



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **POUGHKEEPSIE CITY SCHOOL
DISTRICT**

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

Superintendent **LAVAL WILSON**

Telephone **(845) 451-4950**

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 View School Accountability Status.

This section lists all schools in your district by 2010–11 accountability status.

4 Review an Overview of District Performance.

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

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2007-08	2008-09	2009-10
Pre-K	0	159	166
Kindergarten	418	416	393
Grade 1	410	415	409
Grade 2	369	398	383
Grade 3	382	351	368
Grade 4	380	366	345
Grade 5	376	348	361
Grade 6	351	365	321
Ungraded Elementary	0	1	0
Grade 7	334	322	357
Grade 8	334	313	318
Grade 9	347	432	302
Grade 10	410	339	324
Grade 11	286	275	320
Grade 12	210	215	299
Ungraded Secondary	0	3	0
Total K-12	4607	4559	4500

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	21	21
Grade 8			
English	17	19	19
Mathematics	17	18	21
Science	20	19	21
Social Studies	16	21	20
Grade 10			
English	19	21	21
Mathematics	19	15	17
Science	17	20	24
Social Studies	24	21	22

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

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

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	2917	63%	2777	61%	3062	68%
Reduced-Price Lunch	448	10%	492	11%	524	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	347	8%	409	9%	440	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	5	0%	9	0%
Black or African American	2883	63%	2800	61%	2724	61%
Hispanic or Latino	952	21%	1012	22%	1047	23%
Asian or Native Hawaiian/Other Pacific Islander	52	1%	47	1%	49	1%
White	714	15%	695	15%	671	15%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		91%
Student Suspensions	870	19%	756	16%	815	18%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	370	372	368
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	5%	1%	0%
Percent with Fewer Than Three Years of Experience	10%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	18%	18%
Total Number of Core Classes	932	1065	1031
Percent Not Taught by Highly Qualified Teachers in This District	7%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1148	1293	1283
Percent Taught by Teachers Without Appropriate Certification	6%	2%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	12%	13%
Turnover Rate of All Teachers	14%	11%	14%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	52	35	24
Total Paraprofessionals*	108	118	105
Assistant Principals	7	8	8
Principals	9	10	9

* 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irts/accountability/>.

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 (2010–11)

Improvement (Year 1)

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
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	X	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	X	✓		X	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	X	X		✓ ^{SH}	X	
Limited English Proficient	X	✓		—	—	
Economically Disadvantaged	X	✓		✓ ^{SH}	✓ ^{SH}	
Student groups making AYP in each subject	X 2 of 7	X 6 of 7	✓ 1 of 1	X 5 of 6	X 5 of 6	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X 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
(2010–11)

Accountability Measures 2 of 7 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2114:1998)			99%		149	153	153 116
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1280:1229)			100%		145	152	152 112
Hispanic or Latino (499:460)			100%		150	150	
Asian or Native Hawaiian/Other Pacific Islander (29:26)	—	—	—	—	—	—	—
White (303:280)			99%		165	149	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (469:484)			99%		115	150	124 74
Limited English Proficient (160:190)			99%		127	147	142 88
Economically Disadvantaged (1789:1692)			99%		146	152	152 112
Final AYP Determination	 2 of 7						
Non-Accountability Groups							
Female (998:944)			100%		156	151	
Male (1116:1054)			99%		143	152	
Migrant (7:7)			—		—	—	


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics























Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 6 of 7 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2114:2005)			100%		164	133	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1279:1228)			100%		159	132	
Hispanic or Latino (500:465)			100%		171	130	
Asian or Native Hawaiian/Other Pacific Islander (29:26)	—	—	—	—	—	—	—
White (303:283)			100%		171	129	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (470:486)			99%		128	130	130 88
Limited English Proficient (160:195)			99%		157	127	
Economically Disadvantaged (1789:1700)			100%		162	132	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (996:944)			100%		164	131	
Male (1118:1061)			100%		164	132	
Migrant (7:7)			—		—	—	

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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


Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (691:632)		Qualified		98%		168	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (420:392)		Qualified		98%		164	100	
Hispanic or Latino (162:145)		Qualified		97%		174	100	
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—	—
White (101:88)		Qualified		99%		181	100	
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (155:156)		Qualified		97%		140	100	
Limited English Proficient (49:55)		Qualified		98%		162	100	
Economically Disadvantaged (570:520)		Qualified		98%		167	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (311:287)				98%		169	100	
Male (380:345)				98%		168	100	
Migrant (3:3)	—	—	—	—	—	—	—	—


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts



















Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (241:247)			98%		170	170	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (147:154)			99%		165	169	151 [‡] 169
Hispanic or Latino (35:34)		—	—		176	160	
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—
White (53:53)			98%		177	164	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (100:51)			95%		120	164	108 128
Limited English Proficient (4:5)	—	—	—	—	—	—	—
Economically Disadvantaged (156:172)			99%		162	169	148 166
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (127:129)			98%		174	168	
Male (114:118)			98%		166	167	
Migrant (1:1)			—		—	—	


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics



















Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 5 of 6 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (241:247)			99%		169	166	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (147:154)			99%		167	165	
Hispanic or Latino (35:34)		—	—		174	156	
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—
White (53:53)			98%		170	160	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (43:51)			95%		106	160	113 115
Limited English Proficient (4:5)	—	—	—	—	—	—	—
Economically Disadvantaged (156:172)			99%		163	165	157 167
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (127:129)			98%		175	164	
Male (114:118)			99%		163	163	
Migrant (1:1)			—		—	—	


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.









