



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **ROCHESTER CITY SCHOOL DISTRICT**  
District ID **26-16-00-01-0000**  
Superintendent **JEAN-CLAUDE BRIZARD**  
Telephone **(585) 262-8378**  
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.

### 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](mailto:dataquest@mail.nysed.gov)

## 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.

District ROCHESTER CITY SCHOOL DISTRICT

District ID 26-16-00-01-0000

## 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	777	1872	1947
Kindergarten	2437	2392	2472
Grade 1	2738	2761	2678
Grade 2	2591	2634	2538
Grade 3	2394	2510	2563
Grade 4	2364	2365	2449
Grade 5	2274	2257	2307
Grade 6	2160	2266	2220
Ungraded Elementary	110	86	0
Grade 7	2504	2253	2395
Grade 8	2560	2353	2183
Grade 9	2734	3719	3523
Grade 10	3045	2745	2579
Grade 11	2295	1808	1889
Grade 12	1771	1807	1857
Ungraded Secondary	170	176	0
<b>Total K-12</b>	<b>32147</b>	<b>32132</b>	<b>31653</b>

### Average Class Size

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

### Enrollment Information

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

### Average Class Size Information

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

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## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	23347	73%	24140	75%	24933	79%
Reduced-Price Lunch	2619	8%	2257	7%	1932	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2948	9%	3090	10%	3275	10%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	104	0%	105	0%	100	0%
Black or African American	21031	65%	20798	65%	20243	64%
Hispanic or Latino	6780	21%	6969	22%	7009	22%
Asian or Native Hawaiian/Other Pacific Islander	565	2%	744	2%	904	3%
White	3598	11%	3435	11%	3277	10%
Multiracial	69	0%	81	0%	120	0%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		91%		90%		90%
Student Suspensions	5153	16%	4668	15%	680	2%

## 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 ROCHESTER CITY SCHOOL DISTRICT

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## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	3070	3152	3018
Percent with No Valid Teaching Certificate	2%	2%	1%
Percent Teaching Out of Certification	6%	5%	5%
Percent with Fewer Than Three Years of Experience	11%	9%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	14%	15%
<b>Total Number of Core Classes</b>	7284	7127	6752
Percent Not Taught by Highly Qualified Teachers in This District	7%	7%	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>	9092	9210	9118
Percent Taught by Teachers Without Appropriate Certification	7%	7%	5%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	21%	30%
Turnover Rate of All Teachers	18%	16%	22%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	510	552	427
Total Paraprofessionals*	611	697	776
Assistant Principals	101	107	45
Principals	56	59	65

\* 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 ▲ Good Standing Graduation Rate ▲ Improvement (Year 4)

### 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>	✗ 2 of 9	✗ 8 of 9	✓ 1 of 1	✗ 0 of 8	✗ 0 of 8	✗ 0 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** 2 of 9 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> (14186:13254)			99%		143	154	154	110
<b>Ethnicity</b>								
American Indian or Alaska Native (38:37)		—	—		157	139		
Black or African American (8966:8497)			99%		142	154	154	109
Hispanic or Latino (3273:3001)			99%		140	153	151	105
Asian or Native Hawaiian/Other Pacific Islander (391:307)			99%		136	149	149	104
White (1511:1409)			98%		160	152		
Multiracial (7:3)	—	—	—	—	—	—		
<b>Other Groups</b>								
Students with Disabilities (3097:2965)			97%		113	153	119	72
Limited English Proficient (1646:1710)			99%		121	152	131	83
Economically Disadvantaged (12827:12054)			99%		142	154	154	107
<b>Final AYP Determination</b>	 2 of 9							
<b>Non-Accountability Groups</b>								
Female (6876:6455)			99%		148	154		
Male (7310:6799)			98%		139	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**  Good Standing  
**for This Subject**  
**(2010–11)**

**Accountability Measures** 8 of 9 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
<b>Accountability Groups</b>							
<b>All Students</b> (14187:13306)			98%		157	134	
<b>Ethnicity</b>							
American Indian or Alaska Native (38:37)		—	—		184	119	
Black or African American (8968:8480)			98%		154	134	
Hispanic or Latino (3273:3029)			98%		157	133	
Asian or Native Hawaiian/Other Pacific Islander (389:340)			99%		161	129	
White (1512:1417)			98%		171	132	
Multiracial (7:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (3099:2959)			96%		126	133	127 88
Limited English Proficient (1643:1798)			98%		145	132	
Economically Disadvantaged (12827:12096)			99%		156	134	
<b>Final AYP Determination</b>	 8 of 9						
<b>Non-Accountability Groups</b>							
Female (6879:6484)			99%		158	134	
Male (7308:6822)			98%		156	134	
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 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> (4665:4213)		Qualified		95%		141	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (10:9)	—	—	—	—	—	—	—	—
Black or African American (2911:2647)		Qualified		95%		139	100	
Hispanic or Latino (1097:966)		Qualified		93%		137	100	
Asian or Native Hawaiian/Other Pacific Islander (136:119)		Qualified		98%		127	100	
White (509:471)		Qualified		96%		166	100	
Multiracial (2:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (977:890)		Qualified		90%		119	100	
Limited English Proficient (555:562)		Qualified		94%		119	100	
Economically Disadvantaged (4164:3777)		Qualified		95%		139	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (2251:2054)				95%		140	100	
Male (2414:2159)				94%		142	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> (1912:1981)			98%		150	175	141‡	155
<b>Ethnicity</b>								
American Indian or Alaska Native (5:7)	—	—	—	—	—	—	—	—
Black or African American (1289:1327)			98%		149	174	141‡	154
Hispanic or Latino (365:364)			98%		143	171	137‡	149
Asian or Native Hawaiian/Other Pacific Islander (47:56)			98%		159	164	164	163
White (397:225)			91%		159	170	142‡	163
Multiracial (0:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (441:374)			90%		88	171	94‡	99
Limited English Proficient (100:123)			98%		106	168	114‡	115
Economically Disadvantaged (1363:1519)			99%		151	174	143‡	156
<b>Final AYP Determination</b>	 0 of 8							
<b>Non-Accountability Groups</b>								
Female (1046:1037)			99%		157	174		
Male (866:944)			97%		141	173		
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**  Good Standing  
**for This Subject**  
**(2010–11)**

