



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **BINGHAMTON CITY SCHOOL
DISTRICT**

District ID **03-02-00-01-0000**

Superintendent **PEGGY WOZNIAK**

Telephone **(607) 762-8100**

Grades **K-12, UE, US**

This District's Report Card

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

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

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 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, and on high school graduation rate.

District **BINGHAMTON CITY SCHOOL DISTRICT**District ID **03-02-00-01-0000**

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

	2004-05	2005-06	2006-07
Pre-K	155	133	166
Kindergarten	538	567	538
Grade 1	518	522	515
Grade 2	443	512	488
Grade 3	449	437	482
Grade 4	464	468	395
Grade 5	454	457	435
Grade 6	463	471	443
Ungraded Elementary	80	73	88
Grade 7	448	492	458
Grade 8	432	460	454
Grade 9	484	473	464
Grade 10	432	475	438
Grade 11	447	409	431
Grade 12	382	406	350
Ungraded Secondary	37	13	54
Total K-12	6071	6235	6033

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	17	19	19
Grade 8			
English	21	22	21
Mathematics	20	20	21
Science	22	22	22
Social Studies	21	21	22
Grade 10			
English	20	22	20
Mathematics	20	20	18
Science	21	22	21
Social Studies	23	22	22

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 BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	3235	53%	3405	55%	2951	49%
Reduced-Price Lunch	585	10%	657	11%	556	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	303	5%	265	4%	253	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	8	0%	14	0%
Black or African American	1377	23%	1459	23%	1460	24%
Hispanic or Latino	372	6%	411	7%	402	7%
Asian or Native Hawaiian/Other Pacific Islander	221	4%	229	4%	220	4%
White	4098	68%	4128	66%	3821	63%
Multiracial**	N/A	N/A	N/A	N/A	116	2%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		93%
Student Suspensions	399	7%	742	12%	645	10%

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 BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	558	549	531
Percent with No Valid Teaching Certificate	1%	1%	2%
Percent Teaching Out of Certification	2%	2%	2%
Percent with Fewer Than Three Years of Experience	7%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	13%	15%
Total Number of Core Classes*	N/A	1991	1331
Percent Not Taught by Highly Qualified Teachers	N/A	2%	4%
Total Number of Classes	1813	1762	1799
Percent Taught by Teachers Without Appropriate Certification	3%	2%	3%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	18%	8%
Turnover Rate of All Teachers	11%	15%	8%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	50	55	53
Total Paraprofessionals*	289	286	299
Assistant Principals	7	8	7
Principals	10	10	10

* 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. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that 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 2006–07, 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: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2006–07 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 2003 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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 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, 2007, are not included in the 2003 school accountability cohort. The 2003 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 (PI) 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 AMO's 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.)

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 (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (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.emsc.nysed.gov/irts.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

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:

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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 (2007–08)

Improvement (Year 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
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	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✓	—
Hispanic or Latino	✓	✓	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓	✓	—	✗	✗	—
Limited English Proficient	✓	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 3 of 5	✗ 4 of 5	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2007-08)  Improvement (Year 3)

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made 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 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]




How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (2796:2658)			99%		151	120	
Ethnicity							
American Indian or Alaska Native (15:13)	—	—	—	—	—	—	—
Black or African American (684:647)			99%		135	118	
Hispanic or Latino (202:182)			96%		129	114	
Asian or Native Hawaiian/Other Pacific Islander (96:92)			100%		158	112	
White (1799:1724)			99%		159	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (469:435)			97%		93	117	101 104
Limited English Proficient ⁵ (99:137)			95%		121	113	
Economically Disadvantaged (1696:1657)			99%		139	119	
Final AYP Determination	 8 of 8						

NOTES


- These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
 - Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
 - If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.
 - If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (2794:2634)			99%		157	84	
Ethnicity							
American Indian or Alaska Native (16:13)	—	—	—	—	—	—	—
Black or African American (684:638)			99%		139	82	
Hispanic or Latino (204:184)			99%		138	78	
Asian or Native Hawaiian/Other Pacific Islander (92:90)			100%		171	76	
White (1798:1709)			99%		165	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (471:432)			98%		101	81	
Limited English Proficient ⁵ (94:143)			99%		148	77	
Economically Disadvantaged (1687:1640)			99%		147	83	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status
















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (900:816)		Qualified		97%		175	100	
Ethnicity								
American Indian or Alaska Native (8:5)	—	—	—	—	—	—	—	—
Black or African American (227:202)		Qualified		96%		163	100	
Hispanic or Latino (62:50)		Qualified		92%		156	100	
Asian or Native Hawaiian/Other Pacific Islander (34:32)	—	—	—	—		175	100	
White (569:527)		Qualified		97%		182	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (174:139)		Qualified		90%		141	100	
Limited English Proficient ⁴ (31:28)	—	—	—	—	—	—	—	—
Economically Disadvantaged (553:519)		Qualified		96%		169	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts
















Accountability Status for This Subject (2007–08)  Improvement (Year 3)

Accountability Measures 3 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 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (359:325)			99%		172	153	
Ethnicity							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (75:73)			100%		144	148	148 [‡] 150
Hispanic or Latino (11:9)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (20:16)	—	—	—	—	—	—	—
White (252:227)			98%		181	152	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (34:58)		—	—		86	146	97 [‡] 97
Limited English Proficient ⁴ (7:6)	—	—	—	—	—	—	—
Economically Disadvantaged (147:134)			98%		151	150	
Final AYP Determination	 3 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status
















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 4 of 5 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08	
(12th Graders: 2003 Cohort) ¹								
All Students (359:325)			98%		173	146		
Ethnicity								
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—	
Black or African American (75:73)			96%		148	141		
Hispanic or Latino (11:9)	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (20:16)	—	—	—	—	—	—	—	
White (252:227)			98%		182	145		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (34:58)		—	—		95	139	106 [‡] 106	
Limited English Proficient ⁴ (7:6)	—	—	—	—	—	—	—	
Economically Disadvantaged (147:134)			97%		154	143		
Final AYP Determination		4 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (385)			72%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (60)			47%	55%	55%	48%
Hispanic or Latino (14)	–	–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (13)	–	–	–	–		
White (298)			77%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (61)			36%	55%	46%	37%
Limited English Proficient ³ (10)	–	–	–	–		
Economically Disadvantaged (145)			56%	55%		
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

New York State Status

Good Standing

8 schools identified 80% of total

BENJAMIN FRANKLIN ELEMENTARY SCHOOL
CALVIN COOLIDGE SCHOOL
HORACE MANN SCHOOL
MACARTHUR SCHOOL
THEODORE ROOSEVELT SCHOOL
THOMAS JEFFERSON SCHOOL
WEST MIDDLE SCHOOL
WOODROW WILSON SCHOOL

Improvement (Year 1)

1 school identified 10% of total

EAST MIDDLE SCHOOL

Requiring Academic Progress (Year 5)

1 school identified 10% of total

BINGHAMTON HIGH SCHOOL

District BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	60%			495
Grade 4	65%			405
Grade 5	68%			450
Grade 6	53%			444
Grade 7	49%			452
Grade 8	50%			461
Mathematics				
Grade 3	79%			495
Grade 4	76%			416
Grade 5	66%			450
Grade 6	62%			448
Grade 7	60%			457
Grade 8	52%			462
Science				
Grade 4	88%			410
Grade 8	68%			440

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	67%			419
Mathematics	66%			419