Graduation Rate

Accountability Status for This Indicator (2010–11)  Improvement (Year 1)



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

Prospective Status To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2010-11, the district will be In Need of Improvement (Year 2) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [221]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (334)			55%	80%	53%	60%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (209)			54%	80%	55%	59%
Hispanic or Latino (50)			44%	80%	48%	51%
Asian or Native Hawaiian/Other Pacific Islander (3)		—	—	—		
White (72)			65%	80%	51%	68%
Multiracial (0)						
Other Groups						
Students with Disabilities (83)			43%	80%	37%	50%
Limited English Proficient (12)		—	—	—		
Economically Disadvantaged (205)			55%	80%	53%	60%
Final AYP Determination	 1 of 1					
Non-Accountability Groups						
Female (166)			57%	80%		
Male (168)			54%	80%		
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **58%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

6 schools identified 75% of total

COLUMBUS SCHOOL
G W KRIEGER SCHOOL
GOV GEORGE CLINTON SCHOOL
MORSE YOUNG MAGNET SCHOOL
POUGHKEEPSIE MIDDLE SCHOOL
WARRING MAGNET ACADEMY OF SCIENCE AND TECHNOLOGY

Improvement (year 2) Comprehensive

1 school identified 13% of total

W W SMITH SCHOOL

Restructuring (year 2) Comprehensive

1 school identified 13% of total

POUGHKEEPSIE HIGH SCHOOL

4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

Summary of 2009–10 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	28%			369
Grade 4	31%			356
Grade 5	27%			356
Grade 6	28%			328
Grade 7	20%			352
Grade 8	29%			322
Mathematics				
Grade 3	29%			372
Grade 4	22%			357
Grade 5	28%			356
Grade 6	35%			331
Grade 7	28%			355
Grade 8	33%			326
Science				
Grade 4	76%			355
Grade 8	59%			259

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	63%			331
Mathematics	62%			331

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.p12.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
2010 Mean Score: 653	*Range: 643-780	662-780	694-780			
2009 Mean Score: 650						
Number of Tested Students:	270	316	102	185	23	6

Results by Student Group

	2009-10 School Year				2008-09 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	369	73%	28%	6%	347	91%	53%	2%
Female	156	77%	30%	6%	153	93%	54%	3%
Male	213	70%	26%	6%	194	89%	53%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	220	71%	23%	4%	222	90%	52%	2%
Hispanic or Latino	89	69%	30%	3%	81	93%	49%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	3	-	-	-
White	51	86%	45%	20%	40	-	-	-
Multiracial								
Small Group Totals	9	89%	11%	11%	44	93%	68%	2%
General-Education Students	302	81%	32%	7%	272	97%	61%	2%
Students with Disabilities	67	37%	7%	1%	75	69%	27%	0%
English Proficient	319	75%	30%	7%	302	91%	55%	2%
Limited English Proficient	50	62%	10%	0%	45	89%	42%	0%
Economically Disadvantaged	320	71%	25%	4%	301	91%	51%	2%
Not Disadvantaged	49	86%	45%	18%	46	93%	65%	2%
Migrant	1	-	-	-	4	-	-	-
Not Migrant	368	-	-	-	343	-	-	-

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.

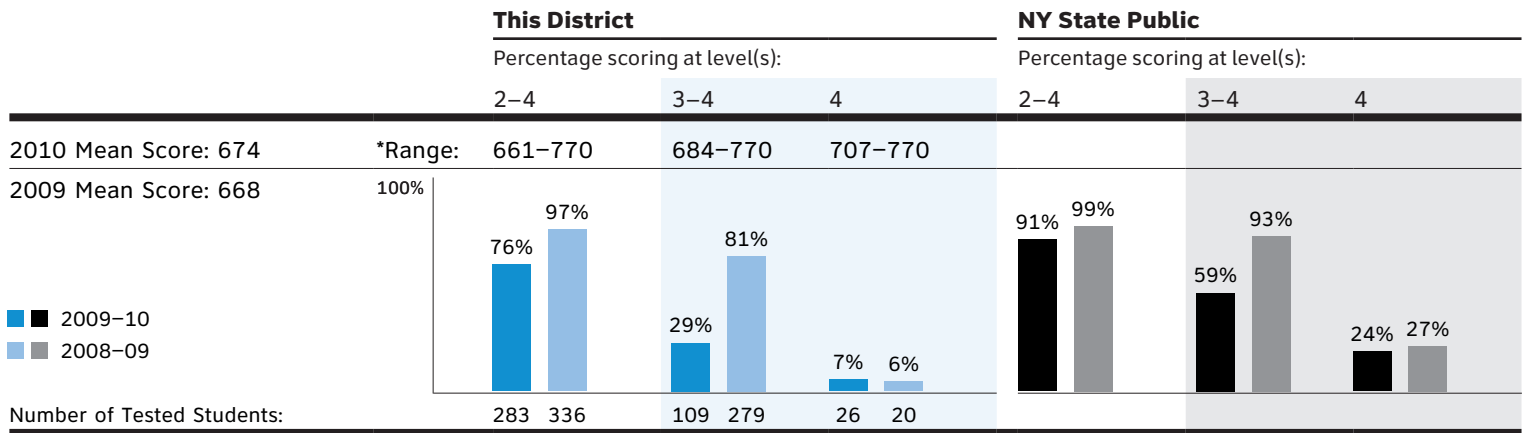
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	372	76%	29%	7%	346	97%	81%	6%
Female	157	73%	26%	6%	153	97%	77%	7%
Male	215	78%	32%	7%	193	97%	83%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	220	74%	27%	6%	220	96%	75%	4%
Hispanic or Latino	91	76%	22%	4%	80	100%	93%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	3	-	-	-
White	52	85%	50%	15%	42	-	-	-
Multiracial								
Small Group Totals	9	78%	44%	0%	46	98%	89%	17%
General-Education Students	305	82%	32%	8%	271	100%	88%	7%
Students with Disabilities	67	49%	16%	3%	75	88%	55%	0%
English Proficient	320	78%	33%	8%	299	97%	79%	6%
Limited English Proficient	52	65%	10%	4%	47	100%	89%	2%
Economically Disadvantaged	323	76%	26%	7%	300	97%	80%	5%
Not Disadvantaged	49	80%	51%	10%	46	100%	87%	11%
Migrant	1	-	-	-	4	-	-	-
Not Migrant	371	-	-	-	342	-	-	-

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	-	-	-	3	-	-	-

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 655	*Range: 637-775	668-775	720-775			
2009 Mean Score: 649						
Number of Tested Students:	282	337	110	214	3	1

