



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NORTH SYRACUSE CENTRAL  
SCHOOL DISTRICT**

District ID **42-03-03-06-0000**

Superintendent **JEROME MELVIN**

Telephone **(315) 218-2151**

Grades **K-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](mailto: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	304	0	0
Kindergarten	647	682	578
Grade 1	705	750	745
Grade 2	650	725	743
Grade 3	680	665	729
Grade 4	725	718	677
Grade 5	725	772	728
Grade 6	768	788	762
Ungraded Elementary	176	32	24
Grade 7	754	815	794
Grade 8	824	798	809
Grade 9	829	866	805
Grade 10	897	865	818
Grade 11	719	824	773
Grade 12	683	709	802
Ungraded Secondary	185	32	46
<b>Total K-12</b>	9967	10041	9833

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	22	22	21
<b>Grade 8</b>			
English	25	25	23
Mathematics	24	24	22
Science	26	24	22
Social Studies	24	24	24
<b>Grade 10</b>			
English	28	28	26
Mathematics	25	23	20
Science	25	24	24
Social Studies	28	27	25

### Enrollment Information

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

### Average Class Size Information

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

District **NORTH SYRACUSE CENTRAL SCHOOL DISTRICT**District ID **42-03-03-06-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1544	15%	1530	15%	1479	15%
Reduced-Price Lunch	827	8%	777	8%	721	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	24	0%	28	0%	36	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	111	1%	116	1%	121	1%
Black or African American	384	4%	449	4%	448	5%
Hispanic or Latino	112	1%	129	1%	150	2%
Asian or Native Hawaiian/Other Pacific Islander	161	2%	156	2%	159	2%
White	9199	92%	9191	92%	8955	91%
Multiracial**	N/A	N/A	0	0%	0	0%

\* Available only at the school level.

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

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		95%	
Student Suspensions	544	5%	678	7%	621	6%

## 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
<b>Total Number of Teachers</b>	714	679	745
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	8%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	15%	17%
<b>Total Number of Core Classes</b>	2478	1716	1923
Percent Not Taught by Highly Qualified Teachers	1%	0%	1%
<b>Total Number of Classes</b>	2348	2459	2510
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	32%	14%	22%
Turnover Rate of All Teachers	15%	12%	13%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	78	91	80
Total Paraprofessionals*	314	307	310
Assistant Principals	6	6	9
Principals	14	14	10

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

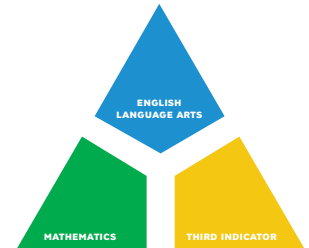
## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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

## Summary

### Overall Accountability Status (2008–09)

#### 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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		–	–	
Hispanic or Latino	✓	✓		–	–	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✓	✓	
Limited English Proficient	–	–		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

##### Federal

- 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (4517:4459)	✓	✓	100%	✓	171	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (45:45)	✓	✓	100%	✓	164	119	
Black or African American (225:217)	✓	✓	99%	✓	148	125	
Hispanic or Latino (69:64)	✓	✓	100%	✓	152	121	
Asian or Native Hawaiian/Other Pacific Islander (71:71)	✓	✓	100%	✓	172	122	
White (4107:4062)	✓	✓	100%	✓	173	131	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (567:551)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	116	128	112 124
Limited English Proficient <sup>5</sup> (12:11)	—	—	—	—	—	—	—
Economically Disadvantaged (1188:1152)	✓	✓	100%	✓	151	130	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

### Accountability Status 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08      2008–09
<b>All Students</b> (4522:4409)	✓	✓	99%	✓	185	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (47:45)	✓	✓	100%	✓	191	88	
Black or African American (226:215)	✓	✓	99%	✓	167	94	
Hispanic or Latino (66:61)	✓	✓	100%	✓	175	90	
Asian or Native Hawaiian/Other Pacific Islander (72:71)	✓	✓	100%	✓	194	91	
White (4111:4017)	✓	✓	99%	✓	186	100	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (574:544)	✓	✓	98%	✓	143	97	
Limited English Proficient <sup>5</sup> (12:11)	—	—	—	—	—	—	—
Economically Disadvantaged (1189:1125)	✓	✓	99%	✓	171	99	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target





Did Not Make AYP



Insufficient Number of Students to Determine AYP Status













## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (1503:1458)		Qualified		99%		193	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (18:18)		–	–	–	–	–	–	–
Black or African American (69:64)		Qualified		97%		180	100	
Hispanic or Latino (17:17)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (26:25)		–	–	–	–	–	–	–
White (1373:1334)		Qualified		99%		193	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (189:175)		Qualified		97%		172	100	
Limited English Proficient <sup>4</sup> (4:4)		–	–	–	–	–	–	–
Economically Disadvantaged (370:339)		Qualified		98%		186	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES




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

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

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

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

#### AYP Status

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

## Secondary-Level English Language Arts

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



Good Standing

### Accountability Measures

4 of 4

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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (718:736)	✓	✓	100%	✓	190	161	
<b>Ethnicity</b>							
American Indian or Alaska Native (11:13)	–	–	–	–	–	–	–
Black or African American (22:24)	–	–	–	–	–	–	–
Hispanic or Latino (3:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11:9)	–	–	–	–	–	–	–
White (671:688)	✓	✓	100%	✓	191	161	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (40:59)	✓	✓	100%	✓	154	152	
Limited English Proficient <sup>4</sup> (2:0)	–	–	–	–	–	–	–
Economically Disadvantaged (96:114)	✓	✓	100%	✓	178	155	
<b>Final AYP Determination</b>	✓ 4 of 4						

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Secondary-Level Mathematics

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



Good Standing

### Accountability Measures

4 of 4

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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (718:736)	✓	✓	100%	✓	191	155	
<b>Ethnicity</b>							
American Indian or Alaska Native (11:13)	–	–	–	–	–	–	–
Black or African American (22:24)	–	–	–	–	–	–	–
Hispanic or Latino (3:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11:9)	–	–	–	–	–	–	–
White (671:688)	✓	✓	100%	✓	192	155	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (40:59)	✓	✓	100%	✓	154	146	
Limited English Proficient <sup>4</sup> (2:0)	–	–	–	–	–	–	–
Economically Disadvantaged (96:114)	✓	✓	100%	✓	182	149	
<b>Final AYP Determination</b>	✓ 4 of 4						

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP




Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status







## Graduation Rate

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

**Accountability Measures** 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) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (796)			76%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (3)		–	–	–	
Black or African American (12)		–	–	–	
Hispanic or Latino (8)		–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (19)		–	–	–	
White (754)			77%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (57)			37%	55%	55% 38%
Limited English Proficient <sup>3</sup> (2)		–	–	–	
Economically Disadvantaged (158)			62%	55%	
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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

# 3 School Accountability Status

District **NORTH SYRACUSE CENTRAL SCHOOL DISTRICT**

District ID **42-03-03-06-0000**

## 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

3 schools identified 30% of total

KARL W SAILE BEAR ROAD ELEMENTARY SCHOOL  
ROXBORO ROAD ELEMENTARY SCHOOL  
ROXBORO ROAD MIDDLE SCHOOL

#### Improvement (Year 1)

2 schools identified 20% of total

NORTH SYRACUSE JUNIOR HIGH SCHOOL  
SMITH ROAD ELEMENTARY SCHOOL

### New York State Status

#### Good Standing

5 schools identified 50% of total







ALLEN ROAD ELEMENTARY SCHOOL  
CICERO ELEMENTARY SCHOOL  
CICERO-NORTH SYRACUSE HIGH SCHOOL  
GILLETTE ROAD MIDDLE SCHOOL  
LAKESHORE ROAD ELEMENTARY SCHOOL








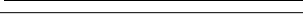
District **NORTH SYRACUSE CENTRAL SCHOOL DISTRICT**District ID **42-03-03-06-0000**

