



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **ROOSEVELT UNION FREE SCHOOL
DISTRICT**

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

Superintendent **ROBERT WAYNE HARRIS**

Telephone **(516) 345-7001**

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

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 ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	144	144	0
Kindergarten	247	217	186
Grade 1	238	244	261
Grade 2	236	226	233
Grade 3	198	199	231
Grade 4	203	177	199
Grade 5	233	183	167
Grade 6	221	235	174
Ungraded Elementary	13	4	7
Grade 7	274	198	230
Grade 8	221	208	197
Grade 9	262	235	252
Grade 10	215	202	219
Grade 11	146	199	173
Grade 12	94	146	153
Ungraded Secondary	0	0	0
Total K-12	2801	2673	2682

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	19	17	19
Grade 8			
English	24	22	23
Mathematics	17	27	20
Science	22	24	20
Social Studies	21	23	22
Grade 10			
English	20	18	18
Mathematics	22	17	18
Science	23	14	10
Social Studies	18	21	21

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2355	84%	1705	64%	1110	41%
Reduced-Price Lunch	162	6%	334	12%	235	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	345	12%	390	15%	461	17%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	3	0%	7	0%
Black or African American	2196	78%	1991	74%	1829	68%
Hispanic or Latino	589	21%	675	25%	835	31%
Asian or Native Hawaiian/Other Pacific Islander	0	0%	1	0%	1	0%
White	14	0%	3	0%	2	0%
Multiracial**	N/A	N/A	N/A	N/A	8	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		94%		95%		97%
Student Suspensions	238	9%	423	15%	280	10%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	252	253	252
Percent with No Valid Teaching Certificate	1%	0%	2%
Percent Teaching Out of Certification	4%	2%	3%
Percent with Fewer Than Three Years of Experience	8%	10%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	32%	34%
Total Number of Core Classes*	N/A	880	569
Percent Not Taught by Highly Qualified Teachers	N/A	1%	2%
Total Number of Classes	656	674	752
Percent Taught by Teachers Without Appropriate Certification	5%	3%	4%

* 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	32%	18%	34%
Turnover Rate of All Teachers	27%	22%	20%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	36	13	46
Total Paraprofessionals*	68	37	60
Assistant Principals	4	6	6
Principals	6	8	7

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

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

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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.

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 1)

ELA	Improvement (Year 1)	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
All Students	✓	✓	✓	✓ ^{SH}	✓ ^{SH}	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓ ^{SH}	✓ ^{SH}	—
Hispanic or Latino	✓	✓	—	✓ ^{SH}	✓ ^{SH}	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	—	—	—
Limited English Proficient	✓	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
Student groups making AYP in each subject	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1

Accountability Status Levels

AYP Status

- ✓ Made AYP
- ✓^{SH} 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 1)

Accountability Measures 5 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 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 English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (1192:1069)			95%		161	119	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (826:748)			95%		160	118	
Hispanic or Latino (359:314)			96%		163	116	
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (0:0)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (348:161)			88%		127	114	
Limited English Proficient ⁵ (130:103)			98%		125	112	
Economically Disadvantaged (1016:939)			98%		162	118	
Final AYP Determination		5 of 6					

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 for This Subject (2007-08)  Improvement (Year 1)

Accountability Measures 5 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (1182:1066)			96%		156	83	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (818:738)			96%		152	82	
Hispanic or Latino (357:321)			96%		168	80	
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (0:0)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (345:157)			86%		130	78	
Limited English Proficient ⁵ (134:116)			96%		156	76	
Economically Disadvantaged (1040:954)			98%		158	82	
Final AYP Determination		5 of 6					

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 Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (383:328)		Qualified		93%		176	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (276:236)		Qualified		92%		172	100	
Hispanic or Latino (106:91)		Qualified		95%		187	100	
Asian or Native Hawaiian/Other Pacific Islander (1:1)		—	—	—	—	—	—	—
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (62:45)		Qualified		82%		156	100	
Limited English Proficient ⁴ (40:32)		Qualified		98%		188	100	
Economically Disadvantaged (334:291)		Qualified		95%		177	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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


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

AYP Status

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

Secondary-Level English Language Arts












Accountability Status for This Subject (2007–08)  Improvement (Year 1)

Accountability Measures 3 of 4 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 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 English Language Arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) ¹								
All Students (165:182)			97%		142	151	127	148
Ethnicity								
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—	—
Black or African American (144:149)			97%		149	150	133	154
Hispanic or Latino (19:32)		—	—		106	142	20	115
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—	—
White (0:0)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (16:25)	—	—	—	—	—	—	—	—
Limited English Proficient ⁴ (3:13)	—	—	—	—	—	—	—	—
Economically Disadvantaged (5:35)		—	—		54	143	137	69
Final AYP Determination	 3 of 4							

NOTES

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

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

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

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


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

AYP Status

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

Secondary-Level Mathematics












Accountability Status for This Subject (2007–08)  Improvement (Year 1)

Accountability Measures 3 of 4 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 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 ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) ¹								
All Students (165:182)			96%		131	144	127	138
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (144:149)			96%		132	143	129	139
Hispanic or Latino (19:32)		–	–		125	135	20	133
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–	–	–
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (16:25)	–	–	–	–	–	–	–	–
Limited English Proficient ⁴ (3:13)	–	–	–	–	–	–	–	–
Economically Disadvantaged (5:35)		–	–		69	136	135	82
Final AYP Determination		3 of 4						

NOTES

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

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

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


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

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

AYP Status

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






Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2006–07	2007–08
All Students (168)			66%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (140)			71%	55%		
Hispanic or Latino (26)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (1)		–	–	–		
White (0)						
Multiracial (0)						
Other Groups						
Students with Disabilities (29)		–	–	–		
Limited English Proficient ³ (12)		–	–	–		
Economically Disadvantaged (123)			73%	55%		
Final AYP Determination		1 of 1				

NOTES

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

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **ROOSEVELT UNION FREE SCHOOL DISTRICT**

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

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

2 schools identified 40% of total

ULYSSES BYAS ELEMENTARY SCHOOL

WASHINGTON ROSE SCHOOL

Improvement (Year 1)

2 schools identified 40% of total

CENTENNIAL AVENUE SCHOOL

ROOSEVELT MIDDLE SCHOOL

Restructuring (Year 3)

1 school identified 20% of total

ROOSEVELT HIGH SCHOOL

District ROOSEVELT UNION FREE SCHOOL DISTRICT

District ID 28-02-08-03-0000

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	74%			195
Grade 4	89%			175
Grade 5	82%			162
Grade 6	76%			168
Grade 7	39%			208
Grade 8	39%			179
Mathematics				
Grade 3	85%			197
Grade 4	89%			181
Grade 5	81%			167
Grade 6	75%			170
Grade 7	22%			213
Grade 8	37%			180
Science				
Grade 4	93%			179
Grade 8	62%			148

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	57%			228
Mathematics	49%			228

