



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **POUGHKEEPSIE CITY SCHOOL  
DISTRICT**

District ID **13-15-00-01-0000**

Superintendent **LAVAL WILSON**

Telephone **(845) 451-4950**

Grades **K-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 **POUGHKEEPSIE CITY SCHOOL DISTRICT**District ID **13-15-00-01-0000**

## 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	0	0	0
Kindergarten	401	420	418
Grade 1	402	379	410
Grade 2	384	406	369
Grade 3	383	375	382
Grade 4	354	375	380
Grade 5	343	354	376
Grade 6	354	355	351
Ungraded Elementary	32	0	0
Grade 7	347	366	334
Grade 8	358	352	334
Grade 9	481	356	347
Grade 10	344	396	410
Grade 11	202	296	286
Grade 12	221	230	210
Ungraded Secondary	0	0	0
<b>Total K-12</b>	4606	4660	4607

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	19	20	20
<b>Grade 8</b>			
English	20	20	17
Mathematics	20	19	17
Science	21	21	20
Social Studies	20	23	16
<b>Grade 10</b>			
English	20	22	19
Mathematics	16	25	19
Science	23	23	17
Social Studies	24	25	24

### Enrollment Information

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

### Average Class Size Information

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

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**District ID **13-15-00-01-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	3052	66%	3154	68%	2917	63%
Reduced-Price Lunch	569	12%	587	13%	448	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	384	8%	330	7%	347	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	3	0%	6	0%	6	0%
Black or African American	2924	63%	2942	63%	2883	63%
Hispanic or Latino	767	17%	848	18%	952	21%
Asian or Native Hawaiian/Other Pacific Islander	65	1%	66	1%	52	1%
White	847	18%	798	17%	714	15%
Multiracial**	N/A	N/A	0	0%	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	92%		91%		91%	
Student Suspensions	881	19%	630	14%	870	19%

## 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 **POUGHKEEPSIE CITY SCHOOL DISTRICT**District ID **13-15-00-01-0000**

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	351	307	370
Percent with No Valid Teaching Certificate	3%	3%	1%
Percent Teaching Out of Certification	5%	4%	5%
Percent with Fewer Than Three Years of Experience	6%	8%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	16%	15%
<b>Total Number of Core Classes</b>	1307	773	932
Percent Not Taught by Highly Qualified Teachers	5%	5%	7%
<b>Total Number of Classes</b>	1048	1056	1148
Percent Taught by Teachers Without Appropriate Certification	5%	4%	6%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	19%	N/A
Turnover Rate of All Teachers	14%	14%	14%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	47	39	52
Total Paraprofessionals*	111	98	108
Assistant Principals	6	6	7
Principals	9	9	9

\* 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	✓	✓		✓ <sup>SH</sup>	✓	
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 7	✓ 7 of 7	✓ 1 of 1	✗ 1 of 6	✗ 5 of 6	✗ 0 of 1

#### 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

#### Accountability Status Levels

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

## Elementary/Middle-Level English Language Arts

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



Improvement (Year 4)

### Accountability Measures

7 of 7

Student groups making AYP in English language arts



Made AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [219]

### 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> (2137:2069)	✓						
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (1344:1311)	✓						
Hispanic or Latino (438:411)	✓						
Asian or Native Hawaiian/Other Pacific Islander (24:23)	—						
White (331:324)	✓						
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (518:509)	✓ <sup>SH</sup>						
Limited English Proficient <sup>5</sup> (109:169)	✓						
Economically Disadvantaged (1774:1716)	✓						
<b>Final AYP Determination</b>	✓ 7 of 7						

#### 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** 7 of 7 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> (2133:2043)			100%		151	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (1339:1286)			100%		145	99	
Hispanic or Latino (435:415)			100%		157	97	
Asian or Native Hawaiian/Other Pacific Islander (24:23)	—	—	—	—	—	—	—
White (334:319)			100%		161	96	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (517:499)			100%		101	97	
Limited English Proficient <sup>5</sup> (106:179)			100%		140	94	
Economically Disadvantaged (1772:1696)			100%		148	99	
<b>Final AYP Determination</b>	 7 of 7						

#### 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> (709:670)		Qualified		98%		166	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (469:445)		Qualified		98%		163	100	
Hispanic or Latino (138:130)		Qualified		99%		166	100	
Asian or Native Hawaiian/Other Pacific Islander (5:5)		–	–	–	–	–	–	–
White (97:90)		Qualified		98%		179	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (164:159)		Qualified		99%		138	100	
Limited English Proficient <sup>4</sup> (36:56)		Qualified	–	–		154	100	
Economically Disadvantaged (599:567)		Qualified		98%		163	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** 1 of 6 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [219]

### 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 (236:229)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (159:156)							
Hispanic or Latino (31:33)							
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—						
White (94:37)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (88:60)							
Limited English Proficient <sup>4</sup> (6:4)	—						
Economically Disadvantaged (121:127)							
<b>Final AYP Determination</b>	 1 of 6						

#### 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
-  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** 5 of 6 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group	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> (236:229)			95%		162	152	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (159:156)			96%		157	151	
Hispanic or Latino (31:33)		—	—		161	142	
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—
White (94:37)			95%		178	143	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (88:60)			92%		102	147	124    112
Limited English Proficient <sup>4</sup> (6:4)	—	—	—	—	—	—	—
Economically Disadvantaged (121:127)			99%		162	150	
<b>Final AYP Determination</b>	 5 of 6						

#### 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
-  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** 0 of 1 Student groups making AYP in graduation rate  
 Did not make AYP

**Prospective Status** A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP in 2008-09, the district will be in good standing in 2009-10. [203]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (345)			49%	55%	55%	50%
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (226)			46%	55%	55%	47%
Hispanic or Latino (45)			40%	55%	1%	41%
Asian or Native Hawaiian/Other Pacific Islander (5)	–	–	–	–		
White (69)			59%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (88)			32%	55%	32%	33%
Limited English Proficient <sup>3</sup> (5)	–	–	–	–		
Economically Disadvantaged (178)			46%	55%	55%	47%
<b>Final AYP Determination</b>	 0 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 **POUGHKEEPSIE CITY SCHOOL DISTRICT**

District ID **13-15-00-01-0000**

## 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**

6 schools identified 75% of total

COLUMBUS SCHOOL  
G W KRIEGER SCHOOL  
GOV GEORGE CLINTON SCHOOL  
MORSE YOUNG CHILD MAGNET SCHOOL  
W W SMITH SCHOOL  
WARRING MAGNET ACADEMY OF SCIENCE AND TECHNOLOGY

