



The New York State District Report Card

Accountability and Overview Report 2009 – 10

District **SYRACUSE CITY SCHOOL DISTRICT**
District ID **42-18-00-01-0000**
Superintendent **DANIEL LOWENGARD**
Telephone **(315) 435-4161**
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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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	0	1290	1253
Kindergarten	1601	1595	1631
Grade 1	1557	1617	1613
Grade 2	1702	1638	1640
Grade 3	1616	1651	1615
Grade 4	1462	1567	1635
Grade 5	1461	1422	1536
Grade 6	1445	1432	1429
Ungraded Elementary	122	124	97
Grade 7	1523	1438	1418
Grade 8	1514	1492	1502
Grade 9	2153	1876	2015
Grade 10	1472	1578	1535
Grade 11	913	1061	1168
Grade 12	1073	1009	1040
Ungraded Secondary	145	193	202
Total K-12	19759	19693	20076

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	21	22
Grade 8			
English	19	21	22
Mathematics	20	19	21
Science	20	22	22
Social Studies	20	19	23
Grade 10			
English	23	23	27
Mathematics	23	22	26
Science	23	20	24
Social Studies	24	23	28

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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	12792	65%	13049	66%	13654	68%
Reduced-Price Lunch	1923	10%	1802	9%	1734	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1485	8%	1728	9%	2102	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	284	1%	264	1%	288	1%
Black or African American	10754	54%	10702	54%	10682	53%
Hispanic or Latino	2105	11%	2160	11%	2249	11%
Asian or Native Hawaiian/Other Pacific Islander	556	3%	752	4%	1034	5%
White	6060	31%	5815	30%	5823	29%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		91%
Student Suspensions	3788	19%	4184	21%	4186	21%

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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	1822	1801	1787
Percent with No Valid Teaching Certificate	2%	1%	0%
Percent Teaching Out of Certification	5%	3%	1%
Percent with Fewer Than Three Years of Experience	7%	7%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	20%	21%
Total Number of Core Classes	3931	3794	3447
Percent Not Taught by Highly Qualified Teachers in This District	6%	3%	1%
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	5365	5292	5172
Percent Taught by Teachers Without Appropriate Certification	6%	3%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	20%	17%
Turnover Rate of All Teachers	16%	16%	14%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	240	252	264
Total Paraprofessionals*	1005	940	955
Assistant Principals	45	44	41
Principals	35	38	40

* 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.

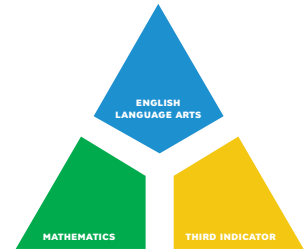
Staff Counts Information

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 8)

ELA	Improvement (Year 8)	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	X	✓	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	X	✓		X	X	
Hispanic or Latino	X	✓		X	X	
Asian or Native Hawaiian/Other Pacific Islander	X	✓		✓	✓	
White	X	✓		X	X	
Multiracial						
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	X		X	X	
Economically Disadvantaged	X	✓		X	X	
Student groups making AYP in each subject	X 1 of 9	X 7 of 9	✓ 1 of 1	X 1 of 8	X 1 of 8	X 0 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts





























Accountability Status for This Subject (2010–11)  Improvement (Year 8)

Accountability Measures 1 of 9 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 9) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 8) in 2011-12. [210]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (9299:8668)			99%		139	154	151	106
Ethnicity								
American Indian or Alaska Native (125:119)			98%		151	145		
Black or African American (5019:4774)			99%		134	153	148	99
Hispanic or Latino (1078:986)			99%		128	152	141	91
Asian or Native Hawaiian/Other Pacific Islander (471:357)			100%		135	149	149	109
White (2606:2432)			99%		152	153	153	124
Multiracial (0:0)								
Other Groups								
Students with Disabilities (2221:2311)			99%		110	153	119	71
Limited English Proficient (1146:1017)			100%		103	152	115	63
Economically Disadvantaged (7846:7291)			99%		134	154	149	99
Final AYP Determination	 1 of 9							
Non-Accountability Groups								
Female (4523:4230)			100%		145	153		
Male (4776:4438)			99%		133	153		
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 for This Subject (2010–11)  Good Standing




Accountability Measures 7 of 9 Student groups making AYP in mathematics
 Did not make AYP

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

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


Student Group (Total: Continuous Enrollment)	AYP	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 (9309:8765)			99%		150	134	
Ethnicity							
American Indian or Alaska Native (125:120)			99%		164	126	
Black or African American (5018:4777)			99%		146	133	
Hispanic or Latino (1083:998)			99%		137	132	
Asian or Native Hawaiian/Other Pacific Islander (473:423)			99%		139	130	
White (2610:2447)			99%		165	133	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (2223:2307)			98%		122	133	126 85
Limited English Proficient (1152:1126)			99%		112	132	124 78
Economically Disadvantaged (7855:7386)			99%		145	134	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (4525:4281)			99%		152	133	
Male (4784:4484)			99%		149	133	
Migrant (0:0)							

Symbols

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

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




















Elementary/Middle-Level Science

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



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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (3198:2878)		Qualified		95%		147	100	
Ethnicity								
American Indian or Alaska Native (39:36)		Qualified	—	—		172	100	
Black or African American (1737:1589)		Qualified		95%		142	100	
Hispanic or Latino (367:316)		Qualified		92%		139	100	
Asian or Native Hawaiian/Other Pacific Islander (160:143)		Qualified		99%		114	100	
White (895:794)		Qualified		96%		165	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (729:718)		Qualified		93%		124	100	
Limited English Proficient (389:355)		Qualified		96%		95	100	90 96
Economically Disadvantaged (2713:2434)		Qualified		95%		142	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1505:1369)				96%		147	100	
Male (1693:1509)				95%		147	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  Improvement (Year 8)
for This Subject
(2010–11)

Accountability Measures 1 of 8 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be In Need of Improvement (Year 9) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 8) in 2011-12. [210]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (1098:1078)			99%		160	174	165 [‡]	164
Ethnicity								
American Indian or Alaska Native (16:14)	—	—	—	—	—	—	—	—
Black or African American (613:582)			99%		164	172	163 [‡]	168
Hispanic or Latino (87:98)			97%		120	167	142 [‡]	128
Asian or Native Hawaiian/Other Pacific Islander (43:34)			100%		171	160		
White (339:350)			100%		164	171	171 [‡]	168
Multiracial (0:0)								
Other Groups								
Students with Disabilities (146:220)			97%		109	170	120 [‡]	118
Limited English Proficient (54:51)			98%		86	164	140	97
Economically Disadvantaged (637:685)			99%		155	173	165 [‡]	160
Final AYP Determination	 1 of 8							
Non-Accountability Groups								
Female (617:567)			99%		169	172		
Male (481:511)			99%		151	172		
Migrant (0:0)								


