



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **TROY CITY SCHOOL DISTRICT**
District ID **49-17-00-01-0000**
Superintendent **FADHILIKA ATIBA-WEZA**
Telephone **(518) 271-5210**
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 TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

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	83	88	137
Kindergarten	316	335	315
Grade 1	338	327	336
Grade 2	300	287	303
Grade 3	309	287	286
Grade 4	289	285	281
Grade 5	309	272	282
Grade 6	325	310	293
Ungraded Elementary	85	98	55
Grade 7	361	344	349
Grade 8	353	331	338
Grade 9	379	334	373
Grade 10	378	362	359
Grade 11	308	321	364
Grade 12	316	278	323
Ungraded Secondary	12	0	7
Total K-12	4378	4171	4264

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	20	19	19
Grade 8			
English	20	19	19
Mathematics	19	19	18
Science	19	19	19
Social Studies	19	19	18
Grade 10			
English	27	23	25
Mathematics	20	25	22
Science	26	18	24
Social Studies	27	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 TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2076	47%	2042	49%	2021	47%
Reduced-Price Lunch	392	9%	437	10%	445	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	75	2%	72	2%	73	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	11	0%	4	0%
Black or African American	1277	29%	1255	30%	1298	30%
Hispanic or Latino	393	9%	406	10%	427	10%
Asian or Native Hawaiian/Other Pacific Islander	70	2%	68	2%	58	1%
White	2634	60%	2431	58%	2378	56%
Multiracial**	N/A	N/A	N/A	N/A	99	2%

* Not available at the district level.

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

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	90%		89%		92%	
Student Suspensions	764	16%	579	13%	612	15%

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 TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	368	374	378
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	5%	3%	3%
Percent with Fewer Than Three Years of Experience	6%	9%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	17%	16%	16%
Total Number of Core Classes*	N/A	1382	698
Percent Not Taught by Highly Qualified Teachers	N/A	3%	2%
Total Number of Classes	1273	1280	1209
Percent Taught by Teachers Without Appropriate Certification	5%	3%	2%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	10%	19%
Turnover Rate of All Teachers	10%	15%	14%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	20	24	64
Total Paraprofessionals*	76	83	92
Assistant Principals	4	4	4
Principals	8	8	8

* 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)

Good Standing

ELA	Good Standing	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						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American				SH		
Hispanic or Latino	SH			—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White						
Multiracial						
Other Groups						
Students with Disabilities	SH			SH		
Limited English Proficient	—			—	—	
Economically Disadvantaged				SH		
Student groups making AYP in each subject	6 of 6	6 of 7	1 of 1	5 of 5	4 of 5	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  Good Standing
for This Subject
(2007-08)

Accountability Measures 6 of 6 Student groups making AYP in English Language Arts
 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 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 (1877:1743)			98%		138	119	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (602:547)			97%		120	117	
Hispanic or Latino (217:199)			99%		113	114	112 122
Asian or Native Hawaiian/Other Pacific Islander (21:21)	—	—	—	—	—	—	—
White (1035:974)			98%		152	118	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (365:330)			96%		83	116	81 95
Limited English Proficient ⁵ (41:27)	—		100%	—	—	—	—
Economically Disadvantaged (1203:1102)			98%		124	119	
Final AYP Determination	 6 of 6						

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 6 of 7 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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 (1861:1702)			98%		133	83		
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	
Black or African American (599:532)			97%		110	81		
Hispanic or Latino (216:194)			99%		110	78		
Asian or Native Hawaiian/Other Pacific Islander (21:21)	—	—	—	—	—	—	—	
White (1023:953)			98%		149	82		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (360:318)			95%		86	80		
Limited English Proficient ⁵ (41:32)			100%		59	69	69 73	
Economically Disadvantaged (1186:1065)			98%		119	83		
Final AYP Determination		6 of 7						

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 (611:549)		Qualified		95%		165	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (205:180)		Qualified		92%		142	100	
Hispanic or Latino (75:66)		Qualified		95%		155	100	
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—	—
White (324:296)		Qualified		96%		181	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (120:98)		Qualified		87%		143	100	
Limited English Proficient ⁴ (13:10)	—	—	—	—	—	—	—	—
Economically Disadvantaged (398:351)		Qualified		94%		161	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  Good Standing
for This Subject
(2007–08)

Accountability Measures 5 of 5 Student groups making AYP in English Language Arts
 Made 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 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 (294:299)			99%		167	153	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (74:76)			100%		146	148	140 151
Hispanic or Latino (14:12)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–	–
White (203:208)			98%		176	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (38:53)		–	–		94	146	91 105
Limited English Proficient ⁴ (1:1)	–	–	–	–	–	–	–
Economically Disadvantaged (103:108)			98%		144	149	20 150
Final AYP Determination	 5 of 5						

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 5 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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 (294:299)			97%		162	146	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (74:76)			97%		145	141	
Hispanic or Latino (14:12)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (203:208)			98%		172	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (38:53)		—	—		108	139	112 117
Limited English Proficient ⁴ (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (103:108)			97%		147	142	
Final AYP Determination		4 of 5					

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 (260)			83%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (73)			70%	55%		
Hispanic or Latino (15)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–		
White (165)			91%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (52)			42%	55%	37%	43%
Limited English Proficient ³ (1)		–	–	–		
Economically Disadvantaged (87)			77%	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 **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

2007–08 Accountability Status of Schools in Your District

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

Federal Title I Status

Good Standing

3 schools identified 38% of total

CARROLL HILL SCHOOL

PS 14

PS 2

Improvement (Year 2)

1 school identified 13% of total

PS 12

Restructuring (Year 2)

1 school identified 13% of total

W KENNETH DOYLE MIDDLE SCHOOL

New York State Status

Good Standing

3 schools identified 38% of total

PS 16

PS 18















TROY HIGH SCHOOL



District TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	54%			290
Grade 4	48%			275
Grade 5	56%			297
Grade 6	48%			289
Grade 7	41%			336
Grade 8	37%			330
Mathematics				
Grade 3	72%			292
Grade 4	60%			274
Grade 5	54%			292
Grade 6	52%			294
Grade 7	29%			332
Grade 8	34%			323
Science				
Grade 4	87%			268
Grade 8	54%			307

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	66%			366
Mathematics	63%			366

