



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **PEEKSKILL CITY SCHOOL DISTRICT**
District ID **66-15-00-01-0000**
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Grades **PK-12, 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 PEEKSKILL CITY SCHOOL DISTRICT

District ID 66-15-00-01-0000

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	108	135	157
Kindergarten	239	231	251
Grade 1	222	228	234
Grade 2	225	217	225
Grade 3	202	204	199
Grade 4	238	183	200
Grade 5	226	216	172
Grade 6	202	209	202
Ungraded Elementary	0	0	0
Grade 7	236	177	206
Grade 8	208	213	181
Grade 9	323	205	261
Grade 10	235	279	257
Grade 11	209	195	193
Grade 12	202	165	184
Ungraded Secondary	0	0	10
Total K-12	2967	2722	2775

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	20	21
Grade 8			
English	20	20	18
Mathematics	20	20	17
Science	19	21	18
Social Studies	20	21	17
Grade 10			
English	21	19	22
Mathematics	22	22	20
Science	20	18	20
Social Studies	27	28	26

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 PEEKSKILL CITY SCHOOL DISTRICT

District ID 66-15-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	911	31%	914	34%	1289	46%
Reduced-Price Lunch	279	9%	292	11%	362	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	379	13%	398	15%	478	17%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	2	0%	1	0%
Black or African American	1338	45%	1192	44%	1164	42%
Hispanic or Latino	1041	35%	1014	37%	1112	40%
Asian or Native Hawaiian/Other Pacific Islander	62	2%	58	2%	48	2%
White	524	18%	456	17%	441	16%
Multiracial**	N/A	N/A	0	0%	9	0%

* Available only at the school level.

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

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		91%		93%		93%
Student Suspensions	313	11%	281	9%	201	7%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District PEEKSKILL CITY SCHOOL DISTRICT

District ID 66-15-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	231	223	227
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	1%	2%	2%
Percent with Fewer Than Three Years of Experience	3%	3%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	61%	66%
Total Number of Core Classes	796	534	561
Percent Not Taught by Highly Qualified Teachers	2%	4%	7%
Total Number of Classes	665	684	690
Percent Taught by Teachers Without Appropriate Certification	2%	3%	2%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	20%	N/A
Turnover Rate of All Teachers	20%	13%	11%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	34	48	35
Total Paraprofessionals*	72	70	72
Assistant Principals	5	3	4
Principals	6	6	6

* 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)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2006-07	2007-08	2008-09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
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			SH	SH	
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	6 of 7	7 of 7	1 of 1	6 of 6	6 of 6	1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 6 of 7 Student groups making AYP in English language arts
 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 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 (1194:1162)			98%		157	130	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (524:513)			99%		153	128	
Hispanic or Latino (478:462)			98%		155	128	
Asian or Native Hawaiian/Other Pacific Islander (20:17)	—	—	—	—	—	—	—
White (170:168)			99%		168	125	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (198:191)			97%		113	125	110 122
Limited English Proficient ⁵ (222:181)			91%		137	125	
Economically Disadvantaged (784:772)			99%		152	129	
Final AYP Determination		6 of 7					

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 Mathematics

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

Accountability Measures 7 of 7 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 (1199:1145)			98%		169	99	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (533:504)			97%		162	97	
Hispanic or Latino (477:456)			98%		174	97	
Asian or Native Hawaiian/Other Pacific Islander (20:20)	—	—	—	—	—	—	—
White (167:163)			98%		174	94	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (197:191)			98%		130	94	
Limited English Proficient ⁵ (109:188)			100%		174	94	
Economically Disadvantaged (782:764)			99%		169	98	
Final AYP Determination	 7 of 7						

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 (391:378)		Qualified		100%		162	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (179:170)		Qualified		99%		156	100	
Hispanic or Latino (141:139)		Qualified		100%		165	100	
Asian or Native Hawaiian/Other Pacific Islander (9:8)		–	–	–	–	–	–	–
White (61:60)		Qualified		100%		173	100	
Multiracial (1:1)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (64:62)		Qualified		98%		142	100	
Limited English Proficient ⁴ (26:26)		–	–	–	–	–	–	–
Economically Disadvantaged (236:234)		Qualified		100%		159	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  Good Standing
for This Subject
(2008–09)

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

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

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

Student Group	AYP	Participation 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 (218:210)			97%		166	157	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (111:106)			97%		165	155	
Hispanic or Latino (62:57)			97%		153	152	
Asian or Native Hawaiian/Other Pacific Islander (4:5)	—	—	—	—	—	—	—
White (41:42)			95%		186	150	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (33:35)		—	—		120	149	20 128
Limited English Proficient ⁴ (12:11)	—	—	—	—	—	—	—
Economically Disadvantaged (65:70)			98%		161	154	
Final AYP Determination		6 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 6 of 6 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group	AYP	Participation 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 (218:210)			96%		161	151	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (111:106)			95%		158	149	
Hispanic or Latino (62:57)			98%		146	146	
Asian or Native Hawaiian/Other Pacific Islander (4:5)	—	—	—	—	—	—	—
White (41:42)			98%		186	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (33:35)		—	—		117	143	20 125
Limited English Proficient ⁴ (12:11)	—	—	—	—	—	—	—
Economically Disadvantaged (65:70)			98%		157	148	
Final AYP Determination		6 of 6					

NOTES

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

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

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

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

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

AYP Status

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

Graduation Rate

Accountability Status  Good Standing

**for This Indicator
(2008–09)**

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09
All Students (205)			73%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (86)			69%	55%	
Hispanic or Latino (61)			69%	55%	
Asian or Native Hawaiian/Other Pacific Islander (2)	–	–	–	–	
White (56)			82%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (17)	–	–	–	–	
Limited English Proficient ³ (13)	–	–	–	–	
Economically Disadvantaged (59)			80%	55%	
Final AYP Determination		1 of 1			

NOTES

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

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **PEEKSKILL CITY SCHOOL DISTRICT**

District ID **66-15-00-01-0000**

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

3 schools identified 50% of total

HILLCREST SCHOOL

OAKSIDE SCHOOL

WOODSIDE SCHOOL

New York State Status

Good Standing

2 schools identified 33% of total

PEEKSKILL MIDDLE SCHOOL

URIAH HILL SCHOOL-ECC

Requiring Academic Progress (Year 3)

1 school identified 17% of total

PEEKSKILL HIGH SCHOOL

District PEEKSKILL CITY SCHOOL DISTRICT

District ID 66-15-00-01-0000

Summary of 2007–08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	65%			192
Grade 4	75%			201
Grade 5	71%			173
Grade 6	56%			209
Grade 7	57%			202
Grade 8	43%			178
Mathematics				
Grade 3	81%			198
Grade 4	77%			200
Grade 5	74%			180
Grade 6	76%			210
Grade 7	74%			204
Grade 8	61%			161
Science				
Grade 4	75%			204
Grade 8	59%			177

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	72%			233
Mathematics	72%			233