Results by Student Group

	2009-10 School Year				2008-09 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	356	79%	31%	1%	374	90%	57%	0%
Female	161	83%	39%	2%	193	91%	61%	1%
Male	195	76%	25%	0%	181	90%	54%	0%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	219	78%	28%	1%	226	88%	54%	0%
Hispanic or Latino	88	84%	27%	0%	83	94%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	45	-	-	-	57	91%	65%	2%
Multiracial								
Small Group Totals	49	78%	51%	2%	8	100%	63%	0%
General-Education Students	282	89%	38%	1%	288	98%	69%	0%
Students with Disabilities	74	43%	4%	0%	86	63%	17%	0%
English Proficient	320	80%	33%	1%	345	91%	60%	0%
Limited English Proficient	36	72%	11%	0%	29	83%	24%	0%
Economically Disadvantaged	306	77%	28%	0%	321	89%	54%	0%
Not Disadvantaged	50	92%	50%	4%	53	94%	75%	2%
Migrant	2	-	-	-				
Not Migrant	354	-	-	-	374	90%	57%	0%

NOTES

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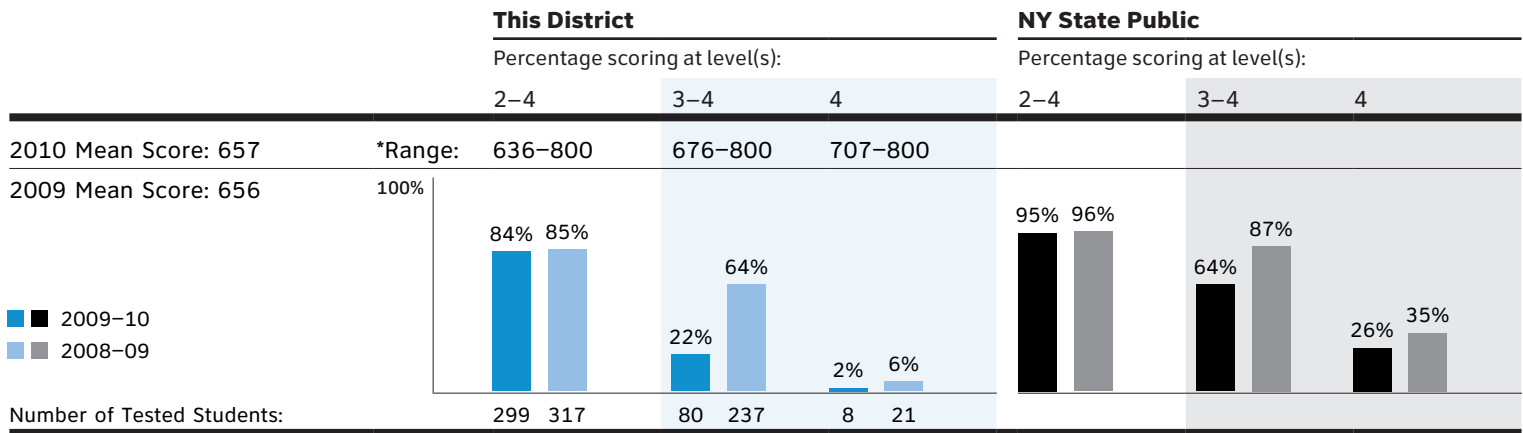
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	357	84%	22%	2%	371	85%	64%	6%
Female	162	81%	22%	2%	192	89%	69%	6%
Male	195	86%	23%	2%	179	82%	59%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	218	82%	20%	3%	224	84%	60%	4%
Hispanic or Latino	89	88%	22%	0%	82	84%	65%	6%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	46	-	-	-	57	91%	74%	14%
Multiracial								
Small Group Totals	50	86%	32%	2%	8	100%	88%	0%
General-Education Students	283	89%	26%	3%	285	96%	76%	7%
Students with Disabilities	74	62%	8%	0%	86	51%	24%	0%
English Proficient	320	83%	24%	3%	342	87%	65%	6%
Limited English Proficient	37	86%	8%	0%	29	62%	45%	0%
Economically Disadvantaged	307	82%	19%	2%	317	85%	62%	4%
Not Disadvantaged	50	94%	44%	6%	54	91%	72%	13%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	355	-	-	-	370	-	-	-

NOTES

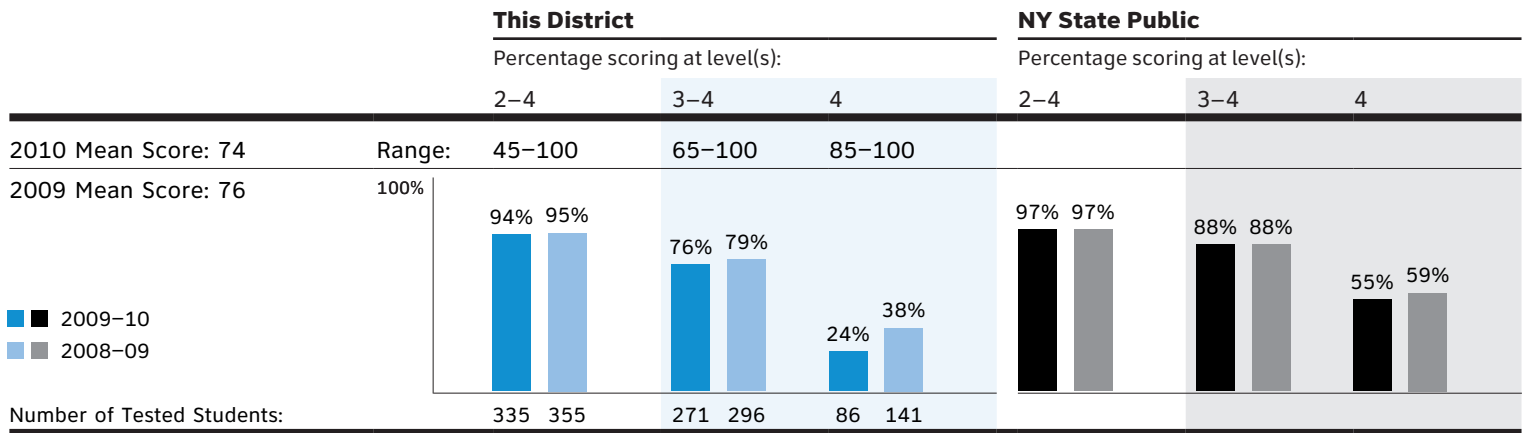
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Other Assessments

