



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **SYRACUSE CITY SCHOOL DISTRICT**
District ID **42-18-00-01-0000**
Superintendent **DANIEL LOWENGARD**
Telephone **(315) 435-4161**
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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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	797	889	0
Kindergarten	1612	1744	1625
Grade 1	1677	1670	1691
Grade 2	1659	1701	1657
Grade 3	1658	1643	1575
Grade 4	1650	1583	1522
Grade 5	1687	1702	1497
Grade 6	1736	1670	1571
Ungraded Elementary	1	0	146
Grade 7	1791	1718	1566
Grade 8	1658	1769	1652
Grade 9	1950	1646	1623
Grade 10	1492	1665	1527
Grade 11	1232	1265	1313
Grade 12	1115	1458	1266
Ungraded Secondary	0	0	130
Total K-12	20918	21234	20361

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	20	20	20
Grade 8			
English	23	21	20
Mathematics	22	22	20
Science	22	21	20
Social Studies	22	21	22
Grade 10			
English	27	25	25
Mathematics	24	24	22
Science	24	24	22
Social Studies	26	24	25

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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	12530	60%	13326	63%	13375	66%
Reduced-Price Lunch	1996	10%	1934	9%	1799	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1510	7%	1500	7%	1530	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	275	1%	282	1%	295	1%
Black or African American	10754	51%	11222	53%	10995	54%
Hispanic or Latino	2031	10%	2112	10%	2144	11%
Asian or Native Hawaiian/Other Pacific Islander	596	3%	579	3%	571	3%
White	7262	35%	7039	33%	6356	31%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

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

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		92%		92%		92%
Student Suspensions	2449	12%	4415	21%	4768	22%

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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	1813	1853	1741
Percent with No Valid Teaching Certificate	4%	4%	6%
Percent Teaching Out of Certification	8%	10%	7%
Percent with Fewer Than Three Years of Experience	5%	6%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	18%	19%	19%
Total Number of Core Classes*	N/A	6056	3592
Percent Not Taught by Highly Qualified Teachers	N/A	11%	8%
Total Number of Classes	5171	5318	5359
Percent Taught by Teachers Without Appropriate Certification	8%	10%	7%

* 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	18%	20%	18%
Turnover Rate of All Teachers	14%	13%	15%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	211	231	237
Total Paraprofessionals*	825	781	970
Assistant Principals	42	43	16
Principals	39	37	38

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2007-08)

Improvement (Year 6)

ELA	Improvement (Year 6)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓ ^{SH}	✓
Ethnicity						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓ ^{SH}	✓	✗	✗	—	—
Hispanic or Latino	✗	✓	—	✓ ^{SH}	✓ ^{SH}	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	—	—	—
Economically Disadvantaged	✓ ^{SH}	✓	—	✓	✓ ^{SH}	—
Student groups making AYP in each subject	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 4 of 6	✗ 4 of 6	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 7) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 6) in 2008-09. [210]

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

Student Group (Total: Continuous Enrollment) 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 (9515:9025)			99%		123	121		
Ethnicity								
American Indian or Alaska Native (133:120)			95%		123	113		
Black or African American (5181:4970)			99%		116	120	114 124	
Hispanic or Latino (1032:943)			98%		105	118	114 115	
Asian or Native Hawaiian/Other Pacific Islander (249:224)			98%		155	115		
White (2920:2768)			98%		140	120		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (2407:2307)			98%		83	120	81 95	
Limited English Proficient ⁵ (659:638)			99%		83	118	110 95	
Economically Disadvantaged (7332:6978)			99%		117	121	115 125	
Final AYP Determination		7 of 9						

NOTES

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

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Mathematics

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

Accountability Measures 9 of 9 Student groups making AYP in Mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) 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 (9473:8960)			99%		117	85	
Ethnicity							
American Indian or Alaska Native (133:120)			97%		118	77	
Black or African American (5168:4943)			99%		106	84	
Hispanic or Latino (1029:959)			98%		98	82	
Asian or Native Hawaiian/Other Pacific Islander (246:228)			99%		165	79	
White (2897:2710)			98%		138	84	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (2397:2278)			98%		84	84	
Limited English Proficient ⁵ (633:688)			99%		91	82	
Economically Disadvantaged (7357:6993)			99%		111	85	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (3195:2863)		Qualified		94%		141	100	
Ethnicity								
American Indian or Alaska Native (47:41)		Qualified		91%		154	100	
Black or African American (1753:1573)		Qualified		94%		133	100	
Hispanic or Latino (328:285)		Qualified		93%		125	100	
Asian or Native Hawaiian/Other Pacific Islander (76:74)		Qualified		100%		161	100	
White (991:890)		Qualified		95%		159	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (766:687)		Qualified		93%		126	100	
Limited English Proficient ⁴ (198:210)		Qualified		97%		103	100	
Economically Disadvantaged (2449:2199)		Qualified		94%		137	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 6)

Accountability Measures 4 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 7) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 6) in 2008-09. [210]

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

Student Group	AYP	Participation 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 (1007:986)			99%		157	156	
Ethnicity							
American Indian or Alaska Native (19:14)	—	—	—	—	—	—	—
Black or African American (497:481)			98%		145	154	147 151
Hispanic or Latino (70:84)			100%		120	148	109 128
Asian or Native Hawaiian/Other Pacific Islander (32:29)	—	—	—	—	—	—	—
White (389:378)			99%		179	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (115:170)			99%		111	151	127* 120
Limited English Proficient ⁴ (16:29)	—	—	—	—	—	—	—
Economically Disadvantaged (384:421)			99%		154	154	
Final AYP Determination	 4 of 6						

NOTES

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

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

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

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

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

AYP Status

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

Secondary-Level Mathematics

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

Accountability Measures 4 of 6 Student groups making AYP in Mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
(12th Graders: 2003 Cohort) ¹						2006–07	2007–08	
All Students (1007:986)			98%		147	149	147	152
Ethnicity								
American Indian or Alaska Native (19:14)	—	—	—	—	—	—	—	—
Black or African American (497:481)			96%		131	147	133	138
Hispanic or Latino (70:84)			97%		119	141	106	127
Asian or Native Hawaiian/Other Pacific Islander (32:29)	—	—	—	—	—	—	—	—
White (389:378)			99%		170	146	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (115:170)			98%		105	144	115‡	115
Limited English Proficient ⁴ (16:29)	—	—	—	—	—	—	—	—
Economically Disadvantaged (384:421)			97%		143	147	142	149
Final AYP Determination	 4 of 6							

NOTES

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

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

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

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

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

AYP Status

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

Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (1117)			64%	55%		
Ethnicity						
American Indian or Alaska Native (9)		–	–	–		
Black or African American (548)			58%	55%		
Hispanic or Latino (81)			43%	55%	42%	44%
Asian or Native Hawaiian/Other Pacific Islander (27)		–	–	–		
White (452)			75%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (253)			47%	55%	50%	48%
Limited English Proficient ³ (15)		–	–	–		
Economically Disadvantaged (513)			67%	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 **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