**Accountability Measures** 0 of 8 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
<b>Accountability Groups</b>								
<b>All Students</b> (1912:1981)			97%		152	171	150 <sup>‡</sup>	157
<b>Ethnicity</b>								
American Indian or Alaska Native (5:7)	—	—	—	—	—	—	—	—
Black or African American (1289:1327)			97%		152	170	148 <sup>‡</sup>	157
Hispanic or Latino (365:364)			99%		151	167	147 <sup>‡</sup>	156
Asian or Native Hawaiian/Other Pacific Islander (89:56)			94%		159	160	160	163
White (397:225)			91%		153	166	158 <sup>‡</sup>	158
Multiracial (0:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (441:374)			90%		96	167	108 <sup>‡</sup>	106
Limited English Proficient (100:123)			96%		130	164	131 <sup>‡</sup>	137
Economically Disadvantaged (1363:1519)			98%		155	170	152 <sup>‡</sup>	160
<b>Final AYP Determination</b>	 0 of 8							
<b>Non-Accountability Groups</b>								
Female (1046:1037)			98%		158	170		
Male (866:944)			95%		145	169		
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)**  Improvement (Year 4)

**Accountability Measures** 0 of 1 Student groups making AYP in graduation rate  
 Did not make 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 5) in 2011-12. If this district makes AYP in 2010-11, the district will remain In Need of Improvement (Year 4) in 2011-12. [214]

### 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 (2925)</b>			46%	80%	58%	53%
<b>Ethnicity</b>						
American Indian or Alaska Native (11)		—	—	—		
Black or African American (2005)			45%	80%	58%	52%
Hispanic or Latino (551)			42%	80%	54%	50%
Asian or Native Hawaiian/Other Pacific Islander (49)			73%	80%	66%	74%
White (309)			50%	80%	62%	56%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (576)			20%	80%	35%	32%
Limited English Proficient (131)			34%	80%	49%	43%
Economically Disadvantaged (1663)			56%	80%	67%	61%
<b>Final AYP Determination</b>	 0 of 1					
<b>Non-Accountability Groups</b>						
Female (1510)			52%	80%		
Male (1415)			39%	80%		
Migrant (2)						

#### 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 **51%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

## 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

29 schools identified 49% of total

BENJAMIN FRANKLIN MONTESSORI SCHOOL  
DR WALTER COOPER ACADEMY  
SCHOOL 1-MARTIN B ANDERSON  
SCHOOL 12-JAMES P B DUFFY  
SCHOOL 14-CHESTER DEWEY  
SCHOOL 15-CHILDREN'S SCHOOL OF ROCHESTER (THE)  
SCHOOL 19-DR CHARLES T LUNSFORD  
SCHOOL 2-CLARA BARTON  
SCHOOL 20-HENRY LOMB SCHOOL  
SCHOOL 22-LINCOLN SCHOOL  
SCHOOL 23-FRANCIS PARKER  
SCHOOL 25-NATHANIEL HAWTHORNE  
SCHOOL 29-ADLAI E STEVENSON  
SCHOOL 3-NATHANIEL ROCHESTER  
SCHOOL 30-GENERAL ELWELL S OTIS  
SCHOOL 33-AUDUBON  
SCHOOL 35-PINNACLE  
SCHOOL 36-HENRY W LONGFELLOW  
SCHOOL 39-ANDREW J TOWNSON  
SCHOOL 4-GEORGE MATHER FORBES  
SCHOOL 43-THEODORE ROOSEVELT  
SCHOOL 46-CHARLES CARROLL  
SCHOOL 52-FRANK FOWLER DOW  
SCHOOL 54-FLOWER CITY COMMUNITY SCHOOL  
SCHOOL 57-EARLY CHILDHOOD SCHOOL  
SCHOOL 58-WORLD OF INQUIRY SCHOOL  
SCHOOL 6-DAG HAMMARSKJOLD  
SCHOOL 7-VIRGIL GRISSOM  
SCHOOL OF THE ARTS

---

### Improvement (year 1) Focused

1 school identified 2% of total

SCHOOL 50-HELEN BARRETT MONTGOMERY

---

### Improvement (year 1) Comprehensive

7 schools identified 12% of total

DR FREDDIE THOMAS HIGH SCHOOL  
JOSEPH C WILSON FOUNDATION ACADEMY  
NORTHWEST COLLEGE PREPARATORY HIGH SCHOOL  
SCHOOL 34-DR LOUIS A CERULLI  
SCHOOL 41-KODAK PARK  
SCHOOL 44-LINCOLN PARK  
SCHOOL 8-ROBERTO CLEMENTE

---

### Improvement (year 2) Basic

2 schools identified 3% of total

SCHOOL 5-JOHN WILLIAMS  
SCHOOL FOR BUSINESS, FINANCE AND ENTREPRENEURSHIP AT EDISON

---

### Improvement (year 2) Comprehensive

3 schools identified 5% of total

(continued)

# 3 School Accountability Status

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

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

---

### **Improvement (year 2) Comprehensive (continued)**

NORTHEAST COLLEGE PREPARATORY HIGH SCHOOL  
SCHOOL 17-ENRICO FERMI  
SCHOOL WITHOUT WALLS

---

### **Corrective Action (year 1) Focused**

1 school identified 2% of total  
SCHOOL OF IMAGING AND INFORMATION TECHNOLOGY AT EDISON

---

### **Corrective Action (year 1) Comprehensive**

4 schools identified 7% of total  
SCHOOL 16-JOHN WALTON SPENCER  
SCHOOL 28-HENRY HUDSON  
SCHOOL 42-ABELARD REYNOLDS  
SKILLED TRADES AT EDISON

---

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

4 schools identified 7% of total  
BIOSCIENCE & HEALTH CAREER HS AT FRANKLIN  
GLOBAL MEDIA ARTS HS AT FRANKLIN  
INTERNATIONAL FINANCE & ECONOMIC DEVELOPMENT HS AT FRANKLIN  
SCHOOL OF ENGINEERING AND MANUFACTURING AT EDISON

---

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

2 schools identified 3% of total  
JOSEPH C WILSON MAGNET HIGH SCHOOL  
SCHOOL 45-MARY MCLEOD BETHUNE

---

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

6 schools identified 10% of total  
CHARLOTTE HIGH SCHOOL  
EAST HIGH SCHOOL  
JAMES MONROE HIGH SCHOOL  
JOHN MARSHALL HIGH SCHOOL  
SCHOOL 9-DR MARTIN LUTHER KING JR  
THOMAS JEFFERSON HIGH SCHOOL

