

**BARKER CENTRAL
SCHOOL**

1628 QUAKER ROAD
BARKER, NY 14012

**PROPOSED
TRI-COMPONENT BUDGET
FOR THE
2016-17
SCHOOL YEAR**

ANNUAL BUDGET HEARING

MONDAY, MAY 9, 2016

6:30 P.M.

HERBERT F. LUDWIG FINE ARTS HALL

BARKER HIGH SCHOOL

BUDGET / TRUSTEE VOTE

TUESDAY, MAY 17, 2016

NOON—8:00 P.M.

HERBERT F. LUDWIG FINE ARTS HALL

BARKER HIGH SCHOOL

BOARD OF EDUCATION

Randall B. Atwater, President

John E. Sweeney, Jr., Vice President

Candice Gancasz

Mary Jo Clemens-Harris

Louis J. Mead

William F. Smith

Virginia Voss

Mary Eadie, District Clerk

Roger J. Klatt, Ed. D., Superintendent

Carol Heiligenthaler, School Business
Administrator

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THREE-PART BUDGET FORMAT
BARKER CENTRAL SCHOOL DISTRICT

	2015-16 Budget	2015-16 Admin.	2015-16 Program	2015-16 Capital	2016-17 Budget	2016-17 Admin.	2016-17 Program	2016-17 Capital
Board of Education	29,091	29,091	0	0	29,254	29,254	0	0
Superintendent's Office	273,171	273,171	0	0	244,495	244,495	0	0
Business Administration	205,295	205,295	0	0	204,795	204,795	0	0
Legal and Public Relations	99,180	74,180	25,000	0	90,035	67,535	22,500	0
Regular School Instruction	5,493,378	0	5,493,378	0	5,352,315	0	5,352,315	0
Curriculum Develop. & Inservice	108,190	108,190	0	0	106,634	106,634	0	0
Support Services	583,475	0	583,475	0	597,314	0	597,314	0
Instructional Media	648,941	0	648,941	0	664,489	0	664,489	0
Regular School Supervision	375,960	375,960	0	0	364,769	364,769	0	0
Special Education	1,957,567	0	1,957,567	0	1,995,099	0	1,995,099	0
Community Education	73,678	6,528	67,150	0	69,050	6,400	62,650	0
Student Activities	290,042	0	290,042	0	290,301	0	290,301	0
Operations & Maintenance	1,320,364	0	0	1,320,364	1,205,233	0	0	1,205,233
Special Items	582,893	501,913	77,980	3,000	696,602	416,102	252,500	28,000
Transportation	1,127,017	0	1,127,017	0	1,073,062	0	1,073,062	0
Employee Benefits	4,000,130	448,577	3,274,570	276,983	3,820,035	414,607	3,149,344	256,084
Debt Service	1,147,100	0	0	1,147,100	1,194,025	0	0	1,194,025
TOTAL	18,315,472	2,022,905	13,545,120	2,747,447	17,997,507	1,854,591	13,459,574	2,683,342

BARKER BUDGET PROPOSAL 2016-17

EXPENDITURES	2015-16	2016-17	\$ CHANGE	% CHANGE
GENERAL SUPPORT	2,432,014	2,370,413	-61,601	-2.53%
INSTRUCTION	9,490,281	9,402,022	-88,259	-0.93%
PUPIL TRANSPORTATION	1,127,017	1,073,062	-53,955	-4.79%
COMMUNITY SERVICE	40,950	37,950	-3,000	-7.33%
EMPLOYEE BENEFITS	4,000,130	3,820,035	-180,095	-4.50%
DEBT SERVICE	1,147,100	1,194,025	46,925	4.09%
INTERFUND TRANSFERS	77,980	100,000	22,020	28.24%
TOTAL EXPENDITURES	18,315,472	17,997,507	-317,965	-1.74%

Debt service increase is due to final principal payment on bond from 2003.
 Interfund transfer is increased due to Capital Outlay of \$25,000 for a District wide project to upgrade the fire alarm system.

REVENUES	2015-16	2016-17	\$ CHANGE	% CHANGE
STATE AID	7,686,847	7,999,224	312,377	4.06%
TAX LEVY	4,072,543	4,153,994	81,451	2.00%
PILOT	3,033,600	2,737,350	-296,250	-9.77%
OTHER	483,056	370,000	-113,056	-23.40%
FUND BALANCE	3,039,426	2,754,883	-284,543	-9.36%
TOTAL REVENUES	18,315,472	17,997,507	-317,965	-1.74%

CAPITAL PROJECT

The District will have a Capital Project Proposition before the voters at the Annual Budget Vote on May 17, 2016. The project is to primarily replace the roofs circa 1985 in the Central Building. Other improvements will include: replacement of some exterior doors in the Central Building near the gym and pool, replacement of some exterior doors in the Pratt Building, replacement of classroom door hardware in the Central and Pratt Buildings to be code compliant and replacement of physical education lockers for safety reasons.

The cost of the project is approximately \$1,900,000. The entire project will be financed through the Capital Reserve. Since the entire project will be financed through the Capital Reserve, there will be no increase to the tax levy and no impact on the district taxpayers.

2016-2017

Administrative Compensation Disclosure

Superintendent of Schools

School District Name: Barker Central School District

Annual Salary: 1) \$187,743

Annualized Cost of Benefits:

Received by ALL District Employees

Mandatory TRS Contribution (.1172 x Annual Salary) a) \$22,003

Contribution to Health/Dental Plan
(Annual dollar amount of health and dental
insurance received by other District employees) b) \$21,080

Required FICA/Medicare
Contribution c) \$9,065

Total Annualized Cost of Benefits 2) \$52,148

Other Compensation:

Tax Sheltered Annuity f) \$2,500

Other Compensation
(Conferences/ Dues) g) \$5,500

Total Other Compensation \$8,000

Total Annual Compensation 4) \$247,891

THIS POSITION IS EQUALLY SHARED WITH THE ROYALTON-HARTLAND
CENTRAL SCHOOL DISTRICT FOR A COST SAVINGS OF 50%

BARKER CENTRAL SCHOOL
BUDGET 2016-17

CENTRAL ADMINISTRATION	2015-16	2016-17	CHANGE
<u>Board of Education</u>			
Salaries	4,541	4,587	(46)
Contractual	11,900	11,900	0
Conferences	1,000	1,000	0
Materials and Supplies	5,300	5,300	0
BOCES	5,850	5,967	(117)
District Meeting	500	500	0
TOTAL BOARD OF EDUCATION	29,091	29,254	163
<u>Superintendent's Office</u>			
Salaries**	263,171	234,695	(28,476)
Equipment	0	0	0
Contractual	3,000	3,000	0
Conferences	3,800	3,500	(300)
Dues	2,200	2,300	100
Materials and Supplies	1,000	1,000	0
TOTAL CHIEF SCHOOL ADMINISTRATOR	273,171	244,495	(28,676)
**Superintendent shared with RoyHart			
<u>Business Administration</u>			
Salaries	169,078	172,599	3,521
Equipment	500	250	(250)
Contractual	26,950	23,982	(2,968)
Conferences	1,200	700	(500)
Dues	500	400	(100)
Materials and Supplies	2,350	2,000	(350)
BOCES	4,717	4,864	147
TOTAL BUSINESS ADMINISTRATION	205,295	204,795	(500)
<u>Legal and Public Relations</u>			
Contractual	76,000	77,711	1,711
BOCES	23,180	12,324	(10,856)
TOTAL LEGAL AND PUBLIC RELATIONS	99,180	90,035	(9,145)
TOTAL CENTRAL ADMINISTRATION	606,737	568,578	(38,159)

BARKER CENTRAL SCHOOL
BUDGET 2016-17

OPERATIONS AND MAINTENANCE	2015-16	2016-17	CHANGE
Salaries	554,975	529,413	(25,562)
Equipment	92,000	80,000	(12,000)
Contractual	90,000	85,000	(5,000)
Conferences	1,500	1,500	0
Dues	500	300	(200)
Utilities	412,750	352,750	(60,000)
Repairs	40,000	40,000	0
Repair PartS	25,000	25,000	0
Materials and Supplies	93,000	80,000	(13,000)
BOCES	10,639	11,270	631
TOTAL OPERATIONS AND MAINTENANCE	1,320,364	1,205,233	(115,131)

SPECIAL ITEMS			
Printing and Mailing	37,500	28,500	(9,000)
Insurance	104,000	105,000	1,000
Association Dues	1,000	1,000	0
Assessments	25,000	25,000	0
Property Tax Refunds	3,000	3,000	0
Central Data Processing	251,960	355,000	103,040
BOCES	82,453	79,102	(3,351)
Transfer to School Lunch Fund	10,000	0	(10,000)
Transfer to Special Aid Fund	67,980	75,000	7,020
Transfer to Capital Fund	0	25,000	25,000
TOTAL SPECIAL ITEMS	582,893	696,602	113,709

INSTRUCTION REGULAR SCHOOL

Teaching Regular School

Salaries	4,802,283	4,694,084	(108,199)
Equipment	18,404	16,404	(2,000)
Equipment Repair	500	500	0
Contractual	39,670	36,270	(3,400)
Conferences	3,300	2,500	(800)
Materials and Supplies	85,337	81,858	(3,479)
Tuition	61,000	58,000	(3,000)
Textbooks	47,532	47,532	0
BOCES	435,352	415,168	(20,184)
TOTAL TEACHING REGULAR SCHOOL	5,493,378	5,352,315	(141,063)

BARKER CENTRAL SCHOOL
BUDGET 2016-17

	2015-16	2016-17	CHANGE
<u>Curriculum Development and Inservice</u>			
Salaries	97,310	98,254	944
Equipment	2,000	1,000	(1,000)
Contractual	3,000	3,000	0
Conferences	1,000	0	(1,000)
Materials and Supplies	3,000	2,500	(500)
BOCES	1,880	1,880	0
TOTAL CURRICULUM DEVELOPMENT	108,190	106,634	(1,556)
 <u>Support Services</u>			
<u>Guidance:</u>			
Salaries	359,925	369,185	9,260
Contractual	2,500	2,000	(500)
Conferences	1,500	1,500	0
Materials and Supplies	3,000	3,000	0
 <u>Health Services:</u>			
Salaries	101,050	103,114	2,064
Contractual	14,750	15,965	1,215
Conferences	150	150	0
Materials and Supplies	2,000	2,000	0
 <u>Psychological Services:</u>			
Salaries	97,500	99,300	1,800
Association Dues	400	400	0
Conferences	300	300	0
Materials and Supplies	400	400	0
TOTAL SUPPORT SERVICES	583,475	597,314	13,839
 <u>Instructional Media</u>			
<u>Library/AV:</u>			
Salaries	72,252	76,179	3,927
Equipment	9,400	9,400	0
Contractual	6,800	6,500	(300)
Conferences	200	200	0
Equipment Repair	5,000	4,500	(500)
Materials and Supplies	13,881	13,793	(88)
BOCES	30,006	33,000	2,994

BARKER CENTRAL SCHOOL
BUDGET 2016-17

	2015-16	2016-17	CHANGE
<u>Computer Assisted Instruction:</u>			
Salaries	201,976	176,681	(25,295)
Equipment	60,000	60,000	0
Conferences	3,000	3,000	0
Computer software	12,118	12,118	0
Materials and Supplies	23,500	23,500	0
Computer Repair	5,500	5,500	0
BOCES	205,308	240,118	34,810
TOTAL INSTRUCTIONAL MEDIA	648,941	664,489	15,548

TOTAL INSTRUCTION REGULAR SCHOOL	6,833,984	6,720,753	(113,231)
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SUPERVISION REGULAR SCHOOL

Salaries	358,160	348,869	(9,291)
Equipment	5,800	5,400	(400)
Contractual	3,000	2,000	(1,000)
Conferences	3,500	3,000	(500)
Dues	2,000	2,000	0
Materials and Supplies	3,500	3,500	0

TOTAL SUPERVISION REGULAR SCHOOL	375,960	364,769	(11,191)
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SPECIAL EDUCATION

Salaries	683,033	737,099	54,066
Conferences	4,000	4,000	0
Tuition	345,000	330,000	(15,000)
Contractual	100,000	95,000	(5,000)
Materials and Supplies	4,000	4,000	0
BOCES	821,534	825,000	3,466

TOTAL SPECIAL EDUCATION	1,957,567	1,995,099	37,532
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TRANSPORTATION

Salaries	7,307	7,601	294
Contractual	23,750	23,750	0
Field and Athletic Trips	47,500	51,211	3,711
Materials and Supplies	167,000	131,500	(35,500)
Contract Transportation	881,460	859,000	(22,460)

BARKER CENTRAL SCHOOL
BUDGET 2016-17

TOTAL TRANSPORTATION	1,127,017	1,073,062	(53,955)
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COMMUNITY EDUCATION	2015-16	2016-17	CHANGE
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Community Education

Salaries	19,028	17,400	(1,628)
Equipment	200	200	0
Contractual	1,900	1,900	0
Conferences	300	300	0
Materials and Supplies	1,300	1,300	0

Summer School

BOCES	10,000	10,000	0
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Summer Recreation

Salaries	39,000	36,000	(3,000)
Materials and Supplies	1,950	1,950	0

TOTAL COMMUNITY EDUCATION	73,678	69,050	(4,628)
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STUDENT ACTIVITIES

Co-Curricular Activities

Salaries	36,500	35,500	(1,000)
Contractual	2,750	2,500	(250)
Materials and Supplies	1,100	1,000	(100)
TOTAL CO-CURRICULAR	40,350	39,000	(1,350)

Interscholastic Athletics

Salaries	149,240	162,849	13,609
Equipment	7,300	5,000	(2,300)
Contractual	55,400	55,000	(400)
Conferences	1,000	250	(750)
Dues	3,952	3,952	0
Materials and Supplies	19,600	12,600	(7,000)
Uniforms	8,700	7,150	(1,550)
BOCES	4,500	4,500	0
TOTAL INTERSCHOLASTIC ATHLETICS	249,692	251,301	1,609

TOTAL STUDENT ACTIVITIES	290,042	290,301	259
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BARKER CENTRAL SCHOOL
BUDGET 2016-17

EMPLOYEE BENEFITS	2015-16	2016-17	CHANGE
ERS	277,824	249,951	(27,873)
TRS	986,075	867,992	(118,083)
Social Security	610,304	617,632	7,328
Workers' Compensation	60,000	55,000	(5,000)
Unemployment Insurance	35,000	17,300	(17,700)
Health Insurance	2,030,927	2,012,160	(18,767)
TOTAL EMPLOYEE BENEFITS	4,000,130	3,820,035	(180,095)
DEBT SERVICE			
Serial Bonds Principle	1,020,000	1,105,000	85,000
Serial Bonds Interest	127,100	89,025	(38,075)
TOTAL DEBT SERVICE	1,147,100	1,194,025	46,925
TOTAL BUDGET	18,315,472	17,997,507	(317,965)

2016-17 Property Tax Report Card

401301-Barker

Contact Person: Carol Heiligenthaler

Telephone Number: 716-795-9111 ext. 3190

	Budgeted 2015-16 (A)	Proposed Budget 2016-17 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	18,315,472	17,997,507	-1.74%
A. Proposed Tax Levy to Support the Total Budgeted Amount, Net of Reserve ¹	4,072,543	4,153,994	
B. Tax Levy to Support Library Debt, if Applicable	75,000	75,000	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A + B + C + D)	4,147,543	4,228,994	1.96%
F. Permissible Exclusions to the School Tax Levy Limit	0	0	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions ³	4,202,519	4,452,183	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	4,072,543	4,153,994	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	129,976	298,189	
Public School Enrollment	778	770	-1.03%
Consumer Price Index			0.12%

¹ Exclude any prior year reserve for excess tax levy, including interest.

