



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **ROOSEVELT UNION FREE SCHOOL
DISTRICT**

District ID **28-02-08-03-0000**

Superintendent **ROBERT-WAYNE HARRIS**

Telephone **(516) 345-7001**

Grades **PK-12, 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

District ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

District Profile

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

Enrollment

	2008-09	2009-10	2010-11
Pre-K	161	165	161
Kindergarten	245	237	229
Grade 1	229	237	225
Grade 2	201	214	226
Grade 3	217	203	204
Grade 4	223	233	214
Grade 5	211	208	219
Grade 6	177	199	230
Ungraded Elementary	18	13	0
Grade 7	200	176	187
Grade 8	177	181	206
Grade 9	235	189	164
Grade 10	187	211	198
Grade 11	192	180	215
Grade 12	165	170	174
Ungraded Secondary	0	0	11
Total K-12	2677	2651	2702

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	21	19
Grade 8			
English	16	23	23
Mathematics	21	17	24
Science	24	20	24
Social Studies	17	18	21
Grade 10			
English	21	27	21
Mathematics	27		21
Science			21
Social Studies	22	21	28

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 ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1114	42%	1719	65%	1899	70%
Reduced-Price Lunch	252	9%	328	12%	391	14%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	471	18%	523	20%	544	20%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	0%	0	0%	3	0%
Black or African American	1708	64%	1601	60%	1535	57%
Hispanic or Latino	954	36%	1046	39%	1159	43%
Asian or Native Hawaiian/Other Pacific Islander	1	0%	0	0%	1	0%
White	2	0%	4	0%	4	0%
Multiracial	7	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		93%		88%		93%
Student Suspensions	244	9%	304	11%	158	6%

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

	2008-09	2009-10	2010-11
Total Number of Teachers	260	248	247
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	7%	5%	2%
Percent with Fewer Than Three Years of Experience	5%	2%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	40%	44%	43%
Total Number of Core Classes	589	536	519
Percent Not Taught by Highly Qualified Teachers in This District	10%	2%	2%
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%
Total Number of Classes	748	720	723
Percent Taught by Teachers Without Appropriate Certification	5%	3%	2%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	6%	25%	22%
Turnover Rate of All Teachers	15%	9%	11%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	48	32	39
Total Paraprofessionals*	58	65	68
Assistant Principals	4	4	4
Principals	5	5	5

* 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

12th Graders

The count of 12th 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.

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.

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 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th 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.

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 4)

ELA Improvement (Year 4) 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
All Students	X	X	✓	X	X	X
Ethnicity						
American Indian or Alaska Native						
Black or African American	X	X		X	X	
Hispanic or Latino	X	X		X	X	
Asian or Native Hawaiian/Other Pacific Islander	—	—				
White						
Multiracial						
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	X		—	—	
Economically Disadvantaged	X	✓ ^{SH}		—	—	
Student groups making AYP in each subject	X 0 of 6	X 1 of 6	✓ 1 of 1	X 0 of 4	X 0 of 4	X 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X 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 4)
for This Subject
(2011–12)

Accountability Measures 0 of 6 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 5) 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 4) in 2012-13. [209]

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	
Accountability Groups								
All Students (1214:1104)			95%		108	119	119	117
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (691:634)			95%		109	118	118	118
Hispanic or Latino (522:470)			96%		107	117	117	116
Asian or Native Hawaiian/Other Pacific Islander (1:0)	—	—	—	—	—	—	—	—
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (357:152)			93%		61	114	83	75
Limited English Proficient (416:252)			97%		90	115	101	101
Economically Disadvantaged (550:525)			97%		111	117	117	120
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (553:505)			96%		112	117		
Male (661:599)			95%		106	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 1 of 6 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	
Accountability Groups								
All Students (1216:1122)			96%		119	134	121	127
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (692:635)			96%		117	133	118	125
Hispanic or Latino (523:486)			97%		123	132	124	131
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—	—
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (356:151)			93%		79	129	80	91
Limited English Proficient (219:268)			96%		110	130	111	119
Economically Disadvantaged (550:527)			98%		120	132	120	128
Final AYP Determination	 1 of 6							
Non-Accountability Groups								
Female (555:518)			98%		119	132		
Male (661:604)			95%		120	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			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12		
Accountability Groups										
All Students (409:358)		Qualified		92%		180	100			
Ethnicity										
American Indian or Alaska Native (0:0)										
Black or African American (225:201)		Qualified		92%		182	100			
Hispanic or Latino (184:157)		Qualified		91%		178	100			
Asian or Native Hawaiian/Other Pacific Islander (0:0)										
White (0:0)										
Multiracial (0:0)										
Other Groups										
Students with Disabilities (57:50)		Qualified		88%		164	100			
Limited English Proficient (77:84)		Qualified		91%		168	100			
Economically Disadvantaged (185:168)		Qualified		92%		188	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (185:165)				95%		182	100			
Male (224:193)				89%		179	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 4)
for This Subject
(2011–12)

Accountability Measures 0 of 4 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 5) 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 4) in 2012-13. [209]

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	
Accountability Groups								
All Students (435:183)			87%		153	175	145‡	158
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (330:136)			89%		152	174	158‡	157
Hispanic or Latino (105:47)			80%		155	169	106‡	160
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (27:36)		—	—		97	167	81‡	107
Limited English Proficient (17:12)	—	—	—	—	—	—	—	—
Economically Disadvantaged (11:11)	—	—	—	—	—	—	—	—
Final AYP Determination	 0 of 4							
Non-Accountability Groups								
Female (206:83)			92%		178	172		
Male (229:100)			83%		132	173		
Migrant (0:0)								


Symbols

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

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

Secondary-Level Mathematics













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

Accountability Measures 0 of 4 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	
Accountability Groups								
All Students (435:183)			89%		162	172	142‡	166
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (330:136)			89%		162	171	151‡	166
Hispanic or Latino (60:47)			95%		162	166	118‡	166
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (27:36)		—	—		117	164	129‡	125
Limited English Proficient (17:12)	—	—	—	—	—	—	—	—
Economically Disadvantaged (11:11)	—	—	—	—	—	—	—	—
Final AYP Determination	 0 of 4							
Non-Accountability Groups								
Female (104:83)			96%		176	169		
Male (229:100)			86%		150	170		
Migrant (0:0)								


Symbols

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

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








Graduation Rate

Accountability Status for This Indicator (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
Accountability Groups					
All Students (219)			59%	80%	64%
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (165)			65%	80%	69%
Hispanic or Latino (54)			41%	80%	50%
Asian or Native Hawaiian/Other Pacific Islander (0)					
White (0)					
Multiracial (0)					
Other Groups					
Students with Disabilities (43)			42%	80%	54%
Limited English Proficient (19)		—	—	—	
Economically Disadvantaged (91)			66%	80%	76%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (102)			63%	80%	
Male (117)			56%	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 **58%** 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