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

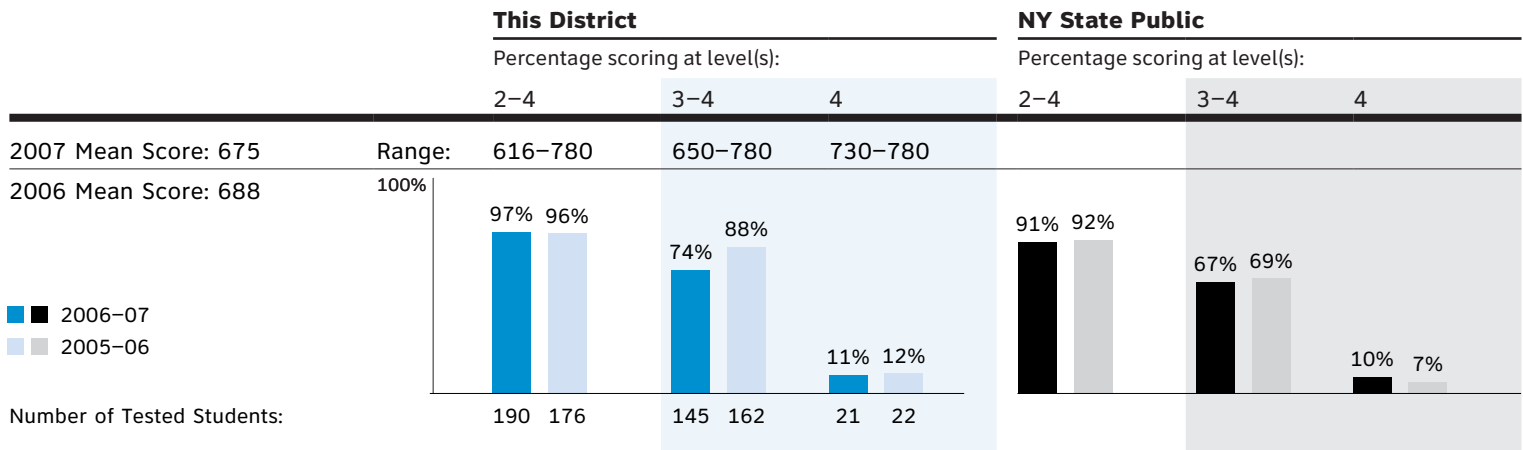
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	195	97%	74%	11%	184	96%	88%	12%
Female	88	99%	82%	14%	100	99%	91%	15%
Male	107	96%	68%	8%	84	92%	85%	8%
American Indian or Alaska Native								
Black or African American	129	98%	76%	15%	142	94%	87%	13%
Hispanic or Latino	66	97%	71%	3%	42	100%	93%	10%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	172	98%	77%	11%	171	98%	92%	13%
Students with Disabilities	23	91%	52%	9%	13	69%	38%	0%
English Proficient	161	98%	79%	13%	181	-	-	-
Limited English Proficient	34	94%	53%	0%	3	-	-	-
Economically Disadvantaged	173	98%	73%	11%				
Not Disadvantaged	22	95%	82%	9%	184	96%	88%	12%
Migrant								
Not Migrant	195	97%	74%	11%	184	96%	88%	12%

NOTES

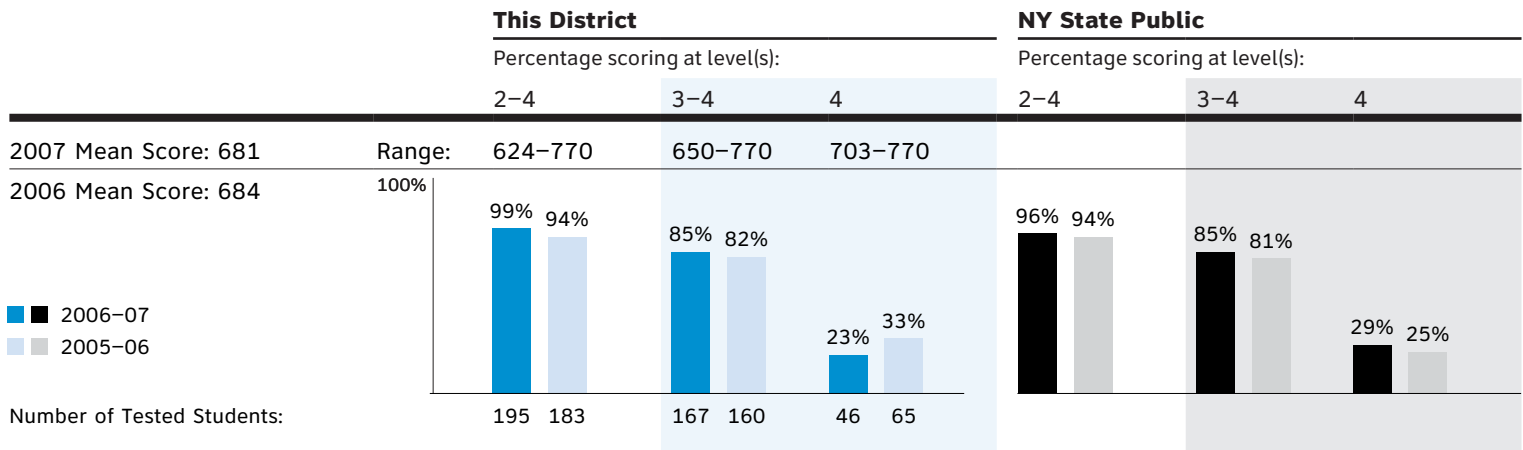
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	2	-	-	-	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	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197	99%	85%	23%	195	94%	82%	33%
Female	85	99%	85%	20%	101	94%	81%	39%
Male	112	99%	85%	26%	94	94%	83%	28%
American Indian or Alaska Native								
Black or African American	126	99%	83%	25%	144	94%	81%	32%
Hispanic or Latino	71	99%	87%	21%	50	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White								
Multiracial								
Small Group Totals					51	94%	84%	37%
General-Education Students	176	99%	85%	26%	181	96%	85%	35%
Students with Disabilities	21	100%	81%	5%	14	71%	50%	14%
English Proficient	161	99%	84%	25%	180	94%	82%	36%
Limited English Proficient	36	97%	86%	14%	15	87%	80%	7%
Economically Disadvantaged	180	99%	86%	23%				
Not Disadvantaged	17	100%	76%	24%	195	94%	82%	33%
Migrant								
Not Migrant	197	99%	85%	23%	195	94%	82%	33%

