



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **PATCHOGUE-MEDFORD UNION FREE
SCHOOL DISTRICT**

District ID **58-02-24-03-0000**

Superintendent **MICHAEL MOSTOW**

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

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

For more information:

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

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	191	216	216
Kindergarten	603	615	624
Grade 1	554	611	614
Grade 2	639	556	567
Grade 3	649	657	573
Grade 4	595	641	649
Grade 5	631	588	644
Grade 6	634	637	594
Ungraded Elementary	1	1	7
Grade 7	595	650	643
Grade 8	660	587	650
Grade 9	702	678	609
Grade 10	718	694	708
Grade 11	785	714	700
Grade 12	716	781	725
Ungraded Secondary	2	1	48
Total K-12	8484	8411	8355

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	24	23	23
Grade 8			
English	25	24	26
Mathematics	26	25	27
Science	26	24	27
Social Studies	25	24	27
Grade 10			
English	29	25	28
Mathematics	22	25	27
Science	26	25	28
Social Studies	24	22	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.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1276	15%	1407	17%	2034	24%
Reduced-Price Lunch	624	7%	704	8%	769	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	691	8%	800	10%	849	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	16	0%	11	0%	18	0%
Black or African American	433	5%	419	5%	400	5%
Hispanic or Latino	1776	21%	1940	23%	2080	25%
Asian or Native Hawaiian/Other Pacific Islander	179	2%	194	2%	195	2%
White	6080	72%	5811	69%	5589	67%
Multiracial	0	0%	36	0%	73	1%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	336	4%	365	4%	372	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	585	588	567
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	6%	7%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	66%	66%	69%
Total Number of Core Classes	1454	1507	1266
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	2106	2050	1847
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	32%	17%	41%
Turnover Rate of All Teachers	18%	10%	18%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	72	74	75
Total Paraprofessionals*	115	108	104
Assistant Principals	12	6	6
Principals	11	10	11

* 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)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			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	6 of 8	8 of 8	1 of 1	6 of 7	6 of 7	1 of 1

AYP Status

- Made AYP
- 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  Good Standing
for This Subject
(2010–11)

Accountability Measures 6 of 8 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (3775:3695)			100%		171	153	
Ethnicity							
American Indian or Alaska Native (13:11)	—	—	—	—	—	—	—
Black or African American (191:181)			100%		148	147	
Hispanic or Latino (920:886)			100%		151	151	
Asian or Native Hawaiian/Other Pacific Islander (100:93)			100%		187	145	
White (2535:2509)			100%		179	153	
Multiracial (16:15)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (468:499)			100%		128	150	129 95
Limited English Proficient (337:403)			99%		130	150	133 97
Economically Disadvantaged (1316:1272)			100%		156	152	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (1934:1894)			100%		177	152	
Male (1841:1801)			100%		164	152	
Migrant (4:4)			—		—	—	

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 8 of 8 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (3772:3701)			100%		182	133	
Ethnicity							
American Indian or Alaska Native (13:11)	—	—	—	—	—	—	—
Black or African American (189:179)			100%		166	127	
Hispanic or Latino (920:892)			100%		171	131	
Asian or Native Hawaiian/Other Pacific Islander (100:94)			100%		193	125	
White (2534:2510)			100%		187	133	
Multiracial (16:15)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (466:498)			100%		143	130	
Limited English Proficient (337:411)			100%		160	130	
Economically Disadvantaged (1315:1278)			100%		173	132	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (1934:1896)			100%		184	132	
Male (1838:1805)			100%		180	132	
Migrant (4:4)			—		—	—	

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 (1323:1299)		Qualified		100%		185	100	
Ethnicity								
American Indian or Alaska Native (5:5)	—		—	—	—	—	—	—
Black or African American (62:59)		Qualified		100%		161	100	
Hispanic or Latino (312:301)		Qualified		100%		172	100	
Asian or Native Hawaiian/Other Pacific Islander (40:38)		Qualified		100%		192	100	
White (897:889)		Qualified		100%		191	100	
Multiracial (7:7)	—		—	—	—	—	—	—
Other Groups								
Students with Disabilities (159:163)		Qualified		99%		156	100	
Limited English Proficient (112:134)		Qualified		100%		149	100	
Economically Disadvantaged (450:439)		Qualified		100%		171	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (657:644)				100%		186	100	
Male (666:655)				100%		184	100	
Migrant (2:2)	—		—	—	—	—	—	—

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  Good Standing
for This Subject
(2010–11)

Accountability Measures 6 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (702:657)			99%		186	173	
Ethnicity							
American Indian or Alaska Native (2:0)	—	—	—	—	—	—	—
Black or African American (34:32)		—	—		175	160	
Hispanic or Latino (114:110)			99%		163	167	167† 167
Asian or Native Hawaiian/Other Pacific Islander (17:13)	—	—	—	—	—	—	—
White (533:500)			99%		192	172	
Multiracial (2:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (123:73)			97%		142	166	130 148
Limited English Proficient (25:36)		—	—		128	161	20 135
Economically Disadvantaged (171:177)			99%		172	169	
Final AYP Determination		6 of 7					
Non-Accountability Groups							
Female (324:313)			99%		189	171	
Male (378:344)			98%		183	171	
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 6 of 7 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (702:657)			100%		185	169	
Ethnicity							
American Indian or Alaska Native (2:0)	—	—	—	—	—	—	—
Black or African American (34:32)		—	—		175	156	
Hispanic or Latino (114:110)			100%		158	163	163 [‡] 162
Asian or Native Hawaiian/Other Pacific Islander (17:13)	—	—	—	—	—	—	—
White (533:500)			100%		192	168	
Multiracial (2:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (58:73)			100%		138	162	130 144
Limited English Proficient (25:36)		—	—		119	157	20 127
Economically Disadvantaged (171:177)			100%		169	165	
Final AYP Determination		6 of 7					
Non-Accountability Groups							
Female (324:313)			100%		188	167	
Male (378:344)			100%		183	167	
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 (763)			82%	80%		
Ethnicity						
American Indian or Alaska Native (1)		—	—	—		
Black or African American (51)			75%	80%	80%	76%
Hispanic or Latino (109)			69%	80%	74%	71%
Asian or Native Hawaiian/Other Pacific Islander (13)		—	—	—		
White (589)			85%	80%		
Multiracial (0)						
Other Groups						
Students with Disabilities (115)			52%	80%	52%	58%
Limited English Proficient (24)		—	—	—		
Economically Disadvantaged (174)			74%	80%	77%	75%
Final AYP Determination		1 of 1				
Non-Accountability Groups						
Female (353)			86%	80%		
Male (410)			78%	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 **86%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

District ID **58-02-24-03-0000**

2010–11 Accountability Status of Schools in Your District

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

In Good Standing

7 schools identified 64% of total

BARTON ELEMENTARY SCHOOL
CANAAN ELEMENTARY SCHOOL
OREGON MIDDLE SCHOOL
RIVER ELEMENTARY SCHOOL
SAXTON MIDDLE SCHOOL
SOUTH OCEAN MIDDLE SCHOOL
TREMONT ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 9% of total

EAGLE ELEMENTARY SCHOOL

Improvement (year 1) Focused

2 schools identified 18% of total

BAY ELEMENTARY SCHOOL
PATCHOGUE-MEDFORD HIGH SCHOOL

Improvement (year 2) Focused

1 school identified 9% of total

MEDFORD ELEMENTARY SCHOOL

4 Overview of District Performance

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

District ID **58-02-24-03-0000**

Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	52%			555
Grade 4	49%			642
Grade 5	46%			633
Grade 6	57%			590
Grade 7	47%			634
Grade 8	63%			661
Mathematics				
Grade 3	50%			555
Grade 4	50%			643
Grade 5	56%			638
Grade 6	55%			594
Grade 7	60%			634
Grade 8	49%			662
Science				
Grade 4	87%			643
Grade 8	84%			498

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	87%			696
Mathematics	86%			696

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.

