



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **MOUNT VERNON CITY SCHOOL  
DISTRICT**

District ID **66-09-00-01-0000**

Superintendent **WELTON SAWYER**

Telephone **(914) 665-5201**

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](mailto: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 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	320	25	20
Kindergarten	731	717	663
Grade 1	826	769	753
Grade 2	770	774	702
Grade 3	754	786	760
Grade 4	776	735	763
Grade 5	824	763	678
Grade 6	784	738	757
Ungraded Elementary	38	86	67
Grade 7	694	780	786
Grade 8	748	680	641
Grade 9	1022	689	689
Grade 10	727	881	814
Grade 11	637	594	642
Grade 12	504	515	486
Ungraded Secondary	0	228	75
<b>Total K-12</b>	<b>9835</b>	<b>9735</b>	<b>9276</b>

### Average Class Size

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

### 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.

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	4526	46%	3508	36%	4314	47%
Reduced-Price Lunch	1191	12%	972	10%	1163	13%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1072	11%	827	8%	725	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	343	3%	12	0%	8	0%
Black or African American	7474	76%	7758	80%	7289	79%
Hispanic or Latino	1218	12%	1231	13%	1229	13%
Asian or Native Hawaiian/Other Pacific Islander	155	2%	92	1%	103	1%
White	645	7%	624	6%	612	7%
Multiracial**	N/A	N/A	18	0%	35	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	88%		88%		88%	
Student Suspensions	1464	15%	1405	14%	1138	12%

## 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.

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	722	721	747
Percent with No Valid Teaching Certificate	2%	2%	2%
Percent Teaching Out of Certification	3%	4%	5%
Percent with Fewer Than Three Years of Experience	5%	4%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	31%	35%
<b>Total Number of Core Classes</b>	2875	1953	2004
Percent Not Taught by Highly Qualified Teachers	3%	5%	8%
<b>Total Number of Classes</b>	2399	2484	2452
Percent Taught by Teachers Without Appropriate Certification	4%	4%	6%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	12%	
Turnover Rate of All Teachers	11%	10%	

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	62	111	116
Total Paraprofessionals*	194	222	242
Assistant Principals	23	24	26
Principals	14	15	18

\* 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:

$$100 \times [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]$$

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

$$100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]$$

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008–09)

#### Improvement (Year 4)

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

### Title I Part A Funding

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

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓ <sup>SH</sup>	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native				—	—	
Black or African American	✓	✓		✓ <sup>SH</sup>	✓	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		—	—	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓ <sup>SH</sup>	✓	
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 3 of 5	✗ 3 of 5	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2008–09)



Improvement (Year 4)

### Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <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> (4389:4204)	✓						
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (3445:3309)	✓						
Hispanic or Latino (606:573)	✓						
Asian or Native Hawaiian/Other Pacific Islander (49:44)	✓						
White (289:278)	✓						
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (745:705)	✓ SH						
Limited English Proficient <sup>5</sup> (308:449)	✓						
Economically Disadvantaged (3404:3284)	✓						
<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 for This Subject (2008–09)



Good Standing

### 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> (4387:4195)	✓	✓	98%	✓	169	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (3434:3289)	✓	✓	99%	✓	167	100	
Hispanic or Latino (610:580)	✓	✓	98%	✓	171	97	
Asian or Native Hawaiian/Other Pacific Islander (50:44)	✓	✓	98%	✓	182	87	
White (293:282)	✓	✓	99%	✓	193	96	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (735:694)	✓	✓	96%	✓	137	98	
Limited English Proficient <sup>5</sup> (318:478)	✓	✓	97%	✓	174	97	
Economically Disadvantaged (3400:3286)	✓	✓	99%	✓	168	100	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target





Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (1427:1346)		Qualified		97%		163	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (1142:1072)		Qualified		97%		159	100	
Hispanic or Latino (195:189)		Qualified		98%		171	100	
Asian or Native Hawaiian/Other Pacific Islander (14:14)		—	—	—	—	—	—	—
White (76:71)		Qualified		96%		199	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (260:238)		Qualified		93%		150	100	
Limited English Proficient <sup>4</sup> (101:163)		Qualified		93%		163	100	
Economically Disadvantaged (1117:1068)		Qualified		98%		162	100	
<b>Final AYP Determination</b>	 1 of 1							

#### NOTES




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

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

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

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

#### AYP Status

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

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2008–09)



Improvement (Year 4)

### Accountability Measures

3 of 5

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (554:517)	✓ SH						
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—						
Black or African American (474:444)	✓ SH						
Hispanic or Latino (90:46)	✗						
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—						
White (25:21)	—						
Multiracial (0:0)	—						
<b>Other Groups</b>							
Students with Disabilities (105:72)	✗						
Limited English Proficient <sup>4</sup> (11:12)	—						
Economically Disadvantaged (313:319)	✓ SH						
<b>Final AYP Determination</b>	✗ 3 of 5						

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP




Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

















## Secondary-Level Mathematics

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

**Accountability Measures** 3 of 5 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (554:517)			96%		159	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (474:444)			97%		157	154	
Hispanic or Latino (90:46)			91%		172	145	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—
White (25:21)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (105:72)			90%		108	148	93 117
Limited English Proficient <sup>4</sup> (11:12)	—	—	—	—	—	—	—
Economically Disadvantaged (313:319)			97%		165	153	
<b>Final AYP Determination</b>	 3 of 5						

#### 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		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (658)			60%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (559)			61%	55%	
Hispanic or Latino (66)			50%	55%	55% 51%
Asian or Native Hawaiian/Other Pacific Islander (4)	–	–	–	–	
White (29)	–	–	–	–	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (77)			36%	55%	30% 37%
Limited English Proficient <sup>3</sup> (5)	–	–	–	–	
Economically Disadvantaged (215)			75%	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 **MOUNT VERNON CITY SCHOOL DISTRICT**

District ID **66-09-00-01-0000**

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

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

### Federal Title I Status

### New York State Status

#### **Good Standing**

11 schools identified 69% of total

CECIL H PARKER SCHOOL  
EDWARD WILLIAMS SCHOOL  
GRAHAM SCHOOL  
GRIMES SCHOOL  
HAMILTON SCHOOL  
HOLMES SCHOOL  
LINCOLN SCHOOL  
LONGFELLOW MIDDLE SCHOOL  
LONGFELLOW SCHOOL  
PENNINGTON SCHOOL  
TRAPHAGEN SCHOOL

#### **Improvement (Year 1)**

1 school identified 6% of total

COLUMBUS SCHOOL AT THE FRANKO BUILDING

#### **Corrective Action**

2 schools identified 13% of total

NELSON MANDELA COMMUNITY HS AT COLUMBUS BLDG  
THORNTON SCHOOL

#### **Planning for Restructuring**

2 schools identified 13% of total

DAVIS MIDDLE SCHOOL  
MOUNT VERNON HIGH SCHOOL









District MOUNT VERNON CITY SCHOOL DISTRICT



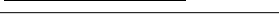
District ID 66-09-00-01-0000

## 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	72%			724
Grade 4	74%			744
Grade 5	82%			668
Grade 6	70%			729
Grade 7	61%			713
Grade 8	41%			615

### Mathematics

Grade 3	88%		730
Grade 4	83%		753
Grade 5	83%		675
Grade 6	81%		736
Grade 7	60%		714
Grade 8	48%		624

### Science

Grade 4	90%		745
Grade 8	40%		615

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	58%			633
Mathematics	62%			633

