



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **SEWANHAKA CENTRAL HIGH
SCHOOL DISTRICT**

District ID **28-02-52-07-0000**

Superintendent **WARREN MEIERDIERCKS**

Telephone **(516) 488-9800**

Grades **7-12, 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 Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	1385	1390	1328
Grade 8	1452	1363	1429
Grade 9	1463	1408	1327
Grade 10	1456	1471	1401
Grade 11	1404	1455	1460
Grade 12	1318	1376	1409
Ungraded Secondary	79	68	68
Total K-12	8557	8531	8422

Average Class Size

	2005-06	2006-07	2007-08
Common Branch			
Grade 8			
English	25	25	22
Mathematics	26	25	25
Science	25	26	25
Social Studies	25	26	26
Grade 10			
English	26	27	26
Mathematics	23	25	24
Science	26	26	24
Social Studies	26	26	26

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 **SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT**District ID **28-02-52-07-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	872	10%	949	11%	966	11%
Reduced-Price Lunch	459	5%	477	6%	546	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	206	2%	225	3%	170	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	1	0%
Black or African American	2210	26%	2193	26%	2170	26%
Hispanic or Latino	1126	13%	946	11%	1187	14%
Asian or Native Hawaiian/Other Pacific Islander	1200	14%	1322	15%	1275	15%
White	4021	47%	4069	48%	3787	45%
Multiracial**	N/A	N/A	0	0%	2	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	96%		96%		96%	
Student Suspensions	772	9%	692	8%	375	4%

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.

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	587	569	607
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	12%	11%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	35%	39%
Total Number of Core Classes	2224	2122	2365
Percent Not Taught by Highly Qualified Teachers	1%	1%	0%
Total Number of Classes	2770	2852	2844
Percent Taught by Teachers Without Appropriate Certification	2%	2%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	22%	23%
Turnover Rate of All Teachers	15%	12%	10%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	98	98	97
Total Paraprofessionals*	72	73	82
Assistant Principals	12	12	13
Principals	5	5	5

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

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:

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07

2007–08

2008–09

YES

YES

YES

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

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

AYP Status

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

Accountability Status Levels

Federal

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

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

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

How did students in each accountability group perform on 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 (2797:2736)	✓	✓	100%	✓	172	131	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (691:666)	✓	✓	100%	✓	161	129	
Hispanic or Latino (423:405)	✓	✓	100%	✓	160	128	
Asian or Native Hawaiian/Other Pacific Islander (452:437)	✓	✓	100%	✓	183	128	
White (1230:1227)	✓	✓	100%	✓	179	130	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (367:360)	✓	✓	99%	✓	127	127	
Limited English Proficient ⁵ (61:71)	✓	✓	100%	✓	134	122	
Economically Disadvantaged (601:578)	✓	✓	100%	✓	158	128	
Final AYP Determination	✓ 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

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

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (2801:2735)	✓	✓	100%	✓	184	100	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (694:664)	✓	✓	100%	✓	176	98	
Hispanic or Latino (420:406)	✓	✓	100%	✓	173	97	
Asian or Native Hawaiian/Other Pacific Islander (454:439)	✓	✓	100%	✓	193	97	
White (1232:1225)	✓	✓	100%	✓	188	99	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (370:359)	✓	✓	99%	✓	142	96	
Limited English Proficient ⁵ (60:82)	✓	✓	100%	✓	150	91	
Economically Disadvantaged (601:580)	✓	✓	100%	✓	175	97	
Final AYP Determination	✓ 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status for This Subject (2008–09)



Good Standing

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 (1437:1399)	✓	Qualified	✓	99%	✓	189	100	
Ethnicity								
American Indian or Alaska Native (1:1)		–	–	–	–	–	–	–
Black or African American (358:341)		Qualified	✓	98%	✓	189	100	
Hispanic or Latino (210:203)		Qualified	✓	98%	✓	177	100	
Asian or Native Hawaiian/Other Pacific Islander (229:221)		Qualified	✓	100%	✓	195	100	
White (639:633)		Qualified	✓	99%	✓	190	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (192:180)		Qualified	✓	95%	✓	148	100	
Limited English Proficient ⁴ (29:24)		–	–	–	–	–	–	–
Economically Disadvantaged (321:307)		Qualified	✓	98%	✓	182	100	
Final AYP Determination	✓	1 of 1						

