



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **HUDSON CITY SCHOOL DISTRICT**
District ID **10-13-00-01-0000**
Superintendent **JOHN HOWE**
Telephone **(518) 828-4360**
Grades **PK-12**

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 HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

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	17	32	36
Kindergarten	179	128	144
Grade 1	146	183	137
Grade 2	140	133	178
Grade 3	147	139	142
Grade 4	145	150	133
Grade 5	145	163	150
Grade 6	148	166	154
Ungraded Elementary	42	28	0
Grade 7	171	177	179
Grade 8	160	161	152
Grade 9	203	207	212
Grade 10	176	151	162
Grade 11	122	137	128
Grade 12	141	136	141
Ungraded Secondary	11	0	0
Total K-12	2076	2059	2012

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	20	20
Grade 8			
English	15	13	14
Mathematics	15	17	20
Science	16	15	16
Social Studies	16	18	20
Grade 10			
English	22	22	20
Mathematics	23	15	14
Science	25	19	20
Social Studies	25	16	18

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 HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	815	39%	815	40%	876	44%
Reduced-Price Lunch	235	11%	221	11%	187	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	86	4%	110	5%	110	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	561	27%	537	26%	579	29%
Hispanic or Latino	155	7%	170	8%	191	9%
Asian or Native Hawaiian/Other Pacific Islander	111	5%	118	6%	140	7%
White	1249	60%	1185	58%	1102	55%
Multiracial**	N/A	N/A	49	2%	0	0%

* 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	94%		95%		95%	
Student Suspensions	282	13%	238	11%	241	12%

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 HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	195	189	199
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	3%	1%	1%
Percent with Fewer Than Three Years of Experience	4%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	18%	17%	21%
Total Number of Core Classes	607	449	452
Percent Not Taught by Highly Qualified Teachers	2%	0%	0%
Total Number of Classes	639	600	638
Percent Taught by Teachers Without Appropriate Certification	3%	2%	2%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	23%	N/A
Turnover Rate of All Teachers	8%	14%	12%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	16	20	21
Total Paraprofessionals*	76	80	69
Assistant Principals	3	2	3
Principals	4	5	5

* 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:

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

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

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

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:

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

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)

▲ Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		—	—	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✗	✓ ^{SH}		—	—	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1

AYP Status

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

Accountability Status Levels

Federal

- 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)



Good Standing

Accountability Measures

7 of 8

Student groups making AYP in English language arts



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 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 (898:883)	✓	✓	100%	✓	148	129		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (256:250)	✓	✓	100%	✓	133	126		
Hispanic or Latino (81:80)	✓	✓	100%	✓	136	122		
Asian or Native Hawaiian/Other Pacific Islander (62:60)	✓	✓	100%	✓	167	121		
White (499:493)	✓	✓	100%	✓	154	128		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (211:204)	✗	✓	99%	✗	94	125	95	105
Limited English Proficient ⁵ (40:52)	✓	✓	100%	✓	140	120		
Economically Disadvantaged (524:512)	✓	✓	100%	✓	137	128		
Final AYP Determination	✗ 7 of 8							

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 for This Subject (2008–09)



Good Standing

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 (904:870)	✓	✓	100%	✓	147	98		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (259:246)	✓	✓	99%	✓	128	95		
Hispanic or Latino (86:78)	✓	✓	100%	✓	144	91		
Asian or Native Hawaiian/Other Pacific Islander (63:60)	✓	✓	100%	✓	178	90		
White (496:486)	✓	✓	100%	✓	153	97		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (211:200)	✓ ^{SH}	✓	99%	✓ ^{SH}	93	94	86	104
Limited English Proficient ⁵ (42:53)	✓	✓	100%	✓	162	89		
Economically Disadvantaged (528:501)	✓	✓	100%	✓	136	97		
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 (289:264)		Qualified		97%		176	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (82:75)		Qualified		96%		163	100	
Hispanic or Latino (24:22)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (21:19)		—	—	—	—	—	—	—
White (162:148)		Qualified		96%		182	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (66:53)		Qualified		88%		143	100	
Limited English Proficient ⁴ (15:13)		—	—	—	—	—	—	—
Economically Disadvantaged (163:144)		Qualified		96%		167	100	
Final AYP Determination	 1 of 1							

NOTES

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

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



Good Standing

Accountability Measures

4 of 4

Student groups making AYP in English language arts



Made 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 English language arts 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 (139:148)	✓	✓	98%	✓	175	156	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (31:34)	✓	–	–	✓	165	148	
Hispanic or Latino (7:11)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11:10)	–	–	–	–	–	–	–
White (90:93)	✓	✓	97%	✓	183	155	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (10:21)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (2:4)	–	–	–	–	–	–	–
Economically Disadvantaged (42:45)	✓	✓	98%	✓	158	151	
Final AYP Determination	✓ 4 of 4						

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 for This Subject (2008–09)



Good Standing

Accountability Measures

4 of 4

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 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 (139:148)	✓	✓	98%	✓	172	150	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (31:34)	✓	–	–	✓	156	142	
Hispanic or Latino (7:11)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11:10)	–	–	–	–	–	–	–
White (90:93)	✓	✓	97%	✓	183	149	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (10:21)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (2:4)	–	–	–	–	–	–	–
Economically Disadvantaged (42:45)	✓	✓	98%	✓	153	145	
Final AYP Determination	✓ 4 of 4						

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		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2007–08 2008–09
All Students (155)			61%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (39)			36%	55%	1% 37%
Hispanic or Latino (7)	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (4)	–	–	–	–	
White (105)			69%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (30)			20%	55%	1% 21%
Limited English Proficient ³ (1)	–	–	–	–	
Economically Disadvantaged (43)			53%	55%	55% 54%
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 **HUDSON CITY SCHOOL DISTRICT**

District ID **10-13-00-01-0000**

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

3 schools identified 75% of total

HUDSON HIGH SCHOOL

HUDSON MIDDLE SCHOOL

JOHN L EDWARDS SCHOOL

Improvement (Year 2)

1 school identified 25% of total







GREENPORT SCHOOL

District HUDSON CITY SCHOOL DISTRICT






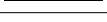
District ID 10-13-00-01-0000

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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	51%			138
Grade 4	61%			127
Grade 5	71%			146
Grade 6	50%			148
Grade 7	60%			170
Grade 8	35%			151

Mathematics

Grade 3	67%		137
Grade 4	70%		130
Grade 5	74%		145
Grade 6	66%		145
Grade 7	51%		175
Grade 8	26%		155

Science

Grade 4	86%		126
Grade 8	72%		148

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	66%			192
Mathematics	63%			192

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.