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

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

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

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

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

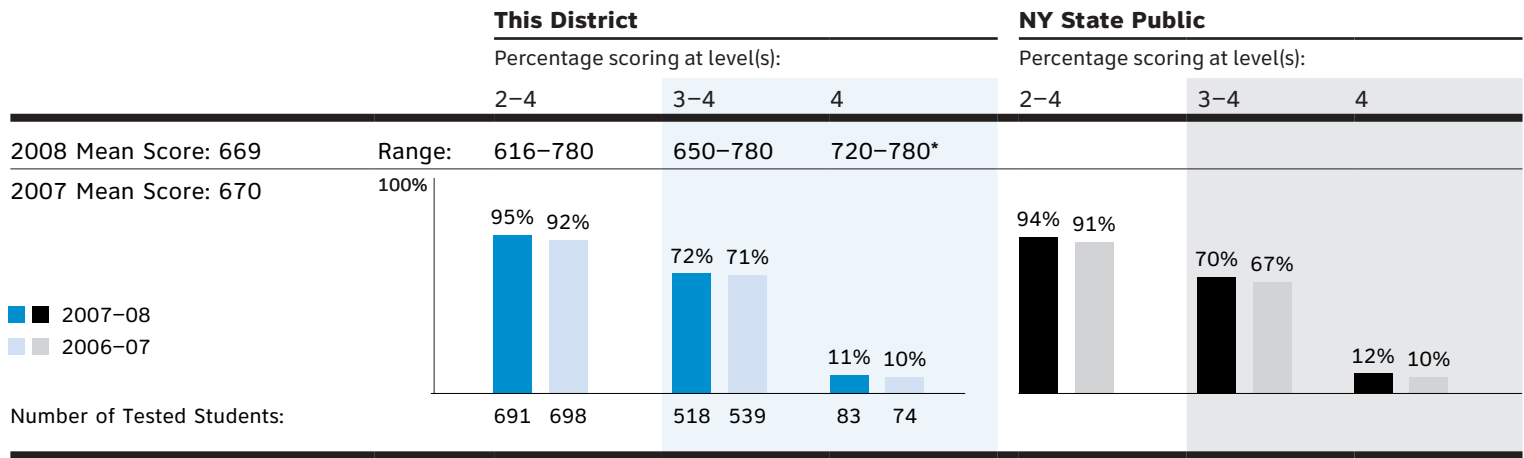
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### High Need/Resource Urban-Suburban Districts

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

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>724</b>	<b>95%</b>	<b>72%</b>	<b>11%</b>	<b>758</b>	<b>92%</b>	<b>71%</b>	<b>10%</b>
Female	349	97%	78%	12%	370	94%	74%	9%
Male	375	94%	66%	11%	388	90%	68%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	557	94%	69%	10%	566	91%	67%	8%
Hispanic or Latino	102	99%	76%	6%	116	96%	82%	15%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	0%	6	-	-	-
White	56	98%	88%	39%	69	99%	90%	14%
Multiracial								
Small Group Totals					7	86%	71%	14%
General-Education Students	629	98%	77%	13%	658	95%	76%	11%
Students with Disabilities	95	79%	37%	2%	100	70%	36%	3%
English Proficient	666	95%	72%	12%	678	92%	71%	10%
Limited English Proficient	58	97%	64%	3%	80	95%	75%	9%
Economically Disadvantaged	568	95%	70%	8%	441	93%	71%	8%
Not Disadvantaged	156	98%	77%	22%	317	91%	72%	12%
Migrant								
Not Migrant	724	95%	72%	11%	758	92%	71%	10%

#### NOTES

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

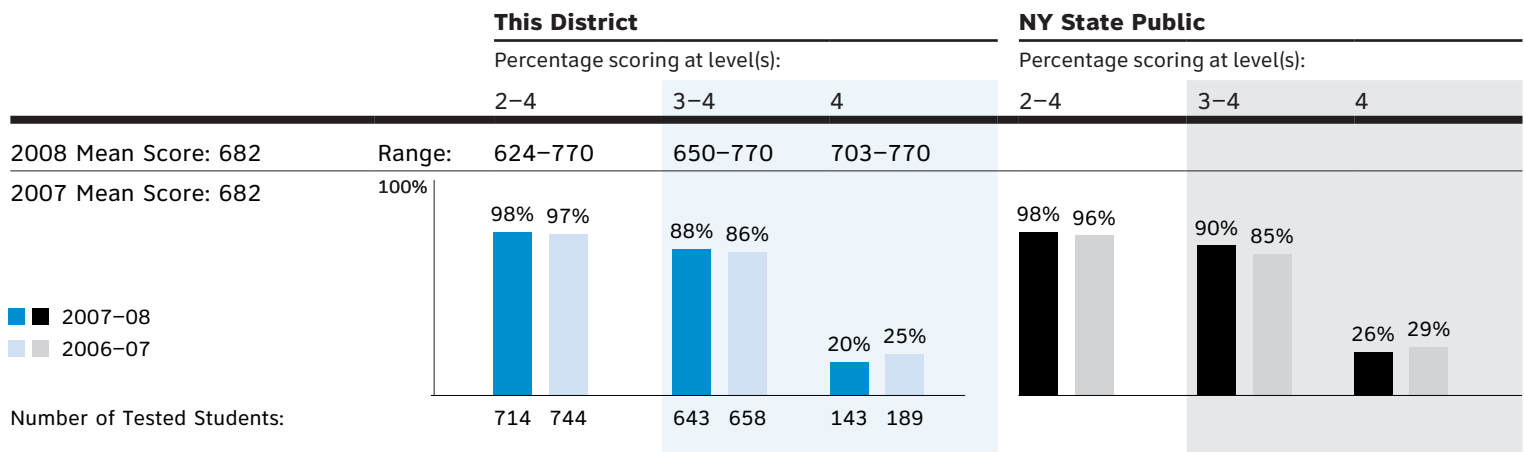
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	21	17	16	15	11	11	10	9
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	2	N/A	N/A	N/A	0	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>730</b>	<b>98%</b>	<b>88%</b>	<b>20%</b>	<b>766</b>	<b>97%</b>	<b>86%</b>	<b>25%</b>
Female	350	98%	90%	20%	379	97%	87%	21%
Male	380	98%	87%	19%	387	97%	85%	28%
American Indian or Alaska Native					1	—	—	—
Black or African American	559	97%	86%	17%	569	96%	83%	19%
Hispanic or Latino	106	98%	93%	19%	119	100%	96%	35%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	44%	6	—	—	—
White	56	100%	100%	45%	71	99%	96%	52%
Multiracial								
Small Group Totals					7	100%	86%	57%
General-Education Students	637	99%	91%	22%	670	99%	89%	27%
Students with Disabilities	93	91%	66%	6%	96	88%	63%	6%
English Proficient	666	98%	88%	21%	677	97%	85%	24%
Limited English Proficient	64	98%	94%	6%	89	100%	91%	33%
Economically Disadvantaged	574	98%	87%	17%	437	98%	86%	24%
Not Disadvantaged	156	98%	93%	29%	329	96%	86%	26%
Migrant								
Not Migrant	730	98%	88%	20%	766	97%	86%	25%

