



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **AMSTERDAM CITY SCHOOL  
DISTRICT**

District ID **27-01-00-01-0000**

Superintendent **THOMAS PERILLO**

Telephone **(518) 843-5217**

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 2011–12 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 **AMSTERDAM CITY SCHOOL DISTRICT**District ID **27-01-00-01-0000**

## 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

	2008-09	2009-10	2010-11
Pre-K	163	163	126
Kindergarten	274	255	292
Grade 1	260	285	270
Grade 2	287	261	274
Grade 3	235	303	255
Grade 4	262	266	304
Grade 5	268	283	272
Grade 6	274	269	280
Ungraded Elementary	52	0	12
Grade 7	269	274	274
Grade 8	274	265	277
Grade 9	359	329	303
Grade 10	330	325	312
Grade 11	276	295	285
Grade 12	236	263	258
Ungraded Secondary	0	0	21
<b>Total K-12</b>	<b>3656</b>	<b>3673</b>	<b>3689</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	22	23	24
<b>Grade 8</b>			
English	18	16	16
Mathematics	17	18	18
Science	18	19	17
Social Studies	20	17	18
<b>Grade 10</b>			
English	18	19	19
Mathematics	15	16	20
Science	21	21	18
Social Studies	18	21	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 **AMSTERDAM CITY SCHOOL DISTRICT**District ID **27-01-00-01-0000**

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1137	31%	1270	35%	1313	36%
Reduced-Price Lunch	176	5%	197	5%	160	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	143	4%	131	4%	147	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	0	0%	4	0%
Black or African American	163	4%	188	5%	208	6%
Hispanic or Latino	1207	33%	1257	34%	1268	34%
Asian or Native Hawaiian/Other Pacific Islander	28	1%	31	1%	31	1%
White	2257	62%	2174	59%	2167	59%
Multiracial	1	0%	23	1%	11	0%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		91%		90%		91%
Student Suspensions	540	15%	419	11%	421	11%

## 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 **AMSTERDAM CITY SCHOOL DISTRICT**District ID **27-01-00-01-0000**

## Teacher Qualifications

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	302	312	308
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	12%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	10%	10%
<b>Total Number of Core Classes</b>	902	798	735
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	1139	1220	1151
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	9%	10%
Turnover Rate of All Teachers	11%	14%	8%

## Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	42	13	11
Total Paraprofessionals*	80	78	85
Assistant Principals	3	3	4
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.

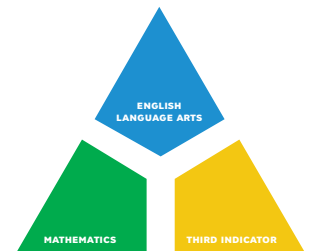
## Staff Counts Information

*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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 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 2010–11 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.

### 2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs](http://www.p12.nysed.gov/irs).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

### 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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 2010–11, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs](http://www.p12.nysed.gov/irs).

### 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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$ .

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 2010–11 safe harbor targets are calculated using the following equation:  
2009–10 PI + (200 – the 2009–10 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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

#### ▲ Improvement (Year 5)

ELA ▲ Improvement (Year 5) Science ▲ Good Standing

Math ▲ Improvement (Year 1) Graduation Rate ▲ Improvement (Year 1)

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
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	✗	✓ <sup>SH</sup>		—	—	
Economically Disadvantaged	✗	✗		✗	✗	
<b>Student groups making AYP in each subject</b>	✗ 2 of 7	✗ 2 of 7	✓ 1 of 1	✗ 1 of 5	✗ 1 of 5	✗ 0 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**  Improvement (Year 5)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 2 of 7 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 6) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 5) in 2012-13. [210]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (1645:1572)			100%		120	119	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (97:91)			99%		110	112	112    119
Hispanic or Latino (604:572)			100%		95	117	105    106
Asian or Native Hawaiian/Other Pacific Islander (16:16)	—	—	—	—	—	—	—
White (919:887)			100%		136	118	
Multiracial (7:4)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (295:292)			98%		58	116	71    72
Limited English Proficient (73:86)			100%		51	111	54    66
Economically Disadvantaged (944:899)			100%		100	118	109    110
<b>Final AYP Determination</b>	 2 of 7						
<b>Non-Accountability Groups</b>							
Female (848:814)			100%		124	118	
Male (797:758)			99%		114	118	
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**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 2 of 7 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### 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 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (1648:1573)			99%		127	134	134	134
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (98:92)			99%		107	127	120	116
Hispanic or Latino (607:576)			100%		106	132	116	115
Asian or Native Hawaiian/Other Pacific Islander (16:16)	–	–	–	–	–	–	–	–
White (918:883)			99%		142	133		
Multiracial (7:4)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (294:291)			99%		73	131	87	86
Limited English Proficient (75:91)			97%		70	127	70	83
Economically Disadvantaged (946:903)			100%		107	133	118	116
<b>Final AYP Determination</b>	 2 of 7							
<b>Non-Accountability Groups</b>								
Female (848:812)			100%		125	133		
Male (800:761)			99%		129	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**  
**(2011–12)**

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

**Prospective Status** This district will be in good standing in 2012-13. [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			
	AYP Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target		
							2010–11	2011–12		
<b>Accountability Groups</b>										
<b>All Students</b> (575:538)		Qualified		98%		168	100			
<b>Ethnicity</b>										
American Indian or Alaska Native (0:0)										
Black or African American (32:29)		—	—	—	—	—	—		—	
Hispanic or Latino (221:204)		Qualified		97%		159	100			
Asian or Native Hawaiian/Other Pacific Islander (6:6)		—	—	—	—	—	—		—	
White (316:299)		Qualified		98%		176	100			
Multiracial (0:0)		—	—	—	—	—	—		—	
<b>Other Groups</b>										
Students with Disabilities (115:112)		Qualified		99%		131	100			
Limited English Proficient (15:12)		—	—	—	—	—	—		—	
Economically Disadvantaged (326:307)		Qualified		98%		154	100			
<b>Final AYP Determination</b>		1 of 1								
<b>Non-Accountability Groups</b>										
Female (298:280)				98%		163	100			
Male (277:258)				97%		174	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**  Improvement (Year 5)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 1 of 5 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 6) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 5) in 2012-13. [210]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (250:236)			100%		175	176	171 <sup>‡</sup>	178
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (17:17)	–	–	–	–	–	–		–
Hispanic or Latino (56:57)			100%		165	170	148 <sup>‡</sup>	169
Asian or Native Hawaiian/Other Pacific Islander (0:1)	–	–	–	–	–	–		–
White (177:161)			100%		179	175		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (28:40)		–	–		110	168	99 <sup>‡</sup>	119
Limited English Proficient (2:2)	–	–	–	–	–	–		–
Economically Disadvantaged (71:77)			100%		170	172	149 <sup>‡</sup>	173
<b>Final AYP Determination</b>	 1 of 5							
<b>Non-Accountability Groups</b>								
Female (116:116)			100%		181	173		
Male (134:120)			100%		170	174		
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 for This Subject (2011–12)**  Improvement (Year 1)