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

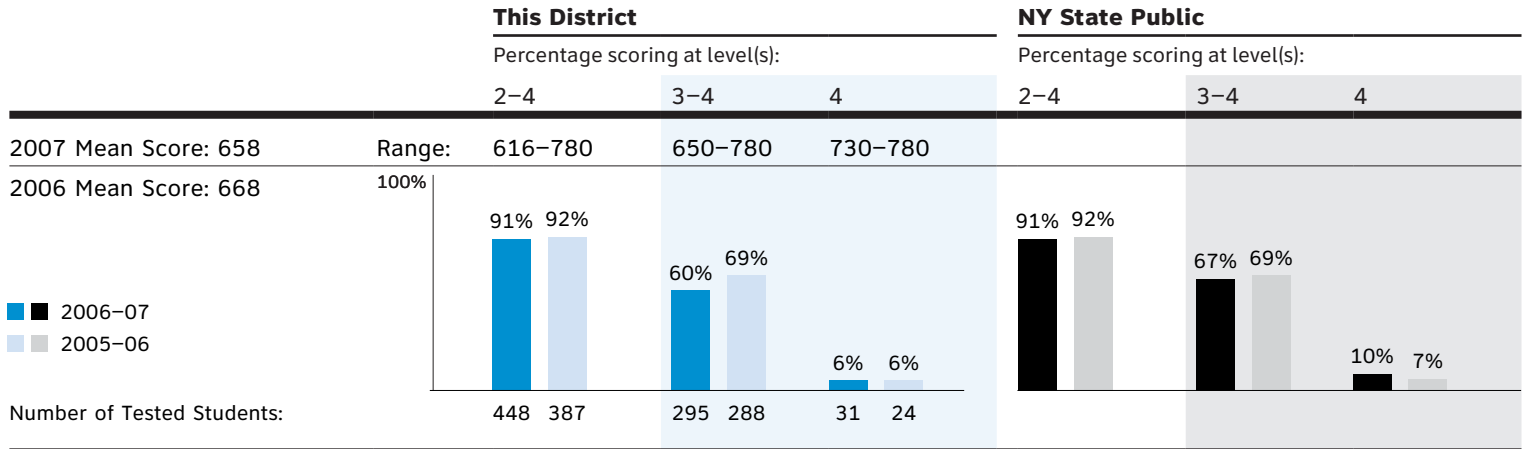
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	495	91%	60%	6%	419	92%	69%	6%
Female	240	92%	60%	8%	215	91%	74%	9%
Male	255	89%	60%	4%	204	94%	63%	2%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	124	91%	48%	2%	121	93%	60%	4%
Hispanic or Latino	45	78%	40%	7%	31	68%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	7	-	-	-
White	306	92%	66%	8%	258	95%	76%	7%
Multiracial								
Small Group Totals	20	100%	75%	0%	9	89%	78%	0%
General-Education Students	437	94%	65%	7%	370	95%	74%	6%
Students with Disabilities	58	62%	16%	0%	49	71%	27%	0%
English Proficient	466	92%	61%	7%	418	-	-	-
Limited English Proficient	29	69%	38%	0%	1	-	-	-
Economically Disadvantaged	328	89%	54%	4%	303	91%	63%	5%
Not Disadvantaged	167	94%	70%	10%	116	96%	84%	9%
Migrant					1	-	-	-
Not Migrant	495	91%	60%	6%	418	-	-	-

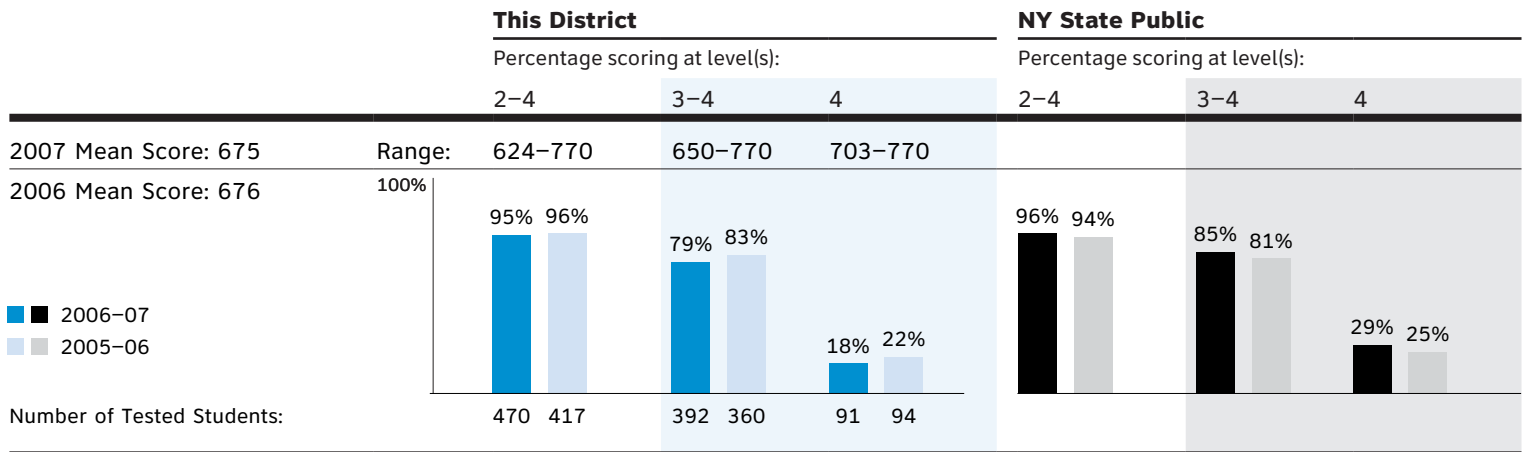
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	6	6	6	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

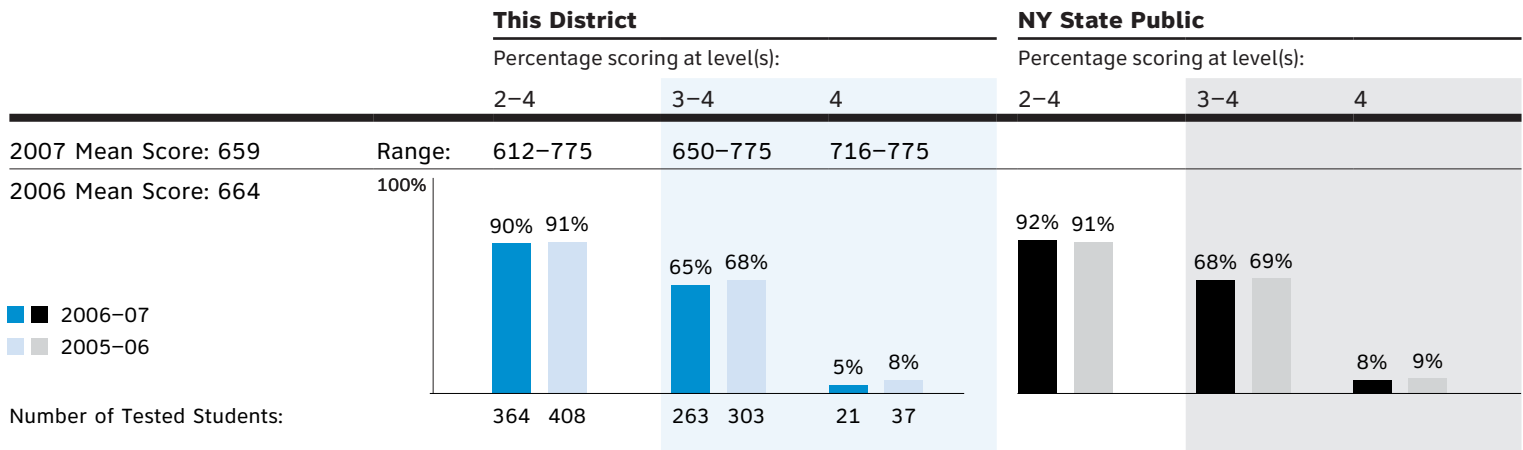
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	495	95%	79%	18%	436	96%	83%	22%
Female	241	95%	79%	15%	221	95%	83%	22%
Male	254	94%	80%	22%	215	96%	82%	21%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	124	92%	70%	11%	121	93%	72%	14%
Hispanic or Latino	46	98%	63%	13%	35	86%	66%	11%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	12	-	-	-
White	303	96%	85%	22%	266	98%	89%	26%
Multiracial								
Small Group Totals	22	95%	86%	18%	14	100%	86%	29%
General-Education Students	436	97%	84%	21%	385	96%	85%	24%
Students with Disabilities	59	80%	44%	2%	51	92%	65%	2%
English Proficient	464	95%	79%	19%	415	96%	83%	22%
Limited English Proficient	31	100%	77%	13%	21	90%	71%	14%
Economically Disadvantaged	325	95%	77%	15%	318	95%	80%	17%
Not Disadvantaged	170	95%	84%	24%	118	97%	90%	33%
Migrant					1	-	-	-
Not Migrant	495	95%	79%	18%	435	-	-	-

