



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **MOUNT VERNON SCHOOL DISTRICT**  
District ID **66-09-00-01-0000**  
Superintendent **WELTON SAWYER**  
Telephone **(914) 665-5000**  
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 MOUNT VERNON SCHOOL DISTRICT

District ID 66-09-00-01-0000

## District Profile

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

### Enrollment

	2007-08	2008-09	2009-10
Pre-K	20	392	426
Kindergarten	663	648	632
Grade 1	753	714	704
Grade 2	702	721	665
Grade 3	760	698	706
Grade 4	763	712	679
Grade 5	678	734	702
Grade 6	757	663	700
Ungraded Elementary	67	69	72
Grade 7	786	691	644
Grade 8	641	676	638
Grade 9	689	763	1009
Grade 10	814	718	431
Grade 11	642	648	475
Grade 12	486	472	453
Ungraded Secondary	75	87	76
<b>Total K-12</b>	<b>9276</b>	<b>9014</b>	<b>8586</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	20	19	21
<b>Grade 8</b>			
English	18	25	21
Mathematics	20	28	23
Science	23	27	24
Social Studies	22	26	25
<b>Grade 10</b>			
English	18	20	23
Mathematics	22	21	20
Science	24	27	23
Social Studies	23	22	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 MOUNT VERNON SCHOOL DISTRICT

District ID 66-09-00-01-0000

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	4314	47%	4118	46%	5129	60%
Reduced-Price Lunch	1163	13%	1077	12%	1030	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	725	8%	732	8%	712	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	8	0%	8	0%	13	0%
Black or African American	7289	79%	7118	79%	6583	77%
Hispanic or Latino	1229	13%	1225	14%	1312	15%
Asian or Native Hawaiian/Other Pacific Islander	103	1%	88	1%	90	1%
White	612	7%	575	6%	510	6%
Multiracial	35	0%	0	0%	78	1%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		88%		88%		90%
Student Suspensions	1138	12%	885	10%	1090	12%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District MOUNT VERNON SCHOOL DISTRICT

District ID 66-09-00-01-0000

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	747	722	700
Percent with No Valid Teaching Certificate	2%	2%	0%
Percent Teaching Out of Certification	5%	4%	1%
Percent with Fewer Than Three Years of Experience	5%	3%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	39%	43%
<b>Total Number of Core Classes</b>	2004	1818	1702
Percent Not Taught by Highly Qualified Teachers in This District	8%	5%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	2452	2315	2331
Percent Taught by Teachers Without Appropriate Certification	6%	5%	2%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		38%	29%
Turnover Rate of All Teachers		17%	14%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	116	96	34
Total Paraprofessionals*	242	306	350
Assistant Principals	26	25	24
Principals	18	17	17

\* 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	0 of 5	1 of 5	0 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> (4062:3874)			99%		168	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (3135:3018)			99%		165	153	
Hispanic or Latino (581:535)			99%		175	150	
Asian or Native Hawaiian/Other Pacific Islander (40:34)			100%		179	138	
White (301:285)			98%		182	149	
Multiracial (2:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (876:839)			98%		138	151	150    107
Limited English Proficient (304:390)			98%		168	149	
Economically Disadvantaged (2892:2776)			99%		167	153	
<b>Final AYP Determination</b>	 7 of 8						
<b>Non-Accountability Groups</b>							
Female (1994:1915)			99%		173	153	
Male (2068:1959)			98%		163	153	
Migrant (0:0)							


#### Symbols

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

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


























## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 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> (4064:3892)			99%		180	133	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (3135:3020)			99%		179	133	
Hispanic or Latino (583:545)			98%		183	130	
Asian or Native Hawaiian/Other Pacific Islander (40:36)			100%		189	119	
White (301:289)			98%		190	129	
Multiracial (2:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (876:834)			97%		161	131	
Limited English Proficient (305:414)			99%		181	130	
Economically Disadvantaged (2893:2794)			100%		180	133	
<b>Final AYP Determination</b>	 8 of 8						
<b>Non-Accountability Groups</b>							
Female (1994:1924)			99%		183	133	
Male (2070:1968)			98%		178	133	
Migrant (0:0)							

#### Symbols

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

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

















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
<b>Accountability Groups</b>								
<b>All Students</b> (1325:1235)		Qualified		96%		170	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (1061:997)		Qualified		96%		169	100	
Hispanic or Latino (155:138)		Qualified		92%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (14:12)	—	—	—	—	—	—	—	—
White (92:87)		Qualified		96%		186	100	
Multiracial (1:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (288:267)		Qualified		94%		158	100	
Limited English Proficient (84:124)		Qualified		95%		173	100	
Economically Disadvantaged (899:849)		Qualified		97%		170	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (647:614)				97%		171	100	
Male (678:621)				94%		169	100	
Migrant (0:0)								


#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

## Secondary-Level English Language Arts

















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

**Accountability Measures** 0 of 5 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> (501:515)			96%		156	172	152 <sup>‡</sup> 160
<b>Ethnicity</b>							
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—
Black or African American (437:439)			97%		156	172	151 <sup>‡</sup> 160
Hispanic or Latino (82:56)			91%		164	164	
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—
White (15:16)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (147:86)			85%		76	166	86    88
Limited English Proficient (7:7)	—	—	—	—	—	—	—
Economically Disadvantaged (46:95)			96%		116	167	163    124
<b>Final AYP Determination</b>	 0 of 5						
<b>Non-Accountability Groups</b>							
Female (277:278)			96%		171	170	
Male (224:237)			95%		139	170	
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** 1 of 5 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> (501:515)			98%		150	168	167 <sup>‡</sup> 155
<b>Ethnicity</b>							
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—
Black or African American (437:439)			98%		147	168	166 <sup>‡</sup> 152
Hispanic or Latino (44:56)			100%		166	160	
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—
White (15:16)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (147:86)			87%		81	162	123    93
Limited English Proficient (7:7)	—	—	—	—	—	—	—
Economically Disadvantaged (46:95)			98%		89	163	163    100
<b>Final AYP Determination</b>	 1 of 5						
<b>Non-Accountability Groups</b>							
Female (277:278)			98%		163	166	
Male (224:237)			97%		134	166	
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** 0 of 1 Student groups making AYP in graduation rate  
 Did not make AYP

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
<b>Accountability Groups</b>						
<b>All Students</b> (565)			63%	80%	64%	66%
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		—	—	—		
Black or African American (488)			63%	80%	64%	66%
Hispanic or Latino (46)			59%	80%	63%	63%
Asian or Native Hawaiian/Other Pacific Islander (4)		—	—	—		
White (26)		—	—	—		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (92)			46%	80%	42%	53%
Limited English Proficient (7)		—	—	—		
Economically Disadvantaged (288)			77%	80%	72%	78%
<b>Final AYP Determination</b>	 0 of 1					
<b>Non-Accountability Groups</b>						
Female (305)			70%	80%		
Male (260)			55%	80%		
Migrant (0)						

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

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

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **72%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **MOUNT VERNON SCHOOL DISTRICT**

