



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **SCHENECTADY CITY SCHOOL  
DISTRICT**

District ID **53-06-00-01-0000**

Superintendent **ERIC ELY**

Telephone **(518) 370-8100**

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 **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

## 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	123	127	178
Kindergarten	737	764	782
Grade 1	757	726	782
Grade 2	690	722	701
Grade 3	641	691	695
Grade 4	647	647	689
Grade 5	687	646	650
Grade 6	767	742	686
Ungraded Elementary	0	0	0
Grade 7	780	812	752
Grade 8	728	752	777
Grade 9	1025	951	979
Grade 10	705	802	680
Grade 11	569	581	666
Grade 12	515	568	555
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>9248</b>	<b>9404</b>	<b>9394</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	22	22	22
<b>Grade 8</b>			
English	23	24	19
Mathematics	23	24	18
Science	25	26	21
Social Studies	26	26	20
<b>Grade 10</b>			
English	23	25	18
Mathematics	25	24	19
Science		26	18
Social Studies	16	26	20

### 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 **SCHENECTADY CITY SCHOOL DISTRICT**District ID **53-06-00-01-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	4744	51%	4456	47%	4714	50%
Reduced-Price Lunch	880	10%	957	10%	1062	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	311	3%	249	3%	322	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	17	0%	13	0%	13	0%
Black or African American	3015	33%	3080	33%	3208	34%
Hispanic or Latino	1309	14%	1523	16%	1327	14%
Asian or Native Hawaiian/Other Pacific Islander	959	10%	1121	12%	1173	12%
White	3948	43%	3652	39%	3660	39%
Multiracial**	N/A	N/A	15	0%	13	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		91%		91%		91%
Student Suspensions	1776	20%	2071	22%	2013	21%

## 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 SCHENECTADY CITY SCHOOL DISTRICT

District ID 53-06-00-01-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	697	604	741
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	4%	2%	3%
Percent with Fewer Than Three Years of Experience	11%	11%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	12%	10%
<b>Total Number of Core Classes</b>	2461	1784	1993
Percent Not Taught by Highly Qualified Teachers	5%	3%	3%
<b>Total Number of Classes</b>	2151	2490	2466
Percent Taught by Teachers Without Appropriate Certification	5%	3%	4%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	26%	27%
Turnover Rate of All Teachers	18%	21%	21%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	138	112	65
Total Paraprofessionals*	421	390	848
Assistant Principals	4	4	4
Principals	19	19	21

\* 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 5)

ELA	▲ Improvement (Year 5)	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	✓	✓	—	✗	✗	—
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	✗	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✗	✓ <sup>SH</sup>	—
<b>Student groups making AYP in each subject</b>	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✗ 1 of 7	✗ 3 of 7	✓ 1 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 5)

**Accountability Measures** 6 of 8 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 6) 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 5) 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> (4358:4187)							
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	—						
Black or African American (1478:1415)							
Hispanic or Latino (623:588)							
Asian or Native Hawaiian/Other Pacific Islander (591:576)							
White (1662:1604)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (824:776)							
Limited English Proficient <sup>5</sup> (166:192)							
Economically Disadvantaged (3212:3119)							
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

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

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




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

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

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

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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

**Accountability Status**  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) <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> (4361:4151)			100%		148	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (1487:1396)			99%		136	99	
Hispanic or Latino (621:583)			99%		131	97	
Asian or Native Hawaiian/Other Pacific Islander (593:574)			100%		164	97	
White (1656:1594)			100%		158	99	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (826:773)			99%		88	98	95    99
Limited English Proficient <sup>5</sup> (161:194)			99%		112	94	
Economically Disadvantaged (3164:3086)			100%		143	100	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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



















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (1501:1394)		Qualified		97%		163	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (509:467)		Qualified		97%		154	100	
Hispanic or Latino (215:194)		Qualified		96%		148	100	
Asian or Native Hawaiian/Other Pacific Islander (189:183)		Qualified		99%		166	100	
White (588:550)		Qualified		97%		175	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (289:262)		Qualified		96%		134	100	
Limited English Proficient <sup>4</sup> (49:58)		Qualified		100%		102	100	
Economically Disadvantaged (1054:1007)		Qualified		97%		157	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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


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

#### AYP Status

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

## Secondary-Level English Language Arts









**Accountability Status for This Subject (2008–09)**  Improvement (Year 5)

**Accountability Measures** 1 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 6) 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 5) in 2009-10. [210]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		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 (558:546)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (0:1)	—						
Black or African American (203:192)							
Hispanic or Latino (56:65)							
Asian or Native Hawaiian/Other Pacific Islander (65:58)							
White (234:230)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (135:100)							
Limited English Proficient <sup>4</sup> (3:9)	—						
Economically Disadvantaged (255:268)							
<b>Final AYP Determination</b>	 1 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** 3 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 (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09	
<b>All Students</b> (558:546)			98%		152	154	154	157
<b>Ethnicity</b>								
American Indian or Alaska Native (0:1)	—	—	—	—	—	—	—	—
Black or African American (203:192)			99%		139	151	135‡	145
Hispanic or Latino (56:65)			98%		138	147	146‡	144
Asian or Native Hawaiian/Other Pacific Islander (65:58)			100%		169	146		
White (234:230)			98%		163	152		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (135:100)			88%		65	149	89	79
Limited English Proficient <sup>4</sup> (3:9)	—	—	—	—	—	—	—	—
Economically Disadvantaged (255:268)			98%		149	152	146	154
<b>Final AYP Determination</b>	 3 of 7							

#### NOTES

- 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).
  - 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.
  - 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.
  - If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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










## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives			
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target	
					2007–08	2008–09
<b>All Students (672)</b>			61%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (187)			53%	55%	55%	54%
Hispanic or Latino (71)			51%	55%	55%	52%
Asian or Native Hawaiian/Other Pacific Islander (56)			66%	55%		
White (358)			66%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (111)			32%	55%	32%	33%
Limited English Proficient <sup>3</sup> (1)	–		–	–		
Economically Disadvantaged (279)			60%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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

# 3 School Accountability Status

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

## 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

12 schools identified 75% of total

ELMER AVENUE SCHOOL  
FULTON ELEMENTARY SCHOOL  
HAMILTON ELEMENTARY SCHOOL  
HOWE INTERNATIONAL MAGNET SCHOOL  
JESSIE T ZOLLER SCHOOL  
LINCOLN SCHOOL  
MARTIN LUTHER KING SCHOOL  
PAIGE SCHOOL  
PLEASANT VALLEY SCHOOL  
VAN CORLAER SCHOOL  
WOODLAWN SCHOOL  
YATES SCHOOL

#### Planning for Restructuring

1 school identified 6% of total

CENTRAL PARK MIDDLE SCHOOL

#### Restructuring (Year 1)

1 school identified 6% of total

ONEIDA MIDDLE SCHOOL

#### Restructuring (Year 2)

1 school identified 6% of total

MONT PLEASANT MIDDLE SCHOOL

#### Requiring Academic Progress (Year 6)

1 school identified 6% of total

SCHENECTADY HIGH SCHOOL

District **SCHENECTADY CITY SCHOOL DISTRICT**District ID **53-06-00-01-0000**

## 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	50%			696
Grade 4	49%			691
Grade 5	58%			653
Grade 6	48%			695
Grade 7	46%			760
Grade 8	36%			783
<b>Mathematics</b>				
Grade 3	80%			704
Grade 4	65%			691
Grade 5	59%			661
Grade 6	58%			696
Grade 7	51%			764
Grade 8	43%			786
<b>Science</b>				
Grade 4	75%			697
Grade 8	63%			746