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	6	5	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	405	90%	65%	5%	448	91%	68%	8%
Female	200	92%	67%	9%	204	94%	74%	13%
Male	205	88%	63%	2%	244	89%	63%	5%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	111	84%	51%	5%	115	86%	51%	3%
Hispanic or Latino	33	79%	33%	3%	23	96%	70%	4%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	11	-	-	-
White	246	94%	76%	6%	296	93%	74%	10%
Multiracial								
Small Group Totals	15	87%	47%	0%	14	93%	57%	7%
General-Education Students	348	94%	71%	6%	388	95%	74%	9%
Students with Disabilities	57	65%	28%	2%	60	65%	27%	2%
English Proficient	388	90%	66%	5%	447	-	-	-
Limited English Proficient	17	82%	29%	0%	1	-	-	-
Economically Disadvantaged	269	89%	59%	5%	290	87%	60%	4%
Not Disadvantaged	136	91%	76%	6%	158	99%	82%	15%
Migrant								
Not Migrant	405	90%	65%	5%	448	91%	68%	8%

NOTES

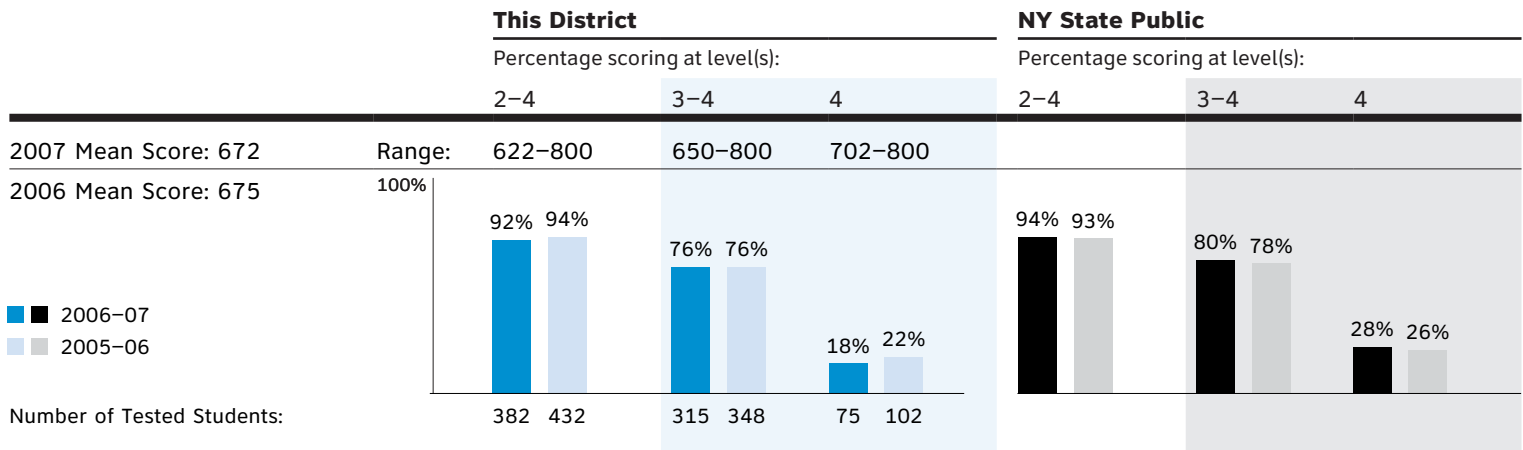
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Other Assessments

	2006-07 School Year				2005-06 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	12	12	12	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	416	92%	76%	18%	460	94%	76%	22%
Female	206	93%	75%	18%	212	95%	76%	18%
Male	210	90%	77%	18%	248	93%	75%	25%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	113	87%	66%	8%	113	93%	63%	8%
Hispanic or Latino	35	83%	54%	9%	28	86%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	13	-	-	-
White	252	95%	83%	23%	303	95%	82%	28%
Multiracial								
Small Group Totals	16	94%	69%	31%	16	100%	75%	38%
General-Education Students	356	95%	80%	20%	396	95%	81%	24%
Students with Disabilities	60	75%	52%	5%	64	84%	44%	9%
English Proficient	396	92%	77%	18%	446	94%	76%	22%
Limited English Proficient	20	95%	50%	10%	14	93%	50%	14%
Economically Disadvantaged	271	91%	72%	15%	302	91%	69%	19%
Not Disadvantaged	145	93%	82%	23%	158	99%	89%	29%
Migrant								
Not Migrant	416	92%	76%	18%	460	94%	76%	22%

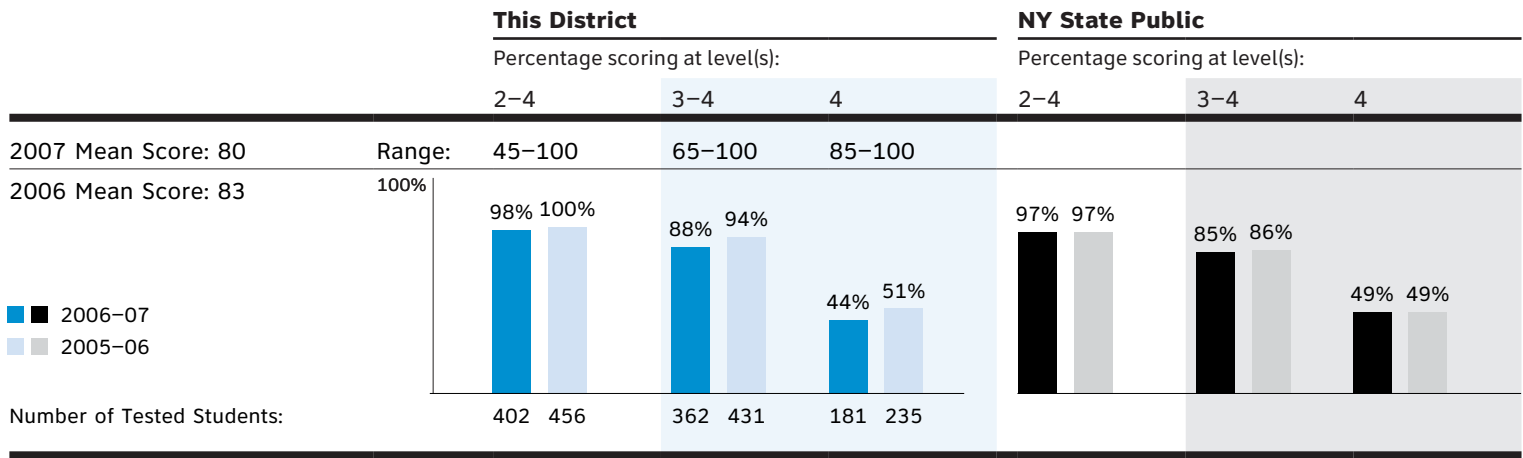
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	12	12	12	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 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	410	98%	88%	44%	458	100%	94%	51%
Female	205	99%	88%	43%	210	100%	95%	51%
Male	205	98%	88%	45%	248	99%	93%	52%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	110	97%	82%	29%	110	100%	92%	32%
Hispanic or Latino	34	94%	79%	12%	28	96%	82%	39%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	13	-	-	-
White	250	99%	93%	56%	304	100%	96%	61%
Multiracial								
Small Group Totals	16	100%	81%	31%	16	100%	100%	31%
General-Education Students	349	99%	91%	49%	392	100%	95%	55%
Students with Disabilities	61	93%	74%	18%	66	98%	89%	27%
English Proficient	391	98%	88%	45%	444	100%	95%	52%
Limited English Proficient	19	100%	95%	32%	14	100%	71%	29%
Economically Disadvantaged	266	98%	87%	39%	301	99%	91%	41%
Not Disadvantaged	144	98%	90%	53%	157	100%	100%	71%
Migrant								
Not Migrant	410	98%	88%	44%	458	100%	94%	51%

