



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **KINGSTON CITY SCHOOL DISTRICT**  
District ID **62-06-00-01-0000**  
Superintendent **GERARD GRETZINGER**  
Telephone **(845) 339-3000**  
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](mailto: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 KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

## 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	94	95	92
Kindergarten	524	520	546
Grade 1	562	492	515
Grade 2	537	556	474
Grade 3	621	513	539
Grade 4	589	585	527
Grade 5	624	578	558
Grade 6	721	640	589
Ungraded Elementary	17	53	48
Grade 7	657	685	624
Grade 8	626	649	613
Grade 9	724	758	675
Grade 10	630	587	610
Grade 11	584	536	504
Grade 12	457	561	498
Ungraded Secondary	70	0	43
<b>Total K-12</b>	<b>7943</b>	<b>7713</b>	<b>7363</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	20	20	20
<b>Grade 8</b>			
English	22	23	18
Mathematics	22	24	23
Science	22	26	22
Social Studies	22	26	22
<b>Grade 10</b>			
English	26	26	24
Mathematics	25	25	23
Science	22	21	21
Social Studies	27	24	24

### Enrollment Information

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

### Average Class Size Information

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

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2390	30%	2169	28%	2154	29%
Reduced-Price Lunch	651	8%	553	7%	638	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	168	2%	200	3%	126	2%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	53	1%	28	0%	19	0%
Black or African American	1338	17%	1322	17%	1229	17%
Hispanic or Latino	560	7%	614	8%	625	8%
Asian or Native Hawaiian/Other Pacific Islander	157	2%	186	2%	178	2%
White	5835	73%	5563	72%	5225	71%
Multiracial**	N/A	N/A	N/A	N/A	87	1%

\* Not available at the district level.

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

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		93%
Student Suspensions	588	7%	707	9%	650	8%

## 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 KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	617	610	540
Percent with No Valid Teaching Certificate	3%	2%	1%
Percent Teaching Out of Certification	5%	3%	1%
Percent with Fewer Than Three Years of Experience	4%	4%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	18%	19%	21%
<b>Total Number of Core Classes*</b>	N/A	2184	1431
Percent Not Taught by Highly Qualified Teachers	N/A	6%	2%
<b>Total Number of Classes</b>	2031	2026	2050
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	14%	20%	13%
Turnover Rate of All Teachers	9%	12%	13%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	70	57	85
Total Paraprofessionals*	195	240	240
Assistant Principals	7	6	6
Principals	15	14	14

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2007-08)

#### Improvement (Year 3)

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

### Title I Part A Funding

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓ <sup>SH</sup>	✓	
Hispanic or Latino	✓	✓		✓ <sup>SH</sup>	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✓	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✓ 6 of 6	✓ 1 of 1

#### AYP Status

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


#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts


























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

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

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 4) 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 3) in 2008-09. [208]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (3540:3432)			99%		162	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (12:12)	—	—	—	—	—	—	—
Black or African American (669:644)			98%		142	118	
Hispanic or Latino (300:266)			98%		145	115	
Asian or Native Hawaiian/Other Pacific Islander (79:74)			97%		186	111	
White (2480:2436)			99%		169	120	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (719:695)			98%		113	118	109 122
Limited English Proficient <sup>5</sup> (64:43)			95%		100	107	107 110
Economically Disadvantaged (1484:1425)			99%		144	119	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

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

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




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

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

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


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

#### AYP Status

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


























## Elementary/Middle-Level 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
<b>All Students</b> (3538:3434)			99%		167	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (12:12)	—	—	—	—	—	—	—
Black or African American (664:635)			98%		152	82	
Hispanic or Latino (301:279)			98%		156	79	
Asian or Native Hawaiian/Other Pacific Islander (79:77)			100%		191	75	
White (2482:2431)			99%		172	84	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (720:688)			98%		122	82	
Limited English Proficient <sup>5</sup> (65:60)			100%		115	74	
Economically Disadvantaged (1481:1431)			99%		154	83	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

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




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

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


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


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

#### AYP Status

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















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
<b>All Students</b> (1179:1101)		Qualified		96%		183	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (235:209)		Qualified		92%		168	100	
Hispanic or Latino (92:78)		Qualified		95%		172	100	
Asian or Native Hawaiian/Other Pacific Islander (23:22)	—	—	—	—	—	—	—	—
White (826:789)		Qualified		97%		188	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (253:222)		Qualified		90%		160	100	
Limited English Proficient <sup>4</sup> (19:15)	—	—	—	—	—	—	—	—
Economically Disadvantaged (467:427)		Qualified		95%		171	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


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

#### AYP Status

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

## Secondary-Level English Language Arts



















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

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

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 4) 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 3) in 2008-09. [208]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students (506:525)</b>			98%		172	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (52:52)			98%		144	146	138    150
Hispanic or Latino (34:39)		—	—		141	143	20    147
Asian or Native Hawaiian/Other Pacific Islander (19:18)	—	—	—	—	—	—	—
White (401:416)			99%		178	154	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (47:55)			96%		125	146	110 <sup>‡</sup> 133
Limited English Proficient <sup>4</sup> (4:3)	—	—	—	—	—	—	—
Economically Disadvantaged (91:103)			100%		152	149	
<b>Final AYP Determination</b>		5 of 6					

#### NOTES

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




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

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

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


<sup>‡</sup> 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** 6 of 6 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 secondary-level Mathematics accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students</b> (506:525)			99%		182	147	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (52:52)			98%		163	139	
Hispanic or Latino (34:39)		—	—		156	136	
Asian or Native Hawaiian/Other Pacific Islander (19:18)	—	—	—	—	—	—	—
White (401:416)			99%		185	147	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (47:55)			100%		147	139	
Limited English Proficient <sup>4</sup> (4:3)	—	—	—	—	—	—	—
Economically Disadvantaged (91:103)			100%		177	142	
<b>Final AYP Determination</b>		6 of 6					

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.
  - <sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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








## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (547)			84%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (64)			67%	55%		
Hispanic or Latino (22)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (10)		–	–	–		
White (448)			87%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (54)			41%	55%	49%	42%
Limited English Proficient <sup>3</sup> (7)		–	–	–		
Economically Disadvantaged (116)			66%	55%		
<b>Final AYP Determination</b>  1 of 1						

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

## 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

#### Good Standing

5 schools identified 36% of total

CHAMBERS SCHOOL  
FRANK L MEAGHER SCHOOL  
GEORGE WASHINGTON SCHOOL  
JOHN F KENNEDY SCHOOL  
SOPHIE FINN SCHOOL

#### Improvement (Year 2)

1 school identified 7% of total

M CLIFFORD MILLER MIDDLE SCHOOL

### New York State Status

#### Good Standing

6 schools identified 43% of total

ANNA DEVINE SCHOOL  
E R CROSBY ELEMENTARY SCHOOL  
ERNEST C MYER SCHOOL  
HARRY L EDSON SCHOOL  
ROBERT R GRAVES SCHOOL  
ZENA ELEMENTARY SCHOOL

#### Requiring Academic Progress (Year 4)

2 schools identified 14% of total

J WATSON BAILEY MIDDLE SCHOOL  
KINGSTON HIGH SCHOOL



















District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

## 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%	
<b>English Language Arts</b>				
Grade 3	74%			528
Grade 4	71%			520
Grade 5	74%			567
Grade 6	66%			584
Grade 7	55%			602
Grade 8	56%			625
<b>Mathematics</b>				
Grade 3	86%			534
Grade 4	80%			520
Grade 5	82%			572
Grade 6	80%			584
Grade 7	60%			609
Grade 8	50%			627
<b>Science</b>				
Grade 4	95%			511
Grade 8	70%			489

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	70%			615
Mathematics	76%			615