	2009-10 School Year				2008-09 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

	2009-10 School Year				2008-09 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	355	94%	76%	24%	375	95%	79%	38%
Female	160	94%	77%	21%	194	97%	81%	37%
Male	195	94%	76%	27%	181	92%	76%	39%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	216	93%	73%	22%	227	93%	76%	32%
Hispanic or Latino	87	97%	79%	22%	83	98%	77%	36%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	48	-	-	-	57	96%	89%	60%
Multiracial								
Small Group Totals	52	96%	85%	38%	8	100%	100%	63%
General-Education Students	280	95%	81%	29%	288	99%	89%	44%
Students with Disabilities	75	91%	59%	5%	87	80%	46%	15%
English Proficient	318	95%	77%	26%	347	95%	80%	39%
Limited English Proficient	37	92%	68%	8%	28	93%	64%	14%
Economically Disadvantaged	302	94%	75%	21%	321	95%	78%	34%
Not Disadvantaged	53	98%	87%	42%	54	94%	87%	57%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	353	-	-	-	374	-	-	-

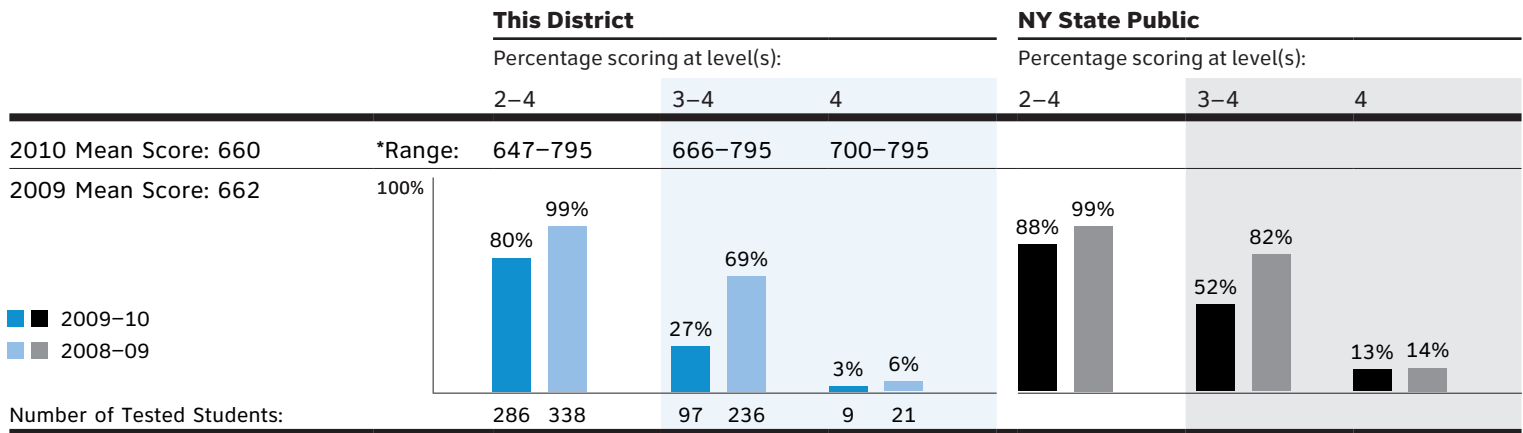
NOTES

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Other Assessments

	2009-10 School Year				2008-09 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

	2009-10 School Year				2008-09 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	356	80%	27%	3%	342	99%	69%	6%
Female	187	83%	28%	2%	167	100%	75%	8%
Male	169	77%	26%	3%	175	98%	63%	5%
American Indian or Alaska Native	1	-	-	-				
Black or African American	212	80%	24%	1%	219	99%	67%	4%
Hispanic or Latino	87	78%	25%	1%	77	99%	66%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	2	-	-	-
White	49	86%	45%	10%	44	-	-	-
Multiracial								
Small Group Totals	8	75%	25%	0%	46	100%	83%	13%
General-Education Students	279	91%	32%	3%	247	100%	83%	7%
Students with Disabilities	77	43%	9%	0%	95	96%	32%	3%
English Proficient	332	82%	28%	3%	319	99%	71%	6%
Limited English Proficient	24	63%	17%	0%	23	100%	39%	9%
Economically Disadvantaged	298	79%	22%	2%	296	99%	67%	5%
Not Disadvantaged	58	88%	52%	7%	46	100%	85%	15%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	355	-	-	-	341	-	-	-

