



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **MIDDLETOWN CITY SCHOOL
DISTRICT**
District ID **44-10-00-01-0000**
Superintendent **KENNETH EASTWOOD**
Telephone **(845) 326-1158**
Grades **PK-12**

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 MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

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	146	108	108
Kindergarten	471	495	490
Grade 1	544	492	531
Grade 2	516	535	508
Grade 3	514	481	486
Grade 4	512	513	485
Grade 5	487	515	511
Grade 6	509	487	530
Ungraded Elementary	0	0	0
Grade 7	524	502	496
Grade 8	558	530	513
Grade 9	562	652	666
Grade 10	602	572	512
Grade 11	570	479	484
Grade 12	445	461	384
Ungraded Secondary	0	0	0
Total K-12	6814	6714	6596

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	21	21	22
Grade 8			
English	22	23	20
Mathematics	25	23	22
Science	25	23	22
Social Studies	25	24	23
Grade 10			
English	27	22	21
Mathematics	22	20	25
Science	23	22	17
Social Studies	26	24	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 MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	2657	39%	3040	45%	3209	49%
Reduced-Price Lunch	994	15%	1151	17%	1220	18%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	691	10%	722	11%	779	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	3	0%	16	0%
Black or African American	1859	27%	1784	27%	1778	27%
Hispanic or Latino	2609	38%	2718	40%	2862	43%
Asian or Native Hawaiian/Other Pacific Islander	181	3%	184	3%	160	2%
White	2163	32%	2025	30%	1780	27%
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%		93%		93%
Student Suspensions	559	8%	772	11%	704	10%

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 MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	475	472	492
Percent with No Valid Teaching Certificate	1%	3%	1%
Percent Teaching Out of Certification	2%	4%	4%
Percent with Fewer Than Three Years of Experience	9%	12%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	15%	16%
Total Number of Core Classes	1835	1282	1414
Percent Not Taught by Highly Qualified Teachers	2%	5%	5%
Total Number of Classes	1623	1579	1681
Percent Taught by Teachers Without Appropriate Certification	2%	5%	4%

Teacher Turnover Rate

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

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	61	45	75
Total Paraprofessionals*	139	117	127
Assistant Principals	12	10	11
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

Improvement (Year 4)

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)



Improvement (Year 4)

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [219]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (3066:2956)	✓						
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (857:816)	✓						
Hispanic or Latino (1351:1298)	✓						
Asian or Native Hawaiian/Other Pacific Islander (77:76)	✓						
White (781:766)	✓						
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (412:389)	✓ SH						
Limited English Proficient ⁵ (381:440)	✓ SH						
Economically Disadvantaged (2098:2018)	✓						
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status

- ✓ Made AYP
- ✓ SH 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 8 of 8 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (3083:2951)			100%		160	100	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (857:812)			99%		154	98	
Hispanic or Latino (1358:1301)			100%		157	99	
Asian or Native Hawaiian/Other Pacific Islander (77:73)			99%		186	91	
White (791:765)			100%		171	98	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (419:392)			99%		105	96	
Limited English Proficient ⁵ (378:446)			100%		143	97	
Economically Disadvantaged (2085:2015)			100%		156	100	
Final AYP Determination		8 of 8					

NOTES

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

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (1028:964)		Qualified		99%		173	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (254:240)		Qualified		99%		173	100	
Hispanic or Latino (475:435)		Qualified		98%		166	100	
Asian or Native Hawaiian/Other Pacific Islander (28:26)		—	—	—	—	—	—	—
White (271:263)		Qualified		99%		183	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (139:125)		Qualified		96%		149	100	
Limited English Proficient ⁴ (126:140)		Qualified		98%		145	100	
Economically Disadvantaged (670:642)		Qualified		98%		168	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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

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

AYP Status

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

Secondary-Level English Language Arts

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

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

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [219]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (446:440)							
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (147:138)							
Hispanic or Latino (136:145)							
Asian or Native Hawaiian/Other Pacific Islander (9:8)	—						
White (154:149)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities (119:57)							
Limited English Proficient ⁴ (7:11)	—						
Economically Disadvantaged (179:195)							
Final AYP Determination	 5 of 6						

NOTES

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

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

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

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

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

AYP Status

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

Secondary-Level Mathematics

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

Accountability Measures 5 of 6 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 (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (446:440)			98%		173	154	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (147:138)			97%		164	150	
Hispanic or Latino (136:145)			100%		177	150	
Asian or Native Hawaiian/Other Pacific Islander (9:8)	—	—	—	—	—	—	—
White (154:149)			99%		176	150	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (119:57)			91%		112	146	111 [‡] 121
Limited English Proficient ⁴ (7:11)	—	—	—	—	—	—	—
Economically Disadvantaged (179:195)			100%		168	151	
Final AYP Determination	 5 of 6						

NOTES

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

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

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

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

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

AYP Status

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

Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2007–08	2008–09
All Students (533)			68%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	
Black or African American (151)			70%	55%	
Hispanic or Latino (161)			61%	55%	
Asian or Native Hawaiian/Other Pacific Islander (13)		–	–	–	
White (207)			71%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (89)			39%	55%	44% 40%
Limited English Proficient ³ (16)		–	–	–	
Economically Disadvantaged (222)			65%	55%	
Final AYP Determination		1 of 1			

NOTES

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

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **MIDDLETOWN CITY SCHOOL DISTRICT**

District ID **44-10-00-01-0000**

2008–09 Accountability Status of Schools in Your District

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

Federal Title I Status

New York State Status

Good Standing

2 schools identified 29% of total

JOHN W CHORLEY SCHOOL

TRUMAN MOON SCHOOL

Improvement (Year 1)

2 schools identified 29% of total

MECHANICSTOWN SCHOOL

MIDDLETOWN TWIN TOWERS MIDDLE SCHOOL

Improvement (Year 2)

1 school identified 14% of total

MAPLE HILL ELEMENTARY SCHOOL

Restructuring (Year 1)

2 schools identified 29% of total

MIDDLETOWN HIGH SCHOOL

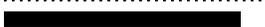
MONHAGEN MIDDLE SCHOOL

District MIDDLETOWN CITY SCHOOL DISTRICT

District ID 44-10-00-01-0000

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%	
English Language Arts				
Grade 3	52%			489
Grade 4	56%			471
Grade 5	62%			516
Grade 6	52%			516
Grade 7	65%			492
Grade 8	44%			517
Mathematics				
Grade 3	79%			489
Grade 4	70%			481
Grade 5	63%			523
Grade 6	63%			528
Grade 7	81%			501
Grade 8	48%			521
Science				
Grade 4	80%			489
Grade 8	71%			512

