



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **SCHENECTADY CITY SCHOOL
DISTRICT**

District ID **53-06-00-01-0000**

Superintendent **ERIC ELY**

Telephone **(518) 370-8100**

Grades **K-12, UE, US**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District SCHENECTADY CITY SCHOOL DISTRICT

District ID 53-06-00-01-0000

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	135	123	127
Kindergarten	763	737	764
Grade 1	717	757	726
Grade 2	625	690	722
Grade 3	661	641	691
Grade 4	662	647	647
Grade 5	754	687	646
Grade 6	672	767	742
Ungraded Elementary	42	0	0
Grade 7	718	780	812
Grade 8	771	728	752
Grade 9	875	1025	951
Grade 10	714	705	802
Grade 11	548	569	581
Grade 12	472	515	568
Ungraded Secondary	83	0	0
Total K-12	9077	9248	9404

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	23	22	22
Grade 8			
English	26	23	24
Mathematics	27	23	24
Science	28	25	26
Social Studies	28	26	26
Grade 10			
English	23	23	25
Mathematics	25	25	24
Science	22		26
Social Studies	24	16	26

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 SCHENECTADY CITY SCHOOL DISTRICT

District ID 53-06-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	5033	55%	4744	51%	4456	47%
Reduced-Price Lunch	992	11%	880	10%	957	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	342	4%	311	3%	249	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	23	0%	17	0%	13	0%
Black or African American	2845	31%	3015	33%	3080	33%
Hispanic or Latino	1231	14%	1309	14%	1523	16%
Asian or Native Hawaiian/Other Pacific Islander	800	9%	959	10%	1121	12%
White	4178	46%	3948	43%	3652	39%
Multiracial**	N/A	N/A	N/A	N/A	15	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		90%		91%		91%
Student Suspensions	1776	20%	1776	20%	2071	22%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District SCHENECTADY CITY SCHOOL DISTRICT

District ID 53-06-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	706	697	604
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	3%	4%	2%
Percent with Fewer Than Three Years of Experience	11%	11%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	11%	12%
Total Number of Core Classes*	N/A	2461	1784
Percent Not Taught by Highly Qualified Teachers	N/A	5%	3%
Total Number of Classes	2360	2151	2490
Percent Taught by Teachers Without Appropriate Certification	3%	5%	3%

* 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	21%	25%	26%
Turnover Rate of All Teachers	20%	18%	21%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	122	138	112
Total Paraprofessionals*	393	421	390
Assistant Principals	8	4	4
Principals	15	19	19

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2007-08)

Improvement (Year 4)

ELA	Improvement (Year 4)	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	✓	✓		✗	✗	
Hispanic or Latino	✗	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 5 of 8	✓ 8 of 8	✓ 1 of 1	✗ 2 of 7	✗ 4 of 7	✓ 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 for This Subject (2007-08)  Improvement (Year 4)

Accountability Measures 5 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 (4346:4106)			99%		132	120		
Ethnicity								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	
Black or African American (1445:1361)			99%		123	119		
Hispanic or Latino (640:580)			99%		113	117	117 122	
Asian or Native Hawaiian/Other Pacific Islander (538:512)			100%		139	117		
White (1719:1649)			99%		143	119		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (777:721)			98%		78	118	84 90	
Limited English Proficient ⁵ (155:154)			100%		83	114	114 95	
Economically Disadvantaged (3215:3040)			99%		124	120		
Final AYP Determination		5 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  Good Standing
for This Subject
(2007-08)

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (4350:4056)			99%		135	84	
Ethnicity							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (1472:1350)			99%		119	83	
Hispanic or Latino (636:576)			98%		120	81	
Asian or Native Hawaiian/Other Pacific Islander (532:505)			99%		150	81	
White (1706:1621)			99%		149	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (798:723)			99%		83	82	
Limited English Proficient ⁵ (156:166)			97%		90	78	
Economically Disadvantaged (3213:2996)			99%		128	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
-  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 (1430:1291)		Qualified		97%		158	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (489:431)		Qualified		97%		148	100	
Hispanic or Latino (212:188)		Qualified		97%		148	100	
Asian or Native Hawaiian/Other Pacific Islander (149:138)		Qualified		99%		174	100	
White (579:533)		Qualified		97%		167	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (275:227)		Qualified		94%		120	100	
Limited English Proficient ⁴ (55:53)		Qualified		98%		102	100	
Economically Disadvantaged (1025:934)		Qualified		97%		153	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  Improvement (Year 4)
for This Subject
(2007–08)

Accountability Measures 2 of 7 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 Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) ¹								
All Students (496:533)			96%		153	154	154	158
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (286:138)			95%		129	150	142	136
Hispanic or Latino (105:52)			93%		133	146	146	140
Asian or Native Hawaiian/Other Pacific Islander (41:48)			100%		154	145		
White (273:295)			96%		167	153		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (128:90)			73%		71	149	79‡	84
Limited English Proficient ⁴ (1:1)	—	—	—	—	—	—	—	—
Economically Disadvantaged (211:237)			98%		144	152	145	150
Final AYP Determination	 2 of 7							

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 7 Student groups making AYP in Mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (496:533)			97%		153	147	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (133:138)			95%		128	143	143 135
Hispanic or Latino (49:52)			98%		140	139	
Asian or Native Hawaiian/Other Pacific Islander (41:48)			100%		152	138	
White (273:295)			97%		166	146	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (128:90)			77%		77	142	98 [‡] 89
Limited English Proficient ⁴ (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (211:237)			98%		140	145	145 146
Final AYP Determination	 4 of 7						

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 (528)			68%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (179)			60%	55%		
Hispanic or Latino (61)			62%	55%		
Asian or Native Hawaiian/Other Pacific Islander (40)			75%	55%		
White (248)			73%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (100)			31%	55%	43%	32%
Limited English Proficient ³ (4)	–		–	–		
Economically Disadvantaged (276)			65%	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 **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

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

11 schools identified 73% of total

ELMER AVENUE SCHOOL
HAMILTON ELEMENTARY SCHOOL
HOWE INTERNATIONAL MAGNET SCHOOL
JESSIE T ZOLLER SCHOOL
LINCOLN SCHOOL
MARTIN LUTHER KING SCHOOL
PAIGE SCHOOL
PLEASANT VALLEY SCHOOL
VAN CORLAER SCHOOL
WOODLAWN SCHOOL
YATES SCHOOL

Corrective Action

1 school identified 7% of total

CENTRAL PARK MIDDLE SCHOOL

Restructuring (Year 1)

2 schools identified 13% of total

MONT PLEASANT MIDDLE SCHOOL
ONEIDA MIDDLE SCHOOL

Requiring Academic Progress (Year 5)

1 school identified 7% of total

SCHENECTADY HIGH SCHOOL

District **SCHENECTADY CITY SCHOOL DISTRICT**District ID **53-06-00-01-0000**

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	52%			678
Grade 4	49%			646
Grade 5	51%			639
Grade 6	41%			722
Grade 7	31%			813
Grade 8	33%			751
Mathematics				
Grade 3	72%			690
Grade 4	58%			654
Grade 5	54%			644
Grade 6	45%			727
Grade 7	38%			819
Grade 8	33%			743
Science				
Grade 4	73%			648
Grade 8	57%			727

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	61%			671
Mathematics	60%			671

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.