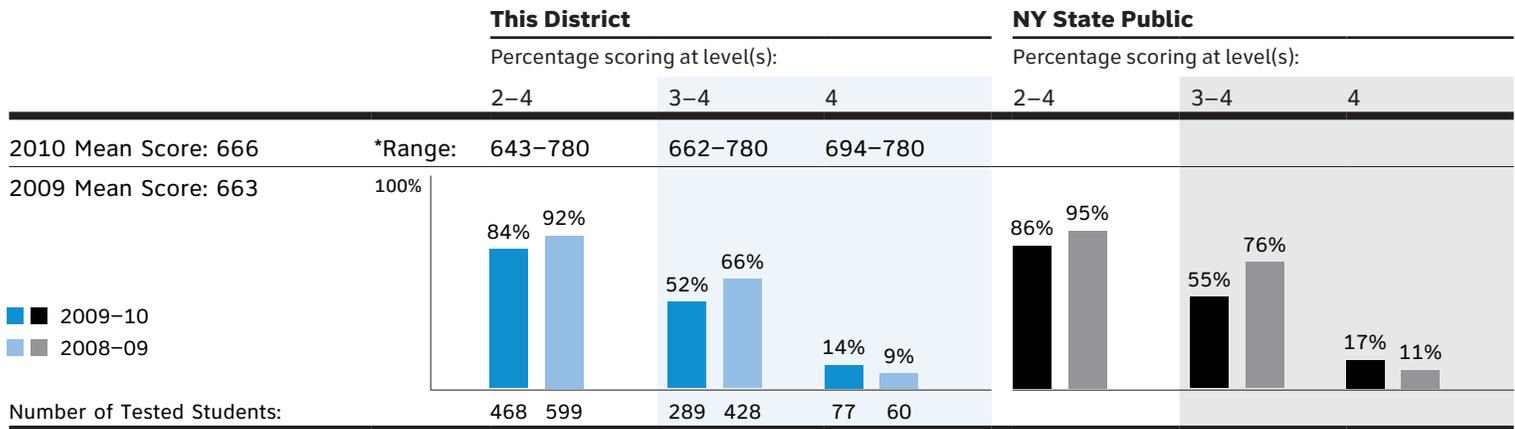
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	555	84%	52%	14%	653	92%	66%	9%
Female	288	85%	54%	15%	315	93%	71%	12%
Male	267	84%	50%	12%	338	90%	61%	6%
American Indian or Alaska Native								
Black or African American	34	88%	41%	15%	37	86%	49%	8%
Hispanic or Latino	155	66%	28%	3%	179	83%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	22	-	-	-
White	349	91%	62%	18%	413	96%	75%	12%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	17	100%	82%	18%	24	96%	83%	13%
General-Education Students	505	87%	55%	14%	590	94%	71%	10%
Students with Disabilities	50	54%	22%	12%	63	71%	17%	2%
English Proficient	468	90%	59%	16%	550	95%	73%	11%
Limited English Proficient	87	56%	13%	1%	103	73%	27%	0%
Economically Disadvantaged	213	76%	37%	7%	257	84%	49%	4%
Not Disadvantaged	342	89%	61%	18%	396	97%	76%	13%
Migrant					1	-	-	-
Not Migrant	555	84%	52%	14%	652	-	-	-

NOTES

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

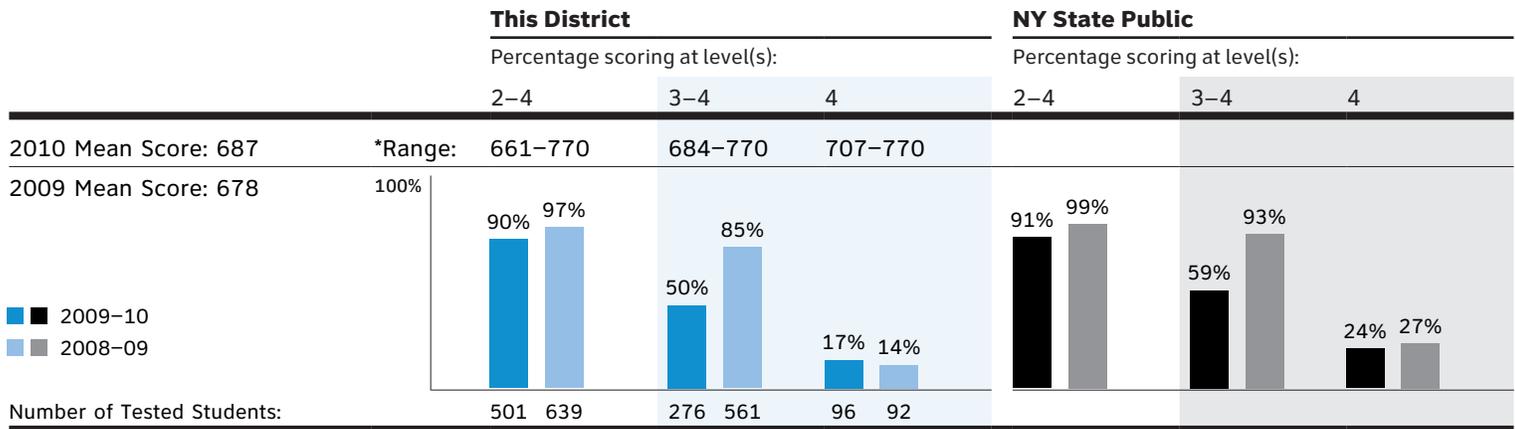
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	5	5	5	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	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 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	555	90%	50%	17%	659	97%	85%	14%
Female	289	91%	49%	16%	318	98%	85%	16%
Male	266	90%	51%	19%	341	96%	85%	12%
American Indian or Alaska Native								
Black or African American	33	85%	45%	9%	39	92%	67%	8%
Hispanic or Latino	156	81%	28%	7%	185	94%	76%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	22	-	-	-
White	349	95%	59%	21%	411	99%	91%	20%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	17	100%	76%	41%	24	100%	96%	21%
General-Education Students	506	93%	53%	19%	595	98%	89%	15%
Students with Disabilities	49	65%	16%	4%	64	88%	53%	2%
English Proficient	467	94%	56%	20%	550	98%	89%	17%
Limited English Proficient	88	72%	15%	1%	109	92%	65%	1%
Economically Disadvantaged	214	87%	37%	11%	261	95%	76%	5%
Not Disadvantaged	341	92%	58%	21%	398	98%	91%	20%
Migrant					1	-	-	-
Not Migrant	555	90%	50%	17%	658	-	-	-

