



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **ROME CITY SCHOOL DISTRICT**  
District ID **41-18-00-01-0000**  
Superintendent **JEFFREY SIMONS**  
Telephone **(315) 338-6521**  
Grades **K-12, UE, US**

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

- 1 Get District Profile information.**  
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**  
This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.
- 3 View School Accountability Status.**  
This section lists all schools in your district by 2007–08 accountability status.
- 4 Review an Overview of District Performance.**  
This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

## 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	198	195	274
Kindergarten	439	417	391
Grade 1	450	445	420
Grade 2	411	411	422
Grade 3	409	393	399
Grade 4	440	390	394
Grade 5	473	445	384
Grade 6	460	446	435
Ungraded Elementary	0	0	8
Grade 7	504	431	428
Grade 8	470	460	413
Grade 9	494	524	522
Grade 10	444	434	394
Grade 11	406	450	382
Grade 12	415	376	392
Ungraded Secondary	0	0	60
<b>Total K-12</b>	<b>5815</b>	<b>5622</b>	<b>5444</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	20	21	21
<b>Grade 8</b>			
English	20	22	22
Mathematics	21	23	22
Science	20	23	21
Social Studies	21	22	22
<b>Grade 10</b>			
English	20	22	24
Mathematics	20	24	20
Science	3	23	8
Social Studies	21	24	22

### Enrollment Information

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

### Average Class Size Information

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

District **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2295	39%	2279	41%	2296	42%
Reduced-Price Lunch	530	9%	498	9%	553	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	31	1%	36	1%	34	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	50	1%	45	1%	14	0%
Black or African American	385	7%	419	7%	355	7%
Hispanic or Latino	201	3%	230	4%	310	6%
Asian or Native Hawaiian/Other Pacific Islander	112	2%	70	1%	71	1%
White	5067	87%	4858	86%	4659	86%
Multiracial**	N/A	N/A	N/A	N/A	35	1%

\* 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%		94%		94%	
Student Suspensions	727	12%	384	7%	554	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 ROME CITY SCHOOL DISTRICT

District ID 41-18-00-01-0000

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	506	457	411
Percent with No Valid Teaching Certificate	2%	2%	1%
Percent Teaching Out of Certification	4%	3%	2%
Percent with Fewer Than Three Years of Experience	9%	5%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	42%	41%
<b>Total Number of Core Classes*</b>	N/A	1714	1027
Percent Not Taught by Highly Qualified Teachers	N/A	3%	3%
<b>Total Number of Classes</b>	1667	1446	1525
Percent Taught by Teachers Without Appropriate Certification	1%	0%	2%

\* 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	25%	34%	6%
Turnover Rate of All Teachers	16%	37%	9%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	53	56	30
Total Paraprofessionals*	145	180	101
Assistant Principals	6	6	6
Principals	11	11	13

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Cohort

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

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

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

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

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

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

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2007-08)

#### Improvement (Year 3)

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

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		—	—	
Hispanic or Latino	✓	✓		—	—	
Asian or Native Hawaiian/Other Pacific Islander	—	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	—	—		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✓ 6 of 6	✓ 7 of 7	✓ 1 of 1	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1

#### AYP Status

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


#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts




















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

**Accountability Measures** 6 of 6 Student groups making AYP in English Language Arts  
 Made AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]




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

Student Group (Total: Continuous Enrollment) <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> (2529:2444)			99%		152	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (192:182)			99%		139	114	
Hispanic or Latino (103:97)			96%		145	112	
Asian or Native Hawaiian/Other Pacific Islander (31:29)	—	—	—	—	—	—	—
White (2200:2133)			99%		153	120	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (487:465)	 SH		98%	 SH	85	117	78 97
Limited English Proficient <sup>5</sup> (15:13)	—	—	—	—	—	—	—
Economically Disadvantaged (1211:1148)			99%		130	119	
<b>Final AYP Determination</b>	 6 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**  Good Standing  
**for This Subject**  
**(2007-08)**

**Accountability Measures** 7 of 7 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> (2531:2433)			99%		157	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (189:178)			99%		144	78	
Hispanic or Latino (104:100)			100%		148	76	
Asian or Native Hawaiian/Other Pacific Islander (31:30)		—	—		163	69	
White (2204:2122)			99%		158	84	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (484:463)			99%		96	81	
Limited English Proficient <sup>5</sup> (16:15)	—	—	—	—	—	—	—
Economically Disadvantaged (1203:1140)			99%		138	83	
<b>Final AYP Determination</b>		7 of 7					

#### 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> (829:786)		Qualified		98%		180	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (68:63)		Qualified		99%		163	100	
Hispanic or Latino (36:34)		—	—	—		168	100	
Asian or Native Hawaiian/Other Pacific Islander (11:10)	—	—	—	—	—	—	—	—
White (713:678)		Qualified		98%		182	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (151:140)		Qualified		97%		149	100	
Limited English Proficient <sup>4</sup> (5:5)	—	—	—	—	—	—	—	—
Economically Disadvantaged (374:350)		Qualified		99%		173	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 for This Subject (2007–08)**  Improvement (Year 3)

**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 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]

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

Student Group	AYP	Participation <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 (397:391)</b>			100%		181	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (17:14)	—	—	—	—	—	—	—
Hispanic or Latino (14:9)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (3:4)	—	—	—	—	—	—	—
White (363:364)			100%		182	153	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (50:57)			98%		109	146	117    118
Limited English Proficient <sup>4</sup> (4:1)	—	—	—	—	—	—	—
Economically Disadvantaged (98:99)			99%		163	149	
<b>Final AYP Determination</b>	 3 of 4						

#### 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** 3 of 4 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 (397:391)</b>			100%		179	146		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (17:14)	—	—	—	—	—	—	—	
Hispanic or Latino (14:9)	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (3:4)	—	—	—	—	—	—	—	
White (363:364)			100%		179	146		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (50:57)			98%		107	139	108    116	
Limited English Proficient <sup>4</sup> (4:1)	—	—	—	—	—	—	—	
Economically Disadvantaged (98:99)			99%		170	142		
<b>Final AYP Determination</b>		3 of 4						

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (384)			74%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (22)		–	–	–		
Hispanic or Latino (15)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (10)		–	–	–		
White (335)			76%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (61)			48%	55%	37%	49%
Limited English Proficient <sup>3</sup> (0)						
Economically Disadvantaged (93)			61%	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 **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

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

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

### Federal Title I Status

#### Good Standing

5 schools identified 45% of total

BELLAMY ELEMENTARY SCHOOL  
FORT STANWIX ELEMENTARY SCHOOL  
GANSEVOORT ELEMENTARY SCHOOL  
GEORGE R STALEY UPPER ELEMENTARY SCHOOL  
LOUIS V DENTI ELEMENTARY SCHOOL

#### Improvement (Year 1)

2 schools identified 18% of total

JERRY C CLOUGH ELEMENTARY SCHOOL  
ROME FREE ACADEMY

#### Corrective Action

1 school identified 9% of total

LYNDON H STROUGH MIDDLE SCHOOL

### New York State Status

#### Good Standing

3 schools identified 27% of total

JOHN E JOY ELEMENTARY SCHOOL  
RIDGE MILLS ELEMENTARY SCHOOL  
STOKES ELEMENTARY SCHOOL

District **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

## Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	56%			397
Grade 4	60%			389
Grade 5	68%			386
Grade 6	58%			439
Grade 7	54%			445
Grade 8	62%			428
<b>Mathematics</b>				
Grade 3	73%			401
Grade 4	66%			390
Grade 5	66%			385
Grade 6	60%			442
Grade 7	63%			444
Grade 8	62%			428
<b>Science</b>				
Grade 4	83%			392
Grade 8	82%			419

