



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **ROCHESTER CITY SCHOOL DISTRICT**  
District ID **26-16-00-01-0000**  
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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 **ROCHESTER CITY SCHOOL DISTRICT**District ID **26-16-00-01-0000**

## 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	716	751	777
Kindergarten	2562	2406	2437
Grade 1	2732	2765	2738
Grade 2	2582	2451	2591
Grade 3	2506	2427	2394
Grade 4	2317	2361	2364
Grade 5	2408	2199	2274
Grade 6	2548	2361	2160
Ungraded Elementary	0	0	110
Grade 7	3607	2880	2504
Grade 8	2857	3000	2560
Grade 9	3661	3489	2734
Grade 10	2617	2869	3045
Grade 11	1534	1729	2295
Grade 12	1449	1649	1771
Ungraded Secondary	0	0	170
<b>Total K-12</b>	<b>33380</b>	<b>32586</b>	<b>32147</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	20	19	19
<b>Grade 8</b>			
English	25	23	22
Mathematics	25	24	22
Science	24	24	22
Social Studies	24	23	23
<b>Grade 10</b>			
English	26	24	22
Mathematics	26	24	24
Science	26	25	24
Social Studies	26	26	22

### Enrollment Information

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

### Average Class Size Information

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

District **ROCHESTER CITY SCHOOL DISTRICT**District ID **26-16-00-01-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	22162	66%	23040	71%	23347	73%
Reduced-Price Lunch	2520	8%	2474	8%	2619	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2500	7%	2431	7%	2948	9%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	106	0%	113	0%	104	0%
Black or African American	21943	66%	21326	65%	21031	65%
Hispanic or Latino	6742	20%	6741	21%	6780	21%
Asian or Native Hawaiian/Other Pacific Islander	540	2%	530	2%	565	2%
White	4049	12%	3876	12%	3598	11%
Multiracial**	N/A	N/A	0	0%	69	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		89%		89%		91%
Student Suspensions	6290	19%	7628	23%	5153	16%

## 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 ROCHESTER CITY SCHOOL DISTRICT

District ID 26-16-00-01-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	2953	2880	3070
Percent with No Valid Teaching Certificate	4%	6%	2%
Percent Teaching Out of Certification	9%	10%	6%
Percent with Fewer Than Three Years of Experience	9%	12%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	14%	14%
<b>Total Number of Core Classes</b>	9204	6635	7284
Percent Not Taught by Highly Qualified Teachers	11%	13%	6%
<b>Total Number of Classes</b>	8643	9073	9092
Percent Taught by Teachers Without Appropriate Certification	9%	11%	6%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	22%	21%
Turnover Rate of All Teachers	20%	18%	18%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	480	486	510
Total Paraprofessionals*	639	669	611
Assistant Principals	92	104	101
Principals	54	58	56

\* 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 6)

ELA ▲ Improvement (Year 6) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 3)

### Title I Part A Funding

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

2006–07	2007–08	2008–09
YES	YES	YES

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

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

#### Accountability Status Levels

##### AYP Status

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

##### Federal

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


##### State

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



## Elementary/Middle-Level English Language Arts











**Accountability Status for This Subject (2008–09)**  Improvement (Year 6)

**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 7) 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 6) 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) <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> (14616:13737)							
<b>Ethnicity</b>							
American Indian or Alaska Native (37:36)							
Black or African American (9448:8987)							
Hispanic or Latino (3188:2938)							
Asian or Native Hawaiian/Other Pacific Islander (272:219)							
White (1669:1555)							
Multiracial (2:2)	—						
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (5940:2699)							
Limited English Proficient <sup>5</sup> (1433:1553)							
Economically Disadvantaged (12028:11447)							
<b>Final AYP Determination</b>	 8 of 9						

#### 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** 9 of 9 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> (14589:13747)			98%		142	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (37:36)		—	—		172	86	
Black or African American (9411:8931)			98%		140	101	
Hispanic or Latino (3214:3001)			99%		139	100	
Asian or Native Hawaiian/Other Pacific Islander (275:244)			97%		158	95	
White (1649:1533)			97%		162	99	
Multiracial (3:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2985:2691)			95%		101	100	
Limited English Proficient <sup>5</sup> (1467:1682)			98%		129	99	
Economically Disadvantaged (12130:11585)			99%		142	101	
<b>Final AYP Determination</b>	 9 of 9						

#### 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> (5018:4453)		Qualified		92%		150	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (15:14)	—	—	—	—	—	—	—	—
Black or African American (3280:2921)		Qualified		92%		146	100	
Hispanic or Latino (1082:936)		Qualified		93%		147	100	
Asian or Native Hawaiian/Other Pacific Islander (89:74)		Qualified		93%		162	100	
White (552:508)		Qualified		95%		175	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (1019:829)		Qualified		85%		126	100	
Limited English Proficient <sup>4</sup> (472:495)		Qualified		93%		141	100	
Economically Disadvantaged (4090:3699)		Qualified		94%		149	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 6)

**Accountability Measures** 0 of 7 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 7) 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 6) 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 <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 (3440:1717)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (3:5)	—						
Black or African American (1204:1141)							
Hispanic or Latino (586:312)							
Asian or Native Hawaiian/Other Pacific Islander (29:28)	—						
White (455:230)							
Multiracial (1:1)	—						
<b>Other Groups</b>							
Students with Disabilities (421:267)							
Limited English Proficient <sup>4</sup> (133:80)							
Economically Disadvantaged (1018:964)							
<b>Final AYP Determination</b>	 0 of 7						

#### 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** 2 of 7 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
<b>All Students</b> (1798:1717) <sup>1</sup>			95%		144	156	149‡	150
<b>Ethnicity</b>								
American Indian or Alaska Native (3:5)	—	—	—	—	—	—	—	—
Black or African American (1204:1141)			97%		142	156	148‡	148
Hispanic or Latino (332:312)			95%		146	153	134‡	151
Asian or Native Hawaiian/Other Pacific Islander (29:28)	—	—	—	—	—	—	—	—
White (455:230)			91%		153	152	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (421:267)			90%		93	152	102‡	104
Limited English Proficient <sup>4</sup> (133:80)			95%		119	148	116	127
Economically Disadvantaged (1018:964)			98%		161	155	—	—
<b>Final AYP Determination</b>	 2 of 7							

#### 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**  Improvement (Year 3)  
**for This Indicator**  
**(2008–09)**

**Accountability Measures** 0 of 1 Student groups making AYP in graduation rate  
 Did not make AYP

### Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2008-09, the district will be In Need of Improvement (Year 4) in 2009-10. If this district makes AYP in 2008-09, the district will remain In Need of Improvement (Year 3) in 2009-10. [213]

### 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> (2249)			49%	55%	55%	50%
<b>Ethnicity</b>						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (1500)			50%	55%	55%	51%
Hispanic or Latino (419)			40%	55%	53%	41%
Asian or Native Hawaiian/Other Pacific Islander (42)			71%	55%		
White (284)			55%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (429)			22%	55%	31%	23%
Limited English Proficient <sup>3</sup> (98)			50%	55%	1%	51%
Economically Disadvantaged (1084)			50%	55%	55%	51%
<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 **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

