

**Malverne UFSD**
**2016-2017 Proposed Budget Presented in State Format**

Account	Function	Administration	Program	Capital	Total
Board of Education	1010	\$10,800	\$0	\$0	\$10,800
District Clerk	1040	\$18,660	\$0	\$0	\$18,660
District Meetings	1060	\$27,999	\$0	\$0	\$27,999
Office of Superintendent	1240	\$364,754	\$0	\$0	\$364,754
Business Administration	1310	\$369,460	\$0	\$0	\$369,460
Auditing	1320	\$173,715	\$0	\$0	\$173,715
Treasurer	1325	\$33,400	\$0	\$0	\$33,400
Legal	1420	\$143,950	\$143,950	\$0	\$287,900
Personnel	1430	\$224,125	\$0	\$0	\$224,125
Public Information	1480	\$110,000	\$0	\$0	\$110,000
Operation of Plant	1620	\$0	\$0	\$2,942,336	\$2,942,336
Central Services	1621	\$0	\$0	\$326,328	\$326,328
Central Data	1680	\$95,927	\$0	\$0	\$95,927
Insurance	1910	\$255,260	\$0	\$0	\$255,260
School Association Dues	1920	\$18,151	\$0	\$0	\$18,151
BOCES Administration	1981	\$248,367	\$0	\$0	\$248,367
Curriculum Dev & Supervision	2010	\$479,943	\$0	\$0	\$479,943
Supervision Regular School	2020	\$2,141,976	\$0	\$0	\$2,141,976
In-Service Training	2070	\$0	\$76,500	\$0	\$76,500
Regular Instruction	2110	\$0	\$17,213,722	\$0	\$17,213,722
Special Education	2250	\$0	\$8,129,762	\$0	\$8,129,762
BOCES	2280	\$0	\$411,500	\$0	\$411,500
Summer School	2332	\$0	\$65,335	\$0	\$65,335
Library and Audio Visual	2610	\$0	\$509,041	\$0	\$509,041
Computer Aided Instruction	2630	\$0	\$1,338,277	\$0	\$1,338,277
Registrar	2805	\$0	\$45,000	\$0	\$45,000
Guidance/pupil personnel	2810	\$0	\$810,529	\$0	\$810,529
Health Services	2815	\$0	\$810,634	\$0	\$810,634
Psychological Services	2820	\$0	\$364,264	\$0	\$364,264
Psychological Services	2825	\$0	\$475,193	\$0	\$475,193
Co-Curricular	2850	\$0	\$272,938	\$0	\$272,938
Interscholastic	2855	\$0	\$461,093	\$0	\$461,093
District Transportation	5510	\$0	\$403,347	\$0	\$403,347
Transportation-Contract	5540	\$0	\$1,878,800	\$0	\$1,878,800
Transportation-Public	5550	\$0	\$4,800	\$0	\$4,800
BOCES Transportation	5581	\$0	\$630,000	\$0	\$630,000
Civil Service Retirement System	9010	\$167,365	\$256,099	\$224,437	\$647,901
Teachers Retirement System	9020	\$229,853	\$2,394,822	\$13,392	\$2,638,068
Social Security	9030	\$240,231	\$1,703,646	\$153,745	\$2,097,622
Workmens Compensation	9040	\$28,325	\$211,150	\$18,025	\$257,500
Life Insurance	9045	\$13,350	\$75,650	\$0	\$89,000
Unemployment Insurance	9050	\$0	\$55,000	\$0	\$55,000
Disability	9055	\$0	\$40,500	\$0	\$40,500
Hosp, Med and Dental	9060	\$521,380	\$3,886,648	\$331,787	\$4,739,815
Tax Sheltered Annuity	9089	\$330,590	\$134,000	\$0	\$464,590
Intererst on Bond	9710	\$0	\$0	\$896,916	\$896,916
Debt Service-	9711	\$0	\$0	\$366,454	\$366,454
TAN	9760	\$0	\$0	\$55,800	\$55,800
Federal Funds Transfer	9950	\$0	\$148,000	\$0	\$148,000
Totals		\$6,247,582	\$42,950,201	\$5,329,220	\$54,527,002

Entity Name:	MALVERNE UFSD	 <b>SAMS</b> NEW YORK STATE EDUCATION DEPARTMENT STATE AID MANAGEMENT SYSTEM	
BEDS Code:	280212		
Claim Year:	2015-2016 <input type="button" value="SET VALUES"/>		

Welcome Christopher Caputo (School Entity User)

CORE

04/18/2016 10:02 AM

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You Have Selected the 'Official' Data Area.  
 The Data State of the form set is: "Clean"

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District Name: MALVERNE UFSD  
 Contact Person: CHRISTOPHER CAPUTO

District Code: 280212  
 Telephone: (516) 887-6417 Ext:

**Property Tax Report Card**

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:  
<http://www.p12.nysed.gov/mgt/serv/propertytax/taxcap/>

Please also submit an electronic version (PDF or Word) of your school district's 2016-17 Budget Notice to: [emscmgt@nysed.gov](mailto:emscmgt@nysed.gov). This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 25, 2016

Form Preparer Name: CHRISTOPHER CAPUTO  
 Preparer's Telephone Number: 516-887-6417

**Shaded Fields Will Calculate**

	Budgeted 2015-16 (A)	Proposed Budget 2016-17 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	53,461,648	54,527,002	1.99 %
A. Proposed Tax Levy to Support the Total Budgeted Amount, Net of Reserve <sup>1</sup>	41,029,356	41,369,468	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	41,029,356	41,369,468	0.83 %
F. Permissible Exclusions to the School Tax Levy Limit	407,311	604,318	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	40,622,045	40,765,150	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	40,622,045	40,765,150	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	0	0	
Public School Enrollment	1,688	1,720	1.90 %
Consumer Price Index			0.12 %

<sup>1</sup> Exclude any prior year reserve for excess tax levy, including interest.

<sup>2</sup> Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

<sup>3</sup> For 2016-17, includes any carryover from 2015-16 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2015-16 (D)	Estimated 2016-17 (E)
Adjusted Restricted Fund Balance	8,215,724	8,896,326
Assigned Appropriated Fund Balance	1,130,129	605,000
Adjusted Unrestricted Fund Balance	2,138,465	2,181,080
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

State Aid Homepage | [Contact Us](#) Ver 1.5.95

## FISCAL ACCOUNTABILITY SUMMARY (2013 - 14)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

### THIS SCHOOL DISTRICT

#### GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$27,002,849

PUPILS

1,714

EXPENDITURES PER PUPIL

\$15,754

#### SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$10,839,104

PUPILS

314

EXPENDITURES PER PUPIL

\$34,519

### SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

#### GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$8,165,063.757

PUPILS

764,707

EXPENDITURES PER PUPIL

\$10,677

#### SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$3,244,954.913

PUPILS

107,424

EXPENDITURES PER PUPIL

\$30,207

# ALL SCHOOL DISTRICTS

## GENERAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

**\$31,235,849,883**

### PUPILS

**2,660,775**

### EXPENDITURES PER PUPIL

**\$11,739**

## SPECIAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

**\$13,185,189,540**

### PUPILS

**418,555**

### EXPENDITURES PER PUPIL

**\$31,502**

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

## TOTAL EXPENDITURES PER PUPIL

### THIS SCHOOL DISTRICT

**\$30,197**

### SIMILAR DISTRICT GROUP

**\$20,538**

### NY STATE

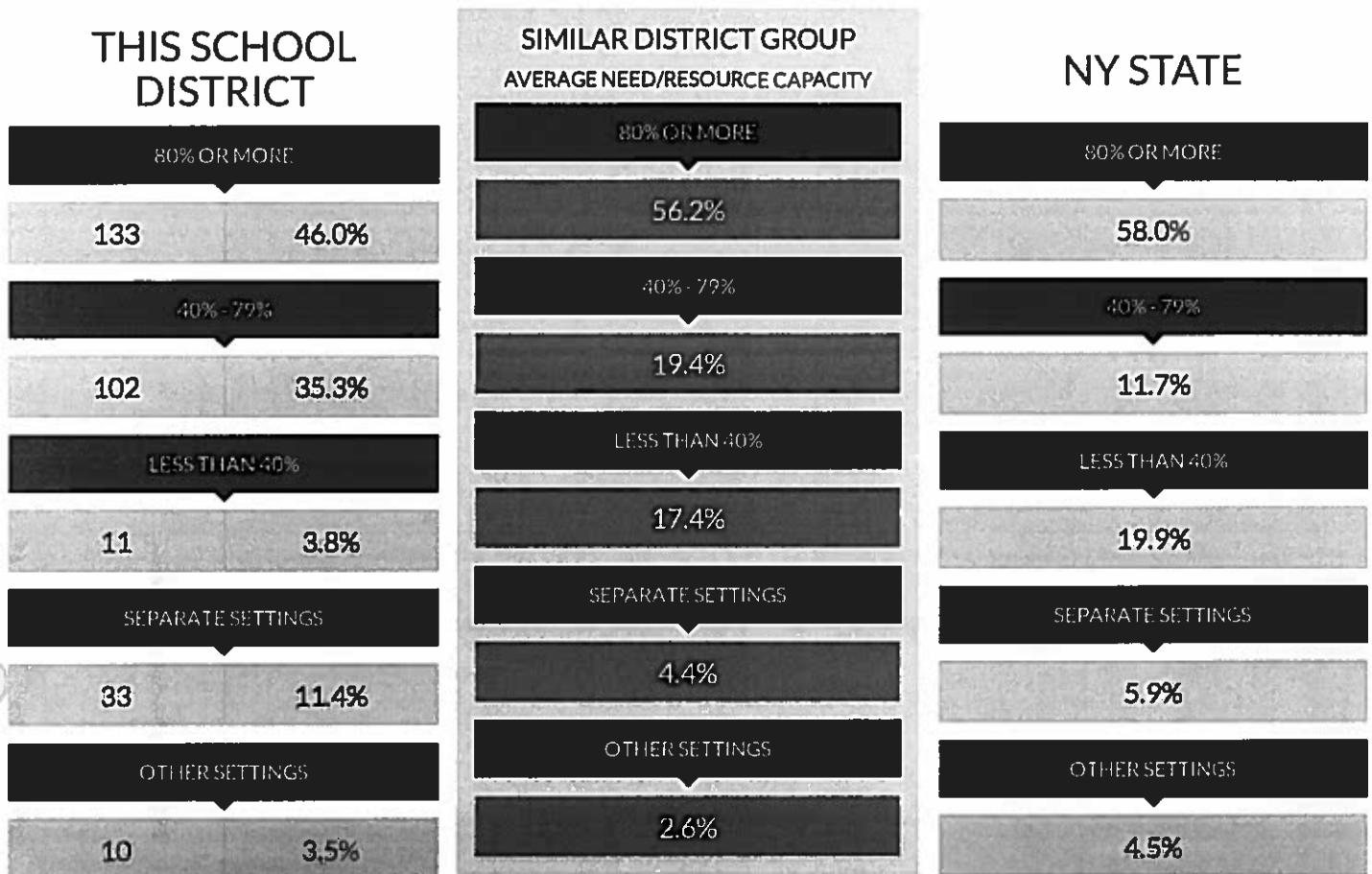
**\$21,812**

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

## INFORMATION ABOUT STUDENTS WITH DISABILITIES (2014 - 15)

Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

### STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

### SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

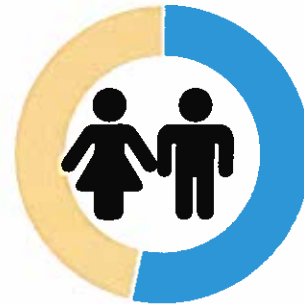
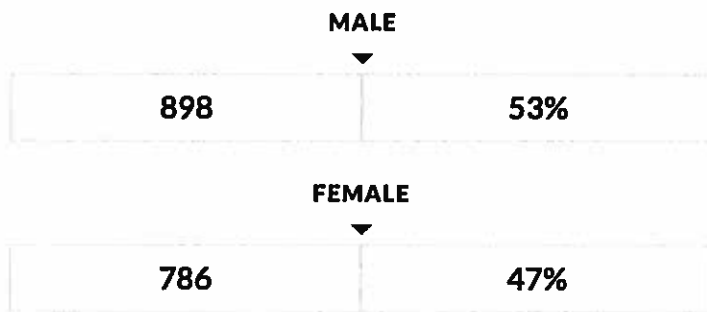
Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our NRC capacity categories page.

## MALVERNE UFSD - SCHOOL REPORT CARD DATA [2014 - 15]

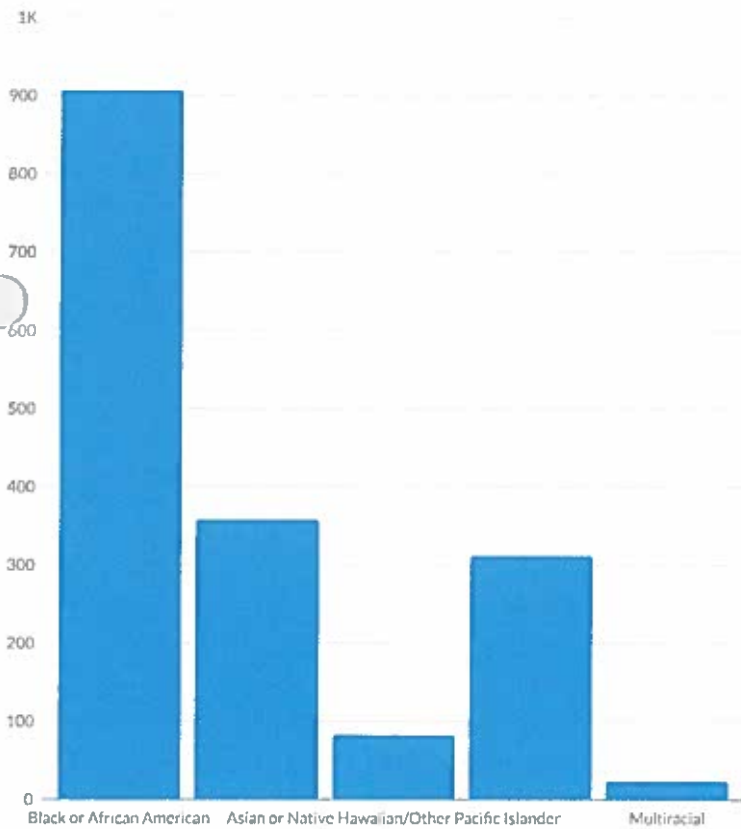
## MALVERNE UFSD ENROLLMENT (2014 - 15)

K-12 Enrollment: 1,684

## ENROLLMENT BY GENDER



## ENROLLMENT BY ETHNICITY



## BLACK OR AFRICAN AMERICAN

907 54%

## HISPANIC OR LATINO

358 21%

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

83 5%

## WHITE

312 19%

## MULTIRACIAL

24 1%

## OTHER GROUPS

## ENGLISH LANGUAGE LEARNERS

50 3%

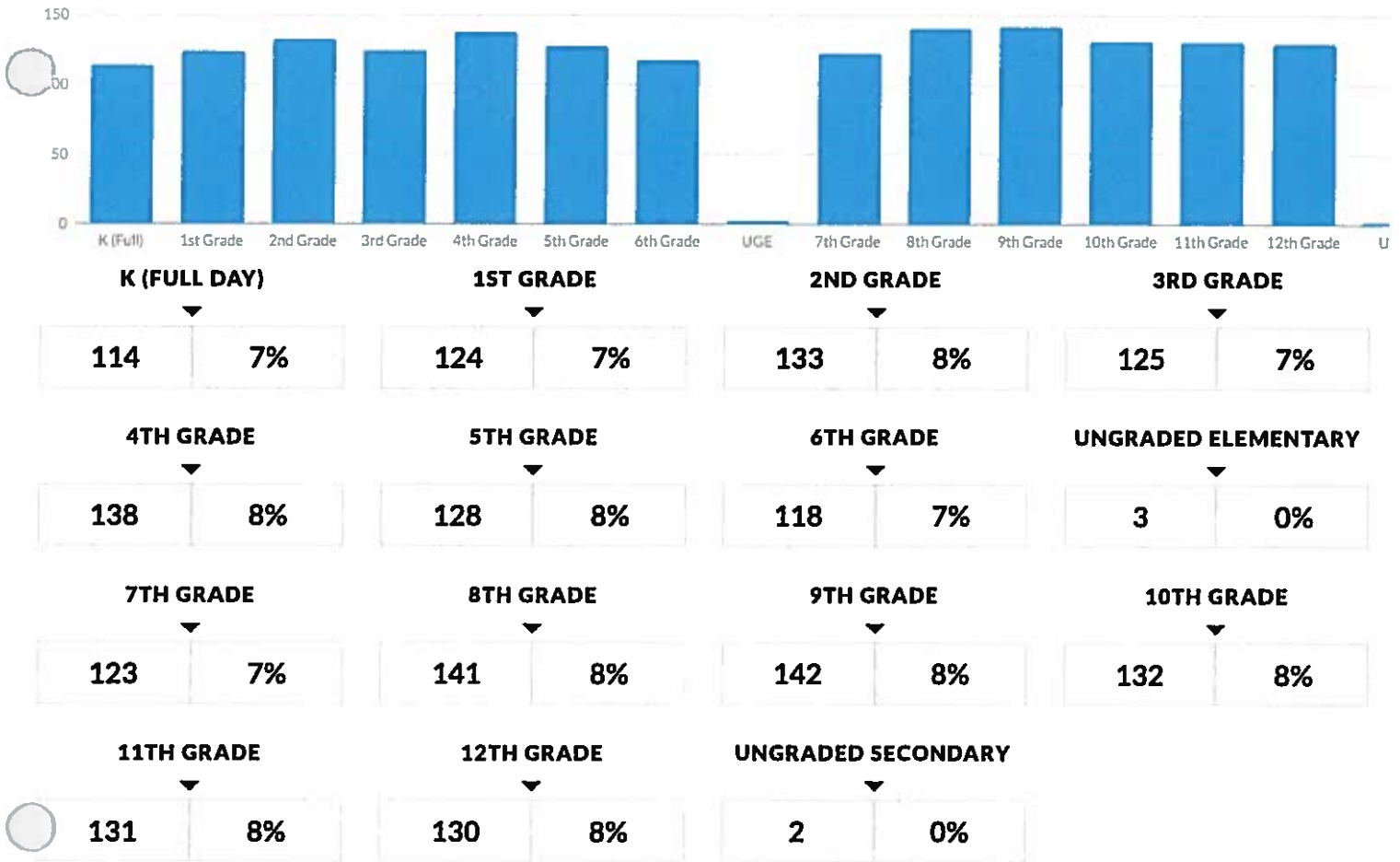
## STUDENTS WITH DISABILITIES

283 17%

## ECONOMICALLY DISADVANTAGED

781 46%

## ENROLLMENT BY GRADE





**AVERAGE CLASS SIZE (2014 - 15)****COMMON BRANCH**

24

**GRADE 8 ENGLISH**

21

**GRADE 8 MATHEMATICS**

22

**GRADE 8 SCIENCE**

23

**GRADE 8 SOCIAL STUDIES**

22

**GRADE 10 ENGLISH**

20

**GRADE 10 SCIENCE**

19

**GRADE 10 SOCIAL STUDIES**

24

**FREE AND REDUCED-PRICE LUNCH (2014 - 15)****ELIGIBLE FOR FREE LUNCH**

558

33%

**ELIGIBLE FOR REDUCED-PRICE LUNCH**

153

9%

**ATTENDANCE (2013 - 14)****ANNUAL ATTENDANCE RATE**

96%

**STUDENT SUSPENSIONS (2013 - 14)****STUDENT SUSPENSIONS**

47

3%

**TEACHER TURNOVER RATE (2013-14 TO 2014-15)****TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE**

0%

**TURNOVER RATE OF ALL TEACHERS**

6%

**STAFF COUNTS (2014 - 15)****PRINCIPALS****ASSISTANT PRINCIPALS****OTHER PROFESSIONAL STAFF****PARAPROFESSIONALS**

4

3

27

17

## TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 158

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

1%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

3%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

68%

TOTAL NUMBER OF CORE CLASSES

358

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT

0%

TOTAL NUMBER OF CLASSES

514

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

2%

## HIGH SCHOOL COMPLETERS (2014 - 15)

## ALL STUDENTS

COMPLETERS (GRADUATES + IEP DIPLOMAS)

132

GRADUATES (REGENTS + LOCAL DIPLOMAS)

131

REGENTS DIPLOMA

127

97%  
of Graduates

REGENTS WITH ADVANCED DESIGNATION

72

55%  
of Graduates

REGENTS WITH CTE ENDORSEMENT

4

3%  
of Graduates

LOCAL DIPLOMAS

4

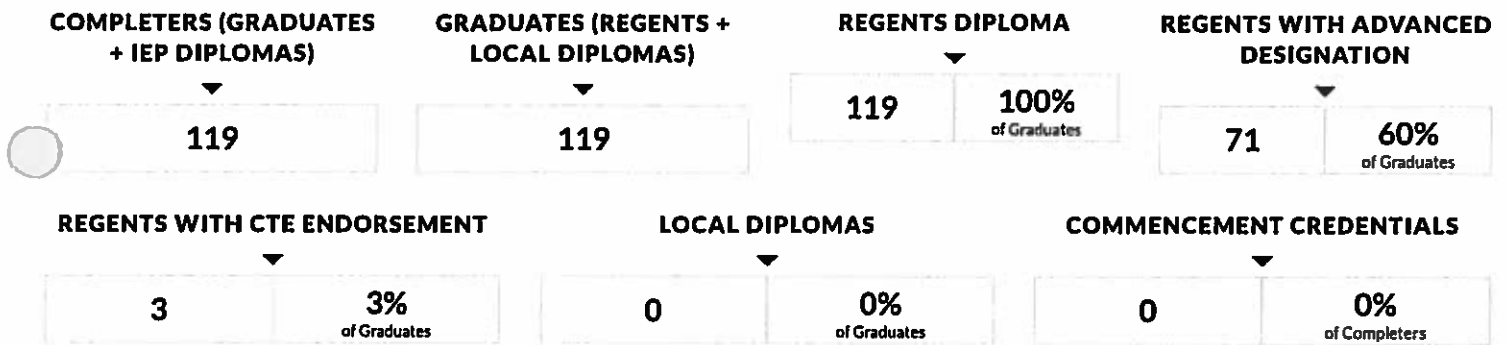
3%  
of Graduates

COMMENCEMENT CREDENTIALS

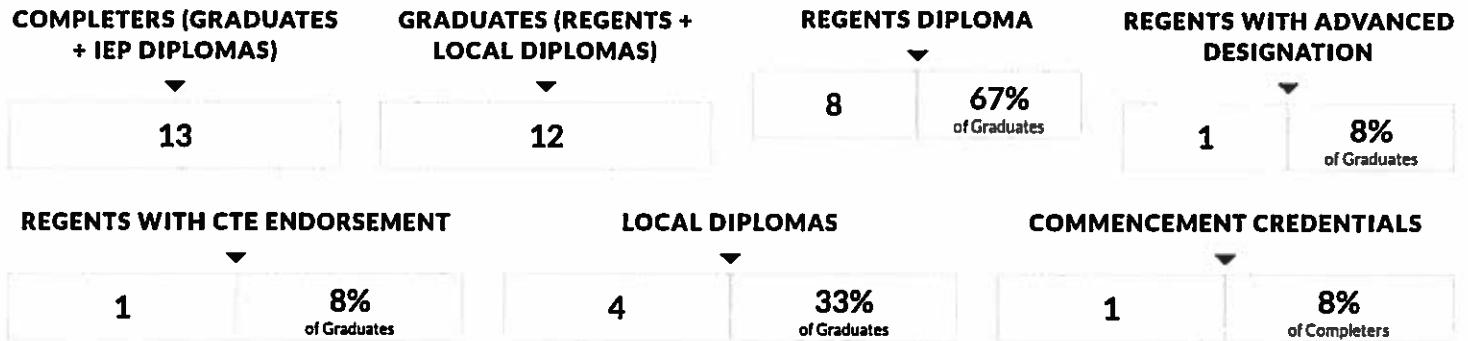
1

1%  
of Completers

## GENERAL EDUCATION



## STUDENTS WITH DISABILITIES



## HIGH SCHOOL NON-COMPLETERS (2014 - 15)

## ALL STUDENTS



## GENERAL EDUCATION



## STUDENTS WITH DISABILITIES



## POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

**ALL STUDENTS**

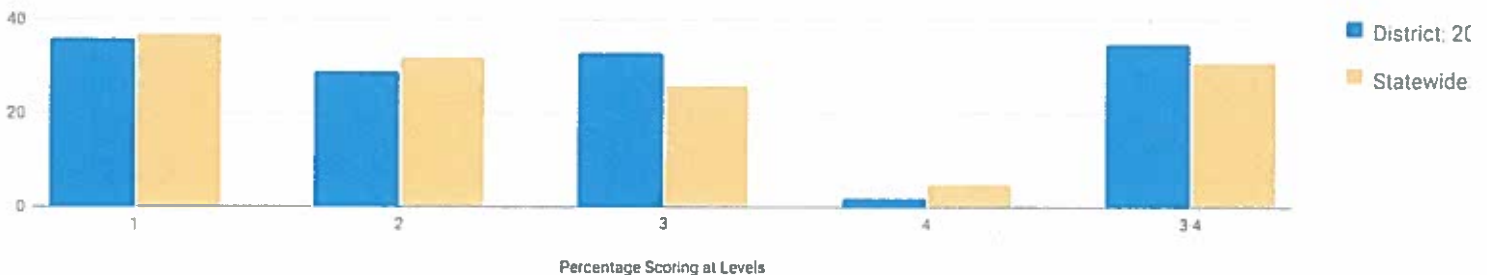
TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDAR..	TO THE MILITARY
79	42	1	2
60%	32%	1%	2%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
4	2	0	2
3%	2%	0%	2%

**GENERAL EDUCATION**

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDAR..	TO THE MILITARY
78	33	1	2
66%	28%	1%	2%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
3	0	0	2
3%	0%	0%	2%

**STUDENTS WITH DISABILITIES**

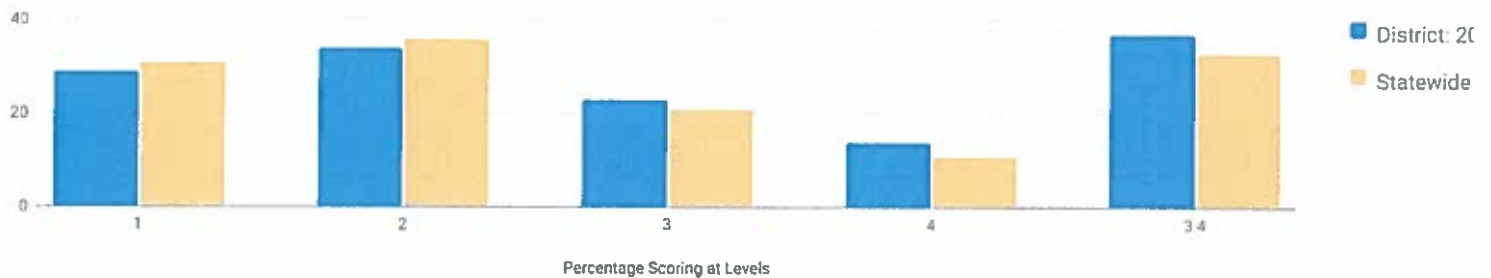
TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDAR..	TO THE MILITARY
1	9	0	0
8%	69%	0%	0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
1	2	0	0
8%	15%	0%	0%

**GRADE 3 ENGLISH LANGUAGE ARTS****MEAN SCORE: 300**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
STUDENTS	86	35%	31	36%	25	29%	28	33%	2	2%
GENERAL EDUCATION	76	39%	21	28%	25	33%	28	37%	2	3%
STUDENTS WITH DISABILITIES	10	0%	10	100%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	0%	-	-	-	-	-	-	-	-

BLACK OR AFRICAN AMERICAN	45	44%	15	33%	10	22%	18	40%	2	4%
HISPANIC OR LATINO	24	4%	12	50%	11	46%	1	4%	0	0%
WHITE	11	45%	3	27%	3	27%	5	45%	0	0%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
RACE GROUP TOTAL	6	67%	1	17%	1	17%	4	67%	0	0%
FEMALE	35	43%	11	31%	9	26%	13	37%	2	6%
MALE	51	29%	20	39%	16	31%	15	29%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	83	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	42	17%	16	38%	19	45%	7	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	44	52%	15	34%	6	14%	21	48%	2	5%
NOT MIGRANT	86	35%	31	36%	25	29%	28	33%	2	2%

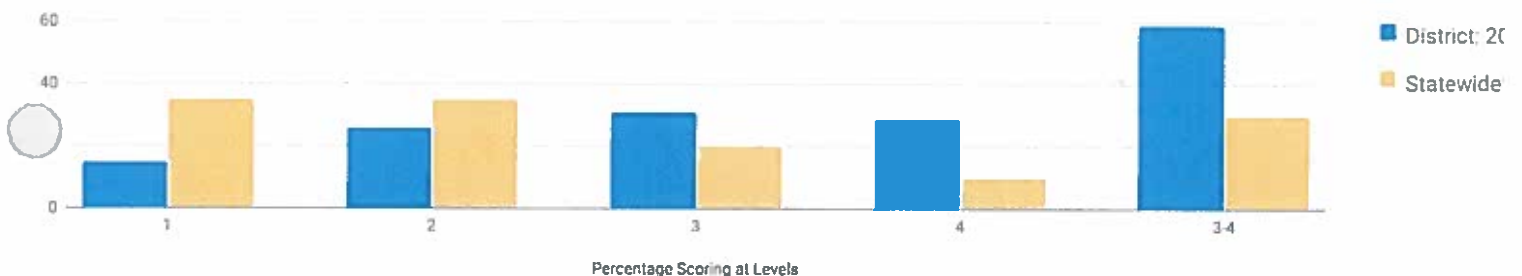
## GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 303

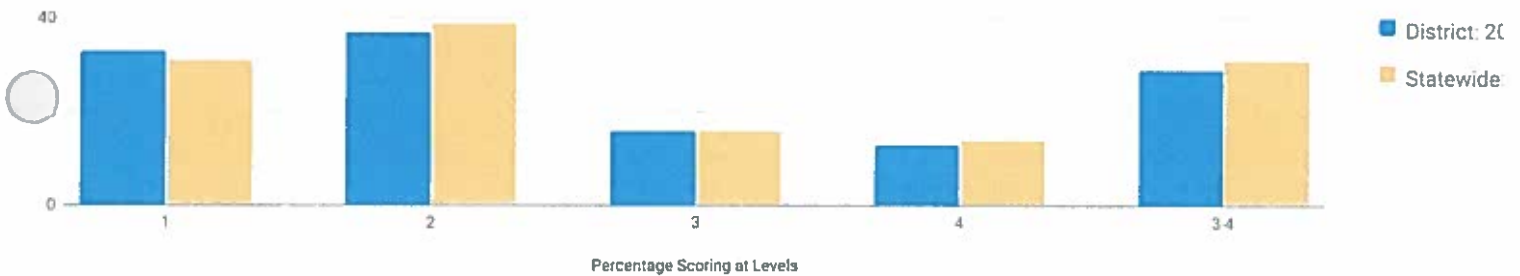
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	119	37%	34	29%	41	34%	27	23%	17	14%
GENERAL EDUCATION	97	42%	19	20%	37	38%	26	27%	15	15%
STUDENTS WITH DISABILITIES	22	14%	15	68%	4	18%	1	5%	2	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	12	83%	1	8%	1	8%	5	42%	5	42%
BLACK OR AFRICAN AMERICAN	59	31%	20	34%	21	36%	11	19%	7	12%
HISPANIC OR LATINO	22	18%	7	32%	11	50%	4	18%	0	0%
WHITE	26	46%	6	23%	8	31%	7	27%	5	19%
FEMALE	50	40%	11	22%	19	38%	12	24%	8	16%
MALE	69	35%	23	33%	22	32%	15	22%	9	13%
NON-ENGLISH LANGUAGE LEARNERS	115	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	59	25%	21	36%	23	39%	12	20%	3	5%
NOT ECONOMICALLY DISADVANTAGED	60	48%	13	22%	18	30%	15	25%	14	23%
NOT MIGRANT	119	37%	34	29%	41	34%	27	23%	17	14%

## GRADE 5 ENGLISH LANGUAGE ARTS



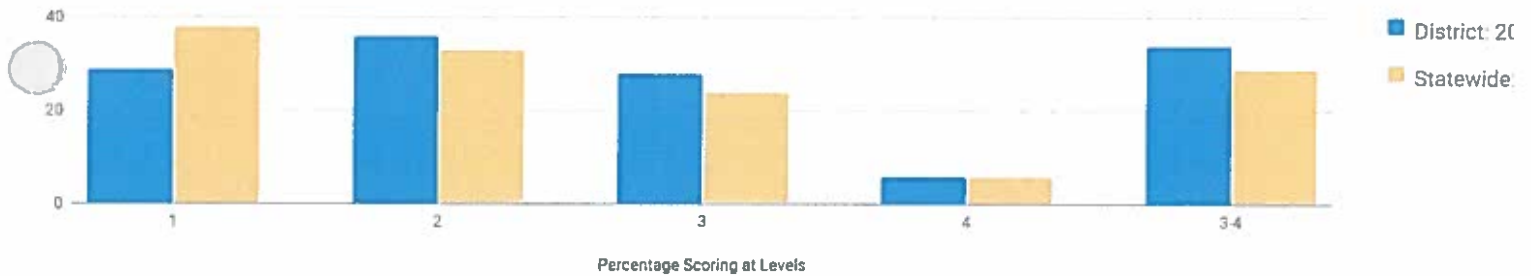
**MEAN SCORE: 318**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
STUDENTS	108	59%	16	15%	28	26%	33	31%	31	29%
GENERAL EDUCATION	88	68%	7	8%	21	24%	31	35%	29	33%
STUDENTS WITH DISABILITIES	20	20%	9	45%	7	35%	2	10%	2	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	8	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	61	54%	12	20%	16	26%	19	31%	14	23%
HISPANIC OR LATINO	19	58%	3	16%	5	26%	7	37%	4	21%
WHITE	19	84%	1	5%	2	11%	6	32%	10	53%
MULTIRACIAL	1	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	44%	0	0%	5	56%	1	11%	3	33%
FEMALE	48	67%	1	2%	15	31%	13	27%	19	40%
MALE	60	53%	15	25%	13	22%	20	33%	12	20%
NON-ENGLISH LANGUAGE LEARNERS	106	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	46	46%	7	15%	18	39%	15	33%	6	13%
NOT ECONOMICALLY DISADVANTAGED	62	69%	9	15%	10	16%	18	29%	25	40%
NOT MIGRANT	108	59%	16	15%	28	26%	33	31%	31	29%

**GRADE 6 ENGLISH LANGUAGE ARTS****MEAN SCORE: 295**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	75	29%	25	33%	28	37%	12	16%	10	13%
GENERAL EDUCATION	54	41%	8	15%	24	44%	12	22%	10	19%
STUDENTS WITH DISABILITIES	21	0%	17	81%	4	19%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	34	29%	13	38%	11	32%	7	21%	3	9%
HISPANIC OR LATINO	22	23%	6	27%	11	50%	1	5%	4	18%
WHITE	15	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	19	37%	6	32%	6	32%	4	21%	3	16%
FEMALE	29	34%	7	24%	12	41%	4	14%	6	21%
MALE	46	26%	18	39%	16	35%	8	17%	4	9%
NON-ENGLISH LANGUAGE LEARNERS	72	_%	-	-	-	-	-	-	-	-
GLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	35	34%	18	51%	5	14%	7	20%	5	14%
NOT ECONOMICALLY DISADVANTAGED	40	25%	7	18%	23	58%	5	13%	5	13%
NOT MIGRANT	75	29%	25	33%	28	37%	12	16%	10	13%

