



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **ALBANY CITY SCHOOL DISTRICT**  
District ID **01-01-00-01-0000**  
Superintendent **EVA JOSEPH**  
Telephone **(518) 475-6010**  
Grades **PK-12, UE**

## 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.

### 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 the district's accountability status.

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

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

### 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

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

## 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

	2006-07	2007-08	2008-09
Pre-K	321	317	586
Kindergarten	638	594	560
Grade 1	669	605	585
Grade 2	655	651	558
Grade 3	649	627	618
Grade 4	635	651	604
Grade 5	528	580	602
Grade 6	473	475	511
Ungraded Elementary	148	75	87
Grade 7	751	554	542
Grade 8	691	684	564
Grade 9	937	949	899
Grade 10	755	727	735
Grade 11	606	600	521
Grade 12	458	539	513
Ungraded Secondary	10	25	0
<b>Total K-12</b>	<b>8603</b>	<b>8336</b>	<b>7899</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	19	19	18
<b>Grade 8</b>			
English	17	17	17
Mathematics	19	16	18
Science	21	17	19
Social Studies	19	17	19
<b>Grade 10</b>			
English	23	23	19
Mathematics	22	22	15
Science	28	22	14
Social Studies	26	25	25

### Enrollment Information

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

### Average Class Size Information

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

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	4811	56%	3992	48%	4660	59%
Reduced-Price Lunch	936	11%	789	9%	757	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	386	4%	382	5%	405	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	141	2%	24	0%	27	0%
Black or African American	5383	63%	5281	63%	4894	62%
Hispanic or Latino	922	11%	940	11%	908	11%
Asian or Native Hawaiian/Other Pacific Islander	290	3%	360	4%	382	5%
White	1725	20%	1654	20%	1592	20%
Multiracial	142	2%	77	1%	96	1%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		92%		91%		91%
Student Suspensions	2078	23%	853	10%	1920	23%

## 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 **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	717	760	767
Percent with No Valid Teaching Certificate	4%	2%	1%
Percent Teaching Out of Certification	5%	4%	2%
Percent with Fewer Than Three Years of Experience	10%	8%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	12%	13%
<b>Total Number of Core Classes</b>	1821	1914	1913
Percent Not Taught by Highly Qualified Teachers	7%	5%	3%
<b>Total Number of Classes</b>	2522	2561	2522
Percent Taught by Teachers Without Appropriate Certification	7%	5%	3%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	21%	18%
Turnover Rate of All Teachers	21%	21%	13%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	83	129	134
Total Paraprofessionals*	231	256	251
Assistant Principals	14	11	15
Principals	18	18	18

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



### 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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

### 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 (2009–10)

**Good Standing**

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

### Title I Part A Funding

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

2007–08	2008–09	2009–10
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	SH		—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	1 of 6	1 of 6	1 of 1

#### AYP Status

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

#### Accountability Status Levels

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

## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

### 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 2008–09    2009–10
<b>All Students</b> (3649:3444)			99%		157	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (23:19)	—	—	—	—	—	—	—
Black or African American (2305:2206)			99%		151	142	
Hispanic or Latino (440:401)			99%		151	139	
Asian or Native Hawaiian/Other Pacific Islander (186:149)			97%		176	135	
White (695:669)			100%		173	140	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (855:803)	 SH		97%	 SH	114	140	99    123
Limited English Proficient <sup>5</sup> (226:190)			97%		137	136	
Economically Disadvantaged (2430:2369)			99%		153	142	
<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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [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 2008–09 2009–10
<b>All Students</b> (3624:3428)			99%		159	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (23:19)	—	—	—	—	—	—	—
Black or African American (2302:2188)			99%		153	117	
Hispanic or Latino (422:391)			99%		154	113	
Asian or Native Hawaiian/Other Pacific Islander (183:172)			99%		180	111	
White (694:658)			99%		177	115	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (843:789)			98%		116	115	
Limited English Proficient <sup>5</sup> (219:228)			99%		148	112	
Economically Disadvantaged (2388:2354)			99%		156	117	
<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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [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 2008–09 2009–10
<b>All Students</b> (1242:1137)		Qualified		97%		161	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (7:6)	—	—	—	—	—	—	—	—
Black or African American (782:722)		Qualified		98%		155	100	
Hispanic or Latino (139:127)		Qualified		96%		154	100	
Asian or Native Hawaiian/Other Pacific Islander (66:60)		Qualified		98%		177	100	
White (248:222)		Qualified		97%		182	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (282:249)		Qualified		95%		129	100	
Limited English Proficient <sup>4</sup> (71:70)		Qualified		100%		137	100	
Economically Disadvantaged (783:768)		Qualified		98%		157	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 1 of 6 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

