



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **MOUNT VERNON CITY SCHOOL
DISTRICT**

District ID **66-09-00-01-0000**

Superintendent **WELTON SAWYER**

Telephone **(914) 665-5201**

Grades **PK-12, UE, US**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District 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	323	320	25
Kindergarten	755	731	717
Grade 1	796	826	769
Grade 2	752	770	774
Grade 3	847	754	786
Grade 4	799	776	735
Grade 5	804	824	763
Grade 6	777	784	738
Ungraded Elementary	60	38	86
Grade 7	780	694	780
Grade 8	679	748	680
Grade 9	913	1022	689
Grade 10	768	727	881
Grade 11	570	637	594
Grade 12	590	504	515
Ungraded Secondary	36	0	228
Total K-12	9926	9835	9735

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	21	21
Grade 8			
English	17	19	19
Mathematics	23	23	18
Science	23	25	22
Social Studies	22	24	22
Grade 10			
English	24	23	21
Mathematics	23	20	20
Science	28	24	21
Social Studies	21	23	23

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 MOUNT VERNON CITY SCHOOL DISTRICT

District ID 66-09-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	4621	47%	4526	46%	3508	36%
Reduced-Price Lunch	1066	11%	1191	12%	972	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	932	9%	1072	11%	827	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	28	0%	343	3%	12	0%
Black or African American	7757	78%	7474	76%	7758	80%
Hispanic or Latino	1342	14%	1218	12%	1231	13%
Asian or Native Hawaiian/Other Pacific Islander	112	1%	155	2%	92	1%
White	687	7%	645	7%	624	6%
Multiracial**	N/A	N/A	N/A	N/A	18	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%		88%		88%
Student Suspensions	1595	16%	1464	15%	1405	14%

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 MOUNT VERNON CITY SCHOOL DISTRICT

District ID 66-09-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	709	722	721
Percent with No Valid Teaching Certificate	2%	2%	2%
Percent Teaching Out of Certification	8%	3%	4%
Percent with Fewer Than Three Years of Experience	6%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	30%	31%
Total Number of Core Classes*	N/A	2875	1953
Percent Not Taught by Highly Qualified Teachers	N/A	3%	5%
Total Number of Classes	2388	2399	2484
Percent Taught by Teachers Without Appropriate Certification	10%	4%	4%

* 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%	19%	12%
Turnover Rate of All Teachers	15%	11%	10%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	36	62	111
Total Paraprofessionals*	169	194	222
Assistant Principals	24	23	24
Principals	15	14	15

* 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	Improvement (Year 1)	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	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 1 of 5	✗ 3 of 5	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

























Elementary/Middle-Level English Language Arts

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (4403:4224)			98%		155	120	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (3471:3351)			98%		151	120	
Hispanic or Latino (549:512)			96%		165	117	
Asian or Native Hawaiian/Other Pacific Islander (39:38)		—	—		168	106	
White (717:321)			95%		185	116	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (673:648)	 SH		97%	 SH	114	118	110 123
Limited English Proficient ⁵ (664:571)			92%		169	117	
Economically Disadvantaged (2281:2237)			98%		156	120	
Final AYP Determination	 7 of 8						

NOTES

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

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

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

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

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


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

AYP Status

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

Elementary/Middle-Level Mathematics


























Accountability Status for This Subject (2007-08)  Improvement (Year 1)

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

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

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 (4408:4210)			98%		153	84	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (3464:3312)			98%		148	84	
Hispanic or Latino (557:522)			99%		161	81	
Asian or Native Hawaiian/Other Pacific Islander (40:38)			98%		179	70	
White (345:336)			99%		178	80	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (676:643)			97%		118	82	
Limited English Proficient ⁵ (328:608)			98%		166	82	
Economically Disadvantaged (2267:2228)			99%		155	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 (1367:1272)		Qualified		97%		156	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (1075:1003)		Qualified		97%		153	100	
Hispanic or Latino (183:166)		Qualified		98%		163	100	
Asian or Native Hawaiian/Other Pacific Islander (9:8)	—	—	—	—	—	—	—	—
White (99:94)		Qualified		96%		184	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (209:192)		Qualified		94%		136	100	
Limited English Proficient ⁴ (91:171)		Qualified		95%		167	100	
Economically Disadvantaged (641:617)		Qualified		97%		167	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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


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

AYP Status

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

Secondary-Level English Language Arts

















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

Accountability Measures 1 of 5 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 (1088:516)			94%		136	154	140	142
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (949:449)			94%		135	154	140	142
Hispanic or Latino (84:40)			94%		125	144	142	133
Asian or Native Hawaiian/Other Pacific Islander (3:4)	—	—	—	—	—	—	—	—
White (22:23)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (106:72)			95%		51	148	55‡	66
Limited English Proficient ⁴ (4:5)	—	—	—	—	—	—	—	—
Economically Disadvantaged (180:185)			96%		151	151		
Final AYP Determination	 1 of 5							

NOTES

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

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

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

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


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

AYP Status

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

Secondary-Level Mathematics

















Accountability Status for This Subject (2007–08)  Improvement (Year 1)

Accountability Measures 3 of 5 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

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 (536:516)			96%		147	147	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (470:449)			96%		146	147	147 151
Hispanic or Latino (41:40)			95%		145	137	
Asian or Native Hawaiian/Other Pacific Islander (3:4)	—	—	—	—	—	—	—
White (22:23)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (106:72)			96%		81	141	85 [‡] 93
Limited English Proficient ⁴ (4:5)	—	—	—	—	—	—	—
Economically Disadvantaged (180:185)			99%		157	144	
Final AYP Determination	 3 of 5						

NOTES

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

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

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

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


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

AYP Status

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








Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2006–07 2007–08	
All Students (523)			61%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (443)			62%	55%		
Hispanic or Latino (49)			59%	55%		
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–		
White (26)		–	–	–		
Multiracial (0)						
Other Groups						
Students with Disabilities (91)			29%	55%	35%	30%
Limited English Proficient ³ (0)						
Economically Disadvantaged (207)			72%	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 **MOUNT VERNON CITY SCHOOL DISTRICT**

District ID **66-09-00-01-0000**

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

CECIL H PARKER SCHOOL
COLUMBUS SCHOOL
EDWARD WILLIAMS SCHOOL
GRAHAM SCHOOL
GRIMES SCHOOL
HAMILTON SCHOOL
HOLMES SCHOOL
LINCOLN SCHOOL
LONGFELLOW SCHOOL
PENNINGTON SCHOOL
TRAPHAGEN SCHOOL

Improvement (Year 2)

2 schools identified 13% of total

LONGFELLOW MIDDLE SCHOOL
NELSON MANDELA COMMUNITY HIGH SCHOOL

Planning for Restructuring

2 schools identified 13% of total

DAVIS MIDDLE SCHOOL
MOUNT VERNON HIGH SCHOOL

District MOUNT VERNON CITY SCHOOL DISTRICT

District ID 66-09-00-01-0000

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	71%			758
Grade 4	77%			674
Grade 5	72%			740
Grade 6	60%			751
Grade 7	38%			675
Grade 8	40%			629
Mathematics				
Grade 3	86%			766
Grade 4	84%			687
Grade 5	71%			744
Grade 6	65%			763
Grade 7	35%			678
Grade 8	29%			626
Science				
Grade 4	92%			689
Grade 8	32%			609

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	55%			683
Mathematics	59%			683

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.

