



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **TROY CITY SCHOOL DISTRICT**
District ID **49-17-00-01-0000**
Superintendent **FADHILIKA ATIBA-WEZA**
Telephone **(518) 328-5052**
Grades **PK-12, UE, US**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 Review an Overview of District Performance.

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

For more information:

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District TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

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	137	136	247
Kindergarten	315	339	320
Grade 1	336	313	316
Grade 2	303	308	281
Grade 3	286	319	303
Grade 4	281	282	298
Grade 5	282	279	276
Grade 6	293	286	283
Ungraded Elementary	55	21	26
Grade 7	349	283	299
Grade 8	338	282	280
Grade 9	373	306	336
Grade 10	359	327	312
Grade 11	364	319	328
Grade 12	323	339	315
Ungraded Secondary	7	32	12
Total K-12	4264	4035	3985

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	19	18	19
Grade 8			
English	19	17	16
Mathematics	18	18	17
Science	19	19	17
Social Studies	18	18	17
Grade 10			
English	25	22	21
Mathematics	22	23	19
Science	24	23	22
Social Studies	25	23	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 TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	2021	47%	1894	47%	1981	50%
Reduced-Price Lunch	445	10%	389	10%	363	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	73	2%	74	2%	64	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	13	0%	9	0%
Black or African American	1298	30%	1316	33%	1293	32%
Hispanic or Latino	427	10%	419	10%	444	11%
Asian or Native Hawaiian/Other Pacific Islander	58	1%	51	1%	61	2%
White	2378	56%	2204	55%	2094	53%
Multiracial	99	2%	32	1%	84	2%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		92%		91%		91%
Student Suspensions	612	15%	513	12%	561	14%

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 TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	378	391	386
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	3%	1%	1%
Percent with Fewer Than Three Years of Experience	9%	9%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	15%	16%
Total Number of Core Classes	698	868	837
Percent Not Taught by Highly Qualified Teachers	2%	1%	3%
Total Number of Classes	1209	1244	1296
Percent Taught by Teachers Without Appropriate Certification	2%	2%	3%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	N/A	35%
Turnover Rate of All Teachers	14%	14%	19%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	64	49	67
Total Paraprofessionals*	92	100	97
Assistant Principals	4	5	5
Principals	8	8	8

* 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		—	SH	SH	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	6 of 6	6 of 6	1 of 1	5 of 5	5 of 5	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 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 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 (1780:1678)			100%		159	141	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (628:592)			100%		149	140	
Hispanic or Latino (201:180)			100%		141	136	
Asian or Native Hawaiian/Other Pacific Islander (23:20)	—	—	—	—	—	—	—
White (927:885)			99%		170	140	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (290:267)	 SH		99%	 SH	107	137	97 116
Limited English Proficient ⁵ (33:21)	—	—	—	—	—	—	—
Economically Disadvantaged (1173:1090)			99%		149	141	
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 (1775:1646)			100%		170	116	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (624:573)			100%		160	114	
Hispanic or Latino (199:176)			100%		161	111	
Asian or Native Hawaiian/Other Pacific Islander (23:22)	—	—	—	—	—	—	—
White (928:874)			100%		177	115	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (292:264)			99%		118	112	
Limited English Proficient ⁵ (33:24)	—	—	—	—	—	—	—
Economically Disadvantaged (1172:1062)			100%		163	116	
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 (605:531)		Qualified		98%		166	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (216:180)		Qualified		97%		154	100	
Hispanic or Latino (67:56)		Qualified		97%		154	100	
Asian or Native Hawaiian/Other Pacific Islander (8:8)		—	—	—	—	—	—	—
White (314:287)		Qualified		98%		176	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (92:77)		Qualified		93%		143	100	
Limited English Proficient ⁴ (18:13)		—	—	—	—	—	—	—
Economically Disadvantaged (410:347)		Qualified		98%		155	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 5 of 5 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	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 (300:290)			97%		174	165	
Ethnicity							
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–
Black or African American (89:79)			97%		173	160	
Hispanic or Latino (13:16)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:4)	–	–	–	–	–	–	–
White (194:189)			97%		179	163	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (42:53)	 SH		98%	 SH	130	158	122 137
Limited English Proficient ⁵ (2:0)	–	–	–	–	–	–	–
Economically Disadvantaged (115:112)			99%		167	161	
Final AYP Determination	 5 of 5						

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 5 of 5 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 (300:290)			97%		174	160	
Ethnicity							
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–
Black or African American (89:79)			98%		171	155	
Hispanic or Latino (13:16)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:4)	–	–	–	–	–	–	–
White (194:189)			96%		180	158	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (42:53)			100%		134	153	126 141
Limited English Proficient ⁵ (2:0)	–	–	–	–	–	–	–
Economically Disadvantaged (115:112)			98%		171	156	
Final AYP Determination	 5 of 5						

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 (359)			73%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (93)			61%	55%		
Hispanic or Latino (28)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (237)			79%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (77)			40%	55%	40%	41%
Limited English Proficient ² (1)		–	–	–		
Economically Disadvantaged (156)			66%	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 TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	53%			309
Grade 4	59%			292
Grade 5	72%			271
Grade 6	73%			283
Grade 7	76%			298
Grade 8	47%			295
Mathematics				
Grade 3	78%			305
Grade 4	75%			301
Grade 5	74%			272
Grade 6	70%			282
Grade 7	82%			300
Grade 8	62%			294
Science				
Grade 4	81%			302
Grade 8	57%			286

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	73%			351
Mathematics	72%			351

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: 652	616-780	650-780	720-780			
2008 Mean Score: 657						
Number of Tested Students:	270	275	163	171	10	26

