



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **WILLIAM FLOYD UNION FREE  
SCHOOL DISTRICT**

District ID **58-02-32-03-0000**

Superintendent **PAUL CASCIANO**

Telephone **(631) 874-1201**

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

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

### **1** Get District Profile information.

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

### **2** Review District Accountability Status.

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

### **3** View School Accountability Status.

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

### **4** Review an Overview of District Performance.

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

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

District ID **58-02-32-03-0000**

## District Profile

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

### Enrollment

	2007-08	2008-09	2009-10
Pre-K	0	469	440
Kindergarten	673	679	675
Grade 1	703	665	697
Grade 2	715	682	634
Grade 3	700	731	678
Grade 4	670	691	721
Grade 5	634	639	692
Grade 6	717	627	642
Ungraded Elementary	51	46	49
Grade 7	758	719	667
Grade 8	788	727	718
Grade 9	799	776	730
Grade 10	823	782	773
Grade 11	826	786	775
Grade 12	830	878	898
Ungraded Secondary	49	55	49
<b>Total K-12</b>	<b>9736</b>	<b>9483</b>	<b>9398</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	24	24	24
<b>Grade 8</b>			
English	25	21	23
Mathematics	23	22	23
Science	25	24	23
Social Studies	25	24	23
<b>Grade 10</b>			
English	28	26	26
Mathematics	29	26	22
Science	23	21	22
Social Studies	27	26	27

### 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 WILLIAM FLOYD UNION FREE SCHOOL DISTRICT

District ID 58-02-32-03-0000

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	2170	22%	2072	22%	3019	32%
Reduced-Price Lunch	763	8%	661	7%	712	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	345	4%	353	4%	321	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	54	1%	51	1%	47	1%
Black or African American	1244	13%	1272	13%	1298	14%
Hispanic or Latino	1675	17%	1699	18%	1709	18%
Asian or Native Hawaiian/Other Pacific Islander	217	2%	216	2%	222	2%
White	6546	67%	6245	66%	6112	65%
Multiracial	0	0%	0	0%	10	0%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		92%		92%		92%
Student Suspensions	903	9%	888	9%	1406	15%

## 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
<b>Total Number of Teachers</b>	680	686	687
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	2%	0%
Percent with Fewer Than Three Years of Experience	9%	8%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	50%	52%	55%
<b>Total Number of Core Classes</b>	2182	2278	2097
Percent Not Taught by Highly Qualified Teachers in This District	1%	2%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	2663	2658	2618
Percent Taught by Teachers Without Appropriate Certification	1%	2%	1%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	12%	18%
Turnover Rate of All Teachers	10%	11%	10%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	58	58	58
Total Paraprofessionals*	233	250	250
Assistant Principals	18	19	19
Principals	9	9	9

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

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

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

### 2006 Cohort

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

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuous Enrollment

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation Rate

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

### Graduation-Rate Total Cohort

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

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

### Limited English Proficient

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

### Non-Accountability Groups

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

## Useful Terms for Understanding Accountability (continued)

### Participation

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

### Performance Index (PI)

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

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

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

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

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

### Progress Targets

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

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

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

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

### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

### State Standard

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

### Students with Disabilities

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

### Test Performance

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

### Total

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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



## Summary

### Overall Accountability Status (2010–11)

**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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities			—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	7 of 8	8 of 8	1 of 1	4 of 6	5 of 6	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** 7 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
<b>Accountability Groups</b>							
<b>All Students</b> (4244:4079)			100%		174	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (23:23)	—	—	—	—	—	—	—
Black or African American (614:571)			99%		161	150	
Hispanic or Latino (808:764)			100%		173	151	
Asian or Native Hawaiian/Other Pacific Islander (108:101)			100%		182	145	
White (2690:2620)			100%		178	153	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (669:702)			99%		134	151	138    103
Limited English Proficient (129:203)			100%		162	147	
Economically Disadvantaged (1925:1849)			99%		169	152	
<b>Final AYP Determination</b>	 7 of 8						
<b>Non-Accountability Groups</b>							
Female (2057:1973)			100%		181	153	
Male (2187:2106)			100%		169	153	
Migrant (4:3)			—		—	—	


#### 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
<b>Accountability Groups</b>							
<b>All Students</b> (4239:4078)			100%		186	133	
<b>Ethnicity</b>							
American Indian or Alaska Native (23:22)	—	—	—	—	—	—	—
Black or African American (615:572)			99%		174	130	
Hispanic or Latino (807:766)			100%		184	131	
Asian or Native Hawaiian/Other Pacific Islander (108:101)			100%		195	125	
White (2685:2617)			100%		188	133	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (667:701)			99%		151	131	
Limited English Proficient (127:206)			100%		178	127	
Economically Disadvantaged (1921:1847)			99%		183	132	
<b>Final AYP Determination</b>	 8 of 8						
<b>Non-Accountability Groups</b>							
Female (2056:1977)			100%		188	133	
Male (2183:2101)			100%		183	133	
Migrant (4:3)			—		—	—	

#### Symbols

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

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


















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
<b>Accountability Groups</b>								
<b>All Students</b> (1527:1422)		Qualified		99%		188	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—	—
Black or African American (216:187)		Qualified		97%		176	100	
Hispanic or Latino (285:265)		Qualified		99%		186	100	
Asian or Native Hawaiian/Other Pacific Islander (36:34)		Qualified	—	—		197	100	
White (979:925)		Qualified		99%		191	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (245:241)		Qualified		97%		167	100	
Limited English Proficient (52:79)		Qualified		98%		184	100	
Economically Disadvantaged (656:609)		Qualified		98%		184	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (744:694)				99%		190	100	
Male (783:728)				98%		186	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** 4 of 6 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
<b>Accountability Groups</b>							
<b>All Students</b> (890:736)			98%		185	173	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (239:80)			94%		161	166	165    165
Hispanic or Latino (166:133)			98%		183	168	
Asian or Native Hawaiian/Other Pacific Islander (19:15)	—	—	—	—	—	—	—
White (580:506)			99%		189	172	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (231:82)			89%		127	166	115 <sup>‡</sup> 134
Limited English Proficient (16:12)	—	—	—	—	—	—	—
Economically Disadvantaged (282:235)			99%		180	170	
<b>Final AYP Determination</b>	 4 of 6						
<b>Non-Accountability Groups</b>							
Female (389:340)			99%		191	171	
Male (501:396)			97%		180	171	
Migrant (0:0)							


#### Symbols

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

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




















## Secondary-Level Mathematics

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

**Accountability Measures** 5 of 6 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10    2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (890:736)			97%		178	169	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (123:80)			95%		164	162	
Hispanic or Latino (166:133)			96%		170	164	
Asian or Native Hawaiian/Other Pacific Islander (19:15)	—	—	—	—	—	—	—
White (580:506)			98%		182	168	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (231:82)			94%		127	162	117 <sup>‡</sup> 134
Limited English Proficient (16:12)	—	—	—	—	—	—	—
Economically Disadvantaged (282:235)			98%		174	166	
<b>Final AYP Determination</b>	 5 of 6						
<b>Non-Accountability Groups</b>							
Female (389:340)			98%		184	167	
Male (501:396)			96%		174	167	
Migrant (0:0)							