Symbols

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

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

Secondary-Level Mathematics


























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

Accountability Measures 1 of 8 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (1098:1078)			100%		149	170	158 [‡]	154
Ethnicity								
American Indian or Alaska Native (16:14)	—	—	—	—	—	—	—	—
Black or African American (613:582)			99%		146	168	153 [‡]	151
Hispanic or Latino (87:98)			100%		120	163	134 [‡]	128
Asian or Native Hawaiian/Other Pacific Islander (43:34)			100%		176	156		
White (339:350)			100%		159	167	167 [‡]	163
Multiracial (0:0)								
Other Groups								
Students with Disabilities (146:220)			100%		99	166	119 [‡]	109
Limited English Proficient (54:51)			100%		118	160	150	126
Economically Disadvantaged (637:685)			100%		144	169	159 [‡]	150
Final AYP Determination	 1 of 8							
Non-Accountability Groups								
Female (617:567)			100%		155	168		
Male (481:511)			100%		143	168		
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 (1507)			50%	80%	58%	56%
Ethnicity						
American Indian or Alaska Native (23)		—	—	—		
Black or African American (820)			49%	80%	55%	55%
Hispanic or Latino (130)			35%	80%	45%	44%
Asian or Native Hawaiian/Other Pacific Islander (33)			58%	80%	71%	62%
White (501)			55%	80%	63%	60%
Multiracial (0)						
Other Groups						
Students with Disabilities (348)			30%	80%	44%	40%
Limited English Proficient (65)			45%	80%	37%	52%
Economically Disadvantaged (689)			64%	80%	68%	67%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (801)			54%	80%		
Male (706)			46%	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 **54%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

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

13 schools identified 39% of total

BELLEVUE ELEMENTARY SCHOOL
CLARY MIDDLE SCHOOL
DR WEEKS ELEMENTARY SCHOOL
EDWARD SMITH K-8 SCHOOL
EXPEDITIONARY LEARNING MIDDLE SCHOOL
INSTITUTE OF TECHNOLOGY AT SYRACUSE CENTRAL
LEMOYNE ELEMENTARY SCHOOL
LINCOLN MIDDLE SCHOOL
MCKINLEY-BRIGHTON ELEMENTARY SCHOOL
PORTER ELEMENTARY SCHOOL
ROBERTS K-8 SCHOOL
SALEM HYDE ELEMENTARY SCHOOL
WEBSTER ELEMENTARY SCHOOL

Improvement (year 1) Comprehensive

2 schools identified 6% of total

LEVY K-8 SCHOOL
VAN DUYN ELEMENTARY SCHOOL

Improvement (year 2) Focused

1 school identified 3% of total

MEACHEM ELEMENTARY SCHOOL

Improvement (year 2) Comprehensive

1 school identified 3% of total

BELLEVUE MIDDLE SCHOOL ACADEMY AT SHEA

Corrective Action (year 1) Comprehensive

1 school identified 3% of total

DANFORTH MIDDLE SCHOOL

Corrective Action (year 2) Comprehensive

2 schools identified 6% of total

BLODGETT K-8 SCHOOL
FRANKLIN ELEMENTARY SCHOOL

Restructuring (year 1) Comprehensive

2 schools identified 6% of total

DELAWARE ACADEMY
HURLBUT W SMITH K-8 SCHOOL

Restructuring (year 2) Comprehensive

2 schools identified 6% of total

FRAZER K-8 SCHOOL
HUGHES ELEMENTARY SCHOOL

Restructuring (advanced) Focused

1 school identified 3% of total

CORCORAN HIGH SCHOOL

Restructuring (advanced) Comprehensive

8 schools identified 24% of total

(continued)

3 School Accountability Status

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

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

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	30%			1576
Grade 4	28%			1584
Grade 5	21%			1500
Grade 6	29%			1402
Grade 7	20%			1375
Grade 8	24%			1462
Mathematics				
Grade 3	28%			1619
Grade 4	35%			1630
Grade 5	28%			1529
Grade 6	26%			1435
Grade 7	23%			1400
Grade 8	13%			1498
Science				
Grade 4	71%			1603
Grade 8	42%			1406

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	55%			1571
Mathematics	48%			1571

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.

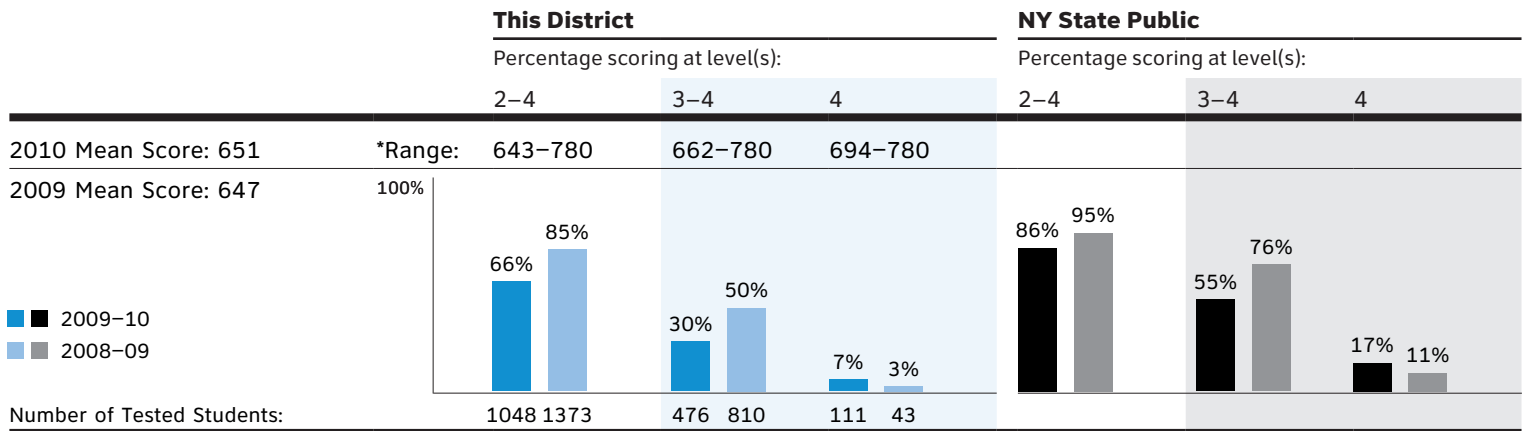
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts



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	1576	66%	30%	7%	1618	85%	50%	3%
Female	790	72%	33%	8%	777	89%	58%	3%
Male	786	61%	27%	6%	841	81%	43%	2%
American Indian or Alaska Native	23	74%	48%	4%	24	96%	63%	4%
Black or African American	832	65%	24%	5%	943	83%	47%	2%
Hispanic or Latino	181	55%	25%	6%	180	78%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	77	65%	43%	12%	42	79%	62%	0%
White	463	74%	40%	11%	429	91%	60%	6%
Multiracial								
Small Group Totals								
General-Education Students	1186	77%	37%	9%	1256	91%	59%	3%
Students with Disabilities	390	36%	9%	2%	362	62%	20%	0%
English Proficient	1375	71%	33%	8%	1460	88%	53%	3%
Limited English Proficient	201	36%	11%	1%	158	59%	25%	0%
Economically Disadvantaged	1339	63%	26%	5%	1333	83%	47%	2%
Not Disadvantaged	237	84%	54%	19%	285	92%	64%	7%
Migrant								
Not Migrant	1576	66%	30%	7%	1618	85%	50%	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.

