



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **SCHENECTADY CITY SCHOOL
DISTRICT**

District ID **53-06-00-01-0000**

Superintendent **ERIC ELY**

Telephone **(518) 370-8100**

Grades **PK-12**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

For more information:

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

District SCHENECTADY CITY SCHOOL DISTRICT

District ID 53-06-00-01-0000

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	178	441	442
Kindergarten	782	876	898
Grade 1	782	833	816
Grade 2	701	818	770
Grade 3	695	760	769
Grade 4	689	780	750
Grade 5	650	750	741
Grade 6	686	696	725
Ungraded Elementary	0	0	0
Grade 7	752	766	731
Grade 8	777	734	709
Grade 9	979	985	889
Grade 10	680	784	732
Grade 11	666	534	609
Grade 12	555	655	548
Ungraded Secondary	0	0	0
Total K-12	9394	9971	9687

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	22	21	22
Grade 8			
English	19	19	18
Mathematics	18	19	19
Science	21	20	19
Social Studies	20	19	19
Grade 10			
English	18	19	23
Mathematics	19	22	22
Science	18	26	25
Social Studies	20	23	23

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 SCHENECTADY CITY SCHOOL DISTRICT

District ID 53-06-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	4714	50%	4931	49%	5528	57%
Reduced-Price Lunch	1062	11%	1032	10%	1176	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	322	3%	303	3%	325	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	13	0%	14	0%	8	0%
Black or African American	3208	34%	3435	34%	3372	35%
Hispanic or Latino	1327	14%	1449	15%	1449	15%
Asian or Native Hawaiian/Other Pacific Islander	1173	12%	1281	13%	1363	14%
White	3660	39%	3792	38%	3495	36%
Multiracial	13	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%		90%
Student Suspensions	2013	21%	1757	19%	1672	17%

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 SCHENECTADY CITY SCHOOL DISTRICT

District ID 53-06-00-01-0000

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	741	826	802
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	3%	0%	0%
Percent with Fewer Than Three Years of Experience	13%	16%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	10%	10%
Total Number of Core Classes	1993	2249	2053
Percent Not Taught by Highly Qualified Teachers in This District	3%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	2466	2824	2685
Percent Taught by Teachers Without Appropriate Certification	4%	1%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	24%	27%
Turnover Rate of All Teachers	21%	18%	17%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	65	113	127
Total Paraprofessionals*	848	419	384
Assistant Principals	4	4	4
Principals	21	24	23

* 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 6)

ELA	▲ Improvement (Year 6)	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	✗ 2 of 8	✗ 7 of 8	✓ 1 of 1	✗ 1 of 7	✗ 1 of 7	✓ 1 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 6)

Accountability Measures 2 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 7) 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 6) 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 (4532:4271)			99%		150	153	153	120
Ethnicity								
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—	—
Black or African American (1622:1514)			99%		140	152	152	108
Hispanic or Latino (670:618)			100%		143	151	151	107
Asian or Native Hawaiian/Other Pacific Islander (659:626)			100%		156	151		
White (1574:1506)			99%		160	152		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (858:819)			98%		106	151	116	67
Limited English Proficient (148:177)			99%		120	147	127	85
Economically Disadvantaged (3163:3117)			99%		146	153	153	115
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (2170:2044)			99%		157	153		
Male (2362:2227)			99%		143	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  Good Standing
for This Subject
(2010–11)

Accountability Measures 7 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 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 (4530:4281)			99%		167	133	
Ethnicity							
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—
Black or African American (1622:1515)			99%		159	132	
Hispanic or Latino (667:622)			100%		161	131	
Asian or Native Hawaiian/Other Pacific Islander (661:631)			100%		181	131	
White (1573:1506)			99%		173	132	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (857:819)			98%		122	131	126 85
Limited English Proficient (149:188)			99%		146	127	
Economically Disadvantaged (3161:3123)			99%		166	133	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (2169:2048)			99%		170	133	
Male (2361:2233)			99%		165	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 (1515:1395)		Qualified		96%		158	100	
Ethnicity								
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—	—
Black or African American (524:470)		Qualified		95%		148	100	
Hispanic or Latino (220:200)		Qualified		95%		139	100	
Asian or Native Hawaiian/Other Pacific Islander (235:219)		Qualified		99%		170	100	
White (532:503)		Qualified		97%		170	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (285:260)		Qualified		93%		118	100	
Limited English Proficient (58:70)		Qualified		97%		114	100	
Economically Disadvantaged (1039:998)		Qualified		96%		156	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (740:688)				97%		161	100	
Male (775:707)				95%		156	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 6)

Accountability Measures 1 of 7 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 7) 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 6) 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 (547:541)			99%		151	172	158	156
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (195:192)			97%		132	169	142	139
Hispanic or Latino (67:72)			99%		144	166	148 [‡]	150
Asian or Native Hawaiian/Other Pacific Islander (59:54)			100%		178	164		
White (226:223)			100%		164	170	169	168
Multiracial (0:0)								
Other Groups								
Students with Disabilities (99:116)			96%		66	167	71 [‡]	79
Limited English Proficient (1:6)	—	—	—	—	—	—		—
Economically Disadvantaged (256:287)			98%		151	171	152 [‡]	156
Final AYP Determination	 1 of 7							
Non-Accountability Groups								
Female (273:271)			99%		161	170		
Male (274:270)			99%		141	170		
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 7 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 (547:541)			100%		148	168	158 153
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (195:192)			100%		124	165	139 132
Hispanic or Latino (67:72)			100%		142	162	146 [‡] 148
Asian or Native Hawaiian/Other Pacific Islander (59:54)			100%		176	160	
White (226:223)			100%		163	166	166 167
Multiracial (0:0)							
Other Groups							
Students with Disabilities (99:116)			100%		71	163	82 [‡] 84
Limited English Proficient (1:6)	—	—	—	—	—	—	—
Economically Disadvantaged (256:287)			100%		145	167	148 [‡] 151
Final AYP Determination	 1 of 7						
Non-Accountability Groups							
Female (273:271)			100%		151	166	
Male (274:270)			100%		144	166	
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 1 of 1 Student groups making AYP in graduation rate
 Made AYP

