



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **ALBANY CITY SCHOOL DISTRICT**
District ID **01-01-00-01-0000**
Superintendent **EVA JOSEPH**
Telephone **(518) 475-6010**
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 2008–09 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 **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

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

	2005-06	2006-07	2007-08
Pre-K	275	321	317
Kindergarten	703	638	594
Grade 1	681	669	605
Grade 2	640	655	651
Grade 3	644	649	627
Grade 4	638	635	651
Grade 5	572	528	580
Grade 6	716	473	475
Ungraded Elementary	96	148	75
Grade 7	825	751	554
Grade 8	705	691	684
Grade 9	1009	937	949
Grade 10	756	755	727
Grade 11	548	606	600
Grade 12	472	458	539
Ungraded Secondary	39	10	25
Total K-12	9044	8603	8336

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	19	19	19
Grade 8			
English	21	17	17
Mathematics	21	19	16
Science	24	21	17
Social Studies	19	19	17
Grade 10			
English	22	23	23
Mathematics	22	22	22
Science	23	28	22
Social Studies	24	26	25

Enrollment Information

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

Average Class Size Information

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

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	5505	61%	4811	56%	3992	48%
Reduced-Price Lunch	970	11%	936	11%	789	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	300	3%	386	4%	382	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	21	0%	141	2%	24	0%
Black or African American	5952	66%	5383	63%	5281	63%
Hispanic or Latino	918	10%	922	11%	940	11%
Asian or Native Hawaiian/Other Pacific Islander	269	3%	290	3%	360	4%
White	1884	21%	1725	20%	1654	20%
Multiracial**	N/A	N/A	142	2%	77	1%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		92%		92%		91%
Student Suspensions	1599	17%	2078	23%	853	10%

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 **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	785	717	760
Percent with No Valid Teaching Certificate	2%	4%	2%
Percent Teaching Out of Certification	3%	5%	4%
Percent with Fewer Than Three Years of Experience	6%	10%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	12%	12%
Total Number of Core Classes	2876	1821	1914
Percent Not Taught by Highly Qualified Teachers	4%	7%	5%
Total Number of Classes	2576	2522	2561
Percent Taught by Teachers Without Appropriate Certification	4%	7%	5%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	23%	21%
Turnover Rate of All Teachers	21%	21%	21%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	77	83	129
Total Paraprofessionals*	255	231	256
Assistant Principals	16	14	11
Principals	18	18	18

* 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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

▲ Improvement (Year 1)

ELA	▲ Improvement (Year 1)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
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}	✓ ^{SH}	—	✗	✗	—
Limited English Proficient	✓ ^{SH}	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 1 of 6	✗ 1 of 6	✓ 1 of 1

Accountability Status Levels

AYP Status

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

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation ▲

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)  Improvement (Year 1)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made 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 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [216]

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 2007–08 2008–09
All Students (3816:3621)			98%		140	131	
Ethnicity							
American Indian or Alaska Native (13:13)	—	—	—	—	—	—	—
Black or African American (2509:2386)			99%		133	131	
Hispanic or Latino (457:417)			98%		136	128	
Asian or Native Hawaiian/Other Pacific Islander (150:140)			97%		169	124	
White (687:665)			99%		160	129	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (865:798)	 SH		96%	 SH	88	129	88 99
Limited English Proficient ⁵ (341:161)	 SH		96%	 SH	122	125	96 130
Economically Disadvantaged (2310:2248)			99%		134	131	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (3796:3576)			98%		146	100	
Ethnicity							
American Indian or Alaska Native (15:13)	—	—	—	—	—	—	—
Black or African American (2494:2353)			99%		139	100	
Hispanic or Latino (461:414)			97%		143	97	
Asian or Native Hawaiian/Other Pacific Islander (146:143)			100%		172	93	
White (680:653)			98%		166	98	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (866:777)	 SH		96%	 SH	95	98	93 106
Limited English Proficient ⁵ (179:180)			98%		133	94	
Economically Disadvantaged (2282:2226)			99%		141	100	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (1406:1299)		Qualified		96%		161	100	
Ethnicity								
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—	—
Black or African American (976:897)		Qualified		95%		156	100	
Hispanic or Latino (166:153)		Qualified		98%		164	100	
Asian or Native Hawaiian/Other Pacific Islander (40:37)		Qualified		98%		168	100	
White (216:205)		Qualified		97%		180	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (320:275)		Qualified		91%		132	100	
Limited English Proficient ⁴ (51:52)		Qualified		98%		129	100	
Economically Disadvantaged (831:795)		Qualified		97%		161	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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 (2008–09)  Improvement (Year 1)

Accountability Measures 1 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [216]

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 2007–08	2008–09
(12th Graders: 2004 Cohort) ¹								
All Students (582:597)			97%		143	161	158	149
Ethnicity								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (350:367)			98%		129	159	145	136
Hispanic or Latino (94:45)			96%		129	151	151	136
Asian or Native Hawaiian/Other Pacific Islander (19:21)	—	—	—	—	—	—	—	—
White (163:162)			96%		178	157		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (126:110)			89%		57	155	83‡	71
Limited English Proficient ⁴ (10:6)	—	—	—	—	—	—	—	—
Economically Disadvantaged (183:209)			97%		134	157	147	141
Final AYP Determination	 1 of 6							

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
All Students (582:597)			96%		153	155	155	158
Ethnicity								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (350:367)			97%		143	153	153	149
Hispanic or Latino (94:45)			95%		131	145	145	138
Asian or Native Hawaiian/Other Pacific Islander (19:21)	—	—	—	—	—	—	—	—
White (163:162)			97%		181	151	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (126:110)			90%		89	149	106‡	100
Limited English Proficient ⁴ (10:6)	—	—	—	—	—	—	—	—
Economically Disadvantaged (183:209)			97%		148	151	151	153
Final AYP Determination	 1 of 6							

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09	
All Students (572)			68%	55%		
Ethnicity						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (348)			61%	55%		
Hispanic or Latino (52)			58%	55%		
Asian or Native Hawaiian/Other Pacific Islander (20)		–	–	–		
White (148)			86%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (94)			36%	55%	42%	37%
Limited English Proficient ³ (5)		–	–	–		
Economically Disadvantaged (241)			68%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

New York State Status

Good Standing

11 schools identified 69% of total

ALBANY SCHOOL OF HUMANITIES
ARBOR HILL ELEMENTARY SCHOOL
DELAWARE COMMUNITY SCHOOL
EAGLE POINT ELEMENTARY SCHOOL
MONTESSORI MAGNET SCHOOL
PHILIP J SCHUYLER ACHIEVEMENT ACADEMY
PINE HILLS ELEMENTARY SCHOOL
SCHOOL 19
SHERIDAN PREPARATORY ACADEMY
STEPHEN AND HARRIET MYERS MIDDLE SCHOOL
THOMAS S O'BRIEN ACADEMY OF SCIENCE & TECHNOLOGY

