



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **FREEPORT UNION FREE SCHOOL  
DISTRICT**

District ID **28-02-09-03-0000**

Superintendent **KISHORE KUNCHAM**

Telephone **(516) 867-5205**

Grades **PK-12, UE, US**

## This District's Report Card

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

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

### Use this report to:

#### **1 Get District Profile information.**

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

#### **2 Review District Accountability Status.**

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

#### **3 View School Accountability Status.**

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

#### **4 Review an Overview of District Performance.**

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

### For more information:

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

## District Profile

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

### Enrollment

	2007-08	2008-09	2009-10
Pre-K	267	273	275
Kindergarten	423	383	429
Grade 1	470	475	419
Grade 2	466	461	472
Grade 3	463	489	459
Grade 4	461	431	499
Grade 5	430	451	438
Grade 6	486	422	453
Ungraded Elementary	6	2	22
Grade 7	466	484	438
Grade 8	464	468	520
Grade 9	703	648	626
Grade 10	602	570	570
Grade 11	539	527	500
Grade 12	330	360	384
Ungraded Secondary	31	34	28
<b>Total K-12</b>	<b>6340</b>	<b>6205</b>	<b>6257</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	20	20	21
<b>Grade 8</b>			
English	14	16	18
Mathematics	17	19	21
Science	24	24	24
Social Studies	20	23	24
<b>Grade 10</b>			
English	19	17	22
Mathematics	20	14	17
Science	22	22	17
Social Studies	21	20	18

### 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.

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	2323	37%	2428	39%	2470	39%
Reduced-Price Lunch	674	11%	744	12%	611	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1013	16%	965	16%	1007	16%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	8	0%	14	0%	14	0%
Black or African American	2431	38%	2339	38%	2269	36%
Hispanic or Latino	3241	51%	3265	53%	3409	54%
Asian or Native Hawaiian/Other Pacific Islander	138	2%	79	1%	99	2%
White	510	8%	464	7%	443	7%
Multiracial	12	0%	44	1%	23	0%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		95%
Student Suspensions	1006	16%	746	12%	968	16%

## 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
<b>Total Number of Teachers</b>	541	554	546
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	8%	7%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	40%	40%	43%
<b>Total Number of Core Classes</b>	1502	1524	1380
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	1812	1885	1849
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	14%	15%
Turnover Rate of All Teachers	12%	12%	9%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	77	52	78
Total Paraprofessionals*	180	206	217
Assistant Principals	12	12	12
Principals	8	8	8

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. 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:

$$2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$$

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)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

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 Language Arts	Mathematics	Science	English 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>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 7	✗ 5 of 7	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

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

## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

7 of 8

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10      2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (2873:2729)	✓	✓	99%	✓	175	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—
Black or African American (1079:1038)	✓	✓	99%	✓	175	152	
Hispanic or Latino (1541:1447)	✓	✓	99%	✓	173	152	
Asian or Native Hawaiian/Other Pacific Islander (47:44)	✓	✓	100%	✓	193	140	
White (197:191)	✓	✓	98%	✓	185	147	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (465:462)	✗	✓	99%	✗	140	150	150      113
Limited English Proficient (392:544)	✓	✓	95%	✓	159	150	
Economically Disadvantaged (1572:1535)	✓	✓	100%	✓	172	152	
<b>Final AYP Determination</b>	✗ 7 of 8						
<b>Non-Accountability Groups</b>							
Female (1396:1326)			99%		180	152	
Male (1477:1403)			99%		170	152	
Migrant (0:0)							

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

8 of 8

Student groups making AYP in mathematics



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 mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (2874:2756)	✓	✓	99%	✓	191	133	
<b>Ethnicity</b>							
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—
Black or African American (1080:1037)	✓	✓	99%	✓	187	132	
Hispanic or Latino (1540:1474)	✓	✓	100%	✓	193	132	
Asian or Native Hawaiian/Other Pacific Islander (47:45)	✓	✓	100%	✓	200	121	
White (198:191)	✓	✓	99%	✓	195	127	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (465:459)	✓	✓	99%	✓	170	130	
Limited English Proficient (394:574)	✓	✓	99%	✓	190	130	
Economically Disadvantaged (1572:1558)	✓	✓	100%	✓	192	132	
<b>Final AYP Determination</b>	✓ 8 of 8						
<b>Non-Accountability Groups</b>							
Female (1396:1341)			99%		192	132	
Male (1478:1415)			100%		189	132	
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> (1042:1003)		Qualified		99%		187	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—	—	—
Black or African American (419:406)	Qualified			99%		188	100		
Hispanic or Latino (523:505)	Qualified			100%		186	100		
Asian or Native Hawaiian/Other Pacific Islander (19:18)	—	—	—	—	—	—	—	—	—
White (77:71)	Qualified			97%		193	100		
Multiracial (0:0)									
<b>Other Groups</b>									
Students with Disabilities (172:169)	Qualified			99%		174	100		
Limited English Proficient (154:212)	Qualified			99%		183	100		
Economically Disadvantaged (552:548)	Qualified			100%		187	100		
<b>Final AYP Determination</b>	 1 of 1								
<b>Non-Accountability Groups</b>									
Female (482:465)				99%		189	100		
Male (560:538)				99%		186	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)



Good Standing

### Accountability Measures

5 of 7

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

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

### How did students in each accountability group perform on 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> (460:473)	✓	✓	98%	✓	175	172	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (182:180)	✓	✓	98%	✓	178	169	
Hispanic or Latino (227:243)	✓	✓	100%	✓	171	170	
Asian or Native Hawaiian/Other Pacific Islander (11:9)	—	—	—	—	—	—	—
White (39:40)	✓	—	—	✓	180	162	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (33:64)	✗	—	—	✗	144	165	124 <sup>‡</sup> 150
Limited English Proficient (28:48)	✗	—	—	✗	127	163	121 <sup>‡</sup> 134
Economically Disadvantaged (145:194)	✓	✓	100%	✓	184	169	
<b>Final AYP Determination</b>	✗ 5 of 7						
<b>Non-Accountability Groups</b>							
Female (220:219)			99%		183	169	
Male (240:254)			98%		168	170	
Migrant (0:0)							

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

## Secondary-Level Mathematics

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

5 of 7

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

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

### 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 (460:473)	✓	✓	98%	✓	176	168		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	
Black or African American (182:180)	✓	✓	98%	✓	176	165		
Hispanic or Latino (227:243)	✓	✓	100%	✓	173	166		
Asian or Native Hawaiian/Other Pacific Islander (11:9)	–	–	–	–	–	–	–	
White (39:40)	✓	–	–	✓	188	158		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (33:64)	✗	–	–	✗	133	161	148†	140
Limited English Proficient (28:48)	✗	–	–	✗	142	159	135†	148
Economically Disadvantaged (145:194)	✓	✓	100%	✓	185	165		
Final AYP Determination	✗ 5 of 7							
Non-Accountability Groups								
Female (220:219)			99%		184	165		
Male (240:254)			98%		169	166		
Migrant (0:0)								

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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



## Graduation Rate

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

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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009–10	2010–11
Accountability Groups						
All Students (522)	✓	✓	69%	80%	68%	71%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (195)						
Hispanic or Latino (248)						
Asian or Native Hawaiian/Other Pacific Islander (17)						
White (62)						
Multiracial (0)						
Other Groups						
Students with Disabilities (65)						
Limited English Proficient (71)						
Economically Disadvantaged (238)						
Final AYP Determination						
Non-Accountability Groups						
Female (251)						
Male (271)						
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 **77%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **FREEPORT UNION FREE SCHOOL DISTRICT**

District ID **28-02-09-03-0000**

## 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

7 schools identified 88% of total

ARCHER STREET SCHOOL  
BAYVIEW AVENUE SCHOOL  
CAROLINE G ATKINSON SCHOOL  
COLUMBUS AVENUE SCHOOL  
JOHN W DODD MIDDLE SCHOOL  
LEO F GIBLYN SCHOOL  
NEW VISIONS ELEMENTARY SCHOOL

