



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **BUFFALO CITY SCHOOL DISTRICT**
District ID **14-06-00-01-0000**
Superintendent **JAMES WILLIAMS**
Telephone **(716) 816-3575**
Grades **PK-12, UE, US**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

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	1807	1951	1965
Kindergarten	2516	2621	2646
Grade 1	2621	2674	2790
Grade 2	2473	2563	2546
Grade 3	2344	2331	2498
Grade 4	2371	2307	2326
Grade 5	2415	2450	2319
Grade 6	2619	2440	2482
Ungraded Elementary	410	471	246
Grade 7	2971	3172	2662
Grade 8	4379	2582	2850
Grade 9	1870	3339	2923
Grade 10	3067	2544	2843
Grade 11	2560	2641	2201
Grade 12	2164	2284	2288
Ungraded Secondary	119	170	92
Total K-12	34899	34589	33712

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	23	22
Grade 8			
English	22	22	18
Mathematics	22	21	20
Science	23	22	22
Social Studies	22	22	22
Grade 10			
English	26	24	22
Mathematics	25	25	23
Science	26	25	25
Social Studies	26	26	25

Enrollment Information

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

Average Class Size Information

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

District **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	23399	67%	24218	70%	24356	72%
Reduced-Price Lunch	3347	10%	2805	8%	2693	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2494	7%	2398	7%	2689	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	514	1%	532	2%	513	2%
Black or African American	20044	57%	19860	57%	19198	57%
Hispanic or Latino	4913	14%	4933	14%	5057	15%
Asian or Native Hawaiian/Other Pacific Islander	482	1%	506	1%	592	2%
White	8946	26%	8721	25%	8332	25%
Multiracial**	N/A	N/A	37	0%	20	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		90%		89%		87%
Student Suspensions	5832	16%	9511	27%	7031	20%

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 **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	2882	2811	3017
Percent with No Valid Teaching Certificate	1%	2%	1%
Percent Teaching Out of Certification	3%	4%	4%
Percent with Fewer Than Three Years of Experience	5%	6%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	30%	29%
Total Number of Core Classes	9091	6520	6864
Percent Not Taught by Highly Qualified Teachers	3%	5%	4%
Total Number of Classes	8288	8648	8714
Percent Taught by Teachers Without Appropriate Certification	5%	6%	5%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	28%	34%	34%
Turnover Rate of All Teachers	21%	22%	21%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	374	326	400
Total Paraprofessionals*	912	887	972
Assistant Principals	57	59	66
Principals	58	60	59

* 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:

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

▲ Improvement (Year 7)

ELA	▲ Improvement (Year 7)	Science	▲ Good Standing
Math	▲ Improvement (Year 2)	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		✓	✗	
Black or African American	✓ ^{SH}	✓		✗	✗	
Hispanic or Latino	✓ ^{SH}	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✗	✗	
Economically Disadvantaged	✓ ^{SH}	✓		✗	✗	
Student groups making AYP in each subject	✗ 8 of 9	✗ 8 of 9	✓ 1 of 1	✗ 3 of 9	✗ 2 of 9	✗ 0 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 | 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 7)

Accountability Measures 8 of 9 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 8) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 7) in 2009-10. [210]

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 (15582:14604)							
Ethnicity							
American Indian or Alaska Native (239:225)							
Black or African American (8901:8454)							
Hispanic or Latino (2536:2298)							
Asian or Native Hawaiian/Other Pacific Islander (309:219)							
White (3596:3407)							
Multiracial (1:1)	—						
Other Groups							
Students with Disabilities ⁴ (8226:3658)							
Limited English Proficient ⁵ (1486:1362)							
Economically Disadvantaged (13370:12567)							
Final AYP Determination	 8 of 9						

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)



Improvement (Year 2)

Accountability Measures

8 of 9

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, 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 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 2) in 2009-10. [207]

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 (15608:14637)	✓	✓	97%	✓	136	101		
Ethnicity								
American Indian or Alaska Native (236:223)	✓	✓	97%	✓	145	95		
Black or African American (8915:8408)	✓	✓	97%	✓	126	101		
Hispanic or Latino (2557:2361)	✓	✓	97%	✓	130	100		
Asian or Native Hawaiian/Other Pacific Islander (304:254)	✓	✓	100%	✓	148	95		
White (3595:3390)	✓	✓	97%	✓	164	100		
Multiracial (1:1)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities ⁴ (8221:3635)	✗	✗	93%	✓ ^{SH}	98	100	88 108	
Limited English Proficient ⁵ (1494:1509)	✓	✓	97%	✓	106	99		
Economically Disadvantaged (13381:12592)	✓	✓	98%	✓	132	101		
Final AYP Determination	✗	8 of 9						

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
- ✓^{SH} 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 (5409:4894)		Qualified		94%		143	100	
Ethnicity								
American Indian or Alaska Native (82:73)		Qualified		91%		166	100	
Black or African American (3119:2815)		Qualified		94%		133	100	
Hispanic or Latino (832:745)		Qualified		95%		141	100	
Asian or Native Hawaiian/Other Pacific Islander (107:80)		Qualified		99%		146	100	
White (1269:1181)		Qualified		95%		166	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (1415:1218)		Qualified		89%		119	100	
Limited English Proficient ⁴ (504:485)		Qualified		96%		111	100	
Economically Disadvantaged (4643:4205)		Qualified		95%		138	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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


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

AYP Status

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

Secondary-Level English Language Arts











Accountability Status for This Subject (2008–09)  Improvement (Year 7)

Accountability Measures 3 of 9 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 8) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 7) in 2009-10. [210]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (1934:2297)							
Ethnicity							
American Indian or Alaska Native (30:34)							
Black or African American (1074:1318)							
Hispanic or Latino (182:243)							
Asian or Native Hawaiian/Other Pacific Islander (33:38)							
White (614:664)							
Multiracial (1:0)	—						
Other Groups							
Students with Disabilities (372:408)							
Limited English Proficient ⁴ (55:107)							
Economically Disadvantaged (1244:1527)							
Final AYP Determination	 3 of 9						

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  Improvement (Year 2)
for This Subject
(2008–09)

Accountability Measures 2 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, 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 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 2) in 2009-10. [207]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
(12th Graders: 2004 Cohort) ¹								
All Students (1934:2297)			97%		143	157	141 [‡]	149
Ethnicity								
American Indian or Alaska Native (30:34)		—	—		132	142	142	139
Black or African American (1074:1318)			97%		137	156	133 [‡]	143
Hispanic or Latino (182:243)			96%		130	152	130 [‡]	137
Asian or Native Hawaiian/Other Pacific Islander (33:38)		—	—		163	143		
White (614:664)			97%		160	155		
Multiracial (1:0)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities (372:408)			78%		79	154	76 [‡]	91
Limited English Proficient ⁴ (55:107)			98%		82	149	92 [‡]	94
Economically Disadvantaged (1244:1527)			98%		139	156	136 [‡]	145
Final AYP Determination	 2 of 9							

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 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) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (3175)			46%	55%	55%	47%
Ethnicity						
American Indian or Alaska Native (55)			44%	55%	1%	45%
Black or African American (1788)			41%	55%	55%	42%
Hispanic or Latino (359)			40%	55%	55%	41%
Asian or Native Hawaiian/Other Pacific Islander (44)			64%	55%		
White (929)			57%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (539)			17%	55%	30%	18%
Limited English Proficient ³ (141)			21%	55%	39%	22%
Economically Disadvantaged (2111)			44%	55%	55%	45%
Final AYP Determination		0 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 **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

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

▲ Good Standing

18 schools identified 30% of total

BILINGUAL EARLY CHILDHOOD CENTER
COMMUNITY SCHOOL #53
D'YOUVILLE-PORTER CAMPUS
DR GEORGE BLACKMAN ECC
DR LYDIA T WRIGHT SCH OF EXCELLENCE
EAST HIGH SCHOOL
FREDERICK OLMSTEAD #56
FREDERICK OLMSTEAD #64
HIGHGATE HEIGHTS
INTERNATIONAL PREPARATORY SCHOOL AT GROVER CLEVELAND
(THE)
LORRAINE ELEMENTARY SCHOOL
PS 27 HILLERY PARK ACADEMY
PS 61
PS 65 ROOSEVELT ACADEMY
PS 66 NORTH PARK ACADEMY
PS 69 HOUGHTON ACADEMY
PS 81
THE MATH SCIENCE TECHNOLOGY PREPARATORY SCHOOL AT
SENECA

