



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **BUFFALO CITY SCHOOL DISTRICT**  
District ID **14-06-00-01-0000**  
Superintendent **JAMES WILLIAMS**  
Telephone **(716) 816-3575**  
Grades **PK-12, UE, US**

## This District's Report Card

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

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

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto: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 **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

## 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	1913	1807	1951
Kindergarten	2609	2516	2621
Grade 1	2666	2621	2674
Grade 2	2516	2473	2563
Grade 3	2482	2344	2331
Grade 4	2481	2371	2307
Grade 5	2751	2415	2450
Grade 6	2867	2619	2440
Ungraded Elementary	476	410	471
Grade 7	3184	2971	3172
Grade 8	3031	4379	2582
Grade 9	3924	1870	3339
Grade 10	3048	3067	2544
Grade 11	2423	2560	2641
Grade 12	2239	2164	2284
Ungraded Secondary	109	119	170
<b>Total K-12</b>	<b>36806</b>	<b>34899</b>	<b>34589</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	23	22	23
<b>Grade 8</b>			
English	23	22	22
Mathematics	21	22	21
Science	22	23	22
Social Studies	23	22	22
<b>Grade 10</b>			
English	25	26	24
Mathematics	23	25	25
Science	27	26	25
Social Studies	27	26	26

### 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 **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	24703	67%	23399	67%	24218	70%
Reduced-Price Lunch	3579	10%	3347	10%	2805	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2635	7%	2494	7%	2398	7%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	558	2%	514	1%	532	2%
Black or African American	21206	58%	20044	57%	19860	57%
Hispanic or Latino	5017	14%	4913	14%	4933	14%
Asian or Native Hawaiian/Other Pacific Islander	465	1%	482	1%	506	1%
White	9560	26%	8946	26%	8721	25%
Multiracial**	N/A	N/A	N/A	N/A	37	0%

\* 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		91%		90%		89%
Student Suspensions	5482	14%	5832	16%	9511	27%

## 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 **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	2998	2882	2811
Percent with No Valid Teaching Certificate	1%	1%	2%
Percent Teaching Out of Certification	5%	3%	4%
Percent with Fewer Than Three Years of Experience	7%	5%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	30%	30%
<b>Total Number of Core Classes*</b>	N/A	9091	6520
Percent Not Taught by Highly Qualified Teachers	N/A	3%	5%
<b>Total Number of Classes</b>	8669	8288	8648
Percent Taught by Teachers Without Appropriate Certification	7%	5%	6%

\* 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	27%	28%	34%
Turnover Rate of All Teachers	27%	21%	22%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	406	374	326
Total Paraprofessionals*	910	912	887
Assistant Principals	103	57	59
Principals	63	58	60

\* 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](http://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](http://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](http://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](http://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 6)

ELA	▲ Improvement (Year 6)	Science	▲ Good Standing
Math	▲ Improvement (Year 1)	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
<b>All Students</b>	✓ <sup>SH</sup>	✓	✓	✗	✗	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		✗	✓	
Black or African American	✓ <sup>SH</sup>	✓		✗	✗	
Hispanic or Latino	✗	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✗	✓		✓	✓	
White	✓	✓		✗	✗	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✓ <sup>SH</sup>	✓		✗	✗	
<b>Student groups making AYP in each subject</b>	✗ 5 of 9	✗ 7 of 9	✓ 1 of 1	✗ 1 of 9	✗ 2 of 9	✓ 1 of 1

#### AYP Status

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


#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts





























**Accountability Status for This Subject (2007–08)**  Improvement (Year 6)

**Accountability Measures** 5 of 9 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 7) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 6) in 2008-09. [210]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
<b>All Students</b> (16147:15047)			95%		119	121	116	127
<b>Ethnicity</b>								
American Indian or Alaska Native (266:247)			97%		125	115		
Black or African American (9393:8820)			96%		111	121	108	120
Hispanic or Latino (5160:2224)			94%		109	120	112	118
Asian or Native Hawaiian/Other Pacific Islander (494:215)			94%		145	114		
White (3745:3541)			96%		144	120		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (9127:3862)			93%		75	120	73	88
Limited English Proficient <sup>5</sup> (2818:1085)			89%		64	119	94	78
Economically Disadvantaged (13920:13043)			96%		115	121	113	124
<b>Final AYP Determination</b>	 5 of 9							

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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 for This Subject (2007–08)**  Improvement (Year 1)

**Accountability Measures** 7 of 9 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 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [206]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08	
<b>All Students</b> (16161:15042)			97%		113	85		
<b>Ethnicity</b>								
American Indian or Alaska Native (265:245)			98%		116	79		
Black or African American (9407:8789)			97%		101	85		
Hispanic or Latino (2496:2270)			96%		108	84		
Asian or Native Hawaiian/Other Pacific Islander (254:214)			98%		152	78		
White (3739:3524)			97%		144	84		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (9096:3832)			94%		75	84	73    88	
Limited English Proficient <sup>5</sup> (1381:1212)			97%		75	83	77    88	
Economically Disadvantaged (13934:13047)			98%		109	85		
<b>Final AYP Determination</b>	 7 of 9							

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (5253:4735)		Qualified		94%		143	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (79:71)		Qualified		95%		151	100	
Black or African American (3104:2803)		Qualified		94%		132	100	
Hispanic or Latino (755:663)		Qualified		94%		141	100	
Asian or Native Hawaiian/Other Pacific Islander (79:67)		Qualified		99%		164	100	
White (1236:1131)		Qualified		94%		170	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (1320:1132)		Qualified		90%		114	100	
Limited English Proficient <sup>4</sup> (390:313)		Qualified		94%		107	100	
Economically Disadvantaged (4474:4036)		Qualified		95%		140	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.


<sup>4</sup> 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**  Improvement (Year 6)  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 1 of 9 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 7) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 6) in 2008-09. [210]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students</b> (3746:2374)			91%		143	157	148	149
<b>Ethnicity</b>								
American Indian or Alaska Native (26:42)		—	—		131	144	140	138
Black or African American (1940:1322)			92%		135	156	142	142
Hispanic or Latino (375:245)			90%		127	152	145	134
Asian or Native Hawaiian/Other Pacific Islander (28:35)		—	—		169	143		
White (1332:730)			89%		163	155		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (545:343)			66%		61	153	84	75
Limited English Proficient <sup>4</sup> (33:90)		—	—		74	149	90‡	87
Economically Disadvantaged (930:1580)			97%		141	156	147	147
<b>Final AYP Determination</b>		1 of 9						

#### NOTES

<sup>1</sup> 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).




<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 for This Subject (2007–08)**  Improvement (Year 1)

**Accountability Measures** 2 of 9 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 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [206]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students</b> (3746:2374)			93%		134	150	146	141
<b>Ethnicity</b>								
American Indian or Alaska Native (26:42)		—	—		148	137		
Black or African American (1940:1322)			94%		125	149	138	133
Hispanic or Latino (375:245)			90%		122	145	142	130
Asian or Native Hawaiian/Other Pacific Islander (28:35)		—	—		171	136		
White (1332:730)			92%		154	148		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (545:343)			69%		62	146	81	76
Limited English Proficient <sup>4</sup> (33:90)		—	—		80	142	113 <sup>‡</sup>	92
Economically Disadvantaged (930:1580)			97%		129	149	144	136
<b>Final AYP Determination</b>		2 of 9						

#### NOTES

<sup>1</sup> 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).




<sup>2</sup> 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.

<sup>3</sup> 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.


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


<sup>‡</sup> 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) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (2273)			65%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (29)		–	–	–		
Black or African American (1233)			61%	55%		
Hispanic or Latino (238)			57%	55%		
Asian or Native Hawaiian/Other Pacific Islander (18)		–	–	–		
White (755)			73%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (456)			29%	55%	25%	30%
Limited English Proficient <sup>3</sup> (65)			38%	55%	45%	39%
Economically Disadvantaged (1704)			63%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> 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.