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

#### Level 4: Meeting Learning Standards with Distinction.

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

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

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

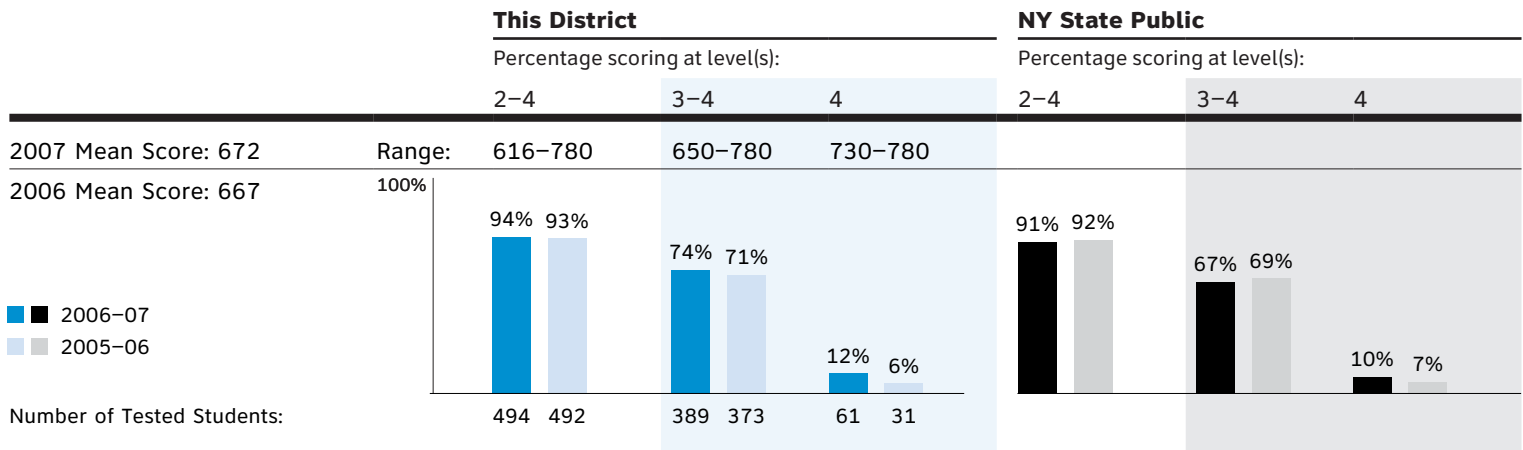
In this section, this district's performance is compared with that of public schools statewide.

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

#### High Need/Resource Urban-Suburban Districts

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

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>528</b>	<b>94%</b>	<b>74%</b>	<b>12%</b>	<b>527</b>	<b>93%</b>	<b>71%</b>	<b>6%</b>
Female	270	94%	75%	14%	271	96%	76%	7%
Male	258	93%	72%	9%	256	91%	66%	4%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	111	90%	59%	8%	109	91%	57%	0%
Hispanic or Latino	47	96%	60%	2%	38	92%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	14	-	-	-
White	347	94%	79%	13%	364	94%	76%	7%
Multiracial								
Small Group Totals	23	96%	96%	22%	16	100%	75%	19%
General-Education Students	439	98%	83%	14%	425	99%	80%	7%
Students with Disabilities	89	70%	29%	1%	102	69%	32%	3%
English Proficient	522	94%	75%	12%	522	94%	71%	6%
Limited English Proficient	6	83%	0%	0%	5	60%	20%	0%
Economically Disadvantaged	241	89%	59%	6%	221	89%	60%	2%
Not Disadvantaged	287	97%	86%	16%	306	96%	79%	8%
Migrant								
Not Migrant	528	94%	74%	12%	527	93%	71%	6%

#### NOTES

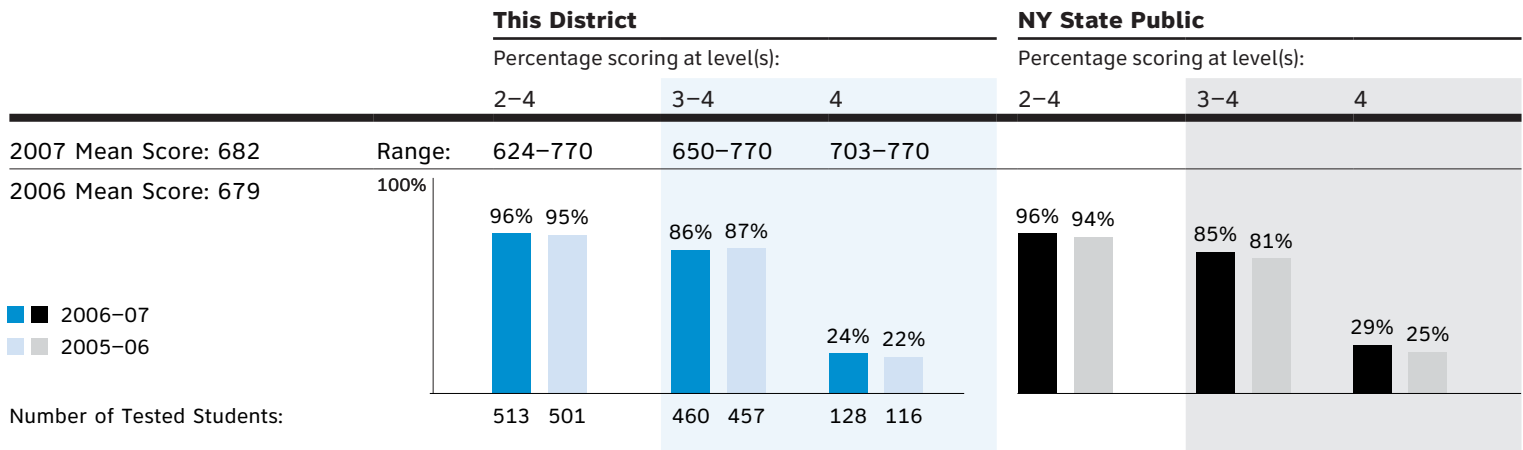
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>534</b>	<b>96%</b>	<b>86%</b>	<b>24%</b>	<b>526</b>	<b>95%</b>	<b>87%</b>	<b>22%</b>
Female	273	96%	86%	26%	272	97%	89%	22%
Male	261	96%	86%	22%	254	94%	85%	22%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	110	96%	83%	13%	110	93%	78%	4%
Hispanic or Latino	51	98%	86%	14%	38	95%	82%	13%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	14	-	-	-
White	348	95%	87%	28%	362	96%	90%	27%
Multiracial								
Small Group Totals	25	100%	88%	40%	16	94%	94%	50%
General-Education Students	444	99%	93%	29%	426	100%	94%	26%
Students with Disabilities	90	81%	54%	1%	100	77%	56%	5%
English Proficient	525	96%	87%	24%	518	95%	87%	22%
Limited English Proficient	9	89%	44%	0%	8	88%	88%	0%
Economically Disadvantaged	245	94%	80%	12%	223	93%	79%	9%
Not Disadvantaged	289	98%	91%	34%	303	97%	93%	32%
Migrant								
Not Migrant	534	96%	86%	24%	526	95%	87%	22%