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	51%			760
Mathematics	53%			760

### 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.

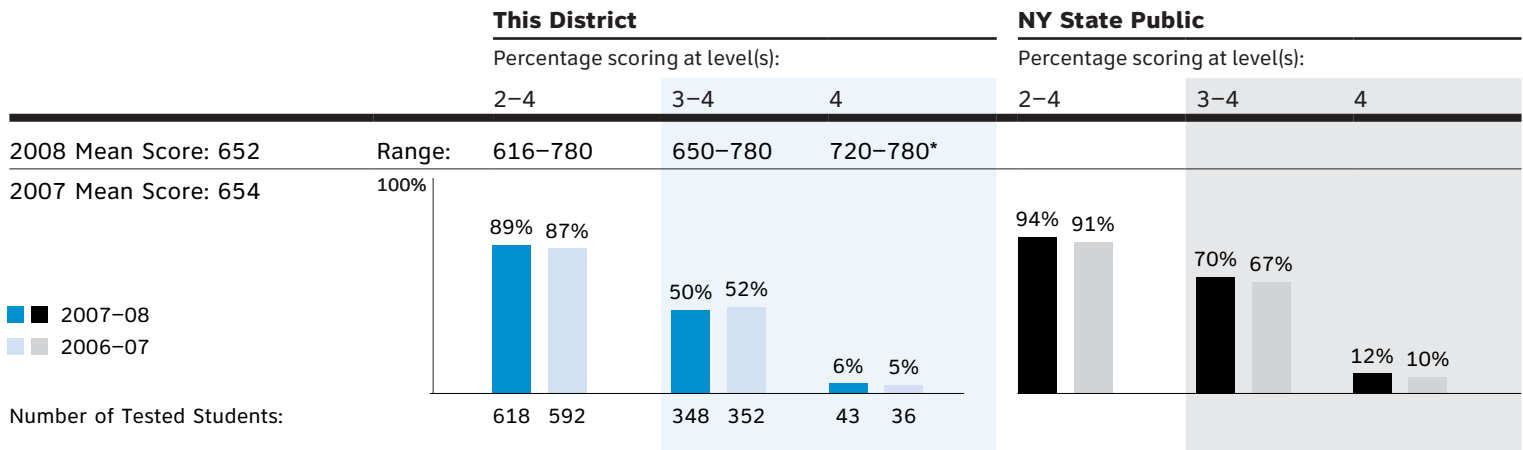
### This District's N/RC Category:

#### High Need/Resource Urban-Suburban Districts

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



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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>696</b>	<b>89%</b>	<b>50%</b>	<b>6%</b>	<b>678</b>	<b>87%</b>	<b>52%</b>	<b>5%</b>
Female	321	91%	57%	9%	309	90%	58%	5%
Male	375	87%	44%	4%	369	85%	47%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	234	89%	42%	4%	224	86%	44%	4%
Hispanic or Latino	99	-	-	-	96	81%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	111	92%	63%	7%	90	93%	53%	2%
White	251	92%	55%	8%	268	88%	62%	9%
Multiracial								
Small Group Totals	100	77%	40%	5%				
General-Education Students	591	94%	58%	7%	571	92%	58%	6%
Students with Disabilities	105	61%	8%	0%	107	64%	21%	0%
English Proficient	659	91%	52%	7%	651	89%	54%	6%
Limited English Proficient	37	54%	19%	0%	27	52%	7%	0%
Economically Disadvantaged	544	87%	46%	5%	511	85%	45%	2%
Not Disadvantaged	152	94%	64%	10%	167	94%	74%	14%
Migrant								
Not Migrant	696	89%	50%	6%	678	87%	52%	5%

#### NOTES

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

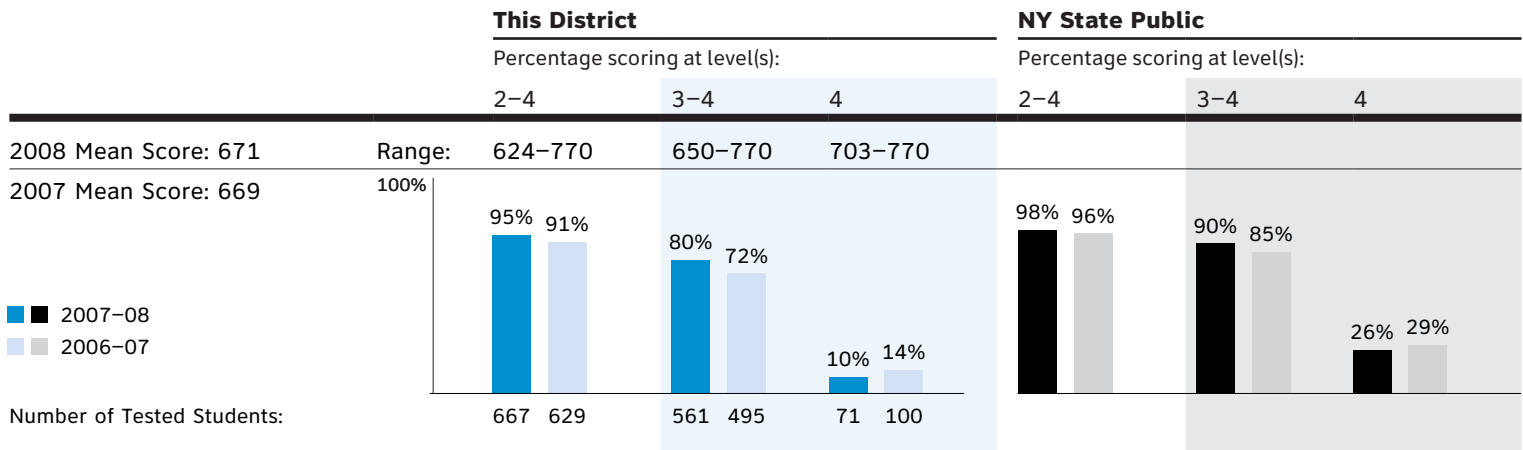
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	8	8	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 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>704</b>	<b>95%</b>	<b>80%</b>	<b>10%</b>	<b>690</b>	<b>91%</b>	<b>72%</b>	<b>14%</b>
Female	323	93%	82%	10%	322	93%	72%	17%
Male	381	96%	78%	10%	368	89%	71%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	237	95%	75%	5%	233	87%	67%	7%
Hispanic or Latino	102	-	-	-	101	86%	59%	6%
Asian or Native Hawaiian/Other Pacific Islander	113	97%	87%	11%	87	97%	76%	20%
White	251	96%	83%	16%	269	95%	80%	23%
Multiracial								
Small Group Totals	103	87%	75%	8%				
General-Education Students	598	97%	85%	12%	576	94%	77%	17%
Students with Disabilities	106	79%	50%	1%	114	75%	46%	4%
English Proficient	666	96%	80%	11%	659	92%	73%	15%
Limited English Proficient	38	79%	66%	3%	31	65%	39%	0%
Economically Disadvantaged	539	94%	78%	8%	521	89%	66%	9%
Not Disadvantaged	165	97%	86%	18%	169	96%	90%	30%
Migrant								
Not Migrant	704	95%	80%	10%	690	91%	72%	14%