### 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 2008–09	2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>								
<b>All Students (537:567)</b>			95%		135	166	149	142
<b>Ethnicity</b>								
American Indian or Alaska Native (5:4)	–	–	–	–	–	–	–	–
Black or African American (319:345)			96%		125	165	136	133
Hispanic or Latino (104:66)			91%		120	159	136‡	128
Asian or Native Hawaiian/Other Pacific Islander (20:18)	–	–	–	–	–	–	–	–
White (138:134)			95%		164	162		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (143:118)			87%		52	161	71‡	67
Limited English Proficient <sup>5</sup> (12:17)	–	–	–	–	–	–	–	–
Economically Disadvantaged (198:250)			96%		125	164	141	133
<b>Final AYP Determination</b>	 1 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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**  
**(2009–10)**

**Accountability Measures** 1 of 6 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (537:567)			96%		143	161	158	149
<b>Ethnicity</b>								
American Indian or Alaska Native (5:4)	–	–	–	–	–	–	–	–
Black or African American (319:345)			97%		132	160	149	139
Hispanic or Latino (104:66)			91%		126	154	138‡	133
Asian or Native Hawaiian/Other Pacific Islander (20:18)	–	–	–	–	–	–	–	–
White (138:134)			96%		174	157	–	–
Multiracial (0:0)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (143:118)			90%		75	156	100‡	88
Limited English Proficient <sup>5</sup> (12:17)	–	–	–	–	–	–	–	–
Economically Disadvantaged (198:250)			98%		133	159	153	140
<b>Final AYP Determination</b>	 1 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (674)			63%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (408)			57%	55%		
Hispanic or Latino (54)			54%	55%	55%	55%
Asian or Native Hawaiian/Other Pacific Islander (23)		–	–	–		
White (187)			77%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (128)			29%	55%	37%	30%
Limited English Proficient <sup>2</sup> (8)		–	–	–		
Economically Disadvantaged (231)			60%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

## Summary of 2008–09 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	61%			620
Grade 4	67%			602
Grade 5	69%			620
Grade 6	62%			521
Grade 7	60%			532
Grade 8	43%			568

### Mathematics

Grade 3	82%			623
Grade 4	75%			620
Grade 5	70%			627
Grade 6	60%			538
Grade 7	57%			534
Grade 8	55%			566

### Science

Grade 4	86%			623
Grade 8	48%			558

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	52%			718
Mathematics	52%			718

