



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **POUGHKEEPSIE CITY SCHOOL
DISTRICT**

District ID **131500010000**

Superintendent **LAVAL WILSON**

Telephone **(845) 451-4950**

Grades **K-12, UE**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	188	173	0
Kindergarten	420	421	401
Grade 1	420	399	402
Grade 2	391	388	384
Grade 3	362	383	383
Grade 4	388	351	354
Grade 5	353	338	343
Grade 6	394	379	354
Ungraded Elementary	27	42	32
Grade 7	363	397	347
Grade 8	378	369	358
Grade 9	369	408	481
Grade 10	399	325	344
Grade 11	226	281	202
Grade 12	186	176	221
Ungraded Secondary	2	0	0
Total K-12	4678	4657	4606

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	21	19
Grade 8			
English	20	19	20
Mathematics	21	19	20
Science	23	23	21
Social Studies	21	20	20
Grade 10			
English	22	18	20
Mathematics	21	20	16
Science	17	17	23
Social Studies	24	26	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2982	64%	3055	66%	3052	66%
Reduced-Price Lunch	620	13%	658	14%	569	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	338	7%	362	8%	384	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	8	0%	3	0%
Black or African American	2931	63%	2924	63%	2924	63%
Hispanic or Latino	737	16%	775	17%	767	17%
Asian or Native Hawaiian/Other Pacific Islander	64	1%	78	2%	65	1%
White	942	20%	872	19%	847	18%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		92%		91%		92%
Student Suspensions	1089	N/A	903	19%	881	19%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	934	928	1307
Percent Not Taught by Highly Qualified Teachers	6%	6%	5%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	11	11	12
Percent with No Valid Teaching Certificate	3%	3%	3%
Individuals Teaching Out of Certification			
Number of Teachers	22	22	19
Percentage of Total	6%	6%	5%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	14%	14%	15%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	357	356	351
Total Other Professional Staff	33	37	47
Total Paraprofessionals*	143	128	111
Assistant Principals	7	7	6
Principals	9	9	9

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.


District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 3)

Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 3)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES



































2005–06

YES




2006–07

YES













On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				–	–	
Black or African American						
Hispanic or Latino				–	–	
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White						
Other Groups						
Students with Disabilities		 ^{SH}				
Limited English Proficient				–	–	
Economically Disadvantaged						
Student groups making AYP in each subject	 7 of 8	 8 of 8	 1 of 1	 1 of 5	 4 of 5	 1 of 1

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|--|--|
| Good Standing  | Good Standing  |
| Improvement (Year 1)  | Requiring Academic Progress (Year 1)  |
| Improvement (Year 2)  | Requiring Academic Progress (Year 2)  |
| Improvement (Year 3)  | Requiring Academic Progress (Year 3)  |
| Improvement (Year 4)  | Requiring Academic Progress (Year 4)  |
| Improvement (Year 5 & Above)  | Requiring Academic Progress (Year 5 & Above)  |

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 3)

Accountability Measures

7 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (2152:2055)	✓	✓	99%	✓	126	120		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1390:1334)	✓	✓	99%	✓	119	119		
Hispanic or Latino (354:322)	✓	✓	97%	✓	132	116		
Asian or Native Hawaiian/Other Pacific Islander (31:31)	✓	–	–	✓	145	105		
White (377:368)	✓	✓	99%	✓	142	116		
Other Groups								
Students with Disabilities ⁴ (513:479)	✗	✓	97%	✗	68	117	89 81	
Limited English Proficient (170:158)	✓	✓	96%	✓	122	114		
Economically Disadvantaged (1740:1654)	✓	✓	99%	✓	120	119		
Final AYP Determination	✗	7 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2144:2028)			99%		125	84	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1387:1313)			99%		117	83	
Hispanic or Latino (344:321)			99%		132	80	
Asian or Native Hawaiian/Other Pacific Islander (30:30)		–	–		170	69	
White (383:364)			98%		145	80	
Other Groups							
Students with Disabilities ⁴ (508:470)			96%		67	81	66 80
Limited English Proficient (169:164)			100%		127	78	
Economically Disadvantaged (1734:1633)			99%		119	83	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (725:658)		Qualified		97%		164	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (446:398)		Qualified		96%		159	100	
Hispanic or Latino (124:113)		Qualified		99%		174	100	
Asian or Native Hawaiian/Other Pacific Islander (13:13)		–	–	–	–	–	–	–
White (142:134)		Qualified		98%		170	100	
Other Groups								
Students with Disabilities (168:142)		Qualified		91%		137	100	
Limited English Proficient (53:50)		Qualified		100%		164	100	
Economically Disadvantaged (569:511)		Qualified		97%		164	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 3)

Accountability Measures

1 of 5

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (407:237)	X	X	93%	✓	149	147		
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (226:137)	X	X	92%	✓	145	145		
Hispanic or Latino (25:22)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:5)	–	–	–	–	–	–	–	–
White (121:72)	✓	✓	95%	✓	167	143		
Other Groups								
Students with Disabilities (59:47)	X	X	61%	✓ ^{SH}	72	140	70	85
Limited English Proficient (2:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (95:132)	X	✓	98%	X	139	145	145	145
Final AYP Determination	X	1 of 5						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Secondary-Level Mathematics

















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 4 of 5 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (223:237)			95%		152	139		
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (125:137)			95%		144	137		
Hispanic or Latino (25:22)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:5)	–	–	–	–	–	–	–	–
White (121:72)			95%		171	135		
Other Groups								
Students with Disabilities (59:47)			73%		91	132	81	102
Limited English Proficient (2:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (95:132)			98%		142	137		
Final AYP Determination	 4 of 5							

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**







Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (231)			58%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–	–	–
Black or African American (139)			53%	55%	55%	54%
Hispanic or Latino (29)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–	–	–
White (58)			74%	55%		
Other Groups						
Students with Disabilities (41)			10%	55%	10%	11%
Limited English Proficient (12)		–	–	–	–	–
Economically Disadvantaged (19)		–	–	–	–	–
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

7 schools identified 78% of total

CIRCLE OF COURAGE LEARNING CENTER

COLUMBUS SCHOOL

G.W. KRIEGER SCHOOL

GOV. GEORGE CLINTON SCHOOL

MORSE YOUNG CHILD MAGNET SCHOOL

W.W. SMITH SCHOOL

WARRING MAGNET ACADEMY OF SCIENCE AND TECHNOLOGY

Requiring Academic Progress (Year 3)