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	73%			488
Mathematics	71%			488

### 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.

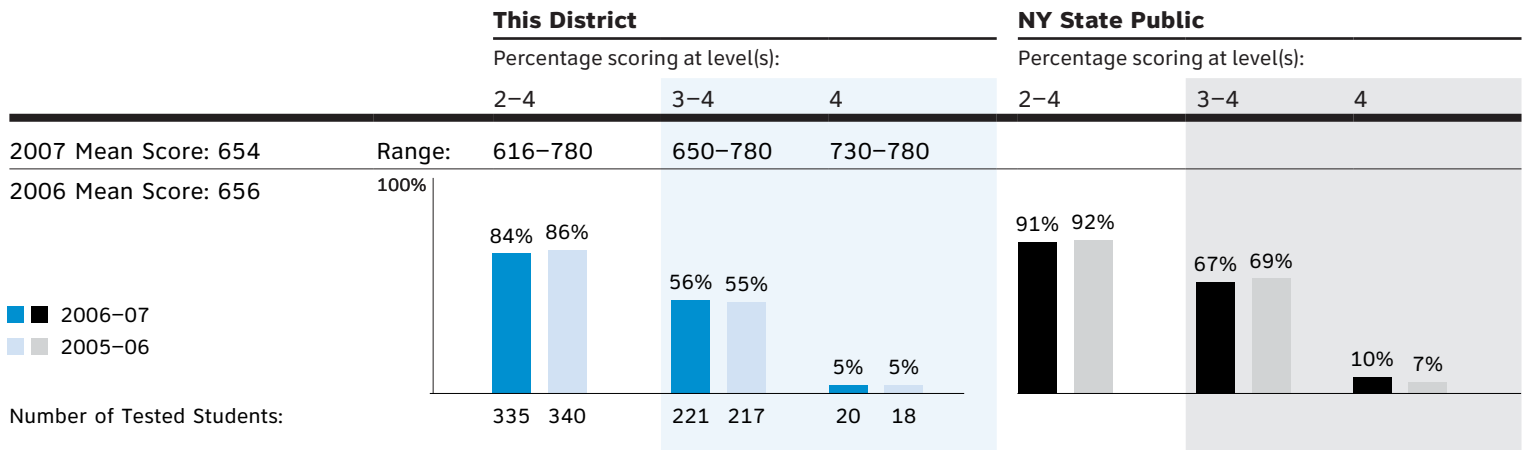
### This District's N/RC Category:

#### 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
<b>All Students</b>	<b>397</b>	<b>84%</b>	<b>56%</b>	<b>5%</b>	<b>395</b>	<b>86%</b>	<b>55%</b>	<b>5%</b>
Female	177	90%	62%	6%	197	87%	60%	7%
Male	220	80%	50%	5%	198	85%	50%	3%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	33	88%	58%	6%	33	91%	61%	3%
Hispanic or Latino	17	-	-	-	10	80%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	343	85%	57%	5%	342	85%	55%	4%
Multiracial								
Small Group Totals	21	76%	38%	5%	10	100%	40%	20%
General-Education Students	312	96%	68%	6%	330	95%	64%	5%
Students with Disabilities	85	41%	11%	0%	65	43%	9%	0%
English Proficient	395	-	-	-	394	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	220	76%	41%	2%	212	82%	46%	1%
Not Disadvantaged	177	94%	73%	9%	183	91%	65%	8%
Migrant								
Not Migrant	397	84%	56%	5%	395	86%	55%	5%

#### NOTES

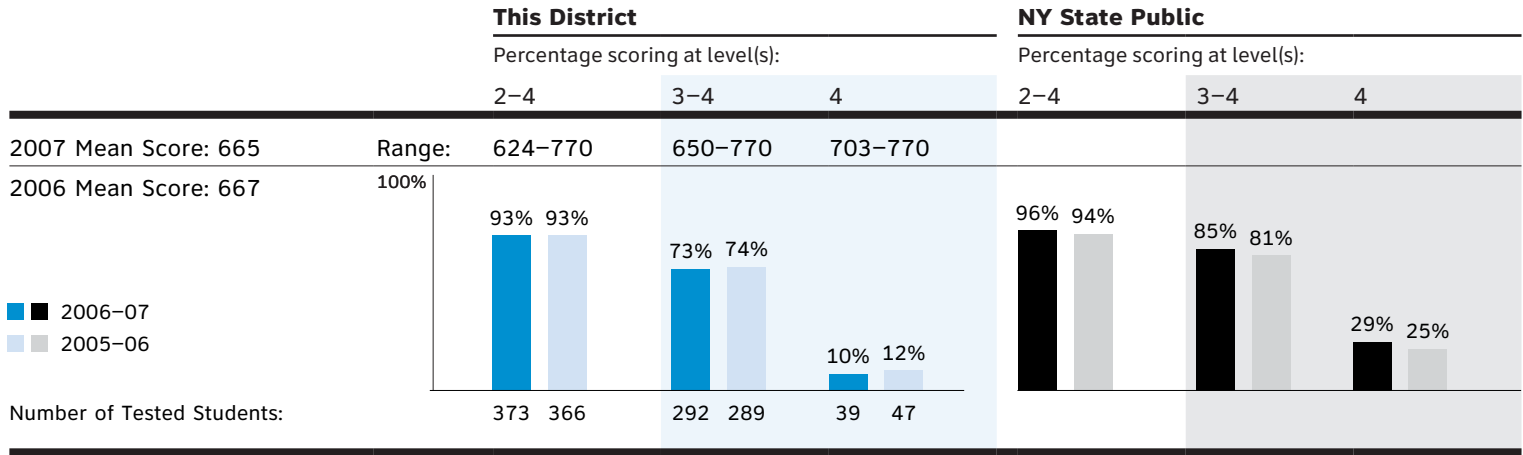
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>401</b>	<b>93%</b>	<b>73%</b>	<b>10%</b>	<b>393</b>	<b>93%</b>	<b>74%</b>	<b>12%</b>
Female	180	93%	69%	8%	192	91%	73%	11%
Male	221	93%	76%	11%	201	95%	74%	12%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	34	100%	85%	9%	33	88%	73%	9%
Hispanic or Latino	18	-	-	-	12	100%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	345	93%	72%	10%	338	93%	75%	12%
Multiracial								
Small Group Totals	22	82%	68%	9%	10	100%	60%	20%
General-Education Students	315	98%	83%	12%	332	98%	80%	14%
Students with Disabilities	86	74%	36%	1%	61	67%	36%	2%
English Proficient	398	-	-	-	390	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	219	90%	63%	4%	215	91%	66%	7%
Not Disadvantaged	182	97%	85%	17%	178	96%	83%	17%
Migrant								
Not Migrant	401	93%	73%	10%	393	93%	74%	12%

