



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **MIDDLETOWN CITY SCHOOL
DISTRICT**
District ID **44-10-00-01-0000**
Superintendent **KENNETH EASTWOOD**
Telephone **(845) 326-1158**
Grades **PK-12**

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
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Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

District MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

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	108	108	267
Kindergarten	495	490	550
Grade 1	492	531	526
Grade 2	535	508	535
Grade 3	481	486	489
Grade 4	513	485	478
Grade 5	515	511	486
Grade 6	487	530	539
Ungraded Elementary	0	0	0
Grade 7	502	496	523
Grade 8	530	513	487
Grade 9	652	666	624
Grade 10	572	512	538
Grade 11	479	484	458
Grade 12	461	384	423
Ungraded Secondary	0	0	0
Total K-12	6714	6596	6656

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	21	22	22
Grade 8			
English	23	20	20
Mathematics	23	22	20
Science	23	22	21
Social Studies	24	23	22
Grade 10			
English	22	21	20
Mathematics	20	25	21
Science	22	17	28
Social Studies	24	24	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 MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	3040	45%	3209	49%	3201	48%
Reduced-Price Lunch	1151	17%	1220	18%	1188	18%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	722	11%	779	12%	794	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	16	0%	4	0%
Black or African American	1784	27%	1778	27%	1780	27%
Hispanic or Latino	2718	40%	2862	43%	3032	46%
Asian or Native Hawaiian/Other Pacific Islander	184	3%	160	2%	154	2%
White	2025	30%	1780	27%	1686	25%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		94%
Student Suspensions	772	11%	704	10%	567	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 MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	472	492	514
Percent with No Valid Teaching Certificate	3%	1%	0%
Percent Teaching Out of Certification	4%	4%	2%
Percent with Fewer Than Three Years of Experience	12%	10%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	16%	17%
Total Number of Core Classes	1282	1414	1465
Percent Not Taught by Highly Qualified Teachers	5%	5%	2%
Total Number of Classes	1579	1681	1721
Percent Taught by Teachers Without Appropriate Certification	5%	4%	3%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	22%	9%
Turnover Rate of All Teachers	15%	15%	10%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	45	75	42
Total Paraprofessionals*	117	127	131
Assistant Principals	10	11	12
Principals	7	7	7

* 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)

Good Standing

ELA	Good Standing	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						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities	SH					
Limited English Proficient	SH			—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	6 of 6	6 of 6	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  Good Standing
for This Subject
(2009–10)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) 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 (3098:2955)			99%		166	142	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (873:817)			99%		167	140	
Hispanic or Latino (1384:1324)			99%		159	141	
Asian or Native Hawaiian/Other Pacific Islander (64:61)			100%		182	132	
White (774:750)			99%		174	140	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (428:396)			99%		117	138	105 125
Limited English Proficient ⁵ (376:453)			99%		136	139	121 142
Economically Disadvantaged (2189:2082)			99%		161	142	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 8 of 8 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 (3094:2938)			100%		175	117	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (872:805)			100%		167	115	
Hispanic or Latino (1382:1326)			100%		174	116	
Asian or Native Hawaiian/Other Pacific Islander (65:62)			98%		189	107	
White (772:742)			100%		182	115	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (426:388)			99%		129	113	
Limited English Proficient ⁵ (377:467)			99%		165	114	
Economically Disadvantaged (2188:2070)			100%		173	117	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (1015:943)		Qualified		99%		172	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (314:285)		Qualified		98%		172	100	
Hispanic or Latino (407:377)		Qualified		99%		164	100	
Asian or Native Hawaiian/Other Pacific Islander (23:23)		—	—	—	—	—	—	—
White (271:258)		Qualified		99%		182	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (158:139)		Qualified		97%		135	100	
Limited English Proficient ⁴ (121:141)		Qualified		99%		143	100	
Economically Disadvantaged (700:653)		Qualified		99%		167	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  Good Standing
for This Subject
(2009–10)

Accountability Measures 6 of 6 Student groups making AYP in English language arts
 Made AYP

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

How did students in each accountability group perform on 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 (496:466)			100%		188	166	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (150:133)			100%		193	162	
Hispanic or Latino (185:180)			99%		179	163	
Asian or Native Hawaiian/Other Pacific Islander (8:9)	—	—	—	—	—	—	—
White (153:144)			100%		192	162	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (60:73)			98%		158	160	123 [‡] 162
Limited English Proficient ⁵ (11:11)	—	—	—	—	—	—	—
Economically Disadvantaged (221:230)			100%		188	164	
Final AYP Determination		6 of 6					

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 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 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 (496:466)			100%		186	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (150:133)			100%		185	157	
Hispanic or Latino (185:180)			99%		181	158	
Asian or Native Hawaiian/Other Pacific Islander (8:9)	—	—	—	—	—	—	—
White (153:144)			100%		192	157	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (60:73)			98%		145	155	121 [‡] 151
Limited English Proficient ⁵ (11:11)	—	—	—	—	—	—	—
Economically Disadvantaged (221:230)			100%		187	159	
Final AYP Determination		6 of 6					

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 (552)			67%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (165)			70%	55%		
Hispanic or Latino (184)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (12)		–	–	–		
White (190)			69%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (88)			38%	55%	40%	39%
Limited English Proficient ² (16)		–	–	–		
Economically Disadvantaged (239)			65%	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 MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

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	59%			486
Grade 4	65%			484
Grade 5	73%			494
Grade 6	75%			546
Grade 7	77%			526
Grade 8	61%			491

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	88%			490
Grade 4	73%			498
Grade 5	74%			497
Grade 6	73%			549
Grade 7	87%			528
Grade 8	68%			494

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	79%			497
Grade 8	71%			493

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	79%			549
Mathematics	77%			549

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

	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	616-780	650-780	720-780			
2008 Mean Score: 651						
Number of Tested Students:	448	427	288	252	10	21