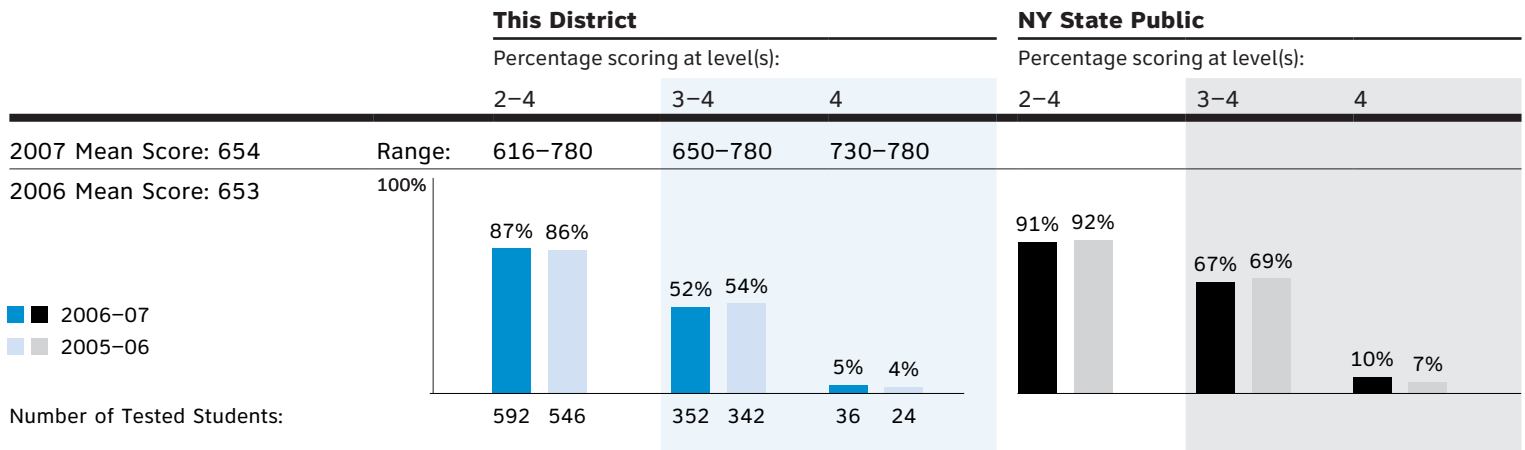
In this section, this district's performance is compared with that of public schools statewide.

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	678	87%	52%	5%	635	86%	54%	4%
Female	309	90%	58%	5%	294	91%	62%	4%
Male	369	85%	47%	6%	341	81%	47%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	224	86%	44%	4%	218	82%	47%	1%
Hispanic or Latino	96	81%	41%	2%	79	84%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	90	93%	53%	2%	58	-	-	-
White	268	88%	62%	9%	279	88%	57%	5%
Multiracial								
Small Group Totals					59	95%	66%	7%
General-Education Students	571	92%	58%	6%	527	93%	62%	5%
Students with Disabilities	107	64%	21%	0%	108	53%	15%	0%
English Proficient	651	89%	54%	6%	632	-	-	-
Limited English Proficient	27	52%	7%	0%	3	-	-	-
Economically Disadvantaged	511	85%	45%	2%	470	84%	50%	2%
Not Disadvantaged	167	94%	74%	14%	165	92%	65%	9%
Migrant								
Not Migrant	678	87%	52%	5%	635	86%	54%	4%

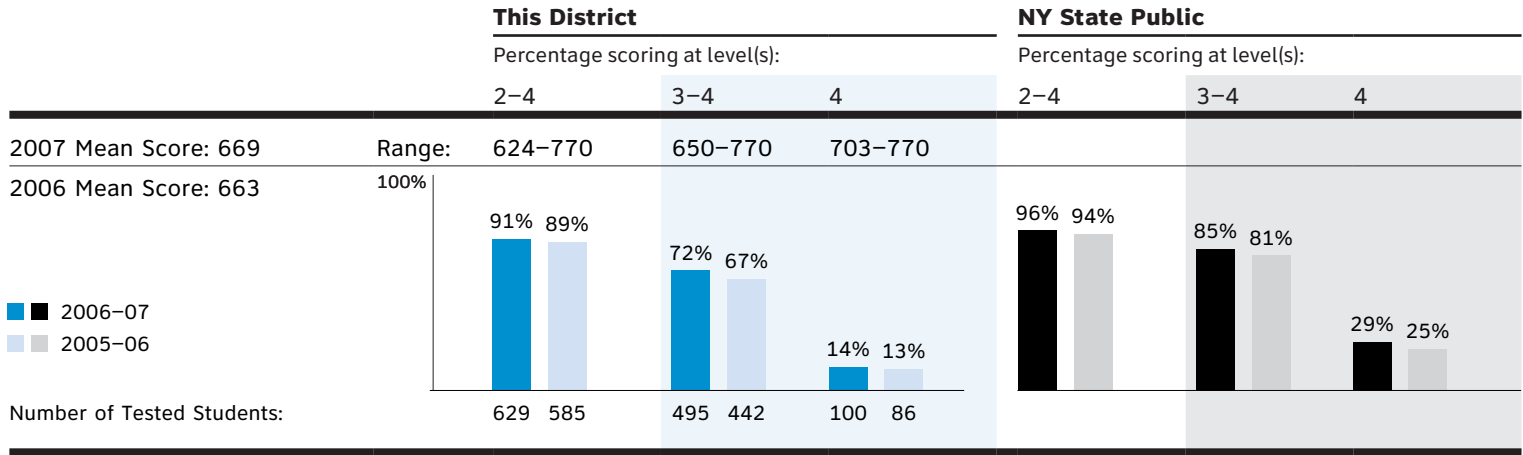
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	5	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	690	91%	72%	14%	661	89%	67%	13%
Female	322	93%	72%	17%	314	89%	67%	12%
Male	368	89%	71%	13%	347	88%	67%	14%
American Indian or Alaska Native					1	-	-	-
Black or African American	233	87%	67%	7%	217	85%	62%	7%
Hispanic or Latino	101	86%	59%	6%	103	84%	57%	10%
Asian or Native Hawaiian/Other Pacific Islander	87	97%	76%	20%	61	-	-	-
White	269	95%	80%	23%	279	91%	73%	18%
Multiracial								
Small Group Totals					62	97%	73%	16%
General-Education Students	576	94%	77%	17%	555	92%	72%	15%
Students with Disabilities	114	75%	46%	4%	106	72%	41%	1%
English Proficient	659	92%	73%	15%	633	89%	67%	13%
Limited English Proficient	31	65%	39%	0%	28	79%	57%	4%
Economically Disadvantaged	521	89%	66%	9%	480	87%	64%	9%
Not Disadvantaged	169	96%	90%	30%	181	92%	75%	24%
Migrant								
Not Migrant	690	91%	72%	14%	661	89%	67%	13%

