



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **MIDDLETOWN CITY SCHOOL
DISTRICT**
District ID **44-10-00-01-0000**
Superintendent **KENNETH EASTWOOD**
Telephone **(845) 326-1158**
Grades **PK-12, UE, US**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

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	112	146	108
Kindergarten	470	471	495
Grade 1	487	544	492
Grade 2	501	516	535
Grade 3	517	514	481
Grade 4	491	512	513
Grade 5	486	487	515
Grade 6	512	509	487
Ungraded Elementary	0	0	0
Grade 7	561	524	502
Grade 8	530	558	530
Grade 9	610	562	652
Grade 10	626	602	572
Grade 11	444	570	479
Grade 12	386	445	461
Ungraded Secondary	0	0	0
Total K-12	6621	6814	6714

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	20	21	21
Grade 8			
English	17	22	23
Mathematics	17	25	23
Science	24	25	23
Social Studies	23	25	24
Grade 10			
English	24	27	22
Mathematics	21	22	20
Science	22	23	22
Social Studies	25	26	24

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 MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2786	42%	2657	39%	3040	45%
Reduced-Price Lunch	1162	18%	994	15%	1151	17%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	627	9%	691	10%	722	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	0%	2	0%	3	0%
Black or African American	1760	27%	1859	27%	1784	27%
Hispanic or Latino	2452	37%	2609	38%	2718	40%
Asian or Native Hawaiian/Other Pacific Islander	162	2%	181	3%	184	3%
White	2242	34%	2163	32%	2025	30%
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		93%		92%		93%
Student Suspensions	576	9%	559	8%	772	11%

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 MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	464	475	472
Percent with No Valid Teaching Certificate	1%	1%	3%
Percent Teaching Out of Certification	2%	2%	4%
Percent with Fewer Than Three Years of Experience	11%	9%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	16%	15%
Total Number of Core Classes*	N/A	1835	1282
Percent Not Taught by Highly Qualified Teachers	N/A	2%	5%
Total Number of Classes	1536	1623	1579
Percent Taught by Teachers Without Appropriate Certification	3%	2%	5%

* 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	14%	22%	22%
Turnover Rate of All Teachers	10%	15%	15%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	51	61	45
Total Paraprofessionals*	140	139	117
Assistant Principals	8	12	10
Principals	10	7	7

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2007-08)

Improvement (Year 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Improvement (Year 3)	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	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓ ^{SH}	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓ ^{SH}	✓	—
Student groups making AYP in each subject	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

Accountability Status Levels

AYP Status

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

Federal


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

State

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

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2007-08)  Improvement (Year 4)

Accountability Measures 7 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 5) 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 4) in 2008-09. [209]

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 (3105:2955)			99%		141	120	
Ethnicity							
American Indian or Alaska Native (2:0)	—	—	—	—	—	—	—
Black or African American (844:810)			99%		138	118	
Hispanic or Latino (1312:1235)			99%		129	119	
Asian or Native Hawaiian/Other Pacific Islander (84:76)			99%		166	111	
White (863:834)			99%		159	118	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (407:374)			97%		79	116	73 91
Limited English Proficient ⁵ (421:363)			99%		91	116	107 102
Economically Disadvantaged (1969:1908)			99%		130	120	
Final AYP Determination	 7 of 8						

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 for This Subject (2007-08)



Improvement (Year 3)

Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 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 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 (3115:2952)	✓	✓	99%	✓	147	84	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (851:801)	✓	✓	99%	✓	138	82	
Hispanic or Latino (1316:1245)	✓	✓	99%	✓	143	83	
Asian or Native Hawaiian/Other Pacific Islander (85:81)	✓	✓	98%	✓	170	75	
White (863:825)	✓	✓	99%	✓	159	82	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (418:379)	✓	✓	98%	✓	91	80	
Limited English Proficient ⁵ (418:392)	✓	✓	99%	✓	113	80	
Economically Disadvantaged (1951:1909)	✓	✓	99%	✓	138	84	
Final AYP Determination	✓ 8 of 8						

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
- ✓^{SH} 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 (1076:988)		Qualified		97%		166	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (303:279)		Qualified		98%		157	100	
Hispanic or Latino (442:400)		Qualified		97%		158	100	
Asian or Native Hawaiian/Other Pacific Islander (28:28)		—	—	—	—	—	—	—
White (303:281)		Qualified		97%		183	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (155:132)		Qualified		95%		138	100	
Limited English Proficient ⁴ (135:120)		Qualified		96%		133	100	
Economically Disadvantaged (656:626)		Qualified		97%		158	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 4)

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

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 5) 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 4) in 2008-09. [209]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (456:472)			98%		155	154	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (134:135)			97%		164	150	
Hispanic or Latino (135:140)			99%		134	150	127 141
Asian or Native Hawaiian/Other Pacific Islander (13:13)	—	—	—	—	—	—	—
White (174:183)			99%		164	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (97:87)			70%		79	148	42 91
Limited English Proficient ⁴ (14:19)	—	—	—	—	—	—	—
Economically Disadvantaged (172:206)			99%		144	151	130 150
Final AYP Determination		5 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 for This Subject (2007–08)  Improvement (Year 3)

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

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 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 Mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (456:472)			99%		158	147	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (134:135)			98%		157	143	
Hispanic or Latino (135:140)			100%		146	143	
Asian or Native Hawaiian/Other Pacific Islander (13:13)	—	—	—	—	—	—	—
White (174:183)			99%		167	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (97:87)			72%		101	141	61 111
Limited English Proficient ⁴ (14:19)	—	—	—	—	—	—	—
Economically Disadvantaged (172:206)			100%		154	144	
Final AYP Determination		5 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 (415)			68%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (117)			65%	55%		
Hispanic or Latino (128)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (14)		–	–	–		
White (155)			73%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (80)			43%	55%	20%	44%
Limited English Proficient ³ (9)		–	–	–		
Economically Disadvantaged (169)			66%	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 **MIDDLETOWN CITY SCHOOL DISTRICT**

District ID **44-10-00-01-0000**

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

2 schools identified 29% of total

JOHN W CHORLEY SCHOOL

TRUMAN MOON SCHOOL

Improvement (Year 1)

2 schools identified 29% of total

MAPLE HILL ELEMENTARY SCHOOL

MECHANICSTOWN SCHOOL

Corrective Action

1 school identified 14% of total

MIDDLETOWN TWIN TOWERS MIDDLE SCHOOL

Planning for Restructuring

1 school identified 14% of total

MIDDLETOWN HIGH SCHOOL

Restructuring (Year 1)

1 school identified 14% of total

MONHAGEN MIDDLE SCHOOL

District MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

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	49%			486
Grade 4	50%			514
Grade 5	53%			510
Grade 6	50%			480
Grade 7	52%			493
Grade 8	43%			527

Mathematics

Grade 3	77%		488
Grade 4	62%		522
Grade 5	58%		520
Grade 6	58%		494
Grade 7	57%		506
Grade 8	35%		529

Science

Grade 4	79%		523
Grade 8	61%		519

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	68%			539
Mathematics	70%			539