#### **Requiring Academic Progress (Year 4)**

1 school identified 13% of total

POUGHKEEPSIE HIGH SCHOOL

#### **Restructuring (Year 2)**

1 school identified 13% of total

POUGHKEEPSIE MIDDLE SCHOOL

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**District ID **13-15-00-01-0000**

## 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	49%			365
Grade 4	51%			361
Grade 5	56%			373
Grade 6	47%			337
Grade 7	52%			324
Grade 8	29%			338

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	76%			368
Grade 4	62%			363
Grade 5	57%			373
Grade 6	66%			341
Grade 7	58%			322
Grade 8	42%			341

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	76%			362
Grade 8	58%			292

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	46%			340
Mathematics	51%			340

### 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

	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: 652	616-780	650-780	720-780*			
2007 Mean Score: 650						
Number of Tested Students:	328	316	178	184	15	10

### 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>365</b>	<b>90%</b>	<b>49%</b>	<b>4%</b>	<b>365</b>	<b>87%</b>	<b>50%</b>	<b>3%</b>
Female	191	91%	50%	3%	179	93%	55%	3%
Male	174	89%	47%	5%	186	80%	46%	2%
American Indian or Alaska Native								
Black or African American	219	89%	45%	2%	235	86%	48%	3%
Hispanic or Latino	84	93%	44%	5%	74	88%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	67%	0%	4	-	-	-
White	53	91%	70%	11%	52	-	-	-
Multiracial								
Small Group Totals					56	88%	59%	4%
General-Education Students	278	98%	59%	5%	279	95%	59%	3%
Students with Disabilities	87	64%	15%	1%	86	58%	21%	2%
English Proficient	332	91%	52%	5%	341	87%	52%	3%
Limited English Proficient	33	82%	18%	0%	24	79%	33%	0%
Economically Disadvantaged	306	90%	46%	4%	319	86%	49%	2%
Not Disadvantaged	59	90%	63%	7%	46	91%	63%	9%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	363	-	-	-	364	-	-	-

#### 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.

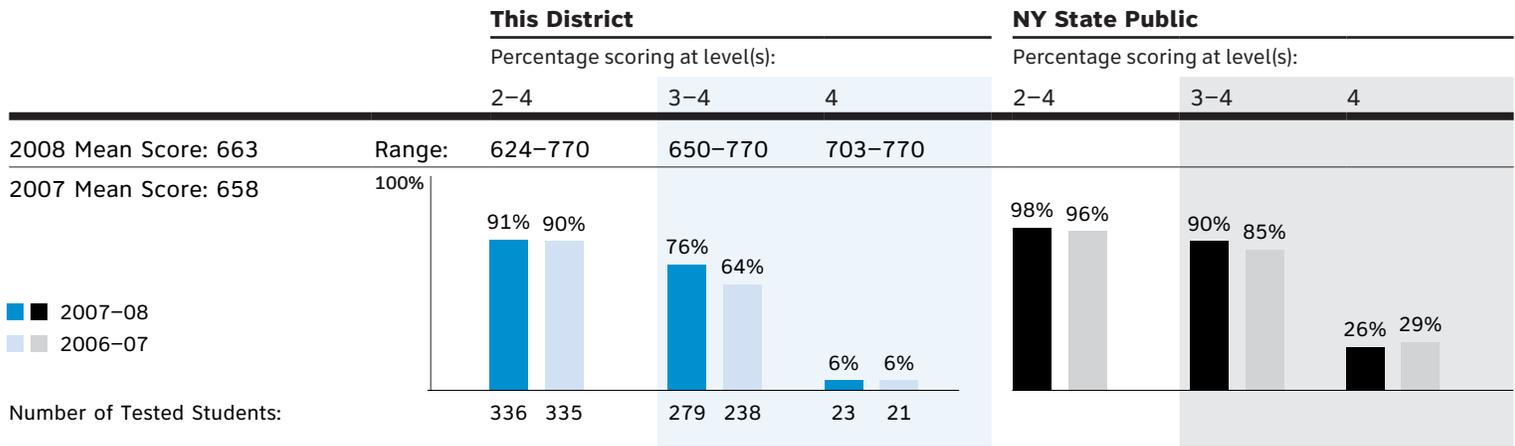
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	3	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	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 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>368</b>	<b>91%</b>	<b>76%</b>	<b>6%</b>	<b>371</b>	<b>90%</b>	<b>64%</b>	<b>6%</b>
Female	194	95%	79%	7%	186	92%	69%	4%
Male	174	87%	72%	5%	185	89%	59%	8%
American Indian or Alaska Native	1	-	-	-				
Black or African American	220	88%	73%	5%	236	89%	60%	5%
Hispanic or Latino	85	99%	76%	7%	78	91%	71%	8%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	4	-	-	-
White	53	92%	83%	9%	53	-	-	-
Multiracial								
Small Group Totals	10	100%	90%	10%	57	96%	72%	5%
General-Education Students	282	99%	87%	7%	285	95%	75%	7%
Students with Disabilities	86	65%	40%	2%	86	76%	29%	2%
English Proficient	335	90%	77%	7%	342	91%	65%	6%
Limited English Proficient	33	100%	61%	0%	29	79%	52%	0%
Economically Disadvantaged	308	91%	74%	6%	324	89%	63%	5%
Not Disadvantaged	60	92%	83%	8%	47	98%	74%	9%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	366	-	-	-	370	-	-	-

#### 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	3	-	-	-	0			

## 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: 645	612-775	650-775	716-775			
2007 Mean Score: 645						
Number of Tested Students:	312	325	185	182	5	9

### 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>361</b>	<b>86%</b>	<b>51%</b>	<b>1%</b>	<b>375</b>	<b>87%</b>	<b>49%</b>	<b>2%</b>
Female	178	89%	58%	3%	190	89%	52%	3%
Male	183	84%	45%	0%	185	84%	45%	2%
American Indian or Alaska Native								
Black or African American	232	85%	49%	2%	230	87%	43%	1%
Hispanic or Latino	75	87%	53%	1%	70	89%	53%	1%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	86%	86%	0%
White	51	-	-	-	68	82%	59%	9%
Multiracial								
Small Group Totals	54	91%	59%	0%				
General-Education Students	269	96%	62%	2%	294	95%	59%	3%
Students with Disabilities	92	60%	20%	0%	81	56%	11%	0%
English Proficient	342	87%	53%	1%	349	88%	50%	2%
Limited English Proficient	19	79%	21%	0%	26	69%	31%	4%
Economically Disadvantaged	314	86%	48%	1%	321	85%	47%	1%
Not Disadvantaged	47	89%	74%	4%	54	96%	59%	9%
Migrant	1	-	-	-				
Not Migrant	360	-	-	-	375	87%	49%	2%