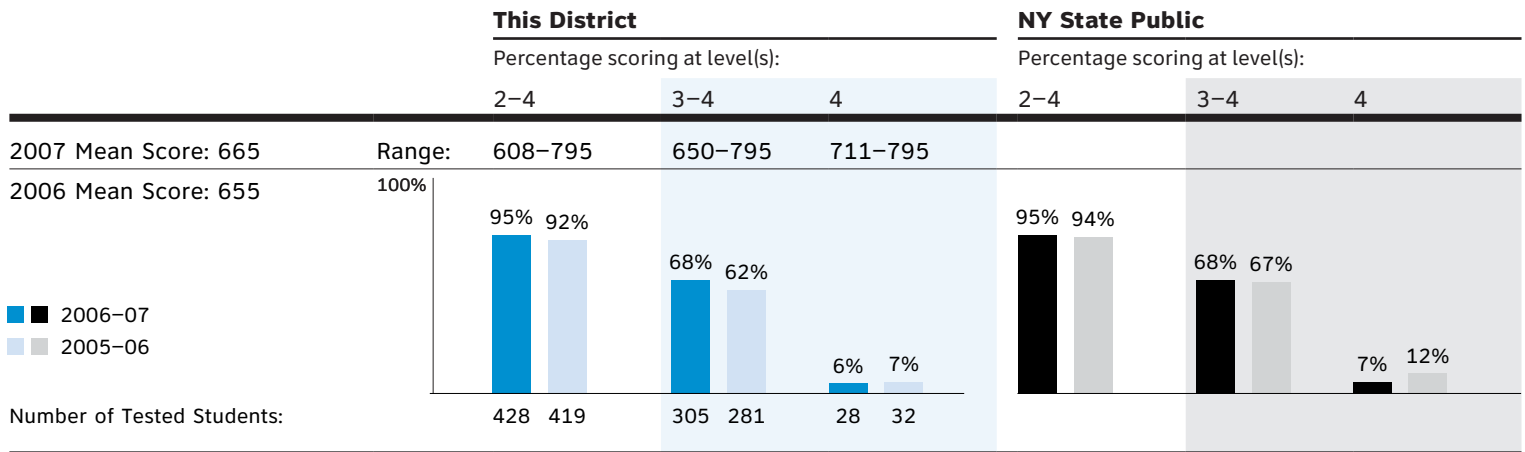
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	12	12	12	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	450	95%	68%	6%	456	92%	62%	7%
Female	204	96%	75%	7%	225	92%	63%	10%
Male	246	94%	62%	6%	231	91%	61%	4%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	103	98%	51%	1%	103	90%	46%	2%
Hispanic or Latino	33	88%	58%	3%	32	88%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	11	-	-	-
White	296	95%	75%	8%	309	93%	68%	9%
Multiracial								
Small Group Totals	18	94%	61%	6%	12	100%	67%	0%
General-Education Students	382	98%	75%	7%	374	97%	70%	9%
Students with Disabilities	68	76%	28%	0%	82	68%	24%	0%
English Proficient	437	95%	69%	6%	452	-	-	-
Limited English Proficient	13	85%	31%	0%	4	-	-	-
Economically Disadvantaged	267	93%	60%	4%	283	88%	51%	2%
Not Disadvantaged	183	98%	79%	10%	173	98%	80%	14%
Migrant								
Not Migrant	450	95%	68%	6%	456	92%	62%	7%

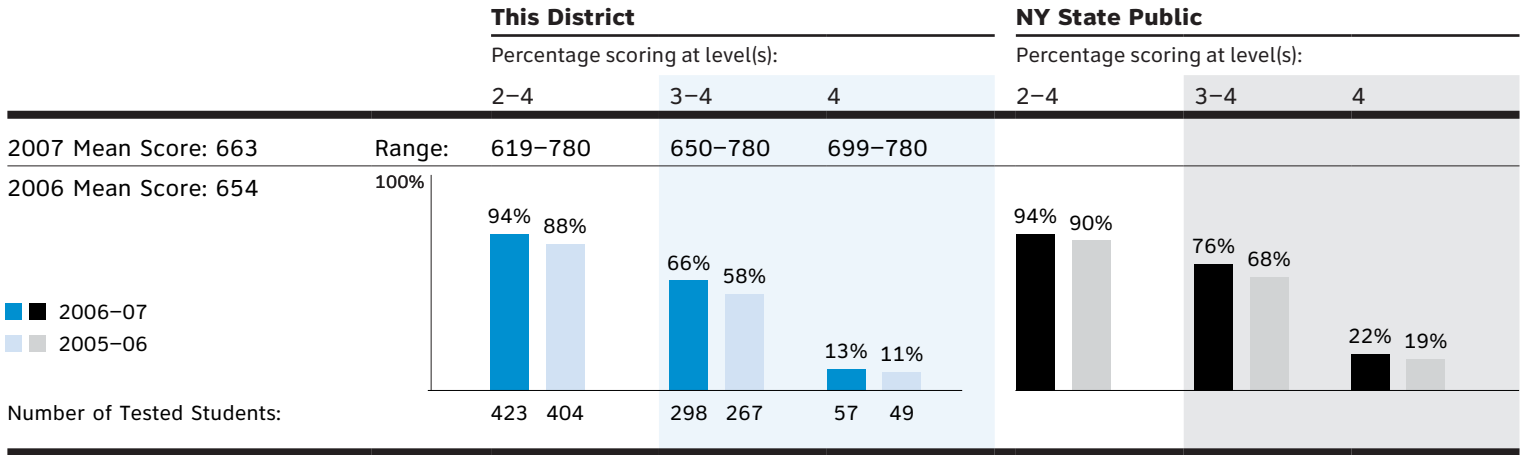
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	8	8	8	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

