2018 - 2019

PROPOSED BUDGET'S
REQUIRED STATE-SUPPLIED INFORMATION

Packet 2 of 2

EAST GREENBUSH CENTRAL SCHOOL DISTRICT

EAST GREENBUSH CSD - SCHOOL REPORT CARD DATA [2016 - 17]

EAST GREENBUSH CSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT	4,064

ENROLLMENT BY GENDER

MALE		FEMALE	
2,020	50%	2,044	50%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	6	0%
BLACK OR AFRICAN AMERICAN	98	2%
HISPANIC OR LATINO	238	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	226	6%
WHITE	3,276	81%
MULTIRACIAL	220	5%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
36	1%	650	16%	984	24%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	317	8%
1ST GRADE	291	7%
2ND GRADE	289	7%
3RD GRADE	306	8%
4TH GRADE	303	7%
5TH GRADE	290	7%
6TH GRADE	299	7%
UNGRADED ELEMENTARY	16	0%
7TH GRADE	333	8%
8TH GRADE	339	8%
9TH GRADE	308	8%
10TH GRADE	319	8%
11TH GRADE	335	8%
12TH GRADE	307	8%
UNGRADED SECONDARY	12	0%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 8 ENGLISH	22
GRADE 8 MATHEMATICS	23
GRADE 8 SCIENCE	24
GRADE 8 SOCIAL STUDIES	24
GRADE 10 ENGLISH	23
GRADE 10 MATHEMATICS	26
GRADE 10 SCIENCE	20
GRADE 10 SOCIAL STUDIES	26

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH		ELIGIBLE FOR REDUCED-PRICE LUNCH	
767	19%	158	4%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	96%

STUDENT SUSPENSIONS (2015 - 16)

92	2%

TEACHER TURNOVER RATE (2015-16 TO 2016-17)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
22%	11%

STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	7
ASSISTANT PRINCIPALS	5
OTHER PROFESSIONAL STAFF	43
PARAPROFESSIONALS	120

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	333
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	4%
PERCENTAGE WITH MASTER'S DEGREEPLUS 30 HOURS OR DOCTORATE	5%
TOTAL NUMBER OF CLASSES	1,067
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA	
ALL STUDENTS	314	310	301	97%
GENERAL EDUCATION	264	264	264	100%
STUDENTS WITH DISABILITIES	50	46	37	80%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	156	50%	9	3%	9	3%	4	1%
GENERAL EDUCATION	154	58%	9	3%	0	0%	0	0%
STUDENTS WITH DISABILITIES	2	4%	0	0%	9	20%	4	8%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

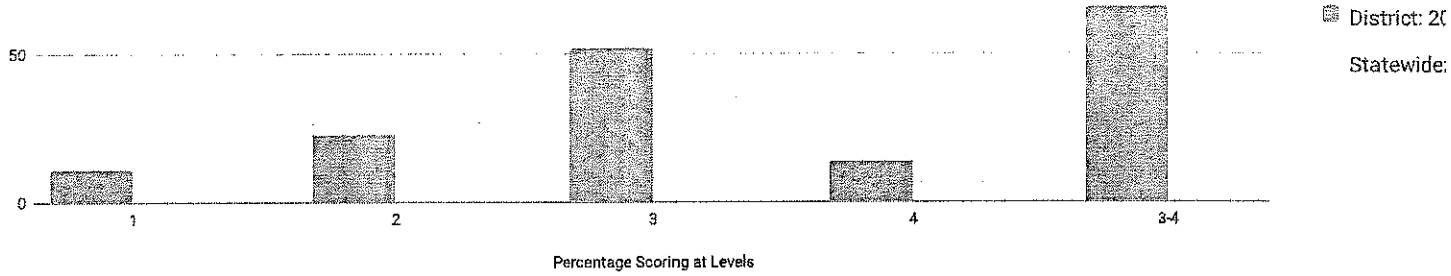
GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
ALL STUDENTS	10	1%	0	0%	10	1%
GENERAL EDUCATION	5	0%	0	0%	5	0%
STUDENTS WITH DISABILITIES	5	2%	0	0%	5	2%

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	141	45%	117	37%	17	5%	5	2%
GENERAL EDUCATION	135	51%	93	35%	7	3%	5	2%
STUDENTS WITH DISABILITIES	6	12%	24	48%	10	20%	0	0%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	30	10%	2	1%	1	0%	1	0%
GENERAL EDUCATION	23	9%	0	0%	0	0%	1	0%
STUDENTS WITH DISABILITIES	7	14%	2	4%	1	2%	0	0%

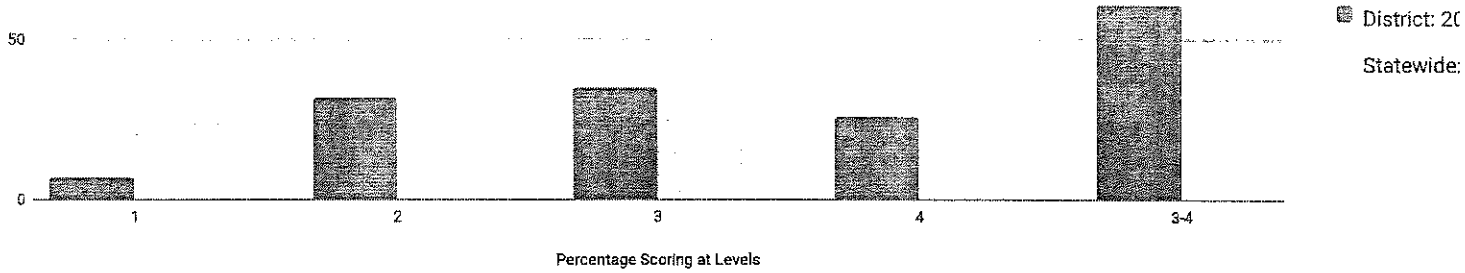
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	258	66%	28	11%	60	23%	135	52%	35	14%
GENERAL EDUCATION	225	74%	13	6%	46	20%	131	58%	35	16%
STUDENTS WITH DISABILITIES	33	12%	15	45%	14	42%	4	12%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	20	75%	0	0%	5	25%	10	50%	5	25%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	50%	5	31%	3	19%	5	31%	3	19%
WHITE	203	67%	20	10%	47	23%	110	54%	26	13%
MULTIRACIAL	12	67%	0	0%	4	33%	7	58%	1	8%
SMALL GROUP TOTAL	7	43%	3	43%	1	14%	3	43%	0	0%
FEMALE	130	79%	8	6%	19	15%	78	60%	25	19%
MALE	128	52%	20	16%	41	32%	57	45%	10	8%
NON-ENGLISH LANGUAGE LEARNERS	255	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	54%	11	16%	20	29%	31	46%	6	9%
NOT ECONOMICALLY DISADVANTAGED	190	70%	17	9%	40	21%	104	55%	29	15%
NOT MIGRANT	258	66%	28	11%	60	23%	135	52%	35	14%

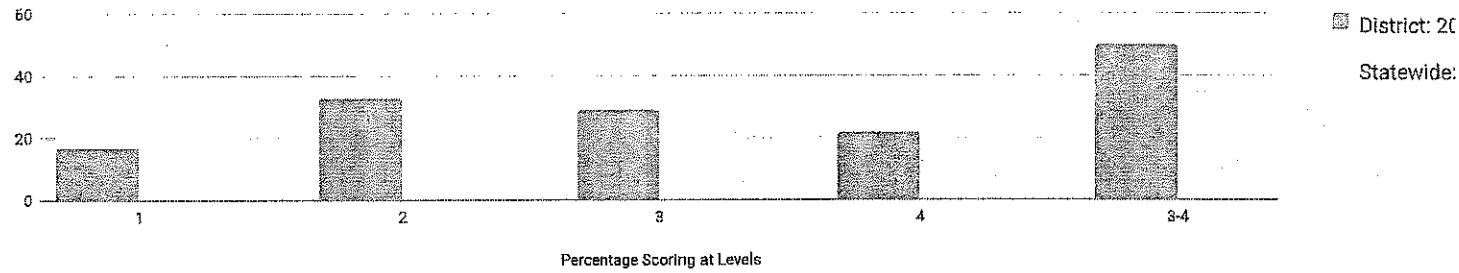
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	277	61%	19	7%	88	32%	97	35%	73	26%
GENERAL EDUCATION	248	67%	12	5%	71	29%	92	37%	73	29%
STUDENTS WITH DISABILITIES	29	17%	7	24%	17	59%	5	17%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	21	62%	3	14%	5	24%	7	33%	6	29%
BLACK OR AFRICAN AMERICAN	10	30%	0	0%	7	70%	2	20%	1	10%
HISPANIC OR LATINO	17	59%	3	18%	4	24%	7	41%	3	18%
WHITE	218	63%	12	6%	68	31%	78	36%	60	28%
MULTIRACIAL	11	55%	1	9%	4	36%	3	27%	3	27%
FEMALE	148	76%	7	5%	29	20%	57	39%	55	37%
MALE	129	45%	12	9%	59	46%	40	31%	18	14%
NON-ENGLISH LANGUAGE LEARNERS	273	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	73	40%	13	18%	31	42%	18	25%	11	15%
NOT ECONOMICALLY DISADVANTAGED	204	69%	6	3%	57	28%	79	39%	62	30%
NOT MIGRANT	277	61%	19	7%	88	32%	97	35%	73	26%

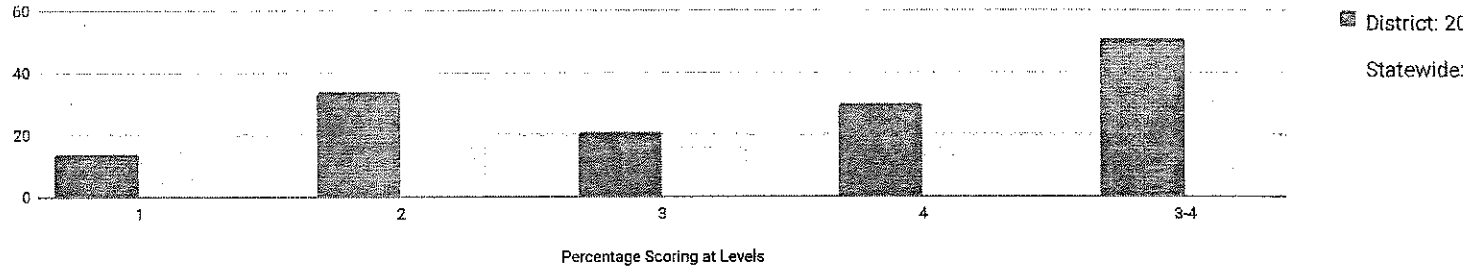
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	249	50%	43	17%	81	33%	71	29%	54	22%
GENERAL EDUCATION	206	60%	15	7%	68	33%	71	34%	52	25%
STUDENTS WITH DISABILITIES	43	5%	28	65%	13	30%	0	0%	2	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	16	50%	2	13%	6	38%	5	31%	3	19%
BLACK OR AFRICAN AMERICAN	8	25%	4	50%	2	25%	2	25%	0	0%
HISPANIC OR LATINO	13	38%	4	31%	4	31%	2	15%	3	23%
WHITE	200	52%	31	16%	66	33%	61	31%	42	21%
MULTIRACIAL	12	58%	2	17%	3	25%	1	8%	6	50%
FEMALE	127	57%	18	14%	37	29%	32	25%	40	31%
MALE	122	43%	25	20%	44	36%	39	32%	14	11%
NON-ENGLISH LANGUAGE LEARNERS	246	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	60	30%	19	32%	23	38%	10	17%	8	13%
NOT ECONOMICALLY DISADVANTAGED	189	57%	24	13%	58	31%	61	32%	46	24%
NOT MIGRANT	249	50%	43	17%	81	33%	71	29%	54	22%