District ID **66-09-00-01-0000**

## 2010–11 Accountability Status of Schools in Your District

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

---

### **In Good Standing**

13 schools identified 81% of total

CECIL H PARKER SCHOOL  
COLUMBUS SCHOOL AT THE FRANKO BUILDING  
DAVIS MIDDLE SCHOOL  
EDWARD WILLIAMS SCHOOL  
GRAHAM SCHOOL  
GRIMES SCHOOL  
HAMILTON SCHOOL  
HOLMES SCHOOL  
LINCOLN SCHOOL  
LONGFELLOW MIDDLE SCHOOL  
LONGFELLOW SCHOOL  
PENNINGTON SCHOOL  
TRAPHAGEN SCHOOL

---

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

1 school identified 6% of total

THORNTON HIGH SCHOOL

---

### **Restructuring (year 2) Comprehensive**

1 school identified 6% of total

NELSON MANDELA COMMUNITY HS AT COLUMBUS BLDG

---

### **Restructuring (advanced) Comprehensive**

1 school identified 6% of total

MOUNT VERNON HIGH SCHOOL

---



# 4 Overview of District Performance

District **MOUNT VERNON SCHOOL DISTRICT**

District ID **66-09-00-01-0000**

## Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	55%			691
Grade 4	55%			667
Grade 5	51%			673
Grade 6	48%			675
Grade 7	35%			573
Grade 8	28%			601
<b>Mathematics</b>				
Grade 3	53%			696
Grade 4	69%			671
Grade 5	63%			686
Grade 6	58%			680
Grade 7	27%			575
Grade 8	30%			606
<b>Science</b>				
Grade 4	95%			659
Grade 8	47%			578

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	62%			666
Mathematics	56%			666

### 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).

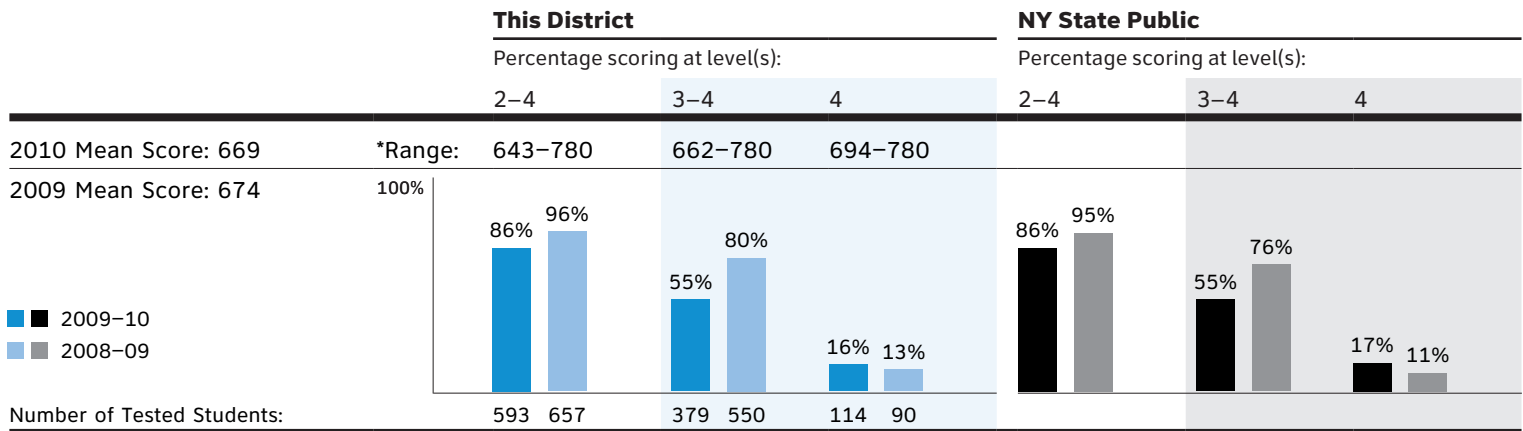
In this section, this district's performance is compared with that of public schools statewide.

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

#### High Need/Resource Urban-Suburban Districts

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

## This District's Results in Grade 3 English Language Arts



### 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>86%</b>	<b>55%</b>	<b>16%</b>	<b>684</b>	<b>96%</b>	<b>80%</b>	<b>13%</b>
Female	347	86%	56%	17%	364	98%	86%	15%
Male	344	86%	53%	16%	320	94%	74%	12%
American Indian or Alaska Native					1	-	-	-
Black or African American	522	84%	50%	14%	534	96%	79%	11%
Hispanic or Latino	95	89%	64%	20%	76	95%	83%	17%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	4	-	-	-
White	67	94%	78%	33%	69	99%	91%	23%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	71%	14%	5	100%	80%	20%
General-Education Students	564	90%	61%	19%	568	99%	87%	16%
Students with Disabilities	127	65%	26%	6%	116	81%	47%	1%
English Proficient	620	86%	55%	17%	613	96%	81%	14%
Limited English Proficient	71	87%	58%	14%	71	94%	77%	10%
Economically Disadvantaged	504	83%	52%	13%	535	96%	80%	10%
Not Disadvantaged	187	94%	64%	27%	149	95%	82%	26%
Migrant								
Not Migrant	691	86%	55%	16%	684	96%	80%	13%

#### NOTES

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

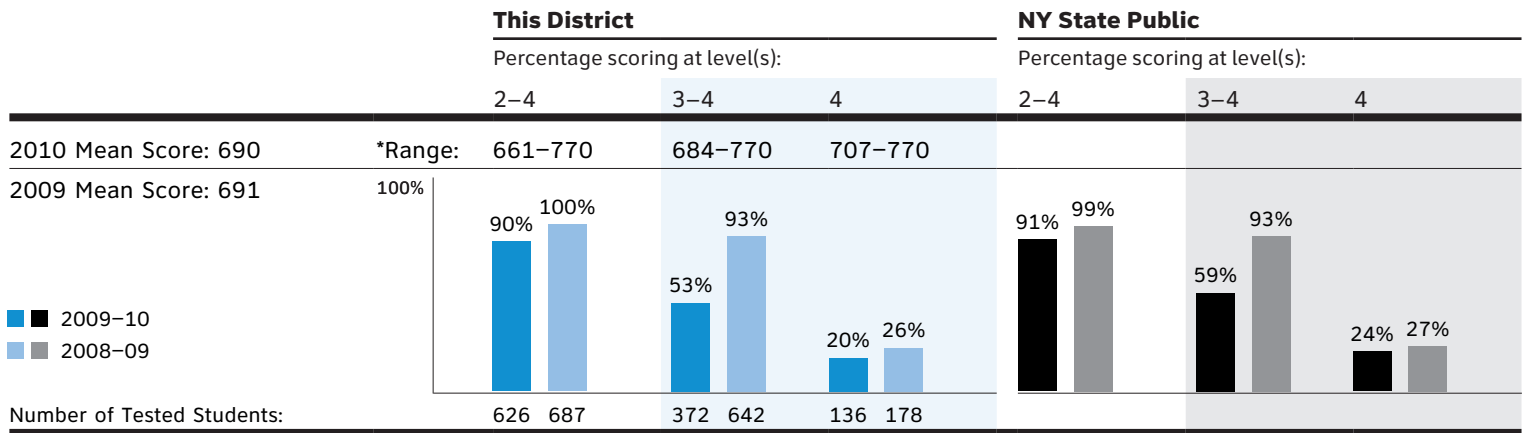
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	16	16	15	15	14	14	14	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	6	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	6	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>696</b>	<b>90%</b>	<b>53%</b>	<b>20%</b>	<b>690</b>	<b>100%</b>	<b>93%</b>	<b>26%</b>
Female	348	91%	52%	18%	364	100%	94%	24%
Male	348	89%	55%	21%	326	99%	92%	28%
American Indian or Alaska Native					1	-	-	-
Black or African American	522	88%	47%	15%	530	100%	92%	22%
Hispanic or Latino	99	93%	69%	26%	81	99%	96%	30%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	5	-	-	-
White	68	97%	78%	41%	73	100%	97%	47%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	71%	43%	6	100%	67%	17%
General-Education Students	568	92%	56%	21%	573	100%	95%	28%
Students with Disabilities	128	79%	43%	13%	117	99%	85%	15%
English Proficient	620	90%	52%	20%	609	100%	93%	25%
Limited English Proficient	76	92%	63%	16%	81	99%	91%	32%
Economically Disadvantaged	509	88%	51%	18%	540	100%	93%	23%
Not Disadvantaged	187	95%	59%	25%	150	99%	93%	37%
Migrant								
Not Migrant	696	90%	53%	20%	690	100%	93%	26%