▲ Improvement (Year 1)

5 schools identified 8% of total

BUFFALO ACADEMY FOR THE VISUAL & PERFORMING ARTS
HARVEY AUSTIN SCHOOL #97
MONTESSORI AT #78
MONTESSORI SCHOOL
PS 82

▲ Improvement (Year 2)

2 schools identified 3% of total

DR ANTONIA PANTOJA COMMUNITY SCHOOL OF ACADEMIC
EXCELLENCE
PS 17

▲ Corrective Action

3 schools identified 5% of total

BUILD ACADEMY
HARRIET ROSS TUBMAN ACADEMY
WATERFRONT SCHOOL

▲ Planning for Restructuring

2 schools identified 3% of total

BILINGUAL CENTER
DR MARTIN LUTHER KING, JR MULTICULTURAL INSTITUTE

▲ Restructuring (Year 1)

6 schools identified 10% of total

New York State Status

■ Good Standing

7 schools identified 11% of total

CITY HONORS SCHOOL AT FOSDICK MASTEN PARK
DISCOVERY SCHOOL
EMERSON SCHOOL OF HOSPITALITY
HUTCHINSON CENTRAL TECHNICAL HIGH SCHOOL
LEONARDO DA VINCI HIGH SCHOOL
MCKINLEY VOCATIONAL HIGH SCHOOL
PS 42 OCCUPATIONAL TRAINING CENTER

■ Requiring Academic Progress (Year 1)

1 school identified 2% of total

THE ACADEMY SCHOOL #131

■ Requiring Academic Progress (Year 2)

1 school identified 2% of total

PS 84

■ Requiring Academic Progress (Year 4)

1 school identified 2% of total

RIVERSIDE INSTITUTE OF TECHNOLOGY

■ Requiring Academic Progress (Year 5)

1 school identified 2% of total

.....(continued).....

3 School Accountability Status

District **BUFFALO CITY SCHOOL DISTRICT**

District ID **14-06-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

⬆️ Restructuring (Year 1) (continued)

CAMPUS WEST SCHOOL
HERMAN BADILLO COMMUNITY SCHOOL
MAYOR FRANK A SEDITA ELEMENTARY SCHOOL
NATIVE AMERICAN MAGNET
PS 59 DR CHARLES DREW SCIENCE MAGNET
STANLEY MAKOWSKI EARLY CHILDHOOD CENTER

⬆️ Restructuring (Year 2)

4 schools identified 7% of total
GRABIARZ SCHOOL OF EXCELLENCE
INTERNATIONAL SCHOOL
PS 43
SOUTHSIDE ELEMENTARY SCHOOL

⬆️ Restructuring (Year 3)

5 schools identified 8% of total
BUFFALO ELEMENTARY SCHOOL OF TECHNOLOGY
GROVER CLEVELAND HIGH SCHOOL
PS 11 POPLAR STREET ACADEMY
PS 37 FUTURES ACADEMY
PS 74 HAMLIN PARK ELEMENTARY SCHOOL

⬆️ Restructuring (Year 4)

2 schools identified 3% of total
BURGARD VOCATIONAL HIGH SCHOOL
WEST HERTEL ELEMENTARY SCHOOL

New York State Status

■ Requiring Academic Progress (Year 5) (continued)

SENECA VOCATIONAL HIGH SCHOOL

■ Requiring Academic Progress (Year 6)

2 schools identified 3% of total
BENNETT HIGH SCHOOL
LAFAYETTE HIGH SCHOOL

■ Requiring Academic Progress (Year 7)

1 school identified 2% of total
SOUTH PARK HIGH SCHOOL

District **BUFFALO CITY SCHOOL DISTRICT**District ID **14-06-00-01-0000**

Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	47%			2459
Grade 4	43%			2293
Grade 5	53%			2239
Grade 6	44%			2385
Grade 7	44%			2532
Grade 8	28%			2754
Mathematics				
Grade 3	67%			2519
Grade 4	54%			2332
Grade 5	51%			2306
Grade 6	49%			2432
Grade 7	50%			2579
Grade 8	34%			2789
Science				
Grade 4	63%			2313
Grade 8	41%			2622

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	53%			3084
Mathematics	47%			3084

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.

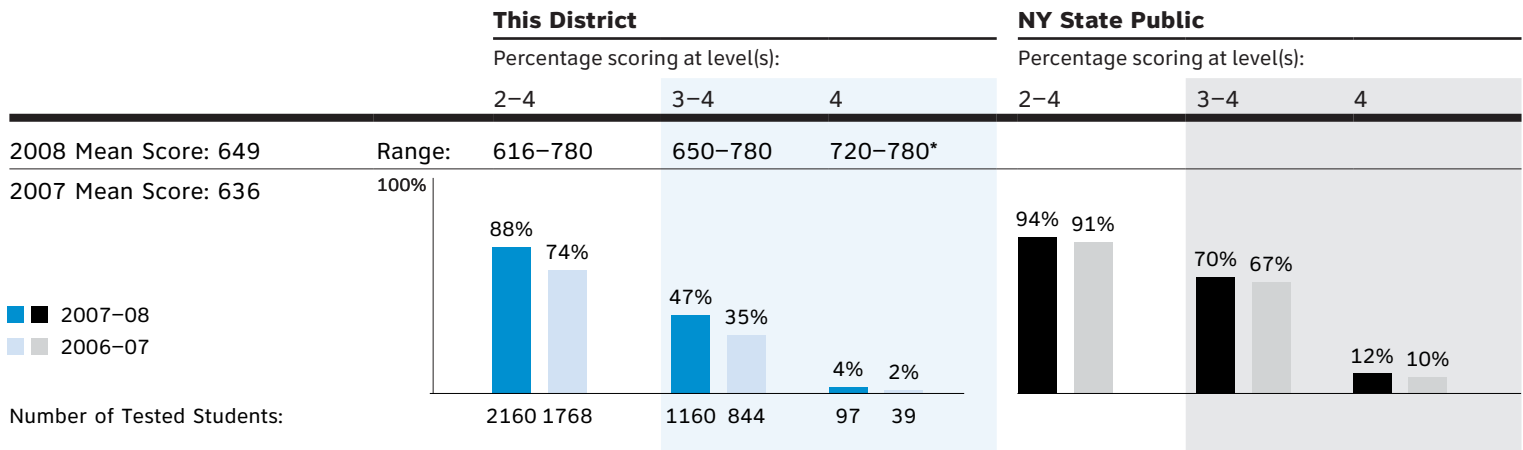
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative 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	2459	88%	47%	4%	2396	74%	35%	2%
Female	1219	91%	51%	5%	1165	78%	39%	1%
Male	1240	85%	43%	3%	1231	70%	31%	2%
American Indian or Alaska Native	43	95%	56%	5%	38	84%	37%	0%
Black or African American	1435	86%	41%	2%	1407	71%	32%	1%
Hispanic or Latino	389	82%	41%	3%	382	69%	25%	2%
Asian or Native Hawaiian/Other Pacific Islander	41	90%	56%	2%	31	97%	71%	0%
White	551	95%	65%	9%	538	82%	50%	3%
Multiracial								
Small Group Totals								
General-Education Students	1855	94%	55%	5%	1766	83%	43%	2%
Students with Disabilities	604	69%	23%	1%	630	49%	14%	0%
English Proficient	2232	90%	50%	4%	2193	76%	38%	2%
Limited English Proficient	227	68%	21%	1%	203	49%	10%	0%
Economically Disadvantaged	2175	87%	44%	3%	2170	73%	33%	1%
Not Disadvantaged	284	94%	70%	14%	226	84%	61%	6%
Migrant								
Not Migrant	2459	88%	47%	4%	2396	74%	35%	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.

