



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **POUGHKEEPSIE CITY SCHOOL  
DISTRICT**

District ID **13-15-00-01-0000**

Superintendent **LAVAL WILSON**

Telephone **(845) 451-4950**

Grades **PK-12, UE, US**

## 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.

### 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 the district's accountability status.

#### **3 Review an Overview of District Performance.**

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

### 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

## 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

	2006-07	2007-08	2008-09
Pre-K	0	0	159
Kindergarten	420	418	416
Grade 1	379	410	415
Grade 2	406	369	398
Grade 3	375	382	351
Grade 4	375	380	366
Grade 5	354	376	348
Grade 6	355	351	365
Ungraded Elementary	0	0	1
Grade 7	366	334	322
Grade 8	352	334	313
Grade 9	356	347	432
Grade 10	396	410	339
Grade 11	296	286	275
Grade 12	230	210	215
Ungraded Secondary	0	0	3
<b>Total K-12</b>	<b>4660</b>	<b>4607</b>	<b>4559</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	20	20	21
<b>Grade 8</b>			
English	20	17	19
Mathematics	19	17	18
Science	21	20	19
Social Studies	23	16	21
<b>Grade 10</b>			
English	22	19	21
Mathematics	25	19	15
Science	23	17	20
Social Studies	25	24	21

### 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**District ID **13-15-00-01-0000**

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	3154	68%	2917	63%	2777	61%
Reduced-Price Lunch	587	13%	448	10%	492	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	330	7%	347	8%	409	9%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	6	0%	6	0%	5	0%
Black or African American	2942	63%	2883	63%	2800	61%
Hispanic or Latino	848	18%	952	21%	1012	22%
Asian or Native Hawaiian/Other Pacific Islander	66	1%	52	1%	47	1%
White	798	17%	714	15%	695	15%
Multiracial	0	0%	0	0%	0	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		92%
Student Suspensions	630	14%	870	19%	756	16%

## 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**District ID **13-15-00-01-0000**

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	307	370	372
Percent with No Valid Teaching Certificate	3%	1%	0%
Percent Teaching Out of Certification	4%	5%	1%
Percent with Fewer Than Three Years of Experience	8%	10%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	15%	18%
<b>Total Number of Core Classes</b>	773	932	1065
Percent Not Taught by Highly Qualified Teachers	5%	7%	1%
<b>Total Number of Classes</b>	1056	1148	1293
Percent Taught by Teachers Without Appropriate Certification	4%	6%	2%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	N/A	12%
Turnover Rate of All Teachers	14%	14%	11%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	39	52	35
Total Paraprofessionals*	98	108	118
Assistant Principals	6	7	8
Principals	9	9	10

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## 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 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



### 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 2008–09 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

### 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs for each grade level 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](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

### 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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

### 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.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2009–10)

#### Improvement (Year 1)

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 1)

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✗	✗	
<b>Student groups making AYP in each subject</b>	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✗ 1 of 6	✗ 2 of 6	✗ 0 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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) |
| Pending – Requires Special Evaluation |  |

























## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 7 of 7 Student groups making AYP in English language arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09    2009–10
<b>All Students</b> (2101:2026)			100%		157	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (1309:1263)			100%		154	141	
Hispanic or Latino (457:435)			100%		158	139	
Asian or Native Hawaiian/Other Pacific Islander (20:20)	—	—	—	—	—	—	—
White (313:306)			99%		171	138	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (515:492)			99%		116	139	107    124
Limited English Proficient <sup>5</sup> (144:174)			99%		136	136	
Economically Disadvantaged (1778:1708)			100%		154	141	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 7 of 7 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (2097:2019)			100%		166	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (1307:1249)			100%		161	116	
Hispanic or Latino (449:442)			100%		171	114	
Asian or Native Hawaiian/Other Pacific Islander (20:20)	—	—	—	—	—	—	—
White (319:306)			99%		181	113	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (515:493)			99%		122	114	
Limited English Proficient <sup>5</sup> (143:186)			100%		156	111	
Economically Disadvantaged (1768:1699)			100%		163	116	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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
















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (689:650)		Qualified		99%		168	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (429:399)		Qualified		98%		165	100	
Hispanic or Latino (139:135)		Qualified		100%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (8:8)	—	—	—	—	—	—	—	—
White (112:107)		Qualified		99%		180	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (171:157)		Qualified		98%		131	100	
Limited English Proficient <sup>4</sup> (39:52)		Qualified	—	—		144	100	
Economically Disadvantaged (575:542)		Qualified		99%		166	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.


<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.


<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

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



















## Secondary-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 1 of 6 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>								
<b>All Students</b> (266:257)			99%		148	164	151‡	153
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (167:158)			99%		146	163	148	151
Hispanic or Latino (39:34)		–	–		129	154	151‡	136
Asian or Native Hawaiian/Other Pacific Islander (4:3)	–	–	–	–	–	–	–	–
White (56:62)			96%		160	159		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (57:61)			96%		98	159	97‡	108
Limited English Proficient <sup>5</sup> (8:9)	–	–	–	–	–	–	–	–
Economically Disadvantaged (151:153)			99%		142	163	145‡	148
<b>Final AYP Determination</b>		1 of 6						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> 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.


<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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



















## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 2 of 6 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>								
<b>All Students</b> (266:257)			100%		157	159	159‡	161
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (167:158)			100%		150	158	158	155
Hispanic or Latino (39:34)		–	–		162	149		
Asian or Native Hawaiian/Other Pacific Islander (4:3)	–	–	–	–	–	–		–
White (56:62)			98%		169	154		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (57:61)			100%		103	154	112‡	113
Limited English Proficient <sup>5</sup> (8:9)	–	–	–	–	–	–		–
Economically Disadvantaged (151:153)			100%		152	158	158‡	157
<b>Final AYP Determination</b>	 2 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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









## Graduation Rate

**Accountability Status**  Improvement (Year 1)  
**for This Indicator**  
**(2009–10)**

**Accountability Measures** 0 of 1 Student groups making AYP in graduation rate  
 Did not make AYP

**Prospective Status** To be removed from improvement status in Graduates, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2009-10, the district will be In Need of Improvement (Year 2) in 2010-11. If this district makes AYP in 2009-10, the district will remain In Need of Improvement (Year 1) in 2010-11. [211]

