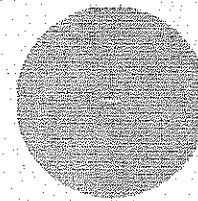
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED

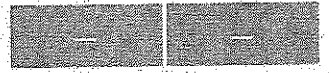
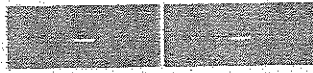
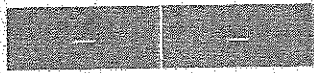


GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

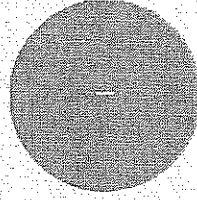
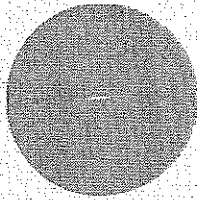




ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

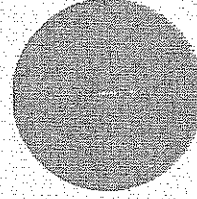
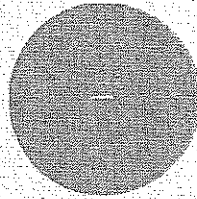
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

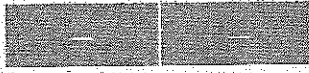
LOCAL DIPLOMA



TOTAL STUDENTS: —

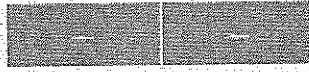
NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

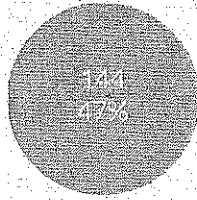
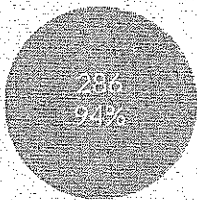
DROPOUT



WHITE

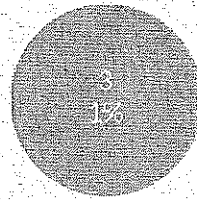
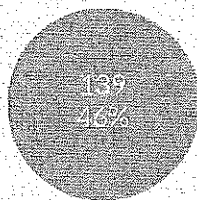
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 304

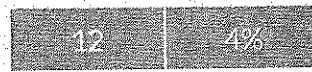
NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

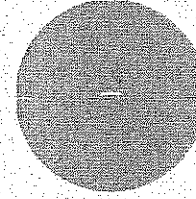
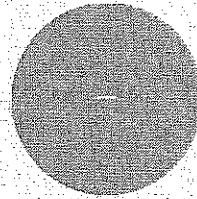
DROPOUT



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

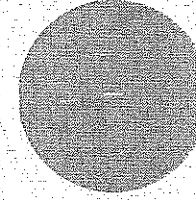
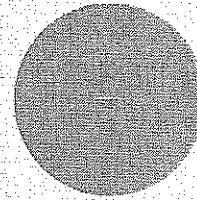
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

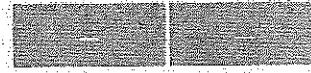
LOCAL DIPLOMA



TOTAL STUDENTS: —

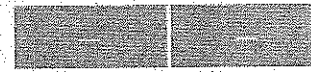
NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

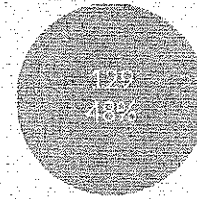
DROPOUT



WHITE

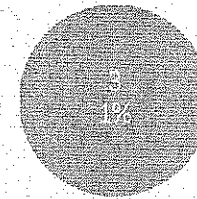
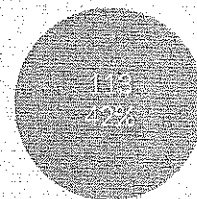
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 269

