



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **OSSINING UNION FREE SCHOOL  
DISTRICT**

District ID **66-14-01-03-0000**

Superintendent **PHYLLIS GLASSMAN**

Telephone **(914) 941-7700**

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

## This District's Report Card

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

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

### Use this report to:

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

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

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

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

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

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

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

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

### For more information:

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

## District Profile

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

### Enrollment

	2007-08	2008-09	2009-10
Pre-K	283	308	409
Kindergarten	342	365	354
Grade 1	319	341	367
Grade 2	318	317	342
Grade 3	270	314	316
Grade 4	293	268	301
Grade 5	278	299	265
Grade 6	256	293	300
Ungraded Elementary	13	11	16
Grade 7	290	262	289
Grade 8	283	294	263
Grade 9	320	386	388
Grade 10	363	334	324
Grade 11	305	304	304
Grade 12	320	323	331
Ungraded Secondary	23	36	22
<b>Total K-12</b>	<b>3993</b>	<b>4147</b>	<b>4182</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	21	23	22
<b>Grade 8</b>			
English	17	19	23
Mathematics	19	23	19
Science	18	21	21
Social Studies	23	19	23
<b>Grade 10</b>			
English	24	25	25
Mathematics	16	26	18
Science	23	21	20
Social Studies	23	25	23

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **OSSINING UNION FREE SCHOOL DISTRICT**District ID **66-14-01-03-0000**

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1043	26%	1059	26%	1223	29%
Reduced-Price Lunch	389	10%	487	12%	456	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	548	14%	548	13%	544	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	1	0%	2	0%
Black or African American	645	16%	650	16%	627	15%
Hispanic or Latino	1603	40%	1775	43%	1869	45%
Asian or Native Hawaiian/Other Pacific Islander	200	5%	204	5%	205	5%
White	1545	39%	1501	36%	1433	34%
Multiracial	0	0%	16	0%	46	1%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		96%
Student Suspensions	178	5%	211	5%	185	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	339	337	338
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	4%	3%	4%
Percent with Fewer Than Three Years of Experience	9%	7%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	50%	55%	59%
<b>Total Number of Core Classes</b>	874	861	865
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	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>	1098	1091	1114
Percent Taught by Teachers Without Appropriate Certification	4%	3%	4%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	24%	34%
Turnover Rate of All Teachers	14%	16%	32%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	62	62	59
Total Paraprofessionals*	183	194	185
Assistant Principals	10	10	9
Principals	6	6	6

\* 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:

$$2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$$

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 Language Arts	Mathematics	Science	English 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	✓ <sup>SH</sup>	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

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

## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2010–11)



Good Standing

### 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> (1782:1711)	✓	✓	100%	✓	170	152	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (281:270)	✓	✓	100%	✓	160	148	
Hispanic or Latino (796:752)	✓	✓	100%	✓	158	151	
Asian or Native Hawaiian/Other Pacific Islander (90:85)	✓	✓	100%	✓	192	144	
White (602:594)	✓	✓	100%	✓	186	151	
Multiracial (13:10)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (306:304)	✗	✓	100%	✗	123	149	127 85
Limited English Proficient (204:276)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	139	148	139 107
Economically Disadvantaged (776:728)	✓	✓	100%	✓	153	151	
<b>Final AYP Determination</b>	✗ 7 of 8						
<b>Non-Accountability Groups</b>							
Female (833:803)			100%		173	151	
Male (949:908)			100%		167	151	
Migrant (0:0)							


#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> 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 2009–102010–11
Accountability Groups							
All Students (1782:1723)	✓	✓	100%	✓	180	132	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (282:269)	✓	✓	100%	✓	168	128	
Hispanic or Latino (795:766)	✓	✓	100%	✓	176	131	
Asian or Native Hawaiian/Other Pacific Islander (90:85)	✓	✓	100%	✓	195	124	
White (602:593)	✓	✓	100%	✓	190	131	
Multiracial (13:10)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (307:303)	✓	✓	99%	✓	137	129	
Limited English Proficient (204:290)	✓	✓	100%	✓	164	129	
Economically Disadvantaged (775:740)	✓	✓	100%	✓	170	131	
Final AYP Determination	✓ 8 of 8						
Non-Accountability Groups							
Female (832:809)			100%		183	131	
Male (950:914)			100%		178	131	
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> (591:560)		Qualified		99%		168	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (85:80)		Qualified		99%		144	100	
Hispanic or Latino (273:258)		Qualified		99%		156	100	
Asian or Native Hawaiian/Other Pacific Islander (29:27)		—	—	—	—	—	—	—
White (199:191)		Qualified		98%		191	100	
Multiracial (5:4)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (116:111)		Qualified		98%		117	100	
Limited English Proficient (69:86)		Qualified		97%		133	100	
Economically Disadvantaged (274:255)		Qualified		99%		149	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (274:263)				99%		170	100	
Male (317:297)				99%		167	100	
Migrant (0:0)								

#### Symbols

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

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

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

5 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> (326:290)	✓	✓	99%	✓	187	171		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (61:55)	✓	✓	98%	✓	180	164		
Hispanic or Latino (117:92)	✓	✓	99%	✓	180	167		
Asian or Native Hawaiian/Other Pacific Islander (16:13)	—	—	—	—	—	—		—
White (130:128)	✓	✓	100%	✓	192	168		
Multiracial (2:2)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (38:39)	✗	—	—	✗	136	161	20‡	142
Limited English Proficient (25:13)	—	—	—	—	—	—		—
Economically Disadvantaged (98:81)	✓	✓	98%	✓	180	166		
<b>Final AYP Determination</b>	✗ 5 of 6							
<b>Non-Accountability Groups</b>								
Female (163:139)			99%		196	168		
Male (163:151)			99%		177	169		
Migrant (0:0)								

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> 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 for This Subject (2010–11)



Good Standing

### 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> (326:290)	✓	✓	100%	✓	188	167		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (61:55)	✓	✓	100%	✓	180	160		
Hispanic or Latino (117:92)	✓	✓	100%	✓	186	163		
Asian or Native Hawaiian/Other Pacific Islander (16:13)	—	—	—	—	—	—		—
White (130:128)	✓	✓	100%	✓	192	164		
Multiracial (2:2)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (38:39)	✗	—	—	✗	138	157	20‡	144
Limited English Proficient (25:13)	—	—	—	—	—	—		—
Economically Disadvantaged (98:81)	✓	✓	100%	✓	179	162		
<b>Final AYP Determination</b>	✗ 5 of 6							
<b>Non-Accountability Groups</b>								
Female (163:139)			100%		194	164		
Male (163:151)			100%		183	165		
Migrant (0:0)								

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> 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 State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009–102010–11	
Accountability Groups						
All Students (316)	✓	✓	79%	80%	71%	80%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (51)						
					64%	71%
Hispanic or Latino (104)						
					54%	67%
Asian or Native Hawaiian/Other Pacific Islander (17)						
					—	—
White (143)						
					93%	80%
Multiracial (1)						
					—	—
Other Groups						
Students with Disabilities (37)						
					51%	55%
Limited English Proficient (23)						
					—	—
Economically Disadvantaged (66)						
					58%	65%
Final AYP Determination						
					✓ 1 of 1	
Non-Accountability Groups						
Female (147)						
					80%	80%
Male (169)						
					79%	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 **83%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **OSSINING UNION FREE SCHOOL DISTRICT**

District ID **66-14-01-03-0000**

## 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**

4 schools identified 67% of total

BROOKSIDE SCHOOL  
CLAREMONT SCHOOL  
PARK SCHOOL  
ROOSEVELT SCHOOL

---

### **Improvement (year 1) Focused**

1 school identified 17% of total

ANNE M DORNER MIDDLE SCHOOL

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

1 school identified 17% of total







OSSINING HIGH SCHOOL

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District **OSSINING UNION FREE SCHOOL DISTRICT**District ID **66-14-01-03-0000**