## 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

33 schools identified 58% of total

BENJAMIN FRANKLIN MONTESSORI SCHOOL  
NORTHEAST COLLEGE PREPARATORY HIGH SCHOOL  
NORTHWEST COLLEGE PREPARATORY HIGH SCHOOL  
SCHOOL 1-MARTIN B ANDERSON  
SCHOOL 12-JAMES P B DUFFY  
SCHOOL 14-CHESTER DEWEY  
SCHOOL 15-CHILDREN'S SCHOOL OF ROCHESTER (THE)  
SCHOOL 19-DR CHARLES T LUNSFORD  
SCHOOL 2-CLARA BARTON  
SCHOOL 20-HENRY LOMB SCHOOL  
SCHOOL 23-FRANCIS PARKER  
SCHOOL 25-NATHANIEL HAWTHORNE  
SCHOOL 29-ADLAI E STEVENSON  
SCHOOL 3-NATHANIEL ROCHESTER  
SCHOOL 30-GENERAL ELWELL S OTIS  
SCHOOL 33-AUDUBON  
SCHOOL 34-DR LOUIS A CERULLI  
SCHOOL 36-HENRY W LONGFELLOW  
SCHOOL 39-ANDREW J TOWNSON  
SCHOOL 4-GEORGE MATHER FORBES  
SCHOOL 41-KODAK PARK  
SCHOOL 43-THEODORE ROOSEVELT  
SCHOOL 44-LINCOLN PARK  
SCHOOL 46-CHARLES CARROLL  
SCHOOL 50-HELEN BARRETT MONTGOMERY  
SCHOOL 52-FRANK FOWLER DOW  
SCHOOL 54-FLOWER CITY COMMUNITY SCHOOL  
SCHOOL 57-EARLY CHILDHOOD SCHOOL  
SCHOOL 58-WORLD OF INQUIRY SCHOOL  
SCHOOL 7-VIRGIL GRISSOM  
SCHOOL 8-ROBERTO CLEMENTE  
SCHOOL OF THE ARTS  
SCHOOL WITHOUT WALLS

#### Improvement (Year 1)

9 schools identified 16% of total

DR FREDDIE THOMAS HIGH SCHOOL  
SCHOOL 16-JOHN WALTON SPENCER  
SCHOOL 17-ENRICO FERMI  
SCHOOL 22-LINCOLN SCHOOL  
SCHOOL 28-HENRY HUDSON  
SCHOOL 35-PINNACLE  
SCHOOL 5-JOHN WILLIAMS  
SCHOOL FOR BUSINESS, FINANCE AND ENTREPRENEURSHIP AT  
EDISON

(continued)

# 3 School Accountability Status

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

## 2008–09 Accountability Status of Schools in Your District Continued

### Federal Title I Status

### New York State Status

#### Improvement (Year 1) (continued)

SKILLED TRADES AT EDISON

#### Improvement (Year 2)

7 schools identified 12% of total

BIOSCIENCE & HEALTH CAREER HS AT FRANKLIN

GLOBAL MEDIA ARTS HS AT FRANKLIN

INTERNATIONAL FINANCE & ECONOMIC DEVELOPMENT HS AT FRANKLIN

SCHOOL 42-ABELARD REYNOLDS

SCHOOL 6-DAG HAMMARSKJOLD

SCHOOL OF ENGINEERING AND MANUFACTURING AT EDISON

SCHOOL OF IMAGING AND INFORMATION TECHNOLOGY AT EDISON

#### Planning for Restructuring

1 school identified 2% of total

JOSEPH C WILSON MAGNET HIGH SCHOOL

#### Restructuring (Year 1)

1 school identified 2% of total

SCHOOL 45-MARY MCLEOD BETHUNE

#### Restructuring (Year 2)

1 school identified 2% of total

JAMES MONROE HIGH SCHOOL

#### Restructuring (Year 3)

3 schools identified 5% of total

EAST HIGH SCHOOL

JOHN MARSHALL HIGH SCHOOL

SCHOOL 9-DR MARTIN LUTHER KING JR

#### Restructuring (Year 5)

2 schools identified 4% of total

CHARLOTTE HIGH SCHOOL

THOMAS JEFFERSON HIGH SCHOOL



District ROCHESTER CITY SCHOOL DISTRICT

District ID 26-16-00-01-0000

## 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	44%			2361
Grade 4	52%			2324
Grade 5	58%			2230
Grade 6	56%			2134
Grade 7	40%			2417
Grade 8	31%			2466

Mathematics			
Grade 3	71%		2386
Grade 4	62%		2348
Grade 5	59%		2262
Grade 6	56%		2173
Grade 7	48%		2480
Grade 8	33%		2501

Science			
Grade 4	75%		2328
Grade 8	39%		2145

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	46%			2220
Mathematics	53%			2220

### 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).

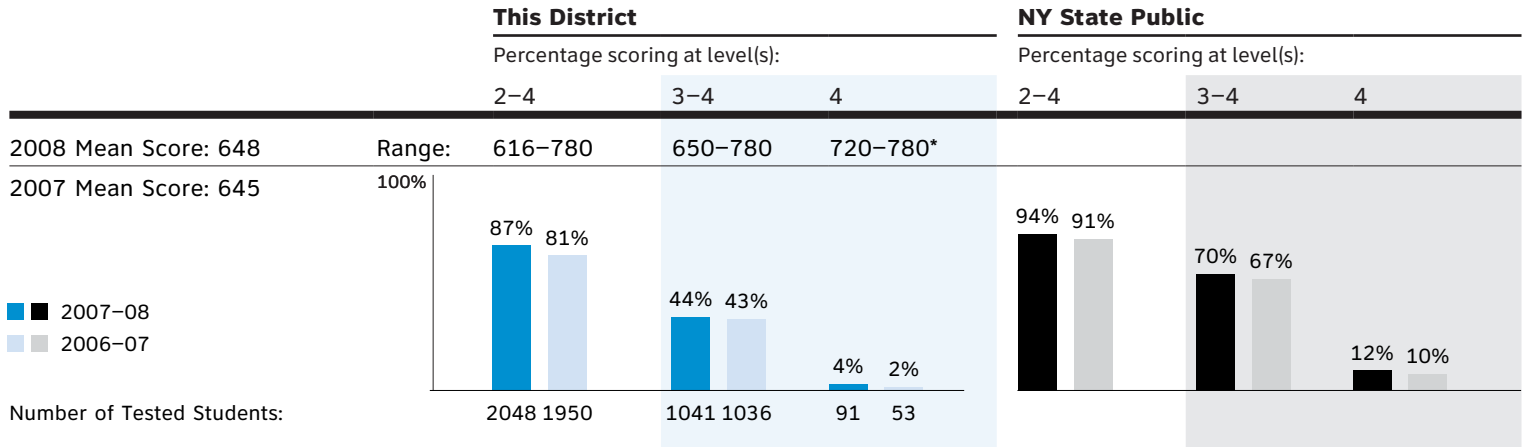
In this section, this district's performance is compared with that of public schools statewide.

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

#### 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
<b>All Students</b>	<b>2361</b>	<b>87%</b>	<b>44%</b>	<b>4%</b>	<b>2408</b>	<b>81%</b>	<b>43%</b>	<b>2%</b>
Female	1134	90%	47%	4%	1190	85%	47%	2%
Male	1227	84%	41%	4%	1218	77%	39%	2%
American Indian or Alaska Native	14	-	-	-	11	91%	64%	0%
Black or African American	1545	87%	42%	3%	1538	81%	40%	1%
Hispanic or Latino	485	82%	42%	2%	520	78%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	37	86%	54%	3%	34	91%	71%	6%
White	279	91%	57%	9%	305	85%	59%	7%
Multiracial	1	-	-	-				
Small Group Totals	15	80%	47%	7%				
General-Education Students	1985	92%	50%	5%	2027	87%	48%	3%
Students with Disabilities	376	59%	14%	0%	381	49%	14%	0%
English Proficient	2078	89%	47%	4%	2138	83%	46%	2%
Limited English Proficient	283	69%	25%	0%	270	66%	23%	0%
Economically Disadvantaged	2033	86%	42%	3%	2038	81%	41%	1%
Not Disadvantaged	328	89%	58%	8%	370	81%	53%	6%
Migrant								
Not Migrant	2361	87%	44%	4%	2408	81%	43%	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.

