



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **ROCHESTER CITY SCHOOL DISTRICT**  
District ID **26-16-00-01-0000**  
Superintendent **JEAN-CLAUDE BRIZARD**  
Telephone **(585) 262-8378**  
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](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 **ROCHESTER CITY SCHOOL DISTRICT**District ID **26-16-00-01-0000**

## 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	803	716	751
Kindergarten	2373	2562	2406
Grade 1	2663	2732	2765
Grade 2	2489	2582	2451
Grade 3	2343	2506	2427
Grade 4	2337	2317	2361
Grade 5	2493	2408	2199
Grade 6	2791	2548	2361
Ungraded Elementary	0	0	0
Grade 7	3781	3607	2880
Grade 8	3072	2857	3000
Grade 9	3443	3661	3489
Grade 10	2541	2617	2869
Grade 11	1607	1534	1729
Grade 12	1122	1449	1649
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>33055</b>	<b>33380</b>	<b>32586</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	20	20	19
<b>Grade 8</b>			
English	25	25	23
Mathematics	26	25	24
Science	25	24	24
Social Studies	26	24	23
<b>Grade 10</b>			
English	27	26	24
Mathematics	27	26	24
Science	28	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 **ROCHESTER CITY SCHOOL DISTRICT**District ID **26-16-00-01-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	22660	69%	22162	66%	23040	71%
Reduced-Price Lunch	2711	8%	2520	8%	2474	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2547	8%	2500	7%	2431	7%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	110	0%	106	0%	113	0%
Black or African American	21444	65%	21943	66%	21326	65%
Hispanic or Latino	6653	20%	6742	20%	6741	21%
Asian or Native Hawaiian/Other Pacific Islander	561	2%	540	2%	530	2%
White	4287	13%	4049	12%	3876	12%
Multiracial**	N/A	N/A	N/A	N/A	0	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		90%		89%		89%
Student Suspensions	6060	18%	6290	19%	7628	23%

## 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 ROCHESTER CITY SCHOOL DISTRICT

District ID 26-16-00-01-0000

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	2910	2953	2880
Percent with No Valid Teaching Certificate	4%	4%	6%
Percent Teaching Out of Certification	10%	9%	10%
Percent with Fewer Than Three Years of Experience	8%	9%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	15%	14%
<b>Total Number of Core Classes*</b>	N/A	9204	6635
Percent Not Taught by Highly Qualified Teachers	N/A	11%	13%
<b>Total Number of Classes</b>	8465	8643	9073
Percent Taught by Teachers Without Appropriate Certification	10%	9%	11%

\* 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%	25%	22%
Turnover Rate of All Teachers	20%	20%	18%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	558	480	486
Total Paraprofessionals*	727	639	669
Assistant Principals	68	92	104
Principals	59	54	58

\* 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:

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

### 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 5)

ELA ▲ Improvement (Year 5) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 2)

### 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>	✓	✓	✓	✗	✗	✓
<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	✓ <sup>SH</sup>	✓		✓ <sup>SH</sup>	✗	
Economically Disadvantaged	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 3 of 8	✗ 4 of 8	✓ 1 of 1

#### Accountability Status Levels

##### 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

##### Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation


##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■






























## Elementary/Middle-Level English Language Arts

**Accountability Status for This Subject (2007–08)**  Improvement (Year 5)

**Accountability Measures** 7 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 6) 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 5) 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> (15360:14670)			99%		126	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (39:39)		—	—		144	106	
Black or African American (10060:9697)			98%		123	121	
Hispanic or Latino (3279:3055)			98%		118	120	120 126
Asian or Native Hawaiian/Other Pacific Islander (238:215)			99%		149	114	
White (1744:1664)			99%		149	119	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2938:2770)			97%		77	120	101 89
Limited English Proficient <sup>5</sup> (1328:1905)			99%		107	120	106 116
Economically Disadvantaged (12324:11844)			99%		123	121	
<b>Final AYP Determination</b>		7 of 9					


#### 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** 9 of 9 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) <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> (15355:14651)			99%		117	85		
<b>Ethnicity</b>								
American Indian or Alaska Native (39:38)		—	—		134	70		
Black or African American (10036:9636)			99%		112	85		
Hispanic or Latino (3302:3102)			99%		115	84		
Asian or Native Hawaiian/Other Pacific Islander (241:229)			99%		152	79		
White (1737:1646)			99%		146	83		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (2953:2765)			97%		75	84	84	88
Limited English Proficient <sup>5</sup> (1349:1998)			99%		113	84		
Economically Disadvantaged (12308:11837)			99%		116	85		
<b>Final AYP Determination</b>	 9 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> (5368:4808)		Qualified		93%		134	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (9:7)	—	—	—	—	—	—	—	—
Black or African American (3570:3213)		Qualified		93%		129	100	
Hispanic or Latino (1129:988)		Qualified		93%		135	100	
Asian or Native Hawaiian/Other Pacific Islander (94:86)		Qualified		93%		156	100	
White (566:514)		Qualified		95%		163	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (1055:902)		Qualified		90%		107	100	
Limited English Proficient <sup>4</sup> (419:626)		Qualified		92%		138	100	
Economically Disadvantaged (4083:3729)		Qualified		94%		133	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 5)  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 3 of 8 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 6) 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 5) 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> (1642:1699)			97%		132	156	135	139
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (1127:1154)			98%		129	156	131	136
Hispanic or Latino (254:296)			97%		119	153	125	127
Asian or Native Hawaiian/Other Pacific Islander (33:32)		—	—		169	142		
White (454:215)			94%		159	151		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (477:278)			88%		65	152	79	79
Limited English Proficient <sup>4</sup> (68:91)			97%		96	149	87	106
Economically Disadvantaged (748:839)			98%		130	155	95	137
<b>Final AYP Determination</b>	 3 of 8							


#### 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**  Good Standing  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 4 of 8 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 <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> (1642:1699)			97%		143	149	146	149
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (1127:1154)			97%		142	149	142	148
Hispanic or Latino (254:296)			96%		127	146	137	134
Asian or Native Hawaiian/Other Pacific Islander (33:32)		—	—		191	135		
White (454:215)			95%		163	144		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (477:278)			89%		91	145	98	102
Limited English Proficient <sup>4</sup> (68:91)			96%		107	142	113	116
Economically Disadvantaged (748:839)			97%		145	148	118	151
<b>Final AYP Determination</b>		4 of 8						

#### 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










## Graduation Rate

**Accountability Status**  Improvement (Year 2)  
**for This Indicator**  
**(2007–08)**

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

**Prospective Status** To be removed from improvement status in Graduation Rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP in 2007-08, the district will be in good standing in 2008-09. [222]

### 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> (1711)			58%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (1179)			56%	55%		
Hispanic or Latino (265)			52%	55%	39%	53%
Asian or Native Hawaiian/Other Pacific Islander (30)			77%	55%		
White (234)			73%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (395)			30%	55%	18%	31%
Limited English Proficient <sup>3</sup> (26)		–	–	–		
Economically Disadvantaged (900)			56%	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 **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

## 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

39 schools identified 67% of total

BENJAMIN FRANKLIN MONTESSORI SCHOOL  
NORTHEAST COLLEGE PREPARATORY HIGH SCHOOL  
NORTHWEST COLLEGE PREPARATORY HIGH SCHOOL  
SCHOOL 1-MARTIN B ANDERSON  
SCHOOL 12-JAMES P B DUFFY  
SCHOOL 14-CHESTER DEWEY  
SCHOOL 15-CHILDREN'S SCHOOL OF ROCHESTER (THE)  
SCHOOL 16-JOHN WALTON SPENCER  
SCHOOL 17-ENRICO FERMI  
SCHOOL 19-DR CHARLES T LUNSFORD  
SCHOOL 2-CLARA BARTON  
SCHOOL 20-HENRY LOMB SCHOOL  
SCHOOL 23-FRANCIS PARKER  
SCHOOL 25-NATHANIEL HAWTHORNE  
SCHOOL 28-HENRY HUDSON  
SCHOOL 29-ADLAI E STEVENSON  
SCHOOL 3-NATHANIEL ROCHESTER  
SCHOOL 30-GENERAL ELWELL S OTIS  
SCHOOL 33-AUDUBON  
SCHOOL 34-DR LOUIS A CERULLI  
SCHOOL 36-HENRY W LONGFELLOW  
SCHOOL 39-ANDREW J TOWNSON  
SCHOOL 4-GEORGE MATHER FORBES  
SCHOOL 41-KODAK PARK  
SCHOOL 43-THEODORE ROOSEVELT  
SCHOOL 44-LINCOLN PARK  
SCHOOL 46-CHARLES CARROLL  
SCHOOL 5-JOHN WILLIAMS  
SCHOOL 50-HELEN BARRETT MONTGOMERY  
SCHOOL 52-FRANK FOWLER DOW  
SCHOOL 54-FLOWER CITY COMMUNITY SCHOOL  
SCHOOL 57-EARLY CHILDHOOD SCHOOL  
SCHOOL 58-WORLD OF INQUIRY SCHOOL  
SCHOOL 7-VIRGIL GRISSOM  
SCHOOL 8-ROBERTO CLEMENTE  
SCHOOL FOR BUSINESS, FINANCE AND ENTREPRENEURSHIP AT  
EDISON  
SCHOOL OF THE ARTS  
SCHOOL WITHOUT WALLS  
SKILLED TRADES AT EDISON

