



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **SYRACUSE CITY SCHOOL DISTRICT**  
District ID **42-18-00-01-0000**  
Superintendent **DANIEL LOWENGARD**  
Telephone **(315) 435-4161**  
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

## 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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

## 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	889	0	0
Kindergarten	1744	1625	1601
Grade 1	1670	1691	1557
Grade 2	1701	1657	1702
Grade 3	1643	1575	1616
Grade 4	1583	1522	1462
Grade 5	1702	1497	1461
Grade 6	1670	1571	1445
Ungraded Elementary	0	146	122
Grade 7	1718	1566	1523
Grade 8	1769	1652	1514
Grade 9	1646	1623	2153
Grade 10	1665	1527	1472
Grade 11	1265	1313	913
Grade 12	1458	1266	1073
Ungraded Secondary	0	130	145
<b>Total K-12</b>	<b>21234</b>	<b>20361</b>	<b>19759</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	20	20	20
<b>Grade 8</b>			
English	21	20	19
Mathematics	22	20	20
Science	21	20	20
Social Studies	21	22	20
<b>Grade 10</b>			
English	25	25	23
Mathematics	24	22	23
Science	24	22	23
Social Studies	24	25	24

### 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 SYRACUSE CITY SCHOOL DISTRICT

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## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	13326	63%	13375	66%	12792	65%
Reduced-Price Lunch	1934	9%	1799	9%	1923	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1500	7%	1530	8%	1485	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	282	1%	295	1%	284	1%
Black or African American	11222	53%	10995	54%	10754	54%
Hispanic or Latino	2112	10%	2144	11%	2105	11%
Asian or Native Hawaiian/Other Pacific Islander	579	3%	571	3%	556	3%
White	7039	33%	6356	31%	6060	31%
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		92%		92%		91%
Student Suspensions	4415	21%	4768	22%	3788	19%

## 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 SYRACUSE CITY SCHOOL DISTRICT

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## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	1853	1741	1822
Percent with No Valid Teaching Certificate	4%	6%	2%
Percent Teaching Out of Certification	10%	7%	5%
Percent with Fewer Than Three Years of Experience	6%	11%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	19%	19%
<b>Total Number of Core Classes</b>	6056	3592	3931
Percent Not Taught by Highly Qualified Teachers	11%	8%	6%
<b>Total Number of Classes</b>	5318	5359	5365
Percent Taught by Teachers Without Appropriate Certification	10%	7%	6%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	18%	17%
Turnover Rate of All Teachers	13%	15%	16%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	231	237	240
Total Paraprofessionals*	781	970	1005
Assistant Principals	43	16	45
Principals	37	38	35

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008-09)

#### Improvement (Year 7)

ELA	Improvement (Year 7)	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
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓ <sup>SH</sup>	✓		✗	✗	
Hispanic or Latino	✓ <sup>SH</sup>	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Economically Disadvantaged	✓ <sup>SH</sup>	✓		✗	✗	
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 2 of 7	✗ 2 of 7	✗ 0 of 1

#### Accountability Status Levels

##### AYP Status

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

##### Federal

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


##### State

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



## Elementary/Middle-Level English Language Arts











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

**Accountability Measures** 7 of 9 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 8) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 7) in 2009-10. [210]

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

Student Group (Total: Continuous Enrollment) <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> (9185:8726)							
<b>Ethnicity</b>							
American Indian or Alaska Native (123:120)							
Black or African American (5074:4839)							
Hispanic or Latino (1024:950)							
Asian or Native Hawaiian/Other Pacific Islander (282:237)							
White (2682:2580)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2341:2238)							
Limited English Proficient <sup>5</sup> (740:746)							
Economically Disadvantaged (7399:7041)							
<b>Final AYP Determination</b>	 7 of 9						

#### NOTES

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

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




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

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

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


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

#### AYP Status

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





























## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 9 of 9 Student groups making AYP in mathematics  
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (9171:8660)			99%		135	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (120:119)			100%		139	92	
Black or African American (5064:4797)			99%		128	100	
Hispanic or Latino (1027:958)			98%		122	98	
Asian or Native Hawaiian/Other Pacific Islander (281:244)			100%		166	95	
White (2679:2542)			99%		150	100	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2343:2208)			98%		101	100	
Limited English Proficient <sup>5</sup> (749:802)			99%		111	98	
Economically Disadvantaged (7470:7061)			99%		130	101	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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




















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (3025:2775)		Qualified		96%		144	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (37:36)		Qualified	–	–		133	100	
Black or African American (1684:1550)		Qualified		96%		137	100	
Hispanic or Latino (358:325)		Qualified		96%		129	100	
Asian or Native Hawaiian/Other Pacific Islander (99:85)		Qualified		98%		161	100	
White (847:779)		Qualified		96%		163	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (779:713)		Qualified		95%		126	100	
Limited English Proficient <sup>4</sup> (230:237)		Qualified		98%		111	100	
Economically Disadvantaged (2433:2235)		Qualified		97%		138	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**  Improvement (Year 7)  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 2 of 7 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 8) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 7) in 2009-10. [210]




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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (1020:1046)							
<b>Ethnicity</b>							
American Indian or Alaska Native (12:9)	—						
Black or African American (493:504)							
Hispanic or Latino (87:90)							
Asian or Native Hawaiian/Other Pacific Islander (28:27)	—						
White (400:416)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (122:197)							
Limited English Proficient <sup>4</sup> (28:46)							
Economically Disadvantaged (485:508)							
<b>Final AYP Determination</b>	 2 of 7						

#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
  - <sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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






















## Secondary-Level Mathematics

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

**Accountability Measures** 2 of 7 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>								
<b>All Students</b> (1020:1046)			98%		147	156	152 <sup>‡</sup>	152
<b>Ethnicity</b>								
American Indian or Alaska Native (12:9)	—	—	—	—	—	—	—	—
Black or African American (493:504)			96%		134	154	138 <sup>‡</sup>	141
Hispanic or Latino (87:90)			98%		124	149	127 <sup>‡</sup>	132
Asian or Native Hawaiian/Other Pacific Islander (28:27)	—	—	—	—	—	—	—	—
White (400:416)			100%		165	154	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (122:197)			97%		100	151	115 <sup>‡</sup>	110
Limited English Proficient <sup>4</sup> (28:46)		—	—		98	145	20	108
Economically Disadvantaged (485:508)			98%		148	154	149	153
<b>Final AYP Determination</b>	 2 of 7							

#### NOTES

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

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

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

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


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

#### AYP Status

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











## Graduation Rate

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

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

**Prospective Status** A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP in 2008-09, the district will be in good standing in 2009-10. [203]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (1417)			51%	55%	55%	52%
<b>Ethnicity</b>						
American Indian or Alaska Native (20)		–	–	–		
Black or African American (704)			46%	55%	55%	47%
Hispanic or Latino (129)			36%	55%	44%	37%
Asian or Native Hawaiian/Other Pacific Islander (35)			77%	55%		
White (529)			60%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (289)			33%	55%	48%	34%
Limited English Proficient <sup>3</sup> (34)			44%	55%	1%	45%
Economically Disadvantaged (543)			55%	55%		
<b>Final AYP Determination</b>		0 of 1				

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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

# 3 School Accountability Status

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

## 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

13 schools identified 39% of total

BELLEVUE ELEMENTARY SCHOOL  
BELLEVUE MIDDLE SCHOOL ACADEMY  
DR EDWIN E WEEKS ELEMENTARY SCHOOL  
EDWARD SMITH K-8 SCHOOL  
LEMOYNE ELEMENTARY SCHOOL  
MCKINLEY-BRIGHTON MAGNET ELEMENTARY SCHOOL  
MEACHEM ELEMENTARY SCHOOL  
PORTER SCHOOL OF TECHNOLOGY & CAREER EXPLORATION  
SALEM HYDE ELEMENTARY SCHOOL  
SOLACE ELEMENTARY SCHOOL  
VAN DUYN ELEMENTARY SCHOOL T AARON LEVY MIDDLE SCHOOL  
WEBSTER ELEMENTARY SCHOOL