Improvement (Year 1)

2 schools identified 13% of total

GIFFEN MEMORIAL ELEMENTARY SCHOOL
NORTH ALBANY ACADEMY

Requiring Academic Progress (Year 4)

1 school identified 6% of total

ALBANY HIGH SCHOOL

Restructuring (Year 3)

2 schools identified 13% of total

PHILIP LIVINGSTON MAGNET ACADEMY
WILLIAM S HACKETT MIDDLE SCHOOL

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

Summary of 2007–08 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	60%			634
Grade 4	51%			654
Grade 5	62%			588
Grade 6	46%			515
Grade 7	49%			557
Grade 8	28%			710
Mathematics				
Grade 3	73%			641
Grade 4	66%			652
Grade 5	58%			601
Grade 6	59%			512
Grade 7	53%			557
Grade 8	40%			699
Science				
Grade 4	79%			637
Grade 8	55%			686

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	57%			692
Mathematics	60%			692

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.

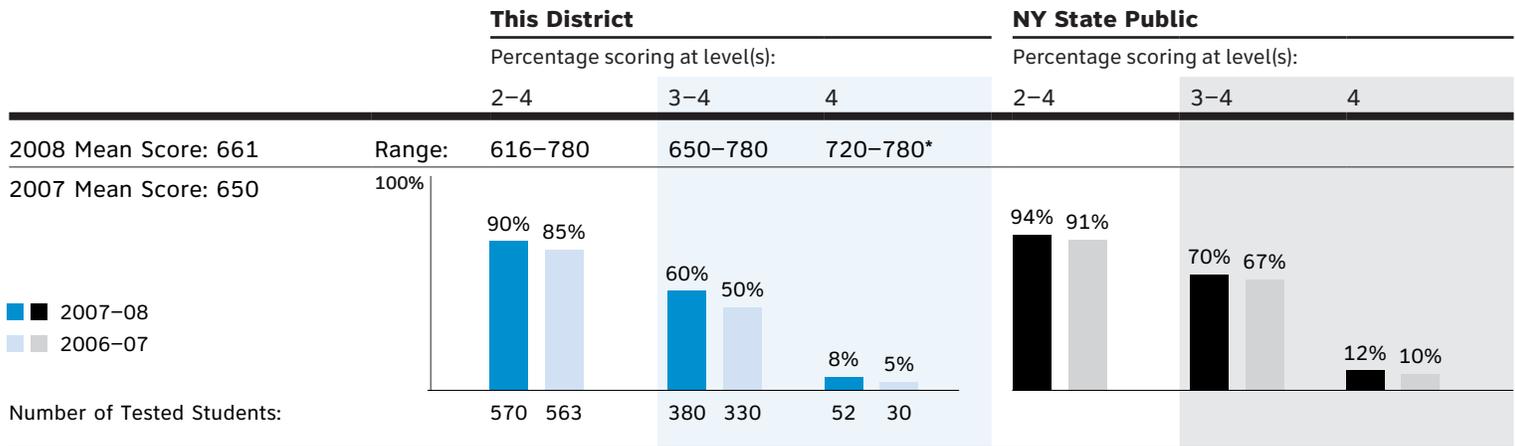
In this section, this district's performance is compared with that of public schools statewide.

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

	2007-08 School Year				2006-07 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	634	90%	60%	8%	666	85%	50%	5%
Female	291	93%	65%	10%	326	86%	54%	6%
Male	343	87%	55%	7%	340	83%	46%	3%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	403	88%	55%	4%	463	82%	44%	3%
Hispanic or Latino	76	83%	51%	9%	69	87%	55%	6%
Asian or Native Hawaiian/Other Pacific Islander	36	-	-	-	18	-	-	-
White	116	97%	75%	20%	112	92%	63%	8%
Multiracial								
Small Group Totals	39	100%	79%	10%	22	95%	77%	18%
General-Education Students	544	95%	67%	10%	549	90%	55%	5%
Students with Disabilities	90	58%	19%	0%	117	58%	24%	0%
English Proficient	600	91%	61%	9%	650	84%	50%	5%
Limited English Proficient	34	76%	44%	3%	16	88%	44%	0%
Economically Disadvantaged	414	88%	53%	5%	462	85%	47%	4%
Not Disadvantaged	220	93%	73%	14%	204	84%	54%	6%
Migrant								
Not Migrant	634	90%	60%	8%	666	85%	50%	5%

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.

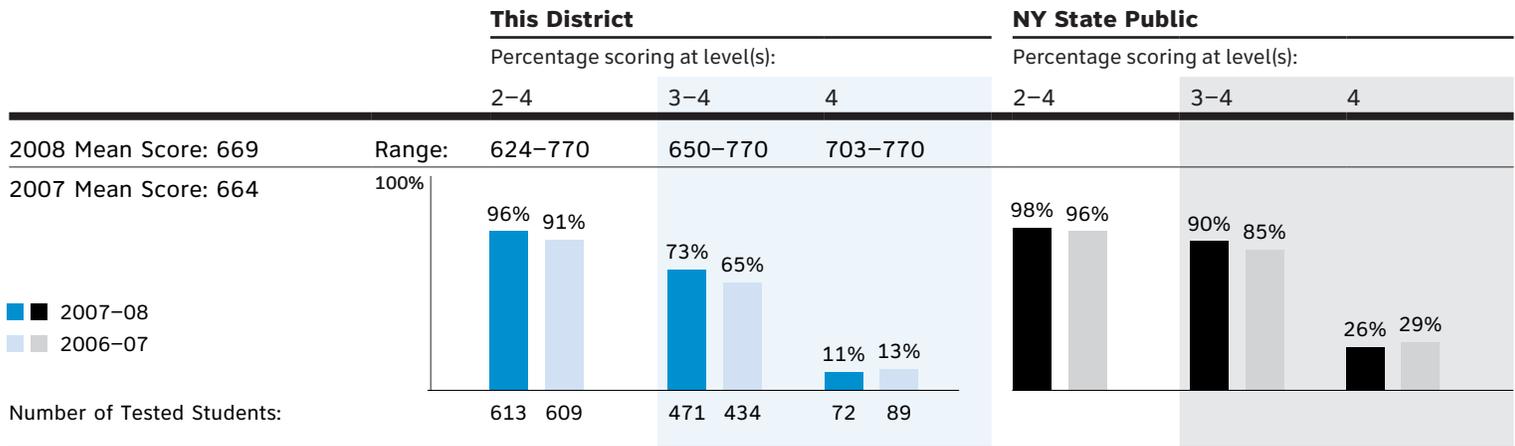
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	17	16	14	10	8	8	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	13	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