### NOTES

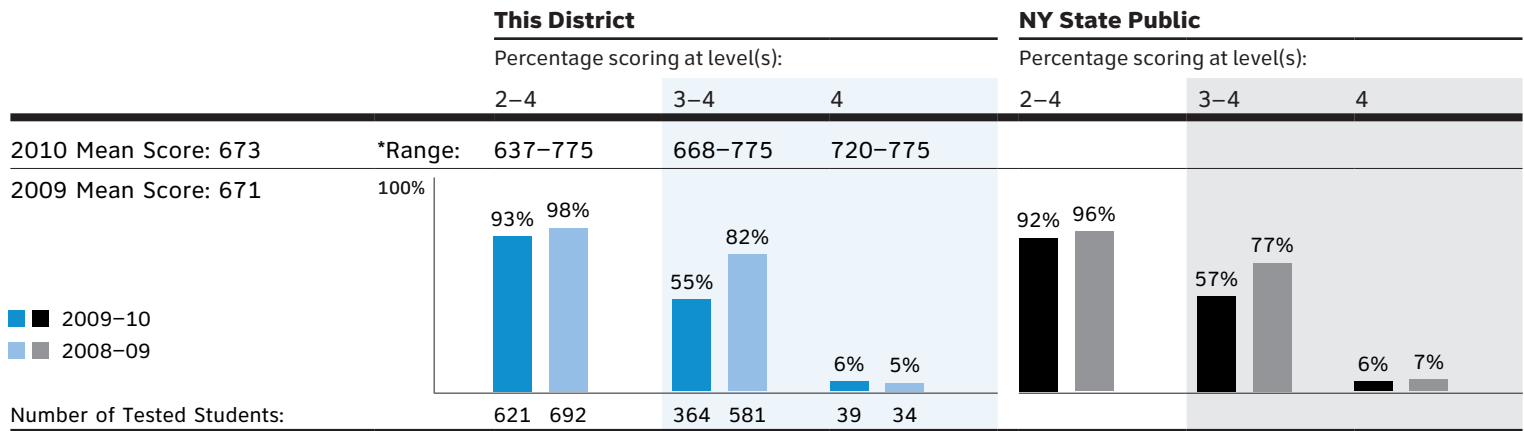
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\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	16	16	15	15	14	14	14	12

## 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>667</b>	<b>93%</b>	<b>55%</b>	<b>6%</b>	<b>709</b>	<b>98%</b>	<b>82%</b>	<b>5%</b>
Female	349	96%	59%	7%	340	99%	86%	8%
Male	318	90%	50%	4%	369	96%	78%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	520	92%	50%	3%	548	98%	79%	3%
Hispanic or Latino	77	94%	65%	14%	100	96%	89%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	10	100%	100%	20%
White	64	98%	81%	19%	51	100%	96%	20%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	50%	0%				
General-Education Students	532	97%	62%	7%	588	99%	88%	6%
Students with Disabilities	135	78%	27%	0%	121	90%	54%	0%
English Proficient	616	94%	55%	6%	654	98%	83%	5%
Limited English Proficient	51	84%	49%	2%	55	93%	73%	0%
Economically Disadvantaged	473	93%	51%	4%	569	98%	80%	4%
Not Disadvantaged	194	94%	64%	10%	140	98%	88%	9%
Migrant								
Not Migrant	667	93%	55%	6%	709	98%	82%	5%

### NOTES

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

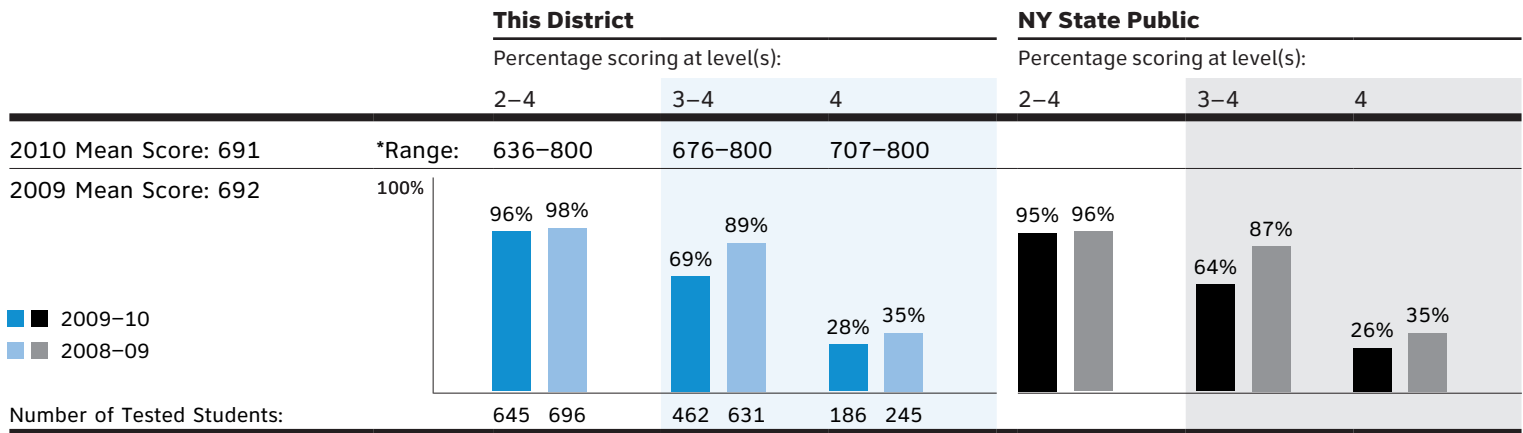
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	16	14	14	14	24	22	22	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	7	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	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 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>671</b>	<b>96%</b>	<b>69%</b>	<b>28%</b>	<b>710</b>	<b>98%</b>	<b>89%</b>	<b>35%</b>
Female	349	96%	73%	30%	338	99%	91%	37%
Male	322	96%	64%	25%	372	98%	87%	33%
American Indian or Alaska Native	1	-	-	-				
Black or African American	520	96%	65%	23%	544	98%	87%	29%
Hispanic or Latino	78	94%	79%	38%	105	98%	94%	46%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	9	100%	100%	67%
White	66	98%	85%	53%	52	98%	98%	67%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	43%				
General-Education Students	536	97%	74%	33%	587	99%	92%	40%
Students with Disabilities	135	92%	50%	7%	123	94%	72%	10%
English Proficient	615	96%	69%	28%	647	98%	89%	35%
Limited English Proficient	56	93%	66%	23%	63	98%	90%	30%
Economically Disadvantaged	475	96%	67%	25%	581	98%	88%	32%
Not Disadvantaged	196	97%	74%	33%	129	98%	94%	47%
Migrant								
Not Migrant	671	96%	69%	28%	710	98%	89%	35%

