



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **NIAGARA FALLS CITY SCHOOL  
DISTRICT**

District ID **40-08-00-01-0000**

Superintendent **CYNTHIA BIANCO**

Telephone **(716) 286-4205**

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	333	414	412
Kindergarten	544	582	542
Grade 1	600	558	577
Grade 2	483	533	531
Grade 3	535	483	527
Grade 4	493	508	452
Grade 5	479	480	506
Grade 6	563	475	481
Ungraded Elementary	23	26	27
Grade 7	636	560	504
Grade 8	606	619	580
Grade 9	637	580	616
Grade 10	600	559	541
Grade 11	524	557	497
Grade 12	487	496	512
Ungraded Secondary	16	20	31
<b>Total K-12</b>	<b>7226</b>	<b>7036</b>	<b>6924</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	21	20	21
<b>Grade 8</b>			
English	22	21	21
Mathematics	21	21	21
Science	22	21	21
Social Studies	22	21	21
<b>Grade 10</b>			
English	24	25	24
Mathematics	25	20	23
Science	25	22	23
Social Studies	24	23	26

### 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 NIAGARA FALLS CITY SCHOOL DISTRICT

District ID 40-08-00-01-0000

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	3539	49%	3912	56%	3499	51%
Reduced-Price Lunch	879	12%	868	12%	737	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	69	1%	87	1%	74	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	276	4%	266	4%	284	4%
Black or African American	2643	37%	2559	36%	2478	36%
Hispanic or Latino	207	3%	195	3%	199	3%
Asian or Native Hawaiian/Other Pacific Islander	111	2%	109	2%	111	2%
White	3989	55%	3888	55%	3785	55%
Multiracial	0	0%	19	0%	67	1%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		92%		92%		92%
Student Suspensions	686	9%	1188	16%	927	13%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District NIAGARA FALLS CITY SCHOOL DISTRICT

District ID 40-08-00-01-0000

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	504	489	478
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	2%	0%	0%
Percent with Fewer Than Three Years of Experience	1%	1%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	90%	93%	94%
<b>Total Number of Core Classes</b>	1076	1076	1037
Percent Not Taught by Highly Qualified Teachers in This District	3%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	1249	1282	1269
Percent Taught by Teachers Without Appropriate Certification	3%	1%	0%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	41%	25%	38%
Turnover Rate of All Teachers	16%	11%	11%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	109	112	112
Total Paraprofessionals*	293	293	307
Assistant Principals	12	12	11
Principals	14	15	14

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

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

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

### 2006 Cohort

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

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuous Enrollment

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation Rate

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

### Graduation-Rate Total Cohort

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

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

### Limited English Proficient

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

### Non-Accountability Groups

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

## Useful Terms for Understanding Accountability (continued)

### Participation

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Progress Targets

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

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

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

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

### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

### State Standard

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

### Students with Disabilities

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

### Test Performance

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

### Total

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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



## Summary

### Overall Accountability Status (2010–11)

#### Improvement (Year 2)

ELA	Improvement (Year 2)	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
<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 9	✓ 9 of 9	✓ 1 of 1	✗ 4 of 5	✗ 4 of 5	✓ 1 of 1

#### AYP Status


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

#### Accountability Status Levels

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

## Elementary/Middle-Level English Language Arts





























**Accountability Status for This Subject (2010–11)**  Improvement (Year 2)

**Accountability Measures** 7 of 9 Student groups making AYP in English language arts  
 Did not make AYP




### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 3) 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 2) in 2011-12. [207]

### 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> (3093:2942)			99%		165	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (138:132)			99%		157	146	
Black or African American (1159:1096)			99%		153	152	
Hispanic or Latino (88:79)			100%		147	144	
Asian or Native Hawaiian/Other Pacific Islander (42:37)			100%		184	139	
White (1646:1584)			100%		175	152	
Multiracial (20:14)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (576:565)			98%		132	150	142    97
Limited English Proficient (40:43)			100%		135	140	140    91
Economically Disadvantaged (2149:2030)			99%		159	153	
<b>Final AYP Determination</b>	 7 of 9						
<b>Non-Accountability Groups</b>							
Female (1531:1459)			100%		169	152	
Male (1562:1483)			99%		161	152	
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** 9 of 9 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> (3092:2939)			99%		187	133	
<b>Ethnicity</b>							
American Indian or Alaska Native (138:130)			98%		185	126	
Black or African American (1155:1095)			99%		181	132	
Hispanic or Latino (89:79)			100%		181	124	
Asian or Native Hawaiian/Other Pacific Islander (42:38)			100%		192	119	
White (1649:1583)			100%		191	132	
Multiracial (19:14)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (577:564)			98%		163	130	
Limited English Proficient (40:45)			100%		169	121	
Economically Disadvantaged (2148:2027)			99%		185	133	
<b>Final AYP Determination</b>	 9 of 9						
<b>Non-Accountability Groups</b>							
Female (1531:1458)			99%		187	132	
Male (1561:1481)			99%		186	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> (1021:964)		Qualified		97%		183	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (51:45)		Qualified		90%		180	100	
Black or African American (393:369)		Qualified		97%		175	100	
Hispanic or Latino (22:20)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (22:21)		—	—	—	—	—	—	—
White (526:504)		Qualified		98%		190	100	
Multiracial (7:5)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (191:183)		Qualified		95%		160	100	
Limited English Proficient (10:9)		—	—	—	—	—	—	—
Economically Disadvantaged (675:632)		Qualified		97%		180	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (541:509)				97%		183	100	
Male (480:455)				98%		183	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 2)

**Accountability Measures** 4 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 3) 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 2) in 2011-12. [207]

### 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> (524:510)			99%		185	172	
<b>Ethnicity</b>							
American Indian or Alaska Native (13:13)	—	—	—	—	—	—	—
Black or African American (187:176)			97%		179	169	
Hispanic or Latino (12:12)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (13:10)	—	—	—	—	—	—	—
White (297:296)			100%		188	171	
Multiracial (2:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (68:89)			97%		134	166	144 <sup>‡</sup> 141
Limited English Proficient (2:1)	—	—	—	—	—	—	—
Economically Disadvantaged (222:226)			98%		181	170	
<b>Final AYP Determination</b>	 4 of 5						
<b>Non-Accountability Groups</b>							
Female (270:264)			99%		189	170	
Male (254:246)			98%		180	170	
Migrant (0:0)							


#### Symbols

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

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

















## Secondary-Level Mathematics

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

**Accountability Measures** 4 of 5 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
<b>Accountability Groups</b>							
<b>All Students</b> (524:510)			99%		185	168	
<b>Ethnicity</b>							
American Indian or Alaska Native (13:13)	—	—	—	—	—	—	—
Black or African American (187:176)			99%		177	165	
Hispanic or Latino (12:12)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (13:10)	—	—	—	—	—	—	—
White (297:296)			100%		190	167	
Multiracial (2:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (68:89)			99%		143	162	137 <sup>‡</sup> 149
Limited English Proficient (2:1)	—	—	—	—	—	—	—
Economically Disadvantaged (222:226)			100%		180	166	
<b>Final AYP Determination</b>		4 of 5					
<b>Non-Accountability Groups</b>							
Female (270:264)			100%		189	166	
Male (254:246)			99%		181	166	
Migrant (0:0)							

#### Symbols

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

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








## Graduation Rate

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

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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
<b>Accountability Groups</b>						
<b>All Students</b> (619)			74%	80%	74%	75%
<b>Ethnicity</b>						
American Indian or Alaska Native (15)		—	—	—		
Black or African American (209)			67%	80%	67%	70%
Hispanic or Latino (16)		—	—	—		
Asian or Native Hawaiian/Other Pacific Islander (16)		—	—	—		
White (363)			78%	80%	80%	79%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (97)			58%	80%	60%	62%
Limited English Proficient (2)		—	—	—		
Economically Disadvantaged (272)			74%	80%	75%	75%
<b>Final AYP Determination</b>		1 of 1				
<b>Non-Accountability Groups</b>						
Female (323)			77%	80%		
Male (296)			71%	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 **76%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