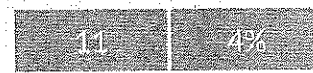
NON DIPLOMA CRED

STILL ENROLLED



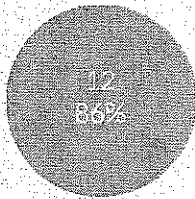
GED TRANSFER

DROPOUT

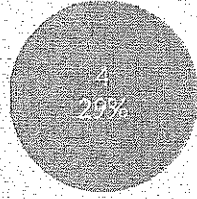


BLACK OR AFRICAN AMERICAN

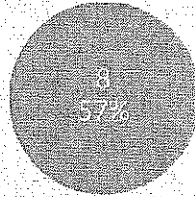
GRAD RATE



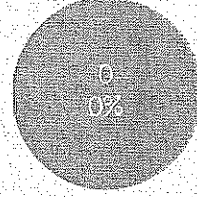
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 14

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

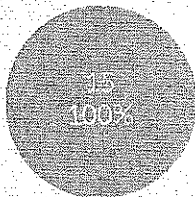


DROPOUT

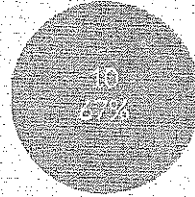


HISPANIC OR LATINO

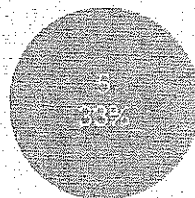
GRAD RATE



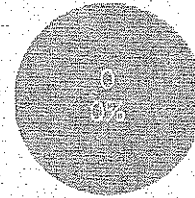
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 15

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

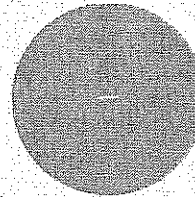


DROPOUT

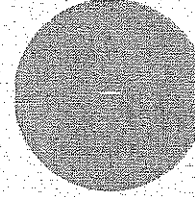


BLACK OR AFRICAN AMERICAN

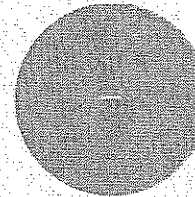
GRAD RATE



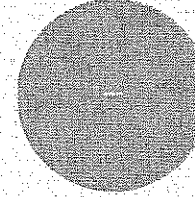
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

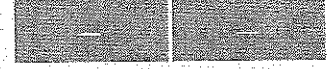


TOTAL STUDENTS: -

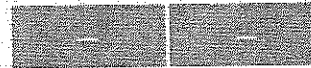
NON DIPLOMA CRED



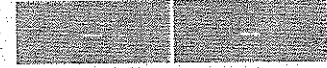
STILL ENROLLED



GED TRANSFER

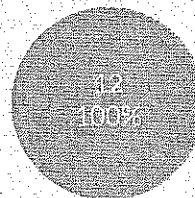


DROPOUT

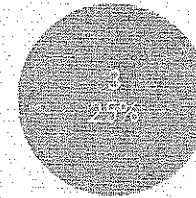


HISPANIC OR LATINO

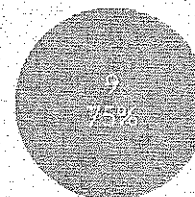
GRAD RATE



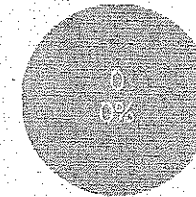
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 12

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

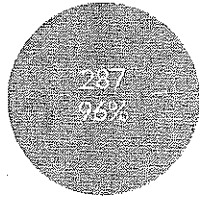




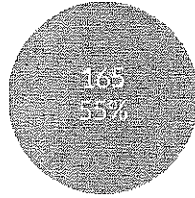
# OTHER GROUPS

## GENERAL-EDUCATION STUDENTS

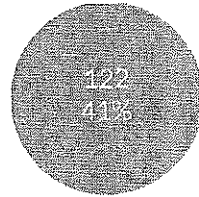
GRAD RATE



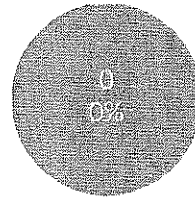
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 300