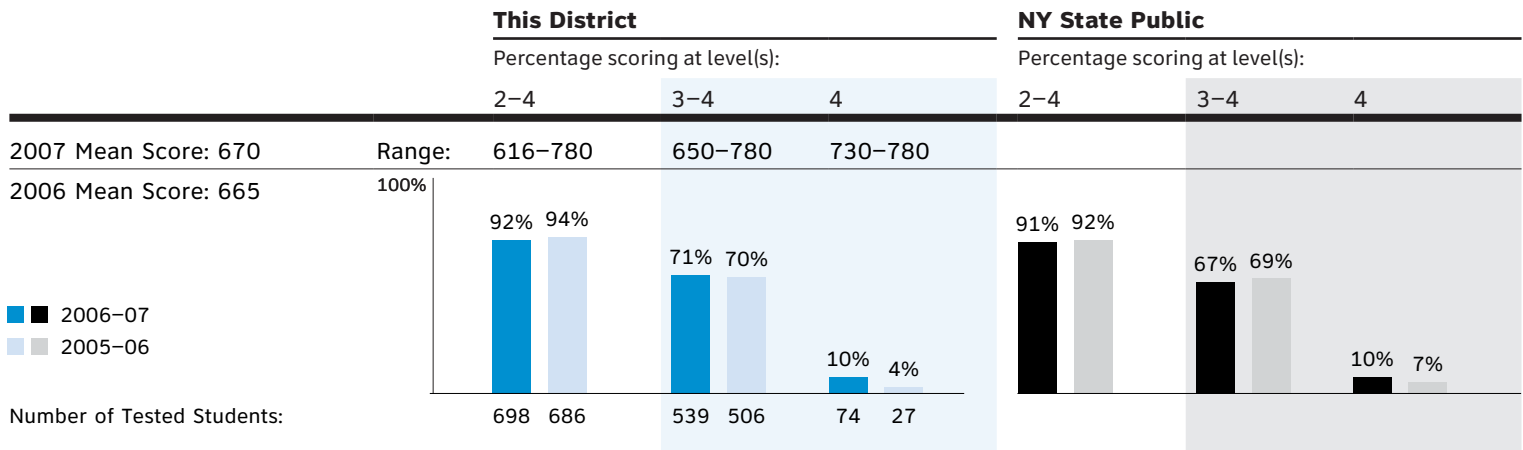
In this section, this district's performance is compared with that of public schools statewide.

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	758	92%	71%	10%	728	94%	70%	4%
Female	370	94%	74%	9%	390	96%	75%	6%
Male	388	90%	68%	10%	338	93%	64%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	566	91%	67%	8%	556	94%	66%	3%
Hispanic or Latino	116	96%	82%	15%	100	93%	74%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	4	-	-	-
White	69	99%	90%	14%	68	-	-	-
Multiracial								
Small Group Totals	7	86%	71%	14%	72	99%	88%	11%
General-Education Students	658	95%	76%	11%	667	96%	73%	4%
Students with Disabilities	100	70%	36%	3%	61	70%	26%	0%
English Proficient	678	92%	71%	10%	664	94%	70%	4%
Limited English Proficient	80	95%	75%	9%	64	94%	64%	5%
Economically Disadvantaged	441	93%	71%	8%	506	93%	67%	2%
Not Disadvantaged	317	91%	72%	12%	222	96%	76%	8%
Migrant								
Not Migrant	758	92%	71%	10%	728	94%	70%	4%

NOTES

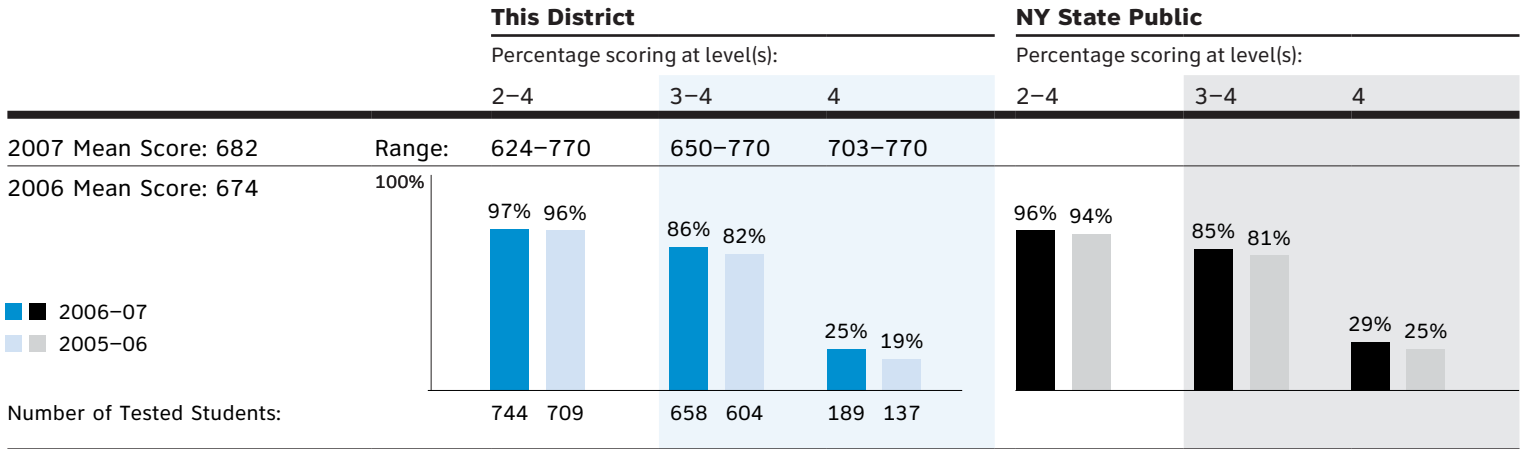
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	11	11	10	9	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	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

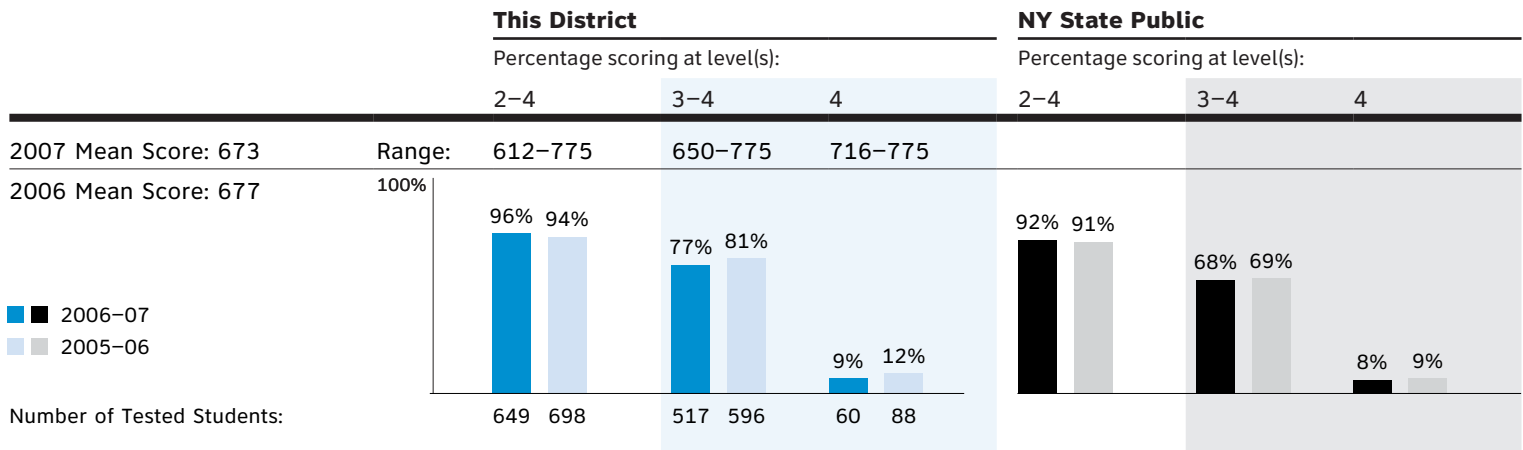
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	766	97%	86%	25%	740	96%	82%	19%
Female	379	97%	87%	21%	400	97%	85%	21%
Male	387	97%	85%	28%	340	95%	78%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	569	96%	83%	19%	554	95%	79%	15%
Hispanic or Latino	119	100%	96%	35%	111	98%	87%	26%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	4	-	-	-
White	71	99%	96%	52%	71	-	-	-
Multiracial								
Small Group Totals	7	100%	86%	57%	75	99%	93%	32%
General-Education Students	670	99%	89%	27%	676	97%	84%	20%
Students with Disabilities	96	88%	63%	6%	64	81%	58%	3%
English Proficient	677	97%	85%	24%	663	96%	82%	20%
Limited English Proficient	89	100%	91%	33%	77	96%	79%	9%
Economically Disadvantaged	437	98%	86%	24%	516	95%	80%	16%
Not Disadvantaged	329	96%	86%	26%	224	98%	86%	24%
Migrant								
Not Migrant	766	97%	86%	25%	740	96%	82%	19%