## 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	56%			311
Grade 4	52%			305
Grade 5	56%			268
Grade 6	52%			294
Grade 7	49%			291
Grade 8	46%			267

### Mathematics

Grade 3	61%		316
Grade 4	58%		311
Grade 5	70%		273
Grade 6	46%		298
Grade 7	57%		293
Grade 8	44%		270

### Science

Grade 4	80%		309
Grade 8	42%		19

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	82%			329
Mathematics	82%			329

### 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).

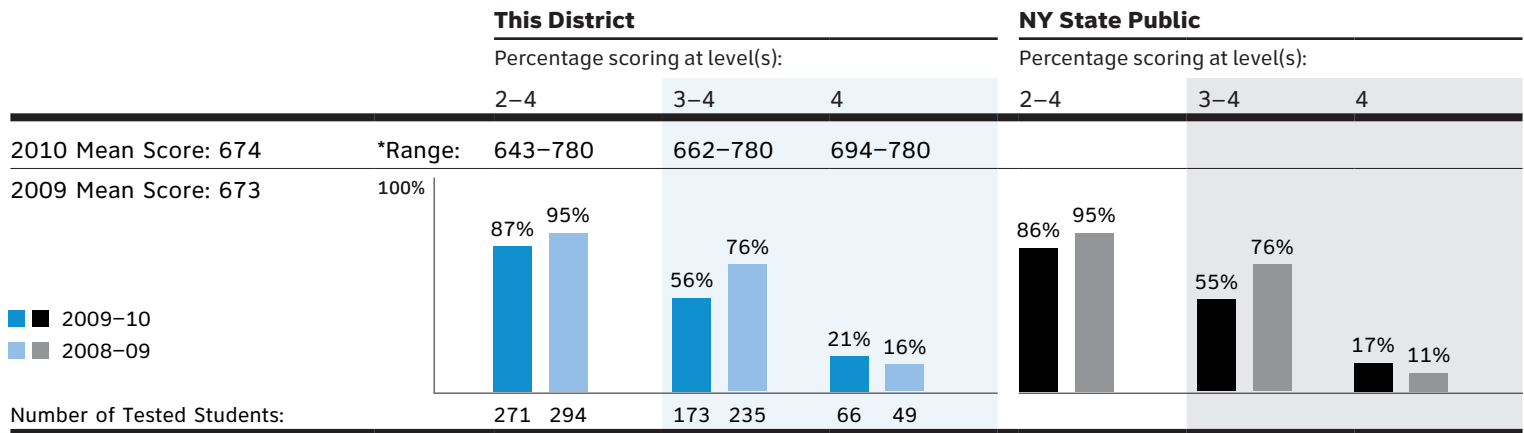
In this section, this district's performance is compared with that of public schools statewide.

### 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>311</b>	<b>87%</b>	<b>56%</b>	<b>21%</b>	<b>309</b>	<b>95%</b>	<b>76%</b>	<b>16%</b>
Female	153	87%	57%	23%	148	97%	80%	19%
Male	158	87%	54%	20%	161	93%	73%	13%
American Indian or Alaska Native								
Black or African American	47	89%	60%	13%	38	92%	74%	13%
Hispanic or Latino	151	82%	39%	11%	146	93%	64%	4%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	15	-	-	-
White	96	93%	77%	42%	107	98%	91%	30%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	17	94%	71%	24%	18	100%	94%	33%
General-Education Students	262	94%	63%	24%	249	100%	88%	19%
Students with Disabilities	49	49%	18%	6%	60	75%	25%	3%
English Proficient	244	92%	65%	27%	260	97%	83%	19%
Limited English Proficient	67	70%	22%	1%	49	86%	41%	0%
Economically Disadvantaged	150	81%	41%	9%	137	91%	62%	3%
Not Disadvantaged	161	93%	70%	32%	172	99%	87%	26%
Migrant								
Not Migrant	311	87%	56%	21%	309	95%	76%	16%

#### 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*.

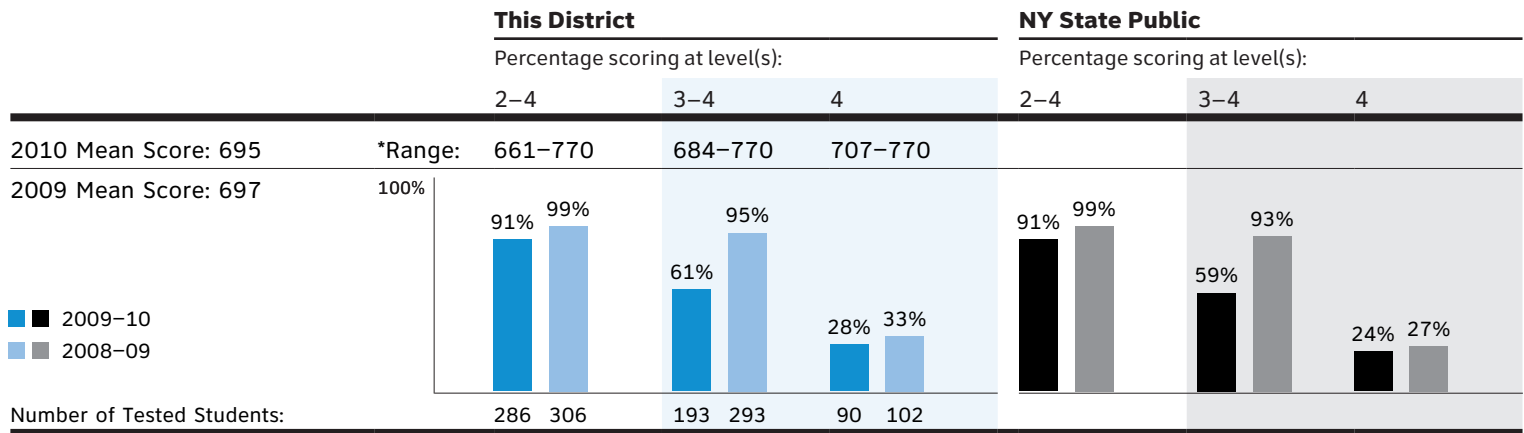
### Other

### 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	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	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 3	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 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>316</b>	<b>91%</b>	<b>61%</b>	<b>28%</b>	<b>309</b>	<b>99%</b>	<b>95%</b>	<b>33%</b>
Female	155	91%	62%	29%	147	99%	93%	34%
Male	161	90%	60%	28%	162	99%	96%	32%
American Indian or Alaska Native								
Black or African American	47	94%	60%	26%	39	97%	90%	33%
Hispanic or Latino	156	86%	49%	17%	146	99%	93%	21%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	14	—	—	—
White	96	95%	77%	44%	107	99%	98%	48%
Multiracial	2	—	—	—	3	—	—	—
Small Group Totals	17	100%	88%	53%	17	100%	100%	47%
General-Education Students	267	96%	69%	33%	249	100%	98%	40%
Students with Disabilities	49	63%	20%	4%	60	95%	83%	5%
English Proficient	244	93%	72%	34%	260	99%	97%	38%
Limited English Proficient	72	82%	25%	8%	49	100%	84%	4%
Economically Disadvantaged	154	86%	49%	15%	138	99%	90%	16%
Not Disadvantaged	162	95%	72%	41%	171	99%	99%	47%
Migrant								
Not Migrant	316	91%	61%	28%	309	99%	95%	33%