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	309	87%	53%	3%	312	88%	55%	8%
Female	142	92%	58%	4%	147	92%	63%	14%
Male	167	84%	49%	2%	165	85%	48%	4%
American Indian or Alaska Native								
Black or African American	109	82%	49%	1%	105	84%	46%	5%
Hispanic or Latino	37	84%	30%	3%	29	83%	52%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	60%	0%	6	100%	50%	33%
White	158	92%	61%	5%	172	91%	61%	11%
Multiracial								
Small Group Totals								
General-Education Students	276	93%	59%	4%	281	92%	60%	9%
Students with Disabilities	33	36%	3%	0%	31	55%	6%	0%
English Proficient	305	-	-	-	306	89%	56%	8%
Limited English Proficient	4	-	-	-	6	50%	0%	0%
Economically Disadvantaged	206	83%	42%	1%	210	84%	45%	4%
Not Disadvantaged	103	95%	74%	7%	102	96%	75%	18%
Migrant								
Not Migrant	309	87%	53%	3%	312	88%	55%	8%

NOTES

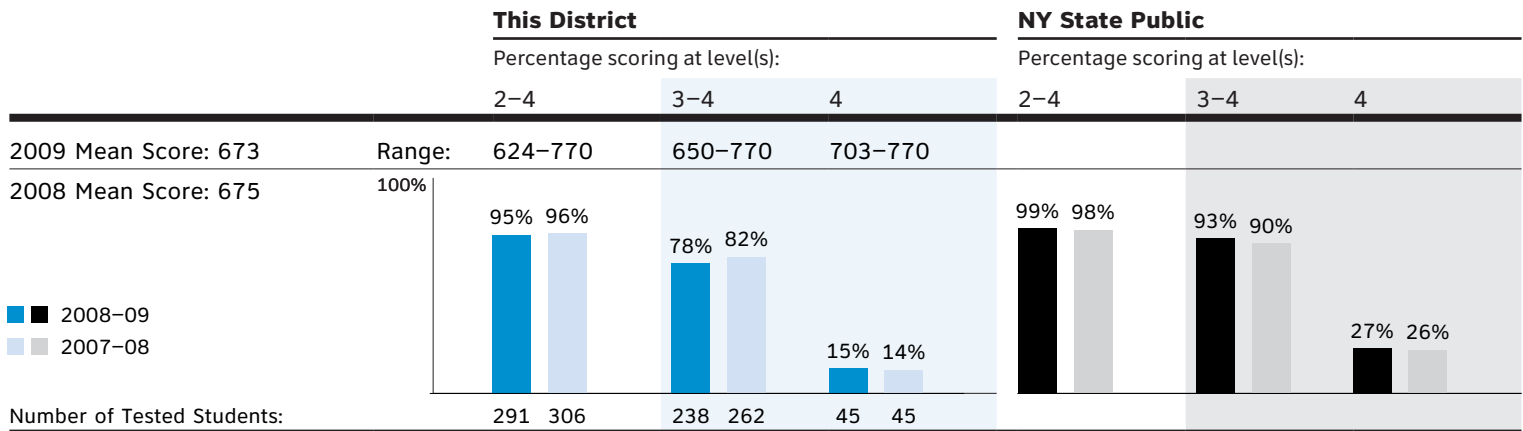
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	6	5	5	4	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 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	305	95%	78%	15%	319	96%	82%	14%
Female	138	98%	79%	14%	152	98%	83%	18%
Male	167	93%	77%	16%	167	94%	81%	10%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	106	93%	72%	8%	107	94%	74%	7%
Hispanic or Latino	37	95%	70%	8%	32	94%	81%	9%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	20%	6	100%	100%	33%
White	157	97%	84%	20%	174	97%	87%	19%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	272	99%	85%	17%	287	98%	85%	16%
Students with Disabilities	33	70%	21%	0%	32	78%	53%	0%
English Proficient	300	95%	78%	15%	308	96%	83%	14%
Limited English Proficient	5	100%	60%	0%	11	100%	64%	9%
Economically Disadvantaged	203	95%	74%	8%	213	94%	79%	8%
Not Disadvantaged	102	97%	85%	27%	106	99%	89%	26%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	305	95%	78%	15%	319	96%	82%	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 3 Equivalent	6	6	5	4	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	612-775	650-775	716-775			
2008 Mean Score: 649						
Number of Tested Students:	273	240	173	150	6	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	292	93%	59%	2%	284	85%	53%	4%
Female	130	97%	65%	2%	133	87%	60%	5%
Male	162	91%	55%	2%	151	82%	46%	3%
American Indian or Alaska Native								
Black or African American	103	91%	52%	3%	96	83%	47%	1%
Hispanic or Latino	32	84%	47%	0%	27	78%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	40%	20%	5	100%	100%	0%
White	152	97%	67%	1%	156	86%	58%	6%
Multiracial								
Small Group Totals								
General-Education Students	256	96%	65%	2%	237	90%	61%	5%
Students with Disabilities	36	72%	19%	0%	47	55%	11%	0%
English Proficient	284	94%	61%	2%	280	-	-	-
Limited English Proficient	8	63%	13%	0%	4	-	-	-
Economically Disadvantaged	195	92%	51%	2%	185	81%	42%	1%
Not Disadvantaged	97	97%	76%	3%	99	91%	73%	11%
Migrant								
Not Migrant	292	93%	59%	2%	284	85%	53%	4%