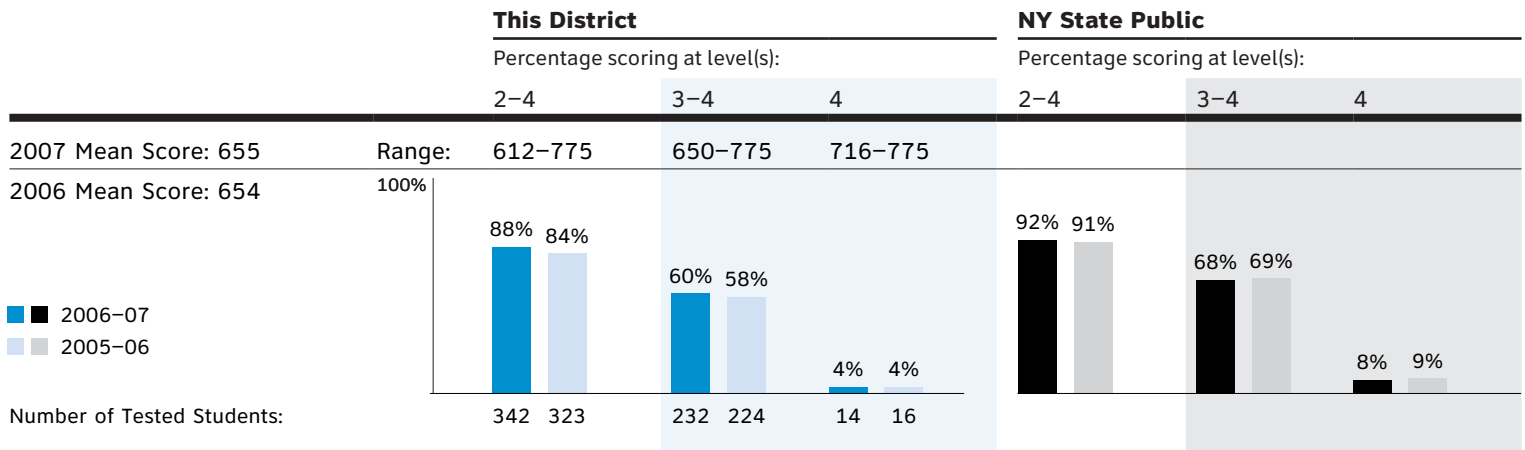
#### NOTES

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	3	-	-	-	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>389</b>	<b>88%</b>	<b>60%</b>	<b>4%</b>	<b>383</b>	<b>84%</b>	<b>58%</b>	<b>4%</b>
Female	190	89%	60%	6%	189	86%	60%	6%
Male	199	87%	59%	2%	194	83%	57%	2%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	36	81%	53%	3%	28	86%	46%	7%
Hispanic or Latino	12	92%	67%	0%	15	87%	40%	7%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	4	-	-	-
White	335	89%	60%	4%	332	85%	60%	4%
Multiracial								
Small Group Totals	6	83%	50%	0%	8	63%	63%	0%
General-Education Students	317	97%	69%	4%	311	95%	70%	5%
Students with Disabilities	72	49%	19%	0%	72	36%	8%	0%
English Proficient	385	-	-	-	383	84%	58%	4%
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	201	83%	49%	1%	173	75%	43%	3%
Not Disadvantaged	188	94%	71%	6%	210	92%	71%	5%
Migrant								
Not Migrant	389	88%	60%	4%	383	84%	58%	4%

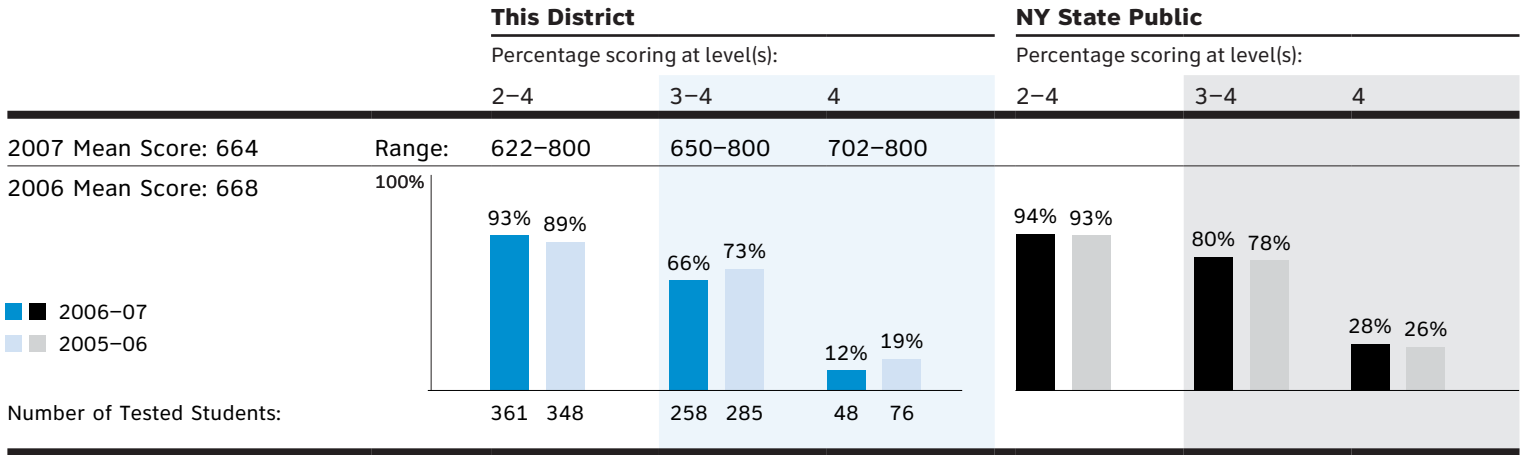
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



### Results by Student Group

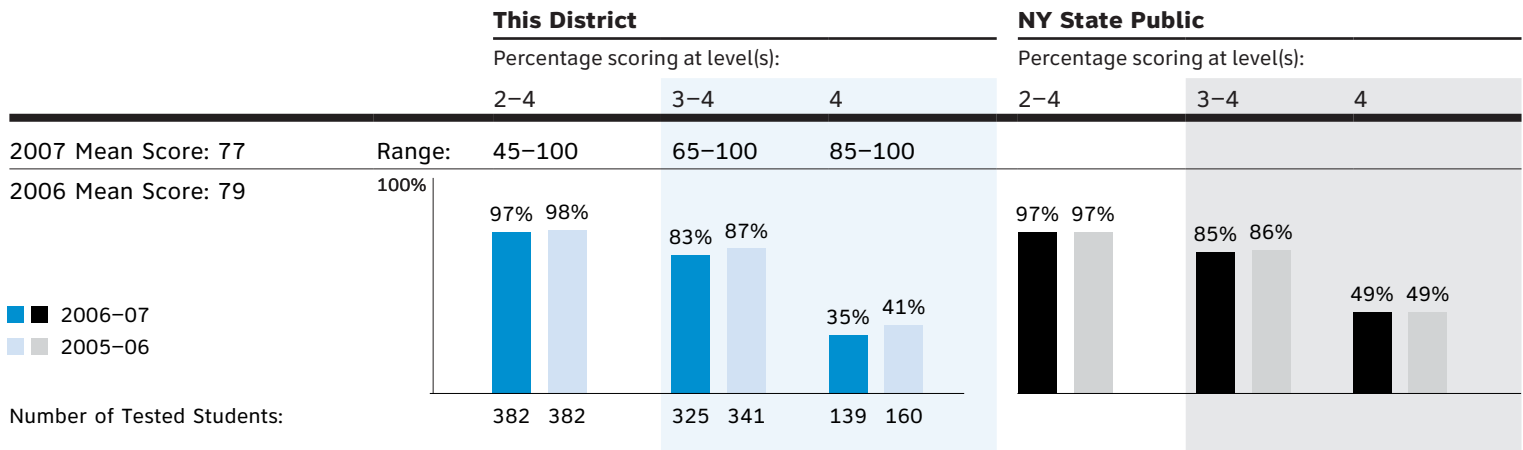
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>390</b>	<b>93%</b>	<b>66%</b>	<b>12%</b>	<b>392</b>	<b>89%</b>	<b>73%</b>	<b>19%</b>
Female	191	90%	66%	13%	191	87%	72%	21%
Male	199	95%	66%	12%	201	91%	74%	17%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	36	89%	53%	8%	27	85%	70%	7%
Hispanic or Latino	14	93%	36%	7%	16	94%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	4	-	-	-
White	334	93%	69%	13%	341	89%	74%	21%
Multiracial								
Small Group Totals	6	100%	67%	17%	8	75%	63%	0%
General-Education Students	320	98%	74%	15%	315	96%	83%	24%
Students with Disabilities	70	67%	30%	0%	77	61%	31%	1%
English Proficient	385	92%	67%	12%	391	-	-	-
Limited English Proficient	5	100%	0%	0%	1	-	-	-
Economically Disadvantaged	202	87%	52%	6%	180	83%	56%	8%
Not Disadvantaged	188	98%	81%	19%	212	93%	87%	29%
Migrant								
Not Migrant	390	93%	66%	12%	392	89%	73%	19%