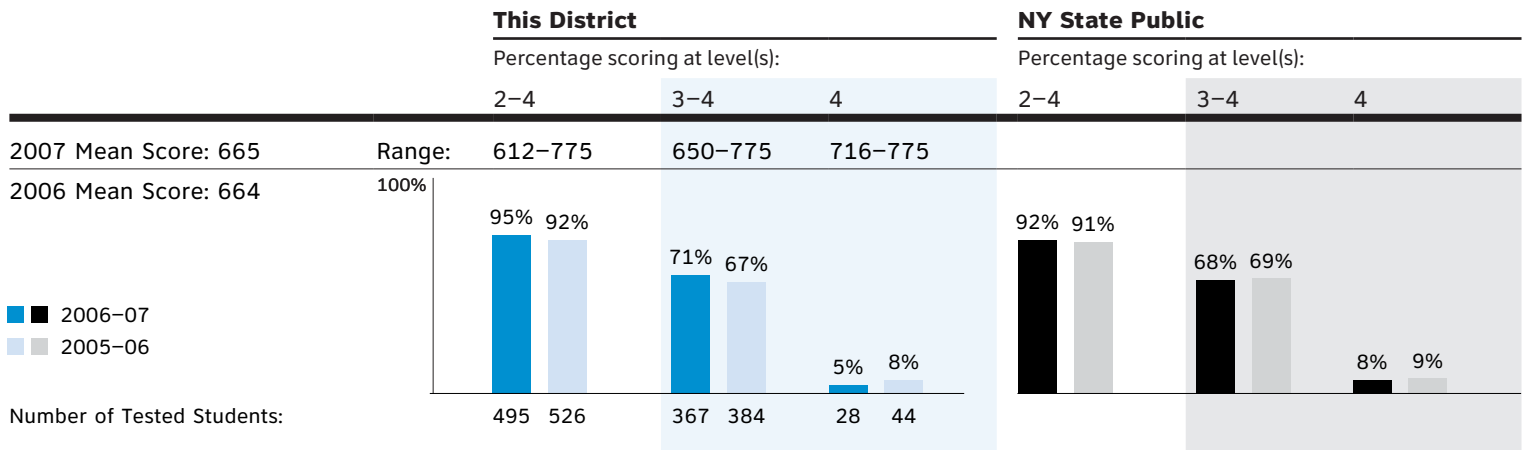
#### NOTES

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### Other Assessments

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

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>520</b>	<b>95%</b>	<b>71%</b>	<b>5%</b>	<b>573</b>	<b>92%</b>	<b>67%</b>	<b>8%</b>
Female	276	96%	74%	5%	267	96%	72%	10%
Male	244	95%	67%	6%	306	88%	62%	6%
American Indian or Alaska Native	2	-	-	-	6	83%	50%	17%
Black or African American	115	91%	51%	3%	98	87%	54%	5%
Hispanic or Latino	34	100%	59%	3%	39	92%	69%	3%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	12	100%	58%	17%
White	355	96%	77%	6%	418	93%	70%	8%
Multiracial								
Small Group Totals	16	94%	88%	13%				
General-Education Students	412	98%	79%	7%	461	98%	77%	10%
Students with Disabilities	108	83%	39%	0%	112	66%	26%	0%
English Proficient	516	-	-	-	570	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	234	92%	59%	2%	231	86%	54%	3%
Not Disadvantaged	286	98%	80%	8%	342	96%	76%	11%
Migrant								
Not Migrant	520	95%	71%	5%	573	92%	67%	8%

#### NOTES

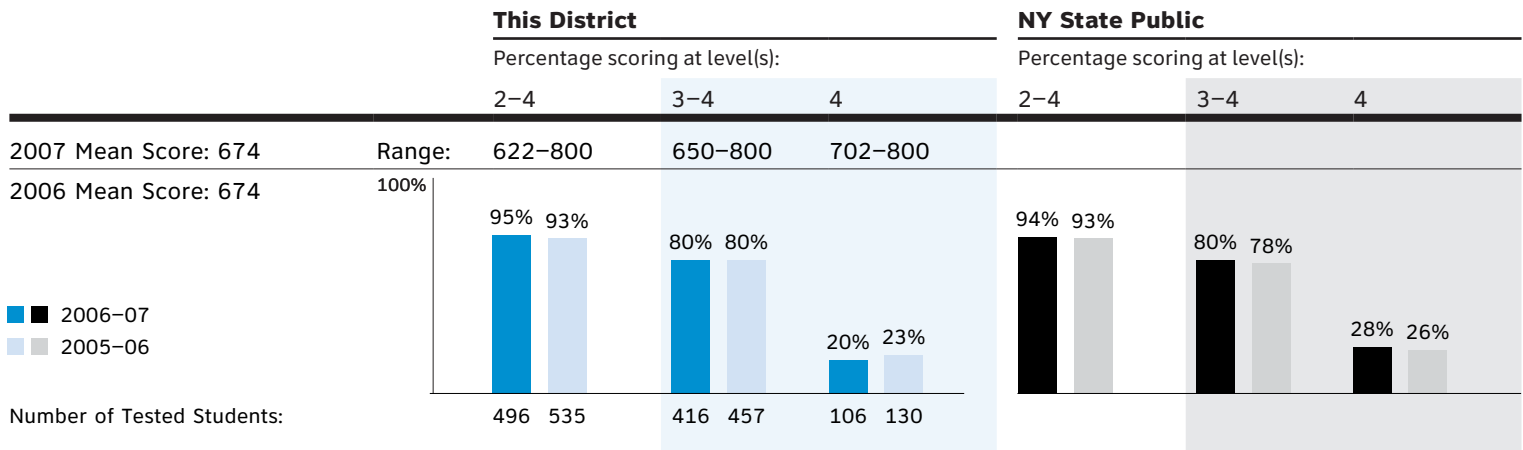
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### Other Assessments

	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	9	9	8	7	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
<b>All Students</b>	<b>520</b>	<b>95%</b>	<b>80%</b>	<b>20%</b>	<b>573</b>	<b>93%</b>	<b>80%</b>	<b>23%</b>
Female	274	95%	80%	21%	267	96%	80%	21%
Male	246	96%	80%	20%	306	91%	80%	24%
American Indian or Alaska Native	2	-	-	-	6	83%	83%	33%
Black or African American	113	92%	65%	8%	95	92%	72%	18%
Hispanic or Latino	36	97%	81%	19%	44	84%	70%	14%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	13	100%	85%	54%
White	355	96%	84%	23%	415	95%	82%	24%
Multiracial								
Small Group Totals	16	94%	94%	56%				
General-Education Students	411	98%	86%	25%	464	98%	86%	27%
Students with Disabilities	109	85%	56%	3%	109	73%	54%	4%
English Proficient	514	96%	80%	20%	564	93%	80%	23%
Limited English Proficient	6	83%	67%	17%	9	89%	67%	0%
Economically Disadvantaged	233	94%	70%	13%	228	87%	71%	17%
Not Disadvantaged	287	97%	88%	26%	345	98%	86%	27%
Migrant								
Not Migrant	520	95%	80%	20%	573	93%	80%	23%

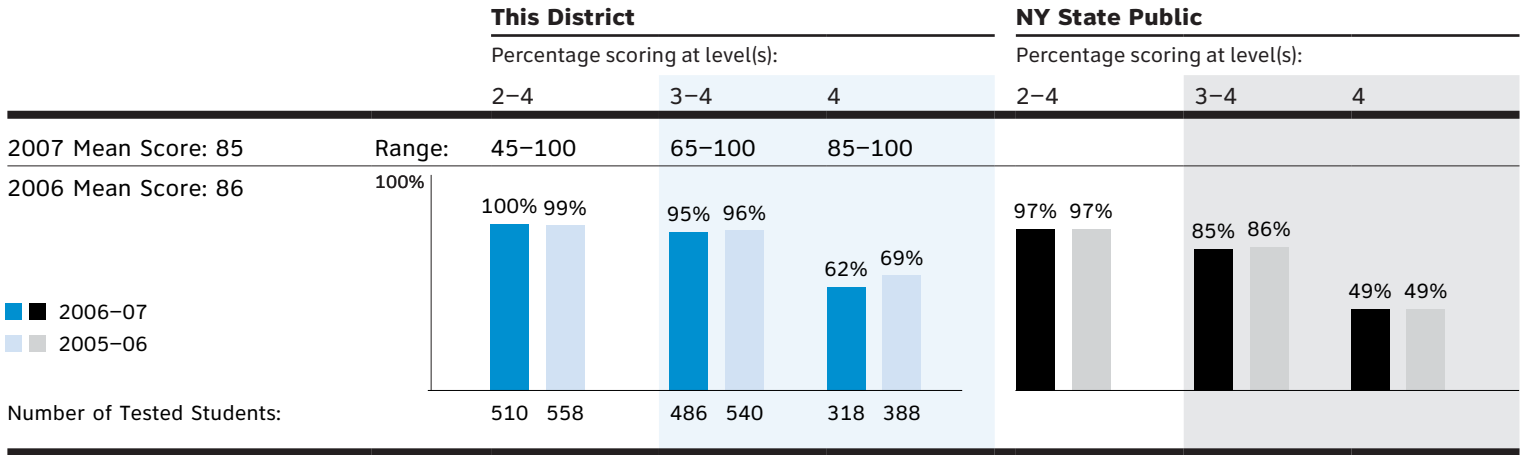
#### NOTES

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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	9	9	9	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



