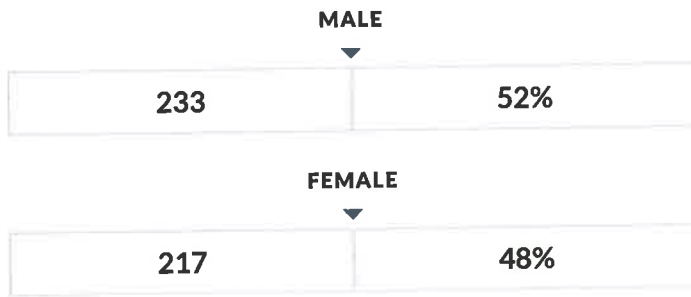


SACKETS HARBOR CENTRAL SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

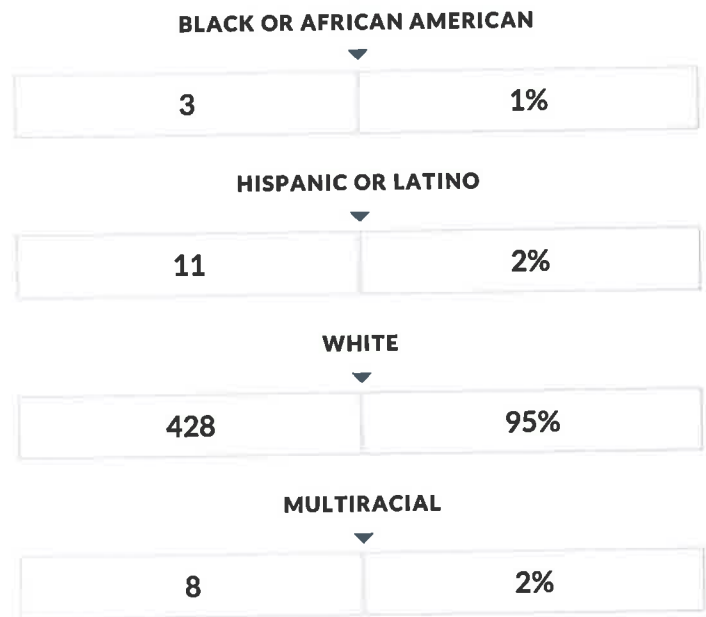
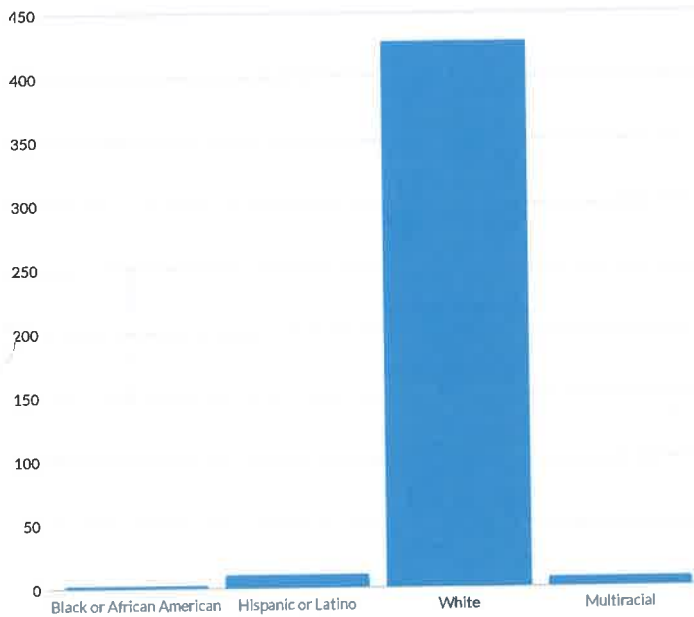
SACKETS HARBOR CENTRAL SCHOOL ENROLLMENT (2014 - 15)

K-12 Enrollment: 450

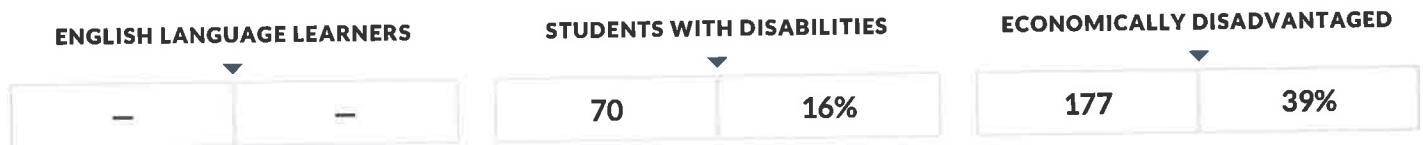
ENROLLMENT BY GENDER



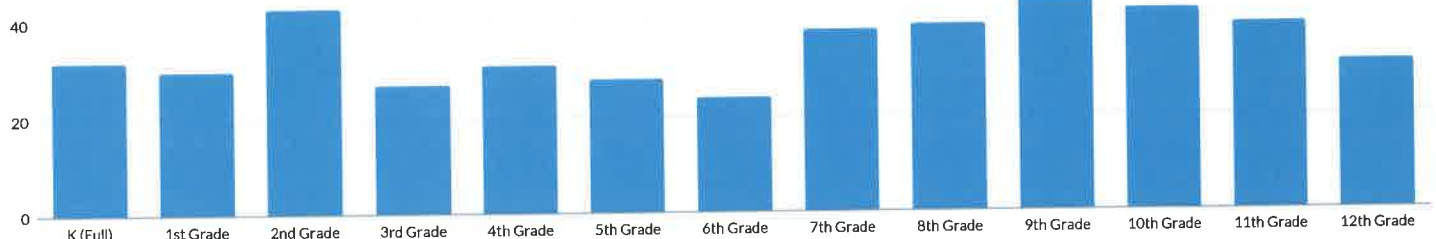
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
32	7%	30	7%	43	10%	27	6%
4TH GRADE		5TH GRADE		6TH GRADE		7TH GRADE	
31	7%	28	6%	24	5%	38	8%
8TH GRADE		9TH GRADE		10TH GRADE		11TH GRADE	
39	9%	46	10%	42	9%	39	9%
12TH GRADE							
31	7%						

AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH



GRADE 8 ENGLISH



GRADE 8 MATHEMATICS



GRADE 8 SCIENCE



GRADE 8 SOCIAL STUDIES



GRADE 10 MATHEMATICS



FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

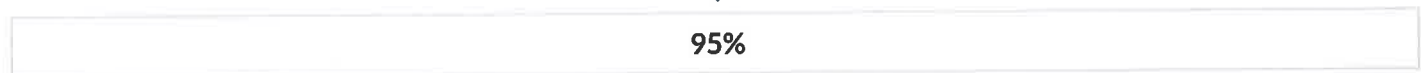


ELIGIBLE FOR REDUCED-PRICE LUNCH



ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE



STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS



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

STAFF COUNTS (2014 - 15)

PRINCIPALS



ASSISTANT PRINCIPALS



OTHER PROFESSIONAL STAFF



PARAPROFESSIONALS



TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 37

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



HIGH SCHOOL COMPLETERS (2014 - 15)

ALL STUDENTS

COMPLETERS (GRADUATES + IEP DIPLOMAS)

32

GRADUATES (REGENTS + LOCAL DIPLOMAS)

32

REGENTS DIPLOMA

30 94%
of Graduates

REGENTS WITH ADVANCED DESIGNATION

13 41%
of Graduates

REGENTS WITH CTE ENDORSEMENT

4 13%
of Graduates

LOCAL DIPLOMAS

2 6%
of Graduates

COMMENCEMENT CREDENTIALS

0 0%
of Completers

GENERAL EDUCATION

COMPLETERS (GRADUATES + IEP DIPLOMAS)

-

GRADUATES (REGENTS + LOCAL DIPLOMAS)

-

REGENTS DIPLOMA

- _%
of Graduates

REGENTS WITH ADVANCED DESIGNATION

- _%
of Graduates

REGENTS WITH CTE ENDORSEMENT

- _%
of Graduates

LOCAL DIPLOMAS

- _%
of Graduates

COMMENCEMENT CREDENTIALS

- _%
of Completers

STUDENTS WITH DISABILITIES

COMPLETERS (GRADUATES + IEP DIPLOMAS)

-

GRADUATES (REGENTS + LOCAL DIPLOMAS)

-

REGENTS DIPLOMA

- _%
of Graduates

REGENTS WITH ADVANCED DESIGNATION

- _%
of Graduates

REGENTS WITH CTE ENDORSEMENT

- _%
of Graduates

LOCAL DIPLOMAS

- _%
of Graduates

COMMENCEMENT CREDENTIALS

- _%
of Completers

HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

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-SECONDARY	TO THE MILITARY ▼
14 44%	12 38%	2 6%	0 0%
TO EMPLOYMENT ▼	TO ADULT SERVICES ▼	TO OTHER KNOWN PLANS ▼	PLAN UNKNOWN ▼
3 9%	0 0%	0 0%	1 3%