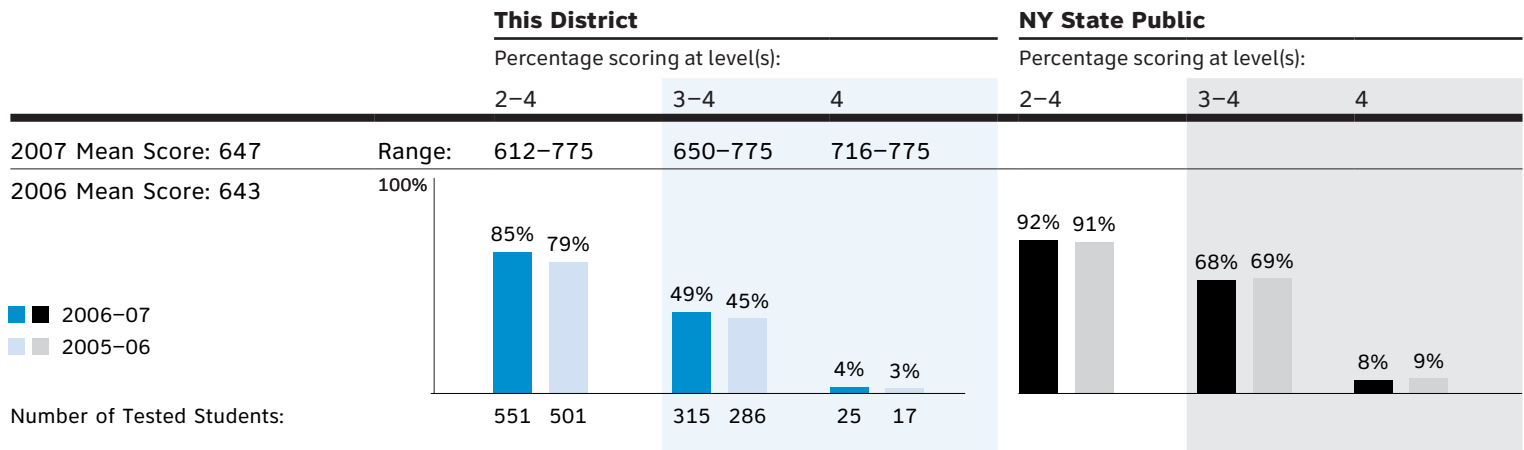
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Other Assessments

	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	8	8	6	4	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	646	85%	49%	4%	637	79%	45%	3%
Female	310	89%	55%	6%	319	84%	49%	3%
Male	336	82%	43%	2%	318	73%	41%	2%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	225	81%	41%	2%	210	76%	40%	1%
Hispanic or Latino	89	83%	43%	1%	80	65%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	68	-	-	-	68	-	-	-
White	263	87%	57%	7%	277	83%	53%	5%
Multiracial								
Small Group Totals	69	94%	51%	3%	70	86%	44%	1%
General-Education Students	541	93%	56%	5%	508	88%	52%	3%
Students with Disabilities	105	48%	10%	0%	129	41%	17%	1%
English Proficient	623	86%	50%	4%	630	79%	45%	3%
Limited English Proficient	23	70%	13%	4%	7	29%	14%	0%
Economically Disadvantaged	486	84%	43%	1%	476	76%	41%	2%
Not Disadvantaged	160	89%	68%	12%	161	85%	57%	5%
Migrant								
Not Migrant	646	85%	49%	4%	637	79%	45%	3%

NOTES

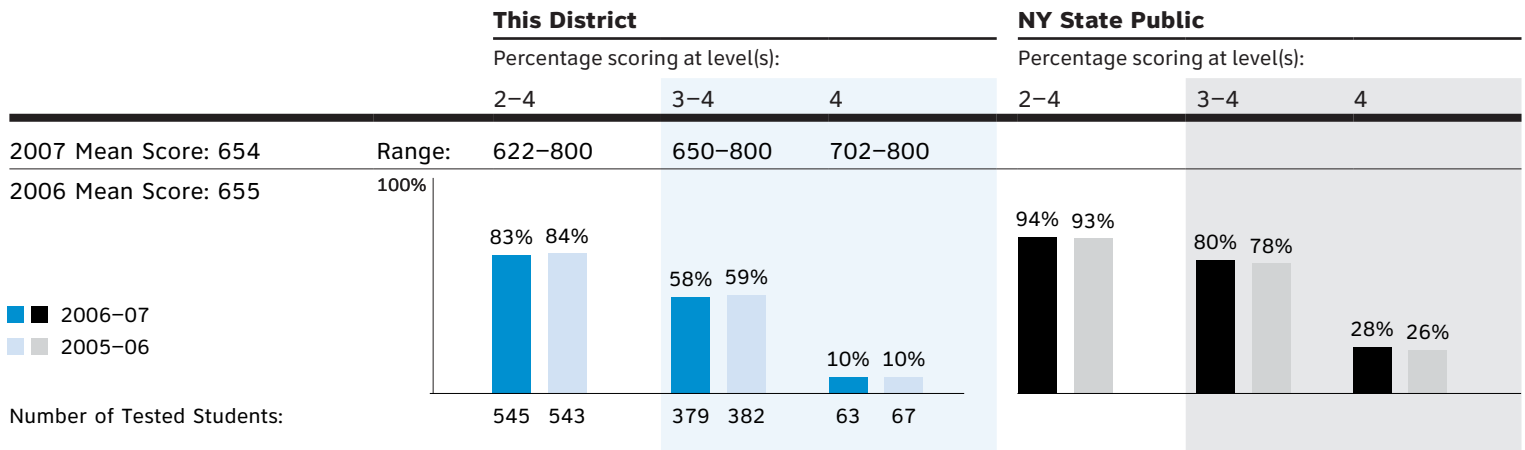
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Other Assessments

	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 4 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 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

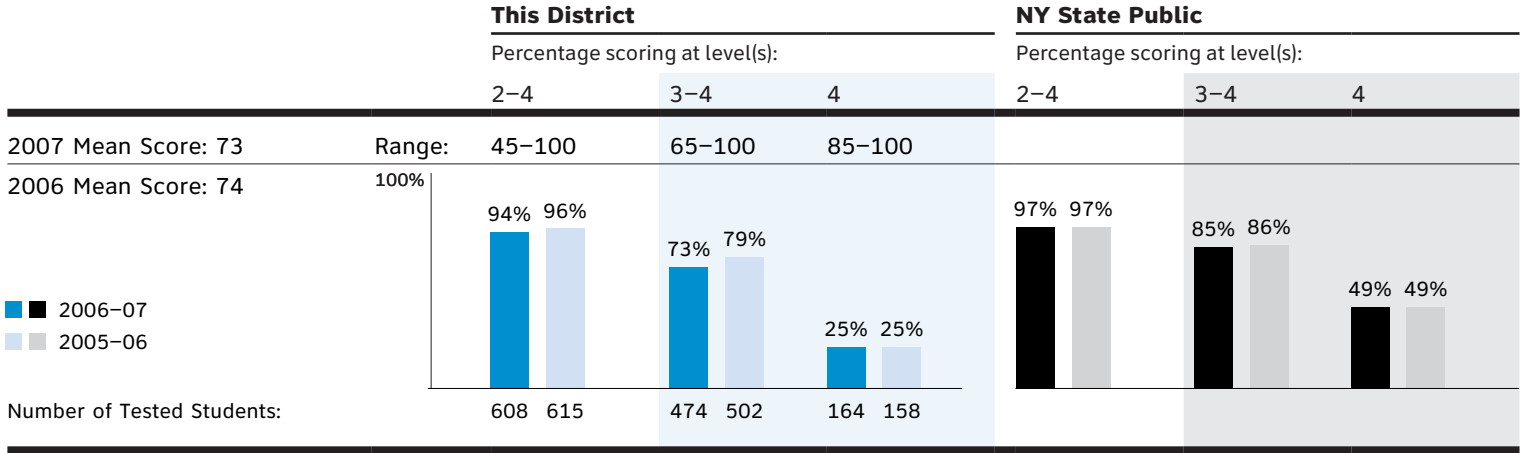
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	654	83%	58%	10%	650	84%	59%	10%
Female	313	83%	57%	8%	328	83%	56%	10%
Male	341	84%	59%	11%	322	84%	62%	10%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	228	78%	45%	5%	216	79%	49%	5%
Hispanic or Latino	91	76%	53%	5%	86	78%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	70	-	-	-	74	-	-	-
White	264	88%	68%	16%	272	88%	67%	15%
Multiracial								
Small Group Totals	71	94%	68%	6%	76	87%	72%	17%
General-Education Students	546	89%	64%	11%	521	89%	65%	12%
Students with Disabilities	108	55%	29%	2%	129	62%	35%	3%
English Proficient	624	85%	60%	10%	623	84%	59%	11%
Limited English Proficient	30	50%	23%	3%	27	78%	44%	4%
Economically Disadvantaged	488	80%	52%	6%	488	82%	55%	8%
Not Disadvantaged	166	92%	75%	21%	162	89%	70%	17%
Migrant								
Not Migrant	654	83%	58%	10%	650	84%	59%	10%