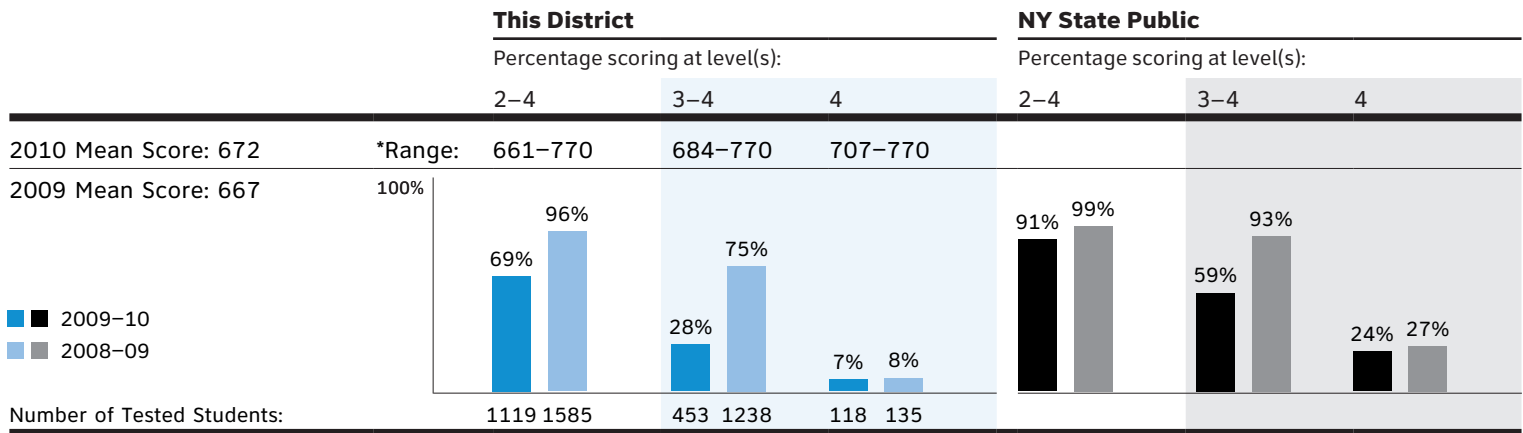
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 3 Equivalent	17	17	15	12	18	17	14	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	37	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	39	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1619	69%	28%	7%	1650	96%	75%	8%
Female	810	71%	28%	6%	795	97%	78%	8%
Male	809	68%	28%	8%	855	96%	72%	8%
American Indian or Alaska Native	23	65%	35%	4%	24	100%	88%	13%
Black or African American	841	67%	22%	5%	952	96%	73%	6%
Hispanic or Latino	192	53%	19%	4%	187	94%	66%	5%
Asian or Native Hawaiian/Other Pacific Islander	91	67%	40%	12%	57	89%	70%	14%
White	472	81%	40%	11%	430	97%	84%	13%
Multiracial								
Small Group Totals								
General-Education Students	1229	76%	33%	9%	1286	98%	82%	9%
Students with Disabilities	390	47%	12%	2%	364	90%	52%	4%
English Proficient	1380	74%	31%	8%	1465	97%	78%	9%
Limited English Proficient	239	41%	13%	3%	185	87%	51%	2%
Economically Disadvantaged	1382	66%	24%	6%	1355	96%	73%	6%
Not Disadvantaged	237	86%	49%	16%	295	98%	84%	16%
Migrant								
Not Migrant	1619	69%	28%	7%	1650	96%	75%	8%

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	17	17	15	9	18	17	17	7

This District's Results in Grade 4 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: 652	*Range: 637-775	668-775	720-775			
2009 Mean Score: 646						
Number of Tested Students:	1156	1317	436	756	20	41

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	1584	73%	28%	1%	1525	86%	50%	3%
Female	749	78%	34%	1%	739	88%	51%	4%
Male	835	69%	22%	1%	786	85%	48%	2%
American Indian or Alaska Native	25	92%	24%	0%	22	86%	77%	0%
Black or African American	913	70%	22%	0%	839	88%	46%	1%
Hispanic or Latino	179	66%	20%	1%	176	78%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	58	64%	38%	5%	55	84%	64%	7%
White	409	83%	42%	3%	433	88%	57%	5%
Multiracial								
Small Group Totals								
General-Education Students	1230	81%	34%	2%	1151	93%	59%	4%
Students with Disabilities	354	46%	6%	0%	374	66%	22%	0%
English Proficient	1415	77%	30%	1%	1364	90%	53%	3%
Limited English Proficient	169	40%	7%	0%	161	59%	22%	0%
Economically Disadvantaged	1366	71%	24%	1%	1228	86%	46%	1%
Not Disadvantaged	218	85%	48%	2%	297	89%	65%	8%
Migrant								
Not Migrant	1584	73%	28%	1%	1525	86%	50%	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.

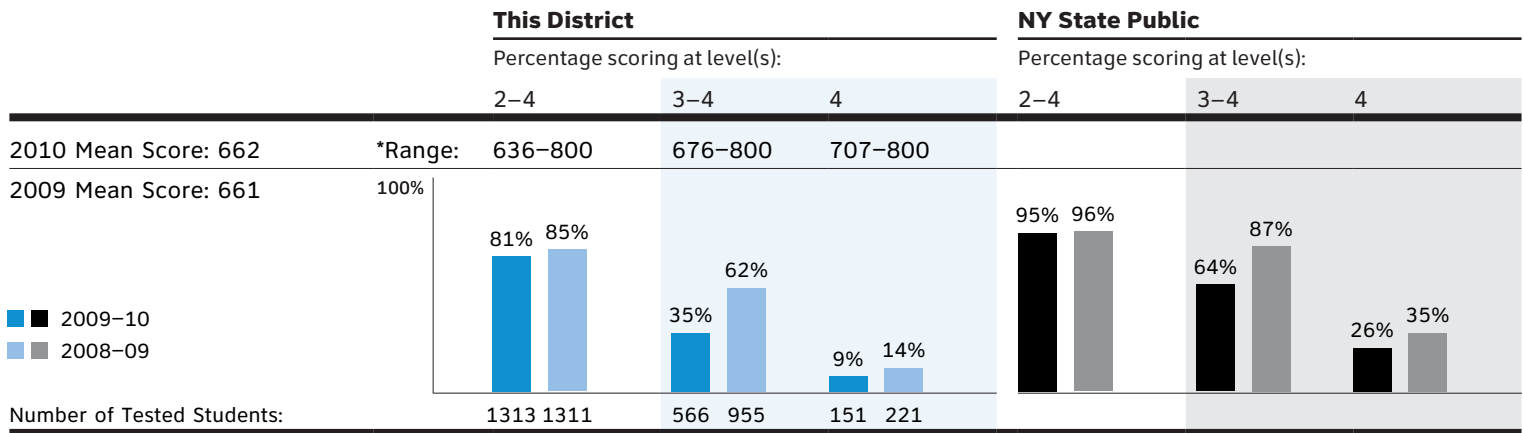
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	20	19	18	12	16	15	13	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	38	N/A	N/A	N/A	22	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	39	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1630	81%	35%	9%	1534	85%	62%	14%
Female	770	81%	36%	10%	744	85%	59%	13%
Male	860	80%	33%	9%	790	86%	65%	15%
American Indian or Alaska Native	25	88%	32%	8%	22	91%	68%	5%
Black or African American	924	79%	30%	6%	836	85%	58%	11%
Hispanic or Latino	187	79%	29%	6%	180	81%	57%	11%
Asian or Native Hawaiian/Other Pacific Islander	75	65%	39%	16%	64	81%	66%	23%
White	419	88%	47%	16%	432	89%	72%	22%
Multiracial								
Small Group Totals								
General-Education Students	1273	86%	41%	11%	1163	91%	69%	17%
Students with Disabilities	357	62%	14%	3%	371	69%	40%	5%
English Proficient	1422	84%	38%	10%	1354	88%	65%	16%
Limited English Proficient	208	54%	14%	1%	180	70%	40%	2%
Economically Disadvantaged	1410	79%	31%	7%	1244	84%	59%	12%
Not Disadvantaged	220	89%	58%	21%	290	90%	75%	26%
Migrant								
Not Migrant	1630	81%	35%	9%	1534	85%	62%	14%

