



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **WHITE PLAINS CITY SCHOOL
DISTRICT**

District ID **66-22-00-01-0000**

Superintendent **TIMOTHY CONNORS**

Telephone **(914) 422-2019**

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

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District **WHITE PLAINS CITY SCHOOL DISTRICT**District ID **66-22-00-01-0000**

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	180	178	180
Kindergarten	506	531	557
Grade 1	510	484	514
Grade 2	453	498	480
Grade 3	463	447	524
Grade 4	467	470	472
Grade 5	495	458	487
Grade 6	506	494	501
Ungraded Elementary	174	150	15
Grade 7	495	500	530
Grade 8	489	497	512
Grade 9	538	557	582
Grade 10	471	512	538
Grade 11	476	501	546
Grade 12	458	456	487
Ungraded Secondary	220	206	39
Total K-12	6721	6761	6784

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	20	19	20
Grade 8			
English	19	21	20
Mathematics	19	18	17
Science	23	21	21
Social Studies	20	19	20
Grade 10			
English	23	24	22
Mathematics	21	22	20
Science	21	20	21
Social Studies	20	23	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 WHITE PLAINS CITY SCHOOL DISTRICT

District ID 66-22-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2543	38%	1740	26%	1933	28%
Reduced-Price Lunch	565	8%	512	8%	568	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	848	13%	922	14%	1117	16%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	5	0%	4	0%
Black or African American	1460	22%	1371	20%	1323	20%
Hispanic or Latino	2710	40%	2867	42%	2980	44%
Asian or Native Hawaiian/Other Pacific Islander	216	3%	209	3%	207	3%
White	2328	35%	2309	34%	2270	33%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

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

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		97%		96%		96%
Student Suspensions	277	4%	269	4%	274	4%

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 WHITE PLAINS CITY SCHOOL DISTRICT

District ID 66-22-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	593	584	555
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	2%	1%	1%
Percent with Fewer Than Three Years of Experience	5%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	60%	63%
Total Number of Core Classes*	N/A	2282	1536
Percent Not Taught by Highly Qualified Teachers	N/A	0%	1%
Total Number of Classes	2168	2079	2016
Percent Taught by Teachers Without Appropriate Certification	3%	1%	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	19%	21%	23%
Turnover Rate of All Teachers	12%	13%	10%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	91	90	95
Total Paraprofessionals*	230	273	263
Assistant Principals	10	9	10
Principals	7	8	10

* 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)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

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

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

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

AYP Status


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

Accountability Status Levels

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


























Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (3056:2939)			100%		160	120	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (592:569)			100%		147	117	
Hispanic or Latino (1372:1290)			100%		146	119	
Asian or Native Hawaiian/Other Pacific Islander (88:87)			99%		183	111	
White (1002:991)			100%		184	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (341:338)			100%		102	116	106 112
Limited English Proficient ⁵ (395:471)			100%		117	117	
Economically Disadvantaged (1405:1320)			100%		140	119	
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 Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (3046:2949)			99%		167	84	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (599:562)			99%		150	81	
Hispanic or Latino (1357:1310)			99%		158	83	
Asian or Native Hawaiian/Other Pacific Islander (87:87)			100%		195	75	
White (1001:988)			100%		187	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (342:334)			99%		107	80	
Limited English Proficient ⁵ (381:502)			100%		138	81	
Economically Disadvantaged (1387:1330)			99%		154	83	
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 (1008:965)		Qualified		100%		176	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (218:199)		Qualified		99%		165	100	
Hispanic or Latino (428:409)		Qualified		100%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (25:25)	—	—	—	—	—	—	—	—
White (336:331)		Qualified		100%		192	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (117:114)		Qualified		99%		134	100	
Limited English Proficient ⁴ (110:137)		Qualified		100%		143	100	
Economically Disadvantaged (441:420)		Qualified		100%		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  Good Standing
for This Subject
(2007–08)

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

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08	
(12th Graders: 2003 Cohort) ¹								
All Students (507:475)			98%		175	154		
Ethnicity								
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—	
Black or African American (115:116)			99%		161	149		
Hispanic or Latino (196:167)			96%		163	151		
Asian or Native Hawaiian/Other Pacific Islander (15:17)	—	—	—	—	—	—	—	
White (180:175)			99%		193	151		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (58:65)			100%		135	147	126 [‡] 142	
Limited English Proficient ⁴ (24:24)	—	—	—	—	—	—	—	
Economically Disadvantaged (158:149)			98%		162	150		
Final AYP Determination		5 of 6						

NOTES

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

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

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

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


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

AYP Status

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




















Secondary-Level Mathematics

Accountability Status  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 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 (507:475)			99%		184	147	
Ethnicity							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (115:116)			100%		172	142	
Hispanic or Latino (196:167)			98%		178	144	
Asian or Native Hawaiian/Other Pacific Islander (15:17)	—	—	—	—	—	—	—
White (180:175)			99%		195	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (58:65)			100%		151	140	
Limited English Proficient ⁴ (24:24)	—	—	—	—	—	—	—
Economically Disadvantaged (158:149)			99%		183	143	
Final AYP Determination		6 of 6					

NOTES

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

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

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

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


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

AYP Status

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










Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (490)			84%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (110)			82%	55%		
Hispanic or Latino (185)			75%	55%		
Asian or Native Hawaiian/Other Pacific Islander (14)		–	–	–		
White (180)			93%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (55)			53%	55%	55%	54%
Limited English Proficient ³ (30)			23%	55%	1%	24%
Economically Disadvantaged (134)			73%	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 **WHITE PLAINS CITY SCHOOL DISTRICT**

District ID **66-22-00-01-0000**

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

7 schools identified 88% of total

CHURCH STREET SCHOOL
GEORGE WASHINGTON SCHOOL
MAMARONECK AVENUE SCHOOL
NEW YORK HOSPITAL ANNEX
POST ROAD SCHOOL
RIDGEWAY SCHOOL
WHITE PLAINS MIDDLE SCHOOL

Requiring Academic Progress (Year 2)







1 school identified 13% of total







WHITE PLAINS SENIOR HIGH SCHOOL



District **WHITE PLAINS CITY SCHOOL DISTRICT**District ID **66-22-00-01-0000**



Summary of 2006–07 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	68%			506
Grade 4	69%			467
Grade 5	66%			474
Grade 6	66%			478
Grade 7	64%			517
Grade 8	61%			509

Mathematics				
	Percentage of students that scored at or above Level 3			Total Tested
Grade 3	83%			512
Grade 4	75%			470
Grade 5	73%			487
Grade 6	66%			485
Grade 7	70%			527
Grade 8	71%			518

Science				
	Percentage of students that scored at or above Level 3			Total Tested
Grade 4	83%			473
Grade 8	75%			522

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	80%			517
Mathematics	83%			517

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.