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

<sup>3</sup> 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 **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

## 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

#### ▲ Good Standing

15 schools identified 25% of total

BILINGUAL EARLY CHILDHOOD CENTER  
D'YOUVILLE-PORTER CAMPUS  
DR GEORGE BLACKMAN ECC  
DR LYDIA T WRIGHT SCH OF EXCELLENCE  
FREDERICK OLMSTEAD #56  
FREDERICK OLMSTEAD #64  
HARVEY AUSTIN SCHOOL #97  
HIGHGATE HEIGHTS  
MONTESSORI AT #78  
PS 27 HILLERY PARK ACADEMY  
PS 65 ROOSEVELT ACADEMY  
PS 66 NORTH PARK ACADEMY  
PS 69 HOUGHTON ACADEMY  
PS 81  
THE MATH SCIENCE TECHNOLOGY PREPARATORY SCHOOL AT  
SENECA

#### ▲ Improvement (Year 1)

3 schools identified 5% of total

MONTESSORI SCHOOL  
PS 17  
PS 82

#### ▲ Improvement (Year 2)

2 schools identified 3% of total

DR ANTONIA PANTOJA COMMUNITY SCHOOL OF ACADEMIC  
EXCELLENCE  
WATERFRONT SCHOOL

#### ▲ Corrective Action

5 schools identified 8% of total

BILINGUAL CENTER  
BUFFALO ACADEMY FOR THE VISUAL & PERFORMING ARTS  
BUILD ACADEMY  
DR MARTIN LUTHER KING, JR MULTICULTURAL INSTITUTE  
LORRAINE ELEMENTARY SCHOOL

#### ▲ Planning for Restructuring

5 schools identified 8% of total

CAMPUS WEST SCHOOL  
COMMUNITY SCHOOL #53  
HARRIET ROSS TUBMAN ACADEMY  
PS 59 DR CHARLES DREW SCIENCE MAGNET  
PS 61

#### ▲ Restructuring (Year 1)

6 schools identified 10% of total

### New York State Status

#### ■ Good Standing

7 schools identified 12% of total

CITY HONORS SCHOOL AT FOSDICK MASTEN PARK  
DISCOVERY SCHOOL  
EMERSON SCHOOL OF HOSPITALITY  
HUTCHINSON CENTRAL TECHNICAL HIGH SCHOOL  
LEONARDO DA VINCI HIGH SCHOOL  
PS 42 OCCUPATIONAL TRAINING CENTER  
THE ACADEMY SCHOOL #131

#### ■ Requiring Academic Progress (Year 1)

3 schools identified 5% of total

EAST HIGH SCHOOL  
MCKINLEY VOCATIONAL HIGH SCHOOL  
PS 84

#### ■ Requiring Academic Progress (Year 3)

1 school identified 2% of total

RIVERSIDE INSTITUTE OF TECHNOLOGY

#### ■ Requiring Academic Progress (Year 4)

1 school identified 2% of total

SENECA VOCATIONAL HIGH SCHOOL

#### ■ Requiring Academic Progress (Year 5)

2 schools identified 3% of total

(continued)

# 3 School Accountability Status

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

## 2007–08 Accountability Status of Schools in Your District Continued

### Federal Title I Status

#### ▲ Restructuring (Year 1) (continued)

GRABIARZ SCHOOL OF EXCELLENCE  
HERMAN BADILLO COMMUNITY SCHOOL  
INTERNATIONAL SCHOOL  
NATIVE AMERICAN MAGNET  
PS 43  
STANLEY MAKOWSKI EARLY CHILDHOOD CENTER

#### ▲ Restructuring (Year 2)

4 schools identified 7% of total  
BUFFALO ELEMENTARY SCHOOL OF TECHNOLOGY  
GROVER CLEVELAND HIGH SCHOOL  
PS 37 FUTURES ACADEMY  
SOUTHSIDE ELEMENTARY SCHOOL

#### ▲ Restructuring (Year 3)

5 schools identified 8% of total  
BURGARD VOCATIONAL HIGH SCHOOL  
MAYOR FRANK A SEDITA ELEMENTARY SCHOOL  
PS 11 POPLAR STREET ACADEMY  
PS 74 HAMLIN PARK ELEMENTARY SCHOOL  
WEST HERTEL ELEMENTARY SCHOOL

### New York State Status

#### ■ Requiring Academic Progress (Year 5) (continued)

BENNETT HIGH SCHOOL  
LAFAYETTE HIGH SCHOOL

#### ■ Requiring Academic Progress (Year 6)

1 school identified 2% of total  
SOUTH PARK HIGH SCHOOL

District **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

## 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	35%			2396
Grade 4	40%			2327
Grade 5	39%			2454
Grade 6	35%			2417
Grade 7	27%			3098
Grade 8	34%			2516

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	43%			2436
Grade 4	44%			2378
Grade 5	38%			2475
Grade 6	38%			2465
Grade 7	29%			3119
Grade 8	26%			2532

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	65%			2337
Grade 8	41%			2340

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	50%			3181
Mathematics	42%			3181

### 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](http://www.emsc.nysed.gov/irts).

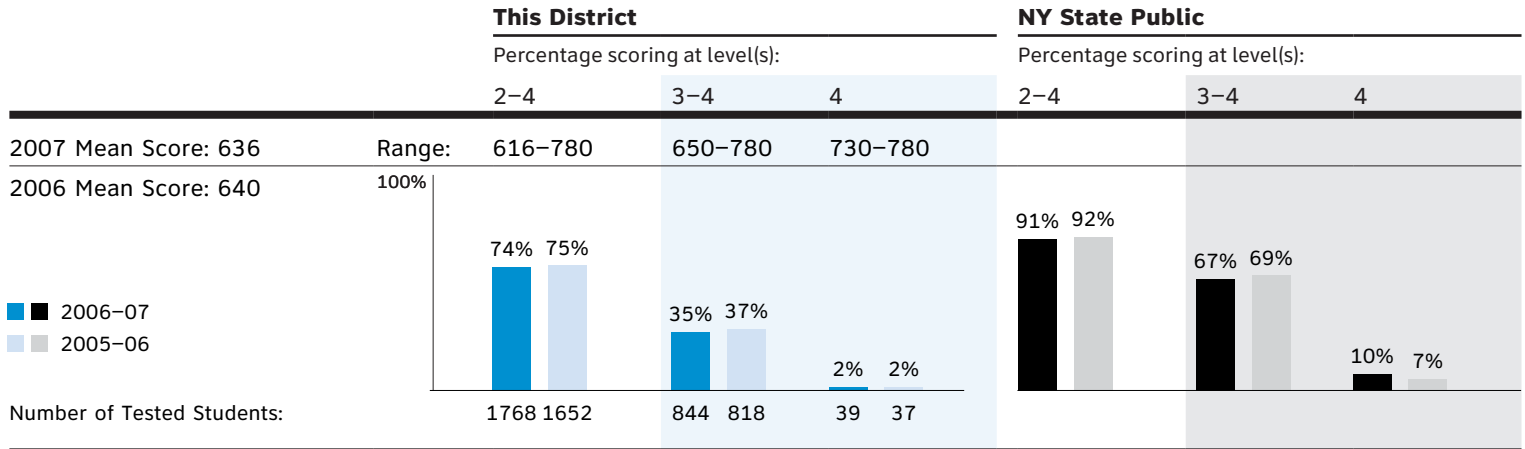
In this section, this district's performance is compared with that of public schools statewide.