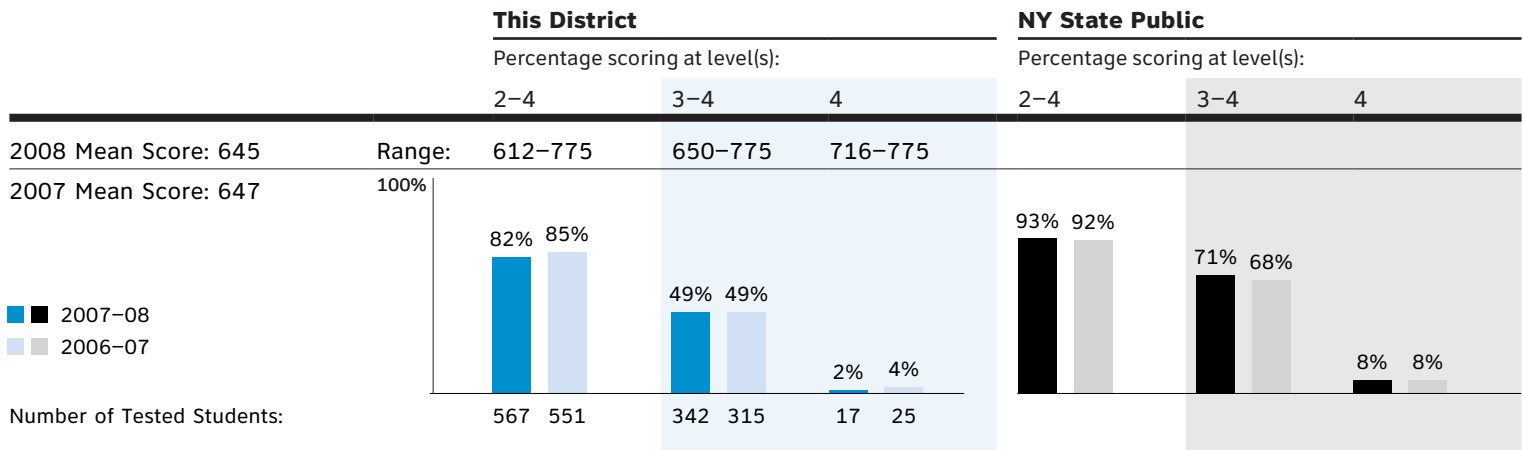
#### NOTES

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	4	-	-	-	8	8	6	4

## 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>691</b>	<b>82%</b>	<b>49%</b>	<b>2%</b>	<b>646</b>	<b>85%</b>	<b>49%</b>	<b>4%</b>
Female	322	87%	57%	3%	310	89%	55%	6%
Male	369	78%	43%	2%	336	82%	43%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	230	83%	43%	0%	225	81%	41%	2%
Hispanic or Latino	100	75%	36%	1%	89	83%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	87	87%	56%	3%	68	-	-	-
White	274	82%	58%	4%	263	87%	57%	7%
Multiracial								
Small Group Totals					69	94%	51%	3%
General-Education Students	566	91%	58%	3%	541	93%	56%	5%
Students with Disabilities	125	43%	10%	0%	105	48%	10%	0%
English Proficient	665	83%	51%	3%	623	86%	50%	4%
Limited English Proficient	26	50%	15%	0%	23	70%	13%	4%
Economically Disadvantaged	513	80%	42%	1%	486	84%	43%	1%
Not Disadvantaged	178	87%	72%	6%	160	89%	68%	12%
Migrant								
Not Migrant	691	82%	49%	2%	646	85%	49%	4%

#### NOTES

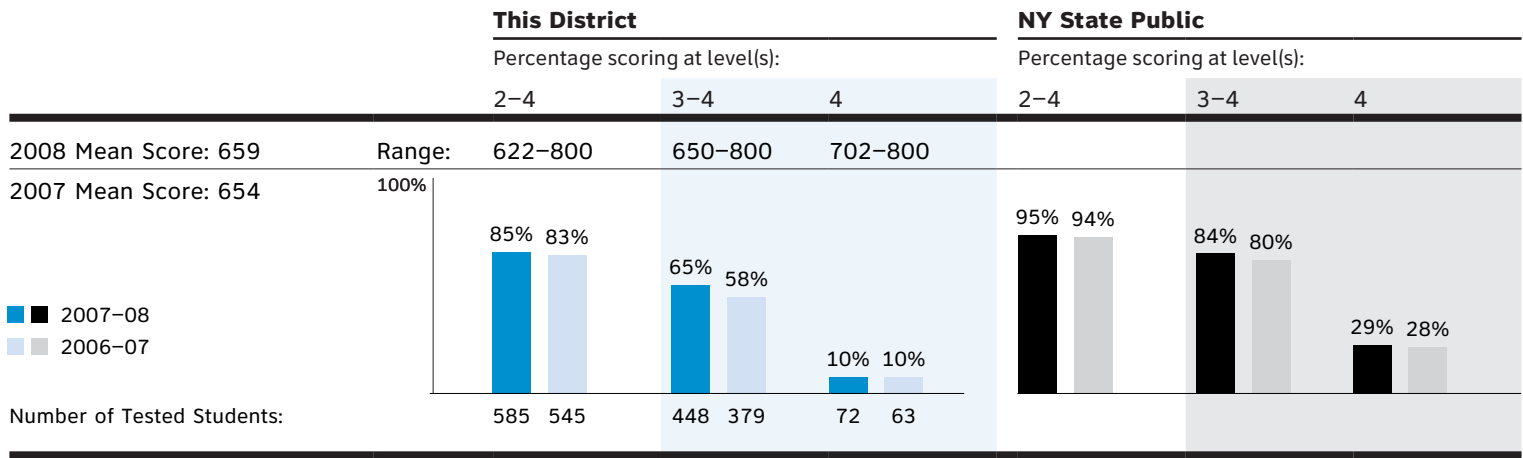
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	9	8	6	2	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	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
<b>All Students</b>	<b>691</b>	<b>85%</b>	<b>65%</b>	<b>10%</b>	<b>654</b>	<b>83%</b>	<b>58%</b>	<b>10%</b>
Female	323	87%	65%	11%	313	83%	57%	8%
Male	368	82%	65%	10%	341	84%	59%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	231	82%	57%	6%	228	78%	45%	5%
Hispanic or Latino	100	79%	57%	5%	91	76%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	88	91%	73%	10%	70	-	-	-
White	272	87%	72%	17%	264	88%	68%	16%
Multiracial								
Small Group Totals					71	94%	68%	6%
General-Education Students	569	90%	72%	12%	546	89%	64%	11%
Students with Disabilities	122	61%	33%	1%	108	55%	29%	2%
English Proficient	664	86%	66%	11%	624	85%	60%	10%
Limited English Proficient	27	63%	33%	0%	30	50%	23%	3%
Economically Disadvantaged	510	83%	61%	7%	488	80%	52%	6%
Not Disadvantaged	181	89%	77%	19%	166	92%	75%	21%
Migrant								
Not Migrant	691	85%	65%	10%	654	83%	58%	10%