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	71%			557
Mathematics	66%			557

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

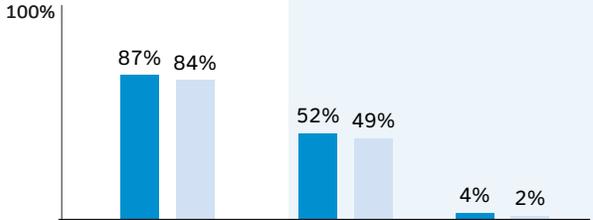
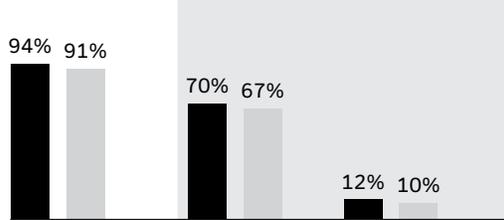
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 651	616-780	650-780	720-780*			
2007 Mean Score: 648						
						
Number of Tested Students:	427	410	252	237	21	11

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	489	87%	52%	4%	486	84%	49%	2%
Female	226	88%	53%	6%	230	91%	53%	4%
Male	263	86%	51%	3%	256	79%	45%	1%
American Indian or Alaska Native								
Black or African American	134	93%	53%	4%	117	85%	47%	1%
Hispanic or Latino	224	80%	42%	3%	229	82%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	54%	15%	11	82%	73%	0%
White	118	93%	68%	6%	129	88%	67%	6%
Multiracial								
Small Group Totals								
General-Education Students	442	91%	56%	5%	441	89%	52%	2%
Students with Disabilities	47	53%	13%	0%	45	42%	20%	0%
English Proficient	398	92%	59%	5%	403	88%	56%	3%
Limited English Proficient	91	68%	20%	2%	83	67%	16%	0%
Economically Disadvantaged	354	85%	43%	4%	320	81%	39%	1%
Not Disadvantaged	135	94%	74%	6%	166	91%	68%	5%
Migrant								
Not Migrant	489	87%	52%	4%	486	84%	49%	2%

NOTES

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

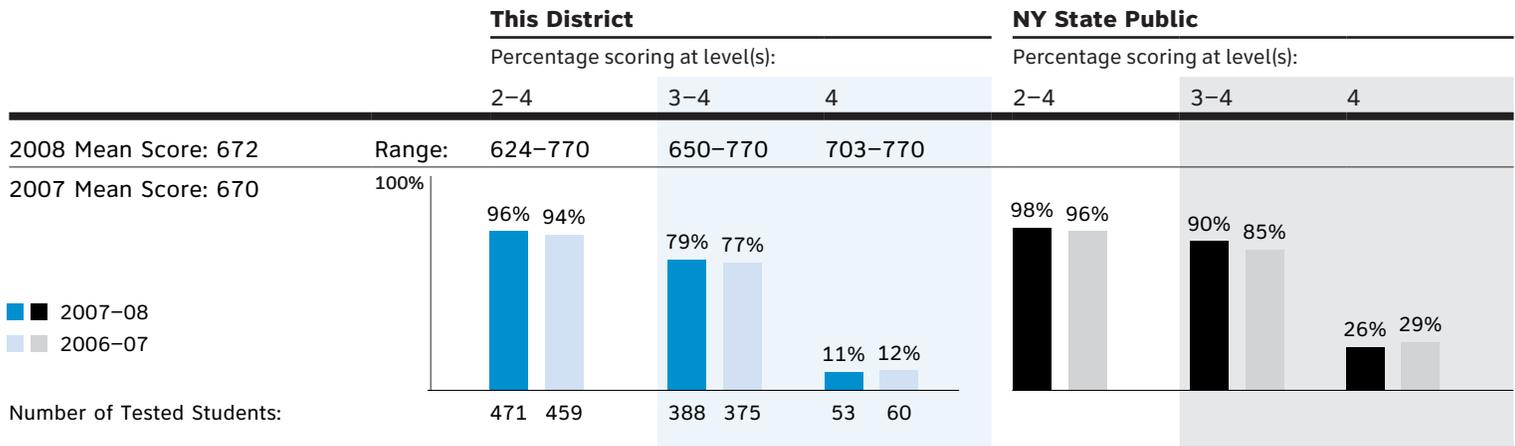
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	5	4	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	5	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	489	96%	79%	11%	488	94%	77%	12%
Female	223	95%	77%	10%	232	94%	77%	13%
Male	266	97%	81%	12%	256	94%	77%	11%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	135	97%	79%	9%	119	90%	73%	13%
Hispanic or Latino	220	95%	74%	9%	233	95%	75%	8%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	7%	11	100%	91%	27%
White	120	98%	89%	18%	125	95%	82%	18%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	441	98%	83%	12%	441	98%	81%	13%
Students with Disabilities	48	83%	44%	0%	47	60%	34%	2%
English Proficient	400	97%	84%	13%	401	94%	80%	14%
Limited English Proficient	89	92%	61%	1%	87	94%	61%	5%
Economically Disadvantaged	350	96%	75%	8%	322	94%	74%	8%
Not Disadvantaged	139	98%	91%	17%	166	95%	82%	20%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	489	96%	79%	11%	488	94%	77%	12%