NOTES

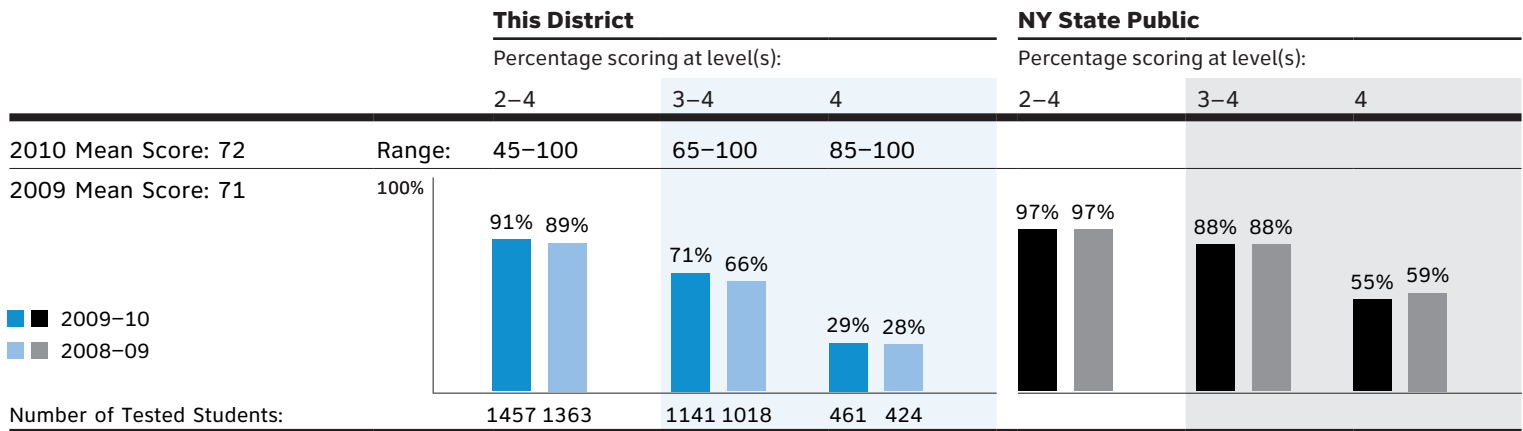
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Other Assessments

	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	20	20	19	7	16	15	14	9

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	1603	91%	71%	29%	1532	89%	66%	28%
Female	759	91%	73%	29%	742	88%	64%	26%
Male	844	90%	70%	29%	790	90%	69%	29%
American Indian or Alaska Native	25	96%	84%	40%	22	95%	77%	27%
Black or African American	905	91%	68%	24%	829	89%	63%	25%
Hispanic or Latino	184	89%	68%	21%	180	82%	56%	19%
Asian or Native Hawaiian/Other Pacific Islander	75	67%	53%	23%	70	76%	60%	31%
White	414	95%	82%	43%	431	94%	77%	36%
Multiracial								
Small Group Totals								
General-Education Students	1258	93%	76%	33%	1165	91%	72%	33%
Students with Disabilities	345	85%	53%	13%	367	82%	50%	11%
English Proficient	1397	95%	76%	32%	1345	92%	71%	31%
Limited English Proficient	206	66%	38%	7%	187	68%	33%	2%
Economically Disadvantaged	1387	90%	69%	26%	1229	88%	63%	23%
Not Disadvantaged	216	97%	85%	50%	303	93%	79%	47%
Migrant								
Not Migrant	1603	91%	71%	29%	1532	89%	66%	28%

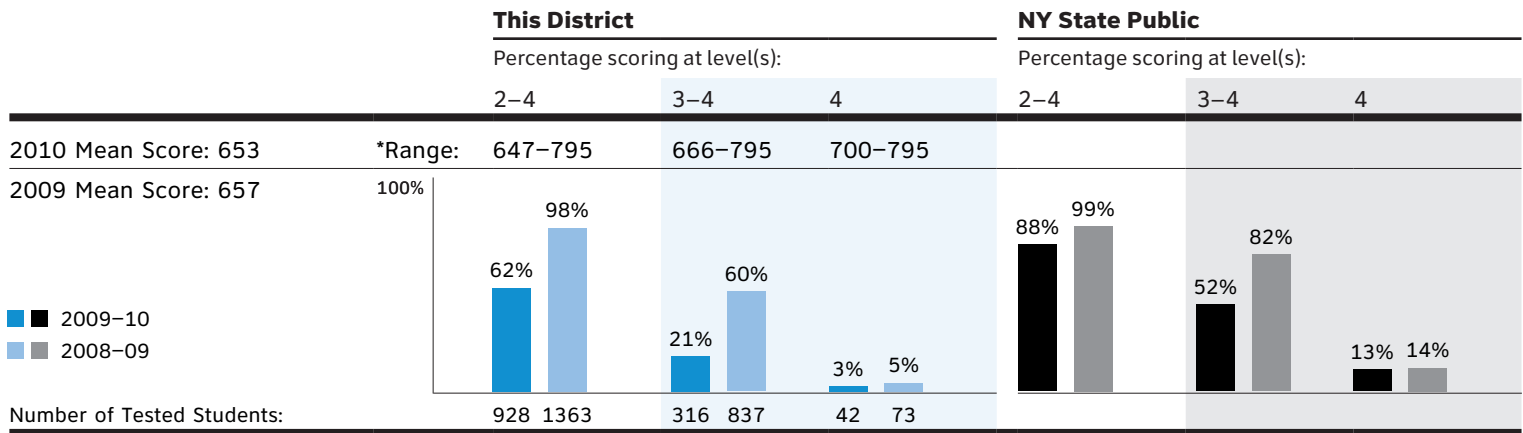
NOTES

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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 4 Equivalent	20	20	20	18	16	15	14	11