NOTES

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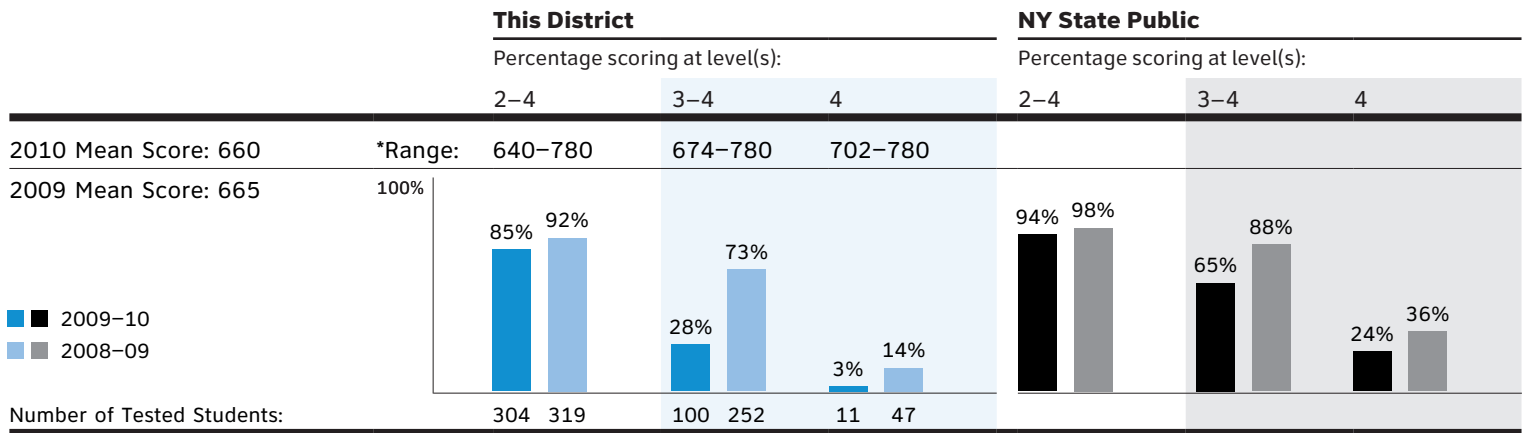
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	356	85%	28%	3%	345	92%	73%	14%
Female	187	87%	26%	2%	168	96%	77%	13%
Male	169	83%	30%	4%	177	89%	69%	15%
American Indian or Alaska Native	1	-	-	-				
Black or African American	211	84%	25%	2%	219	91%	69%	12%
Hispanic or Latino	88	88%	25%	2%	80	94%	79%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	2	-	-	-
White	49	88%	45%	10%	44	-	-	-
Multiracial								
Small Group Totals	8	88%	50%	0%	46	98%	83%	22%
General-Education Students	279	92%	32%	4%	251	100%	86%	17%
Students with Disabilities	77	60%	14%	0%	94	73%	38%	5%
English Proficient	331	86%	30%	3%	317	92%	74%	14%
Limited English Proficient	25	76%	8%	0%	28	93%	61%	11%
Economically Disadvantaged	298	85%	25%	3%	298	91%	70%	11%
Not Disadvantaged	58	86%	43%	5%	47	100%	94%	30%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	355	-	-	-	343	-	-	-

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	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
2010 Mean Score: 654	*Range: 644-785	662-785	694-785			
2009 Mean Score: 654						
Number of Tested Students:	264	361	91	233	1	2

Results by Student Group

	2009-10 School Year				2008-09 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	328	80%	28%	0%	361	100%	65%	1%
Female	160	84%	30%	1%	173	100%	65%	1%
Male	168	77%	26%	0%	188	100%	64%	0%
American Indian or Alaska Native								
Black or African American	210	79%	24%	0%	222	100%	60%	0%
Hispanic or Latino	79	81%	29%	0%	77	100%	73%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	38	-	-	-	59	-	-	-
Multiracial								
Small Group Totals	39	87%	44%	3%	62	100%	69%	3%
General-Education Students	249	90%	34%	0%	280	100%	71%	1%
Students with Disabilities	79	51%	8%	0%	81	100%	41%	0%
English Proficient	313	83%	29%	0%	349	100%	66%	1%
Limited English Proficient	15	33%	0%	0%	12	100%	25%	0%
Economically Disadvantaged	287	78%	23%	0%	309	100%	62%	0%
Not Disadvantaged	41	95%	61%	2%	52	100%	79%	2%
Migrant	2	-	-	-				
Not Migrant	326	-	-	-	361	100%	65%	1%

NOTES

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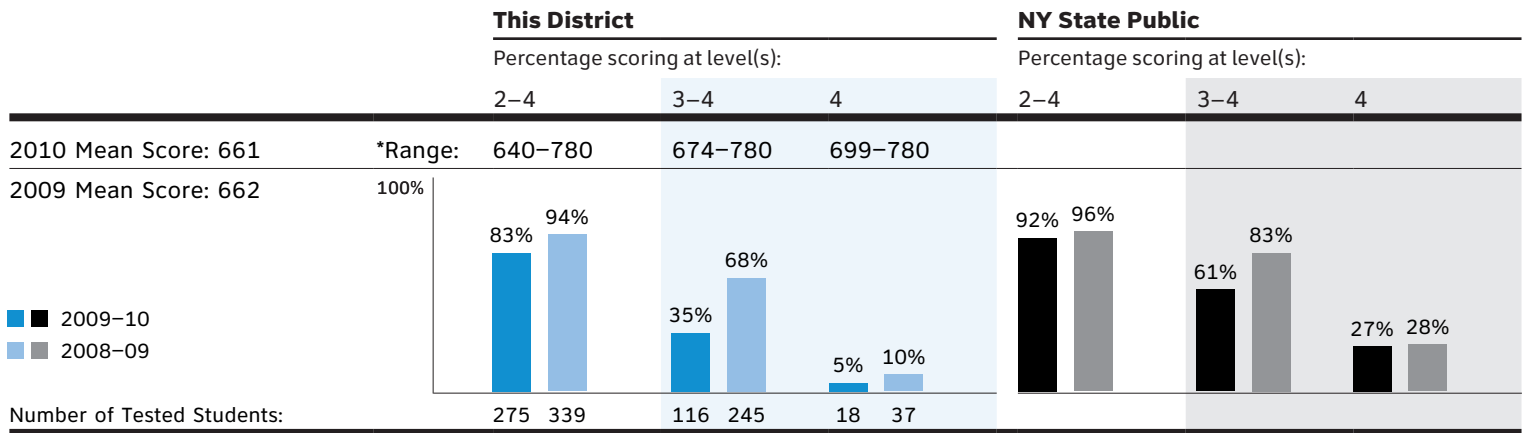
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	331	83%	35%	5%	360	94%	68%	10%
Female	160	84%	37%	4%	173	94%	68%	9%
Male	171	82%	33%	7%	187	94%	68%	11%
American Indian or Alaska Native								
Black or African American	211	80%	31%	4%	219	93%	63%	6%
Hispanic or Latino	80	89%	35%	8%	78	96%	69%	12%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	38	-	-	-	60	-	-	-
Multiracial								
Small Group Totals	40	90%	58%	10%	63	97%	86%	24%
General-Education Students	252	90%	40%	6%	278	97%	73%	12%
Students with Disabilities	79	62%	18%	3%	82	83%	51%	6%
English Proficient	314	85%	36%	6%	346	95%	70%	11%
Limited English Proficient	17	53%	12%	0%	14	86%	29%	0%
Economically Disadvantaged	290	82%	31%	4%	307	93%	66%	9%
Not Disadvantaged	41	88%	63%	12%	53	98%	81%	17%
Migrant	2	-	-	-				
Not Migrant	329	-	-	-	360	94%	68%	10%