---

### Restructuring (advanced) Focused

1 school identified 13% of total

FREEPORT HIGH SCHOOL

---

# 4 Overview of District Performance

District **FREEPORT UNION FREE SCHOOL DISTRICT**

District ID **28-02-09-03-0000**

## 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
English Language Arts	0%	50%	100%	
Grade 3	65%	<div></div>		456
Grade 4	66%	<div></div>		490
Grade 5	47%	<div></div>		421
Grade 6	47%	<div></div>		457
Grade 7	50%	<div></div>		425
Grade 8	51%	<div></div>		514
<b>Mathematics</b>				
Grade 3	76%	<div></div>		460
Grade 4	70%	<div></div>		497
Grade 5	58%	<div></div>		431
Grade 6	57%	<div></div>		466
Grade 7	72%	<div></div>		437
Grade 8	60%	<div></div>		523
<b>Science</b>				
Grade 4	96%	<div></div>		497
Grade 8	79%	<div></div>		522

	Percentage of students that scored at or above Level 3			2006 Total Cohort
Secondary Level	0%	50%	100%	
English	78%	<div></div>		512
Mathematics	79%	<div></div>		512

### 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?

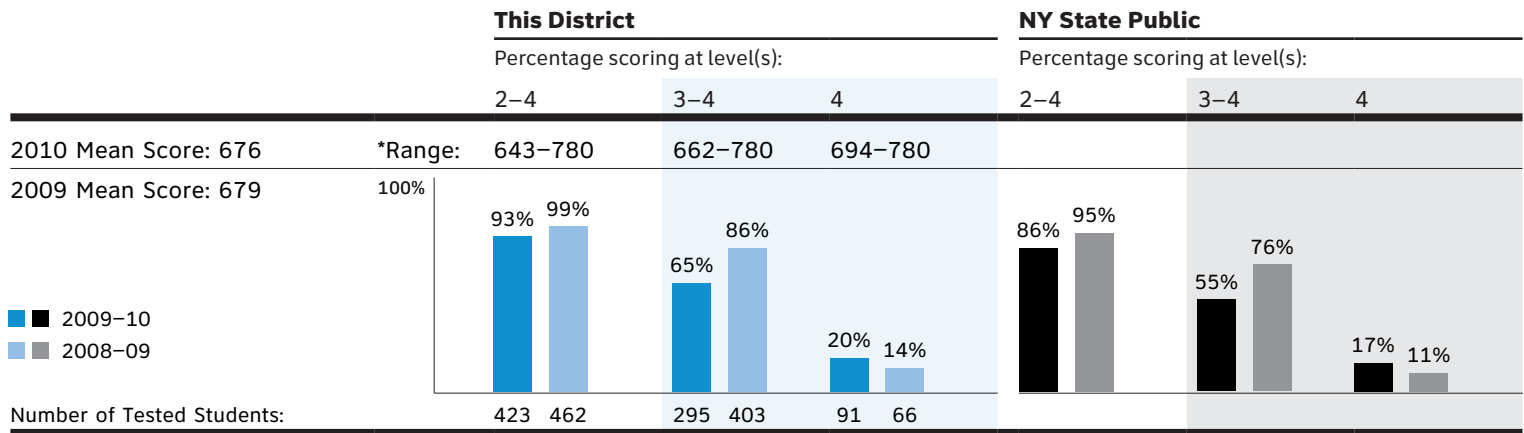
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square 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: 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
<b>All Students</b>	<b>456</b>	<b>93%</b>	<b>65%</b>	<b>20%</b>	<b>469</b>	<b>99%</b>	<b>86%</b>	<b>14%</b>
Female	252	95%	68%	22%	215	99%	91%	17%
Male	204	90%	60%	17%	254	98%	82%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	136	94%	71%	15%	195	99%	85%	15%
Hispanic or Latino	275	91%	59%	20%	229	98%	85%	11%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	36%	11	-	-	-
White	34	97%	74%	38%	33	100%	91%	27%
Multiracial								
Small Group Totals					12	100%	100%	17%
General-Education Students	394	96%	70%	22%	400	100%	91%	16%
Students with Disabilities	62	71%	34%	8%	69	93%	57%	6%
English Proficient	378	95%	70%	22%	394	99%	89%	16%
Limited English Proficient	78	82%	37%	8%	75	96%	68%	5%
Economically Disadvantaged	270	92%	60%	17%	262	98%	85%	10%
Not Disadvantaged	186	94%	71%	24%	207	99%	87%	19%
Migrant								
Not Migrant	456	93%	65%	20%	469	99%	86%	14%

#### 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*.

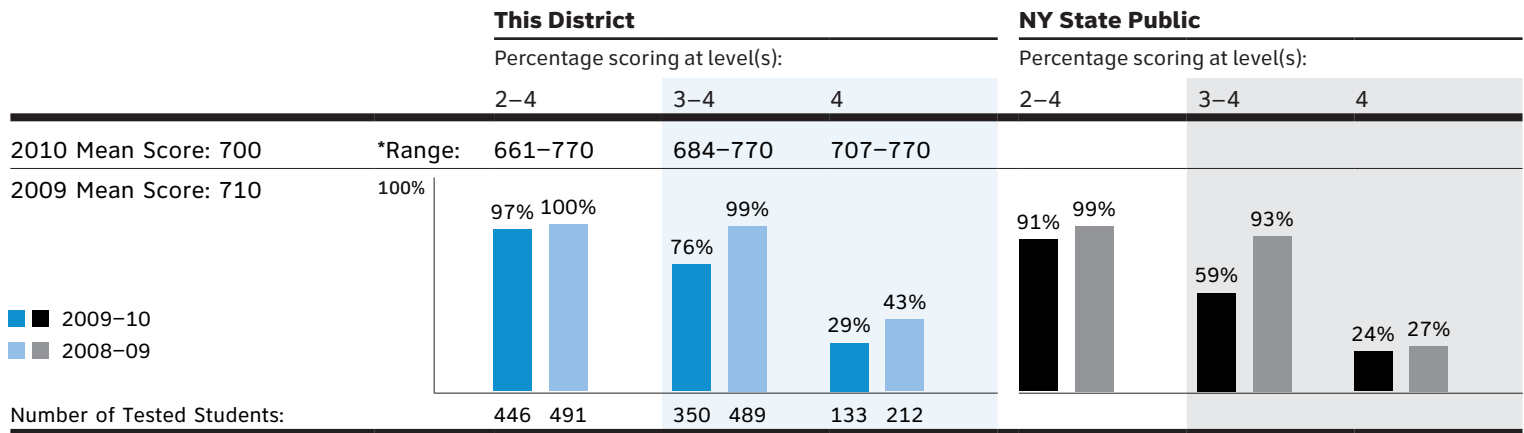
### Other

#### 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	4	-	-	-	6	6	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	17	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>460</b>	<b>97%</b>	<b>76%</b>	<b>29%</b>	<b>493</b>	<b>100%</b>	<b>99%</b>	<b>43%</b>
Female	254	97%	76%	28%	229	100%	100%	45%
Male	206	97%	76%	31%	264	100%	99%	41%
American Indian or Alaska Native					1	-	-	-
Black or African American	136	96%	73%	24%	200	100%	100%	37%
Hispanic or Latino	279	97%	77%	29%	247	100%	99%	45%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	36%	12	-	-	-
White	34	100%	79%	47%	33	100%	100%	61%
Multiracial								
Small Group Totals					13	100%	100%	69%
General-Education Students	399	98%	79%	31%	425	100%	99%	45%
Students with Disabilities	61	89%	57%	15%	68	99%	99%	29%
English Proficient	379	98%	79%	32%	399	100%	100%	46%
Limited English Proficient	81	93%	64%	16%	94	99%	97%	31%
Economically Disadvantaged	272	98%	78%	27%	271	100%	99%	44%
Not Disadvantaged	188	95%	73%	31%	222	99%	99%	42%
Migrant								
Not Migrant	460	97%	76%	29%	493	100%	99%	43%