2 schools identified 40% of total

CENTENNIAL AVENUE ELEMENTARY SCHOOL

ULYSSES BYAS ELEMENTARY SCHOOL

Improvement (year 1) Comprehensive

1 school identified 20% of total

WASHINGTON ROSE SCHOOL

Corrective Action (year 1) Comprehensive

1 school identified 20% of total

ROOSEVELT MIDDLE SCHOOL

Restructuring (advanced) Comprehensive

1 school identified 20% of total

ROOSEVELT HIGH SCHOOL

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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	29%			188
Grade 4	36%			177
Grade 5	35%			204
Grade 6	24%			207
Grade 7	14%			159
Grade 8	17%			181

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	41%			185
Grade 4	55%			202
Grade 5	50%			204
Grade 6	17%			208
Grade 7	14%			166
Grade 8	29%			184

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	93%			202
Grade 8	71%			162

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	63%			219
Mathematics	67%			219

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.

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

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

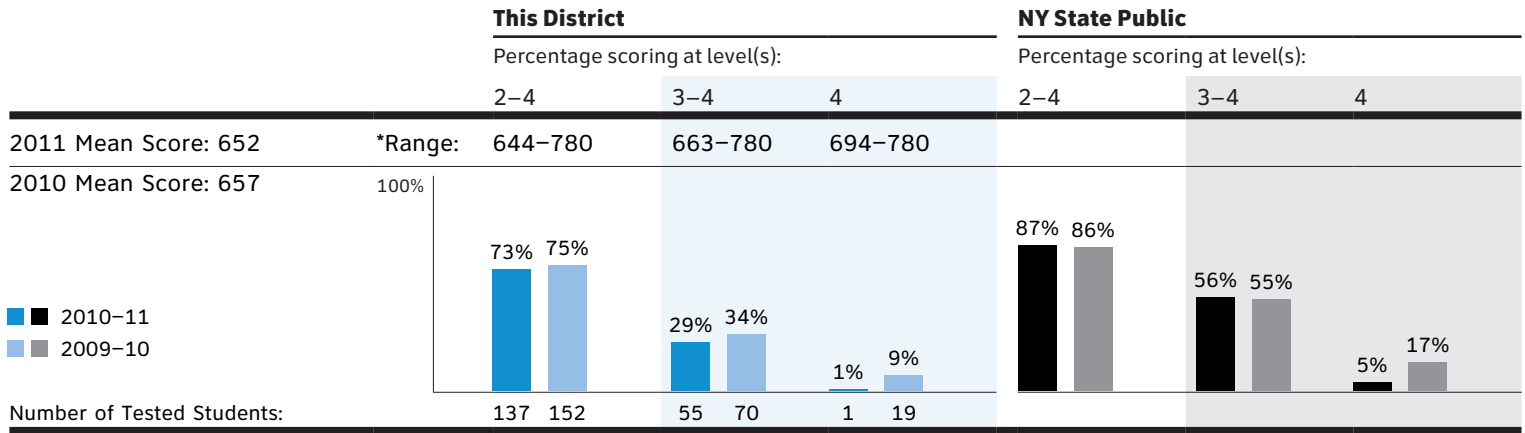
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	188	73%	29%	1%	203	75%	34%	9%
Female	83	77%	28%	1%	71	80%	41%	13%
Male	105	70%	30%	0%	132	72%	31%	8%
American Indian or Alaska Native								
Black or African American	103	66%	33%	0%	107	74%	37%	7%
Hispanic or Latino	85	81%	25%	1%	96	76%	31%	11%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	172	78%	31%	1%	182	80%	38%	10%
Students with Disabilities	16	13%	6%	0%	21	29%	5%	0%
English Proficient	138	72%	33%	1%	151	78%	40%	10%
Limited English Proficient	50	74%	18%	0%	52	65%	17%	8%
Economically Disadvantaged	78	76%	31%	1%	99	75%	34%	9%
Not Disadvantaged	110	71%	28%	0%	104	75%	35%	10%
Migrant								
Not Migrant	188	73%	29%	1%	203	75%	34%	9%

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	1	-	-	-	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
Total					Total			
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

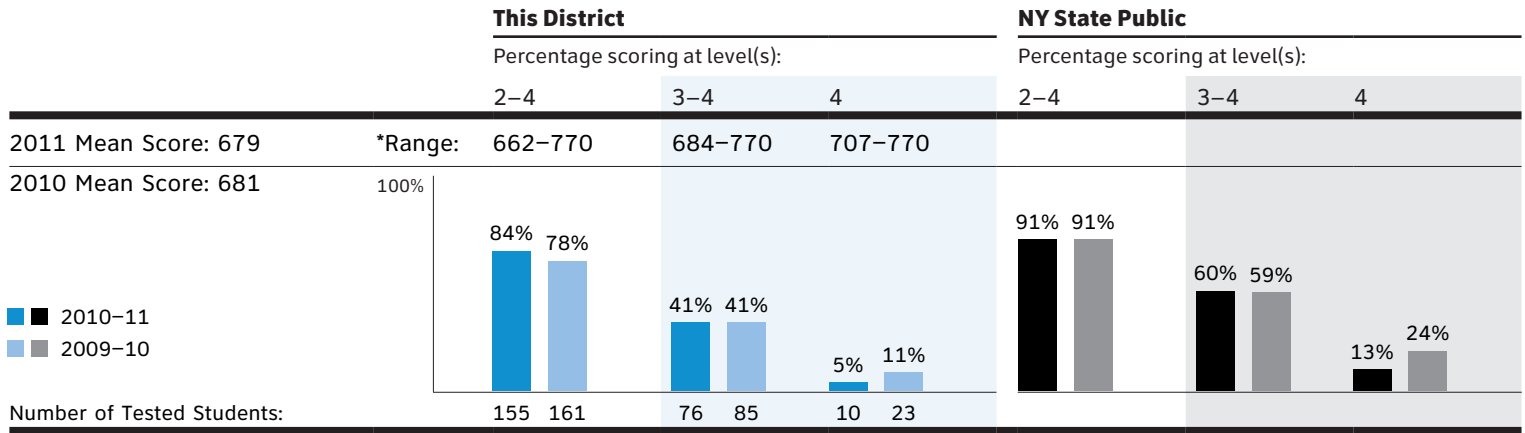
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	185	84%	41%	5%	207	78%	41%	11%
Female	84	83%	42%	7%	72	82%	42%	13%
Male	101	84%	41%	4%	135	76%	41%	10%
American Indian or Alaska Native								
Black or African American	99	83%	39%	6%	108	77%	36%	9%
Hispanic or Latino	86	85%	43%	5%	99	79%	46%	13%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	171	87%	44%	6%	186	82%	44%	12%
Students with Disabilities	14	43%	0%	0%	21	43%	14%	0%
English Proficient	134	87%	44%	5%	154	79%	43%	12%
Limited English Proficient	51	76%	33%	6%	53	74%	36%	9%
Economically Disadvantaged	76	82%	39%	4%	99	80%	44%	13%
Not Disadvantaged	109	85%	42%	6%	108	76%	38%	9%
Migrant								
Not Migrant	185	84%	41%	5%	207	78%	41%	11%