#### Symbols

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

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









## Graduation Rate

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

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

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
<b>Accountability Groups</b>						
<b>All Students (873)</b>			74%	80%	73%	75%
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		—	—	—		
Black or African American (93)			65%	80%	61%	68%
Hispanic or Latino (143)			66%	80%	66%	69%
Asian or Native Hawaiian/Other Pacific Islander (13)		—	—	—		
White (623)			77%	80%	76%	78%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (130)			42%	80%	45%	50%
Limited English Proficient (16)		—	—	—		
Economically Disadvantaged (196)			67%	80%	63%	70%
<b>Final AYP Determination</b>		1 of 1				
<b>Non-Accountability Groups</b>						
Female (424)			81%	80%		
Male (449)			68%	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 **79%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

District ID **58-02-32-03-0000**

## 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 88% of total

JOHN S HOBART ELEMENTARY SCHOOL  
MORICHES ELEMENTARY SCHOOL  
NATHANIEL WOODHULL ELEMENTARY SCHOOL  
TANGIER SMITH ELEMENTARY SCHOOL  
WILLIAM FLOYD ELEMENTARY SCHOOL  
WILLIAM FLOYD MIDDLE SCHOOL  
WILLIAM PACA MIDDLE SCHOOL

---

### **Corrective Action (year 2) Focused**

1 school identified 13% of total

WILLIAM FLOYD HIGH SCHOOL

---



# 4 Overview of District Performance

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

District ID **58-02-32-03-0000**

## 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%	
<b>English Language Arts</b>				
Grade 3	62%			670
Grade 4	68%			722
Grade 5	56%			691
Grade 6	50%			655
Grade 7	44%			660
Grade 8	50%			715
<b>Mathematics</b>				
Grade 3	63%			670
Grade 4	72%			721
Grade 5	75%			696
Grade 6	54%			656
Grade 7	66%			666
Grade 8	46%			712
<b>Science</b>				
Grade 4	97%			718
Grade 8	82%			713

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	84%			807
Mathematics	79%			807

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

#### Level 4: Meeting Learning Standards with Distinction.

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

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

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

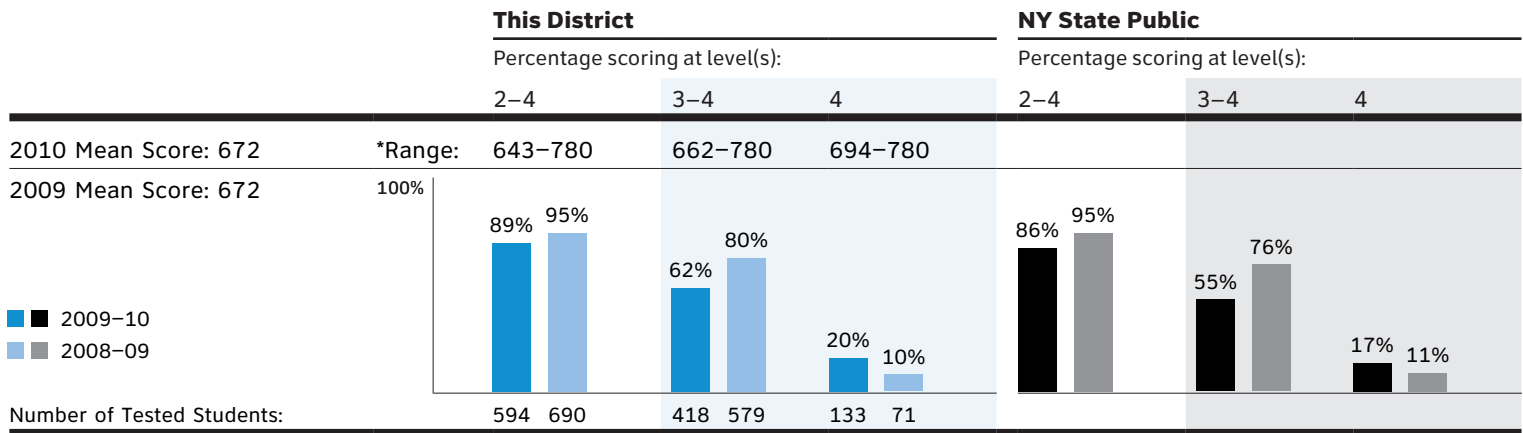
In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### 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
<b>All Students</b>	<b>670</b>	<b>89%</b>	<b>62%</b>	<b>20%</b>	<b>728</b>	<b>95%</b>	<b>80%</b>	<b>10%</b>
Female	322	90%	66%	23%	358	96%	83%	12%
Male	348	87%	59%	17%	370	94%	76%	8%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	99	86%	43%	7%	102	92%	64%	6%
Hispanic or Latino	144	88%	68%	20%	142	94%	77%	6%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	22	-	-	-
White	409	89%	65%	23%	458	95%	84%	12%
Multiracial								
Small Group Totals	18	100%	56%	17%	26	100%	81%	8%
General-Education Students	604	92%	67%	22%	650	98%	84%	11%
Students with Disabilities	66	55%	18%	2%	78	67%	38%	1%
English Proficient	643	90%	63%	20%	678	95%	81%	10%
Limited English Proficient	27	67%	59%	15%	50	86%	64%	0%
Economically Disadvantaged	315	84%	54%	14%	318	94%	74%	7%
Not Disadvantaged	355	93%	70%	25%	410	96%	84%	12%
Migrant	1	-	-	-				
Not Migrant	669	-	-	-	728	95%	80%	10%

#### 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.

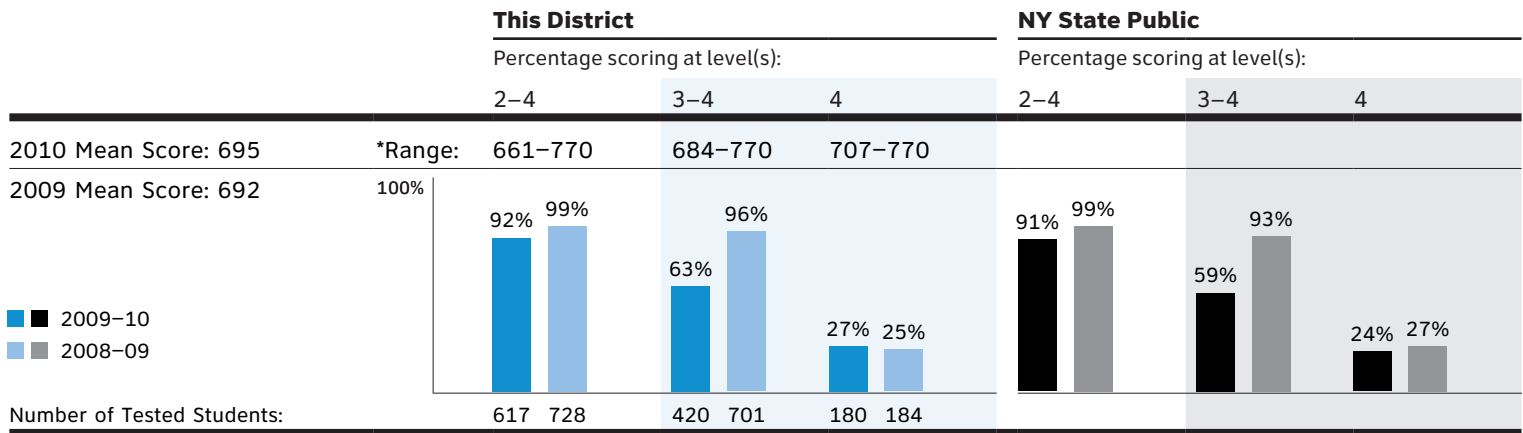
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### 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	11	11	10	15	15	13	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	4	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
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
<b>All Students</b>	<b>670</b>	<b>92%</b>	<b>63%</b>	<b>27%</b>	<b>734</b>	<b>99%</b>	<b>96%</b>	<b>25%</b>
Female	322	90%	64%	29%	358	100%	97%	26%
Male	348	94%	61%	25%	376	98%	94%	24%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	99	87%	41%	12%	102	98%	93%	16%
Hispanic or Latino	144	91%	62%	26%	144	99%	93%	16%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	22	-	-	-
White	408	93%	68%	31%	462	99%	97%	29%
Multiracial								
Small Group Totals	19	100%	68%	26%	26	100%	100%	35%
General-Education Students	604	94%	67%	29%	656	100%	97%	27%
Students with Disabilities	66	74%	21%	5%	78	92%	83%	5%
English Proficient	642	93%	63%	28%	681	99%	96%	26%
Limited English Proficient	28	79%	46%	4%	53	98%	83%	9%
Economically Disadvantaged	313	89%	53%	21%	319	100%	95%	23%
Not Disadvantaged	357	95%	71%	32%	415	99%	96%	27%
Migrant	1	-	-	-				
Not Migrant	669	-	-	-	734	99%	96%	25%