#### 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.

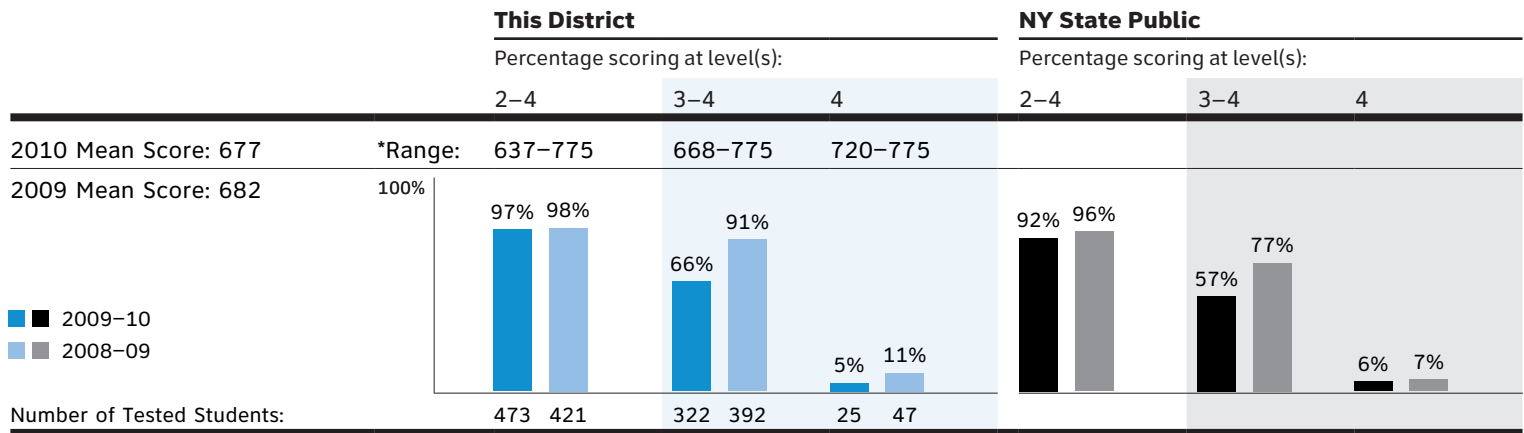
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### 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	4	-	-	-	6	6	3	0

## 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
<b>All Students</b>	<b>490</b>	<b>97%</b>	<b>66%</b>	<b>5%</b>	<b>429</b>	<b>98%</b>	<b>91%</b>	<b>11%</b>
Female	226	99%	73%	6%	208	99%	94%	13%
Male	264	94%	59%	4%	221	98%	89%	9%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	197	97%	62%	5%	166	98%	93%	15%
Hispanic or Latino	243	96%	67%	5%	232	98%	91%	7%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	6	—	—	—
White	35	97%	71%	6%	24	100%	88%	21%
Multiracial								
Small Group Totals	15	100%	87%	13%	7	100%	71%	14%
General-Education Students	412	98%	70%	6%	367	100%	95%	13%
Students with Disabilities	78	87%	42%	1%	62	89%	69%	0%
English Proficient	410	98%	71%	6%	379	99%	94%	12%
Limited English Proficient	80	90%	39%	0%	50	90%	74%	0%
Economically Disadvantaged	275	97%	61%	4%	282	98%	90%	9%
Not Disadvantaged	215	96%	72%	6%	147	99%	95%	15%
Migrant								
Not Migrant	490	97%	66%	5%	429	98%	91%	11%

#### 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

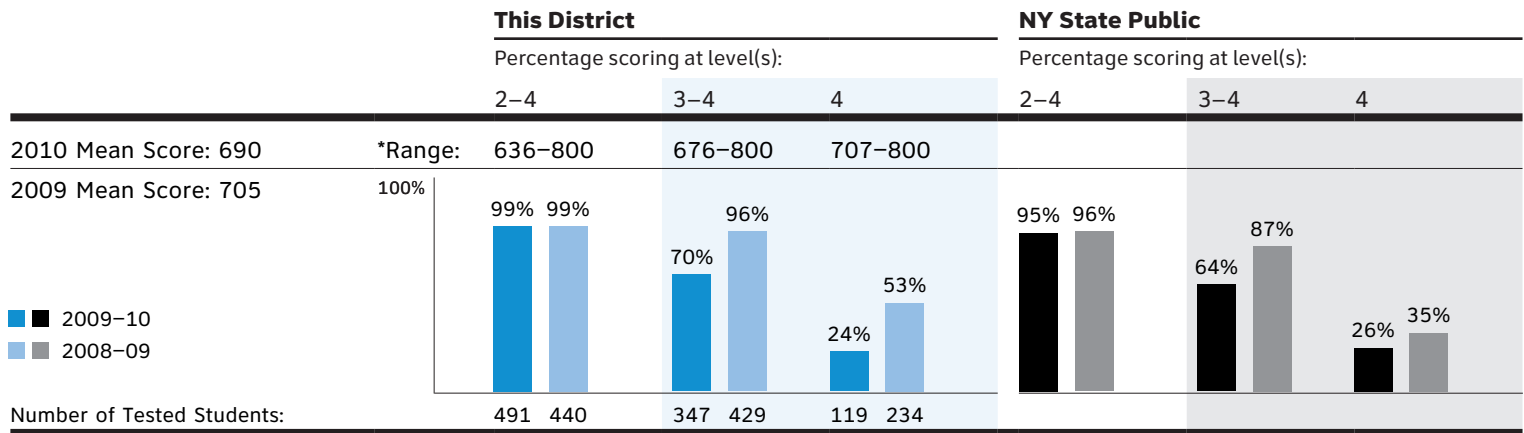
#### Assessments

	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	7	6	3	1	8	8	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	7	N/A	N/A	N/A	9	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	8	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>497</b>	<b>99%</b>	<b>70%</b>	<b>24%</b>	<b>445</b>	<b>99%</b>	<b>96%</b>	<b>53%</b>
Female	229	99%	69%	22%	216	99%	95%	51%
Male	268	99%	71%	26%	229	99%	97%	54%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	197	98%	67%	22%	167	98%	96%	49%
Hispanic or Latino	250	99%	69%	22%	244	100%	96%	54%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	8	—	—	—
White	35	100%	80%	40%	25	100%	100%	60%
Multiracial								
Small Group Totals	15	100%	93%	47%	9	100%	100%	67%
General-Education Students	419	99%	73%	26%	381	99%	97%	57%
Students with Disabilities	78	97%	53%	15%	64	95%	91%	28%
English Proficient	409	99%	74%	26%	385	99%	98%	57%
Limited English Proficient	88	98%	49%	14%	60	98%	87%	25%
Economically Disadvantaged	278	99%	69%	21%	284	99%	97%	52%
Not Disadvantaged	219	99%	71%	28%	161	99%	96%	53%
Migrant								
Not Migrant	497	99%	70%	24%	445	99%	96%	53%