NOTES

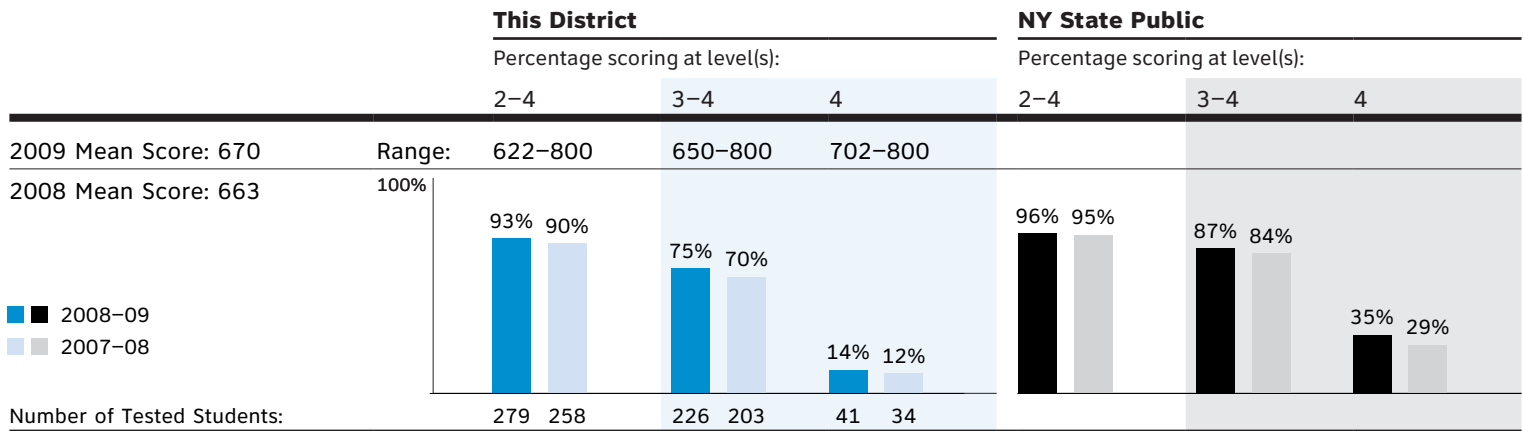
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Other Assessments

	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 4 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 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	301	93%	75%	14%	288	90%	70%	12%
Female	134	93%	72%	12%	137	90%	69%	10%
Male	167	93%	78%	15%	151	89%	72%	13%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	106	92%	62%	10%	95	88%	67%	12%
Hispanic or Latino	32	94%	75%	9%	28	82%	61%	7%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	14%	5	100%	100%	40%
White	156	93%	83%	17%	160	91%	73%	12%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	263	97%	79%	15%	238	95%	77%	14%
Students with Disabilities	38	66%	47%	5%	50	64%	38%	0%
English Proficient	288	92%	76%	14%	283	91%	72%	12%
Limited English Proficient	13	100%	62%	15%	5	20%	0%	0%
Economically Disadvantaged	203	92%	70%	10%	189	87%	68%	11%
Not Disadvantaged	98	95%	85%	21%	99	95%	75%	14%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	301	93%	75%	14%	288	90%	70%	12%

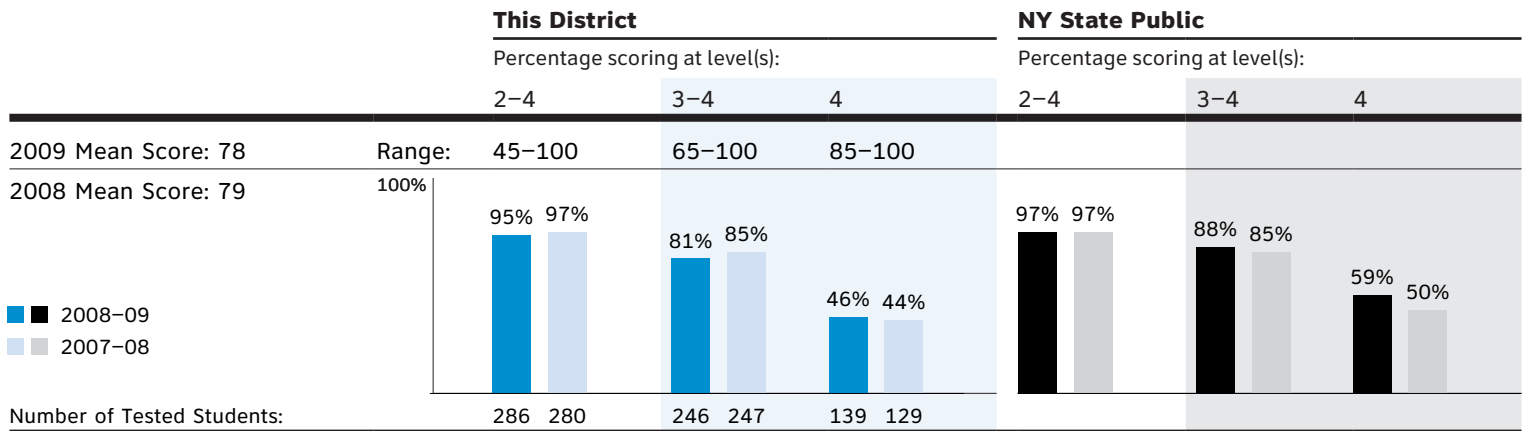
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	302	95%	81%	46%	290	97%	85%	44%
Female	132	95%	78%	44%	136	96%	88%	46%
Male	170	95%	84%	48%	154	97%	83%	44%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	110	96%	79%	39%	95	97%	82%	37%
Hispanic or Latino	32	84%	75%	56%	29	90%	76%	41%
Asian or Native Hawaiian/Other Pacific Islander	7	71%	71%	43%	5	100%	100%	60%
White	153	97%	85%	49%	161	98%	88%	49%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	265	96%	85%	49%	240	98%	89%	51%
Students with Disabilities	37	84%	59%	27%	50	88%	66%	14%
English Proficient	289	96%	82%	47%	285	97%	86%	45%
Limited English Proficient	13	69%	69%	31%	5	60%	40%	20%
Economically Disadvantaged	205	94%	78%	42%	186	96%	84%	39%
Not Disadvantaged	97	97%	89%	55%	104	98%	88%	55%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	302	95%	81%	46%	290	97%	85%	44%

