



# The New York State District Report Card

## Accountability and Overview Report 2009 – 10

District **BUFFALO CITY SCHOOL DISTRICT**  
District ID **14-06-00-01-0000**  
Superintendent **JAMES WILLIAMS**  
Telephone **(716) 816-3575**  
Grades **PK-12, UE, US**

## This District's Report Card

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

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

### Use this report to:

- 1 Get District Profile information.**  
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**  
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 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  
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Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

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

## District Profile

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

### Enrollment

	2007-08	2008-09	2009-10
Pre-K	1965	2358	2432
Kindergarten	2646	2586	2439
Grade 1	2790	2658	2577
Grade 2	2546	2577	2524
Grade 3	2498	2421	2529
Grade 4	2326	2447	2440
Grade 5	2319	2297	2440
Grade 6	2482	2292	2344
Ungraded Elementary	246	209	57
Grade 7	2662	2639	2425
Grade 8	2850	2488	2525
Grade 9	2923	3260	3057
Grade 10	2843	2587	2835
Grade 11	2201	2132	2265
Grade 12	2288	2035	2063
Ungraded Secondary	92	104	87
<b>Total K-12</b>	<b>33712</b>	<b>32732</b>	<b>32607</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	22	22	22
<b>Grade 8</b>			
English	18	19	17
Mathematics	20	20	20
Science	22	21	21
Social Studies	22	21	23
<b>Grade 10</b>			
English	22	24	22
Mathematics	23	24	23
Science	25	23	22
Social Studies	25	23	24

### Enrollment Information

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

### Average Class Size Information

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

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

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	24356	72%	24114	74%	22879	70%
Reduced-Price Lunch	2693	8%	2584	8%	2314	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2689	8%	2765	8%	3075	9%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	513	2%	476	1%	468	1%
Black or African American	19198	57%	18581	57%	18393	56%
Hispanic or Latino	5057	15%	4871	15%	4953	15%
Asian or Native Hawaiian/Other Pacific Islander	592	2%	900	3%	1148	4%
White	8332	25%	7850	24%	7443	23%
Multiracial	20	0%	54	0%	202	1%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		87%		88%		87%
Student Suspensions	7031	20%	5106	15%	8042	25%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	3017	3013	3060
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	4%	2%	3%
Percent with Fewer Than Three Years of Experience	9%	8%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	29%	29%
<b>Total Number of Core Classes</b>	6864	6981	6931
Percent Not Taught by Highly Qualified Teachers in This District	4%	2%	3%
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%
<b>Total Number of Classes</b>	8714	8855	9150
Percent Taught by Teachers Without Appropriate Certification	5%	3%	3%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	34%	24%	21%
Turnover Rate of All Teachers	21%	19%	18%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	400	346	566
Total Paraprofessionals*	972	961	993
Assistant Principals	66	71	74
Principals	59	64	60

\* 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

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> 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](http://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 12<sup>th</sup> 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 “12<sup>th</sup> 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](http://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 8)

ELA ▲ Improvement (Year 8) Science ▲ Good Standing

Math ▲ Improvement (Year 3) Graduation Rate ▲ Good Standing

### 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
<b>All Students</b>	✗	✓	✓	✗	✗	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✗	✓		✗	✗	
Hispanic or Latino	✗	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✗	✓		✗	✓	
White	✓	✓		✗	✗	
Multiracial	✓	✓		–	–	
<b>Other Groups</b>						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✗	✓		✗	✗	
<b>Student groups making AYP in each subject</b>	✗ 3 of 10	✗ 9 of 10	✓ 1 of 1	✗ 0 of 8	✗ 1 of 8	✓ 1 of 1

#### AYP Status


- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing ▲                       | ■ Good Standing                                |
| Improvement (Year 1) ▲                | ■ Requiring Academic Progress (Year 1)         |
| Improvement (Year 2) ▲                | ■ Requiring Academic Progress (Year 2)         |
| Improvement (Year 3) ▲                | ■ Requiring Academic Progress (Year 3)         |
| Improvement (Year 4) ▲                | ■ Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above) ▲        | ■ Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |

## Elementary/Middle-Level English Language Arts
































**Accountability Status for This Subject (2010–11)**  Improvement (Year 8)

**Accountability Measures** 3 of 10 Student groups making AYP in English language arts  
 Did not make AYP




### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 9) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 8) in 2011-12. [210]

### 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
<b>Accountability Groups</b>							
<b>All Students</b> (15268:14216)			99%		145	154	154    114
<b>Ethnicity</b>							
American Indian or Alaska Native (217:206)			99%		153	147	
Black or African American (8507:8107)			99%		138	154	150    105
Hispanic or Latino (2424:2219)			98%		139	153	149    107
Asian or Native Hawaiian/Other Pacific Islander (588:385)			99%		129	149	149    97
White (3444:3241)			98%		166	153	
Multiracial (88:58)			99%		167	142	
<b>Other Groups</b>							
Students with Disabilities (3750:3757)			97%		118	153	124    83
Limited English Proficient (1644:1473)			99%		113	152	121    76
Economically Disadvantaged (13328:12411)			99%		141	154	151    109
<b>Final AYP Determination</b>	 3 of 10						
<b>Non-Accountability Groups</b>							
Female (7369:6914)			99%		150	154	
Male (7899:7302)			98%		140	154	
Migrant (0:0)							

#### 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 for This Subject (2010–11)



Improvement (Year 3)

### Accountability Measures

9 of 10

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 4) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 3) in 2011-12. [208]

### How did students in each accountability group perform on elementary/middle-level mathematics 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
<b>Accountability Groups</b>							
<b>All Students</b> (15270:14319)	✓	✓	98%	✓	157	134	
<b>Ethnicity</b>							
American Indian or Alaska Native (216:205)	✓	✓	99%	✓	170	127	
Black or African American (8512:8095)	✓	✓	98%	✓	148	134	
Hispanic or Latino (2425:2246)	✓	✓	98%	✓	155	133	
Asian or Native Hawaiian/Other Pacific Islander (591:484)	✓	✓	99%	✓	144	130	
White (3438:3231)	✓	✓	98%	✓	180	133	
Multiracial (88:58)	✓	✓	97%	✓	183	122	
<b>Other Groups</b>							
Students with Disabilities (3750:3735)	✗	✓	96%	✗	129	133	132    91
Limited English Proficient (1652:1633)	✓	✓	98%	✓	132	132	
Economically Disadvantaged (13327:12525)	✓	✓	99%	✓	155	134	
<b>Final AYP Determination</b>	✗ 9 of 10						
<b>Non-Accountability Groups</b>							
Female (7372:6977)			99%		159	134	
Male (7898:7342)			98%		155	134	
Migrant (0:0)							

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> 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
<b>Accountability Groups</b>								
<b>All Students</b> (5189:4742)		Qualified		96%		143	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (69:65)		Qualified		96%		157	100	
Black or African American (2881:2670)		Qualified		96%		132	100	
Hispanic or Latino (837:747)		Qualified		94%		143	100	
Asian or Native Hawaiian/Other Pacific Islander (224:177)		Qualified		97%		119	100	
White (1152:1066)		Qualified		97%		175	100	
Multiracial (26:17)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (1255:1205)		Qualified		91%		124	100	
Limited English Proficient (591:550)		Qualified		96%		107	100	
Economically Disadvantaged (4504:4119)		Qualified		96%		139	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (2449:2261)				97%		142	100	
Male (2740:2481)				95%		145	100	
Migrant (0:0)								


#### 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 for This Subject (2010–11)**  Improvement (Year 8)

**Accountability Measures** 0 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 9) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 8) in 2011-12. [210]