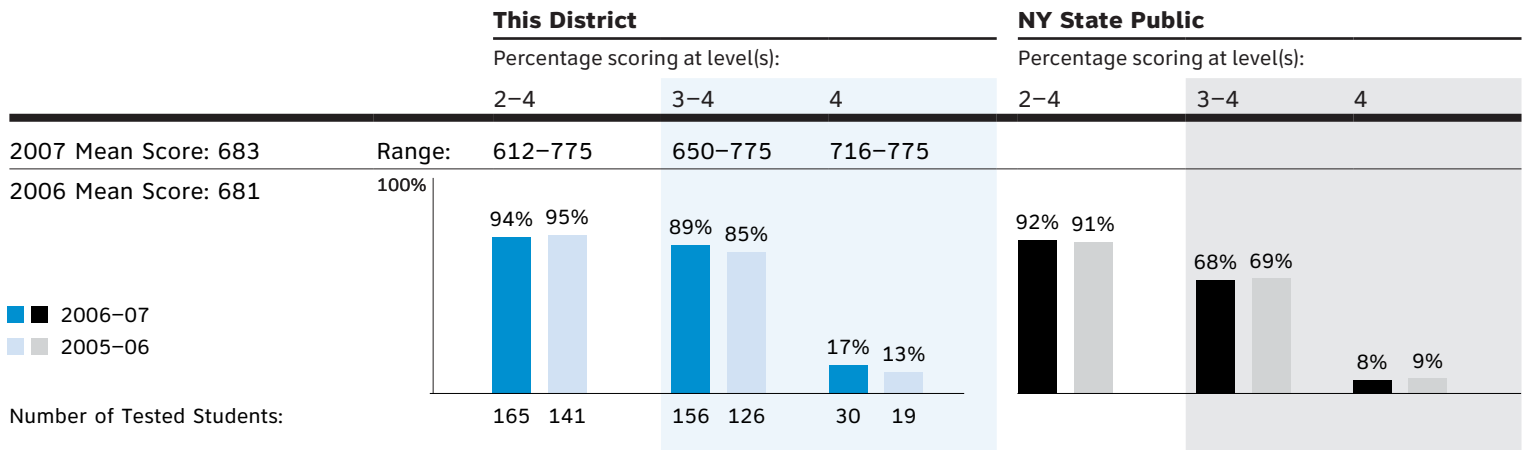
NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	175	94%	89%	17%	148	95%	85%	13%
Female	84	98%	93%	20%	76	95%	88%	16%
Male	91	91%	86%	14%	72	96%	82%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	127	94%	88%	17%	107	94%	82%	9%
Hispanic or Latino	48	94%	92%	17%	40	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals					41	98%	93%	22%
General-Education Students	152	98%	95%	19%	130	98%	88%	15%
Students with Disabilities	23	70%	48%	4%	18	78%	61%	0%
English Proficient	164	96%	91%	18%	146	-	-	-
Limited English Proficient	11	73%	64%	0%	2	-	-	-
Economically Disadvantaged	154	95%	90%	16%				
Not Disadvantaged	21	86%	81%	24%	148	95%	85%	13%
Migrant								
Not Migrant	175	94%	89%	17%	148	95%	85%	13%

NOTES

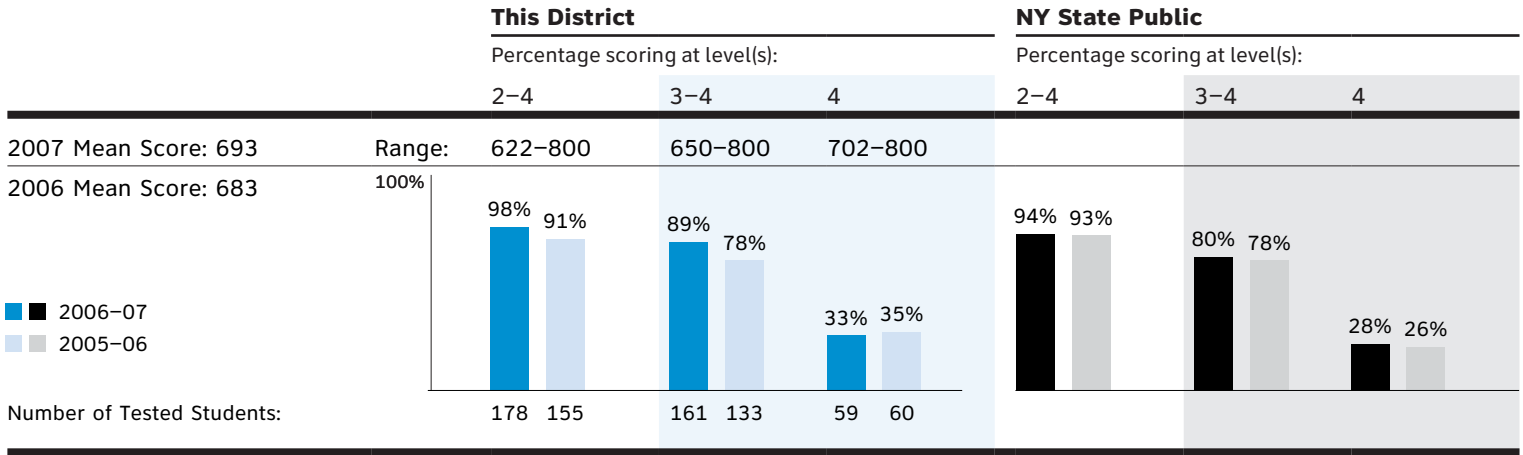
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	5	5	2	2	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	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

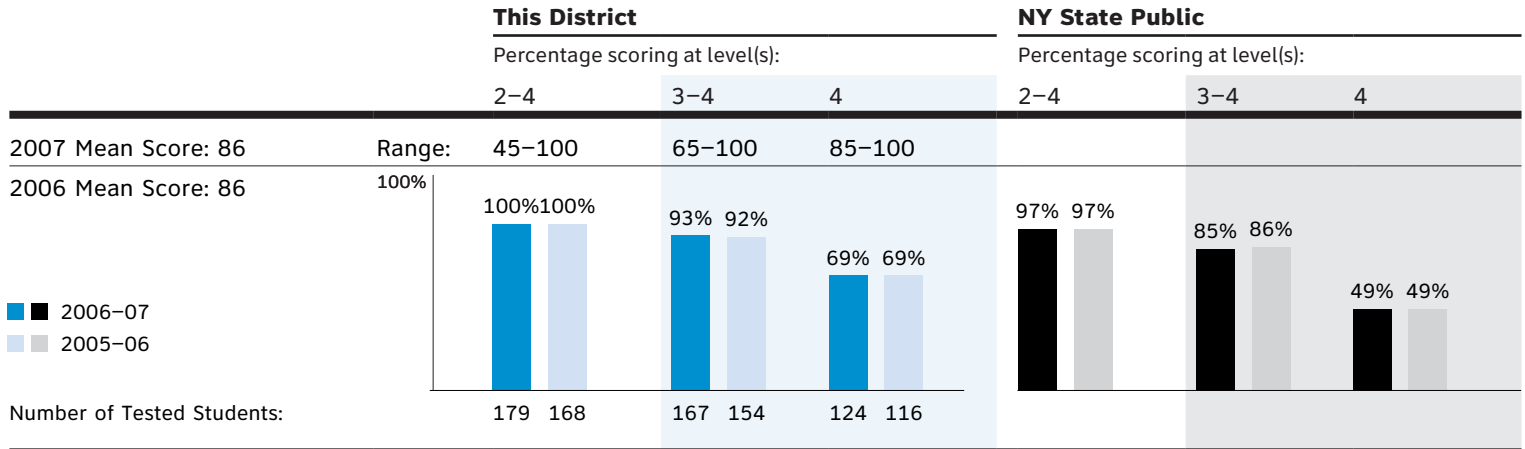
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	181	98%	89%	33%	171	91%	78%	35%
Female	85	99%	91%	28%	83	92%	81%	40%
Male	96	98%	88%	36%	88	90%	75%	31%
American Indian or Alaska Native					1	-	-	-
Black or African American	125	98%	88%	32%	107	93%	75%	33%
Hispanic or Latino	56	98%	91%	34%	62	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White								
Multiracial								
Small Group Totals					64	88%	83%	39%
General-Education Students	159	99%	94%	34%	152	92%	80%	36%
Students with Disabilities	22	91%	55%	23%	19	79%	63%	26%
English Proficient	162	99%	90%	34%	147	93%	79%	38%
Limited English Proficient	19	95%	79%	21%	24	79%	71%	17%
Economically Disadvantaged	164	99%	89%	32%				
Not Disadvantaged	17	88%	88%	35%	171	91%	78%	35%
Migrant								
Not Migrant	181	98%	89%	33%	171	91%	78%	35%

