

# RHINEBECK CENTRAL SCHOOL DISTRICT

## COMPREHENSIVE DISTRICT EDUCATION PLAN

2017-2022



# Rhinebeck Central School District

## Comprehensive District Education Plan

### Table of Contents

- CDEP COMMITTEE .....3**
- CDEP INTRODUCTION .....4**
- MISSION, VISION, CORE VALUES .....5**
- DISTRICT STATEMENT .....6**
- THE RHINEBECK COMMUNITY .....7**
- DISTRICT STRENGTHS AND SUCCESSFUL INTERVENTIONS .....8**
- DISTRICT NEEDS/AREAS FOR IMPROVEMENT.....10**
- CDEP GOAL ACTIVITIES.....11**
  - ACADEMICS & ACHIEVEMENT .....11**
  - SCHOOL CLIMATE & SOCIAL EMOTIONAL DEVELOPMENT .....28**
  - PROFESSIONAL DEVELOPMENT & COLLABORATION.....33**
- EVALUATION RESULTS AND DATA .....38**
- ASSURANCE AND CERTIFICATIONS.....40**
- APPENDIX A .....41**
  - DATA ANALYSIS.....42**
  - SCHOOL REPORT CARD.....43**

# Rhinebeck Central School District Comprehensive District Education Plan 2017-2022

## COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

The Board of Education acknowledges the involvement, participation and contributions of the following Stakeholder representatives in the development of this Comprehensive District Education Plan (CDEP):

**Staff Representatives:** Victor Britton, (High School Science Teacher), Bobbie Bie (High School Math Teacher), Susan St. Clair (Middle School Computer Teacher, RTA President), Diane Linenbroker (MS/HS Library Media Specialist), Erin O'Brien (Elementary School Teacher), Liz Yearwood (Elementary School Teacher), Mary Fleischhauer (Elementary Special Education Teacher), Chantal Collins (Elementary School Teacher), Nancy Erlanger (Middle School ELA Teacher), Stephanie Baird (High School English Teacher), Clare Dwyer (Middle School Special Education Teacher), Carmela Fountain (Middle School Guidance Counselor), Megan Rodier (High School Social Worker), Cassi Wintermantel (Middle High School Psychologist), Beth Heady (ANIE)

**Parent representatives:** Cynthia Ping, Kelly Mahoney-Toussaint

**Board of Education:** Laura Schulkind

**Administration representatives:** Joseph Phelan (Superintendent of Schools), Edwin Davenport (High School Principal), John Kemnitzer (Middle School Principal), Brett King (Elementary Principal), Marvin Kreps (Director of Curriculum and Instruction), Steve Jensen (Director of Technology and Communications), Emily Davison (Director of Special Education)

The Board would also like to recognize the involvement of the teachers, administrators, parents and community members who provided ongoing review of the CDEP process and product.

# COMPREHENSIVE DISTRICT EDUCATION PLAN: INTRODUCTION

This Comprehensive District Education Plan (CDEP) represents the culmination of a multi-year effort to allocate and focus District resources in an effective and efficient manner to help all students achieve the learner outcomes articulated in the District’s Mission, Vision, and Core Values. The process of developing this plan attempted to be inclusive of all stakeholders in the school district and representatives of these groups are to be complimented for their participation in this process. Each group was afforded multiple opportunities to provide input into the process of setting goals and will be included in the process of implementation and monitoring as the District moves forward during the implementation phase. Diligent effort was made to faithfully incorporate this input into both the process and the final product. This input was compiled and synthesized into the goals that appear in this plan. The goals are action oriented with the intention of setting priorities for the allocation of resources.

The CDEP Long-Term Goals and Objectives are posited as Theories of Action calculated to close the perceived and emergent gaps between the District’s current state and the vision for a preferred future as articulated in the District’s Mission, Vision, and Core Values. The CDEP Long-Term Goals and Objectives will be continually analyzed and student progress will be monitored annually using a multiple measures approach. The goals and objectives will be adjusted as new information becomes available. The three theory-of-action driven Long-Term Goals and Objectives are premised on two essential and foundational assumptions underlying this entire Comprehensive District Educational Plan. (1) All of Rhinebeck’s K-12 students, personnel, instructional programs and pupil services will be engaged in achieving the aims and purposes defined within the District’s Board of Education adopted Mission, Vision, and Core Values Statement. (2) A set of ongoing mechanisms for monitoring the progress of each student will be utilized, refined and/or developed as an ongoing part of those processes. It is contemplated that the plan will be reviewed by the Comprehensive District Education Planning committee and updated annually.

# MISSION, VISION, CORE VALUES

## MISSION STATEMENT

The Rhinebeck Central School District is a collaborative educational community that provides an excellent learning environment, prepares students to meet the challenges and opportunities of the future, and is dedicated to nurturing every student's generosity of spirit, passion for learning, and success.

## VISION STATEMENT

The Rhinebeck Central School District meets the changing needs of our community with innovative programming, consistent with best learning practices. Each student enjoys equity of access to opportunities in an enriching environment that encourages the mastery of skills and knowledge necessary at each grade level to meet or exceed high school graduation requirements. Working collaboratively with staff, parents, and the community we will support our students to become:

- **Self-directed learners** who create a positive vision for themselves and their future, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
- **Collaborative workers** who use effective leadership and group skills to develop and manage interpersonal relationships within diverse groups and settings.
- **Complex thinkers** who identify, access, evaluate, integrate, and use available resources and information to reason, make decisions, and solve complex problems using higher order thinking.
- **Community contributors** who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.
- **Quality producers** who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of appropriate advanced and traditional technologies.
- **Ethical decision-makers** who exemplify the principles of trustworthiness, respect, responsibility, integrity, fairness, caring and citizenship.

## CORE VALUES

### Quality Education Includes:

- **Safety and Health:** Students and staff need a healthy and safe environment. In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **Resources:** A robust educational program requires access to state of the art facilities, equipment, and materials.
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what he or she says and does.
- **Courage:** Courage is required to grow, change, take risks, and make commitments.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions.
- **Citizenship:** We are constructive and engaged citizens of our school, community, state, nation, and the world.
- **Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- **Achievement:** Continuous growth and improvement occurs for students and staff when there is use of best practice, an articulated/aligned curriculum, and pertinent data; personal educational success requires investment and ownership.
- **Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.

# DISTRICT STATEMENT

## THE RHINEBECK CENTRAL SCHOOL DISTRICT

The Rhinebeck Central School District has an enrollment of 1045 students. Rhinebeck High School, built in 1953, serves grades 9-12 with an enrollment of 383 students. Portions of the high school were renovated in 1980 and in 1997. The Bulkeley Middle School, erected in 1997, with an enrollment of 237 students in grades 6-8. The middle school and the high school are housed in the same building and share certain facilities. Chancellor Livingston Elementary School, constructed in 1966, has an enrollment of 425 students in grades K-5. During the 2006-2007 school year, the District completed a major capital improvement project. This project involved significant new construction and renovation at the elementary, middle, and high school sites designed to enhance the District's capacity to deliver high quality academic, athletic, and arts programs. The District has recently upgraded the technology infrastructure to include a Wi-Fi network in all three schools, installed Project Lead the Way STEM labs at the elementary and middle schools, commenced offering engineering courses at the high school, and deployed many new hardware devices to support the academic program. Extensive curriculum development has been initiated to align the District's K-12 curricula with the New York State Learning Standards.

The Rhinebeck Central School District's students, parents, and community are served by a staff of 9 administrators, 124 teachers, and 86 non-instructional staff members. Rhinebeck students enjoy an innovative 21<sup>st</sup> Century academic education with a variety of support services for those who need extra assistance to meet and surpass the requirements of the New York State Learning Common Core Learning Standards. Students are offered a wide variety of extracurricular, co-curricular and athletic activities.

The Rhinebeck Central School District is an educational community that challenges each child to learn for a lifetime and provides programs at all levels that are designed to ensure that students learn in a caring and nurturing environment. Chancellor Livingston Elementary School, Bulkeley Middle School, and Rhinebeck High School are small, student-centered schools whose staff is continually examining its practices for the purpose of improving student achievement. The District makes effective use of Comprehensive District Educational Planning to ensure full stakeholder participation in the continuous improvement process.

Over ninety percent of Rhinebeck High School students graduate from high school and ninety percent of those students go on to two or four year colleges. The District prides itself on its overall high academic performance and the success of its graduates in meeting the District's learner outcomes by becoming self-directed learners, collaborative workers, complex thinkers, community contributors, quality producers, and ethical decision-makers. Several members of the professional faculty have become Nationally Board Certified Teachers and one teacher is participating in the New York State Master Teacher Program. **Rhinebeck High School is consistently recognized as a nationally top ranked and reward high school due to student AP and SAT scores as well as graduation rate and college attendance rates. Bulkeley Middle School has been designated by the New York State Education Department as a reward middle school due to the consistent high academic performance of its students.** The District and School Report Cards are available through a link on the District's web site ([www.rhinebeckcsd.org](http://www.rhinebeckcsd.org)) or upon request.

# THE RHINEBECK COMMUNITY

The Rhinebeck Central School District is located 90 miles north of New York City in northern Dutchess County in the heart of the mid-Hudson Valley. Founded in 1686, Rhinebeck's outstanding scenic surroundings, independent businesses and its place in American history are appreciated and supported by a thriving, involved community. Rhinebeck enjoys a bustling town center boasting several top rated restaurants, charming bed & breakfast accommodations and a variety of shops, merchants and entertainment venues.

The school District encompasses approximately 65 square miles and serves a population of (12,000+). The District includes several communities: Rhinebeck Village and Town, Hamlet of Rhinecliff, and portions of the Towns of Clinton, Milan, Stanford, Red Hook and Hyde Park.

Our community benefits from the wide range of educational and recreational opportunities that abound in the region. The Rhinebeck Community Center houses the Starr Library and our public recreational complex consisting of an outdoor swimming pool, lighted tennis courts, playground and baseball field. Plans for expansion of the site are underway. In nearby Rhinecliff, the Morton Library and public access to the Hudson River can be found. Rhinebeck offers Little League baseball, softball, youth soccer, basketball, lacrosse, and swimming, as well as music, arts and recreational camps. The Dutchess County Fairgrounds hosts the annual county fair and other popular events.

The performing arts are available year round at The Center for Performing Arts at Rhinebeck, The Fisher Center at Bard College (designed by Frank Gehry) and The Bardavon. A myriad of cultural experiences can also be shared at our area's many institutes of higher learning including Bard College, Vassar College, Marist College, Culinary Institute of America (CIA), Dutchess Community College, SUNY New Paltz, SUNY Ulster, SUNY Albany and The U.S. Military Academy at West Point.

Outdoor activities including boating, fishing, hiking, biking, skiing and nature walks can be enjoyed in the splendor of the Hudson River and Tivoli Bays, the nearby Catskill Mountains, local rail trails and scenic preserves such as Burger Hill and Poet's Walk. History is alive at the homes of notable American politicians, business magnates and famous families, including the Franklin D. Roosevelt Home and Library, Montgomery Place, The Mills Mansion, Wilderstein, Locust Grove (Samuel Morse) and the Vanderbilt Mansion.

The District can be easily accessed by a network of major highways, including the New York State Thruway (I-87), the scenic Taconic State Parkway and the north-south Route 9. Commuter transportation can be found at local train stations, Amtrak and Metro North, with service to New York City and points north. Major airports are located at Newburgh and Albany.