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

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

	Actual 2015-16 (D)	Estimated 2016-17 (E)
Adjusted Restricted Fund Balance	9,499,487	9,488,665
Assigned Appropriated Fund Balance	9,557,499	7,856,230
Adjusted Unrestricted Fund Balance	732,615	719,900
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Equalized Total Assessed Value 802,481,210

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12350	PUBLIC AUTHORITY - STATE	RPTL 412	10	1,188,390	0.15
13500	TOWN - GENERALLY	RPTL 406(1)	10	1,763,164	0.22
13650	VG - GENERALLY	RPTL 406(1)	4	248,022	0.03
13800	SCHOOL DISTRICT	RPTL 408	2	10,325,824	1.29
14100	USA - GENERALLY	RPTL 400(1)	1	93,626	0.01
14110	USA - SPECIFIED USES	STATE L 54	1	85,824	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	8	512,219,502	63.83
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	4,093,916	0.51
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	94,788	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	977,473	0.12
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	702,418	0.09
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	114,874	0.01
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	122	769,188	0.10
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,462	0.00
41130	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	116	1,225,198	0.15
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	38	701,588	0.09
41400	CLERGY	RPTL 460	2	3,179	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	22	1,797,677	0.22
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	227	8,298,052	1.03
41750	AG LAND ELIGIBLE FOR AG ASSMT	AG-MKTS 305(7)	4	31,466	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	38	1,786,928	0.22
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	50,000	0.01
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	46,593	0.01
41806	PERSONS AGE 65 OR OVER	RPTL 467	1	38,265	0.00
41834	ENHANCED STAR	RPTL 425	402	26,707,282	3.33
41854	BASIC STAR 1999-2000	RPTL 425	950	29,851,346	3.72
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	114,726	0.01
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	7,692	0.00
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	3	87,545	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	25,000	0.00
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	3	0	0.00

Equalized Total Assessed Value 4,404,017

Ward District - 293801 Barker

Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
TOWN - CEMETERY LAND	RPTL 446	1	6,700	0.15
ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	6,000	0.14
ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	10,000	0.23
CLERGY	RPTL 460	1	1,500	0.03
AGRICULTURAL DISTRICT	AG-MKTS L 305	5	289,097	6.56
PERSONS AGE 65 OR OVER	RPTL 467	1	34,200	0.78
ENHANCED STAR	RPTL 425	4	230,100	5.22
BASIC STAR 1999-2000	RPTL 425	24	720,000	16.35
Mass Telecomm Ceiling	RPTL S499-qqqq	1	733	0.02
SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	86,400	1.96

Exemptions Exclusive of System Exemptions:

	39	1,298,330	29.48
System Exemptions:	1	86,400	1.96
System Exemptions:	40	1,384,730	31.44

Exemptions have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments to municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 10,857,099

ool District - 293801 Barker

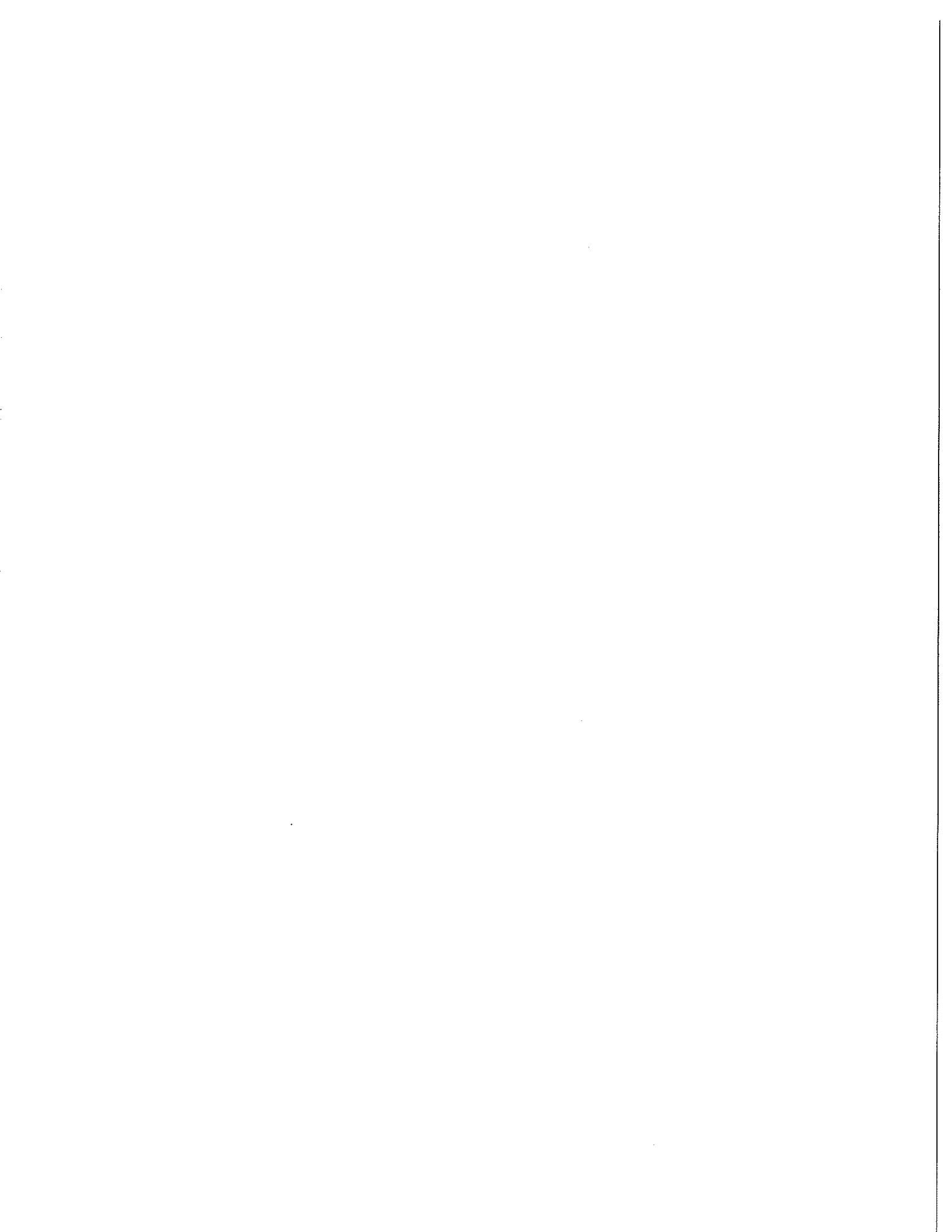
Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
TOWN - CEMETERY LAND	RPTL 446	1	6,700	0.06
RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	99,400	0.92
NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	264,200	2.43
ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	5	30,000	0.28
ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	4	40,000	0.37
ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	23,940	0.22
CLERGY	RPTL 460	1	1,500	0.01
AGRICULTURAL DISTRICT	AG-MIKTS L 305	12	858,597	7.91
PERSONS AGE 65 OR OVER	RPTL 467	1	41,100	0.38
PERSONS AGE 65 OR OVER	RPTL 467	1	34,200	0.32
ENHANCED STAR	RPTL 425	15	877,200	8.08
BASIC STAR 1999-2000	RPTL 425	52	1,560,000	14.37
Mass Telecomm Ceiling	RPTL S499-qqqq	1	733	0.01
SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	86,400	0.80

Exemptions Exclusive of
System Exemptions:
System Exemptions:
Is:

3,837,570	98	35.35
86,400	1	0.80
3,923,970	99	36.14

es have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments municipal services.

unt, if any, attributable to payments in lieu of taxes:



FISCAL ACCOUNTABILITY SUMMARY (2014 - 15)

INFORMATION ABOUT EXPENDITURE RATIOS (2013 - 14)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

▼
\$9,512,790

▼
\$2,449,522

PUPILS

PUPILS

▼
825

▼
86

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

▼
\$11,531

▼
\$28,483

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

▼
\$8,165,063,757

▼
\$3,244,954,913

PUPILS

PUPILS

▼
764,707

▼
107,424

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

▼
\$10,677

▼
\$30,207

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

▼
\$31,235,849,883

▼
\$13,185,189,540

PUPILS

PUPILS

▼
2,660,775

▼
418,555

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

▼
\$11,739

▼
\$31,502

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

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

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as

transportation, debt service and district-wide administration are not included.

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

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

TOTAL EXPENDITURES PER PUPIL

**THIS SCHOOL
DISTRICT**



\$20,022

**SIMILAR DISTRICT
GROUP**



\$20,538

NY STATE



\$21,812

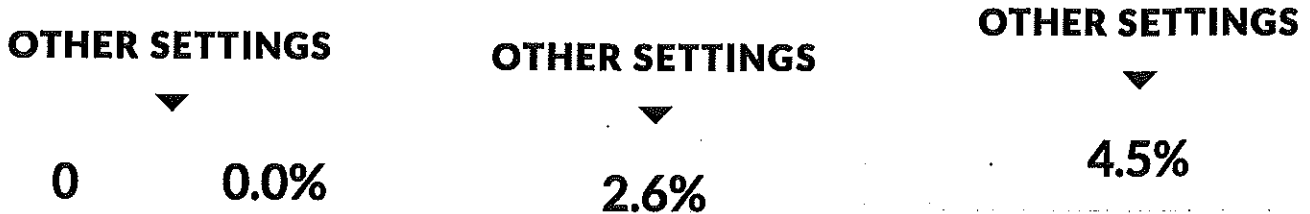
Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2014 - 15)

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

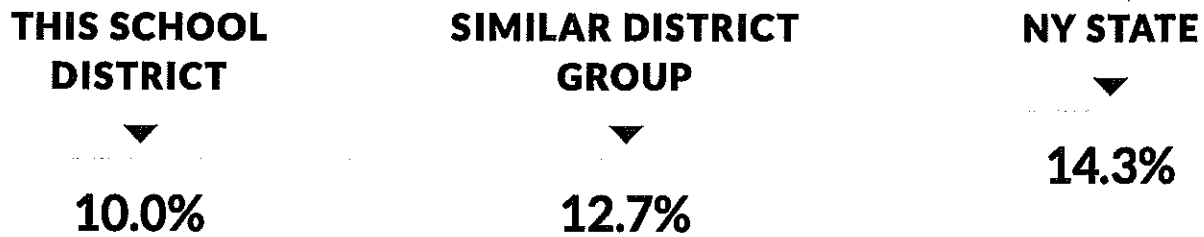
STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY	NY STATE
80% OR MORE	80% OR MORE	80% OR MORE
▼	▼	▼
47 61.0%	56.2%	58.0%
-----	-----	-----
40% - 79%	40% - 79%	40% - 79%
▼	▼	▼
14 18.2%	19.4%	11.7%
-----	-----	-----
LESS THAN 40%	LESS THAN 40%	LESS THAN 40%
▼	▼	▼
10 13.0%	17.4%	19.9%
-----	-----	-----
SEPARATE SETTINGS	SEPARATE SETTINGS	SEPARATE SETTINGS
▼	▼	▼
6 7.8%	4.4%	5.9%



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

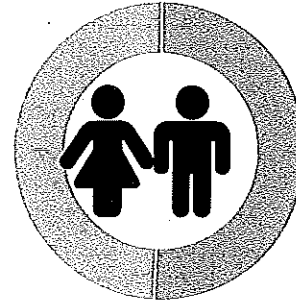
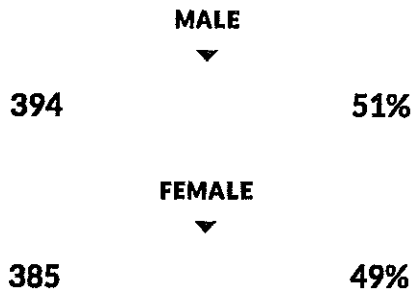
Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our NRC capacity categories page.

BARKER CSD - SCHOOL REPORT CARD DATA [2014 - 15]

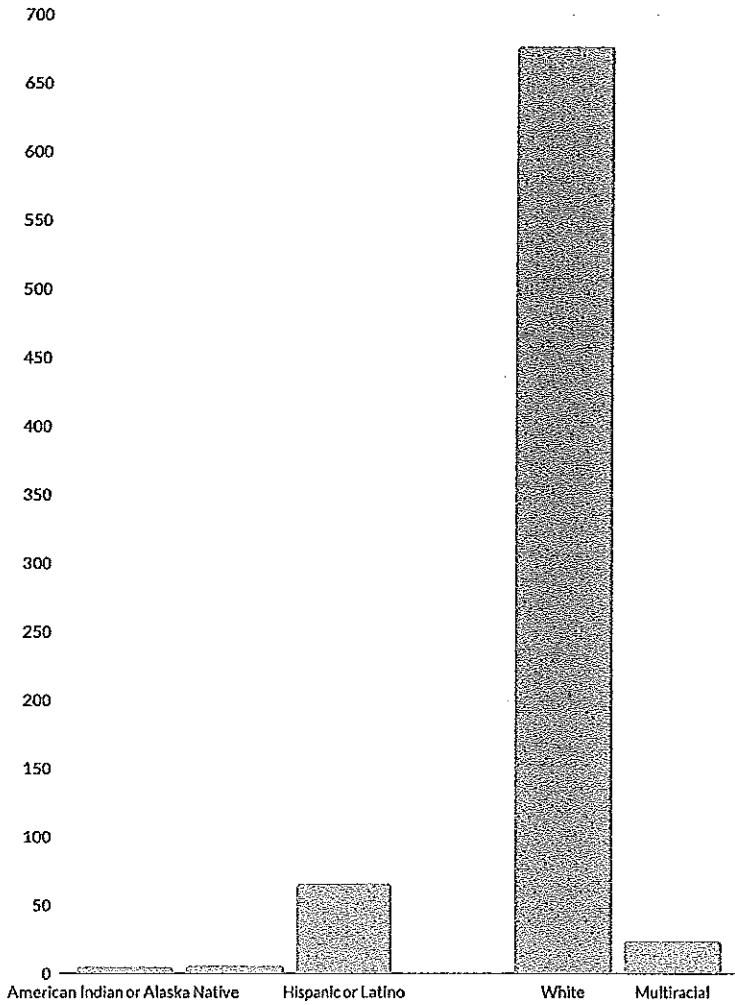
BARKER CSD ENROLLMENT (2014 - 15)

K-12 Enrollment: 779

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

5 1%

BLACK OR AFRICAN AMERICAN

6 1%

HISPANIC OR LATINO

66 8%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

1 0%

WHITE

677 87%

MULTIRACIAL

24 3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

13 2%

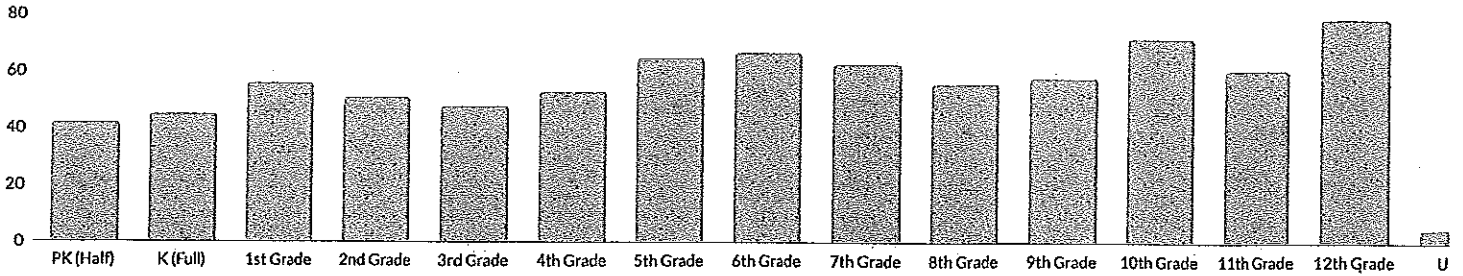
STUDENTS WITH DISABILITIES

79 10%

ECONOMICALLY DISADVANTAGED

378 49%

ENROLLMENT BY GRADE



PRE-K (HALF DAY)

