



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **YONKERS CITY SCHOOL DISTRICT**  
District ID **66-23-00-01-0000**  
Superintendent **BERNARD PIERORAZIO**  
Telephone **(914) 376-8100**  
Grades **PK-12, UE, US**

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

### **1** Get District Profile information.

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

### **2** Review District Accountability Status.

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

### **3** View School Accountability Status.

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

### **4** Review an Overview of District Performance.

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

District YONKERS CITY SCHOOL DISTRICT

District ID 66-23-00-01-0000

## 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	1356	1394	1417
Kindergarten	1745	1777	1804
Grade 1	1838	1803	1866
Grade 2	1749	1730	1806
Grade 3	1680	1647	1762
Grade 4	1670	1617	1675
Grade 5	1710	1592	1676
Grade 6	1709	1704	1658
Ungraded Elementary	639	701	100
Grade 7	1793	1663	1762
Grade 8	1648	1698	1736
Grade 9	2484	2204	2294
Grade 10	1673	1800	1757
Grade 11	1271	1392	1517
Grade 12	1084	1068	1214
Ungraded Secondary	973	918	109
<b>Total K-12</b>	<b>23666</b>	<b>23314</b>	<b>22736</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	22	22	23
<b>Grade 8</b>			
English	26	25	25
Mathematics	25	24	25
Science	25	25	26
Social Studies	26	26	26
<b>Grade 10</b>			
English	24	26	23
Mathematics	19	25	25
Science	23	23	21
Social Studies	25	25	23

### Enrollment Information

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

### Average Class Size Information

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

District YONKERS CITY SCHOOL DISTRICT

District ID 66-23-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	14960	63%	14744	63%	14646	64%
Reduced-Price Lunch	2029	9%	2098	9%	2129	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3981	17%	3644	16%	3388	15%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	51	0%	50	0%	41	0%
Black or African American	6807	29%	6510	28%	6064	27%
Hispanic or Latino	11283	48%	11311	49%	11252	49%
Asian or Native Hawaiian/Other Pacific Islander	1390	6%	1414	6%	1380	6%
White	4135	17%	4029	17%	3999	18%
Multiracial**	N/A	N/A	0	0%	0	0%

\* Available only at the school level.

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

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		90%		91%		91%
Student Suspensions	1931	8%	1892	8%	1514	6%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District YONKERS CITY SCHOOL DISTRICT

District ID 66-23-00-01-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	1741	1664	1777
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	53%	56%
<b>Total Number of Core Classes</b>	6460	4374	4885
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
<b>Total Number of Classes</b>	5856	5920	6116
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	30%	23%	22%
Turnover Rate of All Teachers	19%	15%	14%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	201	211	221
Total Paraprofessionals*	672	668	660
Assistant Principals	49	54	55
Principals	42	43	41

\* 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 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Improvement (Year 4)	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	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓ <sup>SH</sup>	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 8	✗ 6 of 8	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

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

## Elementary/Middle-Level English Language Arts

**Accountability Status for This Subject (2008–09)**  Improvement (Year 4)

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

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (10533:10103)							
<b>Ethnicity</b>							
American Indian or Alaska Native (26:25)	—						
Black or African American (2840:2715)							
Hispanic or Latino (5263:5034)							
Asian or Native Hawaiian/Other Pacific Islander (634:607)							
White (1770:1722)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1818:1705)	 SH						
Limited English Proficient <sup>5</sup> (1516:1925)	 SH						
Economically Disadvantaged (7964:7707)							
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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

## Elementary/Middle-Level Mathematics

**Accountability Status**  Improvement (Year 4)  
**for This Subject**  
**(2008–09)**

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

### Prospective Status

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

### How did students in each accountability group perform on elementary/middle-level 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> (10523:10056)							
<b>Ethnicity</b>							
American Indian or Alaska Native (26:25)	—						
Black or African American (2834:2668)							
Hispanic or Latino (5261:5038)							
Asian or Native Hawaiian/Other Pacific Islander (637:613)							
White (1765:1712)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1809:1677)							
Limited English Proficient <sup>5</sup> (1532:1990)							
Economically Disadvantaged (8037:7764)							
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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

## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (3517:3299)		Qualified		97%		164	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—	—
Black or African American (981:901)		Qualified		96%		150	100	
Hispanic or Latino (1762:1659)		Qualified		98%		164	100	
Asian or Native Hawaiian/Other Pacific Islander (208:191)		Qualified		98%		183	100	
White (558:540)		Qualified		98%		181	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (578:520)		Qualified		93%		132	100	
Limited English Proficient <sup>4</sup> (462:580)		Qualified		97%		158	100	
Economically Disadvantaged (2690:2563)		Qualified		98%		160	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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

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

#### AYP Status

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

## Secondary-Level English Language Arts

**Accountability Status for This Subject (2008–09)**  Improvement (Year 4)

**Accountability Measures** 6 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

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

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		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 (1360:1304)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—						
Black or African American (353:339)							
Hispanic or Latino (655:621)							
Asian or Native Hawaiian/Other Pacific Islander (114:103)							
White (237:240)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (203:119)							
Limited English Proficient <sup>4</sup> (51:64)							
Economically Disadvantaged (947:957)							
<b>Final AYP Determination</b>	 6 of 8						

#### 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 for This Subject (2008–09)**  Improvement (Year 4)

**Accountability Measures** 6 of 8 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

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

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		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> (1360:1304)							
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—						
Black or African American (353:339)							
Hispanic or Latino (655:621)							
Asian or Native Hawaiian/Other Pacific Islander (114:103)							
White (237:240)							
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (203:119)							
Limited English Proficient <sup>4</sup> (51:64)							
Economically Disadvantaged (947:957)							
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

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

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

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

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

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

#### AYP Status

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

## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (1688)			63%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (528)			58%	55%		
Hispanic or Latino (762)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (97)			85%	55%		
White (300)			73%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (221)			37%	55%	53%	38%
Limited English Proficient <sup>3</sup> (141)			60%	55%		
Economically Disadvantaged (1177)			71%	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 **YONKERS CITY SCHOOL DISTRICT**

District ID **66-23-00-01-0000**

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

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

### Federal Title I Status

### New York State Status

#### ▲ Good Standing

28 schools identified 72% of total

CASIMIR PULASKI SCHOOL  
ENRICO FERMI SCHOOL FOR THE PERFORMING ARTS  
EUGENIO MARIA DE HOSTOS MICROSOCIETY SCHOOL  
FAMILY SCHOOL 32  
FOXFIRE SCHOOL  
KAHLIL GIBRAN SCHOOL  
LINCOLN HIGH SCHOOL  
MONTESSORI SCHOOL 27  
MONTESSORI SCHOOL 31  
MUSEUM SCHOOL 25  
PAIDEIA SCHOOL 15  
PAIDEIA SCHOOL 24  
PATRICIA A DICHIARO SCHOOL  
PEARLS HAWTHORNE SCHOOL  
ROSMARIE ANN SIRAGUSA SCHOOL  
SAUNDERS TRADES & TECHNICAL HIGH SCHOOL  
SCHOLASTIC ACADEMY FOR ACADEMIC EXCELLENCE  
SCHOOL 11-MONTESSORI SCHOOL  
SCHOOL 16  
SCHOOL 17  
SCHOOL 21  
SCHOOL 22  
SCHOOL 23  
SCHOOL 29  
SCHOOL 30  
SCHOOL 5  
SCHOOL 9  
YONKERS HIGH SCHOOL