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	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 Science



Results by Student Group

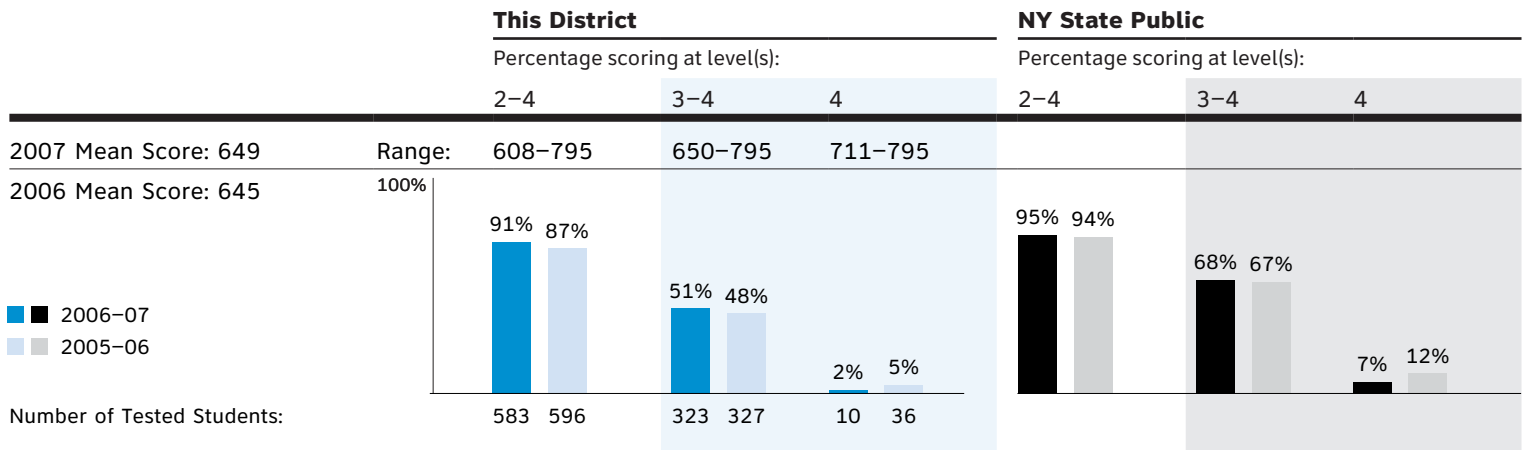
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	648	94%	73%	25%	639	96%	79%	25%
Female	306	95%	71%	25%	323	97%	79%	25%
Male	342	93%	75%	25%	316	96%	78%	24%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	225	92%	64%	19%	210	96%	72%	19%
Hispanic or Latino	90	91%	64%	16%	86	94%	69%	15%
Asian or Native Hawaiian/Other Pacific Islander	70	-	-	-	74	-	-	-
White	262	94%	81%	36%	267	98%	86%	33%
Multiracial								
Small Group Totals	71	100%	83%	18%	76	93%	80%	22%
General-Education Students	540	96%	77%	29%	521	97%	81%	26%
Students with Disabilities	108	83%	54%	7%	118	92%	69%	17%
English Proficient	618	95%	75%	26%	612	97%	79%	25%
Limited English Proficient	30	77%	30%	3%	27	89%	70%	7%
Economically Disadvantaged	478	94%	68%	18%	471	96%	76%	22%
Not Disadvantaged	170	95%	87%	47%	168	96%	85%	33%
Migrant								
Not Migrant	648	94%	73%	25%	639	96%	79%	25%

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	7	7	7	6	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	639	91%	51%	2%	687	87%	48%	5%
Female	317	94%	53%	2%	329	91%	51%	6%
Male	322	88%	48%	1%	358	83%	45%	4%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	204	94%	42%	0%	214	88%	44%	5%
Hispanic or Latino	89	80%	36%	1%	75	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	83	-	-	-	96	90%	43%	7%
White	262	92%	63%	3%	300	87%	55%	5%
Multiracial								
Small Group Totals	84	93%	48%	0%	77	79%	36%	5%
General-Education Students	513	98%	58%	2%	560	94%	55%	6%
Students with Disabilities	126	64%	20%	0%	127	57%	15%	1%
English Proficient	620	92%	51%	2%	677	87%	48%	5%
Limited English Proficient	19	63%	21%	0%	10	70%	0%	0%
Economically Disadvantaged	484	91%	45%	1%	499	85%	40%	4%
Not Disadvantaged	155	93%	67%	3%	188	93%	67%	9%
Migrant								
Not Migrant	639	91%	51%	2%	687	87%	48%	5%