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

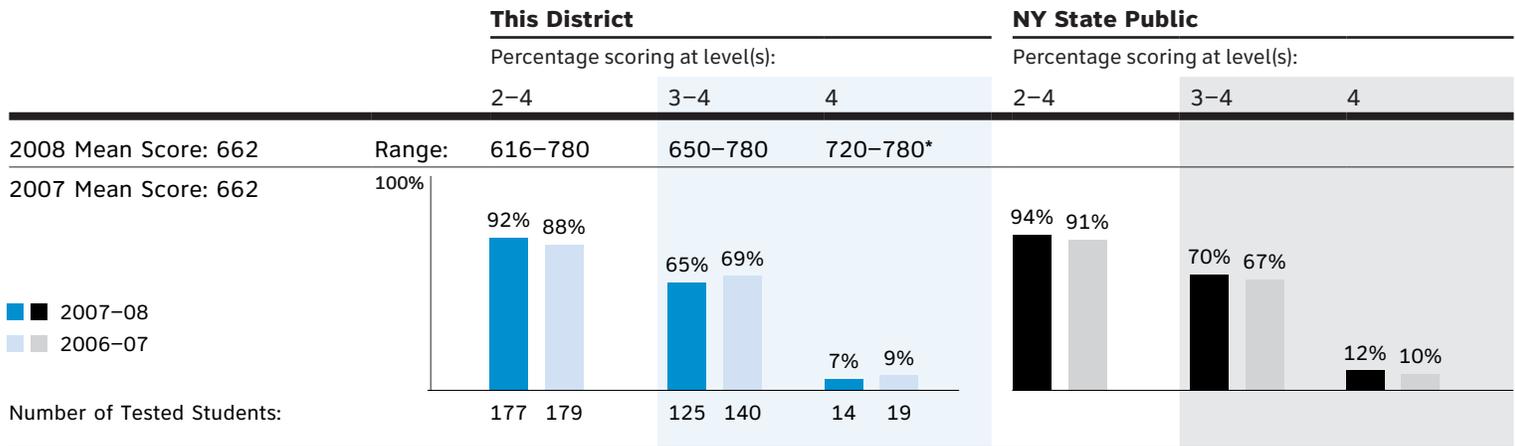
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts



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	192	92%	65%	7%	203	88%	69%	9%
Female	95	94%	67%	7%	92	96%	73%	11%
Male	97	91%	63%	7%	111	82%	66%	8%
American Indian or Alaska Native								
Black or African American	83	90%	63%	4%	88	86%	66%	8%
Hispanic or Latino	81	93%	65%	7%	91	89%	69%	9%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	80%	80%	40%
White	26	-	-	-	19	95%	79%	11%
Multiracial								
Small Group Totals	28	96%	71%	18%				
General-Education Students	163	95%	71%	9%	194	89%	71%	10%
Students with Disabilities	29	76%	31%	0%	9	67%	22%	0%
English Proficient	151	93%	73%	9%	167	90%	73%	11%
Limited English Proficient	41	88%	37%	2%	36	78%	50%	3%
Economically Disadvantaged	147	91%	61%	5%	111	86%	68%	8%
Not Disadvantaged	45	96%	80%	13%	92	90%	70%	11%
Migrant								
Not Migrant	192	92%	65%	7%	203	88%	69%	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.

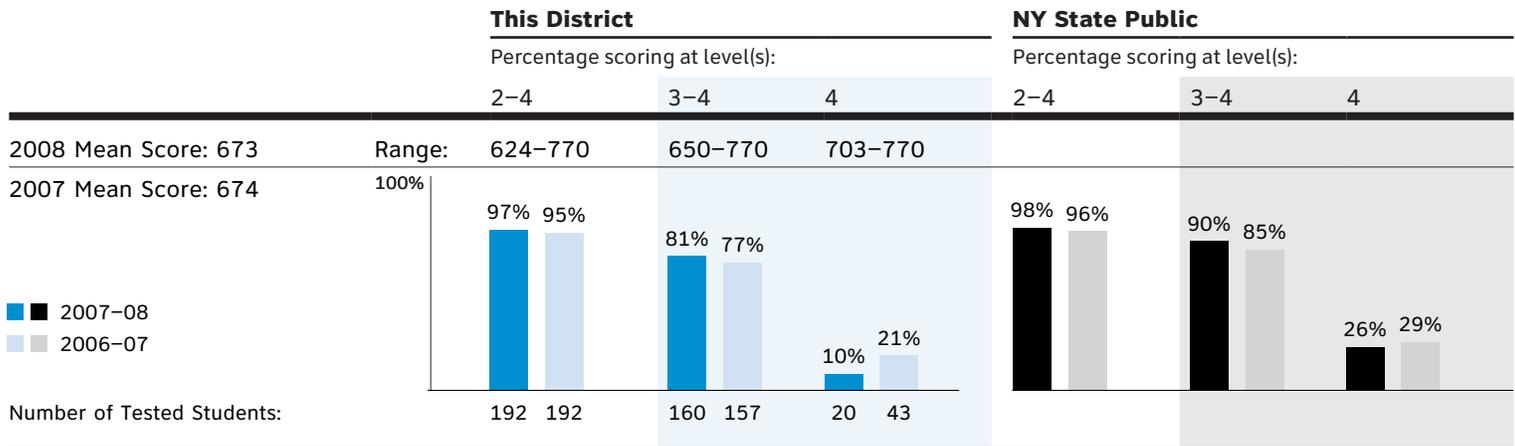
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	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
All Students	198	97%	81%	10%	203	95%	77%	21%
Female	97	96%	84%	12%	92	98%	82%	18%
Male	101	98%	78%	8%	111	92%	74%	23%
American Indian or Alaska Native								
Black or African American	86	94%	71%	2%	88	91%	74%	20%
Hispanic or Latino	84	100%	89%	17%	91	97%	77%	22%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	60%
White	26	-	-	-	19	100%	89%	11%
Multiracial								
Small Group Totals	28	96%	86%	14%				
General-Education Students	168	99%	88%	12%	195	95%	79%	22%
Students with Disabilities	30	83%	40%	0%	8	75%	25%	0%
English Proficient	155	96%	78%	9%	167	95%	81%	21%
Limited English Proficient	43	100%	91%	14%	36	92%	61%	22%
Economically Disadvantaged	151	98%	80%	10%	110	94%	75%	23%
Not Disadvantaged	47	94%	83%	11%	93	96%	81%	19%
Migrant								
Not Migrant	198	97%	81%	10%	203	95%	77%	21%