### NOTES

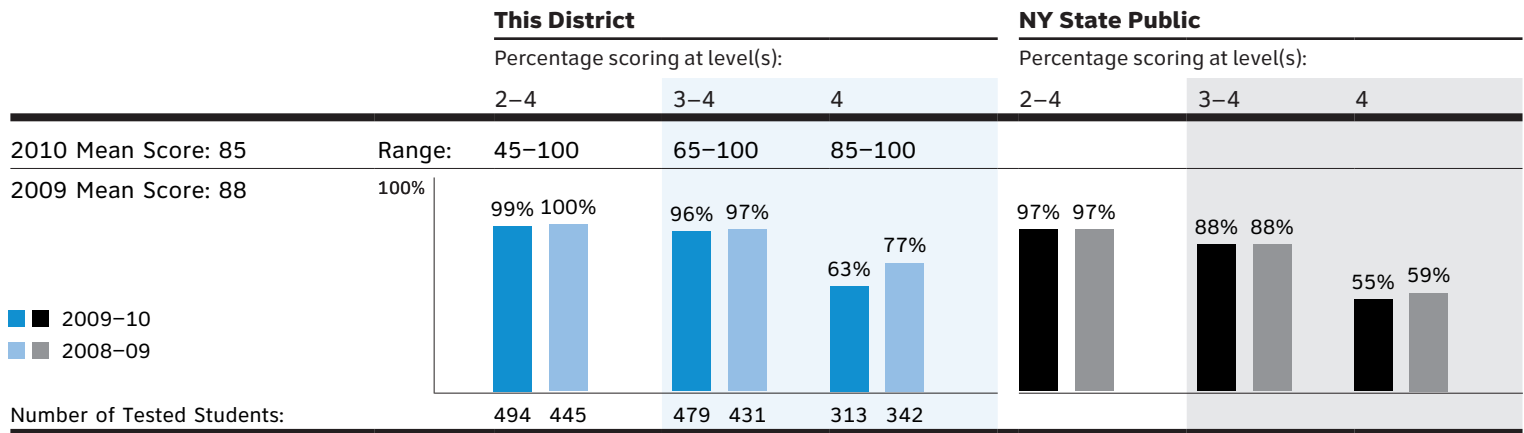
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* 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	7	7	4	0	8	7	4	1

## 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>497</b>	<b>99%</b>	<b>96%</b>	<b>63%</b>	<b>445</b>	<b>100%</b>	<b>97%</b>	<b>77%</b>
Female	228	99%	96%	62%	215	100%	97%	75%
Male	269	100%	97%	64%	230	100%	97%	79%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	197	100%	96%	57%	166	100%	98%	77%
Hispanic or Latino	250	99%	96%	66%	244	100%	96%	75%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	8	—	—	—
White	34	100%	100%	79%	26	100%	96%	88%
Multiracial								
Small Group Totals	16	94%	94%	63%	9	100%	100%	78%
General-Education Students	419	99%	97%	64%	379	100%	98%	78%
Students with Disabilities	78	100%	95%	55%	66	100%	91%	70%
English Proficient	408	100%	98%	68%	386	100%	97%	81%
Limited English Proficient	89	97%	89%	38%	59	100%	93%	47%
Economically Disadvantaged	277	100%	96%	62%	282	100%	98%	77%
Not Disadvantaged	220	99%	97%	64%	163	100%	96%	77%
Migrant								
Not Migrant	497	99%	96%	63%	445	100%	97%	77%

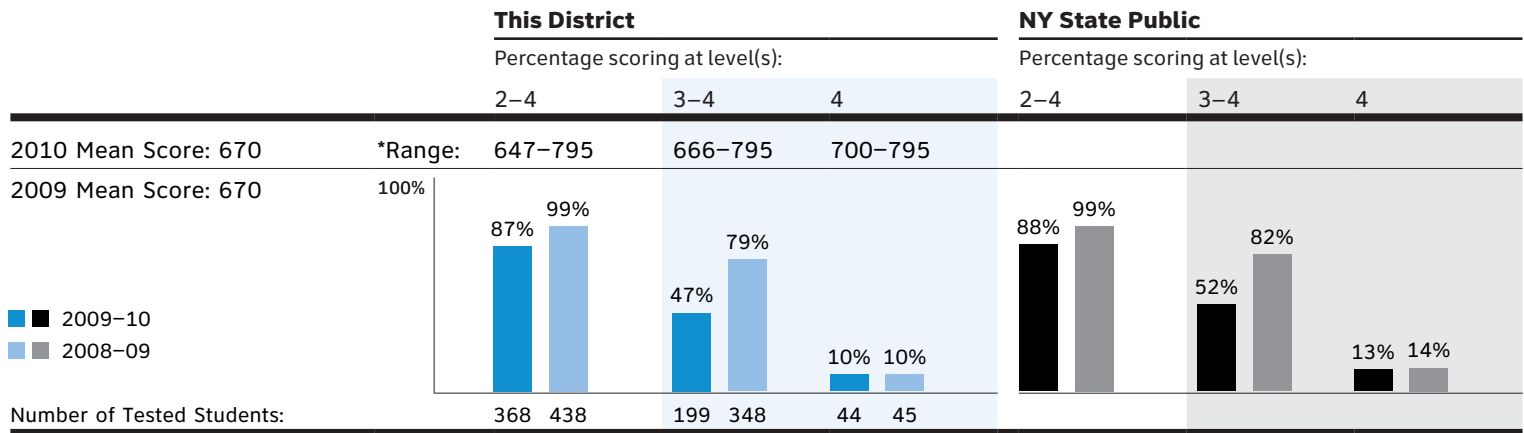
### NOTES

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	7	7	7	4	8	8	7	4

## 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>421</b>	<b>87%</b>	<b>47%</b>	<b>10%</b>	<b>441</b>	<b>99%</b>	<b>79%</b>	<b>10%</b>
Female	203	89%	53%	13%	216	100%	82%	9%
Male	218	86%	42%	8%	225	99%	76%	11%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	158	87%	44%	13%	166	99%	80%	9%
Hispanic or Latino	234	88%	48%	8%	234	100%	76%	7%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	4	—	—	—
White	20	90%	60%	20%	36	100%	94%	33%
Multiracial								
Small Group Totals	9	89%	67%	11%	5	80%	60%	20%
General-Education Students	355	94%	53%	12%	372	100%	87%	12%
Students with Disabilities	66	50%	17%	2%	69	96%	38%	0%
English Proficient	370	90%	50%	12%	389	99%	81%	11%
Limited English Proficient	51	69%	25%	2%	52	100%	65%	8%
Economically Disadvantaged	251	86%	43%	7%	244	100%	75%	9%
Not Disadvantaged	170	89%	53%	15%	197	99%	83%	12%
Migrant								
Not Migrant	421	87%	47%	10%	441	99%	79%	10%