NOTES

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in English language arts



Made AYP

Prospective Status

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

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (1409:1357)	✓	✓	99%	✓	196	162	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (357:341)	✓	✓	99%	✓	194	159	
Hispanic or Latino (187:173)	✓	✓	98%	✓	195	157	
Asian or Native Hawaiian/Other Pacific Islander (202:193)	✓	✓	100%	✓	197	157	
White (663:650)	✓	✓	99%	✓	196	161	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (122:127)	✓	✓	97%	✓	169	156	
Limited English Proficient ⁴ (16:10)	—	—	—	—	—	—	—
Economically Disadvantaged (207:195)	✓	✓	100%	✓	194	157	
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in mathematics



Made AYP

Prospective Status

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

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (1409:1357)	✓	✓	100%	✓	195	156	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (357:341)	✓	✓	100%	✓	192	153	
Hispanic or Latino (187:173)	✓	✓	100%	✓	197	151	
Asian or Native Hawaiian/Other Pacific Islander (202:193)	✓	✓	100%	✓	197	151	
White (663:650)	✓	✓	100%	✓	195	155	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (122:127)	✓	✓	99%	✓	165	150	
Limited English Proficient ⁴ (16:10)	—	—	—	—	—	—	—
Economically Disadvantaged (207:195)	✓	✓	100%	✓	194	151	
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status










Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives	
	AYP	Met Criterion	Graduation Rate ²	State Standard
All Students (1432)			92%	55%
Ethnicity				
American Indian or Alaska Native (0)				
Black or African American (380)			91%	55%
Hispanic or Latino (213)			85%	55%
Asian or Native Hawaiian/Other Pacific Islander (205)			96%	55%
White (634)			93%	55%
Multiracial (0)				
Other Groups				
Students with Disabilities (131)			66%	55%
Limited English Proficient ³ (15)	–		–	–
Economically Disadvantaged (138)			91%	55%
Final AYP Determination	 1 of 1			

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

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

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

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT**

District ID **28-02-52-07-0000**

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

2 schools identified 40% of total

ELMONT MEMORIAL HIGH SCHOOL

SEWANHAKA HIGH SCHOOL

New York State Status

Good Standing

3 schools identified 60% of total

FLORAL PARK MEMORIAL HIGH SCHOOL








H FRANK CAREY HIGH SCHOOL

NEW HYDE PARK MEMORIAL HIGH SCHOOL

District **SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT**District ID **28-02-52-07-0000**

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 7	80%			1326
Grade 8	66%			1408
Mathematics				
Grade 7	89%			1343
Grade 8	82%			1416
Science				
Grade 8	87%			1013
	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	93%			1439
Mathematics	93%			1439

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:

Low Need Districts

This is a school district with low student needs in relation to district resource capacity.

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
	Range:	598-785	650-785	705-785		
100%						
2007-08						
2006-07						
Number of Tested Students:						

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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