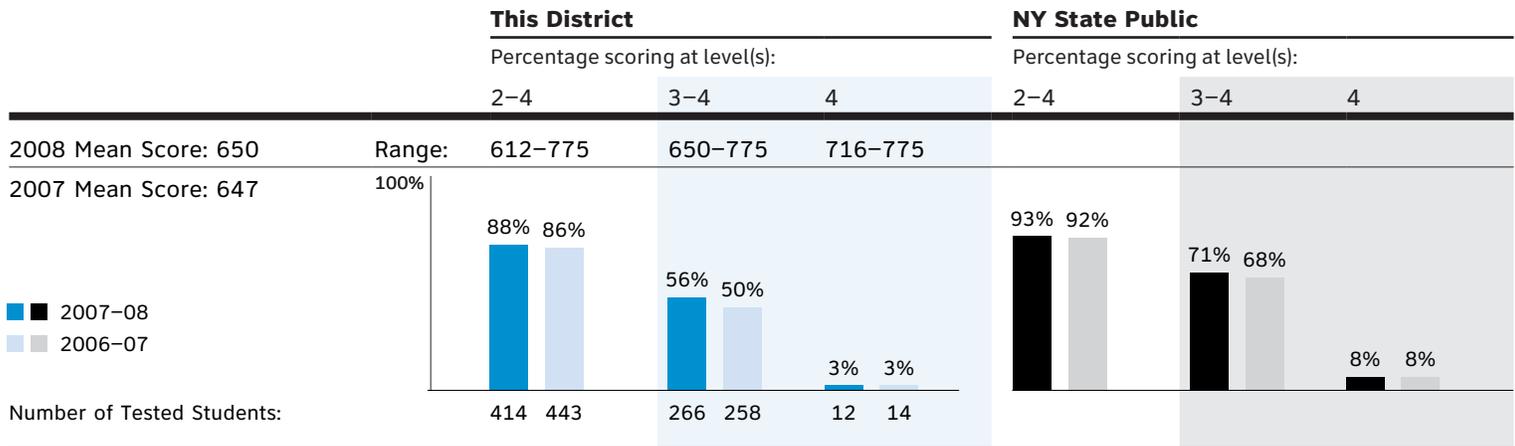
NOTES

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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 3 Equivalent	8	8	6	2	6	6	6	5

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
All Students	471	88%	56%	3%	514	86%	50%	3%
Female	226	92%	61%	4%	247	89%	54%	4%
Male	245	84%	53%	2%	267	83%	47%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	116	90%	59%	1%	144	86%	49%	4%
Hispanic or Latino	227	86%	48%	1%	228	84%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	64%	9%	14	-	-	-
White	117	89%	70%	6%	127	90%	65%	6%
Multiracial								
Small Group Totals					15	87%	60%	0%
General-Education Students	423	93%	61%	3%	455	92%	56%	3%
Students with Disabilities	48	46%	15%	0%	59	42%	7%	0%
English Proficient	400	91%	62%	3%	441	89%	55%	3%
Limited English Proficient	71	72%	25%	0%	73	70%	21%	0%
Economically Disadvantaged	332	86%	49%	1%	346	83%	42%	1%
Not Disadvantaged	139	94%	74%	6%	168	92%	67%	5%
Migrant								
Not Migrant	471	88%	56%	3%	514	86%	50%	3%

NOTES

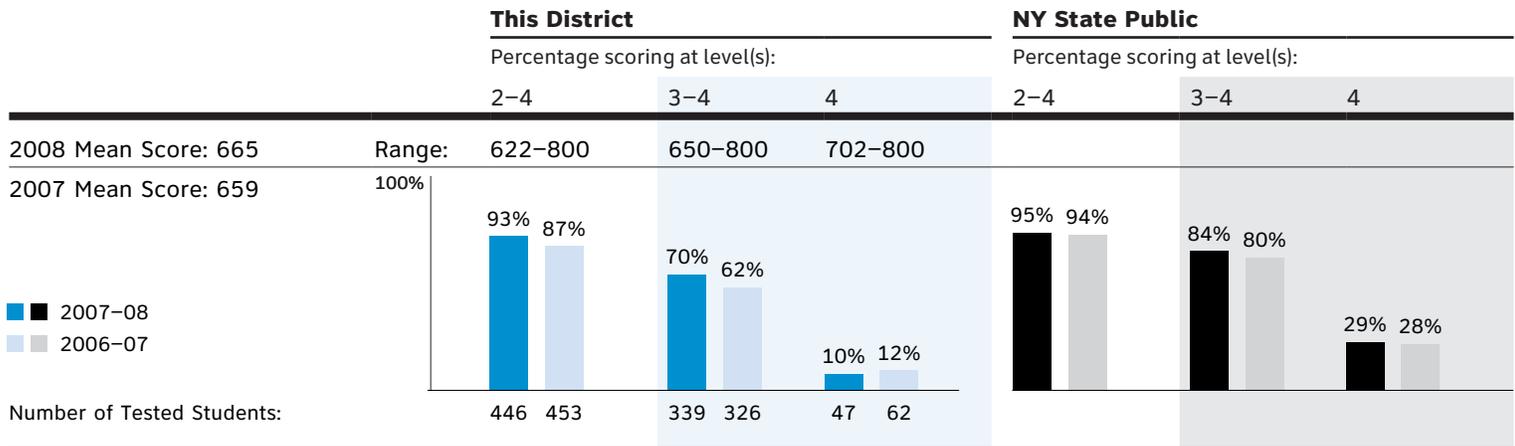
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Other Assessments

	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 4 Equivalent	6	6	5	3	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	6	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	481	93%	70%	10%	522	87%	62%	12%
Female	228	94%	71%	11%	250	87%	57%	10%
Male	253	92%	70%	9%	272	86%	67%	14%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	114	92%	68%	5%	144	83%	58%	8%
Hispanic or Latino	238	93%	68%	10%	237	86%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	82%	18%	14	93%	86%	43%
White	118	92%	77%	14%	127	91%	73%	21%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	429	96%	75%	11%	459	91%	68%	13%
Students with Disabilities	52	67%	35%	0%	63	54%	24%	3%
English Proficient	406	94%	73%	11%	442	88%	66%	14%
Limited English Proficient	75	87%	55%	5%	80	80%	41%	1%
Economically Disadvantaged	335	92%	68%	8%	350	84%	56%	7%
Not Disadvantaged	146	95%	75%	14%	172	92%	75%	22%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	481	93%	70%	10%	522	87%	62%	12%