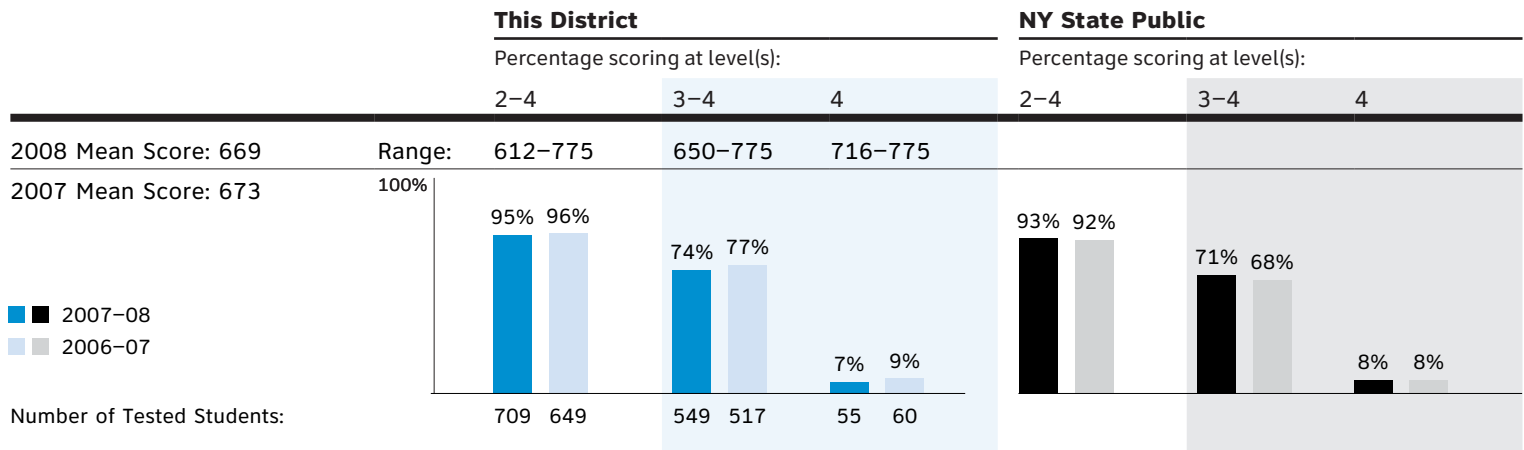
### NOTES

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	21	21	19	15	11	11	10	9

## 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>744</b>	<b>95%</b>	<b>74%</b>	<b>7%</b>	<b>674</b>	<b>96%</b>	<b>77%</b>	<b>9%</b>
Female	372	97%	76%	9%	374	98%	84%	11%
Male	372	94%	72%	6%	300	94%	68%	6%
American Indian or Alaska Native								
Black or African American	557	94%	70%	6%	512	96%	73%	7%
Hispanic or Latino	114	97%	79%	9%	96	94%	83%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	17%	6	100%	83%	17%
White	67	100%	94%	16%	60	98%	95%	15%
Multiracial								
Small Group Totals								
General-Education Students	621	98%	79%	9%	584	99%	82%	10%
Students with Disabilities	123	84%	50%	0%	90	79%	43%	1%
English Proficient	689	95%	74%	8%	623	96%	77%	9%
Limited English Proficient	55	96%	65%	0%	51	94%	75%	2%
Economically Disadvantaged	595	95%	70%	5%	385	96%	75%	8%
Not Disadvantaged	149	98%	89%	16%	289	97%	79%	11%
Migrant								
Not Migrant	744	95%	74%	7%	674	96%	77%	9%

#### NOTES

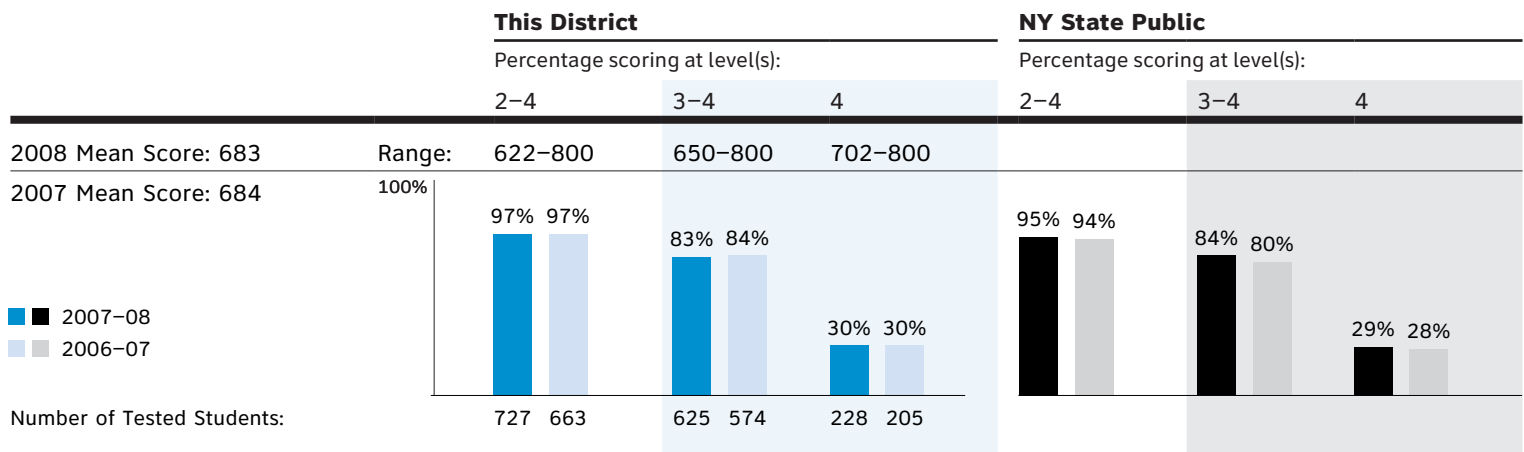
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	15	14	13	12	13	11	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	0	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>753</b>	<b>97%</b>	<b>83%</b>	<b>30%</b>	<b>687</b>	<b>97%</b>	<b>84%</b>	<b>30%</b>
Female	373	98%	82%	29%	379	97%	85%	31%
Male	380	95%	84%	32%	308	96%	81%	29%
American Indian or Alaska Native								
Black or African American	562	96%	79%	25%	513	96%	81%	24%
Hispanic or Latino	116	99%	93%	39%	103	96%	86%	43%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	0%	6	100%	100%	33%
White	69	100%	99%	59%	65	98%	94%	52%
Multiracial								
Small Group Totals								
General-Education Students	629	98%	87%	34%	597	97%	87%	32%
Students with Disabilities	124	90%	65%	9%	90	90%	62%	16%
English Proficient	692	96%	82%	31%	626	97%	83%	31%
Limited English Proficient	61	98%	92%	18%	61	93%	85%	21%
Economically Disadvantaged	601	97%	81%	27%	386	96%	82%	31%
Not Disadvantaged	152	97%	92%	45%	301	97%	85%	29%
Migrant								
Not Migrant	753	97%	83%	30%	687	97%	84%	30%

