



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **ROME CITY SCHOOL DISTRICT**
District ID **41-18-00-01-0000**
Superintendent **JEFFREY SIMONS**
Telephone **(315) 338-6521**
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 **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

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	195	274	267
Kindergarten	417	391	430
Grade 1	445	420	401
Grade 2	411	422	390
Grade 3	393	399	410
Grade 4	390	394	383
Grade 5	445	384	379
Grade 6	446	435	373
Ungraded Elementary	0	8	11
Grade 7	431	428	438
Grade 8	460	413	432
Grade 9	524	522	457
Grade 10	434	394	448
Grade 11	450	382	386
Grade 12	376	392	371
Ungraded Secondary	0	60	25
Total K-12	5622	5444	5334

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	21	21	20
Grade 8			
English	22	22	21
Mathematics	23	22	24
Science	23	21	20
Social Studies	22	22	21
Grade 10			
English	22	24	17
Mathematics	24	20	23
Science	23	8	13
Social Studies	24	22	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 **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	2279	41%	2296	42%	2173	41%
Reduced-Price Lunch	498	9%	553	10%	594	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	36	1%	34	1%	33	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	45	1%	14	0%	22	0%
Black or African American	419	7%	355	7%	394	7%
Hispanic or Latino	230	4%	310	6%	225	4%
Asian or Native Hawaiian/Other Pacific Islander	70	1%	71	1%	65	1%
White	4858	86%	4659	86%	4628	87%
Multiracial**	N/A	N/A	35	1%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	94%		94%		94%	
Student Suspensions	384	7%	554	10%	463	9%

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 ROME CITY SCHOOL DISTRICT

District ID 41-18-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	457	411	465
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	3%	2%	2%
Percent with Fewer Than Three Years of Experience	5%	6%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	41%	42%
Total Number of Core Classes	1714	1027	1161
Percent Not Taught by Highly Qualified Teachers	3%	3%	2%
Total Number of Classes	1446	1525	1540
Percent Taught by Teachers Without Appropriate Certification	0%	2%	2%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	34%	6%	N/A
Turnover Rate of All Teachers	37%	9%	11%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	56	30	53
Total Paraprofessionals*	180	101	189
Assistant Principals	6	6	6
Principals	11	13	11

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

Improvement (Year 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
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	✗ 5 of 6	✓ 6 of 6	✓ 1 of 1	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)  Improvement (Year 4)

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 4) in 2009-10. [209]

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 (2452:2385)							
Ethnicity							
American Indian or Alaska Native (18:15)	—						
Black or African American (203:195)							
Hispanic or Latino (96:93)							
Asian or Native Hawaiian/Other Pacific Islander (27:25)	—						
White (2107:2056)							
Multiracial (1:1)	—						
Other Groups							
Students with Disabilities ⁴ (497:469)							
Limited English Proficient ⁵ (16:13)	—						
Economically Disadvantaged (1221:1174)							
Final AYP Determination	 5 of 6						

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  Good Standing
for This Subject
(2008–09)

Accountability Measures 6 of 6 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 (2443:2367)			100%		171	100	
Ethnicity							
American Indian or Alaska Native (19:16)	—	—	—	—	—	—	—
Black or African American (203:192)			100%		169	94	
Hispanic or Latino (95:94)			100%		160	92	
Asian or Native Hawaiian/Other Pacific Islander (25:24)	—	—	—	—	—	—	—
White (2100:2040)			100%		172	100	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (500:470)			99%		115	97	
Limited English Proficient ⁵ (16:16)	—	—	—	—	—	—	—
Economically Disadvantaged (1214:1163)			100%		156	99	
Final AYP Determination		6 of 6					

NOTES

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

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Science

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

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (821:788)		Qualified		99%		182	100	
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (65:62)		Qualified		100%		174	100	
Hispanic or Latino (33:32)		Qualified	—	—		184	100	
Asian or Native Hawaiian/Other Pacific Islander (6:5)	—	—	—	—	—	—	—	—
White (714:686)		Qualified		99%		183	100	
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (189:174)		Qualified		98%		146	100	
Limited English Proficient ⁴ (3:3)	—	—	—	—	—	—	—	—
Economically Disadvantaged (416:396)		Qualified		99%		172	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)  Improvement (Year 4)

Accountability Measures 3 of 4 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 4) in 2009-10. [209]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (377:375)							
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (27:25)	—						
Hispanic or Latino (16:15)	—						
Asian or Native Hawaiian/Other Pacific Islander (8:6)	—						
White (325:328)							
Multiracial (1:1)	—						
Other Groups							
Students with Disabilities (51:62)							
Limited English Proficient ⁴ (1:0)	—						
Economically Disadvantaged (101:114)							
Final AYP Determination	 3 of 4						

NOTES

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

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

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

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

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

AYP Status

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

Secondary-Level Mathematics

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

Accountability Measures 3 of 4 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 ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (377:375)			99%		176	153	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (27:25)	—	—	—	—	—	—	—
Hispanic or Latino (16:15)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (8:6)	—	—	—	—	—	—	—
White (325:328)			99%		179	153	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (51:62)			98%		119	147	116 [‡] 127
Limited English Proficient ⁴ (1:0)	—	—	—	—	—	—	—
Economically Disadvantaged (101:114)			100%		166	149	
Final AYP Determination		3 of 4					

NOTES

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

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

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

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

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

AYP Status

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

Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (484)			74%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (21)		–	–	–		
Hispanic or Latino (14)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (7)		–	–	–		
White (442)			76%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (87)			43%	55%	49%	44%
Limited English Proficient ³ (1)		–	–	–		
Economically Disadvantaged (114)			73%	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 **ROME CITY SCHOOL DISTRICT**

District ID **41-18-00-01-0000**

2008–09 Accountability Status of Schools in Your District

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

Federal Title I Status

Good Standing

6 schools identified 55% of total

BELLAMY ELEMENTARY SCHOOL
FORT STANWIX ELEMENTARY SCHOOL
GANSEVOORT ELEMENTARY SCHOOL
GEORGE R STALEY UPPER ELEMENTARY SCHOOL
LOUIS V DENTI ELEMENTARY SCHOOL
ROME FREE ACADEMY

Improvement (Year 2)

1 school identified 9% of total

JERRY C CLOUGH ELEMENTARY SCHOOL

Planning for Restructuring

1 school identified 9% of total

LYNDON H STROUGH MIDDLE SCHOOL

New York State Status

Good Standing

3 schools identified 27% of total

JOHN E JOY ELEMENTARY SCHOOL
RIDGE MILLS ELEMENTARY SCHOOL
STOKES ELEMENTARY SCHOOL

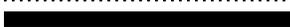
District **ROME CITY SCHOOL DISTRICT**District ID **41-18-00-01-0000**

