



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **BINGHAMTON CITY SCHOOL  
DISTRICT**

District ID **03-02-00-01-0000**

Superintendent **PEGGY WOZNIAK**

Telephone **(607) 762-8100**

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 BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

## 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	133	166	150
Kindergarten	567	538	513
Grade 1	522	515	497
Grade 2	512	488	492
Grade 3	437	482	497
Grade 4	468	395	487
Grade 5	457	435	406
Grade 6	471	443	454
Ungraded Elementary	73	88	61
Grade 7	492	458	424
Grade 8	460	454	443
Grade 9	473	464	463
Grade 10	475	438	443
Grade 11	409	431	415
Grade 12	406	350	383
Ungraded Secondary	13	54	41
<b>Total K-12</b>	<b>6235</b>	<b>6033</b>	<b>6019</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	19	19	19
<b>Grade 8</b>			
English	22	21	20
Mathematics	20	21	20
Science	22	22	21
Social Studies	21	22	22
<b>Grade 10</b>			
English	22	20	20
Mathematics	20	18	20
Science	22	21	23
Social Studies	22	22	22

### 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 BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	3405	55%	2951	49%	3050	51%
Reduced-Price Lunch	657	11%	556	9%	569	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	265	4%	253	4%	239	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	8	0%	14	0%	22	0%
Black or African American	1459	23%	1460	24%	1503	25%
Hispanic or Latino	411	7%	402	7%	439	7%
Asian or Native Hawaiian/Other Pacific Islander	229	4%	220	4%	214	4%
White	4128	66%	3821	63%	3708	62%
Multiracial**	N/A	N/A	116	2%	133	2%

\* 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		93%		93%		93%
Student Suspensions	742	12%	645	10%	662	11%

## 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 BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	549	531	574
Percent with No Valid Teaching Certificate	1%	2%	1%
Percent Teaching Out of Certification	2%	2%	3%
Percent with Fewer Than Three Years of Experience	6%	7%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	15%	13%
<b>Total Number of Core Classes</b>	1991	1331	1522
Percent Not Taught by Highly Qualified Teachers	2%	4%	3%
<b>Total Number of Classes</b>	1762	1799	1942
Percent Taught by Teachers Without Appropriate Certification	2%	3%	3%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	8%	9%
Turnover Rate of All Teachers	15%	8%	8%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	55	53	101
Total Paraprofessionals*	286	299	302
Assistant Principals	8	7	7
Principals	10	10	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 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](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 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](http://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](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 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](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008–09)

#### Improvement (Year 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

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

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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		—	—	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 5	✗ 4 of 5	✓ 1 of 1

#### Accountability Status Levels

#### AYP Status

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

#### 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 4)

**Accountability Measures** 7 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 4) in 2009-10. [209]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (2757:2618)							
<b>Ethnicity</b>							
American Indian or Alaska Native (11:10)	—						
Black or African American (716:669)							
Hispanic or Latino (214:198)							
Asian or Native Hawaiian/Other Pacific Islander (185:78)							
White (1727:1663)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (407:376)							
Limited English Proficient <sup>5</sup> (191:112)							
Economically Disadvantaged (1471:1443)							
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.




<sup>3</sup> 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.

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


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


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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (2733:2576)			99%		170	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (12:9)	—	—	—	—	—	—	—
Black or African American (710:663)			99%		159	98	
Hispanic or Latino (211:192)			100%		164	94	
Asian or Native Hawaiian/Other Pacific Islander (95:82)			100%		182	91	
White (1705:1630)			99%		175	99	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (395:367)			99%		124	96	
Limited English Proficient <sup>5</sup> (92:109)			100%		161	92	
Economically Disadvantaged (1474:1442)			99%		164	99	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.




<sup>3</sup> 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.

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


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


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

#### AYP Status

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
















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (944:872)		Qualified		97%		181	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (5:4)	—	—	—	—	—	—	—	—
Black or African American (243:222)		Qualified		98%		171	100	
Hispanic or Latino (69:63)		Qualified		100%		162	100	
Asian or Native Hawaiian/Other Pacific Islander (37:31)		Qualified	—	—		190	100	
White (590:552)		Qualified		97%		186	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (134:118)		Qualified		96%		160	100	
Limited English Proficient <sup>4</sup> (29:24)	—	—	—	—	—	—	—	—
Economically Disadvantaged (491:469)		Qualified		97%		177	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES




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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

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

#### AYP Status

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

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2008–09)



Improvement (Year 4)

### Accountability Measures

4 of 5

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 4) in 2009-10. [209]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (375:348)</b>	✓						
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (92:79)	✓						
Hispanic or Latino (22:18)	–						
Asian or Native Hawaiian/Other Pacific Islander (14:14)	–						
White (247:237)	✓						
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (33:44)	✗						
Limited English Proficient <sup>4</sup> (9:5)	–						
Economically Disadvantaged (130:133)	✓						
<b>Final AYP Determination</b>	✗ 4 of 5						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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.


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


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

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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** 4 of 5 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	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (375:348)			99%		178	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (92:79)			99%		162	148	
Hispanic or Latino (22:18)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (14:14)	—	—	—	—	—	—	—
White (247:237)			99%		184	152	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (33:44)		—	—		118	144	106 <sup>‡</sup> 126
Limited English Proficient <sup>4</sup> (9:5)	—	—	—	—	—	—	—
Economically Disadvantaged (130:133)			100%		184	150	
<b>Final AYP Determination</b>		4 of 5					

#### NOTES

<sup>1</sup> 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).




<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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.


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


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

#### AYP Status

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








## 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) <sup>1</sup>	Graduation		Objectives			
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target	
					2007–08	2008–09
<b>All Students</b> (420)			63%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (94)			51%	55%	48%	52%
Hispanic or Latino (24)	–	–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (18)	–	–	–	–		
White (284)			69%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (79)			32%	55%	37%	33%
Limited English Proficient <sup>3</sup> (9)	–	–	–	–		
Economically Disadvantaged (177)			55%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> 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.

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

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

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 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 **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

## 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

8 schools identified 80% of total

BENJAMIN FRANKLIN ELEMENTARY SCHOOL

CALVIN COOLIDGE SCHOOL

HORACE MANN SCHOOL

MACARTHUR SCHOOL

THEODORE ROOSEVELT SCHOOL

THOMAS JEFFERSON SCHOOL

WEST MIDDLE SCHOOL

WOODROW WILSON SCHOOL

#### Improvement (Year 1)

1 school identified 10% of total

EAST MIDDLE SCHOOL

#### Requiring Academic Progress (Year 6)

1 school identified 10% of total















BINGHAMTON HIGH SCHOOL



District BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

## 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%	
<b>English Language Arts</b>				
Grade 3	68%			461
Grade 4	63%			487
Grade 5	72%			411
Grade 6	57%			447
Grade 7	61%			416
Grade 8	57%			445
<b>Mathematics</b>				
Grade 3	85%			458
Grade 4	76%			481
Grade 5	75%			412
Grade 6	74%			441
Grade 7	74%			419
Grade 8	67%			446
<b>Science</b>				
Grade 4	81%			475
Grade 8	80%			425

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	68%			464
Mathematics	71%			464

