



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **ROOSEVELT UNION FREE SCHOOL
DISTRICT**

District ID **28-02-08-03-0000**

Superintendent **ROBERT-WAYNE HARRIS**

Telephone **(516) 345-7001**

Grades **PK-12, UE**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

For more information:

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

District ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

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	0	161	165
Kindergarten	198	245	237
Grade 1	217	229	237
Grade 2	217	201	214
Grade 3	222	217	203
Grade 4	201	223	233
Grade 5	182	211	208
Grade 6	181	177	199
Ungraded Elementary	5	18	13
Grade 7	173	200	176
Grade 8	206	177	181
Grade 9	197	235	189
Grade 10	228	187	211
Grade 11	187	192	180
Grade 12	170	165	170
Ungraded Secondary	17	0	0
Total K-12	2601	2677	2651

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	19	21	21
Grade 8			
English	21	16	23
Mathematics	24	21	17
Science	22	24	20
Social Studies	22	17	18
Grade 10			
English	19	21	27
Mathematics	11	27	
Science	25		
Social Studies	21	22	21

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 ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	851	35%	1114	42%	1719	65%
Reduced-Price Lunch	195	8%	252	9%	328	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	513	20%	471	18%	523	20%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	5	0%	0	0%
Black or African American	1724	66%	1708	64%	1601	60%
Hispanic or Latino	854	33%	954	36%	1046	39%
Asian or Native Hawaiian/Other Pacific Islander	4	0%	1	0%	0	0%
White	0	0%	2	0%	4	0%
Multiracial	13	0%	7	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		88%
Student Suspensions	229	9%	244	9%	304	11%

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.

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	262	260	248
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	3%	7%	5%
Percent with Fewer Than Three Years of Experience	6%	5%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	37%	40%	44%
Total Number of Core Classes	566	589	536
Percent Not Taught by Highly Qualified Teachers in This District	2%	10%	2%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	761	748	720
Percent Taught by Teachers Without Appropriate Certification	4%	5%	3%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	35%	6%	25%
Turnover Rate of All Teachers	21%	15%	9%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	19	48	32
Total Paraprofessionals*	44	58	65
Assistant Principals	3	4	4
Principals	6	5	5

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

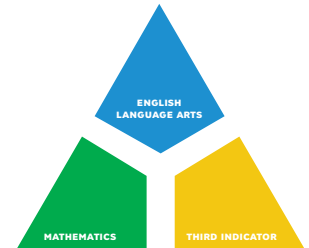
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

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

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

Graduation Rate

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

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irts/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2010–11)

Improvement (Year 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	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
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander						
White	—	—				
Multiracial						
Other Groups						
Students with Disabilities	✗	✗		✓ ^{SH}	✓ ^{SH}	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 4 of 6	✗ 5 of 6	✓ 1 of 1	✗ 1 of 5	✗ 1 of 5	✗ 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts




















Accountability Status for This Subject (2010–11)  Improvement (Year 3)

Accountability Measures 4 of 6 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 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 English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1226:1113)			97%		156	152	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (741:670)			97%		158	151	
Hispanic or Latino (484:443)			97%		153	150	
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (1:0)	—	—	—	—	—	—	—
Multiracial (0:0)							
Other Groups							
Students with Disabilities (189:170)			95%		120	147	144 83
Limited English Proficient (199:237)			100%		137	148	148 101
Economically Disadvantaged (596:585)			98%		156	150	
Final AYP Determination	 4 of 6						
Non-Accountability Groups							
Female (553:510)			98%		161	150	
Male (673:603)			96%		152	151	
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 5 of 6 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

How did students in each accountability group perform on 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
Accountability Groups							
All Students (1223:1124)			98%		160	132	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (739:674)			98%		157	131	
Hispanic or Latino (483:450)			98%		163	130	
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (1:0)	—	—	—	—	—	—	—
Multiracial (0:0)							
Other Groups							
Students with Disabilities (187:170)			96%		108	127	127 80
Limited English Proficient (199:246)			100%		154	128	
Economically Disadvantaged (594:585)			99%		159	130	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (552:513)			99%		158	130	
Male (671:611)			97%		161	131	
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
Accountability Groups								
All Students (415:371)		Qualified		96%		174	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (250:221)		Qualified		95%		177	100	
Hispanic or Latino (165:150)		Qualified		97%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (62:55)		Qualified		92%		156	100	
Limited English Proficient (66:78)		Qualified		97%		150	100	
Economically Disadvantaged (189:183)		Qualified		97%		177	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (187:171)				97%		172	100	
Male (228:200)				95%		175	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 3)

Accountability Measures 1 of 5 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 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 English language arts accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (406:179)			87%		139	169	144‡	145
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (326:136)			89%		153	168	154‡	158
Hispanic or Latino (80:43)			80%		95	162	110‡	106
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (28:34)		—	—		68	160	20	81
Limited English Proficient (12:13)	—	—	—	—	—	—	—	—
Economically Disadvantaged (150:86)			92%		138	166	165	144
Final AYP Determination	 1 of 5							
Non-Accountability Groups								
Female (102:83)			91%		163	166		
Male (113:96)			81%		119	167		
Migrant (0:0)								


Symbols

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

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

Secondary-Level Mathematics
















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

Accountability Measures 1 of 5 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (406:179)			88%		136	165	150 [‡] 142
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (326:136)			88%		145	164	151 [‡] 151
Hispanic or Latino (80:43)			89%		109	158	143 [‡] 118
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (0:0)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities (28:34)		—	—		121	156	20 129
Limited English Proficient (12:13)	—	—	—	—	—	—	—
Economically Disadvantaged (150:86)			95%		143	162	162 149
Final AYP Determination	 1 of 5						
Non-Accountability Groups							
Female (102:83)			89%		155	162	
Male (113:96)			82%		120	163	
Migrant (0:0)							


Symbols

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

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








Graduation Rate

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



Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (212)			60%	80%	65%	64%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (160)			66%	80%	70%	69%
Hispanic or Latino (52)			42%	80%	44%	50%
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (0)						
Multiracial (0)						
Other Groups						
Students with Disabilities (34)			47%	80%	16%	54%
Limited English Proficient (20)		—	—	—		
Economically Disadvantaged (68)			75%	80%	61%	76%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (101)			63%	80%		
Male (111)			58%	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 **61%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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