### 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.

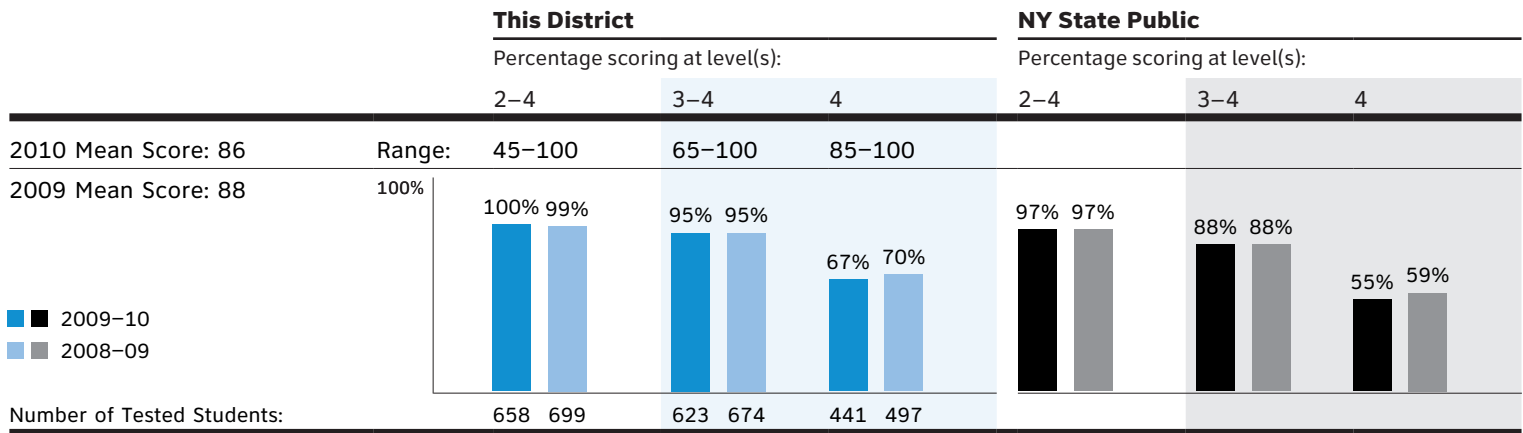
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## Other

### 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	16	16	13	13	23	22	21	20

## 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>659</b>	<b>100%</b>	<b>95%</b>	<b>67%</b>	<b>706</b>	<b>99%</b>	<b>95%</b>	<b>70%</b>
Female	345	100%	94%	70%	336	99%	96%	71%
Male	314	100%	95%	63%	370	99%	95%	70%
American Indian or Alaska Native	1	-	-	-				
Black or African American	513	100%	94%	63%	536	99%	96%	66%
Hispanic or Latino	74	100%	96%	78%	108	97%	94%	76%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	9	100%	100%	100%
White	65	100%	100%	88%	53	100%	96%	96%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	71%				
General-Education Students	527	100%	96%	70%	586	99%	96%	74%
Students with Disabilities	132	100%	88%	53%	120	99%	92%	53%
English Proficient	606	100%	95%	68%	643	100%	96%	71%
Limited English Proficient	53	100%	92%	55%	63	94%	89%	63%
Economically Disadvantaged	467	100%	94%	64%	582	99%	95%	68%
Not Disadvantaged	192	100%	97%	73%	124	99%	98%	81%
Migrant								
Not Migrant	659	100%	95%	67%	706	99%	95%	70%

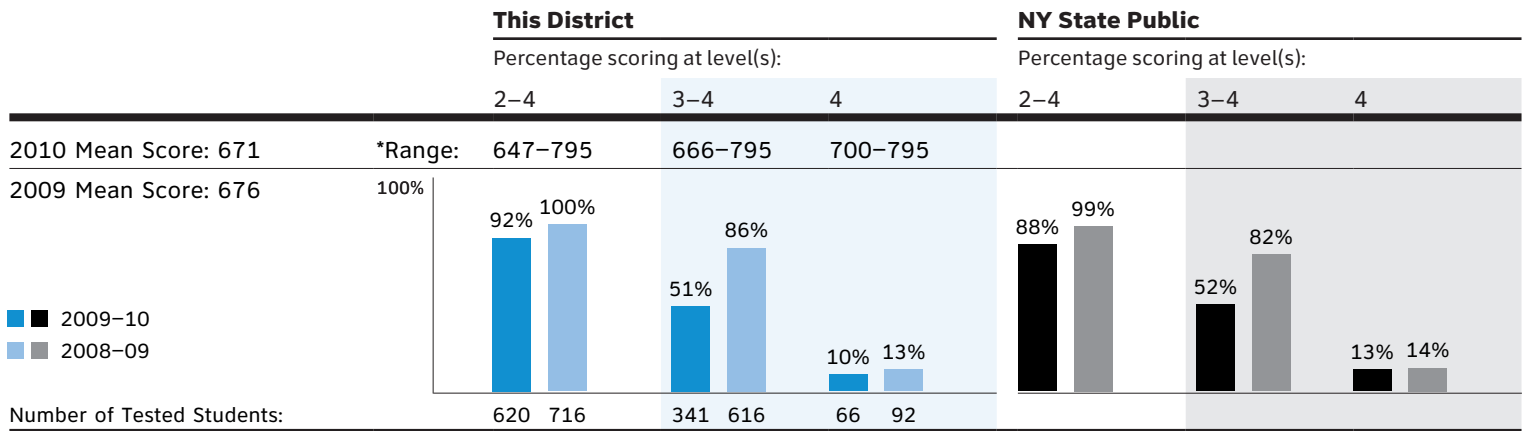
### NOTES

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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	16	16	14	13	23	22	22	22

## 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>673</b>	<b>92%</b>	<b>51%</b>	<b>10%</b>	<b>717</b>	<b>100%</b>	<b>86%</b>	<b>13%</b>
Female	315	96%	59%	11%	357	100%	86%	14%
Male	358	89%	44%	9%	360	100%	86%	11%
American Indian or Alaska Native								
Black or African American	513	92%	49%	9%	538	100%	86%	11%
Hispanic or Latino	101	88%	47%	8%	114	99%	83%	14%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	22%	5	100%	80%	0%
White	50	98%	72%	22%	60	100%	95%	28%
Multiracial								
Small Group Totals								
General-Education Students	539	96%	58%	12%	587	100%	90%	14%
Students with Disabilities	134	77%	21%	1%	130	100%	68%	6%
English Proficient	628	93%	53%	11%	674	100%	87%	13%
Limited English Proficient	45	76%	24%	0%	43	98%	67%	16%
Economically Disadvantaged	510	91%	48%	7%	551	100%	85%	11%
Not Disadvantaged	163	94%	59%	17%	166	100%	88%	17%
Migrant								
Not Migrant	673	92%	51%	10%	717	100%	86%	13%