### 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.

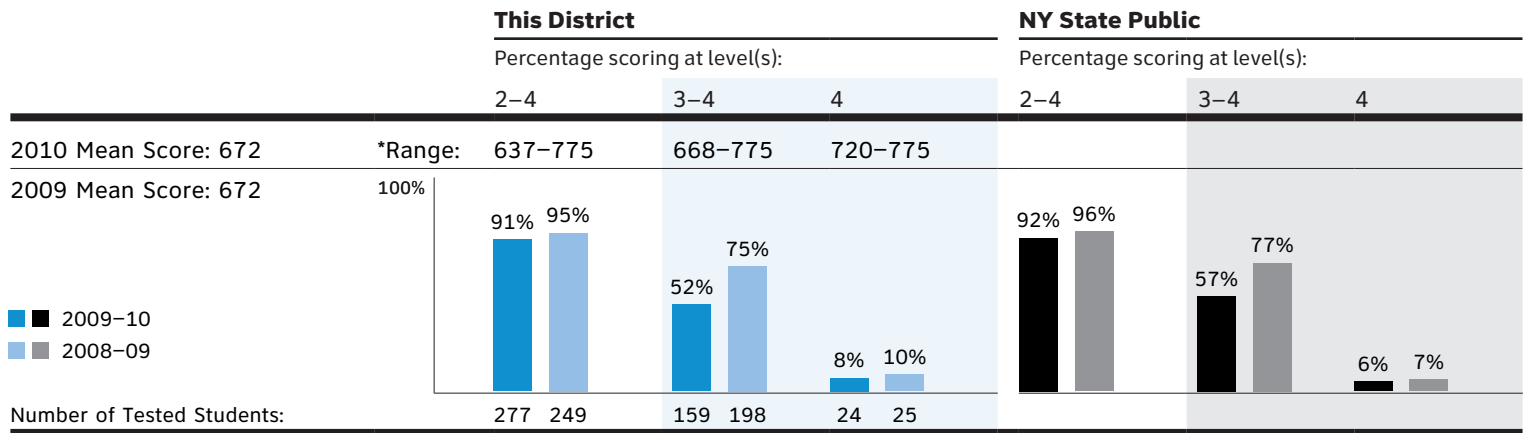
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	4	—	—	—	2	—	—	—

## 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>305</b>	<b>91%</b>	<b>52%</b>	<b>8%</b>	<b>263</b>	<b>95%</b>	<b>75%</b>	<b>10%</b>
Female	143	92%	59%	10%	128	96%	78%	10%
Male	162	90%	46%	6%	135	93%	73%	9%
American Indian or Alaska Native								
Black or African American	38	87%	55%	5%	38	87%	76%	11%
Hispanic or Latino	145	86%	32%	3%	125	95%	66%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	13	100%	85%	15%
White	104	97%	74%	13%	87	97%	87%	18%
Multiracial	4	—	—	—				
Small Group Totals	18	100%	78%	17%				
General-Education Students	242	99%	62%	10%	218	99%	85%	11%
Students with Disabilities	63	60%	16%	0%	45	73%	27%	0%
English Proficient	265	94%	59%	9%	234	96%	83%	11%
Limited English Proficient	40	68%	5%	0%	29	86%	14%	0%
Economically Disadvantaged	142	83%	30%	1%	108	92%	62%	3%
Not Disadvantaged	163	98%	72%	14%	155	97%	85%	14%
Migrant								
Not Migrant	305	91%	52%	8%	263	95%	75%	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

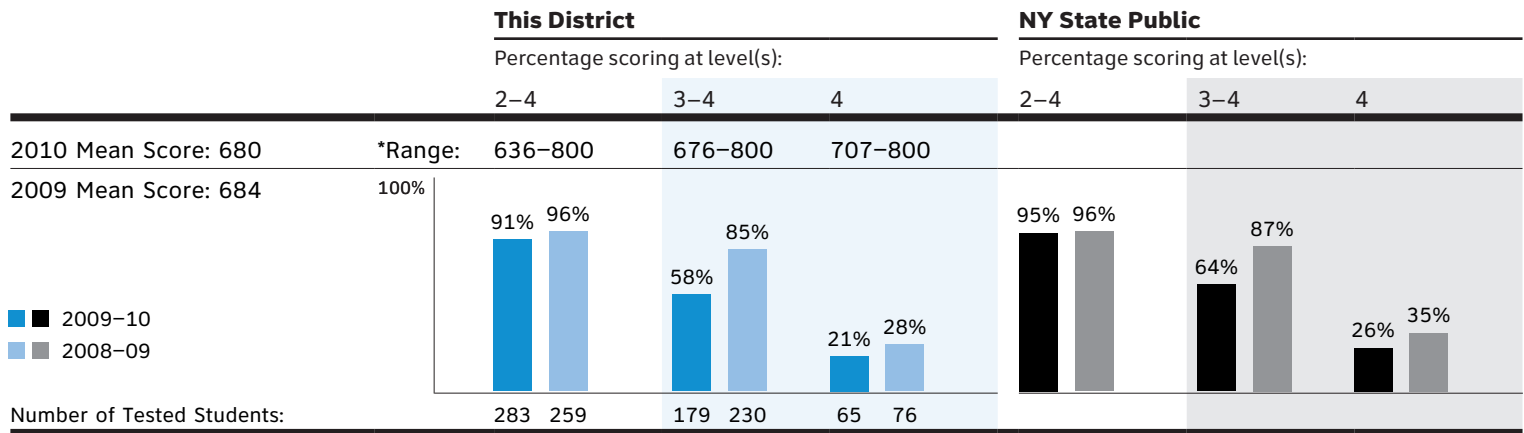
#### Assessments

	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 4 Equivalent	2	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	5	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	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 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>311</b>	<b>91%</b>	<b>58%</b>	<b>21%</b>	<b>271</b>	<b>96%</b>	<b>85%</b>	<b>28%</b>
Female	146	89%	59%	19%	132	96%	86%	26%
Male	165	93%	56%	22%	139	95%	84%	30%
American Indian or Alaska Native								
Black or African American	38	82%	42%	8%	39	92%	82%	21%
Hispanic or Latino	152	88%	41%	10%	131	95%	80%	17%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	14	100%	100%	71%
White	103	97%	81%	36%	87	97%	91%	41%
Multiracial	4	—	—	—				
Small Group Totals	18	100%	94%	56%				
General-Education Students	249	97%	67%	25%	225	98%	93%	33%
Students with Disabilities	62	66%	19%	3%	46	83%	46%	2%
English Proficient	265	94%	65%	25%	237	97%	89%	32%
Limited English Proficient	46	74%	13%	0%	34	88%	56%	0%
Economically Disadvantaged	149	84%	35%	8%	114	95%	77%	13%
Not Disadvantaged	162	98%	78%	33%	157	96%	90%	39%
Migrant								
Not Migrant	311	91%	58%	21%	271	96%	85%	28%

#### NOTES

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

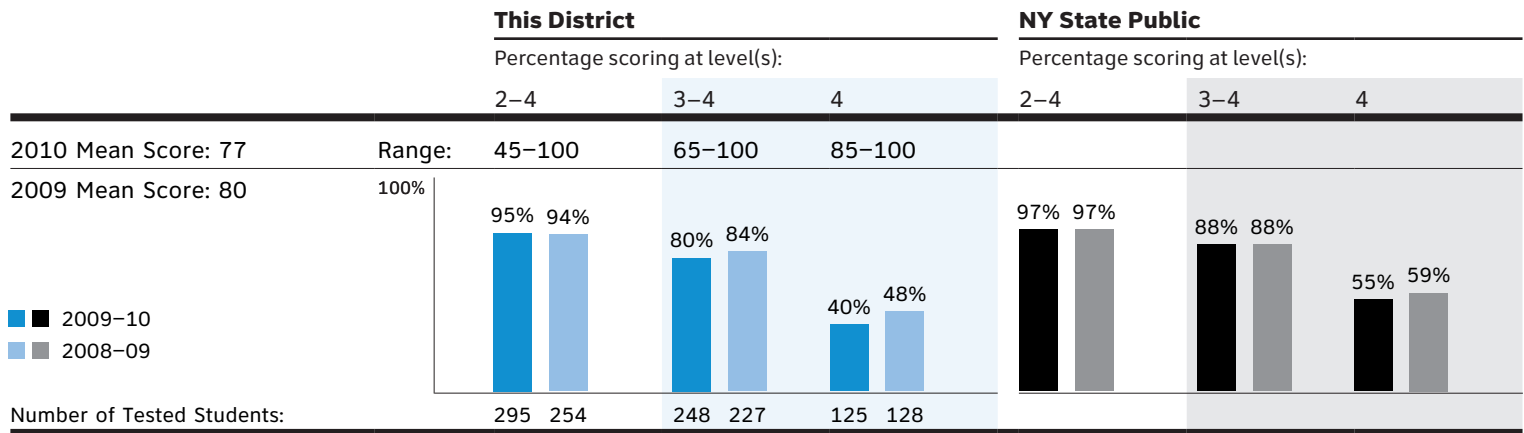
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### 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	2	—	—	—	2	—	—	—