1 school identified 11% of total

POUGHKEEPSIE HIGH SCHOOL

Restructuring (Year 1)















1 school identified 11% of total


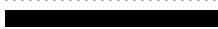
POUGHKEEPSIE MIDDLE SCHOOL


District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	40%			374
Grade 4	52%			344
Grade 5	45%			344
Grade 6	38%			331
Grade 7	30%			331
Grade 8	35%			347
Mathematics				
Grade 3	59%			373
Grade 4	59%			353
Grade 5	50%			353
Grade 6	36%			342
Grade 7	30%			336
Grade 8	30%			360
Science				
Grade 4	88%			352
Grade 8	37%			295

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	56%			289
Mathematics	57%			289

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	51%			289

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

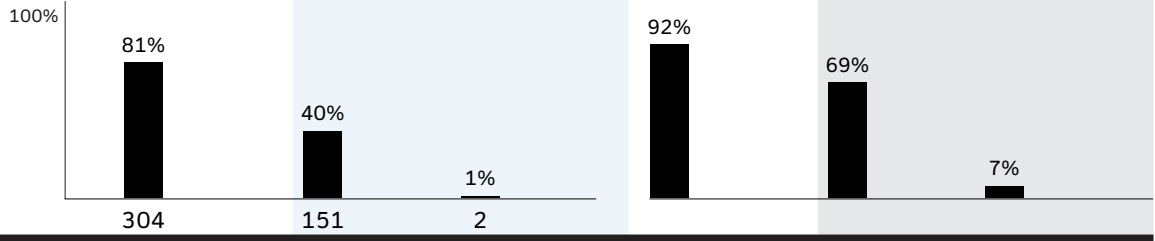
High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	304	151	2	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	374	81%	40%	1%				
Female	185	84%	44%	1%				
Male	189	78%	37%	0%				
American Indian or Alaska Native								
Black or African American	240	83%	38%	0%				
Hispanic or Latino	67	76%	40%	1%				
Asian or Native Hawaiian/Other Pacific Islander	10	80%	40%	0%				
White	57	81%	49%	2%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	292	91%	49%	1%				
Students with Disabilities	82	46%	10%	0%				
English Proficient	328	82%	41%	1%				
Limited English Proficient	46	78%	39%	0%				
Economically Disadvantaged	317	81%	37%	0%				
Not Disadvantaged	57	81%	58%	2%				
Migrant	1	-	-	-				
Not Migrant	373	-	-	-				

NOTES

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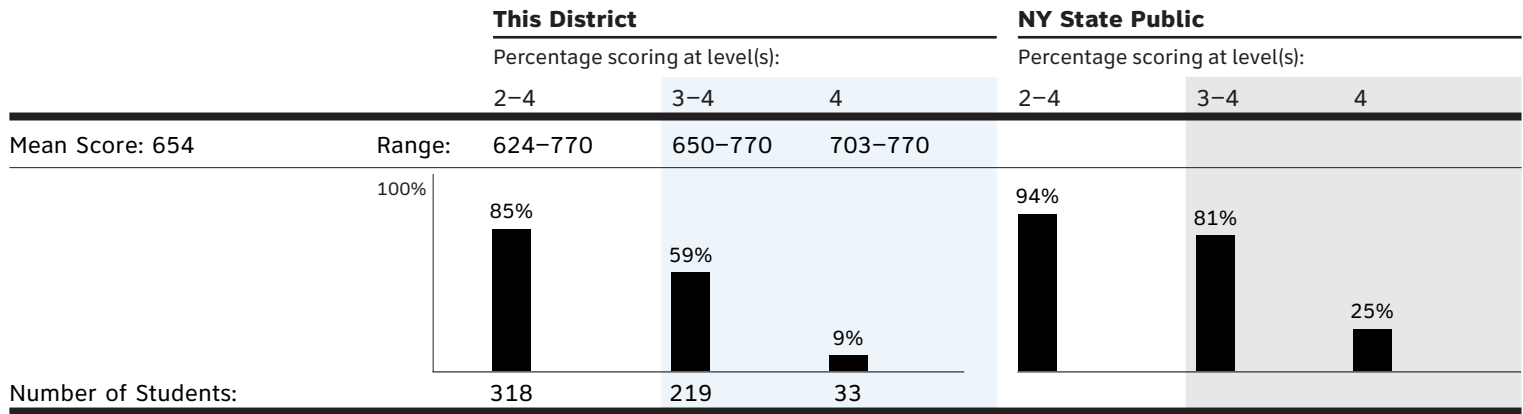
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	8	5	4	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	373	85%	59%	9%				
Female	183	86%	56%	7%				
Male	190	84%	61%	11%				
American Indian or Alaska Native								
Black or African American	238	87%	55%	6%				
Hispanic or Latino	70	79%	57%	9%				
Asian or Native Hawaiian/Other Pacific Islander	9	89%	89%	33%				
White	56	86%	71%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	293	92%	66%	11%				
Students with Disabilities	80	61%	33%	0%				
English Proficient	319	85%	58%	9%				
Limited English Proficient	54	87%	65%	9%				
Economically Disadvantaged	315	84%	56%	6%				
Not Disadvantaged	58	90%	72%	24%				
Migrant	1	-	-	-				
Not Migrant	372	-	-	-				

NOTES

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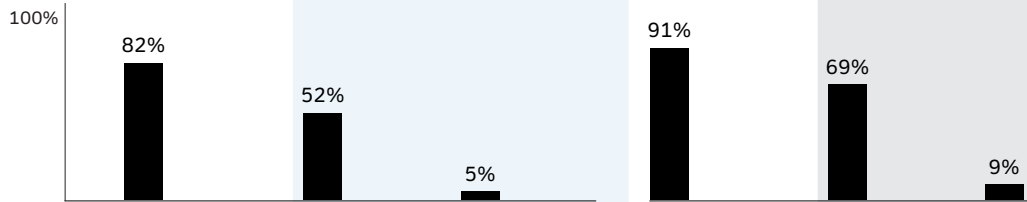
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	This test was not given in 2004-05.			

