



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **KINGSTON CITY SCHOOL DISTRICT**
District ID **62-06-00-01-0000**
Superintendent **GERARD GRETZINGER**
Telephone **(845) 339-3000**
Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

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	95	92	92
Kindergarten	520	546	545
Grade 1	492	515	556
Grade 2	556	474	512
Grade 3	513	539	474
Grade 4	585	527	512
Grade 5	578	558	517
Grade 6	640	589	566
Ungraded Elementary	53	48	38
Grade 7	685	624	570
Grade 8	649	613	607
Grade 9	758	675	687
Grade 10	587	610	578
Grade 11	536	504	575
Grade 12	561	498	485
Ungraded Secondary	0	43	54
Total K-12	7713	7363	7276

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	2169	28%	2154	29%	1998	27%
Reduced-Price Lunch	553	7%	638	9%	758	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	200	3%	126	2%	147	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	28	0%	19	0%	26	0%
Black or African American	1322	17%	1229	17%	1257	17%
Hispanic or Latino	614	8%	625	8%	665	9%
Asian or Native Hawaiian/Other Pacific Islander	186	2%	178	2%	162	2%
White	5563	72%	5225	71%	5078	70%
Multiracial**	N/A	N/A	87	1%	88	1%

* 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		93%		93%		94%
Student Suspensions	707	9%	650	8%	473	6%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	610	540	588
Percent with No Valid Teaching Certificate	2%	1%	0%
Percent Teaching Out of Certification	3%	1%	1%
Percent with Fewer Than Three Years of Experience	4%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	21%	21%
Total Number of Core Classes	2184	1431	1487
Percent Not Taught by Highly Qualified Teachers	6%	2%	0%
Total Number of Classes	2026	2050	1943
Percent Taught by Teachers Without Appropriate Certification	3%	2%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	13%	16%
Turnover Rate of All Teachers	12%	13%	16%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	57	85	144
Total Paraprofessionals*	240	240	219
Assistant Principals	6	6	7
Principals	14	14	14

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

Improvement (Year 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

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

Accountability Status Levels

AYP Status

- ✓ Made AYP
- ✓^{SH} 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 3)

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 4) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [218]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (3332:3231)	✓						
Ethnicity							
American Indian or Alaska Native (15:15)	–						
Black or African American (628:599)	✓						
Hispanic or Latino (299:282)	✓						
Asian or Native Hawaiian/Other Pacific Islander (75:72)	✓						
White (2312:2263)	✓						
Multiracial (3:0)	–						
Other Groups							
Students with Disabilities ⁴ (693:660)	✓ ^{SH}						
Limited English Proficient ⁵ (58:64)	✓ ^{SH}						
Economically Disadvantaged (1422:1364)	✓						
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Mathematics

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

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (3335:3211)			99%		177	100	
Ethnicity							
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—
Black or African American (628:597)			98%		164	98	
Hispanic or Latino (297:284)			100%		168	96	
Asian or Native Hawaiian/Other Pacific Islander (77:73)			100%		195	91	
White (2314:2242)			99%		181	100	
Multiracial (4:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (695:651)			98%		133	98	
Limited English Proficient ⁵ (57:68)			98%		162	90	
Economically Disadvantaged (1418:1355)			99%		164	99	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (1158:1084)		Qualified		96%		184	100	
Ethnicity								
American Indian or Alaska Native (4:3)	–	–	–	–	–	–	–	–
Black or African American (223:203)		Qualified		96%		174	100	
Hispanic or Latino (112:104)		Qualified		95%		173	100	
Asian or Native Hawaiian/Other Pacific Islander (32:30)		Qualified	–	–		187	100	
White (785:744)		Qualified		97%		189	100	
Multiracial (2:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (251:223)		Qualified		92%		159	100	
Limited English Proficient ⁴ (22:21)	–	–	–	–	–	–	–	–
Economically Disadvantaged (481:442)		Qualified		95%		174	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)  Improvement (Year 3)

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

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 4) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [218]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (517:484)							
Ethnicity							
American Indian or Alaska Native (1:1)	—						
Black or African American (59:54)							
Hispanic or Latino (41:35)							
Asian or Native Hawaiian/Other Pacific Islander (10:10)	—						
White (405:383)							
Multiracial (1:1)	—						
Other Groups							
Students with Disabilities (102:59)							
Limited English Proficient ⁴ (5:5)	—						
Economically Disadvantaged (96:90)							
Final AYP Determination	 5 of 6						

NOTES

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

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

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

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

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

AYP Status

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

Secondary-Level Mathematics

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

Accountability Measures 5 of 6 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (517:484)			96%		179	154	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (59:54)			95%		157	146	
Hispanic or Latino (41:35)			98%		169	143	
Asian or Native Hawaiian/Other Pacific Islander (10:10)	—	—	—	—	—	—	—
White (405:383)			96%		183	153	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (102:59)			92%		129	146	146 136
Limited English Proficient ⁴ (5:5)	—	—	—	—	—	—	—
Economically Disadvantaged (96:90)			99%		177	149	
Final AYP Determination		5 of 6					

NOTES

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

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

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

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

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

AYP Status

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

Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives			
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target	
					2007–08	2008–09
All Students (613)			71%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (81)			44%	55%	55%	45%
Hispanic or Latino (43)			60%	55%		
Asian or Native Hawaiian/Other Pacific Islander (19)		–	–	–		
White (470)			76%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (76)			43%	55%	42%	44%
Limited English Proficient ³ (5)		–	–	–		
Economically Disadvantaged (138)			51%	55%	55%	52%
Final AYP Determination	 1 of 1					

NOTES

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

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

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

Good Standing

6 schools identified 43% of total

CHAMBERS SCHOOL
FRANK L MEAGHER SCHOOL
GEORGE WASHINGTON SCHOOL
JOHN F KENNEDY SCHOOL
M CLIFFORD MILLER MIDDLE SCHOOL
SOPHIE FINN SCHOOL

New York State Status

Good Standing

7 schools identified 50% of total

ANNA DEVINE SCHOOL
E R CROSBY ELEMENTARY SCHOOL
ERNEST C MYER SCHOOL
HARRY L EDSON SCHOOL
J WATSON BAILEY MIDDLE SCHOOL
ROBERT R GRAVES SCHOOL
ZENA ELEMENTARY SCHOOL

Requiring Academic Progress (Year 4)

1 school identified 7% of total

KINGSTON HIGH SCHOOL

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	73%			478
Grade 4	75%			521
Grade 5	85%			522
Grade 6	66%			561
Grade 7	68%			564
Grade 8	46%			606

Mathematics

Grade 3	91%		481
Grade 4	81%		526
Grade 5	87%		527
Grade 6	80%		568
Grade 7	82%		555
Grade 8	62%		607

Science

Grade 4	92%		519
Grade 8	75%		485

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	75%			565
Mathematics	74%			565