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	486	92%	59%	2%	489	87%	52%	4%
Female	230	93%	65%	3%	226	88%	53%	6%
Male	256	91%	54%	2%	263	86%	51%	3%
American Indian or Alaska Native	3	-	-	-				
Black or African American	111	93%	63%	1%	134	93%	53%	4%
Hispanic or Latino	226	92%	53%	1%	224	80%	42%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	13	100%	54%	15%
White	136	91%	65%	5%	118	93%	68%	6%
Multiracial								
Small Group Totals	13	100%	85%	0%				
General-Education Students	440	97%	63%	2%	442	91%	56%	5%
Students with Disabilities	46	50%	20%	0%	47	53%	13%	0%
English Proficient	394	94%	65%	3%	398	92%	59%	5%
Limited English Proficient	92	85%	34%	0%	91	68%	20%	2%
Economically Disadvantaged	361	91%	52%	1%	354	85%	43%	4%
Not Disadvantaged	125	97%	79%	4%	135	94%	74%	6%
Migrant	4	-	-	-				
Not Migrant	482	-	-	-	489	87%	52%	4%

NOTES

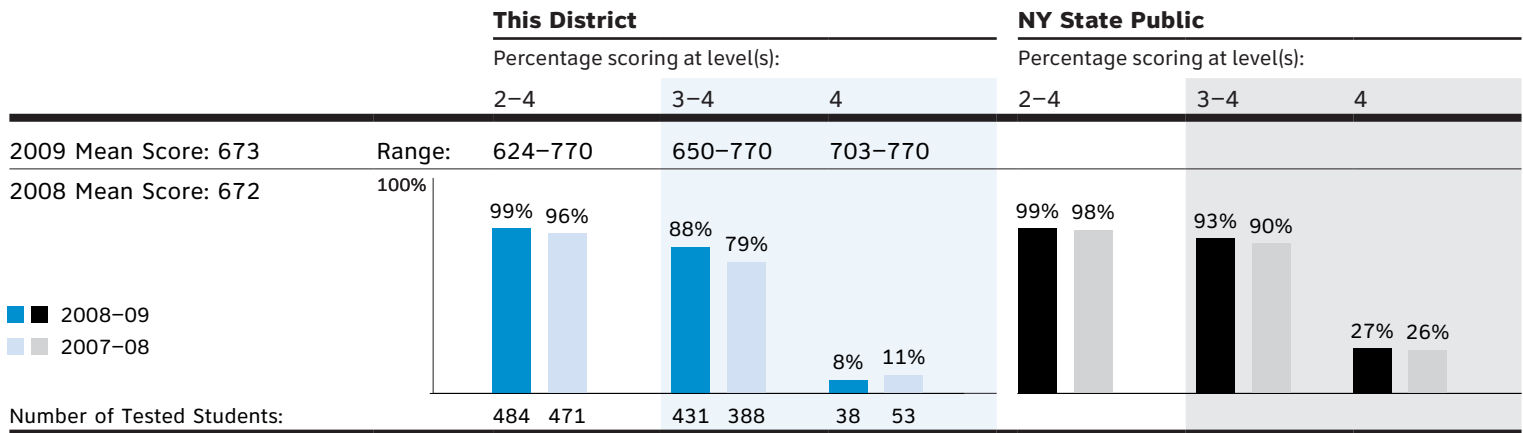
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	2	-	-	-	8	8	5	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	490	99%	88%	8%	489	96%	79%	11%
Female	235	100%	88%	8%	223	95%	77%	10%
Male	255	98%	88%	8%	266	97%	81%	12%
American Indian or Alaska Native	3	-	-	-				
Black or African American	111	98%	86%	6%	135	97%	79%	9%
Hispanic or Latino	231	99%	86%	6%	220	95%	74%	9%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	14	100%	93%	7%
White	135	99%	92%	10%	120	98%	89%	18%
Multiracial								
Small Group Totals	13	100%	100%	23%				
General-Education Students	445	100%	92%	9%	441	98%	83%	12%
Students with Disabilities	45	87%	49%	0%	48	83%	44%	0%
English Proficient	393	99%	91%	9%	400	97%	84%	13%
Limited English Proficient	97	98%	77%	2%	89	92%	61%	1%
Economically Disadvantaged	364	99%	86%	5%	350	96%	75%	8%
Not Disadvantaged	126	98%	94%	14%	139	98%	91%	17%
Migrant	4	-	-	-				
Not Migrant	486	-	-	-	489	96%	79%	11%

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 3 Equivalent	2	-	-	-	8	8	6	2

This District's Results in Grade 4 English Language Arts

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
2009 Mean Score: 655	Range: 612-775			650-775			716-775		
2008 Mean Score: 650									
Number of Tested Students:	443	414	313	266	3	12			

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	484	92%	65%	1%	471	88%	56%	3%
Female	218	94%	65%	1%	226	92%	61%	4%
Male	266	89%	64%	0%	245	84%	53%	2%
American Indian or Alaska Native								
Black or African American	149	93%	65%	0%	116	90%	59%	1%
Hispanic or Latino	210	88%	56%	0%	227	86%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	8%	11	100%	64%	9%
White	112	96%	78%	2%	117	89%	70%	6%
Multiracial								
Small Group Totals								
General-Education Students	426	96%	71%	1%	423	93%	61%	3%
Students with Disabilities	58	57%	16%	0%	48	46%	15%	0%
English Proficient	413	94%	70%	1%	400	91%	62%	3%
Limited English Proficient	71	79%	35%	0%	71	72%	25%	0%
Economically Disadvantaged	359	91%	58%	1%	332	86%	49%	1%
Not Disadvantaged	125	93%	83%	1%	139	94%	74%	6%
Migrant	3	-	-	-				
Not Migrant	481	-	-	-	471	88%	56%	3%