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

Other Assessments

	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	5	5	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

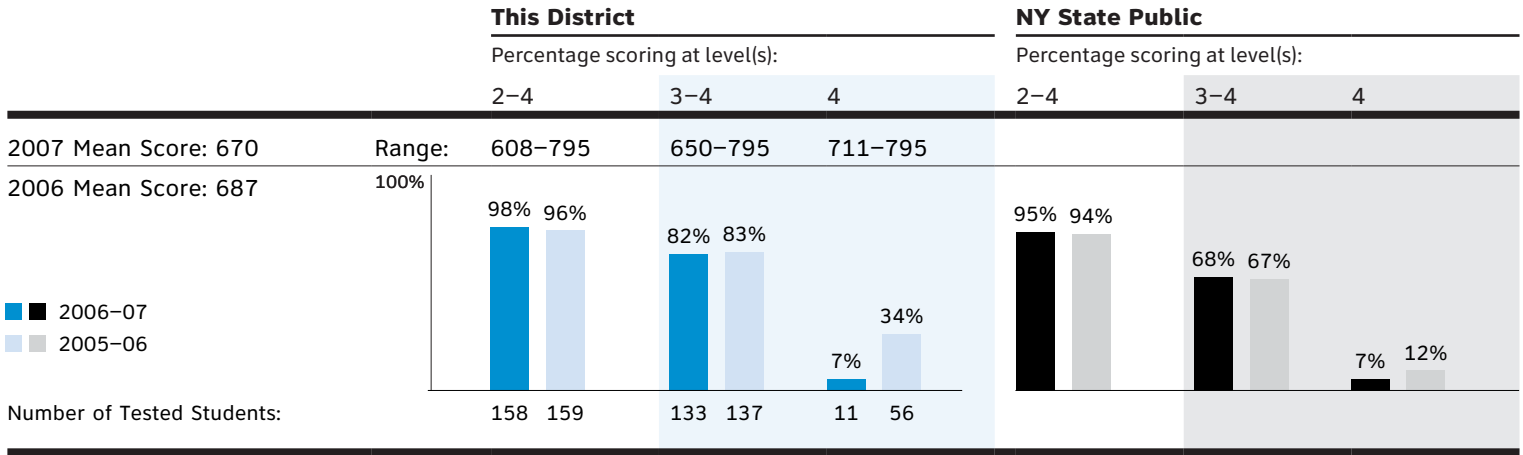
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	179	100%	93%	69%	168	100%	92%	69%
Female	84	100%	96%	73%	81	100%	90%	70%
Male	95	100%	91%	66%	87	100%	93%	68%
American Indian or Alaska Native					1	-	-	-
Black or African American	122	100%	94%	67%	104	100%	94%	67%
Hispanic or Latino	57	100%	91%	74%	62	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White								
Multiracial								
Small Group Totals					64	100%	88%	72%
General-Education Students	159	100%	95%	72%	150	100%	92%	69%
Students with Disabilities	20	100%	80%	50%	18	100%	89%	67%
English Proficient	159	100%	96%	72%	144	100%	93%	70%
Limited English Proficient	20	100%	75%	50%	24	100%	83%	63%
Economically Disadvantaged	166	100%	93%	69%				
Not Disadvantaged	13	100%	92%	69%	168	100%	92%	69%
Migrant								
Not Migrant	179	100%	93%	69%	168	100%	92%	69%

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	5	5	5	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	162	98%	82%	7%	165	96%	83%	34%
Female	75	95%	79%	9%	78	100%	91%	37%
Male	87	100%	85%	5%	87	93%	76%	31%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	102	100%	82%	6%	135	96%	81%	29%
Hispanic or Latino	59	-	-	-	29	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	60	93%	82%	8%	30	97%	90%	57%
General-Education Students	139	98%	83%	6%	140	99%	90%	39%
Students with Disabilities	23	96%	74%	13%	25	80%	44%	8%
English Proficient	146	99%	87%	8%	165	96%	83%	34%
Limited English Proficient	16	81%	38%	0%				
Economically Disadvantaged	145	98%	82%	7%				
Not Disadvantaged	17	94%	82%	6%	165	96%	83%	34%
Migrant								
Not Migrant	162	98%	82%	7%	165	96%	83%	34%

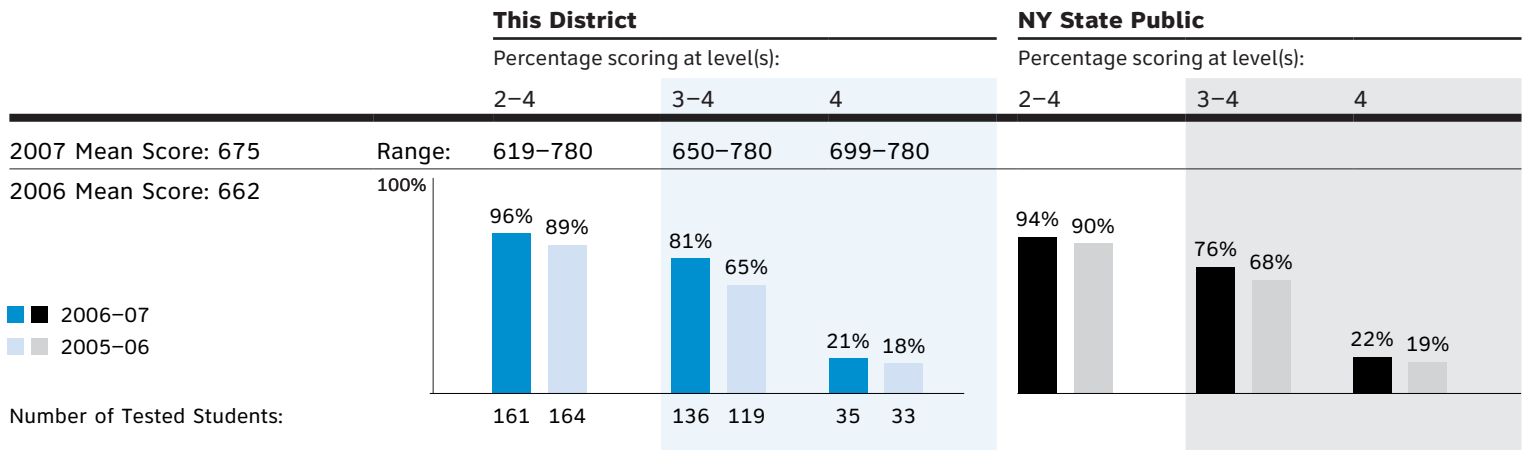
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	6	6	6	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