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

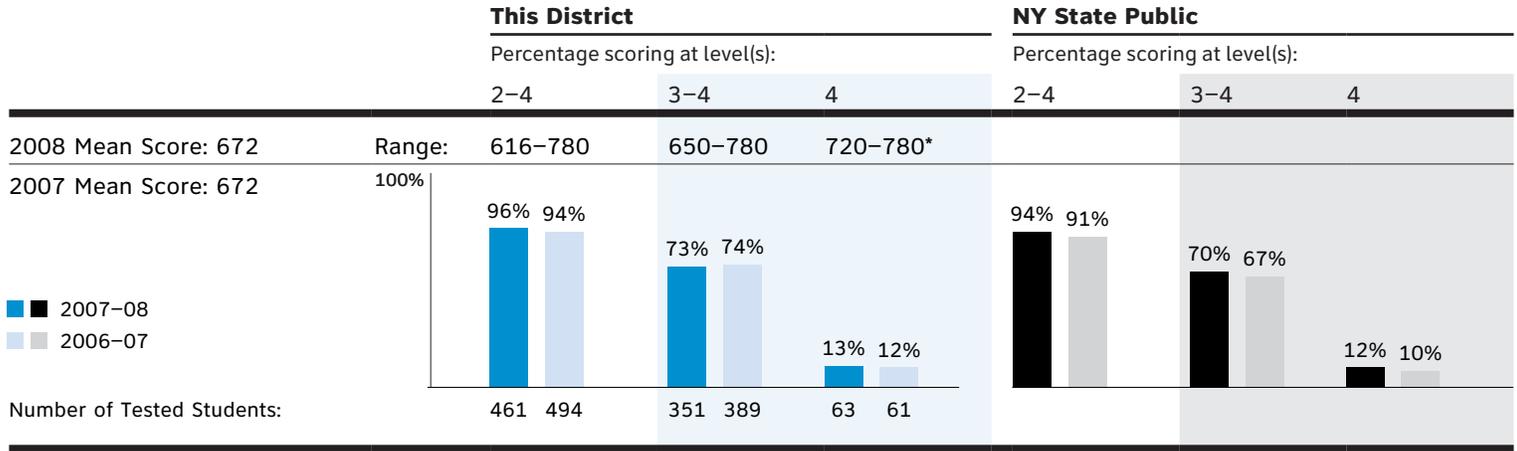
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

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
All Students	478	96%	73%	13%	528	94%	74%	12%
Female	250	96%	76%	14%	270	94%	75%	14%
Male	228	97%	70%	12%	258	93%	72%	9%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	89	94%	64%	7%	111	90%	59%	8%
Hispanic or Latino	51	94%	63%	4%	47	96%	60%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	20	-	-	-
White	324	97%	77%	16%	347	94%	79%	13%
Multiracial								
Small Group Totals	14	100%	79%	21%	23	96%	96%	22%
General-Education Students	393	99%	80%	16%	439	98%	83%	14%
Students with Disabilities	85	86%	44%	1%	89	70%	29%	1%
English Proficient	467	96%	75%	13%	522	94%	75%	12%
Limited English Proficient	11	100%	27%	0%	6	83%	0%	0%
Economically Disadvantaged	222	94%	63%	5%	241	89%	59%	6%
Not Disadvantaged	256	99%	82%	21%	287	97%	86%	16%
Migrant								
Not Migrant	478	96%	73%	13%	528	94%	74%	12%

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

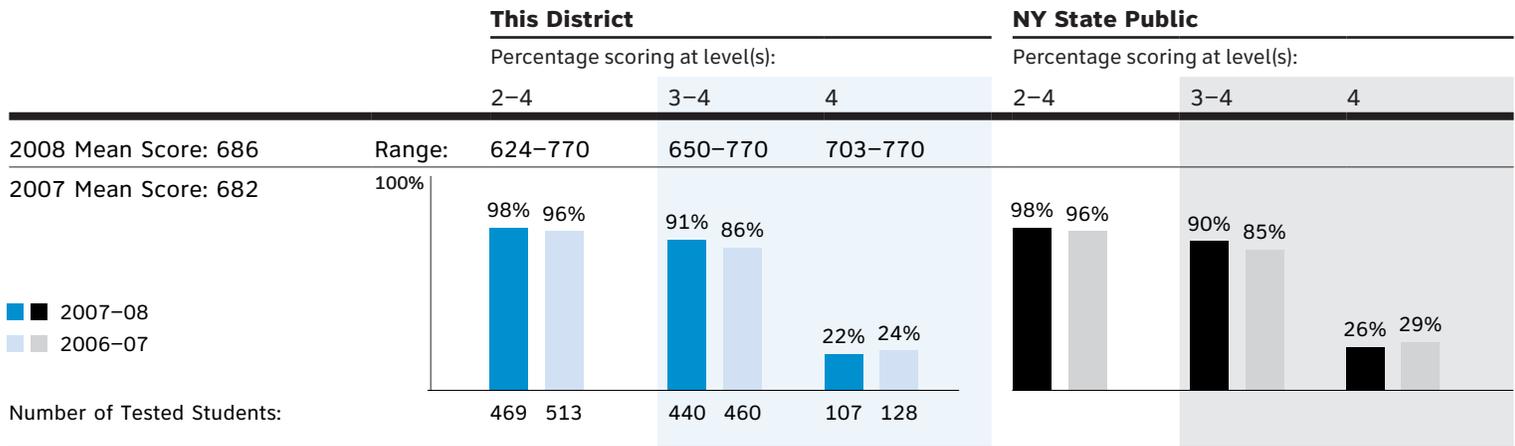
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	481	98%	91%	22%	534	96%	86%	24%
Female	253	98%	91%	23%	273	96%	86%	26%
Male	228	97%	92%	21%	261	96%	86%	22%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	90	94%	81%	8%	110	96%	83%	13%
Hispanic or Latino	52	100%	96%	8%	51	98%	86%	14%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	22	-	-	-
White	325	98%	93%	28%	348	95%	87%	28%
Multiracial								
Small Group Totals	14	100%	100%	29%	25	100%	88%	40%
General-Education Students	395	99%	95%	26%	444	99%	93%	29%
Students with Disabilities	86	91%	74%	5%	90	81%	54%	1%
English Proficient	469	97%	91%	23%	525	96%	87%	24%
Limited English Proficient	12	100%	100%	8%	9	89%	44%	0%
Economically Disadvantaged	222	95%	86%	11%	245	94%	80%	12%
Not Disadvantaged	259	99%	96%	32%	289	98%	91%	34%
Migrant								
Not Migrant	481	98%	91%	22%	534	96%	86%	24%