## 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).

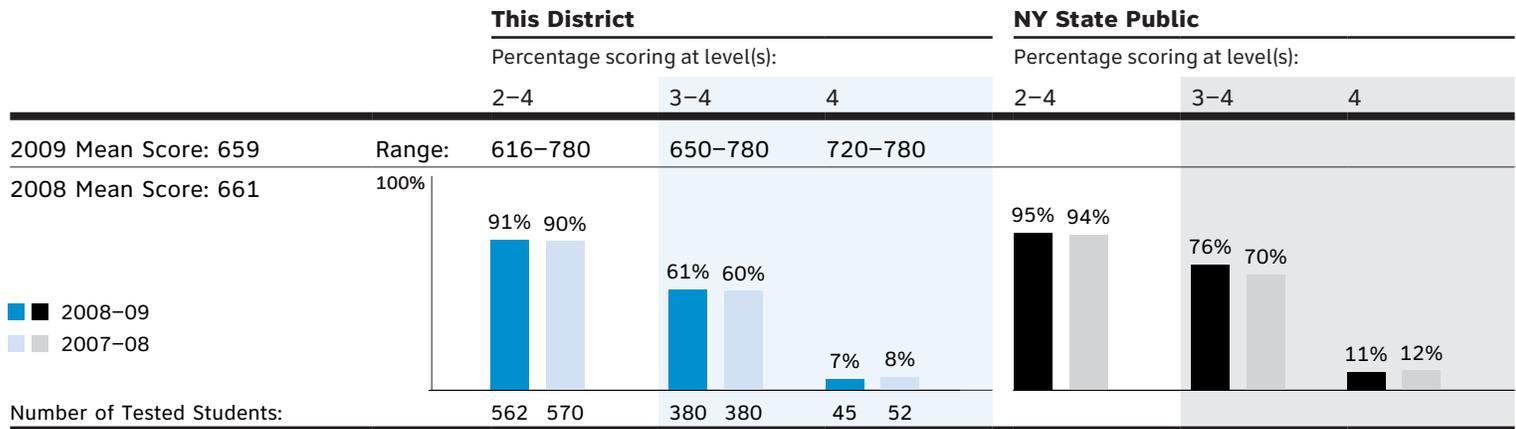
In this section, this district's performance is compared with that of public schools statewide.

## 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

	2008-09 School Year				2007-08 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>620</b>	<b>91%</b>	<b>61%</b>	<b>7%</b>	<b>634</b>	<b>90%</b>	<b>60%</b>	<b>8%</b>
Female	295	95%	69%	11%	291	93%	65%	10%
Male	325	87%	54%	4%	343	87%	55%	7%
American Indian or Alaska Native	7	86%	57%	29%	3	-	-	-
Black or African American	369	89%	55%	4%	403	88%	55%	4%
Hispanic or Latino	84	89%	63%	6%	76	83%	51%	9%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	90%	3%	36	-	-	-
White	130	95%	71%	17%	116	97%	75%	20%
Multiracial								
Small Group Totals					39	100%	79%	10%
General-Education Students	503	96%	70%	9%	544	95%	67%	10%
Students with Disabilities	117	66%	23%	0%	90	58%	19%	0%
English Proficient	579	91%	62%	7%	600	91%	61%	9%
Limited English Proficient	41	85%	49%	5%	34	76%	44%	3%
Economically Disadvantaged	420	90%	54%	4%	414	88%	53%	5%
Not Disadvantaged	200	91%	77%	15%	220	93%	73%	14%
Migrant								
Not Migrant	620	91%	61%	7%	634	90%	60%	8%

### NOTES

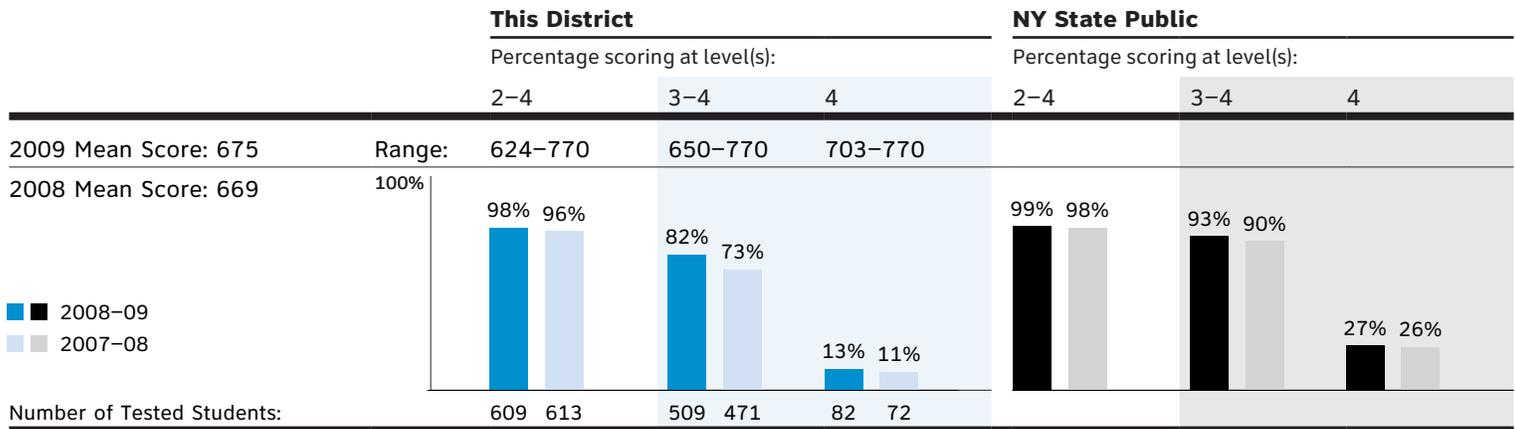
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 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	13	12	10	9	17	16	14	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	2	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