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts

	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: 648	616-780	650-780	730-780			
2006 Mean Score: 652						
Number of Tested Students:	410	375	237	226	11	9

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	486	84%	49%	2%	438	86%	52%	2%
Female	230	91%	53%	4%	203	90%	59%	4%
Male	256	79%	45%	1%	235	82%	46%	0%
American Indian or Alaska Native								
Black or African American	117	85%	47%	1%	132	81%	46%	1%
Hispanic or Latino	229	82%	38%	1%	161	84%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	11	82%	73%	0%	11	100%	64%	0%
White	129	88%	67%	6%	134	91%	63%	4%
Multiracial								
Small Group Totals								
General-Education Students	441	89%	52%	2%	395	92%	56%	2%
Students with Disabilities	45	42%	20%	0%	43	26%	12%	0%
English Proficient	403	88%	56%	3%	434	-	-	-
Limited English Proficient	83	67%	16%	0%	4	-	-	-
Economically Disadvantaged	320	81%	39%	1%	264	81%	42%	1%
Not Disadvantaged	166	91%	68%	5%	174	93%	66%	3%
Migrant								
Not Migrant	486	84%	49%	2%	438	86%	52%	2%

NOTES

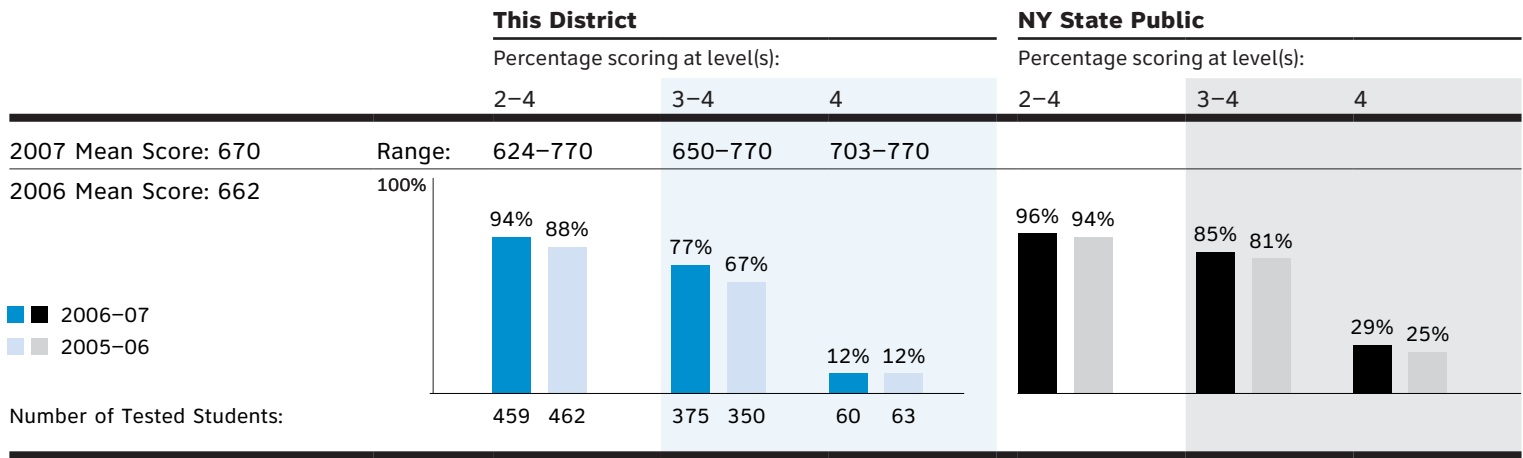
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	6	6	6	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	488	94%	77%	12%	525	88%	67%	12%
Female	232	94%	77%	13%	241	91%	71%	14%
Male	256	94%	77%	11%	284	86%	63%	11%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	119	90%	73%	13%	141	86%	62%	11%
Hispanic or Latino	233	95%	75%	8%	235	86%	61%	7%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	27%	16	88%	81%	38%
White	125	95%	82%	18%	133	93%	80%	20%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	441	98%	81%	13%	479	92%	71%	13%
Students with Disabilities	47	60%	34%	2%	46	43%	26%	2%
English Proficient	401	94%	80%	14%	445	90%	71%	14%
Limited English Proficient	87	94%	61%	5%	80	75%	40%	3%
Economically Disadvantaged	322	94%	74%	8%	341	86%	59%	8%
Not Disadvantaged	166	95%	82%	20%	184	92%	80%	20%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	488	94%	77%	12%	525	88%	67%	12%

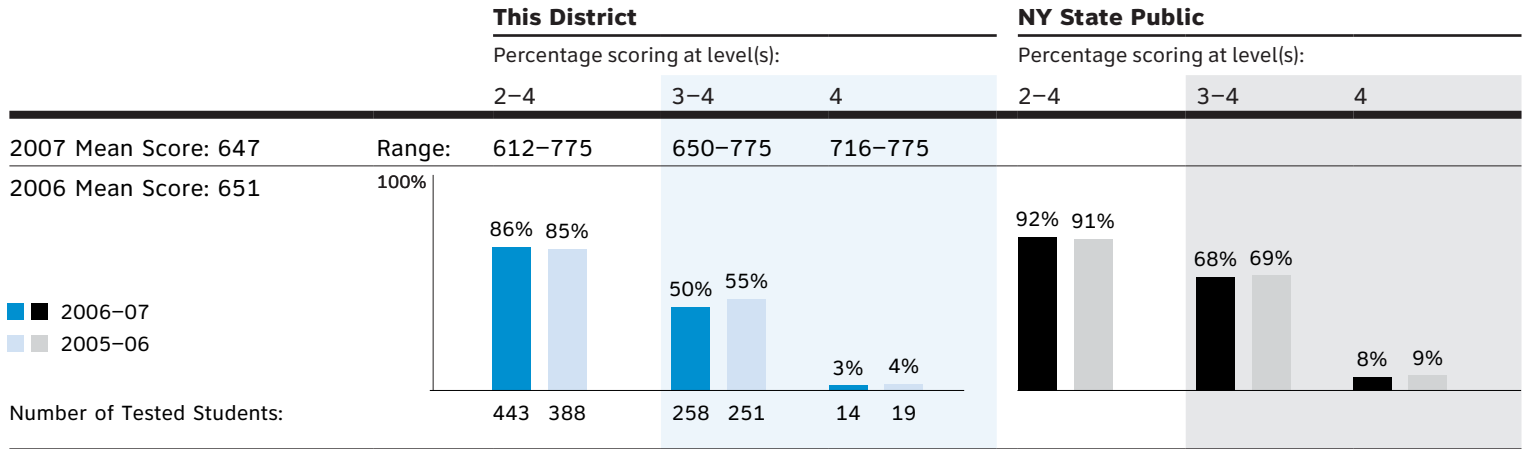
NOTES

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	514	86%	50%	3%	457	85%	55%	4%
Female	247	89%	54%	4%	239	88%	56%	6%
Male	267	83%	47%	1%	218	81%	54%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	144	86%	49%	4%	134	81%	47%	4%
Hispanic or Latino	228	84%	42%	0%	174	83%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	11	100%	91%	0%
White	127	90%	65%	6%	138	91%	67%	7%
Multiracial								
Small Group Totals	15	87%	60%	0%				
General-Education Students	455	92%	56%	3%	408	91%	60%	5%
Students with Disabilities	59	42%	7%	0%	49	35%	12%	0%
English Proficient	441	89%	55%	3%	442	86%	57%	4%
Limited English Proficient	73	70%	21%	0%	15	40%	0%	0%
Economically Disadvantaged	346	83%	42%	1%	281	81%	45%	1%
Not Disadvantaged	168	92%	67%	5%	176	90%	71%	9%
Migrant								
Not Migrant	514	86%	50%	3%	457	85%	55%	4%

