



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **ROME CITY SCHOOL DISTRICT**
District ID **41-18-00-01-0000**
Superintendent **JEFFREY SIMONS**
Telephone **(315) 338-6521**
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.

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

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2010–11 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

District **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

District Profile

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

Enrollment

	2007-08	2008-09	2009-10
Pre-K	267	330	326
Kindergarten	430	455	403
Grade 1	401	429	462
Grade 2	390	373	423
Grade 3	410	395	363
Grade 4	383	406	397
Grade 5	379	386	402
Grade 6	373	376	387
Ungraded Elementary	11	14	21
Grade 7	438	374	394
Grade 8	432	433	374
Grade 9	457	451	474
Grade 10	448	409	439
Grade 11	386	407	366
Grade 12	371	384	413
Ungraded Secondary	25	25	22
Total K-12	5334	5317	5340

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	20	20
Grade 8			
English	21	20	19
Mathematics	24	21	21
Science	20	23	21
Social Studies	21	19	21
Grade 10			
English	17	19	20
Mathematics	23		21
Science	13	5	12
Social Studies	22	20	20

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 ROME CITY SCHOOL DISTRICT

District ID 41-18-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	2173	41%	2120	40%	1933	36%
Reduced-Price Lunch	594	11%	603	11%	532	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	33	1%	41	1%	58	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	22	0%	22	0%	20	0%
Black or African American	394	7%	386	7%	436	8%
Hispanic or Latino	225	4%	230	4%	273	5%
Asian or Native Hawaiian/Other Pacific Islander	65	1%	55	1%	67	1%
White	4628	87%	4622	87%	4541	85%
Multiracial	0	0%	2	0%	3	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	463	9%	358	7%	351	7%

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 **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	465	427	479
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	2%	0%	3%
Percent with Fewer Than Three Years of Experience	6%	5%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	43%	44%
Total Number of Core Classes	1161	964	1050
Percent Not Taught by Highly Qualified Teachers in This District	2%	1%	2%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1540	1391	1499
Percent Taught by Teachers Without Appropriate Certification	2%	1%	3%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	30%	6%
Turnover Rate of All Teachers	11%	21%	12%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	53	64	67
Total Paraprofessionals*	189	327	253
Assistant Principals	6	6	5
Principals	11	11	9

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

▲ Improvement (Year 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✗
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	–	–	–
Hispanic or Latino	✓	✓	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–
White	✓	✓	–	✓	✓	–
Multiracial	–	–	–	–	–	–
Other Groups						
Students with Disabilities	✗	✓	–	✗	✗	–
Limited English Proficient	–	–	–	–	–	–
Economically Disadvantaged	✓	✓	–	✗	✓	–
Student groups making AYP in each subject	✗ 5 of 6	✓ 6 of 6	✓ 1 of 1	✗ 2 of 4	✗ 3 of 4	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts




















Accountability Status for This Subject (2010–11)  Improvement (Year 5)

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 6) 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 5) in 2011-12. [210]

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


Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2346:2262)			100%		169	153	
Ethnicity							
American Indian or Alaska Native (18:17)	—	—	—	—	—	—	—
Black or African American (200:192)			99%		160	147	
Hispanic or Latino (120:110)			98%		161	145	
Asian or Native Hawaiian/Other Pacific Islander (31:24)	—	—	—	—	—	—	—
White (1977:1919)			100%		171	153	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (448:459)			99%		127	150	132 88
Limited English Proficient (28:19)	—	—	—	—	—	—	—
Economically Disadvantaged (1229:1159)			99%		156	152	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (1156:1124)			100%		174	152	
Male (1190:1138)			100%		164	152	
Migrant (1:1)			—		—	—	


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 6 of 6 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
Accountability Groups							
All Students (2346:2268)			100%		181	133	
Ethnicity							
American Indian or Alaska Native (18:17)	—	—	—	—	—	—	—
Black or African American (201:194)			100%		176	127	
Hispanic or Latino (120:112)			99%		161	125	
Asian or Native Hawaiian/Other Pacific Islander (31:26)	—	—	—	—	—	—	—
White (1975:1919)			100%		183	133	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (447:462)			99%		140	130	
Limited English Proficient (28:22)	—	—	—	—	—	—	—
Economically Disadvantaged (1231:1165)			100%		170	132	
Final AYP Determination	 6 of 6						
Non-Accountability Groups							
Female (1157:1127)			100%		182	132	
Male (1189:1141)			100%		180	132	
Migrant (1:1)			—		—	—	

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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















Elementary/Middle-Level Science

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

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

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

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (791:755)		Qualified		99%		182	100	
Ethnicity								
American Indian or Alaska Native (5:4)	—	—	—	—	—	—	—	—
Black or African American (63:60)		Qualified		98%		180	100	
Hispanic or Latino (46:41)		Qualified		98%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—	—
White (669:644)		Qualified		99%		183	100	
Multiracial (1:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (130:133)		Qualified		95%		146	100	
Limited English Proficient (7:5)	—	—	—	—	—	—	—	—
Economically Disadvantaged (389:364)		Qualified		99%		171	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (391:375)				99%		181	100	
Male (400:380)				99%		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 5)

Accountability Measures 2 of 4 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 6) 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 5) in 2011-12. [210]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (406:413)			98%		183	172	
Ethnicity							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (31:28)	—	—	—	—	—	—	—
Hispanic or Latino (22:20)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—
White (345:359)			99%		184	171	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (58:71)			95%		154	166	146 [‡] 159
Limited English Proficient (1:0)	—	—	—	—	—	—	—
Economically Disadvantaged (138:155)			97%		168	169	169 [‡] 171
Final AYP Determination	 2 of 4						
Non-Accountability Groups							
Female (220:215)			98%		191	169	
Male (186:198)			98%		174	169	
Migrant (0:0)							


Symbols

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

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














Secondary-Level Mathematics

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

Accountability Measures 3 of 4 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 (406:413)			100%		184	168	
Ethnicity							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (31:28)	—	—	—	—	—	—	—
Hispanic or Latino (22:20)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—
White (345:359)			100%		184	167	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (58:71)			98%		138	162	128 [‡] 144
Limited English Proficient (1:0)	—	—	—	—	—	—	—
Economically Disadvantaged (138:155)			100%		170	165	
Final AYP Determination	 3 of 4						
Non-Accountability Groups							
Female (220:215)			100%		187	165	
Male (186:198)			99%		180	165	
Migrant (0:0)							