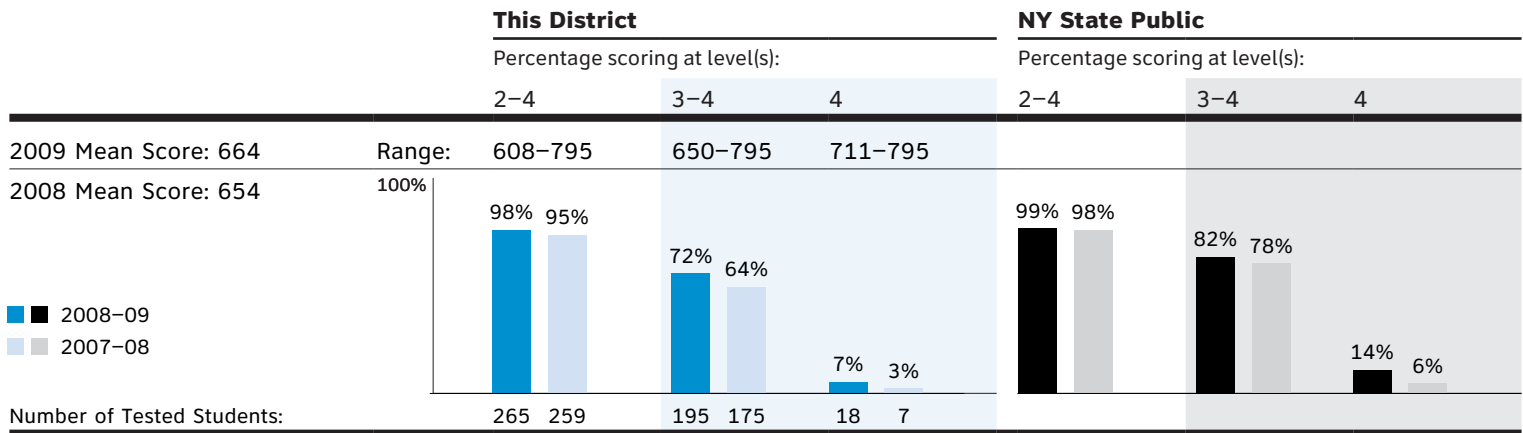
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	271	98%	72%	7%	272	95%	64%	3%
Female	125	98%	77%	10%	129	97%	71%	4%
Male	146	98%	68%	4%	143	94%	59%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	91	99%	69%	4%	97	95%	56%	2%
Hispanic or Latino	32	-	-	-	31	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	145	97%	79%	8%	140	96%	76%	3%
Multiracial								
Small Group Totals	35	97%	51%	6%	35	91%	43%	3%
General-Education Students	224	100%	79%	8%	230	99%	70%	3%
Students with Disabilities	47	89%	36%	0%	42	74%	33%	0%
English Proficient	266	98%	73%	7%	267	96%	65%	3%
Limited English Proficient	5	80%	0%	0%	5	80%	20%	0%
Economically Disadvantaged	185	98%	64%	5%	194	95%	57%	1%
Not Disadvantaged	86	97%	88%	10%	78	96%	83%	6%
Migrant								
Not Migrant	271	98%	72%	7%	272	95%	64%	3%

NOTES

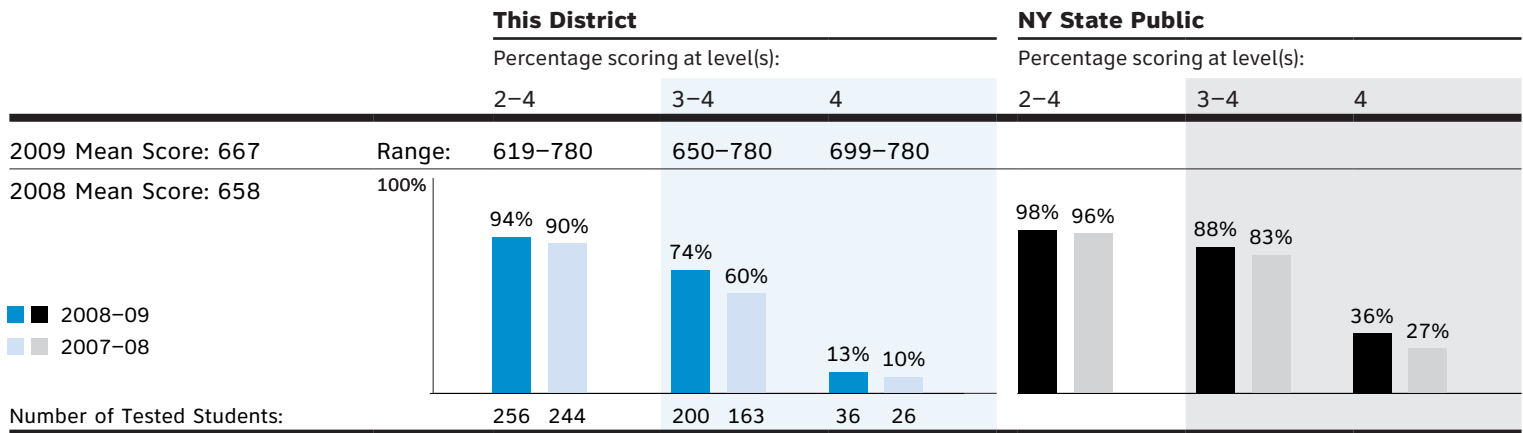
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Other Assessments