#### 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*.

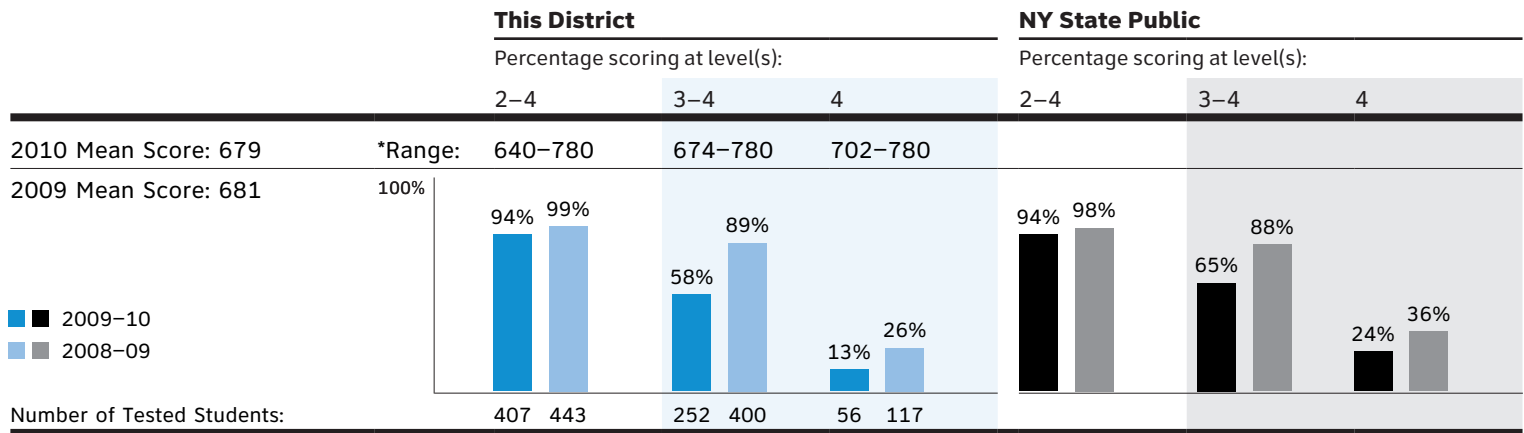
### Other

#### 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	8	8	6	2	11	11	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	6	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>431</b>	<b>94%</b>	<b>58%</b>	<b>13%</b>	<b>449</b>	<b>99%</b>	<b>89%</b>	<b>26%</b>
Female	209	95%	58%	15%	223	99%	89%	26%
Male	222	94%	59%	11%	226	99%	89%	27%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	158	91%	58%	15%	166	97%	86%	25%
Hispanic or Latino	244	97%	58%	11%	241	100%	90%	24%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	5	—	—	—
White	20	90%	60%	15%	36	100%	97%	44%
Multiracial								
Small Group Totals	9	100%	78%	22%	6	100%	100%	17%
General-Education Students	365	98%	66%	15%	380	99%	92%	29%
Students with Disabilities	66	74%	15%	2%	69	94%	72%	7%
English Proficient	370	95%	62%	15%	388	99%	91%	27%
Limited English Proficient	61	90%	34%	2%	61	98%	79%	18%
Economically Disadvantaged	255	94%	56%	12%	245	99%	89%	23%
Not Disadvantaged	176	95%	63%	15%	204	98%	89%	29%
Migrant								
Not Migrant	431	94%	58%	13%	449	99%	89%	26%

#### NOTES

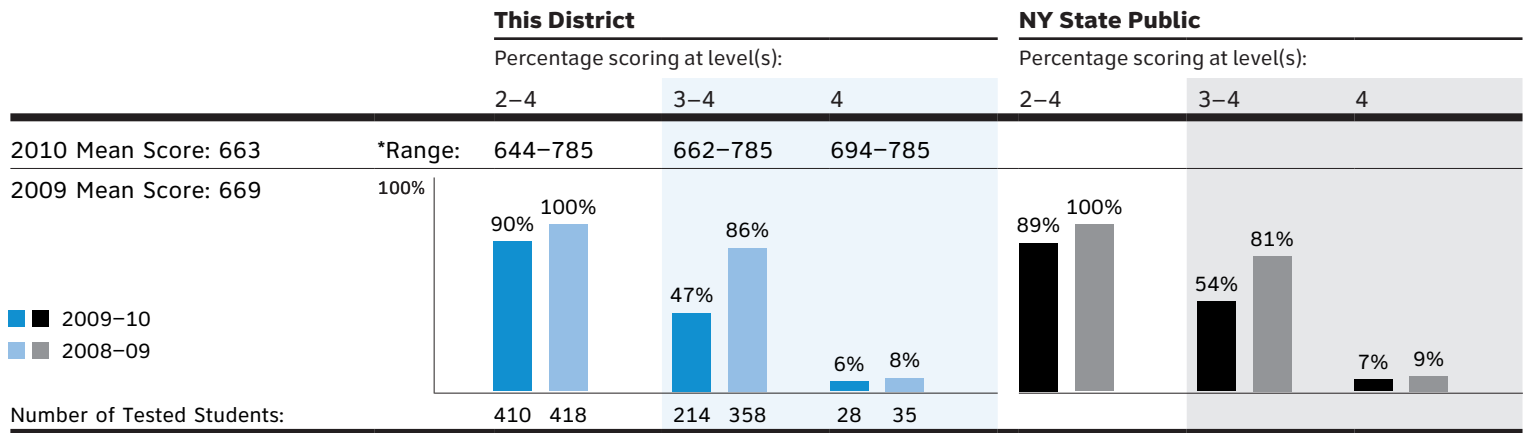
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* 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	8	8	5	3	11	11	11	3

## This District's Results in Grade 6 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>457</b>	<b>90%</b>	<b>47%</b>	<b>6%</b>	<b>418</b>	<b>100%</b>	<b>86%</b>	<b>8%</b>
Female	222	93%	46%	8%	200	100%	90%	10%
Male	235	87%	47%	4%	218	100%	82%	7%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	173	90%	51%	7%	175	100%	83%	8%
Hispanic or Latino	242	88%	40%	5%	208	100%	87%	7%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	-	-	-
White	37	100%	68%	14%	28	100%	93%	25%
Multiracial								
Small Group Totals	5	80%	40%	0%	7	100%	86%	0%
General-Education Students	376	95%	56%	7%	365	100%	92%	10%
Students with Disabilities	81	63%	5%	0%	53	100%	43%	0%
English Proficient	419	92%	51%	7%	373	100%	88%	9%
Limited English Proficient	38	61%	3%	0%	45	100%	62%	2%
Economically Disadvantaged	221	88%	41%	4%	246	100%	83%	5%
Not Disadvantaged	236	91%	53%	8%	172	100%	89%	13%
Migrant								
Not Migrant	457	90%	47%	6%	418	100%	86%	8%

#### NOTES

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

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

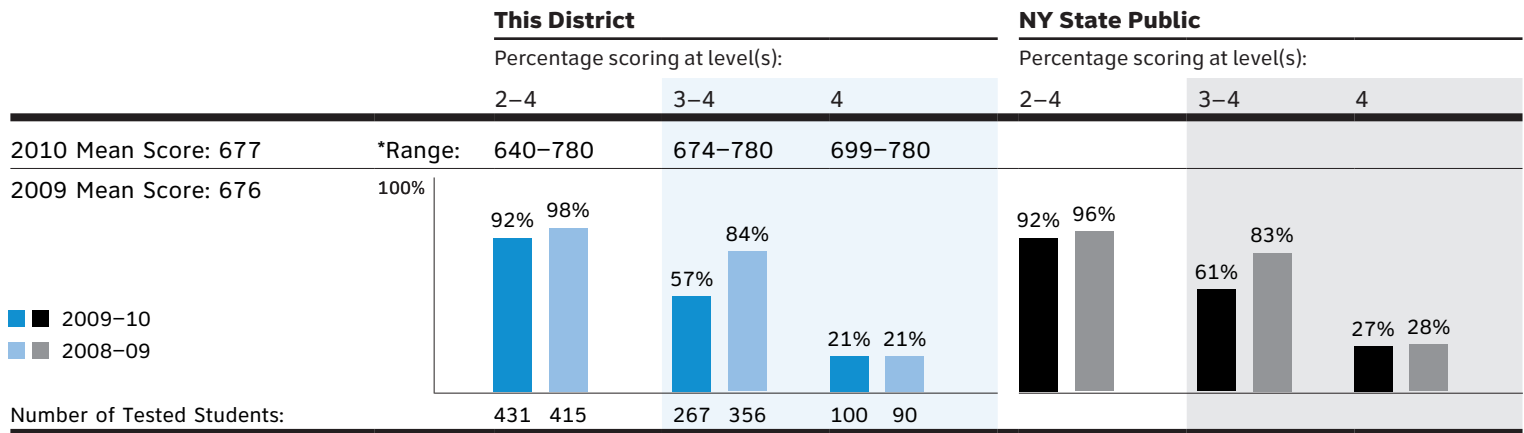
### Other

### 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	9	9	8	1	6	6	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	6	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	7	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>466</b>	<b>92%</b>	<b>57%</b>	<b>21%</b>	<b>424</b>	<b>98%</b>	<b>84%</b>	<b>21%</b>
Female	228	93%	55%	20%	203	99%	86%	21%
Male	238	92%	59%	23%	221	97%	82%	22%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	172	91%	52%	22%	175	97%	80%	21%
Hispanic or Latino	252	92%	59%	21%	215	98%	85%	18%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	5	—	—	—
White	37	100%	65%	30%	27	100%	96%	41%
Multiracial								
Small Group Totals	5	100%	80%	0%	7	100%	100%	57%
General-Education Students	386	96%	65%	25%	371	99%	88%	24%
Students with Disabilities	80	74%	19%	5%	53	89%	57%	4%
English Proficient	418	95%	60%	23%	373	98%	84%	23%
Limited English Proficient	48	73%	35%	6%	51	96%	80%	6%
Economically Disadvantaged	224	93%	57%	18%	248	98%	83%	17%
Not Disadvantaged	242	92%	57%	25%	176	98%	85%	27%
Migrant								
Not Migrant	466	92%	57%	21%	424	98%	84%	21%