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

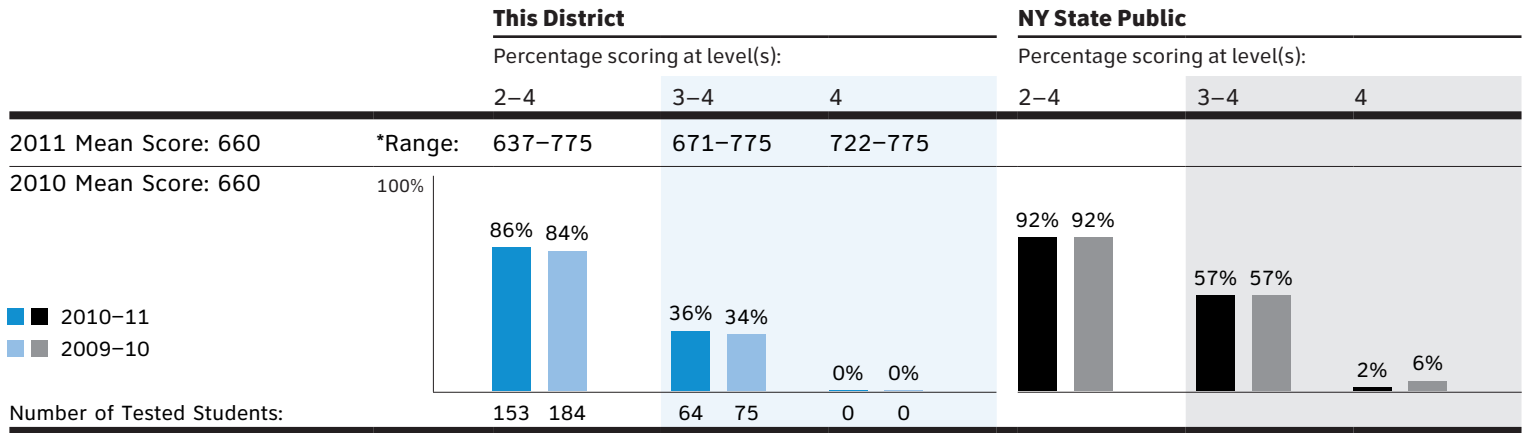
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	3	-	-	-

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

This District's Results in Grade 4 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
All Students	177	86%	36%	0%	218	84%	34%	0%
Female	70	89%	40%	0%	93	87%	33%	0%
Male	107	85%	34%	0%	125	82%	35%	0%
American Indian or Alaska Native								
Black or African American	84	82%	35%	0%	131	85%	35%	0%
Hispanic or Latino	93	90%	38%	0%	87	83%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	160	89%	38%	0%	189	89%	38%	0%
Students with Disabilities	17	59%	18%	0%	29	55%	10%	0%
English Proficient	136	88%	43%	0%	181	90%	39%	0%
Limited English Proficient	41	80%	12%	0%	37	59%	11%	0%
Economically Disadvantaged	85	88%	38%	0%	101	86%	37%	0%
Not Disadvantaged	92	85%	35%	0%	117	83%	32%	0%
Migrant								
Not Migrant	177	86%	36%	0%	218	84%	34%	0%

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

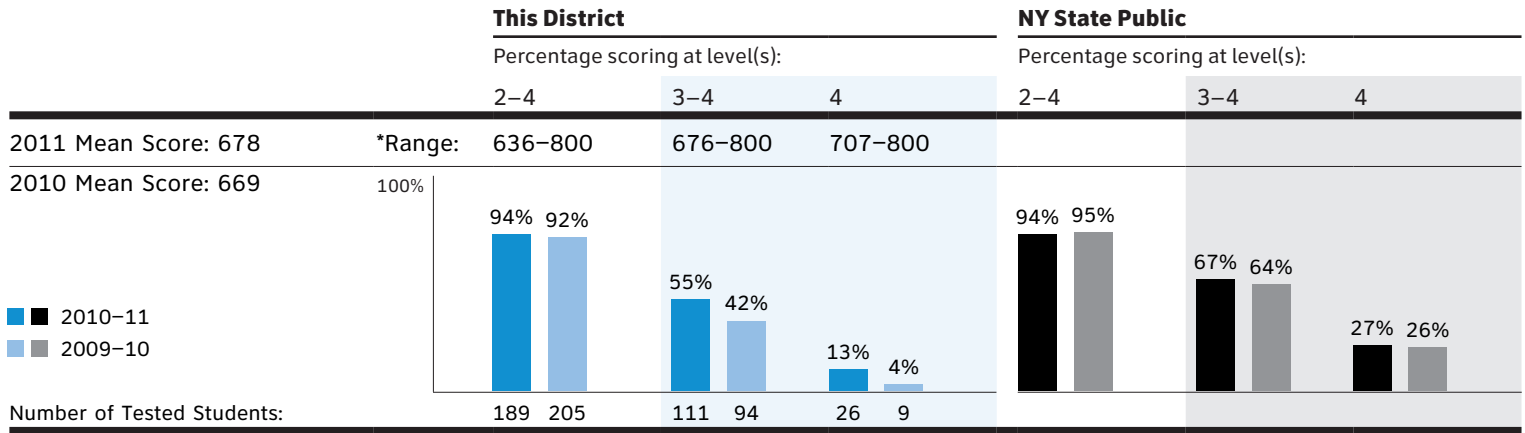
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	202	94%	55%	13%	223	92%	42%	4%
Female	85	96%	53%	14%	96	92%	40%	5%
Male	117	91%	56%	12%	127	92%	44%	3%
American Indian or Alaska Native								
Black or African American	96	95%	51%	16%	133	93%	44%	5%
Hispanic or Latino	106	92%	58%	10%	90	90%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	184	96%	59%	14%	194	95%	46%	5%
Students with Disabilities	18	72%	17%	0%	29	69%	14%	0%
English Proficient	151	96%	62%	17%	182	95%	47%	5%
Limited English Proficient	51	86%	35%	0%	41	78%	20%	0%
Economically Disadvantaged	90	94%	58%	14%	102	96%	44%	4%
Not Disadvantaged	112	93%	53%	12%	121	88%	40%	4%
Migrant								
Not Migrant	202	94%	55%	13%	223	92%	42%	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