## 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	73%			726
Grade 4	74%			672
Grade 5	81%			722
Grade 6	73%			754
Grade 7	78%			791
Grade 8	62%			811

### Mathematics

Grade 3	92%		703
Grade 4	87%		674
Grade 5	86%		721
Grade 6	90%		759
Grade 7	88%		789
Grade 8	79%		811

### Science

Grade 4	95%		675
Grade 8	90%		691

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	82%			857
Mathematics	84%			857

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

### Level 4: Meeting Learning Standards with Distinction.

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

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

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

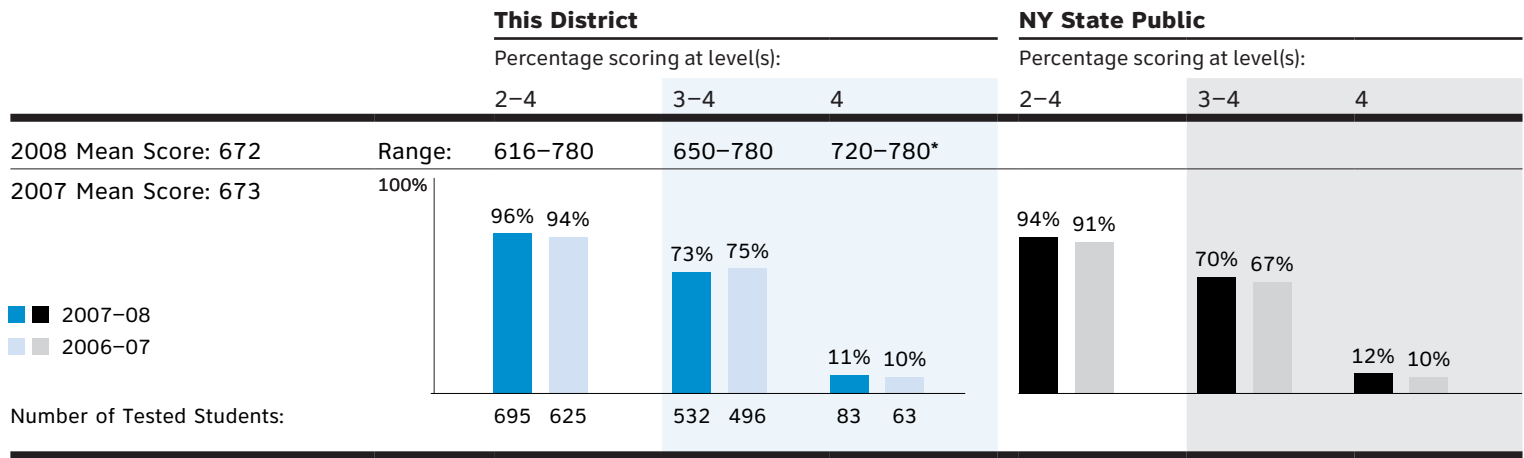
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### Average Need Districts

This is a school district with average 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
<b>All Students</b>	<b>726</b>	<b>96%</b>	<b>73%</b>	<b>11%</b>	<b>662</b>	<b>94%</b>	<b>75%</b>	<b>10%</b>
Female	352	95%	76%	12%	321	96%	79%	12%
Male	374	96%	71%	11%	341	93%	72%	7%
American Indian or Alaska Native	3	—	—	—	8	88%	63%	13%
Black or African American	40	88%	53%	8%	26	88%	73%	0%
Hispanic or Latino	20	100%	65%	10%	6	67%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	10	100%	70%	10%
White	652	96%	75%	12%	612	95%	76%	10%
Multiracial								
Small Group Totals	14	93%	64%	7%				
General-Education Students	630	99%	79%	13%	572	98%	81%	11%
Students with Disabilities	96	74%	33%	1%	90	73%	37%	1%
English Proficient	722	—	—	—	660	—	—	—
Limited English Proficient	4	—	—	—	2	—	—	—
Economically Disadvantaged	205	92%	59%	3%	165	89%	59%	8%
Not Disadvantaged	521	97%	79%	15%	497	96%	80%	10%
Migrant								
Not Migrant	726	96%	73%	11%	662	94%	75%	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.

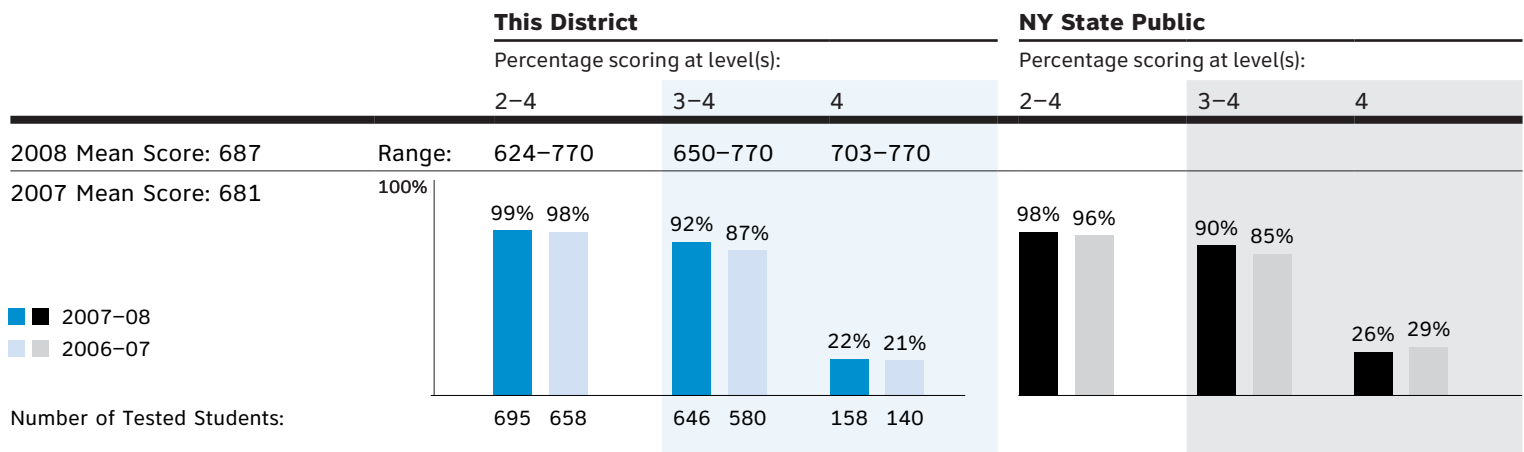
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	5	5	4	4	2	—	—	—
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
<b>All Students</b>	<b>703</b>	<b>99%</b>	<b>92%</b>	<b>22%</b>	<b>669</b>	<b>98%</b>	<b>87%</b>	<b>21%</b>
Female	339	99%	92%	24%	326	99%	86%	21%
Male	364	99%	92%	21%	343	97%	87%	21%
American Indian or Alaska Native	5	100%	80%	20%	8	100%	88%	13%
Black or African American	40	98%	90%	10%	29	93%	79%	7%
Hispanic or Latino	19	100%	95%	26%	6	100%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	82%	36%	9	100%	89%	22%
White	628	99%	92%	23%	617	99%	87%	22%
Multiracial								
Small Group Totals								
General-Education Students	612	100%	95%	25%	576	99%	91%	23%
Students with Disabilities	91	92%	70%	7%	93	91%	62%	6%
English Proficient	699	-	-	-	667	-	-	-
Limited English Proficient	4	-	-	-	2	-	-	-
Economically Disadvantaged	195	98%	86%	15%	167	97%	81%	14%
Not Disadvantaged	508	99%	94%	25%	502	99%	89%	23%
Migrant								
Not Migrant	703	99%	92%	22%	669	98%	87%	21%