### Results by Student Group

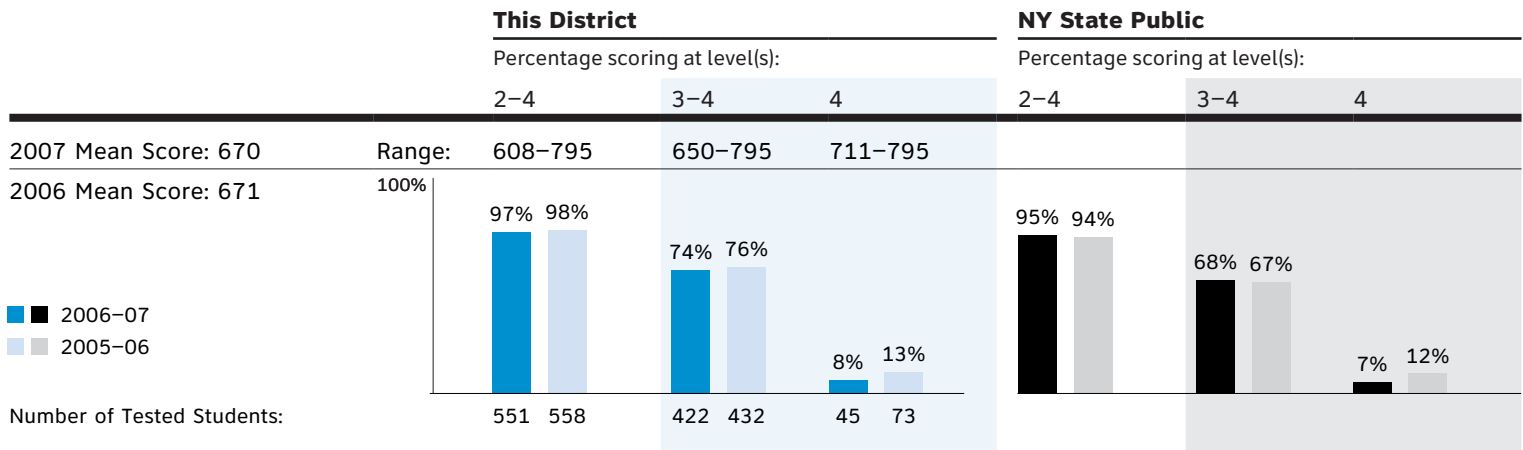
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>511</b>	<b>100%</b>	<b>95%</b>	<b>62%</b>	<b>561</b>	<b>99%</b>	<b>96%</b>	<b>69%</b>
Female	270	100%	95%	60%	258	100%	97%	69%
Male	241	100%	95%	65%	303	99%	95%	69%
American Indian or Alaska Native	2	-	-	-	6	100%	83%	83%
Black or African American	111	100%	91%	41%	93	99%	95%	66%
Hispanic or Latino	38	100%	95%	53%	43	98%	91%	63%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	11	100%	100%	55%
White	347	100%	97%	69%	408	100%	97%	71%
Multiracial								
Small Group Totals	15	100%	93%	93%				
General-Education Students	407	100%	96%	69%	457	100%	98%	74%
Students with Disabilities	104	99%	91%	37%	104	97%	87%	46%
English Proficient	505	100%	95%	63%	552	100%	97%	70%
Limited English Proficient	6	100%	100%	33%	9	89%	78%	33%
Economically Disadvantaged	227	100%	92%	47%	220	99%	93%	60%
Not Disadvantaged	284	100%	98%	74%	341	100%	99%	75%
Migrant								
Not Migrant	511	100%	95%	62%	561	99%	96%	69%

**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	10	10	10	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>567</b>	<b>97%</b>	<b>74%</b>	<b>8%</b>	<b>570</b>	<b>98%</b>	<b>76%</b>	<b>13%</b>
Female	261	98%	80%	8%	278	98%	76%	14%
Male	306	96%	70%	8%	292	98%	75%	11%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	100	92%	68%	3%	103	96%	64%	6%
Hispanic or Latino	40	90%	55%	0%	37	95%	65%	8%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	11	-	-	-
White	412	99%	77%	10%	417	99%	79%	15%
Multiracial								
Small Group Totals	15	100%	93%	7%	13	100%	92%	15%
General-Education Students	454	99%	84%	10%	460	100%	84%	15%
Students with Disabilities	113	88%	36%	0%	110	91%	41%	2%
English Proficient	561	98%	75%	8%	560	98%	77%	13%
Limited English Proficient	6	67%	33%	0%	10	90%	30%	0%
Economically Disadvantaged	239	95%	66%	4%	213	96%	63%	7%
Not Disadvantaged	328	99%	81%	11%	357	99%	83%	16%
Migrant								
Not Migrant	567	97%	74%	8%	570	98%	76%	13%

#### NOTES

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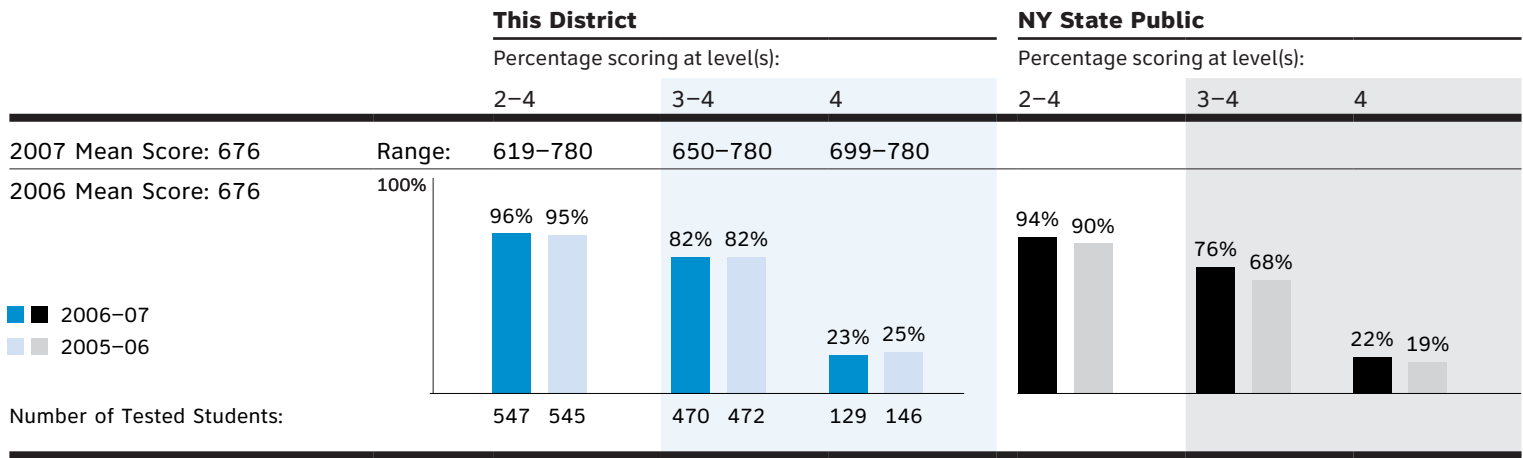
### Other Assessments

	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	8	8	8	7	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	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 5 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>572</b>	<b>96%</b>	<b>82%</b>	<b>23%</b>	<b>573</b>	<b>95%</b>	<b>82%</b>	<b>25%</b>
Female	263	98%	84%	19%	275	95%	82%	23%
Male	309	94%	81%	26%	298	95%	83%	28%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	99	93%	77%	11%	104	93%	73%	16%
Hispanic or Latino	45	87%	71%	13%	37	92%	70%	8%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	11	-	-	-
White	412	97%	84%	26%	419	96%	85%	28%
Multiracial								
Small Group Totals	16	100%	94%	38%	13	100%	100%	69%
General-Education Students	460	99%	92%	28%	463	99%	89%	30%
Students with Disabilities	112	81%	44%	2%	110	77%	53%	8%
English Proficient	561	96%	83%	23%	560	95%	83%	26%
Limited English Proficient	11	73%	55%	0%	13	85%	38%	0%
Economically Disadvantaged	241	91%	76%	13%	213	92%	70%	14%
Not Disadvantaged	331	99%	87%	29%	360	97%	89%	32%
Migrant								
Not Migrant	572	96%	82%	23%	573	95%	82%	25%