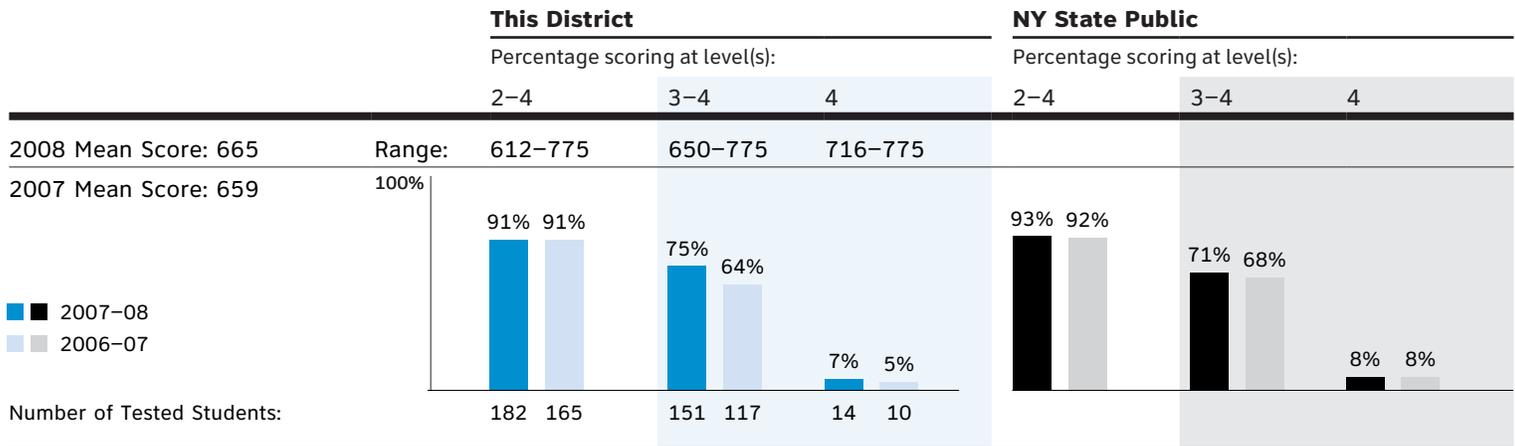
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	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	201	91%	75%	7%	182	91%	64%	5%
Female	93	97%	82%	9%	95	94%	72%	7%
Male	108	85%	69%	6%	87	87%	56%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	84	90%	75%	7%	79	90%	61%	3%
Hispanic or Latino	90	88%	72%	7%	82	90%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	2	-	-	-
White	21	100%	86%	5%	18	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	6	100%	83%	17%	21	95%	81%	14%
General-Education Students	174	95%	81%	7%	176	92%	66%	6%
Students with Disabilities	27	59%	37%	4%	6	50%	0%	0%
English Proficient	186	95%	80%	8%	156	94%	71%	6%
Limited English Proficient	15	40%	20%	0%	26	73%	27%	4%
Economically Disadvantaged	148	91%	72%	5%	103	88%	56%	2%
Not Disadvantaged	53	91%	83%	13%	79	94%	75%	10%
Migrant								
Not Migrant	201	91%	75%	7%	182	91%	64%	5%

NOTES

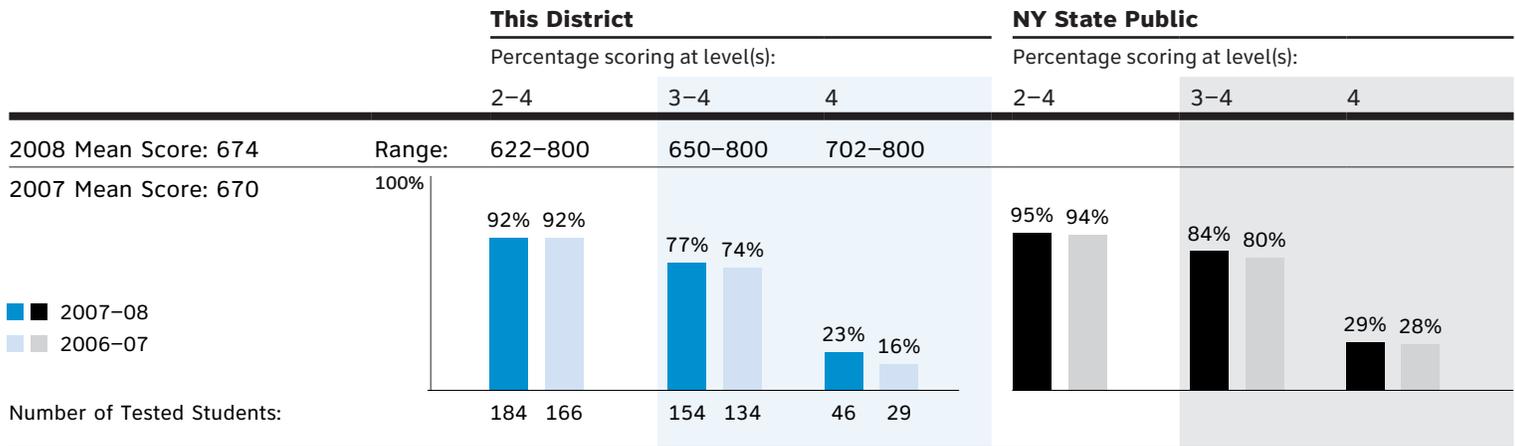
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Other Assessments

	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	5	5	5	2	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	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
All Students	200	92%	77%	23%	180	92%	74%	16%
Female	92	97%	79%	25%	90	92%	76%	14%
Male	108	88%	75%	21%	90	92%	73%	18%
American Indian or Alaska Native					1	-	-	-
Black or African American	85	91%	75%	21%	80	89%	65%	10%
Hispanic or Latino	87	91%	75%	22%	79	96%	82%	19%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	21	100%	90%	29%	18	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	7	100%	86%	43%	21	90%	81%	29%
General-Education Students	173	95%	81%	25%	174	94%	77%	17%
Students with Disabilities	27	70%	52%	7%	6	50%	0%	0%
English Proficient	184	94%	80%	25%	153	92%	75%	19%
Limited English Proficient	16	69%	44%	0%	27	93%	74%	0%
Economically Disadvantaged	147	91%	75%	21%	102	89%	68%	15%
Not Disadvantaged	53	94%	83%	28%	78	96%	83%	18%
Migrant								
Not Migrant	200	92%	77%	23%	180	92%	74%	16%