### About the Performance Level Descriptors

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

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

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

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

#### Level 3: Meeting Learning Standards.

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

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

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

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

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

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

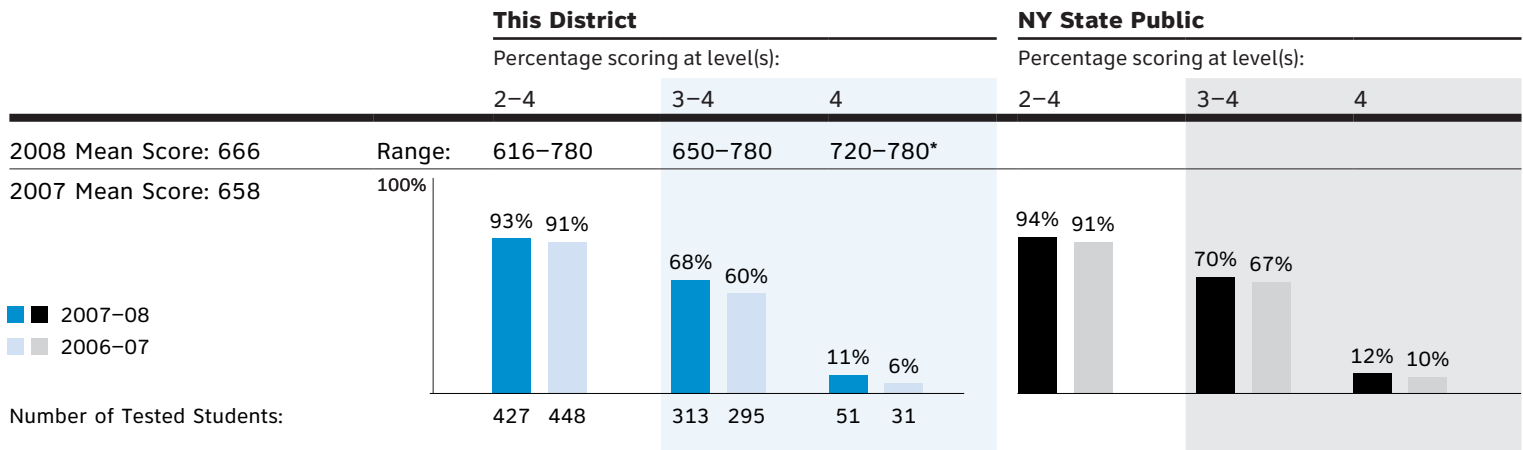
### This District's N/RC Category:

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

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



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



### Results by Student Group

	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
<b>All Students</b>	<b>461</b>	<b>93%</b>	<b>68%</b>	<b>11%</b>	<b>495</b>	<b>91%</b>	<b>60%</b>	<b>6%</b>
Female	221	93%	70%	12%	240	92%	60%	8%
Male	240	92%	66%	10%	255	89%	60%	4%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	117	91%	59%	4%	124	91%	48%	2%
Hispanic or Latino	36	89%	58%	8%	45	78%	40%	7%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	17	-	-	-
White	295	94%	74%	15%	306	92%	66%	8%
Multiracial								
Small Group Totals	13	85%	46%	0%	20	100%	75%	0%
General-Education Students	418	96%	72%	12%	437	94%	65%	7%
Students with Disabilities	43	63%	33%	2%	58	62%	16%	0%
English Proficient	436	93%	70%	12%	466	92%	61%	7%
Limited English Proficient	25	92%	32%	0%	29	69%	38%	0%
Economically Disadvantaged	262	92%	65%	8%	328	89%	54%	4%
Not Disadvantaged	199	93%	72%	16%	167	94%	70%	10%
Migrant								
Not Migrant	461	93%	68%	11%	495	91%	60%	6%

#### NOTES

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

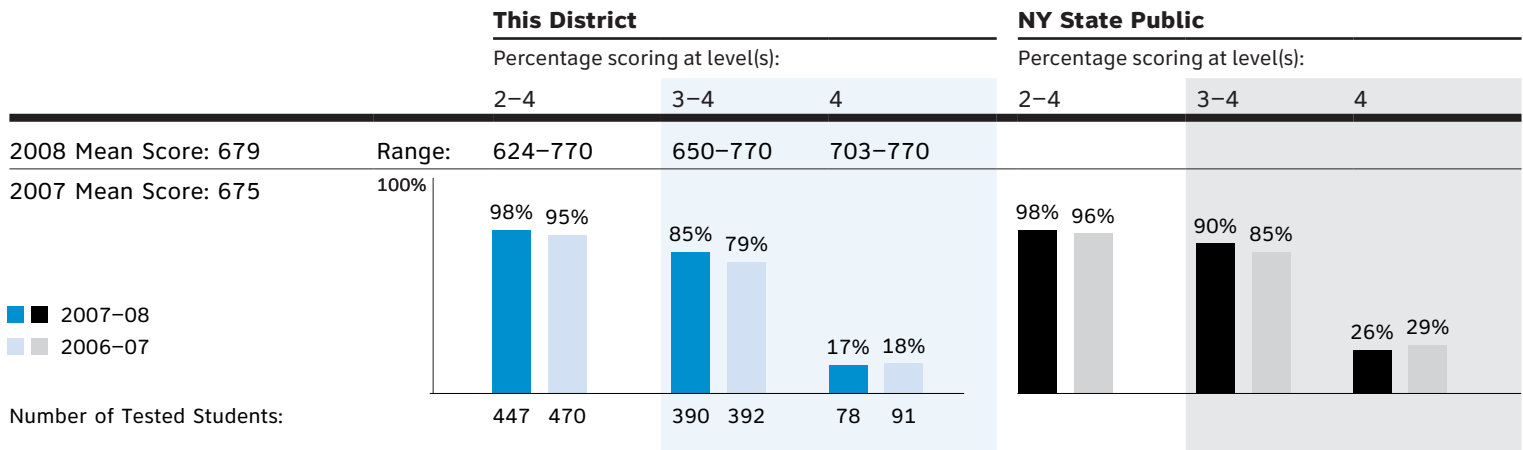
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	6	6	6	6	6	6	6	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	2	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
<b>All Students</b>	<b>458</b>	<b>98%</b>	<b>85%</b>	<b>17%</b>	<b>495</b>	<b>95%</b>	<b>79%</b>	<b>18%</b>
Female	220	97%	85%	19%	241	95%	79%	15%
Male	238	98%	85%	15%	254	94%	80%	22%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	115	96%	75%	8%	124	92%	70%	11%
Hispanic or Latino	38	97%	89%	11%	46	98%	63%	13%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	18	-	-	-
White	290	98%	89%	22%	303	96%	85%	22%
Multiracial								
Small Group Totals	15	100%	87%	13%	22	95%	86%	18%
General-Education Students	416	99%	88%	19%	436	97%	84%	21%
Students with Disabilities	42	83%	55%	0%	59	80%	44%	2%
English Proficient	431	97%	85%	17%	464	95%	79%	19%
Limited English Proficient	27	100%	89%	11%	31	100%	77%	13%
Economically Disadvantaged	262	97%	82%	14%	325	95%	77%	15%
Not Disadvantaged	196	98%	89%	21%	170	95%	84%	24%
Migrant								
Not Migrant	458	98%	85%	17%	495	95%	79%	18%

### 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

	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	6	6	6	4	6	5	5	4

## This District's Results in Grade 4 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: 658	612-775	650-775	716-775			
2007 Mean Score: 659						
Number of Tested Students:	444	364	305	263	27	21