3 schools identified 60% of total

CENTENNIAL AVENUE ELEMENTARY SCHOOL

ULYSSES BYAS ELEMENTARY SCHOOL

WASHINGTON ROSE SCHOOL

Improvement (year 2) Focused

1 school identified 20% of total

ROOSEVELT MIDDLE SCHOOL

Restructuring (advanced) Comprehensive

1 school identified 20% of total

ROOSEVELT HIGH SCHOOL

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	34%			203
Grade 4	34%			218
Grade 5	34%			199
Grade 6	34%			181
Grade 7	27%			173
Grade 8	35%			173
Mathematics				
Grade 3	41%			207
Grade 4	42%			223
Grade 5	39%			203
Grade 6	11%			186
Grade 7	17%			176
Grade 8	19%			173
Science				
Grade 4	86%			222
Grade 8	64%			165

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	57%			219
Mathematics	51%			219

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irts.

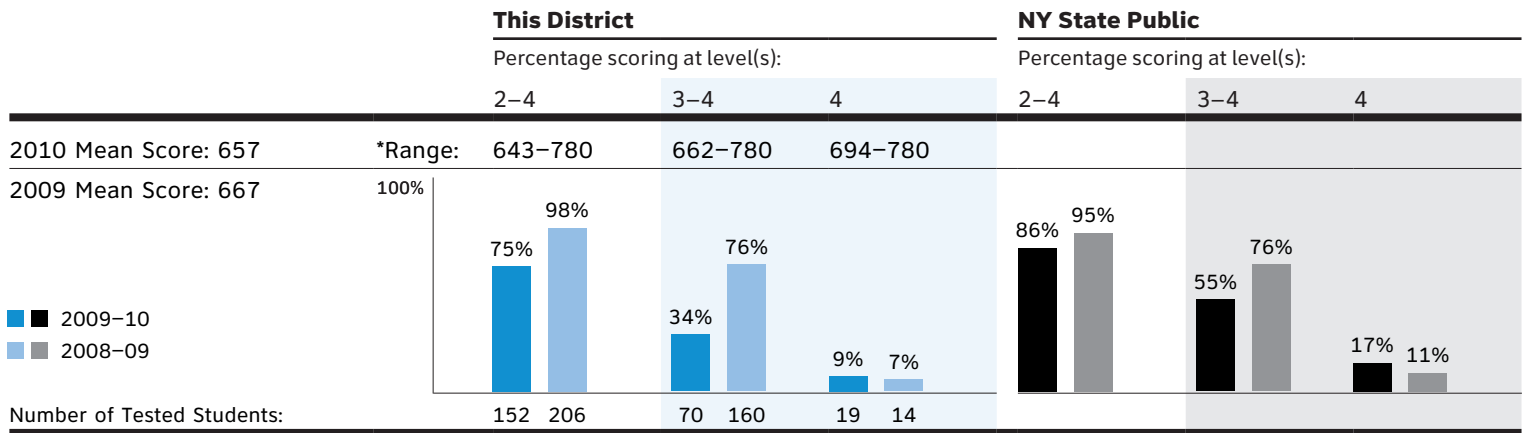
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203	75%	34%	9%	210	98%	76%	7%
Female	71	80%	41%	13%	102	97%	76%	9%
Male	132	72%	31%	8%	108	99%	76%	5%
American Indian or Alaska Native								
Black or African American	107	74%	37%	7%	129	99%	79%	9%
Hispanic or Latino	96	76%	31%	11%	81	96%	72%	4%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	182	80%	38%	10%	188	98%	77%	7%
Students with Disabilities	21	29%	5%	0%	22	100%	68%	0%
English Proficient	151	78%	40%	10%	171	99%	84%	8%
Limited English Proficient	52	65%	17%	8%	39	92%	44%	0%
Economically Disadvantaged	99	75%	34%	9%	110	98%	76%	9%
Not Disadvantaged	104	75%	35%	10%	100	98%	76%	4%
Migrant								
Not Migrant	203	75%	34%	9%	210	98%	76%	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.

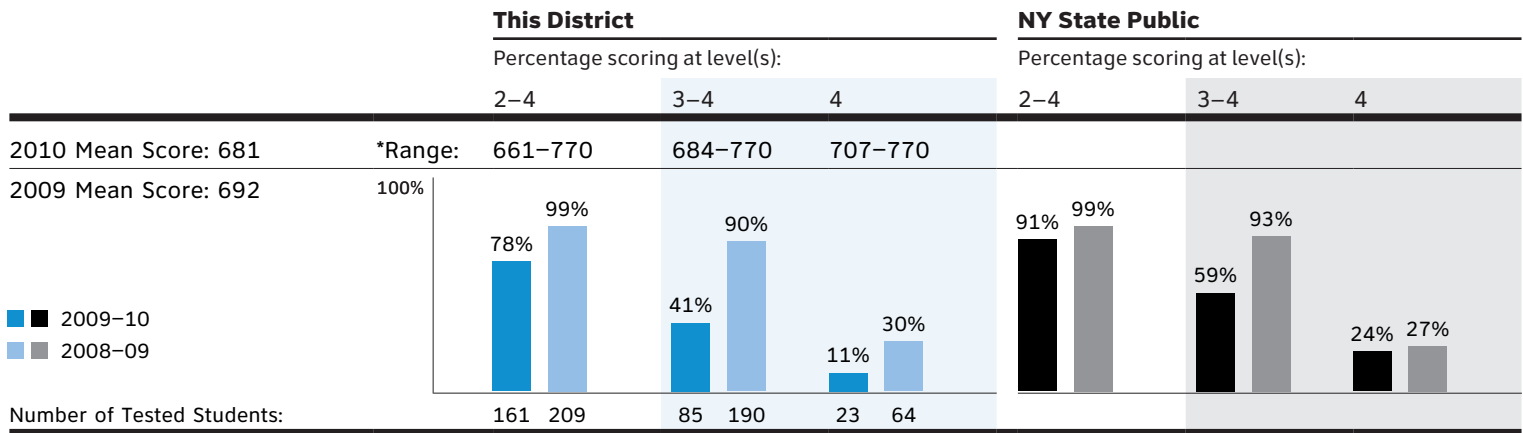
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	207	78%	41%	11%	212	99%	90%	30%
Female	72	82%	42%	13%	104	99%	90%	33%
Male	135	76%	41%	10%	108	98%	89%	28%
American Indian or Alaska Native								
Black or African American	108	77%	36%	9%	127	98%	93%	28%
Hispanic or Latino	99	79%	46%	13%	85	100%	85%	34%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	186	82%	44%	12%	190	99%	91%	31%
Students with Disabilities	21	43%	14%	0%	22	91%	82%	23%
English Proficient	154	79%	43%	12%	168	98%	93%	33%
Limited English Proficient	53	74%	36%	9%	44	100%	75%	18%
Economically Disadvantaged	99	80%	44%	13%	109	99%	93%	30%
Not Disadvantaged	108	76%	38%	9%	103	98%	86%	30%
Migrant								
Not Migrant	207	78%	41%	11%	212	99%	90%	30%