**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	0				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>392</b>	<b>97%</b>	<b>83%</b>	<b>35%</b>	<b>390</b>	<b>98%</b>	<b>87%</b>	<b>41%</b>
Female	194	97%	84%	36%	191	98%	86%	40%
Male	198	97%	82%	35%	199	98%	89%	42%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	36	92%	81%	31%	28	96%	79%	11%
Hispanic or Latino	15	93%	73%	13%	17	100%	88%	12%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	336	98%	83%	37%	337	98%	89%	45%
Multiracial								
Small Group Totals	5	100%	100%	20%	8	88%	63%	25%
General-Education Students	321	99%	86%	40%	316	99%	92%	48%
Students with Disabilities	71	92%	68%	14%	74	92%	68%	12%
English Proficient	387	97%	83%	36%	389	-	-	-
Limited English Proficient	5	100%	60%	0%	1	-	-	-
Economically Disadvantaged	201	96%	79%	26%	183	96%	80%	27%
Not Disadvantaged	191	99%	87%	45%	207	100%	94%	53%
Migrant								
Not Migrant	392	97%	83%	35%	390	98%	87%	41%

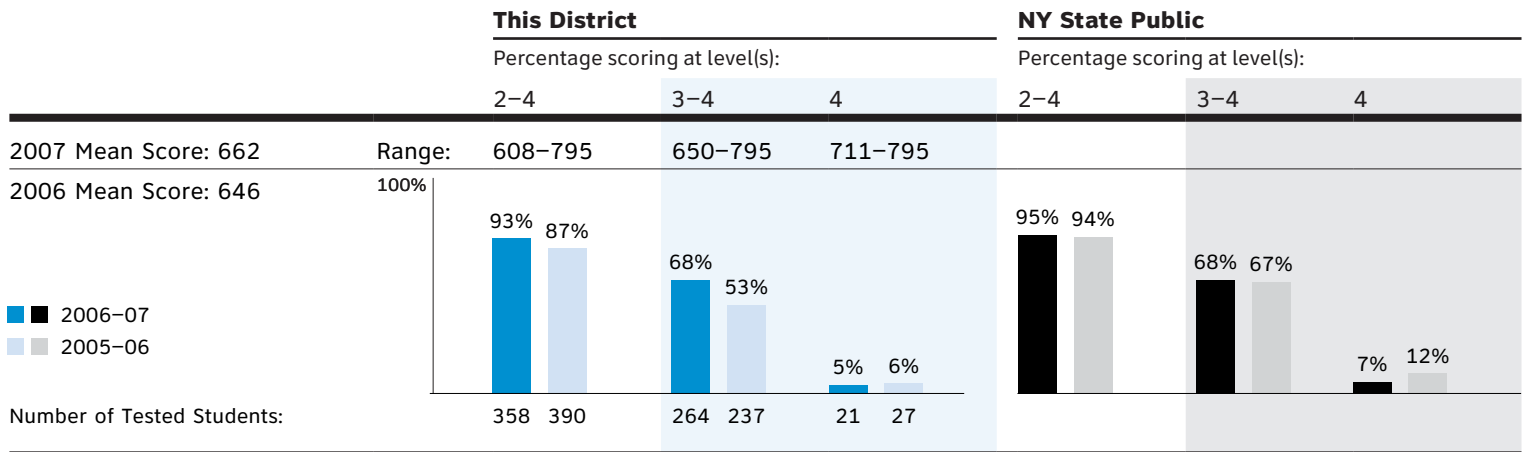
### NOTES

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	0				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>386</b>	<b>93%</b>	<b>68%</b>	<b>5%</b>	<b>447</b>	<b>87%</b>	<b>53%</b>	<b>6%</b>
Female	192	94%	73%	7%	217	89%	54%	7%
Male	194	91%	64%	4%	230	86%	52%	5%
American Indian or Alaska Native					7	71%	29%	0%
Black or African American	23	87%	52%	0%	43	93%	51%	0%
Hispanic or Latino	14	93%	64%	0%	17	82%	59%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	0%	5	80%	60%	0%
White	344	93%	69%	6%	375	87%	53%	7%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	319	99%	79%	7%	354	97%	64%	7%
Students with Disabilities	67	63%	18%	0%	93	48%	10%	1%
English Proficient	385	-	-	-	445	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	185	86%	50%	2%	212	82%	40%	2%
Not Disadvantaged	201	99%	86%	9%	235	92%	65%	10%
Migrant								
Not Migrant	386	93%	68%	5%	447	87%	53%	6%

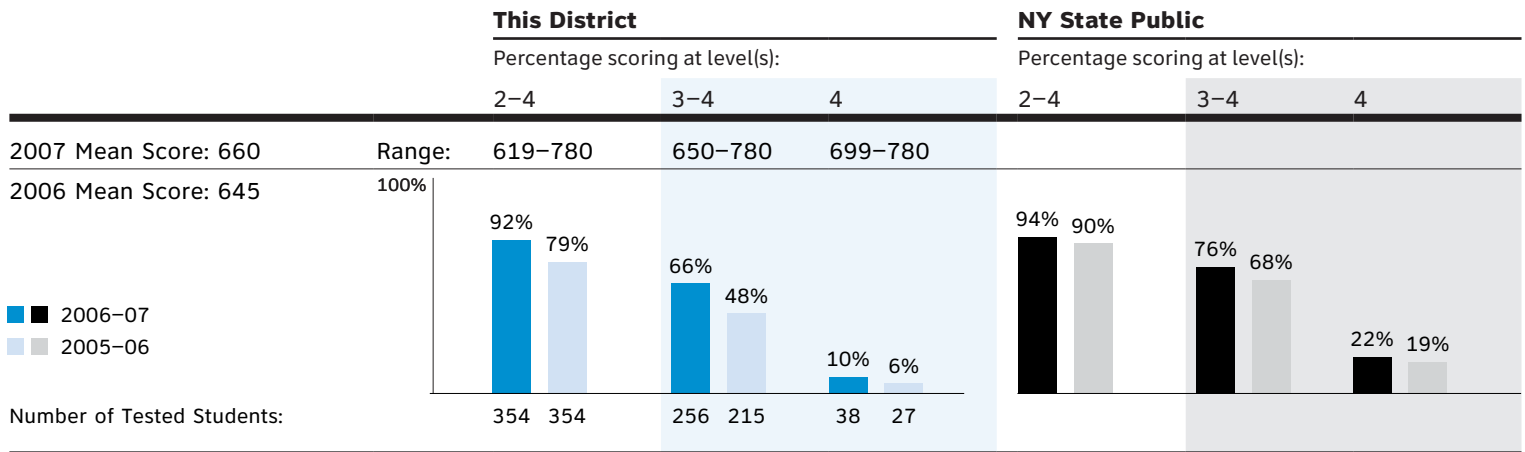
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 5 Equivalent	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	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