### 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	
<b>Accountability Groups</b>								
<b>All Students</b> (1825:2229)			98%		148	175	168	153
<b>Ethnicity</b>								
American Indian or Alaska Native (27:27)	—	—	—	—	—	—	—	—
Black or African American (1013:1277)			98%		140	174	161‡	146
Hispanic or Latino (206:262)			98%		144	170	155‡	150
Asian or Native Hawaiian/Other Pacific Islander (28:34)		—	—		147	160	20‡	152
White (549:627)			98%		167	173	173‡	170
Multiracial (2:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (428:448)			92%		75	172	97‡	88
Limited English Proficient (72:87)			96%		94	166	124	105
Economically Disadvantaged (1182:1578)			99%		151	174	167	156
<b>Final AYP Determination</b>	 0 of 8							
<b>Non-Accountability Groups</b>								
Female (1009:1183)			99%		157	174		
Male (816:1046)			97%		138	174		
Migrant (0:0)								


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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 for This Subject (2010–11)**  Improvement (Year 3)

**Accountability Measures** 1 of 8 Student groups making AYP in mathematics  
 Did not make AYP




### Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 4) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 3) in 2011-12. [208]

### 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	
<b>Accountability Groups</b>								
<b>All Students</b> (1825:2229)			98%		146	171	160	151
<b>Ethnicity</b>								
American Indian or Alaska Native (27:27)	—	—	—	—	—	—	—	—
Black or African American (1013:1277)			98%		137	170	154‡	143
Hispanic or Latino (206:262)			99%		142	166	152‡	148
Asian or Native Hawaiian/Other Pacific Islander (28:34)		—	—		182	156		
White (549:627)			98%		164	169	169‡	168
Multiracial (2:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (428:448)			95%		88	168	94‡	99
Limited English Proficient (72:87)			99%		107	162	118	116
Economically Disadvantaged (1182:1578)			99%		147	170	160	152
<b>Final AYP Determination</b>	 1 of 8							
<b>Non-Accountability Groups</b>								
Female (1009:1183)			98%		148	170		
Male (816:1046)			98%		143	170		
Migrant (0:0)								

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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)**  Good Standing

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

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

### 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
<b>Accountability Groups</b>						
<b>All Students</b> (2237)			58%	80%	58%	62%
<b>Ethnicity</b>						
American Indian or Alaska Native (40)			78%	80%	57%	79%
Black or African American (1194)			56%	80%	57%	61%
Hispanic or Latino (276)			48%	80%	49%	54%
Asian or Native Hawaiian/Other Pacific Islander (38)			63%	80%	72%	66%
White (687)			65%	80%	66%	68%
Multiracial (2)		—	—	—		
<b>Other Groups</b>						
Students with Disabilities (431)			23%	80%	36%	34%
Limited English Proficient (155)			36%	80%	35%	45%
Economically Disadvantaged (1366)			59%	80%	57%	63%
<b>Final AYP Determination</b>		1 of 1				
<b>Non-Accountability Groups</b>						
Female (1078)			65%	80%		
Male (1159)			52%	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 **62%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

## 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

32 schools identified 55% of total

BUILD ACADEMY  
CITY HONORS SCHOOL AT FOSDICK MASTEN PARK  
D'YOUVILLE-PORTER CAMPUS  
DISCOVERY SCHOOL  
DR CHARLES R DREW SCIENCE MAGNET - #90  
DR GEORGE BLACKMAN ECC  
DR LYDIA T WRIGHT SCH OF EXCELLENCE  
EMERSON SCHOOL OF HOSPITALITY  
FREDERICK OLMSTED #56  
FREDERICK OLMSTED #64  
HARRIET ROSS TUBMAN ACADEMY  
HIGHGATE HEIGHTS  
HUTCHINSON CENTRAL TECHNICAL HIGH SCHOOL  
INTERNATIONAL PREPARATORY SCHOOL AT GROVER CLEVELAND (THE)  
LEONARDO DA VINCI HIGH SCHOOL  
LORRAINE ELEMENTARY SCHOOL  
MCKINLEY VOCATIONAL HIGH SCHOOL  
MONTESSORI SCHOOL  
NATIVE AMERICAN MAGNET  
PS 27 HILLERY PARK ACADEMY  
PS 42 OCCUPATIONAL TRAINING CENTER  
PS 61  
PS 65 ROOSEVELT ACADEMY  
PS 66 NORTH PARK ACADEMY  
PS 69 HOUGHTON ACADEMY  
PS 74 HAMLIN PARK ELEMENTARY SCHOOL  
PS 81  
PS 82  
SOUTHSIDE ELEMENTARY SCHOOL  
STANLEY MAKOWSKI EARLY CHILDHOOD CENTER  
THE ACADEMY SCHOOL #131  
THE MATH SCIENCE TECHNOLOGY PREPARATORY SCHOOL AT SENECA

---

### Improvement (year 1) Comprehensive

3 schools identified 5% of total

BUFFALO ACADEMY FOR THE VISUAL & PERFORMING ARTS  
COMMUNITY SCHOOL #53  
EAST HIGH SCHOOL

---

### Improvement (year 2) Comprehensive

1 school identified 2% of total

HARVEY AUSTIN SCHOOL #97

---

### Corrective Action (year 1) Comprehensive

2 schools identified 3% of total

PS 17  
PS 84

---

### Corrective Action (year 2) Comprehensive

2 schools identified 3% of total

---

(continued)

# 3 School Accountability Status

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

## 2010–11 Accountability Status of Schools in Your District (Continued)

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### **Corrective Action (year 2) Comprehensive (continued)**

DR ANTONIA PANTOJA COMMUNITY SCHOOL OF ACADEMIC EXCELLENCE  
HERMAN BADILLO COMMUNITY SCHOOL

---

### **Restructuring (year 1) Comprehensive**

2 schools identified 3% of total

BILINGUAL CENTER  
WATERFRONT SCHOOL

---

### **Restructuring (year 2) Comprehensive**

4 schools identified 7% of total

DR MARTIN LUTHER KING, JR MULTICULTURAL INSTITUTE  
LOVEJOY DISCOVERY SCHOOL #43  
PS 59 DR CHARLES DREW SCIENCE MAGNET  
RIVERSIDE INSTITUTE OF TECHNOLOGY

---

### **Restructuring (advanced) Comprehensive**

12 schools identified 21% of total

BENNETT HIGH SCHOOL  
BUFFALO ELEMENTARY SCHOOL OF TECHNOLOGY  
BURGARD VOCATIONAL HIGH SCHOOL  
CAMPUS WEST SCHOOL  
FRANK A SEDITA SCHOOL #30  
GRABIARZ SCHOOL OF EXCELLENCE  
GROVER CLEVELAND HIGH SCHOOL  
INTERNATIONAL SCHOOL  
LAFAYETTE HIGH SCHOOL  
PS 37 FUTURES ACADEMY  
SOUTH PARK HIGH SCHOOL  
WEST HERTEL ELEMENTARY SCHOOL

---

# 4 Overview of District Performance

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

## 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%	
<b>English Language Arts</b>				
Grade 3	28%			2477
Grade 4	28%			2420
Grade 5	26%			2431
Grade 6	32%			2302
Grade 7	26%			2399
Grade 8	27%			2439
<b>Mathematics</b>				
Grade 3	28%			2514
Grade 4	31%			2466
Grade 5	32%			2470
Grade 6	30%			2354
Grade 7	32%			2438
Grade 8	26%			2506
<b>Science</b>				
Grade 4	62%			2447
Grade 8	45%			2331

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	52%			3479
Mathematics	47%			3479