NOTES

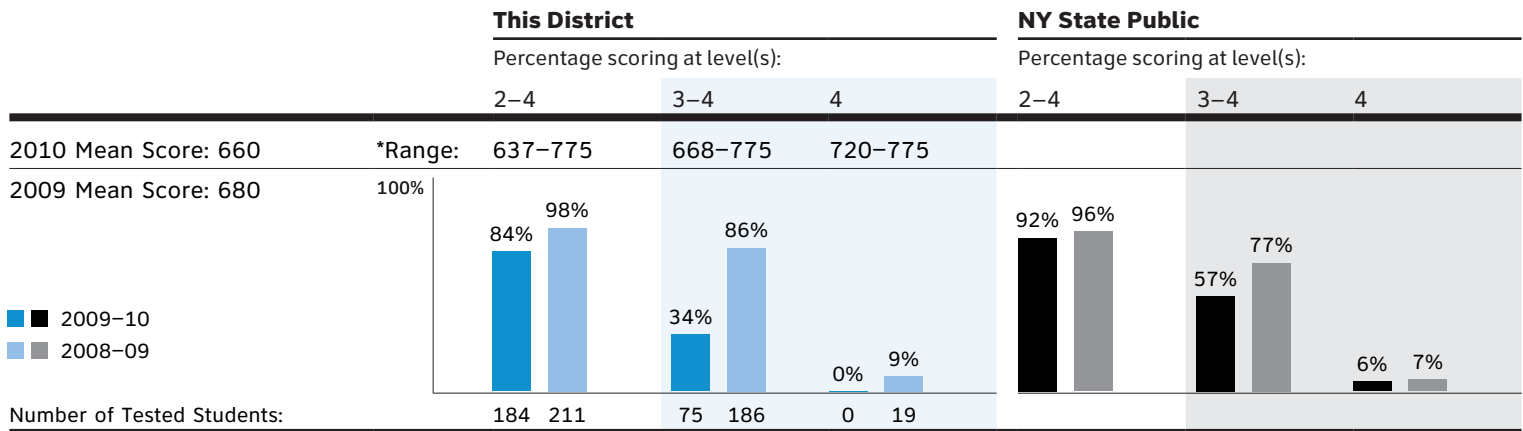
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 3 Equivalent	3	-	-	-	3	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	218	84%	34%	0%	216	98%	86%	9%
Female	93	87%	33%	0%	103	97%	85%	11%
Male	125	82%	35%	0%	113	98%	87%	7%
American Indian or Alaska Native								
Black or African American	131	85%	35%	0%	141	98%	87%	9%
Hispanic or Latino	87	83%	33%	0%	75	97%	85%	9%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	189	89%	38%	0%	191	98%	91%	9%
Students with Disabilities	29	55%	10%	0%	25	92%	48%	4%
English Proficient	181	90%	39%	0%	183	99%	87%	10%
Limited English Proficient	37	59%	11%	0%	33	91%	79%	0%
Economically Disadvantaged	101	86%	37%	0%	118	97%	83%	8%
Not Disadvantaged	117	83%	32%	0%	98	99%	90%	10%
Migrant								
Not Migrant	218	84%	34%	0%	216	98%	86%	9%

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.

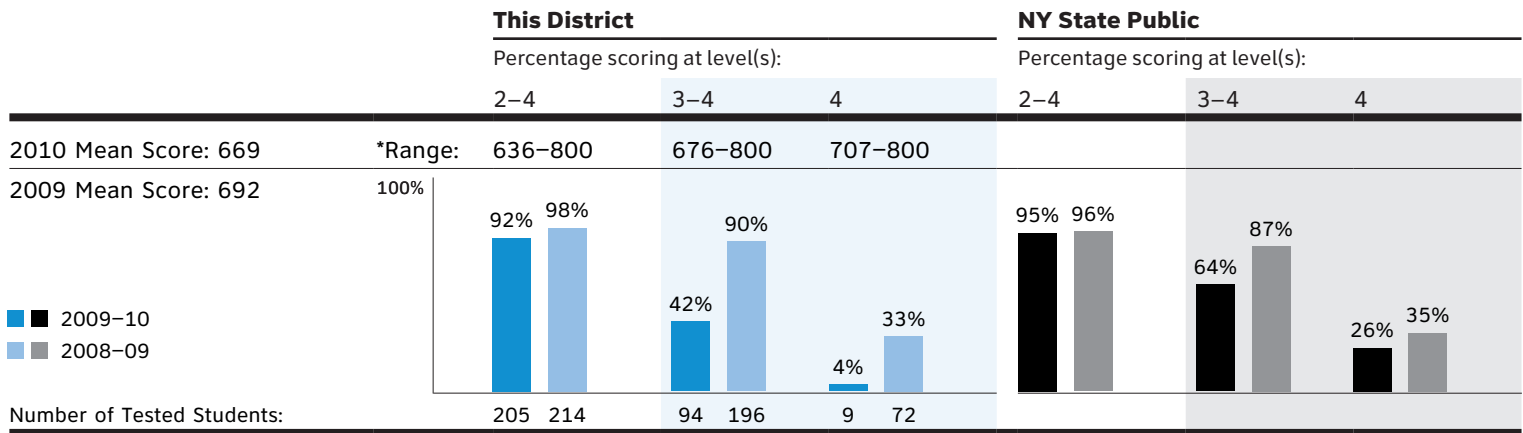
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 4 Equivalent	3	-	-	-	6	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	223	92%	42%	4%	218	98%	90%	33%
Female	96	92%	40%	5%	104	97%	86%	32%
Male	127	92%	44%	3%	114	99%	94%	34%
American Indian or Alaska Native								
Black or African American	133	93%	44%	5%	143	98%	89%	33%
Hispanic or Latino	90	90%	40%	3%	75	99%	92%	33%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	194	95%	46%	5%	194	99%	93%	36%
Students with Disabilities	29	69%	14%	0%	24	92%	67%	8%
English Proficient	182	95%	47%	5%	184	99%	91%	37%
Limited English Proficient	41	78%	20%	0%	34	94%	85%	12%
Economically Disadvantaged	102	96%	44%	4%	117	98%	89%	26%
Not Disadvantaged	121	88%	40%	4%	101	98%	91%	42%
Migrant								
Not Migrant	223	92%	42%	4%	218	98%	90%	33%