NOTES

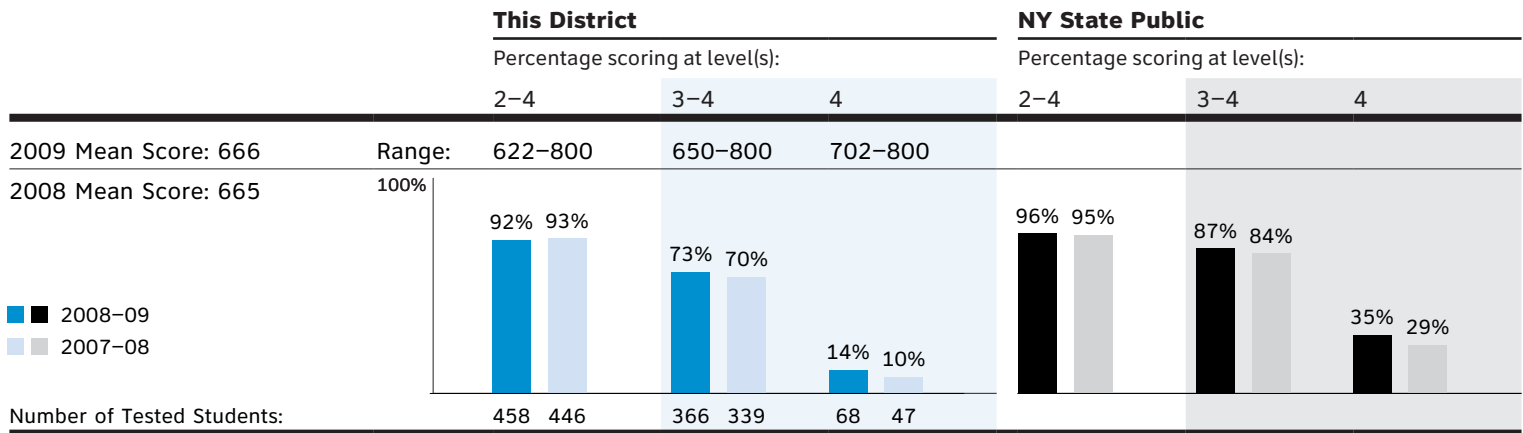
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Other Assessments

	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	7	7	6	3	6	6	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	498	92%	73%	14%	481	93%	70%	10%
Female	222	94%	73%	17%	228	94%	71%	11%
Male	276	91%	74%	11%	253	92%	70%	9%
American Indian or Alaska Native								
Black or African American	153	93%	73%	10%	114	92%	68%	5%
Hispanic or Latino	217	90%	69%	11%	238	93%	68%	10%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	31%	11	100%	82%	18%
White	115	93%	80%	21%	118	92%	77%	14%
Multiracial								
Small Group Totals								
General-Education Students	434	95%	77%	15%	429	96%	75%	11%
Students with Disabilities	64	70%	52%	3%	52	67%	35%	0%
English Proficient	420	93%	77%	16%	406	94%	73%	11%
Limited English Proficient	78	85%	55%	3%	75	87%	55%	5%
Economically Disadvantaged	372	93%	70%	10%	335	92%	68%	8%
Not Disadvantaged	126	90%	83%	25%	146	95%	75%	14%
Migrant	3	-	-	-				
Not Migrant	495	-	-	-	481	93%	70%	10%

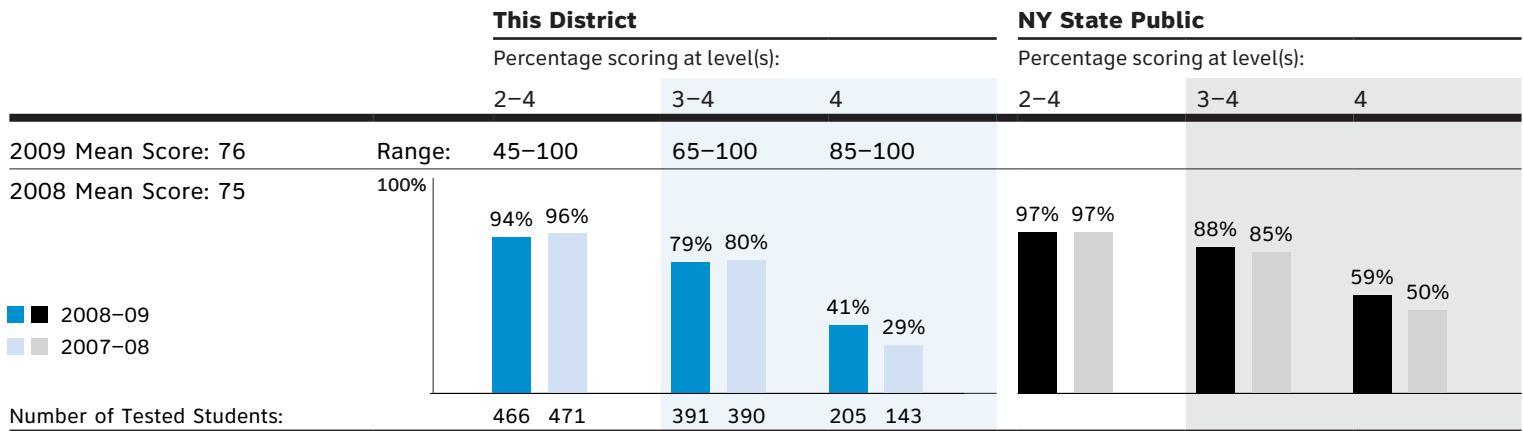
NOTES

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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	7	7	5	2	6	6	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	497	94%	79%	41%	489	96%	80%	29%
Female	222	94%	80%	39%	231	96%	79%	26%
Male	275	93%	77%	43%	258	97%	81%	32%
American Indian or Alaska Native								
Black or African American	155	97%	82%	42%	117	97%	83%	26%
Hispanic or Latino	217	89%	71%	31%	240	95%	73%	20%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	46%	12	100%	67%	42%
White	112	97%	87%	59%	120	98%	93%	49%
Multiracial								
Small Group Totals								
General-Education Students	435	95%	82%	44%	438	98%	82%	31%
Students with Disabilities	62	85%	56%	23%	51	84%	61%	14%
English Proficient	420	96%	84%	47%	414	97%	85%	34%
Limited English Proficient	77	79%	52%	8%	75	92%	52%	5%
Economically Disadvantaged	369	93%	74%	33%	333	96%	75%	22%
Not Disadvantaged	128	97%	91%	64%	156	97%	89%	46%
Migrant	3	-	-	-				
Not Migrant	494	-	-	-	489	96%	80%	29%