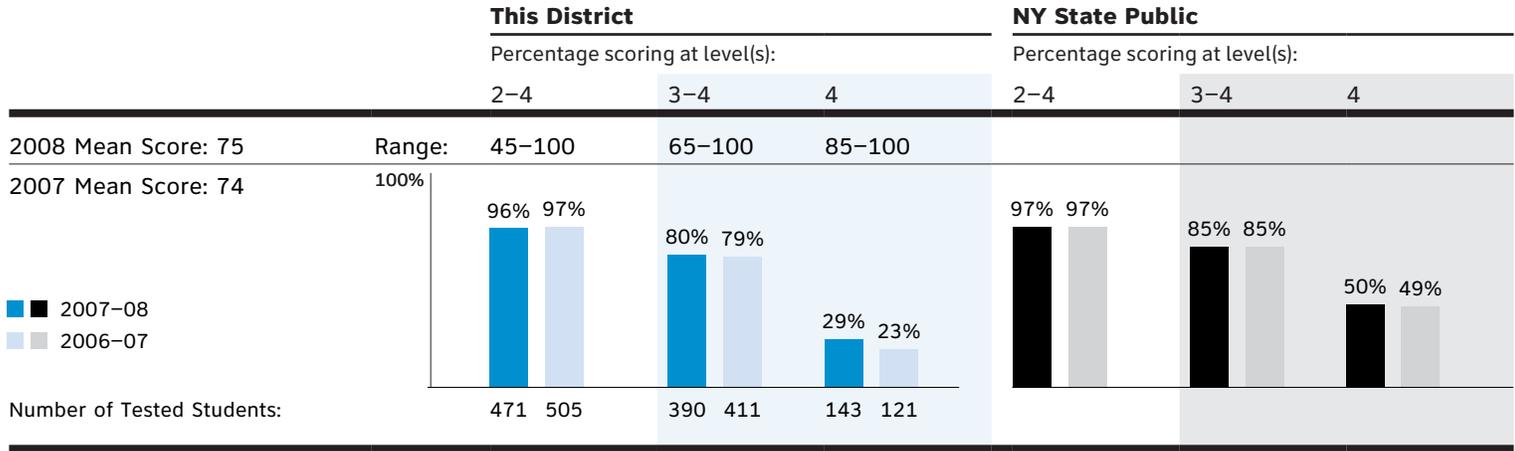
NOTES

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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	6	6	5	3	2	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	489	96%	80%	29%	523	97%	79%	23%
Female	231	96%	79%	26%	253	95%	81%	21%
Male	258	97%	81%	32%	270	98%	77%	25%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	117	97%	83%	26%	146	96%	73%	18%
Hispanic or Latino	240	95%	73%	20%	238	95%	74%	15%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	67%	42%	14	100%	100%	57%
White	120	98%	93%	49%	125	99%	91%	41%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	438	98%	82%	31%	461	96%	81%	24%
Students with Disabilities	51	84%	61%	14%	62	100%	60%	15%
English Proficient	414	97%	85%	34%	442	98%	83%	27%
Limited English Proficient	75	92%	52%	5%	81	89%	54%	4%
Economically Disadvantaged	333	96%	75%	22%	344	96%	74%	16%
Not Disadvantaged	156	97%	89%	46%	179	98%	87%	36%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	489	96%	80%	29%	523	97%	79%	23%

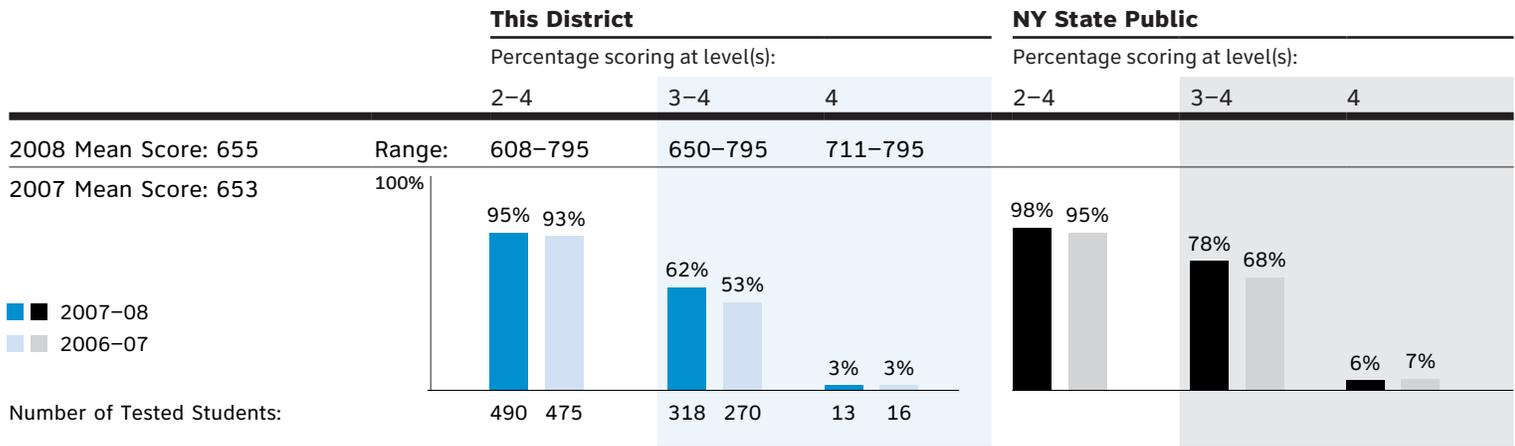
NOTES

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	6	6	6	5	2	-	-	-

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
All Students	516	95%	62%	3%	510	93%	53%	3%
Female	248	97%	64%	4%	260	95%	55%	3%
Male	268	93%	59%	1%	250	91%	51%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	156	94%	61%	2%	142	94%	47%	2%
Hispanic or Latino	229	94%	55%	1%	230	90%	46%	3%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	14%	12	-	-	-
White	117	97%	73%	4%	125	98%	70%	5%
Multiracial								
Small Group Totals					13	92%	77%	8%
General-Education Students	446	98%	69%	3%	457	96%	58%	4%
Students with Disabilities	70	74%	14%	0%	53	66%	6%	0%
English Proficient	461	96%	65%	3%	452	95%	58%	4%
Limited English Proficient	55	87%	31%	0%	58	81%	17%	0%
Economically Disadvantaged	362	95%	56%	1%	332	91%	46%	2%
Not Disadvantaged	154	95%	75%	5%	178	97%	66%	5%
Migrant								
Not Migrant	516	95%	62%	3%	510	93%	53%	3%