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

#### Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative 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
<b>All Students</b>	<b>2396</b>	<b>74%</b>	<b>35%</b>	<b>2%</b>	<b>2191</b>	<b>75%</b>	<b>37%</b>	<b>2%</b>
Female	1165	78%	39%	1%	1079	80%	42%	2%
Male	1231	70%	31%	2%	1112	71%	33%	1%
American Indian or Alaska Native	38	84%	37%	0%	24	92%	42%	0%
Black or African American	1407	71%	32%	1%	1366	70%	30%	1%
Hispanic or Latino	382	69%	25%	2%	239	77%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	31	97%	71%	0%	18	94%	61%	11%
White	538	82%	50%	3%	544	86%	55%	4%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1766	83%	43%	2%	1584	86%	47%	2%
Students with Disabilities	630	49%	14%	0%	607	47%	13%	0%
English Proficient	2193	76%	38%	2%	2183	75%	37%	2%
Limited English Proficient	203	49%	10%	0%	8	63%	38%	0%
Economically Disadvantaged	2170	73%	33%	1%	1981	74%	34%	1%
Not Disadvantaged	226	84%	61%	6%	210	91%	67%	7%
Migrant								
Not Migrant	2396	74%	35%	2%	2191	75%	37%	2%

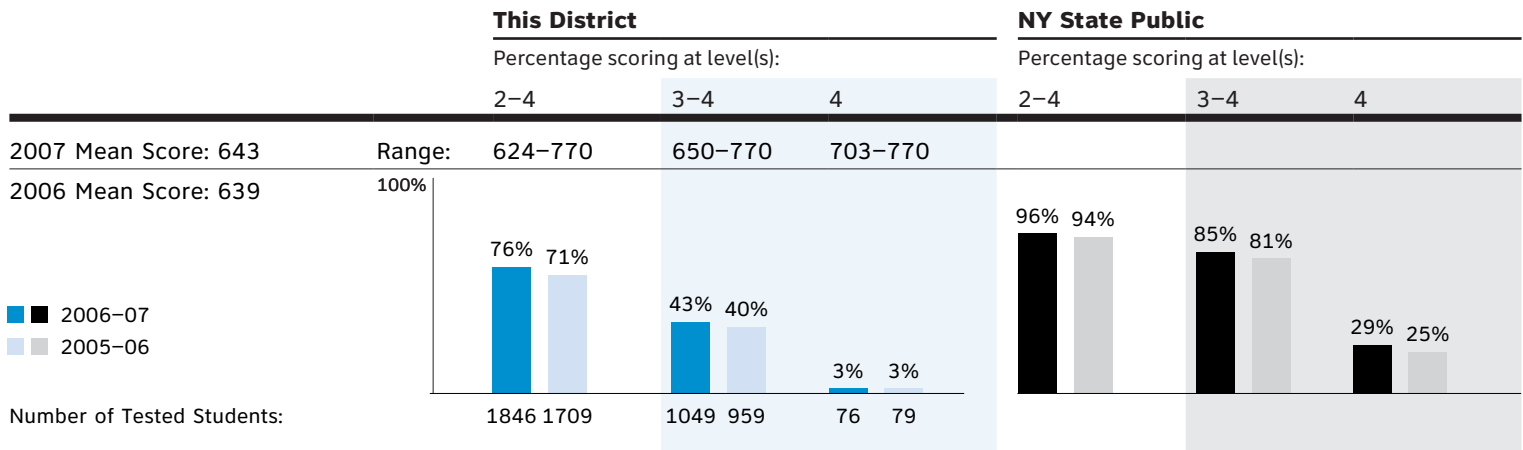
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	23	22	22	18	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	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 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
<b>All Students</b>	<b>2436</b>	<b>76%</b>	<b>43%</b>	<b>3%</b>	<b>2393</b>	<b>71%</b>	<b>40%</b>	<b>3%</b>
Female	1187	76%	43%	3%	1192	72%	39%	3%
Male	1249	76%	43%	3%	1201	71%	41%	3%
American Indian or Alaska Native	38	79%	45%	3%	25	80%	56%	0%
Black or African American	1425	72%	38%	2%	1401	65%	32%	2%
Hispanic or Latino	398	75%	38%	2%	371	73%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	33	94%	67%	3%	28	93%	75%	18%
White	542	84%	59%	7%	568	85%	59%	8%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1800	82%	49%	4%	1744	78%	46%	4%
Students with Disabilities	636	60%	25%	0%	649	53%	23%	1%
English Proficient	2196	77%	45%	3%	2190	72%	41%	3%
Limited English Proficient	240	61%	23%	1%	203	61%	29%	1%
Economically Disadvantaged	2207	75%	41%	2%	2184	70%	37%	3%
Not Disadvantaged	229	84%	60%	11%	209	90%	74%	11%
Migrant								
Not Migrant	2436	76%	43%	3%	2393	71%	40%	3%

#### NOTES

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

### 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	24	24	21	19	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 638	612-775	650-775	716-775			
2006 Mean Score: 637						
Number of Tested Students:	1827	1634	930	843	39	66

### 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
<b>All Students</b>	<b>2327</b>	<b>79%</b>	<b>40%</b>	<b>2%</b>	<b>2235</b>	<b>73%</b>	<b>38%</b>	<b>3%</b>
Female	1186	81%	43%	2%	1094	79%	42%	4%
Male	1141	76%	37%	1%	1141	68%	34%	2%
American Indian or Alaska Native	24	79%	50%	0%	47	79%	49%	2%
Black or African American	1380	76%	33%	1%	1307	70%	29%	1%
Hispanic or Latino	352	74%	35%	1%	311	72%	40%	1%
Asian or Native Hawaiian/Other Pacific Islander	24	83%	58%	8%	21	86%	62%	14%
White	547	88%	60%	4%	549	81%	55%	8%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1766	87%	49%	2%	1652	84%	46%	4%
Students with Disabilities	561	50%	12%	0%	583	42%	14%	1%
English Proficient	2157	80%	42%	2%	2190	74%	38%	3%
Limited English Proficient	170	54%	17%	0%	45	38%	11%	0%
Economically Disadvantaged	2041	78%	37%	1%	2006	72%	35%	2%
Not Disadvantaged	286	83%	61%	5%	229	87%	65%	13%
Migrant								
Not Migrant	2327	79%	40%	2%	2235	73%	38%	3%

**NOTES**  
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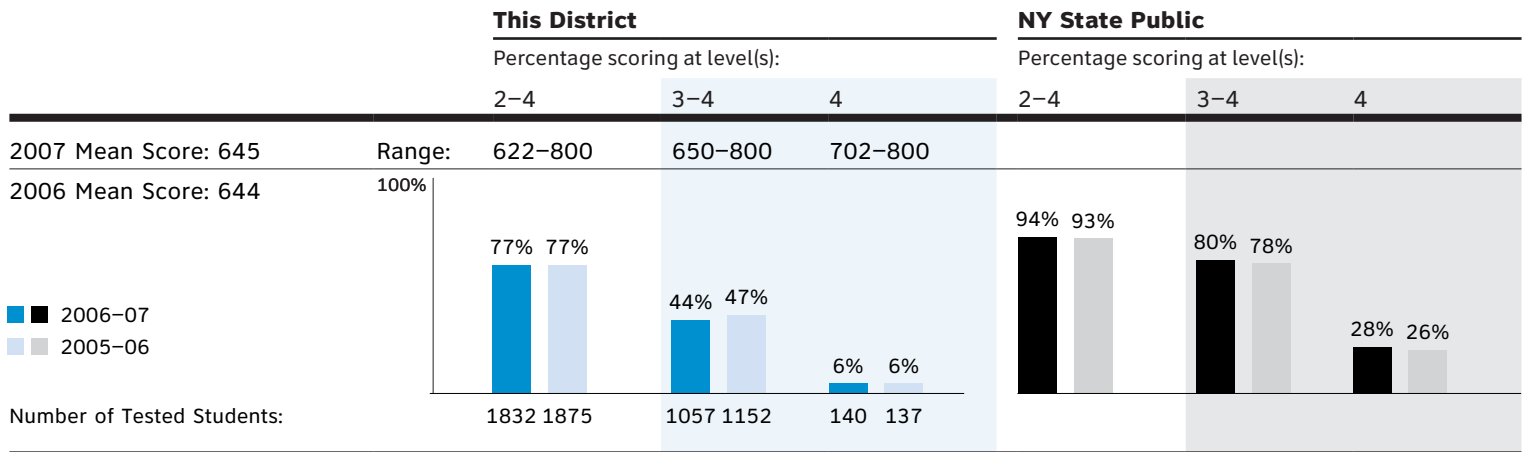
### Other Assessments