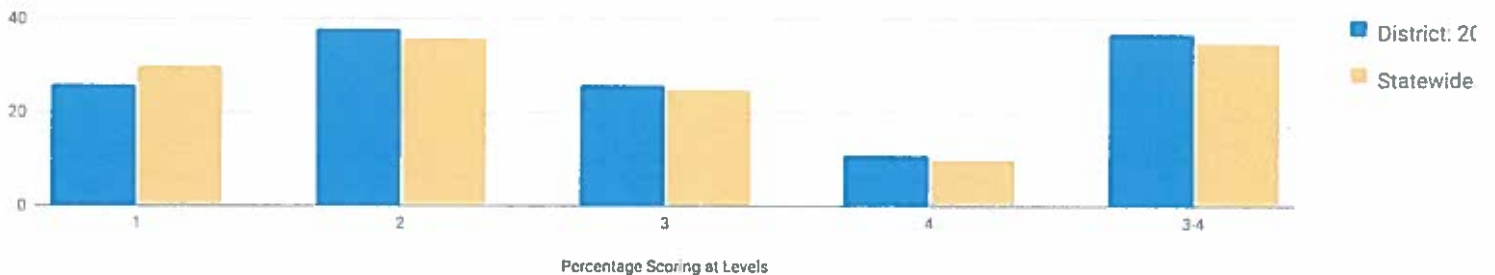
## GRADE 7 ENGLISH LANGUAGE ARTS



**MEAN SCORE: 298**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	85	34%	25	29%	31	36%	24	28%	5	6%
GENERAL EDUCATION	71	39%	13	18%	30	42%	23	32%	5	7%
STUDENTS WITH DISABILITIES	14	7%	12	86%	1	7%	1	7%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	7	43%	3	43%	1	14%	3	43%	0	0%
BLACK OR AFRICAN AMERICAN	51	24%	19	37%	20	39%	10	20%	2	4%
HISPANIC OR LATINO	15	33%	3	20%	7	47%	5	33%	0	0%
WHITE	12	75%	0	0%	3	25%	6	50%	3	25%
FEMALE	37	38%	8	22%	15	41%	11	30%	3	8%
MALE	48	31%	17	35%	16	33%	13	27%	2	4%
NON-ENGLISH LANGUAGE LEARNERS	84	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	38	26%	16	42%	12	32%	10	26%	0	0%
NOT ECONOMICALLY DISADVANTAGED	47	40%	9	19%	19	40%	14	30%	5	11%
NOT MIGRANT	85	34%	25	29%	31	36%	24	28%	5	6%

## GRADE 8 ENGLISH LANGUAGE ARTS



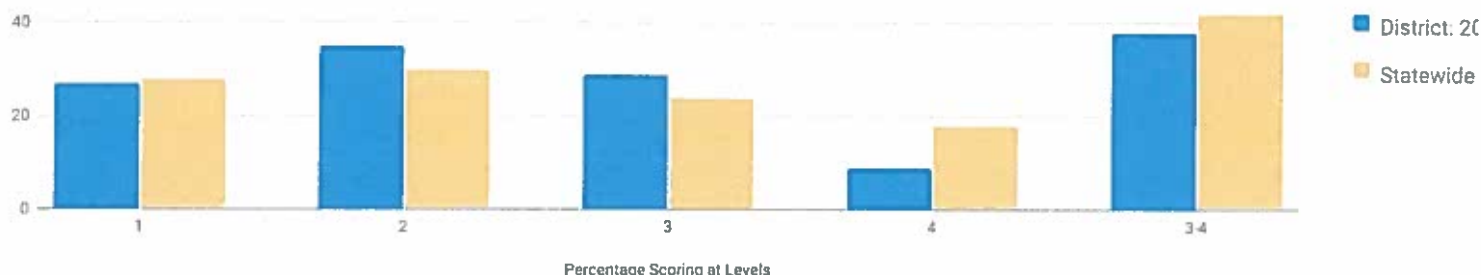
**MEAN SCORE: 301**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	93	37%	24	26%	35	38%	24	26%	10	11%
GENERAL EDUCATION	73	45%	13	18%	27	37%	23	32%	10	14%
STUDENTS WITH DISABILITIES	20	5%	11	55%	8	40%	1	5%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	8	75%	1	13%	1	13%	4	50%	2	25%
BLACK OR AFRICAN AMERICAN	48	33%	12	25%	20	42%	12	25%	4	8%
HISPANIC OR LATINO	25	24%	9	36%	10	40%	5	20%	1	4%
WHITE	12	50%	2	17%	4	33%	3	25%	3	25%
FEMALE	37	54%	2	5%	15	41%	14	38%	6	16%



MALE	56	25%	22	39%	20	36%	10	18%	4	7%
NON-ENGLISH LANGUAGE LEARNERS	91	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	42	29%	12	29%	18	43%	7	17%	5	12%
NOT ECONOMICALLY DISADVANTAGED	51	43%	12	24%	17	33%	17	33%	5	10%
NOT MIGRANT	93	37%	24	26%	35	38%	24	26%	10	11%

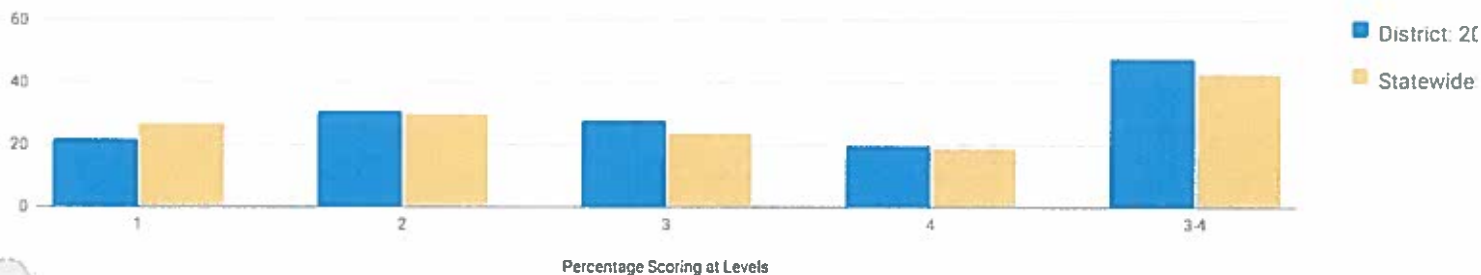
## GRADE 3 MATHEMATICS



MEAN SCORE: 301

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	77	38%	21	27%	27	35%	22	29%	7	9%
GENERAL EDUCATION	69	41%	15	22%	26	38%	21	30%	7	10%
STUDENTS WITH DISABILITIES	8	13%	6	75%	1	13%	1	13%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	38	42%	8	21%	14	37%	14	37%	2	5%
HISPANIC OR LATINO	20	25%	9	45%	6	30%	4	20%	1	5%
WHITE	12	33%	2	17%	6	50%	2	17%	2	17%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	2	29%	1	14%	2	29%	2	29%
FEMALE	31	45%	7	23%	10	32%	11	35%	3	10%
MALE	46	33%	14	30%	17	37%	11	24%	4	9%
NON-ENGLISH LANGUAGE LEARNERS	75	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	25%	11	31%	16	44%	7	19%	2	6%
NOT ECONOMICALLY DISADVANTAGED	41	49%	10	24%	11	27%	15	37%	5	12%
NOT MIGRANT	77	38%	21	27%	27	35%	22	29%	7	9%

## GRADE 4 MATHEMATICS



MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	111	48%	24	22%	34	31%	31	28%	22	20%
GENERAL EDUCATION	91	51%	15	16%	30	33%	27	30%	19	21%
STUDENTS WITH DISABILITIES	20	35%	9	45%	4	20%	4	20%	3	15%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	11	100%	0	0%	0	0%	7	64%	4	36%
BLACK OR AFRICAN AMERICAN	55	40%	12	22%	21	38%	14	25%	8	15%
HISPANIC OR LATINO	19	37%	7	37%	5	26%	4	21%	3	16%
WHITE	26	50%	5	19%	8	31%	6	23%	7	27%
FEMALE	48	50%	10	21%	14	29%	15	31%	9	19%
MALE	63	46%	14	22%	20	32%	16	25%	13	21%
NON-ENGLISH LANGUAGE LEARNERS	107	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	53	38%	16	30%	17	32%	14	26%	6	11%
NOT ECONOMICALLY DISADVANTAGED	58	57%	8	14%	17	29%	17	29%	16	28%
NOT MIGRANT	111	48%	24	22%	34	31%	31	28%	22	20%

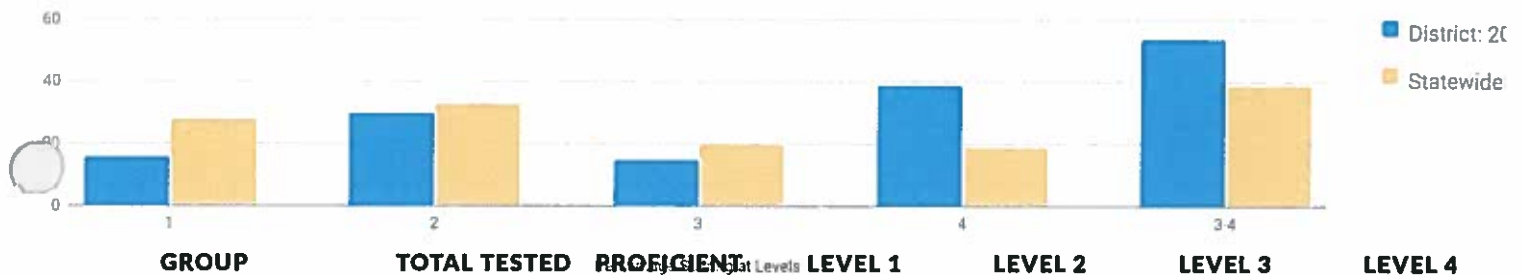
## GRADE 5 MATHEMATICS



**MEAN SCORE: 326**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	101	67%	21	21%	12	12%	31	31%	37	37%
GENERAL EDUCATION	84	77%	9	11%	10	12%	30	36%	35	42%
STUDENTS WITH DISABILITIES	17	18%	12	71%	2	12%	1	6%	2	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	8	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	58	57%	16	28%	9	16%	18	31%	15	26%
HISPANIC OR LATINO	16	63%	3	19%	3	19%	5	31%	5	31%
WHITE	18	94%	1	6%	0	0%	5	28%	12	67%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	1	11%	0	0%	3	33%	5	56%
FEMALE	46	65%	12	26%	4	9%	12	26%	18	39%
MALE	55	69%	9	16%	8	15%	19	35%	19	35%
NON-ENGLISH LANGUAGE LEARNERS	100	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	41	56%	13	32%	5	12%	12	29%	11	27%
NOT ECONOMICALLY DISADVANTAGED	60	75%	8	13%	7	12%	19	32%	26	43%
NOT MIGRANT	101	67%	21	21%	12	12%	31	31%	37	37%

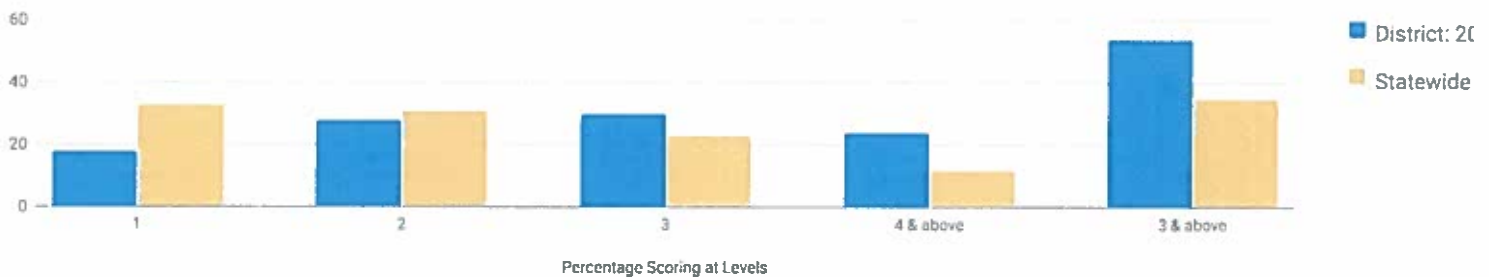
## GRADE 6 MATHEMATICS



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	61	54%	10	16%	18	30%	9	15%	24	39%
GENERAL EDUCATION	46	70%	3	7%	11	24%	9	20%	23	50%
STUDENTS WITH DISABILITIES	15	7%	7	47%	7	47%	0	0%	1	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	27	48%	6	22%	8	30%	4	15%	9	33%
HISPANIC OR LATINO	15	53%	3	20%	4	27%	4	27%	4	27%
WHITE	15	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	19	63%	1	5%	6	32%	1	5%	11	58%
FEMALE	26	54%	4	15%	8	31%	7	27%	7	27%
MALE	35	54%	6	17%	10	29%	2	6%	17	49%
NON-ENGLISH LANGUAGE LEARNERS	59	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	48%	8	35%	4	17%	2	9%	9	39%
NOT ECONOMICALLY DISADVANTAGED	38	58%	2	5%	14	37%	7	18%	15	39%
NOT MIGRANT	61	54%	10	16%	18	30%	9	15%	24	39%

## 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.



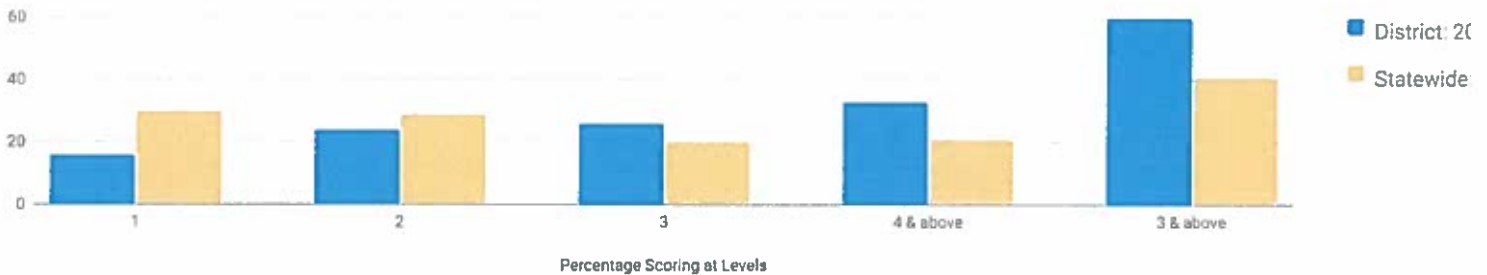
MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	74	54%	13	18%	21	28%	22	30%	18	24%
GENERAL EDUCATION	63	63%	5	8%	18	29%	22	35%	18	29%
STUDENTS WITH DISABILITIES	11	0%	8	73%	3	27%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	6	67%	0	0%	2	33%	1	17%	3	50%
BLACK OR AFRICAN AMERICAN	43	47%	11	26%	12	28%	14	33%	6	14%
HISPANIC OR LATINO	13	54%	2	15%	4	31%	4	31%	3	23%
WHITE	12	75%	0	0%	3	25%	3	25%	6	50%
FEMALE	31	65%	5	16%	6	19%	13	42%	7	23%

MALE	43	47%	8	19%	15	35%	9	21%	11	26%
NON-ENGLISH LANGUAGE LEARNERS	73	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	33	45%	8	24%	10	30%	9	27%	6	18%
NOT ECONOMICALLY DISADVANTAGED	41	61%	5	12%	11	27%	13	32%	12	29%
NOT MIGRANT	74	54%	13	18%	21	28%	22	30%	18	24%

## 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: 287**

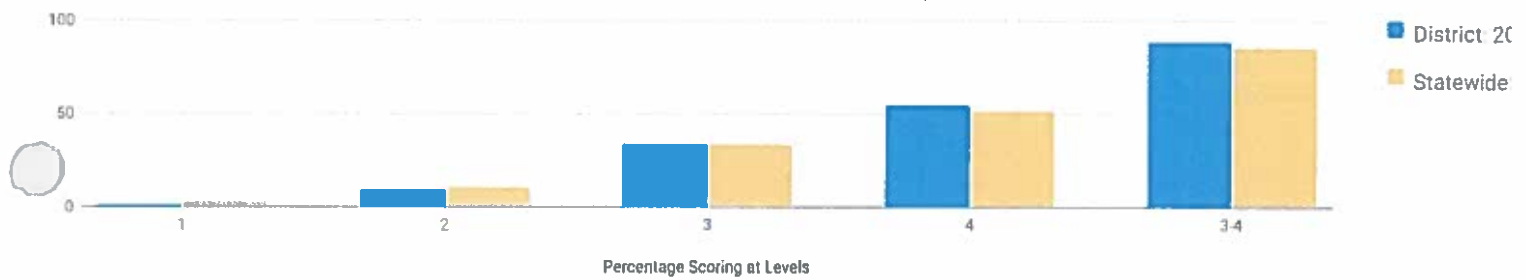
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	41	2%	16	39%	24	59%	1	2%	0	0%
GENERAL EDUCATION	26	4%	4	15%	21	81%	1	4%	0	0%
STUDENTS WITH DISABILITIES	15	0%	12	80%	3	20%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	23	0%	7	30%	16	70%	0	0%	0	0%
HISPANIC OR LATINO	14	_%	-	-	-	-	-	-	-	-
WHITE	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	6%	9	50%	8	44%	1	6%	0	0%
FEMALE	11	0%	3	27%	8	73%	0	0%	0	0%
MALE	30	3%	13	43%	16	53%	1	3%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	39	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	20	0%	7	35%	13	65%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	21	5%	9	43%	11	52%	1	5%	0	0%
NOT MIGRANT	41	2%	16	39%	24	59%	1	2%	0	0%

### 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	58	0	0%	0	0%	25	43%	33	57%	58	100%

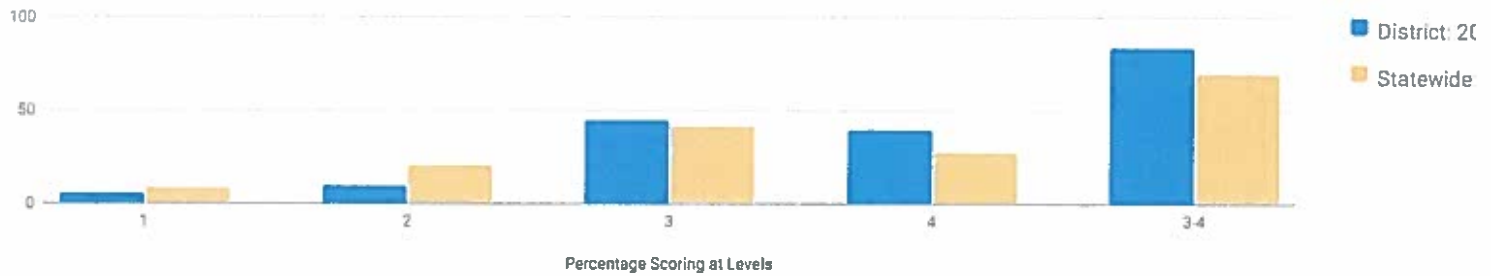
## GRADE 4 SCIENCE



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	122	89%	1	1%	12	10%	42	34%	67	55%
GENERAL EDUCATION	101	93%	0	0%	7	7%	34	34%	60	59%
STUDENTS WITH DISABILITIES	21	71%	1	5%	5	24%	8	38%	7	33%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	12	92%	0	0%	1	8%	2	17%	9	75%
BLACK OR AFRICAN AMERICAN	60	88%	1	2%	6	10%	25	42%	28	47%
HISPANIC OR LATINO	23	83%	0	0%	4	17%	6	26%	13	57%
WHITE	27	96%	0	0%	1	4%	9	33%	17	63%
FEMALE	53	85%	0	0%	8	15%	16	30%	29	55%
MALE	69	93%	1	1%	4	6%	26	38%	38	55%
NON-ENGLISH LANGUAGE LEARNERS	117	91%	1	1%	9	8%	40	34%	67	57%
ENGLISH LANGUAGE LEARNERS	5	40%	0	0%	3	60%	2	40%	0	0%
ECONOMICALLY DISADVANTAGED	59	85%	1	2%	8	14%	21	36%	29	49%
NOT ECONOMICALLY DISADVANTAGED	63	94%	0	0%	4	6%	21	33%	38	60%
NOT MIGRANT	122	89%	1	1%	12	10%	42	34%	67	55%

## 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: 47**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	12	0%	4	33%	8	67%
STUDENTS WITH DISABILITIES	12	0%	4	33%	8	67%
BLACK OR AFRICAN AMERICAN	7	0%	2	29%	5	71%
HISPANIC OR LATINO	3	0%	-	-	-	-
WHITE	2	0%	-	-	-	-
SMALL GROUP TOTAL	5	0%	2	40%	3	60%
FEMALE	1	0%	-	-	-	-
MALE	11	0%	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	11	0%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	0%	3	43%	4	57%
NOT ECONOMICALLY DISADVANTAGED	5	0%	1	20%	4	80%
NOT MIGRANT	12	0%	4	33%	8	67%

### GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

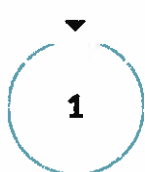
Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	127	92%	4	3%	6	5%

### RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

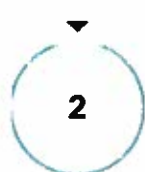
#### RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP

GRADE 3



GRADE 6

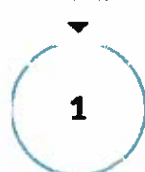
GRADE 4



GRADE 8

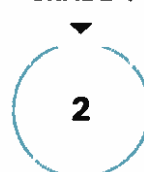
#### RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP

GRADE 3



GRADE 6

GRADE 4



GRADE 8

2

1

2

1

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

## GRADE: 4 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	70%	22%	7%	1%	98
LIMITED ENGLISH PROFICIE...	74%	21%	4%	1%	88
ECONOMICALLY DISADVAN...	43%	36%	18%	3%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERIC...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	49%	39%	10%	2%	98
LIMITED ENGLISH PROFICIE...	56%	35%	9%	0%	91
ECONOMICALLY DISADVAN...	29%	48%	21%	2%	

## GRADE: 8 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
AN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	

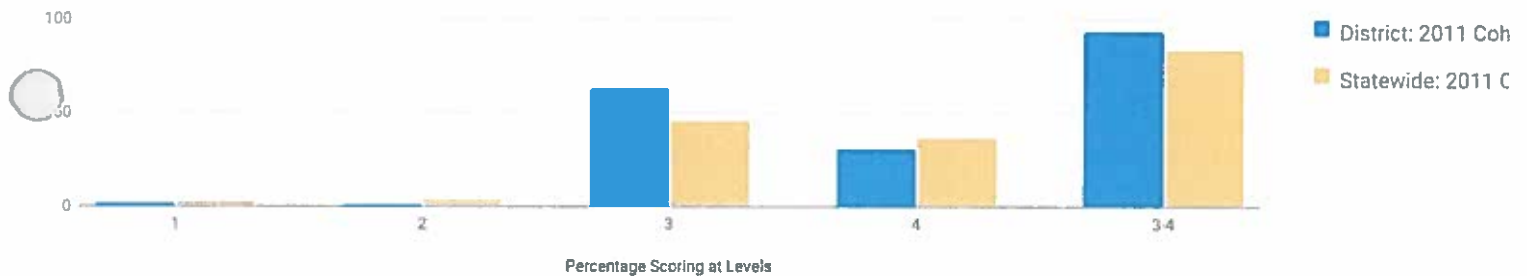


MULTIRACIAL	%	%	%	%	
STUDENTS WITH DISABILITIES	59%	33%	8%	%	98
LIMITED ENGLISH PROFICIENCY	78%	19%	3%	%	89
ECONOMICALLY DISADVANTAGED	36%	42%	21%	1%	

## MATHEMATICS

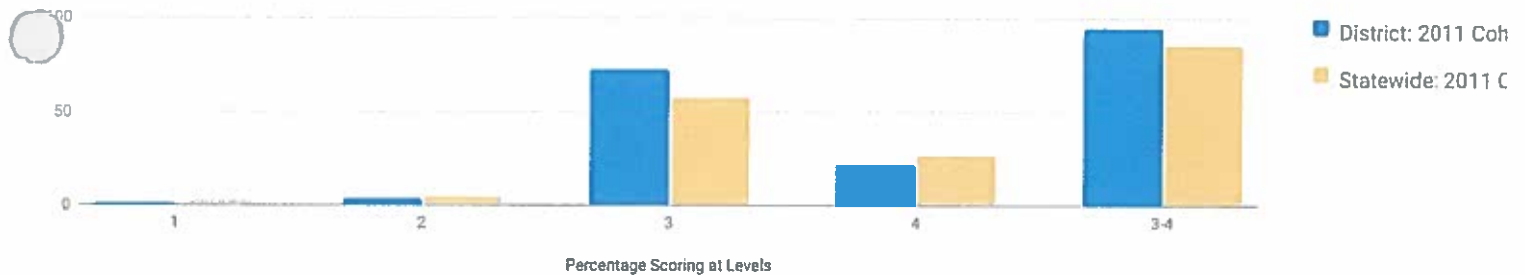
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASKA NATIVE	%	%	%	%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICAN	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	%	%	%	%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENCY	72%	21%	6%	1%	94
ECONOMICALLY DISADVANTAGED	40%	39%	17%	4%	

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



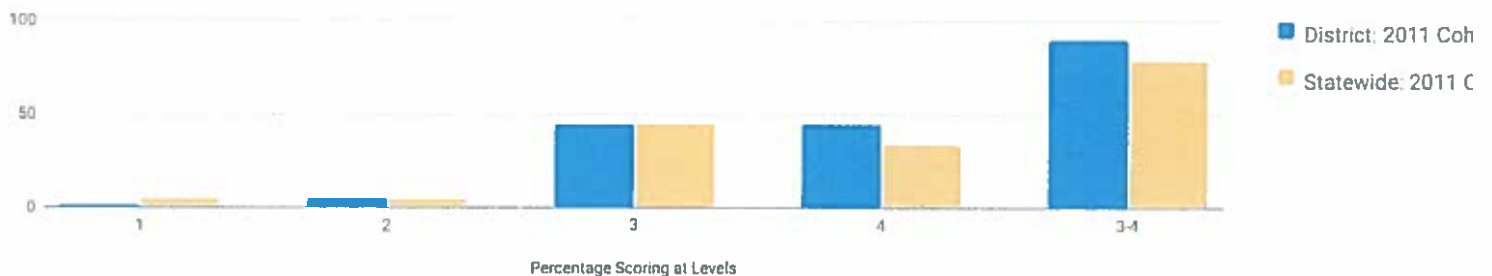
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	139	94%	3	2%	2	1%	87	63%	43	31%
GENERAL EDUCATION	123	95%	3	2%	0	0%	74	60%	43	35%
STUDENTS WITH DISABILITIES	16	81%	0	0%	2	13%	13	81%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	86	95%	2	2%	1	1%	59	69%	23	27%
HISPANIC OR LATINO	21	_%	-	-	-	-	-	-	-	-
WHITE	28	93%	1	4%	1	4%	15	54%	11	39%
SMALL GROUP TOTAL	25	88%	0	0%	0	0%	13	52%	9	36%
FEMALE	74	92%	3	4%	0	0%	42	57%	26	35%
MALE	65	95%	0	0%	2	3%	45	69%	17	26%
NON-ENGLISH LANGUAGE LEARNERS	138	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	92%	2	3%	1	2%	41	66%	16	26%
T ECONOMICALLY DISADVANTAGED	77	95%	1	1%	1	1%	46	60%	27	35%
NOT MIGRANT	139	94%	3	2%	2	1%	87	63%	43	31%

## 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	139	95%	1	1%	6	4%	102	73%	30	22%
GENERAL EDUCATION	123	98%	0	0%	3	2%	90	73%	30	24%
STUDENTS WITH DISABILITIES	16	75%	1	6%	3	19%	12	75%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	86	93%	1	1%	5	6%	64	74%	16	19%
HISPANIC OR LATINO	21	0%	-	-	-	-	-	-	-	-
WHITE	28	100%	0	0%	0	0%	19	68%	9	32%
SMALL GROUP TOTAL	25	96%	0	0%	1	4%	19	76%	5	20%
FEMALE	74	97%	0	0%	2	3%	53	72%	19	26%
MALE	65	92%	1	2%	4	6%	49	75%	11	17%
NON-ENGLISH LANGUAGE LEARNERS	138	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	92%	0	0%	5	8%	44	71%	13	21%
NOT ECONOMICALLY DISADVANTAGED	77	97%	1	1%	1	1%	58	75%	17	22%
NOT MIGRANT	139	95%	1	1%	6	4%	102	73%	30	22%

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

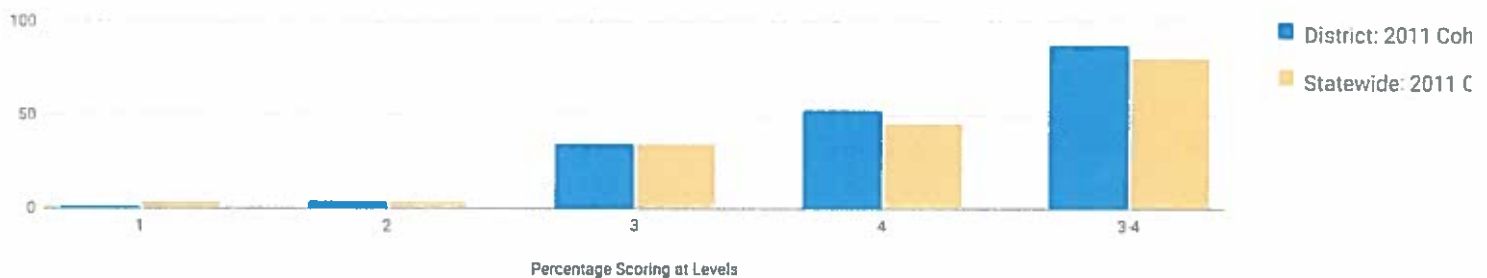


GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	139	90%	2	1%	7	5%	63	45%	62	45%
GENERAL EDUCATION	123	93%	1	1%	4	3%	52	42%	62	50%
STUDENTS WITH DISABILITIES	16	69%	1	6%	3	19%	11	69%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	86	91%	2	2%	4	5%	43	50%	35	41%
HISPANIC OR LATINO	21	0%	-	-	-	-	-	-	-	-
WHITE	28	93%	0	0%	1	4%	10	36%	16	57%
SMALL GROUP TOTAL	25	84%	0	0%	2	8%	10	40%	11	44%
FEMALE	74	89%	1	1%	4	5%	31	42%	35	47%



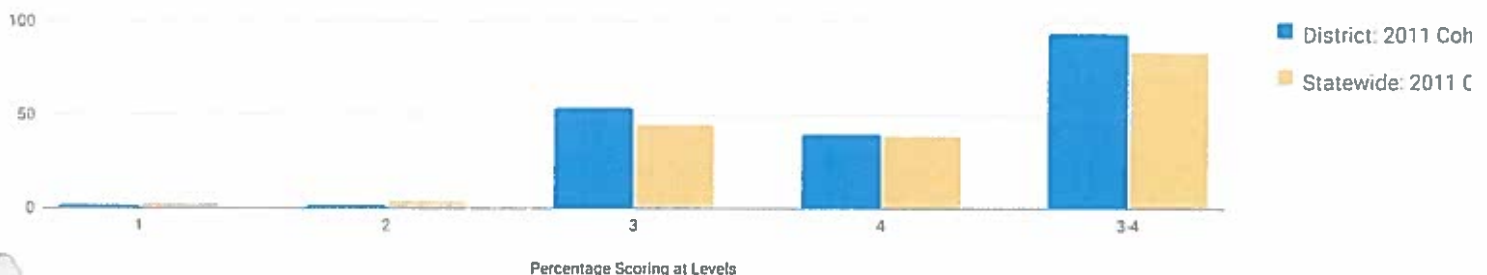
MALE	65	91%	1	2%	3	5%	32	49%	27	42%
NON-ENGLISH LANGUAGE LEARNERS	138	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	87%	1	2%	6	10%	29	47%	25	40%
NOT ECONOMICALLY DISADVANTAGED	77	92%	1	1%	1	1%	34	44%	37	48%
NOT MIGRANT	139	90%	2	1%	7	5%	63	45%	62	45%

## 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	139	88%	2	1%	6	4%	49	35%	74	53%
GENERAL EDUCATION	123	92%	2	2%	2	2%	40	33%	73	59%
STUDENTS WITH DISABILITIES	16	63%	0	0%	4	25%	9	56%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	4	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	86	88%	1	1%	5	6%	33	38%	43	50%
HISPANIC OR LATINO	21	%	-	-	-	-	-	-	-	-
WHITE	28	89%	1	4%	1	4%	7	25%	18	64%
SMALL GROUP TOTAL	25	88%	0	0%	0	0%	9	36%	13	52%
FEMALE	74	91%	2	3%	1	1%	26	35%	41	55%
MALE	65	86%	0	0%	5	8%	23	35%	33	51%
NON-ENGLISH LANGUAGE LEARNERS	138	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	87%	1	2%	3	5%	25	40%	29	47%
NOT ECONOMICALLY DISADVANTAGED	77	90%	1	1%	3	4%	24	31%	45	58%
NOT MIGRANT	139	88%	2	1%	6	4%	49	35%	74	53%

## 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	139	94%	3	2%	3	2%	75	54%	56	40%
GENERAL EDUCATION	123	98%	3	2%	0	0%	64	52%	56	46%

STUDENTS WITH DISABILITIES	16	69%	0	0%	3	19%	11	69%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	86	95%	1	1%	2	2%	54	63%	28	33%
HISPANIC OR LATINO	21	_%	-	-	-	-	-	-	-	-
WHITE	28	89%	1	4%	1	4%	9	32%	16	57%
SMALL GROUP TOTAL	25	96%	1	4%	0	0%	12	48%	12	48%
FEMALE	74	96%	3	4%	0	0%	41	55%	30	41%
MALE	65	92%	0	0%	3	5%	34	52%	26	40%
NON-ENGLISH LANGUAGE LEARNERS	138	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	94%	2	3%	1	2%	35	56%	23	37%
NOT ECONOMICALLY DISADVANTAGED	77	95%	1	1%	2	3%	40	52%	33	43%
NOT MIGRANT	139	94%	3	2%	3	2%	75	54%	56	40%

## Regents Examination Results (2014 - 15)

### COMPREHENSIVE ENGLISH

#### REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	147	142	97%	134	91%	71	48%
GENERAL EDUCATION	122	119	98%	116	95%	68	56%
STUDENTS WITH DISABILITIES	25	23	92%	18	72%	3	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	100	99	99%	93	93%	53	53%
HISPANIC OR LATINO	24	24	100%	23	96%	11	46%
WHITE	18	15	83%	14	78%	4	22%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	4	80%	4	80%	3	60%
FEMALE	78	75	96%	69	88%	46	59%
MALE	69	67	97%	65	94%	25	36%
NON-ENGLISH LANGUAGE LEARNERS	146	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	71	70	99%	63	89%	34	48%
NOT ECONOMICALLY DISADVANTAGED	76	72	95%	71	93%	37	49%
NOT MIGRANT	147	142	97%	134	91%	71	48%

### 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	40	0	0%	0	0%	4	10%	4	10%	32	80%
GENERAL EDUCATION	40	0	0%	0	0%	4	10%	4	10%	32	80%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	2	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	27	0	0%	0	0%	2	7%	4	15%	21	78%
HISPANIC OR LATINO	7	0	0%	0	0%	1	14%	0	0%	6	86%