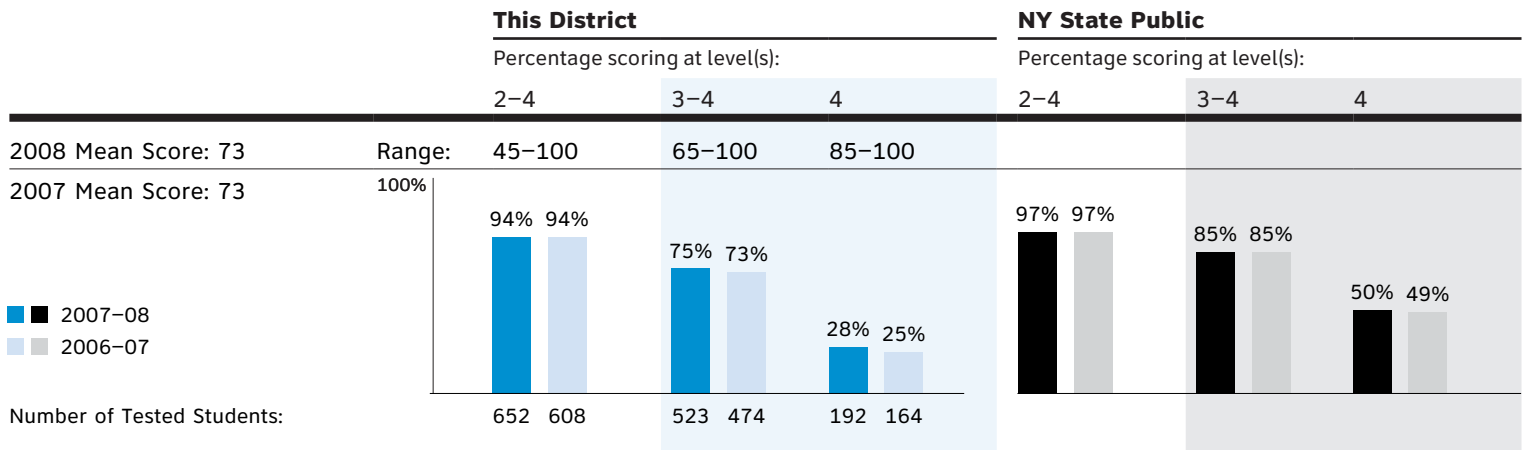
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	6	1	6	6	6	5

## 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>697</b>	<b>94%</b>	<b>75%</b>	<b>28%</b>	<b>648</b>	<b>94%</b>	<b>73%</b>	<b>25%</b>
Female	326	95%	76%	29%	306	95%	71%	25%
Male	371	92%	74%	27%	342	93%	75%	25%
American Indian or Alaska Native					1	-	-	-
Black or African American	232	92%	72%	21%	225	92%	64%	19%
Hispanic or Latino	101	92%	63%	17%	90	91%	64%	16%
Asian or Native Hawaiian/Other Pacific Islander	90	94%	78%	29%	70	-	-	-
White	274	95%	81%	37%	262	94%	81%	36%
Multiracial								
Small Group Totals					71	100%	83%	18%
General-Education Students	571	95%	79%	31%	540	96%	77%	29%
Students with Disabilities	126	88%	59%	12%	108	83%	54%	7%
English Proficient	669	94%	77%	29%	618	95%	75%	26%
Limited English Proficient	28	71%	29%	0%	30	77%	30%	3%
Economically Disadvantaged	507	92%	71%	22%	478	94%	68%	18%
Not Disadvantaged	190	97%	85%	42%	170	95%	87%	47%
Migrant								
Not Migrant	697	94%	75%	28%	648	94%	73%	25%

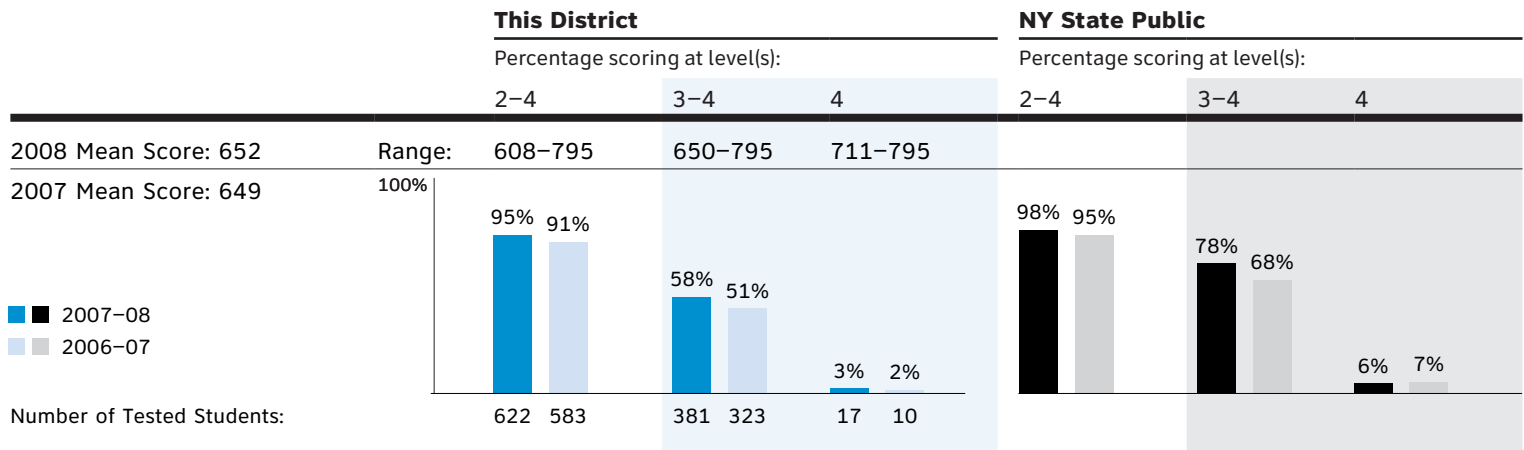
### NOTES

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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	9	9	9	4	7	7	7	6

## 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>653</b>	<b>95%</b>	<b>58%</b>	<b>3%</b>	<b>639</b>	<b>91%</b>	<b>51%</b>	<b>2%</b>
Female	320	97%	59%	3%	317	94%	53%	2%
Male	333	94%	58%	3%	322	88%	48%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	227	96%	49%	1%	204	94%	42%	0%
Hispanic or Latino	93	92%	54%	0%	89	80%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	74	-	-	-	83	-	-	-
White	258	95%	65%	5%	262	92%	63%	3%
Multiracial								
Small Group Totals	75	97%	71%	3%	84	93%	48%	0%
General-Education Students	533	98%	68%	3%	513	98%	58%	2%
Students with Disabilities	120	82%	16%	0%	126	64%	20%	0%
English Proficient	634	96%	60%	3%	620	92%	51%	2%
Limited English Proficient	19	68%	16%	0%	19	63%	21%	0%
Economically Disadvantaged	485	95%	54%	1%	484	91%	45%	1%
Not Disadvantaged	168	95%	71%	7%	155	93%	67%	3%
Migrant								
Not Migrant	653	95%	58%	3%	639	91%	51%	2%