District ID **40-08-00-01-0000**

## 2010–11 Accountability Status of Schools in Your District

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

---

### In Good Standing

11 schools identified 100% of total

CATARACT ELEMENTARY SCHOOL  
GASKILL PREPARATORY SCHOOL  
GERALDINE J MANN SCHOOL  
HARRY F ABATE ELEMENTARY SCHOOL  
HENRY J KALFAS MAGNET SCHOOL  
HYDE PARK SCHOOL  
LASALLE PREPARATORY SCHOOL  
MAPLE AVENUE SCHOOL  
NIAGARA FALLS HIGH SCHOOL  
NIAGARA STREET SCHOOL  
SEVENTY NINTH STREET SCHOOL

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# 4 Overview of District Performance

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

District ID **40-08-00-01-0000**

## Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	49%			522
Grade 4	53%			457
Grade 5	46%			516
Grade 6	45%			476
Grade 7	36%			508
Grade 8	33%			544
<b>Mathematics</b>				
Grade 3	53%			522
Grade 4	64%			457
Grade 5	69%			519
Grade 6	67%			475
Grade 7	58%			509
Grade 8	38%			542
<b>Science</b>				
Grade 4	94%			455
Grade 8	71%			435

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	72%			653
Mathematics	76%			653

### 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).

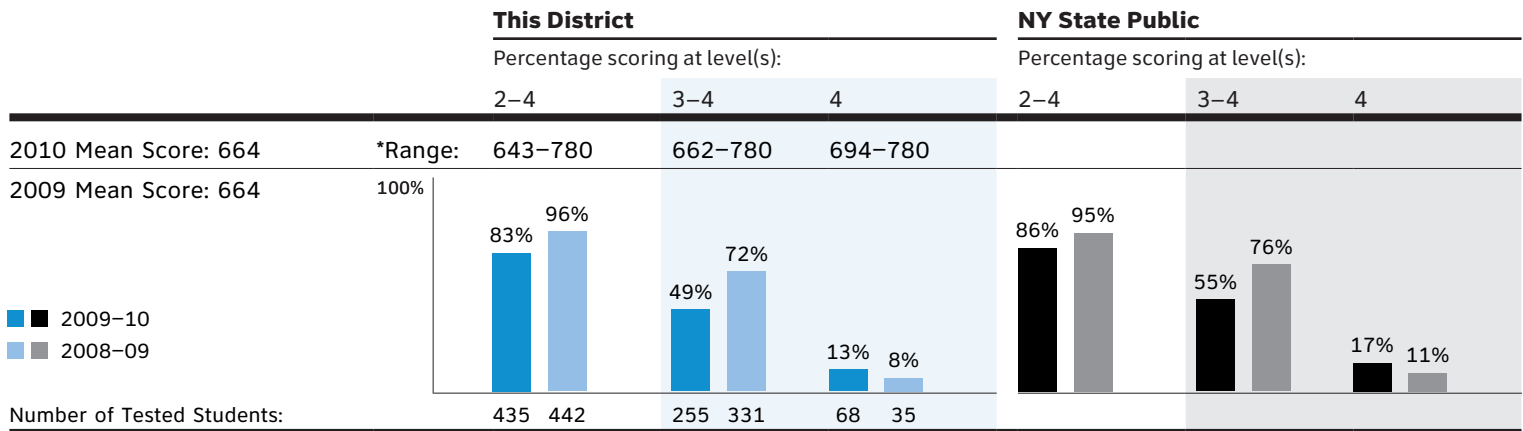
In this section, this district's performance is compared with that of public schools statewide.

### 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>522</b>	<b>83%</b>	<b>49%</b>	<b>13%</b>	<b>461</b>	<b>96%</b>	<b>72%</b>	<b>8%</b>
Female	249	87%	53%	14%	242	98%	75%	10%
Male	273	80%	45%	12%	219	93%	68%	5%
American Indian or Alaska Native	29	72%	38%	3%	25	96%	48%	0%
Black or African American	186	80%	39%	9%	173	95%	60%	5%
Hispanic or Latino	24	63%	21%	4%	12	92%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	8	100%	88%	0%
White	274	88%	59%	18%	243	97%	83%	11%
Multiracial	8	-	-	-				
Small Group Totals	9	100%	44%	11%				
General-Education Students	432	91%	55%	15%	383	99%	79%	9%
Students with Disabilities	90	44%	18%	2%	78	82%	37%	1%
English Proficient	516	84%	49%	13%	455	96%	72%	8%
Limited English Proficient	6	17%	0%	0%	6	83%	50%	0%
Economically Disadvantaged	393	81%	43%	10%	327	95%	64%	4%
Not Disadvantaged	129	91%	66%	22%	134	97%	92%	16%
Migrant								
Not Migrant	522	83%	49%	13%	461	96%	72%	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.

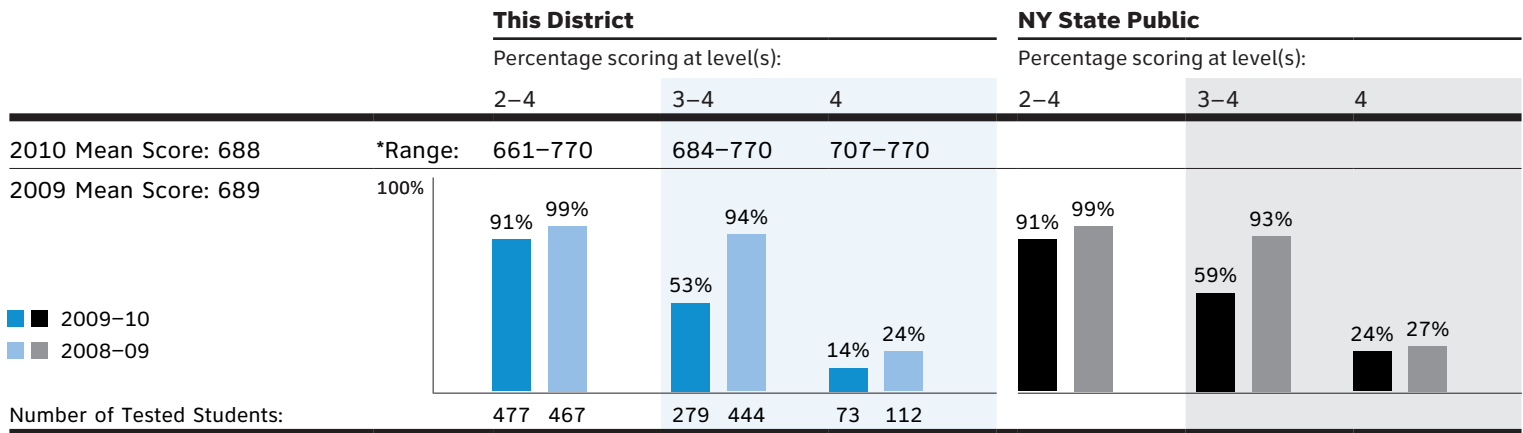
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### 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 3 Equivalent	7	7	7	7	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>522</b>	<b>91%</b>	<b>53%</b>	<b>14%</b>	<b>470</b>	<b>99%</b>	<b>94%</b>	<b>24%</b>
Female	249	92%	50%	12%	246	100%	96%	22%
Male	273	91%	57%	15%	224	99%	93%	26%
American Indian or Alaska Native	29	79%	45%	10%	26	100%	92%	15%
Black or African American	186	87%	47%	7%	175	99%	94%	14%
Hispanic or Latino	24	88%	38%	13%	14	100%	86%	7%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	8	100%	88%	38%
White	274	96%	60%	19%	247	100%	96%	32%
Multiracial	8	-	-	-				
Small Group Totals	9	100%	67%	33%				
General-Education Students	432	94%	59%	16%	391	100%	98%	24%
Students with Disabilities	90	79%	29%	6%	79	96%	78%	22%
English Proficient	516	92%	54%	14%	462	99%	95%	24%
Limited English Proficient	6	67%	17%	0%	8	100%	63%	0%
Economically Disadvantaged	393	90%	48%	10%	332	99%	93%	20%
Not Disadvantaged	129	96%	71%	26%	138	99%	98%	34%
Migrant								
Not Migrant	522	91%	53%	14%	470	99%	94%	24%