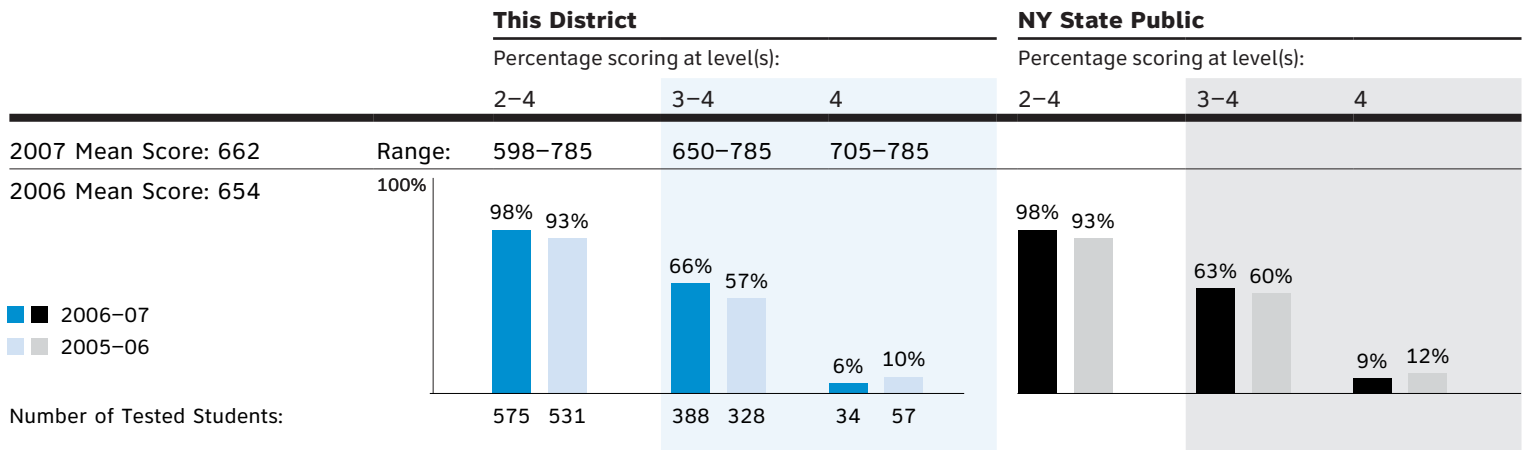
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>584</b>	<b>98%</b>	<b>66%</b>	<b>6%</b>	<b>573</b>	<b>93%</b>	<b>57%</b>	<b>10%</b>
Female	279	99%	72%	7%	292	96%	60%	12%
Male	305	98%	61%	5%	281	90%	55%	7%
American Indian or Alaska Native	2	-	-	-				
Black or African American	106	98%	50%	2%	101	84%	38%	3%
Hispanic or Latino	38	100%	37%	8%	49	86%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	11	100%	91%	27%
White	428	98%	72%	7%	412	95%	63%	12%
Multiracial								
Small Group Totals	12	100%	92%	8%				
General-Education Students	483	100%	76%	7%	463	98%	67%	12%
Students with Disabilities	101	91%	21%	0%	110	69%	16%	1%
English Proficient	577	98%	67%	6%	570	-	-	-
Limited English Proficient	7	100%	14%	0%	3	-	-	-
Economically Disadvantaged	236	97%	47%	2%	228	86%	43%	5%
Not Disadvantaged	348	99%	80%	9%	345	97%	67%	13%
Migrant								
Not Migrant	584	98%	66%	6%	573	93%	57%	10%

#### NOTES

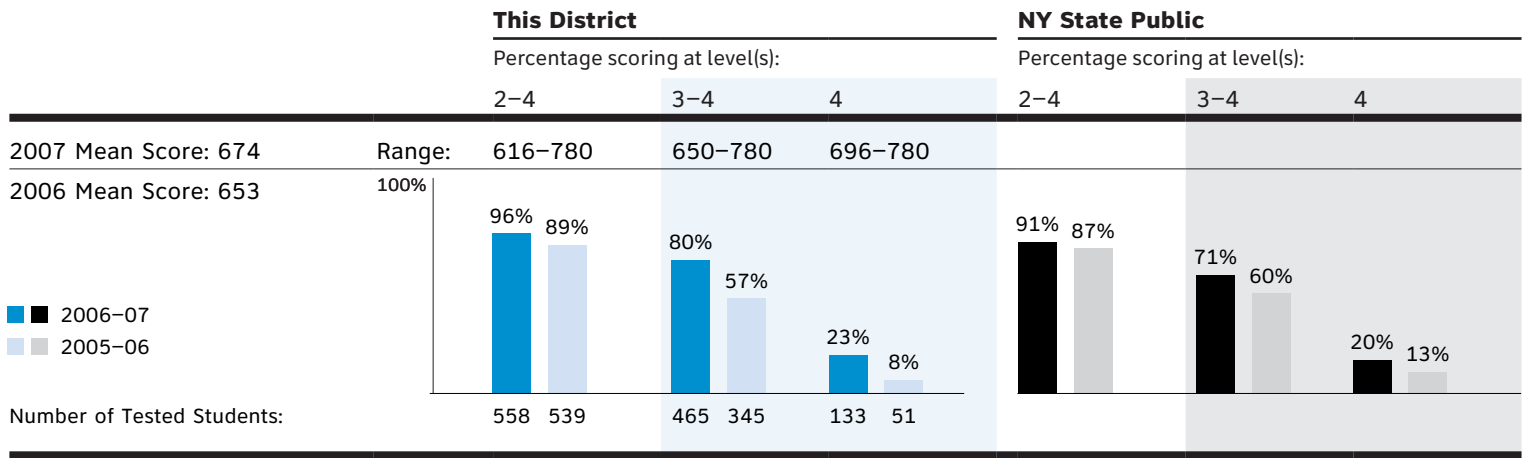
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 6 Equivalent	13	13	12	11	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