	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 4 Equivalent	28	28	25	21	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	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 4 Mathematics



### Results by Student Group

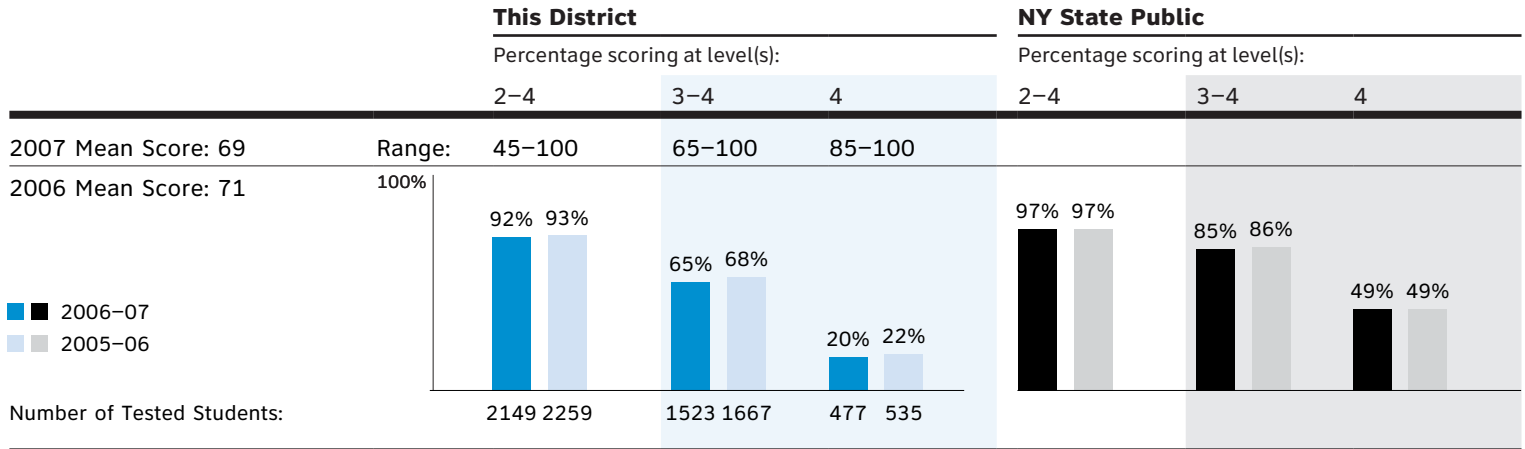
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2378</b>	<b>77%</b>	<b>44%</b>	<b>6%</b>	<b>2429</b>	<b>77%</b>	<b>47%</b>	<b>6%</b>
Female	1206	78%	44%	6%	1199	78%	46%	5%
Male	1172	76%	45%	6%	1230	77%	49%	6%
American Indian or Alaska Native	24	96%	67%	0%	46	72%	50%	13%
Black or African American	1389	72%	36%	3%	1345	72%	39%	2%
Hispanic or Latino	382	77%	43%	5%	435	79%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	28	89%	71%	18%	35	91%	69%	9%
White	555	88%	65%	13%	568	89%	68%	15%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1816	83%	51%	7%	1810	85%	55%	7%
Students with Disabilities	562	57%	23%	1%	619	56%	26%	1%
English Proficient	2165	78%	46%	6%	2194	78%	49%	6%
Limited English Proficient	213	65%	29%	2%	235	66%	29%	1%
Economically Disadvantaged	2091	76%	42%	5%	2193	76%	45%	4%
Not Disadvantaged	287	83%	62%	16%	236	89%	75%	19%
Migrant								
Not Migrant	2378	77%	44%	6%	2429	77%	47%	6%

**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	29	29	23	15	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

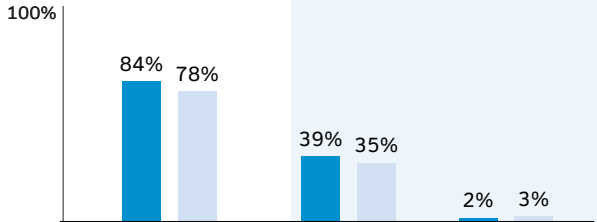
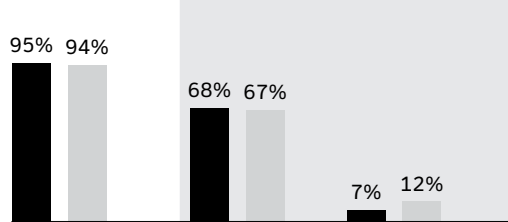
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2337</b>	<b>92%</b>	<b>65%</b>	<b>20%</b>	<b>2434</b>	<b>93%</b>	<b>68%</b>	<b>22%</b>
Female	1189	91%	63%	18%	1206	94%	69%	20%
Male	1148	93%	68%	22%	1228	92%	68%	24%
American Indian or Alaska Native	26	96%	69%	19%	44	93%	73%	30%
Black or African American	1363	90%	58%	13%	1358	91%	61%	14%
Hispanic or Latino	369	91%	65%	15%	430	91%	68%	19%
Asian or Native Hawaiian/Other Pacific Islander	30	87%	70%	37%	35	94%	74%	31%
White	549	98%	84%	42%	567	97%	86%	43%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1797	93%	70%	24%	1813	95%	73%	25%
Students with Disabilities	540	87%	50%	9%	621	88%	56%	13%
English Proficient	2129	93%	67%	22%	2196	94%	71%	23%
Limited English Proficient	208	81%	42%	5%	238	81%	47%	9%
Economically Disadvantaged	2052	92%	64%	17%	2197	92%	67%	19%
Not Disadvantaged	285	92%	75%	44%	237	98%	86%	50%
Migrant								
Not Migrant	2337	92%	65%	20%	2434	93%	68%	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	28	28	27	23	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 640	608-795	650-795	711-795			
2006 Mean Score: 632						
						
Number of Tested Students:	2072	1829	952	816	39	79

### 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
<b>All Students</b>	<b>2454</b>	<b>84%</b>	<b>39%</b>	<b>2%</b>	<b>2343</b>	<b>78%</b>	<b>35%</b>	<b>3%</b>
Female	1195	88%	40%	2%	1131	82%	39%	5%
Male	1259	81%	37%	1%	1212	74%	31%	2%
American Indian or Alaska Native	42	86%	43%	0%	38	87%	24%	3%
Black or African American	1381	82%	31%	1%	1390	75%	27%	1%
Hispanic or Latino	410	82%	35%	0%	315	75%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	36	75%	50%	6%	39	90%	62%	3%
White	585	93%	59%	5%	561	86%	54%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1862	92%	47%	2%	1713	88%	44%	5%
Students with Disabilities	592	61%	13%	0%	630	52%	11%	0%
English Proficient	2274	87%	41%	2%	2232	79%	36%	4%
Limited English Proficient	180	55%	9%	0%	111	50%	9%	0%
Economically Disadvantaged	2135	83%	35%	1%	2135	76%	31%	2%
Not Disadvantaged	319	91%	62%	5%	208	95%	71%	19%
Migrant								
Not Migrant	2454	84%	39%	2%	2343	78%	35%	3%