---

# 4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

## 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	23%			2489
Grade 4	30%			2409
Grade 5	25%			2260
Grade 6	32%			2186
Grade 7	20%			2231
Grade 8	21%			2059
<b>Mathematics</b>				
Grade 3	28%			2517
Grade 4	33%			2431
Grade 5	30%			2294
Grade 6	40%			2214
Grade 7	23%			2258
Grade 8	15%			2075
<b>Science</b>				
Grade 4	73%			2402
Grade 8	30%			1887

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	54%			2670
Mathematics	54%			2670

### 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: 650	*Range: 643-780	662-780	694-780			
2009 Mean Score: 647						
Number of Tested Students:	1604	2159	582	1198	95	42

## 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>2489</b>	<b>64%</b>	<b>23%</b>	<b>4%</b>	<b>2442</b>	<b>88%</b>	<b>49%</b>	<b>2%</b>
Female	1243	68%	25%	4%	1219	91%	53%	2%
Male	1246	61%	22%	3%	1223	86%	45%	1%
American Indian or Alaska Native	11	-	-	-	8	-	-	-
Black or African American	1618	64%	22%	3%	1567	88%	49%	1%
Hispanic or Latino	531	63%	20%	2%	537	87%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	49	67%	27%	4%	46	85%	57%	2%
White	279	69%	35%	11%	283	92%	60%	4%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	12	75%	33%	0%	9	89%	44%	0%
General-Education Students	1994	72%	27%	5%	2022	94%	55%	2%
Students with Disabilities	495	34%	7%	1%	420	64%	18%	0%
English Proficient	2201	67%	25%	4%	2164	90%	52%	2%
Limited English Proficient	288	48%	11%	1%	278	76%	25%	0%
Economically Disadvantaged	2301	63%	21%	3%	2213	88%	47%	1%
Not Disadvantaged	188	84%	52%	19%	229	91%	66%	5%
Migrant								
Not Migrant	2489	64%	23%	4%	2442	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*.

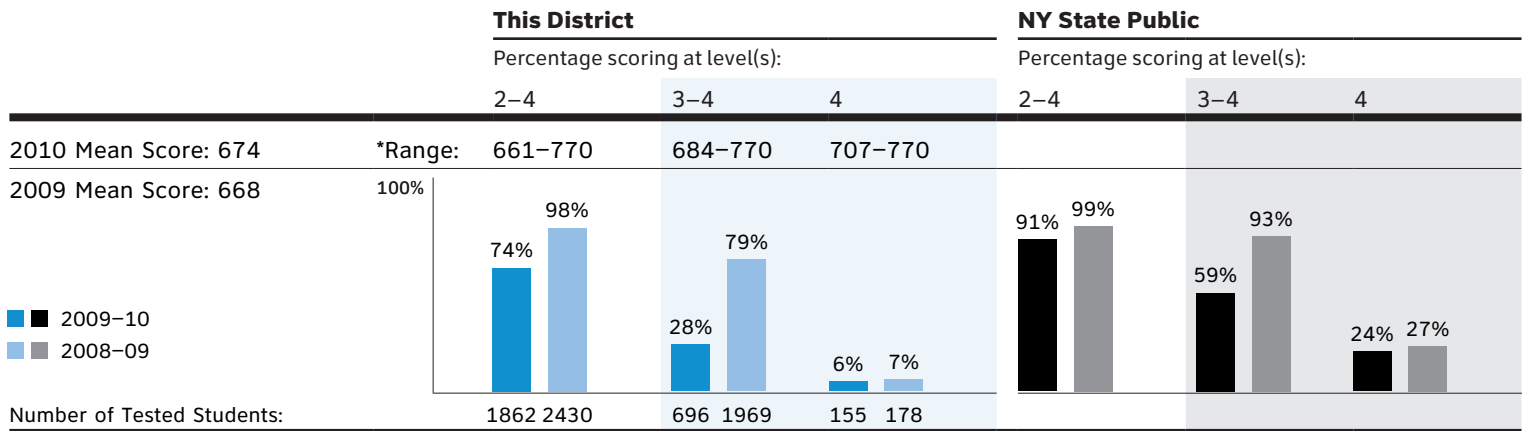
## Other

### 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	21	19	14	8	34	33	29	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	32	N/A	N/A	N/A	35	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	31	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>2517</b>	<b>74%</b>	<b>28%</b>	<b>6%</b>	<b>2488</b>	<b>98%</b>	<b>79%</b>	<b>7%</b>
Female	1256	73%	27%	6%	1235	98%	80%	8%
Male	1261	75%	28%	6%	1253	98%	79%	6%
American Indian or Alaska Native	11	-	-	-	7	-	-	-
Black or African American	1618	73%	25%	5%	1570	98%	78%	6%
Hispanic or Latino	545	73%	27%	6%	561	97%	77%	6%
Asian or Native Hawaiian/Other Pacific Islander	59	71%	34%	12%	58	100%	78%	9%
White	283	81%	43%	12%	291	97%	88%	16%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	12	83%	33%	17%	8	100%	88%	25%
General-Education Students	2019	79%	31%	7%	2058	99%	84%	8%
Students with Disabilities	498	55%	14%	4%	430	91%	56%	2%
English Proficient	2197	76%	30%	7%	2171	98%	81%	8%
Limited English Proficient	320	59%	14%	3%	317	94%	67%	3%
Economically Disadvantaged	2326	73%	26%	5%	2254	98%	78%	6%
Not Disadvantaged	191	85%	51%	20%	234	98%	86%	14%
Migrant								
Not Migrant	2517	74%	28%	6%	2488	98%	79%	7%

### 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	21	21	18	6	34	34	30	19



## This District's Results in Grade 4 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: 656	*Range: 637-775	668-775	720-775					
2009 Mean Score: 651	100%							
Number of Tested Students:	1951	2112	724	1320	26	24		

### 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>2409</b>	<b>81%</b>	<b>30%</b>	<b>1%</b>	<b>2312</b>	<b>91%</b>	<b>57%</b>	<b>1%</b>
Female	1179	85%	32%	1%	1117	93%	61%	1%
Male	1230	77%	28%	1%	1195	90%	54%	1%
American Indian or Alaska Native	5	100%	0%	0%	11	-	-	-
Black or African American	1558	81%	28%	1%	1533	93%	57%	1%
Hispanic or Latino	523	80%	26%	0%	488	89%	51%	0%
Asian or Native Hawaiian/Other Pacific Islander	56	68%	30%	0%	42	86%	62%	14%
White	267	86%	48%	6%	237	90%	68%	4%
Multiracial					1	-	-	-
Small Group Totals					12	83%	58%	0%
General-Education Students	1959	87%	34%	1%	1879	97%	66%	1%
Students with Disabilities	450	54%	12%	0%	433	68%	19%	0%
English Proficient	2148	83%	33%	1%	2044	93%	61%	1%
Limited English Proficient	261	65%	10%	0%	268	78%	30%	0%
Economically Disadvantaged	2198	81%	28%	1%	2091	91%	56%	1%
Not Disadvantaged	211	86%	50%	5%	221	91%	70%	4%
Migrant								
Not Migrant	2409	81%	30%	1%	2312	91%	57%	1%