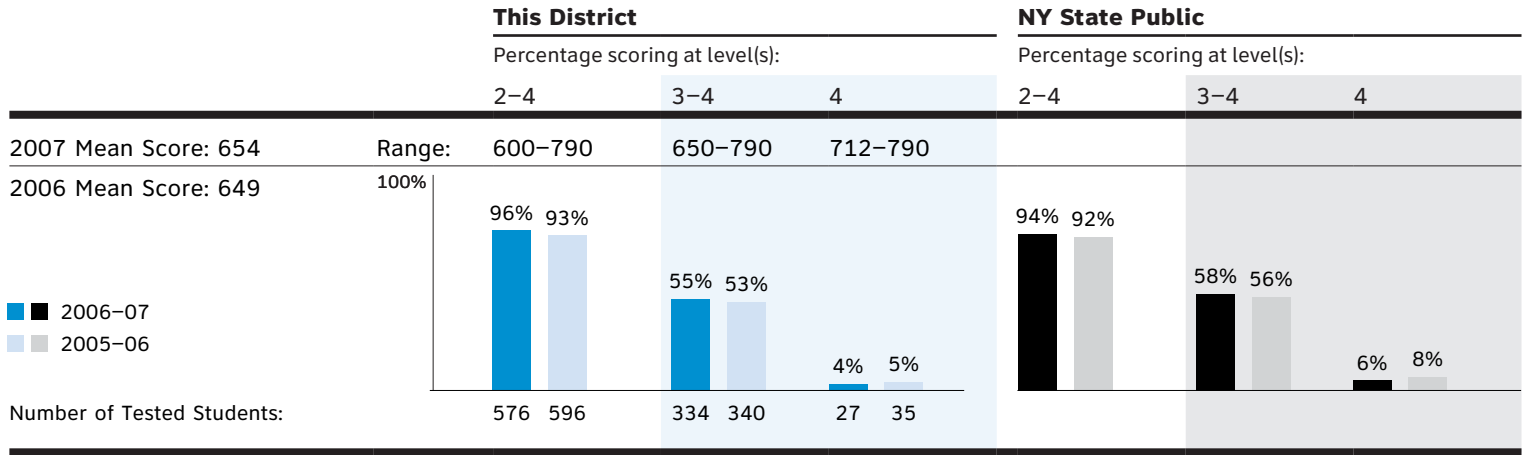
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>584</b>	<b>96%</b>	<b>80%</b>	<b>23%</b>	<b>605</b>	<b>89%</b>	<b>57%</b>	<b>8%</b>
Female	281	95%	79%	22%	310	90%	54%	7%
Male	303	96%	81%	24%	295	88%	60%	10%
American Indian or Alaska Native	2	-	-	-				
Black or African American	106	91%	66%	8%	114	81%	33%	3%
Hispanic or Latino	38	92%	71%	11%	58	74%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	11	100%	91%	18%
White	428	97%	83%	27%	422	93%	65%	10%
Multiracial								
Small Group Totals	12	100%	100%	42%				
General-Education Students	482	98%	86%	27%	487	95%	65%	10%
Students with Disabilities	102	86%	51%	1%	118	63%	25%	0%
English Proficient	576	95%	80%	23%	589	90%	58%	9%
Limited English Proficient	8	100%	75%	0%	16	50%	19%	0%
Economically Disadvantaged	236	92%	69%	10%	251	81%	40%	3%
Not Disadvantaged	348	98%	87%	32%	354	95%	69%	12%
Migrant								
Not Migrant	584	96%	80%	23%	605	89%	57%	8%

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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	13	12	10	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>602</b>	<b>96%</b>	<b>55%</b>	<b>4%</b>	<b>643</b>	<b>93%</b>	<b>53%</b>	<b>5%</b>
Female	295	97%	62%	7%	321	94%	57%	8%
Male	307	94%	49%	2%	322	91%	49%	3%
American Indian or Alaska Native								
Black or African American	101	94%	33%	1%	114	86%	27%	2%
Hispanic or Latino	61	90%	43%	2%	49	96%	45%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	10%	8	88%	50%	13%
White	430	97%	62%	6%	472	94%	60%	7%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	482	99%	65%	6%	514	98%	63%	7%
Students with Disabilities	120	81%	18%	0%	129	70%	11%	0%
English Proficient	591	96%	56%	5%	639	-	-	-
Limited English Proficient	11	91%	9%	0%	4	-	-	-
Economically Disadvantaged	253	92%	38%	1%	233	86%	36%	1%
Not Disadvantaged	349	98%	68%	7%	410	97%	62%	8%
Migrant								
Not Migrant	602	96%	55%	4%	643	93%	53%	5%

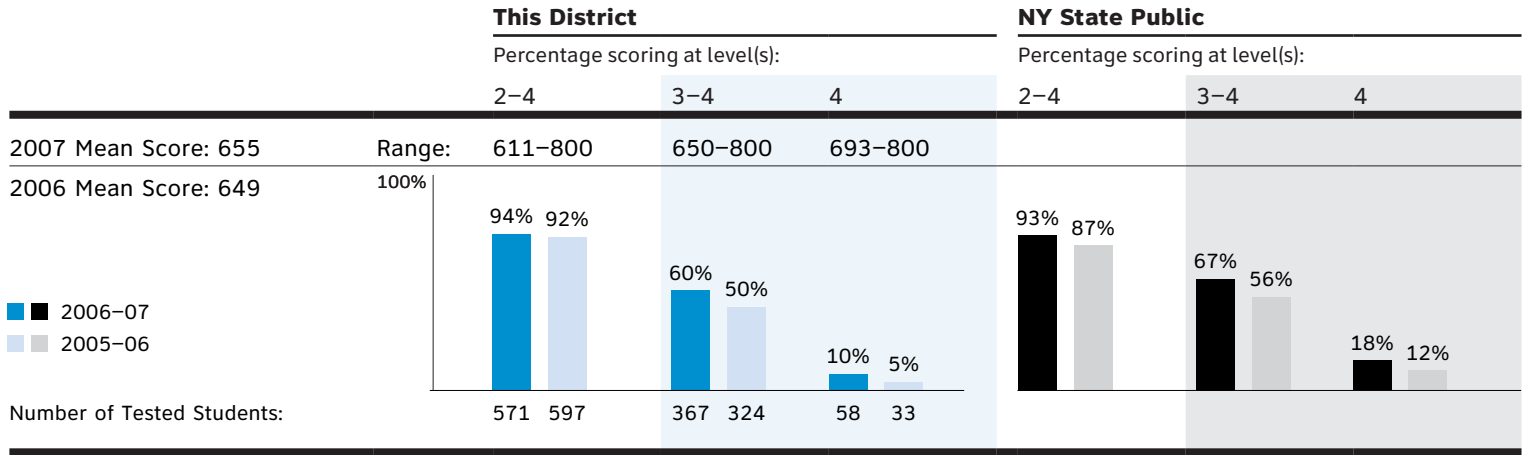
**NOTES**  
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### Other Assessments

	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 7 Equivalent	8	8	8	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 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
<b>All Students</b>	<b>609</b>	<b>94%</b>	<b>60%</b>	<b>10%</b>	<b>651</b>	<b>92%</b>	<b>50%</b>	<b>5%</b>
Female	303	95%	62%	8%	325	92%	52%	5%
Male	306	93%	59%	11%	326	91%	48%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	102	89%	42%	3%	112	85%	23%	3%
Hispanic or Latino	67	87%	40%	3%	54	89%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	40%	9	-	-	-
White	430	96%	67%	11%	475	93%	57%	6%
Multiracial								
Small Group Totals					10	100%	30%	10%
General-Education Students	491	99%	70%	12%	520	97%	59%	6%
Students with Disabilities	118	74%	19%	0%	131	72%	15%	0%
English Proficient	591	94%	62%	10%	641	92%	50%	5%
Limited English Proficient	18	72%	11%	0%	10	70%	10%	0%
Economically Disadvantaged	258	89%	45%	6%	239	86%	30%	2%
Not Disadvantaged	351	97%	72%	12%	412	95%	61%	7%
Migrant								
Not Migrant	609	94%	60%	10%	651	92%	50%	5%

