



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **BUFFALO CITY SCHOOL DISTRICT**  
District ID **14-06-00-01-0000**  
Superintendent **JAMES WILLIAMS**  
Telephone **(716) 816-3575**  
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  
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District **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

## 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	1951	1965	2358
Kindergarten	2621	2646	2586
Grade 1	2674	2790	2658
Grade 2	2563	2546	2577
Grade 3	2331	2498	2421
Grade 4	2307	2326	2447
Grade 5	2450	2319	2297
Grade 6	2440	2482	2292
Ungraded Elementary	471	246	209
Grade 7	3172	2662	2639
Grade 8	2582	2850	2488
Grade 9	3339	2923	3260
Grade 10	2544	2843	2587
Grade 11	2641	2201	2132
Grade 12	2284	2288	2035
Ungraded Secondary	170	92	104
<b>Total K-12</b>	<b>34589</b>	<b>33712</b>	<b>32732</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	23	22	22
<b>Grade 8</b>			
English	22	18	19
Mathematics	21	20	20
Science	22	22	21
Social Studies	22	22	21
<b>Grade 10</b>			
English	24	22	24
Mathematics	25	23	24
Science	25	25	23
Social Studies	26	25	23

### 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 **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	24218	70%	24356	72%	24114	74%
Reduced-Price Lunch	2805	8%	2693	8%	2584	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2398	7%	2689	8%	2765	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	532	2%	513	2%	476	1%
Black or African American	19860	57%	19198	57%	18581	57%
Hispanic or Latino	4933	14%	5057	15%	4871	15%
Asian or Native Hawaiian/Other Pacific Islander	506	1%	592	2%	900	3%
White	8721	25%	8332	25%	7850	24%
Multiracial	37	0%	20	0%	54	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		89%		87%		88%
Student Suspensions	9511	27%	7031	20%	5106	15%

## 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 **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	2811	3017	3013
Percent with No Valid Teaching Certificate	2%	1%	0%
Percent Teaching Out of Certification	4%	4%	2%
Percent with Fewer Than Three Years of Experience	6%	9%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	29%	29%
<b>Total Number of Core Classes</b>	6520	6864	6981
Percent Not Taught by Highly Qualified Teachers	5%	4%	2%
<b>Total Number of Classes</b>	8648	8714	8855
Percent Taught by Teachers Without Appropriate Certification	6%	5%	3%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	34%	34%	24%
Turnover Rate of All Teachers	22%	21%	19%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	326	400	346
Total Paraprofessionals*	887	972	961
Assistant Principals	59	66	71
Principals	60	59	64

\* 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:

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

### 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 7)

ELA ▲ Improvement (Year 7) Science ▲ Good Standing

Math ▲ Improvement (Year 2) Graduation Rate ▲ Good Standing

### 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>	✓	✓	✓	✓ <sup>SH</sup>	✓ <sup>SH</sup>	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		✓	✓	
Black or African American	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Hispanic or Latino	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial	—	—		—	—	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓ <sup>SH</sup>	✓		✗	✓ <sup>SH</sup>	
Economically Disadvantaged	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
<b>Student groups making AYP in each subject</b>	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 6 of 8	✗ 7 of 8	✓ 1 of 1

#### Accountability Status Levels

##### 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

##### Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2009–10)



Improvement (Year 7)

### Accountability Measures

9 of 9

Student groups making AYP in English language arts



Made 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 2009-10, the district will be In Need of Improvement (Year 8) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [220]

### 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> (15108:14207)	✓	✓	98%	✓	150	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (222:210)	✓	✓	97%	✓	157	136	
Black or African American (8607:8228)	✓	✓	98%	✓	144	143	
Hispanic or Latino (2440:2241)	✓	✓	98%	✓	143	142	
Asian or Native Hawaiian/Other Pacific Islander (415:266)	✓	✓	99%	✓	147	137	
White (3396:3247)	✓	✓	98%	✓	171	142	
Multiracial (28:15)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3734:3450)	✓ <sup>SH</sup>	✓	95%	✓ <sup>SH</sup>	116	142	106    124
Limited English Proficient <sup>5</sup> (1429:1316)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	112	141	106    121
Economically Disadvantaged (12849:12134)	✓	✓	99%	✓	146	143	
<b>Final AYP Determination</b>	✓ 9 of 9						

#### 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 for This Subject (2009–10)



Improvement (Year 2)

### Accountability Measures

9 of 9

Student groups making AYP in mathematics



Made AYP

### Prospective Status

To be removed from improvement status in Mathematics, 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 2009-10, the district will be In Need of Improvement (Year 3) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [217]

### 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> (15147:14262)	✓	✓	98%	✓	156	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (225:205)	✓	✓	96%	✓	171	111	
Black or African American (8597:8152)	✓	✓	98%	✓	147	118	
Hispanic or Latino (2465:2296)	✓	✓	98%	✓	156	117	
Asian or Native Hawaiian/Other Pacific Islander (438:364)	✓	✓	100%	✓	149	113	
White (3391:3232)	✓	✓	98%	✓	179	117	
Multiracial (31:13)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3729:3423)	✓	✓	95%	✓	124	117	
Limited English Proficient <sup>5</sup> (1490:1499)	✓	✓	99%	✓	129	116	
Economically Disadvantaged (12884:12201)	✓	✓	99%	✓	153	118	
<b>Final AYP Determination</b>	✓ 9 of 9						

#### 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
- ✓<sup>SH</sup> 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> (5148:4701)		Qualified		96%		146	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (93:84)		Qualified		95%		163	100	
Black or African American (2919:2700)		Qualified		97%		137	100	
Hispanic or Latino (832:738)		Qualified		94%		140	100	
Asian or Native Hawaiian/Other Pacific Islander (168:127)		Qualified		99%		122	100	
White (1126:1049)		Qualified		97%		174	100	
Multiracial (10:3)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (1282:1120)		Qualified		92%		119	100	
Limited English Proficient <sup>4</sup> (535:501)		Qualified		95%		109	100	
Economically Disadvantaged (4356:4005)		Qualified		97%		142	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 for This Subject (2009–10)**  Improvement (Year 7)

**Accountability Measures** 6 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 2009-10, the district will be In Need of Improvement (Year 8) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [220]

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

Student Group	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
(12th Graders: 2005 Cohort) <sup>1</sup>								
<b>All Students</b> (2012:1724)			97%		164	168	157	168
<b>Ethnicity</b>								
American Indian or Alaska Native (39:33)		—	—		182	154		
Black or African American (1121:918)			96%		157	167	151	161
Hispanic or Latino (233:187)			96%		150	163	146	155
Asian or Native Hawaiian/Other Pacific Islander (34:29)	—	—	—	—	—	—		
White (584:556)			99%		176	166		
Multiracial (1:1)	—	—	—	—	—	—		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (220:275)			95%		86	164	97	97
Limited English Proficient <sup>5</sup> (147:82)			94%		115	160	94	124
Economically Disadvantaged (1207:1076)			97%		163	168	152	167
<b>Final AYP Determination</b>		6 of 8						

#### 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 for This Subject (2009–10)**  Improvement (Year 2)

**Accountability Measures** 7 of 8 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

To be removed from improvement status in Mathematics, 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 2009-10, the district will be In Need of Improvement (Year 3) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [217]