#### ▲ Improvement (Year 1)

6 schools identified 15% of total

CEDAR PLACE ELEMENTARY SCHOOL  
GORTON HIGH SCHOOL  
MARK TWAIN MIDDLE SCHOOL  
MLK JR HIGH TECH & COMPUTER MAGNET SCHOOL  
ROBERT C DODSON SCHOOL  
SCHOOL 13

#### ▲ Improvement (Year 2)

1 school identified 3% of total

YONKERS MIDDLE SCHOOL

#### ▲ Planning for Restructuring

1 school identified 3% of total

EMERSON MIDDLE SCHOOL

(continued)

# 3 School Accountability Status

District **YONKERS CITY SCHOOL DISTRICT**

District ID **66-23-00-01-0000**

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

### Federal Title I Status

### New York State Status

 **Planning for Restructuring (continued)**

 **Restructuring (Year 1)**

1 school identified 3% of total

RIVERSIDE HIGH SCHOOL

 **Restructuring (Year 2)**

1 school identified 3% of total

COMMERCE MIDDLE SCHOOL

 **Restructuring (Year 3)**

1 school identified 3% of total

ROOSEVELT HIGH SCHOOL

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District YONKERS CITY SCHOOL DISTRICT

District ID 66-23-00-01-0000

## Summary of 2007–08 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	59%			1731
Grade 4	64%			1667
Grade 5	67%			1653
Grade 6	53%			1650
Grade 7	53%			1753
Grade 8	38%			1708

### Mathematics

Grade 3	82%		1737
Grade 4	77%		1688
Grade 5	68%		1674
Grade 6	63%		1659
Grade 7	59%		1771
Grade 8	42%		1726

### Science

Grade 4	81%		1678
Grade 8	58%		1702

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	62%			1832
Mathematics	60%			1832

### 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).

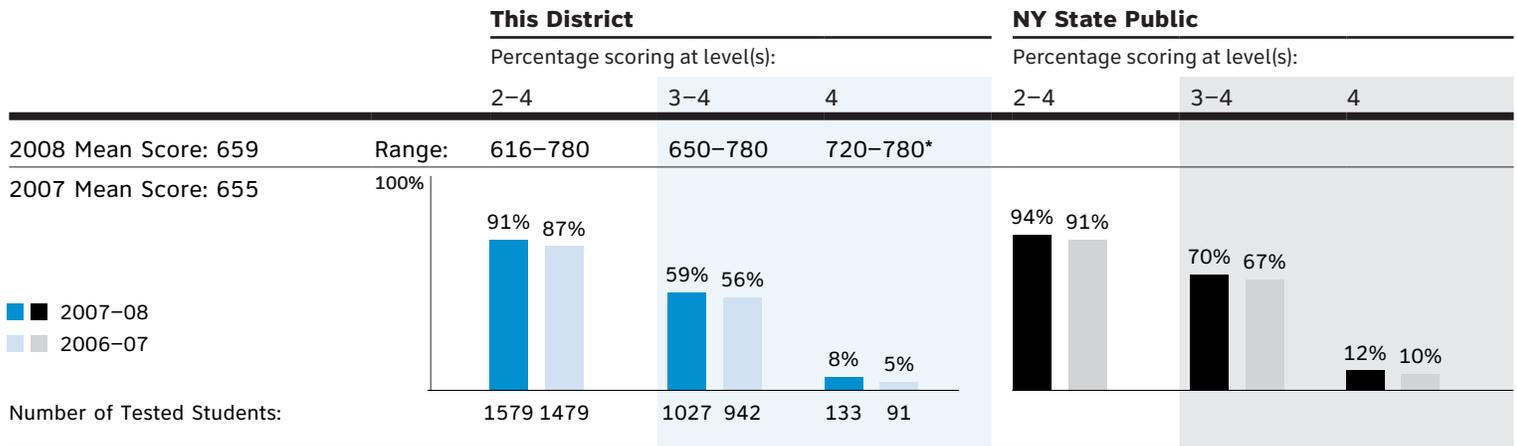
In this section, this district's performance is compared with that of public schools statewide.

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

#### Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative 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>1731</b>	<b>91%</b>	<b>59%</b>	<b>8%</b>	<b>1695</b>	<b>87%</b>	<b>56%</b>	<b>5%</b>
Female	840	94%	63%	8%	808	91%	60%	7%
Male	891	88%	56%	7%	887	84%	52%	4%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	416	88%	56%	6%	436	83%	49%	3%
Hispanic or Latino	835	90%	53%	4%	844	86%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	108	-	-	-	91	-	-	-
White	369	96%	71%	13%	321	93%	69%	12%
Multiracial								
Small Group Totals	111	97%	81%	21%	94	99%	85%	22%
General-Education Students	1447	96%	66%	9%	1434	94%	63%	6%
Students with Disabilities	284	66%	23%	1%	261	51%	15%	1%
English Proficient	1385	92%	66%	9%	1396	90%	62%	6%
Limited English Proficient	346	86%	34%	1%	299	76%	27%	0%
Economically Disadvantaged	1162	90%	54%	5%	1173	85%	49%	3%
Not Disadvantaged	569	94%	71%	14%	522	92%	71%	11%
Migrant								
Not Migrant	1731	91%	59%	8%	1695	87%	56%	5%