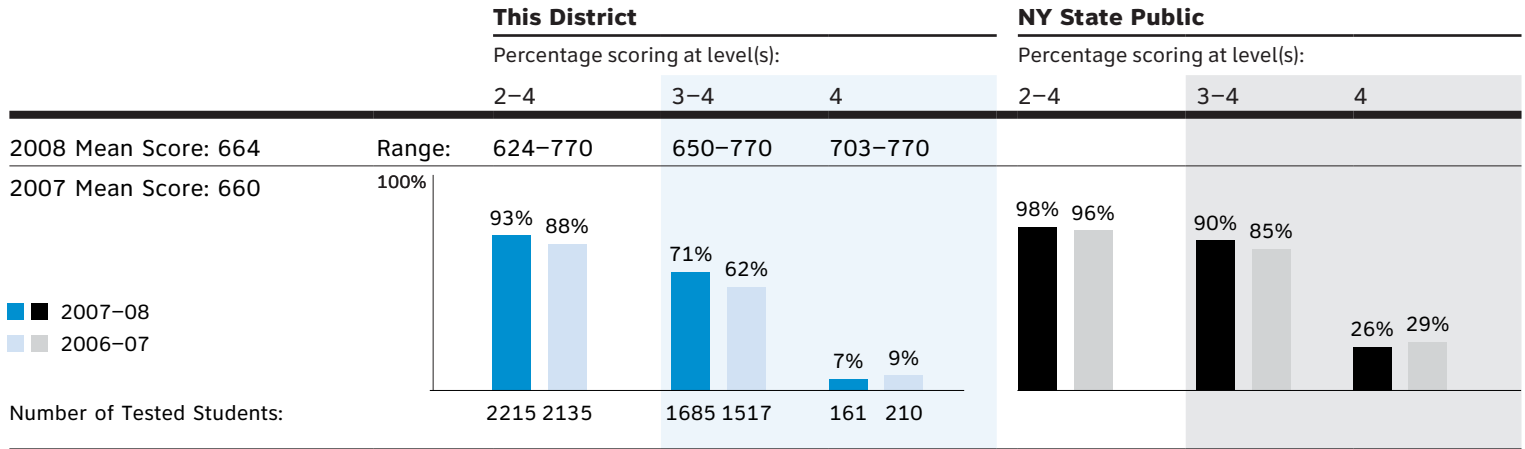
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	27	26	23	17	24	23	18	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	31	N/A	N/A	N/A	30	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

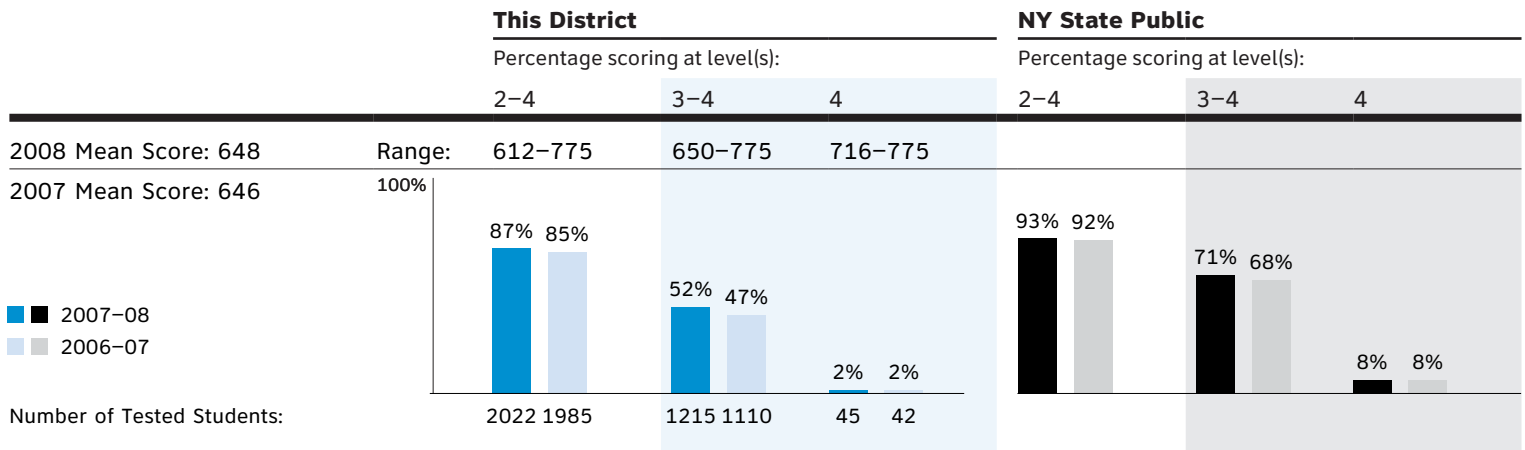
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2386</b>	<b>93%</b>	<b>71%</b>	<b>7%</b>	<b>2436</b>	<b>88%</b>	<b>62%</b>	<b>9%</b>
Female	1138	92%	71%	7%	1196	89%	62%	8%
Male	1248	93%	70%	7%	1240	87%	63%	9%
American Indian or Alaska Native	14	-	-	-	10	90%	80%	20%
Black or African American	1541	93%	69%	5%	1542	87%	60%	8%
Hispanic or Latino	509	93%	70%	5%	540	88%	60%	7%
Asian or Native Hawaiian/Other Pacific Islander	46	83%	70%	11%	36	97%	81%	25%
White	274	96%	81%	16%	308	91%	75%	13%
Multiracial	2	-	-	-				
Small Group Totals	16	94%	63%	19%				
General-Education Students	2000	96%	75%	8%	2049	91%	67%	10%
Students with Disabilities	386	79%	46%	2%	387	71%	38%	3%
English Proficient	2069	94%	73%	7%	2137	89%	64%	9%
Limited English Proficient	317	88%	57%	2%	299	80%	48%	4%
Economically Disadvantaged	2081	93%	70%	6%	2061	88%	62%	8%
Not Disadvantaged	305	91%	76%	10%	375	87%	66%	13%
Migrant								
Not Migrant	2386	93%	71%	7%	2436	88%	62%	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 3 Equivalent	27	27	24	16	24	24	20	17

## 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
<b>All Students</b>	<b>2324</b>	<b>87%</b>	<b>52%</b>	<b>2%</b>	<b>2344</b>	<b>85%</b>	<b>47%</b>	<b>2%</b>
Female	1148	91%	57%	3%	1169	88%	50%	2%
Male	1176	84%	47%	1%	1175	81%	45%	2%
American Indian or Alaska Native	7	100%	86%	0%	2	-	-	-
Black or African American	1492	87%	51%	1%	1519	85%	46%	1%
Hispanic or Latino	508	86%	49%	3%	502	81%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	35	94%	66%	9%	43	-	-	-
White	282	86%	63%	4%	278	86%	60%	5%
Multiracial								
Small Group Totals					45	91%	67%	0%
General-Education Students	1909	94%	60%	2%	1949	92%	54%	2%
Students with Disabilities	415	56%	18%	0%	395	48%	12%	0%
English Proficient	2077	88%	55%	2%	2133	86%	50%	2%
Limited English Proficient	247	77%	27%	0%	211	67%	19%	0%
Economically Disadvantaged	2004	87%	50%	1%	1996	84%	45%	1%
Not Disadvantaged	320	89%	65%	6%	348	90%	59%	4%
Migrant								
Not Migrant	2324	87%	52%	2%	2344	85%	47%	2%