#### NOTES

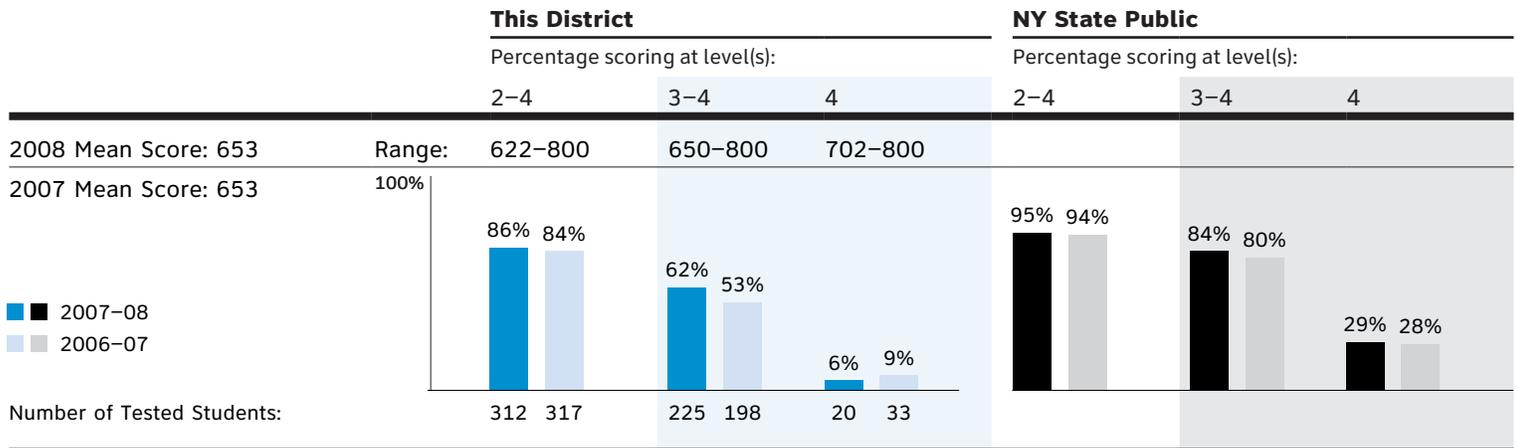
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 4 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	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

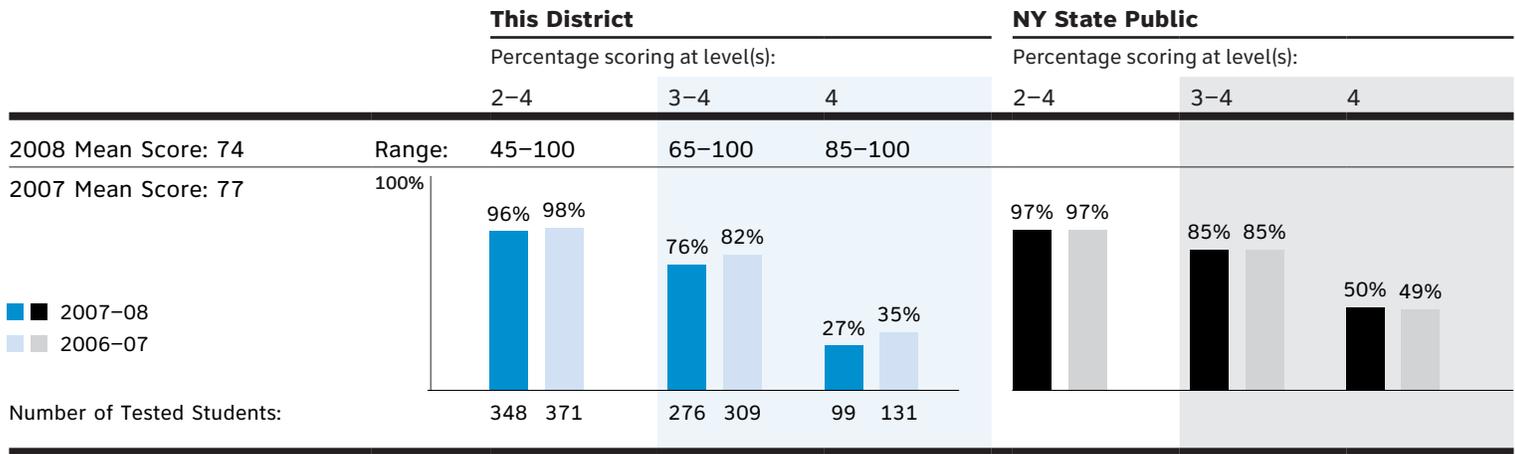
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>363</b>	<b>86%</b>	<b>62%</b>	<b>6%</b>	<b>377</b>	<b>84%</b>	<b>53%</b>	<b>9%</b>
Female	180	89%	68%	3%	191	84%	52%	7%
Male	183	83%	56%	8%	186	84%	53%	11%
American Indian or Alaska Native								
Black or African American	232	86%	59%	6%	228	85%	48%	6%
Hispanic or Latino	77	86%	66%	6%	75	84%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	8	75%	75%	50%
White	51	-	-	-	66	82%	65%	17%
Multiracial								
Small Group Totals	54	85%	69%	4%				
General-Education Students	270	94%	71%	7%	298	93%	61%	11%
Students with Disabilities	93	61%	34%	2%	79	52%	20%	0%
English Proficient	341	87%	63%	6%	345	85%	54%	10%
Limited English Proficient	22	73%	41%	0%	32	75%	41%	0%
Economically Disadvantaged	317	85%	59%	4%	323	82%	50%	7%
Not Disadvantaged	46	93%	83%	15%	54	94%	67%	19%
Migrant	1	-	-	-				
Not Migrant	362	-	-	-	377	84%	53%	9%

**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	-	-	-	1	-	-	-

## 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>362</b>	<b>96%</b>	<b>76%</b>	<b>27%</b>	<b>378</b>	<b>98%</b>	<b>82%</b>	<b>35%</b>
Female	179	99%	76%	30%	193	98%	82%	35%
Male	183	93%	77%	25%	185	98%	81%	34%
American Indian or Alaska Native								
Black or African American	231	96%	77%	26%	229	99%	82%	31%
Hispanic or Latino	78	97%	73%	22%	76	97%	79%	30%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	8	88%	75%	63%
White	51	-	-	-	65	98%	85%	48%
Multiracial								
Small Group Totals	53	96%	79%	40%				
General-Education Students	272	99%	82%	32%	299	99%	87%	40%
Students with Disabilities	90	89%	58%	13%	79	96%	61%	15%
English Proficient	339	96%	79%	29%	346	99%	84%	37%
Limited English Proficient	23	91%	39%	0%	32	94%	63%	13%
Economically Disadvantaged	317	96%	74%	24%	324	98%	80%	32%
Not Disadvantaged	45	100%	91%	53%	54	98%	91%	52%
Migrant	1	-	-	-				
Not Migrant	361	-	-	-	378	98%	82%	35%