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

Student Group (12th Graders: 2005 Cohort) <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> (2012:1724)			97%		156	163	149	160
<b>Ethnicity</b>								
American Indian or Alaska Native (39:33)		—	—		164	149		
Black or African American (1121:918)			96%		149	162	143	154
Hispanic or Latino (233:187)			97%		147	158	137	152
Asian or Native Hawaiian/Other Pacific Islander (34:29)	—	—	—	—	—	—		—
White (584:556)			97%		170	161		
Multiracial (1:1)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (220:275)			96%		82	159	91	94
Limited English Proficient <sup>5</sup> (92:82)			99%		109	155	94	118
Economically Disadvantaged (1207:1076)			97%		155	163	145	160
<b>Final AYP Determination</b>	 7 of 8							

#### 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**  Good Standing  
**for This Indicator**  
**(2009–10)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

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

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>1</sup>	State Standard	2008–09	2009–10
<b>All Students</b> (3081)			53%	55%	47%	54%
<b>Ethnicity</b>						
American Indian or Alaska Native (45)			51%	55%	45%	52%
Black or African American (1782)			51%	55%	42%	52%
Hispanic or Latino (366)			41%	55%	41%	42%
Asian or Native Hawaiian/Other Pacific Islander (44)			70%	55%		
White (844)			62%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (600)			25%	55%	18%	26%
Limited English Proficient <sup>2</sup> (174)			24%	55%	22%	25%
Economically Disadvantaged (2067)			51%	55%	45%	52%
<b>Final AYP Determination</b>		1 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 **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

## 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	49%			2423
Grade 4	54%			2424
Grade 5	57%			2296
Grade 6	64%			2247
Grade 7	62%			2526
Grade 8	43%			2413

### Mathematics

Grade 3	76%		2465
Grade 4	64%		2469
Grade 5	62%		2341
Grade 6	57%		2297
Grade 7	64%		2579
Grade 8	58%		2483

### Science

Grade 4	70%		2450
Grade 8	40%		2342

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	61%			2251
Mathematics	57%			2251

## 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:

### Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative 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: 648	616-780	650-780	720-780			
2008 Mean Score: 649						
Number of Tested Students:	2140 2160	1188 1160	59 97			

## 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>2423</b>	<b>88%</b>	<b>49%</b>	<b>2%</b>	<b>2459</b>	<b>88%</b>	<b>47%</b>	<b>4%</b>
Female	1179	91%	54%	3%	1219	91%	51%	5%
Male	1244	86%	44%	1%	1240	85%	43%	3%
American Indian or Alaska Native	25	96%	48%	0%	43	95%	56%	5%
Black or African American	1416	87%	42%	1%	1435	86%	41%	2%
Hispanic or Latino	356	84%	45%	1%	389	82%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	58	88%	62%	9%	41	90%	56%	2%
White	561	95%	67%	6%	551	95%	65%	9%
Multiracial	7	100%	86%	0%				
<b>Small Group Totals</b>								
General-Education Students	1858	93%	56%	3%	1855	94%	55%	5%
Students with Disabilities	565	74%	26%	1%	604	69%	23%	1%
English Proficient	2224	90%	51%	3%	2232	90%	50%	4%
Limited English Proficient	199	68%	23%	0%	227	68%	21%	1%
Economically Disadvantaged	2154	88%	46%	1%	2175	87%	44%	3%
Not Disadvantaged	269	94%	75%	10%	284	94%	70%	14%
Migrant								
Not Migrant	2423	88%	49%	2%	2459	88%	47%	4%

### 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.

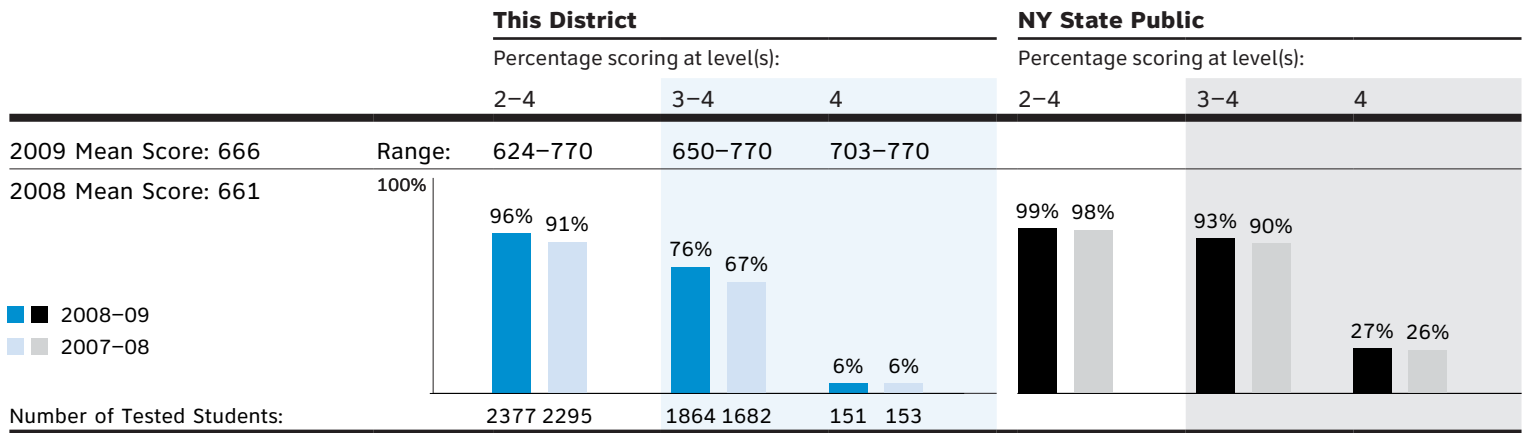
## Other Assessments

	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	39	36	35	29	28	26	25	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	51	N/A	N/A	N/A	37	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>2465</b>	<b>96%</b>	<b>76%</b>	<b>6%</b>	<b>2519</b>	<b>91%</b>	<b>67%</b>	<b>6%</b>
Female	1200	96%	76%	6%	1252	92%	68%	6%
Male	1265	96%	75%	7%	1267	90%	66%	6%
American Indian or Alaska Native	24	100%	88%	0%	42	93%	81%	12%
Black or African American	1410	96%	71%	4%	1460	89%	60%	4%
Hispanic or Latino	379	98%	76%	6%	409	90%	68%	7%
Asian or Native Hawaiian/Other Pacific Islander	88	86%	68%	5%	53	79%	66%	4%
White	557	98%	88%	13%	555	97%	83%	12%
Multiracial	7	100%	86%	14%				
<b>Small Group Totals</b>								
General-Education Students	1906	97%	79%	7%	1908	94%	73%	7%
Students with Disabilities	559	93%	65%	3%	611	81%	47%	2%
English Proficient	2208	97%	78%	7%	2248	92%	69%	7%
Limited English Proficient	257	91%	58%	1%	271	80%	49%	2%
Economically Disadvantaged	2193	96%	74%	5%	2232	91%	65%	5%
Not Disadvantaged	272	97%	86%	18%	287	95%	84%	16%
Migrant								
Not Migrant	2465	96%	76%	6%	2519	91%	67%	6%