#### 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*.

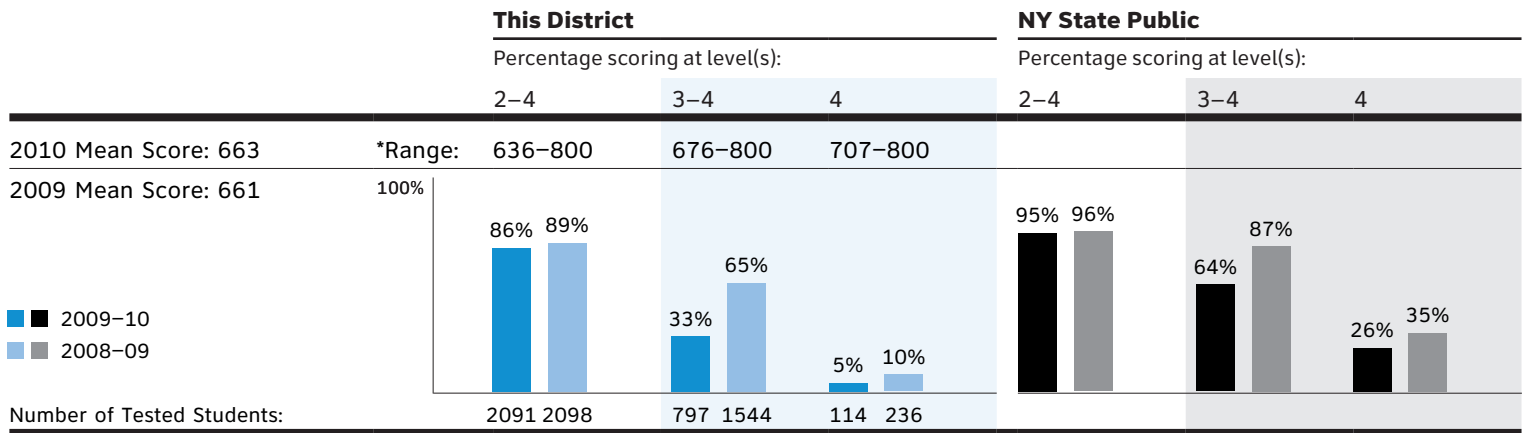
### Other

#### Assessments

	<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 4 Equivalent	32	32	22	13	27	25	16	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	26	N/A	N/A	N/A	41	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	24	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>2431</b>	<b>86%</b>	<b>33%</b>	<b>5%</b>	<b>2361</b>	<b>89%</b>	<b>65%</b>	<b>10%</b>
Female	1189	87%	31%	5%	1130	90%	65%	9%
Male	1242	85%	34%	4%	1231	88%	66%	11%
American Indian or Alaska Native	5	100%	60%	0%	11	-	-	-
Black or African American	1559	85%	31%	4%	1545	88%	63%	8%
Hispanic or Latino	537	85%	29%	4%	518	89%	64%	10%
Asian or Native Hawaiian/Other Pacific Islander	63	94%	41%	6%	53	91%	83%	23%
White	267	90%	46%	9%	233	92%	79%	23%
Multiracial					1	-	-	-
Small Group Totals					12	92%	67%	17%
General-Education Students	1982	90%	37%	5%	1916	93%	72%	12%
Students with Disabilities	449	69%	15%	3%	445	70%	36%	3%
English Proficient	2146	87%	35%	5%	2051	90%	68%	11%
Limited English Proficient	285	78%	15%	2%	310	83%	51%	4%
Economically Disadvantaged	2219	86%	32%	4%	2134	89%	65%	9%
Not Disadvantaged	212	87%	46%	13%	227	89%	72%	19%
Migrant								
Not Migrant	2431	86%	33%	5%	2361	89%	65%	10%

### NOTES

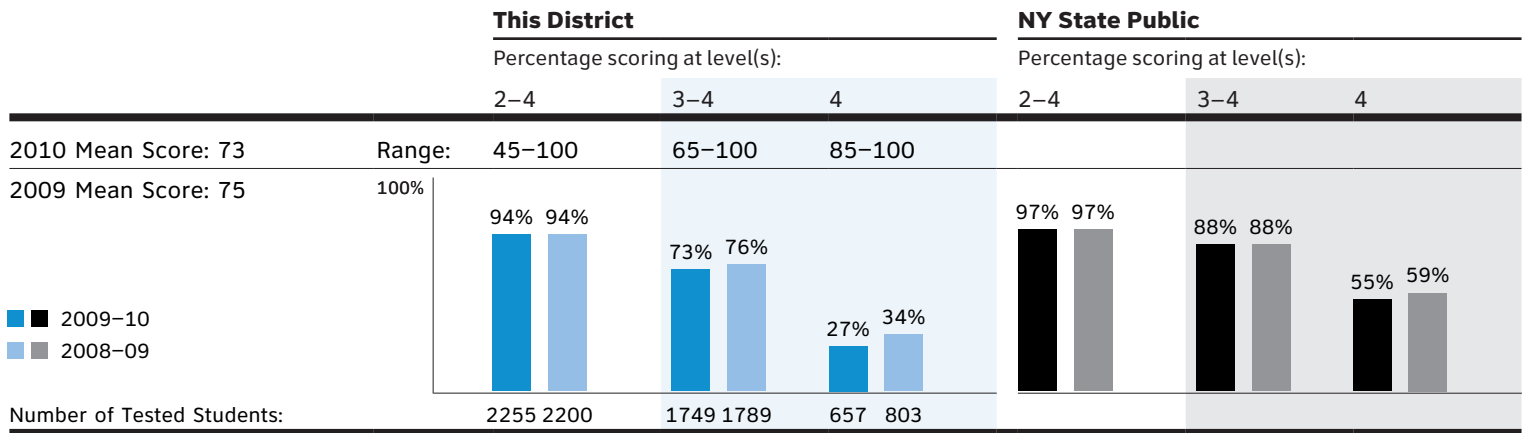
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	32	32	25	6	27	27	19	7