### Results by Student Group

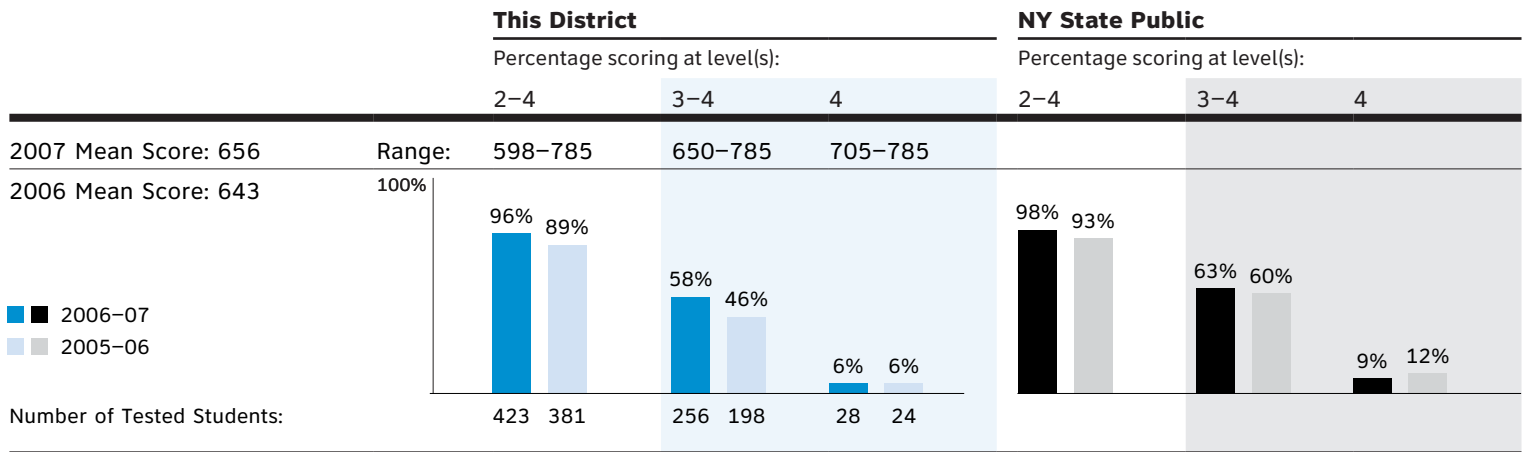
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>385</b>	<b>92%</b>	<b>66%</b>	<b>10%</b>	<b>446</b>	<b>79%</b>	<b>48%</b>	<b>6%</b>
Female	191	92%	64%	9%	216	81%	52%	7%
Male	194	92%	69%	11%	230	78%	45%	5%
American Indian or Alaska Native					7	71%	57%	0%
Black or African American	21	86%	57%	5%	41	68%	27%	2%
Hispanic or Latino	14	93%	50%	7%	19	63%	26%	5%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	0%	5	60%	40%	0%
White	345	92%	67%	10%	374	82%	52%	7%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	320	98%	77%	12%	355	90%	58%	8%
Students with Disabilities	65	63%	15%	2%	91	38%	10%	0%
English Proficient	384	-	-	-	442	-	-	-
Limited English Proficient	1	-	-	-	4	-	-	-
Economically Disadvantaged	184	86%	48%	3%	217	71%	32%	2%
Not Disadvantaged	201	98%	83%	16%	229	88%	64%	10%
Migrant								
Not Migrant	385	92%	66%	10%	446	79%	48%	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 5 Equivalent	4	-	-	-	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>439</b>	<b>96%</b>	<b>58%</b>	<b>6%</b>	<b>427</b>	<b>89%</b>	<b>46%</b>	<b>6%</b>
Female	214	98%	64%	10%	207	91%	49%	6%
Male	225	95%	53%	3%	220	87%	44%	5%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	37	97%	41%	0%	34	82%	32%	0%
Hispanic or Latino	17	100%	59%	0%	18	89%	39%	11%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	4	-	-	-
White	377	96%	60%	7%	365	90%	48%	6%
Multiracial								
Small Group Totals	8	100%	75%	13%	10	70%	40%	0%
General-Education Students	358	100%	68%	8%	365	96%	53%	7%
Students with Disabilities	81	81%	15%	0%	62	47%	10%	0%
English Proficient	435	-	-	-	425	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	201	94%	39%	0%	205	82%	34%	2%
Not Disadvantaged	238	99%	74%	11%	222	95%	58%	9%
Migrant								
Not Migrant	439	96%	58%	6%	427	89%	46%	6%

**NOTES**  
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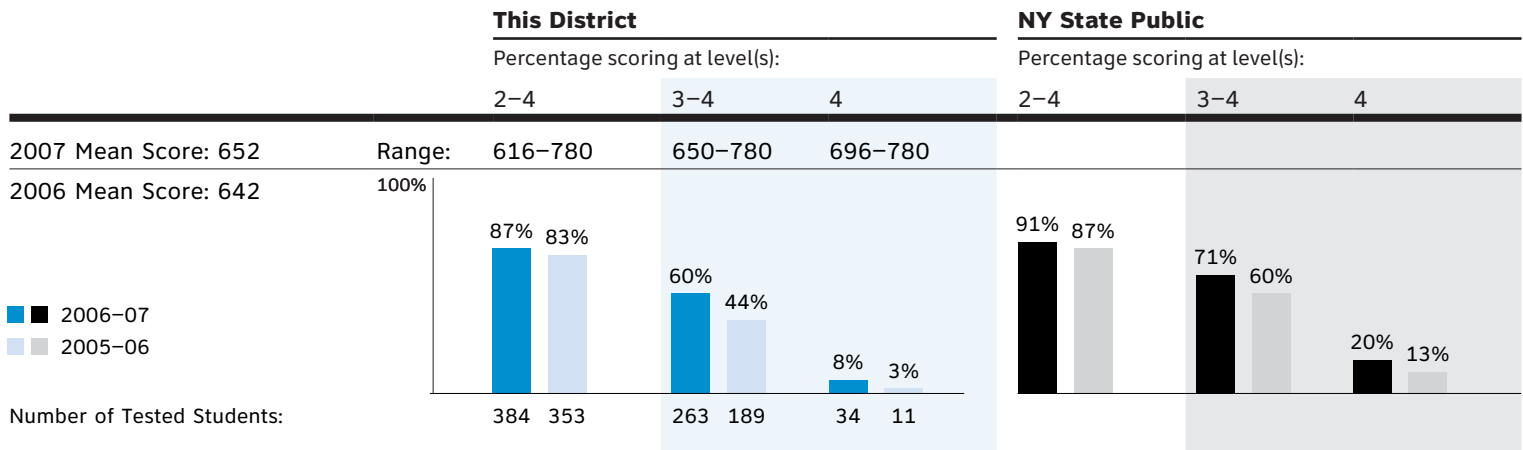
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>442</b>	<b>87%</b>	<b>60%</b>	<b>8%</b>	<b>425</b>	<b>83%</b>	<b>44%</b>	<b>3%</b>
Female	217	87%	61%	10%	207	82%	43%	1%
Male	225	87%	58%	6%	218	84%	46%	4%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	37	84%	51%	3%	33	73%	30%	0%
Hispanic or Latino	19	84%	58%	5%	19	95%	32%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	4	-	-	-
White	377	87%	61%	8%	363	83%	46%	3%
Multiracial								
Small Group Totals	9	89%	44%	11%	10	90%	50%	0%
General-Education Students	360	93%	68%	9%	364	90%	51%	3%
Students with Disabilities	82	59%	22%	0%	61	44%	8%	2%
English Proficient	437	87%	60%	8%	422	-	-	-
Limited English Proficient	5	60%	0%	0%	3	-	-	-
Economically Disadvantaged	203	80%	43%	3%	206	75%	32%	1%
Not Disadvantaged	239	93%	74%	11%	219	90%	56%	4%
Migrant								
Not Migrant	442	87%	60%	8%	425	83%	44%	3%