#### Improvement (Year 1)

9 schools identified 16% of total

BIOSCIENCE & HEALTH CAREER HS AT FRANKLIN  
DR FREDDIE THOMAS HIGH SCHOOL

(continued)

# 3 School Accountability Status

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

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

### Federal Title I Status

### New York State Status

#### ▲ Improvement (Year 1) (continued)

GLOBAL MEDIA ARTS HS AT FRANKLIN  
SCHOOL 22-LINCOLN SCHOOL  
SCHOOL 35-PINNACLE  
SCHOOL 42-ABELARD REYNOLDS  
SCHOOL 6-DAG HAMMARSKJOLD  
SCHOOL OF ENGINEERING AND MANUFACTURING AT EDISON  
SCHOOL OF IMAGING AND INFORMATION TECHNOLOGY AT EDISON

#### ▲ Improvement (Year 2)

1 school identified 2% of total  
INTERNATIONAL FINANCE & ECONOMIC DEVELOPMENT HS AT FRANKLIN

#### ▲ Corrective Action

1 school identified 2% of total  
JOSEPH C WILSON MAGNET HIGH SCHOOL

#### ▲ Planning for Restructuring

1 school identified 2% of total  
SCHOOL 45-MARY MCLEOD BETHUNE

#### ▲ Restructuring (Year 2)

4 schools identified 7% of total  
EAST HIGH SCHOOL  
JAMES MONROE HIGH SCHOOL  
JOHN MARSHALL HIGH SCHOOL  
SCHOOL 9-DR MARTIN LUTHER KING JR

#### ▲ Restructuring (Year 3)

1 school identified 2% of total  
FREDERICK DOUGLASS PREPARATORY SCHOOL

#### ▲ Restructuring (Year 4)

2 schools identified 3% of total  
CHARLOTTE HIGH SCHOOL  
THOMAS JEFFERSON HIGH SCHOOL

District **ROCHESTER CITY SCHOOL DISTRICT**District ID **26-16-00-01-0000**

## 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	43%			2408
Grade 4	47%			2344
Grade 5	45%			2177
Grade 6	42%			2347
Grade 7	29%			2697
Grade 8	28%			2820

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	62%			2436
Grade 4	52%			2392
Grade 5	48%			2217
Grade 6	41%			2379
Grade 7	22%			2710
Grade 8	18%			2825

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	74%			2356
Grade 8	26%			2527

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	45%			2270
Mathematics	51%			2270

### 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).

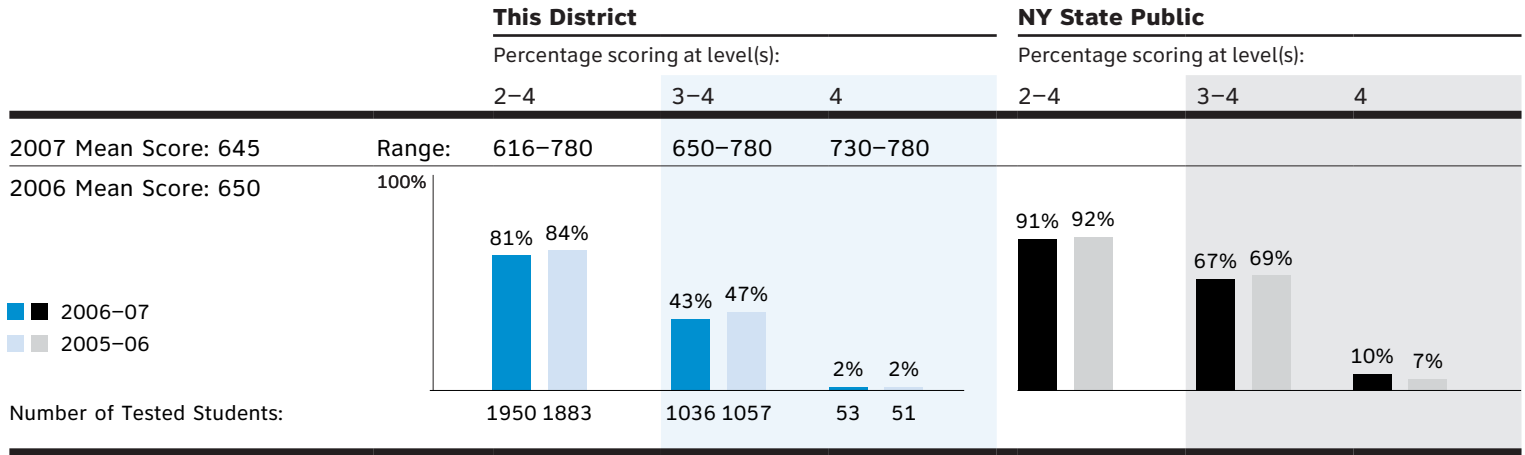
In this section, this district's performance is compared with that of public schools statewide.

### 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>2408</b>	<b>81%</b>	<b>43%</b>	<b>2%</b>	<b>2232</b>	<b>84%</b>	<b>47%</b>	<b>2%</b>
Female	1190	85%	47%	2%	1098	88%	53%	3%
Male	1218	77%	39%	2%	1134	81%	42%	2%
American Indian or Alaska Native	11	91%	64%	0%	7	57%	29%	0%
Black or African American	1538	81%	40%	1%	1558	83%	43%	2%
Hispanic or Latino	520	78%	40%	2%	343	87%	53%	2%
Asian or Native Hawaiian/Other Pacific Islander	34	91%	71%	6%	34	88%	76%	3%
White	305	85%	59%	7%	290	88%	62%	6%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2027	87%	48%	3%	1717	89%	54%	3%
Students with Disabilities	381	49%	14%	0%	515	68%	26%	1%
English Proficient	2138	83%	46%	2%	2193	84%	47%	2%
Limited English Proficient	270	66%	23%	0%	39	77%	54%	3%
Economically Disadvantaged	2038	81%	41%	1%	1864	84%	45%	2%
Not Disadvantaged	370	81%	53%	6%	368	85%	60%	3%
Migrant								
Not Migrant	2408	81%	43%	2%	2232	84%	47%	2%