## This District's Results in Grade 4 Science



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>309</b>	<b>95%</b>	<b>80%</b>	<b>40%</b>	<b>269</b>	<b>94%</b>	<b>84%</b>	<b>48%</b>
Female	143	96%	79%	42%	130	95%	82%	45%
Male	166	95%	81%	39%	139	94%	87%	50%
American Indian or Alaska Native								
Black or African American	38	92%	74%	26%	38	95%	87%	42%
Hispanic or Latino	151	93%	72%	22%	132	93%	77%	30%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	14	100%	93%	79%
White	102	100%	92%	68%	85	95%	94%	73%
Multiracial	4	—	—	—				
Small Group Totals	18	100%	100%	72%				
General-Education Students	246	98%	91%	50%	225	97%	89%	54%
Students with Disabilities	63	84%	40%	5%	44	82%	59%	16%
English Proficient	265	97%	86%	47%	234	97%	90%	54%
Limited English Proficient	44	84%	45%	0%	35	80%	49%	3%
Economically Disadvantaged	148	91%	67%	18%	112	91%	73%	28%
Not Disadvantaged	161	99%	93%	61%	157	97%	92%	62%
Migrant								
Not Migrant	309	95%	80%	40%	269	94%	84%	48%

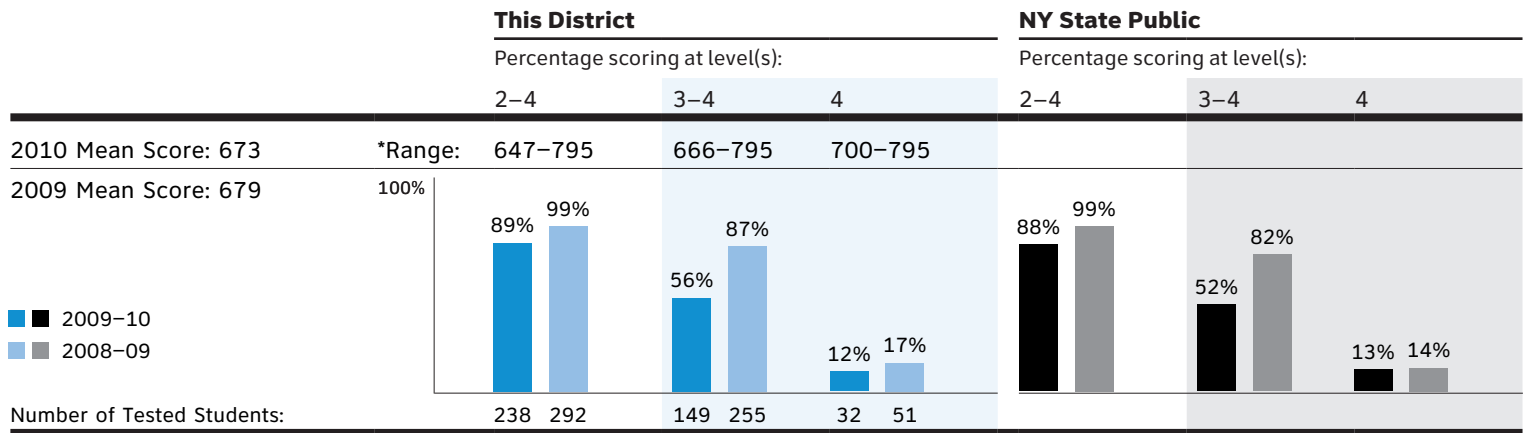
### NOTES

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	2	—	—	—	2	—	—	—

## 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>268</b>	<b>89%</b>	<b>56%</b>	<b>12%</b>	<b>294</b>	<b>99%</b>	<b>87%</b>	<b>17%</b>
Female	131	89%	59%	15%	131	100%	89%	16%
Male	137	89%	53%	9%	163	99%	85%	18%
American Indian or Alaska Native								
Black or African American	41	85%	46%	12%	60	98%	78%	15%
Hispanic or Latino	128	88%	52%	9%	105	99%	84%	7%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	13	—	—	—
White	83	92%	63%	14%	115	100%	92%	29%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	16	94%	75%	25%	14	100%	100%	14%
General-Education Students	226	95%	64%	14%	261	100%	93%	19%
Students with Disabilities	42	55%	12%	0%	33	94%	36%	3%
English Proficient	243	92%	60%	13%	275	99%	89%	19%
Limited English Proficient	25	60%	16%	0%	19	100%	47%	0%
Economically Disadvantaged	91	81%	42%	5%	107	99%	80%	5%
Not Disadvantaged	177	93%	63%	15%	187	99%	90%	25%
Migrant								
Not Migrant	268	89%	56%	12%	294	99%	87%	17%

#### 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*.

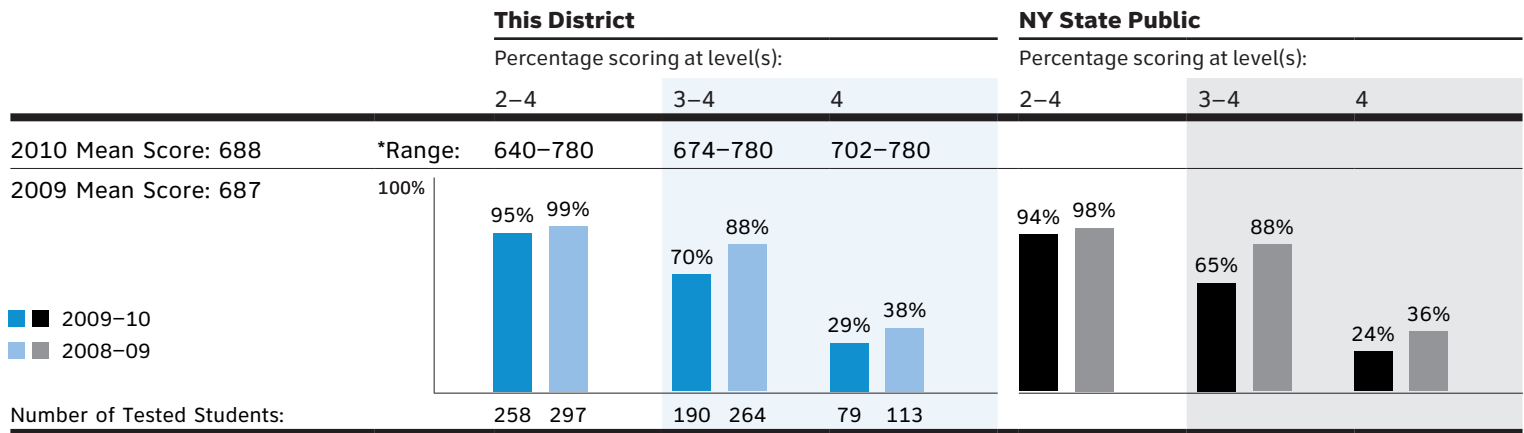
### Other

#### 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	2	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	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	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 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>273</b>	<b>95%</b>	<b>70%</b>	<b>29%</b>	<b>301</b>	<b>99%</b>	<b>88%</b>	<b>38%</b>
Female	131	95%	72%	27%	134	100%	90%	39%
Male	142	94%	68%	30%	167	98%	86%	37%
American Indian or Alaska Native								
Black or African American	42	90%	60%	21%	61	98%	82%	30%
Hispanic or Latino	132	95%	61%	23%	111	98%	86%	20%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	13	-	-	-
White	83	95%	86%	39%	115	99%	92%	57%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	16	100%	88%	50%	14	100%	93%	57%
General-Education Students	230	97%	77%	34%	268	100%	93%	42%
Students with Disabilities	43	81%	33%	2%	33	91%	42%	0%
English Proficient	244	96%	75%	32%	278	99%	90%	40%
Limited English Proficient	29	79%	28%	0%	23	96%	61%	4%
Economically Disadvantaged	93	91%	49%	17%	110	98%	83%	21%
Not Disadvantaged	180	96%	80%	35%	191	99%	91%	47%
Migrant								
Not Migrant	273	95%	70%	29%	301	99%	88%	38%