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

Other Assessments

	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	11	11	10	9	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	674	96%	77%	9%	740	94%	81%	12%
Female	374	98%	84%	11%	361	95%	82%	14%
Male	300	94%	68%	6%	379	94%	79%	10%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	512	96%	73%	7%	587	94%	78%	10%
Hispanic or Latino	96	94%	83%	13%	77	91%	86%	12%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	17%	6	100%	100%	17%
White	60	98%	95%	15%	70	99%	91%	26%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	584	99%	82%	10%	660	98%	84%	13%
Students with Disabilities	90	79%	43%	1%	80	66%	50%	1%
English Proficient	623	96%	77%	9%	689	95%	81%	12%
Limited English Proficient	51	94%	75%	2%	51	90%	76%	8%
Economically Disadvantaged	385	96%	75%	8%	483	94%	78%	9%
Not Disadvantaged	289	97%	79%	11%	257	95%	85%	18%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	674	96%	77%	9%	740	94%	81%	12%

NOTES

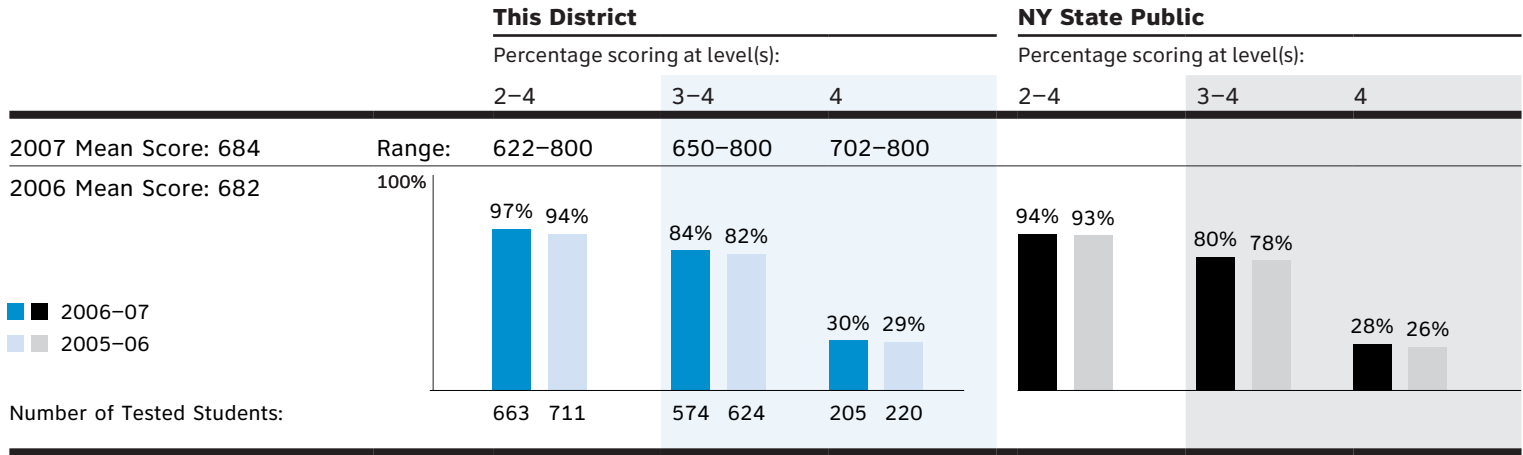
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	11	8	6	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	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	687	97%	84%	30%	758	94%	82%	29%
Female	379	97%	85%	31%	369	93%	80%	30%
Male	308	96%	81%	29%	389	94%	84%	29%
American Indian or Alaska Native								
Black or African American	513	96%	81%	24%	595	93%	80%	27%
Hispanic or Latino	103	96%	86%	43%	82	94%	84%	32%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	33%	7	100%	100%	43%
White	65	98%	94%	52%	74	100%	96%	41%
Multiracial								
Small Group Totals								
General-Education Students	597	97%	87%	32%	677	97%	86%	31%
Students with Disabilities	90	90%	62%	16%	81	68%	52%	9%
English Proficient	626	97%	83%	31%	691	94%	82%	29%
Limited English Proficient	61	93%	85%	21%	67	96%	84%	27%
Economically Disadvantaged	386	96%	82%	31%	497	92%	80%	27%
Not Disadvantaged	301	97%	85%	29%	261	97%	87%	33%
Migrant								
Not Migrant	687	97%	84%	30%	758	94%	82%	29%