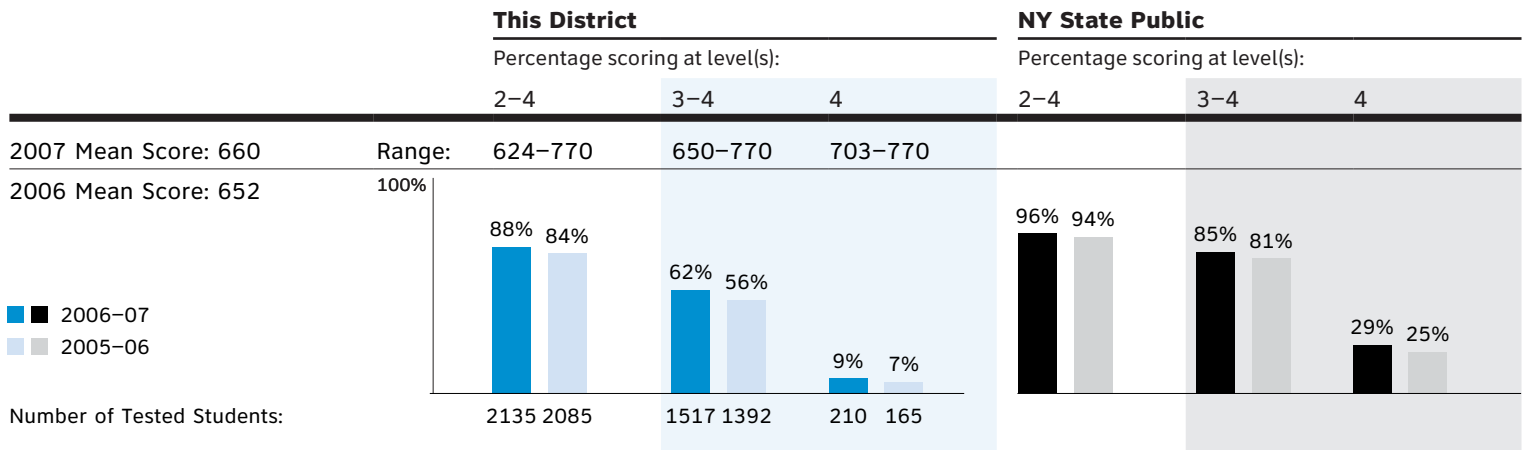
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	24	23	18	16	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	30	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

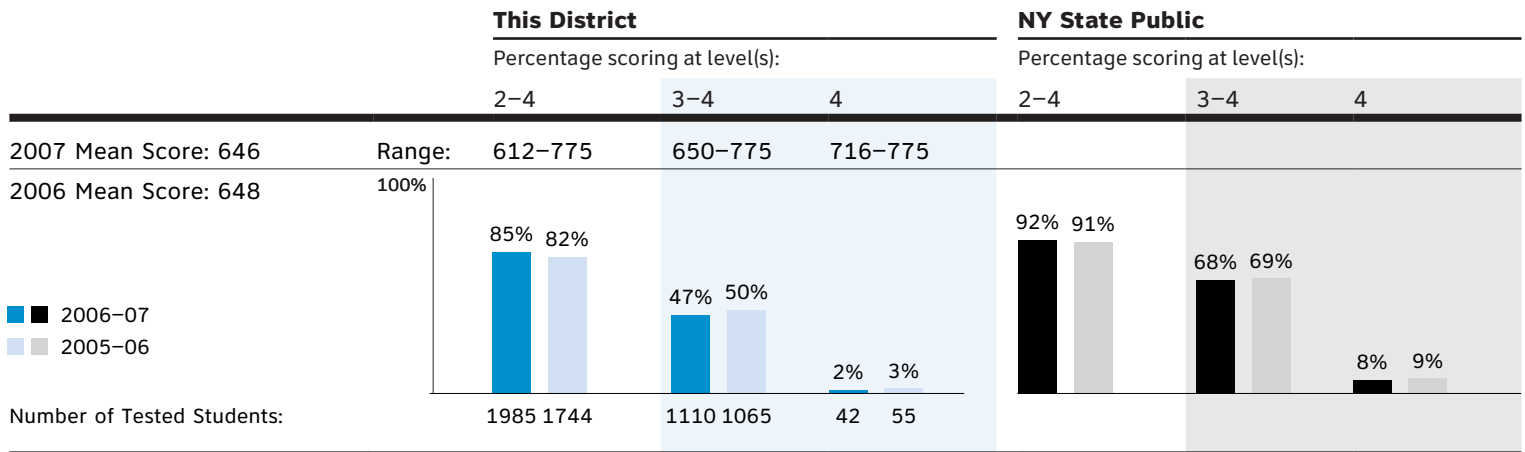
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2436</b>	<b>88%</b>	<b>62%</b>	<b>9%</b>	<b>2492</b>	<b>84%</b>	<b>56%</b>	<b>7%</b>
Female	1196	89%	62%	8%	1208	84%	57%	7%
Male	1240	87%	63%	9%	1284	83%	55%	7%
American Indian or Alaska Native	10	90%	80%	20%	7	86%	14%	0%
Black or African American	1542	87%	60%	8%	1593	83%	52%	5%
Hispanic or Latino	540	88%	60%	7%	543	83%	58%	6%
Asian or Native Hawaiian/Other Pacific Islander	36	97%	81%	25%	47	94%	81%	11%
White	308	91%	75%	13%	302	87%	67%	15%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2049	91%	67%	10%	1933	87%	61%	8%
Students with Disabilities	387	71%	38%	3%	559	73%	40%	3%
English Proficient	2137	89%	64%	9%	2203	85%	57%	7%
Limited English Proficient	299	80%	48%	4%	289	76%	49%	4%
Economically Disadvantaged	2061	88%	62%	8%	2088	83%	55%	6%
Not Disadvantaged	375	87%	66%	13%	404	86%	62%	11%
Migrant								
Not Migrant	2436	88%	62%	9%	2492	84%	56%	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 3 Equivalent	24	24	20	17	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
<b>All Students</b>	<b>2344</b>	<b>85%</b>	<b>47%</b>	<b>2%</b>	<b>2118</b>	<b>82%</b>	<b>50%</b>	<b>3%</b>
Female	1169	88%	50%	2%	1041	84%	52%	2%
Male	1175	81%	45%	2%	1077	81%	48%	3%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	1519	85%	46%	1%	1468	81%	47%	2%
Hispanic or Latino	502	81%	41%	1%	358	80%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	16	-	-	-
White	278	86%	60%	5%	272	90%	69%	9%
Multiracial								
Small Group Totals	45	91%	67%	0%	20	95%	70%	5%
General-Education Students	1949	92%	54%	2%	1555	90%	58%	3%
Students with Disabilities	395	48%	12%	0%	563	62%	29%	1%
English Proficient	2133	86%	50%	2%	2042	83%	51%	3%
Limited English Proficient	211	67%	19%	0%	76	67%	32%	0%
Economically Disadvantaged	1996	84%	45%	1%	1725	81%	47%	2%
Not Disadvantaged	348	90%	59%	4%	393	87%	63%	7%
Migrant								
Not Migrant	2344	85%	47%	2%	2118	82%	50%	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.

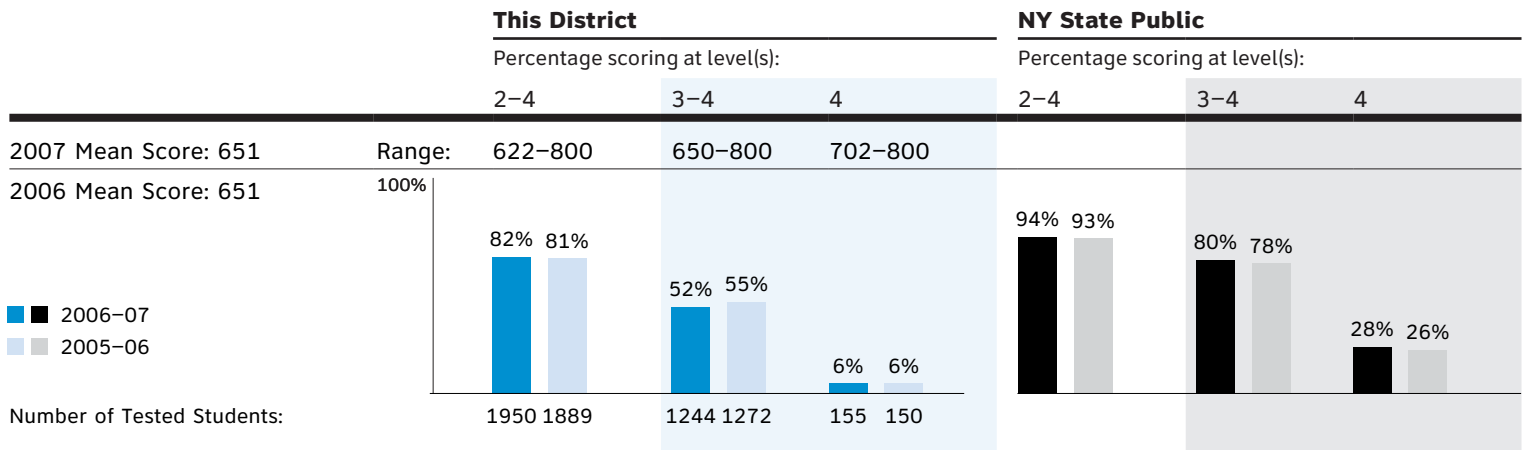
### Other Assessments

	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 4 Equivalent	12	12	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 4	39	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