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	283	178	18	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	344	82%	52%	5%				
Female	164	87%	55%	5%				
Male	180	78%	48%	5%				
American Indian or Alaska Native								
Black or African American	203	77%	45%	6%				
Hispanic or Latino	68	91%	53%	1%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	60%	0%				
White	68	87%	71%	7%				
Small Group Totals								
General-Education Students	273	91%	61%	7%				
Students with Disabilities	71	49%	17%	0%				
English Proficient	317	82%	53%	6%				
Limited English Proficient	27	85%	37%	0%				
Economically Disadvantaged	281	81%	48%	4%				
Not Disadvantaged	63	89%	67%	11%				
Migrant								
Not Migrant	344	82%	52%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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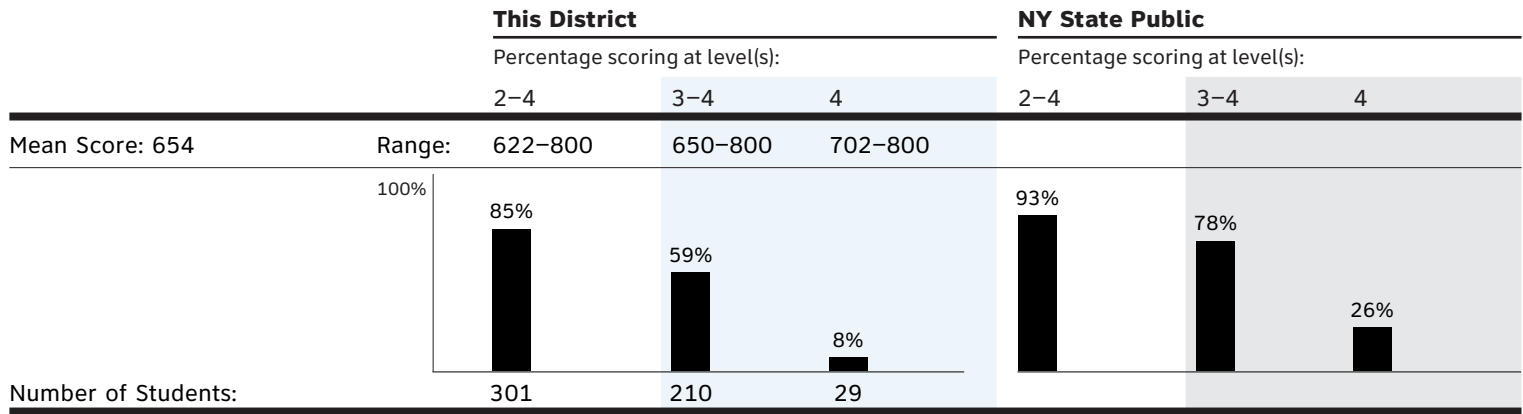
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	7	7	6	N/A	8	7	5	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	353	85%	59%	8%				
Female	166	86%	58%	5%				
Male	187	84%	60%	11%				
American Indian or Alaska Native								
Black or African American	205	81%	50%	7%				
Hispanic or Latino	74	93%	68%	3%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%				
White	69	87%	77%	17%				
Small Group Totals								
General-Education Students	276	93%	68%	11%				
Students with Disabilities	77	56%	29%	0%				
English Proficient	319	84%	59%	9%				
Limited English Proficient	34	94%	65%	3%				
Economically Disadvantaged	289	84%	57%	7%				
Not Disadvantaged	64	91%	72%	13%				
Migrant								
Not Migrant	353	85%	59%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

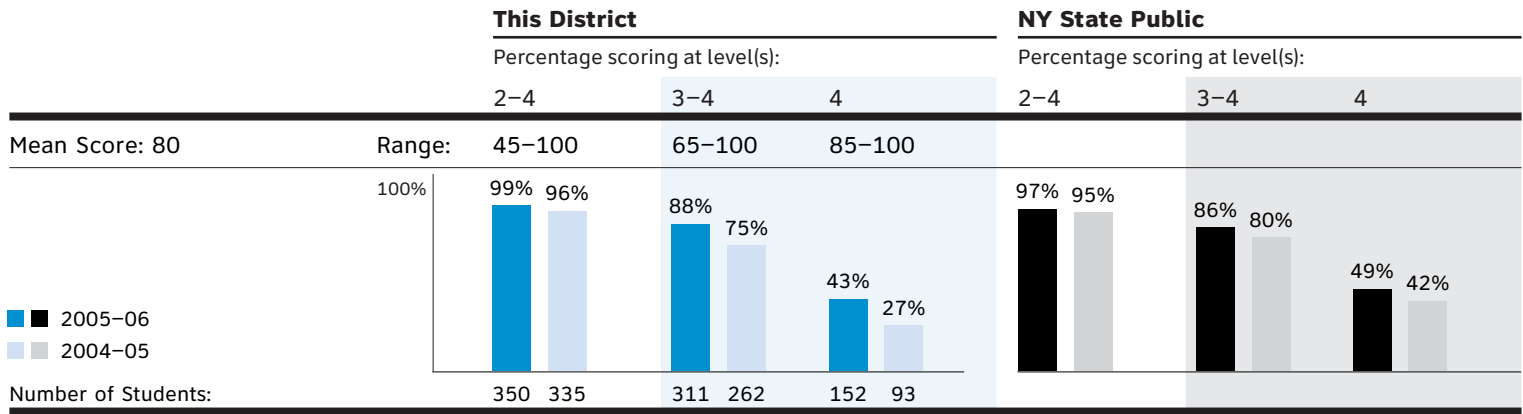
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	3	–	–	–

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	352	99%	88%	43%	349	96%	75%	27%
Female	168	99%	89%	41%	156	96%	73%	24%
Male	184	99%	88%	45%	193	96%	77%	29%
American Indian or Alaska Native								
Black or African American	204	100%	87%	38%	228	95%	71%	23%
Hispanic or Latino	75	100%	88%	39%	49	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	60%	3	-	-	-
White	68	99%	94%	63%	69	97%	87%	36%
Small Group Totals					52	98%	75%	29%
General-Education Students	276	100%	91%	49%	264	98%	83%	31%
Students with Disabilities	76	97%	78%	21%	85	91%	51%	13%
English Proficient	317	99%	88%	44%	328	96%	76%	27%
Limited English Proficient	35	100%	89%	31%	21	95%	57%	14%
Economically Disadvantaged	289	100%	88%	40%	295	96%	75%	25%
Not Disadvantaged	63	97%	90%	59%	54	96%	76%	37%
Migrant					3	-	-	-
Not Migrant	352	99%	88%	43%	346	-	-	-