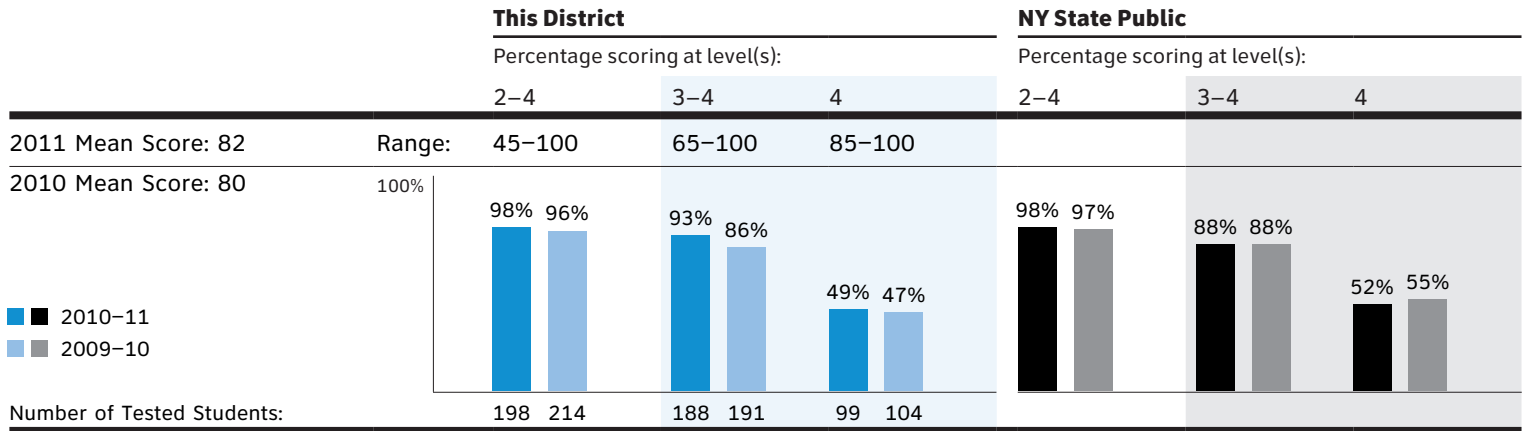
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	4	3	-	-	-

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	202	98%	93%	49%	222	96%	86%	47%
Female	86	100%	95%	43%	96	98%	85%	44%
Male	116	97%	91%	53%	126	95%	87%	49%
American Indian or Alaska Native								
Black or African American	96	99%	97%	51%	133	97%	89%	54%
Hispanic or Latino	106	97%	90%	47%	89	96%	81%	36%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	184	98%	96%	51%	192	97%	88%	52%
Students with Disabilities	18	94%	67%	28%	30	90%	73%	17%
English Proficient	151	99%	97%	56%	182	98%	91%	53%
Limited English Proficient	51	94%	80%	27%	40	90%	65%	18%
Economically Disadvantaged	89	99%	94%	56%	103	99%	91%	46%
Not Disadvantaged	113	97%	92%	43%	119	94%	82%	48%
Migrant								
Not Migrant	202	98%	93%	49%	222	96%	86%	47%

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

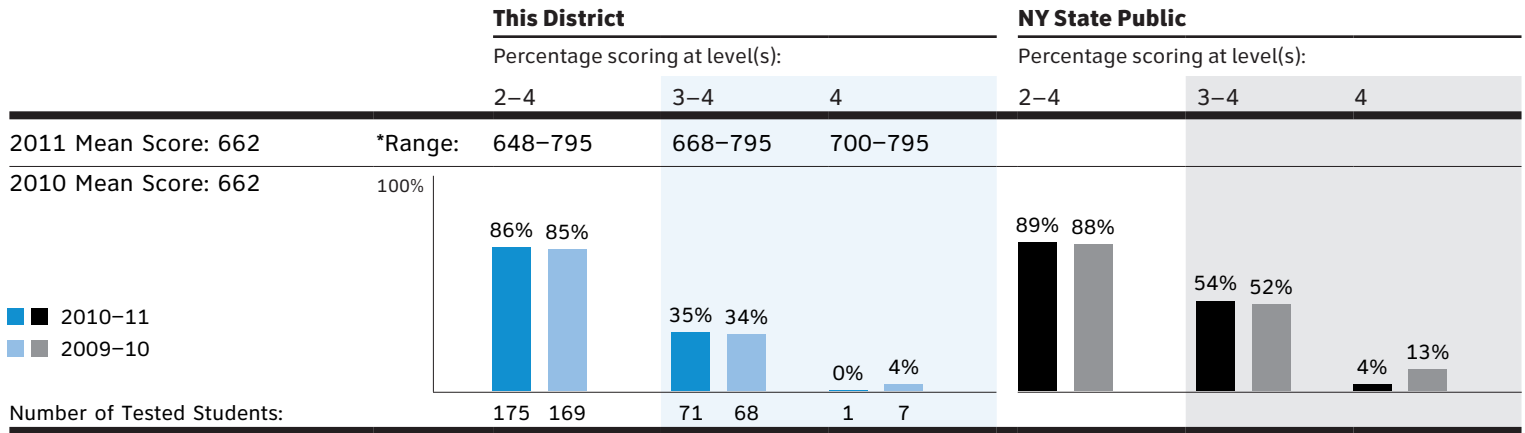
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	4	3	-	-	-

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

This District's Results in Grade 5 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
All Students	204	86%	35%	0%	199	85%	34%	4%
Female	91	87%	37%	0%	96	85%	32%	4%
Male	113	85%	33%	1%	103	84%	36%	3%
American Indian or Alaska Native								
Black or African American	119	87%	34%	1%	124	85%	33%	3%
Hispanic or Latino	85	85%	35%	0%	75	85%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	178	90%	39%	1%	174	87%	39%	4%
Students with Disabilities	26	54%	4%	0%	25	68%	4%	0%
English Proficient	176	89%	39%	1%	168	88%	39%	4%
Limited English Proficient	28	68%	11%	0%	31	71%	10%	0%
Economically Disadvantaged	91	87%	38%	1%	100	85%	32%	3%
Not Disadvantaged	113	85%	32%	0%	99	85%	36%	4%
Migrant								
Not Migrant	204	86%	35%	0%	199	85%	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 5 Equivalent	1	-	-	-	6	6	6	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	2	N/A	N/A	N/A