### 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
<b>All Students</b>	<b>487</b>	<b>91%</b>	<b>63%</b>	<b>6%</b>	<b>405</b>	<b>90%</b>	<b>65%</b>	<b>5%</b>
Female	235	92%	64%	8%	200	92%	67%	9%
Male	252	90%	62%	3%	205	88%	63%	2%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	134	87%	57%	1%	111	84%	51%	5%
Hispanic or Latino	44	82%	48%	5%	33	79%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	12	-	-	-
White	290	94%	67%	8%	246	94%	76%	6%
Multiracial								
Small Group Totals	19	95%	74%	0%	15	87%	47%	0%
General-Education Students	432	94%	68%	6%	348	94%	71%	6%
Students with Disabilities	55	71%	20%	0%	57	65%	28%	2%
English Proficient	466	92%	64%	6%	388	90%	66%	5%
Limited English Proficient	21	67%	29%	0%	17	82%	29%	0%
Economically Disadvantaged	270	90%	59%	4%	269	89%	59%	5%
Not Disadvantaged	217	93%	67%	7%	136	91%	76%	6%
Migrant								
Not Migrant	487	91%	63%	6%	405	90%	65%	5%

#### NOTES

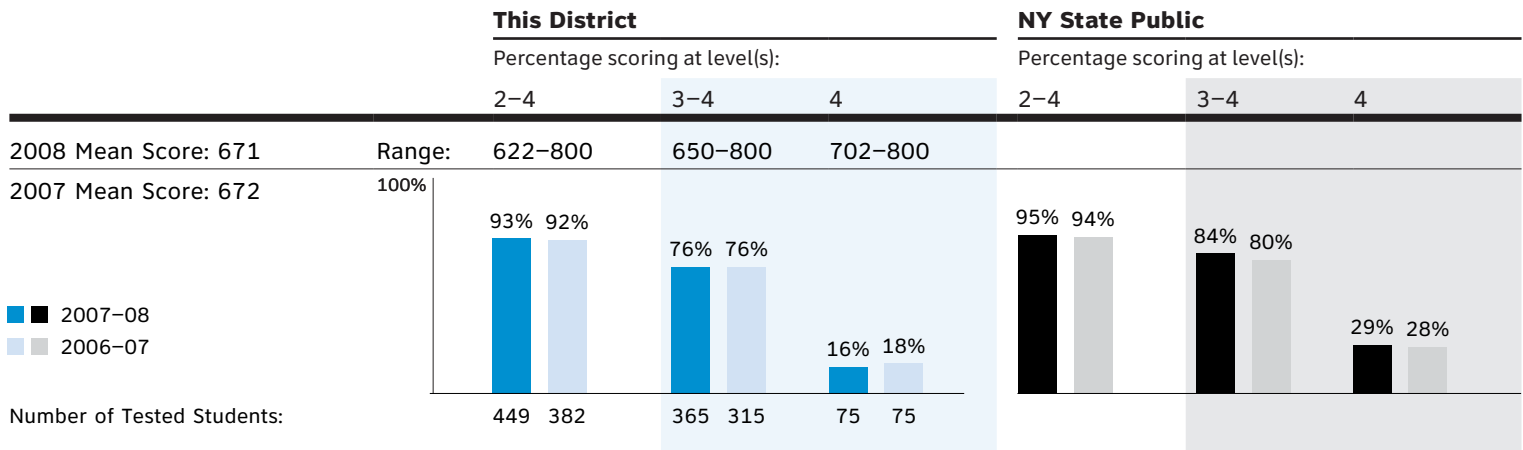
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### Other Assessments

	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	10	9	8	6	12	12	12	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	4	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
<b>All Students</b>	<b>481</b>	<b>93%</b>	<b>76%</b>	<b>16%</b>	<b>416</b>	<b>92%</b>	<b>76%</b>	<b>18%</b>
Female	230	93%	73%	14%	206	93%	75%	18%
Male	251	94%	78%	17%	210	90%	77%	18%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	134	87%	63%	9%	113	87%	66%	8%
Hispanic or Latino	42	93%	71%	2%	35	83%	54%	9%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	12	-	-	-
White	283	96%	82%	21%	252	95%	83%	23%
Multiracial								
Small Group Totals	22	100%	86%	14%	16	94%	69%	31%
General-Education Students	426	95%	78%	17%	356	95%	80%	20%
Students with Disabilities	55	82%	56%	4%	60	75%	52%	5%
English Proficient	460	94%	77%	16%	396	92%	77%	18%
Limited English Proficient	21	86%	62%	0%	20	95%	50%	10%
Economically Disadvantaged	271	93%	72%	11%	271	91%	72%	15%
Not Disadvantaged	210	94%	81%	21%	145	93%	82%	23%
Migrant								
Not Migrant	481	93%	76%	16%	416	92%	76%	18%

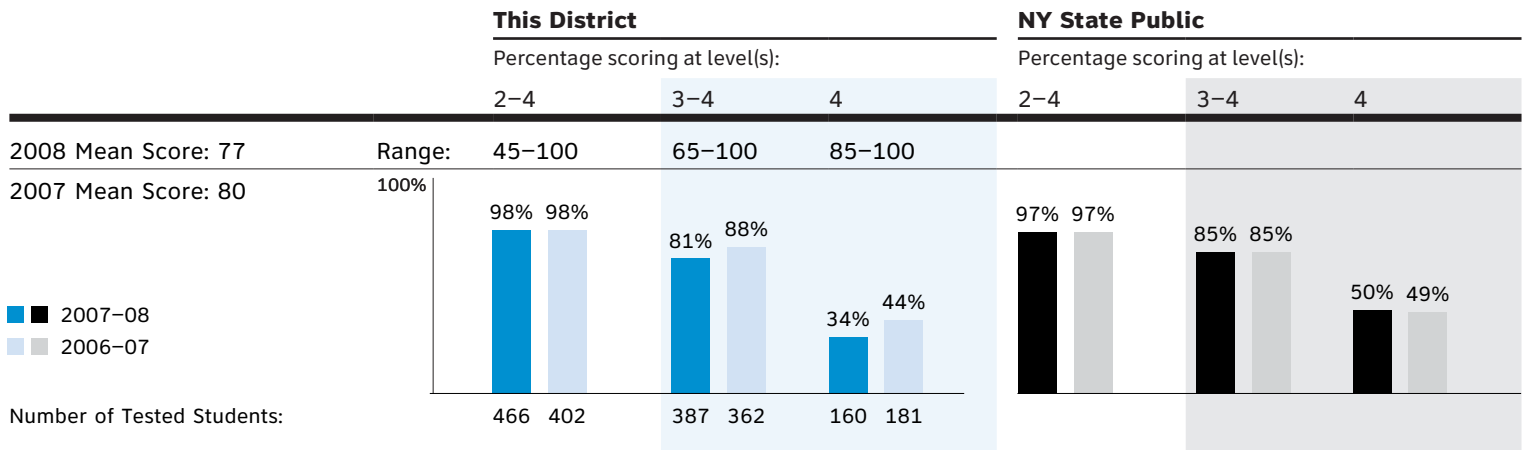
#### NOTES

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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	10	10	8	3	12	12	12	8