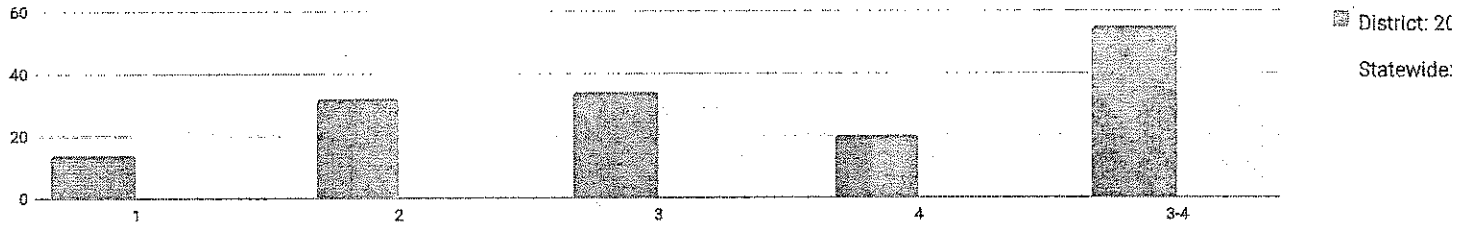
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	263	51%	38	14%	90	34%	56	21%	79	30%
GENERAL EDUCATION	228	58%	17	7%	79	35%	54	24%	78	34%
STUDENTS WITH DISABILITIES	35	9%	21	60%	11	31%	2	6%	1	3%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	16	75%	1	6%	3	19%	5	31%	7	44%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	50%	3	19%	5	31%	3	19%	5	31%
WHITE	212	52%	28	13%	74	35%	47	22%	63	30%
MULTIRACIAL	12	33%	4	33%	4	33%	0	0%	4	33%
SMALL GROUP TOTAL	7	14%	2	29%	4	57%	1	14%	0	0%
FEMALE	120	58%	17	14%	34	28%	31	26%	38	32%
MALE	143	46%	21	15%	56	39%	25	17%	41	29%
NON-ENGLISH LANGUAGE LEARNERS	263	51%	38	14%	90	34%	56	21%	79	30%
ECONOMICALLY DISADVANTAGED	55	31%	19	35%	19	35%	6	11%	11	20%
NOT ECONOMICALLY DISADVANTAGED	208	57%	19	9%	71	34%	50	24%	68	33%
NOT MIGRANT	263	51%	38	14%	90	34%	56	21%	79	30%

GRADE 7 ENGLISH LANGUAGE ARTS

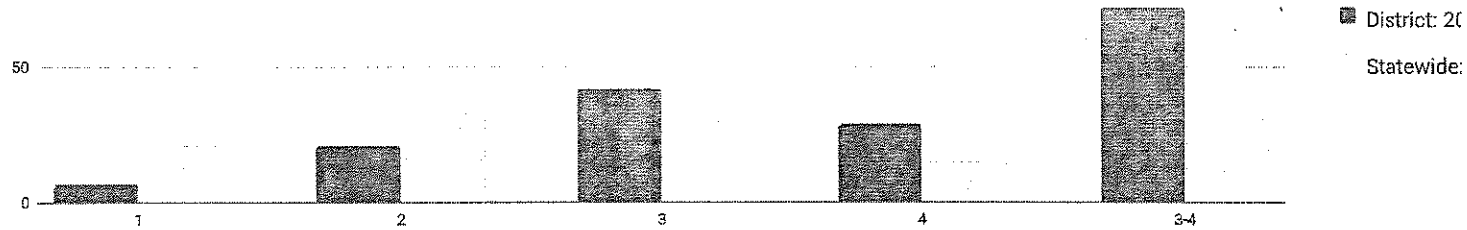


Percentage Scoring at Levels

MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	236	55%	32	14%	75	32%	81	34%	48	20%
GENERAL EDUCATION	200	62%	13	7%	64	32%	75	38%	48	24%
STUDENTS WITH DISABILITIES	36	17%	19	53%	11	31%	6	17%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	11	64%	2	18%	2	18%	3	27%	4	36%
BLACK OR AFRICAN AMERICAN	7	29%	4	57%	1	14%	2	29%	0	0%
HISPANIC OR LATINO	13	46%	3	23%	4	31%	3	23%	3	23%
WHITE	191	56%	22	12%	62	32%	67	35%	40	21%
MULTIRACIAL	14	50%	1	7%	6	43%	6	43%	1	7%
FEMALE	130	61%	14	11%	37	28%	50	38%	29	22%
MALE	106	47%	18	17%	38	36%	31	29%	19	18%
NON-ENGLISH LANGUAGE LEARNERS	234	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	60	28%	20	33%	23	38%	15	25%	2	3%
NOT ECONOMICALLY DISADVANTAGED	176	64%	12	7%	52	30%	66	38%	46	26%
NOT MIGRANT	236	55%	32	14%	75	32%	81	34%	48	20%

GRADE 8 ENGLISH LANGUAGE ARTS

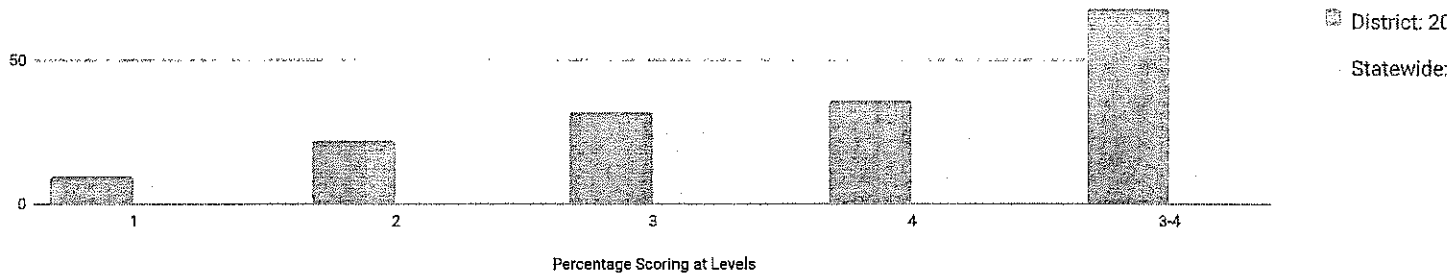


Percentage Scoring at Levels

MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	224	72%		16	7%	47	21%	95	42%	66	29%
GENERAL EDUCATION	202	78%		5	2%	39	19%	92	46%	66	33%
STUDENTS WITH DISABILITIES	22	14%		11	50%	8	36%	3	14%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	15	87%		0	0%	2	13%	5	33%	8	53%
BLACK OR AFRICAN AMERICAN	9	56%		2	22%	2	22%	3	33%	2	22%
HISPANIC OR LATINO	9	56%		0	0%	4	44%	3	33%	2	22%
WHITE	179	73%		13	7%	36	20%	83	46%	47	26%
MULTIRACIAL	12	67%		1	8%	3	25%	1	8%	7	58%
FEMALE	99	81%		5	5%	14	14%	40	40%	40	40%
MALE	125	65%		11	9%	33	26%	55	44%	26	21%
NON-ENGLISH LANGUAGE LEARNERS	224	72%		16	7%	47	21%	95	42%	66	29%
ECONOMICALLY DISADVANTAGED	39	38%		6	15%	18	46%	12	31%	3	8%
NOT ECONOMICALLY DISADVANTAGED	185	79%		10	5%	29	16%	83	45%	63	34%
NOT MIGRANT	224	72%		16	7%	47	21%	95	42%	66	29%

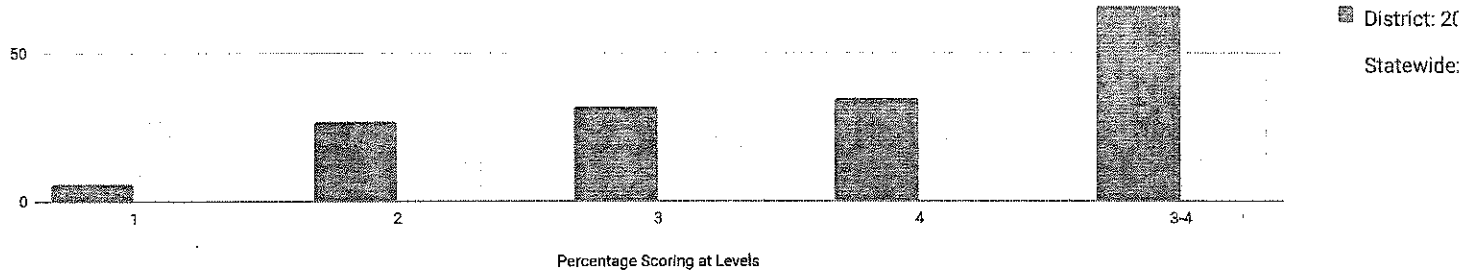
GRADE 3 MATHEMATICS



MEAN SCORE: 326

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	260	68%	25	10%	58	22%	84	32%	93	36%
GENERAL EDUCATION	226	74%	11	5%	47	21%	78	35%	90	40%
STUDENTS WITH DISABILITIES	34	26%	14	41%	11	32%	6	18%	3	9%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	20	80%	0	0%	4	20%	4	20%	12	60%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	15	47%	3	20%	5	33%	3	20%	4	27%
WHITE	206	70%	18	9%	43	21%	74	36%	71	34%
MULTIRACIAL	12	67%	1	8%	3	25%	3	25%	5	42%
SMALL GROUP TOTAL	7	14%	3	43%	3	43%	0	0%	1	14%
FEMALE	131	77%	10	8%	20	15%	47	36%	54	41%
MALE	129	59%	15	12%	38	29%	37	29%	39	30%
NON-ENGLISH LANGUAGE LEARNERS	257	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	68	50%	12	18%	22	32%	21	31%	13	19%
NOT ECONOMICALLY DISADVANTAGED	192	74%	13	7%	36	19%	63	33%	80	42%
NOT MIGRANT	260	68%	25	10%	58	22%	84	32%	93	36%

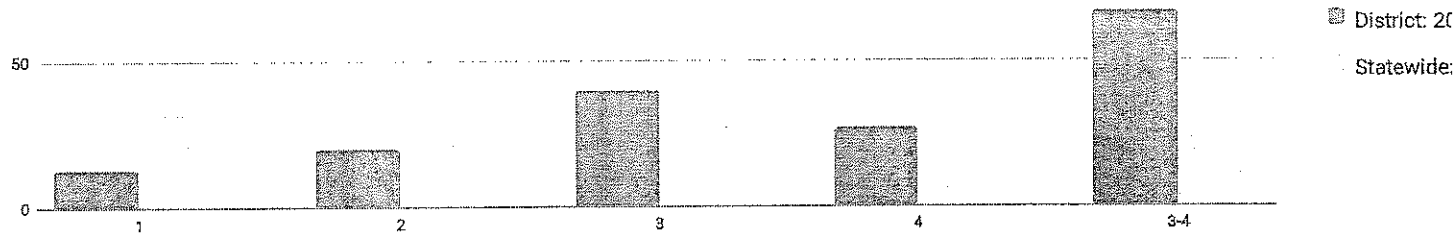
GRADE 4 MATHEMATICS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	274	66%	17	6%	75	27%	87	32%	95	35%
GENERAL EDUCATION	244	72%	7	3%	61	25%	84	34%	92	38%
STUDENTS WITH DISABILITIES	30	20%	10	33%	14	47%	3	10%	3	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	20	75%	0	0%	5	25%	5	25%	10	50%
BLACK OR AFRICAN AMERICAN	10	20%	2	20%	6	60%	2	20%	0	0%
HISPANIC OR LATINO	16	75%	1	6%	3	19%	6	38%	6	38%
WHITE	216	68%	12	6%	58	27%	69	32%	77	36%
MULTIRACIAL	12	58%	2	17%	3	25%	5	42%	2	17%
FEMALE	146	71%	11	8%	32	22%	46	32%	57	39%
MALE	128	62%	6	5%	43	34%	41	32%	38	30%
NON-ENGLISH LANGUAGE LEARNERS	271	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	69	39%	13	19%	29	42%	14	20%	13	19%
NOT ECONOMICALLY DISADVANTAGED	205	76%	4	2%	46	22%	73	36%	82	40%
NOT MIGRANT	274	66%	17	6%	75	27%	87	32%	95	35%