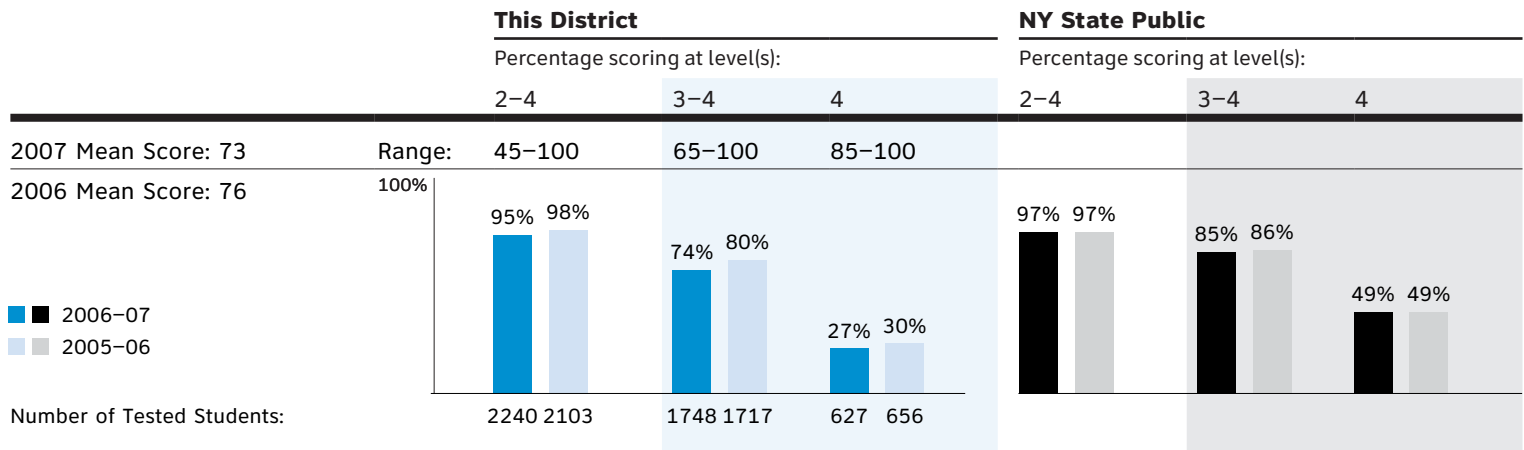
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2392</b>	<b>82%</b>	<b>52%</b>	<b>6%</b>	<b>2323</b>	<b>81%</b>	<b>55%</b>	<b>6%</b>
Female	1188	83%	52%	5%	1134	80%	52%	5%
Male	1204	80%	52%	8%	1189	83%	57%	8%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	1529	80%	49%	6%	1495	80%	52%	5%
Hispanic or Latino	535	82%	52%	4%	508	79%	50%	4%
Asian or Native Hawaiian/Other Pacific Islander	49	-	-	-	28	-	-	-
White	277	87%	65%	11%	288	91%	73%	16%
Multiracial								
Small Group Totals	51	94%	75%	18%	32	88%	72%	19%
General-Education Students	1987	87%	58%	8%	1735	86%	59%	8%
Students with Disabilities	405	56%	22%	1%	588	68%	41%	3%
English Proficient	2139	83%	54%	7%	2039	83%	57%	7%
Limited English Proficient	253	71%	33%	2%	284	72%	39%	4%
Economically Disadvantaged	2030	81%	50%	6%	1906	80%	53%	5%
Not Disadvantaged	362	84%	61%	9%	417	86%	65%	12%
Migrant								
Not Migrant	2392	82%	52%	6%	2323	81%	55%	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 4 Equivalent	12	12	11	5	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>2356</b>	<b>95%</b>	<b>74%</b>	<b>27%</b>	<b>2153</b>	<b>98%</b>	<b>80%</b>	<b>30%</b>
Female	1177	95%	75%	25%	1064	97%	77%	28%
Male	1179	95%	74%	28%	1089	98%	82%	33%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	1518	95%	73%	24%	1372	97%	80%	29%
Hispanic or Latino	525	92%	73%	27%	474	97%	73%	23%
Asian or Native Hawaiian/Other Pacific Islander	44	-	-	-	25	-	-	-
White	266	99%	82%	41%	278	99%	92%	49%
Multiracial								
Small Group Totals	47	100%	83%	45%	29	100%	79%	45%
General-Education Students	1963	96%	78%	30%	1706	98%	82%	33%
Students with Disabilities	393	90%	56%	11%	447	96%	72%	21%
English Proficient	2120	96%	76%	28%	1898	98%	82%	32%
Limited English Proficient	236	89%	61%	13%	255	98%	65%	17%
Economically Disadvantaged	1987	95%	73%	25%	1741	97%	78%	28%
Not Disadvantaged	369	97%	80%	36%	412	99%	87%	42%
Migrant								
Not Migrant	2356	95%	74%	27%	2153	98%	80%	30%

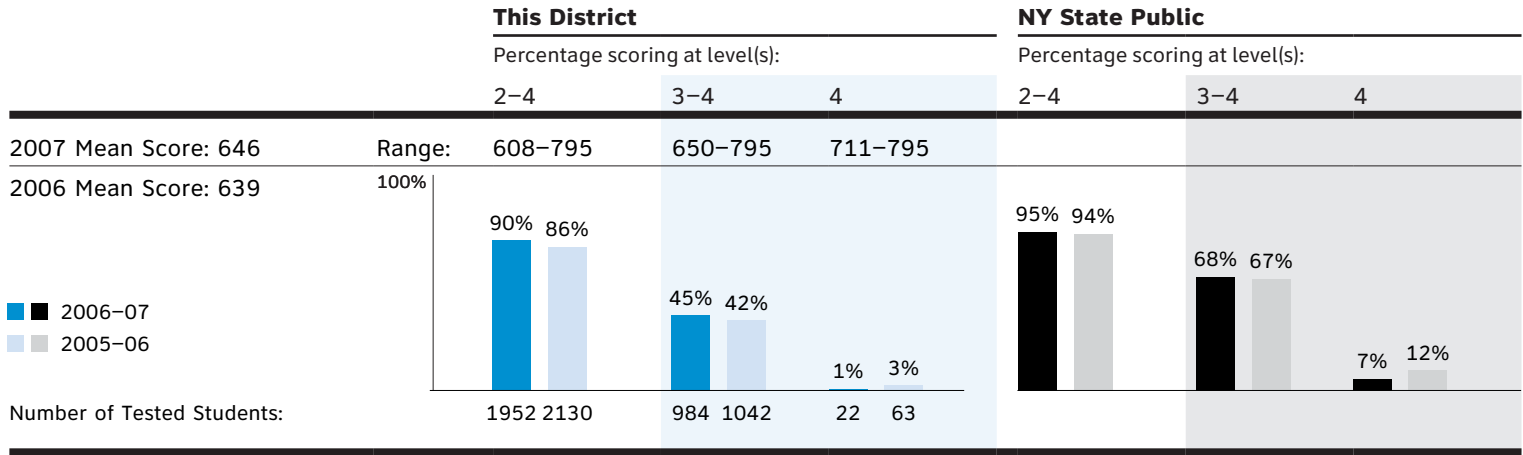
### NOTES

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 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 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
<b>All Students</b>	<b>2177</b>	<b>90%</b>	<b>45%</b>	<b>1%</b>	<b>2477</b>	<b>86%</b>	<b>42%</b>	<b>3%</b>
Female	1052	91%	45%	1%	1213	88%	45%	3%
Male	1125	88%	45%	1%	1264	84%	39%	2%
American Indian or Alaska Native	5	100%	80%	0%	5	100%	40%	0%
Black or African American	1404	91%	43%	1%	1675	86%	39%	2%
Hispanic or Latino	465	84%	38%	0%	467	82%	40%	1%
Asian or Native Hawaiian/Other Pacific Islander	27	89%	52%	0%	32	100%	69%	0%
White	276	95%	66%	3%	298	90%	59%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1769	95%	52%	1%	1697	93%	52%	4%
Students with Disabilities	408	68%	14%	0%	780	70%	21%	0%
English Proficient	1967	92%	49%	1%	2385	86%	43%	3%
Limited English Proficient	210	63%	14%	0%	92	73%	24%	0%
Economically Disadvantaged	1804	89%	42%	1%	2034	85%	39%	2%
Not Disadvantaged	373	91%	59%	2%	443	90%	57%	7%
Migrant								
Not Migrant	2177	90%	45%	1%	2477	86%	42%	3%