### 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](http://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:

#### Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 652	*Range: 643-780	662-780	694-780			
2009 Mean Score: 648						
Number of Tested Students:	1663	2140	695	1188	154	59

## 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
<b>All Students</b>	<b>2477</b>	<b>67%</b>	<b>28%</b>	<b>6%</b>	<b>2423</b>	<b>88%</b>	<b>49%</b>	<b>2%</b>
Female	1217	70%	31%	8%	1179	91%	54%	3%
Male	1260	64%	25%	5%	1244	86%	44%	1%
American Indian or Alaska Native	38	76%	37%	11%	25	96%	48%	0%
Black or African American	1362	61%	22%	4%	1416	87%	42%	1%
Hispanic or Latino	384	67%	27%	4%	356	84%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	71	48%	20%	3%	58	88%	62%	9%
White	603	83%	43%	12%	561	95%	67%	6%
Multiracial	19	79%	32%	5%	7	100%	86%	0%
<b>Small Group Totals</b>								
General-Education Students	1867	74%	32%	7%	1858	93%	56%	3%
Students with Disabilities	610	46%	15%	3%	565	74%	26%	1%
English Proficient	2234	69%	30%	7%	2224	90%	51%	3%
Limited English Proficient	243	49%	14%	1%	199	68%	23%	0%
Economically Disadvantaged	2229	66%	25%	5%	2154	88%	46%	1%
Not Disadvantaged	248	82%	58%	20%	269	94%	75%	10%
Migrant								
Not Migrant	2477	67%	28%	6%	2423	88%	49%	2%

### NOTES

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

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

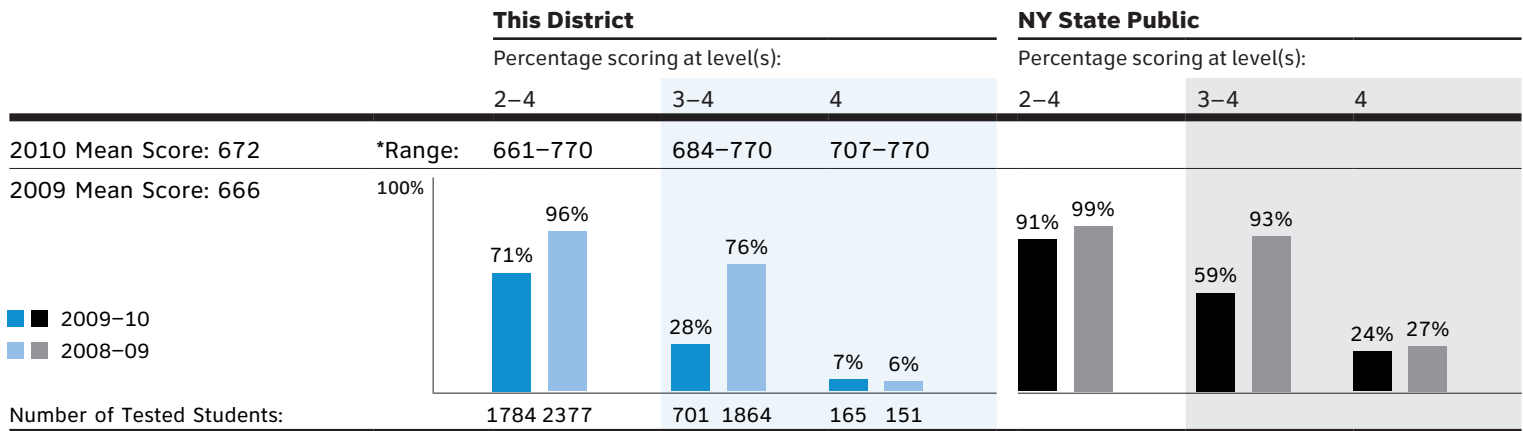
## Other

### 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	44	43	43	37	39	36	35	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	52	N/A	N/A	N/A	51	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	53	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
<b>All Students</b>	<b>2514</b>	<b>71%</b>	<b>28%</b>	<b>7%</b>	<b>2465</b>	<b>96%</b>	<b>76%</b>	<b>6%</b>
Female	1234	73%	28%	7%	1200	96%	76%	6%
Male	1280	69%	27%	6%	1265	96%	75%	7%
American Indian or Alaska Native	38	79%	24%	5%	24	100%	88%	0%
Black or African American	1360	65%	20%	4%	1410	96%	71%	4%
Hispanic or Latino	398	74%	28%	4%	379	98%	76%	6%
Asian or Native Hawaiian/Other Pacific Islander	96	51%	19%	4%	88	86%	68%	5%
White	604	85%	47%	14%	557	98%	88%	13%
Multiracial	18	89%	39%	11%	7	100%	86%	14%
<b>Small Group Totals</b>								
General-Education Students	1904	77%	32%	7%	1906	97%	79%	7%
Students with Disabilities	610	53%	17%	4%	559	93%	65%	3%
English Proficient	2221	73%	30%	7%	2208	97%	78%	7%
Limited English Proficient	293	56%	15%	2%	257	91%	58%	1%
Economically Disadvantaged	2266	70%	25%	5%	2193	96%	74%	5%
Not Disadvantaged	248	83%	54%	19%	272	97%	86%	18%
Migrant								
Not Migrant	2514	71%	28%	7%	2465	96%	76%	6%

### NOTES

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

\* 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	44	43	41	27	39	39	35	25



## 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: 654	*Range: 637-775	668-775	720-775			
2009 Mean Score: 651						
Number of Tested Students:	1889	2185	677	1316	51	61

## 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
<b>All Students</b>	<b>2420</b>	<b>78%</b>	<b>28%</b>	<b>2%</b>	<b>2424</b>	<b>90%</b>	<b>54%</b>	<b>3%</b>
Female	1146	82%	31%	3%	1212	93%	60%	3%
Male	1274	75%	25%	1%	1212	88%	49%	2%
American Indian or Alaska Native	27	89%	33%	0%	38	95%	55%	0%
Black or African American	1387	75%	21%	1%	1416	89%	49%	1%
Hispanic or Latino	371	76%	25%	1%	384	87%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	80	63%	34%	5%	41	88%	59%	5%
White	541	89%	46%	5%	539	96%	71%	7%
Multiracial	14	86%	43%	0%	6	83%	33%	0%
<b>Small Group Totals</b>								
General-Education Students	1844	85%	34%	3%	1838	95%	63%	3%
Students with Disabilities	576	57%	8%	0%	586	73%	26%	1%
English Proficient	2193	81%	30%	2%	2219	92%	57%	3%
Limited English Proficient	227	52%	8%	0%	205	72%	24%	0%
Economically Disadvantaged	2181	77%	25%	1%	2137	90%	52%	1%
Not Disadvantaged	239	85%	58%	10%	287	94%	73%	11%
Migrant								
Not Migrant	2420	78%	28%	2%	2424	90%	54%	3%