### NOTES

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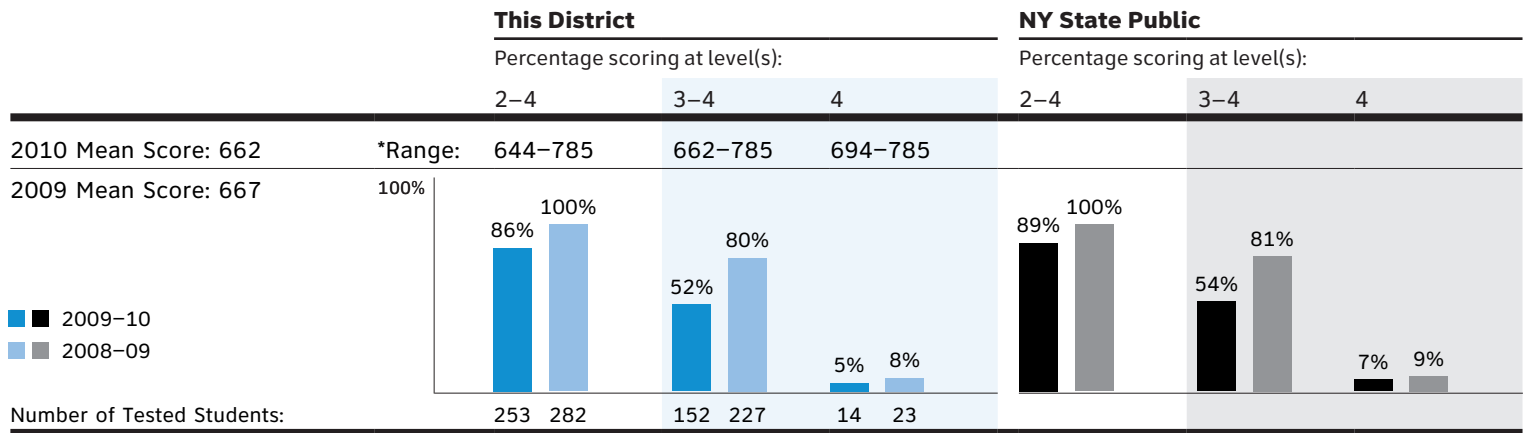
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	2	-	-	-	2	-	-	-

## 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>294</b>	<b>86%</b>	<b>52%</b>	<b>5%</b>	<b>283</b>	<b>100%</b>	<b>80%</b>	<b>8%</b>
Female	129	88%	58%	6%	131	100%	84%	8%
Male	165	84%	47%	4%	152	99%	77%	8%
American Indian or Alaska Native								
Black or African American	59	78%	41%	3%	43	100%	60%	0%
Hispanic or Latino	112	81%	35%	1%	110	99%	77%	6%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	14	-	-	-
White	107	93%	70%	10%	115	100%	88%	11%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	16	100%	88%	0%	15	100%	100%	20%
General-Education Students	258	94%	59%	5%	238	100%	91%	10%
Students with Disabilities	36	31%	3%	0%	45	98%	24%	0%
English Proficient	279	89%	54%	5%	274	100%	82%	8%
Limited English Proficient	15	27%	0%	0%	9	89%	11%	0%
Economically Disadvantaged	121	78%	31%	2%	116	99%	72%	3%
Not Disadvantaged	173	92%	66%	7%	167	100%	86%	12%
Migrant								
Not Migrant	294	86%	52%	5%	283	100%	80%	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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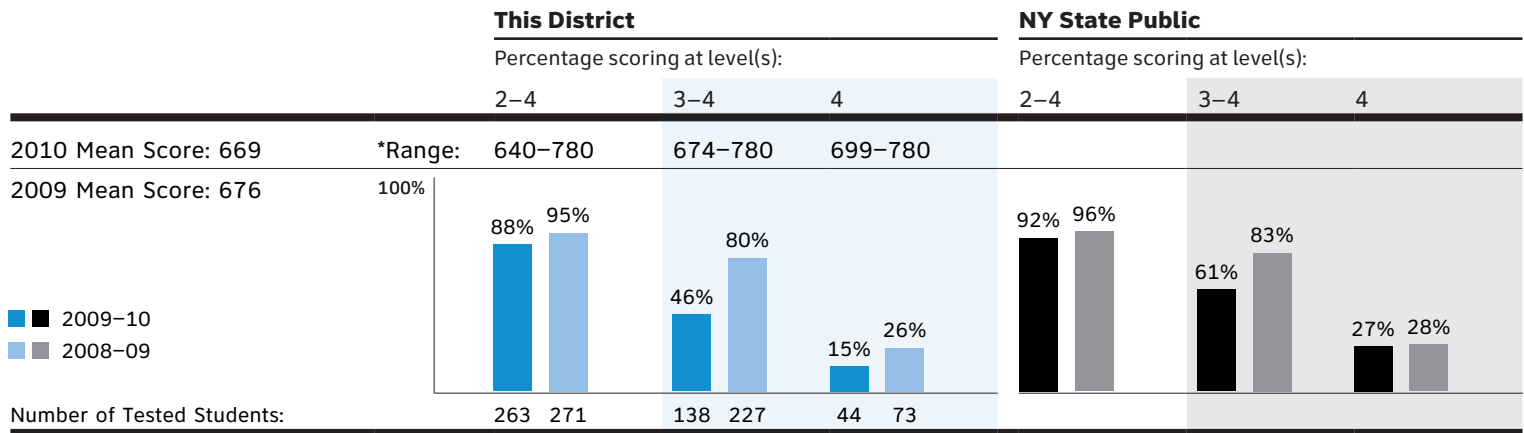
### Other

#### 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 6 Equivalent	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	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 6	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 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>298</b>	<b>88%</b>	<b>46%</b>	<b>15%</b>	<b>285</b>	<b>95%</b>	<b>80%</b>	<b>26%</b>
Female	131	85%	49%	16%	132	96%	80%	27%
Male	167	90%	44%	14%	153	94%	80%	25%
American Indian or Alaska Native								
Black or African American	59	83%	31%	8%	45	98%	69%	16%
Hispanic or Latino	116	84%	33%	6%	110	95%	71%	13%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	15	-	-	-
White	107	95%	65%	24%	114	94%	90%	38%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	16	94%	75%	38%	16	100%	94%	56%
General-Education Students	261	93%	53%	17%	242	99%	89%	29%
Students with Disabilities	37	54%	0%	0%	43	74%	26%	5%
English Proficient	279	92%	49%	16%	274	96%	81%	27%
Limited English Proficient	19	37%	0%	0%	11	73%	45%	0%
Economically Disadvantaged	124	80%	28%	2%	119	93%	66%	13%
Not Disadvantaged	174	94%	59%	24%	166	96%	89%	35%
Migrant								
Not Migrant	298	88%	46%	15%	285	95%	80%	26%