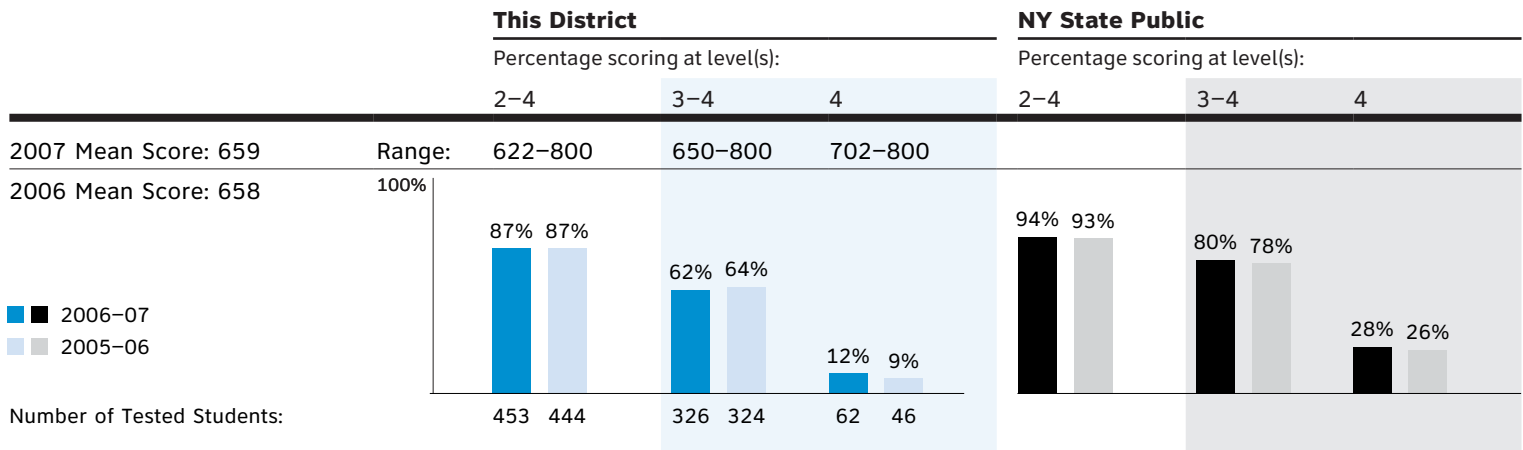
NOTES
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Other Assessments

	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 4 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	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	522	87%	62%	12%	508	87%	64%	9%
Female	250	87%	57%	10%	254	90%	62%	9%
Male	272	86%	67%	14%	254	85%	65%	9%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	144	83%	58%	8%	132	84%	54%	5%
Hispanic or Latino	237	86%	58%	7%	227	88%	62%	4%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	86%	43%	12	92%	83%	58%
White	127	91%	73%	21%	137	90%	75%	18%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	459	91%	68%	13%	456	92%	69%	10%
Students with Disabilities	63	54%	24%	3%	52	44%	17%	2%
English Proficient	442	88%	66%	14%	452	89%	67%	10%
Limited English Proficient	80	80%	41%	1%	56	75%	41%	0%
Economically Disadvantaged	350	84%	56%	7%	331	83%	60%	5%
Not Disadvantaged	172	92%	75%	22%	177	95%	72%	18%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	522	87%	62%	12%	508	87%	64%	9%

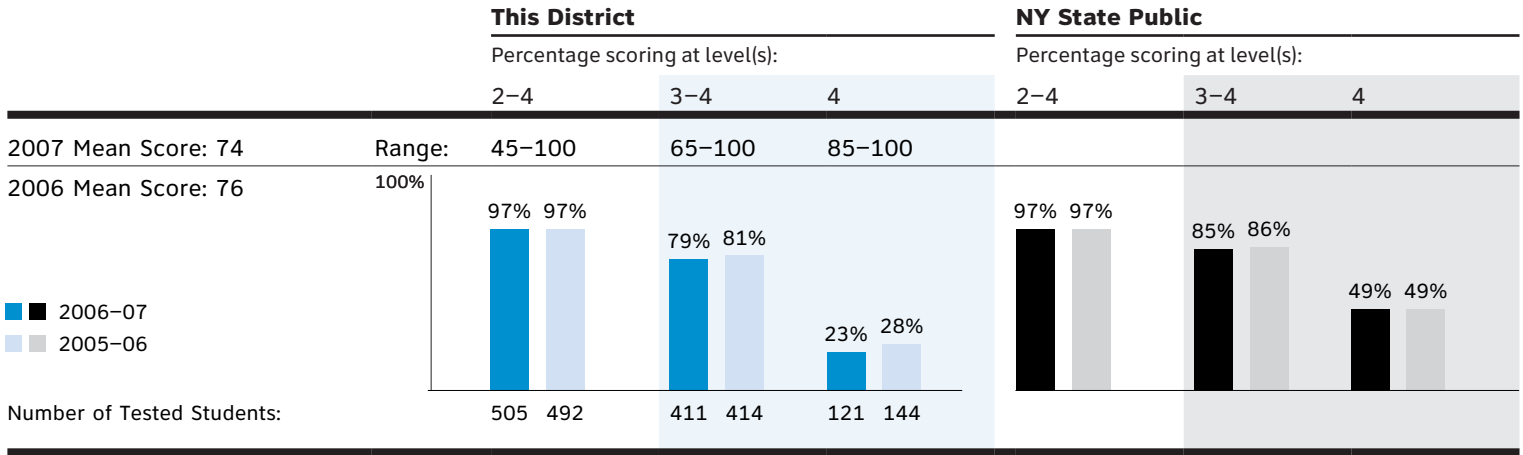
NOTES

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	2	-	-	-	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