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	3	-	-	-

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 641	608-795	650-795	711-795			
Number of Students:	301	154	10			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	344	88%	45%	3%				
Female	154	89%	47%	1%				
Male	190	86%	43%	4%				
American Indian or Alaska Native								
Black or African American	231	85%	43%	2%				
Hispanic or Latino	45	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	65	91%	54%	8%	This test was not given in 2004-05.			
Small Group Totals	48	94%	42%	2%				
General-Education Students	246	96%	58%	4%				
Students with Disabilities	98	65%	12%	0%				
English Proficient	326	87%	46%	3%				
Limited English Proficient	18	94%	22%	0%				
Economically Disadvantaged	286	85%	40%	2%				
Not Disadvantaged	58	98%	67%	9%				
Migrant								
Not Migrant	344	88%	45%	3%				

NOTES

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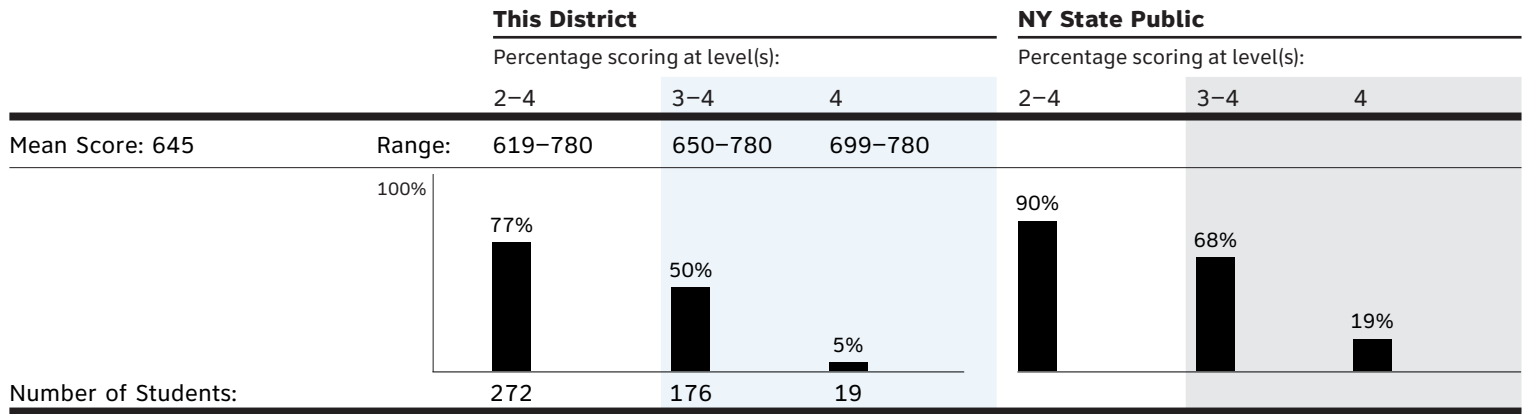
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	4	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	353	77%	50%	5%				
Female	159	78%	52%	5%				
Male	194	76%	48%	6%				
American Indian or Alaska Native								
Black or African American	232	75%	46%	5%				
Hispanic or Latino	52	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	66	83%	59%	9%	This test was not given in 2004-05.			
Small Group Totals	55	76%	55%	4%				
General-Education Students	256	88%	61%	7%				
Students with Disabilities	97	49%	22%	0%				
English Proficient	330	78%	50%	6%				
Limited English Proficient	23	70%	43%	0%				
Economically Disadvantaged	293	75%	46%	5%				
Not Disadvantaged	60	85%	67%	8%				
Migrant								
Not Migrant	353	77%	50%	5%				

NOTES

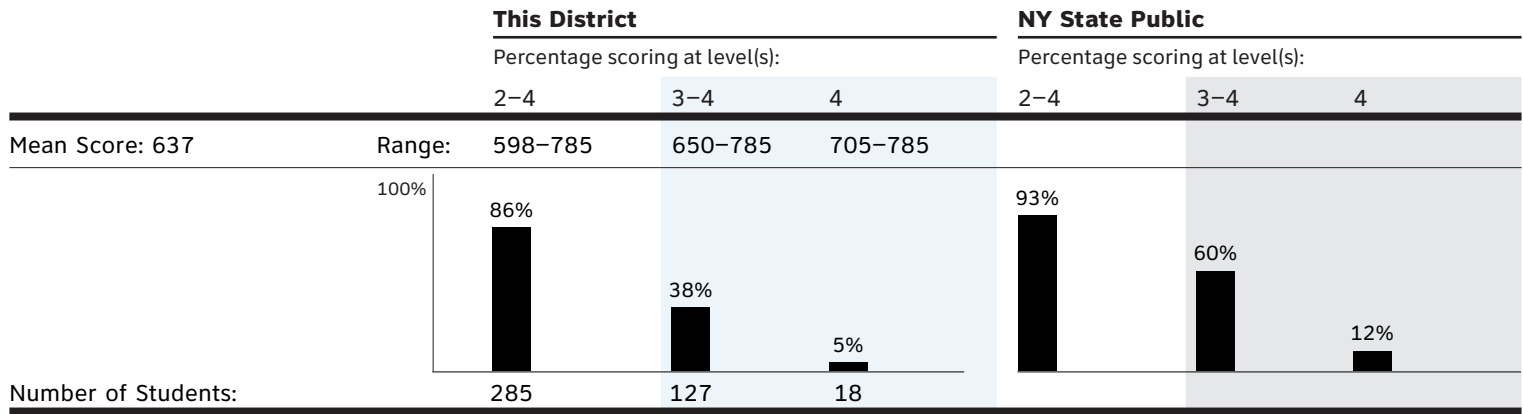
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	This test was not given in 2004-05.			