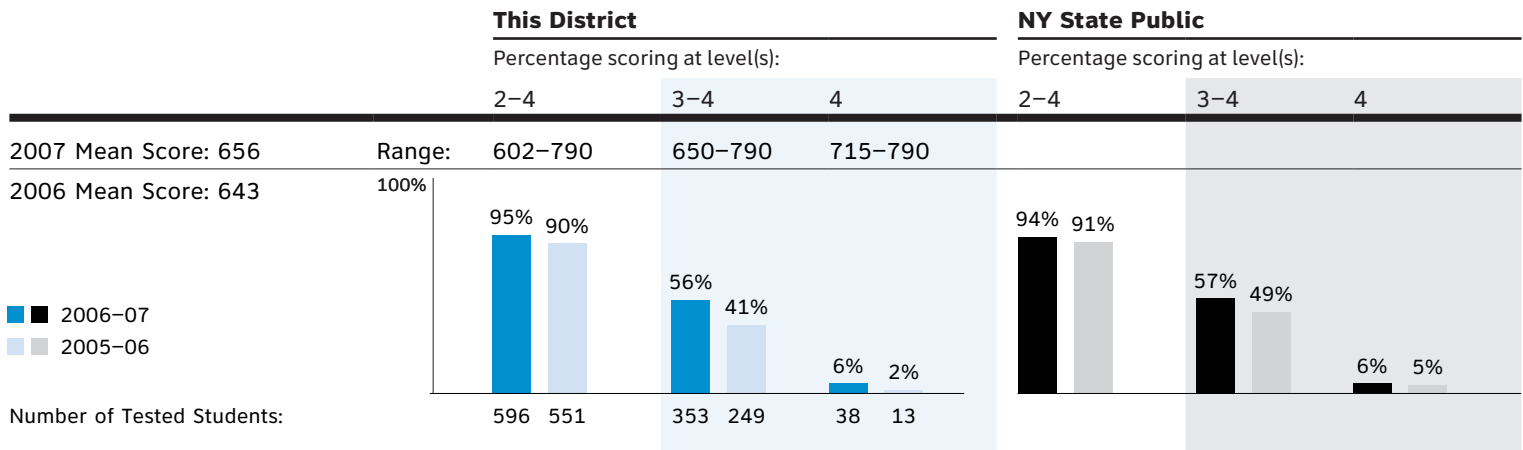
#### NOTES

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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 7 Equivalent	8	8	7	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
<b>All Students</b>	<b>625</b>	<b>95%</b>	<b>56%</b>	<b>6%</b>	<b>613</b>	<b>90%</b>	<b>41%</b>	<b>2%</b>
Female	310	97%	65%	9%	318	92%	48%	3%
Male	315	94%	49%	3%	295	88%	33%	1%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	113	89%	32%	1%	101	80%	25%	1%
Hispanic or Latino	52	96%	50%	4%	34	76%	18%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	16	-	-	-
White	451	97%	64%	8%	460	93%	45%	3%
Multiracial								
Small Group Totals	9	100%	44%	0%	18	94%	56%	0%
General-Education Students	503	100%	67%	8%	515	95%	47%	3%
Students with Disabilities	122	77%	15%	0%	98	62%	6%	0%
English Proficient	617	96%	57%	6%	611	-	-	-
Limited English Proficient	8	75%	0%	0%	2	-	-	-
Economically Disadvantaged	227	90%	36%	2%	200	82%	24%	1%
Not Disadvantaged	398	98%	68%	9%	413	94%	49%	3%
Migrant								
Not Migrant	625	95%	56%	6%	613	90%	41%	2%

#### NOTES

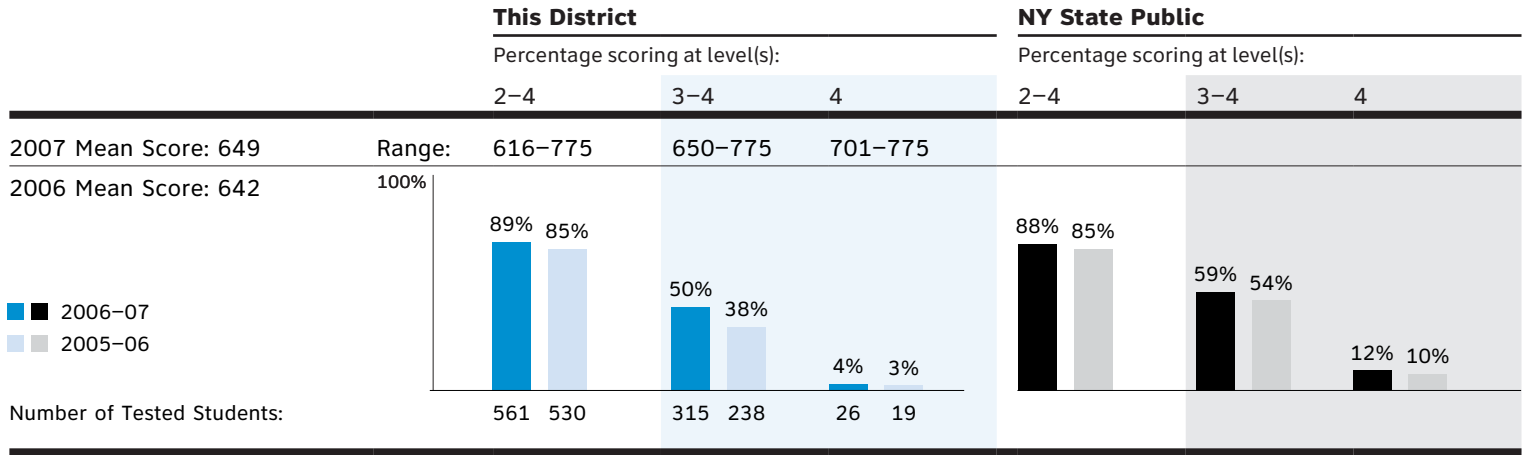
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	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 8	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>627</b>	<b>89%</b>	<b>50%</b>	<b>4%</b>	<b>622</b>	<b>85%</b>	<b>38%</b>	<b>3%</b>
Female	309	91%	53%	5%	318	84%	42%	3%
Male	318	88%	48%	3%	304	87%	35%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	111	86%	28%	0%	102	72%	16%	0%
Hispanic or Latino	52	85%	48%	0%	38	71%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	19	-	-	-
White	453	91%	56%	6%	461	89%	44%	4%
Multiracial								
Small Group Totals	11	91%	64%	9%	21	100%	52%	10%
General-Education Students	507	95%	59%	5%	518	93%	45%	4%
Students with Disabilities	120	66%	14%	0%	104	48%	5%	0%
English Proficient	614	90%	51%	4%	612	85%	39%	3%
Limited English Proficient	13	54%	23%	0%	10	90%	20%	0%
Economically Disadvantaged	231	83%	36%	1%	207	73%	19%	1%
Not Disadvantaged	396	93%	58%	6%	415	91%	48%	4%
Migrant								
Not Migrant	627	89%	50%	4%	622	85%	38%	3%

#### NOTES

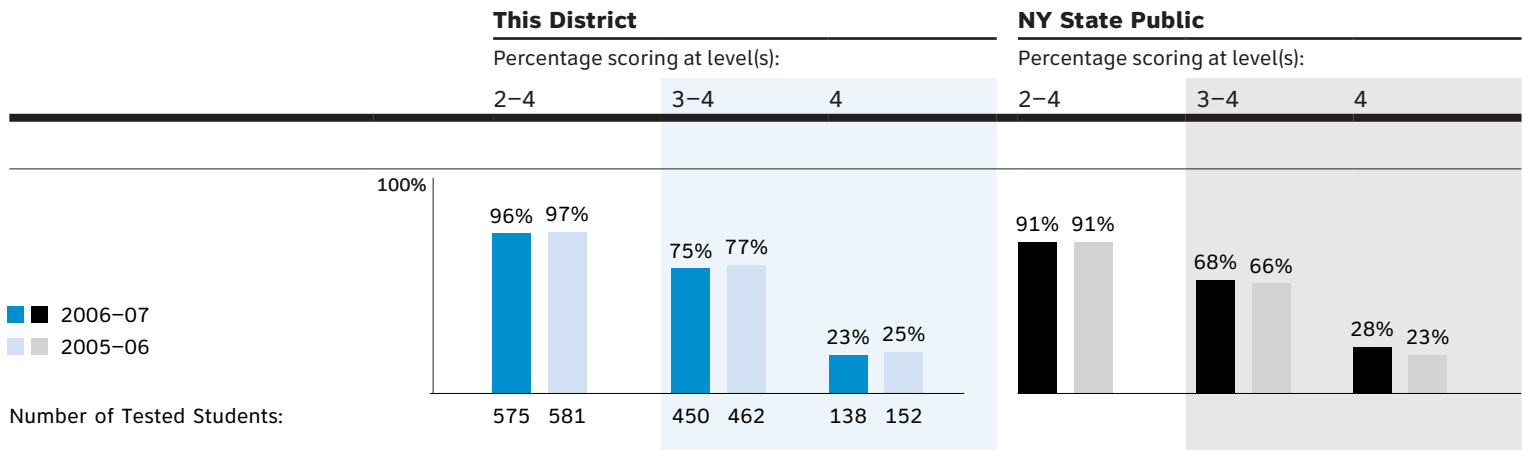
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 8 Equivalent	9	9	5	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
<b>All Students</b>	<b>489</b>	<b>95%</b>	<b>70%</b>	<b>14%</b>	<b>492</b>	<b>97%</b>	<b>73%</b>	<b>13%</b>
Female	227	95%	67%	11%	246	97%	67%	8%
Male	262	95%	73%	16%	246	97%	78%	17%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	99	90%	54%	5%	97	98%	57%	3%
Hispanic or Latino	46	89%	59%	11%	34	85%	50%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	11	-	-	-
White	335	98%	77%	18%	348	97%	80%	16%
Multiracial								
Small Group Totals	9	89%	44%	0%	13	100%	38%	8%
General-Education Students	383	98%	77%	16%	399	98%	79%	15%
Students with Disabilities	106	84%	43%	6%	93	89%	44%	4%
English Proficient	477	96%	71%	14%	481	97%	74%	13%
Limited English Proficient	12	50%	8%	0%	11	82%	27%	0%
Economically Disadvantaged	201	89%	57%	10%	188	95%	60%	4%
Not Disadvantaged	288	99%	78%	17%	304	98%	81%	18%
Migrant								
Not Migrant	489	95%	70%	14%	492	97%	73%	13%