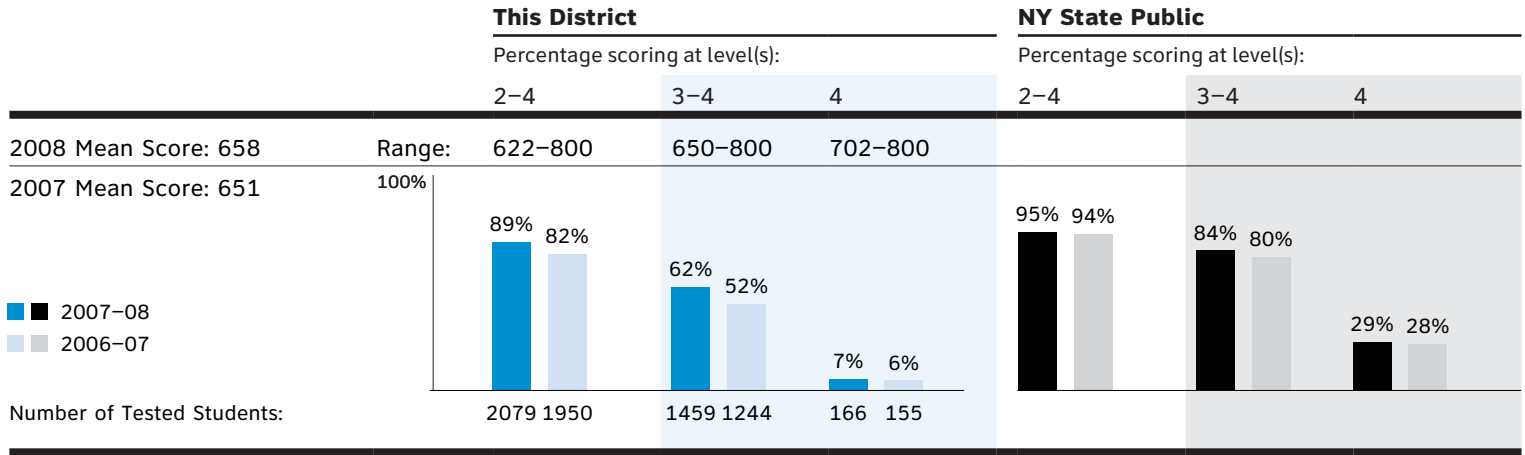
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	25	24	17	8	12	12	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	31	N/A	N/A	N/A	39	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

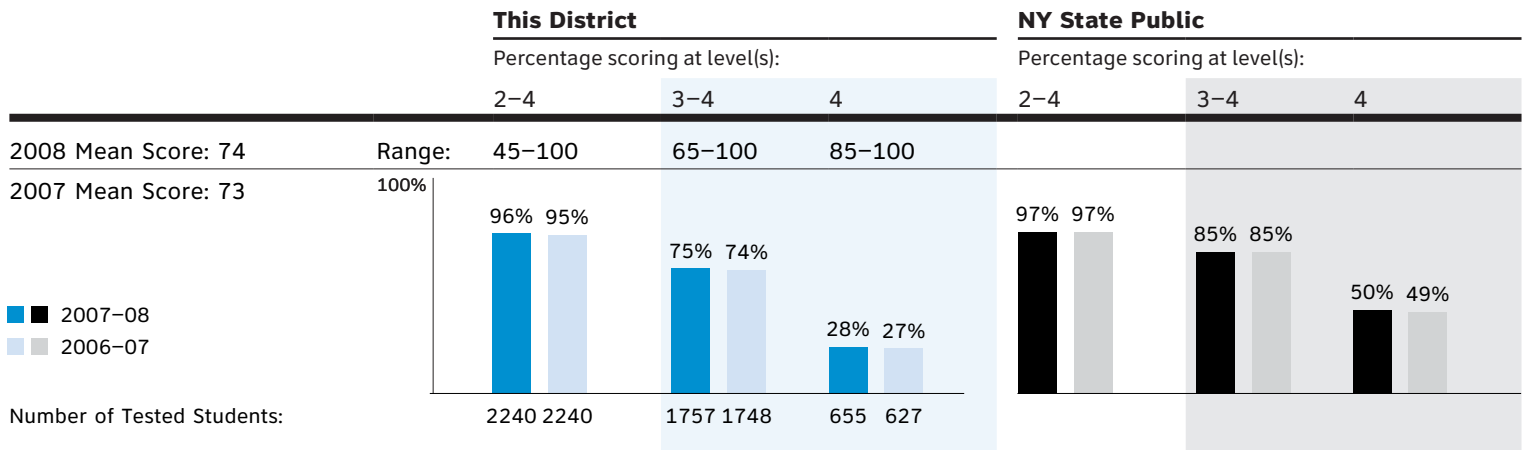
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2348</b>	<b>89%</b>	<b>62%</b>	<b>7%</b>	<b>2392</b>	<b>82%</b>	<b>52%</b>	<b>6%</b>
Female	1159	89%	62%	7%	1188	83%	52%	5%
Male	1189	88%	63%	7%	1204	80%	52%	8%
American Indian or Alaska Native	7	100%	100%	14%	2	-	-	-
Black or African American	1486	88%	60%	6%	1529	80%	49%	6%
Hispanic or Latino	533	87%	61%	5%	535	82%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	41	95%	83%	20%	49	-	-	-
White	281	91%	74%	15%	277	87%	65%	11%
Multiracial								
Small Group Totals					51	94%	75%	18%
General-Education Students	1934	93%	68%	8%	1987	87%	58%	8%
Students with Disabilities	414	70%	33%	2%	405	56%	22%	1%
English Proficient	2062	90%	64%	8%	2139	83%	54%	7%
Limited English Proficient	286	79%	48%	2%	253	71%	33%	2%
Economically Disadvantaged	2046	89%	61%	6%	2030	81%	50%	6%
Not Disadvantaged	302	89%	69%	14%	362	84%	61%	9%
Migrant								
Not Migrant	2348	89%	62%	7%	2392	82%	52%	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	25	25	13	7	12	12	11	5

## 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>2328</b>	<b>96%</b>	<b>75%</b>	<b>28%</b>	<b>2356</b>	<b>95%</b>	<b>74%</b>	<b>27%</b>
Female	1153	96%	74%	26%	1177	95%	75%	25%
Male	1175	96%	77%	30%	1179	95%	74%	28%
American Indian or Alaska Native	7	100%	100%	29%	3	-	-	-
Black or African American	1471	97%	74%	26%	1518	95%	73%	24%
Hispanic or Latino	528	94%	72%	24%	525	92%	73%	27%
Asian or Native Hawaiian/Other Pacific Islander	41	100%	83%	44%	44	-	-	-
White	281	97%	86%	45%	266	99%	82%	41%
Multiracial								
Small Group Totals					47	100%	83%	45%
General-Education Students	1922	97%	79%	31%	1963	96%	78%	30%
Students with Disabilities	406	92%	59%	14%	393	90%	56%	11%
English Proficient	2046	97%	78%	31%	2120	96%	76%	28%
Limited English Proficient	282	92%	58%	10%	236	89%	61%	13%
Economically Disadvantaged	2039	96%	74%	26%	1987	95%	73%	25%
Not Disadvantaged	289	97%	83%	44%	369	97%	80%	36%
Migrant								
Not Migrant	2328	96%	75%	28%	2356	95%	74%	27%