**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.

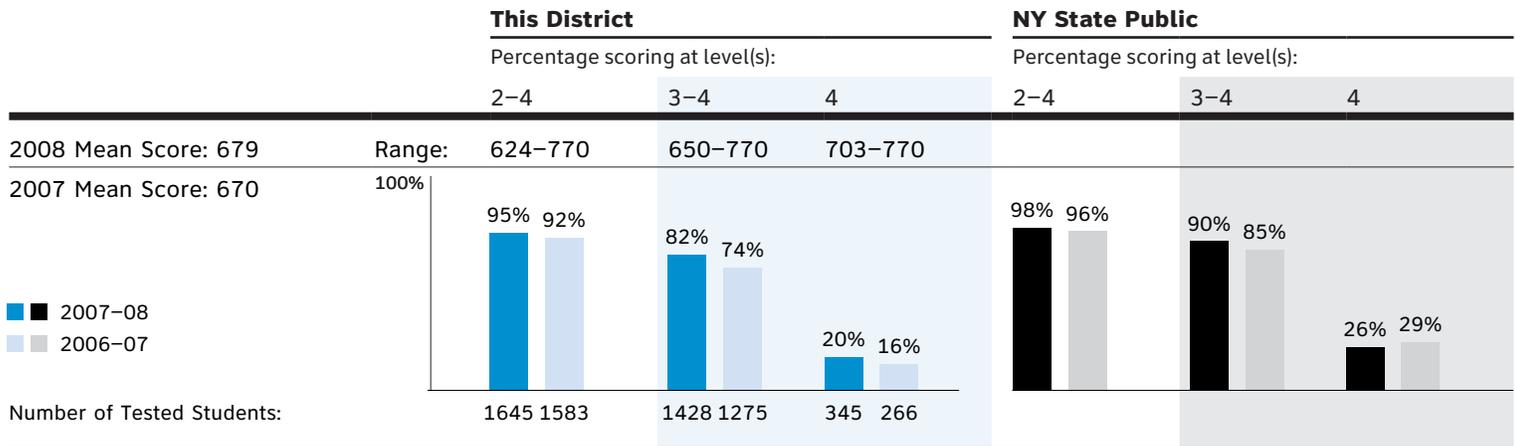
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	15	11	11	7	21	19	16	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	17	N/A	N/A	N/A	29	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>1737</b>	<b>95%</b>	<b>82%</b>	<b>20%</b>	<b>1716</b>	<b>92%</b>	<b>74%</b>	<b>16%</b>
Female	842	96%	83%	20%	819	92%	73%	16%
Male	895	94%	81%	20%	897	92%	75%	15%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	412	92%	75%	14%	431	89%	66%	11%
Hispanic or Latino	846	95%	81%	16%	866	92%	71%	12%
Asian or Native Hawaiian/Other Pacific Islander	110	-	-	-	93	-	-	-
White	366	98%	89%	29%	323	96%	87%	24%
Multiracial								
Small Group Totals	113	97%	93%	42%	96	99%	98%	36%
General-Education Students	1452	98%	89%	23%	1459	96%	80%	18%
Students with Disabilities	285	79%	50%	4%	257	73%	40%	2%
English Proficient	1371	95%	84%	22%	1385	93%	78%	18%
Limited English Proficient	366	93%	76%	11%	331	89%	60%	4%
Economically Disadvantaged	1193	94%	80%	15%	1198	91%	69%	13%
Not Disadvantaged	544	97%	88%	30%	518	96%	86%	21%
Migrant								
Not Migrant	1737	95%	82%	20%	1716	92%	74%	16%

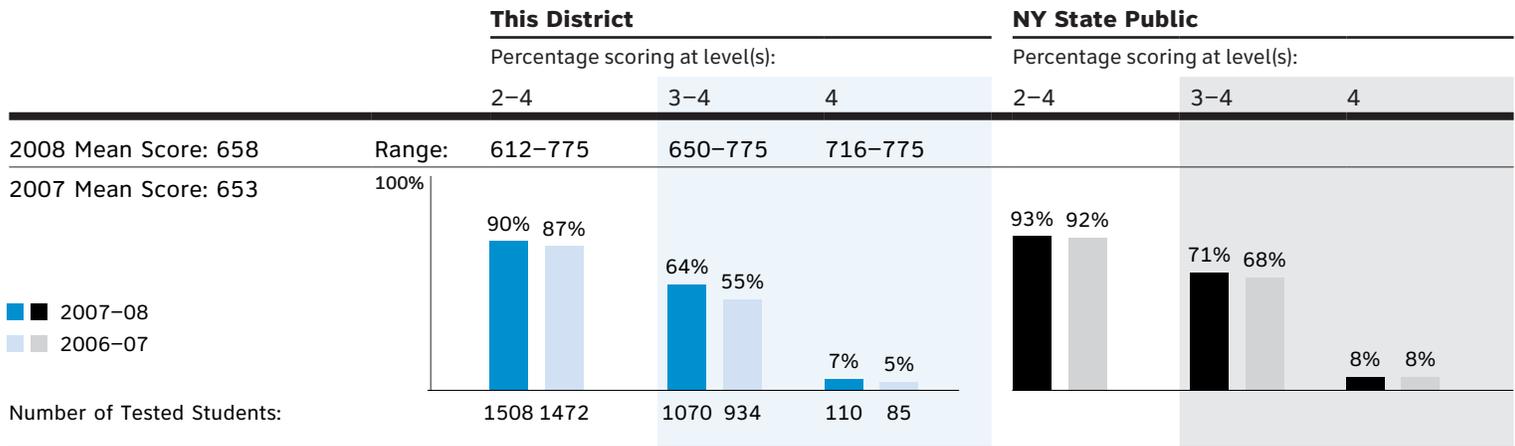
#### NOTES

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	15	15	11	7	21	20	16	12

## 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>1667</b>	<b>90%</b>	<b>64%</b>	<b>7%</b>	<b>1697</b>	<b>87%</b>	<b>55%</b>	<b>5%</b>
Female	801	94%	70%	8%	833	89%	58%	6%
Male	866	87%	59%	5%	864	84%	52%	4%
American Indian or Alaska Native	3	-	-	-	8	88%	63%	25%
Black or African American	413	88%	57%	4%	489	87%	48%	3%
Hispanic or Latino	861	89%	61%	5%	809	83%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	88	-	-	-	103	96%	82%	9%
White	302	95%	75%	12%	288	92%	67%	11%
Multiracial								
Small Group Totals	91	100%	87%	16%				
General-Education Students	1404	95%	72%	8%	1418	93%	62%	6%
Students with Disabilities	263	64%	24%	0%	279	56%	21%	1%
English Proficient	1395	92%	69%	8%	1450	91%	61%	6%
Limited English Proficient	272	83%	38%	0%	247	64%	22%	0%
Economically Disadvantaged	1162	89%	59%	4%	1179	84%	48%	3%
Not Disadvantaged	505	95%	77%	13%	518	93%	70%	10%
Migrant								
Not Migrant	1667	90%	64%	7%	1697	87%	55%	5%

#### NOTES

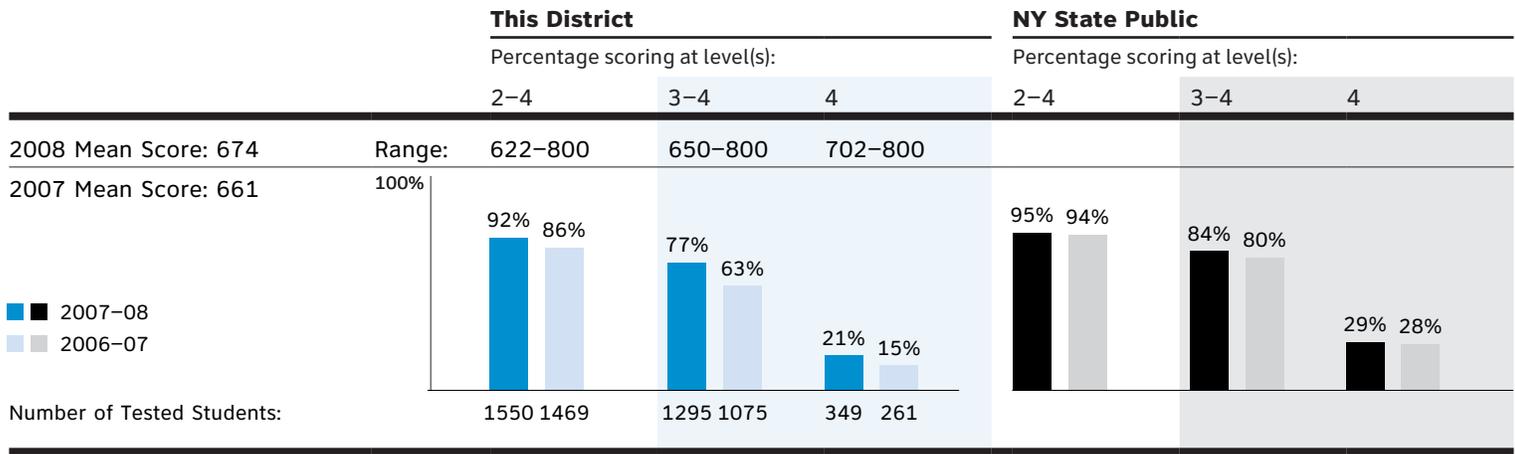
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### Other Assessments