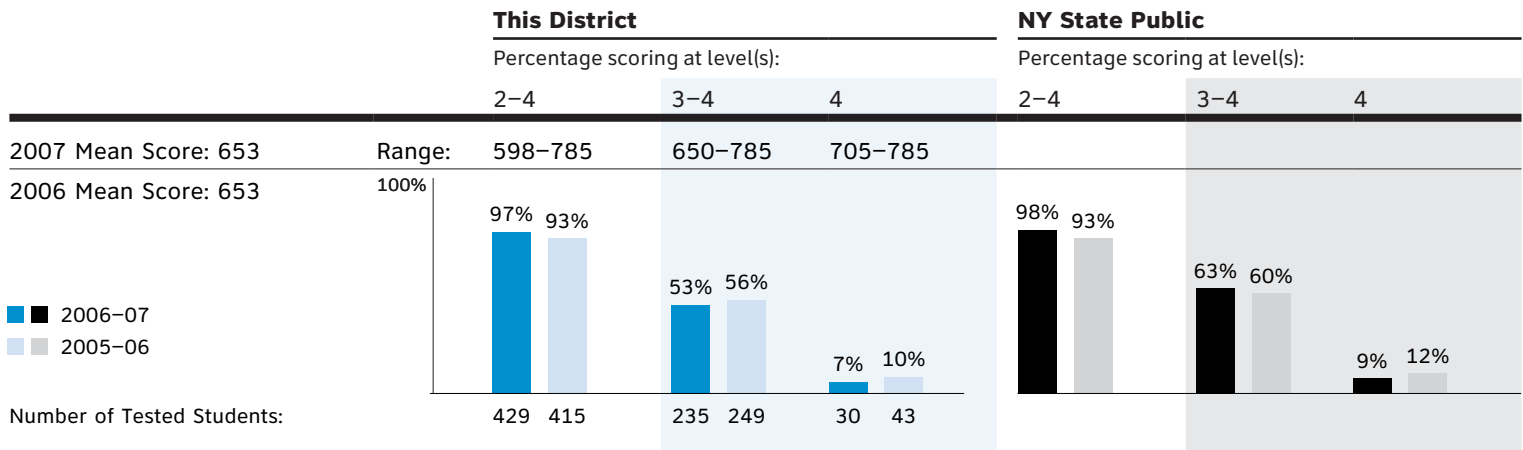
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	450	94%	66%	13%	461	88%	58%	11%
Female	205	94%	67%	13%	227	89%	59%	9%
Male	245	94%	66%	12%	234	86%	57%	12%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	100	87%	53%	4%	101	82%	47%	6%
Hispanic or Latino	37	86%	51%	8%	39	82%	46%	8%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	13	-	-	-
White	296	97%	73%	16%	307	90%	63%	12%
Multiracial								
Small Group Totals	17	100%	65%	18%	14	86%	71%	29%
General-Education Students	383	96%	72%	14%	378	90%	66%	13%
Students with Disabilities	67	82%	33%	3%	83	76%	23%	1%
English Proficient	435	94%	68%	13%	444	89%	60%	11%
Limited English Proficient	15	80%	27%	0%	17	53%	6%	0%
Economically Disadvantaged	265	92%	61%	9%	288	83%	47%	5%
Not Disadvantaged	185	97%	74%	18%	173	95%	76%	21%
Migrant								
Not Migrant	450	94%	66%	13%	461	88%	58%	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.

Other Assessments

	2006-07 School Year				2005-06 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	8	8	8	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	444	97%	53%	7%	446	93%	56%	10%
Female	225	96%	59%	8%	224	94%	61%	12%
Male	219	97%	47%	5%	222	92%	51%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	109	98%	35%	0%	101	89%	38%	3%
Hispanic or Latino	31	97%	48%	13%	26	85%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	20%	14	100%	50%	0%
White	294	96%	60%	8%	305	95%	64%	13%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	372	99%	60%	8%	386	98%	63%	11%
Students with Disabilities	72	83%	18%	0%	60	60%	10%	0%
English Proficient	435	97%	54%	7%	440	93%	57%	10%
Limited English Proficient	9	89%	0%	0%	6	67%	0%	0%
Economically Disadvantaged	254	96%	41%	2%	270	90%	46%	4%
Not Disadvantaged	190	98%	69%	13%	176	98%	72%	18%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	444	97%	53%	7%	446	93%	56%	10%

NOTES

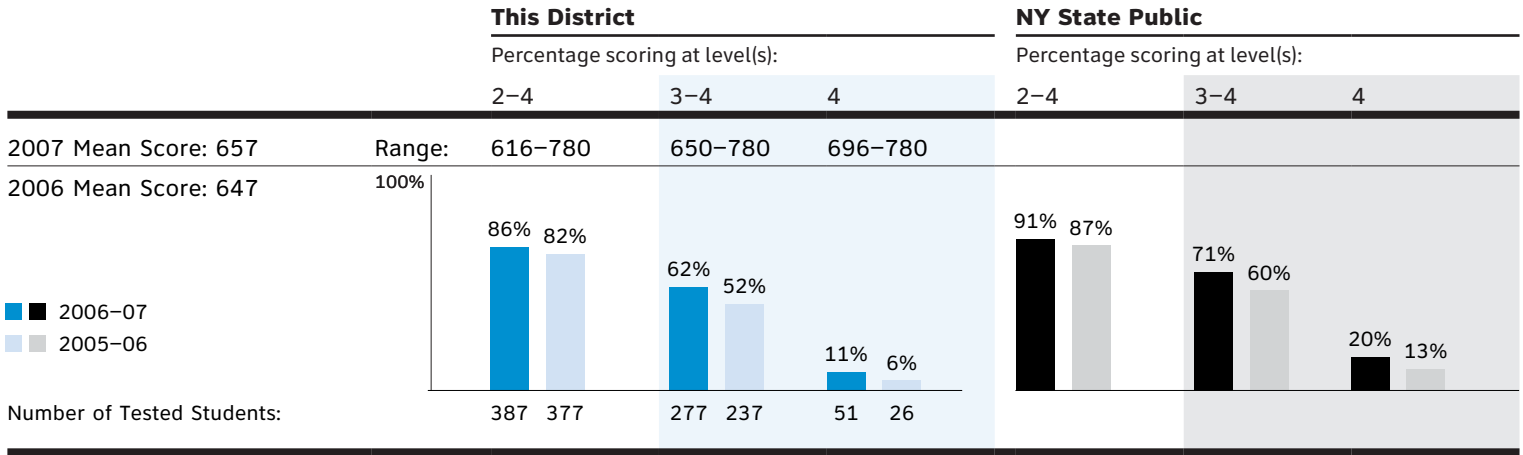
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

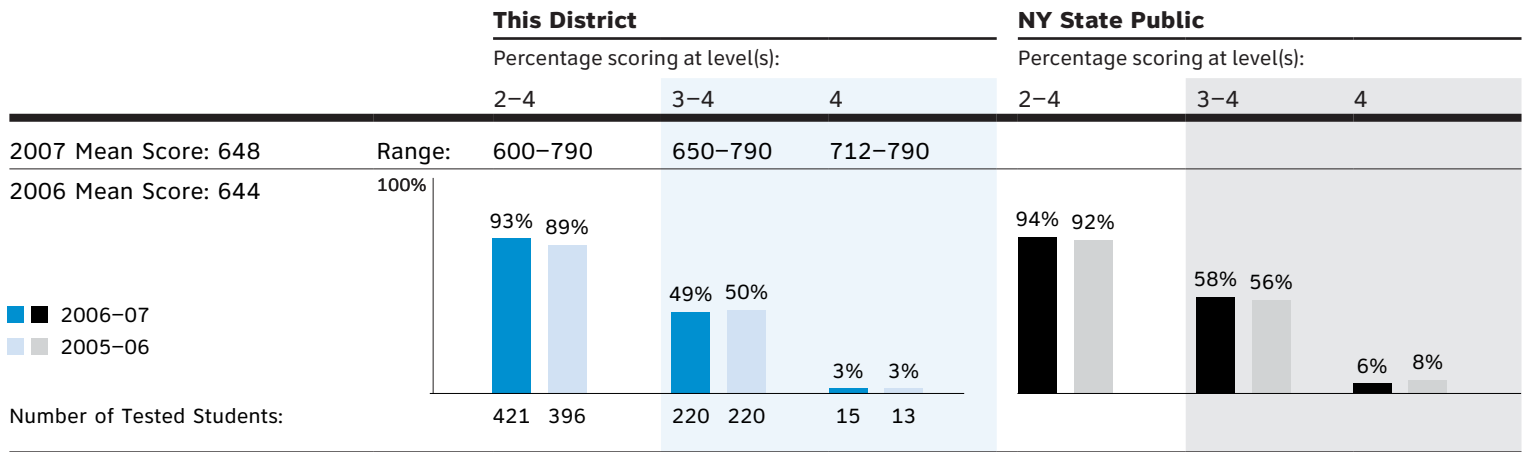
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	448	86%	62%	11%	458	82%	52%	6%
Female	224	87%	66%	9%	228	84%	51%	4%
Male	224	86%	58%	13%	230	81%	53%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American	114	82%	50%	4%	107	79%	29%	0%
Hispanic or Latino	30	77%	47%	10%	27	67%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	80%	30%	13	-	-	-
White	294	89%	67%	14%	310	84%	60%	8%
Multiracial								
Small Group Totals					14	100%	79%	0%
General-Education Students	376	91%	69%	13%	390	90%	59%	7%
Students with Disabilities	72	61%	22%	3%	68	40%	9%	0%
English Proficient	439	87%	63%	12%	449	83%	53%	6%
Limited English Proficient	9	33%	22%	0%	9	33%	11%	0%
Economically Disadvantaged	257	82%	51%	5%	281	77%	43%	4%
Not Disadvantaged	191	92%	76%	20%	177	92%	66%	8%
Migrant								
Not Migrant	448	86%	62%	11%	458	82%	52%	6%