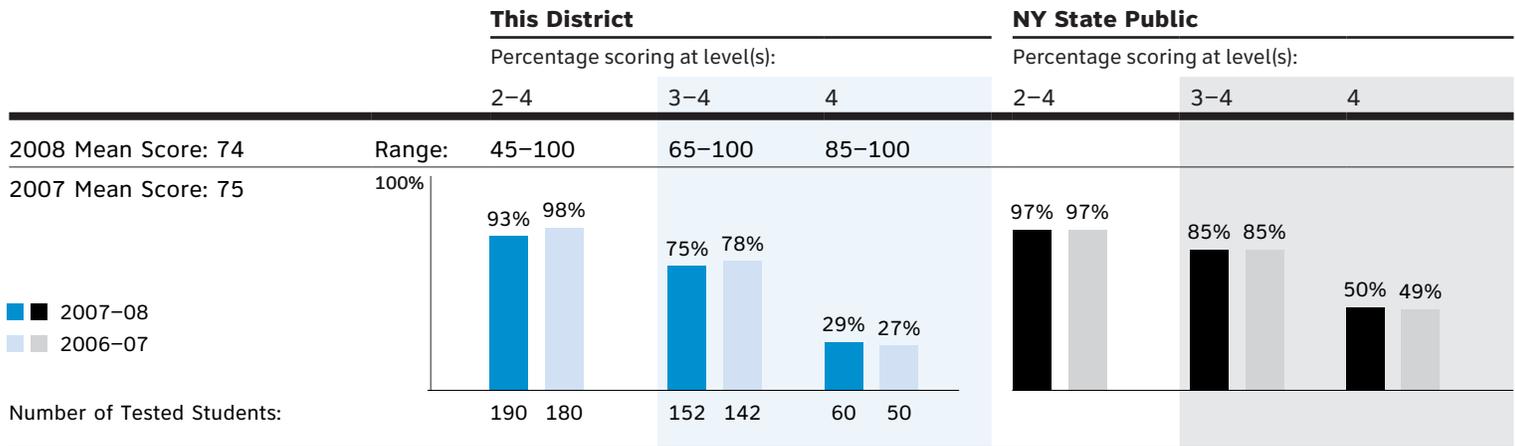
NOTES

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Other Assessments

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

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	204	93%	75%	29%	183	98%	78%	27%
Female	94	96%	80%	28%	93	98%	77%	31%
Male	110	91%	70%	31%	90	99%	78%	23%
American Indian or Alaska Native					1	-	-	-
Black or African American	87	94%	77%	21%	80	99%	73%	20%
Hispanic or Latino	88	90%	70%	33%	82	98%	78%	28%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	2	-	-	-
White	21	100%	81%	48%	18	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	8	100%	75%	38%	21	100%	95%	52%
General-Education Students	178	96%	78%	33%	177	99%	79%	28%
Students with Disabilities	26	73%	50%	8%	6	83%	33%	17%
English Proficient	188	97%	78%	31%	155	99%	81%	32%
Limited English Proficient	16	50%	31%	6%	28	96%	57%	4%
Economically Disadvantaged	147	92%	70%	27%	103	99%	77%	24%
Not Disadvantaged	57	96%	86%	35%	80	98%	79%	31%
Migrant								
Not Migrant	204	93%	75%	29%	183	98%	78%	27%

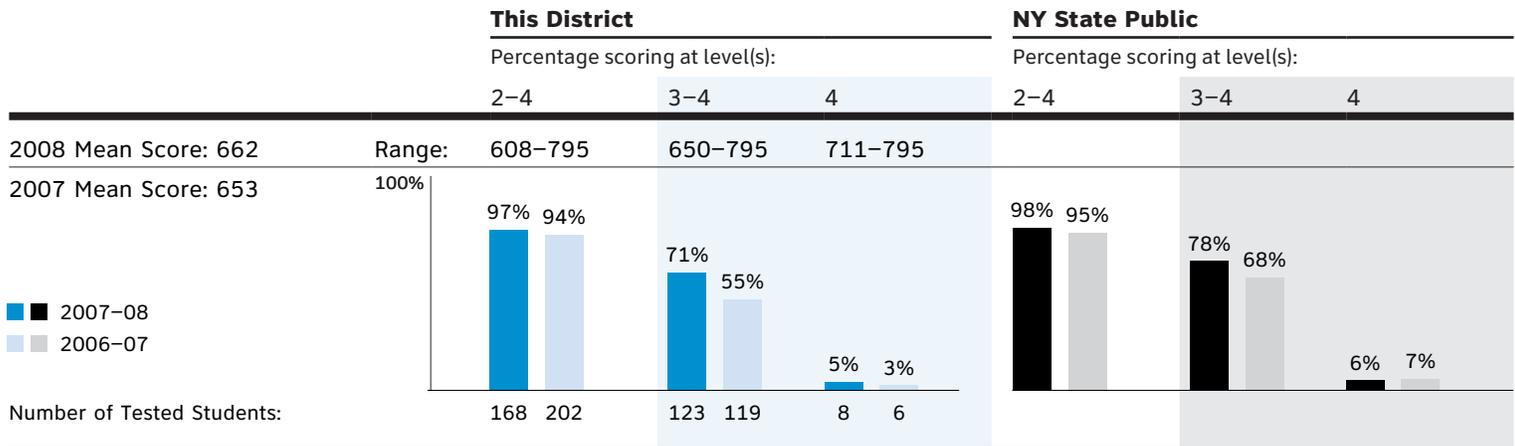
NOTES

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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	5	5	5	2	4	-	-	-

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	173	97%	71%	5%	215	94%	55%	3%
Female	86	98%	78%	8%	99	92%	46%	4%
Male	87	97%	64%	1%	116	96%	63%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	73	97%	71%	3%	93	94%	51%	2%
Hispanic or Latino	77	96%	65%	8%	86	93%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	0%
White	20	-	-	-	31	97%	74%	10%
Multiracial								
Small Group Totals	23	100%	91%	0%				
General-Education Students	141	99%	77%	6%	212	-	-	-
Students with Disabilities	32	91%	44%	0%	3	-	-	-
English Proficient	157	98%	76%	5%	197	94%	59%	3%
Limited English Proficient	16	88%	19%	0%	18	89%	17%	0%
Economically Disadvantaged	126	98%	66%	4%	156	92%	47%	1%
Not Disadvantaged	47	96%	85%	6%	59	98%	78%	7%
Migrant								
Not Migrant	173	97%	71%	5%	215	94%	55%	3%

NOTES

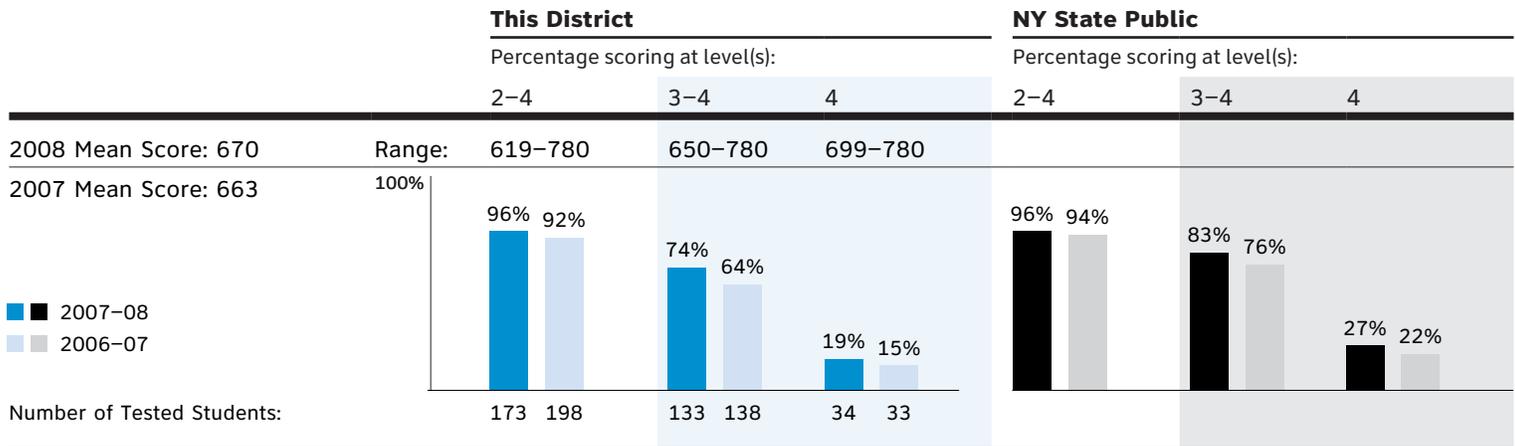
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	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
All Students	180	96%	74%	19%	216	92%	64%	15%
Female	89	97%	80%	20%	100	89%	61%	15%
Male	91	96%	68%	18%	116	94%	66%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	76	95%	74%	17%	94	91%	60%	10%
Hispanic or Latino	81	98%	73%	19%	86	90%	65%	17%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	100%	60%
White	19	-	-	-	31	97%	68%	19%
Multiracial								
Small Group Totals	23	96%	78%	26%				
General-Education Students	149	98%	80%	23%	213	-	-	-
Students with Disabilities	31	87%	45%	0%	3	-	-	-
English Proficient	161	96%	78%	21%	198	92%	66%	16%
Limited English Proficient	19	95%	37%	0%	18	83%	39%	11%
Economically Disadvantaged	127	98%	75%	17%	157	90%	60%	13%
Not Disadvantaged	53	92%	72%	25%	59	97%	75%	20%
Migrant								
Not Migrant	180	96%	74%	19%	216	92%	64%	15%