### NOTES

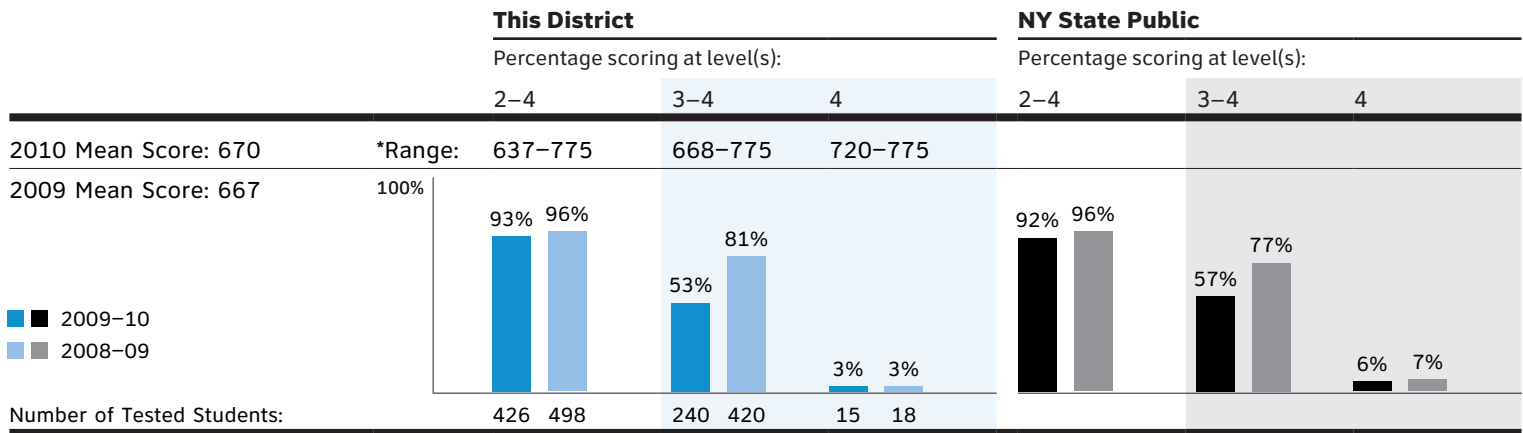
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## Other Assessments

	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 3 Equivalent	7	7	7	6	7	7	7	5

## 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>457</b>	<b>93%</b>	<b>53%</b>	<b>3%</b>	<b>517</b>	<b>96%</b>	<b>81%</b>	<b>3%</b>
Female	242	96%	54%	4%	251	99%	87%	4%
Male	215	90%	51%	3%	266	94%	76%	3%
American Indian or Alaska Native	24	92%	29%	0%	16	88%	81%	0%
Black or African American	167	90%	35%	1%	197	95%	76%	1%
Hispanic or Latino	8	-	-	-	10	100%	90%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	10%	6	-	-	-
White	244	95%	66%	5%	287	97%	84%	5%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	12	100%	58%	0%	7	100%	86%	29%
General-Education Students	382	97%	59%	4%	434	99%	89%	4%
Students with Disabilities	75	73%	21%	0%	83	81%	40%	0%
English Proficient	453	-	-	-	509	96%	81%	4%
Limited English Proficient	4	-	-	-	8	100%	88%	0%
Economically Disadvantaged	319	90%	42%	2%	372	96%	77%	2%
Not Disadvantaged	138	100%	76%	6%	145	97%	92%	6%
Migrant								
Not Migrant	457	93%	53%	3%	517	96%	81%	3%

### NOTES

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

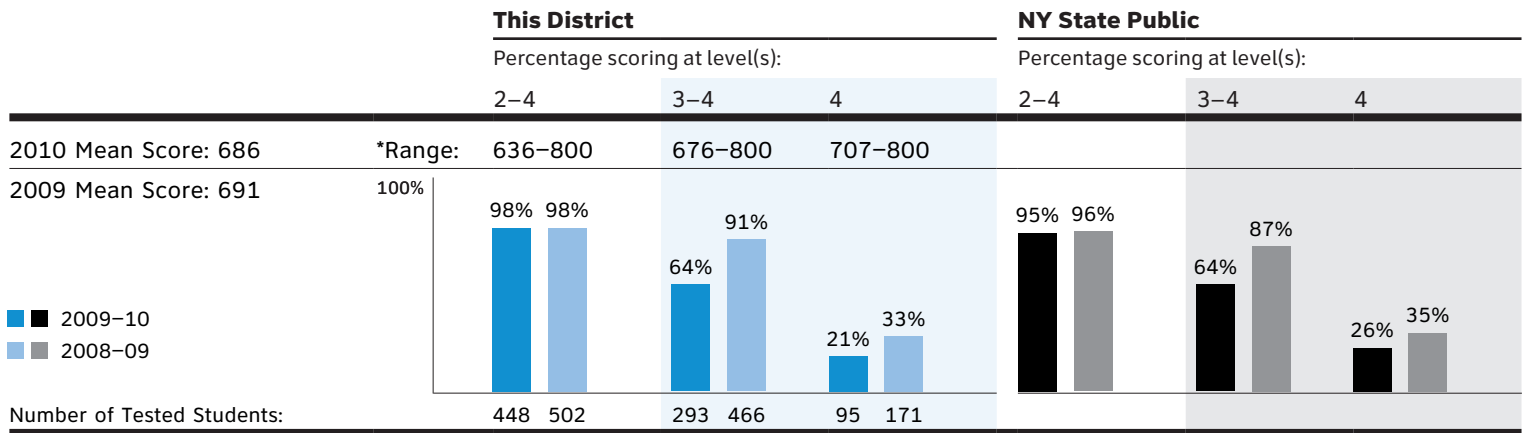
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	6	6	6	5	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	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 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>457</b>	<b>98%</b>	<b>64%</b>	<b>21%</b>	<b>514</b>	<b>98%</b>	<b>91%</b>	<b>33%</b>
Female	241	98%	63%	20%	247	99%	91%	30%
Male	216	99%	65%	22%	267	97%	90%	36%
American Indian or Alaska Native	24	100%	46%	4%	16	94%	94%	38%
Black or African American	166	96%	48%	11%	196	97%	84%	21%
Hispanic or Latino	8	-	-	-	10	100%	100%	30%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	82%	55%	6	-	-	-
White	244	99%	76%	28%	285	98%	95%	40%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	12	100%	58%	8%	7	100%	100%	71%
General-Education Students	383	99%	69%	23%	432	100%	95%	36%
Students with Disabilities	74	92%	41%	8%	82	88%	67%	20%
English Proficient	452	98%	65%	21%	506	98%	91%	33%
Limited English Proficient	5	100%	20%	0%	8	100%	100%	25%
Economically Disadvantaged	319	97%	57%	14%	370	98%	89%	28%
Not Disadvantaged	138	100%	80%	37%	144	98%	94%	47%
Migrant								
Not Migrant	457	98%	64%	21%	514	98%	91%	33%