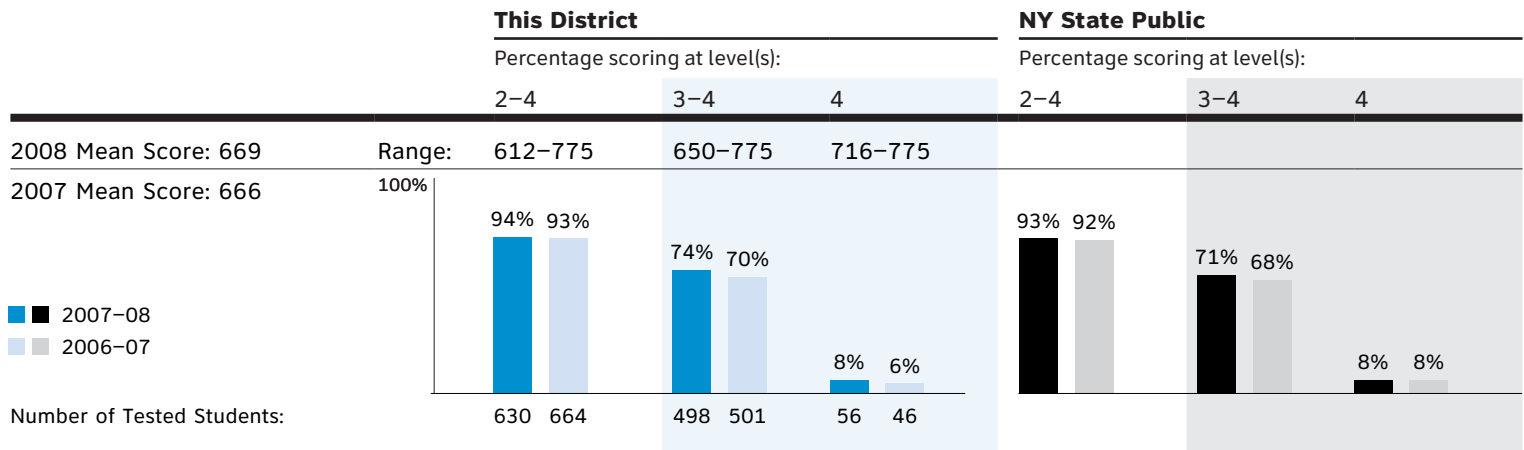
### NOTES

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

	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	5	4	4	1	2	-	-	-

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>672</b>	<b>94%</b>	<b>74%</b>	<b>8%</b>	<b>713</b>	<b>93%</b>	<b>70%</b>	<b>6%</b>
Female	332	97%	80%	11%	334	96%	72%	9%
Male	340	91%	68%	5%	379	91%	68%	4%
American Indian or Alaska Native	10	100%	70%	20%	13	92%	54%	0%
Black or African American	30	80%	53%	0%	35	83%	46%	3%
Hispanic or Latino	8	75%	50%	0%	10	90%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	90%	20%	12	92%	75%	8%
White	614	95%	75%	8%	643	94%	72%	7%
Multiracial								
Small Group Totals								
General-Education Students	580	98%	82%	9%	606	98%	78%	7%
Students with Disabilities	92	70%	27%	1%	107	65%	27%	1%
English Proficient	669	-	-	-	712	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	150	81%	53%	4%	214	86%	55%	3%
Not Disadvantaged	522	97%	80%	10%	499	96%	77%	8%
Migrant								
Not Migrant	672	94%	74%	8%	713	93%	70%	6%

#### NOTES

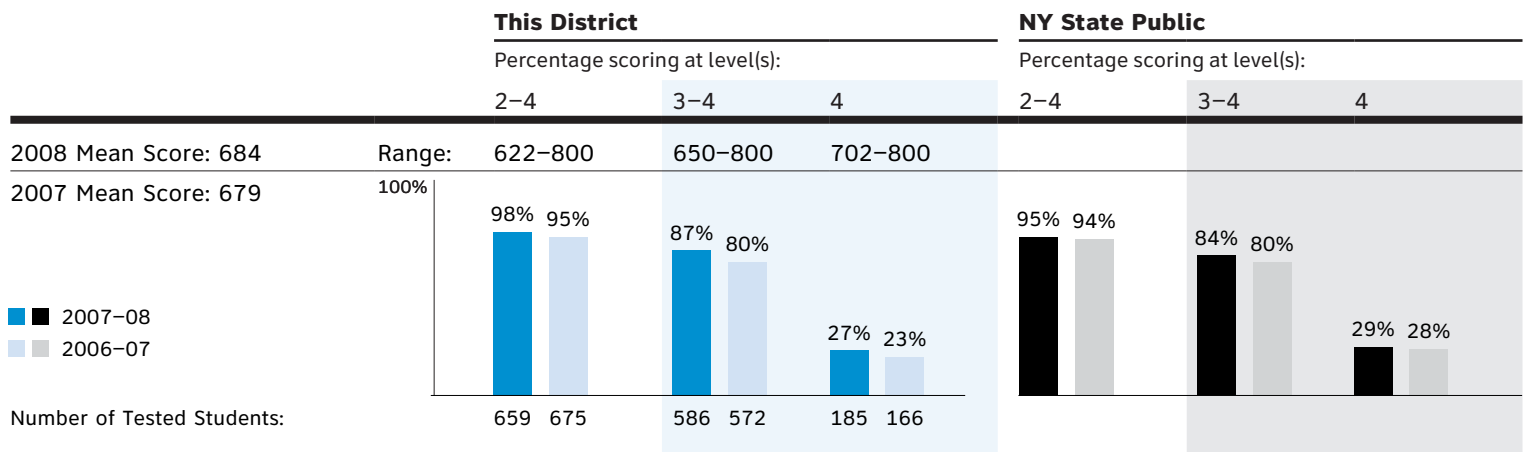
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### Other Assessments

	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 4 Equivalent	3	-	-	-	3	-	-	-
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
<b>All Students</b>	<b>674</b>	<b>98%</b>	<b>87%</b>	<b>27%</b>	<b>712</b>	<b>95%</b>	<b>80%</b>	<b>23%</b>
Female	331	98%	87%	26%	333	95%	80%	21%
Male	343	98%	87%	29%	379	95%	81%	25%
American Indian or Alaska Native	10	100%	90%	40%	12	92%	58%	25%
Black or African American	30	93%	77%	13%	35	86%	57%	3%
Hispanic or Latino	8	75%	63%	0%	10	100%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	36%	12	92%	92%	25%
White	615	98%	87%	28%	643	95%	82%	25%
Multiracial								
Small Group Totals								
General-Education Students	581	99%	91%	31%	607	99%	86%	27%
Students with Disabilities	93	87%	65%	4%	105	73%	46%	5%
English Proficient	671	-	-	-	711	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	154	95%	79%	14%	213	90%	64%	13%
Not Disadvantaged	520	98%	89%	31%	499	97%	87%	28%
Migrant								
Not Migrant	674	98%	87%	27%	712	95%	80%	23%

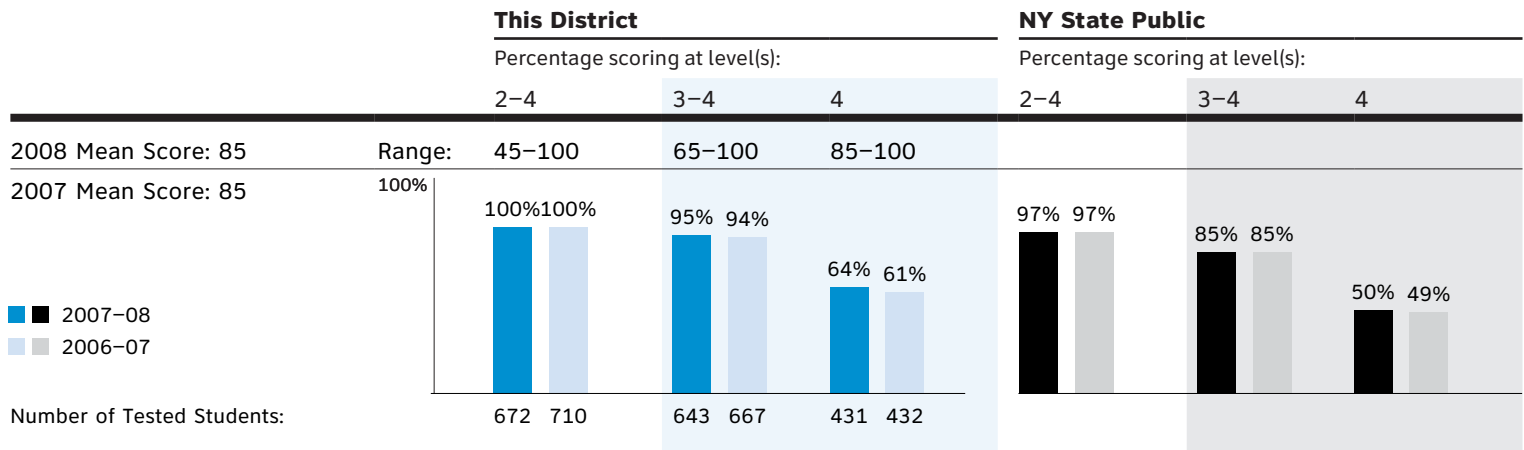
#### NOTES

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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	3	-	-	-	3	-	-	-

