



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **ROOSEVELT UNION FREE SCHOOL
DISTRICT**

District ID **28-02-08-03-0000**

Superintendent **ROBERT-WAYNE HARRIS**

Telephone **(516) 345-7001**

Grades **PK-12, UE**

This District's Report Card

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

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

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 ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

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	0	0	161
Kindergarten	186	198	245
Grade 1	261	217	229
Grade 2	233	217	201
Grade 3	231	222	217
Grade 4	199	201	223
Grade 5	167	182	211
Grade 6	174	181	177
Ungraded Elementary	7	5	18
Grade 7	230	173	200
Grade 8	197	206	177
Grade 9	252	197	235
Grade 10	219	228	187
Grade 11	173	187	192
Grade 12	153	170	165
Ungraded Secondary	0	17	0
Total K-12	2682	2601	2677

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	19	19	21
Grade 8			
English	23	21	16
Mathematics	20	24	21
Science	20	22	24
Social Studies	22	22	17
Grade 10			
English	18	19	21
Mathematics	18	11	27
Science	10	25	
Social Studies	21	21	22

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 ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	1110	44%	851	35%	1114	42%
Reduced-Price Lunch	235	9%	195	8%	252	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	461	17%	513	20%	471	18%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	6	0%	5	0%
Black or African American	1829	68%	1724	66%	1708	64%
Hispanic or Latino	835	31%	854	33%	954	36%
Asian or Native Hawaiian/Other Pacific Islander	1	0%	4	0%	1	0%
White	2	0%	0	0%	2	0%
Multiracial	8	0%	13	0%	7	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		97%		93%		93%
Student Suspensions	280	10%	229	9%	244	9%

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 ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	252	262	260
Percent with No Valid Teaching Certificate	2%	0%	0%
Percent Teaching Out of Certification	3%	3%	7%
Percent with Fewer Than Three Years of Experience	10%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	34%	37%	40%
Total Number of Core Classes	569	566	589
Percent Not Taught by Highly Qualified Teachers	2%	2%	10%
Total Number of Classes	752	761	748
Percent Taught by Teachers Without Appropriate Certification	4%	4%	5%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	34%	35%	6%
Turnover Rate of All Teachers	20%	21%	15%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	46	19	48
Total Paraprofessionals*	60	44	58
Assistant Principals	6	3	4
Principals	7	6	5

* 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.

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.

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 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Good Standing	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
All Students	✓	✓	✓	✗	✗	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✓ ^{SH}	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	✓	✓		—	—	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1	✗ 1 of 4	✗ 2 of 4	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} 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 for This Subject (2009–10)  Improvement (Year 2)

Accountability Measures 6 of 6 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 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 English language arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1199:1110)			99%		173	141	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (758:714)			99%		173	140	
Hispanic or Latino (440:395)			99%		173	138	
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (0:0)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (188:179)			98%		138	136	
Limited English Proficient ⁵ (181:198)			98%		156	136	
Economically Disadvantaged (649:637)			99%		173	140	
Final AYP Determination		6 of 6					

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.




³ 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.

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

⁵ 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 6 of 6 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1192:1114)			99%		174	116	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (755:703)			99%		175	115	
Hispanic or Latino (436:410)			100%		174	114	
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (0:0)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (187:177)			98%		140	111	
Limited English Proficient ⁵ (180:216)			100%		163	111	
Economically Disadvantaged (640:633)			100%		175	115	
Final AYP Determination	 6 of 6						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

³ 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.

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

⁵ 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) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (395:363)		Qualified		97%		180	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (258:239)		Qualified		97%		180	100	
Hispanic or Latino (137:124)		Qualified		96%		178	100	
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (59:54)		Qualified		97%		165	100	
Limited English Proficient ⁴ (60:67)		Qualified		97%		161	100	
Economically Disadvantaged (210:203)		Qualified		98%		176	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.

³ 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.


⁴ 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 2)

Accountability Measures 1 of 4 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 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 English language arts accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (342:162)			88%		138	163	129	144
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (286:127)			89%		149	162	134	154
Hispanic or Latino (35:35)		—	—		100	155	101	110
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (25:29)	—	—	—	—	—	—	—	—
Limited English Proficient ⁵ (12:11)	—	—	—	—	—	—	—	—
Economically Disadvantaged (66:57)			95%		161	158		
Final AYP Determination	 1 of 4							

NOTES


- ¹ 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).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.
 - ³ 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.
 - ⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.
 - ⁵ 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 4 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	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (342:162)			90%		144	158	124	150
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (286:127)			90%		146	157	129	151
Hispanic or Latino (35:35)		—	—		137	150	98	143
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (25:29)	—	—	—	—	—	—	—	—
Limited English Proficient ⁵ (12:11)	—	—	—	—	—	—	—	—
Economically Disadvantaged (66:57)			97%		160	153		
Final AYP Determination	 2 of 4							

NOTES

¹ 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).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.




³ 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.

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

⁵ 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		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
All Students (208)			61%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (170)			67%	55%		
Hispanic or Latino (34)			35%	55%	26%	36%
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (4)		–	–	–		
Multiracial (0)						
Other Groups						
Students with Disabilities (28)		–	–	–		
Limited English Proficient ² (13)		–	–	–		
Economically Disadvantaged (59)			56%	55%		
Final AYP Determination		1 of 1				

NOTES

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

² 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 ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	76%			210
Grade 4	86%			216
Grade 5	89%			201
Grade 6	72%			166
Grade 7	61%			174
Grade 8	60%			167
Mathematics				
Grade 3	90%			212
Grade 4	90%			218
Grade 5	94%			208
Grade 6	58%			170
Grade 7	60%			178
Grade 8	68%			170
Science				
Grade 4	98%			215
Grade 8	54%			131

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	53%			212
Mathematics	51%			212