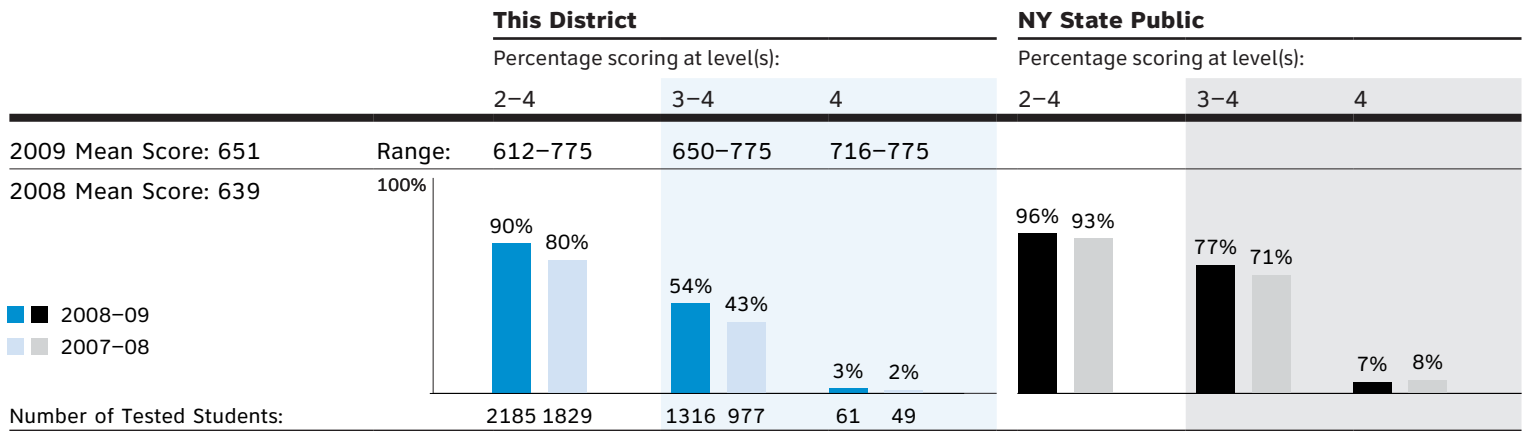
### NOTES

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	39	39	35	25	28	28	25	11

## This District's Results in Grade 4 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>2424</b>	<b>90%</b>	<b>54%</b>	<b>3%</b>	<b>2293</b>	<b>80%</b>	<b>43%</b>	<b>2%</b>
Female	1212	93%	60%	3%	1125	83%	47%	3%
Male	1212	88%	49%	2%	1168	76%	38%	1%
American Indian or Alaska Native	38	95%	55%	0%	32	84%	53%	3%
Black or African American	1416	89%	49%	1%	1342	77%	38%	1%
Hispanic or Latino	384	87%	49%	3%	370	77%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	41	88%	59%	5%	29	97%	62%	3%
White	539	96%	71%	7%	520	88%	57%	5%
Multiracial	6	83%	33%	0%				
<b>Small Group Totals</b>								
General-Education Students	1838	95%	63%	3%	1707	88%	51%	3%
Students with Disabilities	586	73%	26%	1%	586	56%	17%	0%
English Proficient	2219	92%	57%	3%	2112	81%	44%	2%
Limited English Proficient	205	72%	24%	0%	181	63%	21%	0%
Economically Disadvantaged	2137	90%	52%	1%	2049	78%	39%	2%
Not Disadvantaged	287	94%	73%	11%	244	94%	69%	7%
Migrant								
Not Migrant	2424	90%	54%	3%	2293	80%	43%	2%

### NOTES

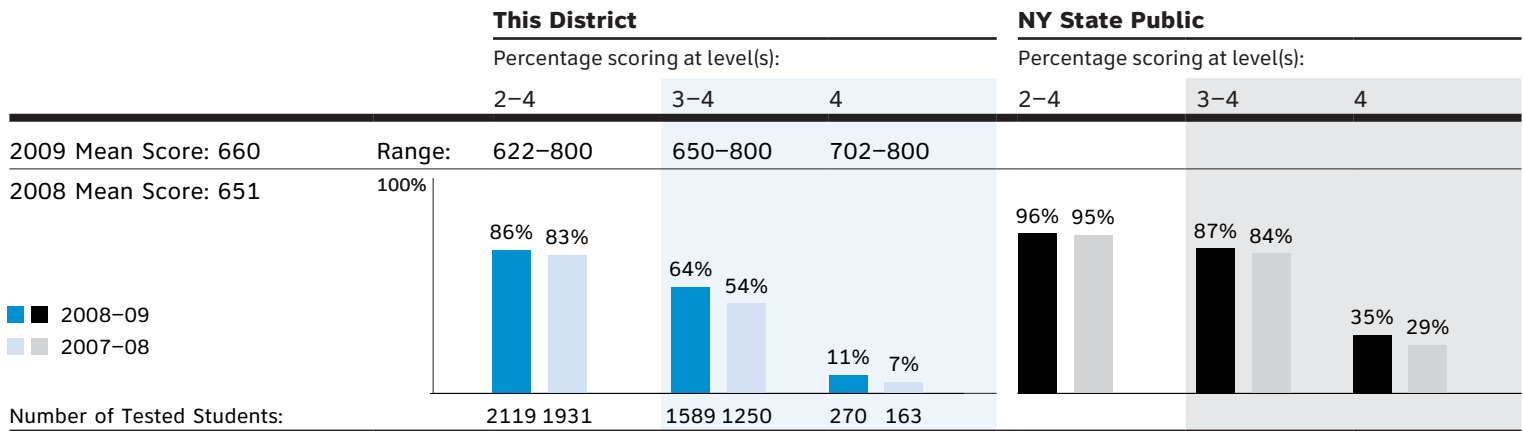
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 4 Equivalent	29	28	25	19	28	26	22	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	38	N/A	N/A	N/A	38	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>2469</b>	<b>86%</b>	<b>64%</b>	<b>11%</b>	<b>2332</b>	<b>83%</b>	<b>54%</b>	<b>7%</b>
Female	1225	87%	65%	11%	1149	82%	53%	7%
Male	1244	85%	64%	11%	1183	84%	55%	7%
American Indian or Alaska Native	40	93%	70%	13%	32	94%	56%	3%
Black or African American	1425	82%	57%	7%	1344	80%	47%	4%
Hispanic or Latino	394	87%	67%	11%	388	84%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	62	81%	68%	13%	38	82%	71%	13%
White	543	94%	80%	20%	530	88%	71%	17%
Multiracial	5	80%	80%	20%				
<b>Small Group Totals</b>								
General-Education Students	1874	91%	72%	13%	1749	88%	60%	9%
Students with Disabilities	595	69%	41%	3%	583	67%	34%	2%
English Proficient	2220	87%	66%	12%	2114	84%	56%	8%
Limited English Proficient	249	72%	49%	4%	218	71%	33%	0%
Economically Disadvantaged	2183	85%	62%	9%	2083	82%	51%	5%
Not Disadvantaged	286	92%	80%	27%	249	94%	75%	21%
Migrant								
Not Migrant	2469	86%	64%	11%	2332	83%	54%	7%