## 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
<b>All Students</b>	<b>475</b>	<b>98%</b>	<b>81%</b>	<b>34%</b>	<b>410</b>	<b>98%</b>	<b>88%</b>	<b>44%</b>
Female	227	97%	77%	29%	205	99%	88%	43%
Male	248	99%	86%	38%	205	98%	88%	45%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	131	96%	69%	18%	110	97%	82%	29%
Hispanic or Latino	44	95%	61%	14%	34	94%	79%	12%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	12	-	-	-
White	278	99%	90%	46%	250	99%	93%	56%
Multiracial								
Small Group Totals	22	100%	86%	18%	16	100%	81%	31%
General-Education Students	421	98%	83%	35%	349	99%	91%	49%
Students with Disabilities	54	100%	69%	22%	61	93%	74%	18%
English Proficient	453	98%	82%	35%	391	98%	88%	45%
Limited English Proficient	22	95%	64%	14%	19	100%	95%	32%
Economically Disadvantaged	263	97%	80%	28%	266	98%	87%	39%
Not Disadvantaged	212	100%	83%	41%	144	98%	90%	53%
Migrant								
Not Migrant	475	98%	81%	34%	410	98%	88%	44%

### 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

	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	10	10	10	8	12	12	12	11

## This District's Results in Grade 5 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: 662	608-795	650-795	711-795			
2007 Mean Score: 665						
Number of Tested Students:	398	428	294	305	19	28

Entity	Level	2007-08 (%)	2006-07 (%)
This District	2-4	97%	95%
	3-4	72%	68%
	4	5%	6%
NY State Public	2-4	98%	95%
	3-4	78%	68%
	4	6%	7%

### 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
<b>All Students</b>	<b>411</b>	<b>97%</b>	<b>72%</b>	<b>5%</b>	<b>450</b>	<b>95%</b>	<b>68%</b>	<b>6%</b>
Female	201	97%	75%	7%	204	96%	75%	7%
Male	210	97%	69%	2%	246	94%	62%	6%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	118	96%	62%	2%	103	98%	51%	1%
Hispanic or Latino	35	100%	57%	0%	33	88%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	15	-	-	-
White	246	97%	78%	7%	296	95%	75%	8%
Multiracial								
Small Group Totals	12	92%	67%	0%	18	94%	61%	6%
General-Education Students	355	99%	77%	5%	382	98%	75%	7%
Students with Disabilities	56	86%	38%	2%	68	76%	28%	0%
English Proficient	399	97%	72%	5%	437	95%	69%	6%
Limited English Proficient	12	100%	50%	0%	13	85%	31%	0%
Economically Disadvantaged	241	96%	68%	3%	267	93%	60%	4%
Not Disadvantaged	170	98%	76%	7%	183	98%	79%	10%
Migrant								
Not Migrant	411	97%	72%	5%	450	95%	68%	6%

#### NOTES

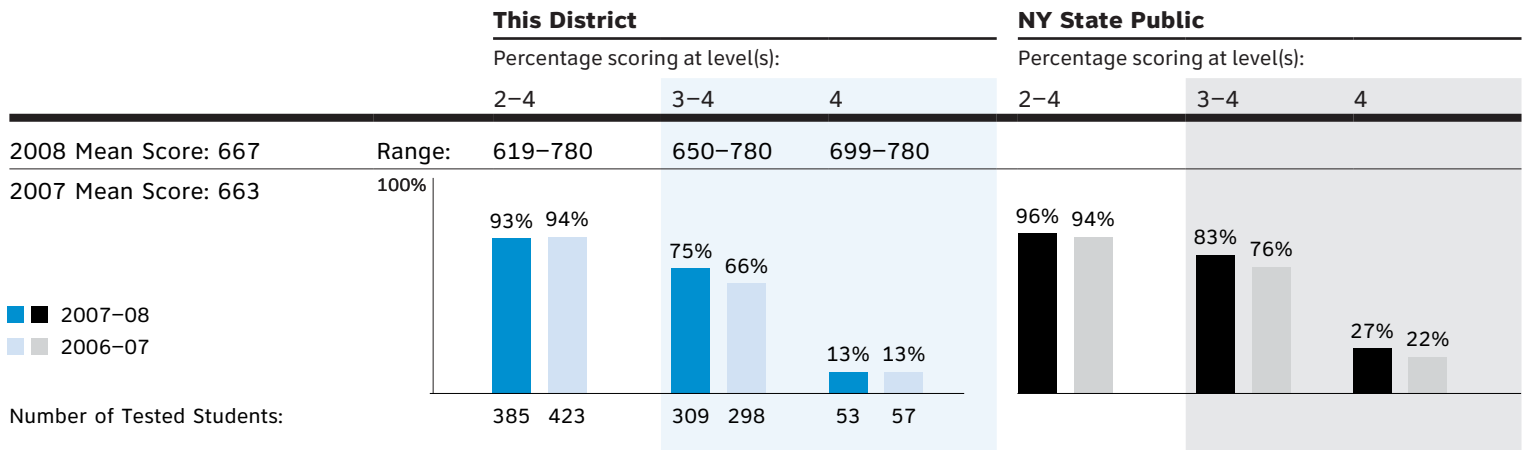
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### Other Assessments

	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	10	9	8	4	8	8	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	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
<b>All Students</b>	<b>412</b>	<b>93%</b>	<b>75%</b>	<b>13%</b>	<b>450</b>	<b>94%</b>	<b>66%</b>	<b>13%</b>
Female	202	93%	75%	12%	205	94%	67%	13%
Male	210	94%	75%	14%	245	94%	66%	12%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	118	92%	67%	6%	100	87%	53%	4%
Hispanic or Latino	36	86%	61%	0%	37	86%	51%	8%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	14	-	-	-
White	241	95%	81%	17%	296	97%	73%	16%
Multiracial								
Small Group Totals	17	100%	71%	29%	17	100%	65%	18%
General-Education Students	357	96%	80%	14%	383	96%	72%	14%
Students with Disabilities	55	80%	40%	7%	67	82%	33%	3%
English Proficient	397	94%	76%	13%	435	94%	68%	13%
Limited English Proficient	15	80%	53%	13%	15	80%	27%	0%
Economically Disadvantaged	241	92%	75%	10%	265	92%	61%	9%
Not Disadvantaged	171	96%	75%	17%	185	97%	74%	18%
Migrant								
Not Migrant	412	93%	75%	13%	450	94%	66%	13%