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

	2006-07 School Year				2005-06 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	5	5	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	452	93%	49%	3%	444	89%	50%	3%
Female	224	96%	54%	4%	220	90%	47%	5%
Male	228	90%	43%	2%	224	89%	52%	1%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	107	90%	29%	1%	102	84%	31%	0%
Hispanic or Latino	22	100%	41%	5%	21	71%	19%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	20	-	-	-
White	305	94%	56%	4%	298	92%	58%	4%
Multiracial								
Small Group Totals	18	94%	50%	6%	23	87%	52%	0%
General-Education Students	382	98%	55%	4%	377	95%	56%	3%
Students with Disabilities	70	67%	14%	0%	67	58%	12%	1%
English Proficient	448	-	-	-	435	90%	51%	3%
Limited English Proficient	4	-	-	-	9	67%	0%	0%
Economically Disadvantaged	256	91%	35%	2%	274	84%	34%	1%
Not Disadvantaged	196	96%	66%	5%	170	97%	74%	6%
Migrant								
Not Migrant	452	93%	49%	3%	444	89%	50%	3%

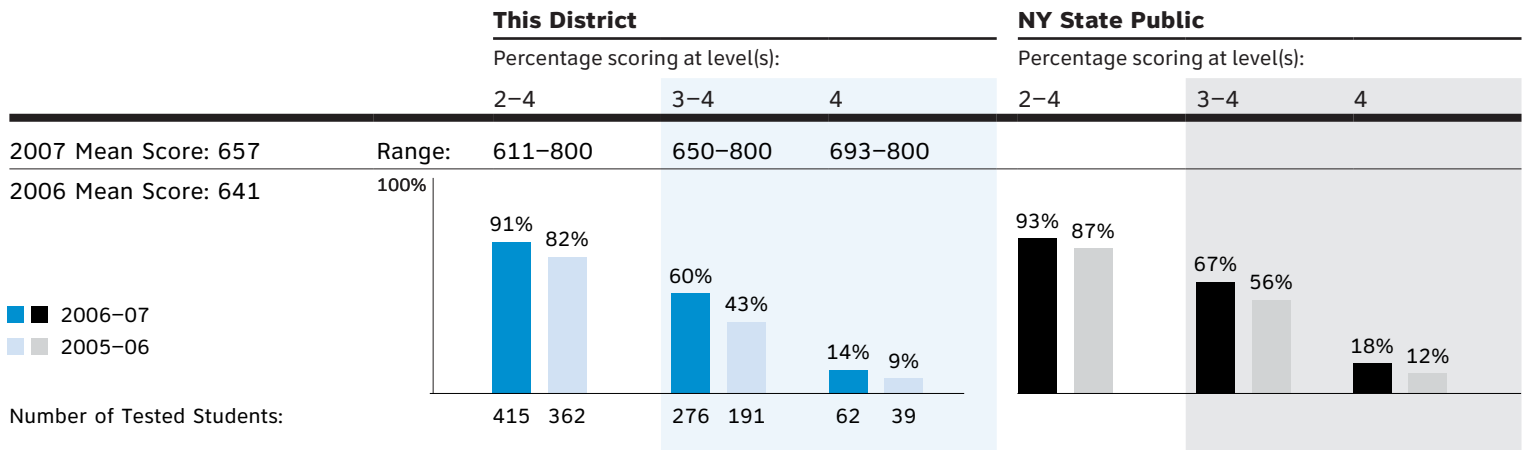
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	6	6	6	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	457	91%	60%	14%	440	82%	43%	9%
Female	228	92%	62%	11%	218	84%	45%	12%
Male	229	90%	59%	16%	222	81%	41%	6%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	106	86%	43%	3%	102	66%	20%	1%
Hispanic or Latino	24	88%	42%	0%	22	73%	14%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	20	-	-	-
White	309	93%	67%	18%	293	88%	53%	12%
Multiracial								
Small Group Totals	18	89%	78%	11%	23	91%	57%	13%
General-Education Students	387	96%	69%	16%	378	87%	48%	10%
Students with Disabilities	70	63%	13%	1%	62	53%	15%	2%
English Proficient	451	91%	61%	14%	425	83%	45%	9%
Limited English Proficient	6	83%	33%	0%	15	67%	0%	0%
Economically Disadvantaged	257	88%	49%	11%	270	75%	28%	3%
Not Disadvantaged	200	95%	75%	18%	170	94%	68%	19%
Migrant								
Not Migrant	457	91%	60%	14%	440	82%	43%	9%

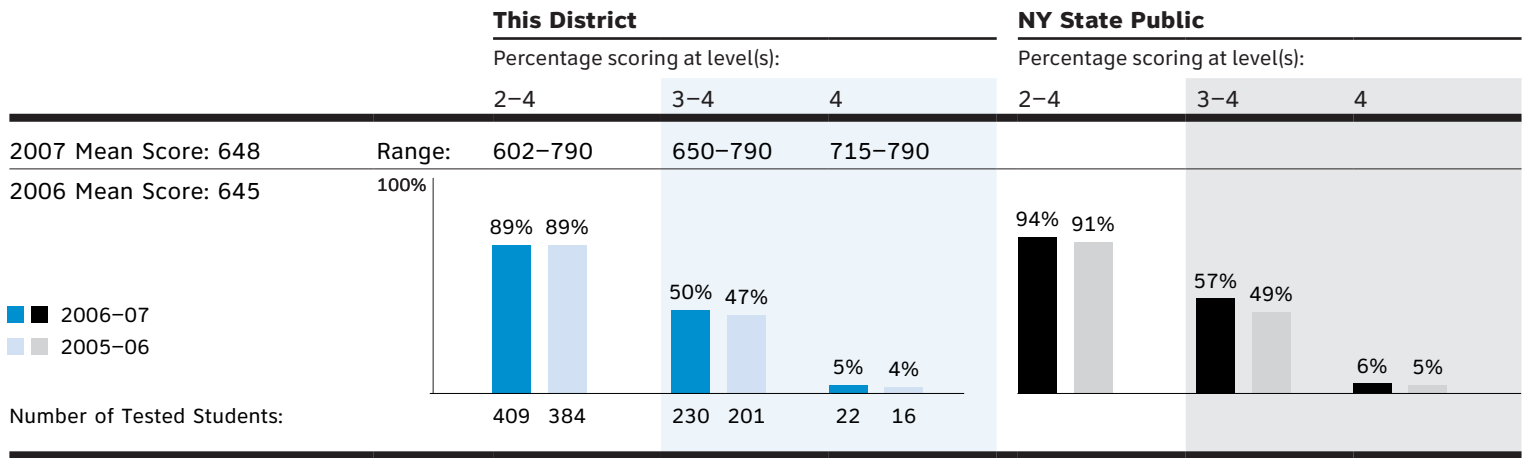
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	6	6	5	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	461	89%	50%	5%	432	89%	47%	4%
Female	231	91%	50%	7%	222	93%	50%	4%
Male	230	86%	50%	2%	210	84%	42%	4%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	104	87%	33%	1%	96	84%	30%	2%
Hispanic or Latino	26	77%	42%	0%	35	80%	34%	0%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	16	-	-	-
White	309	90%	56%	6%	284	92%	53%	5%
Multiracial								
Small Group Totals	22	95%	50%	5%	17	88%	59%	0%
General-Education Students	373	97%	60%	6%	341	94%	57%	5%
Students with Disabilities	88	55%	7%	0%	91	68%	8%	0%
English Proficient	450	89%	51%	5%	425	90%	47%	4%
Limited English Proficient	11	82%	9%	0%	7	29%	0%	0%
Economically Disadvantaged	270	84%	35%	1%	252	83%	32%	1%
Not Disadvantaged	191	95%	71%	9%	180	97%	67%	8%
Migrant								
Not Migrant	461	89%	50%	5%	432	89%	47%	4%