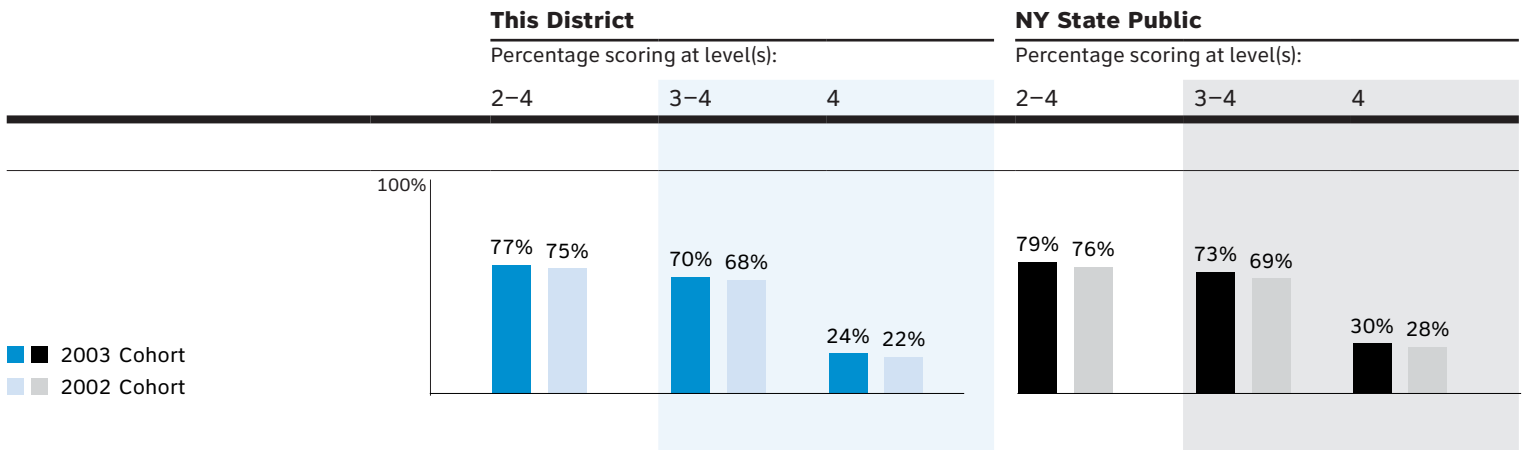
### NOTES

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	9	9	4	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	110	110	109	69	105	105	105	90

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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>615</b>	<b>77%</b>	<b>70%</b>	<b>24%</b>	<b>681</b>	<b>75%</b>	<b>68%</b>	<b>22%</b>
Female	315	77%	72%	28%	346	83%	77%	28%
Male	300	77%	68%	20%	335	67%	59%	16%
American Indian or Alaska Native					3	-	-	-
Black or African American	82	49%	40%	10%	85	60%	49%	1%
Hispanic or Latino	44	70%	57%	9%	29	62%	59%	17%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	95%	37%	12	-	-	-
White	470	82%	76%	27%	552	78%	71%	25%
Multiracial								
Small Group Totals					15	93%	73%	27%
General-Education Students	538	82%	75%	26%	599	81%	74%	25%
Students with Disabilities	77	42%	34%	8%	82	34%	23%	1%
English Proficient	610	78%	71%	24%	677	-	-	-
Limited English Proficient	5	20%	0%	0%	4	-	-	-
Economically Disadvantaged	139	60%	50%	12%	151	63%	51%	8%
Not Disadvantaged	476	82%	76%	28%	530	79%	73%	26%
Migrant								
Not Migrant					681	75%	68%	22%

#### NOTES

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### Other Assessments

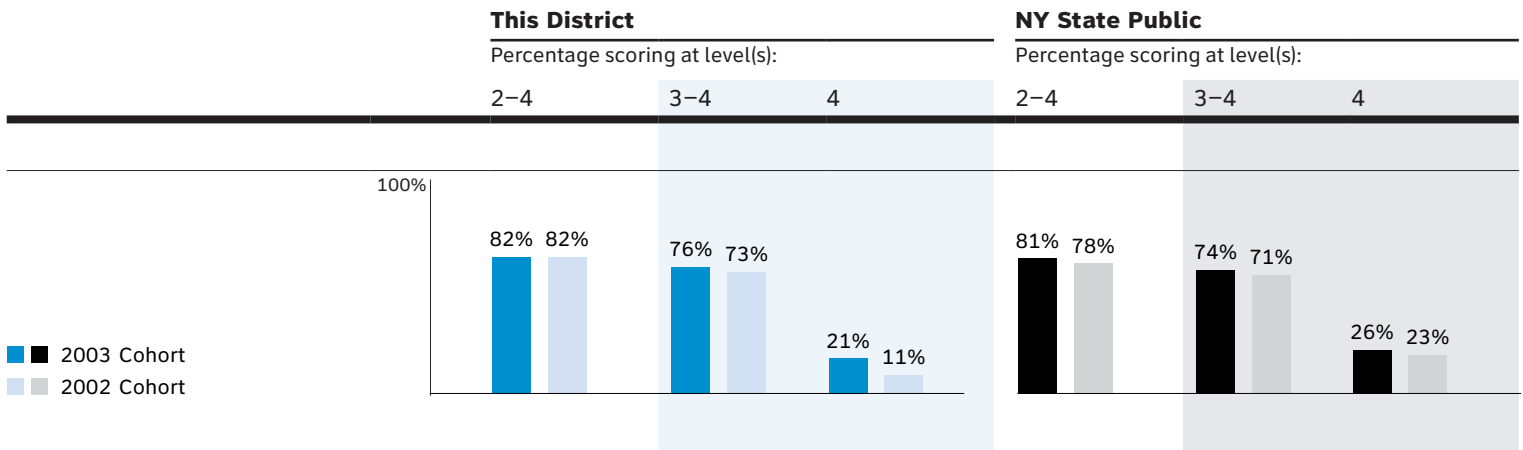
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				7	7	6	5

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

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

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

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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>615</b>	<b>82%</b>	<b>76%</b>	<b>21%</b>	<b>681</b>	<b>82%</b>	<b>73%</b>	<b>11%</b>
Female	315	81%	75%	21%	346	88%	79%	12%
Male	300	82%	77%	20%	335	75%	66%	10%
American Indian or Alaska Native					3	-	-	-
Black or African American	82	56%	48%	5%	85	71%	56%	5%
Hispanic or Latino	44	80%	68%	11%	29	59%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	95%	74%	12	-	-	-
White	470	86%	81%	22%	552	84%	76%	12%
Multiracial								
Small Group Totals					15	100%	100%	20%
General-Education Students	538	86%	81%	23%	599	87%	80%	12%
Students with Disabilities	77	55%	39%	5%	82	41%	20%	2%
English Proficient	610	82%	76%	21%	677	-	-	-
Limited English Proficient	5	40%	20%	0%	4	-	-	-
Economically Disadvantaged	139	68%	62%	10%	151	70%	60%	5%
Not Disadvantaged	476	86%	80%	24%	530	85%	76%	12%
Migrant								
Not Migrant					681	82%	73%	11%

#### 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				8	8	8	8

\* 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.

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