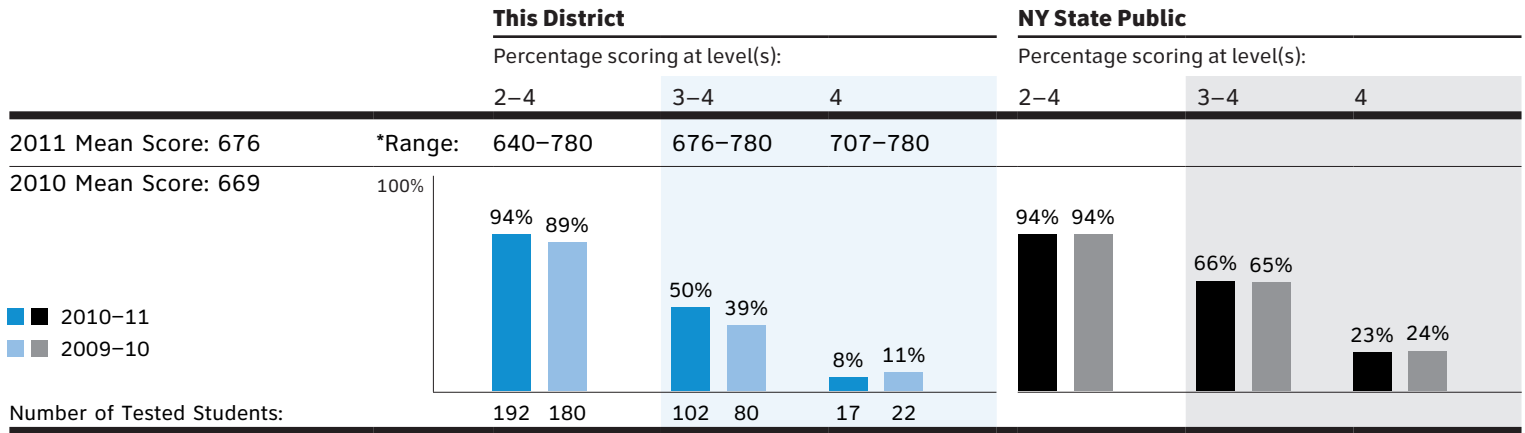
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	204	94%	50%	8%	203	89%	39%	11%
Female	91	97%	49%	9%	96	91%	39%	8%
Male	113	92%	50%	8%	107	87%	40%	13%
American Indian or Alaska Native								
Black or African American	119	93%	50%	8%	126	88%	38%	9%
Hispanic or Latino	85	95%	51%	9%	77	90%	42%	14%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	178	96%	54%	10%	179	91%	44%	12%
Students with Disabilities	26	85%	23%	0%	24	71%	4%	0%
English Proficient	176	95%	53%	9%	170	91%	44%	13%
Limited English Proficient	28	89%	29%	4%	33	79%	18%	0%
Economically Disadvantaged	90	97%	54%	11%	100	85%	37%	10%
Not Disadvantaged	114	92%	46%	6%	103	92%	42%	12%
Migrant								
Not Migrant	204	94%	50%	8%	203	89%	39%	11%

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	1	-	-	-	6	6	5	2

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 652	*Range: 644-785	662-785	694-785			
2010 Mean Score: 655						
Number of Tested Students:	153	147	50	61	1	4

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
All Students	207	74%	24%	0%	181	81%	34%	2%
Female	99	75%	27%	1%	88	86%	41%	3%
Male	108	73%	21%	0%	93	76%	27%	1%
American Indian or Alaska Native								
Black or African American	122	74%	25%	0%	114	81%	35%	2%
Hispanic or Latino	85	74%	22%	1%	67	82%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	183	78%	27%	1%	152	90%	39%	3%
Students with Disabilities	24	42%	0%	0%	29	34%	3%	0%
English Proficient	180	78%	27%	1%	161	84%	37%	2%
Limited English Proficient	27	44%	4%	0%	20	55%	5%	0%
Economically Disadvantaged	98	76%	21%	1%	98	79%	33%	2%
Not Disadvantaged	109	72%	27%	0%	83	84%	35%	2%
Migrant								
Not Migrant	207	74%	24%	0%	181	81%	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

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

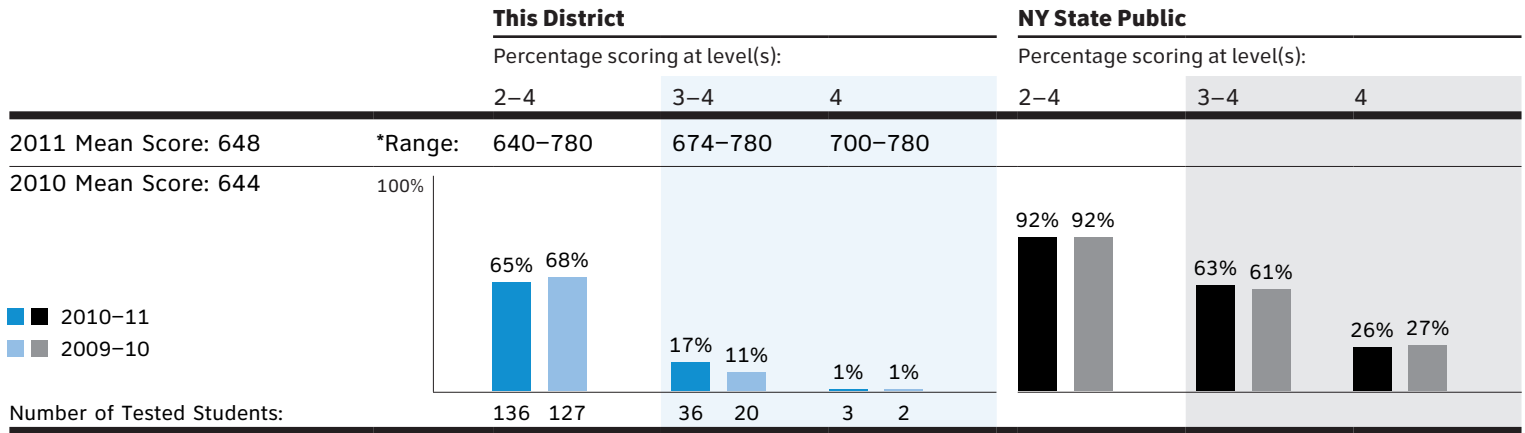
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	208	65%	17%	1%	186	68%	11%	1%
Female	99	66%	16%	2%	89	70%	12%	2%
Male	109	65%	18%	1%	97	67%	9%	0%
American Indian or Alaska Native								
Black or African American	121	64%	17%	1%	115	68%	10%	2%
Hispanic or Latino	87	68%	18%	2%	71	69%	13%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	184	71%	20%	2%	157	76%	13%	1%
Students with Disabilities	24	25%	0%	0%	29	24%	0%	0%
English Proficient	178	68%	20%	2%	163	71%	12%	1%
Limited English Proficient	30	50%	3%	0%	23	48%	0%	0%
Economically Disadvantaged	96	60%	15%	2%	99	68%	9%	0%
Not Disadvantaged	112	70%	20%	1%	87	69%	13%	2%
Migrant								
Not Migrant	208	65%	17%	1%	186	68%	11%	1%