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

New York State Status

▲ Good Standing

12 schools identified 36% of total

BELLEVUE ELEMENTARY SCHOOL
BELLEVUE MIDDLE SCHOOL ACADEMY
DR EDWIN E WEEKS ELEMENTARY SCHOOL
EDWARD SMITH K-8 SCHOOL
LEMOYNE ELEMENTARY SCHOOL
MCKINLEY-BRIGHTON MAGNET ELEMENTARY SCHOOL
MEACHEM ELEMENTARY SCHOOL
PORTER SCHOOL OF TECHNOLOGY & CAREER EXPLORATION
SALEM HYDE ELEMENTARY SCHOOL
SOLACE ELEMENTARY SCHOOL
VAN DUYN ELEMENTARY SCHOOL
WEBSTER ELEMENTARY SCHOOL

▲ Improvement (Year 1)

3 schools identified 9% of total

BLODGETT K-8 SCHOOL
DANFORTH MAGNET MIDDLE SCHOOL
FRANKLIN MAGNET SCHOOL-ARTS AND MUSIC

▲ Improvement (Year 2)

3 schools identified 9% of total

H W SMITH K-8 SCHOOL
HUNTINGTON SCHOOL
ROBERTS K-8 SCHOOL

▲ Corrective Action

4 schools identified 12% of total

CLARY MATH/SCIENCE MAGNET MIDDLE SCHOOL
DELAWARE ELEMENTARY SCHOOL
HUGHES ELEMENTARY SCHOOL
T AARON LEVY MIDDLE SCHOOL

▲ Planning for Restructuring

2 schools identified 6% of total

APPLIED SCIENCE MAGNET AT M L K COMMUNITY SCHOOL
FRAZER SCHOOL K-8

■ Requiring Academic Progress (Year 4)

2 schools identified 6% of total

GEORGE FOWLER HIGH SCHOOL
HENNINGER HIGH SCHOOL

▲ Restructuring (Year 1)

2 schools identified 6% of total

ELMWOOD ELEMENTARY SCHOOL
SEYMOUR MAGNET SCHOOL-INTERNATIONAL HUMANITIES

■ Requiring Academic Progress (Year 5)

2 schools identified 6% of total

CORCORAN HIGH SCHOOL
NOTTINGHAM HIGH SCHOOL

▲ Restructuring (Year 4)

3 schools identified 9% of total

GRANT MIDDLE SCHOOL
JAMES A. SHEA MIDDLE SCHOOL

(continued)

3 School Accountability Status

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

 **Restructuring (Year 4) (continued)**

LINCOLN MIDDLE SCHOOL

District SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	41%			1552
Grade 4	45%			1502
Grade 5	48%			1477
Grade 6	34%			1538
Grade 7	28%			1464
Grade 8	28%			1591

Mathematics

Grade 3	57%		1572
Grade 4	55%		1512
Grade 5	43%		1485
Grade 6	35%		1558
Grade 7	26%		1489
Grade 8	20%		1586

Science

Grade 4	68%		1503
Grade 8	37%		1431

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	55%			1420
Mathematics	45%			1420

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.

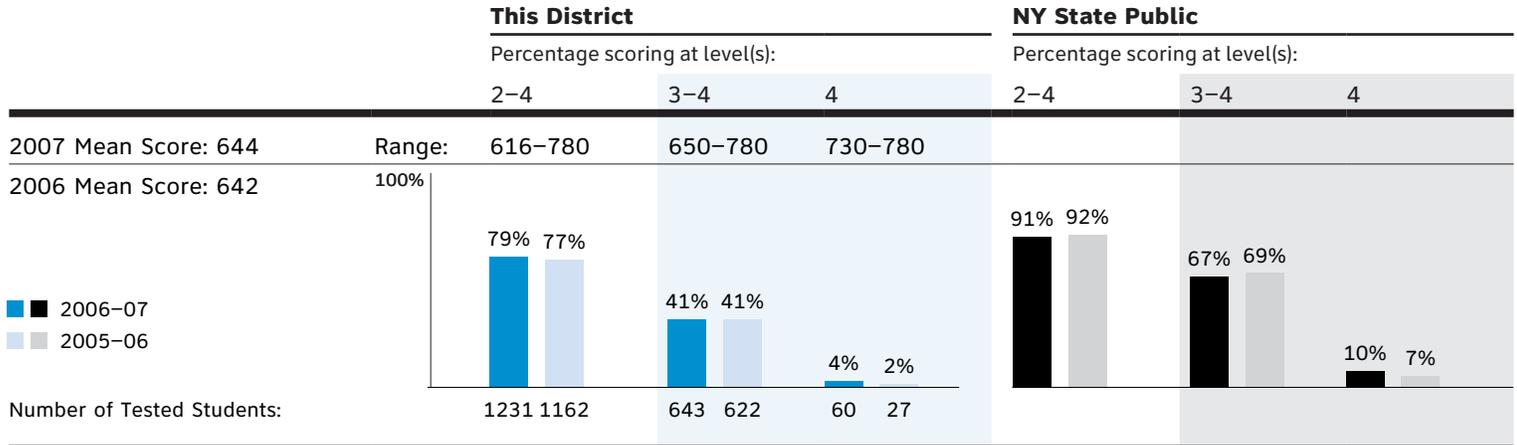
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1552	79%	41%	4%	1506	77%	41%	2%
Female	798	81%	44%	5%	766	81%	46%	2%
Male	754	77%	39%	3%	740	73%	37%	1%
American Indian or Alaska Native	17	76%	24%	0%	23	65%	13%	0%
Black or African American	846	77%	36%	2%	827	72%	35%	1%
Hispanic or Latino	172	72%	38%	3%	99	83%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	47	96%	64%	4%	33	94%	73%	3%
White	470	85%	50%	8%	524	83%	50%	3%
Multiracial								
Small Group Totals								
General-Education Students	1173	86%	50%	5%	1164	86%	49%	2%
Students with Disabilities	379	58%	16%	1%	342	48%	13%	0%
English Proficient	1434	81%	43%	4%	1486	77%	41%	2%
Limited English Proficient	118	62%	23%	0%	20	85%	55%	0%
Economically Disadvantaged	1278	77%	36%	2%	1227	75%	37%	1%
Not Disadvantaged	274	92%	66%	12%	279	86%	61%	5%
Migrant								
Not Migrant	1552	79%	41%	4%	1506	77%	41%	2%