42 5%

K (FULL DAY)

45 6%

1ST GRADE

56 7%

2ND GRADE

51 7%

3RD GRADE

48 6%

4TH GRADE

53 7%

5TH GRADE

65 8%

6TH GRADE

67 9%

7TH GRADE

63 8%

8TH GRADE

56 7%

9TH GRADE

58 7%

10TH GRADE

72 9%

11TH GRADE

61 8%

12TH GRADE

79 10%

UNGRADED SECONDARY

5 1%

AVERAGE CLASS SIZE (2014 - 15)

COMMON BRANCH



GRADE 8 ENGLISH



GRADE 8 MATHEMATICS



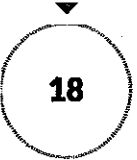
GRADE 8 SCIENCE



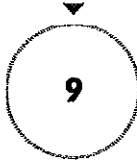
GRADE 8 SOCIAL STUDIES



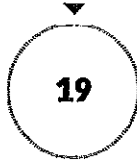
GRADE 10 ENGLISH



GRADE 10 MATHEMATICS



GRADE 10 SCIENCE



GRADE 10 SOCIAL STUDIES



FREE AND REDUCED-PRICE LUNCH (2014 - 15)

ELIGIBLE FOR FREE LUNCH

285

37%

ELIGIBLE FOR REDUCED-PRICE LUNCH

82

11%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

95%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

16

2%

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

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE

50%

TURNOVER RATE OF ALL TEACHERS

7%

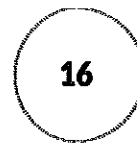
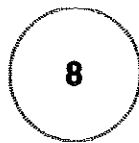
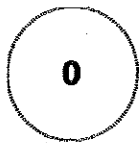
STAFF COUNTS (2014 - 15)

PRINCIPALS

ASSISTANT PRINCIPALS

OTHER PROFESSIONAL STAFF

PARAPROFESSIONALS



TEACHER QUALIFICATIONS (2014 - 15)

TOTAL TEACHERS: 75

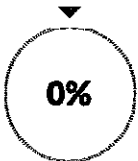
PERCENT WITH NO VALID TEACHING CERTIFICATE



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 DISTRICT



TOTAL NUMBER OF CLASSES



PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION



HIGH SCHOOL COMPLETERS (2014 - 15)

ALL STUDENTS

COMPLETERS (GRADUATES + IEP DIPLOMAS)

80

GRADUATES (REGENTS + LOCAL DIPLOMAS)

80

REGENTS DIPLOMA

78

98% of Graduates

REGENTS WITH ADVANCED DESIGNATION

33

41% of Graduates

REGENTS WITH CTE ENDORSEMENT

13

16% of Graduates

LOCAL DIPLOMAS

2

3% of Graduates

COMMENCEMENT CREDENTIALS

0

0% of Completers

GENERAL EDUCATION

COMPLETERS (GRADUATES + IEP DIPLOMAS)

GRADUATES (REGENTS + LOCAL DIPLOMAS)

REGENTS DIPLOMA

REGENTS WITH ADVANCED DESIGNATION

REGENTS WITH CTE ENDORSEMENT

LOCAL DIPLOMAS

COMMENCEMENT CREDENTIALS

STUDENTS WITH DISABILITIES

COMPLETERS (GRADUATES + IEP DIPLOMAS)

GRADUATES (REGENTS + LOCAL DIPLOMAS)

REGENTS DIPLOMA

REGENTS WITH ADVANCED DESIGNATION

REGENTS WITH CTE ENDORSEMENT

LOCAL DIPLOMAS

COMMENCEMENT CREDENTIALS

HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

DROPPED OUT

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NONCOMPLETERS

5 2%

1 0%

6 2%

GENERAL EDUCATION

DROPPED OUT

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NONCOMPLETERS

- -

- -

- -

STUDENTS WITH DISABILITIES

DROPPED OUT

ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM

TOTAL NONCOMPLETERS

- -

- -

- -

POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

ALL STUDENTS

TO FOUR-YEAR COLLEGE ▼ 36 45%	TO TWO-YEAR COLLEGE ▼ 26 33%	TO OTHER POST-SECONDAR.. ▼ 2 3%	TO THE MILITARY ▼ 7 9%
TO EMPLOYMENT ▼ 7 9%	TO ADULT SERVICES ▼ 0 0%	TO OTHER KNOWN PLANS ▼ 2 3%	PLAN UNKNOWN ▼ 0 0%

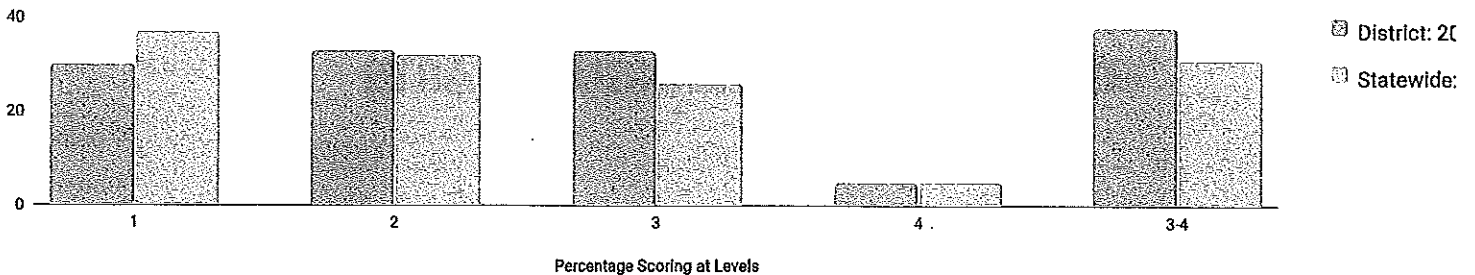
GENERAL EDUCATION

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

GRADE 3 ENGLISH LANGUAGE ARTS

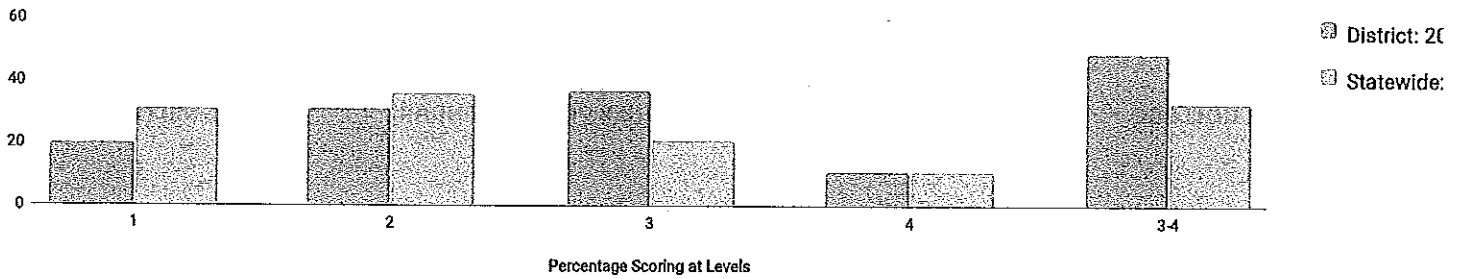


MEAN SCORE: 304

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	40	38%	12 30%	13 33%	13 33%	2 5%
GENERAL EDUCATION	35	43%	8 23%	12 34%	13 37%	2 6%
STUDENTS WITH DISABILITIES	5	0%	4 80%	1 20%	0 0%	0 0%
HISPANIC OR LATINO	2	0%	- -	- -	- -	- -

WHITE	38	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	40	38%	12	30%	13	33%	13	33%	2	5%
FEMALE	22	50%	6	27%	5	23%	9	41%	2	9%
MALE	18	22%	6	33%	8	44%	4	22%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	40	38%	12	30%	13	33%	13	33%	2	5%
ECONOMICALLY DISADVANTAGED	25	36%	8	32%	8	32%	9	36%	0	0%
NOT ECONOMICALLY DISADVANTAGED	15	40%	4	27%	5	33%	4	27%	2	13%
NOT MIGRANT	40	38%	12	30%	13	33%	13	33%	2	5%

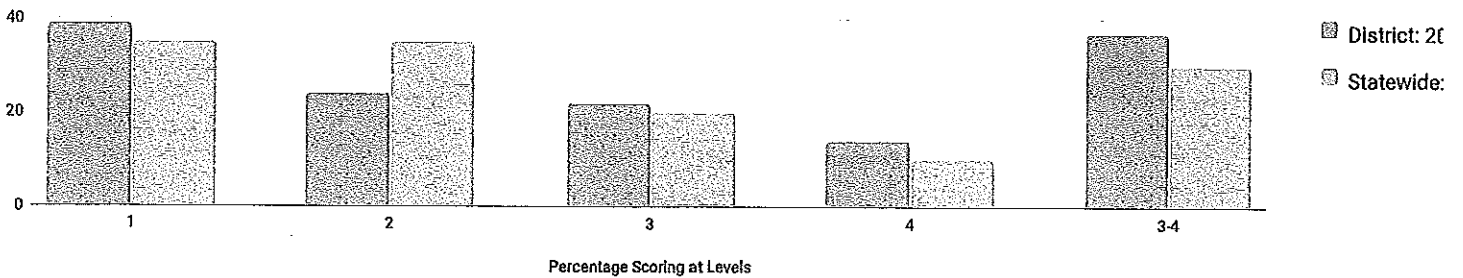
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	35	49%	7	20%	11	31%	13	37%	4	11%
GENERAL EDUCATION	31	%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	%	-	-	-	-	-	-	-	-
WHITE	29	55%	6	21%	7	24%	12	41%	4	14%
MULTIRACIAL	3	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	17%	1	17%	4	67%	1	17%	0	0%
FEMALE	14	43%	2	14%	6	43%	4	29%	2	14%
MALE	21	52%	5	24%	5	24%	9	43%	2	10%
NON-ENGLISH LANGUAGE LEARNERS	35	49%	7	20%	11	31%	13	37%	4	11%
ECONOMICALLY DISADVANTAGED	17	29%	4	24%	8	47%	4	24%	1	6%
NOT ECONOMICALLY DISADVANTAGED	18	67%	3	17%	3	17%	9	50%	3	17%
NOT MIGRANT	35	49%	7	20%	11	31%	13	37%	4	11%

GRADE 5 ENGLISH LANGUAGE ARTS

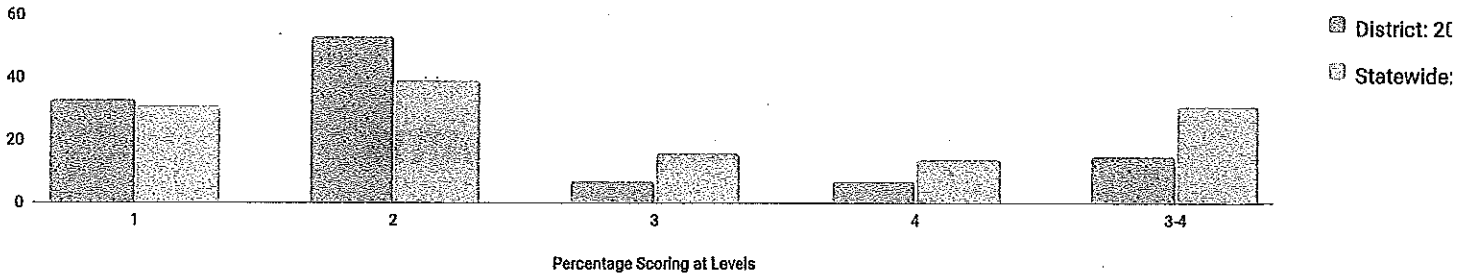


MEAN SCORE: 301

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	49	37%	19	39%	12	24%	11	22%	7	14%

GENERAL EDUCATION	44	41%	14	32%	12	27%	11	25%	7	16%
STUDENTS WITH DISABILITIES	5	0%	5	100%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	4	%	-	-	-	-	-	-	-	-
WHITE	44	41%	16	36%	10	23%	11	25%	7	16%
MULTIRACIAL	1	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	0%	3	60%	2	40%	0	0%	0	0%
FEMALE	25	40%	7	28%	8	32%	5	20%	5	20%
MALE	24	33%	12	50%	4	17%	6	25%	2	8%
NON-ENGLISH LANGUAGE LEARNERS	48	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	24	29%	11	46%	6	25%	5	21%	2	8%
NOT ECONOMICALLY DISADVANTAGED	25	44%	8	32%	6	24%	6	24%	5	20%
NOT MIGRANT	49	37%	19	39%	12	24%	11	22%	7	14%

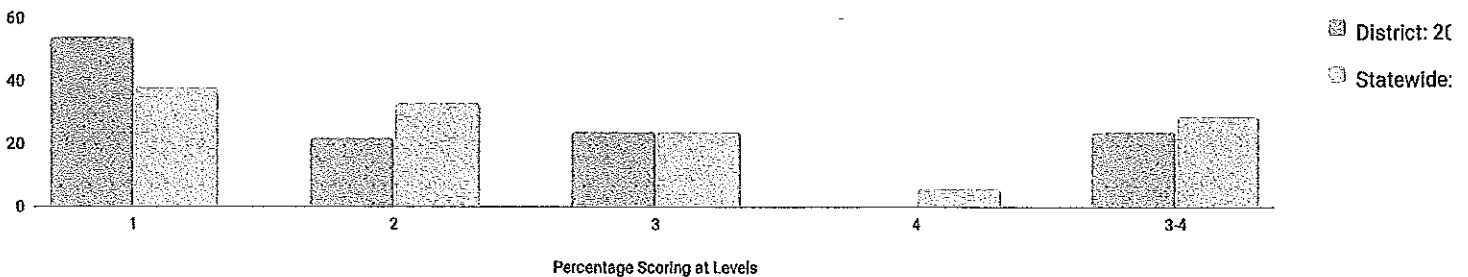
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 292

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	55	15%	18	33%	29	53%
GENERAL EDUCATION	49	16%	15	31%	26	53%
STUDENTS WITH DISABILITIES	6	0%	3	50%	3	50%
HISPANIC OR LATINO	3	%	-	-	-	-
WHITE	52	%	-	-	-	-
SMALL GROUP TOTAL	55	15%	18	33%	29	53%
FEMALE	27	19%	11	41%	11	41%
MALE	28	11%	7	25%	18	64%
NON-ENGLISH LANGUAGE LEARNERS	55	15%	18	33%	29	53%
ECONOMICALLY DISADVANTAGED	26	4%	12	46%	13	50%
NOT ECONOMICALLY DISADVANTAGED	29	24%	6	21%	16	55%
MIGRANT	1	%	-	-	-	-
NOT MIGRANT	54	%	-	-	-	-

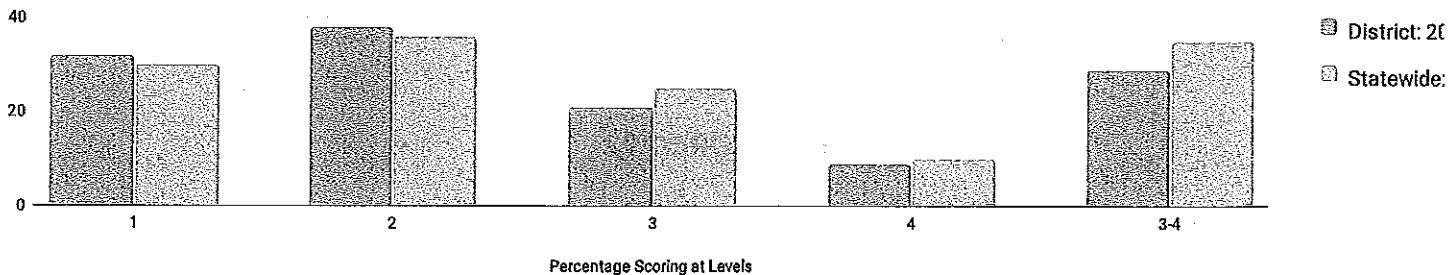
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 278