### NOTES

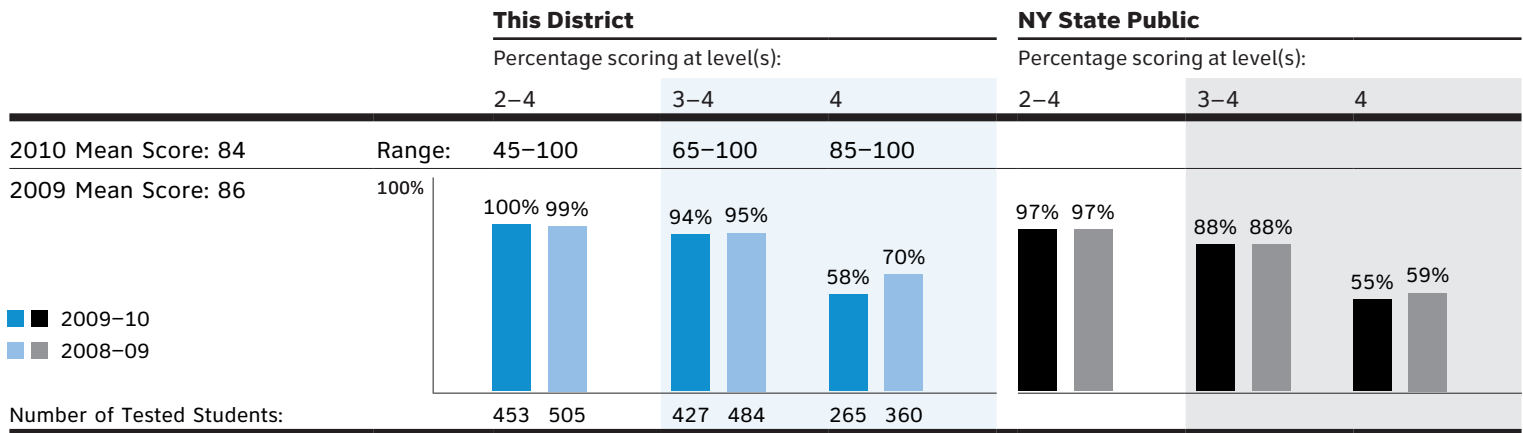
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	5	5	6	6	6	6

## 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>455</b>	<b>100%</b>	<b>94%</b>	<b>58%</b>	<b>511</b>	<b>99%</b>	<b>95%</b>	<b>70%</b>
Female	241	100%	95%	59%	246	98%	94%	67%
Male	214	99%	93%	58%	265	99%	95%	73%
American Indian or Alaska Native	24	100%	88%	46%	16	94%	94%	75%
Black or African American	165	99%	91%	42%	195	98%	92%	55%
Hispanic or Latino	8	-	-	-	10	100%	90%	60%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	73%	6	-	-	-
White	244	100%	96%	71%	283	99%	96%	81%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	11	100%	91%	36%	7	100%	100%	71%
General-Education Students	381	99%	95%	61%	427	100%	97%	74%
Students with Disabilities	74	100%	88%	42%	84	95%	83%	51%
English Proficient	450	100%	94%	59%	503	99%	95%	71%
Limited English Proficient	5	100%	100%	20%	8	100%	88%	63%
Economically Disadvantaged	317	100%	92%	48%	367	99%	94%	64%
Not Disadvantaged	138	99%	98%	81%	144	98%	96%	87%
Migrant								
Not Migrant	455	100%	94%	58%	511	99%	95%	70%

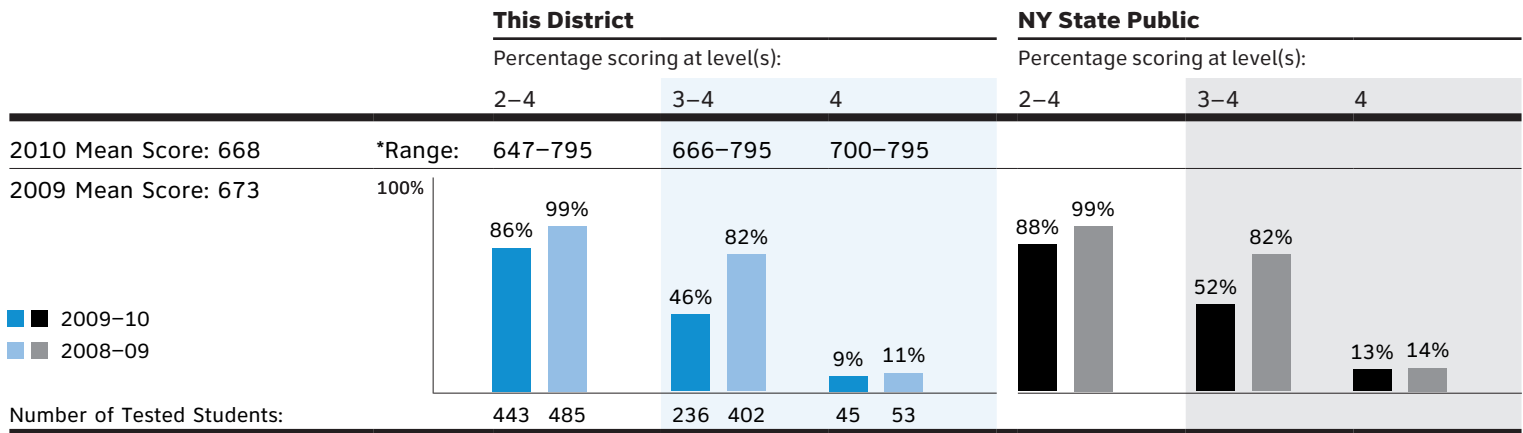
### NOTES

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	6	6	6	5	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
<b>All Students</b>	<b>516</b>	<b>86%</b>	<b>46%</b>	<b>9%</b>	<b>488</b>	<b>99%</b>	<b>82%</b>	<b>11%</b>
Female	245	90%	51%	11%	236	99%	85%	14%
Male	271	82%	41%	7%	252	100%	80%	8%
American Indian or Alaska Native	16	88%	25%	0%	22	100%	82%	5%
Black or African American	197	78%	32%	3%	159	99%	73%	1%
Hispanic or Latino	11	73%	18%	0%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	284	92%	57%	13%	289	99%	88%	17%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	8	75%	75%	13%	18	100%	72%	6%
General-Education Students	430	93%	50%	10%	395	100%	91%	13%
Students with Disabilities	86	50%	22%	2%	93	97%	45%	2%
English Proficient	510	86%	46%	9%	480	99%	83%	11%
Limited English Proficient	6	83%	17%	0%	8	100%	25%	0%
Economically Disadvantaged	361	83%	37%	6%	341	100%	78%	10%
Not Disadvantaged	155	93%	66%	16%	147	99%	92%	14%
Migrant								
Not Migrant	516	86%	46%	9%	488	99%	82%	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.

