



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **PORT CHESTER-RYE UNION FREE  
SCHOOL DISTRICT**

District ID **66-19-04-03-0000**

Superintendent **DONALD CARLISLE**

Telephone **(914) 934-7901**

Grades **K-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 **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**District ID **66-19-04-03-0000**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	313	334	355
Grade 1	308	315	321
Grade 2	318	293	307
Grade 3	301	300	279
Grade 4	262	282	285
Grade 5	262	252	267
Grade 6	256	265	253
Ungraded Elementary	82	76	91
Grade 7	269	262	270
Grade 8	256	263	263
Grade 9	326	304	357
Grade 10	281	249	274
Grade 11	264	292	232
Grade 12	209	217	246
Ungraded Secondary	6	10	1
<b>Total K-12</b>	<b>3713</b>	<b>3714</b>	<b>3801</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	22	22	23
<b>Grade 8</b>			
English	14	16	15
Mathematics	15	15	17
Science	23	25	25
Social Studies	22	23	24
<b>Grade 10</b>			
English	20	23	24
Mathematics	21	22	20
Science	23	22	22
Social Studies	22	21	20

### Enrollment Information

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

### Average Class Size Information

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

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**District ID **66-19-04-03-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1473	40%	1535	41%	1406	37%
Reduced-Price Lunch	382	10%	378	10%	438	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	967	26%	983	26%	958	25%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	2	0%	0	0%
Black or African American	335	9%	302	8%	312	8%
Hispanic or Latino	2548	69%	2629	71%	2721	72%
Asian or Native Hawaiian/Other Pacific Islander	47	1%	57	2%	39	1%
White	779	21%	712	19%	713	19%
Multiracial**	N/A	N/A	12	0%	16	0%

\* Available only at the school level.

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

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	95%		94%		95%	
Student Suspensions	226	6%	286	8%	248	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 **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**District ID **66-19-04-03-0000**

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	270	263	279
Percent with No Valid Teaching Certificate	2%	3%	2%
Percent Teaching Out of Certification	4%	3%	3%
Percent with Fewer Than Three Years of Experience	5%	6%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	39%	42%	43%
<b>Total Number of Core Classes</b>	964	651	719
Percent Not Taught by Highly Qualified Teachers	4%	4%	2%
<b>Total Number of Classes</b>	823	852	870
Percent Taught by Teachers Without Appropriate Certification	5%	3%	4%

## Teacher Turnover Rate

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

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	31	32	34
Total Paraprofessionals*	74	76	88
Assistant Principals	5	5	6
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](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008-09)

#### ▲ Improvement (Year 1)

ELA	▲ Improvement (Year 1)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

### Title I Part A Funding

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		—	—	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓	✓		—	—	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✓ 4 of 4	✓ 4 of 4	✓ 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**  Improvement (Year 1)  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 7 of 7 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 2) 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. [216]

### 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> (1698:1644)			99%		169	130	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (141:132)			99%		162	124	
Hispanic or Latino (1233:1191)			99%		165	130	
Asian or Native Hawaiian/Other Pacific Islander (19:19)	—	—	—	—	—	—	—
White (304:302)			100%		187	127	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (277:266)			98%		130	126	
Limited English Proficient <sup>5</sup> (322:507)			99%		151	128	
Economically Disadvantaged (1032:990)			99%		162	130	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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

## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 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) <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> (1693:1649)			100%		184	99	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (141:129)			99%		167	93	
Hispanic or Latino (1228:1198)			100%		184	99	
Asian or Native Hawaiian/Other Pacific Islander (20:19)	—	—	—	—	—	—	—
White (303:302)			100%		192	96	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (274:263)			98%		142	95	
Limited English Proficient <sup>5</sup> (319:520)			100%		183	97	
Economically Disadvantaged (1024:993)			100%		182	99	
<b>Final AYP Determination</b>		7 of 7					

#### 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> (573:547)		Qualified		99%		189	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (44:36)		Qualified		91%		186	100	
Hispanic or Latino (419:402)		Qualified		99%		187	100	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—	—
White (104:103)		Qualified		99%		195	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (89:84)		Qualified		96%		171	100	
Limited English Proficient <sup>4</sup> (114:178)		Qualified		99%		185	100	
Economically Disadvantaged (347:330)		Qualified		99%		186	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 1)

**Accountability Measures** 4 of 4 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 2) 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. [216]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (241:240)</b>			98%		179	158	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (25:26)	—	—	—	—	—	—	—
Hispanic or Latino (155:153)			99%		176	157	
Asian or Native Hawaiian/Other Pacific Islander (4:3)	—	—	—	—	—	—	—
White (57:58)			100%		200	152	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (21:27)	—	—	—	—	—	—	—
Limited English Proficient <sup>4</sup> (29:23)	—	—	—	—	—	—	—
Economically Disadvantaged (100:90)			98%		177	155	
<b>Final AYP Determination</b>		4 of 4					

#### 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** 4 of 4 Student groups making AYP in mathematics  
 Made AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (241:240)			99%		183	152	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (25:26)	—	—	—	—	—	—	—
Hispanic or Latino (155:153)			100%		183	151	
Asian or Native Hawaiian/Other Pacific Islander (4:3)	—	—	—	—	—	—	—
White (57:58)			98%		197	146	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (21:27)	—	—	—	—	—	—	—
Limited English Proficient <sup>4</sup> (29:23)	—	—	—	—	—	—	—
Economically Disadvantaged (100:90)			100%		183	149	
<b>Final AYP Determination</b>		4 of 4					

#### NOTES

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

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

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

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

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

#### AYP Status

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

## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
<b>All Students</b> (258)			69%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (27)		–	–	–		
Hispanic or Latino (163)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–		
White (63)			86%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (38)			13%	55%	33%	14%
Limited English Proficient <sup>3</sup> (19)		–	–	–		
Economically Disadvantaged (104)			68%	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 **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

District ID **66-19-04-03-0000**

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

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

### Federal Title I Status

#### Good Standing

3 schools identified 50% of total

JOHN F KENNEDY MAGNET SCHOOL  
PORT CHESTER MIDDLE SCHOOL  
THOMAS A EDISON SCHOOL

### New York State Status

#### Good Standing

3 schools identified 50% of total

KING STREET SCHOOL  
PARK AVENUE SCHOOL  
PORT CHESTER SENIOR HIGH SCHOOL

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**District ID **66-19-04-03-0000**

## Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	69%			296
Grade 4	77%			295
Grade 5	85%			283
Grade 6	74%			253
Grade 7	75%			258
Grade 8	55%			253
<b>Mathematics</b>				
Grade 3	90%			302
Grade 4	90%			295
Grade 5	92%			285
Grade 6	83%			254
Grade 7	85%			264
Grade 8	84%			257
<b>Science</b>				
Grade 4	96%			297
Grade 8	80%			256

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	80%			264
Mathematics	81%			264