### 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.

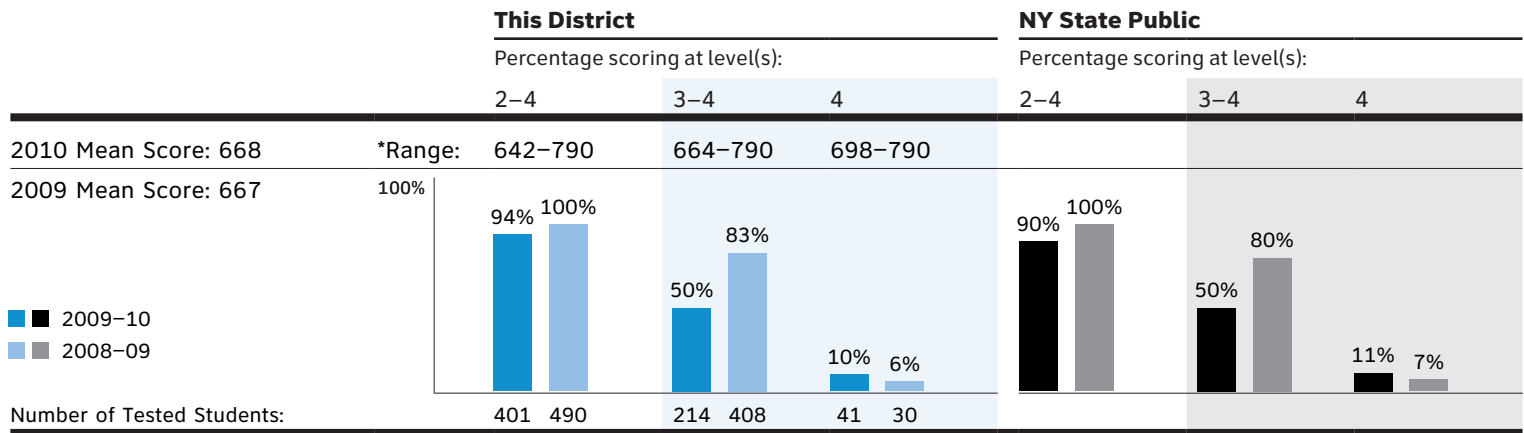
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 6 Equivalent	9	9	9	1	6	6	6	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
<b>All Students</b>	<b>425</b>	<b>94%</b>	<b>50%</b>	<b>10%</b>	<b>492</b>	<b>100%</b>	<b>83%</b>	<b>6%</b>
Female	202	98%	54%	13%	234	100%	87%	9%
Male	223	91%	47%	7%	258	100%	79%	3%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	175	95%	58%	11%	210	100%	86%	8%
Hispanic or Latino	215	93%	40%	6%	242	100%	79%	4%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	6	—	—	—
White	28	100%	79%	36%	32	97%	91%	9%
Multiracial								
Small Group Totals	7	86%	57%	0%	8	100%	88%	13%
General-Education Students	373	97%	54%	11%	418	100%	88%	7%
Students with Disabilities	52	79%	21%	0%	74	99%	54%	0%
English Proficient	391	96%	54%	10%	443	100%	87%	7%
Limited English Proficient	34	79%	6%	0%	49	98%	45%	0%
Economically Disadvantaged	246	95%	43%	6%	276	100%	81%	4%
Not Disadvantaged	179	94%	61%	15%	216	100%	86%	9%
Migrant								
Not Migrant	425	94%	50%	10%	492	100%	83%	6%

#### NOTES

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

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

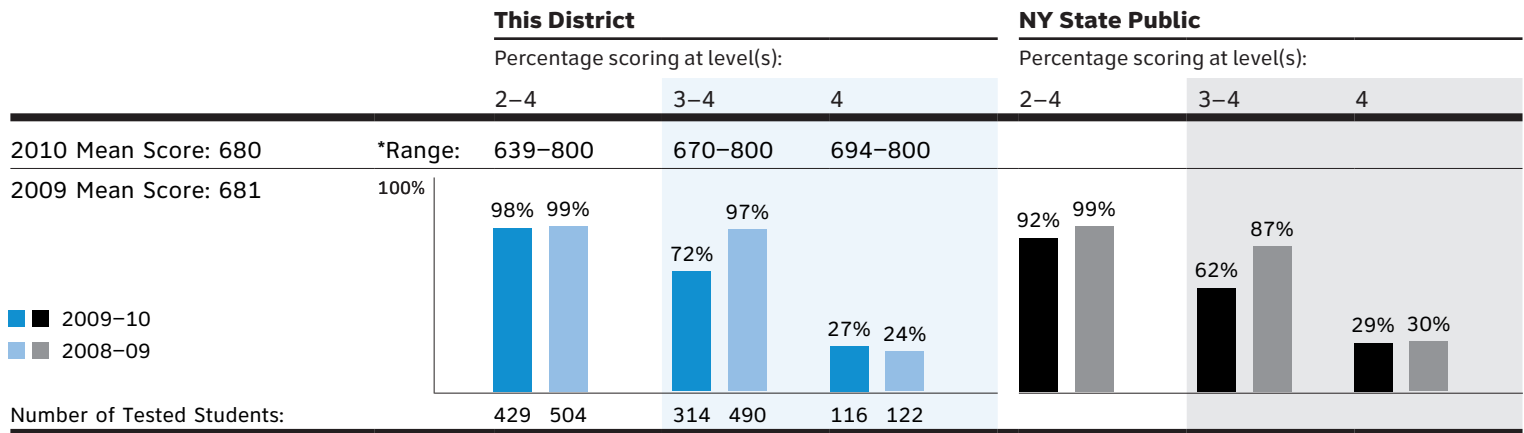
### Other

#### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	8	7	5	6	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	12	N/A	N/A	N/A	16	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>437</b>	<b>98%</b>	<b>72%</b>	<b>27%</b>	<b>507</b>	<b>99%</b>	<b>97%</b>	<b>24%</b>
Female	206	97%	75%	32%	238	100%	98%	26%
Male	231	99%	69%	22%	269	99%	96%	22%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	175	99%	67%	26%	211	100%	96%	26%
Hispanic or Latino	225	98%	76%	25%	257	99%	97%	19%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	6	—	—	—
White	29	97%	72%	41%	31	100%	100%	39%
Multiracial								
Small Group Totals	8	100%	75%	38%	8	100%	100%	63%
General-Education Students	385	98%	76%	29%	435	100%	98%	27%
Students with Disabilities	52	98%	44%	12%	72	96%	90%	4%
English Proficient	390	98%	73%	29%	444	99%	96%	27%
Limited English Proficient	47	98%	66%	9%	63	100%	100%	2%
Economically Disadvantaged	254	98%	70%	22%	279	100%	99%	20%
Not Disadvantaged	183	98%	74%	32%	228	99%	93%	29%
Migrant								
Not Migrant	437	98%	72%	27%	507	99%	97%	24%