Our schools enjoy a meaningful relationship with our community. The nature of our small town allows our local businesses, artists and residents to interact with our students on a daily basis to help them learn to become active, contributing members of society. The District has developed close working relationships with community groups such as the PTO, Young Rhinebeck, and the Rhinebeck Science Foundation who sponsor many enriching programs for our students. Additionally, the District has recently developed a relationship with Dr. Patricia Wright of SUNY Stony Brook, a world renowned primatologist, who studies lemurs in Madagascar. Through field trips, fundraisers, community service, artists in residence programs, after school activities and employment opportunities, our young people take full advantage of what Rhinebeck has to offer. They learn first-hand why it is important to examine the past, respect and preserve nature, and work with others to move forward with energy and independence.



# DISTRICT STRENGTHS AND SUCCESSFUL INTERVENTIONS

## Academics and Achievement

1. Every classroom has wireless internet access, and technology is integrated with the core academic curriculum within the classroom setting.
2. The District has articulated/aligned K-12 Math, English Language Arts, Science, Social Studies and Visual Arts curricula.
3. Class work and homework are made available when students are absent.
4. Student data management using computerized software has been updated and brought into compliance with SED data reporting requirements.
5. A wide variety of assessment tools are used to evaluate student performance.
6. Student achievement consistently compares favorably with area school districts.
7. Special Education procedures facilitate effective communication and monitoring of student needs and progress.
8. Library/information services have been expanded to include an array of electronic resources comprising of on-line peer-reviewed databases, electronic circulation sources and e-books.
9. Individual student expositions occur in Fifth Grade.
10. Middle/High School developmental guidance program supports education and post-high school planning.
11. A wide variety of Advanced Placement and college courses are available.
12. All students are trained in CPR & AED at the high school.
13. A community service program has been implemented at the high school.
14. Extensive early intervention assessments are conducted in reading, writing and math.
15. Numerous Arts-In-Education programs are available to students.
16. Faculty secure grants to support curricular enhancement.
17. The District has developed a coordinated system to deliver an array of appropriate student support services.

## School Climate and Social-Emotional Development

18. Opportunities and offerings for students to participate in activities offered outside the school day have been expanded.
19. K-12 Computerized attendance tracking and electronic grading are utilized by staff.
20. A well-defined attendance policy is in place.
21. The staff demonstrates a willingness to assist students
22. Additional after school assistance for English Language Learners in the elementary school is provided by CultureConnect and local college students.



### Professional Development and Collaboration

23. A professional collegial focus on student education exists district-wide.
24. The faculty and administration communicate well with parents.
25. Communication between special education and regular education teachers is exceptional.
26. Teachers are afforded the opportunity to determine the focus of staff development.
27. Teachers are afforded the opportunity for individual professional development.
28. The District has established a collaborative relationship with the town government.
29. Several faculty members are pursuing National Board Certification.

# DISTRICT NEEDS/AREAS FOR IMPROVEMENT

Long Term Goals	Root Cause	Rationale
<p><b>1. Academics &amp; Achievements</b> All students will demonstrate mastery of the skills and knowledge necessary at every grade level and content area to meet or exceed high school graduation requirements by the 2021-2022 school year.</p>	<p>Given that new standards are continuing to be adopted by NYSED, there is a continual need to articulate and align curriculum, instruction and assessments that are implemented utilizing best practices.</p> <p>Given that there are a number of students K-12 that will find grade level academic expectations challenging, there is a continual need to have a best practice aligned K-12 AIS/RTI program.</p> <p>Given that there are special education students that will require additional support and accommodations, there is a continual need for best practice aligned K-12 SPED programming.</p>	<p>The CDEP Long-Term Goals and Objectives are posited as Theories of Action calculated to close the perceived and emergent gaps between the District’s current state and the vision for a preferred future as articulated in the District’s Mission, Vision, and Core Values. The CDEP Long-Term Goals and Objectives will be continually analyzed and student progress will be monitored annually using a multiple measures approach. The Goals and objectives will be adjusted as new information becomes available.</p> <p>These three theory-of-action driven Long-Term Goals are premised on two essential and foundational assumptions underlying this entire comprehensive district educational plan.</p> <p>(1) All of Rhinebeck’s K-12 students, personnel, instructional programs and pupil services will be engaged in achieving the aims and purposes defined within the District’s Board of Education adopted Mission, Vision, and Core Values Statement.</p> <p>(2) A set of ongoing mechanisms for monitoring the progress of each student will be utilized, refined and/or developed as an ongoing part of those processes.</p> <div style="text-align: center; margin-top: 20px;"> <pre> graph TD     M[<b>M - V - CV</b>] --- A[Academics &amp; Achievements]     M --- S[School Climate &amp; Social Emotional Development]     M --- P[Professional Development &amp; Collaboration]     A --- AO[Objectives]     S --- SO[Objectives]     P --- PO[Objectives]             </pre> </div>
<p><b>2. School Climate &amp; Social-Emotional Development</b> The District will develop a school climate and culture that provides a positive, safe and collaborative learning community that will keep students and staff engaged and connected in meaningful ways to support the healthy social and emotional development of all students.</p>	<p>Given that it is acknowledged, in research and valued locally, there is a continual need to develop a comprehensive analysis of school climate data and resultant targeted programs calculated to address school climate and culture issues.</p>	
<p><b>3. Professional Development &amp; Collaboration</b> The District will allocate time, resources, and professional development to ensure that all K-12 faculty, staff, and administration collaborate to achieve the aspirations expressed in the District’s Mission, Vision, and Core Values.</p>	<p>Given the importance of the professional faculty and administration working together, there is a continual need to provide opportunity for the professional faculty and administration to meet and collaborate regarding curriculum, instruction, and assessment.</p> <p>Given that the professional faculty and administration need to remain current on research based best practices it continues to be necessary to provide targeted professional development that is aligned with the NYSED professional development standards.</p>	

## CDEP GOAL ACTIVITIES DISTRICT

### ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Identify staff development activities related to helping achieve the objectives.	Initiated	Evaluated			Name/position of person responsible						
<b>The District may utilize the following organizations as approved continuing Teacher and Leader Education (CTLE) sponsors:</b> <ol style="list-style-type: none"> <li>1. Dutchess County BOCES</li> <li>2. Ulster County BOCES</li> <li>3. Putnam-Northern Westchester BOCES</li> <li>4. Orange-Ulster County BOCES</li> <li>5. Capital Region BOCES</li> <li>6. Mid-Hudson Teacher Center</li> <li>7. Other CTLE providers approved by SED</li> </ol>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will develop an annual plan to analyze data and information pertaining to student achievement, school climate, and professional development for the purpose of goal setting and progress monitoring toward goal attainment.</b>	Fall 2017	SY 17-18	ongoing	All staff	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Identify staff development activities related to helping achieve the objectives.	Initiated	Evaluated									
<b>MATH</b>											
<b>The District will ensure that the K-12 Mathematics curriculum is articulated and aligned with the NYSED Mathematics Learning Standards, and that instruction and assessment are fully aligned with research best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>High school mathematics teachers will ensure that lessons are designed routinely to include both individual and group learning activities which require students to apply themselves in relation to indicators or models of quality.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The high school will review current practice regarding student placement in mathematics courses and develop a plan to ensure that all students are appropriately placed.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The high school will develop investigations, inquiries and research projects that will encourage students to</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline		
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.												
<b>learn how to access, organize, analyze and express complex thinking at each grade level and in every mathematics course.</b>												
<b>The District will conduct a thorough review of current practices pertaining to students accessing accelerated math and academic intervention services to support the diverse learning needs of students.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		
<b>The District will explore alternative K-5 mathematics programs, select a new program, implement the program and monitor it for effectiveness.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		
<b>The District will provide K-5 faculty opportunity to review and select a mathematics program that incorporates NYSED mathematics standards, is inquiry based, encourages student collaboration, reinforces mastery of foundation skills, and engages students in deep metacognitive processes.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Identify staff development activities related to helping achieve the objectives.	Initiated	Evaluated									
<b>ELA</b>											
<b>The District will ensure that the K-12 English Language Arts curriculum is articulated and aligned with the NYSED English Language Arts Standards, and that instruction and assessment are fully aligned with research based best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will ensure that sufficient faculty and staff are deployed to meet the diverse learning needs of high school students.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The middle school will identify and implement strategies calculated to empower students to become independent, self-directed, and accountable learners.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The middle school will provide the necessary skill based instruction in reading, math and writing to ensure that every student is prepared to meet the demands of subsequent grade level academic standards.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>The middle school will provide additional reading and writing instruction by offering the option of obtaining a waiver of the second language study requirement.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>SOCIAL STUDIES</b>											
<b>The District will ensure that the K-12 Social Studies curriculum is articulated and aligned with the NYSED Social Studies Standards, and that instruction and assessment are fully aligned with research based best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The high school will design and implement a school-wide participation rubric that will incentivize students to engage in classroom learning activities that develop college and career readiness.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The grades 6-8 Social Studies teachers will develop an articulated and aligned curriculum that contains a clear specification of social studies skills.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	



# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Identify staff development activities related to helping achieve the objectives.	Initiated	Evaluated									
<b>SCIENCE</b>											
<b>The District will ensure that the K-12 Science curriculum is articulated and aligned with the NYSED Science Learning Standards, and that instruction and assessment are fully aligned with research best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The K-12 science teachers will collaborate to develop multi-year projects that encourage problem solving, higher order critical thinking, research skills and experimental design.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The grades 6-8 Science teachers will develop scaffolded opportunities for students to engage in the scientific process in order to independently solve real problems individually and in groups.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>MUSIC</b>											
<b>The District will ensure that the K-12 Music curriculum is articulated and aligned with the NYSED Music Learning Standards, and that</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>instruction and assessment are fully aligned with research best practice.</b>											
<b>The K-12 music teachers will develop an articulated and aligned curriculum and program that provides students with best practice opportunities to receive high quality music instruction.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>ART</b>											
<b>The District will ensure that the K-12 Art curriculum is articulated and aligned with the NYSED Art Learning Standards, and that instruction and assessment are fully aligned with research best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The K-12 Art curriculum and program will develop artistic pathways that will result in a diverse art education program, teach intermediate life skills through the arts, prepare students for post high school opportunities and develop a K-12 skill set.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The K-12 Art curriculum and program will develop</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty	General Fund	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>specific pathways that include high school electives that will empower students to create a more personalized, authentic and interest related art curriculum and program.</b>					and Staff	Federal Grants					
<b>PE</b>											
<b>The District will ensure that the K-12 Physical Education curriculum is articulated and aligned with the NYSED Physical Education Learning Standards, and that instruction and assessment are fully aligned with research best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The K-12 Physical Education curriculum will be updated and enhanced to incorporate and establish a balance of team and individual activities to ensure that all RCSD students will be able to collaborate in a manner that enhances students' psychomotor, cognitive, and affective domains.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>K-12 Physical Education lessons will be designed to include both individual</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>and group learning activities that require students to apply themselves in relation to indicators or models of quality that will be assessed by rubrics that specify levels of quality sensitive enough to assess growth over time.</b>						Grants					
<b>Students will be placed, to the extent practicable, in Physical Education classes with classmates of similar and/or equal age and ability.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>LOTE</b>											
<b>The District will ensure that the 6-12 LOTE curriculum is articulated and aligned with the NYSED LOTE Learning Standards, and that instruction and assessment are fully aligned with research best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>TECH</b>											
<b>The District will ensure that the K-12 Technology curriculum is articulated and aligned with the NYSED Technology Learning Standards, and that instruction and assessment are fully</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives. <b>aligned with research best practice.</b>											
<b>The District will explore the feasibility and effectiveness of acquiring and deploying a K-12 learning management system such as “Canvas”.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will develop a K-5 technology curriculum that includes clear grade level outcomes, skill checklists, and the necessary equipment in each classroom.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will ensure that at least two laptop carts will be available in the high school.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>LIBRARY</b>											
<b>The District will ensure that the K-12 Library Program is articulated and aligned with the NYSED Library Standards, and that the programs adhere to research best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will develop a K-12 information literacy and technology curriculum to integrate</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline		
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives. <b>and align library, technology, and classroom experiences.</b>												
<b>The elementary school will investigate the feasibility of implementing flexible scheduling in the elementary library, which has been shown through research to be the most effective model.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		
<b>The elementary school will establish a collaborative process for classroom teachers and the library media specialist to integrate research skills and library resources into classroom projects.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		
<b>The middle and high schools will develop thesis-driven research projects in all subjects areas at all grade levels using school-established standards for research and writing.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		
<b>Each school will develop standards for research including evaluation and citation of sources at age-appropriate levels.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
<b>INTERVENTION SVCES</b>											
<b>The District will ensure the K-12 AIS/RTI Program is fully aligned with NYSED policy, local District plans, and research based best practice.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will conduct a thorough analysis of the effectiveness of the Academic Intervention Services Program for K-5 students with a particular focus upon providing early intervention services for students in K-2.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide K-1 students with the necessary support services in reading and math to ensure that they are prepared to meet the academic standards of subsequent grade levels.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>INSTRUCTION</b>											
<b>The District will ensure the K-12 instructional program adheres to research best practice in all disciplines.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will explore the feasibility of</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty	General Fund	As needed	TBD	TBD	Spring 2018	



# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.					and Staff	Federal Grants					
<b>implementing block scheduling in the elementary school.</b>											
<b>The District will ensure that all K-5 faculty are incorporating differentiated instruction techniques in order to accommodate for student diversity.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The elementary school will develop formative assessments that will be utilized to form instructional groups that will provide targeted and developmentally appropriate instruction.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will develop collaborative projects K-12 that encourage group problem solving, teamwork, leadership development and opportunities to strengthen interpersonal relationships.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide grades 6-8 faculty opportunities to collaborate in order to develop cross curricular reading and writing</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline		
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.												
<b>instruction that will create horizontal and vertical alignment as well as connected literacy practice across the school.</b>												
<b>The District will identify gaps in technology integration and identify teachers in each building to help close these gaps through stipended technology integration positions.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		
<b>SPECIAL EDUCATION</b>												
<b>The District will provide the K-12 special education faculty and administration time to collaborate in aligning curriculum and programming.</b> 1. SPED will examine the intention of IEP programming and the effectiveness of the current programs in each school. 2. The SPED department will become familiar with the NYSED Continuum of Special Education and the features of various programs.	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline		
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
<p><b>3. The SPED department will revise the current IEP program language to reflect the current practices in each school.</b></p>												
<p><b>The District will provide the professional faculty, staff and administration time to meet and collaborate to identify best practices and conduct inter-school visitation to support all students to becoming confident and independent self-directed learners.</b></p>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		
<p><b>The District will develop an essential skills program, accommodations and supports that are aligned with the core curriculum that creates alternative pathways for students to access the curriculum, including an examination of current grading policies that consider a variety of ways to access learning, assess effort, independence and risk-taking that will result in students becoming more secure in their skills and</b></p>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018		

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives. <b>confident as learners.</b>											
<b>The SPED department will develop a variety of support structures and resources that will assist students in developing self-regulation skills and prepare students to achieve post-secondary goals.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The high school will evaluate the appropriateness of current general education and special education class structures and instructional practices in order to create new constructs that will result in students becoming more secure in their skills and confident as learners.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The middle school will develop a grading policy that accounts for individual student effort, independence and risk taking.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The middle school will identify best practices with regard to meeting the academic needs of diverse learners. This will include</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation			District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours		# of Staff	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Identify staff development activities related to helping achieve the objectives.	Initiated	Evaluated		Name/position of person responsible						
<b>a thorough review of current grading practices.</b>										

# SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
<p>Identify staff development activities related to helping achieve the objectives.</p> <p><b>The District will form a K-12 Social-Emotional Development committee to review and issue findings regarding the ways and the extent to which current district policies, practices, curricula, services and programs are consistent and aligned K-12 with each of the three elements of District CDEP Goal #2:</b></p> <ul style="list-style-type: none"> <li>▪ Providing a positive, safe and collaborative learning community</li> <li>▪ Keeping students and staff engaged and connected in meaningful ways</li> <li>▪ Supporting the healthy social and emotional development of all students.</li> </ul>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<p><b>In conducting its review, the K-12 Social-Emotional (SE) Development Committee will consider and identify in what ways and to what extent:</b></p> <ul style="list-style-type: none"> <li>▪ All students' SE needs are identified and met</li> <li>▪ Programs and services</li> </ul>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained	Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives. <ul style="list-style-type: none"> <li>are culturally responsive</li> <li>▪ All persons are treated respectfully</li> <li>▪ Curricula, programs and/or counseling services support and develop student awareness and use of:               <ul style="list-style-type: none"> <li>✓ pro-social skills</li> <li>✓ self-regulation skills</li> <li>✓ goal setting and the impact of their choices on goal attainment</li> </ul> </li> <li>✓ the local community and its needs, developing mutual respect and citizenship responsibility.</li> <li>▪ SE related professional collaboration and development have:               <ul style="list-style-type: none"> <li>✓ Structures/frequency</li> <li>✓ Faculty inclusiveness</li> <li>✓ Relevant data analysis</li> <li>✓ Use of best practices</li> <li>✓ Develop consistent strategies and use of common language</li> </ul> </li> </ul>											
<b>The District will ensure that the elementary, middle and high schools will conduct a thorough</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	



# SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>and ongoing school climate needs assessment. In combination with findings of the K-12 Social-Emotional Development Committee, analyze the resulting data, implement programs that address the issues surfaced by that survey data, obtain faculty and community feedback, revise selected programs and services based upon data, and engage in continuous program improvement.</b>											
<b>The District will ensure that the K-12 Guidance Plan, inclusive of students' career development planning, is reviewed and periodically updated.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will explore the feasibility of providing professional development to all K-5 faculty, staff and administration in the Responsive Classroom model or its equivalent to ensure a comprehensive effective implementation of the selected program.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
<b>The District will identify and implement best practices to support students becoming independent self-directed learners who regularly complete homework, demonstrate good study habits, possess strong notetaking skills, and participate in groups.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The high school will develop and implement an attendance policy that rewards good attendance and remediates chronic absenteeism.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will conduct a thorough review to determine the effectiveness of the current attendance policy in order to ensure that a clear and concise attendance policy establishes expectations for student attendance.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will identify gaps in communicating information regarding medical needs and special circumstances to relevant faculty and staff, and establish a process to close these gaps to ensure a safe</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Identify staff development activities related to helping achieve the objectives.	Initiated	Evaluated			Name/position of person responsible						
<b>and supportive environment for all students.</b>											
<b>The District will provide K-5 administration, faculty and staff professional development in the Responsive Classroom Model.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will ensure building safety utilizing swipe cards and bathroom locks.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide professional development regarding best practice programming for fragile students with mental health issues; and increase support structures and resources to respond to the needs identified by child study teams.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# PROFESSIONAL DEVELOPMENT & COLLABORATION DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>The District will develop a professional development plan that is fully aligned with the NYSED standards for professional development planning and enables the professional community to implement the purposes and aspirations of the District’s Board of Education approved mission, vision, and core values document.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will develop and administer a professional development survey to determine the needs and interest of the professional faculty.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will develop a plan to ensure time for the K-12 professional faculty to engage in collaboration to achieve school level and District goals.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide all K-12 teachers in each discipline collaborative professional time to review, revise and update curriculum to ensure K-12 vertical alignment.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# PROFESSIONAL DEVELOPMENT & COLLABORATION DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>The District will provide opportunities for the K-12 professional faculty to collaborate to develop, implement and monitor the effectiveness of articulated and aligned curriculum that includes cross-curricular activities.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide time at the elementary, middle and high schools for the professional faculty, staff and administration to collaborate in order to achieve important district and school academic, school climate and professional collaboration goals.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide the high school faculty time to develop a school-wide participation rubric that will communicate transparent expectations to the community.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide the special education faculty and administration time to collaborate in aligning curriculum and programming K-12.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# PROFESSIONAL DEVELOPMENT & COLLABORATION DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
<b>The middle school will provide all teachers with opportunities to meet and collaborate in order to share best practices, ensure articulation and alignment of curriculum and create connected practices.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The middle school will provide faculty and staff the opportunity to collaborate with support personnel to ensure that the diverse learning needs of students are met.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide K-12 Science faculty time to collaborate in order to develop an articulated and aligned science curriculum that contains a clear skill progression K-12.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will develop a plan to ensure time for the K-12 professional faculty to engage in collaboration to achieve school level and District goals.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will develop a comprehensive family and community engagement plan that states the</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

# PROFESSIONAL DEVELOPMENT & COLLABORATION DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>expectations for creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnership with community organizations and families.</b>											
<b>The District will explore opportunities to create time for non-instructional personnel to collaborate with colleagues and process with students.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will identify and implement strategies to deliver professional development to support the ongoing learning of the non-instructional personnel.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	
<b>The District will provide the professional faculty, staff and administration time to meet and collaborate to identify best practices and conduct inter-school visitations to support all students to becoming confident and independent self-directed learners.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	



# PROFESSIONAL DEVELOPMENT & COLLABORATION DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
<b>The District will develop an essential skills program that is aligned with the core curriculum that creates alternate pathways for students to access the curriculum.</b>	Fall 2017	SY 17-18	As needed	As needed	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	As needed	TBD	TBD	Spring 2018	

## EVALUATION RESULTS AND DATA

### **Explain How The District Planning Committee Will Use Evaluation Results And Data To Revise Strategies.**

The District CDEP team will meet minimally three times a year, to review intermediate data collected for each implementation activity according to their respective timelines outlined in the Goal Activities Chart in order to monitor effectiveness of the activities in progression toward the annual goals. The goal benchmarks and schedule of activities may be revised at any time throughout the year based upon consensus from the District CDEP team that alternative steps are required in order to achieve progress. Revision to the CDEP will be communicated accordingly to the community of stakeholders. At least annually, the goals, objectives, and activities will be revised based upon NYS student achievement data, local data, and intermediate data evaluation of activities.