#### ▲ Improvement (Year 2)

4 schools identified 12% of total

BLODGETT K-8 SCHOOL  
DANFORTH MAGNET MIDDLE SCHOOL  
FRANKLIN MAGNET SCHOOL-ARTS AND MUSIC  
ROBERTS K-8 SCHOOL

#### ▲ Corrective Action

4 schools identified 12% of total

CLARY MATH/SCIENCE MAGNET MIDDLE SCHOOL  
DELAWARE ELEMENTARY SCHOOL  
H W SMITH K-8 SCHOOL  
HUNTINGTON SCHOOL

#### ▲ Planning for Restructuring

1 school identified 3% of total  
HUGHES ELEMENTARY SCHOOL

#### ▲ Restructuring (Year 1)

2 schools identified 6% of total

DR KING APPLIED SCIENCE MAGNET SCHOOL  
FRAZER SCHOOL K-8

#### ▲ Restructuring (Year 2)

2 schools identified 6% of total

ELMWOOD ELEMENTARY SCHOOL  
SEYMOUR MAGNET SCHOOL-INTERNATIONAL HUMANITIES

#### ▲ Restructuring (Year 4)

2 schools identified 6% of total

GRANT MIDDLE SCHOOL  
LINCOLN MIDDLE SCHOOL

### New York State Status

#### ■ Good Standing

1 school identified 3% of total

INSTITUTE OF TECHNOLOGY AT SYRACUSE CENTRAL

#### ■ Requiring Academic Progress (Year 5)

2 schools identified 6% of total

GEORGE FOWLER HIGH SCHOOL  
HENNINGER HIGH SCHOOL

#### ■ Requiring Academic Progress (Year 6)

2 schools identified 6% of total

CORCORAN HIGH SCHOOL  
NOTTINGHAM HIGH SCHOOL

(continued)

# 3 School Accountability Status


District SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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

### Federal Title I Status

### New York State Status

 Restructuring (Year 4) (continued)

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District SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

## 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	44%			1574
Grade 4	45%			1435
Grade 5	52%			1440
Grade 6	41%			1430
Grade 7	40%			1482
Grade 8	31%			1479
<b>Mathematics</b>				
Grade 3	66%			1594
Grade 4	60%			1453
Grade 5	53%			1452
Grade 6	49%			1449
Grade 7	41%			1500
Grade 8	29%			1479
<b>Science</b>				
Grade 4	64%			1426
Grade 8	42%			1424

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	50%			1507
Mathematics	47%			1507

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

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

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

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

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

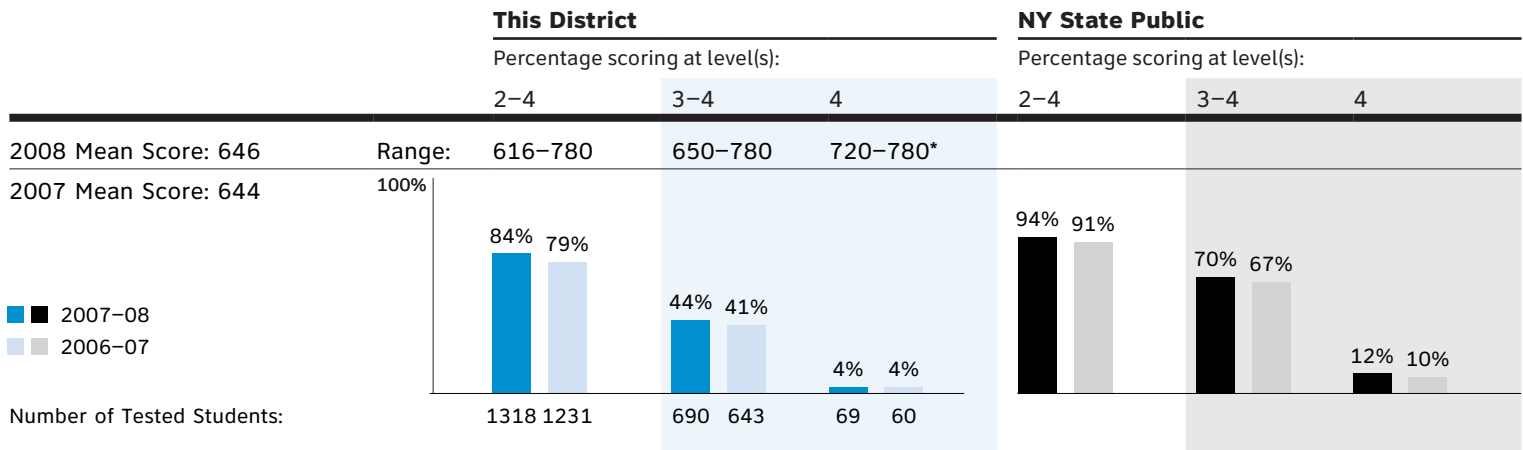
In this section, this district's performance is compared with that of public schools statewide.

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

#### Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1574</b>	<b>84%</b>	<b>44%</b>	<b>4%</b>	<b>1552</b>	<b>79%</b>	<b>41%</b>	<b>4%</b>
Female	752	85%	46%	5%	798	81%	44%	5%
Male	822	82%	42%	4%	754	77%	39%	3%
American Indian or Alaska Native	24	88%	67%	13%	17	76%	24%	0%
Black or African American	870	84%	38%	2%	846	77%	36%	2%
Hispanic or Latino	172	75%	37%	5%	172	72%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	54	85%	74%	11%	47	96%	64%	4%
White	454	86%	53%	8%	470	85%	50%	8%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1184	91%	53%	6%	1173	86%	50%	5%
Students with Disabilities	390	62%	17%	0%	379	58%	16%	1%
English Proficient	1413	87%	46%	5%	1434	81%	43%	4%
Limited English Proficient	161	56%	24%	1%	118	62%	23%	0%
Economically Disadvantaged	1316	82%	39%	3%	1278	77%	36%	2%
Not Disadvantaged	258	95%	68%	13%	274	92%	66%	12%
Migrant								
Not Migrant	1574	84%	44%	4%	1552	79%	41%	4%

#### 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.

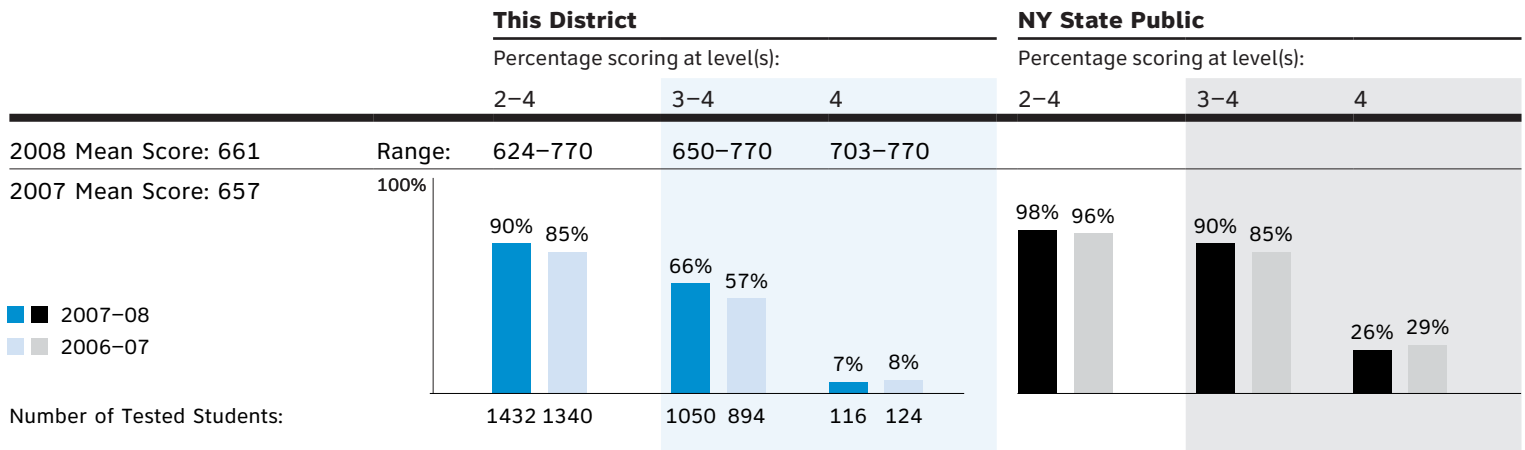
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	13	12	12	10	20	20	20	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	27	N/A	N/A	N/A	29	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