Symbols

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

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







Graduation Rate

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

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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2009–10 2010–11
Accountability Groups					
All Students (467)			75%	80%	79% 76%
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (27)		—	—	—	
Hispanic or Latino (23)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (6)		—	—	—	
White (410)			78%	80%	79% 79%
Multiracial (1)		—	—	—	
Other Groups					
Students with Disabilities (84)			52%	80%	60% 58%
Limited English Proficient (3)		—	—	—	
Economically Disadvantaged (148)			66%	80%	73% 69%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (233)			77%	80%	
Male (234)			74%	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 **77%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

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

7 schools identified 78% of total

BELLAMY ELEMENTARY SCHOOL
GANSEVOORT ELEMENTARY SCHOOL
GEORGE R STALEY UPPER ELEMENTARY SCHOOL
JOHN E JOY ELEMENTARY SCHOOL
LOUIS V DENTI ELEMENTARY SCHOOL
RIDGE MILLS ELEMENTARY SCHOOL
STOKES ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 11% of total

ROME FREE ACADEMY

Restructuring (year 2) Focused

1 school identified 11% of total

LYNDON H STROUGH MIDDLE SCHOOL

4 Overview of District Performance

District **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	53%			351
Grade 4	52%			395
Grade 5	38%			400
Grade 6	48%			390
Grade 7	45%			386
Grade 8	54%			382

Mathematics			
Grade 3	47%		356
Grade 4	49%		394
Grade 5	58%		399
Grade 6	52%		395
Grade 7	57%		388
Grade 8	51%		383

Science			
Grade 4	84%		388
Grade 8	81%		336

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	76%			494
Mathematics	76%			494

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 664	*Range: 643-780	662-780	694-780			
2009 Mean Score: 666						
Number of Tested Students:	293	365	187	280	49	31

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	351	83%	53%	14%	391	93%	72%	8%
Female	181	86%	56%	15%	195	95%	76%	10%
Male	170	81%	50%	12%	196	92%	67%	6%
American Indian or Alaska Native	3	-	-	-				
Black or African American	23	78%	57%	13%	33	97%	67%	3%
Hispanic or Latino	23	83%	35%	13%	24	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	299	84%	55%	14%	333	94%	72%	8%
Multiracial								
Small Group Totals	6	83%	50%	17%	25	80%	68%	8%
General-Education Students	285	93%	64%	17%	332	98%	80%	9%
Students with Disabilities	66	41%	9%	2%	59	66%	22%	0%
English Proficient	347	-	-	-	385	94%	73%	8%
Limited English Proficient	4	-	-	-	6	50%	0%	0%
Economically Disadvantaged	197	77%	45%	10%	208	90%	60%	3%
Not Disadvantaged	154	92%	64%	19%	183	97%	85%	13%
Migrant								
Not Migrant	351	83%	53%	14%	391	93%	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.

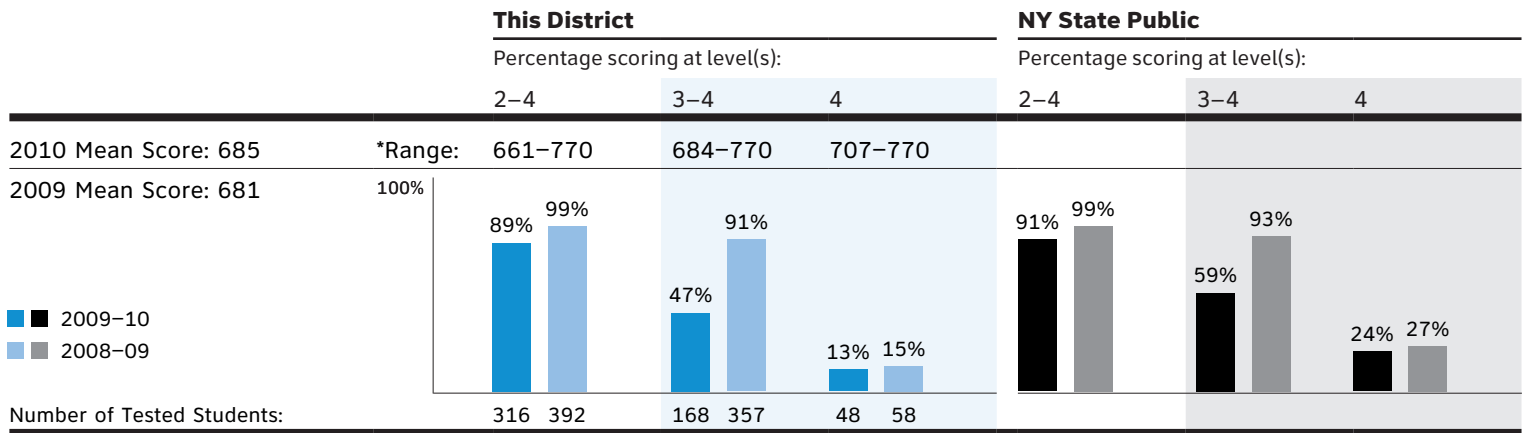
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	2	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	356	89%	47%	13%	394	99%	91%	15%
Female	183	89%	46%	13%	196	100%	89%	16%
Male	173	88%	49%	14%	198	99%	92%	13%
American Indian or Alaska Native	3	-	-	-				
Black or African American	23	83%	43%	17%	34	100%	88%	3%
Hispanic or Latino	23	83%	52%	13%	25	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	1	-	-	-
White	301	90%	47%	13%	334	99%	92%	16%
Multiracial								
Small Group Totals	9	78%	44%	11%	26	100%	77%	8%
General-Education Students	288	97%	54%	16%	335	100%	95%	17%
Students with Disabilities	68	54%	19%	1%	59	97%	68%	3%
English Proficient	349	89%	48%	14%	387	99%	91%	15%
Limited English Proficient	7	71%	0%	0%	7	100%	86%	14%
Economically Disadvantaged	201	83%	39%	10%	209	100%	86%	9%
Not Disadvantaged	155	96%	57%	18%	185	99%	96%	22%
Migrant								
Not Migrant	356	89%	47%	13%	394	99%	91%	15%