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	1500	62%	21%	3%	1396	98%	60%	5%
Female	723	65%	23%	3%	723	99%	63%	6%
Male	777	59%	20%	3%	673	97%	56%	5%
American Indian or Alaska Native	26	88%	23%	0%	19	100%	47%	11%
Black or African American	822	58%	17%	1%	774	98%	56%	2%
Hispanic or Latino	173	50%	14%	1%	170	98%	51%	4%
Asian or Native Hawaiian/Other Pacific Islander	62	60%	34%	2%	51	94%	78%	12%
White	417	72%	31%	8%	382	98%	70%	11%
Multiracial								
Small Group Totals								
General-Education Students	1137	71%	26%	4%	1042	99%	71%	7%
Students with Disabilities	363	33%	6%	0%	354	94%	28%	0%
English Proficient	1339	66%	23%	3%	1281	99%	63%	6%
Limited English Proficient	161	25%	3%	0%	115	86%	27%	1%
Economically Disadvantaged	1272	58%	16%	1%	1078	97%	56%	4%
Not Disadvantaged	228	83%	47%	12%	318	99%	75%	11%
Migrant								
Not Migrant	1500	62%	21%	3%	1396	98%	60%	5%

NOTES

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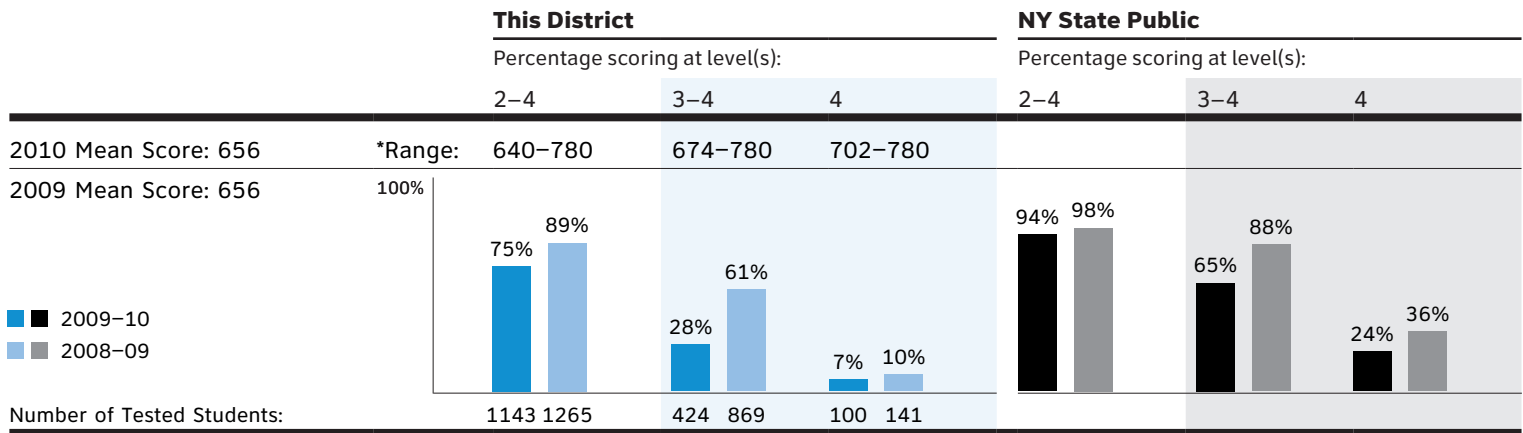
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	17	17	17	14	23	21	21	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	31	N/A	N/A	N/A	30	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1529	75%	28%	7%	1425	89%	61%	10%
Female	741	73%	26%	6%	742	89%	63%	9%
Male	788	76%	29%	7%	683	88%	59%	11%
American Indian or Alaska Native	27	93%	33%	4%	20	90%	75%	10%
Black or African American	824	73%	23%	3%	782	88%	57%	6%
Hispanic or Latino	180	62%	21%	4%	175	85%	49%	6%
Asian or Native Hawaiian/Other Pacific Islander	78	67%	29%	15%	69	78%	65%	22%
White	420	85%	40%	13%	379	93%	73%	17%
Multiracial								
Small Group Totals								
General-Education Students	1168	81%	33%	8%	1078	92%	68%	12%
Students with Disabilities	361	54%	12%	2%	347	80%	40%	3%
English Proficient	1337	79%	31%	7%	1280	91%	64%	11%
Limited English Proficient	192	44%	6%	1%	145	67%	31%	3%
Economically Disadvantaged	1300	72%	24%	4%	1103	88%	58%	8%
Not Disadvantaged	229	91%	52%	21%	322	93%	72%	18%
Migrant								
Not Migrant	1529	75%	28%	7%	1425	89%	61%	10%

NOTES

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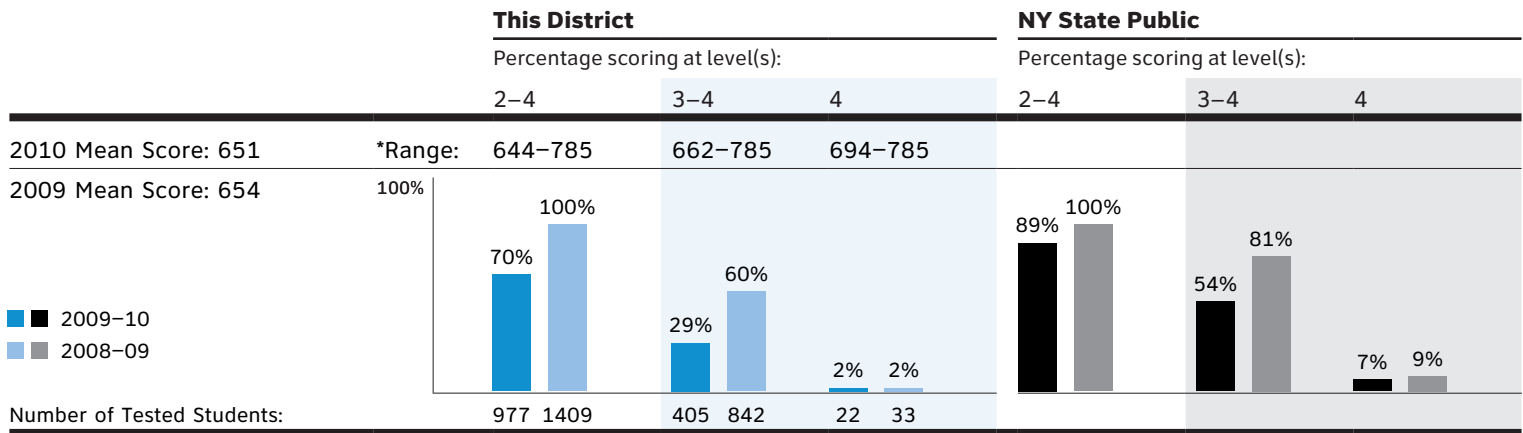
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	17	17	17	12	23	22	22	15

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
All Students	1402	70%	29%	2%	1414	100%	60%	2%
Female	721	74%	32%	2%	701	100%	65%	3%
Male	681	65%	26%	1%	713	100%	54%	2%
American Indian or Alaska Native	17	76%	24%	0%	18	100%	56%	0%
Black or African American	772	67%	24%	1%	775	99%	54%	1%
Hispanic or Latino	176	62%	24%	1%	144	100%	54%	1%
Asian or Native Hawaiian/Other Pacific Islander	63	73%	43%	6%	39	97%	62%	5%
White	374	79%	39%	3%	438	100%	71%	5%
Multiracial								
Small Group Totals								
General-Education Students	1083	80%	36%	2%	1069	100%	69%	3%
Students with Disabilities	319	36%	5%	0%	345	99%	29%	0%
English Proficient	1271	73%	31%	2%	1307	100%	63%	3%
Limited English Proficient	131	33%	8%	0%	107	97%	19%	0%
Economically Disadvantaged	1165	66%	24%	1%	1053	100%	57%	1%
Not Disadvantaged	237	90%	54%	5%	361	100%	68%	5%
Migrant								
Not Migrant	1402	70%	29%	2%	1414	100%	60%	2%

