



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **BAY SHORE UNION FREE SCHOOL  
DISTRICT**

District ID **58-05-01-03-0000**

Superintendent **EVELYN BLOSE HOLMAN**

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Grades **K-12, UE**

## 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 **BAY SHORE UNION FREE SCHOOL DISTRICT**District ID **58-05-01-03-0000**

## 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	0	0	0
Kindergarten	389	407	404
Grade 1	478	407	400
Grade 2	378	453	382
Grade 3	395	388	447
Grade 4	383	372	380
Grade 5	445	375	373
Grade 6	465	462	393
Ungraded Elementary	57	65	59
Grade 7	443	453	478
Grade 8	468	428	435
Grade 9	564	523	529
Grade 10	485	515	466
Grade 11	418	457	466
Grade 12	377	397	437
Ungraded Secondary	17	0	0
<b>Total K-12</b>	<b>5762</b>	<b>5702</b>	<b>5649</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	21	21	20
<b>Grade 8</b>			
English	20	20	21
Mathematics	19	19	18
Science	23	21	22
Social Studies	24	22	22
<b>Grade 10</b>			
English	25	24	21
Mathematics	24	25	17
Science	24	24	24
Social Studies	25	23	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 **BAY SHORE UNION FREE SCHOOL DISTRICT**District ID **58-05-01-03-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1642	28%	1489	26%	1776	31%
Reduced-Price Lunch	641	11%	605	11%	627	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	346	6%	354	6%	281	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	3	0%	2	0%	1	0%
Black or African American	1202	21%	1192	21%	1161	21%
Hispanic or Latino	1502	26%	1595	28%	1659	29%
Asian or Native Hawaiian/Other Pacific Islander	207	4%	191	3%	202	4%
White	2848	49%	2722	48%	2626	46%
Multiracial**	N/A	N/A	0	0%	0	0%

\* Available only at the school level.

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

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	396	7%	359	6%	413	7%

## 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 BAY SHORE UNION FREE SCHOOL DISTRICT

District ID 58-05-01-03-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	477	444	484
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	12%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	44%	50%
<b>Total Number of Core Classes</b>	1859	1234	1339
Percent Not Taught by Highly Qualified Teachers	0%	1%	0%
<b>Total Number of Classes</b>	1694	1720	1751
Percent Taught by Teachers Without Appropriate Certification	0%	1%	1%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	15%	14%
Turnover Rate of All Teachers	12%	11%	12%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	78	80	76
Total Paraprofessionals*	214	216	222
Assistant Principals	7	5	7
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](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)

**Good Standing**

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			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						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial	—	—		—	—	
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	6 of 6	6 of 6	1 of 1

#### AYP Status

- Made AYP
- 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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 8 of 8 Student groups making AYP in English language arts  
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (2606:2522)			100%		175	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (541:516)			100%		164	128	
Hispanic or Latino (791:747)			100%		167	129	
Asian or Native Hawaiian/Other Pacific Islander (92:90)			100%		184	123	
White (1180:1168)			100%		185	130	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (347:329)			100%		131	127	
Limited English Proficient <sup>5</sup> (113:175)			100%		146	125	
Economically Disadvantaged (1015:957)			100%		163	129	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

**Accountability Status**  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> (2628:2511)			100%		186	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (550:509)			100%		177	97	
Hispanic or Latino (801:748)			100%		183	98	
Asian or Native Hawaiian/Other Pacific Islander (94:90)			100%		198	92	
White (1181:1163)			100%		192	99	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (350:327)			99%		146	96	
Limited English Proficient <sup>5</sup> (119:179)			100%		173	94	
Economically Disadvantaged (1028:950)			100%		180	98	
<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> (868:817)		Qualified		99%		191	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (193:178)		Qualified		99%		187	100	
Hispanic or Latino (253:228)		Qualified		98%		188	100	
Asian or Native Hawaiian/Other Pacific Islander (33:32)		Qualified	—	—		197	100	
White (387:378)		Qualified		99%		195	100	
Multiracial (1:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (125:115)		Qualified		98%		169	100	
Limited English Proficient <sup>4</sup> (37:27)	—	—	—	—	—	—	—	—
Economically Disadvantaged (336:310)		Qualified		99%		187	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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 6 of 6 Student groups making AYP in English language arts  
 Made AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (471:433)</b>			99%		188	160	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (98:77)			97%		178	154	
Hispanic or Latino (109:103)			99%		176	155	
Asian or Native Hawaiian/Other Pacific Islander (17:17)	—	—	—	—	—	—	—
White (246:236)			100%		196	158	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (65:53)			95%		170	152	
Limited English Proficient <sup>4</sup> (3:10)	—	—	—	—	—	—	—
Economically Disadvantaged (121:120)			98%		178	156	
<b>Final AYP Determination</b>		6 of 6					

#### 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** 6 of 6 Student groups making AYP in mathematics  
 Made AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (471:433)			100%		188	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (98:77)			100%		178	148	
Hispanic or Latino (109:103)			100%		182	149	
Asian or Native Hawaiian/Other Pacific Islander (17:17)	—	—	—	—	—	—	—
White (246:236)			100%		193	152	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (65:53)			98%		151	146	
Limited English Proficient <sup>4</sup> (3:10)	—	—	—	—	—	—	—
Economically Disadvantaged (121:120)			100%		186	150	
<b>Final AYP Determination</b>	 6 of 6						

#### NOTES

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

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

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

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

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

#### AYP Status

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









## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
<b>All Students</b> (419)			83%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (94)			78%	55%		
Hispanic or Latino (113)			75%	55%		
Asian or Native Hawaiian/Other Pacific Islander (14)	–		–	–		
White (198)			88%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (59)			54%	55%	55%	55%
Limited English Proficient <sup>3</sup> (15)		–	–	–		
Economically Disadvantaged (102)			72%	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 **BAY SHORE UNION FREE SCHOOL DISTRICT**

District ID **58-05-01-03-0000**

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

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

### Federal Title I Status

#### Good Standing

5 schools identified 71% of total

BROOK AVENUE ELEMENTARY SCHOOL  
FIFTH AVENUE SCHOOL  
GARDINER MANOR SCHOOL  
MARY G CLARKSON SCHOOL  
SOUTH COUNTRY SCHOOL

### New York State Status

#### Good Standing

2 schools identified 29% of total

BAY SHORE MIDDLE SCHOOL  
BAY SHORE SENIOR HIGH SCHOOL



District BAY SHORE UNION FREE SCHOOL DISTRICT

District ID 58-05-01-03-0000

## 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	78%			463
Grade 4	81%			397
Grade 5	82%			382
Grade 6	74%			391
Grade 7	75%			472
Grade 8	66%			447
<b>Mathematics</b>				
Grade 3	92%			468
Grade 4	83%			404
Grade 5	79%			391
Grade 6	91%			399
Grade 7	91%			476
Grade 8	87%			451
<b>Science</b>				
Grade 4	92%			403
Grade 8	90%			445

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	87%			466
Mathematics	86%			466