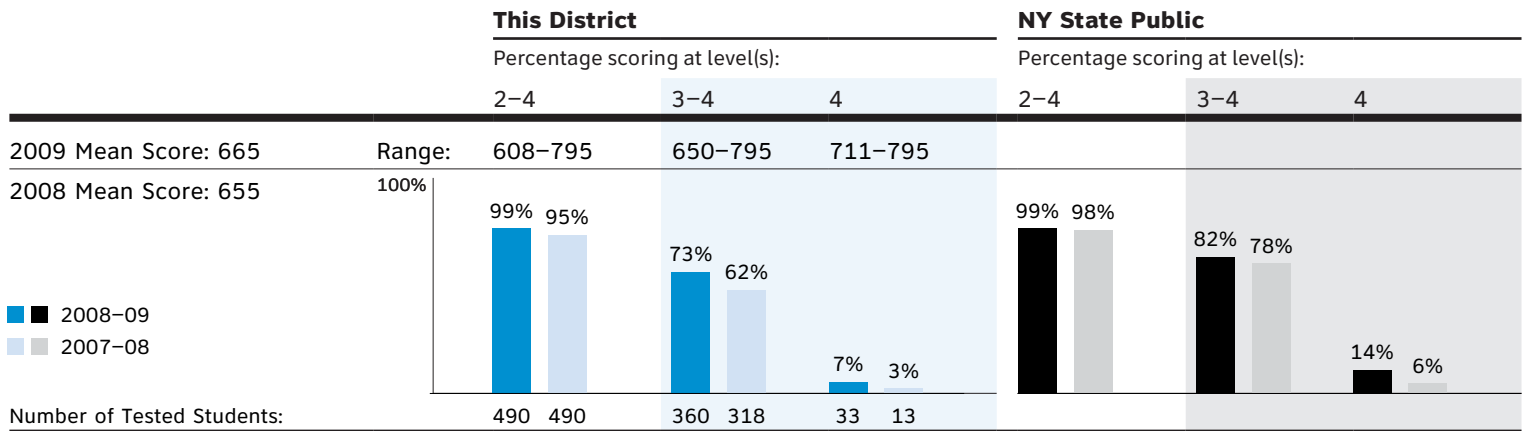
NOTES

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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	7	6	6	4	6	6	6	5

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	494	99%	73%	7%	516	95%	62%	3%
Female	239	99%	74%	10%	248	97%	64%	4%
Male	255	100%	72%	4%	268	93%	59%	1%
American Indian or Alaska Native								
Black or African American	125	98%	72%	6%	156	94%	61%	2%
Hispanic or Latino	236	100%	68%	6%	229	94%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	0%	14	100%	79%	14%
White	124	99%	82%	10%	117	97%	73%	4%
Multiracial								
Small Group Totals								
General-Education Students	434	100%	80%	7%	446	98%	69%	3%
Students with Disabilities	60	93%	23%	3%	70	74%	14%	0%
English Proficient	442	99%	76%	7%	461	96%	65%	3%
Limited English Proficient	52	100%	42%	0%	55	87%	31%	0%
Economically Disadvantaged	349	99%	70%	5%	362	95%	56%	1%
Not Disadvantaged	145	99%	80%	12%	154	95%	75%	5%
Migrant	1	-	-	-				
Not Migrant	493	-	-	-	516	95%	62%	3%

NOTES

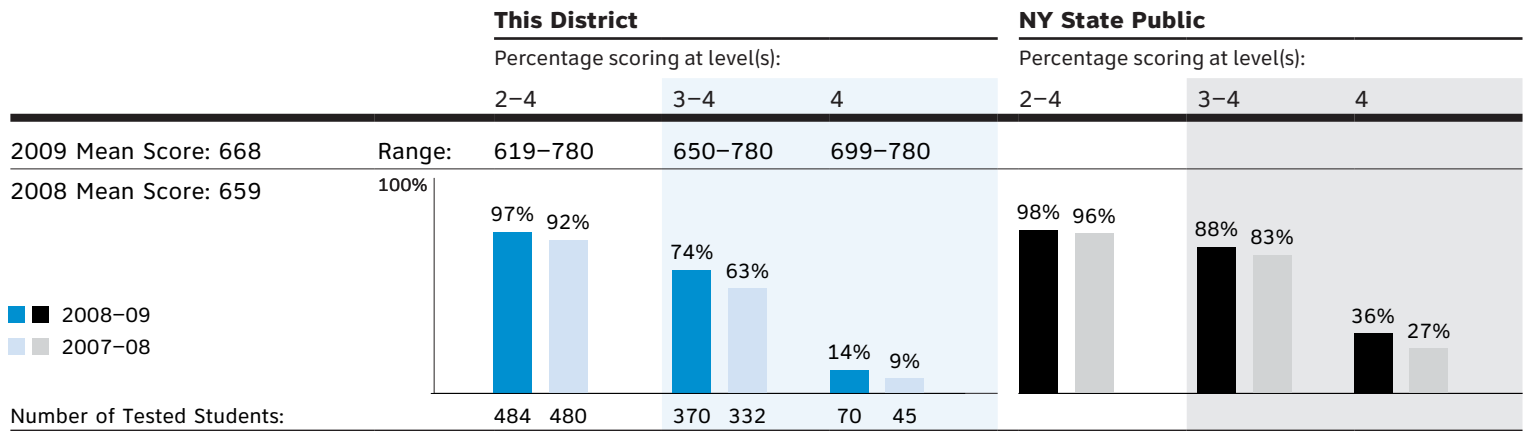
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	5	5	4	1	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 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	497	97%	74%	14%	523	92%	63%	9%
Female	238	98%	72%	14%	253	92%	63%	7%
Male	259	97%	76%	14%	270	91%	64%	10%
American Indian or Alaska Native								
Black or African American	126	94%	67%	10%	158	87%	58%	6%
Hispanic or Latino	238	98%	74%	12%	231	94%	61%	4%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	44%	14	100%	86%	36%
White	124	98%	81%	21%	120	93%	73%	17%
Multiracial								
Small Group Totals								
General-Education Students	436	99%	80%	16%	451	96%	70%	10%
Students with Disabilities	61	87%	36%	3%	72	63%	21%	0%
English Proficient	444	98%	76%	16%	466	92%	66%	10%
Limited English Proficient	53	96%	58%	0%	57	88%	44%	0%
Economically Disadvantaged	353	98%	74%	11%	362	92%	59%	4%
Not Disadvantaged	144	96%	76%	22%	161	91%	74%	18%
Migrant	1	-	-	-				
Not Migrant	496	-	-	-	523	92%	63%	9%