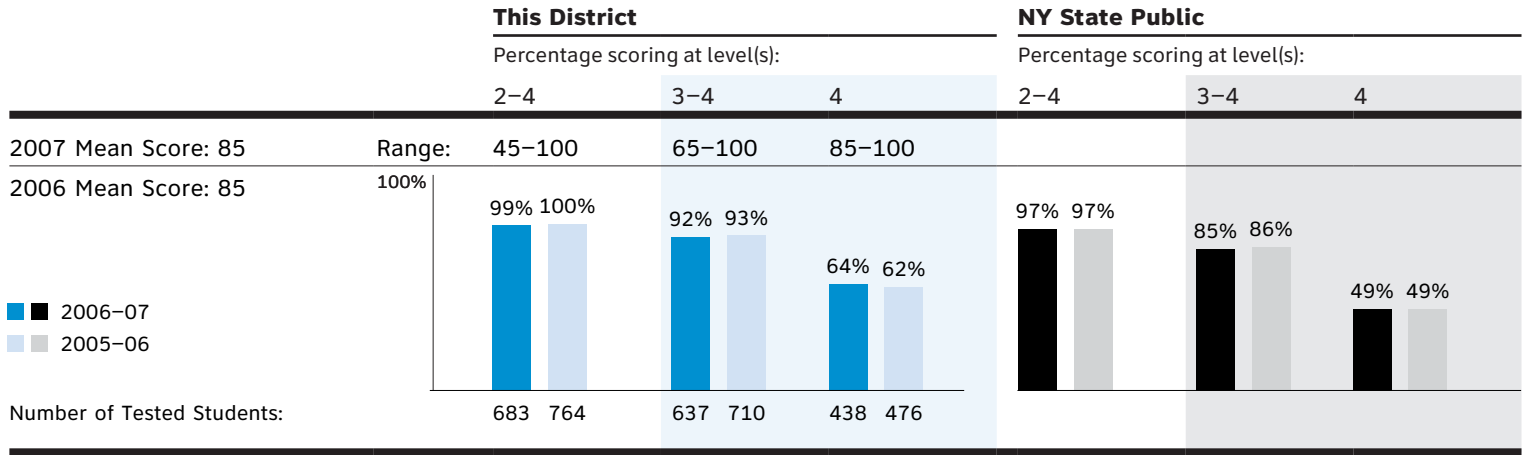
NOTES

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	13	12	11	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
All Students	689	99%	92%	64%	767	100%	93%	62%
Female	380	99%	93%	65%	373	100%	93%	62%
Male	309	99%	92%	62%	394	99%	92%	62%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	517	99%	91%	59%	600	100%	92%	58%
Hispanic or Latino	101	98%	93%	70%	85	99%	92%	66%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	67%	7	100%	100%	100%
White	65	98%	98%	91%	75	100%	100%	88%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	599	99%	95%	66%	684	100%	94%	64%
Students with Disabilities	90	98%	78%	44%	83	99%	82%	45%
English Proficient	627	100%	93%	64%	700	100%	92%	62%
Limited English Proficient	62	95%	90%	60%	67	100%	94%	66%
Economically Disadvantaged	384	99%	94%	64%	500	99%	92%	59%
Not Disadvantaged	305	99%	90%	63%	267	100%	94%	68%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	689	99%	92%	64%	767	100%	93%	62%

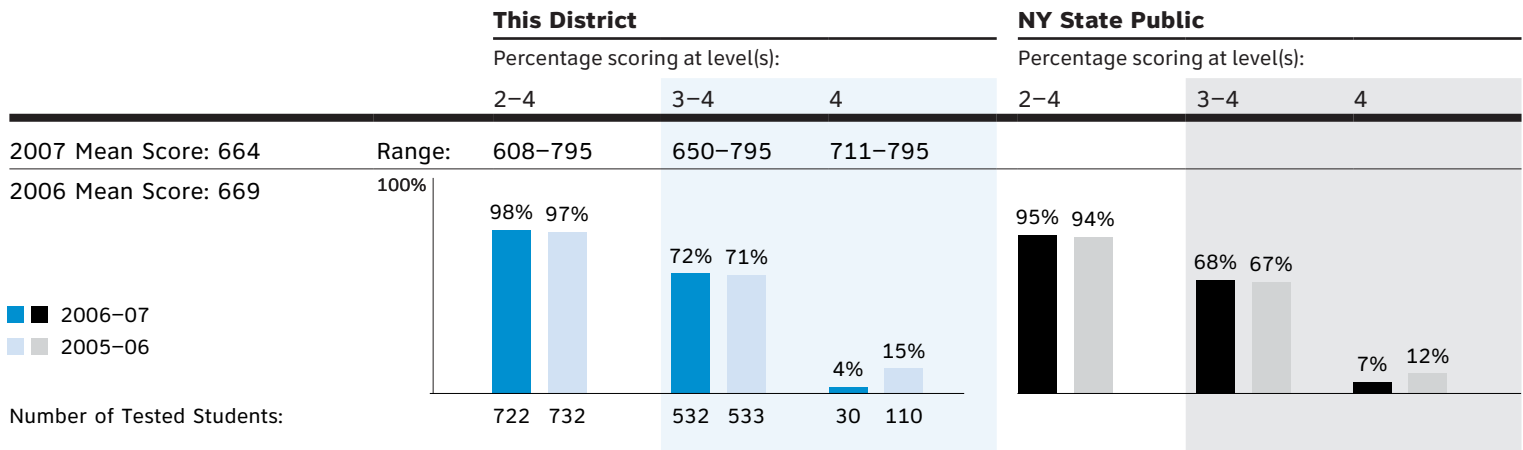
NOTES

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	13	12	11	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
All Students	740	98%	72%	4%	756	97%	71%	15%
Female	353	98%	78%	4%	361	98%	73%	17%
Male	387	97%	66%	4%	395	96%	68%	12%
American Indian or Alaska Native								
Black or African American	587	97%	69%	3%	585	97%	67%	14%
Hispanic or Latino	74	96%	77%	4%	88	98%	81%	13%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	0%	4	-	-	-
White	69	100%	90%	12%	79	-	-	-
Multiracial								
Small Group Totals					83	96%	84%	23%
General-Education Students	634	99%	77%	5%	666	98%	74%	15%
Students with Disabilities	106	89%	42%	1%	90	90%	47%	8%
English Proficient	698	98%	72%	4%	720	97%	71%	15%
Limited English Proficient	42	90%	64%	0%	36	89%	61%	0%
Economically Disadvantaged	381	97%	69%	3%	536	96%	68%	13%
Not Disadvantaged	359	99%	75%	5%	220	98%	77%	19%
Migrant								
Not Migrant	740	98%	72%	4%	756	97%	71%	15%

NOTES

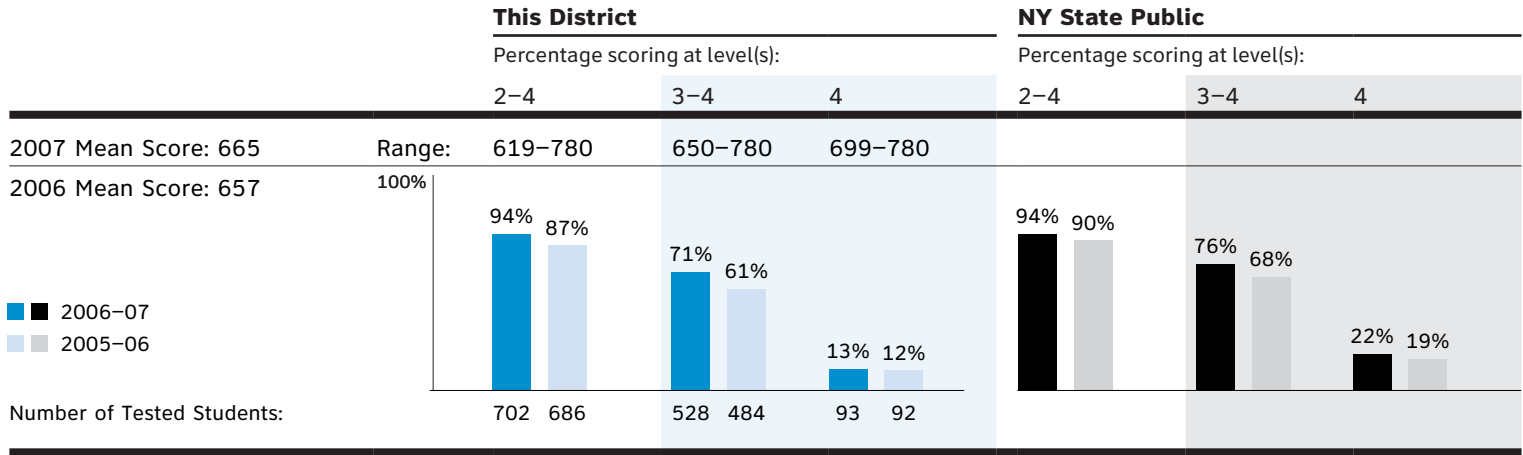
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Other Assessments