#### NOTES

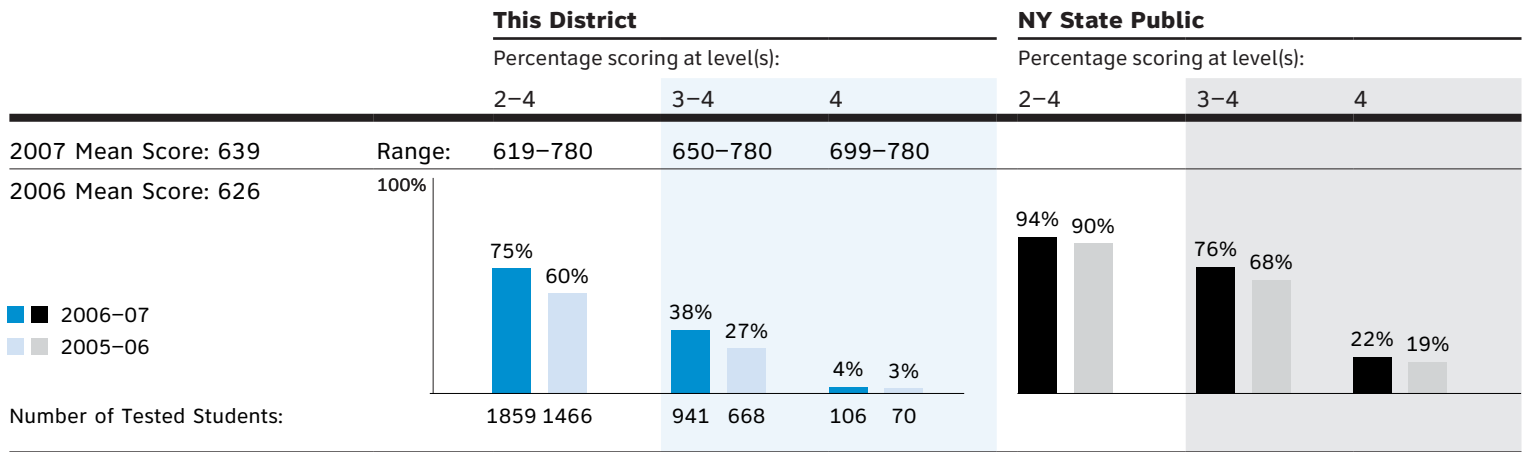
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### Other Assessments

	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 5 Equivalent	40	40	39	32	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	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 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
<b>All Students</b>	<b>2475</b>	<b>75%</b>	<b>38%</b>	<b>4%</b>	<b>2455</b>	<b>60%</b>	<b>27%</b>	<b>3%</b>
Female	1212	76%	37%	4%	1196	62%	27%	3%
Male	1263	75%	39%	5%	1259	58%	27%	3%
American Indian or Alaska Native	40	85%	50%	3%	37	70%	19%	0%
Black or African American	1381	70%	29%	1%	1428	54%	21%	1%
Hispanic or Latino	428	72%	35%	3%	369	53%	21%	1%
Asian or Native Hawaiian/Other Pacific Islander	41	73%	56%	7%	48	88%	52%	10%
White	585	88%	59%	12%	573	74%	45%	7%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1891	82%	44%	5%	1815	69%	33%	4%
Students with Disabilities	584	51%	18%	1%	640	34%	10%	0%
English Proficient	2255	78%	40%	5%	2229	63%	29%	3%
Limited English Proficient	220	46%	14%	0%	226	32%	8%	1%
Economically Disadvantaged	2152	74%	34%	3%	2242	57%	24%	2%
Not Disadvantaged	323	82%	63%	15%	213	87%	63%	16%
Migrant								
Not Migrant	2475	75%	38%	4%	2455	60%	27%	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 5 Equivalent	41	41	40	39	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## 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
2007 Mean Score: 640	598-785	650-785	705-785			
2006 Mean Score: 628						
Number of Tested Students:	2245 2010	851 790	57 54			

### 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
<b>All Students</b>	<b>2417</b>	<b>93%</b>	<b>35%</b>	<b>2%</b>	<b>2544</b>	<b>79%</b>	<b>31%</b>	<b>2%</b>
Female	1194	95%	39%	3%	1179	83%	34%	2%
Male	1223	91%	31%	2%	1365	75%	28%	2%
American Indian or Alaska Native	42	95%	21%	2%	51	80%	31%	2%
Black or African American	1433	93%	28%	1%	1503	76%	25%	1%
Hispanic or Latino	356	90%	31%	1%	339	73%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	45	93%	62%	0%	31	94%	52%	16%
White	541	96%	56%	7%	620	88%	46%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1817	98%	43%	3%	1860	91%	40%	3%
Students with Disabilities	600	79%	11%	0%	684	47%	7%	0%
English Proficient	2244	94%	37%	3%	2414	80%	32%	2%
Limited English Proficient	173	75%	6%	0%	130	55%	5%	0%
Economically Disadvantaged	2122	92%	32%	1%	2278	78%	28%	1%
Not Disadvantaged	295	97%	58%	10%	266	91%	61%	11%
Migrant								
Not Migrant	2417	93%	35%	2%	2544	79%	31%	2%

#### NOTES

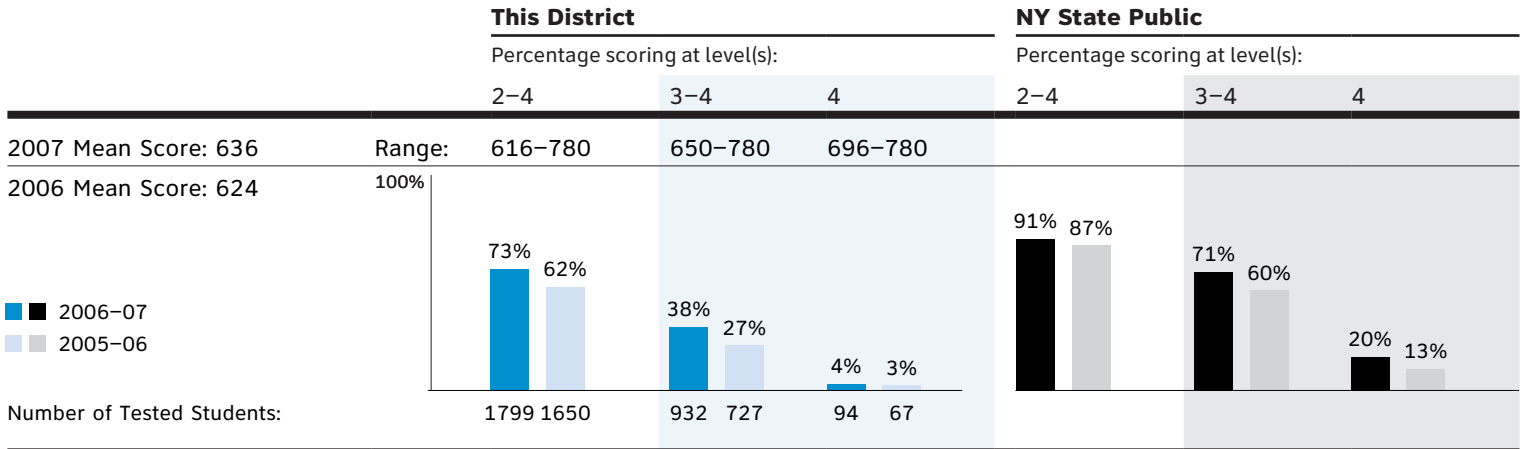
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### Other Assessments

	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 6 Equivalent	33	33	32	29	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
<b>All Students</b>	<b>2465</b>	<b>73%</b>	<b>38%</b>	<b>4%</b>	<b>2664</b>	<b>62%</b>	<b>27%</b>	<b>3%</b>
Female	1215	73%	39%	3%	1237	62%	26%	2%
Male	1250	73%	36%	4%	1427	62%	29%	3%
American Indian or Alaska Native	43	79%	35%	5%	51	53%	24%	2%
Black or African American	1452	67%	31%	2%	1549	57%	20%	1%
Hispanic or Latino	377	75%	36%	2%	382	56%	22%	2%
Asian or Native Hawaiian/Other Pacific Islander	46	89%	52%	13%	38	79%	53%	5%
White	547	84%	57%	9%	644	78%	46%	7%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1854	81%	45%	5%	1949	71%	34%	3%
Students with Disabilities	611	49%	16%	1%	715	36%	10%	0%
English Proficient	2256	75%	40%	4%	2429	64%	29%	3%
Limited English Proficient	209	55%	18%	1%	235	39%	9%	0%
Economically Disadvantaged	2169	71%	35%	3%	2385	59%	24%	2%
Not Disadvantaged	296	85%	61%	13%	279	85%	59%	9%
Migrant								
Not Migrant	2465	73%	38%	4%	2664	62%	27%	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 6 Equivalent	33	33	28	23	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			