	2008-09 School Year				2007-08 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>623</b>	<b>98%</b>	<b>82%</b>	<b>13%</b>	<b>641</b>	<b>96%</b>	<b>73%</b>	<b>11%</b>
Female	296	99%	84%	13%	297	97%	75%	12%
Male	327	97%	80%	13%	344	95%	72%	10%
American Indian or Alaska Native	7	100%	71%	14%	3	-	-	-
Black or African American	368	97%	80%	7%	411	94%	70%	7%
Hispanic or Latino	87	97%	80%	10%	77	96%	68%	9%
Asian or Native Hawaiian/Other Pacific Islander	33	100%	88%	18%	35	-	-	-
White	128	99%	88%	32%	115	98%	86%	29%
Multiracial								
Small Group Totals					38	100%	89%	13%
General-Education Students	507	99%	88%	16%	549	98%	79%	13%
Students with Disabilities	116	91%	54%	2%	92	80%	38%	3%
English Proficient	573	98%	83%	14%	604	96%	74%	12%
Limited English Proficient	50	94%	72%	8%	37	95%	62%	0%
Economically Disadvantaged	415	98%	80%	7%	416	97%	70%	7%
Not Disadvantaged	208	98%	85%	25%	225	94%	80%	18%
Migrant								
Not Migrant	623	98%	82%	13%	641	96%	73%	11%

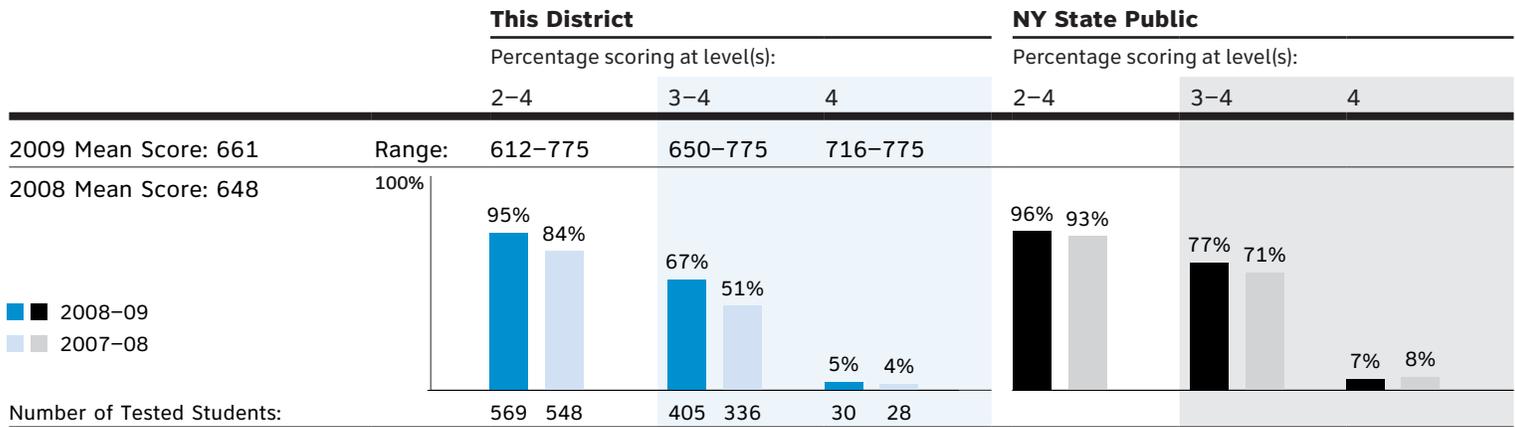
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	13	12	12	6	17	17	15	9