NOTES

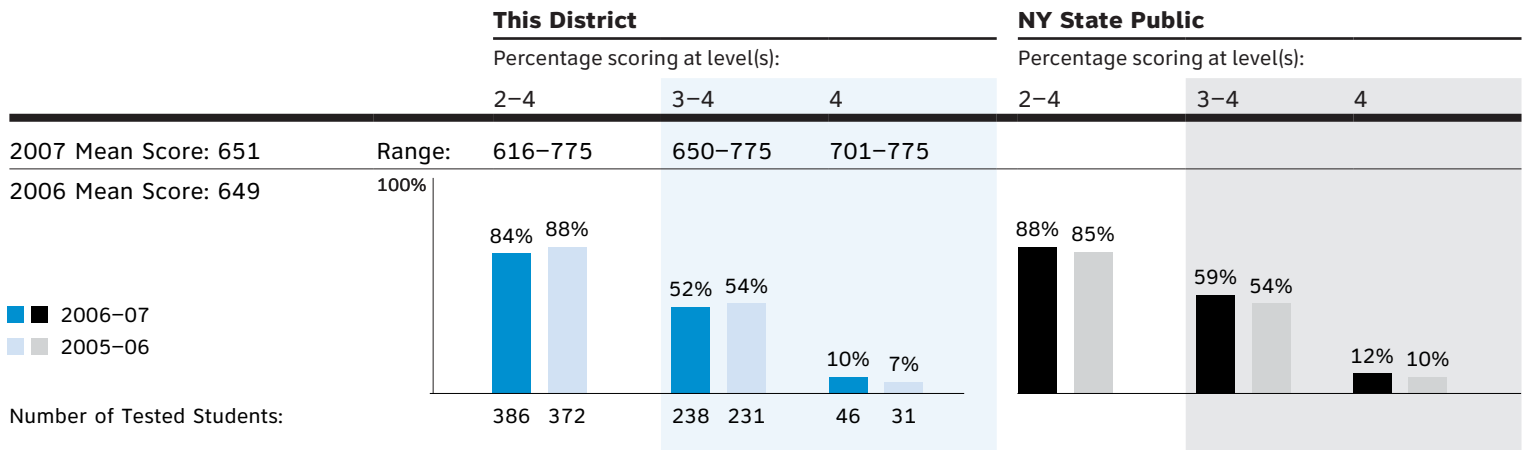
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Other Assessments

	2006-07 School Year				2005-06 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	7	7	6	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	462	84%	52%	10%	425	88%	54%	7%
Female	233	85%	51%	12%	219	90%	56%	9%
Male	229	82%	52%	8%	206	84%	53%	5%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	104	72%	33%	1%	92	82%	40%	3%
Hispanic or Latino	27	78%	26%	0%	33	82%	36%	9%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	17	-	-	-
White	308	88%	59%	13%	282	89%	60%	8%
Multiracial								
Small Group Totals	23	87%	65%	17%	18	100%	67%	11%
General-Education Students	371	92%	60%	12%	336	95%	65%	9%
Students with Disabilities	91	48%	19%	0%	89	61%	13%	0%
English Proficient	450	84%	52%	10%	412	88%	55%	8%
Limited English Proficient	12	83%	50%	17%	13	77%	38%	0%
Economically Disadvantaged	267	76%	40%	3%	249	81%	42%	4%
Not Disadvantaged	195	93%	67%	19%	176	97%	72%	13%
Migrant								
Not Migrant	462	84%	52%	10%	425	88%	54%	7%

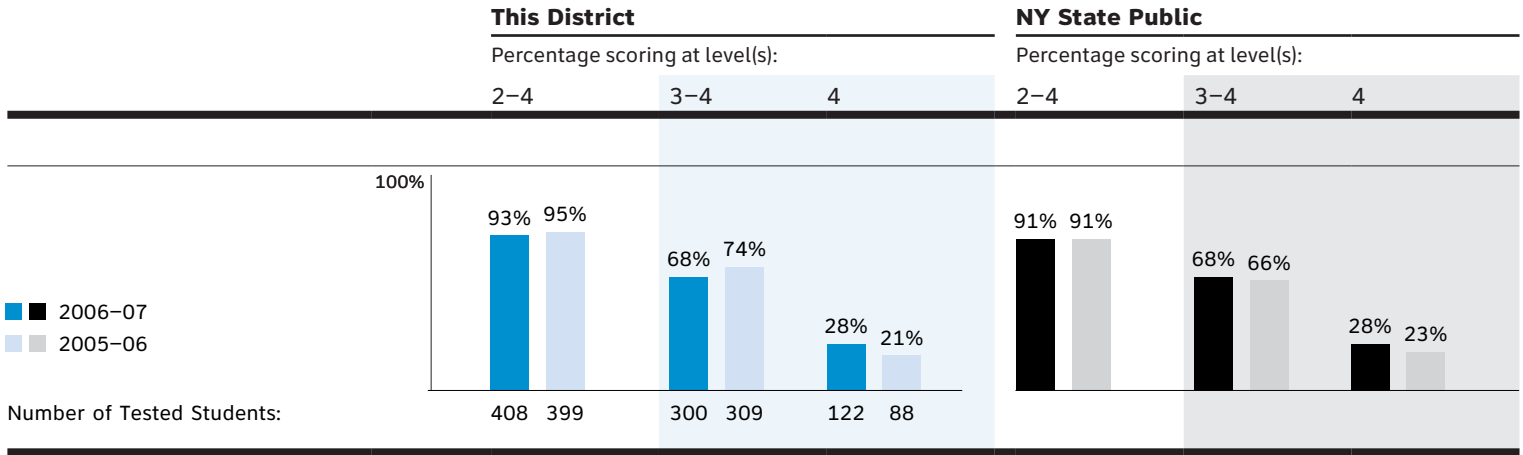
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	7	7	6	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