### NOTES

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

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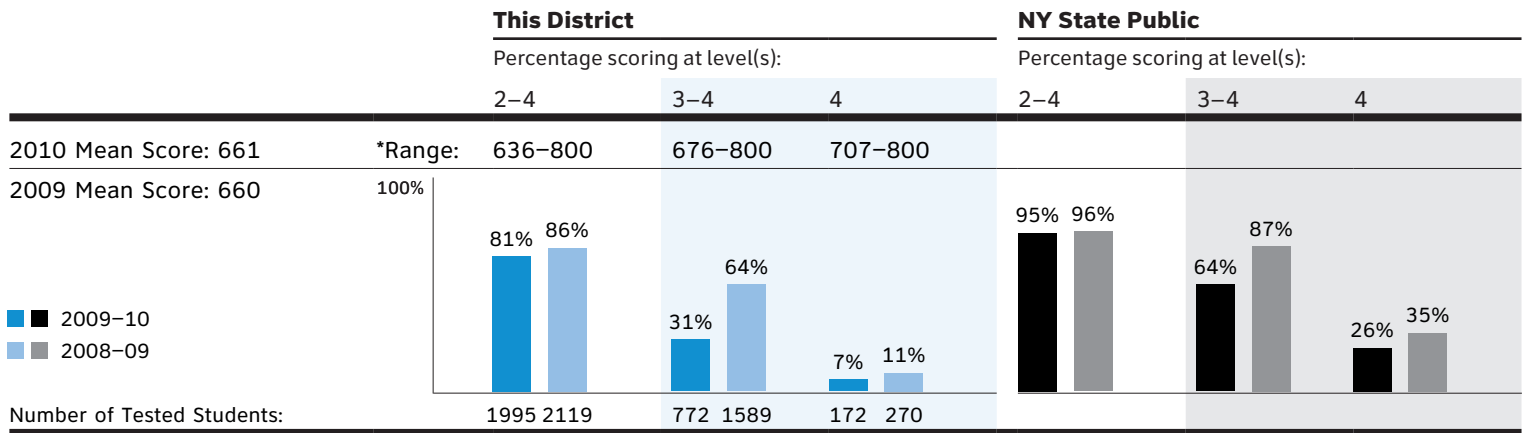
## Other

### 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	43	43	42	36	29	28	25	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	51	N/A	N/A	N/A	38	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	51	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
<b>All Students</b>	<b>2466</b>	<b>81%</b>	<b>31%</b>	<b>7%</b>	<b>2469</b>	<b>86%</b>	<b>64%</b>	<b>11%</b>
Female	1172	83%	31%	7%	1225	87%	65%	11%
Male	1294	79%	32%	7%	1244	85%	64%	11%
American Indian or Alaska Native	27	85%	33%	7%	40	93%	70%	13%
Black or African American	1396	79%	24%	4%	1425	82%	57%	7%
Hispanic or Latino	386	77%	27%	4%	394	87%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	102	70%	39%	13%	62	81%	68%	13%
White	541	91%	50%	16%	543	94%	80%	20%
Multiracial	14	86%	57%	36%	5	80%	80%	20%
<b>Small Group Totals</b>								
General-Education Students	1890	85%	36%	9%	1874	91%	72%	13%
Students with Disabilities	576	66%	16%	2%	595	69%	41%	3%
English Proficient	2190	83%	33%	8%	2220	87%	66%	12%
Limited English Proficient	276	61%	14%	1%	249	72%	49%	4%
Economically Disadvantaged	2229	81%	28%	5%	2183	85%	62%	9%
Not Disadvantaged	237	84%	58%	25%	286	92%	80%	27%
Migrant								
Not Migrant	2466	81%	31%	7%	2469	86%	64%	11%

### NOTES

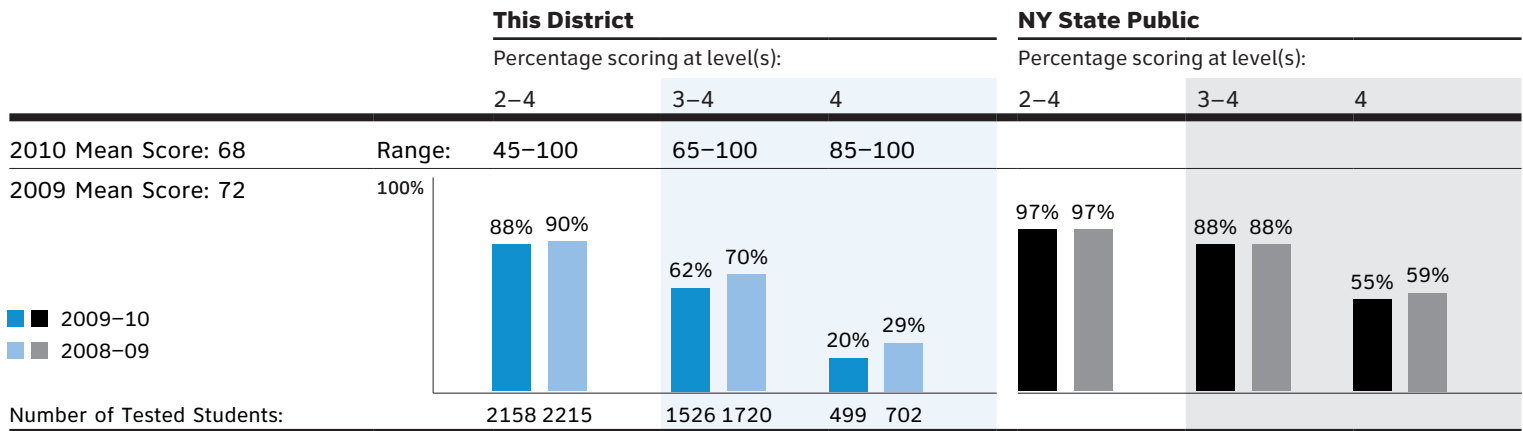
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## Other Assessments

	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	43	42	39	29	29	29	24	12

## 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
<b>All Students</b>	<b>2447</b>	<b>88%</b>	<b>62%</b>	<b>20%</b>	<b>2450</b>	<b>90%</b>	<b>70%</b>	<b>29%</b>
Female	1160	88%	62%	20%	1215	91%	71%	29%
Male	1287	88%	63%	21%	1235	90%	70%	29%
American Indian or Alaska Native	25	92%	68%	28%	39	95%	85%	46%
Black or African American	1386	87%	55%	13%	1419	89%	64%	20%
Hispanic or Latino	381	90%	64%	19%	385	91%	71%	27%
Asian or Native Hawaiian/Other Pacific Islander	102	66%	49%	25%	65	71%	58%	35%
White	539	96%	82%	39%	536	96%	88%	51%
Multiracial	14	93%	86%	50%	6	100%	83%	50%
<b>Small Group Totals</b>								
General-Education Students	1882	90%	66%	23%	1869	93%	74%	32%
Students with Disabilities	565	83%	50%	11%	581	83%	58%	17%
English Proficient	2171	90%	65%	22%	2200	92%	73%	31%
Limited English Proficient	276	73%	40%	5%	250	77%	48%	11%
Economically Disadvantaged	2210	88%	60%	17%	2162	90%	68%	25%
Not Disadvantaged	237	92%	80%	48%	288	96%	85%	53%
Migrant								
Not Migrant	2447	88%	62%	20%	2450	90%	70%	29%

### 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	43	42	42	38	29	27	27	25

## This District's Results in Grade 5 English Language Arts

	<b>This District</b>			<b>NY State Public</b>		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 657	*Range: 647-795	666-795	700-795			
2009 Mean Score: 655						
Number of Tested Students:	1708	2237	636	1298	91	96

## Results by Student Group

	<b>2009-10 School Year</b>				<b>2008-09 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2431</b>	<b>70%</b>	<b>26%</b>	<b>4%</b>	<b>2296</b>	<b>97%</b>	<b>57%</b>	<b>4%</b>
Female	1202	75%	31%	5%	1137	98%	59%	5%
Male	1229	66%	22%	3%	1159	97%	54%	4%
American Indian or Alaska Native	38	87%	21%	0%	30	-	-	-
Black or African American	1396	64%	20%	2%	1328	98%	50%	2%
Hispanic or Latino	366	72%	22%	4%	362	97%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	59	61%	34%	5%	43	84%	58%	7%
White	552	85%	42%	8%	529	98%	74%	10%
Multiracial	20	90%	60%	15%	4	-	-	-
Small Group Totals					34	97%	79%	12%
General-Education Students	1848	79%	31%	5%	1723	99%	66%	6%
Students with Disabilities	583	44%	12%	1%	573	93%	29%	0%
English Proficient	2236	73%	28%	4%	2111	98%	59%	5%
Limited English Proficient	195	43%	6%	0%	185	88%	24%	0%
Economically Disadvantaged	2160	68%	23%	2%	2013	97%	53%	2%
Not Disadvantaged	271	85%	54%	16%	283	98%	80%	17%
Migrant								
Not Migrant	2431	70%	26%	4%	2296	97%	57%	4%