4/20/2016

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WHITE	4	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	0	0%	0	0%	1	17%	0	0%	5	83%
FEMALE	28	0	0%	0	0%	3	11%	2	7%	23	82%
MALE	12	0	0%	0	0%	1	8%	2	17%	9	75%
NON-ENGLISH LANGUAGE LEARNERS	40	0	0%	0	0%	4	10%	4	10%	32	80%
ECONOMICALLY DISADVANTAGED	19	0	0%	0	0%	0	0%	3	16%	16	84%
NOT ECONOMICALLY DISADVANTAGED	21	0	0%	0	0%	4	19%	1	5%	16	76%
NOT MIGRANT	40	0	0%	0	0%	4	10%	4	10%	32	80%

# INTEGRATED ALGEBRA

## REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	202	193	96%	173	86%	34	17%
GENERAL EDUCATION	173	166	96%	152	88%	33	19%
STUDENTS WITH DISABILITIES	29	27	93%	21	72%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	10	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	119	112	94%	99	83%	16	13%
HISPANIC OR LATINO	36	34	94%	29	81%	5	14%
WHITE	35	35	100%	33	94%	9	26%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	12	12	100%	12	100%	4	33%
FEMALE	94	92	98%	83	88%	18	19%
MALE	108	101	94%	90	83%	16	15%
NON-ENGLISH LANGUAGE LEARNERS	198	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	90	83	92%	71	79%	13	14%
NOT ECONOMICALLY DISADVANTAGED	112	110	98%	102	91%	21	19%
NOT MIGRANT	202	193	96%	173	86%	34	17%

# GEOMETRY

## REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	149	130	87%	109	73%	20	13%
GENERAL EDUCATION	131	117	89%	102	78%	17	13%
STUDENTS WITH DISABILITIES	18	13	72%	7	39%	3	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	6	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	90	76	84%	62	69%	10	11%
HISPANIC OR LATINO	28	25	89%	21	75%	3	11%
WHITE	24	22	92%	19	79%	5	21%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	2	29%
FEMALE	76	67	88%	59	78%	13	17%
MALE	73	63	86%	50	68%	7	10%
NON-ENGLISH LANGUAGE LEARNERS	149	130	87%	109	73%	20	13%
ECONOMICALLY DISADVANTAGED	74	63	85%	53	72%	8	11%
NOT ECONOMICALLY DISADVANTAGED	75	67	89%	56	75%	12	16%
NOT MIGRANT	149	130	87%	109	73%	20	13%

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY



GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	110	100	91%	83	75%	10	9%
GENERAL EDUCATION	109	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	8	8	100%	6	75%	1	13%
BLACK OR AFRICAN AMERICAN	65	58	89%	48	74%	4	6%
HISPANIC OR LATINO	22	21	95%	17	77%	4	18%
WHITE	15	13	87%	12	80%	1	7%
FEMALE	64	58	91%	46	72%	6	9%
MALE	46	42	91%	37	80%	4	9%
NON-ENGLISH LANGUAGE LEARNERS	110	100	91%	83	75%	10	9%
ECONOMICALLY DISADVANTAGED	47	44	94%	34	72%	4	9%
NOT ECONOMICALLY DISADVANTAGED	63	56	89%	49	78%	6	10%
NOT MIGRANT	110	100	91%	83	75%	10	9%

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)



GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	146	21	14%	36	25%	61	42%	24	16%	4	3%
GENERAL EDUCATION	125	17	14%	26	21%	55	44%	23	18%	4	3%
STUDENTS WITH DISABILITIES	21	4	19%	10	48%	6	29%	1	5%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	7	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	81	14	17%	23	28%	31	38%	12	15%	1	1%
HISPANIC OR LATINO	31	6	19%	9	29%	12	39%	3	10%	1	3%
WHITE	25	1	4%	3	12%	16	64%	4	16%	1	4%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	0	0%	1	11%	2	22%	5	56%	1	11%
FEMALE	71	7	10%	15	21%	35	49%	14	20%	0	0%
MALE	75	14	19%	21	28%	26	35%	10	13%	4	5%
NON-ENGLISH LANGUAGE LEARNERS	142	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	66	14	21%	18	27%	23	35%	9	14%	2	3%
NOT ECONOMICALLY DISADVANTAGED	80	7	9%	18	23%	38	48%	15	19%	2	3%
NOT MIGRANT	146	21	14%	36	25%	61	42%	24	16%	4	3%



**GEOMETRY (COMMON CORE)****GEOMETRY (COMMON CORE)**

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	131	33	25%	39	30%	54	41%	3	2%	2	2%
GENERAL EDUCATION	115	24	21%	36	31%	52	45%	2	2%	1	1%
STUDENTS WITH DISABILITIES	16	9	56%	3	19%	2	13%	1	6%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	6	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	76	22	29%	29	38%	24	32%	1	1%	0	0%
HISPANIC OR LATINO	26	7	27%	4	15%	13	50%	1	4%	1	4%
WHITE	22	4	18%	4	18%	13	59%	1	5%	0	0%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	2	29%	4	57%	0	0%	1	14%
FEMALE	65	14	22%	18	28%	31	48%	1	2%	1	2%
MALE	66	19	29%	21	32%	23	35%	2	3%	1	2%
NON-ENGLISH LANGUAGE LEARNERS	131	33	25%	39	30%	54	41%	3	2%	2	2%
ECONOMICALLY DISADVANTAGED	64	15	23%	19	30%	27	42%	2	3%	1	2%
NOT ECONOMICALLY DISADVANTAGED	67	18	27%	20	30%	27	40%	1	1%	1	1%
NOT MIGRANT	131	33	25%	39	30%	54	41%	3	2%	2	2%

**GLOBAL HISTORY AND GEOGRAPHY****REGENTS GLOBAL HISTORY AND GEOGRAPHY**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	161	141	88%	121	75%	45	28%
GENERAL EDUCATION	125	119	95%	107	86%	44	35%
STUDENTS WITH DISABILITIES	36	22	61%	14	39%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	6	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	105	89	85%	78	74%	26	25%
HISPANIC OR LATINO	32	29	91%	24	75%	10	31%
WHITE	17	16	94%	12	71%	5	29%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	4	57%
FEMALE	83	76	92%	66	80%	28	34%
MALE	78	65	83%	55	71%	17	22%
NON-ENGLISH LANGUAGE LEARNERS	160	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	88	75	85%	66	75%	25	28%
NOT ECONOMICALLY DISADVANTAGED	73	66	90%	55	75%	20	27%
NOT MIGRANT	161	141	88%	121	75%	45	28%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	139	136	98%	127	91%	71	51%
GENERAL EDUCATION	115	113	98%	108	94%	68	59%
STUDENTS WITH DISABILITIES	24	23	96%	19	79%	3	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	6	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	85	83	98%	76	89%	42	49%
HISPANIC OR LATINO	25	25	100%	25	100%	14	56%
WHITE	22	21	95%	19	86%	9	41%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	6	86%
FEMALE	64	62	97%	57	89%	29	45%
MALE	75	74	99%	70	93%	42	56%
NON-ENGLISH LANGUAGE LEARNERS	139	136	98%	127	91%	71	51%
ECONOMICALLY DISADVANTAGED	62	60	97%	56	90%	27	44%
NOT ECONOMICALLY DISADVANTAGED	77	76	99%	71	92%	44	57%
NOT MIGRANT	139	136	98%	127	91%	71	51%

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	169	162	96%	145	86%	61	36%
GENERAL EDUCATION	137	133	97%	127	93%	58	42%
STUDENTS WITH DISABILITIES	32	29	91%	18	56%	3	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	8	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	94	90	96%	79	84%	31	33%
HISPANIC OR LATINO	40	37	93%	33	83%	10	25%
WHITE	26	26	100%	24	92%	14	54%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	6	67%
FEMALE	75	74	99%	67	89%	27	36%
MALE	94	88	94%	78	83%	34	36%
NON-ENGLISH LANGUAGE LEARNERS	165	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	75	73	97%	63	84%	22	29%
NOT ECONOMICALLY DISADVANTAGED	94	89	95%	82	87%	39	41%
NOT MIGRANT	169	162	96%	145	86%	61	36%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	120	110	92%	90	75%	9	8%
GENERAL EDUCATION	102	93	91%	79	77%	7	7%
STUDENTS WITH DISABILITIES	18	17	94%	11	61%	2	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	80	73	91%	57	71%	7	9%
HISPANIC OR LATINO	22	21	95%	19	86%	1	5%
WHITE	15	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	18	16	89%	14	78%	1	6%
FEMALE	61	56	92%	48	79%	4	7%
MALE	59	54	92%	42	71%	5	8%
NON-ENGLISH LANGUAGE LEARNERS	119	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	55	89%	45	73%	6	10%
NOT ECONOMICALLY DISADVANTAGED	58	55	95%	45	78%	3	5%
NOT MIGRANT	120	110	92%	90	75%	9	8%

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	119	110	92%	97	82%	17	14%
GENERAL EDUCATION	109	100	92%	88	81%	16	15%
STUDENTS WITH DISABILITIES	10	10	100%	9	90%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL..	10	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	64	56	88%	47	73%	10	16%
HISPANIC OR LATINO	27	26	96%	22	81%	3	11%
WHITE	16	16	100%	16	100%	1	6%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	12	12	100%	12	100%	3	25%
FEMALE	55	52	95%	48	87%	7	13%
MALE	64	58	91%	49	77%	10	16%
NON-ENGLISH LANGUAGE LEARNERS	119	110	92%	97	82%	17	14%
ECONOMICALLY DISADVANTAGED	56	52	93%	45	80%	6	11%
NOT ECONOMICALLY DISADVANTAGED	63	58	92%	52	83%	11	17%
NOT MIGRANT	119	110	92%	97	82%	17	14%



# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	50	44	88%	39	78%	6	12%
GENERAL EDUCATION	50	44	88%	39	78%	6	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	33	30	91%	27	82%	3	9%
HISPANIC OR LATINO	11	10	91%	9	82%	1	9%
WHITE	4	-	-	-	-	-	-
SMALL GROUP TOTAL	6	4	67%	3	50%	2	33%
FEMALE	30	28	93%	26	87%	2	7%
MALE	20	16	80%	13	65%	4	20%
NON-ENGLISH LANGUAGE LEARNERS	50	44	88%	39	78%	6	12%
ECONOMICALLY DISADVANTAGED	23	19	83%	18	78%	2	9%
NOT ECONOMICALLY DISADVANTAGED	27	25	93%	21	78%	4	15%
NOT MIGRANT	50	44	88%	39	78%	6	12%

### NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2014 - 15)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	2	_%	-	-	-	-
GRADE 3 MATH	2	_%	-	-	-	-
GRADE 4 ELA	1	_%	-	-	-	-
GRADE 4 MATH	1	_%	-	-	-	-
GRADE 4 SCIENCE	1	_%	-	-	-	-
GRADE 5 ELA	6	100%	0	0	5	1
GRADE 5 MATH	5	100%	0	0	4	1
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	2	_%	-	-	-	-
GRADE 8 ELA	5	40%	3	0	1	1
GRADE 8 MATH	5	40%	3	0	2	0
GRADE 8 SCIENCE	5	40%	3	0	2	0
SECONDARY-LEVEL ELA	2	_%	-	-	-	-
SECONDARY-LEVEL MATH	2	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	2	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	2	_%	-	-	-	-

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

## KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	14%	14%	71%

GENERAL EDUCATION	7	0%	0%	14%	14%	71%
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## GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	0%	29%	71%
GENERAL EDUCATION	7	0%	0%	0%	29%	71%

## GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	8	0%	0%	13%	13%	75%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	5	20%	20%	20%	20%	20%
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

## GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	40%	20%	20%	20%
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

## GRADE 5

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

## GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	6	17%	0%	0%	50%	33%
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-

## GRADE 7

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

**GRADE 8**

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

**GRADE 9**

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

**GRADE 10**

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

**GRADE 11**

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

**GRADE 12**

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

**ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY****ALL ACCOUNTABILITY GROUPS MADE AYP: NO**

ALL STUDENTS



MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE

PERCENT OF ENROLLED STUDENTS

## TEST ADMINISTRATION PERIOD

## WITH VALID TEST SCORES

NO

1,592\*

85%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

573

112

92

92

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

0

—

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

—

0

—

—

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

NO

828\*

85%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

301

106

72

72

## HISPANIC OR LATINO

MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

NO

332\*

89%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

127

93

74

74

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

89\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

93%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

40

150

108

108

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

329\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

77%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

100

137

104

104

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

7

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

5

## STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

348\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

83%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**NO**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

126+

PI

50+

EAMO

51

SAFE HARBOR  
TARGET

51

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

27

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

14

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

## ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

705\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

86%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

258

PI

95

EAMO

77

SAFE HARBOR  
TARGET

77

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,592\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

85%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

573

PI

112

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

764\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

84%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

272

PI

119

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,260\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

84%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

446

PI

117

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,503\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

84%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

533

PI

109

## NOT WHITE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,263\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

87%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

473

PI

107

## NOT MULTIRACIAL

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

TESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

1,578\*

85%\*

568

112

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,244\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

85%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

449

PI

129

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,539\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

85%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

559

PI

114

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

887\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

84%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

315

PI

126

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

882\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

86%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

342

PI

100

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

710\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

83%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

231

PI

130

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS DAY

0

PI

—



## NOT MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
1,592*	85%*	573	112

— 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**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
NO		1,592*		81%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	530	133	89	89	

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
▼		▼		▼	
—		0		—	
PI >= EAMO OR SAFE HARBOR TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY		PI	
▼		▼		▼	
—		0		—	
EAMO		SAFE HARBOR TARGET		SAFE HARBOR TARGET	
▼		▼		▼	
—		—		—	

## BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

827\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

81%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

276

PI

127

EAMO

65

SAFE HARBOR  
TARGET

65

## HISPANIC OR LATINO

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

333\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

80%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

106

PI

113

EAMO

71

SAFE HARBOR  
TARGET

71

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

88\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

91%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

37

PI

181

EAMO

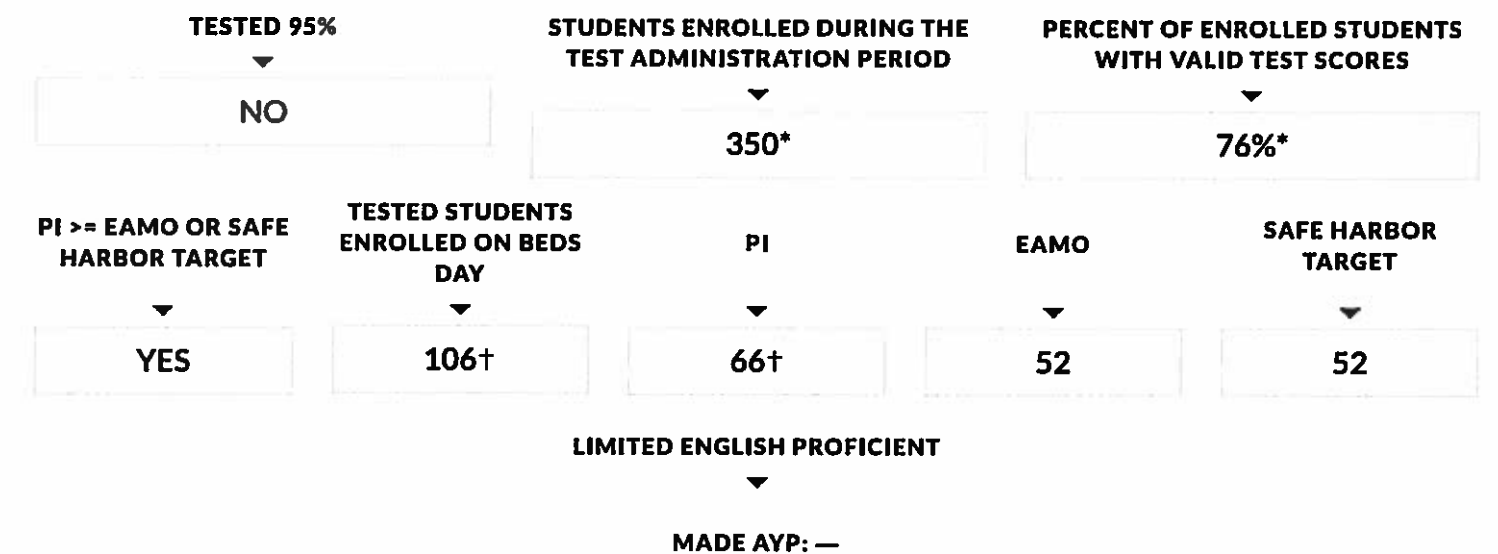
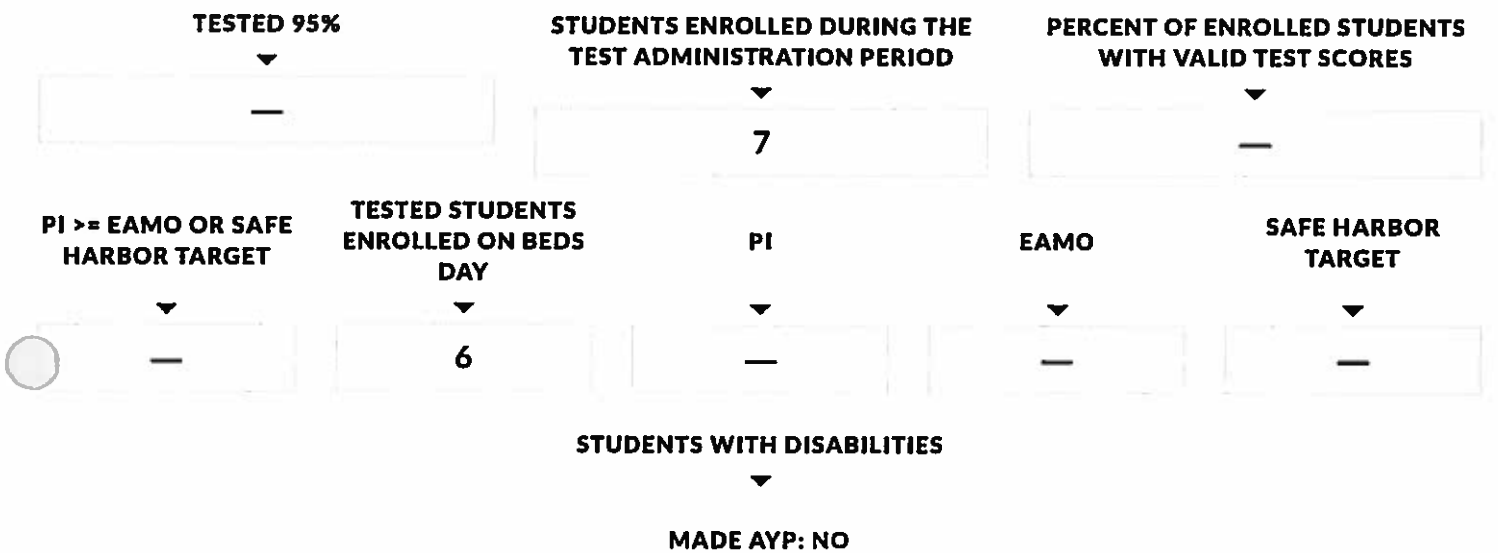
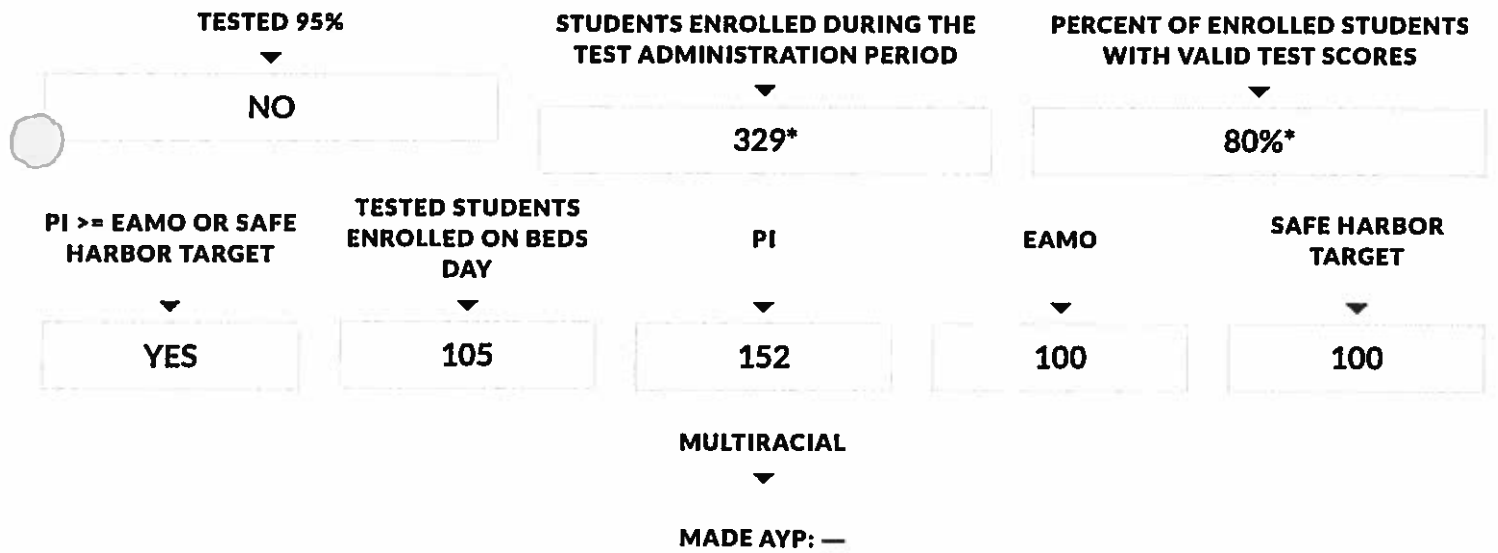
121

SAFE HARBOR  
TARGET

121

## WHITE

MADE AYP: **NO**



		26		—
PI ≥ EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
—	11	—	—	—

## ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
▼		▼		▼		
NO		703*		78%*		
PI ≥ EAMO OR SAFE HARBOR TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY		PI	EAMO	SAFE HARBOR TARGET
▼		▼		▼	▼	▼
YES		222		115	74	74

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,592\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

81%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

530

PI

133

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

765\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

81%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

254

PI

141

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,259\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

81%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

424

PI

138

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,504\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

80%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

493

PI

130

## NOT WHITE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,263\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

81%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

425

PI

129

## NOT MULTIRACIAL

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

TESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

1,577\*

81%\*

524

133

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,242\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

83%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

427

PI

150

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,540\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

81%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

519

PI

136

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

889\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

84%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

308

PI

147

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

884\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

82%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

310

PI

127

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

708\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

80%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

220

PI

142

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

1,592\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

81%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

530

PI

133

— 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

## ALL STUDENTS



## MADE AYP: YES

TESTED 80%

YES

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

284

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

94%

PI >= EAMO OR  
PROGRESS TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

264

PI

181

EAMO

178

PROGRESS TARGET

178

## AMERICAN INDIAN OR ALASKA NATIVE



## MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

**BLACK OR AFRICAN AMERICAN****MADE AYP: YES****TESTED 80%****YES****STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD****145****PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES****94%****PI >= EAMO OR  
PROGRESS TARGET****YES****TESTED STUDENTS  
ENROLLED ON BEDS  
DAY****134****PI****178****EAMO****163****PROGRESS TARGET****163****HISPANIC OR LATINO****MADE AYP: YES****TESTED 80%****YES****STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD****62****PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES****92%****PI >= EAMO OR  
PROGRESS TARGET****YES****TESTED STUDENTS  
ENROLLED ON BEDS  
DAY****56****PI****175****EAMO****162****PROGRESS TARGET****162****ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER****MADE AYP: —****TESTED 80%****—****STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD****20****PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES****—****PI >= EAMO OR  
PROGRESS TARGET****—****TESTED STUDENTS  
ENROLLED ON BEDS  
DAY****20****PI****—****EAMO****—****PROGRESS TARGET****—****WHITE****MADE AYP: YES**



TESTED 80% ▼		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼	
YES		56		95%	
PI >= EAMO OR PROGRESS TARGET ▼	TESTED STUDENTS ENROLLED ON BEDS DAY ▼	PI ▼	EAMO ▼	PROGRESS TARGET ▼	
YES	53	192	180	180	

## MULTIRACIAL

MADE AYP: —

TESTED 80% ▼		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼	
—		1		—	
PI >= EAMO OR PROGRESS TARGET ▼	TESTED STUDENTS ENROLLED ON BEDS DAY ▼	PI ▼	EAMO ▼	PROGRESS TARGET ▼	
—	1	—	—	—	

## STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 80% ▼		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼	
YES		61		90%	
PI >= EAMO OR PROGRESS TARGET ▼	TESTED STUDENTS ENROLLED ON BEDS DAY ▼	PI ▼	EAMO ▼	PROGRESS TARGET ▼	
NO	56+	139+	153	153	

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80% ▼		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼	
—					

10

—

PI >= EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

7

PI



—

EAMO



—

PROGRESS TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: YES

TESTED 80%



YES

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

131

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

91%

PI >= EAMO OR  
PROGRESS TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

117

PI



179

EAMO



167

PROGRESS TARGET



167

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

284

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

94%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

264

PI

181

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

139

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

94%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

130

PI

185

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

222

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

95%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

208

PI

183

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

264

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

94%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

244

PI

180

## NOT WHITE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

228

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

94%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

211

PI

179

## NOT MULTIRACIAL

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

---

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

---

TESTED STUDENTS  
ENROLLED ON BEDS DAY

---

PI

---

283

94%

263

181

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

223

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

95%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

209

PI

193

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

274

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

94%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

257

PI

184

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

153

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

97%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

147

PI

184

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

167

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

92%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

154

PI

176

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

117

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

97%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

110

PI

189

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS DAY

0

PI

—

## NOT MIGRANT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
▼	▼	▼	▼
284	94%	264	181

— 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.

† 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

## ALL STUDENTS



## MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
▼	▼	▼
YES	133	100%

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
YES	132	169	161	161

## AMERICAN INDIAN OR ALASKA NATIVE



## MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
▼	▼	▼
—	0	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
—	0	—	—	—

## BLACK OR AFRICAN AMERICAN



## MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

81

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

100%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

2011  
ACCOUNTABILITY  
COHORT MEMBERS

81

PI

172

EAMO

141

SAFE HARBOR  
TARGET

141

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

12TH GRADERS

22

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

2011  
ACCOUNTABILITY  
COHORT MEMBERS

18

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%

—

12TH GRADERS

4

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

2011  
ACCOUNTABILITY  
COHORT MEMBERS

4

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

## WHITE

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH

26

VALID TEST SCORES

PI

EAMO

SAFE HARBOR  
TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

29

MULTIRACIAL

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

0

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

0

PI

EAMO

SAFE HARBOR  
TARGET

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

14

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

18

PI

EAMO

SAFE HARBOR  
TARGET

LIMITED ENGLISH PROFICIENT

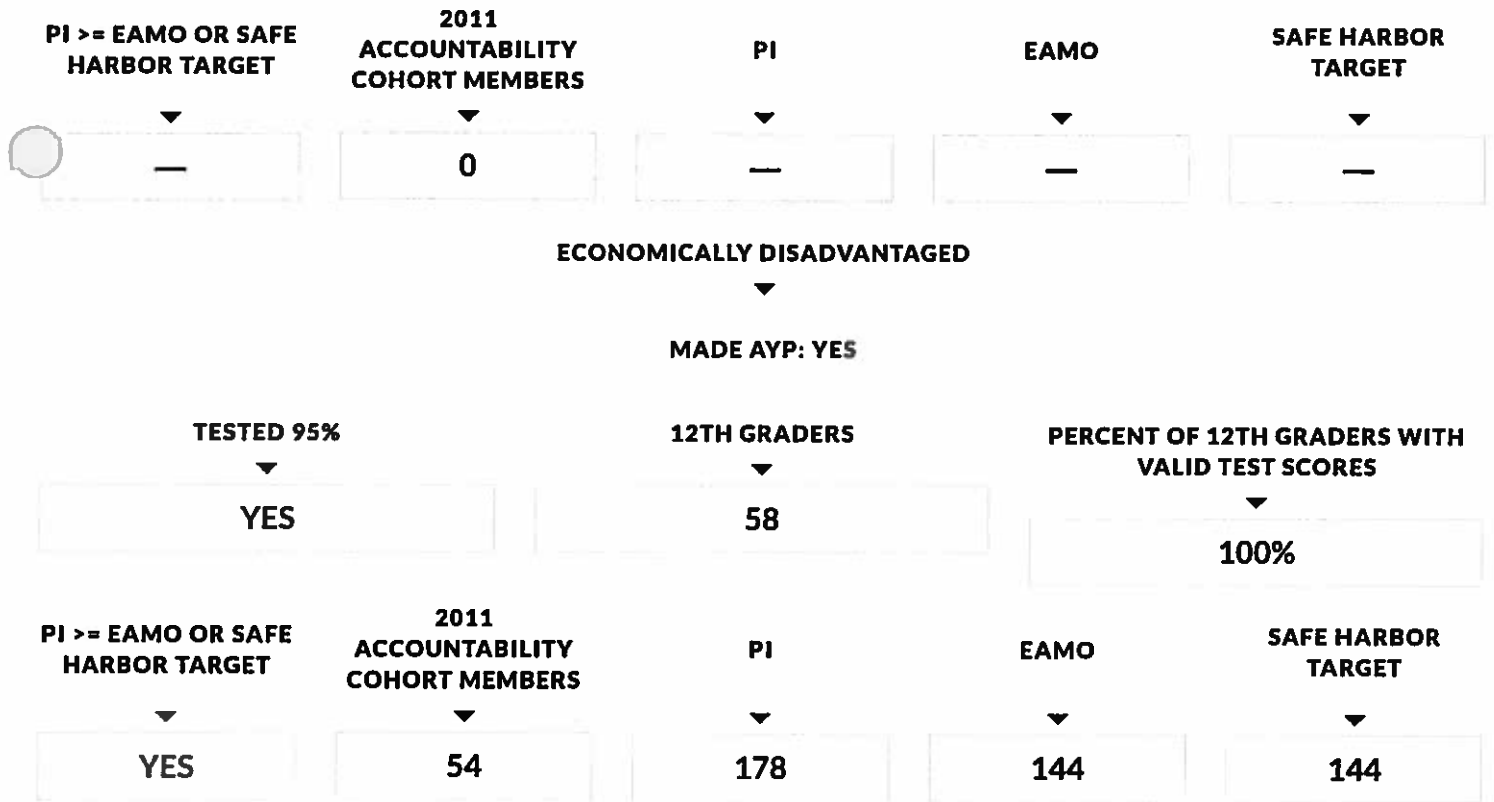
MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

0





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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
133	100%	132	169

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
52	100%	51	165

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
111	100%	114	168

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
129	100%	128	169

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
107	100%	103	172

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
133	100%	132	169

100%

132

## GENERAL EDUCATION

12TH GRADERS

119

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

114

PI

183

## ENGLISH PROFICIENT

12TH GRADERS

133

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

132

PI

169

## NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS

75

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

78

PI

163

## MALE

12TH GRADERS

62

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

63

PI

162

## FEMALE

12TH GRADERS

71

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

69

PI

175

## MIGRANT

12TH GRADERS

0

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

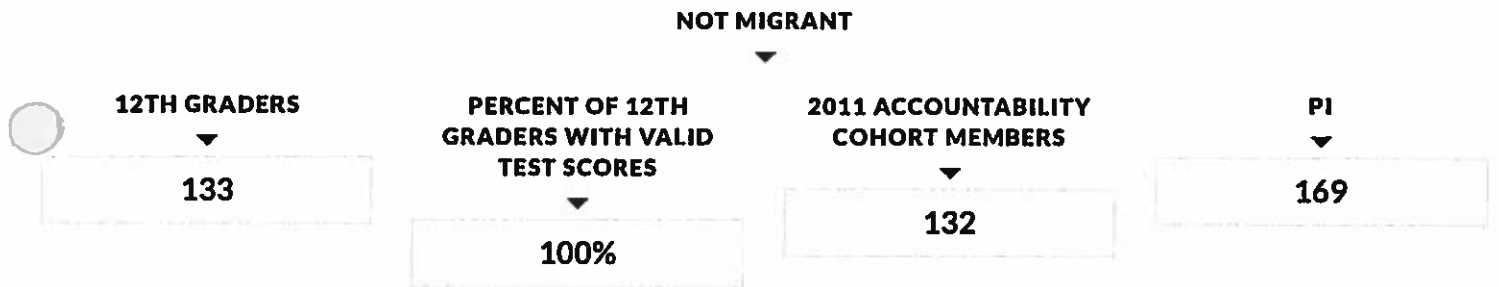
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2011 ACCOUNTABILITY  
COHORT MEMBERS

0

PI

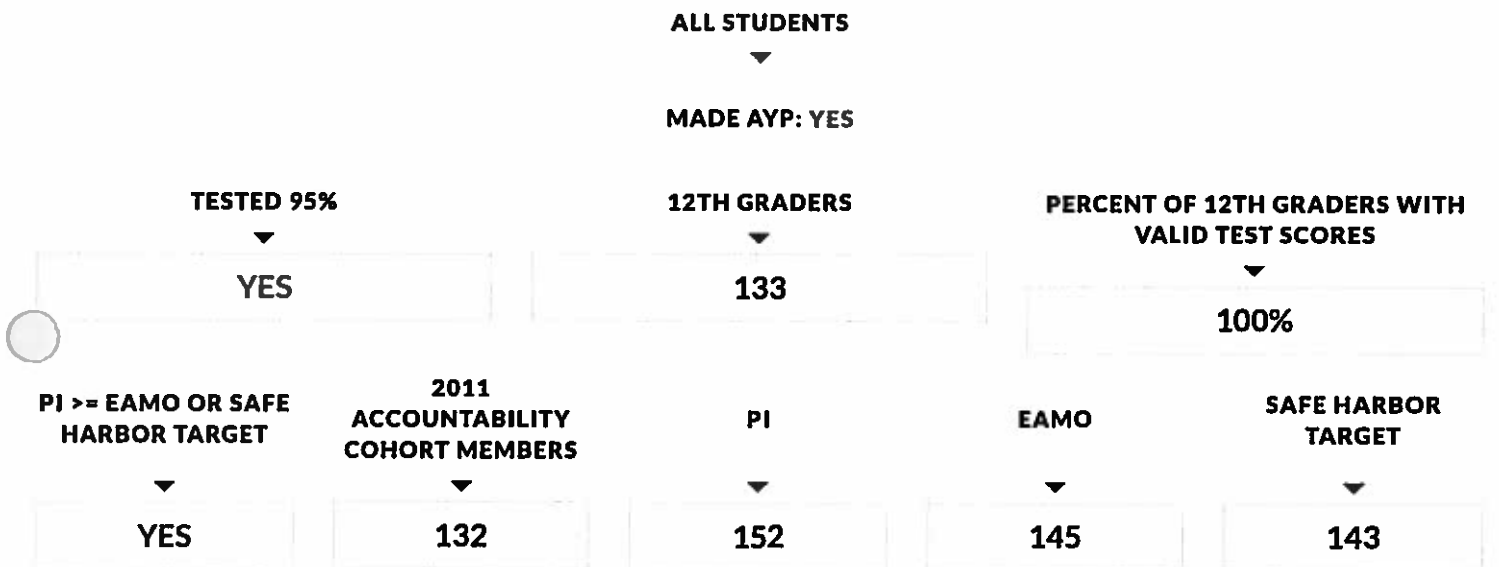
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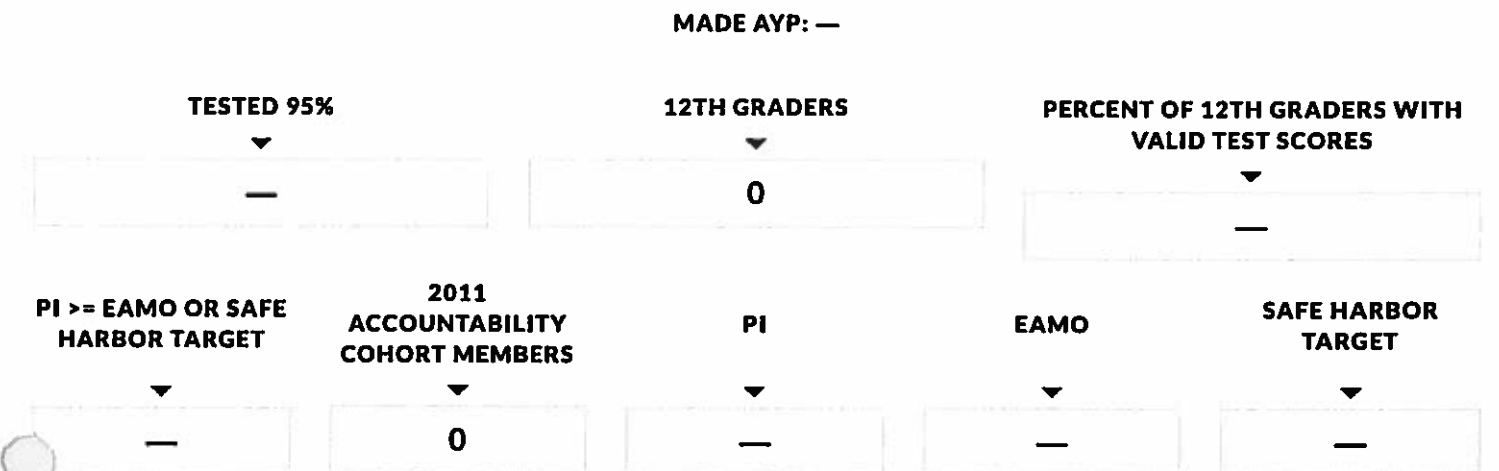
— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES



### AMERICAN INDIAN OR ALASKA NATIVE



### BLACK OR AFRICAN AMERICAN

**MADE AYP: YES****TESTED 95%****YES****12TH GRADERS****81****PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES****100%****PI >= EAMO OR SAFE  
HARBOR TARGET****YES****2011  
ACCOUNTABILITY  
COHORT MEMBERS****81****PI****147****EAMO****118****SAFE HARBOR  
TARGET****118****HISPANIC OR LATINO****MADE AYP: —****TESTED 95%****—****12TH GRADERS****22****PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES****—****PI >= EAMO OR SAFE  
HARBOR TARGET****—****2011  
ACCOUNTABILITY  
COHORT MEMBERS****18****PI****—****EAMO****—****SAFE HARBOR  
TARGET****—****ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER****MADE AYP: —****TESTED 95%****—****12TH GRADERS****4****PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES****—****PI >= EAMO OR SAFE  
HARBOR TARGET****—****2011  
ACCOUNTABILITY  
COHORT MEMBERS****4****PI****—****EAMO****—****SAFE HARBOR  
TARGET****—****WHITE****MADE AYP: —****TESTED 95%****—****12TH GRADERS****—****PERCENT OF 12TH GRADERS WITH**

26

VALID TEST SCORES

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

29

MULTIRACIAL

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

0

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

0

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

14

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

18

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

0

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

—

0

—

—

—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

YES

58

100%

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

YES

54

148

125

125

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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
133	100%	132	152

## NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
52	100%	51	159

## NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
111	100%	114	153

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
129	100%	128	150

## NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
107	100%	103	149

## NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
133	100%		152

100%

132

## GENERAL EDUCATION

12TH GRADERS

119

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

114

PI

161

## ENGLISH PROFICIENT

12TH GRADERS

133

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

132

PI

152

## NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS

75

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

78

PI

154

## MALE

12TH GRADERS

62

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

63

PI

141

## FEMALE

12TH GRADERS

71

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

69

PI

161

## MIGRANT

12TH GRADERS

0

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

—

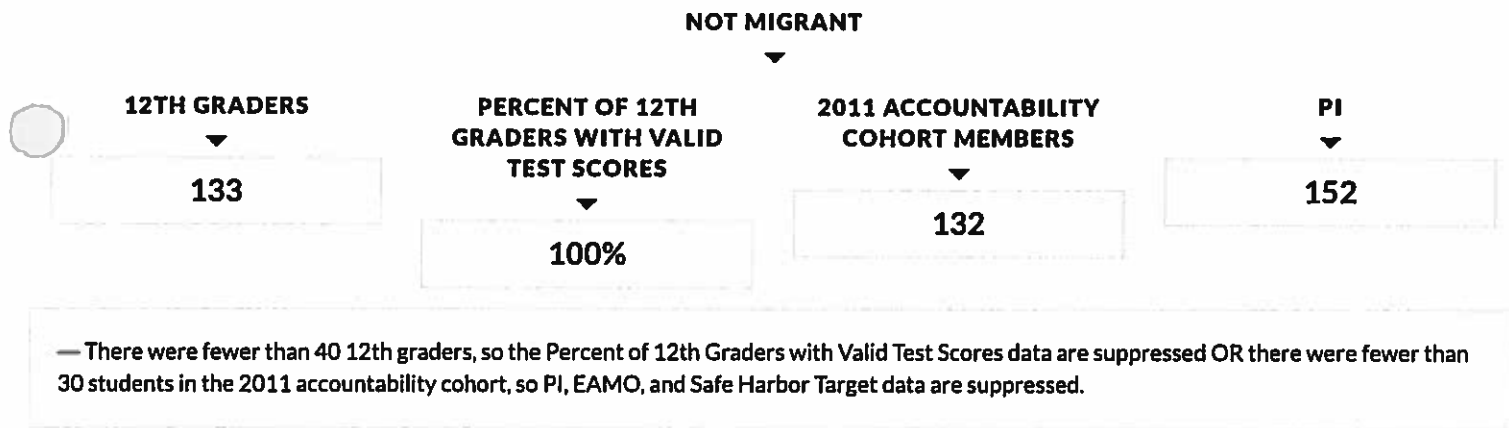
2011 ACCOUNTABILITY  
COHORT MEMBERS

0

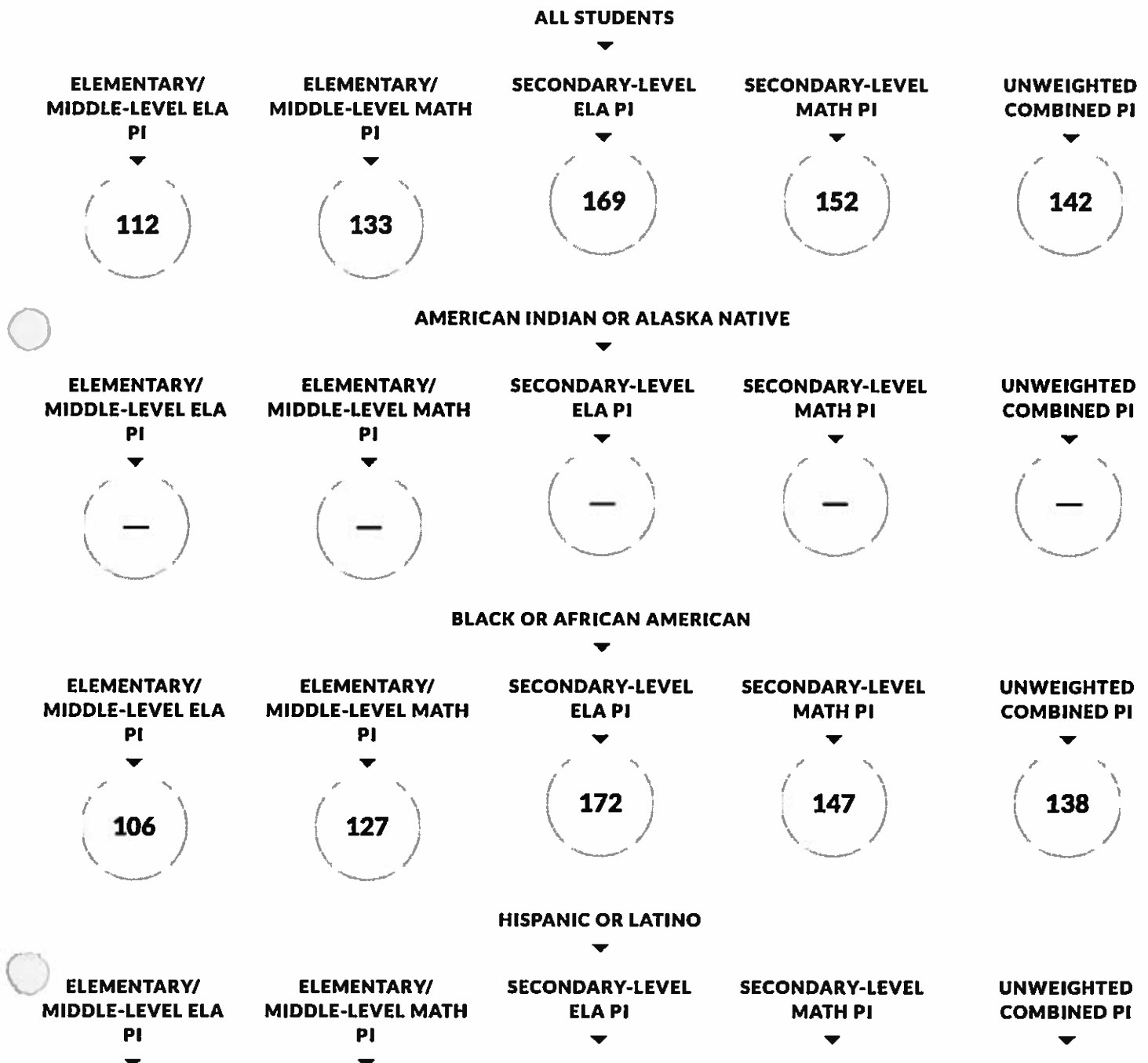
PI

—





## UNWEIGHTED COMBINED ELA AND MATH PIS



93

113

—

—

103

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

150

181

—

—

166

## WHITE

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

137

152

—

—

145

## MULTIRACIAL

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

—

—

—

—

—

## STUDENTS WITH DISABILITIES

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

50

66

—

—

58

## LIMITED ENGLISH PROFICIENT

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

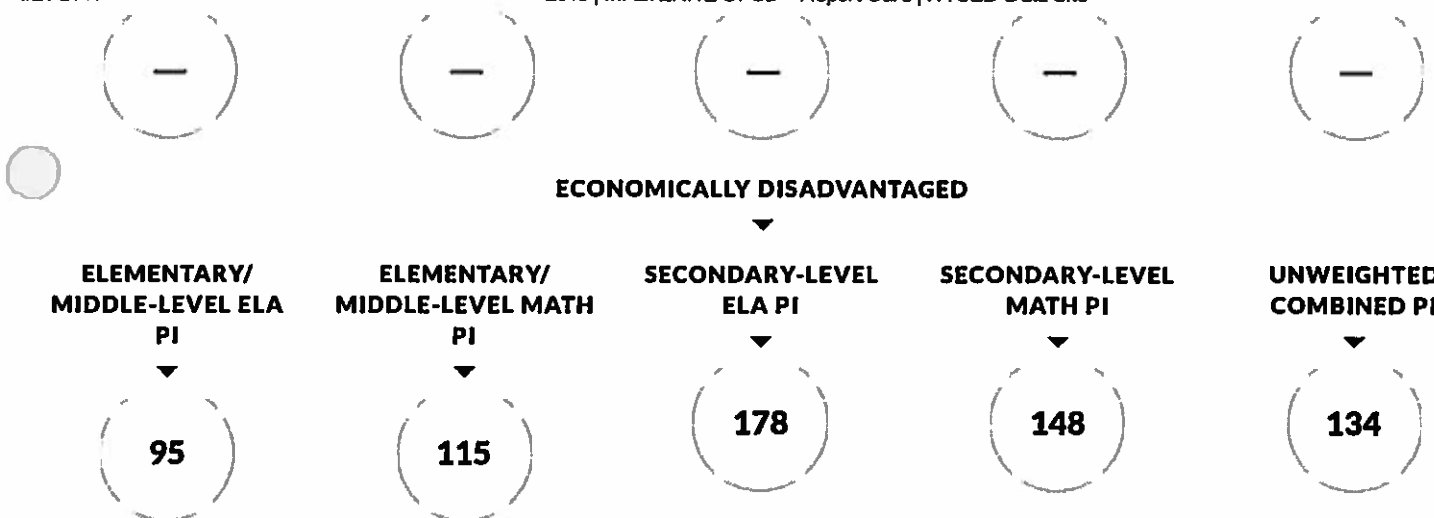
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— There were not enough students to determine a Performance Index.

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP

YES

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP

—

BLACK OR AFRICAN AMERICAN

MADE AYP

YES

HISPANIC OR LATINO

MADE AYP

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP

—

WHITE

MADE AYP

YES

MULTIRACIAL

MADE AYP

—

STUDENTS WITH DISABILITIES

MADE AYP

—

LIMITED ENGLISH PROFICIENT

MADE AYP

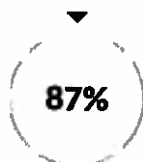
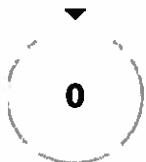
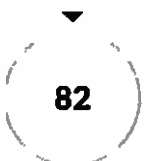
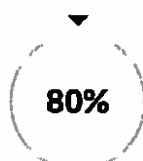
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ECONOMICALLY DISADVANTAGED

MADE AYP

YES

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

**FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY****ALL STUDENTS****Met Graduation-Rate Criterion: YES****2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET****AMERICAN INDIAN OR ALASKA NATIVE****Met Graduation-Rate Criterion: —****2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET****BLACK OR AFRICAN AMERICAN****Met Graduation-Rate Criterion: YES****2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET****HISPANIC OR LATINO****Met Graduation-Rate Criterion: —****2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**

21

—

—

—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

4

## GRADUATION RATE

—

## STATE STANDARD

—

## PROGRESS TARGET

—

## WHITE



Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

31

## GRADUATION RATE

94%

## STATE STANDARD

80%

## PROGRESS TARGET

80%

## MULTIRACIAL



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

0

## GRADUATION RATE

—

## STATE STANDARD

—

## PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

—

## GRADUATION RATE

—

## STATE STANDARD

—

## PROGRESS TARGET

—

22

## LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

4

## GRADUATION RATE

—

## STATE STANDARD

—

## PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

55

## GRADUATION RATE

80%

## STATE STANDARD

80%

## PROGRESS TARGET

80%

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

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

— There were fewer than 30 students in the cohort.

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

## ALL STUDENTS

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

134

## GRADUATION RATE

90%

## STATE STANDARD

80%

## PROGRESS TARGET

80%

## AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**

0

—

—

—

**BLACK OR AFRICAN AMERICAN****Met Graduation-Rate Criterion: YES****2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**

76

88%

80%

80%

**HISPANIC OR LATINO****Met Graduation-Rate Criterion: —****2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**

28

—

—

—

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER****Met Graduation-Rate Criterion: —****2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**

5

—

—

—

**WHITE****Met Graduation-Rate Criterion: —**

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**25———**MULTIRACIAL**

Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**0———**STUDENTS WITH DISABILITIES**

Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**18———**LIMITED ENGLISH PROFICIENT**

Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**2———**ECONOMICALLY DISADVANTAGED**

Met Graduation-Rate Criterion: YES



**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT**

49

**GRADUATION RATE**

94%

**STATE STANDARD**

80%

**PROGRESS TARGET**

80%

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

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

— There were fewer than 30 students in the cohort.

**GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY**
**FOUR-YEAR GRADUATION-RATE TOTAL  
COHORT**
**NOT AMERICAN INDIAN OR ALASKA NATIVE**
**2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT**

138

**GRADUATION RATE**

87%

**NOT BLACK OR AFRICAN AMERICAN**
**2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT**

56

**GRADUATION RATE**

89%

**NOT HISPANIC OR LATINO**
**2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT**

117

**GRADUATION RATE**

88%

**NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC  
ISLANDER**
**2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT**
**GRADUATION RATE**
**FIVE-YEAR GRADUATION-RATE TOTAL  
COHORT**
**NOT AMERICAN INDIAN OR ALASKA NATIVE**
**2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT**

134

**GRADUATION RATE**

90%

**NOT BLACK OR AFRICAN AMERICAN**
**2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT**

58

**GRADUATION RATE**

93%

**NOT HISPANIC OR LATINO**
**2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT**

106

**GRADUATION RATE**

89%

**NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC  
ISLANDER**
**2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT**
**GRADUATION RATE**

134

87%

NOT WHITE

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

107

85%

NOT MULTIRACIAL

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

138

87%

GENERAL EDUCATION

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

116

89%

ENGLISH PROFICIENT

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

134

89%

NOT ECONOMICALLY DISADVANTAGED

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

129

90%

NOT WHITE

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

109

91%

NOT MULTIRACIAL

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

134

90%

GENERAL EDUCATION

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

116

95%

ENGLISH PROFICIENT

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

132

90%

NOT ECONOMICALLY DISADVANTAGED

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

83

92%

MALE

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

75

88%

FEMALE

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

63

86%

MIGRANT

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

0

—

NOT MIGRANT

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

138

87%

85

88%

MALE

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

66

89%

FEMALE

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

68

91%

MIGRANT

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

0

—

NOT MIGRANT

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

134

90%

— There were fewer than 30 students in the cohort.

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

Percentage of 2010 Graduation-Rate Total Cohort members who graduated as of August 31, 2014 with:

**REGENTS DIPLOMA WITH AN  
ADVANCED DESIGNATION (THIS  
DISTRICT)**

▼  
**36%**

**REGENTS DIPLOMA WITH AN  
ADVANCED DESIGNATION  
(STATEWIDE)**

▼  
**31%**

**PERCENTAGE IN THIS DISTRICT  
EXCEEDED STATEWIDE**

▼  
**YES**

**REGENTS DIPLOMA WITH CTE  
ENDORSEMENT (THIS DISTRICT)**

▼  
**4%**

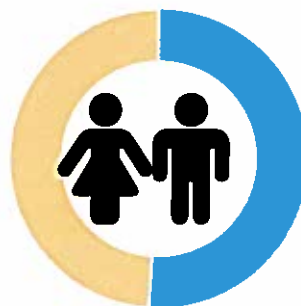
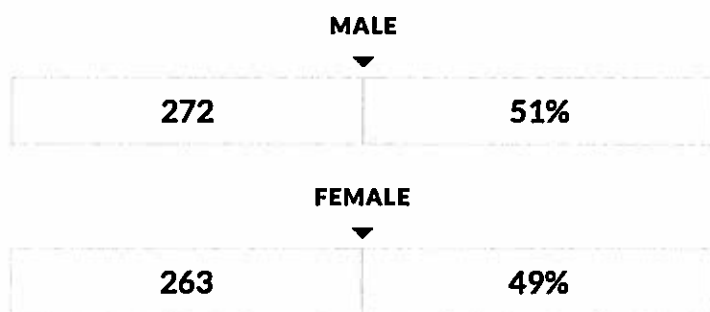
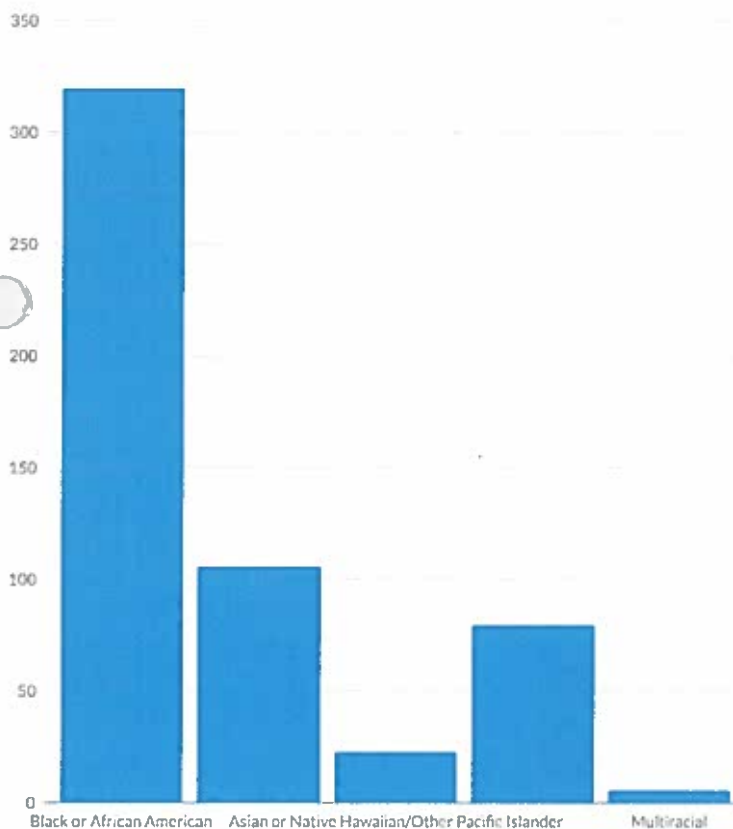
**REGENTS DIPLOMA WITH CTE  
ENDORSEMENT (STATEWIDE)**

▼  
**4%**

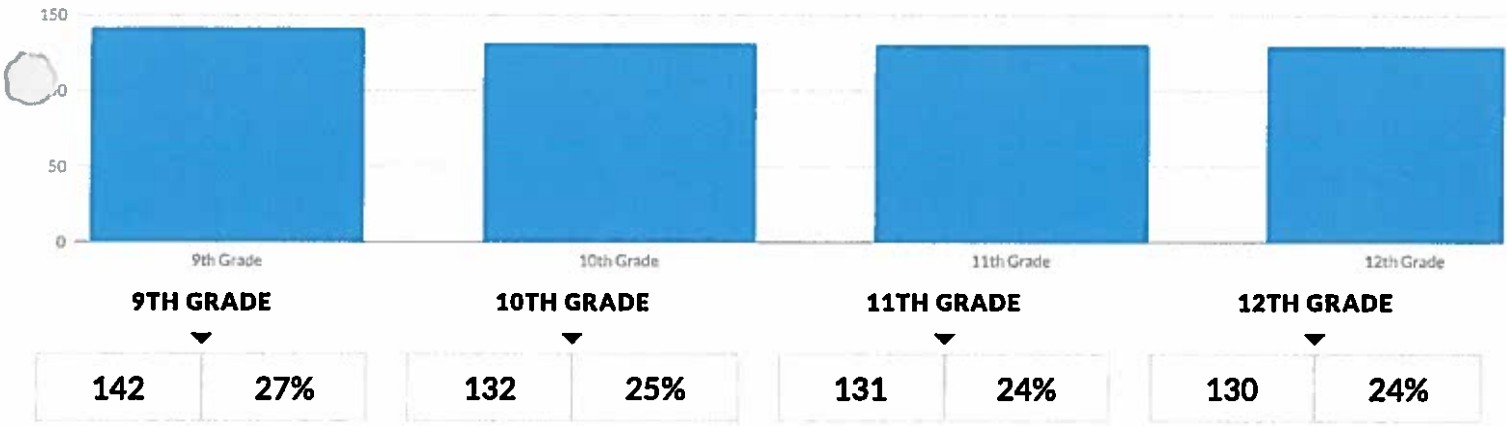
**PERCENTAGE IN THIS DISTRICT  
EXCEEDED STATEWIDE**

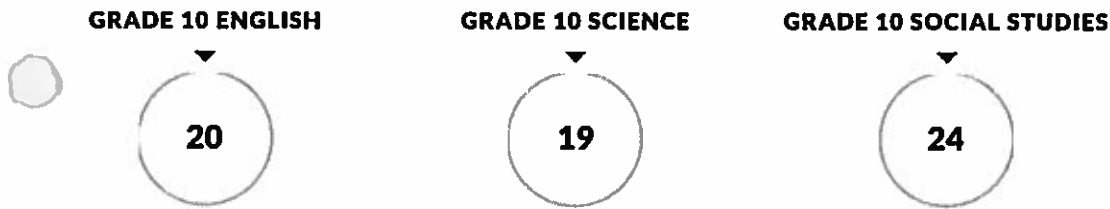
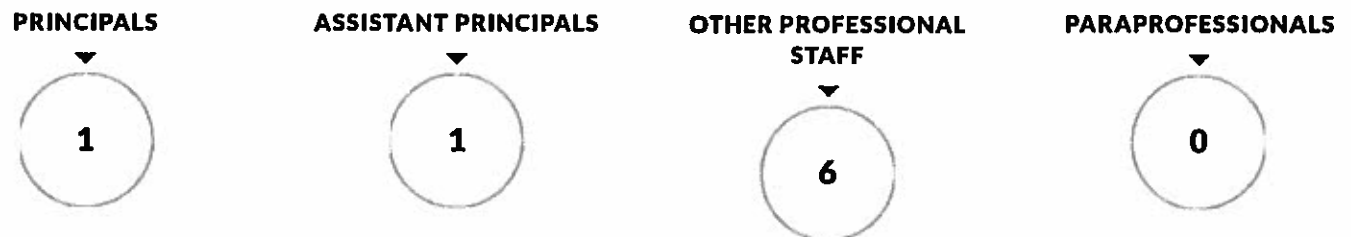
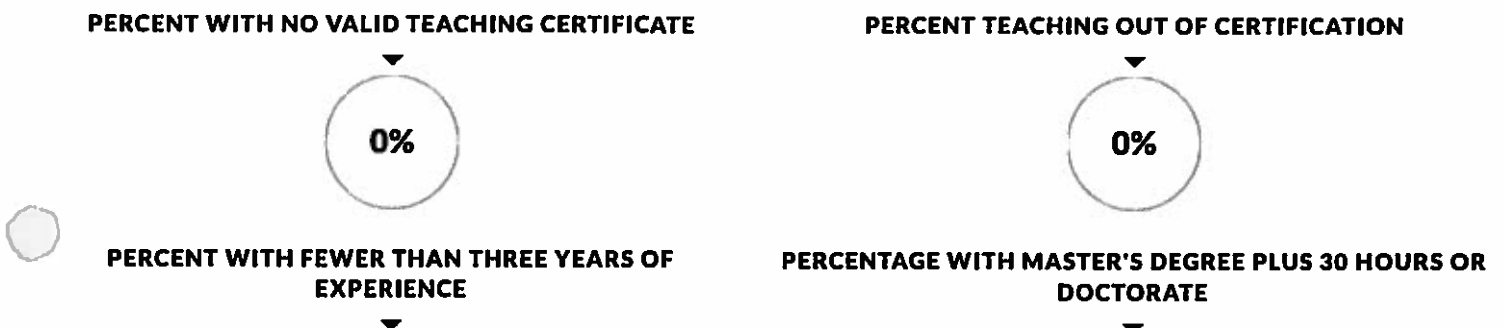
▼  
**NO**

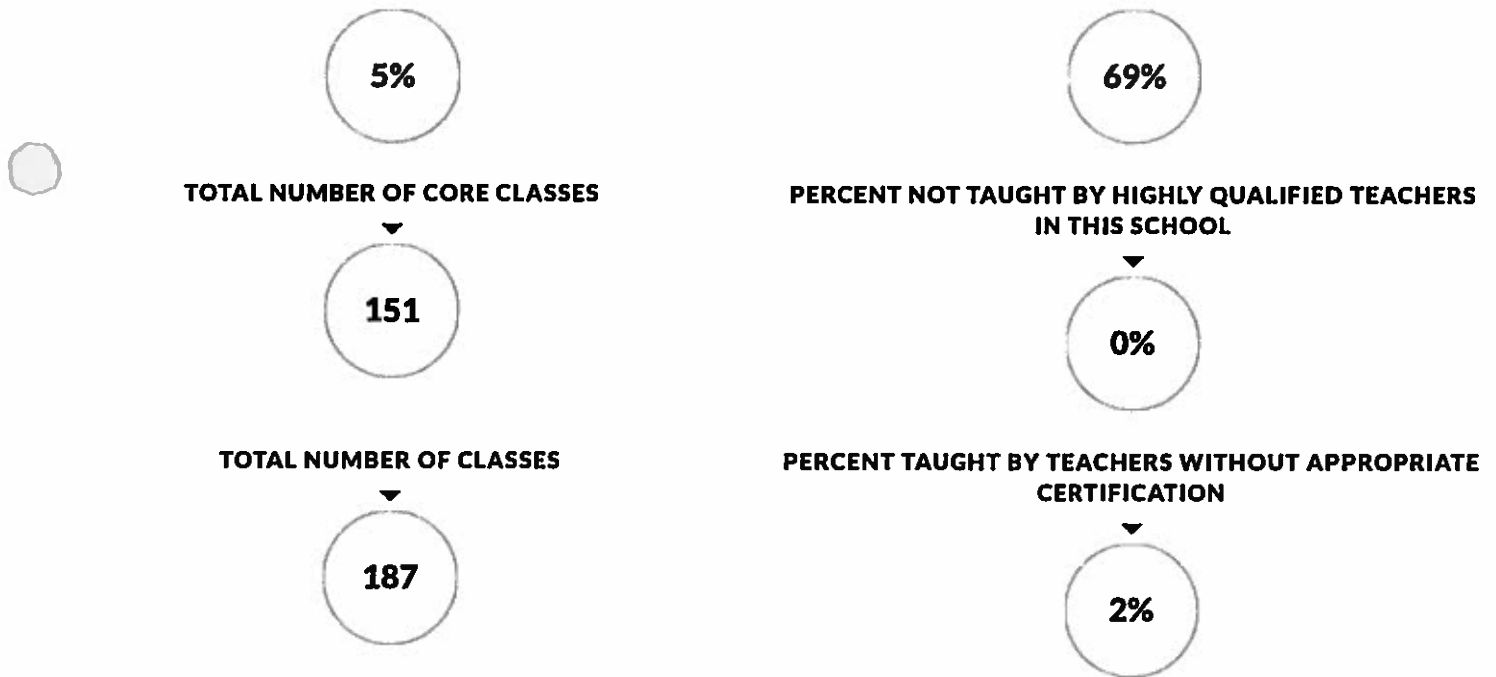
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**MALVERNE SENIOR HIGH SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]****MALVERNE SENIOR HIGH SCHOOL ENROLLMENT (2014 - 15)****K-12 Enrollment: 535****ENROLLMENT BY GENDER****ENROLLMENT BY ETHNICITY****BLACK OR AFRICAN AMERICAN****HISPANIC OR LATINO****ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER****WHITE****MULTIRACIAL****OTHER GROUPS****ENGLISH LANGUAGE LEARNERS****STUDENTS WITH DISABILITIES****ECONOMICALLY DISADVANTAGED**

# ENROLLMENT BY GRADE

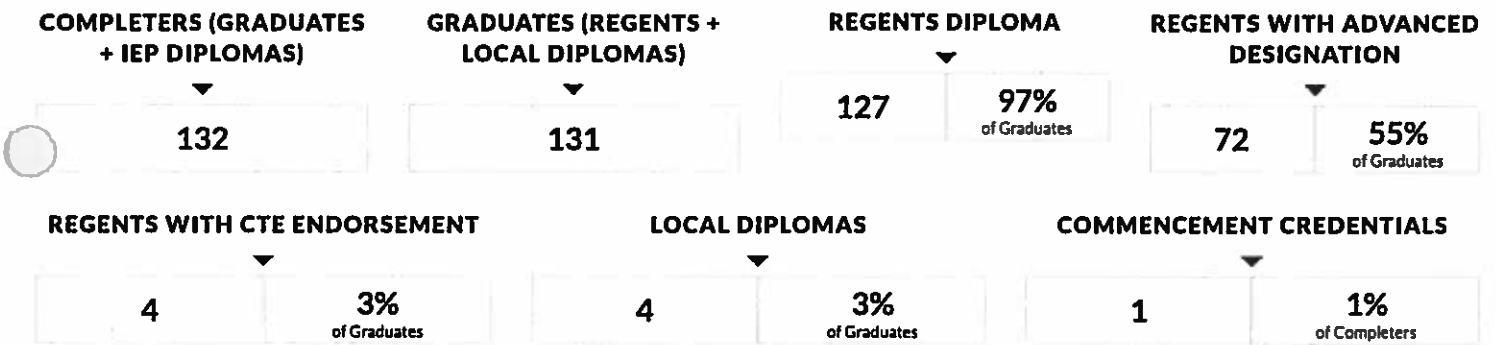


**AVERAGE CLASS SIZE (2014 - 15)****FREE AND REDUCED-PRICE LUNCH (2014 - 15)****ATTENDANCE (2013 - 14)****STUDENT SUSPENSIONS (2013 - 14)****TEACHER TURNOVER RATE (2013-14 TO 2014-15)****STAFF COUNTS (2014 - 15)****TEACHER QUALIFICATIONS (2014 - 15)****TOTAL TEACHERS: 42**

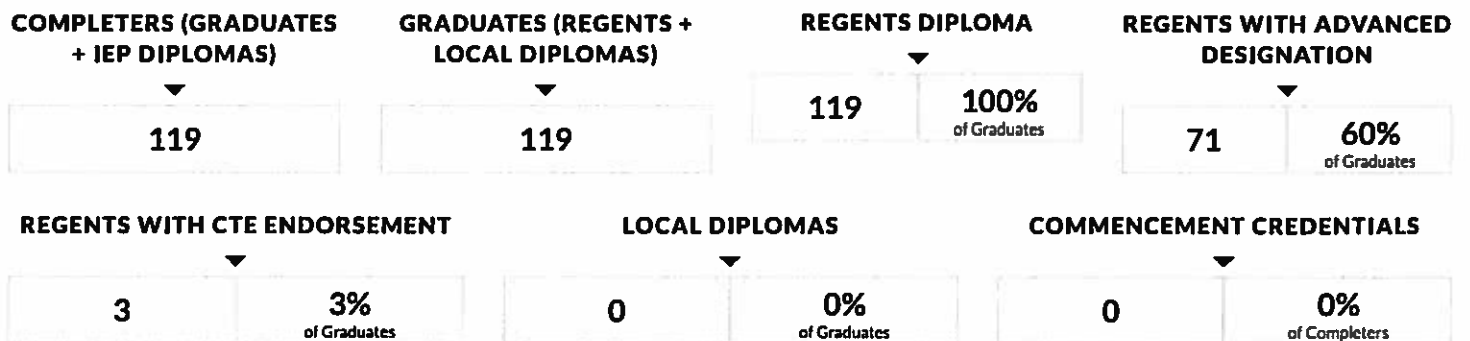


## HIGH SCHOOL COMPLETERS (2014 - 15)

### ALL STUDENTS



### GENERAL EDUCATION



### STUDENTS WITH DISABILITIES





## REGENTS WITH CTE ENDORSEMENT

## LOCAL DIPLOMAS

## COMMENCEMENT CREDENTIALS

1

8%  
of Graduates

4

33%  
of Graduates

1

8%  
of Completers

## HIGH SCHOOL NON-COMPLETERS (2014 - 15)

## ALL STUDENTS

## DROPPED OUT

ENTERED APPROVED HIGH SCHOOL  
EQUIVALENCY PREPARATION  
PROGRAM

## TOTAL NONCOMPLETERS

5

1%

5

1%

10

2%

## GENERAL EDUCATION

## DROPPED OUT

ENTERED APPROVED HIGH SCHOOL  
EQUIVALENCY PREPARATION  
PROGRAM

## TOTAL NONCOMPLETERS

-

-

-

-

-

-

## STUDENTS WITH DISABILITIES

## DROPPED OUT

ENTERED APPROVED HIGH SCHOOL  
EQUIVALENCY PREPARATION  
PROGRAM

## TOTAL NONCOMPLETERS

-

-

-

-

-

-

## POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

## ALL STUDENTS

## TO FOUR-YEAR COLLEGE

## TO TWO-YEAR COLLEGE

## TO OTHER POST-SECONDAR..

## TO THE MILITARY

79

60%

42

32%

1

1%

2

2%

## TO EMPLOYMENT

## TO ADULT SERVICES

## TO OTHER KNOWN PLANS

## PLAN UNKNOWN

4

3%

2

2%

0

0%

2

2%

## GENERAL EDUCATION

## TO FOUR-YEAR COLLEGE

## TO TWO-YEAR COLLEGE

## TO OTHER POST-SECONDAR..

## TO THE MILITARY

78

66%

33

28%

1

1%

2

2%

## TO EMPLOYMENT

3

3%

## TO ADULT SERVICES

0

0%

## TO OTHER KNOWN PLANS

0

0%

## PLAN UNKNOWN

2

2%

## STUDENTS WITH DISABILITIES

## TO FOUR-YEAR COLLEGE

1

8%

## TO TWO-YEAR COLLEGE

9

69%

## TO OTHER POST-SECONDAR..

0

0%

## TO THE MILITARY

0

0%

## TO EMPLOYMENT

1

8%

## TO ADULT SERVICES

2

15%

## TO OTHER KNOWN PLANS

0

0%

## PLAN UNKNOWN

0

0%

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

GRADE: 4  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	70%	22%	7%	1%	98
LIMITED ENGLISH PROFICIE...	74%	21%	4%	1%	88
ECONOMICALLY DISADVAN...	43%	36%	18%	3%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERIC...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	49%	39%	10%	2%	98
LIMITED ENGLISH PROFICIE...	56%	35%	9%	0%	91
ECONOMICALLY DISADVAN...	29%	48%	21%	2%	