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

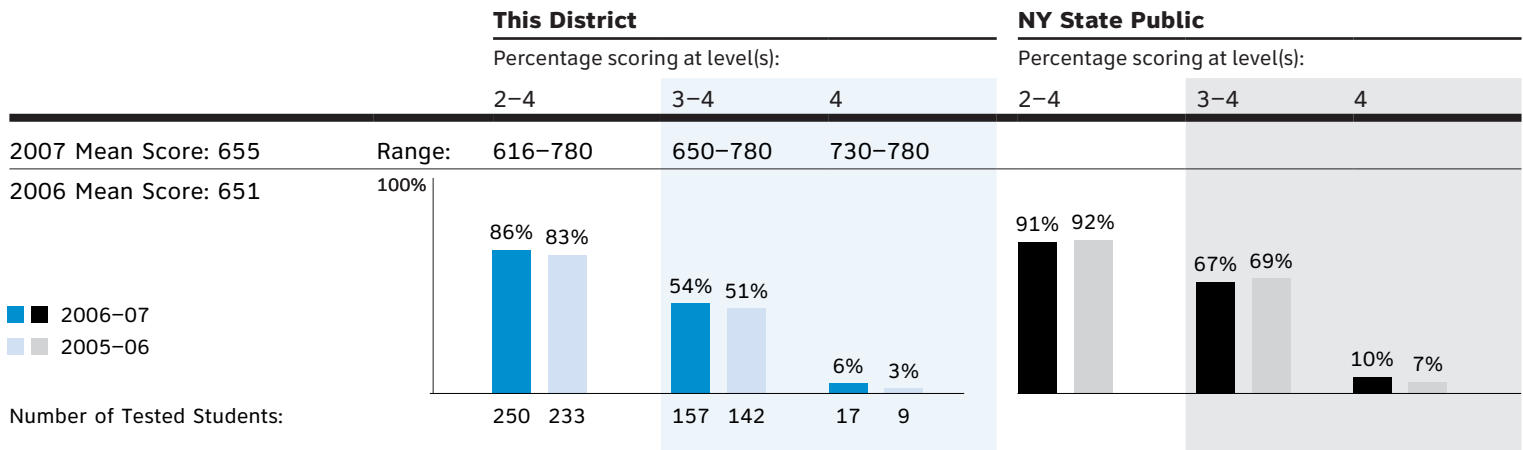
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	290	86%	54%	6%	280	83%	51%	3%
Female	136	90%	59%	7%	135	84%	56%	5%
Male	154	83%	50%	5%	145	82%	46%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	85	84%	46%	2%	89	80%	37%	2%
Hispanic or Latino	29	76%	38%	3%	22	68%	32%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	43%	4	-	-	-
White	169	89%	60%	7%	164	87%	59%	4%
Multiracial								
Small Group Totals					5	100%	100%	20%
General-Education Students	242	92%	60%	7%	249	87%	55%	4%
Students with Disabilities	48	56%	25%	2%	31	55%	13%	0%
English Proficient	283	88%	55%	6%	280	83%	51%	3%
Limited English Proficient	7	29%	0%	0%				
Economically Disadvantaged	188	83%	45%	2%	199	78%	41%	1%
Not Disadvantaged	102	92%	71%	14%	81	96%	74%	10%
Migrant								
Not Migrant	290	86%	54%	6%	280	83%	51%	3%

NOTES

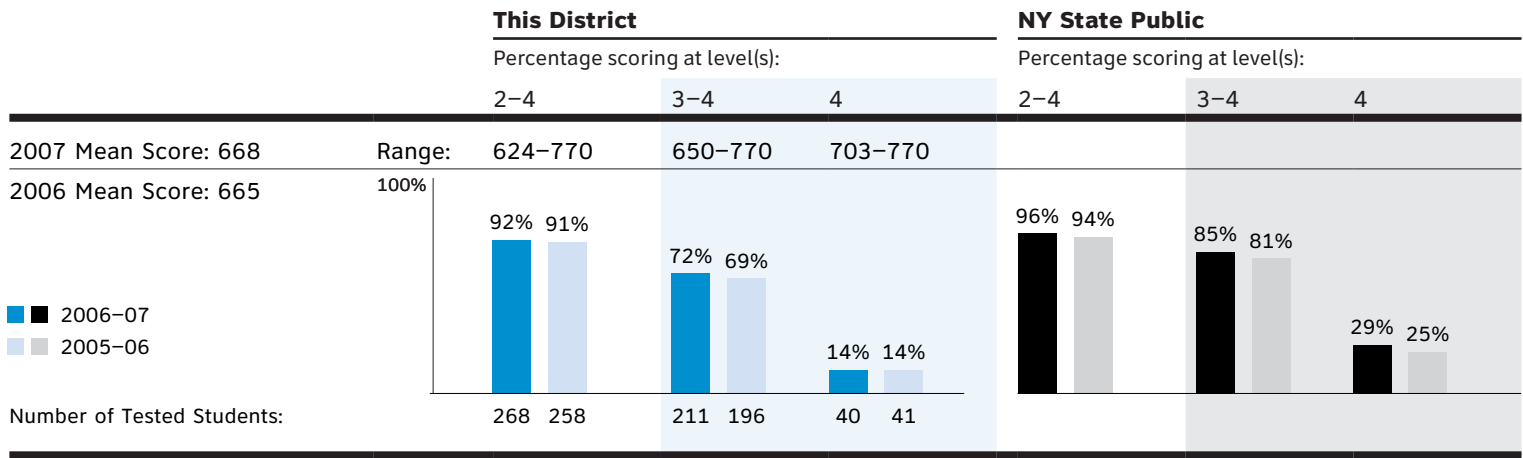
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Other Assessments

	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	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	292	92%	72%	14%	284	91%	69%	14%
Female	137	93%	71%	12%	140	90%	69%	14%
Male	155	90%	74%	15%	144	92%	69%	15%
American Indian or Alaska Native					1	-	-	-
Black or African American	87	91%	69%	10%	90	90%	59%	6%
Hispanic or Latino	32	88%	66%	13%	25	76%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	57%	4	-	-	-
White	166	93%	74%	14%	164	93%	76%	19%
Multiracial								
Small Group Totals					5	100%	100%	80%
General-Education Students	244	95%	79%	16%	253	94%	73%	16%
Students with Disabilities	48	73%	38%	2%	31	65%	35%	0%
English Proficient	283	92%	73%	13%	281	-	-	-
Limited English Proficient	9	89%	44%	22%	3	-	-	-
Economically Disadvantaged	189	91%	70%	11%	201	90%	62%	9%
Not Disadvantaged	103	93%	77%	19%	83	94%	86%	27%
Migrant								
Not Migrant	292	92%	72%	14%	284	91%	69%	14%

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	1	-	-	-	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: 645	612-775	650-775	716-775			
2006 Mean Score: 650						
Number of Tested Students:	230	239	133	164	5	13

Bar chart showing performance percentages for 2006-07 (dark blue) and 2005-06 (light blue) for This District and NY State Public. The Y-axis represents percentage scoring at level(s) from 0% to 100%.