NOTES

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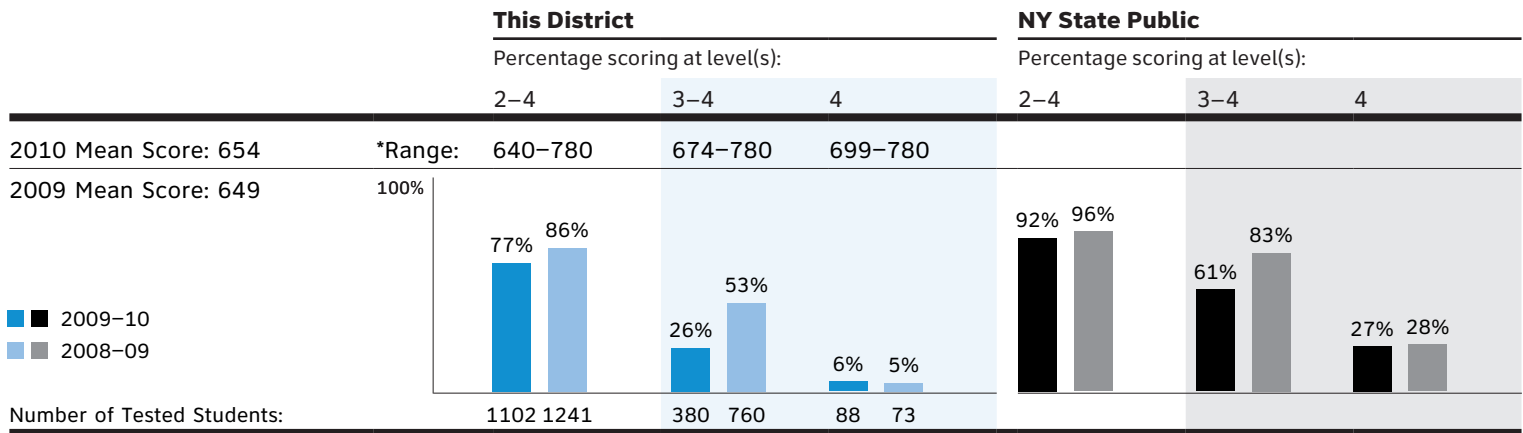
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	19	19	19	17	20	20	18	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	35	N/A	N/A	N/A	23	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	37	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1435	77%	26%	6%	1445	86%	53%	5%
Female	738	79%	28%	7%	715	86%	55%	5%
Male	697	75%	25%	6%	730	86%	51%	5%
American Indian or Alaska Native	17	71%	29%	0%	19	89%	53%	11%
Black or African American	782	75%	22%	4%	785	85%	49%	2%
Hispanic or Latino	177	68%	20%	2%	152	82%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	77	77%	40%	17%	47	81%	62%	19%
White	382	85%	36%	10%	442	89%	61%	10%
Multiracial								
Small Group Totals								
General-Education Students	1115	83%	32%	8%	1100	90%	60%	6%
Students with Disabilities	320	55%	8%	1%	345	72%	28%	1%
English Proficient	1270	80%	29%	7%	1314	89%	56%	5%
Limited English Proficient	165	50%	10%	1%	131	60%	22%	2%
Economically Disadvantaged	1196	74%	22%	4%	1071	86%	52%	3%
Not Disadvantaged	239	90%	49%	16%	374	87%	55%	10%
Migrant								
Not Migrant	1435	77%	26%	6%	1445	86%	53%	5%

NOTES

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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	19	18	13	20	20	17	13

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 650	*Range: 642-790	664-790	698-790			
2009 Mean Score: 652						
Number of Tested Students:	951	1395	277	818	40	20

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	1375	69%	20%	3%	1414	99%	58%	1%
Female	674	75%	24%	3%	678	99%	62%	2%
Male	701	64%	16%	3%	736	99%	54%	1%
American Indian or Alaska Native	17	71%	6%	0%	16	100%	50%	13%
Black or African American	765	68%	17%	1%	770	99%	53%	1%
Hispanic or Latino	151	60%	15%	2%	156	99%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	47	53%	23%	2%	42	95%	71%	5%
White	395	77%	29%	7%	430	99%	71%	3%
Multiracial								
Small Group Totals								
General-Education Students	1053	77%	25%	4%	1085	99%	68%	2%
Students with Disabilities	322	44%	6%	0%	329	98%	26%	0%
English Proficient	1244	74%	22%	3%	1315	99%	62%	2%
Limited English Proficient	131	20%	1%	0%	99	90%	9%	0%
Economically Disadvantaged	1127	65%	16%	1%	1028	99%	56%	1%
Not Disadvantaged	248	86%	41%	10%	386	99%	62%	3%
Migrant								
Not Migrant	1375	69%	20%	3%	1414	99%	58%	1%

NOTES

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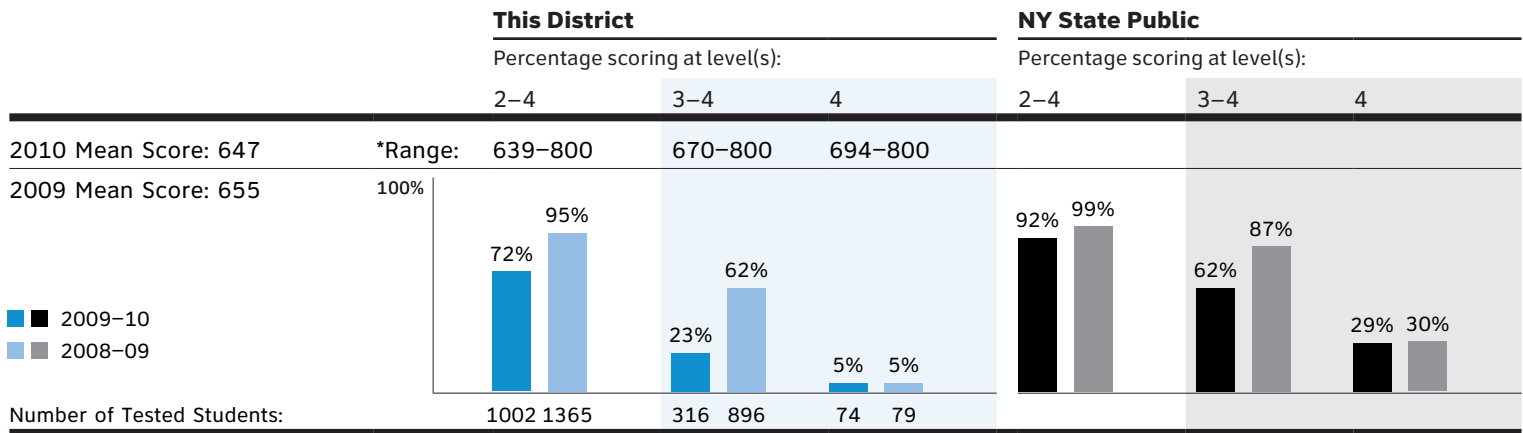
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	19	19	18	18	19	19	17	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	30	N/A	N/A	N/A	31	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	30	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	1400	72%	23%	5%	1442	95%	62%	5%
Female	688	72%	23%	6%	692	95%	61%	6%
Male	712	71%	22%	5%	750	95%	63%	5%
American Indian or Alaska Native	18	72%	6%	6%	17	94%	53%	12%
Black or African American	762	70%	18%	3%	774	95%	58%	2%
Hispanic or Latino	152	58%	17%	5%	161	93%	45%	2%
Asian or Native Hawaiian/Other Pacific Islander	64	61%	28%	8%	60	85%	67%	23%
White	404	82%	34%	10%	430	97%	76%	11%
Multiracial								
Small Group Totals								
General-Education Students	1076	77%	27%	7%	1112	97%	68%	7%
Students with Disabilities	324	54%	7%	1%	330	88%	42%	0%
English Proficient	1239	76%	25%	6%	1313	96%	66%	6%
Limited English Proficient	161	39%	5%	1%	129	80%	25%	1%
Economically Disadvantaged	1152	68%	17%	3%	1049	95%	62%	3%
Not Disadvantaged	248	88%	47%	15%	393	95%	62%	11%
Migrant								
Not Migrant	1400	72%	23%	5%	1442	95%	62%	5%