### 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).

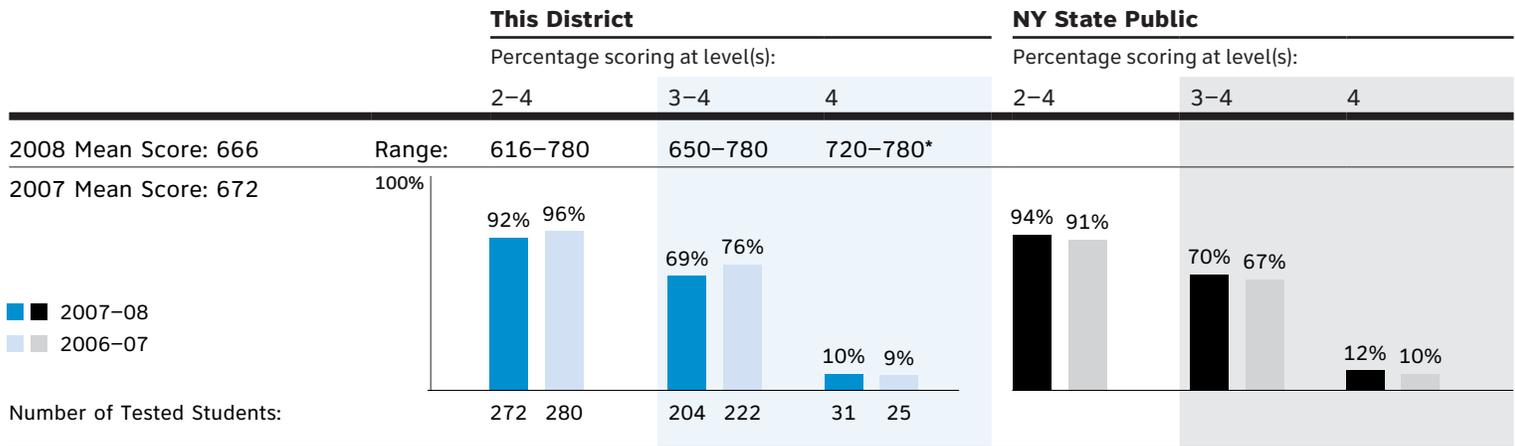
In this section, this district's performance is compared with that of public schools statewide.

### 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>296</b>	<b>92%</b>	<b>69%</b>	<b>10%</b>	<b>293</b>	<b>96%</b>	<b>76%</b>	<b>9%</b>
Female	153	93%	71%	13%	155	97%	79%	8%
Male	143	91%	67%	8%	138	93%	72%	9%
American Indian or Alaska Native								
Black or African American	26	-	-	-	23	-	-	-
Hispanic or Latino	213	90%	62%	6%	207	98%	73%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	54	98%	93%	26%	60	98%	92%	27%
Multiracial								
Small Group Totals	29	93%	76%	14%	26	73%	62%	4%
General-Education Students	250	96%	71%	12%	252	99%	81%	10%
Students with Disabilities	46	72%	57%	2%	41	73%	44%	0%
English Proficient	191	96%	83%	16%	194	94%	82%	12%
Limited English Proficient	105	85%	44%	0%	99	98%	63%	2%
Economically Disadvantaged	189	90%	61%	7%	187	94%	71%	6%
Not Disadvantaged	107	94%	83%	17%	106	98%	84%	13%
Migrant								
Not Migrant	296	92%	69%	10%	293	96%	76%	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.

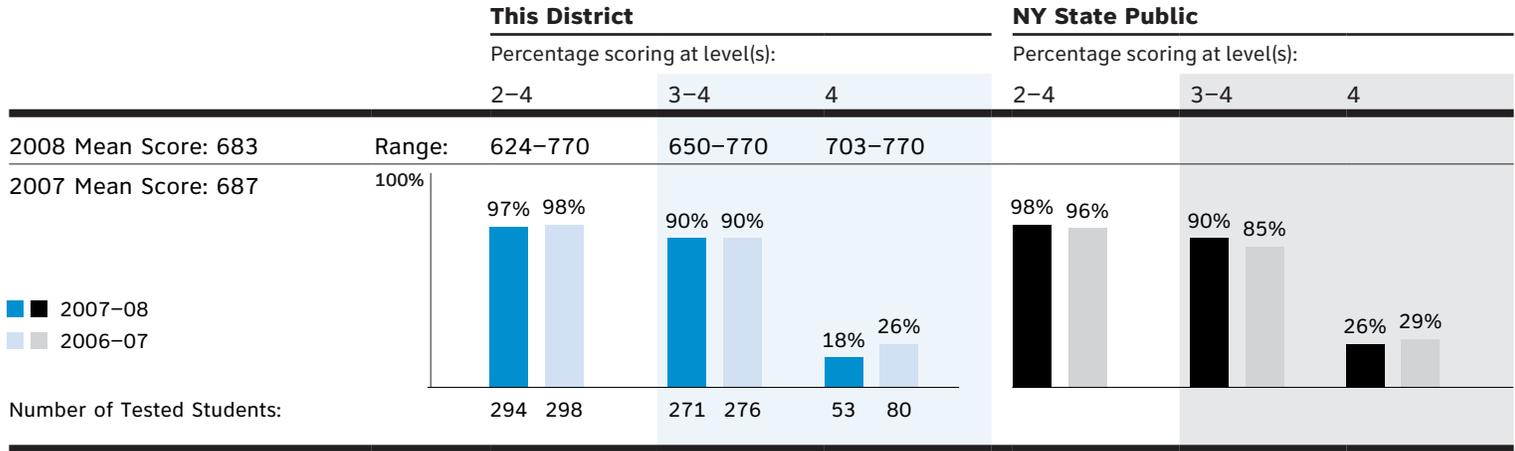
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	6	N/A	N/A	N/A	13	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>302</b>	<b>97%</b>	<b>90%</b>	<b>18%</b>	<b>305</b>	<b>98%</b>	<b>90%</b>	<b>26%</b>
Female	157	98%	90%	15%	158	98%	91%	27%
Male	145	97%	89%	20%	147	97%	90%	26%
American Indian or Alaska Native								
Black or African American	26	-	-	-	22	-	-	-
Hispanic or Latino	220	97%	88%	15%	221	98%	90%	21%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	53	98%	96%	34%	59	100%	98%	47%
Multiracial								
Small Group Totals	29	97%	90%	10%	25	92%	76%	20%
General-Education Students	256	99%	93%	18%	263	99%	94%	30%
Students with Disabilities	46	87%	70%	13%	42	88%	69%	2%
English Proficient	192	98%	94%	22%	193	97%	93%	33%
Limited English Proficient	110	95%	83%	9%	112	98%	86%	15%
Economically Disadvantaged	193	97%	90%	13%	198	97%	88%	22%
Not Disadvantaged	109	98%	90%	25%	107	99%	94%	35%
Migrant								
Not Migrant	302	97%	90%	18%	305	98%	90%	26%