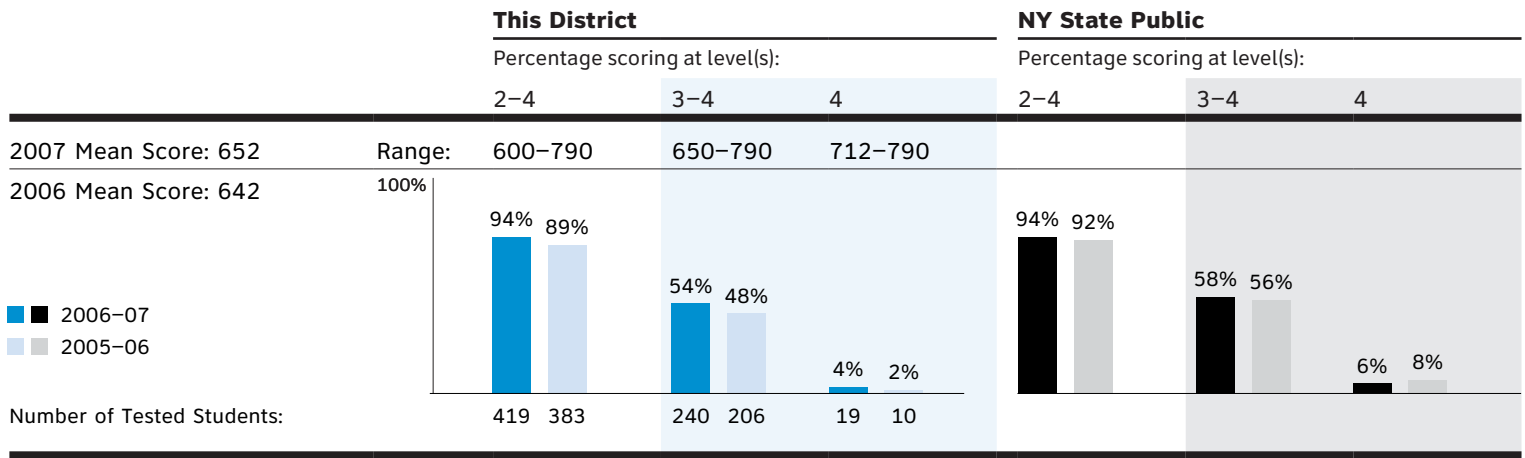
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	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
<b>All Students</b>	<b>445</b>	<b>94%</b>	<b>54%</b>	<b>4%</b>	<b>432</b>	<b>89%</b>	<b>48%</b>	<b>2%</b>
Female	213	95%	58%	5%	211	93%	50%	3%
Male	232	94%	50%	3%	221	85%	45%	2%
American Indian or Alaska Native					4	-	-	-
Black or African American	29	97%	31%	0%	33	88%	36%	0%
Hispanic or Latino	16	-	-	-	20	85%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	8	-	-	-
White	398	94%	56%	5%	367	89%	49%	3%
Multiracial								
Small Group Totals	18	100%	39%	0%	12	92%	50%	0%
General-Education Students	364	99%	61%	5%	364	94%	55%	3%
Students with Disabilities	81	74%	21%	0%	68	62%	9%	0%
English Proficient	443	-	-	-	432	89%	48%	2%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	205	89%	38%	1%	184	82%	35%	2%
Not Disadvantaged	240	99%	68%	7%	248	94%	57%	3%
Migrant					3	-	-	-
Not Migrant	445	94%	54%	4%	429	-	-	-

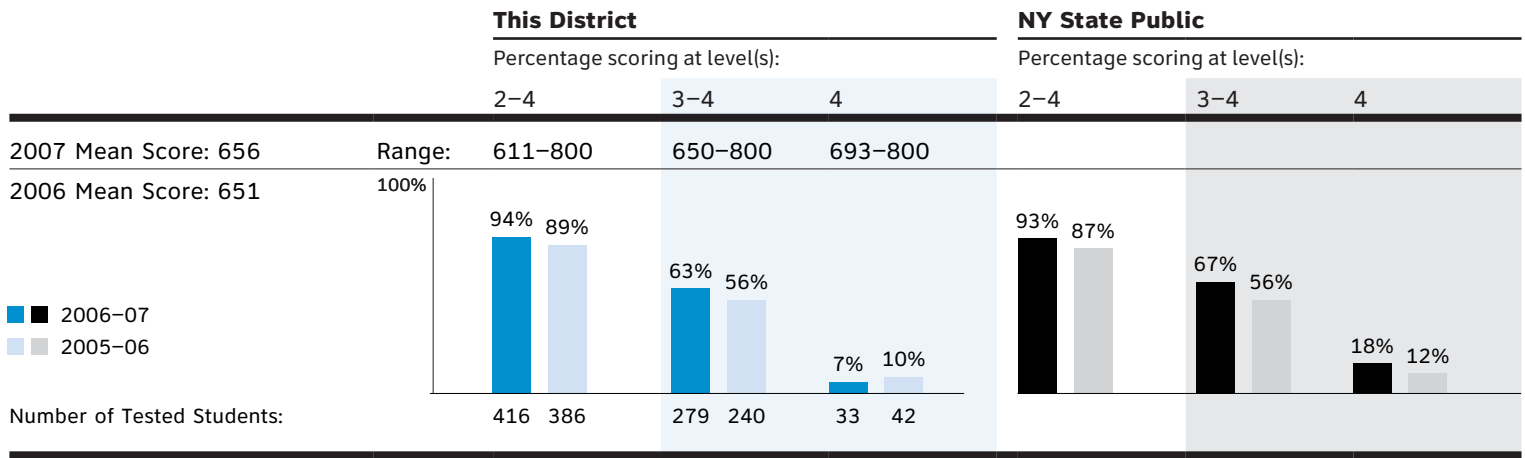
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	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 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

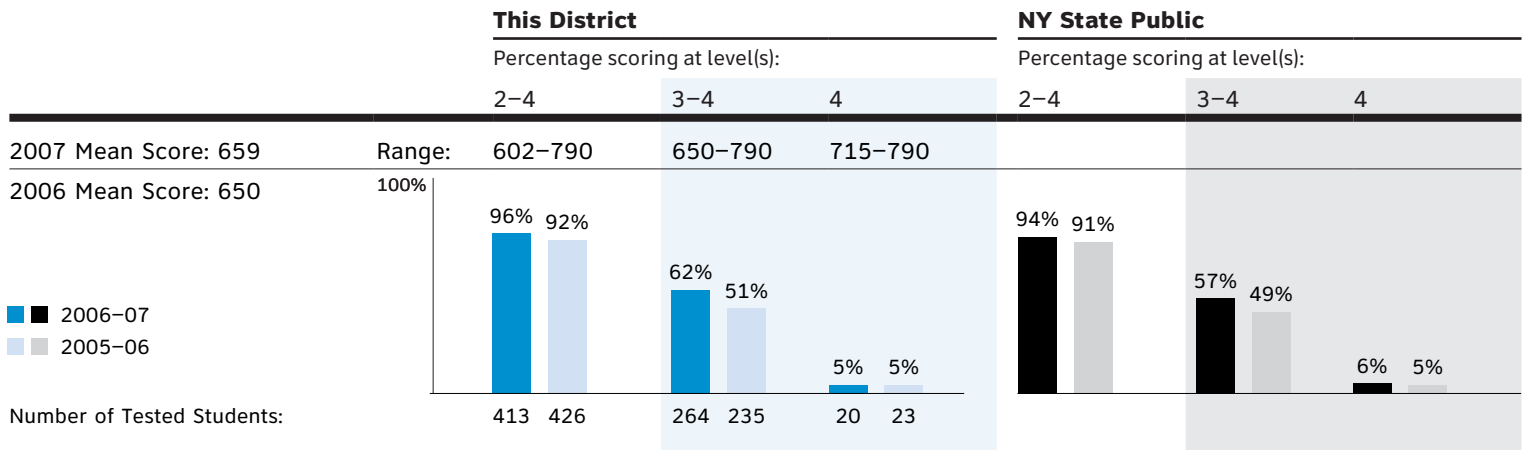
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>444</b>	<b>94%</b>	<b>63%</b>	<b>7%</b>	<b>432</b>	<b>89%</b>	<b>56%</b>	<b>10%</b>
Female	213	96%	65%	6%	211	90%	55%	9%
Male	231	92%	61%	9%	221	89%	57%	10%
American Indian or Alaska Native					4	-	-	-
Black or African American	28	96%	43%	0%	33	73%	39%	3%
Hispanic or Latino	16	-	-	-	20	90%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	9	-	-	-
White	398	93%	64%	8%	366	91%	57%	10%
Multiracial								
Small Group Totals	18	100%	61%	6%	13	92%	62%	15%
General-Education Students	363	99%	72%	9%	363	96%	64%	12%
Students with Disabilities	81	69%	21%	2%	69	54%	10%	0%
English Proficient	442	-	-	-	432	89%	56%	10%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	203	89%	51%	3%	189	84%	42%	5%
Not Disadvantaged	241	98%	73%	11%	243	94%	66%	14%
Migrant					4	-	-	-
Not Migrant	444	94%	63%	7%	428	-	-	-