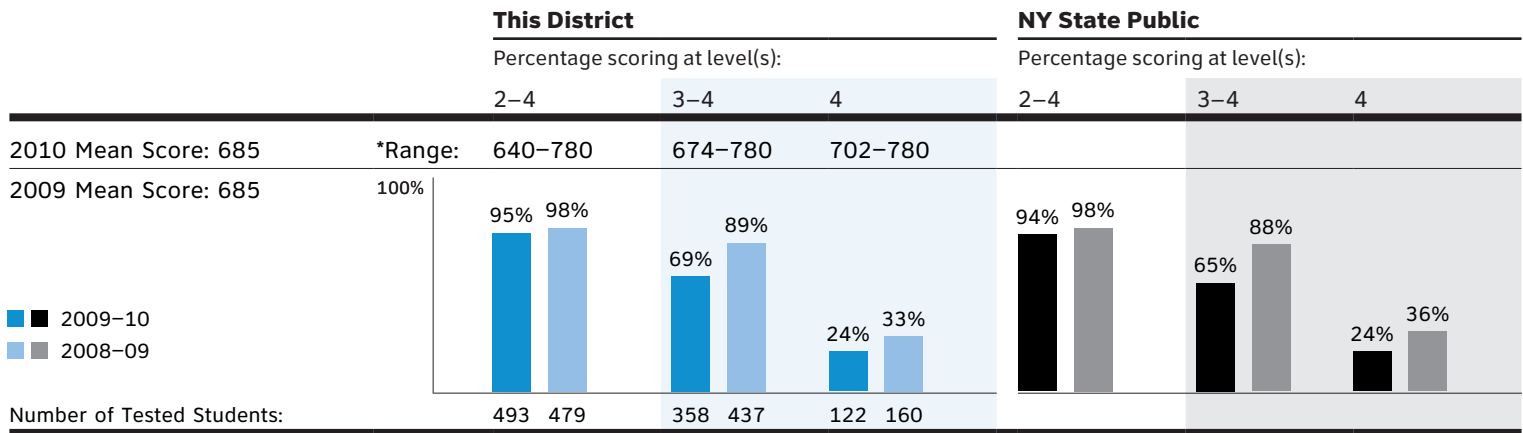
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 5 Equivalent	7	7	7	7	10	10	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>519</b>	<b>95%</b>	<b>69%</b>	<b>24%</b>	<b>491</b>	<b>98%</b>	<b>89%</b>	<b>33%</b>
Female	247	95%	71%	22%	238	95%	88%	34%
Male	272	95%	67%	25%	253	100%	90%	32%
American Indian or Alaska Native	16	94%	69%	6%	22	95%	91%	27%
Black or African American	197	93%	56%	12%	161	96%	83%	17%
Hispanic or Latino	11	82%	36%	9%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	288	97%	79%	33%	290	99%	92%	42%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	71%	29%	18	89%	89%	22%
General-Education Students	431	98%	76%	26%	399	99%	94%	38%
Students with Disabilities	88	78%	34%	11%	92	91%	65%	9%
English Proficient	512	95%	69%	23%	483	98%	89%	33%
Limited English Proficient	7	100%	100%	29%	8	75%	75%	0%
Economically Disadvantaged	362	95%	64%	16%	344	97%	87%	26%
Not Disadvantaged	157	94%	82%	41%	147	99%	94%	47%
Migrant								
Not Migrant	519	95%	69%	24%	491	98%	89%	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.

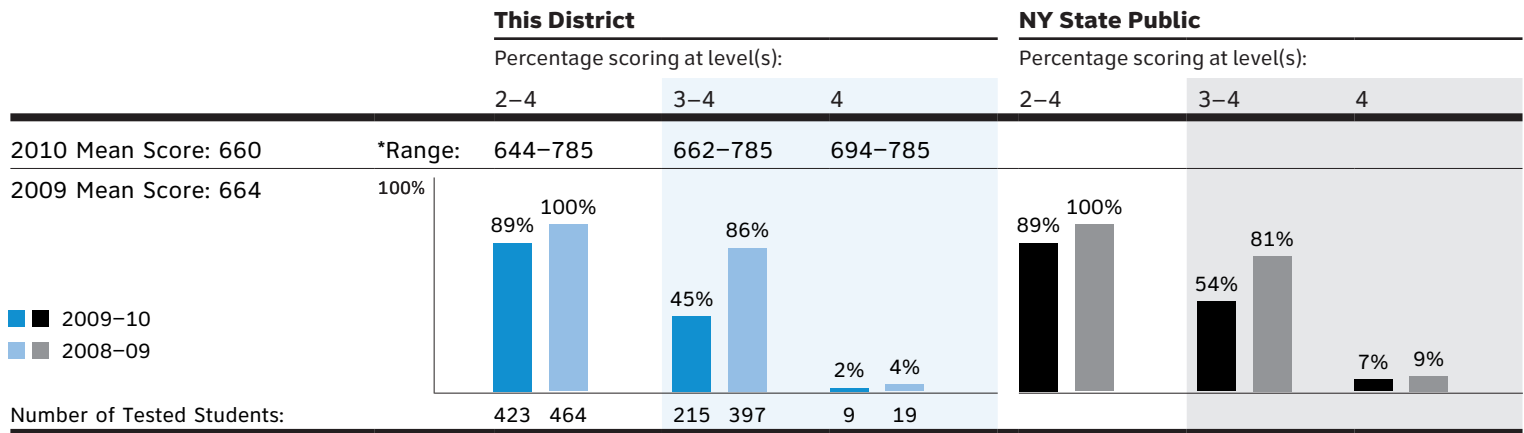
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 5 Equivalent	7	7	7	6	10	10	10	8



## 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>476</b>	<b>89%</b>	<b>45%</b>	<b>2%</b>	<b>464</b>	<b>100%</b>	<b>86%</b>	<b>4%</b>
Female	231	91%	52%	3%	228	100%	85%	6%
Male	245	87%	39%	1%	236	100%	86%	3%
American Indian or Alaska Native	25	88%	40%	0%	13	-	-	-
Black or African American	146	84%	29%	2%	180	100%	77%	2%
Hispanic or Latino	10	100%	30%	0%	14	100%	79%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	290	91%	54%	2%	253	100%	92%	6%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	20%	20%	17	100%	88%	0%
General-Education Students	383	97%	53%	2%	392	100%	91%	5%
Students with Disabilities	93	57%	12%	0%	72	100%	58%	1%
English Proficient	469	89%	46%	2%	458	100%	86%	4%
Limited English Proficient	7	57%	0%	0%	6	100%	17%	0%
Economically Disadvantaged	332	87%	37%	2%	317	100%	82%	2%
Not Disadvantaged	144	94%	63%	3%	147	100%	94%	10%
Migrant								
Not Migrant	476	89%	45%	2%	464	100%	86%	4%

