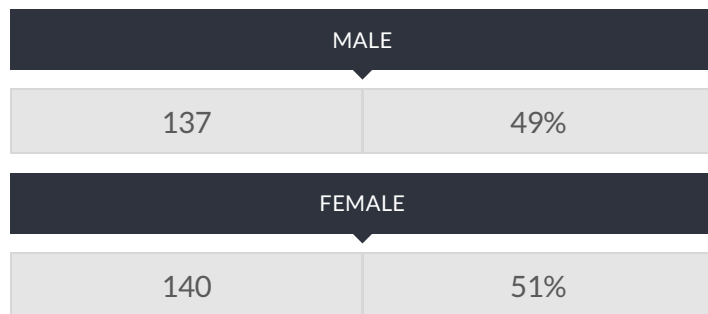
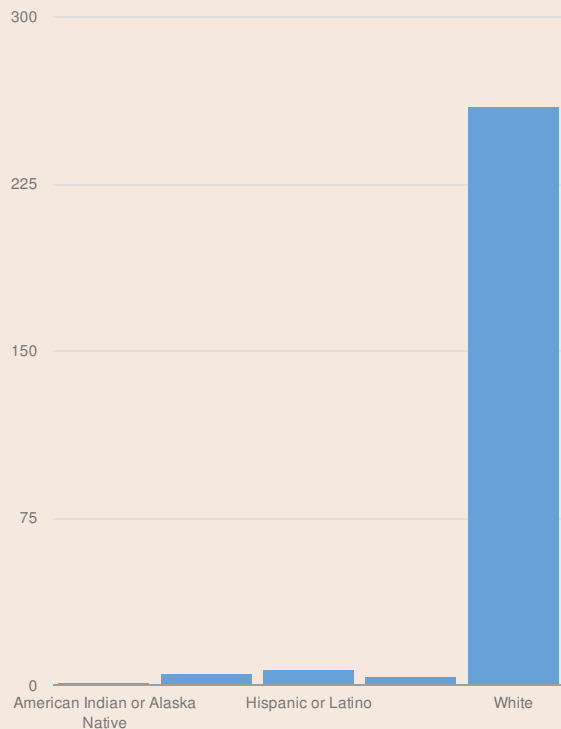


ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1

0%

BLACK OR AFRICAN AMERICAN

5

2%

HISPANIC OR LATINO

7

3%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

4

1%

WHITE

260

94%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

—

—

STUDENTS WITH DISABILITIES

33

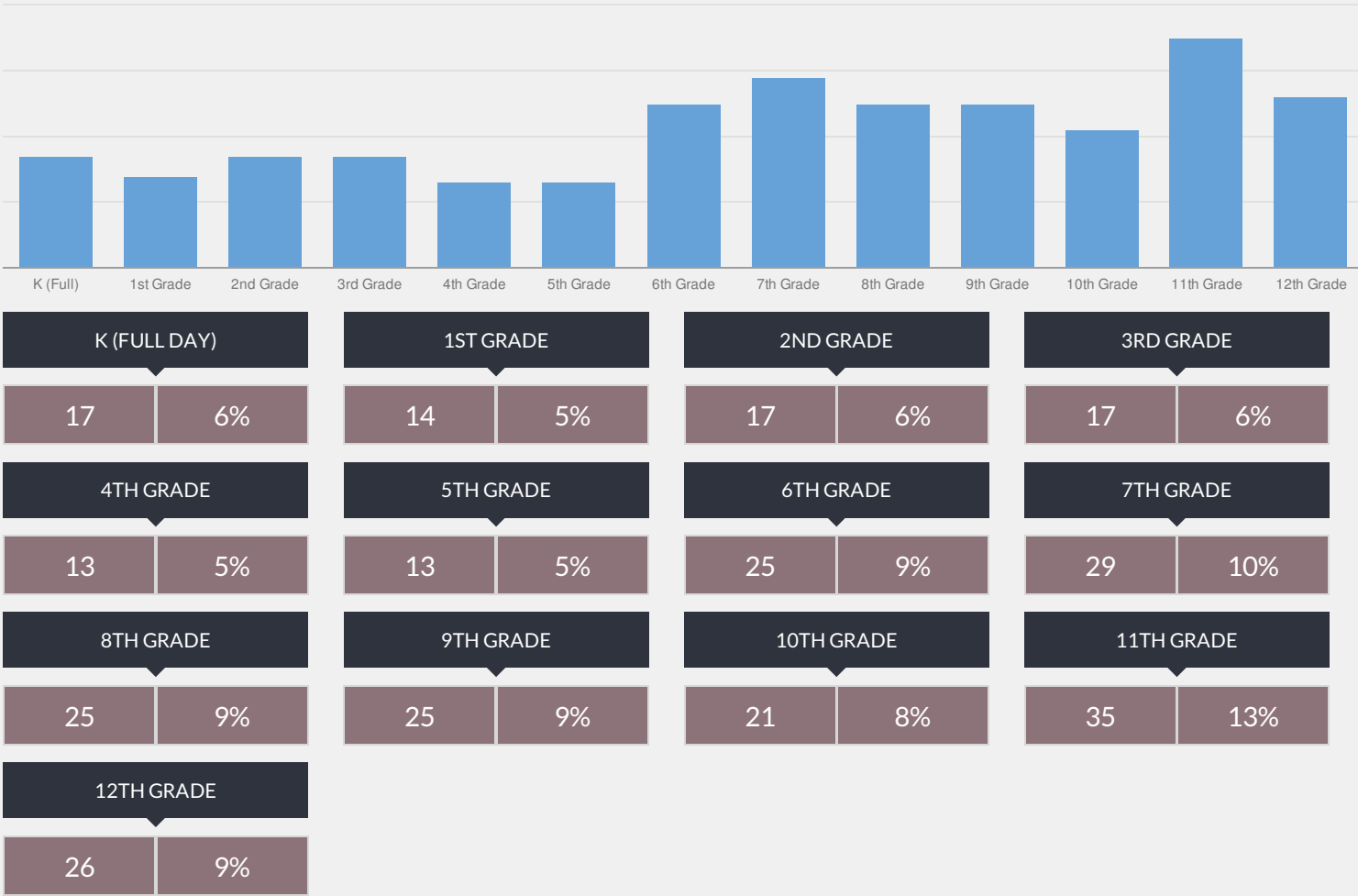
12%

ECONOMICALLY DISADVANTAGED

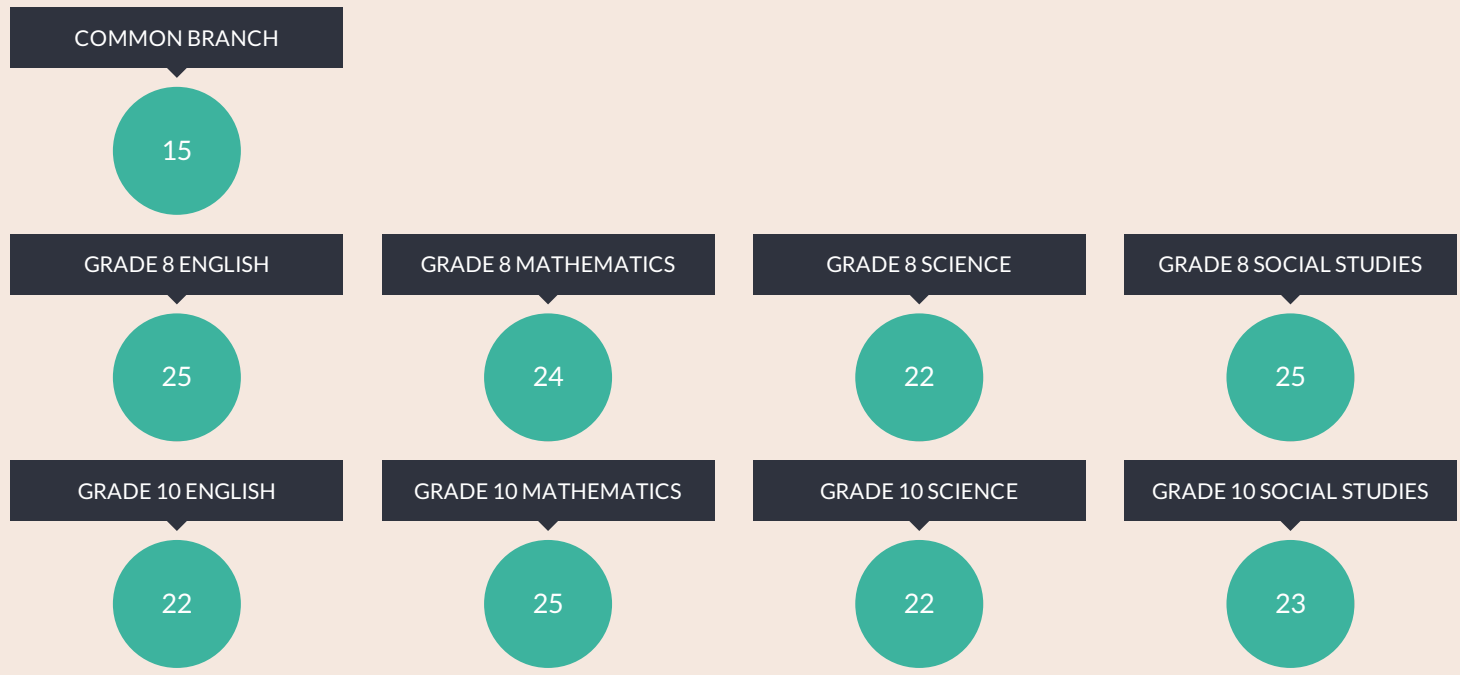
125

45%

ENROLLMENT BY GRADE



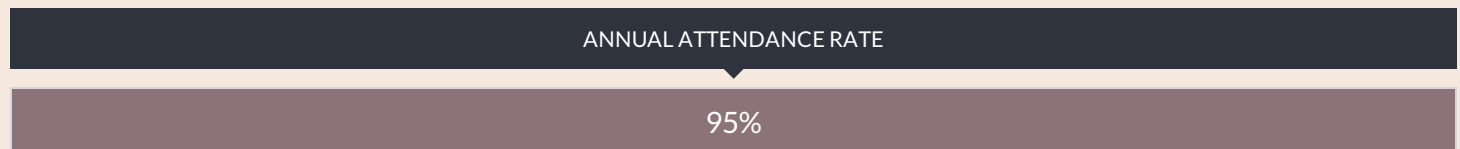
AVERAGE CLASS SIZE (2014 - 15)



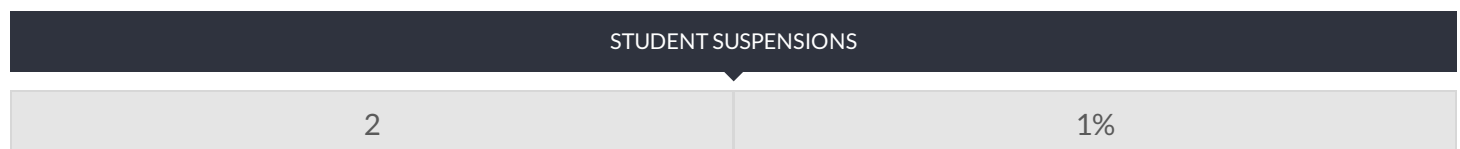
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



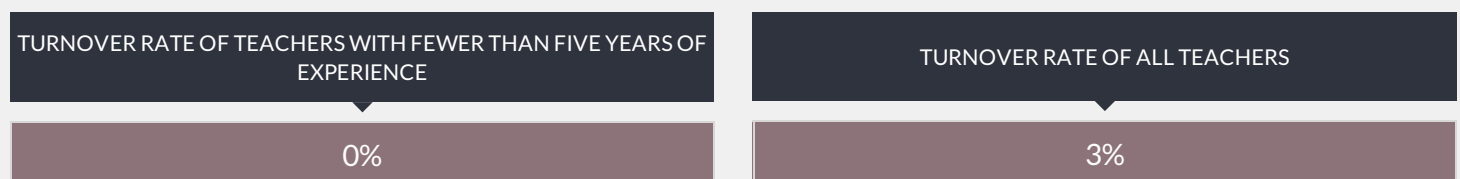
ATTENDANCE (2013 - 14)



STUDENT SUSPENSIONS (2013 - 14)



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



STAFF COUNTS (2014 - 15)