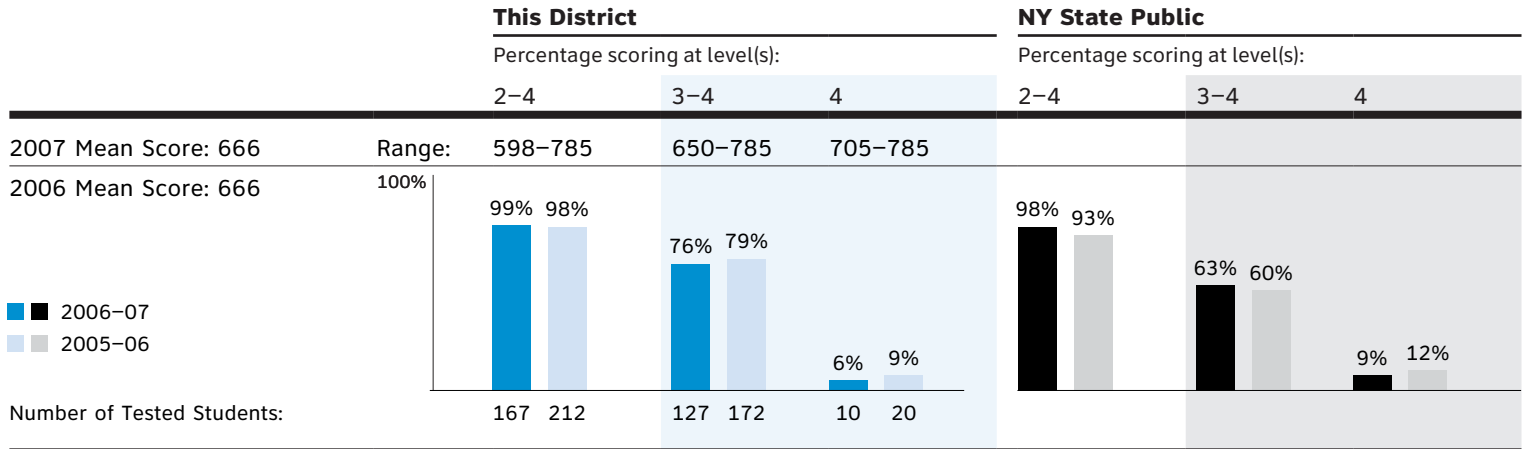
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	167	96%	81%	21%	184	89%	65%	18%
Female	77	96%	82%	13%	84	92%	74%	19%
Male	90	97%	81%	28%	100	87%	57%	17%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	102	97%	81%	17%	135	90%	65%	14%
Hispanic or Latino	64	-	-	-	48	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	65	95%	82%	28%	49	88%	63%	29%
General-Education Students	143	97%	81%	20%	159	92%	70%	20%
Students with Disabilities	24	92%	83%	25%	25	68%	28%	4%
English Proficient	146	97%	85%	23%	166	91%	69%	19%
Limited English Proficient	21	90%	57%	10%	18	72%	22%	6%
Economically Disadvantaged	152	97%	82%	20%				
Not Disadvantaged	15	87%	80%	33%	184	89%	65%	18%
Migrant								
Not Migrant	167	96%	81%	21%	184	89%	65%	18%

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	6	6	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	168	99%	76%	6%	217	98%	79%	9%
Female	81	100%	80%	9%	111	98%	82%	14%
Male	87	99%	71%	3%	106	97%	76%	5%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	123	99%	75%	3%	169	98%	78%	9%
Hispanic or Latino	44	-	-	-	45	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	45	100%	78%	13%	48	96%	83%	8%
General-Education Students	143	100%	81%	7%	194	99%	82%	9%
Students with Disabilities	25	96%	44%	0%	23	87%	57%	13%
English Proficient	151	99%	79%	6%	214	-	-	-
Limited English Proficient	17	100%	47%	6%	3	-	-	-
Economically Disadvantaged	151	99%	77%	5%				
Not Disadvantaged	17	100%	65%	12%	217	98%	79%	9%
Migrant								
Not Migrant	168	99%	76%	6%	217	98%	79%	9%

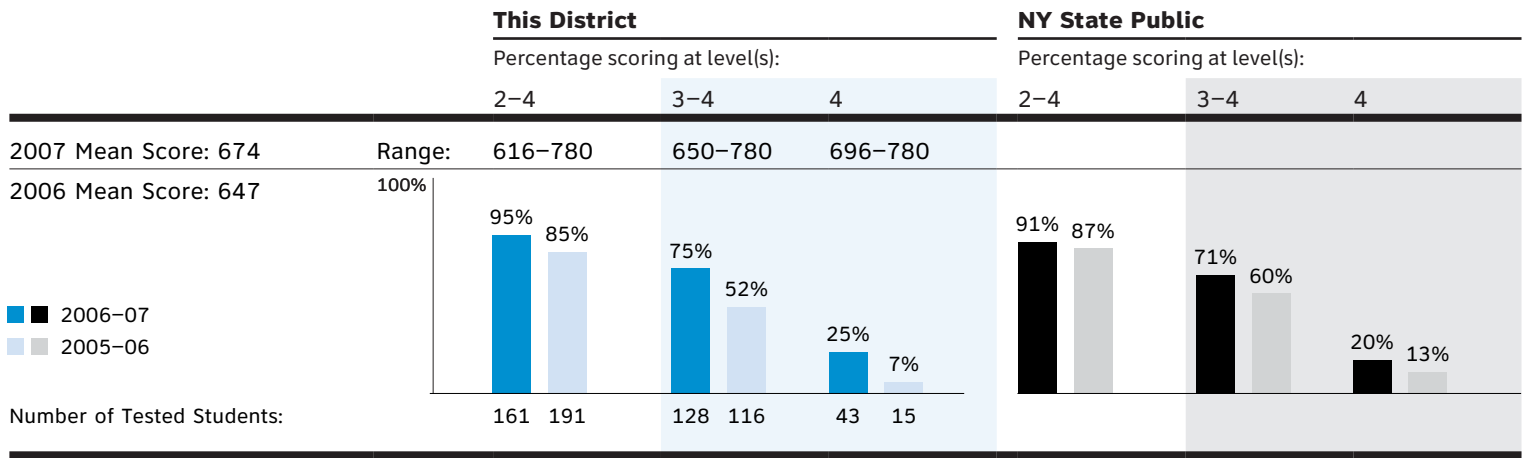
NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	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	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