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	5	5	5	1	3	-	-	-

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: 659	598-785	650-785	696-785*			
2008 Mean Score: 651						
	100%	98%	75%	100%	98%	81%
		52%	3%		67%	9%
			1%			5%
Number of Tested Students:	545	506	408	268	14	7

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	546	100%	75%	3%	516	98%	52%	1%
Female	266	100%	79%	3%	261	99%	56%	3%
Male	280	100%	71%	2%	255	97%	48%	0%
American Indian or Alaska Native								
Black or African American	167	99%	72%	1%	150	95%	53%	1%
Hispanic or Latino	250	100%	74%	1%	237	99%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	14%	12	100%	92%	0%
White	115	100%	81%	7%	117	100%	62%	3%
Multiracial								
Small Group Totals								
General-Education Students	462	100%	81%	3%	456	100%	57%	2%
Students with Disabilities	84	99%	38%	0%	60	87%	12%	0%
English Proficient	493	100%	77%	3%	464	98%	56%	2%
Limited English Proficient	53	100%	53%	0%	52	94%	13%	0%
Economically Disadvantaged	392	100%	73%	1%	364	98%	45%	1%
Not Disadvantaged	154	100%	79%	6%	152	99%	68%	3%
Migrant	1	-	-	-				
Not Migrant	545	-	-	-	516	98%	52%	1%

NOTES

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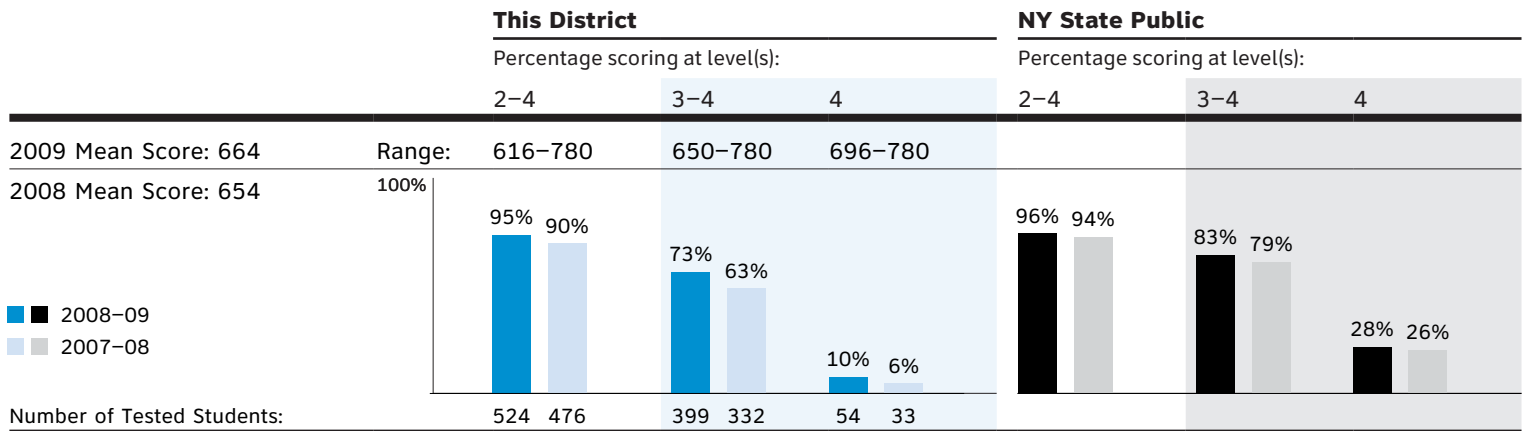
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	5	5	4	3	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 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	549	95%	73%	10%	528	90%	63%	6%
Female	264	98%	71%	10%	263	92%	63%	7%
Male	285	93%	74%	10%	265	88%	62%	5%
American Indian or Alaska Native								
Black or African American	167	92%	66%	8%	155	86%	54%	5%
Hispanic or Latino	252	98%	72%	7%	245	90%	60%	5%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	86%	36%	11	91%	82%	18%
White	116	96%	82%	16%	117	96%	79%	10%
Multiracial								
Small Group Totals								
General-Education Students	464	98%	79%	11%	468	94%	69%	7%
Students with Disabilities	85	81%	40%	1%	60	60%	15%	0%
English Proficient	494	96%	75%	11%	472	91%	65%	7%
Limited English Proficient	55	89%	51%	2%	56	80%	43%	0%
Economically Disadvantaged	395	95%	69%	7%	371	88%	59%	3%
Not Disadvantaged	154	97%	83%	17%	157	94%	71%	14%
Migrant	1	-	-	-				
Not Migrant	548	-	-	-	528	90%	63%	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 6 Equivalent	5	5	5	2	3	-	-	-

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: 661	600-790	650-790	705-790*			
2008 Mean Score: 657						
	100%	98%	77%	100%	98%	80%
		65%	3%		70%	7%
			1%			3%
Number of Tested Students:	524	481	404	321	16	5

Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	526	100%	77%	3%	492	98%	65%	1%
Female	264	100%	80%	3%	232	98%	74%	1%
Male	262	100%	74%	3%	260	97%	58%	1%
American Indian or Alaska Native								
Black or African American	154	100%	79%	1%	150	99%	59%	0%
Hispanic or Latino	246	100%	70%	3%	183	96%	60%	2%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	14%	11	100%	73%	9%
White	119	99%	87%	5%	148	98%	77%	0%
Multiracial								
Small Group Totals								
General-Education Students	464	100%	81%	3%	414	99%	72%	1%
Students with Disabilities	62	98%	42%	0%	78	90%	27%	0%
English Proficient	482	100%	82%	3%	444	98%	69%	1%
Limited English Proficient	44	98%	25%	0%	48	92%	31%	0%
Economically Disadvantaged	368	100%	74%	3%	321	98%	60%	1%
Not Disadvantaged	158	99%	84%	4%	171	98%	76%	2%
Migrant	1	-	-	-				
Not Migrant	525	-	-	-	492	98%	65%	1%