PRINCIPALS

1

ASSISTANT PRINCIPALS

0

OTHER PROFESSIONAL STAFF

6

PARAPROFESSIONALS

4

TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 31

PERCENT WITH NO VALID TEACHING CERTIFICATE

0%

PERCENT TEACHING OUT OF CERTIFICATION

0%

PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE

13%

PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE

45%

TOTAL NUMBER OF CORE CLASSES

72

PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT

0%

TOTAL NUMBER OF CLASSES

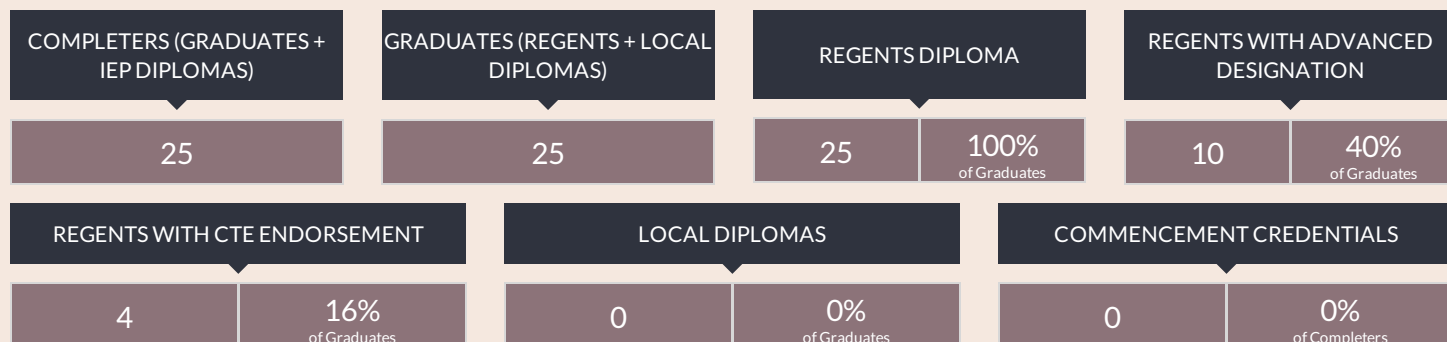
126

PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION

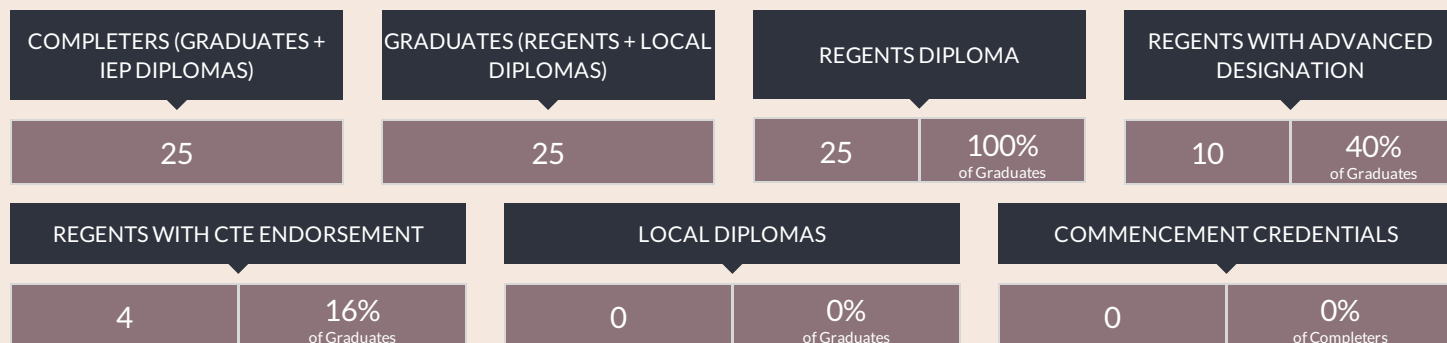
5%

HIGH SCHOOL COMPLETERS (2014 - 15)

ALL STUDENTS



GENERAL EDUCATION



POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

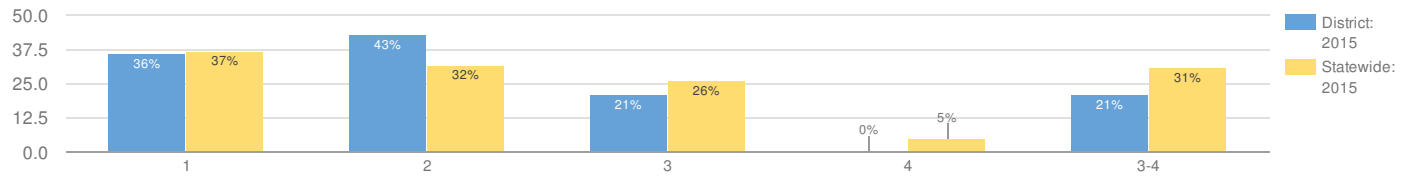
ALL STUDENTS

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
15 60%	6 24%	1 4%	0 0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
2 8%	0 0%	0 0%	1 4%

GENERAL EDUCATION

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
15 60%	6 24%	1 4%	0 0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
2 8%	0 0%	0 0%	1 4%

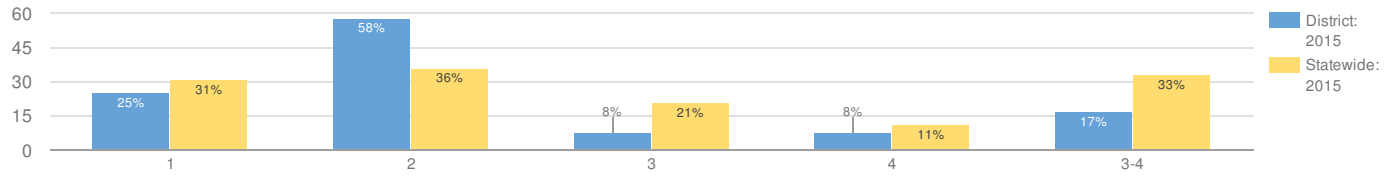
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	14	21%	5	36%	6	43%	3	21%	0	0%
GENERAL EDUCATION	12	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
WHITE	14	21%	5	36%	6	43%	3	21%	0	0%
FEMALE	7	43%	2	29%	2	29%	3	43%	0	0%
MALE	7	0%	3	43%	4	57%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	14	21%	5	36%	6	43%	3	21%	0	0%
ECONOMICALLY DISADVANTAGED	7	29%	3	43%	2	29%	2	29%	0	0%
NOTECONOMICALLY DISADVANTAGED	7	14%	2	29%	4	57%	1	14%	0	0%
NOT MIGRANT	14	21%	5	36%	6	43%	3	21%	0	0%

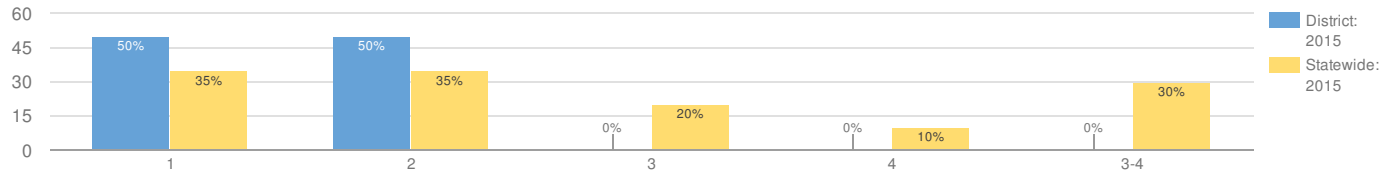
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	12	17%	3	25%	7	58%	1	8%	1	8%
GENERAL EDUCATION	10	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	10	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	17%	3	25%	7	58%	1	8%	1	8%
FEMALE	7	29%	2	29%	3	43%	1	14%	1	14%
MALE	5	0%	1	20%	4	80%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	12	17%	3	25%	7	58%	1	8%	1	8%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	9	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	12	17%	3	25%	7	58%	1	8%	1	8%

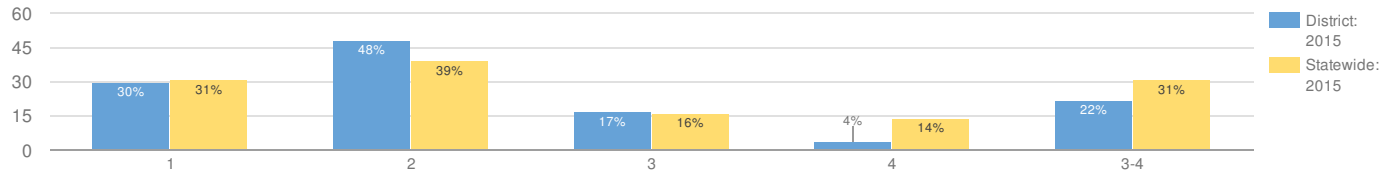
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	10	0%	5	50%	5	50%	0	0%	0	0%
GENERAL EDUCATION	8	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
WHITE	10	0%	5	50%	5	50%	0	0%	0	0%
FEMALE	4	_%	-	-	-	-	-	-	-	-
MALE	6	_%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	10	0%	5	50%	5	50%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	6	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	10	0%	5	50%	5	50%	0	0%	0	0%

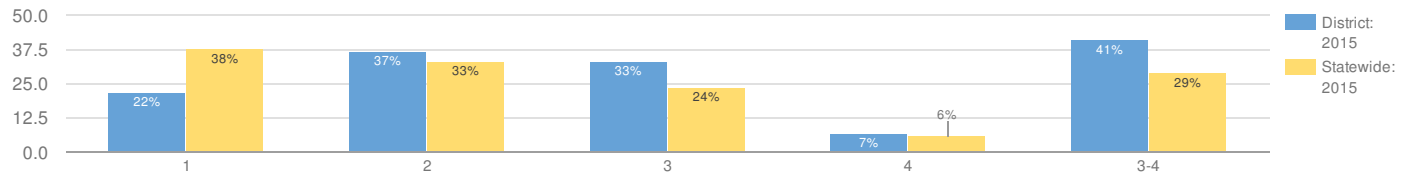
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 293

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	23	22%	7	30%	11	48%	4	17%	1	4%
GENERAL EDUCATION	20	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	20	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	23	22%	7	30%	11	48%	4	17%	1	4%
FEMALE	14	29%	4	29%	6	43%	3	21%	1	7%
MALE	9	11%	3	33%	5	56%	1	11%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	23	22%	7	30%	11	48%	4	17%	1	4%
ECONOMICALLY DISADVANTAGED	11	18%	6	55%	3	27%	2	18%	0	0%
NOTECONOMICALLY DISADVANTAGED	12	25%	1	8%	8	67%	2	17%	1	8%
NOTMIGRANT	23	22%	7	30%	11	48%	4	17%	1	4%

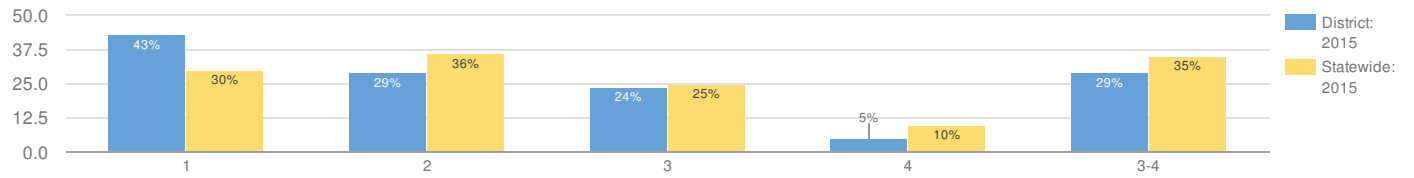
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	27	41%	6	22%	10	37%	9	33%	2	7%
GENERAL EDUCATION	23	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	26	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	27	41%	6	22%	10	37%	9	33%	2	7%
FEMALE	15	60%	2	13%	4	27%	7	47%	2	13%
MALE	12	17%	4	33%	6	50%	2	17%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	27	41%	6	22%	10	37%	9	33%	2	7%
ECONOMICALLY DISADVANTAGED	10	40%	3	30%	3	30%	4	40%	0	0%
NOT ECONOMICALLY DISADVANTAGED	17	41%	3	18%	7	41%	5	29%	2	12%
NOT MIGRANT	27	41%	6	22%	10	37%	9	33%	2	7%