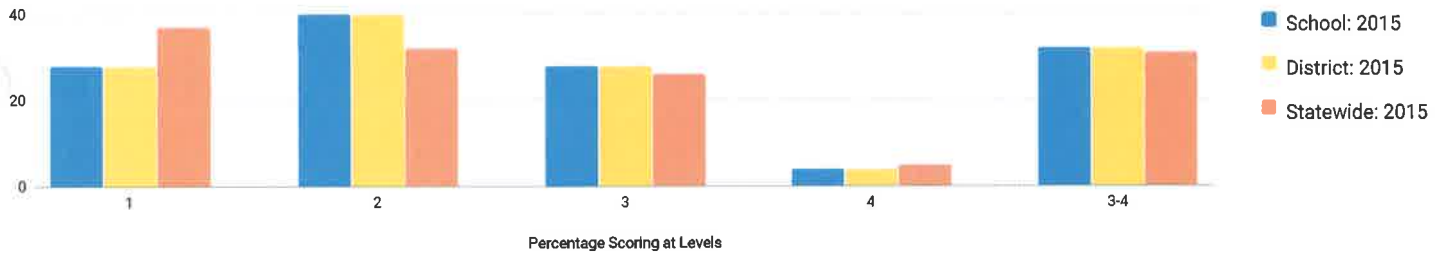
GENERAL EDUCATION

TO FOUR-YEAR COLLEGE ▼	TO TWO-YEAR COLLEGE ▼	TO OTHER POST-SECONDARY	TO THE MILITARY ▼
- -	- -	- -	- -
TO EMPLOYMENT ▼	TO ADULT SERVICES ▼	TO OTHER KNOWN PLANS ▼	PLAN UNKNOWN ▼
- -	- -	- -	- -

STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE ▼	TO TWO-YEAR COLLEGE ▼	TO OTHER POST-SECONDARY	TO THE MILITARY ▼
- -	- -	- -	- -
TO EMPLOYMENT ▼	TO ADULT SERVICES ▼	TO OTHER KNOWN PLANS ▼	PLAN UNKNOWN ▼
- -	- -	- -	- -

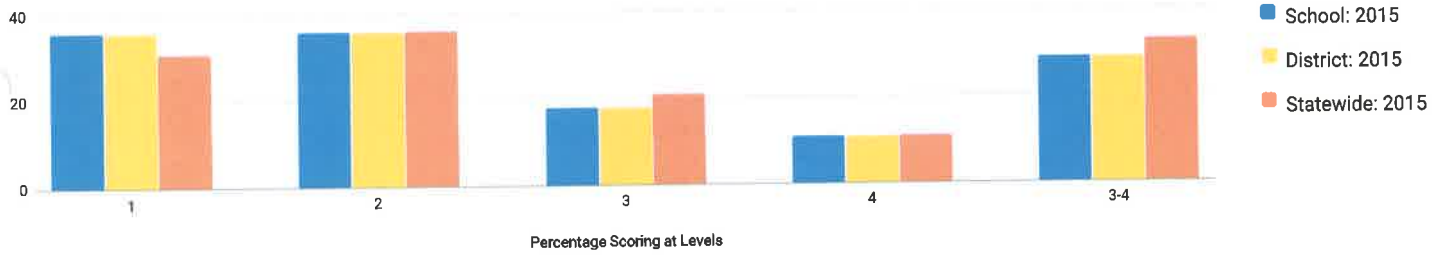
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 306

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	25	32%	7	28%	10	40%
GENERAL EDUCATION	24	_%	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-
WHITE	21	_%	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-
SMALL GROUP TOTAL	25	32%	7	28%	10	40%
FEMALE	12	25%	4	33%	5	42%
MALE	13	38%	3	23%	5	38%
NON-ENGLISH LANGUAGE LEARNERS	25	32%	7	28%	10	40%
ECONOMICALLY DISADVANTAGED	9	11%	3	33%	5	56%
NOT ECONOMICALLY DISADVANTAGED	16	44%	4	25%	5	31%
MIGRANT	1	_%	-	-	-	-
NOT MIGRANT	24	_%	-	-	-	-

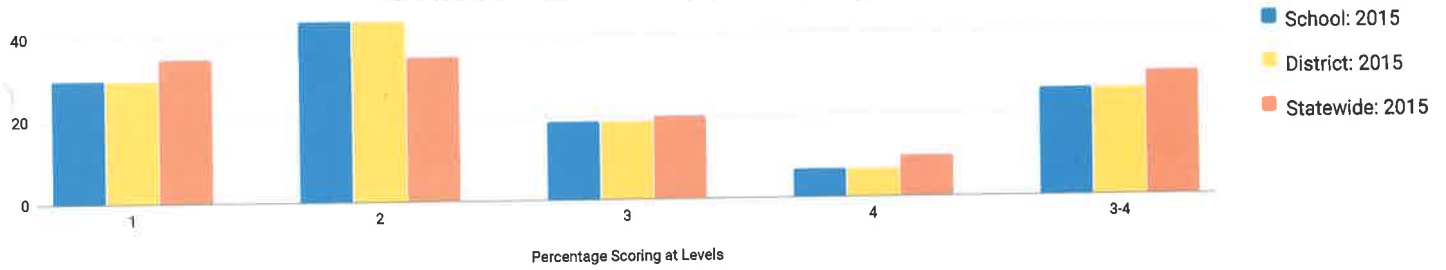
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 298

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	28	29%	10	36%	10	36%
GENERAL EDUCATION	21	38%	5	24%	8	38%
STUDENTS WITH DISABILITIES	7	0%	5	71%	2	29%
WHITE	27	0%	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-
SMALL GROUP TOTAL	28	29%	10	36%	10	36%
FEMALE	11	27%	3	27%	5	45%
MALE	17	29%	7	41%	5	29%
NON-ENGLISH LANGUAGE LEARNERS	28	29%	10	36%	10	36%
ECONOMICALLY DISADVANTAGED	12	8%	7	58%	4	33%
NOT ECONOMICALLY DISADVANTAGED	16	44%	3	19%	6	38%
NOT MIGRANT	28	29%	10	36%	10	36%

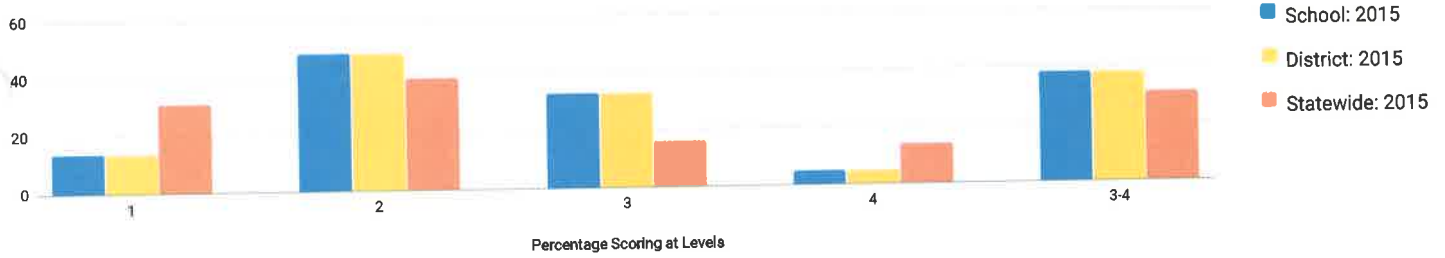
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 300

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	27	26%	8	30%	12	44%	5	19%	2	7%
GENERAL EDUCATION	22	32%	3	14%	12	55%	5	23%	2	9%
STUDENTS WITH DISABILITIES	5	0%	5	100%	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
WHITE	26	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	27	26%	8	30%	12	44%	5	19%	2	7%
FEMALE	16	38%	2	13%	8	50%	4	25%	2	13%
MALE	11	9%	6	55%	4	36%	1	9%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	26	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	31%	2	15%	7	54%	3	23%	1	8%
NOT ECONOMICALLY DISADVANTAGED	14	21%	6	43%	5	36%	2	14%	1	7%
NOT MIGRANT	27	26%	8	30%	12	44%	5	19%	2	7%

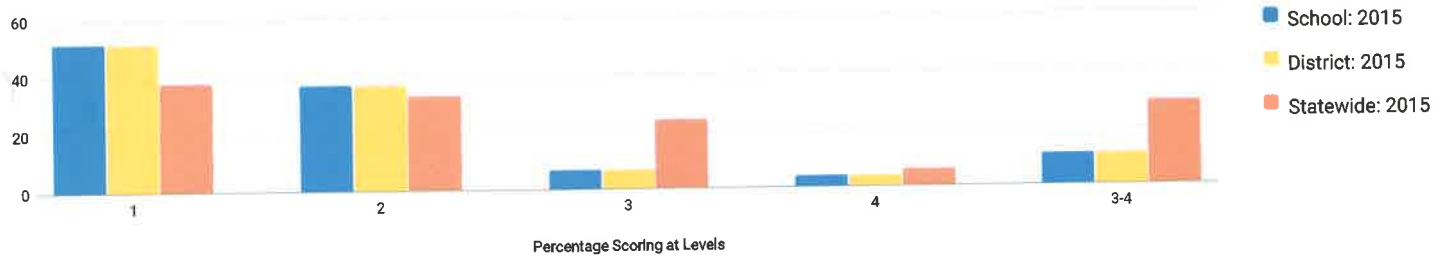
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	21	38%	3	14%	10	48%	7	33%	1	5%
GENERAL EDUCATION	16	50%	0	0%	8	50%	7	44%	1	6%
STUDENTS WITH DISABILITIES	5	0%	3	60%	2	40%	0	0%	0	0%
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	19	0%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	21	38%	3	14%	10	48%	7	33%	1	5%
FEMALE	16	44%	1	6%	8	50%	6	38%	1	6%
MALE	5	20%	2	40%	2	40%	1	20%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	21	38%	3	14%	10	48%	7	33%	1	5%
ECONOMICALLY DISADVANTAGED	10	20%	3	30%	5	50%	2	20%	0	0%
NOT ECONOMICALLY DISADVANTAGED	11	55%	0	0%	5	45%	5	45%	1	9%
NOT MIGRANT	21	38%	3	14%	10	48%	7	33%	1	5%