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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 628	600-790	650-790	712-790			
2006 Mean Score: 623						
Number of Tested Students:	2552	2226	835	778	37	50

### 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
<b>All Students</b>	<b>3098</b>	<b>82%</b>	<b>27%</b>	<b>1%</b>	<b>2905</b>	<b>77%</b>	<b>27%</b>	<b>2%</b>
Female	1378	86%	31%	2%	1371	81%	31%	3%
Male	1720	79%	24%	1%	1534	72%	23%	1%
American Indian or Alaska Native	61	87%	34%	2%	54	78%	26%	0%
Black or African American	1826	81%	20%	0%	1766	74%	22%	1%
Hispanic or Latino	449	73%	24%	1%	370	71%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	41	83%	46%	7%	43	88%	42%	0%
White	721	90%	44%	3%	672	85%	39%	3%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2325	92%	34%	2%	2127	87%	34%	2%
Students with Disabilities	773	55%	5%	0%	778	47%	7%	0%
English Proficient	2844	86%	29%	1%	2761	78%	28%	2%
Limited English Proficient	254	44%	3%	0%	144	49%	2%	0%
Economically Disadvantaged	2707	82%	23%	1%	2637	75%	24%	1%
Not Disadvantaged	391	87%	52%	5%	268	91%	57%	8%
Migrant								
Not Migrant	3098	82%	27%	1%	2905	77%	27%	2%

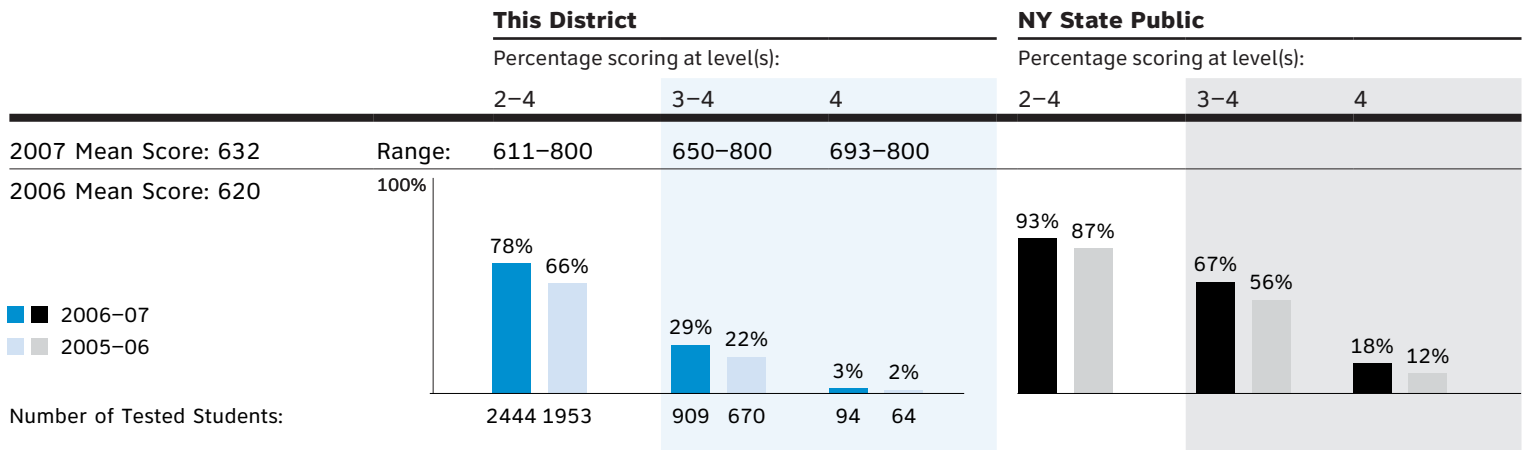
**NOTES**  
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### Other Assessments

	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	41	41	41	34	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	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 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
<b>All Students</b>	<b>3119</b>	<b>78%</b>	<b>29%</b>	<b>3%</b>	<b>2980</b>	<b>66%</b>	<b>22%</b>	<b>2%</b>
Female	1392	81%	30%	3%	1415	67%	24%	2%
Male	1727	76%	29%	3%	1565	64%	21%	2%
American Indian or Alaska Native	63	75%	29%	3%	53	72%	25%	2%
Black or African American	1823	75%	21%	1%	1779	62%	17%	1%
Hispanic or Latino	470	72%	24%	1%	421	57%	20%	2%
Asian or Native Hawaiian/Other Pacific Islander	53	72%	49%	15%	47	81%	47%	2%
White	710	91%	53%	8%	680	80%	37%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2346	86%	35%	4%	2216	74%	28%	3%
Students with Disabilities	773	54%	10%	0%	764	41%	8%	0%
English Proficient	2818	81%	31%	3%	2738	68%	24%	2%
Limited English Proficient	301	52%	9%	0%	242	38%	8%	0%
Economically Disadvantaged	2730	77%	26%	2%	2711	64%	20%	1%
Not Disadvantaged	389	86%	52%	12%	269	85%	52%	13%
Migrant								
Not Migrant	3119	78%	29%	3%	2980	66%	22%	2%