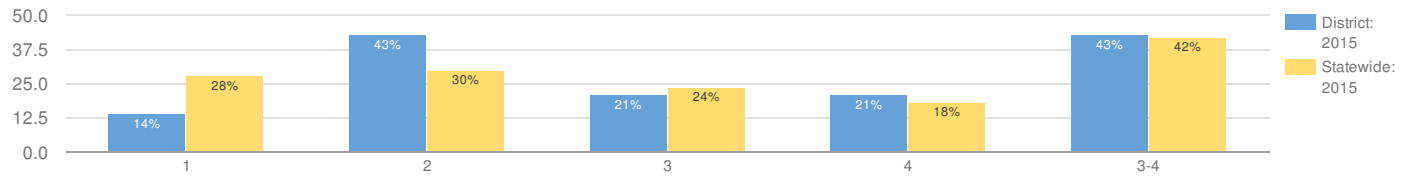
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 285

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	21	29%	9	43%	6	29%	5	24%	1	5%
GENERAL EDUCATION	16	38%	5	31%	5	31%	5	31%	1	6%
STUDENTS WITH DISABILITIES	5	0%	4	80%	1	20%	0	0%	0	0%
WHITE	21	29%	9	43%	6	29%	5	24%	1	5%
FEMALE	8	38%	1	13%	4	50%	2	25%	1	13%
MALE	13	23%	8	62%	2	15%	3	23%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	21	29%	9	43%	6	29%	5	24%	1	5%
ECONOMICALLY DISADVANTAGED	11	27%	5	45%	3	27%	3	27%	0	0%
NOTECONOMICALLY DISADVANTAGED	10	30%	4	40%	3	30%	2	20%	1	10%
NOT MIGRANT	21	29%	9	43%	6	29%	5	24%	1	5%

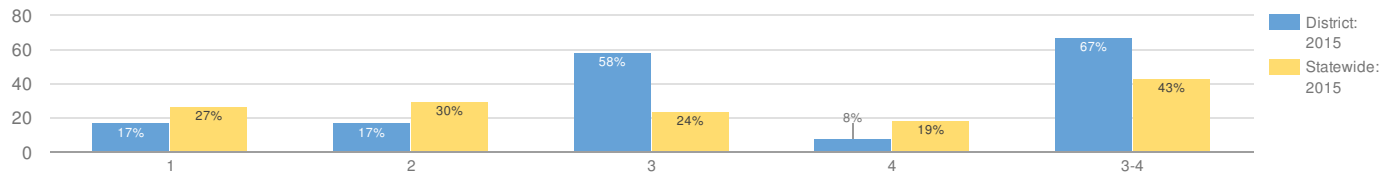
GRADE 3 MATHEMATICS



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	14	43%	2	14%	6	43%	3	21%	3	21%
GENERAL EDUCATION	12	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
WHITE	14	43%	2	14%	6	43%	3	21%	3	21%
FEMALE	7	29%	1	14%	4	57%	0	0%	2	29%
MALE	7	57%	1	14%	2	29%	3	43%	1	14%
NON-ENGLISH LANGUAGE LEARNERS	14	43%	2	14%	6	43%	3	21%	3	21%
ECONOMICALLY DISADVANTAGED	7	29%	2	29%	3	43%	1	14%	1	14%
NOTECONOMICALLY DISADVANTAGED	7	57%	0	0%	3	43%	2	29%	2	29%
NOT MIGRANT	14	43%	2	14%	6	43%	3	21%	3	21%

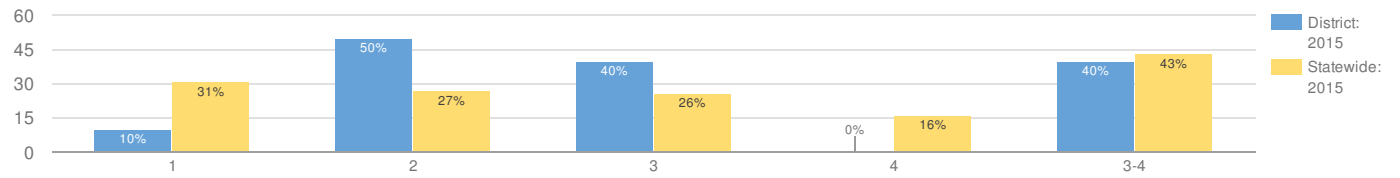
GRADE 4 MATHEMATICS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	12	67%	2	17%	2	17%	7	58%	1	8%
GENERAL EDUCATION	10	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	10	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	67%	2	17%	2	17%	7	58%	1	8%
FEMALE	7	57%	1	14%	2	29%	3	43%	1	14%
MALE	5	80%	1	20%	0	0%	4	80%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	12	67%	2	17%	2	17%	7	58%	1	8%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	10	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	12	67%	2	17%	2	17%	7	58%	1	8%

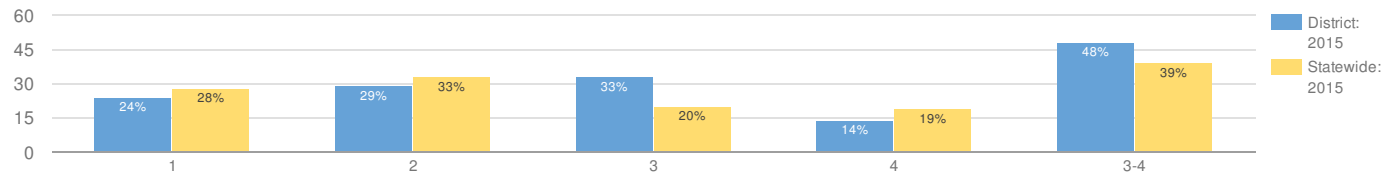
GRADE 5 MATHEMATICS



MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	10	40%	1	10%	5	50%	4	40%	0	0%
GENERAL EDUCATION	8	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
WHITE	10	40%	1	10%	5	50%	4	40%	0	0%
FEMALE	4	_%	-	-	-	-	-	-	-	-
MALE	6	_%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	10	40%	1	10%	5	50%	4	40%	0	0%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	6	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	10	40%	1	10%	5	50%	4	40%	0	0%

GRADE 6 MATHEMATICS

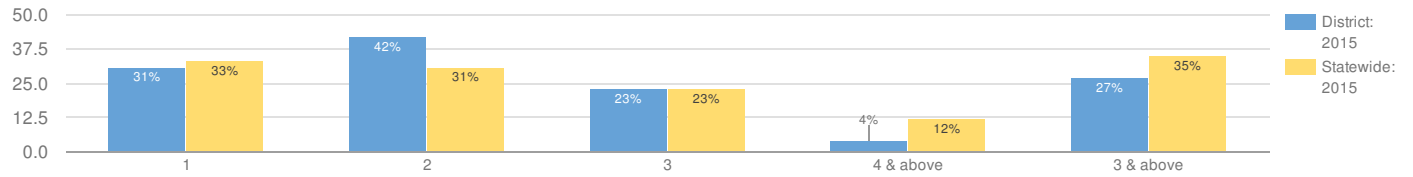


MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	21	48%	5	24%	6	29%	7	33%	3	14%
GENERAL EDUCATION	18	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	18	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	21	48%	5	24%	6	29%	7	33%	3	14%
FEMALE	13	54%	3	23%	3	23%	5	38%	2	15%
MALE	8	38%	2	25%	3	38%	2	25%	1	13%
NON-ENGLISH LANGUAGE LEARNERS	21	48%	5	24%	6	29%	7	33%	3	14%
ECONOMICALLY DISADVANTAGED	9	33%	3	33%	3	33%	2	22%	1	11%
NOTECONOMICALLY DISADVANTAGED	12	58%	2	17%	3	25%	5	42%	2	17%
NOTMIGRANT	21	48%	5	24%	6	29%	7	33%	3	14%

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.

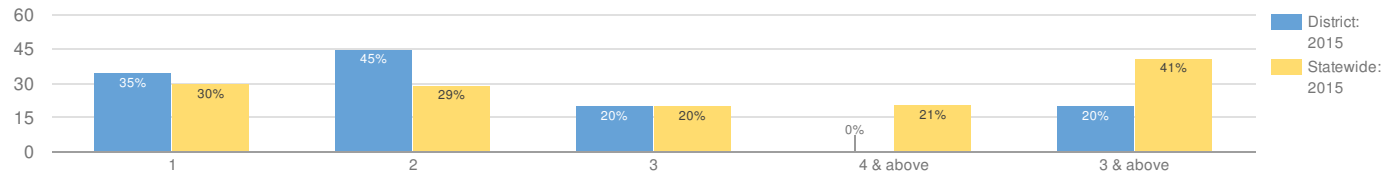


MEAN SCORE: 300

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	26	27%	8	31%	11	42%	6	23%	1	4%
GENERAL EDUCATION	22	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
WHITE	26	27%	8	31%	11	42%	6	23%	1	4%
FEMALE	15	27%	3	20%	8	53%	3	20%	1	7%
MALE	11	27%	5	45%	3	27%	3	27%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	26	27%	8	31%	11	42%	6	23%	1	4%
ECONOMICALLY DISADVANTAGED	10	20%	4	40%	4	40%	2	20%	0	0%
NOTECONOMICALLY DISADVANTAGED	16	31%	4	25%	7	44%	4	25%	1	6%
NOT MIGRANT	26	27%	8	31%	11	42%	6	23%	1	4%

GRADE 8 MATHEMATICS

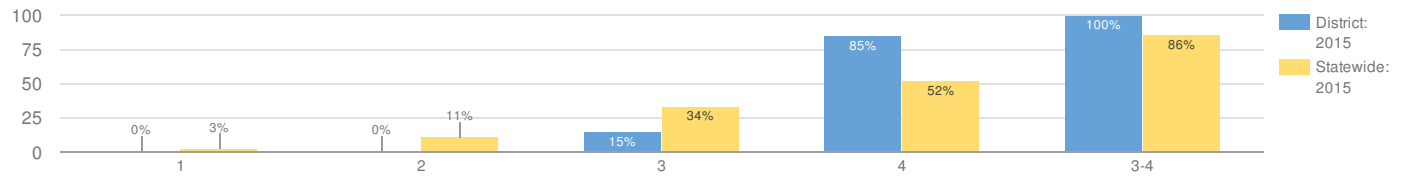
Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and 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: 294

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	20	20%	7	35%	9	45%	4	20%	0	0%
GENERAL EDUCATION	15	20%	3	20%	9	60%	3	20%	0	0%
STUDENTS WITH DISABILITIES	5	20%	4	80%	0	0%	1	20%	0	0%
WHITE	20	20%	7	35%	9	45%	4	20%	0	0%
FEMALE	8	38%	2	25%	3	38%	3	38%	0	0%
MALE	12	8%	5	42%	6	50%	1	8%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	20	20%	7	35%	9	45%	4	20%	0	0%
ECONOMICALLY DISADVANTAGED	10	20%	4	40%	4	40%	2	20%	0	0%
NOT ECONOMICALLY DISADVANTAGED	10	20%	3	30%	5	50%	2	20%	0	0%
NOT MIGRANT	20	20%	7	35%	9	45%	4	20%	0	0%

GRADE 4 SCIENCE

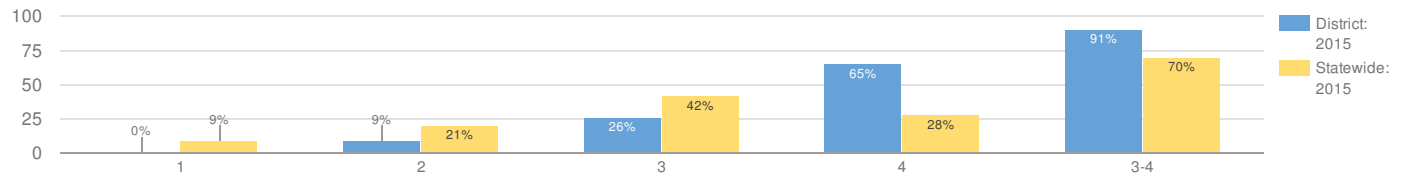


MEAN SCORE: 89

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	13	100%	0	0%	0	0%	2	15%	11	85%
GENERAL EDUCATION	11	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	11	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	100%	0	0%	0	0%	2	15%	11	85%
FEMALE	8	100%	0	0%	0	0%	1	13%	7	88%
MALE	5	100%	0	0%	0	0%	1	20%	4	80%
NON-ENGLISH LANGUAGE LEARNERS	13	100%	0	0%	0	0%	2	15%	11	85%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	10	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	13	100%	0	0%	0	0%	2	15%	11	85%