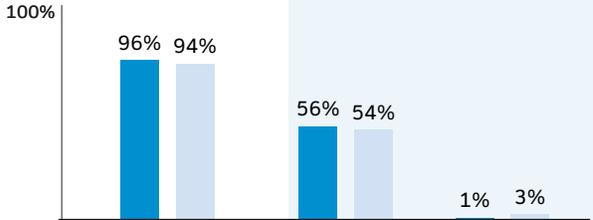
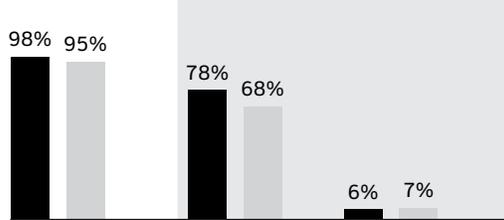
### NOTES

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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	2	-	-	-	1	-	-	-

## 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: 651	608-795	650-795	711-795			
2007 Mean Score: 652						
						
Number of Tested Students:	358	318	210	182	3	10

### 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>373</b>	<b>96%</b>	<b>56%</b>	<b>1%</b>	<b>338</b>	<b>94%</b>	<b>54%</b>	<b>3%</b>
Female	184	97%	59%	1%	155	95%	55%	3%
Male	189	95%	53%	1%	183	93%	52%	3%
American Indian or Alaska Native								
Black or African American	228	96%	56%	0%	197	94%	48%	2%
Hispanic or Latino	75	96%	55%	0%	70	93%	59%	1%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%	5	100%	60%	20%
White	65	94%	57%	3%	66	95%	67%	6%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	282	99%	68%	1%	267	99%	64%	4%
Students with Disabilities	91	86%	19%	0%	71	76%	15%	0%
English Proficient	359	96%	58%	1%	324	94%	55%	3%
Limited English Proficient	14	86%	7%	0%	14	86%	21%	0%
Economically Disadvantaged	317	96%	54%	1%	276	94%	52%	4%
Not Disadvantaged	56	98%	70%	2%	62	95%	63%	0%
Migrant					1	-	-	-
Not Migrant	373	96%	56%	1%	337	-	-	-

#### NOTES

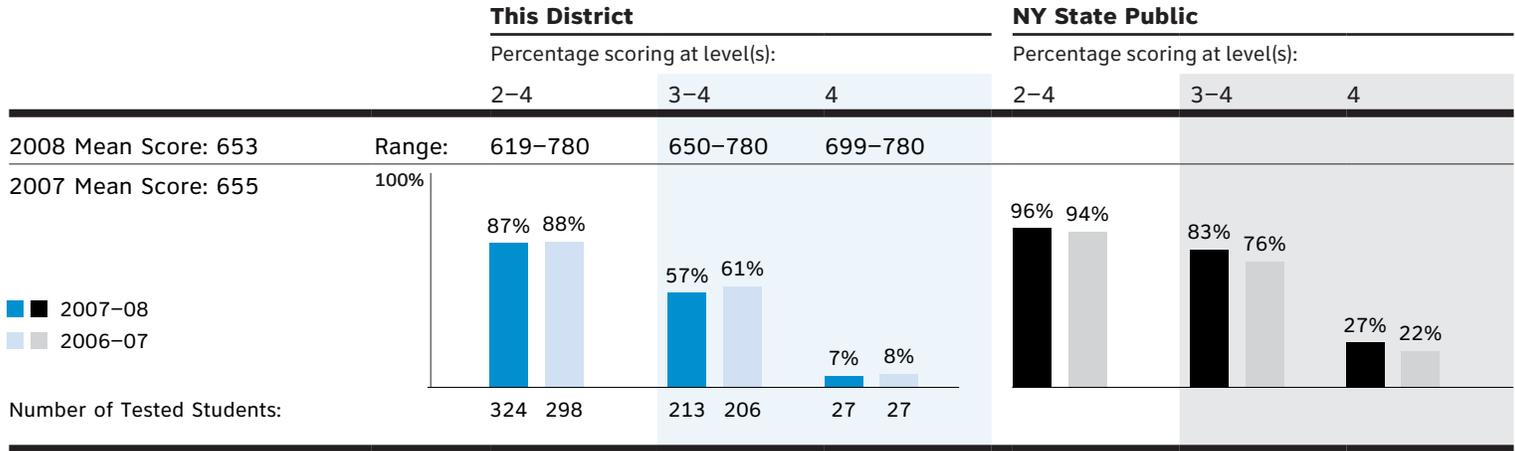
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### Other Assessments

	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	1	-	-	-	5	5	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 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>373</b>	<b>87%</b>	<b>57%</b>	<b>7%</b>	<b>337</b>	<b>88%</b>	<b>61%</b>	<b>8%</b>
Female	187	88%	58%	7%	154	90%	65%	9%
Male	186	86%	56%	8%	183	87%	58%	7%
American Indian or Alaska Native								
Black or African American	228	87%	53%	5%	194	87%	55%	8%
Hispanic or Latino	76	86%	61%	3%	72	94%	67%	4%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	0%	5	100%	80%	20%
White	64	88%	66%	20%	66	86%	71%	12%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	280	94%	69%	10%	267	96%	70%	10%
Students with Disabilities	93	65%	22%	0%	70	60%	27%	0%
English Proficient	359	87%	58%	8%	320	89%	63%	8%
Limited English Proficient	14	79%	21%	0%	17	76%	35%	0%
Economically Disadvantaged	318	86%	55%	5%	276	88%	59%	7%
Not Disadvantaged	55	93%	69%	20%	61	92%	70%	11%
Migrant					1	-	-	-
Not Migrant	373	87%	57%	7%	336	-	-	-