Entity	Level	2006-07 (%)	2005-06 (%)
This District	2-4	84%	84%
	3-4	48%	57%
	4	2%	5%
NY State Public	2-4	92%	91%
	3-4	68%	69%
	4	8%	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	275	84%	48%	2%	286	84%	57%	5%
Female	131	87%	52%	3%	137	88%	62%	6%
Male	144	81%	45%	1%	149	80%	53%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	87	79%	32%	1%	80	79%	34%	4%
Hispanic or Latino	32	-	-	-	24	63%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	83%	33%
White	152	88%	61%	3%	176	88%	70%	5%
Multiracial								
Small Group Totals	36	75%	36%	0%				
General-Education Students	229	91%	55%	2%	246	89%	64%	5%
Students with Disabilities	46	46%	15%	0%	40	50%	18%	0%
English Proficient	272	-	-	-	285	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	196	80%	38%	1%	170	78%	44%	2%
Not Disadvantaged	79	94%	73%	5%	116	92%	77%	8%
Migrant								
Not Migrant	275	84%	48%	2%	286	84%	57%	5%

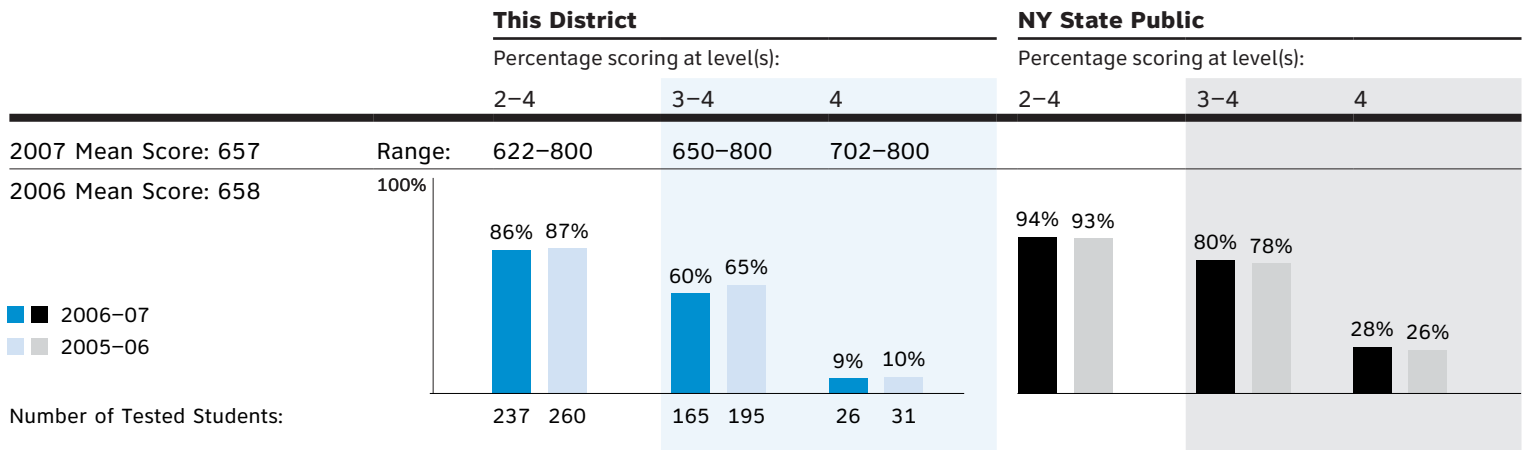
NOTES
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Other Assessments

	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 4 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	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	274	86%	60%	9%	300	87%	65%	10%
Female	129	87%	59%	11%	142	90%	65%	11%
Male	145	86%	61%	8%	158	84%	65%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	87	80%	55%	1%	86	79%	55%	5%
Hispanic or Latino	32	-	-	-	27	70%	41%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	100%	50%
White	151	89%	65%	13%	181	92%	72%	13%
Multiracial								
Small Group Totals	36	92%	53%	14%				
General-Education Students	230	93%	66%	11%	259	90%	69%	11%
Students with Disabilities	44	55%	32%	2%	41	63%	39%	5%
English Proficient	270	-	-	-	294	87%	66%	11%
Limited English Proficient	4	-	-	-	6	67%	33%	0%
Economically Disadvantaged	197	84%	54%	5%	174	82%	54%	5%
Not Disadvantaged	77	94%	75%	22%	126	94%	80%	18%
Migrant								
Not Migrant	274	86%	60%	9%	300	87%	65%	10%

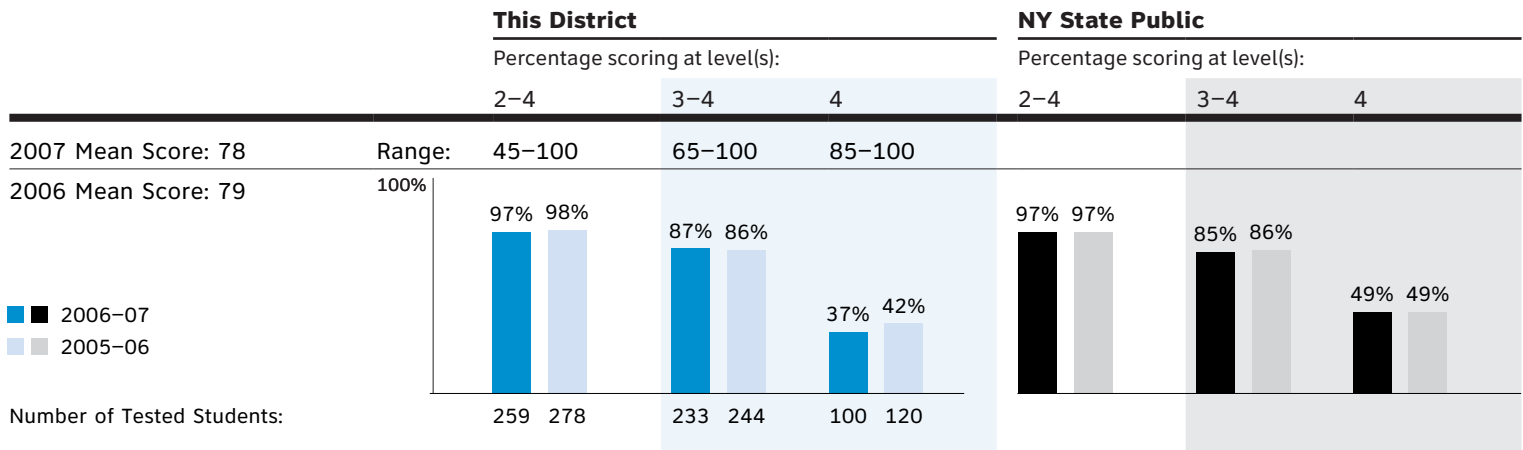
NOTES

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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	1	-	-	-	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	268	97%	87%	37%	284	98%	86%	42%
Female	126	97%	90%	37%	138	99%	86%	42%
Male	142	96%	85%	37%	146	97%	86%	42%
American Indian or Alaska Native	1	-	-	-				
Black or African American	85	94%	78%	25%	80	98%	80%	25%
Hispanic or Latino	31	-	-	-	23	96%	57%	13%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	100%	83%
White	148	99%	93%	47%	175	98%	92%	53%
Multiracial								
Small Group Totals	35	94%	86%	29%				
General-Education Students	226	97%	89%	40%	242	98%	88%	46%
Students with Disabilities	42	95%	74%	21%	42	95%	74%	21%
English Proficient	265	-	-	-	279	98%	87%	43%
Limited English Proficient	3	-	-	-	5	100%	40%	20%
Economically Disadvantaged	190	96%	84%	32%	165	97%	83%	28%
Not Disadvantaged	78	99%	95%	51%	119	99%	90%	62%
Migrant								
Not Migrant	268	97%	87%	37%	284	98%	86%	42%