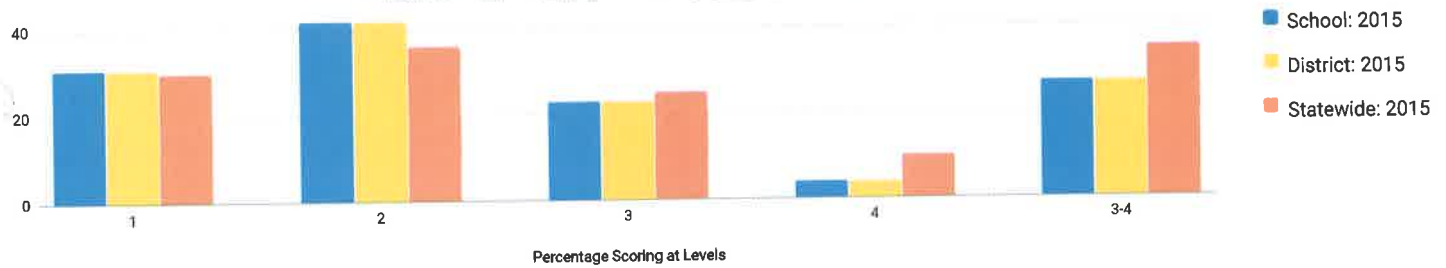
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 279

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	27	11%	14	52%	10	37%
GENERAL EDUCATION	21	14%	9	43%	9	43%
STUDENTS WITH DISABILITIES	6	0%	5	83%	1	17%
WHITE	27	11%	14	52%	10	37%
FEMALE	15	13%	8	53%	5	33%
MALE	12	8%	6	50%	5	42%
NON-ENGLISH LANGUAGE LEARNERS	27	11%	14	52%	10	37%
ECONOMICALLY DISADVANTAGED	9	0%	8	89%	1	11%
NOT ECONOMICALLY DISADVANTAGED	18	17%	6	33%	9	50%
NOT MIGRANT	27	11%	14	52%	10	37%

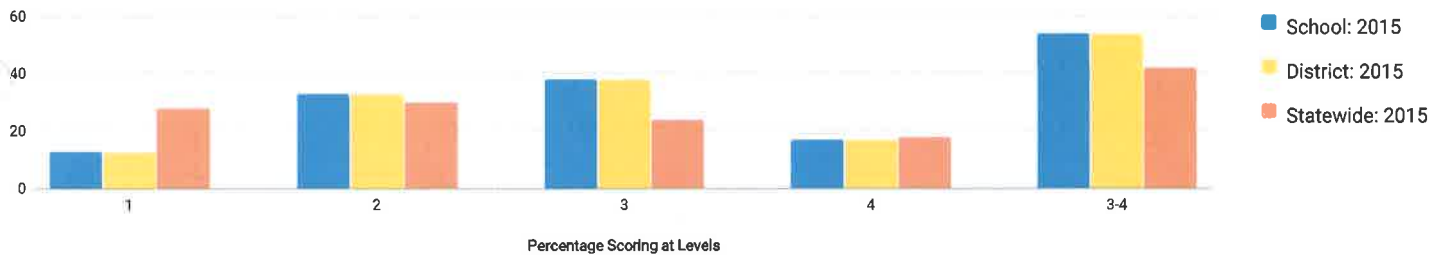
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 291

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	20	35%	3 (15%)	10 (50%)	6 (30%)	1 (5%)
STUDENTS WITH DISABILITIES	6	0%	5 (83%)	1 (17%)	0 (0%)	0 (0%)
WHITE	25	0%	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-
SMALL GROUP TOTAL	26	27%	8 (31%)	11 (42%)	6 (23%)	1 (4%)
FEMALE	9	33%	2 (22%)	4 (44%)	3 (33%)	0 (0%)
MALE	17	24%	6 (35%)	7 (41%)	3 (18%)	1 (6%)
NON-ENGLISH LANGUAGE LEARNERS	26	27%	8 (31%)	11 (42%)	6 (23%)	1 (4%)
ECONOMICALLY DISADVANTAGED	14	14%	7 (50%)	5 (36%)	2 (14%)	0 (0%)
NOT ECONOMICALLY DISADVANTAGED	12	42%	1 (8%)	6 (50%)	4 (33%)	1 (8%)
NOT MIGRANT	26	27%	8 (31%)	11 (42%)	6 (23%)	1 (4%)

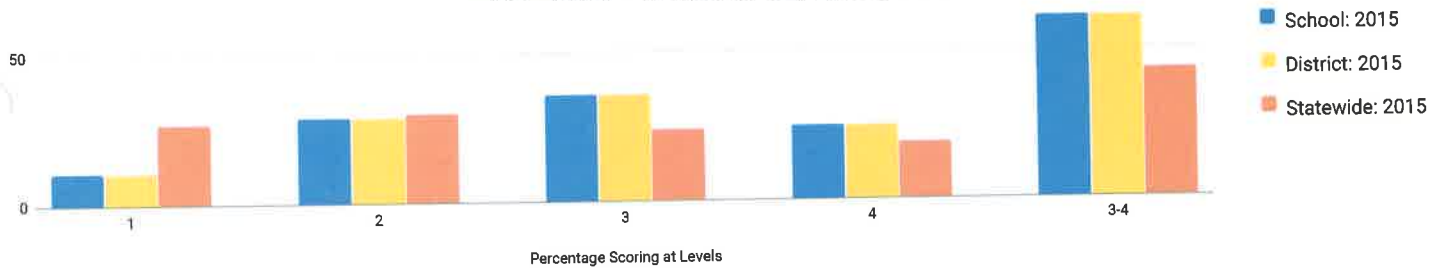
GRADE 3 MATHEMATICS



MEAN SCORE: 314

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	24	54%	3	13%	8	33%	9	38%	4	17%
GENERAL EDUCATION	23	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	20	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	24	54%	3	13%	8	33%	9	38%	4	17%
FEMALE	12	42%	2	17%	5	42%	4	33%	1	8%
MALE	12	67%	1	8%	3	25%	5	42%	3	25%
NON-ENGLISH LANGUAGE LEARNERS	24	54%	3	13%	8	33%	9	38%	4	17%
ECONOMICALLY DISADVANTAGED	9	33%	1	11%	5	56%	3	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	15	67%	2	13%	3	20%	6	40%	4	27%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	23	_%	-	-	-	-	-	-	-	-

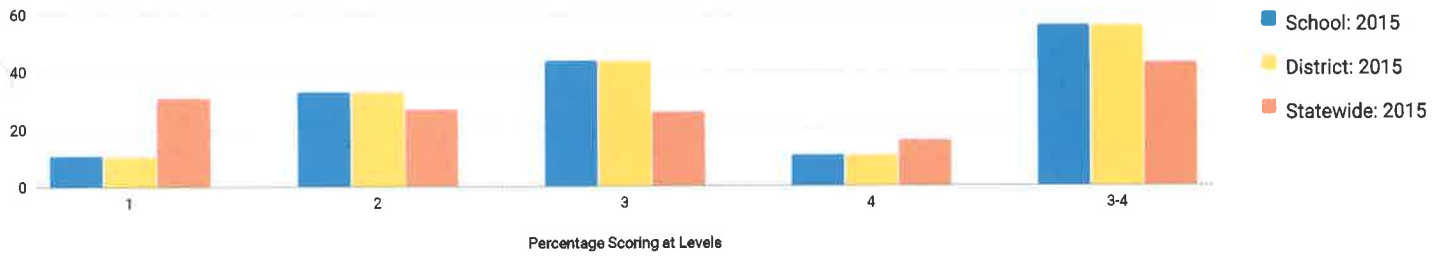
GRADE 4 MATHEMATICS



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	28	61%	3	11%	8	29%	10	36%	7	25%
GENERAL EDUCATION	21	81%	0	0%	4	19%	10	48%	7	33%
STUDENTS WITH DISABILITIES	7	0%	3	43%	4	57%	0	0%	0	0%
WHITE	27	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	28	61%	3	11%	8	29%	10	36%	7	25%
FEMALE	11	64%	2	18%	2	18%	3	27%	4	36%
MALE	17	59%	1	6%	6	35%	7	41%	3	18%
NON-ENGLISH LANGUAGE LEARNERS	28	61%	3	11%	8	29%	10	36%	7	25%
ECONOMICALLY DISADVANTAGED	12	42%	3	25%	4	33%	4	33%	1	8%
NOT ECONOMICALLY DISADVANTAGED	16	75%	0	0%	4	25%	6	38%	6	38%
NOT MIGRANT	28	61%	3	11%	8	29%	10	36%	7	25%

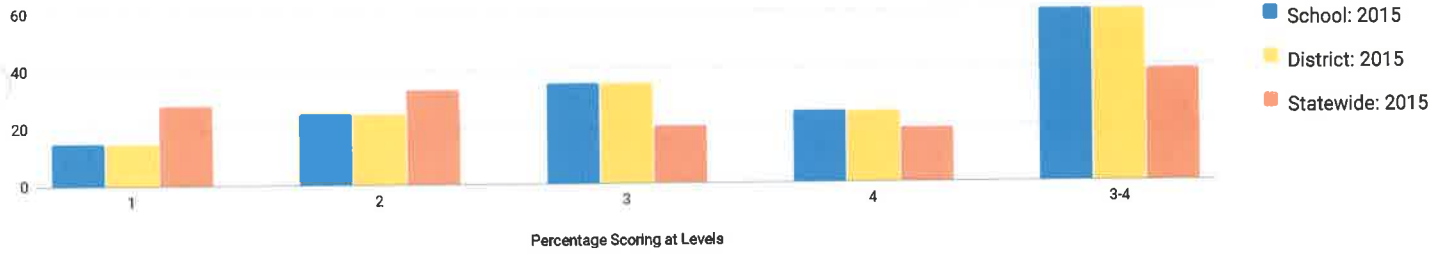
GRADE 5 MATHEMATICS



MEAN SCORE: 319

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	27	56%	3	11%	9	33%	12	44%	3	11%
GENERAL EDUCATION	22	64%	0	0%	8	36%	11	50%	3	14%
STUDENTS WITH DISABILITIES	5	20%	3	60%	1	20%	1	20%	0	0%
BLACK OR AFRICAN AMERICAN	1	%	-	-	-	-	-	-	-	-
WHITE	26	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	27	56%	3	11%	9	33%	12	44%	3	11%
FEMALE	16	69%	1	6%	4	25%	8	50%	3	19%
MALE	11	36%	2	18%	5	45%	4	36%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	26	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	46%	1	8%	6	46%	5	38%	1	8%
NOT ECONOMICALLY DISADVANTAGED	14	64%	2	14%	3	21%	7	50%	2	14%
NOT MIGRANT	27	56%	3	11%	9	33%	12	44%	3	11%