NOTES

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

Other Assessments

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

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 669	*Range: 637-775	668-775	720-775			
2009 Mean Score: 664						
Number of Tested Students:	353	388	205	300	16	14

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	395	89%	52%	4%	408	95%	74%	3%
Female	195	93%	56%	5%	202	97%	74%	4%
Male	200	86%	48%	3%	206	94%	73%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	37	84%	32%	0%	35	94%	54%	0%
Hispanic or Latino	23	-	-	-	10	80%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	6	-	-	-
White	334	91%	55%	4%	356	96%	76%	4%
Multiracial								
Small Group Totals	24	79%	33%	4%	7	100%	86%	14%
General-Education Students	337	96%	59%	5%	333	99%	83%	4%
Students with Disabilities	58	50%	10%	0%	75	76%	33%	0%
English Proficient	391	-	-	-	406	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	216	84%	38%	0%	224	92%	63%	1%
Not Disadvantaged	179	96%	69%	8%	184	99%	86%	6%
Migrant					1	-	-	-
Not Migrant	395	89%	52%	4%	407	-	-	-

NOTES

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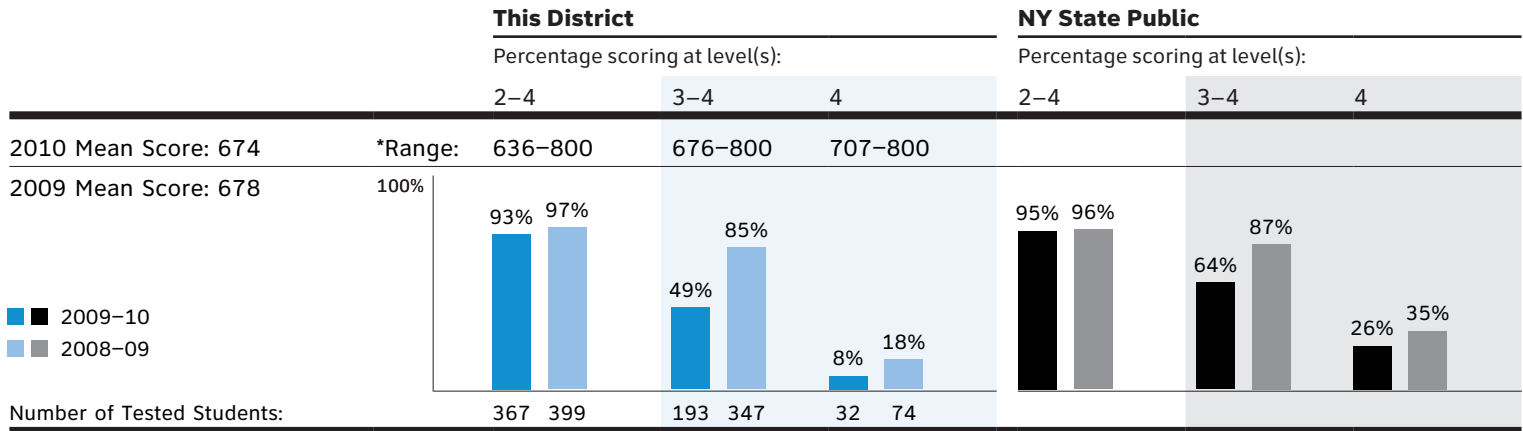
Other

Assessments

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



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	394	93%	49%	8%	410	97%	85%	18%
Female	195	93%	49%	7%	204	97%	82%	17%
Male	199	93%	49%	10%	206	98%	87%	19%
American Indian or Alaska Native					1	-	-	-
Black or African American	37	97%	35%	0%	35	100%	83%	3%
Hispanic or Latino	23	-	-	-	11	82%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	6	-	-	-
White	332	94%	51%	10%	357	97%	85%	20%
Multiracial	1	-	-	-				
Small Group Totals	25	76%	40%	0%	7	100%	100%	0%
General-Education Students	337	98%	55%	9%	335	100%	90%	21%
Students with Disabilities	57	67%	11%	0%	75	87%	61%	5%
English Proficient	390	-	-	-	407	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	217	90%	38%	2%	225	96%	78%	10%
Not Disadvantaged	177	97%	62%	16%	185	99%	92%	28%
Migrant					1	-	-	-
Not Migrant	394	93%	49%	8%	409	-	-	-

NOTES

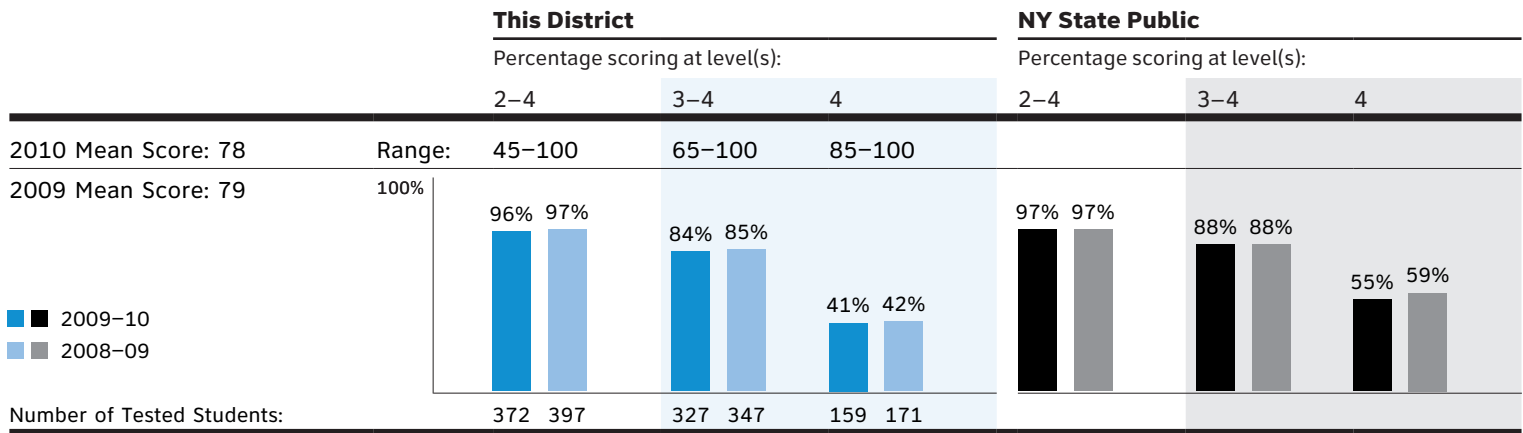
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	4	2	5	5	4	4