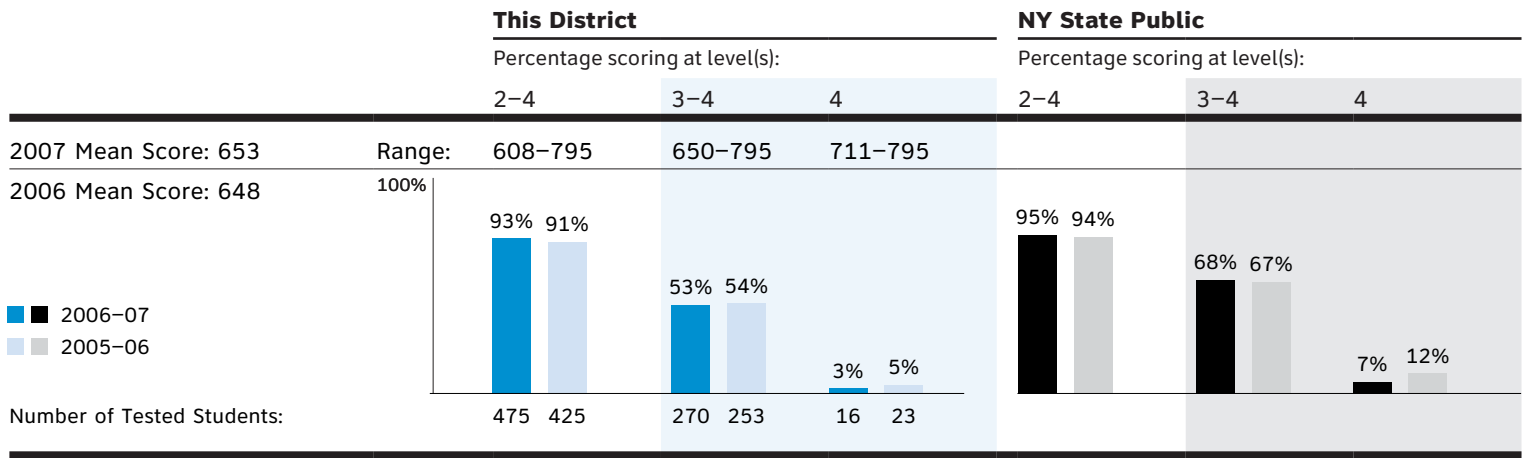
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	523	97%	79%	23%	508	97%	81%	28%
Female	253	95%	81%	21%	256	98%	84%	32%
Male	270	98%	77%	25%	252	96%	79%	25%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	146	96%	73%	18%	137	96%	77%	23%
Hispanic or Latino	238	95%	74%	15%	224	95%	76%	21%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	57%	13	100%	92%	46%
White	125	99%	91%	41%	134	100%	94%	46%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	461	96%	81%	24%	458	97%	83%	30%
Students with Disabilities	62	100%	60%	15%	50	100%	70%	14%
English Proficient	442	98%	83%	27%	453	98%	85%	31%
Limited English Proficient	81	89%	54%	4%	55	91%	49%	4%
Economically Disadvantaged	344	96%	74%	16%	326	95%	75%	22%
Not Disadvantaged	179	98%	87%	36%	182	100%	93%	39%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	523	97%	79%	23%	508	97%	81%	28%

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

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	510	93%	53%	3%	469	91%	54%	5%
Female	260	95%	55%	3%	233	93%	58%	6%
Male	250	91%	51%	3%	236	88%	50%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	142	94%	47%	2%	138	88%	40%	2%
Hispanic or Latino	230	90%	46%	3%	151	88%	50%	3%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	11	100%	64%	27%
White	125	98%	70%	5%	169	94%	68%	7%
Multiracial								
Small Group Totals	13	92%	77%	8%				
General-Education Students	457	96%	58%	4%	400	97%	62%	6%
Students with Disabilities	53	66%	6%	0%	69	55%	10%	0%
English Proficient	452	95%	58%	4%	438	92%	57%	5%
Limited English Proficient	58	81%	17%	0%	31	71%	13%	0%
Economically Disadvantaged	332	91%	46%	2%	297	89%	41%	2%
Not Disadvantaged	178	97%	66%	5%	172	94%	76%	9%
Migrant								
Not Migrant	510	93%	53%	3%	469	91%	54%	5%

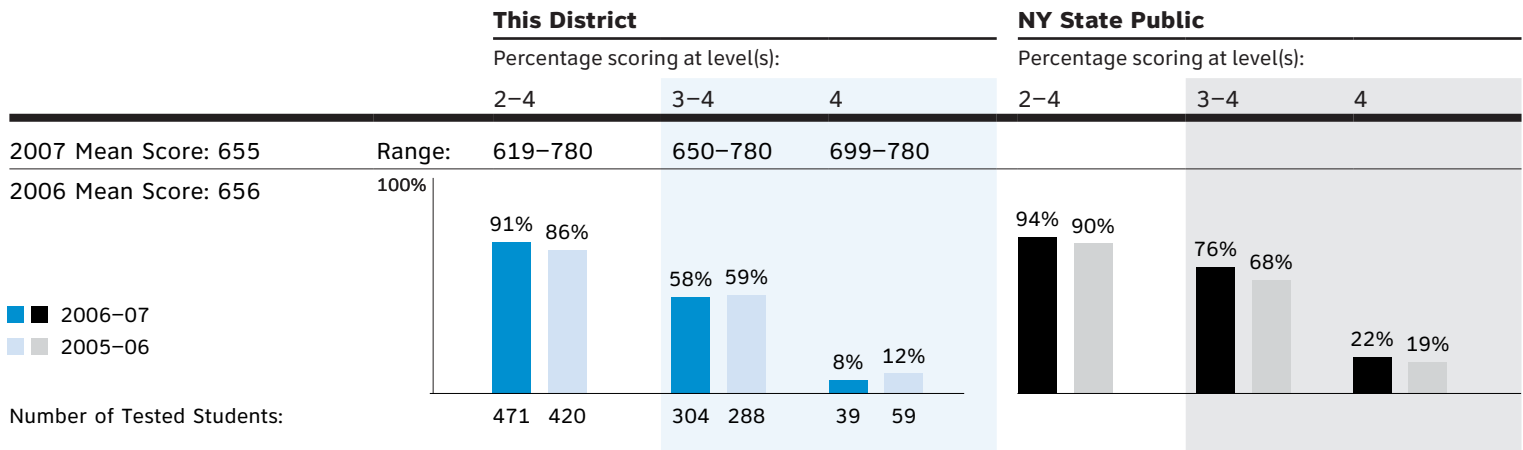
NOTES
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Other Assessments

	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 5 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	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	520	91%	58%	8%	489	86%	59%	12%
Female	263	92%	57%	8%	243	87%	56%	11%
Male	257	89%	60%	7%	246	85%	62%	13%
American Indian or Alaska Native								
Black or African American	143	86%	49%	6%	142	80%	51%	4%
Hispanic or Latino	237	91%	59%	5%	167	84%	54%	10%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	67%	27%	11	91%	64%	27%
White	125	95%	66%	13%	169	92%	70%	20%
Multiracial								
Small Group Totals								
General-Education Students	466	93%	62%	8%	420	92%	63%	13%
Students with Disabilities	54	69%	28%	0%	69	51%	33%	4%
English Proficient	453	93%	60%	8%	446	88%	62%	13%
Limited English Proficient	67	76%	45%	4%	43	67%	30%	0%
Economically Disadvantaged	337	88%	54%	3%	314	83%	52%	8%
Not Disadvantaged	183	96%	67%	15%	175	91%	72%	19%
Migrant								
Not Migrant	520	91%	58%	8%	489	86%	59%	12%