NOTES

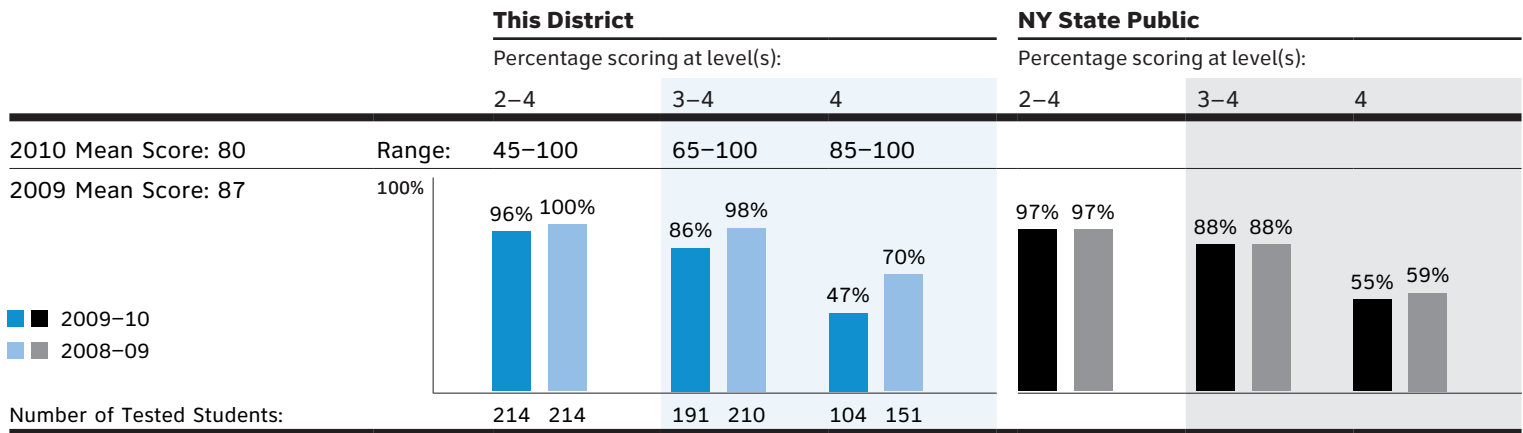
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* 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 4 Equivalent	3	-	-	-	6	6	5	5

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	222	96%	86%	47%	215	100%	98%	70%
Female	96	98%	85%	44%	102	99%	98%	70%
Male	126	95%	87%	49%	113	100%	97%	71%
American Indian or Alaska Native								
Black or African American	133	97%	89%	54%	141	99%	97%	74%
Hispanic or Latino	89	96%	81%	36%	74	100%	99%	62%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	192	97%	88%	52%	192	99%	98%	73%
Students with Disabilities	30	90%	73%	17%	23	100%	91%	48%
English Proficient	182	98%	91%	53%	181	100%	98%	75%
Limited English Proficient	40	90%	65%	18%	34	97%	94%	44%
Economically Disadvantaged	103	99%	91%	46%	114	99%	97%	67%
Not Disadvantaged	119	94%	82%	48%	101	100%	98%	74%
Migrant								
Not Migrant	222	96%	86%	47%	215	100%	98%	70%

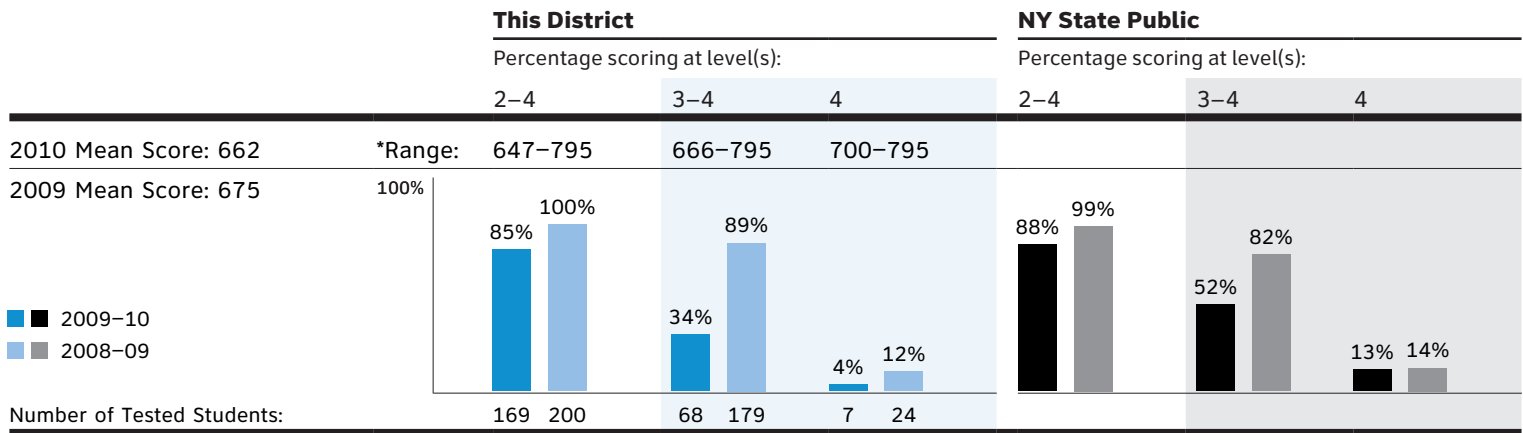
NOTES

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				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	3	-	-	-	6	6	6	6