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (796)			59%	80%	58%	63%
Ethnicity						
American Indian or Alaska Native (2)		—	—	—		
Black or African American (252)			54%	80%	54%	59%
Hispanic or Latino (117)			44%	80%	51%	51%
Asian or Native Hawaiian/Other Pacific Islander (63)			75%	80%	65%	76%
White (362)			65%	80%	64%	68%
Multiracial (0)						
Other Groups						
Students with Disabilities (142)			26%	80%	34%	37%
Limited English Proficient (7)		—	—	—		
Economically Disadvantaged (341)			60%	80%	62%	64%
Final AYP Determination	 1 of 1					
Non-Accountability Groups						
Female (396)			63%	80%		
Male (400)			55%	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 **62%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

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 68% of total

CENTRAL PARK INTERNATIONAL MAGNET SCHOOL
ELMER AVENUE SCHOOL
FRANKLIN DELANO ROOSEVELT ELEMENTARY SCHOOL
FULTON ELEMENTARY SCHOOL
HAMILTON ELEMENTARY SCHOOL
HOWE EARLY CHILDHOOD EDUCATIONAL CENTER
JESSIE T ZOLLER SCHOOL
LINCOLN SCHOOL
PLEASANT VALLEY SCHOOL
VAN CORLAER SCHOOL
WILLIAM C KEANE ELEMENTARY SCHOOL
WOODLAWN SCHOOL
YATES SCHOOL

Improvement (year 2) Focused

1 school identified 5% of total

PAIGE SCHOOL

Improvement (year 2) Comprehensive

1 school identified 5% of total

MARTIN LUTHER KING SCHOOL

Corrective Action (year 2) Focused

1 school identified 5% of total

KATHERINE BURR BLODGETT ELEMENTARY SCHOOL

Restructuring (advanced) Focused

1 school identified 5% of total

ONEIDA MIDDLE SCHOOL

Restructuring (advanced) Comprehensive

2 schools identified 11% of total

MONT PLEASANT MIDDLE SCHOOL
SCHENECTADY HIGH SCHOOL

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

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	38%			754
Grade 4	39%			758
Grade 5	28%			744
Grade 6	31%			731
Grade 7	27%			731
Grade 8	29%			721
Mathematics				
Grade 3	43%			755
Grade 4	48%			760
Grade 5	41%			745
Grade 6	42%			730
Grade 7	31%			733
Grade 8	25%			726
Science				
Grade 4	79%			751
Grade 8	55%			698

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	58%			687
Mathematics	54%			687

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: 657	*Range: 643-780	662-780	694-780			
2009 Mean Score: 656						
Number of Tested Students:	563	682	289	466	73	37

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	754	75%	38%	10%	754	90%	62%	5%
Female	364	79%	43%	13%	372	94%	69%	7%
Male	390	71%	34%	7%	382	87%	54%	3%
American Indian or Alaska Native					3	-	-	-
Black or African American	277	71%	32%	8%	249	87%	52%	4%
Hispanic or Latino	117	74%	39%	6%	97	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	119	77%	39%	7%	113	96%	77%	5%
White	241	78%	45%	15%	292	93%	70%	7%
Multiracial								
Small Group Totals					100	85%	46%	3%
General-Education Students	641	82%	44%	11%	648	95%	69%	6%
Students with Disabilities	113	31%	9%	1%	106	61%	17%	0%
English Proficient	729	75%	39%	10%	723	92%	63%	5%
Limited English Proficient	25	72%	20%	0%	31	65%	23%	3%
Economically Disadvantaged	533	72%	35%	9%	483	88%	54%	2%
Not Disadvantaged	221	81%	45%	11%	271	95%	75%	9%
Migrant								
Not Migrant	754	75%	38%	10%	754	90%	62%	5%

NOTES

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

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

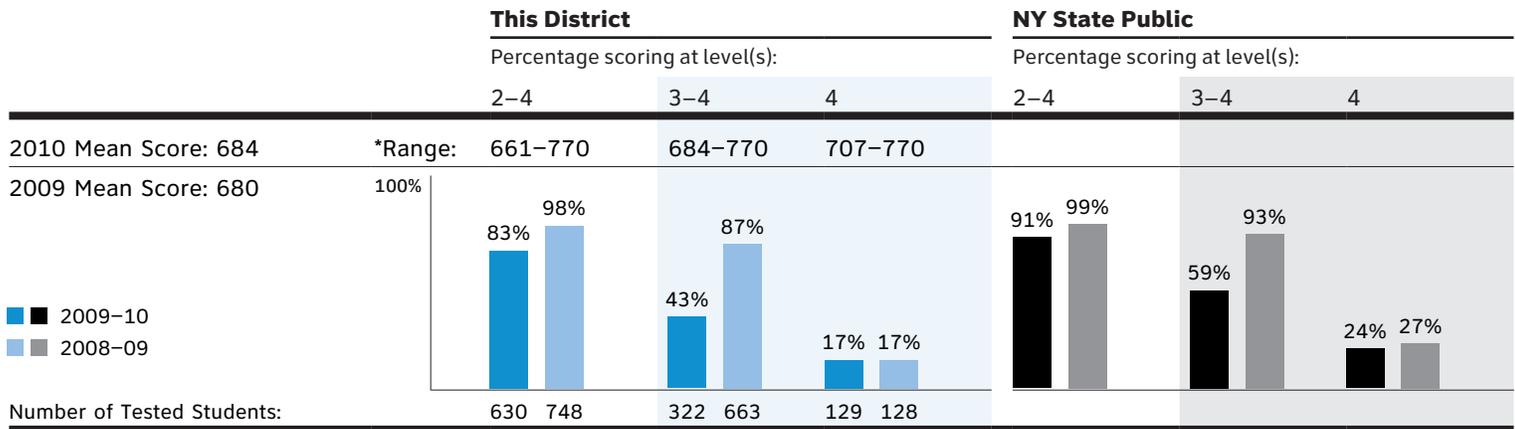
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	12	7	7	6	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 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	755	83%	43%	17%	763	98%	87%	17%
Female	366	86%	44%	19%	375	99%	87%	17%
Male	389	81%	42%	15%	388	97%	87%	17%
American Indian or Alaska Native					3	-	-	-
Black or African American	277	81%	35%	11%	254	97%	79%	6%
Hispanic or Latino	118	82%	36%	17%	101	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	119	87%	50%	17%	112	99%	97%	24%
White	241	85%	51%	24%	293	99%	92%	24%
Multiracial								
Small Group Totals					104	97%	81%	15%
General-Education Students	641	90%	48%	20%	651	100%	92%	19%
Students with Disabilities	114	47%	15%	4%	112	88%	58%	4%
English Proficient	727	84%	43%	17%	729	98%	87%	17%
Limited English Proficient	28	68%	29%	11%	34	97%	76%	9%
Economically Disadvantaged	532	82%	41%	15%	482	98%	84%	14%
Not Disadvantaged	223	87%	46%	22%	281	98%	92%	22%
Migrant								
Not Migrant	755	83%	43%	17%	763	98%	87%	17%