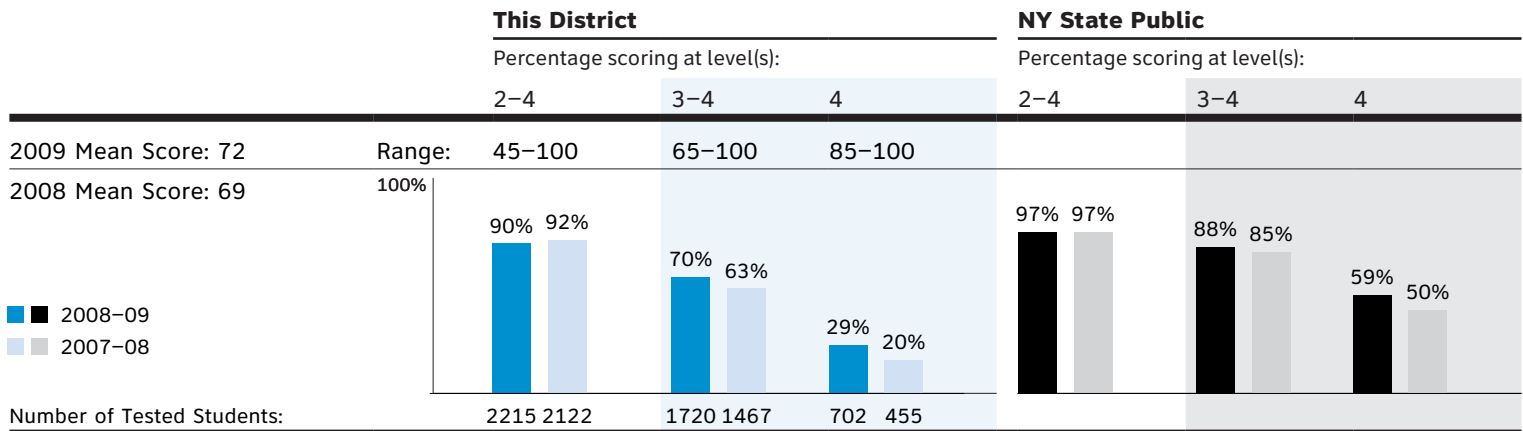
### NOTES

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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 4 Equivalent	29	29	24	12	29	28	21	8

## 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>2450</b>	<b>90%</b>	<b>70%</b>	<b>29%</b>	<b>2313</b>	<b>92%</b>	<b>63%</b>	<b>20%</b>
Female	1215	91%	71%	29%	1145	92%	62%	19%
Male	1235	90%	70%	29%	1168	92%	65%	20%
American Indian or Alaska Native	39	95%	85%	46%	31	97%	81%	16%
Black or African American	1419	89%	64%	20%	1328	90%	57%	13%
Hispanic or Latino	385	91%	71%	27%	388	95%	62%	18%
Asian or Native Hawaiian/Other Pacific Islander	65	71%	58%	35%	42	74%	64%	24%
White	536	96%	88%	51%	524	95%	78%	39%
Multiracial	6	100%	83%	50%				
<b>Small Group Totals</b>								
General-Education Students	1869	93%	74%	32%	1739	93%	68%	23%
Students with Disabilities	581	83%	58%	17%	574	88%	49%	10%
English Proficient	2200	92%	73%	31%	2090	93%	66%	21%
Limited English Proficient	250	77%	48%	11%	223	82%	40%	5%
Economically Disadvantaged	2162	90%	68%	25%	2063	91%	61%	17%
Not Disadvantaged	288	96%	85%	53%	250	96%	82%	42%
Migrant								
Not Migrant	2450	90%	70%	29%	2313	92%	63%	20%

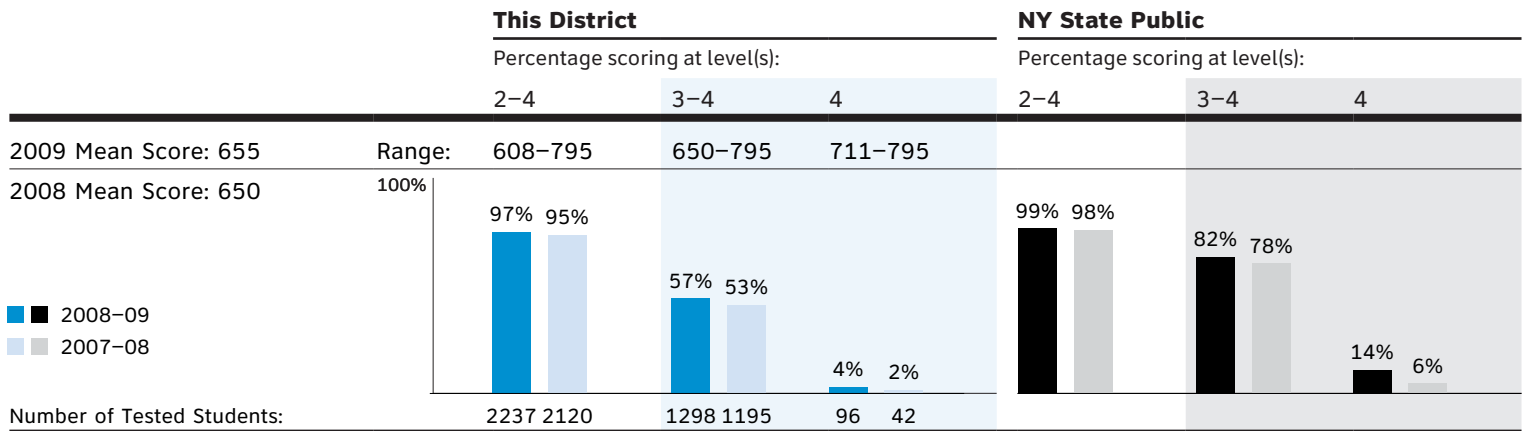
### NOTES

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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	29	27	27	25	29	27	26	20

## 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>2296</b>	<b>97%</b>	<b>57%</b>	<b>4%</b>	<b>2239</b>	<b>95%</b>	<b>53%</b>	<b>2%</b>
Female	1137	98%	59%	5%	1141	95%	56%	2%
Male	1159	97%	54%	4%	1098	94%	51%	1%
American Indian or Alaska Native	30	-	-	-	24	96%	50%	0%
Black or African American	1328	98%	50%	2%	1299	95%	45%	1%
Hispanic or Latino	362	97%	54%	2%	359	90%	53%	1%
Asian or Native Hawaiian/Other Pacific Islander	43	84%	58%	7%	27	93%	67%	7%
White	529	98%	74%	10%	530	98%	73%	6%
Multiracial	4	-	-	-				
Small Group Totals	34	97%	79%	12%				
General-Education Students	1723	99%	66%	6%	1722	97%	63%	2%
Students with Disabilities	573	93%	29%	0%	517	85%	23%	0%
English Proficient	2111	98%	59%	5%	2065	96%	56%	2%
Limited English Proficient	185	88%	24%	0%	174	81%	22%	0%
Economically Disadvantaged	2013	97%	53%	2%	1935	94%	49%	1%
Not Disadvantaged	283	98%	80%	17%	304	98%	79%	7%
Migrant								
Not Migrant	2296	97%	57%	4%	2239	95%	53%	2%

### NOTES

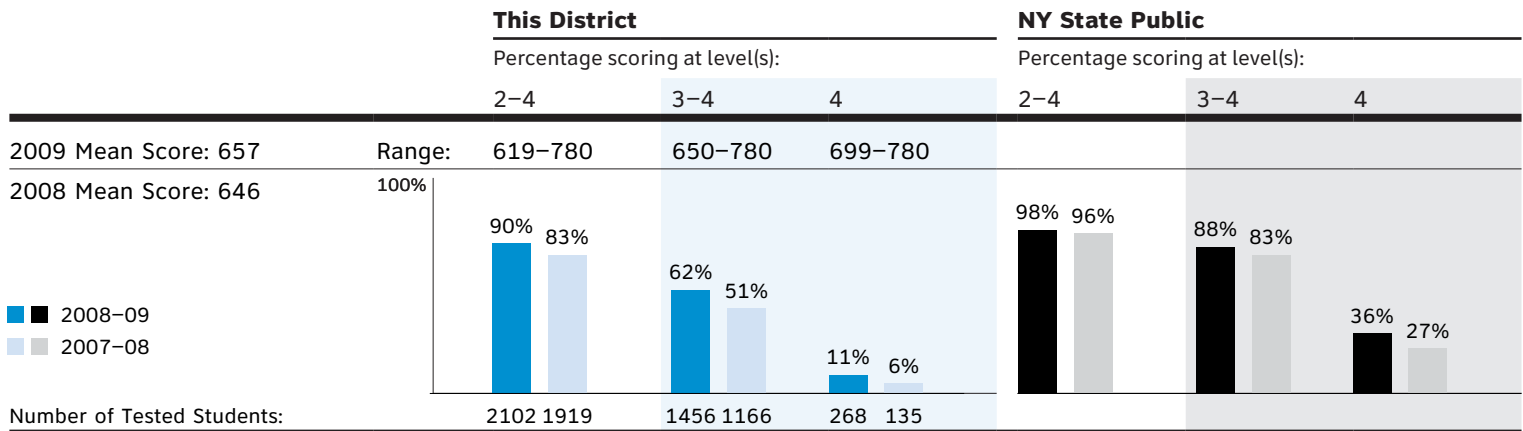
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## Other Assessments