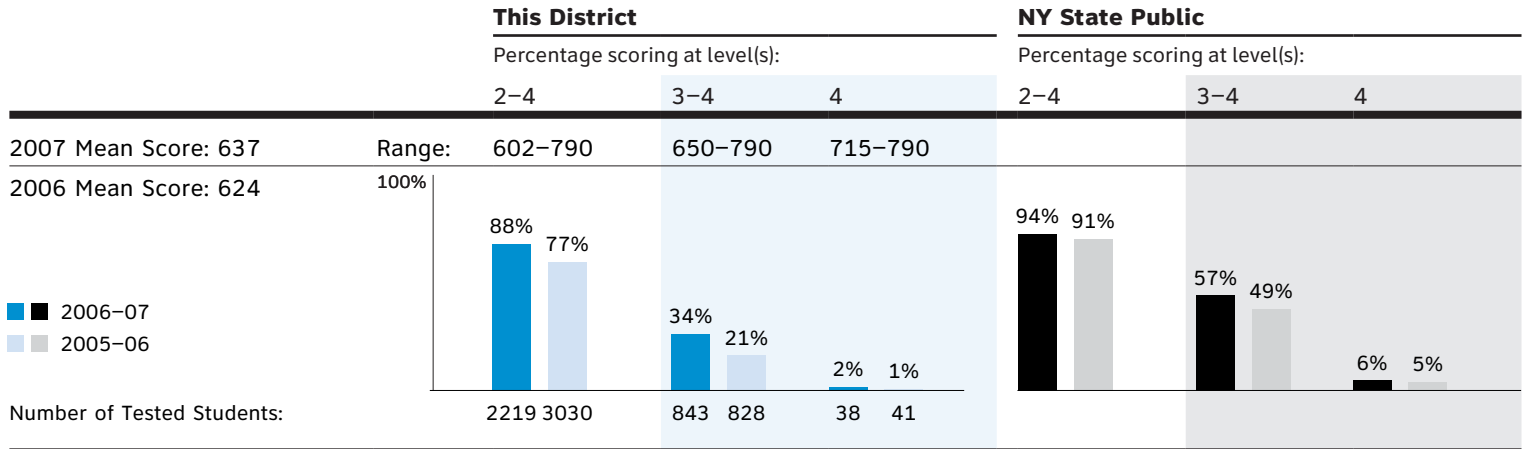
#### NOTES

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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	42	42	38	26	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
<b>All Students</b>	<b>2516</b>	<b>88%</b>	<b>34%</b>	<b>2%</b>	<b>3956</b>	<b>77%</b>	<b>21%</b>	<b>1%</b>
Female	1241	92%	39%	2%	1992	82%	25%	1%
Male	1275	85%	28%	1%	1964	72%	17%	1%
American Indian or Alaska Native	50	96%	40%	4%	77	77%	22%	0%
Black or African American	1498	87%	28%	1%	2408	73%	15%	0%
Hispanic or Latino	322	84%	30%	1%	502	77%	18%	1%
Asian or Native Hawaiian/Other Pacific Islander	43	95%	60%	0%	41	95%	34%	2%
White	603	93%	47%	3%	928	84%	37%	3%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1937	96%	41%	2%	2953	88%	27%	1%
Students with Disabilities	579	61%	8%	0%	1003	43%	3%	0%
English Proficient	2387	90%	35%	2%	3811	77%	22%	1%
Limited English Proficient	129	62%	6%	0%	145	58%	3%	0%
Economically Disadvantaged	2138	88%	30%	1%	3611	76%	18%	0%
Not Disadvantaged	378	88%	51%	6%	345	88%	48%	7%
Migrant								
Not Migrant	2516	88%	34%	2%	3956	77%	21%	1%

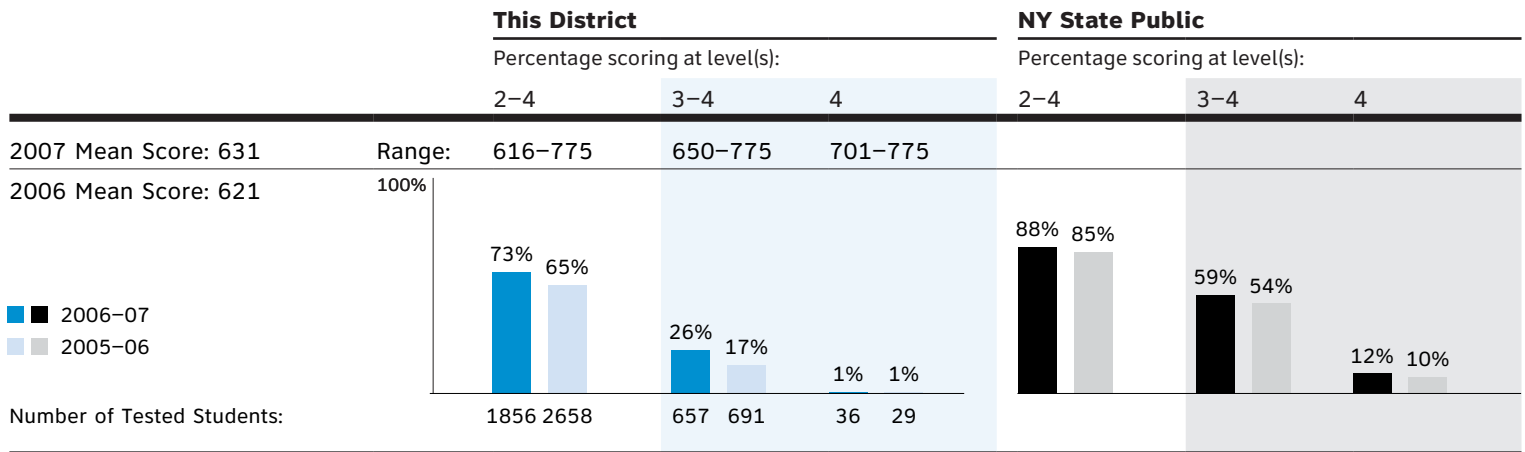
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	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	47	47	41	39	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	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 8 Mathematics



### Results by Student Group

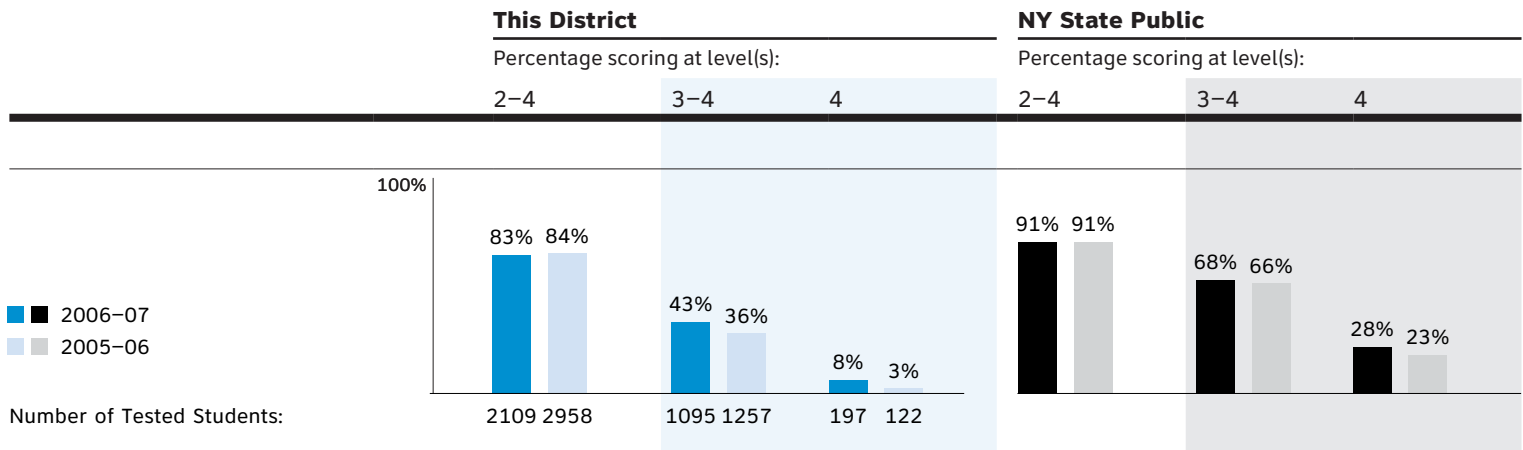
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2532</b>	<b>73%</b>	<b>26%</b>	<b>1%</b>	<b>4084</b>	<b>65%</b>	<b>17%</b>	<b>1%</b>
Female	1252	73%	28%	2%	2066	67%	18%	0%
Male	1280	73%	24%	1%	2018	63%	16%	1%
American Indian or Alaska Native	51	75%	20%	0%	75	67%	16%	0%
Black or African American	1501	70%	19%	1%	2463	60%	12%	0%
Hispanic or Latino	330	64%	21%	1%	543	62%	13%	0%
Asian or Native Hawaiian/Other Pacific Islander	46	91%	50%	4%	44	91%	34%	0%
White	604	85%	43%	3%	959	78%	31%	2%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1965	82%	31%	2%	3063	75%	21%	1%
Students with Disabilities	567	44%	8%	0%	1021	36%	3%	0%
English Proficient	2374	75%	27%	1%	3855	66%	18%	1%
Limited English Proficient	158	52%	9%	1%	229	49%	6%	0%
Economically Disadvantaged	2162	72%	22%	1%	3729	64%	15%	0%
Not Disadvantaged	370	79%	49%	6%	355	79%	41%	6%
Migrant								
Not Migrant	2532	73%	26%	1%	4084	65%	17%	1%

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

### Other Assessments

	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	48	46	42	28	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
<b>All Students</b>	<b>2340</b>	<b>83%</b>	<b>41%</b>	<b>7%</b>	<b>3518</b>	<b>84%</b>	<b>36%</b>	<b>3%</b>
Female	1145	84%	39%	7%	1753	86%	33%	3%
Male	1195	83%	43%	8%	1765	82%	38%	4%
American Indian or Alaska Native	49	88%	55%	12%	66	92%	50%	5%
Black or African American	1397	80%	34%	4%	2153	82%	29%	1%
Hispanic or Latino	321	79%	37%	7%	486	79%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	43	91%	60%	12%	33	100%	70%	15%
White	530	92%	61%	15%	780	92%	57%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1788	90%	49%	9%	2595	89%	43%	4%
Students with Disabilities	552	62%	17%	1%	923	69%	16%	1%
English Proficient	2185	85%	43%	8%	3286	86%	38%	4%
Limited English Proficient	155	60%	12%	1%	232	60%	10%	0%
Economically Disadvantaged	2049	84%	39%	6%	3265	84%	34%	3%
Not Disadvantaged	291	81%	58%	17%	253	89%	53%	9%
Migrant								
Not Migrant	2340	83%	41%	7%	3518	84%	36%	3%