#### 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	25	25	25	14	12	12	12	8

## 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: 646						
Number of Tested Students:	2154 1952	1299 984	18 22			

### 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>2230</b>	<b>97%</b>	<b>58%</b>	<b>1%</b>	<b>2177</b>	<b>90%</b>	<b>45%</b>	<b>1%</b>
Female	1101	97%	61%	1%	1052	91%	45%	1%
Male	1129	96%	55%	1%	1125	88%	45%	1%
American Indian or Alaska Native	1	-	-	-	5	100%	80%	0%
Black or African American	1450	98%	58%	0%	1404	91%	43%	1%
Hispanic or Latino	493	95%	55%	0%	465	84%	38%	0%
Asian or Native Hawaiian/Other Pacific Islander	47	-	-	-	27	89%	52%	0%
White	239	94%	68%	4%	276	95%	66%	3%
Multiracial								
Small Group Totals	48	98%	69%	0%				
General-Education Students	1813	99%	66%	1%	1769	95%	52%	1%
Students with Disabilities	417	87%	24%	0%	408	68%	14%	0%
English Proficient	2031	97%	61%	1%	1967	92%	49%	1%
Limited English Proficient	199	89%	31%	0%	210	63%	14%	0%
Economically Disadvantaged	1914	97%	57%	1%	1804	89%	42%	1%
Not Disadvantaged	316	96%	63%	2%	373	91%	59%	2%
Migrant								
Not Migrant	2230	97%	58%	1%	2177	90%	45%	1%

#### NOTES

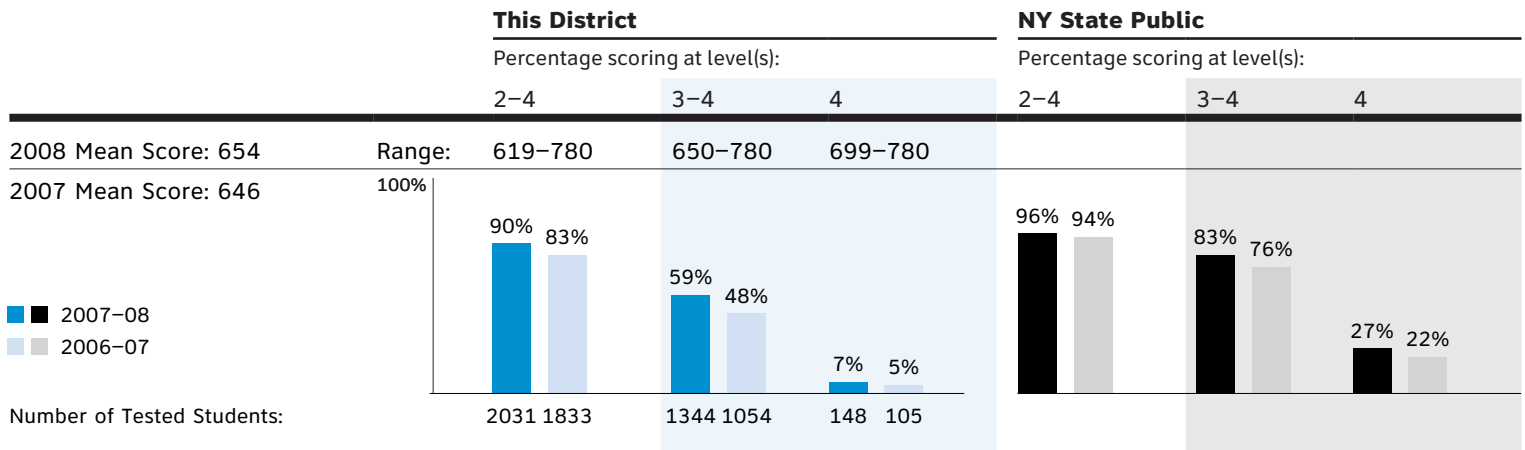
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### Other Assessments

	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 5 Equivalent	13	12	11	4	25	25	24	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	31	N/A	N/A	N/A	35	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>2262</b>	<b>90%</b>	<b>59%</b>	<b>7%</b>	<b>2217</b>	<b>83%</b>	<b>48%</b>	<b>5%</b>
Female	1118	90%	57%	4%	1061	84%	48%	4%
Male	1144	90%	62%	9%	1156	82%	47%	5%
American Indian or Alaska Native	1	-	-	-	5	100%	80%	20%
Black or African American	1454	89%	57%	5%	1407	82%	45%	4%
Hispanic or Latino	512	90%	60%	6%	493	78%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	55	-	-	-	32	97%	66%	9%
White	240	90%	74%	14%	280	91%	64%	9%
Multiracial								
Small Group Totals	56	96%	66%	11%				
General-Education Students	1844	94%	65%	7%	1802	87%	53%	6%
Students with Disabilities	418	73%	35%	3%	415	63%	22%	1%
English Proficient	2028	91%	61%	7%	1966	85%	50%	5%
Limited English Proficient	234	82%	42%	1%	251	67%	30%	0%
Economically Disadvantaged	1952	90%	59%	6%	1837	82%	46%	4%
Not Disadvantaged	310	87%	63%	9%	380	84%	53%	8%
Migrant								
Not Migrant	2262	90%	59%	7%	2217	83%	48%	5%

**NOTES**  
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	13	12	10	2	25	25	19	18



## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 653	598-785	650-785	705-785			
2007 Mean Score: 646						
Number of Tested Students:	2076	2266	1201	988	29	56

### 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>2134</b>	<b>97%</b>	<b>56%</b>	<b>1%</b>	<b>2347</b>	<b>97%</b>	<b>42%</b>	<b>2%</b>
Female	1024	98%	61%	1%	1167	98%	44%	3%
Male	1110	97%	52%	1%	1180	95%	40%	2%
American Indian or Alaska Native	5	100%	100%	20%	6	83%	33%	0%
Black or African American	1335	98%	57%	1%	1539	97%	41%	1%
Hispanic or Latino	475	95%	47%	1%	499	95%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	46%	0%	35	86%	51%	6%
White	284	98%	70%	5%	268	97%	59%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1680	99%	66%	2%	1923	98%	49%	3%
Students with Disabilities	454	89%	21%	0%	424	88%	9%	0%
English Proficient	1938	98%	60%	1%	2177	98%	45%	3%
Limited English Proficient	196	88%	16%	0%	170	84%	8%	0%
Economically Disadvantaged	1823	97%	55%	1%	1943	96%	40%	1%
Not Disadvantaged	311	98%	64%	4%	404	97%	53%	7%
Migrant								
Not Migrant	2134	97%	56%	1%	2347	97%	42%	2%