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT

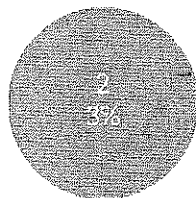


## STUDENTS WITH DISABILITIES

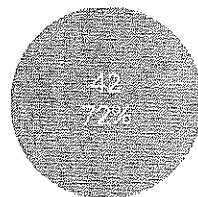
GRAD RATE



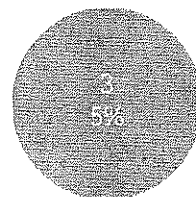
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 58

NON DIPLOMA CRED



STILL ENROLLED

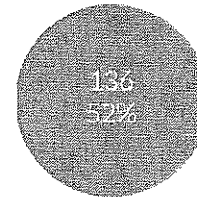


## GENERAL-EDUCATION STUDENTS

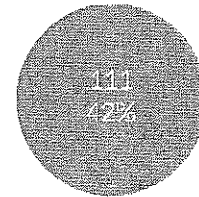
GRAD RATE



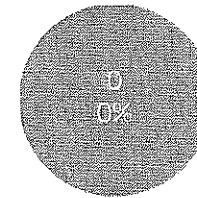
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA

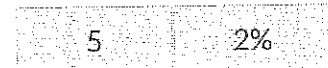


TOTAL STUDENTS IN COHORT: 264

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

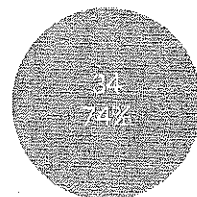


DROPOUT

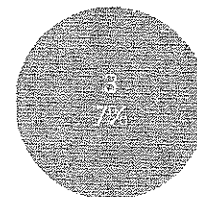


## STUDENTS WITH DISABILITIES

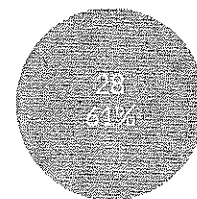
GRAD RATE



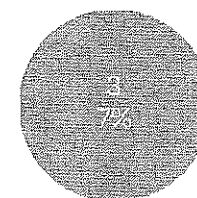
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 46

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

0

0%

DROPOUT

4

7%

GED TRANSFER

0

0%

DROPOUT

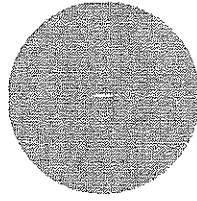
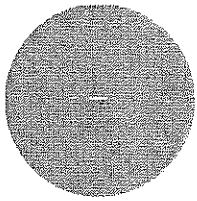
3

7%

NON-ENGLISH LANGUAGE LEARNERS

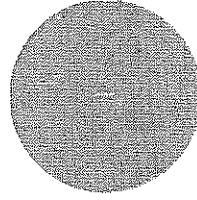
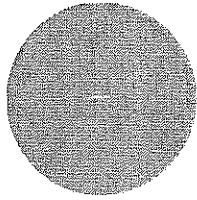
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

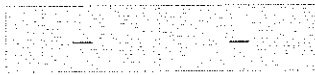
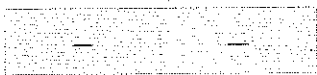
LOCAL DIPLOMA



TOTAL STUDENTS: —

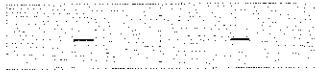
NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

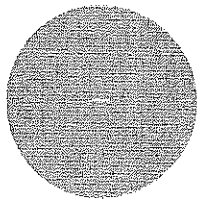
DROPOUT



ENGLISH LANGUAGE LEARNERS

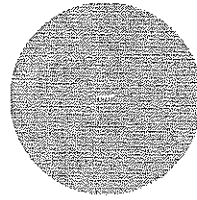
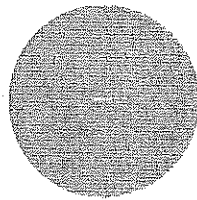
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