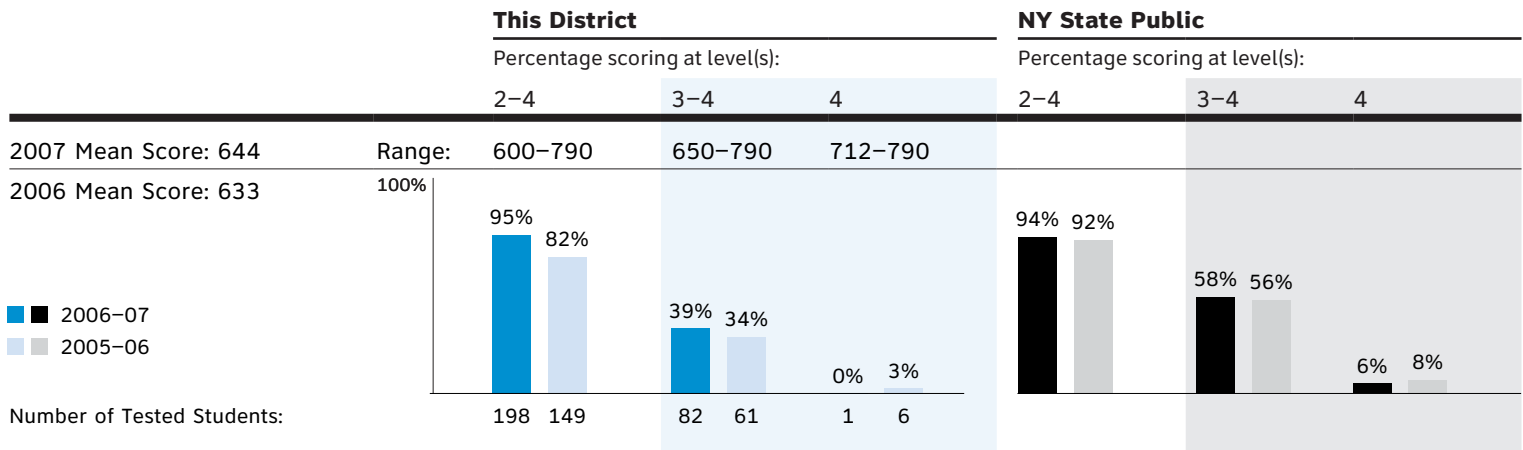
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	170	95%	75%	25%	225	85%	52%	7%
Female	77	99%	82%	26%	119	87%	52%	6%
Male	93	91%	70%	25%	106	82%	51%	8%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	120	93%	73%	21%	166	83%	46%	7%
Hispanic or Latino	49	-	-	-	56	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	50	100%	80%	36%	59	92%	68%	5%
General-Education Students	145	99%	81%	28%	203	87%	54%	7%
Students with Disabilities	25	72%	40%	8%	22	64%	32%	5%
English Proficient	147	94%	77%	27%	212	85%	52%	7%
Limited English Proficient	23	100%	65%	17%	13	77%	38%	0%
Economically Disadvantaged	157	95%	76%	27%				
Not Disadvantaged	13	92%	62%	8%	225	85%	52%	7%
Migrant								
Not Migrant	170	95%	75%	25%	225	85%	52%	7%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	208	95%	39%	0%	181	82%	34%	3%
Female	104	96%	48%	0%	95	83%	39%	3%
Male	104	94%	31%	1%	86	81%	28%	3%
American Indian or Alaska Native	3	-	-	-				
Black or African American	150	96%	37%	1%	141	81%	34%	4%
Hispanic or Latino	54	-	-	-	39	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White								
Multiracial								
Small Group Totals	58	93%	47%	0%	40	88%	33%	3%
General-Education Students	178	97%	44%	1%	162	85%	38%	4%
Students with Disabilities	30	87%	13%	0%	19	58%	0%	0%
English Proficient	200	96%	41%	1%	171	81%	35%	4%
Limited English Proficient	8	88%	13%	0%	10	100%	10%	0%
Economically Disadvantaged	189	96%	38%	1%				
Not Disadvantaged	19	89%	58%	0%	181	82%	34%	3%
Migrant								
Not Migrant	208	95%	39%	0%	181	82%	34%	3%

NOTES

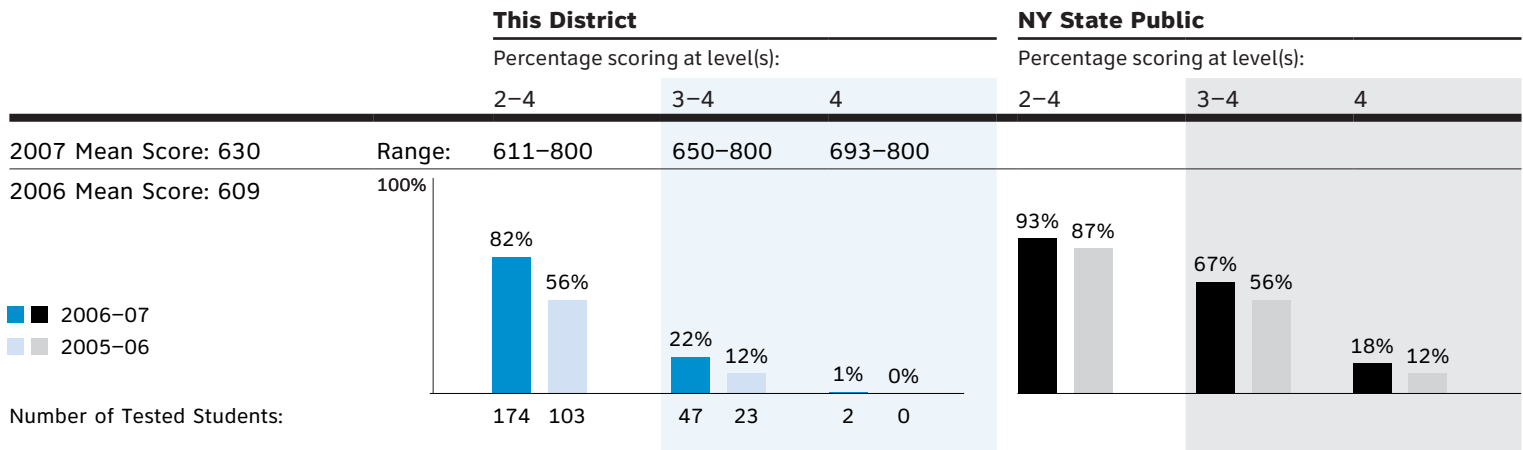
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	4	2	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	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	213	82%	22%	1%	185	56%	12%	0%
Female	105	83%	22%	1%	101	53%	14%	0%
Male	108	81%	22%	1%	84	58%	11%	0%
American Indian or Alaska Native	3	-	-	-				
Black or African American	156	78%	17%	0%	137	57%	15%	0%
Hispanic or Latino	53	-	-	-	47	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White								
Multiracial								
Small Group Totals	57	91%	37%	4%	48	52%	6%	0%
General-Education Students	184	84%	24%	1%	166	58%	14%	0%
Students with Disabilities	29	69%	10%	0%	19	37%	0%	0%
English Proficient	202	82%	22%	1%	167	57%	14%	0%
Limited English Proficient	11	82%	18%	0%	18	44%	0%	0%
Economically Disadvantaged	196	84%	22%	1%				
Not Disadvantaged	17	53%	24%	0%	185	56%	12%	0%
Migrant								
Not Migrant	213	82%	22%	1%	185	56%	12%	0%