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

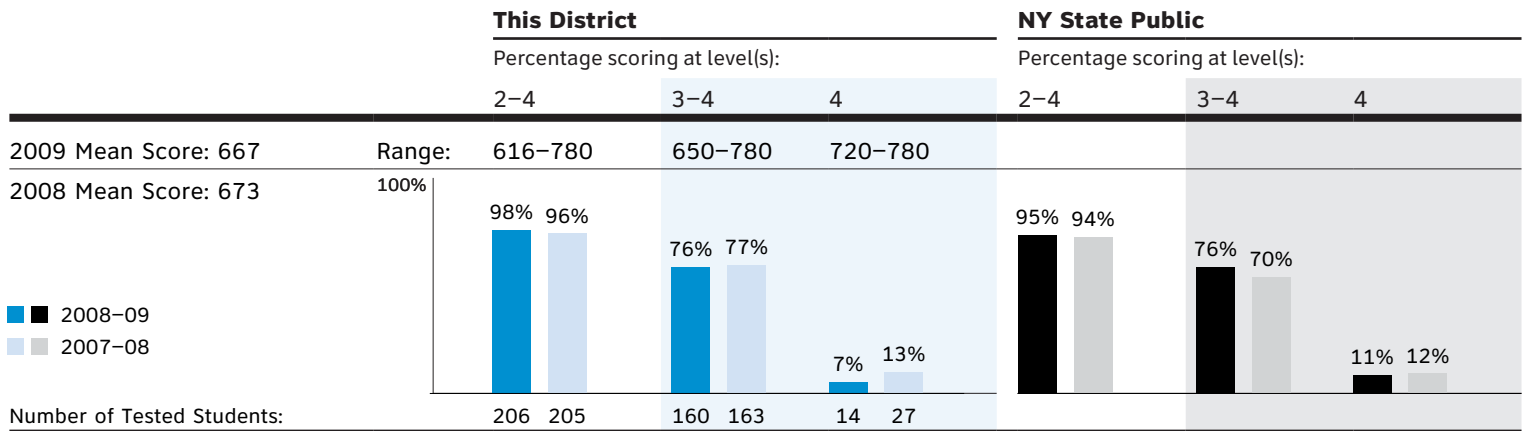
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 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
All Students	210	98%	76%	7%	213	96%	77%	13%
Female	102	97%	76%	9%	98	98%	81%	14%
Male	108	99%	76%	5%	115	95%	73%	11%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	129	99%	79%	9%	138	96%	78%	16%
Hispanic or Latino	81	96%	72%	4%	75	97%	75%	7%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	188	98%	77%	7%	188	98%	79%	13%
Students with Disabilities	22	100%	68%	0%	25	80%	56%	8%
English Proficient	171	99%	84%	8%	171	96%	75%	15%
Limited English Proficient	39	92%	44%	0%	42	98%	83%	5%
Economically Disadvantaged	110	98%	76%	9%	98	95%	72%	13%
Not Disadvantaged	100	98%	76%	4%	115	97%	80%	12%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	210	98%	76%	7%	213	96%	77%	13%

NOTES

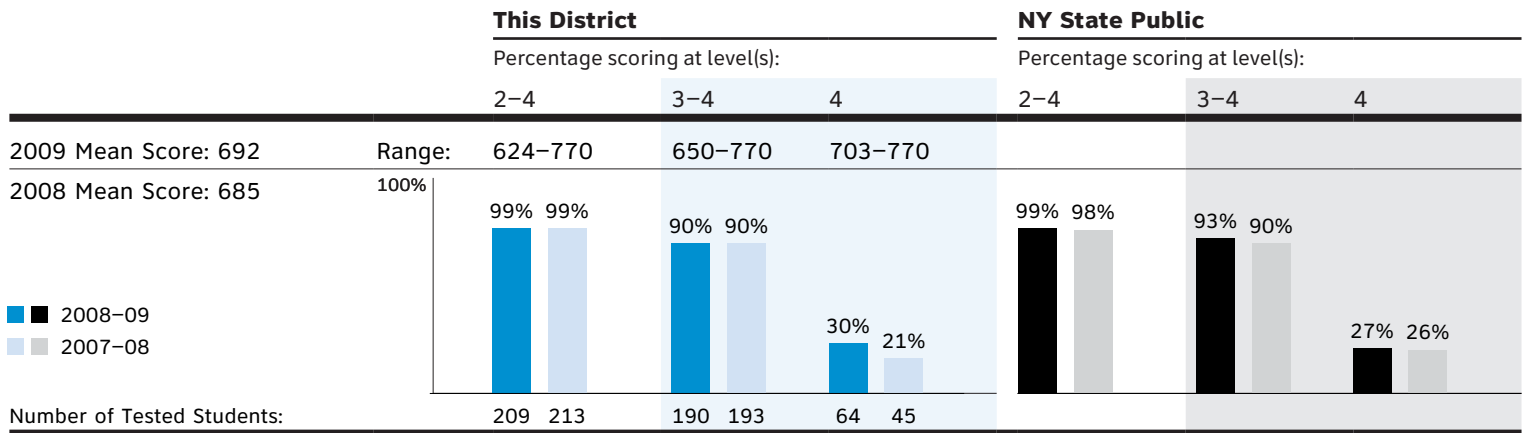
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	-	-	-	5	5	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 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
All Students	212	99%	90%	30%	215	99%	90%	21%
Female	104	99%	90%	33%	97	100%	91%	22%
Male	108	98%	89%	28%	118	98%	89%	20%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	127	98%	93%	28%	138	99%	89%	22%
Hispanic or Latino	85	100%	85%	34%	77	100%	91%	19%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	190	99%	91%	31%	192	100%	94%	23%
Students with Disabilities	22	91%	82%	23%	23	91%	57%	4%
English Proficient	168	98%	93%	33%	170	99%	90%	24%
Limited English Proficient	44	100%	75%	18%	45	100%	89%	11%
Economically Disadvantaged	109	99%	93%	30%	100	98%	86%	21%
Not Disadvantaged	103	98%	86%	30%	115	100%	93%	21%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	212	99%	90%	30%	215	99%	90%	21%