NOTES

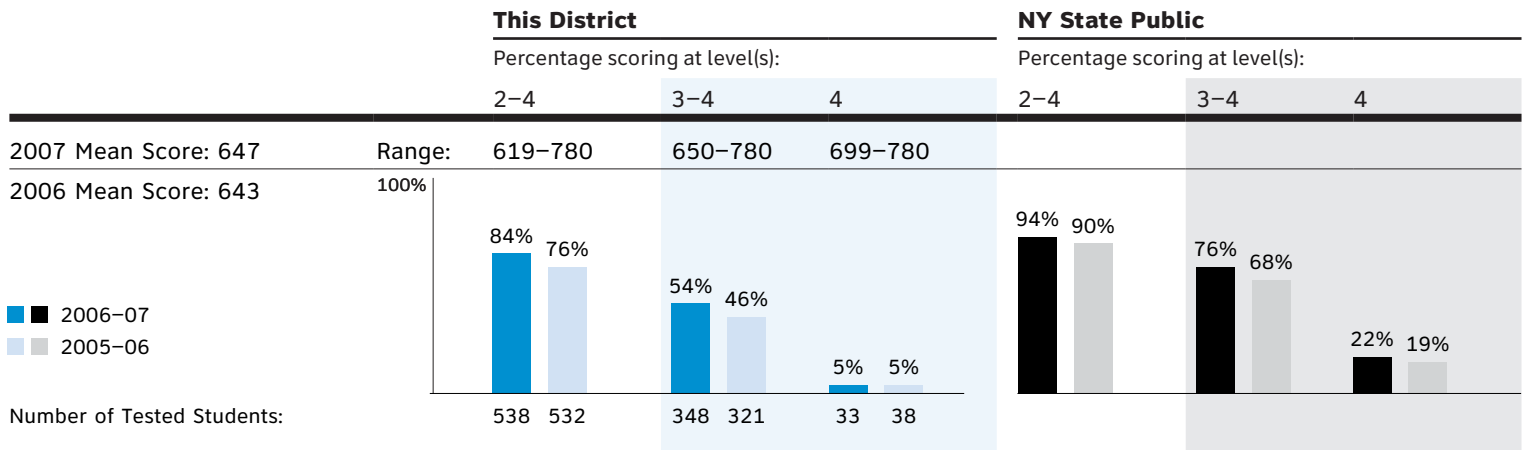
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Other Assessments

	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	6	4	4	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	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	644	84%	54%	5%	703	76%	46%	5%
Female	315	86%	53%	4%	338	80%	44%	4%
Male	329	81%	55%	6%	365	72%	47%	6%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	208	80%	42%	1%	218	69%	34%	3%
Hispanic or Latino	92	74%	47%	1%	87	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	83	-	-	-	98	84%	57%	7%
White	260	88%	65%	8%	298	80%	54%	7%
Multiracial								
Small Group Totals	84	89%	58%	10%	89	69%	31%	6%
General-Education Students	517	91%	60%	6%	577	82%	52%	6%
Students with Disabilities	127	54%	31%	1%	126	44%	17%	2%
English Proficient	622	85%	55%	5%	677	77%	47%	6%
Limited English Proficient	22	50%	23%	0%	26	50%	15%	0%
Economically Disadvantaged	490	83%	50%	4%	506	73%	40%	4%
Not Disadvantaged	154	86%	67%	8%	197	83%	61%	9%
Migrant								
Not Migrant	644	84%	54%	5%	703	76%	46%	5%

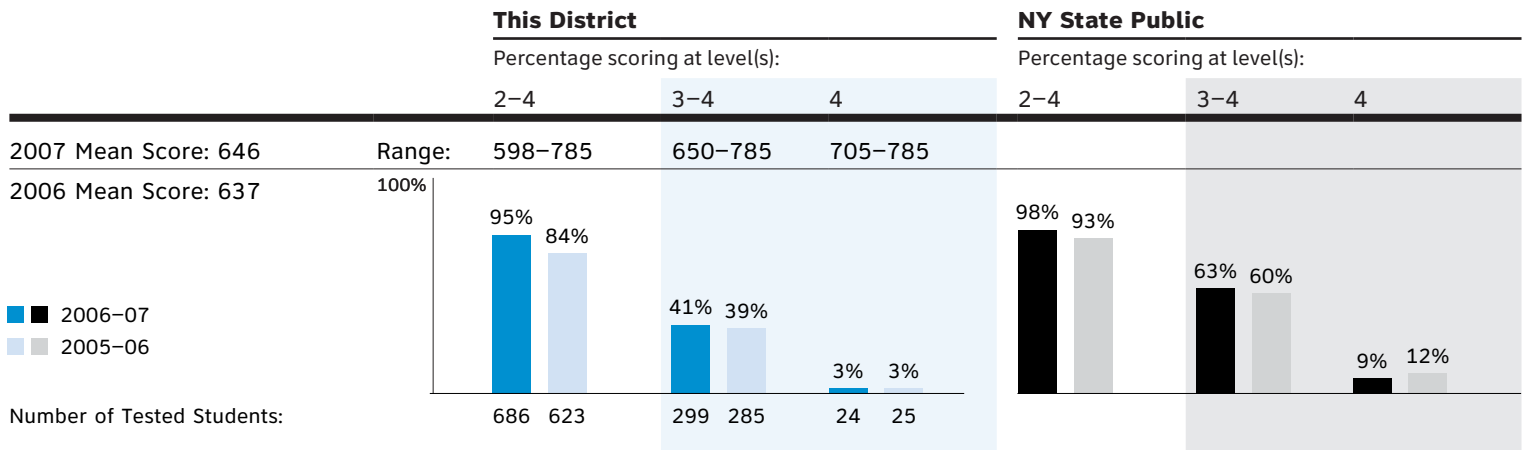
NOTES

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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	7	7	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	722	95%	41%	3%	739	84%	39%	3%
Female	340	98%	45%	4%	373	86%	40%	4%
Male	382	92%	38%	3%	366	82%	37%	3%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	243	96%	37%	0%	253	80%	26%	1%
Hispanic or Latino	98	-	-	-	89	80%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	108	94%	45%	7%	88	-	-	-
White	271	95%	49%	4%	308	89%	51%	6%
Multiracial								
Small Group Totals	100	93%	27%	4%	89	85%	34%	4%
General-Education Students	617	98%	47%	4%	623	90%	43%	4%
Students with Disabilities	105	79%	8%	0%	116	56%	14%	0%
English Proficient	705	95%	42%	3%	736	-	-	-
Limited English Proficient	17	76%	0%	0%	3	-	-	-
Economically Disadvantaged	539	95%	34%	2%	551	82%	31%	1%
Not Disadvantaged	183	96%	63%	6%	188	92%	60%	9%
Migrant								
Not Migrant	722	95%	41%	3%	739	84%	39%	3%