**Accountability Measures** 1 of 5 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (250:236)			100%		168	173	171 <sup>‡</sup>	171
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (17:17)	–	–	–	–	–	–		–
Hispanic or Latino (56:57)			100%		153	167	142 <sup>‡</sup>	158
Asian or Native Hawaiian/Other Pacific Islander (0:1)	–	–	–	–	–	–		–
White (177:161)			99%		176	172		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (28:40)		–	–		88	165	97 <sup>‡</sup>	99
Limited English Proficient (2:2)	–	–	–	–	–	–		–
Economically Disadvantaged (71:77)			100%		155	169	149 <sup>‡</sup>	160
<b>Final AYP Determination</b>	 1 of 5							
<b>Non-Accountability Groups</b>								
Female (116:116)			100%		173	170		
Male (134:120)			99%		163	171		
Migrant (0:0)								

#### Symbols


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

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



## Graduation Rate








**Accountability Status for This Indicator (2011–12)**  Improvement (Year 1)

**Accountability Measures** 0 of 1 Student groups making AYP in graduation rate  
 Did not make AYP



### Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (319)			61%	80%	65%
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (13)		—	—	—	
Hispanic or Latino (94)			39%	80%	42%
Asian or Native Hawaiian/Other Pacific Islander (3)		—	—	—	
White (209)			74%	80%	74%
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (61)			30%	80%	31%
Limited English Proficient (6)		—	—	—	
Economically Disadvantaged (104)			42%	80%	54%
<b>Final AYP Determination</b>	 0 of 1				
<b>Non-Accountability Groups</b>					
Female (163)			71%	80%	
Male (156)			51%	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 2006 total cohort through June 2011 (after 5 years) for this district is **67%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

## 2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

---

**In Good Standing**

1 school identified 17% of total

WILLIAM H BARKLEY MICROSOCIETY

---

**Improvement (year 1) Focused**

2 schools identified 33% of total

MARIE CURIE INSTITUTE OF ENGINEERING AND COMMUNICATION

WILBUR H LYNCH LITERACY ACADEMY

---

**Corrective Action (year 2) Focused**

1 school identified 17% of total

RAPHAEL J MCNULTY ACADEMY FOR INTERN STUDIES & LITERACY

---

**Restructuring (year 1) Comprehensive**

1 school identified 17% of total

WILLIAM B TECLER ARTS IN EDUCATION

---

**Restructuring (advanced) Comprehensive**

1 school identified 17% of total

AMSTERDAM HIGH SCHOOL

---

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## Summary of 2010–11 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	41%			249
Grade 4	37%			286
Grade 5	39%			268
Grade 6	38%			271
Grade 7	34%			261
Grade 8	34%			277

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	39%			251
Grade 4	44%			288
Grade 5	43%			270
Grade 6	39%			270
Grade 7	45%			260
Grade 8	30%			279

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	80%			281
Grade 8	65%			273

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	72%			320
Mathematics	68%			320

### About the Performance Level Descriptors

#### English Language Arts

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### Mathematics

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs](http://www.p12.nysed.gov/irs).

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

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

##### High Need/Resource Rural Districts

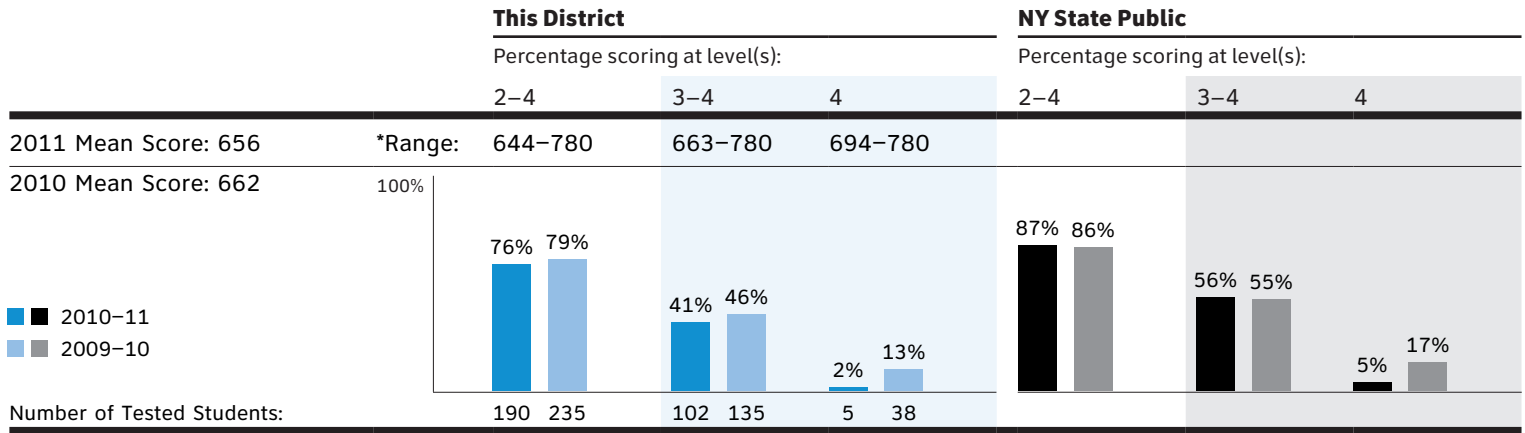
This is a rural school district with high student needs in relation to district resource capacity.

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

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



### Results by Student Group

	2010-11 School Year				2009-10 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>249</b>	<b>76%</b>	<b>41%</b>	<b>2%</b>	<b>296</b>	<b>79%</b>	<b>46%</b>	<b>13%</b>
Female	125	79%	48%	2%	143	78%	45%	13%
Male	124	73%	34%	2%	153	80%	46%	13%
American Indian or Alaska Native	2	-	-	-				
Black or African American	16	56%	13%	0%	15	80%	40%	13%
Hispanic or Latino	89	66%	26%	0%	115	72%	32%	3%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	80%	20%	20%
White	137	85%	55%	4%	161	84%	57%	20%
Multiracial	2	-	-	-				
Small Group Totals	7	71%	14%	0%				
General-Education Students	220	81%	46%	2%	248	88%	52%	15%
Students with Disabilities	29	38%	3%	0%	48	38%	10%	2%
English Proficient	241	78%	42%	2%	291	80%	46%	13%
Limited English Proficient	8	38%	0%	0%	5	40%	0%	0%
Economically Disadvantaged	165	71%	33%	0%	195	76%	36%	8%
Not Disadvantaged	84	87%	57%	6%	101	85%	64%	23%
Migrant								
Not Migrant	249	76%	41%	2%	296	79%	46%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	5	5	5	5	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	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	0	N/A	N/A	N/A	1	N/A	N/A	N/A