GRADE 5 MATHEMATICS

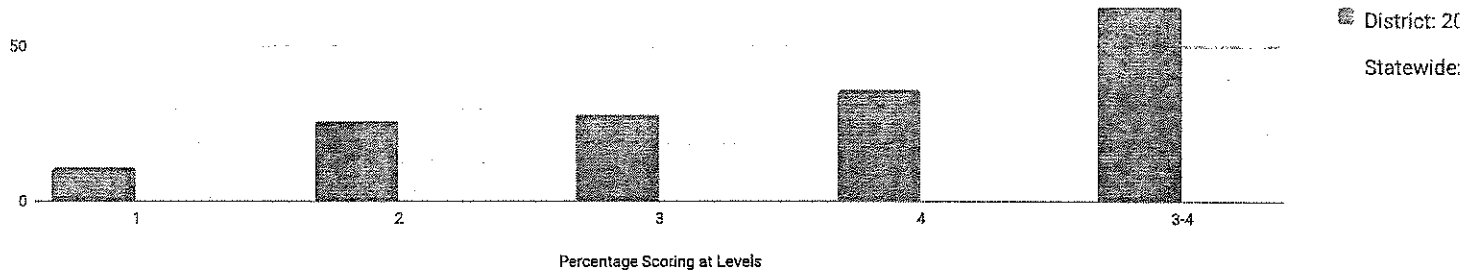


Percentage Scoring at Levels

MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	246	67%	31	13%	50	20%	99	40%	66	27%
GENERAL EDUCATION	205	77%	11	5%	37	18%	92	45%	65	32%
STUDENTS WITH DISABILITIES	41	20%	20	49%	13	32%	7	17%	1	2%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	16	75%	1	6%	3	19%	6	38%	6	38%
BLACK OR AFRICAN AMERICAN	8	0%	1	13%	7	88%	0	0%	0	0%
HISPANIC OR LATINO	13	54%	3	23%	3	23%	5	38%	2	15%
WHITE	197	71%	24	12%	34	17%	85	43%	54	27%
MULTIRACIAL	12	58%	2	17%	3	25%	3	25%	4	33%
FEMALE	125	63%	15	12%	31	25%	45	36%	34	27%
MALE	121	71%	16	13%	19	16%	54	45%	32	26%
NON-ENGLISH LANGUAGE LEARNERS	243	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	60	52%	15	25%	14	23%	21	35%	10	17%
NOT ECONOMICALLY DISADVANTAGED	186	72%	16	9%	36	19%	78	42%	56	30%
NOT MIGRANT	246	67%	31	13%	50	20%	99	40%	66	27%

GRADE 6 MATHEMATICS

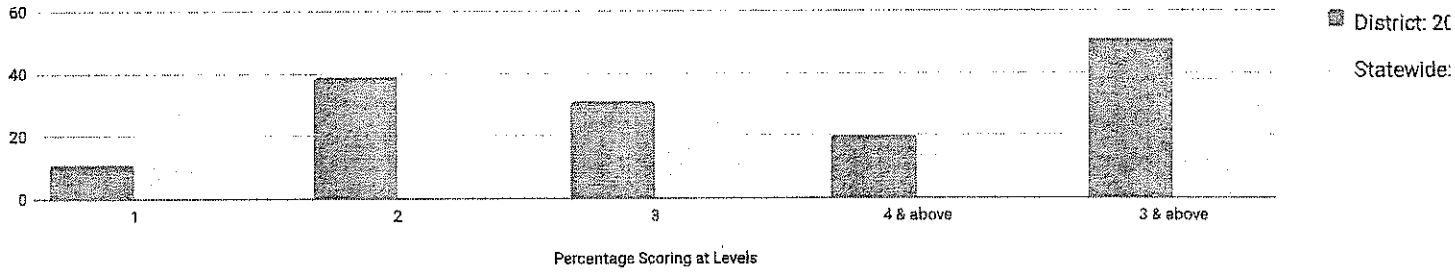


MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	258	63%		28	11%	67	26%	71	28%	92	36%
GENERAL EDUCATION	222	71%		7	3%	58	26%	67	30%	90	41%
STUDENTS WITH DISABILITIES	36	17%		21	58%	9	25%	4	11%	2	6%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%		-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	15	93%		0	0%	1	7%	5	33%	9	60%
BLACK OR AFRICAN AMERICAN	6	_%		-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	50%		3	19%	5	31%	4	25%	4	25%
WHITE	209	64%		19	9%	56	27%	60	29%	74	35%
MULTIRACIAL	11	45%		3	27%	3	27%	1	9%	4	36%
SMALL GROUP TOTAL	7	29%		3	43%	2	29%	1	14%	1	14%
FEMALE	118	62%		14	12%	31	26%	34	29%	39	33%
MALE	140	64%		14	10%	36	26%	37	26%	53	38%
NON-ENGLISH LANGUAGE LEARNERS	257	_%		-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%		-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	48	31%		13	27%	20	42%	9	19%	6	13%
NOT ECONOMICALLY DISADVANTAGED	210	70%		15	7%	47	22%	62	30%	86	41%
NOT MIGRANT	258	63%		28	11%	67	26%	71	28%	92	36%

GRADE 7 MATHEMATICS

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.

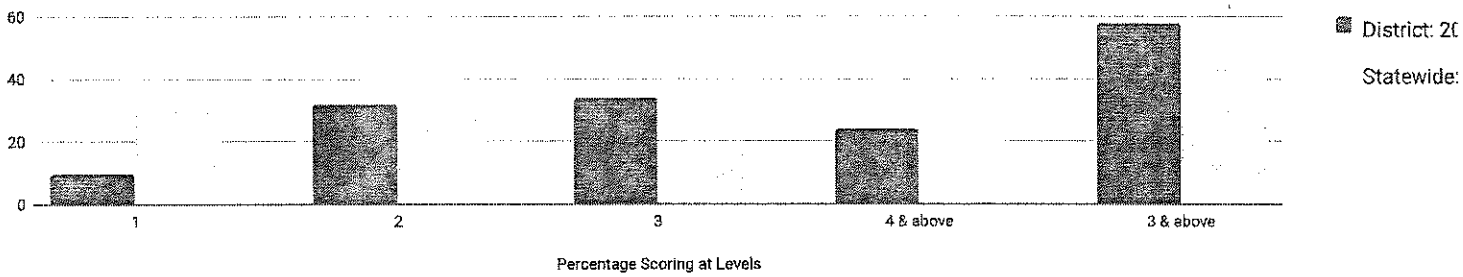


MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	236	51%	25	11%	91	39%	73	31%	47	20%
GENERAL EDUCATION	205	55%	12	6%	80	39%	69	34%	44	21%
STUDENTS WITH DISABILITIES	31	23%	13	42%	11	35%	4	13%	3	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	11	64%	0	0%	4	36%	2	18%	5	45%
BLACK OR AFRICAN AMERICAN	7	14%	3	43%	3	43%	1	14%	0	0%
HISPANIC OR LATINO	11	45%	1	9%	5	45%	3	27%	2	18%
WHITE	193	52%	21	11%	71	37%	62	32%	39	20%
MULTIRACIAL	14	43%	0	0%	8	57%	5	36%	1	7%
FEMALE	129	49%	12	9%	54	42%	39	30%	24	19%
MALE	107	53%	13	12%	37	35%	34	32%	23	21%
NON-ENGLISH LANGUAGE LEARNERS	233	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	58	29%	16	28%	25	43%	14	24%	3	5%
NOT ECONOMICALLY DISADVANTAGED	178	58%	9	5%	66	37%	59	33%	44	25%
NOT MIGRANT	236	51%	25	11%	91	39%	73	31%	47	20%

GRADE 8 MATHEMATICS

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: 314

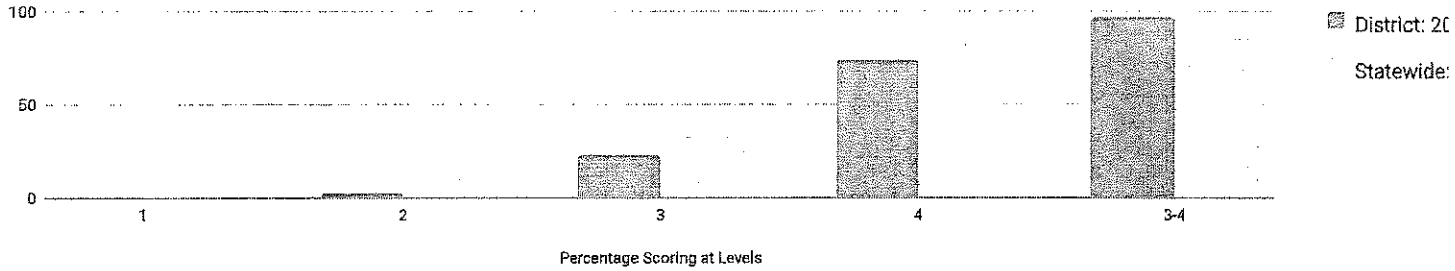
GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	177	47%		23	13%	71	40%	74	42%	9	5%
GENERAL EDUCATION	155	53%		9	6%	64	41%	73	47%	9	6%
STUDENTS WITH DISABILITIES	22	5%		14	64%	7	32%	1	5%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	7	86%		0	0%	1	14%	6	86%	0	0%
BLACK OR AFRICAN AMERICAN	8	25%		2	25%	4	50%	2	25%	0	0%
HISPANIC OR LATINO	7	43%		0	0%	4	57%	3	43%	0	0%
WHITE	145	46%		19	13%	59	41%	58	40%	9	6%
MULTIRACIAL	10	50%		2	20%	3	30%	5	50%	0	0%
FEMALE	80	53%		7	9%	31	39%	38	48%	4	5%
MALE	97	42%		16	16%	40	41%	36	37%	5	5%
NON-ENGLISH LANGUAGE LEARNERS	177	47%		23	13%	71	40%	74	42%	9	5%
ECONOMICALLY DISADVANTAGED	32	25%		10	31%	14	44%	7	22%	1	3%
NOT ECONOMICALLY DISADVANTAGED	145	52%		13	9%	57	39%	67	46%	8	6%
NOT MIGRANT	177	47%		23	13%	71	40%	74	42%	9	5%

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	46	0	0%	0	0%	1	2%	45	98%	46	100%