NOTES

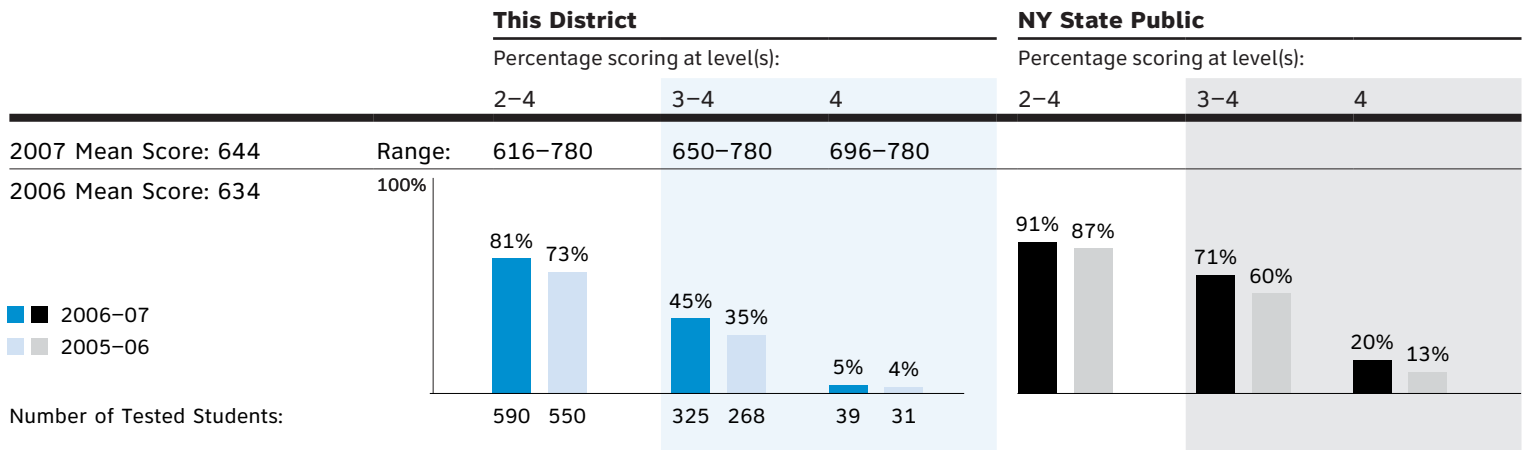
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	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 6	4	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	727	81%	45%	5%	757	73%	35%	4%
Female	342	82%	44%	5%	381	74%	33%	3%
Male	385	80%	46%	6%	376	71%	38%	5%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	244	80%	33%	2%	251	64%	22%	2%
Hispanic or Latino	98	-	-	-	101	60%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	110	87%	50%	5%	93	-	-	-
White	273	83%	57%	9%	311	81%	48%	6%
Multiracial								
Small Group Totals	100	72%	34%	3%	94	80%	44%	9%
General-Education Students	614	86%	49%	6%	640	79%	40%	5%
Students with Disabilities	113	52%	20%	1%	117	38%	8%	0%
English Proficient	706	83%	46%	6%	741	73%	36%	4%
Limited English Proficient	21	33%	0%	0%	16	56%	13%	0%
Economically Disadvantaged	545	80%	40%	2%	552	70%	30%	3%
Not Disadvantaged	182	84%	58%	14%	205	80%	49%	7%
Migrant								
Not Migrant	727	81%	45%	5%	757	73%	35%	4%

NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	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: 632	600-790	650-790	712-790			
2006 Mean Score: 635						
Number of Tested Students:	692	628	255	262	11	27

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	813	85%	31%	1%	734	86%	36%	4%
Female	407	87%	35%	1%	367	87%	37%	5%
Male	406	83%	28%	1%	367	84%	34%	3%
American Indian or Alaska Native								
Black or African American	275	85%	20%	1%	253	81%	31%	2%
Hispanic or Latino	115	75%	22%	0%	115	83%	25%	3%
Asian or Native Hawaiian/Other Pacific Islander	104	88%	35%	2%	72	89%	40%	0%
White	319	88%	44%	2%	294	90%	43%	7%
Multiracial								
Small Group Totals								
General-Education Students	664	92%	36%	2%	643	89%	40%	4%
Students with Disabilities	149	52%	9%	0%	91	62%	8%	0%
English Proficient	794	86%	32%	1%	733	-	-	-
Limited English Proficient	19	68%	5%	0%	1	-	-	-
Economically Disadvantaged	597	83%	25%	1%	530	85%	29%	2%
Not Disadvantaged	216	92%	50%	3%	204	87%	52%	9%
Migrant								
Not Migrant	813	85%	31%	1%	734	86%	36%	4%

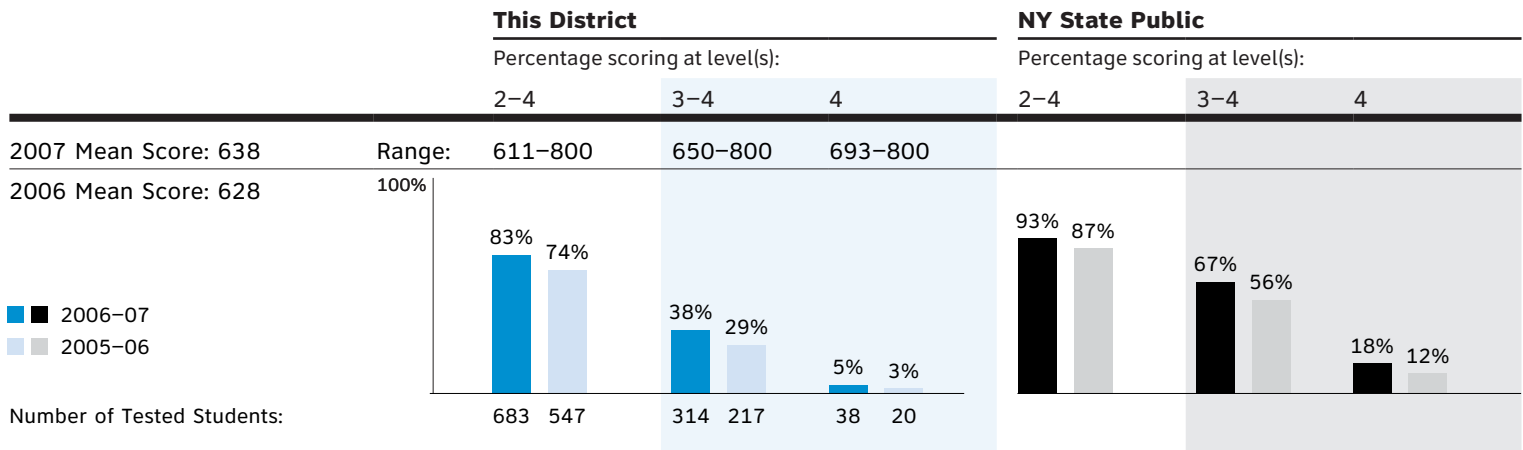
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 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	819	83%	38%	5%	744	74%	29%	3%
Female	406	86%	39%	4%	374	73%	29%	3%
Male	413	81%	38%	6%	370	74%	29%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	280	78%	25%	0%	243	69%	21%	0%
Hispanic or Latino	122	75%	28%	0%	131	63%	18%	0%
Asian or Native Hawaiian/Other Pacific Islander	104	92%	49%	9%	77	75%	35%	8%
White	313	88%	51%	9%	293	81%	40%	5%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	669	90%	45%	6%	656	77%	32%	3%
Students with Disabilities	150	52%	8%	1%	88	48%	8%	0%
English Proficient	794	84%	39%	5%	724	75%	30%	3%
Limited English Proficient	25	68%	20%	0%	20	20%	5%	0%
Economically Disadvantaged	594	81%	33%	3%	535	70%	23%	1%
Not Disadvantaged	225	88%	52%	10%	209	81%	44%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	819	83%	38%	5%	744	74%	29%	3%