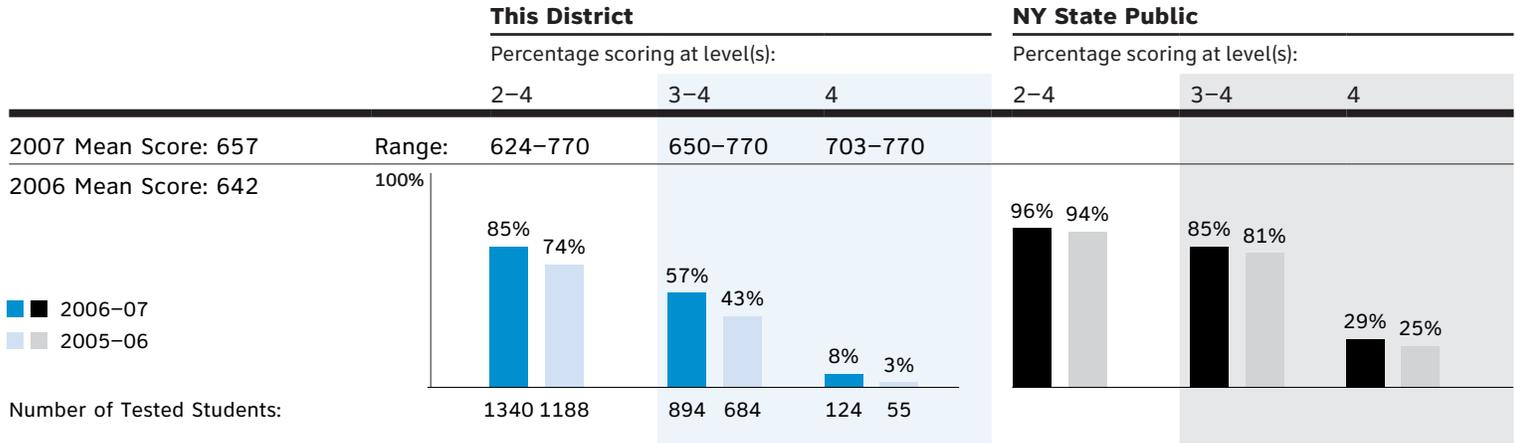
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	20	20	20	15	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	29	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	1572	85%	57%	8%	1607	74%	43%	3%
Female	805	87%	56%	7%	809	74%	44%	4%
Male	767	84%	57%	9%	798	74%	41%	3%
American Indian or Alaska Native	18	94%	33%	6%	21	76%	52%	0%
Black or African American	854	82%	51%	4%	857	69%	34%	1%
Hispanic or Latino	177	86%	50%	6%	151	68%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	51	92%	86%	24%	38	92%	79%	13%
White	472	89%	68%	13%	540	83%	56%	7%
Multiracial								
Small Group Totals								
General-Education Students	1193	89%	62%	9%	1252	78%	47%	4%
Students with Disabilities	379	75%	40%	5%	355	59%	27%	1%
English Proficient	1432	87%	59%	8%	1485	76%	45%	4%
Limited English Proficient	140	71%	40%	4%	122	50%	16%	1%
Economically Disadvantaged	1303	83%	52%	6%	1297	71%	38%	2%
Not Disadvantaged	269	94%	81%	17%	310	85%	63%	8%
Migrant								
Not Migrant	1572	85%	57%	8%	1607	74%	43%	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 3 Equivalent	20	20	17	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 643	612-775	650-775	716-775			
2006 Mean Score: 641						
Number of Tested Students:	1215	1095	682	613	40	33

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	1502	81%	45%	3%	1410	78%	43%	2%
Female	762	85%	51%	4%	720	79%	47%	4%
Male	740	77%	40%	2%	690	76%	40%	1%
American Indian or Alaska Native	20	95%	50%	0%	19	79%	26%	11%
Black or African American	826	78%	39%	1%	775	74%	37%	1%
Hispanic or Latino	144	71%	37%	3%	114	72%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	36	83%	69%	6%	33	94%	67%	18%
White	476	88%	57%	5%	469	83%	54%	3%
Multiracial								
Small Group Totals								
General-Education Students	1145	89%	54%	3%	1071	88%	52%	3%
Students with Disabilities	357	56%	16%	0%	339	46%	15%	0%
English Proficient	1387	84%	48%	3%	1379	78%	44%	2%
Limited English Proficient	115	43%	10%	0%	31	68%	42%	0%
Economically Disadvantaged	1230	79%	41%	2%	1108	74%	38%	2%
Not Disadvantaged	272	91%	65%	7%	302	90%	65%	5%
Migrant								
Not Migrant	1502	81%	45%	3%	1410	78%	43%	2%

NOTES

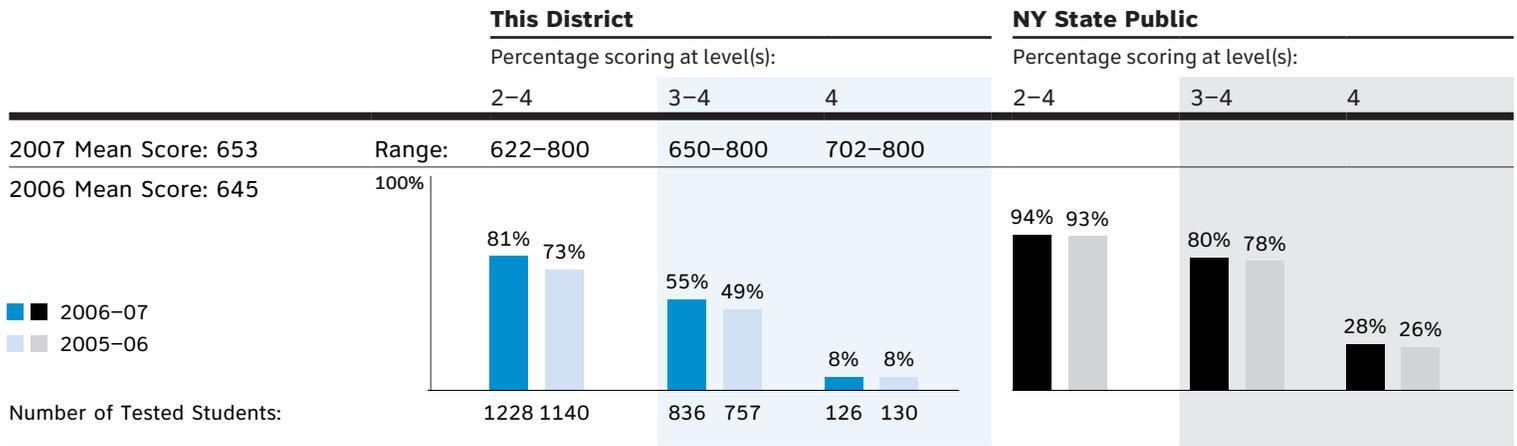
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	18	15	10	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	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