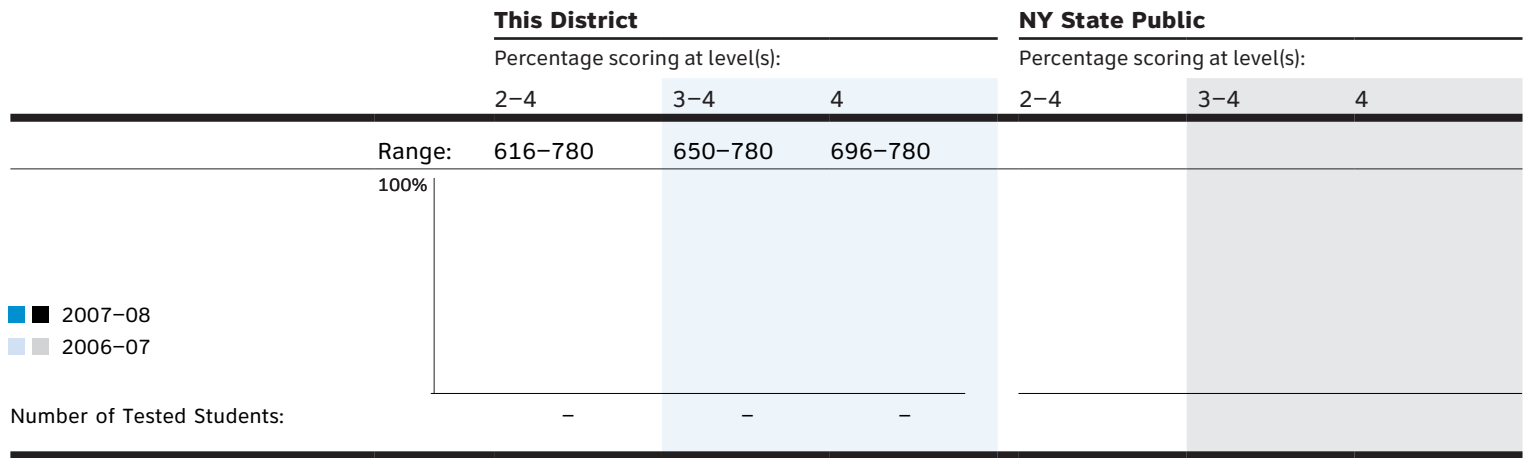
NOTES

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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	4	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

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					3	-	-	-
Female					2	-	-	-
Male					1	-	-	-
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander					1	-	-	-
White					2	-	-	-
Multiracial								
Small Group Totals					3	-	-	-
General-Education Students								
Students with Disabilities					3	-	-	-
English Proficient					3	-	-	-
Limited English Proficient								
Economically Disadvantaged					2	-	-	-
Not Disadvantaged					1	-	-	-
Migrant								
Not Migrant					3	-	-	-

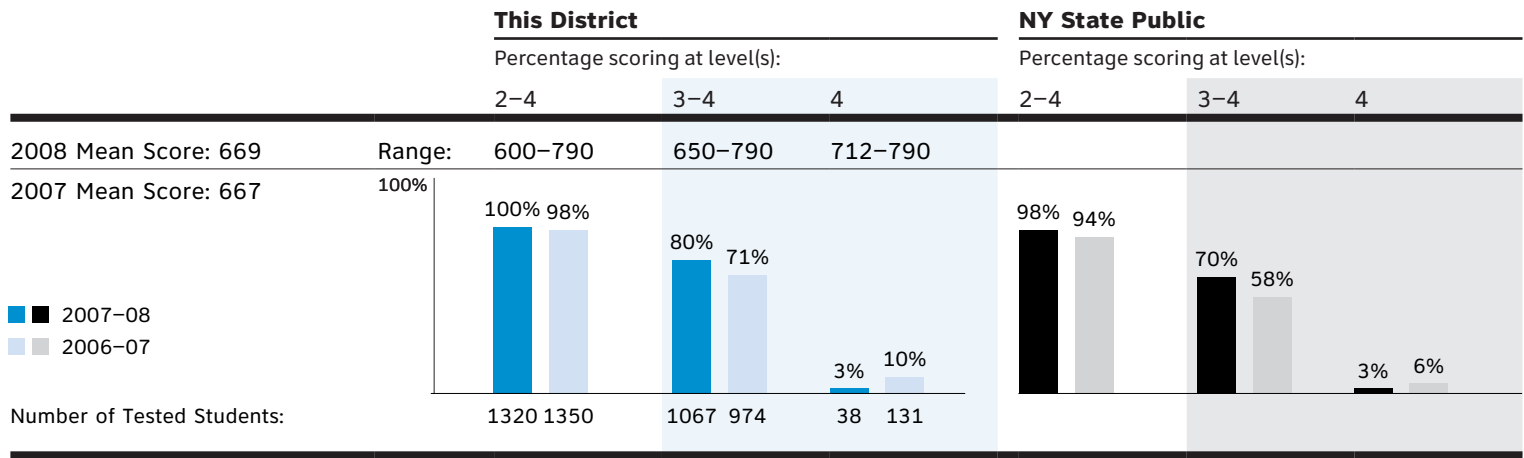
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Other Assessments