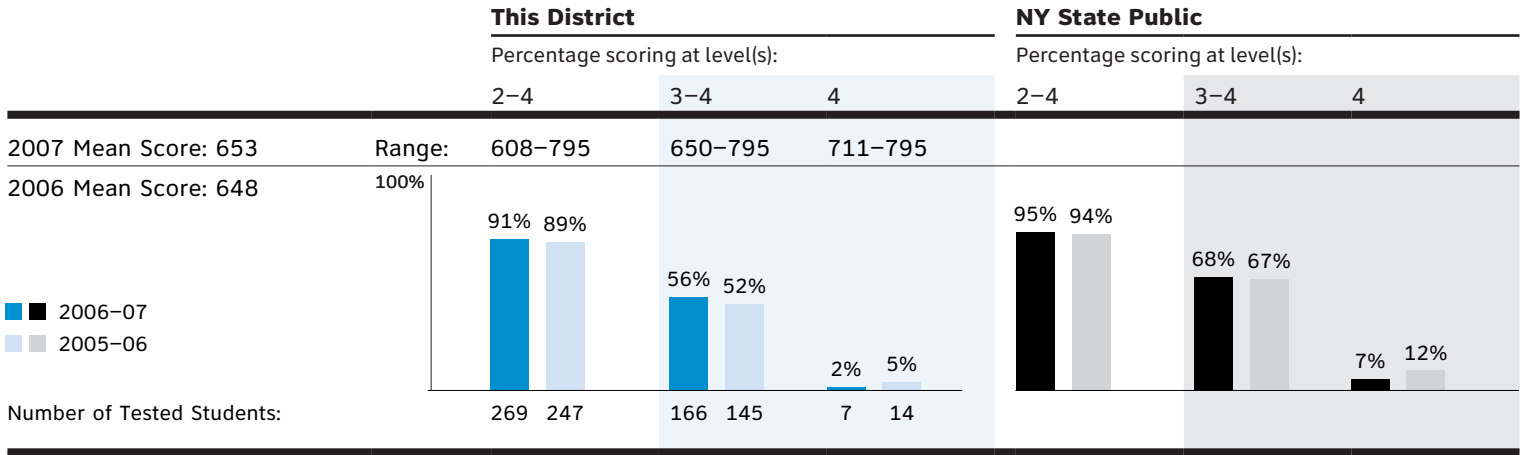
NOTES

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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	1	-	-	-	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	297	91%	56%	2%	279	89%	52%	5%
Female	147	95%	57%	3%	131	95%	50%	8%
Male	150	87%	55%	2%	148	82%	53%	3%
American Indian or Alaska Native								
Black or African American	79	84%	39%	0%	86	79%	30%	1%
Hispanic or Latino	25	80%	20%	0%	32	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	0%	3	-	-	-
White	187	95%	66%	4%	158	95%	68%	8%
Multiracial								
Small Group Totals					35	83%	34%	3%
General-Education Students	246	96%	65%	3%	234	94%	58%	6%
Students with Disabilities	51	63%	10%	0%	45	60%	22%	0%
English Proficient	291	91%	57%	2%	279	89%	52%	5%
Limited English Proficient	6	50%	17%	0%				
Economically Disadvantaged	182	87%	48%	2%	181	86%	35%	2%
Not Disadvantaged	115	96%	69%	3%	98	94%	84%	11%
Migrant								
Not Migrant	297	91%	56%	2%	279	89%	52%	5%

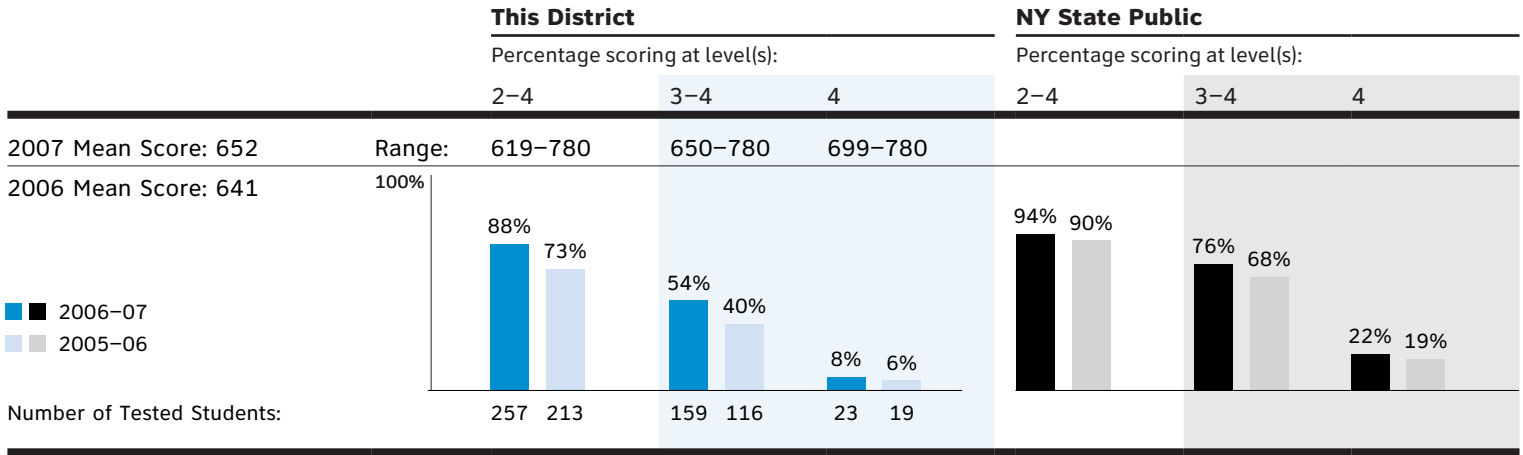
NOTES
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Other Assessments

	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	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 5	1	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