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	12	12	7	5	5	5	5	4

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: 658	*Range: 637-775	668-775	720-775			
2009 Mean Score: 653						
Number of Tested Students:	610	705	298	450	20	18

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	758	80%	39%	3%	773	91%	58%	2%
Female	368	84%	46%	4%	362	93%	64%	3%
Male	390	77%	33%	2%	411	89%	53%	1%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	261	74%	27%	0%	284	91%	50%	1%
Hispanic or Latino	101	-	-	-	106	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	119	90%	49%	4%	119	93%	66%	4%
White	274	85%	51%	5%	262	92%	65%	3%
Multiracial								
Small Group Totals	104	74%	29%	2%	108	88%	53%	1%
General-Education Students	626	90%	46%	3%	643	97%	65%	3%
Students with Disabilities	132	36%	8%	0%	130	65%	23%	0%
English Proficient	731	81%	40%	3%	744	92%	60%	2%
Limited English Proficient	27	59%	7%	0%	29	62%	24%	0%
Economically Disadvantaged	513	79%	35%	1%	526	90%	54%	1%
Not Disadvantaged	245	83%	49%	5%	247	94%	68%	6%
Migrant								
Not Migrant	758	80%	39%	3%	773	91%	58%	2%

NOTES

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

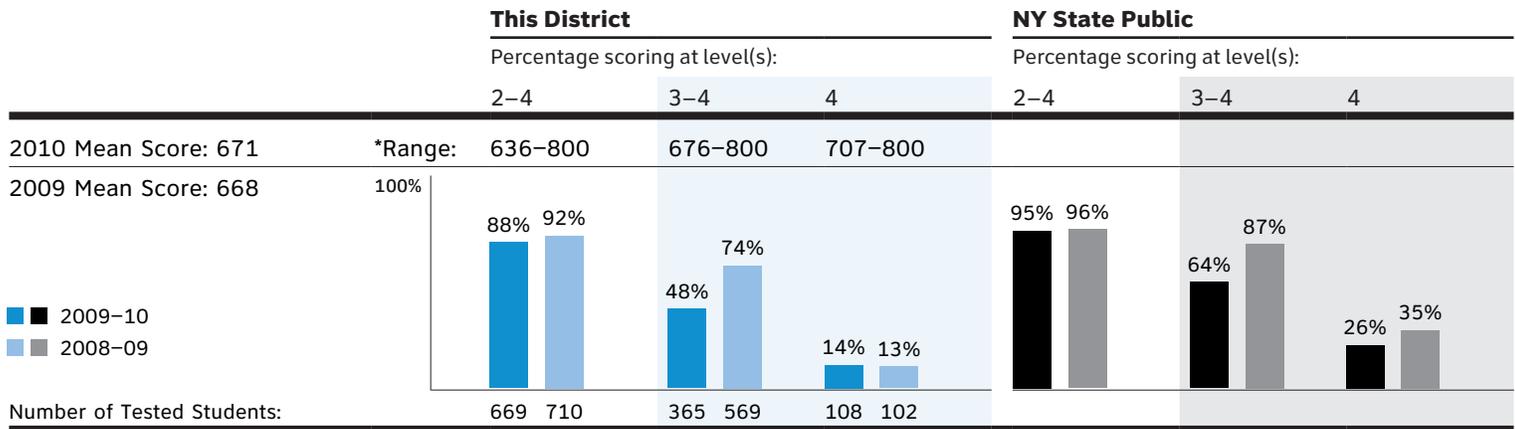
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	4	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	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 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	760	88%	48%	14%	774	92%	74%	13%
Female	368	89%	49%	15%	363	93%	72%	12%
Male	392	87%	47%	14%	411	91%	74%	14%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	260	83%	29%	5%	286	90%	65%	7%
Hispanic or Latino	103	-	-	-	107	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	121	94%	66%	19%	119	94%	80%	23%
White	273	92%	59%	22%	260	94%	82%	17%
Multiracial								
Small Group Totals	106	83%	44%	10%	109	89%	69%	10%
General-Education Students	630	93%	54%	17%	645	95%	79%	15%
Students with Disabilities	130	62%	17%	2%	129	74%	45%	5%
English Proficient	731	89%	49%	15%	743	92%	74%	14%
Limited English Proficient	29	62%	21%	3%	31	87%	55%	0%
Economically Disadvantaged	514	88%	46%	12%	519	91%	70%	11%
Not Disadvantaged	246	88%	52%	18%	255	94%	80%	18%
Migrant								
Not Migrant	760	88%	48%	14%	774	92%	74%	13%

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.