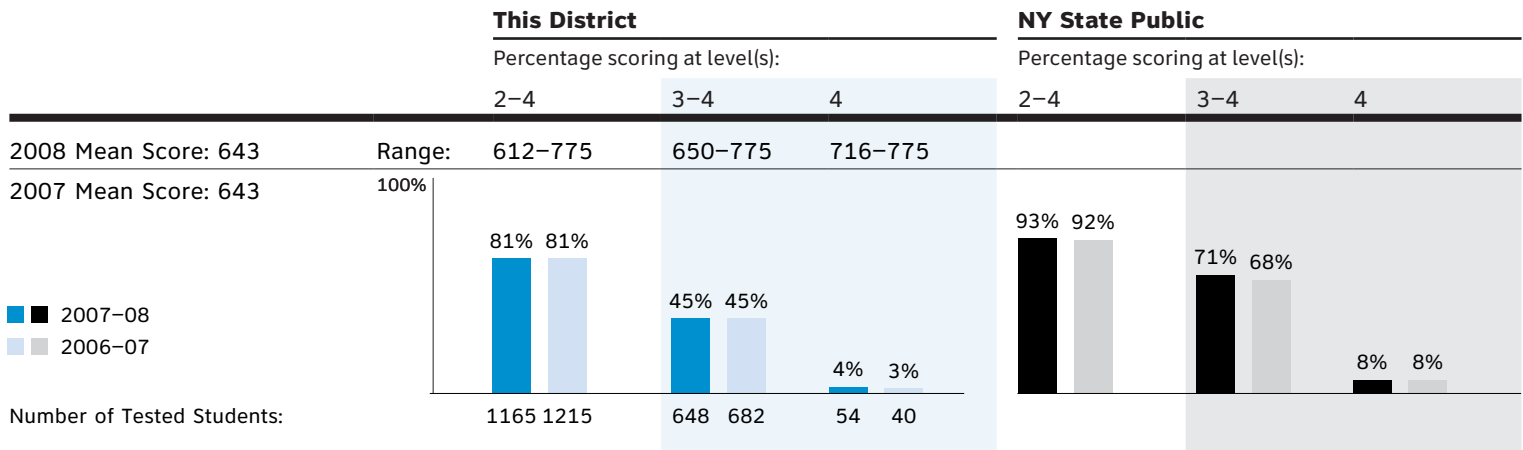
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1594</b>	<b>90%</b>	<b>66%</b>	<b>7%</b>	<b>1572</b>	<b>85%</b>	<b>57%</b>	<b>8%</b>
Female	756	88%	65%	7%	805	87%	56%	7%
Male	838	92%	67%	8%	767	84%	57%	9%
American Indian or Alaska Native	24	92%	79%	4%	18	94%	33%	6%
Black or African American	875	88%	63%	4%	854	82%	51%	4%
Hispanic or Latino	184	86%	56%	2%	177	86%	50%	6%
Asian or Native Hawaiian/Other Pacific Islander	56	93%	82%	18%	51	92%	86%	24%
White	455	94%	72%	14%	472	89%	68%	13%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1198	93%	73%	10%	1193	89%	62%	9%
Students with Disabilities	396	80%	44%	1%	379	75%	40%	5%
English Proficient	1401	91%	68%	8%	1432	87%	59%	8%
Limited English Proficient	193	80%	48%	1%	140	71%	40%	4%
Economically Disadvantaged	1351	89%	62%	5%	1303	83%	52%	6%
Not Disadvantaged	243	97%	87%	23%	269	94%	81%	17%
Migrant								
Not Migrant	1594	90%	66%	7%	1572	85%	57%	8%

**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	13	11	10	4	20	20	17	13

## 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>1435</b>	<b>81%</b>	<b>45%</b>	<b>4%</b>	<b>1502</b>	<b>81%</b>	<b>45%</b>	<b>3%</b>
Female	747	85%	48%	5%	762	85%	51%	4%
Male	688	77%	42%	2%	740	77%	40%	2%
American Indian or Alaska Native	19	79%	37%	0%	20	95%	50%	0%
Black or African American	786	80%	40%	2%	826	78%	39%	1%
Hispanic or Latino	168	73%	36%	2%	144	71%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	47	89%	66%	13%	36	83%	69%	6%
White	415	85%	56%	7%	476	88%	57%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1073	90%	55%	5%	1145	89%	54%	3%
Students with Disabilities	362	56%	15%	0%	357	56%	16%	0%
English Proficient	1316	84%	48%	4%	1387	84%	48%	3%
Limited English Proficient	119	55%	16%	0%	115	43%	10%	0%
Economically Disadvantaged	1146	78%	38%	3%	1230	79%	41%	2%
Not Disadvantaged	289	93%	72%	9%	272	91%	65%	7%
Migrant								
Not Migrant	1435	81%	45%	4%	1502	81%	45%	3%

#### NOTES

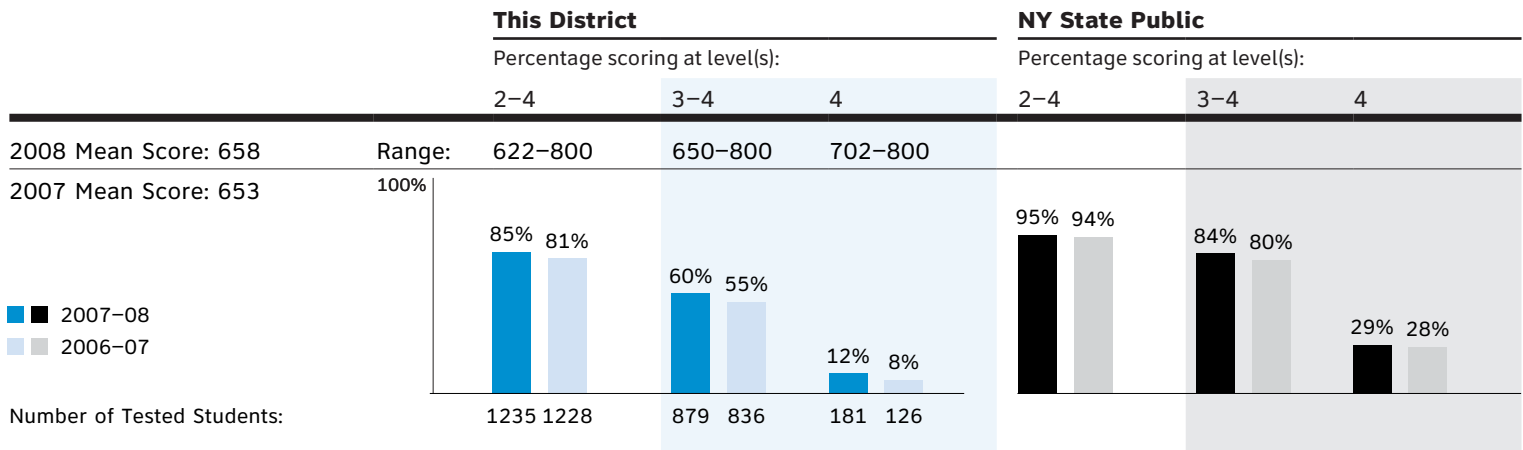
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	22	21	18	14	18	18	15	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	21	N/A	N/A	N/A	16	N/A	N/A	N/A