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

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>428</b>	<b>96%</b>	<b>62%</b>	<b>5%</b>	<b>464</b>	<b>92%</b>	<b>51%</b>	<b>5%</b>
Female	205	98%	69%	6%	237	94%	58%	6%
Male	223	96%	55%	4%	227	90%	43%	4%
American Indian or Alaska Native								
Black or African American	30	100%	47%	3%	27	85%	37%	0%
Hispanic or Latino	22	95%	50%	0%	22	100%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	14%	6	100%	67%	0%
White	369	96%	63%	5%	409	92%	52%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	357	99%	71%	6%	387	97%	59%	5%
Students with Disabilities	71	82%	15%	0%	77	65%	8%	3%
English Proficient	428	96%	62%	5%	464	92%	51%	5%
Limited English Proficient								
Economically Disadvantaged	172	95%	44%	2%	189	88%	33%	1%
Not Disadvantaged	256	98%	73%	7%	275	94%	63%	8%
Migrant					3	-	-	-
Not Migrant	428	96%	62%	5%	461	-	-	-

#### NOTES

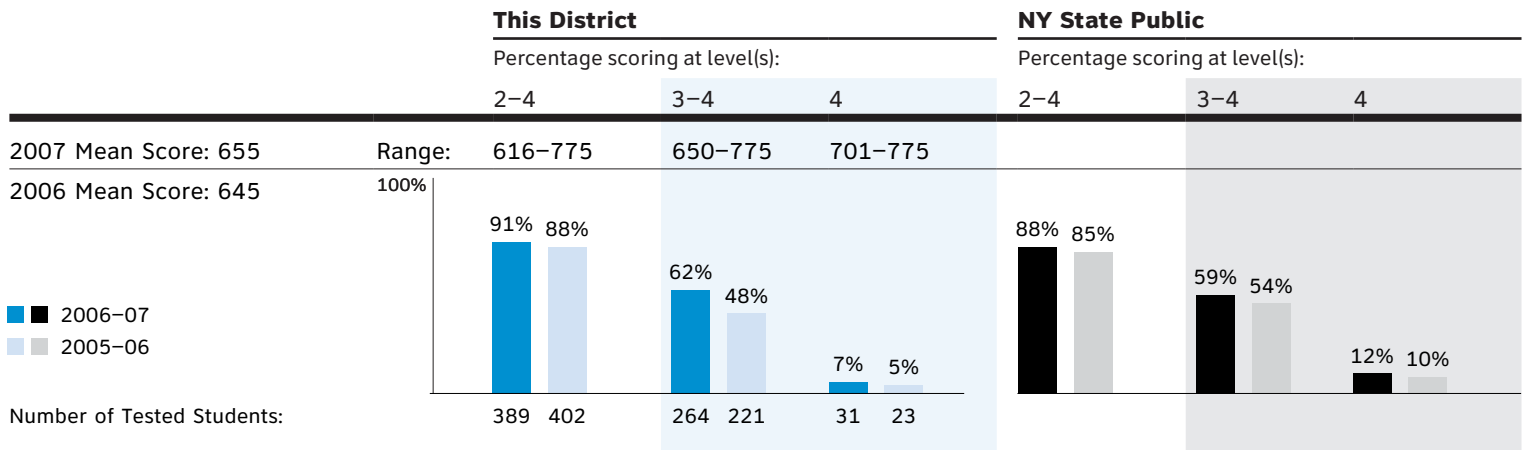
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>428</b>	<b>91%</b>	<b>62%</b>	<b>7%</b>	<b>459</b>	<b>88%</b>	<b>48%</b>	<b>5%</b>
Female	203	92%	61%	6%	239	89%	47%	5%
Male	225	90%	62%	8%	220	86%	50%	5%
American Indian or Alaska Native								
Black or African American	29	69%	45%	0%	25	88%	20%	0%
Hispanic or Latino	22	86%	50%	5%	22	82%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	14%	7	100%	86%	0%
White	370	93%	64%	8%	405	88%	49%	6%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	354	95%	70%	9%	382	93%	53%	6%
Students with Disabilities	74	69%	20%	0%	77	61%	22%	1%
English Proficient	428	91%	62%	7%	458	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	172	90%	47%	1%	193	83%	31%	2%
Not Disadvantaged	256	92%	72%	12%	266	91%	61%	8%
Migrant					3	-	-	-
Not Migrant	428	91%	62%	7%	456	-	-	-

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

## This District's Results in Grade 8 Science

### This District

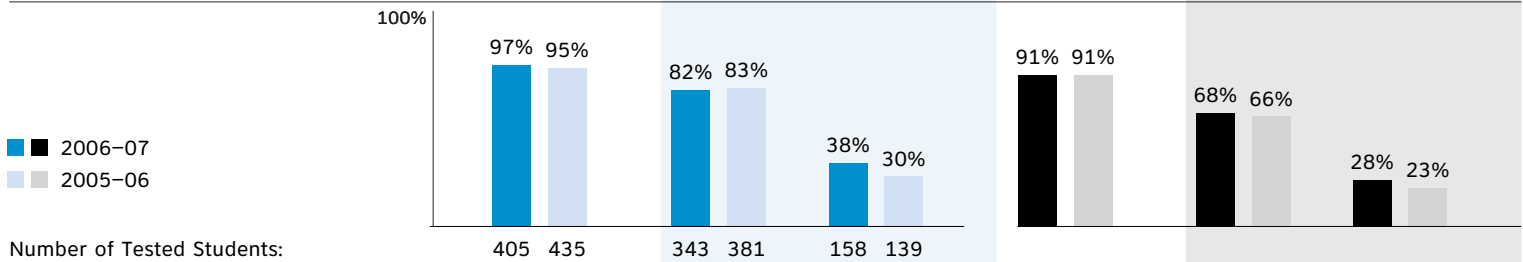
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



## 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	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>419</b>	<b>97%</b>	<b>82%</b>	<b>38%</b>	<b>460</b>	<b>95%</b>	<b>83%</b>	<b>30%</b>
Female	197	97%	81%	33%	240	95%	81%	27%
Male	222	96%	83%	42%	220	94%	85%	34%
American Indian or Alaska Native								
Black or African American	30	93%	60%	17%	23	91%	57%	17%
Hispanic or Latino	20	95%	70%	25%	23	96%	83%	22%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	50%	7	100%	100%	14%
White	363	97%	84%	40%	407	95%	84%	32%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	348	99%	89%	44%	387	97%	87%	34%
Students with Disabilities	71	87%	49%	8%	73	81%	63%	10%
English Proficient	419	97%	82%	38%	459	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	166	97%	73%	22%	191	94%	75%	13%
Not Disadvantaged	253	96%	87%	48%	269	95%	88%	42%
Migrant					3	-	-	-
Not Migrant	419	97%	82%	38%	457	-	-	-