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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>602</b>	<b>95%</b>	<b>67%</b>	<b>5%</b>	<b>654</b>	<b>84%</b>	<b>51%</b>	<b>4%</b>
Female	285	96%	71%	7%	308	89%	58%	4%
Male	317	93%	64%	3%	346	79%	45%	5%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	380	94%	63%	2%	445	81%	45%	2%
Hispanic or Latino	71	93%	58%	0%	81	85%	57%	2%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	20	-	-	-
White	117	95%	81%	20%	104	92%	69%	12%
Multiracial								
Small Group Totals	34	97%	85%	3%	24	96%	79%	17%
General-Education Students	499	99%	77%	6%	524	93%	60%	5%
Students with Disabilities	103	73%	19%	0%	130	48%	15%	1%
English Proficient	579	95%	68%	5%	630	84%	52%	4%
Limited English Proficient	23	83%	39%	0%	24	75%	38%	0%
Economically Disadvantaged	404	95%	65%	2%	434	82%	45%	2%
Not Disadvantaged	198	93%	72%	12%	220	88%	65%	10%
Migrant								
Not Migrant	602	95%	67%	5%	654	84%	51%	4%

### NOTES

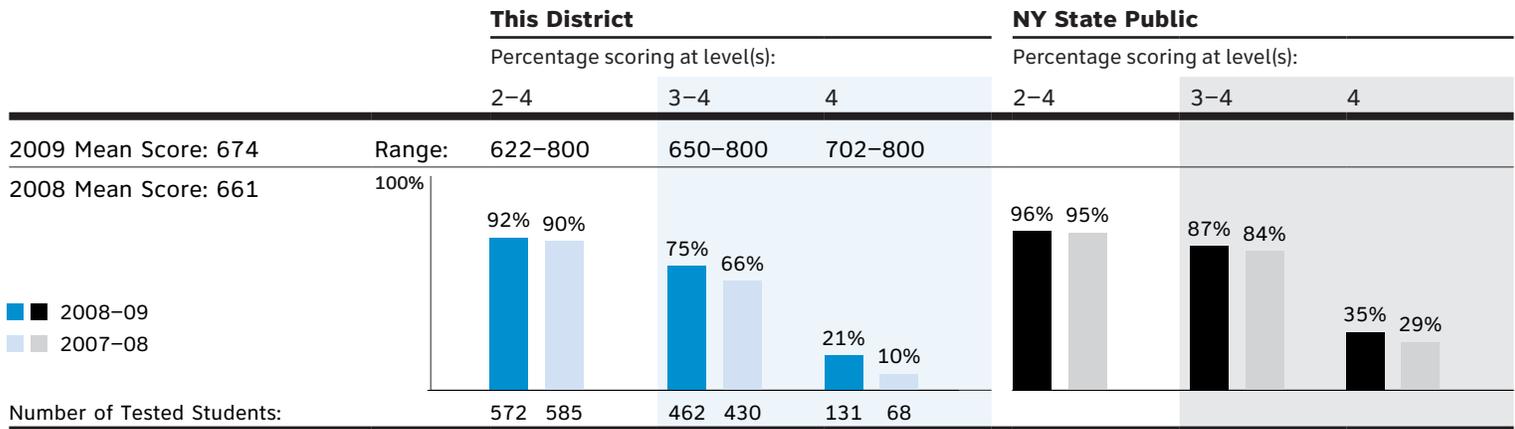
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## Other Assessments