NOTES

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

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Other Assessments

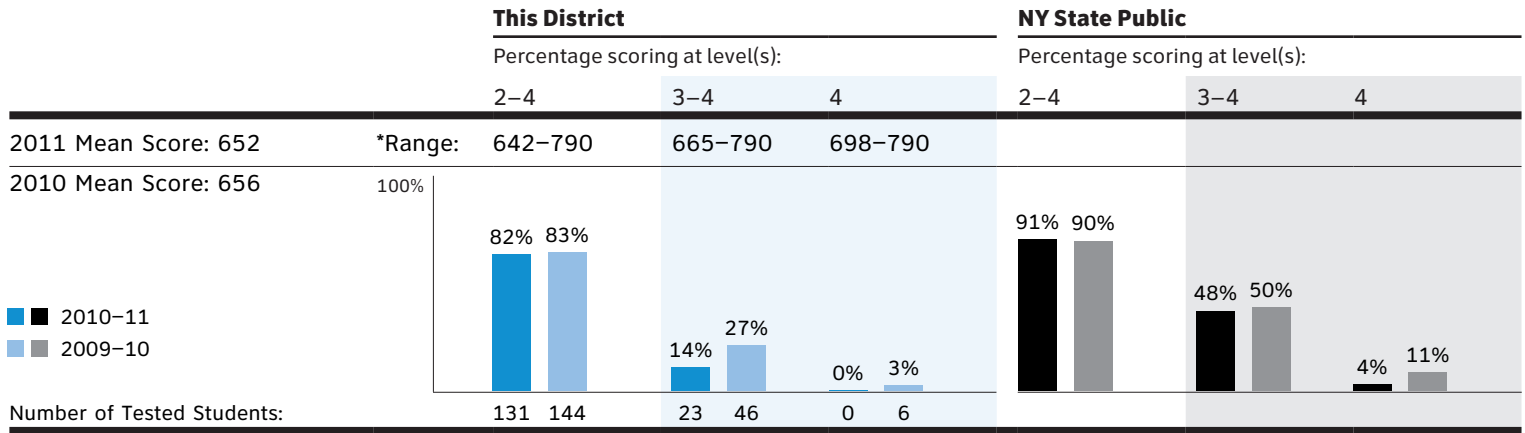
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	6	6	6	4

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	159	82%	14%	0%	173	83%	27%	3%
Female	81	88%	20%	0%	92	86%	33%	4%
Male	78	77%	9%	0%	81	80%	20%	2%
American Indian or Alaska Native								
Black or African American	100	87%	16%	0%	116	84%	29%	5%
Hispanic or Latino	59	75%	12%	0%	57	82%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	137	91%	17%	0%	147	92%	31%	4%
Students with Disabilities	22	32%	0%	0%	26	35%	4%	0%
English Proficient	140	88%	16%	0%	157	85%	29%	4%
Limited English Proficient	19	42%	0%	0%	16	63%	0%	0%
Economically Disadvantaged	86	81%	14%	0%	95	84%	27%	3%
Not Disadvantaged	73	84%	15%	0%	78	82%	26%	4%
Migrant								
Not Migrant	159	82%	14%	0%	173	83%	27%	3%

NOTES

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* 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	-	-	-	6	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	6	N/A	N/A	N/A	4	N/A	N/A	N/A

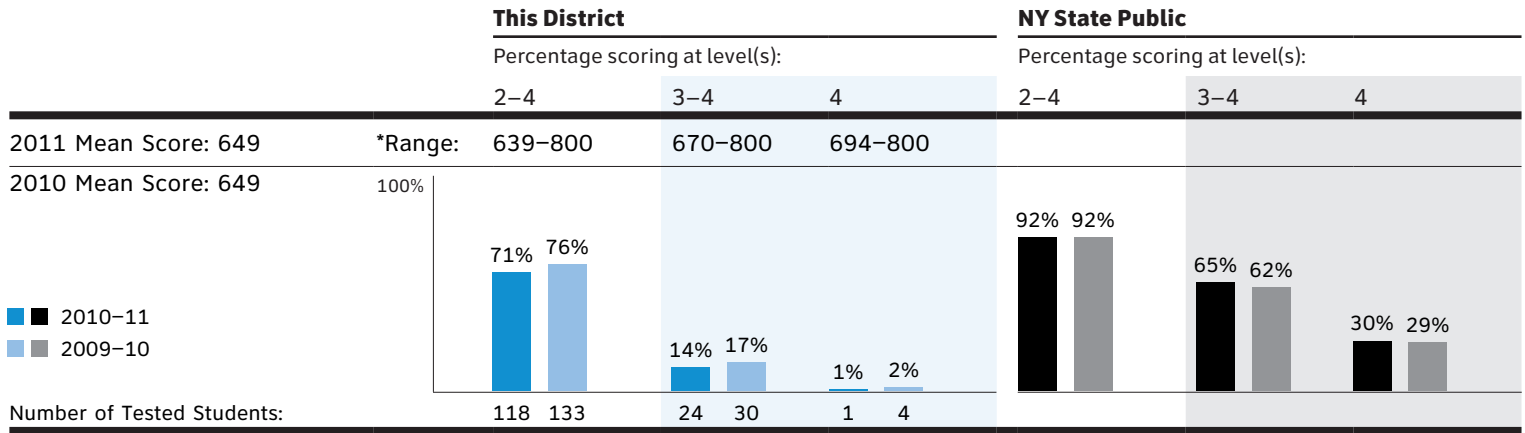
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	166	71%	14%	1%	176	76%	17%	2%
Female	85	72%	15%	1%	96	77%	21%	4%
Male	81	70%	14%	0%	80	74%	13%	0%
American Indian or Alaska Native								
Black or African American	99	72%	14%	1%	117	73%	18%	2%
Hispanic or Latino	66	-	-	-	59	81%	15%	3%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White								
Multiracial								
Small Group Totals	67	70%	15%	0%				
General-Education Students	143	74%	17%	1%	150	85%	20%	3%
Students with Disabilities	23	52%	0%	0%	26	23%	0%	0%
English Proficient	140	77%	16%	1%	156	76%	18%	3%
Limited English Proficient	26	38%	4%	0%	20	70%	10%	0%
Economically Disadvantaged	88	73%	15%	0%	93	72%	19%	4%
Not Disadvantaged	78	69%	14%	1%	83	80%	14%	0%
Migrant								
Not Migrant	166	71%	14%	1%	176	76%	17%	2%