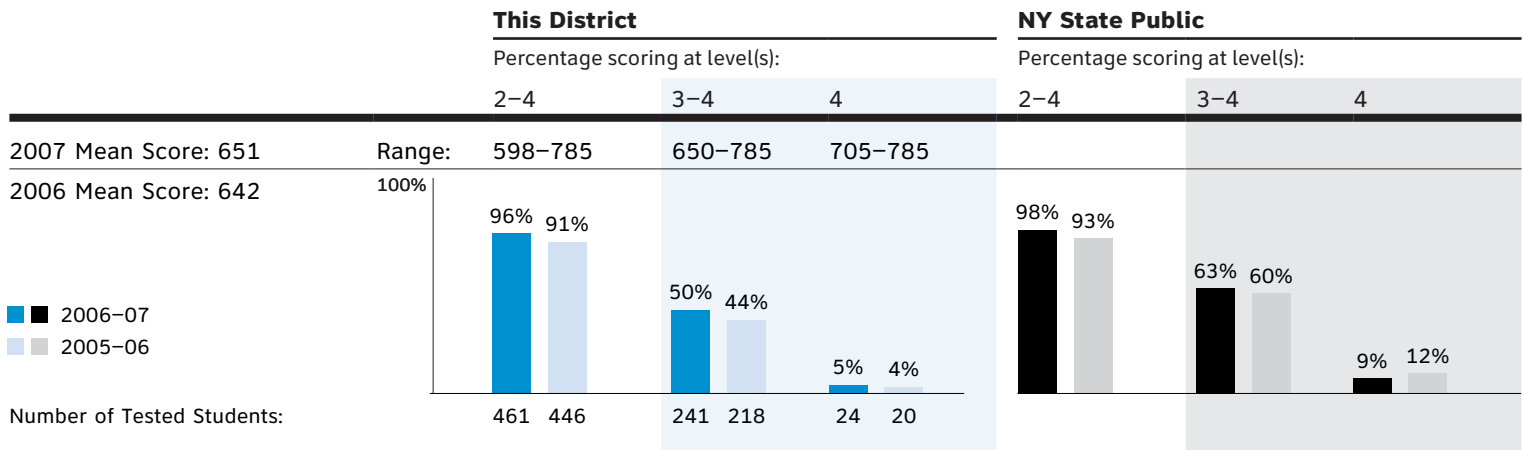
NOTES

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	480	96%	50%	5%	491	91%	44%	4%
Female	237	97%	55%	6%	231	93%	48%	6%
Male	243	95%	45%	4%	260	89%	41%	2%
American Indian or Alaska Native								
Black or African American	143	95%	38%	4%	138	88%	42%	2%
Hispanic or Latino	175	95%	42%	3%	191	91%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	36%	0%	12	100%	83%	17%
White	151	98%	72%	9%	150	93%	52%	8%
Multiracial								
Small Group Totals								
General-Education Students	410	99%	57%	6%	425	96%	50%	5%
Students with Disabilities	70	79%	10%	0%	66	59%	8%	0%
English Proficient	428	96%	55%	6%	452	92%	48%	4%
Limited English Proficient	52	94%	8%	0%	39	74%	8%	0%
Economically Disadvantaged	316	95%	41%	3%	311	90%	35%	1%
Not Disadvantaged	164	98%	67%	8%	180	93%	61%	9%
Migrant					1	-	-	-
Not Migrant	480	96%	50%	5%	490	-	-	-

NOTES

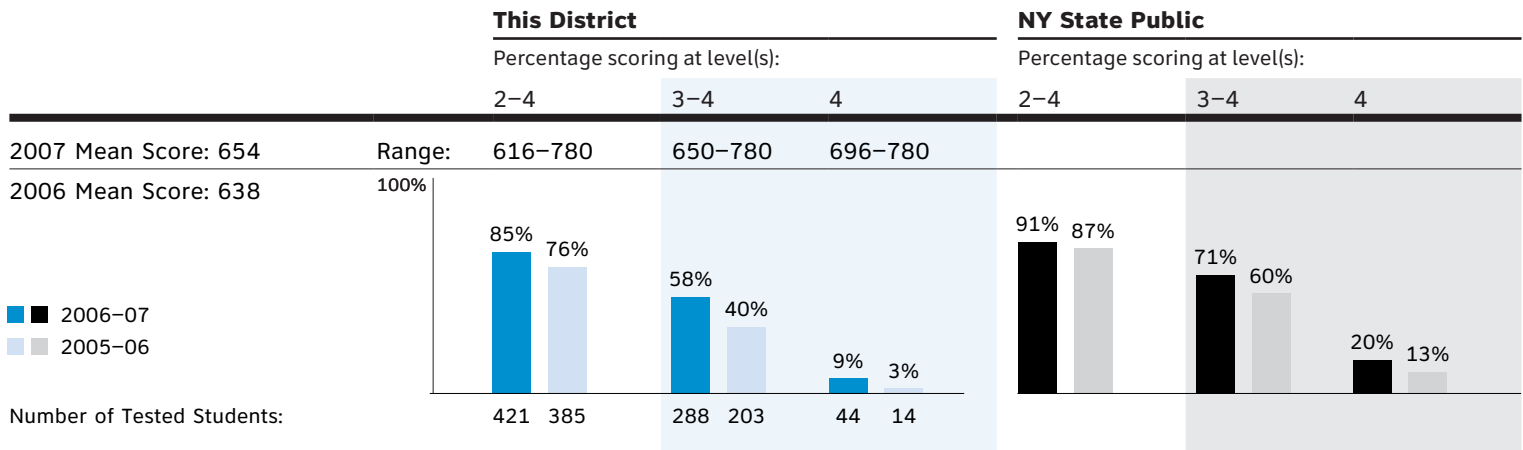
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Other Assessments

	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	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 6	8	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	494	85%	58%	9%	508	76%	40%	3%
Female	245	85%	59%	10%	236	76%	36%	2%
Male	249	86%	58%	8%	272	75%	43%	4%
American Indian or Alaska Native								
Black or African American	148	82%	50%	7%	138	75%	32%	1%
Hispanic or Latino	183	83%	53%	4%	209	75%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	12	83%	67%	25%	12	92%	83%	33%
White	151	91%	72%	15%	149	77%	52%	2%
Multiracial								
Small Group Totals								
General-Education Students	420	90%	63%	10%	438	82%	45%	3%
Students with Disabilities	74	57%	32%	1%	70	40%	11%	0%
English Proficient	434	88%	63%	10%	452	79%	43%	3%
Limited English Proficient	60	68%	25%	0%	56	52%	14%	0%
Economically Disadvantaged	320	82%	50%	6%	329	72%	32%	2%
Not Disadvantaged	174	91%	73%	14%	179	83%	55%	4%
Migrant					3	-	-	-
Not Migrant	494	85%	58%	9%	505	-	-	-