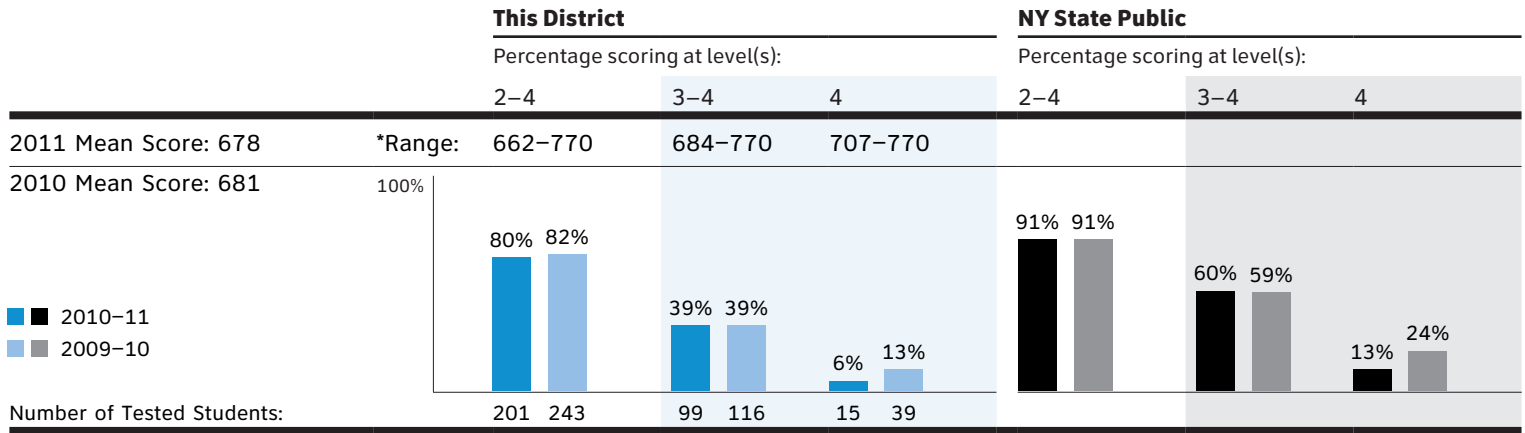
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>251</b>	<b>80%</b>	<b>39%</b>	<b>6%</b>	<b>298</b>	<b>82%</b>	<b>39%</b>	<b>13%</b>
Female	126	79%	40%	4%	144	78%	37%	13%
Male	125	82%	39%	8%	154	85%	41%	13%
American Indian or Alaska Native	2	-	-	-				
Black or African American	16	56%	6%	6%	15	67%	27%	7%
Hispanic or Latino	90	72%	26%	0%	118	75%	31%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	60%	20%
White	138	88%	53%	9%	160	87%	46%	19%
Multiracial	2	-	-	-				
Small Group Totals	7	86%	29%	14%				
General-Education Students	221	83%	44%	7%	251	87%	43%	16%
Students with Disabilities	30	57%	7%	0%	47	53%	15%	0%
English Proficient	243	81%	41%	6%	291	83%	40%	13%
Limited English Proficient	8	38%	0%	0%	7	29%	14%	14%
Economically Disadvantaged	167	75%	28%	2%	198	79%	29%	9%
Not Disadvantaged	84	89%	63%	13%	100	86%	58%	22%
Migrant								
Not Migrant	251	80%	39%	6%	298	82%	39%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	5	5	5	4	3	-	-	-

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 659	*Range: 637-775	671-775	722-775			
2010 Mean Score: 660						
Number of Tested Students:	235	223	106	113	4	7

### Results by Student Group

	2010-11 School Year				2009-10 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>286</b>	<b>82%</b>	<b>37%</b>	<b>1%</b>	<b>265</b>	<b>84%</b>	<b>43%</b>	<b>3%</b>
Female	142	82%	39%	3%	141	87%	43%	2%
Male	144	82%	35%	0%	124	81%	43%	3%
American Indian or Alaska Native								
Black or African American	19	79%	32%	0%	15	-	-	-
Hispanic or Latino	111	77%	20%	0%	94	80%	28%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	60%	40%	0%	3	-	-	-
White	151	87%	50%	3%	153	86%	52%	3%
Multiracial								
Small Group Totals					18	89%	39%	11%
General-Education Students	241	87%	43%	2%	221	92%	49%	3%
Students with Disabilities	45	56%	4%	0%	44	45%	11%	0%
English Proficient	281	83%	38%	1%	253	87%	45%	3%
Limited English Proficient	5	60%	0%	0%	12	33%	0%	0%
Economically Disadvantaged	185	77%	29%	1%	151	77%	30%	1%
Not Disadvantaged	101	92%	51%	3%	114	94%	60%	5%
Migrant								
Not Migrant	286	82%	37%	1%	265	84%	43%	3%

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	N/A	N/A	N/A	1	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.

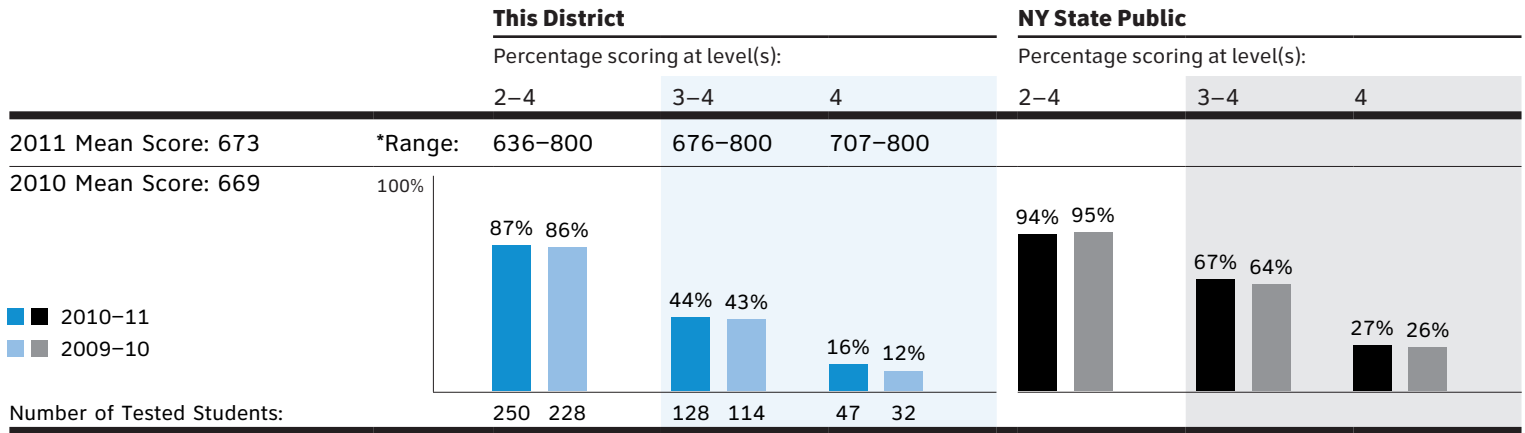


# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>288</b>	<b>87%</b>	<b>44%</b>	<b>16%</b>	<b>266</b>	<b>86%</b>	<b>43%</b>	<b>12%</b>
Female	142	85%	43%	18%	143	82%	40%	9%
Male	146	89%	46%	14%	123	90%	46%	15%
American Indian or Alaska Native								
Black or African American	19	84%	47%	11%	15	-	-	-
Hispanic or Latino	112	81%	34%	4%	96	80%	28%	4%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	40%	20%	3	-	-	-
White	152	91%	52%	26%	152	89%	53%	16%
Multiracial								
Small Group Totals					18	89%	39%	17%
General-Education Students	243	91%	50%	19%	223	93%	49%	14%
Students with Disabilities	45	64%	16%	0%	43	49%	12%	0%
English Proficient	282	87%	45%	17%	252	89%	45%	12%
Limited English Proficient	6	67%	0%	0%	14	21%	7%	7%
Economically Disadvantaged	187	82%	33%	9%	152	80%	31%	6%
Not Disadvantaged	101	95%	65%	30%	114	94%	59%	20%
Migrant								
Not Migrant	288	87%	44%	16%	266	86%	43%	12%