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	331	86%	38%	5%				
Female	168	89%	41%	7%				
Male	163	83%	36%	4%				
American Indian or Alaska Native								
Black or African American	238	83%	31%	4%				
Hispanic or Latino	43	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	46	96%	70%	20%	This test was not given in 2004-05.			
Small Group Totals	47	91%	45%	0%				
General-Education Students	265	94%	46%	7%				
Students with Disabilities	66	55%	9%	0%				
English Proficient	321	86%	39%	6%				
Limited English Proficient	10	90%	20%	0%				
Economically Disadvantaged	275	85%	35%	4%				
Not Disadvantaged	56	91%	54%	13%				
Migrant	1	-	-	-				
Not Migrant	330	-	-	-				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	10	8	7	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 634	Range: 616-780	650-780	696-780			
Number of Students:	256	123	14			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	342	75%	36%	4%				
Female	173	79%	35%	3%				
Male	169	70%	37%	5%				
American Indian or Alaska Native								
Black or African American	240	73%	30%	3%				
Hispanic or Latino	51	73%	35%	0%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	47	-	-	-	This test was not given in 2004-05.			
Small Group Totals	51	88%	63%	16%				
General-Education Students	272	88%	43%	5%				
Students with Disabilities	70	26%	10%	0%				
English Proficient	321	76%	37%	4%				
Limited English Proficient	21	62%	19%	0%				
Economically Disadvantaged	286	72%	31%	3%				
Not Disadvantaged	56	88%	59%	9%				
Migrant	2	-	-	-				
Not Migrant	340	-	-	-				

NOTES

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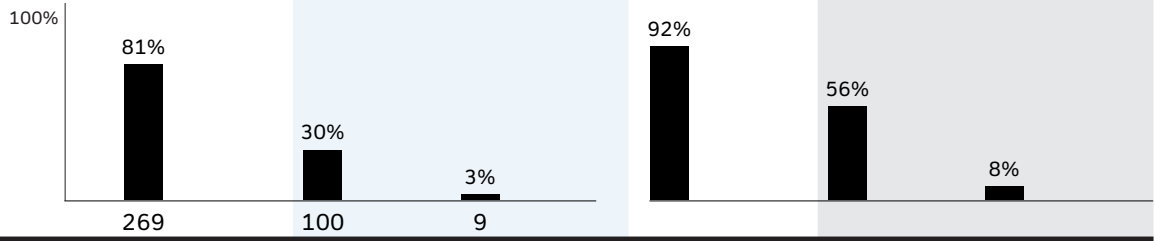
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 629	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	269	100	9	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	331	81%	30%	3%				
Female	152	84%	31%	3%				
Male	179	79%	30%	3%				
American Indian or Alaska Native								
Black or African American	232	80%	29%	1%				
Hispanic or Latino	36	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	62	85%	37%	10%	This test was not given in 2004-05.			
Small Group Totals	37	81%	27%	3%				
General-Education Students	248	92%	39%	4%				
Students with Disabilities	83	48%	4%	0%				
English Proficient	322	82%	30%	3%				
Limited English Proficient	9	56%	22%	0%				
Economically Disadvantaged	255	78%	23%	0%				
Not Disadvantaged	76	93%	55%	11%				
Migrant								
Not Migrant	331	81%	30%	3%				

NOTES

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Other Assessments

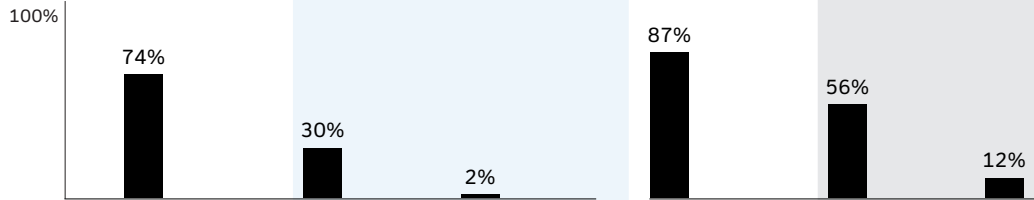
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	7	5	2	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 627	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	74%	30%	2%	87%	56%	12%
Number of Students:	250	102	8			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	336	74%	30%	2%				
Female	152	74%	30%	2%				
Male	184	74%	30%	3%				
American Indian or Alaska Native								
Black or African American	230	72%	23%	2%				
Hispanic or Latino	44	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	61	80%	54%	7%	This test was not given in 2004-05.			
Small Group Totals	45	78%	36%	0%				
General-Education Students	257	87%	38%	3%				
Students with Disabilities	79	34%	5%	0%				
English Proficient	317	75%	31%	3%				
Limited English Proficient	19	68%	26%	0%				
Economically Disadvantaged	262	71%	24%	1%				
Not Disadvantaged	74	88%	54%	8%				
Migrant								
Not Migrant	336	74%	30%	2%				

NOTES

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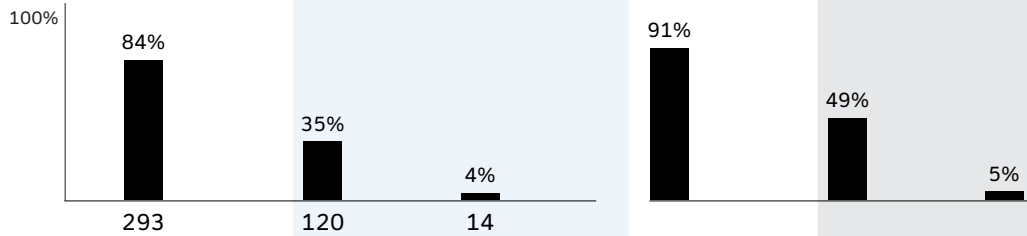
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test was not given in 2004-05.			