## 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>2402</b>	<b>94%</b>	<b>73%</b>	<b>27%</b>	<b>2343</b>	<b>94%</b>	<b>76%</b>	<b>34%</b>
Female	1179	93%	72%	26%	1126	94%	75%	33%
Male	1223	94%	73%	28%	1217	94%	77%	35%
American Indian or Alaska Native	5	100%	60%	20%	11	-	-	-
Black or African American	1539	94%	72%	26%	1536	93%	76%	34%
Hispanic or Latino	530	93%	68%	24%	513	94%	73%	28%
Asian or Native Hawaiian/Other Pacific Islander	62	98%	81%	35%	48	98%	75%	44%
White	266	94%	83%	41%	234	96%	85%	51%
Multiracial					1	-	-	-
Small Group Totals					12	92%	75%	25%
General-Education Students	1967	95%	75%	30%	1906	96%	81%	37%
Students with Disabilities	435	89%	62%	17%	437	85%	57%	22%
English Proficient	2119	94%	75%	29%	2045	95%	79%	37%
Limited English Proficient	283	91%	55%	12%	298	88%	58%	17%
Economically Disadvantaged	2192	94%	72%	26%	2116	94%	76%	33%
Not Disadvantaged	210	94%	82%	42%	227	92%	81%	48%
Migrant								
Not Migrant	2402	94%	73%	27%	2343	94%	76%	34%

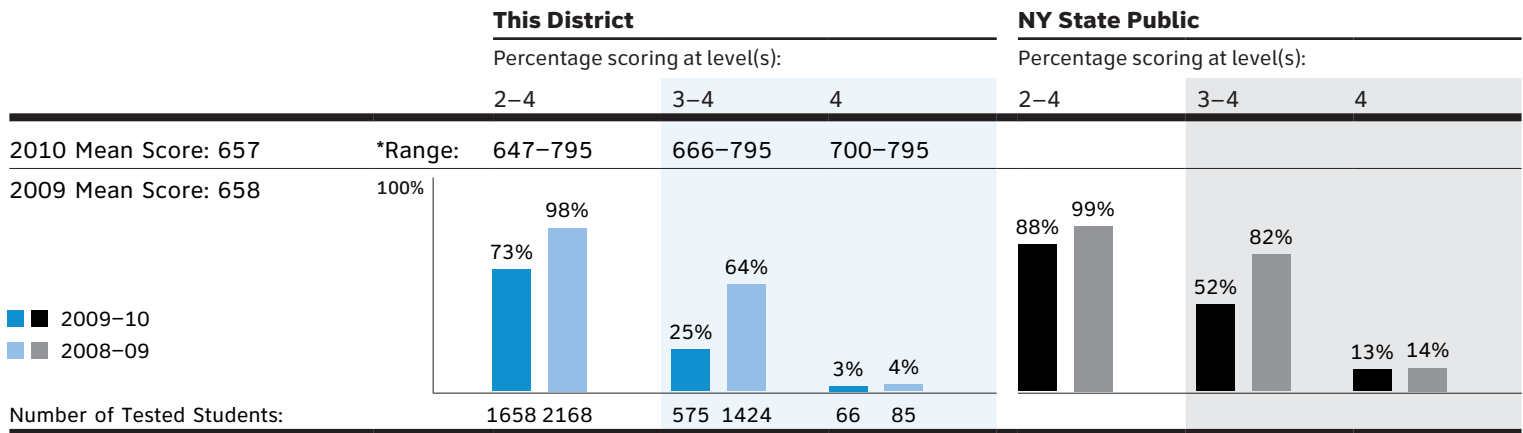
### NOTES

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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	32	32	31	20	27	26	26	18

## 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
<b>All Students</b>	<b>2260</b>	<b>73%</b>	<b>25%</b>	<b>3%</b>	<b>2209</b>	<b>98%</b>	<b>64%</b>	<b>4%</b>
Female	1084	78%	29%	4%	1075	98%	66%	4%
Male	1176	69%	22%	2%	1134	98%	63%	3%
American Indian or Alaska Native	10	-	-	-	7	100%	100%	0%
Black or African American	1474	75%	25%	2%	1389	99%	63%	2%
Hispanic or Latino	494	68%	23%	2%	510	97%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	52	67%	37%	8%	40	95%	65%	8%
White	229	78%	34%	7%	263	98%	71%	10%
Multiracial	1	-	-	-				
Small Group Totals	11	73%	18%	0%				
General-Education Students	1776	82%	30%	4%	1739	100%	74%	5%
Students with Disabilities	484	42%	8%	0%	470	93%	30%	1%
English Proficient	2009	77%	28%	3%	1988	99%	68%	4%
Limited English Proficient	251	47%	6%	0%	221	94%	33%	0%
Economically Disadvantaged	2097	73%	24%	2%	1963	98%	63%	3%
Not Disadvantaged	163	77%	39%	13%	246	99%	75%	10%
Migrant								
Not Migrant	2260	73%	25%	3%	2209	98%	64%	4%

#### 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	29	29	23	9	26	25	19	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	33	N/A	N/A	N/A	33	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	33	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

	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: 660	*Range: 640-780					
2009 Mean Score: 662						
	82%	94%		94%	98%	
	30%	68%		65%	88%	
	4%		10%	24%		36%
Number of Tested Students:	1887	2100	677	1531	91	215

## 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>2294</b>	<b>82%</b>	<b>30%</b>	<b>4%</b>	<b>2244</b>	<b>94%</b>	<b>68%</b>	<b>10%</b>
Female	1101	83%	29%	3%	1101	94%	68%	10%
Male	1193	82%	30%	5%	1143	93%	69%	9%
American Indian or Alaska Native	10	-	-	-	7	100%	43%	29%
Black or African American	1480	81%	28%	3%	1395	93%	66%	7%
Hispanic or Latino	510	83%	27%	4%	526	95%	71%	10%
Asian or Native Hawaiian/Other Pacific Islander	61	85%	36%	11%	58	95%	72%	16%
White	232	87%	42%	11%	258	95%	74%	19%
Multiracial	1	-	-	-				
Small Group Totals	11	82%	45%	0%				
General-Education Students	1807	87%	34%	5%	1778	97%	75%	11%
Students with Disabilities	487	63%	14%	2%	466	81%	44%	5%
English Proficient	2008	84%	32%	4%	1981	94%	70%	10%
Limited English Proficient	286	70%	13%	1%	263	91%	54%	4%
Economically Disadvantaged	2131	82%	28%	3%	2000	94%	67%	8%
Not Disadvantaged	163	81%	44%	12%	244	91%	76%	22%
Migrant								
Not Migrant	2294	82%	30%	4%	2244	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 5 Equivalent	29	28	26	15	26	23	18	6