	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 4 Equivalent	19	15	13	8	17	17	12	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	16	N/A	N/A	N/A	14	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>1688</b>	<b>92%</b>	<b>77%</b>	<b>21%</b>	<b>1704</b>	<b>86%</b>	<b>63%</b>	<b>15%</b>
Female	816	93%	77%	19%	836	87%	61%	13%
Male	872	91%	76%	22%	868	85%	65%	18%
American Indian or Alaska Native	3	-	-	-	8	63%	63%	38%
Black or African American	423	86%	67%	15%	478	84%	52%	11%
Hispanic or Latino	872	92%	76%	17%	823	84%	62%	12%
Asian or Native Hawaiian/Other Pacific Islander	88	-	-	-	106	99%	90%	39%
White	302	96%	87%	30%	289	91%	76%	23%
Multiracial								
Small Group Totals	91	100%	96%	55%				
General-Education Students	1422	95%	83%	24%	1433	92%	69%	18%
Students with Disabilities	266	72%	45%	3%	271	54%	31%	4%
English Proficient	1397	92%	79%	24%	1438	89%	67%	17%
Limited English Proficient	291	90%	65%	7%	266	71%	42%	5%
Economically Disadvantaged	1193	91%	73%	16%	1184	83%	57%	12%
Not Disadvantaged	495	94%	86%	32%	520	93%	78%	23%
Migrant								
Not Migrant	1688	92%	77%	21%	1704	86%	63%	15%

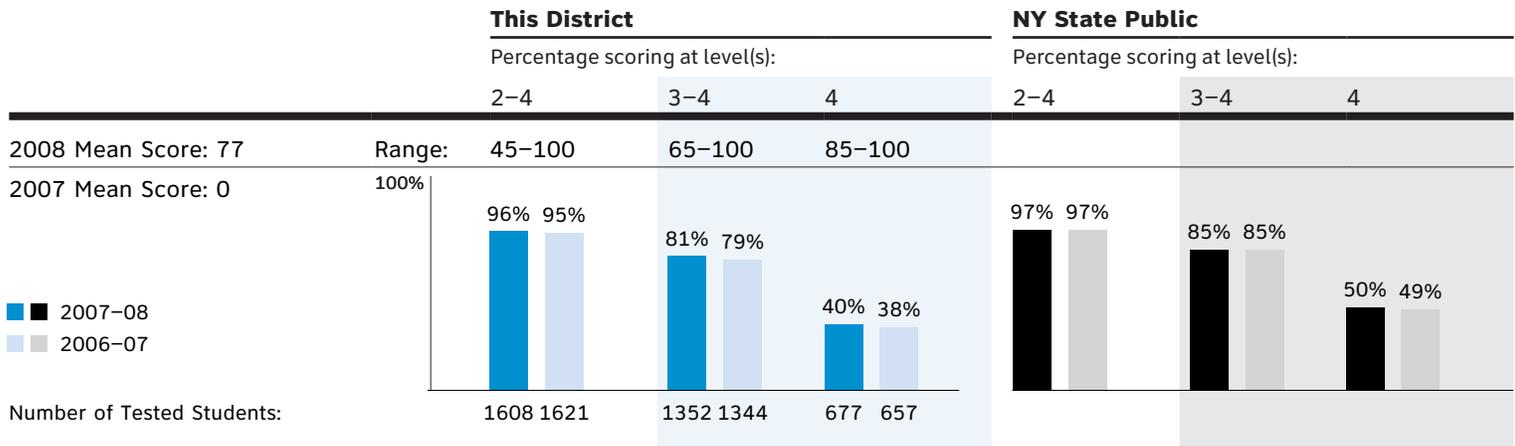
#### NOTES

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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 4 Equivalent	18	15	7	3	17	17	14	11

## 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>1678</b>	<b>96%</b>	<b>81%</b>	<b>40%</b>	<b>1708</b>	<b>95%</b>	<b>79%</b>	<b>38%</b>
Female	811	97%	82%	41%	836	95%	78%	37%
Male	867	95%	80%	40%	872	95%	79%	39%
American Indian or Alaska Native	3	-	-	-	8	88%	63%	38%
Black or African American	419	92%	74%	33%	480	95%	75%	29%
Hispanic or Latino	868	96%	79%	37%	822	94%	76%	35%
Asian or Native Hawaiian/Other Pacific Islander	87	-	-	-	106	97%	96%	69%
White	301	99%	89%	54%	292	97%	87%	53%
Multiracial								
Small Group Totals	90	100%	97%	63%				
General-Education Students	1415	98%	85%	45%	1435	97%	84%	42%
Students with Disabilities	263	86%	55%	17%	273	83%	52%	18%
English Proficient	1393	96%	82%	44%	1447	96%	82%	43%
Limited English Proficient	285	95%	71%	21%	261	87%	59%	14%
Economically Disadvantaged	1193	95%	78%	34%	1188	94%	75%	31%
Not Disadvantaged	485	98%	87%	57%	520	98%	88%	56%
Migrant								
Not Migrant	1678	96%	81%	40%	1708	95%	79%	38%

### 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	19	18	15	10	17	17	14	12

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 657	608-795	650-795	711-795			
2007 Mean Score: 651						
Number of Tested Students:	1597	1482	1107	848	41	42

### 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>1653</b>	<b>97%</b>	<b>67%</b>	<b>2%</b>	<b>1645</b>	<b>90%</b>	<b>52%</b>	<b>3%</b>
Female	811	97%	68%	2%	805	92%	54%	2%
Male	842	96%	66%	3%	840	88%	49%	3%
American Indian or Alaska Native	8	88%	63%	0%	4	-	-	-
Black or African American	459	96%	61%	1%	425	87%	41%	2%
Hispanic or Latino	806	97%	65%	2%	838	89%	49%	2%
Asian or Native Hawaiian/Other Pacific Islander	101	99%	86%	4%	99	-	-	-
White	279	97%	75%	5%	279	94%	64%	5%
Multiracial								
Small Group Totals					103	98%	78%	4%
General-Education Students	1366	99%	73%	3%	1383	95%	59%	3%
Students with Disabilities	287	85%	38%	1%	262	63%	11%	0%
English Proficient	1440	98%	72%	3%	1386	92%	57%	3%
Limited English Proficient	213	91%	31%	0%	259	78%	24%	0%
Economically Disadvantaged	1162	96%	63%	2%	1136	89%	45%	1%
Not Disadvantaged	491	98%	76%	4%	509	93%	66%	5%
Migrant								
Not Migrant	1653	97%	67%	2%	1645	90%	52%	3%