#### NOTES

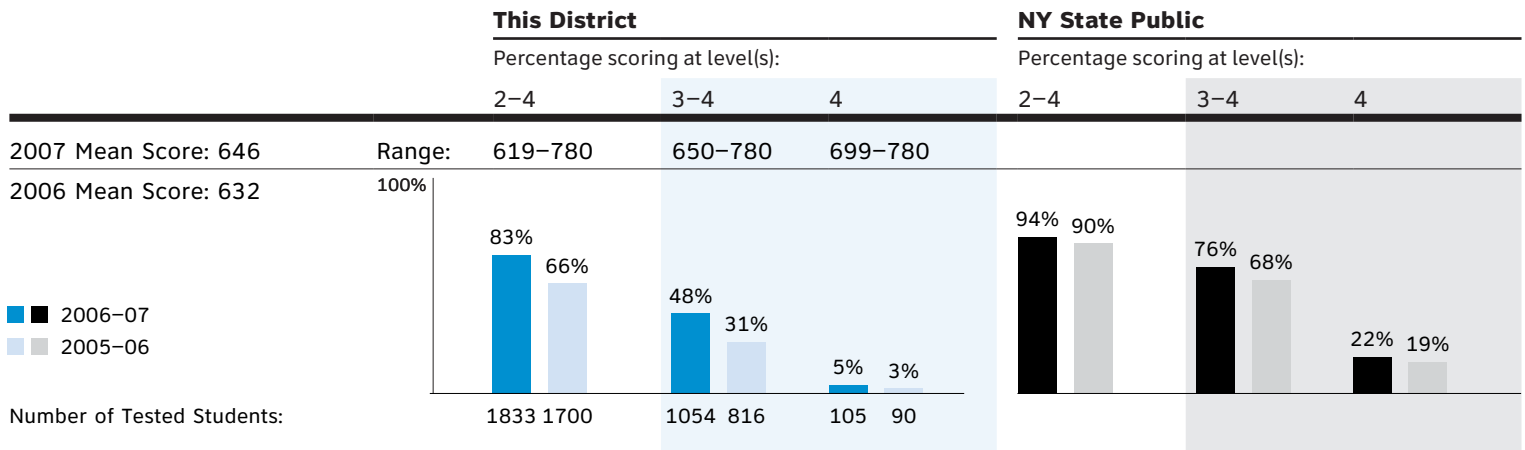
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 5 Equivalent	25	25	24	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 5	35	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

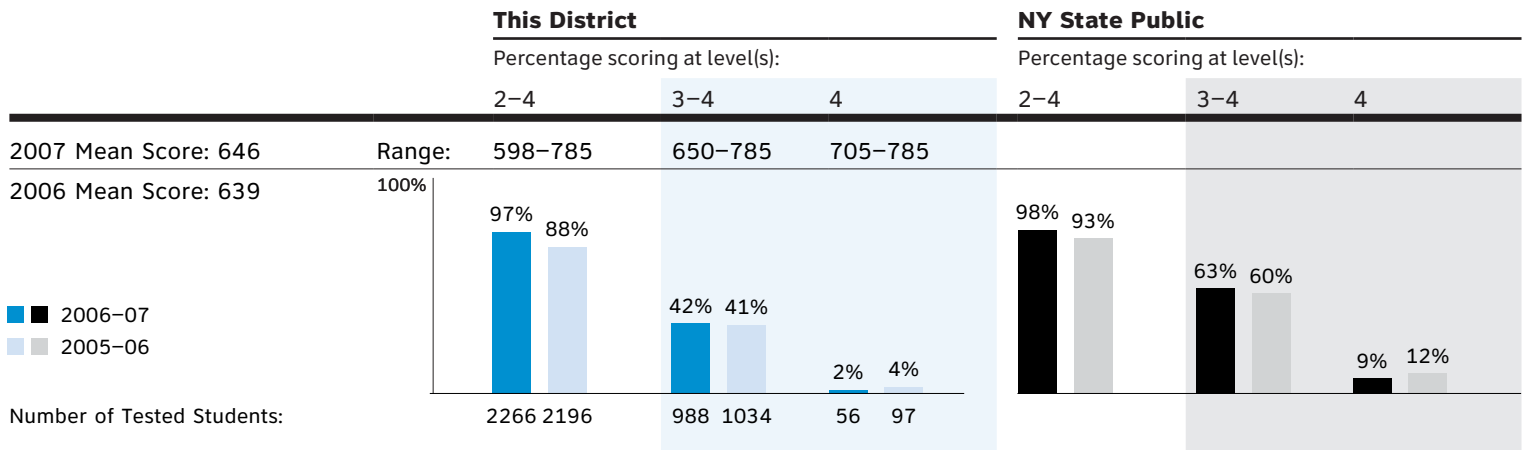
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2217</b>	<b>83%</b>	<b>48%</b>	<b>5%</b>	<b>2593</b>	<b>66%</b>	<b>31%</b>	<b>3%</b>
Female	1061	84%	48%	4%	1275	66%	31%	3%
Male	1156	82%	47%	5%	1318	65%	32%	4%
American Indian or Alaska Native	5	100%	80%	20%	6	83%	33%	0%
Black or African American	1407	82%	45%	4%	1698	64%	28%	2%
Hispanic or Latino	493	78%	44%	3%	545	61%	29%	3%
Asian or Native Hawaiian/Other Pacific Islander	32	97%	66%	9%	36	86%	53%	3%
White	280	91%	64%	9%	308	81%	50%	14%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1802	87%	53%	6%	1801	74%	39%	4%
Students with Disabilities	415	63%	22%	1%	792	46%	15%	1%
English Proficient	1966	85%	50%	5%	2386	67%	33%	4%
Limited English Proficient	251	67%	30%	0%	207	46%	16%	1%
Economically Disadvantaged	1837	82%	46%	4%	2137	64%	29%	3%
Not Disadvantaged	380	84%	53%	8%	456	73%	42%	7%
Migrant								
Not Migrant	2217	83%	48%	5%	2593	66%	31%	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 5 Equivalent	25	25	19	18	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
<b>All Students</b>	<b>2347</b>	<b>97%</b>	<b>42%</b>	<b>2%</b>	<b>2505</b>	<b>88%</b>	<b>41%</b>	<b>4%</b>
Female	1167	98%	44%	3%	1230	90%	46%	5%
Male	1180	95%	40%	2%	1275	85%	37%	3%
American Indian or Alaska Native	6	83%	33%	0%	9	78%	56%	0%
Black or African American	1539	97%	41%	1%	1718	87%	38%	3%
Hispanic or Latino	499	95%	35%	1%	451	85%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	35	86%	51%	6%	34	94%	82%	18%
White	268	97%	59%	10%	293	94%	57%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1923	98%	49%	3%	1784	95%	51%	5%
Students with Disabilities	424	88%	9%	0%	721	69%	16%	1%
English Proficient	2177	98%	45%	3%	2451	88%	42%	4%
Limited English Proficient	170	84%	8%	0%	54	87%	26%	2%
Economically Disadvantaged	1943	96%	40%	1%	2079	87%	39%	3%
Not Disadvantaged	404	97%	53%	7%	426	91%	52%	9%
Migrant								
Not Migrant	2347	97%	42%	2%	2505	88%	41%	4%