#### NOTES

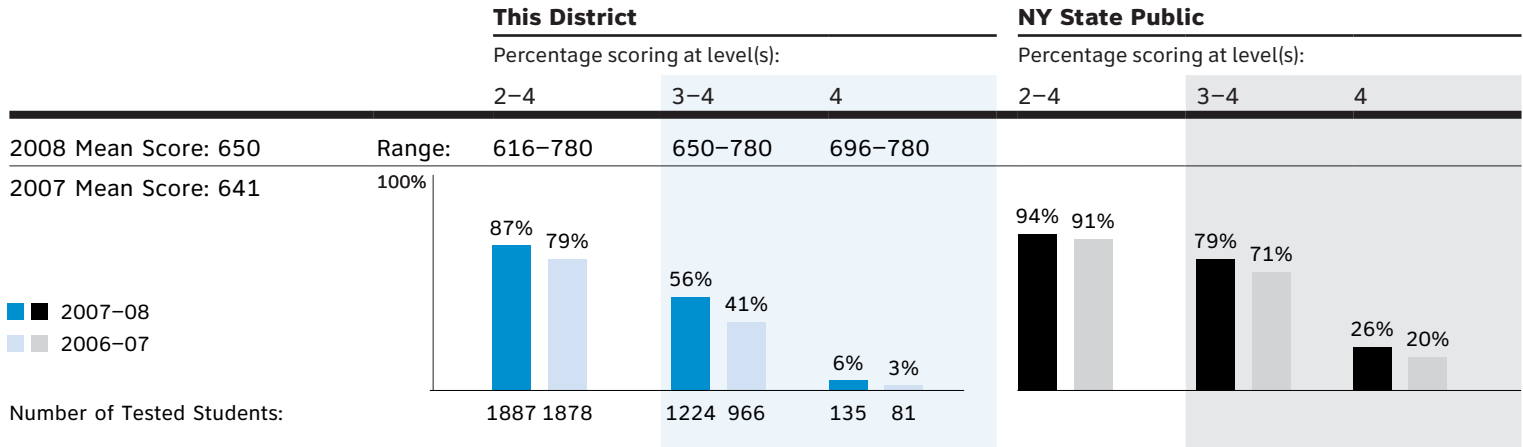
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### Other Assessments

	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	28	27	18	8	37	37	35	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	28	N/A	N/A	N/A	26	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>2173</b>	<b>87%</b>	<b>56%</b>	<b>6%</b>	<b>2379</b>	<b>79%</b>	<b>41%</b>	<b>3%</b>
Female	1035	88%	57%	5%	1181	79%	39%	3%
Male	1138	86%	55%	7%	1198	79%	43%	4%
American Indian or Alaska Native	5	100%	100%	20%	6	83%	33%	0%
Black or African American	1349	87%	57%	5%	1538	79%	39%	2%
Hispanic or Latino	495	83%	48%	5%	522	76%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	41	90%	63%	20%	40	83%	50%	8%
White	283	92%	67%	12%	273	83%	55%	11%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1720	93%	64%	8%	1946	84%	46%	4%
Students with Disabilities	453	65%	28%	1%	433	56%	18%	1%
English Proficient	1937	89%	60%	7%	2180	81%	43%	4%
Limited English Proficient	236	72%	29%	2%	199	60%	15%	2%
Economically Disadvantaged	1878	87%	55%	5%	1967	79%	39%	3%
Not Disadvantaged	295	88%	62%	13%	412	80%	48%	7%
Migrant								
Not Migrant	2173	87%	56%	6%	2379	79%	41%	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 6 Equivalent	28	27	24	15	37	37	36	27

## 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: 642	600-790	650-790	712-790			
2007 Mean Score: 631						
Number of Tested Students:	2280	2321	966	788	7	28

### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2417</b>	<b>94%</b>	<b>40%</b>	<b>0%</b>	<b>2697</b>	<b>86%</b>	<b>29%</b>	<b>1%</b>
Female	1161	96%	47%	0%	1311	91%	35%	1%
Male	1256	93%	34%	0%	1386	82%	24%	1%
American Indian or Alaska Native	2	-	-	-	9	89%	33%	0%
Black or African American	1604	94%	38%	0%	1824	87%	26%	0%
Hispanic or Latino	529	95%	36%	0%	550	79%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	34	91%	68%	0%
White	246	96%	61%	2%	280	91%	51%	5%
Multiracial	1	-	-	-				
Small Group Totals	38	92%	58%	0%				
General-Education Students	1931	98%	48%	0%	2208	92%	34%	1%
Students with Disabilities	486	80%	7%	0%	489	60%	6%	0%
English Proficient	2264	95%	42%	0%	2561	87%	30%	1%
Limited English Proficient	153	82%	8%	0%	136	63%	7%	0%
Economically Disadvantaged	1985	95%	38%	0%	2195	86%	27%	0%
Not Disadvantaged	432	92%	49%	1%	502	85%	40%	4%
Migrant								
Not Migrant	2417	94%	40%	0%	2697	86%	29%	1%

#### NOTES

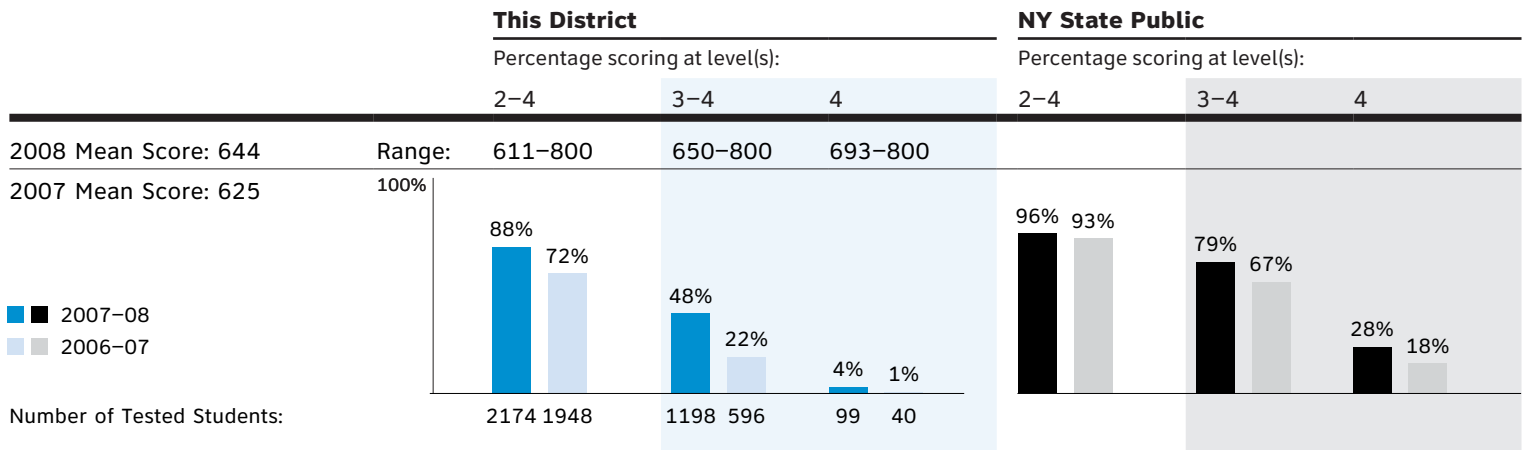
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### Other Assessments

	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	38	37	25	20	39	39	35	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	33	N/A	N/A	N/A	19	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>2480</b>	<b>88%</b>	<b>48%</b>	<b>4%</b>	<b>2710</b>	<b>72%</b>	<b>22%</b>	<b>1%</b>
Female	1189	90%	49%	4%	1304	75%	23%	1%
Male	1291	85%	47%	4%	1406	69%	21%	2%
American Indian or Alaska Native	2	-	-	-	9	44%	33%	0%
Black or African American	1625	87%	46%	3%	1824	71%	18%	1%
Hispanic or Latino	563	89%	45%	4%	563	67%	20%	1%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	39	79%	44%	13%
White	246	91%	71%	13%	275	86%	48%	4%
Multiracial	1	-	-	-				
Small Group Totals	46	87%	54%	7%				
General-Education Students	1984	92%	55%	5%	2209	79%	26%	2%
Students with Disabilities	496	71%	20%	1%	501	40%	5%	0%
English Proficient	2290	89%	50%	4%	2553	73%	23%	2%
Limited English Proficient	190	76%	24%	1%	157	50%	9%	0%
Economically Disadvantaged	2061	88%	47%	3%	2206	72%	20%	1%
Not Disadvantaged	419	88%	55%	9%	504	73%	30%	4%
Migrant								
Not Migrant	2480	88%	48%	4%	2710	72%	22%	1%