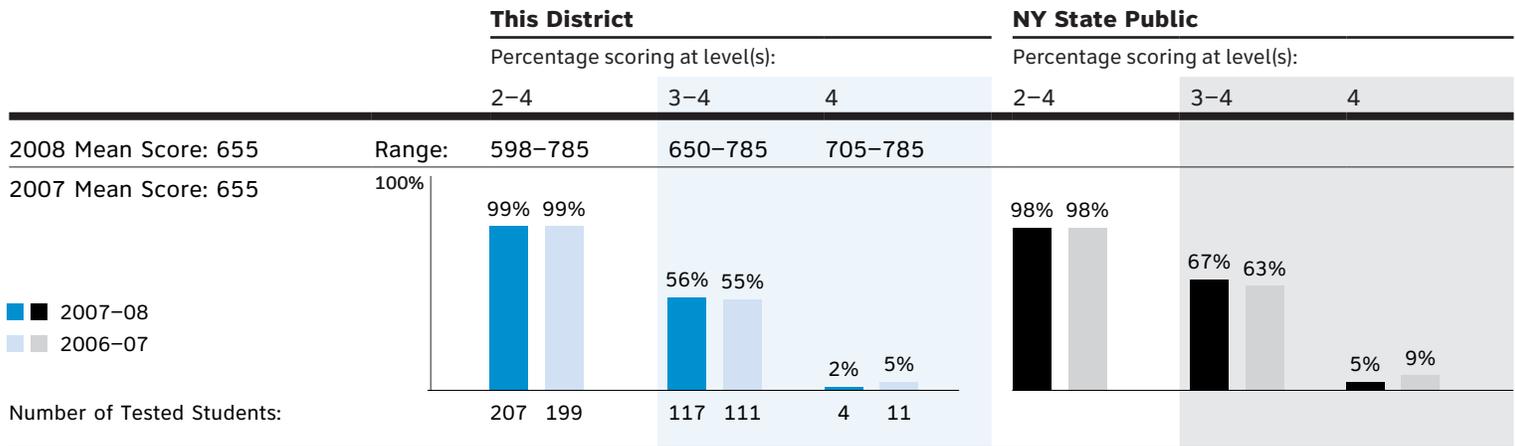
NOTES

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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	4	-	-	-	3	-	-	-

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	209	99%	56%	2%	202	99%	55%	5%
Female	99	98%	54%	4%	105	99%	57%	6%
Male	110	100%	58%	0%	97	98%	53%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	93	99%	57%	1%	90	99%	51%	4%
Hispanic or Latino	87	99%	53%	1%	72	97%	51%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	25	-	-	-	38	-	-	-
Multiracial								
Small Group Totals	29	100%	62%	7%	40	100%	70%	18%
General-Education Students	183	99%	62%	2%	197	98%	56%	6%
Students with Disabilities	26	96%	15%	0%	5	100%	0%	0%
English Proficient	195	99%	58%	2%	197	99%	56%	6%
Limited English Proficient	14	93%	21%	0%	5	60%	20%	0%
Economically Disadvantaged	152	99%	49%	0%	128	98%	43%	2%
Not Disadvantaged	57	100%	75%	7%	74	100%	76%	12%
Migrant								
Not Migrant	209	99%	56%	2%	202	99%	55%	5%

NOTES

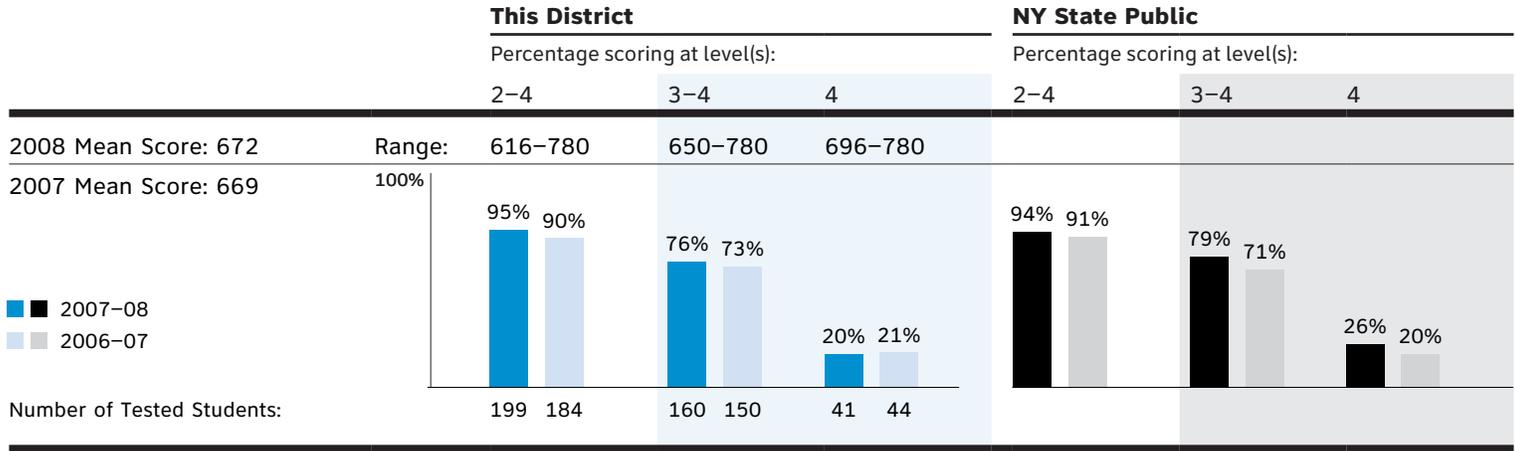
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	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
All Students	210	95%	76%	20%	205	90%	73%	21%
Female	101	94%	75%	22%	107	85%	72%	23%
Male	109	95%	77%	17%	98	95%	74%	19%
American Indian or Alaska Native					1	-	-	-
Black or African American	94	93%	73%	16%	91	82%	66%	19%
Hispanic or Latino	88	95%	77%	17%	75	97%	79%	19%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	24	-	-	-	37	-	-	-
Multiracial								
Small Group Totals	28	100%	82%	39%	39	92%	79%	33%
General-Education Students	184	96%	80%	22%	200	90%	74%	22%
Students with Disabilities	26	88%	50%	0%	5	80%	40%	20%
English Proficient	195	95%	78%	21%	200	90%	74%	22%
Limited English Proficient	15	93%	53%	0%	5	80%	40%	20%
Economically Disadvantaged	149	94%	72%	15%	129	86%	65%	13%
Not Disadvantaged	61	97%	85%	30%	76	96%	87%	36%
Migrant								
Not Migrant	210	95%	76%	20%	205	90%	73%	21%