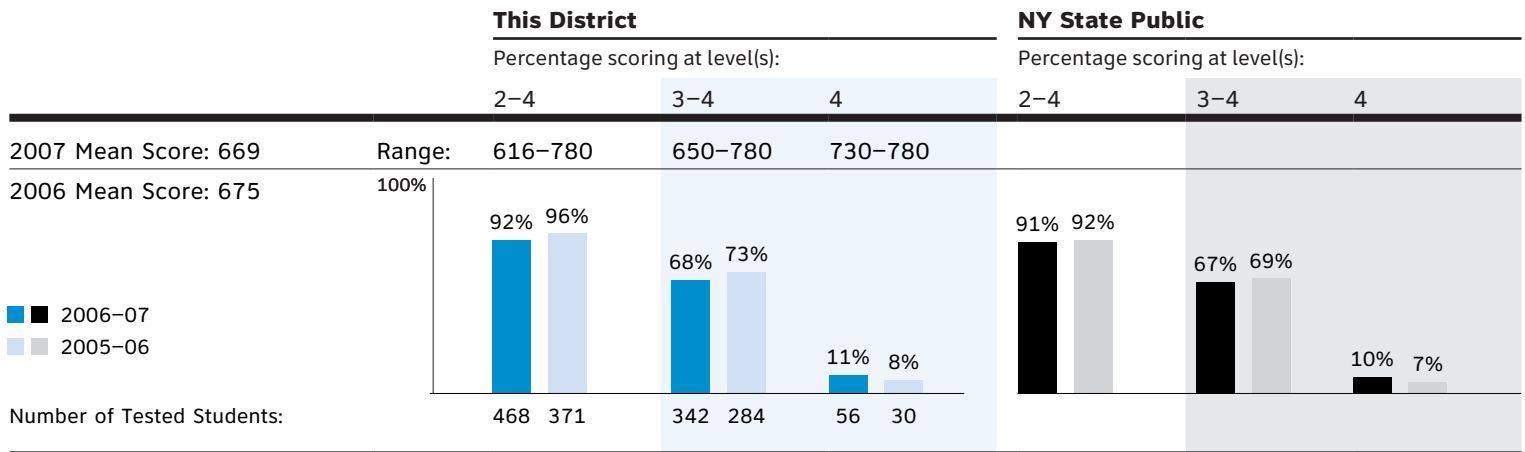
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

This is a school district with average 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	506	92%	68%	11%	388	96%	73%	8%
Female	278	95%	71%	13%	209	96%	76%	8%
Male	228	89%	63%	8%	179	95%	70%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	88	89%	57%	6%	79	85%	52%	0%
Hispanic or Latino	235	89%	57%	5%	136	98%	70%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	80%	20%	12	-	-	-
White	163	99%	87%	21%	160	99%	85%	13%
Multiracial								
Small Group Totals					13	100%	92%	23%
General-Education Students	459	96%	72%	12%	360	99%	78%	8%
Students with Disabilities	47	57%	26%	2%	28	57%	14%	0%
English Proficient	410	96%	76%	13%	385	-	-	-
Limited English Proficient	96	76%	31%	1%	3	-	-	-
Economically Disadvantaged	249	88%	53%	2%	160	93%	62%	2%
Not Disadvantaged	257	97%	81%	20%	228	98%	81%	12%
Migrant								
Not Migrant	506	92%	68%	11%	388	96%	73%	8%

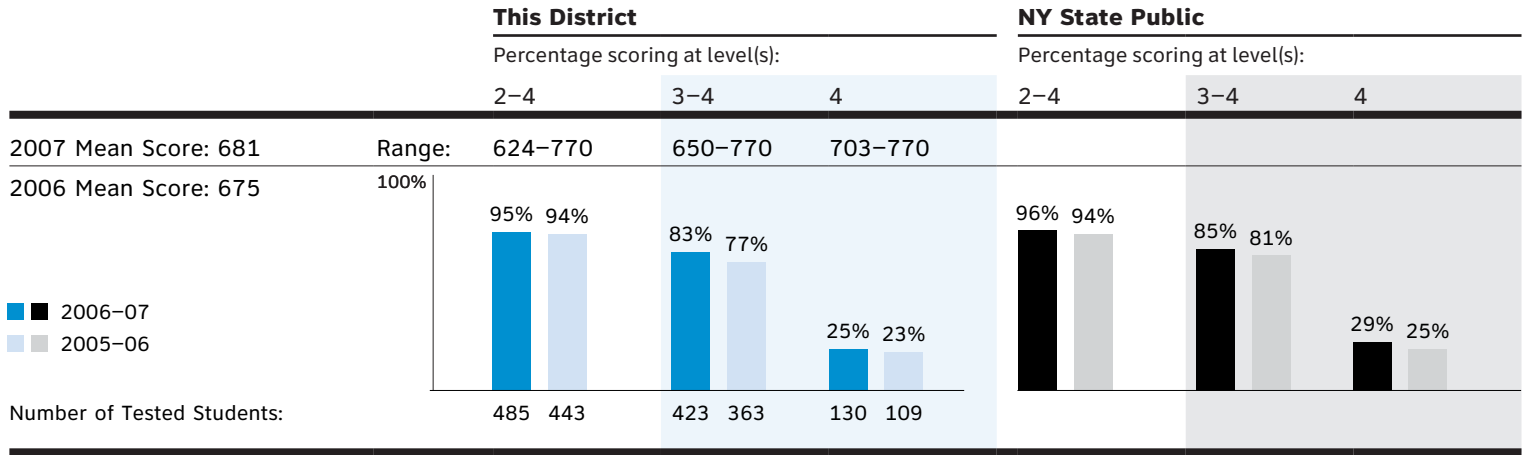
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	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	512	95%	83%	25%	469	94%	77%	23%
Female	279	97%	84%	27%	245	95%	79%	24%
Male	233	92%	81%	24%	224	94%	76%	22%
American Indian or Alaska Native					1	-	-	-
Black or African American	88	86%	73%	14%	81	88%	62%	6%
Hispanic or Latino	239	95%	76%	14%	213	94%	69%	11%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	95%	57%	14	-	-	-
White	164	99%	96%	44%	160	98%	95%	44%
Multiracial								
Small Group Totals					15	100%	100%	60%
General-Education Students	467	97%	86%	27%	432	96%	81%	25%
Students with Disabilities	45	67%	44%	7%	37	76%	35%	3%
English Proficient	407	96%	88%	32%	389	96%	83%	27%
Limited English Proficient	105	89%	61%	1%	80	85%	50%	5%
Economically Disadvantaged	253	93%	75%	10%	225	92%	64%	7%
Not Disadvantaged	259	96%	90%	40%	244	96%	90%	38%
Migrant								
Not Migrant	512	95%	83%	25%	469	94%	77%	23%

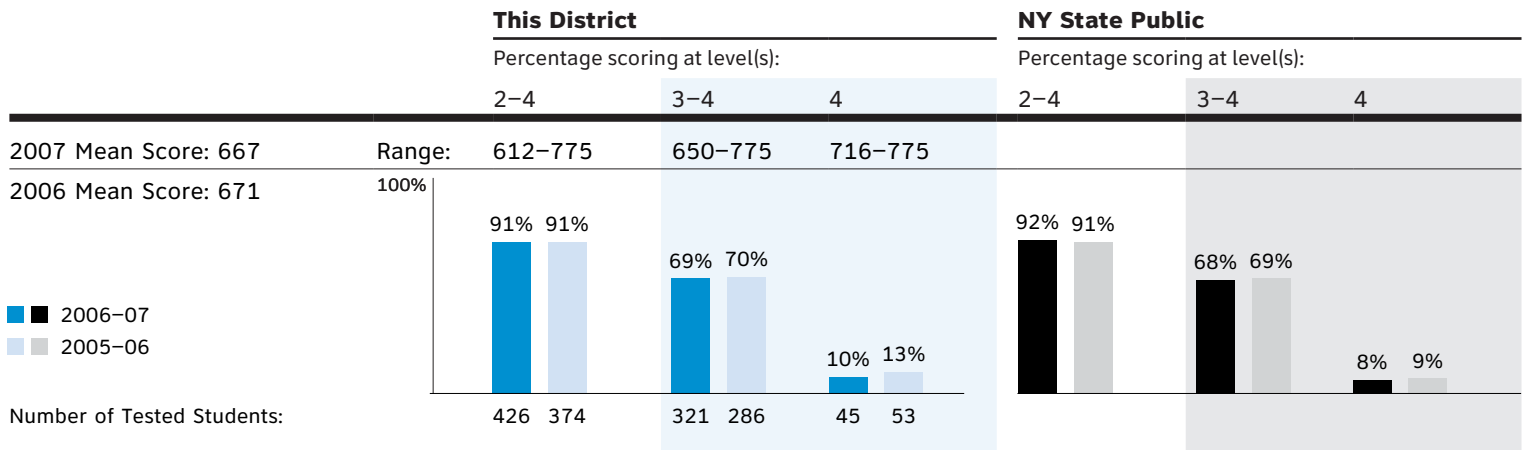
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Other Assessments