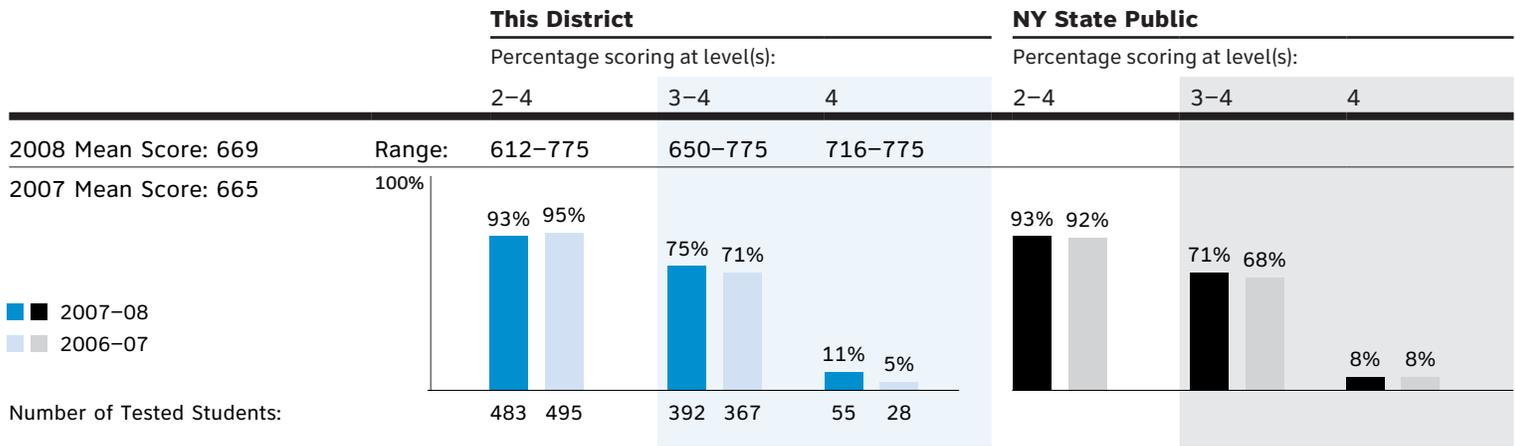
NOTES

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Other Assessments

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	521	93%	75%	11%	520	95%	71%	5%
Female	268	94%	79%	13%	276	96%	74%	5%
Male	253	91%	72%	8%	244	95%	67%	6%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	107	88%	61%	7%	115	91%	51%	3%
Hispanic or Latino	49	92%	71%	4%	34	100%	59%	3%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	14	-	-	-
White	340	95%	80%	11%	355	96%	77%	6%
Multiracial								
Small Group Totals	25	88%	84%	28%	16	94%	88%	13%
General-Education Students	406	98%	86%	13%	412	98%	79%	7%
Students with Disabilities	115	73%	37%	1%	108	83%	39%	0%
English Proficient	513	93%	76%	11%	516	-	-	-
Limited English Proficient	8	63%	38%	13%	4	-	-	-
Economically Disadvantaged	227	88%	64%	6%	234	92%	59%	2%
Not Disadvantaged	294	97%	84%	14%	286	98%	80%	8%
Migrant								
Not Migrant	521	93%	75%	11%	520	95%	71%	5%

NOTES

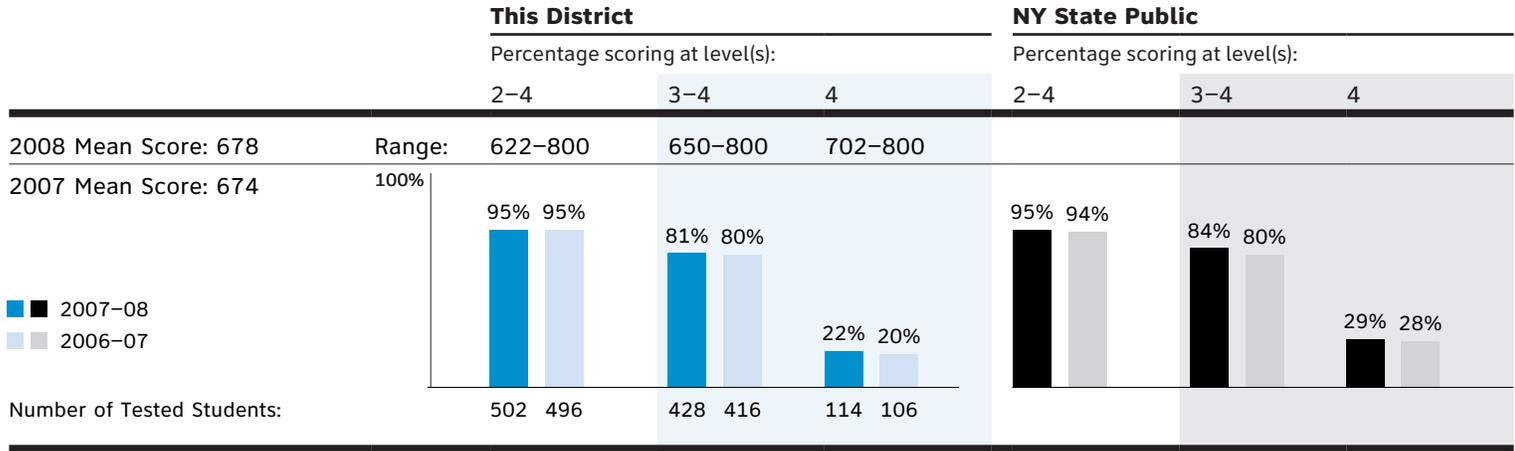
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Other Assessments

	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 4 Equivalent	6	5	3	2	9	9	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	1	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	526	95%	81%	22%	520	95%	80%	20%
Female	270	97%	81%	22%	274	95%	80%	21%
Male	256	94%	81%	21%	246	96%	80%	20%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	107	96%	68%	11%	113	92%	65%	8%
Hispanic or Latino	48	98%	83%	8%	36	97%	81%	19%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	14	-	-	-
White	346	95%	85%	25%	355	96%	84%	23%
Multiracial								
Small Group Totals	25	100%	80%	44%	16	94%	94%	56%
General-Education Students	410	99%	91%	27%	411	98%	86%	25%
Students with Disabilities	116	83%	48%	3%	109	85%	56%	3%
English Proficient	518	95%	81%	22%	514	96%	80%	20%
Limited English Proficient	8	100%	75%	13%	6	83%	67%	17%
Economically Disadvantaged	226	94%	73%	10%	233	94%	70%	13%
Not Disadvantaged	300	97%	88%	31%	287	97%	88%	26%
Migrant								
Not Migrant	526	95%	81%	22%	520	95%	80%	20%