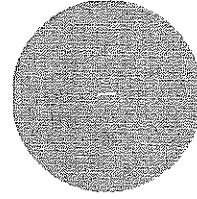
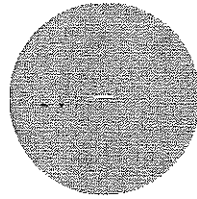
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NON-ENGLISH LANGUAGE LEARNERS

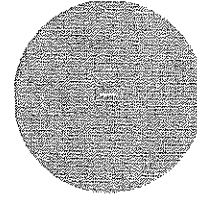
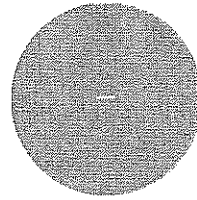
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

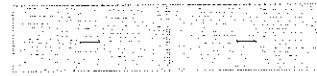
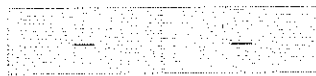
LOCAL DIPLOMA



TOTAL STUDENTS: —

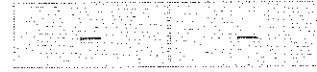
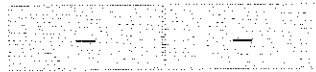
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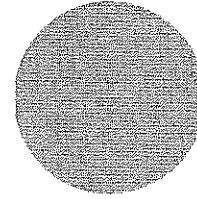
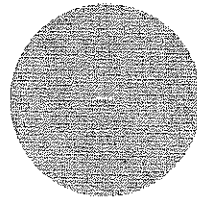
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ENGLISH LANGUAGE LEARNERS

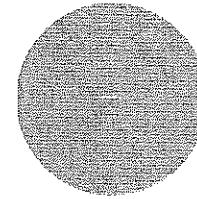
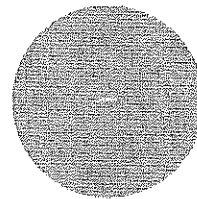
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REGENTS DIPLOM..

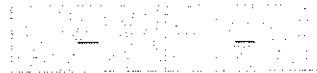
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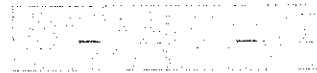
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DROPOUT

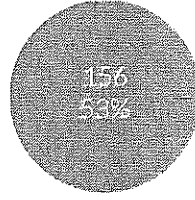


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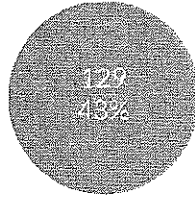
GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...

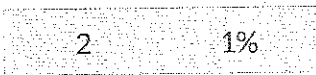


LOCAL DIPLOMA

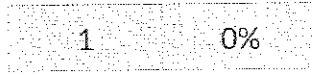


TOTAL STUDENTS IN COHORT: 297

NON DIPLOMA CRED



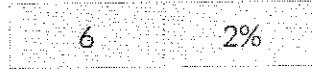
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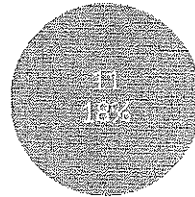


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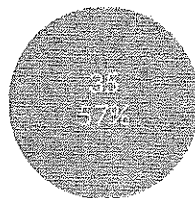
GRAD RATE



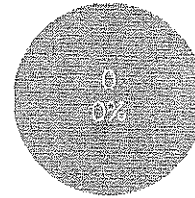
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

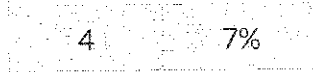


TOTAL STUDENTS IN COHORT: 61

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

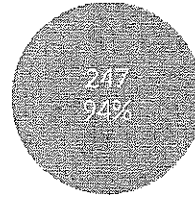


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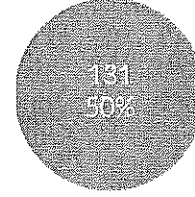


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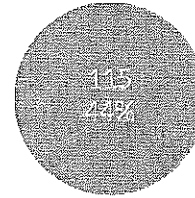
GRAD RATE



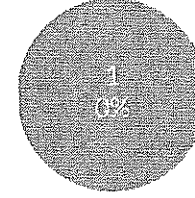
REGENTS WITH A...