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	467	91%	69%	10%	410	91%	70%	13%
Female	247	93%	70%	11%	201	95%	76%	16%
Male	220	89%	67%	8%	209	88%	64%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	85	85%	53%	4%	78	81%	45%	4%
Hispanic or Latino	204	89%	59%	4%	152	91%	63%	7%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	16	100%	88%	31%
White	163	96%	88%	18%	164	95%	87%	21%
Multiracial								
Small Group Totals	15	100%	87%	33%				
General-Education Students	421	96%	74%	10%	377	94%	74%	14%
Students with Disabilities	46	50%	20%	2%	33	61%	24%	0%
English Proficient	419	93%	75%	11%	409	-	-	-
Limited English Proficient	48	77%	17%	0%	1	-	-	-
Economically Disadvantaged	223	86%	54%	3%	158	88%	54%	4%
Not Disadvantaged	244	96%	82%	16%	252	93%	79%	18%
Migrant								
Not Migrant	467	91%	69%	10%	410	91%	70%	13%

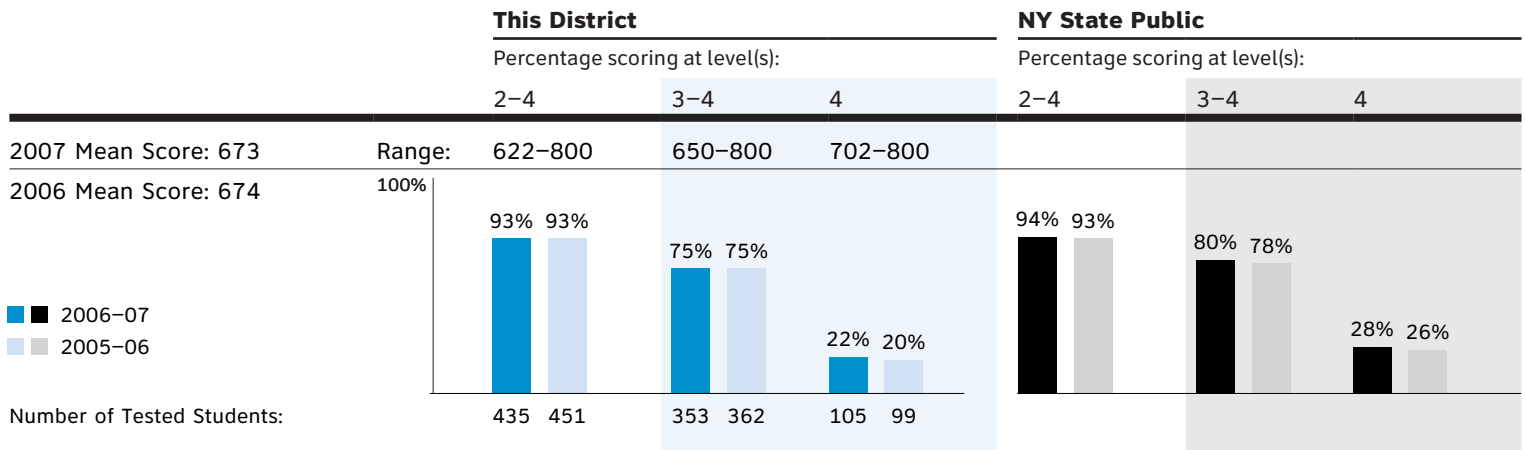
NOTES
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Other Assessments

	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 4 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	7	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

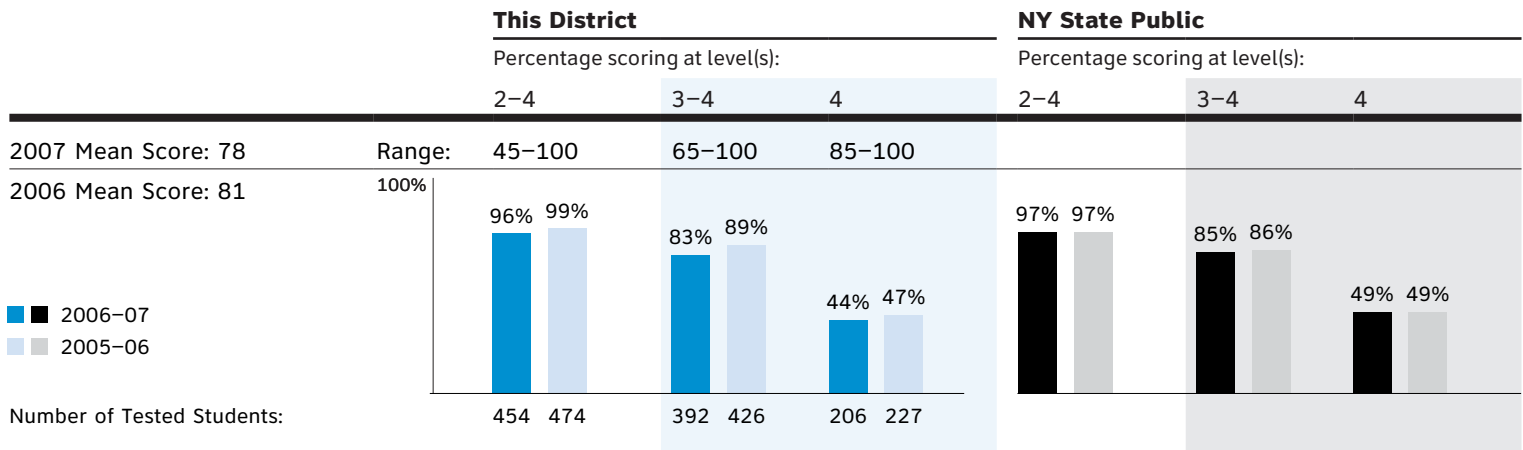
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	470	93%	75%	22%	483	93%	75%	20%
Female	249	93%	74%	19%	230	94%	77%	22%
Male	221	92%	76%	26%	253	93%	73%	19%
American Indian or Alaska Native	1	-	-	-				
Black or African American	88	86%	56%	8%	79	87%	58%	11%
Hispanic or Latino	208	92%	69%	12%	221	90%	67%	10%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	17	100%	88%	59%
White	160	96%	91%	42%	166	99%	92%	36%
Multiracial								
Small Group Totals	14	100%	100%	50%				
General-Education Students	425	95%	80%	24%	445	95%	78%	22%
Students with Disabilities	45	67%	31%	4%	38	76%	45%	5%
English Proficient	416	95%	79%	25%	411	95%	81%	23%
Limited English Proficient	54	76%	46%	0%	72	83%	43%	6%
Economically Disadvantaged	226	89%	64%	9%	222	88%	63%	7%
Not Disadvantaged	244	95%	85%	34%	261	98%	85%	32%
Migrant								
Not Migrant	470	93%	75%	22%	483	93%	75%	20%