### About the Performance Level Descriptors

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

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

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

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

#### Level 3: Meeting Learning Standards.

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

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

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

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

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

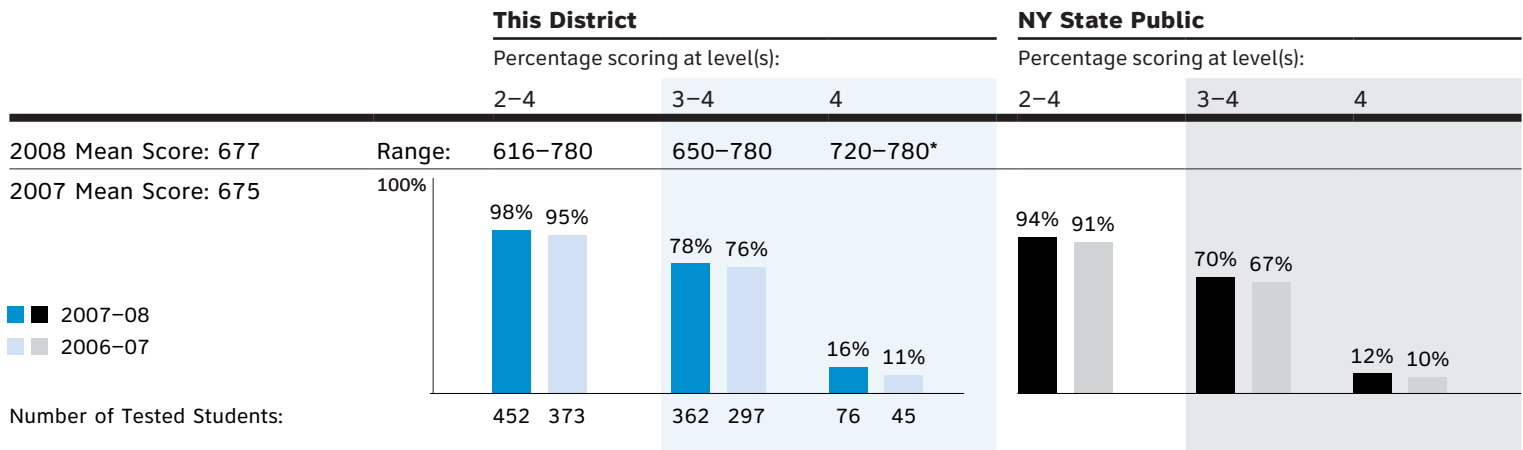
In this section, this district's performance is compared with that of public schools statewide.

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

#### Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>463</b>	<b>98%</b>	<b>78%</b>	<b>16%</b>	<b>393</b>	<b>95%</b>	<b>76%</b>	<b>11%</b>
Female	211	99%	80%	17%	198	95%	80%	13%
Male	252	97%	77%	16%	195	95%	71%	10%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	89	96%	65%	11%	73	90%	63%	4%
Hispanic or Latino	136	96%	67%	7%	110	91%	64%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	95%	32%	21	100%	81%	14%
White	219	100%	89%	23%	189	98%	87%	20%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	413	99%	84%	18%	356	97%	78%	12%
Students with Disabilities	50	84%	32%	2%	37	78%	49%	5%
English Proficient	429	98%	81%	18%	369	96%	78%	12%
Limited English Proficient	34	91%	38%	0%	24	75%	33%	4%
Economically Disadvantaged	182	97%	65%	5%	150	90%	65%	2%
Not Disadvantaged	281	98%	86%	23%	243	98%	82%	17%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	463	98%	78%	16%	393	95%	76%	11%

#### 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.

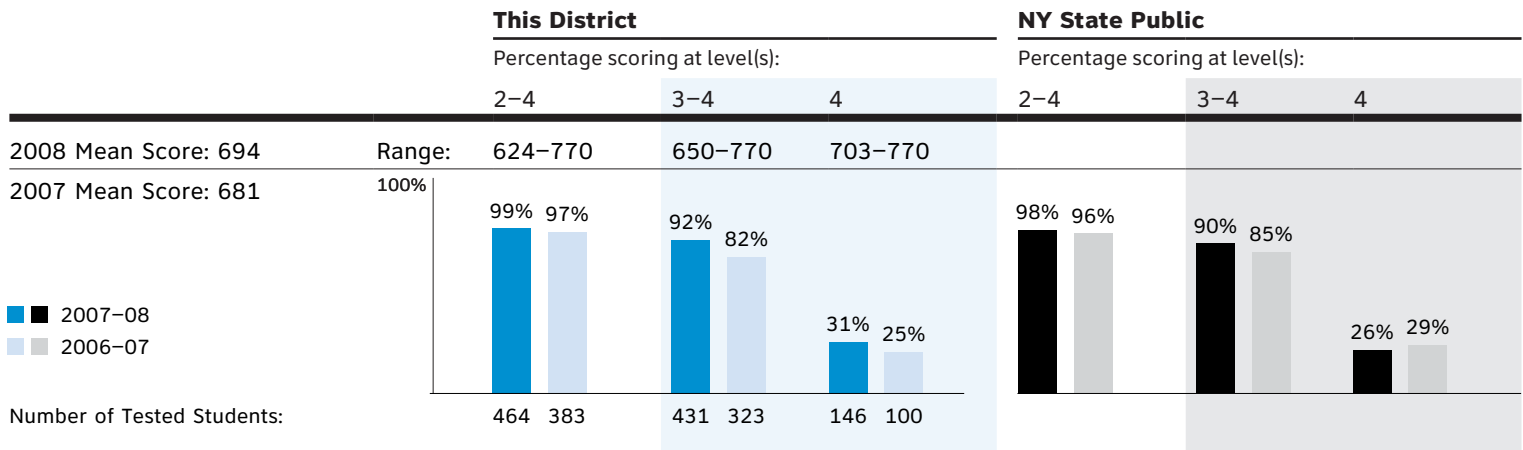
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 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>468</b>	<b>99%</b>	<b>92%</b>	<b>31%</b>	<b>393</b>	<b>97%</b>	<b>82%</b>	<b>25%</b>
Female	214	100%	92%	29%	199	98%	82%	28%
Male	254	99%	93%	33%	194	97%	82%	23%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	91	99%	86%	15%	74	95%	72%	9%
Hispanic or Latino	137	99%	88%	20%	109	96%	71%	10%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	95%	55%	21	100%	90%	62%
White	220	100%	97%	43%	189	99%	92%	37%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	419	100%	95%	34%	356	98%	84%	27%
Students with Disabilities	49	94%	67%	4%	37	92%	65%	8%
English Proficient	432	99%	94%	34%	367	98%	84%	26%
Limited English Proficient	36	97%	64%	3%	26	92%	54%	12%
Economically Disadvantaged	185	99%	86%	18%	152	95%	70%	10%
Not Disadvantaged	283	99%	96%	40%	241	99%	90%	35%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	468	99%	92%	31%	393	97%	82%	25%