REGENTS DIPLOM...

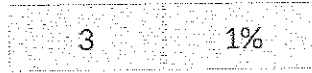


LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 262

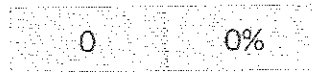
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STILL ENROLLED



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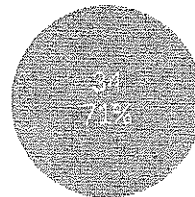


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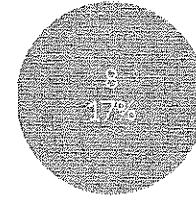


ECONOMICALLY DISADVANTAGED

GRAD RATE



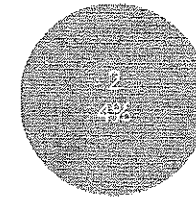
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

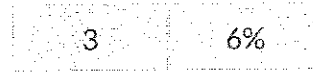


TOTAL STUDENTS IN COHORT: 48

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



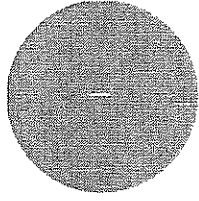
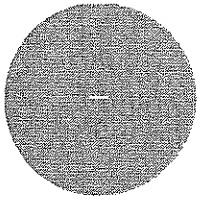
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NOT MIGRANT

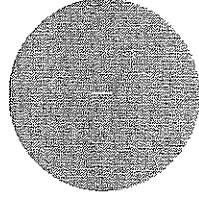
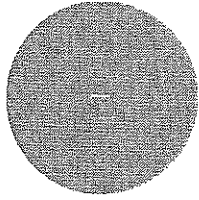
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM...

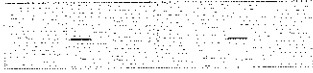
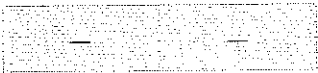
LOCAL DIPLOMA



TOTAL STUDENTS: —

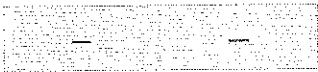
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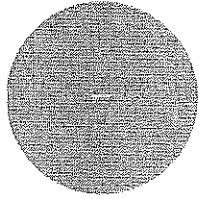
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MIGRANT

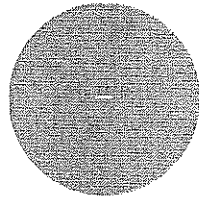
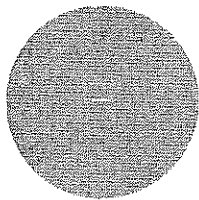
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REGENTS WITH A...



REGENTS DIPLOM...

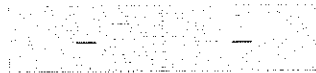
LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED



GED TRANSFER

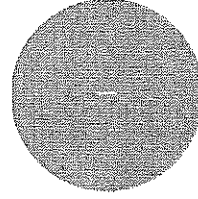
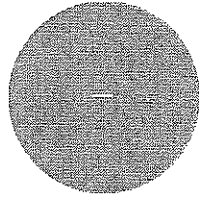
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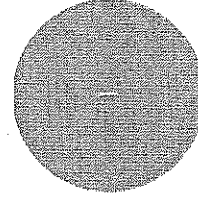
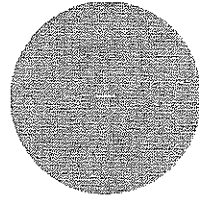
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REGENTS WITH A...



REGENTS DIPLOM...