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	3	-	-	-	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	473	96%	83%	44%	481	99%	89%	47%
Female	249	97%	81%	44%	231	99%	89%	51%
Male	224	95%	85%	43%	250	98%	88%	44%
American Indian or Alaska Native	1	-	-	-				
Black or African American	88	94%	72%	32%	78	99%	79%	23%
Hispanic or Latino	209	95%	78%	27%	221	97%	84%	35%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	16	100%	100%	81%
White	162	98%	94%	69%	166	100%	98%	72%
Multiracial								
Small Group Totals	14	100%	93%	64%				
General-Education Students	427	98%	87%	47%	443	99%	90%	49%
Students with Disabilities	46	78%	41%	15%	38	97%	74%	21%
English Proficient	418	97%	87%	48%	408	100%	93%	53%
Limited English Proficient	55	87%	55%	9%	73	93%	63%	15%
Economically Disadvantaged	228	95%	74%	26%	219	97%	82%	27%
Not Disadvantaged	245	97%	91%	60%	262	100%	94%	64%
Migrant								
Not Migrant	473	96%	83%	44%	481	99%	89%	47%

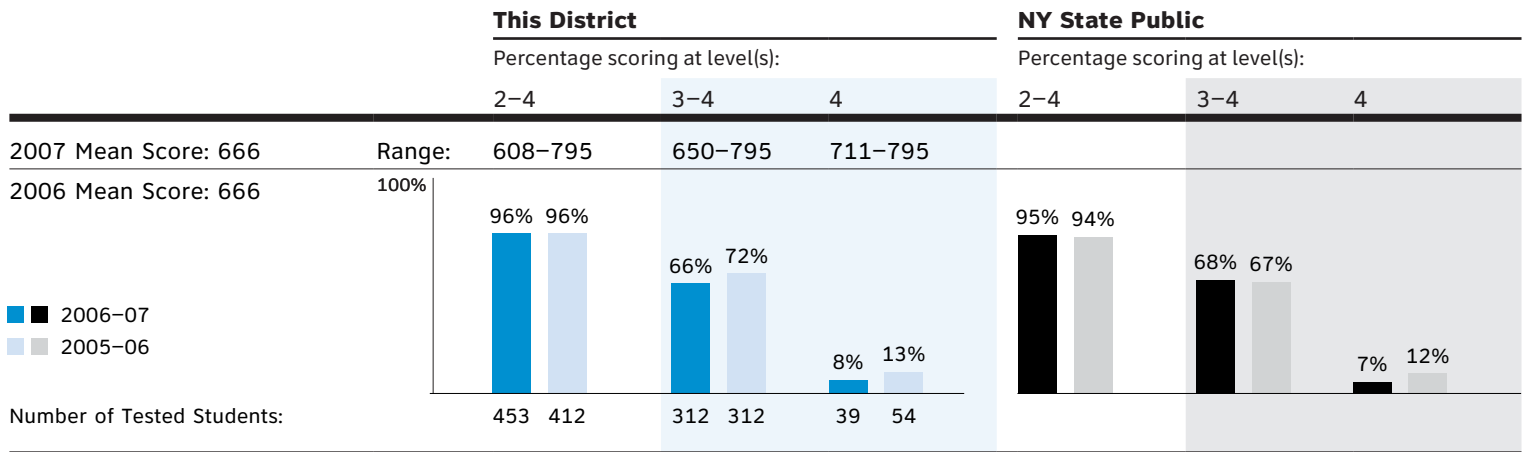
NOTES

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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	3	-	-	-	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	474	96%	66%	8%	431	96%	72%	13%
Female	229	97%	70%	11%	220	95%	71%	14%
Male	245	95%	62%	6%	211	96%	73%	11%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	77	92%	49%	4%	97	94%	59%	6%
Hispanic or Latino	214	94%	55%	2%	175	94%	67%	6%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	29%	10	100%	90%	20%
White	169	99%	85%	16%	149	99%	87%	24%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	423	98%	71%	9%	384	99%	79%	14%
Students with Disabilities	51	73%	20%	0%	47	70%	17%	2%
English Proficient	426	98%	72%	9%	412	97%	75%	13%
Limited English Proficient	48	77%	15%	0%	19	63%	26%	5%
Economically Disadvantaged	227	93%	50%	1%	197	91%	56%	4%
Not Disadvantaged	247	98%	80%	15%	234	99%	86%	20%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	474	96%	66%	8%	431	96%	72%	13%

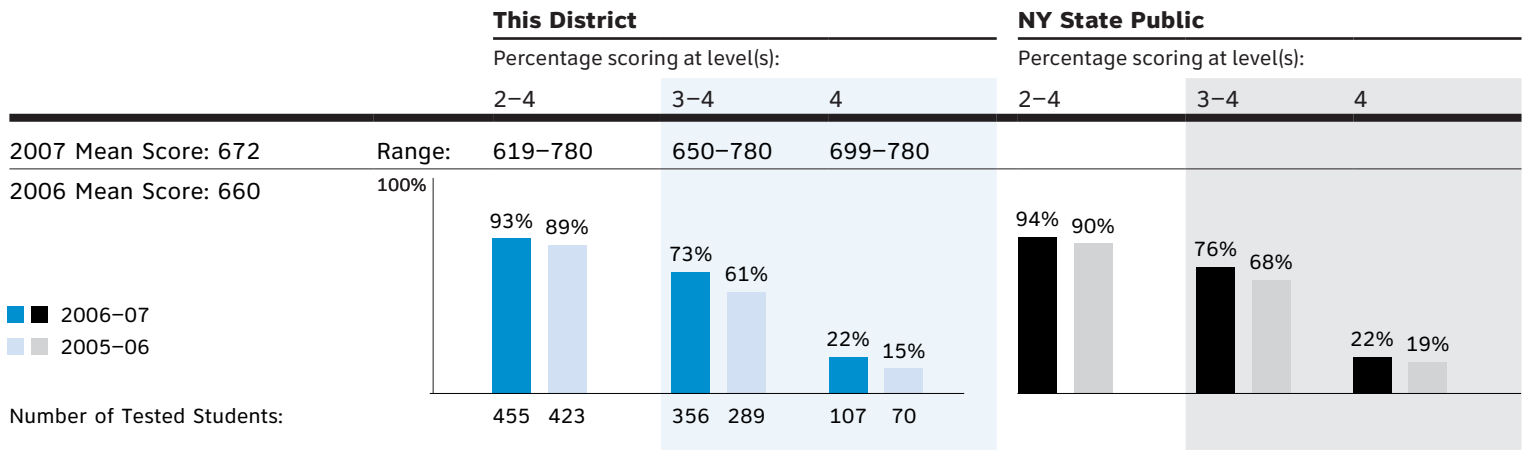
NOTES
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Other Assessments

	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	7	7	7	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	12	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