	2007-08 School Year				2006-07 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	641	96%	73%	11%	670	91%	65%	13%
Female	297	97%	75%	12%	328	91%	66%	12%
Male	344	95%	72%	10%	342	90%	63%	15%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	411	94%	70%	7%	457	89%	60%	9%
Hispanic or Latino	77	96%	68%	9%	73	96%	66%	11%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	21	-	-	-
White	115	98%	86%	29%	116	93%	78%	28%
Multiracial								
Small Group Totals	38	100%	89%	13%	24	100%	88%	38%
General-Education Students	549	98%	79%	13%	555	94%	70%	15%
Students with Disabilities	92	80%	38%	3%	115	77%	38%	3%
English Proficient	604	96%	74%	12%	642	91%	66%	13%
Limited English Proficient	37	95%	62%	0%	28	93%	43%	11%
Economically Disadvantaged	416	97%	70%	7%	450	91%	62%	10%
Not Disadvantaged	225	94%	80%	18%	220	91%	70%	20%
Migrant								
Not Migrant	641	96%	73%	11%	670	91%	65%	13%

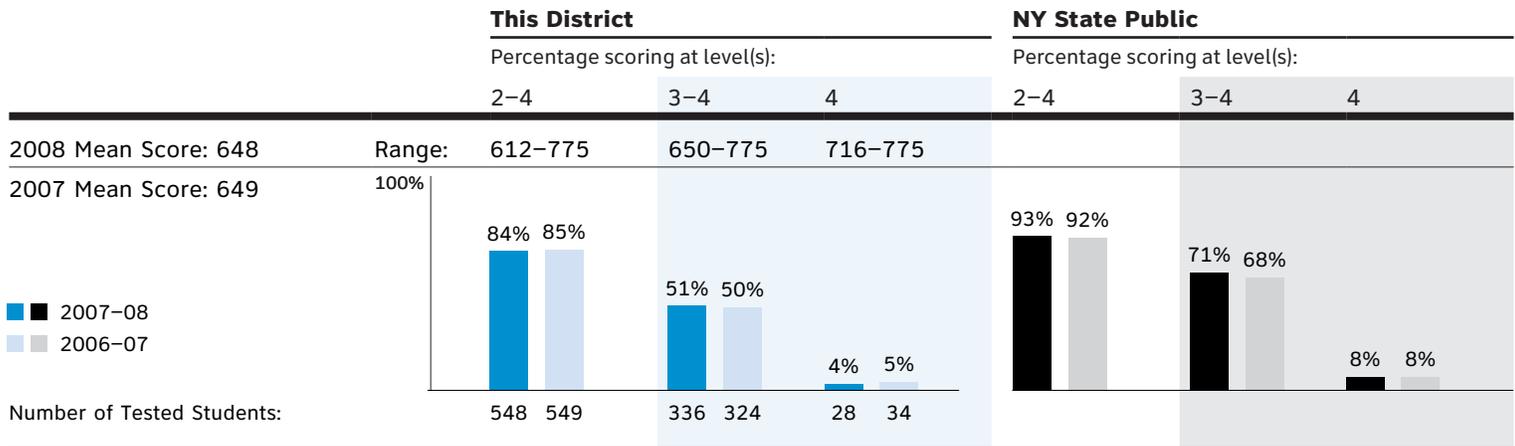
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	17	17	15	9	8	8	6	4

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	654	84%	51%	4%	649	85%	50%	5%
Female	308	89%	58%	4%	303	88%	52%	6%
Male	346	79%	45%	5%	346	82%	48%	5%
American Indian or Alaska Native	4	-	-	-				
Black or African American	445	81%	45%	2%	425	84%	44%	3%
Hispanic or Latino	81	85%	57%	2%	75	76%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	27	85%	70%	11%
White	104	92%	69%	12%	122	93%	72%	12%
Multiracial								
Small Group Totals	24	96%	79%	17%				
General-Education Students	524	93%	60%	5%	542	92%	57%	6%
Students with Disabilities	130	48%	15%	1%	107	47%	13%	0%
English Proficient	630	84%	52%	4%	619	86%	51%	5%
Limited English Proficient	24	75%	38%	0%	30	50%	30%	0%
Economically Disadvantaged	434	82%	45%	2%	459	83%	45%	2%
Not Disadvantaged	220	88%	65%	10%	190	88%	62%	12%
Migrant								
Not Migrant	654	84%	51%	4%	649	85%	50%	5%

NOTES

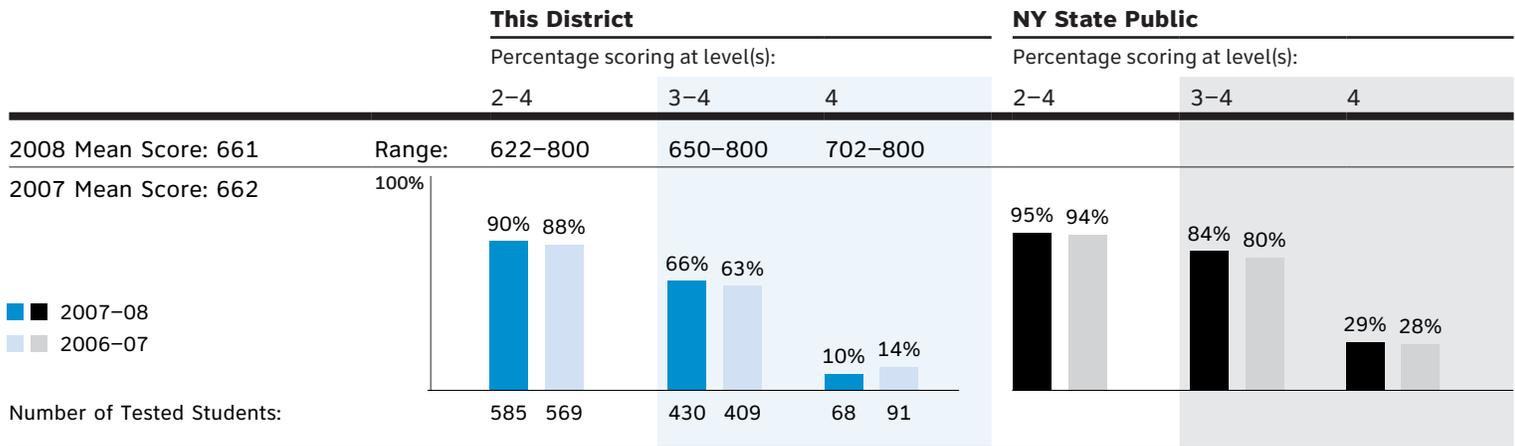
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Other Assessments

	2007-08 School Year				2006-07 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	10	9	17	16	14	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	8	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