	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 5 Equivalent	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	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	272	94%	74%	13%	271	90%	60%	10%
Female	126	94%	76%	16%	129	91%	64%	9%
Male	146	94%	71%	11%	142	89%	56%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	89	94%	69%	7%	95	92%	52%	3%
Hispanic or Latino	32	-	-	-	32	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	148	94%	78%	19%	140	90%	67%	14%
Multiracial								
Small Group Totals	35	94%	69%	6%	36	86%	56%	11%
General-Education Students	222	99%	82%	16%	230	95%	67%	11%
Students with Disabilities	50	72%	34%	0%	41	63%	20%	2%
English Proficient	267	94%	74%	13%	265	90%	61%	9%
Limited English Proficient	5	80%	40%	0%	6	83%	17%	17%
Economically Disadvantaged	184	93%	67%	6%	190	87%	52%	5%
Not Disadvantaged	88	95%	86%	28%	81	98%	79%	20%
Migrant								
Not Migrant	272	94%	74%	13%	271	90%	60%	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 5 Equivalent	1	-	-	-	2	-	-	-

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: 657	598-785	650-785	696-785*			
2008 Mean Score: 655						
Number of Tested Students:	282	290	206	180	10	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	283	100%	73%	4%	296	98%	61%	2%
Female	130	100%	82%	5%	144	99%	66%	1%
Male	153	99%	65%	3%	152	97%	56%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	116	100%	66%	2%	87	95%	44%	0%
Hispanic or Latino	34	-	-	-	23	100%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	7	100%	100%	29%
White	130	99%	85%	6%	179	99%	71%	2%
Multiracial								
Small Group Totals	37	100%	54%	0%				
General-Education Students	234	100%	81%	4%	244	100%	69%	2%
Students with Disabilities	49	98%	33%	0%	52	88%	21%	0%
English Proficient	279	-	-	-	296	98%	61%	2%
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	194	100%	68%	2%	174	97%	49%	1%
Not Disadvantaged	89	99%	84%	8%	122	100%	77%	3%
Migrant								
Not Migrant	283	100%	73%	4%	296	98%	61%	2%

NOTES

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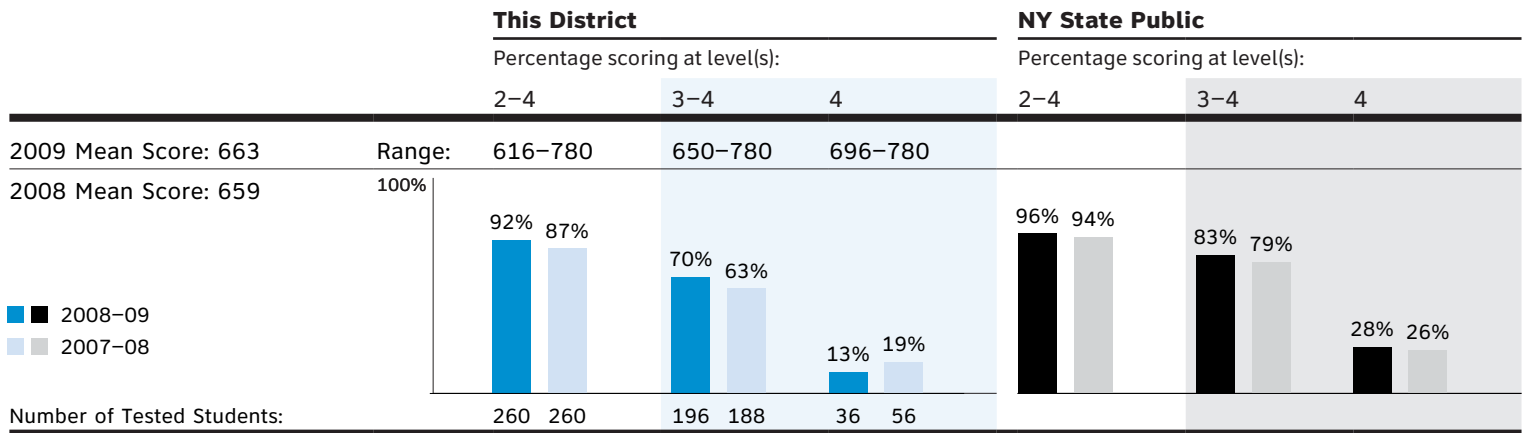
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	1	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	282	92%	70%	13%	299	87%	63%	19%
Female	131	94%	75%	11%	145	90%	63%	17%
Male	151	91%	65%	15%	154	84%	62%	20%
American Indian or Alaska Native	1	-	-	-				
Black or African American	116	91%	61%	3%	88	82%	39%	8%
Hispanic or Latino	32	-	-	-	24	83%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	7	100%	100%	57%
White	131	95%	81%	21%	180	89%	77%	25%
Multiracial								
Small Group Totals	35	89%	54%	14%				
General-Education Students	233	98%	77%	15%	247	94%	70%	22%
Students with Disabilities	49	65%	35%	2%	52	52%	31%	4%
English Proficient	278	-	-	-	298	-	-	-
Limited English Proficient	4	-	-	-	1	-	-	-
Economically Disadvantaged	195	91%	65%	7%	175	79%	46%	10%
Not Disadvantaged	87	94%	80%	25%	124	98%	87%	31%
Migrant								
Not Migrant	282	92%	70%	13%	299	87%	63%	19%