#### NOTES

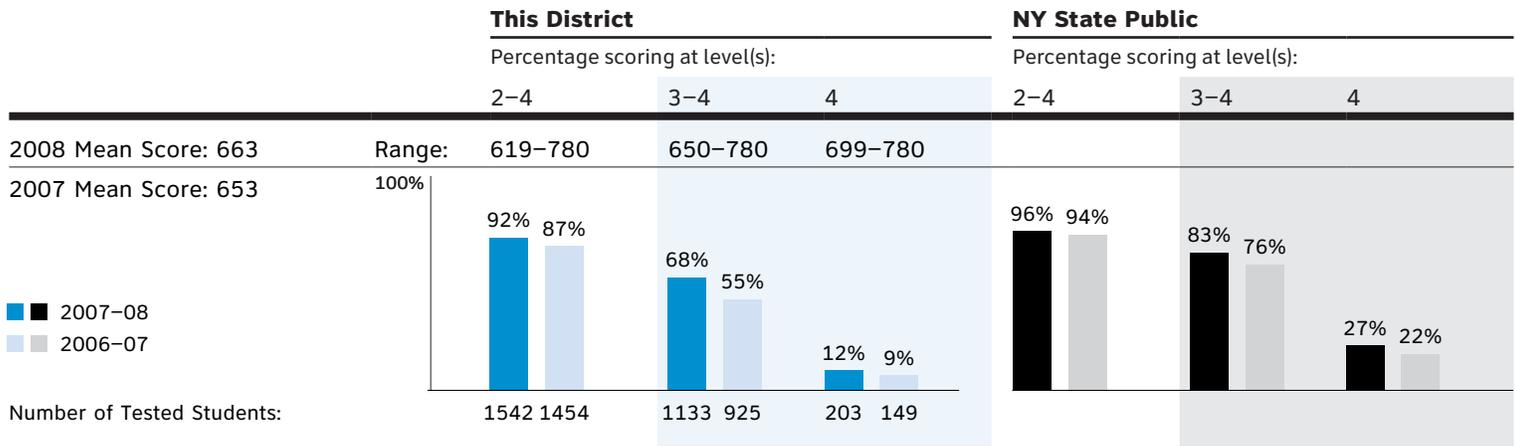
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### Other Assessments

	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	12	10	9	4	18	17	14	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	20	N/A	N/A	N/A	30	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>1674</b>	<b>92%</b>	<b>68%</b>	<b>12%</b>	<b>1676</b>	<b>87%</b>	<b>55%</b>	<b>9%</b>
Female	815	92%	68%	12%	817	87%	56%	8%
Male	859	92%	67%	12%	859	87%	55%	10%
American Indian or Alaska Native	8	88%	63%	0%	4	-	-	-
Black or African American	459	89%	58%	8%	420	81%	44%	5%
Hispanic or Latino	819	93%	66%	9%	860	87%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	106	99%	92%	36%	109	-	-	-
White	282	92%	79%	17%	283	91%	65%	13%
Multiracial								
Small Group Totals					113	97%	80%	24%
General-Education Students	1387	96%	73%	14%	1420	92%	63%	10%
Students with Disabilities	287	75%	40%	2%	256	58%	14%	0%
English Proficient	1436	93%	71%	14%	1386	89%	59%	10%
Limited English Proficient	238	87%	49%	2%	290	78%	38%	6%
Economically Disadvantaged	1196	91%	64%	10%	1163	84%	52%	6%
Not Disadvantaged	478	94%	77%	18%	513	93%	63%	15%
Migrant								
Not Migrant	1674	92%	68%	12%	1676	87%	55%	9%

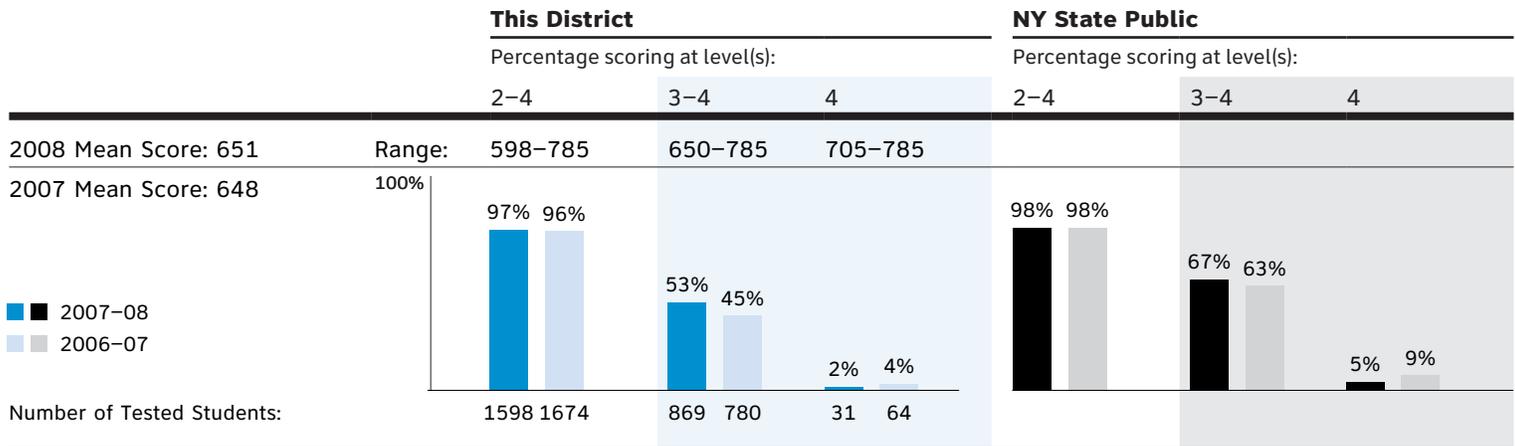
#### NOTES

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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 5 Equivalent	12	12	11	9	18	18	16	7

## 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>1650</b>	<b>97%</b>	<b>53%</b>	<b>2%</b>	<b>1745</b>	<b>96%</b>	<b>45%</b>	<b>4%</b>
Female	792	98%	58%	3%	839	97%	50%	5%
Male	858	96%	48%	1%	906	95%	40%	3%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	427	96%	44%	1%	511	96%	39%	3%
Hispanic or Latino	857	96%	51%	1%	861	95%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	103	-	-	-	104	-	-	-
White	260	98%	64%	4%	265	98%	57%	5%
Multiracial								
Small Group Totals	106	100%	73%	8%	108	100%	69%	10%
General-Education Students	1377	99%	60%	2%	1496	98%	51%	4%
Students with Disabilities	273	87%	16%	0%	249	82%	8%	0%
English Proficient	1408	98%	58%	2%	1531	97%	50%	4%
Limited English Proficient	242	89%	19%	0%	214	86%	9%	0%
Economically Disadvantaged	1381	97%	50%	1%	1453	96%	41%	2%
Not Disadvantaged	269	96%	68%	5%	292	97%	62%	11%
Migrant								
Not Migrant	1650	97%	53%	2%	1745	96%	45%	4%