#### NOTES

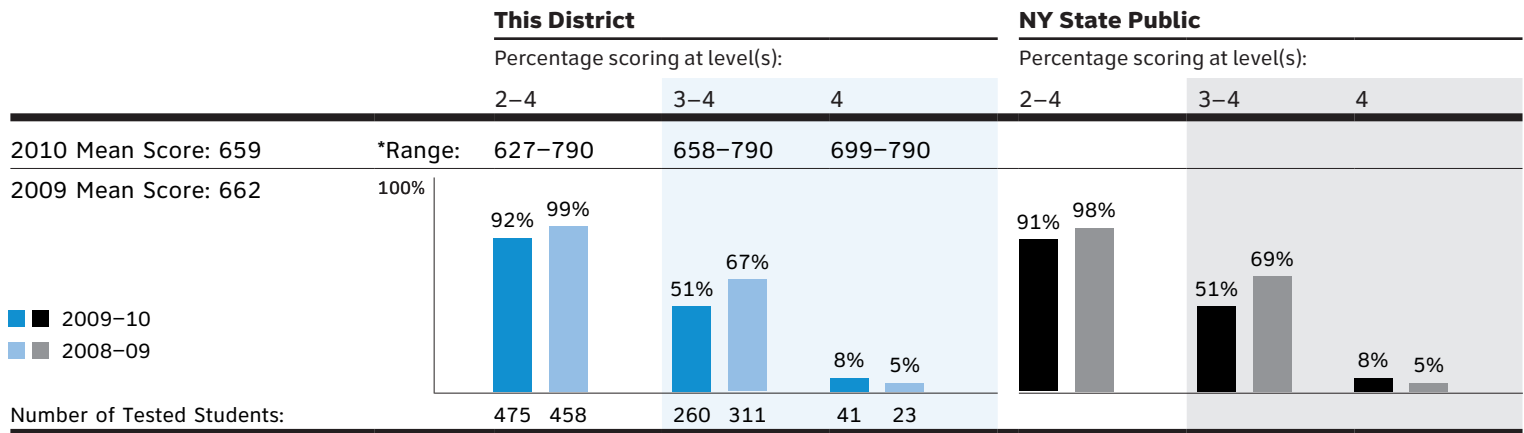
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* 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	8	8	7	4	6	6	5	1

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>514</b>	<b>92%</b>	<b>51%</b>	<b>8%</b>	<b>464</b>	<b>99%</b>	<b>67%</b>	<b>5%</b>
Female	241	96%	63%	14%	231	100%	75%	6%
Male	273	89%	40%	3%	233	97%	59%	3%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	213	95%	48%	10%	191	100%	72%	5%
Hispanic or Latino	257	89%	50%	6%	238	97%	62%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	7	—	—	—
White	37	95%	68%	5%	26	100%	85%	27%
Multiracial								
Small Group Totals	7	100%	57%	14%	9	100%	44%	11%
General-Education Students	435	95%	56%	9%	397	99%	73%	6%
Students with Disabilities	79	80%	19%	0%	67	97%	33%	0%
English Proficient	462	96%	55%	9%	420	100%	73%	5%
Limited English Proficient	52	62%	10%	0%	44	91%	11%	0%
Economically Disadvantaged	268	91%	47%	5%	272	99%	61%	3%
Not Disadvantaged	246	94%	54%	11%	192	98%	76%	8%
Migrant								
Not Migrant	514	92%	51%	8%	464	99%	67%	5%

#### 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.

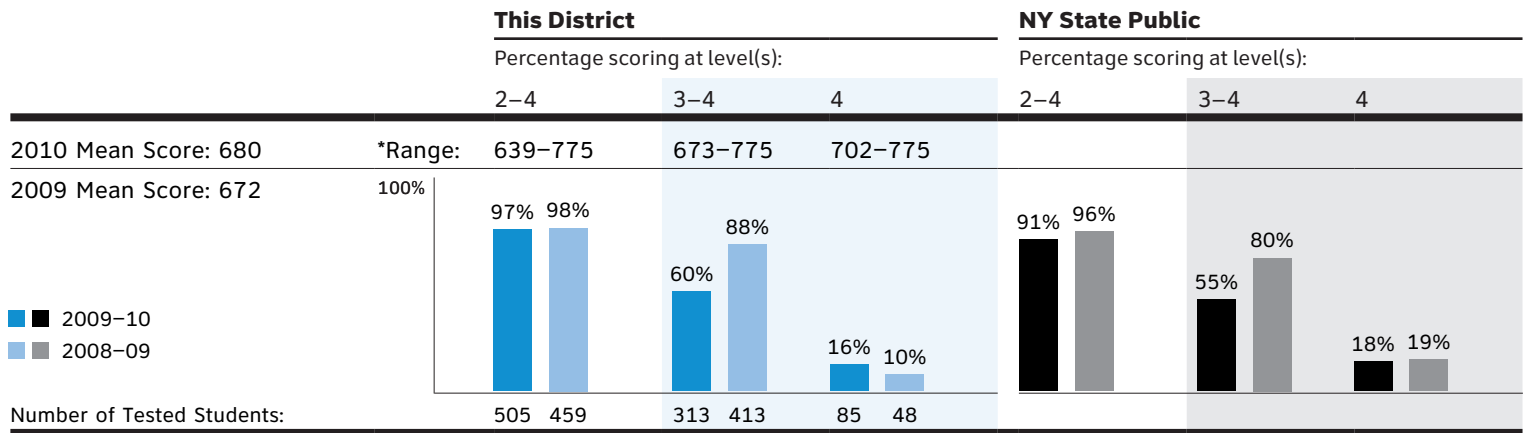
### Other

#### 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 8 Equivalent	8	8	8	6	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	9	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	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 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
<b>All Students</b>	<b>523</b>	<b>97%</b>	<b>60%</b>	<b>16%</b>	<b>467</b>	<b>98%</b>	<b>88%</b>	<b>10%</b>
Female	246	99%	65%	20%	239	98%	91%	10%
Male	277	95%	55%	13%	228	98%	86%	11%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	213	96%	57%	16%	190	98%	86%	10%
Hispanic or Latino	264	97%	60%	13%	242	98%	89%	8%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	7	—	—	—
White	39	95%	69%	36%	26	100%	96%	31%
Multiracial								
Small Group Totals	7	100%	86%	43%	9	100%	100%	22%
General-Education Students	445	98%	63%	18%	403	99%	90%	12%
Students with Disabilities	78	86%	41%	5%	64	94%	77%	0%
English Proficient	461	97%	62%	18%	416	98%	89%	11%
Limited English Proficient	62	94%	44%	2%	51	98%	86%	2%
Economically Disadvantaged	271	99%	61%	15%	270	99%	90%	6%
Not Disadvantaged	252	94%	58%	18%	197	97%	87%	16%
Migrant								
Not Migrant	523	97%	60%	16%	467	98%	88%	10%

### NOTES

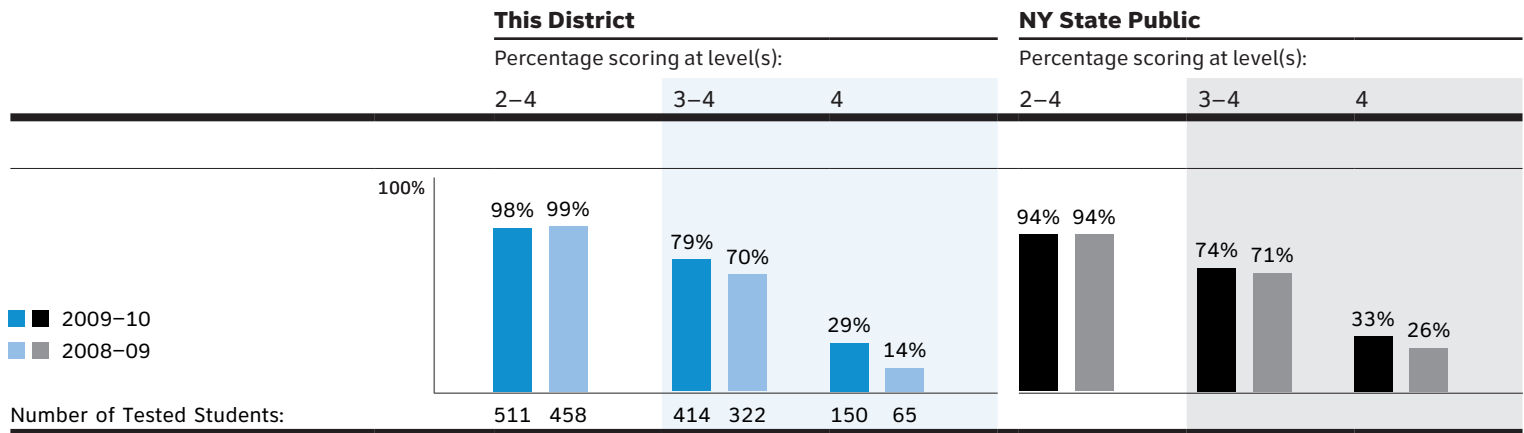
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* 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 8 Equivalent	8	8	6	4	4	—	—	—