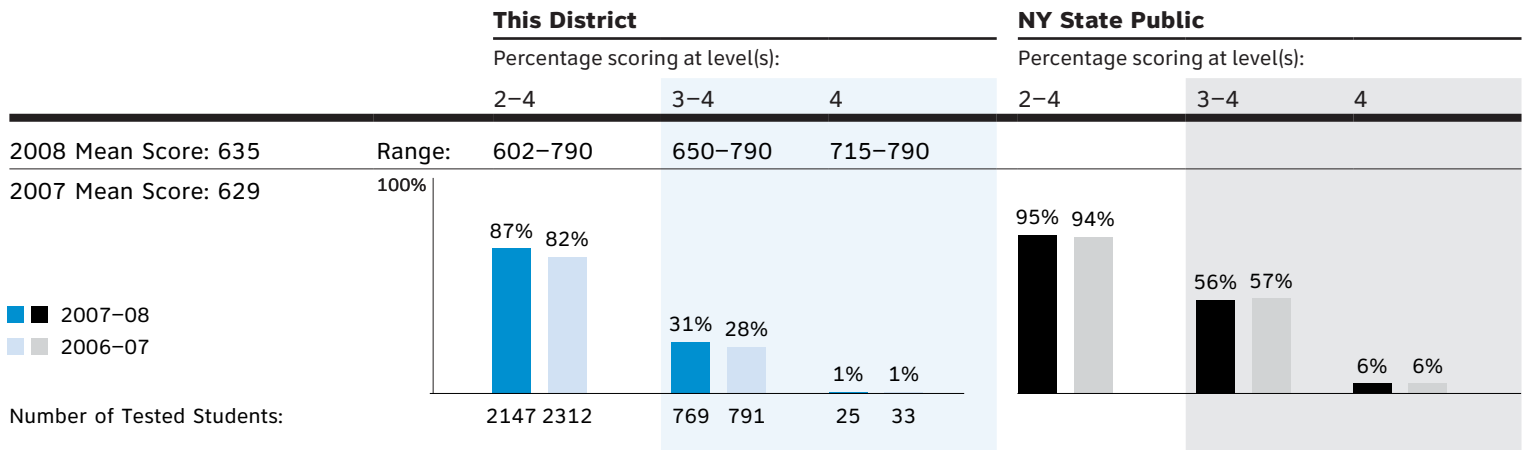
#### NOTES

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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	38	33	29	14	40	39	32	21

## 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>2466</b>	<b>87%</b>	<b>31%</b>	<b>1%</b>	<b>2820</b>	<b>82%</b>	<b>28%</b>	<b>1%</b>
Female	1221	91%	38%	1%	1355	86%	33%	2%
Male	1245	83%	25%	1%	1465	78%	23%	0%
American Indian or Alaska Native	8	88%	25%	0%	6	83%	50%	0%
Black or African American	1672	88%	28%	0%	1945	81%	25%	0%
Hispanic or Latino	503	82%	28%	1%	546	80%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	36	83%	53%	6%	43	95%	47%	2%
White	247	91%	54%	6%	280	89%	50%	7%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1995	93%	37%	1%	2254	90%	34%	1%
Students with Disabilities	471	63%	5%	0%	566	50%	4%	0%
English Proficient	2328	89%	33%	1%	2681	83%	29%	1%
Limited English Proficient	138	57%	5%	0%	139	57%	6%	0%
Economically Disadvantaged	1892	88%	30%	0%	1997	81%	25%	0%
Not Disadvantaged	574	85%	35%	3%	823	85%	36%	3%
Migrant								
Not Migrant	2466	87%	31%	1%	2820	82%	28%	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	42	39	28	13	42	42	37	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	28	N/A	N/A	N/A	16	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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 633	616-775	650-775	701-775			
2007 Mean Score: 621						
Number of Tested Students:	1870	1689	826	508	55	25

### 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>2501</b>	<b>75%</b>	<b>33%</b>	<b>2%</b>	<b>2825</b>	<b>60%</b>	<b>18%</b>	<b>1%</b>
Female	1235	77%	34%	2%	1357	60%	19%	1%
Male	1266	73%	32%	2%	1468	60%	17%	1%
American Indian or Alaska Native	8	88%	38%	0%	6	83%	50%	0%
Black or African American	1678	73%	32%	2%	1934	57%	15%	1%
Hispanic or Latino	524	73%	27%	1%	568	57%	15%	0%
Asian or Native Hawaiian/Other Pacific Islander	42	79%	50%	10%	43	91%	44%	5%
White	249	86%	53%	8%	274	78%	38%	4%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2013	81%	38%	3%	2262	67%	22%	1%
Students with Disabilities	488	48%	11%	0%	563	29%	4%	0%
English Proficient	2331	76%	34%	2%	2665	61%	19%	1%
Limited English Proficient	170	55%	17%	2%	160	34%	6%	0%
Economically Disadvantaged	1945	76%	32%	2%	1996	57%	16%	0%
Not Disadvantaged	556	71%	35%	3%	829	66%	23%	2%
Migrant								
Not Migrant	2501	75%	33%	2%	2825	60%	18%	1%

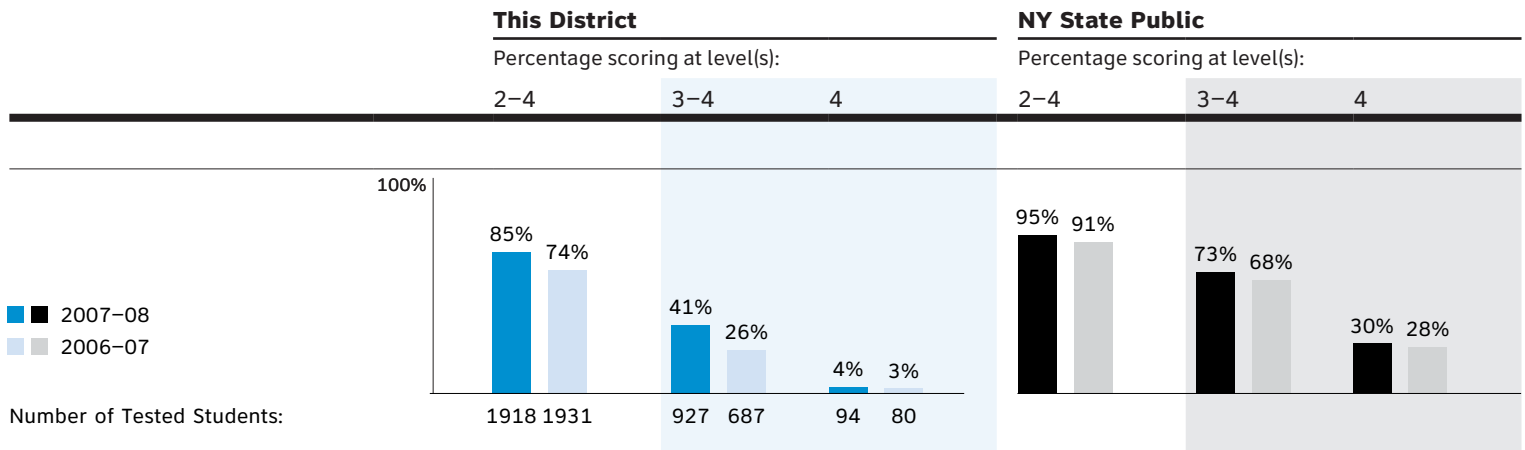
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	42	37	30	10	42	40	33	15