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	4	–	–	–	1	–	–	–

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	1326	100%	80%	3%	1377	98%	71%	10%
Female	615	100%	84%	3%	665	99%	75%	12%
Male	711	99%	78%	3%	712	97%	67%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American	323	99%	68%	2%	338	97%	55%	3%
Hispanic or Latino	200	100%	73%	1%	190	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	220	100%	91%	4%	193	99%	82%	16%
White	583	99%	86%	4%	655	99%	81%	12%
Multiracial								
Small Group Totals					191	96%	52%	6%
General-Education Students	1168	100%	86%	3%	1211	99%	77%	11%
Students with Disabilities	158	96%	42%	0%	166	89%	26%	1%
English Proficient	1307	100%	81%	3%	1364	98%	71%	10%
Limited English Proficient	19	100%	32%	0%	13	100%	8%	0%
Economically Disadvantaged	271	100%	66%	2%	262	97%	56%	5%
Not Disadvantaged	1055	100%	84%	3%	1115	98%	74%	11%
Migrant								
Not Migrant	1326	100%	80%	3%	1377	98%	71%	10%

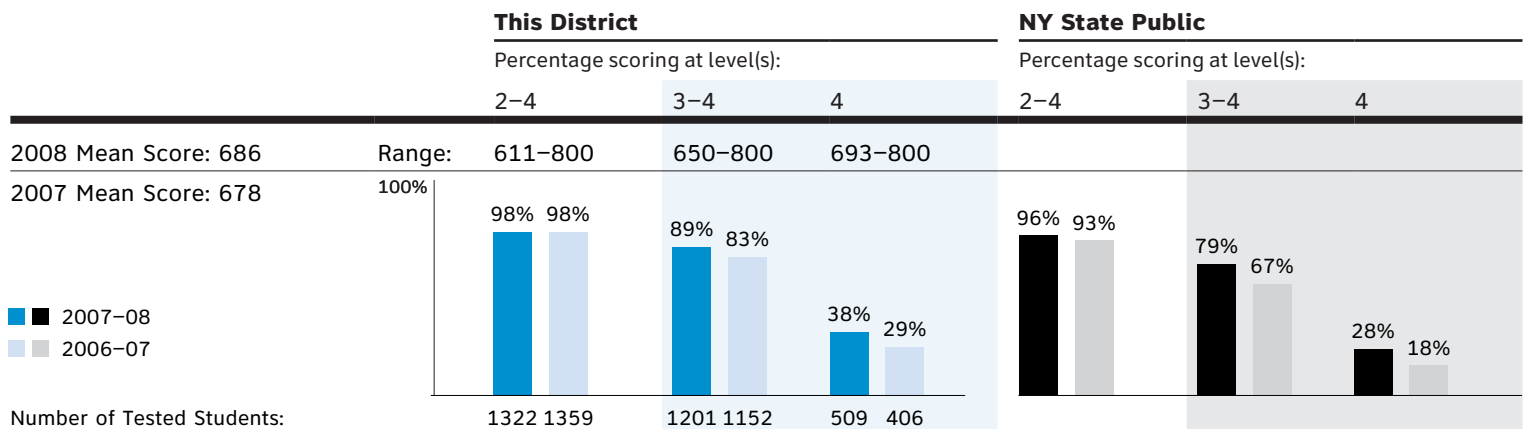
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Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	13	12	8	4	16	16	14	8
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	15	N/A	N/A	N/A	8	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	1343	98%	89%	38%	1393	98%	83%	29%
Female	624	99%	89%	38%	670	98%	86%	30%
Male	719	98%	90%	38%	723	97%	80%	28%
American Indian or Alaska Native					1	-	-	-
Black or African American	330	98%	82%	18%	338	96%	71%	17%
Hispanic or Latino	207	96%	80%	21%	200	96%	74%	17%
Asian or Native Hawaiian/Other Pacific Islander	221	100%	97%	56%	199	-	-	-
White	585	99%	94%	49%	655	98%	88%	34%
Multiracial								
Small Group Totals					200	100%	94%	48%
General-Education Students	1182	99%	93%	42%	1227	99%	88%	33%
Students with Disabilities	161	95%	61%	7%	166	89%	43%	2%
English Proficient	1312	99%	91%	39%	1370	98%	83%	29%
Limited English Proficient	31	61%	35%	10%	23	78%	57%	9%
Economically Disadvantaged	278	95%	82%	20%	270	95%	73%	21%
Not Disadvantaged	1065	99%	91%	43%	1123	98%	85%	31%
Migrant								
Not Migrant	1343	98%	89%	38%	1393	98%	83%	29%