According to the implementation timeline, the CDEP team will evaluate all relevant student achievement data. The District team will provide the appropriate data to the various committees outlined in the Plan for their review and recommendations. Annually, the District team will review the recommendations provided by the various committees, enabling the CDEP Committee to revise and update the CDEP as necessary. The CDEP Committee anticipates that:

- The District will annually evaluate the effectiveness and efficiency of all student support services and make recommendations for improvement in quality of service.
- The K-12 school-based and District curriculum committees will review relevant student achievement data and identify trends in curriculum topic coverage based on the results. These results will be used to evaluate the effectiveness of the new curriculum and instruction initiatives and make recommendations for plan revisions.
- The CDEP Committee will review annually data and information pertaining to the completion status of planned professional development, curriculum and instruction projects in order to determine prioritized next steps.
- Professional Development Planning (PDP) will be based on the outcomes and evaluation of the NWEA-MAPS, NYS assessment results, teacher developed assessment, teacher survey data, school climate survey data, and other pertinent indicators of student success as envisioned in the District's Mission, Vision and Core Values.
- The District will review the APPR Plan and make recommendations for necessary changes to the process.

## **Explain How The District Will Disseminate Its Evaluation Results To The Public.**

Rhinebeck Central School District has outlined a communication system for the dissemination of information regarding the Comprehensive District Education Plan. The District recognizes the CDEP as a tool for combining the many-faceted efforts of the District and believes that the school community will benefit from having a coherent plan.

1. Minutes of the meetings will be made available to stakeholders.
2. The school level Teams will supply reports to CDEP committee.
3. An annual data report will be delivered to the CDEP team for the purpose of monitoring the progress of goal attainment and setting of future goals.
4. The minutes of the committees and CDEP Committee will be made available to:
  - Faculty/Staff Bulletin Boards
  - Superintendent, who will then report to the District Strategic Planning Team (DSPT)
  - Bargaining Unit Presidents
  - CDEP Website – certain parts in the Teacher Share Folder, View only
  - Director of Curriculum and Instruction
  - Department Chairs
  - Team Leaders
  - Grade-level Chairs
  - Principals, who will then report to the Building Level Planning Team (BLPT)
  - PTSO
  - Board of Education
5. Faculty meetings – Periodic CDEP related updates will be provided to the professional faculty.
6. Periodic updates at BLPT meetings
7. Departmental/Team/Grade level meetings
8. Open house presentation – update
9. A plan to keep students apprised of CDEP activities will be developed.
10. PTSO meeting update
11. Posting progress on upgraded District website

# ASSURANCE AND CERTIFICATIONS

## Comprehensive District Education Plan Assurances

### **The Superintendent Certifies That:**

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available.
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan.
- A Board resolution is on file.

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

# APPENDIX A

# DATA ANALYSIS

## 1. Checklist of Data Used

x	School Report Card
x	BEDS Data (Racial and Ethnic Origin and Socioeconomic status)
x	Attendance rates
x	Two-Four year college attendance rates
x	Graduation and Non-completer rates
x	Special Populations, LEP, Individuals with Disabilities, Homeless
**	<b>Teacher/Student ratios **This data resource may be used as a reference for future reports.</b>
x	Number of Highly Qualified Teachers
x	Student and Community Ethnic Data
**	<b>Employment Rates **This data resource may be used as a reference for future reports.</b>
x	Enrollment
**	<b>Immigration Patterns **This data resource may be used as a reference for future reports.</b>
x	Longitudinal Data
**	<b>Major Employers **This data resource may be used as a reference for future reports.</b>
**	<b>Makeup of Tax Base **This data resource may be used as a reference for future reports.</b>
x	Grades 3-8 Math and English Language Arts data (2006-Present)
x	Academic Intervention Data
x	NWEA Exam Results
x	NYS Science Assessments Grades 4 and 8
x	NYS Math Assessments in Grades 3-8
x	NYS ELA Assessments in Grades 3- 8
x	NYS Regents Exam Results
x	AP Exam Results
x	SAT Exam Results
x	Suspension and detention data

- 2. Assessment of State and local standards:** As part of the Rhinebeck Central School District’s assessment of the State Standards, the District continues to engage in a review of recent and past State assessment results in English Language Arts (ELA), Math, and Science. RCSD continues to maintain the requirements for designation as a Reward District/ School in Good Standing. The results of the State assessments indicate that the District strives to improve Math, ELA, and Science test scores in order to meet the goal of College and Career Readiness in 2022. The District priorities are based on these evaluations. This analysis was cross-referenced with student attendance and discipline data, special education population information, graduation rates, non-completer rates, and student ethnic data.
- 3. Data analysis - How the data were used:** Data will be disaggregated by gender, special needs, ethnicity, ELL status and income. Rhinebeck’s information was also compared to similar schools statewide and to other Districts within Dutchess County. The following questions were posed and answered: What strengths do the data suggest? What concerns do the data suggest? What questions do the data raise? What other information do we need in order to determine the root cause of the gaps and to identify antecedents of success?

# SCHOOL REPORT CARD

## RHINEBECK CSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

1,096

### ENROLLMENT BY GENDER

MALE

FEMALE

547

50%

549

50%

### ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	16	1%
HISPANIC OR LATINO	74	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	34	3%
WHITE	957	87%
MULTIRACIAL	14	1%

### OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

19

2%

123

11%

230

21%

### ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	56	5%
1ST GRADE	82	7%
2ND GRADE	71	6%
3RD GRADE	75	7%
4TH GRADE	79	7%
5TH GRADE	81	7%
6TH GRADE	71	6%
7TH GRADE	92	8%
8TH GRADE	85	8%
9TH GRADE	104	9%
10TH GRADE	101	9%
11TH GRADE	100	9%
12TH GRADE	99	9%



## AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	20
GRADE 8 ENGLISH	17
GRADE 8 MATHEMATICS	17
GRADE 8 SOCIAL STUDIES	17
GRADE 10 ENGLISH	21
GRADE 10 MATHEMATICS	21
GRADE 10 SCIENCE	25
GRADE 10 SOCIAL STUDIES	19

## FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
165	15%
18	2%

## ATTENDANCE (2014 - 15)

ANNUAL ATTENDANCE RATE	94%
------------------------	-----

## STUDENT SUSPENSIONS (2014 - 15)

25	2%
----	----

## TEACHER TURNOVER RATE (2014-15 TO 2015-16)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
25%	14%

## STAFF COUNTS (2015 - 16)

GROUP	STAFF
PRINCIPALS	3
ASSISTANT PRINCIPALS	2
OTHER PROFESSIONAL STAFF	14
PARAPROFESSIONALS	37

## TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	101
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	0%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	2%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	38%
TOTAL NUMBER OF CORE CLASSES	240
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	0%
TOTAL NUMBER OF CLASSES	409
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	1%

## HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)				REGENTS DIPLOMA	
ALL STUDENTS	97		96				92	96%
GENERAL EDUCATION	89		89				87	98%
STUDENTS WITH DISABILITIES	8		7				5	71%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	34	35%	5	5%	4	4%	1	1%
GENERAL EDUCATION	34	38%	5	6%	2	2%	0	0%
STUDENTS WITH DISABILITIES	0	0%	0	0%	2	29%	1	13%

# HIGH SCHOOL NON-COMPLETERS (2015 - 16)

GROUP	DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NONCOMPLETERS
ALL STUDENTS	-	-	-
GENERAL EDUCATION	-	-	-

## POST-GRADUATION PLANS OF COMPLETERS (2015 - 16)

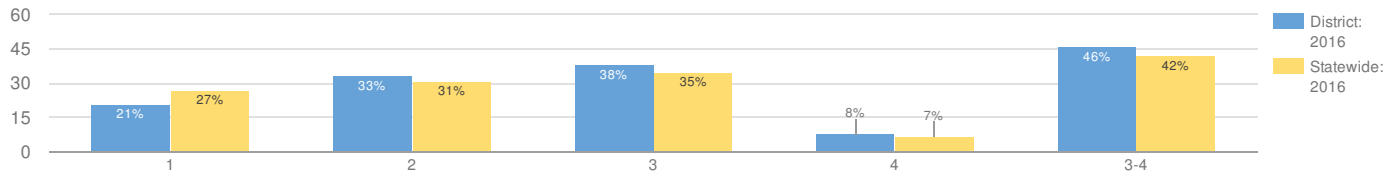
GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	61	63%	30	31%	0	0%	1	1%
GENERAL EDUCATION	58	65%	28	31%	0	0%	1	1%
STUDENTS WITH DISABILITIES	3	38%	2	25%	0	0%	0	0%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	5	5%	0	0%	0	0%	0	0%
GENERAL EDUCATION	2	2%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	3	38%	0	0%	0	0%	0	0%

# GRADE 3 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

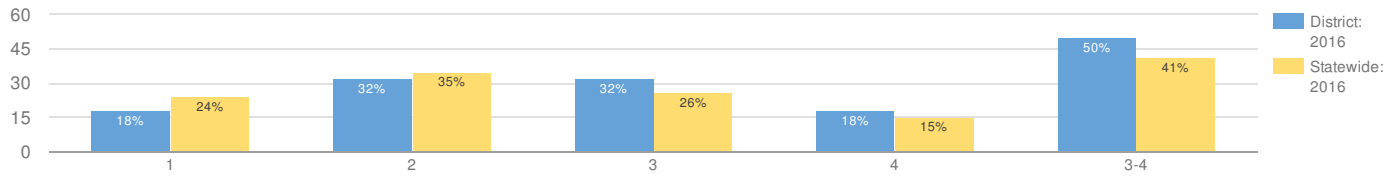


MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	61	46%	13	21%	20	33%	23	38%	5	8%
GENERAL EDUCATION	56	48%	10	18%	19	34%	22	39%	5	9%
STUDENTS WITH DISABILITIES	5	20%	3	60%	1	20%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	51	51%	8	16%	17	33%	22	43%	4	8%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	20%	5	50%	3	30%	1	10%	1	10%
FEMALE	32	56%	5	16%	9	28%	13	41%	5	16%
MALE	29	34%	8	28%	11	38%	10	34%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	58	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	31%	6	38%	5	31%	4	25%	1	6%
NOT ECONOMICALLY DISADVANTAGED	45	51%	7	16%	15	33%	19	42%	4	9%
NOT MIGRANT	61	46%	13	21%	20	33%	23	38%	5	8%

# GRADE 4 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

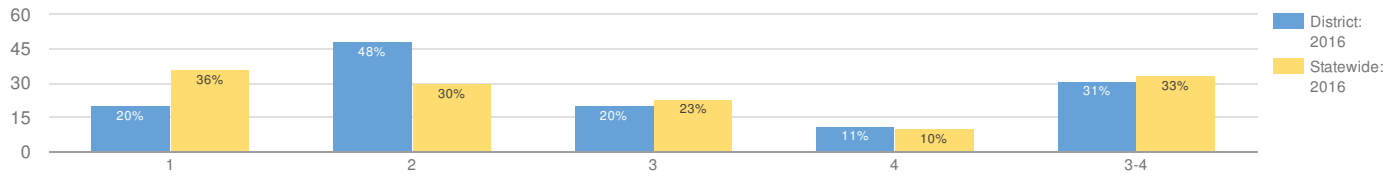


MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	62	50%	11	18%	20	32%
GENERAL EDUCATION	58	_%	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-
WHITE	54	54%	8	15%	17	31%
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	8	25%	3	38%	3	38%
FEMALE	30	57%	5	17%	8	27%
MALE	32	44%	6	19%	12	38%
NON-ENGLISH LANGUAGE LEARNERS	60	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	23%	6	46%	4	31%
NOT ECONOMICALLY DISADVANTAGED	49	57%	5	10%	16	33%
NOT MIGRANT	62	50%	11	18%	20	32%