NOTES

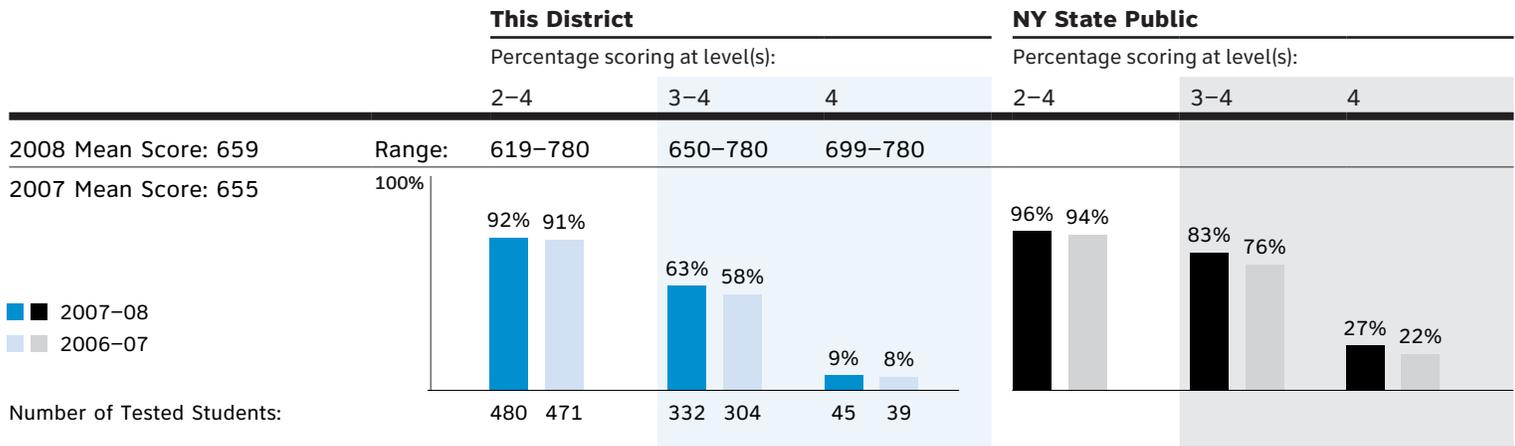
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Other Assessments

	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	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	10	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	523	92%	63%	9%	520	91%	58%	8%
Female	253	92%	63%	7%	263	92%	57%	8%
Male	270	91%	64%	10%	257	89%	60%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	158	87%	58%	6%	143	86%	49%	6%
Hispanic or Latino	231	94%	61%	4%	237	91%	59%	5%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	36%	15	87%	67%	27%
White	120	93%	73%	17%	125	95%	66%	13%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	451	96%	70%	10%	466	93%	62%	8%
Students with Disabilities	72	63%	21%	0%	54	69%	28%	0%
English Proficient	466	92%	66%	10%	453	93%	60%	8%
Limited English Proficient	57	88%	44%	0%	67	76%	45%	4%
Economically Disadvantaged	362	92%	59%	4%	337	88%	54%	3%
Not Disadvantaged	161	91%	74%	18%	183	96%	67%	15%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	523	92%	63%	9%	520	91%	58%	8%

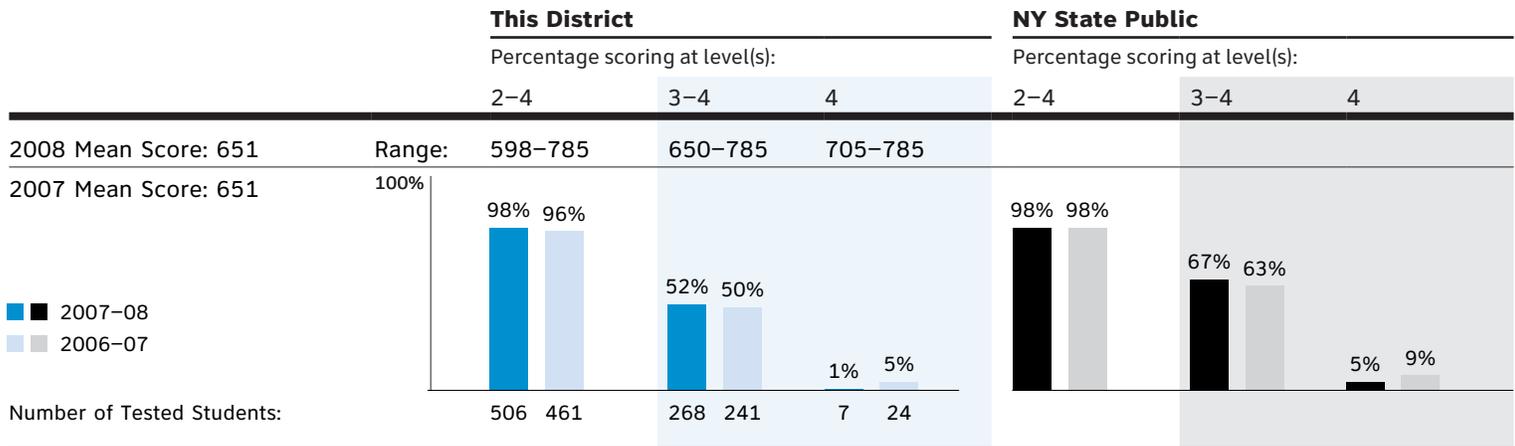
NOTES

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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 5 Equivalent	3	-	-	-	2	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	516	98%	52%	1%	480	96%	50%	5%
Female	261	99%	56%	3%	237	97%	55%	6%
Male	255	97%	48%	0%	243	95%	45%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	150	95%	53%	1%	143	95%	38%	4%
Hispanic or Latino	237	99%	45%	1%	175	95%	42%	3%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	0%	11	100%	36%	0%
White	117	100%	62%	3%	151	98%	72%	9%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	456	100%	57%	2%	410	99%	57%	6%
Students with Disabilities	60	87%	12%	0%	70	79%	10%	0%
English Proficient	464	98%	56%	2%	428	96%	55%	6%
Limited English Proficient	52	94%	13%	0%	52	94%	8%	0%
Economically Disadvantaged	364	98%	45%	1%	316	95%	41%	3%
Not Disadvantaged	152	99%	68%	3%	164	98%	67%	8%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	516	98%	52%	1%	480	96%	50%	5%