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	46	24%	25	54%	10	22%	11	24%	0	0%
GENERAL EDUCATION	40	28%	19	48%	10	25%	11	28%	0	0%
STUDENTS WITH DISABILITIES	6	0%	6	100%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	41	24%	22	54%	9	22%	10	24%	0	0%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	3	60%	1	20%	1	20%	0	0%
FEMALE	21	38%	9	43%	4	19%	8	38%	0	0%
MALE	25	12%	16	64%	6	24%	3	12%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	46	24%	25	54%	10	22%	11	24%	0	0%
ECONOMICALLY DISADVANTAGED	27	22%	17	63%	4	15%	6	22%	0	0%
NOT ECONOMICALLY DISADVANTAGED	19	26%	8	42%	6	32%	5	26%	0	0%
NOT MIGRANT	46	24%	25	54%	10	22%	11	24%	0	0%

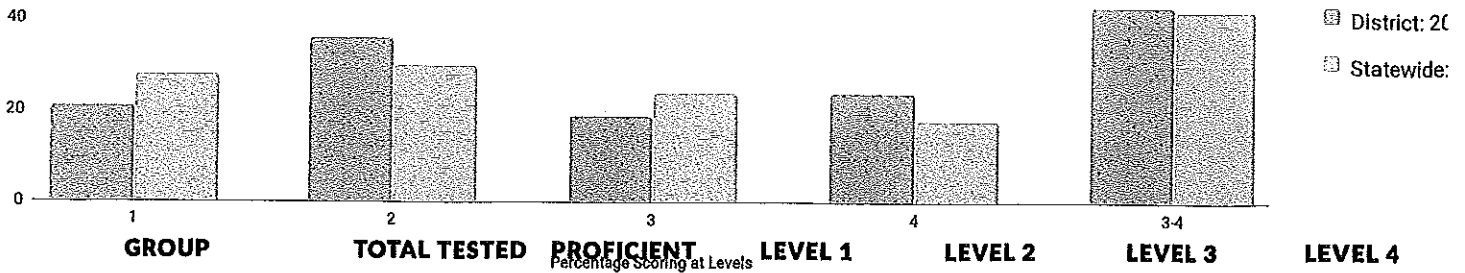
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 294

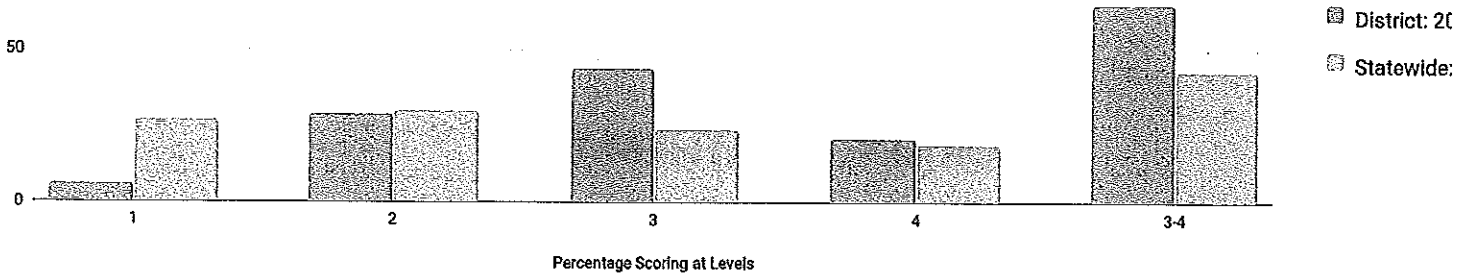
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	34	29%	11	32%	13	38%	7	21%	3	9%
GENERAL EDUCATION	29	34%	6	21%	13	45%	7	24%	3	10%
STUDENTS WITH DISABILITIES	5	0%	5	100%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	32	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	34	29%	11	32%	13	38%	7	21%	3	9%
FEMALE	10	60%	2	20%	2	20%	3	30%	3	30%
MALE	24	17%	9	38%	11	46%	4	17%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	34	29%	11	32%	13	38%	7	21%	3	9%
ECONOMICALLY DISADVANTAGED	17	29%	5	29%	7	41%	4	24%	1	6%
NOT ECONOMICALLY DISADVANTAGED	17	29%	6	35%	6	35%	3	18%	2	12%
NOT MIGRANT	34	29%	11	32%	13	38%	7	21%	3	9%

GRADE 3 MATHEMATICS



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	42	43%	9	21%	15	36%	8	19%	10	24%
GENERAL EDUCATION	37	49%	7	19%	12	32%	8	22%	10	27%
STUDENTS WITH DISABILITIES	5	0%	2	40%	3	60%	0	0%	0	0%
HISPANIC OR LATINO	2	0%	-	-	-	-	-	-	-	-
WHITE	39	0%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	42	43%	9	21%	15	36%	8	19%	10	24%
FEMALE	23	48%	6	26%	6	26%	5	22%	6	26%
MALE	19	37%	3	16%	9	47%	3	16%	4	21%
NON-ENGLISH LANGUAGE LEARNERS	42	43%	9	21%	15	36%	8	19%	10	24%
ECONOMICALLY DISADVANTAGED	26	35%	7	27%	10	38%	4	15%	5	19%
NOT ECONOMICALLY DISADVANTAGED	16	56%	2	13%	5	31%	4	25%	5	31%
NOT MIGRANT	42	43%	9	21%	15	36%	8	19%	10	24%

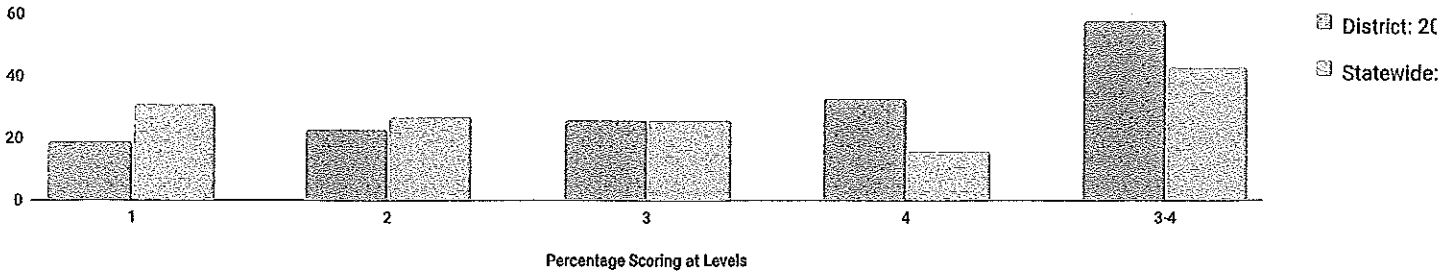
GRADE 4 MATHEMATICS



MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	34	65%	2	6%	10	29%	15	44%	7	21%
GENERAL EDUCATION	30	0%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	0%	-	-	-	-	-	-	-	-
WHITE	29	72%	1	3%	7	24%	14	48%	7	24%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	1	20%	3	60%	1	20%	0	0%
FEMALE	13	54%	2	15%	4	31%	6	46%	1	8%
MALE	21	71%	0	0%	6	29%	9	43%	6	29%
NON-ENGLISH LANGUAGE LEARNERS	34	65%	2	6%	10	29%	15	44%	7	21%
ECONOMICALLY DISADVANTAGED	16	50%	2	13%	6	38%	5	31%	3	19%
NOT ECONOMICALLY DISADVANTAGED	18	78%	0	0%	4	22%	10	56%	4	22%
NOT MIGRANT	34	65%	2	6%	10	29%	15	44%	7	21%

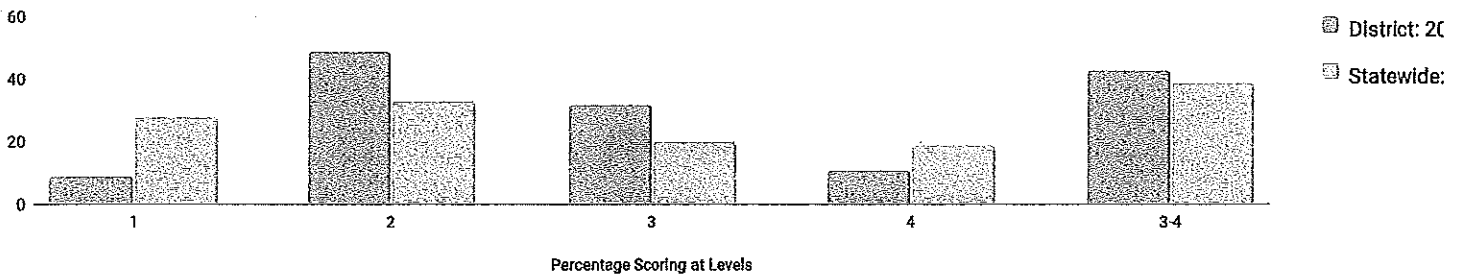
GRADE 5 MATHEMATICS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	43	58%	8	19%	10	23%	11	26%	14	33%
GENERAL EDUCATION	39	%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	%	-	-	-	-	-	-	-	-
WHITE	39	%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	43	58%	8	19%	10	23%	11	26%	14	33%
FEMALE	22	64%	2	9%	6	27%	6	27%	8	36%
MALE	21	52%	6	29%	4	19%	5	24%	6	29%
NON-ENGLISH LANGUAGE LEARNERS	42	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	19	53%	5	26%	4	21%	5	26%	5	26%
NOT ECONOMICALLY DISADVANTAGED	24	63%	3	13%	6	25%	6	25%	9	38%
NOT MIGRANT	43	58%	8	19%	10	23%	11	26%	14	33%

GRADE 6 MATHEMATICS



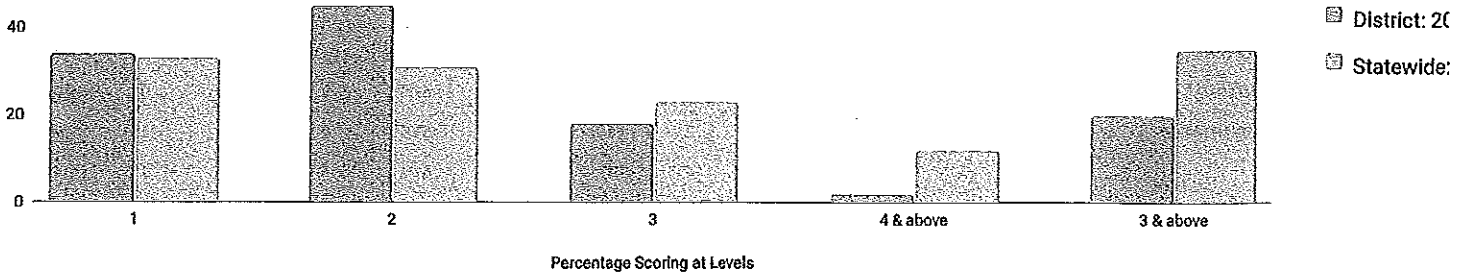
MEAN SCORE: 313

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	47	43%	4	9%	23	49%	15	32%	5	11%
GENERAL EDUCATION	42	45%	2	5%	21	50%	14	33%	5	12%
STUDENTS WITH DISABILITIES	5	20%	2	40%	2	40%	1	20%	0	0%
HISPANIC OR LATINO	2	%	-	-	-	-	-	-	-	-
WHITE	45	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	47	43%	4	9%	23	49%	15	32%	5	11%
FEMALE	23	39%	1	4%	13	57%	7	30%	2	9%
MALE	24	46%	3	13%	10	42%	8	33%	3	13%
NON-ENGLISH LANGUAGE LEARNERS	47	43%	4	9%	23	49%	15	32%	5	11%
ECONOMICALLY DISADVANTAGED	23	39%	2	9%	12	52%	8	35%	1	4%

NOTECONOMICALLY DISADVANTAGED	24	46%	2	8%	11	46%	7	29%	4	17%
MIGRANT	1	.%	-	-	-	-	-	-	-	-
NOT MIGRANT	46	.%	-	-	-	-	-	-	-	-

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.

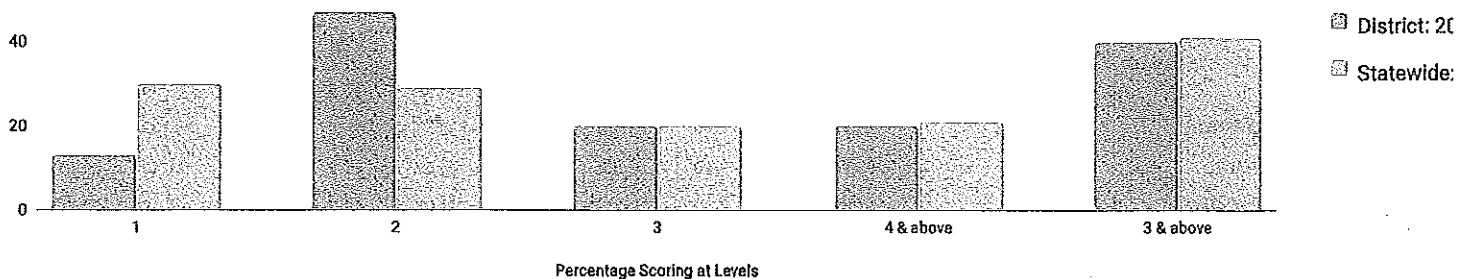


MEAN SCORE: 297

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	44	20%	15	34%	20	45%	8	18%	1	2%
GENERAL EDUCATION	39	23%	10	26%	20	51%	8	21%	1	3%
STUDENTS WITH DISABILITIES	5	0%	5	100%	0	0%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFL.	1	.%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	.%	-	-	-	-	-	-	-	-
WHITE	39	18%	15	38%	17	44%	7	18%	0	0%
MULTIRACIAL	2	.%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	0	0%	3	60%	1	20%	1	20%
FEMALE	20	30%	5	25%	9	45%	5	25%	1	5%
MALE	24	13%	10	42%	11	46%	3	13%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	44	20%	15	34%	20	45%	8	18%	1	2%
ECONOMICALLY DISADVANTAGED	25	12%	13	52%	9	36%	2	8%	1	4%
NOT ECONOMICALLY DISADVANTAGED	19	32%	2	11%	11	58%	6	32%	0	0%
NOT MIGRANT	44	20%	15	34%	20	45%	8	18%	1	2%

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: 304

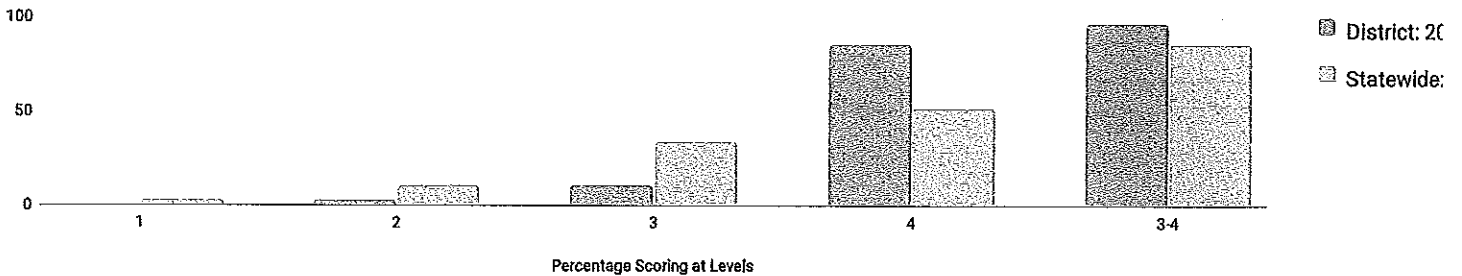
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	23	22%	4	17%	14	61%
GENERAL EDUCATION	20	_%	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-
WHITE	22	_%	-	-	-	-
SMALL GROUP TOTAL	23	22%	4	17%	14	61%
FEMALE	9	33%	1	11%	5	56%
MALE	14	14%	3	21%	9	64%
NON-ENGLISH LANGUAGE LEARNERS	23	22%	4	17%	14	61%
ECONOMICALLY DISADVANTAGED	12	17%	2	17%	8	67%
NOT ECONOMICALLY DISADVANTAGED	11	27%	2	18%	6	55%
NOT MIGRANT	23	22%	4	17%	14	61%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	7	0	0	2	5	7
		0%	0%	29%	71%	100%