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

## This District's Results in Grade 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>1453</b>	<b>85%</b>	<b>60%</b>	<b>12%</b>	<b>1512</b>	<b>81%</b>	<b>55%</b>	<b>8%</b>
Female	751	86%	61%	12%	769	82%	55%	8%
Male	702	84%	60%	13%	743	81%	55%	8%
American Indian or Alaska Native	18	83%	56%	0%	20	95%	65%	15%
Black or African American	795	83%	55%	7%	832	78%	47%	4%
Hispanic or Latino	173	83%	56%	10%	152	71%	43%	9%
Asian or Native Hawaiian/Other Pacific Islander	54	89%	80%	43%	36	92%	89%	14%
White	413	89%	71%	20%	472	88%	70%	15%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1089	91%	68%	15%	1158	87%	62%	10%
Students with Disabilities	364	68%	38%	4%	354	64%	33%	2%
English Proficient	1313	86%	63%	13%	1379	83%	58%	9%
Limited English Proficient	140	72%	39%	5%	133	58%	25%	1%
Economically Disadvantaged	1175	83%	56%	9%	1254	80%	52%	6%
Not Disadvantaged	278	92%	80%	26%	258	87%	71%	18%
Migrant								
Not Migrant	1453	85%	60%	12%	1512	81%	55%	8%

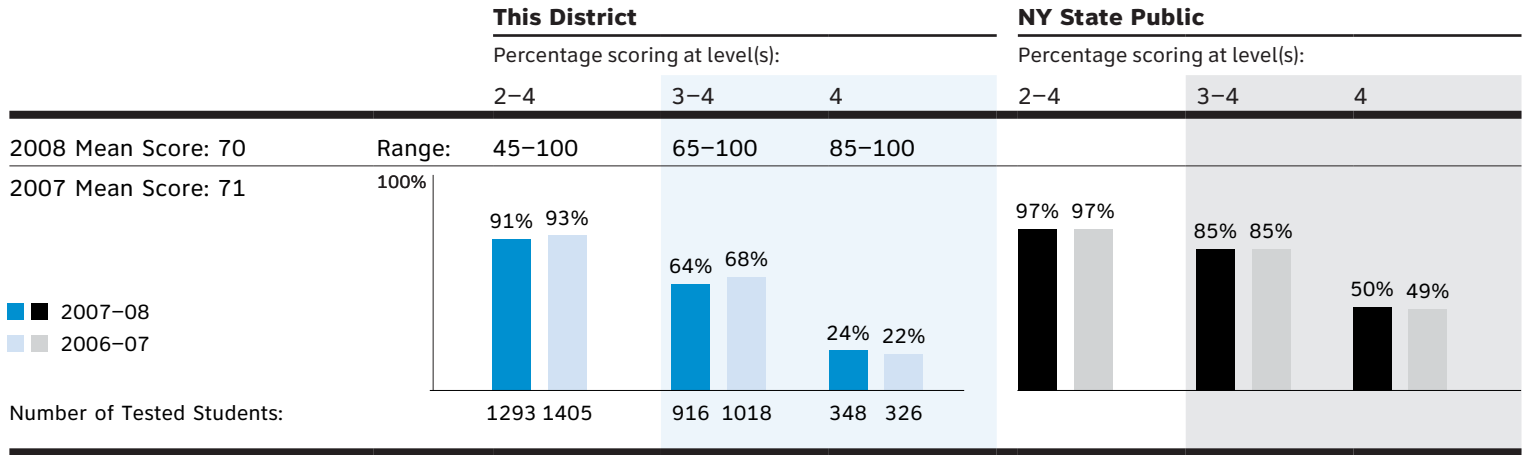
#### NOTES

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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 4 Equivalent	22	22	21	7	18	18	15	10

## 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>1426</b>	<b>91%</b>	<b>64%</b>	<b>24%</b>	<b>1503</b>	<b>93%</b>	<b>68%</b>	<b>22%</b>
Female	738	91%	64%	25%	762	93%	67%	20%
Male	688	90%	65%	24%	741	94%	69%	23%
American Indian or Alaska Native	17	88%	53%	18%	20	100%	80%	25%
Black or African American	782	90%	61%	20%	826	92%	63%	14%
Hispanic or Latino	171	83%	52%	17%	146	90%	61%	18%
Asian or Native Hawaiian/Other Pacific Islander	53	89%	70%	30%	37	97%	73%	30%
White	403	95%	76%	35%	474	96%	77%	36%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1071	92%	70%	30%	1155	94%	71%	25%
Students with Disabilities	355	86%	46%	9%	348	92%	56%	11%
English Proficient	1285	93%	68%	26%	1377	95%	71%	23%
Limited English Proficient	141	68%	32%	6%	126	75%	30%	3%
Economically Disadvantaged	1167	89%	60%	20%	1253	93%	65%	17%
Not Disadvantaged	259	97%	85%	43%	250	97%	82%	43%
Migrant								
Not Migrant	1426	91%	64%	24%	1503	93%	68%	22%

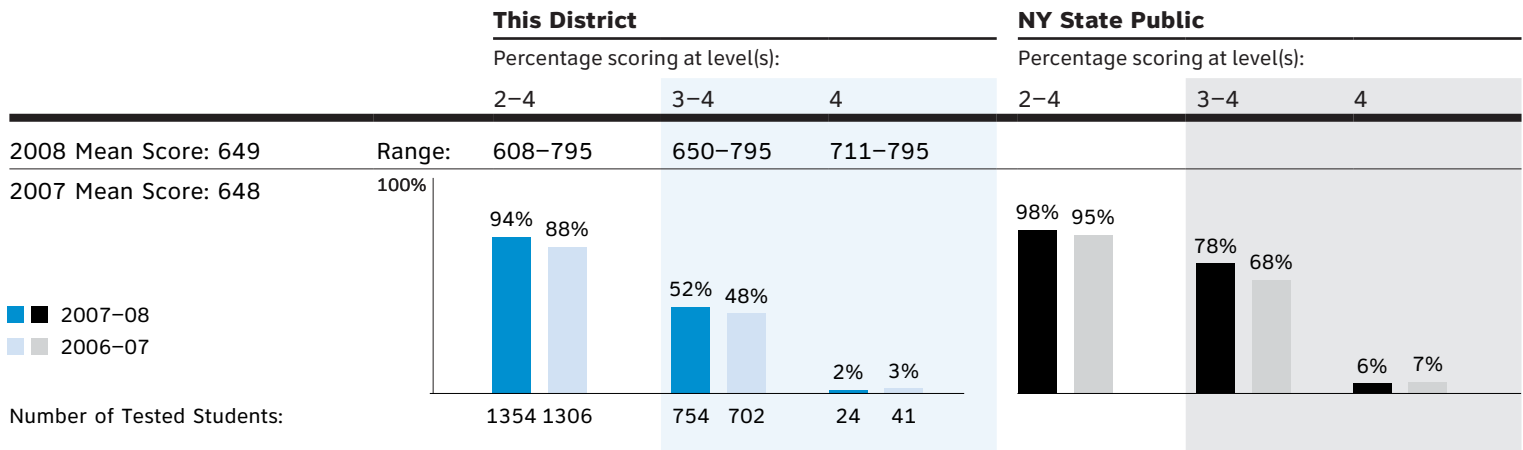
### NOTES

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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	22	19	19	14	18	18	17	14