GRADE 6 MATHEMATICS

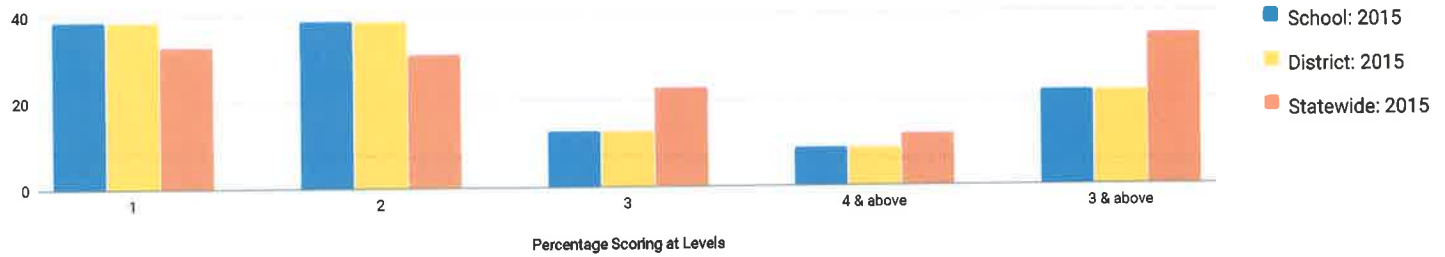


MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	20	60%	3	15%	5	25%	7	35%	5	25%
GENERAL EDUCATION	15	80%	0	0%	3	20%	7	47%	5	33%
STUDENTS WITH DISABILITIES	5	0%	3	60%	2	40%	0	0%	0	0%
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	18	0%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	20	60%	3	15%	5	25%	7	35%	5	25%
FEMALE	15	67%	2	13%	3	20%	5	33%	5	33%
MALE	5	40%	1	20%	2	40%	2	40%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	20	60%	3	15%	5	25%	7	35%	5	25%
ECONOMICALLY DISADVANTAGED	9	44%	2	22%	3	33%	1	11%	3	33%
NOT ECONOMICALLY DISADVANTAGED	11	73%	1	9%	2	18%	6	55%	2	18%
NOT MIGRANT	20	60%	3	15%	5	25%	7	35%	5	25%

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.

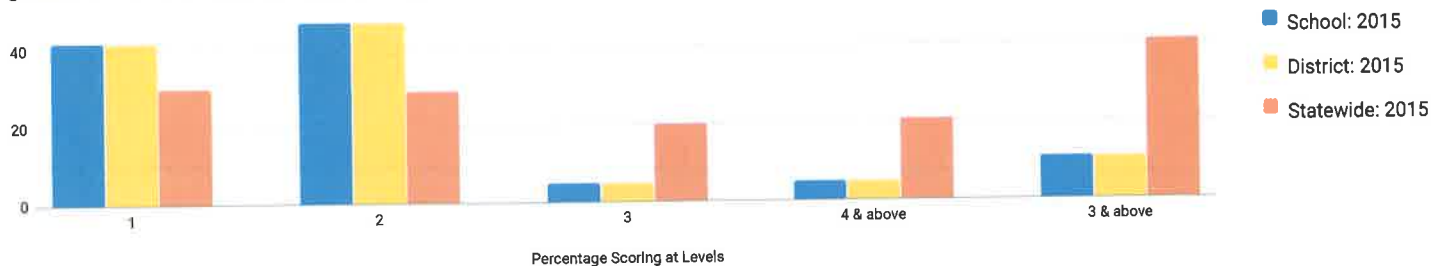


MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	23	22%	9	39%	9	39%	3	13%	2	9%
GENERAL EDUCATION	19	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
WHITE	23	22%	9	39%	9	39%	3	13%	2	9%
FEMALE	15	27%	6	40%	5	33%	3	20%	1	7%
MALE	8	13%	3	38%	4	50%	0	0%	1	13%
NON-ENGLISH LANGUAGE LEARNERS	23	22%	9	39%	9	39%	3	13%	2	9%
ECONOMICALLY DISADVANTAGED	7	14%	4	57%	2	29%	1	14%	0	0%
NOT ECONOMICALLY DISADVANTAGED	16	25%	5	31%	7	44%	2	13%	2	13%
NOT MIGRANT	23	22%	9	39%	9	39%	3	13%	2	9%

GRADE 8 MATHEMATICS

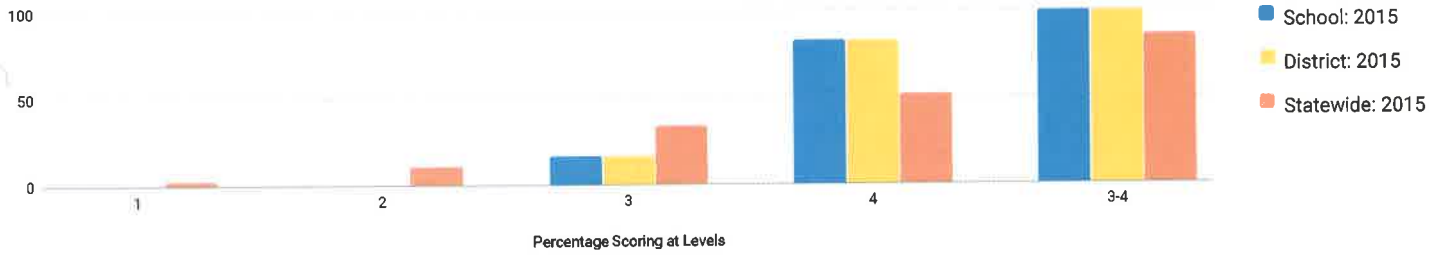
Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and 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	19	11%	8	42%	9	47%
GENERAL EDUCATION	13	15%	2	15%	9	69%
STUDENTS WITH DISABILITIES	6	0%	6	100%	0	0%
WHITE	19	11%	8	42%	9	47%
FEMALE	5	20%	1	20%	3	60%
MALE	14	7%	7	50%	6	43%
NON-ENGLISH LANGUAGE LEARNERS	19	11%	8	42%	9	47%
ECONOMICALLY DISADVANTAGED	12	8%	8	67%	3	25%
NOT ECONOMICALLY DISADVANTAGED	7	14%	0	0%	6	86%
NOT MIGRANT	19	11%	8	42%	9	47%

GRADE 4 SCIENCE

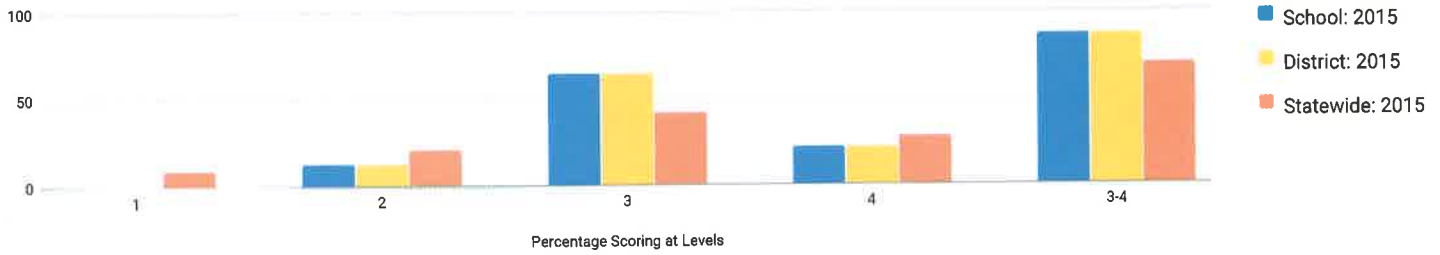


MEAN SCORE: 90

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	29	100%	0	0%	0	0%	5	17%	24	83%
GENERAL EDUCATION	22	100%	0	0%	0	0%	1	5%	21	95%
STUDENTS WITH DISABILITIES	7	100%	0	0%	0	0%	4	57%	3	43%
WHITE	28	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	100%	0	0%	0	0%	5	17%	24	83%
FEMALE	11	100%	0	0%	0	0%	2	18%	9	82%
MALE	18	100%	0	0%	0	0%	3	17%	15	83%
NON-ENGLISH LANGUAGE LEARNERS	29	100%	0	0%	0	0%	5	17%	24	83%
ECONOMICALLY DISADVANTAGED	12	100%	0	0%	0	0%	3	25%	9	75%
NOT ECONOMICALLY DISADVANTAGED	17	100%	0	0%	0	0%	2	12%	15	88%
NOT MIGRANT	29	100%	0	0%	0	0%	5	17%	24	83%

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: 77

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	23	87%	0	0%	3	13%	15	65%	5	22%
GENERAL EDUCATION	17	100%	0	0%	0	0%	12	71%	5	29%
STUDENTS WITH DISABILITIES	6	50%	0	0%	3	50%	3	50%	0	0%
WHITE	23	87%	0	0%	3	13%	15	65%	5	22%
FEMALE	7	86%	0	0%	1	14%	5	71%	1	14%
MALE	16	88%	0	0%	2	13%	10	63%	4	25%
NON-ENGLISH LANGUAGE LEARNERS	23	87%	0	0%	3	13%	15	65%	5	22%
ECONOMICALLY DISADVANTAGED	12	75%	0	0%	3	25%	8	67%	1	8%
NOT ECONOMICALLY DISADVANTAGED	11	100%	0	0%	0	0%	7	64%	4	36%
NOT MIGRANT	23	87%	0	0%	3	13%	15	65%	5	22%