NOTES

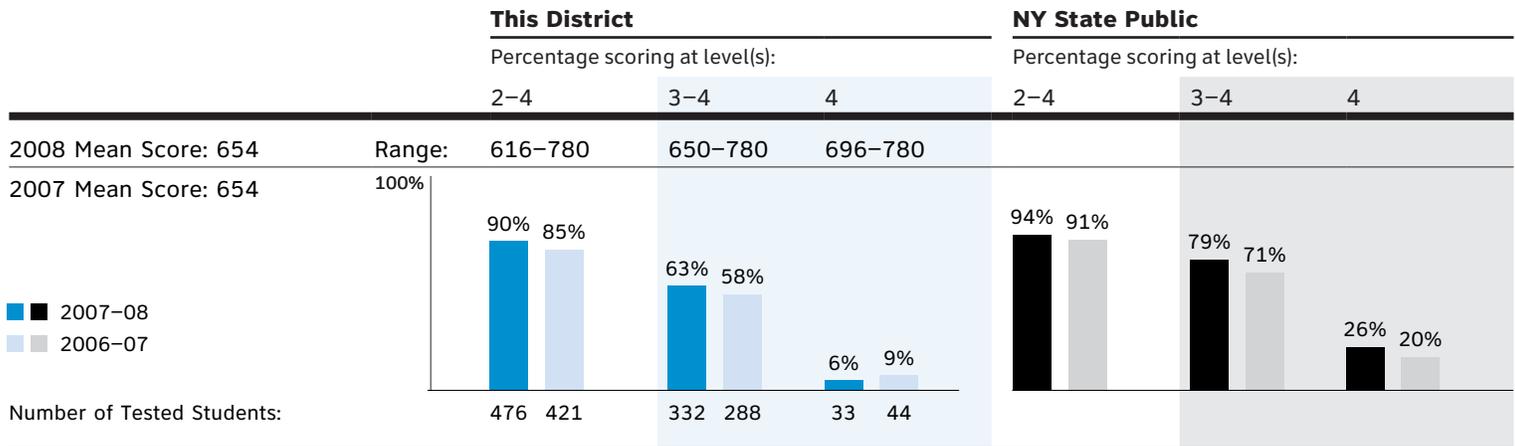
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	8	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	528	90%	63%	6%	494	85%	58%	9%
Female	263	92%	63%	7%	245	85%	59%	10%
Male	265	88%	62%	5%	249	86%	58%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	155	86%	54%	5%	148	82%	50%	7%
Hispanic or Latino	245	90%	60%	5%	183	83%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	82%	18%	12	83%	67%	25%
White	117	96%	79%	10%	151	91%	72%	15%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	468	94%	69%	7%	420	90%	63%	10%
Students with Disabilities	60	60%	15%	0%	74	57%	32%	1%
English Proficient	472	91%	65%	7%	434	88%	63%	10%
Limited English Proficient	56	80%	43%	0%	60	68%	25%	0%
Economically Disadvantaged	371	88%	59%	3%	320	82%	50%	6%
Not Disadvantaged	157	94%	71%	14%	174	91%	73%	14%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	528	90%	63%	6%	494	85%	58%	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	3	-	-	-	3	-	-	-

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: 657	600-790	650-790	712-790			
2007 Mean Score: 650						
	98%	95%		98%	94%	
	65%	52%		70%	58%	
	1%		3%	3%		6%
Number of Tested Students:	481	470	321	257	5	17

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	492	98%	65%	1%	493	95%	52%	3%
Female	232	98%	74%	1%	236	97%	57%	3%
Male	260	97%	58%	1%	257	94%	48%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	150	99%	59%	0%	133	98%	51%	2%
Hispanic or Latino	183	96%	60%	2%	201	93%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	73%	9%	15	100%	80%	13%
White	148	98%	77%	0%	144	96%	58%	6%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	414	99%	72%	1%	428	97%	57%	4%
Students with Disabilities	78	90%	27%	0%	65	82%	18%	0%
English Proficient	444	98%	69%	1%	436	97%	57%	4%
Limited English Proficient	48	92%	31%	0%	57	79%	16%	0%
Economically Disadvantaged	321	98%	60%	1%	296	95%	44%	1%
Not Disadvantaged	171	98%	76%	2%	197	96%	64%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	492	98%	65%	1%	493	95%	52%	3%

NOTES

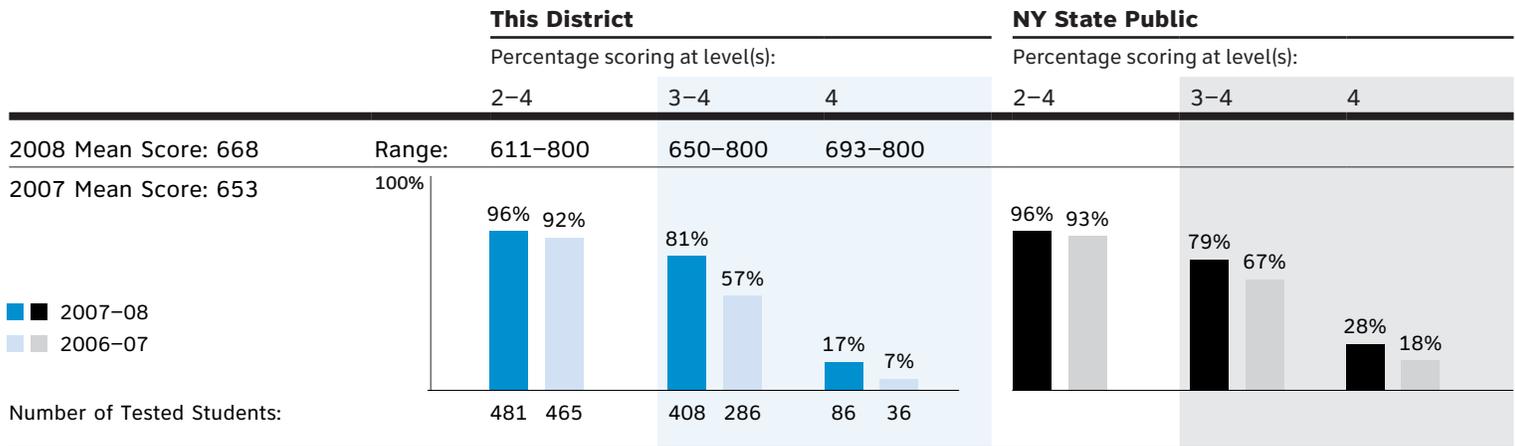
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Other Assessments

	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 7 Equivalent	4	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	10	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	501	96%	81%	17%	506	92%	57%	7%
Female	236	95%	81%	17%	243	93%	59%	6%
Male	265	97%	82%	18%	263	91%	54%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	151	94%	75%	9%	133	93%	55%	4%
Hispanic or Latino	187	98%	81%	16%	210	90%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	60%	17	100%	76%	35%
White	153	95%	88%	24%	146	93%	66%	10%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	421	99%	87%	20%	439	95%	61%	8%
Students with Disabilities	80	79%	50%	1%	67	75%	25%	1%
English Proficient	452	96%	84%	19%	439	95%	62%	8%
Limited English Proficient	49	96%	61%	0%	67	75%	18%	0%
Economically Disadvantaged	324	97%	80%	14%	301	91%	52%	5%
Not Disadvantaged	177	94%	84%	23%	205	94%	62%	11%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	501	96%	81%	17%	506	92%	57%	7%