## 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: 657						
Number of Tested Students:	1728	2228	698	1553	29	39

## 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>2186</b>	<b>79%</b>	<b>32%</b>	<b>1%</b>	<b>2232</b>	<b>100%</b>	<b>70%</b>	<b>2%</b>
Female	1066	81%	33%	2%	1097	100%	74%	3%
Male	1120	77%	31%	1%	1135	100%	65%	1%
American Indian or Alaska Native	6	100%	17%	0%	1	-	-	-
Black or African American	1376	80%	30%	1%	1449	100%	69%	1%
Hispanic or Latino	513	74%	29%	1%	499	100%	68%	3%
Asian or Native Hawaiian/Other Pacific Islander	54	72%	39%	4%	50	-	-	-
White	237	86%	47%	5%	233	100%	75%	3%
Multiracial								
Small Group Totals					51	100%	73%	4%
General-Education Students	1709	88%	39%	2%	1760	100%	79%	2%
Students with Disabilities	477	46%	8%	0%	472	99%	34%	0%
English Proficient	1971	82%	35%	1%	2046	100%	73%	2%
Limited English Proficient	215	50%	7%	0%	186	99%	36%	0%
Economically Disadvantaged	1988	78%	30%	1%	2005	100%	69%	1%
Not Disadvantaged	198	89%	52%	5%	227	100%	78%	4%
Migrant								
Not Migrant	2186	79%	32%	1%	2232	100%	70%	2%

### NOTES

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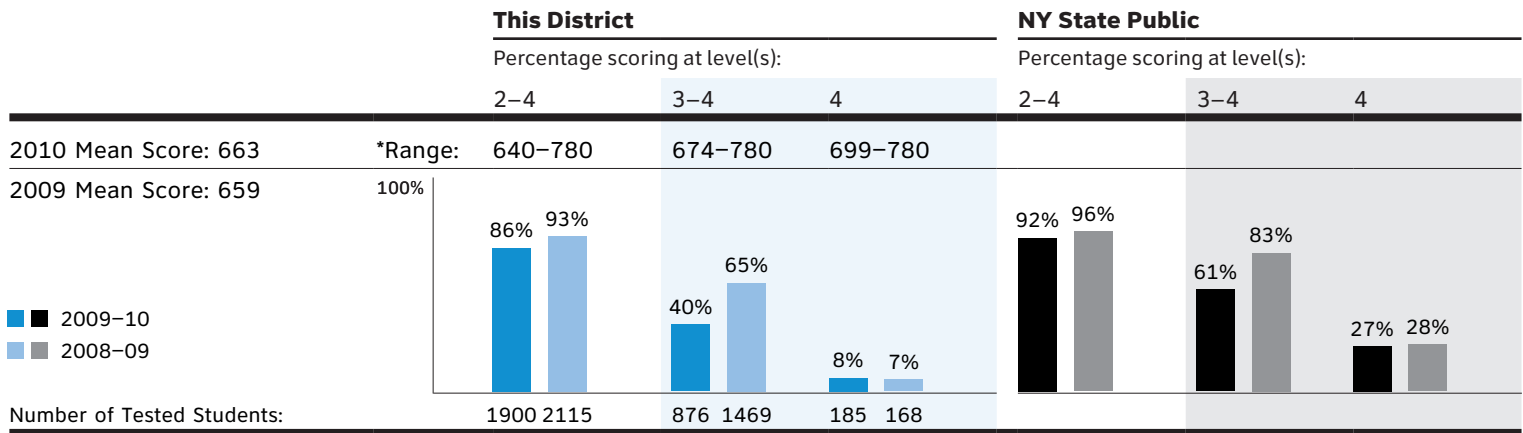
## Other Assessments

	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	28	27	22	12	14	14	10	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	33	N/A	N/A	N/A	29	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	32	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>2214</b>	<b>86%</b>	<b>40%</b>	<b>8%</b>	<b>2276</b>	<b>93%</b>	<b>65%</b>	<b>7%</b>
Female	1074	87%	39%	8%	1117	94%	67%	6%
Male	1140	85%	40%	8%	1159	92%	62%	9%
American Indian or Alaska Native	6	83%	50%	17%	1	-	-	-
Black or African American	1376	85%	37%	7%	1465	93%	62%	6%
Hispanic or Latino	520	87%	40%	8%	511	92%	66%	9%
Asian or Native Hawaiian/Other Pacific Islander	70	87%	47%	14%	63	-	-	-
White	242	89%	52%	15%	236	94%	73%	12%
Multiracial								
Small Group Totals					64	98%	72%	16%
General-Education Students	1735	92%	46%	10%	1795	96%	72%	9%
Students with Disabilities	479	62%	18%	3%	481	81%	37%	3%
English Proficient	1967	87%	42%	9%	2058	93%	66%	8%
Limited English Proficient	247	77%	21%	4%	218	89%	49%	6%
Economically Disadvantaged	2015	86%	38%	7%	2045	93%	64%	7%
Not Disadvantaged	199	88%	56%	19%	231	93%	73%	11%
Migrant								
Not Migrant	2214	86%	40%	8%	2276	93%	65%	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 6 Equivalent	28	28	23	8	14	14	13	8

## 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: 650	*Range: 642-790	664-790	698-790			
2009 Mean Score: 649						
Number of Tested Students:	1606	2102	440	1134	31	18

### 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>2231</b>	<b>72%</b>	<b>20%</b>	<b>1%</b>	<b>2133</b>	<b>99%</b>	<b>53%</b>	<b>1%</b>
Female	1095	78%	23%	2%	1003	99%	58%	1%
Male	1136	67%	16%	1%	1130	98%	49%	1%
American Indian or Alaska Native	1	-	-	-	5	100%	80%	0%
Black or African American	1433	72%	18%	1%	1354	99%	52%	0%
Hispanic or Latino	537	69%	16%	1%	499	97%	46%	0%
Asian or Native Hawaiian/Other Pacific Islander	51	-	-	-	38	92%	42%	0%
White	209	79%	38%	6%	237	99%	75%	6%
Multiracial								
Small Group Totals	52	65%	25%	4%				
General-Education Students	1742	81%	24%	2%	1674	99%	63%	1%
Students with Disabilities	489	42%	4%	0%	459	96%	18%	0%
English Proficient	2044	75%	21%	2%	1939	99%	57%	1%
Limited English Proficient	187	35%	2%	0%	194	91%	14%	0%
Economically Disadvantaged	2026	71%	17%	1%	1893	98%	52%	0%
Not Disadvantaged	205	80%	42%	6%	240	99%	65%	6%
Migrant								
Not Migrant	2231	72%	20%	1%	2133	99%	53%	1%