NOTES

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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	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
2010 Mean Score: 652	*Range: 642-790	664-790	698-790			
2009 Mean Score: 656						
Number of Tested Students:	266	330	72	229	6	2

Results by Student Group

	2009-10 School Year				2008-09 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	352	76%	20%	2%	330	100%	69%	1%
Female	177	77%	24%	3%	157	100%	76%	1%
Male	175	74%	17%	1%	173	100%	63%	0%
American Indian or Alaska Native								
Black or African American	210	76%	13%	0%	204	100%	65%	0%
Hispanic or Latino	79	71%	24%	1%	68	100%	68%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	60	-	-	-	54	-	-	-
Multiracial								
Small Group Totals	63	79%	41%	8%	58	100%	86%	2%
General-Education Students	269	87%	25%	2%	251	100%	80%	1%
Students with Disabilities	83	40%	5%	0%	79	100%	35%	0%
English Proficient	337	78%	21%	2%	322	100%	71%	1%
Limited English Proficient	15	20%	0%	0%	8	100%	0%	0%
Economically Disadvantaged	298	75%	20%	2%	268	100%	67%	1%
Not Disadvantaged	54	80%	20%	2%	62	100%	81%	0%
Migrant								
Not Migrant	352	76%	20%	2%	330	100%	69%	1%

NOTES

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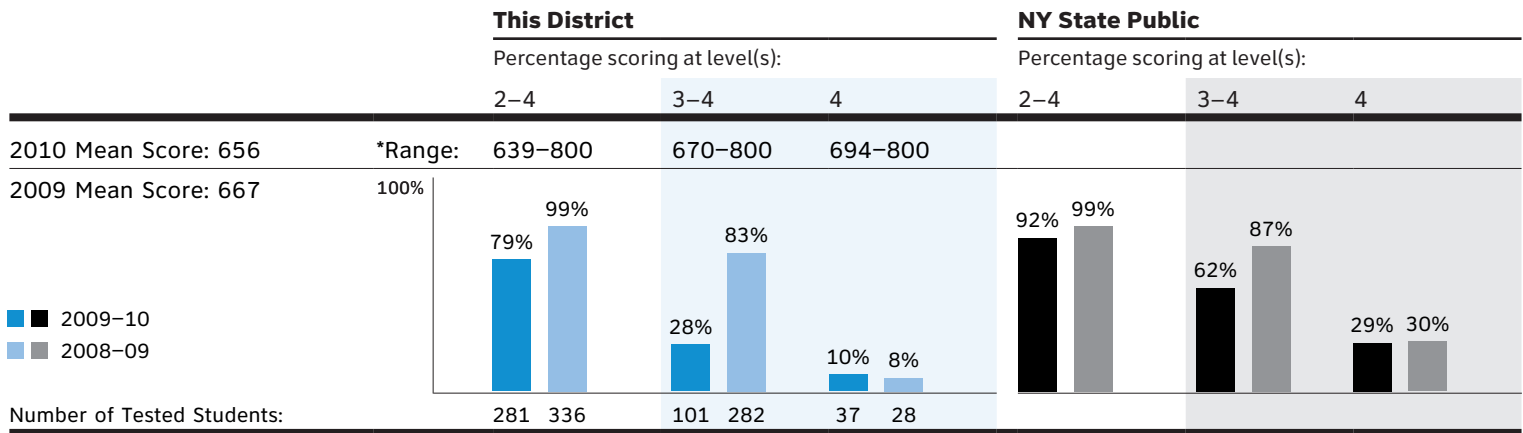
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Other Assessments

	2009-10 School Year				2008-09 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	1	-	-	-	2	-	-	-
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
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	355	79%	28%	10%	340	99%	83%	8%
Female	176	80%	28%	12%	158	100%	87%	8%
Male	179	78%	29%	9%	182	98%	79%	9%
American Indian or Alaska Native								
Black or African American	210	79%	22%	4%	208	99%	80%	5%
Hispanic or Latino	80	75%	28%	11%	73	99%	82%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	61	-	-	-	55	-	-	-
Multiracial								
Small Group Totals	65	86%	51%	29%	59	98%	93%	22%
General-Education Students	272	86%	36%	13%	259	99%	93%	11%
Students with Disabilities	83	55%	4%	1%	81	98%	49%	0%
English Proficient	338	80%	30%	11%	327	99%	85%	9%
Limited English Proficient	17	71%	0%	0%	13	92%	38%	0%
Economically Disadvantaged	302	80%	26%	7%	278	99%	81%	5%
Not Disadvantaged	53	75%	43%	28%	62	98%	90%	21%
Migrant					1	-	-	-
Not Migrant	355	79%	28%	10%	339	-	-	-

NOTES

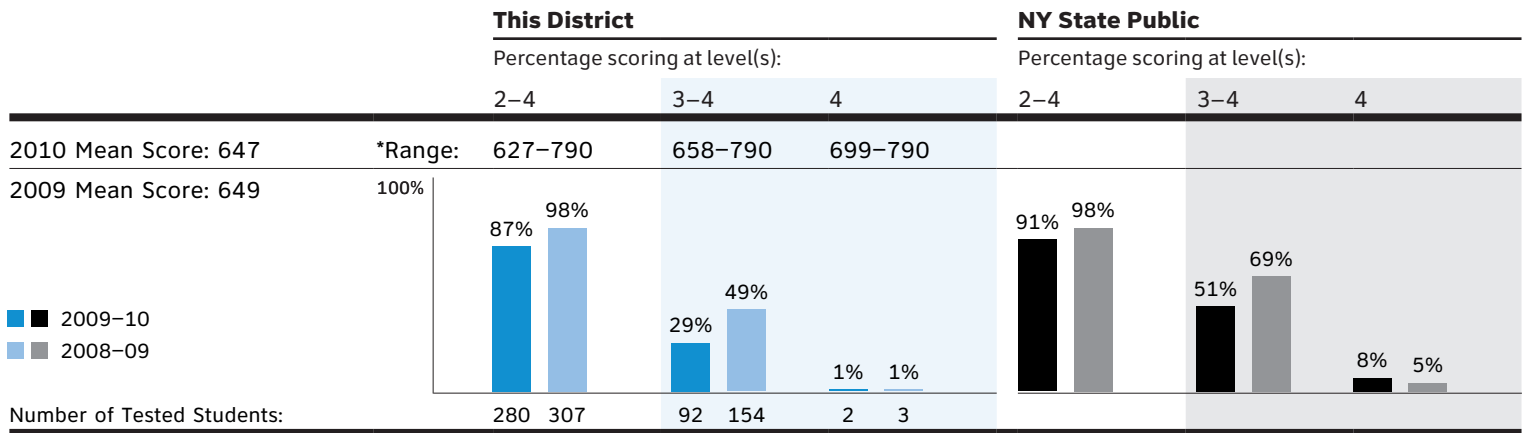
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Other Assessments