GRADE 4 SCIENCE

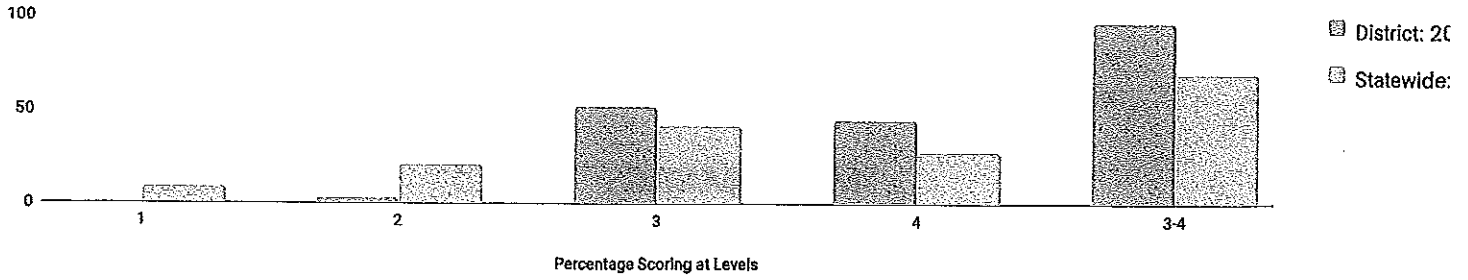


MEAN SCORE: 90

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	37	97%	0	3%	4	32
GENERAL EDUCATION	33	_%	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-
WHITE	31	100%	0	0%	2	29
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	6	83%	0	17%	2	3
FEMALE	16	94%	0	6%	1	14
MALE	21	100%	0	0%	3	18
NON-ENGLISH LANGUAGE LEARNERS	37	97%	0	3%	4	32
ECONOMICALLY DISADVANTAGED	16	94%	0	6%	2	13
NOT ECONOMICALLY DISADVANTAGED	21	100%	0	0%	2	19
NOT MIGRANT	37	97%	0	3%	4	32

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.



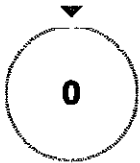
MEAN SCORE: 83

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	31	97%	0	3%	16	45%
GENERAL EDUCATION	27	%	-	-	-	-
STUDENTS WITH DISABILITIES	4	%	-	-	-	-
HISPANIC OR LATINO	1	%	-	-	-	-
WHITE	30	%	-	-	-	-
SMALL GROUP TOTAL	31	97%	0	3%	16	45%
FEMALE	11	91%	0	9%	5	45%
MALE	20	100%	0	0%	11	45%
NON-ENGLISH LANGUAGE LEARNERS	31	97%	0	3%	16	45%
ECONOMICALLY DISADVANTAGED	15	93%	0	7%	9	33%
NOT ECONOMICALLY DISADVANTAGED	16	100%	0	0%	7	56%
NOT MIGRANT	31	97%	0	3%	16	45%

RECENTLY ARRIVED LEP STUDENTS (2014 - 15)

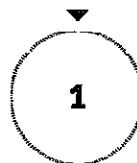
RECENTLY ARRIVED LEP STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 3



RECENTLY ARRIVED LEP STUDENTS NOT TESTED ON THE ELA NYSTP

GRADE 3



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

GRADE: 4 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALAS...	%	%	%	%	

ASIAN OR NATIVE HAWAIIA...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERIC...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	%	%	%	%	
STUDENTS WITH DISABILITL...	70%	22%	7%	1%	98
LIMITED ENGLISH PROFICIE...	74%	21%	4%	1%	88
ECONOMICALLY DISADVAN...	43%	36%	18%	3%	

MATHEMATICS

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

GRADE: 8 READING

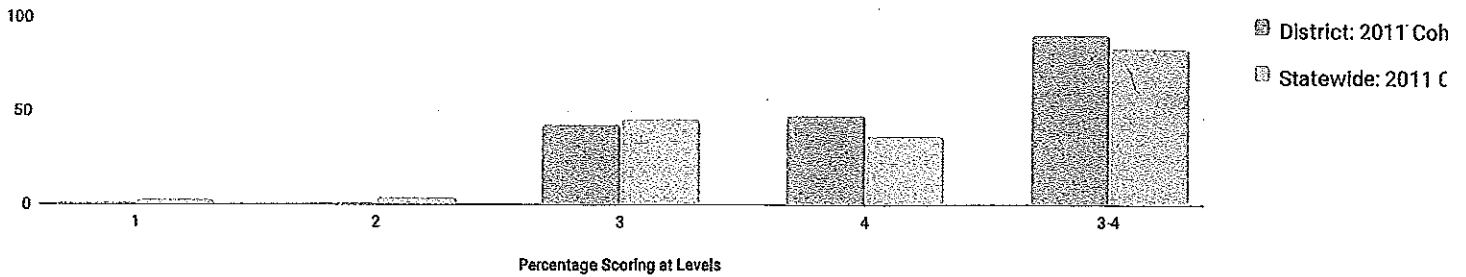
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALAS...	%	%	%	%	
ASIAN OR NATIVE HAWAIIA...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERIC...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	%	%	%	%	
STUDENTS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

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RA...
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALAS...	%	%	%	%	
ASIAN OR NATIVE HAWAIIA...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERIC...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	

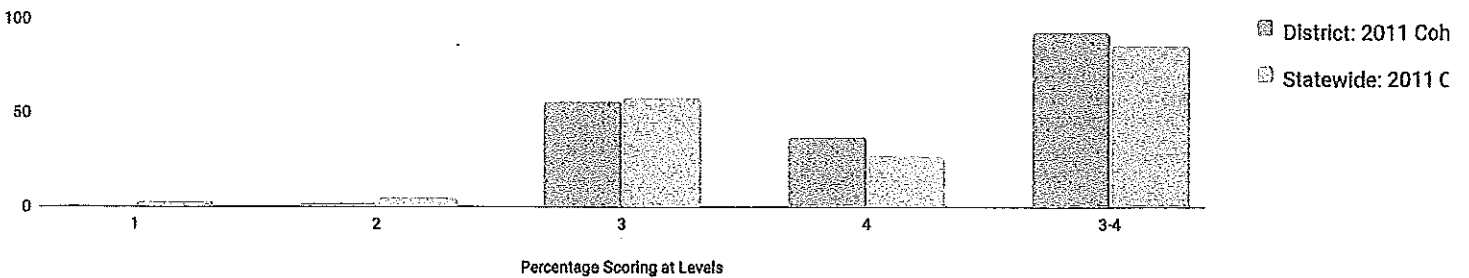
MULTIRACIAL	%	%	%	%	
STUDENTS WITH DISABILITL	64%	27%	8%	1%	99
LIMITED ENGLISH PROFICIE...	72%	21%	6%	1%	94
ECONOMICALLY DISADVAN...	40%	39%	17%	4%	

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	86	91%	1	1%	1	1%	37	43%	41	48%
GENERAL EDUCATION	78	95%	1	1%	0	0%	34	44%	40	51%
STUDENTS WITH DISABILITIES	8	50%	0	0%	1	13%	3	38%	1	13%
BLACK OR AFRICAN AMERICAN	4	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	100%	0	0%	0	0%	4	44%	5	56%
WHITE	71	90%	1	1%	0	0%	29	41%	35	49%
MULTIRACIAL	2	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	0	0%	1	17%	4	67%	1	17%
FEMALE	42	95%	1	2%	0	0%	17	40%	23	55%
MALE	44	86%	0	0%	1	2%	20	45%	18	41%
NON-ENGLISH LANGUAGE LEARNERS	85	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	30	97%	1	3%	0	0%	18	60%	11	37%
NOT ECONOMICALLY DISADVANTAGED	56	88%	0	0%	1	2%	19	34%	30	54%
MIGRANT	1	%	-	-	-	-	-	-	-	-
NOT MIGRANT	85	%	-	-	-	-	-	-	-	-

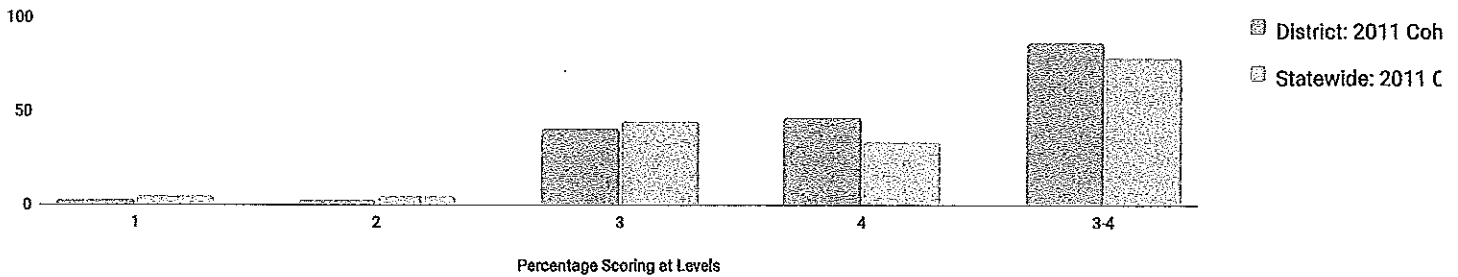
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	86	93%	0	0%	2	2%	48	56%	32	37%
GENERAL EDUCATION	78	97%	0	0%	1	1%	44	56%	32	41%
STUDENTS WITH DISABILITIES	8	50%	0	0%	1	13%	4	50%	0	0%

BLACK OR AFRICAN AMERICAN	4	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	89%	0	0%	1	11%	6	67%	2	22%
WHITE	71	94%	0	0%	0	0%	38	54%	29	41%
MULTIRACIAL	2	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	0	0%	1	17%	4	67%	1	17%
FEMALE	42	95%	0	0%	1	2%	25	60%	15	36%
MALE	44	91%	0	0%	1	2%	23	52%	17	39%
NON-ENGLISH LANGUAGE LEARNERS	85	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	30	97%	0	0%	1	3%	21	70%	8	27%
NOT ECONOMICALLY DISADVANTAGED	56	91%	0	0%	1	2%	27	48%	24	43%
MIGRANT	1	%	-	-	-	-	-	-	-	-
NOT MIGRANT	85	%	-	-	-	-	-	-	-	-

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

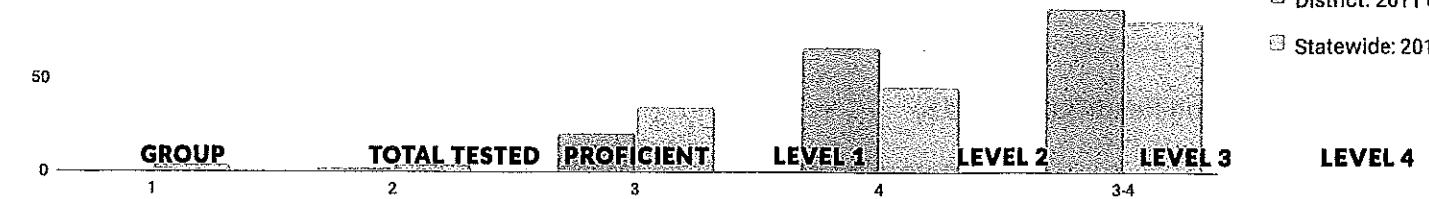


GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	86	87%	3	3%	3	3%	35	41%	40	47%
GENERAL EDUCATION	78	92%	2	3%	1	1%	33	42%	39	50%
STUDENTS WITH DISABILITIES	8	38%	1	13%	2	25%	2	25%	1	13%
BLACK OR AFRICAN AMERICAN	4	%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	89%	1	11%	0	0%	4	44%	4	44%
WHITE	71	89%	2	3%	2	3%	28	39%	35	49%
MULTIRACIAL	2	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	0	0%	1	17%	3	50%	1	17%
FEMALE	42	88%	3	7%	2	5%	18	43%	19	45%
MALE	44	86%	0	0%	1	2%	17	39%	21	48%
NON-ENGLISH LANGUAGE LEARNERS	85	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	30	87%	3	10%	1	3%	16	53%	10	33%
NOT ECONOMICALLY DISADVANTAGED	56	88%	0	0%	2	4%	19	34%	30	54%
MIGRANT	1	%	-	-	-	-	-	-	-	-
NOT MIGRANT	85	%	-	-	-	-	-	-	-	-

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

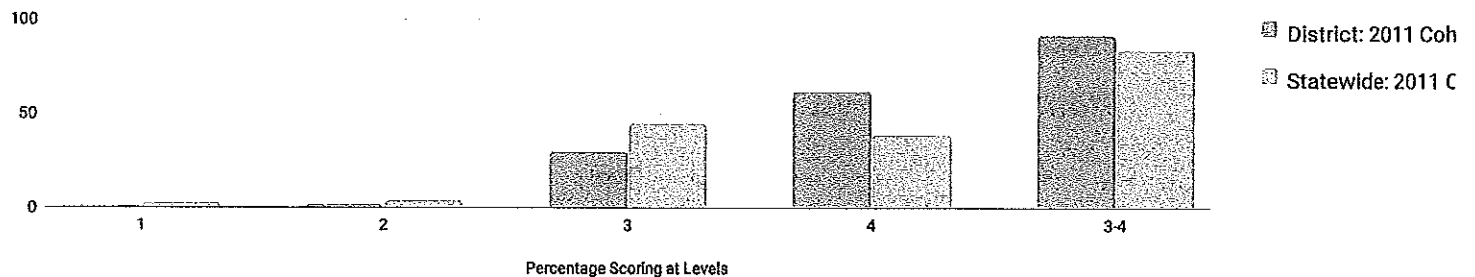
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District: 2011 Coh
Statewide: 2011 C



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GENERAL EDUCATION	78	92%	0	3%	17	22%
STUDENTS WITH DISABILITIES	8	50%	0	0%	1	13%
BLACK OR AFRICAN AMERICAN	4	0%	0	0%	0	0%
HISPANIC OR LATINO	9	89%	0	0%	2	22%
WHITE	71	87%	0	3%	13	18%
MULTIRACIAL	2	0%	0	0%	0	0%
SMALL GROUP TOTAL	6	100%	0	0%	3	50%
FEMALE	42	88%	0	5%	9	21%
MALE	44	89%	0	0%	9	20%
NON-ENGLISH LANGUAGE LEARNERS	85	0%	0	0%	0	0%
ENGLISH LANGUAGE LEARNERS	1	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	30	90%	0	3%	8	27%
NOT ECONOMICALLY DISADVANTAGED	56	88%	0	2%	10	18%
MIGRANT	1	0%	0	0%	0	0%
NOT MIGRANT	85	0%	0	0%	0	0%

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	86	92%	1	2%	26	30%
GENERAL EDUCATION	78	96%	1	0%	23	29%
STUDENTS WITH DISABILITIES	8	50%	0	25%	3	38%
BLACK OR AFRICAN AMERICAN	4	0%	0	0%	0	0%
HISPANIC OR LATINO	9	89%	1	0%	5	56%
WHITE	71	94%	0	1%	18	25%
MULTIRACIAL	2	0%	0	0%	0	0%
SMALL GROUP TOTAL	6	67%	0	17%	3	50%
FEMALE	42	95%	1	2%	15	36%
MALE	44	89%	0	2%	11	25%
NON-ENGLISH LANGUAGE LEARNERS	85	0%	0	0%	0	0%
ENGLISH LANGUAGE LEARNERS	1	0%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	30	93%	1	3%	13	43%
NOT ECONOMICALLY DISADVANTAGED	56	91%	0	2%	13	23%