NOTES

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Other Assessments

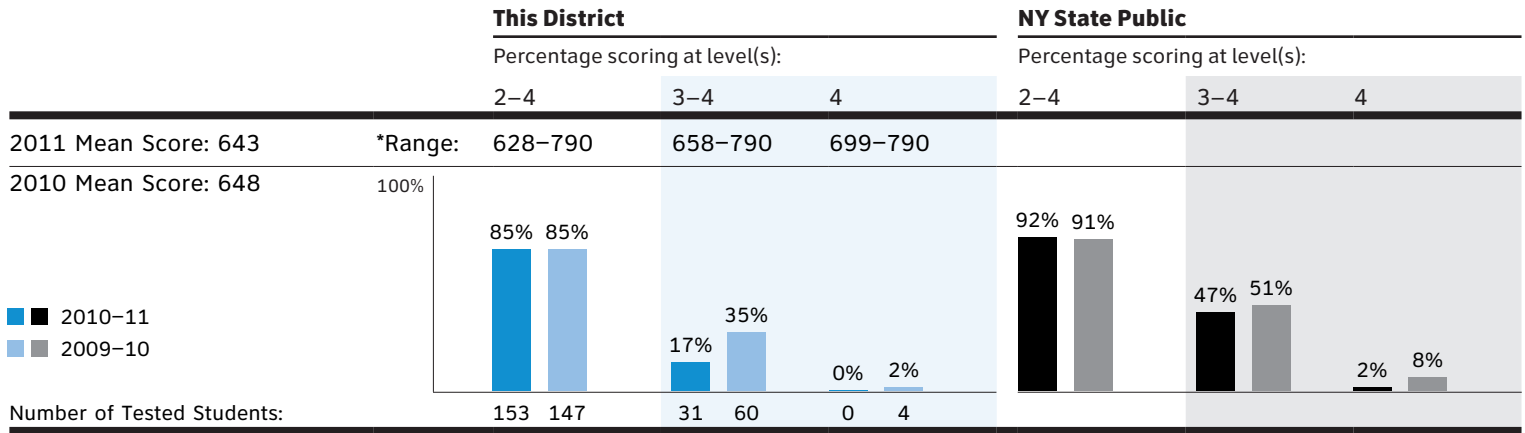
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	6	5	5	2

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

This District's Results in Grade 8 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
All Students	181	85%	17%	0%	173	85%	35%	2%
Female	93	82%	23%	0%	83	93%	42%	4%
Male	88	88%	11%	0%	90	78%	28%	1%
American Indian or Alaska Native								
Black or African American	114	87%	19%	0%	104	89%	32%	1%
Hispanic or Latino	67	81%	13%	0%	69	78%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	157	90%	20%	0%	154	88%	38%	3%
Students with Disabilities	24	50%	0%	0%	19	58%	5%	0%
English Proficient	163	88%	18%	0%	149	93%	40%	3%
Limited English Proficient	18	50%	6%	0%	24	38%	0%	0%
Economically Disadvantaged	88	88%	22%	0%	81	85%	33%	2%
Not Disadvantaged	93	82%	13%	0%	92	85%	36%	2%
Migrant								
Not Migrant	181	85%	17%	0%	173	85%	35%	2%

NOTES

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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 8 Equivalent	6	6	5	3	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	N/A	N/A	N/A	1	N/A	N/A	N/A

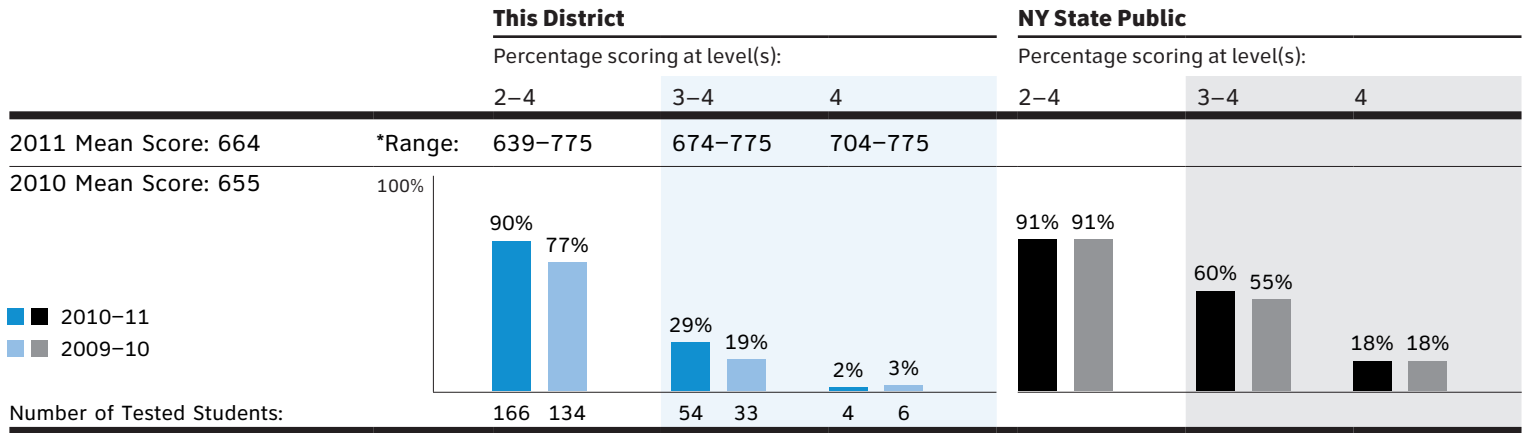
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	184	90%	29%	2%	173	77%	19%	3%
Female	93	90%	33%	3%	84	77%	21%	5%
Male	91	90%	25%	1%	89	78%	17%	2%
American Indian or Alaska Native								
Black or African American	114	90%	26%	3%	103	79%	15%	0%
Hispanic or Latino	70	90%	34%	1%	70	76%	26%	9%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	161	92%	33%	2%	154	82%	21%	4%
Students with Disabilities	23	78%	4%	0%	19	37%	0%	0%
English Proficient	163	93%	31%	2%	148	81%	22%	4%
Limited English Proficient	21	71%	14%	0%	25	56%	0%	0%
Economically Disadvantaged	88	94%	33%	2%	81	78%	20%	5%
Not Disadvantaged	96	86%	26%	2%	92	77%	18%	2%
Migrant								
Not Migrant	184	90%	29%	2%	173	77%	19%	3%

NOTES

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* 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	6	5	4	3	7	6	6	4