GRADE 4 SCIENCE

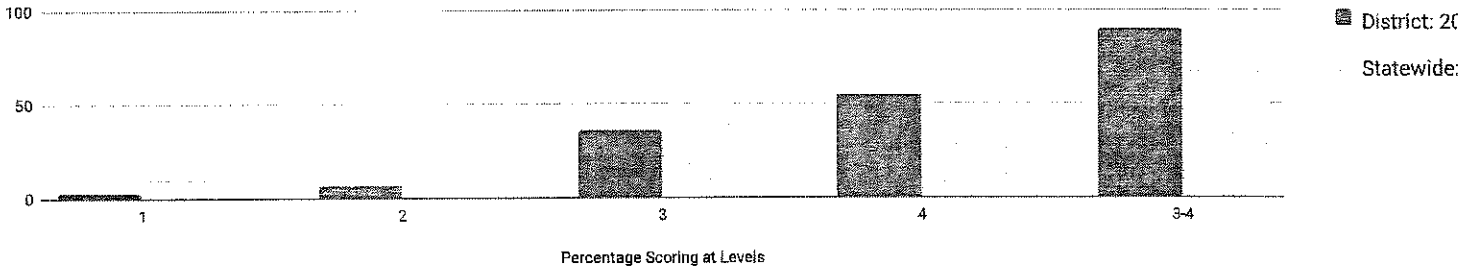


MEAN SCORE: 88

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	291	97%	0	0%	8	3%	68	23%	215	74%
GENERAL EDUCATION	257	98%	0	0%	4	2%	51	20%	202	79%
STUDENTS WITH DISABILITIES	34	88%	0	0%	4	12%	17	50%	13	38%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	21	100%	0	0%	0	0%	4	19%	17	81%
BLACK OR AFRICAN AMERICAN	10	90%	0	0%	1	10%	6	60%	3	30%
HISPANIC OR LATINO	17	94%	0	0%	1	6%	3	18%	13	76%
WHITE	231	98%	0	0%	5	2%	51	22%	175	76%
MULTIRACIAL	12	92%	0	0%	1	8%	4	33%	7	58%
FEMALE	155	97%	0	0%	5	3%	34	22%	116	75%
MALE	136	98%	0	0%	3	2%	34	25%	99	73%
NON-ENGLISH LANGUAGE LEARNERS	287	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	78	94%	0	0%	5	6%	32	41%	41	53%
NOT ECONOMICALLY DISADVANTAGED	213	99%	0	0%	3	1%	36	17%	174	82%
NOT MIGRANT	291	97%	0	0%	8	3%	68	23%	215	74%

GRADE 8 SCIENCE

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: 80

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	214	88%	7	3%	19	9%	95	44%	93	43%
GENERAL EDUCATION	176	97%	1	1%	5	3%	81	46%	89	51%
STUDENTS WITH DISABILITIES	38	47%	6	16%	14	37%	14	37%	4	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	8	100%	0	0%	0	0%	5	63%	3	38%
BLACK OR AFRICAN AMERICAN	10	70%	2	20%	1	10%	4	40%	3	30%
HISPANIC OR LATINO	8	88%	0	0%	1	13%	6	75%	1	13%
WHITE	176	88%	5	3%	16	9%	74	42%	81	46%
MULTIRACIAL	12	92%	0	0%	1	8%	6	50%	5	42%
FEMALE	98	92%	3	3%	5	5%	45	46%	45	46%
MALE	116	84%	4	3%	14	12%	50	43%	48	41%
NON-ENGLISH LANGUAGE LEARNERS	214	88%	7	3%	19	9%	95	44%	93	43%
ECONOMICALLY DISADVANTAGED	42	69%	4	10%	9	21%	20	48%	9	21%
NOT ECONOMICALLY DISADVANTAGED	172	92%	3	2%	10	6%	75	44%	84	49%
NOT MIGRANT	214	88%	7	3%	19	9%	95	44%	93	43%

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.

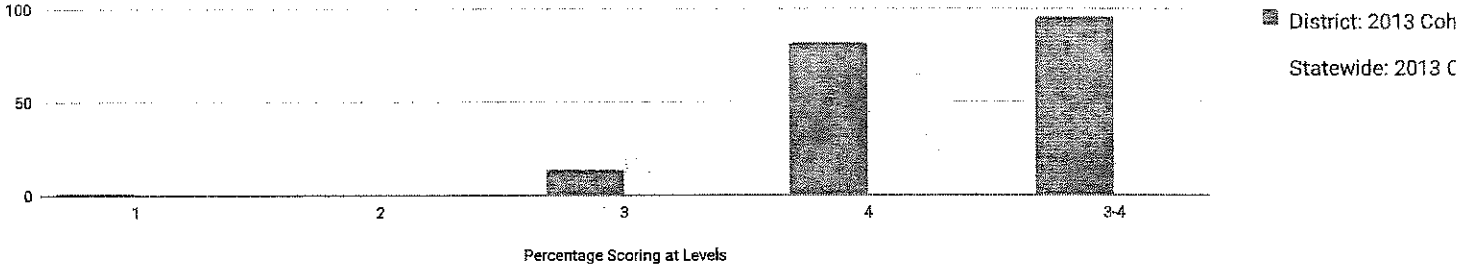
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	58	100%	0	0%	0	0%	2	3%	56	97%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE	RECENTLY ARRIVED ELL STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 6	1
GRADE 7	1

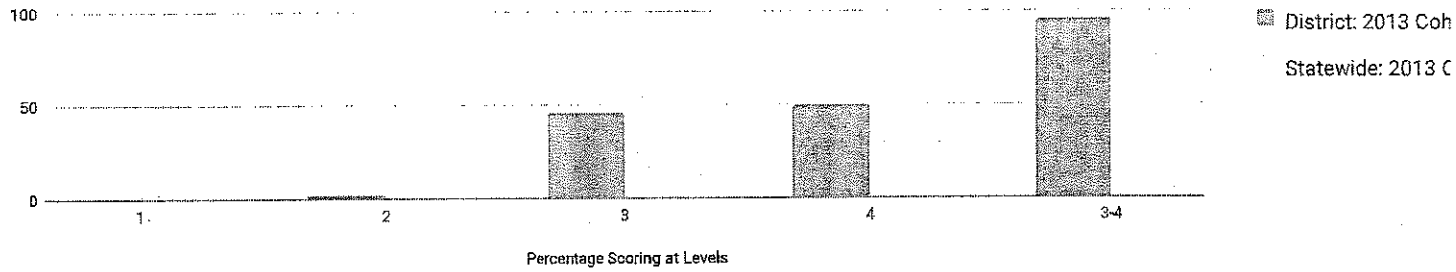
GRADE	RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 6	1
GRADE 7	1

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



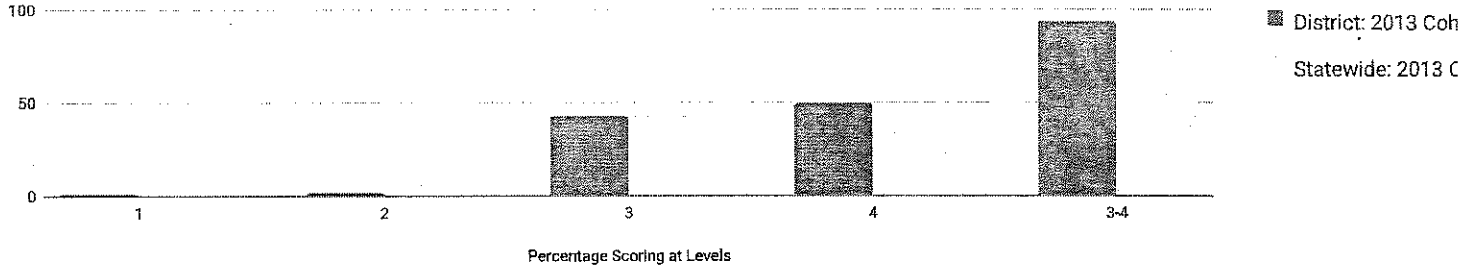
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	322	96%	2	1%	1	0%	46	14%	264	82%
GENERAL EDUCATION	266	99%	0	0%	0	0%	20	8%	243	91%
STUDENTS WITH DISABILITIES	56	84%	2	4%	1	2%	26	46%	21	38%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	13	100%	0	0%	0	0%	2	15%	11	85%
BLACK OR AFRICAN AMERICAN	8	100%	0	0%	0	0%	0	0%	8	100%
HISPANIC OR LATINO	12	92%	0	0%	0	0%	2	17%	9	75%
WHITE	274	96%	2	1%	1	0%	40	15%	224	82%
MULTIRACIAL	15	93%	0	0%	0	0%	2	13%	12	80%
FEMALE	153	97%	0	0%	1	1%	11	7%	138	90%
MALE	169	95%	2	1%	0	0%	35	21%	126	75%
NON-ENGLISH LANGUAGE LEARNERS	322	96%	2	1%	1	0%	46	14%	264	82%
ECONOMICALLY DISADVANTAGED	64	95%	0	0%	0	0%	13	20%	48	75%
NOT ECONOMICALLY DISADVANTAGED	258	97%	2	1%	1	0%	33	13%	216	84%
NOT MIGRANT	322	96%	2	1%	1	0%	46	14%	264	82%

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



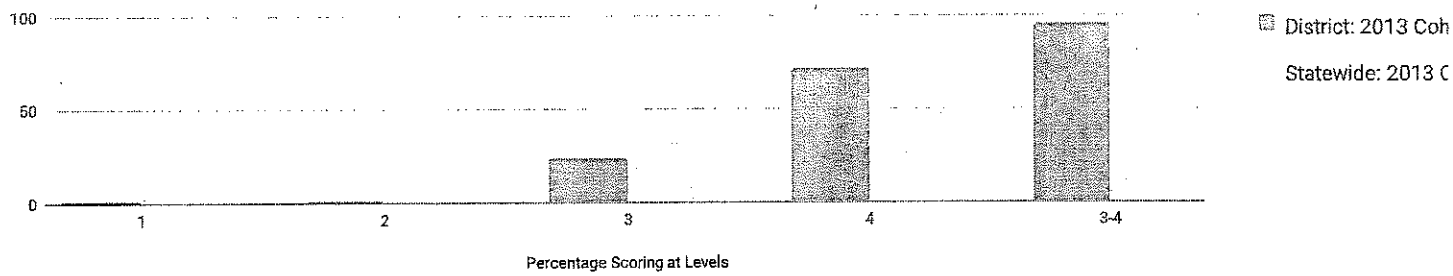
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	322	96%	1	0%	7	2%	147	46%	162	50%
GENERAL EDUCATION	266	100%	0	0%	0	0%	114	43%	151	57%
STUDENTS WITH DISABILITIES	56	79%	1	2%	7	13%	33	59%	11	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	13	100%	0	0%	0	0%	4	31%	9	69%
BLACK OR AFRICAN AMERICAN	8	100%	0	0%	0	0%	5	63%	3	38%
HISPANIC OR LATINO	12	92%	0	0%	0	0%	6	50%	5	42%
WHITE	274	96%	1	0%	7	3%	123	45%	140	51%
MULTIRACIAL	15	93%	0	0%	0	0%	9	60%	5	33%
FEMALE	153	97%	1	1%	2	1%	61	40%	87	57%
MALE	169	95%	0	0%	5	3%	86	51%	75	44%
NON-ENGLISH LANGUAGE LEARNERS	322	96%	1	0%	7	2%	147	46%	162	50%
ECONOMICALLY DISADVANTAGED	64	94%	1	2%	2	3%	40	63%	20	31%
NOT ECONOMICALLY DISADVANTAGED	258	97%	0	0%	5	2%	107	41%	142	55%
NOT MIGRANT	322	96%	1	0%	7	2%	147	46%	162	50%