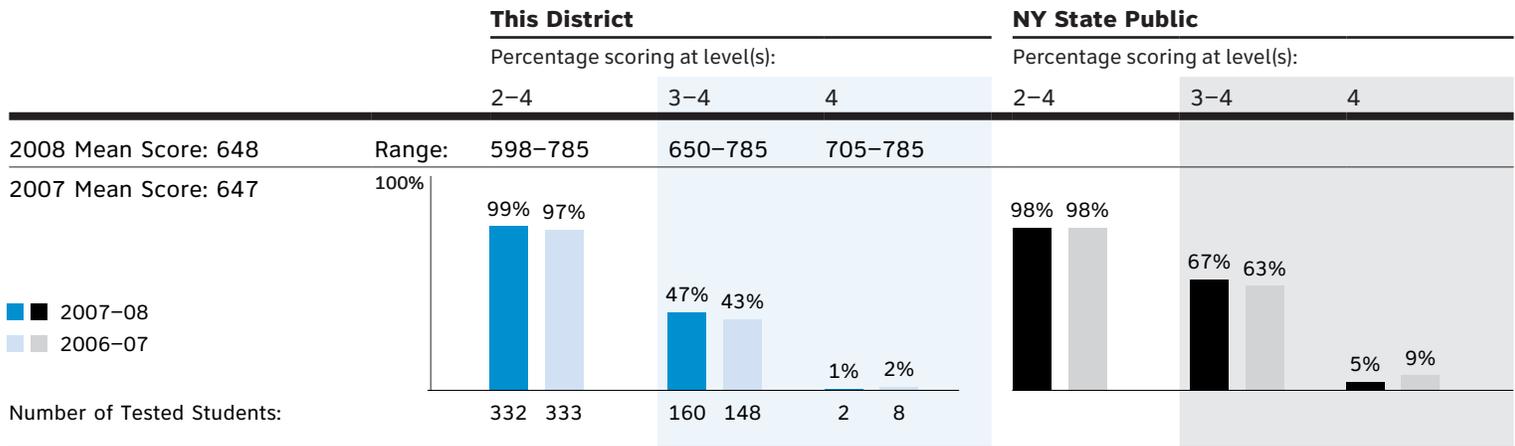
### NOTES

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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	1	-	-	-	5	5	3	3

## 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>337</b>	<b>99%</b>	<b>47%</b>	<b>1%</b>	<b>344</b>	<b>97%</b>	<b>43%</b>	<b>2%</b>
Female	159	98%	54%	1%	157	97%	50%	4%
Male	178	99%	42%	0%	187	97%	37%	1%
American Indian or Alaska Native								
Black or African American	202	99%	46%	0%	223	97%	37%	1%
Hispanic or Latino	74	99%	41%	0%	54	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	58	-	-	-	66	95%	58%	8%
Multiracial								
Small Group Totals	61	97%	61%	3%	55	96%	49%	2%
General-Education Students	266	99%	56%	1%	253	99%	53%	3%
Students with Disabilities	71	96%	15%	0%	91	90%	14%	0%
English Proficient	328	99%	49%	1%	335	97%	44%	2%
Limited English Proficient	9	78%	0%	0%	9	78%	22%	0%
Economically Disadvantaged	274	98%	44%	0%	290	96%	40%	2%
Not Disadvantaged	63	100%	63%	2%	54	100%	57%	4%
Migrant	1	-	-	-				
Not Migrant	336	-	-	-	344	97%	43%	2%

#### NOTES

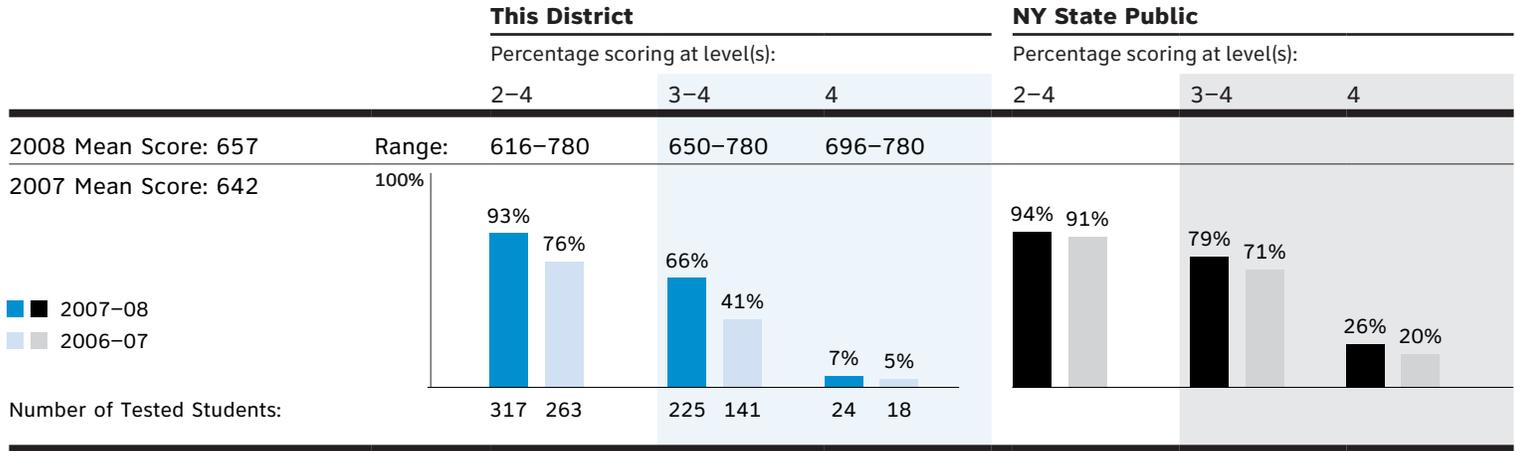
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	5	3	0	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	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
<b>All Students</b>	<b>341</b>	<b>93%</b>	<b>66%</b>	<b>7%</b>	<b>344</b>	<b>76%</b>	<b>41%</b>	<b>5%</b>
Female	159	96%	70%	6%	156	75%	44%	6%
Male	182	91%	63%	8%	188	78%	38%	4%
American Indian or Alaska Native								
Black or African American	199	93%	63%	6%	223	72%	35%	4%
Hispanic or Latino	79	91%	65%	4%	54	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	60	-	-	-	66	86%	52%	12%
Multiracial								
Small Group Totals	63	95%	78%	16%	55	82%	51%	2%
General-Education Students	271	95%	73%	9%	255	82%	51%	7%
Students with Disabilities	70	86%	37%	0%	89	60%	13%	0%
English Proficient	326	95%	68%	7%	333	77%	41%	5%
Limited English Proficient	15	47%	27%	7%	11	45%	27%	0%
Economically Disadvantaged	279	93%	64%	5%	287	75%	39%	4%
Not Disadvantaged	62	94%	74%	16%	57	82%	53%	12%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	340	-	-	-	343	-	-	-

#### 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	7	7	5	1	2	-	-	-

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 649	600-790	650-790	712-790			
2007 Mean Score: 636						
	98%	91%		98%	94%	
		52%	34%		70%	58%
			1%			3%
			1%			6%
Number of Tested Students:	319	312	168	115	2	3