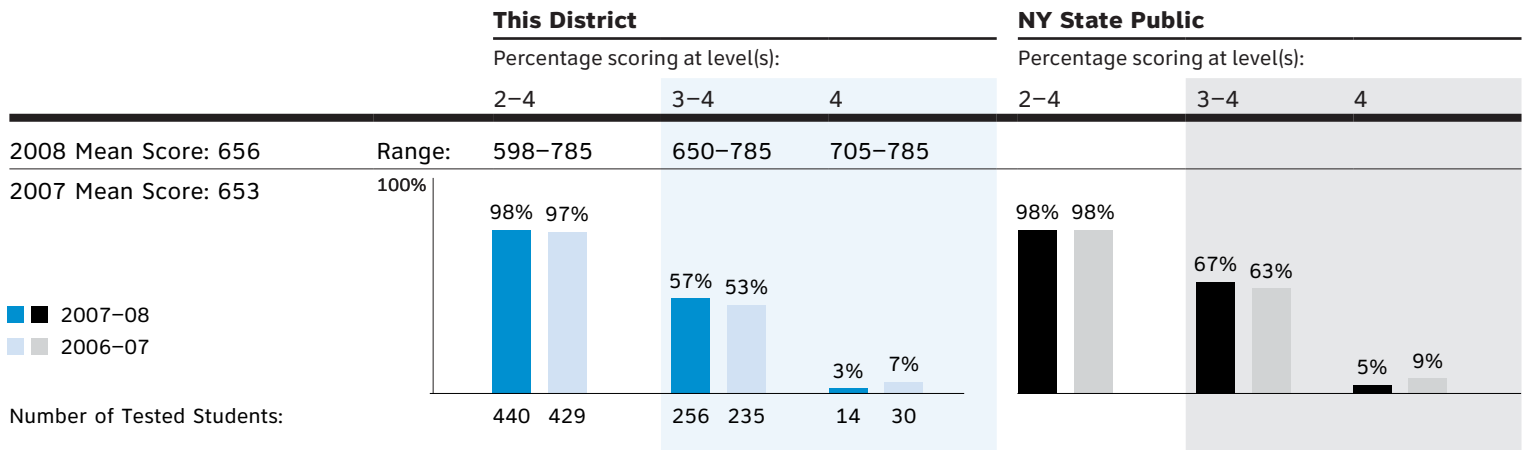
#### NOTES

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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 5 Equivalent	10	8	8	3	8	8	8	7

## This District's Results in Grade 6 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
<b>All Students</b>	<b>447</b>	<b>98%</b>	<b>57%</b>	<b>3%</b>	<b>444</b>	<b>97%</b>	<b>53%</b>	<b>7%</b>
Female	210	99%	65%	5%	225	96%	59%	8%
Male	237	98%	51%	1%	219	97%	47%	5%
American Indian or Alaska Native	2	-	-	-				
Black or African American	106	100%	38%	0%	109	98%	35%	0%
Hispanic or Latino	38	92%	39%	0%	31	97%	48%	13%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	10	100%	70%	20%
White	287	99%	67%	5%	294	96%	60%	8%
Multiracial								
Small Group Totals	16	100%	63%	0%				
General-Education Students	376	100%	64%	4%	372	99%	60%	8%
Students with Disabilities	71	90%	21%	0%	72	83%	18%	0%
English Proficient	435	99%	59%	3%	435	97%	54%	7%
Limited English Proficient	12	92%	0%	0%	9	89%	0%	0%
Economically Disadvantaged	233	98%	45%	1%	254	96%	41%	2%
Not Disadvantaged	214	99%	70%	5%	190	98%	69%	13%
Migrant								
Not Migrant	447	98%	57%	3%	444	97%	53%	7%

#### NOTES

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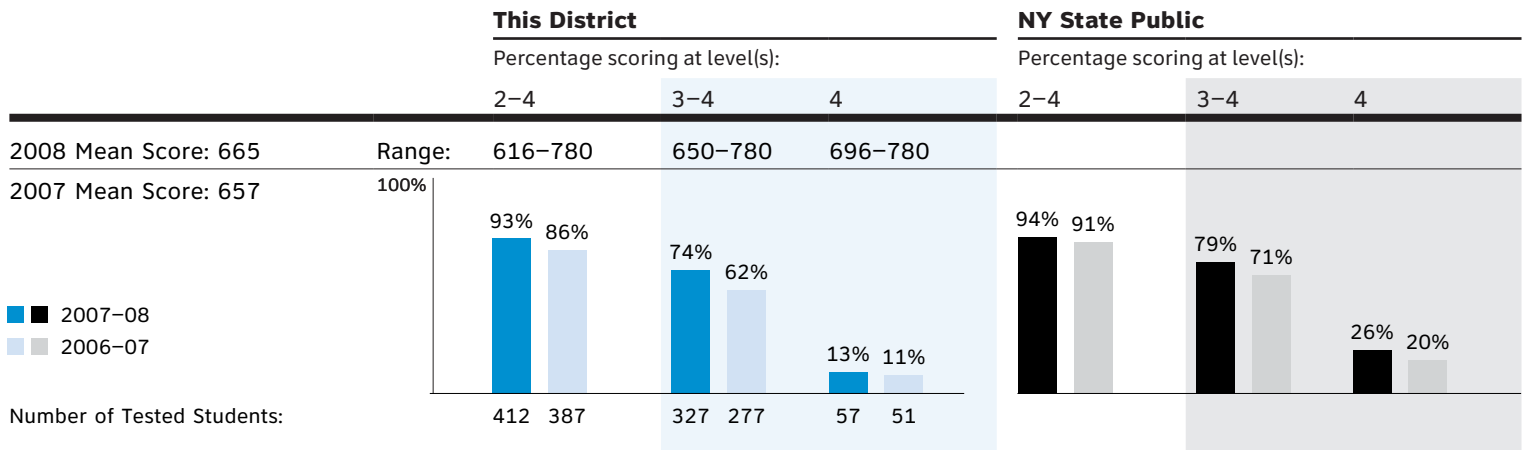
### Other Assessments

	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	5	3	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	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
<b>All Students</b>	<b>441</b>	<b>93%</b>	<b>74%</b>	<b>13%</b>	<b>448</b>	<b>86%</b>	<b>62%</b>	<b>11%</b>
Female	206	96%	77%	15%	224	87%	66%	9%
Male	235	91%	71%	11%	224	86%	58%	13%
American Indian or Alaska Native	2	-	-	-				
Black or African American	106	94%	64%	6%	114	82%	50%	4%
Hispanic or Latino	36	83%	58%	6%	30	77%	47%	10%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	10	90%	80%	30%
White	283	94%	79%	16%	294	89%	67%	14%
Multiracial								
Small Group Totals	16	100%	88%	19%				
General-Education Students	372	97%	80%	15%	376	91%	69%	13%
Students with Disabilities	69	75%	42%	3%	72	61%	22%	3%
English Proficient	429	94%	74%	13%	439	87%	63%	12%
Limited English Proficient	12	75%	67%	0%	9	33%	22%	0%
Economically Disadvantaged	231	92%	68%	6%	257	82%	51%	5%
Not Disadvantaged	210	95%	81%	20%	191	92%	76%	20%
Migrant								
Not Migrant	441	93%	74%	13%	448	86%	62%	11%