MIGRANT	1	%	-	-	-	-	-	-	-	-
NOT MIGRANT	85	%	-	-	-	-	-	-	-	-

Regents Examination Results (2014 - 15)

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	59	55	93%	51	86%	24	41%
GENERAL EDUCATION	57	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	53	49	92%	45	85%	22	42%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	2	33%
FEMALE	36	33	92%	30	83%	18	50%
MALE	23	22	96%	21	91%	6	26%
NON-ENGLISH LANGUAGE LEARNERS	59	55	93%	51	86%	24	41%
ECONOMICALLY DISADVANTAGED	24	21	88%	18	75%	3	13%
NOT ECONOMICALLY DISADVANTAGED	35	34	97%	33	94%	21	60%
NOT MIGRANT	59	55	93%	51	86%	24	41%

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	11	1	9%	0	0%	4	36%	1	9%	5	45%
GENERAL EDUCATION	11	1	9%	0	0%	4	36%	1	9%	5	45%
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	10	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	1	9%	0	0%	4	36%	1	9%	5	45%
FEMALE	7	-	-	-	-	-	-	-	-	-	-
MALE	4	-	-	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	11	1	9%	0	0%	4	36%	1	9%	5	45%
ECONOMICALLY DISADVANTAGED	6	1	17%	0	0%	1	17%	1	17%	3	50%
NOT ECONOMICALLY DISADVANTAGED	5	0	0%	0	0%	3	60%	0	0%	2	40%
NOT MIGRANT	11	1	9%	0	0%	4	36%	1	9%	5	45%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	16	16	100%	13	81%	6	38%
GENERAL EDUCATION	16	16	100%	13	81%	6	38%
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	11	11	100%	10	91%	5	45%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	3	60%	1	20%
FEMALE	10	10	100%	8	80%	6	60%
MALE	6	6	100%	5	83%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	15	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	10	10	100%	7	70%	2	20%
NOT ECONOMICALLY DISADVANTAGED	6	6	100%	6	100%	4	67%
NOT MIGRANT	16	16	100%	13	81%	6	38%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	60	58	97%	52	87%	16	27%
GENERAL EDUCATION	60	58	97%	52	87%	16	27%
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	55	54	98%	49	89%	16	29%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	5	4	80%	3	60%	0	0%
FEMALE	31	30	97%	28	90%	9	29%
MALE	29	28	97%	24	83%	7	24%
NON-ENGLISH LANGUAGE LEARNERS	60	58	97%	52	87%	16	27%
ECONOMICALLY DISADVANTAGED	22	21	95%	18	82%	4	18%
NOT ECONOMICALLY DISADVANTAGED	38	37	97%	34	89%	12	32%
NOT MIGRANT	60	58	97%	52	87%	16	27%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	38	31	82%	24	63%	13	34%
GENERAL EDUCATION	38	31	82%	24	63%	13	34%
HISPANIC OR LATINO	5	-	-	-	-	-	-
WHITE	32	27	84%	20	63%	10	31%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	6	4	67%	4	67%	3	50%
FEMALE	24	20	83%	14	58%	6	25%
MALE	14	11	79%	10	71%	7	50%
NON-ENGLISH LANGUAGE LEARNERS	38	31	82%	24	63%	13	34%
ECONOMICALLY DISADVANTAGED	8	4	50%	4	50%	2	25%
NOT ECONOMICALLY DISADVANTAGED	30	27	90%	20	67%	11	37%
MIGRANT	1	-	-	-	-	-	-
NOT MIGRANT	37	-	-	-	-	-	-

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	49	2	4%	4	8%	27	55%	15	31%	1	2%
GENERAL EDUCATION	45	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	42	1	2%	3	7%	22	52%	15	36%	1	2%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	1	14%	1	14%	5	71%	0	0%	0	0%
FEMALE	30	2	7%	2	7%	15	50%	11	37%	0	0%
MALE	19	0	0%	2	11%	12	63%	4	21%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	48	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	2	9%	4	17%	13	57%	4	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	26	0	0%	0	0%	14	54%	11	42%	1	4%
NOT MIGRANT	49	2	4%	4	8%	27	55%	15	31%	1	2%

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ALL STUDENTS	54	1 2%	2 4%	27 50%	10 19%	14 26%
GENERAL EDUCATION	54	1 2%	2 4%	27 50%	10 19%	14 26%
HISPANIC OR LATINO	2	-	-	-	-	-
WHITE	50	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-
SMALL GROUP TOTAL	54	1 2%	2 4%	27 50%	10 19%	14 26%
FEMALE	27	0 0%	1 4%	14 52%	5 19%	7 26%
MALE	27	1 4%	1 4%	13 48%	5 19%	7 26%
NON-ENGLISH LANGUAGE LEARNERS	54	1 2%	2 4%	27 50%	10 19%	14 26%
ECONOMICALLY DISADVANTAGED	20	0 0%	2 10%	11 55%	3 15%	4 20%
NOT ECONOMICALLY DISADVANTAGED	34	1 3%	0 0%	16 47%	7 21%	10 29%
NOT MIGRANT	54	1 2%	2 4%	27 50%	10 19%	14 26%

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

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	88	79 90%	74 84%	39 44%
GENERAL EDUCATION	83	77 93%	72 87%	39 47%
STUDENTS WITH DISABILITIES	5	2 40%	2 40%	0 0%
HISPANIC OR LATINO	6	-	-	-
WHITE	79	72 91%	67 85%	36 46%
MULTIRACIAL	3	-	-	-
SMALL GROUP TOTAL	9	7 78%	7 78%	3 33%
FEMALE	46	40 87%	38 83%	20 43%
MALE	42	39 93%	36 86%	19 45%
NON-ENGLISH LANGUAGE LEARNERS	87	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-
ECONOMICALLY DISADVANTAGED	43	38 88%	35 81%	14 33%
NOT ECONOMICALLY DISADVANTAGED	45	41 91%	39 87%	25 56%
NOT MIGRANT	88	79 90%	74 84%	39 44%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	60	59	98%	54	90%	37	62%
GENERAL EDUCATION	59	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	53	52	98%	48	91%	33	62%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	6	86%	4	57%
FEMALE	40	40	100%	35	88%	26	65%
MALE	20	19	95%	19	95%	11	55%
NON-ENGLISH LANGUAGE LEARNERS	60	59	98%	54	90%	37	62%
ECONOMICALLY DISADVANTAGED	25	25	100%	22	88%	11	44%
NOT ECONOMICALLY DISADVANTAGED	35	34	97%	32	91%	26	74%
NOT MIGRANT	60	59	98%	54	90%	37	62%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	78	77	99%	76	97%	48	62%
GENERAL EDUCATION	73	72	99%	72	99%	47	64%
STUDENTS WITH DISABILITIES	5	5	100%	4	80%	1	20%
HISPANIC OR LATINO	6	-	-	-	-	-	-
WHITE	70	70	100%	70	100%	45	64%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	8	7	88%	6	75%	3	38%
FEMALE	36	35	97%	35	97%	24	67%
MALE	42	42	100%	41	98%	24	57%
NON-ENGLISH LANGUAGE LEARNERS	77	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	35	97%	34	94%	17	47%
NOT ECONOMICALLY DISADVANTAGED	42	42	100%	42	100%	31	74%
NOT MIGRANT	78	77	99%	76	97%	48	62%

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

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	59	55	93%	51	86%	21	36%
GENERAL EDUCATION	49	47	96%	44	90%	20	41%
STUDENTS WITH DISABILITIES	10	8	80%	7	70%	1	10%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	51	48	94%	45	88%	20	39%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	8	7	88%	6	75%	1	13%
FEMALE	33	33	100%	29	88%	13	39%
MALE	26	22	85%	22	85%	8	31%
NON-ENGLISH LANGUAGE LEARNERS	59	55	93%	51	86%	21	36%
ECONOMICALLY DISADVANTAGED	27	27	100%	24	89%	4	15%
NOT ECONOMICALLY DISADVANTAGED	32	28	88%	27	84%	17	53%
NOT MIGRANT	59	55	93%	51	86%	21	36%

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

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	31	30	97%	24	77%	8	26%
GENERAL EDUCATION	31	30	97%	24	77%	8	26%
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	29	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	31	30	97%	24	77%	8	26%
FEMALE	20	19	95%	14	70%	6	30%
MALE	11	11	100%	10	91%	2	18%
NON-ENGLISH LANGUAGE LEARNERS	31	30	97%	24	77%	8	26%
ECONOMICALLY DISADVANTAGED	5	4	80%	3	60%	1	20%
NOT ECONOMICALLY DISADVANTAGED	26	26	100%	21	81%	7	27%
NOT MIGRANT	31	30	97%	24	77%	8	26%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	8	7	88%	6	75%	3	38%
GENERAL EDUCATION	8	7	88%	6	75%	3	38%
WHITE	8	7	88%	6	75%	3	38%
FEMALE	3	-	-	-	-	-	-
MALE	5	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	8	7	88%	6	75%	3	38%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	6	-	-	-	-	-	-
NOT MIGRANT	8	7	88%	6	75%	3	38%

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 7 ELA	1	%	-	-	-	-
GRADE 7 MATH	1	%	-	-	-	-
GRADE 8 ELA	1	%	-	-	-	-
GRADE 8 MATH	1	%	-	-	-	-
GRADE 8 SCIENCE	1	%	-	-	-	-
SECONDARY-LEVEL ELA	1	%	-	-	-	-
SECONDARY-LEVEL MATH	1	%	-	-	-	-
SECONDARY-LEVEL SCIENCE	1	%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	1	%	-	-	-	-

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

KINDERGARTEN

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

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
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ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 12

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

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD

720*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES

87%*

PI >= EAMO OR SAFE HARBOR TARGET

YES

TESTED STUDENTS ENROLLED ON BEDS DAY

251

PI

98

EAMO

90

SAFE HARBOR TARGET

90

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 >= 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



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



—

HISPANIC OR LATINO



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



18

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



15

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



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



—

WHITE



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



650*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



87%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
NO	229	100	107	105

MULTIRACIAL



MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
—	11	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
—	6	—	—	—

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
▼	▼	▼
NO	88*	90%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
▼	▼	▼	▼	▼
NO	33†	42†	43	43

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
▼	▼	▼	▼	▼

1

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



357*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



88%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



127

PI



84

EAMO



75

SAFE HARBOR TARGET



75

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
718*	87%*	251	98

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
718*	87%*	251	98

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
682*	87%*	236	100

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
718*	87%*	250	98

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
31	—	22	—

NOT MULTIRACIAL

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

694*

87%*

245

98

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

632*

87%*

220

106

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

718*

87%*

250

98

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

363*

87%*

124

111

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

373*

88%*

137

88

FEMALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

347*

86%*

114

110

MIGRANT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

1

—

1

—

NOT MIGRANT

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
713*	87%*	250	98

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

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

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

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

ALL STUDENTS

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	721*	84%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	235	129	87	87

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
—	0	—	—	—

BLACK OR AFRICAN AMERICAN

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



—

HISPANIC OR LATINO

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



12

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

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



—

WHITE

MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



648*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



84%*

PI >= EAMO OR SAFE HARBOR TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



216

PI



131

EAMO



102

SAFE HARBOR TARGET



102

MULTIRACIAL



MADE AYP: —

TESTED 95%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



11

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



6

PI



—

EAMO



—

SAFE HARBOR TARGET



—

STUDENTS WITH DISABILITIES



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



88*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



84%*

PI >= EAMO OR SAFE HARBOR TARGET



NO

TESTED STUDENTS ENROLLED ON BEDS DAY



74⁰

PI



50

EAMO



51

SAFE HARBOR TARGET



51

LIMITED ENGLISH PROFICIENT



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

—

—

—

ECONOMICALLY DISADVANTAGED



MADE AYP: NO

TESTED 95%



NO

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



360*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



84%*

PI >= EAMO OR SAFE HARBOR TARGET

TESTED STUDENTS ENROLLED ON BEDS DAY

PI

EAMO

SAFE HARBOR TARGET



YES

116

112

71

71

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
719*	84%*	235	129

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
719*	84%*	235	129

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
680*	84%*	223	131

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
719*	84%*	234	129

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
32	—	19	—

NOT MULTIRACIAL

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

695*

84%*

229

129

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI



633*

84%*

209

140

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI



717*

84%*

234

130

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



361*

84%*

119

146

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI



373*

84%*

126

125

FEMALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI



348*

84%*

109

134

MIGRANT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI



1

—

1

—

NOT MIGRANT



STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
714*	84%*	234	129

— 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.

° This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

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	PI	EAMO	PROGRESS TARGET
YES	227*	82%*	197	173	173
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY				
YES	69				

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI	EAMO	PROGRESS TARGET
—	0	—	—	—	—
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY				
—	0				

BLACK OR AFRICAN AMERICAN

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



—

HISPANIC OR LATINO

MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



6

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



4

PI



—

EAMO



—

PROGRESS TARGET



—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

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



—

WHITE



MADE AYP: YES

TESTED 80%



YES

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



202*

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



81%*

PI >= EAMO OR PROGRESS TARGET



YES

TESTED STUDENTS ENROLLED ON BEDS DAY



62

PI



198

EAMO



181

PROGRESS TARGET



181

MULTIRACIAL



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



4

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



3

PI



—

EAMO



—

PROGRESS TARGET



—

STUDENTS WITH DISABILITIES



MADE AYP: —

TESTED 80%



—

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD



16

PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES



—

PI >= EAMO OR PROGRESS TARGET



—

TESTED STUDENTS ENROLLED ON BEDS DAY



9

PI



—

EAMO



—

PROGRESS TARGET



—

LIMITED ENGLISH PROFICIENT



MADE AYP: —

TESTED 80%



STUDENTS ENROLLED DURING THE

PERCENT OF ENROLLED STUDENTS

TEST ADMINISTRATION PERIOD

WITH VALID TEST SCORES

▼
0

▼
—

**PI >= EAMO OR
PROGRESS TARGET**

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**

PI

EAMO

PROGRESS TARGET

▼

▼

▼

▼

▼

—

0

—

—

—

ECONOMICALLY DISADVANTAGED

▼

MADE AYP: YES

TESTED 80%

▼
YES

**STUDENTS ENROLLED DURING THE
TEST ADMINISTRATION PERIOD**

▼
103*

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

▼
80%*

**PI >= EAMO OR
PROGRESS TARGET**

**TESTED STUDENTS
ENROLLED ON BEDS
DAY**

PI

EAMO

PROGRESS TARGET

▼

▼

▼

▼

▼

YES

31

194

160

160

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
227*	82%*	69	197

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
225*	82%*	69	197

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
213*	82%*	65	198

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
227*	82%*	69	197

NOT WHITE

STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
10	—	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

218*

82%*

66

197

GENERAL EDUCATION



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

195*

83%*

60

200

ENGLISH PROFICIENT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

226*

82%*

69

197

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

124*

84%*

38

200

MALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

120*

83%*

42

200

FEMALE



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

107*

81%*

27

—

MIGRANT



**STUDENTS ENROLLED
DURING THE TEST
ADMINISTRATION PERIOD**

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

**TESTED STUDENTS
ENROLLED ON BEDS DAY**

PI

0

—

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
225*	82%*	69	197

— 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%	2011 ACCOUNTABILITY COHORT MEMBERS	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI	EAMO	SAFE HARBOR TARGET
YES	79	81	100%	176	159	159
PI >= EAMO OR SAFE HARBOR TARGET						
YES						