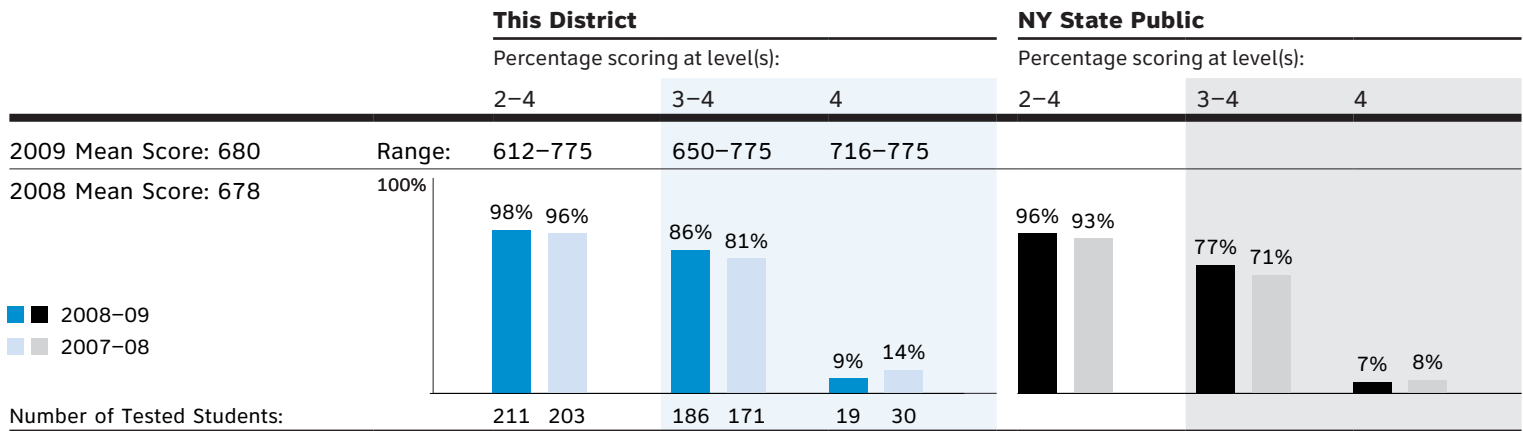
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Other Assessments

	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 3 Equivalent	3	-	-	-	5	5	4	2

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
All Students	216	98%	86%	9%	212	96%	81%	14%
Female	103	97%	85%	11%	98	95%	86%	18%
Male	113	98%	87%	7%	114	96%	76%	11%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	141	98%	87%	9%	141	95%	84%	13%
Hispanic or Latino	75	97%	85%	9%	71	97%	75%	15%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	191	98%	91%	9%	189	97%	85%	15%
Students with Disabilities	25	92%	48%	4%	23	83%	48%	9%
English Proficient	183	99%	87%	10%	172	95%	84%	15%
Limited English Proficient	33	91%	79%	0%	40	98%	68%	13%
Economically Disadvantaged	118	97%	83%	8%	100	95%	71%	12%
Not Disadvantaged	98	99%	90%	10%	112	96%	89%	16%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	216	98%	86%	9%	212	96%	81%	14%

NOTES

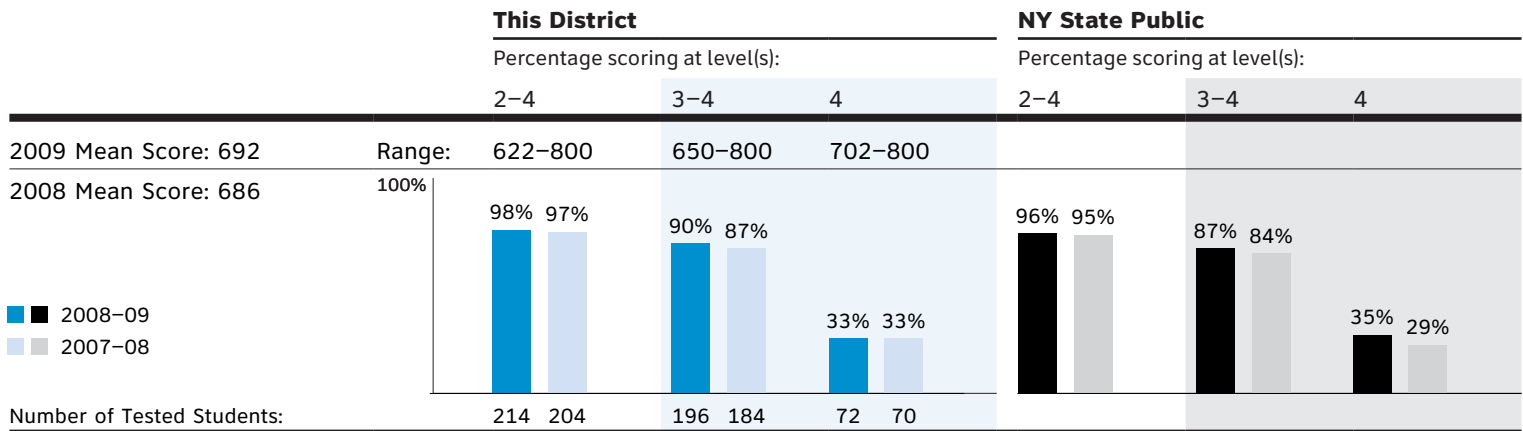
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Other Assessments

	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	6	5	5	5	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	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 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
All Students	218	98%	90%	33%	211	97%	87%	33%
Female	104	97%	86%	32%	97	98%	87%	35%
Male	114	99%	94%	34%	114	96%	88%	32%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	143	98%	89%	33%	143	96%	85%	33%
Hispanic or Latino	75	99%	92%	33%	68	99%	91%	34%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	194	99%	93%	36%	187	97%	89%	37%
Students with Disabilities	24	92%	67%	8%	24	92%	71%	4%
English Proficient	184	99%	91%	37%	171	98%	88%	36%
Limited English Proficient	34	94%	85%	12%	40	93%	83%	23%
Economically Disadvantaged	117	98%	89%	26%	101	97%	84%	35%
Not Disadvantaged	101	98%	91%	42%	110	96%	90%	32%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	218	98%	90%	33%	211	97%	87%	33%