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	388	96%	84%	41%	410	97%	85%	42%
Female	191	96%	83%	42%	205	96%	80%	33%
Male	197	95%	85%	40%	205	98%	89%	50%
American Indian or Alaska Native					1	-	-	-
Black or African American	37	97%	81%	24%	35	97%	77%	20%
Hispanic or Latino	23	-	-	-	11	73%	55%	18%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	7	-	-	-
White	326	97%	86%	44%	356	98%	87%	44%
Multiracial	1	-	-	-				
Small Group Totals	25	84%	68%	28%	8	88%	75%	63%
General-Education Students	333	98%	90%	47%	334	98%	87%	46%
Students with Disabilities	55	84%	51%	7%	76	93%	72%	24%
English Proficient	384	-	-	-	405	98%	85%	42%
Limited English Proficient	4	-	-	-	5	40%	20%	0%
Economically Disadvantaged	215	94%	78%	28%	226	94%	77%	24%
Not Disadvantaged	173	98%	92%	57%	184	100%	93%	63%
Migrant					1	-	-	-
Not Migrant	388	96%	84%	41%	409	-	-	-

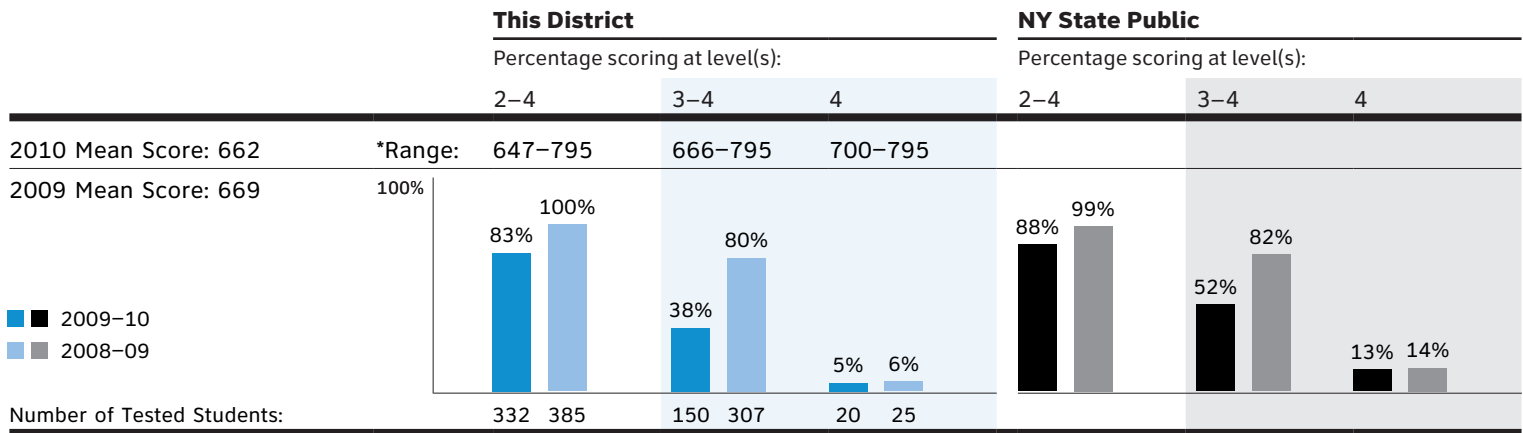
NOTES

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	5	4	5	4	4	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
All Students	400	83%	38%	5%	386	100%	80%	6%
Female	196	87%	36%	6%	178	100%	82%	6%
Male	204	79%	39%	4%	208	100%	77%	7%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	35	71%	34%	9%	34	100%	74%	3%
Hispanic or Latino	14	57%	36%	0%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	342	85%	38%	5%	333	100%	81%	7%
Multiracial								
Small Group Totals	9	78%	22%	11%	19	95%	63%	5%
General-Education Students	324	90%	45%	6%	304	100%	89%	8%
Students with Disabilities	76	55%	7%	0%	82	99%	43%	0%
English Proficient	396	-	-	-	384	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	217	73%	26%	3%	215	100%	71%	3%
Not Disadvantaged	183	95%	51%	7%	171	99%	90%	11%
Migrant	1	-	-	-				
Not Migrant	399	-	-	-	386	100%	80%	6%

NOTES

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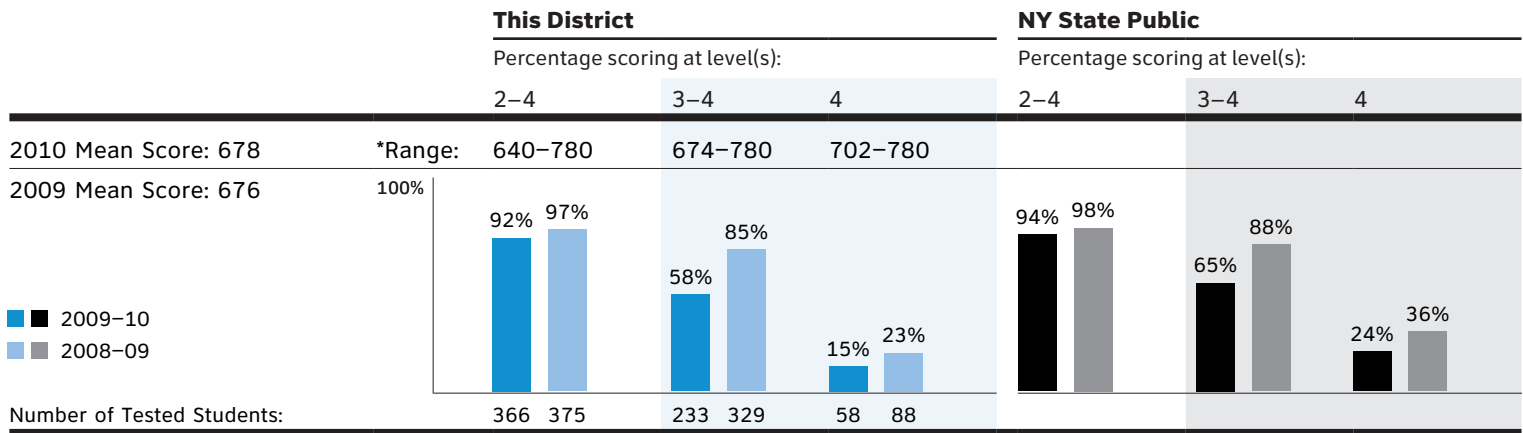
Other