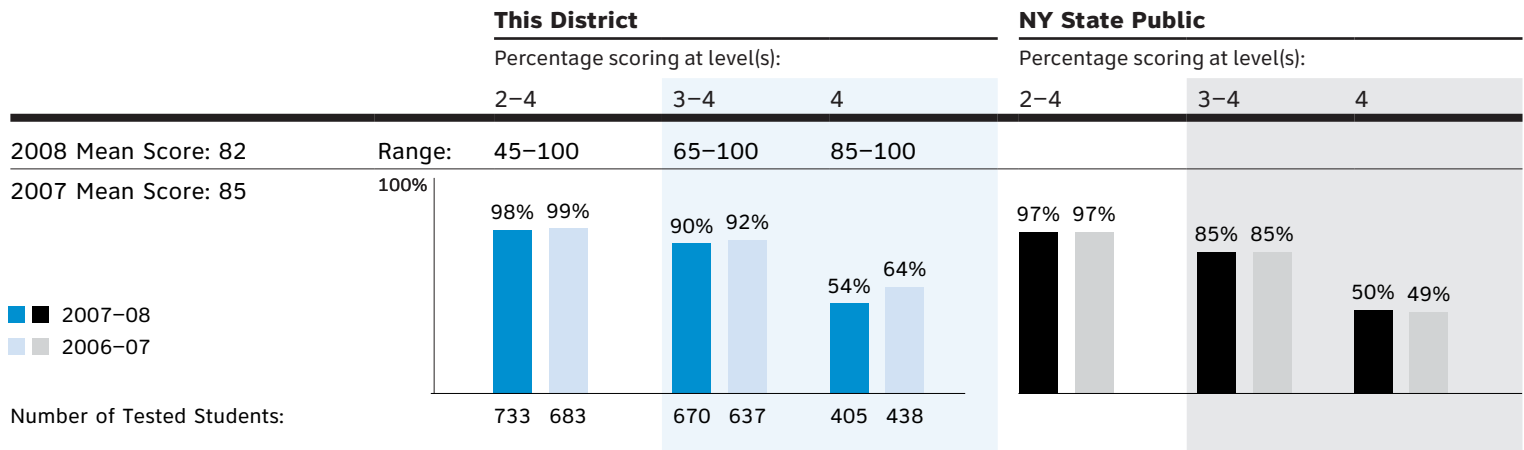
### NOTES

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	15	14	9	9	13	12	11	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>745</b>	<b>98%</b>	<b>90%</b>	<b>54%</b>	<b>689</b>	<b>99%</b>	<b>92%</b>	<b>64%</b>
Female	368	98%	90%	53%	380	99%	93%	65%
Male	377	98%	90%	56%	309	99%	92%	62%
American Indian or Alaska Native								
Black or African American	559	98%	88%	49%	517	99%	91%	59%
Hispanic or Latino	113	99%	95%	61%	101	98%	93%	70%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	67%	6	100%	100%	67%
White	67	100%	99%	90%	65	98%	98%	91%
Multiracial								
Small Group Totals								
General-Education Students	624	99%	91%	58%	599	99%	95%	66%
Students with Disabilities	121	97%	83%	38%	90	98%	78%	44%
English Proficient	689	98%	90%	55%	627	100%	93%	64%
Limited English Proficient	56	98%	88%	45%	62	95%	90%	60%
Economically Disadvantaged	594	98%	89%	49%	384	99%	94%	64%
Not Disadvantaged	151	99%	93%	74%	305	99%	90%	63%
Migrant								
Not Migrant	745	98%	90%	54%	689	99%	92%	64%

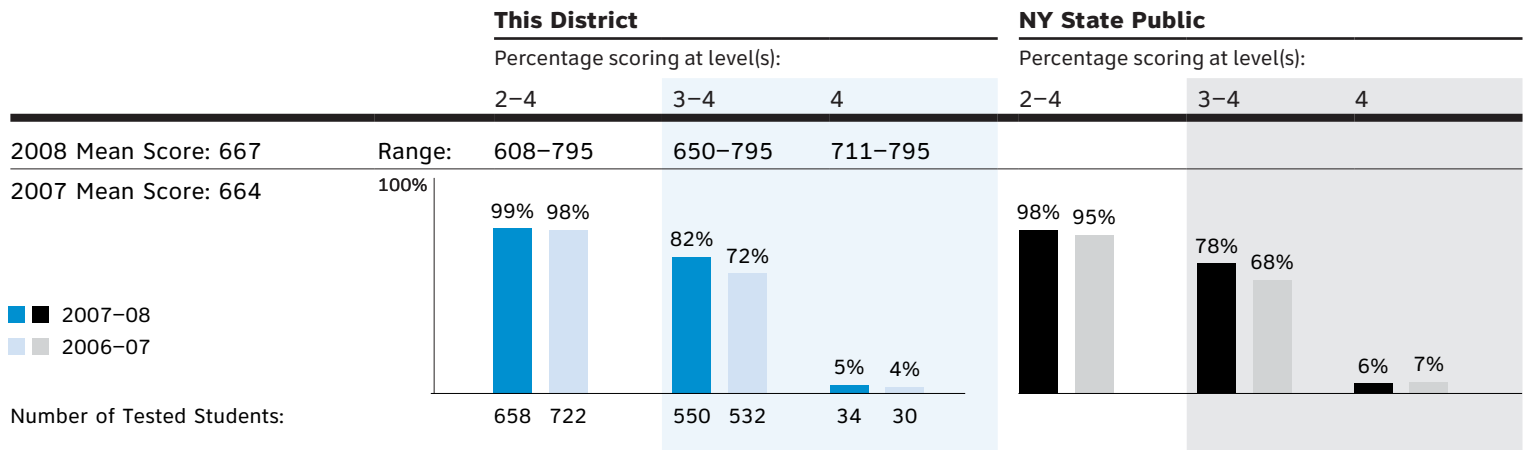
### NOTES

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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	15	14	13	12	13	12	11	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
<b>All Students</b>	<b>668</b>	<b>99%</b>	<b>82%</b>	<b>5%</b>	<b>740</b>	<b>98%</b>	<b>72%</b>	<b>4%</b>
Female	365	100%	85%	6%	353	98%	78%	4%
Male	303	97%	80%	4%	387	97%	66%	4%
American Indian or Alaska Native								
Black or African American	503	99%	81%	4%	587	97%	69%	3%
Hispanic or Latino	93	96%	84%	3%	74	96%	77%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	33%	10	100%	90%	0%
White	66	97%	91%	17%	69	100%	90%	12%
Multiracial								
Small Group Totals								
General-Education Students	569	99%	87%	6%	634	99%	77%	5%
Students with Disabilities	99	93%	55%	1%	106	89%	42%	1%
English Proficient	624	99%	84%	5%	698	98%	72%	4%
Limited English Proficient	44	89%	61%	0%	42	90%	64%	0%
Economically Disadvantaged	519	99%	81%	4%	381	97%	69%	3%
Not Disadvantaged	149	97%	87%	8%	359	99%	75%	5%
Migrant								
Not Migrant	668	99%	82%	5%	740	98%	72%	4%

#### NOTES

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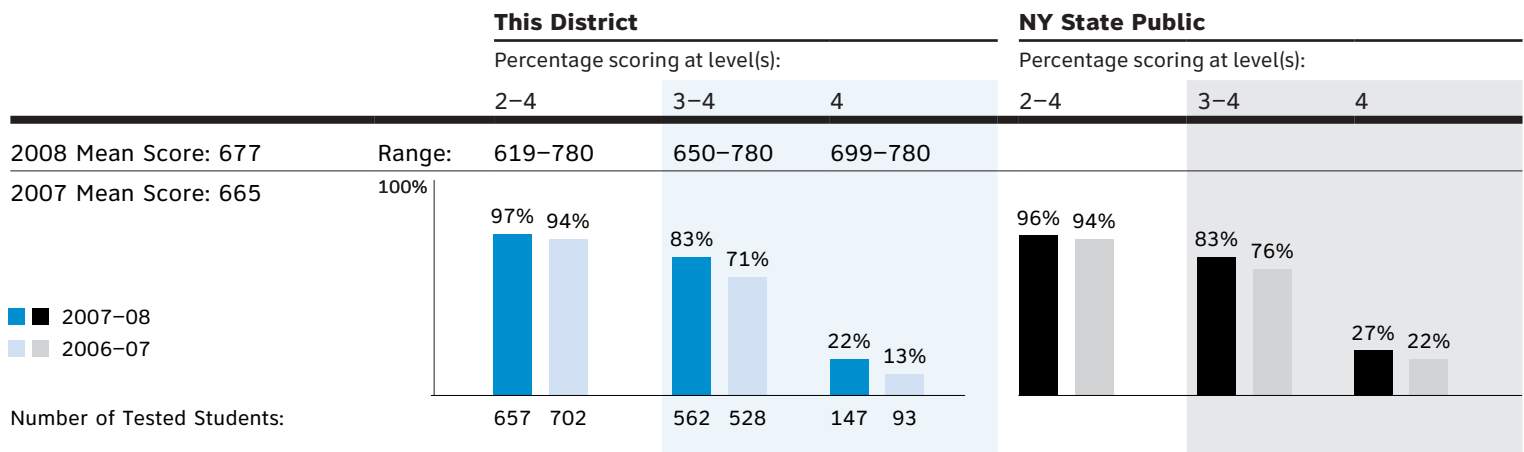
### Other Assessments

	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 5 Equivalent	14	14	12	8	11	11	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	7	N/A	N/A	N/A	0	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>675</b>	<b>97%</b>	<b>83%</b>	<b>22%</b>	<b>744</b>	<b>94%</b>	<b>71%</b>	<b>13%</b>
Female	373	97%	85%	25%	353	93%	72%	12%
Male	302	97%	81%	17%	391	95%	70%	13%
American Indian or Alaska Native								
Black or African American	506	97%	82%	19%	587	95%	70%	11%
Hispanic or Latino	93	97%	78%	25%	78	87%	69%	8%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	33%	10	100%	80%	50%
White	70	99%	96%	40%	69	99%	84%	25%
Multiracial								
Small Group Totals								
General-Education Students	581	98%	87%	24%	634	96%	74%	14%
Students with Disabilities	94	90%	60%	6%	110	84%	53%	4%
English Proficient	623	98%	84%	23%	696	95%	72%	13%
Limited English Proficient	52	94%	73%	12%	48	85%	56%	4%
Economically Disadvantaged	525	97%	82%	19%	377	94%	69%	11%
Not Disadvantaged	150	99%	89%	32%	367	95%	72%	14%
Migrant								
Not Migrant	675	97%	83%	22%	744	94%	71%	13%