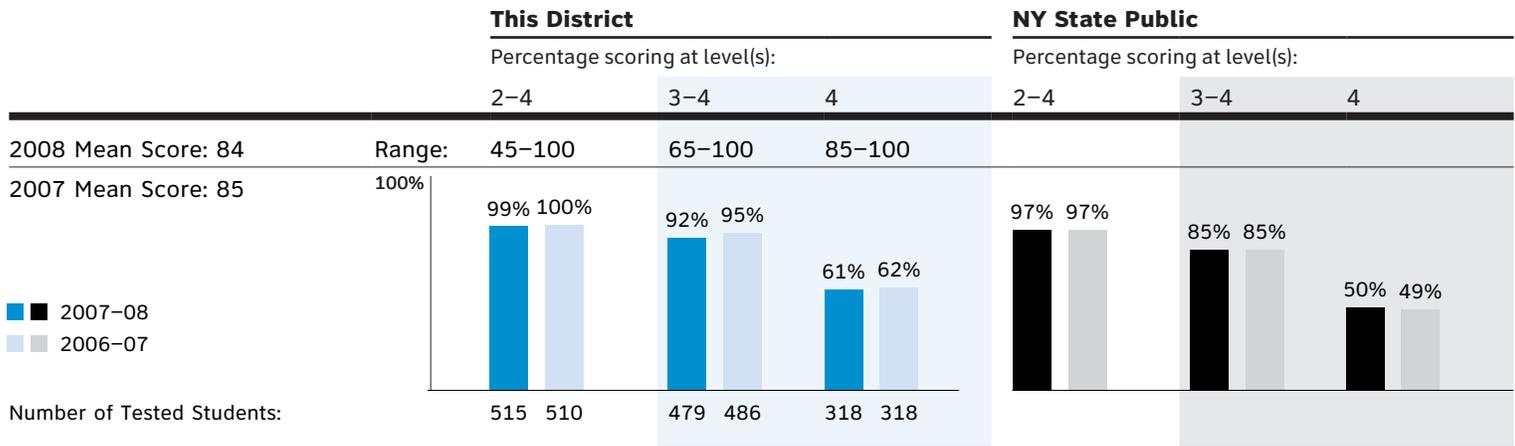
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	6	1	9	9	9	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
All Students	519	99%	92%	61%	511	100%	95%	62%
Female	265	100%	94%	62%	270	100%	95%	60%
Male	254	99%	90%	61%	241	100%	95%	65%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	109	98%	87%	44%	111	100%	91%	41%
Hispanic or Latino	44	100%	93%	59%	38	100%	95%	53%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	13	-	-	-
White	342	100%	94%	67%	347	100%	97%	69%
Multiracial								
Small Group Totals	24	96%	83%	63%	15	100%	93%	93%
General-Education Students	404	100%	96%	73%	407	100%	96%	69%
Students with Disabilities	115	97%	79%	22%	104	99%	91%	37%
English Proficient	511	99%	93%	62%	505	100%	95%	63%
Limited English Proficient	8	88%	50%	25%	6	100%	100%	33%
Economically Disadvantaged	222	100%	88%	47%	227	100%	92%	47%
Not Disadvantaged	297	99%	96%	72%	284	100%	98%	74%
Migrant								
Not Migrant	519	99%	92%	61%	511	100%	95%	62%

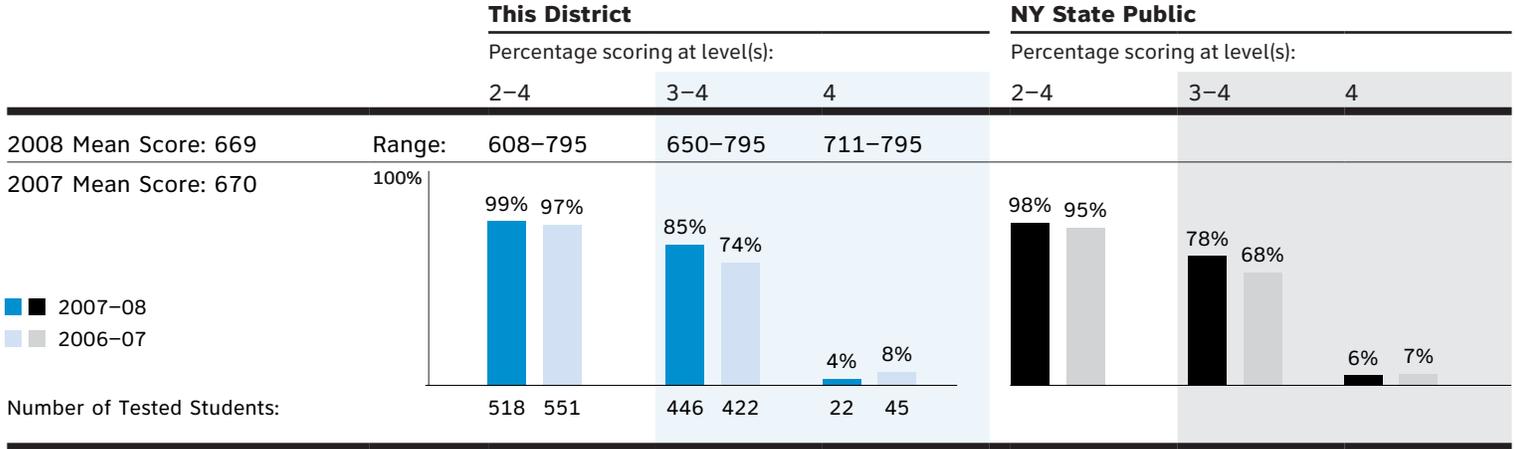
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	5	2	10	10	10	9

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	522	99%	85%	4%	567	97%	74%	8%
Female	273	100%	88%	3%	261	98%	80%	8%
Male	249	99%	83%	6%	306	96%	70%	8%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	107	99%	80%	3%	100	92%	68%	3%
Hispanic or Latino	40	100%	85%	3%	40	90%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	12	-	-	-
White	358	99%	87%	5%	412	99%	77%	10%
Multiracial	2	-	-	-				
Small Group Totals	17	100%	82%	6%	15	100%	93%	7%
General-Education Students	410	100%	94%	5%	454	99%	84%	10%
Students with Disabilities	112	96%	55%	0%	113	88%	36%	0%
English Proficient	517	99%	86%	4%	561	98%	75%	8%
Limited English Proficient	5	100%	40%	0%	6	67%	33%	0%
Economically Disadvantaged	233	99%	76%	2%	239	95%	66%	4%
Not Disadvantaged	289	99%	93%	6%	328	99%	81%	11%
Migrant								
Not Migrant	522	99%	85%	4%	567	97%	74%	8%

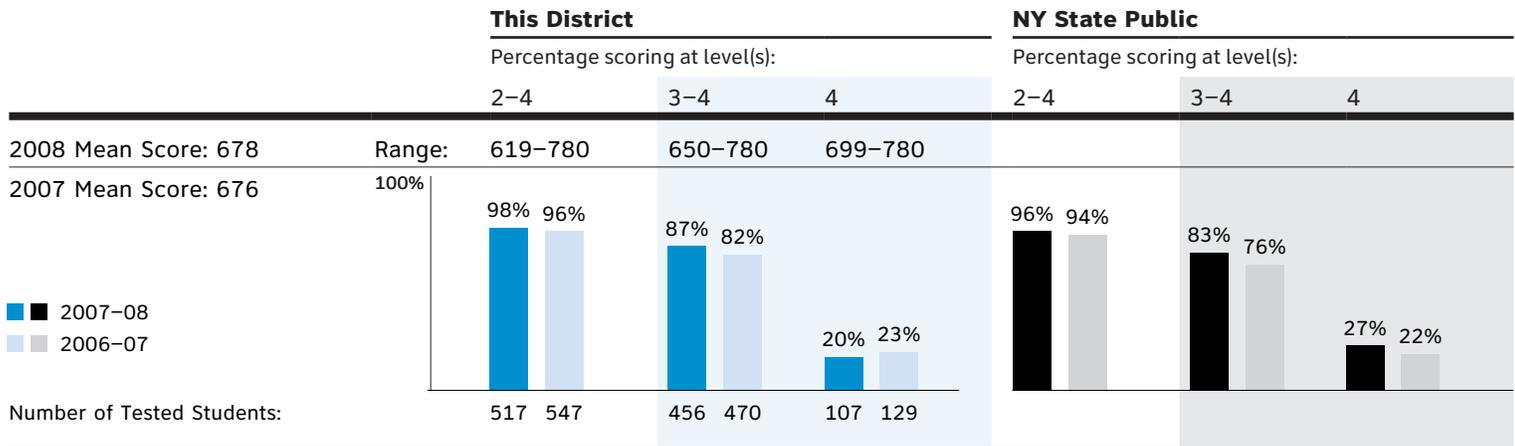
NOTES
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	4	8	8	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	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 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	527	98%	87%	20%	572	96%	82%	23%
Female	275	98%	90%	23%	263	98%	84%	19%
Male	252	98%	83%	18%	309	94%	81%	26%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	108	98%	78%	6%	99	93%	77%	11%
Hispanic or Latino	42	98%	76%	14%	45	87%	71%	13%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	13	-	-	-
White	359	98%	90%	24%	412	97%	84%	26%
Multiracial	2	-	-	-				
Small Group Totals	18	100%	100%	39%	16	100%	94%	38%
General-Education Students	414	100%	94%	25%	460	99%	92%	28%
Students with Disabilities	113	92%	60%	4%	112	81%	44%	2%
English Proficient	521	98%	87%	20%	561	96%	83%	23%
Limited English Proficient	6	100%	50%	17%	11	73%	55%	0%
Economically Disadvantaged	235	97%	79%	12%	241	91%	76%	13%
Not Disadvantaged	292	99%	92%	27%	331	99%	87%	29%
Migrant								
Not Migrant	527	98%	87%	20%	572	96%	82%	23%