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

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (338)			46%	55%	50%	47%
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (218)			49%	55%	47%	50%
Hispanic or Latino (55)			40%	55%	41%	41%
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–		
White (61)			44%	55%	55%	45%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (92)			26%	55%	33%	27%
Limited English Proficient <sup>2</sup> (6)		–	–	–		
Economically Disadvantaged (181)			46%	55%	47%	47%
<b>Final AYP Determination</b>		0 of 1				

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**District ID **13-15-00-01-0000**

## Summary of 2008–09 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	53%			347
Grade 4	57%			374
Grade 5	69%			342
Grade 6	65%			361
Grade 7	69%			330
Grade 8	49%			313

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	81%			346
Grade 4	64%			371
Grade 5	73%			345
Grade 6	68%			360
Grade 7	83%			340
Grade 8	68%			318

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	79%			375
Grade 8	61%			263

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	54%			336
Mathematics	56%			336

### 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](http://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.

## 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
2009 Mean Score: 650	616-780	650-780	720-780			
2008 Mean Score: 652						
Number of Tested Students:	316	328	185	178	6	15

## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>347</b>	<b>91%</b>	<b>53%</b>	<b>2%</b>	<b>365</b>	<b>90%</b>	<b>49%</b>	<b>4%</b>
Female	153	93%	54%	3%	191	91%	50%	3%
Male	194	89%	53%	1%	174	89%	47%	5%
American Indian or Alaska Native	1	-	-	-				
Black or African American	222	90%	52%	2%	219	89%	45%	2%
Hispanic or Latino	81	93%	49%	1%	84	93%	44%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	9	78%	67%	0%
White	40	-	-	-	53	91%	70%	11%
Multiracial								
Small Group Totals	44	93%	68%	2%	278	98%	59%	5%
General-Education Students	272	97%	61%	2%	278	98%	59%	5%
Students with Disabilities	75	69%	27%	0%	87	64%	15%	1%
English Proficient	302	91%	55%	2%	332	91%	52%	5%
Limited English Proficient	45	89%	42%	0%	33	82%	18%	0%
Economically Disadvantaged	301	91%	51%	2%	306	90%	46%	4%
Not Disadvantaged	46	93%	65%	2%	59	90%	63%	7%
Migrant	4	-	-	-	2	-	-	-
Not Migrant	343	-	-	-	363	-	-	-

### NOTES

The - symbol indicates that data for a group of students have 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.

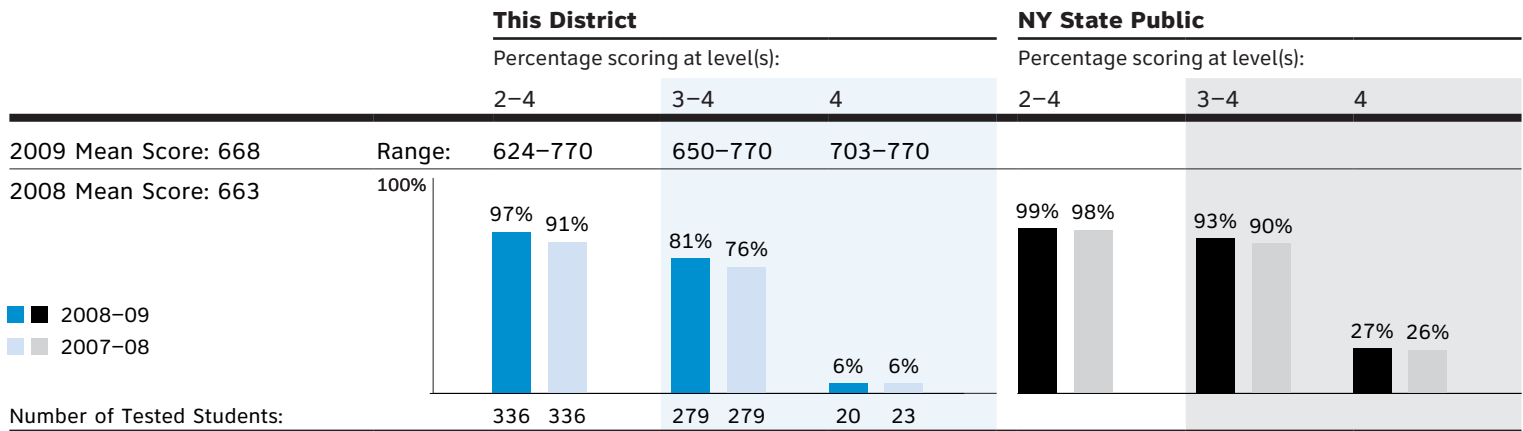
## Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.



## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>346</b>	<b>97%</b>	<b>81%</b>	<b>6%</b>	<b>368</b>	<b>91%</b>	<b>76%</b>	<b>6%</b>
Female	153	97%	77%	7%	194	95%	79%	7%
Male	193	97%	83%	5%	174	87%	72%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	220	96%	75%	4%	220	88%	73%	5%
Hispanic or Latino	80	100%	93%	4%	85	99%	76%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	9	-	-	-
White	42	-	-	-	53	92%	83%	9%
Multiracial								
Small Group Totals	46	98%	89%	17%	10	100%	90%	10%
General-Education Students	271	100%	88%	7%	282	99%	87%	7%
Students with Disabilities	75	88%	55%	0%	86	65%	40%	2%
English Proficient	299	97%	79%	6%	335	90%	77%	7%
Limited English Proficient	47	100%	89%	2%	33	100%	61%	0%
Economically Disadvantaged	300	97%	80%	5%	308	91%	74%	6%
Not Disadvantaged	46	100%	87%	11%	60	92%	83%	8%
Migrant	4	-	-	-	2	-	-	-
Not Migrant	342	-	-	-	366	-	-	-

### NOTES

The - symbol indicates that data for a group of students have 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

	2008-09 School Year			2007-08 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	-	-	-	3	-	-	-

## 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
2009 Mean Score: 649	612-775	650-775	716-775			
2008 Mean Score: 645						
Number of Tested Students:	337	312	214	185	1	5

## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>374</b>	<b>90%</b>	<b>57%</b>	<b>0%</b>	<b>361</b>	<b>86%</b>	<b>51%</b>	<b>1%</b>
Female	193	91%	61%	1%	178	89%	58%	3%
Male	181	90%	54%	0%	183	84%	45%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	226	88%	54%	0%	232	85%	49%	2%
Hispanic or Latino	83	94%	59%	0%	75	87%	53%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	57	91%	65%	2%	51	-	-	-
Multiracial								
Small Group Totals	8	100%	63%	0%	54	91%	59%	0%
General-Education Students	288	98%	69%	0%	269	96%	62%	2%
Students with Disabilities	86	63%	17%	0%	92	60%	20%	0%
English Proficient	345	91%	60%	0%	342	87%	53%	1%
Limited English Proficient	29	83%	24%	0%	19	79%	21%	0%
Economically Disadvantaged	321	89%	54%	0%	314	86%	48%	1%
Not Disadvantaged	53	94%	75%	2%	47	89%	74%	4%
Migrant					1	-	-	-
Not Migrant	374	90%	57%	0%	360	-	-	-