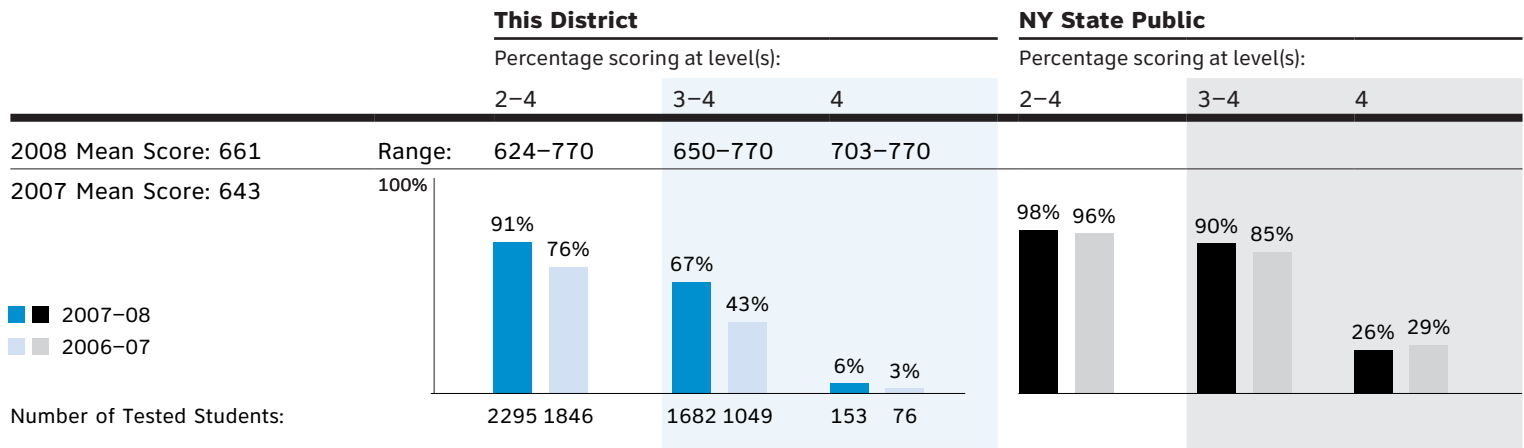
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	28	26	25	19	23	22	22	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	37	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	2519	91%	67%	6%	2436	76%	43%	3%
Female	1252	92%	68%	6%	1187	76%	43%	3%
Male	1267	90%	66%	6%	1249	76%	43%	3%
American Indian or Alaska Native	42	93%	81%	12%	38	79%	45%	3%
Black or African American	1460	89%	60%	4%	1425	72%	38%	2%
Hispanic or Latino	409	90%	68%	7%	398	75%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	53	79%	66%	4%	33	94%	67%	3%
White	555	97%	83%	12%	542	84%	59%	7%
Multiracial								
Small Group Totals								
General-Education Students	1908	94%	73%	7%	1800	82%	49%	4%
Students with Disabilities	611	81%	47%	2%	636	60%	25%	0%
English Proficient	2248	92%	69%	7%	2196	77%	45%	3%
Limited English Proficient	271	80%	49%	2%	240	61%	23%	1%
Economically Disadvantaged	2232	91%	65%	5%	2207	75%	41%	2%
Not Disadvantaged	287	95%	84%	16%	229	84%	60%	11%
Migrant								
Not Migrant	2519	91%	67%	6%	2436	76%	43%	3%

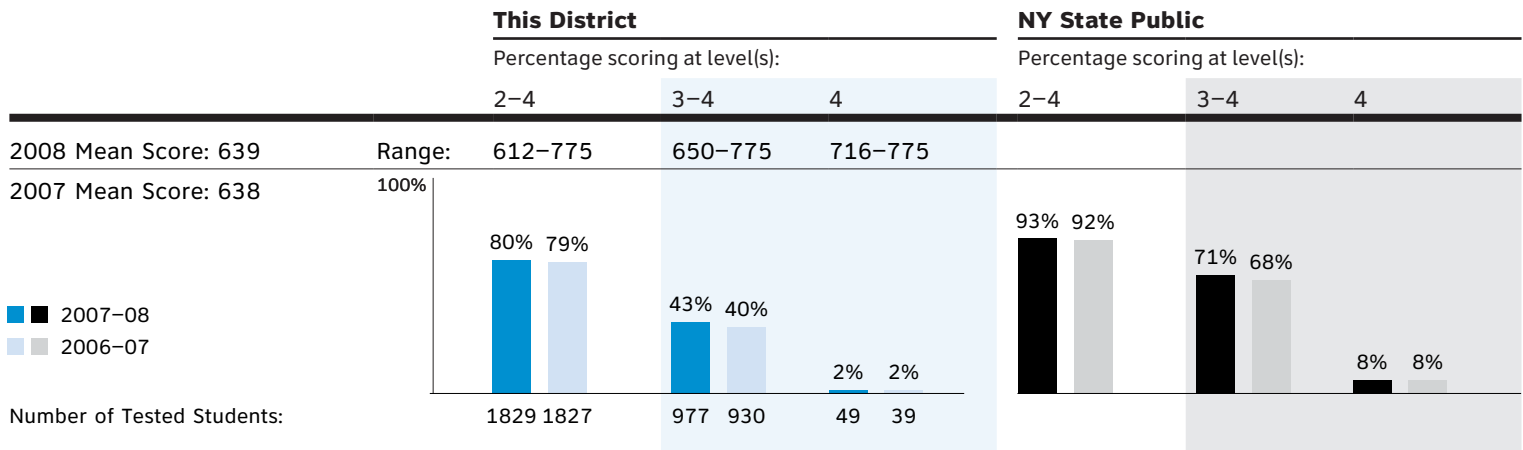
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	28	28	25	11	24	24	21	19

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	2293	80%	43%	2%	2327	79%	40%	2%
Female	1125	83%	47%	3%	1186	81%	43%	2%
Male	1168	76%	38%	1%	1141	76%	37%	1%
American Indian or Alaska Native	32	84%	53%	3%	24	79%	50%	0%
Black or African American	1342	77%	38%	1%	1380	76%	33%	1%
Hispanic or Latino	370	77%	37%	1%	352	74%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	62%	3%	24	83%	58%	8%
White	520	88%	57%	5%	547	88%	60%	4%
Multiracial								
Small Group Totals								
General-Education Students	1707	88%	51%	3%	1766	87%	49%	2%
Students with Disabilities	586	56%	17%	0%	561	50%	12%	0%
English Proficient	2112	81%	44%	2%	2157	80%	42%	2%
Limited English Proficient	181	63%	21%	0%	170	54%	17%	0%
Economically Disadvantaged	2049	78%	39%	2%	2041	78%	37%	1%
Not Disadvantaged	244	94%	69%	7%	286	83%	61%	5%
Migrant								
Not Migrant	2293	80%	43%	2%	2327	79%	40%	2%

NOTES

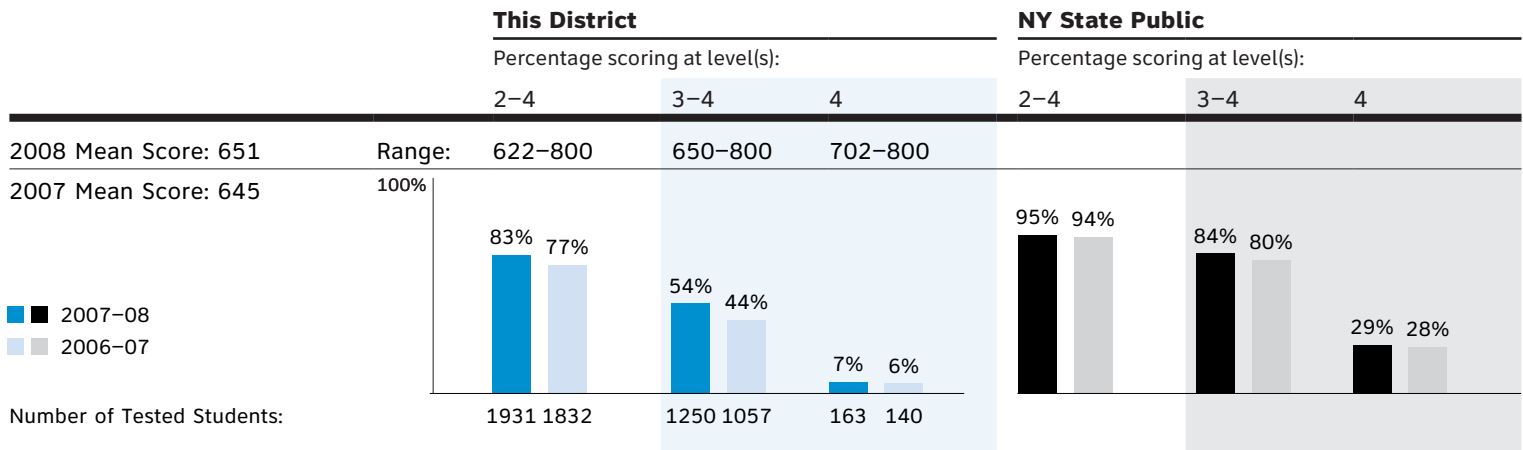
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Other Assessments