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	2	-	-	-	1	-	-	-

This District's Results in Grade 7 English Language Arts

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
2009 Mean Score: 662	Range: 600-790			650-790			705-790*		
2008 Mean Score: 650									
Number of Tested Students:	297	273	225	149	11	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	298	100%	76%	4%	282	97%	53%	0%
Female	140	100%	81%	4%	132	97%	58%	0%
Male	158	99%	71%	3%	150	97%	49%	0%
American Indian or Alaska Native								
Black or African American	95	100%	63%	1%	98	96%	37%	0%
Hispanic or Latino	27	100%	59%	0%	37	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	1	-	-	-
White	171	99%	84%	5%	146	98%	65%	0%
Multiracial								
Small Group Totals					38	95%	47%	0%
General-Education Students	243	100%	86%	5%	231	99%	61%	0%
Students with Disabilities	55	98%	27%	0%	51	86%	18%	0%
English Proficient	298	100%	76%	4%	280	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	175	100%	65%	1%	192	97%	45%	0%
Not Disadvantaged	123	99%	90%	8%	90	97%	69%	0%
Migrant								
Not Migrant	298	100%	76%	4%	282	97%	53%	0%

NOTES

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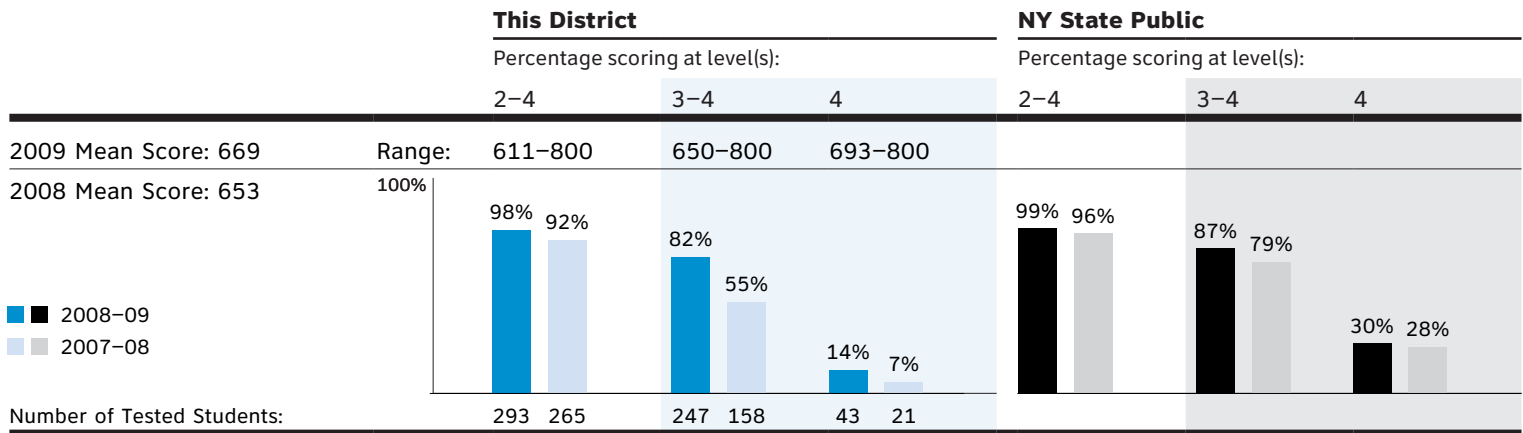
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 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	300	98%	82%	14%	288	92%	55%	7%
Female	138	99%	82%	13%	137	93%	56%	8%
Male	162	96%	83%	15%	151	91%	54%	7%
American Indian or Alaska Native								
Black or African American	96	96%	74%	5%	101	88%	39%	0%
Hispanic or Latino	29	100%	76%	0%	36	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%	2	-	-	-
White	170	98%	88%	21%	149	96%	68%	13%
Multiracial								
Small Group Totals					38	87%	45%	5%
General-Education Students	246	100%	87%	17%	239	95%	62%	9%
Students with Disabilities	54	89%	59%	0%	49	78%	22%	0%
English Proficient	299	-	-	-	282	92%	56%	7%
Limited English Proficient	1	-	-	-	6	83%	17%	17%
Economically Disadvantaged	179	97%	75%	4%	199	92%	46%	2%
Not Disadvantaged	121	98%	93%	29%	89	92%	74%	20%
Migrant								
Not Migrant	300	98%	82%	14%	288	92%	55%	7%

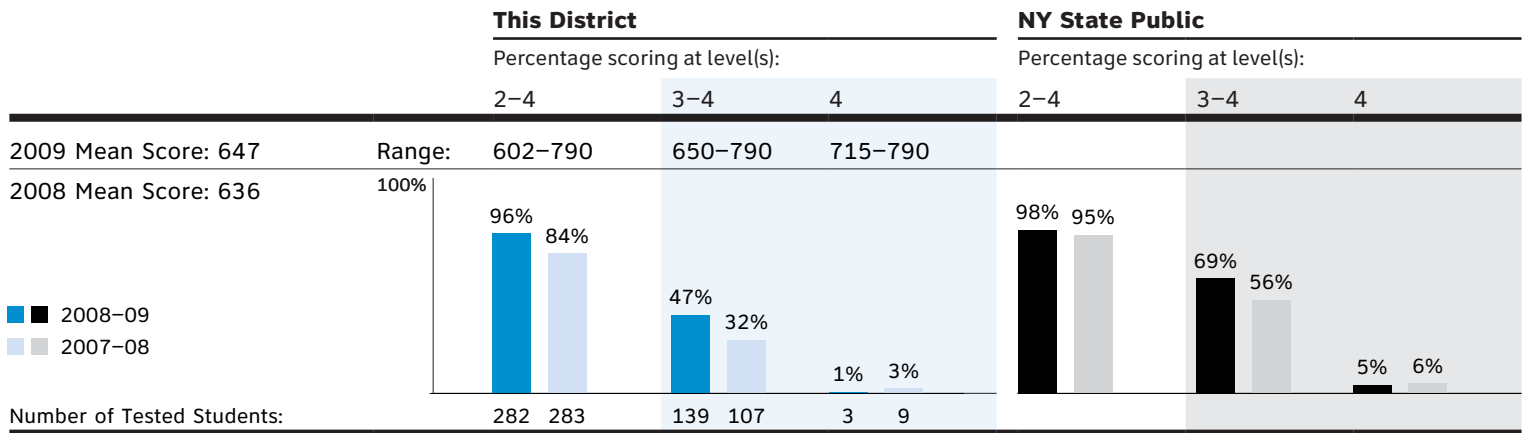
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	1	-	-	-