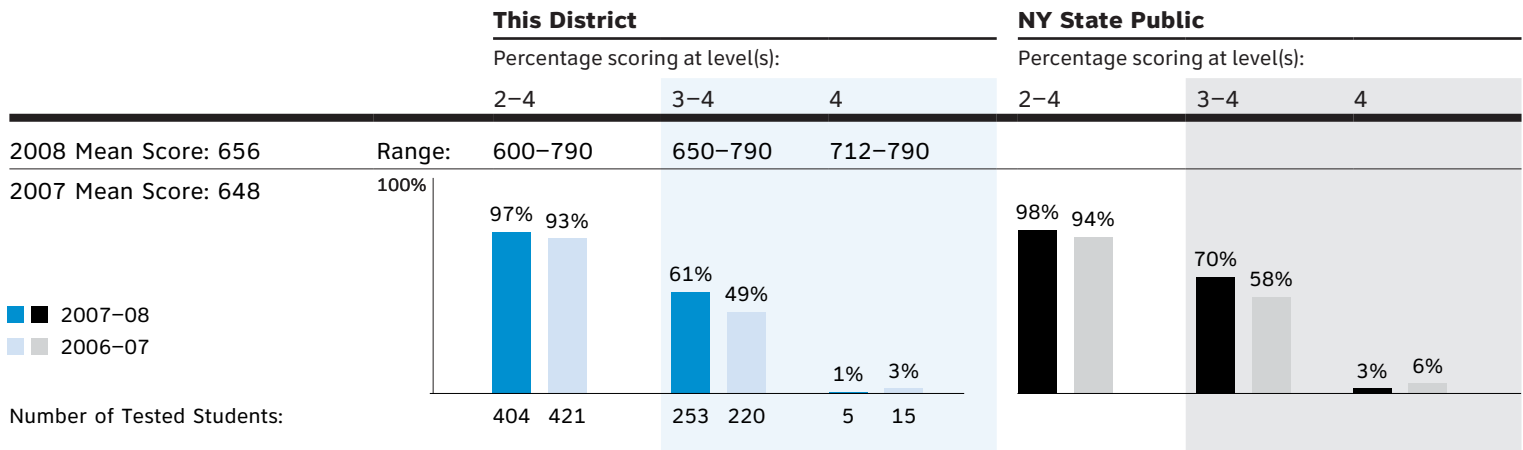
#### NOTES

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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	8	5	5	5	5	3

## This District's Results in Grade 7 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
<b>All Students</b>	<b>416</b>	<b>97%</b>	<b>61%</b>	<b>1%</b>	<b>452</b>	<b>93%</b>	<b>49%</b>	<b>3%</b>
Female	209	97%	68%	2%	224	96%	54%	4%
Male	207	98%	53%	0%	228	90%	43%	2%
American Indian or Alaska Native					2	-	-	-
Black or African American	110	98%	50%	0%	107	90%	29%	1%
Hispanic or Latino	29	93%	52%	3%	22	100%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	58%	8%	16	-	-	-
White	265	97%	66%	1%	305	94%	56%	4%
Multiracial								
Small Group Totals					18	94%	50%	6%
General-Education Students	357	99%	68%	1%	382	98%	55%	4%
Students with Disabilities	59	88%	17%	0%	70	67%	14%	0%
English Proficient	408	97%	62%	1%	448	-	-	-
Limited English Proficient	8	100%	13%	0%	4	-	-	-
Economically Disadvantaged	216	95%	50%	0%	256	91%	35%	2%
Not Disadvantaged	200	99%	73%	2%	196	96%	66%	5%
Migrant								
Not Migrant	416	97%	61%	1%	452	93%	49%	3%

#### NOTES

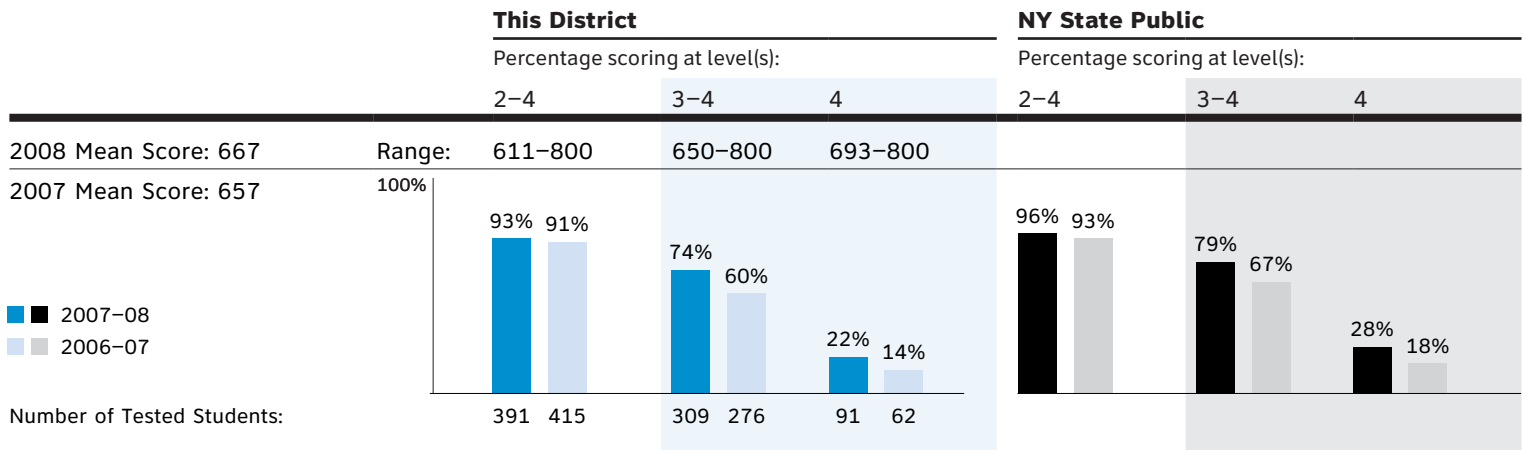
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### Other Assessments

	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	7	7	7	5	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	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 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
<b>All Students</b>	<b>419</b>	<b>93%</b>	<b>74%</b>	<b>22%</b>	<b>457</b>	<b>91%</b>	<b>60%</b>	<b>14%</b>
Female	210	95%	76%	23%	228	92%	62%	11%
Male	209	92%	72%	21%	229	90%	59%	16%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	111	91%	63%	10%	106	86%	43%	3%
Hispanic or Latino	31	97%	74%	19%	24	88%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	16	-	-	-
White	263	94%	78%	27%	309	93%	67%	18%
Multiracial								
Small Group Totals	14	100%	79%	29%	18	89%	78%	11%
General-Education Students	362	96%	79%	25%	387	96%	69%	16%
Students with Disabilities	57	74%	42%	0%	70	63%	13%	1%
English Proficient	409	93%	74%	22%	451	91%	61%	14%
Limited English Proficient	10	90%	50%	0%	6	83%	33%	0%
Economically Disadvantaged	218	92%	66%	11%	257	88%	49%	11%
Not Disadvantaged	201	95%	82%	34%	200	95%	75%	18%
Migrant								
Not Migrant	419	93%	74%	22%	457	91%	60%	14%