	2008-09 School Year				2007-08 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	16	16	12	13	12	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	15	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

	2008-09 School Year				2007-08 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>620</b>	<b>92%</b>	<b>75%</b>	<b>21%</b>	<b>652</b>	<b>90%</b>	<b>66%</b>	<b>10%</b>
Female	288	94%	76%	18%	305	92%	70%	9%
Male	332	91%	73%	24%	347	88%	62%	12%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	388	92%	71%	13%	443	88%	60%	7%
Hispanic or Latino	71	90%	66%	18%	80	94%	70%	4%
Asian or Native Hawaiian/Other Pacific Islander	37	-	-	-	21	-	-	-
White	120	93%	88%	43%	104	93%	81%	24%
Multiracial								
Small Group Totals	41	95%	83%	39%	25	100%	100%	36%
General-Education Students	507	96%	83%	25%	521	95%	75%	13%
Students with Disabilities	113	73%	36%	5%	131	68%	31%	1%
English Proficient	584	93%	75%	22%	624	90%	66%	11%
Limited English Proficient	36	86%	64%	14%	28	93%	64%	4%
Economically Disadvantaged	404	94%	75%	17%	432	88%	59%	7%
Not Disadvantaged	216	88%	74%	30%	220	93%	80%	17%
Migrant								
Not Migrant	620	92%	75%	21%	652	90%	66%	10%

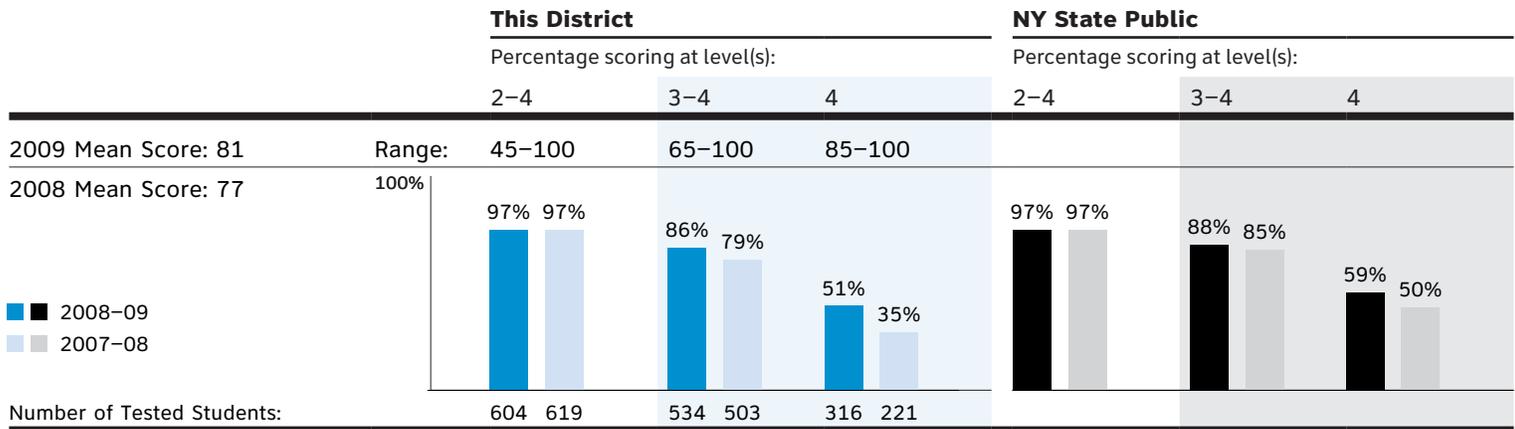
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	17	17	16	10	13	12	10	7