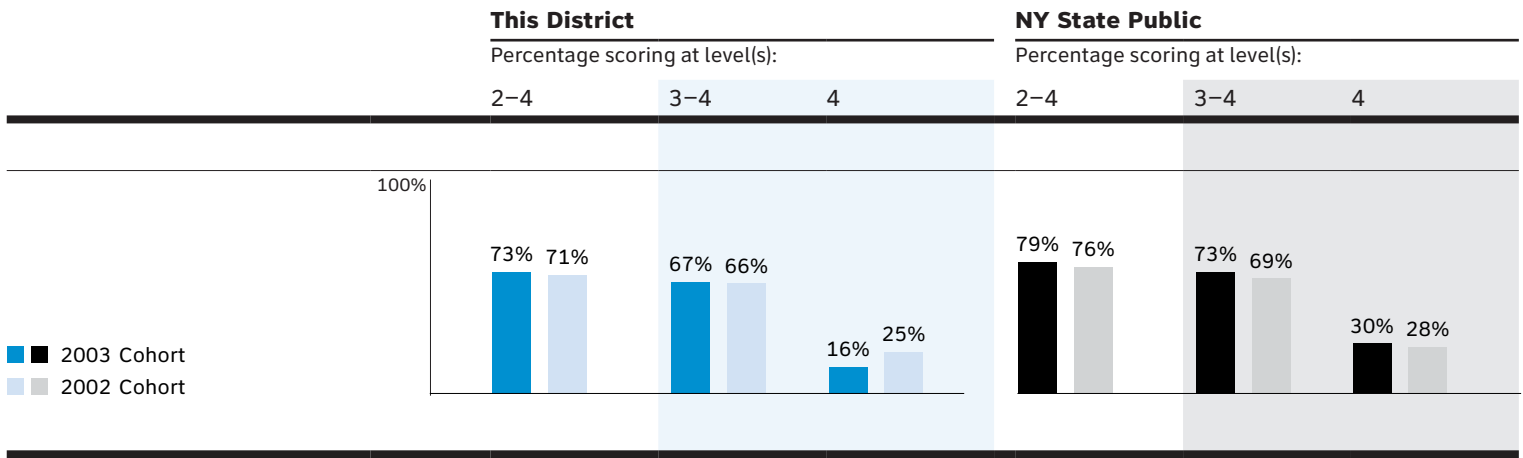
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	440	93%	68%	28%	418	95%	74%	21%
Female	225	93%	65%	25%	215	98%	73%	19%
Male	215	93%	72%	30%	203	93%	75%	23%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	99	89%	52%	11%	93	92%	57%	6%
Hispanic or Latino	23	83%	43%	13%	30	97%	53%	17%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	18	-	-	-
White	295	94%	76%	34%	276	96%	81%	26%
Multiracial								
Small Group Totals	23	100%	65%	39%	19	95%	84%	32%
General-Education Students	364	97%	76%	33%	339	97%	81%	26%
Students with Disabilities	76	71%	32%	1%	79	90%	44%	0%
English Proficient	428	93%	70%	28%	405	96%	75%	21%
Limited English Proficient	12	100%	8%	8%	13	77%	38%	8%
Economically Disadvantaged	246	91%	59%	12%	237	93%	62%	11%
Not Disadvantaged	194	95%	80%	48%	181	99%	89%	34%
Migrant								
Not Migrant	440	93%	68%	28%	418	95%	74%	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.

Other Assessments

	2006-07 School Year				2005-06 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	7	7	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



Results by Student Group

	2003 Cohort				2002 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	419	73%	67%	16%	474	71%	66%	25%
Female	204	79%	75%	25%	243	77%	74%	29%
Male	215	67%	58%	8%	231	65%	59%	21%
American Indian or Alaska Native								
Black or African American	94	64%	54%	9%	75	57%	53%	17%
Hispanic or Latino	25	40%	36%	0%	18	61%	56%	17%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	94%	6%	16	81%	69%	0%
White	282	77%	72%	21%	365	74%	70%	28%
Multiracial								
Small Group Totals								
General-Education Students	335	85%	79%	20%	386	83%	78%	31%
Students with Disabilities	84	25%	15%	1%	88	19%	14%	1%
English Proficient	409	74%	67%	16%	462	71%	66%	26%
Limited English Proficient	10	50%	30%	0%	12	75%	67%	0%
Economically Disadvantaged	184	63%	57%	8%	180	63%	56%	12%
Not Disadvantaged	235	81%	74%	22%	294	76%	73%	33%
Migrant								
Not Migrant					474	71%	66%	25%

NOTES

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

Other Assessments

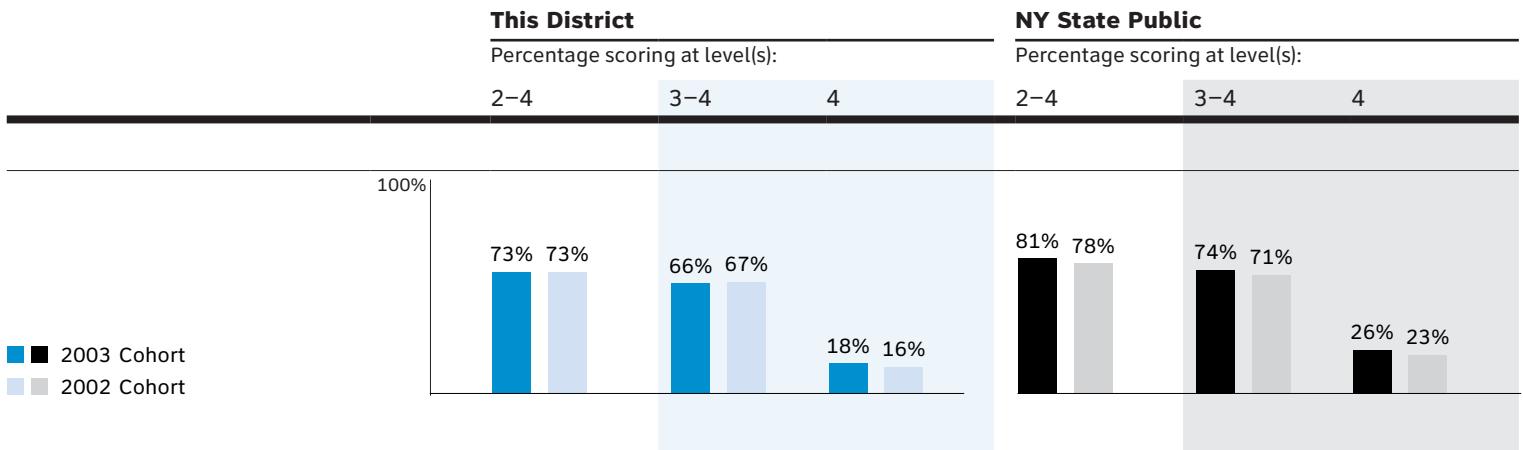
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				4	-	-	-

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



Results by Student Group

	2003 Cohort				2002 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	419	73%	66%	18%	474	73%	67%	16%
Female	204	77%	71%	20%	243	77%	73%	15%
Male	215	69%	61%	16%	231	68%	60%	18%
American Indian or Alaska Native								
Black or African American	94	64%	52%	1%	75	56%	52%	7%
Hispanic or Latino	25	44%	36%	4%	18	61%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	94%	39%	16	94%	94%	13%
White	282	77%	71%	23%	365	76%	69%	19%
Multiracial								
Small Group Totals								
General-Education Students	335	83%	77%	21%	386	84%	78%	20%
Students with Disabilities	84	32%	21%	4%	88	24%	15%	0%
English Proficient	409	73%	67%	18%	462	73%	66%	17%
Limited English Proficient	10	50%	10%	0%	12	75%	75%	0%
Economically Disadvantaged	184	66%	55%	11%	180	66%	57%	5%
Not Disadvantaged	235	78%	74%	23%	294	77%	72%	23%
Migrant								
Not Migrant					474	73%	67%	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.

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				4	-	-	-

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.