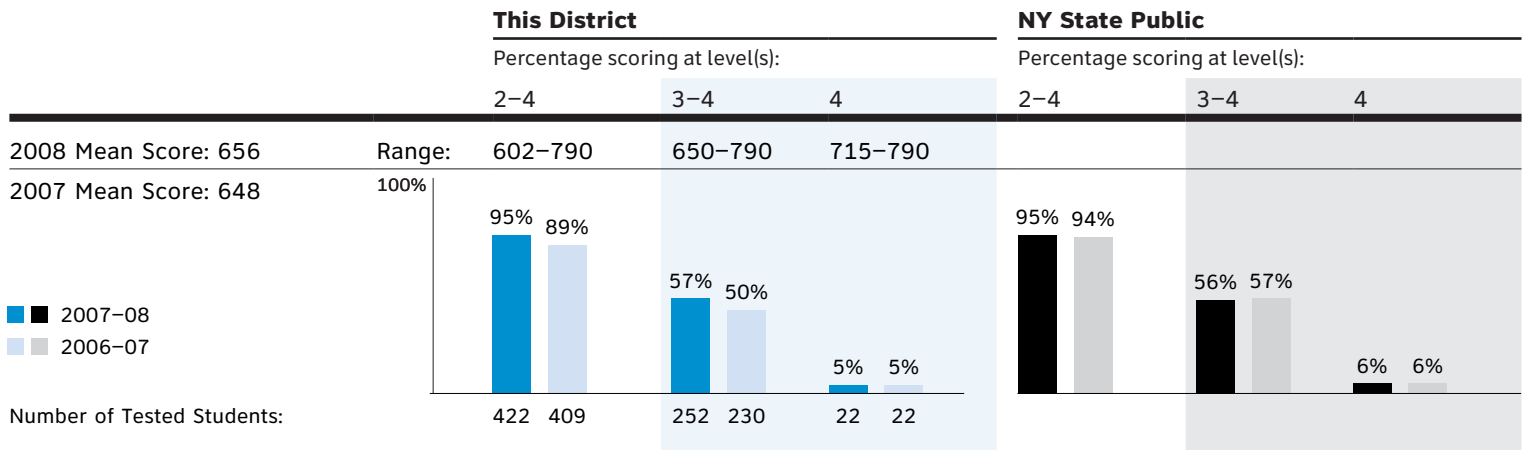
#### NOTES

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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 7 Equivalent	7	7	6	2	6	6	5	2

## This District's Results in Grade 8 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
<b>All Students</b>	<b>445</b>	<b>95%</b>	<b>57%</b>	<b>5%</b>	<b>461</b>	<b>89%</b>	<b>50%</b>	<b>5%</b>
Female	223	97%	60%	4%	231	91%	50%	7%
Male	222	92%	53%	5%	230	86%	50%	2%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	106	94%	37%	1%	104	87%	33%	1%
Hispanic or Latino	25	92%	36%	0%	26	77%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	20	-	-	-
White	297	96%	66%	7%	309	90%	56%	6%
Multiracial								
Small Group Totals	17	88%	53%	0%	22	95%	50%	5%
General-Education Students	383	98%	63%	5%	373	97%	60%	6%
Students with Disabilities	62	73%	15%	2%	88	55%	7%	0%
English Proficient	441	-	-	-	450	89%	51%	5%
Limited English Proficient	4	-	-	-	11	82%	9%	0%
Economically Disadvantaged	217	92%	47%	3%	270	84%	35%	1%
Not Disadvantaged	228	97%	66%	7%	191	95%	71%	9%
Migrant								
Not Migrant	445	95%	57%	5%	461	89%	50%	5%

#### NOTES

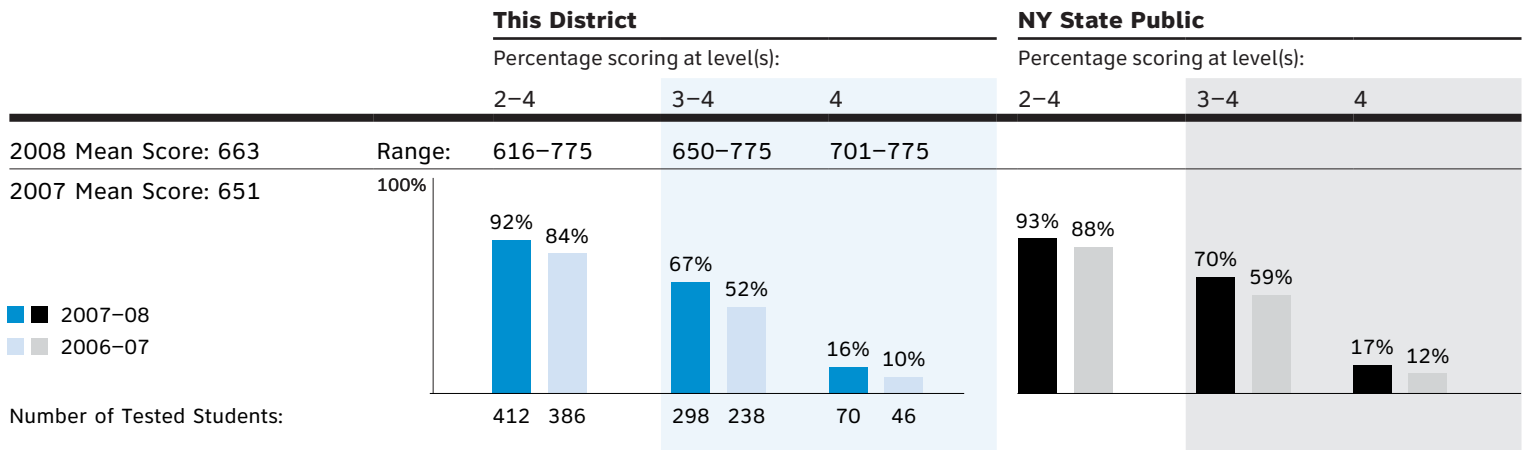
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### Other Assessments

	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 8 Equivalent	9	9	7	7	7	7	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	1	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
<b>All Students</b>	<b>446</b>	<b>92%</b>	<b>67%</b>	<b>16%</b>	<b>462</b>	<b>84%</b>	<b>52%</b>	<b>10%</b>
Female	221	94%	70%	14%	233	85%	51%	12%
Male	225	91%	64%	17%	229	82%	52%	8%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	104	94%	51%	2%	104	72%	33%	1%
Hispanic or Latino	25	88%	56%	0%	27	78%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	20	-	-	-
White	297	92%	73%	22%	308	88%	59%	13%
Multiracial								
Small Group Totals	20	90%	70%	15%	23	87%	65%	17%
General-Education Students	384	97%	74%	18%	371	92%	60%	12%
Students with Disabilities	62	65%	21%	2%	91	48%	19%	0%
English Proficient	439	92%	68%	16%	450	84%	52%	10%
Limited English Proficient	7	86%	14%	0%	12	83%	50%	17%
Economically Disadvantaged	218	90%	60%	9%	267	76%	40%	3%
Not Disadvantaged	228	95%	74%	22%	195	93%	67%	19%
Migrant								
Not Migrant	446	92%	67%	16%	462	84%	52%	10%