	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 5 Equivalent	35	34	33	19	30	29	26	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	42	N/A	N/A	N/A	45	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>2341</b>	<b>90%</b>	<b>62%</b>	<b>11%</b>	<b>2306</b>	<b>83%</b>	<b>51%</b>	<b>6%</b>
Female	1162	91%	63%	11%	1176	84%	51%	6%
Male	1179	89%	61%	11%	1130	82%	51%	6%
American Indian or Alaska Native	30	90%	87%	20%	23	91%	52%	0%
Black or African American	1328	88%	55%	7%	1319	80%	42%	3%
Hispanic or Latino	378	92%	64%	9%	384	81%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	71	66%	49%	13%	43	70%	47%	9%
White	528	95%	79%	24%	537	94%	74%	15%
Multiracial	6	100%	67%	0%				
<b>Small Group Totals</b>								
General-Education Students	1771	94%	70%	14%	1776	89%	58%	7%
Students with Disabilities	570	78%	39%	3%	530	64%	26%	1%
English Proficient	2104	92%	65%	12%	2082	85%	53%	6%
Limited English Proficient	237	72%	34%	3%	224	65%	26%	1%
Economically Disadvantaged	2057	89%	59%	9%	1991	82%	47%	3%
Not Disadvantaged	284	95%	84%	32%	315	90%	74%	22%
Migrant								
Not Migrant	2341	90%	62%	11%	2306	83%	51%	6%

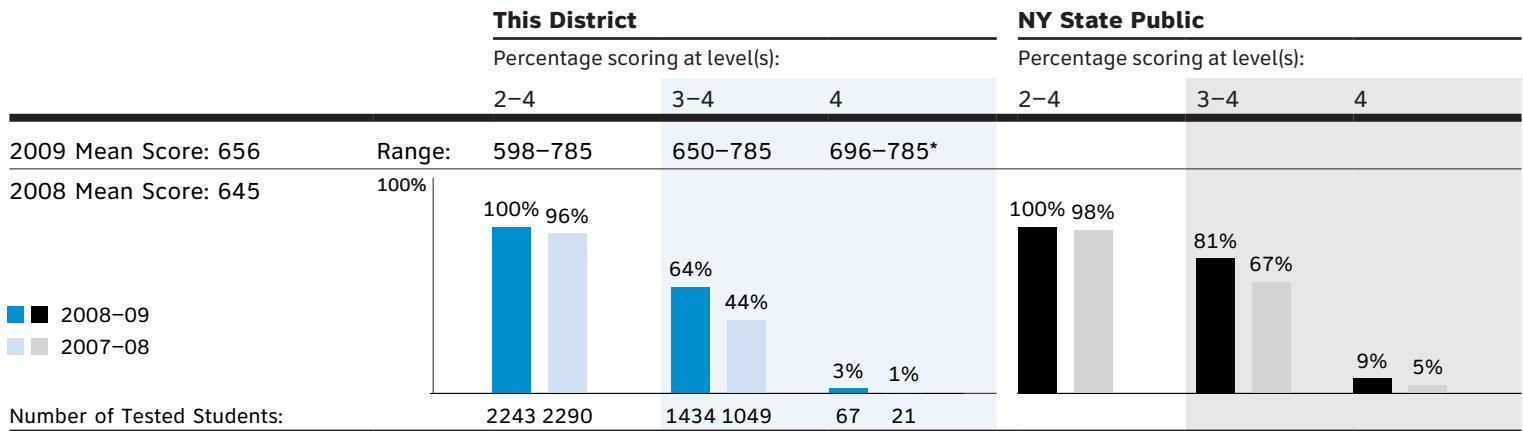
### NOTES

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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	35	35	31	15	32	30	29	18

## This District's Results in Grade 6 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>2247</b>	<b>100%</b>	<b>64%</b>	<b>3%</b>	<b>2385</b>	<b>96%</b>	<b>44%</b>	<b>1%</b>
Female	1137	100%	68%	4%	1173	97%	47%	1%
Male	1110	100%	60%	2%	1212	95%	41%	1%
American Indian or Alaska Native	27	-	-	-	40	98%	35%	0%
Black or African American	1321	100%	59%	2%	1332	96%	37%	0%
Hispanic or Latino	347	100%	60%	2%	403	93%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	71%	13%	38	92%	55%	0%
White	517	100%	78%	7%	572	98%	63%	2%
Multiracial	4	-	-	-				
Small Group Totals	31	100%	74%	3%				
General-Education Students	1745	100%	73%	4%	1835	98%	53%	1%
Students with Disabilities	502	100%	33%	0%	550	88%	14%	0%
English Proficient	2078	100%	66%	3%	2209	98%	47%	1%
Limited English Proficient	169	99%	31%	0%	176	77%	12%	0%
Economically Disadvantaged	1903	100%	61%	1%	2025	96%	39%	0%
Not Disadvantaged	344	100%	78%	11%	360	99%	73%	3%
Migrant								
Not Migrant	2247	100%	64%	3%	2385	96%	44%	1%