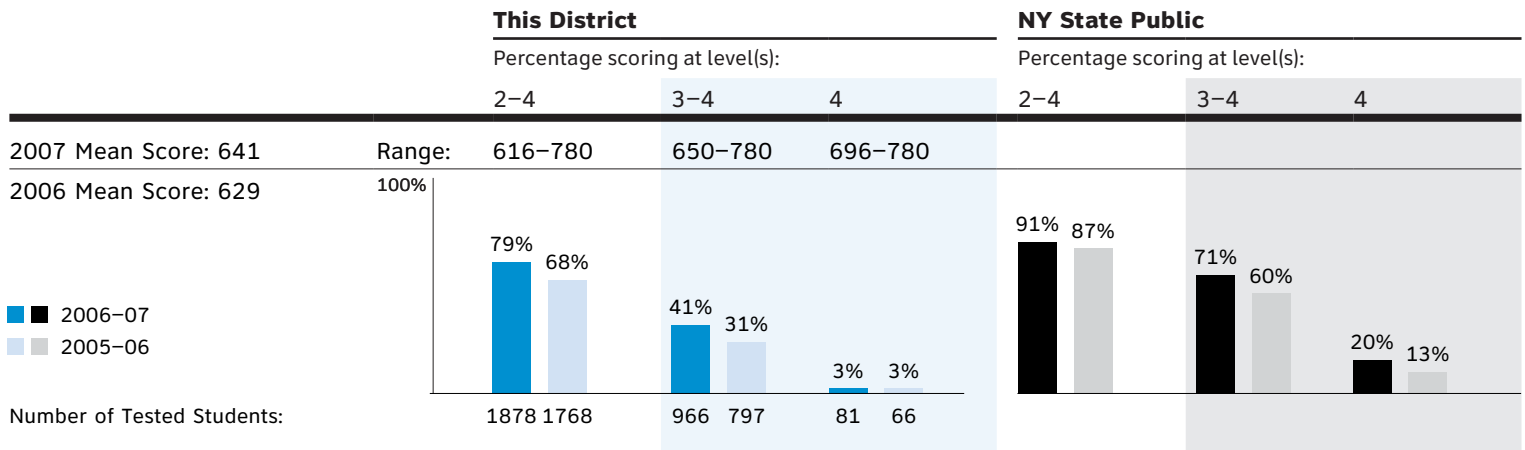
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	37	37	35	23	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	26	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>2379</b>	<b>79%</b>	<b>41%</b>	<b>3%</b>	<b>2593</b>	<b>68%</b>	<b>31%</b>	<b>3%</b>
Female	1181	79%	39%	3%	1268	69%	31%	2%
Male	1198	79%	43%	4%	1325	67%	30%	3%
American Indian or Alaska Native	6	83%	33%	0%	8	88%	13%	0%
Black or African American	1538	79%	39%	2%	1744	67%	28%	2%
Hispanic or Latino	522	76%	37%	3%	506	64%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	40	83%	50%	8%	37	92%	65%	8%
White	273	83%	55%	11%	298	79%	51%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1946	84%	46%	4%	1861	77%	37%	3%
Students with Disabilities	433	56%	18%	1%	732	45%	15%	1%
English Proficient	2180	81%	43%	4%	2462	69%	31%	3%
Limited English Proficient	199	60%	15%	2%	131	51%	20%	0%
Economically Disadvantaged	1967	79%	39%	3%	2156	66%	28%	2%
Not Disadvantaged	412	80%	48%	7%	437	78%	45%	7%
Migrant								
Not Migrant	2379	79%	41%	3%	2593	68%	31%	3%

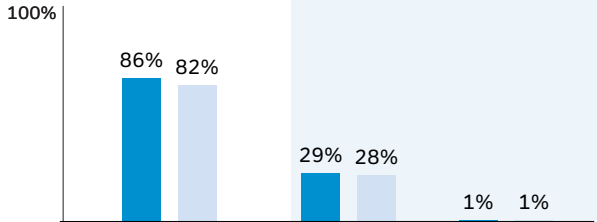
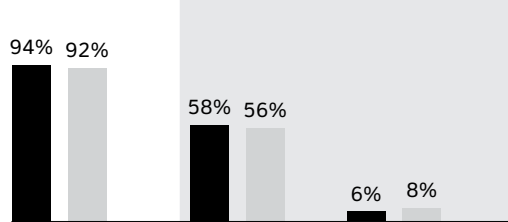
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 6 Equivalent	37	37	36	27	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: 631	600-790	650-790	712-790			
2006 Mean Score: 627						
						
Number of Tested Students:	2321	2503	788 865	28	45	

### 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>2697</b>	<b>86%</b>	<b>29%</b>	<b>1%</b>	<b>3054</b>	<b>82%</b>	<b>28%</b>	<b>1%</b>
Female	1311	91%	35%	1%	1451	84%	30%	2%
Male	1386	82%	24%	1%	1603	80%	27%	1%
American Indian or Alaska Native	9	89%	33%	0%	6	100%	50%	0%
Black or African American	1824	87%	26%	0%	2126	81%	25%	0%
Hispanic or Latino	550	79%	26%	1%	590	79%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	34	91%	68%	0%	46	96%	46%	0%
White	280	91%	51%	5%	286	91%	51%	11%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2208	92%	34%	1%	2379	87%	32%	2%
Students with Disabilities	489	60%	6%	0%	675	63%	14%	0%
English Proficient	2561	87%	30%	1%	3029	82%	29%	1%
Limited English Proficient	136	63%	7%	0%	25	40%	0%	0%
Economically Disadvantaged	2195	86%	27%	0%	2485	81%	26%	1%
Not Disadvantaged	502	85%	40%	4%	569	84%	39%	5%
Migrant								
Not Migrant	2697	86%	29%	1%	3054	82%	28%	1%

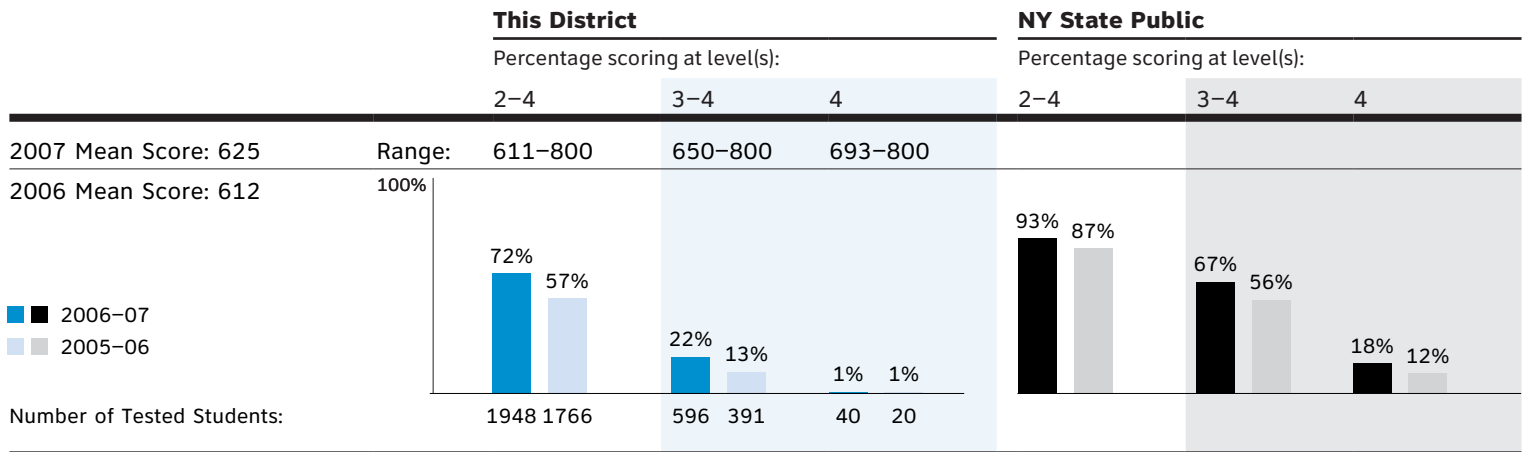
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 7 Equivalent	39	39	35	25	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	19	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>2710</b>	<b>72%</b>	<b>22%</b>	<b>1%</b>	<b>3098</b>	<b>57%</b>	<b>13%</b>	<b>1%</b>
Female	1304	75%	23%	1%	1479	55%	13%	1%
Male	1406	69%	21%	2%	1619	59%	12%	0%
American Indian or Alaska Native	9	44%	33%	0%	6	50%	50%	0%
Black or African American	1824	71%	18%	1%	2103	54%	10%	0%
Hispanic or Latino	563	67%	20%	1%	647	55%	9%	0%
Asian or Native Hawaiian/Other Pacific Islander	39	79%	44%	13%	48	85%	46%	2%
White	275	86%	48%	4%	294	78%	33%	4%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2209	79%	26%	2%	2436	63%	15%	1%
Students with Disabilities	501	40%	5%	0%	662	37%	5%	0%
English Proficient	2553	73%	23%	2%	2977	58%	13%	1%
Limited English Proficient	157	50%	9%	0%	121	31%	3%	0%
Economically Disadvantaged	2206	72%	20%	1%	2537	56%	11%	0%
Not Disadvantaged	504	73%	30%	4%	561	61%	21%	2%
Migrant								
Not Migrant	2710	72%	22%	1%	3098	57%	13%	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 7 Equivalent	40	39	32	21	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 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: 629	602-790	650-790	715-790			
2006 Mean Score: 628						
Number of Tested Students:	2312 1928	791 634	33 36			