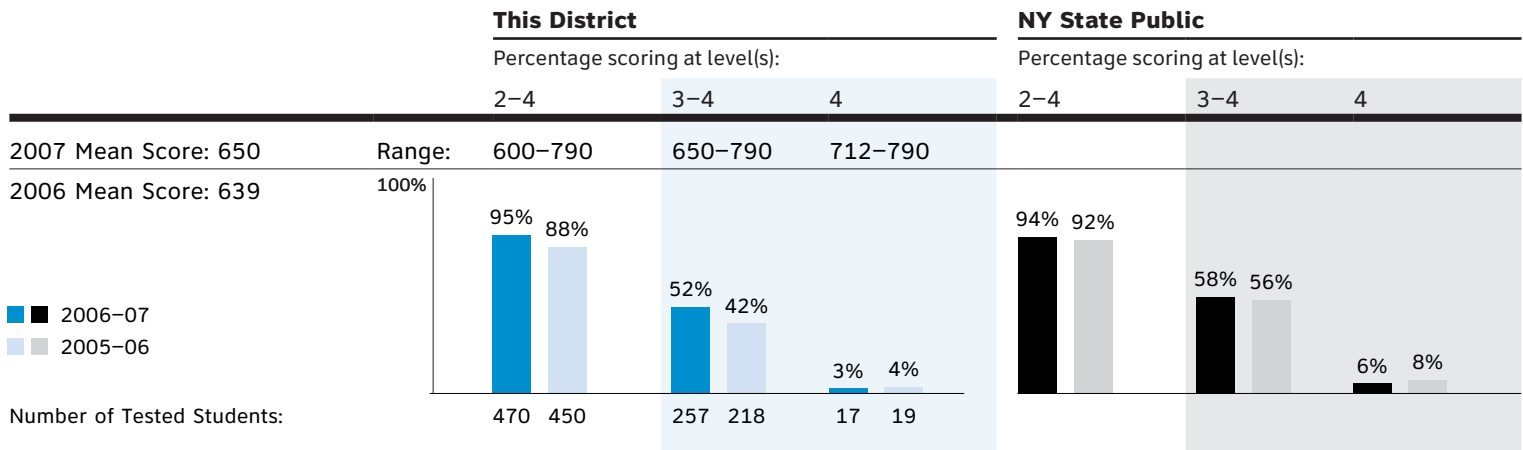
NOTES

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	493	95%	52%	3%	513	88%	42%	4%
Female	236	97%	57%	3%	231	90%	42%	4%
Male	257	94%	48%	4%	282	86%	43%	3%
American Indian or Alaska Native								
Black or African American	133	98%	51%	2%	152	86%	36%	4%
Hispanic or Latino	201	93%	46%	1%	169	84%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	13%	14	93%	86%	14%
White	144	96%	58%	6%	178	93%	55%	4%
Multiracial								
Small Group Totals								
General-Education Students	428	97%	57%	4%	438	94%	48%	4%
Students with Disabilities	65	82%	18%	0%	75	49%	11%	0%
English Proficient	436	97%	57%	4%	479	89%	45%	4%
Limited English Proficient	57	79%	16%	0%	34	68%	6%	0%
Economically Disadvantaged	296	95%	44%	1%	313	86%	33%	2%
Not Disadvantaged	197	96%	64%	7%	200	91%	58%	7%
Migrant					1	-	-	-
Not Migrant	493	95%	52%	3%	512	-	-	-

NOTES

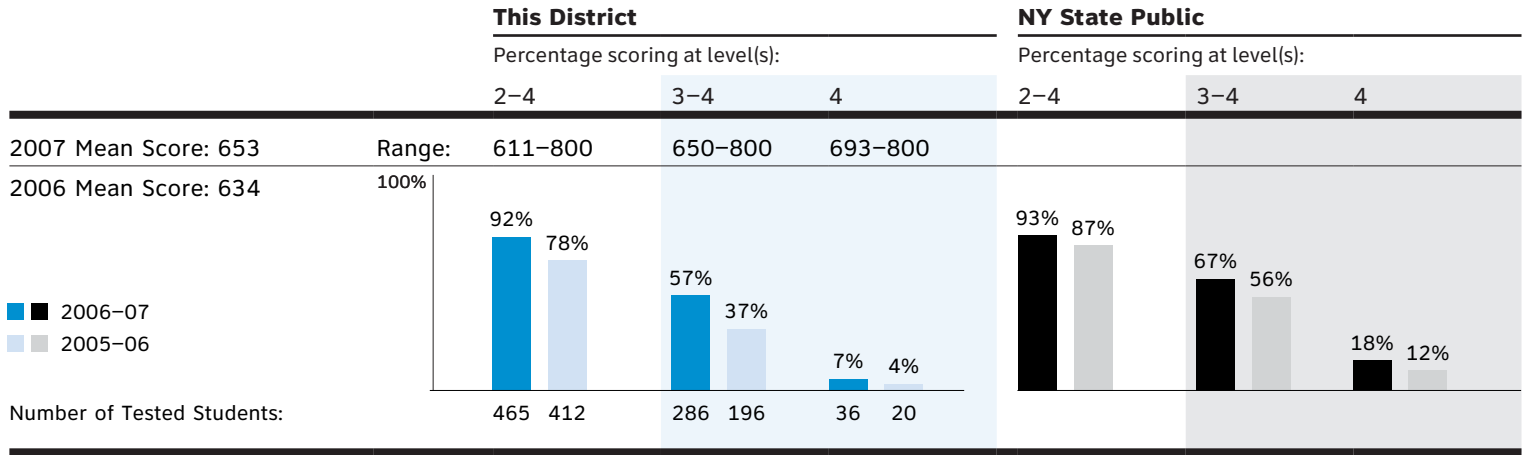
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Other Assessments

	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	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 7	10	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	506	92%	57%	7%	530	78%	37%	4%
Female	243	93%	59%	6%	243	79%	37%	4%
Male	263	91%	54%	8%	287	76%	37%	4%
American Indian or Alaska Native								
Black or African American	133	93%	55%	4%	152	76%	26%	3%
Hispanic or Latino	210	90%	50%	5%	190	69%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	76%	35%	14	100%	86%	7%
White	146	93%	66%	10%	174	86%	46%	5%
Multiracial								
Small Group Totals								
General-Education Students	439	95%	61%	8%	455	83%	41%	4%
Students with Disabilities	67	75%	25%	1%	75	44%	15%	1%
English Proficient	439	95%	62%	8%	482	80%	39%	4%
Limited English Proficient	67	75%	18%	0%	48	56%	13%	0%
Economically Disadvantaged	301	91%	52%	5%	324	73%	28%	1%
Not Disadvantaged	205	94%	62%	11%	206	84%	51%	8%
Migrant					1	-	-	-
Not Migrant	506	92%	57%	7%	529	-	-	-

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	4	-	-	-	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: 643	602-790	650-790	715-790			
2006 Mean Score: 637						
Number of Tested Students:	469	449	226	189	7	14