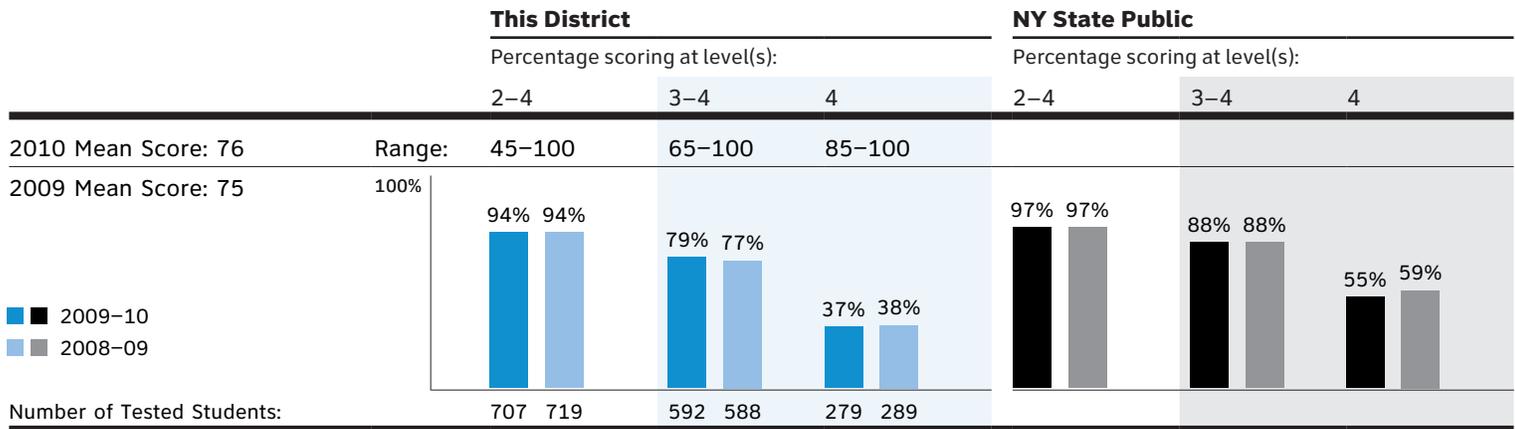
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	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	751	94%	79%	37%	768	94%	77%	38%
Female	369	95%	79%	38%	360	94%	77%	38%
Male	382	94%	78%	36%	408	94%	76%	38%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	254	92%	70%	24%	283	91%	70%	29%
Hispanic or Latino	101	-	-	-	104	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	122	96%	89%	45%	120	94%	78%	41%
White	271	98%	86%	49%	259	96%	86%	50%
Multiracial								
Small Group Totals	104	88%	70%	30%	106	94%	69%	26%
General-Education Students	626	96%	84%	43%	642	95%	80%	41%
Students with Disabilities	125	84%	52%	10%	126	87%	58%	18%
English Proficient	723	95%	80%	38%	737	94%	77%	39%
Limited English Proficient	28	75%	39%	14%	31	87%	55%	16%
Economically Disadvantaged	505	94%	78%	34%	512	93%	73%	31%
Not Disadvantaged	246	95%	81%	44%	256	95%	83%	52%
Migrant								
Not Migrant	751	94%	79%	37%	768	94%	77%	38%