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: 85

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	23	91%	0	0%	2	9%	6	26%	15	65%
GENERAL EDUCATION	18	94%	0	0%	1	6%	4	22%	13	72%
STUDENTS WITH DISABILITIES	5	80%	0	0%	1	20%	2	40%	2	40%
WHITE	23	91%	0	0%	2	9%	6	26%	15	65%
FEMALE	8	100%	0	0%	0	0%	1	13%	7	88%
MALE	15	87%	0	0%	2	13%	5	33%	8	53%
NON-ENGLISH LANGUAGE LEARNERS	23	91%	0	0%	2	9%	6	26%	15	65%
ECONOMICALLY DISADVANTAGED	12	83%	0	0%	2	17%	4	33%	6	50%
NOT ECONOMICALLY DISADVANTAGED	11	100%	0	0%	0	0%	2	18%	9	82%
NOT MIGRANT	23	91%	0	0%	2	9%	6	26%	15	65%

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

GRADE: 4

READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERICA...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	70%	22%	7%	1%	98
LIMITED ENGLISH PROFICIENT	74%	21%	4%	1%	88
ECONOMICALLY DISADVANT...	43%	36%	18%	3%	

MATHEMATICS

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

GRADE: 8

READING

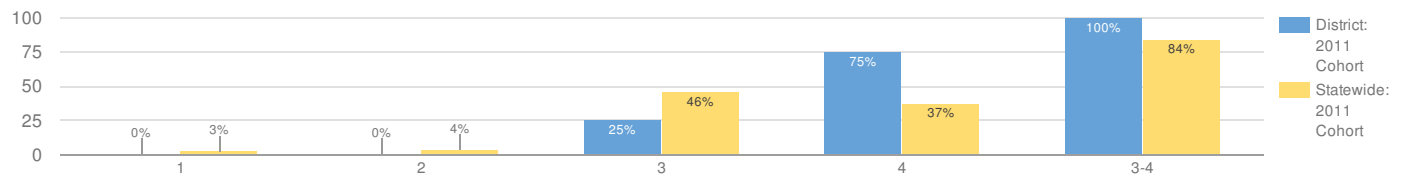
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%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

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	

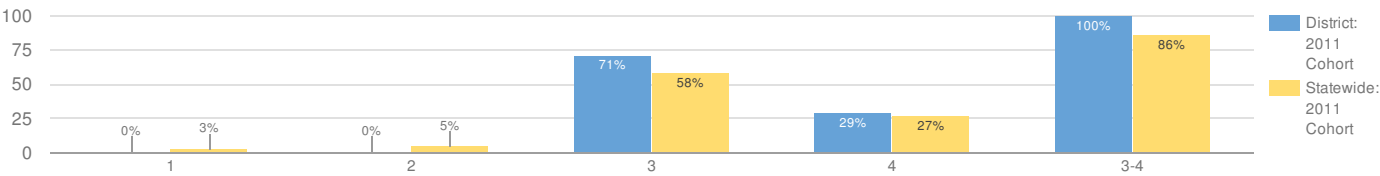
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENT	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



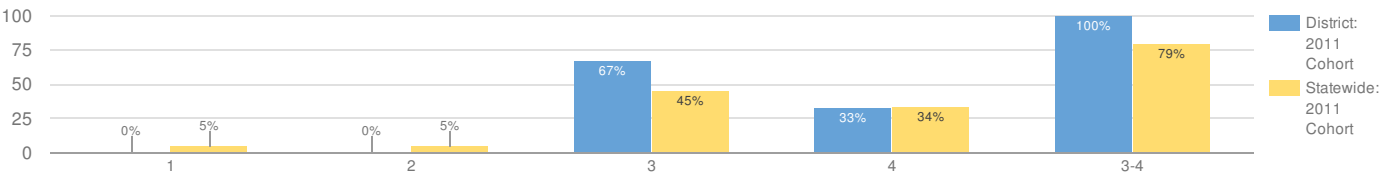
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	24	100%	0	0%	0	0%	6	25%	18	75%
GENERAL EDUCATION	23	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
WHITE	24	100%	0	0%	0	0%	6	25%	18	75%
FEMALE	15	100%	0	0%	0	0%	2	13%	13	87%
MALE	9	100%	0	0%	0	0%	4	44%	5	56%
NON-ENGLISH LANGUAGE LEARNERS	24	100%	0	0%	0	0%	6	25%	18	75%
ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	5	42%	7	58%
NOT ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	1	8%	11	92%
NOT MIGRANT	24	100%	0	0%	0	0%	6	25%	18	75%

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



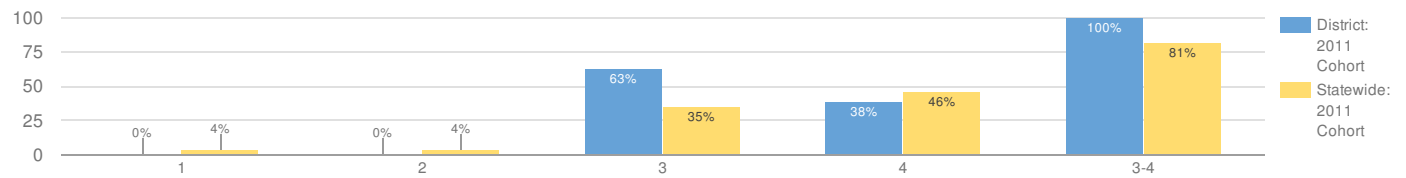
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	24	100%	0	0%	0	0%	17	71%	7	29%
GENERAL EDUCATION	23	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
WHITE	24	100%	0	0%	0	0%	17	71%	7	29%
FEMALE	15	100%	0	0%	0	0%	11	73%	4	27%
MALE	9	100%	0	0%	0	0%	6	67%	3	33%
NON-ENGLISH LANGUAGE LEARNERS	24	100%	0	0%	0	0%	17	71%	7	29%
ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	11	92%	1	8%
NOTECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	6	50%	6	50%
NOTMIGRANT	24	100%	0	0%	0	0%	17	71%	7	29%

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



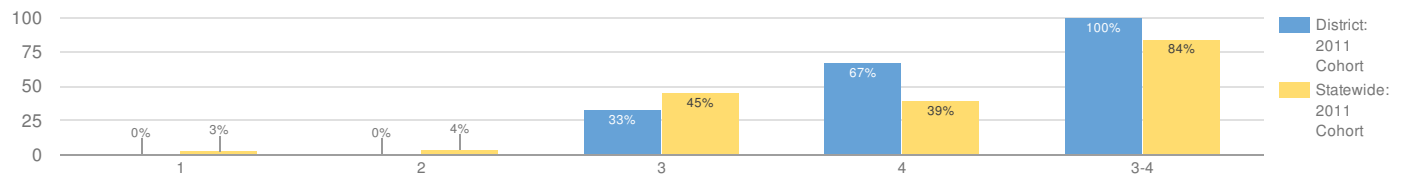
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	24	100%	0	0%	0	0%	16	67%	8	33%
GENERAL EDUCATION	23	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
WHITE	24	100%	0	0%	0	0%	16	67%	8	33%
FEMALE	15	100%	0	0%	0	0%	10	67%	5	33%
MALE	9	100%	0	0%	0	0%	6	67%	3	33%
NON-ENGLISH LANGUAGE LEARNERS	24	100%	0	0%	0	0%	16	67%	8	33%
ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	9	75%	3	25%
NOTECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	7	58%	5	42%
NOTMIGRANT	24	100%	0	0%	0	0%	16	67%	8	33%

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	24	100%	0	0%	0	0%	15	63%	9	38%
GENERAL EDUCATION	23	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
WHITE	24	100%	0	0%	0	0%	15	63%	9	38%
FEMALE	15	100%	0	0%	0	0%	11	73%	4	27%
MALE	9	100%	0	0%	0	0%	4	44%	5	56%
NON-ENGLISH LANGUAGE LEARNERS	24	100%	0	0%	0	0%	15	63%	9	38%
ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	8	67%	4	33%
NOTECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	7	58%	5	42%
NOTMIGRANT	24	100%	0	0%	0	0%	15	63%	9	38%

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	24	100%	0	0%	0	0%	8	33%	16	67%
GENERAL EDUCATION	23	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
WHITE	24	100%	0	0%	0	0%	8	33%	16	67%
FEMALE	15	100%	0	0%	0	0%	6	40%	9	60%
MALE	9	100%	0	0%	0	0%	2	22%	7	78%
NON-ENGLISH LANGUAGE LEARNERS	24	100%	0	0%	0	0%	8	33%	16	67%
ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	6	50%	6	50%
NOT ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	2	17%	10	83%
NOT MIGRANT	24	100%	0	0%	0	0%	8	33%	16	67%

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55				65		85	
ALL STUDENTS	4	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-	-	-
WHITE	4	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	4	-	-	-	-	-	-	-	-
FEMALE	2	-	-	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-	-	-
NOT MIGRANT	4	-	-	-	-	-	-	-	-

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	36	0	0%	0	0%	7	19%	4	11%	25	69%
GENERAL EDUCATION	30	0	0%	0	0%	4	13%	2	7%	24	80%
STUDENTS WITH DISABILITIES	6	0	0%	0	0%	3	50%	2	33%	1	17%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
WHITE	35	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	36	0	0%	0	0%	7	19%	4	11%	25	69%
FEMALE	20	0	0%	0	0%	3	15%	2	10%	15	75%
MALE	16	0	0%	0	0%	4	25%	2	13%	10	63%
NON-ENGLISH LANGUAGE LEARNERS	36	0	0%	0	0%	7	19%	4	11%	25	69%
ECONOMICALLY DISADVANTAGED	14	0	0%	0	0%	5	36%	2	14%	7	50%
NOT ECONOMICALLY DISADVANTAGED	22	0	0%	0	0%	2	9%	2	9%	18	82%
NOT MIGRANT	36	0	0%	0	0%	7	19%	4	11%	25	69%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

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

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	27	25	93%	20	74%	3	11%
GENERAL EDUCATION	26	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	26	-	-	-	-	-	-
SMALL GROUP TOTAL	27	25	93%	20	74%	3	11%
FEMALE	12	11	92%	8	67%	2	17%
MALE	15	14	93%	12	80%	1	7%
NON-ENGLISH LANGUAGE LEARNERS	27	25	93%	20	74%	3	11%
ECONOMICALLY DISADVANTAGED	12	12	100%	11	92%	1	8%
NOT ECONOMICALLY DISADVANTAGED	15	13	87%	9	60%	2	13%
NOT MIGRANT	27	25	93%	20	74%	3	11%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	17	12	71%	7	41%	1	6%		
GENERAL EDUCATION	17	12	71%	7	41%	1	6%		
WHITE	17	12	71%	7	41%	1	6%		
FEMALE	11	8	73%	5	45%	1	9%		
MALE	6	4	67%	2	33%	0	0%		
NON-ENGLISH LANGUAGE LEARNERS	17	12	71%	7	41%	1	6%		
ECONOMICALLY DISADVANTAGED	7	7	100%	3	43%	1	14%		
NOT ECONOMICALLY DISADVANTAGED	10	5	50%	4	40%	0	0%		
NOT MIGRANT	17	12	71%	7	41%	1	6%		