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



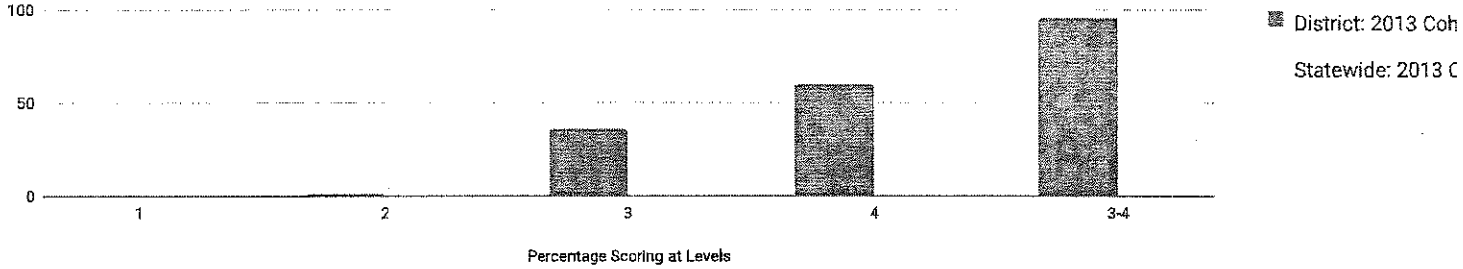
GROUP	TOTAL TESTED	PROFICIENT		LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	322	94%	2	1%	8	2%	140	43%	162	50%
GENERAL EDUCATION	266	98%	0	0%	0	0%	106	40%	155	58%
STUDENTS WITH DISABILITIES	56	73%	2	4%	8	14%	34	61%	7	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	13	100%	0	0%	0	0%	4	31%	9	69%
BLACK OR AFRICAN AMERICAN	8	88%	0	0%	0	0%	3	38%	4	50%
HISPANIC OR LATINO	12	92%	0	0%	0	0%	8	67%	3	25%
WHITE	274	94%	2	1%	8	3%	113	41%	144	53%
MULTIRACIAL	15	93%	0	0%	0	0%	12	80%	2	13%
FEMALE	153	95%	2	1%	3	2%	66	43%	79	52%
MALE	169	93%	0	0%	5	3%	74	44%	83	49%
NON-ENGLISH LANGUAGE LEARNERS	322	94%	2	1%	8	2%	140	43%	162	50%
ECONOMICALLY DISADVANTAGED	64	92%	1	2%	2	3%	38	59%	21	33%
NOT ECONOMICALLY DISADVANTAGED	258	94%	1	0%	6	2%	102	40%	141	55%
NOT MIGRANT	322	94%	2	1%	8	2%	140	43%	162	50%

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	322	96%	2	1%	3	1%	76	24%	232	72%	
GENERAL EDUCATION	266	99%	0	0%	0	0%	53	20%	211	79%	
STUDENTS WITH DISABILITIES	56	79%	2	4%	3	5%	23	41%	21	38%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	13	92%	0	0%	1	8%	1	8%	11	85%	
BLACK OR AFRICAN AMERICAN	8	100%	0	0%	0	0%	2	25%	6	75%	
HISPANIC OR LATINO	12	92%	0	0%	0	0%	5	42%	6	50%	
WHITE	274	96%	2	1%	2	1%	63	23%	200	73%	
MULTIRACIAL	15	93%	0	0%	0	0%	5	33%	9	60%	
FEMALE	153	96%	0	0%	2	1%	39	25%	108	71%	
MALE	169	95%	2	1%	1	1%	37	22%	124	73%	
NON-ENGLISH LANGUAGE LEARNERS	322	96%	2	1%	3	1%	76	24%	232	72%	
ECONOMICALLY DISADVANTAGED	64	94%	1	2%	0	0%	20	31%	40	63%	
NOT ECONOMICALLY DISADVANTAGED	258	96%	1	0%	3	1%	56	22%	192	74%	
NOT MIGRANT	322	96%	2	1%	3	1%	76	24%	232	72%	

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	322	96%	1	0%	3	1%	116	36%	194	60%
GENERAL EDUCATION	266	98%	0	0%	1	0%	78	29%	183	69%
STUDENTS WITH DISABILITIES	56	88%	1	2%	2	4%	38	68%	11	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	13	100%	0	0%	0	0%	5	38%	8	62%
BLACK OR AFRICAN AMERICAN	8	88%	0	0%	1	13%	4	50%	3	38%
HISPANIC OR LATINO	12	92%	0	0%	0	0%	4	33%	7	58%
WHITE	274	97%	0	0%	2	1%	95	35%	170	62%
MULTIRACIAL	15	93%	1	7%	0	0%	8	53%	6	40%
FEMALE	153	97%	0	0%	2	1%	51	33%	97	63%
MALE	169	96%	1	1%	1	1%	65	38%	97	57%
NON-ENGLISH LANGUAGE LEARNERS	322	96%	1	0%	3	1%	116	36%	194	60%
ECONOMICALLY DISADVANTAGED	64	95%	0	0%	1	2%	32	50%	29	45%
NOT ECONOMICALLY DISADVANTAGED	258	97%	1	0%	2	1%	84	33%	165	64%
NOT MIGRANT	322	96%	1	0%	3	1%	116	36%	194	60%

Regents Examination Results (2016 - 17)

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	339	7	2%	6	2%	43	13%	44	13%	239	71%
GENERAL EDUCATION	276	1	0%	3	1%	19	7%	24	9%	229	83%
STUDENTS WITH DISABILITIES	63	6	10%	3	5%	24	38%	20	32%	10	16%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	13	0	0%	0	0%	0	0%	1	8%	12	92%
BLACK OR AFRICAN AMERICAN	10	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	24	1	4%	0	0%	4	17%	2	8%	17	71%
WHITE	277	6	2%	6	2%	35	13%	35	13%	195	70%
MULTIRACIAL	14	0	0%	0	0%	1	7%	3	21%	10	71%
SMALL GROUP TOTAL	11	0	0%	0	0%	3	27%	3	27%	5	45%
FEMALE	152	1	1%	3	2%	16	11%	19	13%	113	74%
MALE	187	6	3%	3	2%	27	14%	25	13%	126	67%
NON-ENGLISH LANGUAGE LEARNERS	337	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	63	4	6%	1	2%	13	21%	12	19%	33	52%
NOT ECONOMICALLY DISADVANTAGED	276	3	1%	5	2%	30	11%	32	12%	206	75%
NOT MIGRANT	339	7	2%	6	2%	43	13%	44	13%	239	71%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	346	8	2%	10	3%	91	26%	123	36%	114	33%
GENERAL EDUCATION	283	2	1%	0	0%	65	23%	106	37%	110	39%
STUDENTS WITH DISABILITIES	63	6	10%	10	16%	26	41%	17	27%	4	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	20	0	0%	0	0%	3	15%	6	30%	11	55%
BLACK OR AFRICAN AMERICAN	8	0	0%	0	0%	7	88%	1	13%	0	0%
HISPANIC OR LATINO	25	0	0%	1	4%	6	24%	13	52%	5	20%
WHITE	280	8	3%	8	3%	74	26%	99	35%	91	33%
MULTIRACIAL	13	0	0%	1	8%	1	8%	4	31%	7	54%
FEMALE	169	4	2%	4	2%	38	22%	66	39%	57	34%
MALE	177	4	2%	6	3%	53	30%	57	32%	57	32%
NON-ENGLISH LANGUAGE LEARNERS	342	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	67	3	4%	3	4%	27	40%	23	34%	11	16%
NOT ECONOMICALLY DISADVANTAGED	279	5	2%	7	3%	64	23%	100	36%	103	37%
NOT MIGRANT	346	8	2%	10	3%	91	26%	123	36%	114	33%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	203	1	0%	5	2%	78	38%	51	25%	68	33%
GENERAL EDUCATION	195	1	1%	4	2%	76	39%	48	25%	66	34%
STUDENTS WITH DISABILITIES	8	0	0%	1	13%	2	25%	3	38%	2	25%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	5	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	0	0%	0	0%	4	67%	1	17%	1	17%
WHITE	175	0	0%	2	1%	69	39%	40	23%	64	37%
MULTIRACIAL	13	1	8%	1	8%	2	15%	8	62%	1	8%
SMALL GROUP TOTAL	9	0	0%	2	22%	3	33%	2	22%	2	22%
FEMALE	112	1	1%	4	4%	44	39%	25	22%	38	34%
MALE	91	0	0%	1	1%	34	37%	26	29%	30	33%
NON-ENGLISH LANGUAGE LEARNERS	203	1	0%	5	2%	78	38%	51	25%	68	33%
ECONOMICALLY DISADVANTAGED	20	1	5%	2	10%	10	50%	3	15%	4	20%
NOT ECONOMICALLY DISADVANTAGED	183	0	0%	3	2%	68	37%	48	26%	64	35%
NOT MIGRANT	203	1	0%	5	2%	78	38%	51	25%	68	33%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	145	1	1%	4	3%	34	23%	59	41%	47	32%
GENERAL EDUCATION	144	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	7	0	0%	0	0%	1	14%	3	43%	3	43%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	-	-	-	-	-	-	-	-	-	-
WHITE	122	1	1%	4	3%	29	24%	48	39%	40	33%
MULTIRACIAL	8	0	0%	0	0%	1	13%	3	38%	4	50%
SMALL GROUP TOTAL	8	0	0%	0	0%	3	38%	5	63%	0	0%
FEMALE	78	1	1%	4	5%	19	24%	33	42%	21	27%
MALE	67	0	0%	0	0%	15	22%	26	39%	26	39%
NON-ENGLISH LANGUAGE LEARNERS	145	1	1%	4	3%	34	23%	59	41%	47	32%
ECONOMICALLY DISADVANTAGED	11	0	0%	0	0%	6	55%	4	36%	1	9%
NOT ECONOMICALLY DISADVANTAGED	134	1	1%	4	3%	28	21%	55	41%	46	34%
NOT MIGRANT	145	1	1%	4	3%	34	23%	59	41%	47	32%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	348	332	95%	305	88%	199	57%
GENERAL EDUCATION	268	266	99%	256	96%	176	66%
STUDENTS WITH DISABILITIES	80	66	83%	49	61%	23	29%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	13	13	100%	12	92%	6	46%
BLACK OR AFRICAN AMERICAN	9	-	-	-	-	-	-
HISPANIC OR LATINO	16	15	94%	13	81%	2	13%
WHITE	288	274	95%	251	87%	175	61%
MULTIRACIAL	21	21	100%	21	100%	14	67%
SMALL GROUP TOTAL	10	9	90%	8	80%	2	20%
FEMALE	183	171	93%	161	88%	100	55%
MALE	165	161	98%	144	87%	99	60%
NON-ENGLISH LANGUAGE LEARNERS	343	327	95%	300	87%	199	58%
ENGLISH LANGUAGE LEARNERS	5	5	100%	5	100%	0	0%
ECONOMICALLY DISADVANTAGED	79	71	90%	56	71%	27	34%
NOT ECONOMICALLY DISADVANTAGED	269	261	97%	249	93%	172	64%
NOT MIGRANT	348	332	95%	305	88%	199	57%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	349	337	97%	326	93%	237	68%
GENERAL EDUCATION	283	280	99%	277	98%	223	79%
STUDENTS WITH DISABILITIES	66	57	86%	49	74%	14	21%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	16	16	100%	15	94%	14	88%
BLACK OR AFRICAN AMERICAN	9	8	89%	8	89%	1	11%
HISPANIC OR LATINO	27	25	93%	25	93%	15	56%
WHITE	283	276	98%	266	94%	197	70%
MULTIRACIAL	14	12	86%	12	86%	10	71%
FEMALE	156	151	97%	146	94%	101	65%
MALE	193	186	96%	180	93%	136	70%
NON-ENGLISH LANGUAGE LEARNERS	347	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	65	61	94%	56	86%	32	49%
NOT ECONOMICALLY DISADVANTAGED	284	276	97%	270	95%	205	72%
NOT MIGRANT	349	337	97%	326	93%	237	68%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	335	319	95%	310	93%	173	52%
GENERAL EDUCATION	266	261	98%	256	96%	159	60%
STUDENTS WITH DISABILITIES	69	58	84%	54	78%	14	20%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	10	10	100%	10	100%	4	40%
BLACK OR AFRICAN AMERICAN	9	-	-	-	-	-	-
HISPANIC OR LATINO	14	11	79%	10	71%	3	21%
WHITE	281	271	96%	266	95%	155	55%
MULTIRACIAL	19	16	84%	15	79%	9	47%
SMALL GROUP TOTAL	11	11	100%	9	82%	2	18%
FEMALE	172	164	95%	159	92%	92	53%
MALE	163	155	95%	151	93%	81	50%
NON-ENGLISH LANGUAGE LEARNERS	332	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	75	66	88%	62	83%	22	29%
NOT ECONOMICALLY DISADVANTAGED	260	253	97%	248	95%	151	58%
NOT MIGRANT	335	319	95%	310	93%	173	52%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	299	281	94%	255	85%	157	53%
GENERAL EDUCATION	259	250	97%	228	88%	152	59%
STUDENTS WITH DISABILITIES	40	31	78%	27	68%	5	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	18	16	89%	16	89%	14	78%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	24	23	96%	20	83%	6	25%
WHITE	238	223	94%	201	84%	126	53%
MULTIRACIAL	15	-	-	-	-	-	-
SMALL GROUP TOTAL	19	19	100%	18	95%	11	58%
FEMALE	156	144	92%	124	79%	78	50%
MALE	143	137	96%	131	92%	79	55%
NON-ENGLISH LANGUAGE LEARNERS	294	279	95%	255	87%	157	53%
ENGLISH LANGUAGE LEARNERS	5	2	40%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	51	41	80%	36	71%	17	33%
NOT ECONOMICALLY DISADVANTAGED	248	240	97%	219	88%	140	56%
NOT MIGRANT	299	281	94%	255	85%	157	53%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	190	190	100%	174	92%	75	39%
GENERAL EDUCATION	189	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	6	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	10	10	100%	10	100%	1	10%
WHITE	161	161	100%	146	91%	66	41%
MULTIRACIAL	12	12	100%	11	92%	6	50%
SMALL GROUP TOTAL	7	7	100%	7	100%	2	29%
FEMALE	98	98	100%	89	91%	41	42%
MALE	92	92	100%	85	92%	34	37%
NON-ENGLISH LANGUAGE LEARNERS	190	190	100%	174	92%	75	39%
ECONOMICALLY DISADVANTAGED	15	15	100%	14	93%	4	27%
NOT ECONOMICALLY DISADVANTAGED	175	175	100%	160	91%	71	41%
NOT MIGRANT	190	190	100%	174	92%	75	39%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	118	116	98%	106	90%	57	48%
GENERAL EDUCATION	117	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	11	11	100%	10	91%	6	55%
HISPANIC OR LATINO	6	-	-	-	-	-	-
WHITE	99	97	98%	88	89%	49	49%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	8	100%	2	25%
FEMALE	58	56	97%	52	90%	25	43%
MALE	60	60	100%	54	90%	32	53%
NON-ENGLISH LANGUAGE LEARNERS	118	116	98%	106	90%	57	48%
ECONOMICALLY DISADVANTAGED	12	12	100%	9	75%	4	33%
NOT ECONOMICALLY DISADVANTAGED	106	104	98%	97	92%	53	50%
NOT MIGRANT	118	116	98%	106	90%	57	48%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	4	_%	-	-	-	-
GRADE 3 MATH	4	_%	-	-	-	-
GRADE 4 ELA	5	100%	0	0	5	0
GRADE 4 MATH	5	80%	0	1	3	1
GRADE 4 SCIENCE	5	80%	0	1	3	1
GRADE 5 ELA	3	_%	-	-	-	-
GRADE 5 MATH	3	_%	-	-	-	-
GRADE 6 ELA	10	60%	1	3	5	1
GRADE 6 MATH	10	70%	1	2	6	1
GRADE 7 ELA	1	_%	-	-	-	-
GRADE 7 MATH	1	_%	-	-	-	-
GRADE 8 ELA	2	_%	-	-	-	-
GRADE 8 MATH	2	_%	-	-	-	-
GRADE 8 SCIENCE	2	_%	-	-	-	-
SECONDARY-LEVEL ELA	1	_%	-	-	-	-
SECONDARY-LEVEL MATH	1	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	1	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	1	_%	-	-	-	-