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	7	7	5	3	3	-	-	-

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: 667	*Range: 637-775	668-775	720-775			
2009 Mean Score: 662						
Number of Tested Students:	562	596	316 453	28	27	

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	642	88%	49%	4%	635	94%	71%	4%
Female	311	89%	54%	6%	314	94%	79%	7%
Male	331	86%	45%	3%	321	94%	64%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	35	80%	37%	9%	32	78%	47%	0%
Hispanic or Latino	183	77%	30%	0%	163	88%	52%	1%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	16	-	-	-
White	403	93%	58%	6%	421	97%	81%	6%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	21	90%	67%	10%	19	100%	68%	5%
General-Education Students	574	92%	54%	5%	555	97%	77%	5%
Students with Disabilities	68	53%	10%	0%	80	75%	30%	0%
English Proficient	555	91%	55%	5%	555	95%	78%	5%
Limited English Proficient	87	66%	13%	0%	80	85%	23%	0%
Economically Disadvantaged	252	78%	31%	2%	239	89%	52%	2%
Not Disadvantaged	390	94%	61%	6%	396	97%	83%	6%
Migrant	1	-	-	-				
Not Migrant	641	-	-	-	635	94%	71%	4%

NOTES

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

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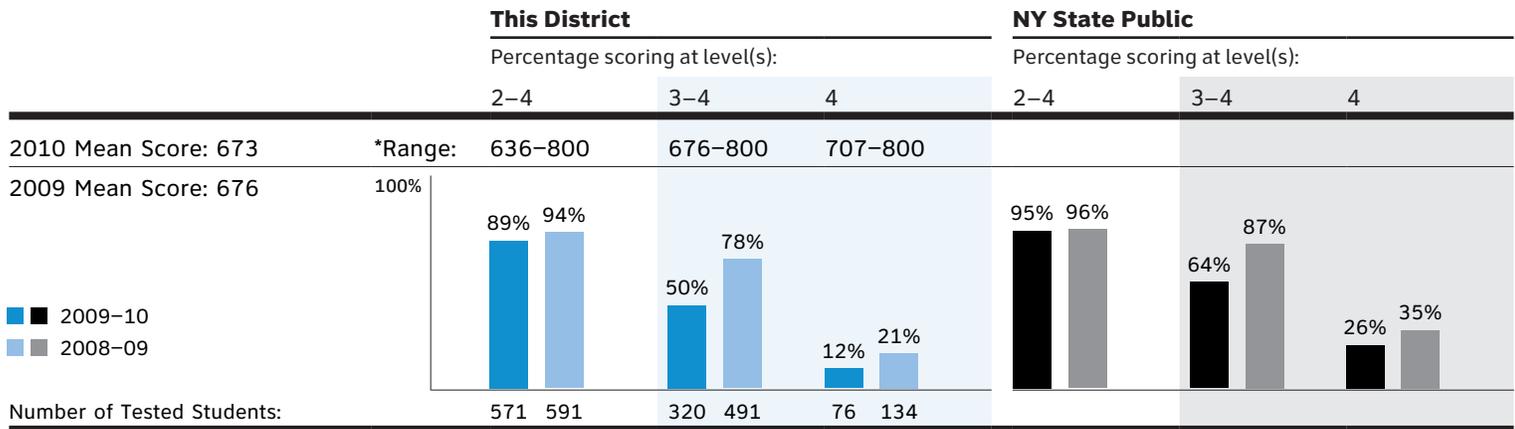
Other

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	3	-	-	-	5	5	4	2
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	643	89%	50%	12%	629	94%	78%	21%
Female	311	88%	52%	13%	311	93%	78%	21%
Male	332	90%	48%	11%	318	95%	78%	22%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	34	76%	35%	9%	30	77%	53%	10%
Hispanic or Latino	186	80%	31%	3%	162	91%	64%	12%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	16	-	-	-
White	402	94%	59%	15%	418	96%	85%	25%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	21	100%	62%	24%	19	95%	84%	26%
General-Education Students	576	92%	55%	13%	550	97%	84%	24%
Students with Disabilities	67	63%	9%	3%	79	73%	38%	1%
English Proficient	553	92%	56%	14%	549	95%	82%	24%
Limited English Proficient	90	67%	13%	1%	80	88%	51%	0%
Economically Disadvantaged	254	80%	32%	4%	233	91%	64%	12%
Not Disadvantaged	389	95%	61%	17%	396	96%	86%	27%
Migrant	1	-	-	-	-	-	-	-
Not Migrant	642	-	-	-	629	94%	78%	21%

NOTES

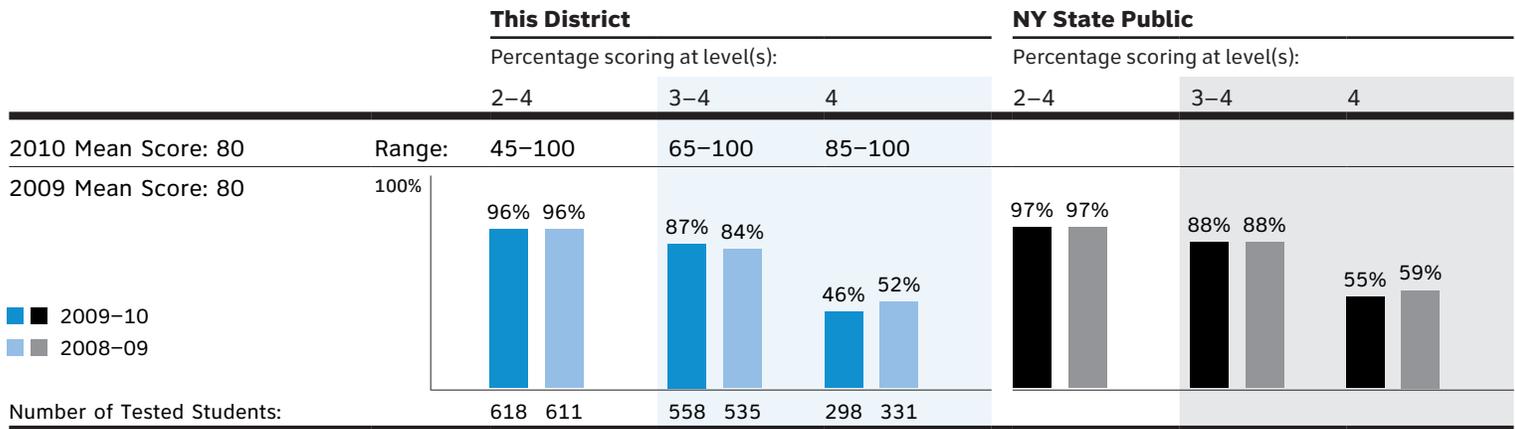
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