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

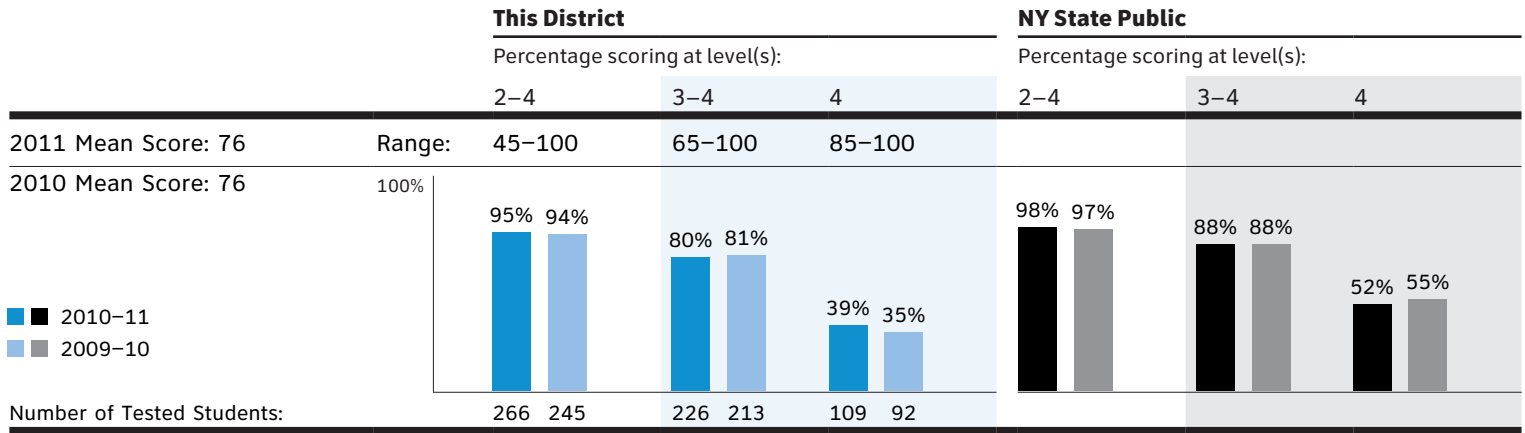
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 4 Science



### Results by Student Group

	2010-11 School Year				2009-10 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>281</b>	<b>95%</b>	<b>80%</b>	<b>39%</b>	<b>262</b>	<b>94%</b>	<b>81%</b>	<b>35%</b>
Female	138	94%	79%	38%	141	89%	75%	34%
Male	143	95%	82%	39%	121	98%	88%	36%
American Indian or Alaska Native								
Black or African American	17	82%	65%	29%	15	-	-	-
Hispanic or Latino	109	94%	76%	27%	93	89%	73%	23%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	20%	3	-	-	-
White	150	96%	85%	49%	151	95%	85%	44%
Multiracial								
Small Group Totals					18	100%	89%	28%
General-Education Students	235	97%	85%	44%	220	95%	86%	40%
Students with Disabilities	46	83%	59%	11%	42	83%	57%	10%
English Proficient	275	95%	81%	40%	248	95%	85%	37%
Limited English Proficient	6	67%	50%	0%	14	64%	21%	7%
Economically Disadvantaged	181	93%	73%	29%	148	90%	76%	25%
Not Disadvantaged	100	98%	93%	56%	114	98%	88%	48%
Migrant								
Not Migrant	281	95%	80%	39%	262	94%	81%	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.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 5 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
2011 Mean Score: 660	*Range: 648-795	668-795	700-795			
2010 Mean Score: 659						
Number of Tested Students:	212	185	104	83	3	11

### Results by Student Group

	2010-11 School Year				2009-10 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>79%</b>	<b>39%</b>	<b>1%</b>	<b>263</b>	<b>70%</b>	<b>32%</b>	<b>4%</b>
Female	144	80%	40%	1%	138	71%	32%	2%
Male	124	78%	37%	2%	125	70%	31%	6%
American Indian or Alaska Native								
Black or African American	17	-	-	-	12	-	-	-
Hispanic or Latino	97	75%	31%	0%	100	54%	15%	2%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	152	82%	45%	2%	149	80%	41%	5%
Multiracial								
Small Group Totals	19	79%	32%	0%	14	86%	50%	7%
General-Education Students	220	87%	46%	1%	223	79%	37%	5%
Students with Disabilities	48	42%	6%	0%	40	23%	3%	0%
English Proficient	255	82%	41%	1%	247	73%	33%	4%
Limited English Proficient	13	23%	0%	0%	16	25%	6%	6%
Economically Disadvantaged	154	70%	25%	0%	153	60%	22%	1%
Not Disadvantaged	114	91%	58%	3%	110	85%	45%	9%
Migrant								
Not Migrant	268	79%	39%	1%	263	70%	32%	4%

#### NOTES

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

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	2	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	2	N/A	N/A	N/A	1	N/A	N/A	N/A

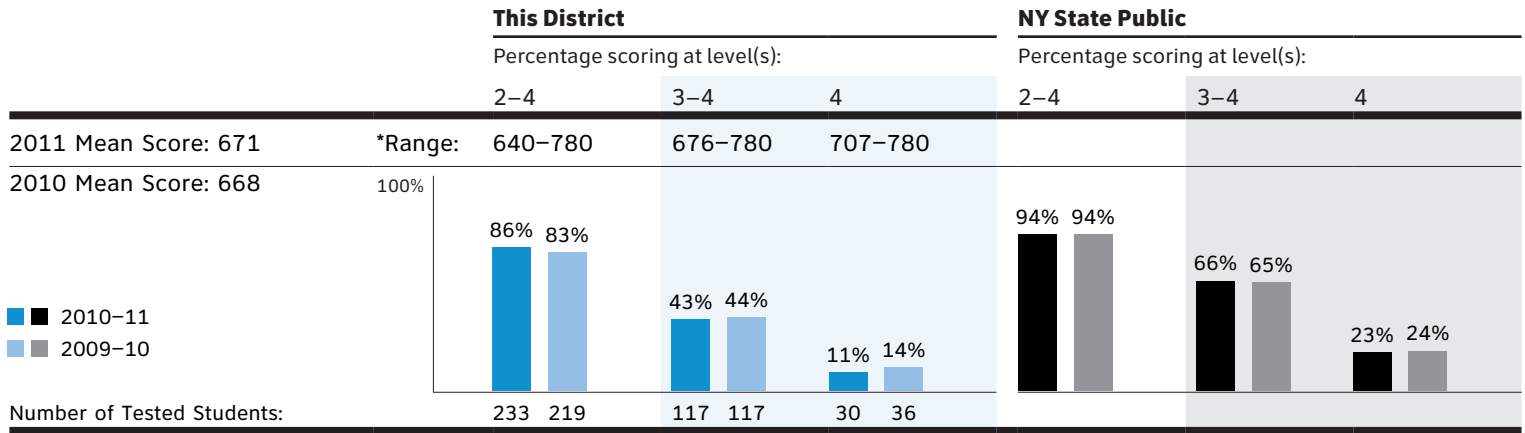
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>86%</b>	<b>43%</b>	<b>11%</b>	<b>263</b>	<b>83%</b>	<b>44%</b>	<b>14%</b>
Female	145	86%	39%	12%	138	80%	39%	10%
Male	125	87%	48%	10%	125	86%	50%	18%
American Indian or Alaska Native								
Black or African American	17	-	-	-	10	-	-	-
Hispanic or Latino	98	85%	30%	4%	102	73%	29%	11%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	153	88%	54%	15%	149	91%	55%	15%
Multiracial								
Small Group Totals	19	84%	32%	16%	12	83%	42%	17%
General-Education Students	222	95%	52%	13%	223	90%	52%	16%
Students with Disabilities	48	48%	4%	2%	40	48%	3%	0%
English Proficient	255	89%	45%	12%	245	86%	47%	14%
Limited English Proficient	15	40%	7%	0%	18	44%	6%	6%
Economically Disadvantaged	156	78%	26%	8%	152	77%	29%	7%
Not Disadvantaged	114	98%	68%	16%	111	92%	66%	23%
Migrant								
Not Migrant	270	86%	43%	11%	263	83%	44%	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.