### NOTES

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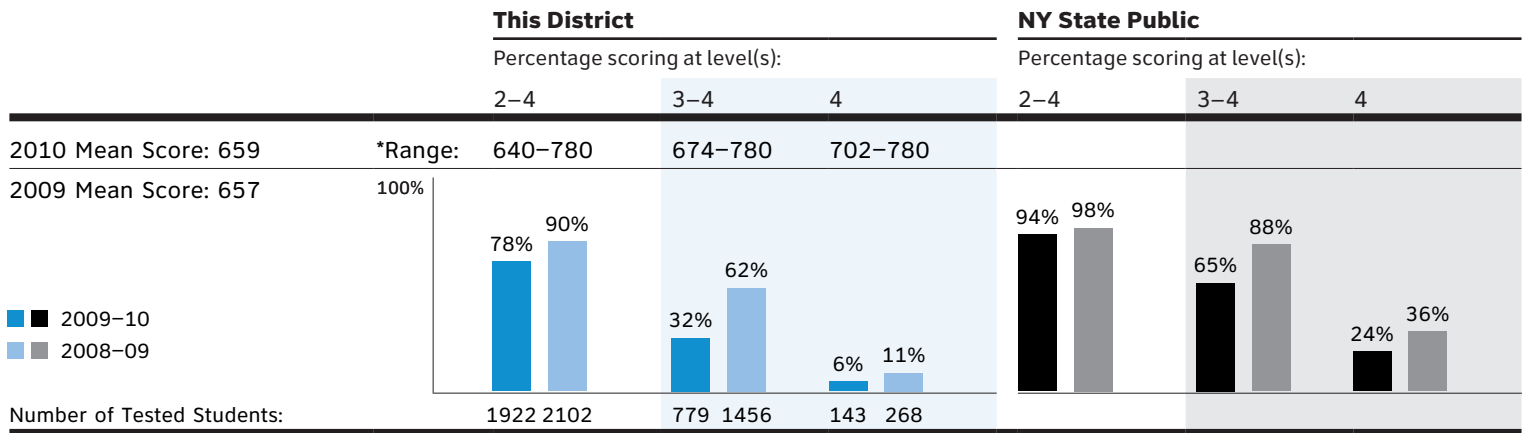
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## Other Assessments

	<b>2009-10 School Year</b>				<b>2008-09 School Year</b>			
	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	32	32	29	21	35	34	33	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	48	N/A	N/A	N/A	42	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	49	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
<b>All Students</b>	<b>2470</b>	<b>78%</b>	<b>32%</b>	<b>6%</b>	<b>2341</b>	<b>90%</b>	<b>62%</b>	<b>11%</b>
Female	1220	80%	33%	6%	1162	91%	63%	11%
Male	1250	76%	30%	5%	1179	89%	61%	11%
American Indian or Alaska Native	38	84%	39%	5%	30	90%	87%	20%
Black or African American	1398	73%	23%	2%	1328	88%	55%	7%
Hispanic or Latino	376	80%	34%	6%	378	92%	64%	9%
Asian or Native Hawaiian/Other Pacific Islander	89	57%	28%	8%	71	66%	49%	13%
White	550	91%	51%	14%	528	95%	79%	24%
Multiracial	19	89%	63%	26%	6	100%	67%	0%
<b>Small Group Totals</b>								
General-Education Students	1892	84%	37%	7%	1771	94%	70%	14%
Students with Disabilities	578	58%	13%	2%	570	78%	39%	3%
English Proficient	2225	81%	34%	6%	2104	92%	65%	12%
Limited English Proficient	245	53%	9%	0%	237	72%	34%	3%
Economically Disadvantaged	2201	77%	28%	4%	2057	89%	59%	9%
Not Disadvantaged	269	87%	58%	20%	284	95%	84%	32%
Migrant								
Not Migrant	2470	78%	32%	6%	2341	90%	62%	11%

### 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	32	26	25	14	35	35	31	15

## 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: 656						
Number of Tested Students:	1745	2243	730	1434	38	67

### 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
<b>All Students</b>	<b>2302</b>	<b>76%</b>	<b>32%</b>	<b>2%</b>	<b>2247</b>	<b>100%</b>	<b>64%</b>	<b>3%</b>
Female	1120	79%	35%	2%	1137	100%	68%	4%
Male	1182	73%	28%	1%	1110	100%	60%	2%
American Indian or Alaska Native	34	82%	35%	0%	27	-	-	-
Black or African American	1321	74%	27%	1%	1321	100%	59%	2%
Hispanic or Latino	372	72%	26%	1%	347	100%	60%	2%
Asian or Native Hawaiian/Other Pacific Islander	69	46%	30%	1%	31	100%	71%	13%
White	494	87%	48%	4%	517	100%	78%	7%
Multiracial	12	83%	58%	0%	4	-	-	-
Small Group Totals					31	100%	74%	3%
General-Education Students	1737	85%	39%	2%	1745	100%	73%	4%
Students with Disabilities	565	48%	9%	0%	502	100%	33%	0%
English Proficient	2097	79%	34%	2%	2078	100%	66%	3%
Limited English Proficient	205	38%	5%	0%	169	99%	31%	0%
Economically Disadvantaged	2046	75%	28%	1%	1903	100%	61%	1%
Not Disadvantaged	256	83%	57%	7%	344	100%	78%	11%
Migrant								
Not Migrant	2302	76%	32%	2%	2247	100%	64%	3%

#### NOTES

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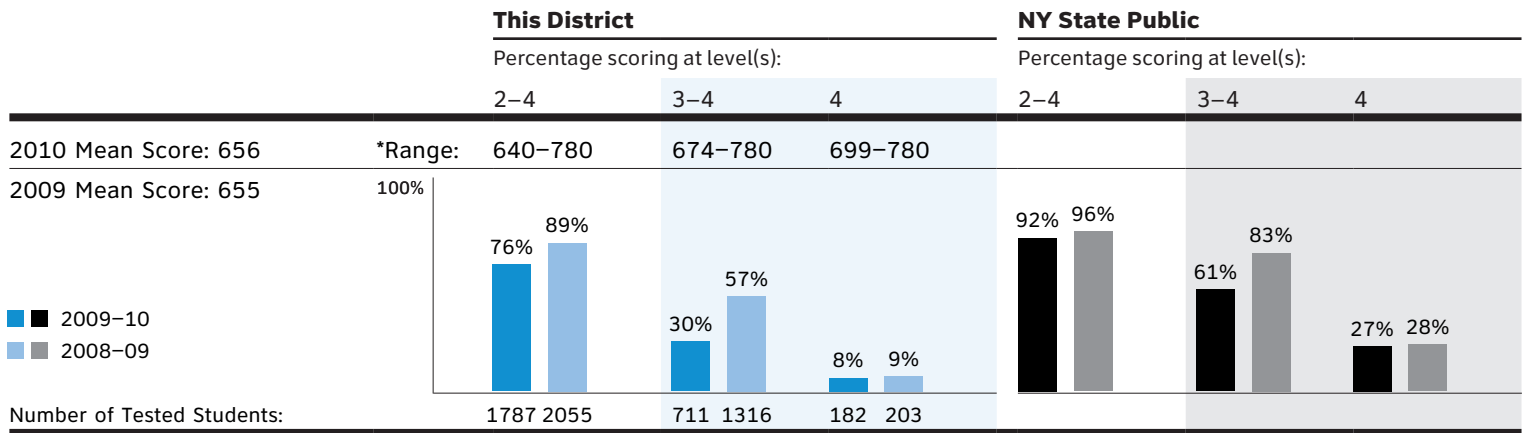
### Other Assessments