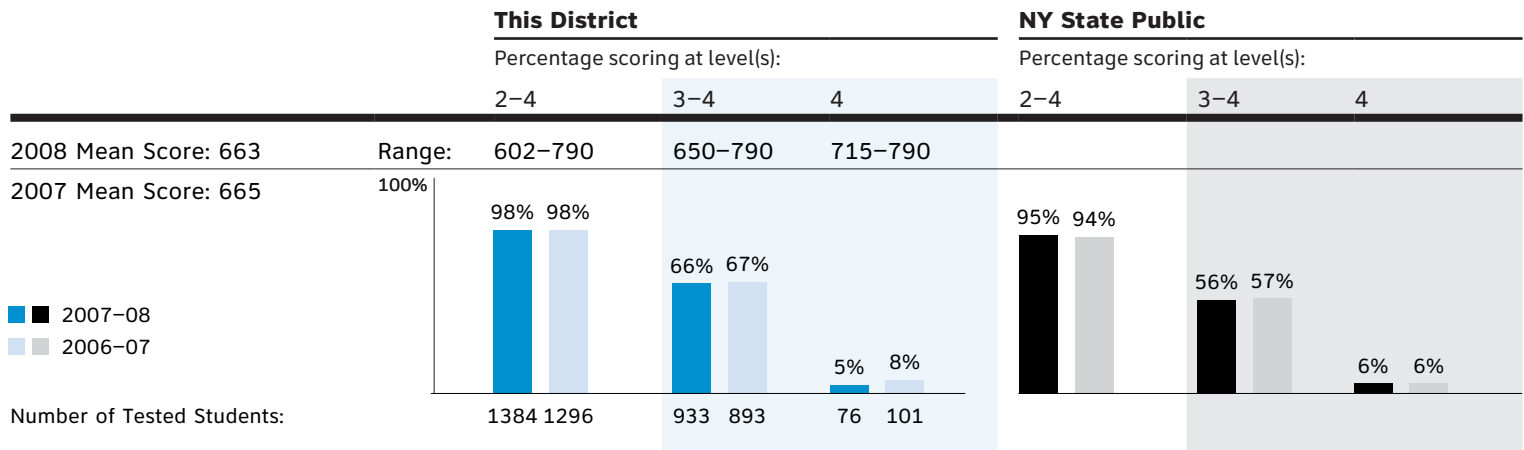
NOTES

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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	13	10	6	3	16	16	12	6

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1408	98%	66%	5%	1329	98%	67%	8%
Female	682	98%	74%	7%	660	98%	73%	9%
Male	726	98%	59%	4%	669	97%	61%	7%
American Indian or Alaska Native	1	—	—	—				
Black or African American	350	99%	56%	2%	334	96%	53%	2%
Hispanic or Latino	203	—	—	—	173	94%	56%	3%
Asian or Native Hawaiian/Other Pacific Islander	220	99%	76%	10%	206	99%	78%	11%
White	634	99%	73%	6%	616	99%	75%	11%
Multiracial								
Small Group Totals	204	95%	52%	3%				
General-Education Students	1237	100%	73%	6%	1193	99%	72%	8%
Students with Disabilities	171	88%	19%	1%	136	82%	22%	1%
English Proficient	1388	98%	67%	5%	1310	98%	68%	8%
Limited English Proficient	20	85%	15%	0%	19	63%	16%	0%
Economically Disadvantaged	309	96%	55%	2%	246	95%	50%	2%
Not Disadvantaged	1099	99%	69%	6%	1083	98%	71%	9%
Migrant								
Not Migrant	1408	98%	66%	5%	1329	98%	67%	8%