### NOTES

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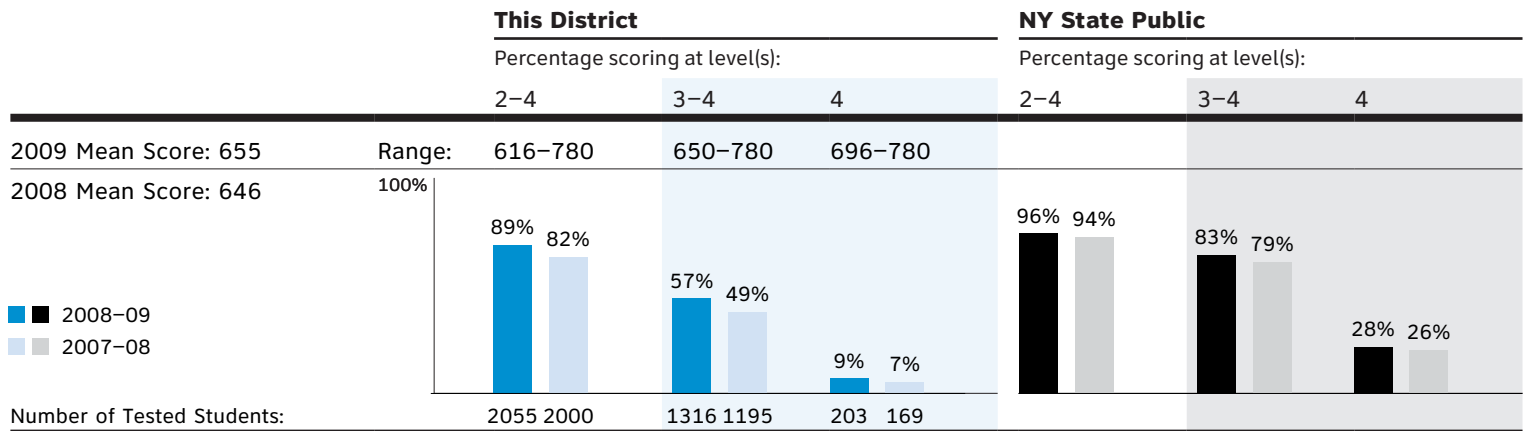
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	32	31	26	24	44	44	39	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	34	N/A	N/A	N/A	39	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>2297</b>	<b>89%</b>	<b>57%</b>	<b>9%</b>	<b>2432</b>	<b>82%</b>	<b>49%</b>	<b>7%</b>
Female	1159	91%	60%	9%	1195	83%	50%	6%
Male	1138	88%	55%	9%	1237	81%	48%	8%
American Indian or Alaska Native	28	-	-	-	41	83%	51%	10%
Black or African American	1330	86%	48%	4%	1339	79%	41%	3%
Hispanic or Latino	367	91%	56%	8%	425	81%	47%	6%
Asian or Native Hawaiian/Other Pacific Islander	52	73%	58%	12%	45	71%	56%	11%
White	516	97%	80%	22%	582	92%	69%	16%
Multiracial	4	-	-	-				
Small Group Totals	32	97%	72%	3%				
General-Education Students	1792	94%	64%	10%	1881	89%	57%	9%
Students with Disabilities	505	72%	33%	3%	551	59%	21%	1%
English Proficient	2083	91%	60%	10%	2211	84%	52%	8%
Limited English Proficient	214	77%	31%	2%	221	61%	24%	1%
Economically Disadvantaged	1956	89%	54%	6%	2068	80%	44%	4%
Not Disadvantaged	341	92%	73%	26%	364	94%	77%	23%
Migrant								
Not Migrant	2297	89%	57%	9%	2432	82%	49%	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 6 Equivalent	32	31	30	20	44	43	39	29



## 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: 654	600-790	650-790	705-790*			
2008 Mean Score: 644						
Number of Tested Students:	2488	2387	1560	1116	51	14

## 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>2526</b>	<b>98%</b>	<b>62%</b>	<b>2%</b>	<b>2532</b>	<b>94%</b>	<b>44%</b>	<b>1%</b>
Female	1221	99%	65%	3%	1246	96%	50%	1%
Male	1305	98%	58%	1%	1286	93%	38%	0%
American Indian or Alaska Native	44	100%	64%	2%	46	-	-	-
Black or African American	1428	99%	56%	1%	1458	94%	39%	0%
Hispanic or Latino	433	97%	56%	0%	410	90%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	38	-	-	-	49	92%	57%	2%
White	580	100%	80%	7%	568	98%	62%	2%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	41	85%	59%	2%	47	98%	47%	0%
General-Education Students	1978	99%	70%	2%	1922	98%	53%	1%
Students with Disabilities	548	95%	30%	1%	610	83%	16%	0%
English Proficient	2336	99%	66%	2%	2334	96%	47%	1%
Limited English Proficient	190	87%	14%	0%	198	77%	11%	0%
Economically Disadvantaged	2116	98%	58%	1%	2174	94%	40%	0%
Not Disadvantaged	410	100%	83%	9%	358	97%	70%	2%
Migrant								
Not Migrant	2526	98%	62%	2%	2532	94%	44%	1%

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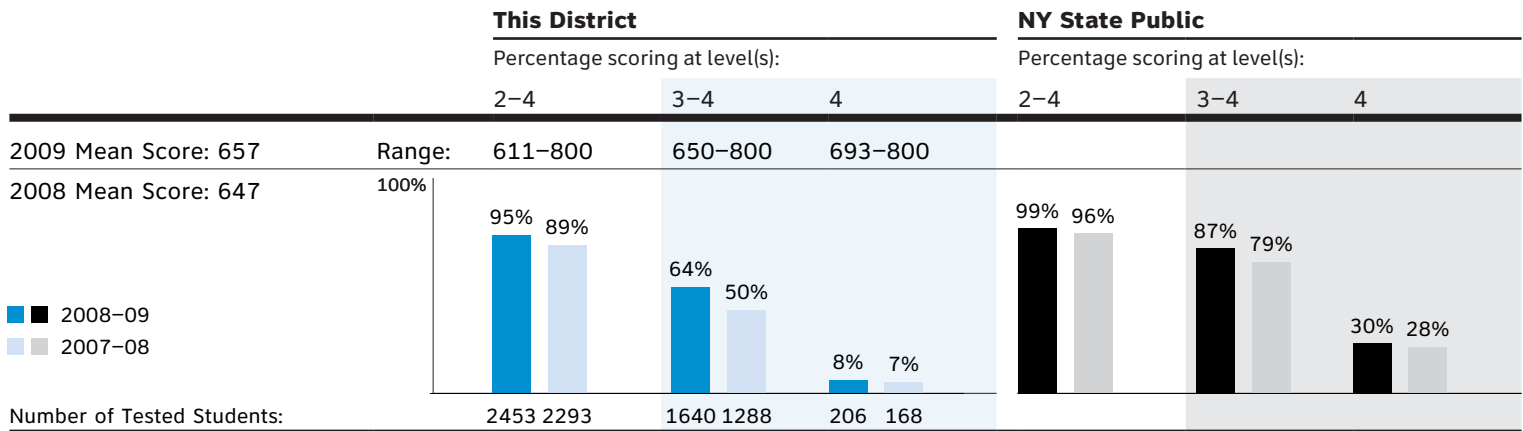
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	45	45	43	33	32	31	27	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	46	N/A	N/A	N/A	40	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>2579</b>	<b>95%</b>	<b>64%</b>	<b>8%</b>	<b>2579</b>	<b>89%</b>	<b>50%</b>	<b>7%</b>
Female	1248	95%	63%	7%	1285	90%	52%	6%
Male	1331	95%	64%	9%	1294	88%	48%	7%
American Indian or Alaska Native	42	-	-	-	44	-	-	-
Black or African American	1429	95%	56%	3%	1467	88%	44%	3%
Hispanic or Latino	456	93%	61%	5%	440	84%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	62	82%	48%	13%	62	81%	52%	15%
White	586	98%	85%	22%	565	94%	73%	18%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	46	100%	74%	9%	45	96%	64%	4%
General-Education Students	2031	97%	71%	9%	1963	95%	58%	8%
Students with Disabilities	548	88%	37%	3%	616	71%	24%	1%
English Proficient	2332	97%	67%	9%	2327	91%	53%	7%
Limited English Proficient	247	81%	31%	1%	252	65%	18%	1%
Economically Disadvantaged	2161	95%	60%	5%	2213	88%	46%	4%
Not Disadvantaged	418	98%	82%	25%	366	95%	73%	20%
Migrant								
Not Migrant	2579	95%	64%	8%	2579	89%	50%	7%