### NOTES

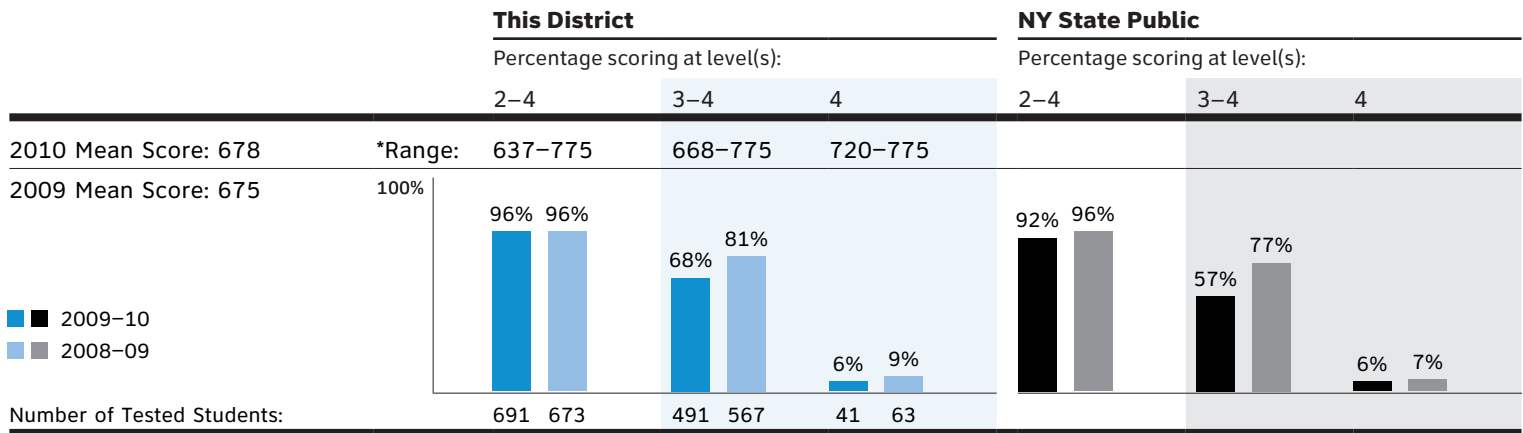
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* 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	11	9	15	15	12	8

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>722</b>	<b>96%</b>	<b>68%</b>	<b>6%</b>	<b>699</b>	<b>96%</b>	<b>81%</b>	<b>9%</b>
Female	361	96%	71%	8%	340	98%	82%	11%
Male	361	95%	65%	3%	359	95%	81%	7%
American Indian or Alaska Native	4	-	-	-	5	100%	100%	0%
Black or African American	104	92%	56%	3%	103	94%	69%	6%
Hispanic or Latino	145	95%	60%	6%	115	94%	74%	7%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	14	100%	93%	0%
White	446	97%	73%	6%	462	97%	85%	11%
Multiracial								
Small Group Totals	27	96%	74%	7%				
General-Education Students	637	98%	73%	6%	599	99%	87%	11%
Students with Disabilities	85	76%	31%	0%	100	80%	44%	0%
English Proficient	691	97%	70%	6%	667	97%	83%	9%
Limited English Proficient	31	71%	26%	0%	32	81%	34%	0%
Economically Disadvantaged	331	95%	61%	5%	296	95%	74%	6%
Not Disadvantaged	391	96%	74%	6%	403	98%	87%	11%
Migrant					1	-	-	-
Not Migrant	722	96%	68%	6%	698	-	-	-

### 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.

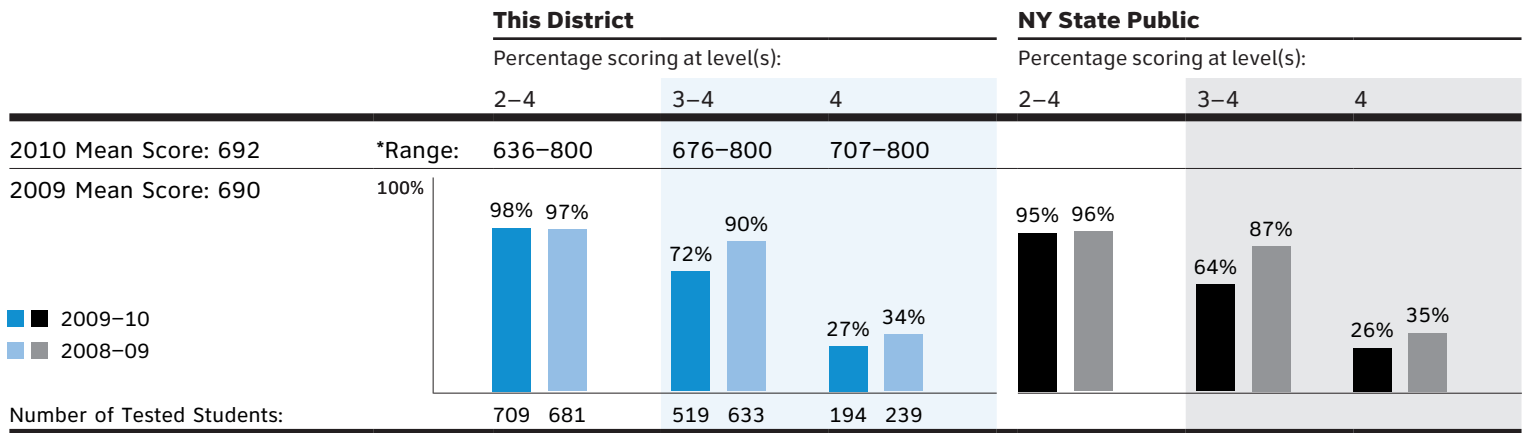
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	14	13	11	10	21	21	20	15
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
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>721</b>	<b>98%</b>	<b>72%</b>	<b>27%</b>	<b>703</b>	<b>97%</b>	<b>90%</b>	<b>34%</b>
Female	361	98%	72%	29%	346	97%	90%	33%
Male	360	99%	72%	25%	357	96%	90%	35%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	104	97%	60%	14%	103	96%	81%	23%
Hispanic or Latino	146	98%	65%	25%	116	94%	84%	22%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	14	-	-	-
White	445	99%	77%	30%	466	98%	93%	39%
Multiracial								
Small Group Totals	26	100%	81%	35%	18	100%	94%	50%
General-Education Students	637	99%	76%	30%	601	99%	94%	38%
Students with Disabilities	84	90%	39%	6%	102	85%	67%	8%
English Proficient	689	99%	74%	28%	670	98%	92%	36%
Limited English Proficient	32	91%	34%	6%	33	79%	55%	3%
Economically Disadvantaged	330	99%	70%	24%	299	97%	85%	27%
Not Disadvantaged	391	98%	74%	29%	404	97%	94%	39%
Migrant					1	-	-	-
Not Migrant	721	98%	72%	27%	702	-	-	-