	2007-08 School Year				2006-07 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	652	90%	66%	10%	650	88%	63%	14%
Female	305	92%	70%	9%	311	86%	61%	12%
Male	347	88%	62%	12%	339	89%	65%	16%
American Indian or Alaska Native	4	-	-	-				
Black or African American	443	88%	60%	7%	425	85%	59%	9%
Hispanic or Latino	80	94%	70%	4%	75	91%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	30	93%	83%	30%
White	104	93%	81%	24%	120	92%	78%	35%
Multiracial								
Small Group Totals	25	100%	100%	36%				
General-Education Students	521	95%	75%	13%	547	91%	69%	16%
Students with Disabilities	131	68%	31%	1%	103	67%	29%	4%
English Proficient	624	90%	66%	11%	615	88%	64%	15%
Limited English Proficient	28	93%	64%	4%	35	86%	51%	3%
Economically Disadvantaged	432	88%	59%	7%	451	85%	59%	8%
Not Disadvantaged	220	93%	80%	17%	199	92%	71%	27%
Migrant								
Not Migrant	652	90%	66%	10%	650	88%	63%	14%

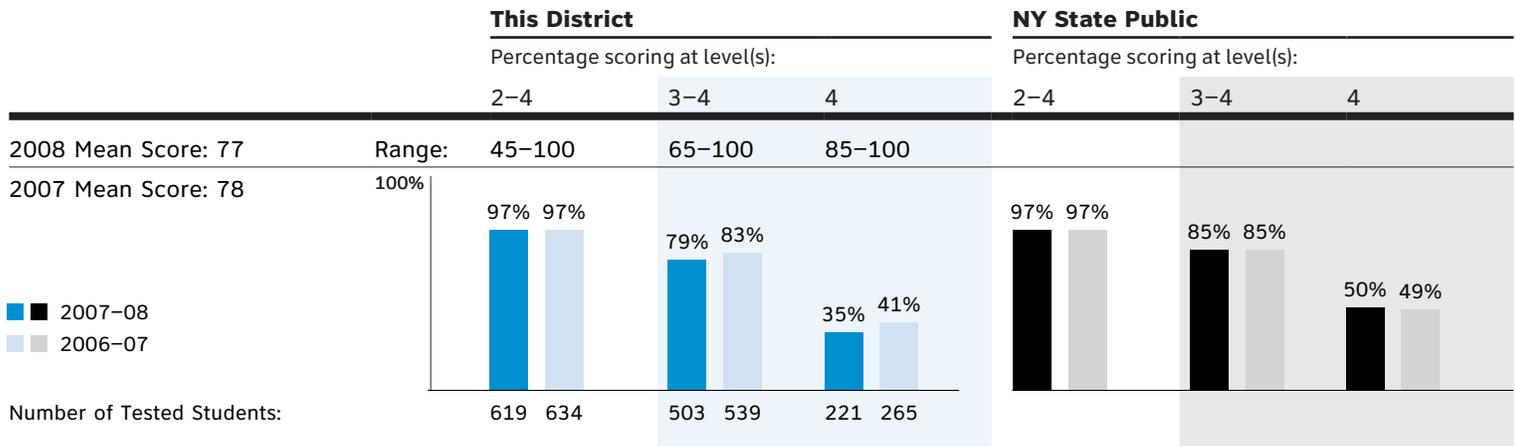
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	10	7	17	16	12	12

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	637	97%	79%	35%	651	97%	83%	41%
Female	299	98%	79%	34%	309	97%	82%	36%
Male	338	97%	79%	35%	342	98%	83%	45%
American Indian or Alaska Native	3	-	-	-				
Black or African American	433	97%	75%	27%	426	97%	80%	34%
Hispanic or Latino	77	96%	86%	36%	74	99%	80%	31%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	31	100%	90%	65%
White	101	100%	87%	58%	120	98%	93%	64%
Multiracial								
Small Group Totals	26	100%	100%	69%				
General-Education Students	513	99%	82%	40%	547	98%	86%	45%
Students with Disabilities	124	90%	65%	12%	104	94%	63%	17%
English Proficient	609	97%	79%	35%	614	97%	83%	42%
Limited English Proficient	28	96%	68%	36%	37	100%	76%	19%
Economically Disadvantaged	422	97%	76%	27%	446	97%	81%	36%
Not Disadvantaged	215	98%	86%	50%	205	99%	87%	52%
Migrant								
Not Migrant	637	97%	79%	35%	651	97%	83%	41%

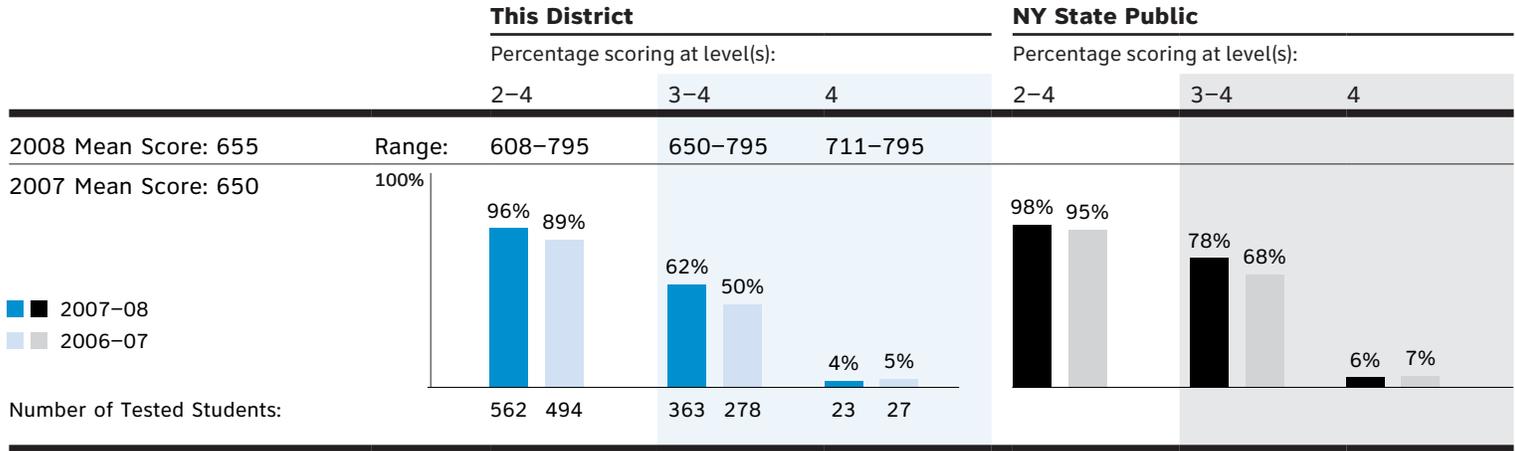
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	10	17	17	14	10