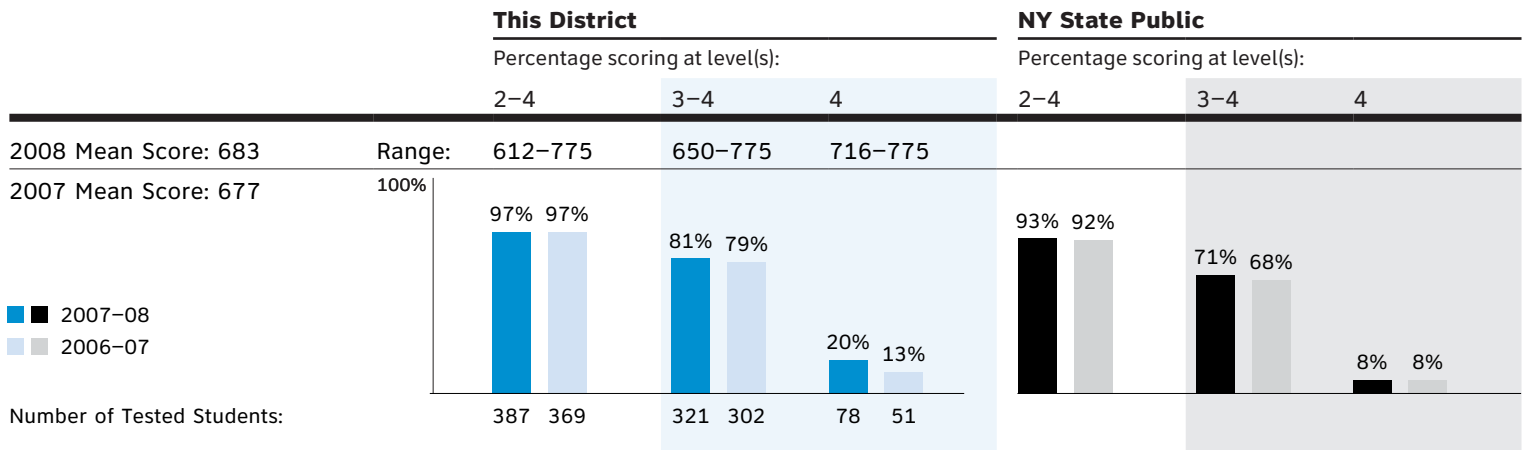
#### NOTES

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	3	-	-	-	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>397</b>	<b>97%</b>	<b>81%</b>	<b>20%</b>	<b>381</b>	<b>97%</b>	<b>79%</b>	<b>13%</b>
Female	201	99%	83%	25%	185	97%	86%	15%
Male	196	96%	79%	14%	196	96%	73%	12%
American Indian or Alaska Native								
Black or African American	76	100%	72%	8%	69	96%	80%	10%
Hispanic or Latino	110	96%	75%	11%	141	96%	68%	6%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	8	100%	75%	13%
White	191	97%	88%	28%	163	98%	89%	21%
Multiracial	1	-	-	-				
Small Group Totals	20	100%	80%	30%				
General-Education Students	351	99%	86%	22%	341	99%	84%	15%
Students with Disabilities	46	89%	43%	0%	40	78%	38%	0%
English Proficient	373	98%	83%	21%	358	97%	82%	14%
Limited English Proficient	24	83%	42%	0%	23	91%	43%	0%
Economically Disadvantaged	157	97%	74%	10%	158	95%	65%	6%
Not Disadvantaged	240	98%	85%	26%	223	98%	90%	19%
Migrant								
Not Migrant	397	97%	81%	20%	381	97%	79%	13%

#### NOTES

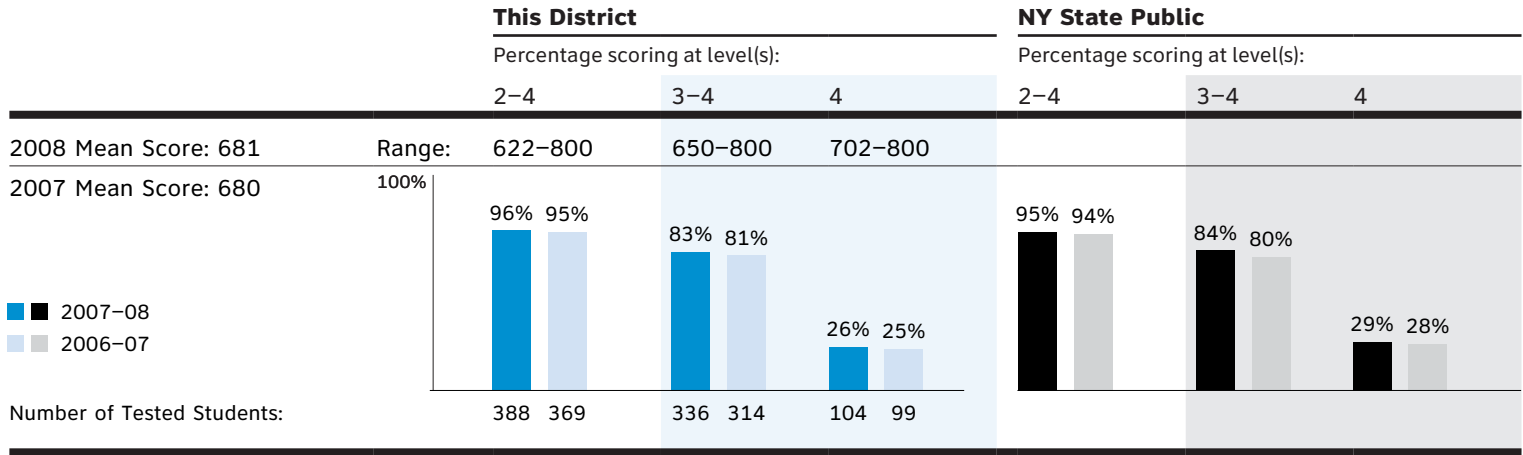
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	8	8	8	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	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 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>404</b>	<b>96%</b>	<b>83%</b>	<b>26%</b>	<b>390</b>	<b>95%</b>	<b>81%</b>	<b>25%</b>
Female	204	96%	86%	22%	188	94%	80%	24%
Male	200	96%	80%	30%	202	95%	81%	26%
American Indian or Alaska Native								
Black or African American	78	92%	69%	9%	73	92%	70%	15%
Hispanic or Latino	115	97%	79%	15%	145	93%	79%	19%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	8	100%	100%	38%
White	190	97%	91%	36%	164	97%	86%	35%
Multiracial	1	-	-	-				
Small Group Totals	21	100%	86%	57%				
General-Education Students	357	99%	89%	29%	348	97%	86%	28%
Students with Disabilities	47	74%	40%	2%	42	74%	33%	0%
English Proficient	376	96%	85%	27%	362	96%	83%	27%
Limited English Proficient	28	93%	54%	4%	28	79%	54%	7%
Economically Disadvantaged	161	94%	74%	15%	165	91%	72%	13%
Not Disadvantaged	243	97%	89%	33%	225	97%	87%	34%
Migrant								
Not Migrant	404	96%	83%	26%	390	95%	81%	25%

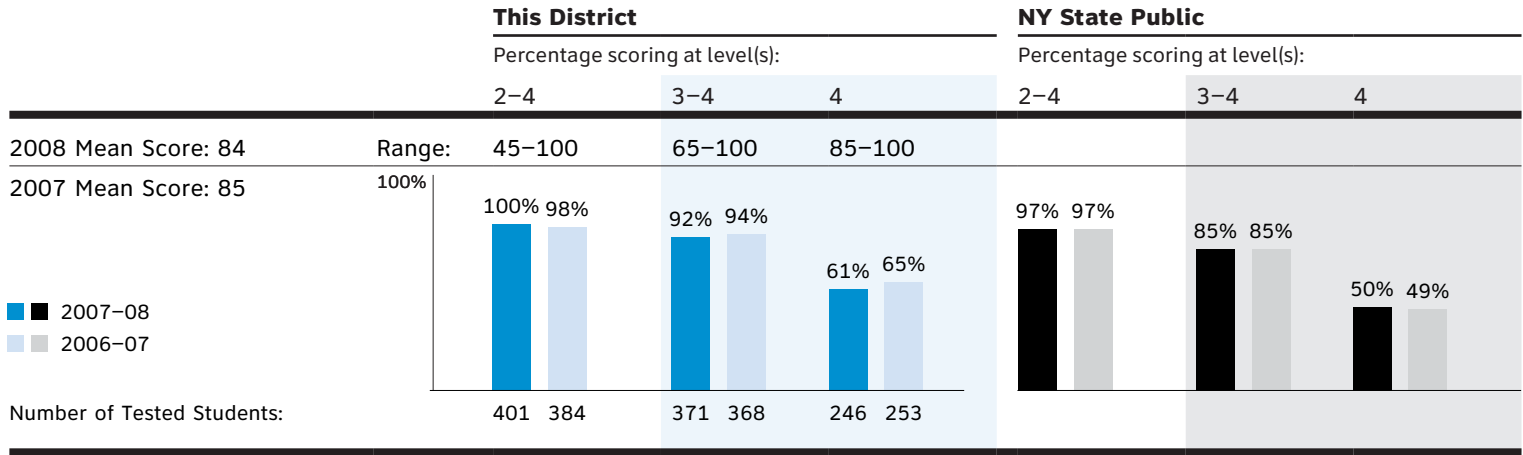
#### NOTES

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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	4	-	-	-	8	8	8	8