#### 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	15	15	11	6	27	27	21	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	34	N/A	N/A	N/A	39	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	37	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

	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: 647	*Range: 639-800	670-800	694-800			
2009 Mean Score: 652						
Number of Tested Students:	1592 2028	520 1275	110 85			

## 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>2258</b>	<b>71%</b>	<b>23%</b>	<b>5%</b>	<b>2180</b>	<b>93%</b>	<b>58%</b>	<b>4%</b>
Female	1111	72%	21%	5%	1027	94%	59%	3%
Male	1147	69%	25%	5%	1153	92%	58%	4%
American Indian or Alaska Native	1	-	-	-	5	100%	100%	0%
Black or African American	1434	69%	20%	4%	1354	94%	58%	3%
Hispanic or Latino	549	71%	25%	5%	527	93%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	65	-	-	-	57	72%	44%	2%
White	209	81%	38%	10%	237	94%	75%	13%
Multiracial								
Small Group Totals	66	62%	24%	6%				
General-Education Students	1766	77%	27%	6%	1711	96%	66%	5%
Students with Disabilities	492	47%	10%	1%	469	83%	32%	0%
English Proficient	2039	73%	24%	5%	1936	95%	62%	4%
Limited English Proficient	219	50%	10%	0%	244	80%	30%	0%
Economically Disadvantaged	2049	70%	22%	5%	1930	93%	57%	3%
Not Disadvantaged	209	78%	33%	8%	250	94%	68%	10%
Migrant								
Not Migrant	2258	71%	23%	5%	2180	93%	58%	4%

### NOTES

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

\* 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	15	14	13	4	27	25	21	7

## This District's Results in Grade 8 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: 639	*Range: 627-790	658-790	699-790				
2009 Mean Score: 643							
Number of Tested Students:	1487	2083	435	953	27	18	

### 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>2059</b>	<b>72%</b>	<b>21%</b>	<b>1%</b>	<b>2208</b>	<b>94%</b>	<b>43%</b>	<b>1%</b>
Female	983	77%	26%	2%	1089	97%	49%	1%
Male	1076	68%	17%	1%	1119	92%	37%	0%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	1273	73%	18%	1%	1441	95%	40%	0%
Hispanic or Latino	504	68%	17%	1%	496	93%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	53	47%	15%	2%	37	81%	54%	0%
White	224	86%	50%	7%	229	95%	59%	5%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	100%	20%	0%	5	100%	60%	0%
General-Education Students	1628	82%	26%	2%	1779	98%	51%	1%
Students with Disabilities	431	35%	3%	0%	429	81%	10%	0%
English Proficient	1847	77%	23%	1%	2043	96%	46%	1%
Limited English Proficient	212	33%	3%	0%	165	77%	14%	0%
Economically Disadvantaged	1819	71%	19%	1%	1854	94%	41%	0%
Not Disadvantaged	240	83%	36%	5%	354	96%	56%	4%
Migrant								
Not Migrant	2059	72%	21%	1%	2208	94%	43%	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

	<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	28	24	23	15	40	40	40	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	37	N/A	N/A	N/A	37	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	39	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: 644	*Range: 639-775	673-775	702-775			
2009 Mean Score: 642						
Number of Tested Students:	1292	1888	301	966	19	41

## 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>2075</b>	<b>62%</b>	<b>15%</b>	<b>1%</b>	<b>2257</b>	<b>84%</b>	<b>43%</b>	<b>2%</b>
Female	997	64%	15%	1%	1117	86%	44%	2%
Male	1078	61%	14%	1%	1140	81%	42%	2%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	1261	61%	12%	1%	1457	82%	41%	1%
Hispanic or Latino	519	61%	12%	0%	518	85%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	65	54%	17%	2%	53	-	-	-
White	225	76%	35%	4%	225	90%	62%	8%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	20%	0%	57	77%	33%	4%
General-Education Students	1646	69%	18%	1%	1816	90%	49%	2%
Students with Disabilities	429	35%	2%	0%	441	59%	15%	0%
English Proficient	1832	65%	16%	1%	2054	85%	45%	2%
Limited English Proficient	243	41%	4%	1%	203	72%	19%	0%
Economically Disadvantaged	1833	61%	13%	1%	1893	84%	42%	1%
Not Disadvantaged	242	73%	29%	2%	364	84%	49%	5%
Migrant								
Not Migrant	2075	62%	15%	1%	2257	84%	43%	2%

### NOTES

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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 8 Equivalent	28	23	22	5	40	40	35	16

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

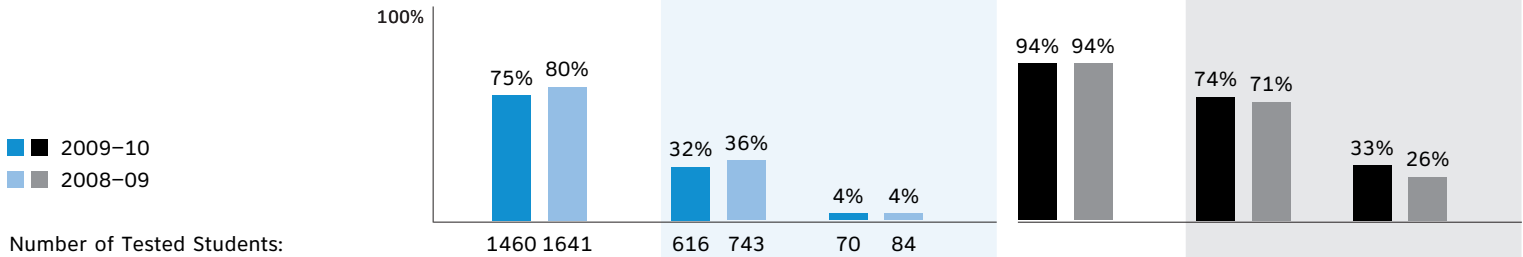
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