# GRADE 5 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



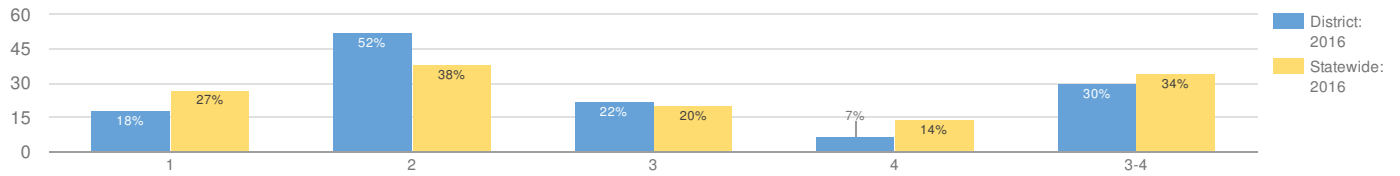
MEAN SCORE: 303

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	64	31%	13	20%	31	48%
GENERAL EDUCATION	56	36%	9	16%	27	48%
STUDENTS WITH DISABILITIES	8	0%	4	50%	4	50%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
HISPANIC OR LATINO	7	14%	3	43%	3	43%
WHITE	50	38%	9	18%	22	44%
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	7	0%	1	14%	6	86%
FEMALE	29	34%	4	14%	15	52%
MALE	35	29%	9	26%	16	46%
NON-ENGLISH LANGUAGE LEARNERS	64	31%	13	20%	31	48%
ECONOMICALLY DISADVANTAGED	20	10%	8	40%	10	50%
NOT ECONOMICALLY DISADVANTAGED	44	41%	5	11%	21	48%
NOT MIGRANT	64	31%	13	20%	31	48%



# GRADE 6 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

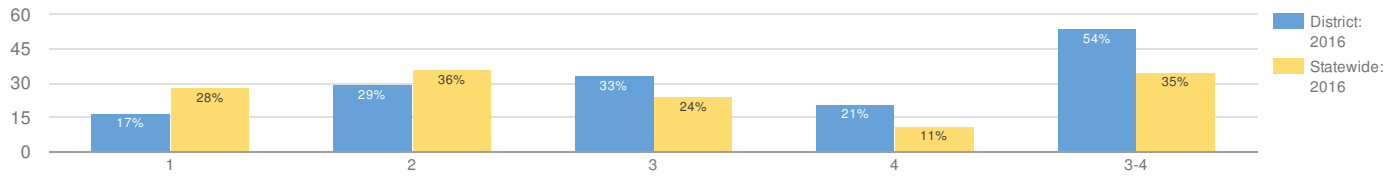


MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	67	30%	12	18%	35	52%
GENERAL EDUCATION	57	33%	5	9%	33	58%
STUDENTS WITH DISABILITIES	10	10%	7	70%	2	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-
WHITE	61	30%	8	13%	35	57%
SMALL GROUP TOTAL	6	33%	4	67%	0	0%
FEMALE	32	34%	3	9%	18	56%
MALE	35	26%	9	26%	17	49%
NON-ENGLISH LANGUAGE LEARNERS	66	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	11%	5	56%	3	33%
NOT ECONOMICALLY DISADVANTAGED	58	33%	7	12%	32	55%
NOT MIGRANT	67	30%	12	18%	35	52%

# GRADE 7 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

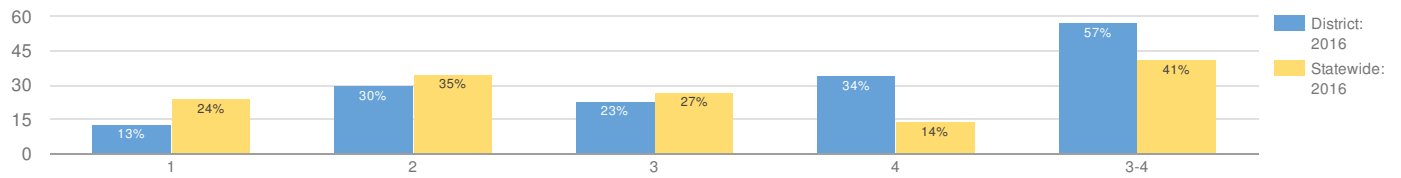


MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	70	54%	12	17%	20	29%	23	33%	15	21%
GENERAL EDUCATION	64	59%	7	11%	19	30%	23	36%	15	23%
STUDENTS WITH DISABILITIES	6	0%	5	83%	1	17%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	64	53%	11	17%	19	30%	20	31%	14	22%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	1	17%	1	17%	3	50%	1	17%
FEMALE	37	76%	2	5%	7	19%	16	43%	12	32%
MALE	33	30%	10	30%	13	39%	7	21%	3	9%
NON-ENGLISH LANGUAGE LEARNERS	70	54%	12	17%	20	29%	23	33%	15	21%
ECONOMICALLY DISADVANTAGED	13	31%	3	23%	6	46%	4	31%	0	0%
NOT ECONOMICALLY DISADVANTAGED	57	60%	9	16%	14	25%	19	33%	15	26%
NOT MIGRANT	70	54%	12	17%	20	29%	23	33%	15	21%

# GRADE 8 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

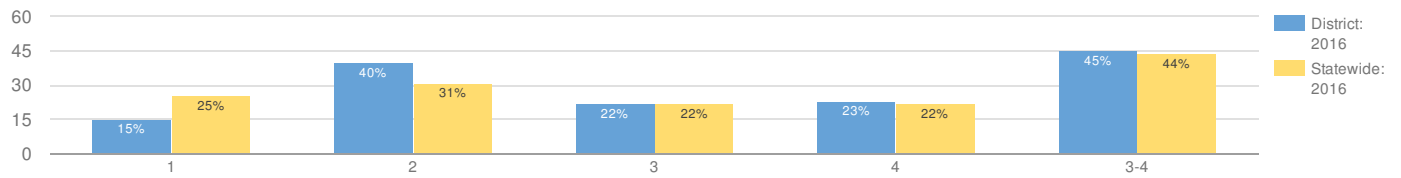


MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	56	57%	7	13%	17	30%	13	23%	19	34%
GENERAL EDUCATION	54	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	53	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	56	57%	7	13%	17	30%	13	23%	19	34%
FEMALE	21	62%	0	0%	8	38%	5	24%	8	38%
MALE	35	54%	7	20%	9	26%	8	23%	11	31%
NON-ENGLISH LANGUAGE LEARNERS	55	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	12	8%	4	33%	7	58%	1	8%	0	0%
NOT ECONOMICALLY DISADVANTAGED	44	70%	3	7%	10	23%	12	27%	19	43%
NOT MIGRANT	56	57%	7	13%	17	30%	13	23%	19	34%

# GRADE 3 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

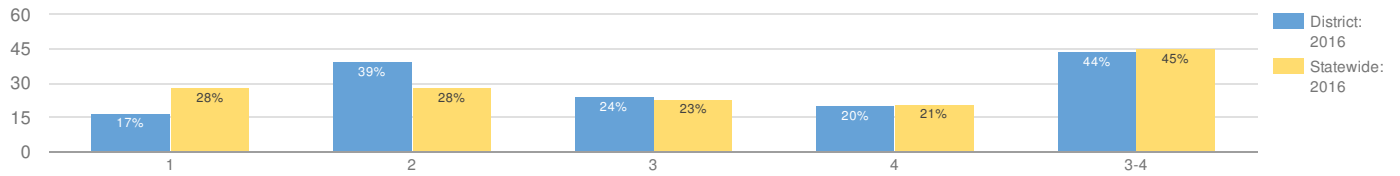


MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	60	45%	9	15%	24	40%	13	22%	14	23%
GENERAL EDUCATION	55	45%	7	13%	23	42%	12	22%	13	24%
STUDENTS WITH DISABILITIES	5	40%	2	40%	1	20%	1	20%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	49	51%	7	14%	17	35%	13	27%	12	24%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	18%	2	18%	7	64%	0	0%	2	18%
FEMALE	31	45%	7	23%	10	32%	7	23%	7	23%
MALE	29	45%	2	7%	14	48%	6	21%	7	24%
NON-ENGLISH LANGUAGE LEARNERS	57	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	29%	3	18%	9	53%	2	12%	3	18%
NOT ECONOMICALLY DISADVANTAGED	43	51%	6	14%	15	35%	11	26%	11	26%
NOT MIGRANT	60	45%	9	15%	24	40%	13	22%	14	23%

# GRADE 4 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

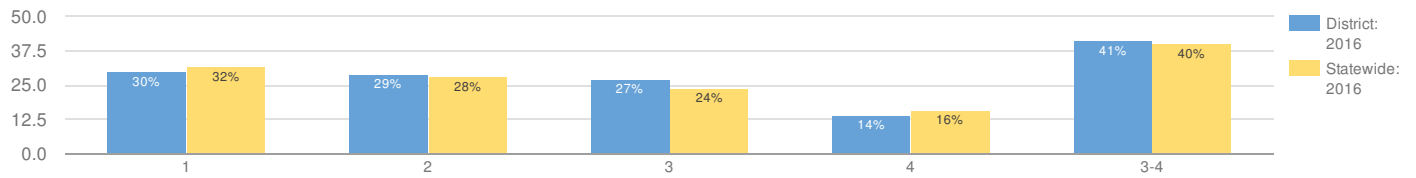


MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	59	44%	10	17%	23	39%	14	24%	12	20%
GENERAL EDUCATION	56	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	51	45%	7	14%	21	41%	13	25%	10	20%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	38%	3	38%	2	25%	1	13%	2	25%
FEMALE	28	50%	6	21%	8	29%	8	29%	6	21%
MALE	31	39%	4	13%	15	48%	6	19%	6	19%
NON-ENGLISH LANGUAGE LEARNERS	57	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	33%	3	33%	3	33%	2	22%	1	11%
NOT ECONOMICALLY DISADVANTAGED	50	46%	7	14%	20	40%	12	24%	11	22%
NOT MIGRANT	59	44%	10	17%	23	39%	14	24%	12	20%

# GRADE 5 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

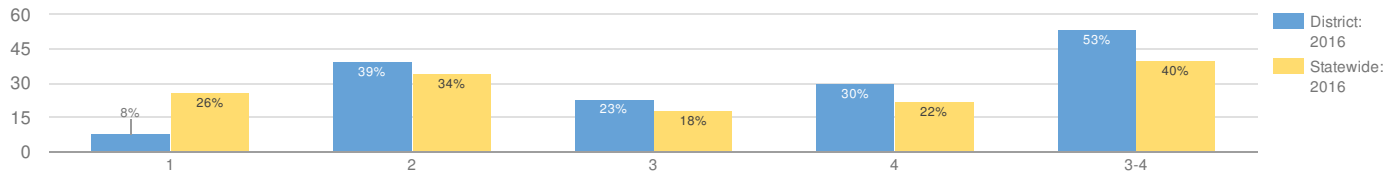


MEAN SCORE: 309

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	66	41%	20	30%	19	29%	18	27%	9	14%
GENERAL EDUCATION	58	47%	14	24%	17	29%	18	31%	9	16%
STUDENTS WITH DISABILITIES	8	0%	6	75%	2	25%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	29%	3	43%	2	29%	1	14%	1	14%
WHITE	51	47%	14	27%	13	25%	16	31%	8	16%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	13%	3	38%	4	50%	1	13%	0	0%
FEMALE	30	33%	10	33%	10	33%	7	23%	3	10%
MALE	36	47%	10	28%	9	25%	11	31%	6	17%
NON-ENGLISH LANGUAGE LEARNERS	66	41%	20	30%	19	29%	18	27%	9	14%
ECONOMICALLY DISADVANTAGED	20	10%	11	55%	7	35%	1	5%	1	5%
NOT ECONOMICALLY DISADVANTAGED	46	54%	9	20%	12	26%	17	37%	8	17%
NOT MIGRANT	66	41%	20	30%	19	29%	18	27%	9	14%