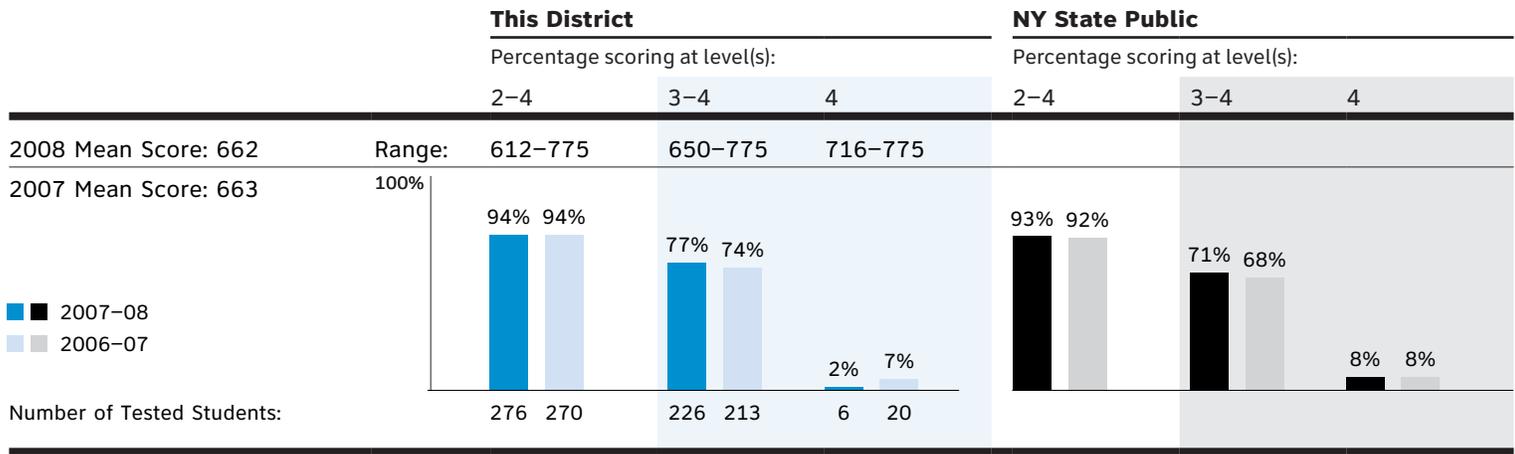
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	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
<b>All Students</b>	<b>295</b>	<b>94%</b>	<b>77%</b>	<b>2%</b>	<b>287</b>	<b>94%</b>	<b>74%</b>	<b>7%</b>
Female	148	94%	82%	2%	141	96%	76%	10%
Male	147	93%	71%	2%	146	92%	73%	4%
American Indian or Alaska Native								
Black or African American	22	-	-	-	16	-	-	-
Hispanic or Latino	213	92%	73%	0%	218	94%	71%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	56	100%	91%	9%	51	94%	90%	22%
Multiracial								
Small Group Totals	26	88%	77%	0%	18	89%	72%	11%
General-Education Students	248	99%	82%	2%	250	98%	78%	8%
Students with Disabilities	47	64%	49%	0%	37	65%	49%	0%
English Proficient	220	96%	87%	3%	242	95%	83%	8%
Limited English Proficient	75	87%	47%	0%	45	87%	27%	0%
Economically Disadvantaged	191	92%	72%	1%	173	94%	69%	3%
Not Disadvantaged	104	96%	85%	5%	114	95%	82%	13%
Migrant								
Not Migrant	295	94%	77%	2%	287	94%	74%	7%

#### NOTES

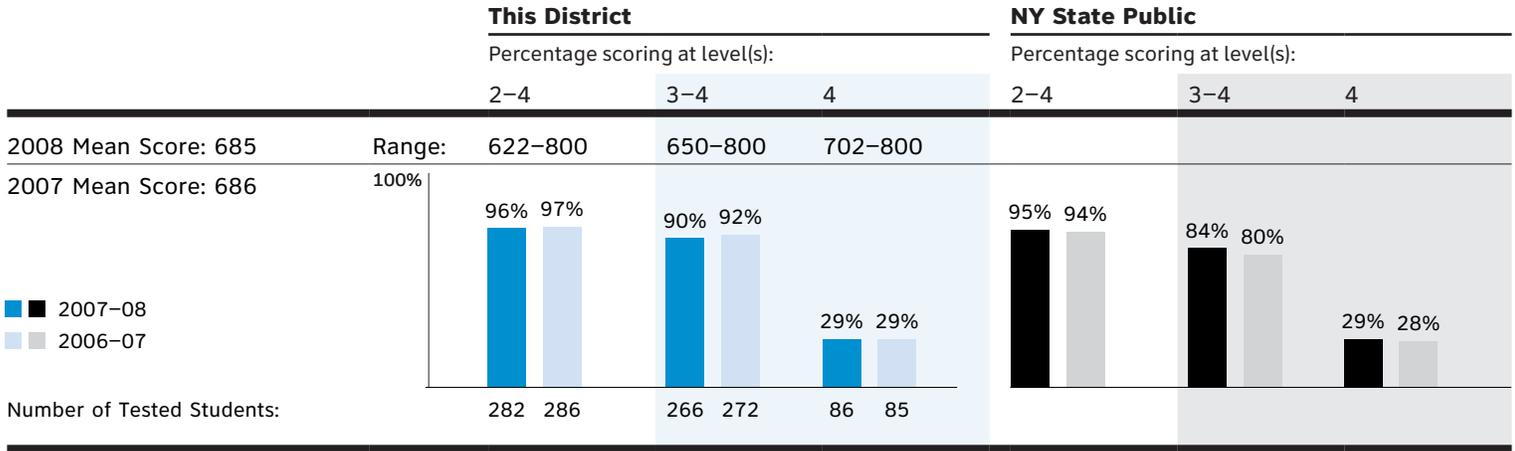
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### Other Assessments

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

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

## This District's Results in Grade 4 Mathematics



### Results by Student Group

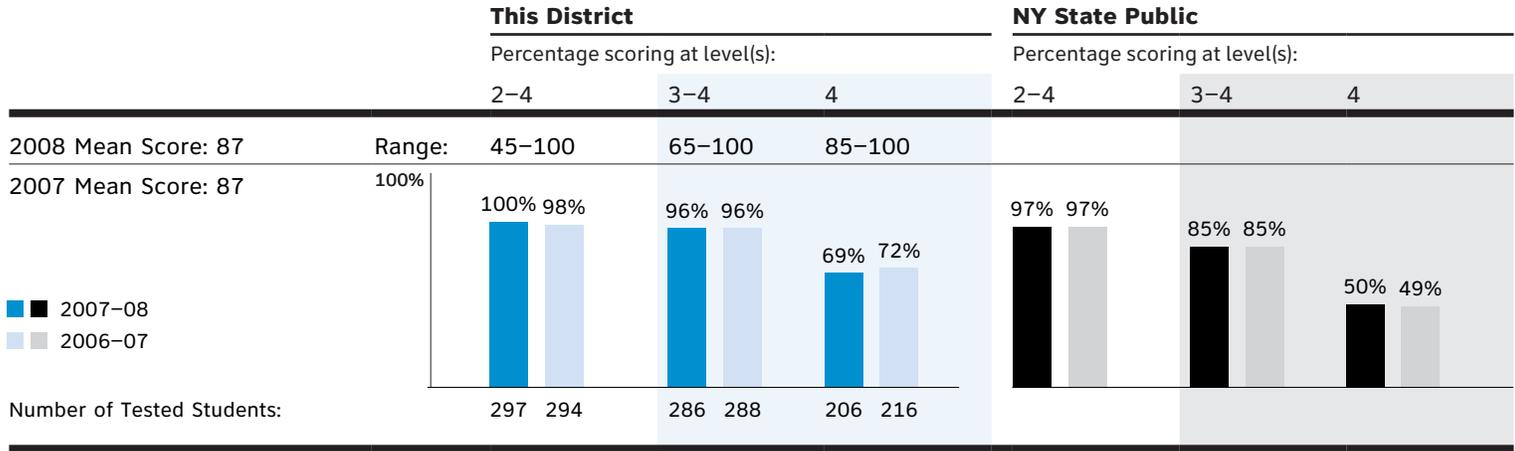
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>295</b>	<b>96%</b>	<b>90%</b>	<b>29%</b>	<b>296</b>	<b>97%</b>	<b>92%</b>	<b>29%</b>
Female	148	95%	89%	28%	146	98%	95%	27%
Male	147	97%	91%	31%	150	95%	89%	31%
American Indian or Alaska Native	1	-	-	-				
Black or African American	22	86%	82%	14%	16	-	-	-
Hispanic or Latino	212	95%	90%	25%	227	97%	91%	25%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	56	100%	95%	50%	51	94%	94%	51%
Multiracial								
Small Group Totals	5	100%	100%	40%	18	100%	100%	17%
General-Education Students	250	99%	94%	32%	259	100%	96%	31%
Students with Disabilities	45	78%	69%	11%	37	76%	62%	11%
English Proficient	220	97%	92%	31%	246	97%	93%	33%
Limited English Proficient	75	92%	85%	24%	50	96%	84%	8%
Economically Disadvantaged	189	94%	89%	26%	180	97%	92%	26%
Not Disadvantaged	106	98%	92%	35%	116	97%	91%	34%
Migrant								
Not Migrant	295	96%	90%	29%	296	97%	92%	29%