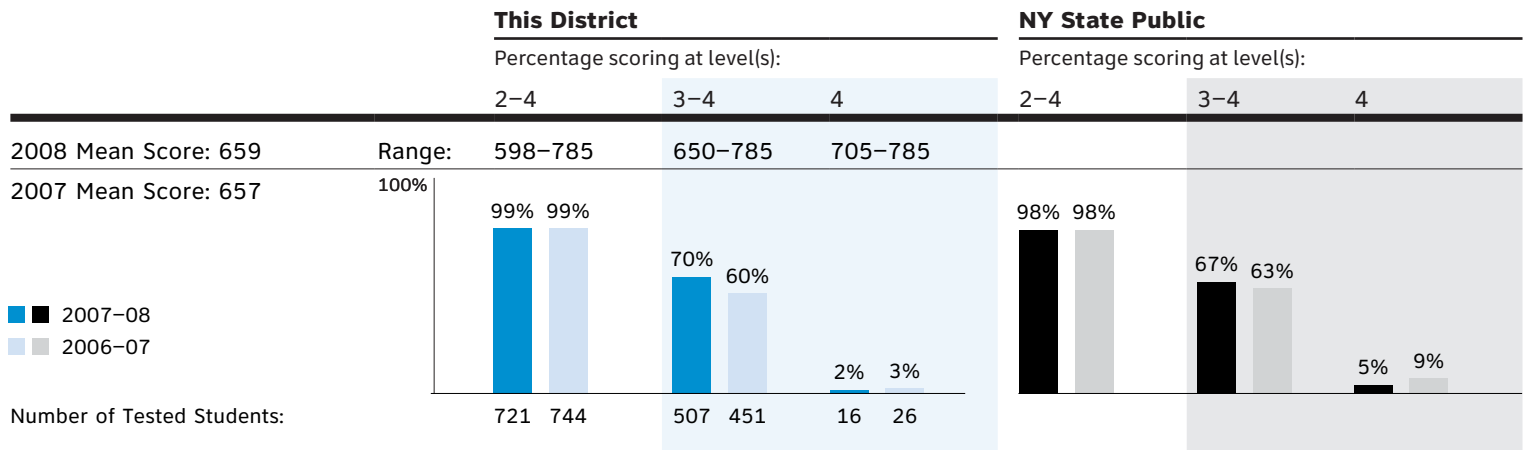
#### NOTES

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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 5 Equivalent	14	13	11	7	11	11	10	9

## 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>729</b>	<b>99%</b>	<b>70%</b>	<b>2%</b>	<b>751</b>	<b>99%</b>	<b>60%</b>	<b>3%</b>
Female	339	98%	76%	3%	360	100%	64%	5%
Male	390	99%	64%	2%	391	98%	57%	2%
American Indian or Alaska Native								
Black or African American	580	99%	68%	2%	576	99%	54%	2%
Hispanic or Latino	77	99%	61%	1%	97	99%	75%	5%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	0%	7	100%	86%	0%
White	62	100%	87%	5%	71	100%	87%	11%
Multiracial								
Small Group Totals								
General-Education Students	608	100%	74%	2%	653	100%	64%	4%
Students with Disabilities	121	94%	46%	1%	98	95%	32%	2%
English Proficient	694	99%	70%	2%	707	99%	61%	4%
Limited English Proficient	35	94%	57%	0%	44	98%	52%	2%
Economically Disadvantaged	542	99%	66%	2%	395	99%	64%	3%
Not Disadvantaged	187	99%	81%	4%	356	99%	56%	4%
Migrant								
Not Migrant	729	99%	70%	2%	751	99%	60%	3%

#### NOTES

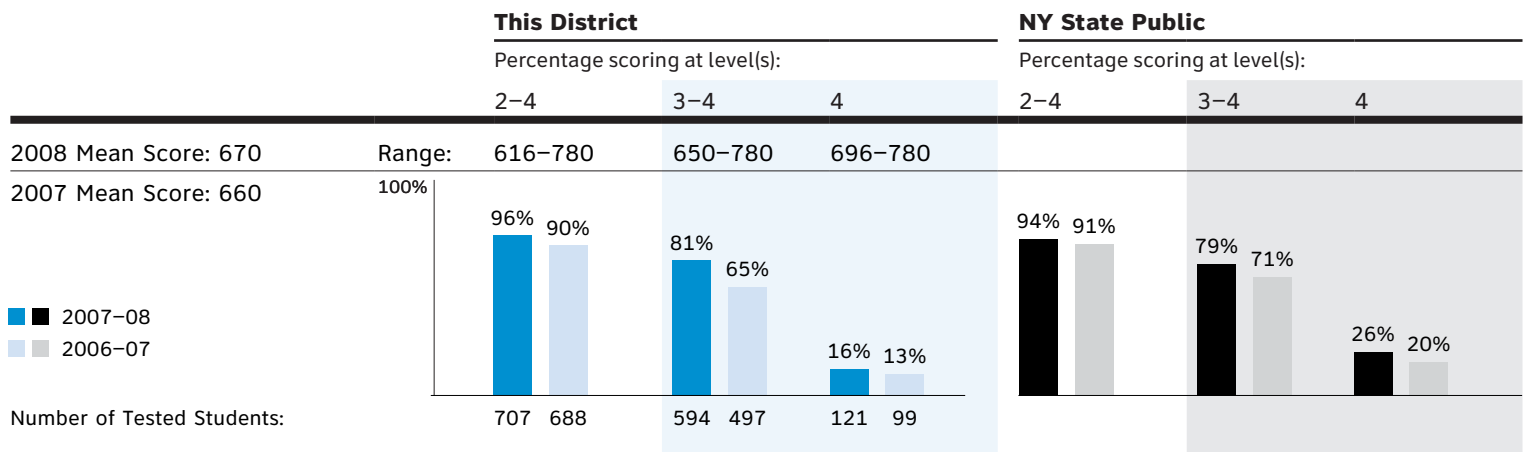
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	12	11	11	11	14	14	13	10
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	7	N/A	N/A	N/A	0	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>736</b>	<b>96%</b>	<b>81%</b>	<b>16%</b>	<b>763</b>	<b>90%</b>	<b>65%</b>	<b>13%</b>
Female	343	97%	81%	17%	367	93%	66%	15%
Male	393	95%	80%	16%	396	88%	64%	11%
American Indian or Alaska Native								
Black or African American	580	96%	80%	14%	578	88%	60%	8%
Hispanic or Latino	81	94%	79%	14%	102	93%	76%	20%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	82%	27%	8	100%	100%	50%
White	64	97%	89%	36%	75	99%	88%	36%
Multiracial								
Small Group Totals								
General-Education Students	614	98%	84%	18%	664	93%	69%	14%
Students with Disabilities	122	88%	66%	7%	99	73%	41%	5%
English Proficient	693	97%	81%	17%	707	90%	65%	12%
Limited English Proficient	43	88%	74%	14%	56	91%	70%	25%
Economically Disadvantaged	548	95%	79%	13%	397	90%	68%	13%
Not Disadvantaged	188	98%	86%	26%	366	90%	63%	13%
Migrant								
Not Migrant	736	96%	81%	16%	763	90%	65%	13%