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

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	643	96%	87%	46%	634	96%	84%	52%
Female	313	96%	85%	46%	316	96%	85%	54%
Male	330	96%	88%	47%	318	97%	83%	50%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	34	85%	76%	35%	30	90%	53%	27%
Hispanic or Latino	186	91%	75%	24%	165	92%	68%	28%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	17	-	-	-
White	401	99%	93%	57%	419	99%	93%	64%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	22	95%	91%	59%	20	95%	90%	40%
General-Education Students	576	96%	88%	50%	555	97%	88%	56%
Students with Disabilities	67	94%	75%	18%	79	92%	59%	24%
English Proficient	552	98%	92%	53%	552	98%	89%	59%
Limited English Proficient	91	82%	53%	9%	82	84%	50%	4%
Economically Disadvantaged	255	92%	75%	29%	234	92%	70%	32%
Not Disadvantaged	388	99%	94%	58%	400	99%	93%	64%
Migrant	1	-	-	-				
Not Migrant	642	-	-	-	634	96%	84%	52%

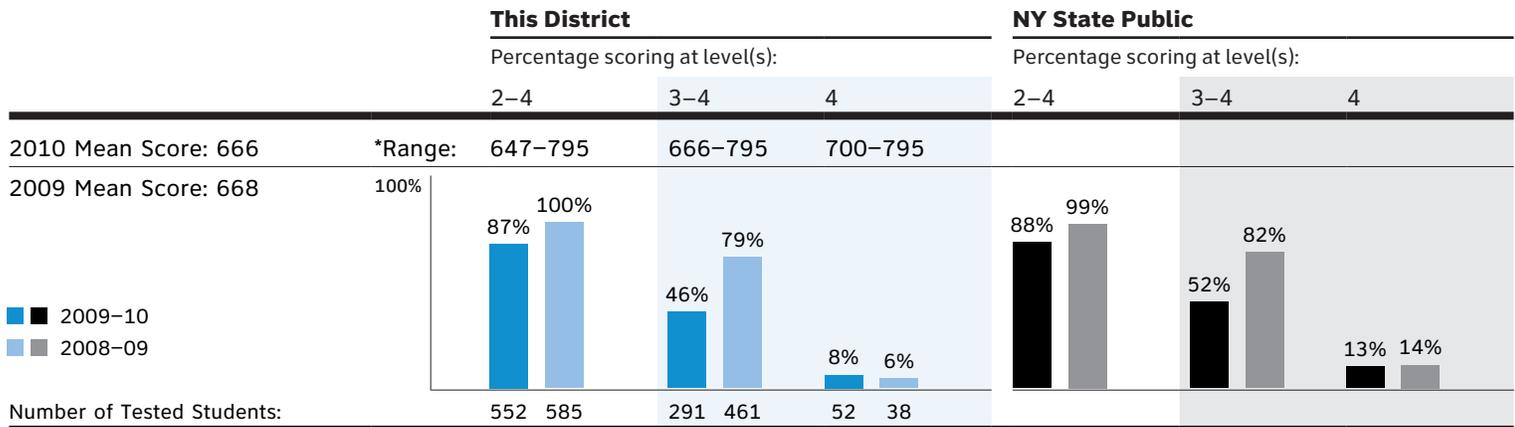
NOTES

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	5	5	5	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	633	87%	46%	8%	587	100%	79%	6%
Female	320	90%	53%	11%	323	100%	80%	8%
Male	313	85%	39%	5%	264	100%	77%	5%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	33	70%	24%	6%	28	100%	68%	0%
Hispanic or Latino	163	75%	30%	2%	143	99%	68%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	60%	13%	17	-	-	-
White	416	93%	53%	11%	397	100%	83%	8%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	83%	50%	0%	19	100%	89%	21%
General-Education Students	551	92%	51%	9%	511	100%	84%	7%
Students with Disabilities	82	54%	11%	1%	76	99%	39%	0%
English Proficient	576	90%	50%	9%	542	100%	82%	7%
Limited English Proficient	57	58%	5%	0%	45	98%	38%	0%
Economically Disadvantaged	238	78%	33%	5%	214	100%	68%	2%
Not Disadvantaged	395	93%	54%	10%	373	100%	84%	9%
Migrant								
Not Migrant	633	87%	46%	8%	587	100%	79%	6%

NOTES

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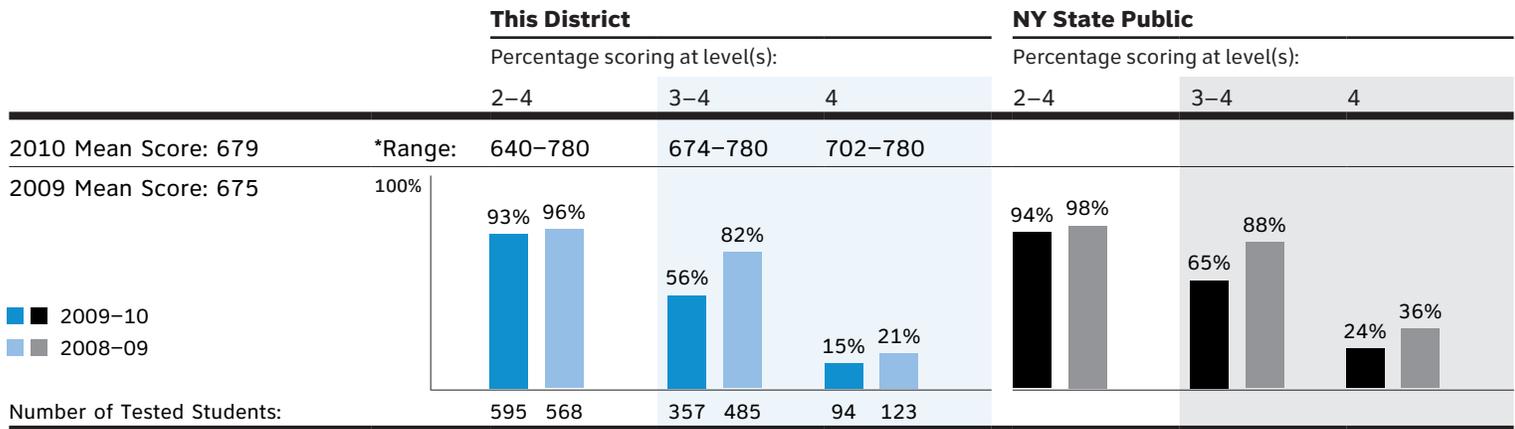
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	5	5	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	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 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	638	93%	56%	15%	590	96%	82%	21%
Female	322	93%	56%	13%	327	97%	82%	19%
Male	316	93%	56%	17%	263	95%	83%	23%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	33	79%	27%	3%	28	89%	64%	14%
Hispanic or Latino	165	88%	45%	9%	145	95%	68%	11%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	69%	31%	17	-	-	-
White	418	96%	62%	17%	398	97%	88%	24%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	100%	50%	0%	19	100%	100%	37%
General-Education Students	555	97%	62%	16%	515	98%	87%	23%
Students with Disabilities	83	70%	17%	4%	75	85%	49%	3%
English Proficient	576	95%	60%	16%	541	97%	85%	22%
Limited English Proficient	62	77%	21%	2%	49	90%	55%	6%
Economically Disadvantaged	242	88%	47%	12%	212	94%	73%	13%
Not Disadvantaged	396	96%	61%	17%	378	98%	87%	25%
Migrant								
Not Migrant	638	93%	56%	15%	590	96%	82%	21%