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	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
<b>All Students</b>	<b>297</b>	<b>100%</b>	<b>96%</b>	<b>69%</b>	<b>299</b>	<b>98%</b>	<b>96%</b>	<b>72%</b>
Female	148	100%	96%	68%	148	99%	97%	73%
Male	149	100%	97%	70%	151	98%	95%	72%
American Indian or Alaska Native	1	-	-	-				
Black or African American	21	100%	90%	57%	16	-	-	-
Hispanic or Latino	215	100%	96%	67%	230	98%	97%	70%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	56	100%	100%	82%	51	98%	96%	88%
Multiracial								
Small Group Totals	5	100%	100%	80%	18	100%	89%	61%
General-Education Students	254	100%	98%	75%	263	99%	98%	76%
Students with Disabilities	43	100%	84%	35%	36	94%	83%	42%
English Proficient	218	100%	97%	75%	249	99%	97%	78%
Limited English Proficient	79	100%	94%	54%	50	96%	92%	44%
Economically Disadvantaged	191	100%	95%	65%	181	99%	96%	67%
Not Disadvantaged	106	100%	99%	77%	118	97%	97%	80%
Migrant								
Not Migrant	297	100%	96%	69%	299	98%	96%	72%

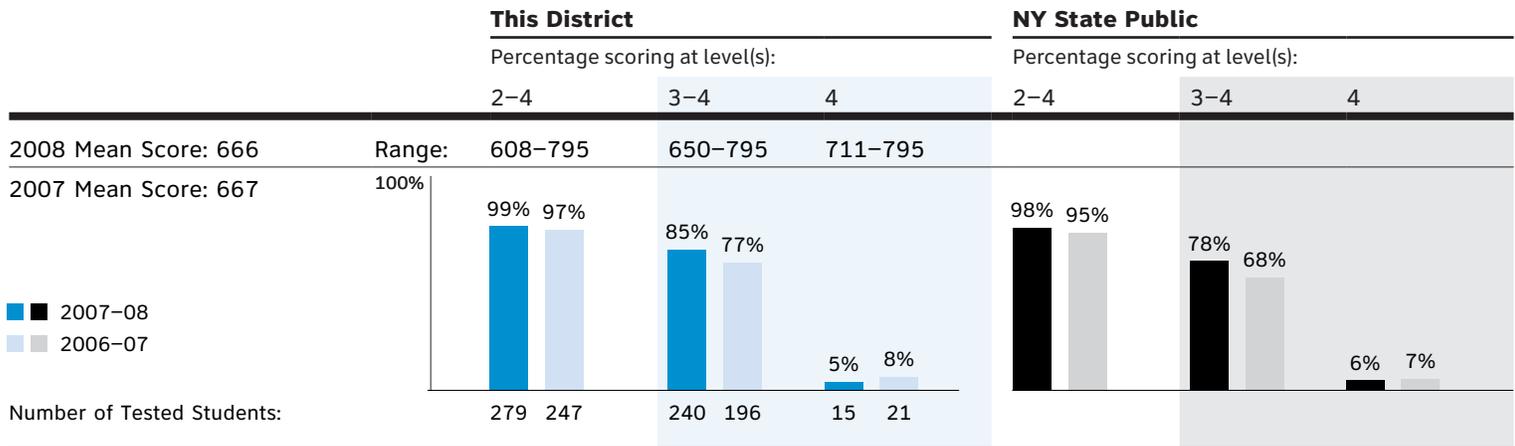
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	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
<b>All Students</b>	<b>283</b>	<b>99%</b>	<b>85%</b>	<b>5%</b>	<b>255</b>	<b>97%</b>	<b>77%</b>	<b>8%</b>
Female	141	99%	86%	5%	129	96%	75%	6%
Male	142	99%	84%	6%	126	98%	79%	10%
American Indian or Alaska Native								
Black or African American	17	-	-	-	24	92%	75%	13%
Hispanic or Latino	215	99%	83%	2%	178	97%	71%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	100%	100%	17%
White	49	100%	94%	16%	47	100%	98%	19%
Multiracial								
Small Group Totals	19	95%	79%	11%				
General-Education Students	240	100%	92%	6%	211	98%	81%	9%
Students with Disabilities	43	91%	44%	0%	44	91%	57%	5%
English Proficient	252	99%	87%	6%	229	98%	82%	9%
Limited English Proficient	31	94%	65%	0%	26	85%	35%	0%
Economically Disadvantaged	169	98%	80%	3%	155	95%	74%	3%
Not Disadvantaged	114	100%	91%	9%	100	99%	81%	16%
Migrant								
Not Migrant	283	99%	85%	5%	255	97%	77%	8%

#### NOTES

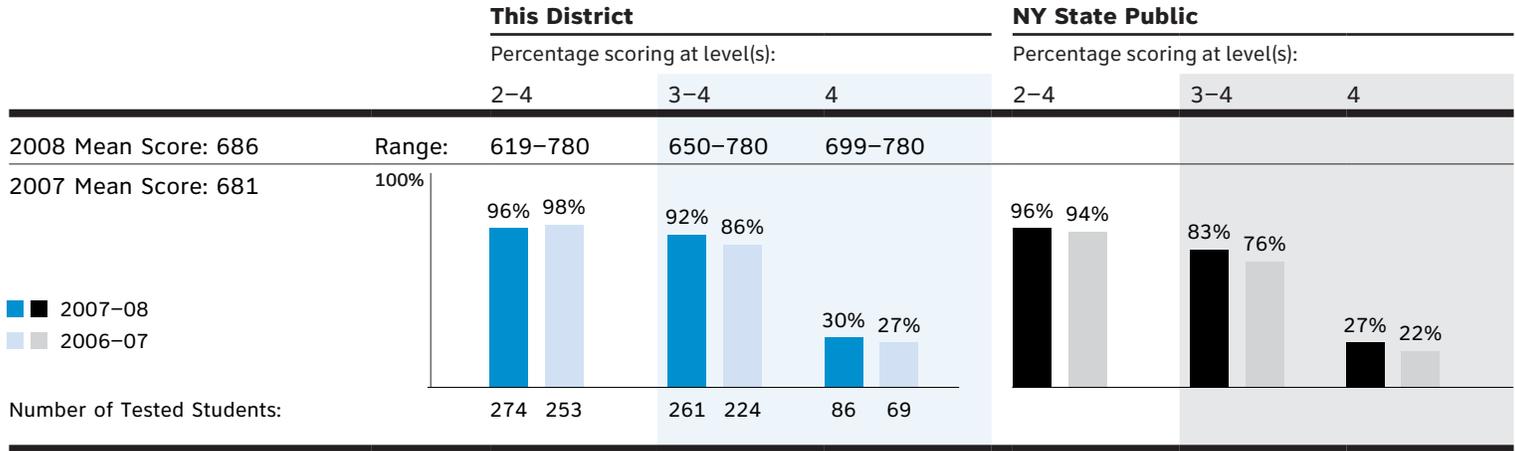
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### Other Assessments