NOTES

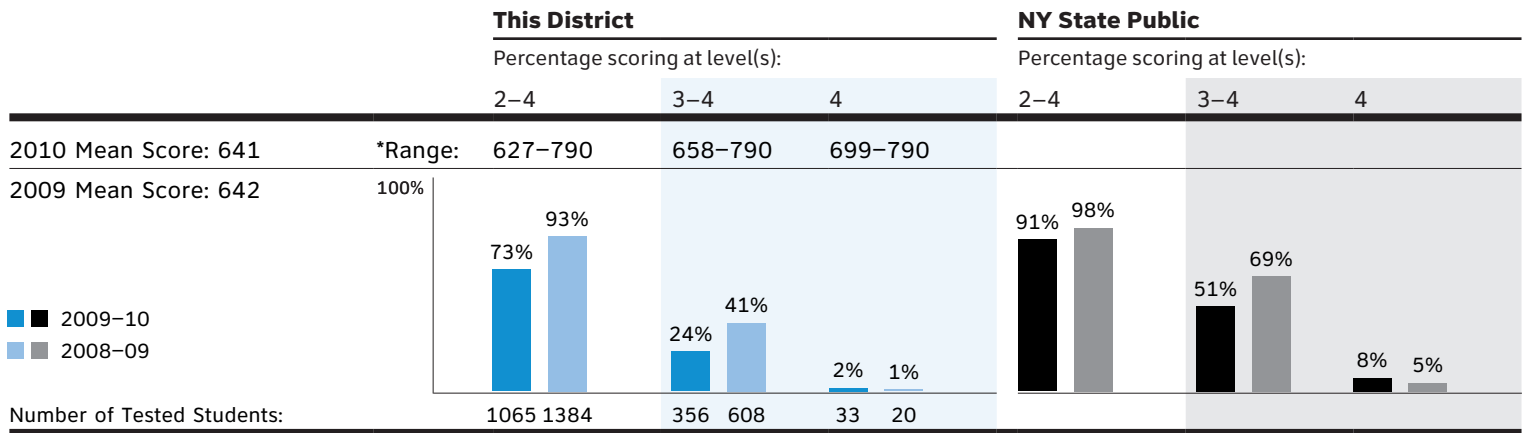
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	19	16	16	9	19	18	18	13

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	1462	73%	24%	2%	1483	93%	41%	1%
Female	702	78%	31%	3%	746	95%	47%	1%
Male	760	68%	18%	1%	737	92%	35%	1%
American Indian or Alaska Native	14	93%	50%	0%	20	90%	45%	0%
Black or African American	771	70%	18%	1%	825	93%	38%	0%
Hispanic or Latino	170	60%	17%	1%	163	91%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	55	60%	29%	5%	43	84%	47%	0%
White	452	83%	37%	4%	432	96%	50%	4%
Multiracial								
Small Group Totals								
General-Education Students	1134	81%	30%	3%	1110	97%	51%	2%
Students with Disabilities	328	46%	3%	0%	373	83%	12%	0%
English Proficient	1337	77%	26%	2%	1401	95%	43%	1%
Limited English Proficient	125	23%	2%	0%	82	66%	4%	0%
Economically Disadvantaged	1205	70%	20%	1%	993	93%	38%	1%
Not Disadvantaged	257	88%	46%	8%	490	93%	46%	3%
Migrant								
Not Migrant	1462	73%	24%	2%	1483	93%	41%	1%

NOTES

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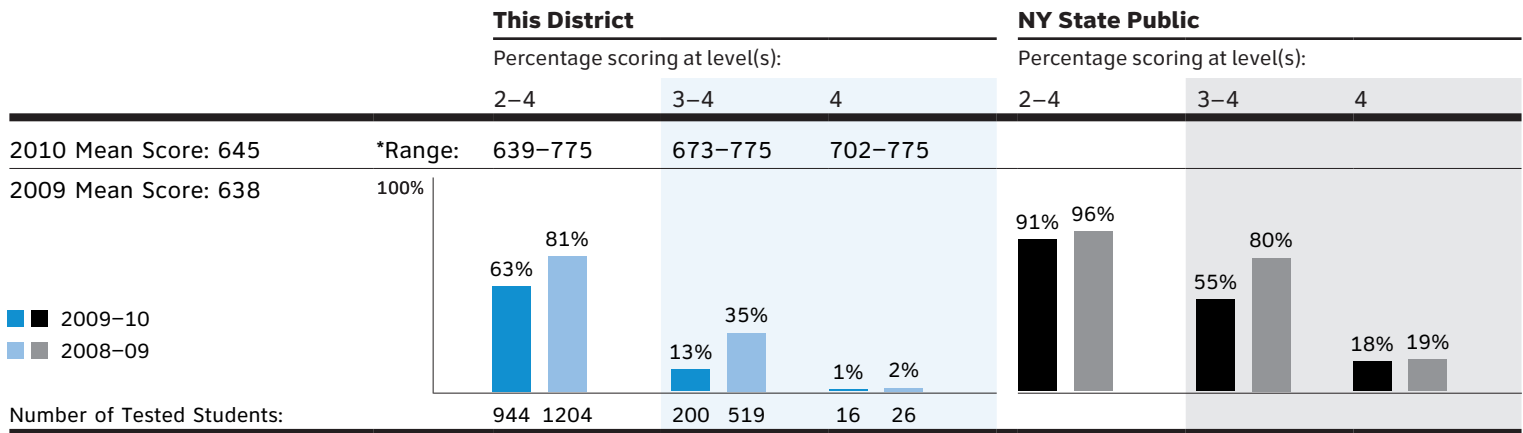
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	16	16	15	10	21	21	20	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	50	N/A	N/A	N/A	23	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	54	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	1498	63%	13%	1%	1484	81%	35%	2%
Female	721	65%	15%	1%	754	83%	37%	2%
Male	777	61%	12%	1%	730	79%	33%	2%
American Indian or Alaska Native	14	79%	21%	0%	19	79%	42%	5%
Black or African American	776	59%	9%	0%	806	80%	31%	0%
Hispanic or Latino	173	54%	6%	0%	167	75%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	82	59%	23%	7%	59	76%	49%	5%
White	453	74%	22%	2%	433	87%	43%	4%
Multiracial								
Small Group Totals								
General-Education Students	1176	69%	16%	1%	1119	87%	40%	2%
Students with Disabilities	322	42%	4%	0%	365	64%	19%	0%
English Proficient	1322	67%	15%	1%	1381	83%	36%	2%
Limited English Proficient	176	35%	3%	1%	103	50%	15%	1%
Economically Disadvantaged	1242	59%	10%	0%	1003	81%	33%	1%
Not Disadvantaged	256	81%	30%	5%	481	81%	39%	4%
Migrant								
Not Migrant	1498	63%	13%	1%	1484	81%	35%	2%