#### NOTES

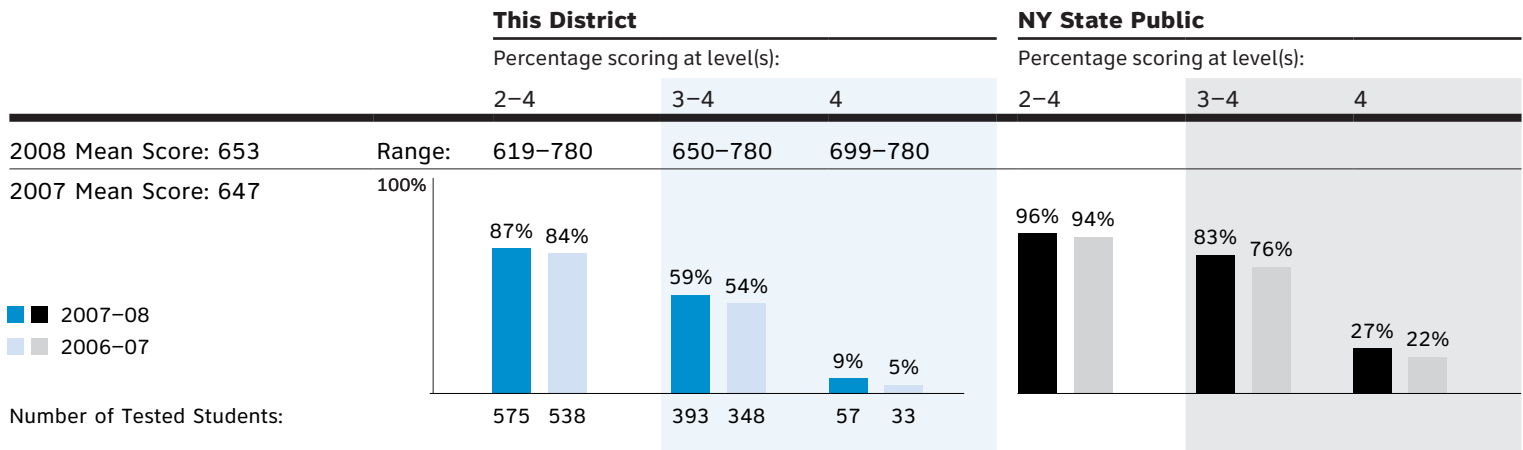
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### Other Assessments

	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 5 Equivalent	12	11	11	7	6	4	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	4	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>661</b>	<b>87%</b>	<b>59%</b>	<b>9%</b>	<b>644</b>	<b>84%</b>	<b>54%</b>	<b>5%</b>
Female	325	86%	58%	9%	315	86%	53%	4%
Male	336	88%	61%	9%	329	81%	55%	6%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	230	83%	51%	4%	208	80%	42%	1%
Hispanic or Latino	93	83%	47%	4%	92	74%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	75	-	-	-	83	-	-	-
White	262	90%	66%	14%	260	88%	65%	8%
Multiracial								
Small Group Totals	76	96%	76%	8%	84	89%	58%	10%
General-Education Students	536	94%	67%	10%	517	91%	60%	6%
Students with Disabilities	125	55%	26%	1%	127	54%	31%	1%
English Proficient	641	87%	61%	9%	622	85%	55%	5%
Limited English Proficient	20	75%	25%	0%	22	50%	23%	0%
Economically Disadvantaged	480	86%	55%	5%	490	83%	50%	4%
Not Disadvantaged	181	91%	72%	18%	154	86%	67%	8%
Migrant								
Not Migrant	661	87%	59%	9%	644	84%	54%	5%

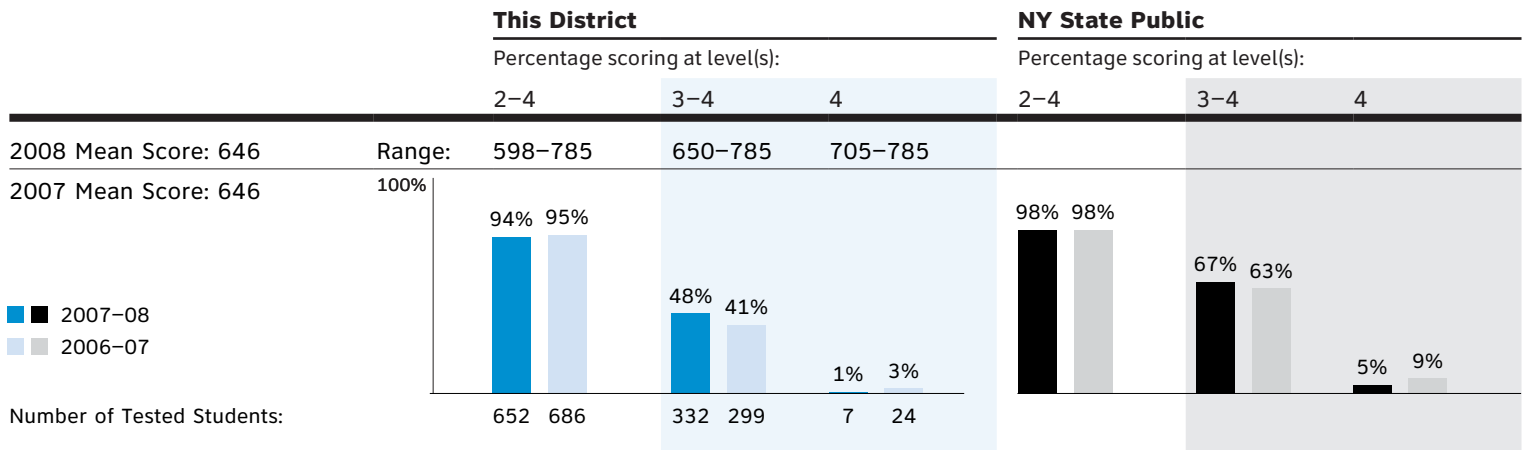
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	12	11	11	4	7	7	5	4

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>695</b>	<b>94%</b>	<b>48%</b>	<b>1%</b>	<b>722</b>	<b>95%</b>	<b>41%</b>	<b>3%</b>
Female	343	97%	56%	1%	340	98%	45%	4%
Male	352	91%	40%	1%	382	92%	38%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	240	92%	39%	0%	243	96%	37%	0%
Hispanic or Latino	103	93%	31%	1%	98	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	95	-	-	-	108	94%	45%	7%
White	256	95%	60%	2%	271	95%	49%	4%
Multiracial								
Small Group Totals	96	97%	55%	2%	100	93%	27%	4%
General-Education Students	555	98%	57%	1%	617	98%	47%	4%
Students with Disabilities	140	76%	11%	0%	105	79%	8%	0%
English Proficient	670	94%	50%	1%	705	95%	42%	3%
Limited English Proficient	25	84%	0%	0%	17	76%	0%	0%
Economically Disadvantaged	522	94%	44%	1%	539	95%	34%	2%
Not Disadvantaged	173	94%	59%	2%	183	96%	63%	6%
Migrant								
Not Migrant	695	94%	48%	1%	722	95%	41%	3%

#### NOTES

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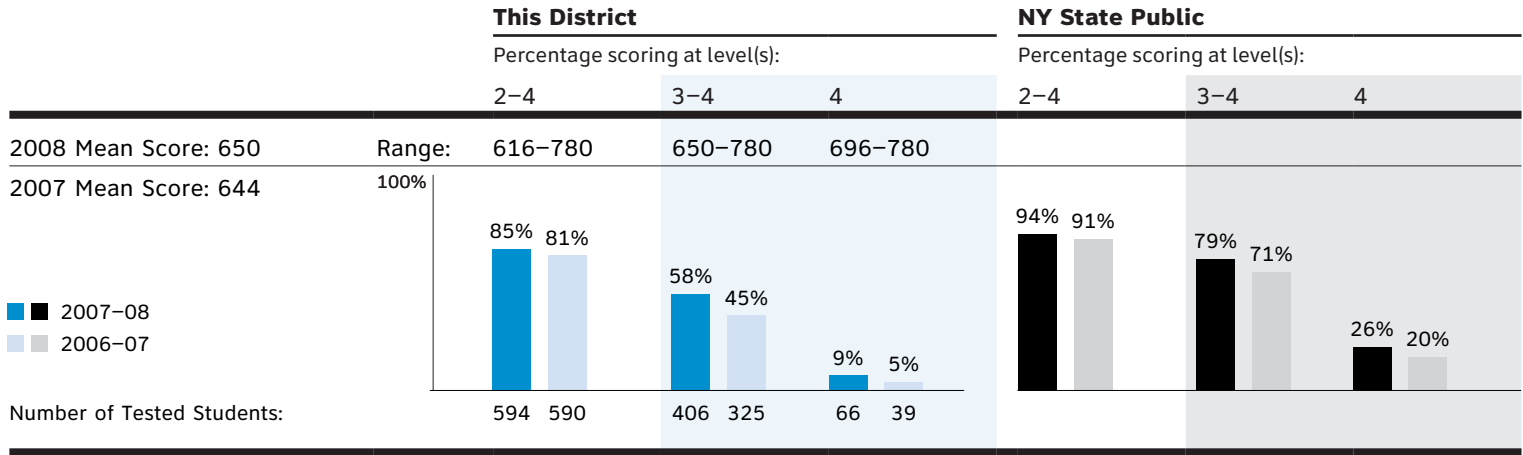
### Other Assessments