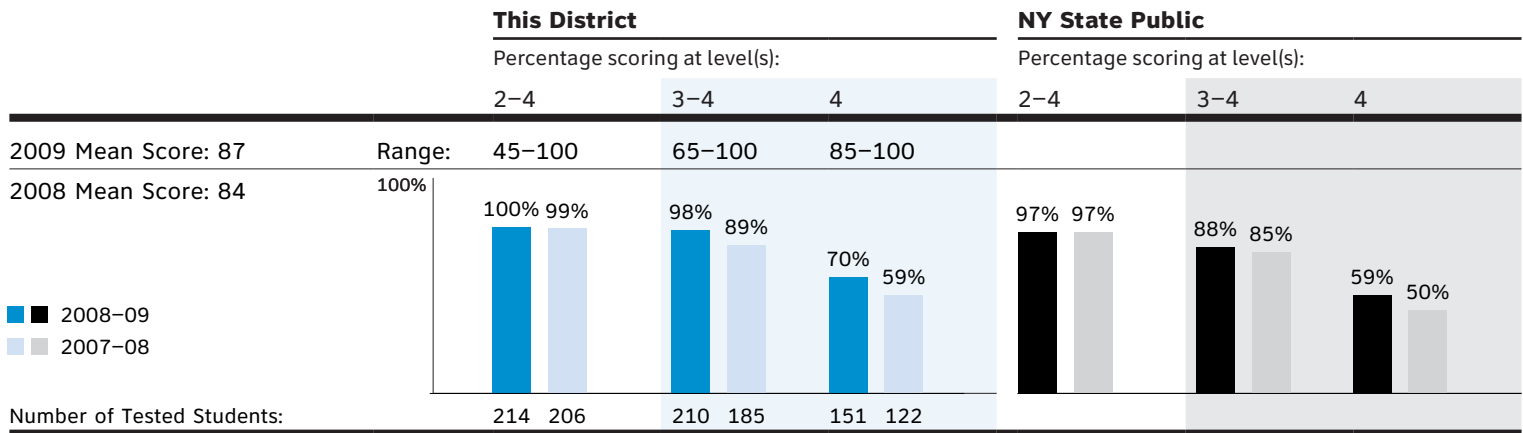
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Other Assessments

	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	6	6	5	5	3	-	-	-

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
All Students	215	100%	98%	70%	208	99%	89%	59%
Female	102	99%	98%	70%	98	100%	90%	61%
Male	113	100%	97%	71%	110	98%	88%	56%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	141	99%	97%	74%	142	99%	88%	60%
Hispanic or Latino	74	100%	99%	62%	66	100%	91%	56%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	192	99%	98%	73%	185	99%	90%	61%
Students with Disabilities	23	100%	91%	48%	23	100%	83%	43%
English Proficient	181	100%	98%	75%	170	99%	90%	62%
Limited English Proficient	34	97%	94%	44%	38	97%	84%	45%
Economically Disadvantaged	114	99%	97%	67%	98	99%	82%	52%
Not Disadvantaged	101	100%	98%	74%	110	99%	95%	65%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	215	100%	98%	70%	208	99%	89%	59%

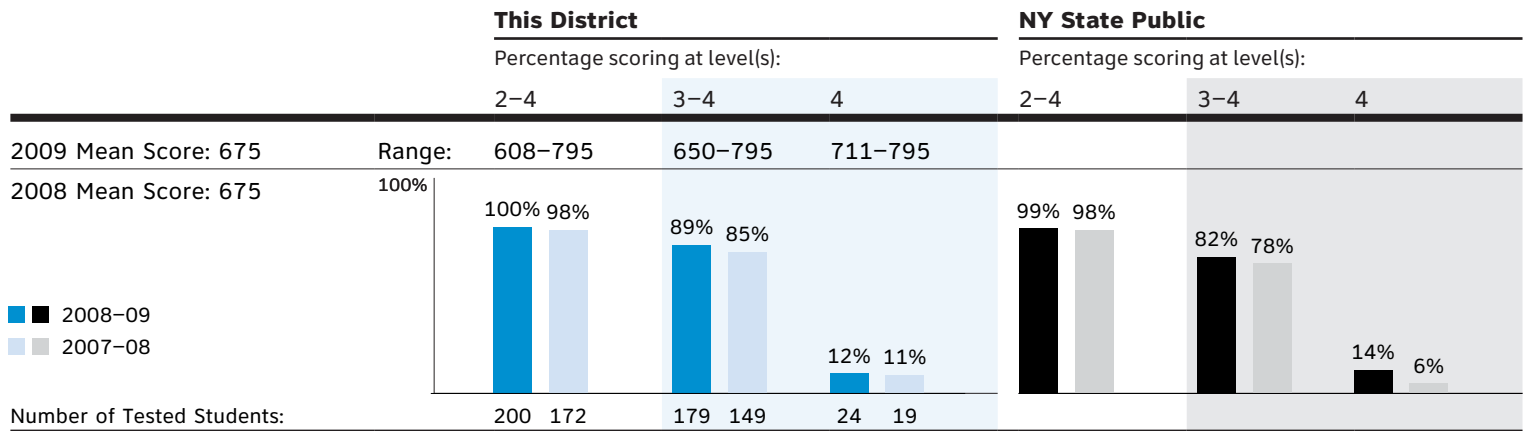
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Other Assessments

	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	6	6	6	6	3	-	-	-

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
All Students	201	100%	89%	12%	175	98%	85%	11%
Female	106	100%	89%	10%	83	100%	89%	14%
Male	95	99%	89%	14%	92	97%	82%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	132	99%	89%	14%	113	98%	88%	8%
Hispanic or Latino	69	100%	90%	9%	62	98%	81%	16%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	170	100%	94%	14%	153	99%	89%	12%
Students with Disabilities	31	97%	65%	3%	22	91%	59%	0%
English Proficient	175	99%	91%	13%	152	99%	88%	13%
Limited English Proficient	26	100%	73%	4%	23	96%	70%	0%
Economically Disadvantaged	110	100%	85%	12%	87	97%	82%	7%
Not Disadvantaged	91	99%	93%	12%	88	100%	89%	15%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	201	100%	89%	12%	175	98%	85%	11%