### NOTES

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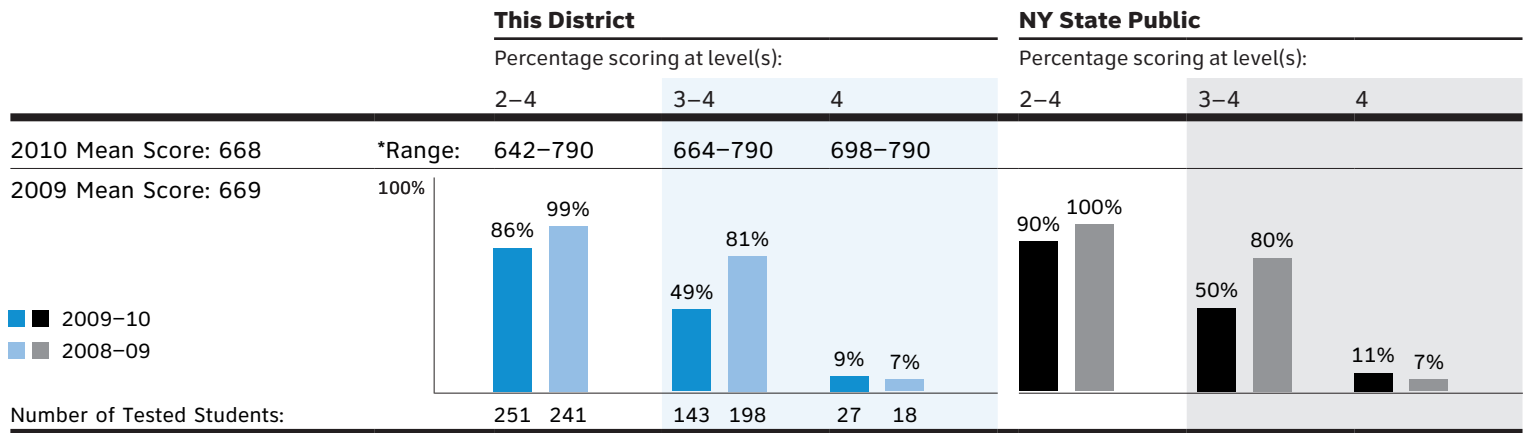
## Other

## 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	3	-	-	-	3	-	-	-



## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>291</b>	<b>86%</b>	<b>49%</b>	<b>9%</b>	<b>243</b>	<b>99%</b>	<b>81%</b>	<b>7%</b>
Female	137	88%	55%	10%	108	99%	85%	10%
Male	154	84%	44%	8%	135	99%	79%	5%
American Indian or Alaska Native								
Black or African American	46	80%	30%	4%	37	100%	68%	0%
Hispanic or Latino	114	82%	34%	5%	103	98%	72%	2%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	10	100%	90%	20%
White	112	92%	69%	12%	93	100%	97%	15%
Multiracial	3	—	—	—				
Small Group Totals	19	95%	68%	32%				
General-Education Students	241	96%	58%	11%	209	100%	88%	9%
Students with Disabilities	50	40%	8%	2%	34	97%	44%	0%
English Proficient	279	88%	51%	10%	229	100%	85%	8%
Limited English Proficient	12	50%	0%	0%	14	86%	29%	0%
Economically Disadvantaged	126	78%	27%	2%	104	99%	70%	3%
Not Disadvantaged	165	93%	66%	15%	139	99%	90%	11%
Migrant								
Not Migrant	291	86%	49%	9%	243	99%	81%	7%

#### NOTES

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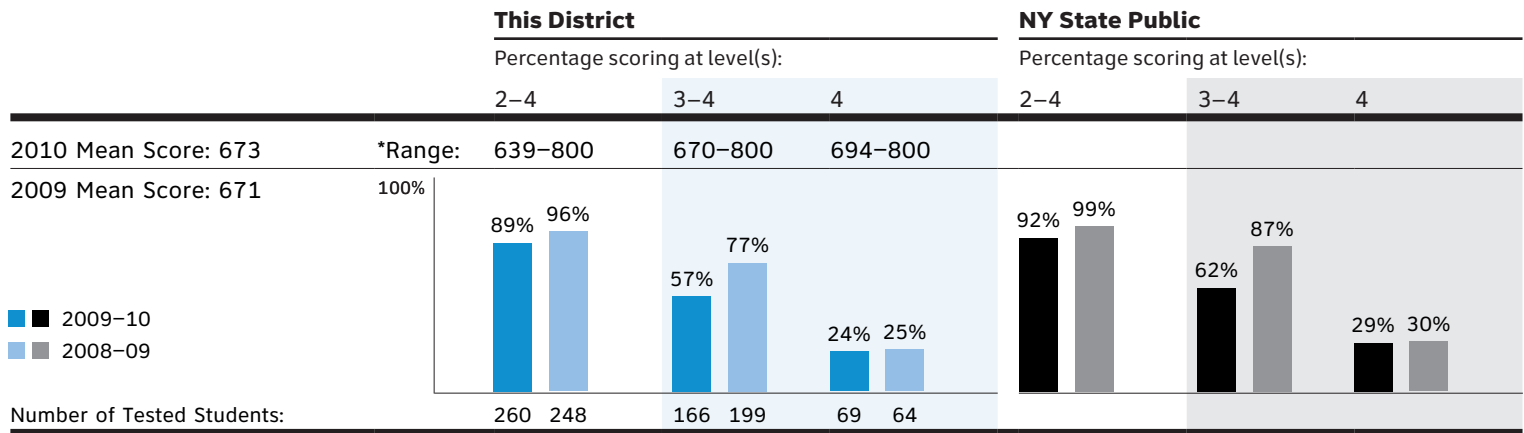
### Other

#### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	5	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	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 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>293</b>	<b>89%</b>	<b>57%</b>	<b>24%</b>	<b>259</b>	<b>96%</b>	<b>77%</b>	<b>25%</b>
Female	138	91%	59%	27%	116	96%	79%	23%
Male	155	87%	55%	21%	143	96%	75%	26%
American Indian or Alaska Native								
Black or African American	46	76%	35%	9%	40	95%	55%	8%
Hispanic or Latino	116	87%	47%	14%	111	94%	72%	13%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	12	92%	92%	42%
White	112	94%	71%	35%	96	99%	90%	44%
Multiracial	3	—	—	—				
Small Group Totals	19	100%	84%	53%				
General-Education Students	243	96%	67%	28%	214	98%	86%	30%
Students with Disabilities	50	52%	8%	0%	45	84%	36%	0%
English Proficient	278	90%	58%	24%	237	97%	81%	27%
Limited English Proficient	15	60%	27%	7%	22	77%	36%	0%
Economically Disadvantaged	128	81%	41%	12%	111	95%	68%	10%
Not Disadvantaged	165	95%	69%	33%	148	96%	83%	36%
Migrant								
Not Migrant	293	89%	57%	24%	259	96%	77%	25%