	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	8	8	8	7	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	4	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>696</b>	<b>85%</b>	<b>58%</b>	<b>9%</b>	<b>727</b>	<b>81%</b>	<b>45%</b>	<b>5%</b>
Female	348	90%	64%	10%	342	82%	44%	5%
Male	348	81%	53%	9%	385	80%	46%	6%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	241	81%	49%	3%	244	80%	33%	2%
Hispanic or Latino	104	78%	40%	3%	98	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	94	-	-	-	110	87%	50%	5%
White	256	91%	71%	16%	273	83%	57%	9%
Multiracial								
Small Group Totals	95	89%	69%	14%	100	72%	34%	3%
General-Education Students	560	94%	68%	11%	614	86%	49%	6%
Students with Disabilities	136	51%	21%	1%	113	52%	20%	1%
English Proficient	669	87%	60%	10%	706	83%	46%	6%
Limited English Proficient	27	56%	19%	0%	21	33%	0%	0%
Economically Disadvantaged	516	85%	55%	7%	545	80%	40%	2%
Not Disadvantaged	180	87%	69%	16%	182	84%	58%	14%
Migrant								
Not Migrant	696	85%	58%	9%	727	81%	45%	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	8	8	8	5	2	-	-	-

## 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: 645	600-790	650-790	712-790			
2007 Mean Score: 632						
	96%	85%		98%	94%	
	46%	31%	1%	70%	58%	3%
			1%			6%
Number of Tested Students:	728	692	351	255	5	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
<b>All Students</b>	<b>760</b>	<b>96%</b>	<b>46%</b>	<b>1%</b>	<b>813</b>	<b>85%</b>	<b>31%</b>	<b>1%</b>
Female	356	98%	53%	1%	407	87%	35%	1%
Male	404	94%	40%	0%	406	83%	28%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	254	98%	41%	0%	275	85%	20%	1%
Hispanic or Latino	99	-	-	-	115	75%	22%	0%
Asian or Native Hawaiian/Other Pacific Islander	119	97%	42%	0%	104	88%	35%	2%
White	287	96%	55%	2%	319	88%	44%	2%
Multiracial								
Small Group Totals	100	89%	39%	0%				
General-Education Students	629	99%	53%	1%	664	92%	36%	2%
Students with Disabilities	131	81%	12%	0%	149	52%	9%	0%
English Proficient	740	96%	47%	1%	794	86%	32%	1%
Limited English Proficient	20	80%	10%	0%	19	68%	5%	0%
Economically Disadvantaged	557	96%	40%	0%	597	83%	25%	1%
Not Disadvantaged	203	96%	62%	2%	216	92%	50%	3%
Migrant								
Not Migrant	760	96%	46%	1%	813	85%	31%	1%

#### NOTES

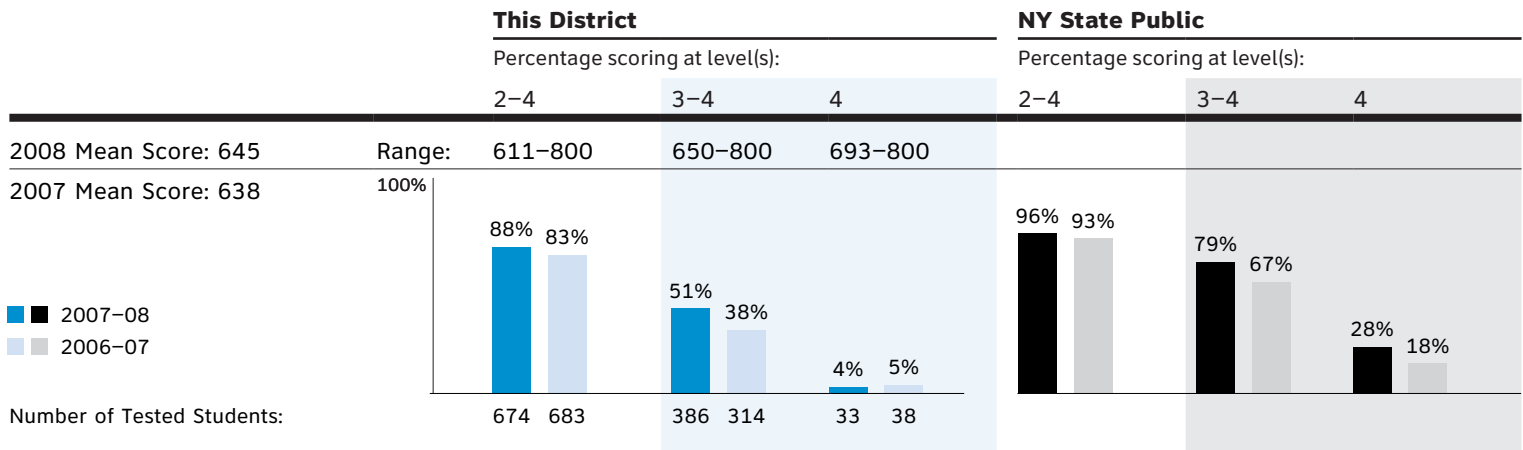
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### Other Assessments

	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	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	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 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>764</b>	<b>88%</b>	<b>51%</b>	<b>4%</b>	<b>819</b>	<b>83%</b>	<b>38%</b>	<b>5%</b>
Female	357	91%	53%	5%	406	86%	39%	4%
Male	407	86%	48%	4%	413	81%	38%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	255	89%	41%	2%	280	78%	25%	0%
Hispanic or Latino	100	-	-	-	122	75%	28%	0%
Asian or Native Hawaiian/Other Pacific Islander	119	92%	60%	8%	104	92%	49%	9%
White	289	90%	58%	7%	313	88%	51%	9%
Multiracial								
Small Group Totals	101	78%	42%	0%				
General-Education Students	627	95%	58%	5%	669	90%	45%	6%
Students with Disabilities	137	56%	15%	1%	150	52%	8%	1%
English Proficient	738	90%	52%	4%	794	84%	39%	5%
Limited English Proficient	26	50%	8%	0%	25	68%	20%	0%
Economically Disadvantaged	548	89%	46%	2%	594	81%	33%	3%
Not Disadvantaged	216	87%	62%	10%	225	88%	52%	10%
Migrant								
Not Migrant	764	88%	51%	4%	819	83%	38%	5%