#### NOTES

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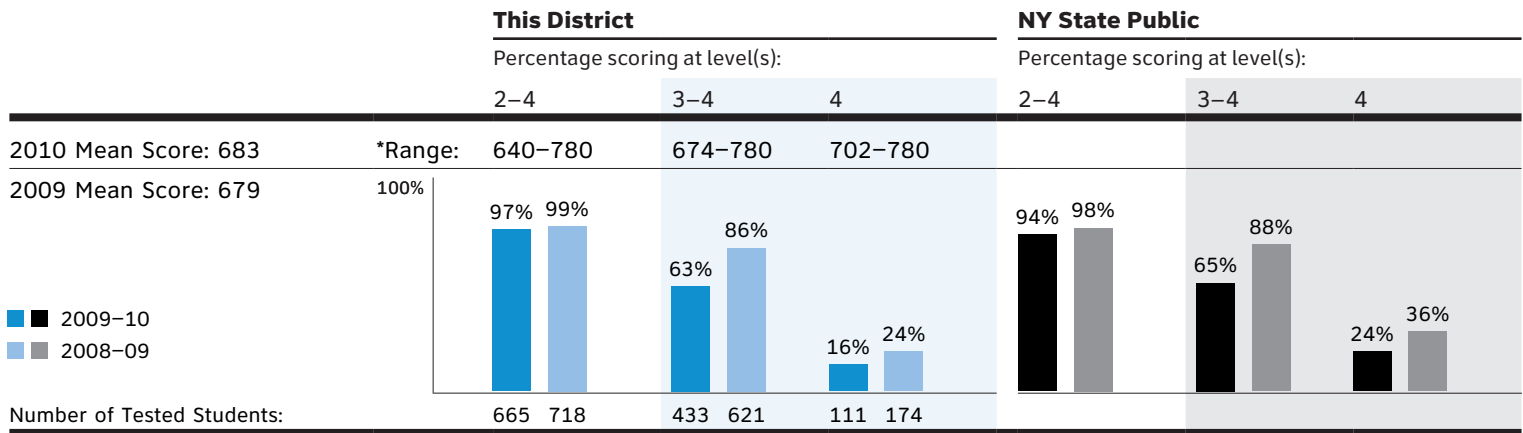
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	24	24	23	21	15	15	15	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	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 5	10	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>686</b>	<b>97%</b>	<b>63%</b>	<b>16%</b>	<b>722</b>	<b>99%</b>	<b>86%</b>	<b>24%</b>
Female	321	98%	65%	20%	358	99%	86%	23%
Male	365	96%	61%	13%	364	99%	86%	26%
American Indian or Alaska Native								
Black or African American	521	97%	61%	14%	540	99%	84%	22%
Hispanic or Latino	104	97%	63%	12%	117	100%	89%	21%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	40%	5	100%	100%	20%
White	51	100%	82%	39%	60	100%	95%	47%
Multiracial								
Small Group Totals								
General-Education Students	553	98%	68%	19%	593	100%	89%	27%
Students with Disabilities	133	92%	44%	4%	129	98%	74%	11%
English Proficient	629	97%	65%	17%	672	100%	86%	25%
Limited English Proficient	57	93%	42%	5%	50	98%	80%	8%
Economically Disadvantaged	520	96%	62%	14%	563	99%	85%	21%
Not Disadvantaged	166	100%	67%	24%	159	100%	91%	34%
Migrant								
Not Migrant	686	97%	63%	16%	722	99%	86%	24%

### 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.

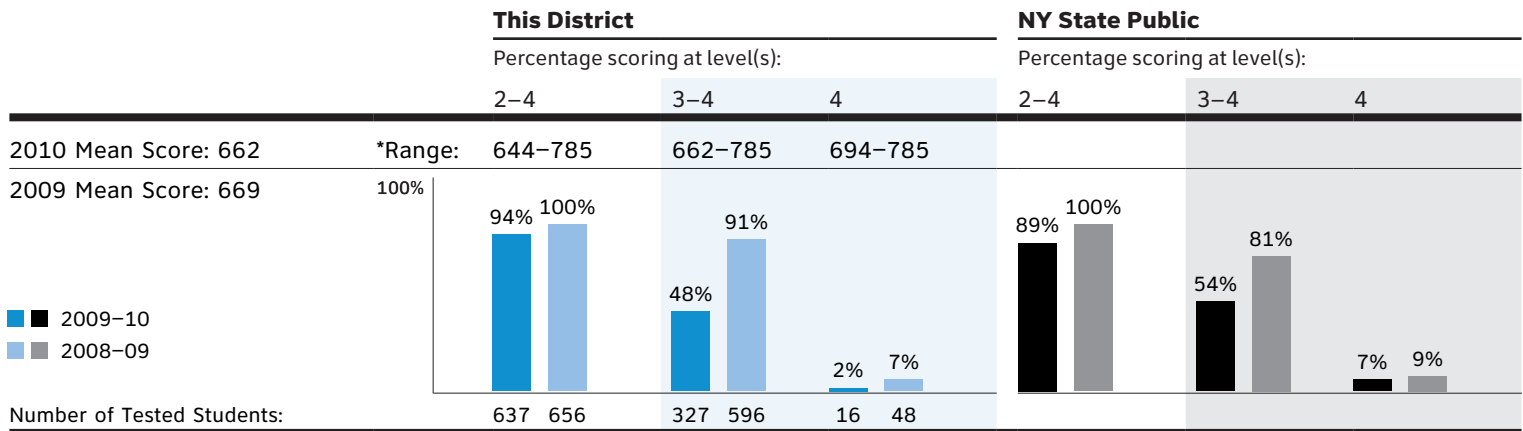
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	23	21	19	15	15	15	13



## 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
<b>All Students</b>	<b>675</b>	<b>94%</b>	<b>48%</b>	<b>2%</b>	<b>656</b>	<b>100%</b>	<b>91%</b>	<b>7%</b>
Female	337	96%	52%	3%	359	100%	94%	10%
Male	338	93%	45%	2%	297	100%	88%	4%
American Indian or Alaska Native								
Black or African American	504	93%	46%	2%	498	100%	92%	7%
Hispanic or Latino	113	96%	52%	2%	96	100%	85%	8%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	100%	83%	0%
White	54	-	-	-	56	100%	93%	11%
Multiracial								
Small Group Totals	58	98%	66%	7%				
General-Education Students	543	96%	55%	3%	542	100%	94%	9%
Students with Disabilities	132	87%	23%	0%	114	100%	74%	1%
English Proficient	641	95%	50%	2%	618	100%	93%	8%
Limited English Proficient	34	88%	24%	0%	38	100%	58%	3%
Economically Disadvantaged	477	95%	44%	2%	523	100%	90%	7%
Not Disadvantaged	198	94%	60%	3%	133	100%	93%	10%
Migrant								
Not Migrant	675	94%	48%	2%	656	100%	91%	7%