NOTES

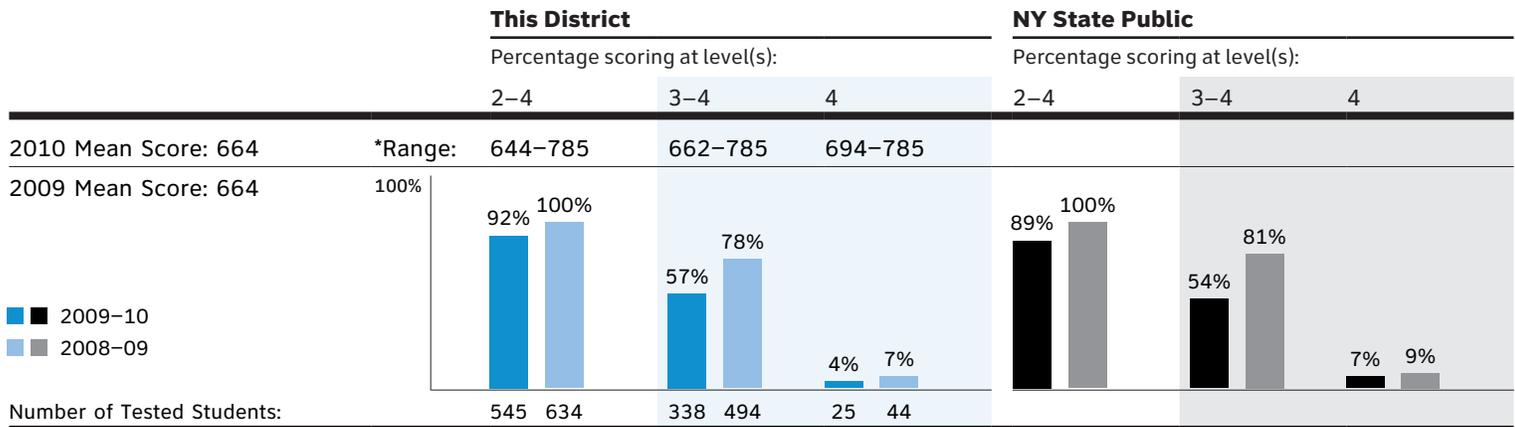
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Other Assessments

	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	-	-	-	5	5	5	3

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	590	92%	57%	4%	634	100%	78%	7%
Female	325	95%	60%	5%	317	100%	84%	9%
Male	265	89%	54%	3%	317	100%	72%	4%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	28	96%	32%	4%	29	100%	66%	3%
Hispanic or Latino	140	83%	31%	0%	138	100%	70%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	10	100%	100%	10%
White	402	95%	67%	5%	452	100%	81%	8%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	20	95%	80%	10%	5	100%	100%	0%
General-Education Students	519	97%	64%	5%	556	100%	85%	8%
Students with Disabilities	71	61%	11%	0%	78	100%	27%	1%
English Proficient	548	95%	61%	5%	604	100%	81%	7%
Limited English Proficient	42	57%	5%	0%	30	100%	20%	0%
Economically Disadvantaged	200	87%	41%	1%	204	100%	67%	3%
Not Disadvantaged	390	95%	66%	6%	430	100%	83%	9%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	589	-	-	-	633	-	-	-

NOTES

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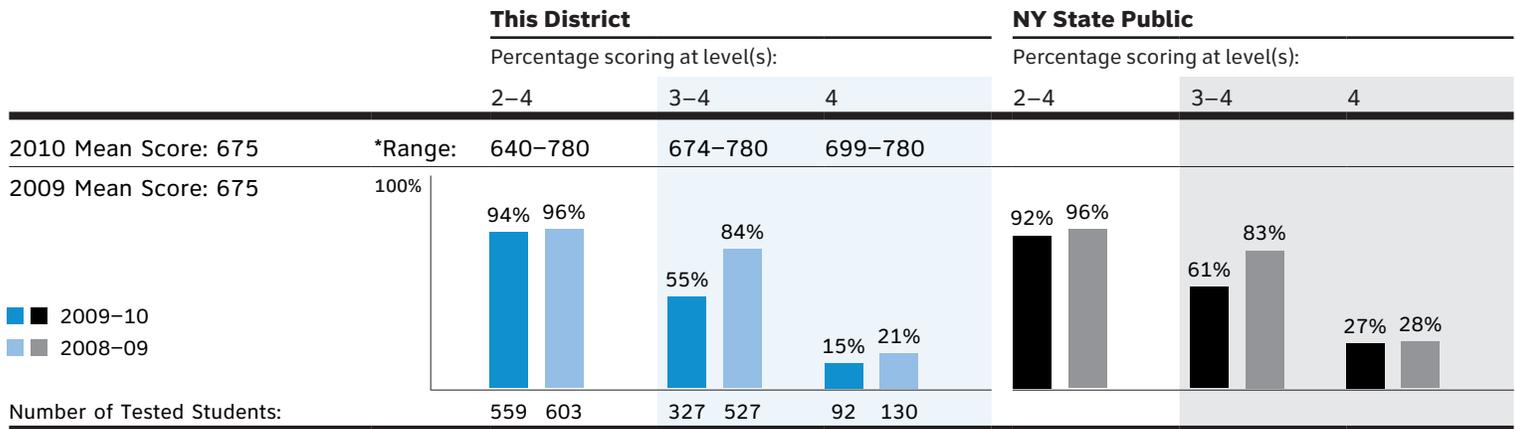
Other

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	5	5	4	1	9	9	8	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	594	94%	55%	15%	625	96%	84%	21%
Female	327	96%	55%	16%	316	97%	87%	20%
Male	267	92%	55%	15%	309	96%	82%	22%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	28	86%	43%	0%	28	89%	71%	7%
Hispanic or Latino	142	91%	37%	5%	140	96%	79%	14%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	10	100%	100%	40%
White	404	96%	61%	20%	442	97%	86%	23%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	20	100%	90%	30%	5	100%	100%	20%
General-Education Students	523	97%	60%	17%	560	98%	89%	23%
Students with Disabilities	71	70%	18%	3%	65	80%	40%	3%
English Proficient	549	95%	58%	17%	594	97%	86%	22%
Limited English Proficient	45	78%	16%	2%	31	81%	45%	0%
Economically Disadvantaged	203	89%	42%	6%	201	94%	76%	13%
Not Disadvantaged	391	97%	62%	20%	424	98%	88%	24%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	593	-	-	-	624	-	-	-