## This District's Results in Grade 4 Science



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>675</b>	<b>100%</b>	<b>95%</b>	<b>64%</b>	<b>713</b>	<b>100%</b>	<b>94%</b>	<b>61%</b>
Female	330	100%	96%	64%	331	99%	93%	61%
Male	345	99%	95%	64%	382	100%	94%	60%
American Indian or Alaska Native	10	100%	100%	60%	13	100%	85%	38%
Black or African American	30	93%	83%	43%	35	100%	83%	40%
Hispanic or Latino	8	100%	75%	13%	10	100%	80%	40%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	64%	12	100%	92%	67%
White	616	100%	96%	66%	643	100%	95%	62%
Multiracial								
Small Group Totals								
General-Education Students	581	100%	97%	69%	607	100%	96%	65%
Students with Disabilities	94	98%	83%	30%	106	97%	78%	35%
English Proficient	672	-	-	-	712	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	154	99%	90%	49%	214	99%	86%	39%
Not Disadvantaged	521	100%	97%	68%	499	100%	97%	70%
Migrant								
Not Migrant	675	100%	95%	64%	713	100%	94%	61%

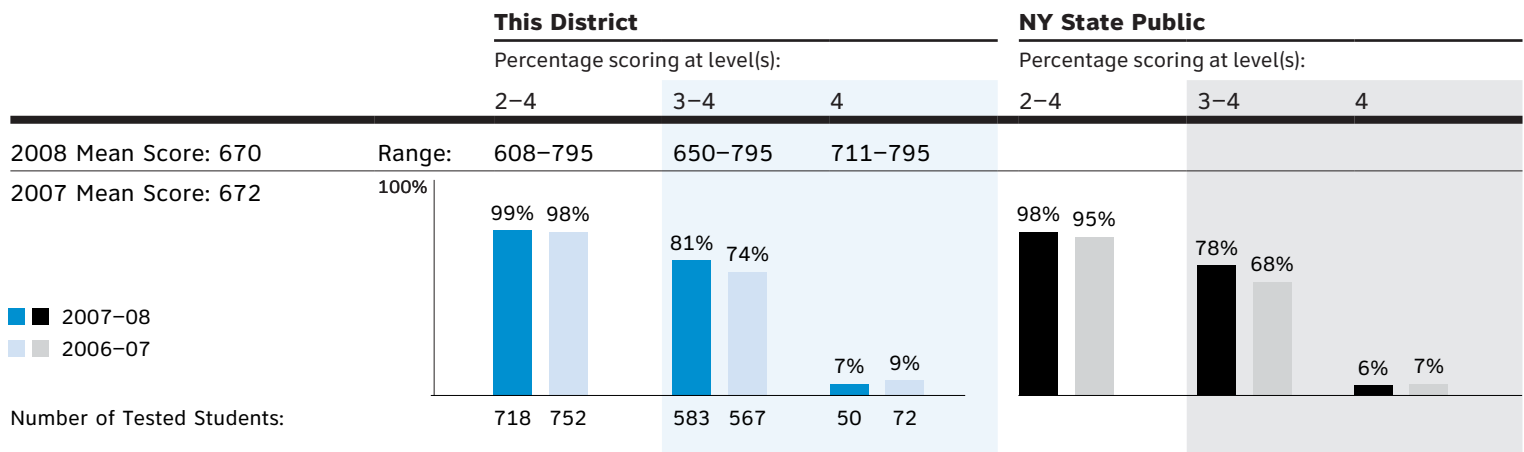
### NOTES

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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	3	-	-	-	3	-	-	-

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>722</b>	<b>99%</b>	<b>81%</b>	<b>7%</b>	<b>771</b>	<b>98%</b>	<b>74%</b>	<b>9%</b>
Female	336	99%	82%	7%	372	97%	74%	12%
Male	386	100%	79%	6%	399	98%	73%	7%
American Indian or Alaska Native	12	100%	67%	0%	9	100%	67%	0%
Black or African American	39	97%	56%	0%	38	95%	63%	8%
Hispanic or Latino	13	100%	69%	0%	7	100%	71%	14%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	77%	15%	12	100%	83%	8%
White	645	100%	83%	7%	705	98%	74%	10%
Multiracial								
Small Group Totals								
General-Education Students	622	100%	88%	8%	688	100%	79%	10%
Students with Disabilities	100	96%	35%	0%	83	81%	28%	0%
English Proficient	720	-	-	-	770	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	201	99%	64%	2%	227	94%	58%	4%
Not Disadvantaged	521	100%	87%	9%	544	99%	80%	12%
Migrant								
Not Migrant	722	99%	81%	7%	771	98%	74%	9%

#### NOTES

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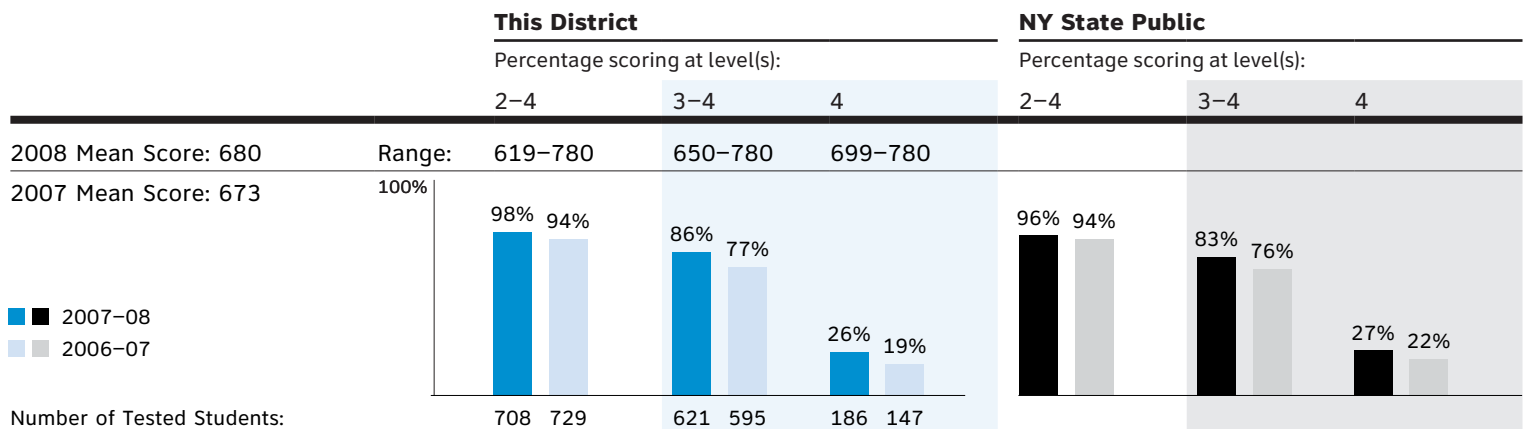
### Other Assessments