## GRADE: 8

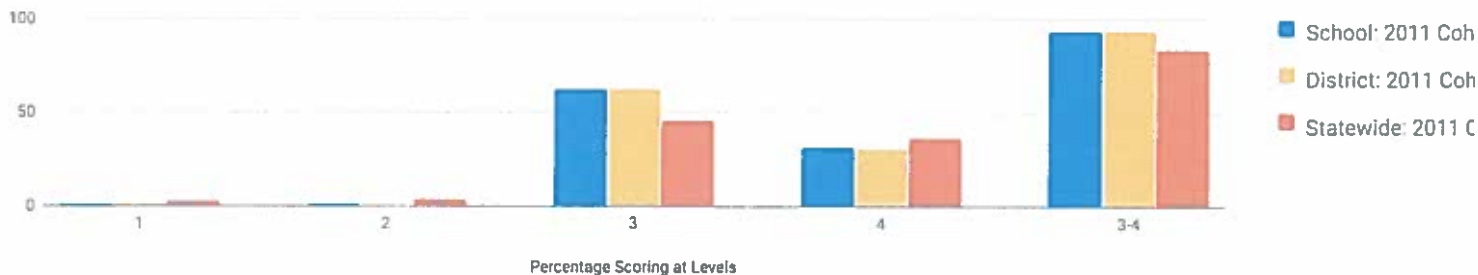
### READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	59%	33%	8%	0%	98
LIMITED ENGLISH PROFICIE...	78%	19%	3%	0%	89
ECONOMICALLY DISADVAN...	36%	42%	21%	1%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIE...	72%	21%	6%	1%	94
ECONOMICALLY DISADVAN...	40%	39%	17%	4%	

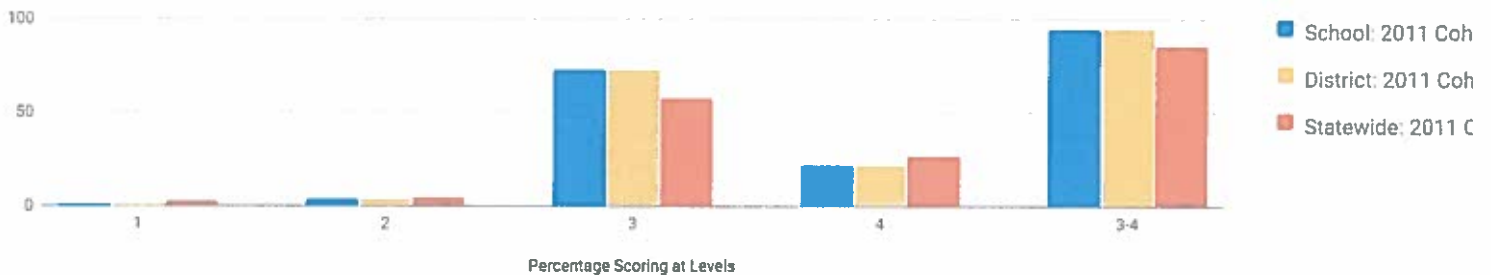
## TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	136	94%	2	1%	2	1%	85	63%	43	32%
GENERAL EDUCATION	122	96%	2	2%	0	0%	74	61%	43	35%
STUDENTS WITH DISABILITIES	14	79%	0	0%	2	14%	11	79%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	65	95%	2	2%	1	1%	58	68%	23	27%
HISPANIC OR LATINO	21	0%	-	-	-	-	-	-	-	-

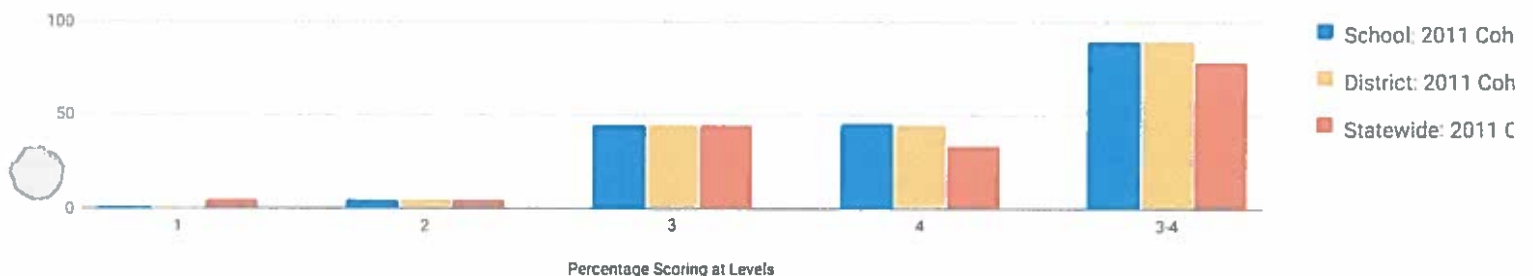
WHITE	26	96%	0	0%	1	4%	14	54%	11	42%
SMALL GROUP TOTAL	25	88%	0	0%	0	0%	13	52%	9	36%
FEMALE	73	93%	2	3%	0	0%	42	58%	26	36%
MALE	63	95%	0	0%	2	3%	43	68%	17	27%
NON-ENGLISH LANGUAGE LEARNERS	135	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	92%	2	3%	1	2%	41	66%	16	26%
NOT ECONOMICALLY DISADVANTAGED	74	96%	0	0%	1	1%	44	59%	27	36%
NOT MIGRANT	136	94%	2	1%	2	1%	85	63%	43	32%

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



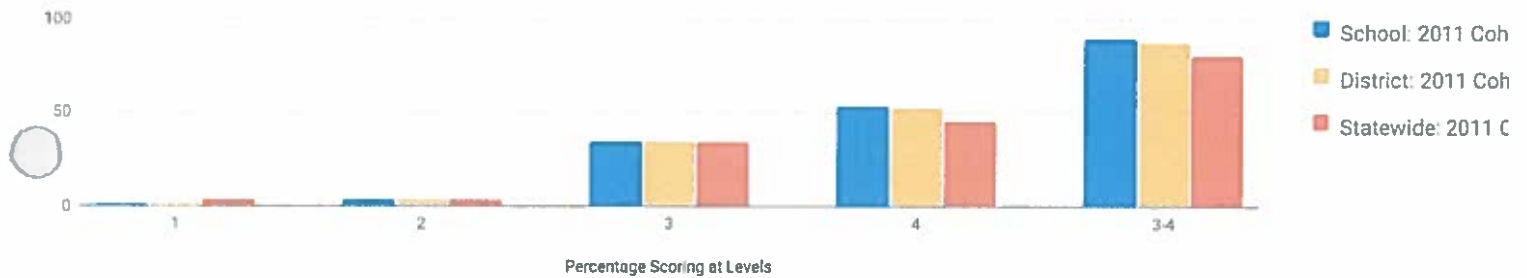
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	136	95%	1	1%	6	4%	99	73%	30	22%
GENERAL EDUCATION	122	98%	0	0%	3	2%	89	73%	30	25%
STUDENTS WITH DISABILITIES	14	71%	1	7%	3	21%	10	71%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	85	93%	1	1%	5	6%	63	74%	16	19%
HISPANIC OR LATINO	21	_%	-	-	-	-	-	-	-	-
WHITE	26	100%	0	0%	0	0%	17	65%	9	35%
SMALL GROUP TOTAL	25	96%	0	0%	1	4%	19	76%	5	20%
FEMALE	73	97%	0	0%	2	3%	52	71%	19	26%
MALE	63	92%	1	2%	4	6%	47	75%	11	17%
NON-ENGLISH LANGUAGE LEARNERS	135	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	92%	0	0%	5	8%	44	71%	13	21%
NOT ECONOMICALLY DISADVANTAGED	74	97%	1	1%	1	1%	55	74%	17	23%
NOT MIGRANT	136	95%	1	1%	6	4%	99	73%	30	22%

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



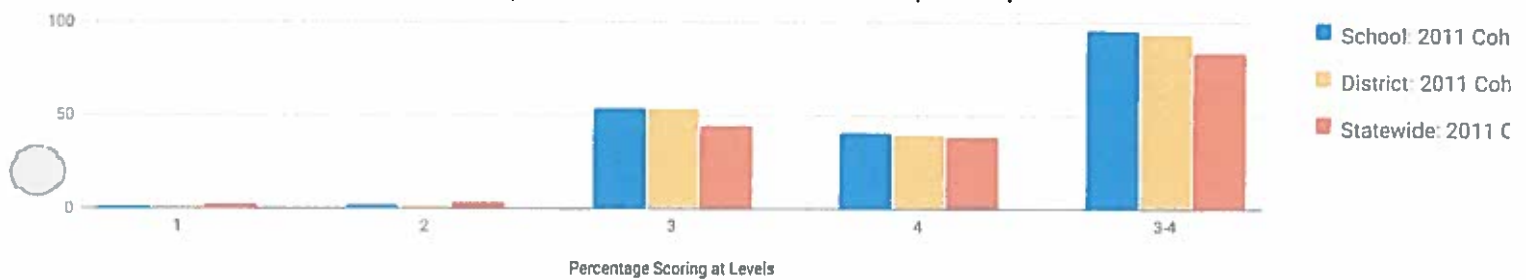
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	136	90%	2	1%	7	5%	61	45%	62	46%
GENERAL EDUCATION	122	93%	1	1%	4	3%	51	42%	62	51%
STUDENTS WITH DISABILITIES	14	71%	1	7%	3	21%	10	71%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF..	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	85	91%	2	2%	4	5%	42	49%	35	41%
HISPANIC OR LATINO	21	_%	-	-	-	-	-	-	-	-
WHITE	26	96%	0	0%	1	4%	9	35%	16	62%
SMALL GROUP TOTAL	25	84%	0	0%	2	8%	10	40%	11	44%
FEMALE	73	89%	1	1%	4	5%	30	41%	35	48%
MALE	63	92%	1	2%	3	5%	31	49%	27	43%
NON-ENGLISH LANGUAGE LEARNERS	135	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	87%	1	2%	6	10%	29	47%	25	40%
NOT ECONOMICALLY DISADVANTAGED	74	93%	1	1%	1	1%	32	43%	37	50%
NOT MIGRANT	136	90%	2	1%	7	5%	61	45%	62	46%

## 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	136	90%	1	1%	6	4%	48	35%	74	54%
GENERAL EDUCATION	122	93%	1	1%	2	2%	40	33%	73	60%
STUDENTS WITH DISABILITIES	14	64%	0	0%	4	29%	8	57%	1	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFC	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	85	88%	1	1%	5	6%	32	38%	43	51%
HISPANIC OR LATINO	21	_%	-	-	-	-	-	-	-	-
WHITE	26	96%	0	0%	1	4%	7	27%	18	69%
SMALL GROUP TOTAL	25	88%	0	0%	0	0%	9	36%	13	52%
FEMALE	73	92%	1	1%	1	1%	26	36%	41	56%
MALE	63	87%	0	0%	5	8%	22	35%	33	52%
NON-ENGLISH LANGUAGE LEARNERS	135	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	87%	1	2%	3	5%	25	40%	29	47%
NOT ECONOMICALLY DISADVANTAGED	74	92%	0	0%	3	4%	23	31%	45	61%
NOT MIGRANT	136	90%	1	1%	6	4%	48	35%	74	54%

## 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	136	96%	2	1%	3	2%	74	54%	56	41%
GENERAL EDUCATION	122	98%	2	2%	0	0%	64	52%	56	46%
STUDENTS WITH DISABILITIES	14	71%	0	0%	3	21%	10	71%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	85	95%	1	1%	2	2%	53	62%	28	33%
HISPANIC OR LATINO	21	0%	-	-	-	-	-	-	-	-
WHITE	26	96%	0	0%	1	4%	9	35%	16	62%
SMALL GROUP TOTAL	25	96%	1	4%	0	0%	12	48%	12	48%
FEMALE	73	97%	2	3%	0	0%	41	56%	30	41%
MALE	63	94%	0	0%	3	5%	33	52%	26	41%
NON-ENGLISH LANGUAGE LEARNERS	135	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	62	94%	2	3%	1	2%	35	56%	23	37%
NOT ECONOMICALLY DISADVANTAGED	74	97%	0	0%	2	3%	39	53%	33	45%
NOT MIGRANT	136	96%	2	1%	3	2%	74	54%	56	41%

### Regents Examination Results (2014 - 15)

## COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	143	140	98%	133	93%	71	50%
GENERAL EDUCATION	121	119	98%	116	96%	68	56%
STUDENTS WITH DISABILITIES	22	21	95%	17	77%	3	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	100	99	99%	93	93%	53	53%
HISPANIC OR LATINO	24	24	100%	23	96%	11	46%
WHITE	14	13	93%	13	93%	4	29%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	4	80%	4	80%	3	60%
FEMALE	76	74	97%	69	91%	46	61%
MALE	67	66	99%	64	96%	25	37%
NON-ENGLISH LANGUAGE LEARNERS	142	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	70	69	99%	63	90%	34	49%
NOT ECONOMICALLY DISADVANTAGED	73	71	97%	70	96%	37	51%
NOT MIGRANT	143	140	98%	133	93%	71	50%

# 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	40	0	0%	0	0%	4	10%	4	10%	32	80%
GENERAL EDUCATION	40	0	0%	0	0%	4	10%	4	10%	32	80%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	2	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	27	0	0%	0	0%	2	7%	4	15%	21	78%
HISPANIC OR LATINO	7	0	0%	0	0%	1	14%	0	0%	6	86%
WHITE	4	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	0	0%	0	0%	1	17%	0	0%	5	83%
FEMALE	28	0	0%	0	0%	3	11%	2	7%	23	82%
MALE	12	0	0%	0	0%	1	8%	2	17%	9	75%
NON-ENGLISH LANGUAGE LEARNERS	40	0	0%	0	0%	4	10%	4	10%	32	80%
ECONOMICALLY DISADVANTAGED	19	0	0%	0	0%	0	0%	3	16%	16	84%
NOT ECONOMICALLY DISADVANTAGED	21	0	0%	0	0%	4	19%	1	5%	16	76%
NOT MIGRANT	40	0	0%	0	0%	4	10%	4	10%	32	80%



# INTEGRATED ALGEBRA

## REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	143	134	94%	114	80%	5	3%
GENERAL EDUCATION	117	110	94%	96	82%	5	4%
STUDENTS WITH DISABILITIES	26	24	92%	18	69%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	89	82	92%	69	78%	3	3%
HISPANIC OR LATINO	28	26	93%	21	75%	1	4%
WHITE	20	20	100%	18	90%	1	5%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	0	0%
FEMALE	63	61	97%	52	83%	3	5%
MALE	80	73	91%	62	78%	2	3%
NON-ENGLISH LANGUAGE LEARNERS	139	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	71	64	90%	52	73%	2	3%
NOT ECONOMICALLY DISADVANTAGED	72	70	97%	62	86%	3	4%
NOT MIGRANT	143	134	94%	114	80%	5	3%

# GEOMETRY

## REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	148	130	88%	109	74%	20	14%
GENERAL EDUCATION	131	117	89%	102	78%	17	13%
STUDENTS WITH DISABILITIES	17	13	76%	7	41%	3	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	6	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	90	76	84%	62	69%	10	11%
HISPANIC OR LATINO	28	25	89%	21	75%	3	11%
WHITE	23	22	96%	19	83%	5	22%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	2	29%
FEMALE	76	67	88%	59	78%	13	17%
MALE	72	63	88%	50	69%	7	10%
NON-ENGLISH LANGUAGE LEARNERS	148	130	88%	109	74%	20	14%
ECONOMICALLY DISADVANTAGED	74	63	85%	53	72%	8	11%
NOT ECONOMICALLY DISADVANTAGED	74	67	91%	56	76%	12	16%
NOT MIGRANT	148	130	88%	109	74%	20	14%



# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP TOTAL TESTED 55 65 85

ALL STUDENTS	110	100	91%	83	75%	10	9%
GENERAL EDUCATION	109	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	8	8	100%	6	75%	1	13%
BLACK OR AFRICAN AMERICAN	65	58	89%	48	74%	4	6%
HISPANIC OR LATINO	22	21	95%	17	77%	4	18%
WHITE	15	13	87%	12	80%	1	7%
FEMALE	64	58	91%	46	72%	6	9%
MALE	46	42	91%	37	80%	4	9%
NON-ENGLISH LANGUAGE LEARNERS	110	100	91%	83	75%	10	9%
ECONOMICALLY DISADVANTAGED	47	44	94%	34	72%	4	9%
NOT ECONOMICALLY DISADVANTAGED	63	56	89%	49	78%	6	10%
NOT MIGRANT	110	100	91%	83	75%	10	9%

## ALGEBRA I (COMMON CORE)

### ALGEBRA I (COMMON CORE)

GROUP TOTAL TESTED LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4 LEVEL 5

ALL STUDENTS	88	21	24%	33	38%	33	38%	1	1%	0	0%
GENERAL EDUCATION	69	17	25%	24	35%	27	39%	1	1%	0	0%
STUDENTS WITH DISABILITIES	19	4	21%	9	47%	6	32%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	1	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	51	14	27%	21	41%	16	31%	0	0%	0	0%
HISPANIC OR LATINO	23	6	26%	8	35%	9	39%	0	0%	0	0%
WHITE	11	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	1	7%	4	29%	8	57%	1	7%	0	0%
FEMALE	40	7	18%	15	38%	18	45%	0	0%	0	0%
MALE	48	14	29%	18	38%	15	31%	1	2%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	84	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	47	14	30%	18	38%	14	30%	1	2%	0	0%
NOT ECONOMICALLY DISADVANTAGED	41	7	17%	15	37%	19	46%	0	0%	0	0%
NOT MIGRANT	88	21	24%	33	38%	33	38%	1	1%	0	0%

**GEOMETRY (COMMON CORE)****GEOMETRY (COMMON CORE)**

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	131	33	25%	39	30%	54	41%	3	2%	2	2%
GENERAL EDUCATION	115	24	21%	36	31%	52	45%	2	2%	1	1%
STUDENTS WITH DISABILITIES	16	9	56%	3	19%	2	13%	1	6%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL...	6	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	76	22	29%	29	38%	24	32%	1	1%	0	0%
HISPANIC OR LATINO	26	7	27%	4	15%	13	50%	1	4%	1	4%
WHITE	22	4	18%	4	18%	13	59%	1	5%	0	0%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	2	29%	4	57%	0	0%	1	14%
FEMALE	65	14	22%	18	28%	31	48%	1	2%	1	2%
MALE	66	19	29%	21	32%	23	35%	2	3%	1	2%
NON-ENGLISH LANGUAGE LEARNERS	131	33	25%	39	30%	54	41%	3	2%	2	2%
ECONOMICALLY DISADVANTAGED	64	15	23%	19	30%	27	42%	2	3%	1	2%
NOT ECONOMICALLY DISADVANTAGED	67	18	27%	20	30%	27	40%	1	1%	1	1%
NOT MIGRANT	131	33	25%	39	30%	54	41%	3	2%	2	2%

**GLOBAL HISTORY AND GEOGRAPHY****REGENTS GLOBAL HISTORY AND GEOGRAPHY**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	159	140	88%	120	75%	45	28%
GENERAL EDUCATION	125	119	95%	107	86%	44	35%
STUDENTS WITH DISABILITIES	34	21	62%	13	38%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	6	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	105	89	85%	78	74%	26	25%
HISPANIC OR LATINO	32	29	91%	24	75%	10	31%
WHITE	15	15	100%	11	73%	5	33%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	4	57%
FEMALE	81	75	93%	65	80%	28	35%
MALE	78	65	83%	55	71%	17	22%
NON-ENGLISH LANGUAGE LEARNERS	158	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	86	74	86%	65	76%	25	29%
NOT ECONOMICALLY DISADVANTAGED	73	66	90%	55	75%	20	27%
NOT MIGRANT	159	140	88%	120	75%	45	28%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	135	133	99%	125	93%	71	53%
GENERAL EDUCATION	114	113	99%	108	95%	68	60%
STUDENTS WITH DISABILITIES	21	20	95%	17	81%	3	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	6	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	84	82	98%	75	89%	42	50%
HISPANIC OR LATINO	25	25	100%	25	100%	14	56%
WHITE	19	19	100%	18	95%	9	47%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	6	86%
FEMALE	62	61	98%	57	92%	29	47%
MALE	73	72	99%	68	93%	42	58%
NON-ENGLISH LANGUAGE LEARNERS	135	133	99%	125	93%	71	53%
ECONOMICALLY DISADVANTAGED	61	59	97%	56	92%	27	44%
NOT ECONOMICALLY DISADVANTAGED	74	74	100%	69	93%	44	59%
NOT MIGRANT	135	133	99%	125	93%	71	53%

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	42	39	93%	28	67%	6	14%
GENERAL EDUCATION	26	25	96%	22	85%	6	23%
STUDENTS WITH DISABILITIES	16	14	88%	6	38%	0	0%
BLACK OR AFRICAN AMERICAN	28	26	93%	18	64%	1	4%
HISPANIC OR LATINO	10	-	-	-	-	-	-
WHITE	4	-	-	-	-	-	-
SMALL GROUP TOTAL	14	13	93%	10	71%	5	36%
FEMALE	16	15	94%	12	75%	1	6%
MALE	26	24	92%	16	62%	5	19%
NON-ENGLISH LANGUAGE LEARNERS	41	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	22	21	95%	15	68%	2	9%
NOT ECONOMICALLY DISADVANTAGED	20	18	90%	13	65%	4	20%
NOT MIGRANT	42	39	93%	28	67%	6	14%

## PHYSICAL SETTING/EARTH SCIENCE

### REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	117	109	93%	89	76%	9	8%
GENERAL EDUCATION	101	93	92%	79	78%	7	7%
STUDENTS WITH DISABILITIES	16	16	100%	10	63%	2	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	77	72	94%	56	73%	7	9%
HISPANIC OR LATINO	22	21	95%	19	86%	1	5%
WHITE	15	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	18	16	89%	14	78%	1	6%
FEMALE	61	56	92%	48	79%	4	7%
MALE	56	53	95%	41	73%	5	9%
NON-ENGLISH LANGUAGE LEARNERS	116	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	59	54	92%	44	75%	6	10%
NOT ECONOMICALLY DISADVANTAGED	58	55	95%	45	78%	3	5%
NOT MIGRANT	117	109	93%	89	76%	9	8%

## PHYSICAL SETTING/CHEMISTRY

### REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	119	110	92%	97	82%	17	14%
GENERAL EDUCATION	109	100	92%	88	81%	16	15%
STUDENTS WITH DISABILITIES	10	10	100%	9	90%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	10	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	64	56	88%	47	73%	10	16%
HISPANIC OR LATINO	27	26	96%	22	81%	3	11%
WHITE	16	16	100%	16	100%	1	6%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	12	12	100%	12	100%	3	25%
FEMALE	55	52	95%	48	87%	7	13%
MALE	64	58	91%	49	77%	10	16%
NON-ENGLISH LANGUAGE LEARNERS	119	110	92%	97	82%	17	14%
ECONOMICALLY DISADVANTAGED	56	52	93%	45	80%	6	11%
NOT ECONOMICALLY DISADVANTAGED	63	58	92%	52	83%	11	17%
NOT MIGRANT	119	110	92%	97	82%	17	14%

## PHYSICAL SETTING/PHYSICS

### REGENTS PHYSICAL SETTING/PHYSICS

GROUP TOTAL TESTED 55 65 85

ALL STUDENTS	50	44	88%	39	78%	6	12%
GENERAL EDUCATION	50	44	88%	39	78%	6	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	33	30	91%	27	82%	3	9%
HISPANIC OR LATINO	11	10	91%	9	82%	1	9%
WHITE	4	-	-	-	-	-	-
SMALL GROUP TOTAL	6	4	67%	3	50%	2	33%
FEMALE	30	28	93%	26	87%	2	7%
MALE	20	16	80%	13	65%	4	20%
NON-ENGLISH LANGUAGE LEARNERS	50	44	88%	39	78%	6	12%
ECONOMICALLY DISADVANTAGED	23	19	83%	18	78%	2	9%
NOT ECONOMICALLY DISADVANTAGED	27	25	93%	21	78%	4	15%
NOT MIGRANT	50	44	88%	39	78%	6	12%

### SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

## ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

132

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

100%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

2011  
ACCOUNTABILITY  
COHORT MEMBERS

129

PI

172

EAMO

161

SAFE HARBOR  
TARGET

161

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

12TH GRADERS

0

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE

2011  
ACCOUNTABILITY

**HARBOR TARGET****COHORT MEMBERS**

PI

EAMO

**SAFE HARBOR  
TARGET**

▼

▼

▼

▼

▼

—

0

—

—

—

**BLACK OR AFRICAN AMERICAN**

▼

**MADE AYP: YES****TESTED 95%****12TH GRADERS****PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES**

YES

80

100%

**PI >= EAMO OR SAFE  
HARBOR TARGET****2011  
ACCOUNTABILITY  
COHORT MEMBERS**

PI

EAMO

**SAFE HARBOR  
TARGET**

▼

▼

▼

▼

▼

YES

81

172

141

141

**HISPANIC OR LATINO**

▼

**MADE AYP: —****TESTED 95%****12TH GRADERS****PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES**

—

22

—

**PI >= EAMO OR SAFE  
HARBOR TARGET****2011  
ACCOUNTABILITY  
COHORT MEMBERS**

PI

EAMO

**SAFE HARBOR  
TARGET**

▼

▼

▼

▼

▼

—

17

—

—

—

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

▼

**MADE AYP: —****TESTED 95%****12TH GRADERS****PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES**

—

4

—

**PI >= EAMO OR SAFE  
HARBOR TARGET****2011  
ACCOUNTABILITY  
COHORT MEMBERS**

PI

EAMO

**SAFE HARBOR  
TARGET**

▼

▼

▼

▼

▼

4

## WHITE

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

26

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

27

## MULTIRACIAL

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

0

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

0

## STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

13

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

15

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

—

0

—

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

—

0

—

—

—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

YES

58

100%

PI >= EAMO OR SAFE  
HARBOR TARGET2011  
ACCOUNTABILITY  
COHORT MEMBERS

PI

EAMO

SAFE HARBOR  
TARGET

YES

54

178

144

144



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

### NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
132	100%	129	172

### NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
52	100%	48	173

### NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
110	100%	112	171

### NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
128	100%	125	172

### NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
106	100%	102	174

### NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
132			172

100%

129

## GENERAL EDUCATION

12TH GRADERS

119

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

114

PI

183

## ENGLISH PROFICIENT

12TH GRADERS

132

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

129

PI

172

## NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS

74

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

75

PI

168

## MALE

12TH GRADERS

61

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

62

PI

163

## FEMALE

12TH GRADERS

71

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

67

PI

181

## MIGRANT

12TH GRADERS

0

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

—

2011 ACCOUNTABILITY  
COHORT MEMBERS

0

PI

—

## NOT MIGRANT



## 12TH GRADERS



132

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

129

## PI



172

— 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 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

## ALL ACCOUNTABILITY GROUPS MADE AYP: YES

## ALL STUDENTS



## MADE AYP: YES

## TESTED 95%



YES

## 12TH GRADERS



132

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

100%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

2011  
ACCOUNTABILITY  
COHORT MEMBERS

129

## PI



153

## EAMO



145

SAFE HARBOR  
TARGET

144

## AMERICAN INDIAN OR ALASKA NATIVE



## MADE AYP: —

## TESTED 95%



—

## 12TH GRADERS



0

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

2011  
ACCOUNTABILITY  
COHORT MEMBERS

0

## PI



—

## EAMO



—

SAFE HARBOR  
TARGET

—

## BLACK OR AFRICAN AMERICAN



## MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

80

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

100%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

2011  
ACCOUNTABILITY  
COHORT MEMBERS

81

PI

147

EAMO

118

SAFE HARBOR  
TARGET

118

## HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

—

12TH GRADERS

22

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

2011  
ACCOUNTABILITY  
COHORT MEMBERS

17

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%

—

12TH GRADERS

4

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

2011  
ACCOUNTABILITY  
COHORT MEMBERS

4

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

## WHITE

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH

## VALID TEST SCORES

<input type="text" value="—"/>	<input type="text" value="26"/>	<input type="text" value="—"/>
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	SAFE HARBOR TARGET
<input type="text" value="—"/>	<input type="text" value="27"/>	<input type="text" value="—"/>

## MULTIRACIAL

MADE AYP: —

## TESTED 95%

## 12TH GRADERS

## PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

<input type="text" value="—"/>	<input type="text" value="0"/>	<input type="text" value="—"/>
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	SAFE HARBOR TARGET
<input type="text" value="—"/>	<input type="text" value="0"/>	<input type="text" value="—"/>

## STUDENTS WITH DISABILITIES

MADE AYP: —

## TESTED 95%

## 12TH GRADERS

## PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

<input type="text" value="—"/>	<input type="text" value="13"/>	<input type="text" value="—"/>
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	SAFE HARBOR TARGET
<input type="text" value="—"/>	<input type="text" value="15"/>	<input type="text" value="—"/>

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

## TESTED 95%

## 12TH GRADERS

## PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

<input type="text" value="—"/>	<input type="text" value="0"/>	<input type="text" value="—"/>
--------------------------------	--------------------------------	--------------------------------

PI >= EAMO OR SAFE  
HARBOR TARGET

—

2011  
ACCOUNTABILITY  
COHORT MEMBERS

0

PI



—

EAMO



—

SAFE HARBOR  
TARGET

—

ECONOMICALLY DISADVANTAGED



MADE AYP: YES

TESTED 95%



YES

12TH GRADERS



58

PERCENT OF 12TH GRADERS WITH  
VALID TEST SCORES

100%

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

2011  
ACCOUNTABILITY  
COHORT MEMBERS

54

PI



148

EAMO



125

SAFE HARBOR  
TARGET

125

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

### NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
132	100%	129	153

### NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
52	100%	48	163

### NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
110	100%	112	153

### NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
128	100%	125	151

### NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
106	100%	102	150

### NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
132			153

100%

129

## GENERAL EDUCATION

## 12TH GRADERS

119

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

114

## PI

161

## ENGLISH PROFICIENT

## 12TH GRADERS

132

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

129

## PI

153

## NOT ECONOMICALLY DISADVANTAGED

## 12TH GRADERS

74

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

75

## PI

156

## MALE

## 12TH GRADERS

61

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

62

## PI

142

## FEMALE

## 12TH GRADERS

71

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

67

## PI

163

## MIGRANT

## 12TH GRADERS

0

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

—

2011 ACCOUNTABILITY  
COHORT MEMBERS

0

## PI

—



## NOT MIGRANT

## 12TH GRADERS

132

PERCENT OF 12TH  
GRADERS WITH VALID  
TEST SCORES

100%

2011 ACCOUNTABILITY  
COHORT MEMBERS

129

## PI

153

— 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 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## UNWEIGHTED COMBINED ELA AND MATH PIS

## ALL STUDENTS

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

—

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

—

SECONDARY-LEVEL  
ELA PI

172

SECONDARY-LEVEL  
MATH PI

153

UNWEIGHTED  
COMBINED PI

163

## AMERICAN INDIAN OR ALASKA NATIVE

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

—

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

—

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

—

## BLACK OR AFRICAN AMERICAN

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

—

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

—

SECONDARY-LEVEL  
ELA PI

172

SECONDARY-LEVEL  
MATH PI

147

UNWEIGHTED  
COMBINED PI

160

## HISPANIC OR LATINO

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

—

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

—

SECONDARY-LEVEL  
ELA PI

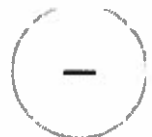
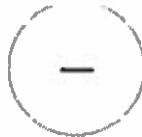
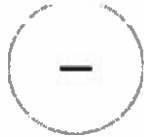
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SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

—



**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**



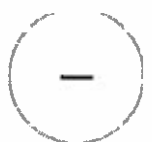
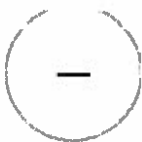
**ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI**

**ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI**

**SECONDARY-LEVEL  
ELA PI**

**SECONDARY-LEVEL  
MATH PI**

**UNWEIGHTED  
COMBINED PI**



**WHITE**



**ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI**

**ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI**

**SECONDARY-LEVEL  
ELA PI**

**SECONDARY-LEVEL  
MATH PI**

**UNWEIGHTED  
COMBINED PI**



**MULTIRACIAL**



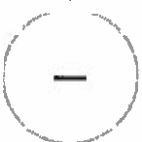
**ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI**

**ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI**

**SECONDARY-LEVEL  
ELA PI**

**SECONDARY-LEVEL  
MATH PI**

**UNWEIGHTED  
COMBINED PI**



**STUDENTS WITH DISABILITIES**



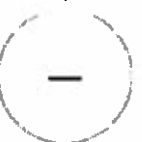
**ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI**

**ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI**

**SECONDARY-LEVEL  
ELA PI**

**SECONDARY-LEVEL  
MATH PI**

**UNWEIGHTED  
COMBINED PI**



**LIMITED ENGLISH PROFICIENT**



**ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI**

**ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI**

**SECONDARY-LEVEL  
ELA PI**

**SECONDARY-LEVEL  
MATH PI**

**UNWEIGHTED  
COMBINED PI**



## ECONOMICALLY DISADVANTAGED

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

—

—

178

148

163

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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

## ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP

YES

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP

—

BLACK OR AFRICAN AMERICAN

MADE AYP

YES

HISPANIC OR LATINO

MADE AYP

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP

—

WHITE

MADE AYP

YES

MULTIRACIAL

MADE AYP

—

STUDENTS WITH DISABILITIES

MADE AYP

—

LIMITED ENGLISH PROFICIENT

MADE AYP

—

ECONOMICALLY DISADVANTAGED

MADE AYP

YES

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

**FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY****ALL STUDENTS****Met Graduation-Rate Criterion: YES****2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT****134****GRADUATION RATE****89%****STATE STANDARD****80%****PROGRESS TARGET****80%****AMERICAN INDIAN OR ALASKA NATIVE****Met Graduation-Rate Criterion: —****2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT****0****GRADUATION RATE****—****STATE STANDARD****—****PROGRESS TARGET****—****BLACK OR AFRICAN AMERICAN****Met Graduation-Rate Criterion: YES****2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT****81****GRADUATION RATE****86%****STATE STANDARD****80%****PROGRESS TARGET****80%****HISPANIC OR LATINO****Met Graduation-Rate Criterion: —****2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT****GRADUATION RATE****STATE STANDARD****PROGRESS TARGET**

19

—

—

—

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

4

## GRADUATION RATE

—

## STATE STANDARD

—

## PROGRESS TARGET

—

## WHITE



Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

30

## GRADUATION RATE

97%

## STATE STANDARD

80%

## PROGRESS TARGET

80%

## MULTIRACIAL



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

0

## GRADUATION RATE

—

## STATE STANDARD

—

## PROGRESS TARGET

—

## STUDENTS WITH DISABILITIES



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

—

## GRADUATION RATE

—

## STATE STANDARD

—

## PROGRESS TARGET

—

19

—

—

—

## LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

4

## GRADUATION RATE

—

## STATE STANDARD

—

## PROGRESS TARGET

—

## ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR  
GRADUATION-RATE TOTAL  
COHORT

54

## GRADUATION RATE

80%

## STATE STANDARD

80%

## PROGRESS TARGET

80%

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

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

— There were fewer than 30 students in the cohort.