	2009-10 School Year				2008-09 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	1	-	-	-	2	-	-	-

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	322	87%	29%	1%	313	98%	49%	1%
Female	146	92%	38%	1%	148	98%	54%	1%
Male	176	82%	21%	0%	165	98%	45%	1%
American Indian or Alaska Native								
Black or African American	196	88%	26%	0%	205	99%	44%	0%
Hispanic or Latino	69	84%	26%	0%	54	94%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	53	-	-	-	53	-	-	-
Multiracial								
Small Group Totals	57	88%	40%	4%	54	100%	63%	2%
General-Education Students	250	93%	36%	1%	230	100%	63%	1%
Students with Disabilities	72	67%	1%	0%	83	94%	10%	0%
English Proficient	312	89%	29%	1%	304	99%	51%	1%
Limited English Proficient	10	20%	0%	0%	9	67%	0%	0%
Economically Disadvantaged	258	86%	24%	0%	259	98%	44%	0%
Not Disadvantaged	64	89%	48%	2%	54	100%	76%	4%
Migrant	1	-	-	-				
Not Migrant	321	-	-	-	313	98%	49%	1%

NOTES

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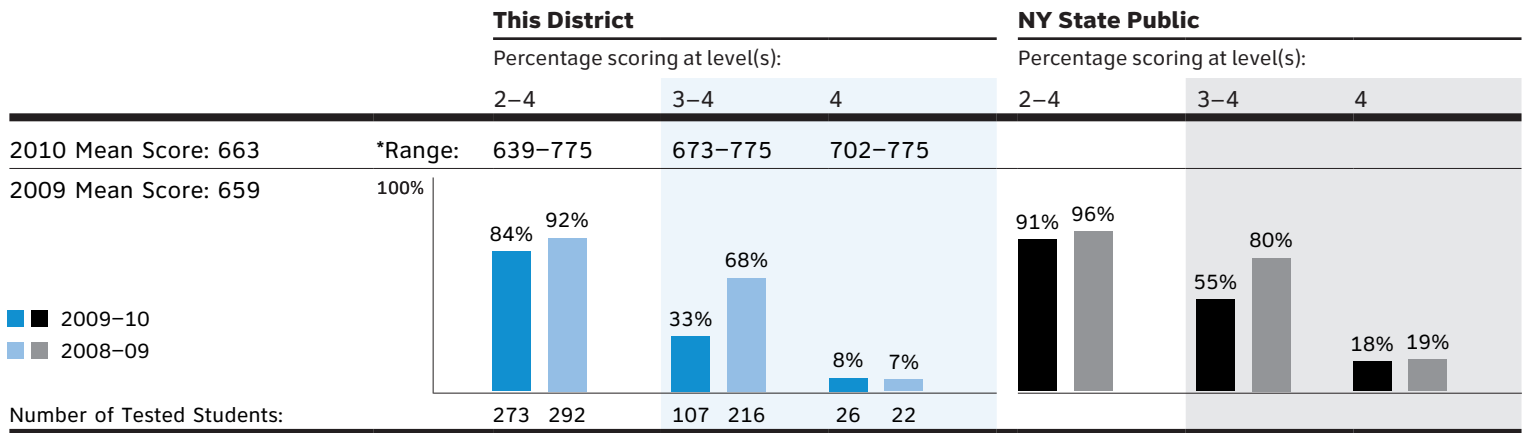
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	326	84%	33%	8%	318	92%	68%	7%
Female	147	90%	36%	7%	153	90%	67%	8%
Male	179	79%	30%	8%	165	93%	69%	6%
American Indian or Alaska Native								
Black or African American	199	82%	24%	6%	206	90%	65%	6%
Hispanic or Latino	70	89%	41%	3%	56	95%	66%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	53	-	-	-	55	-	-	-
Multiracial								
Small Group Totals	57	82%	53%	23%	56	96%	80%	11%
General-Education Students	252	92%	39%	10%	236	97%	78%	9%
Students with Disabilities	74	55%	11%	0%	82	78%	39%	0%
English Proficient	315	84%	34%	8%	306	92%	70%	7%
Limited English Proficient	11	64%	0%	0%	12	75%	17%	0%
Economically Disadvantaged	262	83%	30%	4%	260	91%	65%	5%
Not Disadvantaged	64	86%	45%	23%	58	97%	81%	14%
Migrant	1	-	-	-				
Not Migrant	325	-	-	-	318	92%	68%	7%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 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	2	-	-	-	1	-	-	-