	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 4 Equivalent	28	26	22	18	28	28	25	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	38	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 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	2332	83%	54%	7%	2378	77%	44%	6%
Female	1149	82%	53%	7%	1206	78%	44%	6%
Male	1183	84%	55%	7%	1172	76%	45%	6%
American Indian or Alaska Native	32	94%	56%	3%	24	96%	67%	0%
Black or African American	1344	80%	47%	4%	1389	72%	36%	3%
Hispanic or Latino	388	84%	53%	4%	382	77%	43%	5%
Asian or Native Hawaiian/Other Pacific Islander	38	82%	71%	13%	28	89%	71%	18%
White	530	88%	71%	17%	555	88%	65%	13%
Multiracial								
Small Group Totals								
General-Education Students	1749	88%	60%	9%	1816	83%	51%	7%
Students with Disabilities	583	67%	34%	2%	562	57%	23%	1%
English Proficient	2114	84%	56%	8%	2165	78%	46%	6%
Limited English Proficient	218	71%	33%	0%	213	65%	29%	2%
Economically Disadvantaged	2083	82%	51%	5%	2091	76%	42%	5%
Not Disadvantaged	249	94%	75%	21%	287	83%	62%	16%
Migrant								
Not Migrant	2332	83%	54%	7%	2378	77%	44%	6%

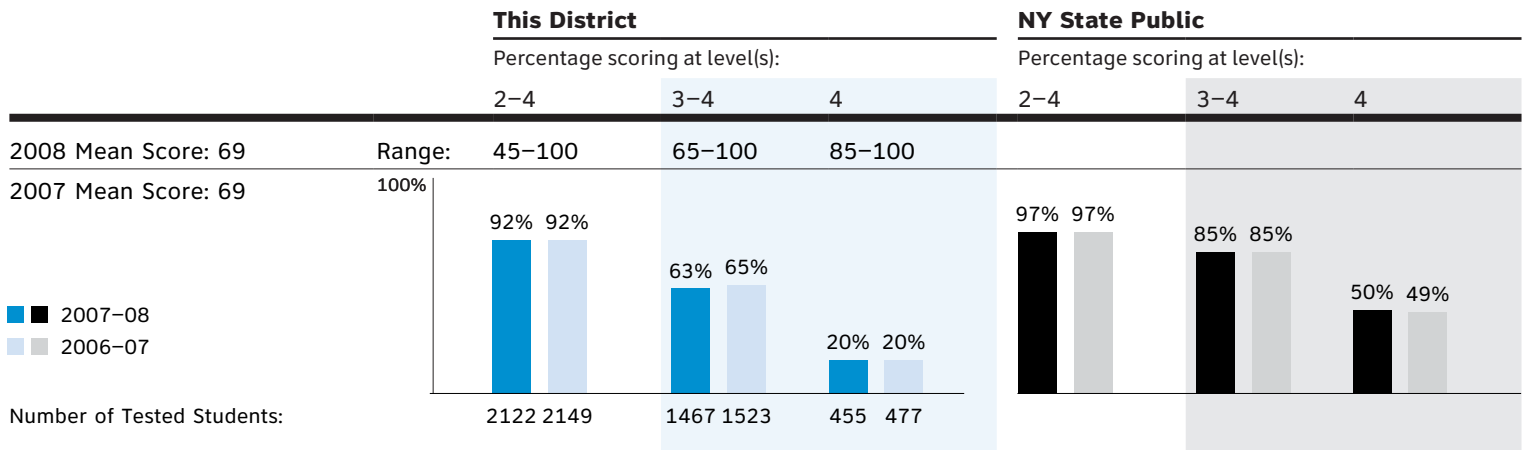
NOTES

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 4 Equivalent	29	28	21	8	29	29	23	15

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	2313	92%	63%	20%	2337	92%	65%	20%
Female	1145	92%	62%	19%	1189	91%	63%	18%
Male	1168	92%	65%	20%	1148	93%	68%	22%
American Indian or Alaska Native	31	97%	81%	16%	26	96%	69%	19%
Black or African American	1328	90%	57%	13%	1363	90%	58%	13%
Hispanic or Latino	388	95%	62%	18%	369	91%	65%	15%
Asian or Native Hawaiian/Other Pacific Islander	42	74%	64%	24%	30	87%	70%	37%
White	524	95%	78%	39%	549	98%	84%	42%
Multiracial								
Small Group Totals								
General-Education Students	1739	93%	68%	23%	1797	93%	70%	24%
Students with Disabilities	574	88%	49%	10%	540	87%	50%	9%
English Proficient	2090	93%	66%	21%	2129	93%	67%	22%
Limited English Proficient	223	82%	40%	5%	208	81%	42%	5%
Economically Disadvantaged	2063	91%	61%	17%	2052	92%	64%	17%
Not Disadvantaged	250	96%	82%	42%	285	92%	75%	44%
Migrant								
Not Migrant	2313	92%	63%	20%	2337	92%	65%	20%

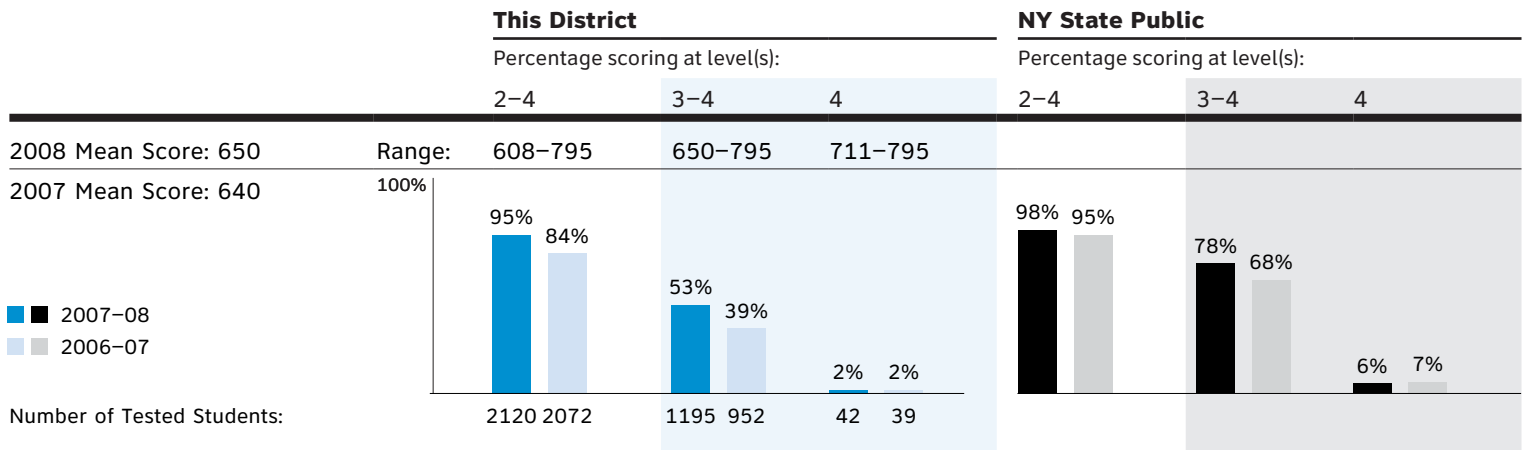
NOTES

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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	29	27	26	20	28	28	27	23