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

GRADE: 4
READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH 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 RA...
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERIC...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	49%	39%	10%	2%	98
LIMITED ENGLISH PROFICIENT	56%	35%	9%	*%	91
ECONOMICALLY DISADVANT...	29%	48%	21%	2%	

GRADE: 8
READING

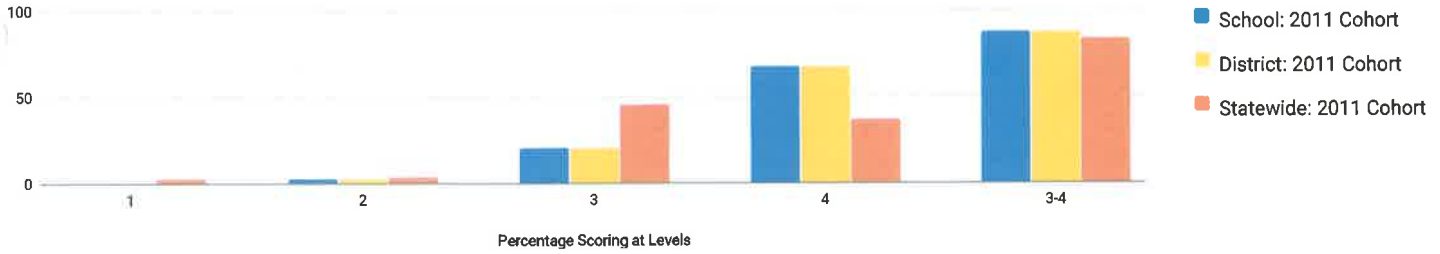
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH 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 RA...
ALL STUDENTS	31%	38%	24%	7%	

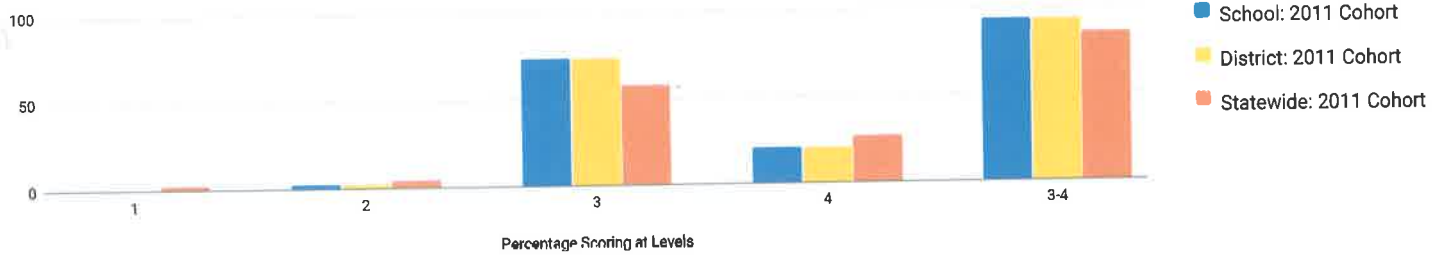
AMERICAN INDIAN OR ALAS...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIENT	72%	21%	6%	1%	94
ECONOMICALLY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

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



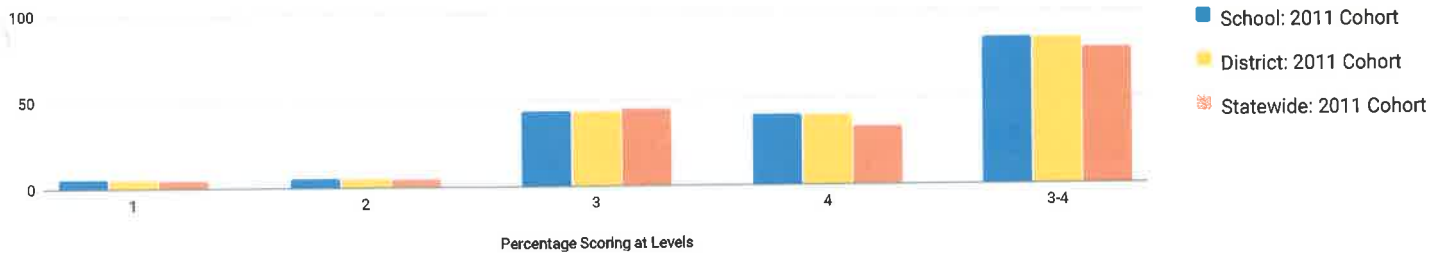
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	34	88%	0	0%	1	3%	7	21%	23	68%
GENERAL EDUCATION	31	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	32	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	34	88%	0	0%	1	3%	7	21%	23	68%
FEMALE	16	88%	0	0%	0	0%	3	19%	11	69%
MALE	18	89%	0	0%	1	6%	4	22%	12	67%
NON-ENGLISH LANGUAGE LEARNERS	34	88%	0	0%	1	3%	7	21%	23	68%
ECONOMICALLY DISADVANTAGED	16	75%	0	0%	1	6%	4	25%	8	50%
NOT ECONOMICALLY DISADVANTAGED	18	100%	0	0%	0	0%	3	17%	15	83%
NOT MIGRANT	34	88%	0	0%	1	3%	7	21%	23	68%

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



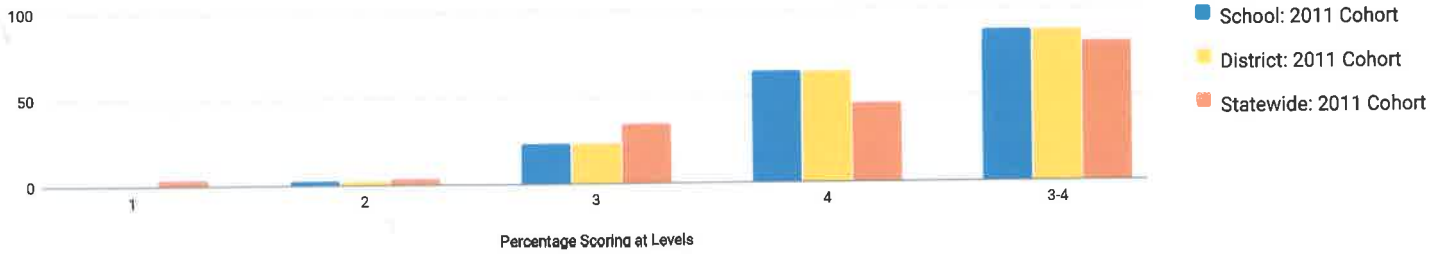
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	34	94%	0	0%	1	3%	25	74%	7	21%
GENERAL EDUCATION	31	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	32	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	34	94%	0	0%	1	3%	25	74%	7	21%
FEMALE	16	100%	0	0%	0	0%	12	75%	4	25%
MALE	18	89%	0	0%	1	6%	13	72%	3	17%
NON-ENGLISH LANGUAGE LEARNERS	34	94%	0	0%	1	3%	25	74%	7	21%
ECONOMICALLY DISADVANTAGED	16	88%	0	0%	1	6%	12	75%	2	13%
NOT ECONOMICALLY DISADVANTAGED	18	100%	0	0%	0	0%	13	72%	5	28%
NOT MIGRANT	34	94%	0	0%	1	3%	25	74%	7	21%

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



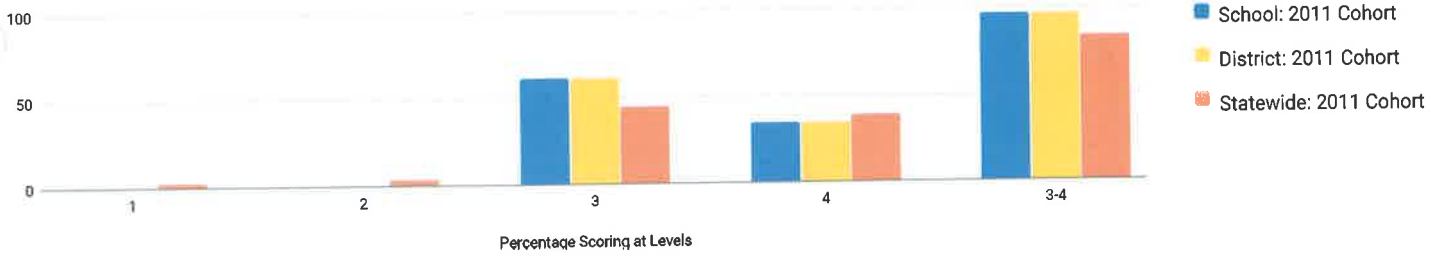
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	34	85%	2	6%	2	6%	15	44%	14	41%
GENERAL EDUCATION	31	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	32	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	34	85%	2	6%	2	6%	15	44%	14	41%
FEMALE	16	81%	1	6%	1	6%	8	50%	5	31%
MALE	18	89%	1	6%	1	6%	7	39%	9	50%
NON-ENGLISH LANGUAGE LEARNERS	34	85%	2	6%	2	6%	15	44%	14	41%
ECONOMICALLY DISADVANTAGED	16	75%	2	13%	2	13%	5	31%	7	44%
NOT ECONOMICALLY DISADVANTAGED	18	94%	0	0%	0	0%	10	56%	7	39%
NOT MIGRANT	34	85%	2	6%	2	6%	15	44%	14	41%