# GRADE 6 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



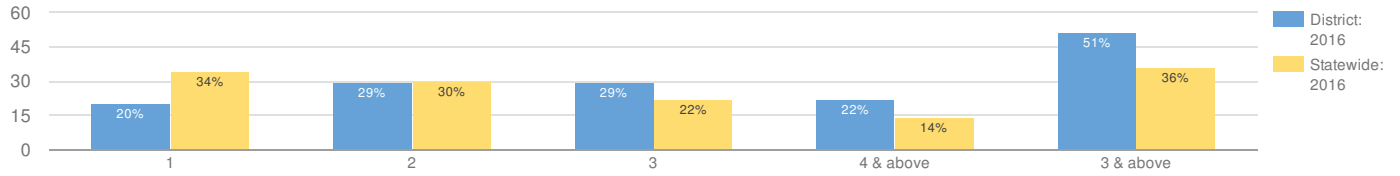
MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	64	53%	5	8%	25	39%	15	23%	19	30%
GENERAL EDUCATION	54	59%	1	2%	21	39%	13	24%	19	35%
STUDENTS WITH DISABILITIES	10	20%	4	40%	4	40%	2	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	58	57%	3	5%	22	38%	15	26%	18	31%
SMALL GROUP TOTAL	6	17%	2	33%	3	50%	0	0%	1	17%
FEMALE	30	57%	2	7%	11	37%	7	23%	10	33%
MALE	34	50%	3	9%	14	41%	8	24%	9	26%
NON-ENGLISH LANGUAGE LEARNERS	63	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	22%	3	33%	4	44%	1	11%	1	11%
NOT ECONOMICALLY DISADVANTAGED	55	58%	2	4%	21	38%	14	25%	18	33%
NOT MIGRANT	64	53%	5	8%	25	39%	15	23%	19	30%

# GRADE 7 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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: 319

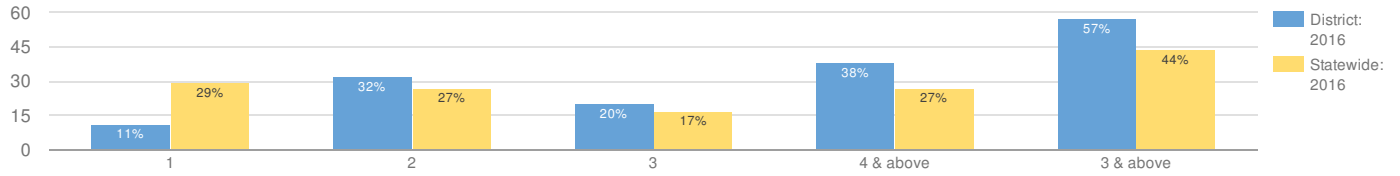
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	59	51%	12	20%	17	29%
GENERAL EDUCATION	54	56%	8	15%	16	30%
STUDENTS WITH DISABILITIES	5	0%	4	80%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
WHITE	54	48%	11	20%	17	31%
MULTIRACIAL	1	_%	-	-	-	-
SMALL GROUP TOTAL	5	80%	1	20%	0	0%
FEMALE	33	61%	4	12%	9	27%
MALE	26	38%	8	31%	8	31%
NON-ENGLISH LANGUAGE LEARNERS	59	51%	12	20%	17	29%
ECONOMICALLY DISADVANTAGED	9	33%	2	22%	4	44%
NOT ECONOMICALLY DISADVANTAGED	50	54%	10	20%	13	26%
NOT MIGRANT	59	51%	12	20%	17	29%



# GRADE 8 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	38	37%	6	16%	18	47%	11	29%	3	8%
GENERAL EDUCATION	36	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	35	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	38	37%	6	16%	18	47%	11	29%	3	8%
FEMALE	16	19%	2	13%	11	69%	2	13%	1	6%
MALE	22	50%	4	18%	7	32%	9	41%	2	9%
NON-ENGLISH LANGUAGE LEARNERS	37	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	22%	2	22%	5	56%	1	11%	1	11%
NOT ECONOMICALLY DISADVANTAGED	29	41%	4	14%	13	45%	10	34%	2	7%
NOT MIGRANT	38	37%	6	16%	18	47%	11	29%	3	8%

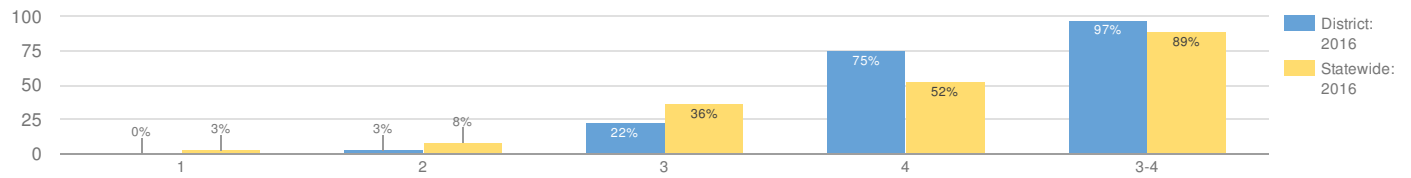
## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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	18	0	0%	0	0%	0	0%	18	100%	18	100%

# GRADE 4 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



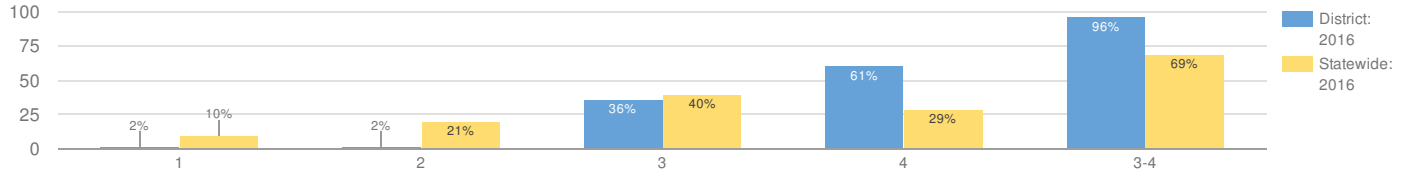
MEAN SCORE: 89

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	60	97%	0	0%	2	3%	13	22%	45	75%
GENERAL EDUCATION	57	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	52	96%	0	0%	2	4%	10	19%	40	77%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	3	38%	5	63%
FEMALE	29	100%	0	0%	0	0%	7	24%	22	76%
MALE	31	94%	0	0%	2	6%	6	19%	23	74%
NON-ENGLISH LANGUAGE LEARNERS	58	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	10	90%	0	0%	1	10%	4	40%	5	50%
NOT ECONOMICALLY DISADVANTAGED	50	98%	0	0%	1	2%	9	18%	40	80%
NOT MIGRANT	60	97%	0	0%	2	3%	13	22%	45	75%

# GRADE 8 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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: 84

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	56	96%	1	2%	1	2%	20	36%	34	61%
GENERAL EDUCATION	55	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	54	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	56	96%	1	2%	1	2%	20	36%	34	61%
FEMALE	23	100%	0	0%	0	0%	11	48%	12	52%
MALE	33	94%	1	3%	1	3%	9	27%	22	67%
NON-ENGLISH LANGUAGE LEARNERS	56	96%	1	2%	1	2%	20	36%	34	61%
ECONOMICALLY DISADVANTAGED	9	89%	0	0%	1	11%	4	44%	4	44%
NOT ECONOMICALLY DISADVANTAGED	47	98%	1	2%	0	0%	16	34%	30	64%
NOT MIGRANT	56	96%	1	2%	1	2%	20	36%	34	61%

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

GRADE: 4  
READING

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

MATHEMATICS

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

GRADE: 8  
READING

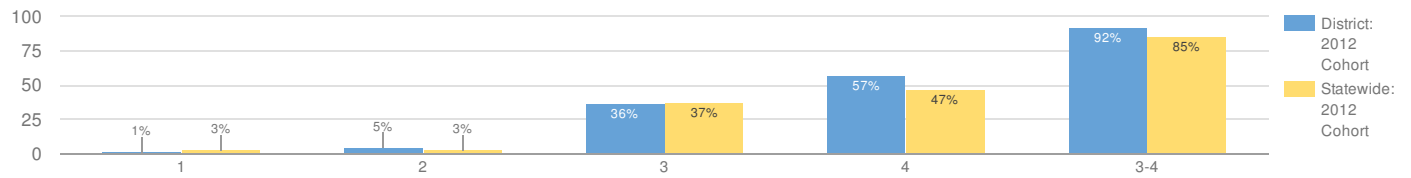
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%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

MATHEMATICS

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

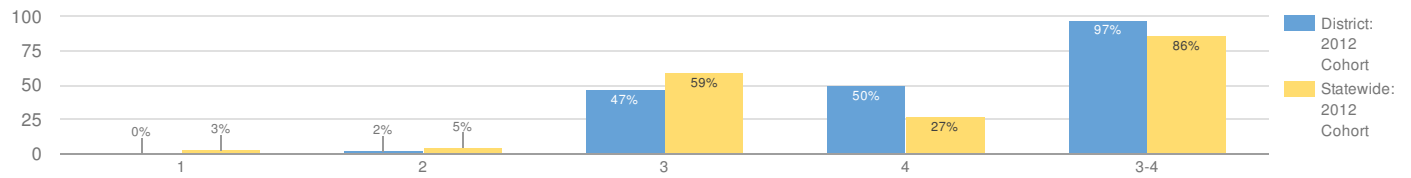
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNER...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



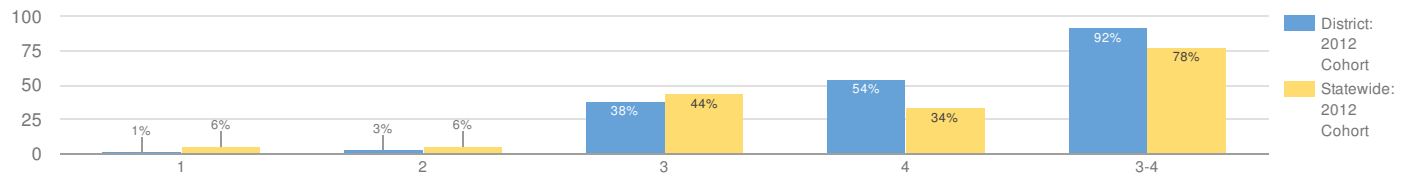
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	104	92%	1	1%	5	5%	37	36%	59	57%
GENERAL EDUCATION	92	98%	1	1%	1	1%	34	37%	56	61%
STUDENTS WITH DISABILITIES	12	50%	0	0%	4	33%	3	25%	3	25%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	94	93%	0	0%	5	5%	35	37%	52	55%
SMALL GROUP TOTAL	10	90%	1	10%	0	0%	2	20%	7	70%
FEMALE	52	96%	0	0%	2	4%	14	27%	36	69%
MALE	52	88%	1	2%	3	6%	23	44%	23	44%
NON-ENGLISH LANGUAGE LEARNERS	103	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	88%	1	6%	1	6%	7	44%	7	44%
NOT ECONOMICALLY DISADVANTAGED	88	93%	0	0%	4	5%	30	34%	52	59%
NOT MIGRANT	104	92%	1	1%	5	5%	37	36%	59	57%