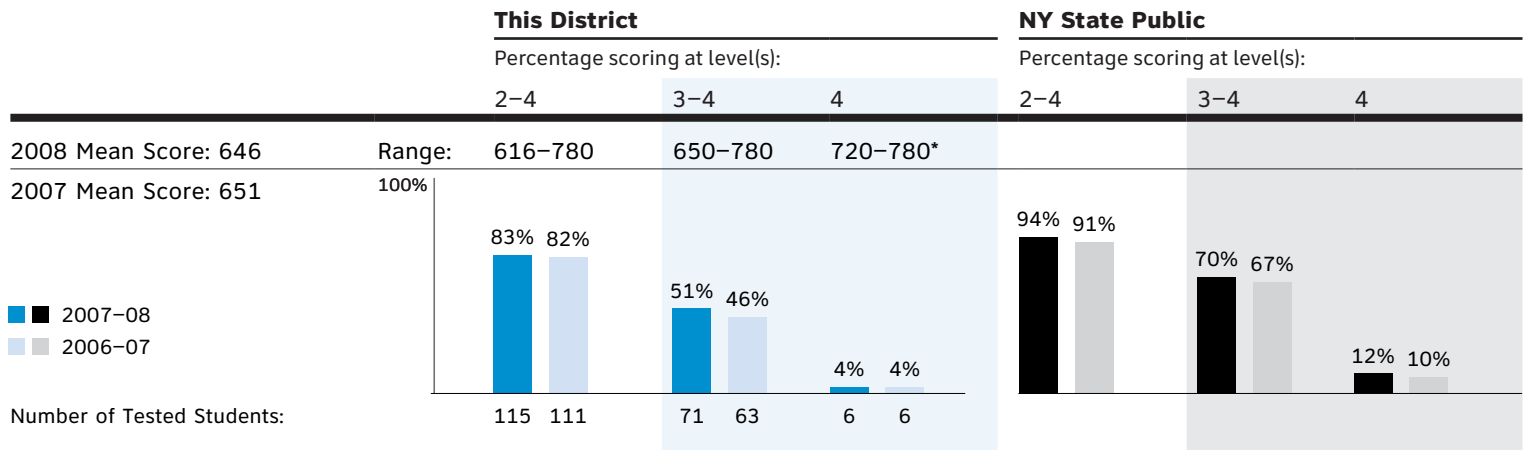
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Rural Districts

This is a rural 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	138	83%	51%	4%	136	82%	46%	4%
Female	72	86%	46%	4%	59	86%	56%	5%
Male	66	80%	58%	5%	77	78%	39%	4%
American Indian or Alaska Native								
Black or African American	47	81%	47%	0%	42	74%	33%	0%
Hispanic or Latino	16	88%	50%	0%	13	92%	23%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	55%	9%	13	77%	54%	0%
White	64	83%	55%	8%	68	85%	57%	9%
Multiracial								
Small Group Totals								
General-Education Students	107	94%	61%	6%	114	89%	54%	5%
Students with Disabilities	31	45%	19%	0%	22	41%	5%	0%
English Proficient	127	83%	54%	5%	122	83%	48%	5%
Limited English Proficient	11	82%	18%	0%	14	71%	29%	0%
Economically Disadvantaged	99	79%	45%	3%	89	75%	36%	1%
Not Disadvantaged	39	95%	67%	8%	47	94%	66%	11%
Migrant								
Not Migrant	138	83%	51%	4%	136	82%	46%	4%

NOTES

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

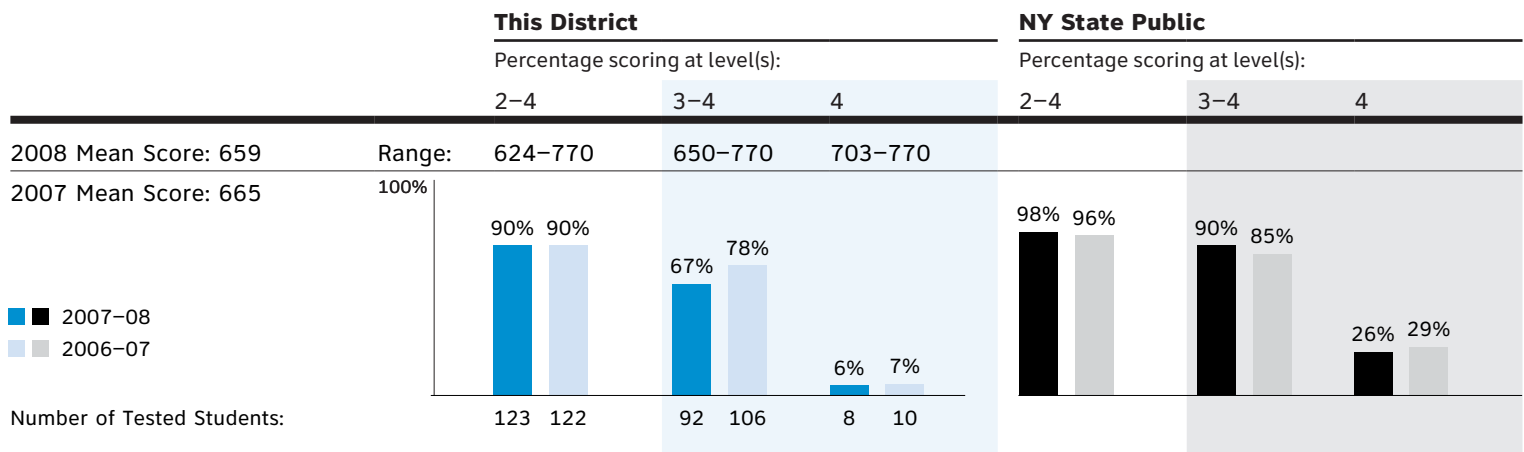
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	2	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	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 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	137	90%	67%	6%	136	90%	78%	7%
Female	70	90%	64%	4%	58	90%	74%	9%
Male	67	90%	70%	7%	78	90%	81%	6%
American Indian or Alaska Native								
Black or African American	47	91%	66%	0%	40	83%	58%	8%
Hispanic or Latino	16	94%	56%	6%	12	100%	83%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	83%	17%	13	100%	85%	0%
White	62	87%	68%	8%	71	90%	87%	10%
Multiracial								
Small Group Totals								
General-Education Students	106	98%	76%	8%	113	95%	84%	9%
Students with Disabilities	31	61%	35%	0%	23	65%	48%	0%
English Proficient	125	90%	67%	6%	123	89%	78%	8%
Limited English Proficient	12	83%	67%	0%	13	100%	77%	0%
Economically Disadvantaged	100	86%	62%	4%	88	90%	73%	5%
Not Disadvantaged	37	100%	81%	11%	48	90%	88%	13%
Migrant								
Not Migrant	137	90%	67%	6%	136	90%	78%	7%