Assessments

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



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	399	92%	58%	15%	385	97%	85%	23%
Female	195	93%	56%	12%	177	98%	86%	20%
Male	204	91%	61%	17%	208	97%	85%	25%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	35	94%	34%	3%	34	100%	85%	15%
Hispanic or Latino	14	71%	36%	7%	17	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	341	92%	62%	16%	330	98%	86%	24%
Multiracial								
Small Group Totals	9	89%	67%	0%	21	90%	81%	24%
General-Education Students	323	97%	66%	17%	303	100%	94%	29%
Students with Disabilities	76	70%	26%	4%	82	89%	54%	1%
English Proficient	395	-	-	-	381	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	217	85%	46%	8%	214	97%	79%	12%
Not Disadvantaged	182	100%	73%	23%	171	98%	94%	37%
Migrant	1	-	-	-				
Not Migrant	398	-	-	-	385	97%	85%	23%

NOTES

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Other Assessments

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

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 661	*Range: 644-785	662-785	694-785			
2009 Mean Score: 661						
Number of Tested Students:	341	373	186	284	16	11

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	390	87%	48%	4%	373	100%	76%	3%
Female	179	92%	53%	4%	185	100%	81%	3%
Male	211	83%	43%	4%	188	100%	71%	3%
American Indian or Alaska Native					10	-	-	-
Black or African American	40	88%	38%	3%	41	100%	78%	2%
Hispanic or Latino	19	89%	32%	5%	13	100%	62%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	40%	40%	20%	4	-	-	-
White	326	88%	50%	4%	305	100%	76%	3%
Multiracial								
Small Group Totals					14	100%	79%	0%
General-Education Students	308	96%	58%	5%	303	100%	87%	4%
Students with Disabilities	82	54%	10%	0%	70	100%	29%	0%
English Proficient	386	-	-	-	371	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	210	80%	31%	1%	198	100%	66%	1%
Not Disadvantaged	180	96%	67%	7%	175	100%	88%	5%
Migrant								
Not Migrant	390	87%	48%	4%	373	100%	76%	3%

NOTES

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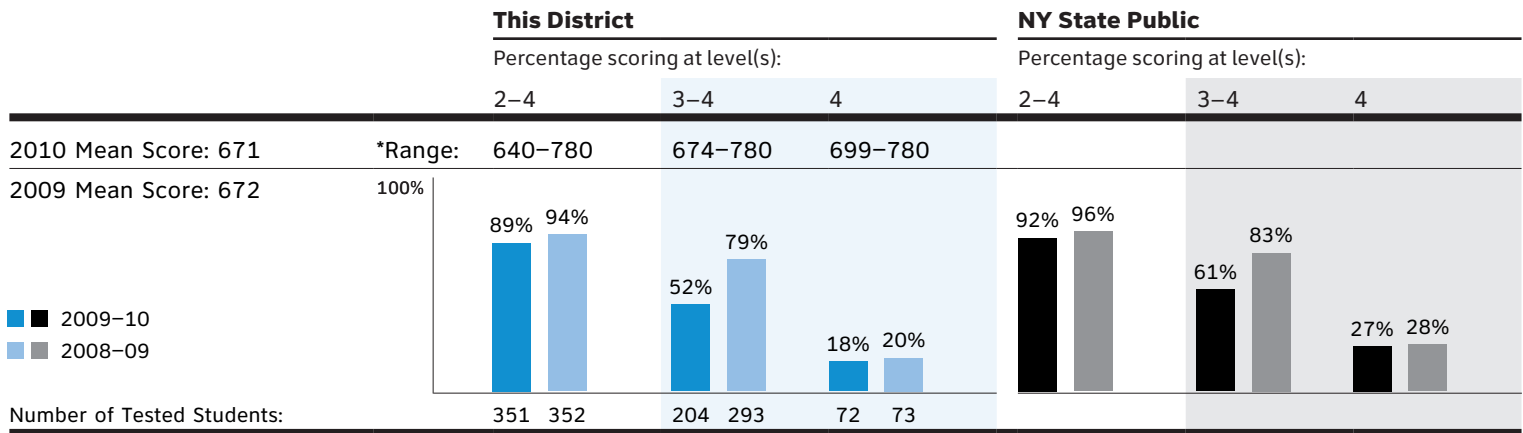
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

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



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	395	89%	52%	18%	373	94%	79%	20%
Female	183	92%	52%	17%	185	94%	81%	18%
Male	212	86%	51%	19%	188	95%	76%	21%
American Indian or Alaska Native					10	-	-	-
Black or African American	42	86%	43%	5%	41	93%	73%	10%
Hispanic or Latino	20	80%	55%	25%	13	92%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	57%	14%	14%	4	-	-	-
White	326	90%	53%	20%	305	94%	80%	21%
Multiracial								
Small Group Totals					14	100%	93%	21%
General-Education Students	313	96%	62%	23%	303	99%	89%	23%
Students with Disabilities	82	62%	12%	1%	70	74%	33%	3%
English Proficient	389	90%	52%	19%	371	-	-	-
Limited English Proficient	6	33%	0%	0%	2	-	-	-
Economically Disadvantaged	215	82%	34%	8%	199	90%	69%	10%
Not Disadvantaged	180	97%	73%	31%	174	99%	89%	30%
Migrant								
Not Migrant	395	89%	52%	18%	373	94%	79%	20%