#### NOTES

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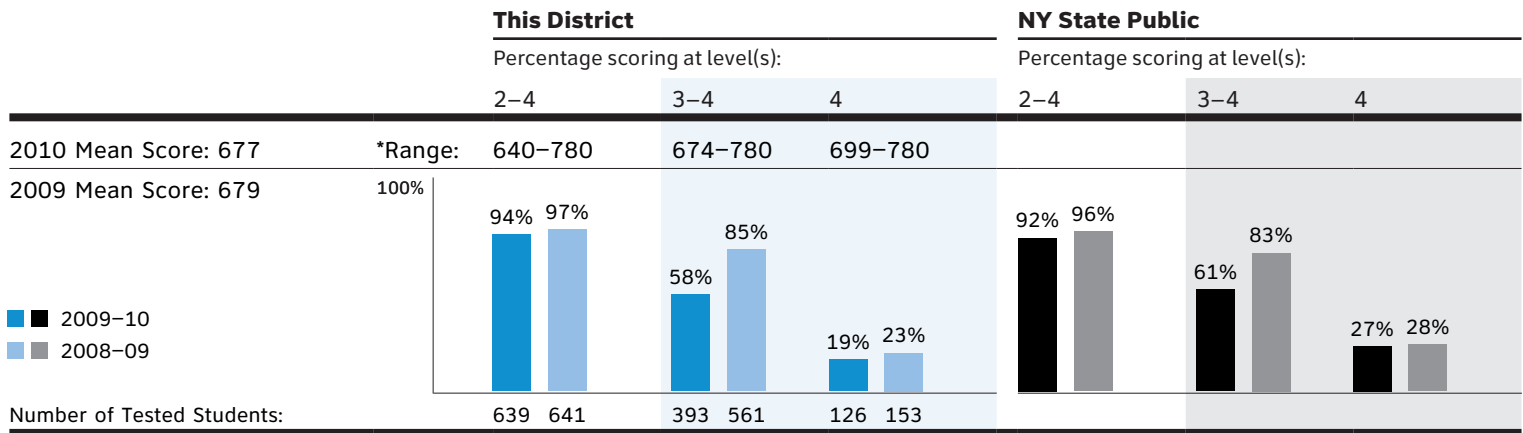
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	14	13	11	10	13	13	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	6	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 6	6	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>680</b>	<b>94%</b>	<b>58%</b>	<b>19%</b>	<b>659</b>	<b>97%</b>	<b>85%</b>	<b>23%</b>
Female	339	95%	59%	19%	363	98%	87%	25%
Male	341	93%	57%	18%	296	97%	82%	22%
American Indian or Alaska Native								
Black or African American	505	93%	54%	16%	500	98%	84%	20%
Hispanic or Latino	115	96%	67%	20%	94	94%	84%	29%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	17%	7	100%	86%	43%
White	54	98%	72%	35%	58	98%	95%	41%
Multiracial								
Small Group Totals								
General-Education Students	547	95%	61%	20%	545	99%	90%	26%
Students with Disabilities	133	89%	44%	14%	114	89%	61%	12%
English Proficient	640	95%	59%	19%	617	98%	86%	24%
Limited English Proficient	40	83%	40%	10%	42	90%	71%	19%
Economically Disadvantaged	479	93%	56%	17%	528	97%	83%	22%
Not Disadvantaged	201	96%	63%	23%	131	98%	92%	28%
Migrant								
Not Migrant	680	94%	58%	19%	659	97%	85%	23%

### NOTES

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

## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	14	14	14	13	14	14	12	10

## 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: 659	*Range: 642-790	664-790	698-790			
2009 Mean Score: 656						
Number of Tested Students:	498	638	198	432	17	9

### 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>573</b>	<b>87%</b>	<b>35%</b>	<b>3%</b>	<b>640</b>	<b>100%</b>	<b>68%</b>	<b>1%</b>
Female	303	94%	44%	5%	286	100%	74%	2%
Male	270	79%	24%	1%	354	100%	62%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	448	86%	32%	2%	532	100%	66%	1%
Hispanic or Latino	90	90%	47%	4%	73	99%	66%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	100%	0%
White	31	-	-	-	29	100%	86%	7%
Multiracial								
Small Group Totals	35	89%	34%	9%				
General-Education Students	463	94%	42%	4%	520	100%	73%	2%
Students with Disabilities	110	55%	4%	0%	120	99%	42%	0%
English Proficient	538	88%	36%	3%	613	100%	68%	1%
Limited English Proficient	35	74%	20%	0%	27	96%	56%	0%
Economically Disadvantaged	429	86%	32%	2%	456	100%	66%	1%
Not Disadvantaged	144	90%	42%	5%	184	100%	72%	2%
Migrant								
Not Migrant	573	87%	35%	3%	640	100%	68%	1%

#### NOTES

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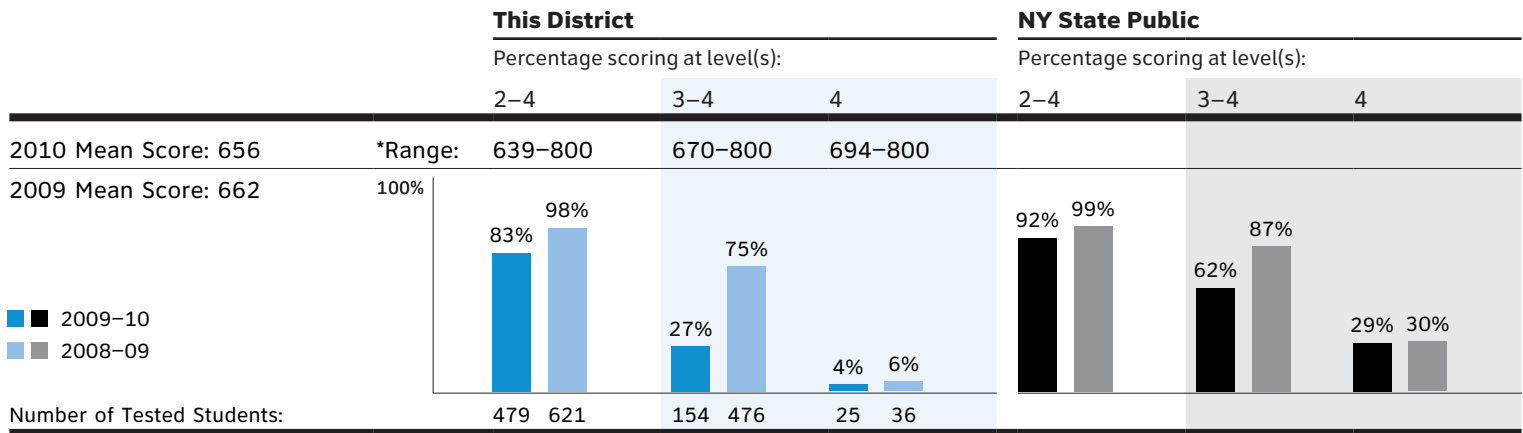
### Other

#### 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	17	16	14	13	12	12	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	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 7	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 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>575</b>	<b>83%</b>	<b>27%</b>	<b>4%</b>	<b>636</b>	<b>98%</b>	<b>75%</b>	<b>6%</b>
Female	306	86%	31%	5%	290	98%	74%	5%
Male	269	80%	22%	3%	346	97%	76%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	448	82%	25%	4%	526	98%	75%	6%
Hispanic or Latino	91	87%	35%	7%	74	95%	74%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	100%	17%
White	32	-	-	-	30	97%	77%	3%
Multiracial								
Small Group Totals	36	89%	28%	6%				
General-Education Students	468	87%	31%	5%	522	98%	78%	7%
Students with Disabilities	107	69%	7%	0%	114	96%	61%	1%
English Proficient	536	85%	28%	4%	606	98%	75%	6%
Limited English Proficient	39	67%	15%	8%	30	93%	80%	0%
Economically Disadvantaged	430	83%	27%	4%	464	98%	76%	6%
Not Disadvantaged	145	85%	26%	4%	172	97%	71%	5%
Migrant								
Not Migrant	575	83%	27%	4%	636	98%	75%	6%