## 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>1440</b>	<b>94%</b>	<b>52%</b>	<b>2%</b>	<b>1477</b>	<b>88%</b>	<b>48%</b>	<b>3%</b>
Female	718	95%	55%	2%	724	90%	51%	3%
Male	722	93%	49%	1%	753	87%	44%	3%
American Indian or Alaska Native	20	100%	45%	0%	19	89%	53%	16%
Black or African American	793	95%	47%	1%	788	88%	42%	1%
Hispanic or Latino	152	90%	47%	1%	155	78%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	37	81%	59%	3%	35	91%	74%	3%
White	438	95%	63%	3%	480	93%	60%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1101	97%	61%	2%	1124	94%	57%	4%
Students with Disabilities	339	86%	24%	0%	353	72%	17%	0%
English Proficient	1334	96%	55%	2%	1362	91%	51%	3%
Limited English Proficient	106	73%	15%	0%	115	54%	11%	0%
Economically Disadvantaged	1171	94%	48%	1%	1188	87%	43%	1%
Not Disadvantaged	269	96%	71%	4%	289	95%	67%	9%
Migrant								
Not Migrant	1440	94%	52%	2%	1477	88%	48%	3%

#### NOTES

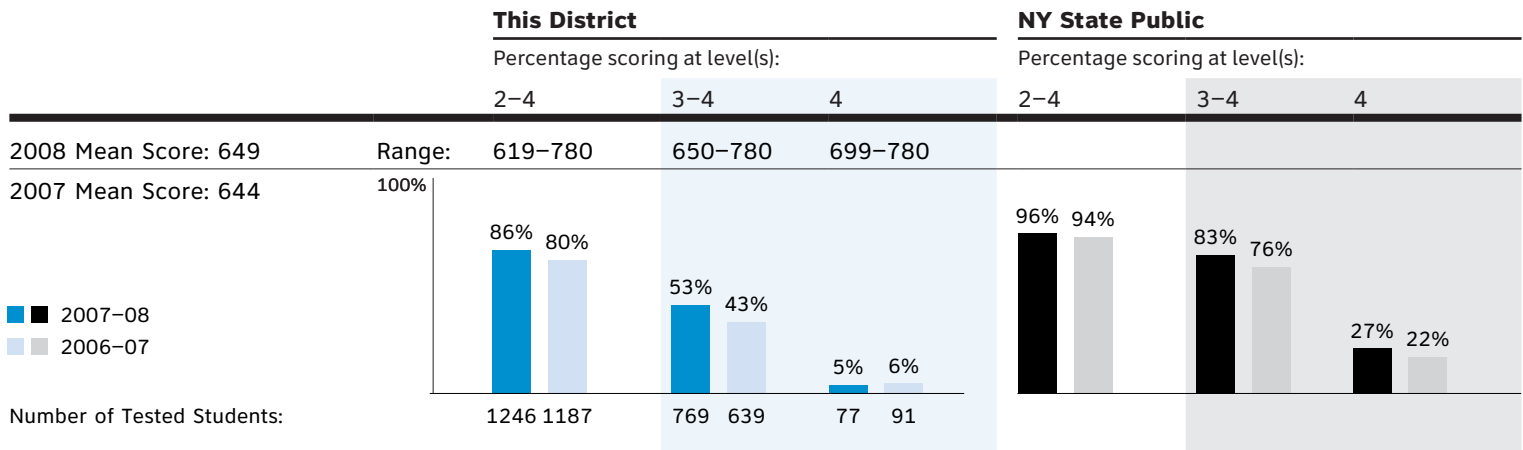
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	19	19	18	11	18	18	18	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	20	N/A	N/A	N/A	20	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>1452</b>	<b>86%</b>	<b>53%</b>	<b>5%</b>	<b>1485</b>	<b>80%</b>	<b>43%</b>	<b>6%</b>
Female	718	87%	53%	5%	729	79%	43%	7%
Male	734	85%	53%	5%	756	80%	43%	5%
American Indian or Alaska Native	19	95%	68%	11%	19	74%	47%	16%
Black or African American	793	84%	45%	3%	790	76%	35%	3%
Hispanic or Latino	155	85%	48%	5%	160	75%	33%	6%
Asian or Native Hawaiian/Other Pacific Islander	43	84%	65%	19%	38	89%	68%	21%
White	442	90%	67%	9%	478	87%	58%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1112	91%	60%	7%	1133	85%	50%	8%
Students with Disabilities	340	69%	31%	1%	352	63%	20%	0%
English Proficient	1329	88%	55%	5%	1359	82%	45%	7%
Limited English Proficient	123	65%	30%	3%	126	56%	18%	2%
Economically Disadvantaged	1203	84%	49%	4%	1204	78%	38%	4%
Not Disadvantaged	249	94%	70%	12%	281	89%	65%	16%
Migrant								
Not Migrant	1452	86%	53%	5%	1485	80%	43%	6%

#### NOTES

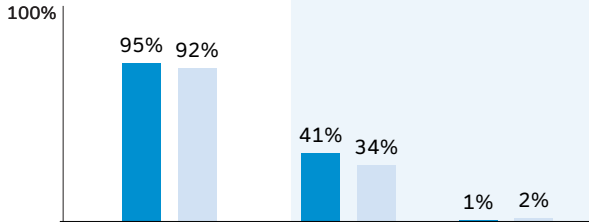
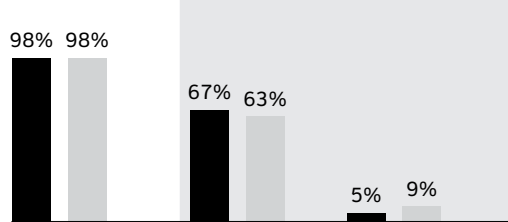
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### Other Assessments

	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 5 Equivalent	19	19	19	10	18	18	17	12



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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 644	598-785	650-785	705-785			
2007 Mean Score: 639						
						
Number of Tested Students:	1364	1422	584	523	18	31

### 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>1430</b>	<b>95%</b>	<b>41%</b>	<b>1%</b>	<b>1538</b>	<b>92%</b>	<b>34%</b>	<b>2%</b>
Female	704	96%	47%	2%	763	95%	39%	2%
Male	726	95%	35%	1%	775	90%	29%	2%
American Indian or Alaska Native	16	100%	44%	6%	24	92%	29%	0%
Black or African American	786	96%	35%	0%	845	93%	29%	1%
Hispanic or Latino	147	93%	24%	0%	171	85%	22%	0%
Asian or Native Hawaiian/Other Pacific Islander	36	94%	69%	6%	36	92%	64%	6%
White	445	96%	54%	3%	462	94%	46%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1093	98%	50%	2%	1130	98%	44%	3%
Students with Disabilities	337	87%	12%	0%	408	78%	7%	0%
English Proficient	1339	97%	43%	1%	1468	94%	35%	2%
Limited English Proficient	91	78%	4%	0%	70	66%	7%	0%
Economically Disadvantaged	1158	95%	36%	1%	1170	92%	29%	1%
Not Disadvantaged	272	98%	61%	4%	368	94%	51%	6%
Migrant								
Not Migrant	1430	95%	41%	1%	1538	92%	34%	2%