NOTES

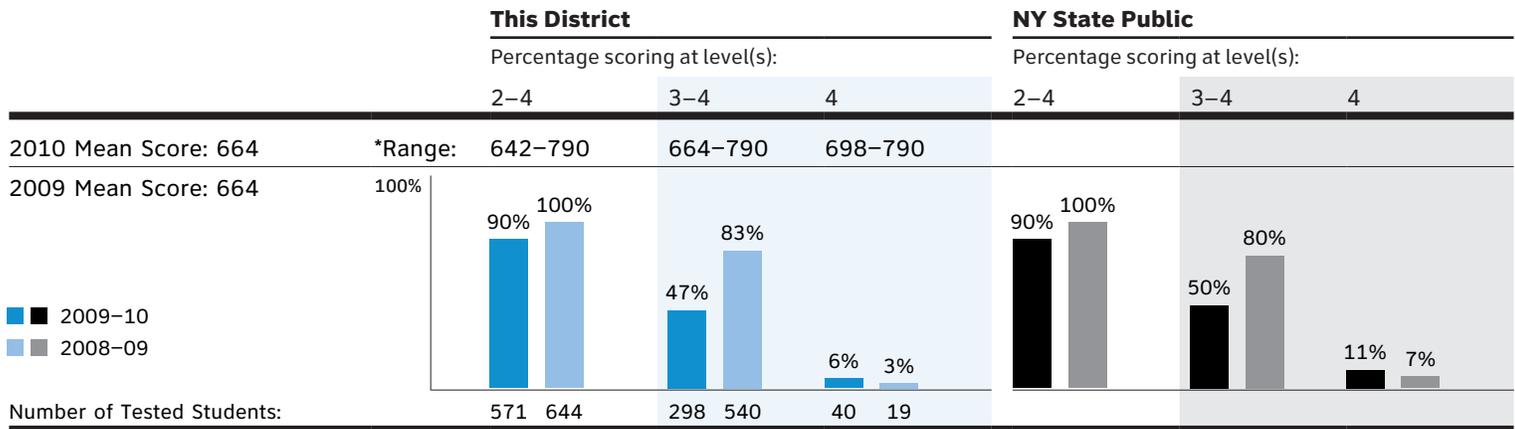
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Other Assessments

	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	5	5	3	3	9	9	9	6

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	634	90%	47%	6%	647	100%	83%	3%
Female	329	95%	55%	8%	341	100%	87%	3%
Male	305	85%	39%	4%	306	99%	79%	3%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	31	84%	26%	3%	28	96%	75%	0%
Hispanic or Latino	134	87%	33%	2%	111	100%	73%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	64%	0%	22	100%	91%	0%
White	451	91%	52%	8%	478	100%	86%	4%
Multiracial	3	-	-	-	5	-	-	-
Small Group Totals	7	100%	71%	14%	8	100%	100%	0%
General-Education Students	559	95%	52%	7%	572	100%	90%	3%
Students with Disabilities	75	51%	7%	1%	75	96%	31%	0%
English Proficient	606	92%	49%	7%	626	100%	85%	3%
Limited English Proficient	28	54%	4%	0%	21	100%	29%	0%
Economically Disadvantaged	195	86%	34%	3%	186	99%	76%	1%
Not Disadvantaged	439	92%	53%	8%	461	100%	87%	4%
Migrant	1	-	-	-				
Not Migrant	633	-	-	-	647	100%	83%	3%

NOTES

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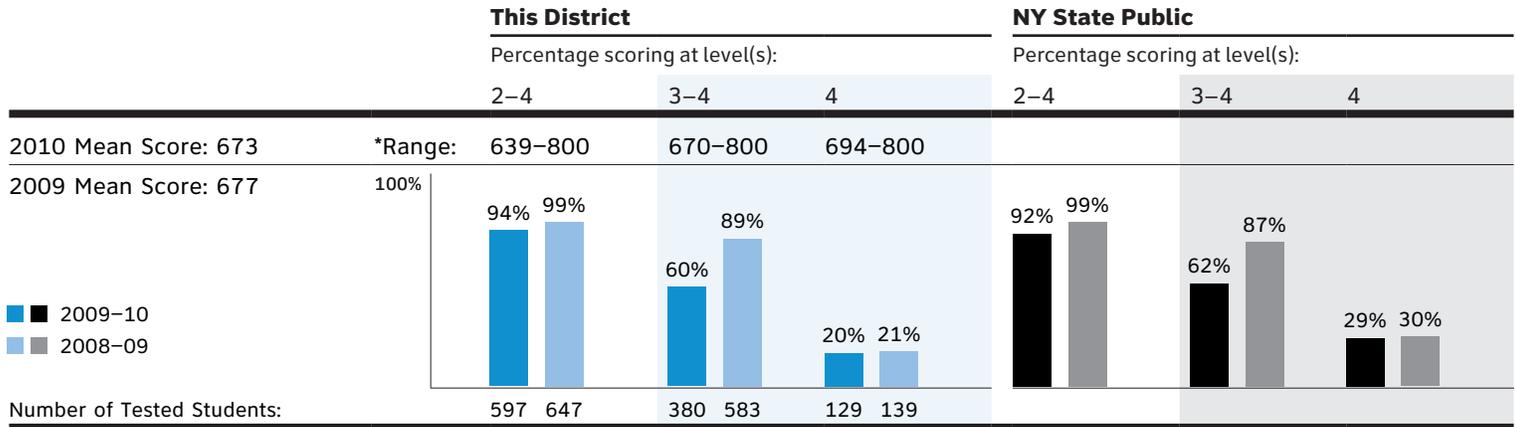
Other

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	13	13	12	10	11	11	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	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	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	634	94%	60%	20%	653	99%	89%	21%
Female	329	95%	61%	22%	342	99%	89%	23%
Male	305	93%	58%	19%	311	99%	89%	20%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	31	90%	48%	13%	28	100%	68%	0%
Hispanic or Latino	134	92%	51%	10%	117	97%	83%	12%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	82%	36%	22	100%	95%	55%
White	451	95%	62%	23%	478	99%	92%	23%
Multiracial	3	-	-	-	5	-	-	-
Small Group Totals	7	100%	86%	29%	8	100%	100%	38%
General-Education Students	559	98%	65%	23%	579	100%	94%	24%
Students with Disabilities	75	68%	19%	1%	74	95%	53%	3%
English Proficient	606	95%	62%	21%	626	99%	90%	22%
Limited English Proficient	28	79%	18%	0%	27	93%	63%	4%
Economically Disadvantaged	195	92%	54%	13%	190	98%	85%	13%
Not Disadvantaged	439	95%	63%	23%	463	99%	91%	25%
Migrant	1	-	-	-				
Not Migrant	633	-	-	-	653	99%	89%	21%