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	64%			412
Grade 4	64%			381
Grade 5	68%			377
Grade 6	68%			371
Grade 7	66%			443
Grade 8	46%			437

Mathematics

Grade 3	88%		410
Grade 4	76%		382
Grade 5	77%		379
Grade 6	76%		369
Grade 7	80%		442
Grade 8	67%		434

Science

Grade 4	83%		378
Grade 8	85%		404

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	76%			426
Mathematics	75%			426

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

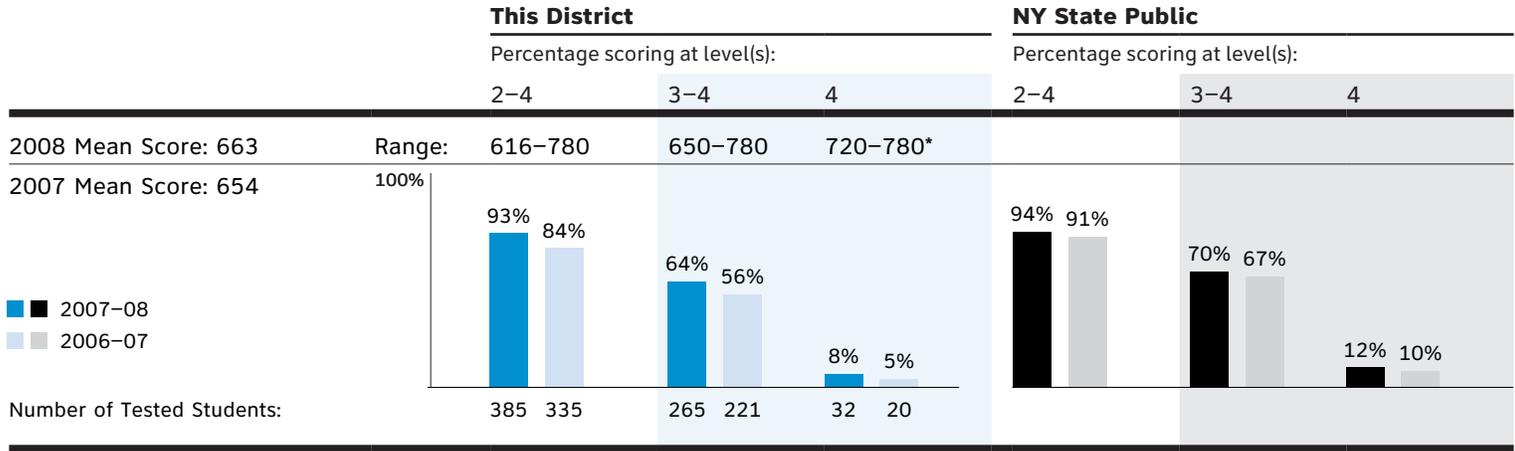
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



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	412	93%	64%	8%	397	84%	56%	5%
Female	208	96%	67%	8%	177	90%	62%	6%
Male	204	91%	62%	7%	220	80%	50%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	33	94%	61%	0%	33	88%	58%	6%
Hispanic or Latino	12	92%	42%	0%	17	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	3	-	-	-
White	360	93%	65%	9%	343	85%	57%	5%
Multiracial								
Small Group Totals	7	100%	71%	14%	21	76%	38%	5%
General-Education Students	337	99%	74%	9%	312	96%	68%	6%
Students with Disabilities	75	69%	23%	0%	85	41%	11%	0%
English Proficient	409	-	-	-	395	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	226	90%	53%	3%	220	76%	41%	2%
Not Disadvantaged	186	98%	78%	14%	177	94%	73%	9%
Migrant								
Not Migrant	412	93%	64%	8%	397	84%	56%	5%

NOTES

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

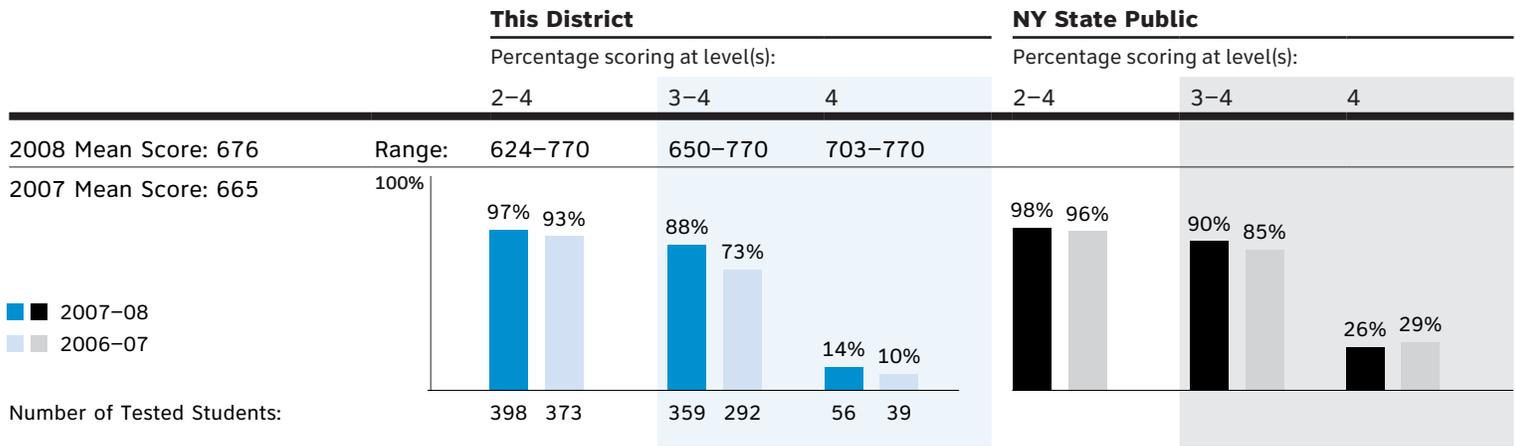
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	410	97%	88%	14%	401	93%	73%	10%
Female	206	96%	88%	12%	180	93%	69%	8%
Male	204	99%	87%	15%	221	93%	76%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	33	100%	85%	0%	34	100%	85%	9%
Hispanic or Latino	12	92%	75%	8%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	3	-	-	-
White	358	97%	88%	15%	345	93%	72%	10%
Multiracial								
Small Group Totals	7	100%	100%	14%	22	82%	68%	9%
General-Education Students	333	100%	93%	17%	315	98%	83%	12%
Students with Disabilities	77	86%	64%	0%	86	74%	36%	1%
English Proficient	407	-	-	-	398	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	224	95%	81%	4%	219	90%	63%	4%
Not Disadvantaged	186	100%	95%	25%	182	97%	85%	17%
Migrant								
Not Migrant	410	97%	88%	14%	401	93%	73%	10%