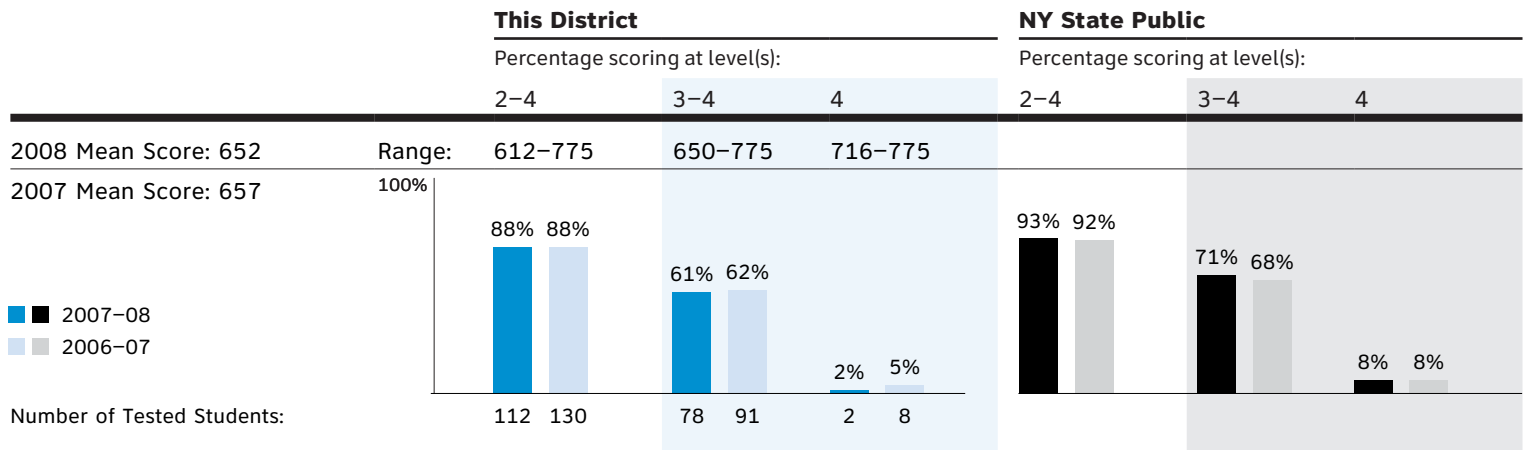
NOTES

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	2	–	–	–	2	–	–	–

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	127	88%	61%	2%	147	88%	62%	5%
Female	53	89%	60%	2%	74	93%	64%	7%
Male	74	88%	62%	1%	73	84%	60%	4%
American Indian or Alaska Native								
Black or African American	41	88%	49%	2%	46	78%	41%	4%
Hispanic or Latino	8	100%	38%	0%	10	90%	70%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	69%	0%	10	100%	80%	0%
White	65	86%	71%	2%	81	93%	70%	7%
Multiracial								
Small Group Totals								
General-Education Students	103	95%	71%	2%	119	96%	71%	7%
Students with Disabilities	24	58%	21%	0%	28	57%	25%	0%
English Proficient	117	88%	63%	2%	141	88%	62%	6%
Limited English Proficient	10	90%	40%	0%	6	100%	50%	0%
Economically Disadvantaged	83	84%	49%	0%	70	86%	53%	3%
Not Disadvantaged	44	95%	84%	5%	77	91%	70%	8%
Migrant								
Not Migrant	127	88%	61%	2%	147	88%	62%	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.

Other Assessments

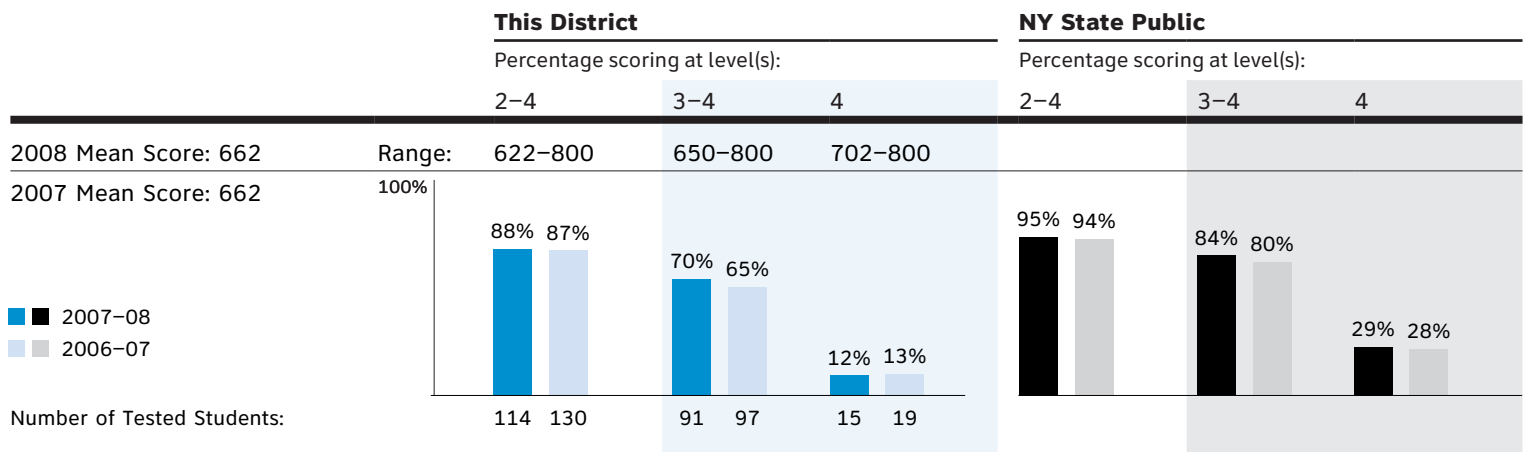
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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.

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

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	130	88%	70%	12%	150	87%	65%	13%
Female	55	84%	71%	15%	74	86%	64%	14%
Male	75	91%	69%	9%	76	87%	66%	12%
American Indian or Alaska Native								
Black or African American	42	79%	55%	10%	47	77%	40%	6%
Hispanic or Latino	9	89%	78%	11%	11	82%	82%	9%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	79%	14%	12	100%	92%	17%
White	65	92%	77%	12%	80	91%	73%	16%
Multiracial								
Small Group Totals								
General-Education Students	105	93%	78%	14%	122	91%	74%	16%
Students with Disabilities	25	64%	36%	0%	28	68%	25%	0%
English Proficient	120	88%	71%	12%	141	87%	64%	13%
Limited English Proficient	10	90%	60%	10%	9	89%	78%	11%
Economically Disadvantaged	86	83%	60%	7%	72	83%	54%	10%
Not Disadvantaged	44	98%	89%	20%	78	90%	74%	15%
Migrant								
Not Migrant	130	88%	70%	12%	150	87%	65%	13%