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 638	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	293	120	14	91%	49%	5%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	347	84%	35%	4%				
Female	185	88%	38%	5%				
Male	162	81%	30%	2%				
American Indian or Alaska Native								
Black or African American	225	84%	29%	2%				
Hispanic or Latino	44	75%	41%	2%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	50%	0%				
White	70	89%	47%	11%				
Small Group Totals								
General-Education Students	267	93%	44%	5%				
Students with Disabilities	80	58%	3%	0%				
English Proficient	336	85%	35%	4%				
Limited English Proficient	11	64%	36%	0%				
Economically Disadvantaged	259	83%	29%	2%				
Not Disadvantaged	88	90%	50%	9%				
Migrant								
Not Migrant	347	84%	35%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	7	7	5	N/A	12	9	8	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 634	616-775	650-775	701-775			
Range:						
	268	107	12			

	2-4	3-4	4
Percentage scoring at level(s):	74%	30%	3%
Percentage scoring at level(s):	85%	54%	10%

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	360	74%	30%	3%				
Female	195	75%	32%	3%				
Male	165	73%	27%	4%				
American Indian or Alaska Native								
Black or African American	228	75%	25%	1%				
Hispanic or Latino	49	78%	29%	2%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	50%	13%				
White	75	69%	43%	9%				
Small Group Totals								
General-Education Students	281	82%	37%	4%				
Students with Disabilities	79	48%	4%	0%				
English Proficient	342	75%	30%	4%				
Limited English Proficient	18	56%	28%	0%				
Economically Disadvantaged	272	71%	24%	1%				
Not Disadvantaged	88	85%	49%	9%				
Migrant	2	-	-	-				
Not Migrant	358	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

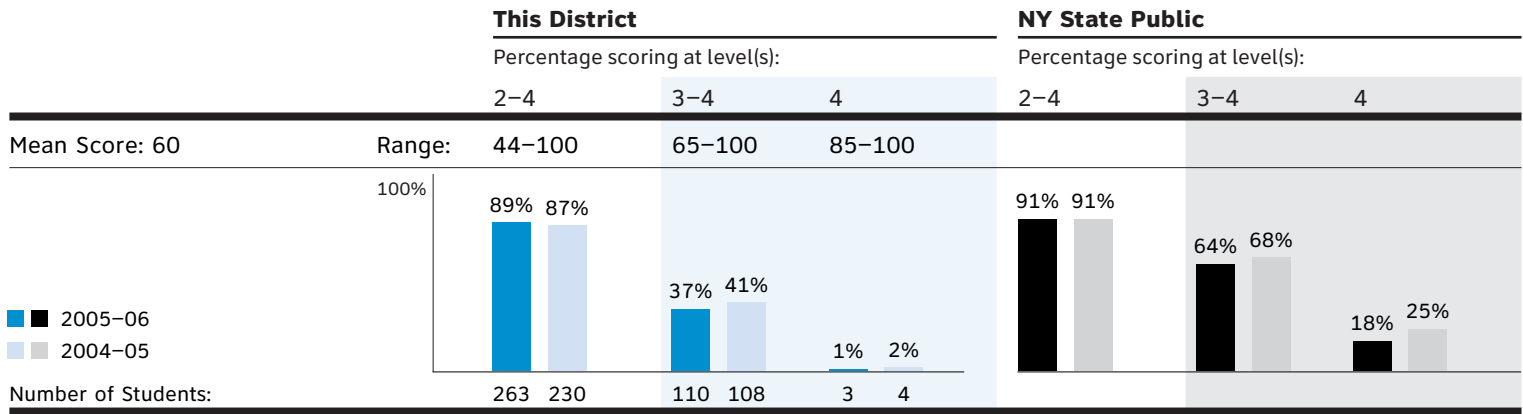
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0			

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	295	89%	37%	1%	264	87%	41%	2%
Female	157	89%	34%	1%	128	88%	36%	0%
Male	138	89%	41%	1%	136	87%	46%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	200	89%	38%	1%	188	85%	38%	0%
Hispanic or Latino	43	88%	40%	0%	34	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	100%	40%	0%	2	-	-	-
White	47	89%	34%	2%	39	87%	38%	5%
Small Group Totals					37	97%	57%	5%
General-Education Students	220	93%	43%	1%	197	94%	48%	2%
Students with Disabilities	75	77%	21%	0%	67	66%	19%	1%
English Proficient	277	90%	38%	1%	256	87%	41%	2%
Limited English Proficient	18	83%	22%	0%	8	100%	25%	0%
Economically Disadvantaged	233	89%	39%	0%	219	88%	42%	1%
Not Disadvantaged	62	90%	32%	3%	45	84%	38%	4%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	293	-	-	-	261	-	-	-

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0			
Regents Science	55	55	55	28	44	44	44	20

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

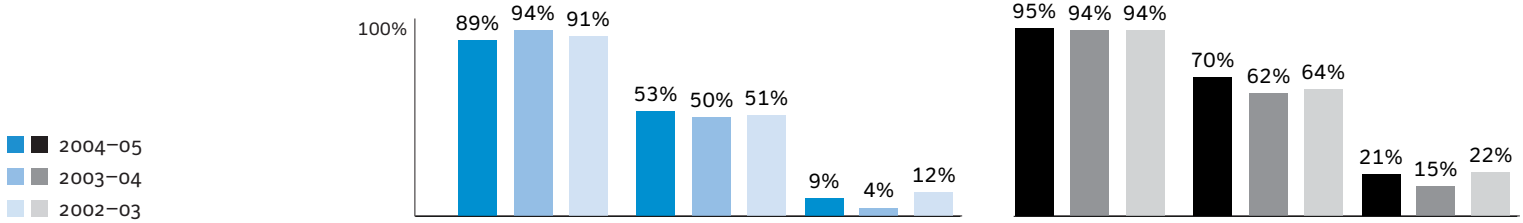
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	38	129	160	32	359	647
Feb 2004	22	167	175	15	379	645
Feb 2003	32	139	138	41	350	646

Grade 8

This School

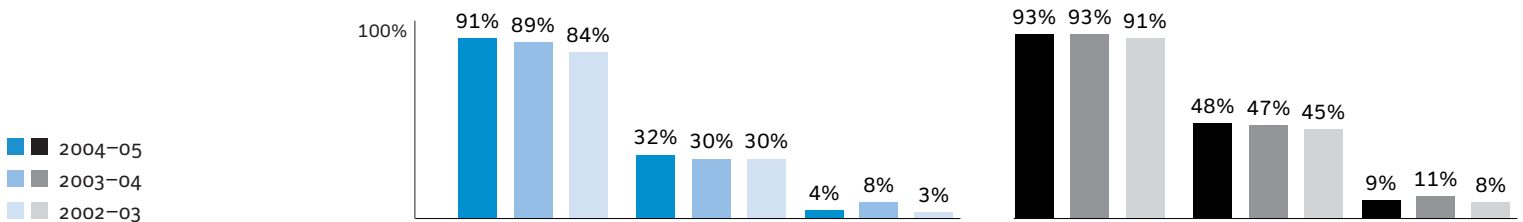
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	31	193	92	13	329	687
Jan 2004	39	208	77	28	352	688
Jan 2003	56	188	94	11	349	684