# 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	104	97%	0	0%	2	2%	49	47%	52	50%
GENERAL EDUCATION	92	100%	0	0%	0	0%	41	45%	51	55%
STUDENTS WITH DISABILITIES	12	75%	0	0%	2	17%	8	67%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	94	97%	0	0%	2	2%	43	46%	48	51%
SMALL GROUP TOTAL	10	100%	0	0%	0	0%	6	60%	4	40%
FEMALE	52	100%	0	0%	0	0%	25	48%	27	52%
MALE	52	94%	0	0%	2	4%	24	46%	25	48%
NON-ENGLISH LANGUAGE LEARNERS	103	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	100%	0	0%	0	0%	12	75%	4	25%
NOT ECONOMICALLY DISADVANTAGED	88	97%	0	0%	2	2%	37	42%	48	55%
NOT MIGRANT	104	97%	0	0%	2	2%	49	47%	52	50%

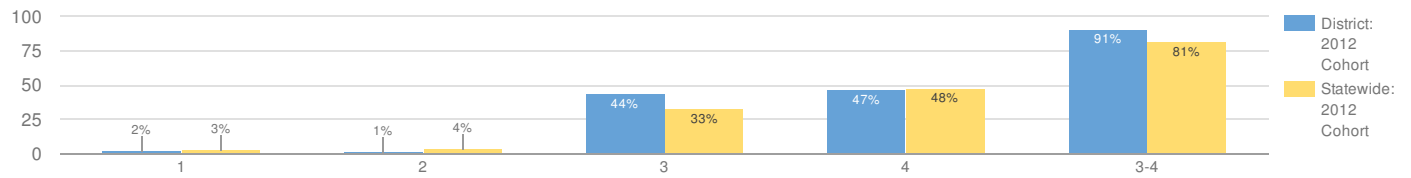
# TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	104	92%	1	1%	3	3%	40	38%	56	54%
GENERAL EDUCATION	92	98%	0	0%	1	1%	35	38%	55	60%
STUDENTS WITH DISABILITIES	12	50%	1	8%	2	17%	5	42%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	94	91%	1	1%	3	3%	37	39%	49	52%
SMALL GROUP TOTAL	10	100%	0	0%	0	0%	3	30%	7	70%
FEMALE	52	96%	1	2%	1	2%	20	38%	30	58%
MALE	52	88%	0	0%	2	4%	20	38%	26	50%
NON-ENGLISH LANGUAGE LEARNERS	103	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	88%	0	0%	1	6%	9	56%	5	31%
NOT ECONOMICALLY DISADVANTAGED	88	93%	1	1%	2	2%	31	35%	51	58%
NOT MIGRANT	104	92%	1	1%	3	3%	40	38%	56	54%

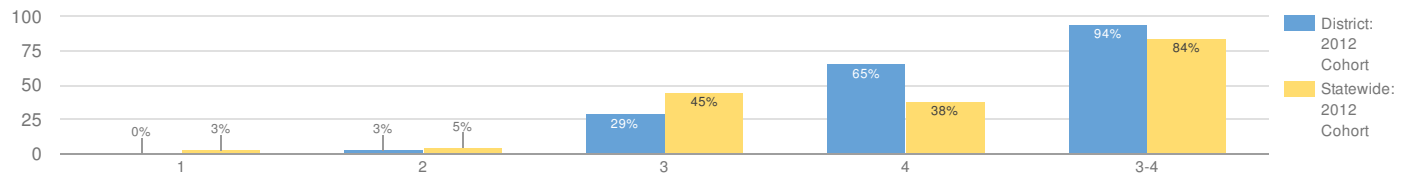


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	104	91%	2	2%	1	1%	46	44%	49	47%
GENERAL EDUCATION	92	96%	0	0%	1	1%	39	42%	49	53%
STUDENTS WITH DISABILITIES	12	58%	2	17%	0	0%	7	58%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	94	91%	2	2%	1	1%	43	46%	43	46%
SMALL GROUP TOTAL	10	90%	0	0%	0	0%	3	30%	6	60%
FEMALE	52	96%	1	2%	1	2%	27	52%	23	44%
MALE	52	87%	1	2%	0	0%	19	37%	26	50%
NON-ENGLISH LANGUAGE LEARNERS	103	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	81%	0	0%	0	0%	11	69%	2	13%
NOT ECONOMICALLY DISADVANTAGED	88	93%	2	2%	1	1%	35	40%	47	53%
NOT MIGRANT	104	91%	2	2%	1	1%	46	44%	49	47%

# 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	104	94%	0	0%	3	3%	30	29%	68	65%
GENERAL EDUCATION	92	98%	0	0%	1	1%	24	26%	66	72%
STUDENTS WITH DISABILITIES	12	67%	0	0%	2	17%	6	50%	2	17%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	94	95%	0	0%	2	2%	27	29%	62	66%
SMALL GROUP TOTAL	10	90%	0	0%	1	10%	3	30%	6	60%
FEMALE	52	100%	0	0%	0	0%	19	37%	33	63%
MALE	52	88%	0	0%	3	6%	11	21%	35	67%
NON-ENGLISH LANGUAGE LEARNERS	103	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	88%	0	0%	1	6%	8	50%	6	38%
NOT ECONOMICALLY DISADVANTAGED	88	95%	0	0%	2	2%	22	25%	62	70%
NOT MIGRANT	104	94%	0	0%	3	3%	30	29%	68	65%

## COMPREHENSIVE ENGLISH

### REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	6	4	67%	2	33%	0	0%	
GENERAL EDUCATION	4	-	-	-	-	-	-	
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	
WHITE	5	-	-	-	-	-	-	
SMALL GROUP TOTAL	6	4	67%	2	33%	0	0%	
FEMALE	1	-	-	-	-	-	-	
MALE	5	-	-	-	-	-	-	
NON-ENGLISH LANGUAGE LEARNERS	5	-	-	-	-	-	-	
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-	
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-	
NOT MIGRANT	6	4	67%	2	33%	0	0%	

## 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	97	1	1%	2	2%	15	15%	21	22%	58	60%
GENERAL EDUCATION	90	1	1%	0	0%	12	13%	21	23%	56	62%
STUDENTS WITH DISABILITIES	7	0	0%	2	29%	3	43%	0	0%	2	29%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	88	0	0%	2	2%	13	15%	20	23%	53	60%
SMALL GROUP TOTAL	9	1	11%	0	0%	2	22%	1	11%	5	56%
FEMALE	47	0	0%	0	0%	8	17%	8	17%	31	66%
MALE	50	1	2%	2	4%	7	14%	13	26%	27	54%
NON-ENGLISH LANGUAGE LEARNERS	96	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	10	1	10%	0	0%	2	20%	1	10%	6	60%
NOT ECONOMICALLY DISADVANTAGED	87	0	0%	2	2%	13	15%	20	23%	52	60%
NOT MIGRANT	97	1	1%	2	2%	15	15%	21	22%	58	60%

# INTEGRATED ALGEBRA

## REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	3	-	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
WHITE	2	-	-	-	-	-	-
SMALL GROUP TOTAL	3	-	-	-	-	-	-
FEMALE	2	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT MIGRANT	3	-	-	-	-	-	-

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	30	27	90%	21	70%	3	10%
GENERAL EDUCATION	30	27	90%	21	70%	3	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	28	-	-	-	-	-	-
SMALL GROUP TOTAL	30	27	90%	21	70%	3	10%
FEMALE	15	15	100%	12	80%	2	13%
MALE	15	12	80%	9	60%	1	7%
NON-ENGLISH LANGUAGE LEARNERS	30	27	90%	21	70%	3	10%
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	29	-	-	-	-	-	-
NOT MIGRANT	30	27	90%	21	70%	3	10%

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	116	1	1%	4	3%	34	29%	44	38%	33	28%
GENERAL EDUCATION	99	0	0%	3	3%	24	24%	39	39%	33	33%
STUDENTS WITH DISABILITIES	17	1	6%	1	6%	10	59%	5	29%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	0	0%	1	20%	2	40%	0	0%	2	40%
WHITE	105	1	1%	3	3%	31	30%	41	39%	29	28%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	0	0%	0	0%	1	17%	3	50%	2	33%
FEMALE	60	1	2%	2	3%	17	28%	24	40%	16	27%
MALE	56	0	0%	2	4%	17	30%	20	36%	17	30%
NON-ENGLISH LANGUAGE LEARNERS	116	1	1%	4	3%	34	29%	44	38%	33	28%
ECONOMICALLY DISADVANTAGED	26	0	0%	1	4%	12	46%	8	31%	5	19%
NOT ECONOMICALLY DISADVANTAGED	90	1	1%	3	3%	22	24%	36	40%	28	31%
NOT MIGRANT	116	1	1%	4	3%	34	29%	44	38%	33	28%

# GEOMETRY (COMMON CORE)

## GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	69	1	1%	1	1%	33	48%	15	22%	19	28%
GENERAL EDUCATION	69	1	1%	1	1%	33	48%	15	22%	19	28%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	59	1	2%	1	2%	28	47%	12	20%	17	29%
SMALL GROUP TOTAL	10	0	0%	0	0%	5	50%	3	30%	2	20%
FEMALE	38	0	0%	1	3%	21	55%	7	18%	9	24%
MALE	31	1	3%	0	0%	12	39%	8	26%	10	32%
NON-ENGLISH LANGUAGE LEARNERS	69	1	1%	1	1%	33	48%	15	22%	19	28%
ECONOMICALLY DISADVANTAGED	14	0	0%	0	0%	7	50%	6	43%	1	7%
NOT ECONOMICALLY DISADVANTAGED	55	1	2%	1	2%	26	47%	9	16%	18	33%
NOT MIGRANT	69	1	1%	1	1%	33	48%	15	22%	19	28%

# ALGEBRA II (COMMON CORE)

## ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	59	1	2%	0	0%	14	24%	24	41%	20	34%
GENERAL EDUCATION	59	1	2%	0	0%	14	24%	24	41%	20	34%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-
WHITE	55	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	59	1	2%	0	0%	14	24%	24	41%	20	34%
FEMALE	28	0	0%	0	0%	3	11%	13	46%	12	43%
MALE	31	1	3%	0	0%	11	35%	11	35%	8	26%
NON-ENGLISH LANGUAGE LEARNERS	59	1	2%	0	0%	14	24%	24	41%	20	34%
ECONOMICALLY DISADVANTAGED	6	0	0%	0	0%	3	50%	2	33%	1	17%
NOT ECONOMICALLY DISADVANTAGED	53	1	2%	0	0%	11	21%	22	42%	19	36%
NOT MIGRANT	59	1	2%	0	0%	14	24%	24	41%	20	34%