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	23	0	0%	3	13%	11	48%	7	30%	2	9%
GENERAL EDUCATION	21	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	22	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	23	0	0%	3	13%	11	48%	7	30%	2	9%
FEMALE	13	0	0%	2	15%	3	23%	7	54%	1	8%
MALE	10	0	0%	1	10%	8	80%	0	0%	1	10%
NON-ENGLISH LANGUAGE LEARNERS	23	0	0%	3	13%	11	48%	7	30%	2	9%
ECONOMICALLY DISADVANTAGED	13	0	0%	1	8%	8	62%	3	23%	1	8%
NOT ECONOMICALLY DISADVANTAGED	10	0	0%	2	20%	3	30%	4	40%	1	10%
NOT MIGRANT	23	0	0%	3	13%	11	48%	7	30%	2	9%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	25	5	20%	5	20%	10	40%	3	12%	2	8%
GENERAL EDUCATION	24	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	24	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	25	5	20%	5	20%	10	40%	3	12%	2	8%
FEMALE	10	1	10%	4	40%	4	40%	1	10%	0	0%
MALE	15	4	27%	1	7%	6	40%	2	13%	2	13%
NON-ENGLISH LANGUAGE LEARNERS	25	5	20%	5	20%	10	40%	3	12%	2	8%
ECONOMICALLY DISADVANTAGED	12	3	25%	1	8%	5	42%	2	17%	1	8%
NOTECONOMICALLY DISADVANTAGED	13	2	15%	4	31%	5	38%	1	8%	1	8%
NOT MIGRANT	25	5	20%	5	20%	10	40%	3	12%	2	8%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	29	28	97%	26	90%	12	41%
GENERAL EDUCATION	24	24	100%	23	96%	12	50%
STUDENTS WITH DISABILITIES	5	4	80%	3	60%	0	0%
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	28	-	-	-	-	-	-
SMALL GROUP TOTAL	29	28	97%	26	90%	12	41%
FEMALE	16	15	94%	13	81%	5	31%
MALE	13	13	100%	13	100%	7	54%
NON-ENGLISH LANGUAGE LEARNERS	29	28	97%	26	90%	12	41%
ECONOMICALLY DISADVANTAGED	14	13	93%	13	93%	7	50%
NOTECONOMICALLY DISADVANTAGED	15	15	100%	13	87%	5	33%
NOT MIGRANT	29	28	97%	26	90%	12	41%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	37	35	95%	34	92%	20	54%		
GENERAL EDUCATION	31	31	100%	31	100%	19	61%		
STUDENTS WITH DISABILITIES	6	4	67%	3	50%	1	17%		
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-		
WHITE	36	-	-	-	-	-	-		
SMALL GROUP TOTAL	37	35	95%	34	92%	20	54%		
FEMALE	21	20	95%	19	90%	12	57%		
MALE	16	15	94%	15	94%	8	50%		
NON-ENGLISH LANGUAGE LEARNERS	37	35	95%	34	92%	20	54%		
ECONOMICALLY DISADVANTAGED	14	12	86%	12	86%	8	57%		
NOT ECONOMICALLY DISADVANTAGED	23	23	100%	22	96%	12	52%		
NOT MIGRANT	37	35	95%	34	92%	20	54%		

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	23	23	100%	23	100%	18	78%
GENERAL EDUCATION	22	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	22	-	-	-	-	-	-
SMALL GROUP TOTAL	23	23	100%	23	100%	18	78%
FEMALE	12	12	100%	12	100%	7	58%
MALE	11	11	100%	11	100%	11	100%
NON-ENGLISH LANGUAGE LEARNERS	23	23	100%	23	100%	18	78%
ECONOMICALLY DISADVANTAGED	9	9	100%	9	100%	7	78%
NOT ECONOMICALLY DISADVANTAGED	14	14	100%	14	100%	11	79%
NOT MIGRANT	23	23	100%	23	100%	18	78%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED			55	65		85	
ALL STUDENTS	26	24	92%	22	85%	15	58%	
GENERAL EDUCATION	23	-	-	-	-	-	-	
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	
HISPANIC OR LATINO	1	-	-	-	-	-	-	
WHITE	25	-	-	-	-	-	-	
SMALL GROUP TOTAL	26	24	92%	22	85%	15	58%	
FEMALE	15	13	87%	12	80%	8	53%	
MALE	11	11	100%	10	91%	7	64%	
NON-ENGLISH LANGUAGE LEARNERS	26	24	92%	22	85%	15	58%	
ECONOMICALLY DISADVANTAGED	14	12	86%	12	86%	9	64%	
NOT ECONOMICALLY DISADVANTAGED	12	12	100%	10	83%	6	50%	
NOT MIGRANT	26	24	92%	22	85%	15	58%	

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	21	18	86%	14	67%	1	5%
GENERAL EDUCATION	20	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	20	-	-	-	-	-	-
SMALL GROUP TOTAL	21	18	86%	14	67%	1	5%
FEMALE	14	12	86%	9	64%	1	7%
MALE	7	6	86%	5	71%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	21	18	86%	14	67%	1	5%
ECONOMICALLY DISADVANTAGED	7	7	100%	5	71%	1	14%
NOT ECONOMICALLY DISADVANTAGED	14	11	79%	9	64%	0	0%
NOT MIGRANT	21	18	86%	14	67%	1	5%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	7	7	100%	7	100%	0	0%		
GENERAL EDUCATION	7	7	100%	7	100%	0	0%		
WHITE	7	7	100%	7	100%	0	0%		
FEMALE	4	-	-	-	-	-	-		
MALE	3	-	-	-	-	-	-		
NON-ENGLISH LANGUAGE LEARNERS	7	7	100%	7	100%	0	0%		
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-		
NOT ECONOMICALLY DISADVANTAGED	5	-	-	-	-	-	-		
NOT MIGRANT	7	7	100%	7	100%	0	0%		

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **YES**

TESTED 95%

YESSTUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

113

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

95%

PI \geq EAMO OR SAFE
HARBOR TARGET**YES**TESTED STUDENTS
ENROLLED ON BEDS
DAY

106

PI

92

EAMO

87

SAFE HARBOR TARGET

87

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI \geq EAMO OR SAFE
HARBOR TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

2

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI \geq EAMO OR SAFE
HARBOR TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

2

PI

—

EAMO

—

SAFE HARBOR TARGET

—

HISPANIC OR LATINO

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

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

2

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

—

WHITE

MADE AYP: **NO**

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

219*

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

94%*

PI ≥ EAMO OR SAFE
HARBOR TARGET

NO

TESTED STUDENTS
ENROLLED ON BEDS
DAY

100

PI

92

EAMO

104

SAFE HARBOR TARGET

104

MULTIRACIAL

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	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	19	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	18	—	—	—

LIMITED ENGLISH PROFICIENT

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	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	102*	92%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	46	78	70	70

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

112

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

105

PI

92

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

111

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

104

PI

91

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

112

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

105

PI

91

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

111

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

104

PI

91

NOT WHITE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

6

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

6

PI

—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

113

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

106

PI

92

GENERAL EDUCATION

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

94

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

88

PI

107

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

113

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

106

PI

92

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

64

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

60

PI

102

MALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

120*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

94%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

52

PI

71

FEMALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

57

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

96%

TESTED STUDENTS ENROLLED
ON BEDS DAY

54

PI

111

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

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
113	95%	106	92

— 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.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS					
MADE AYP: YES					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	236*		95%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	102	113	84	84	
AMERICAN INDIAN OR ALASKA NATIVE					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	1		—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	1	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT 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
—	1	—	—	—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	1	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

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
—	2	—

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

WHITE

MADE AYP: YES

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	219*	95%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	97	112	100	100

MULTIRACIAL

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

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

19

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI >= EAMO OR SAFE
HARBOR TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

18

PI

—

EAMO

—

SAFE HARBOR TARGET

—

LIMITED ENGLISH PROFICIENT

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

—

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES



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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

234*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

101

PI

114

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

232*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

101

PI

112

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

230*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

101

PI

112

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

231*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

100

PI

113

NOT WHITE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

6

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

5

PI

—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

236*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

102

PI

113

GENERAL EDUCATION

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

195*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

84

PI

129

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

236*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

102

PI

113

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

64

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

60

PI

128

MALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

120*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

93%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

49

PI

110

FEMALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

57

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

95%

TESTED STUDENTS ENROLLED
ON BEDS DAY

53

PI

115

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

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
236*	95%*	102	113

— 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.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

ALL STUDENTS				
MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	36		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	36	194	169	169
AMERICAN INDIAN OR ALASKA NATIVE				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	0		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
BLACK OR AFRICAN AMERICAN				
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	—	—	—
HISPANIC OR LATINO				
MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	0		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	0	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				
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	—	—	—
WHITE				
MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—	34		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	34	194	176	176

MULTIRACIAL

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

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

7

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI ≥ EAMO OR
PROGRESS TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

7

PI

—

EAMO

—

PROGRESS TARGET

—

LIMITED ENGLISH PROFICIENT

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

—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

▼		▼		▼	
—		15		—	
PI >= EAMO OR PROGRESS TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY		PI	
EAMO		PROGRESS TARGET			
—		15		—	

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

36

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

36

PI

194

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

35

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

35

PI

194

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

36

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

36

PI

194

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

35

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

35

PI

194

NOT WHITE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

2

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

2

PI

—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

36

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

36

PI

194

GENERAL EDUCATION

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

29

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

29

PI

—

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

36

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

36

PI

194

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

21

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

21

PI

—

MALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

20

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

20

PI

—

FEMALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

16

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

16

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

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
36	—	36	194

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

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		
—	26	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	45**	171**	156	156
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: —				
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	—	—	—

HISPANIC OR LATINO

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
—	1	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

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	—	—	—

WHITE

MADE AYP: YES

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES
—	26	—

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	44**	170**	166	162

MULTIRACIAL

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

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

12TH GRADERS

1

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

2

PI

—

EAMO

—

SAFE HARBOR TARGET

—

LIMITED ENGLISH PROFICIENT

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

—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



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
26	—	45**	171**

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	171**

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	44**	170**

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	171**

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	171**

GENERAL EDUCATION

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

25	—	43**	174**
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	171**
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
13	—	28	—
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
10	—	19	—
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
16	—	26	—
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	171**

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

**The number of 2011 accountability cohort members is less than 30, so the number of 2011 and 2010 accountability cohort members were combined to determine a Performance Index.

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: **YES**

TESTED 95%

—

12TH GRADERS

26

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI \geq EAMO OR SAFE HARBOR TARGET

YES

2011 ACCOUNTABILITY COHORT MEMBERS

45**

PI

147**

EAMO

140

SAFE HARBOR TARGET

140

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

12TH GRADERS

0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI \geq EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

12TH GRADERS

0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI \geq EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