### 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>324</b>	<b>98%</b>	<b>52%</b>	<b>1%</b>	<b>343</b>	<b>91%</b>	<b>34%</b>	<b>1%</b>
Female	153	99%	62%	1%	170	96%	39%	1%
Male	171	98%	43%	1%	173	86%	28%	1%
American Indian or Alaska Native								
Black or African American	213	99%	47%	0%	241	90%	27%	1%
Hispanic or Latino	54	-	-	-	53	89%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	56	98%	68%	2%	46	-	-	-
Multiracial								
Small Group Totals	55	98%	55%	0%	49	98%	71%	2%
General-Education Students	236	100%	62%	1%	269	97%	41%	1%
Students with Disabilities	88	95%	24%	0%	74	70%	7%	0%
English Proficient	318	99%	53%	1%	331	92%	35%	1%
Limited English Proficient	6	83%	17%	0%	12	58%	0%	0%
Economically Disadvantaged	257	98%	47%	0%	286	90%	31%	1%
Not Disadvantaged	67	100%	72%	1%	57	96%	46%	2%
Migrant					3	-	-	-
Not Migrant	324	98%	52%	1%	340	-	-	-

#### NOTES

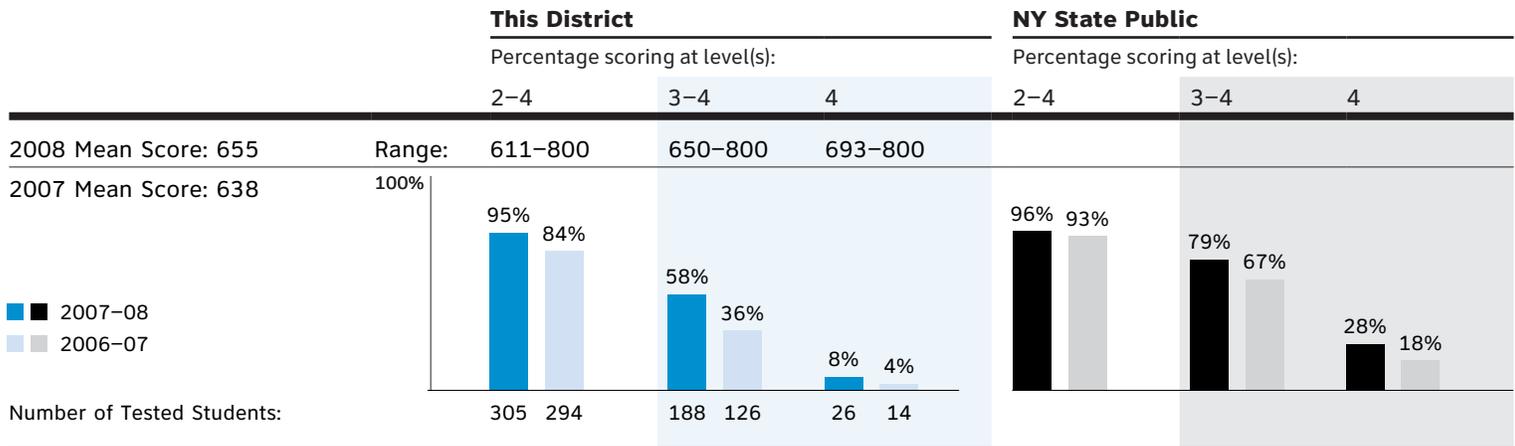
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### Other Assessments

	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	2	-	-	-	5	5	0	0
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	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 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>322</b>	<b>95%</b>	<b>58%</b>	<b>8%</b>	<b>348</b>	<b>84%</b>	<b>36%</b>	<b>4%</b>
Female	151	95%	60%	10%	176	88%	36%	5%
Male	171	95%	57%	6%	172	81%	36%	3%
American Indian or Alaska Native								
Black or African American	211	94%	52%	6%	242	81%	30%	3%
Hispanic or Latino	55	-	-	-	56	91%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	55	98%	73%	13%	47	-	-	-
Multiracial								
Small Group Totals	56	93%	68%	11%	50	92%	60%	14%
General-Education Students	237	99%	71%	11%	274	93%	43%	5%
Students with Disabilities	85	82%	22%	0%	74	53%	11%	0%
English Proficient	312	96%	59%	8%	334	84%	37%	4%
Limited English Proficient	10	60%	30%	0%	14	86%	14%	0%
Economically Disadvantaged	258	94%	57%	7%	289	84%	34%	2%
Not Disadvantaged	64	98%	66%	14%	59	85%	47%	12%
Migrant					3	-	-	-
Not Migrant	322	95%	58%	8%	345	-	-	-

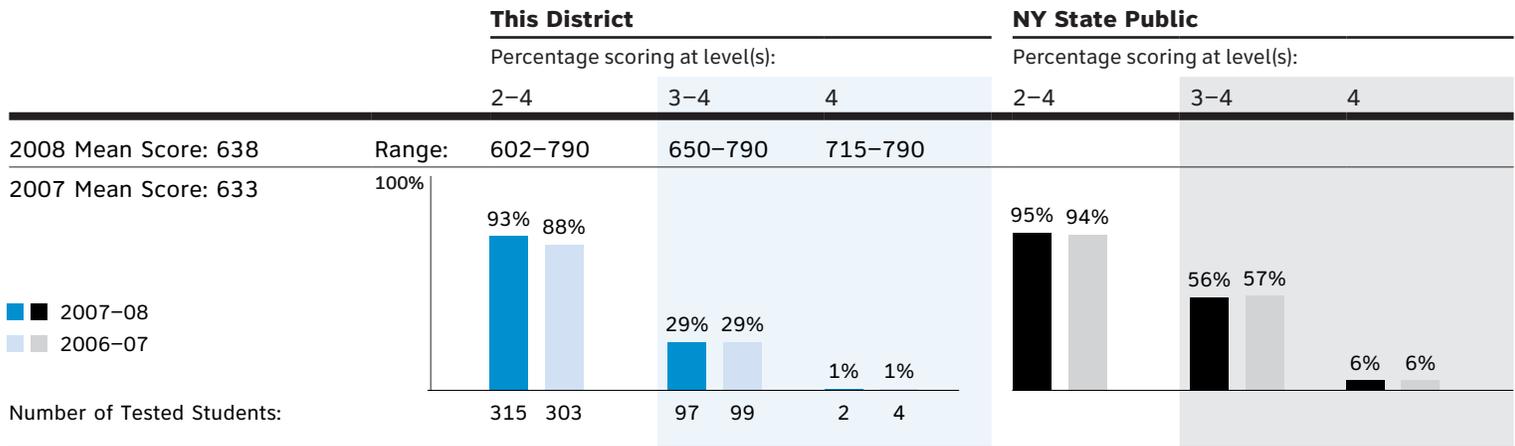
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### Other Assessments