NOTES

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

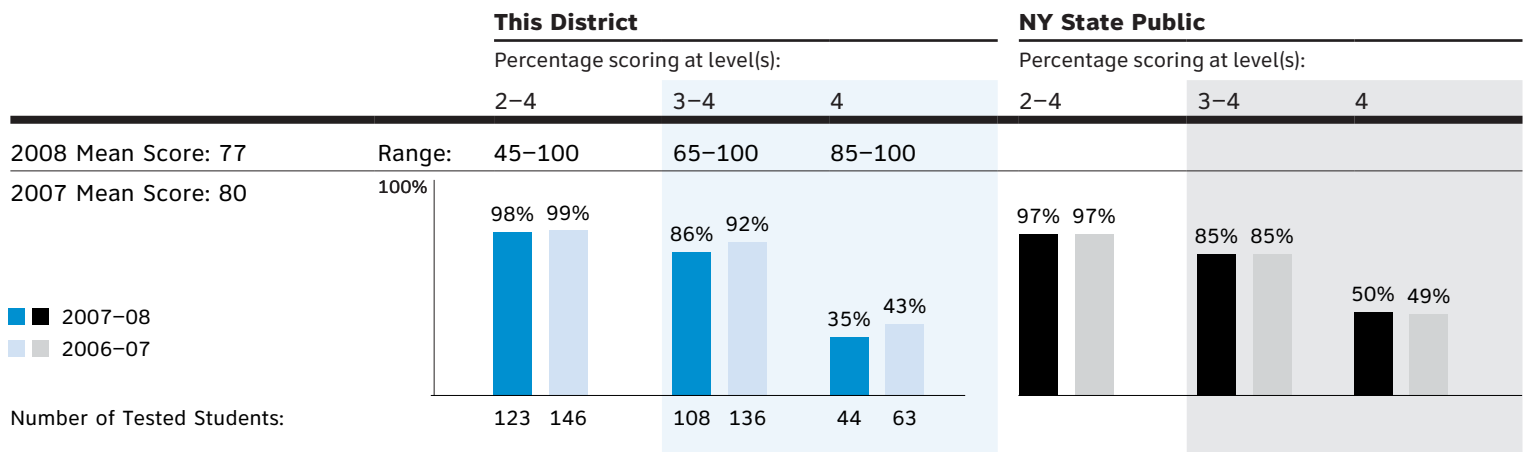
Other Assessments

	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	2	–	–	–	2	–	–	–

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

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	126	98%	86%	35%	148	99%	92%	43%
Female	53	94%	83%	36%	73	99%	93%	41%
Male	73	100%	88%	34%	75	99%	91%	44%
American Indian or Alaska Native								
Black or African American	41	98%	73%	17%	46	98%	80%	26%
Hispanic or Latino	8	100%	100%	50%	11	100%	91%	36%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	54%	12	100%	100%	58%
White	64	97%	91%	41%	79	99%	97%	51%
Multiracial								
Small Group Totals								
General-Education Students	102	99%	91%	39%	120	98%	94%	48%
Students with Disabilities	24	92%	63%	17%	28	100%	82%	18%
English Proficient	116	97%	85%	35%	139	99%	92%	43%
Limited English Proficient	10	100%	90%	30%	9	100%	89%	33%
Economically Disadvantaged	82	98%	80%	27%	72	97%	90%	29%
Not Disadvantaged	44	98%	95%	50%	76	100%	93%	55%
Migrant								
Not Migrant	126	98%	86%	35%	148	99%	92%	43%

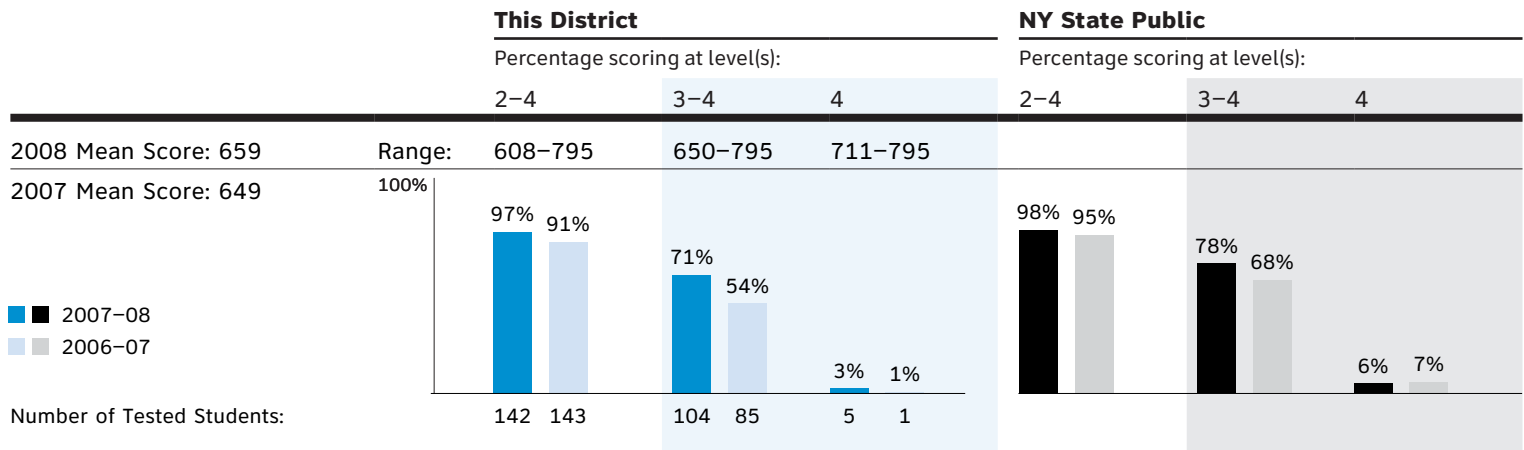
NOTES

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	2	–	–	–	2	–	–	–

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	146	97%	71%	3%	158	91%	54%	1%
Female	71	99%	79%	4%	67	91%	58%	0%
Male	75	96%	64%	3%	91	90%	51%	1%
American Indian or Alaska Native								
Black or African American	48	92%	50%	6%	33	91%	39%	0%
Hispanic or Latino	13	100%	77%	0%	19	89%	47%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	0%	5	60%	60%	0%
White	73	100%	79%	3%	101	92%	59%	0%
Multiracial								
Small Group Totals								
General-Education Students	116	99%	84%	4%	119	100%	64%	1%
Students with Disabilities	30	90%	20%	0%	39	62%	23%	0%
English Proficient	140	97%	70%	4%	153	90%	55%	1%
Limited English Proficient	6	100%	100%	0%	5	100%	20%	0%
Economically Disadvantaged	79	95%	63%	3%	91	85%	43%	0%
Not Disadvantaged	67	100%	81%	4%	67	99%	69%	1%
Migrant								
Not Migrant	146	97%	71%	3%	158	91%	54%	1%

NOTES

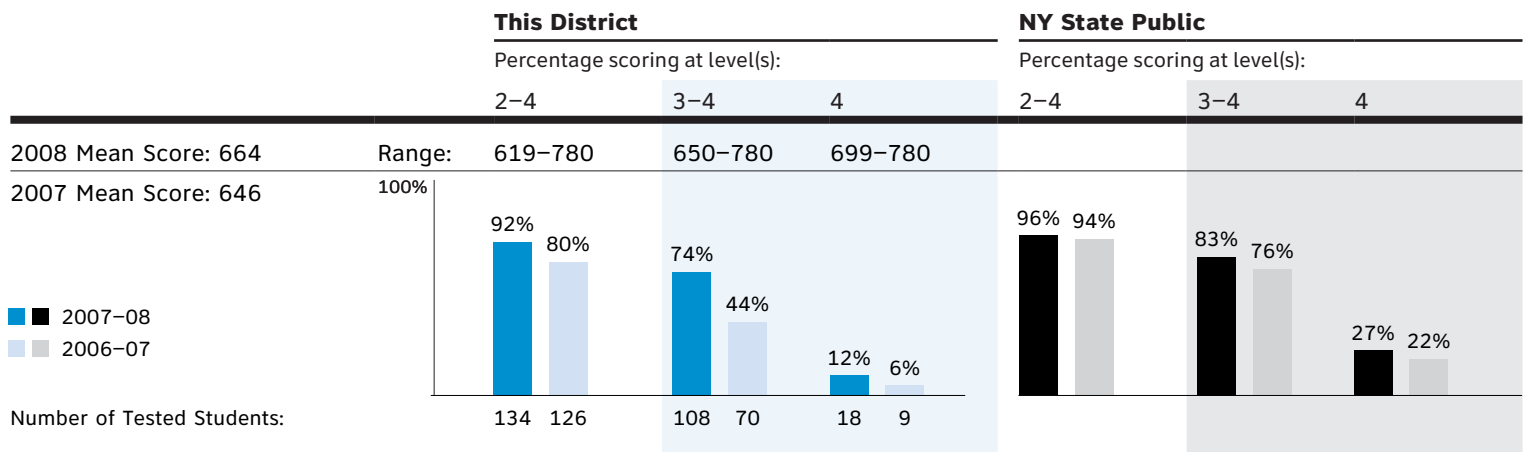
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 5 Equivalent	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	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 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	145	92%	74%	12%	158	80%	44%	6%
Female	73	89%	77%	12%	67	79%	43%	6%
Male	72	96%	72%	13%	91	80%	45%	5%
American Indian or Alaska Native								
Black or African American	47	85%	53%	9%	33	70%	30%	0%
Hispanic or Latino	13	100%	77%	8%	20	80%	40%	10%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	92%	31%	7	86%	43%	0%
White	72	96%	85%	13%	98	83%	50%	7%
Multiracial								
Small Group Totals								
General-Education Students	117	95%	83%	15%	118	92%	55%	7%
Students with Disabilities	28	82%	39%	0%	40	45%	13%	3%
English Proficient	138	93%	74%	12%	150	80%	45%	6%
Limited English Proficient	7	86%	86%	14%	8	75%	38%	0%
Economically Disadvantaged	78	88%	64%	8%	91	69%	35%	1%
Not Disadvantaged	67	97%	87%	18%	67	94%	57%	12%
Migrant								
Not Migrant	145	92%	74%	12%	158	80%	44%	6%