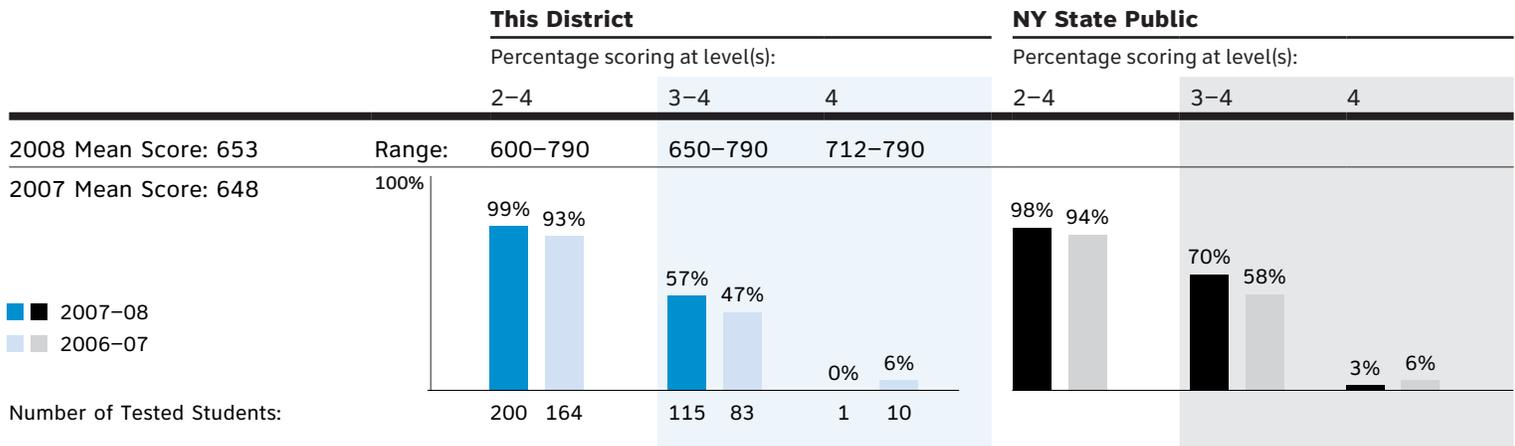
NOTES

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Other Assessments

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	202	99%	57%	0%	176	93%	47%	6%
Female	108	100%	65%	0%	83	95%	58%	6%
Male	94	98%	48%	1%	93	91%	38%	5%
American Indian or Alaska Native								
Black or African American	89	99%	54%	0%	88	92%	34%	2%
Hispanic or Latino	77	100%	55%	0%	47	91%	51%	9%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	35	-	-	-	40	-	-	-
Multiracial								
Small Group Totals	36	97%	69%	3%	41	98%	71%	10%
General-Education Students	173	100%	62%	1%	161	97%	51%	6%
Students with Disabilities	29	93%	28%	0%	15	53%	7%	0%
English Proficient	198	-	-	-	169	93%	49%	6%
Limited English Proficient	4	-	-	-	7	86%	0%	0%
Economically Disadvantaged	109	99%	50%	0%	88	92%	43%	2%
Not Disadvantaged	93	99%	66%	1%	88	94%	51%	9%
Migrant								
Not Migrant	202	99%	57%	0%	176	93%	47%	6%

NOTES

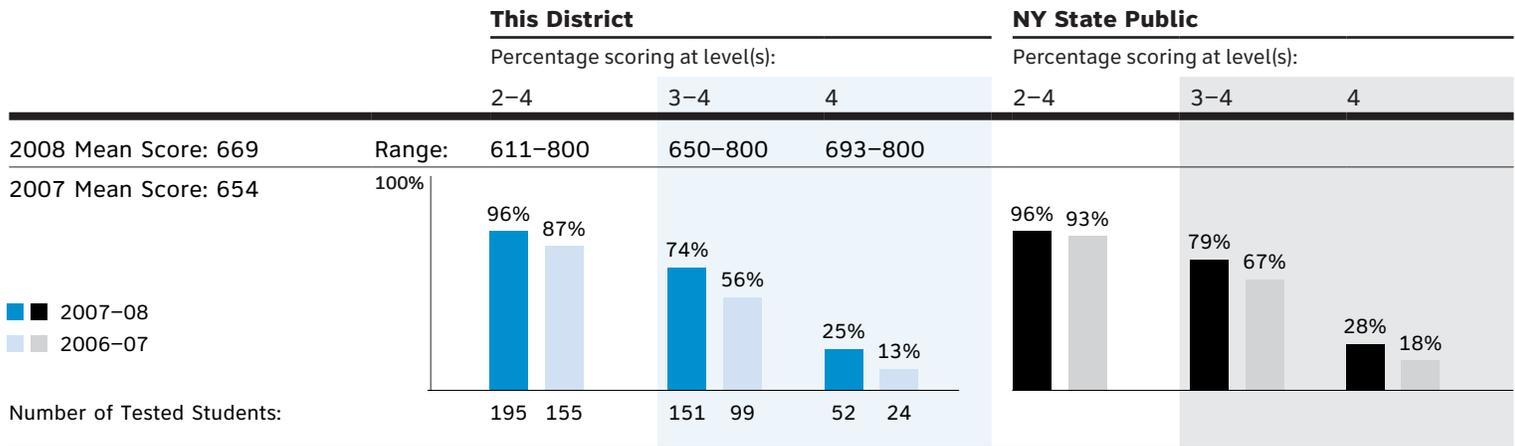
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Other Assessments

	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 7 Equivalent	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	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
All Students	204	96%	74%	25%	178	87%	56%	13%
Female	108	94%	74%	26%	84	90%	56%	15%
Male	96	97%	74%	25%	94	84%	55%	12%
American Indian or Alaska Native								
Black or African American	89	93%	67%	20%	87	85%	45%	6%
Hispanic or Latino	77	97%	77%	23%	49	92%	69%	20%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	36	-	-	-	40	-	-	-
Multiracial								
Small Group Totals	38	97%	84%	42%	42	86%	62%	21%
General-Education Students	175	97%	78%	27%	163	91%	60%	15%
Students with Disabilities	29	90%	52%	14%	15	40%	13%	0%
English Proficient	198	95%	74%	26%	168	88%	58%	14%
Limited English Proficient	6	100%	83%	17%	10	80%	20%	0%
Economically Disadvantaged	112	96%	71%	15%	84	87%	56%	12%
Not Disadvantaged	92	96%	77%	38%	94	87%	55%	15%
Migrant								
Not Migrant	204	96%	74%	25%	178	87%	56%	13%