#### NOTES

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

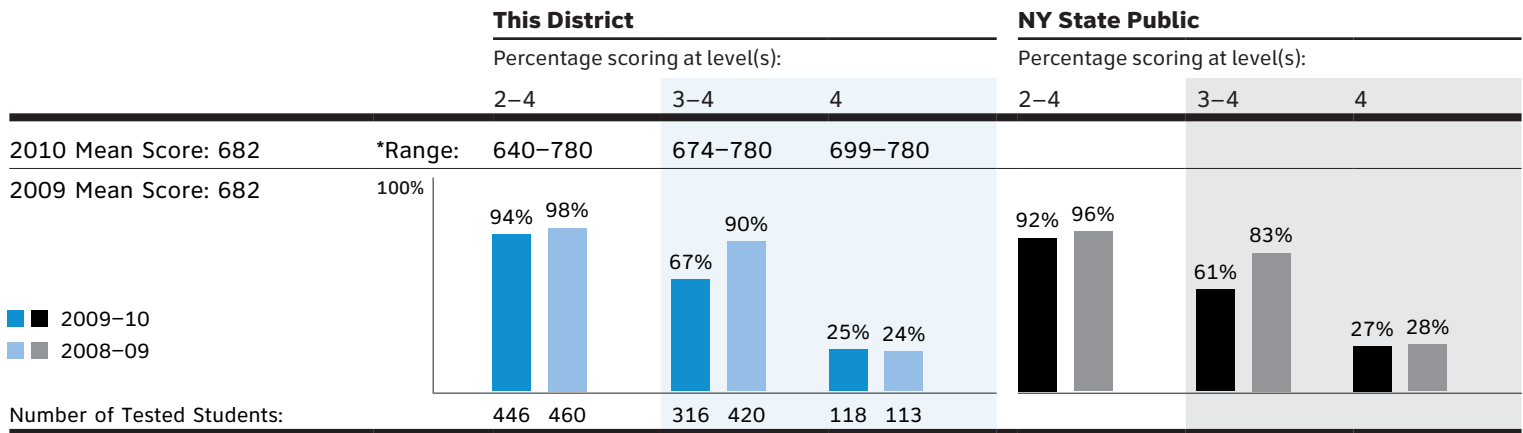
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	9	9	9	9	14	14	11	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	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 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>475</b>	<b>94%</b>	<b>67%</b>	<b>25%</b>	<b>468</b>	<b>98%</b>	<b>90%</b>	<b>24%</b>
Female	230	94%	67%	25%	230	98%	89%	21%
Male	245	94%	67%	24%	238	98%	91%	27%
American Indian or Alaska Native	25	100%	68%	24%	12	-	-	-
Black or African American	145	89%	56%	12%	180	96%	86%	15%
Hispanic or Latino	10	90%	80%	30%	15	100%	87%	27%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	4	-	-	-
White	289	96%	71%	32%	257	100%	93%	30%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	100%	0%	16	100%	88%	31%
General-Education Students	383	98%	73%	27%	394	99%	93%	27%
Students with Disabilities	92	75%	40%	14%	74	93%	70%	11%
English Proficient	467	94%	67%	25%	461	98%	90%	24%
Limited English Proficient	8	88%	50%	0%	7	86%	57%	14%
Economically Disadvantaged	331	93%	60%	18%	317	97%	87%	20%
Not Disadvantaged	144	97%	81%	40%	151	100%	95%	32%
Migrant								
Not Migrant	475	94%	67%	25%	468	98%	90%	24%

### NOTES

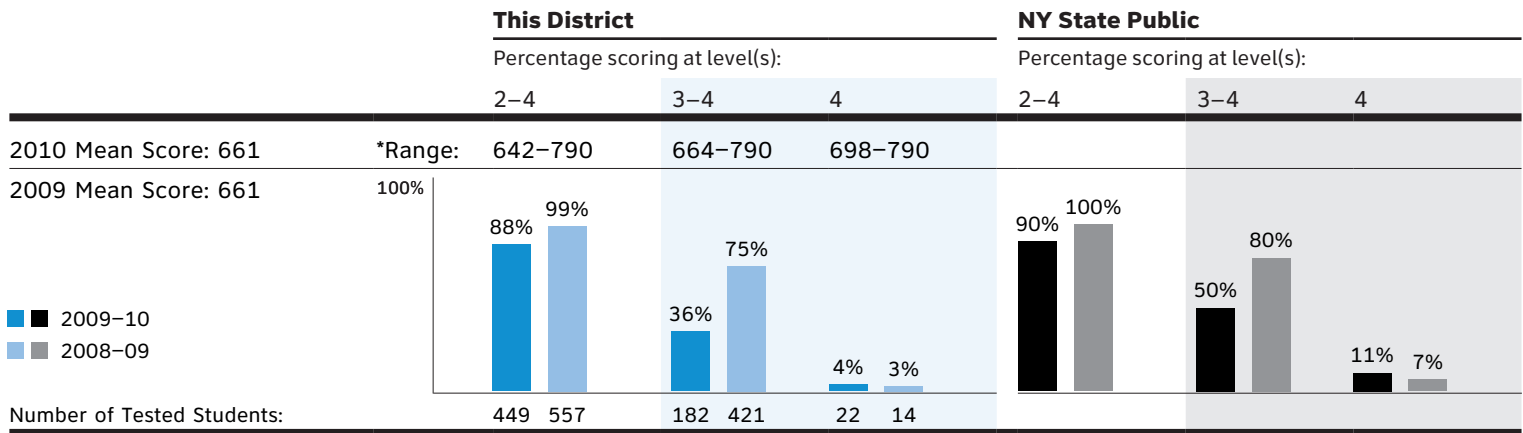
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## Other Assessments

	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	9	9	9	9	14	14	12	9

## 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>508</b>	<b>88%</b>	<b>36%</b>	<b>4%</b>	<b>560</b>	<b>99%</b>	<b>75%</b>	<b>3%</b>
Female	252	89%	37%	5%	301	100%	76%	3%
Male	256	88%	35%	4%	259	99%	74%	2%
American Indian or Alaska Native	16	88%	31%	6%	25	100%	76%	0%
Black or African American	218	83%	23%	1%	238	99%	65%	0%
Hispanic or Latino	19	84%	37%	0%	13	100%	62%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	9	-	-	-
White	247	93%	47%	7%	274	100%	84%	5%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	100%	63%	13%	10	100%	100%	10%
General-Education Students	434	93%	40%	5%	448	100%	86%	3%
Students with Disabilities	74	59%	11%	0%	112	97%	32%	0%
English Proficient	500	89%	36%	4%	553	99%	76%	3%
Limited English Proficient	8	63%	0%	0%	7	100%	29%	0%
Economically Disadvantaged	352	86%	31%	3%	387	99%	70%	1%
Not Disadvantaged	156	94%	47%	8%	173	99%	87%	6%
Migrant								
Not Migrant	508	88%	36%	4%	560	99%	75%	3%

### NOTES

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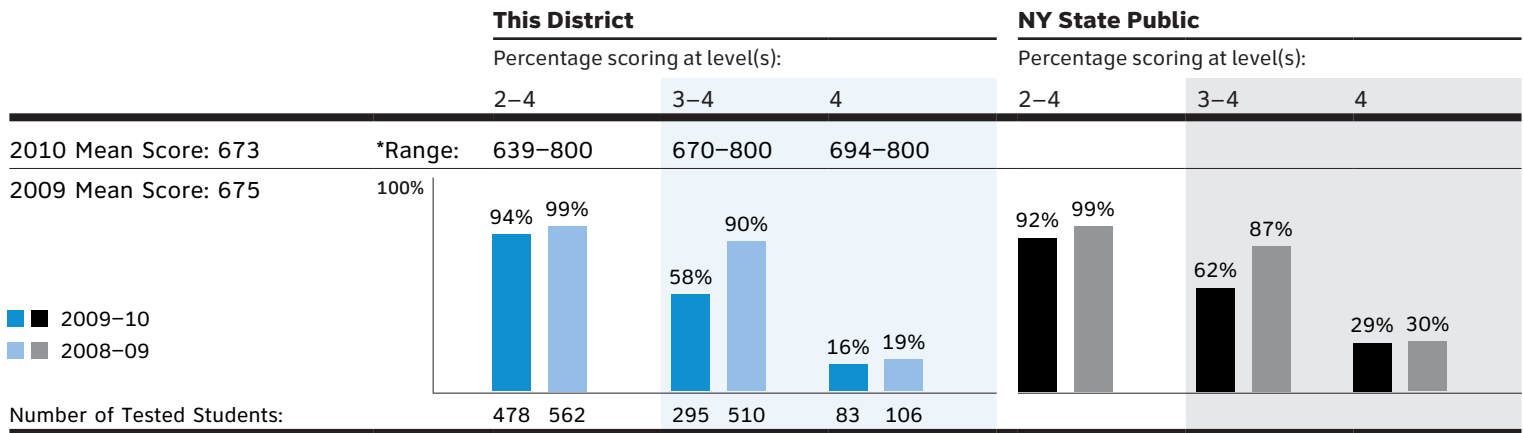
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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	13	13	13	10	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>509</b>	<b>94%</b>	<b>58%</b>	<b>16%</b>	<b>566</b>	<b>99%</b>	<b>90%</b>	<b>19%</b>
Female	253	94%	55%	15%	302	99%	91%	18%
Male	256	94%	61%	18%	264	99%	89%	19%
American Indian or Alaska Native	16	100%	56%	13%	26	100%	100%	27%
Black or African American	217	91%	47%	7%	240	99%	84%	8%
Hispanic or Latino	20	90%	45%	10%	12	100%	92%	33%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	11	-	-	-
White	248	96%	68%	25%	276	99%	95%	26%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	100%	63%	25%	12	100%	92%	42%
General-Education Students	434	97%	65%	18%	451	100%	96%	22%
Students with Disabilities	75	75%	17%	4%	115	97%	69%	4%
English Proficient	501	95%	59%	17%	559	99%	90%	19%
Limited English Proficient	8	50%	13%	0%	7	100%	71%	14%
Economically Disadvantaged	354	93%	55%	12%	391	99%	88%	11%
Not Disadvantaged	155	97%	65%	26%	175	99%	95%	35%
Migrant								
Not Migrant	509	94%	58%	16%	566	99%	90%	19%