	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	3	-	-	-	3	-	-	-
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
<b>All Students</b>	<b>721</b>	<b>98%</b>	<b>86%</b>	<b>26%</b>	<b>773</b>	<b>94%</b>	<b>77%</b>	<b>19%</b>
Female	335	99%	84%	24%	375	95%	75%	18%
Male	386	98%	88%	27%	398	94%	79%	20%
American Indian or Alaska Native	12	100%	75%	8%	9	100%	78%	0%
Black or African American	40	95%	65%	8%	39	87%	67%	15%
Hispanic or Latino	12	100%	75%	0%	7	100%	43%	14%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	31%	11	100%	91%	36%
White	644	98%	88%	28%	707	94%	78%	19%
Multiracial								
Small Group Totals								
General-Education Students	619	100%	92%	29%	687	97%	82%	21%
Students with Disabilities	102	88%	53%	7%	86	70%	37%	2%
English Proficient	719	-	-	-	772	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	200	95%	67%	10%	229	87%	59%	9%
Not Disadvantaged	521	100%	93%	32%	544	97%	85%	23%
Migrant								
Not Migrant	721	98%	86%	26%	773	94%	77%	19%

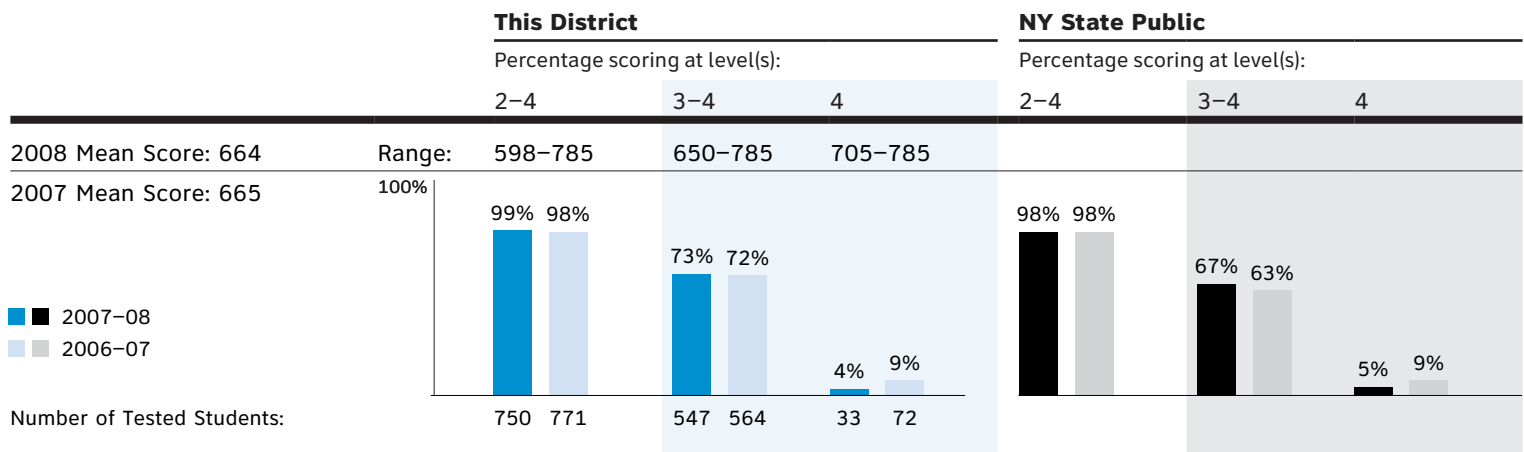
### NOTES

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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	3	-	-	-	3	-	-	-

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



Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>754</b>	<b>99%</b>	<b>73%</b>	<b>4%</b>	<b>787</b>	<b>98%</b>	<b>72%</b>	<b>9%</b>
Female	366	100%	76%	5%	366	99%	78%	12%
Male	388	99%	69%	4%	421	97%	66%	6%
American Indian or Alaska Native	7	100%	29%	0%	6	100%	50%	0%
Black or African American	35	97%	57%	0%	34	97%	50%	9%
Hispanic or Latino	7	100%	43%	14%	8	100%	63%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	0%	12	100%	92%	8%
White	695	100%	74%	5%	727	98%	73%	9%
Multiracial								
Small Group Totals								
General-Education Students	677	100%	79%	5%	687	100%	80%	10%
Students with Disabilities	77	95%	19%	0%	100	87%	12%	0%
English Proficient	753	-	-	-	786	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	193	99%	54%	3%	236	98%	52%	4%
Not Disadvantaged	561	100%	79%	5%	551	98%	80%	11%
Migrant								
Not Migrant	754	99%	73%	4%	787	98%	72%	9%

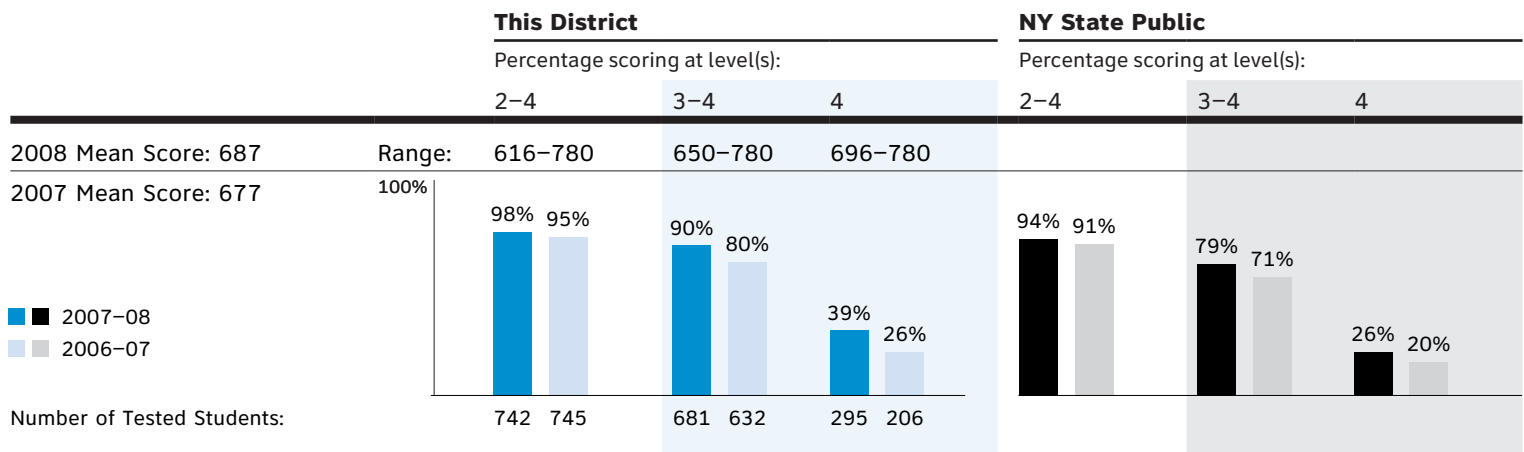
### NOTES

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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	-	-	-	7	7	4	4
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
<b>All Students</b>	<b>759</b>	<b>98%</b>	<b>90%</b>	<b>39%</b>	<b>788</b>	<b>95%</b>	<b>80%</b>	<b>26%</b>
Female	366	98%	93%	39%	366	97%	80%	25%
Male	393	97%	87%	39%	422	92%	81%	27%
American Indian or Alaska Native	7	100%	100%	14%	6	83%	67%	17%
Black or African American	36	92%	69%	22%	34	88%	50%	15%
Hispanic or Latino	7	100%	100%	43%	8	88%	75%	13%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	30%	12	100%	100%	25%
White	699	98%	90%	40%	728	95%	81%	27%
Multiracial								
Small Group Totals								
General-Education Students	680	100%	95%	43%	687	98%	87%	29%
Students with Disabilities	79	81%	48%	4%	101	71%	37%	5%
English Proficient	758	-	-	-	787	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	197	95%	79%	22%	236	86%	65%	16%
Not Disadvantaged	562	99%	94%	45%	552	98%	87%	30%
Migrant								
Not Migrant	759	98%	90%	39%	788	95%	80%	26%