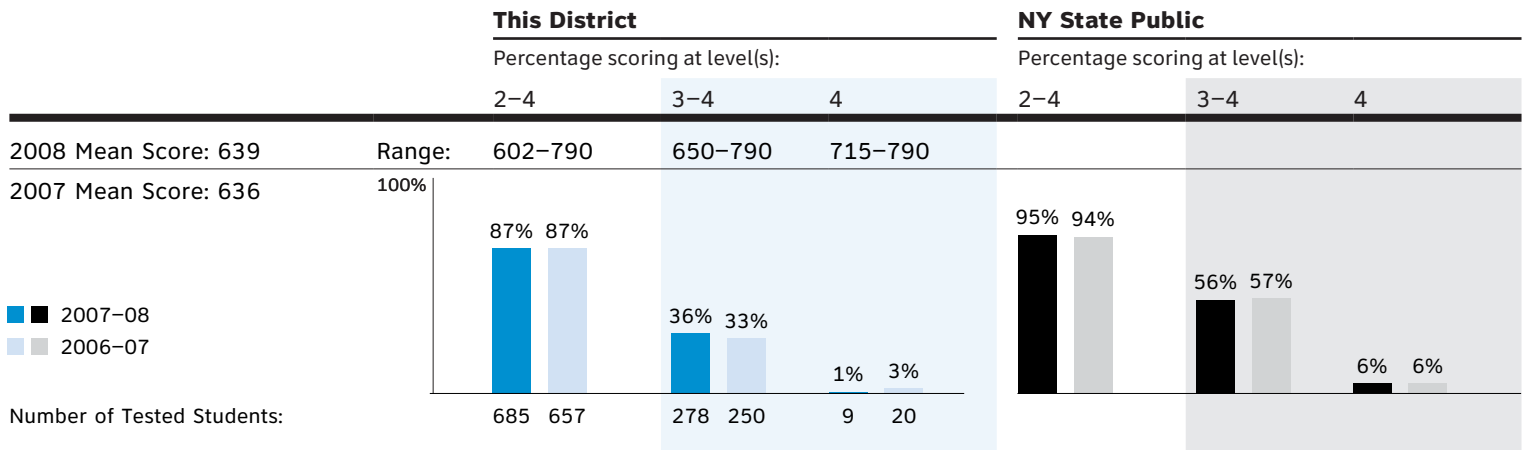
#### NOTES

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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 7 Equivalent	4	-	-	-	3	-	-	-

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>783</b>	<b>87%</b>	<b>36%</b>	<b>1%</b>	<b>751</b>	<b>87%</b>	<b>33%</b>	<b>3%</b>
Female	392	91%	42%	1%	374	91%	39%	4%
Male	391	84%	29%	1%	377	84%	28%	1%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	273	87%	25%	0%	250	88%	27%	1%
Hispanic or Latino	107	78%	24%	0%	119	79%	23%	3%
Asian or Native Hawaiian/Other Pacific Islander	99	89%	38%	1%	75	91%	41%	4%
White	304	91%	48%	3%	307	90%	41%	4%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	636	95%	42%	1%	619	92%	40%	3%
Students with Disabilities	147	53%	7%	0%	132	64%	3%	0%
English Proficient	763	88%	36%	1%	730	89%	34%	3%
Limited English Proficient	20	55%	0%	0%	21	29%	0%	0%
Economically Disadvantaged	555	86%	29%	1%	539	86%	27%	2%
Not Disadvantaged	228	91%	51%	3%	212	92%	48%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	783	87%	36%	1%	751	87%	33%	3%

#### NOTES

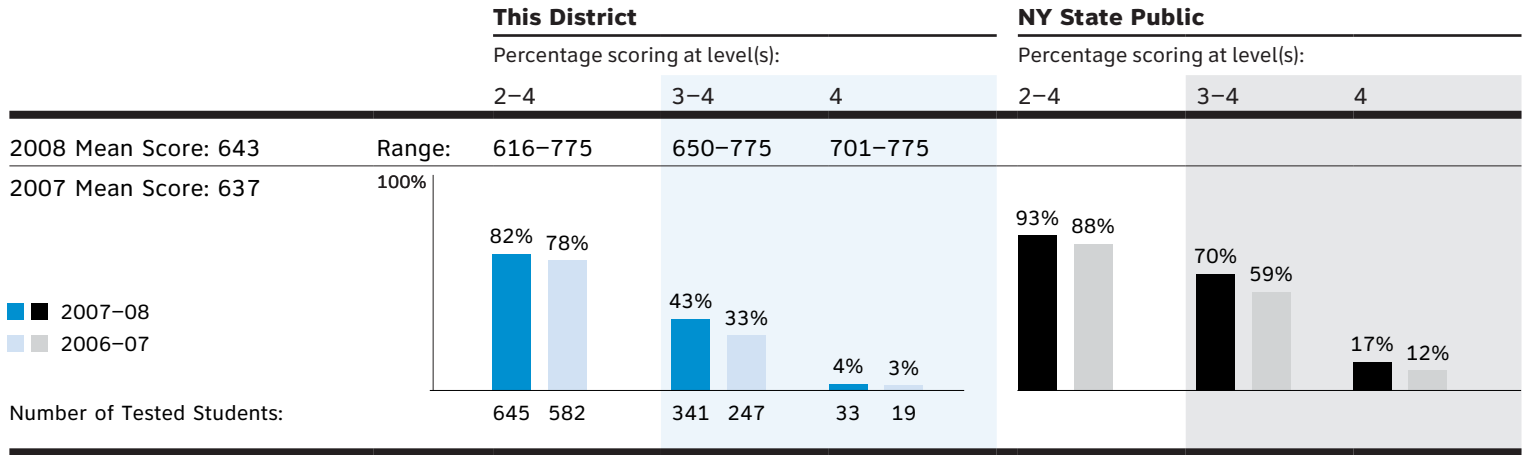
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### Other Assessments

	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 8 Equivalent	3	-	-	-	7	7	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	4	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>786</b>	<b>82%</b>	<b>43%</b>	<b>4%</b>	<b>743</b>	<b>78%</b>	<b>33%</b>	<b>3%</b>
Female	395	86%	46%	3%	369	81%	36%	3%
Male	391	78%	41%	6%	374	76%	31%	2%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	271	77%	31%	1%	255	71%	22%	0%
Hispanic or Latino	111	74%	26%	1%	116	73%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	102	94%	56%	7%	72	88%	51%	4%
White	302	85%	57%	7%	300	84%	42%	5%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	638	90%	51%	5%	601	86%	39%	3%
Students with Disabilities	148	48%	11%	1%	142	47%	9%	0%
English Proficient	765	83%	44%	4%	721	79%	34%	3%
Limited English Proficient	21	62%	14%	0%	22	50%	5%	0%
Economically Disadvantaged	547	82%	38%	2%	531	76%	28%	1%
Not Disadvantaged	239	82%	56%	9%	212	84%	47%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	786	82%	43%	4%	743	78%	33%	3%