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	588	96%	62%	4%	556	89%	50%	5%
Female	266	99%	65%	5%	265	91%	52%	8%
Male	322	93%	59%	3%	291	87%	48%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	372	94%	56%	2%	350	85%	43%	3%
Hispanic or Latino	74	96%	55%	3%	67	91%	48%	4%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	70%	3%	22	-	-	-
White	112	100%	81%	10%	116	97%	67%	10%
Multiracial								
Small Group Totals					23	96%	70%	0%
General-Education Students	468	99%	72%	5%	446	95%	58%	6%
Students with Disabilities	120	82%	23%	0%	110	64%	16%	0%
English Proficient	553	96%	63%	4%	536	89%	51%	5%
Limited English Proficient	35	91%	40%	0%	20	85%	35%	0%
Economically Disadvantaged	387	95%	56%	3%	381	88%	44%	4%
Not Disadvantaged	201	98%	72%	6%	175	90%	62%	6%
Migrant								
Not Migrant	588	96%	62%	4%	556	89%	50%	5%

NOTES

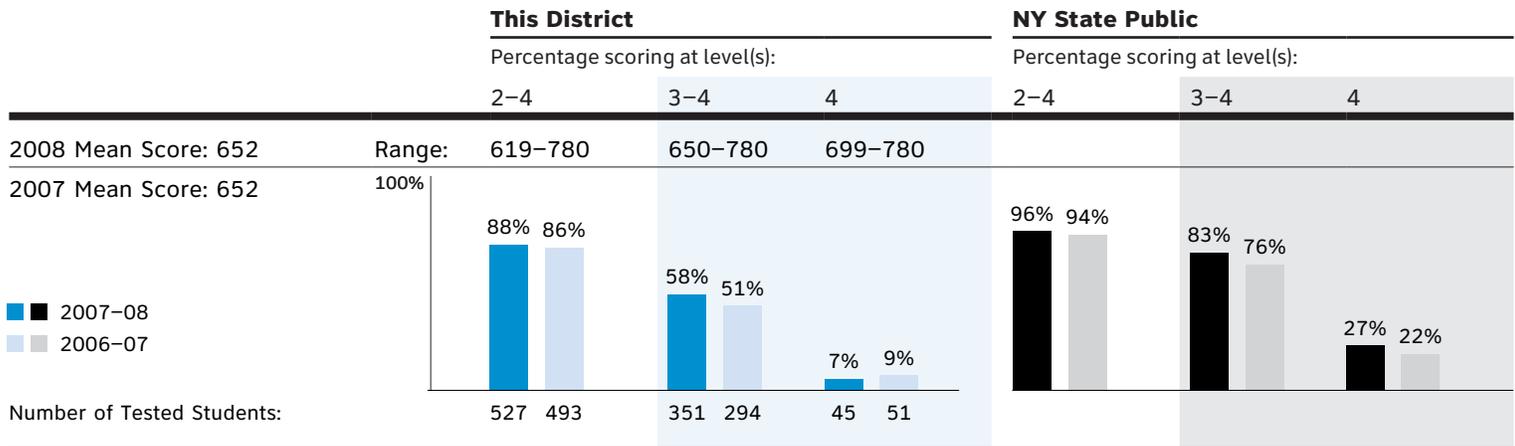
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Other Assessments

	2007-08 School Year				2006-07 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	16	15	14	9	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	6	N/A	N/A	N/A	7	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

	2007-08 School Year				2006-07 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	601	88%	58%	7%	571	86%	51%	9%
Female	272	88%	57%	7%	273	86%	55%	7%
Male	329	88%	60%	8%	298	87%	48%	11%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	376	87%	56%	4%	353	84%	44%	5%
Hispanic or Latino	77	83%	44%	5%	71	87%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	33	-	-	-	26	-	-	-
White	113	94%	73%	19%	120	90%	66%	19%
Multiracial								
Small Group Totals	35	83%	66%	14%	27	96%	78%	22%
General-Education Students	481	93%	64%	9%	458	92%	59%	11%
Students with Disabilities	120	66%	36%	3%	113	65%	23%	1%
English Proficient	553	89%	60%	8%	544	86%	52%	9%
Limited English Proficient	48	73%	38%	4%	27	85%	48%	11%
Economically Disadvantaged	392	86%	53%	5%	380	85%	45%	6%
Not Disadvantaged	209	91%	69%	13%	191	90%	64%	15%
Migrant								
Not Migrant	601	88%	58%	7%	571	86%	51%	9%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	16	12	10	9	7	7	7	7

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 648	598-785	650-785	705-785			
2007 Mean Score: 645						
Number of Tested Students:	497	237	6			

	2007-08	2006-07
2-4	97%	93%
3-4	46%	45%
4	1%	5%

Results by Student Group

	2007-08 School Year			2006-07 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	515	97%	46%	1%	526	93%	45%	5%
Female	240	97%	53%	2%	233	95%	49%	6%
Male	275	96%	40%	1%	293	91%	42%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	322	97%	40%	0%	325	92%	39%	3%
Hispanic or Latino	64	95%	44%	0%	58	90%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	20	100%	65%	10%
White	106	97%	60%	5%	123	95%	63%	10%
Multiracial								
Small Group Totals	23	96%	74%	4%				
General-Education Students	391	99%	59%	2%	406	97%	56%	6%
Students with Disabilities	124	88%	6%	0%	120	79%	9%	0%
English Proficient	493	97%	46%	1%	513	93%	46%	5%
Limited English Proficient	22	91%	41%	0%	13	85%	8%	0%
Economically Disadvantaged	305	97%	41%	0%	339	94%	40%	2%
Not Disadvantaged	210	96%	54%	3%	187	91%	55%	9%
Migrant								
Not Migrant	515	97%	46%	1%	526	93%	45%	5%