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

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

## This District's Results in Grade 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>285</b>	<b>96%</b>	<b>92%</b>	<b>30%</b>	<b>259</b>	<b>98%</b>	<b>86%</b>	<b>27%</b>
Female	144	97%	95%	27%	131	98%	83%	24%
Male	141	95%	88%	33%	128	98%	90%	30%
American Indian or Alaska Native								
Black or African American	17	-	-	-	24	88%	79%	17%
Hispanic or Latino	217	96%	91%	29%	183	98%	87%	22%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	100%	100%	67%
White	49	98%	96%	41%	46	100%	87%	46%
Multiracial								
Small Group Totals	19	95%	84%	16%				
General-Education Students	243	100%	98%	32%	215	100%	91%	31%
Students with Disabilities	42	76%	57%	19%	44	89%	66%	5%
English Proficient	251	96%	93%	31%	229	97%	88%	29%
Limited English Proficient	34	94%	82%	21%	30	100%	73%	7%
Economically Disadvantaged	169	95%	90%	27%	157	96%	85%	21%
Not Disadvantaged	116	97%	94%	34%	102	100%	89%	35%
Migrant								
Not Migrant	285	96%	92%	30%	259	98%	86%	27%

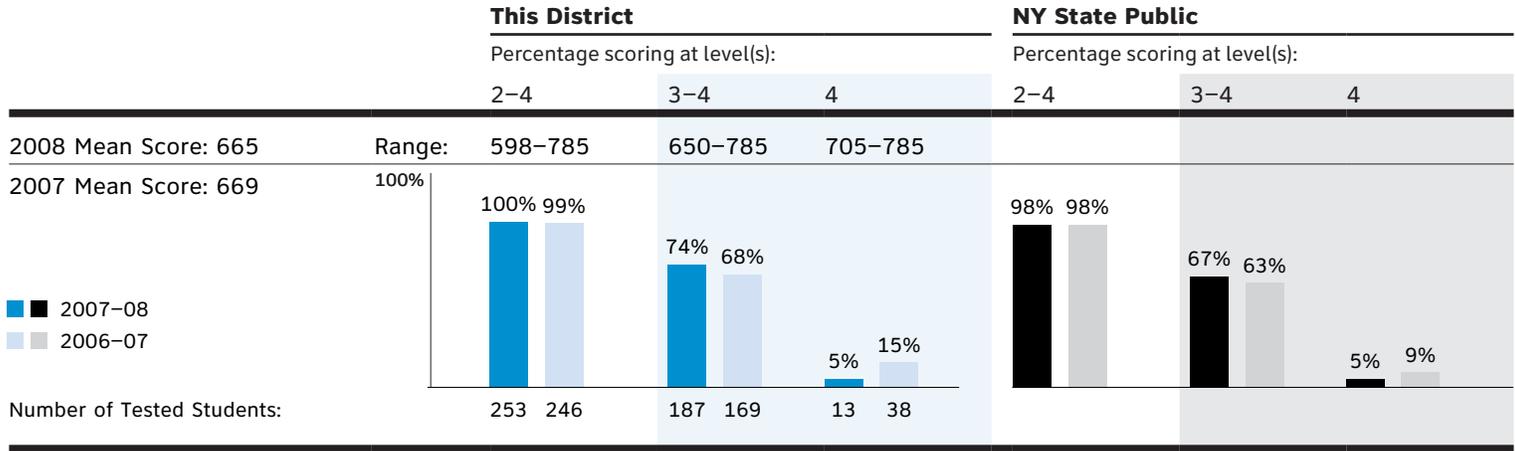
### NOTES

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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 5 Equivalent	5	5	5	5	6	6	6	6

## 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>253</b>	<b>100%</b>	<b>74%</b>	<b>5%</b>	<b>249</b>	<b>99%</b>	<b>68%</b>	<b>15%</b>
Female	132	100%	73%	5%	132	99%	67%	21%
Male	121	100%	75%	5%	117	98%	69%	9%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	25	100%	48%	0%	22	95%	50%	9%
Hispanic or Latino	178	100%	72%	2%	174	99%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	6	100%	67%	0%
White	45	100%	93%	18%	47	100%	91%	36%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	212	100%	81%	6%	218	99%	72%	17%
Students with Disabilities	41	100%	39%	0%	31	97%	39%	3%
English Proficient	227	100%	78%	6%	221	100%	74%	17%
Limited English Proficient	26	100%	35%	0%	28	93%	21%	0%
Economically Disadvantaged	148	100%	67%	3%	152	98%	62%	9%
Not Disadvantaged	105	100%	84%	9%	97	100%	77%	26%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	253	100%	74%	5%	249	99%	68%	15%

#### NOTES

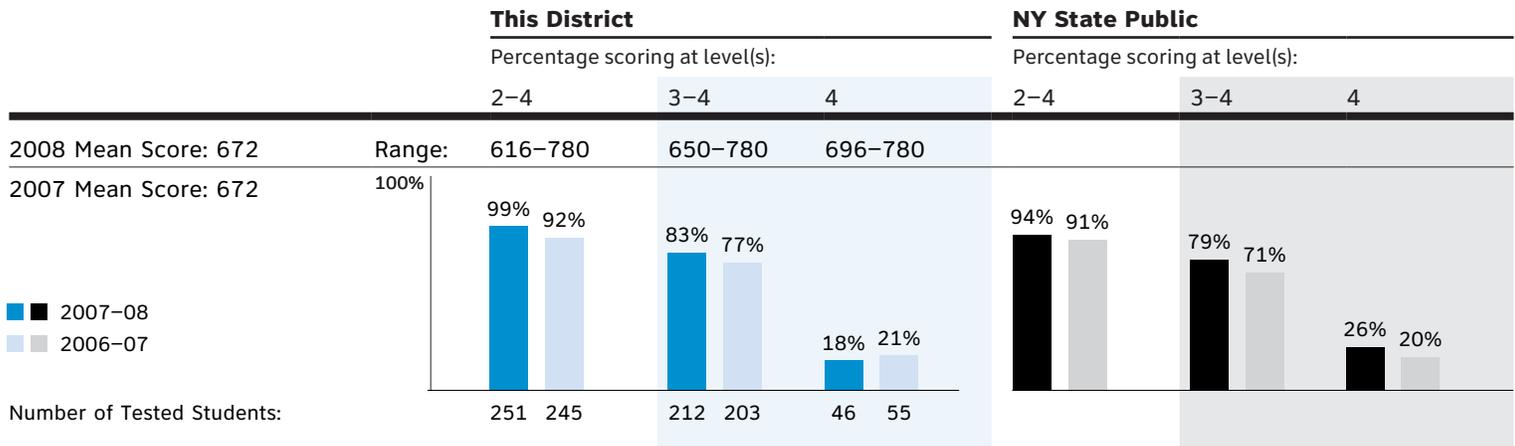
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### Other Assessments