NOTES

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Other Assessments

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

This District's Results in Grade 8 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: 646	602-790	650-790	715-790			
2007 Mean Score: 643						
Number of Tested Students:	482	469	225	226	7	7

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	517	93%	44%	1%	527	89%	43%	1%
Female	260	95%	50%	3%	247	92%	45%	1%
Male	257	91%	37%	0%	280	86%	41%	1%
American Indian or Alaska Native								
Black or African American	136	94%	40%	0%	154	88%	42%	2%
Hispanic or Latino	220	92%	39%	1%	196	85%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	63%	6%	14	100%	79%	0%
White	145	94%	52%	2%	163	93%	56%	1%
Multiracial								
Small Group Totals								
General-Education Students	445	96%	48%	1%	449	95%	49%	2%
Students with Disabilities	72	74%	15%	1%	78	54%	5%	0%
English Proficient	469	95%	47%	1%	478	91%	46%	1%
Limited English Proficient	48	77%	8%	0%	49	69%	8%	0%
Economically Disadvantaged	335	92%	37%	0%	311	87%	36%	0%
Not Disadvantaged	182	95%	55%	3%	216	92%	52%	3%
Migrant								
Not Migrant	517	93%	44%	1%	527	89%	43%	1%

NOTES

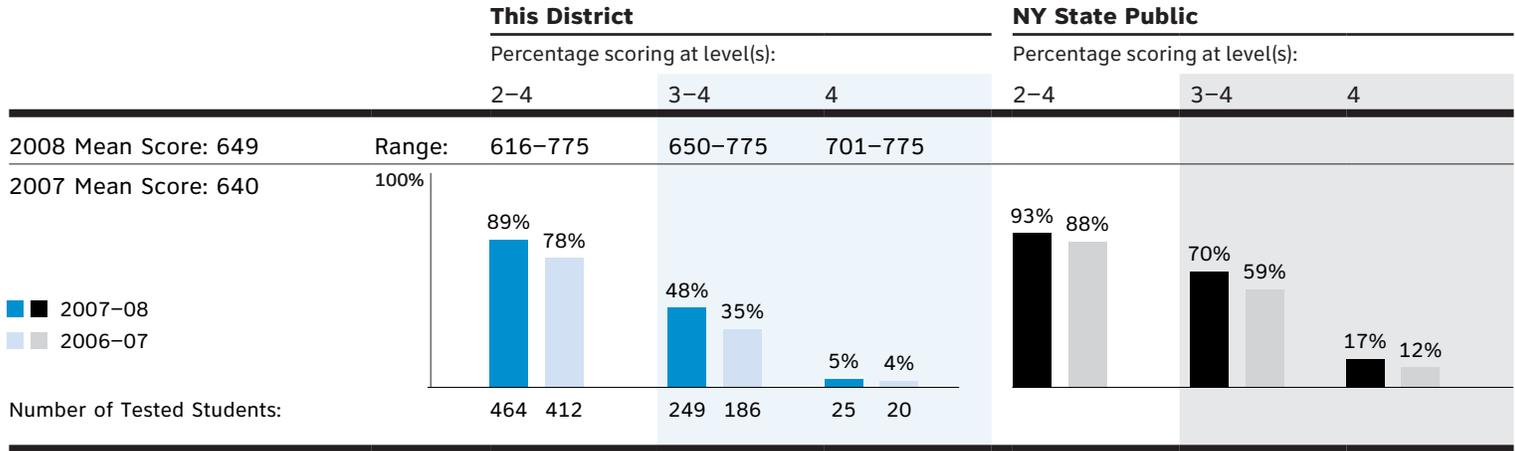
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Other Assessments

	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	5	4	4	3	5	5	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	5	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	521	89%	48%	5%	529	78%	35%	4%
Female	265	89%	50%	3%	248	79%	36%	4%
Male	256	89%	45%	7%	281	77%	35%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	133	87%	44%	2%	154	78%	29%	2%
Hispanic or Latino	225	88%	44%	3%	197	72%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	44%	14	100%	57%	21%
White	147	91%	52%	5%	164	83%	43%	6%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	447	92%	52%	6%	446	84%	39%	4%
Students with Disabilities	74	69%	20%	0%	83	46%	16%	0%
English Proficient	471	90%	49%	5%	477	81%	38%	4%
Limited English Proficient	50	78%	34%	0%	52	52%	10%	0%
Economically Disadvantaged	334	88%	42%	3%	306	74%	27%	2%
Not Disadvantaged	187	91%	58%	9%	223	83%	47%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	521	89%	48%	5%	529	78%	35%	4%

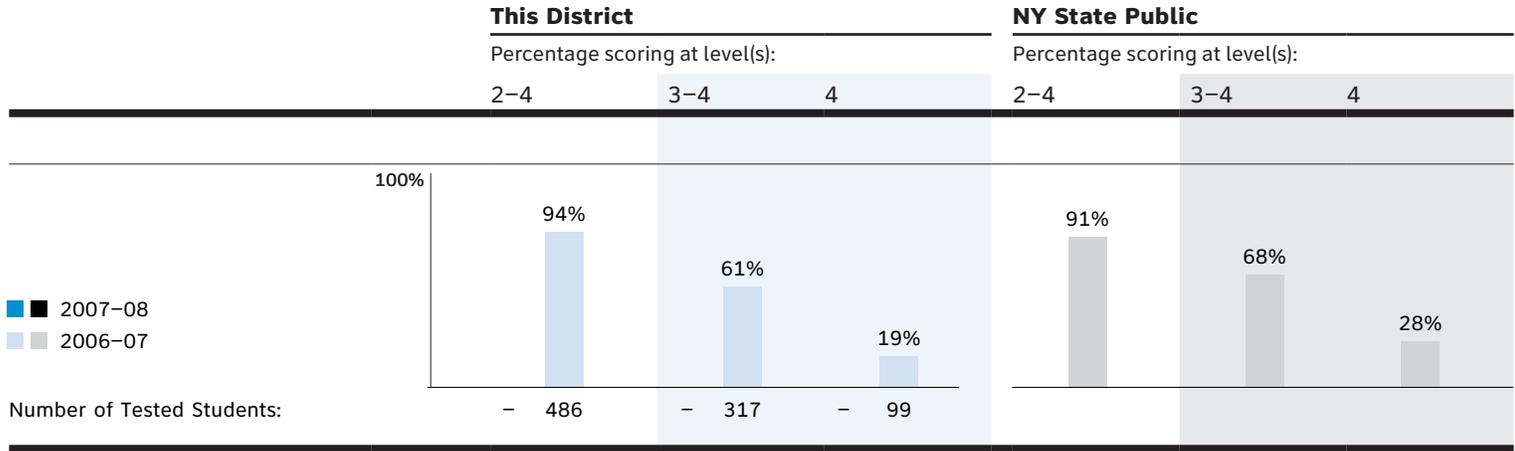
NOTES

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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	5	4	3	2	5	5	5	2