### 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.

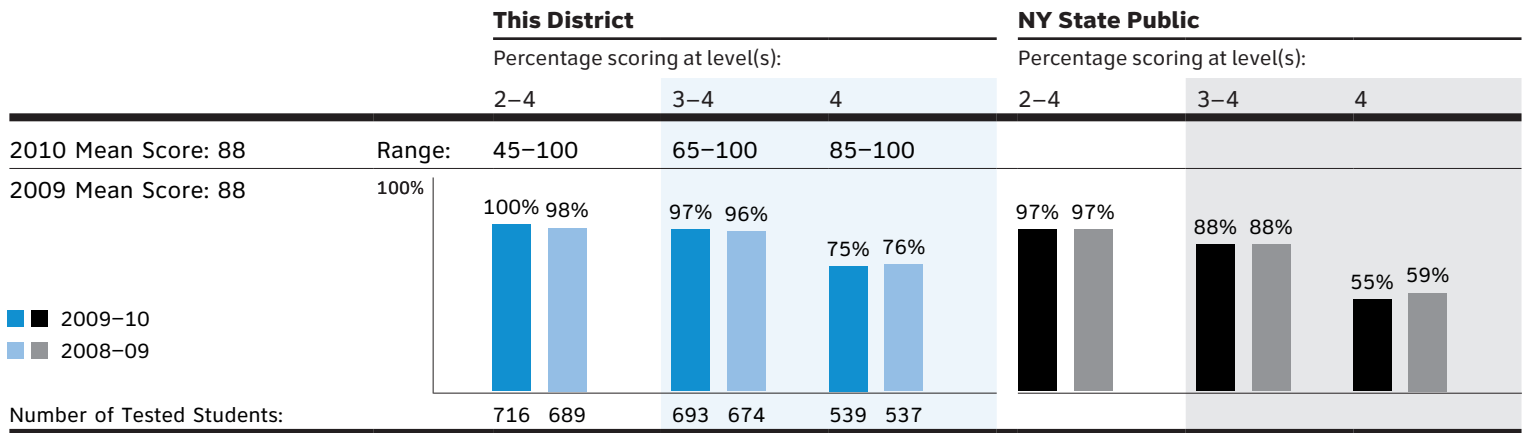
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	14	14	10	8	21	21	20	13

## This District's Results in Grade 4 Science



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>718</b>	<b>100%</b>	<b>97%</b>	<b>75%</b>	<b>702</b>	<b>98%</b>	<b>96%</b>	<b>76%</b>
Female	361	100%	97%	74%	348	99%	95%	75%
Male	357	99%	96%	76%	354	98%	97%	78%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	102	99%	92%	61%	102	99%	94%	56%
Hispanic or Latino	144	99%	95%	70%	116	94%	89%	68%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	14	-	-	-
White	445	100%	98%	80%	466	99%	98%	82%
Multiracial								
Small Group Totals	27	100%	96%	74%	18	100%	100%	94%
General-Education Students	632	100%	97%	78%	601	99%	97%	81%
Students with Disabilities	86	98%	92%	53%	101	93%	88%	51%
English Proficient	686	100%	97%	77%	669	99%	98%	79%
Limited English Proficient	32	97%	81%	41%	33	76%	58%	24%
Economically Disadvantaged	327	100%	95%	71%	297	98%	94%	69%
Not Disadvantaged	391	99%	98%	79%	405	98%	98%	82%
Migrant					1	-	-	-
Not Migrant	718	100%	97%	75%	701	-	-	-

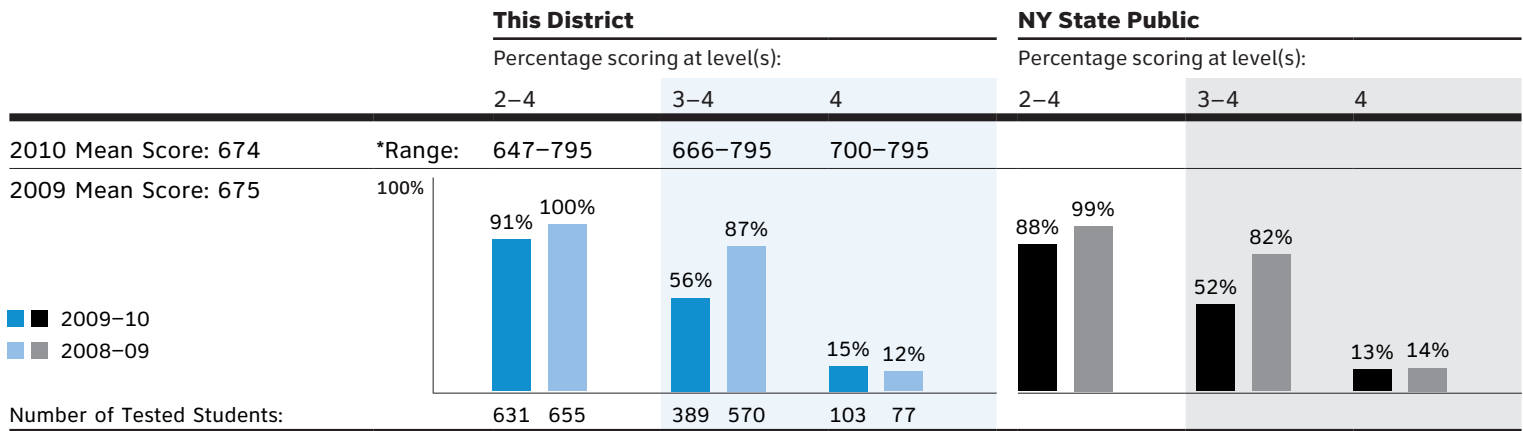
### NOTES

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	13	13	13	10	21	21	21	20

## This District's Results in Grade 5 English Language Arts



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>691</b>	<b>91%</b>	<b>56%</b>	<b>15%</b>	<b>656</b>	<b>100%</b>	<b>87%</b>	<b>12%</b>
Female	344	92%	60%	16%	313	100%	89%	14%
Male	347	91%	53%	14%	343	100%	85%	10%
American Indian or Alaska Native	4	-	-	-	5	100%	100%	0%
Black or African American	105	80%	37%	10%	88	100%	74%	5%
Hispanic or Latino	116	94%	52%	9%	120	99%	81%	8%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	62%	8%	17	100%	88%	6%
White	452	93%	62%	17%	426	100%	91%	15%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	20%				
General-Education Students	591	96%	62%	17%	556	100%	93%	13%
Students with Disabilities	100	63%	22%	5%	100	100%	54%	2%
English Proficient	675	92%	57%	15%	629	100%	89%	12%
Limited English Proficient	16	56%	6%	0%	27	96%	48%	4%
Economically Disadvantaged	326	90%	49%	10%	273	100%	82%	8%
Not Disadvantaged	365	93%	62%	19%	383	100%	90%	14%
Migrant	1	-	-	-				
Not Migrant	690	-	-	-	656	100%	87%	12%