## 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>403</b>	<b>100%</b>	<b>92%</b>	<b>61%</b>	<b>390</b>	<b>98%</b>	<b>94%</b>	<b>65%</b>
Female	203	100%	92%	63%	191	97%	95%	63%
Male	200	99%	93%	60%	199	99%	93%	67%
American Indian or Alaska Native								
Black or African American	79	100%	90%	44%	74	97%	93%	53%
Hispanic or Latino	114	98%	86%	42%	144	97%	90%	56%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	8	100%	100%	75%
White	189	100%	96%	78%	164	100%	98%	77%
Multiracial	1	-	-	-				
Small Group Totals	21	100%	95%	71%				
General-Education Students	356	100%	94%	67%	348	99%	96%	71%
Students with Disabilities	47	98%	74%	17%	42	95%	81%	17%
English Proficient	376	100%	94%	65%	363	99%	96%	67%
Limited English Proficient	27	96%	59%	7%	27	93%	67%	30%
Economically Disadvantaged	163	99%	86%	44%	164	96%	89%	49%
Not Disadvantaged	240	100%	96%	73%	226	100%	98%	77%
Migrant								
Not Migrant	403	100%	92%	61%	390	98%	94%	65%

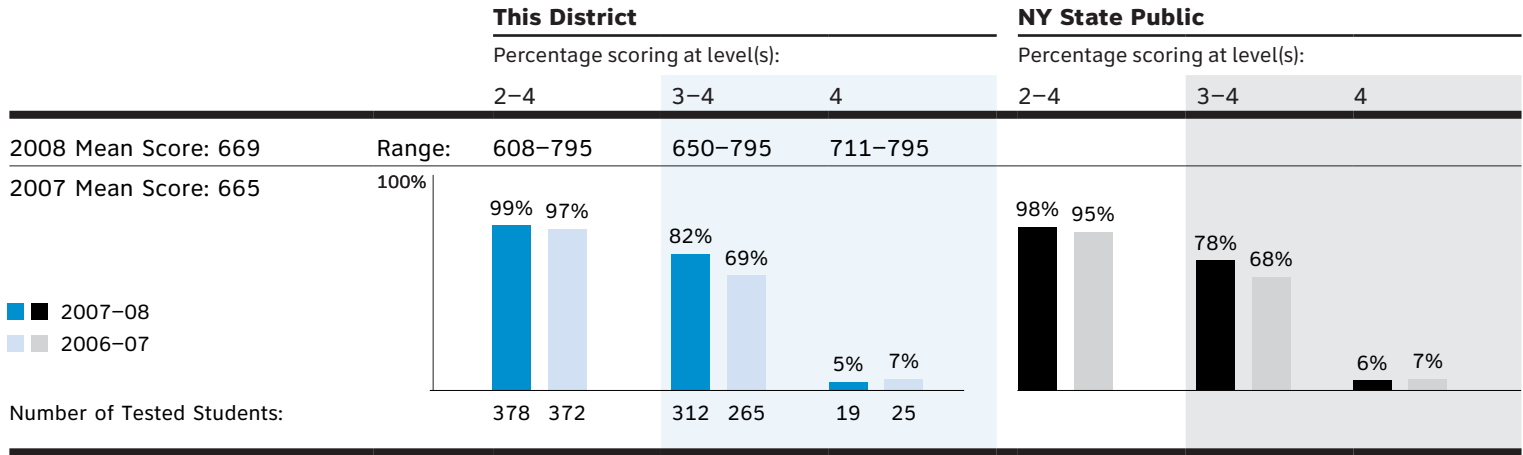
### NOTES

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

## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	8	8	8	7

## 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>382</b>	<b>99%</b>	<b>82%</b>	<b>5%</b>	<b>384</b>	<b>97%</b>	<b>69%</b>	<b>7%</b>
Female	180	99%	84%	4%	182	97%	69%	7%
Male	202	99%	79%	5%	202	97%	69%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	79	97%	76%	3%	70	93%	50%	4%
Hispanic or Latino	137	99%	76%	5%	102	95%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	0%	19	100%	74%	11%
White	158	99%	89%	6%	193	99%	83%	9%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	338	99%	88%	6%	341	99%	75%	7%
Students with Disabilities	44	95%	34%	0%	43	84%	23%	0%
English Proficient	368	99%	84%	5%	375	97%	70%	7%
Limited English Proficient	14	93%	21%	0%	9	78%	33%	0%
Economically Disadvantaged	167	99%	70%	4%	139	93%	49%	3%
Not Disadvantaged	215	99%	91%	6%	245	99%	80%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	382	99%	82%	5%	384	97%	69%	7%

#### NOTES

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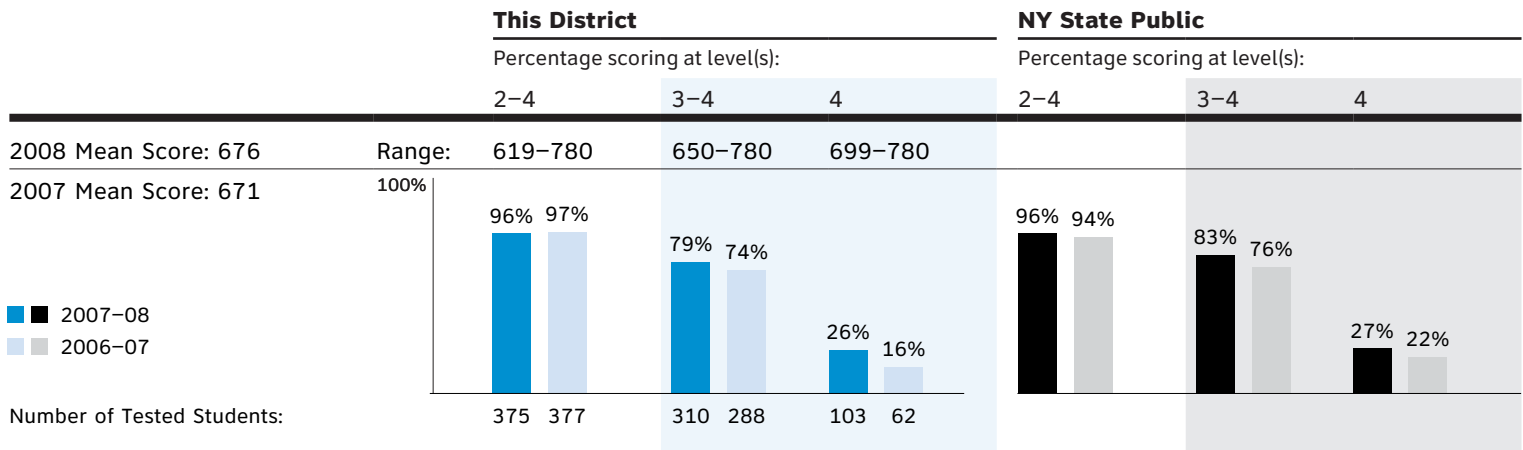
### Other Assessments