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	1	-	-	-	3	-	-	-

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 655	612-775	650-775	716-775			
2007 Mean Score: 655						
Number of Tested Students:	328	245	21			

	2007-08	2006-07
2-4	86%	88%
3-4	64%	60%
4	6%	4%

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	381	86%	64%	6%	389	88%	60%	4%
Female	169	91%	71%	8%	190	89%	60%	6%
Male	212	82%	59%	3%	199	87%	59%	2%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	36	86%	69%	3%	36	81%	53%	3%
Hispanic or Latino	15	80%	47%	0%	12	92%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	-	-	-
White	325	87%	65%	6%	335	89%	60%	4%
Multiracial								
Small Group Totals	5	60%	40%	20%	6	83%	50%	0%
General-Education Students	289	97%	78%	7%	317	97%	69%	4%
Students with Disabilities	92	52%	21%	0%	72	49%	19%	0%
English Proficient	379	-	-	-	385	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	212	79%	51%	0%	201	83%	49%	1%
Not Disadvantaged	169	95%	81%	12%	188	94%	71%	6%
Migrant								
Not Migrant	381	86%	64%	6%	389	88%	60%	4%

NOTES

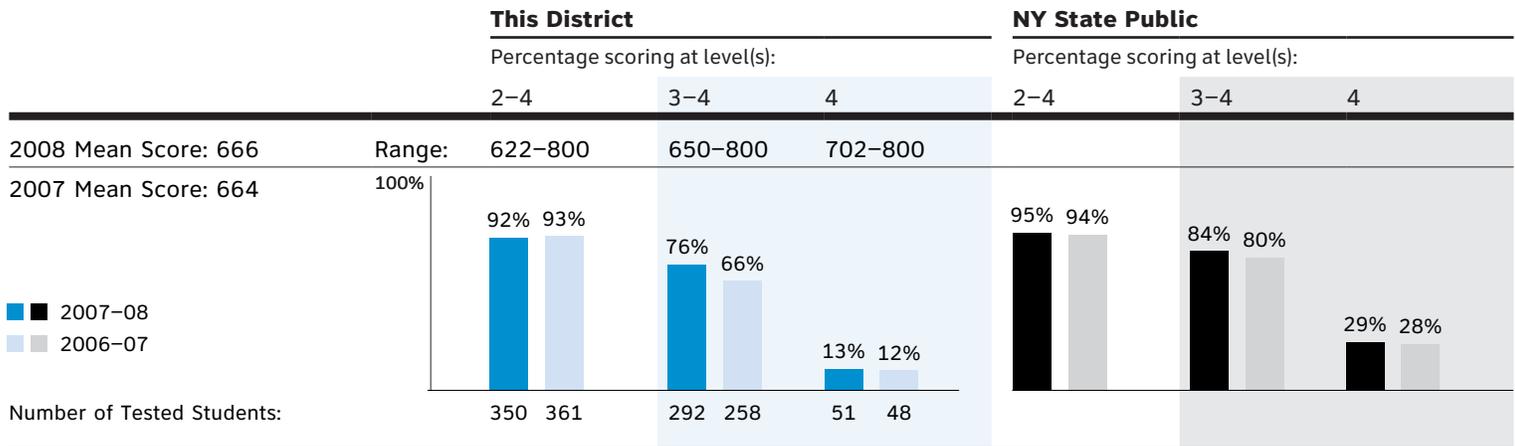
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	382	92%	76%	13%	390	93%	66%	12%
Female	169	92%	75%	11%	191	90%	66%	13%
Male	213	91%	78%	15%	199	95%	66%	12%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	36	94%	81%	11%	36	89%	53%	8%
Hispanic or Latino	15	80%	73%	0%	14	93%	36%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	-	-	-
White	326	92%	77%	14%	334	93%	69%	13%
Multiracial								
Small Group Totals	5	80%	40%	20%	6	100%	67%	17%
General-Education Students	288	99%	88%	18%	320	98%	74%	15%
Students with Disabilities	94	70%	40%	0%	70	67%	30%	0%
English Proficient	380	-	-	-	385	92%	67%	12%
Limited English Proficient	2	-	-	-	5	100%	0%	0%
Economically Disadvantaged	213	89%	68%	6%	202	87%	52%	6%
Not Disadvantaged	169	95%	87%	23%	188	98%	81%	19%
Migrant								
Not Migrant	382	92%	76%	13%	390	93%	66%	12%