AMERICAN INDIAN OR ALASKA NATIVE



MADE AYP: —

TESTED 95%	2011 ACCOUNTABILITY COHORT MEMBERS	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI	EAMO	SAFE HARBOR TARGET
—	0	0	—	—	—	—
PI >= EAMO OR SAFE HARBOR TARGET						
—						

BLACK OR AFRICAN AMERICAN



MADE AYP: —

TESTED 95%



—

12TH GRADERS



4

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



4

PI



—

EAMO



—

SAFE HARBOR TARGET



—

HISPANIC OR LATINO



MADE AYP: —

TESTED 95%



—

12TH GRADERS



9

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



9

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



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



—

WHITE



MADE AYP: YES

TESTED 95%

▼
YES

12TH GRADERS

▼
66

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
100%

PI >= EAMO OR SAFE HARBOR TARGET

▼
YES

2011 ACCOUNTABILITY COHORT MEMBERS

▼
64

PI

▼
180

EAMO

▼
169

SAFE HARBOR TARGET

▼
169

MULTIRACIAL

▼
MADE AYP: —

TESTED 95%

▼
—

12TH GRADERS

▼
2

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
—

PI >= EAMO OR SAFE HARBOR TARGET

▼
—

2011 ACCOUNTABILITY COHORT MEMBERS

▼
2

PI

▼
—

EAMO

▼
—

SAFE HARBOR TARGET

▼
—

STUDENTS WITH DISABILITIES

▼
MADE AYP: —

TESTED 95%

▼
—

12TH GRADERS

▼
4

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
—

PI >= EAMO OR SAFE HARBOR TARGET

▼
—

2011 ACCOUNTABILITY COHORT MEMBERS

▼
4

PI

▼
—

EAMO

▼
—

SAFE HARBOR TARGET

▼
—

LIMITED ENGLISH PROFICIENT

▼
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



1

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: —

TESTED 95%



—

12TH GRADERS



30

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



28

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
81	100%	79	176

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
77	100%	75	179

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
72	100%	70	176

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
81	100%	79	176

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
15	—	15	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
79	100%	79	177

100%

77

GENERAL EDUCATION

12TH GRADERS



77

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



100%

2011 ACCOUNTABILITY COHORT MEMBERS



75

PI



180

ENGLISH PROFICIENT

12TH GRADERS



80

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



100%

2011 ACCOUNTABILITY COHORT MEMBERS



78

PI



177

NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS



51

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



100%

2011 ACCOUNTABILITY COHORT MEMBERS



51

PI



176

MALE

12TH GRADERS



40

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



100%

2011 ACCOUNTABILITY COHORT MEMBERS



40

PI



170

FEMALE

12TH GRADERS



41

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



100%

2011 ACCOUNTABILITY COHORT MEMBERS



39

PI



182

MIGRANT

12TH GRADERS



1

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

2011 ACCOUNTABILITY COHORT MEMBERS



1

PI



—

NOT MIGRANT

12TH GRADERS

80

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

2011 ACCOUNTABILITY COHORT MEMBERS

78

PI

176

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

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

81

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

PI >= EAMO OR SAFE HARBOR TARGET

YES

2011 ACCOUNTABILITY COHORT MEMBERS

79

PI

171

EAMO

143

SAFE HARBOR TARGET

143

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

12TH GRADERS

0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%



—

12TH GRADERS



4

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



4

PI



—

EAMO



—

SAFE HARBOR TARGET



—

HISPANIC OR LATINO



MADE AYP: —

TESTED 95%



—

12TH GRADERS



9

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



9

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



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



—

WHITE



MADE AYP: YES

TESTED 95%



12TH GRADERS



PERCENT OF 12TH GRADERS WITH

YES

66

VALID TEST SCORES

100%

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

▼
YES

▼
64

▼
177

▼
154

▼
154

MULTIRACIAL

▼
MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
—

▼
2

▼
—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

▼
—

▼
2

▼
—

▼
—

▼
—

STUDENTS WITH DISABILITIES

▼
MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
—

▼
4

▼
—

PI >= EAMO OR SAFE HARBOR TARGET

2011 ACCOUNTABILITY COHORT MEMBERS

PI

EAMO

SAFE HARBOR TARGET

▼
—

▼
4

▼
—

▼
—

▼
—

LIMITED ENGLISH PROFICIENT

▼
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



1

PI



—

EAMO



—

SAFE HARBOR TARGET



—

ECONOMICALLY DISADVANTAGED



MADE AYP: —

TESTED 95%



—

12TH GRADERS



30

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



—

PI >= EAMO OR SAFE HARBOR TARGET



—

2011 ACCOUNTABILITY COHORT MEMBERS



28

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
81	100%	79	171

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
77	100%	75	175

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
72	100%	70	171

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
81	100%	79	171

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
15	—	15	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
79	100%	—	171

100%

77

GENERAL EDUCATION

12TH GRADERS

▼
77

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
100%

2011 ACCOUNTABILITY COHORT MEMBERS

▼
75

PI
▼
175

ENGLISH PROFICIENT

12TH GRADERS

▼
80

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
100%

2011 ACCOUNTABILITY COHORT MEMBERS

▼
78

PI
▼
173

NOT ECONOMICALLY DISADVANTAGED

12TH GRADERS

▼
51

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
100%

2011 ACCOUNTABILITY COHORT MEMBERS

▼
51

PI
▼
176

MALE

12TH GRADERS

▼
40

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
100%

2011 ACCOUNTABILITY COHORT MEMBERS

▼
40

PI
▼
170

FEMALE

12TH GRADERS

▼
41

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
100%

2011 ACCOUNTABILITY COHORT MEMBERS

▼
39

PI
▼
172

MIGRANT

12TH GRADERS

▼
1

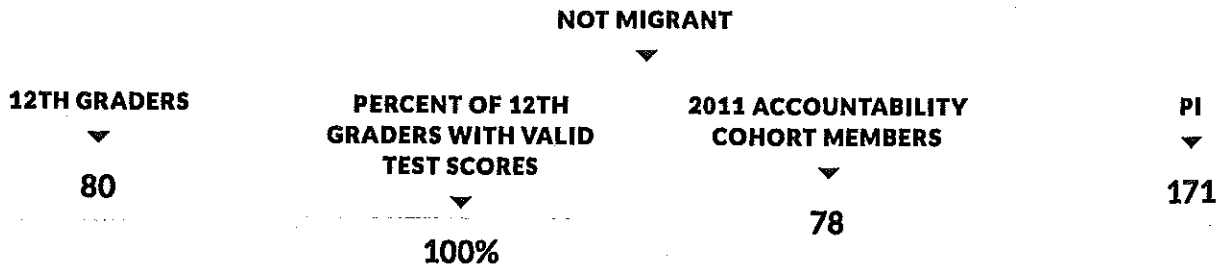
PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

▼
—

2011 ACCOUNTABILITY COHORT MEMBERS

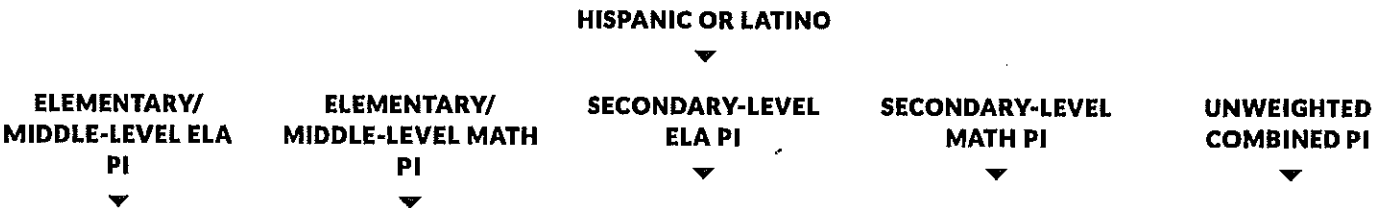
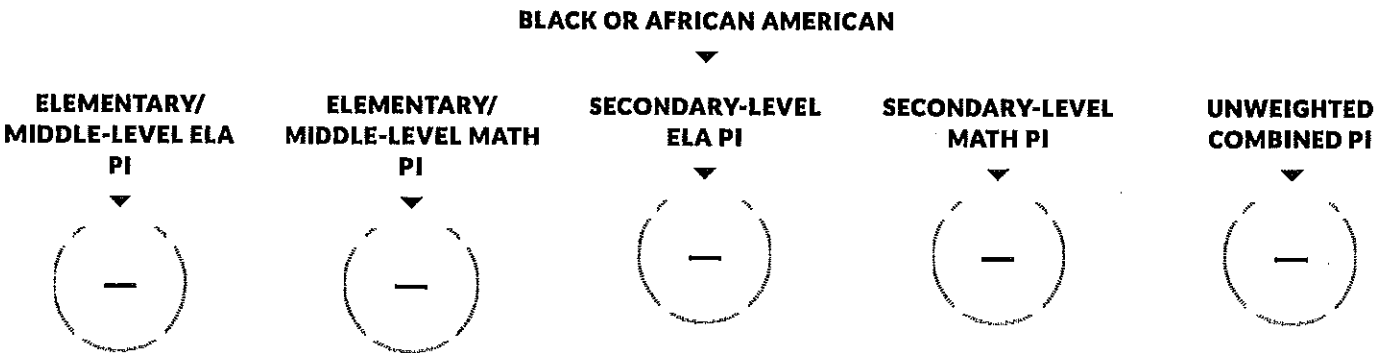
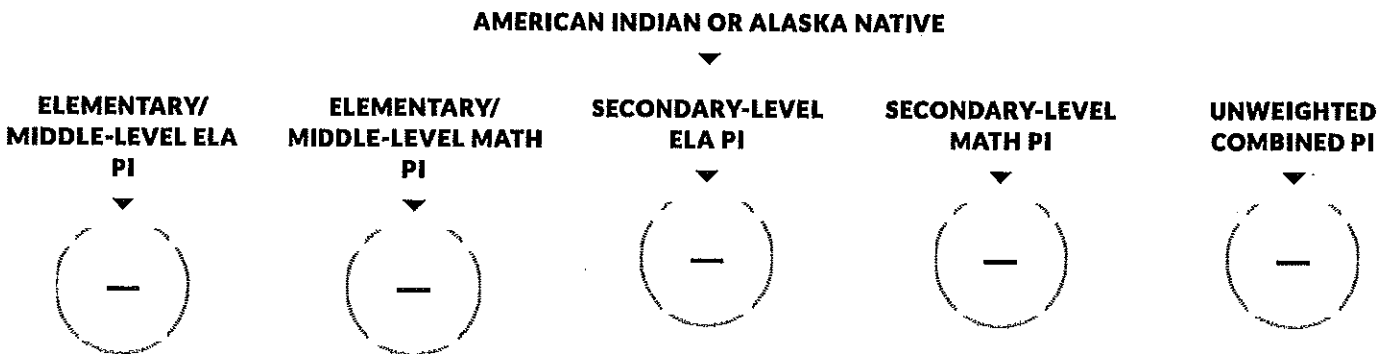
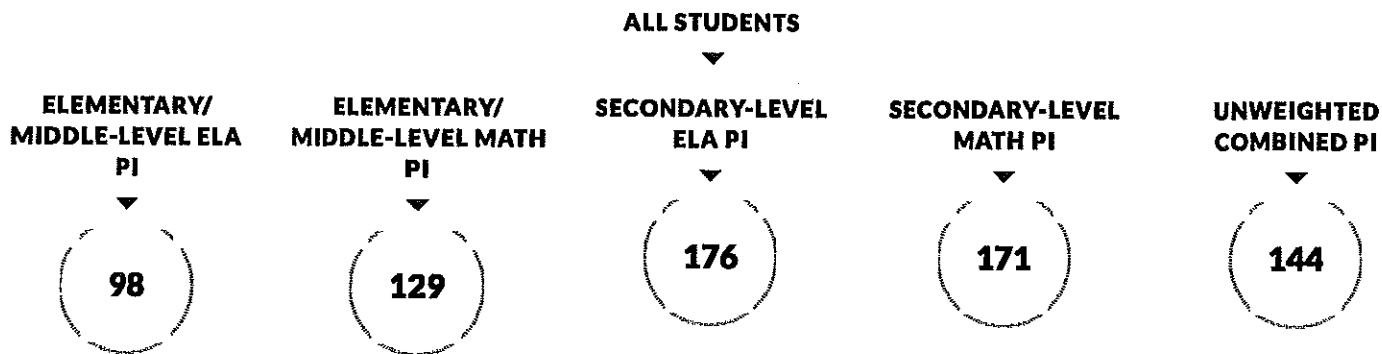
▼
1

PI
▼
—



— 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





ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



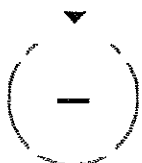
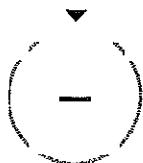
**ELEMENTARY/
MIDDLE-LEVEL ELA
PI**

**ELEMENTARY/
MIDDLE-LEVEL MATH
PI**

**SECONDARY-LEVEL
ELA PI**

**SECONDARY-LEVEL
MATH PI**

**UNWEIGHTED
COMBINED PI**



WHITE



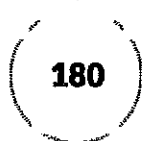
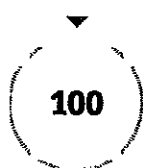
**ELEMENTARY/
MIDDLE-LEVEL ELA
PI**

**ELEMENTARY/
MIDDLE-LEVEL MATH
PI**

**SECONDARY-LEVEL
ELA PI**

**SECONDARY-LEVEL
MATH PI**

**UNWEIGHTED
COMBINED PI**



MULTIRACIAL



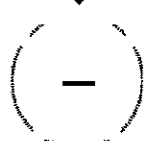
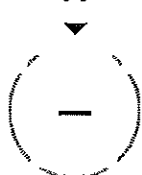
**ELEMENTARY/
MIDDLE-LEVEL ELA
PI**