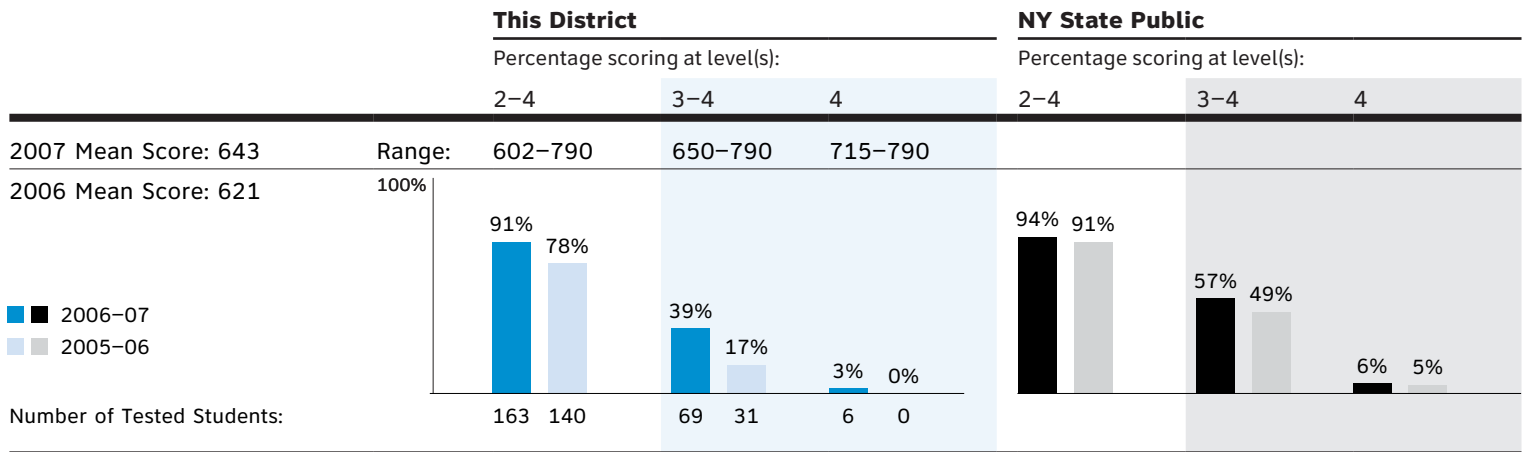
NOTES

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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	5	5	4	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	179	91%	39%	3%	180	78%	17%	0%
Female	97	97%	43%	5%	89	87%	21%	0%
Male	82	84%	33%	1%	91	69%	13%	0%
American Indian or Alaska Native					2	-	-	-
Black or African American	132	92%	39%	3%	144	75%	17%	0%
Hispanic or Latino	46	-	-	-	34	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White								
Multiracial								
Small Group Totals	47	89%	36%	4%	36	89%	17%	0%
General-Education Students	155	95%	44%	4%	161	84%	19%	0%
Students with Disabilities	24	63%	4%	0%	19	26%	0%	0%
English Proficient	161	93%	43%	4%	178	-	-	-
Limited English Proficient	18	72%	0%	0%	2	-	-	-
Economically Disadvantaged	149	92%	38%	4%				
Not Disadvantaged	30	87%	40%	0%	180	78%	17%	0%
Migrant								
Not Migrant	179	91%	39%	3%	180	78%	17%	0%

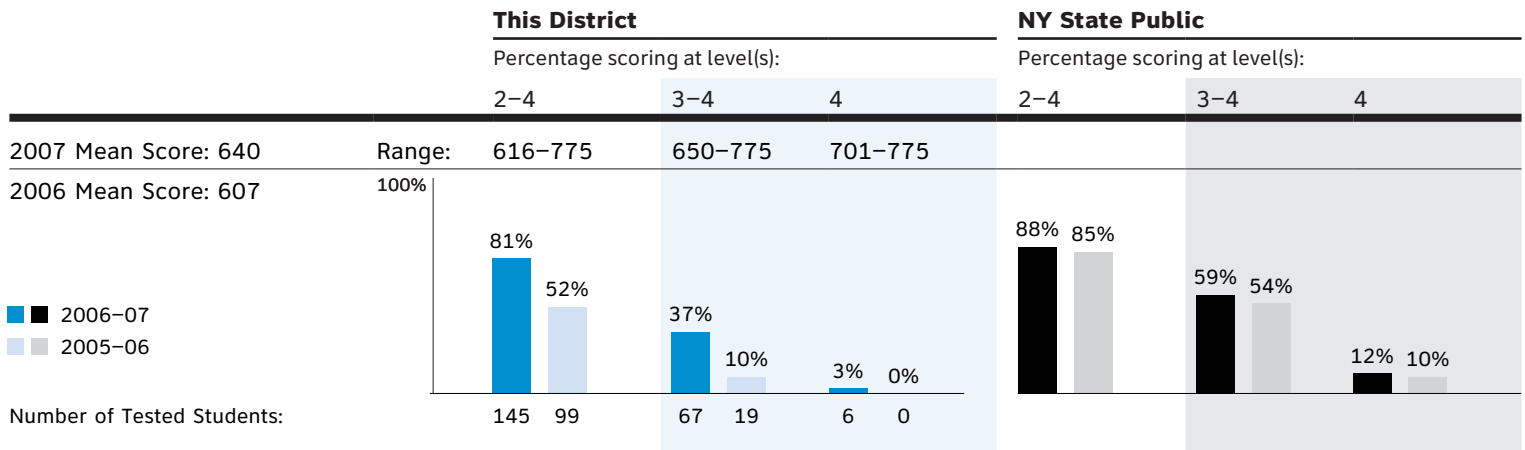
NOTES
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Other Assessments

	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	5	5	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	180	81%	37%	3%	190	52%	10%	0%
Female	94	80%	37%	3%	95	49%	13%	0%
Male	86	81%	37%	3%	95	55%	7%	0%
American Indian or Alaska Native					2	-	-	-
Black or African American	135	79%	39%	3%	138	57%	11%	0%
Hispanic or Latino	44	-	-	-	50	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White								
Multiracial								
Small Group Totals	45	87%	33%	4%	52	40%	8%	0%
General-Education Students	157	85%	41%	4%	174	53%	11%	0%
Students with Disabilities	23	52%	13%	0%	16	44%	0%	0%
English Proficient	161	81%	40%	4%	174	56%	11%	0%
Limited English Proficient	19	79%	11%	0%	16	6%	0%	0%
Economically Disadvantaged	156	81%	38%	3%				
Not Disadvantaged	24	79%	33%	4%	190	52%	10%	0%
Migrant								
Not Migrant	180	81%	37%	3%	190	52%	10%	0%

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	5	5	4	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science

This District

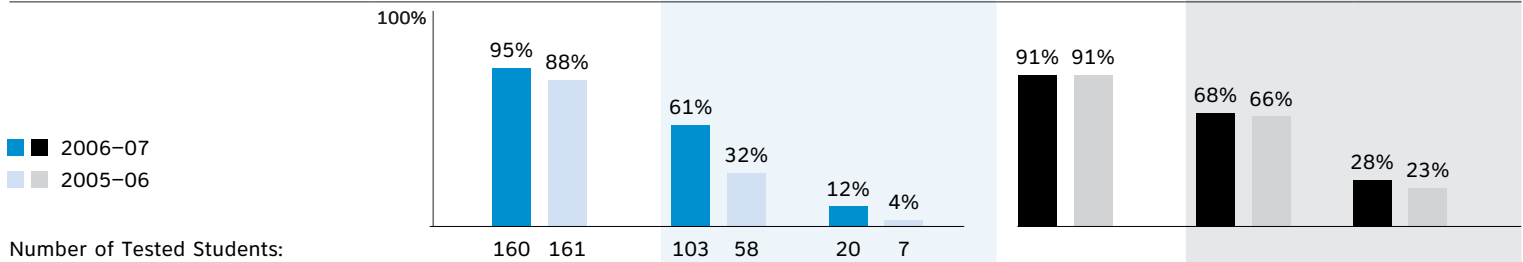
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