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### Other Assessments

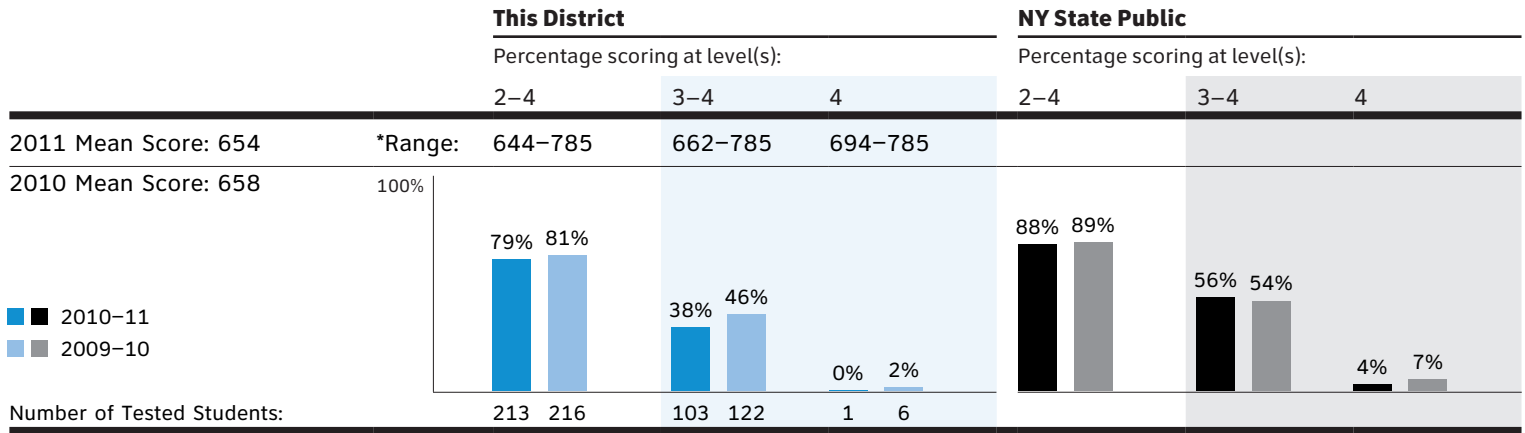
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 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>271</b>	<b>79%</b>	<b>38%</b>	<b>0%</b>	<b>268</b>	<b>81%</b>	<b>46%</b>	<b>2%</b>
Female	139	81%	38%	1%	138	86%	49%	2%
Male	132	77%	38%	0%	130	75%	42%	2%
American Indian or Alaska Native								
Black or African American	15	80%	33%	0%	22	-	-	-
Hispanic or Latino	105	65%	25%	0%	83	64%	28%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	145	88%	48%	1%	161	89%	55%	4%
Multiracial	3	-	-	-				
Small Group Totals	6	100%	50%	0%	24	83%	42%	0%
General-Education Students	233	88%	44%	0%	217	90%	54%	3%
Students with Disabilities	38	24%	0%	0%	51	41%	8%	0%
English Proficient	254	81%	40%	0%	253	85%	48%	2%
Limited English Proficient	17	35%	6%	0%	15	13%	0%	0%
Economically Disadvantaged	155	71%	29%	0%	146	68%	29%	0%
Not Disadvantaged	116	89%	50%	1%	122	95%	66%	5%
Migrant								
Not Migrant	271	79%	38%	0%	268	81%	46%	2%

#### NOTES

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

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	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	0	N/A	N/A	N/A	3	N/A	N/A	N/A

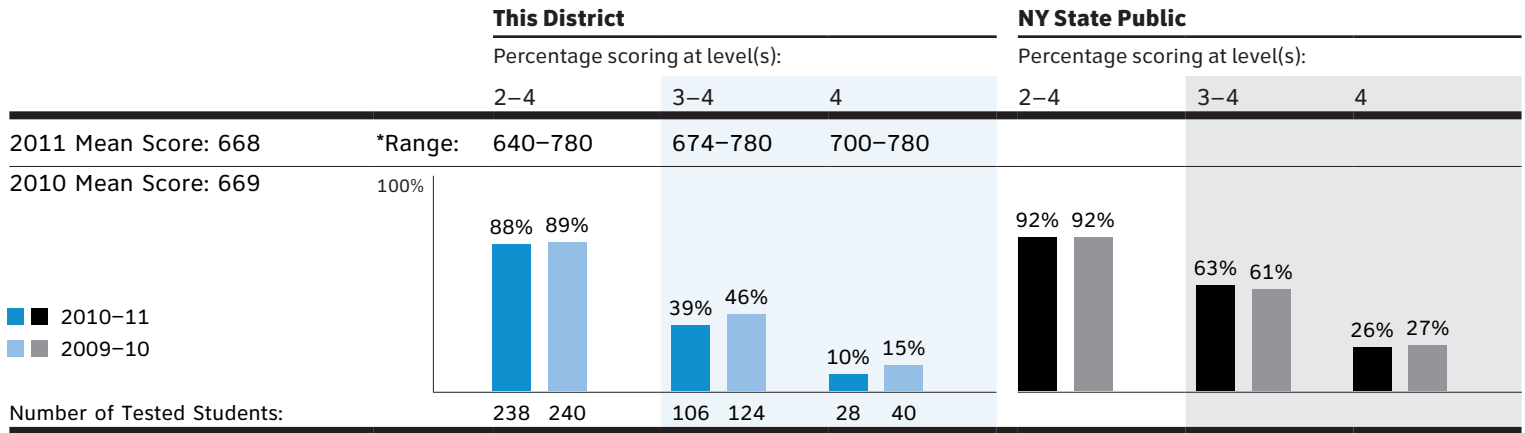
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>88%</b>	<b>39%</b>	<b>10%</b>	<b>271</b>	<b>89%</b>	<b>46%</b>	<b>15%</b>
Female	137	93%	39%	9%	139	94%	47%	12%
Male	133	83%	39%	12%	132	83%	44%	18%
American Indian or Alaska Native								
Black or African American	15	87%	33%	7%	22	-	-	-
Hispanic or Latino	105	81%	27%	5%	86	80%	27%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	144	93%	47%	14%	161	92%	58%	18%
Multiracial	3	-	-	-				
Small Group Totals	6	100%	83%	33%	24	96%	33%	13%
General-Education Students	233	93%	45%	12%	220	95%	55%	18%
Students with Disabilities	37	59%	5%	0%	51	63%	6%	0%
English Proficient	253	90%	41%	11%	253	91%	49%	16%
Limited English Proficient	17	65%	12%	0%	18	56%	0%	0%
Economically Disadvantaged	155	83%	31%	4%	149	83%	30%	7%
Not Disadvantaged	115	96%	50%	19%	122	95%	66%	25%
Migrant								
Not Migrant	270	88%	39%	10%	271	89%	46%	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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	2	-	-	-	3	-	-	-