NOTES

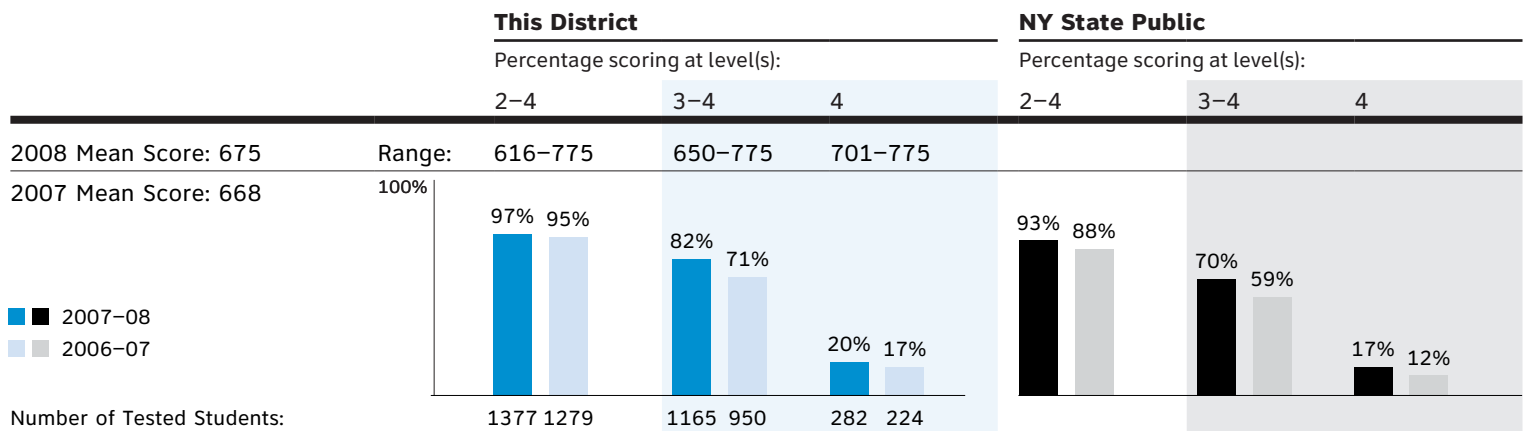
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Other Assessments

	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	18	18	16	11	21	21	19	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	7	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 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	1416	97%	82%	20%	1342	95%	71%	17%
Female	687	98%	84%	19%	664	96%	74%	16%
Male	729	97%	81%	20%	678	94%	68%	17%
American Indian or Alaska Native	1	—	—	—				
Black or African American	352	96%	72%	11%	337	92%	53%	3%
Hispanic or Latino	204	—	—	—	182	92%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	226	99%	93%	33%	207	100%	82%	24%
White	633	98%	87%	24%	616	97%	80%	25%
Multiracial								
Small Group Totals	205	96%	75%	10%				
General-Education Students	1245	99%	88%	23%	1208	97%	75%	18%
Students with Disabilities	171	86%	43%	0%	134	84%	35%	3%
English Proficient	1387	98%	83%	20%	1319	96%	71%	17%
Limited English Proficient	29	79%	55%	10%	23	57%	30%	0%
Economically Disadvantaged	316	94%	75%	9%	251	92%	57%	4%
Not Disadvantaged	1100	98%	84%	23%	1091	96%	74%	20%
Migrant								
Not Migrant	1416	97%	82%	20%	1342	95%	71%	17%