NOTES

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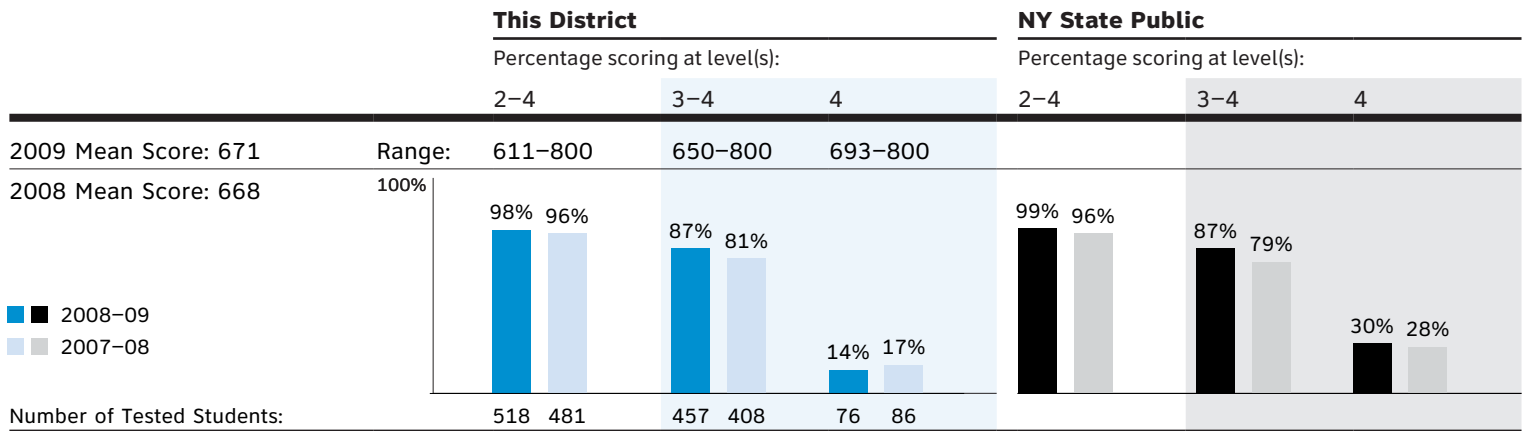
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 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	528	98%	87%	14%	501	96%	81%	17%
Female	262	98%	87%	13%	236	95%	81%	17%
Male	266	98%	86%	16%	265	97%	82%	18%
American Indian or Alaska Native								
Black or African American	154	97%	84%	10%	151	94%	75%	9%
Hispanic or Latino	248	98%	85%	13%	187	98%	81%	16%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	50%	10	100%	90%	60%
White	118	99%	93%	21%	153	95%	88%	24%
Multiracial								
Small Group Totals								
General-Education Students	467	100%	91%	16%	421	99%	87%	20%
Students with Disabilities	61	87%	52%	0%	80	79%	50%	1%
English Proficient	478	98%	88%	16%	452	96%	84%	19%
Limited English Proficient	50	96%	70%	2%	49	96%	61%	0%
Economically Disadvantaged	370	98%	85%	9%	324	97%	80%	14%
Not Disadvantaged	158	97%	90%	26%	177	94%	84%	23%
Migrant	1	-	-	-				
Not Migrant	527	-	-	-	501	96%	81%	17%

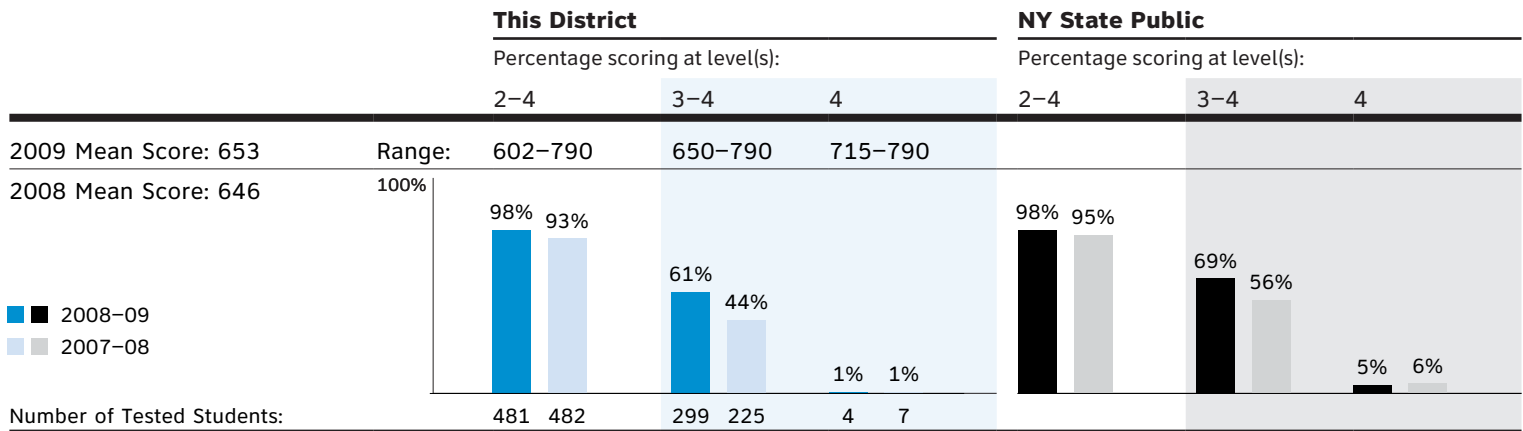
NOTES

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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	3	-	-	-	4	-	-	-