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	2239	95%	53%	2%	2454	84%	39%	2%
Female	1141	95%	56%	2%	1195	88%	40%	2%
Male	1098	94%	51%	1%	1259	81%	37%	1%
American Indian or Alaska Native	24	96%	50%	0%	42	86%	43%	0%
Black or African American	1299	95%	45%	1%	1381	82%	31%	1%
Hispanic or Latino	359	90%	53%	1%	410	82%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	27	93%	67%	7%	36	75%	50%	6%
White	530	98%	73%	6%	585	93%	59%	5%
Multiracial								
Small Group Totals								
General-Education Students	1722	97%	63%	2%	1862	92%	47%	2%
Students with Disabilities	517	85%	23%	0%	592	61%	13%	0%
English Proficient	2065	96%	56%	2%	2274	87%	41%	2%
Limited English Proficient	174	81%	22%	0%	180	55%	9%	0%
Economically Disadvantaged	1935	94%	49%	1%	2135	83%	35%	1%
Not Disadvantaged	304	98%	79%	7%	319	91%	62%	5%
Migrant								
Not Migrant	2239	95%	53%	2%	2454	84%	39%	2%

NOTES

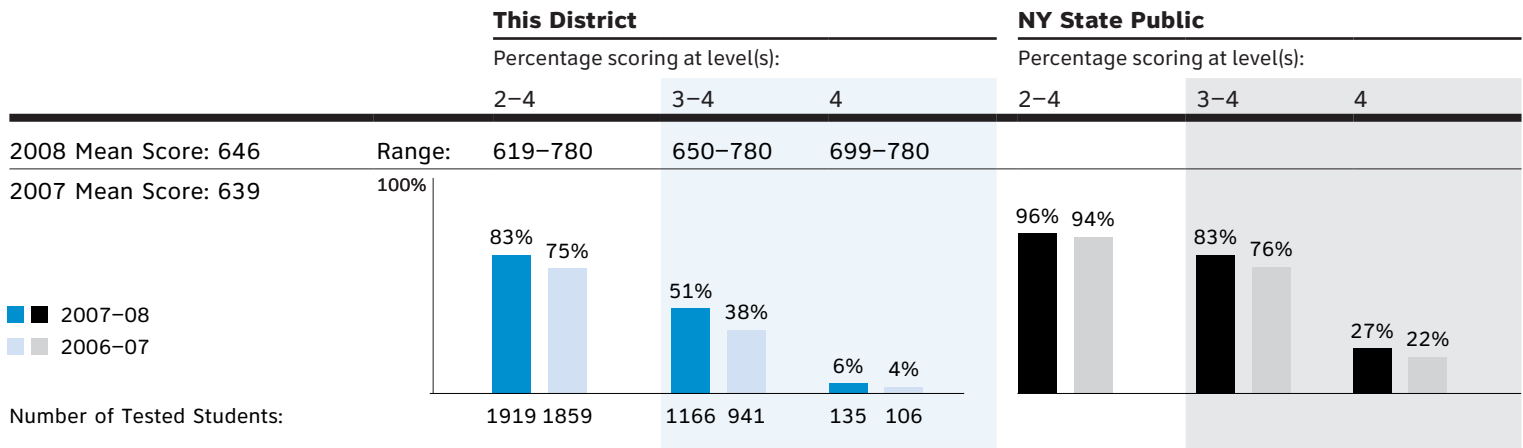
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Other Assessments

	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 5 Equivalent	30	29	26	16	40	40	39	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	45	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 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	2306	83%	51%	6%	2475	75%	38%	4%
Female	1176	84%	51%	6%	1212	76%	37%	4%
Male	1130	82%	51%	6%	1263	75%	39%	5%
American Indian or Alaska Native	23	91%	52%	0%	40	85%	50%	3%
Black or African American	1319	80%	42%	3%	1381	70%	29%	1%
Hispanic or Latino	384	81%	48%	5%	428	72%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	43	70%	47%	9%	41	73%	56%	7%
White	537	94%	74%	15%	585	88%	59%	12%
Multiracial								
Small Group Totals								
General-Education Students	1776	89%	58%	7%	1891	82%	44%	5%
Students with Disabilities	530	64%	26%	1%	584	51%	18%	1%
English Proficient	2082	85%	53%	6%	2255	78%	40%	5%
Limited English Proficient	224	65%	26%	1%	220	46%	14%	0%
Economically Disadvantaged	1991	82%	47%	3%	2152	74%	34%	3%
Not Disadvantaged	315	90%	74%	22%	323	82%	63%	15%
Migrant								
Not Migrant	2306	83%	51%	6%	2475	75%	38%	4%

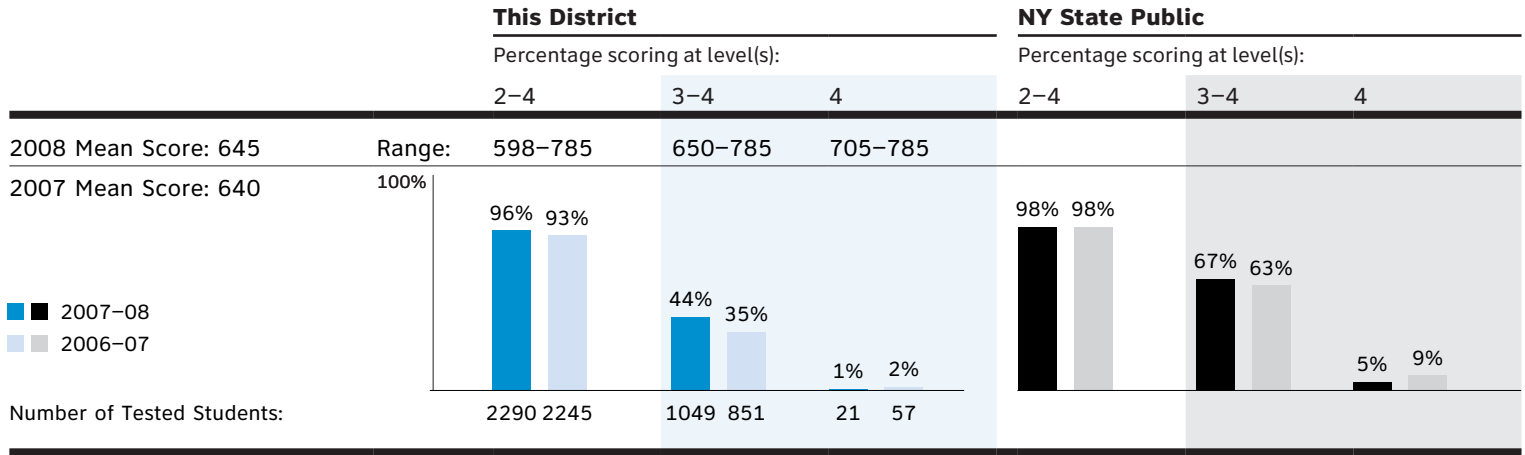
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	32	30	29	18	41	41	40	39

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	2385	96%	44%	1%	2417	93%	35%	2%
Female	1173	97%	47%	1%	1194	95%	39%	3%
Male	1212	95%	41%	1%	1223	91%	31%	2%
American Indian or Alaska Native	40	98%	35%	0%	42	95%	21%	2%
Black or African American	1332	96%	37%	0%	1433	93%	28%	1%
Hispanic or Latino	403	93%	39%	0%	356	90%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	38	92%	55%	0%	45	93%	62%	0%
White	572	98%	63%	2%	541	96%	56%	7%
Multiracial								
Small Group Totals								
General-Education Students	1835	98%	53%	1%	1817	98%	43%	3%
Students with Disabilities	550	88%	14%	0%	600	79%	11%	0%
English Proficient	2209	98%	47%	1%	2244	94%	37%	3%
Limited English Proficient	176	77%	12%	0%	173	75%	6%	0%
Economically Disadvantaged	2025	96%	39%	0%	2122	92%	32%	1%
Not Disadvantaged	360	99%	73%	3%	295	97%	58%	10%
Migrant								
Not Migrant	2385	96%	44%	1%	2417	93%	35%	2%