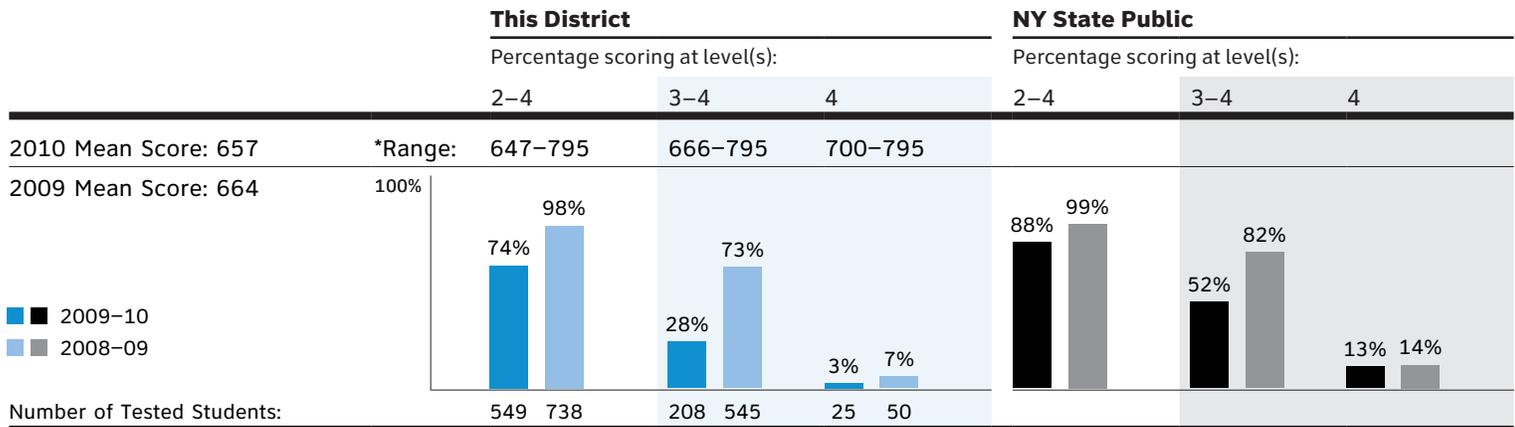
NOTES

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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	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	744	74%	28%	3%	751	98%	73%	7%
Female	344	79%	35%	5%	352	99%	77%	7%
Male	400	70%	22%	2%	399	97%	69%	7%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	273	65%	21%	3%	250	98%	66%	3%
Hispanic or Latino	102	-	-	-	112	96%	71%	4%
Asian or Native Hawaiian/Other Pacific Islander	125	84%	39%	6%	89	-	-	-
White	243	81%	33%	4%	299	98%	77%	10%
Multiracial								
Small Group Totals	103	68%	23%	1%	90	100%	79%	9%
General-Education Students	614	81%	32%	4%	605	100%	82%	8%
Students with Disabilities	130	39%	8%	0%	146	91%	33%	1%
English Proficient	722	75%	29%	3%	728	98%	74%	7%
Limited English Proficient	22	36%	5%	0%	23	91%	30%	0%
Economically Disadvantaged	522	73%	27%	3%	496	99%	72%	5%
Not Disadvantaged	222	75%	31%	5%	255	98%	75%	10%
Migrant								
Not Migrant	744	74%	28%	3%	751	98%	73%	7%

NOTES

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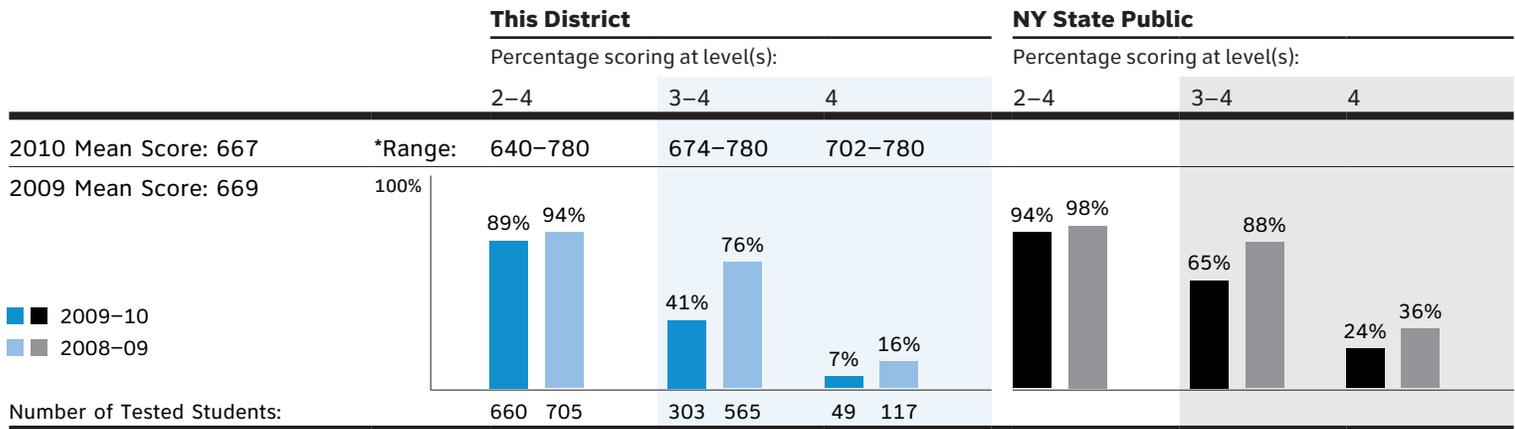
Other

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	4	-	-	-	8	7	7	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	745	89%	41%	7%	747	94%	76%	16%
Female	345	89%	42%	7%	355	95%	77%	16%
Male	400	89%	39%	6%	392	94%	74%	15%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	272	85%	32%	5%	250	94%	71%	8%
Hispanic or Latino	102	-	-	-	115	90%	68%	8%
Asian or Native Hawaiian/Other Pacific Islander	125	92%	46%	6%	88	-	-	-
White	245	91%	52%	9%	293	95%	79%	24%
Multiracial								
Small Group Totals	103	87%	32%	7%	89	98%	88%	20%
General-Education Students	615	93%	45%	8%	602	97%	84%	18%
Students with Disabilities	130	66%	18%	1%	145	85%	41%	4%
English Proficient	722	89%	41%	7%	722	95%	77%	16%
Limited English Proficient	23	74%	22%	9%	25	68%	28%	0%
Economically Disadvantaged	523	88%	38%	5%	493	94%	73%	13%
Not Disadvantaged	222	90%	47%	9%	254	95%	81%	22%
Migrant								
Not Migrant	745	89%	41%	7%	747	94%	76%	16%

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	4	-	-	-	8	8	6	3

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: 653	*Range: 644-785	662-785	694-785			
2009 Mean Score: 657						
Number of Tested Students:	563	693	230	478	10	26

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	731	77%	31%	1%	700	99%	68%	4%
Female	341	83%	34%	1%	354	99%	71%	4%
Male	390	72%	29%	1%	346	99%	65%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	251	74%	26%	1%	245	99%	60%	1%
Hispanic or Latino	112	70%	15%	1%	104	100%	65%	1%
Asian or Native Hawaiian/Other Pacific Islander	95	-	-	-	80	-	-	-
White	272	81%	42%	2%	270	98%	73%	6%
Multiracial								
Small Group Totals	96	83%	36%	1%	81	100%	84%	7%
General-Education Students	586	88%	39%	2%	573	100%	79%	5%
Students with Disabilities	145	32%	3%	0%	127	94%	19%	0%
English Proficient	710	78%	32%	1%	685	99%	69%	4%
Limited English Proficient	21	29%	5%	0%	15	100%	20%	0%
Economically Disadvantaged	523	75%	27%	1%	463	99%	66%	3%
Not Disadvantaged	208	82%	43%	3%	237	98%	73%	5%
Migrant								
Not Migrant	731	77%	31%	1%	700	99%	68%	4%