### NOTES

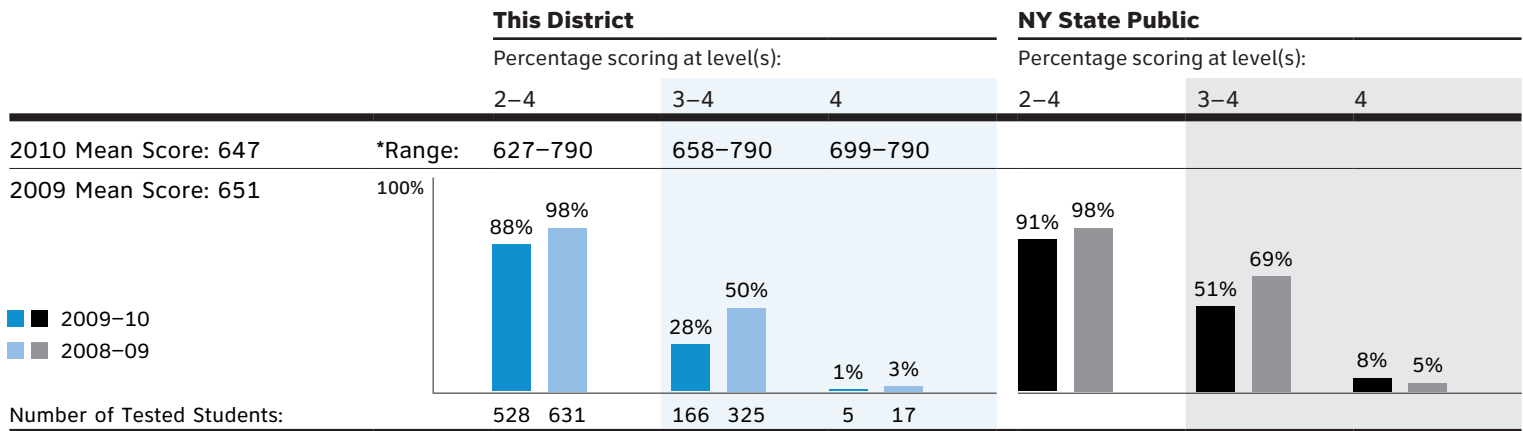
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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	15	13	13	12	11	11	11

## 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>601</b>	<b>88%</b>	<b>28%</b>	<b>1%</b>	<b>645</b>	<b>98%</b>	<b>50%</b>	<b>3%</b>
Female	279	91%	32%	1%	325	99%	56%	5%
Male	322	85%	24%	1%	320	97%	44%	1%
American Indian or Alaska Native								
Black or African American	506	88%	27%	1%	517	97%	48%	2%
Hispanic or Latino	68	82%	26%	0%	105	100%	58%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	33%	0%	8	88%	50%	0%
White	21	95%	38%	0%	15	100%	87%	7%
Multiracial								
Small Group Totals								
General-Education Students	483	94%	33%	1%	545	99%	57%	3%
Students with Disabilities	118	64%	8%	0%	100	90%	14%	0%
English Proficient	581	89%	29%	1%	619	98%	51%	3%
Limited English Proficient	20	65%	0%	0%	26	92%	35%	0%
Economically Disadvantaged	401	88%	26%	1%	451	99%	49%	1%
Not Disadvantaged	200	89%	31%	1%	194	96%	53%	6%
Migrant								
Not Migrant	601	88%	28%	1%	645	98%	50%	3%

### NOTES

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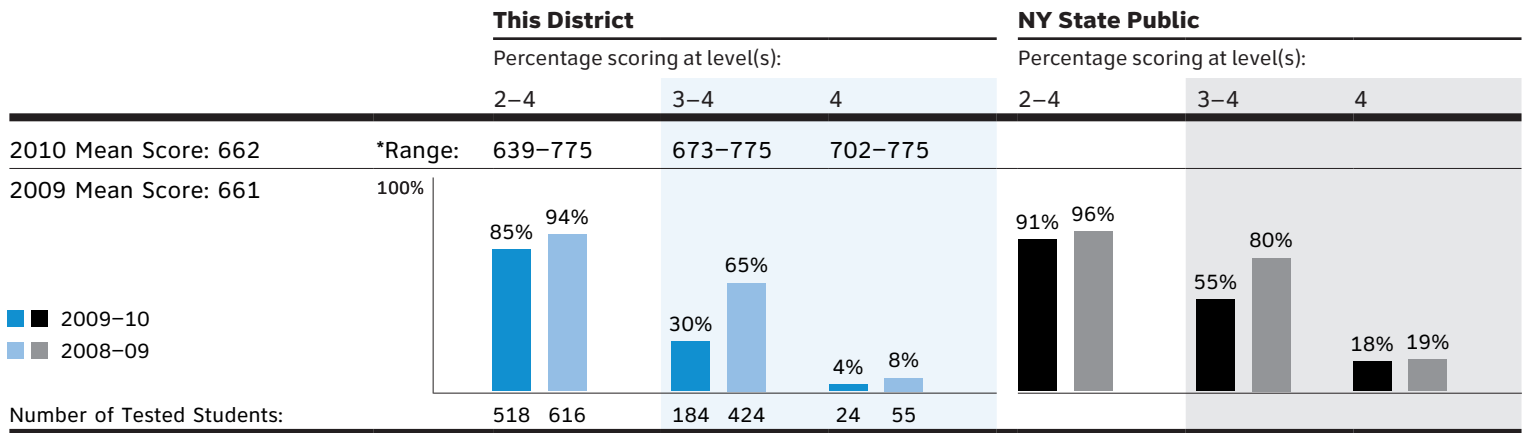
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## Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	13	13	12	12	10	10	9	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	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 8	5	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>606</b>	<b>85%</b>	<b>30%</b>	<b>4%</b>	<b>657</b>	<b>94%</b>	<b>65%</b>	<b>8%</b>
Female	281	88%	35%	5%	329	93%	65%	10%
Male	325	83%	27%	3%	328	94%	64%	7%
American Indian or Alaska Native								
Black or African American	506	85%	30%	4%	519	93%	63%	8%
Hispanic or Latino	71	85%	27%	3%	114	96%	69%	10%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	25%	13%	9	100%	78%	11%
White	21	95%	43%	0%	15	100%	87%	27%
Multiracial								
Small Group Totals								
General-Education Students	491	89%	35%	5%	556	95%	70%	10%
Students with Disabilities	115	69%	10%	0%	101	85%	34%	1%
English Proficient	579	85%	31%	4%	625	94%	66%	9%
Limited English Proficient	27	85%	15%	0%	32	94%	44%	0%
Economically Disadvantaged	405	85%	31%	5%	465	94%	66%	9%
Not Disadvantaged	201	86%	29%	1%	192	94%	62%	7%
Migrant								
Not Migrant	606	85%	30%	4%	657	94%	65%	8%