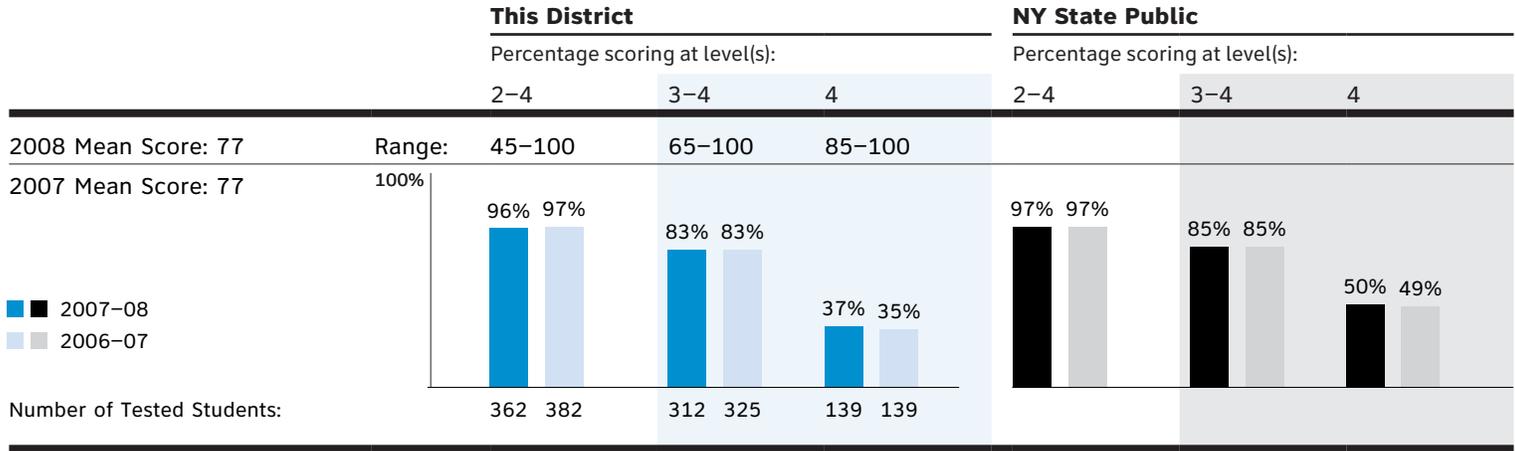
NOTES

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	4	-	-	-	0			

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	378	96%	83%	37%	392	97%	83%	35%
Female	169	99%	85%	36%	194	97%	84%	36%
Male	209	93%	81%	38%	198	97%	82%	35%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	35	94%	77%	23%	36	92%	81%	31%
Hispanic or Latino	15	93%	80%	20%	15	93%	73%	13%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	323	96%	84%	39%	336	98%	83%	37%
Multiracial								
Small Group Totals	5	80%	60%	20%	5	100%	100%	20%
General-Education Students	287	99%	90%	45%	321	99%	86%	40%
Students with Disabilities	91	85%	59%	12%	71	92%	68%	14%
English Proficient	376	-	-	-	387	97%	83%	36%
Limited English Proficient	2	-	-	-	5	100%	60%	0%
Economically Disadvantaged	209	95%	75%	23%	201	96%	79%	26%
Not Disadvantaged	169	97%	92%	53%	191	99%	87%	45%
Migrant								
Not Migrant	378	96%	83%	37%	392	97%	83%	35%

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	4	-	-	-	0			

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: 657	608-795	650-795	711-795			
2007 Mean Score: 662						
Number of Tested Students:	364	255	7			

Year	2-4	3-4	4
2007-08	97%	68%	2%
2006-07	93%	68%	5%

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	377	97%	68%	2%	386	93%	68%	5%
Female	188	95%	68%	1%	192	94%	73%	7%
Male	189	98%	67%	3%	194	91%	64%	4%
American Indian or Alaska Native	9	-	-	-				
Black or African American	41	93%	66%	0%	23	87%	52%	0%
Hispanic or Latino	16	94%	50%	0%	14	93%	64%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	100%	0%
White	308	97%	69%	2%	344	93%	69%	6%
Multiracial								
Small Group Totals	12	100%	67%	0%				
General-Education Students	306	100%	79%	2%	319	99%	79%	7%
Students with Disabilities	71	83%	20%	0%	67	63%	18%	0%
English Proficient	374	-	-	-	385	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	199	95%	57%	0%	185	86%	50%	2%
Not Disadvantaged	178	98%	79%	4%	201	99%	86%	9%
Migrant								
Not Migrant	377	97%	68%	2%	386	93%	68%	5%

NOTES

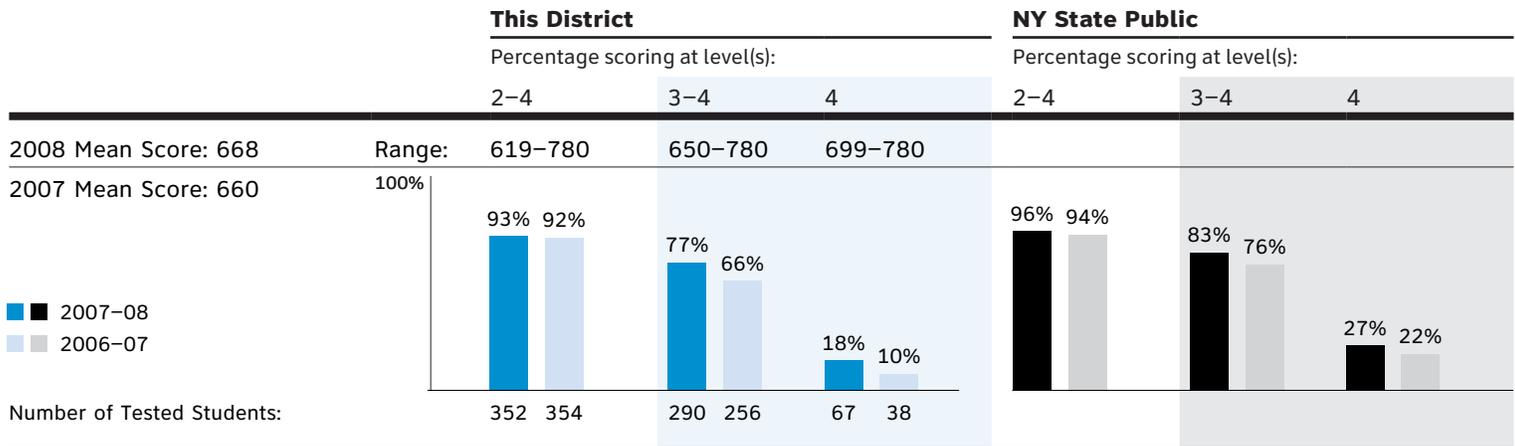
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Other Assessments

	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	0				4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	379	93%	77%	18%	385	92%	66%	10%
Female	187	91%	77%	16%	191	92%	64%	9%
Male	192	95%	76%	19%	194	92%	69%	11%
American Indian or Alaska Native	11	-	-	-				
Black or African American	42	90%	76%	10%	21	86%	57%	5%
Hispanic or Latino	15	87%	53%	13%	14	93%	50%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	100%	0%
White	308	93%	78%	19%	345	92%	67%	10%
Multiracial								
Small Group Totals	14	100%	71%	14%				
General-Education Students	305	99%	87%	21%	320	98%	77%	12%
Students with Disabilities	74	66%	35%	3%	65	63%	15%	2%
English Proficient	376	-	-	-	384	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	201	89%	66%	8%	184	86%	48%	3%
Not Disadvantaged	178	98%	88%	28%	201	98%	83%	16%
Migrant								
Not Migrant	379	93%	77%	18%	385	92%	66%	10%