### 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>2820</b>	<b>82%</b>	<b>28%</b>	<b>1%</b>	<b>2404</b>	<b>80%</b>	<b>26%</b>	<b>1%</b>
Female	1355	86%	33%	2%	1231	85%	30%	2%
Male	1465	78%	23%	0%	1173	75%	23%	1%
American Indian or Alaska Native	6	83%	50%	0%	9	100%	56%	0%
Black or African American	1945	81%	25%	0%	1650	78%	22%	1%
Hispanic or Latino	546	80%	27%	1%	443	80%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	43	95%	47%	2%	34	94%	59%	0%
White	280	89%	50%	7%	268	89%	51%	7%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2254	90%	34%	1%	1975	86%	30%	2%
Students with Disabilities	566	50%	4%	0%	429	55%	11%	0%
English Proficient	2681	83%	29%	1%	2382	80%	27%	2%
Limited English Proficient	139	57%	6%	0%	22	59%	0%	0%
Economically Disadvantaged	1997	81%	25%	0%	1853	80%	24%	1%
Not Disadvantaged	823	85%	36%	3%	551	81%	34%	4%
Migrant								
Not Migrant	2820	82%	28%	1%	2404	80%	26%	1%

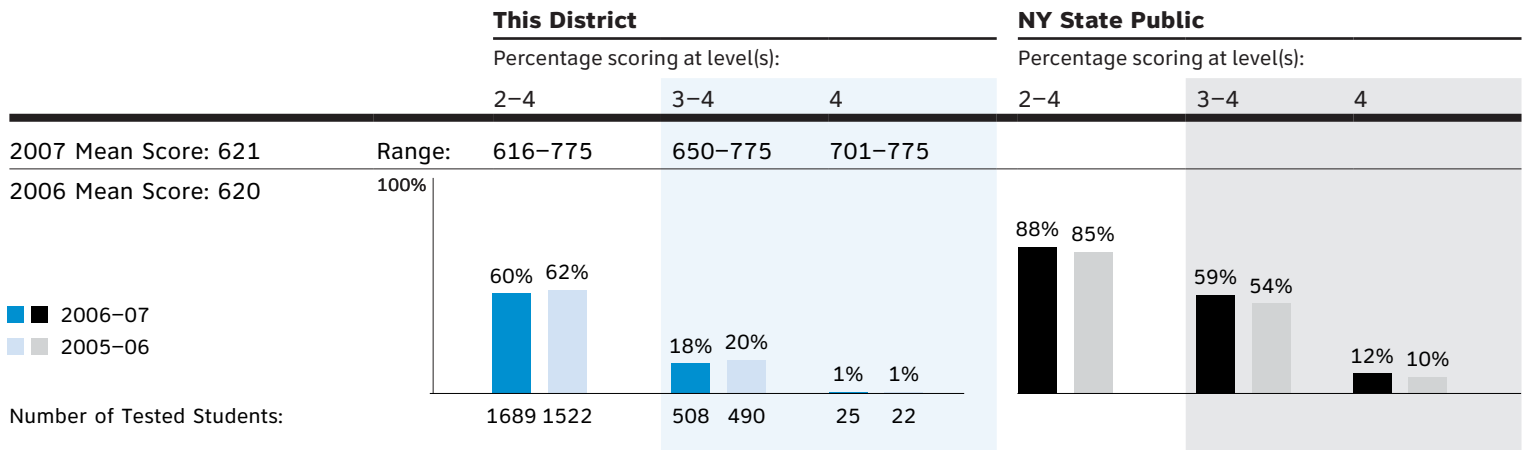
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	42	42	37	19	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	16	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

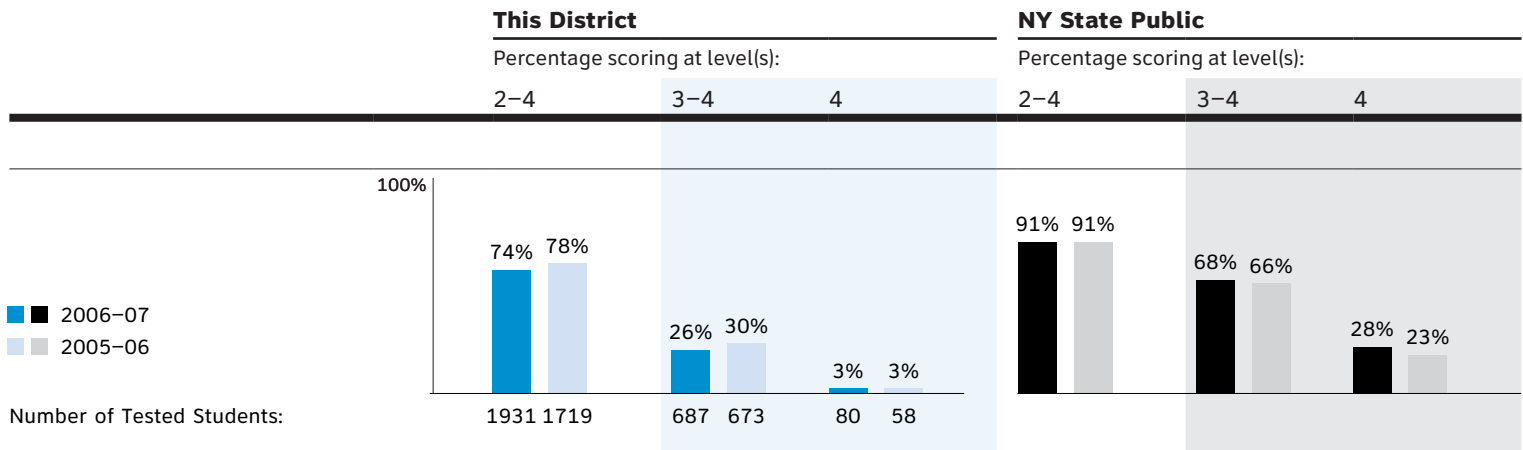
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2825</b>	<b>60%</b>	<b>18%</b>	<b>1%</b>	<b>2436</b>	<b>62%</b>	<b>20%</b>	<b>1%</b>
Female	1357	60%	19%	1%	1235	63%	21%	1%
Male	1468	60%	17%	1%	1201	62%	20%	1%
American Indian or Alaska Native	6	83%	50%	0%	10	90%	40%	0%
Black or African American	1934	57%	15%	1%	1624	60%	16%	0%
Hispanic or Latino	568	57%	15%	0%	485	61%	19%	1%
Asian or Native Hawaiian/Other Pacific Islander	43	91%	44%	5%	38	87%	42%	5%
White	274	78%	38%	4%	279	77%	41%	4%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2262	67%	22%	1%	2012	67%	22%	1%
Students with Disabilities	563	29%	4%	0%	424	42%	10%	0%
English Proficient	2665	61%	19%	1%	2342	64%	21%	1%
Limited English Proficient	160	34%	6%	0%	94	24%	5%	0%
Economically Disadvantaged	1996	57%	16%	0%	1891	62%	19%	0%
Not Disadvantaged	829	66%	23%	2%	545	66%	26%	3%
Migrant								
Not Migrant	2825	60%	18%	1%	2436	62%	20%	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	42	40	33	15	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>2527</b>	<b>74%</b>	<b>26%</b>	<b>3%</b>	<b>2002</b>	<b>76%</b>	<b>25%</b>	<b>1%</b>
Female	1216	76%	25%	3%	1012	77%	23%	0%
Male	1311	72%	26%	3%	990	75%	26%	1%
American Indian or Alaska Native	5	100%	60%	0%	5	80%	40%	0%
Black or African American	1725	71%	21%	1%	1360	75%	20%	0%
Hispanic or Latino	510	76%	25%	1%	416	77%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	38	79%	42%	11%	28	79%	50%	4%
White	249	87%	53%	17%	193	81%	45%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2027	78%	30%	4%	1658	79%	26%	1%
Students with Disabilities	500	58%	9%	1%	344	63%	16%	0%
English Proficient	2381	75%	27%	3%	1919	77%	25%	1%
Limited English Proficient	146	62%	10%	0%	83	57%	12%	0%
Economically Disadvantaged	1801	72%	22%	1%	1586	76%	24%	1%
Not Disadvantaged	726	80%	35%	7%	416	75%	26%	1%
Migrant								
Not Migrant	2527	74%	26%	3%	2002	76%	25%	1%