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

## ALL STUDENTS

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT

127

## GRADUATION RATE

94%

## STATE STANDARD

80%

## PROGRESS TARGET

80%

## AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT**

0

**GRADUATION RATE**

—

**STATE STANDARD**

—

**PROGRESS TARGET**

—

**BLACK OR AFRICAN AMERICAN**

Met Graduation-Rate Criterion: YES

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT**

71

**GRADUATION RATE**

93%

**STATE STANDARD**

80%

**PROGRESS TARGET**

80%

**HISPANIC OR LATINO**

Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT**

28

**GRADUATION RATE**

—

**STATE STANDARD**

—

**PROGRESS TARGET**

—

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT**

5

**GRADUATION RATE**

—

**STATE STANDARD**

—

**PROGRESS TARGET**

—

**WHITE**

Met Graduation-Rate Criterion: —

**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****23****GRADUATION RATE**

—

**STATE STANDARD**

—

**PROGRESS TARGET**

—

**MULTIRACIAL****Met Graduation-Rate Criterion: —****2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****0****GRADUATION RATE**

—

**STATE STANDARD**

—

**PROGRESS TARGET**

—

**STUDENTS WITH DISABILITIES****Met Graduation-Rate Criterion: —****2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****11****GRADUATION RATE**

—

**STATE STANDARD**

—

**PROGRESS TARGET**

—

**LIMITED ENGLISH PROFICIENT****Met Graduation-Rate Criterion: —****2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****2****GRADUATION RATE**

—

**STATE STANDARD**

—

**PROGRESS TARGET**

—

**ECONOMICALLY DISADVANTAGED****Met Graduation-Rate Criterion: YES**



**2009 FIVE-YEAR  
GRADUATION-RATE TOTAL  
COHORT****47****GRADUATION RATE****96%****STATE STANDARD****80%****PROGRESS TARGET****80%**

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

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

— There were fewer than 30 students in the cohort.

**GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY****FOUR-YEAR GRADUATION-RATE TOTAL  
COHORT****NOT AMERICAN INDIAN OR ALASKA NATIVE****2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT****134****GRADUATION RATE****89%****NOT BLACK OR AFRICAN AMERICAN****2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT****53****GRADUATION RATE****92%****NOT HISPANIC OR LATINO****2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT****115****GRADUATION RATE****90%****NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC  
ISLANDER****2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT****GRADUATION RATE****FIVE-YEAR GRADUATION-RATE TOTAL  
COHORT****NOT AMERICAN INDIAN OR ALASKA NATIVE****2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT****127****GRADUATION RATE****94%****NOT BLACK OR AFRICAN AMERICAN****2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT****56****GRADUATION RATE****96%****NOT HISPANIC OR LATINO****2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT****99****GRADUATION RATE****94%****NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC  
ISLANDER****2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT****GRADUATION RATE**

130

88%

NOT WHITE

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

104

87%

NOT MULTIRACIAL

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

134

89%

GENERAL EDUCATION

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

115

90%

ENGLISH PROFICIENT

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

130

91%

NOT ECONOMICALLY DISADVANTAGED

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

122

94%

NOT WHITE

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

104

94%

NOT MULTIRACIAL

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

127

94%

GENERAL EDUCATION

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

116

95%

ENGLISH PROFICIENT

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

125

94%

NOT ECONOMICALLY DISADVANTAGED

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

80

95%

MALE

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

72

90%

FEMALE

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

62

87%

MIGRANT

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

0

—

NOT MIGRANT

2010 FOUR-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

134

89%

80

94%

MALE

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

61

95%

FEMALE

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

66

94%

MIGRANT

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

0

—

NOT MIGRANT

2009 FIVE-YEAR  
GRADUATION-RATE  
TOTAL COHORT

GRADUATION RATE

127

94%

— There were fewer than 30 students in the cohort.

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

Percentage of 2010 Graduation-Rate Total Cohort members who graduated as of August 31, 2014 with:

**REGENTS DIPLOMA WITH AN  
ADVANCED DESIGNATION (THIS  
SCHOOL)**

**37%**

**REGENTS DIPLOMA WITH AN  
ADVANCED DESIGNATION  
(STATEWIDE)**

**31%**

**PERCENTAGE IN THIS SCHOOL  
EXCEEDED STATEWIDE**

**YES**

**REGENTS DIPLOMA WITH CTE  
ENDORSEMENT (THIS SCHOOL)**

**4%**

**REGENTS DIPLOMA WITH CTE  
ENDORSEMENT (STATEWIDE)**

**4%**

**PERCENTAGE IN THIS SCHOOL  
EXCEEDED STATEWIDE**

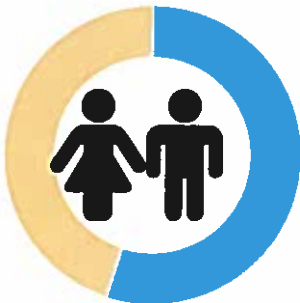
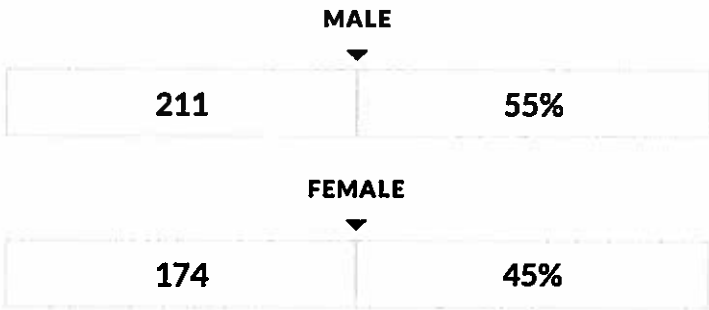
**NO**

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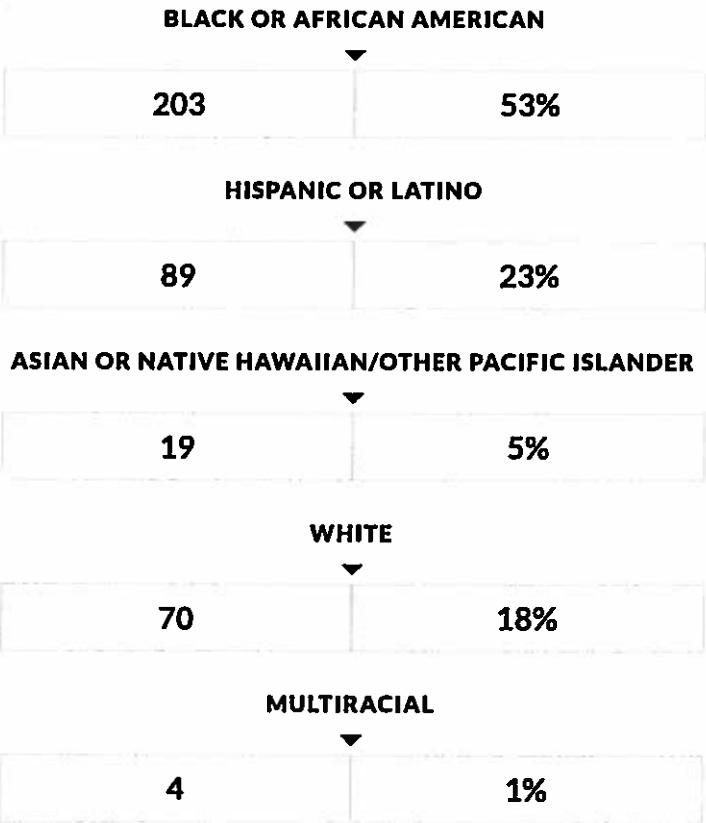
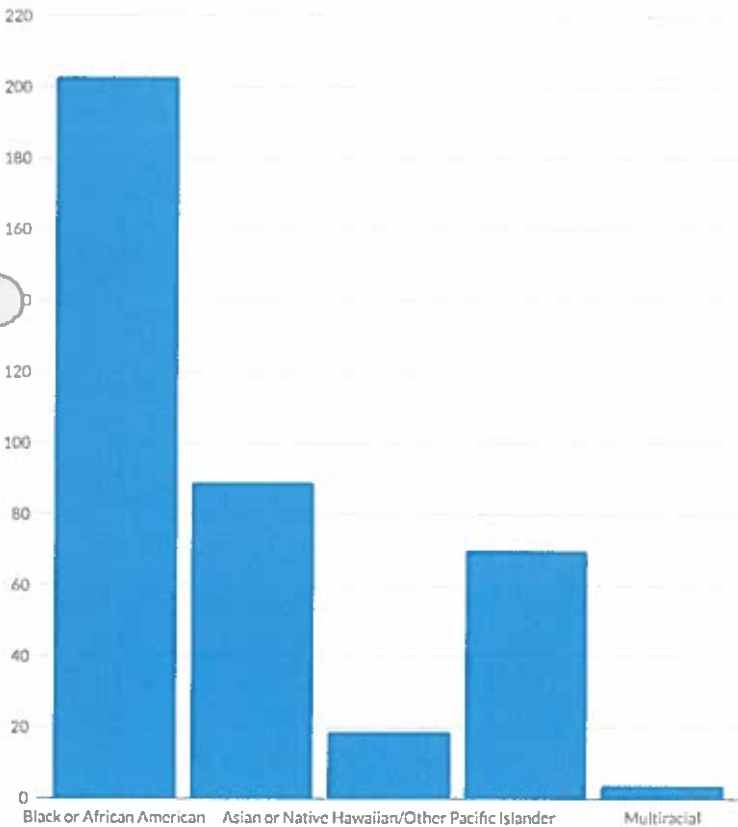
HOWARD T HERBER MIDDLE SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

HOWARD T HERBER MIDDLE SCHOOL ENROLLMENT (2014 - 15) K-12 Enrollment: 385

ENROLLMENT BY GENDER



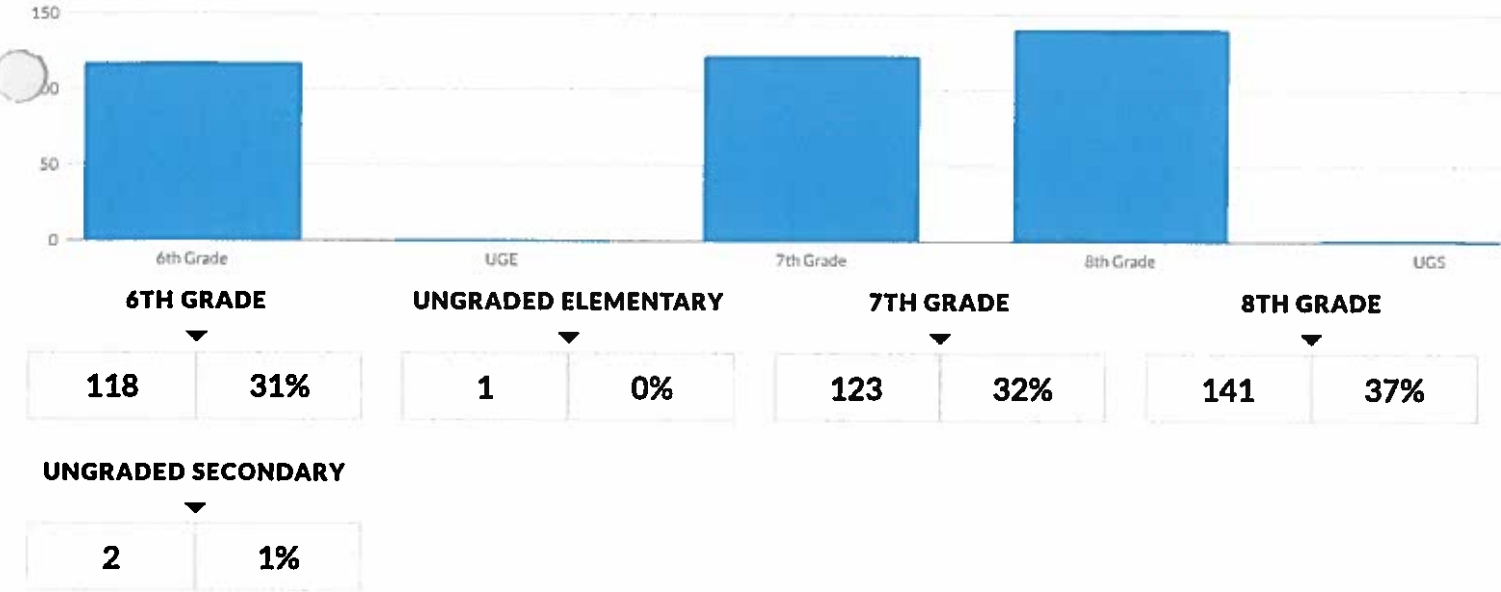
ENROLLMENT BY ETHNICITY



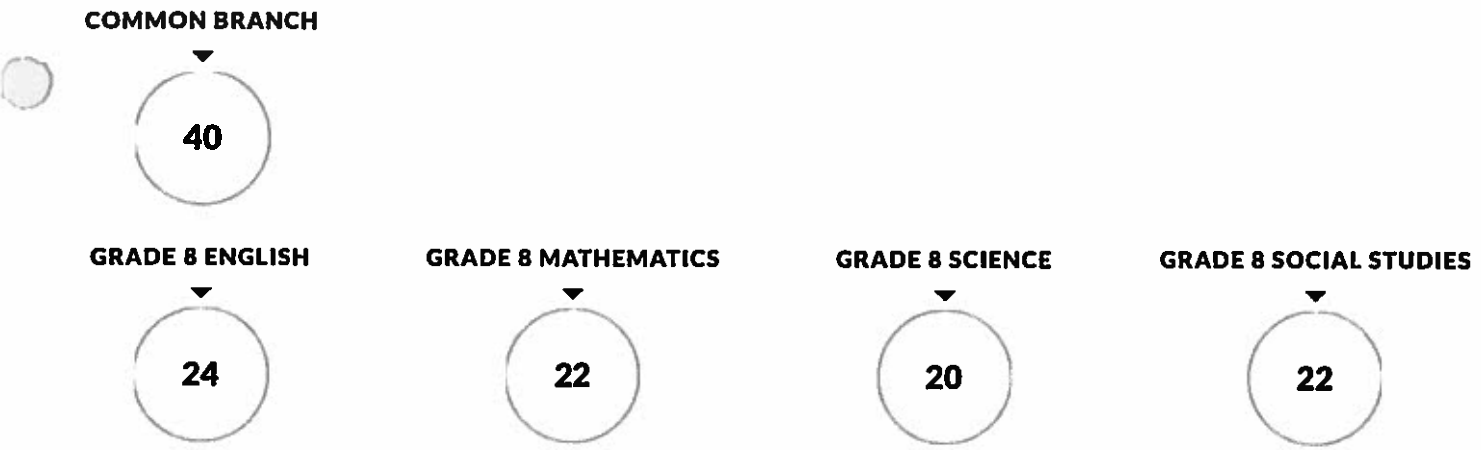
OTHER GROUPS



# ENROLLMENT BY GRADE



AVERAGE CLASS SIZE (2014 - 15)



FREE AND REDUCED-PRICE LUNCH (2014 - 15)



ATTENDANCE (2013 - 14)

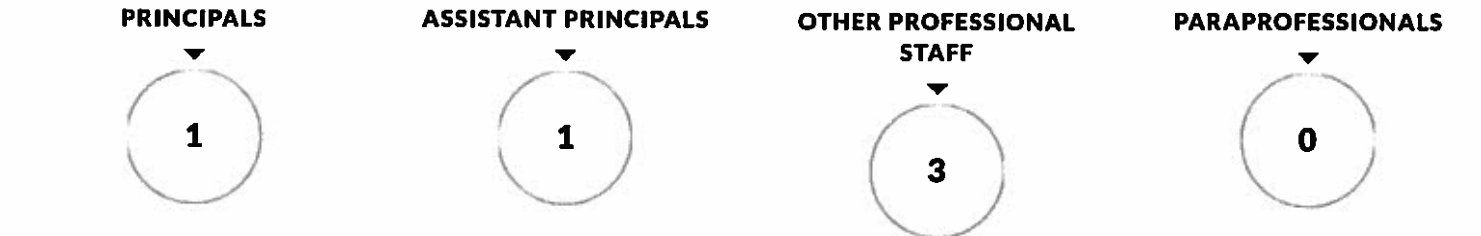


STUDENT SUSPENSIONS (2013 - 14)

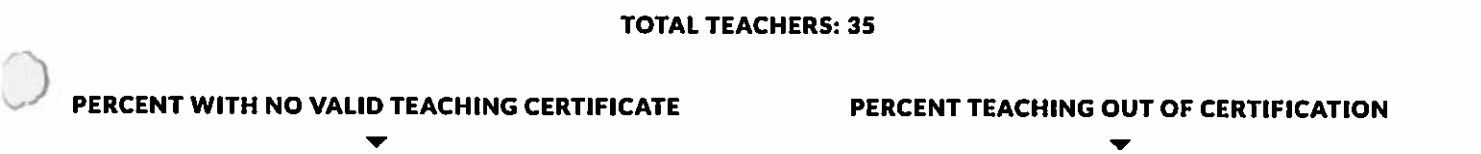


TEACHER TURNOVER RATE (2013-14 TO 2014-15)

STAFF COUNTS (2014 - 15)



TEACHER QUALIFICATIONS (2014 - 15)





PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE



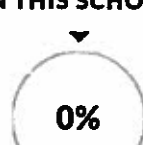
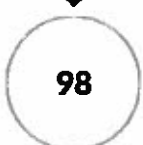
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE



TOTAL NUMBER OF CORE CLASSES

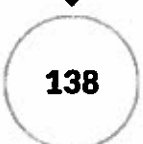


PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS SCHOOL



TOTAL NUMBER OF CLASSES

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION



## HIGH SCHOOL NON-COMPLETERS (2014 - 15)

### ALL STUDENTS

DROPPED OUT

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NONCOMPLETERS



### GENERAL EDUCATION

DROPPED OUT

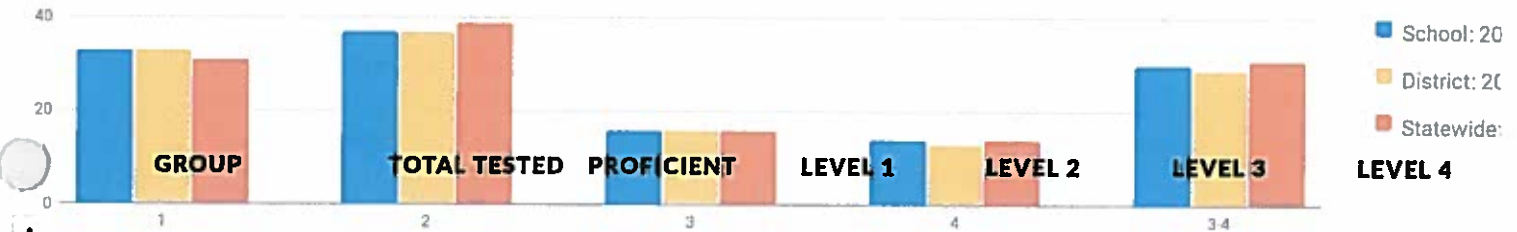
ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NONCOMPLETERS



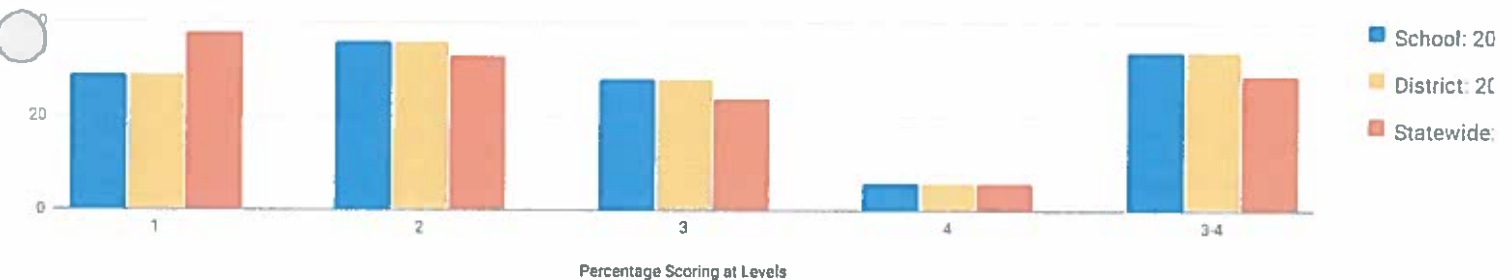
## GRADE 6 ENGLISH LANGUAGE ARTS





GENERAL EDUCATION		Percentage Scoring at Levels									
		1	2	3	4	3.4	5	6	7	8	9
STUDENTS WITH DISABILITIES	20	0%	17	85%	3	15%	0	0%	0	0%	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	2	0%	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	33	30%	12	36%	11	33%	7	21%	3	9%	9%
HISPANIC OR LATINO	21	24%	6	29%	10	48%	1	5%	4	19%	19%
WHITE	15	0%	-	-	-	-	-	-	-	-	-
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	19	37%	6	32%	6	32%	4	21%	3	16%	16%
FEMALE	28	36%	7	25%	11	39%	4	14%	6	21%	21%
MALE	45	27%	17	38%	16	36%	8	18%	4	9%	9%
NON-ENGLISH LANGUAGE LEARNERS	70	0%	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	0%	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	34	35%	17	50%	5	15%	7	21%	5	15%	15%
NOT ECONOMICALLY DISADVANTAGED	39	26%	7	18%	22	56%	5	13%	5	13%	13%
NOT MIGRANT	73	30%	24	33%	27	37%	12	16%	10	14%	14%

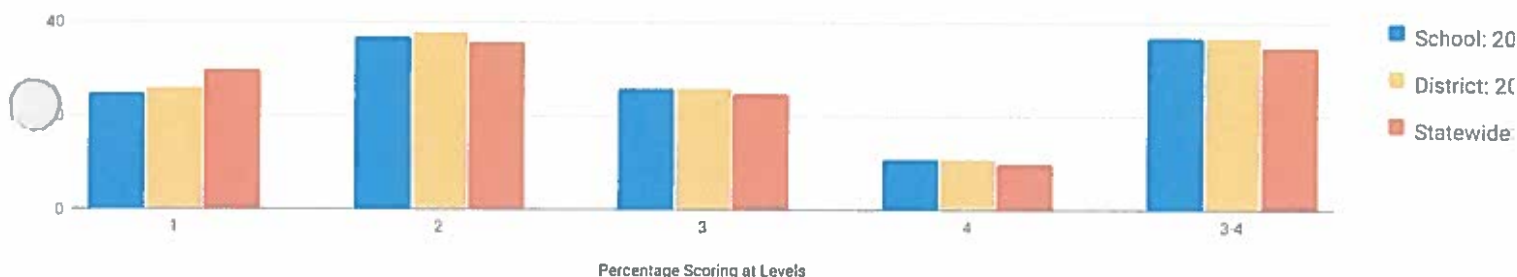
## GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	85	34%	25	29%	31	36%	24	28%	5	6%
GENERAL EDUCATION	71	39%	13	18%	30	42%	23	32%	5	7%
STUDENTS WITH DISABILITIES	14	7%	12	86%	1	7%	1	7%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	7	43%	3	43%	1	14%	3	43%	0	0%
BLACK OR AFRICAN AMERICAN	51	24%	19	37%	20	39%	10	20%	2	4%
HISPANIC OR LATINO	15	33%	3	20%	7	47%	5	33%	0	0%
WHITE	12	75%	0	0%	3	25%	6	50%	3	25%
FEMALE	37	38%	8	22%	15	41%	11	30%	3	8%
MALE	48	31%	17	35%	16	33%	13	27%	2	4%
NON-ENGLISH LANGUAGE LEARNERS	84	0%	-	-	-	-	-	-	-	-
GLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	38	26%	16	42%	12	32%	10	26%	0	0%
NOT ECONOMICALLY DISADVANTAGED	47	40%	9	19%	19	40%	14	30%	5	11%
NOT MIGRANT	85	34%	25	29%	31	36%	24	28%	5	6%

## GRADE 8 ENGLISH LANGUAGE ARTS

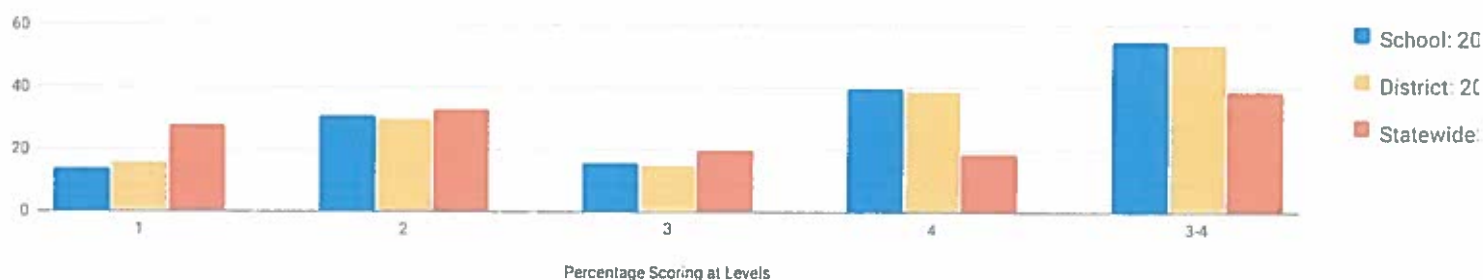


**MEAN SCORE: 303**

**GROUP TOTAL TESTED PROFICIENT LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4**

ALL STUDENTS	91	37%	23	25%	34	37%	24	26%	10	11%
GENERAL EDUCATION	73	45%	13	18%	27	37%	23	32%	10	14%
STUDENTS WITH DISABILITIES	18	6%	10	56%	7	39%	1	6%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	8	75%	1	13%	1	13%	4	50%	2	25%
BLACK OR AFRICAN AMERICAN	46	35%	11	24%	19	41%	12	26%	4	9%
HISPANIC OR LATINO	25	24%	9	36%	10	40%	5	20%	1	4%
WHITE	12	50%	2	17%	4	33%	3	25%	3	25%
FEMALE	37	54%	2	5%	15	41%	14	38%	6	16%
MALE	54	26%	21	39%	19	35%	10	19%	4	7%
NON-ENGLISH LANGUAGE LEARNERS	89	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	40	30%	11	28%	17	43%	7	18%	5	13%
NOT ECONOMICALLY DISADVANTAGED	51	43%	12	24%	17	33%	17	33%	5	10%
NOT MIGRANT	91	37%	23	25%	34	37%	24	26%	10	11%

## GRADE 6 MATHEMATICS



**MEAN SCORE: 321**

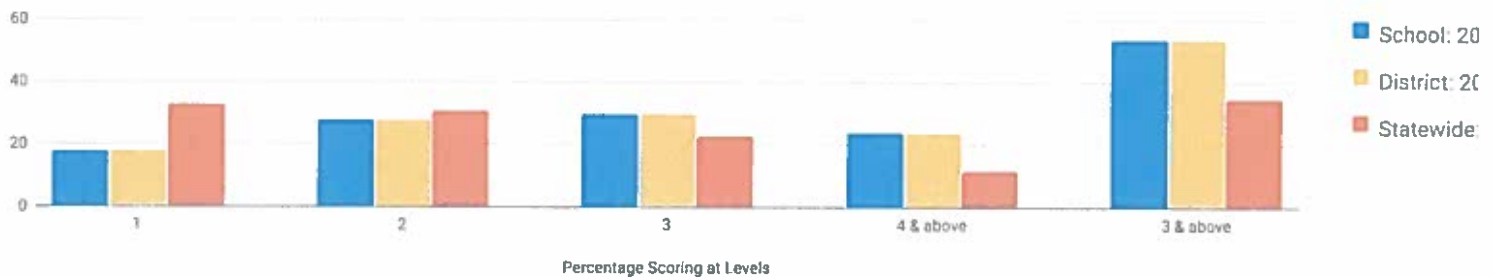
**GROUP TOTAL TESTED PROFICIENT LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4**

ALL STUDENTS	58	55%	8	14%	18	31%	9	16%	23	40%
GENERAL EDUCATION	45	71%	2	4%	11	24%	9	20%	23	51%
STUDENTS WITH DISABILITIES	13	0%	6	46%	7	54%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	2	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	25	52%	4	16%	8	32%	4	16%	9	36%
HISPANIC OR LATINO	14	%	-	-	-	-	-	-	-	-
WHITE	15	53%	1	7%	6	40%	0	0%	8	53%
MULTIRACIAL	2	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	18	61%	3	17%	4	22%	5	28%	6	33%

FEMALE	24	54%	3	13%	8	33%	7	29%	6	25%
MALE	34	56%	5	15%	10	29%	2	6%	17	50%
NON-ENGLISH LANGUAGE LEARNERS	56	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	52%	6	29%	4	19%	2	10%	9	43%
NOT ECONOMICALLY DISADVANTAGED	37	57%	2	5%	14	38%	7	19%	14	38%
NOT MIGRANT	58	55%	8	14%	18	31%	9	16%	23	40%

## 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: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
STUDENTS	74	54%	13	18%	21	28%	22	30%	18	24%
GENERAL EDUCATION	63	63%	5	8%	18	29%	22	35%	18	29%
STUDENTS WITH DISABILITIES	11	0%	8	73%	3	27%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	6	67%	0	0%	2	33%	1	17%	3	50%
BLACK OR AFRICAN AMERICAN	43	47%	11	26%	12	28%	14	33%	6	14%
HISPANIC OR LATINO	13	54%	2	15%	4	31%	4	31%	3	23%
WHITE	12	75%	0	0%	3	25%	3	25%	6	50%
FEMALE	31	65%	5	16%	6	19%	13	42%	7	23%
MALE	43	47%	8	19%	15	35%	9	21%	11	26%
NON-ENGLISH LANGUAGE LEARNERS	73	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	33	45%	8	24%	10	30%	9	27%	6	18%
NOT ECONOMICALLY DISADVANTAGED	41	61%	5	12%	11	27%	13	32%	12	29%
NOT MIGRANT	74	54%	13	18%	21	28%	22	30%	18	24%

## 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.



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	37	3%	14	36%	24	62%
GENERAL EDUCATION	26	4%	4	15%	21	81%
STUDENTS WITH DISABILITIES	13	0%	10	77%	3	23%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	1	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	22	0%	6	27%	16	73%
HISPANIC OR LATINO	13	0%	0	0%	0	0%
WHITE	3	0%	0	0%	0	0%
SMALL GROUP TOTAL	17	6%	8	47%	8	47%
FEMALE	11	0%	3	27%	8	73%
MALE	28	4%	11	39%	16	57%
NON-ENGLISH LANGUAGE LEARNERS	37	0%	0	0%	0	0%
ENGLISH LANGUAGE LEARNERS	2	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	19	0%	6	32%	13	68%
NOT ECONOMICALLY DISADVANTAGED	20	5%	8	40%	11	55%
NOT MIGRANT	39	3%	14	36%	24	62%

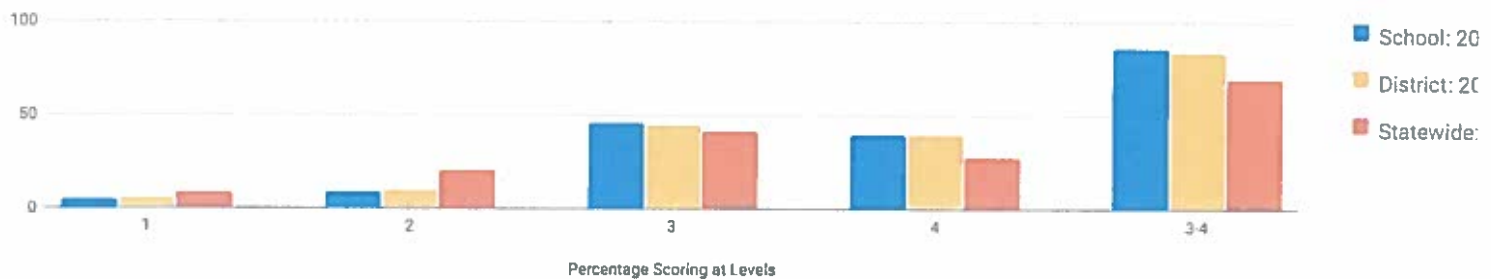
#### GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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	58	0	0%	0	0%	25	43%	33	57%	58	100%

## 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: 46**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	9	0%	3	33%	6	67%
STUDENTS WITH DISABILITIES	9	0%	3	33%	6	67%
BLACK OR AFRICAN AMERICAN	4	0%	-	-	-	-
HISPANIC OR LATINO	3	0%	-	-	-	-
WHITE	2	0%	-	-	-	-
SMALL GROUP TOTAL	9	0%	3	33%	6	67%
FEMALE	1	0%	-	-	-	-
MALE	8	0%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	8	0%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	0%	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	4	0%	-	-	-	-
NOT MIGRANT	9	0%	3	33%	6	67%

### 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	127	92%	4	3%	6	5%

### RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

#### RECENTLY ARRIVED LEP STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP

GRADE 6

2

GRADE 8

1

#### RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP

GRADE 6

2

GRADE 8

1

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



## GRADE: 4

### READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	70%	22%	7%	1%	98
LIMITED ENGLISH PROFICIE...	74%	21%	4%	1%	88
ECONOMICALLY DISADVAN...	43%	36%	18%	3%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERIC...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	49%	39%	10%	2%	98
LIMITED ENGLISH PROFICIE...	56%	35%	9%	0%	91
ECONOMICALLY DISADVAN...	29%	48%	21%	2%	

## GRADE: 8

### READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	59%	33%	8%	0%	98
LIMITED ENGLISH PROFICIE...	78%	19%	3%	0%	89
ECONOMICALLY DISADVAN...	36%	42%	21%	1%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIE...	72%	21%	6%	1%	94
ECONOMICALLY DISADVAN...	40%	39%	17%	4%	

## Regents Examination Results (2014 - 15)

# INTEGRATED ALGEBRA

## REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	58	58	100%	58	100%	29	50%
GENERAL EDUCATION	56	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	6	6	100%	6	100%	4	67%
BLACK OR AFRICAN AMERICAN	30	30	100%	30	100%	13	43%
HISPANIC OR LATINO	8	8	100%	8	100%	4	50%
WHITE	14	14	100%	14	100%	8	57%
FEMALE	31	31	100%	31	100%	15	48%
MALE	27	27	100%	27	100%	14	52%
NON-ENGLISH LANGUAGE LEARNERS	58	58	100%	58	100%	29	50%
ECONOMICALLY DISADVANTAGED	19	19	100%	19	100%	11	58%
NOT ECONOMICALLY DISADVANTAGED	39	39	100%	39	100%	18	46%
NOT MIGRANT	58	58	100%	58	100%	29	50%

## ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	58	0	0%	3	5%	28	48%	23	40%	4	7%
GENERAL EDUCATION	56	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	6	0	0%	0	0%	1	17%	4	67%	1	17%
BLACK OR AFRICAN AMERICAN	30	0	0%	2	7%	15	50%	12	40%	1	3%
HISPANIC OR LATINO	8	0	0%	1	13%	3	38%	3	38%	1	13%
WHITE	14	0	0%	0	0%	9	64%	4	29%	1	7%
FEMALE	31	0	0%	0	0%	17	55%	14	45%	0	0%
MALE	27	0	0%	3	11%	11	41%	9	33%	4	15%
NON-ENGLISH LANGUAGE LEARNERS	58	0	0%	3	5%	28	48%	23	40%	4	7%

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ECONOMICALLY DISADVANTAGED	19	0	0%	0	0%	9	47%	8	42%	2	11%
NOT ECONOMICALLY DISADVANTAGED	39	0	0%	3	8%	19	49%	15	38%	2	5%
NOT MIGRANT	58	0	0%	3	5%	28	48%	23	40%	4	7%



LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	127	123	97%	117	92%	55	43%
GENERAL EDUCATION	111	108	97%	105	95%	52	47%
STUDENTS WITH DISABILITIES	16	15	94%	12	75%	3	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	8	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	66	64	97%	61	92%	30	45%
HISPANIC OR LATINO	30	28	93%	26	87%	8	27%
WHITE	22	22	100%	21	95%	11	50%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	6	67%
FEMALE	59	59	100%	55	93%	26	44%
MALE	68	64	94%	62	91%	29	43%
NON-ENGLISH LANGUAGE LEARNERS	124	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	53	52	98%	48	91%	20	38%
NOT ECONOMICALLY DISADVANTAGED	74	71	96%	69	93%	35	47%
NOT MIGRANT	127	123	97%	117	92%	55	43%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2014 - 15)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 5 ELA	1	_%	-	-	-	-
GRADE 5 MATH	1	_%	-	-	-	-
GRADE 7 ELA	1	_%	-	-	-	-
GRADE 7 MATH	1	_%	-	-	-	-
GRADE 8 ELA	1	_%	-	-	-	-
GRADE 8 MATH	1	_%	-	-	-	-
GRADE 8 SCIENCE	1	_%	-	-	-	-

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	6	17%	0%	0%	50%	33%
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-

GRADE 7

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

STUDENTS WITH DISABILITIES

3

## GRADE 8

GROUP

TOTAL TESTED

ENTERING

EMERGING

TRANSITIONI...