NOTES

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	1	-	-	-

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 665	*Range: 642-790	664-790	698-790			
2009 Mean Score: 663						
Number of Tested Students:	346	386	172	302	32	14

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	386	90%	45%	8%	388	99%	78%	4%
Female	197	91%	52%	10%	194	99%	83%	5%
Male	189	88%	37%	7%	194	99%	73%	2%
American Indian or Alaska Native	8	-	-	-	5	-	-	-
Black or African American	36	92%	33%	6%	23	100%	74%	9%
Hispanic or Latino	16	81%	44%	6%	17	100%	76%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	322	90%	46%	9%	339	100%	78%	4%
Multiracial								
Small Group Totals	12	92%	33%	8%	9	89%	67%	0%
General-Education Students	309	97%	54%	10%	327	100%	87%	4%
Students with Disabilities	77	61%	5%	0%	61	97%	30%	2%
English Proficient	383	-	-	-	387	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	193	83%	33%	5%	165	100%	62%	2%
Not Disadvantaged	193	96%	56%	12%	223	99%	89%	4%
Migrant								
Not Migrant	386	90%	45%	8%	388	99%	78%	4%

NOTES

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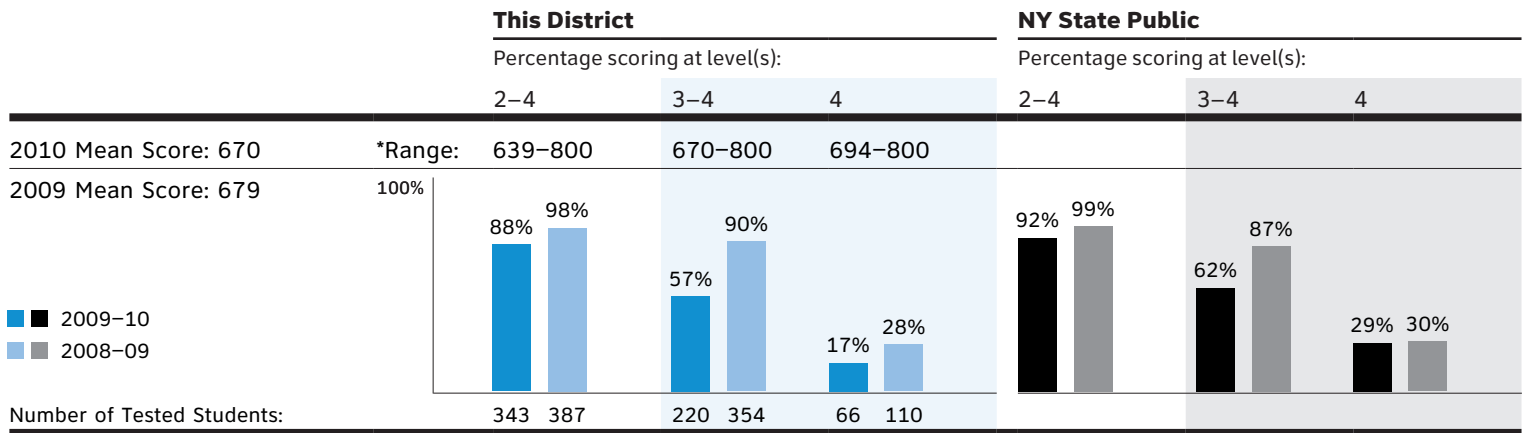
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Other Assessments

	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	1	-	-	-	7	7	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	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 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	388	88%	57%	17%	393	98%	90%	28%
Female	199	90%	61%	17%	198	98%	92%	29%
Male	189	87%	52%	17%	195	99%	88%	27%
American Indian or Alaska Native	8	-	-	-	5	-	-	-
Black or African American	37	86%	46%	5%	23	100%	87%	26%
Hispanic or Latino	17	76%	35%	0%	19	100%	79%	26%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	322	89%	59%	19%	342	99%	91%	28%
Multiracial								
Small Group Totals	12	100%	50%	17%	9	89%	89%	33%
General-Education Students	312	96%	66%	21%	330	100%	96%	31%
Students with Disabilities	76	55%	20%	3%	63	90%	59%	13%
English Proficient	383	89%	57%	17%	392	-	-	-
Limited English Proficient	5	40%	20%	0%	1	-	-	-
Economically Disadvantaged	195	81%	44%	6%	171	98%	84%	13%
Not Disadvantaged	193	96%	70%	28%	222	99%	95%	39%
Migrant								
Not Migrant	388	88%	57%	17%	393	98%	90%	28%