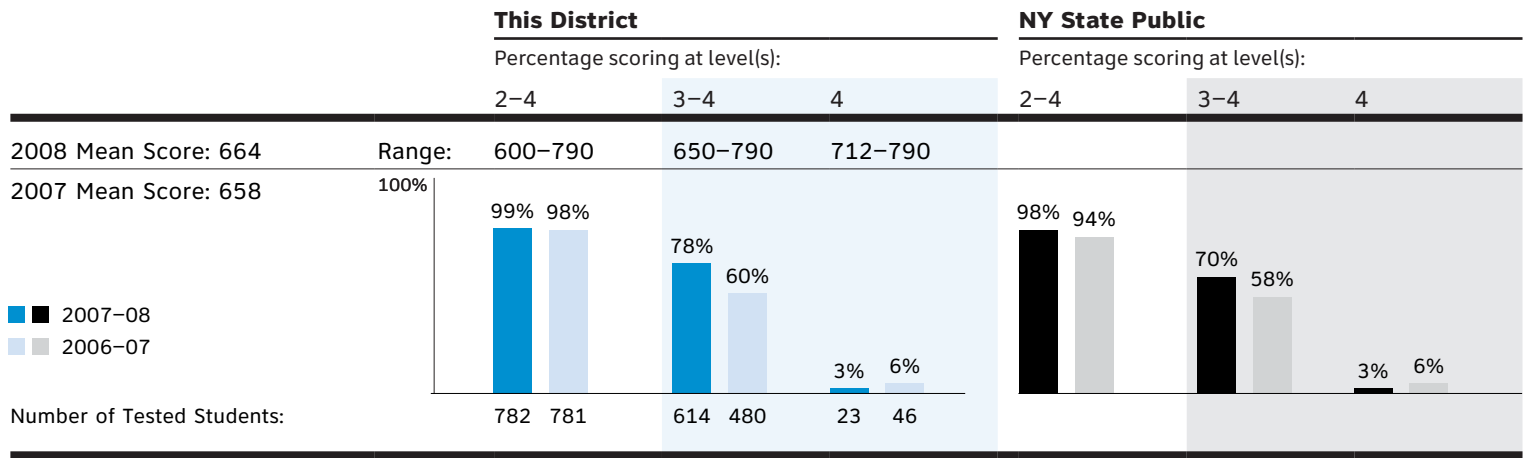
### NOTES

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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	-	-	-	7	7	4	3

## 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
<b>All Students</b>	<b>791</b>	<b>99%</b>	<b>78%</b>	<b>3%</b>	<b>801</b>	<b>98%</b>	<b>60%</b>	<b>6%</b>
Female	379	99%	84%	4%	405	98%	67%	7%
Male	412	99%	71%	2%	396	97%	53%	4%
American Indian or Alaska Native	5	100%	80%	0%	8	100%	50%	0%
Black or African American	39	100%	62%	0%	41	98%	32%	2%
Hispanic or Latino	12	100%	33%	0%	10	100%	50%	10%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	8%	13	100%	69%	15%
White	723	99%	79%	3%	729	97%	62%	6%
Multiracial								
Small Group Totals								
General-Education Students	703	100%	83%	3%	717	99%	65%	6%
Students with Disabilities	88	90%	33%	0%	84	83%	20%	0%
English Proficient	790	-	-	-	800	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	212	98%	59%	1%	233	97%	41%	3%
Not Disadvantaged	579	99%	84%	3%	568	98%	68%	7%
Migrant								
Not Migrant	791	99%	78%	3%	801	98%	60%	6%

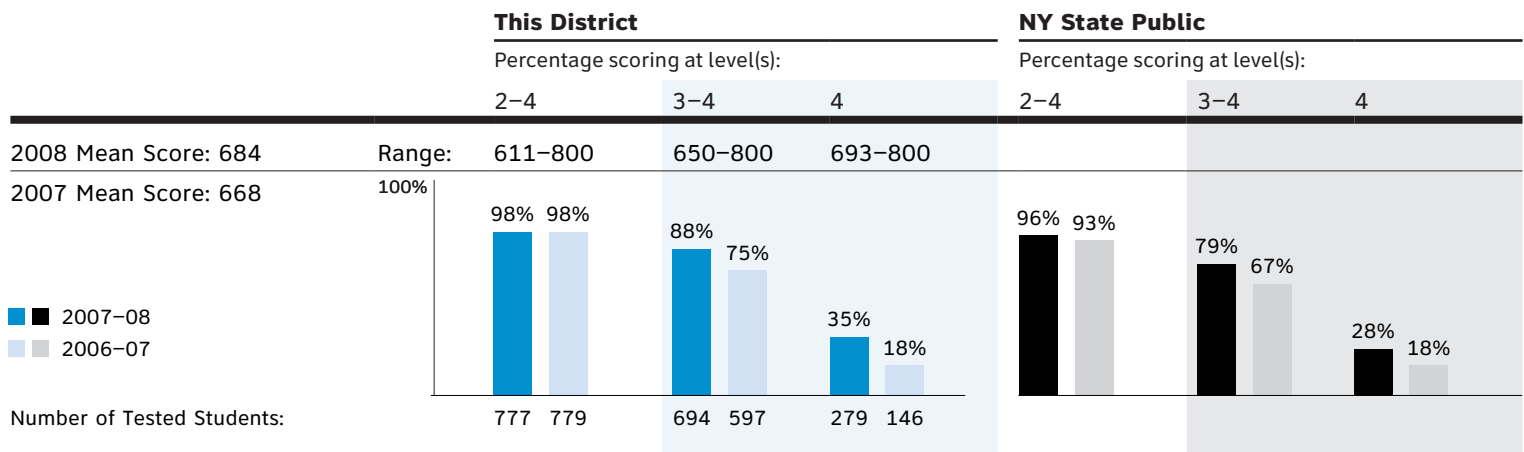
### NOTES

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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 7 Equivalent	7	7	7	7	5	5	2	2
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
<b>All Students</b>	<b>789</b>	<b>98%</b>	<b>88%</b>	<b>35%</b>	<b>797</b>	<b>98%</b>	<b>75%</b>	<b>18%</b>
Female	378	99%	89%	33%	399	98%	75%	20%
Male	411	98%	87%	37%	398	98%	75%	17%
American Indian or Alaska Native	5	100%	100%	20%	8	100%	88%	0%
Black or African American	39	100%	72%	18%	40	98%	53%	8%
Hispanic or Latino	11	100%	73%	36%	9	100%	67%	22%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	50%	13	100%	77%	15%
White	722	98%	89%	36%	727	98%	76%	19%
Multiracial								
Small Group Totals								
General-Education Students	701	100%	92%	39%	712	99%	79%	20%
Students with Disabilities	88	89%	55%	7%	85	87%	36%	4%
English Proficient	788	-	-	-	796	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	208	96%	74%	17%	233	96%	61%	8%
Not Disadvantaged	581	99%	93%	42%	564	99%	80%	23%
Migrant								
Not Migrant	789	98%	88%	35%	797	98%	75%	18%