NOTES

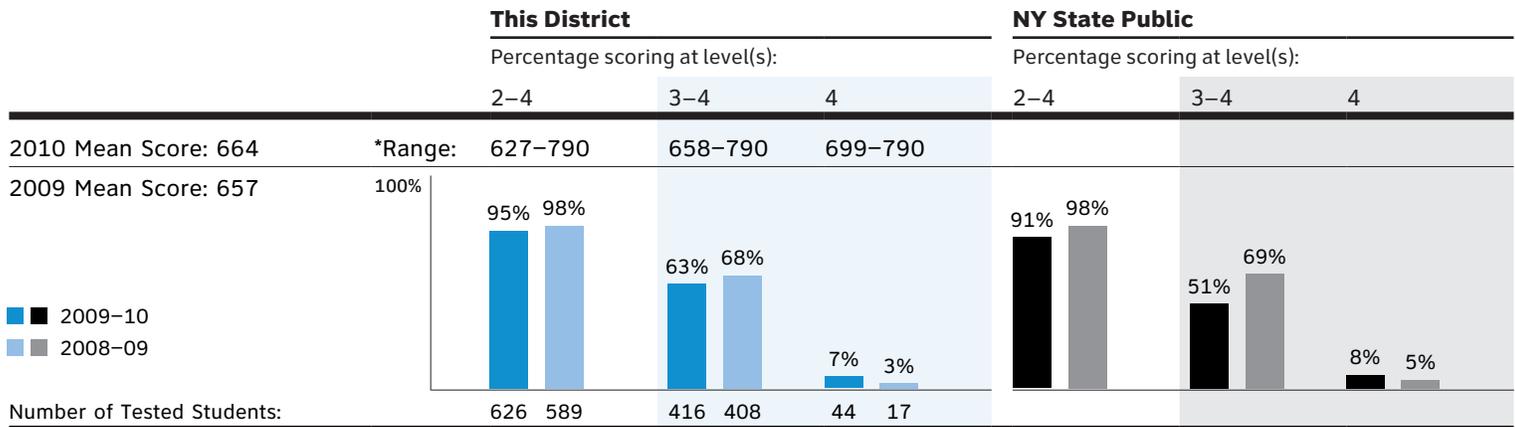
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Other Assessments

	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	13	12	11	7	11	11	9	5

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	661	95%	63%	7%	601	98%	68%	3%
Female	338	97%	72%	7%	301	100%	71%	5%
Male	323	92%	54%	6%	300	96%	65%	1%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	28	93%	36%	0%	36	100%	50%	3%
Hispanic or Latino	121	92%	50%	2%	91	95%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	75%	20%	9	-	-	-
White	483	96%	67%	8%	464	98%	72%	3%
Multiracial	5	-	-	-				
Small Group Totals	9	89%	78%	0%	10	100%	80%	0%
General-Education Students	584	98%	70%	8%	525	99%	75%	3%
Students with Disabilities	77	69%	6%	0%	76	89%	16%	0%
English Proficient	641	96%	64%	7%	581	99%	70%	3%
Limited English Proficient	20	55%	15%	0%	20	80%	15%	0%
Economically Disadvantaged	193	90%	49%	5%	167	95%	51%	1%
Not Disadvantaged	468	97%	69%	7%	434	99%	74%	3%
Migrant	1	-	-	-				
Not Migrant	660	-	-	-	601	98%	68%	3%

NOTES

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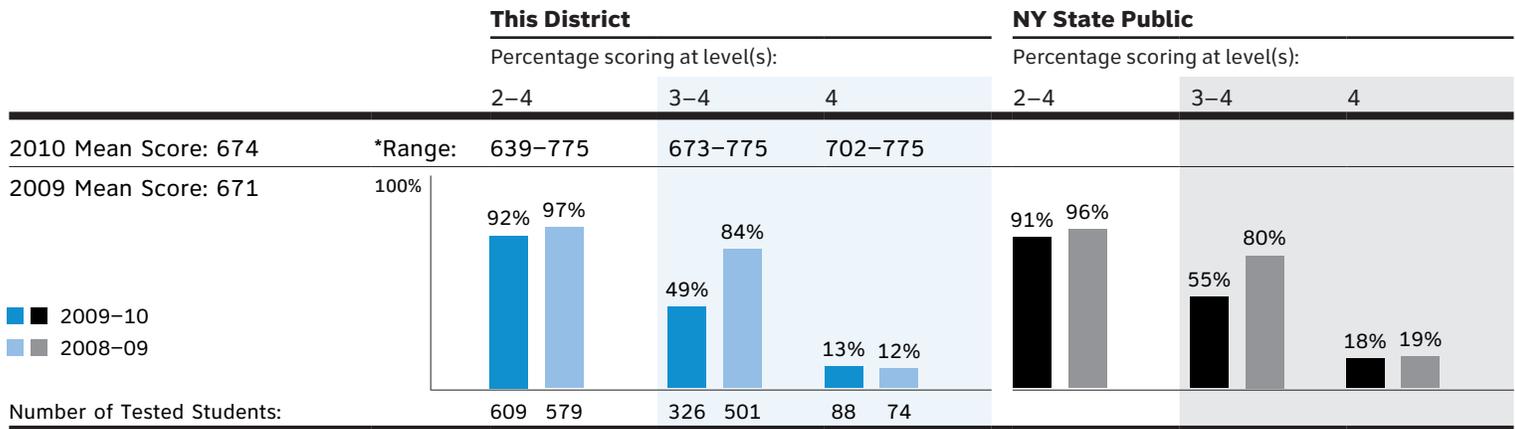
Other

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	11	11	11	9	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8	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 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	662	92%	49%	13%	599	97%	84%	12%
Female	338	94%	55%	13%	302	98%	85%	14%
Male	324	90%	43%	13%	297	95%	82%	11%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	28	82%	29%	0%	35	94%	60%	6%
Hispanic or Latino	122	85%	43%	7%	92	93%	73%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	60%	45%	9	-	-	-
White	483	94%	52%	14%	462	97%	87%	14%
Multiracial	5	-	-	-				
Small Group Totals	9	78%	56%	22%	10	100%	90%	20%
General-Education Students	585	96%	55%	15%	525	98%	89%	14%
Students with Disabilities	77	58%	6%	0%	74	84%	46%	0%
English Proficient	641	94%	51%	14%	578	97%	85%	13%
Limited English Proficient	21	43%	10%	0%	21	76%	43%	0%
Economically Disadvantaged	193	84%	40%	12%	166	93%	71%	2%
Not Disadvantaged	469	95%	53%	14%	433	98%	88%	16%
Migrant	1	-	-	-				
Not Migrant	661	-	-	-	599	97%	84%	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 8 Equivalent	11	11	9	4	5	5	5	3