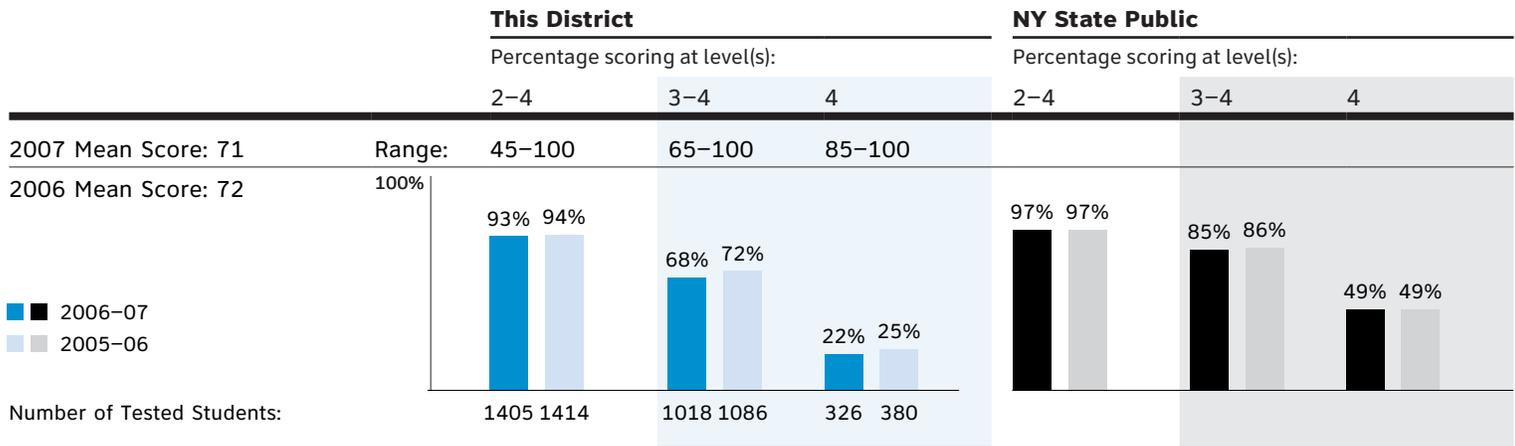
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1512	81%	55%	8%	1554	73%	49%	8%
Female	769	82%	55%	8%	778	72%	46%	8%
Male	743	81%	55%	8%	776	74%	51%	8%
American Indian or Alaska Native	20	95%	65%	15%	19	63%	47%	16%
Black or African American	832	78%	47%	4%	815	71%	42%	4%
Hispanic or Latino	152	71%	43%	9%	188	54%	33%	5%
Asian or Native Hawaiian/Other Pacific Islander	36	92%	89%	14%	40	90%	78%	25%
White	472	88%	70%	15%	492	84%	63%	15%
Multiracial								
Small Group Totals								
General-Education Students	1158	87%	62%	10%	1183	81%	57%	11%
Students with Disabilities	354	64%	33%	2%	371	50%	23%	1%
English Proficient	1379	83%	58%	9%	1394	77%	52%	9%
Limited English Proficient	133	58%	25%	1%	160	39%	21%	3%
Economically Disadvantaged	1254	80%	52%	6%	1226	70%	44%	6%
Not Disadvantaged	258	87%	71%	18%	328	86%	67%	18%
Migrant								
Not Migrant	1512	81%	55%	8%	1554	73%	49%	8%

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	18	18	15	10	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	1503	93%	68%	22%	1510	94%	72%	25%
Female	762	93%	67%	20%	755	93%	71%	24%
Male	741	94%	69%	23%	755	94%	73%	26%
American Indian or Alaska Native	20	100%	80%	25%	19	95%	89%	26%
Black or African American	826	92%	63%	14%	797	93%	68%	20%
Hispanic or Latino	146	90%	61%	18%	185	87%	55%	15%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	73%	30%	40	95%	78%	45%
White	474	96%	77%	36%	469	97%	84%	37%
Multiracial								
Small Group Totals								
General-Education Students	1155	94%	71%	25%	1157	94%	76%	29%
Students with Disabilities	348	92%	56%	11%	353	92%	59%	14%
English Proficient	1377	95%	71%	23%	1352	96%	76%	28%
Limited English Proficient	126	75%	30%	3%	158	72%	34%	5%
Economically Disadvantaged	1253	93%	65%	17%	1181	93%	68%	19%
Not Disadvantaged	250	97%	82%	43%	329	96%	85%	46%
Migrant								
Not Migrant	1503	93%	68%	22%	1510	94%	72%	25%

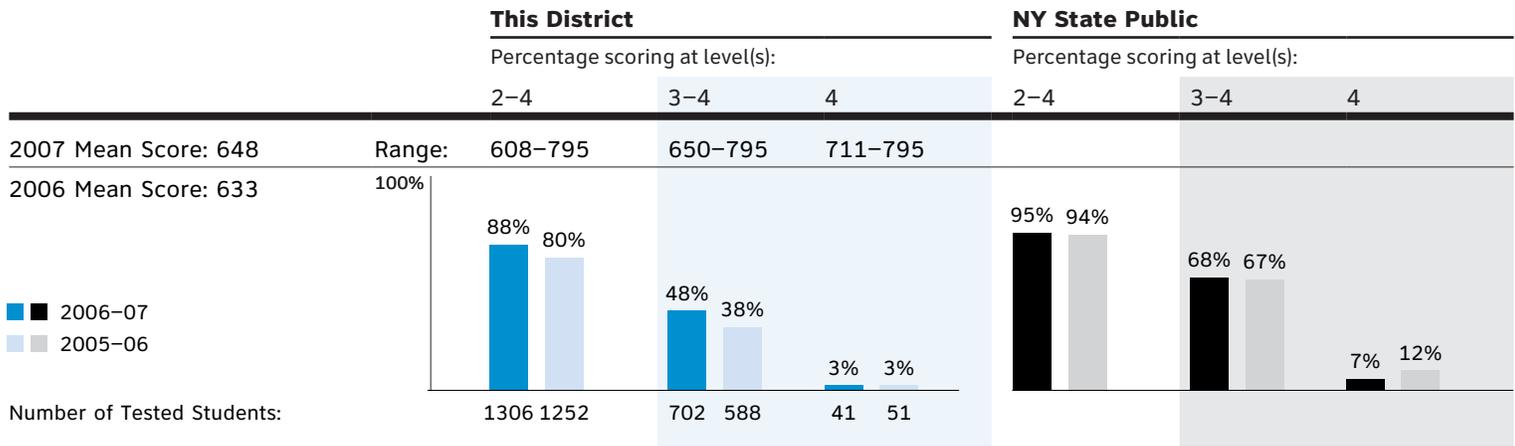
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	18	17	14	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	1477	88%	48%	3%	1565	80%	38%	3%
Female	724	90%	51%	3%	783	84%	42%	3%
Male	753	87%	44%	3%	782	76%	33%	3%
American Indian or Alaska Native	19	89%	53%	16%	26	77%	42%	8%
Black or African American	788	88%	42%	1%	841	81%	33%	2%
Hispanic or Latino	155	78%	31%	3%	142	69%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	35	91%	74%	3%	36	83%	58%	8%
White	480	93%	60%	5%	520	82%	47%	5%
Multiracial								
Small Group Totals								
General-Education Students	1124	94%	57%	4%	1149	90%	46%	4%
Students with Disabilities	353	72%	17%	0%	416	53%	13%	0%
English Proficient	1362	91%	51%	3%	1506	81%	39%	3%
Limited English Proficient	115	54%	11%	0%	59	51%	5%	0%
Economically Disadvantaged	1188	87%	43%	1%	1268	78%	33%	2%
Not Disadvantaged	289	95%	67%	9%	297	90%	55%	8%
Migrant								
Not Migrant	1477	88%	48%	3%	1565	80%	38%	3%