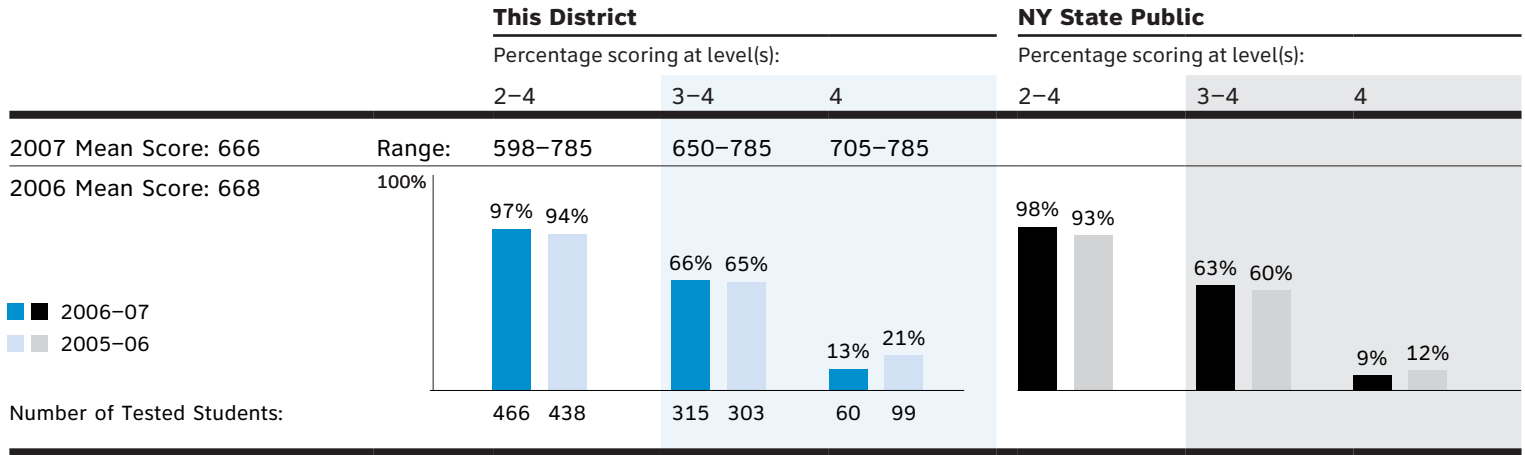
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	487	93%	73%	22%	473	89%	61%	15%
Female	236	94%	74%	24%	244	89%	59%	14%
Male	251	93%	73%	20%	229	90%	64%	16%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	79	82%	63%	10%	99	81%	46%	4%
Hispanic or Latino	226	93%	64%	12%	210	89%	53%	8%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	50%	12	100%	92%	33%
White	168	99%	88%	39%	152	95%	79%	30%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	436	96%	77%	24%	423	94%	66%	17%
Students with Disabilities	51	69%	37%	6%	50	54%	20%	0%
English Proficient	428	95%	78%	25%	412	91%	66%	17%
Limited English Proficient	59	85%	36%	3%	61	77%	31%	3%
Economically Disadvantaged	237	92%	62%	8%	228	83%	46%	5%
Not Disadvantaged	250	95%	84%	35%	245	96%	75%	24%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	487	93%	73%	22%	473	89%	61%	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	7	7	7	7	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	478	97%	66%	13%	464	94%	65%	21%
Female	239	98%	69%	16%	192	96%	71%	28%
Male	239	97%	63%	9%	272	93%	61%	17%
American Indian or Alaska Native					1	-	-	-
Black or African American	97	98%	58%	9%	106	93%	56%	8%
Hispanic or Latino	216	97%	56%	6%	178	93%	51%	10%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	83%	17%	12	-	-	-
White	153	99%	84%	24%	167	96%	84%	39%
Multiracial								
Small Group Totals					13	100%	100%	54%
General-Education Students	421	100%	73%	14%	411	97%	70%	24%
Students with Disabilities	57	82%	16%	2%	53	72%	28%	0%
English Proficient	439	99%	71%	13%	461	-	-	-
Limited English Proficient	39	82%	10%	3%	3	-	-	-
Economically Disadvantaged	213	96%	49%	4%	183	92%	48%	6%
Not Disadvantaged	265	98%	80%	20%	281	96%	77%	31%
Migrant								
Not Migrant	478	97%	66%	13%	464	94%	65%	21%

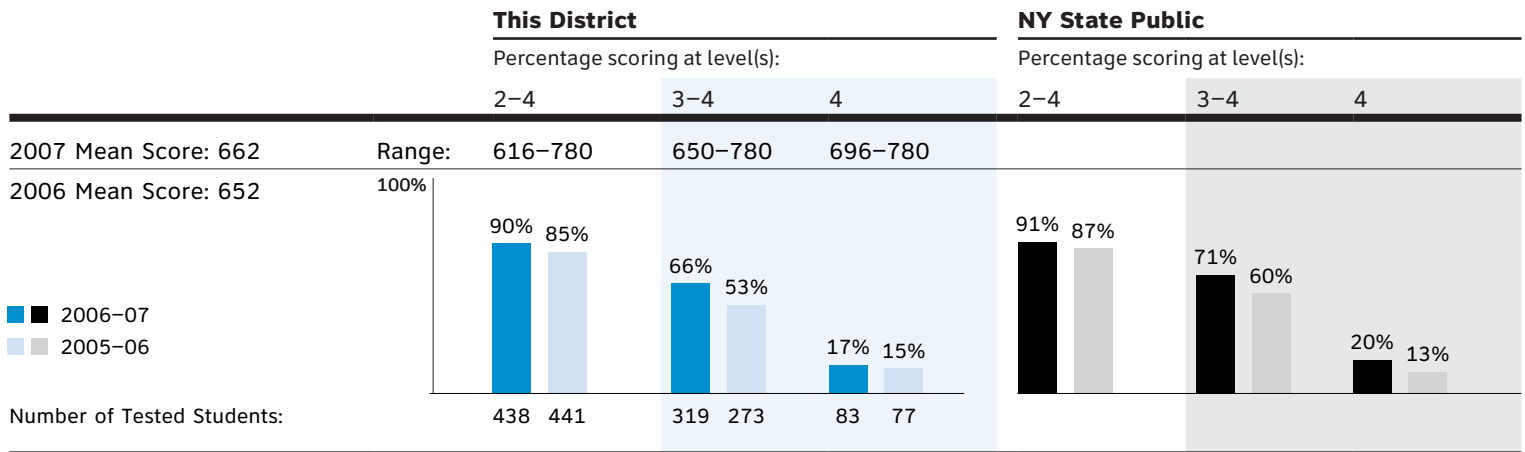
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	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 6	14	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