	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 5 Equivalent	9	9	8	2	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	2	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>391</b>	<b>96%</b>	<b>79%</b>	<b>26%</b>	<b>390</b>	<b>97%</b>	<b>74%</b>	<b>16%</b>
Female	185	97%	78%	25%	181	96%	69%	12%
Male	206	95%	80%	27%	209	97%	78%	20%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	81	96%	69%	11%	70	93%	57%	13%
Hispanic or Latino	144	94%	73%	19%	105	96%	68%	9%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	38%	19	100%	95%	16%
White	158	97%	89%	40%	196	98%	81%	21%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	346	99%	85%	30%	347	99%	79%	18%
Students with Disabilities	45	71%	36%	0%	43	81%	35%	2%
English Proficient	372	96%	81%	28%	378	97%	75%	16%
Limited English Proficient	19	89%	37%	0%	12	92%	33%	0%
Economically Disadvantaged	176	95%	70%	15%	147	95%	57%	6%
Not Disadvantaged	215	96%	87%	36%	243	98%	84%	22%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	391	96%	79%	26%	390	97%	74%	16%

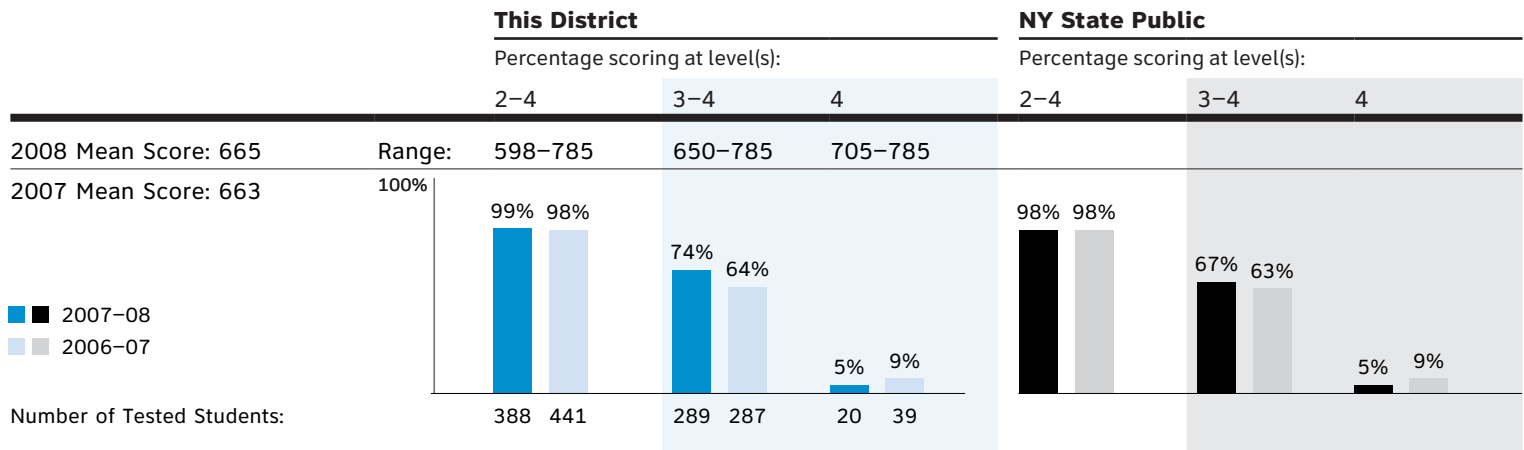
#### NOTES

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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	9	9	8	5	6	6	4	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>391</b>	<b>99%</b>	<b>74%</b>	<b>5%</b>	<b>448</b>	<b>98%</b>	<b>64%</b>	<b>9%</b>
Female	183	99%	80%	7%	237	99%	65%	9%
Male	208	99%	69%	3%	211	98%	63%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	70	99%	61%	3%	104	98%	46%	2%
Hispanic or Latino	112	99%	63%	2%	132	98%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	72%	6%	16	100%	75%	44%
White	191	99%	85%	8%	196	98%	79%	12%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	339	100%	80%	6%	403	100%	68%	10%
Students with Disabilities	52	94%	37%	0%	45	89%	29%	0%
English Proficient	384	99%	75%	5%	432	99%	66%	9%
Limited English Proficient	7	100%	14%	0%	16	94%	0%	0%
Economically Disadvantaged	150	99%	62%	1%	164	97%	46%	2%
Not Disadvantaged	241	99%	81%	7%	284	99%	75%	12%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	391	99%	74%	5%	448	98%	64%	9%

#### NOTES

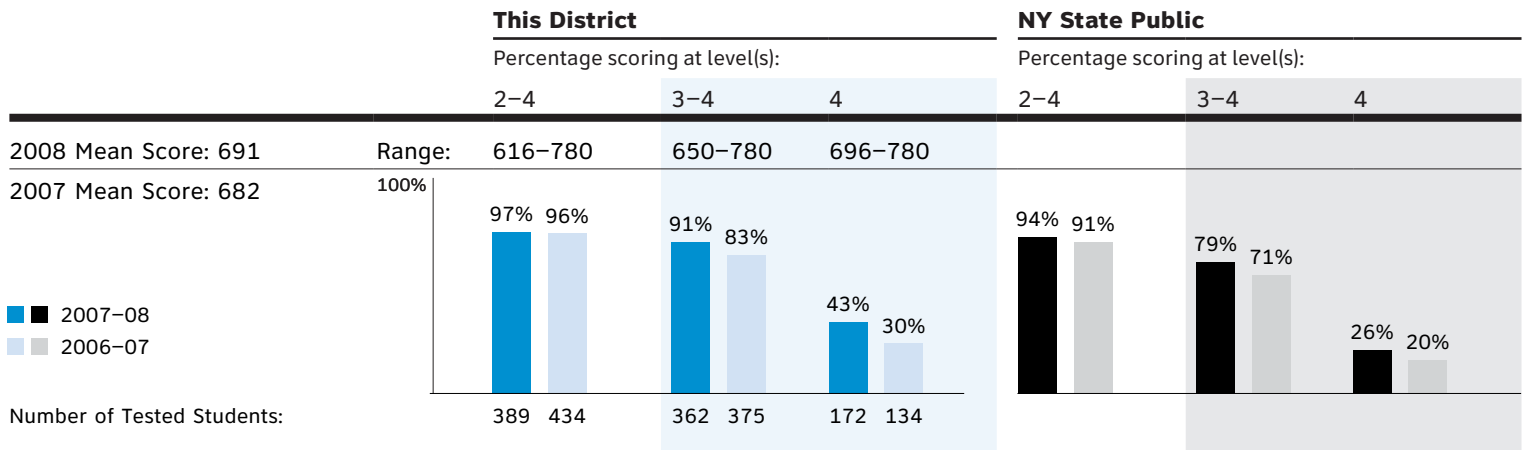
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### Other Assessments