0

PI

—

EAMO

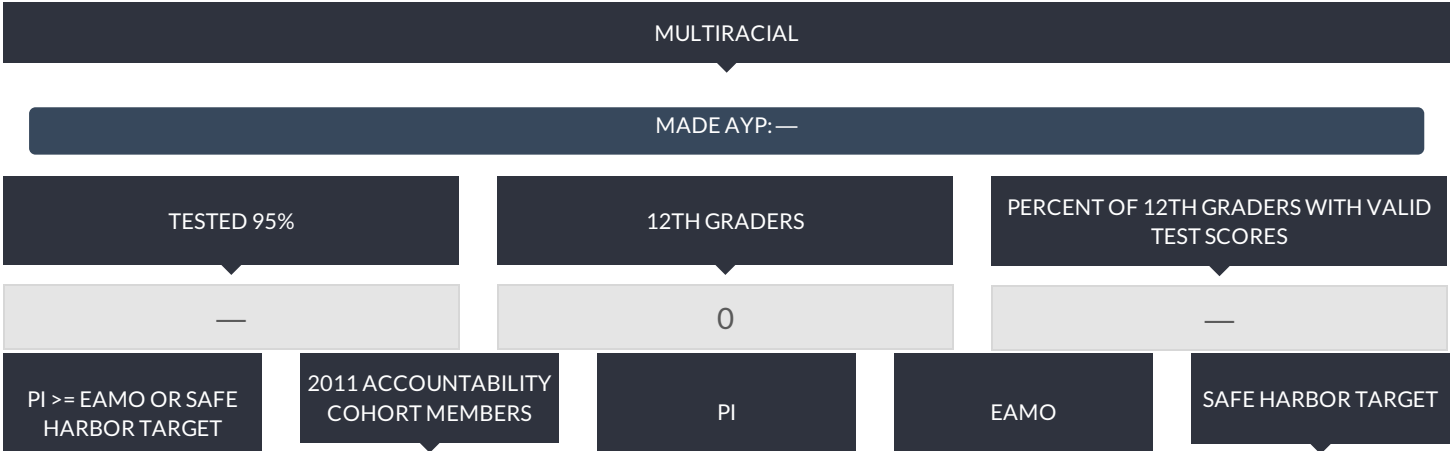
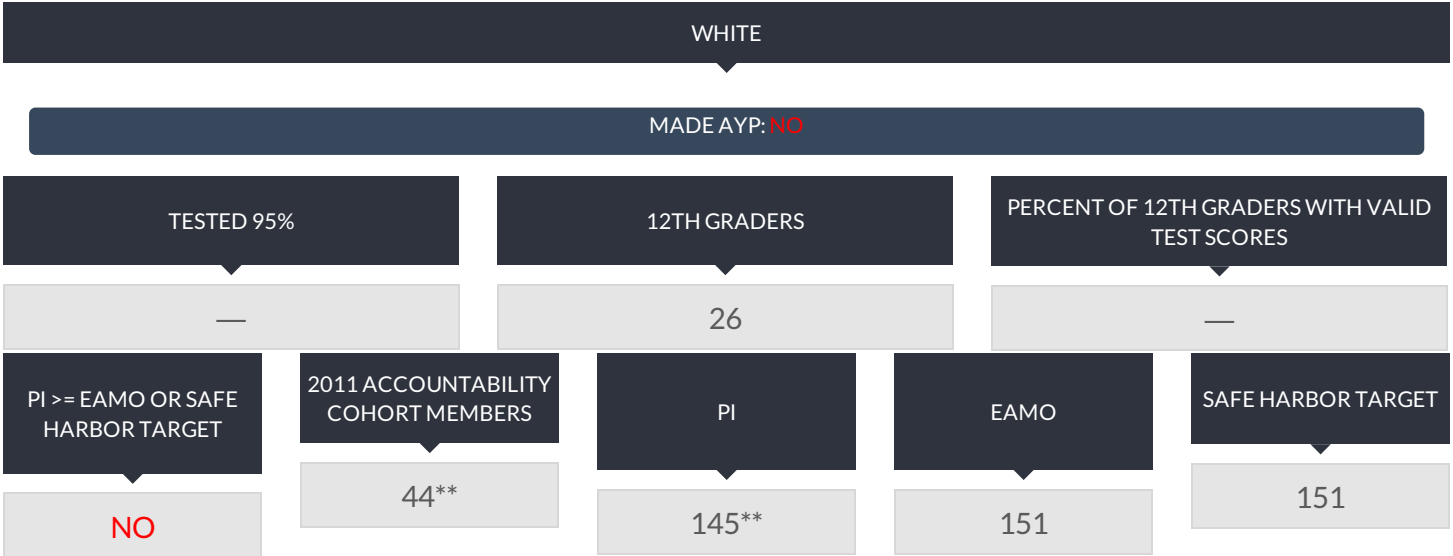
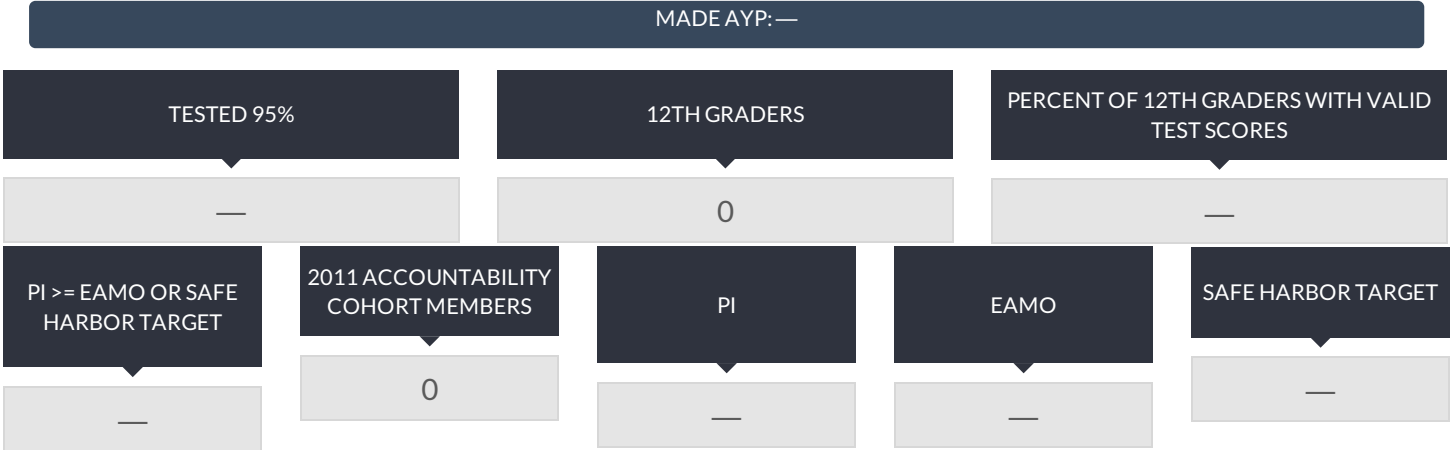
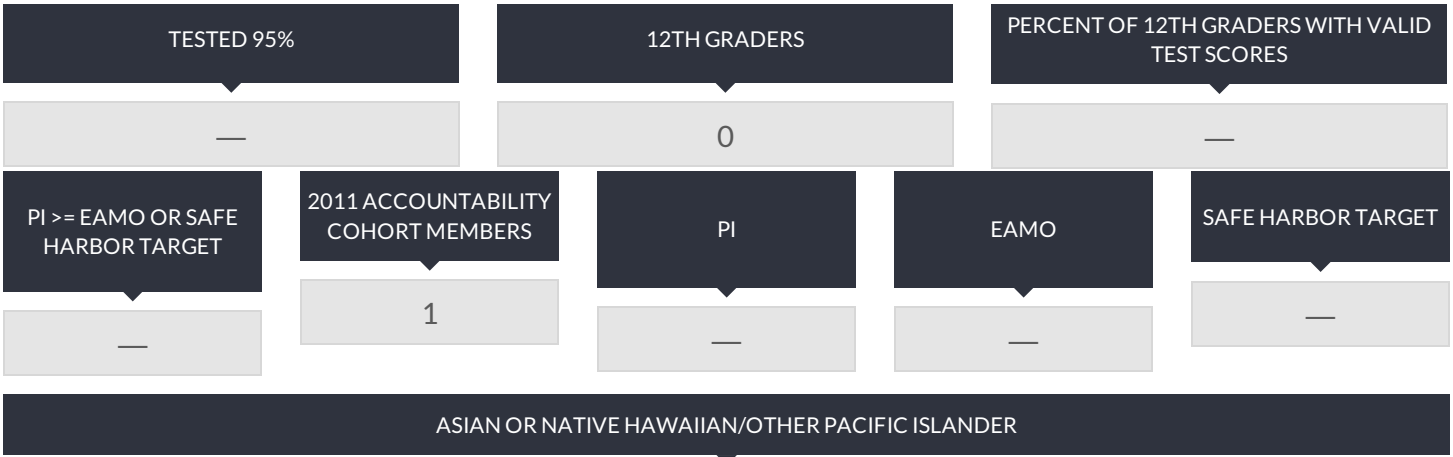
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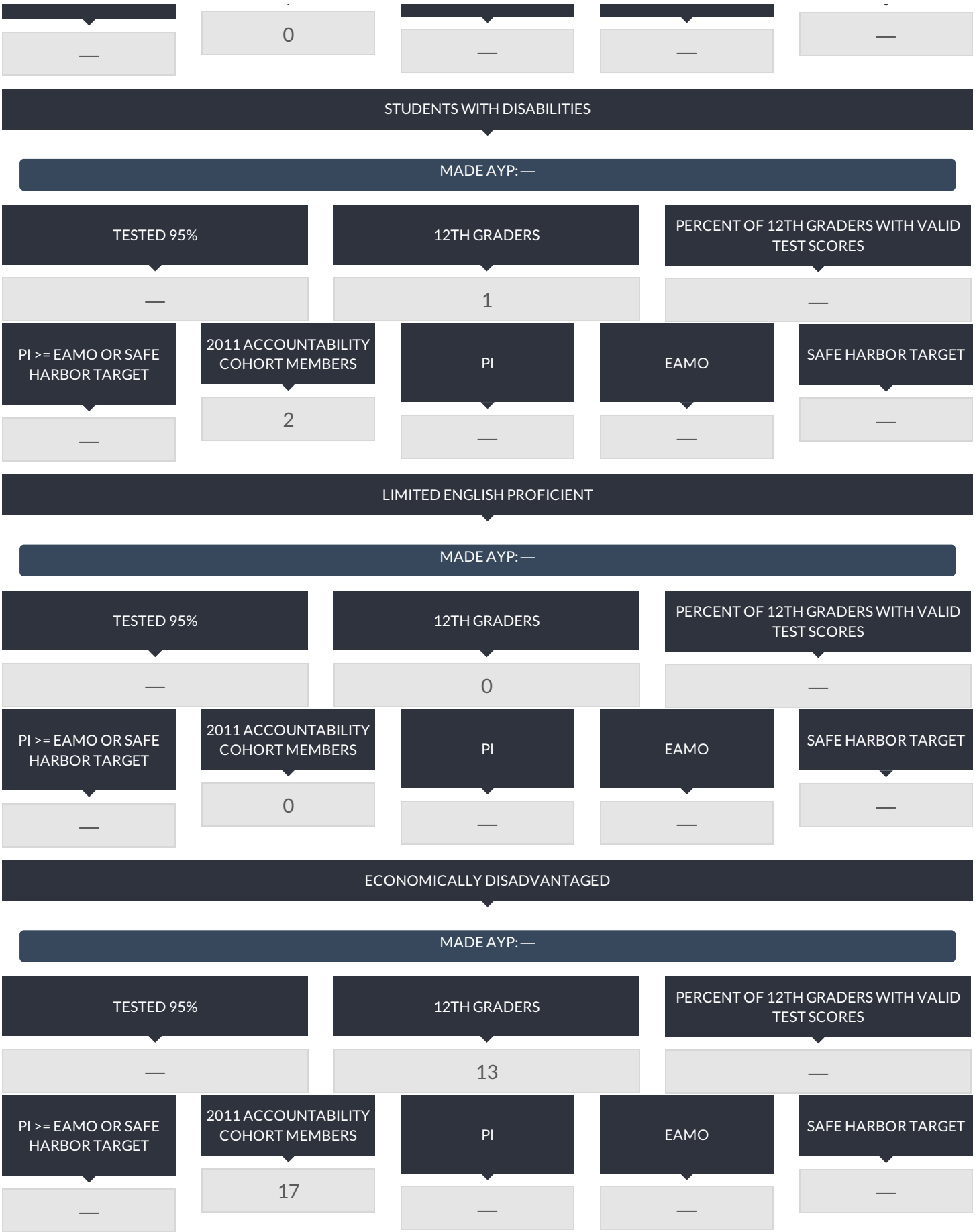
SAFE HARBOR TARGET