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	8	0%	13%	0%	88%	0%
GENERAL EDUCATION	8	0%	13%	0%	88%	0%

GRADE 1

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

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	10	10%	10%	20%	40%	20%
GENERAL EDUCATION	9	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 4

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

GRADE 5

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	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 7

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

GRADE 10

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

GRADE 11

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	3,807*	80%*	YES	1,507	148	108	108
AMERICAN INDIAN OR ALASKA NATIVE	—	—	3	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	110*	89%*	YES	47	104	84	84
HISPANIC OR LATINO	NO	NO	202*	82%*	YES	83	130	91	91
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	NO	NO	212*	91%*	YES	94	164	120	120
WHITE	NO	NO	3,081*	79%*	YES	1,210	150	121	121
MULTIRACIAL	NO	NO	195*	75%*	YES	71	145	101	101
STUDENTS WITH DISABILITIES	NO	NO	656*	68%*	YES	239†	79†	78	78
LIMITED ENGLISH PROFICIENT	—	—	15	—	—	12	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	928*	76%*	YES	358	115	96	96

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	3,800*	80%*	1,505	148
NOT BLACK OR AFRICAN AMERICAN	3,697*	80%*	1,460	150
NOT HISPANIC OR LATINO	3,605*	80%*	1,424	149
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	3,595*	79%*	1,413	147
NOT WHITE	726*	83%*	297	141
NOT MULTIRACIAL	3,612*	80%*	1,436	148
GENERAL EDUCATION	3,151*	82%*	1,288	161
ENGLISH PROFICIENT	3,780*	80%*	1,495	149
NOT ECONOMICALLY DISADVANTAGED	2,879*	81%*	1,149	158
MALE	1,875*	81%*	758	137
FEMALE	1,932*	78%*	749	160
MIGRANT	0	—	0	—
NOT MIGRANT	3,807*	80%*	1,507	148

—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	3,804*	78%*	YES	1,497	153	106	106
AMERICAN INDIAN OR ALASKA NATIVE	—	—	3	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	NO	NO	110*	85%*	YES	46	91	80	80
HISPANIC OR LATINO	NO	NO	202*	77%*	YES	80	141	89	89
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	NO	NO	211*	89%*	YES	91	179	130	130
WHITE	NO	NO	3,079*	78%*	YES	1,205	155	118	118
MULTIRACIAL	NO	NO	195*	74%*	YES	73	141	95	95
STUDENTS WITH DISABILITIES	NO	NO	657*	65%*	YES	235†	88†	79	79
LIMITED ENGLISH PROFICIENT	—	—	15	—	—	12	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	930*	70%*	YES	340	119	94	94

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	3,797*	78%*	1,495	153
NOT BLACK OR AFRICAN AMERICAN	3,694*	78%*	1,451	155
NOT HISPANIC OR LATINO	3,602*	78%*	1,417	153
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	3,593*	78%*	1,406	151
NOT WHITE	725*	81%*	292	146
NOT MULTIRACIAL	3,609*	78%*	1,424	153
GENERAL EDUCATION	3,147*	81%*	1,282	165
ENGLISH PROFICIENT	3,777*	78%*	1,485	153
NOT ECONOMICALLY DISADVANTAGED	2,874*	81%*	1,157	163
MALE	1,874*	80%*	754	151
FEMALE	1,930*	76%*	743	155
MIGRANT	0	—	0	—
NOT MIGRANT	3,804*	78%*	1,497	153

— 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: NO

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	653	87%	YES	562	193	184	184
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	24	—	—	21	—	—	—
HISPANIC OR LATINO	—	—	33	—	—	27	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	YES	YES	41	90%	YES	34	200	176	1
WHITE	YES	YES	518	88%	YES	451	193	190	190
MULTIRACIAL	—	—	37	—	—	29	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	212*	78%*	YES	90†	167†	165	165
LIMITED ENGLISH PROFICIENT	—	—	5	—	—	4	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	296*	78%*	YES	124	182	174	174

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	653	87%	562	193
NOT BLACK OR AFRICAN AMERICAN	629	87%	541	194
NOT HISPANIC OR LATINO	620	88%	535	193
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	612	87%	528	192
NOT WHITE	135	85%	111	191
NOT MULTIRACIAL	616	88%	533	193
GENERAL EDUCATION	551	89%	485	198
ENGLISH PROFICIENT	648	87%	558	193
NOT ECONOMICALLY DISADVANTAGED	488	91%	438	196
MALE	322	88%	280	192
FEMALE	331	86%	282	194
MIGRANT	0	—	0	—
NOT MIGRANT	653	87%	562	193

— 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	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	307	100%	YES	317	181	172	172
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	8	—	—	8	—	—	—
HISPANIC OR LATINO	—	—	12	—	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	—	—	13	—	—	13	—	—	—
WHITE	YES	YES	259	100%	YES	269	181	179	179
MULTIRACIAL	—	—	15	—	—	15	—	—	—
STUDENTS WITH DISABILITIES	YES	YES	46	98%	YES	60†	135†	132	132
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	58	100%	YES	63	176	156	156

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	307	100%	317	181
NOT BLACK OR AFRICAN AMERICAN	299	100%	309	181
NOT HISPANIC OR LATINO	295	100%	305	182
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	294	100%	304	181
NOT WHITE	48	98%	48	179
NOT MULTIRACIAL	292	100%	302	181
GENERAL EDUCATION	261	100%	263	192
ENGLISH PROFICIENT	307	100%	317	181
NOT ECONOMICALLY DISADVANTAGED	249	100%	254	182
MALE	159	99%	166	173
FEMALE	148	100%	151	190
MIGRANT	0	—	0	—
NOT MIGRANT	307	100%	317	181

— 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 2013 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: NO

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	307	100%	YES	317	166	159	159
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	8	—	—	8	—	—	—
HISPANIC OR LATINO	—	—	12	—	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	—	—	13	—	—	13	—	—	—
WHITE	NO	YES	259	100%	NO	269	167	168	168
MULTIRACIAL	—	—	15	—	—	15	—	—	—
STUDENTS WITH DISABILITIES	NO	YES	46	98%	NO	60†	123†	124	124
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	58	100%	YES	63	154	142	142

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	307	100%	317	166
NOT BLACK OR AFRICAN AMERICAN	299	100%	309	167
NOT HISPANIC OR LATINO	295	100%	305	167
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	294	100%	304	166
NOT WHITE	48	98%	48	160
NOT MULTIRACIAL	292	100%	302	167
GENERAL EDUCATION	261	100%	263	176
ENGLISH PROFICIENT	307	100%	317	166
NOT ECONOMICALLY DISADVANTAGED	249	100%	254	169
MALE	159	99%	166	161
FEMALE	148	100%	151	172
MIGRANT	0	—	0	—
NOT MIGRANT	307	100%	317	166

— 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 2013 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	148	153	181	166	162
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	104	91	—	—	98
HISPANIC OR LATINO	130	141	—	—	136
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	164	179	—	—	172
WHITE	150	155	181	167	163
MULTIRACIAL	145	141	—	—	143
STUDENTS WITH DISABILITIES	79	88	135	123	106
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	115	119	176	154	141

— 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:	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	310	91%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	3	—	—	—
HISPANIC OR LATINO	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	—	5	—	—	—
WHITE	YES	269	91%	80%	80%
MULTIRACIAL	—	20	—	—	—
STUDENTS WITH DISABILITIES	NO	47†	74%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	NO	48	71%	80%	78%

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:	2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	357	95%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	14	—	—	—
HISPANIC OR LATINO	—	15	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFI...	—	11	—	—	—
WHITE	YES	304	95%	80%	80%
MULTIRACIAL	—	13	—	—	—
STUDENTS WITH DISABILITIES	YES	55†	87%†	80%	80%
LIMITED ENGLISH PROFICIENT	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	YES	60	82%	80%	74%

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 COH...	
	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	309	91%	357	95%
NOT BLACK OR AFRICAN AMERICAN	307	91%	343	95%
NOT HISPANIC OR LATINO	298	90%	342	95%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	305	91%	346	95%
NOT WHITE	41	88%	53	92%
NOT MULTIRACIAL	290	91%	344	95%
GENERAL EDUCATION	264	94%	302	96%
ENGLISH PROFICIENT	309	91%	354	95%
NOT ECONOMICALLY DISADVANTAGED	262	94%	297	98%
MALE	152	86%	185	94%
FEMALE	158	95%	172	97%
MIGRANT	0	—	0	—
NOT MIGRANT	310	91%	357	95%

— There were fewer than 30 students in the cohort.