NOTES

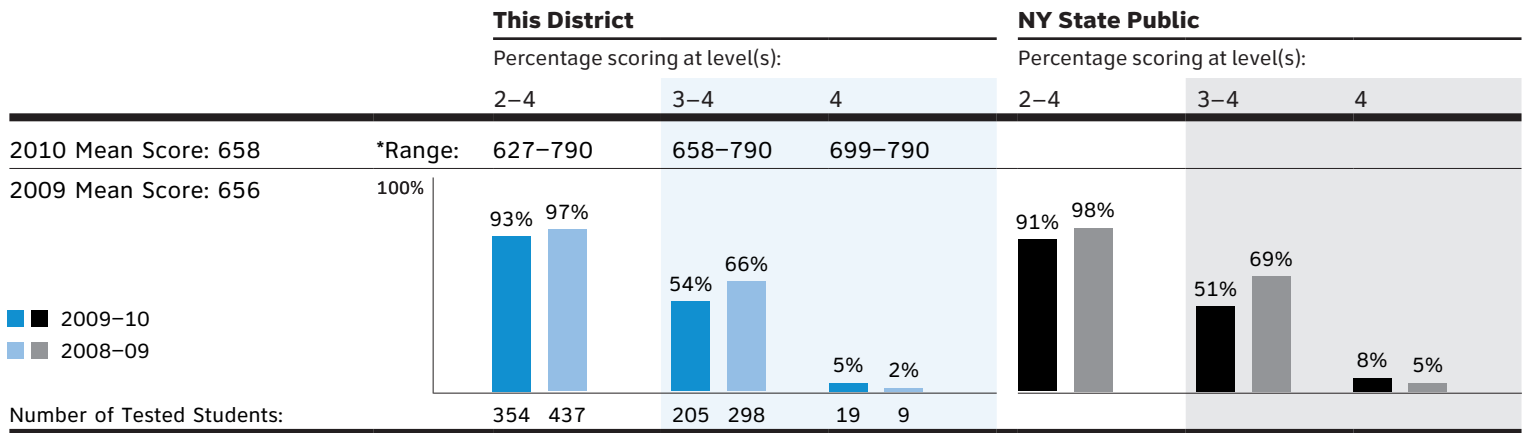
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	7	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
All Students	382	93%	54%	5%	449	97%	66%	2%
Female	191	93%	63%	7%	214	99%	74%	2%
Male	191	93%	45%	3%	235	96%	59%	2%
American Indian or Alaska Native	5	60%	20%	0%	1	-	-	-
Black or African American	25	100%	48%	4%	32	97%	59%	0%
Hispanic or Latino	20	95%	45%	0%	18	94%	78%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	67%	0%	7	-	-	-
White	326	93%	55%	6%	391	97%	66%	2%
Multiracial								
Small Group Totals					8	100%	75%	13%
General-Education Students	324	98%	62%	6%	361	99%	75%	2%
Students with Disabilities	58	60%	5%	0%	88	89%	31%	0%
English Proficient	380	-	-	-	444	97%	67%	2%
Limited English Proficient	2	-	-	-	5	100%	40%	0%
Economically Disadvantaged	163	86%	35%	3%	181	97%	54%	0%
Not Disadvantaged	219	98%	68%	6%	268	98%	75%	3%
Migrant								
Not Migrant	382	93%	54%	5%	449	97%	66%	2%

NOTES

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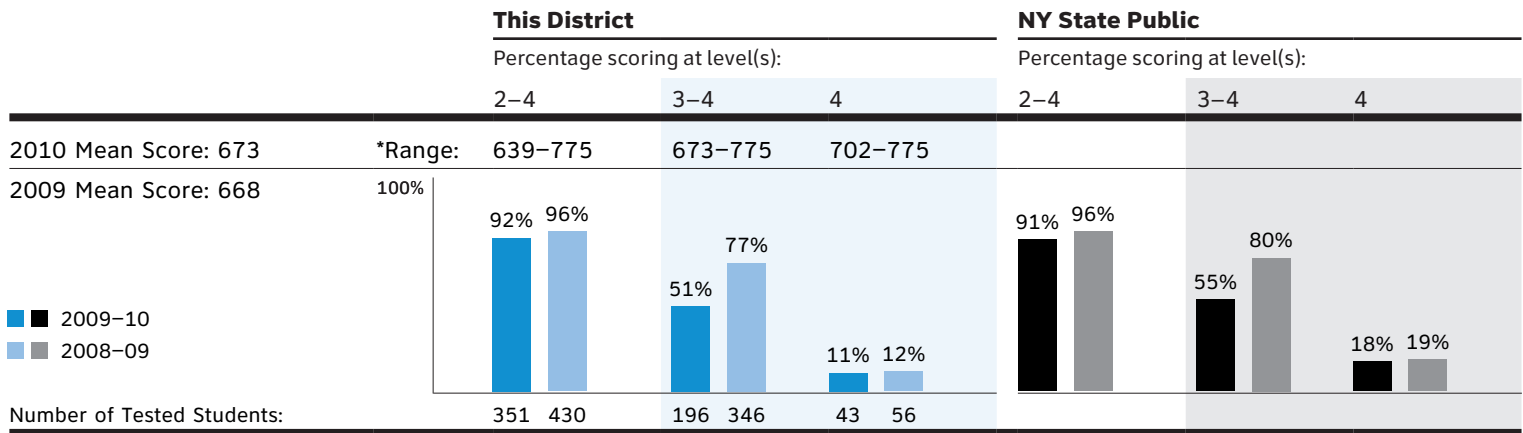
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	6	5	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
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
All Students	383	92%	51%	11%	449	96%	77%	12%
Female	192	93%	53%	15%	214	97%	79%	16%
Male	191	90%	49%	8%	235	95%	76%	9%
American Indian or Alaska Native	5	80%	40%	0%	1	-	-	-
Black or African American	25	84%	36%	4%	30	97%	70%	10%
Hispanic or Latino	20	95%	50%	5%	19	95%	68%	11%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	33%	8	-	-	-
White	327	92%	52%	12%	390	96%	78%	13%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	10	100%	70%	10%	10	100%	70%	10%
General-Education Students	324	97%	59%	13%	363	99%	85%	15%
Students with Disabilities	59	64%	8%	0%	86	80%	45%	3%
English Proficient	381	-	-	-	443	96%	77%	13%
Limited English Proficient	2	-	-	-	6	100%	100%	0%
Economically Disadvantaged	163	88%	33%	3%	181	96%	69%	6%
Not Disadvantaged	220	94%	65%	17%	268	96%	83%	17%
Migrant								
Not Migrant	383	92%	51%	11%	449	96%	77%	12%