	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	35	35	23	16	32	31	26	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	53	N/A	N/A	N/A	34	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	54	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
<b>All Students</b>	<b>2354</b>	<b>76%</b>	<b>30%</b>	<b>8%</b>	<b>2297</b>	<b>89%</b>	<b>57%</b>	<b>9%</b>
Female	1155	78%	32%	8%	1159	91%	60%	9%
Male	1199	74%	29%	7%	1138	88%	55%	9%
American Indian or Alaska Native	34	82%	41%	6%	28	-	-	-
Black or African American	1329	73%	24%	4%	1330	86%	48%	4%
Hispanic or Latino	384	77%	28%	6%	367	91%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	96	57%	23%	7%	52	73%	58%	12%
White	499	85%	48%	19%	516	97%	80%	22%
Multiracial	12	92%	33%	17%	4	-	-	-
Small Group Totals					32	97%	72%	3%
General-Education Students	1783	84%	36%	9%	1792	94%	64%	10%
Students with Disabilities	571	51%	11%	2%	505	72%	33%	3%
English Proficient	2094	80%	33%	9%	2083	91%	60%	10%
Limited English Proficient	260	46%	5%	0%	214	77%	31%	2%
Economically Disadvantaged	2096	75%	27%	5%	1956	89%	54%	6%
Not Disadvantaged	258	84%	57%	27%	341	92%	73%	26%
Migrant								
Not Migrant	2354	76%	30%	8%	2297	89%	57%	9%

### NOTES

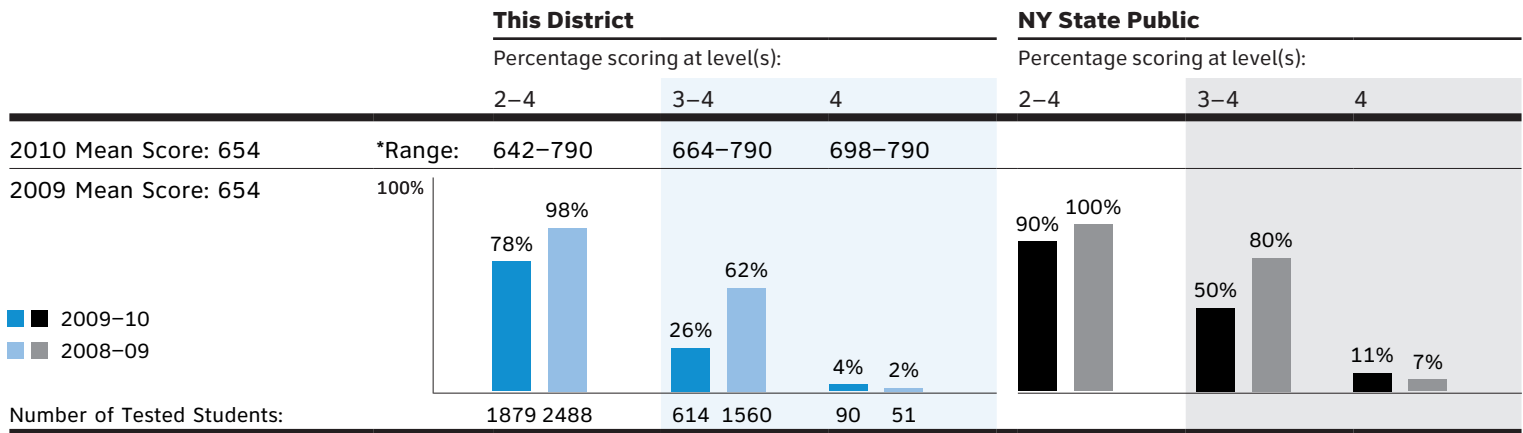
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## Other Assessments

	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	35	34	28	21	32	31	30	20

## This District's Results in Grade 7 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
<b>All Students</b>	<b>2399</b>	<b>78%</b>	<b>26%</b>	<b>4%</b>	<b>2526</b>	<b>98%</b>	<b>62%</b>	<b>2%</b>
Female	1195	82%	29%	5%	1221	99%	65%	3%
Male	1204	75%	22%	2%	1305	98%	58%	1%
American Indian or Alaska Native	34	74%	24%	0%	44	100%	64%	2%
Black or African American	1372	76%	18%	2%	1428	99%	56%	1%
Hispanic or Latino	383	72%	23%	2%	433	97%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	51	61%	29%	4%	38	-	-	-
White	548	91%	46%	10%	580	100%	80%	7%
Multiracial	11	91%	55%	9%	3	-	-	-
Small Group Totals					41	85%	59%	2%
General-Education Students	1894	86%	31%	5%	1978	99%	70%	2%
Students with Disabilities	505	50%	7%	1%	548	95%	30%	1%
English Proficient	2205	81%	28%	4%	2336	99%	66%	2%
Limited English Proficient	194	45%	4%	0%	190	87%	14%	0%
Economically Disadvantaged	2057	77%	21%	2%	2116	98%	58%	1%
Not Disadvantaged	342	86%	51%	13%	410	100%	83%	9%
Migrant								
Not Migrant	2399	78%	26%	4%	2526	98%	62%	2%

#### NOTES

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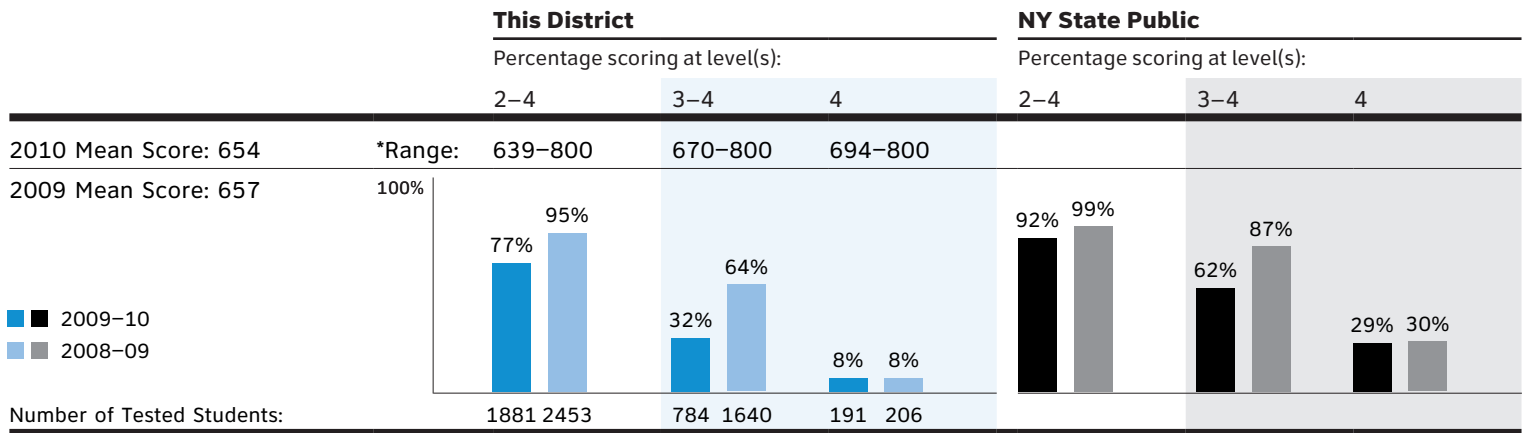
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### Other Assessments