Results by Student Group

2006-07 School Year

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

2005-06 School Year

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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	148	95%	62%	13%	184	88%	32%	4%
Female	77	97%	73%	19%	88	91%	31%	3%
Male	71	93%	51%	6%	96	84%	32%	4%
American Indian or Alaska Native					2	-	-	-
Black or African American	108	94%	56%	12%	137	89%	34%	4%
Hispanic or Latino	39	-	-	-	45	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White								
Multiracial								
Small Group Totals	40	100%	78%	15%	47	83%	26%	2%
General-Education Students	127	98%	67%	15%	169	88%	34%	4%
Students with Disabilities	21	81%	33%	0%	15	87%	7%	0%
English Proficient	129	95%	57%	14%	166	90%	34%	4%
Limited English Proficient	19	100%	95%	5%	18	67%	6%	0%
Economically Disadvantaged	128	97%	62%	13%				
Not Disadvantaged	20	85%	65%	15%	184	88%	32%	4%
Migrant								
Not Migrant	148	95%	62%	13%	184	88%	32%	4%

NOTES

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Other Assessments

2006-07 School Year

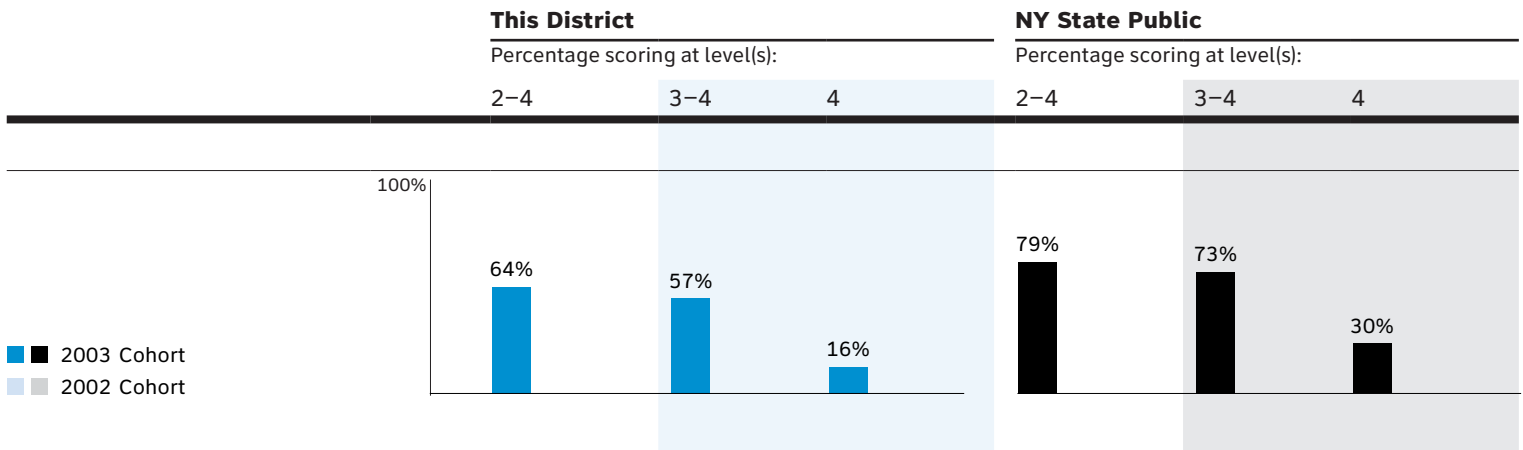
Total Tested Number scoring at level(s):
2-4 3-4 4

2005-06 School Year

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

	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	5	5	4	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	20	19	11	1	0			

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	228	64%	57%	16%				
Female	100	69%	62%	24%				
Male	128	61%	52%	10%				
American Indian or Alaska Native								
Black or African American	186	67%	61%	18%				
Hispanic or Latino	40	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	1	-	-	-				
Multiracial								
Small Group Totals	42	55%	38%	10%				
General-Education Students	196	72%	64%	18%				
Students with Disabilities	32	16%	13%	3%				
English Proficient	213	67%	60%	17%				
Limited English Proficient	15	27%	7%	0%				
Economically Disadvantaged	53	30%	17%	0%				
Not Disadvantaged	175	75%	69%	21%				
Migrant								
Not Migrant								

NOTES

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Other Assessments

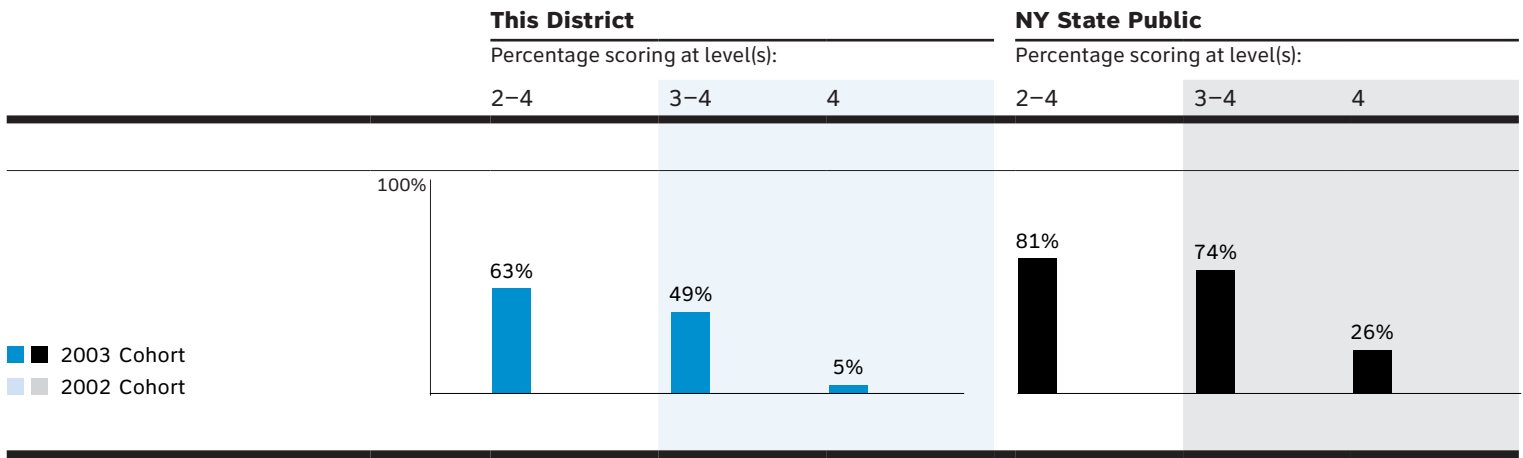
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0							

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	228	63%	49%	5%				
Female	100	68%	53%	11%				
Male	128	59%	45%	1%				
American Indian or Alaska Native								
Black or African American	186	64%	49%	5%				
Hispanic or Latino	40	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	1	-	-	-				
Multiracial								
Small Group Totals	42	60%	45%	5%				
General-Education Students	196	70%	55%	6%				
Students with Disabilities	32	19%	13%	0%				
English Proficient	213	63%	48%	5%				
Limited English Proficient	15	60%	53%	7%				
Economically Disadvantaged	53	32%	23%	2%				
Not Disadvantaged	175	73%	57%	6%				
Migrant								
Not Migrant								

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							

* 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.