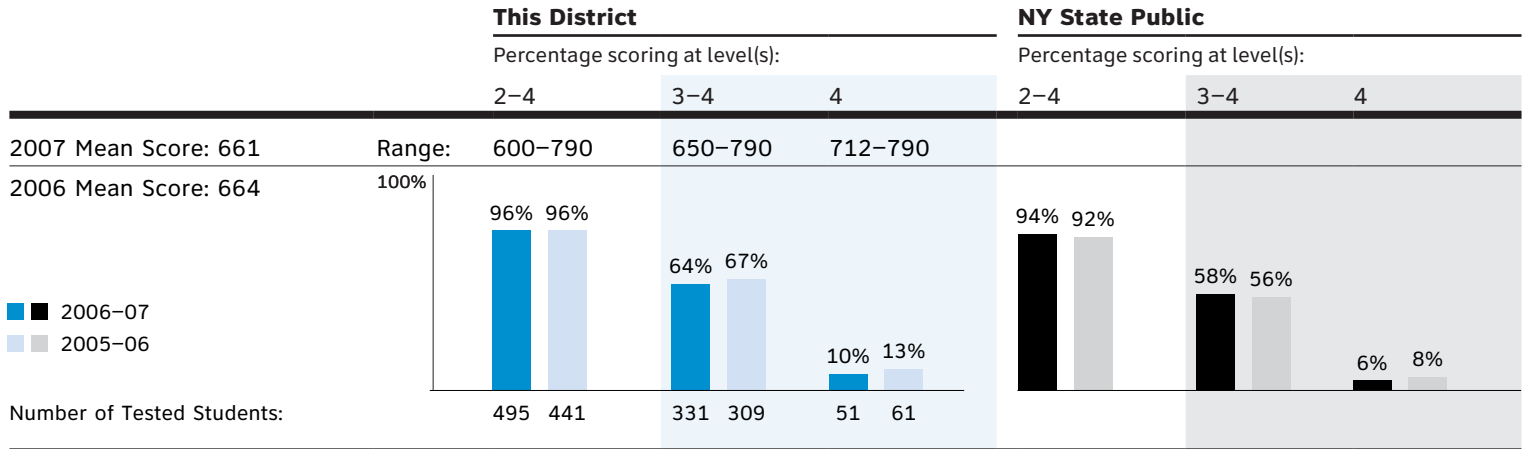
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	485	90%	66%	17%	518	85%	53%	15%
Female	245	91%	69%	16%	215	90%	57%	15%
Male	240	90%	63%	18%	303	82%	50%	15%
American Indian or Alaska Native					1	-	-	-
Black or African American	94	87%	52%	14%	110	76%	35%	5%
Hispanic or Latino	223	88%	59%	6%	222	81%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	92%	67%	15	-	-	-
White	156	96%	81%	31%	170	95%	79%	32%
Multiracial								
Small Group Totals					16	100%	100%	44%
General-Education Students	429	95%	71%	19%	463	88%	57%	16%
Students with Disabilities	56	57%	23%	2%	55	58%	20%	4%
English Proficient	437	93%	72%	19%	463	86%	56%	16%
Limited English Proficient	48	67%	13%	0%	55	78%	24%	4%
Economically Disadvantaged	217	86%	51%	4%	231	78%	35%	3%
Not Disadvantaged	268	94%	78%	28%	287	91%	67%	24%
Migrant								
Not Migrant	485	90%	66%	17%	518	85%	53%	15%

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	4	-	-	-	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	517	96%	64%	10%	461	96%	67%	13%
Female	218	97%	73%	12%	241	97%	68%	14%
Male	299	95%	58%	8%	220	94%	66%	12%
American Indian or Alaska Native	1	-	-	-				
Black or African American	109	95%	59%	4%	110	93%	51%	3%
Hispanic or Latino	224	93%	48%	4%	169	96%	60%	7%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	12	100%	83%	33%
White	170	99%	87%	20%	170	96%	83%	25%
Multiracial								
Small Group Totals	14	93%	86%	29%				
General-Education Students	458	97%	69%	11%	410	98%	71%	14%
Students with Disabilities	59	90%	25%	0%	51	78%	33%	4%
English Proficient	466	98%	70%	11%	458	-	-	-
Limited English Proficient	51	73%	6%	0%	3	-	-	-
Economically Disadvantaged	215	91%	45%	3%	159	97%	52%	3%
Not Disadvantaged	302	99%	78%	15%	302	95%	75%	19%
Migrant								
Not Migrant	517	96%	64%	10%	461	96%	67%	13%

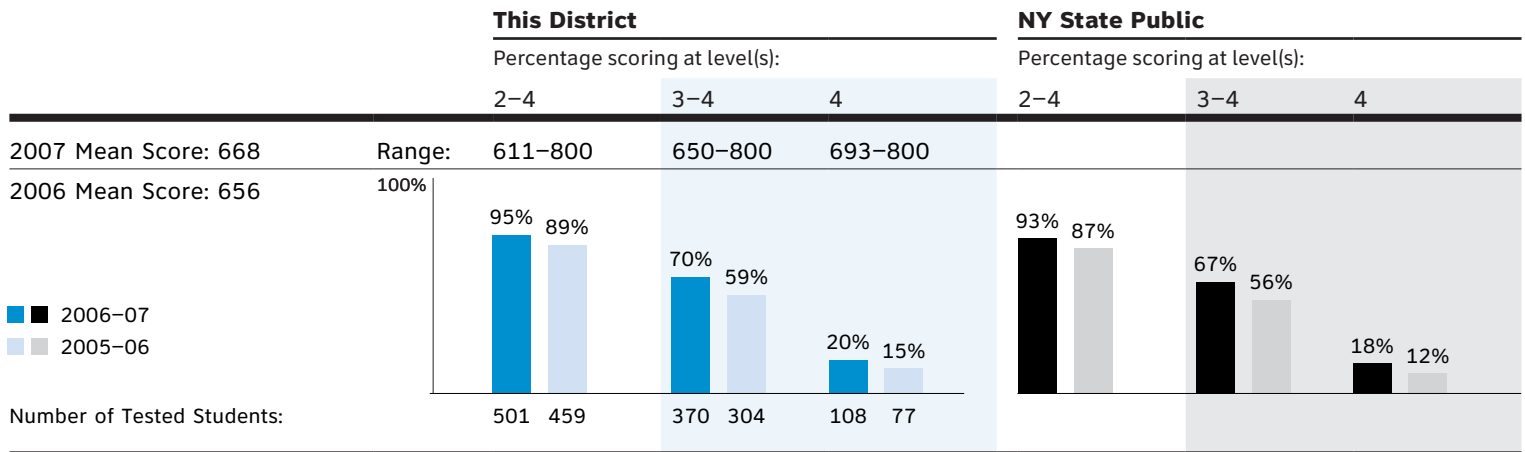
NOTES
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Other Assessments

	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 7 Equivalent	7	7	7	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 7	11	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

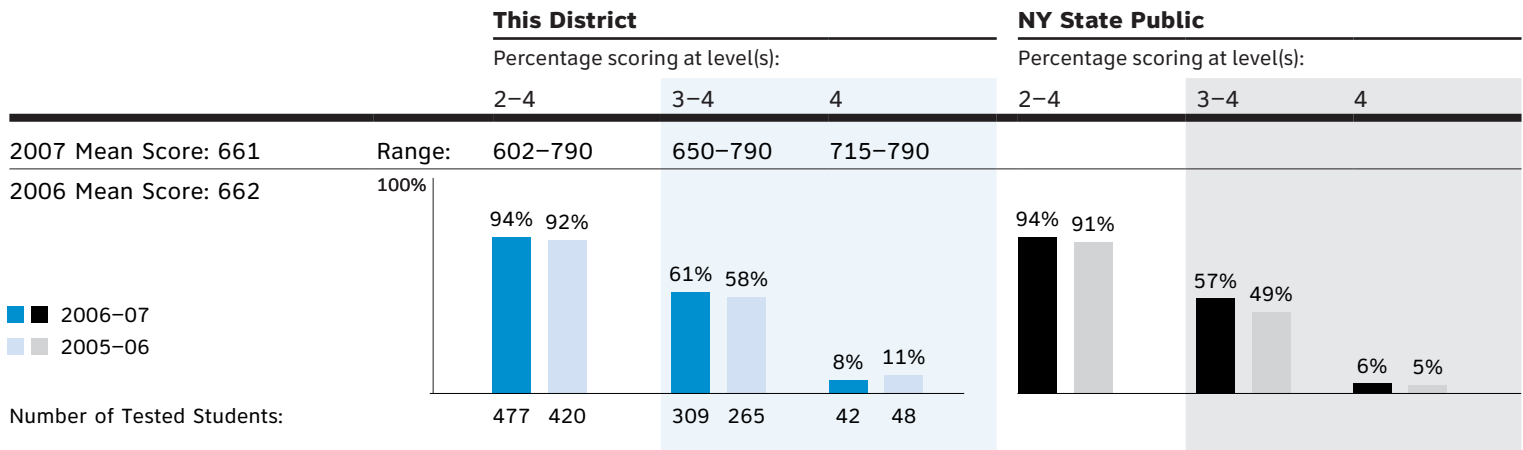
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	527	95%	70%	20%	513	89%	59%	15%
Female	222	97%	75%	23%	262	92%	59%	15%
Male	305	94%	67%	18%	251	87%	59%	15%
American Indian or Alaska Native	1	-	-	-				
Black or African American	110	94%	66%	10%	113	86%	45%	4%
Hispanic or Latino	233	94%	56%	9%	219	86%	46%	6%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	13	100%	100%	62%
White	170	98%	91%	40%	168	95%	83%	30%
Multiracial								
Small Group Totals	14	100%	93%	50%				
General-Education Students	467	98%	76%	23%	463	92%	63%	16%
Students with Disabilities	60	72%	27%	2%	50	64%	24%	4%
English Proficient	467	97%	76%	23%	456	92%	64%	17%
Limited English Proficient	60	78%	22%	0%	57	68%	19%	2%
Economically Disadvantaged	225	93%	58%	8%	202	87%	45%	4%
Not Disadvantaged	302	96%	79%	30%	311	91%	68%	22%
Migrant								
Not Migrant	527	95%	70%	20%	513	89%	59%	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 7 Equivalent	7	7	7	7	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	509	94%	61%	8%	457	92%	58%	11%
Female	252	94%	66%	11%	224	94%	62%	13%
Male	257	93%	55%	6%	233	90%	55%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	117	92%	48%	3%	106	87%	42%	7%
Hispanic or Latino	207	91%	47%	2%	154	89%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	33%	15	-	-	-
White	173	97%	84%	17%	181	97%	79%	19%
Multiracial								
Small Group Totals					16	100%	88%	19%
General-Education Students	441	98%	68%	10%	402	97%	64%	12%
Students with Disabilities	68	68%	16%	0%	55	53%	11%	2%
English Proficient	466	95%	66%	9%	452	92%	58%	11%
Limited English Proficient	43	77%	5%	0%	5	60%	20%	0%
Economically Disadvantaged	202	90%	41%	1%	158	89%	36%	3%
Not Disadvantaged	307	96%	74%	13%	299	94%	70%	14%
Migrant								
Not Migrant	509	94%	61%	8%	457	92%	58%	11%