NOTES

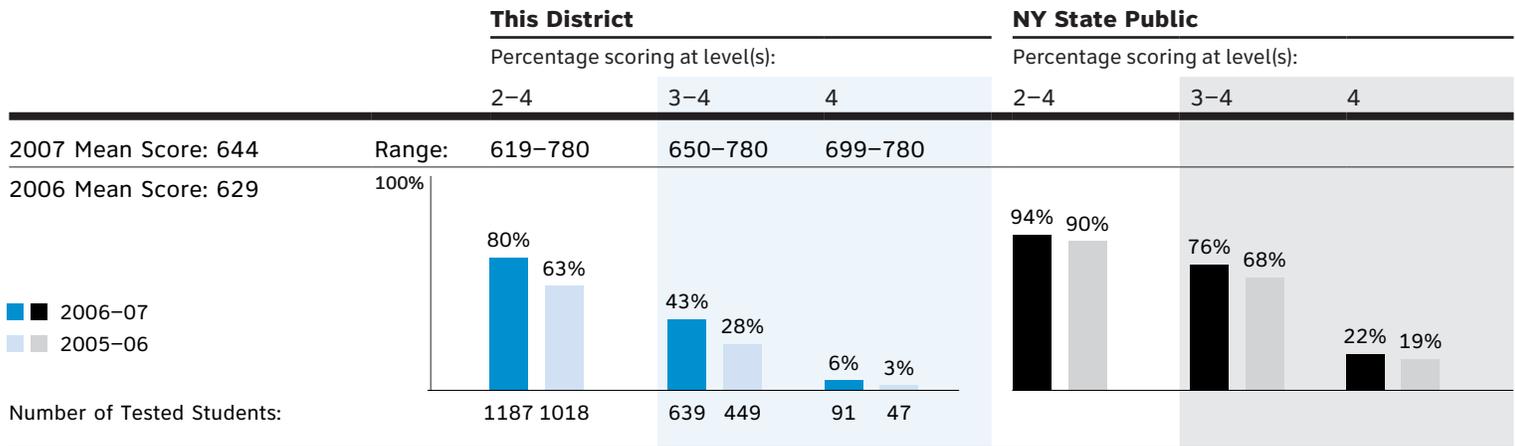
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	18	18	18	15	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	20	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	1485	80%	43%	6%	1619	63%	28%	3%
Female	729	79%	43%	7%	805	64%	27%	2%
Male	756	80%	43%	5%	814	61%	28%	3%
American Indian or Alaska Native	19	74%	47%	16%	25	76%	40%	8%
Black or African American	790	76%	35%	3%	856	56%	21%	1%
Hispanic or Latino	160	75%	33%	6%	172	53%	17%	2%
Asian or Native Hawaiian/Other Pacific Islander	38	89%	68%	21%	45	82%	53%	9%
White	478	87%	58%	10%	521	75%	39%	6%
Multiracial								
Small Group Totals								
General-Education Students	1133	85%	50%	8%	1195	70%	33%	4%
Students with Disabilities	352	63%	20%	0%	424	42%	13%	0%
English Proficient	1359	82%	45%	7%	1503	64%	29%	3%
Limited English Proficient	126	56%	18%	2%	116	45%	13%	0%
Economically Disadvantaged	1204	78%	38%	4%	1301	60%	23%	2%
Not Disadvantaged	281	89%	65%	16%	318	74%	45%	8%
Migrant								
Not Migrant	1485	80%	43%	6%	1619	63%	28%	3%

NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	18	18	17	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 639	598-785	650-785	705-785			
2006 Mean Score: 632						
Number of Tested Students:	1422	1246	523	503	31	65

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	1538	92%	34%	2%	1526	82%	33%	4%
Female	763	95%	39%	2%	759	85%	36%	5%
Male	775	90%	29%	2%	767	78%	29%	3%
American Indian or Alaska Native	24	92%	29%	0%	22	91%	41%	5%
Black or African American	845	93%	29%	1%	829	79%	27%	1%
Hispanic or Latino	171	85%	22%	0%	148	73%	24%	2%
Asian or Native Hawaiian/Other Pacific Islander	36	92%	64%	6%	40	85%	43%	8%
White	462	94%	46%	5%	487	87%	45%	10%
Multiracial								
Small Group Totals								
General-Education Students	1130	98%	44%	3%	1149	89%	40%	6%
Students with Disabilities	408	78%	7%	0%	377	58%	10%	0%
English Proficient	1468	94%	35%	2%	1486	82%	34%	4%
Limited English Proficient	70	66%	7%	0%	40	70%	10%	0%
Economically Disadvantaged	1170	92%	29%	1%	1199	80%	27%	2%
Not Disadvantaged	368	94%	51%	6%	327	89%	54%	13%
Migrant								
Not Migrant	1538	92%	34%	2%	1526	82%	33%	4%