### NOTES

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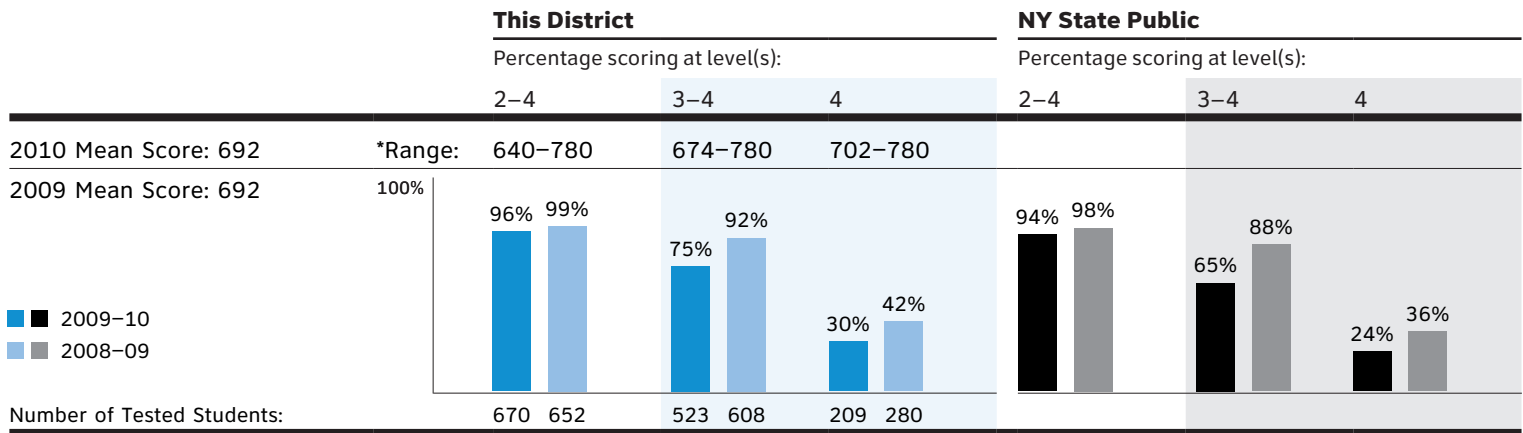
## Other

### 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 5 Equivalent	24	24	23	18	14	13	12	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	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 5 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>696</b>	<b>96%</b>	<b>75%</b>	<b>30%</b>	<b>661</b>	<b>99%</b>	<b>92%</b>	<b>42%</b>
Female	346	96%	73%	28%	312	98%	93%	42%
Male	350	97%	77%	32%	349	99%	91%	42%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	106	92%	54%	15%	89	96%	81%	27%
Hispanic or Latino	117	95%	71%	20%	121	100%	89%	38%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	86%	43%	17	-	-	-
White	454	98%	81%	35%	430	99%	95%	47%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	60%	21	100%	100%	43%
General-Education Students	595	99%	81%	33%	560	100%	97%	48%
Students with Disabilities	101	82%	40%	10%	101	92%	64%	12%
English Proficient	678	97%	77%	31%	633	99%	92%	44%
Limited English Proficient	18	78%	17%	0%	28	100%	89%	14%
Economically Disadvantaged	328	95%	68%	24%	276	98%	92%	36%
Not Disadvantaged	368	98%	82%	35%	385	99%	92%	47%
Migrant	1	-	-	-				
Not Migrant	695	-	-	-	661	99%	92%	42%

### NOTES

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

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

## Other

### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	24	24	24	20	14	14	13	10



## 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: 660	*Range: 644-785	662-785	694-785			
2009 Mean Score: 666						
Number of Tested Students:	572	633	330	511	24	55

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>655</b>	<b>87%</b>	<b>50%</b>	<b>4%</b>	<b>633</b>	<b>100%</b>	<b>81%</b>	<b>9%</b>
Female	316	89%	57%	5%	316	100%	86%	13%
Male	339	86%	44%	2%	317	100%	75%	4%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	94	71%	33%	3%	89	100%	66%	3%
Hispanic or Latino	119	87%	48%	2%	117	100%	74%	7%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	20	-	-	-
White	423	91%	55%	4%	403	100%	85%	9%
Multiracial								
Small Group Totals	19	89%	58%	5%	24	100%	92%	25%
General-Education Students	547	94%	58%	4%	540	100%	87%	10%
Students with Disabilities	108	56%	10%	0%	93	100%	43%	0%
English Proficient	646	88%	51%	4%	618	100%	82%	9%
Limited English Proficient	9	33%	11%	0%	15	100%	40%	0%
Economically Disadvantaged	308	82%	42%	2%	269	100%	73%	6%
Not Disadvantaged	347	92%	58%	5%	364	100%	86%	11%
Migrant								
Not Migrant	655	87%	50%	4%	633	100%	81%	9%

### NOTES

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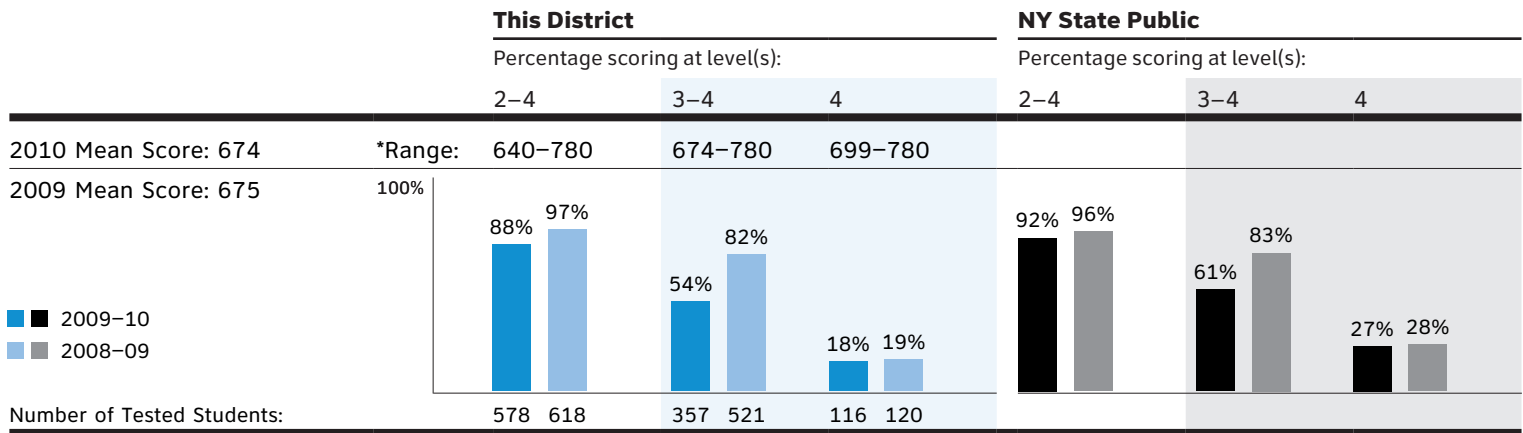
## Other