#### NOTES

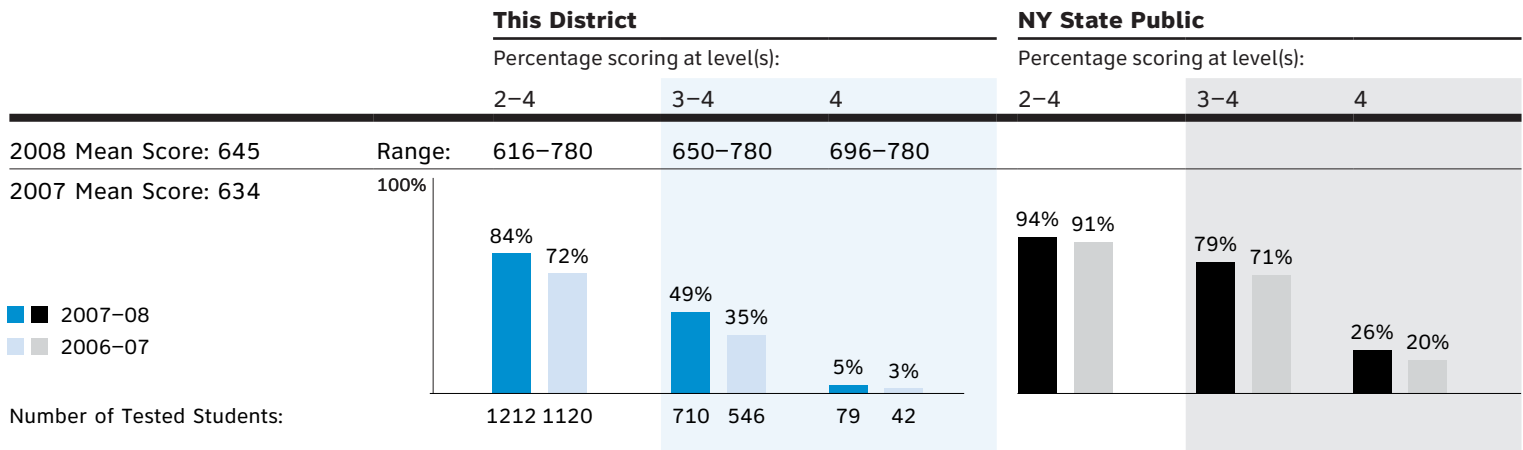
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	19	17	11	20	19	18	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	10	N/A	N/A	N/A	20	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>1449</b>	<b>84%</b>	<b>49%</b>	<b>5%</b>	<b>1558</b>	<b>72%</b>	<b>35%</b>	<b>3%</b>
Female	719	85%	50%	6%	778	73%	36%	3%
Male	730	82%	48%	5%	780	71%	34%	3%
American Indian or Alaska Native	17	82%	41%	12%	24	79%	25%	0%
Black or African American	793	82%	45%	3%	852	69%	30%	1%
Hispanic or Latino	151	77%	36%	2%	180	58%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	41	95%	76%	24%	38	95%	68%	11%
White	447	88%	59%	10%	464	80%	45%	6%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1110	90%	57%	7%	1154	81%	43%	4%
Students with Disabilities	339	63%	24%	1%	404	47%	13%	0%
English Proficient	1341	86%	52%	6%	1468	73%	37%	3%
Limited English Proficient	108	56%	14%	2%	90	47%	9%	0%
Economically Disadvantaged	1181	82%	45%	4%	1195	70%	31%	1%
Not Disadvantaged	268	91%	66%	14%	363	79%	48%	8%
Migrant								
Not Migrant	1449	84%	49%	5%	1558	72%	35%	3%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	19	19	11	20	18	17	13

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 641	600-790	650-790	712-790			
2007 Mean Score: 631						
Number of Tested Students:	1376	1254	595	409	8	20

### 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>1482</b>	<b>93%</b>	<b>40%</b>	<b>1%</b>	<b>1464</b>	<b>86%</b>	<b>28%</b>	<b>1%</b>
Female	746	95%	47%	1%	729	89%	35%	2%
Male	736	91%	33%	1%	735	82%	21%	1%
American Indian or Alaska Native	22	95%	41%	0%	20	80%	45%	0%
Black or African American	824	93%	36%	0%	829	84%	22%	0%
Hispanic or Latino	165	87%	27%	0%	150	79%	21%	2%
Asian or Native Hawaiian/Other Pacific Islander	32	91%	56%	0%	33	97%	52%	9%
White	439	95%	52%	2%	432	90%	39%	3%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1096	97%	49%	1%	1100	92%	34%	2%
Students with Disabilities	386	81%	15%	0%	364	66%	9%	0%
English Proficient	1412	94%	42%	1%	1419	87%	29%	1%
Limited English Proficient	70	67%	7%	0%	45	42%	0%	0%
Economically Disadvantaged	1168	92%	36%	0%	1061	84%	24%	1%
Not Disadvantaged	314	96%	56%	2%	403	91%	39%	2%
Migrant								
Not Migrant	1482	93%	40%	1%	1464	86%	28%	1%

#### NOTES

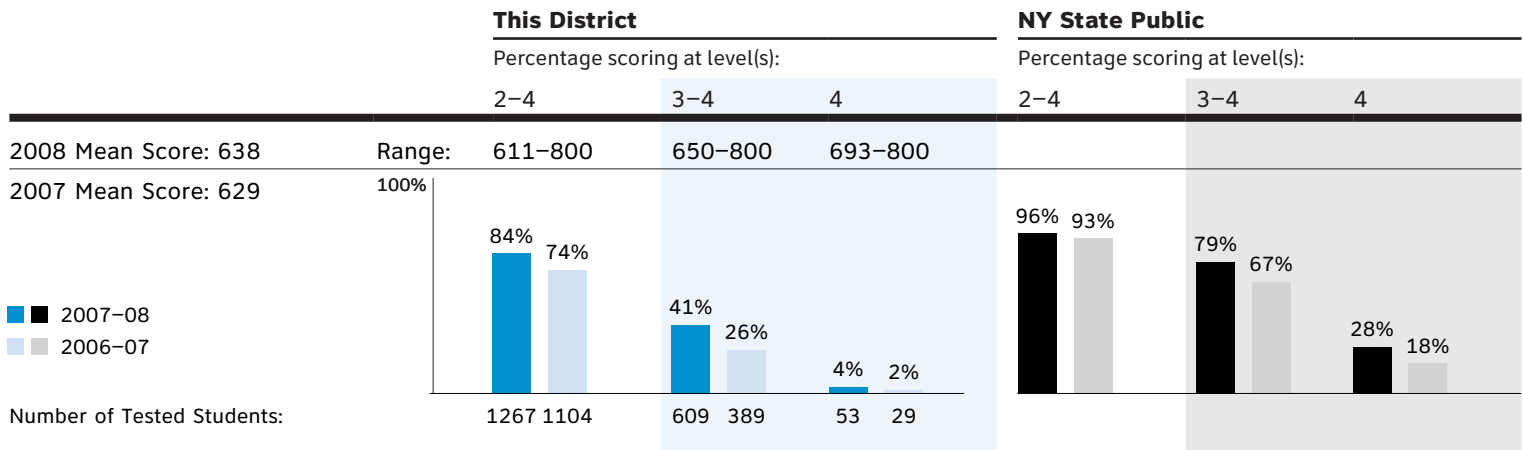
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	22	22	22	21	33	31	25	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	23	N/A	N/A	N/A	26	N/A	N/A	N/A

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

## This District's Results in Grade 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>1500</b>	<b>84%</b>	<b>41%</b>	<b>4%</b>	<b>1489</b>	<b>74%</b>	<b>26%</b>	<b>2%</b>
Female	750	85%	44%	4%	738	75%	27%	2%
Male	750	84%	37%	3%	751	73%	26%	2%
American Indian or Alaska Native	22	86%	41%	5%	22	86%	18%	0%
Black or African American	828	83%	37%	1%	845	70%	20%	1%
Hispanic or Latino	166	75%	28%	1%	163	64%	15%	0%
Asian or Native Hawaiian/Other Pacific Islander	43	79%	56%	2%	39	90%	56%	5%
White	441	91%	50%	9%	420	85%	40%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1120	91%	47%	5%	1119	81%	31%	3%
Students with Disabilities	380	66%	21%	1%	370	53%	11%	0%
English Proficient	1407	87%	43%	4%	1424	76%	27%	2%
Limited English Proficient	93	53%	11%	0%	65	37%	5%	0%
Economically Disadvantaged	1198	83%	36%	1%	1098	71%	21%	1%
Not Disadvantaged	302	91%	58%	13%	391	83%	41%	5%
Migrant								
Not Migrant	1500	84%	41%	4%	1489	74%	26%	2%