	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	36	36	36	31	45	45	43	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	47	N/A	N/A	N/A	46	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	47	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
<b>All Students</b>	<b>2438</b>	<b>77%</b>	<b>32%</b>	<b>8%</b>	<b>2579</b>	<b>95%</b>	<b>64%</b>	<b>8%</b>
Female	1207	78%	33%	8%	1248	95%	63%	7%
Male	1231	76%	32%	7%	1331	95%	64%	9%
American Indian or Alaska Native	34	85%	29%	3%	42	-	-	-
Black or African American	1375	73%	24%	4%	1429	95%	56%	3%
Hispanic or Latino	390	73%	29%	6%	456	93%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	80	60%	33%	11%	62	82%	48%	13%
White	548	93%	56%	18%	586	98%	85%	22%
Multiracial	11	100%	45%	18%	4	-	-	-
Small Group Totals					46	100%	74%	9%
General-Education Students	1936	84%	38%	9%	2031	97%	71%	9%
Students with Disabilities	502	51%	11%	2%	548	88%	37%	3%
English Proficient	2200	80%	34%	8%	2332	97%	67%	9%
Limited English Proficient	238	53%	13%	2%	247	81%	31%	1%
Economically Disadvantaged	2099	76%	28%	5%	2161	95%	60%	5%
Not Disadvantaged	339	86%	59%	24%	418	98%	82%	25%
Migrant								
Not Migrant	2438	77%	32%	8%	2579	95%	64%	8%

### NOTES

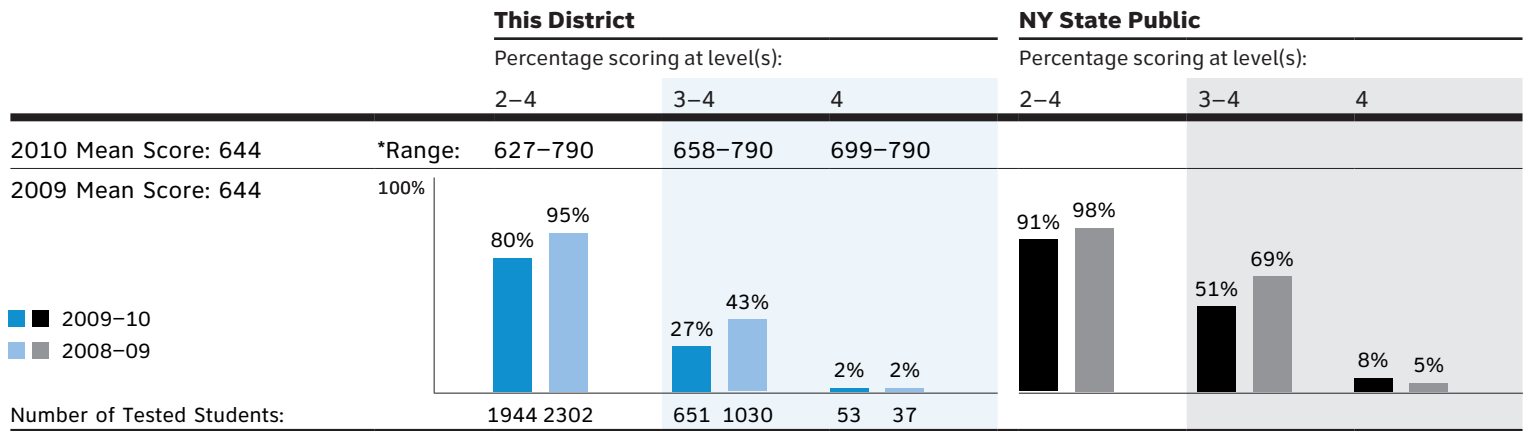
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 7 Equivalent	36	34	33	22	45	38	38	25

## 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
<b>All Students</b>	<b>2439</b>	<b>80%</b>	<b>27%</b>	<b>2%</b>	<b>2413</b>	<b>95%</b>	<b>43%</b>	<b>2%</b>
Female	1167	82%	31%	2%	1230	97%	46%	2%
Male	1272	78%	23%	2%	1183	94%	39%	1%
American Indian or Alaska Native	42	81%	24%	0%	50	-	-	-
Black or African American	1372	79%	20%	1%	1381	97%	37%	1%
Hispanic or Latino	403	71%	22%	1%	391	89%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	61	49%	25%	3%	55	89%	51%	4%
White	551	91%	48%	6%	534	97%	64%	5%
Multiracial	10	90%	40%	0%	2	-	-	-
Small Group Totals					52	100%	37%	2%
General-Education Students	1908	87%	33%	3%	1861	98%	52%	2%
Students with Disabilities	531	53%	5%	0%	552	87%	13%	0%
English Proficient	2233	85%	29%	2%	2222	98%	46%	2%
Limited English Proficient	206	26%	1%	0%	191	70%	7%	0%
Economically Disadvantaged	2077	78%	22%	1%	2028	95%	39%	1%
Not Disadvantaged	362	89%	56%	8%	385	98%	65%	6%
Migrant								
Not Migrant	2439	80%	27%	2%	2413	95%	43%	2%

#### 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	46	46	44	41	38	38	36	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	88	N/A	N/A	N/A	54	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	89	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

	<b>This District</b>			<b>NY State Public</b>		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 656	*Range: 639-775	673-775	702-775			
2009 Mean Score: 654						
Number of Tested Students:	1935	2256	649	1445	118	141

## Results by Student Group

	<b>2009-10 School Year</b>				<b>2008-09 School Year</b>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2506</b>	<b>77%</b>	<b>26%</b>	<b>5%</b>	<b>2483</b>	<b>91%</b>	<b>58%</b>	<b>6%</b>
Female	1198	78%	27%	5%	1259	92%	61%	6%
Male	1308	76%	25%	5%	1224	90%	55%	5%
American Indian or Alaska Native	41	78%	39%	7%	49	-	-	-
Black or African American	1373	73%	18%	2%	1384	90%	53%	3%
Hispanic or Latino	409	76%	23%	3%	407	89%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	115	66%	23%	7%	98	82%	53%	9%
White	558	90%	47%	13%	542	96%	77%	13%
Multiracial	10	90%	10%	0%	3	-	-	-
Small Group Totals					52	94%	67%	2%
General-Education Students	1984	83%	30%	6%	1934	95%	66%	7%
Students with Disabilities	522	55%	10%	1%	549	76%	31%	1%
English Proficient	2214	80%	28%	5%	2224	93%	62%	6%
Limited English Proficient	292	53%	9%	1%	259	75%	28%	1%
Economically Disadvantaged	2145	76%	21%	3%	2097	90%	56%	4%
Not Disadvantaged	361	87%	52%	16%	386	93%	72%	13%
Migrant								
Not Migrant	2506	77%	26%	5%	2483	91%	58%	6%

### 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

	<b>2009-10 School Year</b>				<b>2008-09 School Year</b>			
	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	46	45	45	24	38	35	34	21