### 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	18	18	16	16	11	11	9	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>656</b>	<b>88%</b>	<b>54%</b>	<b>18%</b>	<b>636</b>	<b>97%</b>	<b>82%</b>	<b>19%</b>
Female	318	90%	54%	16%	314	98%	86%	18%
Male	338	86%	54%	19%	322	97%	78%	20%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	95	72%	27%	5%	88	92%	72%	8%
Hispanic or Latino	119	83%	50%	15%	119	97%	78%	13%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	20	-	-	-
White	423	93%	61%	20%	405	98%	85%	22%
Multiracial								
Small Group Totals	19	100%	68%	42%	24	100%	92%	38%
General-Education Students	548	94%	63%	21%	541	99%	87%	22%
Students with Disabilities	108	56%	12%	1%	95	87%	54%	2%
English Proficient	645	89%	55%	18%	620	97%	82%	19%
Limited English Proficient	11	45%	9%	0%	16	94%	63%	0%
Economically Disadvantaged	307	89%	45%	10%	268	97%	76%	13%
Not Disadvantaged	349	88%	63%	25%	368	97%	86%	23%
Migrant								
Not Migrant	656	88%	54%	18%	636	97%	82%	19%

### 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	18	18	16	16	11	11	10	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: 665	*Range: 642-790	664-790	698-790			
2009 Mean Score: 667						
Number of Tested Students:	596	704	291	562	44	38

## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>660</b>	<b>90%</b>	<b>44%</b>	<b>7%</b>	<b>705</b>	<b>100%</b>	<b>80%</b>	<b>5%</b>
Female	319	95%	54%	9%	337	100%	86%	7%
Male	341	86%	35%	4%	368	100%	74%	4%
American Indian or Alaska Native	4	-	-	-	6	100%	50%	0%
Black or African American	98	78%	23%	3%	89	100%	74%	4%
Hispanic or Latino	129	89%	40%	3%	113	99%	78%	4%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	11	100%	91%	9%
White	407	93%	50%	7%	486	100%	81%	6%
Multiracial								
Small Group Totals	26	100%	58%	31%				
General-Education Students	558	96%	51%	8%	596	100%	88%	6%
Students with Disabilities	102	58%	6%	0%	109	99%	35%	0%
English Proficient	645	91%	45%	7%	692	100%	80%	5%
Limited English Proficient	15	67%	13%	0%	13	100%	38%	0%
Economically Disadvantaged	302	87%	36%	4%	266	100%	73%	5%
Not Disadvantaged	358	93%	51%	9%	439	100%	84%	6%
Migrant					1	-	-	-
Not Migrant	660	90%	44%	7%	704	-	-	-

### NOTES

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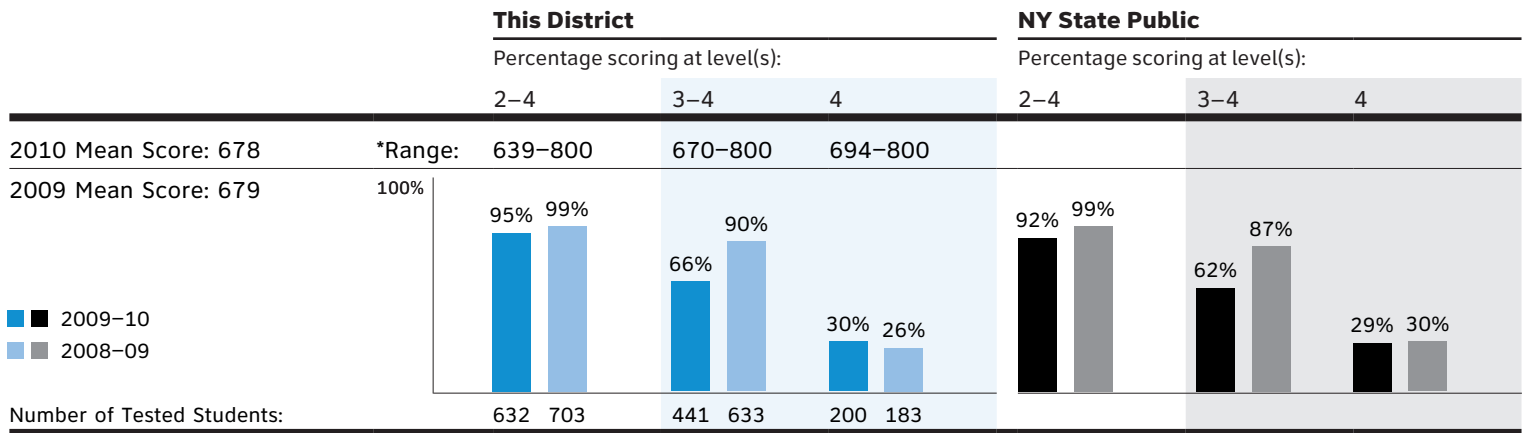
## Other

### 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	12	12	12	11	23	23	22	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	3	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	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 7 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>666</b>	<b>95%</b>	<b>66%</b>	<b>30%</b>	<b>707</b>	<b>99%</b>	<b>90%</b>	<b>26%</b>
Female	323	96%	71%	33%	336	100%	93%	26%
Male	343	94%	62%	27%	371	99%	86%	26%
American Indian or Alaska Native	4	-	-	-	6	100%	83%	33%
Black or African American	99	86%	51%	18%	88	100%	83%	15%
Hispanic or Latino	131	98%	58%	24%	114	98%	89%	20%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	11	100%	100%	45%
White	410	96%	71%	32%	488	100%	91%	29%
Multiracial								
Small Group Totals	26	100%	88%	69%				
General-Education Students	564	98%	74%	35%	600	100%	94%	30%
Students with Disabilities	102	78%	24%	4%	107	97%	66%	3%
English Proficient	649	95%	67%	31%	692	100%	90%	26%
Limited English Proficient	17	94%	24%	6%	15	93%	73%	0%
Economically Disadvantaged	304	94%	58%	25%	270	99%	88%	18%
Not Disadvantaged	362	96%	73%	34%	437	100%	91%	31%
Migrant					1	-	-	-
Not Migrant	666	95%	66%	30%	706	-	-	-