NOTES

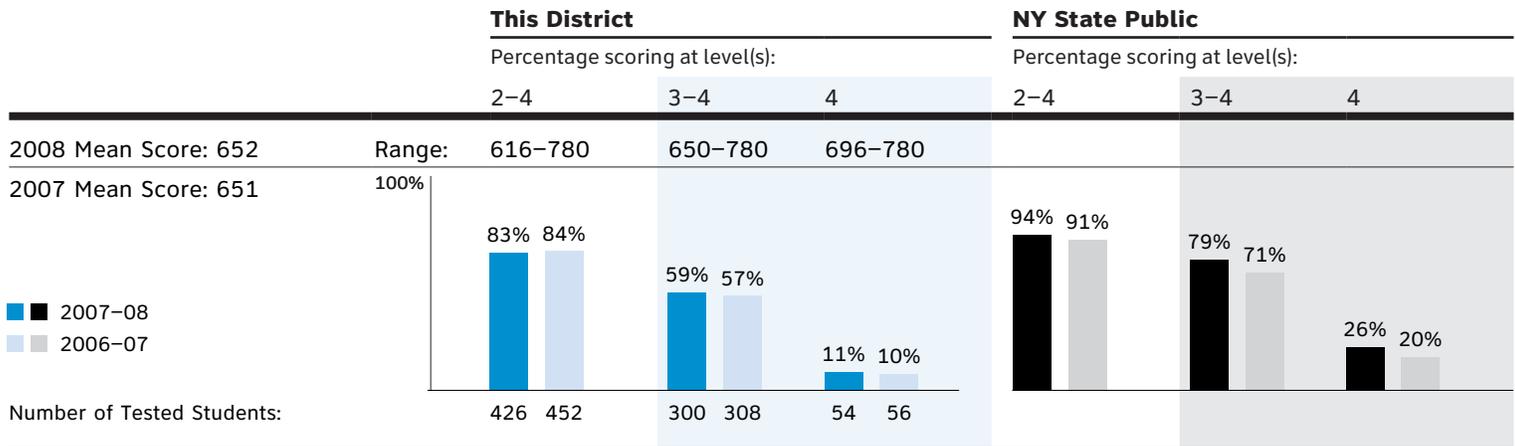
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Other Assessments

	2007-08 School Year			2006-07 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	8	7	4	4	9	8	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	7	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

	2007-08 School Year				2006-07 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	83%	59%	11%	541	84%	57%	10%
Female	239	82%	60%	11%	235	86%	56%	11%
Male	273	84%	58%	10%	306	82%	58%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	322	80%	53%	6%	335	82%	50%	4%
Hispanic or Latino	64	84%	56%	6%	62	77%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	22	95%	86%	36%
White	103	90%	71%	23%	122	89%	74%	24%
Multiracial								
Small Group Totals	23	96%	91%	35%				
General-Education Students	389	92%	68%	14%	422	92%	66%	13%
Students with Disabilities	123	57%	28%	1%	119	52%	25%	2%
English Proficient	488	83%	59%	11%	523	84%	58%	11%
Limited English Proficient	24	88%	54%	8%	18	72%	39%	6%
Economically Disadvantaged	300	81%	54%	6%	338	81%	51%	4%
Not Disadvantaged	212	87%	66%	17%	203	87%	67%	21%
Migrant								
Not Migrant	512	83%	59%	11%	541	84%	57%	10%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	8	8	6	4	9	9	8	7

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 650	600-790	650-790	712-790			
2007 Mean Score: 640						
Number of Tested Students:	533	631	275	296	6	28

Results by Student Group

	2007-08 School Year				2006-07 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	557	96%	49%	1%	731	86%	40%	4%
Female	233	97%	53%	0%	359	90%	46%	4%
Male	324	95%	47%	2%	372	83%	35%	4%
American Indian or Alaska Native					4	-	-	-
Black or African American	368	96%	46%	0%	528	85%	34%	2%
Hispanic or Latino	61	93%	44%	2%	82	89%	49%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	0%	13	-	-	-
White	113	96%	60%	4%	104	91%	63%	12%
Multiracial								
Small Group Totals					17	82%	53%	6%
General-Education Students	415	99%	60%	1%	593	94%	48%	5%
Students with Disabilities	142	85%	18%	0%	138	53%	9%	0%
English Proficient	543	96%	50%	1%	716	87%	41%	4%
Limited English Proficient	14	93%	14%	0%	15	40%	7%	0%
Economically Disadvantaged	310	97%	43%	0%	523	87%	35%	2%
Not Disadvantaged	247	94%	57%	2%	208	84%	53%	7%
Migrant								
Not Migrant	557	96%	49%	1%	731	86%	40%	4%

NOTES

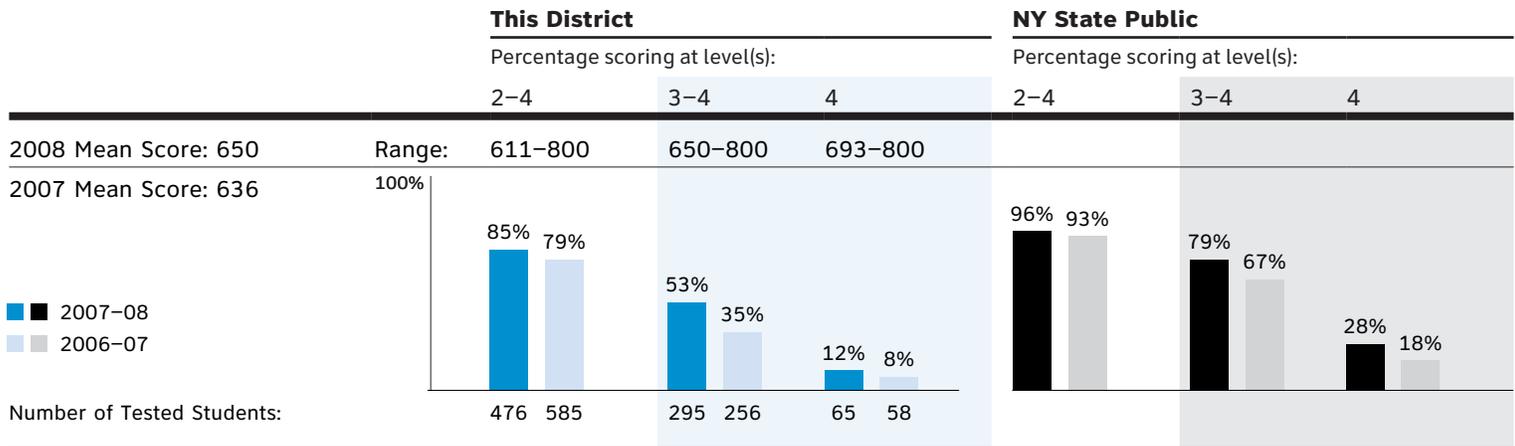
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Other Assessments

	2007-08 School Year				2006-07 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	9	9	9	8	11	10	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	7	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

	2007-08 School Year				2006-07 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	557	85%	53%	12%	736	79%	35%	8%
Female	241	88%	50%	10%	361	84%	38%	7%
Male	316	84%	55%	13%	375	75%	32%	9%
American Indian or Alaska Native					4	-	-	-
Black or African American	365	85%	48%	5%	523	76%	28%	4%
Hispanic or Latino	64	78%	47%	3%	85	86%	39%	8%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	76%	35%	14	-	-	-
White	111	91%	70%	34%	110	88%	62%	25%
Multiracial								
Small Group Totals					18	83%	56%	17%
General-Education Students	417	93%	62%	15%	601	87%	41%	10%
Students with Disabilities	140	64%	27%	3%	135	44%	7%	0%
English Proficient	538	86%	54%	12%	713	81%	35%	8%
Limited English Proficient	19	58%	21%	5%	23	48%	13%	0%
Economically Disadvantaged	305	87%	50%	7%	525	79%	29%	4%
Not Disadvantaged	252	84%	57%	18%	211	81%	49%	18%
Migrant								
Not Migrant	557	85%	53%	12%	736	79%	35%	8%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	8	8	4	11	10	8	8