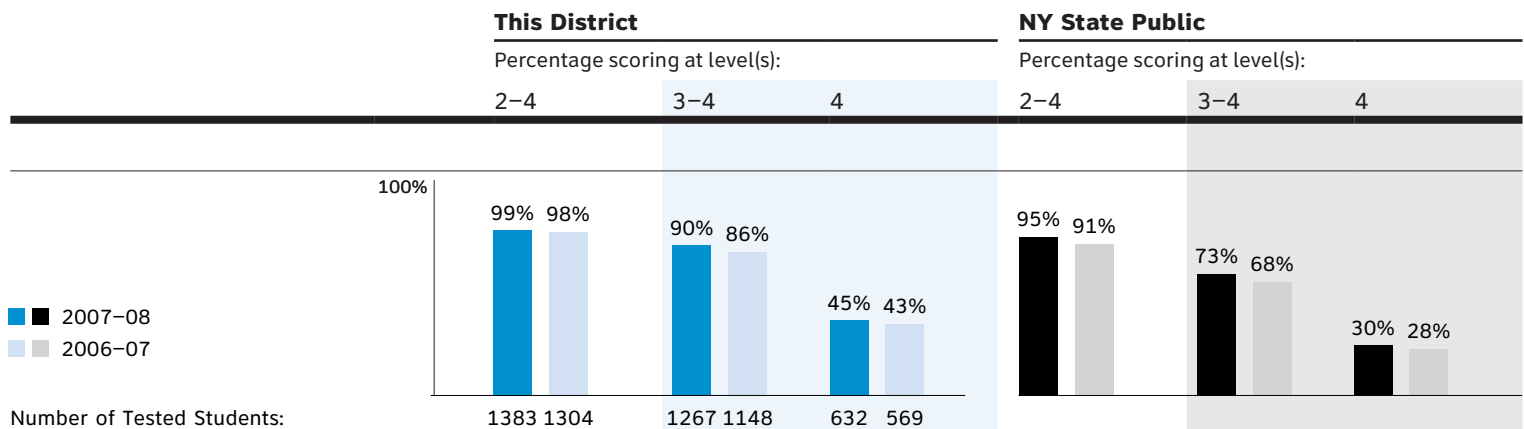
NOTES

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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	18	13	10	4	21	21	18	5

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	1013	98%	87%	32%	925	97%	80%	28%
Female	482	98%	84%	28%	443	97%	79%	28%
Male	531	98%	89%	36%	482	98%	82%	27%
American Indian or Alaska Native	1	—	—	—				
Black or African American	278	98%	87%	34%	277	96%	73%	19%
Hispanic or Latino	174	97%	78%	23%	152	94%	70%	26%
Asian or Native Hawaiian/Other Pacific Islander	139	—	—	—	121	100%	92%	40%
White	421	98%	87%	32%	375	98%	86%	30%
Multiracial								
Small Group Totals	140	99%	94%	41%				
General-Education Students	852	99%	92%	37%	797	98%	85%	30%
Students with Disabilities	161	91%	59%	6%	128	91%	52%	11%
English Proficient	984	99%	88%	33%	901	98%	82%	28%
Limited English Proficient	29	76%	55%	7%	24	75%	33%	8%
Economically Disadvantaged	270	96%	81%	27%	219	95%	75%	24%
Not Disadvantaged	743	99%	89%	34%	706	98%	82%	29%
Migrant								
Not Migrant	1013	98%	87%	32%	925	97%	80%	28%

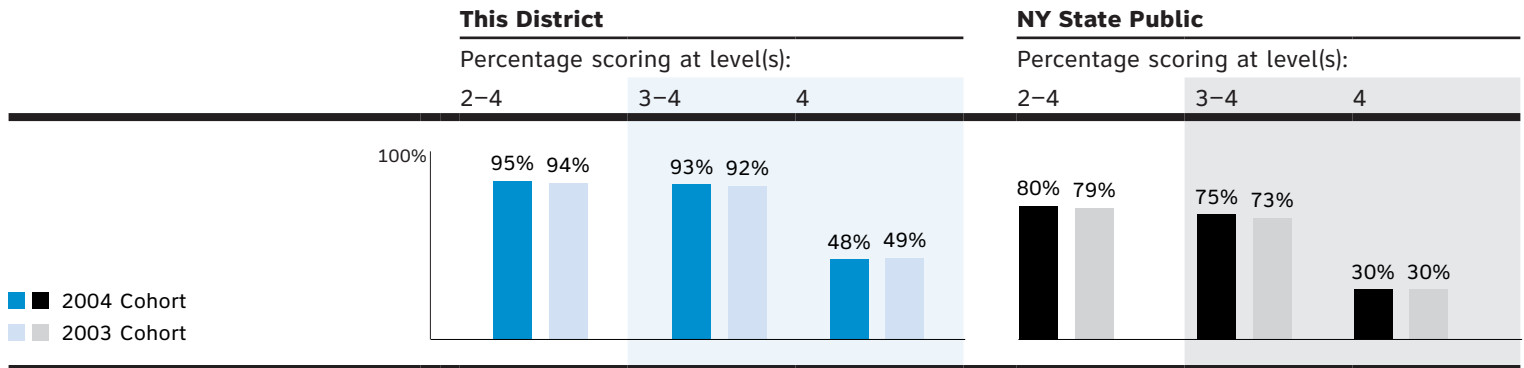
NOTES

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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	18	13	9	3	21	21	20	14
Regents Science	391	391	390	307	405	405	405	314