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

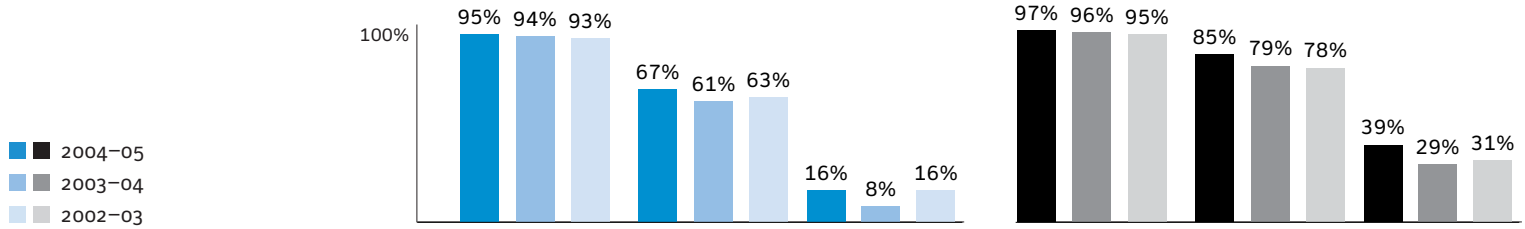
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	18	100	185	56	359	649
May 2004	25	131	209	31	396	641
May 2003	27	107	173	57	364	645

Grade 8

This School

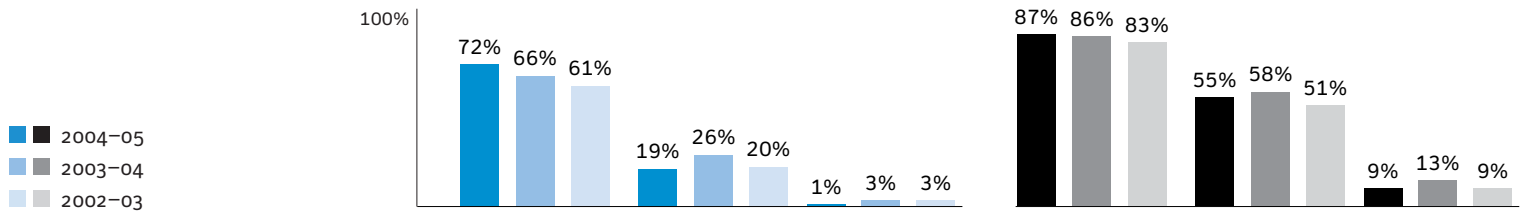
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	95	183	61	5	344	693
May 2004	125	144	84	12	365	687
May 2003	135	143	61	9	348	685

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

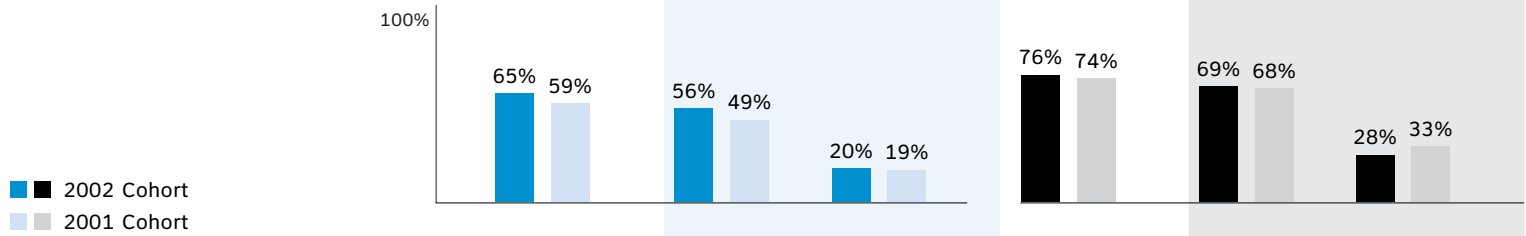
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	289	65%	56%	20%	294	59%	49%	19%
Female	142	72%	61%	21%	135	67%	57%	23%
Male	147	59%	51%	20%	159	51%	42%	16%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	164	63%	52%	12%	166	60%	49%	11%
Hispanic or Latino	31	48%	42%	10%	46	46%	33%	9%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	3	–	–	–
White	87	74%	67%	40%	77	61%	57%	40%
Small Group Totals	7	71%	71%	29%	5	80%	80%	60%
General-Education Students	229	74%	66%	25%	244	67%	57%	23%
Students with Disabilities	60	30%	15%	2%	50	18%	10%	2%
English Proficient	277	68%	58%	21%	282	58%	49%	20%
Limited English Proficient	12	8%	8%	0%	12	67%	42%	0%
Economically Disadvantaged	141	67%	53%	11%				
Not Disadvantaged	148	63%	58%	29%				
Migrant	2	–	–	–				
Not Migrant	287	–	–	–				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	1