#### NOTES

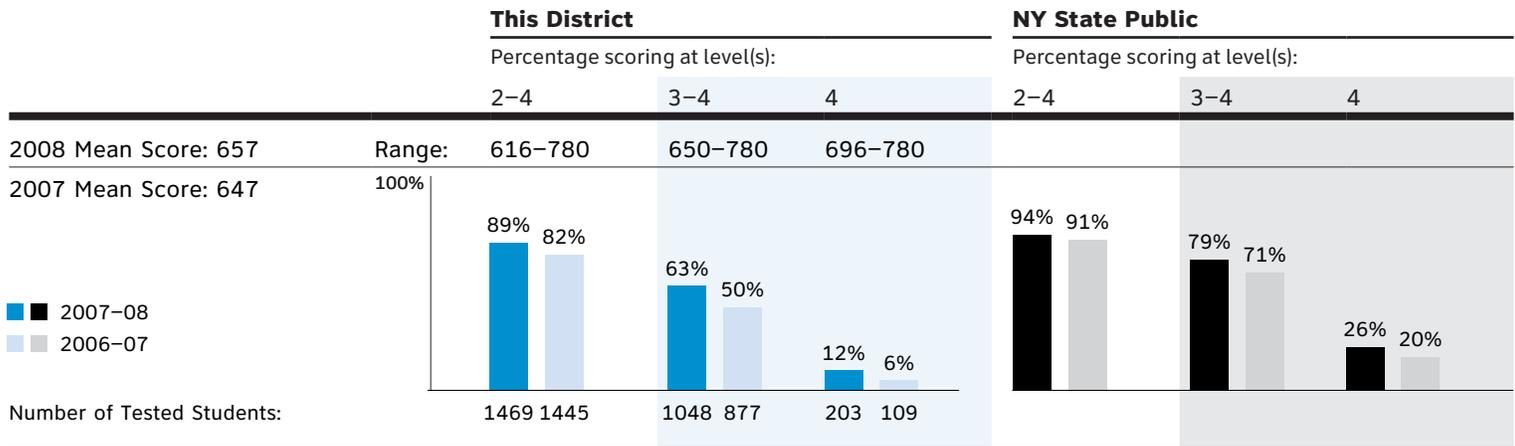
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	18	18	10	7	25	23	18	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	15	N/A	N/A	N/A	21	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>1659</b>	<b>89%</b>	<b>63%</b>	<b>12%</b>	<b>1769</b>	<b>82%</b>	<b>50%</b>	<b>6%</b>
Female	796	90%	64%	12%	839	82%	51%	6%
Male	863	87%	62%	12%	930	81%	48%	6%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	426	84%	53%	7%	520	73%	42%	4%
Hispanic or Latino	865	88%	63%	9%	871	83%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	107	-	-	-	106	-	-	-
White	258	94%	72%	22%	268	86%	59%	10%
Multiracial								
Small Group Totals	110	97%	88%	37%	110	96%	76%	16%
General-Education Students	1390	94%	72%	14%	1515	87%	55%	7%
Students with Disabilities	269	58%	19%	2%	254	50%	15%	1%
English Proficient	1405	90%	66%	14%	1532	83%	53%	7%
Limited English Proficient	254	82%	47%	4%	237	70%	30%	1%
Economically Disadvantaged	1401	88%	62%	9%	1482	80%	47%	5%
Not Disadvantaged	258	91%	71%	28%	287	88%	63%	15%
Migrant								
Not Migrant	1659	89%	63%	12%	1769	82%	50%	6%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	18	18	12	9	25	24	15	12

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 651	600-790	650-790	712-790			
2007 Mean Score: 638						
Number of Tested Students:	1716	1532	929	679	14	26

### 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>1753</b>	<b>98%</b>	<b>53%</b>	<b>1%</b>	<b>1733</b>	<b>88%</b>	<b>39%</b>	<b>2%</b>
Female	820	98%	61%	1%	857	92%	46%	2%
Male	933	98%	46%	1%	876	85%	33%	1%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	509	98%	50%	1%	537	87%	32%	1%
Hispanic or Latino	880	97%	49%	0%	848	87%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	101	-	-	-	104	-	-	-
White	259	99%	64%	2%	241	95%	55%	5%
Multiracial								
Small Group Totals	105	99%	75%	1%	107	94%	53%	4%
General-Education Students	1481	99%	60%	1%	1482	94%	45%	2%
Students with Disabilities	272	91%	15%	0%	251	56%	8%	0%
English Proficient	1571	99%	58%	1%	1591	91%	42%	2%
Limited English Proficient	182	90%	12%	0%	142	63%	4%	0%
Economically Disadvantaged	1478	98%	50%	0%	1473	88%	36%	1%
Not Disadvantaged	275	98%	71%	3%	260	93%	59%	4%
Migrant								
Not Migrant	1753	98%	53%	1%	1733	88%	39%	2%

#### NOTES

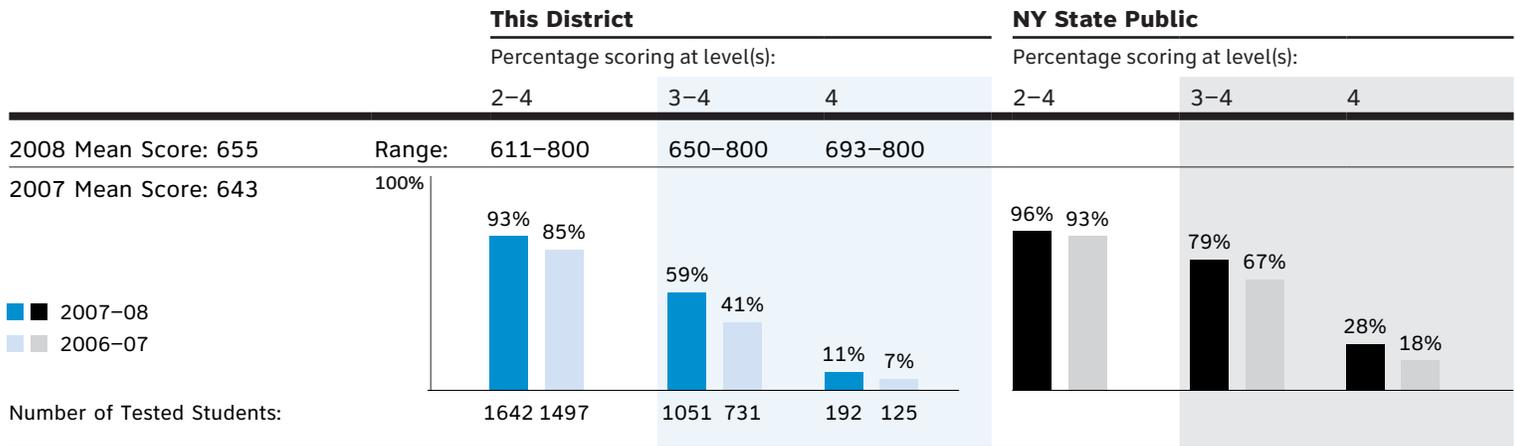
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	30	30	29	21	26	25	21	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	17	N/A	N/A	N/A	28	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>1771</b>	<b>93%</b>	<b>59%</b>	<b>11%</b>	<b>1769</b>	<b>85%</b>	<b>41%</b>	<b>7%</b>
Female	830	94%	62%	12%	871	88%	45%	8%
Male	941	91%	57%	10%	898	82%	38%	6%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	504	90%	52%	7%	545	81%	30%	3%
Hispanic or Latino	902	93%	58%	8%	865	84%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	100	-	-	-	110	-	-	-
White	261	95%	66%	21%	245	90%	57%	15%
Multiracial								
Small Group Totals	104	99%	89%	32%	114	96%	65%	25%
General-Education Students	1501	96%	64%	13%	1518	90%	46%	8%
Students with Disabilities	270	75%	33%	1%	251	54%	12%	0%
English Proficient	1568	94%	63%	12%	1591	86%	44%	8%
Limited English Proficient	203	82%	28%	1%	178	70%	20%	0%
Economically Disadvantaged	1497	93%	57%	8%	1499	84%	38%	6%
Not Disadvantaged	274	93%	70%	25%	270	90%	61%	14%
Migrant								
Not Migrant	1771	93%	59%	11%	1769	85%	41%	7%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	30	28	24	10	26	25	22	13