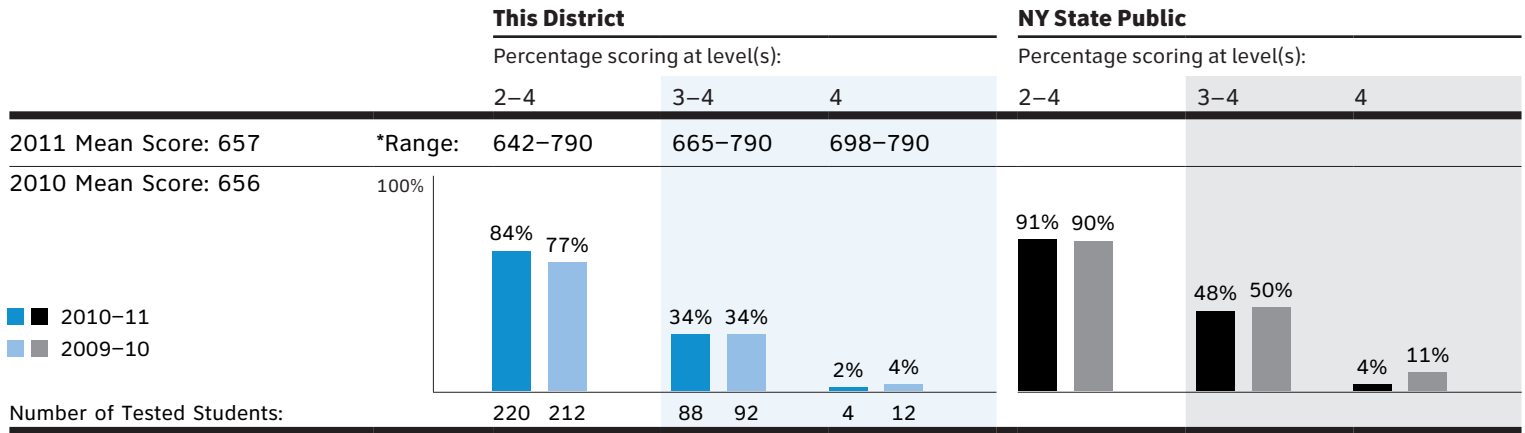


# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

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



### Results by Student Group

	2010-11 School Year				2009-10 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>261</b>	<b>84%</b>	<b>34%</b>	<b>2%</b>	<b>274</b>	<b>77%</b>	<b>34%</b>	<b>4%</b>
Female	133	89%	35%	2%	151	81%	34%	3%
Male	128	79%	33%	1%	123	72%	33%	7%
American Indian or Alaska Native								
Black or African American	17	-	-	-	12	-	-	-
Hispanic or Latino	84	70%	15%	0%	98	65%	22%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	157	90%	43%	3%	163	85%	41%	6%
Multiracial	1	-	-	-				
Small Group Totals	20	100%	35%	0%	13	77%	23%	0%
General-Education Students	212	92%	42%	2%	215	89%	42%	6%
Students with Disabilities	49	49%	0%	0%	59	36%	3%	0%
English Proficient	243	88%	36%	2%	269	79%	34%	4%
Limited English Proficient	18	28%	6%	0%	5	0%	0%	0%
Economically Disadvantaged	132	78%	14%	0%	145	66%	21%	2%
Not Disadvantaged	129	91%	53%	3%	129	91%	48%	7%
Migrant								
Not Migrant	261	84%	34%	2%	274	77%	34%	4%

#### NOTES

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

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	2	N/A	N/A	N/A

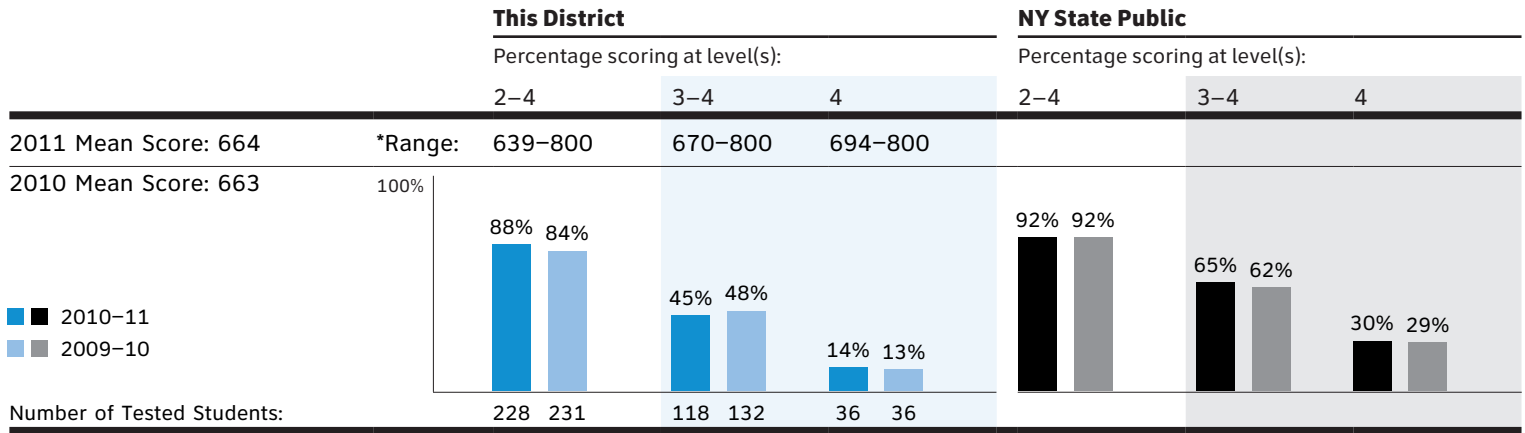
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>260</b>	<b>88%</b>	<b>45%</b>	<b>14%</b>	<b>274</b>	<b>84%</b>	<b>48%</b>	<b>13%</b>
Female	132	92%	43%	9%	151	85%	49%	9%
Male	128	83%	48%	19%	123	83%	47%	18%
American Indian or Alaska Native								
Black or African American	17	-	-	-	12	-	-	-
Hispanic or Latino	85	79%	26%	4%	98	76%	34%	9%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	155	93%	57%	20%	163	90%	56%	15%
Multiracial	1	-	-	-				
Small Group Totals	20	85%	35%	10%	13	77%	54%	15%
General-Education Students	213	92%	55%	17%	215	94%	60%	17%
Students with Disabilities	47	66%	2%	0%	59	47%	3%	0%
English Proficient	241	91%	49%	15%	267	85%	49%	13%
Limited English Proficient	19	47%	5%	0%	7	43%	14%	14%
Economically Disadvantaged	131	82%	29%	5%	144	75%	28%	7%
Not Disadvantaged	129	93%	62%	23%	130	95%	70%	20%
Migrant								
Not Migrant	260	88%	45%	14%	274	84%	48%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	4	-	-	-	3	-	-	-