NOTES

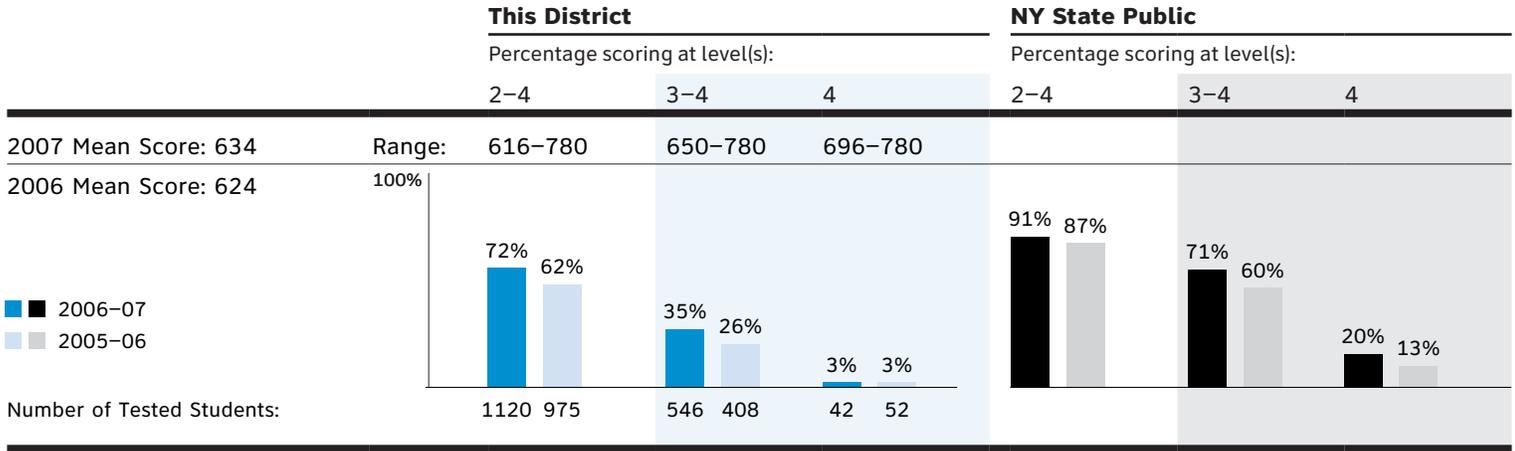
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	20	19	18	12	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	20	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	1558	72%	35%	3%	1562	62%	26%	3%
Female	778	73%	36%	3%	785	63%	25%	3%
Male	780	71%	34%	3%	777	62%	27%	4%
American Indian or Alaska Native	24	79%	25%	0%	22	68%	18%	5%
Black or African American	852	69%	30%	1%	856	55%	20%	1%
Hispanic or Latino	180	58%	26%	1%	163	55%	10%	1%
Asian or Native Hawaiian/Other Pacific Islander	38	95%	68%	11%	42	93%	50%	14%
White	464	80%	45%	6%	479	76%	41%	7%
Multiracial								
Small Group Totals								
General-Education Students	1154	81%	43%	4%	1176	69%	31%	4%
Students with Disabilities	404	47%	13%	0%	386	43%	11%	0%
English Proficient	1468	73%	37%	3%	1475	64%	27%	3%
Limited English Proficient	90	47%	9%	0%	87	37%	14%	1%
Economically Disadvantaged	1195	70%	31%	1%	1226	58%	20%	3%
Not Disadvantaged	363	79%	48%	8%	336	77%	47%	6%
Migrant								
Not Migrant	1558	72%	35%	3%	1562	62%	26%	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	20	18	17	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 631	600-790	650-790	712-790			
2006 Mean Score: 625						
Number of Tested Students:	1254	409	20			
	1236	441	24			

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	1464	86%	28%	1%	1553	80%	28%	2%
Female	729	89%	35%	2%	757	81%	30%	1%
Male	735	82%	21%	1%	796	78%	27%	2%
American Indian or Alaska Native	20	80%	45%	0%	20	85%	35%	0%
Black or African American	829	84%	22%	0%	848	77%	21%	0%
Hispanic or Latino	150	79%	21%	2%	149	73%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	33	97%	52%	9%	37	92%	49%	5%
White	432	90%	39%	3%	499	85%	40%	4%
Multiracial								
Small Group Totals								
General-Education Students	1100	92%	34%	2%	1194	87%	35%	2%
Students with Disabilities	364	66%	9%	0%	359	57%	5%	1%
English Proficient	1419	87%	29%	1%	1535	80%	29%	2%
Limited English Proficient	45	42%	0%	0%	18	44%	0%	0%
Economically Disadvantaged	1061	84%	24%	1%	1226	77%	22%	0%
Not Disadvantaged	403	91%	39%	2%	327	89%	51%	6%
Migrant								
Not Migrant	1464	86%	28%	1%	1553	80%	28%	2%

NOTES

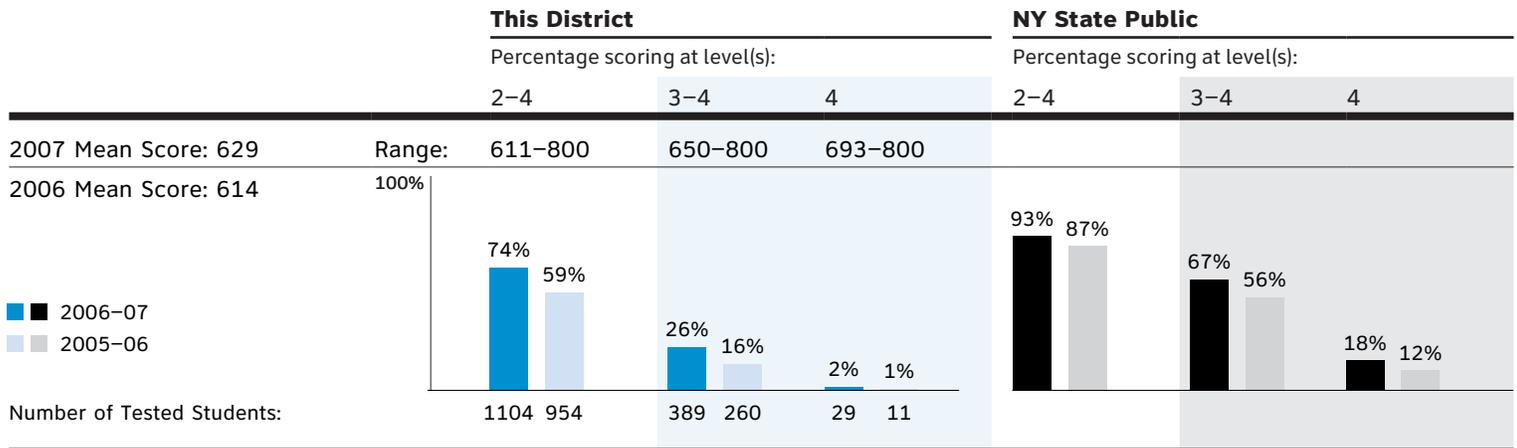
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	33	31	25	17	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	26	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1489	74%	26%	2%	1605	59%	16%	1%
Female	738	75%	27%	2%	780	61%	17%	1%
Male	751	73%	26%	2%	825	58%	16%	1%
American Indian or Alaska Native	22	86%	18%	0%	18	83%	22%	0%
Black or African American	845	70%	20%	1%	858	52%	9%	0%
Hispanic or Latino	163	64%	15%	0%	177	47%	10%	0%
Asian or Native Hawaiian/Other Pacific Islander	39	90%	56%	5%	39	79%	51%	5%
White	420	85%	40%	5%	513	74%	27%	2%
Multiracial								
Small Group Totals								
General-Education Students	1119	81%	31%	3%	1242	66%	19%	1%
Students with Disabilities	370	53%	11%	0%	363	37%	5%	0%
English Proficient	1424	76%	27%	2%	1528	61%	17%	1%
Limited English Proficient	65	37%	5%	0%	77	22%	0%	0%
Economically Disadvantaged	1098	71%	21%	1%	1263	55%	11%	0%
Not Disadvantaged	391	83%	41%	5%	342	75%	35%	3%
Migrant								
Not Migrant	1489	74%	26%	2%	1605	59%	16%	1%