EXPANDING

COMMANDING

ALL STUDENTS

4

-

-

-

-

-

GENERAL EDUCATION

3

-

-

-

-

-

STUDENTS WITH DISABILITIES

1

-

-

-

-

-

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

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

777\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

80%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

246

PI

106

EAMO

90

SAFE HARBOR  
TARGET

90

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%

—

STUDENTS ENROLLED DURING THE

PERCENT OF ENROLLED STUDENTS

## TEST ADMINISTRATION PERIOD

## WITH VALID TEST SCORES

NO

417\*

79%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

128

97

69

69

## HISPANIC OR LATINO

MADE AYP: NO

## TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

NO

166\*

86%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

60

97

71

71

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

## TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

19

—

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

—

17

—

—

—

## WHITE

MADE AYP: NO

## TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

NO

144\*

73%\*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
YES	39	136	98	98

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
—	3	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
—	2	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
NO	157*	80%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
NO	56†	38†	47	47

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
—	13	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼

—

6

—

—

—

## ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

356\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

81%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

109

PI



91

EAMO



74

SAFE HARBOR  
TARGET

74

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

### NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
777*	80%*	246	106

### NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
360*	81%*	118	116

### NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
611*	78%*	186	109

### NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
734*	79%*	229	103

### NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
633*	82%*	207	100

### NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI

770\*

80%\*

244

106

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

620\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

80%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

191

PI

126

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

752\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

80%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

240

PI

108

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

421\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

79%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

137

PI

118

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

422\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

83%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

148

PI

93

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

355\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

76%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

98

PI

127

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

777\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

80%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

246

PI

106

— 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**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

777\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

76%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

228

PI

143

EAMO

87

SAFE HARBOR  
TARGET

87

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—



### BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

418\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

74%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

118

PI

136

EAMO

62

SAFE HARBOR  
TARGET

62

### HISPANIC OR LATINO

MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

166\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

75%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

48

PI

125

EAMO

67

SAFE HARBOR  
TARGET

67

### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

18

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

15

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

### WHITE

MADE AYP: **NO**

## TESTED 95%

NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

144\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

81%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

45

## PI

162

## EAMO

96

SAFE HARBOR  
TARGET

96

## MULTIRACIAL

MADE AYP: —

## TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

3

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

2

## PI

—

## EAMO

—

SAFE HARBOR  
TARGET

—

## STUDENTS WITH DISABILITIES

MADE AYP: NO

## TESTED 95%

NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

157\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

69%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

44†

## PI

61†

## EAMO

47

SAFE HARBOR  
TARGET

47

## LIMITED ENGLISH PROFICIENT

MADE AYP: —

## TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

12	—
----	---

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

—

5

—

—

—

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

NO

356\*

70%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

90

127

71

71

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

### NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

777\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

76%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

228

PI

143

### NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

359\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

79%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

110

PI

150

### NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

611\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

77%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

180

PI

148

### NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

735\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

76%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

213

PI

140

### NOT WHITE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

633\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

76%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

183

PI

138

### NOT MULTIRACIAL

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

TESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

770\*

76%\*

226

142

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

620\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

78%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

186

PI

163

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

753\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

77%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

223

PI

146

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

421\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

82%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

138

PI

154

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

422\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

79%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

134

PI

134

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

355\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

74%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

94

PI

156

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

777\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

76%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

228

PI

143

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

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

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

## ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

## ALL ACCOUNTABILITY GROUPS MADE AYP: YES

## ALL STUDENTS

## MADE AYP: YES

TESTED 80%

YES

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

140

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

98%

PI >= EAMO OR  
PROGRESS TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

135

PI

181

EAMO

176

PROGRESS TARGET

176

## AMERICAN INDIAN OR ALASKA NATIVE

## MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

**BLACK OR AFRICAN AMERICAN**

MADE AYP: YES

TESTED 80%

YES

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

73

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

96%

PI >= EAMO OR  
PROGRESS TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

69

PI

183

EAMO

160

PROGRESS TARGET

160

**HISPANIC OR LATINO**

MADE AYP: YES

TESTED 80%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

33

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR  
PROGRESS TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

32

PI

169

EAMO

158

PROGRESS TARGET

1

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

8

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

8

PI

—

EAMO

—

PROGRESS TARGET

—

**WHITE**

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

25

—

PI >= EAMO OR  
PROGRESS TARGET

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

—

25

—

—

—

MULTIRACIAL

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

1

—

PI >= EAMO OR  
PROGRESS TARGET

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

—

1

—

—

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

26

—

PI >= EAMO OR  
PROGRESS TARGET

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

—

26

—

—

—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—



4	—
---	---

PI >= EAMO OR  
PROGRESS TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

—

3

—

—

—

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

YES

61

95%

PI >= EAMO OR  
PROGRESS TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

YES

57

179

164

164

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

### NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

140

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

98%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

135

PI

181

### NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

67

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

66

PI

180

### NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

107

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

97%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

103

PI

185

### NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

132

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

98%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

127

PI

180

### NOT WHITE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

115

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

97%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

110

PI

180

### NOT MULTIRACIAL

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

TESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

139

98%

134

181

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

114

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

97%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

109

PI

193

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

136

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

98%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

132

PI

184

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

79

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

78

PI

183

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

80

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

96%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

77

PI

173

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

60

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

58

PI

193

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

140

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

98%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

135

PI

181

— 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.

UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

106

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

143

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

125

AMERICAN INDIAN OR ALASKA NATIVE

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

—

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

—

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

—

BLACK OR AFRICAN AMERICAN

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

97

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

136

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

117

HISPANIC OR LATINO

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

—

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

—

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

—

97

125

—

—

111

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

SECONDARY-LEVEL  
ELA PI

SECONDARY-LEVEL  
MATH PI

UNWEIGHTED  
COMBINED PI

—

—

—

—

—

WHITE

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

SECONDARY-LEVEL  
ELA PI

SECONDARY-LEVEL  
MATH PI

UNWEIGHTED  
COMBINED PI

136

162

—

—

149

MULTIRACIAL

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

SECONDARY-LEVEL  
ELA PI

SECONDARY-LEVEL  
MATH PI

UNWEIGHTED  
COMBINED PI

—

—

—

—

—

STUDENTS WITH DISABILITIES

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

SECONDARY-LEVEL  
ELA PI

SECONDARY-LEVEL  
MATH PI

UNWEIGHTED  
COMBINED PI

38

61

—

—

50

LIMITED ENGLISH PROFICIENT

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

SECONDARY-LEVEL  
ELA PI

SECONDARY-LEVEL  
MATH PI

UNWEIGHTED  
COMBINED PI

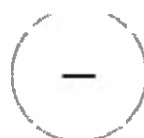
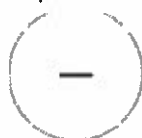
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**ECONOMICALLY DISADVANTAGED**



**ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI**



**ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI**



**SECONDARY-LEVEL  
ELA PI**



**SECONDARY-LEVEL  
MATH PI**



**UNWEIGHTED  
COMBINED PI**



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

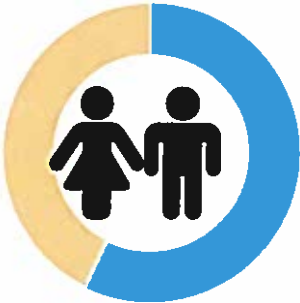
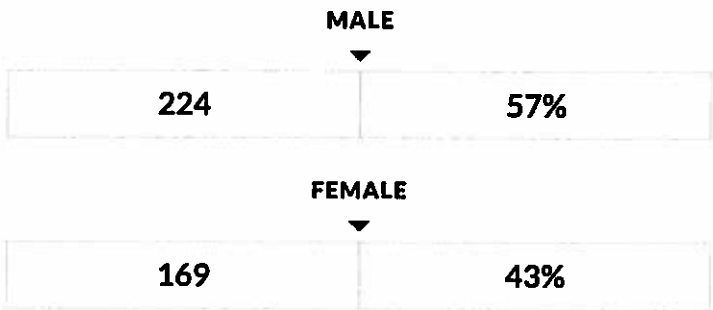
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DAVISON AVENUE INTERMEDIATE SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

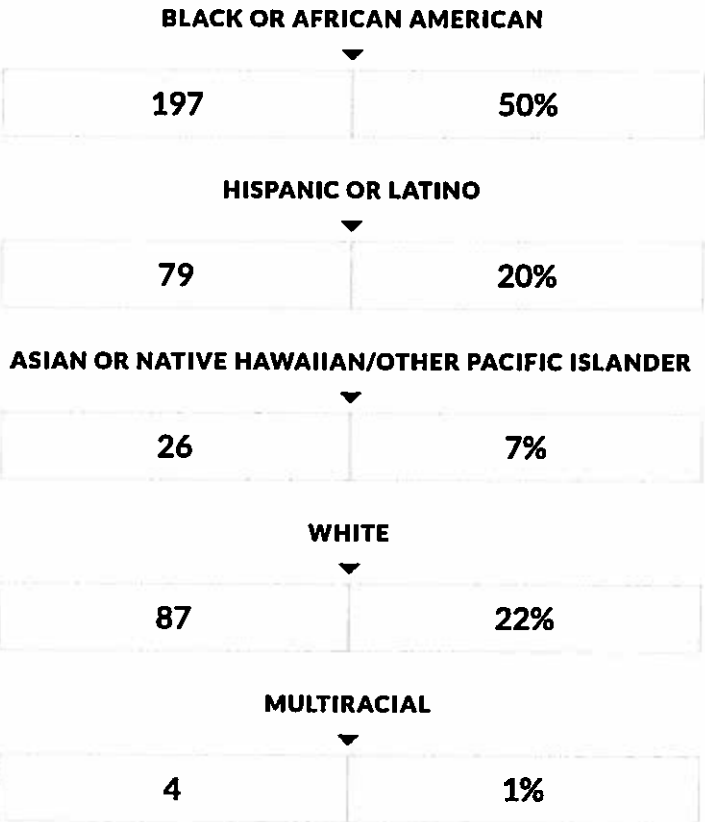
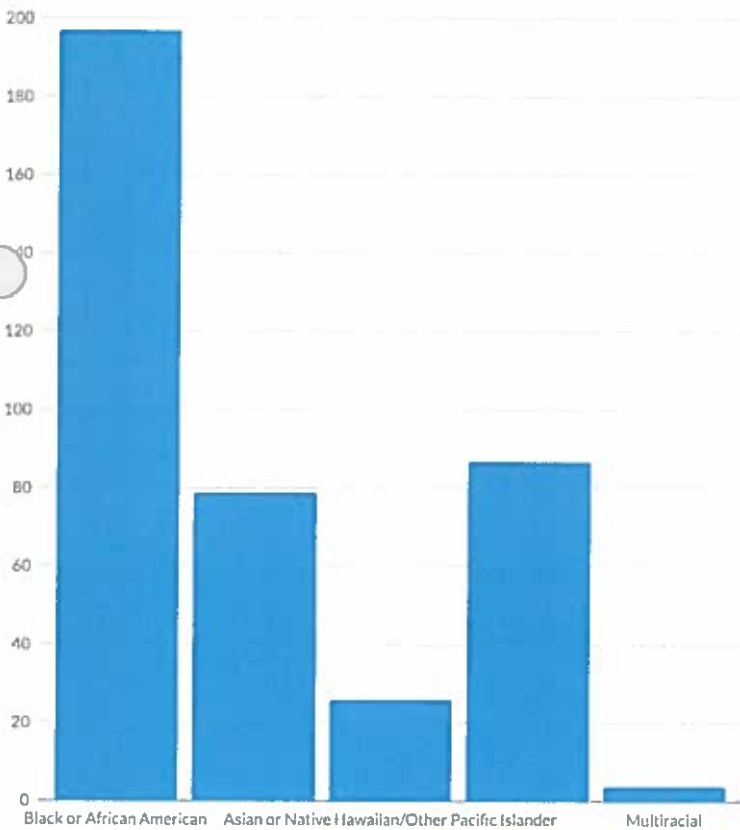
DAVISON AVENUE INTERMEDIATE SCHOOL ENROLLMENT (2014 - 15)

K-12 Enrollment: 393

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

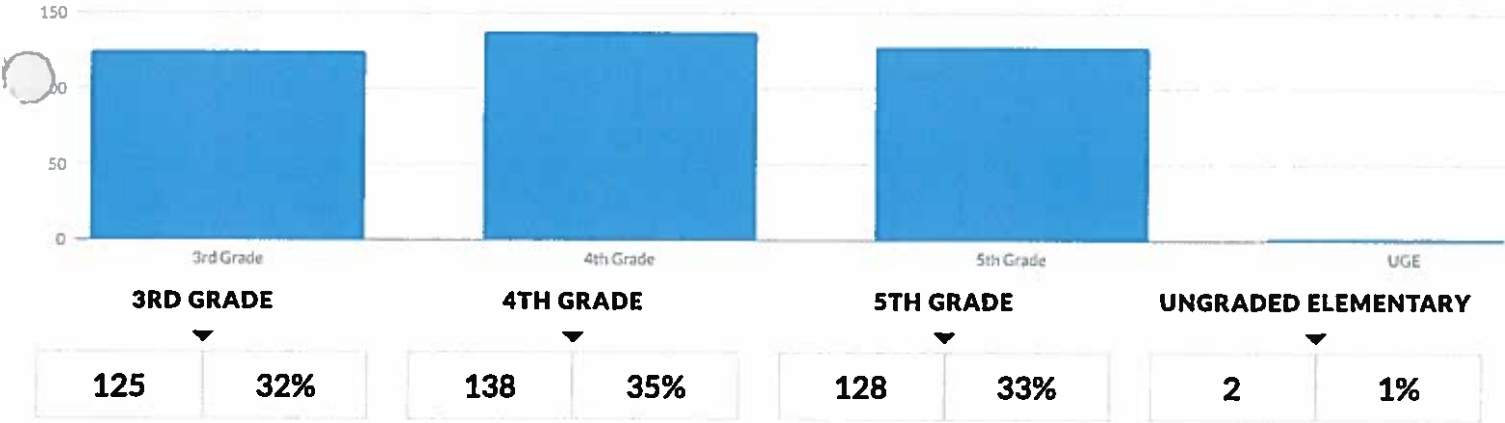
ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED



# ENROLLMENT BY GRADE





AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH

23

FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

125

32%

ELIGIBLE FOR REDUCED-PRICE LUNCH

38

10%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

98%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

7

2%

TEACHER TURNOVER RATE (2013-14 TO 2014-15)

STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL  
STAFF

4

PARAPROFESSIONALS

0

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 30

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF  
EXPERIENCE

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR  
DOCTORATE

0%

TOTAL NUMBER OF CORE CLASSES

33

TOTAL NUMBER OF CLASSES

53

77%

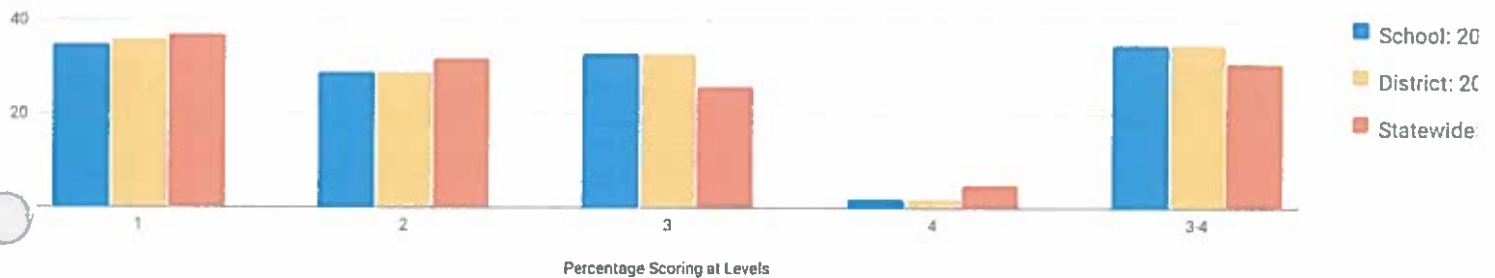
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS  
IN THIS SCHOOL

0%

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE  
CERTIFICATION

2%

## GRADE 3 ENGLISH LANGUAGE ARTS

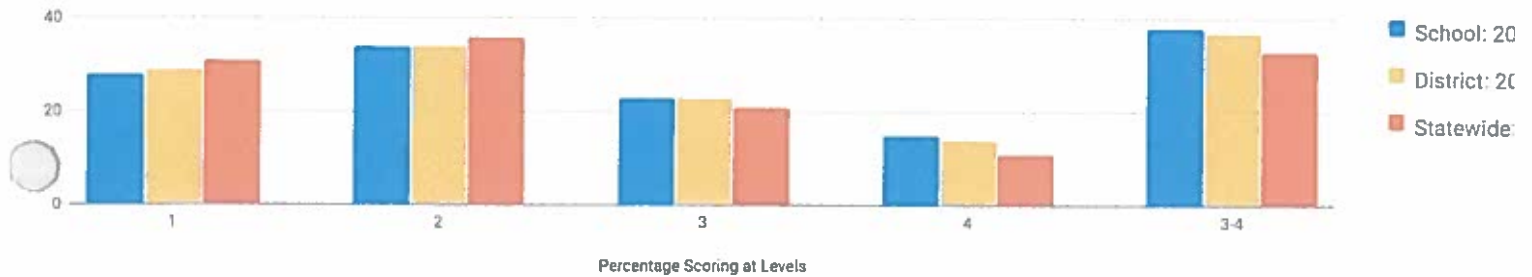


MEAN SCORE: 301

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	85	35%	30	35%	25	29%	28	33%	2	2%
GENERAL EDUCATION	76	39%	21	28%	25	33%	28	37%	2	3%
STUDENTS WITH DISABILITIES	9	0%	9	100%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF.	4	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	44	45%	14	32%	10	23%	18	41%	2	5%
HISPANIC OR LATINO	24	4%	12	50%	11	46%	1	4%	0	0%
WHITE	11	45%	3	27%	3	27%	5	45%	0	0%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	1	17%	1	17%	4	67%	0	0%
FEMALE	35	43%	11	31%	9	26%	13	37%	2	6%
MALE	50	30%	19	38%	16	32%	15	30%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	82	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	42	17%	16	38%	19	45%	7	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	43	53%	14	33%	6	14%	21	49%	2	5%
MIGRANT	85	35%	30	35%	25	29%	28	33%	2	2%

## GRADE 4 ENGLISH LANGUAGE ARTS

**MEAN SCORE: 304**

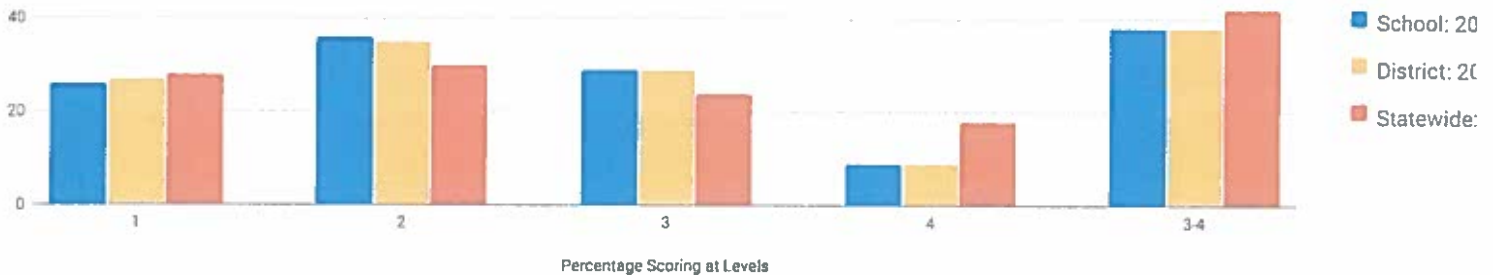
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	117	38%	33	28%	40	34%	27	23%	17	15%
GENERAL EDUCATION	97	42%	19	20%	37	38%	26	27%	15	15%
STUDENTS WITH DISABILITIES	20	15%	14	70%	3	15%	1	5%	2	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	12	83%	1	8%	1	8%	5	42%	5	42%
BLACK OR AFRICAN AMERICAN	58	31%	20	34%	20	34%	11	19%	7	12%
HISPANIC OR LATINO	22	18%	7	32%	11	50%	4	18%	0	0%
WHITE	25	48%	5	20%	8	32%	7	28%	5	20%
FEMALE	50	40%	11	22%	19	38%	12	24%	8	16%
MALE	67	36%	22	33%	21	31%	15	22%	9	13%
NON-ENGLISH LANGUAGE LEARNERS	113	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	57	26%	20	35%	22	39%	12	21%	3	5%
NOT ECONOMICALLY DISADVANTAGED	60	48%	13	22%	18	30%	15	25%	14	23%
NOT MIGRANT	117	38%	33	28%	40	34%	27	23%	17	15%

**GRADE 5 ENGLISH LANGUAGE ARTS****MEAN SCORE: 318**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	108	59%	16	15%	28	26%	33	31%	31	29%
GENERAL EDUCATION	88	68%	7	8%	21	24%	31	35%	29	33%
STUDENTS WITH DISABILITIES	20	20%	9	45%	7	35%	2	10%	2	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	8	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	61	54%	12	20%	16	26%	19	31%	14	23%
HISPANIC OR LATINO	19	58%	3	16%	5	26%	7	37%	4	21%
WHITE	19	84%	1	5%	2	11%	6	32%	10	53%
BIRACIAL	1	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	44%	0	0%	5	56%	1	11%	3	33%
FEMALE	48	67%	1	2%	15	31%	13	27%	19	40%
MALE	60	53%	15	25%	13	22%	20	33%	12	20%

NON-ENGLISH LANGUAGE LEARNERS	106	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	46	46%	7	15%	18	39%	15	33%	6	13%
NOT ECONOMICALLY DISADVANTAGED	62	69%	9	15%	10	16%	18	29%	25	40%
NOT MIGRANT	108	59%	16	15%	28	26%	33	31%	31	29%

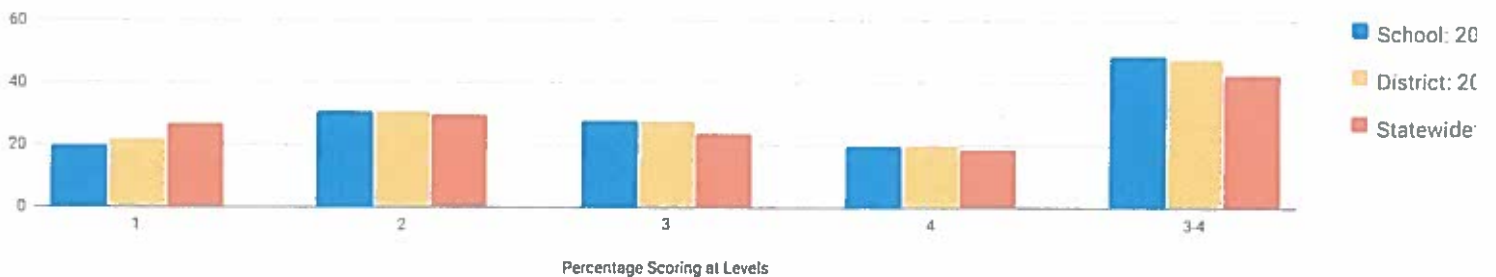
## GRADE 3 MATHEMATICS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	76	38%	20	26%	27	36%	22	29%	7	9%
GENERAL EDUCATION	69	41%	15	22%	26	38%	21	30%	7	10%
STUDENTS WITH DISABILITIES	7	14%	5	71%	1	14%	1	14%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	4	%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	37	43%	7	19%	14	38%	14	38%	2	5%
HISPANIC OR LATINO	20	25%	9	45%	6	30%	4	20%	1	5%
WHITE	12	33%	2	17%	6	50%	2	17%	2	17%
MULTIRACIAL	3	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	2	29%	1	14%	2	29%	2	29%
FEMALE	31	45%	7	23%	10	32%	11	35%	3	10%
MALE	45	33%	13	29%	17	38%	11	24%	4	9%
NON-ENGLISH LANGUAGE LEARNERS	74	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	25%	11	31%	16	44%	7	19%	2	6%
NOT ECONOMICALLY DISADVANTAGED	40	50%	9	23%	11	28%	15	38%	5	13%
NOT MIGRANT	76	38%	20	26%	27	36%	22	29%	7	9%

## GRADE 4 MATHEMATICS

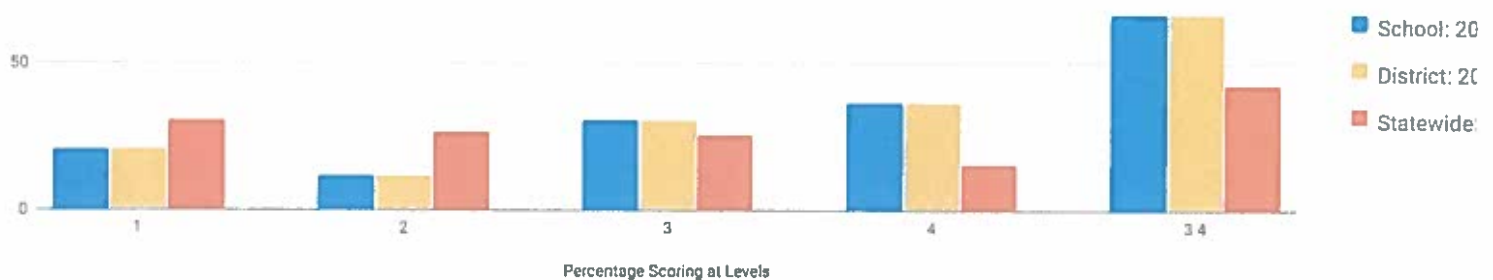


MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	109	49%	22	20%	34	31%	31	28%	22	20%

GENERAL EDUCATION	91	51%	15	16%	30	33%	27	30%	19	21%
STUDENTS WITH DISABILITIES	18	39%	7	39%	4	22%	4	22%	3	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	11	100%	0	0%	0	0%	7	64%	4	36%
BLACK OR AFRICAN AMERICAN	54	41%	11	20%	21	39%	14	26%	8	15%
HISPANIC OR LATINO	19	37%	7	37%	5	26%	4	21%	3	16%
WHITE	25	52%	4	16%	8	32%	6	24%	7	28%
FEMALE	48	50%	10	21%	14	29%	15	31%	9	19%
MALE	61	48%	12	20%	20	33%	16	26%	13	21%
NON-ENGLISH LANGUAGE LEARNERS	105	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	51	39%	14	27%	17	33%	14	27%	6	12%
NOT ECONOMICALLY DISADVANTAGED	58	57%	8	14%	17	29%	17	29%	16	28%
NOT MIGRANT	109	49%	22	20%	34	31%	31	28%	22	20%

## GRADE 5 MATHEMATICS

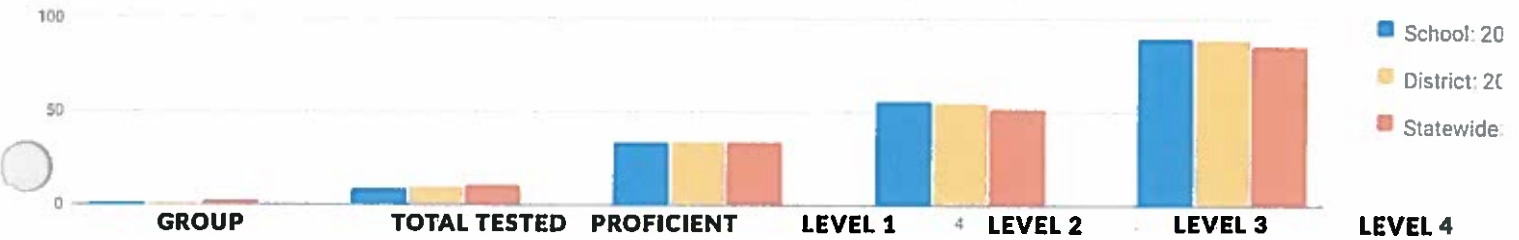


MEAN SCORE: 326

GROUP TOTAL TESTED PROFICIENT LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4

ALL STUDENTS	101	67%	21	21%	12	12%	31	31%	37	37%
GENERAL EDUCATION	84	77%	9	11%	10	12%	30	36%	35	42%
STUDENTS WITH DISABILITIES	17	18%	12	71%	2	12%	1	6%	2	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	8	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	58	57%	16	28%	9	16%	18	31%	15	26%
HISPANIC OR LATINO	16	63%	3	19%	3	19%	5	31%	5	31%
WHITE	18	94%	1	6%	0	0%	5	28%	12	67%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	1	11%	0	0%	3	33%	5	56%
FEMALE	46	65%	12	26%	4	9%	12	26%	18	39%
MALE	55	69%	9	16%	8	15%	19	35%	19	35%
NON-ENGLISH LANGUAGE LEARNERS	100	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	41	56%	13	32%	5	12%	12	29%	11	27%
NOT ECONOMICALLY DISADVANTAGED	60	75%	8	13%	7	12%	19	32%	26	43%
NOT MIGRANT	101	67%	21	21%	12	12%	31	31%	37	37%

## GRADE 4 SCIENCE



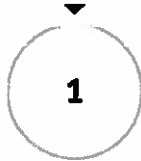
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	120	90%	1	11	41	67
GENERAL EDUCATION	101	93%	0	7	34	60
STUDENTS WITH DISABILITIES	19	74%	1	4	7	7
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	12	92%	0	1	2	9
BLACK OR AFRICAN AMERICAN	59	90%	1	5	25	28
HISPANIC OR LATINO	23	83%	0	4	6	13
WHITE	26	96%	0	1	8	17
FEMALE	53	85%	0	8	16	29
MALE	67	94%	1	3	25	38
NON-ENGLISH LANGUAGE LEARNERS	115	92%	1	8	39	67
ENGLISH LANGUAGE LEARNERS	5	40%	0	3	2	0
ECONOMICALLY DISADVANTAGED	57	86%	1	7	20	29
NOT ECONOMICALLY DISADVANTAGED	63	94%	0	4	21	38
NOT MIGRANT	120	90%	1	11	41	67



## RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

RECENTLY ARRIVED LEP STUDENTS  
TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 3



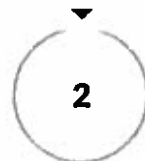
GRADE 4

RECENTLY ARRIVED LEP STUDENTS NOT  
TESTED ON THE ELA NYSTP

GRADE 3



GRADE 4



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

GRADE: 4  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL	70%	22%	7%	1%	98
LIMITED ENGLISH PROFICIE...	74%	21%	4%	1%	88
ECONOMICALLY DISADVAN...	43%	36%	18%	3%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERIC...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL	49%	39%	10%	2%	98
LIMITED ENGLISH PROFICIE...	56%	35%	9%	0%	91
ECONOMICALLY DISADVAN...	29%	48%	21%	2%	

GRADE: 8  
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
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4/20/2016

2015 | DAVISON AVENUE INTERMEDIATE SCHOOL - Report Card | NYSED Data Site

ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	59%	33%	8%	0%	98
LIMITED ENGLISH PROFICIE...	78%	19%	3%	0%	89
ECONOMICALLY DISADVAN...	36%	42%	21%	1%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALAS...	0%	0%	0%	0%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISABILITL...	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIE...	72%	21%	6%	1%	94
ECONOMICALLY DISADVAN...	40%	39%	17%	4%	

## NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2014 - 15)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 4 ELA	1	0%	-	-	-	-
GRADE 4 MATH	1	0%	-	-	-	-
GRADE 4 SCIENCE	1	0%	-	-	-	-
GRADE 5 ELA	1	0%	-	-	-	-

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2014 - 15)

### GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	5	20%	20%	20%	20%	20%
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

### GRADE 4

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



GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

# GRADE 5

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

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

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

772\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

90%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

**YES**

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

308

PI

120

EAMO

91

SAFE HARBOR  
TARGET

91

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%

—

STUDENTS ENROLLED DURING THE

PERCENT OF ENROLLED STUDENTS

## TEST ADMINISTRATION PERIOD

## WITH VALID TEST SCORES

NO

386\*

92%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

162

117

70

70

## HISPANIC OR LATINO

MADE AYP: NO

## TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

NO

158\*

92%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

64

89

71

71

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

## TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

27

—

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

—

23

—

—

—

## WHITE

MADE AYP: NO

## TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

NO

175\*

79%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

56

PI

145

EAMO

101

SAFE HARBOR  
TARGET

101

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

4

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

3

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

149\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

85%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

52†

PI

58†

EAMO

47

SAFE HARBOR  
TARGET

47

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

14

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

—

8

## ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

335\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

92%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

142

PI



99

EAMO



75

SAFE HARBOR  
TARGET

75

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

### NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

772\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

90%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

308

PI

120

### NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

386\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

87%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

146

PI

123

### NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

614\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

89%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

244

PI

128

### NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

726\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

89%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

285

PI

117

### NOT WHITE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

597\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

92%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

252

PI

114

### NOT MULTIRACIAL

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

TESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

765\*

90%\*

305

119

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

623\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

91%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

257

PI

133

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

744\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

89%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

300

PI

123

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

437\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

88%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

166

PI

137

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

422\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

89%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

176

PI

110

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

350\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

91%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

132

PI

133

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

772\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

90%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

308

PI

120

— 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**

## ALL STUDENTS

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

771\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

85%\*

PI >= EAMO OR SAFE  
HARBOR TARGET**YES**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

282

PI

131

EAMO

88

SAFE HARBOR  
TARGET

88

## AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

## BLACK OR AFRICAN AMERICAN

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

384\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

88%\*

PI ≥ EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

147

PI

126

EAMO

63

SAFE HARBOR  
TARGET

63

## HISPANIC OR LATINO

MADE AYP: **NO**

TESTED 95%

**NO**STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

159\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

84%\*

PI ≥ EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

54

PI

104

EAMO

68

SAFE HARBOR  
TARGET

68

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

27

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI ≥ EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

22

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

## WHITE

MADE AYP: **NO**



TESTED 95%

NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

175\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

78%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

55

PI

153

EAMO

97

SAFE HARBOR  
TARGET

97

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

4

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE  
HARBOR TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

4

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

150\*

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

79%\*

PI >= EAMO OR SAFE  
HARBOR TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