### NOTES

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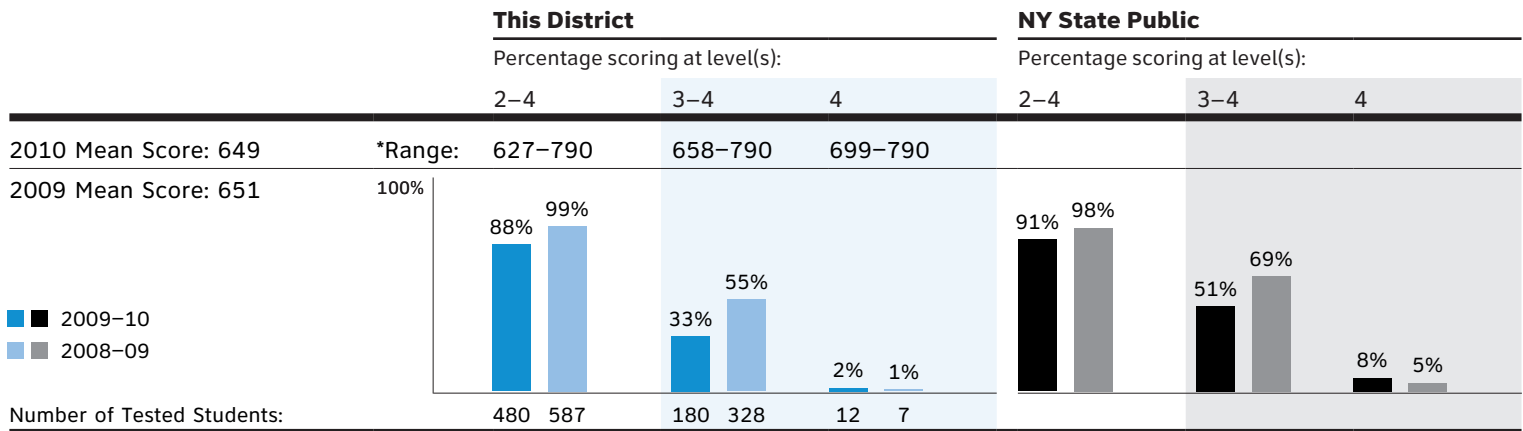
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	13	13	13	7	6	6	6	6

## 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>544</b>	<b>88%</b>	<b>33%</b>	<b>2%</b>	<b>594</b>	<b>99%</b>	<b>55%</b>	<b>1%</b>
Female	287	89%	40%	3%	300	99%	61%	1%
Male	257	88%	25%	2%	294	99%	49%	1%
American Indian or Alaska Native	26	81%	27%	0%	17	100%	53%	0%
Black or African American	221	85%	20%	0%	228	98%	40%	2%
Hispanic or Latino	14	79%	21%	0%	15	93%	13%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	9	-	-	-
White	270	92%	44%	4%	324	99%	67%	1%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	13	100%	38%	0%	10	100%	90%	0%
General-Education Students	445	95%	40%	3%	490	99%	64%	1%
Students with Disabilities	99	59%	3%	0%	104	96%	13%	0%
English Proficient	539	89%	33%	2%	588	99%	56%	1%
Limited English Proficient	5	40%	0%	0%	6	83%	0%	0%
Economically Disadvantaged	349	85%	26%	1%	383	99%	49%	1%
Not Disadvantaged	195	93%	46%	4%	211	98%	67%	2%
Migrant								
Not Migrant	544	88%	33%	2%	594	99%	55%	1%

#### NOTES

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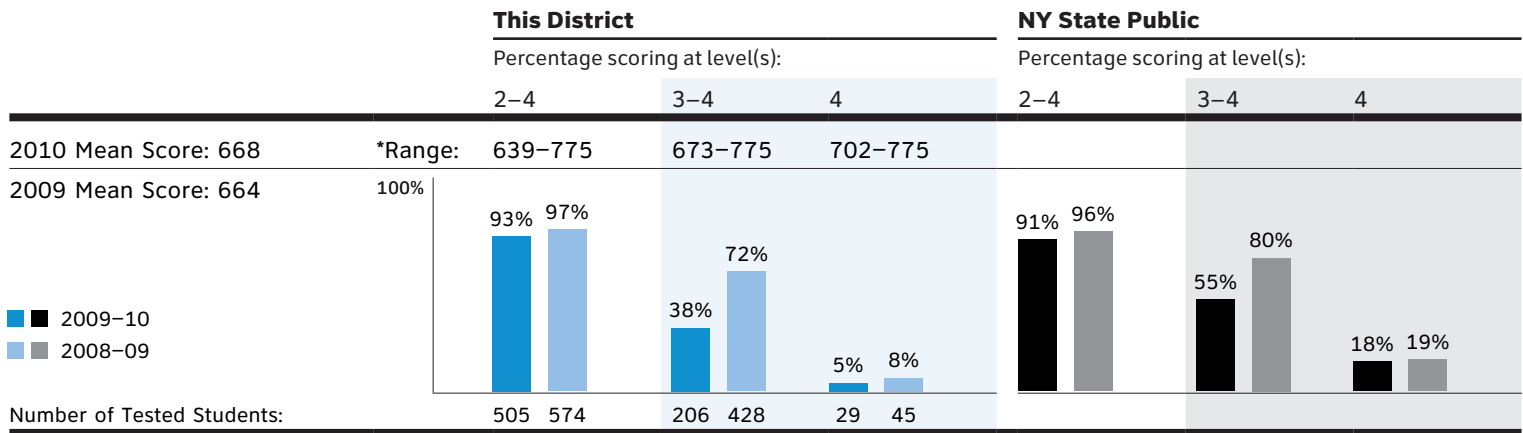
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### 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	7	7	7	10	10	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>542</b>	<b>93%</b>	<b>38%</b>	<b>5%</b>	<b>593</b>	<b>97%</b>	<b>72%</b>	<b>8%</b>
Female	286	95%	38%	6%	300	98%	75%	10%
Male	256	91%	38%	5%	293	95%	69%	5%
American Indian or Alaska Native	24	92%	38%	0%	17	100%	71%	6%
Black or African American	222	90%	26%	2%	227	95%	59%	4%
Hispanic or Latino	14	93%	29%	7%	14	93%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	10	-	-	-
White	269	96%	47%	8%	323	98%	81%	10%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	13	100%	69%	15%	12	92%	92%	17%
General-Education Students	443	96%	44%	7%	487	99%	80%	9%
Students with Disabilities	99	82%	10%	0%	106	85%	37%	1%
English Proficient	537	93%	38%	5%	586	97%	72%	8%
Limited English Proficient	5	80%	20%	0%	7	86%	57%	0%
Economically Disadvantaged	347	93%	30%	2%	389	97%	70%	4%
Not Disadvantaged	195	93%	52%	11%	204	97%	76%	14%
Migrant								
Not Migrant	542	93%	38%	5%	593	97%	72%	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 8 Equivalent	7	7	7	5	10	10	9	8