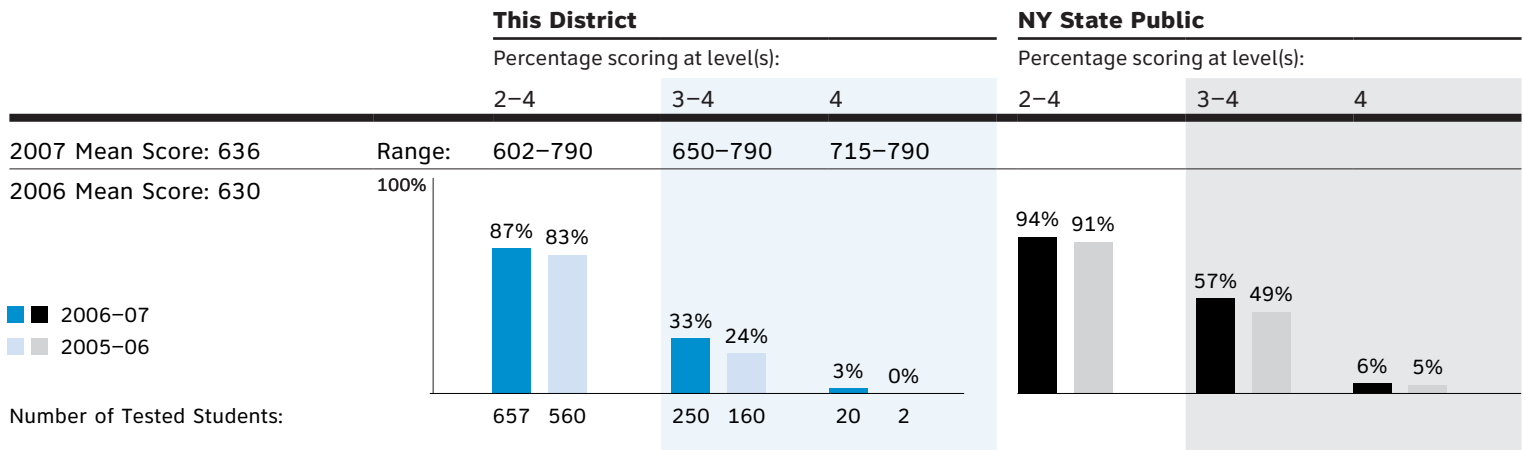
NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	751	87%	33%	3%	672	83%	24%	0%
Female	374	91%	39%	4%	325	86%	26%	0%
Male	377	84%	28%	1%	347	81%	22%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	250	88%	27%	1%	245	79%	17%	0%
Hispanic or Latino	119	79%	23%	3%	85	79%	18%	0%
Asian or Native Hawaiian/Other Pacific Islander	75	91%	41%	4%	56	-	-	-
White	307	90%	41%	4%	285	89%	32%	1%
Multiracial								
Small Group Totals					57	79%	25%	0%
General-Education Students	619	92%	40%	3%	608	86%	26%	0%
Students with Disabilities	132	64%	3%	0%	64	55%	6%	0%
English Proficient	730	89%	34%	3%	671	-	-	-
Limited English Proficient	21	29%	0%	0%	1	-	-	-
Economically Disadvantaged	539	86%	27%	2%	452	81%	18%	0%
Not Disadvantaged	212	92%	48%	5%	220	88%	36%	1%
Migrant								
Not Migrant	751	87%	33%	3%	672	83%	24%	0%

NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	6	5	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	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 637	Range: 616-775			650-775		
2006 Mean Score: 634	701-775					
Number of Tested Students:	582	532	247	205	19	13

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	743	78%	33%	3%	687	77%	30%	2%
Female	369	81%	36%	3%	335	79%	29%	1%
Male	374	76%	31%	2%	352	76%	31%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	255	71%	22%	0%	245	70%	21%	1%
Hispanic or Latino	116	73%	25%	0%	97	70%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	72	88%	51%	4%	59	-	-	-
White	300	84%	42%	5%	285	85%	36%	3%
Multiracial								
Small Group Totals					60	85%	48%	2%
General-Education Students	601	86%	39%	3%	622	80%	32%	2%
Students with Disabilities	142	47%	9%	0%	65	52%	14%	2%
English Proficient	721	79%	34%	3%	674	78%	30%	2%
Limited English Proficient	22	50%	5%	0%	13	54%	23%	0%
Economically Disadvantaged	531	76%	28%	1%	456	74%	25%	1%
Not Disadvantaged	212	84%	47%	6%	231	84%	39%	4%
Migrant								
Not Migrant	743	78%	33%	3%	687	77%	30%	2%

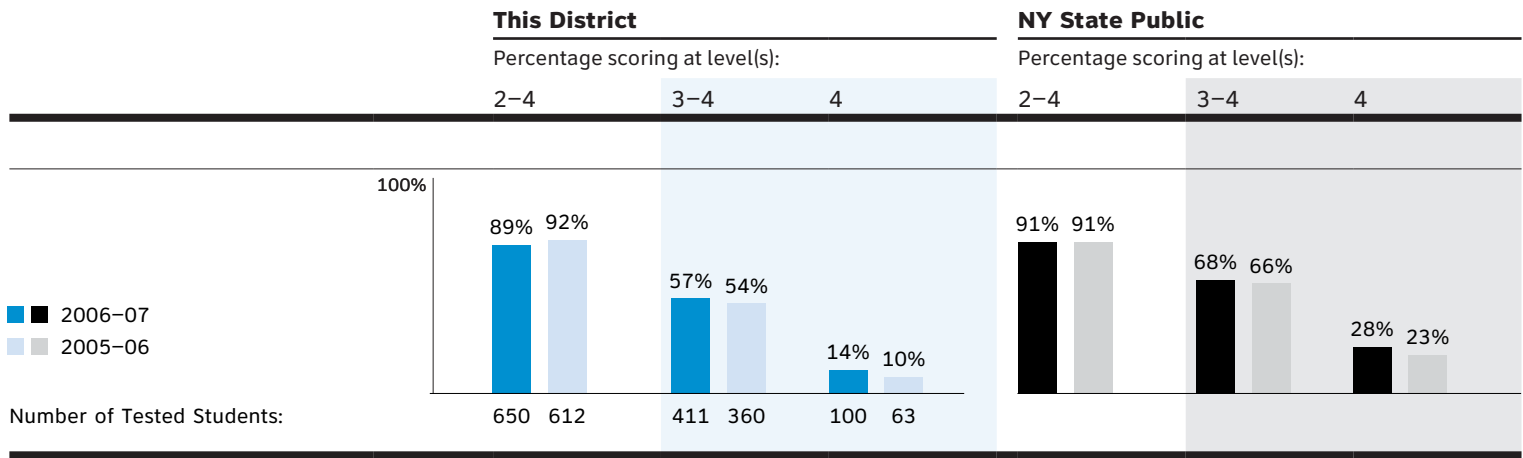
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	5	4	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	727	89%	57%	14%	663	92%	54%	10%
Female	362	91%	54%	14%	328	92%	47%	7%
Male	365	88%	59%	13%	335	92%	62%	12%
American Indian or Alaska Native					1	-	-	-
Black or African American	243	88%	47%	5%	234	90%	39%	4%
Hispanic or Latino	113	86%	49%	9%	93	89%	51%	4%
Asian or Native Hawaiian/Other Pacific Islander	77	94%	65%	21%	59	-	-	-
White	294	91%	65%	21%	276	96%	70%	15%
Multiracial								
Small Group Totals					60	90%	50%	13%
General-Education Students	589	94%	63%	17%	604	93%	56%	10%
Students with Disabilities	138	71%	28%	1%	59	88%	34%	2%
English Proficient	703	90%	58%	14%	652	93%	55%	10%
Limited English Proficient	24	63%	13%	0%	11	64%	27%	9%
Economically Disadvantaged	511	89%	52%	8%	443	91%	46%	5%
Not Disadvantaged	216	90%	68%	26%	220	95%	70%	18%
Migrant								
Not Migrant	727	89%	57%	14%	663	92%	54%	10%