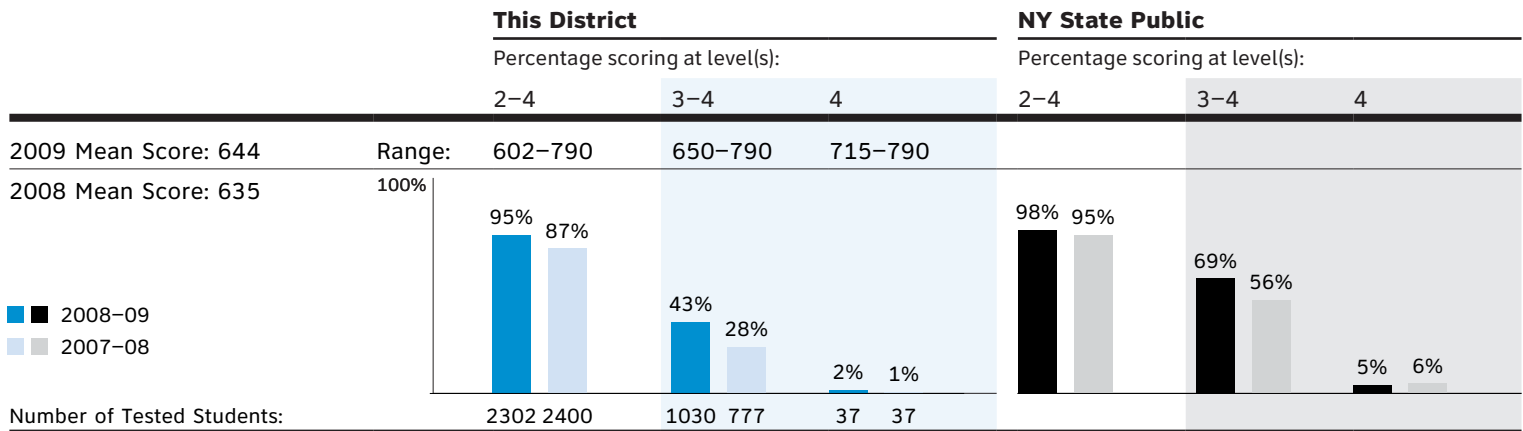
### NOTES

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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 7 Equivalent	45	38	38	25	33	28	25	19

## 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>2413</b>	<b>95%</b>	<b>43%</b>	<b>2%</b>	<b>2754</b>	<b>87%</b>	<b>28%</b>	<b>1%</b>
Female	1230	97%	46%	2%	1264	89%	32%	2%
Male	1183	94%	39%	1%	1490	85%	25%	1%
American Indian or Alaska Native	50	-	-	-	45	91%	38%	0%
Black or African American	1381	97%	37%	1%	1610	87%	22%	1%
Hispanic or Latino	391	89%	35%	1%	394	79%	22%	0%
Asian or Native Hawaiian/Other Pacific Islander	55	89%	51%	4%	38	84%	45%	8%
White	534	97%	64%	5%	667	93%	45%	3%
Multiracial	2	-	-	-				
Small Group Totals	52	100%	37%	2%				
General-Education Students	1861	98%	52%	2%	2100	95%	35%	2%
Students with Disabilities	552	87%	13%	0%	654	63%	7%	0%
English Proficient	2222	98%	46%	2%	2542	90%	30%	1%
Limited English Proficient	191	70%	7%	0%	212	56%	3%	0%
Economically Disadvantaged	2028	95%	39%	1%	2319	86%	23%	1%
Not Disadvantaged	385	98%	65%	6%	435	94%	55%	5%
Migrant								
Not Migrant	2413	95%	43%	2%	2754	87%	28%	1%

### NOTES

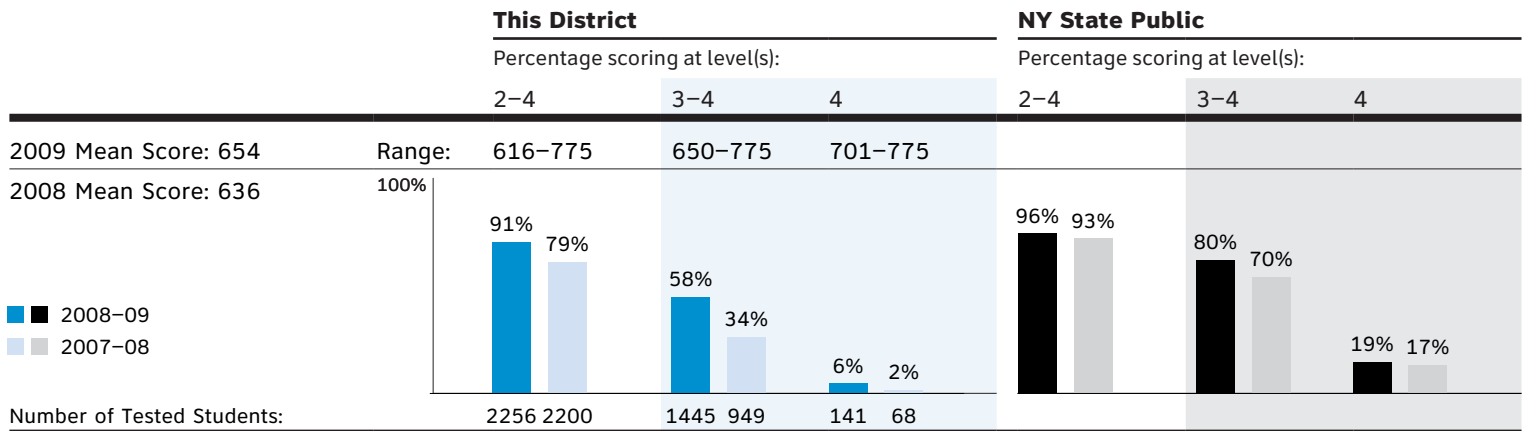
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## Other Assessments

	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	38	38	36	29	44	39	36	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	54	N/A	N/A	N/A	42	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>2483</b>	<b>91%</b>	<b>58%</b>	<b>6%</b>	<b>2789</b>	<b>79%</b>	<b>34%</b>	<b>2%</b>
Female	1259	92%	61%	6%	1283	81%	34%	3%
Male	1224	90%	55%	5%	1506	77%	34%	2%
American Indian or Alaska Native	49	-	-	-	46	80%	33%	2%
Black or African American	1384	90%	53%	3%	1603	76%	27%	1%
Hispanic or Latino	407	89%	50%	5%	417	73%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	98	82%	53%	9%	60	62%	47%	7%
White	542	96%	77%	13%	663	90%	54%	6%
Multiracial	3	-	-	-				
Small Group Totals	52	94%	67%	2%				
General-Education Students	1934	95%	66%	7%	2152	86%	41%	3%
Students with Disabilities	549	76%	31%	1%	637	53%	12%	0%
English Proficient	2224	93%	62%	6%	2531	81%	36%	3%
Limited English Proficient	259	75%	28%	1%	258	53%	11%	0%
Economically Disadvantaged	2097	90%	56%	4%	2345	77%	30%	1%
Not Disadvantaged	386	93%	72%	13%	444	88%	57%	8%
Migrant								
Not Migrant	2483	91%	58%	6%	2789	79%	34%	2%