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

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

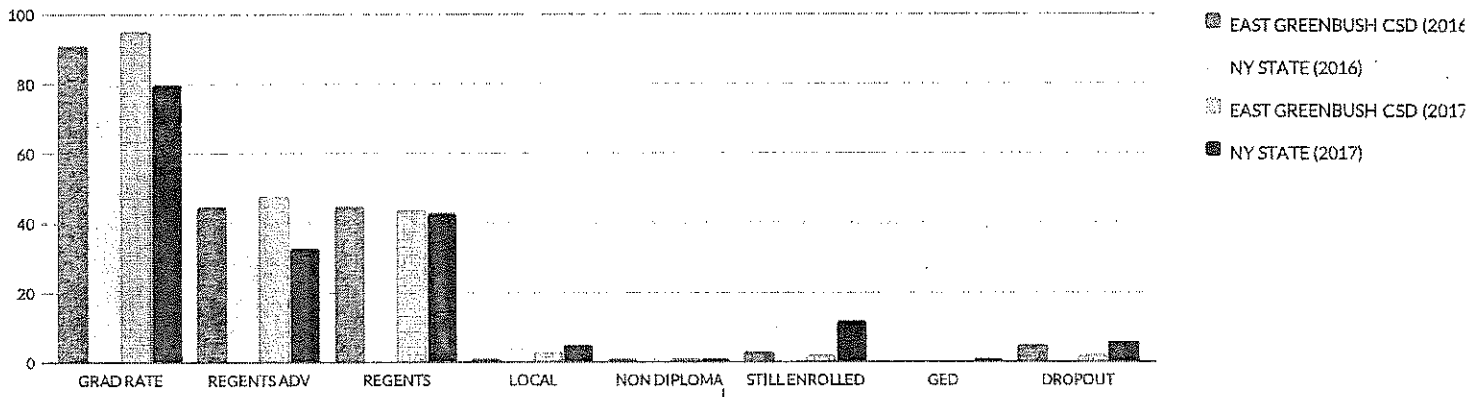
REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)	45%
REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)	31%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	YES
REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)	3%
REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)	5%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	NO

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.

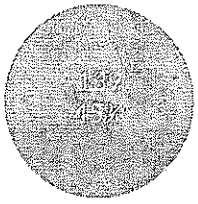


2016

ALL STUDENTS

GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 310

NON DIPLOMA CRED		STILL ENROLLED	
4	1%	10	3%
GED TRANSFER		**DROPOUT**	
0	0%	15	5%

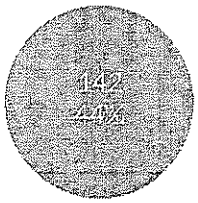
2017

ALL STUDENTS

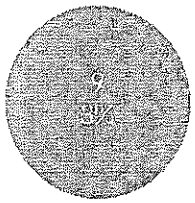
GRAD RATE

REGENTS WITH A...

REGENTS DIPLOM...



LOCAL DIPLOMA



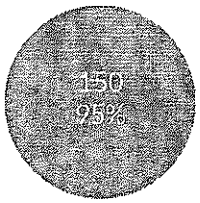
TOTAL STUDENTS IN COHORT: 322

NON DIPLOMA CRED		STILL ENROLLED	
2	1%	8	2%
GED TRANSFER		**DROPOUT**	
0	0%	5	2%

BY GENDER

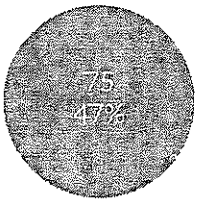
FEMALE

GRAD RATE

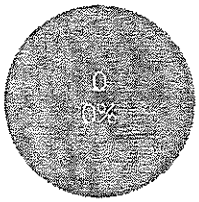


REGENTS WITH A...

REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 158

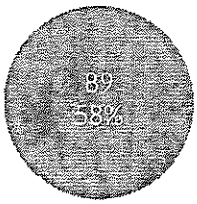
NON DIPLOMA CRED		STILL ENROLLED	
1	1%	3	2%

GED TRANSFER		DROPOUT	
0	0%	4	3%

FEMALE

GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 153

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	3	2%

GED TRANSFER		DROPOUT	
0	0%	2	1%

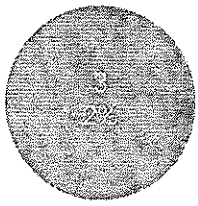
MALE

GRAD RATE

REGENTS WITH A...

REGENTS DIPLOM..

LOCAL DIPLOMA

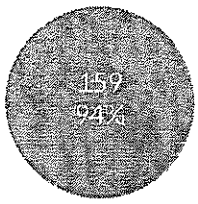


TOTAL STUDENTS IN COHORT: 152

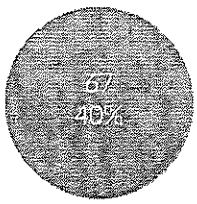
NON DIPLOMA CRED		STILL ENROLLED	
3	2%	7	5%

MALE

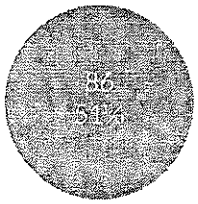
GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 169

NON DIPLOMA CRED		STILL ENROLLED	
2	1%	5	3%

GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	11	7%	0	0%	3	2%

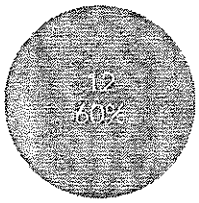
BY ETHNICITY

MULTIRACIAL

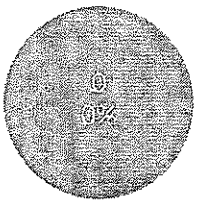
GRAD RATE

REGENTS WITH A...

REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 20

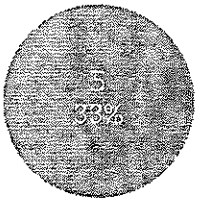
NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	3	15%

MULTIRACIAL

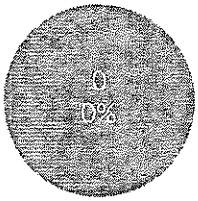
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM...

LOCAL DIPLOMA



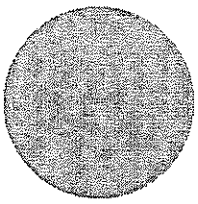
TOTAL STUDENTS IN COHORT: 15

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	7%

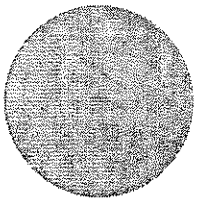
GED TRANSFER		DROPOUT	
0	0%	0	0%

AMERICAN INDIAN OR ALASKA NATIVE

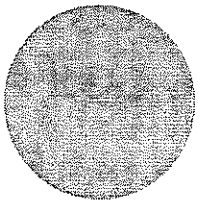
GRAD RATE



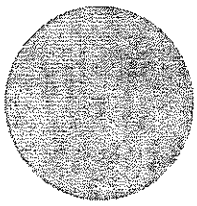
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA

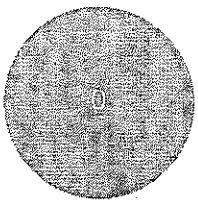


TOTAL STUDENTS: —

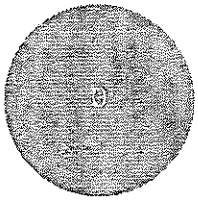
NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...

LOCAL DIPLOMA

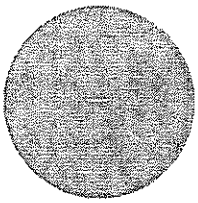
TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
—	—	—	—	0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

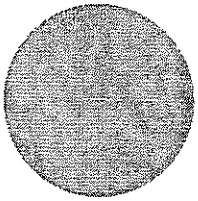
GRAD RATE



REGENTS WITH A...

REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS: —

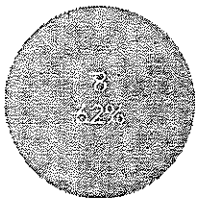
NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—

GED TRANSFER		DROPOUT	
—	—	—	—

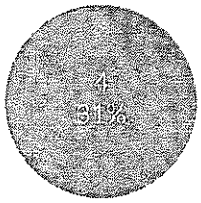
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE

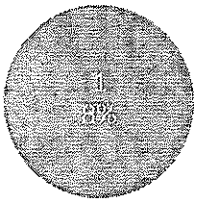
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 13

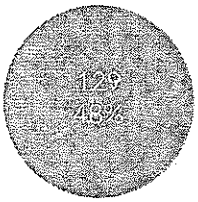
NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

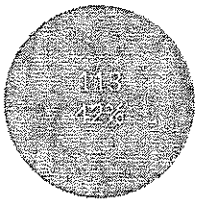
WHITE

GRAD RATE

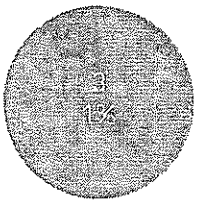
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



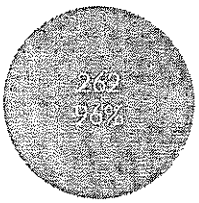
TOTAL STUDENTS IN COHORT: 269

NON DIPLOMA CRED		STILL ENROLLED	
3	1%	10	4%

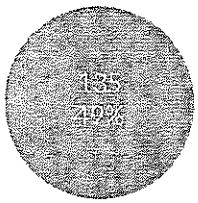
GED TRANSFER		DROPOUT	
0	0%	11	4%

WHITE

GRAD RATE

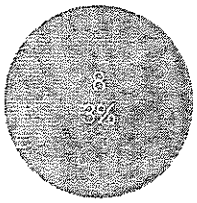


REGENTS WITH A...



REGENTS DIPLOM...

LOCAL DIPLOMA



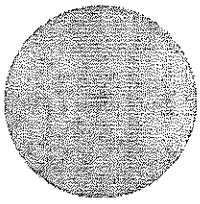
TOTAL STUDENTS IN COHORT: 274

NON DIPLOMA CRED		STILL ENROLLED	
2	1%	5	2%

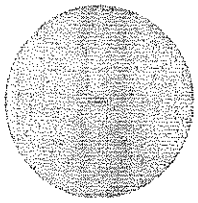
GED TRANSFER		DROPOUT	
0	0%	5	2%

BLACK OR AFRICAN AMERICAN

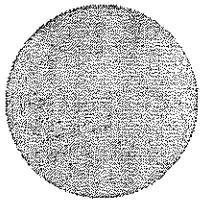
GRAD RATE



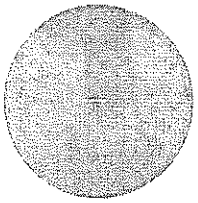
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

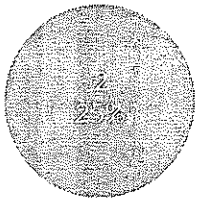
NON DIPLOMA CRED		STILL ENROLLED	
—	—	—	—

GED TRANSFER		DROPOUT	
—	—	—	—

BLACK OR AFRICAN AMERICAN

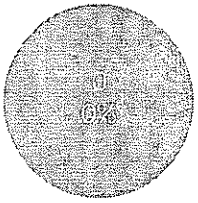
GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM...

LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	13%

GED TRANSFER		DROPOUT	
0	0%	0	0%

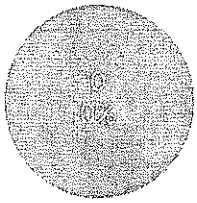
HISPANIC OR LATINO

GRAD RATE

REGENTS WITH A...

REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 12

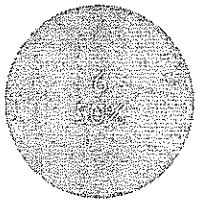
NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%

GED TRANSFER		DROPOUT	
0	0%	0	0%

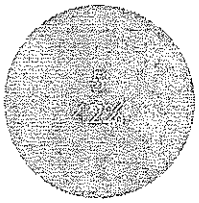
HISPANIC OR LATINO

GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 12

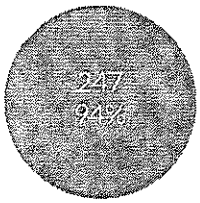
NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	8%

GED TRANSFER		DROPOUT	
0	0%	0	0%

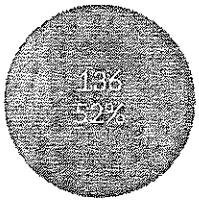
OTHER GROUPS

GENERAL-EDUCATION STUDENTS

GRAD RATE

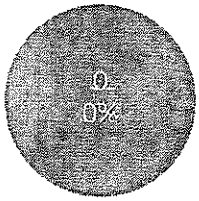


REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA



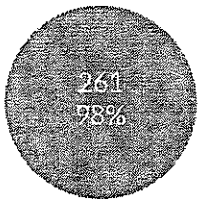
TOTAL STUDENTS IN COHORT: 264

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	5	2%

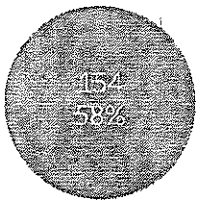
GED TRANSFER		DROPOUT	
0	0%	12	5%

GENERAL-EDUCATION STUDENTS

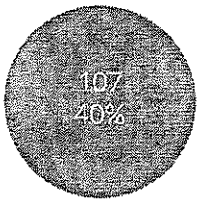
GRAD RATE



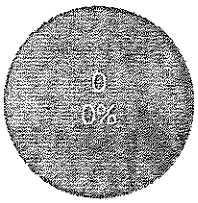
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 266

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	3	1%

GED TRANSFER		DROPOUT	
0	0%	2	1%

STUDENTS WITH DISABILITIES

GRAD RATE

REGENTS WITH A...

REGENTS DIPLOM..

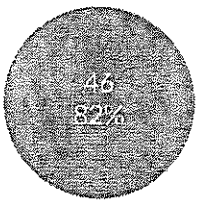
LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 46

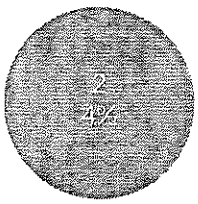
NON DIPLOMA CRED		STILL ENROLLED	
4	9%	5	11%

STUDENTS WITH DISABILITIES

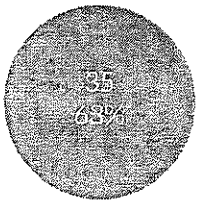
GRAD RATE



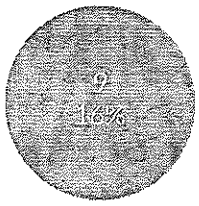
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



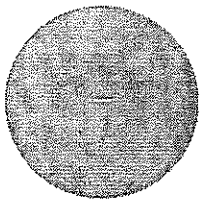
TOTAL STUDENTS IN COHORT: 56

NON DIPLOMA CRED		STILL ENROLLED	
2	4%	5	9%

GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
0	0%	3	7%	0	0%	3	5%

NON-ENGLISH LANGUAGE LEARNERS

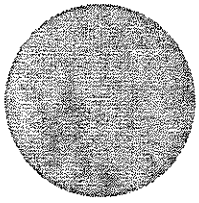
GRAD RATE



REGENTS WITH A...

REGENTS DIPLOM..

LOCAL DIPLOMA

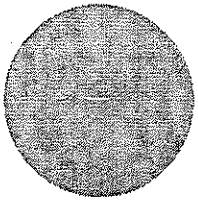


TOTAL STUDENTS: –

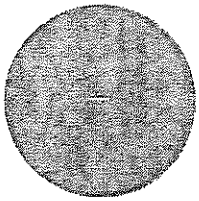
NON DIPLOMA CRED	STILL ENROLLED
– –	– –
GED TRANSFER	**DROPOUT**
– –	– –

NON-ENGLISH LANGUAGE LEARNERS

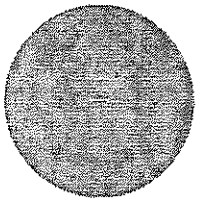
GRAD RATE



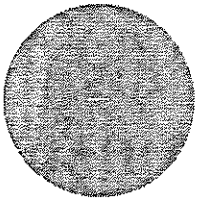
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

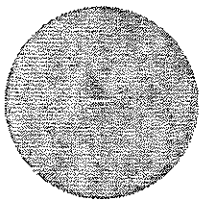


TOTAL STUDENTS: –

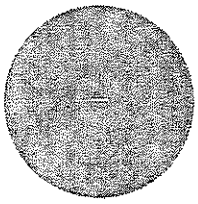
NON DIPLOMA CRED	STILL ENROLLED
– –	– –
GED TRANSFER	**DROPOUT**
– –	– –

ENGLISH LANGUAGE LEARNERS

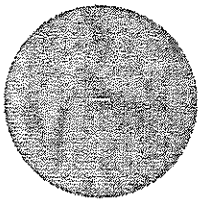
GRAD RATE



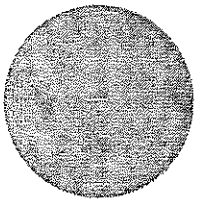
REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA

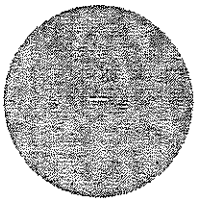


TOTAL STUDENTS: –

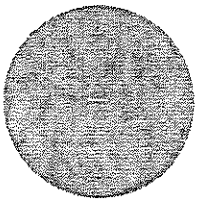
NON DIPLOMA CRED	STILL ENROLLED
– –	– –
GED TRANSFER	**DROPOUT**
– –	– –

ENGLISH LANGUAGE LEARNERS

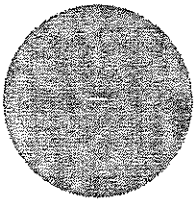
GRAD RATE



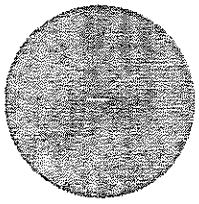
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: –

NON DIPLOMA CRED	STILL ENROLLED
– –	– –
GED TRANSFER	**DROPOUT**
– –	– –

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE

REGENTS WITH A...

REGENTS DIPLOM..

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 262

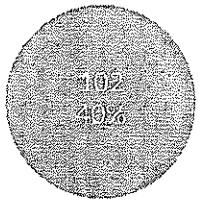
NON DIPLOMA CRED		STILL ENROLLED	
3	1%	7	3%
GED TRANSFER		**DROPOUT**	
0	0%	5	2%

NOT ECONOMICALLY DISADVANTAGED

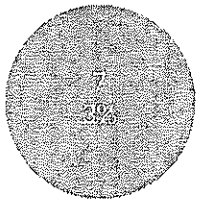
GRAD RATE

REGENTS WITH A...

REGENTS DIPLOM...



LOCAL DIPLOMA

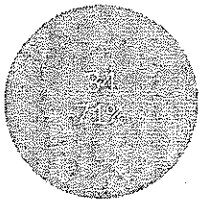


TOTAL STUDENTS IN COHORT: 258

NON DIPLOMA CRED		STILL ENROLLED	
2	1%	5	2%
GED TRANSFER		**DROPOUT**	
0	0%	3	1%

ECONOMICALLY DISADVANTAGED

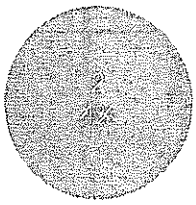
GRAD RATE



REGENTS WITH A...

REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 48

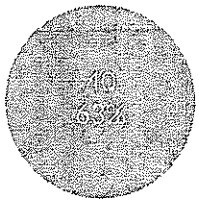
NON DIPLOMA CRED		STILL ENROLLED	
1	2%	3	6%
GED TRANSFER		**DROPOUT**	
0	0%	10	21%

ECONOMICALLY DISADVANTAGED

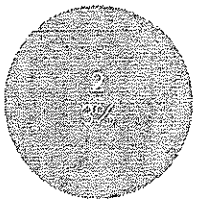
GRAD RATE

REGENTS WITH A...

REGENTS DIPLOM...



LOCAL DIPLOMA

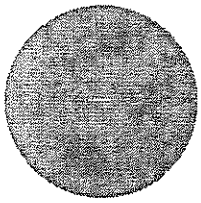


TOTAL STUDENTS IN COHORT: 64

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	3	5%
GED TRANSFER		**DROPOUT**	
0	0%	2	3%

NOT MIGRANT

GRAD RATE



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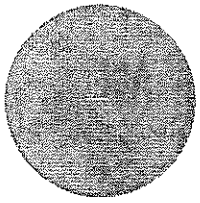

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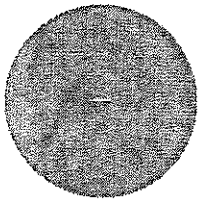


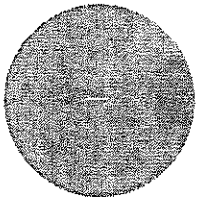
LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED	STILL ENROLLED
— —	— —
GED TRANSFER	**DROPOUT**
— —	— —

NOT MIGRANT

GRAD RATE



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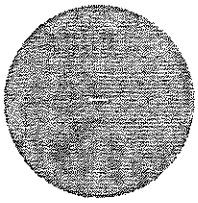

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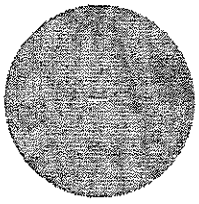
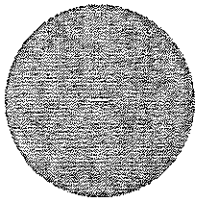


LOCAL DIPLOMA

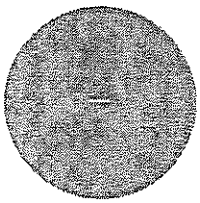


TOTAL STUDENTS: —

NON DIPLOMA CRED	STILL ENROLLED
— —	— —
GED TRANSFER	**DROPOUT**
— —	— —

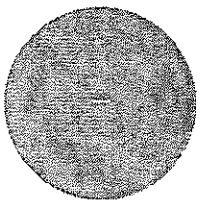
MIGRANT

GRAD RATE

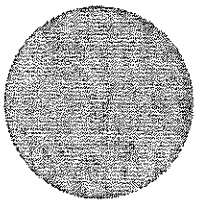


REGENTS WITH A...

REGENTS DIPLOM..



LOCAL DIPLOMA

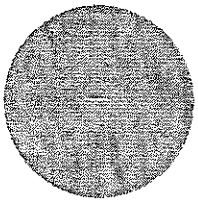


TOTAL STUDENTS: —

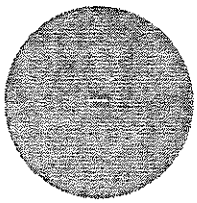
NON DIPLOMA CRED	STILL ENROLLED
— —	— —
GED TRANSFER	**DROPOUT**
— —	— —

MIGRANT

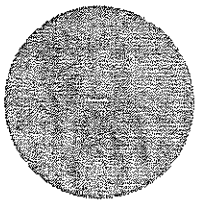
GRAD RATE



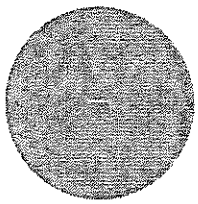
REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED	STILL ENROLLED
— —	— —
GED TRANSFER	**DROPOUT**
— —	— —

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.T.)

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 + ⅓ Part-Time
- Graduates and First Professionals: Full-Time + ⅖ 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 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 mathematic 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, or taking courses creditable toward, a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. High School students taking degree-credit work are included in the counts of all enrolled undergraduates.