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	32	32	30	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 630	602-790	650-790	715-790			
2006 Mean Score: 623						
Number of Tested Students:	1345	450	20			
	1128	326	19			

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	1591	85%	28%	1%	1531	74%	21%	1%
Female	780	89%	33%	1%	766	79%	26%	1%
Male	811	80%	24%	1%	765	69%	17%	1%
American Indian or Alaska Native	26	88%	23%	0%	25	88%	20%	0%
Black or African American	872	83%	22%	0%	884	69%	15%	0%
Hispanic or Latino	169	77%	17%	1%	122	64%	13%	2%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	51%	0%	28	96%	43%	4%
White	487	89%	42%	4%	472	82%	35%	3%
Multiracial								
Small Group Totals								
General-Education Students	1229	91%	34%	2%	1218	81%	26%	2%
Students with Disabilities	362	63%	7%	0%	313	47%	4%	0%
English Proficient	1530	86%	29%	1%	1517	74%	21%	1%
Limited English Proficient	61	54%	3%	0%	14	64%	36%	0%
Economically Disadvantaged	1103	83%	22%	1%	1142	70%	16%	1%
Not Disadvantaged	488	88%	42%	3%	389	85%	37%	3%
Migrant								
Not Migrant	1591	85%	28%	1%	1531	74%	21%	1%

NOTES

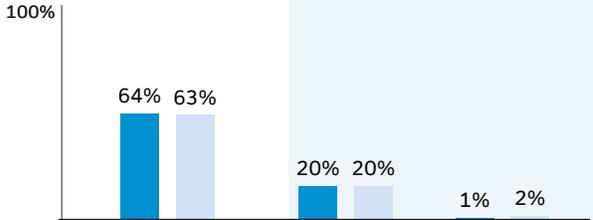
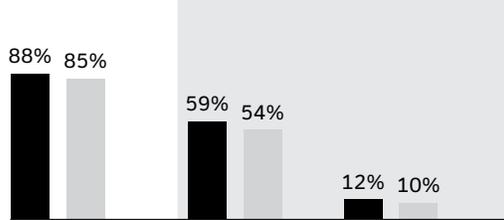
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Other Assessments

	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	20	20	16	13	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	14	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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 624	616-775	650-775	701-775			
2006 Mean Score: 622						
						
Number of Tested Students:	1012	984	319	319	14	29

Results by Student Group

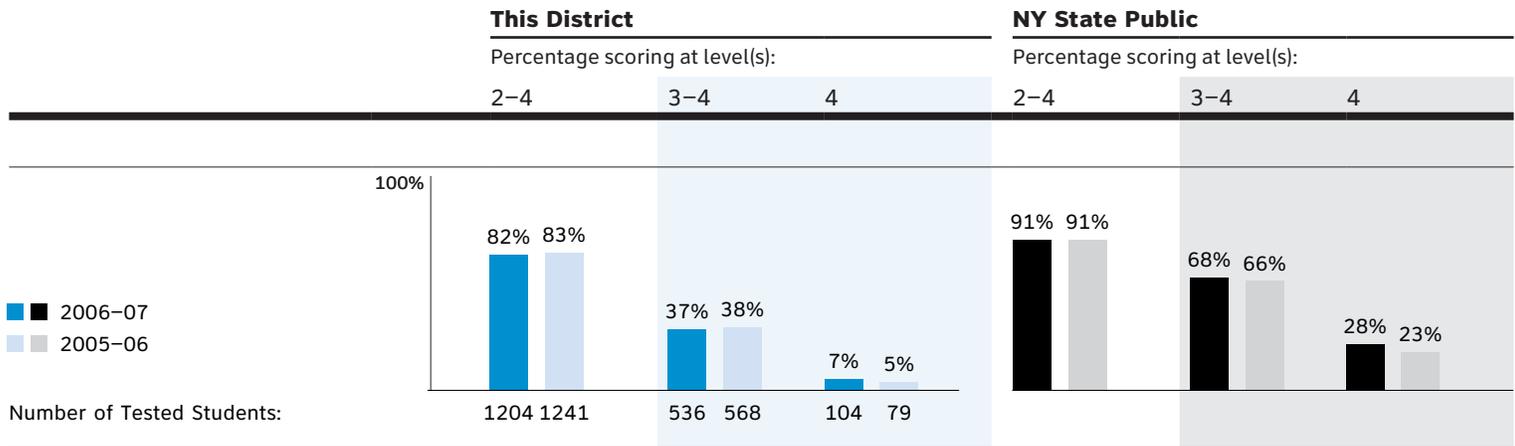
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1586	64%	20%	1%	1565	63%	20%	2%
Female	771	66%	20%	1%	780	66%	22%	2%
Male	815	62%	20%	1%	785	60%	19%	2%
American Indian or Alaska Native	25	76%	24%	0%	25	60%	20%	0%
Black or African American	871	58%	13%	0%	894	56%	14%	1%
Hispanic or Latino	170	51%	17%	1%	141	50%	12%	1%
Asian or Native Hawaiian/Other Pacific Islander	39	90%	51%	5%	29	90%	52%	7%
White	481	76%	32%	2%	476	77%	34%	4%
Multiracial								
Small Group Totals								
General-Education Students	1227	69%	23%	1%	1248	66%	23%	2%
Students with Disabilities	359	45%	10%	0%	317	49%	9%	0%
English Proficient	1516	65%	21%	1%	1511	64%	21%	2%
Limited English Proficient	70	40%	6%	0%	54	31%	7%	0%
Economically Disadvantaged	1104	60%	15%	0%	1167	59%	16%	1%
Not Disadvantaged	482	72%	31%	2%	398	76%	34%	5%
Migrant								
Not Migrant	1586	64%	20%	1%	1565	63%	20%	2%

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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	21	20	18	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1431	83%	37%	7%	1478	83%	38%	5%
Female	685	84%	33%	7%	743	85%	37%	5%
Male	746	81%	40%	8%	735	82%	39%	6%
American Indian or Alaska Native	23	87%	43%	4%	24	92%	42%	4%
Black or African American	764	80%	27%	3%	829	79%	29%	1%
Hispanic or Latino	155	72%	26%	3%	139	80%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	38	95%	58%	21%	29	90%	41%	14%
White	451	89%	54%	15%	457	92%	58%	13%
Multiracial								
Small Group Totals								
General-Education Students	1108	86%	40%	9%	1193	85%	42%	6%
Students with Disabilities	323	71%	24%	2%	285	76%	21%	2%
English Proficient	1365	84%	38%	8%	1427	85%	39%	5%
Limited English Proficient	66	50%	8%	0%	51	47%	14%	2%
Economically Disadvantaged	992	80%	30%	4%	1083	81%	30%	2%
Not Disadvantaged	439	88%	52%	15%	395	91%	59%	14%
Migrant								
Not Migrant	1431	83%	37%	7%	1478	83%	38%	5%