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	491	98%	61%	1%	517	93%	44%	1%
Female	229	99%	66%	2%	260	95%	50%	3%
Male	262	97%	56%	0%	257	91%	37%	0%
American Indian or Alaska Native								
Black or African American	153	98%	60%	0%	136	94%	40%	0%
Hispanic or Latino	177	97%	55%	0%	220	92%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	50%	0%	16	94%	63%	6%
White	151	99%	70%	3%	145	94%	52%	2%
Multiracial								
Small Group Totals								
General-Education Students	406	99%	68%	1%	445	96%	48%	1%
Students with Disabilities	85	92%	28%	0%	72	74%	15%	1%
English Proficient	452	99%	65%	1%	469	95%	47%	1%
Limited English Proficient	39	90%	8%	0%	48	77%	8%	0%
Economically Disadvantaged	323	98%	57%	0%	335	92%	37%	0%
Not Disadvantaged	168	98%	68%	2%	182	95%	55%	3%
Migrant	1	-	-	-				
Not Migrant	490	-	-	-	517	93%	44%	1%

NOTES

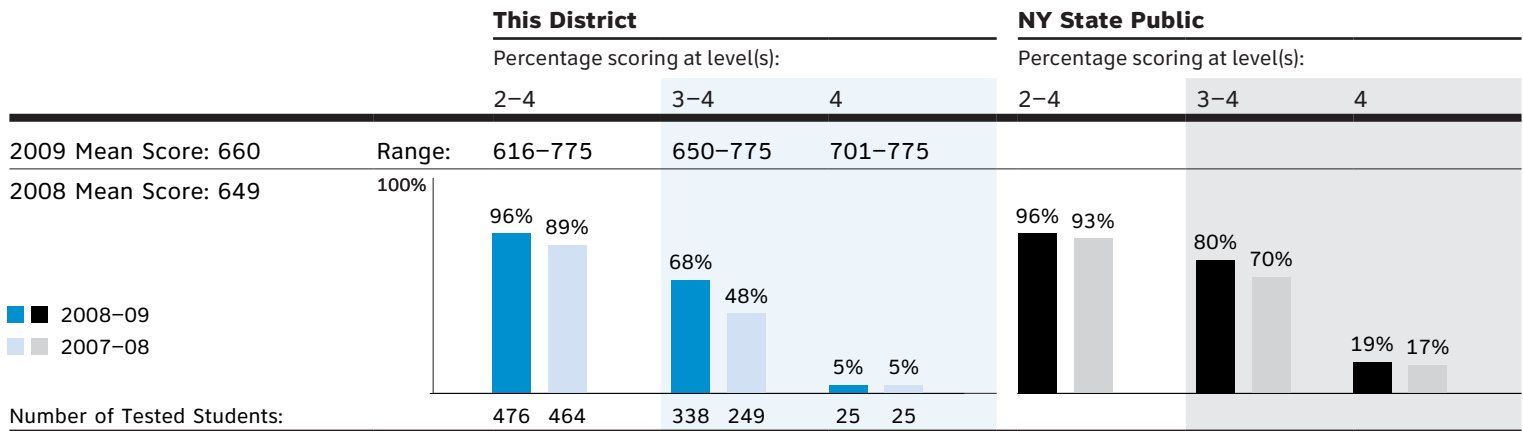
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Other Assessments

	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	4	-	-	-	5	4	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	3	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	494	96%	68%	5%	521	89%	48%	5%
Female	231	97%	72%	7%	265	89%	50%	3%
Male	263	95%	65%	3%	256	89%	45%	7%
American Indian or Alaska Native								
Black or African American	153	94%	59%	1%	133	87%	44%	2%
Hispanic or Latino	181	97%	68%	5%	225	88%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	20%	16	100%	94%	44%
White	150	97%	79%	8%	147	91%	52%	5%
Multiracial								
Small Group Totals								
General-Education Students	413	100%	75%	6%	447	92%	52%	6%
Students with Disabilities	81	79%	36%	0%	74	69%	20%	0%
English Proficient	453	96%	70%	6%	471	90%	49%	5%
Limited English Proficient	41	100%	56%	0%	50	78%	34%	0%
Economically Disadvantaged	327	98%	66%	4%	334	88%	42%	3%
Not Disadvantaged	167	93%	74%	8%	187	91%	58%	9%
Migrant	1	-	-	-				
Not Migrant	493	-	-	-	521	89%	48%	5%

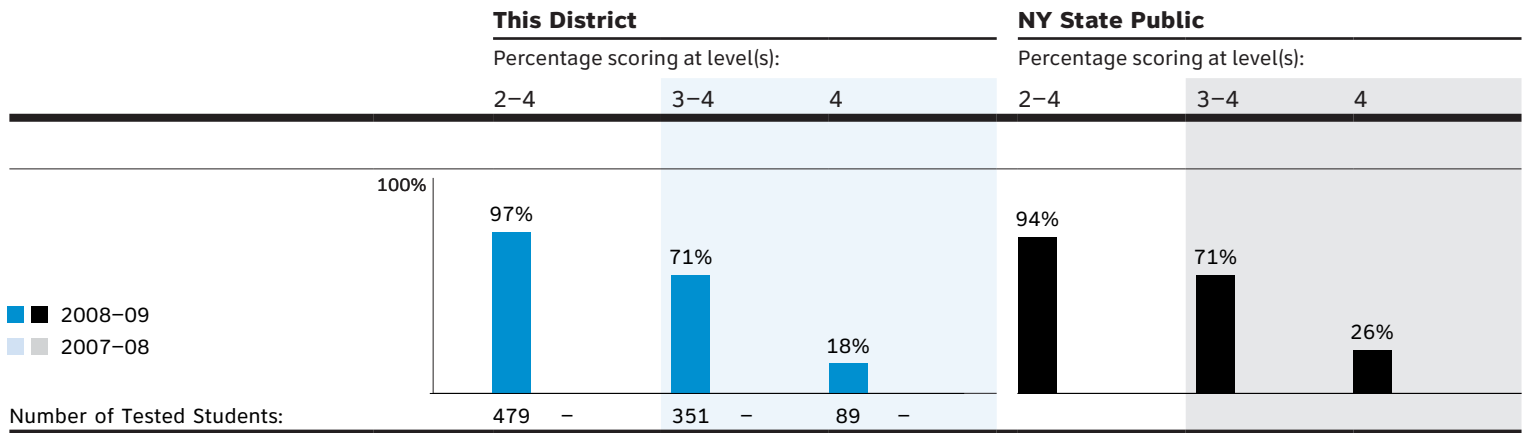
NOTES

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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	4	-	-	-	5	4	3	2