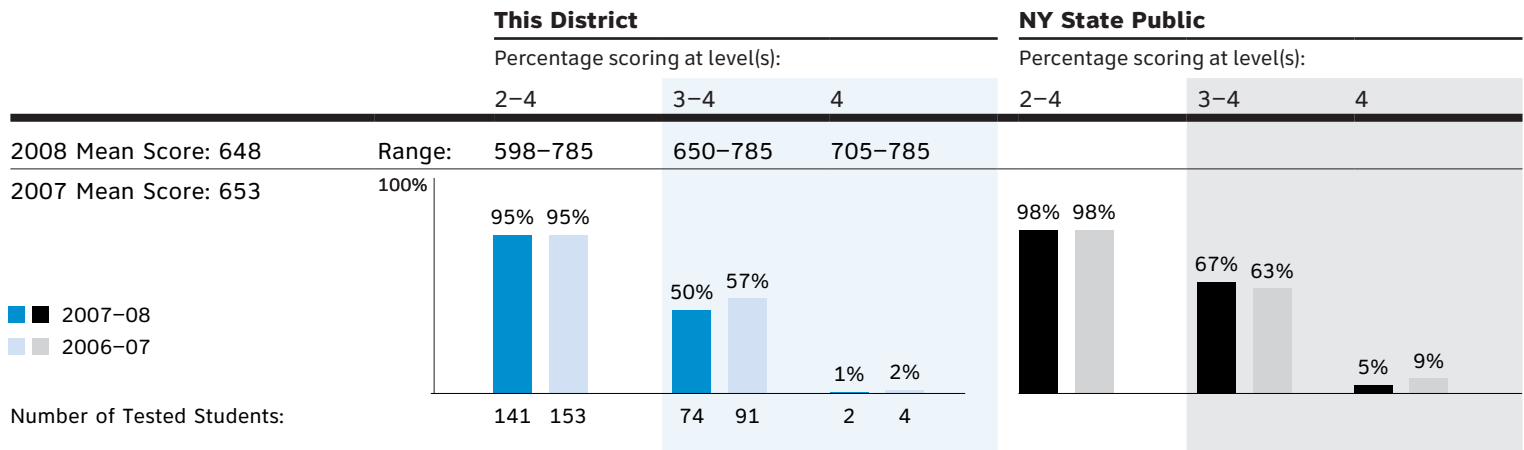
NOTES

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

Other Assessments

	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	2	–	–	–	1	–	–	–

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
All Students	148	95%	50%	1%	161	95%	57%	2%
Female	63	98%	59%	3%	64	100%	69%	3%
Male	85	93%	44%	0%	97	92%	48%	2%
American Indian or Alaska Native								
Black or African American	30	97%	33%	0%	39	92%	51%	0%
Hispanic or Latino	21	90%	33%	0%	9	89%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	57%	0%	7	100%	57%	14%
White	90	96%	59%	2%	106	96%	59%	3%
Multiracial								
Small Group Totals								
General-Education Students	112	99%	63%	2%	125	99%	69%	3%
Students with Disabilities	36	83%	11%	0%	36	81%	14%	0%
English Proficient	144	-	-	-	158	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	84	93%	39%	0%	90	92%	43%	1%
Not Disadvantaged	64	98%	64%	3%	71	99%	73%	4%
Migrant								
Not Migrant	148	95%	50%	1%	161	95%	57%	2%

NOTES

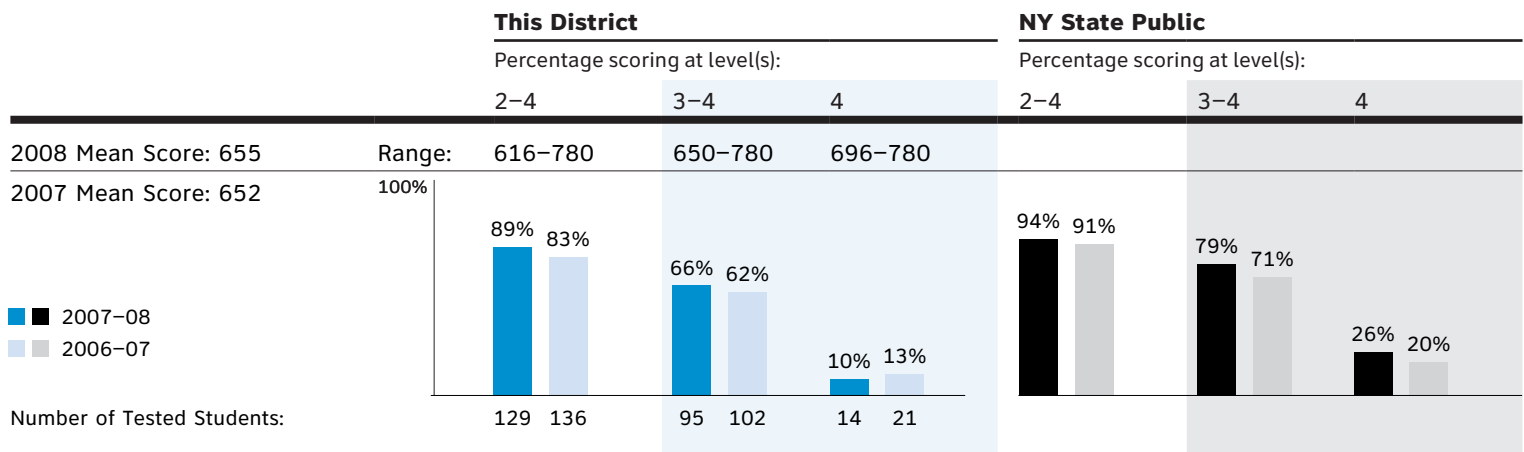
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	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 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	145	89%	66%	10%	164	83%	62%	13%
Female	63	92%	73%	8%	66	89%	65%	14%
Male	82	87%	60%	11%	98	79%	60%	12%
American Indian or Alaska Native								
Black or African American	31	84%	52%	0%	41	73%	41%	7%
Hispanic or Latino	20	80%	50%	15%	9	89%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	29%	8	100%	100%	50%
White	87	92%	74%	10%	106	85%	67%	13%
Multiracial								
Small Group Totals								
General-Education Students	111	96%	77%	13%	128	93%	75%	16%
Students with Disabilities	34	65%	26%	0%	36	47%	17%	0%
English Proficient	140	89%	66%	9%	160	-	-	-
Limited English Proficient	5	80%	40%	20%	4	-	-	-
Economically Disadvantaged	79	82%	56%	5%	91	75%	51%	9%
Not Disadvantaged	66	97%	77%	15%	73	93%	77%	18%
Migrant								
Not Migrant	145	89%	66%	10%	164	83%	62%	13%