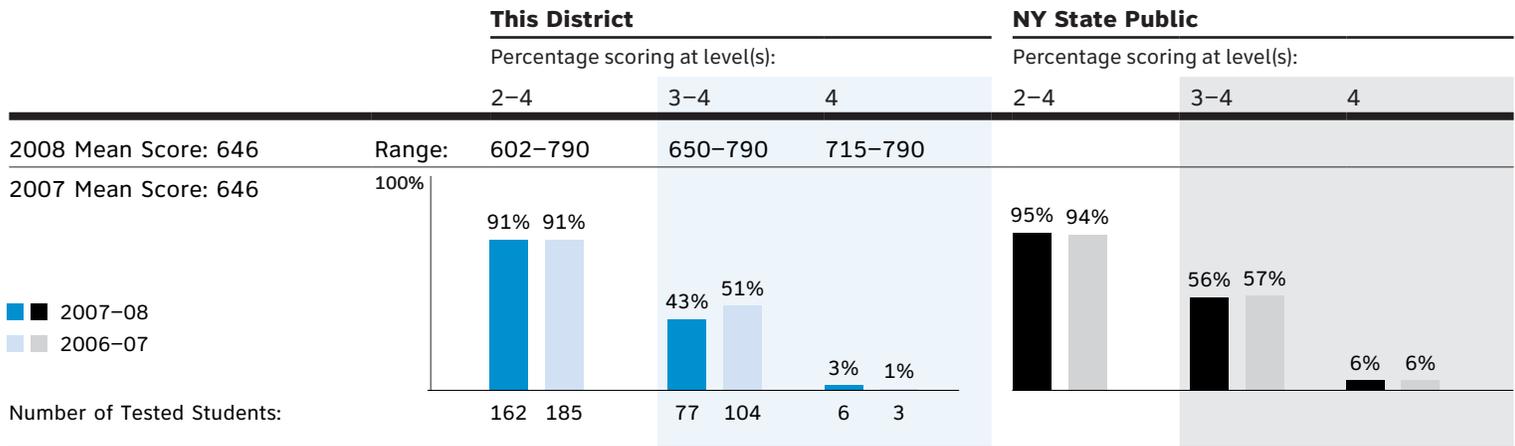
NOTES

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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 7 Equivalent	3	-	-	-	3	-	-	-

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	178	91%	43%	3%	203	91%	51%	1%
Female	87	95%	51%	6%	94	94%	59%	1%
Male	91	87%	36%	1%	109	89%	45%	2%
American Indian or Alaska Native								
Black or African American	88	91%	33%	1%	95	86%	42%	1%
Hispanic or Latino	50	88%	48%	2%	67	93%	49%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	0%
White	38	-	-	-	36	100%	72%	6%
Multiracial								
Small Group Totals	40	95%	60%	10%				
General-Education Students	149	95%	51%	4%	198	93%	53%	2%
Students with Disabilities	29	72%	3%	0%	5	20%	0%	0%
English Proficient	169	92%	44%	4%	194	92%	54%	2%
Limited English Proficient	9	67%	22%	0%	9	78%	0%	0%
Economically Disadvantaged	88	90%	38%	2%	88	88%	39%	1%
Not Disadvantaged	90	92%	49%	4%	115	94%	61%	2%
Migrant								
Not Migrant	178	91%	43%	3%	203	91%	51%	1%

NOTES

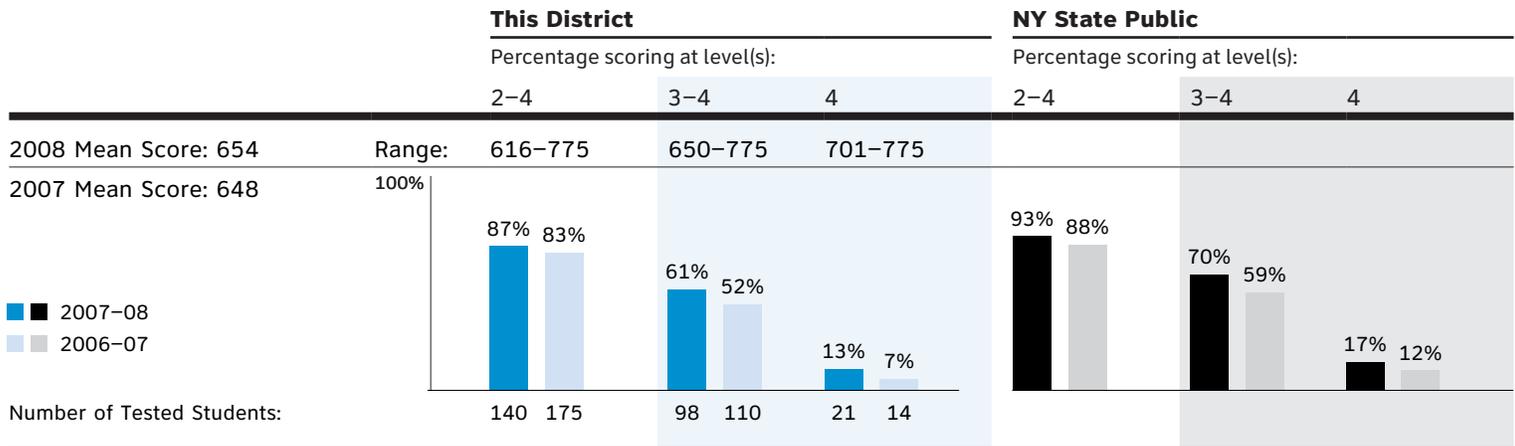
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	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
All Students	161	87%	61%	13%	210	83%	52%	7%
Female	77	91%	68%	18%	100	80%	47%	3%
Male	84	83%	55%	8%	110	86%	57%	10%
American Indian or Alaska Native								
Black or African American	79	82%	51%	9%	94	80%	45%	6%
Hispanic or Latino	46	96%	72%	13%	73	88%	49%	7%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	20%
White	34	-	-	-	38	82%	71%	5%
Multiracial								
Small Group Totals	36	86%	69%	22%				
General-Education Students	132	92%	65%	16%	203	85%	54%	7%
Students with Disabilities	29	66%	41%	0%	7	29%	14%	0%
English Proficient	151	86%	60%	13%	197	84%	54%	7%
Limited English Proficient	10	100%	70%	10%	13	69%	23%	0%
Economically Disadvantaged	80	93%	61%	10%	88	76%	38%	6%
Not Disadvantaged	81	81%	60%	16%	122	89%	63%	7%
Migrant								
Not Migrant	161	87%	61%	13%	210	83%	52%	7%