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 642	602-790	650-790	715-790			
2007 Mean Score: 638						
Number of Tested Students:	1541	1582	644	625	42	27

### 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>1708</b>	<b>90%</b>	<b>38%</b>	<b>2%</b>	<b>1777</b>	<b>89%</b>	<b>35%</b>	<b>2%</b>
Female	847	94%	46%	4%	858	93%	40%	2%
Male	861	86%	30%	1%	919	86%	31%	1%
American Indian or Alaska Native	5	100%	40%	0%	3	-	-	-
Black or African American	528	90%	30%	1%	531	84%	27%	1%
Hispanic or Latino	836	88%	37%	2%	869	89%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	104	95%	51%	6%	104	-	-	-
White	235	96%	51%	6%	270	95%	50%	3%
Multiracial								
Small Group Totals					107	98%	65%	7%
General-Education Students	1465	96%	43%	3%	1532	94%	40%	2%
Students with Disabilities	243	57%	7%	0%	245	60%	5%	0%
English Proficient	1574	92%	41%	3%	1610	91%	38%	2%
Limited English Proficient	134	64%	4%	0%	167	67%	5%	0%
Economically Disadvantaged	1422	90%	35%	2%	1478	89%	31%	1%
Not Disadvantaged	286	90%	49%	6%	299	91%	54%	3%
Migrant								
Not Migrant	1708	90%	38%	2%	1777	89%	35%	2%

#### NOTES

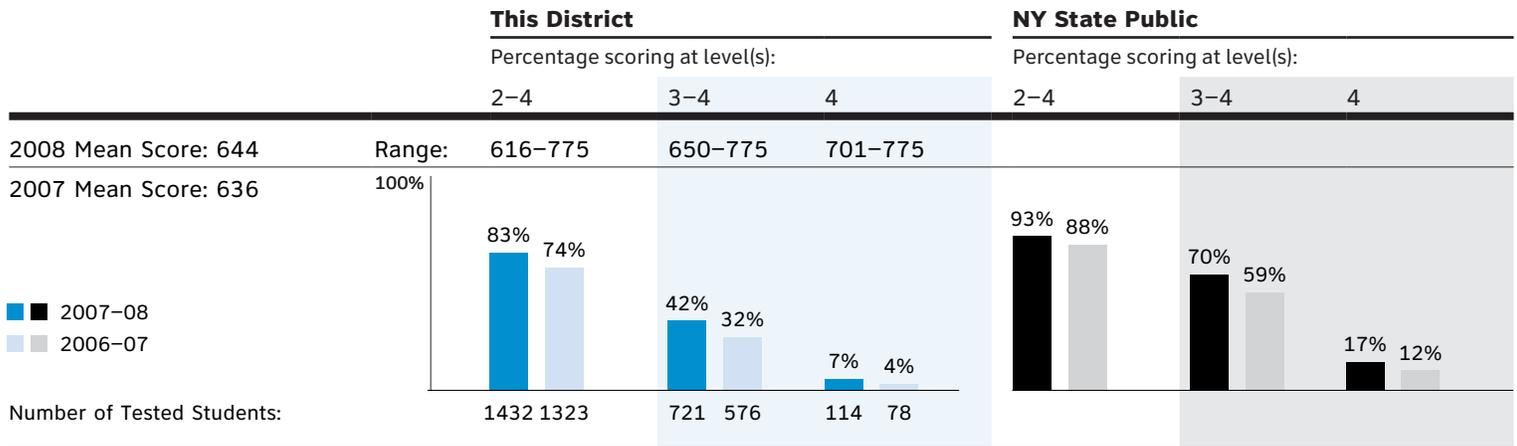
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	22	18	15	18	17	16	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	21	N/A	N/A	N/A	24	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

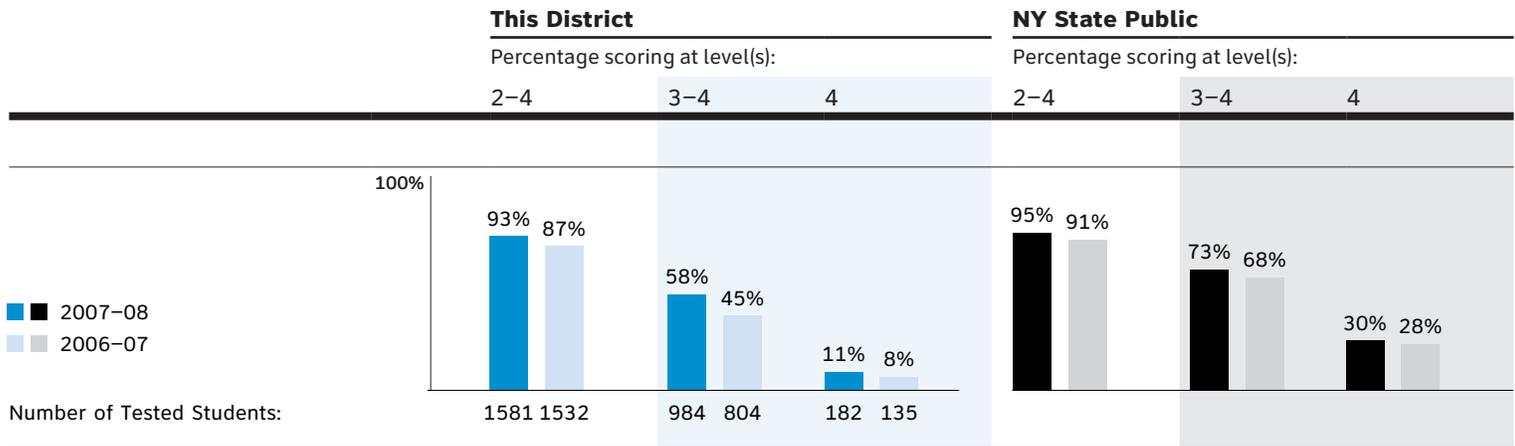
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1726</b>	<b>83%</b>	<b>42%</b>	<b>7%</b>	<b>1789</b>	<b>74%</b>	<b>32%</b>	<b>4%</b>
Female	863	85%	43%	8%	856	76%	33%	5%
Male	863	81%	41%	5%	933	72%	32%	4%
American Indian or Alaska Native	5	80%	20%	0%	3	-	-	-
Black or African American	521	79%	31%	3%	529	64%	20%	2%
Hispanic or Latino	853	83%	42%	5%	876	74%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	112	89%	63%	20%	107	-	-	-
White	235	91%	57%	14%	274	84%	47%	8%
Multiracial								
Small Group Totals					110	93%	72%	25%
General-Education Students	1490	87%	46%	8%	1551	78%	35%	5%
Students with Disabilities	236	55%	16%	0%	238	47%	12%	0%
English Proficient	1560	85%	44%	7%	1594	75%	34%	5%
Limited English Proficient	166	60%	20%	0%	195	64%	18%	0%
Economically Disadvantaged	1447	83%	39%	5%	1496	73%	29%	3%
Not Disadvantaged	279	84%	55%	13%	293	80%	49%	12%
Migrant								
Not Migrant	1726	83%	42%	7%	1789	74%	32%	4%