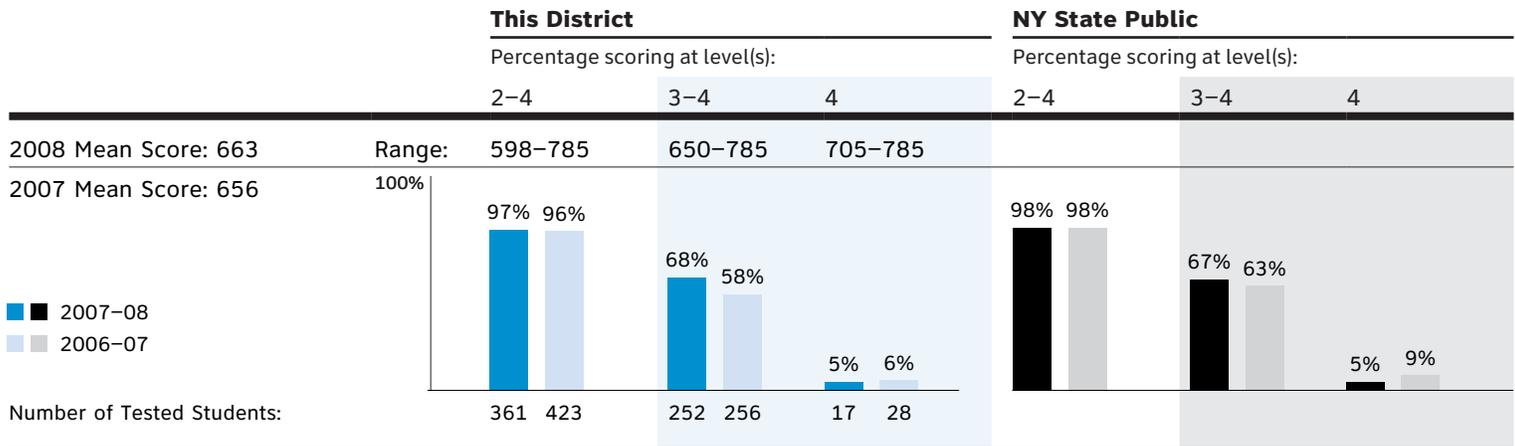
NOTES

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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	0				4	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	371	97%	68%	5%	439	96%	58%	6%
Female	182	98%	74%	7%	214	98%	64%	10%
Male	189	97%	62%	3%	225	95%	53%	3%
American Indian or Alaska Native	5	80%	20%	20%	1	-	-	-
Black or African American	24	100%	63%	4%	37	97%	41%	0%
Hispanic or Latino	15	93%	60%	7%	17	100%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	7	-	-	-
White	322	98%	69%	4%	377	96%	60%	7%
Multiracial								
Small Group Totals	8	100%	75%	13%				
General-Education Students	310	100%	79%	5%	358	100%	68%	8%
Students with Disabilities	61	84%	10%	0%	81	81%	15%	0%
English Proficient	370	-	-	-	435	-	-	-
Limited English Proficient	1	-	-	-	4	-	-	-
Economically Disadvantaged	165	95%	46%	4%	201	94%	39%	0%
Not Disadvantaged	206	100%	85%	5%	238	99%	74%	11%
Migrant								
Not Migrant	371	97%	68%	5%	439	96%	58%	6%

NOTES

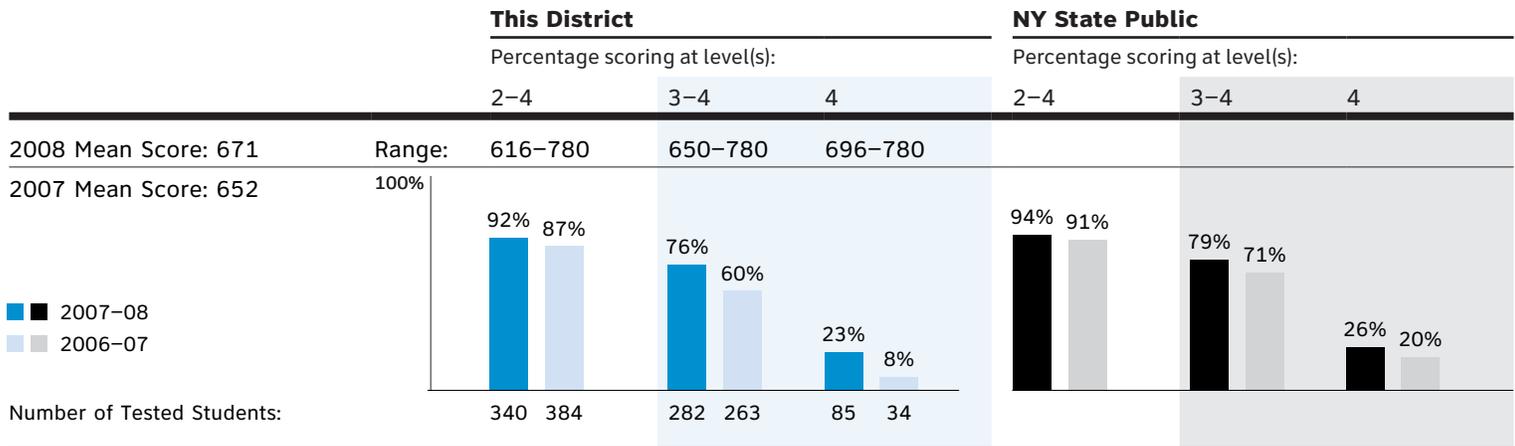
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Other Assessments

	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	5	4	4	1	6	6	6	6
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

	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	369	92%	76%	23%	442	87%	60%	8%
Female	179	93%	77%	24%	217	87%	61%	10%
Male	190	92%	76%	22%	225	87%	58%	6%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	23	96%	74%	13%	37	84%	51%	3%
Hispanic or Latino	15	80%	67%	13%	19	84%	58%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	8	-	-	-
White	322	93%	77%	24%	377	87%	61%	8%
Multiracial								
Small Group Totals	9	89%	78%	33%	9	89%	44%	11%
General-Education Students	310	98%	86%	27%	360	93%	68%	9%
Students with Disabilities	59	61%	27%	2%	82	59%	22%	0%
English Proficient	368	-	-	-	437	87%	60%	8%
Limited English Proficient	1	-	-	-	5	60%	0%	0%
Economically Disadvantaged	163	85%	55%	7%	203	80%	43%	3%
Not Disadvantaged	206	98%	93%	35%	239	93%	74%	11%
Migrant								
Not Migrant	369	92%	76%	23%	442	87%	60%	8%