	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	6	6	4	1	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	N/A	N/A	N/A	2	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>399</b>	<b>97%</b>	<b>91%</b>	<b>43%</b>	<b>451</b>	<b>96%</b>	<b>83%</b>	<b>30%</b>
Female	191	98%	91%	39%	237	96%	83%	29%
Male	208	97%	91%	47%	214	97%	83%	31%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	72	93%	78%	28%	106	95%	69%	13%
Hispanic or Latino	117	97%	87%	28%	135	95%	81%	19%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	61%	16	100%	100%	75%
White	192	99%	97%	56%	194	97%	91%	42%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	347	100%	95%	47%	407	98%	86%	32%
Students with Disabilities	52	83%	62%	19%	44	80%	59%	5%
English Proficient	387	98%	92%	44%	433	97%	85%	31%
Limited English Proficient	12	92%	58%	0%	18	83%	44%	0%
Economically Disadvantaged	156	97%	85%	27%	167	95%	75%	17%
Not Disadvantaged	243	98%	94%	53%	284	97%	88%	37%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	399	97%	91%	43%	451	96%	83%	30%

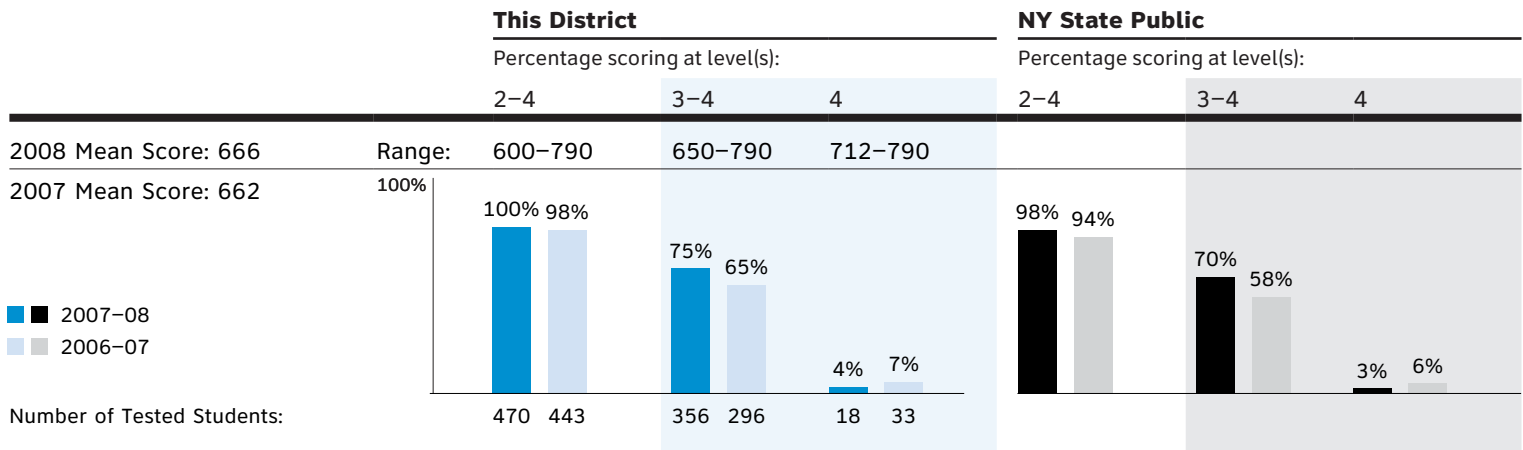
### NOTES

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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	6	6	4	3	6	6	5	4

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>472</b>	<b>100%</b>	<b>75%</b>	<b>4%</b>	<b>454</b>	<b>98%</b>	<b>65%</b>	<b>7%</b>
Female	244	100%	80%	5%	195	98%	69%	8%
Male	228	100%	70%	2%	259	97%	62%	7%
American Indian or Alaska Native					2	-	-	-
Black or African American	106	100%	63%	2%	113	95%	51%	3%
Hispanic or Latino	143	99%	68%	3%	134	99%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	7%	13	-	-	-
White	208	100%	86%	5%	192	98%	78%	12%
Multiracial								
Small Group Totals					15	100%	80%	20%
General-Education Students	420	100%	80%	4%	405	99%	70%	8%
Students with Disabilities	52	96%	38%	0%	49	86%	27%	2%
English Proficient	460	100%	77%	4%	446	98%	66%	7%
Limited English Proficient	12	100%	25%	0%	8	75%	25%	0%
Economically Disadvantaged	167	100%	62%	2%	168	95%	54%	1%
Not Disadvantaged	305	99%	83%	5%	286	99%	72%	11%
Migrant								
Not Migrant	472	100%	75%	4%	454	98%	65%	7%

#### NOTES

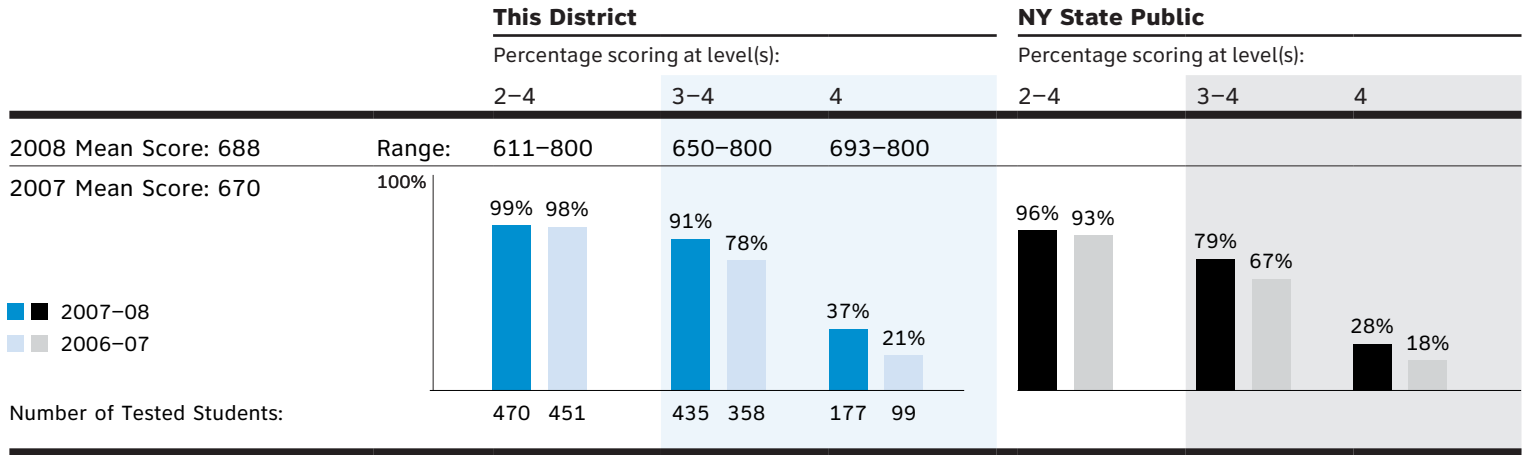
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### Other Assessments

	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	7	7	6	5	5	5	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	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 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>476</b>	<b>99%</b>	<b>91%</b>	<b>37%</b>	<b>461</b>	<b>98%</b>	<b>78%</b>	<b>21%</b>
Female	249	99%	90%	38%	198	97%	81%	20%
Male	227	98%	93%	37%	263	98%	75%	23%
American Indian or Alaska Native					2	-	-	-
Black or African American	107	99%	86%	19%	114	96%	68%	7%
Hispanic or Latino	146	99%	88%	28%	138	99%	76%	12%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	60%	14	-	-	-
White	208	99%	96%	51%	193	97%	84%	35%
Multiracial								
Small Group Totals					16	100%	81%	44%
General-Education Students	424	100%	94%	40%	408	100%	82%	24%
Students with Disabilities	52	88%	69%	12%	53	85%	43%	4%
English Proficient	462	99%	92%	38%	450	98%	78%	22%
Limited English Proficient	14	100%	79%	7%	11	91%	55%	9%
Economically Disadvantaged	169	99%	86%	23%	173	97%	71%	9%
Not Disadvantaged	307	99%	94%	45%	288	99%	82%	29%
Migrant								
Not Migrant	476	99%	91%	37%	461	98%	78%	21%