**NOTES**  
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	21	20	14	18	17	14	13

## 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>1702</b>	<b>93%</b>	<b>58%</b>	<b>11%</b>	<b>1771</b>	<b>87%</b>	<b>45%</b>	<b>8%</b>
Female	850	94%	58%	11%	846	86%	42%	6%
Male	852	91%	58%	10%	925	87%	49%	9%
American Indian or Alaska Native	5	100%	40%	0%	3	-	-	-
Black or African American	513	90%	45%	6%	519	79%	36%	3%
Hispanic or Latino	840	92%	59%	10%	870	87%	41%	6%
Asian or Native Hawaiian/Other Pacific Islander	110	95%	69%	21%	107	-	-	-
White	234	98%	74%	19%	272	94%	65%	16%
Multiracial								
Small Group Totals					110	95%	77%	25%
General-Education Students	1470	95%	62%	12%	1542	89%	48%	9%
Students with Disabilities	232	79%	32%	1%	229	73%	29%	0%
English Proficient	1538	94%	61%	12%	1575	88%	49%	9%
Limited English Proficient	164	82%	27%	1%	196	74%	18%	1%
Economically Disadvantaged	1431	92%	55%	9%	1481	86%	42%	6%
Not Disadvantaged	271	94%	70%	20%	290	91%	64%	18%
Migrant								
Not Migrant	1702	93%	58%	11%	1771	87%	45%	8%

#### NOTES

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

### Other Assessments

	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	24	23	17	14	18	17	17	13
Regents Science	5	4	3	1	0			

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

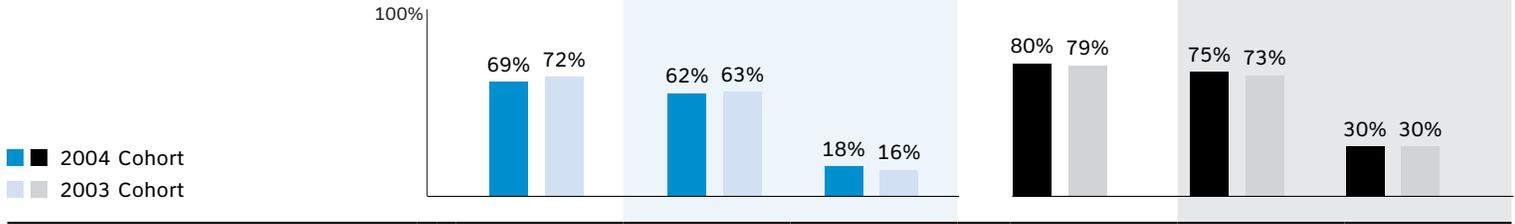
### NY State Public

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>1832</b>	<b>69%</b>	<b>62%</b>	<b>18%</b>	<b>1688</b>	<b>72%</b>	<b>63%</b>	<b>16%</b>
Female	906	75%	68%	24%	851	78%	70%	20%
Male	926	63%	56%	13%	837	66%	56%	12%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	510	63%	55%	15%	527	66%	56%	12%
Hispanic or Latino	875	68%	60%	11%	763	71%	61%	12%
Asian or Native Hawaiian/Other Pacific Islander	115	-	-	-	97	-	-	-
White	331	75%	70%	32%	300	81%	73%	25%
Multiracial								
Small Group Totals	116	88%	84%	46%	98	89%	83%	43%
General-Education Students	1543	77%	70%	21%	1467	80%	70%	18%
Students with Disabilities	289	24%	18%	2%	221	22%	15%	1%
English Proficient	1739	70%	63%	19%	1642	73%	64%	17%
Limited English Proficient	93	43%	35%	2%	46	33%	22%	0%
Economically Disadvantaged	1200	78%	70%	19%	1182	81%	70%	15%
Not Disadvantaged	632	51%	46%	17%	506	52%	46%	17%
Migrant								
Not Migrant	1832	69%	62%	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

	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

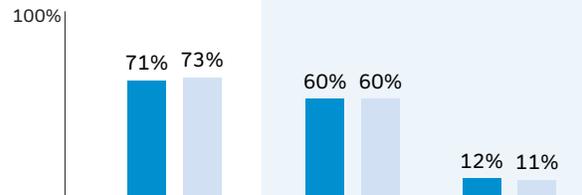
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort  
■ 2003 Cohort

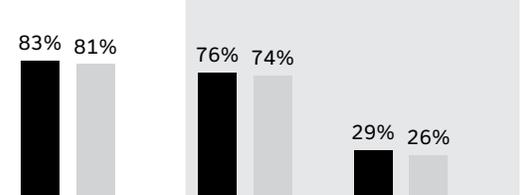
### NY State Public

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
<b>All Students</b>	<b>1832</b>	<b>71%</b>	<b>60%</b>	<b>12%</b>	<b>1688</b>	<b>73%</b>	<b>60%</b>	<b>11%</b>
Female	906	75%	64%	13%	851	77%	64%	12%
Male	926	67%	56%	11%	837	69%	56%	10%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	510	64%	51%	7%	527	66%	53%	8%
Hispanic or Latino	875	70%	59%	7%	763	73%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	115	-	-	-	97	-	-	-
White	331	77%	68%	22%	300	77%	70%	19%
Multiracial								
Small Group Totals	116	93%	86%	34%	98	91%	85%	37%
General-Education Students	1543	79%	68%	14%	1467	80%	66%	12%
Students with Disabilities	289	27%	19%	1%	221	26%	19%	4%
English Proficient	1739	72%	61%	12%	1642	73%	61%	12%
Limited English Proficient	93	54%	34%	4%	46	52%	26%	0%
Economically Disadvantaged	1200	80%	68%	12%	1182	82%	67%	12%
Not Disadvantaged	632	54%	45%	11%	506	51%	43%	10%
Migrant								
Not Migrant	1832	71%	60%	12%				

### 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.