	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	2	-	-	-	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
<b>All Students</b>	<b>338</b>	<b>93%</b>	<b>29%</b>	<b>1%</b>	<b>345</b>	<b>88%</b>	<b>29%</b>	<b>1%</b>
Female	180	98%	37%	1%	157	92%	29%	1%
Male	158	88%	20%	0%	188	85%	29%	1%
American Indian or Alaska Native								
Black or African American	237	92%	26%	0%	232	88%	23%	0%
Hispanic or Latino	56	96%	29%	0%	49	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	42	-	-	-	63	89%	46%	5%
Multiracial								
Small Group Totals	45	96%	44%	2%	50	86%	34%	0%
General-Education Students	269	98%	35%	1%	265	95%	35%	2%
Students with Disabilities	69	75%	3%	0%	80	63%	8%	0%
English Proficient	327	94%	30%	1%	336	89%	29%	1%
Limited English Proficient	11	82%	0%	0%	9	56%	0%	0%
Economically Disadvantaged	276	93%	26%	0%	274	85%	24%	0%
Not Disadvantaged	62	95%	39%	2%	71	97%	48%	4%
Migrant					1	-	-	-
Not Migrant	338	93%	29%	1%	344	-	-	-

#### NOTES

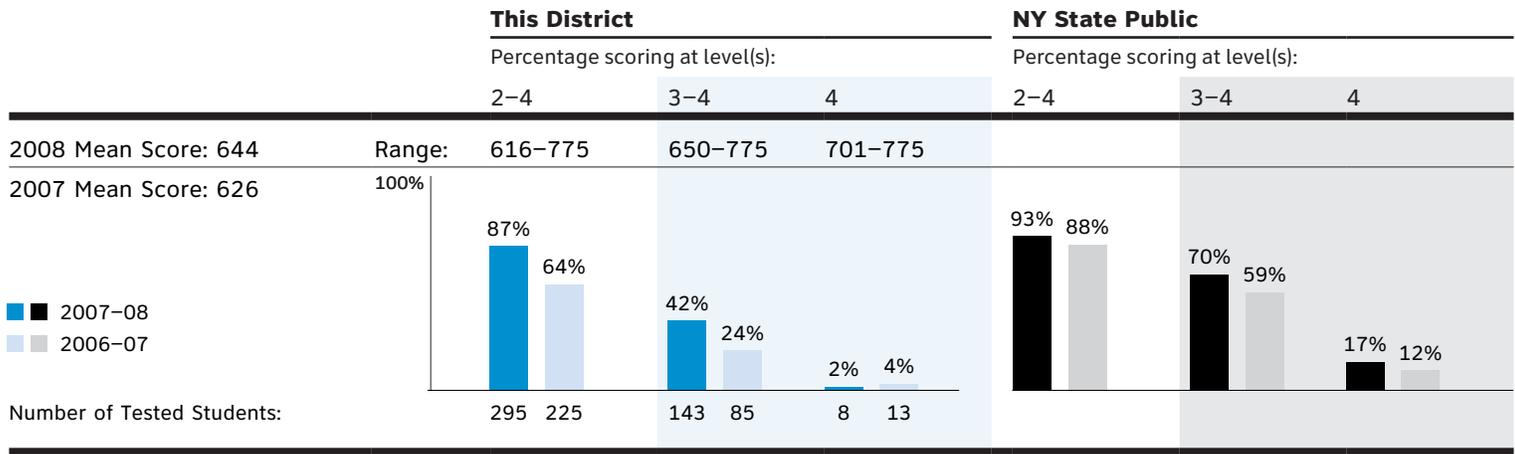
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### Other Assessments

	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	5	4	2	2	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	6	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>341</b>	<b>87%</b>	<b>42%</b>	<b>2%</b>	<b>350</b>	<b>64%</b>	<b>24%</b>	<b>4%</b>
Female	185	89%	44%	3%	163	65%	26%	3%
Male	156	83%	39%	1%	187	64%	23%	4%
American Indian or Alaska Native								
Black or African American	234	85%	39%	1%	233	61%	18%	2%
Hispanic or Latino	59	93%	42%	0%	53	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	45	-	-	-	63	73%	48%	13%
Multiracial								
Small Group Totals	48	88%	56%	13%	54	67%	24%	2%
General-Education Students	273	93%	49%	3%	268	76%	30%	5%
Students with Disabilities	68	60%	12%	0%	82	26%	5%	0%
English Proficient	329	87%	43%	2%	336	65%	25%	4%
Limited English Proficient	12	83%	17%	0%	14	50%	7%	0%
Economically Disadvantaged	276	87%	40%	1%	275	59%	19%	1%
Not Disadvantaged	65	86%	51%	6%	75	85%	45%	13%
Migrant					1	-	-	-
Not Migrant	341	87%	42%	2%	349	-	-	-