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 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>623</b>	<b>97%</b>	<b>86%</b>	<b>51%</b>	<b>637</b>	<b>97%</b>	<b>79%</b>	<b>35%</b>
Female	288	97%	88%	49%	299	98%	79%	34%
Male	335	97%	84%	52%	338	97%	79%	35%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	384	97%	84%	44%	433	97%	75%	27%
Hispanic or Latino	74	95%	80%	41%	77	96%	86%	36%
Asian or Native Hawaiian/Other Pacific Islander	37	-	-	-	23	-	-	-
White	124	99%	94%	72%	101	100%	87%	58%
Multiracial								
Small Group Totals	41	90%	83%	66%	26	100%	100%	69%
General-Education Students	510	98%	92%	59%	513	99%	82%	40%
Students with Disabilities	113	92%	59%	13%	124	90%	65%	12%
English Proficient	584	98%	87%	51%	609	97%	79%	35%
Limited English Proficient	39	85%	67%	41%	28	96%	68%	36%
Economically Disadvantaged	401	98%	85%	47%	422	97%	76%	27%
Not Disadvantaged	222	95%	87%	57%	215	98%	86%	50%
Migrant								
Not Migrant	623	97%	86%	51%	637	97%	79%	35%

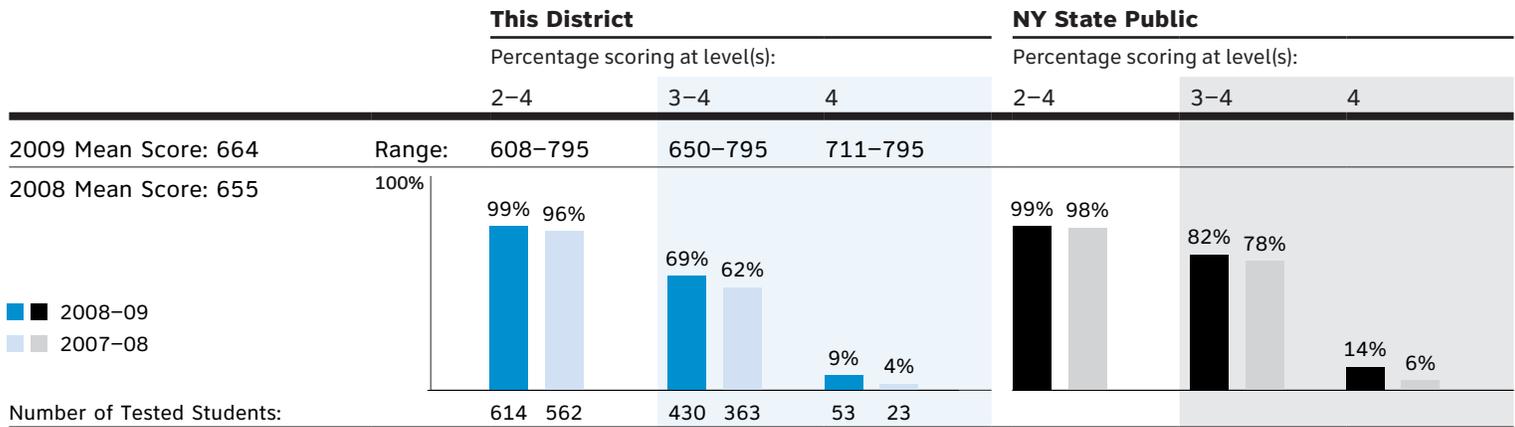
### NOTES

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

	2008-09 School Year				2007-08 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	17	16	16	15	13	12	11	10

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



## Results by Student Group

	2008-09 School Year				2007-08 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>620</b>	<b>99%</b>	<b>69%</b>	<b>9%</b>	<b>588</b>	<b>96%</b>	<b>62%</b>	<b>4%</b>
Female	288	100%	75%	11%	266	99%	65%	5%
Male	332	98%	64%	6%	322	93%	59%	3%
American Indian or Alaska Native	6	100%	67%	17%	-	-	-	-
Black or African American	419	99%	65%	5%	372	94%	56%	2%
Hispanic or Latino	64	100%	70%	9%	74	96%	55%	3%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	79%	21%	30	97%	70%	3%
White	107	100%	82%	19%	112	100%	81%	10%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	480	100%	79%	11%	468	99%	72%	5%
Students with Disabilities	140	96%	37%	0%	120	82%	23%	0%
English Proficient	602	99%	71%	9%	553	96%	63%	4%
Limited English Proficient	18	100%	17%	0%	35	91%	40%	0%
Economically Disadvantaged	421	99%	66%	5%	387	95%	56%	3%
Not Disadvantaged	199	98%	76%	17%	201	98%	72%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	620	99%	69%	9%	588	96%	62%	4%