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	34	88%	0	3%	8	22
GENERAL EDUCATION	31	90%	0	0%	6	25
STUDENTS WITH DISABILITIES	3	0%	0	0%	0	0
BLACK OR AFRICAN AMERICAN	1	0%	0	0%	0	0
HISPANIC OR LATINO	1	0%	0	0%	0	0
WHITE	32	91%	0	3%	9	28
SMALL GROUP TOTAL	34	88%	0	3%	8	22
FEMALE	16	88%	0	0%	6	8
MALE	18	89%	0	6%	2	14
NON-ENGLISH LANGUAGE LEARNERS	34	88%	0	3%	8	22
ECONOMICALLY DISADVANTAGED	16	75%	0	6%	3	9
NOT ECONOMICALLY DISADVANTAGED	18	100%	0	0%	5	13
NOT MIGRANT	34	88%	0	3%	8	22

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	34	97%	0	0%	0	0%	21	62%	12	35%
GENERAL EDUCATION	31	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	32	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	34	97%	0	0%	0	0%	21	62%	12	35%
FEMALE	16	94%	0	0%	0	0%	10	63%	5	31%
MALE	18	100%	0	0%	0	0%	11	61%	7	39%
NON-ENGLISH LANGUAGE LEARNERS	34	97%	0	0%	0	0%	21	62%	12	35%
ECONOMICALLY DISADVANTAGED	16	100%	0	0%	0	0%	10	63%	6	38%
NOT ECONOMICALLY DISADVANTAGED	18	94%	0	0%	0	0%	11	61%	6	33%
NOT MIGRANT	34	97%	0	0%	0	0%	21	62%	12	35%

Regents Examination Results (2014 - 15)

COMPREHENSIVE ENGLISH**REGENTS COMPREHENSIVE ENGLISH**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	37	37	100%	36	97%	19	51%
GENERAL EDUCATION	34	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	35	-	-	-	-	-	-
SMALL GROUP TOTAL	37	37	100%	36	97%	19	51%
FEMALE	12	12	100%	12	100%	7	58%
MALE	25	25	100%	24	96%	12	48%
NON-ENGLISH LANGUAGE LEARNERS	37	37	100%	36	97%	19	51%
ECONOMICALLY DISADVANTAGED	8	8	100%	8	100%	4	50%
NOT ECONOMICALLY DISADVANTAGED	29	29	100%	28	97%	15	52%
NOT MIGRANT	37	37	100%	36	97%	19	51%

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	37	1	3%	2	5%	6	16%	4	11%	24	65%
GENERAL EDUCATION	34	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	36	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	37	1	3%	2	5%	6	16%	4	11%	24	65%
FEMALE	12	0	0%	1	8%	3	25%	1	8%	7	58%
MALE	25	1	4%	1	4%	3	12%	3	12%	17	68%
NON-ENGLISH LANGUAGE LEARNERS	37	1	3%	2	5%	6	16%	4	11%	24	65%
ECONOMICALLY DISADVANTAGED	8	1	13%	0	0%	1	13%	1	13%	5	63%
NOT ECONOMICALLY DISADVANTAGED	29	0	0%	2	7%	5	17%	3	10%	19	66%
NOT MIGRANT	37	1	3%	2	5%	6	16%	4	11%	24	65%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	16	16	100%	16	100%	0	0%
GENERAL EDUCATION	12	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	14	-	-	-	-	-	-
SMALL GROUP TOTAL	16	16	100%	16	100%	0	0%
FEMALE	8	8	100%	8	100%	0	0%
MALE	8	8	100%	8	100%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	16	16	100%	16	100%	0	0%
ECONOMICALLY DISADVANTAGED	7	7	100%	7	100%	0	0%
NOT ECONOMICALLY DISADVANTAGED	9	9	100%	9	100%	0	0%
NOT MIGRANT	16	16	100%	16	100%	0	0%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	30	28	93%	25	83%	12	40%
GENERAL EDUCATION	29	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	29	-	-	-	-	-	-
SMALL GROUP TOTAL	30	28	93%	25	83%	12	40%
FEMALE	17	16	94%	13	76%	6	35%
MALE	13	12	92%	12	92%	6	46%
NON-ENGLISH LANGUAGE LEARNERS	30	28	93%	25	83%	12	40%
ECONOMICALLY DISADVANTAGED	7	6	86%	6	86%	2	29%
NOT ECONOMICALLY DISADVANTAGED	23	22	96%	19	83%	10	43%
NOT MIGRANT	30	28	93%	25	83%	12	40%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55			65			85	
ALL STUDENTS	20	17	85%	11	55%	5	25%		
GENERAL EDUCATION	20	17	85%	11	55%	5	25%		
WHITE	20	17	85%	11	55%	5	25%		
FEMALE	3	-	-	-	-	-	-	-	
MALE	17	-	-	-	-	-	-	-	
NON-ENGLISH LANGUAGE LEARNERS	20	17	85%	11	55%	5	25%		
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-	-	
NOT ECONOMICALLY DISADVANTAGED	16	-	-	-	-	-	-	-	
NOT MIGRANT	20	17	85%	11	55%	5	25%		

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	40	1	3%	3	8%	19	48%	14	35%	3	8%
GENERAL EDUCATION	36	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-	-	-	-	-
WHITE	36	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	40	1	3%	3	8%	19	48%	14	35%	3	8%
FEMALE	22	1	5%	1	5%	9	41%	9	41%	2	9%
MALE	18	0	0%	2	11%	10	56%	5	28%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	40	1	3%	3	8%	19	48%	14	35%	3	8%
ECONOMICALLY DISADVANTAGED	12	1	8%	2	17%	5	42%	4	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	28	0	0%	1	4%	14	50%	10	36%	3	11%
NOT MIGRANT	40	1	3%	3	8%	19	48%	14	35%	3	8%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	28	0	0%	3	11%	11	39%	6	21%	8	29%
GENERAL EDUCATION	27	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	27	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	28	0	0%	3	11%	11	39%	6	21%	8	29%
FEMALE	17	0	0%	3	18%	6	35%	4	24%	4	24%
MALE	11	0	0%	0	0%	5	45%	2	18%	4	36%
NON-ENGLISH LANGUAGE LEARNERS	28	0	0%	3	11%	11	39%	6	21%	8	29%
ECONOMICALLY DISADVANTAGED	6	0	0%	0	0%	3	50%	1	17%	2	33%
NOT ECONOMICALLY DISADVANTAGED	22	0	0%	3	14%	8	36%	5	23%	6	27%
NOT MIGRANT	28	0	0%	3	11%	11	39%	6	21%	8	29%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	43	42	98%	37	86%	16	37%
GENERAL EDUCATION	36	36	100%	33	92%	16	44%
STUDENTS WITH DISABILITIES	7	6	86%	4	57%	0	0%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	41	-	-	-	-	-	-
SMALL GROUP TOTAL	43	42	98%	37	86%	16	37%
FEMALE	25	24	96%	22	88%	11	44%
MALE	18	18	100%	15	83%	5	28%
NON-ENGLISH LANGUAGE LEARNERS	43	42	98%	37	86%	16	37%
ECONOMICALLY DISADVANTAGED	16	15	94%	12	75%	4	25%
NOT ECONOMICALLY DISADVANTAGED	27	27	100%	25	93%	12	44%
NOT MIGRANT	43	42	98%	37	86%	16	37%

U.S. HISTORY & GOVERNMENT**REGENTS U.S. HISTORY & GOVERNMENT**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	37	36	97%	34	92%	25	68%
GENERAL EDUCATION	35	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	36	-	-	-	-	-	-
SMALL GROUP TOTAL	37	36	97%	34	92%	25	68%
FEMALE	13	13	100%	11	85%	5	38%
MALE	24	23	96%	23	96%	20	83%
NON-ENGLISH LANGUAGE LEARNERS	37	36	97%	34	92%	25	68%
ECONOMICALLY DISADVANTAGED	8	7	88%	7	88%	6	75%
NOT ECONOMICALLY DISADVANTAGED	29	29	100%	27	93%	19	66%
NOT MIGRANT	37	36	97%	34	92%	25	68%

LIVING ENVIRONMENT**REGENTS LIVING ENVIRONMENT**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	39	37	95%	37	95%	15	38%
GENERAL EDUCATION	33	33	100%	33	100%	15	45%
STUDENTS WITH DISABILITIES	6	4	67%	4	67%	0	0%
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	37	-	-	-	-	-	-
SMALL GROUP TOTAL	39	37	95%	37	95%	15	38%
FEMALE	23	23	100%	23	100%	8	35%
MALE	16	14	88%	14	88%	7	44%
NON-ENGLISH LANGUAGE LEARNERS	39	37	95%	37	95%	15	38%
ECONOMICALLY DISADVANTAGED	9	8	89%	8	89%	3	33%
NOT ECONOMICALLY DISADVANTAGED	30	29	97%	29	97%	12	40%
NOT MIGRANT	39	37	95%	37	95%	15	38%

PHYSICAL SETTING/EARTH SCIENCE**REGENTS PHYSICAL SETTING/EARTH SCIENCE**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	41	38	93%	32	78%	13	32%
GENERAL EDUCATION	35	33	94%	28	80%	12	34%
STUDENTS WITH DISABILITIES	6	5	83%	4	67%	1	17%
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	38	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	41	38	93%	32	78%	13	32%
FEMALE	21	21	100%	19	90%	7	33%
MALE	20	17	85%	13	65%	6	30%
NON-ENGLISH LANGUAGE LEARNERS	41	38	93%	32	78%	13	32%
ECONOMICALLY DISADVANTAGED	16	13	81%	10	63%	2	13%
NOT ECONOMICALLY DISADVANTAGED	25	25	100%	22	88%	11	44%
NOT MIGRANT	41	38	93%	32	78%	13	32%