NOTES

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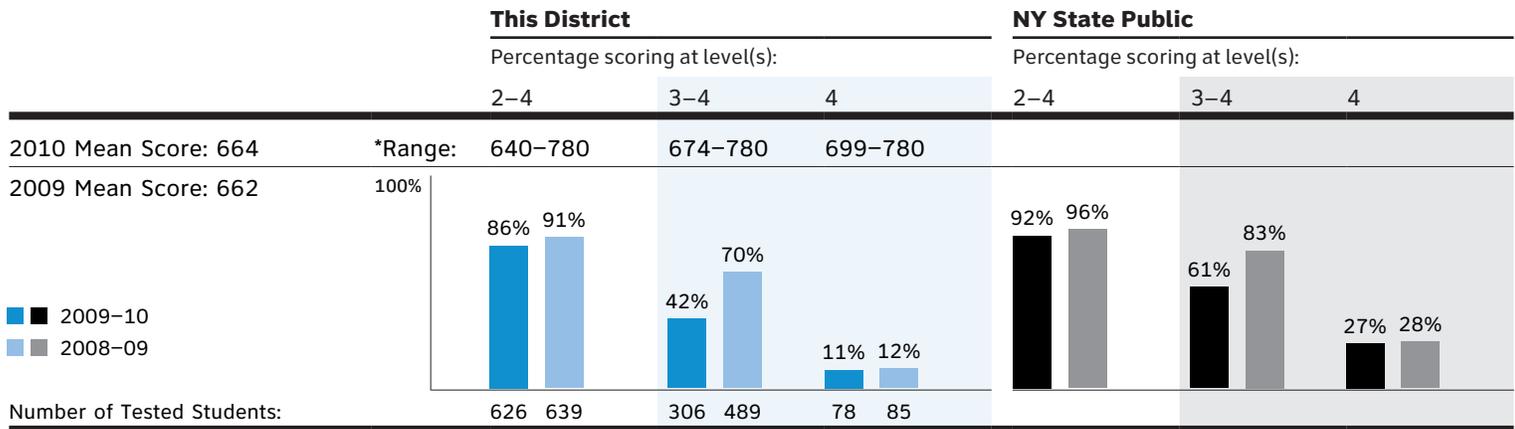
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	5	5	12	11	10	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	730	86%	42%	11%	700	91%	70%	12%
Female	340	88%	45%	12%	354	93%	70%	13%
Male	390	84%	39%	9%	346	89%	69%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	252	82%	34%	5%	246	88%	60%	6%
Hispanic or Latino	111	80%	32%	5%	106	88%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	96	-	-	-	80	-	-	-
White	270	89%	50%	17%	267	93%	78%	16%
Multiracial								
Small Group Totals	97	93%	52%	14%	81	99%	89%	22%
General-Education Students	585	94%	49%	13%	572	97%	79%	15%
Students with Disabilities	145	52%	14%	1%	128	66%	27%	0%
English Proficient	708	87%	43%	11%	682	92%	71%	12%
Limited English Proficient	22	45%	14%	9%	18	56%	28%	0%
Economically Disadvantaged	522	85%	39%	7%	455	92%	68%	9%
Not Disadvantaged	208	87%	49%	19%	245	90%	73%	17%
Migrant								
Not Migrant	730	86%	42%	11%	700	91%	70%	12%

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	7	7	5	5	12	12	11	8

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: 654	*Range: 642-790	664-790	698-790			
2009 Mean Score: 653						
Number of Tested Students:	565	759	195	481	26	8

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	731	77%	27%	4%	771	98%	62%	1%
Female	350	83%	30%	5%	374	99%	69%	2%
Male	381	72%	23%	2%	397	98%	56%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	273	72%	18%	1%	284	99%	59%	0%
Hispanic or Latino	110	73%	24%	1%	116	98%	47%	0%
Asian or Native Hawaiian/Other Pacific Islander	86	-	-	-	101	-	-	-
White	261	82%	36%	7%	269	97%	72%	3%
Multiracial								
Small Group Totals	87	85%	30%	2%	102	99%	66%	1%
General-Education Students	592	86%	32%	4%	618	100%	73%	1%
Students with Disabilities	139	41%	4%	0%	153	94%	21%	0%
English Proficient	716	78%	27%	4%	745	98%	64%	1%
Limited English Proficient	15	20%	0%	0%	26	100%	12%	0%
Economically Disadvantaged	519	76%	24%	2%	519	99%	60%	0%
Not Disadvantaged	212	80%	33%	7%	252	98%	68%	2%
Migrant								
Not Migrant	731	77%	27%	4%	771	98%	62%	1%