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

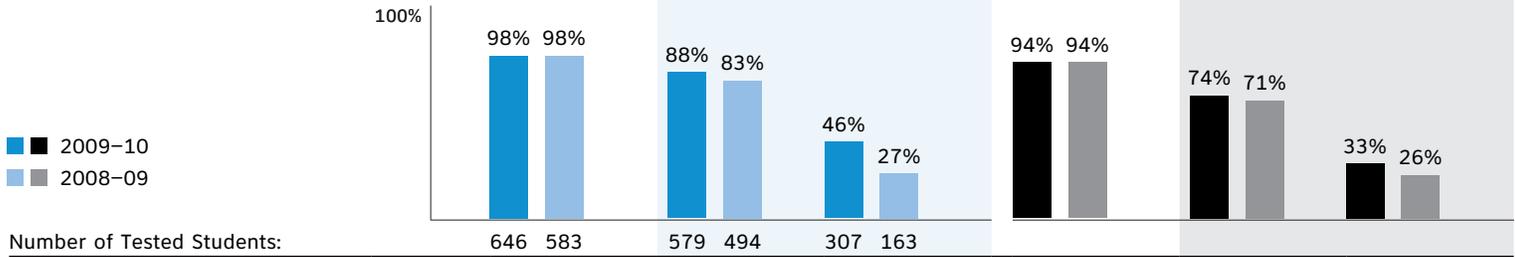
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

646 583

579 494

307 163

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	498	97%	84%	40%	455	97%	78%	16%
Female	242	98%	85%	39%	220	99%	74%	14%
Male	256	96%	82%	40%	235	95%	81%	18%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	28	96%	57%	7%	31	100%	68%	3%
Hispanic or Latino	104	94%	77%	35%	79	92%	59%	6%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	92%	42%	8	-	-	-
White	349	98%	88%	44%	336	98%	83%	19%
Multiracial	2	-	-	-				
Small Group Totals	5	80%	60%	40%	9	100%	78%	33%
General-Education Students	423	99%	91%	43%	381	98%	85%	18%
Students with Disabilities	75	87%	45%	17%	74	93%	42%	7%
English Proficient	477	98%	86%	41%	434	98%	80%	17%
Limited English Proficient	21	81%	38%	5%	21	76%	19%	0%
Economically Disadvantaged	167	94%	75%	29%	151	95%	70%	10%
Not Disadvantaged	331	98%	88%	45%	304	98%	82%	19%
Migrant	1	-	-	-				
Not Migrant	497	-	-	-	455	97%	78%	16%

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	9	9	4	-	-	-
Regents Science	163	163	162	110	141	141	141	90

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

This District

Percentage scoring at level(s):

2-4

3-4

4

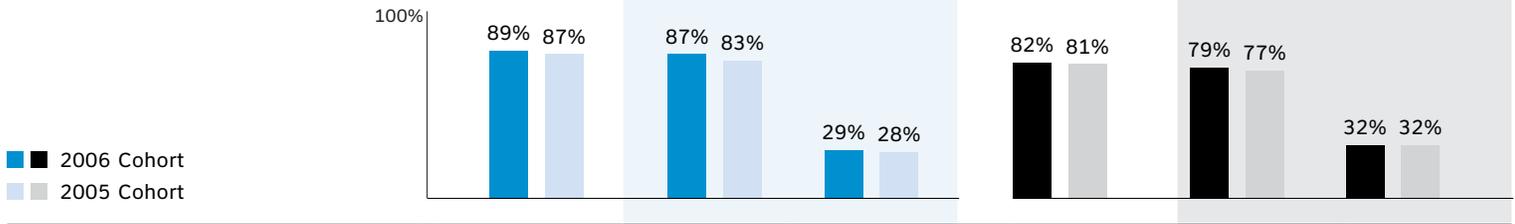
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	696	89%	87%	29%	763	87%	83%	28%
Female	332	91%	89%	36%	354	90%	86%	35%
Male	364	87%	85%	22%	409	85%	80%	22%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	35	83%	71%	11%	51	71%	57%	16%
Hispanic or Latino	120	78%	75%	11%	110	78%	71%	18%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	13	-	-	-
White	524	92%	91%	34%	588	90%	87%	31%
Multiracial	2	-	-	-				
Small Group Totals	17	88%	88%	41%	14	93%	93%	29%
General-Education Students	624	94%	93%	32%	671	93%	90%	32%
Students with Disabilities	72	49%	39%	1%	92	47%	29%	0%
English Proficient	662	91%	89%	30%	739	88%	84%	29%
Limited English Proficient	34	53%	53%	0%	24	58%	46%	0%
Economically Disadvantaged	194	80%	77%	15%	175	78%	72%	14%
Not Disadvantaged	502	92%	91%	34%	588	90%	86%	32%
Migrant								
Not Migrant	696	89%	87%	29%	763	87%	83%	28%

NOTES

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

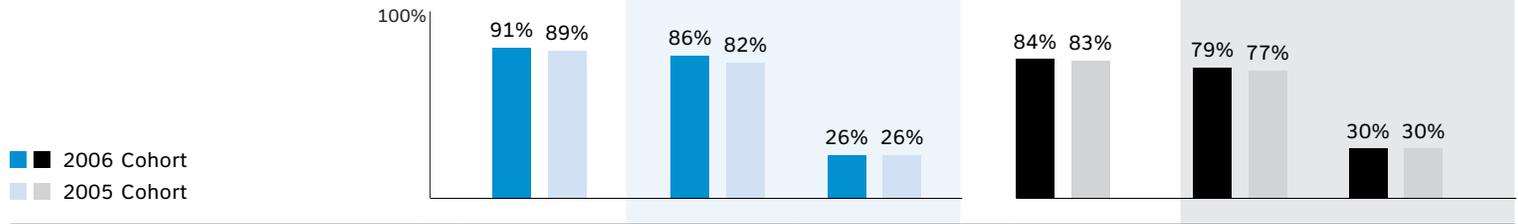
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

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	696	91%	86%	26%	763	89%	82%	26%
Female	332	92%	89%	27%	354	89%	83%	25%
Male	364	89%	84%	24%	409	88%	82%	26%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	35	83%	74%	17%	51	76%	59%	14%
Hispanic or Latino	120	79%	70%	10%	110	84%	69%	10%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	13	-	-	-
White	524	94%	91%	29%	588	91%	87%	30%
Multiracial	2	-	-	-				
Small Group Totals	17	94%	76%	41%	14	86%	86%	29%
General-Education Students	624	94%	92%	29%	671	94%	89%	29%
Students with Disabilities	72	61%	36%	0%	92	48%	32%	2%
English Proficient	662	93%	88%	27%	739	89%	84%	27%
Limited English Proficient	34	53%	44%	0%	24	71%	46%	0%
Economically Disadvantaged	194	83%	74%	16%	175	80%	70%	17%
Not Disadvantaged	502	94%	91%	29%	588	91%	86%	28%
Migrant								
Not Migrant	696	91%	86%	26%	763	89%	82%	26%

NOTES

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

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