	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	11	11	11	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	744	94%	71%	13%	791	87%	61%	12%
Female	353	93%	72%	12%	375	87%	62%	12%
Male	391	95%	70%	13%	416	87%	61%	11%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	587	95%	70%	11%	602	84%	57%	11%
Hispanic or Latino	78	87%	69%	8%	102	96%	67%	10%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	50%	6	100%	100%	33%
White	69	99%	84%	25%	81	96%	85%	14%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	634	96%	74%	14%	701	89%	63%	13%
Students with Disabilities	110	84%	53%	4%	90	68%	46%	3%
English Proficient	696	95%	72%	13%	731	86%	61%	11%
Limited English Proficient	48	85%	56%	4%	60	90%	63%	13%
Economically Disadvantaged	377	94%	69%	11%	566	86%	60%	10%
Not Disadvantaged	367	95%	72%	14%	225	89%	64%	17%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	744	94%	71%	13%	791	87%	61%	12%

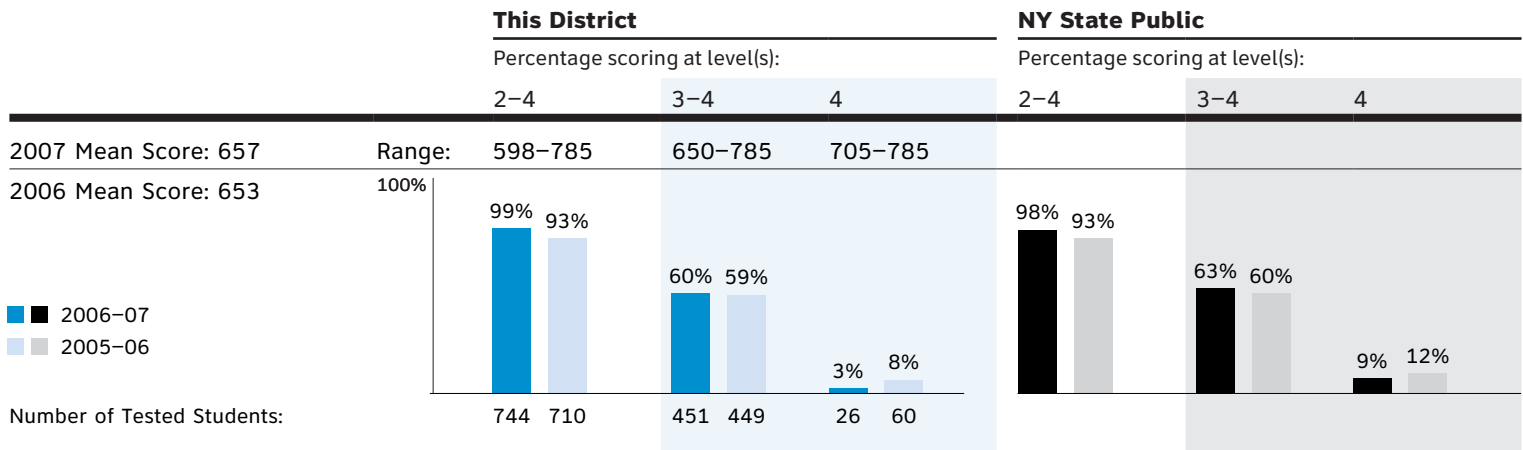
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	11	10	9	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	751	99%	60%	3%	766	93%	59%	8%
Female	360	100%	64%	5%	404	94%	59%	7%
Male	391	98%	57%	2%	362	91%	58%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	576	99%	54%	2%	638	92%	55%	7%
Hispanic or Latino	97	99%	75%	5%	65	92%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	0%	10	100%	90%	20%
White	71	100%	87%	11%	53	100%	94%	23%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	653	100%	64%	4%	671	96%	63%	9%
Students with Disabilities	98	95%	32%	2%	95	72%	31%	0%
English Proficient	707	99%	61%	4%	740	93%	59%	8%
Limited English Proficient	44	98%	52%	2%	26	81%	50%	4%
Economically Disadvantaged	395	99%	64%	3%	465	92%	54%	6%
Not Disadvantaged	356	99%	56%	4%	301	93%	66%	10%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	751	99%	60%	3%	766	93%	59%	8%

NOTES

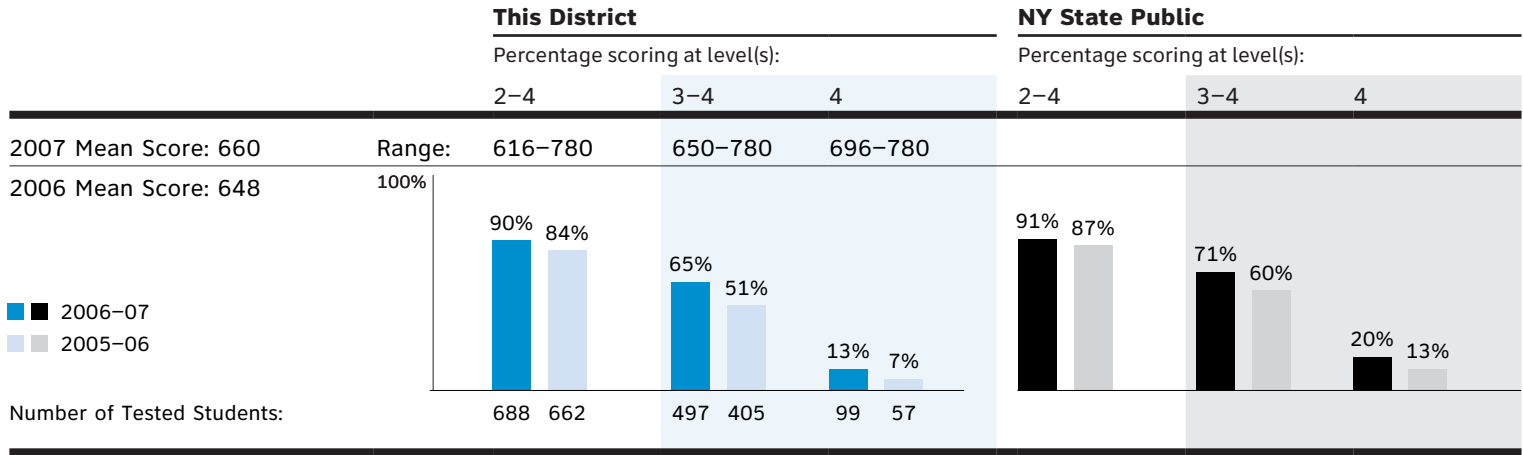
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Other Assessments

	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 6 Equivalent	14	14	13	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	763	90%	65%	13%	787	84%	51%	7%
Female	367	93%	66%	15%	417	83%	49%	5%
Male	396	88%	64%	11%	370	86%	55%	9%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	578	88%	60%	8%	647	83%	48%	5%
Hispanic or Latino	102	93%	76%	20%	71	85%	54%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	50%	11	82%	73%	45%
White	75	99%	88%	36%	58	97%	86%	24%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	664	93%	69%	14%	696	87%	55%	8%
Students with Disabilities	99	73%	41%	5%	91	59%	23%	0%
English Proficient	707	90%	65%	12%	742	85%	51%	7%
Limited English Proficient	56	91%	70%	25%	45	78%	56%	18%
Economically Disadvantaged	397	90%	68%	13%	482	81%	46%	6%
Not Disadvantaged	366	90%	63%	13%	305	89%	61%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	763	90%	65%	13%	787	84%	51%	7%