### NOTES

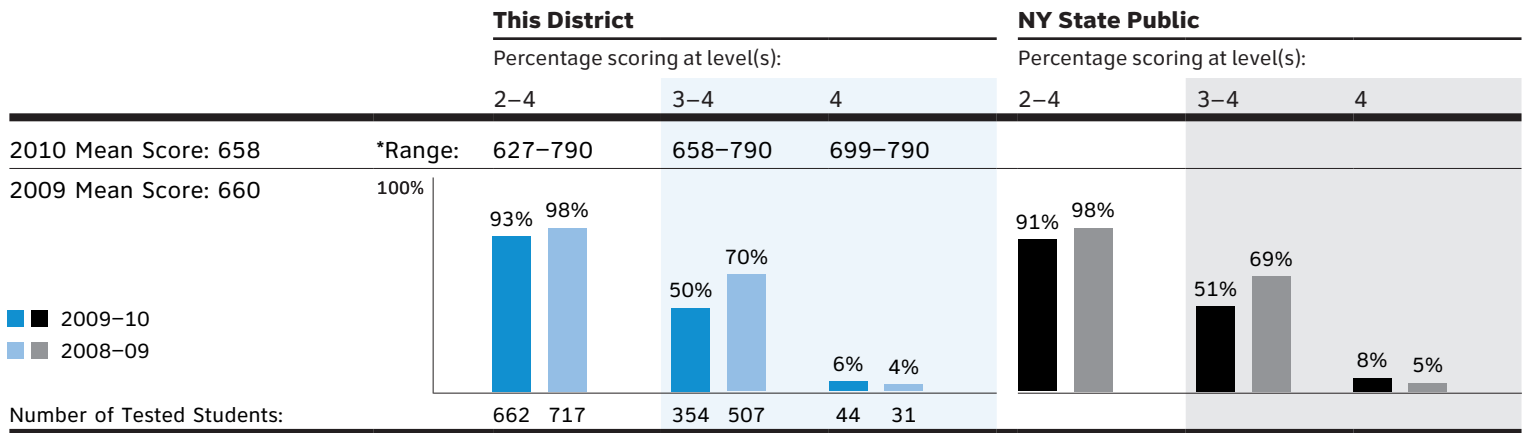
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## Other Assessments

	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	12	12	12	9	23	23	21	19

## This District's Results in Grade 8 English Language Arts



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>715</b>	<b>93%</b>	<b>50%</b>	<b>6%</b>	<b>728</b>	<b>98%</b>	<b>70%</b>	<b>4%</b>
Female	344	96%	63%	10%	368	100%	74%	5%
Male	371	89%	37%	3%	360	97%	65%	3%
American Indian or Alaska Native	7	86%	14%	0%	4	-	-	-
Black or African American	93	91%	42%	8%	96	98%	51%	1%
Hispanic or Latino	121	90%	46%	5%	120	100%	63%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	67%	25%	16	-	-	-
White	482	93%	52%	6%	492	98%	74%	6%
Multiracial								
Small Group Totals					20	100%	95%	5%
General-Education Students	617	97%	56%	7%	637	100%	77%	5%
Students with Disabilities	98	65%	8%	0%	91	90%	18%	0%
English Proficient	700	93%	50%	6%	718	99%	70%	4%
Limited English Proficient	15	73%	7%	0%	10	80%	10%	0%
Economically Disadvantaged	289	90%	40%	4%	260	99%	62%	1%
Not Disadvantaged	426	95%	56%	7%	468	98%	74%	6%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	713	-	-	-	727	-	-	-

### NOTES

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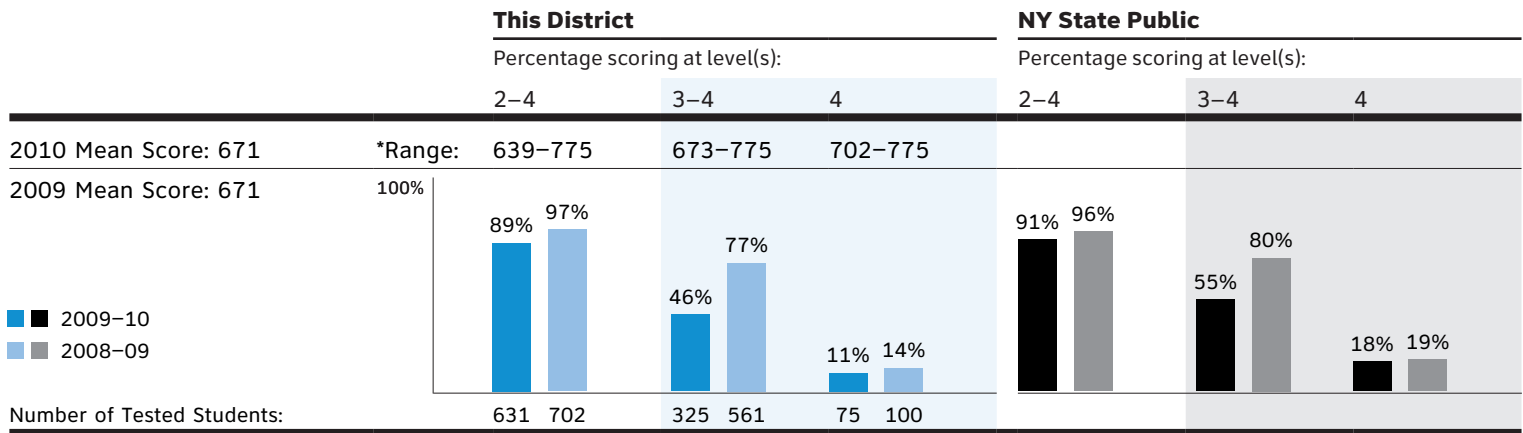
## Other

### 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	22	22	21	21	12	12	12	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	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 8 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>712</b>	<b>89%</b>	<b>46%</b>	<b>11%</b>	<b>724</b>	<b>97%</b>	<b>77%</b>	<b>14%</b>
Female	347	90%	50%	13%	365	97%	81%	15%
Male	365	87%	41%	8%	359	97%	74%	12%
American Indian or Alaska Native	7	86%	29%	0%	3	-	-	-
Black or African American	92	76%	30%	7%	97	95%	60%	3%
Hispanic or Latino	123	87%	35%	6%	119	97%	75%	8%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	33%	16	-	-	-
White	478	91%	51%	12%	489	97%	81%	17%
Multiracial								
Small Group Totals					19	100%	100%	26%
General-Education Students	615	93%	51%	12%	634	99%	83%	16%
Students with Disabilities	97	62%	9%	1%	90	83%	38%	0%
English Proficient	694	89%	47%	11%	715	97%	78%	14%
Limited English Proficient	18	72%	6%	6%	9	78%	44%	0%
Economically Disadvantaged	286	85%	33%	6%	257	97%	72%	5%
Not Disadvantaged	426	91%	54%	14%	467	97%	81%	19%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	710	-	-	-	723	-	-	-