### NOTES

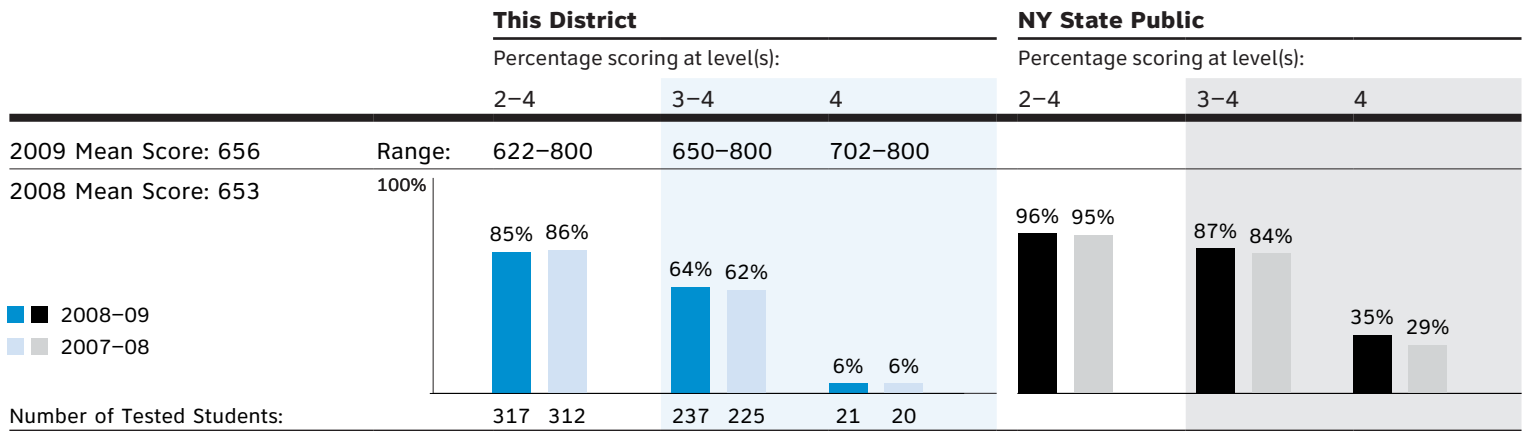
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## Other Assessments

	2008-09 School Year				2007-08 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	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	4	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>371</b>	<b>85%</b>	<b>64%</b>	<b>6%</b>	<b>363</b>	<b>86%</b>	<b>62%</b>	<b>6%</b>
Female	192	89%	69%	6%	180	89%	68%	3%
Male	179	82%	59%	5%	183	83%	56%	8%
American Indian or Alaska Native	1	-	-	-				
Black or African American	224	84%	60%	4%	232	86%	59%	6%
Hispanic or Latino	82	84%	65%	6%	77	86%	66%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	57	91%	74%	14%	51	-	-	-
Multiracial								
Small Group Totals	8	100%	88%	0%	54	85%	69%	4%
General-Education Students	285	96%	76%	7%	270	94%	71%	7%
Students with Disabilities	86	51%	24%	0%	93	61%	34%	2%
English Proficient	342	87%	65%	6%	341	87%	63%	6%
Limited English Proficient	29	62%	45%	0%	22	73%	41%	0%
Economically Disadvantaged	317	85%	62%	4%	317	85%	59%	4%
Not Disadvantaged	54	91%	72%	13%	46	93%	83%	15%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	370	-	-	-	362	-	-	-

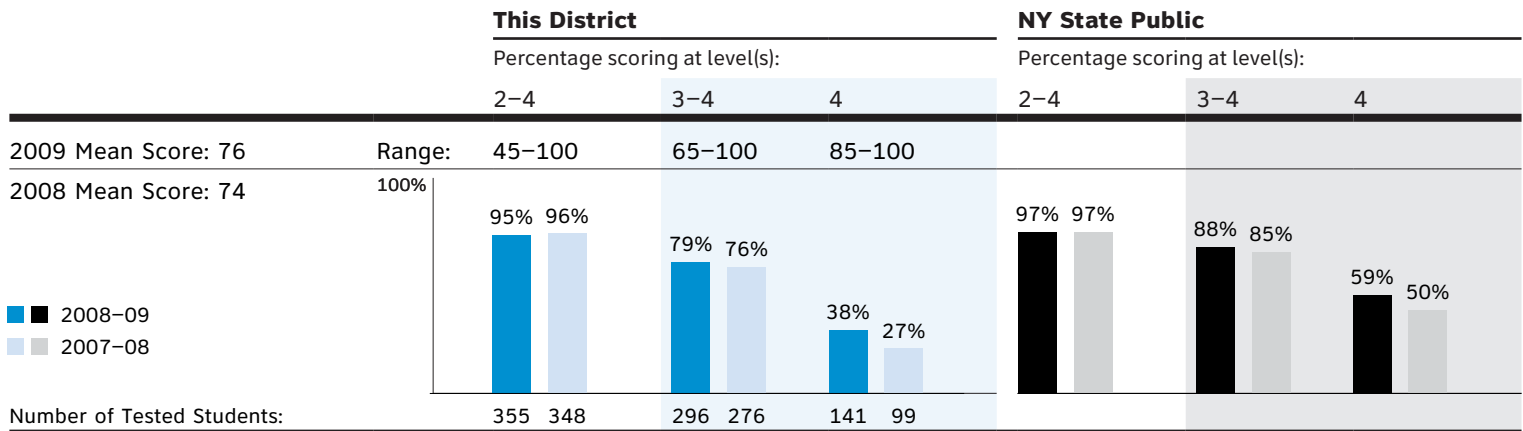
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	2	-	-	-	2	-	-	-