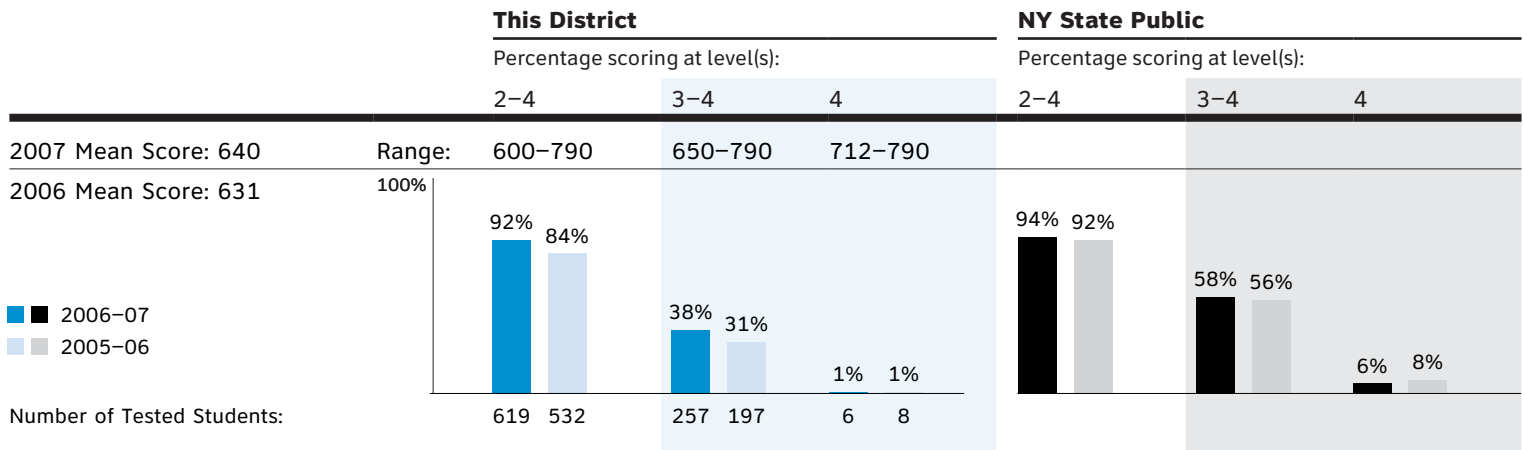
NOTES

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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	14	14	11	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	675	92%	38%	1%	631	84%	31%	1%
Female	362	95%	42%	1%	310	88%	32%	1%
Male	313	88%	34%	1%	321	81%	31%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	588	92%	37%	1%	527	84%	29%	1%
Hispanic or Latino	58	88%	41%	2%	69	78%	33%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	50%	0%	1	-	-	-
White	23	96%	61%	0%	33	-	-	-
Multiracial								
Small Group Totals					35	94%	54%	3%
General-Education Students	577	95%	43%	1%	543	89%	35%	1%
Students with Disabilities	98	73%	9%	0%	88	53%	10%	0%
English Proficient	644	92%	39%	1%	610	85%	31%	1%
Limited English Proficient	31	81%	16%	0%	21	76%	38%	0%
Economically Disadvantaged	364	92%	34%	2%	405	83%	31%	0%
Not Disadvantaged	311	92%	42%	0%	226	86%	32%	3%
Migrant								
Not Migrant	675	92%	38%	1%	631	84%	31%	1%

NOTES

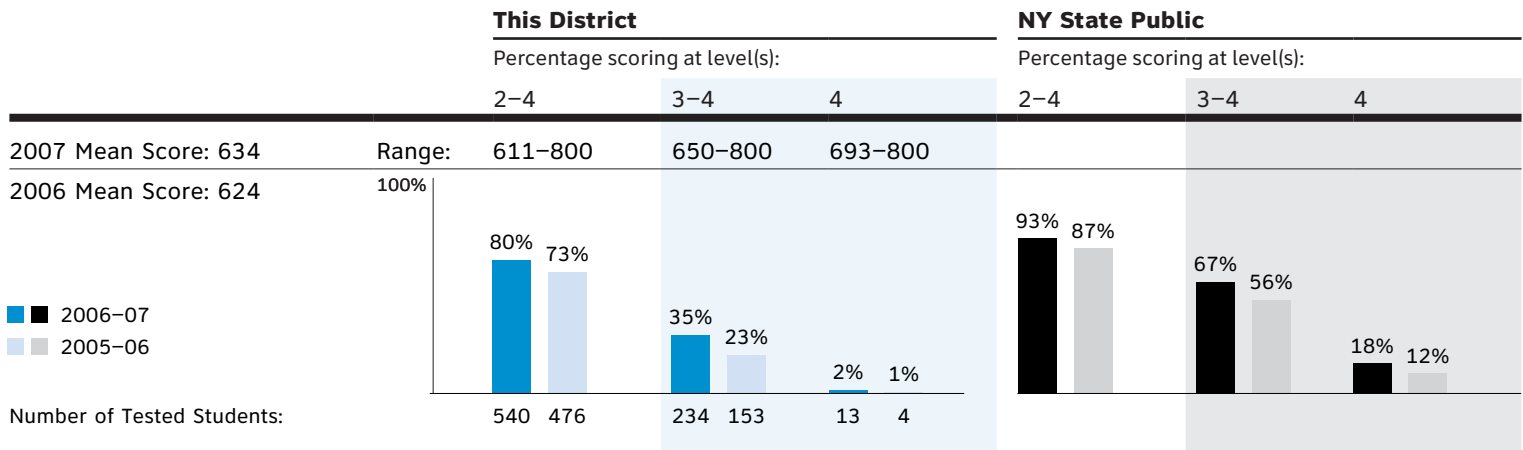
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	12	12	10	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	678	80%	35%	2%	652	73%	23%	1%
Female	365	83%	38%	2%	324	75%	23%	1%
Male	313	76%	31%	2%	328	71%	23%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	583	80%	34%	2%	540	72%	22%	0%
Hispanic or Latino	61	79%	36%	2%	72	71%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	67%	17%	1	-	-	-
White	28	79%	39%	0%	38	-	-	-
Multiracial								
Small Group Totals					40	85%	38%	3%
General-Education Students	576	84%	39%	2%	561	77%	26%	1%
Students with Disabilities	102	54%	7%	0%	91	46%	8%	1%
English Proficient	639	81%	35%	2%	614	73%	24%	1%
Limited English Proficient	39	56%	23%	0%	38	71%	18%	0%
Economically Disadvantaged	364	82%	34%	2%	415	74%	25%	0%
Not Disadvantaged	314	77%	35%	2%	237	70%	22%	1%
Migrant								
Not Migrant	678	80%	35%	2%	652	73%	23%	1%