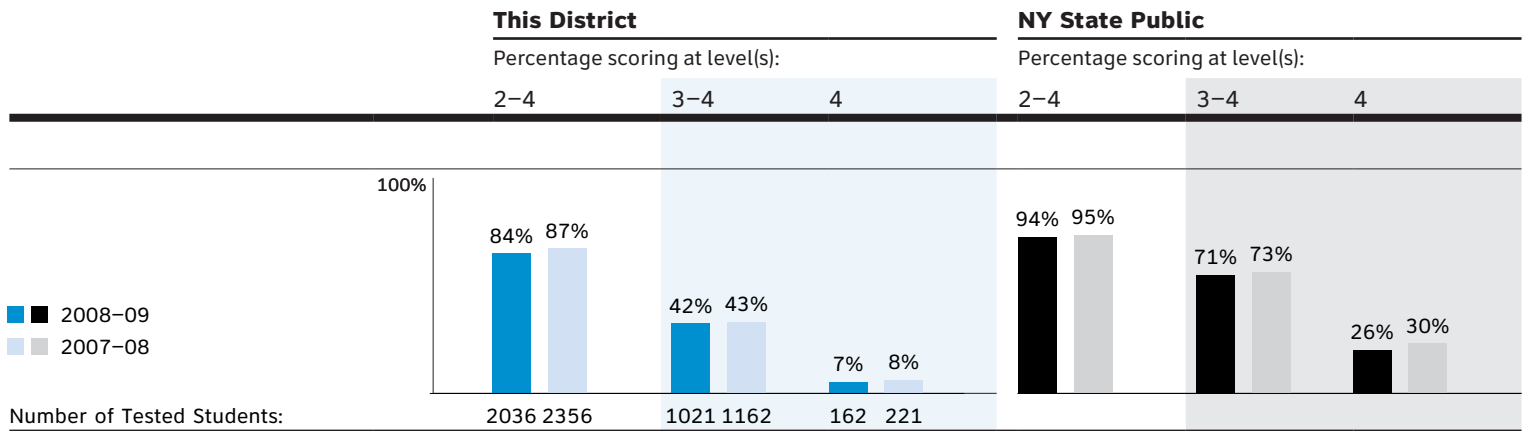
### NOTES

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	38	35	34	21	40	38	38	20

## 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>2342</b>	<b>83%</b>	<b>40%</b>	<b>5%</b>	<b>2622</b>	<b>86%</b>	<b>41%</b>	<b>7%</b>
Female	1193	84%	38%	4%	1204	87%	38%	5%
Male	1149	82%	42%	5%	1418	85%	43%	8%
American Indian or Alaska Native	47	-	-	-	44	93%	64%	16%
Black or African American	1343	83%	34%	2%	1522	84%	32%	4%
Hispanic or Latino	385	78%	32%	4%	395	85%	40%	6%
Asian or Native Hawaiian/Other Pacific Islander	98	55%	26%	8%	59	61%	36%	5%
White	466	93%	64%	12%	602	93%	62%	13%
Multiracial	3	-	-	-				
Small Group Totals	50	94%	52%	4%				
General-Education Students	1817	88%	47%	6%	2013	90%	47%	8%
Students with Disabilities	525	66%	16%	1%	609	73%	20%	2%
English Proficient	2087	87%	44%	5%	2363	89%	44%	7%
Limited English Proficient	255	47%	7%	0%	259	62%	15%	0%
Economically Disadvantaged	2016	82%	37%	4%	2258	85%	37%	5%
Not Disadvantaged	326	86%	57%	10%	364	91%	61%	15%
Migrant								
Not Migrant	2342	83%	40%	5%	2622	86%	41%	7%

### 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	38	37	34	32	40	40	37	32
Regents Science	93	93	90	51	101	98	94	47

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

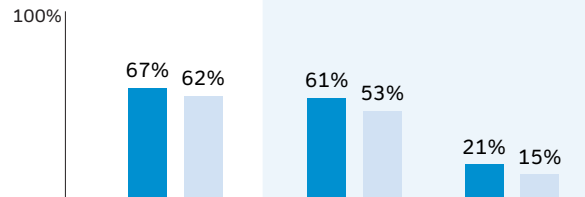
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

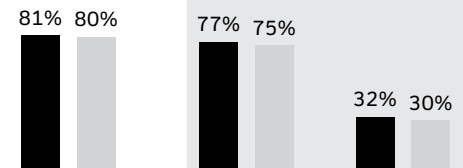
### NY State Public

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>2251</b>	<b>67%</b>	<b>61%</b>	<b>21%</b>	<b>3084</b>	<b>62%</b>	<b>53%</b>	<b>15%</b>
Female	1082	73%	68%	24%	1498	69%	59%	17%
Male	1169	61%	55%	17%	1586	55%	48%	12%
American Indian or Alaska Native	40	83%	78%	20%	45	67%	58%	7%
Black or African American	1202	65%	57%	16%	1784	60%	49%	9%
Hispanic or Latino	279	56%	50%	13%	367	50%	45%	9%
Asian or Native Hawaiian/Other Pacific Islander	38	-	-	-	44	68%	68%	48%
White	690	73%	70%	32%	844	69%	63%	28%
Multiracial	2	-	-	-				
Small Group Totals	40	78%	75%	35%				
General-Education Students	1846	76%	71%	25%	2482	70%	61%	18%
Students with Disabilities	405	28%	17%	1%	602	30%	18%	1%
English Proficient	2110	69%	63%	22%	2925	64%	55%	15%
Limited English Proficient	141	38%	29%	3%	159	24%	18%	3%
Economically Disadvantaged	1376	68%	62%	17%	2069	60%	50%	10%
Not Disadvantaged	875	65%	60%	27%	1015	65%	59%	24%
Migrant					1	-	-	-
Not Migrant	2251	67%	61%	21%	3083	-	-	-

### NOTES

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## 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

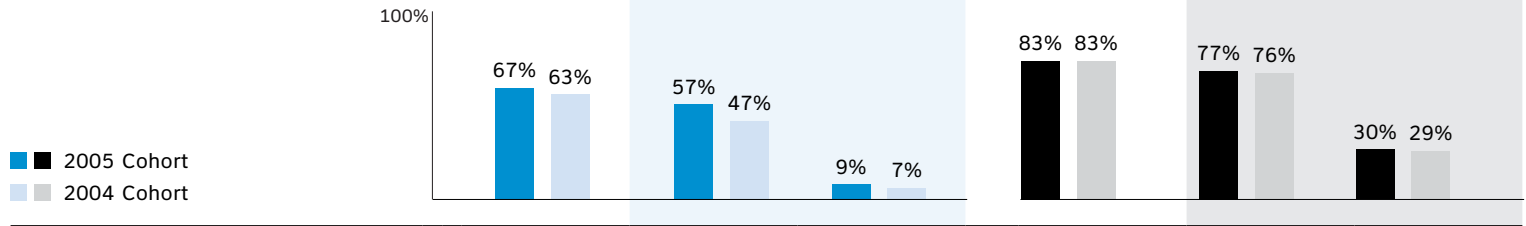
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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>2251</b>	<b>67%</b>	<b>57%</b>	<b>9%</b>	<b>3084</b>	<b>63%</b>	<b>47%</b>	<b>7%</b>
Female	1082	72%	61%	9%	1498	71%	52%	7%
Male	1169	62%	53%	8%	1586	56%	42%	7%
American Indian or Alaska Native	40	75%	70%	10%	45	60%	42%	9%
Black or African American	1202	65%	52%	4%	1784	61%	43%	4%
Hispanic or Latino	279	60%	49%	6%	367	54%	38%	5%
Asian or Native Hawaiian/Other Pacific Islander	38	-	-	-	44	73%	68%	30%
White	690	73%	66%	16%	844	70%	59%	13%
Multiracial	2	-	-	-				
Small Group Totals	40	70%	70%	23%				
General-Education Students	1846	76%	66%	10%	2482	71%	55%	8%
Students with Disabilities	405	24%	14%	1%	602	28%	13%	0%
English Proficient	2110	69%	59%	9%	2925	65%	49%	7%
Limited English Proficient	141	36%	23%	1%	159	31%	14%	1%
Economically Disadvantaged	1376	68%	56%	5%	2069	62%	45%	4%
Not Disadvantaged	875	65%	58%	14%	1015	65%	52%	12%
Migrant					1	-	-	-
Not Migrant	2251	67%	57%	9%	3083	-	-	-

### 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*.

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