### NOTES

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

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

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	22	22	22	16	12	12	12	10

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

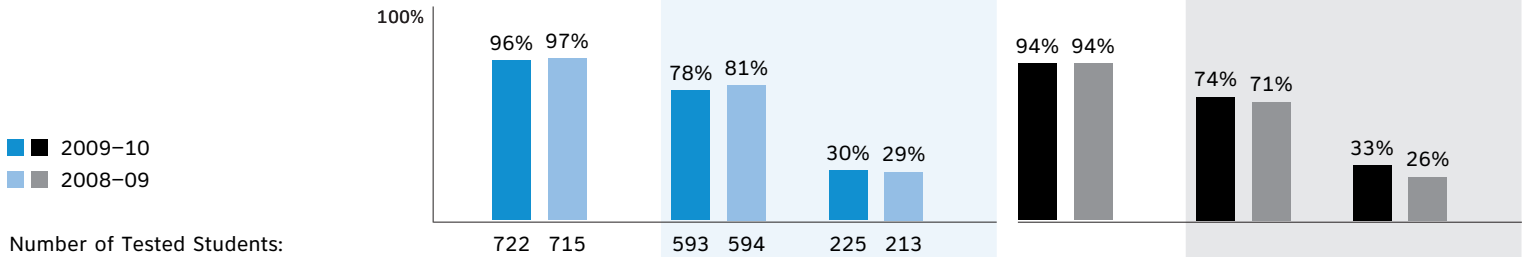
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

722

715

593

594

225

213

## Results by Student Group

### 2009-10 School Year

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

### 2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>713</b>	<b>98%</b>	<b>82%</b>	<b>32%</b>	<b>718</b>	<b>98%</b>	<b>81%</b>	<b>29%</b>
Female	345	97%	85%	33%	361	98%	81%	28%
Male	368	99%	79%	30%	357	97%	82%	31%
American Indian or Alaska Native	7	100%	71%	0%	4	-	-	-
Black or African American	89	96%	67%	20%	95	93%	60%	8%
Hispanic or Latino	123	95%	76%	25%	120	99%	77%	21%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	67%	16	-	-	-
White	482	99%	86%	35%	483	98%	87%	35%
Multiracial								
Small Group Totals					20	100%	90%	50%
General-Education Students	616	99%	87%	36%	628	99%	87%	33%
Students with Disabilities	97	93%	48%	4%	90	89%	41%	2%
English Proficient	695	98%	82%	32%	709	98%	82%	30%
Limited English Proficient	18	89%	56%	6%	9	89%	22%	0%
Economically Disadvantaged	287	97%	75%	22%	256	97%	75%	20%
Not Disadvantaged	426	98%	87%	38%	462	98%	85%	35%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	711	-	-	-	717	-	-	-

### NOTES

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

## Other Assessments

### 2009-10 School Year

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

### 2008-09 School Year

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

	2009-10 School Year	2008-09 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	22	12
Regents Science	43	17

## 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

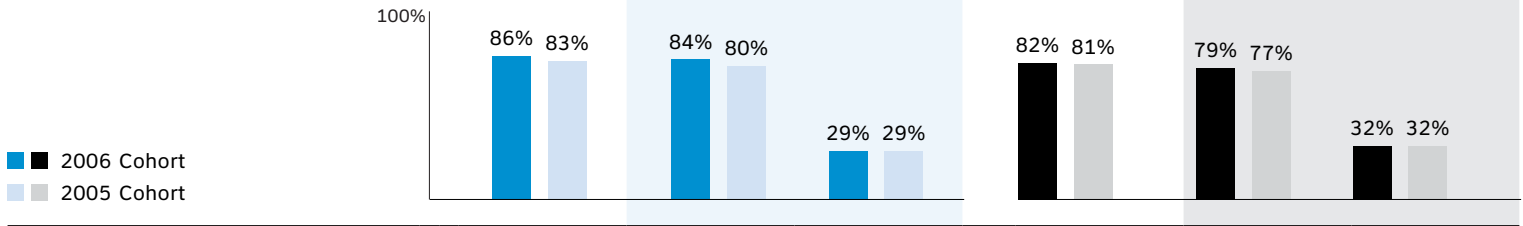
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>807</b>	<b>86%</b>	<b>84%</b>	<b>29%</b>	<b>874</b>	<b>83%</b>	<b>80%</b>	<b>29%</b>
Female	376	89%	87%	37%	424	87%	85%	38%
Male	431	84%	81%	23%	450	78%	74%	20%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	102	67%	64%	9%	94	72%	67%	13%
Hispanic or Latino	142	87%	85%	20%	143	76%	70%	18%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	13	-	-	-
White	544	90%	87%	35%	623	86%	83%	34%
Multiracial								
Small Group Totals	19	89%	89%	53%	14	93%	93%	29%
General-Education Students	721	91%	89%	33%	768	89%	87%	33%
Students with Disabilities	86	49%	37%	2%	106	34%	25%	2%
English Proficient	794	87%	84%	30%	858	83%	80%	29%
Limited English Proficient	13	62%	46%	0%	16	50%	44%	0%
Economically Disadvantaged	252	85%	82%	26%	197	76%	72%	18%
Not Disadvantaged	555	87%	84%	31%	677	85%	82%	32%
Migrant								
Not Migrant	807	86%	84%	29%	874	83%	80%	29%

### NOTES

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

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



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

### This District

Percentage scoring at level(s):

2-4

3-4

4

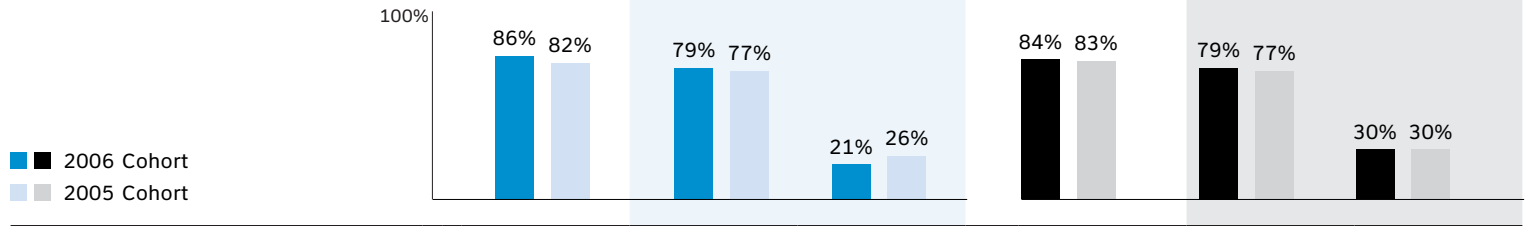
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2005 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>807</b>	<b>86%</b>	<b>79%</b>	<b>21%</b>	<b>874</b>	<b>82%</b>	<b>77%</b>	<b>26%</b>
Female	376	89%	82%	23%	424	87%	83%	28%
Male	431	84%	76%	18%	450	77%	71%	23%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	102	72%	63%	6%	94	68%	61%	7%
Hispanic or Latino	142	81%	76%	18%	143	78%	71%	18%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	13	-	-	-
White	544	89%	82%	23%	623	84%	80%	30%
Multiracial								
Small Group Totals	19	100%	100%	58%	14	93%	93%	50%
General-Education Students	721	91%	85%	23%	768	88%	84%	29%
Students with Disabilities	86	42%	29%	3%	106	39%	23%	1%
English Proficient	794	86%	79%	21%	858	82%	77%	26%
Limited English Proficient	13	62%	54%	0%	16	56%	50%	6%
Economically Disadvantaged	252	84%	76%	19%	197	76%	69%	16%
Not Disadvantaged	555	87%	80%	21%	677	83%	79%	29%
Migrant								
Not Migrant	807	86%	79%	21%	874	82%	77%	26%

### NOTES

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