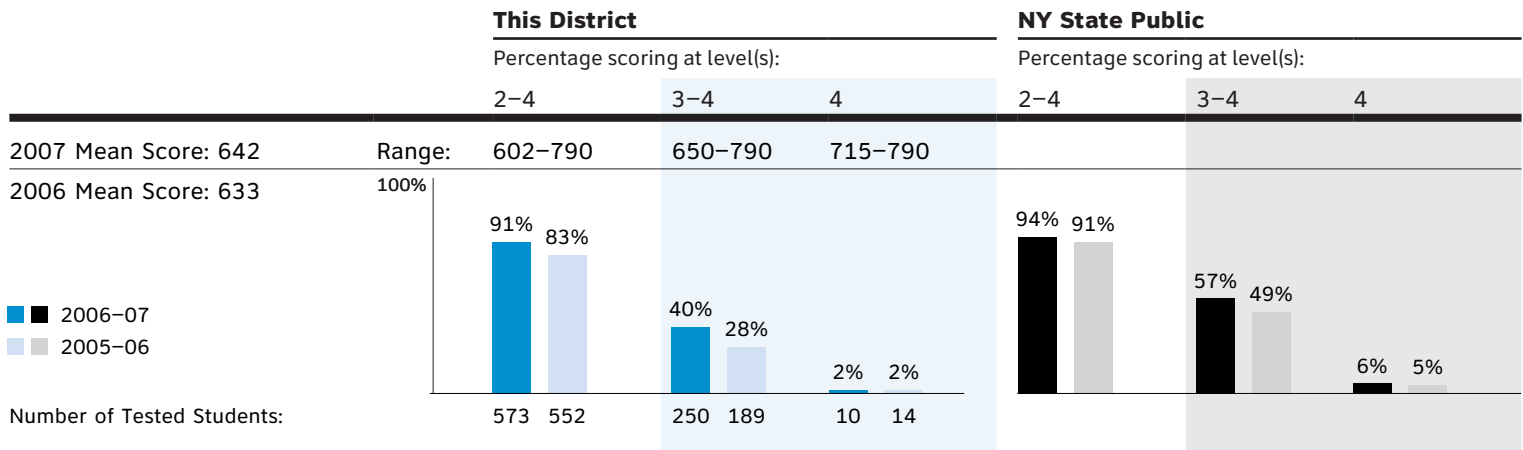
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	12	11	9	9	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	629	91%	40%	2%	664	83%	28%	2%
Female	312	93%	44%	2%	331	92%	37%	2%
Male	317	89%	36%	1%	333	75%	20%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	528	91%	38%	2%	570	82%	25%	1%
Hispanic or Latino	72	92%	43%	0%	68	93%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	26	-	-	-	22	-	-	-
Multiracial								
Small Group Totals	29	100%	62%	7%	26	92%	69%	15%
General-Education Students	543	95%	44%	2%	570	90%	33%	2%
Students with Disabilities	86	65%	14%	0%	94	39%	2%	0%
English Proficient	611	91%	40%	2%	646	83%	28%	2%
Limited English Proficient	18	78%	28%	0%	18	83%	50%	6%
Economically Disadvantaged	237	88%	40%	3%	380	84%	26%	2%
Not Disadvantaged	392	93%	40%	1%	284	82%	32%	2%
Migrant								
Not Migrant	629	91%	40%	2%	664	83%	28%	2%

NOTES

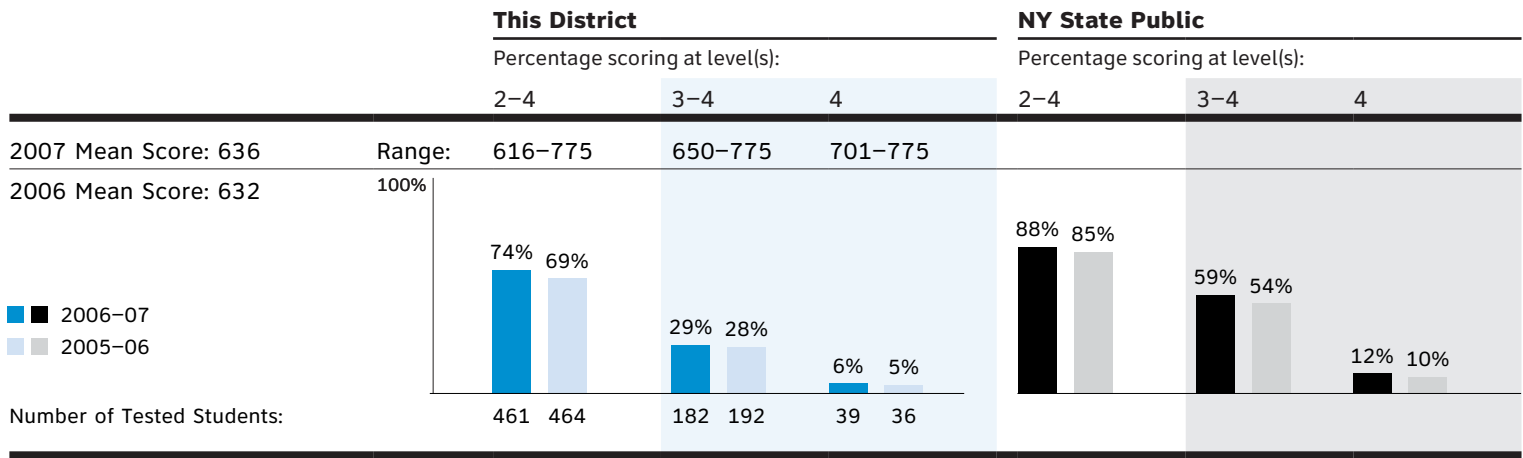
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	15	13	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	626	74%	29%	6%	674	69%	28%	5%
Female	312	76%	34%	7%	341	76%	35%	8%
Male	314	72%	24%	5%	333	62%	22%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	518	74%	29%	7%	565	67%	27%	5%
Hispanic or Latino	76	70%	22%	3%	79	80%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	29	-	-	-	26	-	-	-
Multiracial								
Small Group Totals	32	78%	44%	6%	30	83%	43%	10%
General-Education Students	545	78%	32%	7%	594	72%	31%	6%
Students with Disabilities	81	44%	7%	0%	80	48%	10%	3%
English Proficient	600	74%	30%	7%	634	69%	29%	6%
Limited English Proficient	26	58%	15%	0%	40	68%	25%	3%
Economically Disadvantaged	239	69%	28%	9%	382	69%	30%	5%
Not Disadvantaged	387	76%	30%	4%	292	68%	26%	5%
Migrant								
Not Migrant	626	74%	29%	6%	674	69%	28%	5%

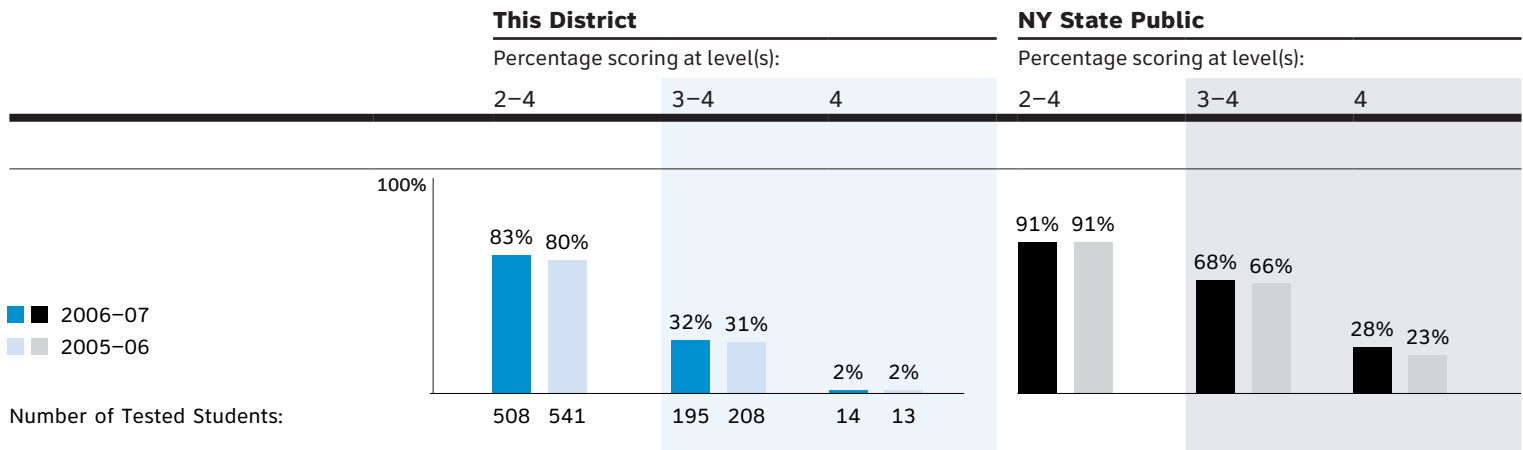
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	14	13	12	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	609	83%	32%	2%	680	80%	31%	2%
Female	308	85%	30%	2%	343	86%	35%	2%
Male	301	81%	34%	3%	337	73%	26%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	504	83%	30%	2%	574	78%	29%	1%
Hispanic or Latino	74	84%	34%	1%	78	87%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	27	-	-	-	24	-	-	-
Multiracial								
Small Group Totals	31	97%	55%	13%	28	93%	57%	7%
General-Education Students	530	86%	34%	2%	591	83%	34%	2%
Students with Disabilities	79	63%	16%	1%	89	56%	8%	0%
English Proficient	586	83%	33%	2%	642	80%	31%	2%
Limited English Proficient	23	83%	17%	0%	38	68%	21%	3%
Economically Disadvantaged	227	84%	34%	4%	386	80%	28%	1%
Not Disadvantaged	382	83%	31%	2%	294	79%	34%	3%
Migrant								
Not Migrant	609	83%	32%	2%	680	80%	31%	2%