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>375</b>	<b>95%</b>	<b>79%</b>	<b>38%</b>	<b>362</b>	<b>96%</b>	<b>76%</b>	<b>27%</b>
Female	194	97%	81%	37%	179	99%	76%	30%
Male	181	92%	76%	39%	183	93%	77%	25%
American Indian or Alaska Native	1	-	-	-				
Black or African American	227	93%	76%	32%	231	96%	77%	26%
Hispanic or Latino	83	98%	77%	36%	78	97%	73%	22%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	2	-	-	-
White	57	96%	89%	60%	51	-	-	-
Multiracial								
Small Group Totals	8	100%	100%	63%	53	96%	79%	40%
General-Education Students	288	99%	89%	44%	272	99%	82%	32%
Students with Disabilities	87	80%	46%	15%	90	89%	58%	13%
English Proficient	347	95%	80%	39%	339	96%	79%	29%
Limited English Proficient	28	93%	64%	14%	23	91%	39%	0%
Economically Disadvantaged	321	95%	78%	34%	317	96%	74%	24%
Not Disadvantaged	54	94%	87%	57%	45	100%	91%	53%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	374	-	-	-	361	-	-	-

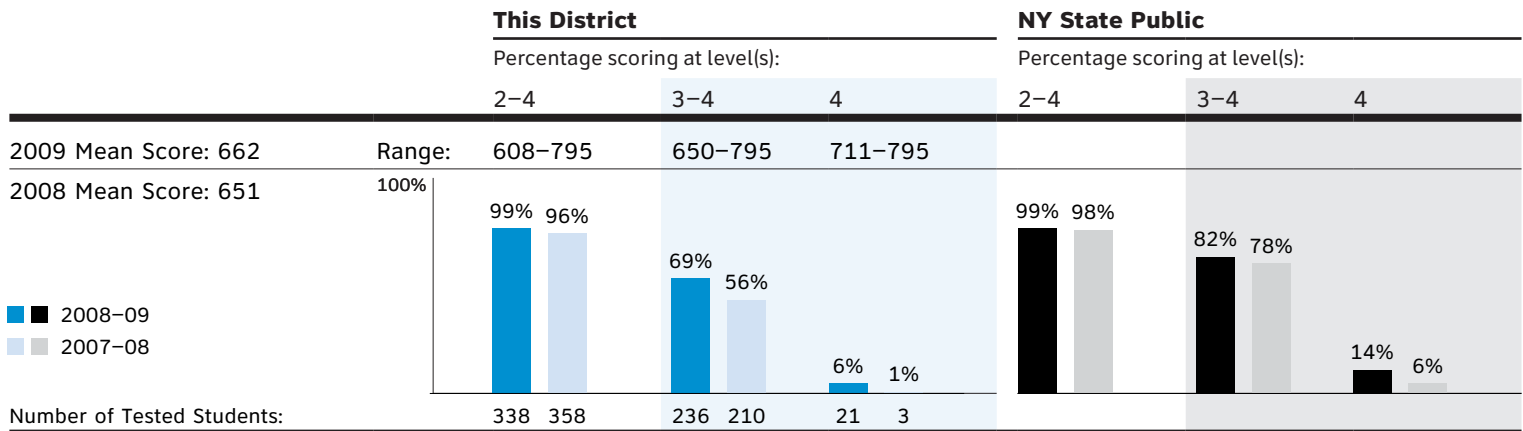
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	2	-	-	-	2	-	-	-

## This District's Results in Grade 5 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>342</b>	<b>99%</b>	<b>69%</b>	<b>6%</b>	<b>373</b>	<b>96%</b>	<b>56%</b>	<b>1%</b>
Female	167	100%	75%	8%	184	97%	59%	1%
Male	175	98%	63%	5%	189	95%	53%	1%
American Indian or Alaska Native								
Black or African American	219	99%	67%	4%	228	96%	56%	0%
Hispanic or Latino	77	99%	66%	8%	75	96%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	80%	0%
White	44	-	-	-	65	94%	57%	3%
Multiracial								
Small Group Totals	46	100%	83%	13%	282	99%	68%	1%
General-Education Students	247	100%	83%	7%	282	99%	68%	1%
Students with Disabilities	95	96%	32%	3%	91	86%	19%	0%
English Proficient	319	99%	71%	6%	359	96%	58%	1%
Limited English Proficient	23	100%	39%	9%	14	86%	7%	0%
Economically Disadvantaged	296	99%	67%	5%	317	96%	54%	1%
Not Disadvantaged	46	100%	85%	15%	56	98%	70%	2%
Migrant	1	-	-	-				
Not Migrant	341	-	-	-	373	96%	56%	1%

### NOTES

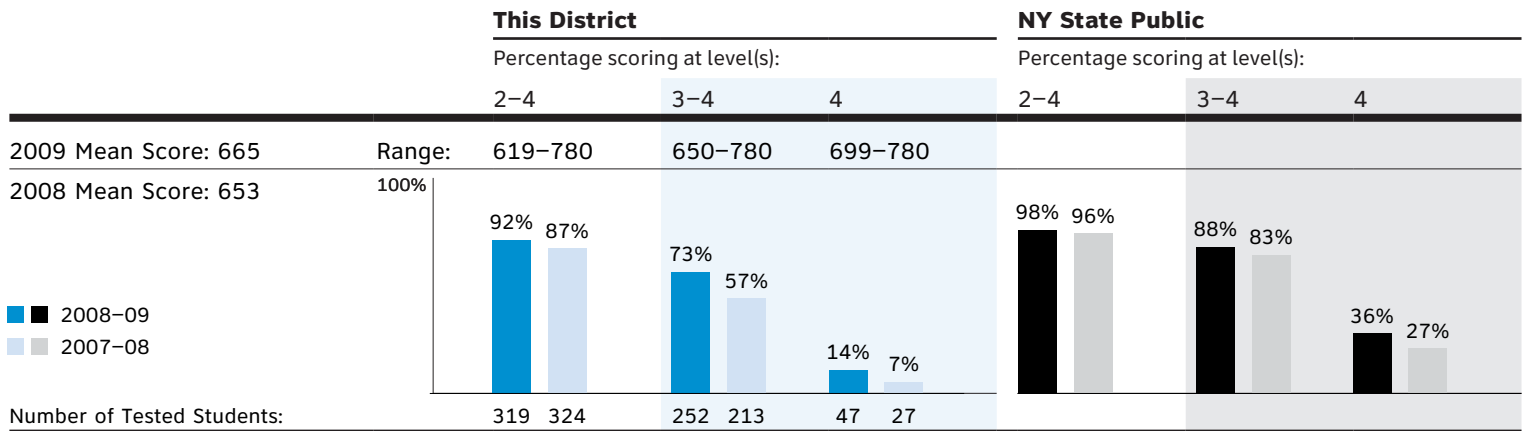
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 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	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>345</b>	<b>92%</b>	<b>73%</b>	<b>14%</b>	<b>373</b>	<b>87%</b>	<b>57%</b>	<b>7%</b>
Female	168	96%	77%	13%	187	88%	58%	7%
Male	177	89%	69%	15%	186	86%	56%	8%
American Indian or Alaska Native								
Black or African American	219	91%	69%	12%	228	87%	53%	5%
Hispanic or Latino	80	94%	79%	14%	76	86%	61%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	0%
White	44	-	-	-	64	88%	66%	20%
Multiracial								
Small Group Totals	46	98%	83%	22%	280	94%	69%	10%
General-Education Students	251	100%	86%	17%	280	94%	69%	10%
Students with Disabilities	94	73%	38%	5%	93	65%	22%	0%
English Proficient	317	92%	74%	14%	359	87%	58%	8%
Limited English Proficient	28	93%	61%	11%	14	79%	21%	0%
Economically Disadvantaged	298	91%	70%	11%	318	86%	55%	5%
Not Disadvantaged	47	100%	94%	30%	55	93%	69%	20%
Migrant	2	-	-	-				
Not Migrant	343	-	-	-	373	87%	57%	7%

### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	1	-	-	-

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 654	598-785	650-785	696-785*			
2008 Mean Score: 648						
	100%	99%	65%	100%	98%	81%
		47%	1%		67%	9%
			1%			5%
Number of Tested Students:	361	332	233	160	2	2

## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>361</b>	<b>100%</b>	<b>65%</b>	<b>1%</b>	<b>337</b>	<b>99%</b>	<b>47%</b>	<b>1%</b>
Female	173	100%	65%	1%	159	98%	54%	1%
Male	188	100%	64%	0%	178	99%	42%	0%
American Indian or Alaska Native								
Black or African American	222	100%	60%	0%	202	99%	46%	0%
Hispanic or Latino	77	100%	73%	0%	74	99%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	59	-	-	-	58	-	-	-
Multiracial								
Small Group Totals	62	100%	69%	3%	61	97%	61%	3%
General-Education Students	280	100%	71%	1%	266	99%	56%	1%
Students with Disabilities	81	100%	41%	0%	71	96%	15%	0%
English Proficient	349	100%	66%	1%	328	99%	49%	1%
Limited English Proficient	12	100%	25%	0%	9	78%	0%	0%
Economically Disadvantaged	309	100%	62%	0%	274	98%	44%	0%
Not Disadvantaged	52	100%	79%	2%	63	100%	63%	2%
Migrant					1	-	-	-
Not Migrant	361	100%	65%	1%	336	-	-	-

### NOTES

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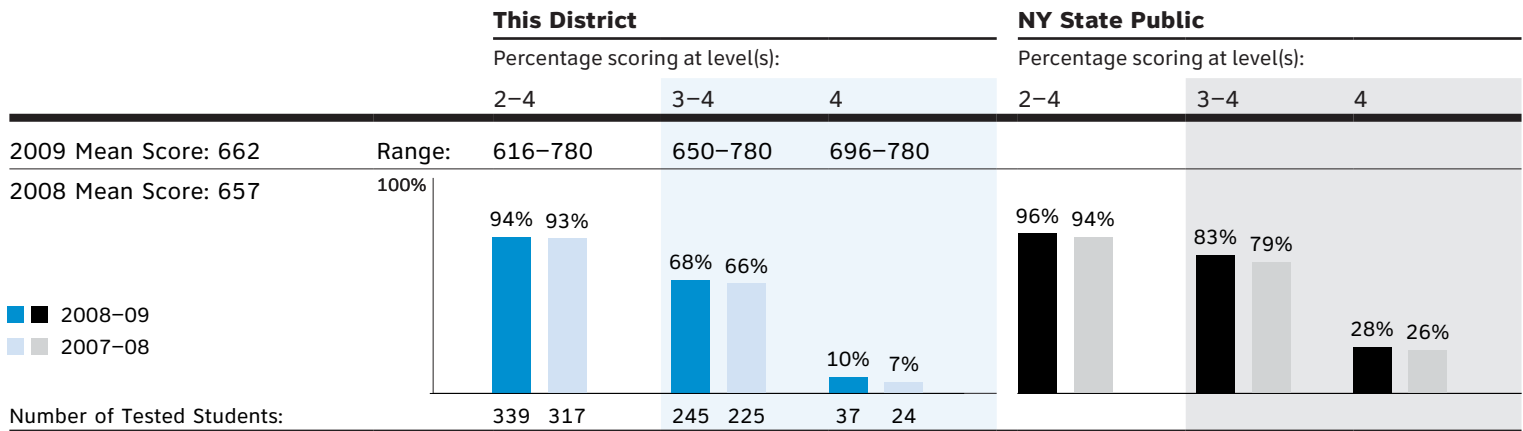
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	7	5	3	0
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	5	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>360</b>	<b>94%</b>	<b>68%</b>	<b>10%</b>	<b>341</b>	<b>93%</b>	<b>66%</b>	<b>7%</b>
Female	173	94%	68%	9%	159	96%	70%	6%
Male	187	94%	68%	11%	182	91%	63%	8%
American Indian or Alaska Native								
Black or African American	219	93%	63%	6%	199	93%	63%	6%
Hispanic or Latino	78	96%	69%	12%	79	91%	65%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	60	-	-	-	60	-	-	-
Multiracial								
Small Group Totals	63	97%	86%	24%	63	95%	78%	16%
General-Education Students	278	97%	73%	12%	271	95%	73%	9%
Students with Disabilities	82	83%	51%	6%	70	86%	37%	0%
English Proficient	346	95%	70%	11%	326	95%	68%	7%
Limited English Proficient	14	86%	29%	0%	15	47%	27%	7%
Economically Disadvantaged	307	93%	66%	9%	279	93%	64%	5%
Not Disadvantaged	53	98%	81%	17%	62	94%	74%	16%
Migrant					1	-	-	-
Not Migrant	360	94%	68%	10%	340	-	-	-

### NOTES

The - symbol indicates that data for a group of students have 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

	2008-09 School Year			2007-08 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	-	-	-	7	7	5	1



## 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
2009 Mean Score: 656	600-790	650-790	705-790*			
2008 Mean Score: 649						
Number of Tested Students:	330	319	229	168	2	2

## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>330</b>	<b>100%</b>	<b>69%</b>	<b>1%</b>	<b>324</b>	<b>98%</b>	<b>52%</b>	<b>1%</b>
Female	157	100%	76%	1%	153	99%	62%	1%
Male	173	100%	63%	0%	171	98%	43%	1%
American Indian or Alaska Native								
Black or African American	204	100%	65%	0%	213	99%	47%	0%
Hispanic or Latino	68	100%	68%	0%	54	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	54	-	-	-	56	98%	68%	2%
Multiracial								
Small Group Totals	58	100%	86%	2%	55	98%	55%	0%
General-Education Students	251	100%	80%	1%	236	100%	62%	1%
Students with Disabilities	79	100%	35%	0%	88	95%	24%	0%
English Proficient	322	100%	71%	1%	318	99%	53%	1%
Limited English Proficient	8	100%	0%	0%	6	83%	17%	0%
Economically Disadvantaged	268	100%	67%	1%	257	98%	47%	0%
Not Disadvantaged	62	100%	81%	0%	67	100%	72%	1%
Migrant								
Not Migrant	330	100%	69%	1%	324	98%	52%	1%

### NOTES

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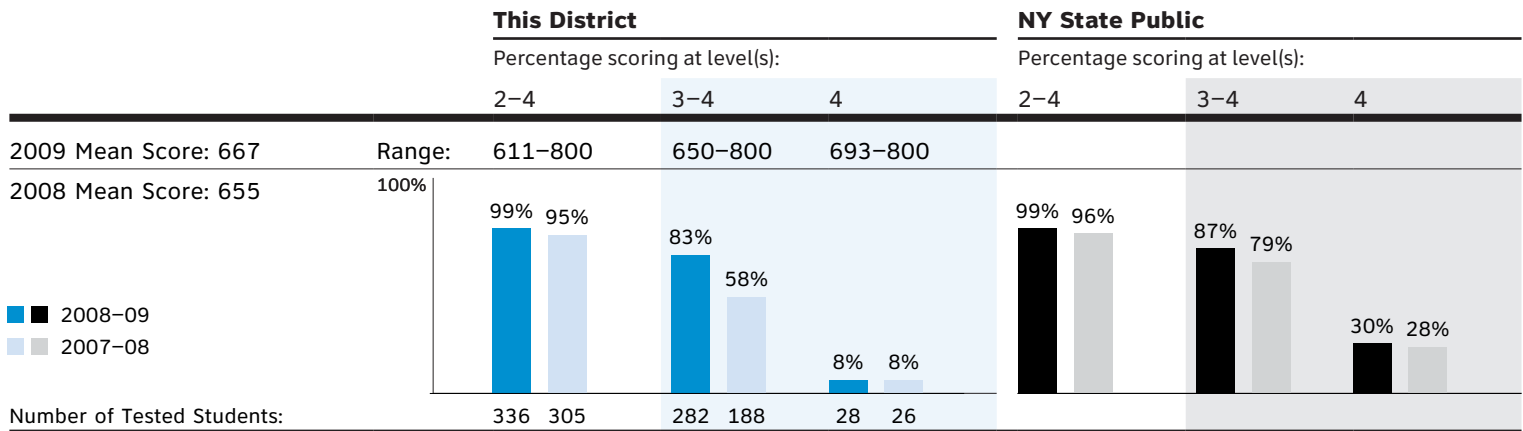
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 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	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	N/A	N/A	N/A	5	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>340</b>	<b>99%</b>	<b>83%</b>	<b>8%</b>	<b>322</b>	<b>95%</b>	<b>58%</b>	<b>8%</b>
Female	158	100%	87%	8%	151	95%	60%	10%
Male	182	98%	79%	9%	171	95%	57%	6%
American Indian or Alaska Native								
Black or African American	208	99%	80%	5%	211	94%	52%	6%
Hispanic or Latino	73	99%	82%	5%	55	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	55	-	-	-	55	98%	73%	13%
Multiracial								
Small Group Totals	59	98%	93%	22%	56	93%	68%	11%
General-Education Students	259	99%	93%	11%	237	99%	71%	11%
Students with Disabilities	81	98%	49%	0%	85	82%	22%	0%
English Proficient	327	99%	85%	9%	312	96%	59%	8%
Limited English Proficient	13	92%	38%	0%	10	60%	30%	0%
Economically Disadvantaged	278	99%	81%	5%	258	94%	57%	7%
Not Disadvantaged	62	98%	90%	21%	64	98%	66%	14%
Migrant	1	-	-	-				
Not Migrant	339	-	-	-	322	95%	58%	8%

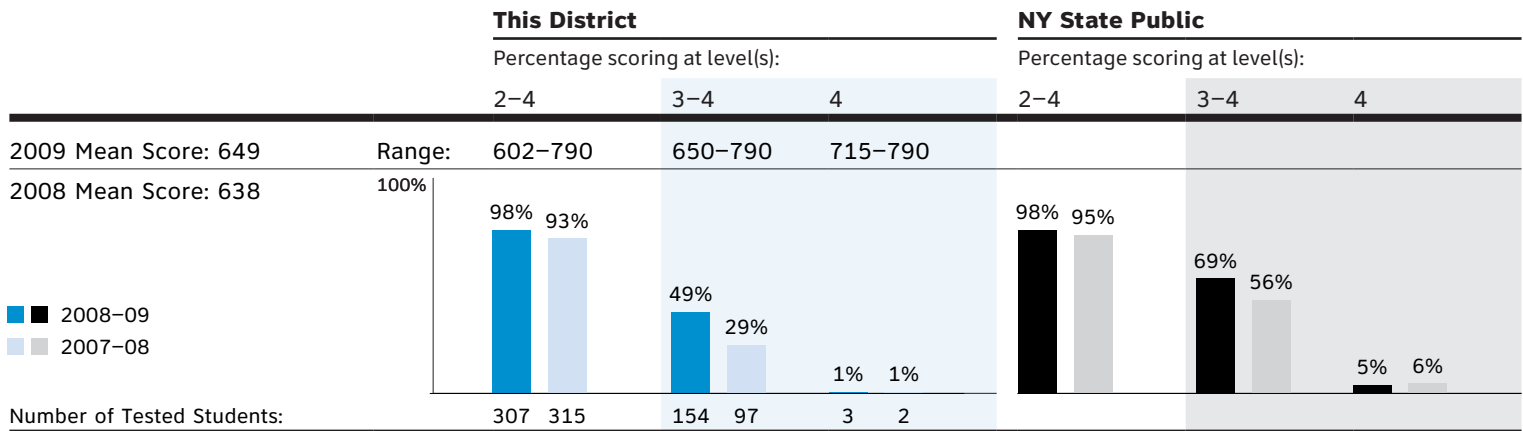
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	2	-	-	-	2	-	-	-