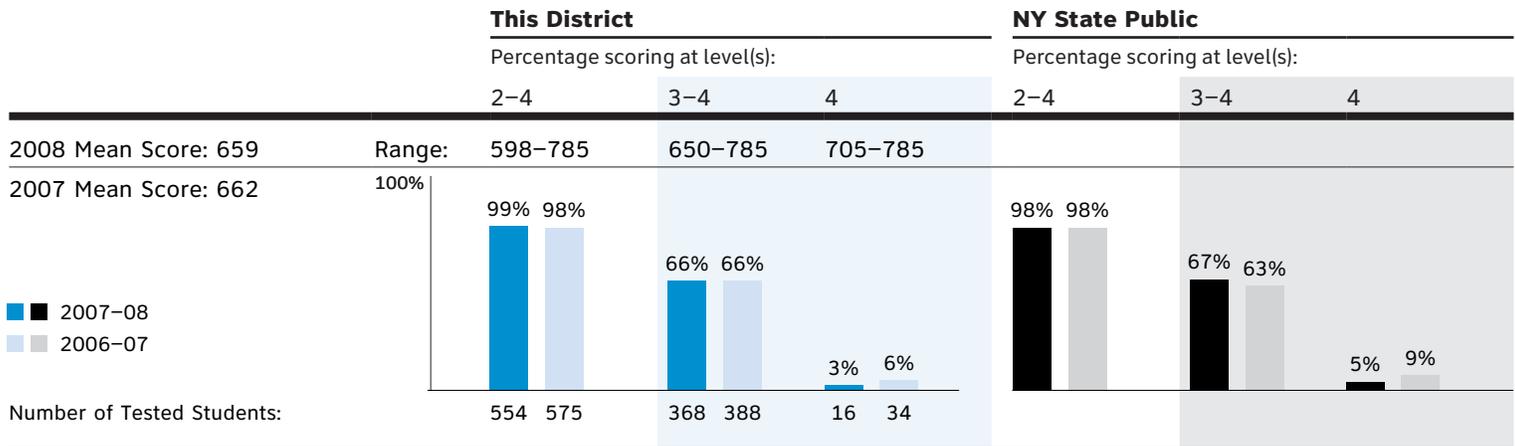
NOTES

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Other Assessments

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	561	99%	66%	3%	584	98%	66%	6%
Female	257	100%	73%	3%	279	99%	72%	7%
Male	304	98%	60%	3%	305	98%	61%	5%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	98	99%	61%	2%	106	98%	50%	2%
Hispanic or Latino	48	100%	44%	0%	38	100%	37%	8%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	10	-	-	-
White	402	99%	69%	3%	428	98%	72%	7%
Multiracial								
Small Group Totals	13	100%	77%	0%	12	100%	92%	8%
General-Education Students	444	100%	77%	4%	483	100%	76%	7%
Students with Disabilities	117	94%	22%	0%	101	91%	21%	0%
English Proficient	555	99%	66%	3%	577	98%	67%	6%
Limited English Proficient	6	100%	17%	0%	7	100%	14%	0%
Economically Disadvantaged	228	98%	54%	1%	236	97%	47%	2%
Not Disadvantaged	333	99%	74%	4%	348	99%	80%	9%
Migrant								
Not Migrant	561	99%	66%	3%	584	98%	66%	6%

NOTES

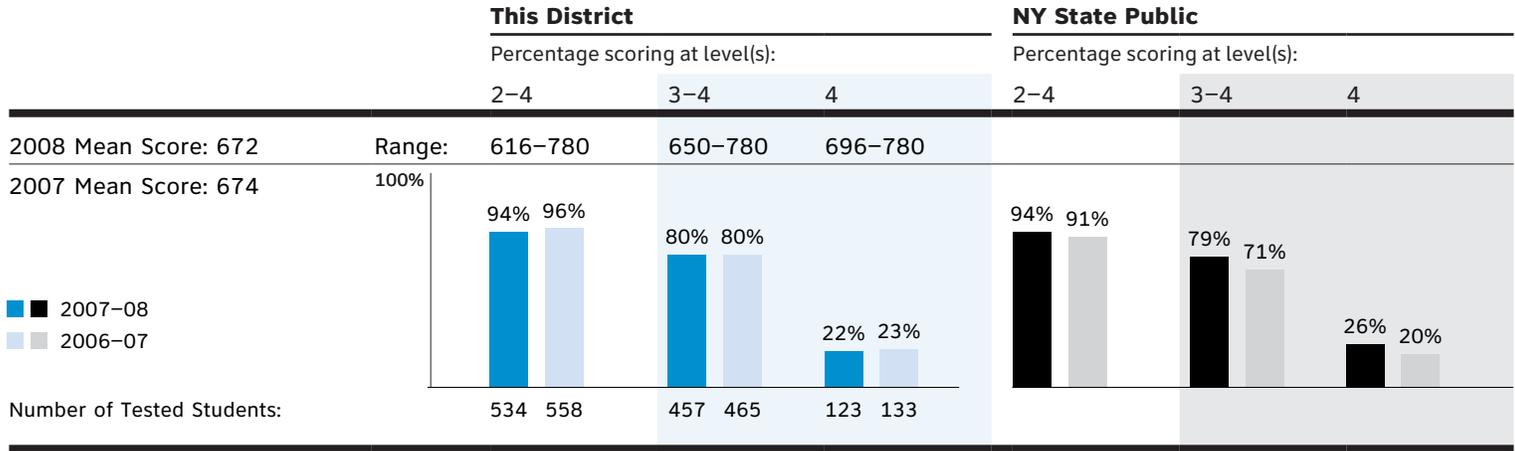
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	4	4	3	13	13	12	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	568	94%	80%	22%	584	96%	80%	23%
Female	261	96%	84%	22%	281	95%	79%	22%
Male	307	93%	77%	21%	303	96%	81%	24%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	101	91%	75%	7%	106	91%	66%	8%
Hispanic or Latino	50	86%	70%	16%	38	92%	71%	11%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	10	-	-	-
White	404	96%	82%	26%	428	97%	83%	27%
Multiracial								
Small Group Totals	13	100%	100%	31%	12	100%	100%	42%
General-Education Students	449	99%	91%	27%	482	98%	86%	27%
Students with Disabilities	119	76%	40%	1%	102	86%	51%	1%
English Proficient	559	94%	81%	22%	576	95%	80%	23%
Limited English Proficient	9	67%	33%	0%	8	100%	75%	0%
Economically Disadvantaged	235	89%	69%	11%	236	92%	69%	10%
Not Disadvantaged	333	98%	89%	29%	348	98%	87%	32%
Migrant								
Not Migrant	568	94%	80%	22%	584	96%	80%	23%