## 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>2145</b>	<b>85%</b>	<b>39%</b>	<b>4%</b>	<b>2527</b>	<b>74%</b>	<b>26%</b>	<b>3%</b>
Female	1066	86%	39%	4%	1216	76%	25%	3%
Male	1079	84%	39%	4%	1311	72%	26%	3%
American Indian or Alaska Native	6	100%	67%	0%	5	100%	60%	0%
Black or African American	1438	85%	35%	3%	1725	71%	21%	1%
Hispanic or Latino	442	82%	38%	2%	510	76%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	39	79%	54%	8%	38	79%	42%	11%
White	220	93%	69%	16%	249	87%	53%	17%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1747	88%	44%	5%	2027	78%	30%	4%
Students with Disabilities	398	73%	19%	1%	500	58%	9%	1%
English Proficient	1992	86%	41%	4%	2381	75%	27%	3%
Limited English Proficient	153	71%	20%	0%	146	62%	10%	0%
Economically Disadvantaged	1704	85%	38%	3%	1801	72%	22%	1%
Not Disadvantaged	441	85%	46%	9%	726	80%	35%	7%
Migrant								
Not Migrant	2145	85%	39%	4%	2527	74%	26%	3%

**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	42	39	26	18	42	41	38	26
Regents Science	101	97	83	7	69	58	39	4

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

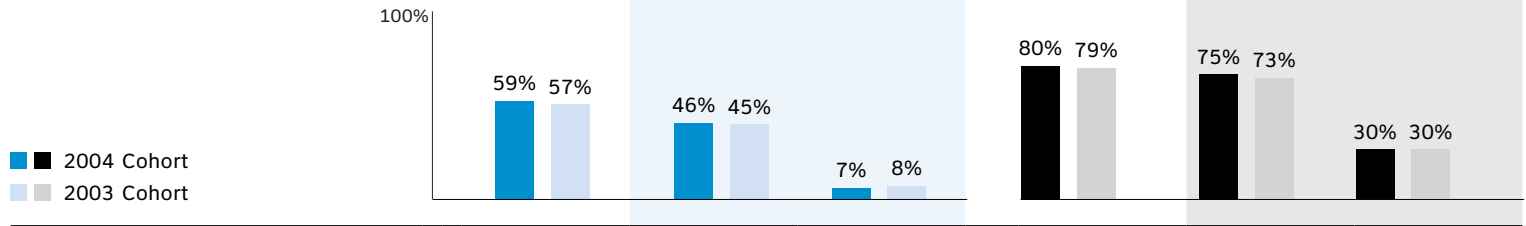
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

### 2003 Cohort\*\*

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>2220</b>	<b>59%</b>	<b>46%</b>	<b>7%</b>	<b>2270</b>	<b>57%</b>	<b>45%</b>	<b>8%</b>
Female	1109	65%	52%	9%	1147	62%	49%	9%
Male	1111	53%	39%	6%	1123	52%	40%	6%
American Indian or Alaska Native	6	–	–	–	4	–	–	–
Black or African American	1444	60%	45%	5%	1514	58%	44%	5%
Hispanic or Latino	444	53%	42%	5%	421	48%	38%	4%
Asian or Native Hawaiian/Other Pacific Islander	35	71%	57%	6%	42	–	–	–
White	290	61%	56%	22%	289	62%	56%	24%
Multiracial	1	–	–	–	–	–	–	–
Small Group Totals	7	86%	71%	29%	46	67%	57%	15%
General-Education Students	1844	67%	53%	9%	1835	66%	52%	9%
Students with Disabilities	376	20%	11%	0%	435	20%	11%	0%
English Proficient	2121	60%	47%	8%	2194	57%	45%	8%
Limited English Proficient	99	42%	25%	1%	76	47%	30%	0%
Economically Disadvantaged	1147	70%	54%	7%	1100	58%	44%	6%
Not Disadvantaged	1073	46%	37%	8%	1170	56%	45%	9%
Migrant	5	0%	0%	0%	–	–	–	–
Not Migrant	2215	59%	46%	7%	–	–	–	–

### NOTES

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

## Other Assessments

### 2004 Cohort

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

### 2003 Cohort

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			
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\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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

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



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

### This District

Percentage scoring at level(s):

2-4

3-4

4

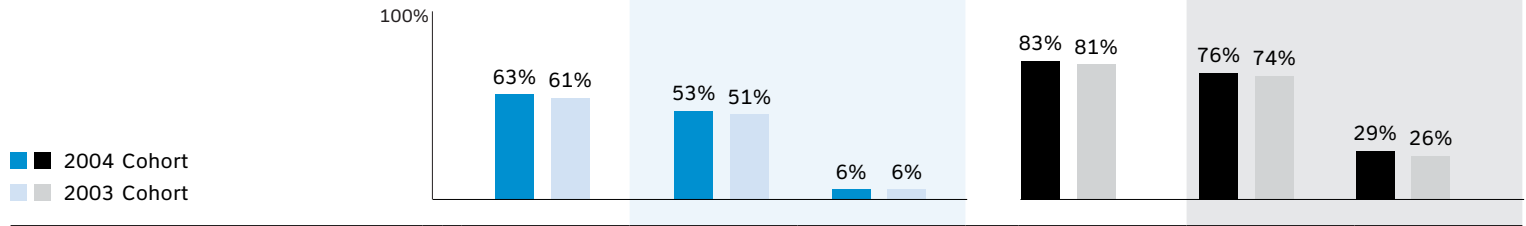
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students | Percentage scoring at level(s):  
2-4 | 3-4 | 4

### 2003 Cohort\*\*

Number of Students | Percentage scoring at level(s):  
2-4 | 3-4 | 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>2220</b>	<b>63%</b>	<b>53%</b>	<b>6%</b>	<b>2270</b>	<b>61%</b>	<b>51%</b>	<b>6%</b>
Female	1109	68%	58%	6%	1147	63%	52%	7%
Male	1111	58%	49%	6%	1123	58%	50%	6%
American Indian or Alaska Native	6	–	–	–	4	–	–	–
Black or African American	1444	64%	52%	4%	1514	61%	51%	5%
Hispanic or Latino	444	57%	50%	5%	421	52%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	35	77%	66%	20%	42	–	–	–
White	290	63%	60%	18%	289	66%	61%	16%
Multiracial	1	–	–	–	–	–	–	–
Small Group Totals	7	86%	71%	14%	46	83%	76%	24%
General-Education Students	1844	70%	60%	7%	1835	68%	59%	8%
Students with Disabilities	376	28%	18%	1%	435	28%	18%	1%
English Proficient	2121	63%	54%	6%	2194	61%	51%	6%
Limited English Proficient	99	48%	34%	1%	76	57%	41%	5%
Economically Disadvantaged	1147	75%	63%	6%	1100	62%	52%	5%
Not Disadvantaged	1073	49%	42%	6%	1170	59%	50%	7%
Migrant	5	0%	0%	0%	–	–	–	–
Not Migrant	2215	63%	53%	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

### 2004 Cohort

Number of Students | Number scoring at level(s):  
2-4 | 3-4 | 4

### 2003 Cohort

Number of Students | Number scoring at level(s):  
2-4 | 3-4 | 4

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

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

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

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