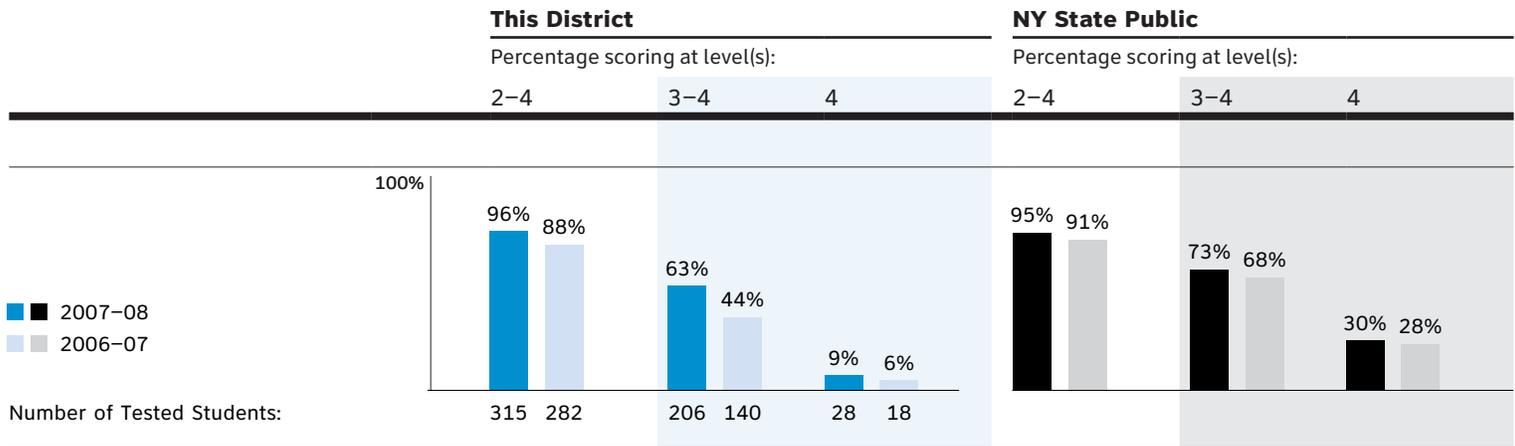
#### NOTES

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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	5	4	3	1	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
<b>All Students</b>	<b>292</b>	<b>96%</b>	<b>58%</b>	<b>5%</b>	<b>296</b>	<b>88%</b>	<b>40%</b>	<b>4%</b>
Female	153	99%	58%	1%	138	88%	33%	3%
Male	139	92%	59%	9%	158	87%	45%	5%
American Indian or Alaska Native								
Black or African American	207	94%	56%	2%	204	89%	40%	3%
Hispanic or Latino	52	98%	58%	8%	52	87%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	31	-	-	-	39	-	-	-
Multiracial								
Small Group Totals	33	100%	73%	15%	40	83%	40%	10%
General-Education Students	229	98%	65%	6%	218	94%	47%	6%
Students with Disabilities	63	86%	33%	2%	78	68%	19%	0%
English Proficient	279	96%	59%	5%	281	88%	40%	4%
Limited English Proficient	13	92%	38%	0%	15	73%	27%	0%
Economically Disadvantaged	247	96%	56%	4%	249	86%	36%	4%
Not Disadvantaged	45	93%	69%	7%	47	96%	57%	2%
Migrant					1	-	-	-
Not Migrant	292	96%	58%	5%	295	-	-	-

#### 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	5	4	3	2	1	-	-	-
Regents Science	36	36	36	14	23	23	23	6

## 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

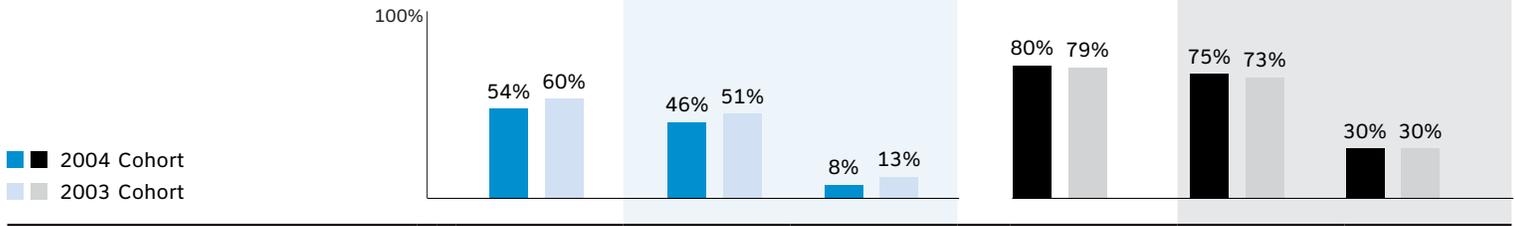
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				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>340</b>	<b>54%</b>	<b>46%</b>	<b>8%</b>	<b>344</b>	<b>60%</b>	<b>51%</b>	<b>13%</b>
Female	167	62%	54%	8%	149	70%	62%	17%
Male	173	47%	39%	8%	195	51%	42%	9%
American Indian or Alaska Native	1	–	–	–				
Black or African American	220	55%	44%	4%	225	57%	47%	9%
Hispanic or Latino	55	–	–	–	45	56%	47%	11%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	5	100%	100%	80%
White	61	56%	54%	20%	69	67%	61%	22%
Multiracial								
Small Group Totals	59	53%	47%	8%				
General-Education Students	247	65%	55%	10%	256	68%	59%	17%
Students with Disabilities	93	26%	23%	1%	88	34%	25%	0%
English Proficient	334	55%	47%	8%	339	59%	51%	13%
Limited English Proficient	6	33%	17%	0%	5	80%	20%	0%
Economically Disadvantaged	181	56%	45%	5%	177	59%	50%	7%
Not Disadvantaged	159	53%	48%	11%	167	60%	51%	19%
Migrant	1	–	–	–				
Not Migrant	339	–	–	–				

### 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.

## 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

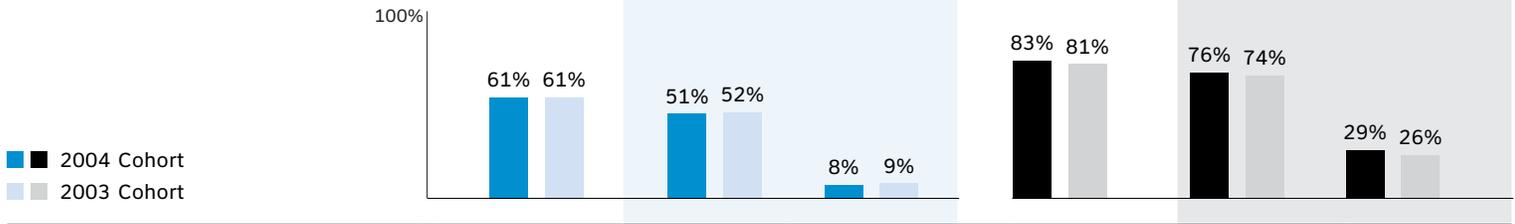
### NY State Public

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>340</b>	<b>61%</b>	<b>51%</b>	<b>8%</b>	<b>344</b>	<b>61%</b>	<b>52%</b>	<b>9%</b>
Female	167	70%	58%	7%	149	72%	60%	11%
Male	173	53%	45%	9%	195	52%	46%	8%
American Indian or Alaska Native	1	–	–	–				
Black or African American	220	61%	50%	4%	225	60%	50%	4%
Hispanic or Latino	55	–	–	–	45	58%	49%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	5	100%	100%	80%
White	61	67%	61%	23%	69	64%	58%	20%
Multiracial								
Small Group Totals	59	58%	49%	8%				
General-Education Students	247	73%	63%	11%	256	71%	63%	12%
Students with Disabilities	93	30%	22%	1%	88	32%	23%	1%
English Proficient	334	61%	52%	8%	339	61%	53%	9%
Limited English Proficient	6	67%	17%	0%	5	80%	40%	0%
Economically Disadvantaged	181	65%	54%	6%	177	60%	50%	5%
Not Disadvantaged	159	58%	48%	11%	167	62%	54%	14%
Migrant	1	–	–	–				
Not Migrant	339	–	–	–				

### 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.

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