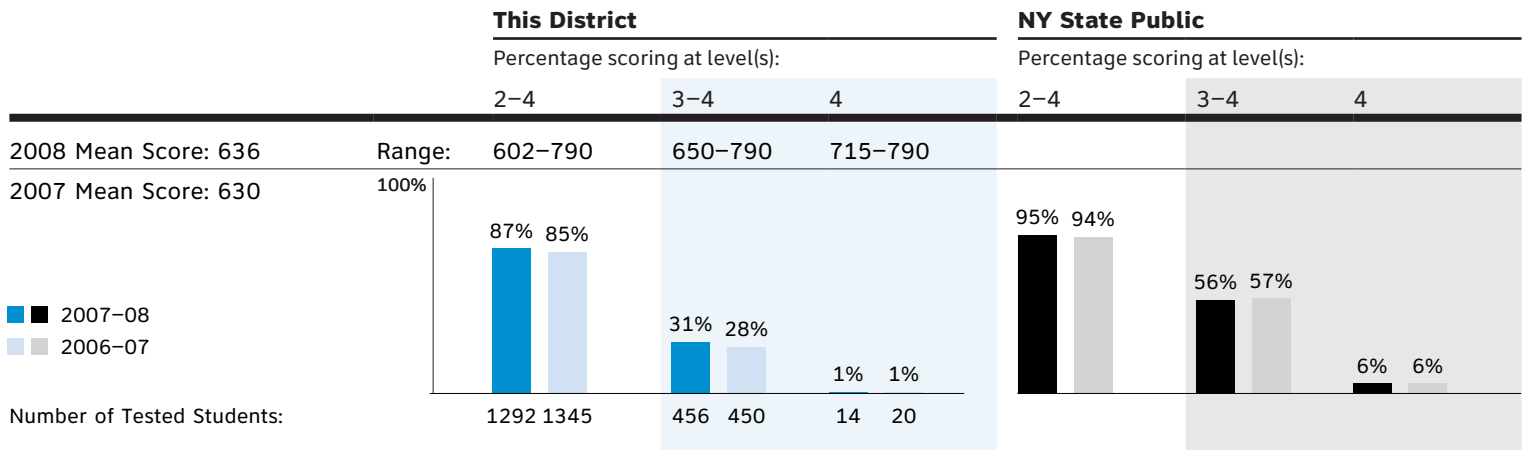
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	22	21	20	13	32	32	30	15

## 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>1479</b>	<b>87%</b>	<b>31%</b>	<b>1%</b>	<b>1591</b>	<b>85%</b>	<b>28%</b>	<b>1%</b>
Female	754	92%	37%	1%	780	89%	33%	1%
Male	725	82%	24%	1%	811	80%	24%	1%
American Indian or Alaska Native	19	89%	53%	0%	26	88%	23%	0%
Black or African American	845	86%	25%	0%	872	83%	22%	0%
Hispanic or Latino	174	84%	24%	0%	169	77%	17%	1%
Asian or Native Hawaiian/Other Pacific Islander	34	91%	56%	0%	37	97%	51%	0%
White	407	90%	43%	3%	487	89%	42%	4%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1125	94%	38%	1%	1229	91%	34%	2%
Students with Disabilities	354	68%	10%	0%	362	63%	7%	0%
English Proficient	1412	89%	32%	1%	1530	86%	29%	1%
Limited English Proficient	67	49%	3%	0%	61	54%	3%	0%
Economically Disadvantaged	1143	86%	25%	0%	1103	83%	22%	1%
Not Disadvantaged	336	93%	49%	3%	488	88%	42%	3%
Migrant								
Not Migrant	1479	87%	31%	1%	1591	85%	28%	1%

#### NOTES

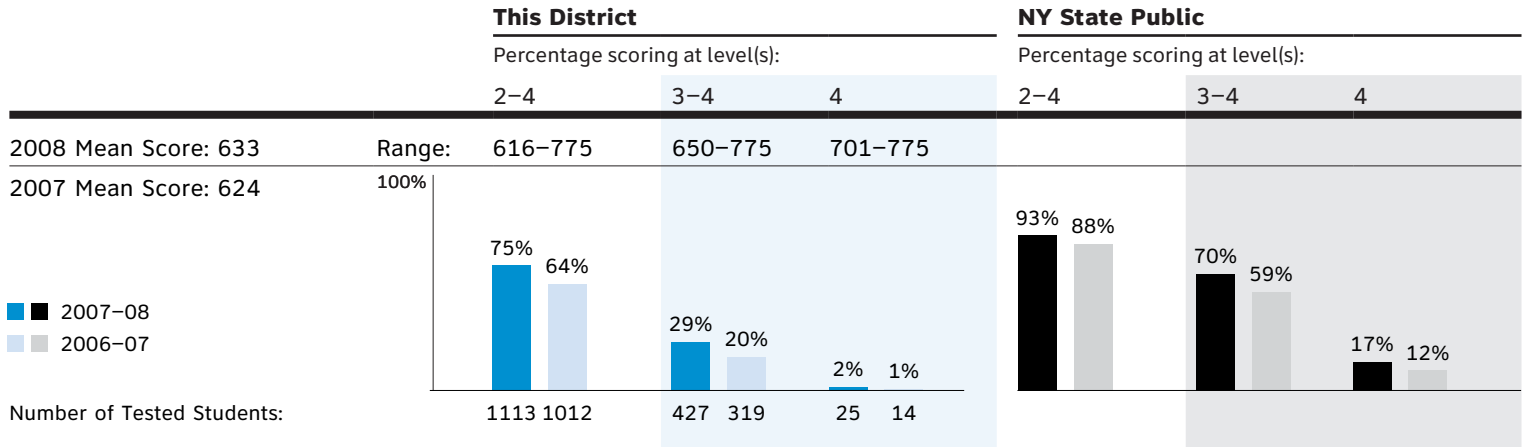
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	31	31	30	19	20	20	16	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	17	N/A	N/A	N/A	14	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>1479</b>	<b>75%</b>	<b>29%</b>	<b>2%</b>	<b>1586</b>	<b>64%</b>	<b>20%</b>	<b>1%</b>
Female	752	78%	29%	2%	771	66%	20%	1%
Male	727	73%	29%	1%	815	62%	20%	1%
American Indian or Alaska Native	19	84%	21%	0%	25	76%	24%	0%
Black or African American	847	72%	23%	0%	871	58%	13%	0%
Hispanic or Latino	174	73%	18%	1%	170	51%	17%	1%
Asian or Native Hawaiian/Other Pacific Islander	41	83%	59%	17%	39	90%	51%	5%
White	398	82%	43%	3%	481	76%	32%	2%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1129	81%	34%	2%	1227	69%	23%	1%
Students with Disabilities	350	56%	13%	1%	359	45%	10%	0%
English Proficient	1396	77%	30%	2%	1516	65%	21%	1%
Limited English Proficient	83	46%	8%	1%	70	40%	6%	0%
Economically Disadvantaged	1158	73%	25%	1%	1104	60%	15%	0%
Not Disadvantaged	321	82%	45%	3%	482	72%	31%	2%
Migrant								
Not Migrant	1479	75%	29%	2%	1586	64%	20%	1%