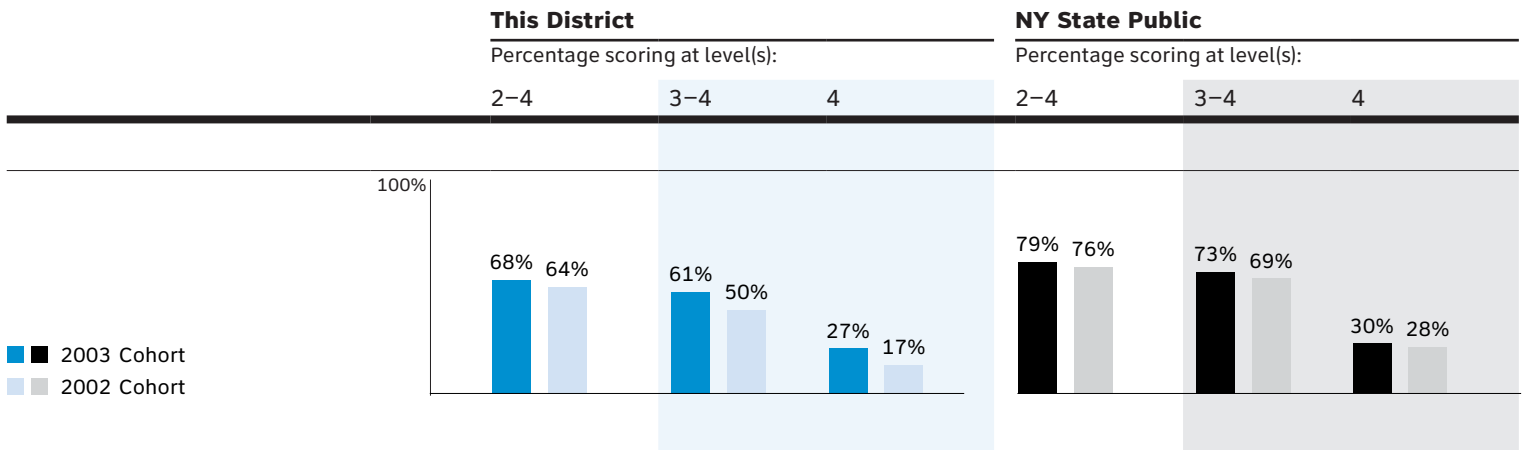
NOTES

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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 8 Equivalent	6	6	6	5	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	671	68%	61%	27%	666	64%	50%	17%
Female	305	72%	66%	32%	340	70%	54%	19%
Male	366	65%	57%	22%	326	57%	46%	14%
American Indian or Alaska Native	4	–	–	–	4	–	–	–
Black or African American	184	61%	52%	18%	227	57%	40%	10%
Hispanic or Latino	70	57%	53%	11%	74	62%	46%	14%
Asian or Native Hawaiian/Other Pacific Islander	56	71%	61%	18%	53	–	–	–
White	361	73%	68%	35%	308	68%	59%	24%
Multiracial	57	68%	49%	5%	57	68%	49%	5%
Small Group Totals	553	76%	70%	31%	566	70%	57%	20%
General-Education Students	118	31%	21%	5%	100	28%	10%	0%
Students with Disabilities	670	–	–	–	658	63%	50%	17%
English Proficient	1	–	–	–	8	100%	75%	13%
Limited English Proficient	297	70%	60%	19%	239	72%	54%	10%
Economically Disadvantaged	374	67%	63%	33%	427	59%	48%	20%
Not Disadvantaged	666	64%	50%	17%	666	64%	50%	17%
Migrant								
Not Migrant								

NOTES

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Other Assessments

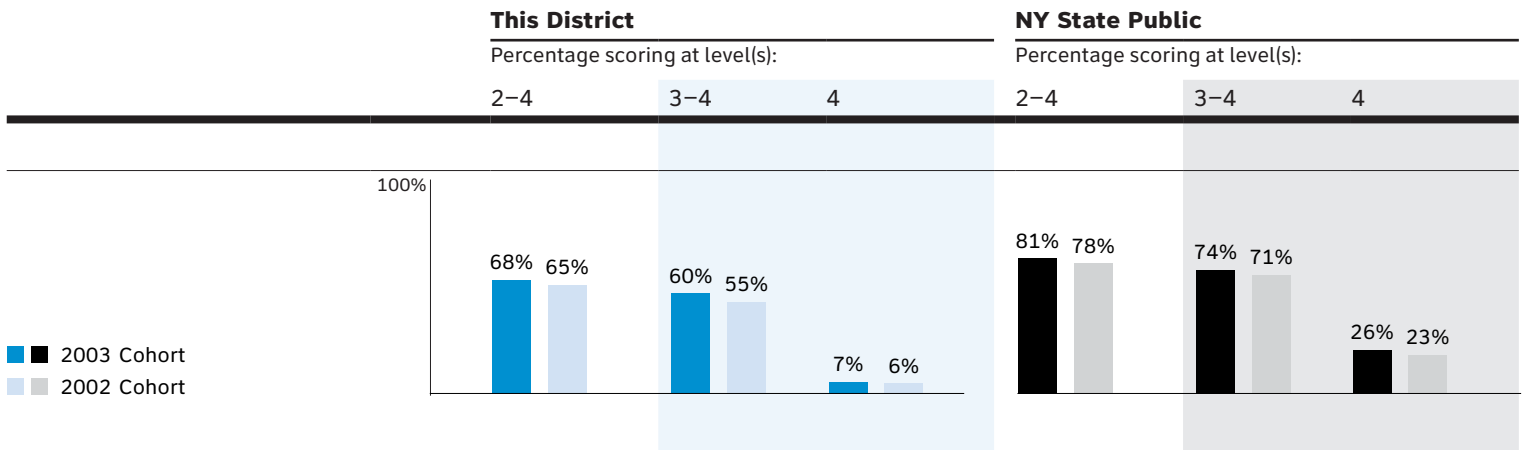
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	–	–	–

* 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	671	68%	60%	7%	666	65%	55%	6%
Female	305	72%	63%	6%	340	69%	59%	7%
Male	366	64%	58%	7%	326	62%	50%	5%
American Indian or Alaska Native					4	-	-	-
Black or African American	184	58%	45%	3%	227	60%	44%	1%
Hispanic or Latino	70	61%	56%	4%	74	64%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	56	73%	63%	5%	53	-	-	-
White	361	74%	68%	10%	308	70%	64%	9%
Multiracial								
Small Group Totals					57	67%	60%	7%
General-Education Students	553	76%	69%	8%	566	71%	61%	7%
Students with Disabilities	118	29%	18%	0%	100	35%	19%	0%
English Proficient	670	-	-	-	658	65%	54%	6%
Limited English Proficient	1	-	-	-	8	100%	100%	0%
Economically Disadvantaged	297	67%	56%	5%	239	74%	60%	4%
Not Disadvantaged	374	69%	63%	9%	427	61%	52%	7%
Migrant								
Not Migrant					666	65%	55%	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

	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.