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 633	602-790	650-790	715-790			
2007 Mean Score: 630						
	85%	81%		95%	94%	
		28%	28%		56%	57%
			1%			6%
			2%			6%
Number of Tested Students:	604	587	196	203	10	18

Results by Student Group

	2007-08 School Year				2006-07 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	710	85%	28%	1%	727	81%	28%	2%
Female	352	89%	32%	1%	368	87%	36%	4%
Male	358	82%	23%	1%	359	74%	20%	1%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	510	84%	23%	0%	497	79%	21%	0%
Hispanic or Latino	76	84%	33%	3%	83	78%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	17	-	-	-
White	108	90%	44%	6%	129	89%	56%	10%
Multiracial								
Small Group Totals	16	81%	38%	13%	18	83%	44%	11%
General-Education Students	558	94%	34%	2%	554	90%	36%	3%
Students with Disabilities	152	51%	3%	0%	173	50%	3%	0%
English Proficient	694	86%	28%	1%	704	82%	29%	3%
Limited English Proficient	16	44%	0%	0%	23	35%	0%	0%
Economically Disadvantaged	392	84%	22%	1%	480	82%	24%	1%
Not Disadvantaged	318	86%	34%	3%	247	79%	36%	6%
Migrant								
Not Migrant	710	85%	28%	1%	727	81%	28%	2%

NOTES

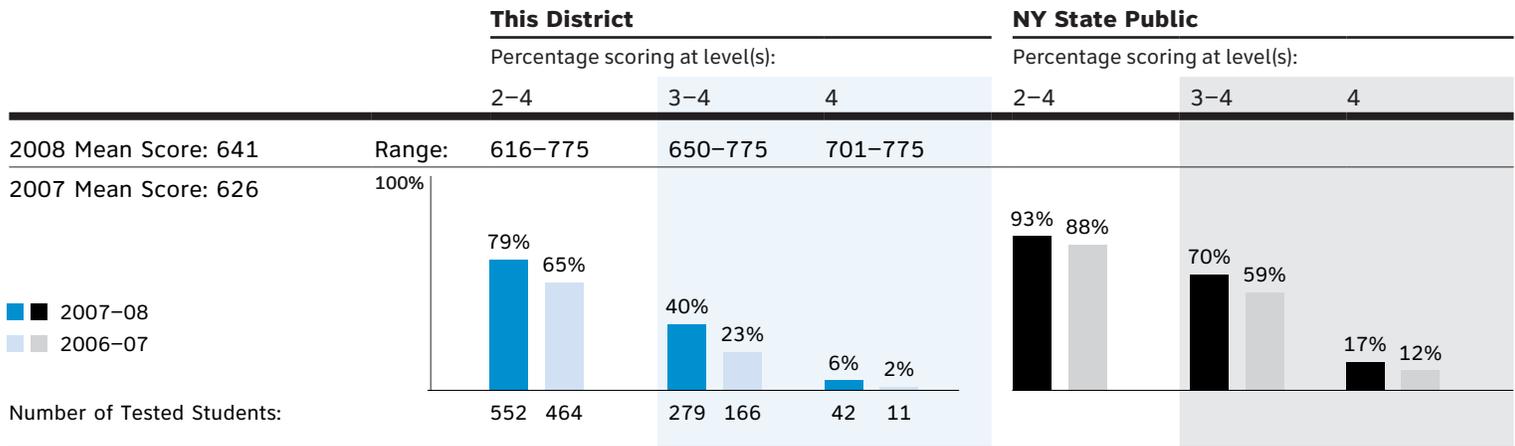
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Other Assessments

	2007-08 School Year				2006-07 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	13	13	10	8	14	12	12	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	3	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

	2007-08 School Year				2006-07 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	699	79%	40%	6%	717	65%	23%	2%
Female	344	82%	41%	5%	360	68%	25%	1%
Male	355	76%	39%	7%	357	62%	21%	2%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	496	76%	34%	3%	490	61%	16%	0%
Hispanic or Latino	79	85%	47%	6%	83	60%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	18	-	-	-
White	107	86%	60%	17%	125	80%	46%	5%
Multiracial								
Small Group Totals	17	82%	41%	12%	19	79%	47%	16%
General-Education Students	553	88%	47%	7%	547	74%	29%	2%
Students with Disabilities	146	45%	12%	1%	170	36%	4%	0%
English Proficient	679	79%	41%	6%	693	66%	24%	2%
Limited English Proficient	20	75%	5%	0%	24	29%	4%	0%
Economically Disadvantaged	386	78%	35%	3%	468	64%	17%	0%
Not Disadvantaged	313	80%	46%	9%	249	66%	34%	4%
Migrant								
Not Migrant	699	79%	40%	6%	717	65%	23%	2%

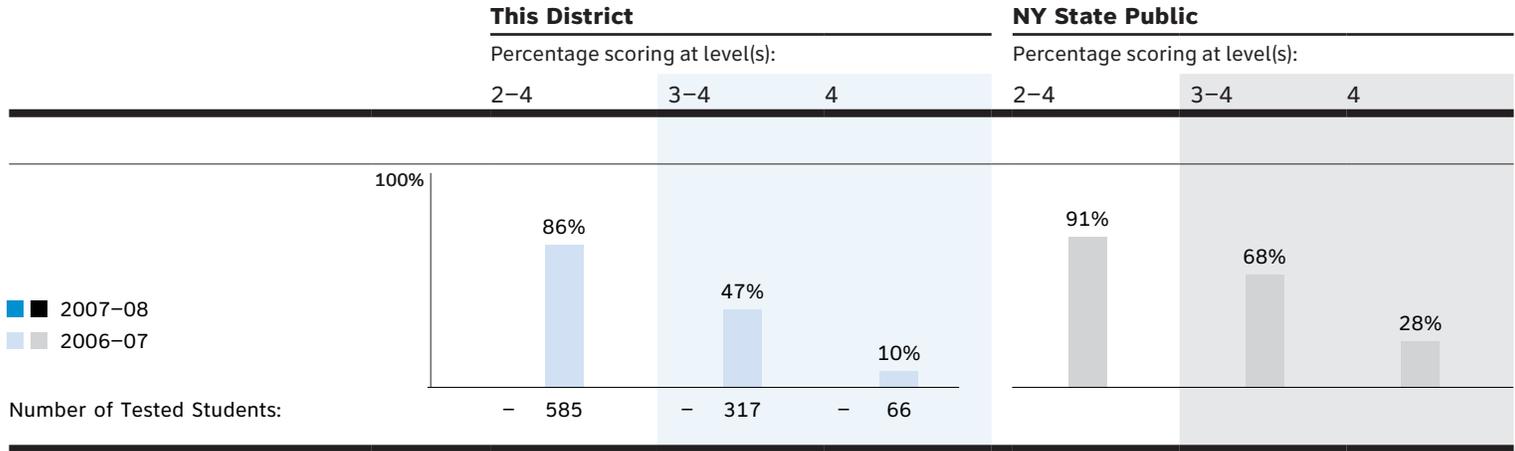
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	12	10	7	2	14	14	12	9