## This District's Results in Grade 8 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>313</b>	<b>98%</b>	<b>49%</b>	<b>1%</b>	<b>338</b>	<b>93%</b>	<b>29%</b>	<b>1%</b>
Female	148	98%	54%	1%	180	98%	37%	1%
Male	165	98%	45%	1%	158	88%	20%	0%
American Indian or Alaska Native								
Black or African American	205	99%	44%	0%	237	92%	26%	0%
Hispanic or Latino	54	94%	54%	2%	56	96%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	53	-	-	-	42	-	-	-
Multiracial								
Small Group Totals	54	100%	63%	2%	45	96%	44%	2%
General-Education Students	230	100%	63%	1%	269	98%	35%	1%
Students with Disabilities	83	94%	10%	0%	69	75%	3%	0%
English Proficient	304	99%	51%	1%	327	94%	30%	1%
Limited English Proficient	9	67%	0%	0%	11	82%	0%	0%
Economically Disadvantaged	259	98%	44%	0%	276	93%	26%	0%
Not Disadvantaged	54	100%	76%	4%	62	95%	39%	2%
Migrant								
Not Migrant	313	98%	49%	1%	338	93%	29%	1%

### NOTES

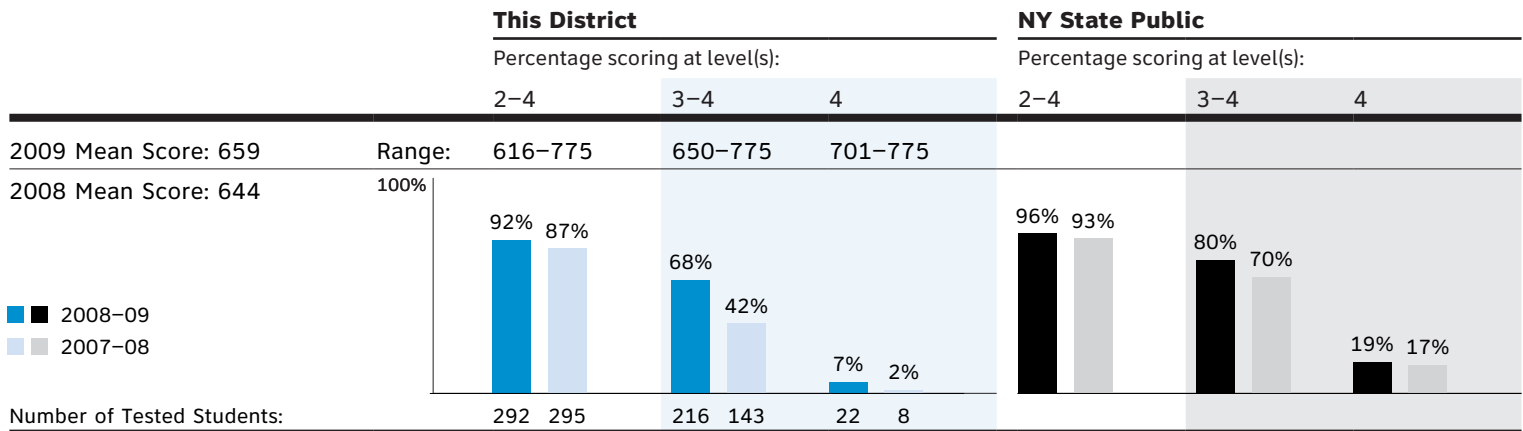
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## Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	5	4	2	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>318</b>	<b>92%</b>	<b>68%</b>	<b>7%</b>	<b>341</b>	<b>87%</b>	<b>42%</b>	<b>2%</b>
Female	153	90%	67%	8%	185	89%	44%	3%
Male	165	93%	69%	6%	156	83%	39%	1%
American Indian or Alaska Native								
Black or African American	206	90%	65%	6%	234	85%	39%	1%
Hispanic or Latino	56	95%	66%	5%	59	93%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	55	-	-	-	45	-	-	-
Multiracial								
Small Group Totals	56	96%	80%	11%	48	88%	56%	13%
General-Education Students	236	97%	78%	9%	273	93%	49%	3%
Students with Disabilities	82	78%	39%	0%	68	60%	12%	0%
English Proficient	306	92%	70%	7%	329	87%	43%	2%
Limited English Proficient	12	75%	17%	0%	12	83%	17%	0%
Economically Disadvantaged	260	91%	65%	5%	276	87%	40%	1%
Not Disadvantaged	58	97%	81%	14%	65	86%	51%	6%
Migrant								
Not Migrant	318	92%	68%	7%	341	87%	42%	2%

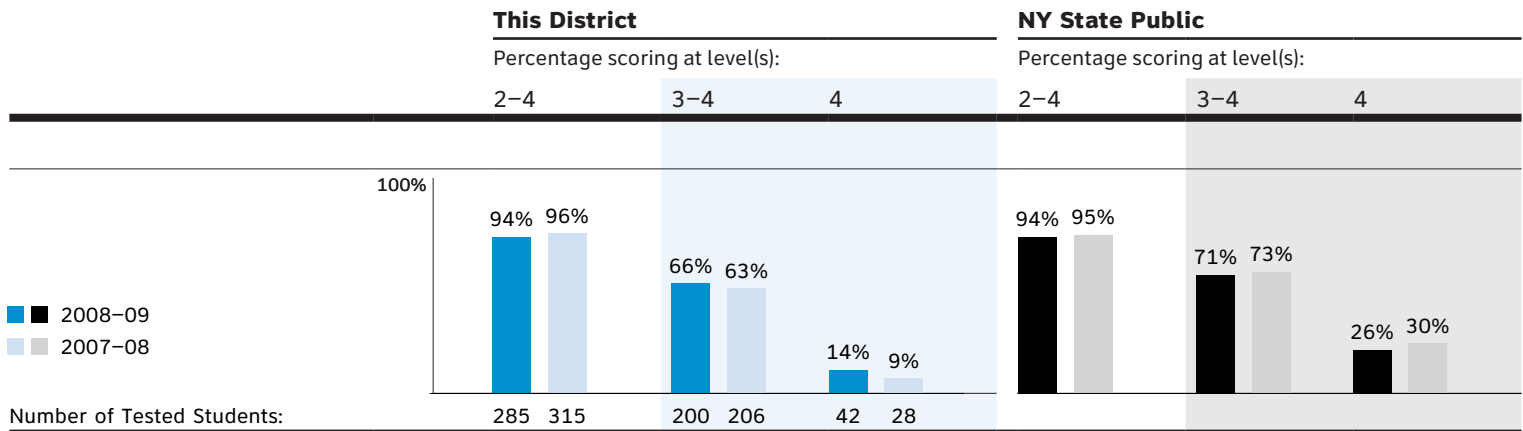
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	5	4	3	1