NOTES

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	6	6	6	6	6	5	3

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

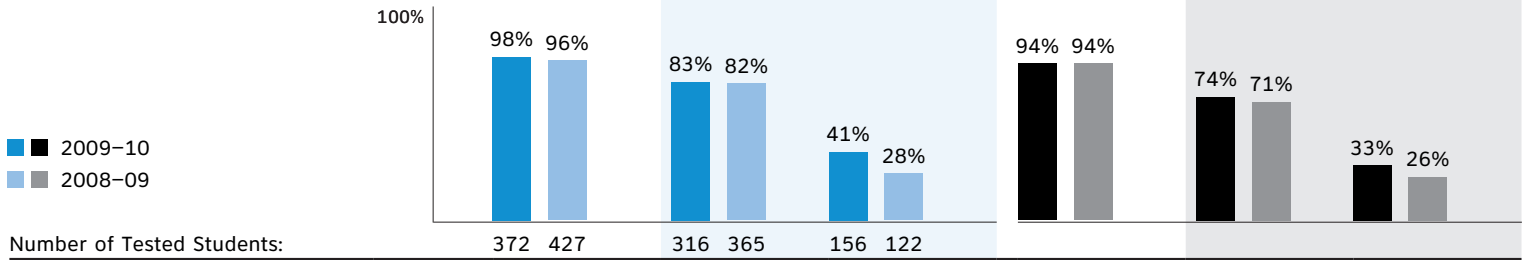
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	336	98%	81%	37%	396	96%	80%	21%
Female	158	97%	80%	32%	182	98%	84%	18%
Male	178	98%	83%	42%	214	94%	78%	24%
American Indian or Alaska Native	5	100%	60%	20%	1	-	-	-
Black or African American	21	100%	76%	10%	30	97%	70%	23%
Hispanic or Latino	18	100%	78%	28%	17	94%	82%	12%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	60%	60%	7	-	-	-
White	287	98%	83%	40%	340	96%	82%	21%
Multiracial					1	-	-	-
Small Group Totals					9	89%	56%	11%
General-Education Students	280	99%	88%	44%	315	98%	88%	24%
Students with Disabilities	56	91%	46%	2%	81	89%	52%	7%
English Proficient	334	-	-	-	389	96%	81%	21%
Limited English Proficient	2	-	-	-	7	86%	57%	0%
Economically Disadvantaged	156	97%	69%	21%	176	95%	73%	11%
Not Disadvantaged	180	99%	92%	51%	220	96%	86%	29%
Migrant								
Not Migrant	336	98%	81%	37%	396	96%	80%	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.

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	6	6	6	6	5	5
Regents Science	43	43	43	31	47	47	47	39

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

This District

Percentage scoring at level(s):

2-4

3-4

4

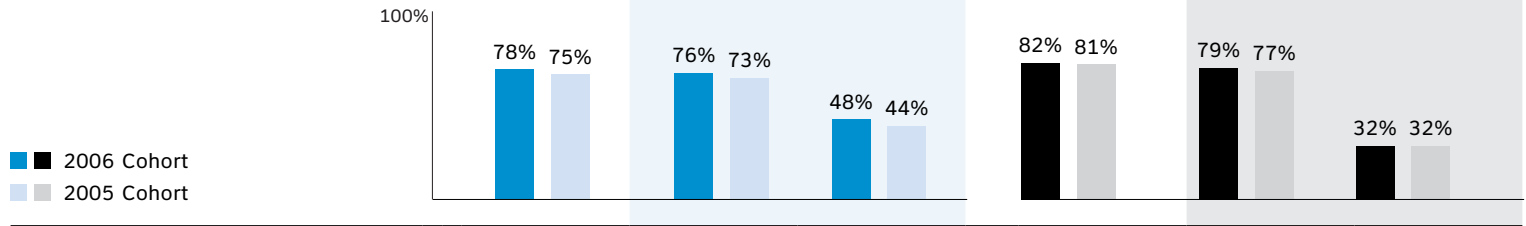
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	494	78%	76%	48%	498	75%	73%	44%
Female	255	82%	81%	53%	248	76%	73%	53%
Male	239	73%	71%	43%	250	74%	72%	35%
American Indian or Alaska Native								
Black or African American	32	78%	75%	31%	32	56%	56%	31%
Hispanic or Latino	29	66%	59%	38%	23	74%	70%	43%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	83%	9	-	-	-
White	427	78%	77%	49%	433	77%	75%	45%
Multiracial	1				1			
Small Group Totals					10	50%	50%	20%
General-Education Students	407	83%	82%	57%	418	78%	77%	51%
Students with Disabilities	87	54%	47%	5%	80	60%	50%	8%
English Proficient	492	-	-	-	495	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	183	72%	69%	33%	154	71%	69%	32%
Not Disadvantaged	311	81%	80%	57%	344	76%	74%	49%
Migrant								
Not Migrant	494	78%	76%	48%	498	75%	73%	44%

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

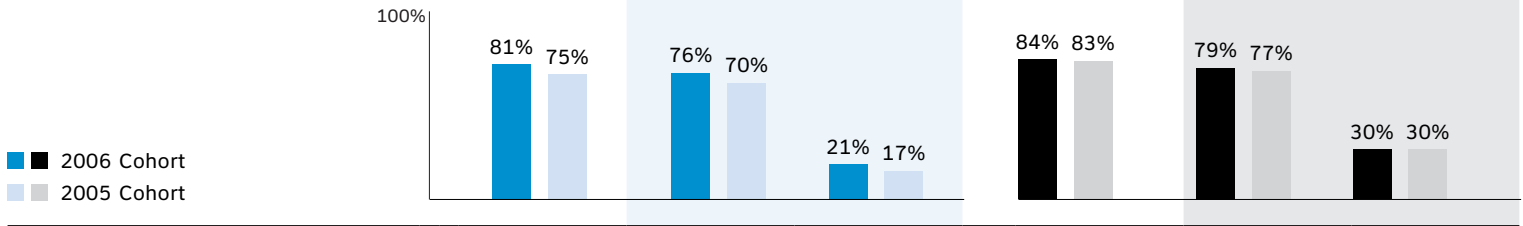
NY State Public

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
All Students	494	81%	76%	21%	498	75%	70%	17%
Female	255	83%	79%	18%	248	77%	73%	21%
Male	239	78%	73%	24%	250	73%	67%	13%
American Indian or Alaska Native								
Black or African American	32	84%	75%	6%	32	53%	53%	9%
Hispanic or Latino	29	72%	66%	10%	23	65%	52%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	33%	9	-	-	-
White	427	81%	77%	22%	433	78%	73%	18%
Multiracial	1				1	-	-	-
Small Group Totals					10	70%	60%	20%
General-Education Students	407	88%	85%	25%	418	81%	77%	20%
Students with Disabilities	87	44%	34%	1%	80	45%	35%	1%
English Proficient	492	-	-	-	495	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	183	76%	68%	10%	154	69%	63%	8%
Not Disadvantaged	311	83%	81%	27%	344	78%	73%	21%
Migrant								
Not Migrant	494	81%	76%	21%	498	75%	70%	17%

NOTES

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