NOTES

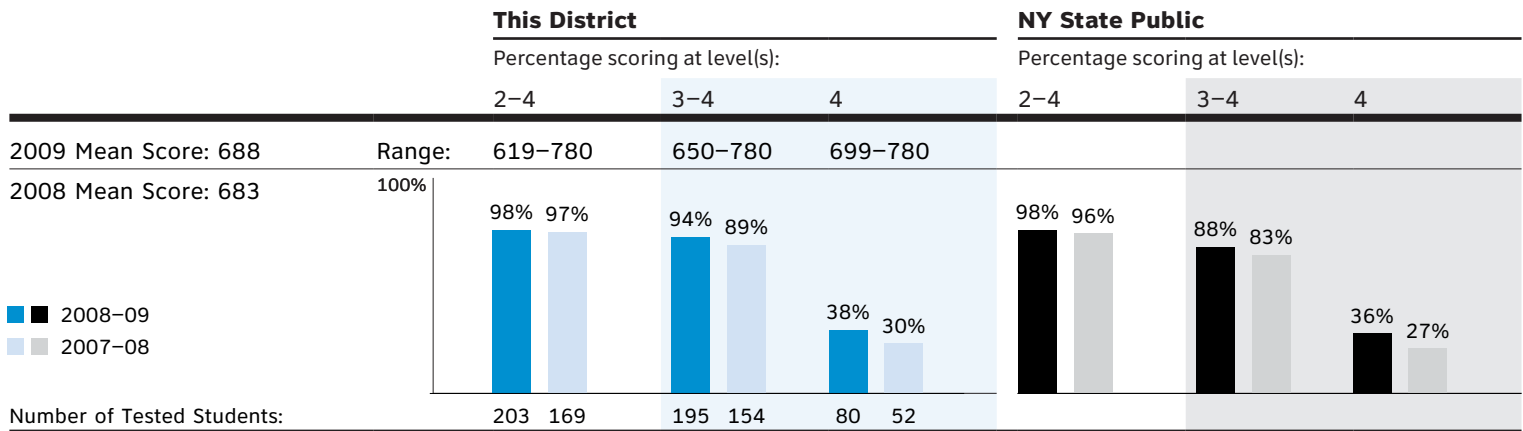
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	4	-	-	-	6	5	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	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
All Students	208	98%	94%	38%	174	97%	89%	30%
Female	107	98%	95%	41%	82	99%	94%	37%
Male	101	97%	92%	36%	92	96%	84%	24%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	134	98%	94%	38%	114	96%	87%	32%
Hispanic or Latino	74	97%	93%	39%	60	98%	92%	27%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	177	98%	95%	42%	150	99%	93%	34%
Students with Disabilities	31	97%	84%	19%	24	88%	58%	4%
English Proficient	177	99%	96%	41%	150	97%	87%	31%
Limited English Proficient	31	90%	81%	23%	24	100%	100%	25%
Economically Disadvantaged	110	98%	94%	35%	85	96%	85%	27%
Not Disadvantaged	98	97%	94%	42%	89	98%	92%	33%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	208	98%	94%	38%	174	97%	89%	30%

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	4	-	-	-	6	6	5	1

This District's Results in Grade 6 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: 662	598-785	650-785	696-785*			
2008 Mean Score: 663						
Number of Tested Students:	166	170	119	112	8	9

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
All Students	166	100%	72%	5%	173	98%	65%	5%
Female	88	100%	78%	7%	79	97%	70%	9%
Male	78	100%	64%	3%	94	99%	61%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	112	100%	70%	6%	104	99%	62%	6%
Hispanic or Latino	54	100%	76%	2%	68	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals					69	97%	70%	4%
General-Education Students	143	100%	80%	6%	143	99%	69%	6%
Students with Disabilities	23	100%	17%	0%	30	93%	43%	3%
English Proficient	151	100%	74%	5%	150	99%	67%	5%
Limited English Proficient	15	100%	47%	0%	23	96%	48%	4%
Economically Disadvantaged	98	100%	73%	6%	75	99%	59%	4%
Not Disadvantaged	68	100%	69%	3%	98	98%	69%	6%
Migrant								
Not Migrant	166	100%	72%	5%	173	98%	65%	5%

NOTES

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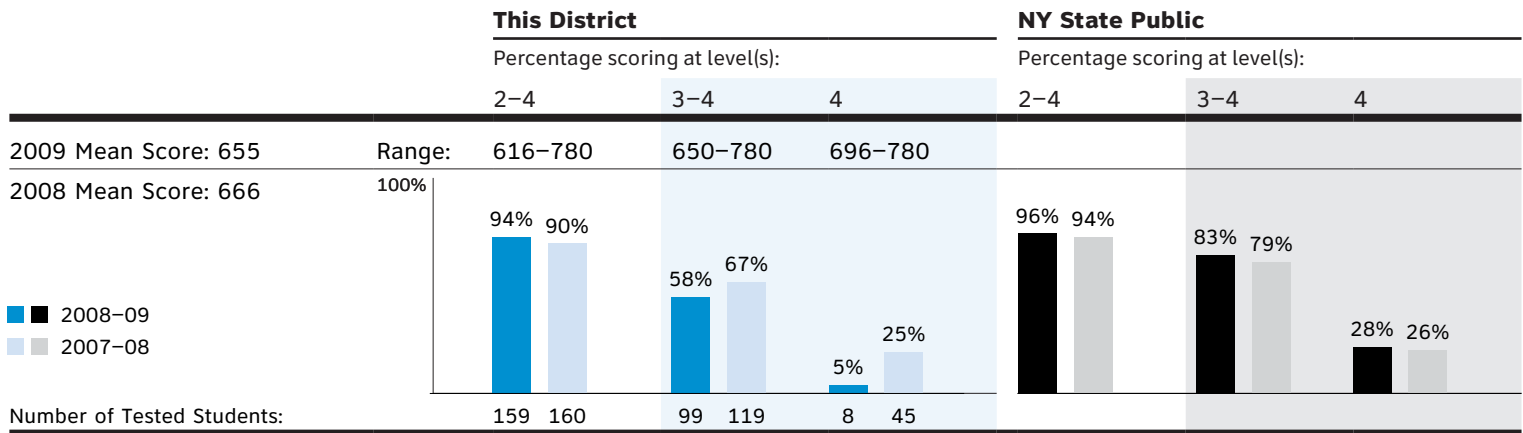
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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 (NYSA): Grade 6 Equivalent	5	5	5	4	5	4	2	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	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 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
All Students	170	94%	58%	5%	178	90%	67%	25%
Female	91	97%	67%	7%	80	86%	68%	26%
Male	79	90%	48%	3%	98	93%	66%	24%
American Indian or Alaska Native					1	-	-	-
Black or African American	114	96%	61%	5%	106	86%	62%	20%
Hispanic or Latino	56	88%	52%	4%	71	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals					72	96%	74%	33%
General-Education Students	146	96%	66%	5%	148	91%	73%	27%
Students with Disabilities	24	79%	8%	0%	30	83%	37%	17%
English Proficient	153	96%	62%	5%	150	89%	69%	28%
Limited English Proficient	17	71%	24%	0%	28	93%	57%	11%
Economically Disadvantaged	99	96%	59%	5%	76	87%	57%	16%
Not Disadvantaged	71	90%	58%	4%	102	92%	75%	32%
Migrant								
Not Migrant	170	94%	58%	5%	178	90%	67%	25%