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

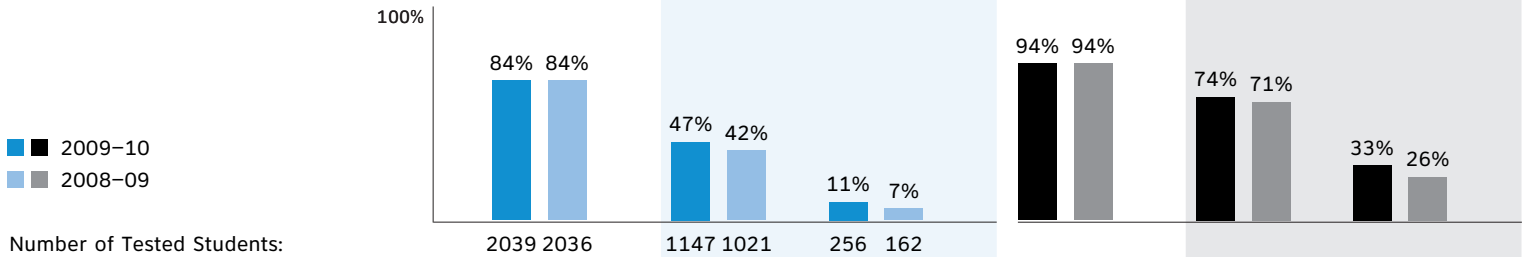
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

2039 2036

1147 1021

256 162

## 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				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>2331</b>	<b>83%</b>	<b>45%</b>	<b>8%</b>	<b>2342</b>	<b>83%</b>	<b>40%</b>	<b>5%</b>
Female	1121	82%	43%	6%	1193	84%	38%	4%
Male	1210	84%	46%	10%	1149	82%	42%	5%
American Indian or Alaska Native	41	93%	61%	15%	47	-	-	-
Black or African American	1305	81%	37%	4%	1343	83%	34%	2%
Hispanic or Latino	389	83%	44%	7%	385	78%	32%	4%
Asian or Native Hawaiian/Other Pacific Islander	110	60%	29%	8%	98	55%	26%	8%
White	476	94%	69%	20%	466	93%	64%	12%
Multiracial	10	90%	50%	0%	3	-	-	-
Small Group Totals					50	94%	52%	4%
General-Education Students	1839	87%	50%	9%	1817	88%	47%	6%
Students with Disabilities	492	70%	24%	3%	525	66%	16%	1%
English Proficient	2047	87%	49%	9%	2087	87%	44%	5%
Limited English Proficient	284	56%	13%	1%	255	47%	7%	0%
Economically Disadvantaged	2055	82%	42%	7%	2016	82%	37%	4%
Not Disadvantaged	276	91%	70%	20%	326	86%	57%	10%
Migrant								
Not Migrant	2331	83%	45%	8%	2342	83%	40%	5%

### 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	46	46	41	36	38	37	34	32
Regents Science	104	102	102	67	93	93	90	51

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

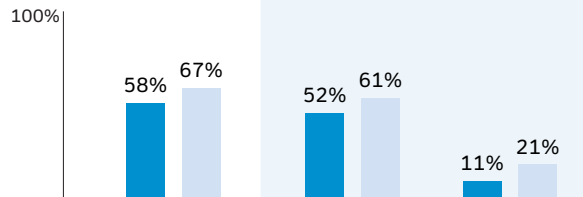
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort  
■ 2005 Cohort

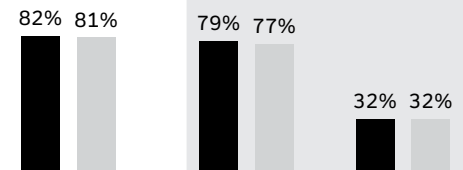
### NY State Public

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
<b>All Students</b>	<b>3479</b>	<b>58%</b>	<b>52%</b>	<b>11%</b>	<b>2251</b>	<b>67%</b>	<b>61%</b>	<b>21%</b>
Female	1791	64%	58%	14%	1082	73%	68%	24%
Male	1688	52%	45%	8%	1169	61%	55%	17%
American Indian or Alaska Native	47	–	–	–	40	83%	78%	20%
Black or African American	2040	57%	49%	7%	1202	65%	57%	16%
Hispanic or Latino	475	50%	45%	8%	279	56%	50%	13%
Asian or Native Hawaiian/Other Pacific Islander	52	52%	52%	17%	38	–	–	–
White	864	68%	63%	22%	690	73%	70%	32%
Multiracial	1	–	–	–	2	–	–	–
Small Group Totals	48	56%	50%	8%	40	78%	75%	35%
General-Education Students	2732	67%	62%	14%	1846	76%	71%	25%
Students with Disabilities	747	26%	17%	1%	405	28%	17%	1%
English Proficient	3300	60%	54%	12%	2110	69%	63%	22%
Limited English Proficient	179	22%	17%	1%	141	38%	29%	3%
Economically Disadvantaged	2366	62%	55%	9%	1376	68%	62%	17%
Not Disadvantaged	1113	51%	47%	16%	875	65%	60%	27%
Migrant								
Not Migrant	3479	58%	52%	11%	2251	67%	61%	21%

### 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*.



## 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

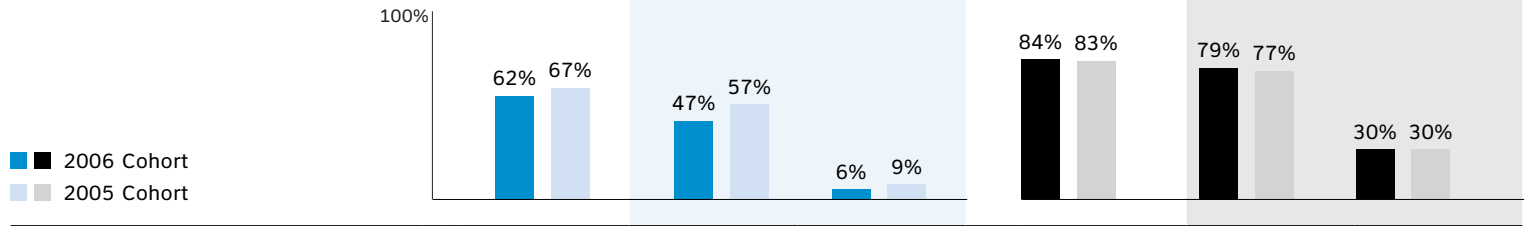
### NY State Public

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
<b>All Students</b>	<b>3479</b>	<b>62%</b>	<b>47%</b>	<b>6%</b>	<b>2251</b>	<b>67%</b>	<b>57%</b>	<b>9%</b>
Female	1791	66%	51%	6%	1082	72%	61%	9%
Male	1688	57%	43%	6%	1169	62%	53%	8%
American Indian or Alaska Native	47	–	–	–	40	75%	70%	10%
Black or African American	2040	59%	43%	3%	1202	65%	52%	4%
Hispanic or Latino	475	54%	40%	3%	279	60%	49%	6%
Asian or Native Hawaiian/Other Pacific Islander	52	67%	65%	13%	38	–	–	–
White	864	72%	59%	13%	690	73%	66%	16%
Multiracial	1	–	–	–	2	–	–	–
Small Group Totals	48	69%	54%	6%	40	70%	70%	23%
General-Education Students	2732	70%	56%	7%	1846	76%	66%	10%
Students with Disabilities	747	33%	16%	0%	405	24%	14%	1%
English Proficient	3300	64%	49%	6%	2110	69%	59%	9%
Limited English Proficient	179	31%	19%	0%	141	36%	23%	1%
Economically Disadvantaged	2366	65%	49%	4%	1376	68%	56%	5%
Not Disadvantaged	1113	55%	43%	10%	875	65%	58%	14%
Migrant								
Not Migrant	3479	62%	47%	6%	2251	67%	57%	9%

### NOTES

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