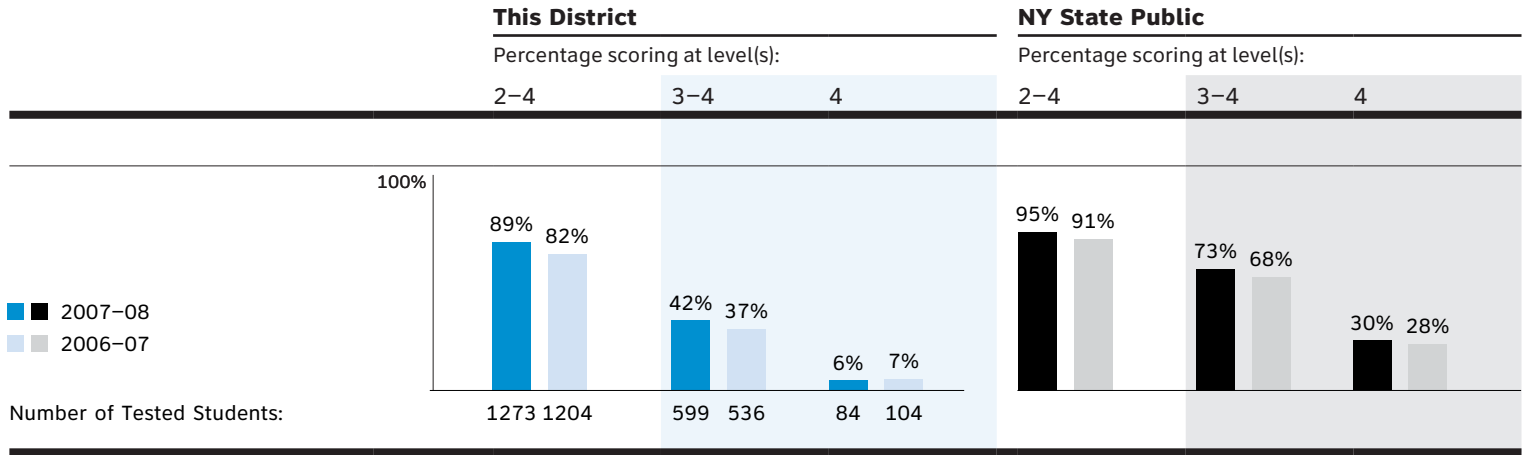
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	31	25	24	14	21	20	18	10

## 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>1424</b>	<b>89%</b>	<b>42%</b>	<b>6%</b>	<b>1431</b>	<b>83%</b>	<b>37%</b>	<b>7%</b>
Female	722	90%	39%	5%	685	84%	33%	7%
Male	702	88%	44%	6%	746	81%	40%	8%
American Indian or Alaska Native	19	89%	47%	0%	23	87%	43%	4%
Black or African American	801	86%	34%	2%	764	80%	27%	3%
Hispanic or Latino	171	89%	36%	3%	155	72%	26%	3%
Asian or Native Hawaiian/Other Pacific Islander	42	86%	50%	17%	38	95%	58%	21%
White	391	95%	59%	14%	451	89%	54%	15%
Multiracial								
Small Group Totals								
General-Education Students	1089	91%	46%	7%	1108	86%	40%	9%
Students with Disabilities	335	83%	28%	3%	323	71%	24%	2%
English Proficient	1339	90%	43%	6%	1365	84%	38%	8%
Limited English Proficient	85	68%	18%	0%	66	50%	8%	0%
Economically Disadvantaged	1121	87%	37%	3%	992	80%	30%	4%
Not Disadvantaged	303	94%	59%	15%	439	88%	52%	15%
Migrant								
Not Migrant	1424	89%	42%	6%	1431	83%	37%	7%

#### NOTES

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

### Other Assessments

	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	31	27	27	21	21	20	19	17
Regents Science	14	10	7	1	36	19	11	1

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

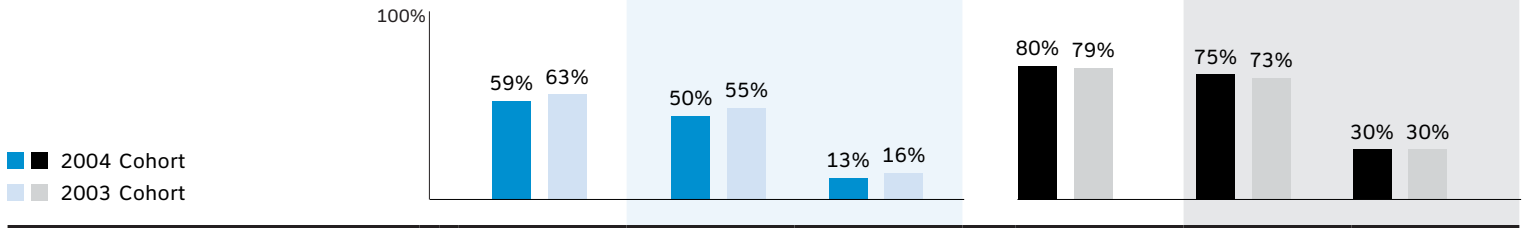
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1507</b>	<b>59%</b>	<b>50%</b>	<b>13%</b>	<b>1420</b>	<b>63%</b>	<b>55%</b>	<b>16%</b>
Female	788	61%	53%	18%	703	68%	59%	19%
Male	719	56%	47%	8%	717	58%	50%	13%
American Indian or Alaska Native	13	69%	62%	8%	20	75%	65%	20%
Black or African American	746	56%	45%	6%	708	59%	47%	7%
Hispanic or Latino	143	42%	34%	8%	129	50%	44%	9%
Asian or Native Hawaiian/Other Pacific Islander	32	72%	66%	16%	36	81%	75%	39%
White	573	66%	60%	24%	527	70%	66%	27%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1202	65%	56%	16%	1129	70%	62%	19%
Students with Disabilities	305	35%	26%	1%	291	35%	26%	3%
English Proficient	1458	60%	52%	14%	1390	64%	55%	16%
Limited English Proficient	49	18%	10%	0%	30	47%	33%	7%
Economically Disadvantaged	595	72%	58%	10%	556	69%	58%	10%
Not Disadvantaged	912	50%	45%	15%	864	59%	52%	19%
Migrant								
Not Migrant	1507	59%	50%	13%				

### NOTES

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## Other Assessments

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

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

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

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



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

### This District

Percentage scoring at level(s):

2-4

3-4

4

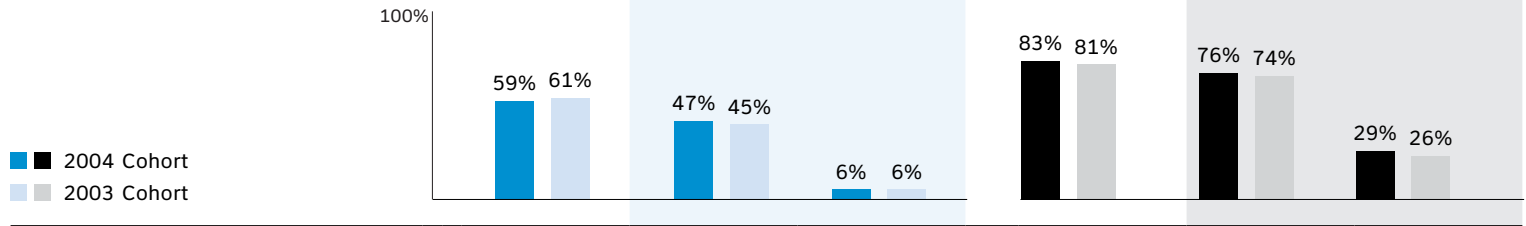
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				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>1507</b>	<b>59%</b>	<b>47%</b>	<b>6%</b>	<b>1420</b>	<b>61%</b>	<b>45%</b>	<b>6%</b>
Female	788	61%	48%	7%	703	65%	47%	6%
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Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1202	65%	53%	8%	1129	69%	52%	8%
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Migrant								
Not Migrant	1507	59%	47%	6%				

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## Other Assessments

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

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

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