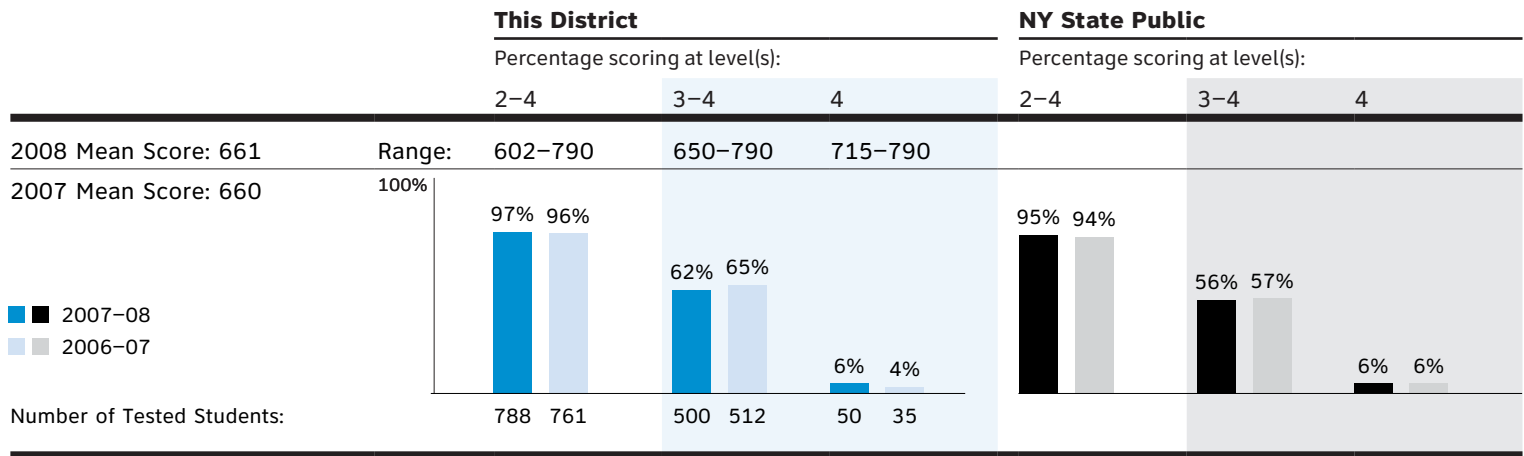
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### Other Assessments

	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	7	6	5	5	5	5	2	2

## This District's Results in Grade 8 English Language Arts



Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>811</b>	<b>97%</b>	<b>62%</b>	<b>6%</b>	<b>789</b>	<b>96%</b>	<b>65%</b>	<b>4%</b>
Female	404	99%	72%	9%	404	98%	74%	7%
Male	407	96%	51%	4%	385	95%	55%	2%
American Indian or Alaska Native	8	100%	75%	0%	18	100%	61%	0%
Black or African American	39	95%	38%	0%	34	91%	50%	3%
Hispanic or Latino	9	100%	44%	0%	17	100%	65%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	60%	7%	14	100%	71%	7%
White	740	97%	63%	7%	706	96%	66%	5%
Multiracial								
Small Group Totals								
General-Education Students	728	100%	67%	7%	723	99%	70%	5%
Students with Disabilities	83	76%	18%	0%	66	67%	11%	0%
English Proficient	810	-	-	-	785	-	-	-
Limited English Proficient	1	-	-	-	4	-	-	-
Economically Disadvantaged	213	96%	39%	3%	213	94%	42%	2%
Not Disadvantaged	598	98%	70%	7%	576	97%	73%	5%
Migrant								
Not Migrant	811	97%	62%	6%	789	96%	65%	4%

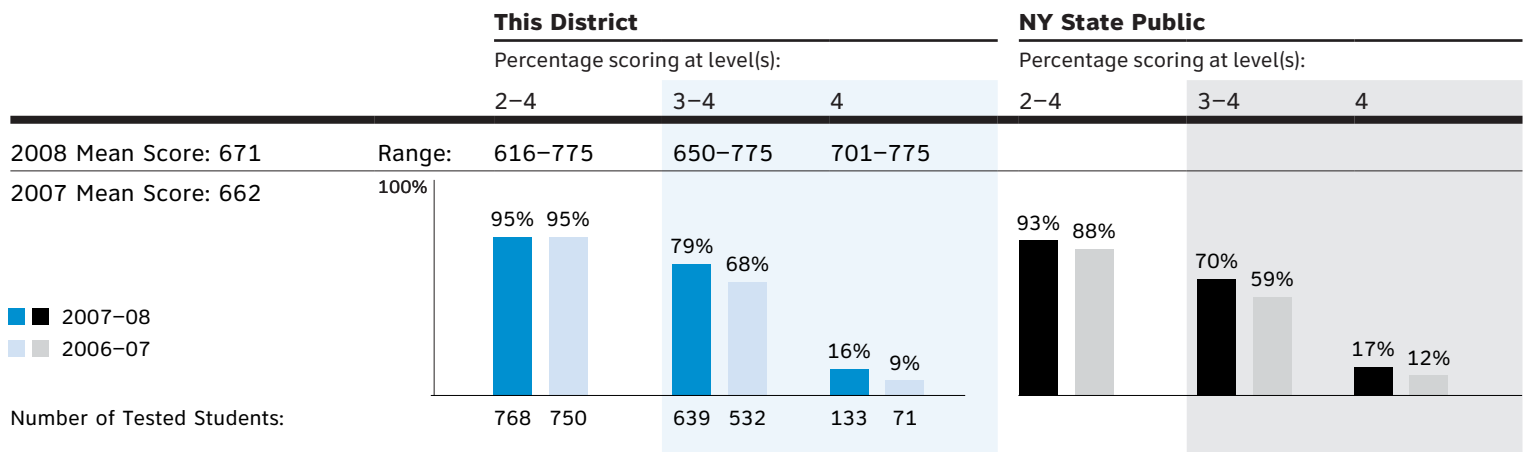
### NOTES

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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 8 Equivalent	8	8	8	6	5	5	0	0
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
<b>All Students</b>	<b>811</b>	<b>95%</b>	<b>79%</b>	<b>16%</b>	<b>786</b>	<b>95%</b>	<b>68%</b>	<b>9%</b>
Female	403	96%	82%	19%	400	97%	71%	11%
Male	408	93%	75%	14%	386	94%	65%	8%
American Indian or Alaska Native	8	100%	100%	0%	16	94%	50%	0%
Black or African American	38	92%	58%	5%	34	94%	50%	3%
Hispanic or Latino	9	78%	67%	33%	17	94%	65%	12%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	13%	13	100%	100%	0%
White	741	95%	79%	17%	706	95%	68%	10%
Multiracial								
Small Group Totals								
General-Education Students	728	97%	84%	18%	720	97%	72%	10%
Students with Disabilities	83	72%	30%	0%	66	76%	20%	2%
English Proficient	810	-	-	-	782	-	-	-
Limited English Proficient	1	-	-	-	4	-	-	-
Economically Disadvantaged	210	89%	67%	9%	209	90%	50%	3%
Not Disadvantaged	601	97%	83%	19%	577	97%	74%	11%
Migrant								
Not Migrant	811	95%	79%	16%	786	95%	68%	9%

#### NOTES

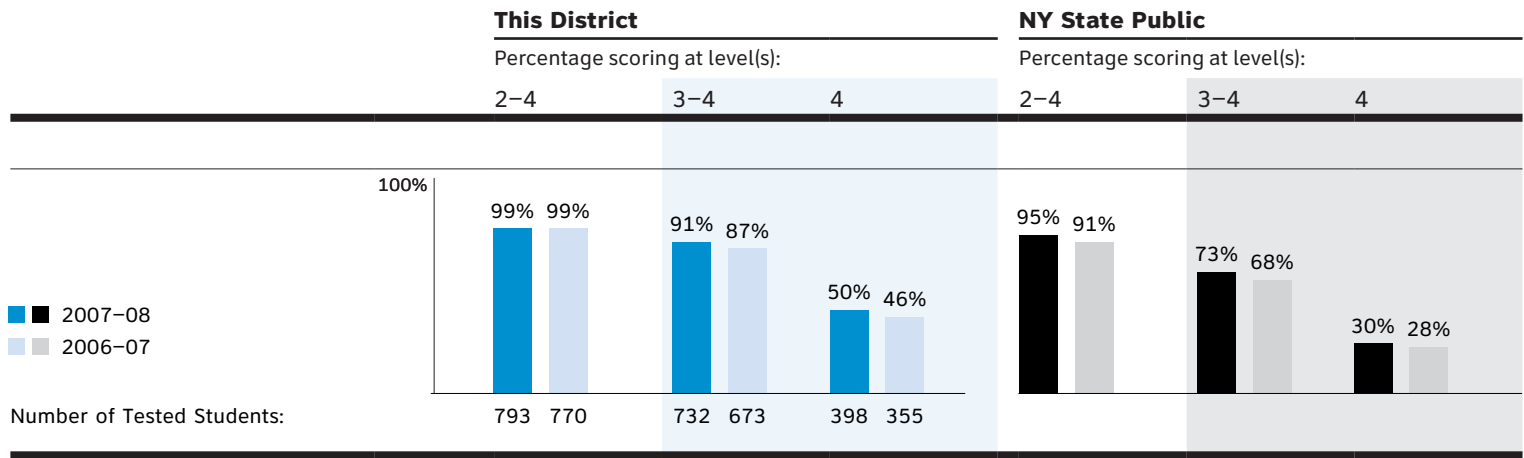
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### Other Assessments