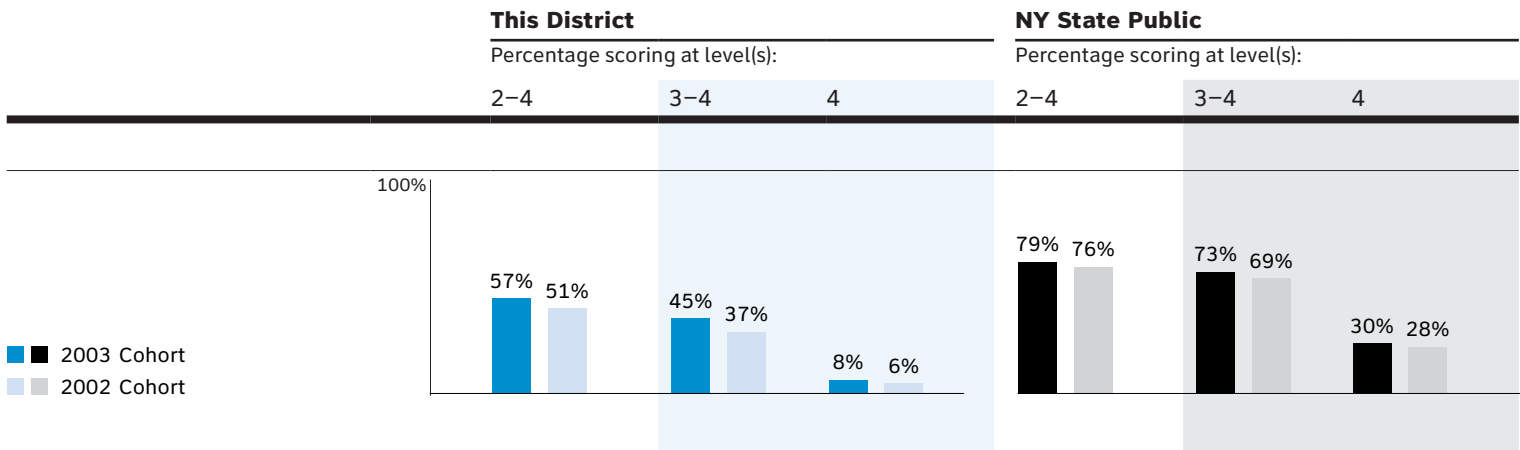
#### NOTES

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	42	41	38	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	69	58	39	4	212	200	178	40

## 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>2270</b>	<b>57%</b>	<b>45%</b>	<b>8%</b>	<b>2427</b>	<b>51%</b>	<b>37%</b>	<b>6%</b>
Female	1147	62%	49%	9%	1252	57%	42%	8%
Male	1123	52%	40%	6%	1175	46%	32%	5%
American Indian or Alaska Native	4	–	–	–	7	29%	29%	14%
Black or African American	1514	58%	44%	5%	1617	52%	35%	5%
Hispanic or Latino	421	48%	38%	4%	441	39%	29%	3%
Asian or Native Hawaiian/Other Pacific Islander	42	–	–	–	41	66%	59%	20%
White	289	62%	56%	24%	321	64%	58%	19%
Multiracial								
Small Group Totals	46	67%	57%	15%				
General-Education Students	1835	66%	52%	9%	1985	59%	44%	8%
Students with Disabilities	435	20%	11%	0%	442	18%	8%	1%
English Proficient	2194	57%	45%	8%	2366	52%	38%	7%
Limited English Proficient	76	47%	30%	0%	61	28%	25%	0%
Economically Disadvantaged	1100	58%	44%	6%	597	30%	15%	1%
Not Disadvantaged	1170	56%	45%	9%	1830	59%	45%	8%
Migrant					14	14%	7%	7%
Not Migrant					2413	52%	38%	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

	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				20	20	20	20

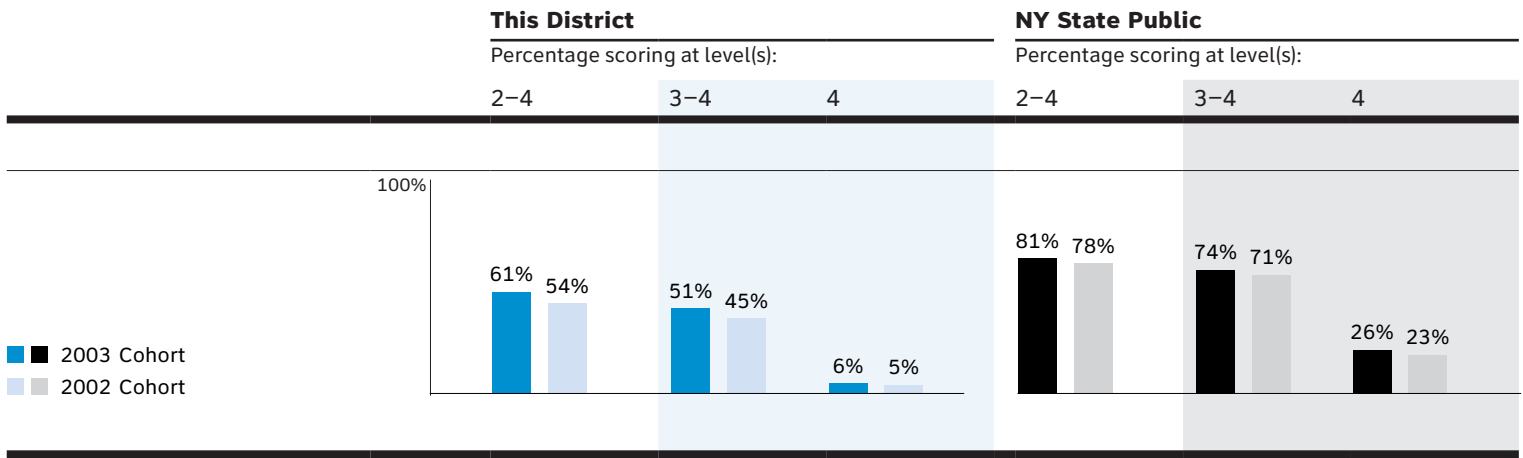
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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>2270</b>	<b>61%</b>	<b>51%</b>	<b>6%</b>	<b>2427</b>	<b>54%</b>	<b>45%</b>	<b>5%</b>
Female	1147	63%	52%	7%	1252	59%	49%	5%
Male	1123	58%	50%	6%	1175	49%	41%	5%
American Indian or Alaska Native	4	–	–	–	7	29%	29%	14%
Black or African American	1514	61%	51%	5%	1617	54%	44%	3%
Hispanic or Latino	421	52%	40%	4%	441	42%	34%	4%
Asian or Native Hawaiian/Other Pacific Islander	42	–	–	–	41	76%	73%	24%
White	289	66%	61%	16%	321	68%	63%	14%
Multiracial								
Small Group Totals	46	83%	76%	24%				
General-Education Students	1835	68%	59%	8%	1985	61%	52%	6%
Students with Disabilities	435	28%	18%	1%	442	24%	14%	1%
English Proficient	2194	61%	51%	6%	2366	54%	45%	5%
Limited English Proficient	76	57%	41%	5%	61	39%	31%	5%
Economically Disadvantaged	1100	62%	52%	5%	597	35%	26%	2%
Not Disadvantaged	1170	59%	50%	7%	1830	60%	51%	6%
Migrant					14	14%	7%	0%
Not Migrant					2413	54%	45%	5%

#### 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				19	19	19	19

\* 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.