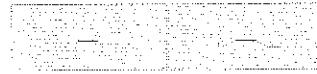
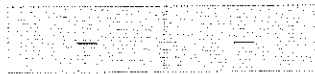
LOCAL DIPLOMA



TOTAL STUDENTS: —

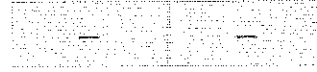
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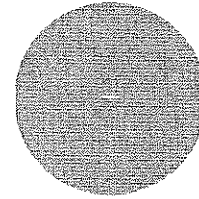
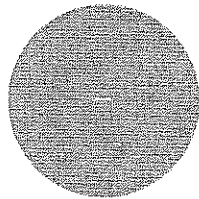
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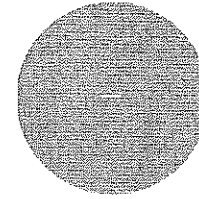
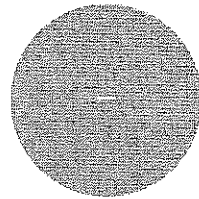
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM...

LOCAL DIPLOMA



TOTAL STUDENTS: —

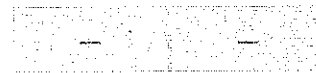
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STILL ENROLLED



GED TRANSFER

DROPOUT



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# GLOSSARY OF TERMS - REPORT CARDS DATA

## 2-YEAR Institutions

A postsecondary institution that offers programs of at least 2 but less than 4 years duration. This includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. This does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.

## 4-YEAR/GRAD Institutions

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. This includes schools that offer post baccalaureate certificates only or those that offer graduate programs only. This also includes free-standing medical, law or other first-professional schools.

## Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

## Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

## Average Class Size



Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

## **CUNY**

City University of New York

## **Completers**

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

## **Core Classes**

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

## **Disability Status**

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

## **Dropouts**

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

## **Economically Disadvantaged**



Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

## English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations. These students are also referred to as Limited English Proficient (LEP).

## First-Professional

A student enrolled in any of the following degree programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.), Audiology, (Au.D.), Nursing Practice (D.N.P.), and Physical Therapy (D.P.N.)

## First-Time

An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

## Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Full-Time

**Undergraduate:** A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. **Graduate:** A student enrolled for 9 or more semester credits, 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. **First-Professional:** As defined by the institution.

## Full-Time Equivalent

Full-Time Equivalent is calculated as follows:

- Undergraduates: Full-Time + 1/3 Part-Time
- Graduates and First Professionals: Full-Time + .4\* Part-Time

## Gender

Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

## Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

## Graduate Student

A student who holds a bachelor's, first-professional degree, or equivalent, and is taking courses at the post baccalaureate level. These students may or may not be enrolled in graduate programs (not to include students in first-professional programs).

## Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

## High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

## Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation allows charter school teachers to be employed if they hold any valid teaching certificate. Legislation also permits up to 30 percent, with a maximum of five, whichever is less, plus an additional five teachers of mathematics, science, computer science, technology, or career and technical education, and an additional five teachers of a charter school to be without certification and be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Statewide "Total Number of Teachers" includes a small number of teachers counted more than once if they were reported in multiple districts.

## **Independent**

Is a private-not-for-profit institution.

## **National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

## **New York State English as a Second Language Achievement Test (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **New York State Testing Program (NYSTP)**

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

## Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

## Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching Out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

## Part-Time

Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits. First-Professional: As defined by the institution.

## Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

## Post-secondary Plans of Completers

Percent of students with Regents or local diplomas who reported their post-graduation plans to be attending college, entering the military, entering into employment, entering adult services, or other known or unknown.

## Private Institutions

An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

## Proprietary

Is a private-for-profit institution.

## Public Institutions

An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

## Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original

peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

## Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

## Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.

## Regents Examinations

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.

## SUNY

State University of New York

## Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

## Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

## Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the count of teachers in the prior school year who did not return to a teaching position in the district in the current school year expressed as a percentage.

## Total Cohort

A secondary-level total cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. For more detailed information on cohort definitions, see the SIRS Manual.

## Undergraduate

A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

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