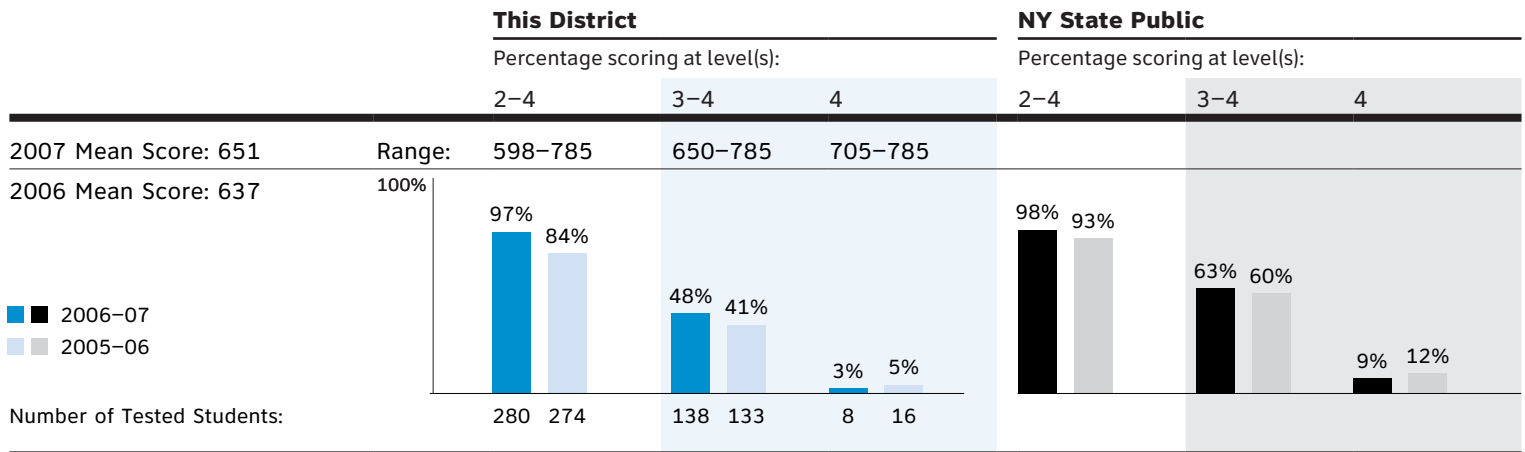
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	292	88%	54%	8%	293	73%	40%	6%
Female	144	88%	53%	7%	136	72%	39%	9%
Male	148	88%	56%	9%	157	73%	40%	4%
American Indian or Alaska Native								
Black or African American	77	81%	29%	1%	89	61%	20%	2%
Hispanic or Latino	24	83%	17%	0%	35	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%	4	-	-	-
White	185	91%	69%	10%	165	81%	52%	9%
Multiracial								
Small Group Totals					39	64%	33%	5%
General-Education Students	244	93%	61%	9%	249	78%	45%	8%
Students with Disabilities	48	63%	23%	0%	44	41%	11%	0%
English Proficient	285	89%	55%	8%	288	73%	40%	6%
Limited English Proficient	7	43%	29%	0%	5	80%	40%	20%
Economically Disadvantaged	177	84%	39%	3%	192	63%	23%	2%
Not Disadvantaged	115	94%	78%	16%	101	92%	71%	16%
Migrant								
Not Migrant	292	88%	54%	8%	293	73%	40%	6%

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	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	289	97%	48%	3%	326	84%	41%	5%
Female	136	99%	54%	4%	154	89%	49%	8%
Male	153	95%	42%	1%	172	80%	34%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	96	97%	36%	1%	110	77%	25%	2%
Hispanic or Latino	34	-	-	-	37	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	158	98%	59%	4%	177	88%	53%	7%
Multiracial								
Small Group Totals	35	91%	26%	0%	39	85%	31%	3%
General-Education Students	238	100%	56%	3%	270	89%	47%	6%
Students with Disabilities	51	82%	10%	0%	56	59%	11%	0%
English Proficient	284	97%	48%	3%	326	84%	41%	5%
Limited English Proficient	5	100%	20%	0%				
Economically Disadvantaged	184	97%	31%	1%	220	78%	28%	3%
Not Disadvantaged	105	97%	77%	7%	106	96%	67%	9%
Migrant								
Not Migrant	289	97%	48%	3%	326	84%	41%	5%

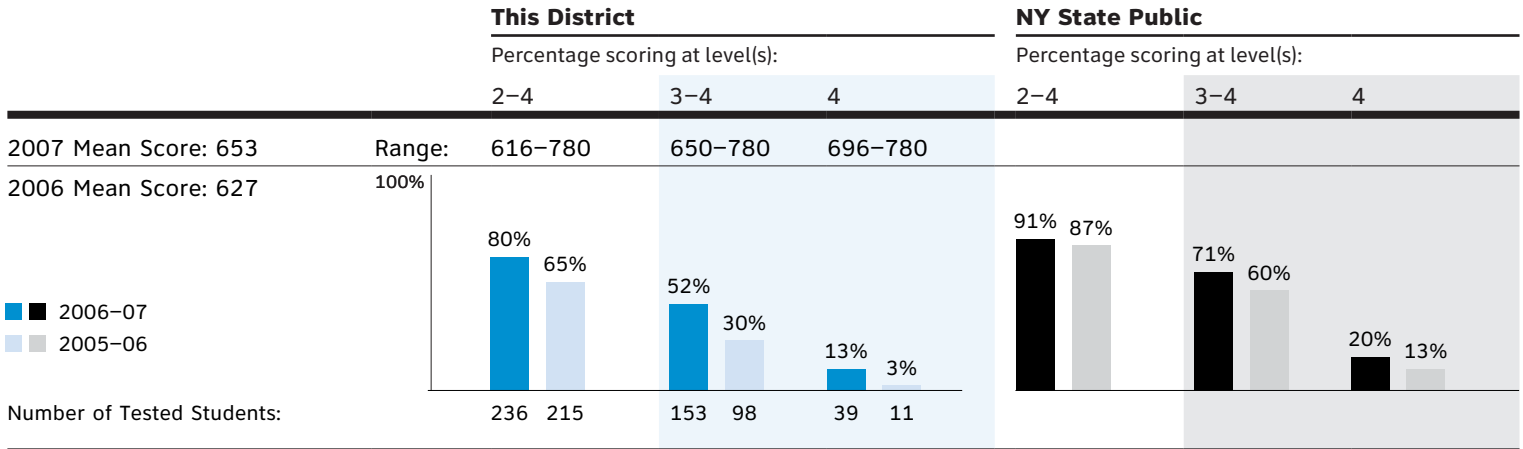
NOTES
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Other Assessments

	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 6 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	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	294	80%	52%	13%	329	65%	30%	3%
Female	136	80%	50%	15%	156	66%	33%	3%
Male	158	80%	54%	11%	173	65%	27%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	100	72%	33%	4%	112	54%	19%	0%
Hispanic or Latino	35	-	-	-	40	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	158	87%	65%	22%	175	77%	38%	6%
Multiracial								
Small Group Totals	36	75%	50%	0%	42	48%	24%	0%
General-Education Students	244	85%	57%	15%	270	71%	33%	4%
Students with Disabilities	50	56%	30%	4%	59	41%	14%	0%
English Proficient	288	81%	52%	14%	325	-	-	-
Limited English Proficient	6	50%	33%	0%	4	-	-	-
Economically Disadvantaged	187	74%	36%	2%	220	54%	20%	0%
Not Disadvantaged	107	92%	79%	33%	109	88%	50%	9%
Migrant								
Not Migrant	294	80%	52%	13%	329	65%	30%	3%

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

Other Assessments

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

This District's Results in Grade 7 English Language Arts

	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: 640	600-790	650-790	712-790			
2006 Mean Score: 636						
Number of Tested Students:	291	283	139	130	7	10