### NOTES

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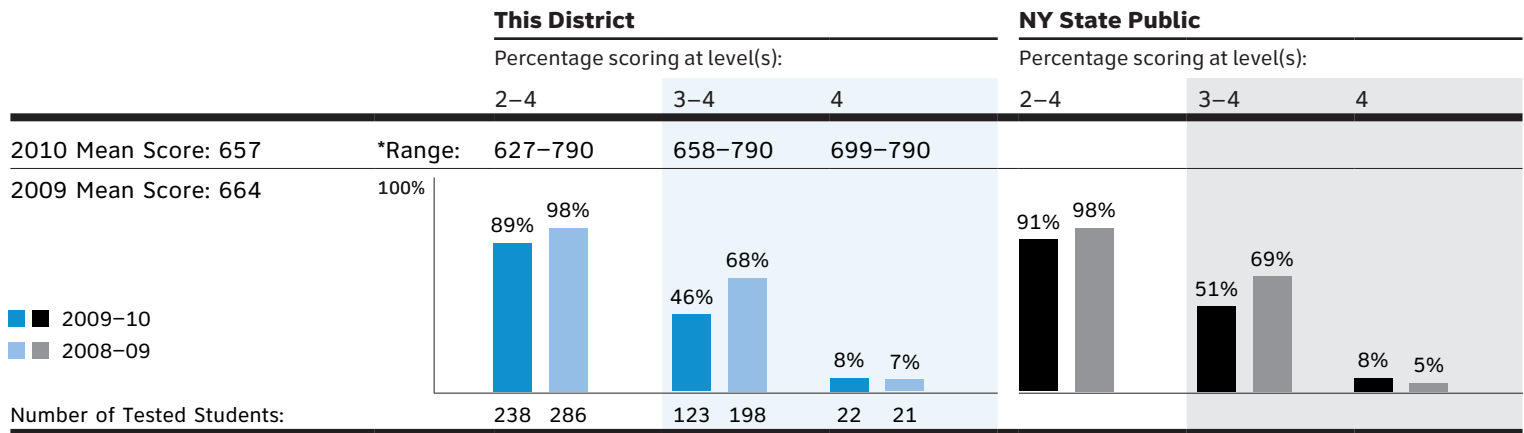
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## Other

## 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 7 Equivalent	3	—	—	—	3	—	—	—

## 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>267</b>	<b>89%</b>	<b>46%</b>	<b>8%</b>	<b>292</b>	<b>98%</b>	<b>68%</b>	<b>7%</b>
Female	122	90%	48%	11%	143	98%	76%	7%
Male	145	88%	44%	6%	149	98%	60%	7%
American Indian or Alaska Native								
Black or African American	46	74%	24%	0%	44	95%	45%	2%
Hispanic or Latino	114	86%	25%	1%	97	96%	49%	2%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	17	—	—	—
White	94	99%	79%	19%	133	100%	86%	13%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	13	100%	77%	23%	18	100%	83%	6%
General-Education Students	221	94%	54%	10%	253	100%	74%	8%
Students with Disabilities	46	65%	7%	0%	39	87%	26%	0%
English Proficient	248	93%	50%	9%	274	99%	72%	8%
Limited English Proficient	19	37%	0%	0%	18	78%	0%	0%
Economically Disadvantaged	118	81%	25%	2%	91	96%	44%	2%
Not Disadvantaged	149	96%	62%	13%	201	99%	79%	9%
Migrant								
Not Migrant	267	89%	46%	8%	292	98%	68%	7%

#### 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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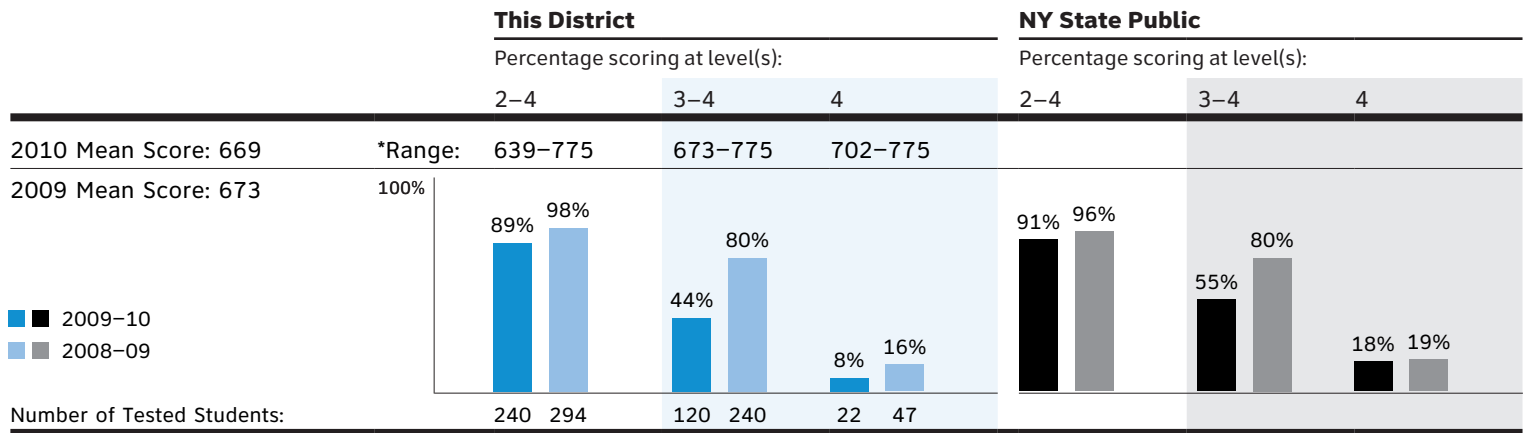
### Other

#### 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	4	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	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 8	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>270</b>	<b>89%</b>	<b>44%</b>	<b>8%</b>	<b>301</b>	<b>98%</b>	<b>80%</b>	<b>16%</b>
Female	126	89%	44%	7%	145	97%	81%	17%
Male	144	89%	45%	9%	156	98%	78%	15%
American Indian or Alaska Native								
Black or African American	45	76%	22%	2%	45	93%	64%	7%
Hispanic or Latino	117	86%	26%	3%	103	98%	72%	6%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	18	-	-	-
White	94	98%	73%	16%	134	99%	90%	25%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	14	93%	71%	21%	19	100%	84%	26%
General-Education Students	225	95%	53%	10%	260	100%	87%	18%
Students with Disabilities	45	58%	2%	0%	41	85%	32%	2%
English Proficient	247	91%	47%	9%	278	98%	83%	17%
Limited English Proficient	23	61%	17%	0%	23	96%	35%	0%
Economically Disadvantaged	121	84%	31%	2%	99	96%	67%	4%
Not Disadvantaged	149	93%	56%	13%	202	99%	86%	21%
Migrant								
Not Migrant	270	89%	44%	8%	301	98%	80%	16%

### 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.

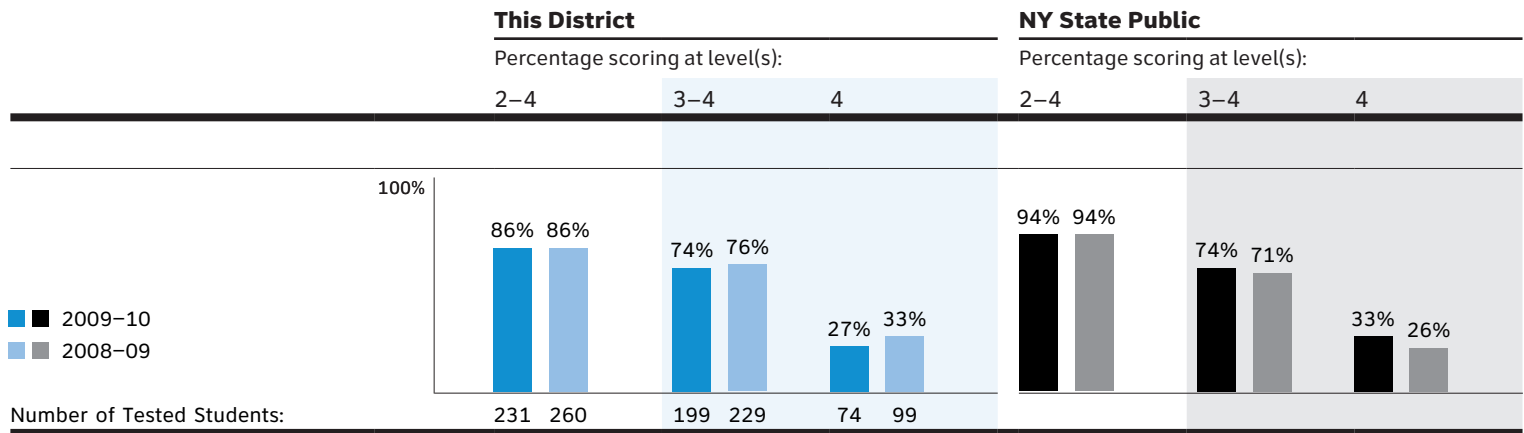
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	4	-	-	-	3	-	-	-