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	199	85%	34%	4%	201	100%	89%	12%
Female	96	85%	32%	4%	106	100%	89%	10%
Male	103	84%	36%	3%	95	99%	89%	14%
American Indian or Alaska Native								
Black or African American	124	85%	33%	3%	132	99%	89%	14%
Hispanic or Latino	75	85%	36%	4%	69	100%	90%	9%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	174	87%	39%	4%	170	100%	94%	14%
Students with Disabilities	25	68%	4%	0%	31	97%	65%	3%
English Proficient	168	88%	39%	4%	175	99%	91%	13%
Limited English Proficient	31	71%	10%	0%	26	100%	73%	4%
Economically Disadvantaged	100	85%	32%	3%	110	100%	85%	12%
Not Disadvantaged	99	85%	36%	4%	91	99%	93%	12%
Migrant								
Not Migrant	199	85%	34%	4%	201	100%	89%	12%

NOTES

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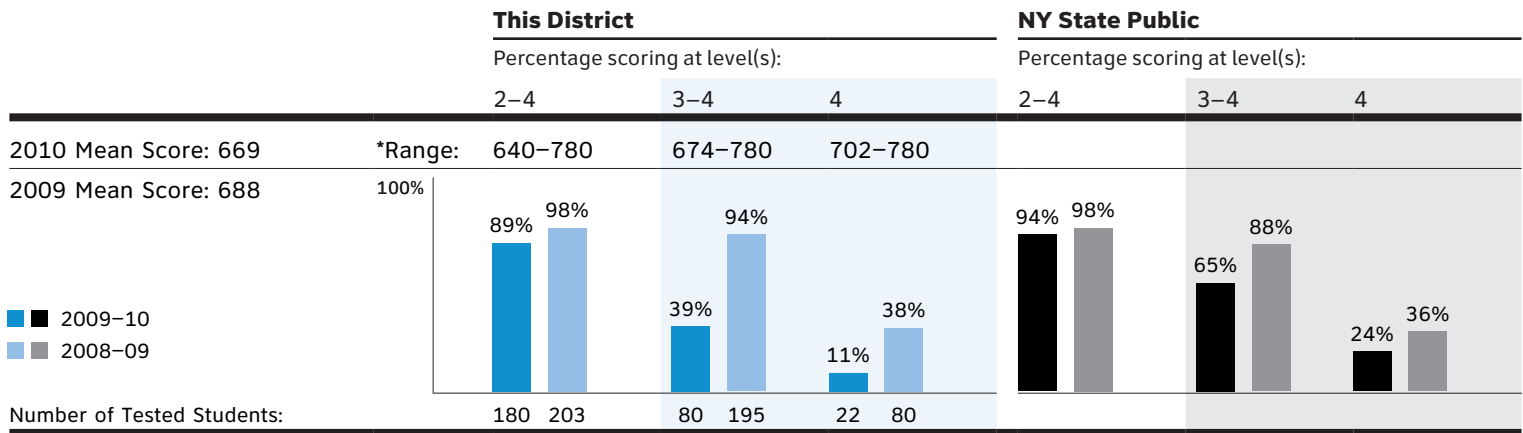
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	2	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203	89%	39%	11%	208	98%	94%	38%
Female	96	91%	39%	8%	107	98%	95%	41%
Male	107	87%	40%	13%	101	97%	92%	36%
American Indian or Alaska Native								
Black or African American	126	88%	38%	9%	134	98%	94%	38%
Hispanic or Latino	77	90%	42%	14%	74	97%	93%	39%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	179	91%	44%	12%	177	98%	95%	42%
Students with Disabilities	24	71%	4%	0%	31	97%	84%	19%
English Proficient	170	91%	44%	13%	177	99%	96%	41%
Limited English Proficient	33	79%	18%	0%	31	90%	81%	23%
Economically Disadvantaged	100	85%	37%	10%	110	98%	94%	35%
Not Disadvantaged	103	92%	42%	12%	98	97%	94%	42%
Migrant								
Not Migrant	203	89%	39%	11%	208	98%	94%	38%

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 5 Equivalent	6	6	5	2	4	-	-	-

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: 655	*Range: 644-785	662-785	694-785			
2009 Mean Score: 662						
Number of Tested Students:	147	166	61	119	4	8

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	181	81%	34%	2%	166	100%	72%	5%
Female	88	86%	41%	3%	88	100%	78%	7%
Male	93	76%	27%	1%	78	100%	64%	3%
American Indian or Alaska Native								
Black or African American	114	81%	35%	2%	112	100%	70%	6%
Hispanic or Latino	67	82%	31%	3%	54	100%	76%	2%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	152	90%	39%	3%	143	100%	80%	6%
Students with Disabilities	29	34%	3%	0%	23	100%	17%	0%
English Proficient	161	84%	37%	2%	151	100%	74%	5%
Limited English Proficient	20	55%	5%	0%	15	100%	47%	0%
Economically Disadvantaged	98	79%	33%	2%	98	100%	73%	6%
Not Disadvantaged	83	84%	35%	2%	68	100%	69%	3%
Migrant								
Not Migrant	181	81%	34%	2%	166	100%	72%	5%