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	295	96%	47%	1%	335	84%	32%	3%
Female	136	96%	51%	2%	165	92%	40%	4%
Male	159	95%	44%	0%	170	78%	24%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	104	91%	32%	0%	121	83%	20%	1%
Hispanic or Latino	36	-	-	-	44	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	154	99%	59%	2%	168	88%	43%	4%
Multiracial								
Small Group Totals	37	95%	41%	0%	46	74%	24%	2%
General-Education Students	245	99%	56%	1%	258	95%	40%	3%
Students with Disabilities	50	80%	4%	0%	77	51%	4%	0%
English Proficient	291	-	-	-	332	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	201	96%	40%	0%	213	81%	22%	1%
Not Disadvantaged	94	96%	62%	3%	122	91%	49%	5%
Migrant								
Not Migrant	295	96%	47%	1%	335	84%	32%	3%

NOTES

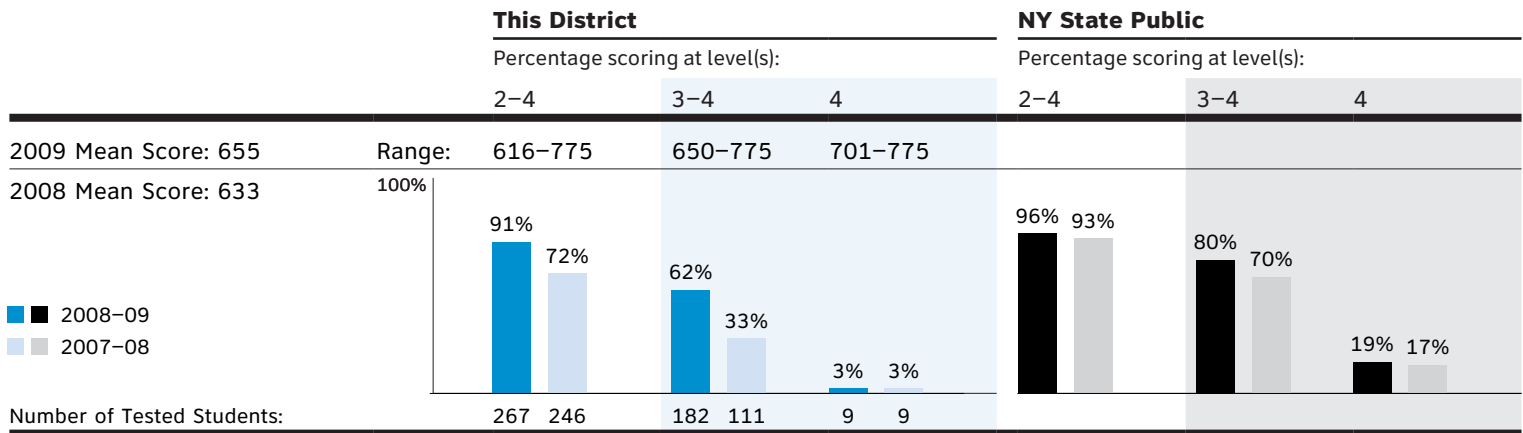
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Other Assessments

	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 8 Equivalent	1	-	-	-	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	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	294	91%	62%	3%	341	72%	33%	3%
Female	136	91%	63%	3%	169	75%	37%	2%
Male	158	91%	61%	3%	172	69%	28%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	103	87%	50%	0%	121	63%	18%	0%
Hispanic or Latino	34	-	-	-	46	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	156	94%	72%	5%	172	80%	45%	5%
Multiracial								
Small Group Totals	35	86%	54%	3%	48	67%	25%	2%
General-Education Students	244	93%	70%	4%	265	80%	38%	3%
Students with Disabilities	50	78%	24%	0%	76	43%	13%	0%
English Proficient	289	91%	62%	3%	335	73%	33%	3%
Limited English Proficient	5	100%	60%	0%	6	50%	0%	0%
Economically Disadvantaged	200	90%	54%	1%	217	69%	24%	0%
Not Disadvantaged	94	93%	79%	7%	124	78%	48%	6%
Migrant								
Not Migrant	294	91%	62%	3%	341	72%	33%	3%