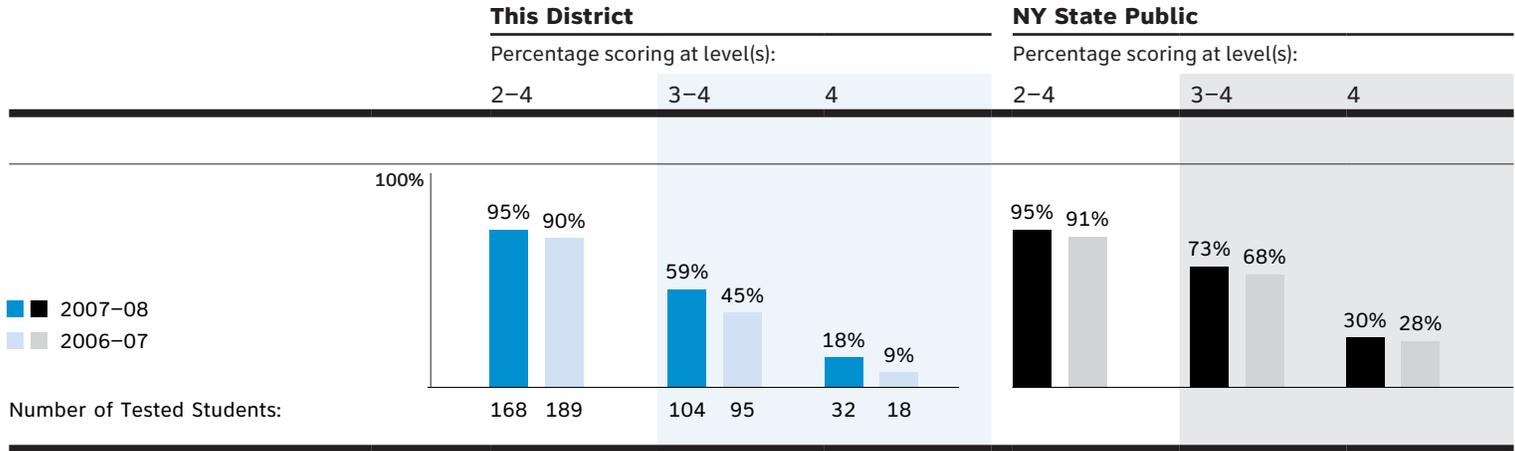
NOTES

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Other Assessments

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

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	177	95%	59%	18%	209	90%	45%	9%
Female	86	97%	56%	20%	97	89%	35%	6%
Male	91	93%	62%	16%	112	92%	54%	11%
American Indian or Alaska Native								
Black or African American	87	91%	46%	9%	95	87%	39%	5%
Hispanic or Latino	50	100%	72%	22%	72	92%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	80%	20%
White	38	-	-	-	37	95%	65%	22%
Multiracial								
Small Group Totals	40	98%	70%	33%				
General-Education Students	149	96%	60%	20%	204	91%	46%	9%
Students with Disabilities	28	89%	54%	7%	5	60%	40%	0%
English Proficient	167	95%	59%	19%	196	91%	48%	9%
Limited English Proficient	10	100%	50%	0%	13	77%	8%	0%
Economically Disadvantaged	86	94%	58%	15%	86	87%	33%	6%
Not Disadvantaged	91	96%	59%	21%	123	93%	54%	11%
Migrant								
Not Migrant	177	95%	59%	18%	209	90%	45%	9%

NOTES

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Other Assessments

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

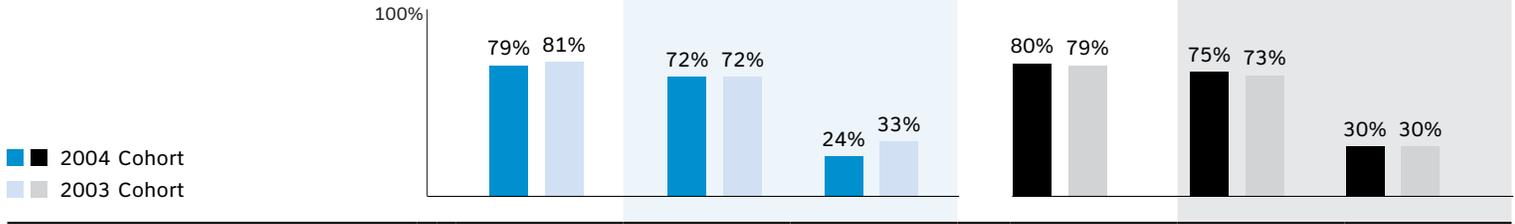
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	233	79%	72%	24%	210	81%	72%	33%
Female	113	83%	80%	33%	99	82%	76%	40%
Male	120	76%	65%	16%	111	81%	69%	27%
American Indian or Alaska Native								
Black or African American	115	83%	74%	20%	90	76%	66%	31%
Hispanic or Latino	66	71%	61%	11%	62	85%	71%	16%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	80%	2	-	-	-
White	47	83%	83%	47%	56	-	-	-
Multiracial								
Small Group Totals					58	86%	84%	55%
General-Education Students	191	86%	78%	29%	192	87%	77%	36%
Students with Disabilities	42	48%	45%	2%	18	22%	22%	0%
English Proficient	220	80%	73%	25%	197	81%	72%	36%
Limited English Proficient	13	62%	62%	0%	13	92%	77%	0%
Economically Disadvantaged	79	75%	68%	22%	59	80%	69%	32%
Not Disadvantaged	154	82%	74%	25%	151	82%	74%	34%
Migrant								
Not Migrant	233	79%	72%	24%				

NOTES

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Other Assessments

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

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

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

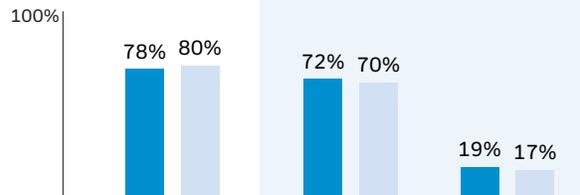
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

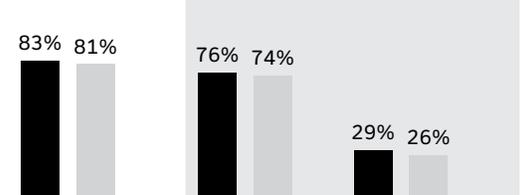


■ 2004 Cohort
■ 2003 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2004 Cohort

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

2003 Cohort**

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	233	78%	72%	19%	210	80%	70%	17%
Female	113	87%	78%	27%	99	85%	74%	19%
Male	120	69%	66%	12%	111	77%	68%	14%
American Indian or Alaska Native								
Black or African American	115	77%	70%	13%	90	77%	63%	10%
Hispanic or Latino	66	71%	64%	15%	62	81%	69%	16%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	80%	2	-	-	-
White	47	87%	85%	34%	56	-	-	-
Multiracial								
Small Group Totals					58	86%	83%	28%
General-Education Students	191	84%	77%	23%	192	86%	76%	18%
Students with Disabilities	42	48%	45%	5%	18	22%	17%	0%
English Proficient	220	79%	73%	20%	197	80%	72%	17%
Limited English Proficient	13	62%	54%	15%	13	85%	54%	15%
Economically Disadvantaged	79	76%	67%	16%	59	81%	68%	12%
Not Disadvantaged	154	79%	74%	21%	151	80%	72%	19%
Migrant								
Not Migrant	233	78%	72%	19%				

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.