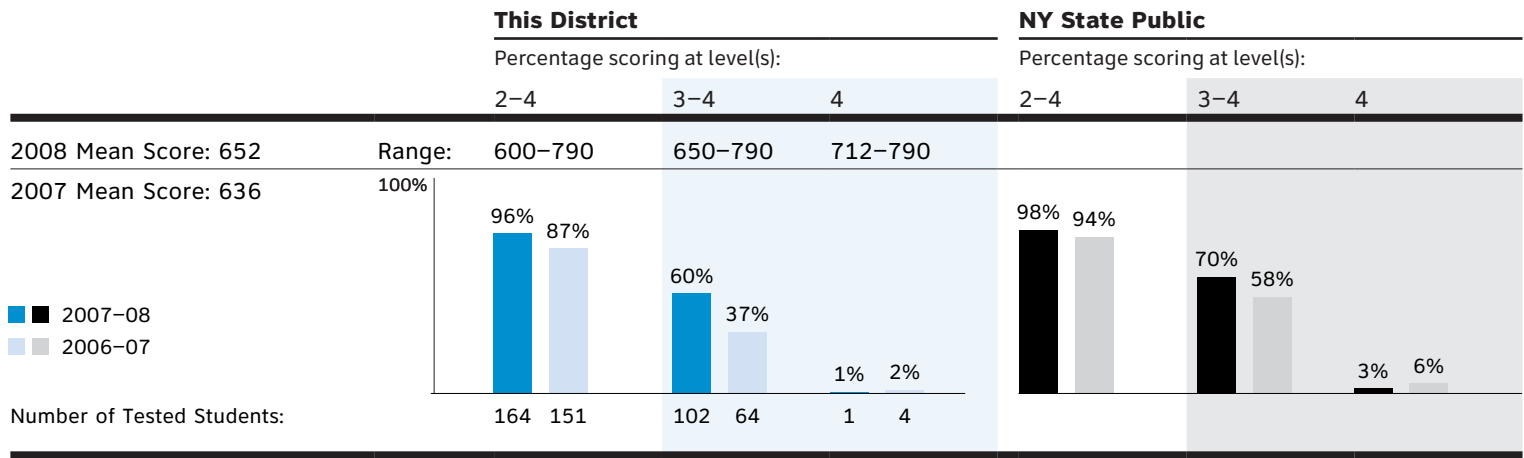
NOTES

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

Other Assessments

	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	1	-	-	-	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
All Students	170	96%	60%	1%	174	87%	37%	2%
Female	67	100%	76%	1%	69	90%	43%	4%
Male	103	94%	50%	0%	105	85%	32%	1%
American Indian or Alaska Native								
Black or African American	49	94%	49%	0%	45	78%	24%	0%
Hispanic or Latino	8	100%	75%	0%	15	100%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	0%	7	86%	57%	0%
White	105	97%	63%	1%	107	89%	41%	4%
Multiracial								
Small Group Totals								
General-Education Students	130	100%	75%	1%	136	95%	45%	3%
Students with Disabilities	40	85%	10%	0%	38	58%	8%	0%
English Proficient	167	—	—	—	172	—	—	—
Limited English Proficient	3	—	—	—	2	—	—	—
Economically Disadvantaged	95	95%	52%	0%	93	80%	23%	1%
Not Disadvantaged	75	99%	71%	1%	81	95%	53%	4%
Migrant								
Not Migrant	170	96%	60%	1%	174	87%	37%	2%

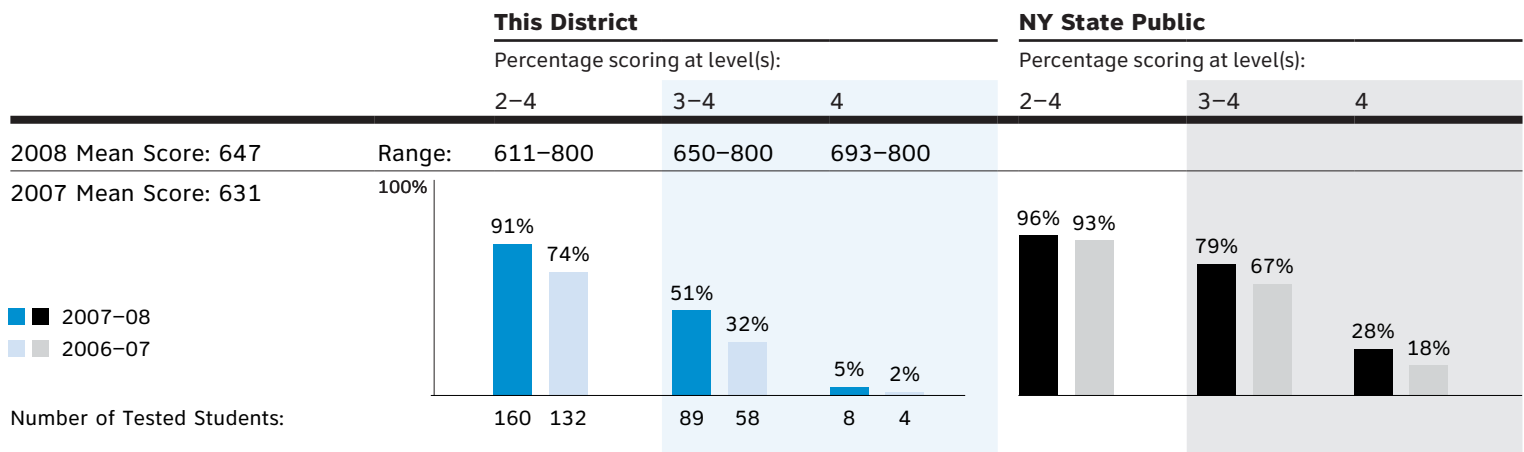
NOTES

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

Other Assessments	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	4	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	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 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	175	91%	51%	5%	179	74%	32%	2%
Female	70	93%	54%	6%	72	69%	28%	1%
Male	105	90%	49%	4%	107	77%	36%	3%
American Indian or Alaska Native								
Black or African American	50	86%	36%	2%	44	61%	9%	0%
Hispanic or Latino	11	91%	64%	0%	19	84%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	8	75%	63%	13%
White	106	93%	53%	5%	108	77%	42%	3%
Multiracial								
Small Group Totals								
General-Education Students	134	99%	62%	6%	138	86%	38%	2%
Students with Disabilities	41	66%	15%	0%	41	32%	12%	2%
English Proficient	172	-	-	-	174	75%	33%	2%
Limited English Proficient	3	-	-	-	5	40%	0%	0%
Economically Disadvantaged	98	88%	41%	4%	97	65%	23%	1%
Not Disadvantaged	77	96%	64%	5%	82	84%	44%	4%
Migrant								
Not Migrant	175	91%	51%	5%	179	74%	32%	2%