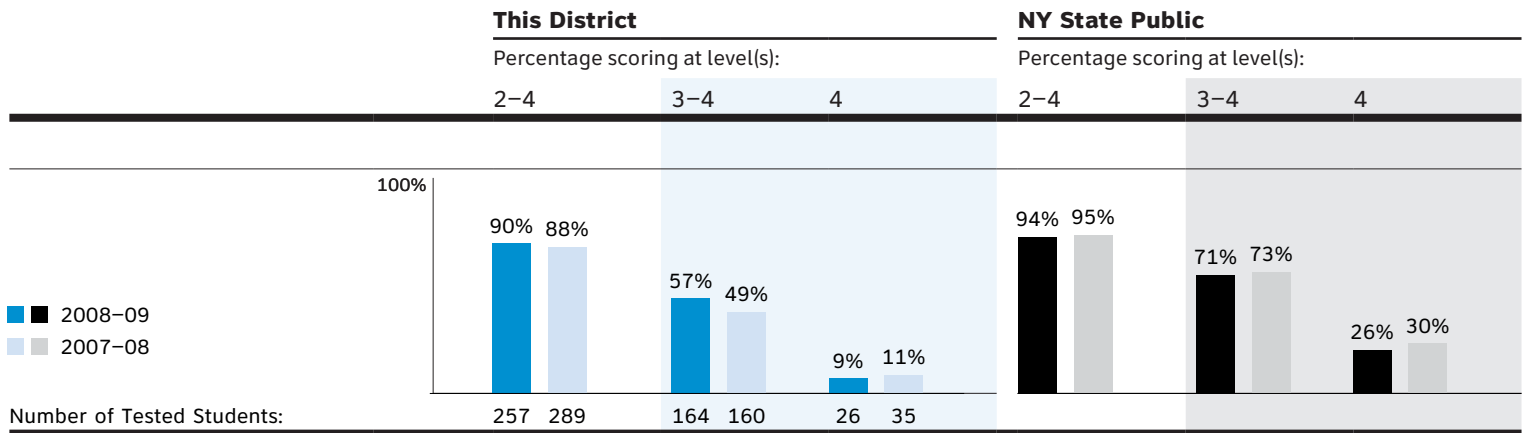
NOTES

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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 8 Equivalent	1	-	-	-	5	4	4	1

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	286	90%	57%	9%	328	88%	49%	11%
Female	132	89%	55%	7%	165	87%	50%	12%
Male	154	91%	60%	11%	163	89%	47%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	100	85%	41%	0%	116	84%	34%	3%
Hispanic or Latino	32	-	-	-	43	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	153	95%	69%	16%	167	92%	62%	16%
Multiracial								
Small Group Totals	33	79%	52%	6%	45	82%	38%	9%
General-Education Students	240	91%	60%	11%	255	90%	53%	12%
Students with Disabilities	46	85%	46%	0%	73	81%	33%	5%
English Proficient	281	90%	58%	9%	321	89%	50%	11%
Limited English Proficient	5	100%	40%	0%	7	57%	0%	0%
Economically Disadvantaged	195	86%	46%	4%	210	86%	40%	5%
Not Disadvantaged	91	98%	82%	21%	118	92%	65%	20%
Migrant								
Not Migrant	286	90%	57%	9%	328	88%	49%	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 8 Equivalent	1	-	-	-	5	5	4	2
Regents Science	0				0			

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

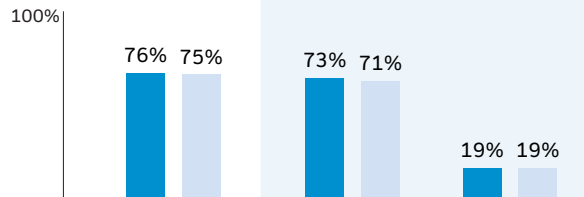
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

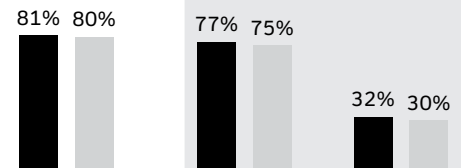
NY State Public

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	351	76%	73%	19%	369	75%	71%	19%
Female	161	82%	80%	24%	197	82%	78%	24%
Male	190	71%	67%	15%	172	67%	64%	13%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	100	74%	70%	4%	96	68%	60%	4%
Hispanic or Latino	24	38%	38%	8%	30	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–				
White	220	81%	79%	27%	242	80%	78%	27%
Multiracial								
Small Group Totals	7	57%	57%	14%	31	65%	52%	3%
General-Education Students	284	84%	82%	23%	282	88%	83%	25%
Students with Disabilities	67	40%	34%	0%	87	36%	32%	1%
English Proficient	349	–	–	–	368	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	140	72%	68%	7%	163	69%	65%	7%
Not Disadvantaged	211	78%	76%	27%	206	80%	76%	29%
Migrant								
Not Migrant	351	76%	73%	19%	369	75%	71%	19%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

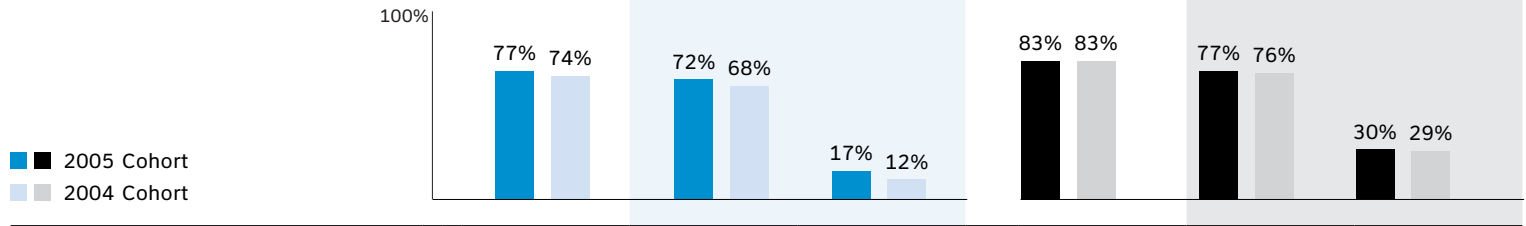
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	351	77%	72%	17%	369	74%	68%	12%
Female	161	84%	80%	20%	197	81%	74%	14%
Male	190	70%	65%	14%	172	66%	61%	10%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	100	75%	66%	6%	96	64%	57%	6%
Hispanic or Latino	24	38%	33%	8%	30	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	220	82%	80%	23%	242	79%	75%	17%
Multiracial								
Small Group Totals	7	57%	57%	14%	31	65%	45%	0%
General-Education Students	284	84%	81%	21%	282	87%	80%	16%
Students with Disabilities	67	45%	33%	0%	87	33%	28%	1%
English Proficient	349	-	-	-	368	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	140	72%	69%	8%	163	67%	59%	6%
Not Disadvantaged	211	80%	74%	23%	206	80%	75%	17%
Migrant								
Not Migrant	351	77%	72%	17%	369	74%	68%	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.