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	336	87%	41%	2%	321	88%	40%	3%
Female	157	91%	51%	4%	149	93%	40%	5%
Male	179	83%	33%	1%	172	84%	41%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	116	80%	29%	0%	109	86%	24%	0%
Hispanic or Latino	47	-	-	-	36	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	171	93%	51%	3%	172	90%	55%	6%
Multiracial								
Small Group Totals	49	80%	37%	4%	40	88%	23%	0%
General-Education Students	263	94%	51%	3%	263	94%	47%	4%
Students with Disabilities	73	59%	8%	0%	58	64%	10%	0%
English Proficient	332	-	-	-	303	88%	40%	3%
Limited English Proficient	4	-	-	-	18	94%	44%	11%
Economically Disadvantaged	221	81%	30%	0%	210	86%	31%	1%
Not Disadvantaged	115	97%	63%	5%	111	92%	59%	7%
Migrant								
Not Migrant	336	87%	41%	2%	321	88%	40%	3%

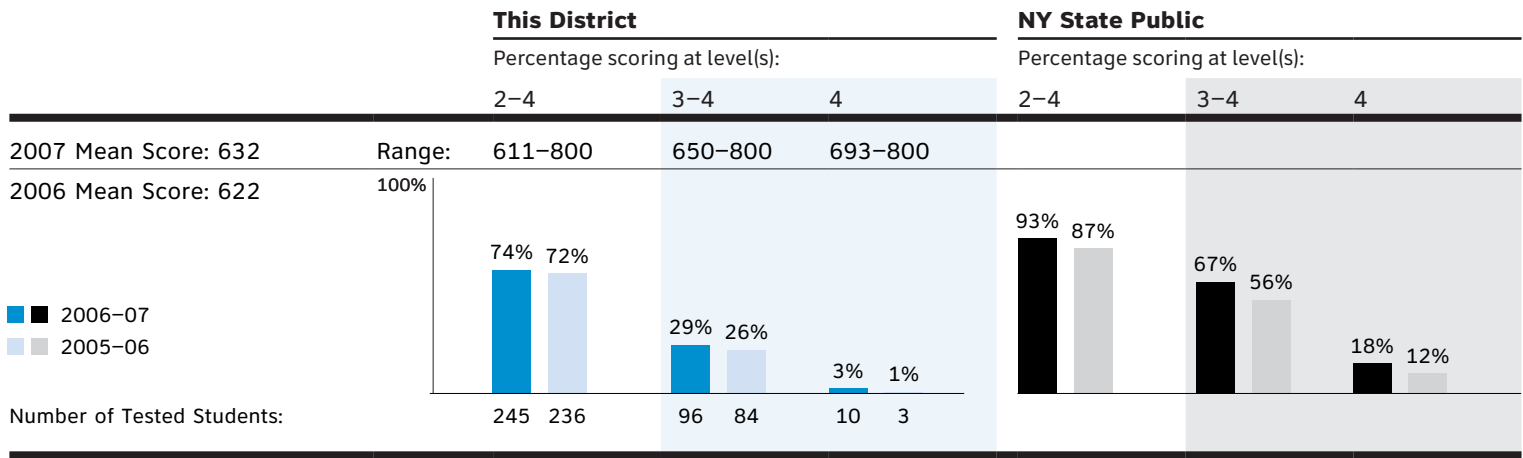
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Other Assessments

	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	1	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	332	74%	29%	3%	329	72%	26%	1%
Female	156	76%	35%	3%	155	76%	24%	1%
Male	176	72%	23%	3%	174	68%	27%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	116	61%	14%	1%	110	64%	10%	0%
Hispanic or Latino	47	-	-	-	40	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	167	83%	42%	5%	175	82%	38%	2%
Multiracial								
Small Group Totals	49	73%	20%	2%	44	52%	16%	0%
General-Education Students	260	79%	34%	4%	272	78%	30%	1%
Students with Disabilities	72	54%	10%	0%	57	40%	4%	0%
English Proficient	327	75%	29%	3%	304	72%	25%	1%
Limited English Proficient	5	0%	0%	0%	25	64%	28%	0%
Economically Disadvantaged	216	66%	19%	1%	218	67%	15%	0%
Not Disadvantaged	116	88%	48%	7%	111	80%	46%	3%
Migrant								
Not Migrant	332	74%	29%	3%	329	72%	26%	1%

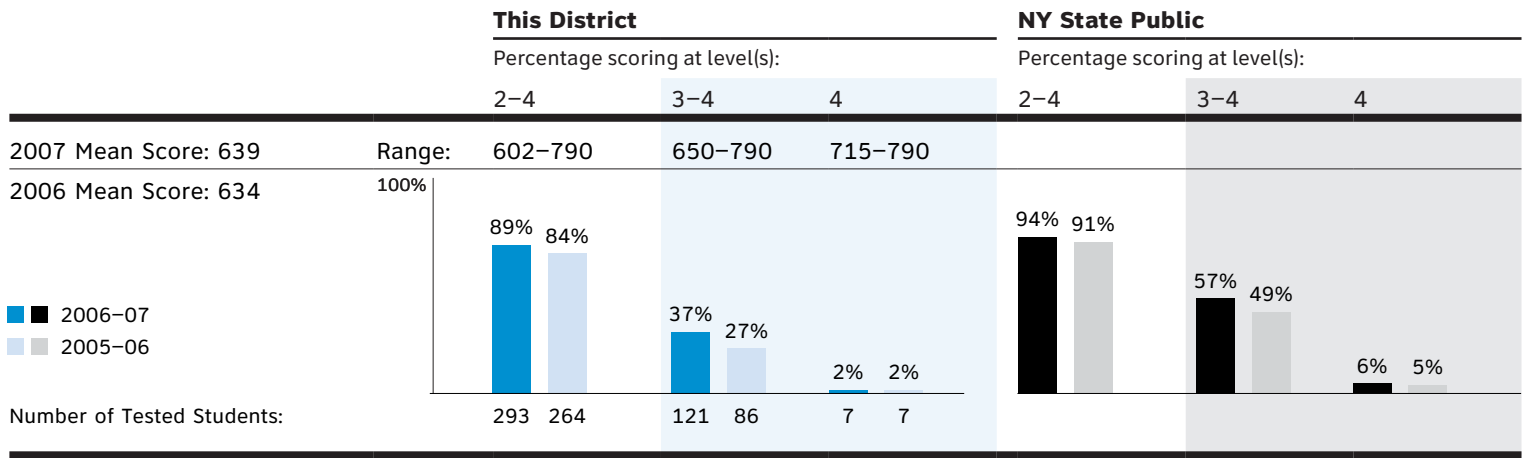
NOTES

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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	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