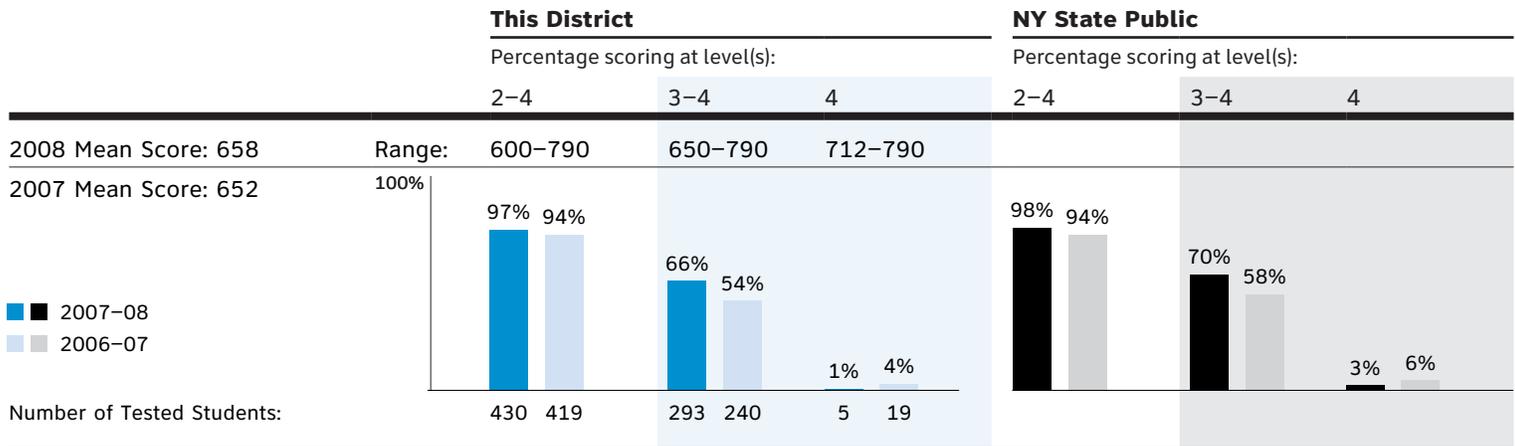
NOTES

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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 6 Equivalent	5	4	4	3	6	6	6	5

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	443	97%	66%	1%	445	94%	54%	4%
Female	215	100%	71%	1%	213	95%	58%	5%
Male	228	95%	61%	1%	232	94%	50%	3%
American Indian or Alaska Native								
Black or African American	37	100%	62%	3%	29	97%	31%	0%
Hispanic or Latino	19	100%	74%	0%	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	0%	2	-	-	-
White	382	97%	66%	1%	398	94%	56%	5%
Multiracial								
Small Group Totals					18	100%	39%	0%
General-Education Students	360	100%	76%	1%	364	99%	61%	5%
Students with Disabilities	83	86%	23%	0%	81	74%	21%	0%
English Proficient	440	-	-	-	443	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	198	95%	51%	1%	205	89%	38%	1%
Not Disadvantaged	245	98%	79%	1%	240	99%	68%	7%
Migrant								
Not Migrant	443	97%	66%	1%	445	94%	54%	4%

NOTES

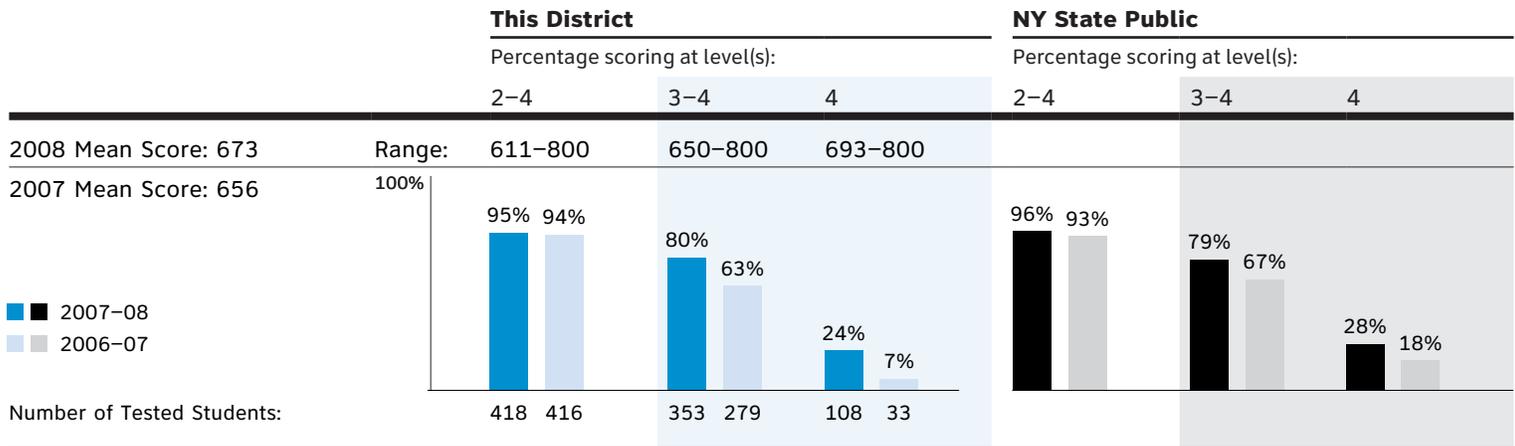
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	5	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 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	442	95%	80%	24%	444	94%	63%	7%
Female	214	94%	84%	28%	213	96%	65%	6%
Male	228	95%	76%	21%	231	92%	61%	9%
American Indian or Alaska Native								
Black or African American	37	92%	70%	16%	28	96%	43%	0%
Hispanic or Latino	20	90%	80%	10%	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	20%	2	-	-	-
White	380	95%	81%	26%	398	93%	64%	8%
Multiracial								
Small Group Totals					18	100%	61%	6%
General-Education Students	358	98%	89%	29%	363	99%	72%	9%
Students with Disabilities	84	79%	43%	4%	81	69%	21%	2%
English Proficient	436	95%	80%	25%	442	-	-	-
Limited English Proficient	6	67%	50%	17%	2	-	-	-
Economically Disadvantaged	198	91%	69%	13%	203	89%	51%	3%
Not Disadvantaged	244	97%	89%	34%	241	98%	73%	11%
Migrant								
Not Migrant	442	95%	80%	24%	444	94%	63%	7%