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

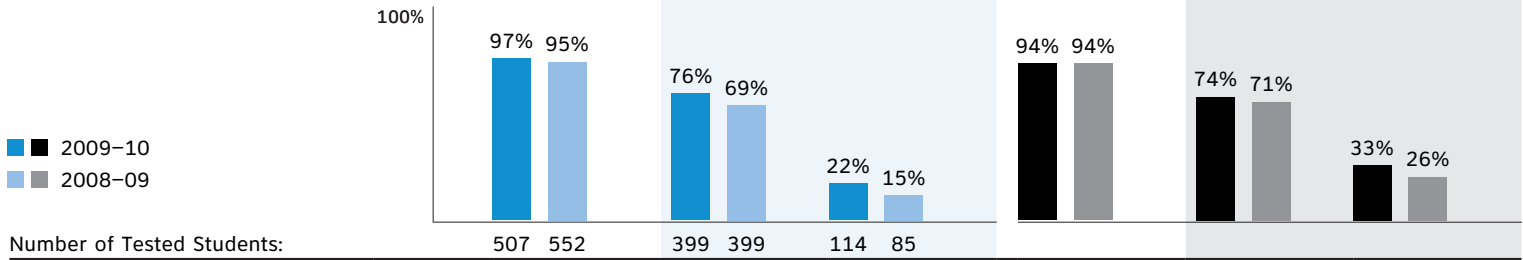
### NY State Public

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
<b>All Students</b>	<b>435</b>	<b>96%</b>	<b>71%</b>	<b>16%</b>	<b>495</b>	<b>95%</b>	<b>64%</b>	<b>6%</b>
Female	223	95%	71%	13%	242	95%	60%	4%
Male	212	97%	72%	20%	253	94%	67%	9%
American Indian or Alaska Native	18	100%	61%	6%	14	86%	71%	21%
Black or African American	195	94%	64%	7%	207	92%	46%	2%
Hispanic or Latino	11	82%	45%	18%	13	100%	62%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	6	-	-	-
White	202	98%	80%	26%	253	98%	77%	9%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	9	100%	78%	11%	8	75%	75%	0%
General-Education Students	341	99%	79%	20%	394	97%	72%	8%
Students with Disabilities	94	87%	44%	2%	101	85%	32%	1%
English Proficient	430	97%	72%	17%	489	95%	64%	7%
Limited English Proficient	5	60%	0%	0%	6	83%	67%	0%
Economically Disadvantaged	303	96%	70%	14%	351	95%	60%	6%
Not Disadvantaged	132	97%	73%	21%	144	93%	73%	8%
Migrant								
Not Migrant	435	96%	71%	16%	495	95%	64%	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.

## Other Assessments

### 2009-10 School Year

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

### 2008-09 School Year

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

	2009-10 School Year	2008-09 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	10
Regents Science	90	84

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

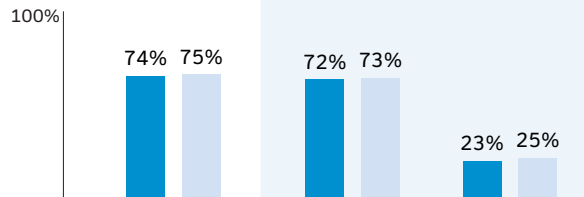
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort  
■ 2005 Cohort

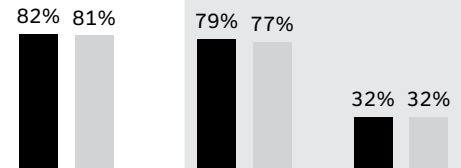
### NY State Public

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	2006 Cohort			2005 Cohort**	2005 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>653</b>	<b>74%</b>	<b>72%</b>	<b>23%</b>	<b>622</b>	<b>75%</b>	<b>73%</b>	<b>25%</b>
Female	326	78%	75%	27%	323	82%	80%	30%
Male	327	70%	69%	18%	299	68%	67%	20%
American Indian or Alaska Native	20	70%	65%	25%	15	67%	67%	13%
Black or African American	234	69%	65%	12%	210	68%	68%	10%
Hispanic or Latino	16	69%	69%	0%	16	94%	81%	38%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	16	81%	81%	25%
White	368	77%	76%	29%	365	78%	76%	34%
Multiracial	3	-	-	-				
Small Group Totals	15	93%	93%	40%				
General-Education Students	542	81%	80%	27%	524	81%	80%	30%
Students with Disabilities	111	42%	35%	2%	98	41%	38%	1%
English Proficient	651	-	-	-	620	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	285	71%	69%	18%	274	74%	72%	19%
Not Disadvantaged	368	76%	74%	26%	348	76%	74%	30%
Migrant								
Not Migrant	653	74%	72%	23%	622	75%	73%	25%

### NOTES

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

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

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



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

### This District

Percentage scoring at level(s):

2-4

3-4

4

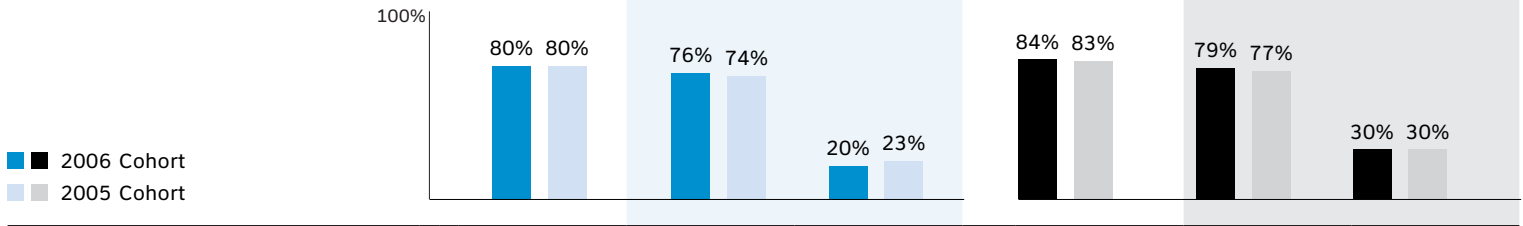
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2006 Cohort				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>653</b>	<b>80%</b>	<b>76%</b>	<b>20%</b>	<b>622</b>	<b>80%</b>	<b>74%</b>	<b>23%</b>
Female	326	82%	79%	20%	323	85%	80%	24%
Male	327	78%	73%	20%	299	74%	67%	22%
American Indian or Alaska Native	20	80%	80%	25%	15	67%	67%	13%
Black or African American	234	75%	68%	8%	210	74%	66%	11%
Hispanic or Latino	16	69%	69%	0%	16	88%	75%	25%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	16	94%	88%	44%
White	368	83%	80%	28%	365	83%	78%	29%
Multiracial	3	-	-	-				
Small Group Totals	15	93%	93%	33%				
General-Education Students	542	86%	82%	23%	524	86%	82%	27%
Students with Disabilities	111	49%	44%	5%	98	44%	32%	1%
English Proficient	651	-	-	-	620	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	285	77%	72%	16%	274	80%	73%	20%
Not Disadvantaged	368	82%	79%	23%	348	79%	75%	26%
Migrant								
Not Migrant	653	80%	76%	20%	622	80%	74%	23%

### NOTES

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

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