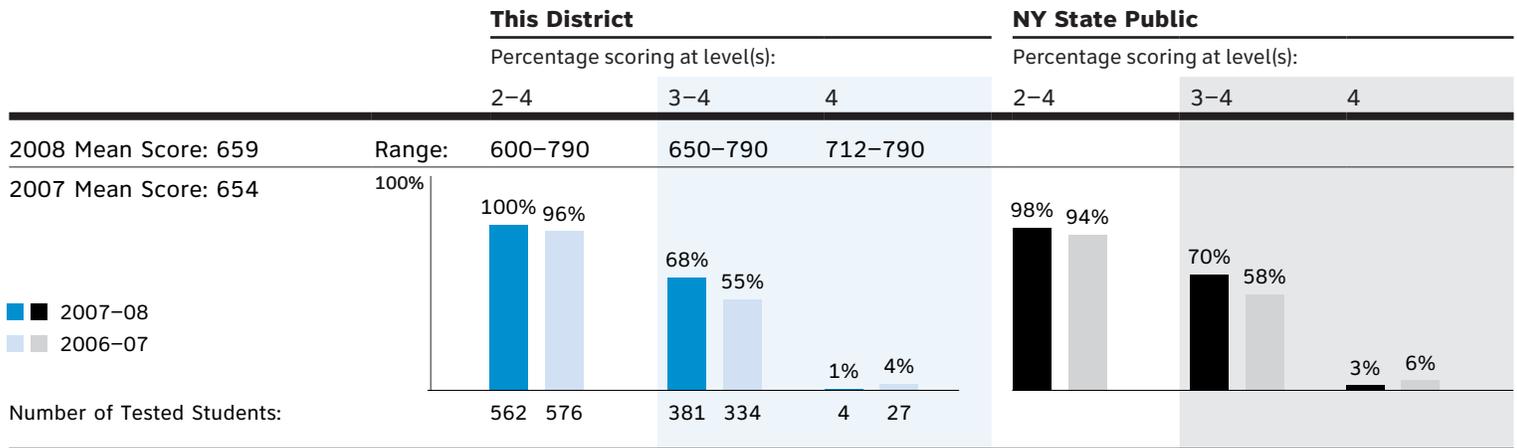
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	4	2	1	13	12	10	7

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
All Students	564	100%	68%	1%	602	96%	55%	4%
Female	268	100%	74%	1%	295	97%	62%	7%
Male	296	100%	62%	0%	307	94%	49%	2%
American Indian or Alaska Native	2	-	-	-				
Black or African American	99	99%	45%	0%	101	94%	33%	1%
Hispanic or Latino	37	100%	54%	0%	61	90%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	10	100%	90%	10%
White	416	100%	73%	1%	430	97%	62%	6%
Multiracial								
Small Group Totals	12	100%	92%	0%				
General-Education Students	469	100%	76%	1%	482	99%	65%	6%
Students with Disabilities	95	98%	26%	0%	120	81%	18%	0%
English Proficient	557	100%	68%	1%	591	96%	56%	5%
Limited English Proficient	7	100%	14%	0%	11	91%	9%	0%
Economically Disadvantaged	221	99%	52%	0%	253	92%	38%	1%
Not Disadvantaged	343	100%	78%	1%	349	98%	68%	7%
Migrant								
Not Migrant	564	100%	68%	1%	602	96%	55%	4%

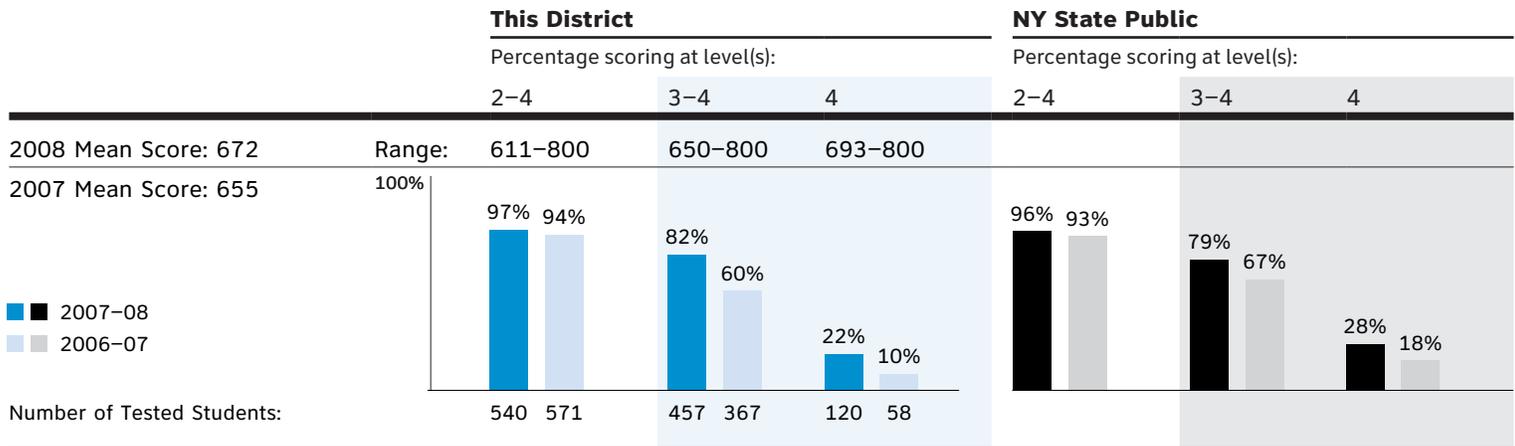
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Other Assessments

	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	12	12	11	9	8	8	8	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	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
All Students	555	97%	82%	22%	609	94%	60%	10%
Female	266	96%	84%	20%	303	95%	62%	8%
Male	289	98%	81%	23%	306	93%	59%	11%
American Indian or Alaska Native	2	-	-	-				
Black or African American	99	95%	70%	9%	102	89%	42%	3%
Hispanic or Latino	36	97%	64%	11%	67	87%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	10	100%	100%	40%
White	407	98%	87%	25%	430	96%	67%	11%
Multiracial								
Small Group Totals	13	100%	92%	46%				
General-Education Students	464	99%	90%	26%	491	99%	70%	12%
Students with Disabilities	91	87%	44%	1%	118	74%	19%	0%
English Proficient	548	97%	83%	22%	591	94%	62%	10%
Limited English Proficient	7	86%	29%	0%	18	72%	11%	0%
Economically Disadvantaged	214	95%	70%	8%	258	89%	45%	6%
Not Disadvantaged	341	99%	90%	30%	351	97%	72%	12%
Migrant								
Not Migrant	555	97%	82%	22%	609	94%	60%	10%