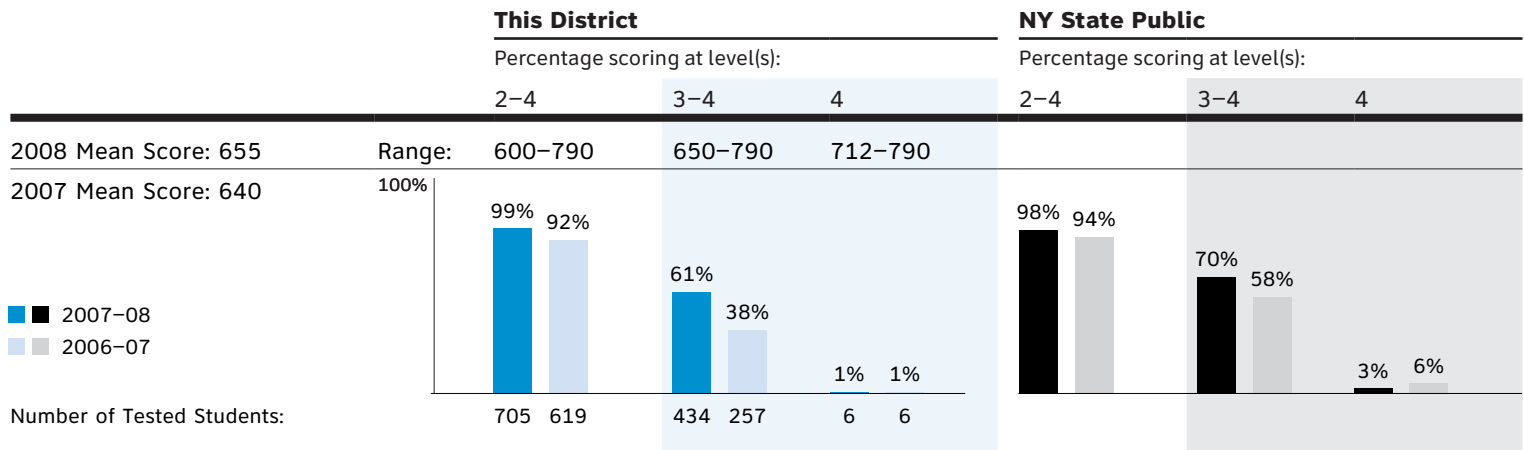
### NOTES

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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 6 Equivalent	10	10	8	8	14	14	11	10

## 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>713</b>	<b>99%</b>	<b>61%</b>	<b>1%</b>	<b>675</b>	<b>92%</b>	<b>38%</b>	<b>1%</b>
Female	347	100%	67%	1%	362	95%	42%	1%
Male	366	98%	55%	0%	313	88%	34%	1%
American Indian or Alaska Native								
Black or African American	576	99%	59%	1%	588	92%	37%	1%
Hispanic or Latino	108	98%	69%	2%	58	88%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	0%	6	83%	50%	0%
White	20	100%	75%	5%	23	96%	61%	0%
Multiracial								
Small Group Totals								
General-Education Students	619	99%	66%	1%	577	95%	43%	1%
Students with Disabilities	94	96%	29%	1%	98	73%	9%	0%
English Proficient	677	99%	62%	1%	644	92%	39%	1%
Limited English Proficient	36	100%	42%	0%	31	81%	16%	0%
Economically Disadvantaged	568	99%	59%	1%	364	92%	34%	2%
Not Disadvantaged	145	99%	68%	2%	311	92%	42%	0%
Migrant								
Not Migrant	713	99%	61%	1%	675	92%	38%	1%

#### NOTES

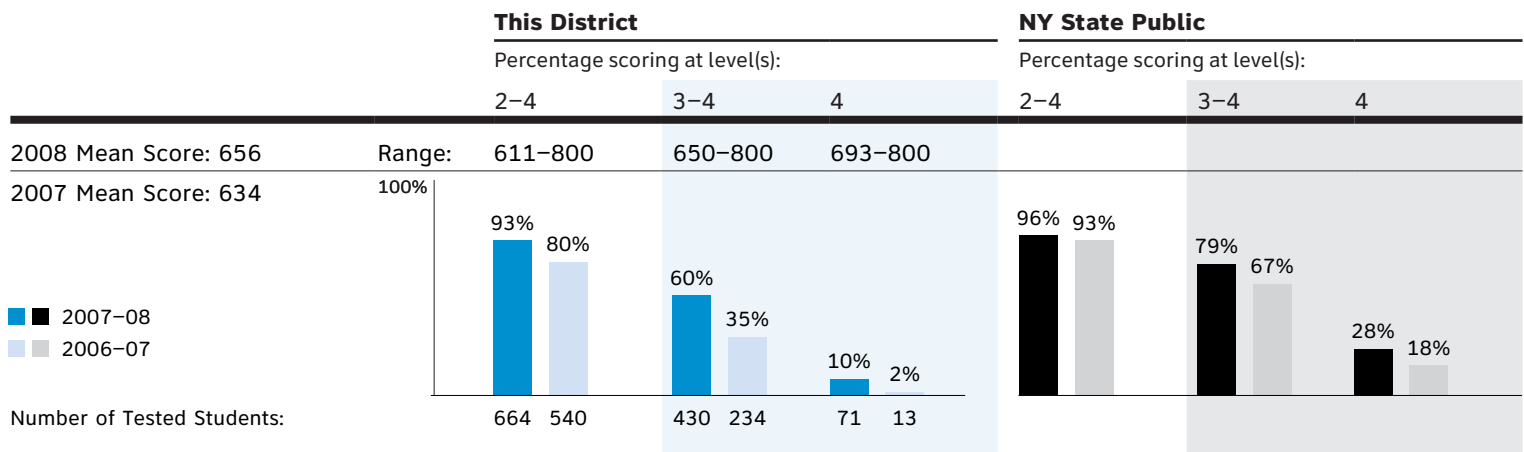
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	14	14	13	13	12	12	10	10
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	4	N/A	N/A	N/A	0	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>714</b>	<b>93%</b>	<b>60%</b>	<b>10%</b>	<b>678</b>	<b>80%</b>	<b>35%</b>	<b>2%</b>
Female	350	96%	64%	13%	365	83%	38%	2%
Male	364	90%	56%	7%	313	76%	31%	2%
American Indian or Alaska Native								
Black or African American	574	92%	59%	9%	583	80%	34%	2%
Hispanic or Latino	110	95%	62%	11%	61	79%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	44%	6	67%	67%	17%
White	21	100%	76%	19%	28	79%	39%	0%
Multiracial								
Small Group Totals								
General-Education Students	621	95%	65%	11%	576	84%	39%	2%
Students with Disabilities	93	81%	27%	2%	102	54%	7%	0%
English Proficient	670	93%	61%	10%	639	81%	35%	2%
Limited English Proficient	44	93%	45%	5%	39	56%	23%	0%
Economically Disadvantaged	570	92%	59%	9%	364	82%	34%	2%
Not Disadvantaged	144	95%	66%	15%	314	77%	35%	2%
Migrant								
Not Migrant	714	93%	60%	10%	678	80%	35%	2%