**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**

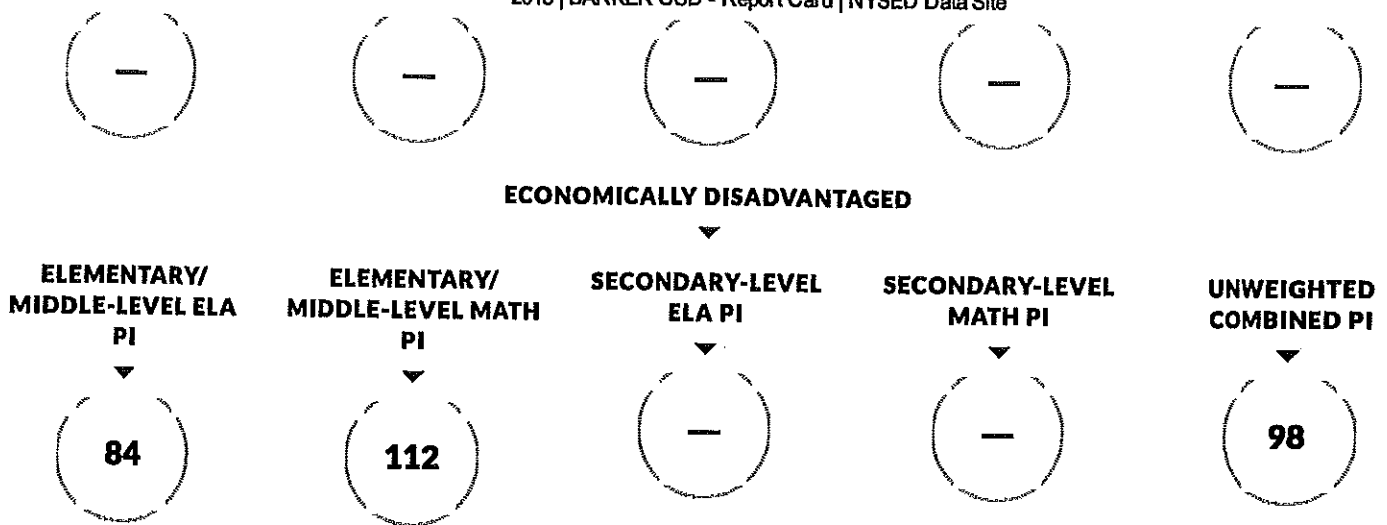
**ELEMENTARY/
MIDDLE-LEVEL MATH
PI**

**SECONDARY-LEVEL
ELA PI**

**SECONDARY-LEVEL
MATH PI**

**UNWEIGHTED
COMBINED PI**

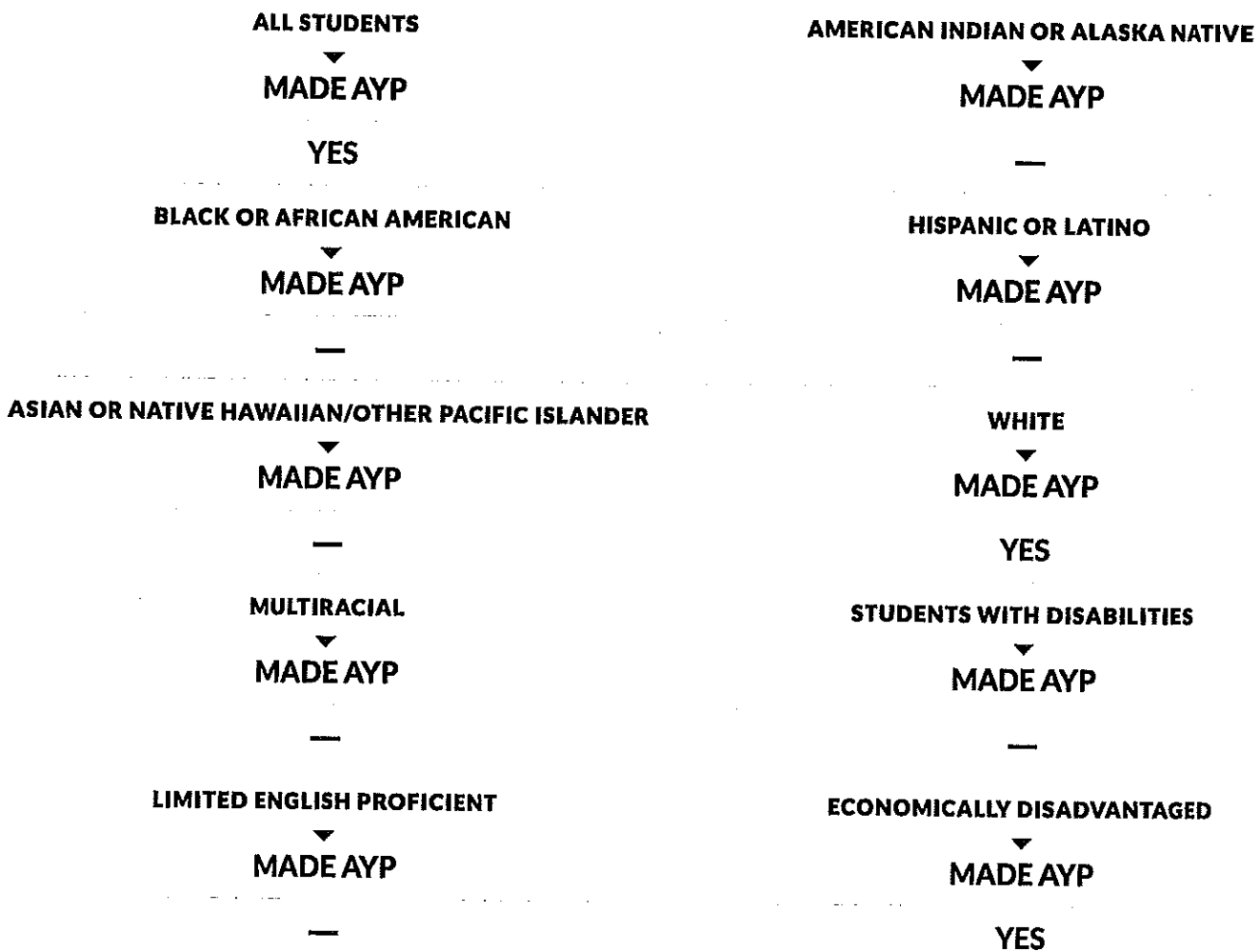




— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES



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

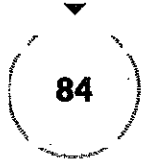
FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS



Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT



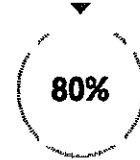
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET

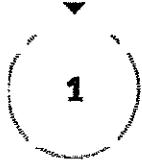


AMERICAN INDIAN OR ALASKA NATIVE



Met Graduation-Rate Criterion: —

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



BLACK OR AFRICAN AMERICAN



Met Graduation-Rate Criterion: —

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



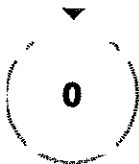
Met Graduation-Rate Criterion: —

**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



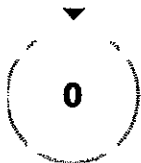
Met Graduation-Rate Criterion: —

**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



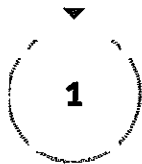


LIMITED ENGLISH PROFICIENT



Met Graduation-Rate Criterion: —

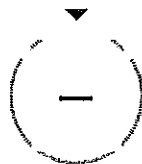
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET

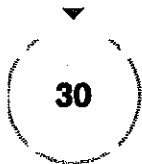


ECONOMICALLY DISADVANTAGED



Met Graduation-Rate Criterion: YES

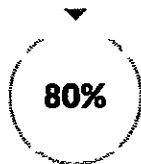
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



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

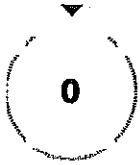


AMERICAN INDIAN OR ALASKA NATIVE



Met Graduation-Rate Criterion: —

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



GRADUATION RATE



STATE STANDARD



PROGRESS TARGET

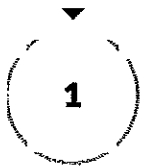


BLACK OR AFRICAN AMERICAN

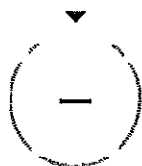


Met Graduation-Rate Criterion: —

**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

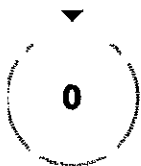


ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



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**



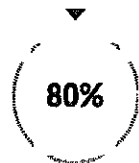
GRADUATION RATE



STATE STANDARD



PROGRESS TARGET



MULTIRACIAL

Met Graduation-Rate Criterion: —

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



GRADUATION RATE



STATE STANDARD



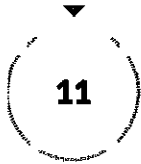
PROGRESS TARGET



STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

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



GRADUATION RATE



STATE STANDARD



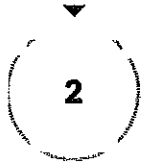
PROGRESS TARGET



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: YES

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

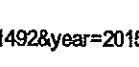


NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

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

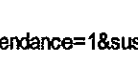


NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE





NOT WHITE

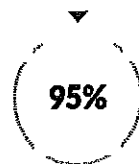


GRADUATION RATE

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



NOT WHITE

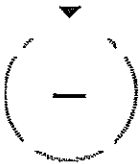


GRADUATION RATE

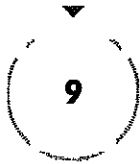
2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



NOT MULTIRACIAL



NOT MULTIRACIAL

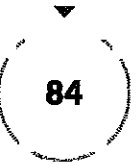


2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE



GENERAL EDUCATION



GENERAL EDUCATION



2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE



ENGLISH PROFICIENT



ENGLISH PROFICIENT

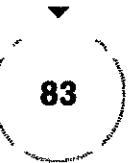


2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

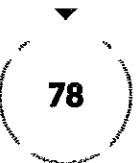
GRADUATION RATE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE



NOT ECONOMICALLY DISADVANTAGED



NOT ECONOMICALLY DISADVANTAGED



2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

GRADUATION RATE



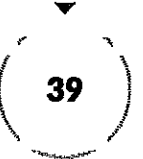
MALE

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



FEMALE

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



MIGRANT

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



NOT MIGRANT

2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT



GRADUATION RATE



GRADUATION RATE



GRADUATION RATE



GRADUATION RATE



MALE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



FEMALE

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



MIGRANT

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

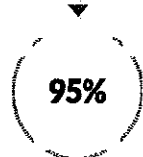


NOT MIGRANT

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT



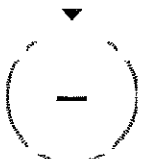
GRADUATION RATE



GRADUATION RATE



GRADUATION RATE



GRADUATION RATE



— There were fewer than 30 students in the cohort.

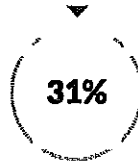
Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

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

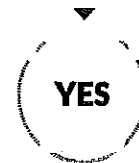
**REGENTS DIPLOMA WITH AN
ADVANCED DESIGNATION (THIS
DISTRICT)**



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



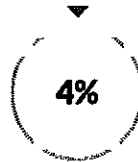
**PERCENTAGE IN THIS DISTRICT
EXCEEDED STATEWIDE**



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



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



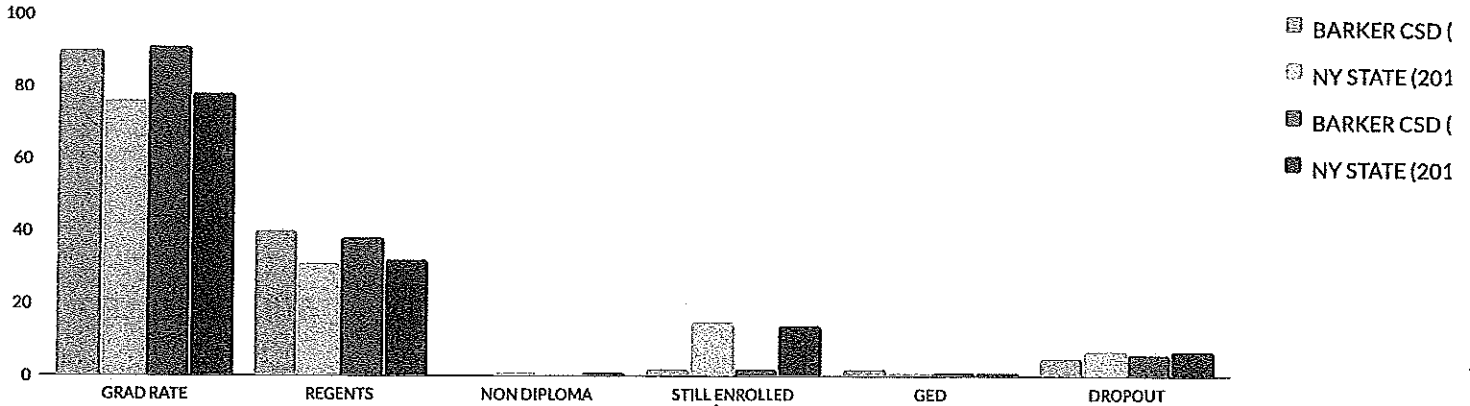
**PERCENTAGE IN THIS DISTRICT
EXCEEDED STATEWIDE**



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BARKER CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF JUNE

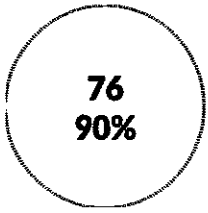
Graduate data are reported for a 9th grade cohort for the first time at the end of June of the 4th year of high school. The graduation rate as of August of the 4th year, June of the 5th year, and June of the 6th year of high school are also calculated and available. For complete information on the types of diploma credentials which can be earned and the criteria for each see Diploma Requirements.



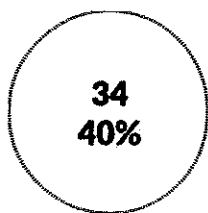
2014

ALL STUDENTS

GRAD RATE



REGENTS WITH A.



TOTAL STUDENTS IN COHORT: 84

NON DIPLOMA CRED

0 0%

GED TRANSFER

2 2%

STILL ENROLLED

2 2%

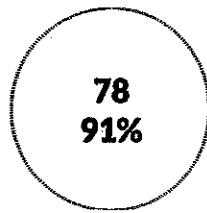
DROPOUT

4 5%

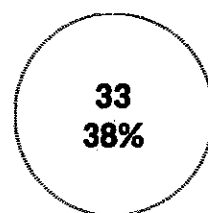
2015

ALL STUDENTS

GRAD RATE



REGENTS WITH A.



TOTAL STUDENTS IN COHORT: 86

NON DIPLOMA CRED

0 0%

GED TRANSFER

1 1%

STILL ENROLLED

2 2%

DROPOUT

5 6%

BY GENDER

FEMALE
▼

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS IN COHORT: 39

NON DIPLOMA CRED	STILL ENROLLED
0 0%	1 3%
GED TRANSFER	DROPOUT
1 3%	3 8%

MALE
▼

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS IN COHORT: 45

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

FEMALE
▼

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS IN COHORT: 42

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

MALE
▼

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS IN COHORT: 44

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

BY ETHNICITY

MULTIRACIAL

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: —

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

MULTIRACIAL

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: —

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

AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

WHITE

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS IN COHORT: 77

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

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: 0

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

WHITE

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS IN COHORT: 71

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

BLACK OR AFRICAN AMERICAN

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

HISPANIC OR LATINO

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

BLACK OR AFRICAN AMERICAN

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

HISPANIC OR LATINO

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS IN COHORT: 9

NON DIPLOMA CRED STILL ENROLLED

0 0% 1 11%

GED TRANSFER DROPOUT

0 0% 0 0%

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

GRAD RATE
REGENTS WITH A.

TOTAL STUDENTS IN COHORT: 79

NON DIPLOMA CRED	STILL ENROLLED
0 0%	2 3%
GED TRANSFER	DROPOUT
1 1%	4 5%

STUDENTS WITH DISABILITIES

GRAD RATE
REGENTS WITH A.

TOTAL STUDENTS IN COHORT: 5

NON DIPLOMA CRED	STILL ENROLLED
0 0%	0 0%
GED TRANSFER	DROPOUT
1 20%	0 0%

GENERAL-EDUCATION STUDENTS

GRAD RATE
REGENTS WITH A.

TOTAL STUDENTS IN COHORT: 78

NON DIPLOMA CRED	STILL ENROLLED
0 0%	1 1%
GED TRANSFER	DROPOUT
0 0%	3 4%

STUDENTS WITH DISABILITIES

GRAD RATE
REGENTS WITH A.

TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED	STILL ENROLLED
0 0%	1 13%
GED TRANSFER	DROPOUT
1 13%	2 25%

NON-ENGLISH LANGUAGE LEARNERS



GRAD RATE REGENTS WITH A..

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

ENGLISH LANGUAGE LEARNERS



GRAD RATE REGENTS WITH A..

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

NON-ENGLISH LANGUAGE LEARNERS



GRAD RATE REGENTS WITH A..

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

ENGLISH LANGUAGE LEARNERS



GRAD RATE REGENTS WITH A..

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS IN COHORT: 54

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	2%
GED TRANSFER		DROPOUT	
2	4%	2	4%

ECONOMICALLY DISADVANTAGED

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS IN COHORT: 30

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

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS IN COHORT: 56

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	2%
GED TRANSFER		DROPOUT	
1	2%	4	7%

ECONOMICALLY DISADVANTAGED

GRAD RATE REGENTS WITH A..

TOTAL STUDENTS IN COHORT: 30

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

NOT MIGRANT

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

MIGRANT

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

NOT MIGRANT

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

MIGRANT

GRAD RATE REGENTS WITH A.

TOTAL STUDENTS: —

NON DIPLOMA CRED STILL ENROLLED

— — — —

GED TRANSFER DROPOUT

— — — —