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	5	5	5	2	5	4	4	2

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: 652	600-790		650-790		705-790*							
2008 Mean Score: 653												
Number of Tested Students:	172	158	107	97	2	0						

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
All Students	174	99%	61%	1%	161	98%	60%	0%
Female	81	99%	68%	2%	78	99%	69%	0%
Male	93	99%	56%	0%	83	98%	52%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	101	100%	61%	1%	112	97%	55%	0%
Hispanic or Latino	72	-	-	-	49	100%	71%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	73	97%	62%	1%				
General-Education Students	146	99%	68%	1%	133	99%	67%	0%
Students with Disabilities	28	100%	25%	0%	28	93%	29%	0%
English Proficient	151	100%	69%	1%	139	98%	63%	0%
Limited English Proficient	23	91%	13%	0%	22	100%	41%	0%
Economically Disadvantaged	97	99%	62%	0%	98	99%	54%	0%
Not Disadvantaged	77	99%	61%	3%	63	97%	70%	0%
Migrant								
Not Migrant	174	99%	61%	1%	161	98%	60%	0%

NOTES

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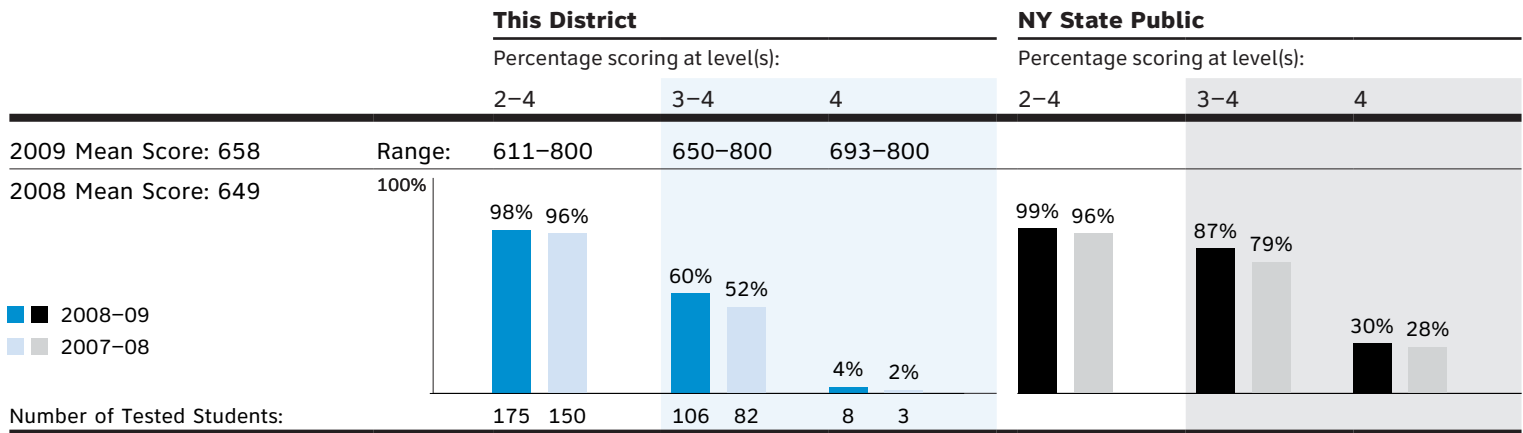
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	5	5	5	5	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 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
All Students	178	98%	60%	4%	157	96%	52%	2%
Female	84	96%	57%	4%	77	97%	55%	3%
Male	94	100%	62%	5%	80	94%	50%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	102	98%	60%	1%	111	95%	50%	1%
Hispanic or Latino	75	-	-	-	46	98%	59%	4%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	76	99%	59%	9%				
General-Education Students	149	99%	64%	5%	129	99%	57%	2%
Students with Disabilities	29	93%	34%	0%	28	79%	29%	0%
English Proficient	151	99%	66%	5%	133	95%	55%	2%
Limited English Proficient	27	96%	26%	0%	24	96%	38%	0%
Economically Disadvantaged	98	100%	57%	3%	99	96%	43%	2%
Not Disadvantaged	80	96%	63%	6%	58	95%	67%	2%
Migrant								
Not Migrant	178	98%	60%	4%	157	96%	52%	2%