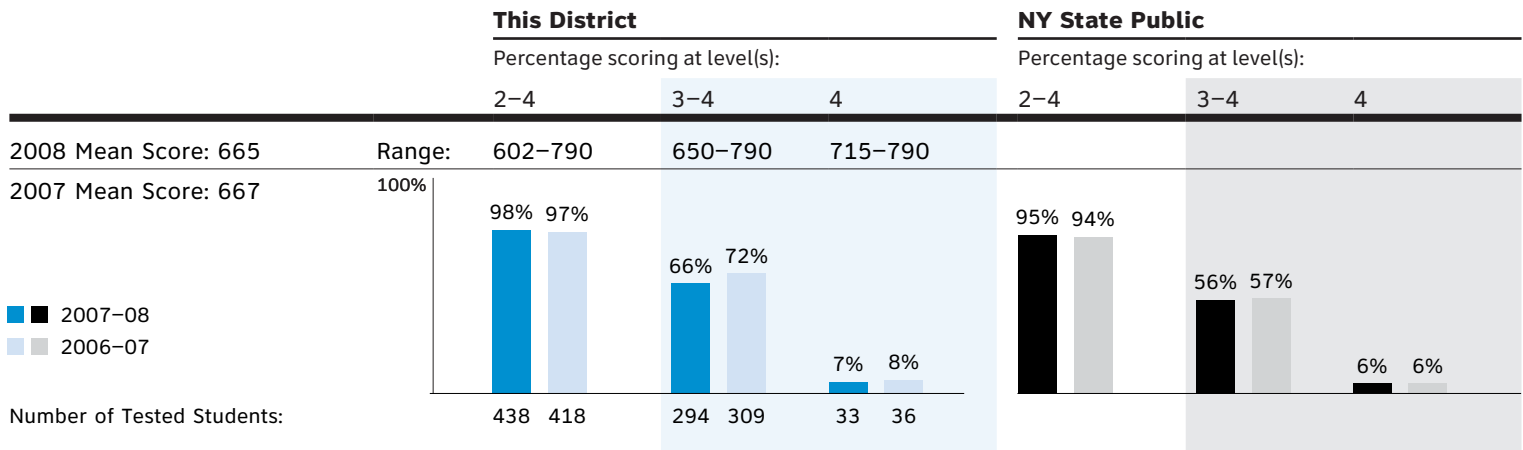
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	6	5	4	5	5	4	4

## 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>447</b>	<b>98%</b>	<b>66%</b>	<b>7%</b>	<b>432</b>	<b>97%</b>	<b>72%</b>	<b>8%</b>
Female	187	98%	68%	9%	240	98%	78%	12%
Male	260	98%	64%	7%	192	95%	64%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	112	96%	52%	4%	91	98%	56%	3%
Hispanic or Latino	131	98%	56%	1%	112	93%	63%	4%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	5	100%	100%	0%
White	190	98%	80%	13%	224	98%	82%	13%
Multiracial								
Small Group Totals	14	100%	79%	14%				
General-Education Students	380	100%	73%	9%	382	99%	78%	9%
Students with Disabilities	67	88%	27%	0%	50	82%	20%	0%
English Proficient	441	98%	67%	7%	423	98%	73%	9%
Limited English Proficient	6	83%	0%	0%	9	56%	0%	0%
Economically Disadvantaged	167	97%	50%	2%	145	93%	52%	1%
Not Disadvantaged	280	99%	75%	10%	287	99%	81%	12%
Migrant								
Not Migrant	447	98%	66%	7%	432	97%	72%	8%

#### NOTES

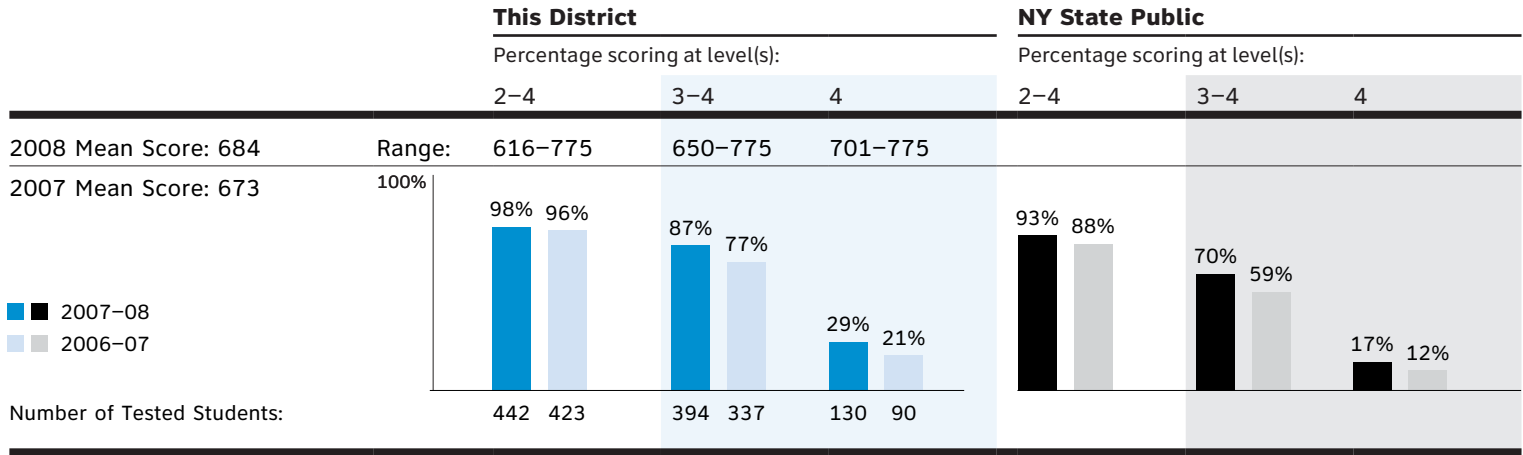
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### Other Assessments

	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 8 Equivalent	6	6	6	4	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	2	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>451</b>	<b>98%</b>	<b>87%</b>	<b>29%</b>	<b>439</b>	<b>96%</b>	<b>77%</b>	<b>21%</b>
Female	191	99%	88%	28%	246	97%	80%	22%
Male	260	97%	87%	30%	193	95%	73%	19%
American Indian or Alaska Native	1	-	-	-				
Black or African American	113	97%	82%	12%	92	93%	62%	14%
Hispanic or Latino	134	99%	86%	25%	117	96%	67%	9%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	5	100%	100%	0%
White	190	98%	91%	41%	225	98%	88%	29%
Multiracial								
Small Group Totals	14	100%	100%	50%				
General-Education Students	383	99%	92%	33%	389	98%	82%	23%
Students with Disabilities	68	90%	62%	4%	50	80%	38%	2%
English Proficient	442	98%	88%	29%	425	96%	78%	21%
Limited English Proficient	9	100%	67%	0%	14	100%	50%	0%
Economically Disadvantaged	169	99%	82%	18%	148	95%	66%	8%
Not Disadvantaged	282	98%	90%	35%	291	97%	82%	27%
Migrant								
Not Migrant	451	98%	87%	29%	439	96%	77%	21%