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

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

	<b>This District</b>				<b>NY State Public</b>		
	Percentage scoring at level(s):				Percentage scoring at level(s):		
	2-4	3-4	4		2-4	3-4	4
2011 Mean Score: 647	*Range: 628-790	658-790	699-790				
2010 Mean Score: 647							
Number of Tested Students:	231	224	93	90	2	4	

### Results by Student Group

	<b>2010-11 School Year</b>				<b>2009-10 School Year</b>			
	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>277</b>	<b>83%</b>	<b>34%</b>	<b>1%</b>	<b>262</b>	<b>85%</b>	<b>34%</b>	<b>2%</b>
Female	154	89%	34%	1%	133	89%	41%	2%
Male	123	76%	33%	1%	129	81%	28%	2%
American Indian or Alaska Native								
Black or African American	11	-	-	-	15	-	-	-
Hispanic or Latino	102	70%	19%	0%	79	76%	16%	1%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	162	91%	43%	1%	166	92%	43%	2%
Multiracial	1	-	-	-				
Small Group Totals	13	100%	31%	0%	17	71%	35%	0%
General-Education Students	217	96%	42%	1%	202	95%	44%	2%
Students with Disabilities	60	38%	2%	0%	60	55%	3%	0%
English Proficient	272	84%	34%	1%	257	87%	35%	2%
Limited English Proficient	5	40%	0%	0%	5	20%	0%	0%
Economically Disadvantaged	132	72%	20%	0%	133	76%	26%	1%
Not Disadvantaged	145	94%	46%	1%	129	95%	43%	2%
Migrant								
Not Migrant	277	83%	34%	1%	262	85%	34%	2%

#### NOTES

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

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	<b>2010-11 School Year</b>				<b>2009-10 School Year</b>			
	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	5	5	5	3	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A

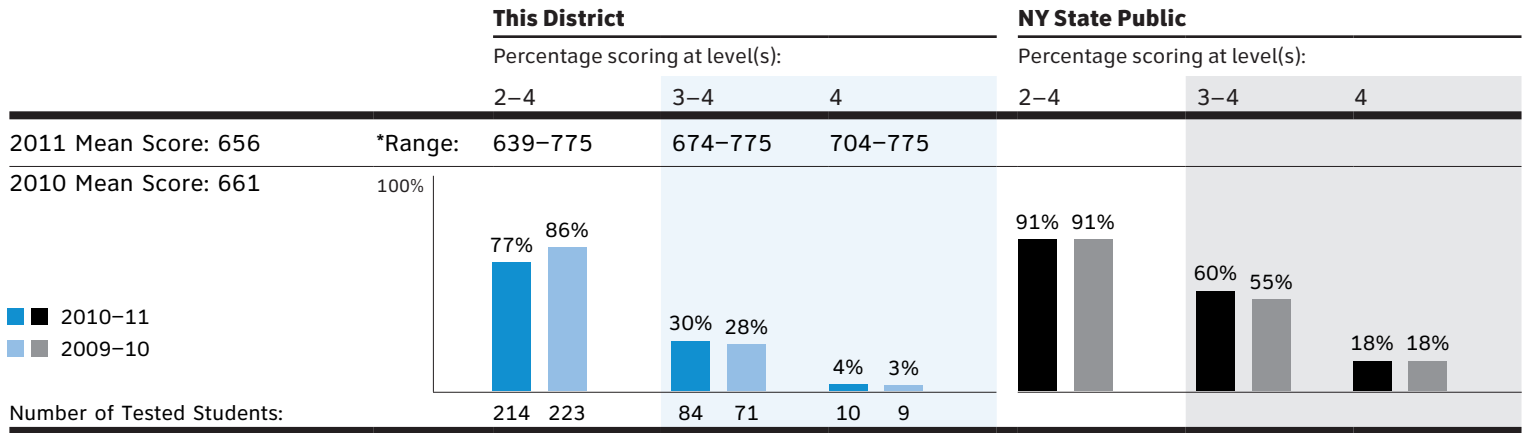
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>279</b>	<b>77%</b>	<b>30%</b>	<b>4%</b>	<b>258</b>	<b>86%</b>	<b>28%</b>	<b>3%</b>
Female	154	76%	26%	2%	130	89%	25%	1%
Male	125	78%	35%	6%	128	84%	30%	6%
American Indian or Alaska Native								
Black or African American	13	-	-	-	15	-	-	-
Hispanic or Latino	104	69%	15%	3%	80	81%	16%	3%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	160	83%	39%	4%	161	91%	32%	4%
Multiracial	1	-	-	-				
Small Group Totals	15	67%	33%	7%	17	71%	35%	0%
General-Education Students	217	87%	38%	5%	198	92%	30%	5%
Students with Disabilities	62	42%	2%	0%	60	67%	20%	0%
English Proficient	272	78%	31%	3%	252	88%	28%	4%
Limited English Proficient	7	29%	14%	14%	6	33%	0%	0%
Economically Disadvantaged	133	68%	17%	2%	132	81%	22%	2%
Not Disadvantaged	146	84%	42%	5%	126	92%	33%	5%
Migrant								
Not Migrant	279	77%	30%	4%	258	86%	28%	3%

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	5	4	4	4	6	6	6	4

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

## This District's Results in Grade 8 Science

### This District

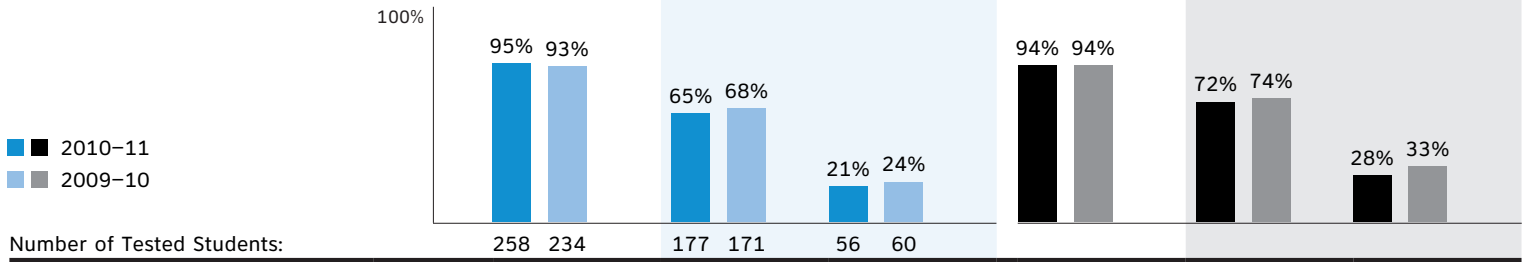
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



Number of Tested Students:

258    234      177    171      56    60

## Results by Student Group

### 2010-11 School Year

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

### 2009-10 School Year

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

Student Group	2010-11 Total Tested	2010-11 2-4	2010-11 3-4	2010-11 4	2009-10 Total Tested	2009-10 2-4	2009-10 3-4	2009-10 4
<b>All Students</b>	<b>273</b>	<b>95%</b>	<b>65%</b>	<b>21%</b>	<b>251</b>	<b>93%</b>	<b>68%</b>	<b>24%</b>
Female	151	95%	60%	17%	127	93%	69%	24%
Male	122	94%	71%	25%	124	94%	67%	24%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	13	-	-	-	14	-	-	-
Hispanic or Latino	100	93%	52%	11%	75	88%	52%	12%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	159	96%	73%	26%	160	96%	76%	30%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	14	86%	64%	21%	16	88%	63%	19%
General-Education Students	213	99%	76%	26%	197	97%	78%	30%
Students with Disabilities	60	80%	27%	2%	54	78%	31%	2%
English Proficient	267	96%	66%	21%	247	-	-	-
Limited English Proficient	6	50%	33%	0%	4	-	-	-
Economically Disadvantaged	132	90%	48%	11%	124	90%	58%	17%
Not Disadvantaged	141	99%	80%	29%	127	97%	78%	31%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	273	95%	65%	21%	251	93%	68%	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.