—

HISPANIC OR LATINO

MADE AYP: —





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
26	—	45**	147**

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	147**

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	44**	145**

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	147**

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	147**

GENERAL EDUCATION

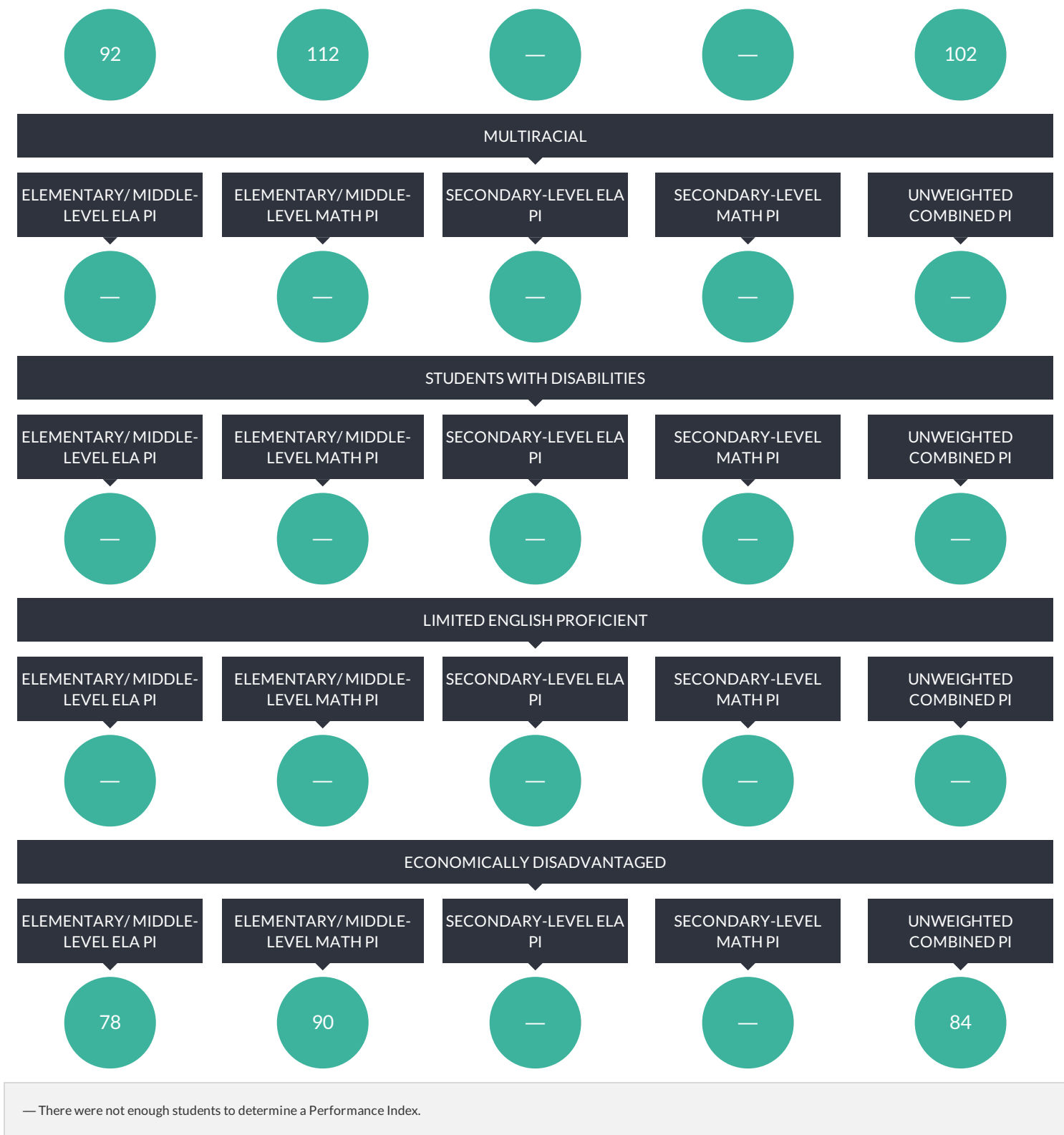
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
--------------	--	------------------------------------	----

25	—	43**	149**
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	147**
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
13	—	28	—
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
10	—	19	—
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
16	—	26	—
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
26	—	45**	147**

— 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.

**The number of 2011 accountability cohort members is less than 30, so the number of 2011 and 2010 accountability cohort members were combined to determine a Performance Index.





OVERALL GRADUATION RATE FOR ACCOUNTABILITY

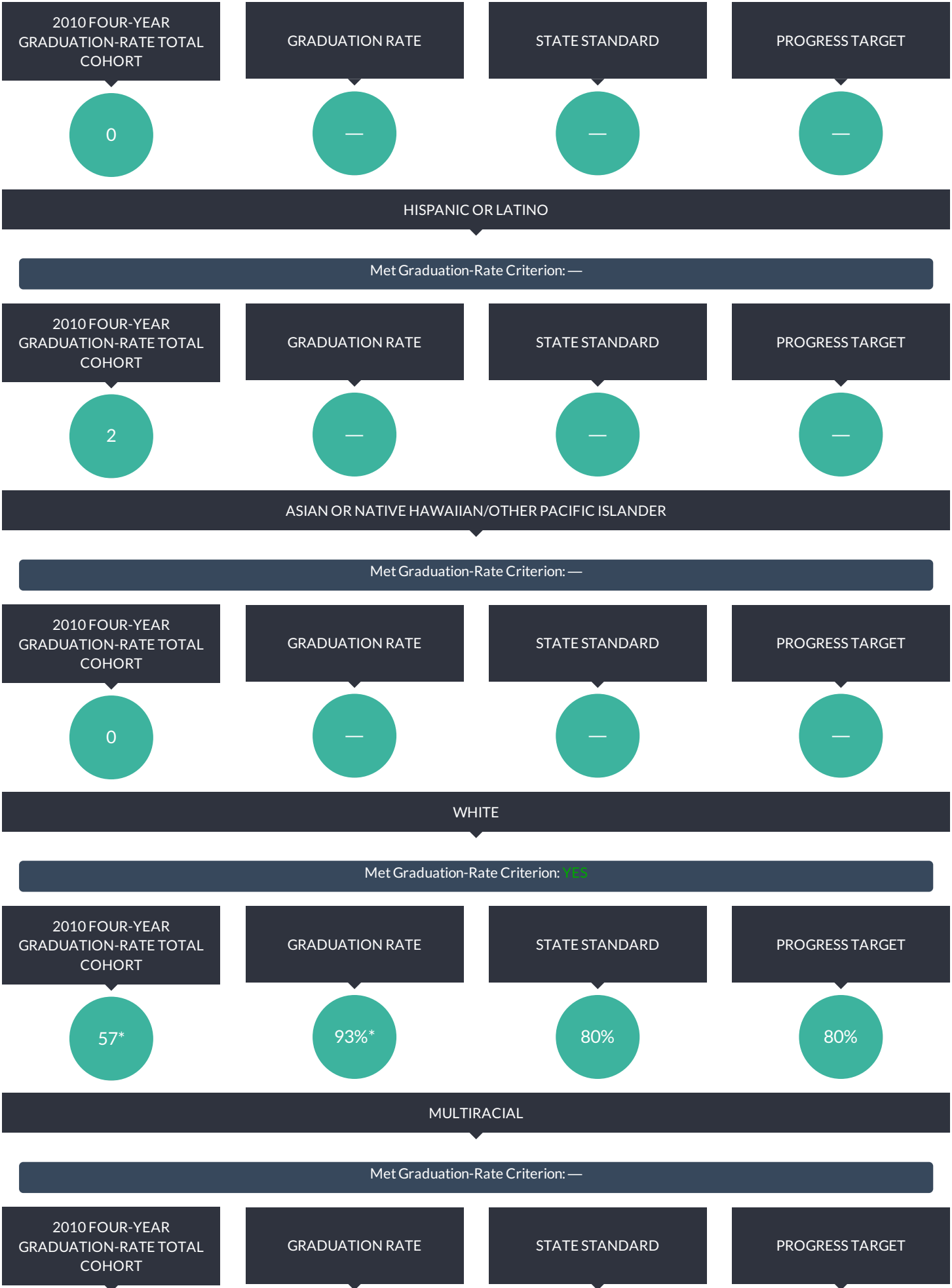
ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

ALL STUDENTS	AMERICAN INDIAN OR ALASKA NATIVE
MADE AYP	MADE AYP
YES	—
BLACK OR AFRICAN AMERICAN	HISPANIC OR LATINO

MADE AYP	MADE AYP
—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	WHITE
MADE AYP	MADE AYP
—	YES
MULTIRACIAL	STUDENTS WITH DISABILITIES
MADE AYP	MADE AYP
—	—
LIMITED ENGLISH PROFICIENT	ECONOMICALLY DISADVANTAGED
MADE AYP	MADE AYP
—	—
— 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
59*	93%*	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE			
Met Graduation-Rate Criterion: —			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—
BLACK OR AFRICAN AMERICAN			
Met Graduation-Rate Criterion: —			





STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



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.

* The number of students in the 2010 four-year graduation-rate total cohort in the school/district is less than 30, so data for the 2010 four-year graduation-rate total cohort and the 2009 four-year graduation-rate total cohort were combined to determine graduation rates.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

GRADUATION RATE

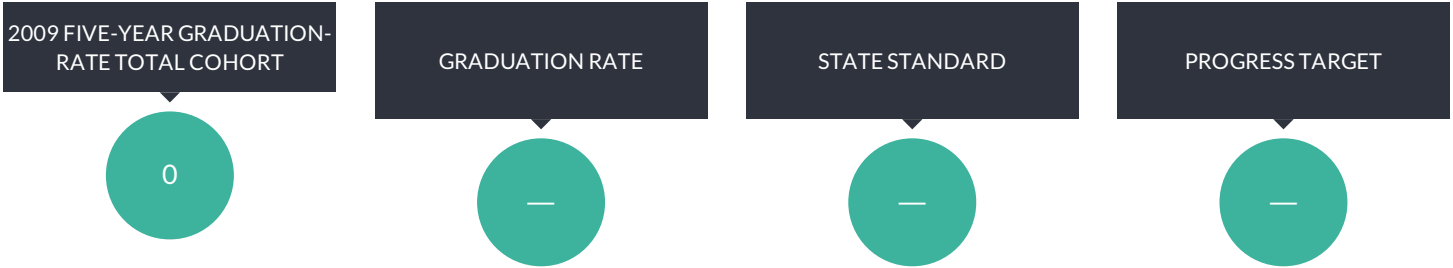
STATE STANDARD

PROGRESS TARGET



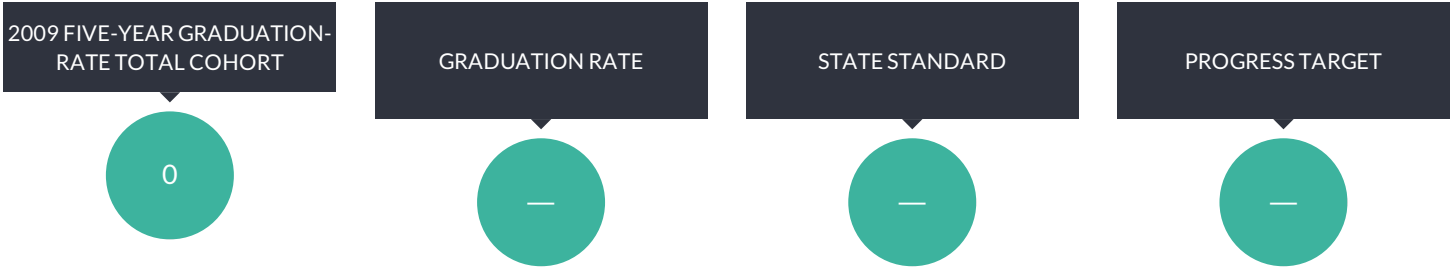
AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —



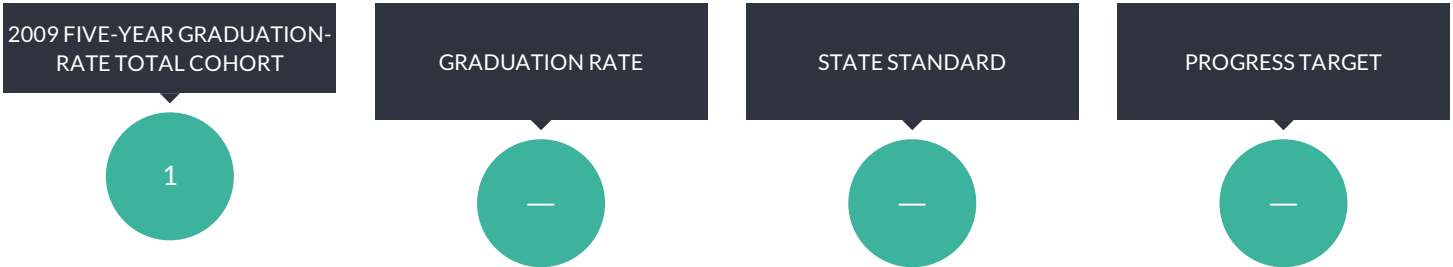
BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —



HISPANIC OR LATINO

Met Graduation-Rate Criterion: —



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —





WHITE

Met Graduation-Rate Criterion: **YES**

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

34

GRADUATION RATE

94%

STATE STANDARD

80%

PROGRESS TARGET

80%

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

5

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

12

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

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

59*

GRADUATION RATE

93%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

59*

GRADUATION RATE

93%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

57*

GRADUATION RATE

93%

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

35

GRADUATION RATE

94%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

35

GRADUATION RATE

94%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

34

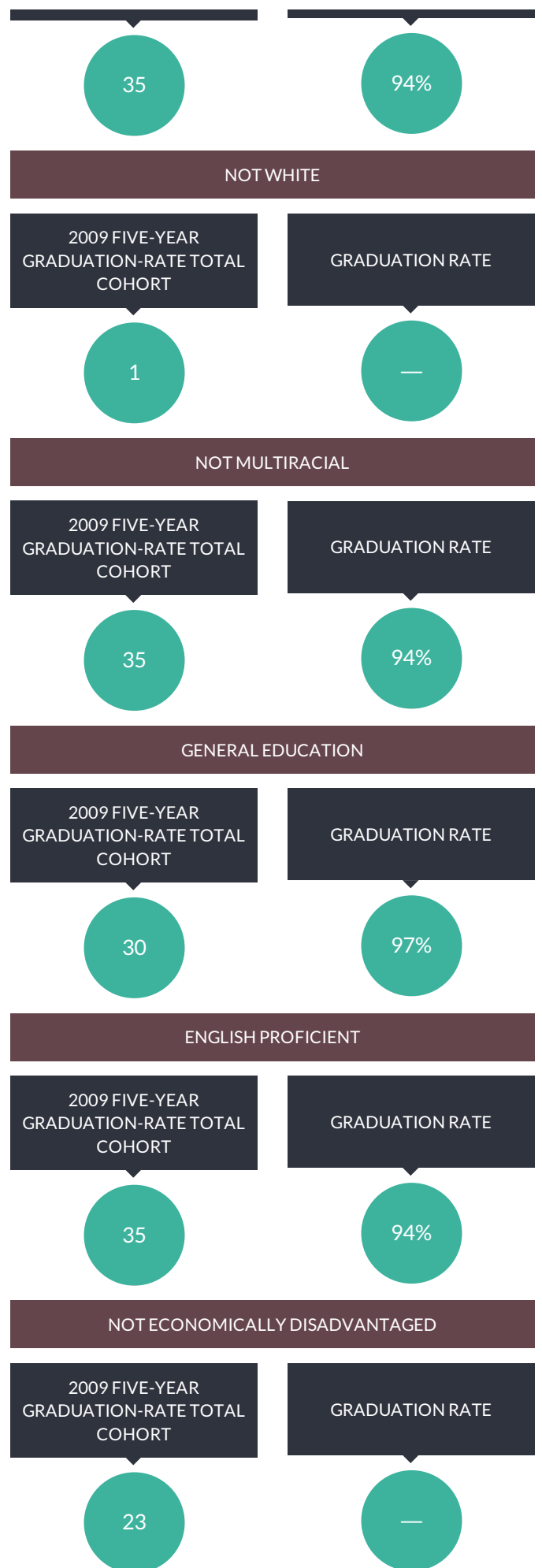
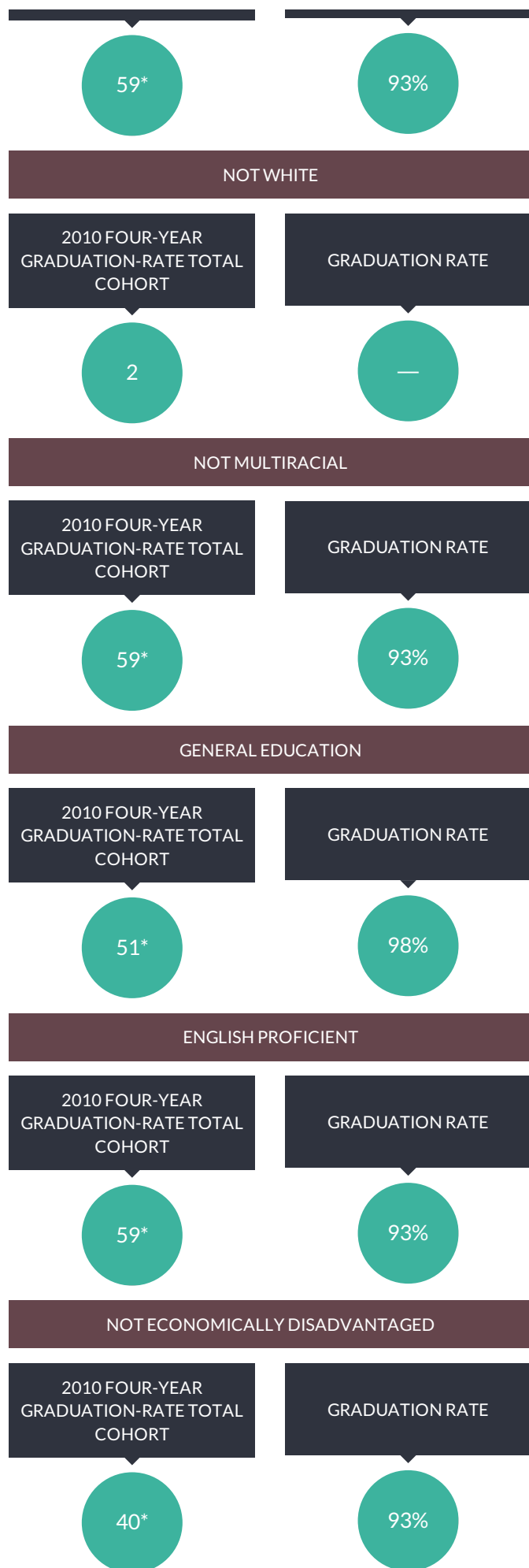
GRADUATION RATE

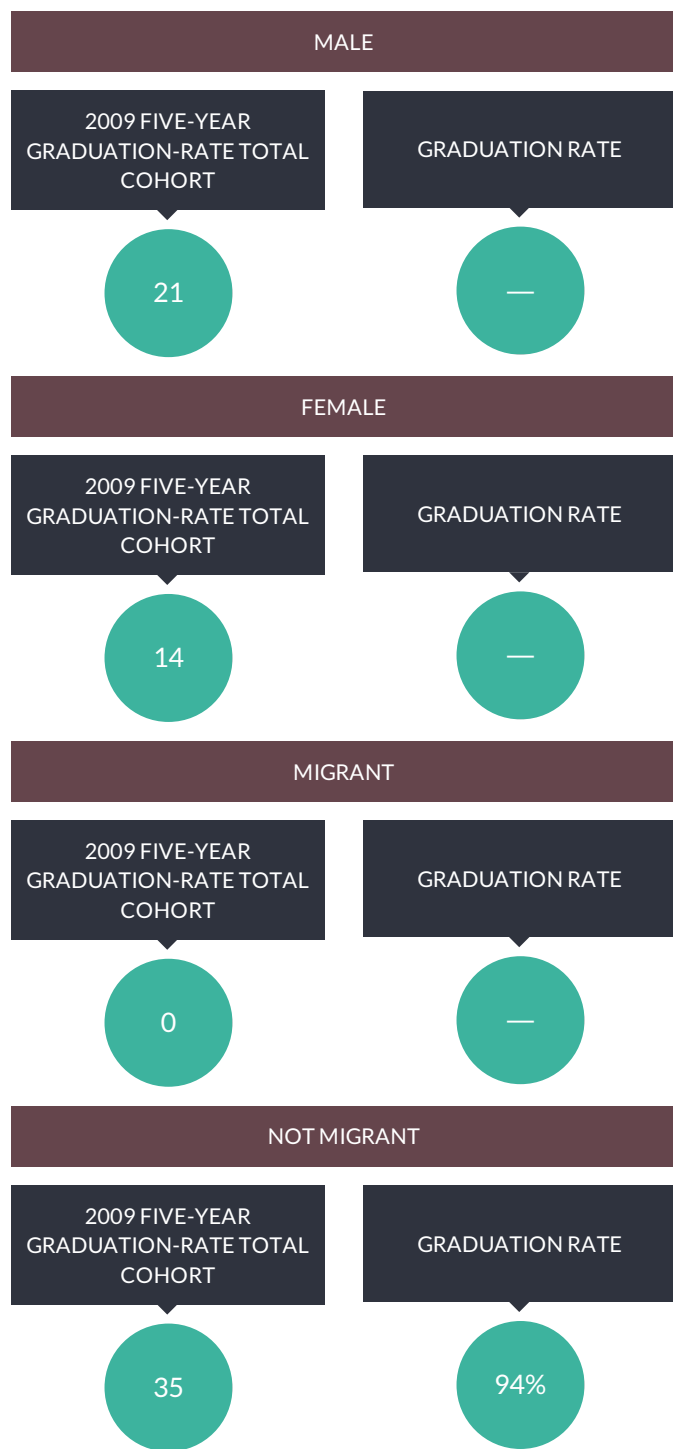
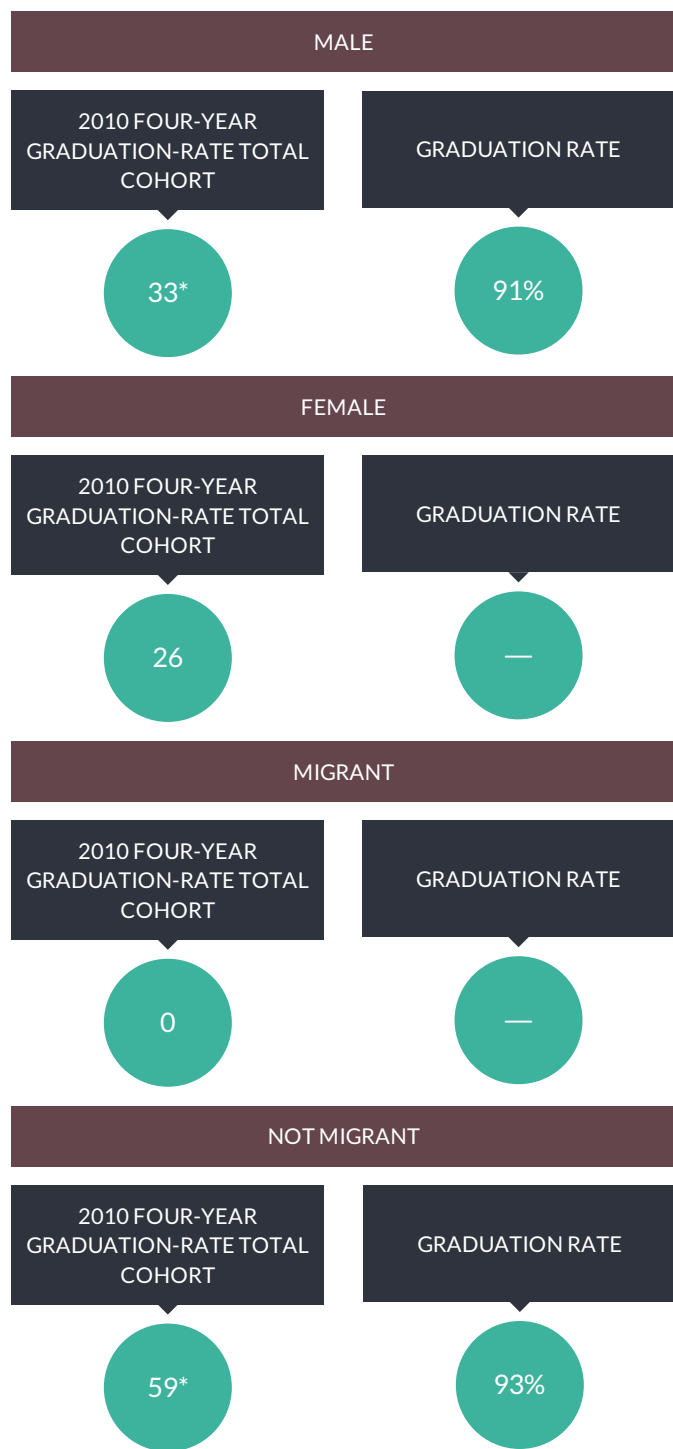
94%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE



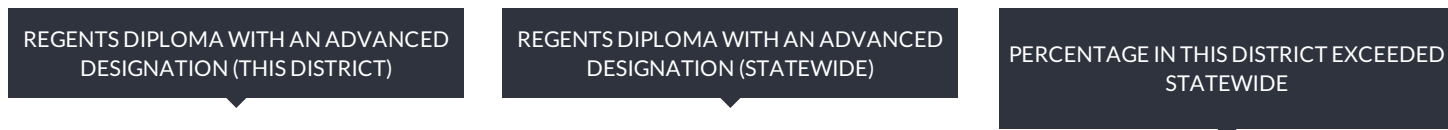


— There were fewer than 30 students in the cohort.

* The number of 2010 four-year graduation-rate total cohort members is less than 30, so the number of 2010 and 2009 four-year graduation-rate total cohort members were combined to determine graduation rates.

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:



25%

31%

NO

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