NOTES

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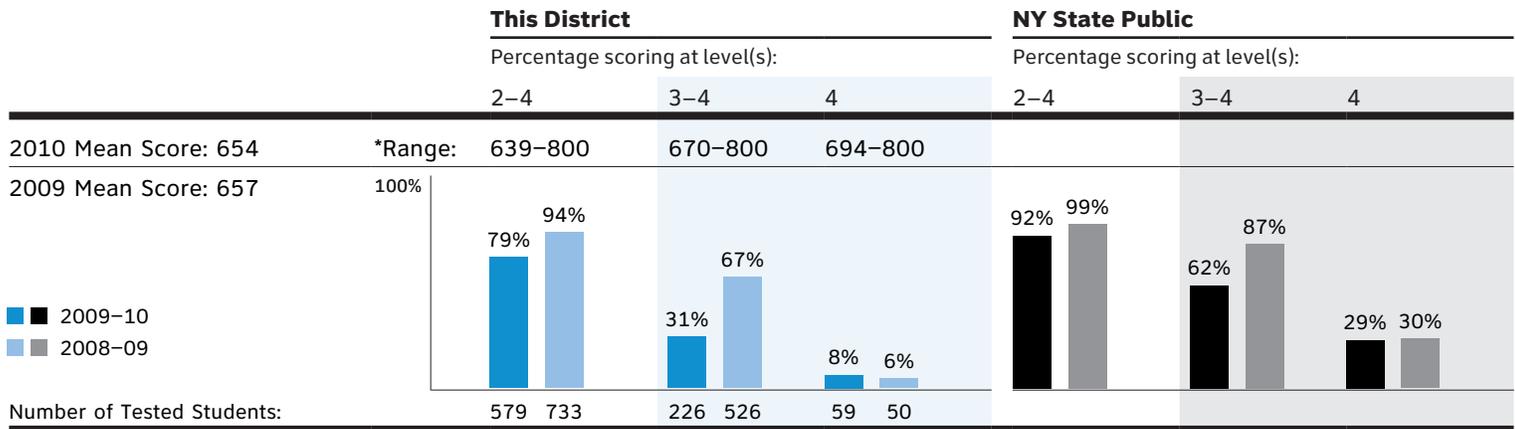
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	11	11	9	8	7	7	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	733	79%	31%	8%	783	94%	67%	6%
Female	349	82%	34%	9%	380	96%	72%	7%
Male	384	77%	28%	8%	403	92%	63%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	274	73%	22%	3%	286	93%	60%	3%
Hispanic or Latino	110	69%	23%	6%	123	89%	54%	0%
Asian or Native Hawaiian/Other Pacific Islander	87	-	-	-	102	-	-	-
White	261	85%	40%	11%	271	96%	76%	11%
Multiracial								
Small Group Totals	88	91%	42%	17%	103	93%	80%	9%
General-Education Students	592	88%	37%	10%	630	98%	77%	8%
Students with Disabilities	141	43%	6%	1%	153	77%	27%	1%
English Proficient	718	80%	31%	8%	752	94%	69%	7%
Limited English Proficient	15	47%	7%	0%	31	77%	16%	0%
Economically Disadvantaged	519	79%	29%	6%	519	93%	66%	5%
Not Disadvantaged	214	79%	36%	13%	264	94%	69%	9%
Migrant								
Not Migrant	733	79%	31%	8%	783	94%	67%	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 7 Equivalent	11	8	8	3	7	7	6	5

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 643	*Range: 627-790	658-790	699-790			
2009 Mean Score: 649						
Number of Tested Students:	577	721	208	378	18	12

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	721	80%	29%	2%	746	97%	51%	2%
Female	359	87%	38%	3%	359	99%	57%	3%
Male	362	73%	20%	2%	387	95%	44%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	246	78%	22%	2%	253	98%	47%	1%
Hispanic or Latino	115	70%	17%	0%	101	94%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	106	-	-	-	124	97%	47%	1%
White	253	84%	38%	5%	268	97%	60%	3%
Multiracial								
Small Group Totals	107	85%	37%	2%				
General-Education Students	583	89%	35%	3%	628	99%	59%	2%
Students with Disabilities	138	41%	4%	0%	118	83%	8%	0%
English Proficient	696	82%	30%	3%	723	97%	52%	2%
Limited English Proficient	25	28%	0%	0%	23	87%	4%	0%
Economically Disadvantaged	507	80%	27%	2%	478	96%	46%	0%
Not Disadvantaged	214	81%	33%	3%	268	97%	59%	4%
Migrant								
Not Migrant	721	80%	29%	2%	746	97%	51%	2%

NOTES

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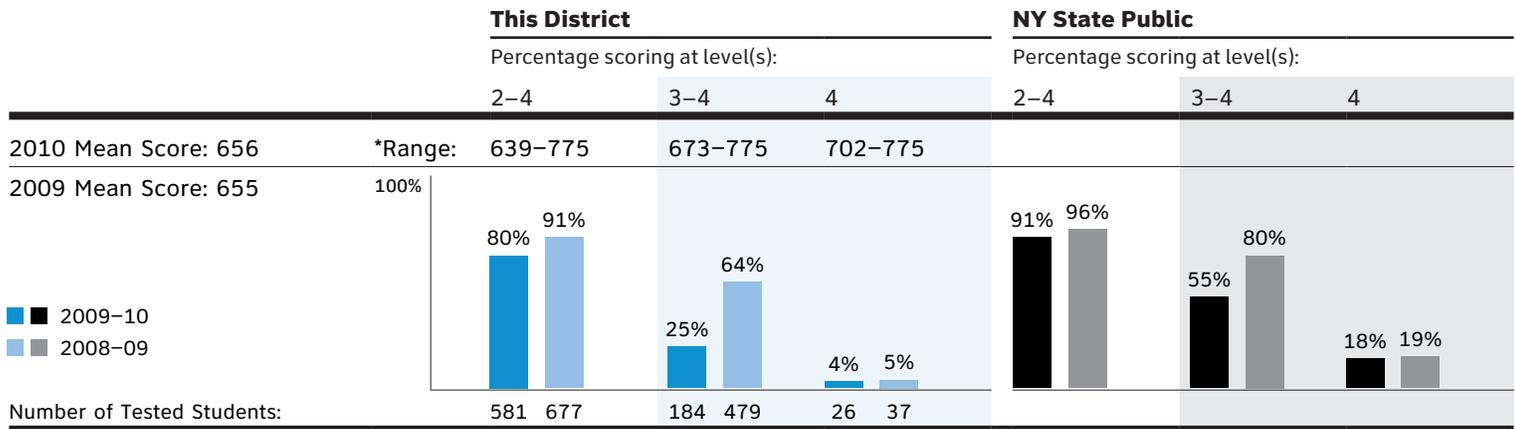
Other