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	527	89%	43%	1%	530	85%	36%	3%
Female	247	92%	45%	1%	272	88%	44%	4%
Male	280	86%	41%	1%	258	81%	26%	1%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	154	88%	42%	2%	144	83%	33%	1%
Hispanic or Latino	196	85%	30%	1%	204	82%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	0%	13	100%	69%	8%
White	163	93%	56%	1%	169	88%	47%	6%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	449	95%	49%	2%	454	91%	41%	3%
Students with Disabilities	78	54%	5%	0%	76	45%	3%	0%
English Proficient	478	91%	46%	1%	512	85%	37%	3%
Limited English Proficient	49	69%	8%	0%	18	67%	0%	0%
Economically Disadvantaged	311	87%	36%	0%	332	83%	26%	0%
Not Disadvantaged	216	92%	52%	3%	198	87%	52%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	527	89%	43%	1%	530	85%	36%	3%

NOTES

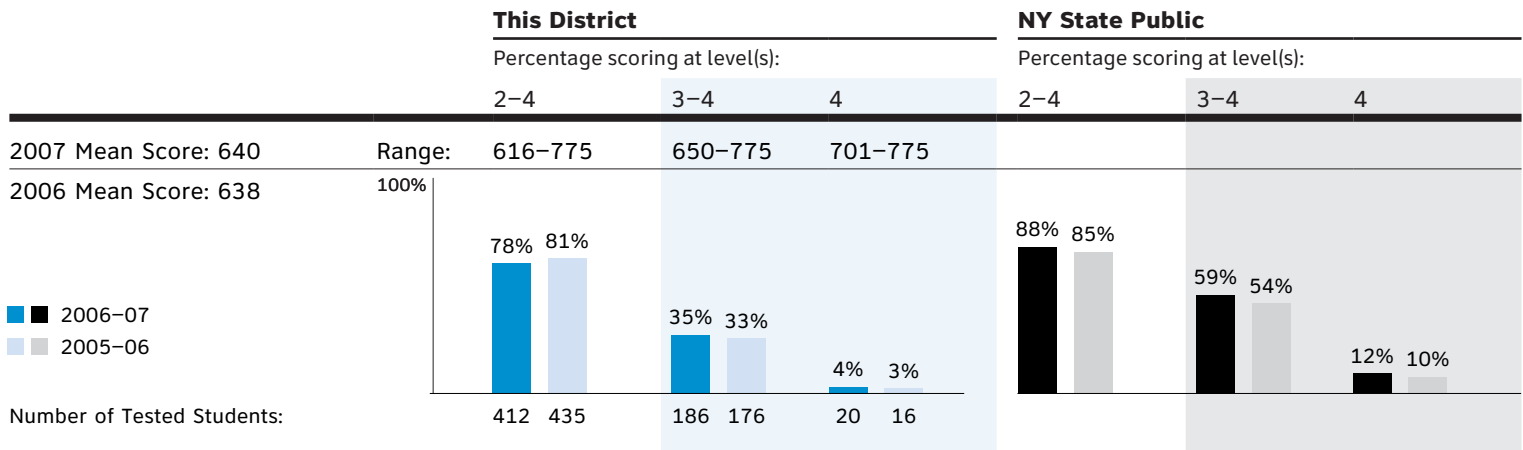
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	529	78%	35%	4%	536	81%	33%	3%
Female	248	79%	36%	4%	275	83%	36%	3%
Male	281	77%	35%	3%	261	79%	30%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	154	78%	29%	2%	143	74%	28%	2%
Hispanic or Latino	197	72%	32%	2%	212	81%	25%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	57%	21%	15	100%	67%	20%
White	164	83%	43%	6%	166	86%	45%	4%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	446	84%	39%	4%	468	85%	36%	3%
Students with Disabilities	83	46%	16%	0%	68	57%	13%	0%
English Proficient	477	81%	38%	4%	498	82%	34%	3%
Limited English Proficient	52	52%	10%	0%	38	71%	13%	0%
Economically Disadvantaged	306	74%	27%	2%	338	78%	23%	1%
Not Disadvantaged	223	83%	47%	7%	198	87%	49%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	529	78%	35%	4%	536	81%	33%	3%

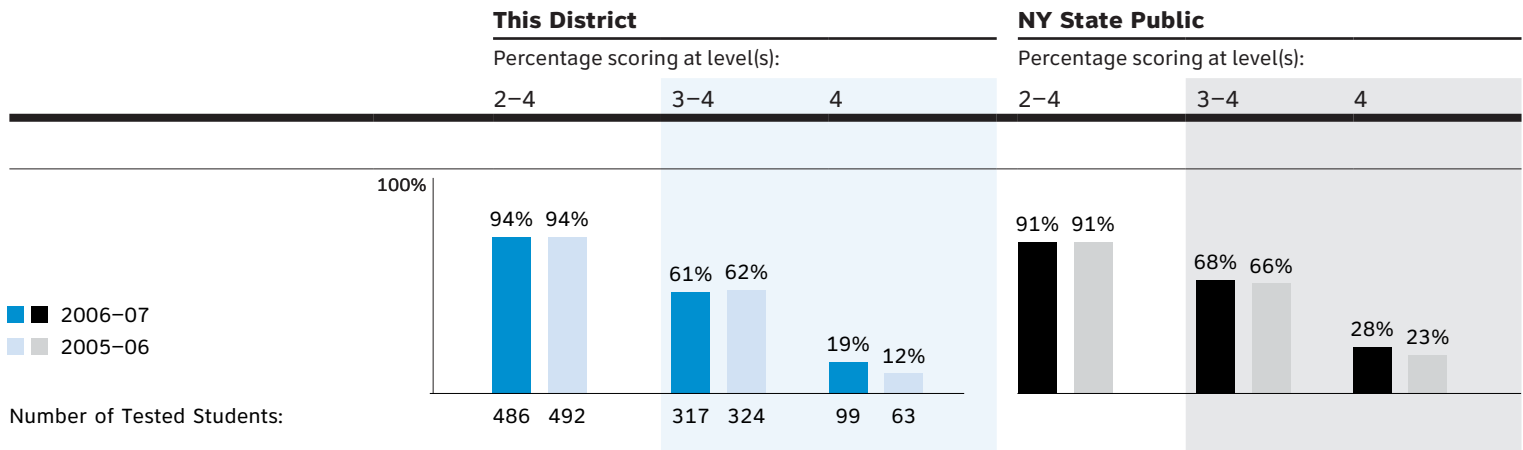
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	2	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	519	94%	61%	19%	524	94%	62%	12%
Female	245	92%	56%	17%	269	94%	65%	12%
Male	274	95%	66%	21%	255	94%	58%	12%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	151	91%	52%	13%	139	94%	58%	6%
Hispanic or Latino	189	90%	52%	11%	210	91%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	50%	15	100%	87%	27%
White	165	99%	76%	32%	160	97%	73%	24%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	441	95%	66%	22%	453	96%	67%	13%
Students with Disabilities	78	83%	33%	3%	71	77%	27%	3%
English Proficient	471	95%	64%	21%	489	95%	64%	13%
Limited English Proficient	48	83%	31%	0%	35	83%	29%	0%
Economically Disadvantaged	292	92%	53%	14%	322	93%	54%	6%
Not Disadvantaged	227	96%	71%	26%	202	95%	75%	22%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	519	94%	61%	19%	524	94%	62%	12%