### NOTES

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

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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	14	14	13	13	10	10	10	7

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

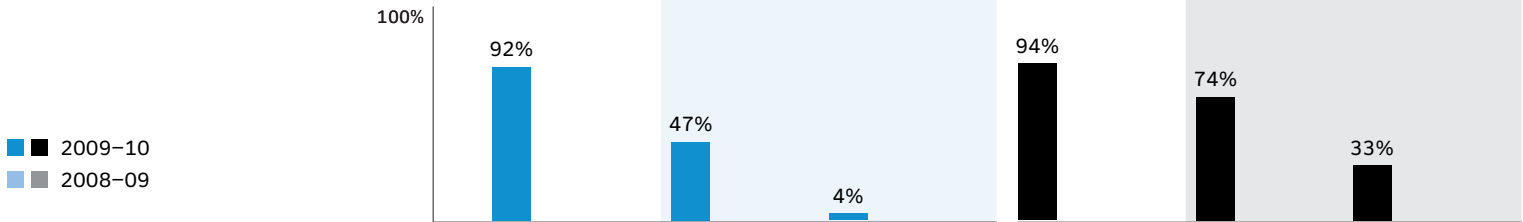
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

530

-

273

-

26

-

## 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>578</b>	<b>92%</b>	<b>47%</b>	<b>4%</b>	<b>648</b>	<b>84%</b>	<b>32%</b>	<b>1%</b>
Female	273	92%	46%	3%	323	84%	32%	1%
Male	305	91%	48%	6%	325	84%	32%	2%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	483	92%	47%	5%	510	83%	29%	2%
Hispanic or Latino	66	88%	44%	3%	113	88%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	50%	13%	9	78%	44%	0%
White	21	90%	52%	5%	16	94%	50%	0%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	468	94%	52%	5%	549	87%	35%	2%
Students with Disabilities	110	82%	28%	1%	99	66%	13%	0%
English Proficient	553	93%	49%	5%	615	85%	33%	1%
Limited English Proficient	25	68%	16%	0%	33	64%	18%	0%
Economically Disadvantaged	387	93%	47%	5%	463	85%	31%	1%
Not Disadvantaged	191	90%	48%	4%	185	82%	34%	2%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	578	92%	47%	4%	648	84%	32%	1%

### 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	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	14	14	13
Regents Science	0	-	-	-

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

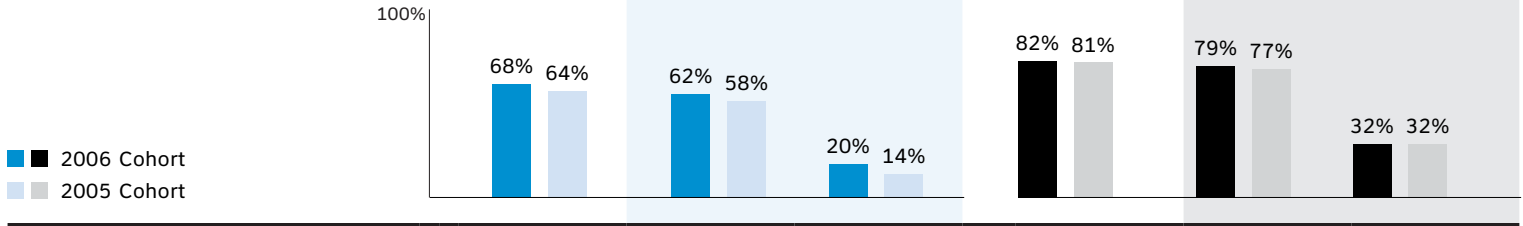
### NY State Public

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>666</b>	<b>68%</b>	<b>62%</b>	<b>20%</b>	<b>577</b>	<b>64%</b>	<b>58%</b>	<b>14%</b>
Female	356	77%	71%	27%	310	73%	65%	16%
Male	310	57%	53%	13%	267	55%	49%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	561	68%	63%	20%	496	65%	58%	13%
Hispanic or Latino	77	65%	61%	18%	49	53%	49%	14%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	23	61%	57%	26%	27	63%	56%	15%
Multiracial								
Small Group Totals	5	60%	60%	20%	5	80%	80%	40%
General-Education Students	560	75%	71%	24%	489	70%	65%	16%
Students with Disabilities	106	26%	16%	0%	88	31%	15%	0%
English Proficient	656	68%	63%	20%	569	65%	58%	14%
Limited English Proficient	10	20%	20%	0%	8	38%	38%	0%
Economically Disadvantaged	129	54%	44%	6%	293	79%	71%	18%
Not Disadvantaged	537	71%	67%	23%	284	49%	44%	9%
Migrant								
Not Migrant	666	68%	62%	20%	577	64%	58%	14%

### NOTES

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

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

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



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

### This District

Percentage scoring at level(s):

2-4

3-4

4

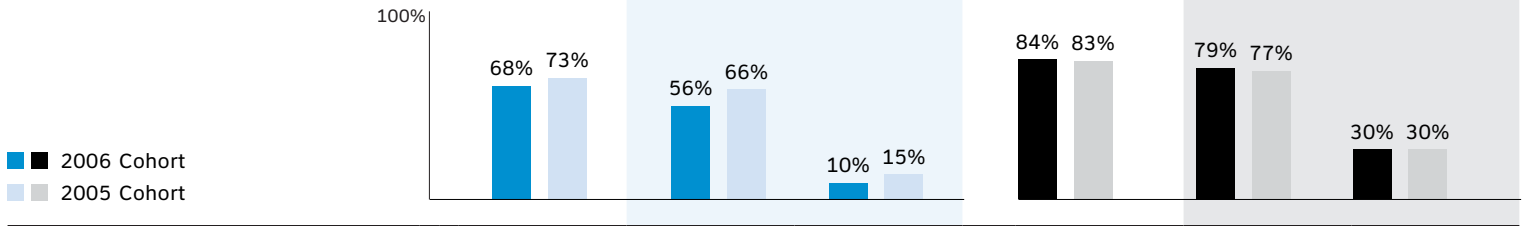
### NY State Public

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>666</b>	<b>68%</b>	<b>56%</b>	<b>10%</b>	<b>577</b>	<b>73%</b>	<b>66%</b>	<b>15%</b>
Female	356	76%	63%	12%	310	80%	73%	20%
Male	310	58%	47%	8%	267	64%	58%	10%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	561	68%	55%	10%	496	74%	67%	14%
Hispanic or Latino	77	68%	57%	8%	49	61%	57%	20%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	23	70%	57%	17%	27	70%	70%	30%
Multiracial								
Small Group Totals	5	80%	80%	40%	5	80%	80%	40%
General-Education Students	560	76%	64%	12%	489	78%	72%	18%
Students with Disabilities	106	25%	12%	0%	88	47%	33%	1%
English Proficient	656	68%	56%	10%	569	73%	66%	15%
Limited English Proficient	10	60%	50%	0%	8	63%	63%	25%
Economically Disadvantaged	129	48%	29%	3%	293	87%	81%	20%
Not Disadvantaged	537	72%	62%	12%	284	58%	51%	10%
Migrant								
Not Migrant	666	68%	56%	10%	577	73%	66%	15%

### 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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