## This District's Results in Grade 8 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>19</b>	<b>68%</b>	<b>42%</b>	<b>0%</b>	<b>16</b>	<b>63%</b>	<b>38%</b>	<b>0%</b>
Female	8	75%	50%	0%	4	-	-	-
Male	11	64%	36%	0%	12	-	-	-
American Indian or Alaska Native								
Black or African American	2	-	-	-	5	60%	40%	0%
Hispanic or Latino	12	58%	25%	0%	11	64%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	4	-	-	-				
Multiracial								
Small Group Totals	7	86%	71%	0%				
General-Education Students	15	-	-	-	8	88%	50%	0%
Students with Disabilities	4	-	-	-	8	38%	25%	0%
English Proficient	14	79%	50%	0%	9	67%	44%	0%
Limited English Proficient	5	40%	20%	0%	7	57%	29%	0%
Economically Disadvantaged	13	69%	38%	0%	13	-	-	-
Not Disadvantaged	6	67%	50%	0%	3	-	-	-
Migrant								
Not Migrant	19	68%	42%	0%	16	63%	38%	0%

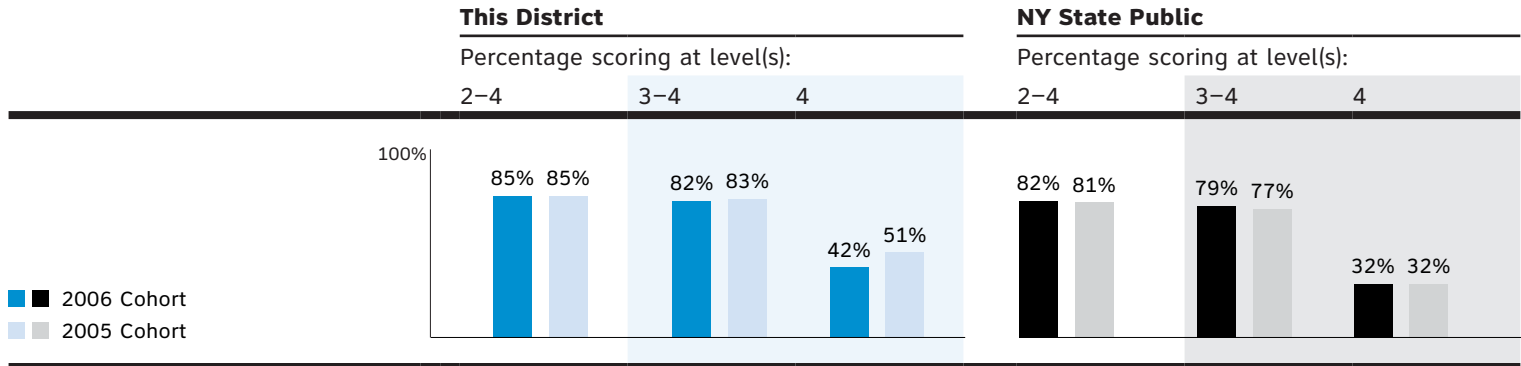
### NOTES

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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	4	-	-	-	3	-	-	-
Regents Science	251	218	191	74	285	250	223	99

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



### 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>329</b>	<b>85%</b>	<b>82%</b>	<b>42%</b>	<b>316</b>	<b>85%</b>	<b>83%</b>	<b>51%</b>
Female	158	90%	89%	49%	147	86%	85%	55%
Male	171	80%	76%	36%	169	84%	80%	48%
American Indian or Alaska Native								
Black or African American	65	78%	75%	31%	51	76%	73%	37%
Hispanic or Latino	115	79%	74%	22%	104	74%	70%	28%
Asian or Native Hawaiian/Other Pacific Islander	15	–	–	–	17	–	–	–
White	132	92%	91%	63%	143	94%	94%	71%
Multiracial	2	–	–	–	1	–	–	–
Small Group Totals	17	94%	94%	65%	18	94%	94%	67%
General-Education Students	287	90%	88%	48%	281	89%	89%	57%
Students with Disabilities	42	50%	40%	5%	35	49%	34%	6%
English Proficient	301	89%	87%	46%	293	88%	87%	55%
Limited English Proficient	28	43%	32%	0%	23	39%	22%	0%
Economically Disadvantaged	95	79%	75%	18%	66	73%	67%	27%
Not Disadvantaged	234	87%	85%	52%	250	88%	87%	58%
Migrant								
Not Migrant	329	85%	82%	42%	316	85%	83%	51%

#### NOTES

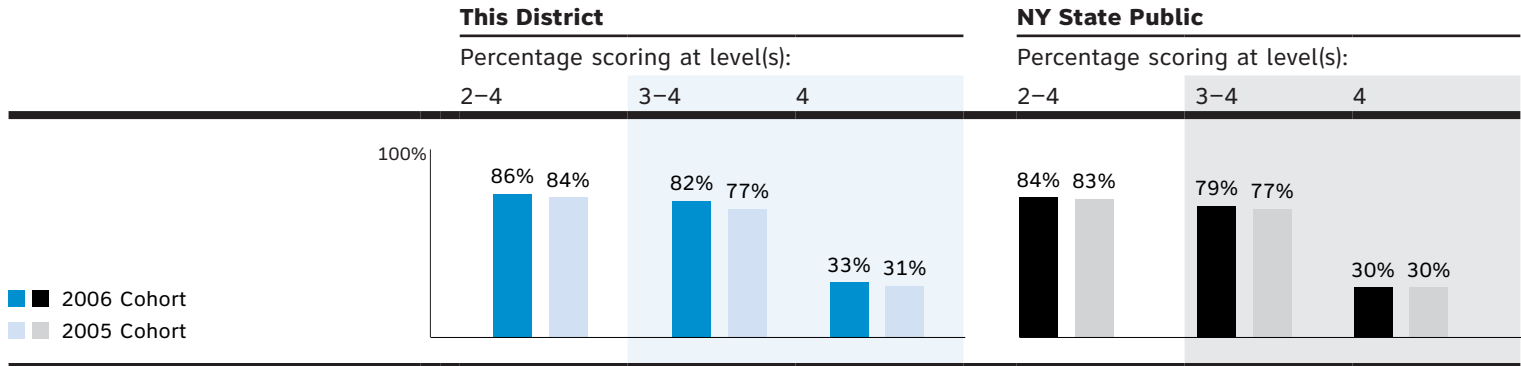
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\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students 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



### 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>329</b>	<b>86%</b>	<b>82%</b>	<b>33%</b>	<b>316</b>	<b>84%</b>	<b>77%</b>	<b>31%</b>
Female	158	90%	87%	34%	147	88%	78%	30%
Male	171	82%	78%	32%	169	80%	75%	33%
American Indian or Alaska Native								
Black or African American	65	82%	74%	22%	51	75%	61%	8%
Hispanic or Latino	115	80%	77%	17%	104	75%	64%	16%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	17	—	—	—
White	132	92%	89%	45%	143	92%	88%	48%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	17	94%	94%	88%	18	100%	100%	50%
General-Education Students	287	92%	90%	37%	281	90%	84%	35%
Students with Disabilities	42	48%	33%	5%	35	34%	17%	0%
English Proficient	301	89%	86%	36%	293	86%	80%	33%
Limited English Proficient	28	54%	46%	4%	23	52%	39%	4%
Economically Disadvantaged	95	80%	74%	20%	66	74%	61%	9%
Not Disadvantaged	234	88%	86%	38%	250	86%	81%	37%
Migrant								
Not Migrant	329	86%	82%	33%	316	84%	77%	31%

#### NOTES

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