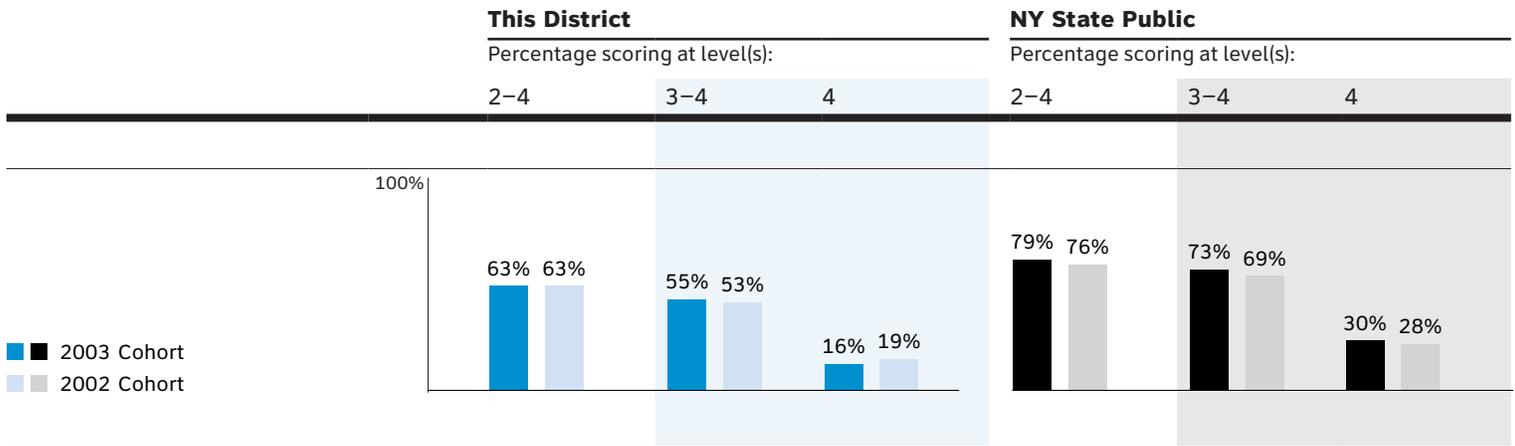
NOTES

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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	21	20	19	17	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	36	19	11	1	17	8	7	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	1420	63%	55%	16%	1502	63%	53%	19%
Female	703	68%	59%	19%	762	69%	58%	22%
Male	717	58%	50%	13%	740	57%	48%	15%
American Indian or Alaska Native	20	75%	65%	20%	15	67%	47%	13%
Black or African American	708	59%	47%	7%	729	61%	48%	9%
Hispanic or Latino	129	50%	44%	9%	116	37%	31%	9%
Asian or Native Hawaiian/Other Pacific Islander	36	81%	75%	39%	38	66%	58%	18%
White	527	70%	66%	27%	604	70%	64%	32%
Multiracial								
Small Group Totals								
General-Education Students	1129	70%	62%	19%	1119	71%	61%	24%
Students with Disabilities	291	35%	26%	3%	383	41%	30%	3%
English Proficient	1390	64%	55%	16%	1475	63%	54%	19%
Limited English Proficient	30	47%	33%	7%	27	37%	33%	4%
Economically Disadvantaged	556	69%	58%	10%	658	67%	55%	13%
Not Disadvantaged	864	59%	52%	19%	844	60%	52%	23%
Migrant								
Not Migrant					1502	63%	53%	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

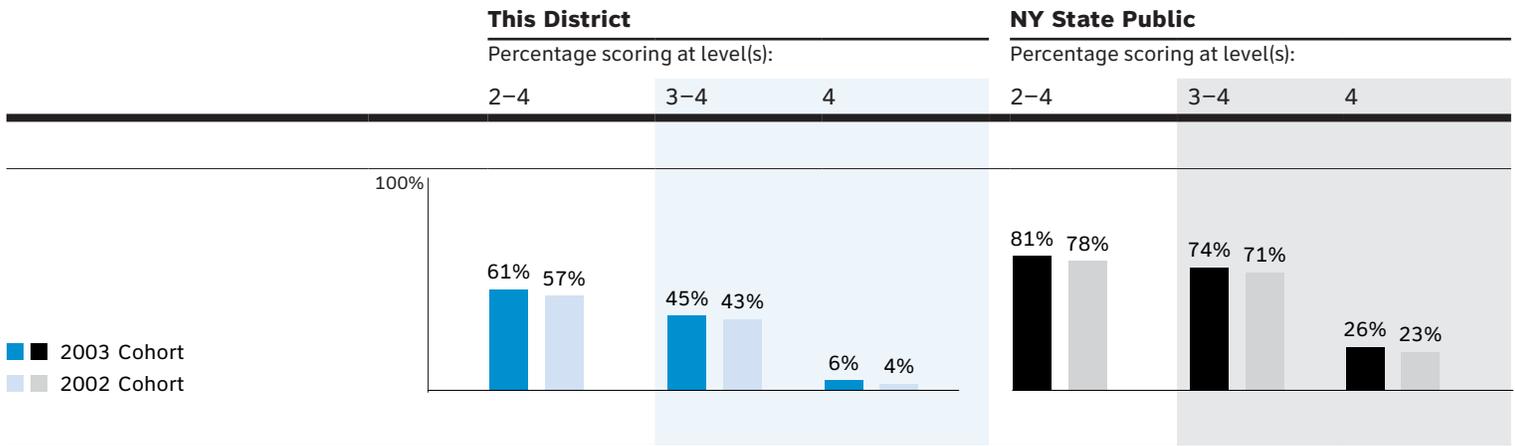
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				18	17	17	16

* 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	1420	61%	45%	6%	1502	57%	43%	4%
Female	703	65%	47%	6%	762	62%	47%	4%
Male	717	57%	43%	6%	740	52%	39%	4%
American Indian or Alaska Native	20	70%	50%	5%	15	53%	47%	7%
Black or African American	708	55%	35%	2%	729	55%	36%	1%
Hispanic or Latino	129	53%	32%	2%	116	35%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	36	86%	81%	36%	38	68%	63%	11%
White	527	69%	59%	11%	604	64%	55%	7%
Multiracial								
Small Group Totals								
General-Education Students	1129	69%	52%	8%	1119	67%	52%	5%
Students with Disabilities	291	30%	18%	1%	383	30%	18%	1%
English Proficient	1390	61%	45%	6%	1475	58%	43%	4%
Limited English Proficient	30	70%	57%	13%	27	41%	33%	4%
Economically Disadvantaged	556	66%	46%	5%	658	59%	43%	2%
Not Disadvantaged	864	58%	45%	7%	844	56%	43%	5%
Migrant								
Not Migrant					1502	57%	43%	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

	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				16	15	14	14

* 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.