## Other Assessments

### 2010-11 School Year

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

### 2009-10 School Year

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

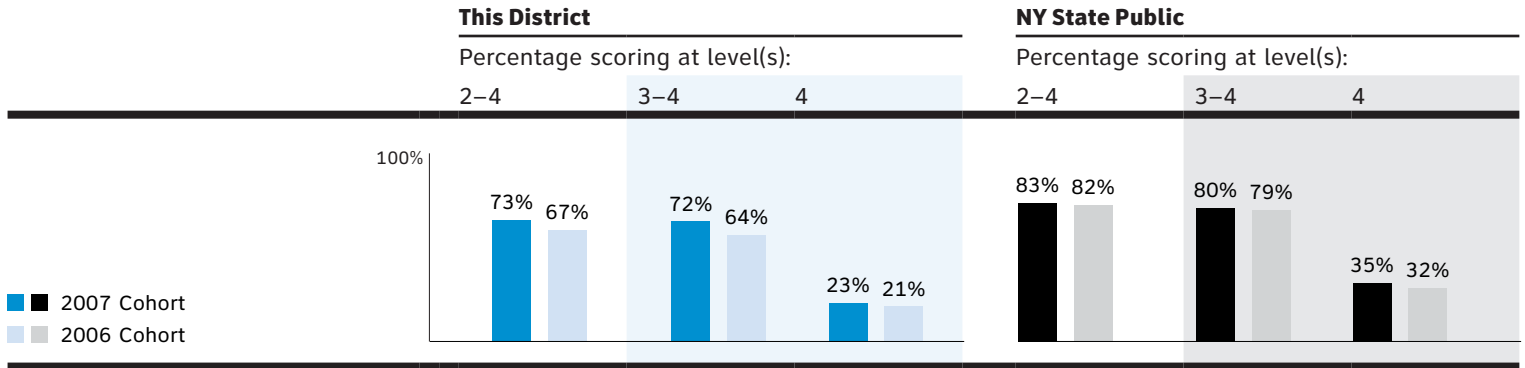
Assessment	2010-11 Total Tested	2010-11 2-4	2010-11 3-4	2010-11 4	2009-10 Total Tested	2009-10 2-4	2009-10 3-4	2009-10 4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	4	4	6	5	5	5
Regents Science	0	-	-	-	0	-	-	-

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

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



### Results by Student Group

	2007 Cohort				2006 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>320</b>	<b>73%</b>	<b>72%</b>	<b>23%</b>	<b>319</b>	<b>67%</b>	<b>64%</b>	<b>21%</b>
Female	156	74%	74%	25%	163	74%	71%	29%
Male	164	73%	70%	20%	156	60%	57%	12%
American Indian or Alaska Native								
Black or African American	22	-	-	-	13	-	-	-
Hispanic or Latino	86	59%	56%	9%	94	47%	44%	6%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	211	79%	78%	30%	209	78%	75%	27%
Multiracial								
Small Group Totals	23	74%	74%	0%	16	50%	50%	19%
General-Education Students	264	81%	80%	27%	258	77%	76%	26%
Students with Disabilities	56	38%	34%	0%	61	26%	15%	0%
English Proficient	314	75%	73%	23%	313	68%	65%	21%
Limited English Proficient	6	17%	17%	0%	6	33%	33%	0%
Economically Disadvantaged	103	66%	64%	9%	104	56%	52%	7%
Not Disadvantaged	217	77%	76%	29%	215	73%	70%	27%
Migrant								
Not Migrant	320	73%	72%	23%	319	67%	64%	21%

#### 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.

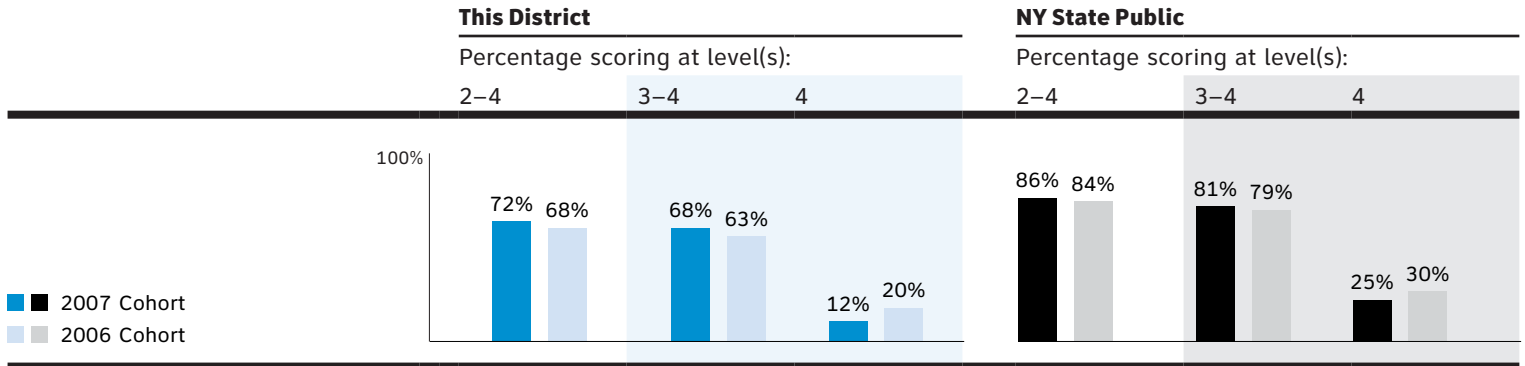
\*\* 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **AMSTERDAM CITY SCHOOL DISTRICT**

District ID **27-01-00-01-0000**

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



### Results by Student Group

	2007 Cohort				2006 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>320</b>	<b>72%</b>	<b>68%</b>	<b>12%</b>	<b>319</b>	<b>68%</b>	<b>63%</b>	<b>20%</b>
Female	156	76%	71%	12%	163	78%	73%	24%
Male	164	68%	65%	12%	156	58%	53%	16%
American Indian or Alaska Native								
Black or African American	22	-	-	-	13	-	-	-
Hispanic or Latino	86	57%	52%	1%	94	47%	38%	4%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	211	78%	75%	18%	209	80%	76%	28%
Multiracial								
Small Group Totals	23	70%	52%	0%	16	44%	44%	13%
General-Education Students	264	82%	79%	14%	258	78%	75%	25%
Students with Disabilities	56	23%	14%	0%	61	26%	11%	0%
English Proficient	314	73%	69%	12%	313	69%	64%	20%
Limited English Proficient	6	0%	0%	0%	6	33%	33%	0%
Economically Disadvantaged	103	59%	56%	4%	104	57%	51%	7%
Not Disadvantaged	217	78%	73%	16%	215	74%	69%	27%
Migrant								
Not Migrant	320	72%	68%	12%	319	68%	63%	20%

#### NOTES

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