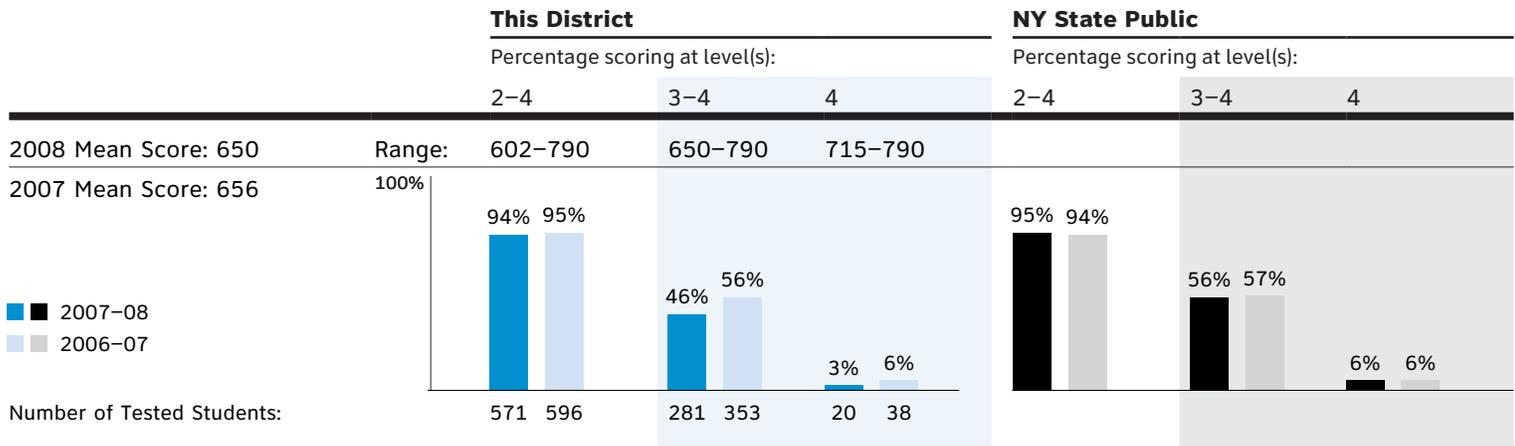
NOTES

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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	12	11	11	1	8	8	7	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
All Students	606	94%	46%	3%	625	95%	56%	6%
Female	304	97%	53%	5%	310	97%	65%	9%
Male	302	91%	40%	1%	315	94%	49%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	104	92%	29%	0%	113	89%	32%	1%
Hispanic or Latino	60	82%	32%	0%	52	96%	50%	4%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	8	-	-	-
White	431	97%	52%	4%	451	97%	64%	8%
Multiracial	1	-	-	-				
Small Group Totals	11	91%	82%	9%	9	100%	44%	0%
General-Education Students	493	99%	56%	4%	503	100%	67%	8%
Students with Disabilities	113	74%	5%	0%	122	77%	15%	0%
English Proficient	594	95%	47%	3%	617	96%	57%	6%
Limited English Proficient	12	67%	0%	0%	8	75%	0%	0%
Economically Disadvantaged	245	88%	31%	0%	227	90%	36%	2%
Not Disadvantaged	361	99%	57%	5%	398	98%	68%	9%
Migrant								
Not Migrant	606	94%	46%	3%	625	95%	56%	6%

NOTES

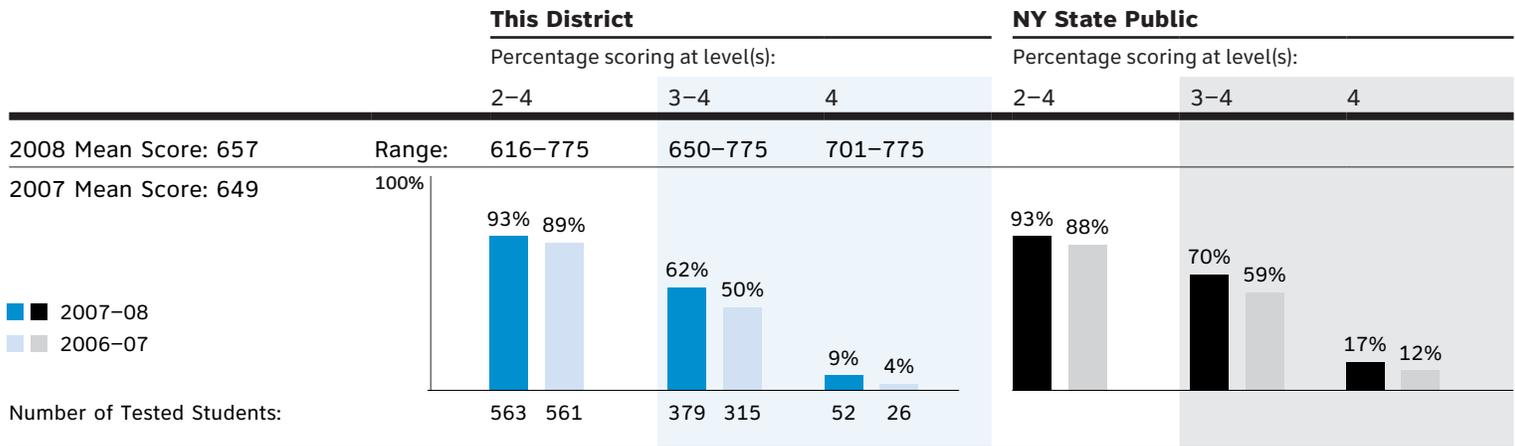
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	7	4	9	9	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	607	93%	62%	9%	627	89%	50%	4%
Female	302	94%	61%	8%	309	91%	53%	5%
Male	305	91%	64%	10%	318	88%	48%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	104	88%	41%	1%	111	86%	28%	0%
Hispanic or Latino	64	86%	50%	3%	52	85%	48%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	10	-	-	-
White	426	95%	69%	11%	453	91%	56%	6%
Multiracial	2	-	-	-				
Small Group Totals	13	92%	85%	8%	11	91%	64%	9%
General-Education Students	493	98%	71%	11%	507	95%	59%	5%
Students with Disabilities	114	69%	24%	0%	120	66%	14%	0%
English Proficient	593	93%	63%	9%	614	90%	51%	4%
Limited English Proficient	14	93%	57%	0%	13	54%	23%	0%
Economically Disadvantaged	248	86%	47%	3%	231	83%	36%	1%
Not Disadvantaged	359	97%	73%	12%	396	93%	58%	6%
Migrant								
Not Migrant	607	93%	62%	9%	627	89%	50%	4%