NOTES

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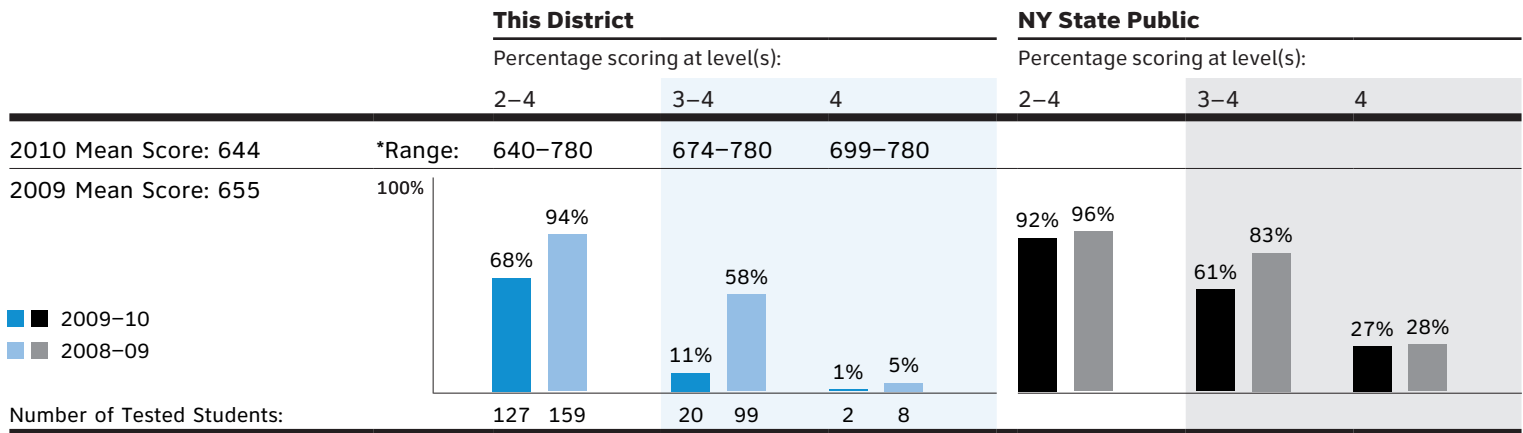
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	186	68%	11%	1%	170	94%	58%	5%
Female	89	70%	12%	2%	91	97%	67%	7%
Male	97	67%	9%	0%	79	90%	48%	3%
American Indian or Alaska Native								
Black or African American	115	68%	10%	2%	114	96%	61%	5%
Hispanic or Latino	71	69%	13%	0%	56	88%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	157	76%	13%	1%	146	96%	66%	5%
Students with Disabilities	29	24%	0%	0%	24	79%	8%	0%
English Proficient	163	71%	12%	1%	153	96%	62%	5%
Limited English Proficient	23	48%	0%	0%	17	71%	24%	0%
Economically Disadvantaged	99	68%	9%	0%	99	96%	59%	5%
Not Disadvantaged	87	69%	13%	2%	71	90%	58%	4%
Migrant								
Not Migrant	186	68%	11%	1%	170	94%	58%	5%

NOTES

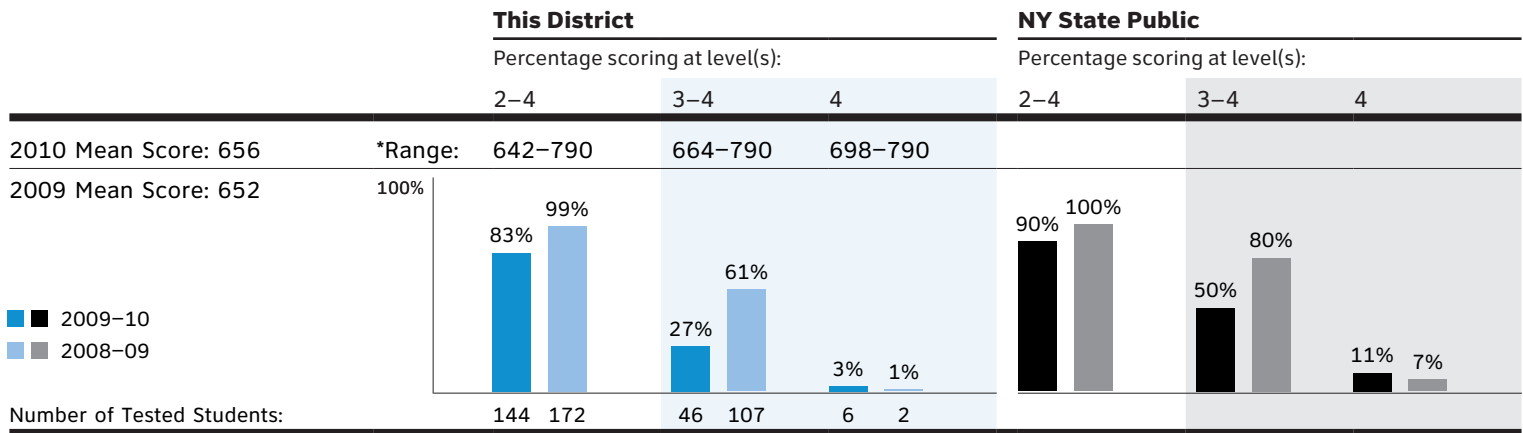
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Other Assessments

	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	6	6	6	4	5	5	5	2

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
All Students	173	83%	27%	3%	174	99%	61%	1%
Female	92	86%	33%	4%	81	99%	68%	2%
Male	81	80%	20%	2%	93	99%	56%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	116	84%	29%	5%	101	100%	61%	1%
Hispanic or Latino	57	82%	21%	0%	72	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals					73	97%	62%	1%
General-Education Students	147	92%	31%	4%	146	99%	68%	1%
Students with Disabilities	26	35%	4%	0%	28	100%	25%	0%
English Proficient	157	85%	29%	4%	151	100%	69%	1%
Limited English Proficient	16	63%	0%	0%	23	91%	13%	0%
Economically Disadvantaged	95	84%	27%	3%	97	99%	62%	0%
Not Disadvantaged	78	82%	26%	4%	77	99%	61%	3%
Migrant								
Not Migrant	173	83%	27%	3%	174	99%	61%	1%