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

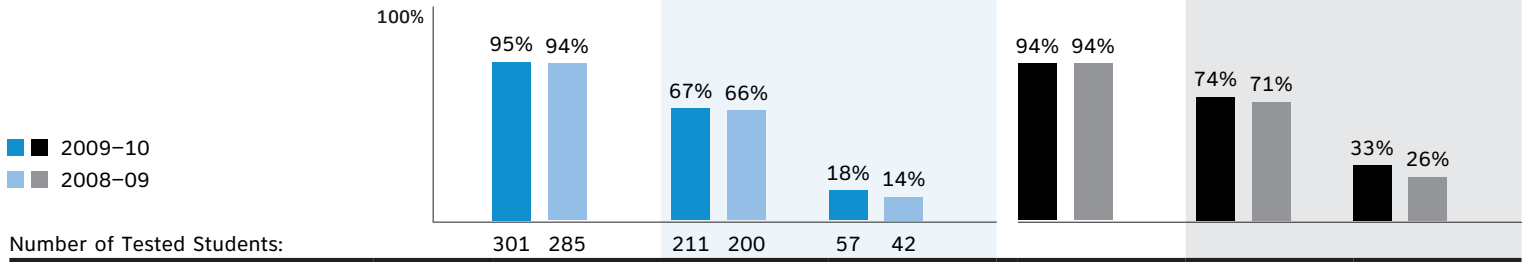
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2009-10 School Year	2009-10 School Year			2008-09 School Year	2008-09 School Year		
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	259	94%	59%	9%	263	93%	61%	7%
Female	107	95%	57%	7%	127	93%	61%	5%
Male	152	93%	61%	11%	136	93%	61%	10%
American Indian or Alaska Native								
Black or African American	165	95%	56%	8%	176	93%	61%	4%
Hispanic or Latino	60	93%	63%	10%	47	91%	51%	13%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	31	-	-	-	39	-	-	-
Multiracial								
Small Group Totals	34	91%	65%	15%	40	95%	73%	15%
General-Education Students	190	96%	71%	13%	186	96%	67%	9%
Students with Disabilities	69	87%	28%	0%	77	86%	45%	3%
English Proficient	248	95%	60%	10%	252	94%	63%	8%
Limited English Proficient	11	73%	27%	0%	11	64%	9%	0%
Economically Disadvantaged	223	94%	60%	9%	221	93%	58%	6%
Not Disadvantaged	36	92%	53%	14%	42	95%	74%	14%
Migrant	1	-	-	-				
Not Migrant	258	-	-	-	263	93%	61%	7%

NOTES

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Other Assessments

2009-10 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	1	-	-	-
Regents Science	58	58	58	33	40	40	40	23

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

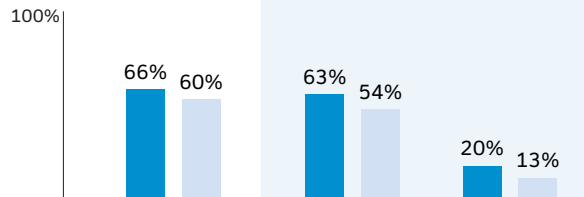
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

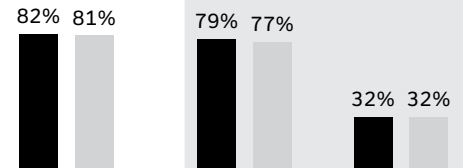
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	331	66%	63%	20%	336	60%	54%	13%
Female	174	68%	65%	23%	165	62%	56%	16%
Male	157	64%	62%	17%	171	58%	53%	10%
American Indian or Alaska Native								
Black or African American	210	63%	60%	12%	210	60%	53%	10%
Hispanic or Latino	47	66%	62%	13%	50	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	33%	3	–	–	–
White	68	74%	71%	49%	73	68%	64%	25%
Multiracial								
Small Group Totals					53	51%	47%	8%
General-Education Students	254	74%	72%	25%	250	67%	63%	17%
Students with Disabilities	77	42%	35%	4%	86	40%	29%	0%
English Proficient	326	66%	64%	21%	325	62%	56%	13%
Limited English Proficient	5	60%	40%	0%	11	18%	18%	0%
Economically Disadvantaged	216	67%	64%	13%	206	59%	51%	9%
Not Disadvantaged	115	65%	63%	33%	130	62%	60%	18%
Migrant	1	–	–	–				
Not Migrant	330	–	–	–	336	60%	54%	13%

NOTES

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

* 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

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

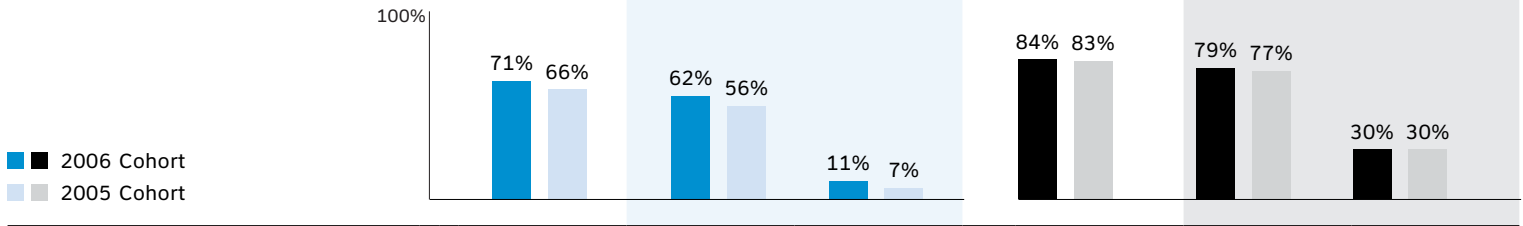
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	331	71%	62%	11%	336	66%	56%	7%
Female	174	74%	66%	10%	165	67%	57%	7%
Male	157	68%	58%	11%	171	65%	54%	8%
American Indian or Alaska Native								
Black or African American	210	68%	59%	5%	210	65%	52%	4%
Hispanic or Latino	47	77%	62%	6%	50	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	17%	3	-	-	-
White	68	75%	68%	29%	73	71%	66%	16%
Multiracial								
Small Group Totals					53	64%	57%	8%
General-Education Students	254	81%	72%	13%	250	76%	65%	9%
Students with Disabilities	77	40%	30%	3%	86	36%	28%	2%
English Proficient	326	71%	62%	11%	325	66%	56%	8%
Limited English Proficient	5	60%	40%	0%	11	55%	36%	0%
Economically Disadvantaged	216	71%	62%	7%	206	64%	53%	4%
Not Disadvantaged	115	71%	63%	17%	130	69%	60%	12%
Migrant	1	-	-	-				
Not Migrant	330	-	-	-	336	66%	56%	7%

NOTES

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* 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.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.