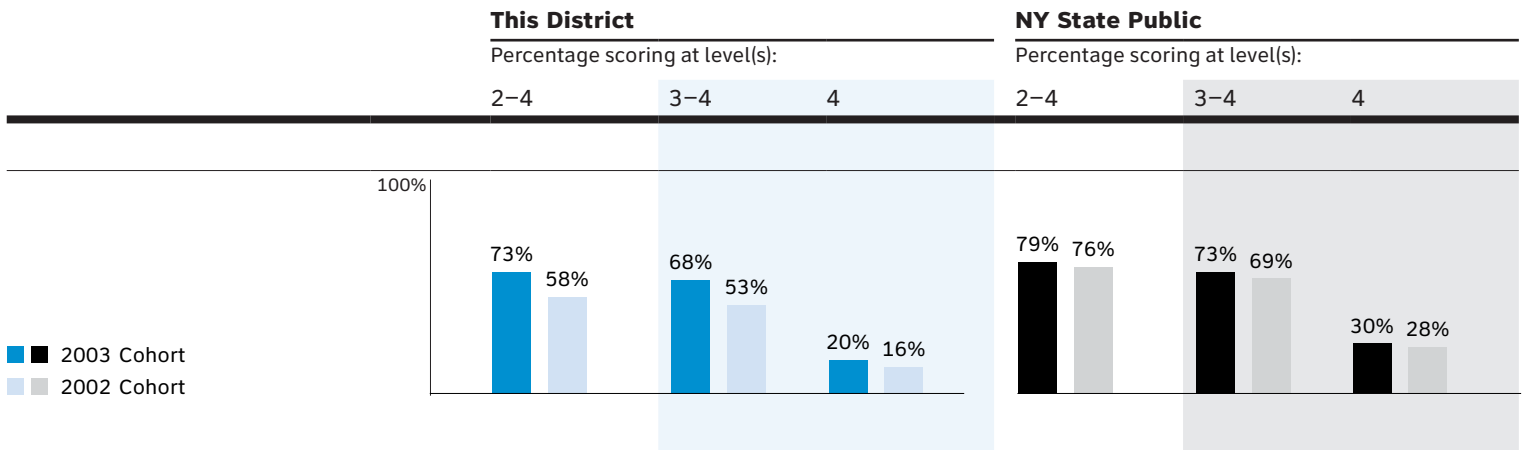
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	4	4	2	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
All Students	539	73%	68%	20%	475	58%	53%	16%
Female	291	78%	73%	24%	217	61%	56%	21%
Male	248	69%	63%	15%	258	56%	50%	12%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	152	79%	73%	16%	131	55%	51%	12%
Hispanic or Latino	165	66%	58%	14%	151	53%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	16	-	-	-
White	208	74%	72%	25%	176	64%	59%	27%
Multiracial								
Small Group Totals	14	93%	71%	43%	17	71%	71%	24%
General-Education Students	447	80%	76%	23%	418	66%	60%	18%
Students with Disabilities	92	41%	30%	2%	57	5%	2%	0%
English Proficient	519	74%	69%	20%	453	60%	54%	17%
Limited English Proficient	20	55%	45%	5%	22	23%	18%	0%
Economically Disadvantaged	231	72%	65%	17%	178	61%	52%	8%
Not Disadvantaged	308	75%	70%	22%	297	57%	53%	21%
Migrant					4	-	-	-
Not Migrant					471	-	-	-

NOTES

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Other Assessments

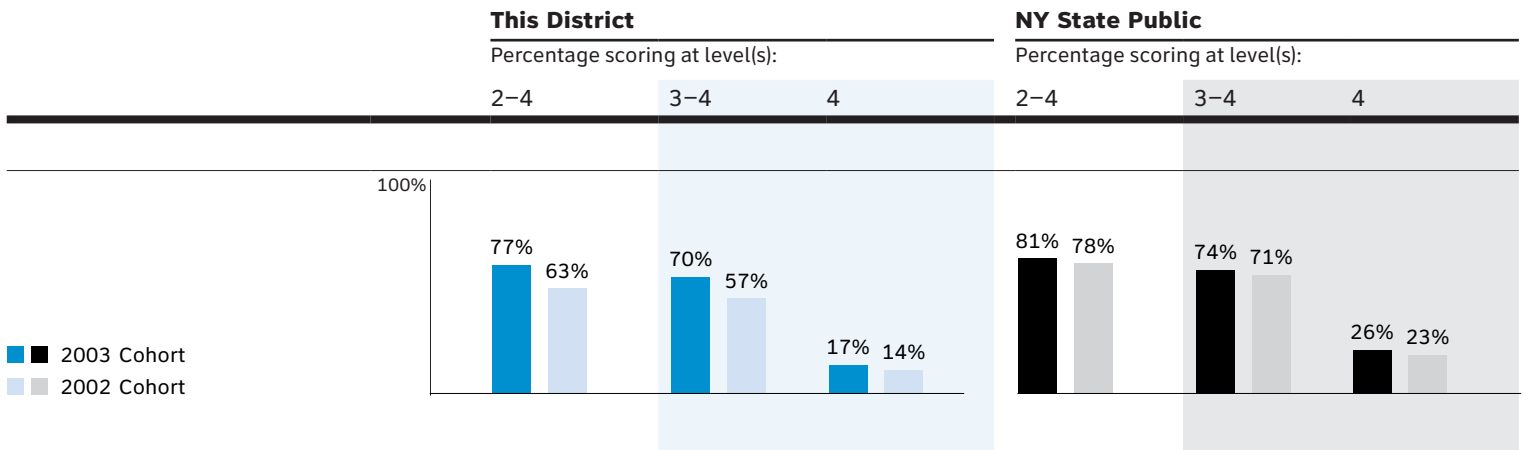
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

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

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	539	77%	70%	17%	475	63%	57%	14%
Female	291	80%	72%	16%	217	65%	57%	17%
Male	248	73%	68%	17%	258	62%	58%	12%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	152	78%	68%	14%	131	58%	52%	8%
Hispanic or Latino	165	70%	64%	15%	151	64%	56%	12%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	16	-	-	-
White	208	80%	75%	18%	176	64%	60%	18%
Multiracial								
Small Group Totals	14	93%	86%	36%	17	88%	88%	47%
General-Education Students	447	82%	75%	19%	418	71%	64%	16%
Students with Disabilities	92	52%	43%	2%	57	9%	9%	2%
English Proficient	519	77%	70%	17%	453	64%	58%	15%
Limited English Proficient	20	70%	65%	10%	22	50%	41%	5%
Economically Disadvantaged	231	76%	70%	14%	178	67%	57%	11%
Not Disadvantaged	308	77%	70%	19%	297	61%	58%	16%
Migrant					4	-	-	-
Not Migrant					471	-	-	-

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				0			

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

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

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