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1439	95%	93%	48%	1433	94%	92%	49%
Female	716	96%	94%	55%	675	96%	94%	58%
Male	723	93%	91%	41%	758	93%	90%	42%
American Indian or Alaska Native								
Black or African American	375	93%	90%	36%	381	94%	92%	38%
Hispanic or Latino	187	93%	90%	36%	213	91%	85%	40%
Asian or Native Hawaiian/Other Pacific Islander	201	97%	97%	61%	205	97%	94%	63%
White	676	95%	93%	54%	634	95%	93%	55%
Multiracial								
Small Group Totals								
General-Education Students	1290	97%	96%	53%	1302	97%	96%	54%
Students with Disabilities	149	72%	61%	5%	131	66%	52%	6%
English Proficient	1426	95%	93%	49%	1418	95%	92%	50%
Limited English Proficient	13	69%	62%	0%	15	67%	47%	0%
Economically Disadvantaged	210	95%	91%	31%	139	93%	90%	36%
Not Disadvantaged	1229	95%	93%	51%	1294	95%	92%	51%
Migrant								
Not Migrant	1439	95%	93%	48%				

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

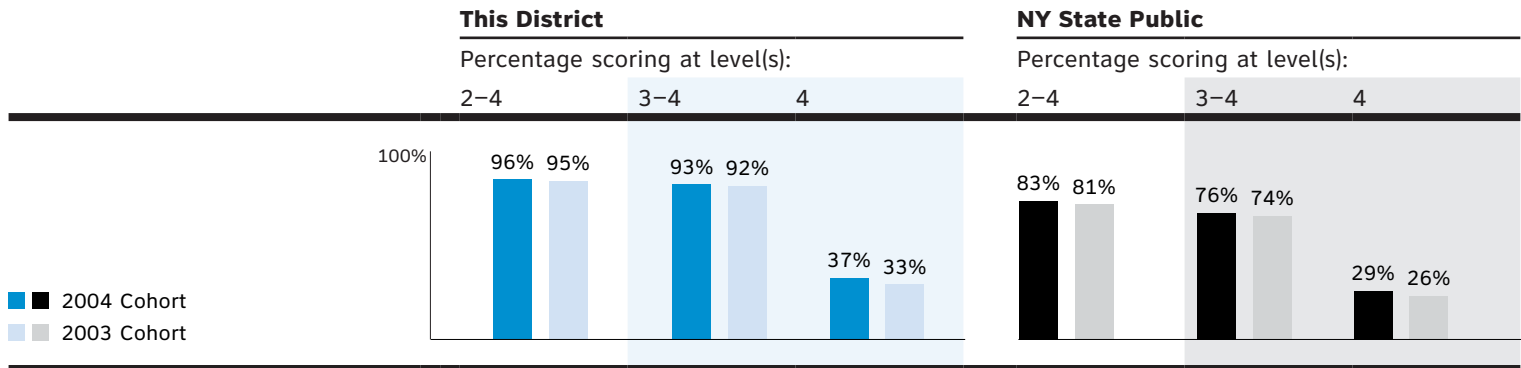
	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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



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	1439	96%	93%	37%	1433	95%	92%	33%
Female	716	97%	95%	40%	675	96%	94%	35%
Male	723	95%	91%	34%	758	93%	91%	31%
American Indian or Alaska Native								
Black or African American	375	95%	90%	17%	381	94%	92%	19%
Hispanic or Latino	187	96%	94%	24%	213	91%	87%	23%
Asian or Native Hawaiian/Other Pacific Islander	201	98%	97%	58%	205	98%	97%	52%
White	676	96%	93%	45%	634	96%	92%	38%
Multiracial								
Small Group Totals								
General-Education Students	1290	99%	97%	41%	1302	97%	96%	36%
Students with Disabilities	149	70%	58%	5%	131	69%	55%	5%
English Proficient	1426	96%	93%	37%	1418	95%	93%	33%
Limited English Proficient	13	77%	69%	15%	15	67%	67%	13%
Economically Disadvantaged	210	96%	93%	26%	139	94%	91%	24%
Not Disadvantaged	1229	96%	93%	39%	1294	95%	92%	34%
Migrant								
Not Migrant	1439	96%	93%	37%				

NOTES

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

Other Assessments

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

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

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