NOTES

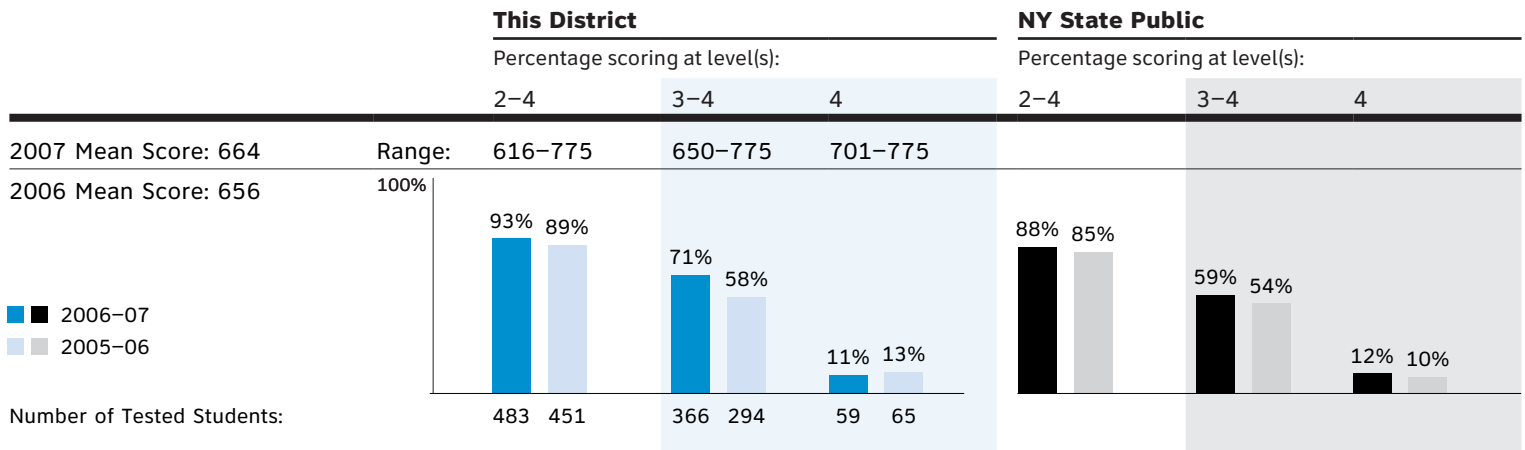
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	5	5	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	13	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	518	93%	71%	11%	506	89%	58%	13%
Female	253	92%	72%	11%	248	91%	56%	12%
Male	265	94%	69%	12%	258	87%	60%	14%
American Indian or Alaska Native					1	-	-	-
Black or African American	121	87%	56%	2%	108	84%	39%	7%
Hispanic or Latino	212	93%	66%	5%	200	86%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	75%	17	-	-	-
White	173	98%	84%	21%	180	95%	80%	24%
Multiracial								
Small Group Totals					18	100%	89%	28%
General-Education Students	451	97%	78%	13%	450	93%	63%	14%
Students with Disabilities	67	66%	22%	1%	56	59%	16%	0%
English Proficient	465	95%	74%	12%	454	91%	62%	14%
Limited English Proficient	53	81%	45%	4%	52	77%	25%	0%
Economically Disadvantaged	205	90%	62%	3%	192	85%	45%	5%
Not Disadvantaged	313	96%	76%	17%	314	92%	66%	18%
Migrant								
Not Migrant	518	93%	71%	11%	506	89%	58%	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 8 Equivalent	5	5	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science

This District

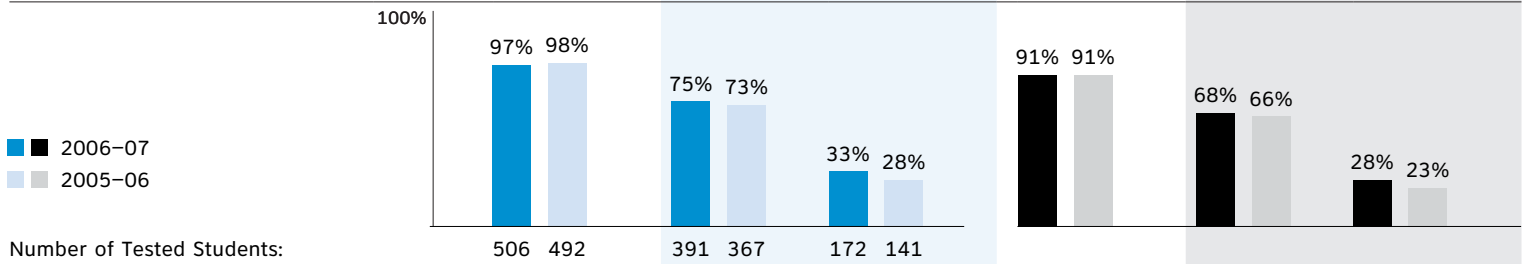
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2006-07 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2005-06 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	522	97%	75%	33%	502	98%	73%	28%
Female	254	96%	72%	30%	243	98%	68%	23%
Male	268	98%	78%	36%	259	98%	78%	32%
American Indian or Alaska Native					1	-	-	-
Black or African American	122	94%	66%	18%	106	98%	60%	13%
Hispanic or Latino	216	97%	63%	19%	199	96%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	75%	17	-	-	-
White	172	99%	94%	59%	179	99%	92%	53%
Multiracial								
Small Group Totals					18	100%	89%	56%
General-Education Students	456	98%	79%	36%	446	98%	76%	31%
Students with Disabilities	66	86%	44%	14%	56	95%	46%	7%
English Proficient	466	98%	81%	37%	449	99%	78%	31%
Limited English Proficient	56	88%	21%	2%	53	89%	32%	0%
Economically Disadvantaged	209	96%	64%	13%	189	96%	59%	12%
Not Disadvantaged	313	98%	82%	46%	313	99%	81%	38%
Migrant								
Not Migrant	522	97%	75%	33%	502	98%	73%	28%