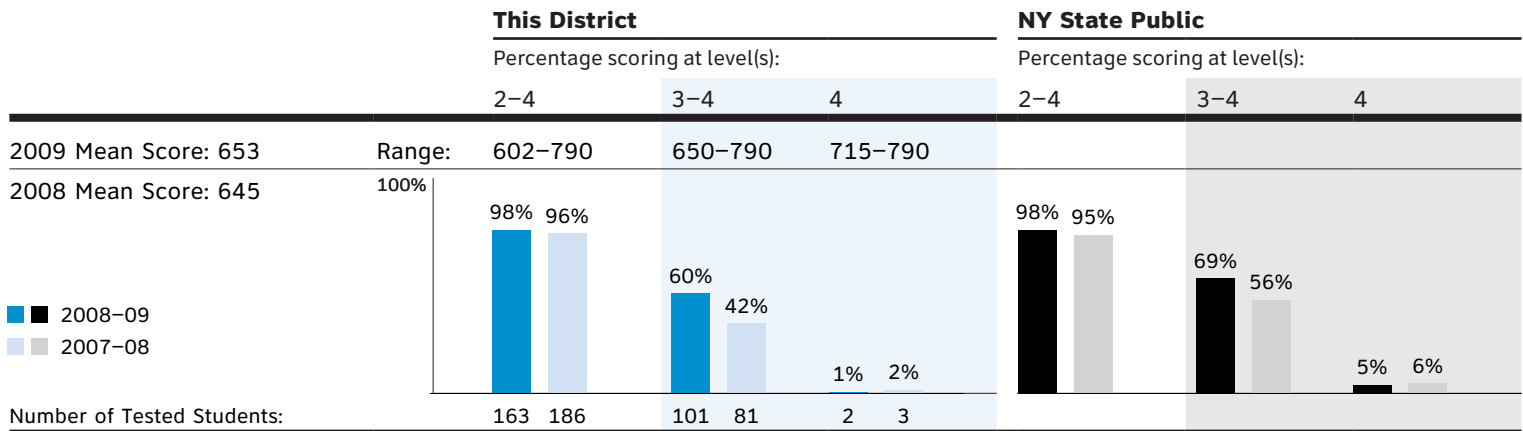
NOTES

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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 7 Equivalent	5	5	5	4	3	-	-	-

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
All Students	167	98%	60%	1%	194	96%	42%	2%
Female	75	100%	71%	1%	101	96%	46%	1%
Male	92	96%	52%	1%	93	96%	38%	2%
American Indian or Alaska Native					3	-	-	-
Black or African American	113	97%	57%	1%	140	96%	42%	1%
Hispanic or Latino	54	98%	69%	2%	50	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White								
Multiracial								
Small Group Totals					54	94%	41%	4%
General-Education Students	138	99%	68%	1%	164	98%	48%	2%
Students with Disabilities	29	90%	24%	0%	30	87%	7%	0%
English Proficient	152	98%	66%	1%	183	97%	44%	2%
Limited English Proficient	15	93%	7%	0%	11	82%	9%	0%
Economically Disadvantaged	96	99%	60%	0%	100	98%	38%	1%
Not Disadvantaged	71	96%	61%	3%	94	94%	46%	2%
Migrant								
Not Migrant	167	98%	60%	1%	194	96%	42%	2%

NOTES

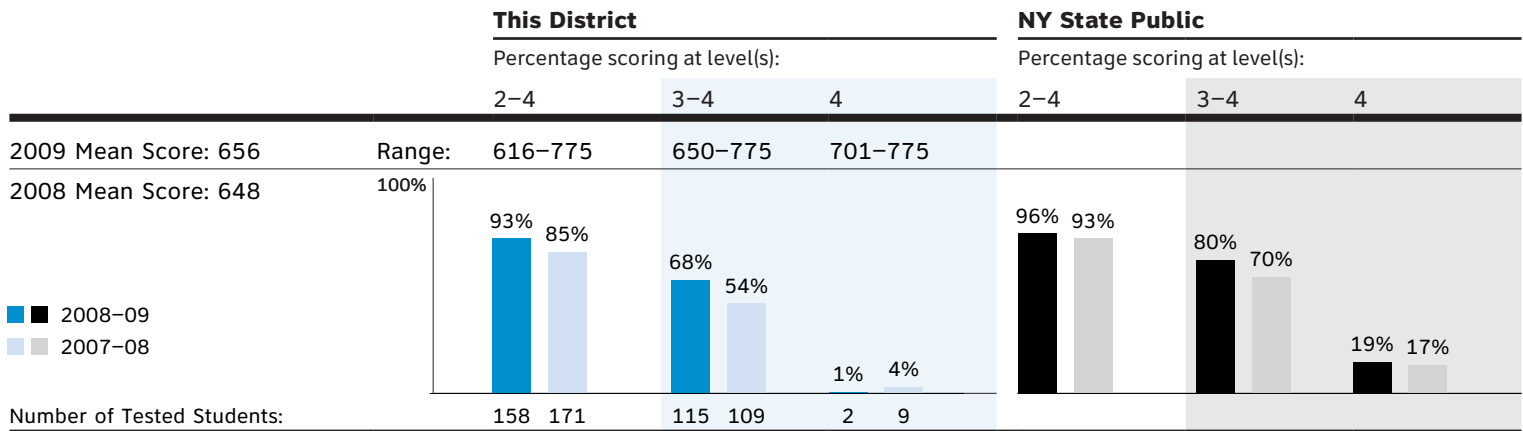
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Other Assessments

	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	3	-	-	-	5	4	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	8	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 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
All Students	170	93%	68%	1%	201	85%	54%	4%
Female	77	95%	74%	3%	102	88%	55%	4%
Male	93	91%	62%	0%	99	82%	54%	5%
American Indian or Alaska Native					3	-	-	-
Black or African American	108	94%	65%	1%	139	89%	51%	3%
Hispanic or Latino	62	90%	73%	2%	58	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White								
Multiracial								
Small Group Totals					62	76%	61%	8%
General-Education Students	143	95%	74%	1%	172	89%	59%	5%
Students with Disabilities	27	81%	33%	0%	29	62%	24%	0%
English Proficient	146	96%	73%	1%	180	89%	58%	5%
Limited English Proficient	24	75%	38%	0%	21	48%	24%	0%
Economically Disadvantaged	93	97%	68%	1%	104	90%	54%	3%
Not Disadvantaged	77	88%	68%	1%	97	79%	55%	6%
Migrant								
Not Migrant	170	93%	68%	1%	201	85%	54%	4%