NOTES

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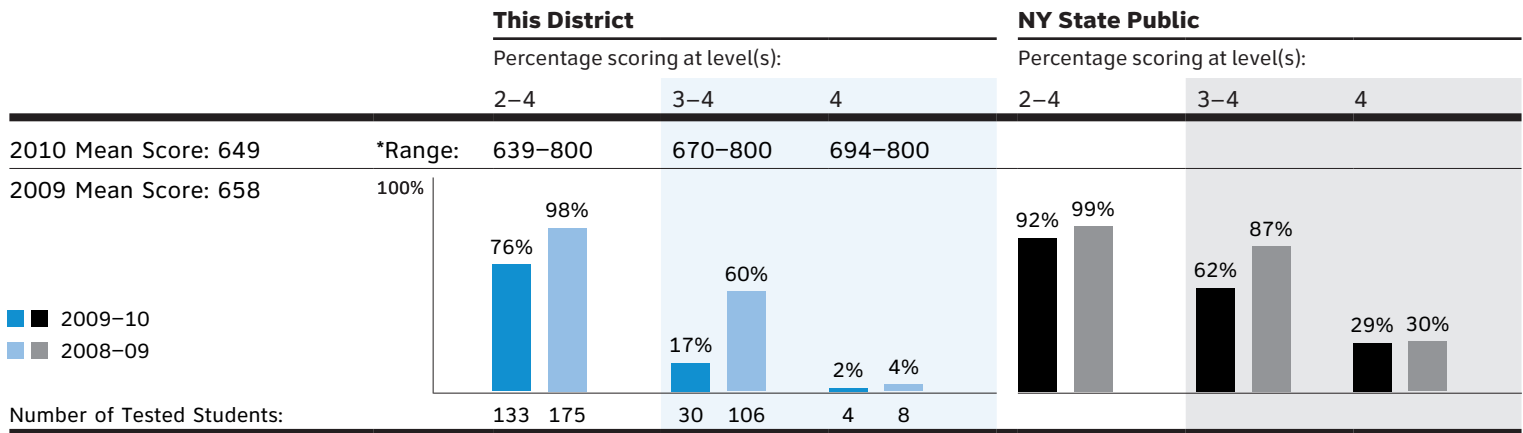
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	5	4	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	176	76%	17%	2%	178	98%	60%	4%
Female	96	77%	21%	4%	84	96%	57%	4%
Male	80	74%	13%	0%	94	100%	62%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	117	73%	18%	2%	102	98%	60%	1%
Hispanic or Latino	59	81%	15%	3%	75	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals					76	99%	59%	9%
General-Education Students	150	85%	20%	3%	149	99%	64%	5%
Students with Disabilities	26	23%	0%	0%	29	93%	34%	0%
English Proficient	156	76%	18%	3%	151	99%	66%	5%
Limited English Proficient	20	70%	10%	0%	27	96%	26%	0%
Economically Disadvantaged	93	72%	19%	4%	98	100%	57%	3%
Not Disadvantaged	83	80%	14%	0%	80	96%	63%	6%
Migrant								
Not Migrant	176	76%	17%	2%	178	98%	60%	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 7 Equivalent	6	5	5	2	5	5	5	4

This District's Results in Grade 8 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: 648	*Range: 627-790	658-790	699-790			
2009 Mean Score: 653						
Number of Tested Students:	147	163	60	101	4	2

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	173	85%	35%	2%	167	98%	60%	1%
Female	83	93%	42%	4%	75	100%	71%	1%
Male	90	78%	28%	1%	92	96%	52%	1%
American Indian or Alaska Native								
Black or African American	104	89%	32%	1%	113	97%	57%	1%
Hispanic or Latino	69	78%	39%	4%	54	98%	69%	2%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	154	88%	38%	3%	138	99%	68%	1%
Students with Disabilities	19	58%	5%	0%	29	90%	24%	0%
English Proficient	149	93%	40%	3%	152	98%	66%	1%
Limited English Proficient	24	38%	0%	0%	15	93%	7%	0%
Economically Disadvantaged	81	85%	33%	2%	96	99%	60%	0%
Not Disadvantaged	92	85%	36%	2%	71	96%	61%	3%
Migrant								
Not Migrant	173	85%	35%	2%	167	98%	60%	1%

NOTES

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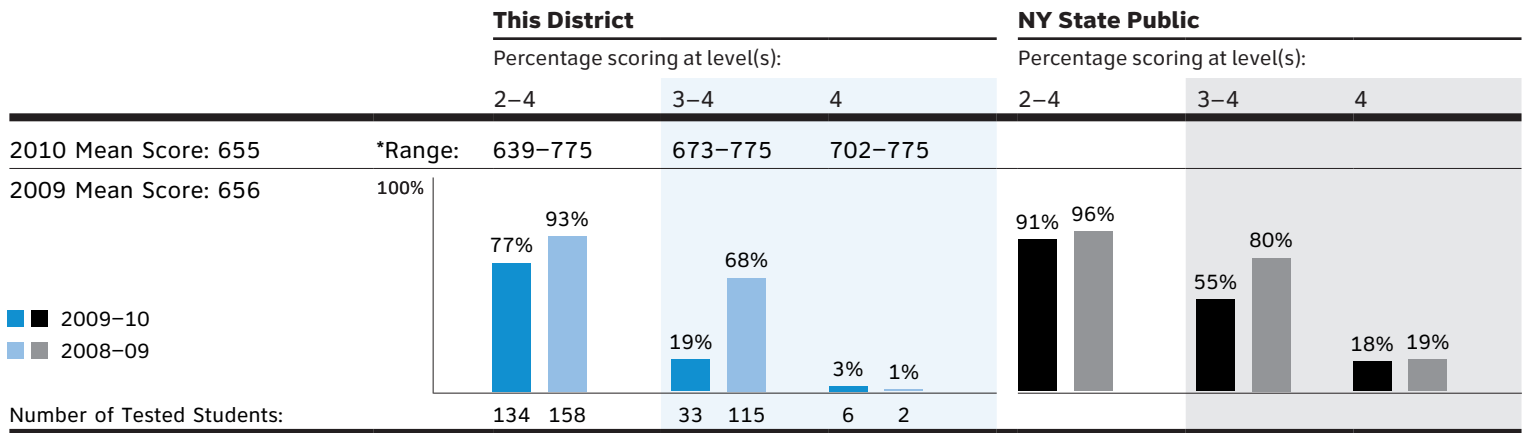
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	7	7	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	173	77%	19%	3%	170	93%	68%	1%
Female	84	77%	21%	5%	77	95%	74%	3%
Male	89	78%	17%	2%	93	91%	62%	0%
American Indian or Alaska Native								
Black or African American	103	79%	15%	0%	108	94%	65%	1%
Hispanic or Latino	70	76%	26%	9%	62	90%	73%	2%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	154	82%	21%	4%	143	95%	74%	1%
Students with Disabilities	19	37%	0%	0%	27	81%	33%	0%
English Proficient	148	81%	22%	4%	146	96%	73%	1%
Limited English Proficient	25	56%	0%	0%	24	75%	38%	0%
Economically Disadvantaged	81	78%	20%	5%	93	97%	68%	1%
Not Disadvantaged	92	77%	18%	2%	77	88%	68%	1%
Migrant								
Not Migrant	173	77%	19%	3%	170	93%	68%	1%