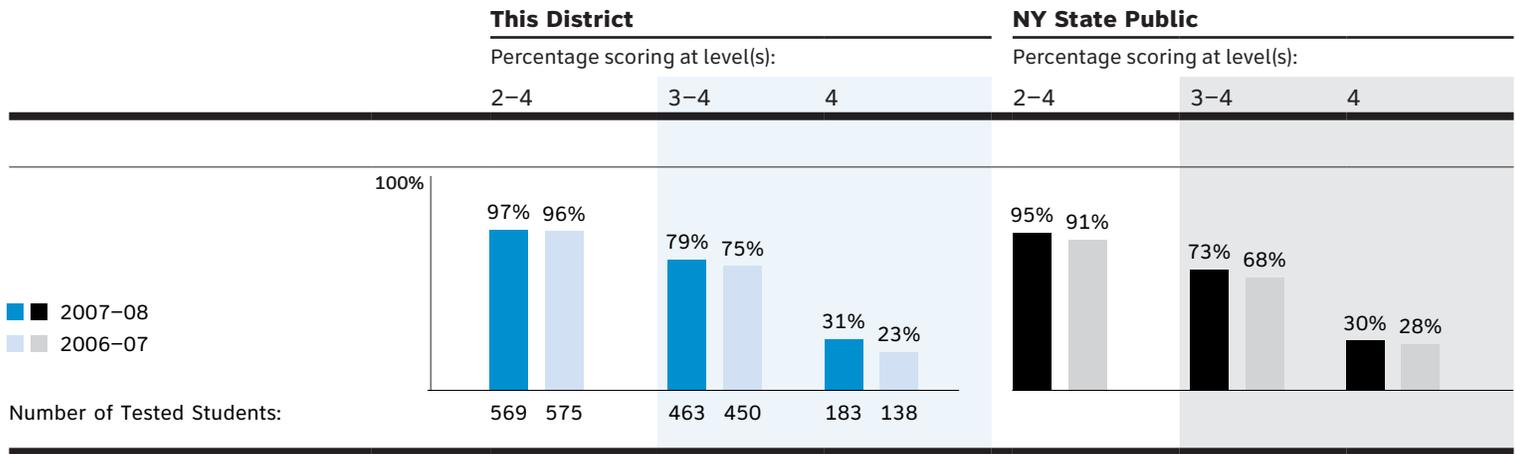
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	7	0	9	9	5	1

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	485	97%	75%	20%	489	95%	70%	14%
Female	236	98%	75%	15%	227	95%	67%	11%
Male	249	96%	75%	24%	262	95%	73%	16%
American Indian or Alaska Native					1	-	-	-
Black or African American	98	97%	62%	14%	99	90%	54%	5%
Hispanic or Latino	58	-	-	-	46	89%	59%	11%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	8	-	-	-
White	325	98%	82%	24%	335	98%	77%	18%
Multiracial	2	-	-	-				
Small Group Totals	62	94%	61%	6%	9	89%	44%	0%
General-Education Students	383	99%	83%	23%	383	98%	77%	16%
Students with Disabilities	102	89%	46%	7%	106	84%	43%	6%
English Proficient	472	97%	76%	21%	477	96%	71%	14%
Limited English Proficient	13	85%	23%	0%	12	50%	8%	0%
Economically Disadvantaged	220	95%	61%	14%	201	89%	57%	10%
Not Disadvantaged	265	98%	86%	25%	288	99%	78%	17%
Migrant								
Not Migrant	485	97%	75%	20%	489	95%	70%	14%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	6	2	9	9	4	3
Regents Science	99	99	99	86	110	110	109	69

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

This District

Percentage scoring at level(s):

2-4

3-4

4

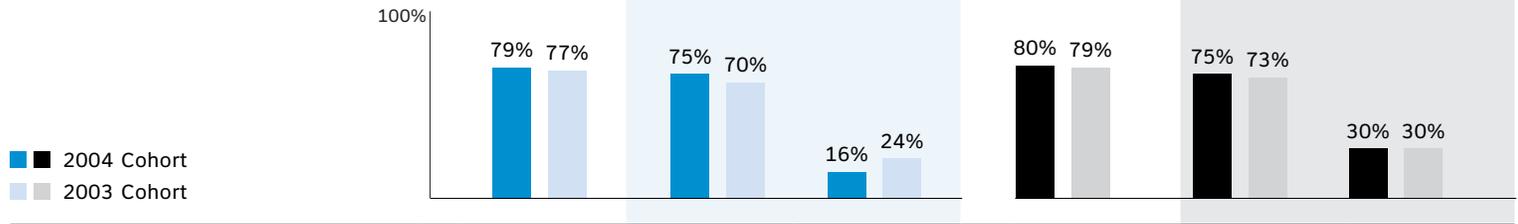
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

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

2003 Cohort**

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	565	79%	75%	16%	615	77%	70%	24%
Female	279	82%	77%	20%	315	77%	72%	28%
Male	286	76%	72%	12%	300	77%	68%	20%
American Indian or Alaska Native	2	-	-	-				
Black or African American	78	58%	53%	5%	82	49%	40%	10%
Hispanic or Latino	42	81%	74%	7%	44	70%	57%	9%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	19	95%	95%	37%
White	431	83%	79%	18%	470	82%	76%	27%
Multiracial	1	-	-	-				
Small Group Totals	14	79%	71%	21%				
General-Education Students	475	86%	82%	18%	538	82%	75%	26%
Students with Disabilities	90	42%	34%	1%	77	42%	34%	8%
English Proficient	557	79%	75%	16%	610	78%	71%	24%
Limited English Proficient	8	63%	25%	0%	5	20%	0%	0%
Economically Disadvantaged	129	67%	59%	3%	139	60%	50%	12%
Not Disadvantaged	436	82%	79%	19%	476	82%	76%	28%
Migrant								
Not Migrant	565	79%	75%	16%				

NOTES

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Other Assessments

2004 Cohort

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

2003 Cohort

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

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

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

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

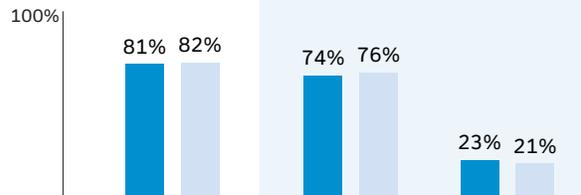
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

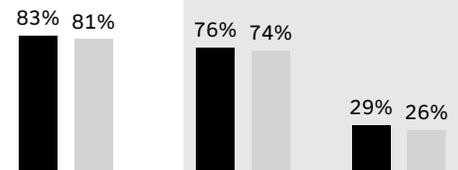


■ 2004 Cohort
■ 2003 Cohort

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
All Students	565	81%	74%	23%	615	82%	76%	21%
Female	279	85%	80%	24%	315	81%	75%	21%
Male	286	77%	69%	22%	300	82%	77%	20%
American Indian or Alaska Native	2	–	–	–				
Black or African American	78	62%	46%	3%	82	56%	48%	5%
Hispanic or Latino	42	76%	60%	17%	44	80%	68%	11%
Asian or Native Hawaiian/Other Pacific Islander	11	–	–	–	19	95%	95%	74%
White	431	84%	81%	26%	470	86%	81%	22%
Multiracial	1	–	–	–				
Small Group Totals	14	86%	71%	43%				
General-Education Students	475	88%	83%	26%	538	86%	81%	23%
Students with Disabilities	90	40%	30%	3%	77	55%	39%	5%
English Proficient	557	81%	75%	23%	610	82%	76%	21%
Limited English Proficient	8	50%	25%	0%	5	40%	20%	0%
Economically Disadvantaged	129	70%	60%	9%	139	68%	62%	10%
Not Disadvantaged	436	84%	78%	27%	476	86%	80%	24%
Migrant								
Not Migrant	565	81%	74%	23%				

NOTES

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

Other Assessments

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.