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

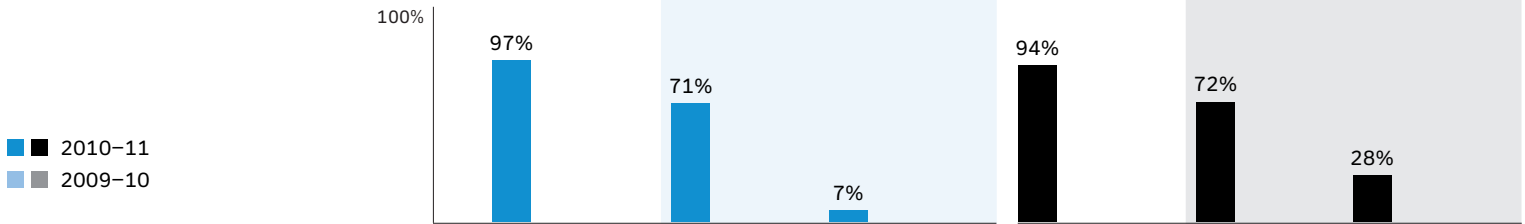
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

157 -

115 -

11 -

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	162	97%	71%	7%	165	92%	64%	10%
Female	85	98%	71%	7%	81	93%	62%	11%
Male	77	96%	71%	6%	84	90%	65%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	104	99%	72%	7%	97	91%	68%	6%
Hispanic or Latino	58	93%	69%	7%	68	93%	57%	15%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	141	96%	72%	8%	148	93%	68%	10%
Students with Disabilities	21	100%	62%	0%	17	76%	29%	6%
English Proficient	144	99%	76%	8%	142	94%	70%	11%
Limited English Proficient	18	83%	33%	0%	23	78%	22%	0%
Economically Disadvantaged	77	100%	83%	9%	76	93%	64%	9%
Not Disadvantaged	85	94%	60%	5%	89	90%	63%	10%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	162	97%	71%	7%	165	92%	64%	10%

NOTES

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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

	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	7
Regents Science	0	1

4 Overview of District Performance

District ROOSEVELT UNION FREE SCHOOL DISTRICT

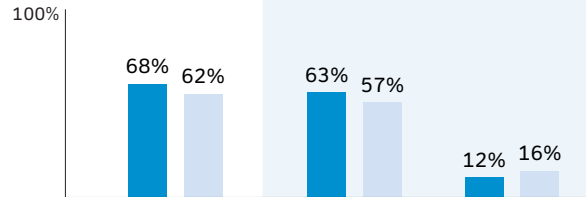
District ID 28-02-08-03-0000

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

This District

Percentage scoring at level(s):

2-4 3-4 4

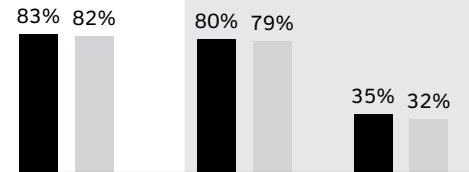


■ 2007 Cohort
■ 2006 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



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
All Students	219	68%	63%	12%	219	62%	57%	16%
Female	101	80%	77%	18%	102	70%	66%	22%
Male	118	58%	51%	8%	117	55%	49%	11%
American Indian or Alaska Native								
Black or African American	163	69%	63%	12%	165	68%	62%	17%
Hispanic or Latino	56	68%	63%	14%	54	43%	41%	13%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	178	75%	72%	15%	176	69%	66%	20%
Students with Disabilities	41	39%	24%	2%	43	30%	19%	0%
English Proficient	201	70%	64%	13%	200	65%	60%	18%
Limited English Proficient	18	56%	56%	0%	19	26%	21%	0%
Economically Disadvantaged	24	29%	25%	4%	91	69%	63%	22%
Not Disadvantaged	195	73%	68%	13%	128	56%	52%	12%
Migrant								
Not Migrant	219	68%	63%	12%	219	62%	57%	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.

* 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.

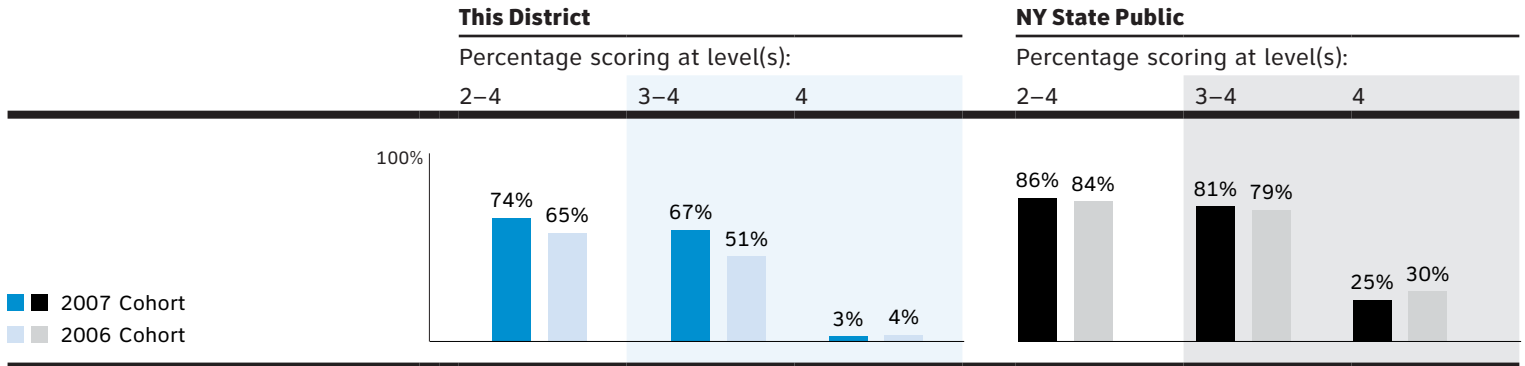
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

District ID **28-02-08-03-0000**

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
All Students	219	74%	67%	3%	219	65%	51%	4%
Female	101	82%	77%	2%	102	74%	61%	4%
Male	118	68%	58%	4%	117	57%	42%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	163	74%	67%	2%	165	68%	54%	5%
Hispanic or Latino	56	77%	68%	5%	54	54%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	178	81%	75%	4%	176	69%	54%	5%
Students with Disabilities	41	46%	32%	0%	43	49%	37%	0%
English Proficient	201	76%	69%	3%	200	67%	52%	4%
Limited English Proficient	18	61%	50%	0%	19	47%	37%	0%
Economically Disadvantaged	24	46%	33%	4%	91	75%	59%	3%
Not Disadvantaged	195	78%	71%	3%	128	58%	45%	4%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	219	74%	67%	3%	219	65%	51%	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.

* 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*.