NOTES

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	6	6	4	3	-	-	-

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

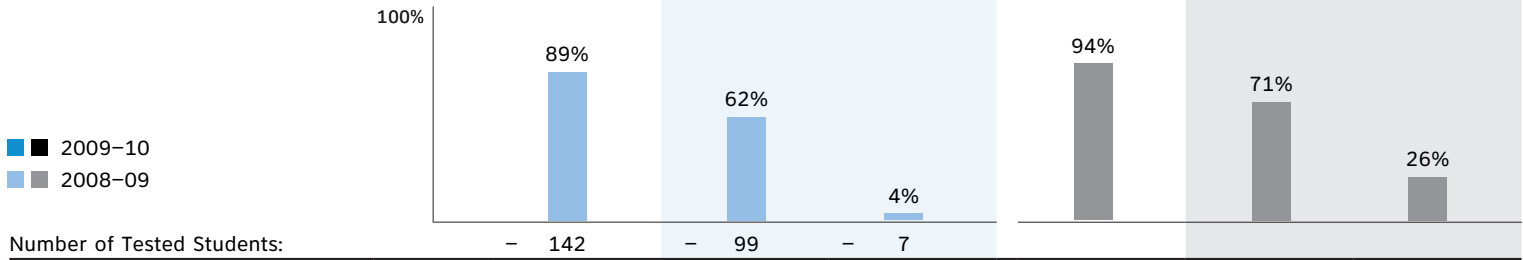
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	165	92%	64%	10%	131	87%	54%	2%
Female	81	93%	62%	11%	55	87%	51%	2%
Male	84	90%	65%	8%	76	87%	57%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	97	91%	68%	6%	90	92%	57%	1%
Hispanic or Latino	68	93%	57%	15%	41	76%	49%	5%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	148	93%	68%	10%	106	88%	57%	3%
Students with Disabilities	17	76%	29%	6%	25	84%	44%	0%
English Proficient	142	94%	70%	11%	109	92%	61%	3%
Limited English Proficient	23	78%	22%	0%	22	64%	23%	0%
Economically Disadvantaged	76	93%	64%	9%	71	87%	51%	0%
Not Disadvantaged	89	90%	63%	10%	60	87%	58%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	165	92%	64%	10%	131	87%	54%	2%

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

	2009-10 School Year	2008-09 School Year
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	3
Regents Science	1	28

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

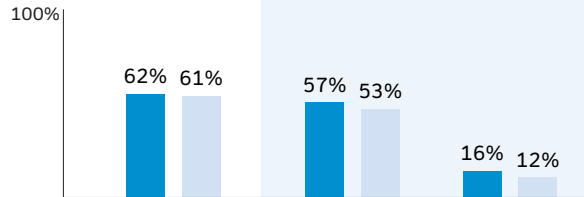
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

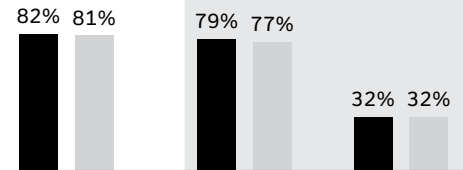
NY State Public

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	Percentage scoring at level(s):			2005 Cohort**	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	219	62%	57%	16%	212	61%	53%	12%
Female	102	70%	66%	22%	101	65%	56%	20%
Male	117	55%	49%	11%	111	58%	50%	5%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	165	68%	62%	17%	159	69%	58%	14%
Hispanic or Latino	54	43%	41%	13%	53	38%	36%	6%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	176	69%	66%	20%	180	66%	58%	14%
Students with Disabilities	43	30%	19%	0%	32	38%	22%	0%
English Proficient	200	65%	60%	18%	191	66%	57%	14%
Limited English Proficient	19	26%	21%	0%	21	14%	14%	0%
Economically Disadvantaged	91	69%	63%	22%	68	76%	71%	21%
Not Disadvantaged	128	56%	52%	12%	144	54%	44%	8%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	219	62%	57%	16%	212	61%	53%	12%

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

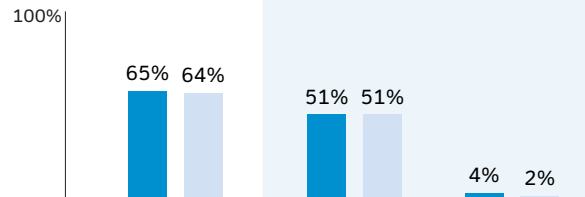
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

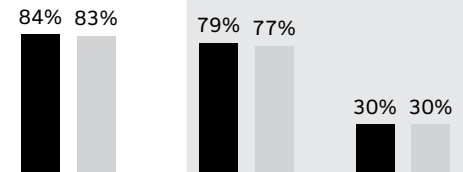
NY State Public

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	Percentage scoring at level(s):			2005 Cohort**	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	219	65%	51%	4%	212	64%	51%	2%
Female	102	74%	61%	4%	101	70%	56%	3%
Male	117	57%	42%	3%	111	59%	47%	1%
American Indian or Alaska Native								
Black or African American	165	68%	54%	5%	159	69%	53%	2%
Hispanic or Latino	54	54%	41%	0%	53	49%	47%	2%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	176	69%	54%	5%	180	66%	52%	2%
Students with Disabilities	43	49%	37%	0%	32	53%	47%	0%
English Proficient	200	67%	52%	4%	191	68%	53%	2%
Limited English Proficient	19	47%	37%	0%	21	33%	33%	0%
Economically Disadvantaged	91	75%	59%	3%	68	81%	66%	4%
Not Disadvantaged	128	58%	45%	4%	144	56%	44%	1%
Migrant								
Not Migrant	219	65%	51%	4%	212	64%	51%	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.

* 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*.