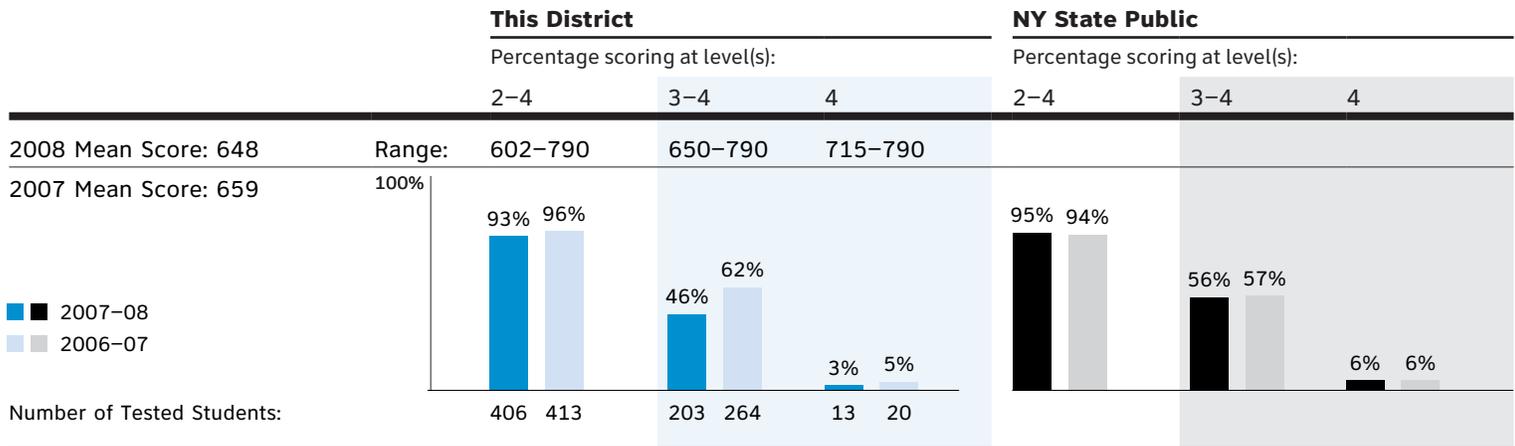
NOTES

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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	6	6	5	5	3	-	-	-

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	437	93%	46%	3%	428	96%	62%	5%
Female	211	94%	52%	3%	205	98%	69%	6%
Male	226	92%	41%	3%	223	96%	55%	4%
American Indian or Alaska Native								
Black or African American	31	94%	23%	3%	30	100%	47%	3%
Hispanic or Latino	17	-	-	-	22	95%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	100%	71%	14%
White	385	92%	49%	3%	369	96%	63%	5%
Multiracial	1	-	-	-				
Small Group Totals	21	100%	38%	0%				
General-Education Students	350	99%	55%	4%	357	99%	71%	6%
Students with Disabilities	87	67%	10%	0%	71	82%	15%	0%
English Proficient	436	-	-	-	428	96%	62%	5%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	204	87%	30%	1%	172	95%	44%	2%
Not Disadvantaged	233	98%	61%	4%	256	98%	73%	7%
Migrant								
Not Migrant	437	93%	46%	3%	428	96%	62%	5%

NOTES

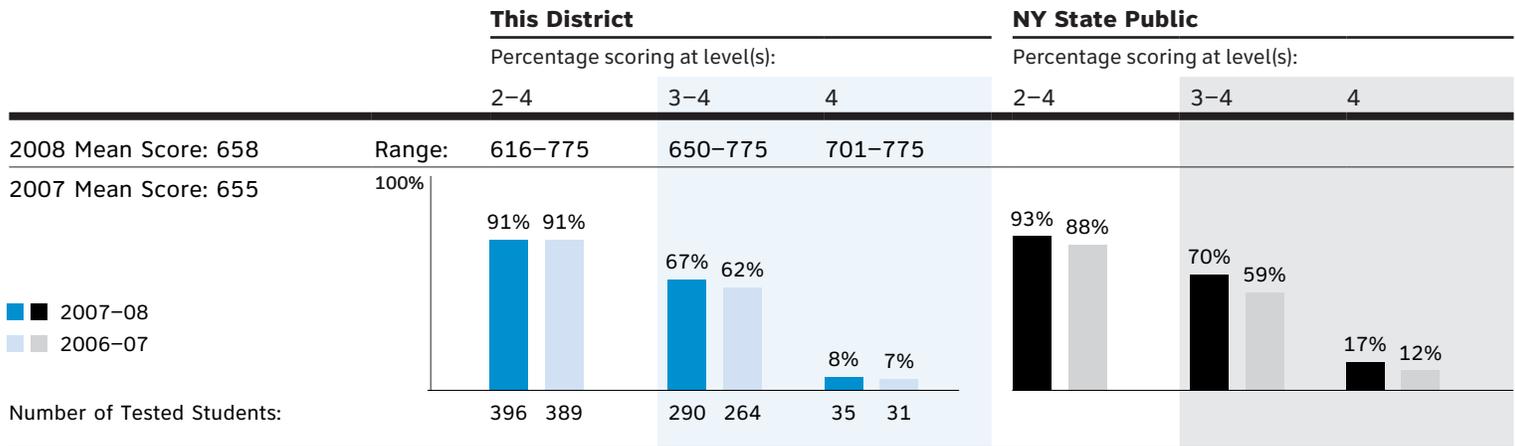
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Other Assessments

	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 8 Equivalent	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 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	434	91%	67%	8%	428	91%	62%	7%
Female	210	92%	68%	8%	203	92%	61%	6%
Male	224	91%	66%	8%	225	90%	62%	8%
American Indian or Alaska Native								
Black or African American	30	90%	50%	3%	29	69%	45%	0%
Hispanic or Latino	17	-	-	-	22	86%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	100%	71%	14%
White	383	91%	68%	9%	370	93%	64%	8%
Multiracial	1	-	-	-				
Small Group Totals	21	100%	76%	5%				
General-Education Students	346	97%	76%	10%	354	95%	70%	9%
Students with Disabilities	88	68%	31%	0%	74	69%	20%	0%
English Proficient	433	-	-	-	428	91%	62%	7%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	201	88%	54%	1%	172	90%	47%	1%
Not Disadvantaged	233	94%	78%	14%	256	92%	72%	12%
Migrant								
Not Migrant	434	91%	67%	8%	428	91%	62%	7%