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	330	89%	37%	2%	315	84%	27%	2%
Female	154	92%	39%	3%	151	89%	32%	3%
Male	176	86%	35%	2%	164	79%	23%	2%
American Indian or Alaska Native								
Black or African American	116	85%	20%	0%	97	73%	7%	1%
Hispanic or Latino	45	-	-	-	27	63%	11%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	80%	40%	20%
White	166	94%	51%	4%	186	92%	40%	3%
Multiracial								
Small Group Totals	48	79%	29%	0%				
General-Education Students	260	93%	44%	3%	266	91%	32%	3%
Students with Disabilities	70	74%	9%	0%	49	43%	0%	0%
English Proficient	320	91%	38%	2%	286	84%	26%	2%
Limited English Proficient	10	20%	0%	0%	29	86%	38%	3%
Economically Disadvantaged	204	86%	30%	0%	173	75%	15%	1%
Not Disadvantaged	126	94%	48%	5%	142	94%	42%	4%
Migrant								
Not Migrant	330	89%	37%	2%	315	84%	27%	2%

NOTES

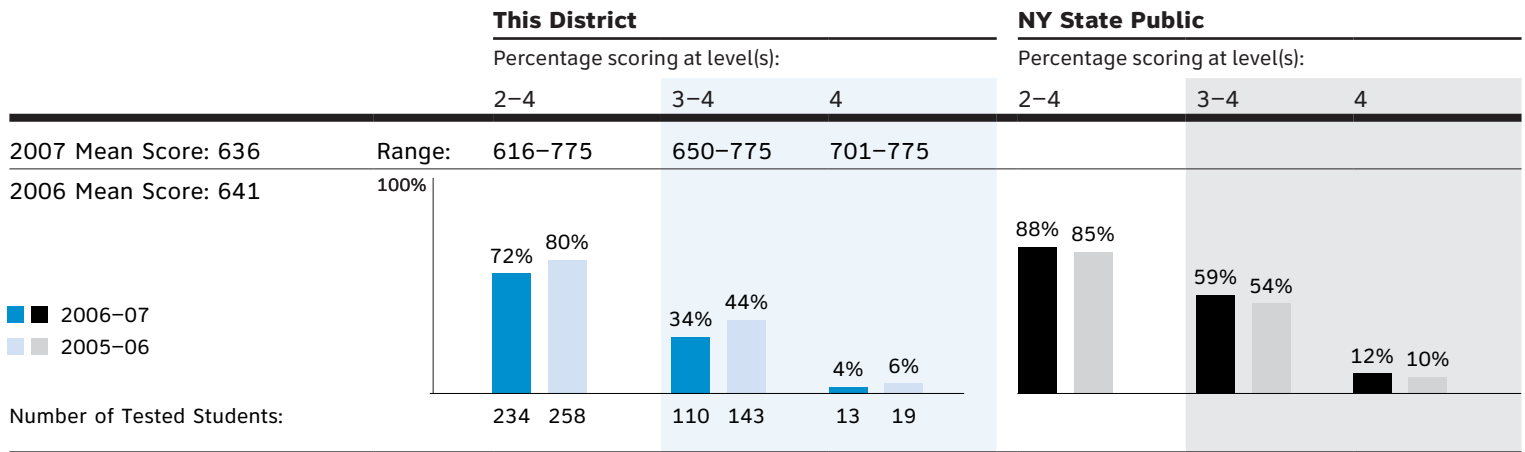
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Other Assessments

	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 8 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

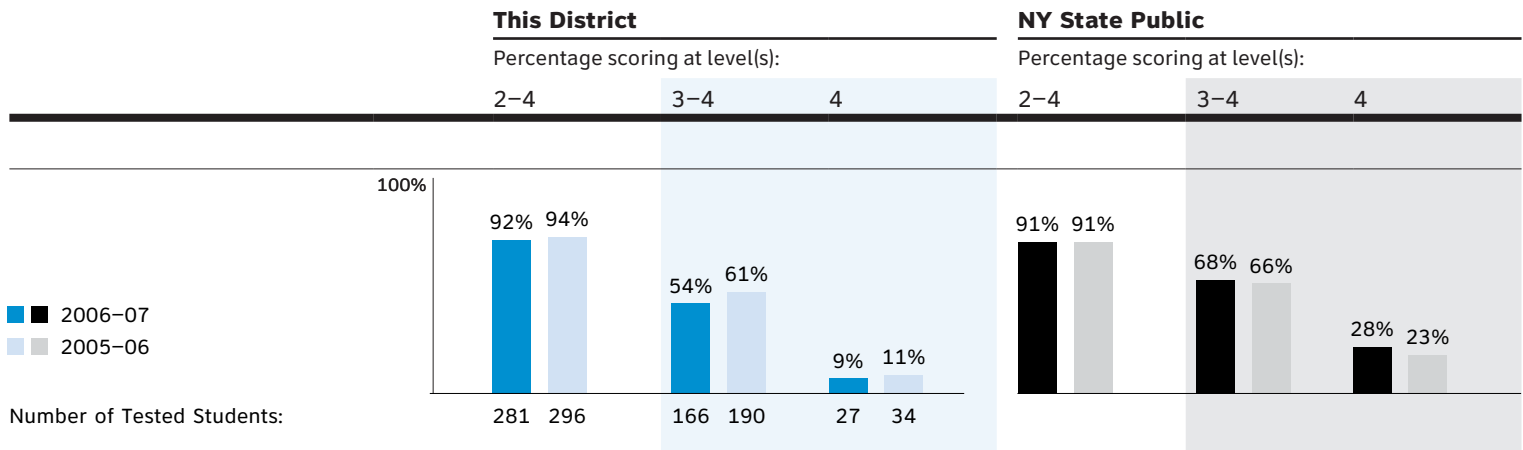
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	323	72%	34%	4%	322	80%	44%	6%
Female	150	76%	35%	3%	155	87%	46%	5%
Male	173	69%	34%	5%	167	74%	43%	7%
American Indian or Alaska Native								
Black or African American	112	60%	20%	2%	100	69%	30%	1%
Hispanic or Latino	43	-	-	-	30	53%	23%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	80%	80%	40%
White	165	87%	47%	6%	187	90%	55%	9%
Multiracial								
Small Group Totals	46	52%	22%	2%				
General-Education Students	254	79%	39%	5%	275	87%	49%	7%
Students with Disabilities	69	49%	14%	0%	47	43%	15%	0%
English Proficient	313	74%	35%	4%	289	80%	45%	7%
Limited English Proficient	10	10%	10%	0%	33	85%	42%	0%
Economically Disadvantaged	198	69%	26%	1%	181	72%	32%	1%
Not Disadvantaged	125	78%	47%	10%	141	90%	60%	13%
Migrant								
Not Migrant	323	72%	34%	4%	322	80%	44%	6%

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	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	307	92%	54%	9%	314	94%	61%	11%
Female	146	90%	51%	8%	149	97%	62%	9%
Male	161	93%	57%	9%	165	92%	59%	13%
American Indian or Alaska Native								
Black or African American	104	86%	28%	1%	95	91%	42%	2%
Hispanic or Latino	40	-	-	-	28	86%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	83%	50%	33%
White	160	96%	72%	16%	185	98%	74%	16%
Multiracial								
Small Group Totals	43	91%	51%	2%				
General-Education Students	247	92%	60%	11%	268	95%	64%	13%
Students with Disabilities	60	88%	30%	0%	46	89%	39%	0%
English Proficient	297	93%	56%	9%	282	95%	61%	12%
Limited English Proficient	10	60%	10%	0%	32	91%	59%	3%
Economically Disadvantaged	185	91%	45%	5%	176	91%	49%	3%
Not Disadvantaged	122	92%	68%	15%	138	99%	75%	21%
Migrant								
Not Migrant	307	92%	54%	9%	314	94%	61%	11%