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	106	101	95%	95	90%	54	51%
GENERAL EDUCATION	94	93	99%	89	95%	53	56%
STUDENTS WITH DISABILITIES	12	8	67%	6	50%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	6	100%	6	100%	4	67%
BLACK OR AFRICAN AMERICAN	5	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	91	86	95%	81	89%	45	49%
SMALL GROUP TOTAL	9	9	100%	8	89%	5	56%
FEMALE	57	54	95%	51	89%	31	54%
MALE	49	47	96%	44	90%	23	47%
NON-ENGLISH LANGUAGE LEARNERS	105	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	20	95%	17	81%	8	38%
NOT ECONOMICALLY DISADVANTAGED	85	81	95%	78	92%	46	54%
NOT MIGRANT	106	101	95%	95	90%	54	51%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	100	96	96%	91	91%	63	63%
GENERAL EDUCATION	91	91	100%	88	97%	61	67%
STUDENTS WITH DISABILITIES	9	5	56%	3	33%	2	22%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	91	87	96%	82	90%	57	63%
SMALL GROUP TOTAL	9	9	100%	9	100%	6	67%
FEMALE	46	44	96%	42	91%	31	67%
MALE	54	52	96%	49	91%	32	59%
NON-ENGLISH LANGUAGE LEARNERS	100	96	96%	91	91%	63	63%
ECONOMICALLY DISADVANTAGED	11	11	100%	11	100%	7	64%
NOT ECONOMICALLY DISADVANTAGED	89	85	96%	80	90%	56	63%
NOT MIGRANT	100	96	96%	91	91%	63	63%

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	100	99	99%	97	97%	68	68%
GENERAL EDUCATION	86	86	100%	85	99%	68	79%
STUDENTS WITH DISABILITIES	14	13	93%	12	86%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	6	100%	5	83%	4	67%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	86	85	99%	84	98%	58	67%
SMALL GROUP TOTAL	8	8	100%	8	100%	6	75%
FEMALE	52	51	98%	50	96%	35	67%
MALE	48	48	100%	47	98%	33	69%
NON-ENGLISH LANGUAGE LEARNERS	99	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	23	100%	21	91%	12	52%
NOT ECONOMICALLY DISADVANTAGED	77	76	99%	76	99%	56	73%
NOT MIGRANT	100	99	99%	97	97%	68	68%

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	91	88	97%	73	80%	38	42%
GENERAL EDUCATION	77	75	97%	67	87%	37	48%
STUDENTS WITH DISABILITIES	14	13	93%	6	43%	1	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
HISPANIC OR LATINO	6	-	-	-	-	-	-
WHITE	81	78	96%	65	80%	32	40%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	10	10	100%	8	80%	6	60%
FEMALE	41	40	98%	36	88%	16	39%
MALE	50	48	96%	37	74%	22	44%
NON-ENGLISH LANGUAGE LEARNERS	90	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	20	20	100%	14	70%	7	35%
NOT ECONOMICALLY DISADVANTAGED	71	68	96%	59	83%	31	44%
NOT MIGRANT	91	88	97%	73	80%	38	42%

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	84	83	99%	77	92%	27	32%
GENERAL EDUCATION	84	83	99%	77	92%	27	32%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	75	75	100%	69	92%	24	32%
SMALL GROUP TOTAL	9	8	89%	8	89%	3	33%
FEMALE	37	37	100%	36	97%	16	43%
MALE	47	46	98%	41	87%	11	23%
NON-ENGLISH LANGUAGE LEARNERS	84	83	99%	77	92%	27	32%
ECONOMICALLY DISADVANTAGED	9	9	100%	8	89%	2	22%
NOT ECONOMICALLY DISADVANTAGED	75	74	99%	69	92%	25	33%
NOT MIGRANT	84	83	99%	77	92%	27	32%



# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55			65		85	
ALL STUDENTS	47	47	100%	46	98%	26	55%	
GENERAL EDUCATION	47	47	100%	46	98%	26	55%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	
HISPANIC OR LATINO	1	-	-	-	-	-	-	
WHITE	42	42	100%	41	98%	24	57%	
SMALL GROUP TOTAL	5	5	100%	5	100%	2	40%	
FEMALE	22	22	100%	21	95%	9	41%	
MALE	25	25	100%	25	100%	17	68%	
NON-ENGLISH LANGUAGE LEARNERS	47	47	100%	46	98%	26	55%	
ECONOMICALLY DISADVANTAGED	5	5	100%	5	100%	1	20%	
NOT ECONOMICALLY DISADVANTAGED	42	42	100%	41	98%	25	60%	
NOT MIGRANT	47	47	100%	46	98%	26	55%	

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2015 - 16)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	1	_%	-	-	-	-
GRADE 3 MATH	1	_%	-	-	-	-
GRADE 6 ELA	2	_%	-	-	-	-
GRADE 6 MATH	2	_%	-	-	-	-

## KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALLSTUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

## GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALLSTUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

## GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALLSTUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

## GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALLSTUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

## GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALLSTUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALLSTUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALLSTUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

## GRADE 9

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

## GRADE 11

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

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

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	983*	82%*	YES	377	128	98	98
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	6	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	30	—	—	26	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	11	—	—	10	—	—	—
WHITE	NO	NO	873*	81%*	YES	330	133	113	113
MULTIRACIAL	—	—	9	—	—	6	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	127*	65%*	NO	37†	43†	57	51
LIMITED ENGLISH PROFICIENT	—	—	7	—	—	7	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	195*	78%*	NO	83	81	82	82

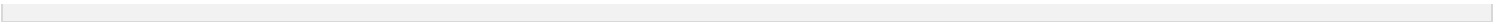
### RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	981*	82%*	376	128
NOT BLACK OR AFRICAN AMERICAN	972*	82%*	373	128
NOT HISPANIC OR LATINO	921*	81%*	351	132
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	962*	81%*	367	127
NOT WHITE	110*	84%*	47	89
NOT MULTIRACIAL	969*	82%*	371	128
GENERAL EDUCATION	856*	84%*	340	137
ENGLISH PROFICIENT	971*	81%*	370	129
NOT ECONOMICALLY DISADVANTAGED	788*	82%*	294	141
MALE	532*	81%*	200	112
FEMALE	451*	82%*	177	145
MIGRANT	0	—	0	—
NOT MIGRANT	983*	82%*	377	128

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

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

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



ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	981*	78%*	YES	361	132	95	95
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	6	—	—	3	—	—	—
HISPANIC OR LATINO	—	—	30	—	—	26	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	11	—	—	11	—	—	—
WHITE	NO	NO	871*	77%*	YES	313	138	109	109
MULTIRACIAL	—	—	9	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	127*	61%*	YES	35†	60†	58	47
LIMITED ENGLISH PROFICIENT	—	—	7	—	—	7	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	194*	73%*	YES	76	95	80	80

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	979*	78%*	360	133
NOT BLACK OR AFRICAN AMERICAN	970*	78%*	358	133
NOT HISPANIC OR LATINO	919*	78%*	335	136
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	960*	77%*	350	132
NOT WHITE	110*	81%*	48	98
NOT MULTIRACIAL	967*	78%*	354	133
GENERAL EDUCATION	854*	80%*	326	140
ENGLISH PROFICIENT	969*	78%*	354	134
NOT ECONOMICALLY DISADVANTAGED	787*	79%*	285	142
MALE	532*	77%*	189	132
FEMALE	449*	79%*	172	133
MIGRANT	0	—	0	—
NOT MIGRANT	981*	78%*	361	132

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.  
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	NO	NO	345*	76%*	YES	112	196	177	177
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	0	—	—	—
HISPANIC OR LATINO	—	—	9	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	3	—	—	3	—	—	—
WHITE	NO	NO	307*	76%*	YES	102	195	184	184
MULTIRACIAL	—	—	1	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	24	—	—	4	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	36	—	—	19	—	—	—

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

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	344*	76%*	112	196
NOT BLACK OR AFRICAN AMERICAN	341*	77%*	112	196
NOT HISPANIC OR LATINO	321*	76%*	106	195
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	340*	76%*	109	195
NOT WHITE	15	—	10	—
NOT MULTIRACIAL	341*	76%*	111	195
GENERAL EDUCATION	140	80%	108	198
ENGLISH PROFICIENT	341*	76%*	110	195
NOT ECONOMICALLY DISADVANTAGED	273*	80%*	93	197
MALE	196*	77%*	62	192
FEMALE	149*	76%*	50	200
MIGRANT	0	—	0	—
NOT MIGRANT	345*	76%*	112	196

— 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: **NO**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	102	99%	YES	103	171	164	164
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	3	—	—	4	—	—	—
WHITE	NO	YES	93	99%	NO	93	171	173	173
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	10	—	—	12	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	16	—	—	16	—	—	—

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	102	99%	103	171
NOT BLACK OR AFRICAN AMERICAN	100	99%	101	170
NOT HISPANIC OR LATINO	98	99%	99	171
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	99	99%	99	172
NOT WHITE	9	—	10	—
NOT MULTIRACIAL	102	99%	103	171
GENERAL EDUCATION	92	100%	91	182
ENGLISH PROFICIENT	102	99%	102	173
NOT ECONOMICALLY DISADVANTAGED	86	99%	87	176
MALE	50	98%	52	163
FEMALE	52	100%	51	178
MIGRANT	0	—	0	—
NOT MIGRANT	102	99%	103	171

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.



SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	102	100%	YES	103	173	149	149
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	4	—	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	3	—	—	4	—	—	—
WHITE	YES	YES	93	100%	YES	93	172	160	160
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	10	—	—	12	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	16	—	—	16	—	—	—

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

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	102	100%	103	173
NOT BLACK OR AFRICAN AMERICAN	100	100%	101	172
NOT HISPANIC OR LATINO	98	100%	99	173
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	99	100%	99	173
NOT WHITE	9	—	10	—
NOT MULTIRACIAL	102	100%	103	173
GENERAL EDUCATION	92	100%	91	184
ENGLISH PROFICIENT	102	100%	102	174
NOT ECONOMICALLY DISADVANTAGED	86	100%	87	176
MALE	50	100%	52	171
FEMALE	52	100%	51	175
MIGRANT	0	—	0	—
NOT MIGRANT	102	100%	103	173

— 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 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	128	132	171	173	151
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	133	138	171	172	154
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	43	60	—	—	52
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	81	95	—	—	88

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

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	—
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	—

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

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

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	87	93%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	0	—	—	—
HISPANIC OR LATINO	—	9	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	3	—	—	—
WHITE	YES	75	95%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	11	—	—	—
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	15	—	—	—

**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

GROUP	MET GRADUATION-RATE CRITERION:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	97	86%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	2	—	—	—
HISPANIC OR LATINO	—	7	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	4	—	—	—
WHITE	YES	84	86%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	11	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	12	—	—	—

**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

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	87	93%	97	86%
NOT BLACK OR AFRICAN AMERICAN	87	93%	95	85%
NOT HISPANIC OR LATINO	78	95%	90	87%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	84	93%	93	85%
NOT WHITE	12	—	13	—
NOT MULTIRACIAL	87	93%	97	86%
GENERAL EDUCATION	76	97%	86	92%
ENGLISH PROFICIENT	86	94%	97	86%
NOT ECONOMICALLY DISADVANTAGED	72	93%	85	89%
MALE	40	90%	49	84%
FEMALE	47	96%	48	88%
MIGRANT	0	—	0	—
NOT MIGRANT	87	93%	97	86%

— There were fewer than 30 students in the cohort.

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

Percentage of 2011 Graduation-Rate Total Cohort members who graduated as of August 31, 2015 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) 38%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 32%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) 0%

REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE) 5%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE NO

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