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	512	97%	71%	20%	519	94%	61%	19%
Female	259	98%	67%	14%	245	92%	56%	17%
Male	253	96%	74%	25%	274	95%	66%	21%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	134	98%	67%	14%	151	91%	52%	13%
Hispanic or Latino	222	97%	65%	14%	189	90%	52%	11%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	63%	14	100%	100%	50%
White	140	96%	79%	28%	165	99%	76%	32%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	441	98%	73%	22%	441	95%	66%	22%
Students with Disabilities	71	89%	54%	6%	78	83%	33%	3%
English Proficient	463	97%	74%	21%	471	95%	64%	21%
Limited English Proficient	49	94%	41%	2%	48	83%	31%	0%
Economically Disadvantaged	325	97%	65%	12%	292	92%	53%	14%
Not Disadvantaged	187	97%	80%	32%	227	96%	71%	26%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	512	97%	71%	20%	519	94%	61%	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 8 Equivalent	5	5	3	1	5	4	4	2
Regents Science	1	-	-	-	0	-	-	-

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

This District

Percentage scoring at level(s):

2-4

3-4

4

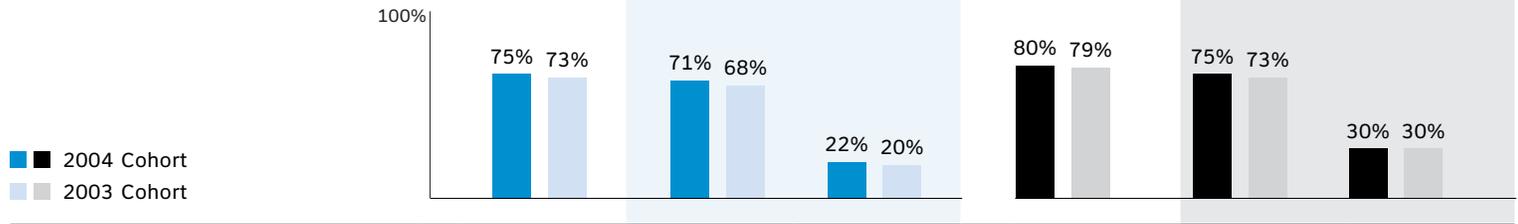
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

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

2003 Cohort**

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	557	75%	71%	22%	539	73%	68%	20%
Female	241	80%	75%	28%	291	78%	73%	24%
Male	316	71%	67%	18%	248	69%	63%	15%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	167	77%	74%	13%	152	79%	73%	16%
Hispanic or Latino	185	73%	67%	14%	165	66%	58%	14%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	13	-	-	-
White	192	74%	71%	35%	208	74%	72%	25%
Multiracial								
Small Group Totals	13	77%	77%	69%	14	93%	71%	43%
General-Education Students	467	81%	79%	27%	447	80%	76%	23%
Students with Disabilities	90	41%	29%	1%	92	41%	30%	2%
English Proficient	541	76%	72%	23%	519	74%	69%	20%
Limited English Proficient	16	38%	19%	0%	20	55%	45%	5%
Economically Disadvantaged	240	75%	71%	15%	231	72%	65%	17%
Not Disadvantaged	317	74%	70%	28%	308	75%	70%	22%
Migrant								
Not Migrant	557	75%	71%	22%				

NOTES

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Other Assessments

2004 Cohort

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

2003 Cohort

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

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

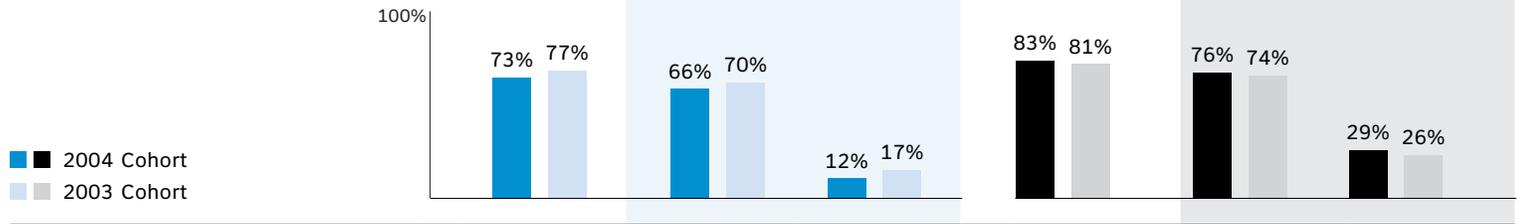
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students | Percentage scoring at level(s):

2-4 | 3-4 | 4

2003 Cohort**

Number of Students | Percentage scoring at level(s):

2-4 | 3-4 | 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	557	73%	66%	12%	539	77%	70%	17%
Female	241	78%	70%	14%	291	80%	72%	16%
Male	316	68%	63%	11%	248	73%	68%	17%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	167	75%	64%	6%	152	78%	68%	14%
Hispanic or Latino	185	71%	66%	7%	165	70%	64%	15%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	13	-	-	-
White	192	72%	68%	20%	208	80%	75%	18%
Multiracial								
Small Group Totals	13	77%	69%	54%	14	93%	86%	36%
General-Education Students	467	80%	74%	15%	447	82%	75%	19%
Students with Disabilities	90	33%	26%	0%	92	52%	43%	2%
English Proficient	541	74%	67%	13%	519	77%	70%	17%
Limited English Proficient	16	44%	25%	0%	20	70%	65%	10%
Economically Disadvantaged	240	75%	65%	7%	231	76%	70%	14%
Not Disadvantaged	317	71%	67%	16%	308	77%	70%	19%
Migrant								
Not Migrant	557	73%	66%	12%				

NOTES

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

Other Assessments

2004 Cohort

Number of Students | Number scoring at level(s):

2-4 | 3-4 | 4

2003 Cohort

Number of Students | Number scoring at level(s):

2-4 | 3-4 | 4

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

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

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

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