	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	8	6	5	4	5	5	1	0



## This District's Results in Grade 8 Science



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>691</b>	<b>99%</b>	<b>90%</b>	<b>42%</b>	<b>693</b>	<b>99%</b>	<b>85%</b>	<b>40%</b>
Female	338	99%	89%	37%	353	99%	84%	39%
Male	353	98%	91%	47%	340	99%	87%	40%
American Indian or Alaska Native	8	100%	100%	38%	16	100%	81%	44%
Black or African American	34	94%	82%	15%	33	97%	67%	21%
Hispanic or Latino	9	89%	78%	56%	15	100%	73%	13%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	33%	10	100%	100%	50%
White	628	99%	90%	43%	619	99%	86%	41%
Multiracial								
Small Group Totals								
General-Education Students	612	100%	93%	45%	630	100%	88%	43%
Students with Disabilities	79	91%	65%	16%	63	95%	57%	10%
English Proficient	690	—	—	—	689	—	—	—
Limited English Proficient	1	—	—	—	4	—	—	—
Economically Disadvantaged	194	97%	82%	29%	202	98%	73%	27%
Not Disadvantaged	497	99%	93%	47%	491	100%	90%	45%
Migrant								
Not Migrant	691	99%	90%	42%	693	99%	85%	40%

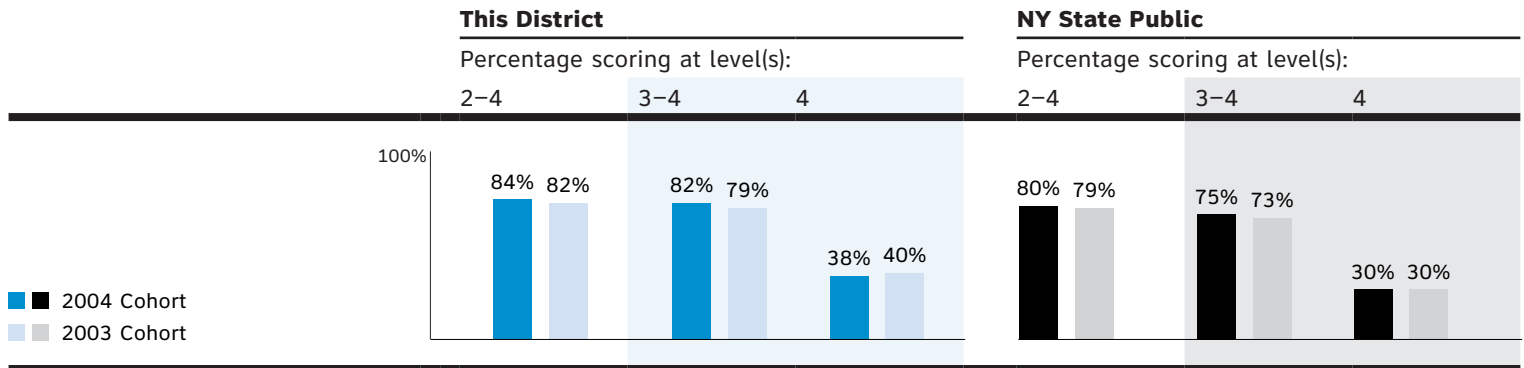
#### NOTES

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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	8	8	7	6	5	5	0	0
Regents Science	112	112	112	109	82	82	82	80

## 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
<b>All Students</b>	<b>857</b>	<b>84%</b>	<b>82%</b>	<b>38%</b>	<b>800</b>	<b>82%</b>	<b>79%</b>	<b>40%</b>
Female	426	85%	84%	41%	371	85%	83%	49%
Male	431	83%	81%	35%	429	79%	76%	33%
American Indian or Alaska Native	14	86%	79%	29%	4	—	—	—
Black or African American	28	75%	75%	14%	13	85%	85%	15%
Hispanic or Latino	5	40%	40%	0%	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	50%	21	71%	67%	33%
White	800	85%	83%	40%	754	83%	80%	41%
Multiracial								
Small Group Totals					12	58%	50%	25%
General-Education Students	782	87%	85%	42%	740	85%	82%	44%
Students with Disabilities	75	60%	55%	5%	60	43%	37%	2%
English Proficient	857	84%	82%	38%	798	—	—	—
Limited English Proficient					2	—	—	—
Economically Disadvantaged	151	72%	68%	22%	162	70%	63%	24%
Not Disadvantaged	706	87%	86%	42%	638	85%	83%	45%
Migrant								
Not Migrant	857	84%	82%	38%				

### 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

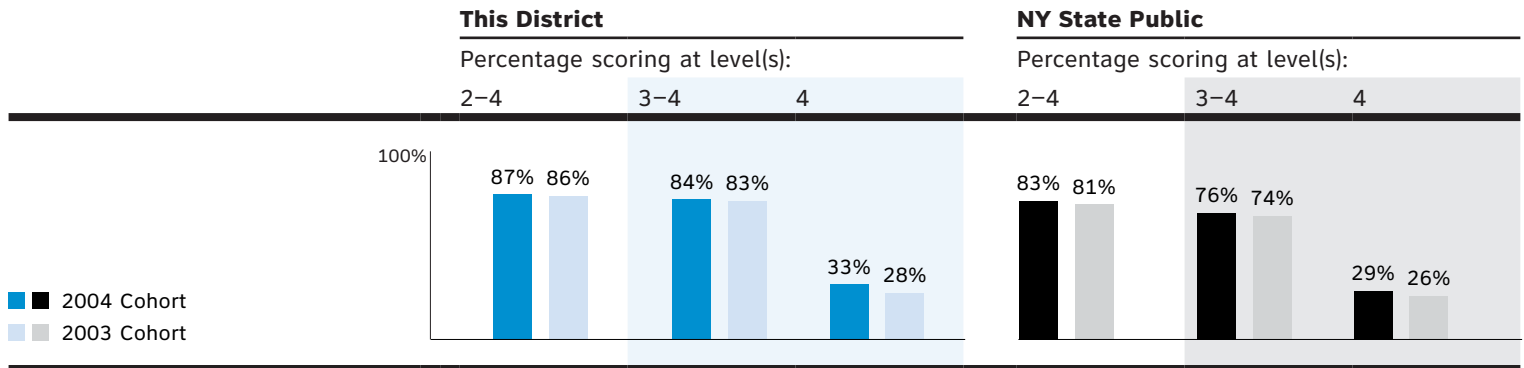
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

\* 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

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	857	87%	84%	33%	800	86%	83%	28%
Female	426	88%	84%	30%	371	89%	87%	27%
Male	431	87%	85%	35%	429	83%	81%	29%
American Indian or Alaska Native	14	79%	79%	21%	4	–	–	–
Black or African American	28	75%	68%	7%	13	85%	85%	8%
Hispanic or Latino	5	60%	60%	0%	8	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	40%	21	76%	71%	29%
White	800	88%	85%	34%	754	86%	84%	28%
Multiracial								
Small Group Totals					12	58%	50%	33%
General-Education Students	782	90%	87%	35%	740	88%	87%	30%
Students with Disabilities	75	60%	53%	12%	60	50%	43%	5%
English Proficient	857	87%	84%	33%	798	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	151	75%	71%	19%	162	74%	69%	17%
Not Disadvantaged	706	90%	87%	35%	638	88%	87%	31%
Migrant								
Not Migrant	857	87%	84%	33%				

### 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

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.