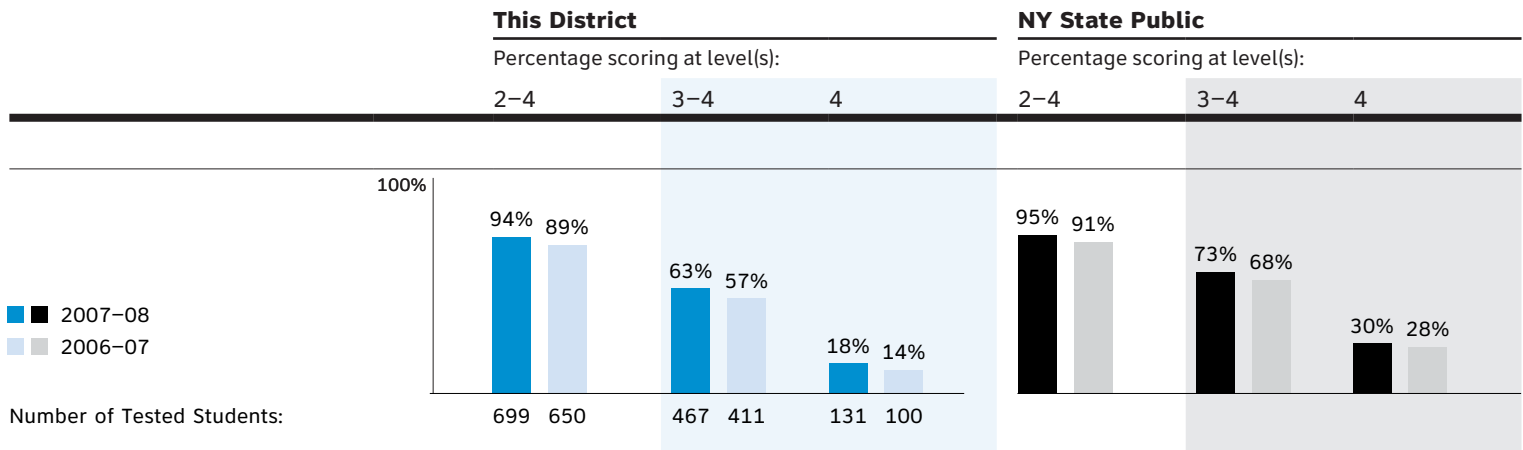
#### NOTES

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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 8 Equivalent	3	-	-	-	6	6	5	4

## This District's Results in Grade 8 Science



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>746</b>	<b>94%</b>	<b>63%</b>	<b>18%</b>	<b>727</b>	<b>89%</b>	<b>57%</b>	<b>14%</b>
Female	377	96%	61%	14%	362	91%	54%	14%
Male	369	92%	64%	22%	365	88%	59%	13%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	257	93%	53%	7%	243	88%	47%	5%
Hispanic or Latino	103	88%	49%	7%	113	86%	49%	9%
Asian or Native Hawaiian/Other Pacific Islander	98	92%	65%	16%	77	94%	65%	21%
White	288	97%	76%	31%	294	91%	65%	21%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	607	96%	70%	20%	589	94%	63%	17%
Students with Disabilities	139	84%	31%	6%	138	71%	28%	1%
English Proficient	725	95%	64%	18%	703	90%	58%	14%
Limited English Proficient	21	57%	10%	0%	24	63%	13%	0%
Economically Disadvantaged	513	93%	57%	13%	511	89%	52%	8%
Not Disadvantaged	233	96%	74%	28%	216	90%	68%	26%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	746	94%	63%	18%	727	89%	57%	14%

#### 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	3	-	-	-	6	6	6	5
Regents Science	0				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

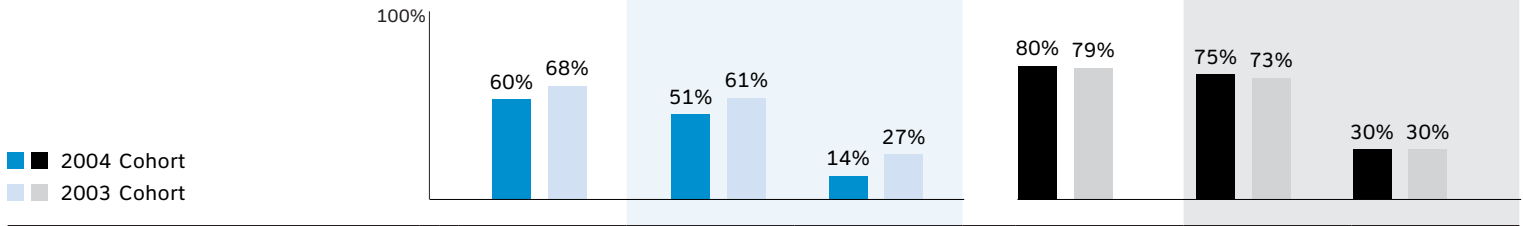
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				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>760</b>	<b>60%</b>	<b>51%</b>	<b>14%</b>	<b>671</b>	<b>68%</b>	<b>61%</b>	<b>27%</b>
Female	390	67%	56%	18%	305	72%	66%	32%
Male	370	52%	46%	11%	366	65%	57%	22%
American Indian or Alaska Native	1	–	–	–				
Black or African American	275	56%	45%	5%	184	61%	52%	18%
Hispanic or Latino	93	53%	43%	5%	70	57%	53%	11%
Asian or Native Hawaiian/Other Pacific Islander	82	–	–	–	56	71%	61%	18%
White	309	63%	58%	26%	361	73%	68%	35%
Multiracial								
Small Group Totals	83	66%	54%	11%				
General-Education Students	629	68%	59%	17%	553	76%	70%	31%
Students with Disabilities	131	21%	12%	2%	118	31%	21%	5%
English Proficient	745	60%	52%	14%	670	–	–	–
Limited English Proficient	15	27%	27%	0%	1	–	–	–
Economically Disadvantaged	341	68%	55%	8%	297	70%	60%	19%
Not Disadvantaged	419	53%	48%	20%	374	67%	63%	33%
Migrant								
Not Migrant	760	60%	51%	14%				

### NOTES

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

## Other Assessments

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

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

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

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

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

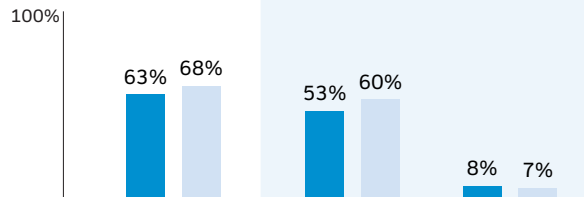
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort  
■ 2003 Cohort

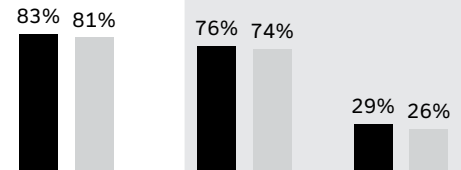
### NY State Public

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
<b>All Students</b>	<b>760</b>	<b>63%</b>	<b>53%</b>	<b>8%</b>	<b>671</b>	<b>68%</b>	<b>60%</b>	<b>7%</b>
Female	390	71%	56%	10%	305	72%	63%	6%
Male	370	55%	49%	6%	366	64%	58%	7%
American Indian or Alaska Native	1	–	–	–				
Black or African American	275	57%	47%	3%	184	58%	45%	3%
Hispanic or Latino	93	57%	43%	6%	70	61%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	82	–	–	–	56	73%	63%	5%
White	309	68%	60%	14%	361	74%	68%	10%
Multiracial								
Small Group Totals	83	71%	57%	10%				
General-Education Students	629	71%	60%	10%	553	76%	69%	8%
Students with Disabilities	131	27%	16%	1%	118	29%	18%	0%
English Proficient	745	64%	53%	9%	670	–	–	–
Limited English Proficient	15	33%	27%	0%	1	–	–	–
Economically Disadvantaged	341	71%	55%	7%	297	67%	56%	5%
Not Disadvantaged	419	57%	51%	10%	374	69%	63%	9%
Migrant								
Not Migrant	760	63%	53%	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

### 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.