#### NOTES

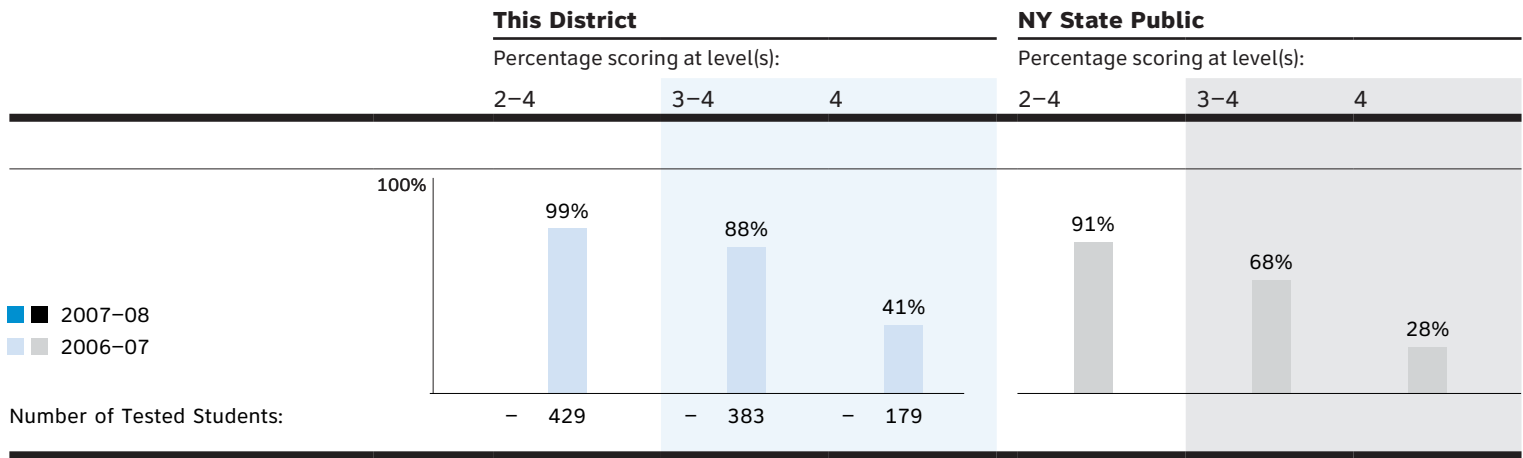
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### Other Assessments

	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	6	5	5	4	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>445</b>	<b>99%</b>	<b>90%</b>	<b>43%</b>	<b>434</b>	<b>99%</b>	<b>88%</b>	<b>41%</b>
Female	190	100%	91%	38%	240	99%	89%	42%
Male	255	98%	90%	47%	194	98%	87%	40%
American Indian or Alaska Native	1	-	-	-				
Black or African American	112	100%	82%	30%	91	99%	84%	31%
Hispanic or Latino	131	99%	89%	33%	114	98%	80%	25%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	5	100%	100%	60%
White	188	98%	96%	58%	224	99%	94%	53%
Multiracial								
Small Group Totals	14	100%	93%	50%				
General-Education Students	380	100%	93%	48%	385	100%	92%	45%
Students with Disabilities	65	92%	72%	15%	49	92%	57%	8%
English Proficient	436	99%	91%	44%	420	99%	90%	42%
Limited English Proficient	9	100%	78%	0%	14	93%	50%	14%
Economically Disadvantaged	165	100%	87%	28%	145	98%	83%	26%
Not Disadvantaged	280	98%	93%	53%	289	99%	91%	49%
Migrant								
Not Migrant	445	99%	90%	43%	434	99%	88%	41%

### NOTES

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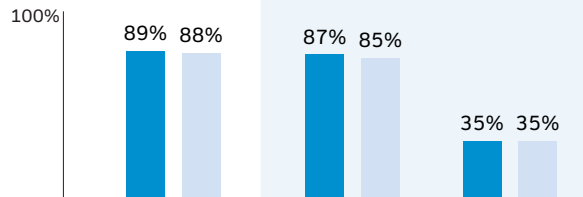
Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	5	4	4	-	-	-
Regents Science	1	-	-	-	0			

## 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

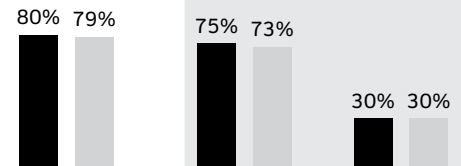


■ 2004 Cohort  
■ 2003 Cohort

### 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>466</b>	<b>89%</b>	<b>87%</b>	<b>35%</b>	<b>433</b>	<b>88%</b>	<b>85%</b>	<b>35%</b>
Female	231	93%	90%	43%	213	90%	88%	38%
Male	235	86%	85%	27%	220	85%	82%	32%
American Indian or Alaska Native								
Black or African American	92	82%	77%	16%	96	86%	81%	22%
Hispanic or Latino	111	83%	79%	23%	122	78%	76%	16%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	14	100%	100%	43%
White	245	95%	94%	46%	201	93%	91%	52%
Multiracial	1	-	-	-				
Small Group Totals	18	94%	89%	44%				
General-Education Students	403	93%	91%	40%	370	94%	93%	40%
Students with Disabilities	63	67%	62%	3%	63	51%	40%	5%
English Proficient	452	90%	88%	36%	416	88%	86%	36%
Limited English Proficient	14	50%	43%	0%	17	65%	65%	6%
Economically Disadvantaged	133	84%	79%	20%	106	85%	80%	16%
Not Disadvantaged	333	91%	90%	41%	327	88%	87%	41%
Migrant								
Not Migrant	466	89%	87%	35%				

### NOTES

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

## Other Assessments

### 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*.

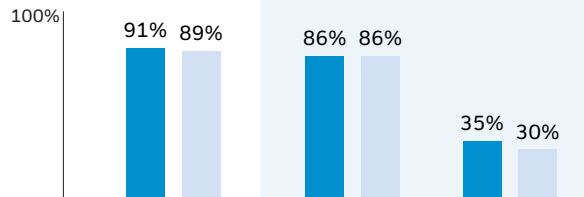
\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

## 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

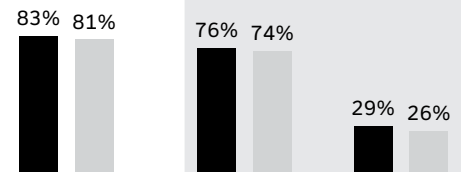


■ 2004 Cohort  
■ 2003 Cohort

### 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>466</b>	<b>91%</b>	<b>86%</b>	<b>35%</b>	<b>433</b>	<b>89%</b>	<b>86%</b>	<b>30%</b>
Female	231	94%	89%	39%	213	91%	89%	28%
Male	235	88%	83%	31%	220	87%	83%	31%
American Indian or Alaska Native								
Black or African American	92	86%	73%	16%	96	85%	82%	18%
Hispanic or Latino	111	86%	82%	27%	122	80%	75%	14%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	14	100%	100%	57%
White	245	95%	92%	42%	201	95%	93%	43%
Multiracial	1	-	-	-				
Small Group Totals	18	94%	94%	78%				
General-Education Students	403	95%	92%	39%	370	94%	93%	34%
Students with Disabilities	63	67%	49%	6%	63	56%	44%	3%
English Proficient	452	92%	87%	35%	416	90%	87%	30%
Limited English Proficient	14	64%	57%	7%	17	65%	59%	18%
Economically Disadvantaged	133	89%	82%	23%	106	83%	77%	17%
Not Disadvantaged	333	92%	87%	39%	327	91%	88%	34%
Migrant								
Not Migrant	466	91%	86%	35%				

### NOTES

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

## Other Assessments

### 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.