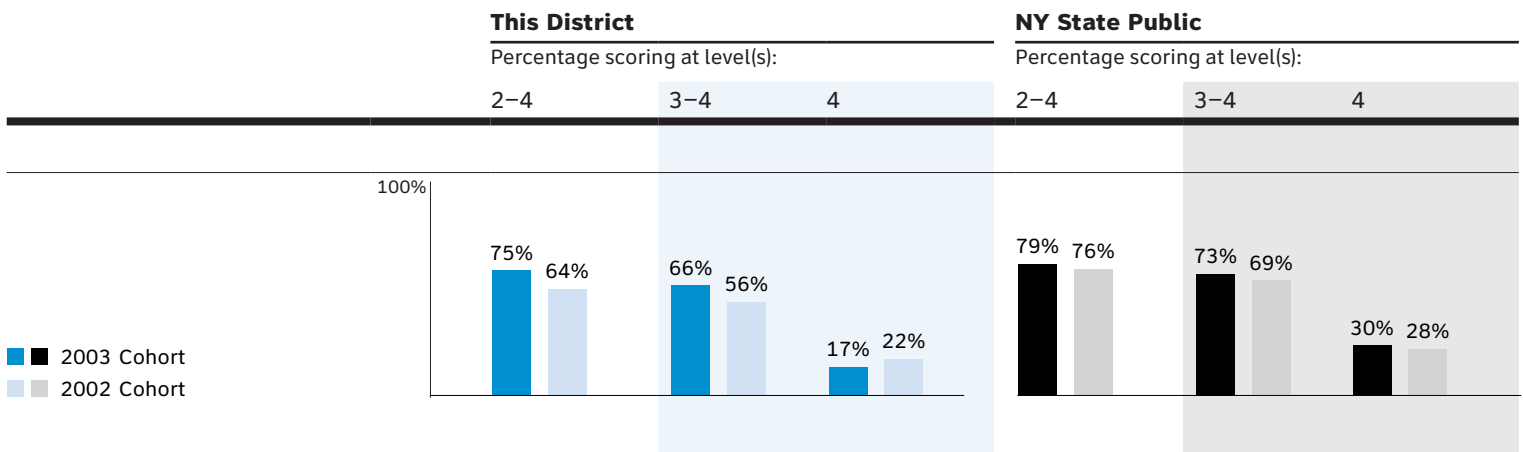
NOTES

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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	1	-	-	-	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	366	75%	66%	17%	315	64%	56%	22%
Female	178	83%	75%	20%	141	69%	62%	26%
Male	188	67%	57%	14%	174	60%	51%	18%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	95	66%	53%	7%	93	59%	43%	4%
Hispanic or Latino	23	-	-	-	20	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	244	81%	73%	22%	198	67%	63%	31%
Multiracial								
Small Group Totals	27	52%	41%	7%	24	58%	46%	17%
General-Education Students	290	84%	76%	22%	251	74%	64%	27%
Students with Disabilities	76	38%	25%	0%	64	25%	22%	0%
English Proficient	365	-	-	-	314	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	138	65%	52%	4%	32	3%	0%	0%
Not Disadvantaged	228	81%	74%	25%	283	71%	62%	24%
Migrant								
Not Migrant					315	64%	56%	22%

NOTES

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Other Assessments

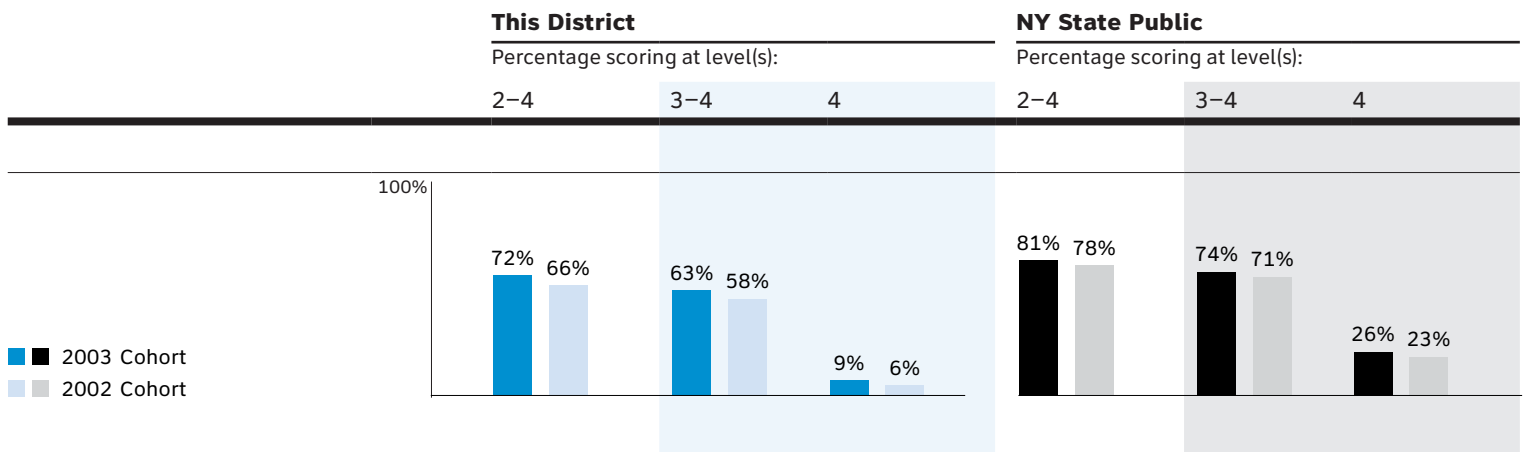
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				2	-	-	-

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

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

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	366	72%	63%	9%	315	66%	58%	6%
Female	178	80%	69%	10%	141	72%	63%	5%
Male	188	65%	56%	9%	174	61%	55%	7%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	95	63%	47%	3%	93	56%	43%	1%
Hispanic or Latino	23	-	-	-	20	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	244	78%	71%	12%	198	71%	66%	8%
Multiracial								
Small Group Totals	27	52%	37%	4%	24	63%	54%	8%
General-Education Students	290	82%	72%	11%	251	75%	69%	8%
Students with Disabilities	76	34%	28%	0%	64	28%	19%	0%
English Proficient	365	-	-	-	314	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	138	65%	51%	4%	32	6%	6%	0%
Not Disadvantaged	228	77%	70%	12%	283	72%	64%	7%
Migrant								
Not Migrant					315	66%	58%	6%

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				2	-	-	-

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

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

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