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	493	97%	71%	18%	512	97%	71%	20%
Female	237	96%	69%	19%	259	98%	67%	14%
Male	256	98%	73%	18%	253	96%	74%	25%
American Indian or Alaska Native								
Black or African American	152	97%	64%	8%	134	98%	67%	14%
Hispanic or Latino	180	97%	68%	17%	222	97%	65%	14%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	80%	40%	16	100%	94%	63%
White	151	98%	81%	28%	140	96%	79%	28%
Multiracial								
Small Group Totals								
General-Education Students	412	98%	78%	21%	441	98%	73%	22%
Students with Disabilities	81	91%	36%	4%	71	89%	54%	6%
English Proficient	451	98%	75%	20%	463	97%	74%	21%
Limited English Proficient	42	88%	33%	0%	49	94%	41%	2%
Economically Disadvantaged	322	98%	68%	13%	325	97%	65%	12%
Not Disadvantaged	171	96%	78%	27%	187	97%	80%	32%
Migrant	1	-	-	-				
Not Migrant	492	-	-	-	512	97%	71%	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 8 Equivalent	4	-	-	-	5	5	3	1
Regents Science	0				1	-	-	-

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

This District

Percentage scoring at level(s):

2-4

3-4

4

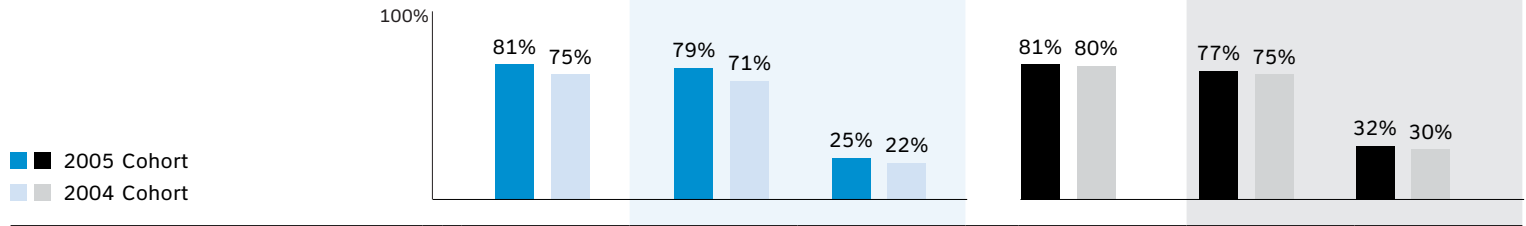
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

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	549	81%	79%	25%	557	75%	71%	22%
Female	271	88%	87%	32%	241	80%	75%	28%
Male	278	74%	72%	18%	316	71%	67%	18%
American Indian or Alaska Native					1	-	-	-
Black or African American	151	83%	83%	17%	167	77%	74%	13%
Hispanic or Latino	216	78%	75%	16%	185	73%	67%	14%
Asian or Native Hawaiian/Other Pacific Islander	11	82%	82%	55%	12	-	-	-
White	171	82%	82%	42%	192	74%	71%	35%
Multiracial								
Small Group Totals					13	77%	77%	69%
General-Education Students	455	86%	85%	30%	467	81%	79%	27%
Students with Disabilities	94	57%	53%	2%	90	41%	29%	1%
English Proficient	530	82%	80%	26%	541	76%	72%	23%
Limited English Proficient	19	53%	53%	0%	16	38%	19%	0%
Economically Disadvantaged	258	87%	85%	18%	240	75%	71%	15%
Not Disadvantaged	291	75%	75%	31%	317	74%	70%	28%
Migrant	1	-	-	-				
Not Migrant	548	-	-	-	557	75%	71%	22%

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*.

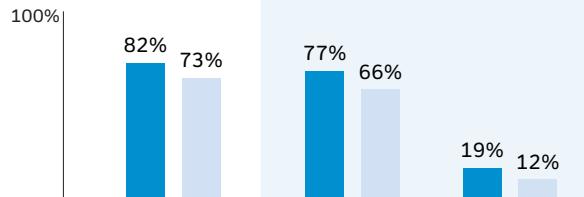
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

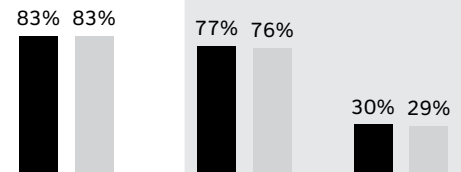


■ 2005 Cohort
■ 2004 Cohort

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	549	82%	77%	19%	557	73%	66%	12%
Female	271	88%	83%	21%	241	78%	70%	14%
Male	278	75%	72%	17%	316	68%	63%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	151	83%	76%	11%	167	75%	64%	6%
Hispanic or Latino	216	79%	75%	14%	185	71%	66%	7%
Asian or Native Hawaiian/Other Pacific Islander	11	73%	73%	36%	12	-	-	-
White	171	85%	82%	31%	192	72%	68%	20%
Multiracial								
Small Group Totals					13	77%	69%	54%
General-Education Students	455	87%	85%	21%	467	80%	74%	15%
Students with Disabilities	94	56%	41%	7%	90	33%	26%	0%
English Proficient	530	83%	78%	20%	541	74%	67%	13%
Limited English Proficient	19	53%	47%	0%	16	44%	25%	0%
Economically Disadvantaged	258	88%	82%	15%	240	75%	65%	7%
Not Disadvantaged	291	76%	74%	22%	317	71%	67%	16%
Migrant	1	-	-	-				
Not Migrant	548	-	-	-	557	73%	66%	12%

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.