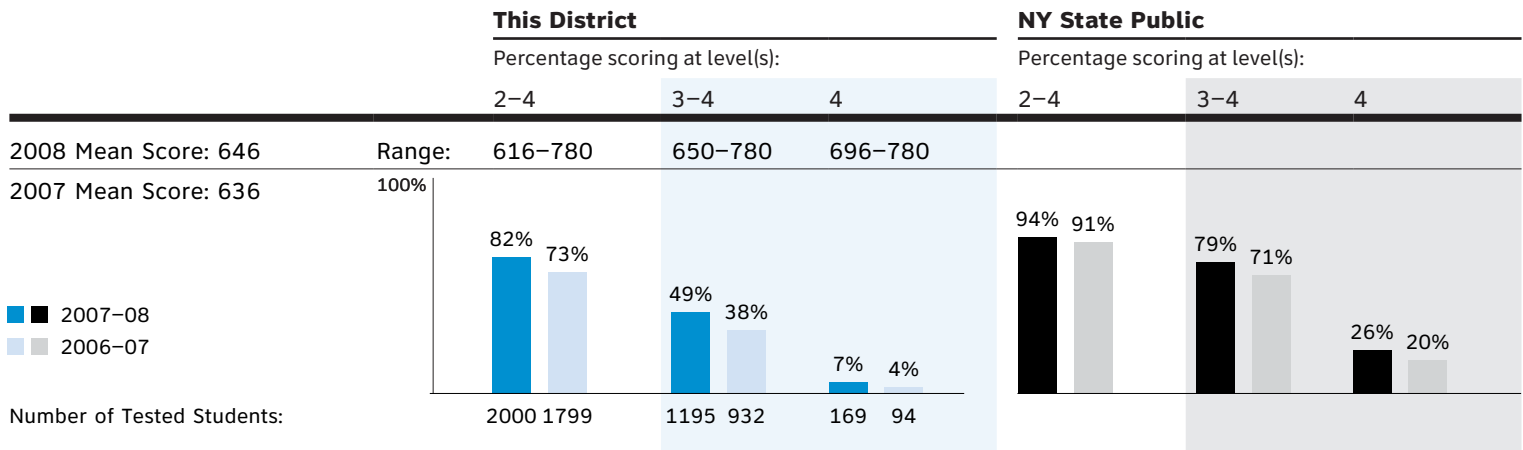
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Other Assessments

	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	44	44	39	23	33	33	32	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	39	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2432	82%	49%	7%	2465	73%	38%	4%
Female	1195	83%	50%	6%	1215	73%	39%	3%
Male	1237	81%	48%	8%	1250	73%	36%	4%
American Indian or Alaska Native	41	83%	51%	10%	43	79%	35%	5%
Black or African American	1339	79%	41%	3%	1452	67%	31%	2%
Hispanic or Latino	425	81%	47%	6%	377	75%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	45	71%	56%	11%	46	89%	52%	13%
White	582	92%	69%	16%	547	84%	57%	9%
Multiracial								
Small Group Totals								
General-Education Students	1881	89%	57%	9%	1854	81%	45%	5%
Students with Disabilities	551	59%	21%	1%	611	49%	16%	1%
English Proficient	2211	84%	52%	8%	2256	75%	40%	4%
Limited English Proficient	221	61%	24%	1%	209	55%	18%	1%
Economically Disadvantaged	2068	80%	44%	4%	2169	71%	35%	3%
Not Disadvantaged	364	94%	77%	23%	296	85%	61%	13%
Migrant								
Not Migrant	2432	82%	49%	7%	2465	73%	38%	4%

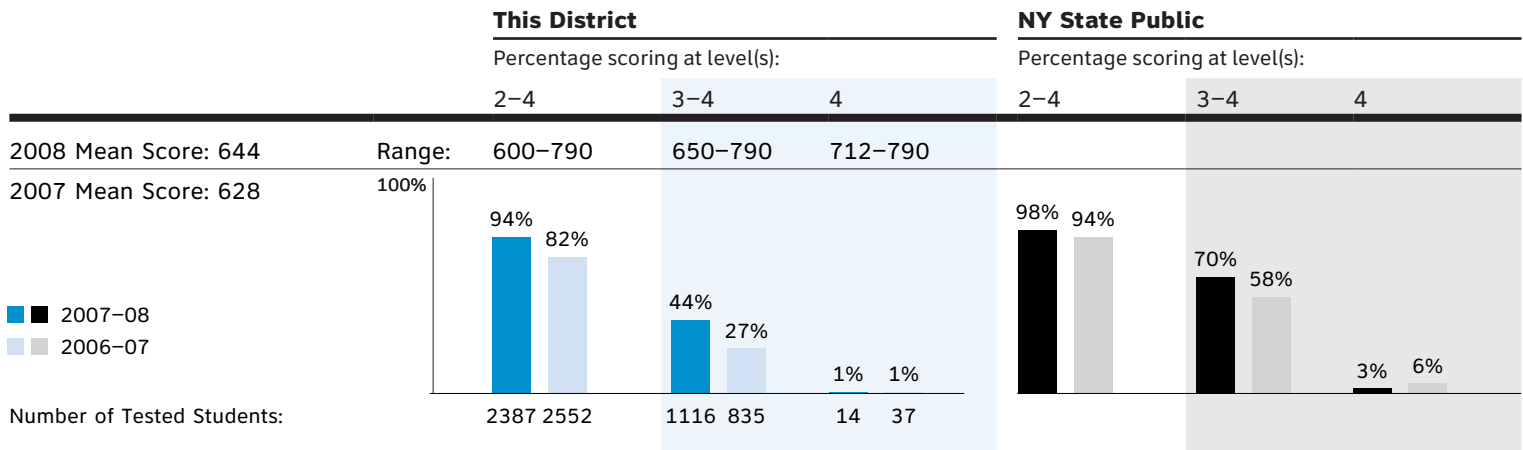
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	44	43	39	29	33	33	28	23

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	2532	94%	44%	1%	3098	82%	27%	1%
Female	1246	96%	50%	1%	1378	86%	31%	2%
Male	1286	93%	38%	0%	1720	79%	24%	1%
American Indian or Alaska Native	46	-	-	-	61	87%	34%	2%
Black or African American	1458	94%	39%	0%	1826	81%	20%	0%
Hispanic or Latino	410	90%	36%	0%	449	73%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	49	92%	57%	2%	41	83%	46%	7%
White	568	98%	62%	2%	721	90%	44%	3%
Multiracial	1	-	-	-				
Small Group Totals	47	98%	47%	0%				
General-Education Students	1922	98%	53%	1%	2325	92%	34%	2%
Students with Disabilities	610	83%	16%	0%	773	55%	5%	0%
English Proficient	2334	96%	47%	1%	2844	86%	29%	1%
Limited English Proficient	198	77%	11%	0%	254	44%	3%	0%
Economically Disadvantaged	2174	94%	40%	0%	2707	82%	23%	1%
Not Disadvantaged	358	97%	70%	2%	391	87%	52%	5%
Migrant								
Not Migrant	2532	94%	44%	1%	3098	82%	27%	1%