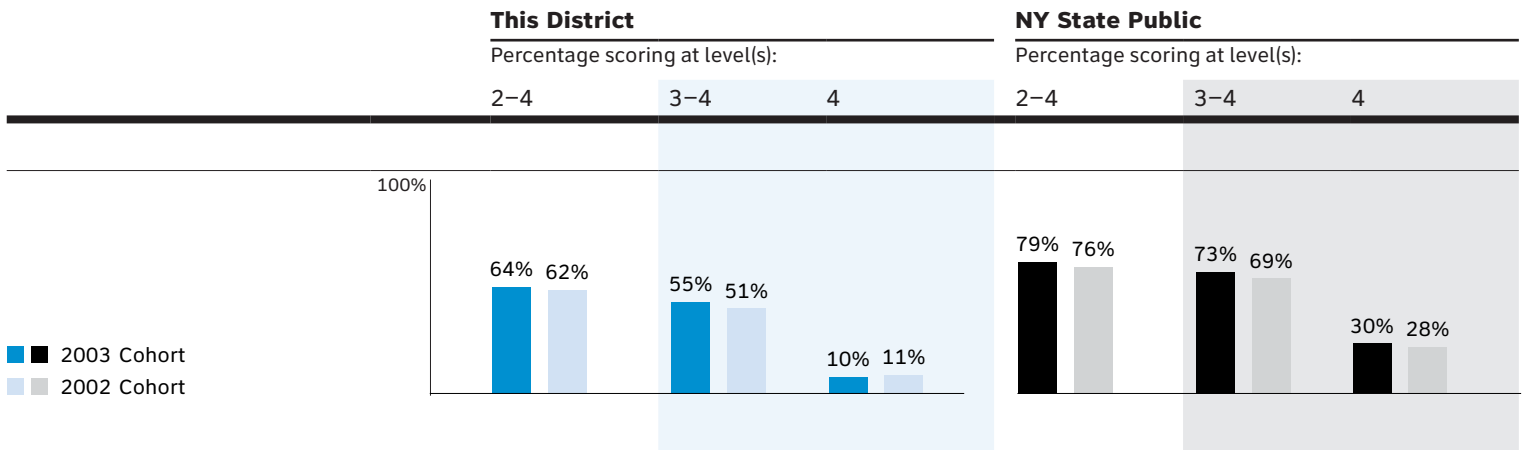
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	14	12	12	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	683	64%	55%	10%	653	62%	51%	11%
Female	334	72%	65%	15%	344	70%	63%	16%
Male	349	55%	46%	6%	309	52%	39%	5%
American Indian or Alaska Native								
Black or African American	581	65%	56%	9%	549	63%	51%	10%
Hispanic or Latino	69	51%	46%	12%	66	58%	53%	8%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	67%	67%	50%
White	29	-	-	-	32	50%	47%	19%
Multiracial								
Small Group Totals	33	73%	64%	24%				
General-Education Students	592	70%	61%	12%	582	68%	57%	12%
Students with Disabilities	91	19%	13%	0%	71	7%	3%	0%
English Proficient	678	64%	55%	10%	597	63%	54%	11%
Limited English Proficient	5	60%	40%	0%	56	43%	27%	7%
Economically Disadvantaged	221	76%	67%	15%	224	71%	62%	17%
Not Disadvantaged	462	58%	50%	8%	429	57%	46%	8%
Migrant								
Not Migrant					653	62%	51%	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				6	6	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

This District

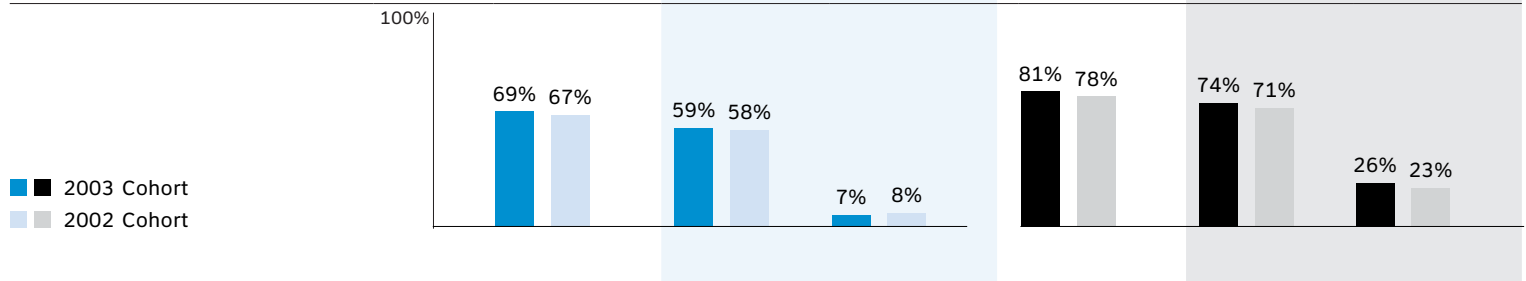
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



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	683	69%	59%	7%	653	67%	58%	8%
Female	334	77%	67%	8%	344	74%	67%	9%
Male	349	61%	51%	6%	309	60%	48%	6%
American Indian or Alaska Native								
Black or African American	581	69%	59%	6%	549	68%	58%	6%
Hispanic or Latino	69	59%	51%	9%	66	62%	59%	14%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	67%	67%	50%
White	29	-	-	-	32	59%	53%	16%
Multiracial								
Small Group Totals	33	73%	70%	24%				
General-Education Students	592	74%	65%	8%	582	73%	64%	8%
Students with Disabilities	91	31%	18%	1%	71	24%	10%	0%
English Proficient	678	69%	59%	7%	597	69%	59%	8%
Limited English Proficient	5	60%	20%	0%	56	54%	50%	5%
Economically Disadvantaged	221	78%	67%	8%	224	76%	67%	14%
Not Disadvantaged	462	64%	55%	7%	429	62%	54%	4%
Migrant								
Not Migrant					653	67%	58%	8%

NOTES

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

Other Assessments

	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	6

* 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.