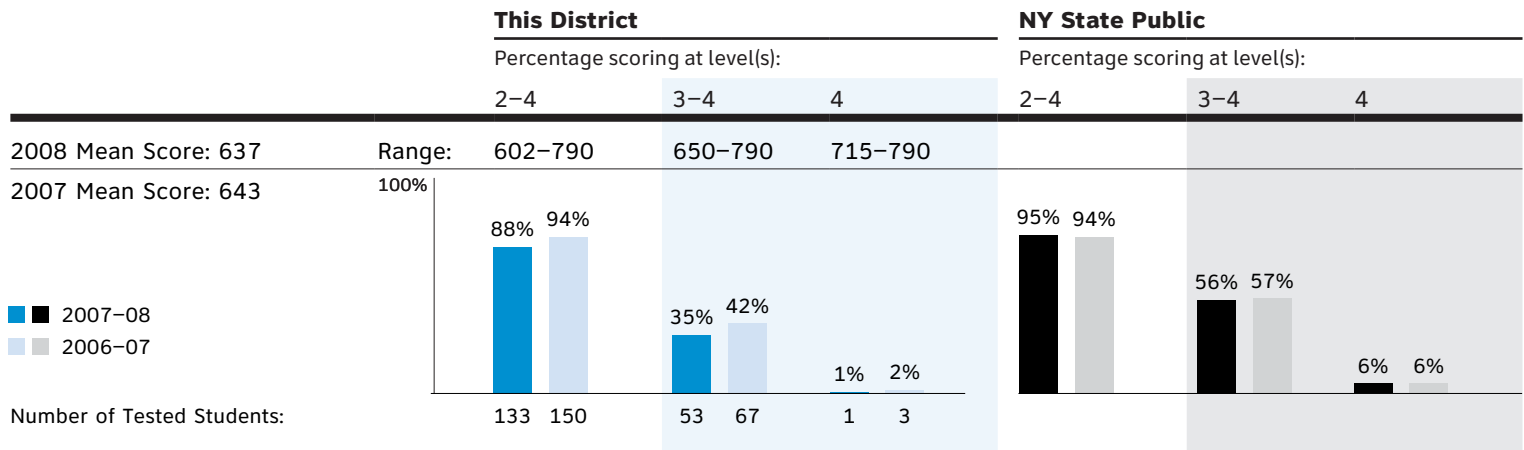
NOTES

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

Other Assessments

	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	4	-	-	-	4	-	-	-

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
All Students	151	88%	35%	1%	160	94%	42%	2%
Female	69	91%	35%	1%	71	92%	46%	4%
Male	82	85%	35%	0%	89	96%	38%	0%
American Indian or Alaska Native								
Black or African American	37	81%	27%	0%	51	92%	27%	0%
Hispanic or Latino	15	80%	13%	0%	14	93%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	56%	0%	6	100%	67%	0%
White	90	92%	40%	1%	89	94%	52%	3%
Multiracial								
Small Group Totals								
General-Education Students	117	95%	43%	1%	133	98%	50%	2%
Students with Disabilities	34	65%	9%	0%	27	74%	4%	0%
English Proficient	147	-	-	-	157	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	71	80%	31%	0%	78	91%	29%	1%
Not Disadvantaged	80	95%	39%	1%	82	96%	54%	2%
Migrant								
Not Migrant	151	88%	35%	1%	160	94%	42%	2%

NOTES

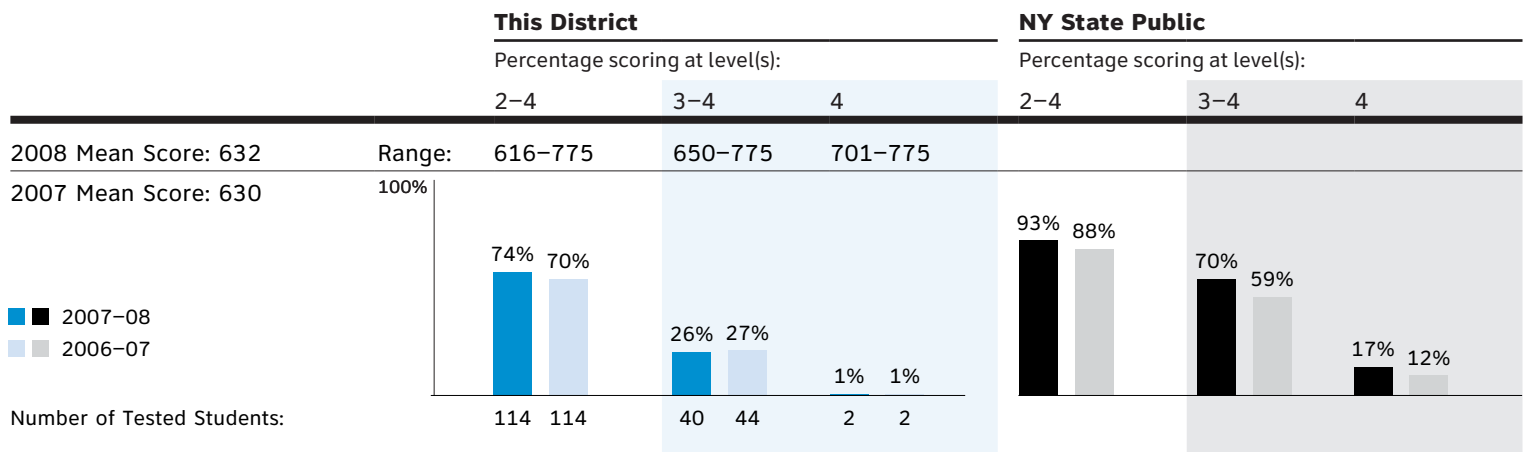
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	3	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	1	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 8 Mathematics



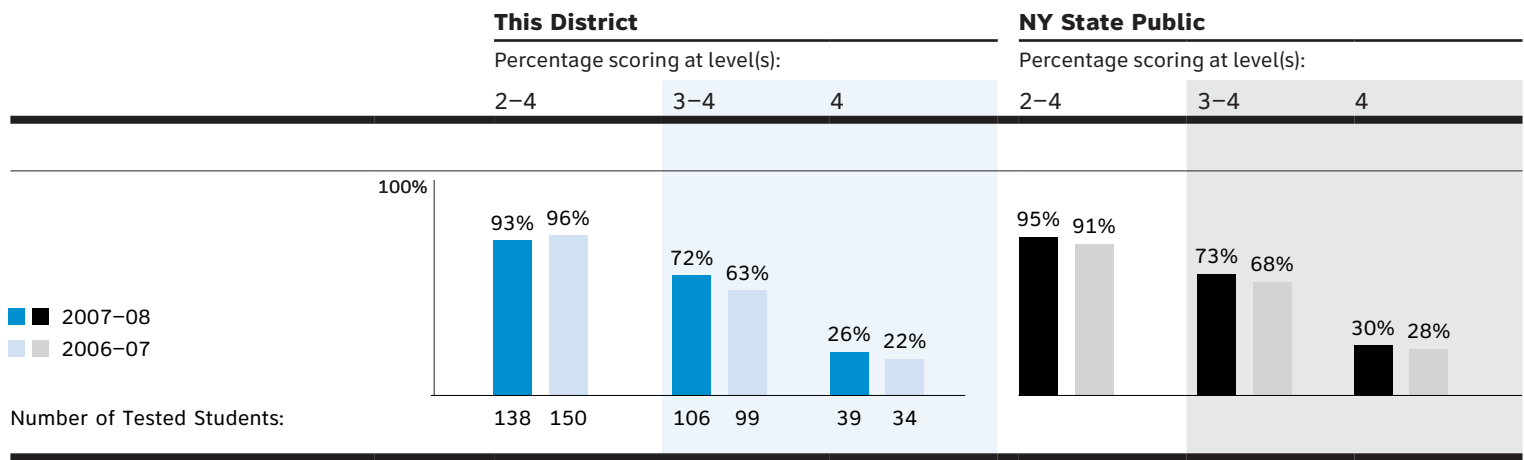
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	155	74%	26%	1%	162	70%	27%	1%
Female	68	68%	22%	0%	71	68%	30%	1%
Male	87	78%	29%	2%	91	73%	25%	1%
American Indian or Alaska Native								
Black or African American	38	58%	8%	0%	50	58%	6%	0%
Hispanic or Latino	17	76%	6%	0%	15	67%	20%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	50%	13%	7	86%	57%	14%
White	92	78%	35%	1%	90	77%	38%	1%
Multiracial								
Small Group Totals								
General-Education Students	120	84%	31%	2%	134	81%	32%	1%
Students with Disabilities	35	37%	9%	0%	28	21%	4%	0%
English Proficient	150	73%	27%	1%	159	—	—	—
Limited English Proficient	5	80%	0%	0%	3	—	—	—
Economically Disadvantaged	75	61%	15%	1%	77	64%	16%	1%
Not Disadvantaged	80	85%	36%	1%	85	76%	38%	1%
Migrant								
Not Migrant	155	74%	26%	1%	162	70%	27%	1%