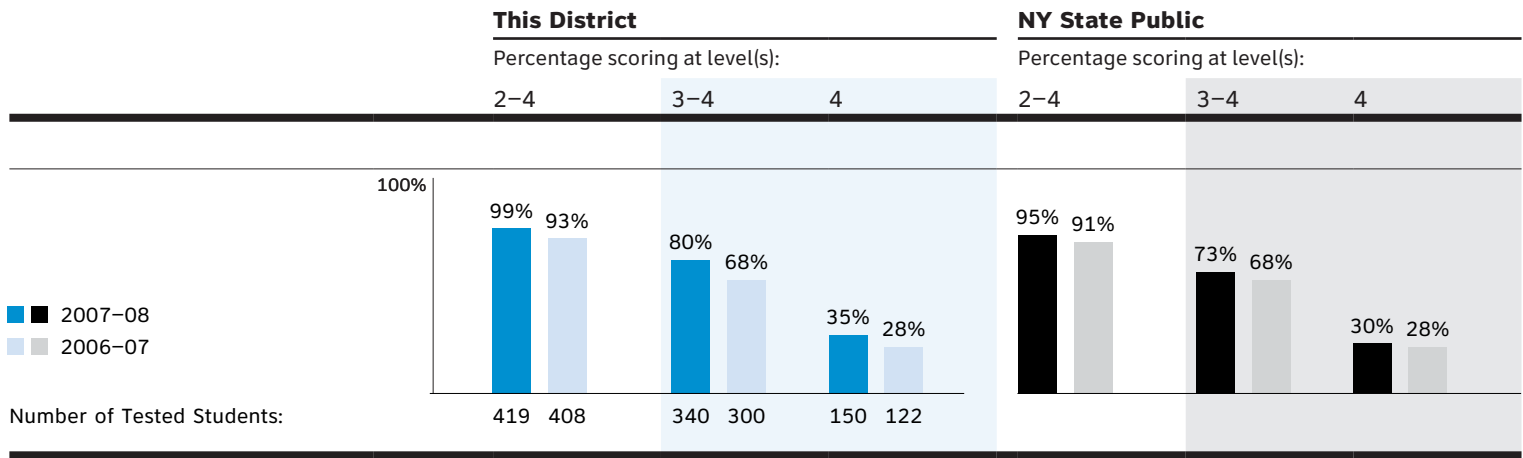
#### NOTES

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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	9	7	7	4	7	7	6	2

## 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
<b>All Students</b>	<b>425</b>	<b>99%</b>	<b>80%</b>	<b>35%</b>	<b>440</b>	<b>93%</b>	<b>68%</b>	<b>28%</b>
Female	206	100%	78%	32%	225	93%	65%	25%
Male	219	97%	82%	39%	215	93%	72%	30%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	101	98%	75%	12%	99	89%	52%	11%
Hispanic or Latino	24	100%	63%	13%	23	83%	43%	13%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	19	-	-	-
White	283	99%	84%	46%	295	94%	76%	34%
Multiracial								
Small Group Totals	17	100%	71%	35%	23	100%	65%	39%
General-Education Students	370	99%	85%	39%	364	97%	76%	33%
Students with Disabilities	55	98%	49%	7%	76	71%	32%	1%
English Proficient	418	99%	81%	36%	428	93%	70%	28%
Limited English Proficient	7	100%	14%	14%	12	100%	8%	8%
Economically Disadvantaged	208	99%	77%	25%	246	91%	59%	12%
Not Disadvantaged	217	99%	82%	45%	194	95%	80%	48%
Migrant								
Not Migrant	425	99%	80%	35%	440	93%	68%	28%

#### 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

	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	9	9	8	5	7	7	5	5
Regents Science	0				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

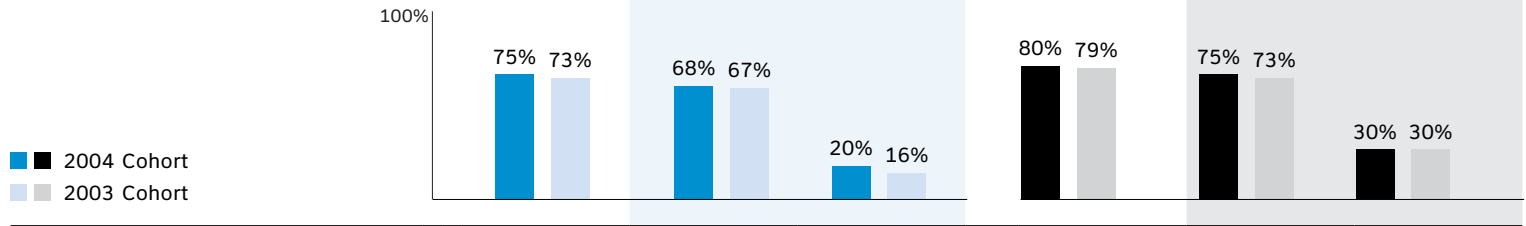
### NY State Public

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
<b>All Students</b>	<b>464</b>	<b>75%</b>	<b>68%</b>	<b>20%</b>	<b>419</b>	<b>73%</b>	<b>67%</b>	<b>16%</b>
Female	237	80%	73%	24%	204	79%	75%	25%
Male	227	70%	62%	16%	215	67%	58%	8%
American Indian or Alaska Native								
Black or African American	115	68%	56%	7%	94	64%	54%	9%
Hispanic or Latino	31	52%	45%	10%	25	40%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	75%	75%	19%	18	100%	94%	6%
White	302	80%	75%	26%	282	77%	72%	21%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	390	84%	76%	24%	335	85%	79%	20%
Students with Disabilities	74	28%	23%	1%	84	25%	15%	1%
English Proficient	458	75%	69%	21%	409	74%	67%	16%
Limited English Proficient	6	67%	17%	0%	10	50%	30%	0%
Economically Disadvantaged	165	77%	70%	11%	184	63%	57%	8%
Not Disadvantaged	299	74%	67%	25%	235	81%	74%	22%
Migrant								
Not Migrant	464	75%	68%	20%				

### 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

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

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			
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\* 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

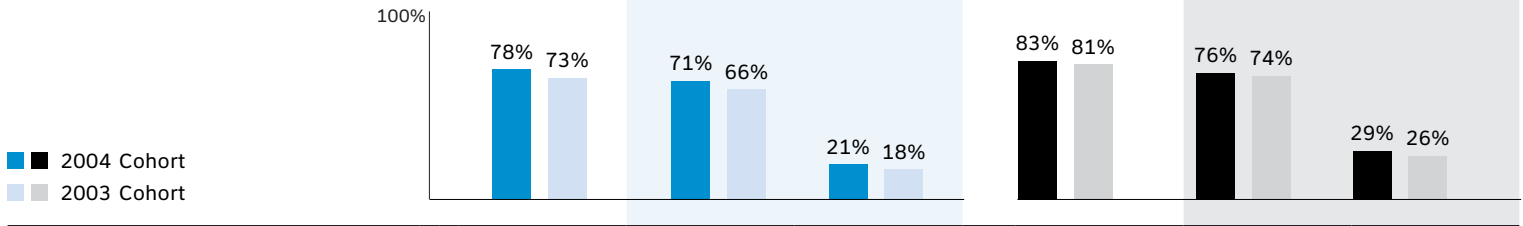
### NY State Public

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
<b>All Students</b>	<b>464</b>	<b>78%</b>	<b>71%</b>	<b>21%</b>	<b>419</b>	<b>73%</b>	<b>66%</b>	<b>18%</b>
Female	237	81%	75%	23%	204	77%	71%	20%
Male	227	75%	67%	19%	215	69%	61%	16%
American Indian or Alaska Native								
Black or African American	115	70%	59%	7%	94	64%	52%	1%
Hispanic or Latino	31	58%	52%	6%	25	44%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	16	81%	81%	13%	18	94%	94%	39%
White	302	82%	77%	28%	282	77%	71%	23%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	390	85%	79%	24%	335	83%	77%	21%
Students with Disabilities	74	39%	27%	1%	84	32%	21%	4%
English Proficient	458	78%	71%	21%	409	73%	67%	18%
Limited English Proficient	6	83%	67%	17%	10	50%	10%	0%
Economically Disadvantaged	165	82%	75%	16%	184	66%	55%	11%
Not Disadvantaged	299	75%	69%	23%	235	78%	74%	23%
Migrant								
Not Migrant	464	78%	71%	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

	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.