	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 6 Equivalent	4	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	12	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>254</b>	<b>99%</b>	<b>83%</b>	<b>18%</b>	<b>265</b>	<b>92%</b>	<b>77%</b>	<b>21%</b>
Female	132	100%	83%	16%	139	91%	76%	22%
Male	122	98%	84%	20%	126	94%	77%	20%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	25	92%	64%	12%	24	71%	42%	13%
Hispanic or Latino	178	100%	84%	15%	188	94%	77%	17%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	33%	5	100%	80%	0%
White	45	98%	93%	33%	48	98%	92%	42%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	214	100%	88%	21%	231	97%	81%	24%
Students with Disabilities	40	95%	60%	3%	34	59%	44%	0%
English Proficient	225	99%	85%	20%	225	92%	76%	23%
Limited English Proficient	29	97%	72%	0%	40	98%	80%	10%
Economically Disadvantaged	147	99%	80%	12%	164	92%	76%	15%
Not Disadvantaged	107	98%	88%	26%	101	93%	78%	30%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	254	99%	83%	18%	265	92%	77%	21%

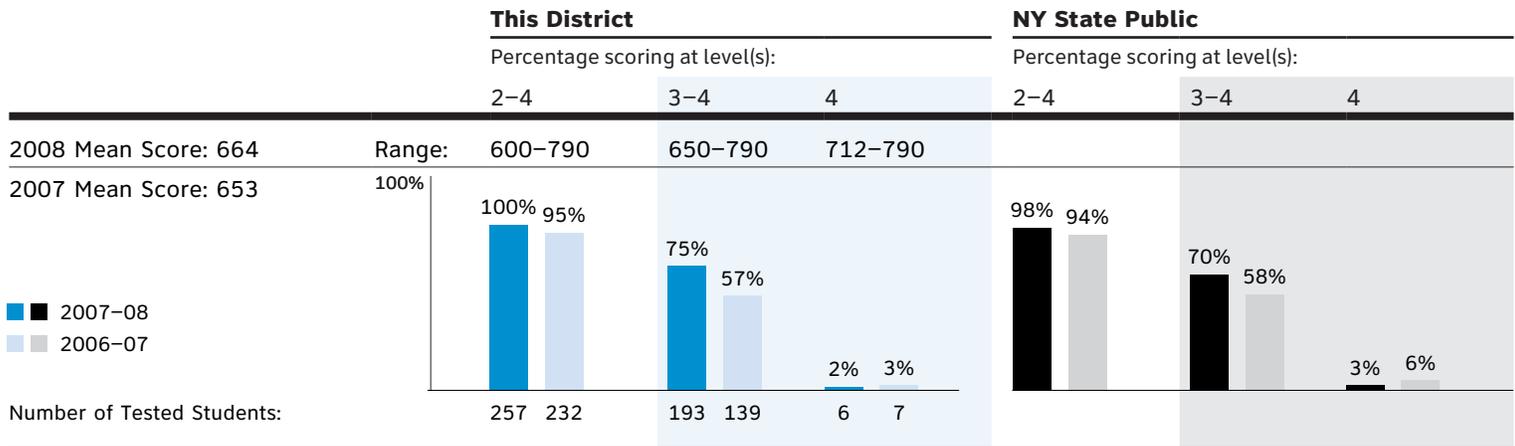
### NOTES

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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 6 Equivalent	5	5	5	5	4	-	-	-

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>258</b>	<b>100%</b>	<b>75%</b>	<b>2%</b>	<b>243</b>	<b>95%</b>	<b>57%</b>	<b>3%</b>
Female	133	99%	76%	3%	105	96%	64%	3%
Male	125	100%	74%	2%	138	95%	52%	3%
American Indian or Alaska Native								
Black or African American	26	-	-	-	17	-	-	-
Hispanic or Latino	181	99%	72%	2%	179	96%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	47	100%	94%	6%	46	96%	76%	2%
Multiracial								
Small Group Totals	30	100%	60%	0%	18	94%	61%	6%
General-Education Students	223	100%	81%	3%	220	96%	62%	3%
Students with Disabilities	35	100%	37%	0%	23	87%	13%	0%
English Proficient	227	100%	81%	2%	223	97%	61%	3%
Limited English Proficient	31	97%	32%	3%	20	75%	10%	0%
Economically Disadvantaged	155	99%	68%	1%	142	94%	46%	4%
Not Disadvantaged	103	100%	85%	5%	101	98%	73%	1%
Migrant								
Not Migrant	258	100%	75%	2%	243	95%	57%	3%

#### NOTES

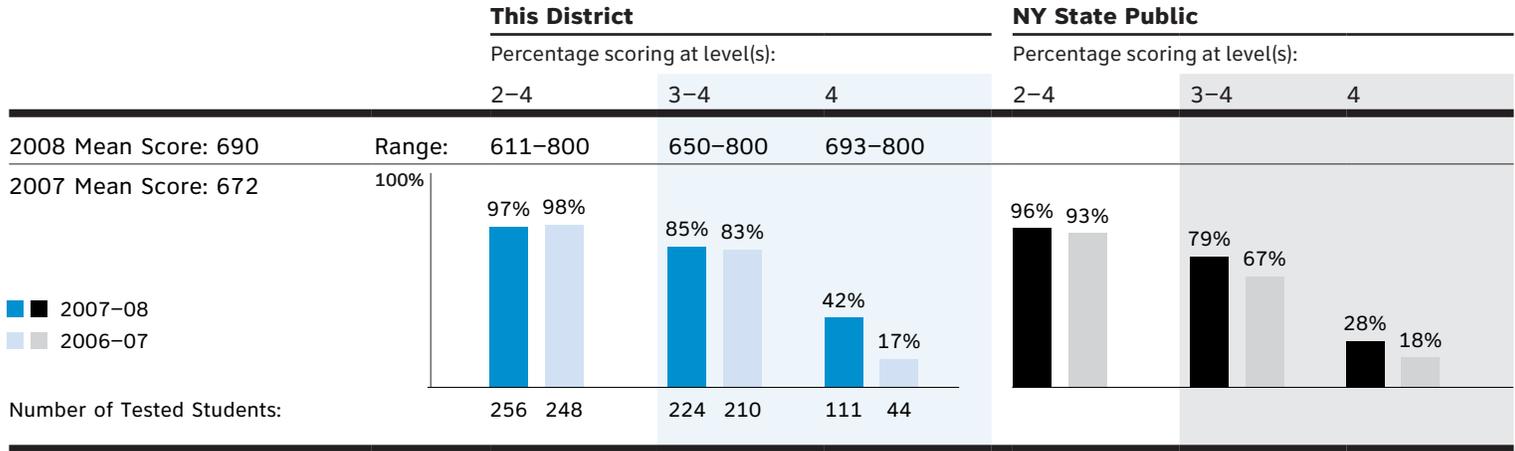
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### Other Assessments

	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 7 Equivalent	4	-	-	-	7	7	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	6	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>264</b>	<b>97%</b>	<b>85%</b>	<b>42%</b>	<b>252</b>	<b>98%</b>	<b>83%</b>	<b>17%</b>
Female	135	99%	84%	41%	110	98%	82%	14%
Male	129	95%	85%	43%	142	99%	85%	20%
American Indian or Alaska Native								
Black or African American	26	-	-	-	16	100%	75%	25%
Hispanic or Latino	186	96%	86%	44%	190	98%	81%	15%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	48	100%	94%	52%	46	100%	96%	26%
Multiracial								
Small Group Totals	30	97%	63%	17%				
General-Education Students	228	99%	93%	49%	229	100%	87%	19%
Students with Disabilities	36	83%	31%	0%	23	83%	43%	0%
English Proficient	229	97%	86%	41%	225	98%	86%	19%
Limited English Proficient	35	94%	80%	49%	27	100%	63%	7%
Economically Disadvantaged	161	97%	84%	39%	149	97%	77%	11%
Not Disadvantaged	103	97%	86%	48%	103	100%	92%	26%
Migrant								
Not Migrant	264	97%	85%	42%	252	98%	83%	17%