### NOTES

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## Other Assessments

### 2006-07 School Year

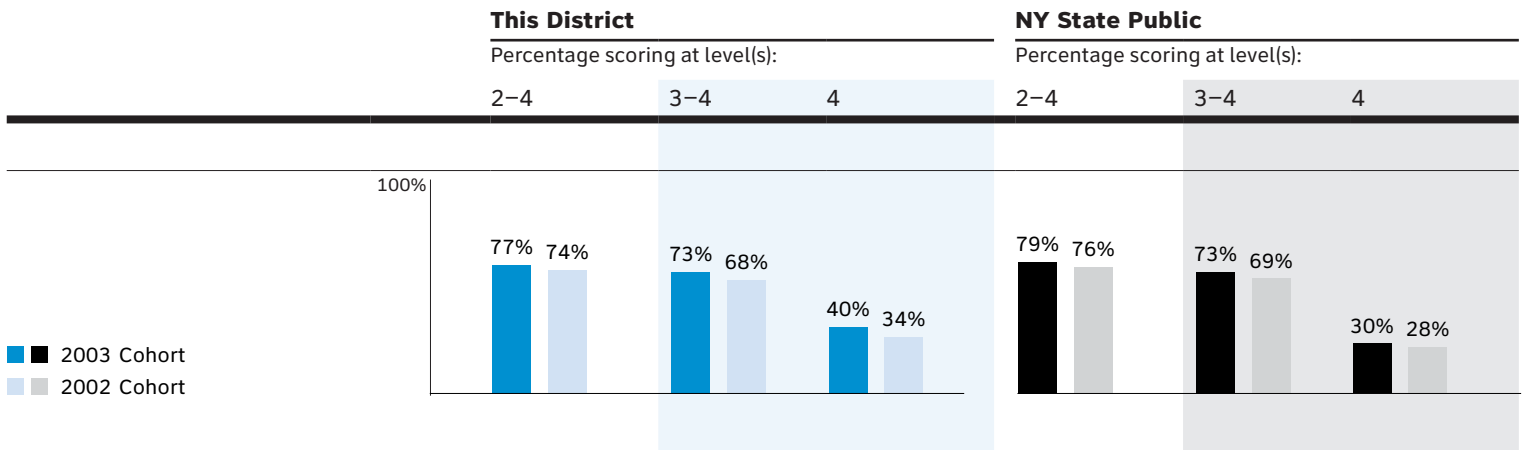
Total Tested	Number scoring at level(s):		
	2-4	3-4	4

### 2005-06 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>488</b>	<b>77%</b>	<b>73%</b>	<b>40%</b>	<b>478</b>	<b>74%</b>	<b>68%</b>	<b>34%</b>
Female	249	79%	76%	44%	211	74%	68%	39%
Male	239	74%	71%	36%	267	74%	67%	30%
American Indian or Alaska Native					4	-	-	-
Black or African American	22	64%	55%	14%	27	70%	52%	11%
Hispanic or Latino	14	50%	50%	21%	18	72%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	7	43%	43%	29%	10	-	-	-
White	445	79%	75%	42%	419	74%	68%	36%
Multiracial								
Small Group Totals					14	86%	86%	50%
General-Education Students	395	87%	84%	49%	389	82%	77%	40%
Students with Disabilities	93	33%	28%	4%	89	39%	29%	6%
English Proficient	487	-	-	-	473	74%	68%	34%
Limited English Proficient	1	-	-	-	5	60%	60%	0%
Economically Disadvantaged	121	71%	67%	35%	127	62%	56%	19%
Not Disadvantaged	367	79%	75%	42%	351	79%	72%	39%
Migrant					1	-	-	-
Not Migrant					477	-	-	-

#### 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

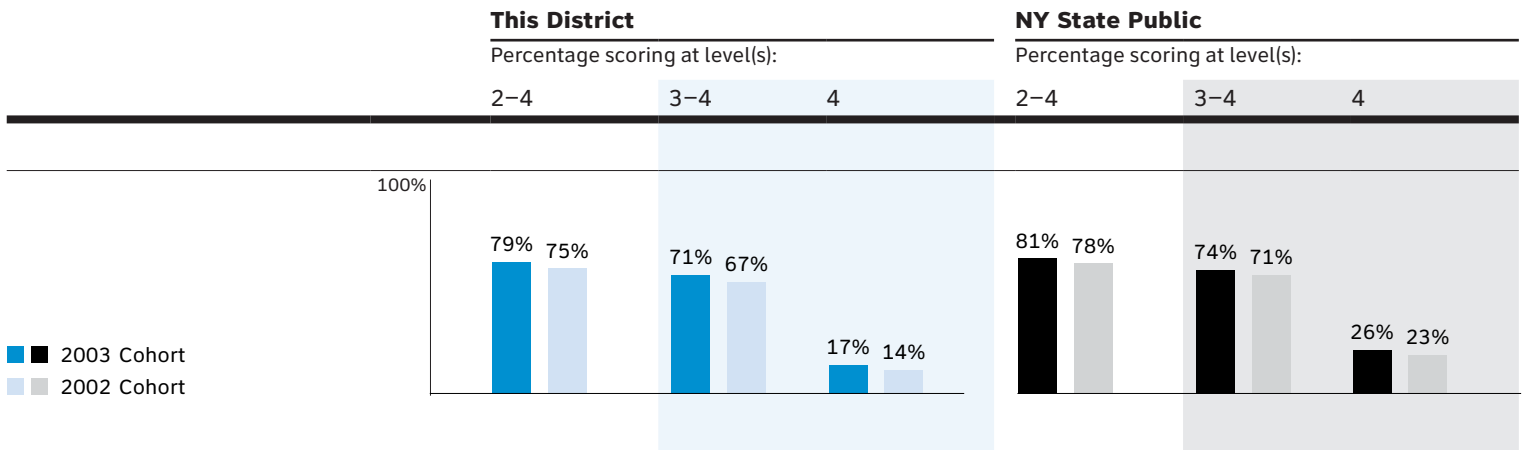
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				2	-	-	-

\* 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>488</b>	<b>79%</b>	<b>71%</b>	<b>17%</b>	<b>478</b>	<b>75%</b>	<b>67%</b>	<b>14%</b>
Female	249	82%	72%	16%	211	76%	69%	15%
Male	239	77%	70%	17%	267	74%	65%	14%
American Indian or Alaska Native					4	–	–	–
Black or African American	22	73%	64%	0%	27	67%	56%	4%
Hispanic or Latino	14	57%	57%	7%	18	67%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	43%	43%	14%	10	–	–	–
White	445	81%	72%	18%	419	76%	68%	16%
Multiracial								
Small Group Totals					14	79%	79%	21%
General-Education Students	395	89%	83%	21%	389	84%	77%	18%
Students with Disabilities	93	40%	22%	0%	89	35%	22%	0%
English Proficient	487	–	–	–	473	75%	67%	15%
Limited English Proficient	1	–	–	–	5	60%	60%	0%
Economically Disadvantaged	121	79%	68%	12%	127	65%	59%	9%
Not Disadvantaged	367	79%	72%	18%	351	79%	70%	17%
Migrant					1	–	–	–
Not Migrant					477	–	–	–

#### 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				2	–	–	–

\* 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.