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 8 Equivalent	6	6	6	4	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	726	80%	25%	4%	748	91%	64%	5%
Female	362	85%	30%	5%	363	92%	64%	7%
Male	364	75%	21%	2%	385	89%	64%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	248	74%	16%	2%	258	88%	55%	3%
Hispanic or Latino	116	76%	14%	1%	102	84%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	108	-	-	-	122	96%	82%	7%
White	253	86%	34%	6%	266	93%	68%	7%
Multiracial								
Small Group Totals	109	85%	39%	6%				
General-Education Students	588	87%	30%	4%	626	96%	70%	6%
Students with Disabilities	138	51%	5%	0%	122	63%	31%	0%
English Proficient	697	81%	26%	4%	724	91%	65%	5%
Limited English Proficient	29	59%	7%	0%	24	75%	42%	0%
Economically Disadvantaged	513	81%	25%	4%	475	91%	63%	3%
Not Disadvantaged	213	78%	27%	4%	273	90%	65%	8%
Migrant								
Not Migrant	726	80%	25%	4%	748	91%	64%	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 8 Equivalent	6	6	5	2	1	-	-	-

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

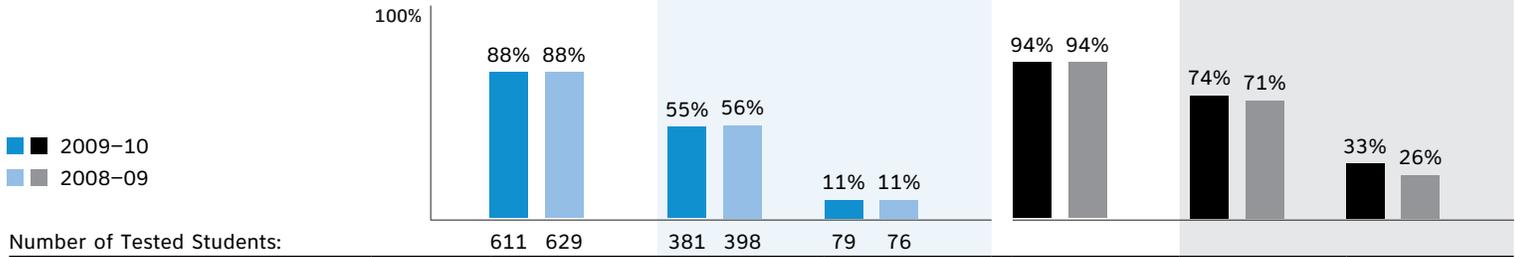
NY State Public

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	698	88%	55%	11%	715	88%	56%	11%
Female	345	90%	57%	11%	349	88%	51%	9%
Male	353	85%	52%	12%	366	88%	60%	12%
American Indian or Alaska Native								
Black or African American	240	87%	48%	6%	241	84%	48%	7%
Hispanic or Latino	107	81%	39%	6%	97	79%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	108	87%	66%	12%	120	92%	58%	10%
White	243	91%	63%	19%	257	93%	66%	16%
Multiracial								
Small Group Totals								
General-Education Students	568	91%	61%	14%	602	92%	61%	12%
Students with Disabilities	130	71%	25%	1%	113	67%	27%	3%
English Proficient	670	88%	56%	12%	691	90%	57%	11%
Limited English Proficient	28	68%	21%	0%	24	38%	4%	0%
Economically Disadvantaged	493	87%	54%	9%	454	87%	52%	7%
Not Disadvantaged	205	89%	56%	17%	261	90%	63%	17%
Migrant								
Not Migrant	698	88%	55%	11%	715	88%	56%	11%

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	6	4	4	1	1	–	–	–
Regents Science	0				0			

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

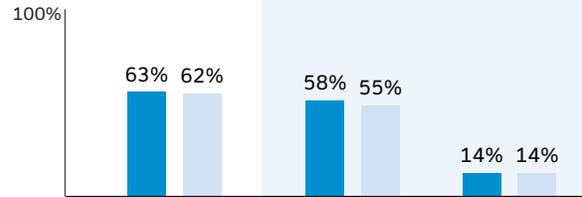
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

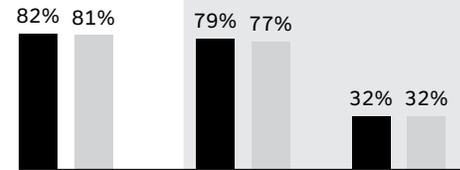
NY State Public

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			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	687	63%	58%	14%	825	62%	55%	14%
Female	337	69%	64%	17%	408	68%	61%	16%
Male	350	57%	51%	11%	417	57%	49%	12%
American Indian or Alaska Native					2	-	-	-
Black or African American	241	58%	51%	8%	262	60%	49%	9%
Hispanic or Latino	98	54%	52%	5%	122	50%	40%	5%
Asian or Native Hawaiian/Other Pacific Islander	70	73%	70%	24%	66	-	-	-
White	278	68%	63%	20%	373	66%	62%	21%
Multiracial								
Small Group Totals					68	74%	63%	12%
General-Education Students	541	74%	70%	18%	692	70%	63%	17%
Students with Disabilities	146	22%	14%	1%	133	25%	14%	1%
English Proficient	678	63%	58%	14%	818	63%	55%	14%
Limited English Proficient	9	22%	22%	0%	7	29%	0%	0%
Economically Disadvantaged	326	71%	64%	11%	358	64%	55%	12%
Not Disadvantaged	361	55%	52%	17%	467	61%	55%	16%
Migrant								
Not Migrant	687	63%	58%	14%	825	62%	55%	14%

NOTES

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

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

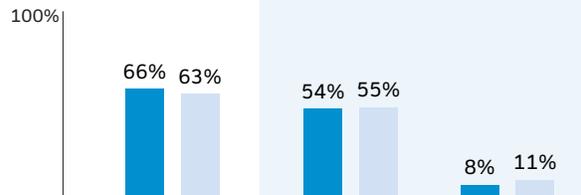
** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

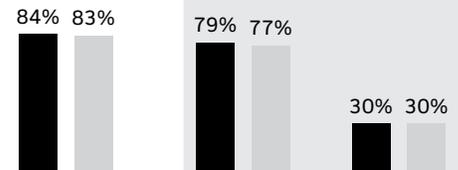


■ 2006 Cohort
■ 2005 Cohort

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

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