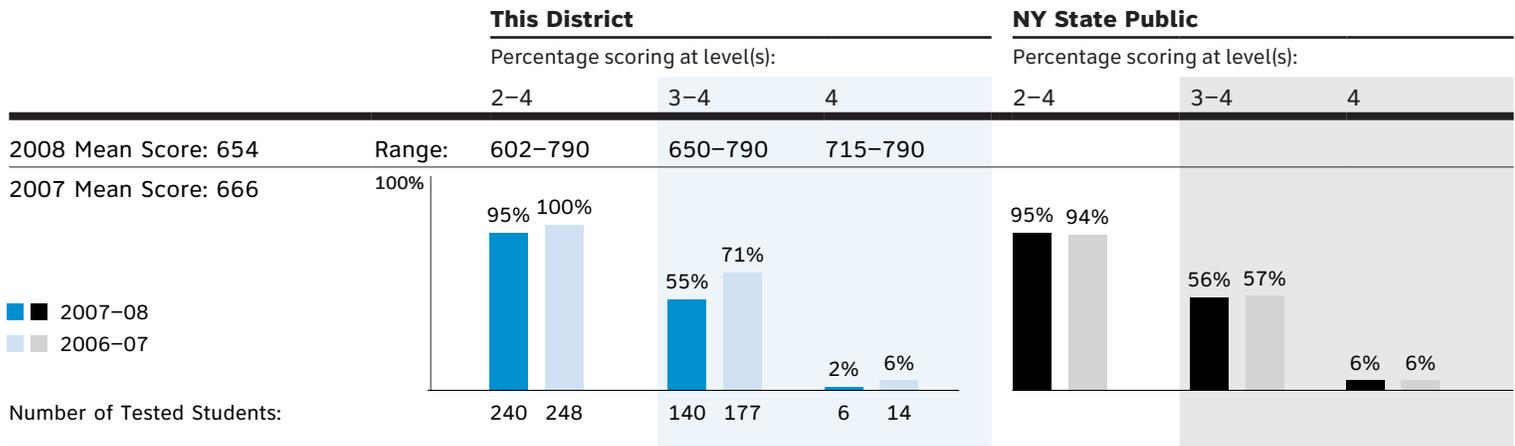
#### NOTES

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### Other Assessments

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

## 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>253</b>	<b>95%</b>	<b>55%</b>	<b>2%</b>	<b>249</b>	<b>100%</b>	<b>71%</b>	<b>6%</b>
Female	107	93%	62%	4%	115	100%	74%	10%
Male	146	96%	51%	1%	134	99%	69%	2%
American Indian or Alaska Native								
Black or African American	21	-	-	-	24	-	-	-
Hispanic or Latino	184	93%	53%	2%	168	99%	68%	2%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	47	100%	62%	6%	54	100%	87%	17%
Multiracial								
Small Group Totals	22	95%	59%	0%	27	100%	59%	4%
General-Education Students	222	95%	61%	3%	225	100%	74%	6%
Students with Disabilities	31	90%	16%	0%	24	100%	42%	0%
English Proficient	226	99%	60%	3%	227	100%	77%	6%
Limited English Proficient	27	63%	15%	0%	22	95%	9%	0%
Economically Disadvantaged	143	92%	50%	2%	136	99%	63%	1%
Not Disadvantaged	110	98%	62%	3%	113	100%	81%	11%
Migrant								
Not Migrant	253	95%	55%	2%	249	100%	71%	6%

#### NOTES

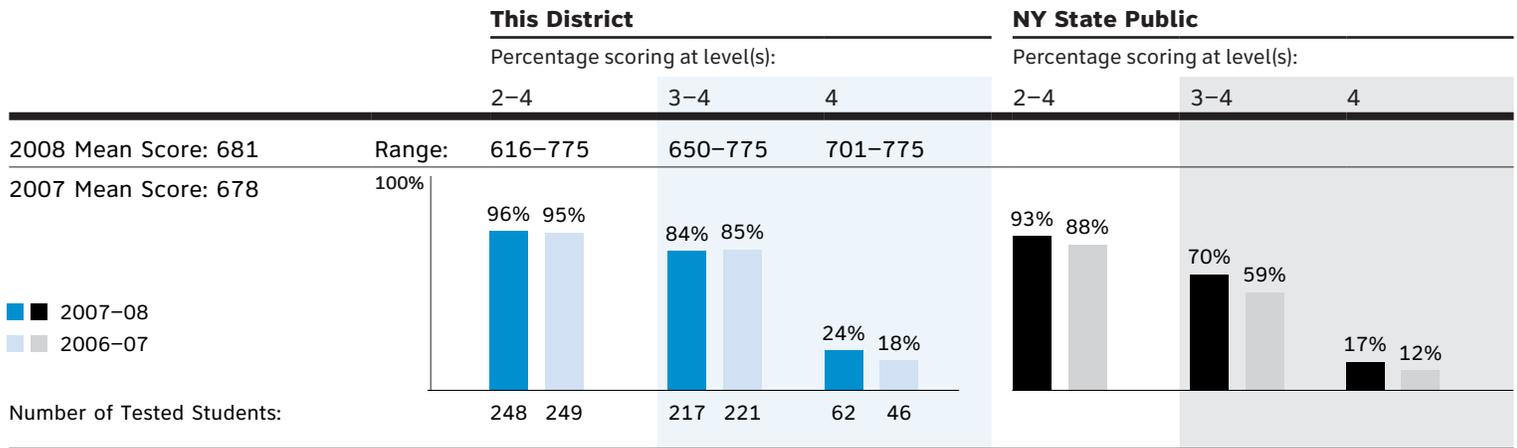
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	8	7	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	6	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



### Results by Student Group

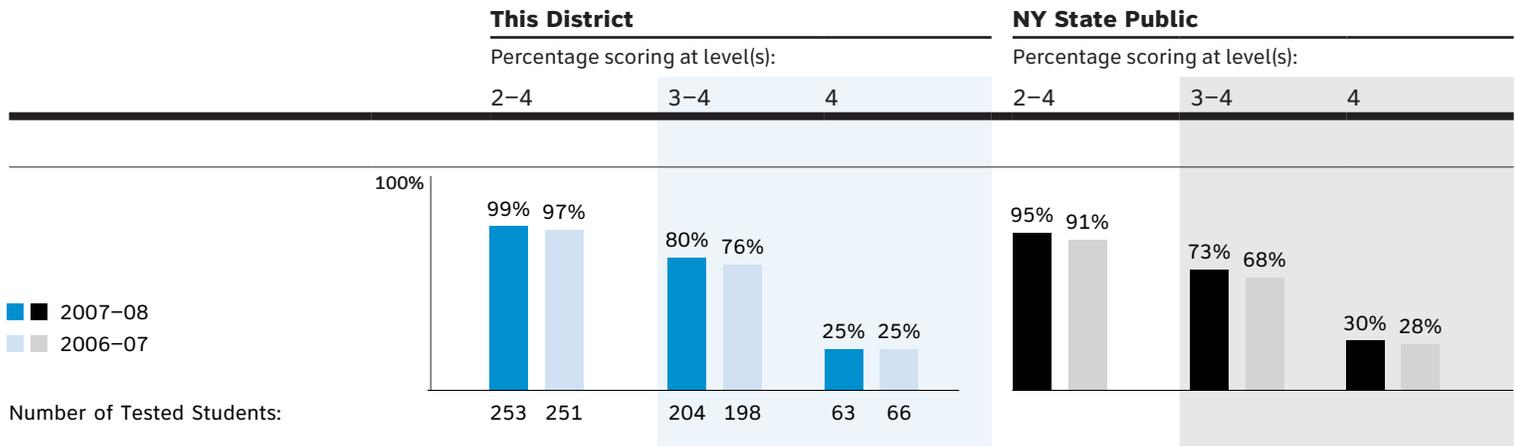
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>257</b>	<b>96%</b>	<b>84%</b>	<b>24%</b>	<b>261</b>	<b>95%</b>	<b>85%</b>	<b>18%</b>
Female	110	94%	78%	23%	120	94%	83%	17%
Male	147	99%	89%	25%	141	96%	86%	18%
American Indian or Alaska Native								
Black or African American	21	-	-	-	23	-	-	-
Hispanic or Latino	188	96%	83%	26%	179	96%	83%	18%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	47	98%	89%	26%	55	98%	95%	24%
Multiracial								
Small Group Totals	22	95%	86%	9%	27	89%	78%	0%
General-Education Students	227	99%	89%	27%	234	98%	91%	20%
Students with Disabilities	30	80%	53%	0%	27	70%	26%	0%
English Proficient	223	97%	87%	24%	234	95%	86%	19%
Limited English Proficient	34	91%	68%	24%	27	96%	70%	7%
Economically Disadvantaged	147	95%	79%	22%	143	93%	82%	14%
Not Disadvantaged	110	99%	92%	26%	118	98%	88%	22%
Migrant								
Not Migrant	257	96%	84%	24%	261	95%	85%	18%