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>263</b>	<b>93%</b>	<b>61%</b>	<b>7%</b>	<b>292</b>	<b>96%</b>	<b>58%</b>	<b>5%</b>
Female	127	93%	61%	5%	153	99%	58%	1%
Male	136	93%	61%	10%	139	92%	59%	9%
American Indian or Alaska Native								
Black or African American	176	93%	61%	4%	207	94%	56%	2%
Hispanic or Latino	47	91%	51%	13%	52	98%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	39	-	-	-	31	-	-	-
Multiracial								
Small Group Totals	40	95%	73%	15%	33	100%	73%	15%
General-Education Students	186	96%	67%	9%	229	98%	65%	6%
Students with Disabilities	77	86%	45%	3%	63	86%	33%	2%
English Proficient	252	94%	63%	8%	279	96%	59%	5%
Limited English Proficient	11	64%	9%	0%	13	92%	38%	0%
Economically Disadvantaged	221	93%	58%	6%	247	96%	56%	4%
Not Disadvantaged	42	95%	74%	14%	45	93%	69%	7%
Migrant								
Not Migrant	263	93%	61%	7%	292	96%	58%	5%

### NOTES

The - symbol indicates that data for a group of students have 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

	2008-09 School Year				2007-08 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	-	-	-	5	4	3	2
Regents Science	40	40	40	23	36	36	36	14

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

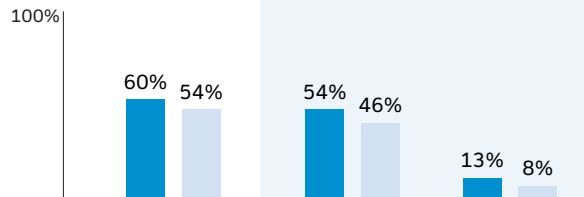
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

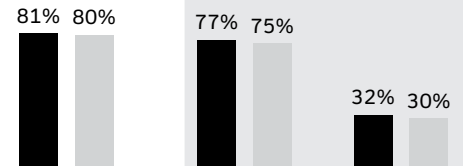
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

### 2004 Cohort\*\*

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>336</b>	<b>60%</b>	<b>54%</b>	<b>13%</b>	<b>340</b>	<b>54%</b>	<b>46%</b>	<b>8%</b>
Female	165	62%	56%	16%	167	62%	54%	8%
Male	171	58%	53%	10%	173	47%	39%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	210	60%	53%	10%	220	55%	44%	4%
Hispanic or Latino	50	-	-	-	55	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	73	68%	64%	25%	61	56%	54%	20%
Multiracial								
Small Group Totals	53	51%	47%	8%	59	53%	47%	8%
General-Education Students	250	67%	63%	17%	247	65%	55%	10%
Students with Disabilities	86	40%	29%	0%	93	26%	23%	1%
English Proficient	325	62%	56%	13%	334	55%	47%	8%
Limited English Proficient	11	18%	18%	0%	6	33%	17%	0%
Economically Disadvantaged	206	59%	51%	9%	181	56%	45%	5%
Not Disadvantaged	130	62%	60%	18%	159	53%	48%	11%
Migrant					1	-	-	-
Not Migrant	336	60%	54%	13%	339	-	-	-

### NOTES

The - symbol indicates that data for a group of students have 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 Cohort

Number of Students      Number scoring at level(s):  
2-4      3-4      4

### 2004 Cohort

Number of Students      Number scoring at level(s):  
2-4      3-4      4

New York State Alternate Assessment (NYSAA): High School Equivalent \*\*\*

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

## 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

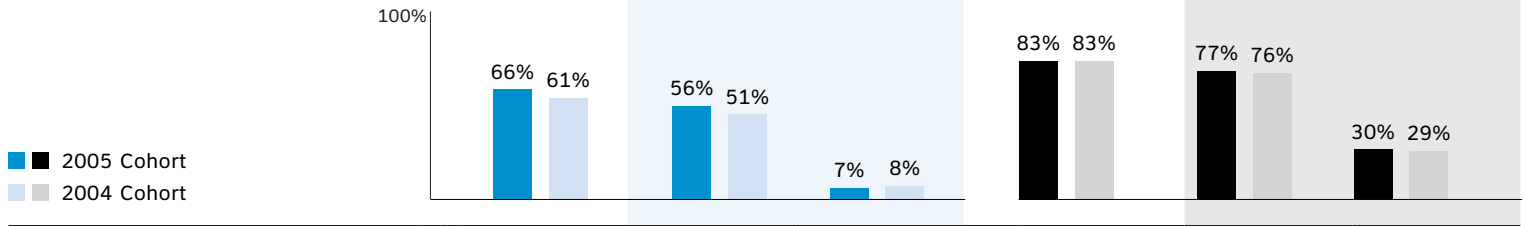
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>336</b>	<b>66%</b>	<b>56%</b>	<b>7%</b>	<b>340</b>	<b>61%</b>	<b>51%</b>	<b>8%</b>
Female	165	67%	57%	7%	167	70%	58%	7%
Male	171	65%	54%	8%	173	53%	45%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	210	65%	52%	4%	220	61%	50%	4%
Hispanic or Latino	50	-	-	-	55	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	73	71%	66%	16%	61	67%	61%	23%
Multiracial								
Small Group Totals	53	64%	57%	8%	59	58%	49%	8%
General-Education Students	250	76%	65%	9%	247	73%	63%	11%
Students with Disabilities	86	36%	28%	2%	93	30%	22%	1%
English Proficient	325	66%	56%	8%	334	61%	52%	8%
Limited English Proficient	11	55%	36%	0%	6	67%	17%	0%
Economically Disadvantaged	206	64%	53%	4%	181	65%	54%	6%
Not Disadvantaged	130	69%	60%	12%	159	58%	48%	11%
Migrant					1	-	-	-
Not Migrant	336	66%	56%	7%	339	-	-	-

### NOTES

The - symbol indicates that data for a group of students have 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 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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.

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\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.