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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	16	14	14	9	19	18	18	14

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

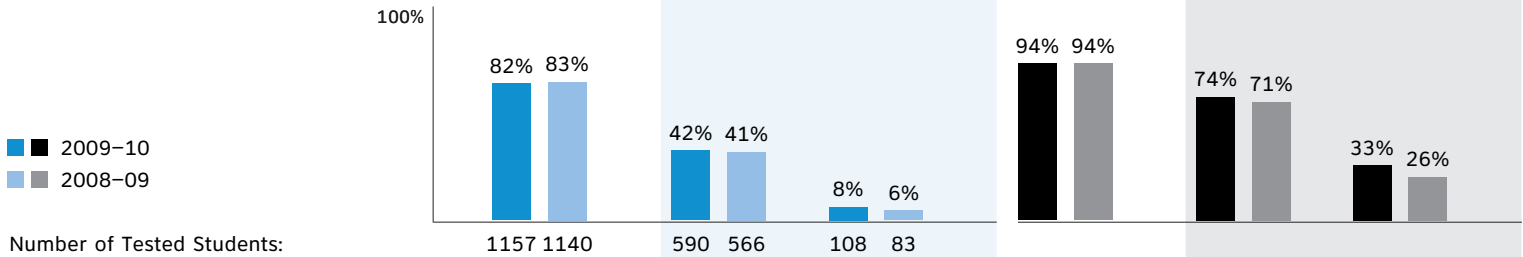
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	1406	82%	42%	8%	1375	83%	41%	6%
Female	677	82%	41%	8%	704	83%	41%	4%
Male	729	82%	43%	7%	671	82%	41%	8%
American Indian or Alaska Native	13	100%	62%	23%	19	89%	53%	5%
Black or African American	730	81%	36%	4%	728	82%	34%	2%
Hispanic or Latino	154	81%	32%	5%	158	77%	30%	3%
Asian or Native Hawaiian/Other Pacific Islander	83	55%	34%	12%	59	66%	37%	7%
White	426	90%	58%	15%	411	89%	57%	14%
Multiracial								
Small Group Totals								
General-Education Students	1107	85%	48%	9%	1047	87%	46%	8%
Students with Disabilities	299	74%	19%	1%	328	69%	26%	1%
English Proficient	1241	87%	47%	9%	1272	86%	44%	7%
Limited English Proficient	165	44%	7%	0%	103	49%	12%	0%
Economically Disadvantaged	1156	80%	37%	4%	940	81%	36%	3%
Not Disadvantaged	250	93%	67%	26%	435	86%	53%	12%
Migrant								
Not Migrant	1406	82%	42%	8%	1375	83%	41%	6%

NOTES

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Other Assessments

2009-10 School Year

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

2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	15	13	12	21	20	20	14
Regents Science	0				0			

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

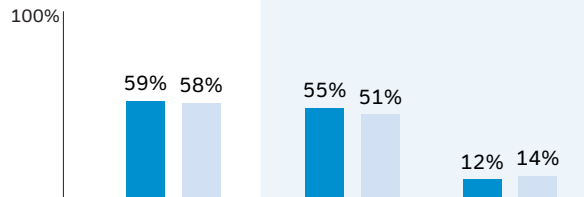
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

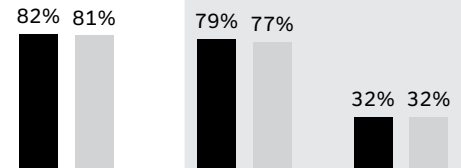
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2005 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2006 Cohort	Percentage scoring at level(s):			2005 Cohort**	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1571	59%	55%	12%	1529	58%	51%	14%
Female	830	64%	60%	13%	810	62%	56%	17%
Male	741	55%	50%	11%	719	53%	46%	11%
American Indian or Alaska Native	23	52%	48%	13%	23	48%	43%	4%
Black or African American	866	60%	56%	8%	828	56%	49%	9%
Hispanic or Latino	155	42%	39%	7%	137	42%	38%	6%
Asian or Native Hawaiian/Other Pacific Islander	41	71%	71%	20%	33	64%	61%	18%
White	486	63%	58%	20%	508	64%	59%	25%
Multiracial								
Small Group Totals								
General-Education Students	1243	65%	62%	15%	1217	63%	58%	17%
Students with Disabilities	328	37%	31%	1%	312	35%	27%	3%
English Proficient	1495	61%	57%	13%	1464	58%	52%	15%
Limited English Proficient	76	30%	25%	0%	65	46%	38%	0%
Economically Disadvantaged	857	67%	61%	10%	697	73%	64%	15%
Not Disadvantaged	714	50%	48%	15%	832	45%	41%	13%
Migrant								
Not Migrant	1571	59%	55%	12%	1529	58%	51%	14%

NOTES

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

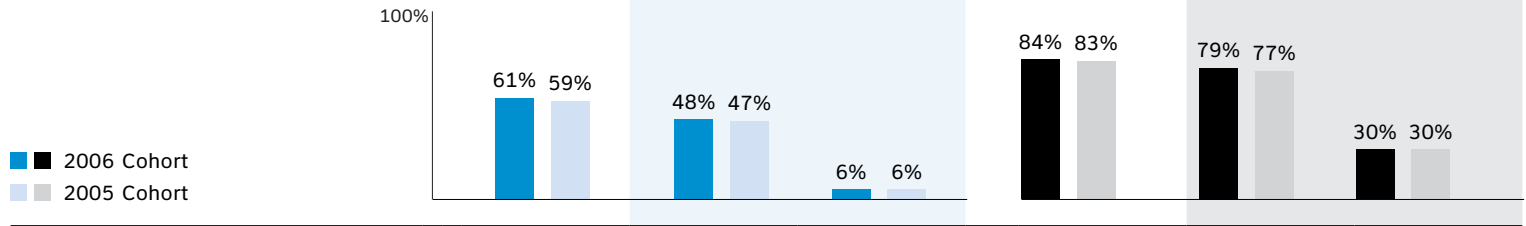
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
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