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

### Other Assessments

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

## 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>256</b>	<b>99%</b>	<b>80%</b>	<b>25%</b>	<b>259</b>	<b>97%</b>	<b>76%</b>	<b>25%</b>
Female	109	97%	74%	22%	121	97%	70%	24%
Male	147	100%	84%	27%	138	97%	82%	27%
American Indian or Alaska Native								
Black or African American	19	-	-	-	25	-	-	-
Hispanic or Latino	190	99%	77%	23%	175	96%	74%	19%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	46	100%	89%	41%	55	100%	96%	55%
Multiracial								
Small Group Totals	20	95%	80%	5%	29	97%	55%	7%
General-Education Students	226	99%	84%	27%	233	98%	79%	27%
Students with Disabilities	30	100%	47%	7%	26	85%	50%	12%
English Proficient	222	100%	85%	28%	234	98%	82%	28%
Limited English Proficient	34	91%	47%	3%	25	88%	20%	0%
Economically Disadvantaged	145	98%	74%	16%	141	96%	71%	13%
Not Disadvantaged	111	100%	87%	36%	118	97%	83%	40%
Migrant								
Not Migrant	256	99%	80%	25%	259	97%	76%	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 8 Equivalent	8	8	8	7	7	7	6	6
Regents Science	0				0			

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

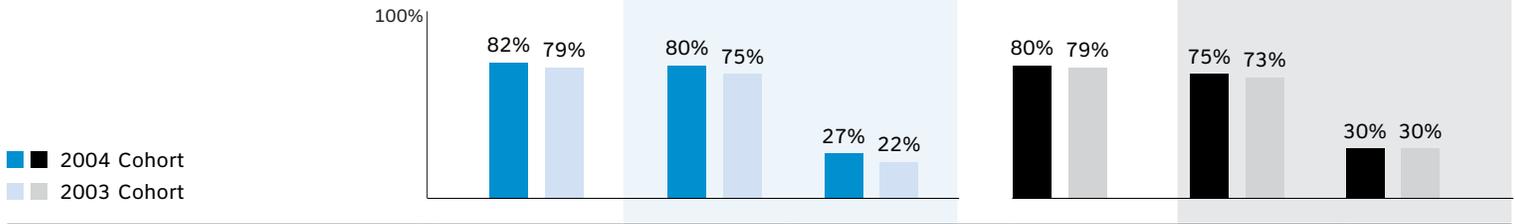
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>264</b>	<b>82%</b>	<b>80%</b>	<b>27%</b>	<b>260</b>	<b>79%</b>	<b>75%</b>	<b>22%</b>
Female	113	87%	85%	28%	113	83%	78%	27%
Male	151	79%	75%	26%	147	76%	72%	18%
American Indian or Alaska Native								
Black or African American	29	–	–	–	28	71%	61%	21%
Hispanic or Latino	172	79%	76%	25%	163	77%	73%	10%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	5	80%	80%	0%
White	60	97%	97%	40%	64	88%	84%	53%
Multiracial								
Small Group Totals	32	72%	66%	16%				
General-Education Students	235	85%	83%	31%	221	87%	84%	26%
Students with Disabilities	29	59%	48%	0%	39	31%	21%	0%
English Proficient	232	85%	82%	31%	241	81%	77%	24%
Limited English Proficient	32	63%	59%	3%	19	53%	42%	0%
Economically Disadvantaged	101	80%	78%	22%	104	79%	74%	9%
Not Disadvantaged	163	83%	80%	31%	156	79%	75%	31%
Migrant								
Not Migrant	264	82%	80%	27%				

### NOTES

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

## Other Assessments

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

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

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

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

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

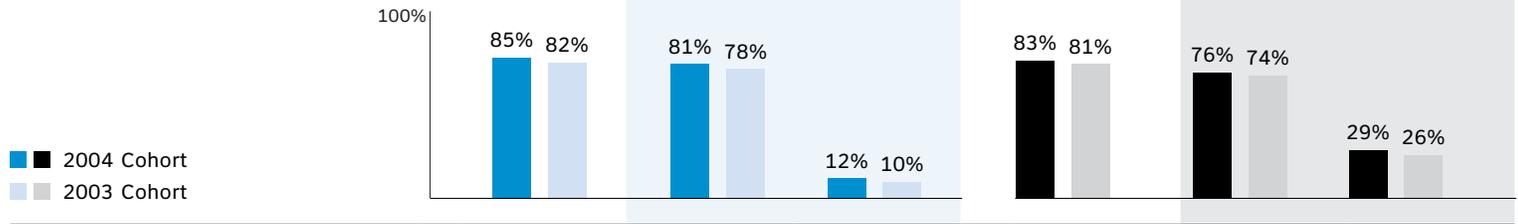
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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

### 2003 Cohort\*\*

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>264</b>	<b>85%</b>	<b>81%</b>	<b>12%</b>	<b>260</b>	<b>82%</b>	<b>78%</b>	<b>10%</b>
Female	113	93%	89%	17%	113	85%	81%	11%
Male	151	79%	75%	9%	147	79%	76%	10%
American Indian or Alaska Native								
Black or African American	29	–	–	–	28	82%	71%	4%
Hispanic or Latino	172	85%	80%	9%	163	79%	75%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	5	80%	80%	40%
White	60	95%	93%	23%	64	88%	88%	14%
Multiracial								
Small Group Totals	32	69%	66%	9%				
General-Education Students	235	89%	86%	13%	221	90%	87%	11%
Students with Disabilities	29	52%	38%	7%	39	33%	28%	5%
English Proficient	232	87%	84%	13%	241	82%	78%	11%
Limited English Proficient	32	75%	63%	3%	19	79%	74%	5%
Economically Disadvantaged	101	85%	81%	10%	104	81%	79%	8%
Not Disadvantaged	163	85%	81%	13%	156	82%	78%	12%
Migrant								
Not Migrant	264	85%	81%	12%				

### NOTES

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

## 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

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			
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\* 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.