## This District's Results in Grade 8 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>522</b>	<b>98%</b>	<b>79%</b>	<b>29%</b>	<b>463</b>	<b>99%</b>	<b>70%</b>	<b>14%</b>
Female	246	99%	84%	28%	238	99%	68%	13%
Male	276	97%	75%	29%	225	99%	71%	15%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	213	98%	81%	28%	186	100%	72%	15%
Hispanic or Latino	263	98%	77%	28%	242	98%	65%	8%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	7	—	—	—
White	39	97%	85%	36%	26	100%	92%	62%
Multiracial								
Small Group Totals	7	100%	86%	43%	9	100%	78%	22%
General-Education Students	444	99%	83%	32%	404	99%	69%	15%
Students with Disabilities	78	92%	59%	9%	59	100%	75%	7%
English Proficient	460	98%	82%	31%	411	99%	73%	16%
Limited English Proficient	62	95%	56%	11%	52	100%	42%	0%
Economically Disadvantaged	270	99%	79%	27%	263	99%	66%	8%
Not Disadvantaged	252	96%	80%	30%	200	99%	75%	23%
Migrant								
Not Migrant	522	98%	79%	29%	463	99%	70%	14%

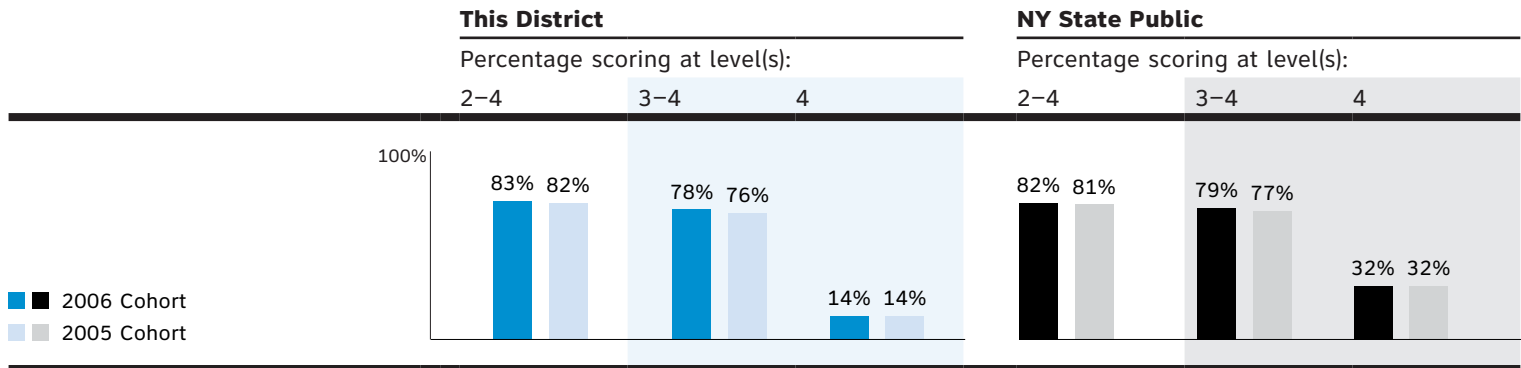
### NOTES

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 8 Equivalent	8	8	6	4	4	—	—	—
Regents Science	0				0			

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



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>512</b>	<b>83%</b>	<b>78%</b>	<b>14%</b>	<b>527</b>	<b>82%</b>	<b>76%</b>	<b>14%</b>
Female	228	90%	85%	21%	253	86%	79%	21%
Male	284	77%	73%	9%	274	77%	73%	9%
American Indian or Alaska Native	1	–	–	–				
Black or African American	196	84%	80%	17%	197	87%	82%	18%
Hispanic or Latino	262	82%	76%	9%	251	76%	69%	9%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	17	76%	71%	12%
White	43	81%	81%	30%	62	89%	85%	27%
Multiracial								
Small Group Totals	11	100%	100%	27%				
General-Education Students	443	86%	83%	16%	466	86%	81%	16%
Students with Disabilities	69	61%	51%	0%	61	51%	38%	0%
English Proficient	470	86%	82%	16%	468	86%	82%	16%
Limited English Proficient	42	52%	38%	0%	59	46%	32%	0%
Economically Disadvantaged	207	87%	83%	13%	240	80%	75%	10%
Not Disadvantaged	305	80%	75%	15%	287	83%	77%	18%
Migrant								
Not Migrant	512	83%	78%	14%	527	82%	76%	14%

### NOTES

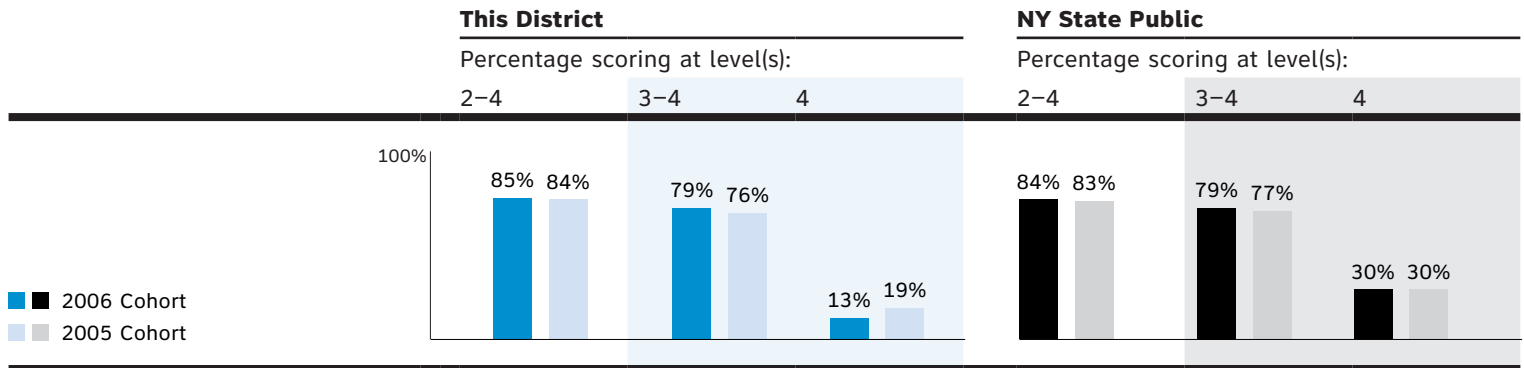
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

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



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



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>512</b>	<b>85%</b>	<b>79%</b>	<b>13%</b>	<b>527</b>	<b>84%</b>	<b>76%</b>	<b>19%</b>
Female	228	90%	88%	14%	253	87%	79%	22%
Male	284	81%	73%	11%	274	81%	74%	16%
American Indian or Alaska Native	1	–	–	–				
Black or African American	196	85%	80%	9%	197	90%	80%	19%
Hispanic or Latino	262	83%	76%	11%	251	80%	72%	14%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	17	71%	65%	24%
White	43	93%	91%	37%	62	89%	85%	35%
Multiracial								
Small Group Totals	11	100%	100%	9%				
General-Education Students	443	88%	85%	14%	466	87%	80%	21%
Students with Disabilities	69	62%	45%	6%	61	66%	48%	0%
English Proficient	470	87%	82%	14%	468	88%	81%	21%
Limited English Proficient	42	62%	48%	0%	59	54%	39%	5%
Economically Disadvantaged	207	89%	84%	12%	240	84%	73%	17%
Not Disadvantaged	305	82%	76%	13%	287	84%	79%	21%
Migrant								
Not Migrant	512	85%	79%	13%	527	84%	76%	19%

### 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*.