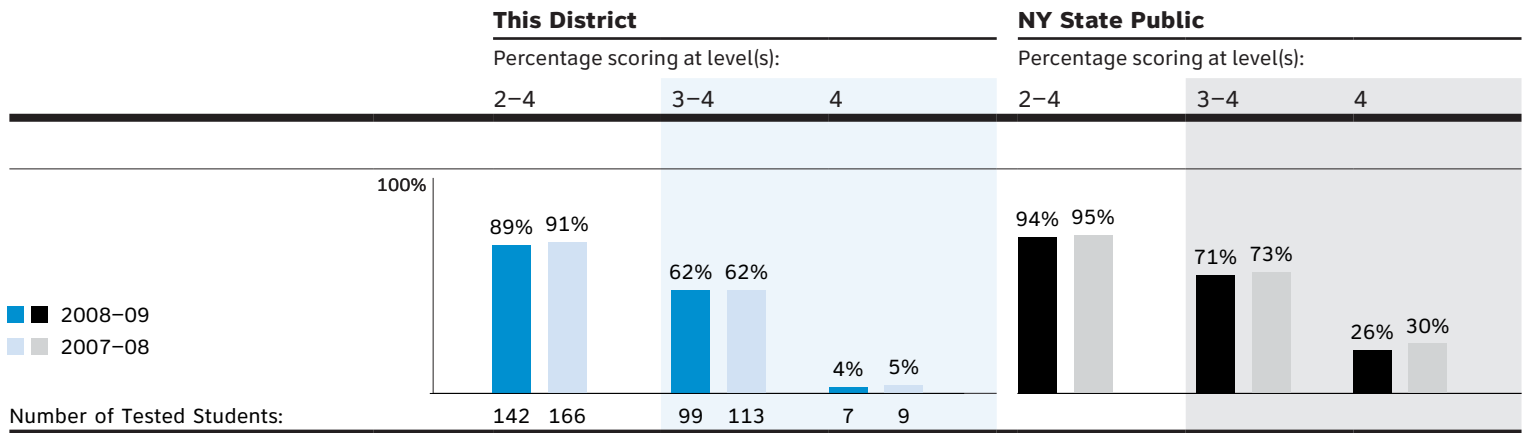
NOTES

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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	3	-	-	-	5	4	3	3

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
All Students	131	87%	54%	2%	143	89%	57%	5%
Female	55	87%	51%	2%	70	91%	53%	3%
Male	76	87%	57%	3%	73	86%	62%	7%
American Indian or Alaska Native					2	-	-	-
Black or African American	90	92%	57%	1%	97	92%	58%	3%
Hispanic or Latino	41	76%	49%	5%	43	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White								
Multiracial								
Small Group Totals					46	83%	57%	9%
General-Education Students	106	88%	57%	3%	118	92%	61%	6%
Students with Disabilities	25	84%	44%	0%	25	76%	40%	0%
English Proficient	109	92%	61%	3%	123	92%	62%	6%
Limited English Proficient	22	64%	23%	0%	20	70%	30%	0%
Economically Disadvantaged	71	87%	51%	0%	79	92%	61%	8%
Not Disadvantaged	60	87%	58%	5%	64	84%	53%	2%
Migrant								
Not Migrant	131	87%	54%	2%	143	89%	57%	5%

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	3	-	-	-	5	4	4	4
Regents Science	28	28	28	4	40	39	31	2

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

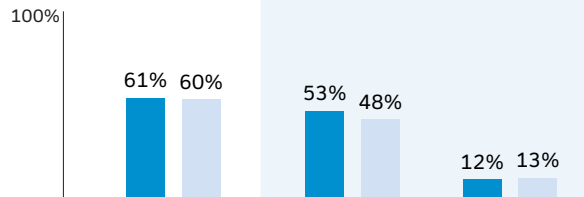
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

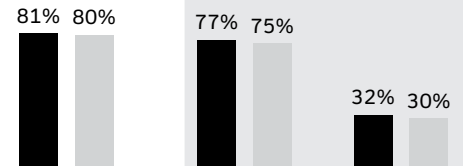
NY State Public

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
All Students	212	61%	53%	12%	208	60%	48%	13%
Female	101	65%	56%	20%	105	67%	55%	17%
Male	111	58%	50%	5%	103	52%	40%	10%
American Indian or Alaska Native								
Black or African American	159	69%	58%	14%	170	65%	51%	14%
Hispanic or Latino	53	38%	36%	6%	34	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White					4	–	–	–
Multiracial								
Small Group Totals					38	37%	34%	11%
General-Education Students	180	66%	58%	14%	180	65%	54%	15%
Students with Disabilities	32	38%	22%	0%	28	25%	7%	4%
English Proficient	191	66%	57%	14%	195	62%	49%	14%
Limited English Proficient	21	14%	14%	0%	13	23%	23%	8%
Economically Disadvantaged	68	76%	71%	21%	57	63%	46%	12%
Not Disadvantaged	144	54%	44%	8%	151	58%	48%	14%
Migrant								
Not Migrant	212	61%	53%	12%	208	60%	48%	13%

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*.

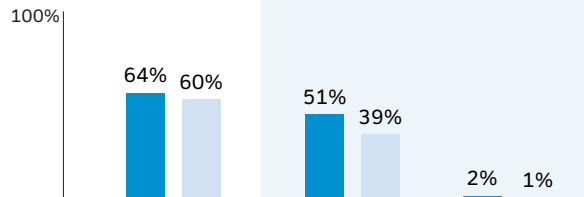
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

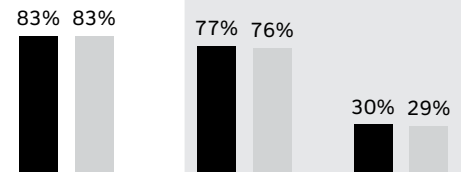


■ 2005 Cohort
■ 2004 Cohort

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
All Students	212	64%	51%	2%	208	60%	39%	1%
Female	101	70%	56%	3%	105	66%	44%	3%
Male	111	59%	47%	1%	103	54%	35%	0%
American Indian or Alaska Native								
Black or African American	159	69%	53%	2%	170	65%	42%	1%
Hispanic or Latino	53	49%	47%	2%	34	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White					4	–	–	–
Multiracial								
Small Group Totals					38	39%	26%	3%
General-Education Students	180	66%	52%	2%	180	66%	43%	2%
Students with Disabilities	32	53%	47%	0%	28	21%	14%	0%
English Proficient	191	68%	53%	2%	195	62%	40%	2%
Limited English Proficient	21	33%	33%	0%	13	38%	31%	0%
Economically Disadvantaged	68	81%	66%	4%	57	67%	46%	0%
Not Disadvantaged	144	56%	44%	1%	151	58%	37%	2%
Migrant								
Not Migrant	212	64%	51%	2%	208	60%	39%	1%

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.