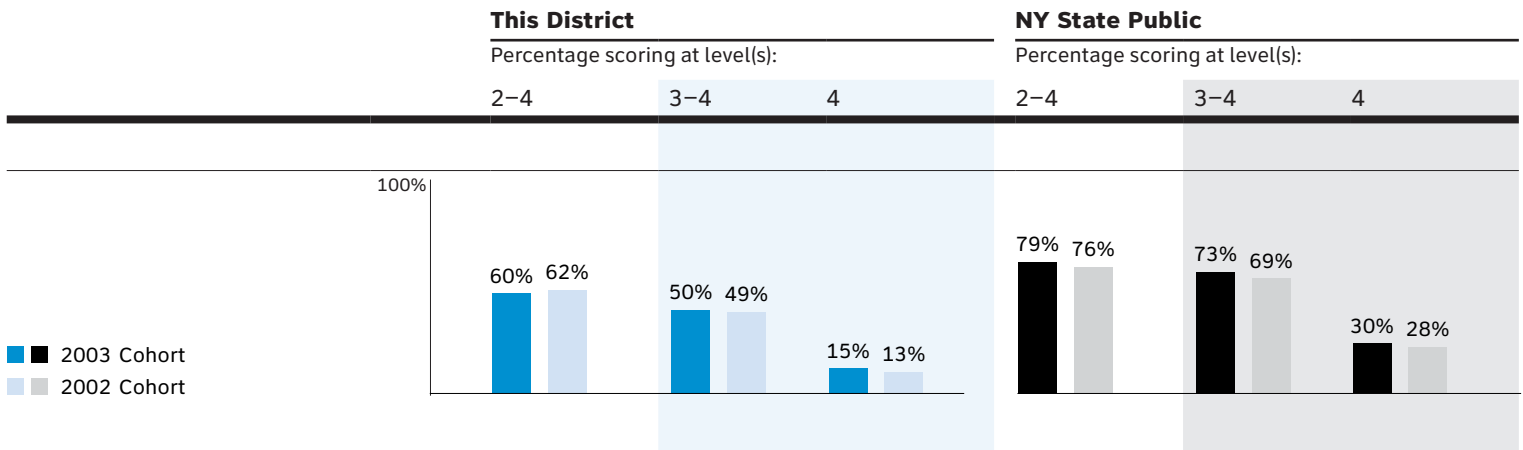
#### NOTES

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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 8 Equivalent	47	47	44	37	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	195	161	129	23	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
<b>All Students</b>	<b>3181</b>	<b>60%</b>	<b>50%</b>	<b>15%</b>	<b>2896</b>	<b>62%</b>	<b>49%</b>	<b>13%</b>
Female	1549	66%	55%	18%	1410	69%	56%	15%
Male	1632	53%	45%	12%	1486	55%	43%	12%
American Indian or Alaska Native	55	55%	45%	9%	36	58%	53%	17%
Black or African American	1790	58%	45%	9%	1586	60%	44%	9%
Hispanic or Latino	362	48%	40%	10%	351	52%	41%	9%
Asian or Native Hawaiian/Other Pacific Islander	44	70%	68%	45%	24	58%	54%	29%
White	930	67%	63%	27%	899	69%	62%	23%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2641	67%	57%	18%	2265	71%	59%	17%
Students with Disabilities	540	23%	14%	1%	631	26%	14%	1%
English Proficient	3040	61%	51%	16%	2786	63%	51%	14%
Limited English Proficient	141	29%	19%	4%	110	27%	18%	1%
Economically Disadvantaged	2114	59%	48%	11%	2078	65%	50%	10%
Not Disadvantaged	1067	60%	53%	23%	818	52%	48%	22%
Migrant					3	-	-	-
Not Migrant					2893	-	-	-

#### 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				27	27	26	22

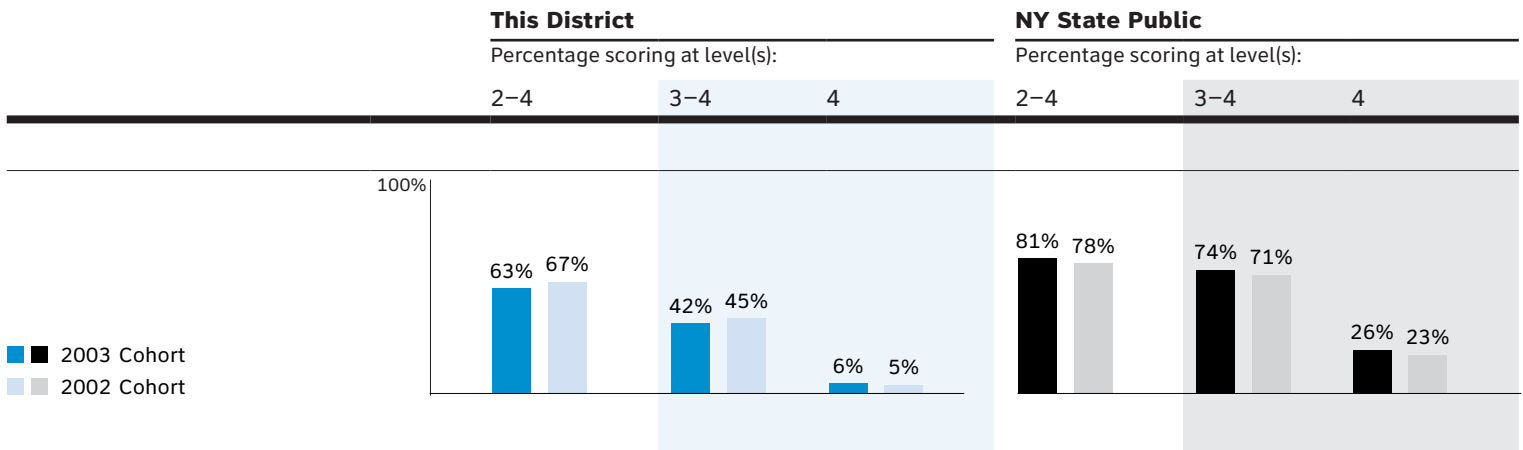
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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
<b>All Students</b>	<b>3181</b>	<b>63%</b>	<b>42%</b>	<b>6%</b>	<b>2896</b>	<b>67%</b>	<b>45%</b>	<b>5%</b>
Female	1549	68%	46%	7%	1410	73%	47%	4%
Male	1632	58%	39%	6%	1486	61%	42%	5%
American Indian or Alaska Native	55	67%	44%	4%	36	67%	56%	6%
Black or African American	1790	61%	36%	2%	1586	64%	38%	2%
Hispanic or Latino	362	51%	34%	2%	351	58%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	44	82%	70%	36%	24	79%	75%	25%
White	930	70%	56%	15%	899	75%	58%	9%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2641	71%	49%	8%	2265	78%	54%	6%
Students with Disabilities	540	23%	10%	1%	631	26%	11%	0%
English Proficient	3040	64%	44%	7%	2786	68%	45%	5%
Limited English Proficient	141	36%	18%	1%	110	41%	24%	1%
Economically Disadvantaged	2114	62%	39%	4%	2078	70%	44%	3%
Not Disadvantaged	1067	64%	49%	12%	818	59%	46%	10%
Migrant					3	-	-	-
Not Migrant					2893	-	-	-

#### NOTES

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### 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				27	27	25	23

\* 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.