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	3	—	—	—	1	—	—	—

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	148	93%	72%	26%	156	96%	63%	22%
Female	63	95%	63%	24%	65	97%	55%	18%
Male	85	92%	78%	28%	91	96%	69%	24%
American Indian or Alaska Native								
Black or African American	37	86%	62%	14%	50	92%	60%	10%
Hispanic or Latino	16	94%	44%	6%	16	94%	38%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	75%	38%	7	100%	71%	43%
White	87	97%	80%	34%	83	99%	70%	30%
Multiracial								
Small Group Totals								
General-Education Students	119	97%	79%	30%	131	98%	69%	25%
Students with Disabilities	29	79%	41%	10%	25	84%	32%	4%
English Proficient	143	94%	74%	27%	153	—	—	—
Limited English Proficient	5	60%	0%	0%	3	—	—	—
Economically Disadvantaged	70	89%	60%	14%	72	96%	60%	15%
Not Disadvantaged	78	97%	82%	37%	84	96%	67%	27%
Migrant								
Not Migrant	148	93%	72%	26%	156	96%	63%	22%

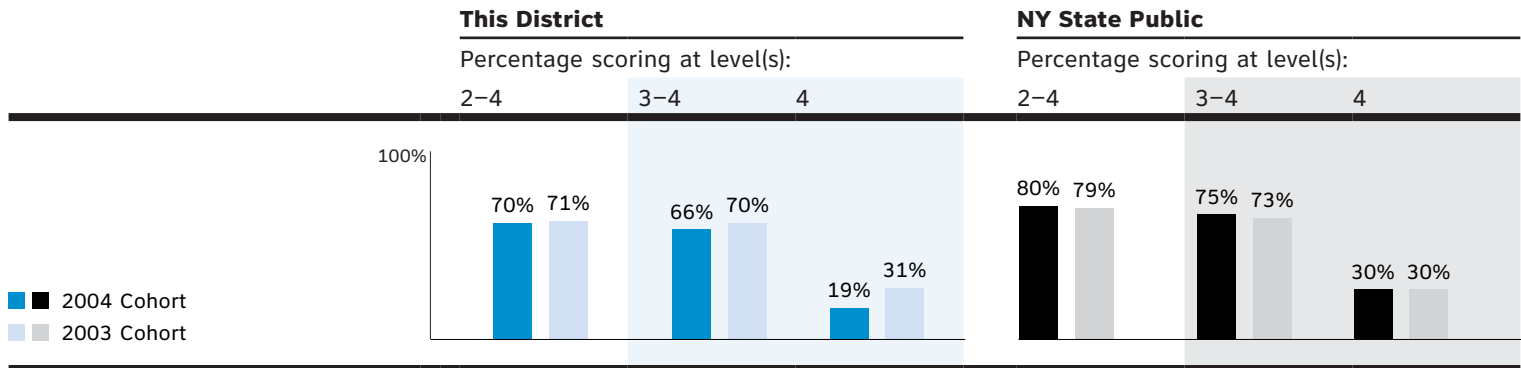
NOTES

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	3	—	—	—	1	—	—	—
Regents Science	0				0			

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



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	192	70%	66%	19%	150	71%	70%	31%
Female	85	75%	73%	28%	76	72%	71%	39%
Male	107	65%	61%	12%	74	69%	69%	22%
American Indian or Alaska Native								
Black or African American	43	70%	60%	9%	38	53%	50%	5%
Hispanic or Latino	14	64%	64%	7%	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	90%	80%	50%	4	—	—	—
White	125	69%	67%	22%	102	75%	75%	40%
Multiracial								
Small Group Totals					10	90%	90%	30%
General-Education Students	158	78%	77%	23%	120	81%	80%	37%
Students with Disabilities	34	32%	18%	0%	30	30%	30%	7%
English Proficient	187	71%	67%	20%	149	—	—	—
Limited English Proficient	5	20%	20%	0%	1	—	—	—
Economically Disadvantaged	59	64%	58%	15%	43	67%	65%	7%
Not Disadvantaged	133	72%	70%	21%	107	72%	72%	40%
Migrant								
Not Migrant	192	70%	66%	19%				

NOTES

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

Other Assessments

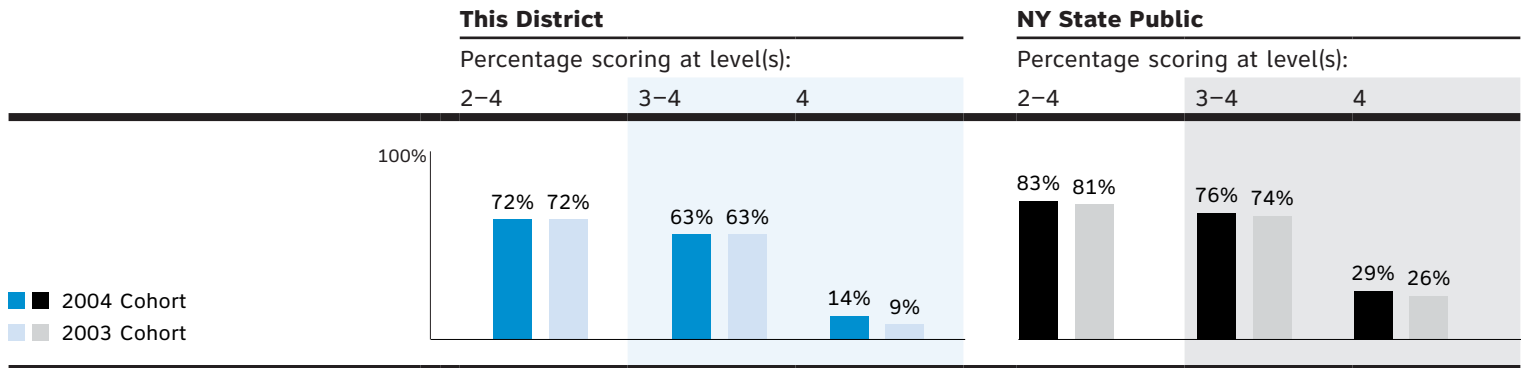
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

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



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	192	72%	63%	14%	150	72%	63%	9%
Female	85	80%	62%	16%	76	75%	63%	13%
Male	107	66%	63%	11%	74	69%	64%	5%
American Indian or Alaska Native								
Black or African American	43	67%	49%	9%	38	55%	39%	3%
Hispanic or Latino	14	64%	43%	0%	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	0%	4	—	—	—
White	125	73%	67%	18%	102	76%	71%	12%
Multiracial								
Small Group Totals					10	90%	80%	10%
General-Education Students	158	82%	72%	16%	120	83%	72%	12%
Students with Disabilities	34	29%	21%	0%	30	30%	30%	0%
English Proficient	187	73%	63%	14%	149	—	—	—
Limited English Proficient	5	60%	40%	0%	1	—	—	—
Economically Disadvantaged	59	71%	51%	2%	43	70%	58%	2%
Not Disadvantaged	133	73%	68%	19%	107	73%	65%	12%
Migrant								
Not Migrant	192	72%	63%	14%				

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

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.