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

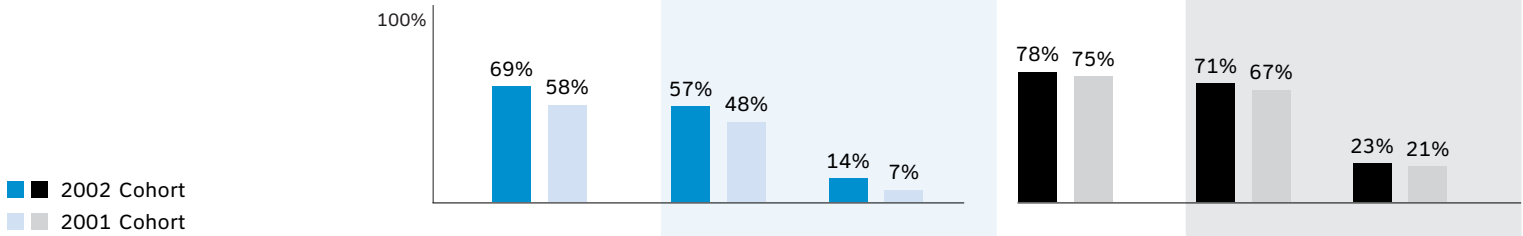
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	289	69%	57%	14%	294	58%	48%	7%
Female	142	75%	62%	13%	135	65%	53%	7%
Male	147	62%	53%	15%	159	52%	44%	8%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	164	65%	50%	5%	166	56%	43%	2%
Hispanic or Latino	31	65%	42%	13%	46	50%	41%	7%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	3	–	–	–
White	87	75%	74%	30%	77	65%	60%	19%
Small Group Totals	7	100%	100%	29%	5	100%	80%	20%
General-Education Students	229	80%	68%	17%	244	68%	56%	9%
Students with Disabilities	60	25%	17%	2%	50	12%	8%	2%
English Proficient	277	70%	59%	14%	282	57%	47%	7%
Limited English Proficient	12	42%	17%	0%	12	83%	67%	8%
Economically Disadvantaged	141	71%	54%	6%				
Not Disadvantaged	148	66%	61%	22%				
Migrant	2	–	–	–				
Not Migrant	287	–	–	–				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	1

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

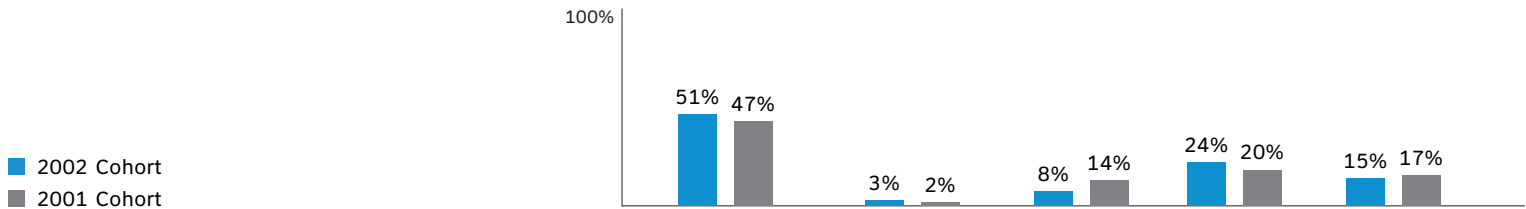
District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	289	51%	3%	8%	24%	15%
	2001	294	47%	2%	14%	20%	17%
Female	2002	142	55%	2%	6%	26%	11%
	2001	135	53%	1%	15%	19%	12%
Male	2002	147	46%	3%	10%	22%	18%
	2001	159	41%	4%	13%	20%	22%
American Indian or Alaska Native	2002	1	–	–	–	–	–
	2001	2	–	–	–	–	–
Black or African American	2002	164	46%	2%	7%	30%	14%
	2001	166	43%	2%	14%	24%	16%
Hispanic or Latino	2002	31	35%	3%	10%	19%	32%
	2001	46	33%	2%	15%	28%	22%
Asian or Native Hawaiian/Other Pacific Islander	2002	6	–	–	–	–	–
	2001	3	–	–	–	–	–
White	2002	87	64%	3%	9%	14%	9%
	2001	77	61%	3%	14%	4%	18%
Small Group Totals	2002	7	57%	0%	0%	29%	14%
	2001	5	60%	0%	0%	40%	0%
General-Education Students	2002	229	57%	0%	9%	21%	13%
	2001	244	55%	0%	13%	16%	16%
Students with Disabilities	2002	60	25%	13%	3%	37%	22%
	2001	50	4%	14%	20%	36%	26%
English Proficient	2002	277	53%	3%	8%	24%	13%
	2001	282	46%	2%	14%	20%	18%
Limited English Proficient	2002	12	0%	0%	17%	25%	58%
	2001	12	58%	0%	17%	17%	8%
Economically Disadvantaged	2002	141	40%	4%	6%	42%	9%
	2001	148	61%	2%	9%	7%	20%
Not Disadvantaged	2002	148	61%	2%	9%	7%	20%
	2001	148	61%	2%	9%	7%	20%
Migrant	2002	2	–	–	–	–	–
	2001	2	–	–	–	–	–
Not Migrant	2002	287	–	–	–	–	–
	2001	287	–	–	–	–	–

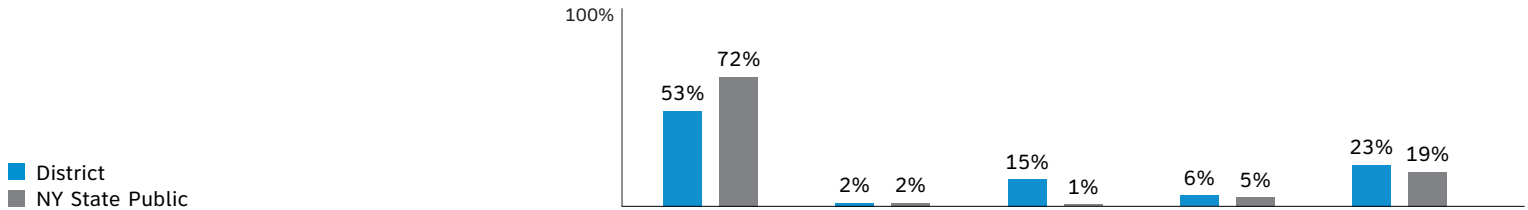
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	292	53%	2%	15%	6%	23%
Female	139	59%	1%	18%	4%	18%
Male	153	48%	4%	13%	7%	28%
American Indian or Alaska Native	2	–	–	–	–	–
Black or African American	166	50%	2%	16%	8%	23%
Hispanic or Latino	43	49%	2%	14%	9%	26%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–
White	78	62%	3%	13%	0%	23%
Small Group Totals	5	60%	0%	40%	0%	0%
General-Education Students	242	61%	0%	15%	4%	20%
Students with Disabilities	50	14%	14%	18%	16%	38%
English Proficient	281	53%	2%	15%	6%	24%
Limited English Proficient	11	64%	0%	18%	9%	9%
Economically Disadvantaged	35	17%	3%	9%	37%	34%
Not Disadvantaged	257	58%	2%	16%	2%	22%
Migrant	2	–	–	–	–	–
Not Migrant	290	–	–	–	–	–

NOTES

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