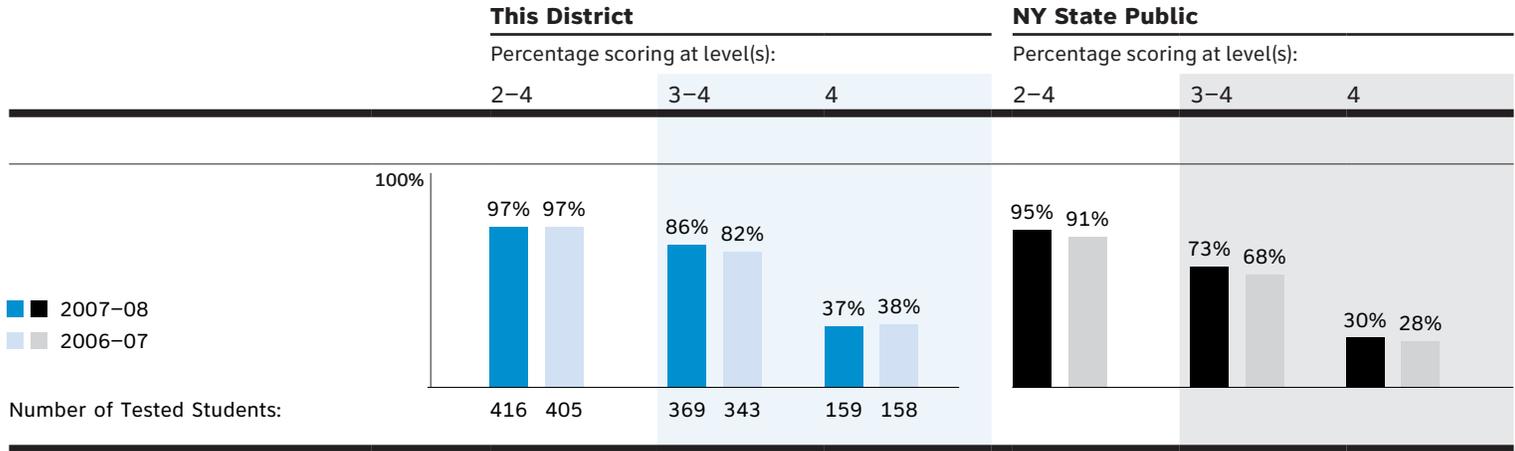
NOTES

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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	3	-	-	-	4	-	-	-

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	404	97%	85%	34%	419	97%	82%	38%
Female	197	98%	85%	28%	197	97%	81%	33%
Male	207	95%	86%	40%	222	96%	83%	42%
American Indian or Alaska Native								
Black or African American	30	93%	73%	20%	30	93%	60%	17%
Hispanic or Latino	18	-	-	-	20	95%	70%	25%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	83%	50%
White	352	97%	86%	36%	363	97%	84%	40%
Multiracial	1	-	-	-				
Small Group Totals	22	100%	91%	32%				
General-Education Students	317	99%	94%	41%	348	99%	89%	44%
Students with Disabilities	87	87%	54%	11%	71	87%	49%	8%
English Proficient	403	-	-	-	419	97%	82%	38%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	198	95%	79%	23%	166	97%	73%	22%
Not Disadvantaged	206	99%	92%	46%	253	96%	87%	48%
Migrant								
Not Migrant	404	97%	85%	34%	419	97%	82%	38%

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	3	-	-	-	4	-	-	-
Regents Science	25	25	24	20	0			

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

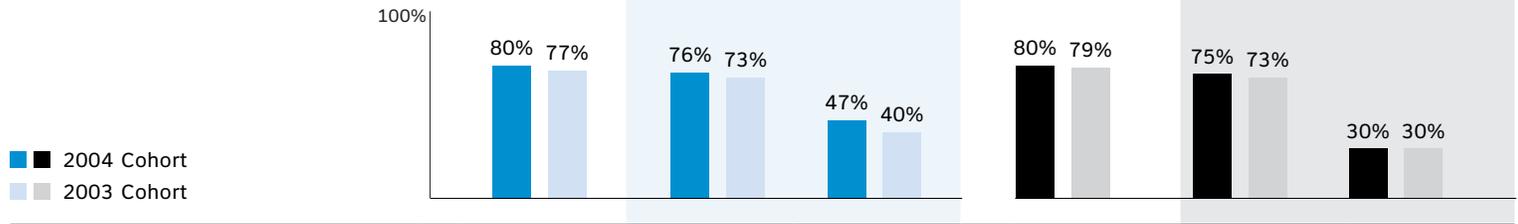
NY State Public

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
All Students	426	80%	76%	47%	488	77%	73%	40%
Female	211	83%	81%	55%	249	79%	76%	44%
Male	215	77%	72%	40%	239	74%	71%	36%
American Indian or Alaska Native								
Black or African American	26	88%	73%	31%	22	64%	55%	14%
Hispanic or Latino	20	75%	70%	40%	14	50%	50%	21%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	7	43%	43%	29%
White	373	79%	76%	48%	445	79%	75%	42%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	71%				
General-Education Students	354	86%	84%	56%	395	87%	84%	49%
Students with Disabilities	72	50%	38%	6%	93	33%	28%	4%
English Proficient	426	80%	76%	47%	487	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	126	78%	72%	37%	121	71%	67%	35%
Not Disadvantaged	300	81%	78%	51%	367	79%	75%	42%
Migrant								
Not Migrant	426	80%	76%	47%				

NOTES

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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.

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

This District

Percentage scoring at level(s):

2-4

3-4

4

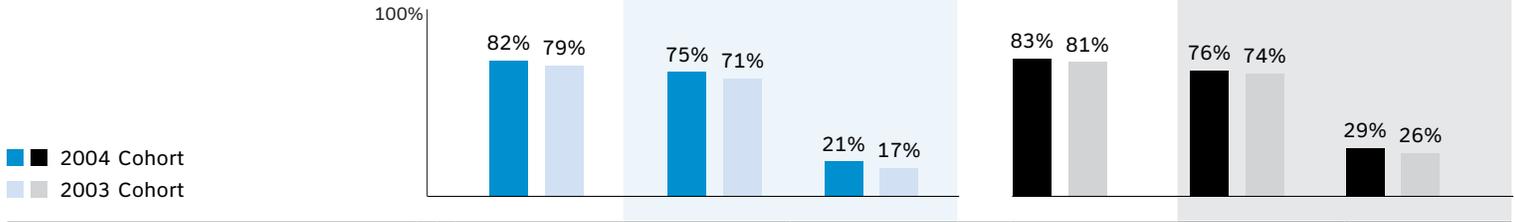
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	426	82%	75%	21%	488	79%	71%	17%
Female	211	86%	80%	23%	249	82%	72%	16%
Male	215	79%	70%	20%	239	77%	70%	17%
American Indian or Alaska Native								
Black or African American	26	69%	58%	15%	22	73%	64%	0%
Hispanic or Latino	20	60%	55%	5%	14	57%	57%	7%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	7	43%	43%	14%
White	373	84%	77%	22%	445	81%	72%	18%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	86%	43%				
General-Education Students	354	89%	83%	25%	395	89%	83%	21%
Students with Disabilities	72	51%	36%	0%	93	40%	22%	0%
English Proficient	426	82%	75%	21%	487	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	126	80%	72%	14%	121	79%	68%	12%
Not Disadvantaged	300	83%	76%	24%	367	79%	72%	18%
Migrant								
Not Migrant	426	82%	75%	21%				

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.