NOTES

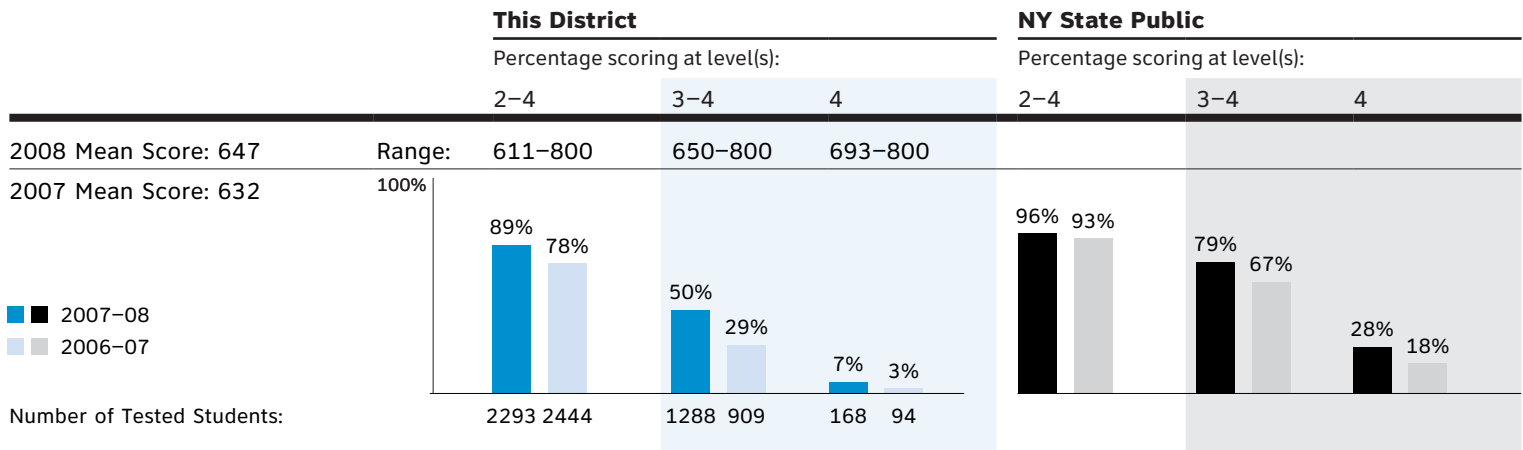
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Other Assessments

	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	32	31	27	24	41	41	41	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	40	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 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	2579	89%	50%	7%	3119	78%	29%	3%
Female	1285	90%	52%	6%	1392	81%	30%	3%
Male	1294	88%	48%	7%	1727	76%	29%	3%
American Indian or Alaska Native	44	-	-	-	63	75%	29%	3%
Black or African American	1467	88%	44%	3%	1823	75%	21%	1%
Hispanic or Latino	440	84%	38%	3%	470	72%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	62	81%	52%	15%	53	72%	49%	15%
White	565	94%	73%	18%	710	91%	53%	8%
Multiracial	1	-	-	-				
Small Group Totals	45	96%	64%	4%				
General-Education Students	1963	95%	58%	8%	2346	86%	35%	4%
Students with Disabilities	616	71%	24%	1%	773	54%	10%	0%
English Proficient	2327	91%	53%	7%	2818	81%	31%	3%
Limited English Proficient	252	65%	18%	1%	301	52%	9%	0%
Economically Disadvantaged	2213	88%	46%	4%	2730	77%	26%	2%
Not Disadvantaged	366	95%	73%	20%	389	86%	52%	12%
Migrant								
Not Migrant	2579	89%	50%	7%	3119	78%	29%	3%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	33	28	25	19	42	42	38	26

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 635	602-790	650-790	715-790			
2007 Mean Score: 637						
Number of Tested Students:	2400	2219	777 843	37	38	

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	2754	87%	28%	1%	2516	88%	34%	2%
Female	1264	89%	32%	2%	1241	92%	39%	2%
Male	1490	85%	25%	1%	1275	85%	28%	1%
American Indian or Alaska Native	45	91%	38%	0%	50	96%	40%	4%
Black or African American	1610	87%	22%	1%	1498	87%	28%	1%
Hispanic or Latino	394	79%	22%	0%	322	84%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	38	84%	45%	8%	43	95%	60%	0%
White	667	93%	45%	3%	603	93%	47%	3%
Multiracial								
Small Group Totals								
General-Education Students	2100	95%	35%	2%	1937	96%	41%	2%
Students with Disabilities	654	63%	7%	0%	579	61%	8%	0%
English Proficient	2542	90%	30%	1%	2387	90%	35%	2%
Limited English Proficient	212	56%	3%	0%	129	62%	6%	0%
Economically Disadvantaged	2319	86%	23%	1%	2138	88%	30%	1%
Not Disadvantaged	435	94%	55%	5%	378	88%	51%	6%
Migrant								
Not Migrant	2754	87%	28%	1%	2516	88%	34%	2%

NOTES

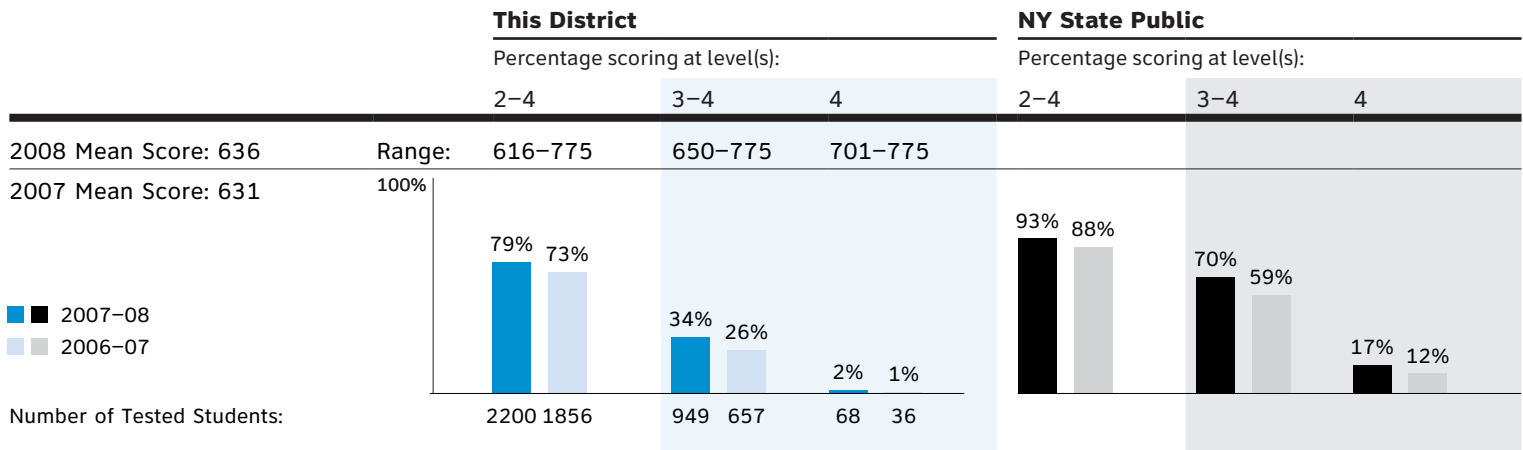
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	44	39	36	30	47	47	41	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	42	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	2789	79%	34%	2%	2532	73%	26%	1%
Female	1283	81%	34%	3%	1252	73%	28%	2%
Male	1506	77%	34%	2%	1280	73%	24%	1%
American Indian or Alaska Native	46	80%	33%	2%	51	75%	20%	0%
Black or African American	1603	76%	27%	1%	1501	70%	19%	1%
Hispanic or Latino	417	73%	28%	2%	330	64%	21%	1%
Asian or Native Hawaiian/Other Pacific Islander	60	62%	47%	7%	46	91%	50%	4%
White	663	90%	54%	6%	604	85%	43%	3%
Multiracial								
Small Group Totals								
General-Education Students	2152	86%	41%	3%	1965	82%	31%	2%
Students with Disabilities	637	53%	12%	0%	567	44%	8%	0%
English Proficient	2531	81%	36%	3%	2374	75%	27%	1%
Limited English Proficient	258	53%	11%	0%	158	52%	9%	1%
Economically Disadvantaged	2345	77%	30%	1%	2162	72%	22%	1%
Not Disadvantaged	444	88%	57%	8%	370	79%	49%	6%
Migrant								
Not Migrant	2789	79%	34%	2%	2532	73%	26%	1%