PHYSICAL SETTING/CHEMISTRY**REGENTS PHYSICAL SETTING/CHEMISTRY**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	17	17	100%	13	76%	5	29%
GENERAL EDUCATION	17	17	100%	13	76%	5	29%
WHITE	17	17	100%	13	76%	5	29%
FEMALE	4	-	-	-	-	-	-
MALE	13	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	17	17	100%	13	76%	5	29%
ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	14	-	-	-	-	-	-
NOT MIGRANT	17	17	100%	13	76%	5	29%

PHYSICAL SETTING/PHYSICS**REGENTS PHYSICAL SETTING/PHYSICS**

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	8	8	100%	6	75%	2	25%
GENERAL EDUCATION	8	8	100%	6	75%	2	25%
WHITE	8	8	100%	6	75%	2	25%
FEMALE	0	-	-	-	-	-	-
MALE	5	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	8	8	100%	6	75%	2	25%
ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	5	-	-	-	-	-	-
NOT MIGRANT	8	8	100%	6	75%	2	25%

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 TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
NO		393*		90%*	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	146	95	88	88	

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	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	

BLACK OR AFRICAN AMERICAN

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	—	—	—	

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%				
▼				
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
▼		▼		▼
—		2		—
EAMO		SAFE HARBOR TARGET		
▼		▼		
—		—		

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



MADE AYP: —

TESTED 95%				
▼				
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		
▼		▼		
—		—		

WHITE



MADE AYP: **NO**

TESTED 95%				
▼				
TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼		▼		▼
NO		377*		89%*
PI >= EAMO OR SAFE HARBOR TARGET		TESTED STUDENTS ENROLLED ON BEDS DAY		PI
▼		▼		▼
NO		138		94
EAMO		SAFE HARBOR TARGET		
▼		▼		
105		105		

MULTIRACIAL



MADE AYP: —

TESTED 95%				
▼				
TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼		▼		▼
—		5		—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	5	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	34	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	27	—	—	—

LIMITED ENGLISH PROFICIENT

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
—	0	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	153*	93%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	62	73	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
393*	90%*	146	95

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
390*	90%*	145	95

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
390*	90%*	144	94

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
393*	90%*	146	95

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
9	—	8	—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
383*	90%*	141	96

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

322*

89%*

119

112

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

392*

90%*

146

95

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

240*

88%*

84

112

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

201*

89%*

70

81

FEMALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

192*

91%*

76

108

MIGRANT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

1

—

0

—

NOT MIGRANT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

392*

90%*

146

95

— 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: **NO**

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

393*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

85%*

PI >= EAMO OR SAFE HARBOR TARGET

YES

TESTED STUDENTS ENROLLED ON BEDS DAY

133

PI

127

EAMO

85

SAFE HARBOR TARGET

85

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: —

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	—	—	—

HISPANIC OR LATINO

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	—	—	—

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		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

WHITE

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	377*	85%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	—	—	—	—

YES	126	125	101	101
-----	-----	-----	-----	-----

MULTIRACIAL

MADE AYP: —

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		5		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	4	—	—	—	

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		34		—	
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	25	—	—	—	

LIMITED ENGLISH PROFICIENT

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	
—	0	—	—	—	

ECONOMICALLY DISADVANTAGED

MADE AYP: NO

TESTED 95% ▼ NO		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 154*		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ 88%*	
PI >= EAMO OR SAFE HARBOR TARGET ▼ YES	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 57	PI ▼ 105	EAMO ▼ 68	SAFE HARBOR TARGET ▼ 68	

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
393*	85%*	133	127

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
390*	85%*	132	127

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
390*	85%*	131	126

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
393*	85%*	133	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
9	—	7	—

NOT MULTIRACIAL

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
383*	85%*	129	126

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

322*

84%*

108

146

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

392*

85%*

133

127

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

239*

83%*

76

143

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

200*

84%*

62

121

FEMALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

193*

87%*

71

132

MIGRANT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

1

—

0

—

NOT MIGRANT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

392*

85%*

133

127

— 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%

YES

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

143*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

86%*

PI >= EAMO OR PROGRESS TARGET

YES

TESTED STUDENTS ENROLLED ON BEDS DAY

51

PI

194

EAMO

172

PROGRESS TARGET

172

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: —

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	—	—
---	---	---	---

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

—	0	—	
---	---	---	--

PI >= EAMO OR PROGRESS TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

PROGRESS TARGET

—	0	—	—
---	---	---	---

WHITE

MADE AYP: YES

TESTED 80%

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

YES	137*	86%*	
-----	------	------	--

PI >= EAMO OR PROGRESS TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

PROGRESS TARGET

--	--	--	--

YES	50	194	180	180
-----	----	-----	-----	-----

MULTIRACIAL



MADE AYP: —

TESTED 80% ▼ —	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 2	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ —		
PI >= EAMO OR PROGRESS TARGET ▼ —	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 1	PI ▼ —	EAMO ▼ —	PROGRESS TARGET ▼ —

STUDENTS WITH DISABILITIES



MADE AYP: —

TESTED 80% ▼ —	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD ▼ 14	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES ▼ —		
PI >= EAMO OR PROGRESS TARGET ▼ —	TESTED STUDENTS ENROLLED ON BEDS DAY ▼ 13	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		
—	31	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	24	—	—	—

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
143*	86%*	51	194

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
141*	86%*	51	194

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
143*	86%*	51	194

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
143*	86%*	51	194

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
2	—	1	—

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*	86%*	50	194

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

117*

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

85%*

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

38

PI

200

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

143*

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

86%*

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

51

PI

194

NOT ECONOMICALLY DISADVANTAGED



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

38

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

—

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

27

PI

—

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

79*

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

87%*

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

33

PI

194

FEMALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

26

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

—

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

18

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

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

143*

86%*

51

194

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

*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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

—

32

—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

YES

30

187

153

153

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

—	1	—
---	---	---

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

—

1

—

—

—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

1

—

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: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

30

—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

—

—

—

—

—

—	28	—	—	—
---	----	---	---	---

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



3

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 ▼ 14	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES ▼ —		
PI >= EAMO OR SAFE HARBOR TARGET ▼ —	2011 ACCOUNTABILITY COHORT MEMBERS ▼ 13	PI ▼ —	EAMO ▼ —	SAFE HARBOR TARGET ▼ —

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
32	—	30	187

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
31	—	29	—

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
31	—	29	—

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
32	—	30	187

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
2	—	2	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
32	—	30	187

GENERAL EDUCATION

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

29

—

28

—

ENGLISH PROFICIENT

12TH GRADERS

32

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

30

PI

187

NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS

18

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

17

PI

—

MALE

12TH GRADERS

18

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

15

PI

—

FEMALE

12TH GRADERS

14

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

15

PI

—

MIGRANT

12TH GRADERS

0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

0

PI

—

NOT MIGRANT

12TH GRADERS

32

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

30

PI

187

— 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%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH
VALID TEST SCORES

—

32

—

PI >= EAMO OR SAFE
HARBOR TARGET

2011
ACCOUNTABILITY
COHORT MEMBERS

PI

EAMO

SAFE HARBOR
TARGET

YES

30

160

137

137

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

—

1

—

PI >= EAMO OR SAFE
HARBOR TARGET

2011
ACCOUNTABILITY
COHORT MEMBERS

PI

EAMO

SAFE HARBOR
TARGET

—

1

—

—

—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

1

—

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: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

30

—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

—

28

—

—

—

MULTIRACIAL

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

0

—

PI >= EAMO OR SAFE HARBOR TARGET

SAFE HARBOR TARGET

▼ —	2011 ACCOUNTABILITY COHORT MEMBERS ▼	PI ▼	EAMO ▼	▼ —
	0	—	—	

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95% ▼	12TH GRADERS ▼	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES ▼
—	3	—

PI >= EAMO OR SAFE HARBOR TARGET ▼	2011 ACCOUNTABILITY COHORT MEMBERS ▼	PI ▼	EAMO ▼	SAFE HARBOR TARGET ▼
—	2	—	—	—

LIMITED ENGLISH PROFICIENT

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	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95% ▼	12TH GRADERS ▼	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES ▼
—	14	—

PI >= EAMO OR SAFE HARBOR TARGET ▼	2011 ACCOUNTABILITY COHORT MEMBERS ▼	PI ▼	EAMO ▼	SAFE HARBOR TARGET ▼
—	13	—	—	—

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
32	—	30	160

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
31	—	29	—

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
31	—	29	—

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
32	—	30	160

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
2	—	2	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
32	—	30	160