43†

PI

74†

EAMO

47

SAFE HARBOR  
TARGET

47

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

14	—
----	---

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

—

6

—

—

—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

NO

333\*

86%\*

PI >= EAMO OR SAFE  
HARBOR TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

SAFE HARBOR  
TARGET

YES

125

110

72

72

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

### NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
771*	85%*	282	131

### NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
387*	82%*	135	137

### NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
612*	85%*	228	138

### NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
725*	85%*	260	127

### NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
596*	87%*	227	126

### NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI

764\*

85%\*

278

131

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

621\*

87%\*

240

141

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

743\*

86%\*

276

134

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

438\*

85%\*

157

148

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

423\*

84%\*

158

130

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

348\*

86%\*

124

132

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

0

—

0

—

## NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

771\*

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

85%\*

TESTED STUDENTS  
ENROLLED ON BEDS DAY

282

PI

131

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

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

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

## ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

## ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP: YES

TESTED 80%

YES

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

134

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

90%

PI >= EAMO OR  
PROGRESS TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

120

PI

189

EAMO

176

PROGRESS TARGET

176

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

0

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

EAMO

—

PROGRESS TARGET

—

**BLACK OR AFRICAN AMERICAN**

MADE AYP: YES

TESTED 80%

YES

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

65

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

91%

PI >= EAMO OR  
PROGRESS TARGET

YES

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

58

PI

188

EAMO

159

PROGRESS TARGET

159

**HISPANIC OR LATINO**

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

27

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

23

PI

—

EAMO

—

PROGRESS TARGET

—

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

12

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

—

PI >= EAMO OR  
PROGRESS TARGET

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

12

PI

—

EAMO

—

PROGRESS TARGET

—

**WHITE**

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

▼

30

▼

PI >= EAMO OR  
PROGRESS TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

▼

27

▼

▼

▼

MULTIRACIAL

▼

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

▼

▼

▼

PI >= EAMO OR  
PROGRESS TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

▼

0

▼

▼

▼

STUDENTS WITH DISABILITIES

▼

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

▼

▼

▼

PI >= EAMO OR  
PROGRESS TARGETTESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

▼

20

▼

▼

▼

LIMITED ENGLISH PROFICIENT

▼

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIODPERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

▼

▼

▼

6	—
---	---

PI >= EAMO OR  
PROGRESS TARGET

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

—	4	—	—	—
---	---	---	---	---

ECONOMICALLY DISADVANTAGED

MADE AYP: YES

TESTED 80%

STUDENTS ENROLLED DURING THE  
TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS  
WITH VALID TEST SCORES

YES	66	86%
-----	----	-----

PI >= EAMO OR  
PROGRESS TARGET

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

PI

EAMO

PROGRESS TARGET

YES	56	184	164	164
-----	----	-----	-----	-----



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

### NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

134

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

90%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

120

PI

189

### NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

69

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

90%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

62

PI

190

### NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

107

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

92%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

97

PI

191

### NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

122

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

89%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

108

PI

189

### NOT WHITE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

104

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

90%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

93

PI

187

### NOT MULTIRACIAL

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

TESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

134

90%

120

189

## GENERAL EDUCATION

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

109

93%

100

193

## ENGLISH PROFICIENT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

128

91%

116

191

## NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

68

94%

64

194

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

77

88%

68

193

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

57

93%

52

185

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORESTESTED STUDENTS  
ENROLLED ON BEDS DAY

PI

0

—

0

—

## NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION PERIOD

134

PERCENT OF ENROLLED  
STUDENTS WITH VALID  
TEST SCORES

90%

TESTED STUDENTS  
ENROLLED ON BEDS DAY

120

PI

189

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

## ALL STUDENTS

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

120

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

131

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

126

## AMERICAN INDIAN OR ALASKA NATIVE

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

—

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

—

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

—

## BLACK OR AFRICAN AMERICAN

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

117

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

126

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

122

## HISPANIC OR LATINO

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI

—

ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI

—

SECONDARY-LEVEL  
ELA PI

—

SECONDARY-LEVEL  
MATH PI

—

UNWEIGHTED  
COMBINED PI

—

89

104

—

—

97

## ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

—

—

—

—

—

## WHITE

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

145

153

—

—

149

## MULTIRACIAL

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

—

—

—

—

—

## STUDENTS WITH DISABILITIES

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

58

74

—

—

66

## LIMITED ENGLISH PROFICIENT

ELEMENTARY/  
MIDDLE-LEVEL ELA  
PIELEMENTARY/  
MIDDLE-LEVEL MATH  
PISECONDARY-LEVEL  
ELA PISECONDARY-LEVEL  
MATH PIUNWEIGHTED  
COMBINED PI

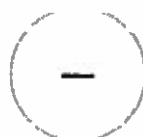
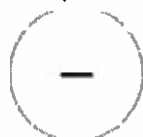
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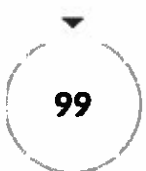
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**ECONOMICALLY DISADVANTAGED**



**ELEMENTARY/  
MIDDLE-LEVEL ELA  
PI**



**ELEMENTARY/  
MIDDLE-LEVEL MATH  
PI**



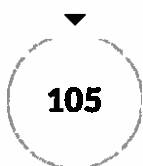
**SECONDARY-LEVEL  
ELA PI**



**SECONDARY-LEVEL  
MATH PI**



**UNWEIGHTED  
COMBINED PI**



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

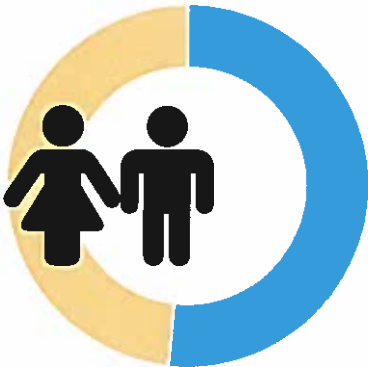
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MAURICE W DOWNING PRIMARY SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

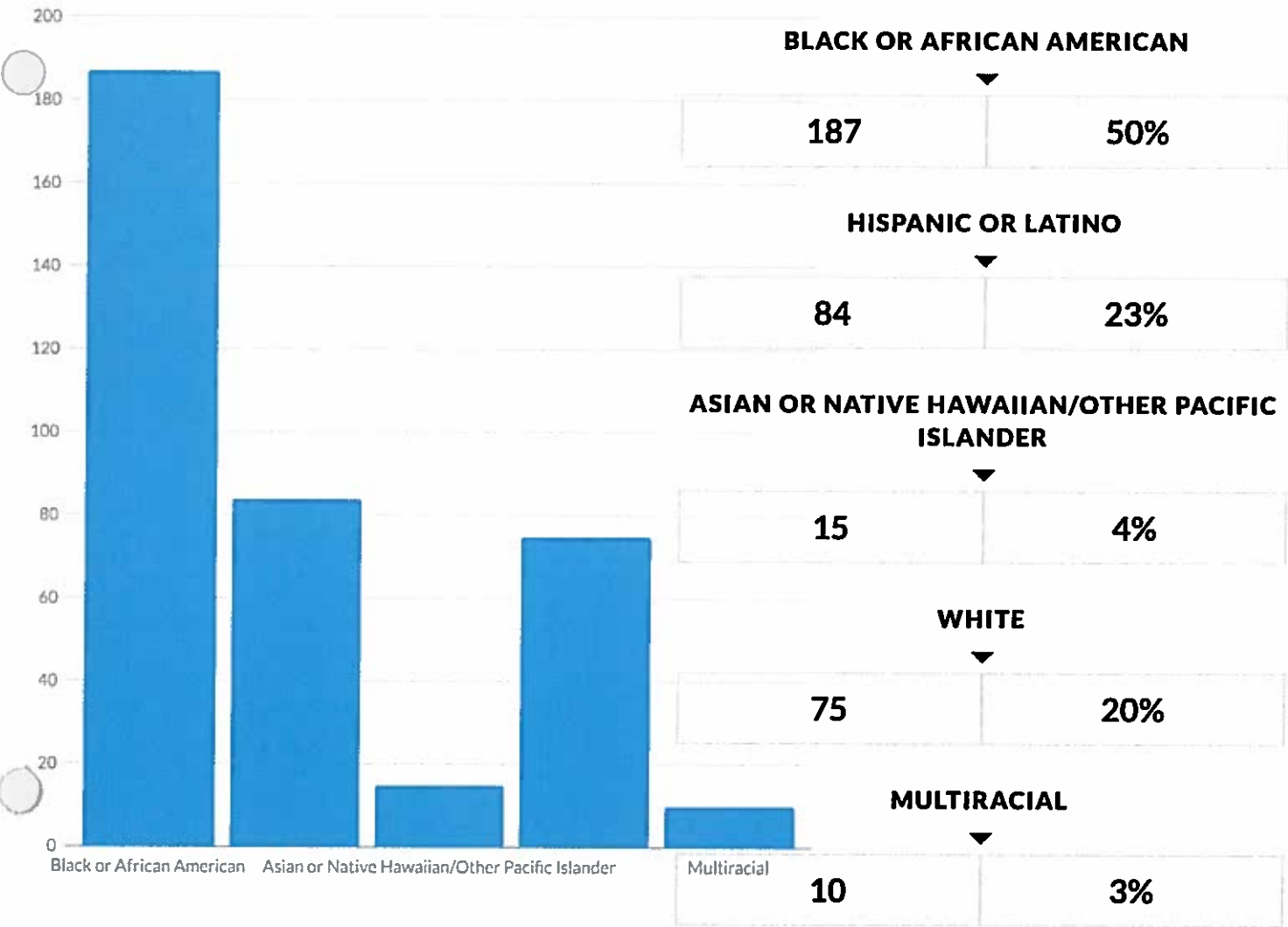
MAURICE W DOWNING PRIMARY SCHOOL  
ENROLLMENT (2014 - 15)

K-12 Enrollment: 371

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



# OTHER GROUPS

ENGLISH LANGUAGE  
LEARNERS

20	5%
----	----

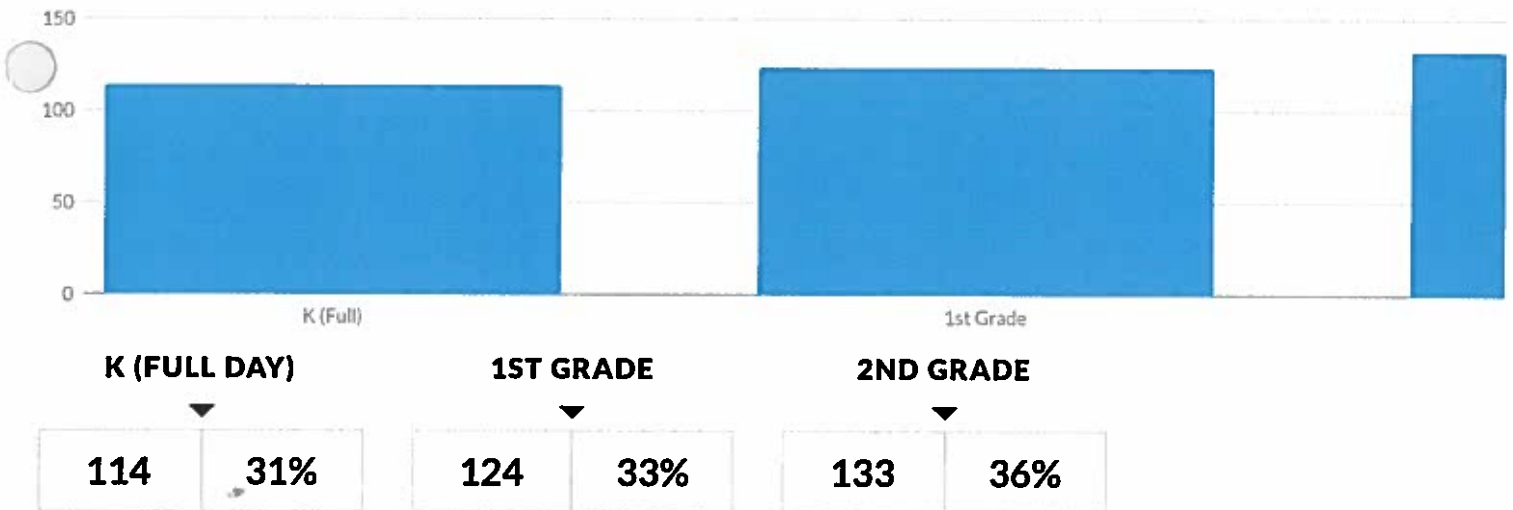
STUDENTS WITH DISABILITIES

48	13%
----	-----

ECONOMICALLY  
DISADVANTAGED

164	44%
-----	-----

# ENROLLMENT BY GRADE





**AVERAGE CLASS SIZE (2014 - 15)****COMMON BRANCH**  
  
24**FREE AND REDUCED-PRICE LUNCH (2014 - 15)****ELIGIBLE FOR FREE LUNCH**

128

35%

**ELIGIBLE FOR REDUCED-PRICE LUNCH**

21

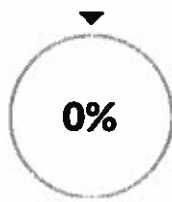
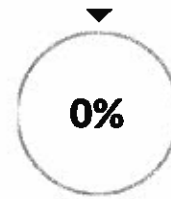
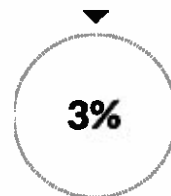
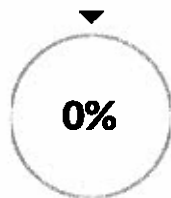
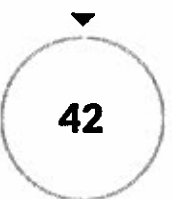
6%

**ATTENDANCE (2013 - 14)****ANNUAL ATTENDANCE RATE**  
98%**STUDENT SUSPENSIONS (2013 - 14)****STUDENT SUSPENSIONS**

0

0%

**TEACHER TURNOVER RATE (2013-14 TO 2014-15)****STAFF COUNTS (2014 - 15)****PRINCIPALS**  
  
1**ASSISTANT  
PRINCIPALS**  
  
0**OTHER  
PROFESSIONAL  
STAFF**  
  
4**PARAPROFESSIONALS**  
  
0**TEACHER QUALIFICATIONS (2014 - 15)****TOTAL TEACHERS: 30**

**PERCENT WITH NO VALID TEACHING  
CERTIFICATE****PERCENT TEACHING OUT OF CERTIFICATION****PERCENT WITH FEWER THAN THREE YEARS OF  
EXPERIENCE****PERCENTAGE WITH MASTER'S DEGREE PLUS 30  
HOURS OR DOCTORATE****TOTAL NUMBER OF CORE CLASSES****PERCENT NOT TAUGHT BY HIGHLY QUALIFIED  
TEACHERS IN THIS SCHOOL****TOTAL NUMBER OF CLASSES****PERCENT TAUGHT BY TEACHERS WITHOUT  
APPROPRIATE CERTIFICATION****STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL  
PROGRESS: NAEP (2014 - 15)****GRADE: 4  
READING**

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION..
ALL STUDENTS	32%	32%	27%	9%	

ALL STUDENTS

32%

32%

27%

9%

AMERICAN INDIAN OR...	*%	*%	*%	*%	
ASIAN OR NATIVE HAW...	20%	30%	33%	17%	
BLACK OR AFRICAN A...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISA...	70%	22%	7%	1%	98
LIMITED ENGLISH PRO...	74%	21%	4%	1%	88
ECONOMICALLY DISA...	43%	36%	18%	3%	

## MATHEMATICS

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

## GRADE: 8 READING

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

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION..
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR...	0%	0%	0%	0%	
ASIAN OR NATIVE HAW...	18%	30%	33%	19%	
BLACK OR AFRICAN A...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	0%	0%	0%	0%	
STUDENTS WITH DISA...	64%	27%	8%	1%	99
LIMITED ENGLISH PRO...	72%	21%	6%	1%	94
ECONOMICALLY DISA...	40%	39%	17%	4%	

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

## ALL ACCOUNTABILITY GROUPS MADE AYP: YES

#### ALL STUDENTS

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

75

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

100%

PI >= EAMO OR  
SAFE HARBOR  
TARGET

YES

TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY

75

PI

103

EAMO

86

SAFE HARBOR  
TARGET

20

#### AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

**TESTED 95%**

—

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

0

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

—

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

0

**PI**

—

**EAMO**

—

**SAFE HARBOR  
TARGET**

—

**BLACK OR AFRICAN AMERICAN****MADE AYP: YES****TESTED 95%**

—

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

39

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

YES

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

39

**PI**

118

**EAMO**

62

**SAFE HARBOR  
TARGET**

20

**HISPANIC OR LATINO****MADE AYP: —****TESTED 95%**

—

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

20

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

**PI >= EAMO OR****TESTED  
STUDENTS**

**SAFE HARBOR  
TARGET****ENROLLED ON  
BEDS DAY****PI****EAMO****SAFE HARBOR  
TARGET**

—

20

—

—

—

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER****MADE AYP: —****TESTED 95%****STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD****PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

3

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET****TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY****PI****EAMO****SAFE HARBOR  
TARGET**

—

3

—

—

—

**WHITE****MADE AYP: —****TESTED 95%****STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD****PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

11

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET****TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY****PI****EAMO****SAFE HARBOR  
TARGET**

—

11

—

—

—

**MULTIRACIAL**

## MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

▼

▼

▼

—

2

—

PI ≥ EAMO OR  
SAFE HARBOR  
TARGETTESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY

PI

EAMO

SAFE HARBOR  
TARGET

▼

▼

▼

▼

▼

—

2

—

—

—

## STUDENTS WITH DISABILITIES

## MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

▼

▼

▼

—

7

—

PI ≥ EAMO OR  
SAFE HARBOR  
TARGETTESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY

PI

EAMO

SAFE HARBOR  
TARGET

▼

▼

▼

▼

▼

—

7

—

—

—

## LIMITED ENGLISH PROFICIENT

## MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIODPERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

▼

▼

▼

—

2

—

☐
**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

**PI**

**EAMO**

**SAFE HARBOR  
TARGET**

—

2

—

—

—

**ECONOMICALLY DISADVANTAGED**

**MADE AYP: YES**

**TESTED 95%**

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

36

—

☐
**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

**PI**

**EAMO**

**SAFE HARBOR  
TARGET**

YES

36

81

68

20



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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

75

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

75

PI

103

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

36

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

36

PI

86

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

55

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

55

PI

120

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

72

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

72

PI

103

## NOT WHITE

**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

64

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

100%

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

64

PI

100

**NOT MULTIRACIAL**

**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

73

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

100%

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

73

PI

100

**GENERAL EDUCATION**

**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

68

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

100%

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

68

PI

113

**ENGLISH PROFICIENT**

**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

73

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

100%

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

73

PI

105

**NOT ECONOMICALLY DISADVANTAGED**

**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

PI

123

39

—

39

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

46

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

46

PI

96

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

29

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

29

PI

—

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

0

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

75

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

75

PI

103

NOTE: Because this school serves only students in grades below 3, its accountability results are based on the Grade 3 performance of students who were formerly in this school and now attend another district school.

— 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.

## ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

#### ALL STUDENTS

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

67

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

100%

PI  $\geq$  EAMO OR  
SAFE HARBOR  
TARGET

YES

TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY

67

PI

112

EAMO

82

SAFE HARBOR  
TARGET

20

#### AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD

0

PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES

—

PI  $\geq$  EAMO OR  
SAFE HARBOR  
TARGET

—

TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY

0

PI

—

EAMO

—

SAFE HARBOR  
TARGET

—

**BLACK OR AFRICAN AMERICAN****MADE AYP: YES****TESTED 95%**

—

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

33

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

YES

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

33

**PI**

127

**EAMO**

55

**SAFE HARBOR  
TARGET**

20

**HISPANIC OR LATINO****MADE AYP: —****TESTED 95%**

—

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

17

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

—

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

17

**PI**

—

**EAMO**

—

**SAFE HARBOR  
TARGET**

—

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER****MADE AYP: —****TESTED 95%****STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION****PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST**

<div>—</div>		<b>PERIOD</b> ▼ <div>3</div>	<b>SCORES</b> ▼ <div>—</div>	
<b>PI &gt;= EAMO OR SAFE HARBOR TARGET</b> ▼ <div>—</div>	<b>TESTED STUDENTS ENROLLED ON BEDS DAY</b> ▼ <div>3</div>	<b>PI</b> ▼ <div>—</div>	<b>EAMO</b> ▼ <div>—</div>	<b>SAFE HARBOR TARGET</b> ▼ <div>—</div>

**WHITE**  
▼**MADE AYP: —**

<b>TESTED 95%</b> ▼ <div>—</div>		<b>STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD</b> ▼ <div>11</div>	<b>PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES</b> ▼ <div>—</div>	
<b>PI &gt;= EAMO OR SAFE HARBOR TARGET</b> ▼ <div>—</div>	<b>TESTED STUDENTS ENROLLED ON BEDS DAY</b> ▼ <div>11</div>	<b>PI</b> ▼ <div>—</div>	<b>EAMO</b> ▼ <div>—</div>	<b>SAFE HARBOR TARGET</b> ▼ <div>—</div>

**MULTIRACIAL**  
▼**MADE AYP: —**

<b>TESTED 95%</b> ▼ <div>—</div>		<b>STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD</b> ▼ <div>3</div>	<b>PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES</b> ▼ <div>—</div>	
<b>PI &gt;= EAMO OR SAFE HARBOR TARGET</b> ▼ <div>—</div>	<b>TESTED STUDENTS ENROLLED ON BEDS DAY</b> ▼ <div>—</div>	<b>PI</b> ▼ <div>—</div>	<b>EAMO</b> ▼ <div>—</div>	<b>SAFE HARBOR TARGET</b> ▼ <div>—</div>

—

3

—

—

—

**STUDENTS WITH DISABILITIES****MADE AYP: —****TESTED 95%**

—

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

5

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

—

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

5

**PI**

—

**EAMO**

—

**SAFE HARBOR  
TARGET**

—

**LIMITED ENGLISH PROFICIENT****MADE AYP: —****TESTED 95%**

—

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

1

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

—

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

1

**PI**

—

**EAMO**

—

**SAFE HARBOR  
TARGET**

—

**ECONOMICALLY DISADVANTAGED****MADE AYP: YES**

**TESTED 95%**

—

**STUDENTS ENROLLED DURING  
THE TEST ADMINISTRATION  
PERIOD**

32

**PERCENT OF ENROLLED  
STUDENTS WITH VALID TEST  
SCORES**

—

**PI >= EAMO OR  
SAFE HARBOR  
TARGET**

YES

**TESTED  
STUDENTS  
ENROLLED ON  
BEDS DAY**

32

**PI**

94

**EAMO**

64

**SAFE HARBOR  
TARGET**

20



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

## NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

67

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

67

PI

112

## NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

34

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

34

PI

97

## NOT HISPANIC OR LATINO

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

50

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

50

PI

126

## NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

64

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

64

PI

113

## NOT WHITE



**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

56

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

100%

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

56

PI

109

NOT MULTIRACIAL

**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

64

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

100%

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

64

PI

111

GENERAL EDUCATION



**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

62

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

100%

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

62

PI

116

ENGLISH PROFICIENT

**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

66

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

100%

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

66

PI

114

NOT ECONOMICALLY DISADVANTAGED



**STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD**

**PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES**

**TESTED STUDENTS  
ENROLLED ON BEDS  
DAY**

PI

129

35

—

35

## MALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

41

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

41

PI

105

## FEMALE

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

26

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

26

PI

—

## MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

0

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

—

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

0

PI

—

## NOT MIGRANT

STUDENTS ENROLLED  
DURING THE TEST  
ADMINISTRATION  
PERIOD

67

PERCENT OF  
ENROLLED STUDENTS  
WITH VALID TEST  
SCORES

100%

TESTED STUDENTS  
ENROLLED ON BEDS  
DAY

67

PI

112

NOTE: Because this school serves only students in grades below 3, its accountability results are based on the Grade 3 performance of students who were formerly in this school and now attend another district school.

— 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.

## UNWEIGHTED COMBINED ELA AND MATH PIS

### ALL STUDENTS

ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI



ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI



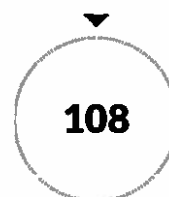
SECONDARY-  
LEVEL ELA PI



SECONDARY-  
LEVEL MATH PI



UNWEIGHTED  
COMBINED PI



### AMERICAN INDIAN OR ALASKA NATIVE

ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI



ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI



SECONDARY-  
LEVEL ELA PI



SECONDARY-  
LEVEL MATH PI



UNWEIGHTED  
COMBINED PI



### BLACK OR AFRICAN AMERICAN

ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI



ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI



SECONDARY-  
LEVEL ELA PI



SECONDARY-  
LEVEL MATH PI



UNWEIGHTED  
COMBINED PI



### HISPANIC OR LATINO

ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI



ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI



SECONDARY-  
LEVEL ELA PI

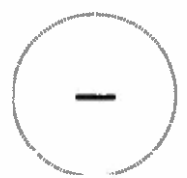
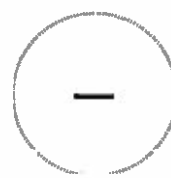
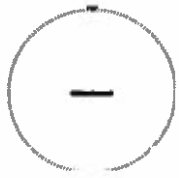
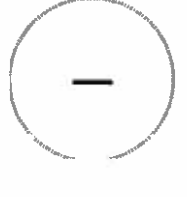
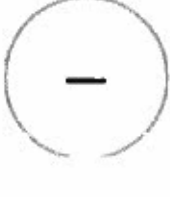
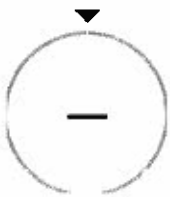
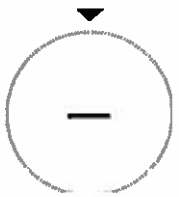
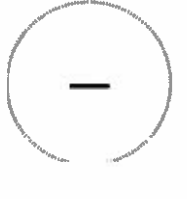


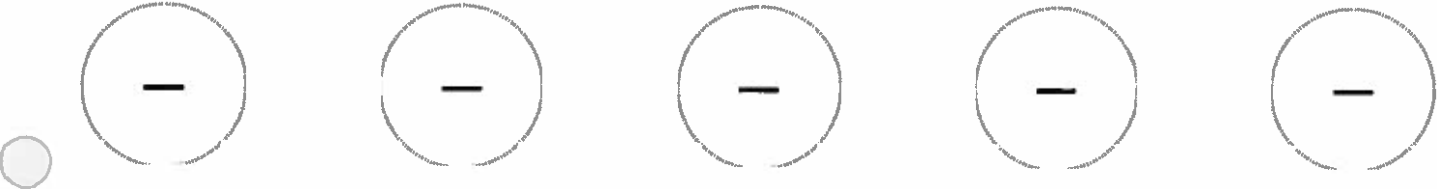
SECONDARY-  
LEVEL MATH PI



UNWEIGHTED  
COMBINED PI



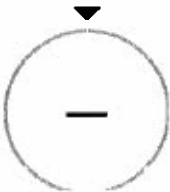
**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER****ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI****ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI****SECONDARY-  
LEVEL ELA PI****SECONDARY-  
LEVEL MATH PI****UNWEIGHTED  
COMBINED PI****WHITE****ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI****ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI****SECONDARY-  
LEVEL ELA PI****SECONDARY-  
LEVEL MATH PI****UNWEIGHTED  
COMBINED PI****MULTIRACIAL****ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI****ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI****SECONDARY-  
LEVEL ELA PI****SECONDARY-  
LEVEL MATH PI****UNWEIGHTED  
COMBINED PI****STUDENTS WITH DISABILITIES****ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI****ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI****SECONDARY-  
LEVEL ELA PI****SECONDARY-  
LEVEL MATH PI****UNWEIGHTED  
COMBINED PI**



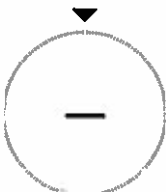
LIMITED ENGLISH PROFICIENT



ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI



ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI



SECONDARY-  
LEVEL ELA PI



SECONDARY-  
LEVEL MATH PI



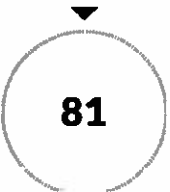
UNWEIGHTED  
COMBINED PI



ECONOMICALLY DISADVANTAGED



ELEMENTARY/  
MIDDLE-LEVEL  
ELA PI



ELEMENTARY/  
MIDDLE-LEVEL  
MATH PI



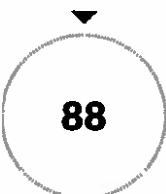
SECONDARY-  
LEVEL ELA PI




SECONDARY-  
LEVEL MATH PI



UNWEIGHTED  
COMBINED PI



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

<b>Entity Name</b> MALVERNE UFSD <b>BEDS Code</b> 280212 <b>Claim Year</b> 2015-2016 <input type="button" value="SET VALUES"/>	<div style="font-size: 2em; font-weight: bold; margin: 0;">SAMS</div> <div style="font-size: 0.8em; margin: 0;">NEW YORK STATE EDUCATION DEPARTMENT STATE AID MANAGEMENT SYSTEM</div>																																																																	
<div style="display: flex; justify-content: space-between; font-size: 0.9em;"><span>Welcome Christopher Caputo (School Entity User)</span><span>CORE</span><span>04/18/2016 09:59 AM</span><span>Home   Issue Reporting   Help   Logout</span></div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; font-size: 0.8em;"><span>Entity Info</span><span>Forms</span><span>Claim Verifications</span><span>Activity Log</span><span>Reports</span></div>																																																																		
<p><b>You Have Selected the 'Official' Data Area.</b> The Data State of the form set is: "Clean"</p> <div style="text-align: right; font-size: 0.8em;"><a href="#">Print Legacy</a>   <a href="#">Print Form</a>   <a href="#">Print Blank</a>   <a href="#">Print Text Only</a></div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"><div style="width: 45%;"><b>District Name:</b> MALVERNE UFSD <b>Contact Person:</b> CHRISTOPHER CAPUTO</div><div style="width: 45%;"><b>District Code:</b> 280212 <b>Telephone:</b> (516) 887-6417 <b>Ext:</b> <input style="width: 50px;" type="text"/></div></div> <div style="margin-top: 20px;"><b>School Administrator Salary Disclosure Form</b><div style="text-align: right; font-size: 0.8em;">Form Due May 9, 2016 2016-2017 Salary Threshold = \$130,000</div></div> <p style="font-size: 0.8em; margin-top: 20px;">In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2016-2017.</p> <p style="font-size: 0.8em;">If you will be sharing a <u>Superintendent</u>, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to <a href="mailto:EMSCMGTS@nysed.gov">EMSCMGTS@nysed.gov</a> indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.</p> <p style="font-size: 0.8em;">The salaries, benefits and other compensation reported in the form should reflect <u>only</u> the financial support or commitment that <u>your</u> district will be making. They should not reflect the <u>total</u> amounts budgeted to be paid by all participating districts over the school year.</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin-top: 20px;"><b>Report Estimated Salaries in the Budget for the 2016-2017 School Year</b> Sections 1608 and 1716 of the Education Law (Please read the instructions and definitions before completing this form.)</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"><thead><tr><th style="width: 35%;">Title</th><th style="width: 20%;">Salary</th><th style="width: 20%;">Employee Benefits</th><th style="width: 25%;">Other Remuneration</th></tr></thead><tbody><tr><td>1. Superintendent of Schools</td><td>235,238</td><td>11,551</td><td>25,590</td></tr><tr><td colspan="4" style="padding: 5px;">Please list the district or districts with which you will be sharing a superintendent (if applicable): <input style="width: 100%;" type="text"/></td></tr><tr><td colspan="4" style="text-align: center; padding: 5px;">Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)</td></tr><tr><td>2. ASSISTANT SUPERINTENDENT FOR CURRICU</td><td>199,512</td><td>55,064</td><td></td></tr><tr><td>3. ASSISTANT SUPERINTENDENT FOR DISTRICT</td><td>183,067</td><td>52,898</td><td></td></tr><tr><td>4.</td><td></td><td></td><td></td></tr><tr><td>5.</td><td></td><td></td><td></td></tr><tr><td>6.</td><td></td><td></td><td></td></tr><tr><td>7.</td><td></td><td></td><td></td></tr><tr><td>8.</td><td></td><td></td><td></td></tr><tr><td>9.</td><td></td><td></td><td></td></tr><tr><td>10.</td><td></td><td></td><td></td></tr><tr><td>11.</td><td></td><td></td><td></td></tr><tr><td>12.</td><td></td><td></td><td></td></tr><tr><td>13.</td><td></td><td></td><td></td></tr></tbody></table>			Title	Salary	Employee Benefits	Other Remuneration	1. Superintendent of Schools	235,238	11,551	25,590	Please list the district or districts with which you will be sharing a superintendent (if applicable): <input style="width: 100%;" type="text"/>				Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)				2. ASSISTANT SUPERINTENDENT FOR CURRICU	199,512	55,064		3. ASSISTANT SUPERINTENDENT FOR DISTRICT	183,067	52,898		4.				5.				6.				7.				8.				9.				10.				11.				12.				13.			
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## Other Supervisory and Administrative Employees Scheduled to Receive \$130,000 or More in Salary

71.	HIGH SCHOOL PRINCIPAL	182,417
72.	MIDDLE SCHOOL PRINCIPAL	172,264
73.	ELEMENTARY SCHOOL PRINCIPAL	154,140
74.	ELEMENTARY SCHOOL PRINCIPAL	154,140
75.	HIGH SCHOOL ASSISTANT PRINCIPAL	145,105
76.	MIDDLE SCHOOL ASSISTANT PRINCIPAL	148,875
77.	ELEMENTARY ASSISTANT PRINCIPAL	158,664
78.	HIGH SCHOOL DEAN	134,928
79.	DIRECTOR OF SPECIAL EDUCATION	155,150
80.	CHAIRPERSON FOREIGN LANGUAGE & BUSIN	134,232
81.	CHAIRPERSON MUSIC & ART	135,725
82.	BUSINESS ADMINISTRATOR	132,600
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**NYS BOARD OF REAL PROPERTY SERVICES  
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only – not to be filed with NYS Board of Real Property Services)

Date: 02/18/2016

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2016

School District: 282012 Malverne

Total equalized value in taxing jurisdiction: 1,791,182,200

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS - GENERALLY	RPTL 404(1)	5	62,526,600	3.49%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	10	8,241,600	0.46%
13100	CO - GENERALLY	RPTL 406(1)	40	31,782,400	1.77%
13500	TOWN - GENERALLY	RPTL 406(1)	4	38,400	0.00%
13650	VG - GENERALLY	RPTL 406(1)	20	30,883,600	1.72%
13800	SCHOOL DISTRICT	RPTL 408	11	126,757,200	7.08%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	12,165,900	0.68%
19950	MUNICIPAL RAILROAD	RPTL 456	13	2,720,100	0.15%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	7	2,591,200	0.14%
25120	NONPROF CORP - EDUC( CONST PRO	RPTL 420-a	2	876,800	0.05%
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	7,413,500	0.41%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	8	2,611,600	0.15%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	18	40,329,900	2.25%
27350	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	4,496,300	0.25%
41124	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	5,881,800	0.33%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	295	1,770,000	0.10%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	220	2,210,000	0.12%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	49	884,000	0.05%
41400	CLERGY	RPTL 460	19	5,955,600	0.33%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	66	1,955,600	0.11%
41800	PERSONS AGE 65 OR OVER	RPTL 467	133	17,951,300	1.00%
41834	ENHANCED STAR	RPTL 425	578	71,155,885	3.97%
41854	BASIC STAR	RPTL 425	2929	163,637,200	9.14%
41900	PHYSICALLY DISABLED	RPTL 459	4	342,000	0.02%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	642,400	0.04%
41980	LOW OR MODERATE INCOME HOUSING	RPTL 421-E	1	81,200	0.00%
<b>Totals:</b>			<b>4442</b>	<b>605,902,085</b>	<b>33.83%</b>