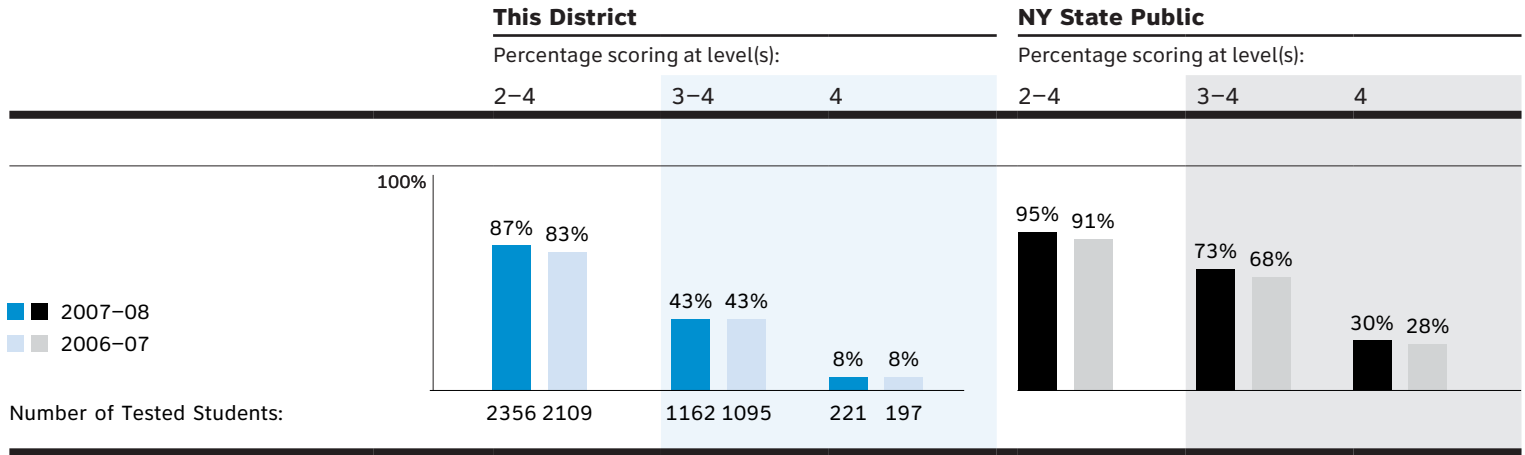
NOTES

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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	40	38	38	20	48	46	42	28

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	2622	86%	41%	7%	2340	83%	41%	7%
Female	1204	87%	38%	5%	1145	84%	39%	7%
Male	1418	85%	43%	8%	1195	83%	43%	8%
American Indian or Alaska Native	44	93%	64%	16%	49	88%	55%	12%
Black or African American	1522	84%	32%	4%	1397	80%	34%	4%
Hispanic or Latino	395	85%	40%	6%	321	79%	37%	7%
Asian or Native Hawaiian/Other Pacific Islander	59	61%	36%	5%	43	91%	60%	12%
White	602	93%	62%	13%	530	92%	61%	15%
Multiracial								
Small Group Totals								
General-Education Students	2013	90%	47%	8%	1788	90%	49%	9%
Students with Disabilities	609	73%	20%	2%	552	62%	17%	1%
English Proficient	2363	89%	44%	7%	2185	85%	43%	8%
Limited English Proficient	259	62%	15%	0%	155	60%	12%	1%
Economically Disadvantaged	2258	85%	37%	5%	2049	84%	39%	6%
Not Disadvantaged	364	91%	61%	15%	291	81%	58%	17%
Migrant								
Not Migrant	2622	86%	41%	7%	2340	83%	41%	7%

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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	40	40	37	32	47	47	44	37
Regents Science	101	98	94	47	195	161	129	23

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

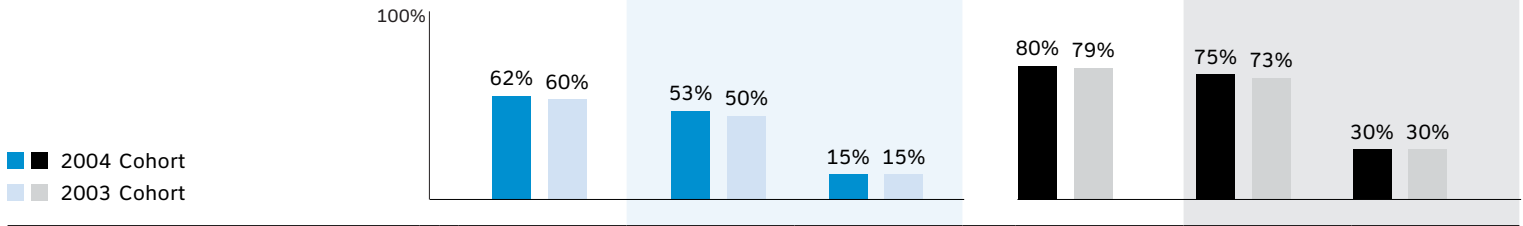
NY State Public

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
All Students	3084	62%	53%	15%	3181	60%	50%	15%
Female	1498	69%	59%	17%	1549	66%	55%	18%
Male	1586	55%	48%	12%	1632	53%	45%	12%
American Indian or Alaska Native	45	67%	58%	7%	55	55%	45%	9%
Black or African American	1784	60%	49%	9%	1790	58%	45%	9%
Hispanic or Latino	367	50%	45%	9%	362	48%	40%	10%
Asian or Native Hawaiian/Other Pacific Islander	44	68%	68%	48%	44	70%	68%	45%
White	844	69%	63%	28%	930	67%	63%	27%
Multiracial								
Small Group Totals								
General-Education Students	2482	70%	61%	18%	2641	67%	57%	18%
Students with Disabilities	602	30%	18%	1%	540	23%	14%	1%
English Proficient	2925	64%	55%	15%	3040	61%	51%	16%
Limited English Proficient	159	24%	18%	3%	141	29%	19%	4%
Economically Disadvantaged	2069	60%	50%	10%	2114	59%	48%	11%
Not Disadvantaged	1015	65%	59%	24%	1067	60%	53%	23%
Migrant	1	-	-	-				
Not Migrant	3083	-	-	-				

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

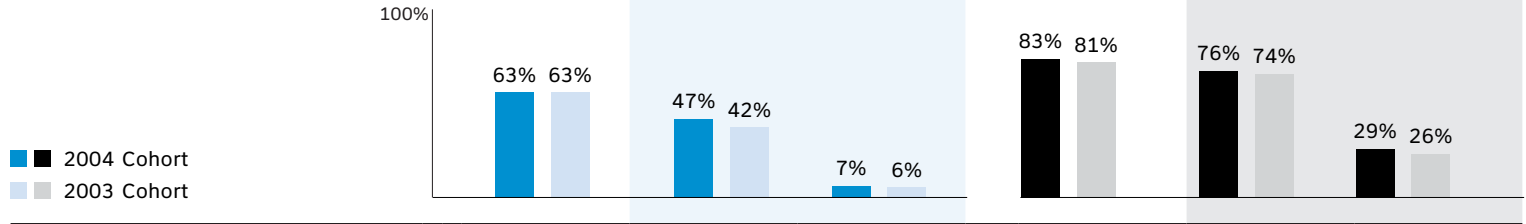
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2003 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	3084	63%	47%	7%	3181	63%	42%	6%
Female	1498	71%	52%	7%	1549	68%	46%	7%
Male	1586	56%	42%	7%	1632	58%	39%	6%
American Indian or Alaska Native	45	60%	42%	9%	55	67%	44%	4%
Black or African American	1784	61%	43%	4%	1790	61%	36%	2%
Hispanic or Latino	367	54%	38%	5%	362	51%	34%	2%
Asian or Native Hawaiian/Other Pacific Islander	44	73%	68%	30%	44	82%	70%	36%
White	844	70%	59%	13%	930	70%	56%	15%
Multiracial								
Small Group Totals								
General-Education Students	2482	71%	55%	8%	2641	71%	49%	8%
Students with Disabilities	602	28%	13%	0%	540	23%	10%	1%
English Proficient	2925	65%	49%	7%	3040	64%	44%	7%
Limited English Proficient	159	31%	14%	1%	141	36%	18%	1%
Economically Disadvantaged	2069	62%	45%	4%	2114	62%	39%	4%
Not Disadvantaged	1015	65%	52%	12%	1067	64%	49%	12%
Migrant	1	–	–	–				
Not Migrant	3083	–	–	–				

NOTES

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

Other Assessments

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2003 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

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

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

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