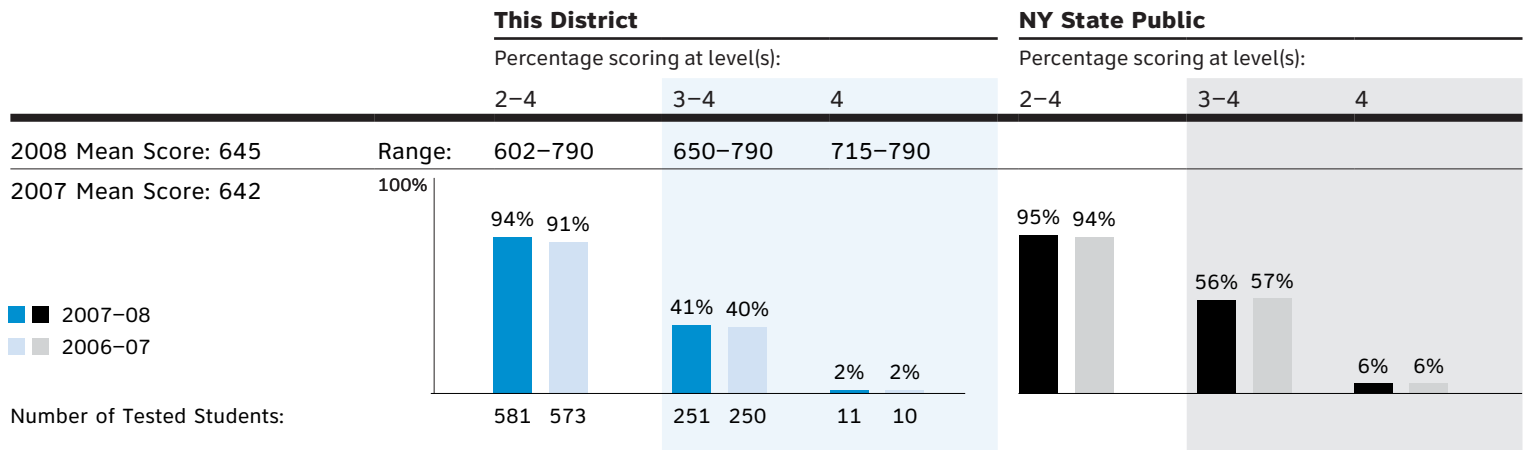
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### Other Assessments

	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	13	12	12	11	12	11	9	9

## 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>615</b>	<b>94%</b>	<b>41%</b>	<b>2%</b>	<b>629</b>	<b>91%</b>	<b>40%</b>	<b>2%</b>
Female	336	96%	47%	2%	312	93%	44%	2%
Male	279	92%	33%	1%	317	89%	36%	1%
American Indian or Alaska Native					1	—	—	—
Black or African American	532	95%	40%	2%	528	91%	38%	2%
Hispanic or Latino	70	93%	44%	3%	72	92%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	0%	2	—	—	—
White	6	83%	50%	0%	26	—	—	—
Multiracial								
Small Group Totals					29	100%	62%	7%
General-Education Students	519	97%	48%	2%	543	95%	44%	2%
Students with Disabilities	96	78%	3%	0%	86	65%	14%	0%
English Proficient	583	95%	41%	2%	611	91%	40%	2%
Limited English Proficient	32	94%	41%	0%	18	78%	28%	0%
Economically Disadvantaged	487	95%	39%	2%	237	88%	40%	3%
Not Disadvantaged	128	92%	48%	0%	392	93%	40%	1%
Migrant								
Not Migrant	615	94%	41%	2%	629	91%	40%	2%

#### NOTES

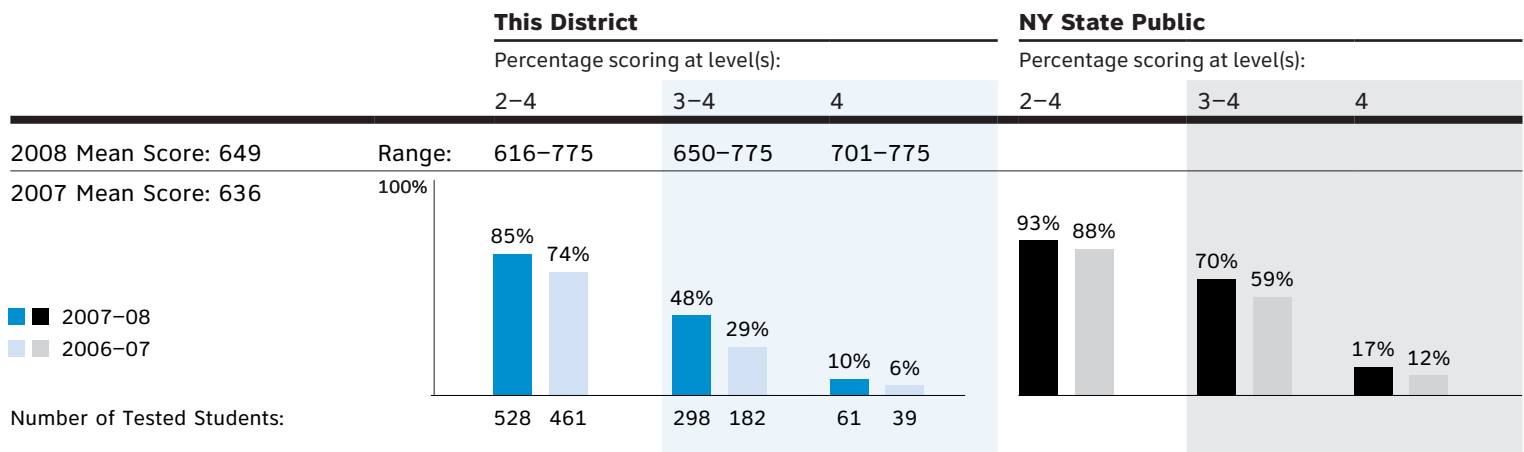
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	14	13	12	15	15	13	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	0	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>624</b>	<b>85%</b>	<b>48%</b>	<b>10%</b>	<b>626</b>	<b>74%</b>	<b>29%</b>	<b>6%</b>
Female	339	84%	50%	10%	312	76%	34%	7%
Male	285	85%	45%	9%	314	72%	24%	5%
American Indian or Alaska Native					1	—	—	—
Black or African American	536	85%	49%	11%	518	74%	29%	7%
Hispanic or Latino	75	79%	37%	1%	76	70%	22%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	29%	2	—	—	—
White	6	67%	67%	17%	29	—	—	—
Multiracial								
Small Group Totals					32	78%	44%	6%
General-Education Students	528	88%	54%	11%	545	78%	32%	7%
Students with Disabilities	96	66%	13%	1%	81	44%	7%	0%
English Proficient	585	85%	49%	10%	600	74%	30%	7%
Limited English Proficient	39	72%	36%	3%	26	58%	15%	0%
Economically Disadvantaged	495	86%	47%	9%	239	69%	28%	9%
Not Disadvantaged	129	80%	50%	12%	387	76%	30%	4%
Migrant								
Not Migrant	624	85%	48%	10%	626	74%	29%	6%

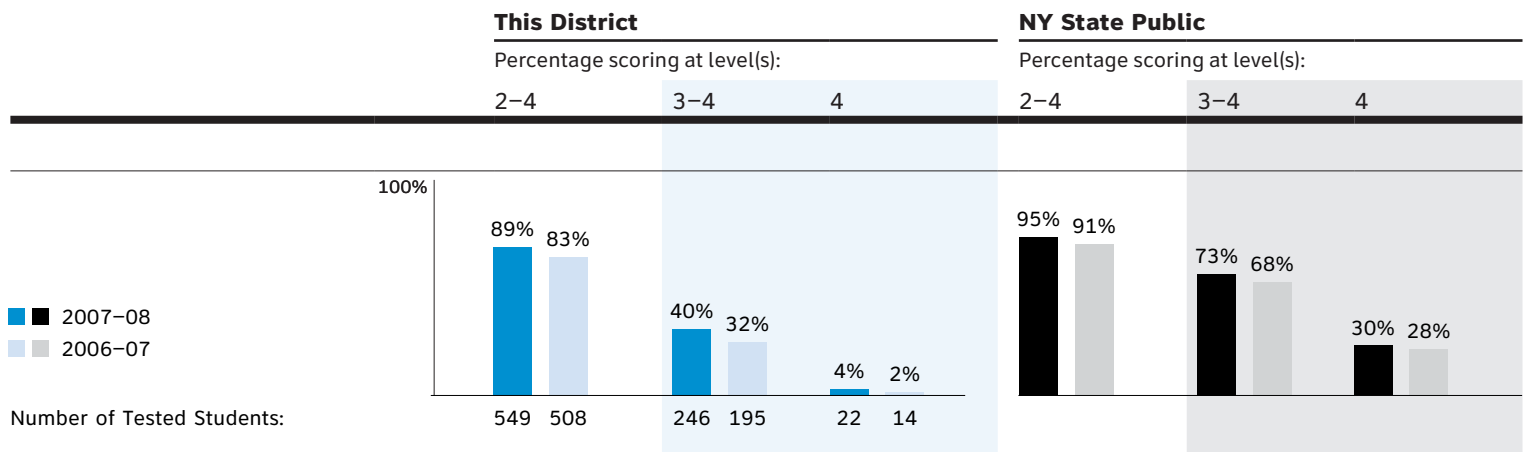
### NOTES

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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	14	13	12	12	15	14	13	12