NOTES

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Other Assessments

2006-07 School Year

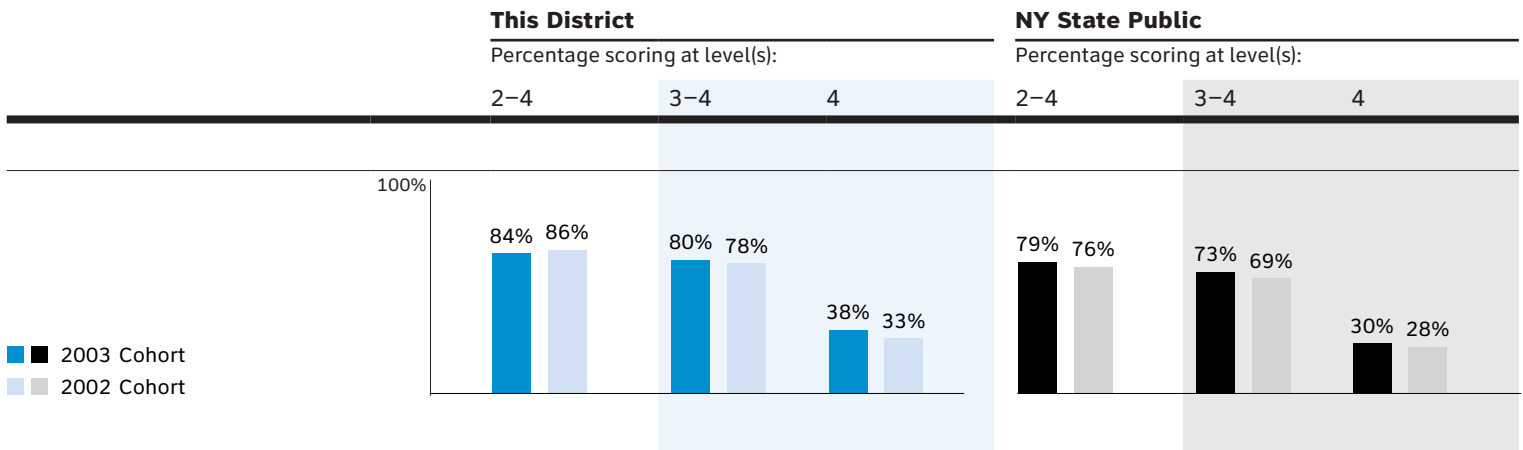
Total Tested Number scoring at level(s):
2-4 3-4 4

2005-06 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	517	84%	80%	38%	512	86%	78%	33%
Female	249	87%	84%	46%	256	89%	83%	41%
Male	268	81%	76%	31%	256	84%	73%	24%
American Indian or Alaska Native					1	-	-	-
Black or African American	129	77%	73%	22%	118	83%	75%	19%
Hispanic or Latino	187	77%	71%	22%	194	79%	67%	14%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	88%	53%	16	-	-	-
White	184	95%	93%	64%	183	95%	91%	60%
Multiracial								
Small Group Totals					17	94%	94%	41%
General-Education Students	444	89%	85%	43%	454	91%	83%	36%
Students with Disabilities	73	52%	47%	5%	58	53%	36%	3%
English Proficient	488	86%	83%	40%	475	90%	82%	35%
Limited English Proficient	29	38%	34%	3%	37	41%	24%	0%
Economically Disadvantaged	158	78%	73%	17%	141	82%	68%	9%
Not Disadvantaged	359	86%	83%	47%	371	88%	82%	42%
Migrant								
Not Migrant					512	86%	78%	33%

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

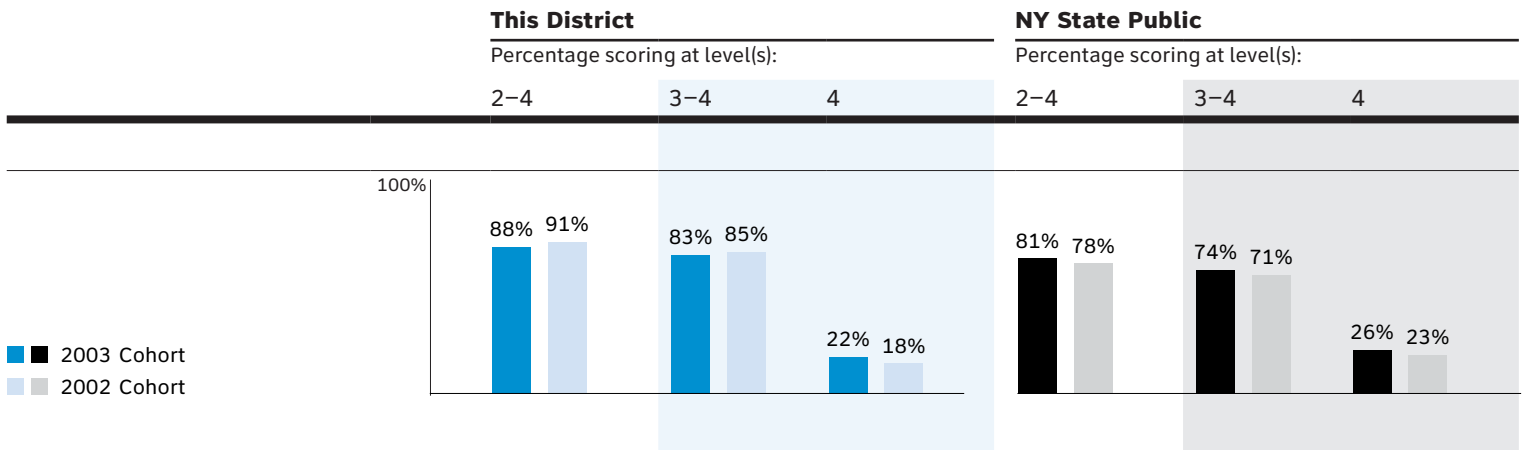
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				2	-	-	-

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

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

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	517	88%	83%	22%	512	91%	85%	18%
Female	249	91%	86%	24%	256	93%	88%	19%
Male	268	85%	81%	20%	256	88%	82%	17%
American Indian or Alaska Native					1	-	-	-
Black or African American	129	81%	74%	12%	118	86%	79%	6%
Hispanic or Latino	187	84%	78%	11%	194	88%	79%	11%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	94%	41%	16	-	-	-
White	184	96%	93%	39%	183	96%	94%	32%
Multiracial								
Small Group Totals					17	94%	94%	35%
General-Education Students	444	93%	89%	25%	454	94%	90%	20%
Students with Disabilities	73	59%	49%	5%	58	60%	48%	3%
English Proficient	488	89%	85%	23%	475	92%	87%	20%
Limited English Proficient	29	66%	55%	0%	37	70%	62%	0%
Economically Disadvantaged	158	87%	85%	9%	141	89%	78%	6%
Not Disadvantaged	359	88%	82%	28%	371	91%	88%	23%
Migrant								
Not Migrant					512	91%	85%	18%

NOTES

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Other Assessments

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

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

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

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