1460 1641

616 743

70 84

## 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>1887</b>	<b>74%</b>	<b>30%</b>	<b>3%</b>	<b>1991</b>	<b>79%</b>	<b>34%</b>	<b>4%</b>
Female	906	75%	27%	3%	994	80%	33%	3%
Male	981	73%	32%	3%	997	78%	36%	4%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	1150	74%	25%	1%	1279	78%	30%	1%
Hispanic or Latino	463	74%	28%	1%	457	80%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	65	45%	20%	0%	48	-	-	-
White	204	87%	59%	18%	204	89%	66%	21%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	0%	51	51%	35%	10%
General-Education Students	1502	79%	34%	4%	1612	85%	40%	4%
Students with Disabilities	385	56%	12%	0%	379	55%	11%	1%
English Proficient	1661	78%	32%	3%	1808	81%	37%	4%
Limited English Proficient	226	48%	8%	0%	183	58%	12%	0%
Economically Disadvantaged	1668	73%	27%	2%	1669	78%	32%	2%
Not Disadvantaged	219	84%	48%	13%	322	82%	48%	12%
Migrant								
Not Migrant	1887	74%	30%	3%	1991	79%	34%	4%

### NOTES

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

## Other Assessments

### 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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	28	28	24	17	40	38	32	20
Regents Science	62	60	59	13	67	66	60	12

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

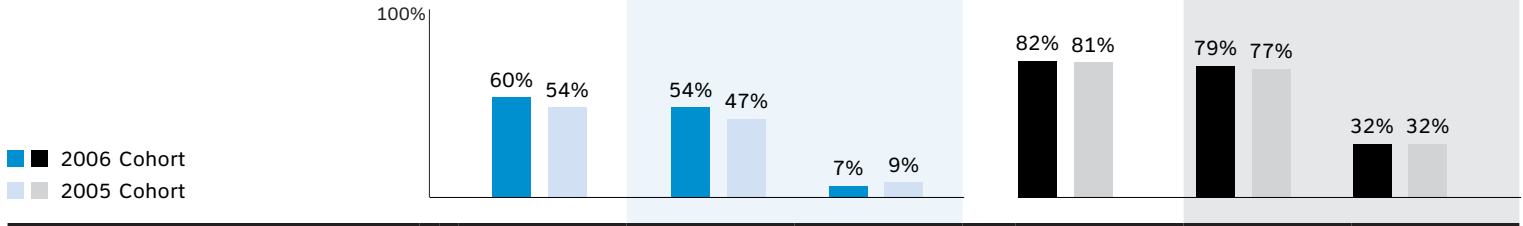
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 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>2670</b>	<b>60%</b>	<b>54%</b>	<b>7%</b>	<b>2924</b>	<b>54%</b>	<b>47%</b>	<b>9%</b>
Female	1350	66%	60%	8%	1509	60%	52%	10%
Male	1320	54%	49%	6%	1415	48%	40%	7%
American Indian or Alaska Native	9	–	–	–	11	45%	45%	18%
Black or African American	1770	60%	55%	5%	2004	54%	47%	6%
Hispanic or Latino	526	54%	48%	5%	551	51%	43%	9%
Asian or Native Hawaiian/Other Pacific Islander	67	75%	63%	13%	49	71%	69%	35%
White	296	65%	62%	21%	309	54%	50%	20%
Multiracial	2	–	–	–				
Small Group Totals	11	73%	73%	9%				
General-Education Students	2158	67%	62%	8%	2432	60%	53%	10%
Students with Disabilities	512	27%	21%	1%	492	24%	16%	0%
English Proficient	2503	61%	56%	7%	2814	55%	48%	9%
Limited English Proficient	167	40%	28%	1%	110	37%	24%	2%
Economically Disadvantaged	1803	68%	62%	6%	1662	67%	58%	10%
Not Disadvantaged	867	42%	39%	9%	1262	37%	32%	7%
Migrant					2	–	–	–
Not Migrant	2670	60%	54%	7%	2922	–	–	–

### 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

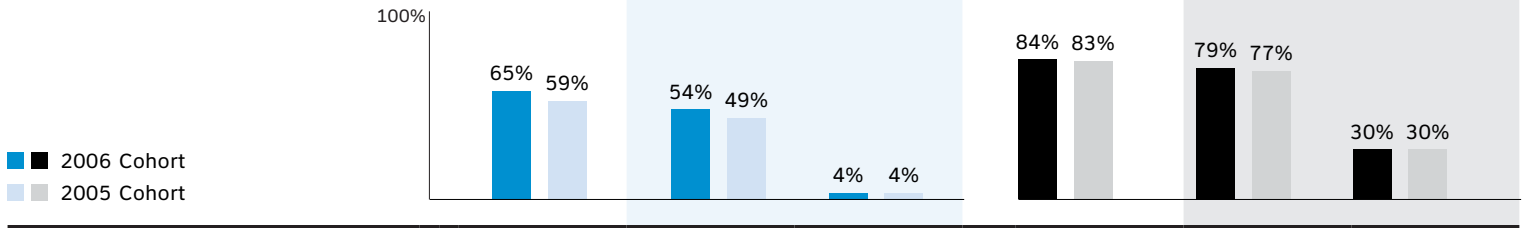
### NY State Public

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>2670</b>	<b>65%</b>	<b>54%</b>	<b>4%</b>	<b>2924</b>	<b>59%</b>	<b>49%</b>	<b>4%</b>
Female	1350	70%	59%	4%	1509	64%	53%	4%
Male	1320	59%	49%	5%	1415	53%	45%	4%
American Indian or Alaska Native	9	-	-	-	11	45%	45%	0%
Black or African American	1770	65%	53%	3%	2004	59%	48%	2%
Hispanic or Latino	526	59%	52%	2%	551	55%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	67	75%	61%	16%	49	80%	73%	29%
White	296	68%	60%	13%	309	60%	57%	14%
Multiracial	2	-	-	-				
Small Group Totals	11	82%	55%	9%				
General-Education Students	2158	72%	62%	5%	2432	65%	55%	4%
Students with Disabilities	512	33%	18%	1%	492	28%	19%	1%
English Proficient	2503	65%	55%	4%	2814	59%	50%	4%
Limited English Proficient	167	51%	35%	3%	110	43%	30%	0%
Economically Disadvantaged	1803	74%	62%	4%	1662	73%	61%	4%
Not Disadvantaged	867	44%	38%	5%	1262	40%	34%	4%
Migrant					2	-	-	-
Not Migrant	2670	65%	54%	4%	2922	-	-	-

### NOTES

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