## 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>615</b>	<b>89%</b>	<b>40%</b>	<b>4%</b>	<b>609</b>	<b>83%</b>	<b>32%</b>	<b>2%</b>
Female	333	90%	37%	3%	308	85%	30%	2%
Male	282	89%	44%	4%	301	81%	34%	3%
American Indian or Alaska Native					1	—	—	—
Black or African American	528	89%	39%	4%	504	83%	30%	2%
Hispanic or Latino	74	92%	41%	0%	74	84%	34%	1%
Asian or Native Hawaiian/Other								
Pacific Islander	7	86%	71%	0%	3	—	—	—
White	6	100%	83%	17%	27	—	—	—
Multiracial								
Small Group Totals					31	97%	55%	13%
General-Education Students	524	91%	44%	4%	530	86%	34%	2%
Students with Disabilities	91	80%	18%	0%	79	63%	16%	1%
English Proficient	577	90%	42%	4%	586	83%	33%	2%
Limited English Proficient	38	84%	13%	0%	23	83%	17%	0%
Economically Disadvantaged	485	89%	40%	3%	227	84%	34%	4%
Not Disadvantaged	130	89%	40%	5%	382	83%	31%	2%
Migrant								
Not Migrant	615	89%	40%	4%	609	83%	32%	2%

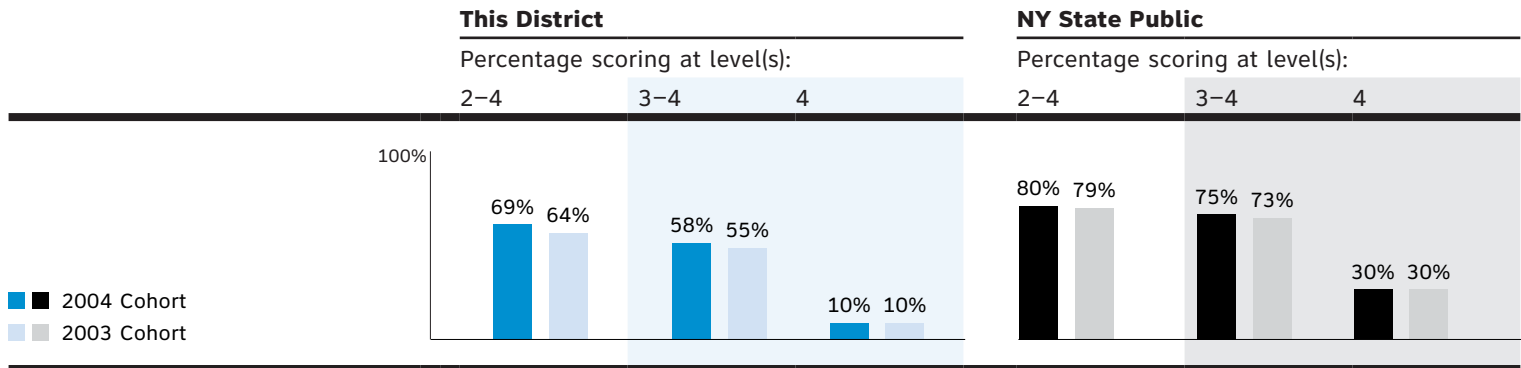
## NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	13	12	12	15	14	12	12
Regents Science	0				0			

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



## Results by Student Group

Results by Student Group	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	633	69%	58%	10%	683	64%	55%	10%
Female	324	76%	66%	14%	334	72%	65%	15%
Male	309	62%	50%	6%	349	55%	46%	6%
American Indian or Alaska Native	1	–	–	–				
Black or African American	537	69%	58%	9%	581	65%	56%	9%
Hispanic or Latino	60	63%	55%	12%	69	51%	46%	12%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	4	–	–	–
White	29	66%	62%	17%	29	–	–	–
Multiracial								
Small Group Totals	7	86%	86%	0%	33	73%	64%	24%
General-Education Students	551	75%	65%	11%	592	70%	61%	12%
Students with Disabilities	82	26%	16%	0%	91	19%	13%	0%
English Proficient	620	69%	59%	10%	678	64%	55%	10%
Limited English Proficient	13	69%	46%	0%	5	60%	40%	0%
Economically Disadvantaged	347	79%	67%	12%	221	76%	67%	15%
Not Disadvantaged	286	57%	48%	7%	462	58%	50%	8%
Migrant								
Not Migrant	633	69%	58%	10%				

### NOTES

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

## Other Assessments

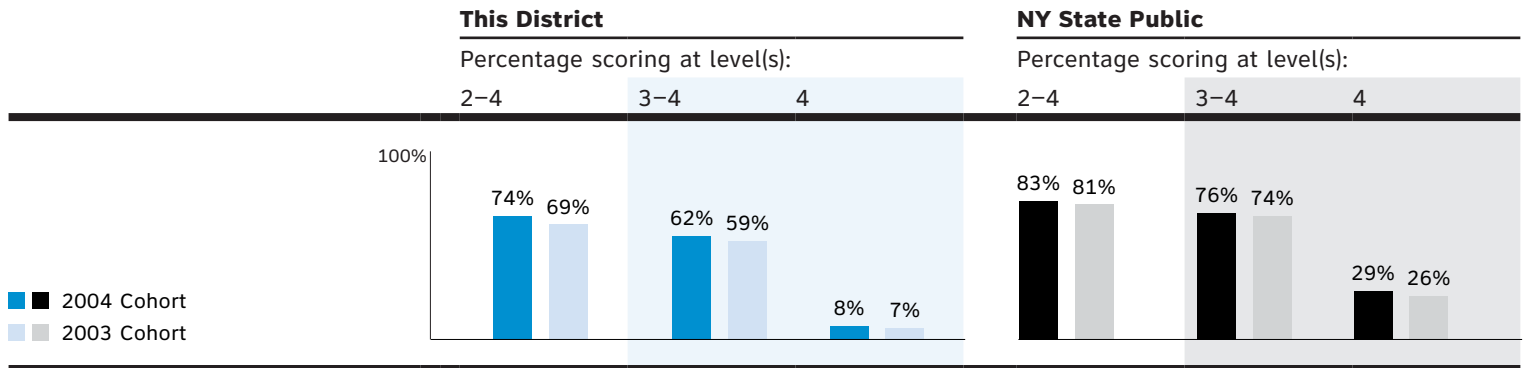
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

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

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

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



## Results by Student Group

Results by Student Group	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	633	74%	62%	8%	683	69%	59%	7%
Female	324	79%	68%	11%	334	77%	67%	8%
Male	309	69%	57%	6%	349	61%	51%	6%
American Indian or Alaska Native	1	–	–	–				
Black or African American	537	74%	61%	7%	581	69%	59%	6%
Hispanic or Latino	60	70%	68%	8%	69	59%	51%	9%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	4	–	–	–
White	29	66%	62%	17%	29	–	–	–
Multiracial								
Small Group Totals	7	100%	100%	43%	33	73%	70%	24%
General-Education Students	551	79%	68%	10%	592	74%	65%	8%
Students with Disabilities	82	38%	26%	0%	91	31%	18%	1%
English Proficient	620	74%	62%	8%	678	69%	59%	7%
Limited English Proficient	13	85%	77%	8%	5	60%	20%	0%
Economically Disadvantaged	347	82%	71%	10%	221	78%	67%	8%
Not Disadvantaged	286	64%	52%	6%	462	64%	55%	7%
Migrant								
Not Migrant	633	74%	62%	8%				

### NOTES

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

## Other Assessments

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

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

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

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