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 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	686	91%	55%	14%	679	86%	47%	10%
Female	344	93%	54%	10%	346	86%	46%	8%
Male	342	89%	56%	18%	333	86%	48%	11%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	484	92%	50%	8%	461	85%	40%	5%
Hispanic or Latino	80	85%	59%	16%	78	78%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	17	-	-	-
White	104	97%	75%	38%	122	93%	70%	27%
Multiracial								
Small Group Totals	18	72%	56%	33%	18	94%	67%	33%
General-Education Students	545	94%	62%	17%	521	91%	55%	12%
Students with Disabilities	141	79%	26%	1%	158	70%	20%	3%
English Proficient	664	92%	56%	14%	657	88%	48%	10%
Limited English Proficient	22	64%	14%	5%	22	41%	9%	0%
Economically Disadvantaged	378	93%	53%	9%	451	87%	41%	4%
Not Disadvantaged	308	89%	56%	20%	228	84%	57%	21%
Migrant								
Not Migrant	686	91%	55%	14%	679	86%	47%	10%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	12	12	10	10	14	14	13	11
Regents Science	2	-	-	-	0			

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

This District

Percentage scoring at level(s):

2-4

3-4

4

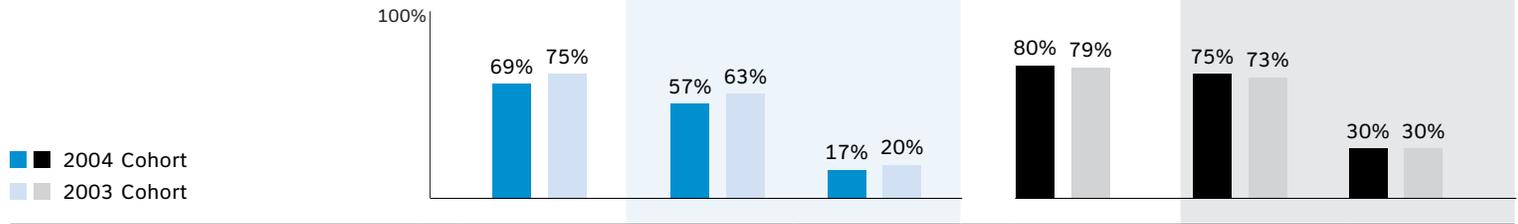
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2003 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	692	69%	57%	17%	578	75%	63%	20%
Female	369	78%	65%	19%	319	76%	65%	20%
Male	323	59%	47%	14%	259	73%	60%	19%
American Indian or Alaska Native	3	–	–	–	4	–	–	–
Black or African American	420	64%	48%	6%	354	68%	53%	7%
Hispanic or Latino	57	58%	44%	14%	51	73%	61%	20%
Asian or Native Hawaiian/Other Pacific Islander	24	–	–	–	21	–	–	–
White	188	82%	78%	41%	148	91%	84%	48%
Multiracial								
Small Group Totals	27	78%	63%	19%	25	92%	76%	24%
General-Education Students	563	80%	67%	20%	483	84%	71%	23%
Students with Disabilities	129	20%	10%	0%	95	29%	19%	0%
English Proficient	684	69%	57%	17%	572	75%	63%	20%
Limited English Proficient	8	88%	38%	13%	6	50%	50%	0%
Economically Disadvantaged	238	67%	54%	6%	243	73%	57%	8%
Not Disadvantaged	454	70%	58%	22%	335	76%	67%	28%
Migrant								
Not Migrant	692	69%	57%	17%				

NOTES

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Other Assessments

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2003 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

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

** 2003 cohort data are those reported in the 2006-07 *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

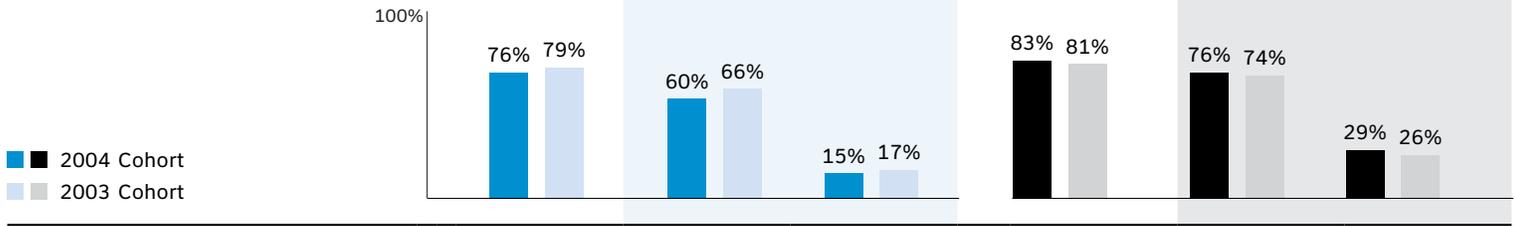
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 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	692	76%	60%	15%	578	79%	66%	17%
Female	369	83%	66%	15%	319	82%	67%	15%
Male	323	67%	52%	15%	259	76%	65%	21%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	420	73%	52%	7%	354	74%	57%	7%
Hispanic or Latino	57	60%	47%	4%	51	75%	67%	20%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	21	-	-	-
White	188	85%	78%	34%	148	91%	84%	38%
Multiracial								
Small Group Totals	27	85%	70%	26%	25	96%	88%	40%
General-Education Students	563	84%	69%	18%	483	87%	73%	21%
Students with Disabilities	129	38%	18%	0%	95	41%	31%	0%
English Proficient	684	76%	60%	15%	572	79%	66%	17%
Limited English Proficient	8	75%	63%	0%	6	67%	50%	17%
Economically Disadvantaged	238	75%	59%	7%	243	81%	65%	8%
Not Disadvantaged	454	76%	60%	19%	335	78%	67%	24%
Migrant								
Not Migrant	692	76%	60%	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

	2004 Cohort			2003 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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