GENERAL EDUCATION

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

29

—

28

—

ENGLISH PROFICIENT

12TH GRADERS

32

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

30

PI

160

NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS

18

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

17

PI

—

MALE

12TH GRADERS

18

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

15

PI

—

FEMALE

12TH GRADERS

14

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

15

PI

—

MIGRANT

12TH GRADERS

0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

0

PI

—

NOT MIGRANT

12TH GRADERS

32

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

2011 ACCOUNTABILITY COHORT MEMBERS

30

PI

160

— 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



SECONDARY-LEVEL
MATH PI

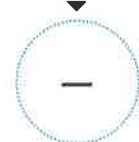


UNWEIGHTED
COMBINED PI

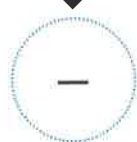


AMERICAN INDIAN OR ALASKA NATIVE

ELEMENTARY/
MIDDLE-LEVEL ELA PI



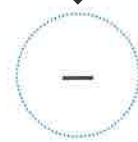
ELEMENTARY/ MIDDLE-
LEVEL MATH PI



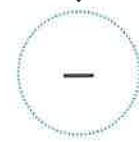
SECONDARY-LEVEL
ELA PI



SECONDARY-LEVEL
MATH PI

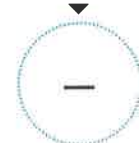


UNWEIGHTED
COMBINED PI



BLACK OR AFRICAN AMERICAN

ELEMENTARY/
MIDDLE-LEVEL ELA PI



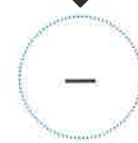
ELEMENTARY/ MIDDLE-
LEVEL MATH PI



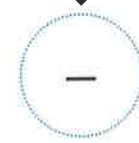
SECONDARY-LEVEL
ELA PI



SECONDARY-LEVEL
MATH PI

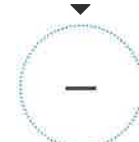


UNWEIGHTED
COMBINED PI

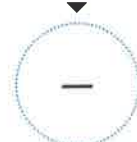


HISPANIC OR LATINO

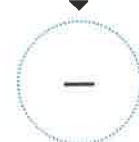
ELEMENTARY/
MIDDLE-LEVEL ELA PI



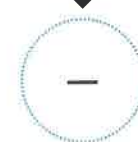
ELEMENTARY/ MIDDLE-
LEVEL MATH PI



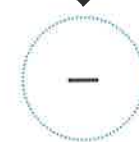
SECONDARY-LEVEL
ELA PI



SECONDARY-LEVEL
MATH PI

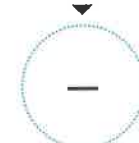


UNWEIGHTED
COMBINED PI

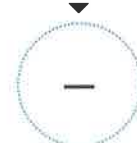


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

ELEMENTARY/
MIDDLE-LEVEL ELA PI



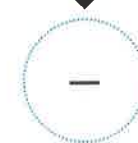
ELEMENTARY/ MIDDLE-
LEVEL MATH PI



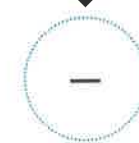
SECONDARY-LEVEL
ELA PI



SECONDARY-LEVEL
MATH PI



UNWEIGHTED
COMBINED PI



WHITE

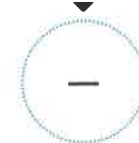
ELEMENTARY/
MIDDLE-LEVEL ELA PI



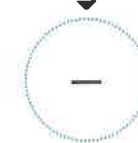
ELEMENTARY/ MIDDLE-
LEVEL MATH PI



SECONDARY-LEVEL
ELA PI



SECONDARY-LEVEL
MATH PI



UNWEIGHTED
COMBINED PI



MULTIRACIAL

ELEMENTARY/
MIDDLE-LEVEL ELA PI



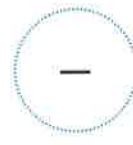
ELEMENTARY/ MIDDLE-
LEVEL MATH PI



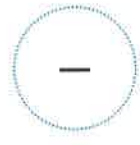
SECONDARY-LEVEL
ELA PI



SECONDARY-LEVEL
MATH PI



UNWEIGHTED
COMBINED PI

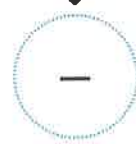


STUDENTS WITH DISABILITIES

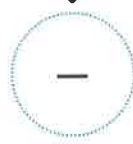
ELEMENTARY/
MIDDLE-LEVEL ELA PI



ELEMENTARY/ MIDDLE-
LEVEL MATH PI



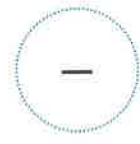
SECONDARY-LEVEL
ELA PI



SECONDARY-LEVEL
MATH PI

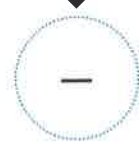


UNWEIGHTED
COMBINED PI

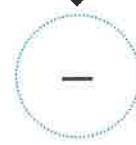


LIMITED ENGLISH PROFICIENT

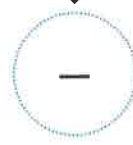
ELEMENTARY/
MIDDLE-LEVEL ELA PI



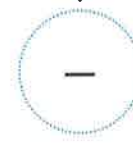
ELEMENTARY/ MIDDLE-
LEVEL MATH PI



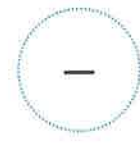
SECONDARY-LEVEL
ELA PI



SECONDARY-LEVEL
MATH PI



UNWEIGHTED
COMBINED PI



ECONOMICALLY DISADVANTAGED

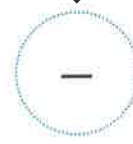
ELEMENTARY/
MIDDLE-LEVEL ELA PI



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.

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

—

HISPANIC OR LATINO

MADE AYP

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP

—

MULTIRACIAL

MADE AYP

—

LIMITED ENGLISH PROFICIENT

MADE AYP

—

WHITE

MADE AYP

YES

STUDENTS WITH DISABILITIES

MADE AYP

—

ECONOMICALLY DISADVANTAGED

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

36

GRADUATION RATE

92%

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: —

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

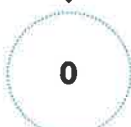


HISPANIC OR LATINO



Met Graduation-Rate Criterion: —

**2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT**



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET

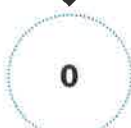


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



Met Graduation-Rate Criterion: —

**2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT**



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



WHITE



Met Graduation-Rate Criterion: YES

**2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT**



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



MULTIRACIAL



Met Graduation-Rate Criterion: —

**2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT**



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



STUDENTS WITH DISABILITIES

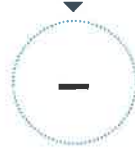


Met Graduation-Rate Criterion: —

**2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT**



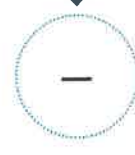
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



LIMITED ENGLISH PROFICIENT

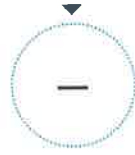


Met Graduation-Rate Criterion: —

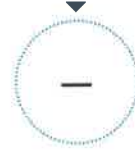
**2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT**



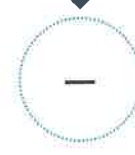
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



ECONOMICALLY DISADVANTAGED

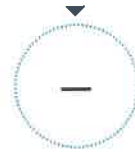


Met Graduation-Rate Criterion: —

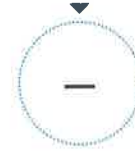
**2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT**



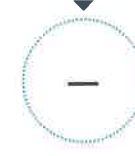
GRADUATION RATE



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.

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: —

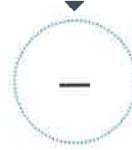
**2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT**



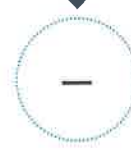
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



BLACK OR AFRICAN AMERICAN



Met Graduation-Rate Criterion: —

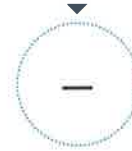
**2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT**



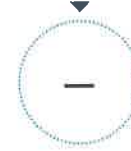
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET

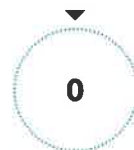


HISPANIC OR LATINO



Met Graduation-Rate Criterion: —

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



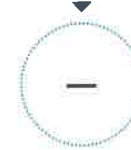
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET

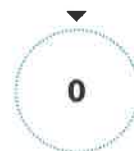


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



Met Graduation-Rate Criterion: —

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



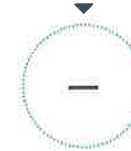
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



WHITE



Met Graduation-Rate Criterion: **YES**

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



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET

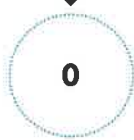


MULTIRACIAL

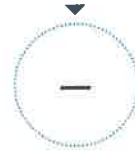


Met Graduation-Rate Criterion: —

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



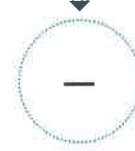
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



STUDENTS WITH DISABILITIES



Met Graduation-Rate Criterion: —

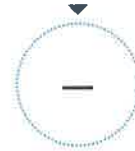
**2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT**



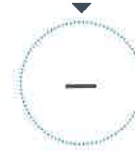
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



LIMITED ENGLISH PROFICIENT



Met Graduation-Rate Criterion: —

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



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



ECONOMICALLY DISADVANTAGED



Met Graduation-Rate Criterion: —

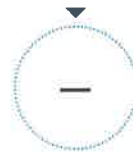
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



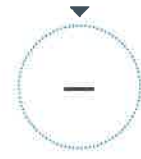
GRADUATION RATE



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.

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



GRADUATION RATE



NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE



NOT HISPANIC OR LATINO

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE



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



GRADUATION RATE



NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE



NOT HISPANIC OR LATINO

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE



NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE

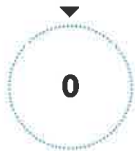




NOT WHITE

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE



NOT MULTIRACIAL

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE



GENERAL EDUCATION

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE



ENGLISH PROFICIENT

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE



NOT ECONOMICALLY DISADVANTAGED

2010 FOUR-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE



NOT WHITE

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE



NOT MULTIRACIAL

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

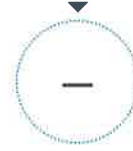
GRADUATION RATE



GENERAL EDUCATION

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

GRADUATION RATE



ENGLISH PROFICIENT

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

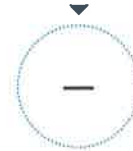
GRADUATION RATE



NOT ECONOMICALLY DISADVANTAGED

2009 FIVE-YEAR
GRADUATION-RATE
TOTAL COHORT

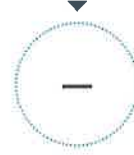
GRADUATION RATE



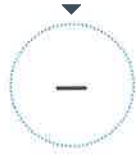
MALE
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE



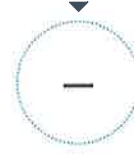
MALE
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE



FEMALE
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE



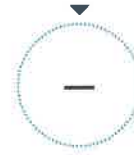
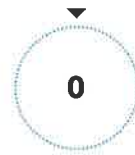
FEMALE
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE



MIGRANT
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE



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



NOT MIGRANT
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE



NOT MIGRANT
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT
GRADUATION RATE



— 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)



REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)



PERCENTAGE IN THIS SCHOOL EXCEEDED STATEWIDE



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



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



**PERCENTAGE IN THIS SCHOOL
EXCEEDED STATEWIDE**



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