### NOTES

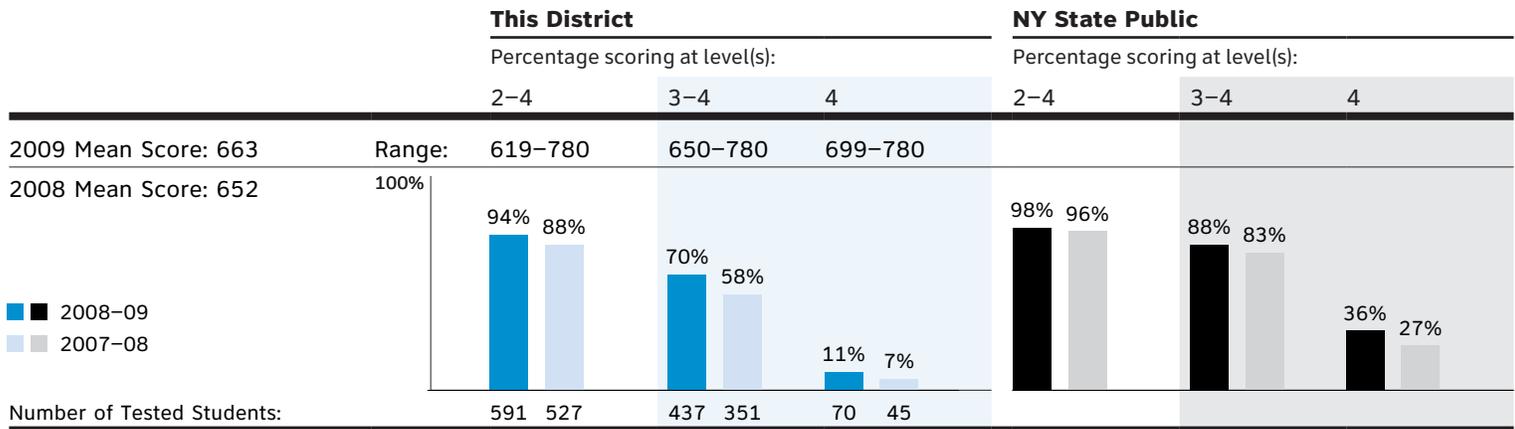
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## Other Assessments

	2008-09 School Year				2007-08 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	11	10	10	9	16	15	14	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	7	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 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>627</b>	<b>94%</b>	<b>70%</b>	<b>11%</b>	<b>601</b>	<b>88%</b>	<b>58%</b>	<b>7%</b>
Female	295	96%	74%	11%	272	88%	57%	7%
Male	332	92%	66%	12%	329	88%	60%	8%
American Indian or Alaska Native	6	83%	83%	33%	2	-	-	-
Black or African American	421	93%	65%	6%	376	87%	56%	4%
Hispanic or Latino	65	94%	68%	9%	77	83%	44%	5%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	90%	34%	33	-	-	-
White	106	98%	83%	24%	113	94%	73%	19%
Multiracial								
Small Group Totals					35	83%	66%	14%
General-Education Students	491	97%	74%	13%	481	93%	64%	9%
Students with Disabilities	136	85%	53%	4%	120	66%	36%	3%
English Proficient	600	95%	70%	11%	553	89%	60%	8%
Limited English Proficient	27	81%	56%	11%	48	73%	38%	4%
Economically Disadvantaged	425	94%	66%	7%	392	86%	53%	5%
Not Disadvantaged	202	96%	78%	20%	209	91%	69%	13%
Migrant								
Not Migrant	627	94%	70%	11%	601	88%	58%	7%

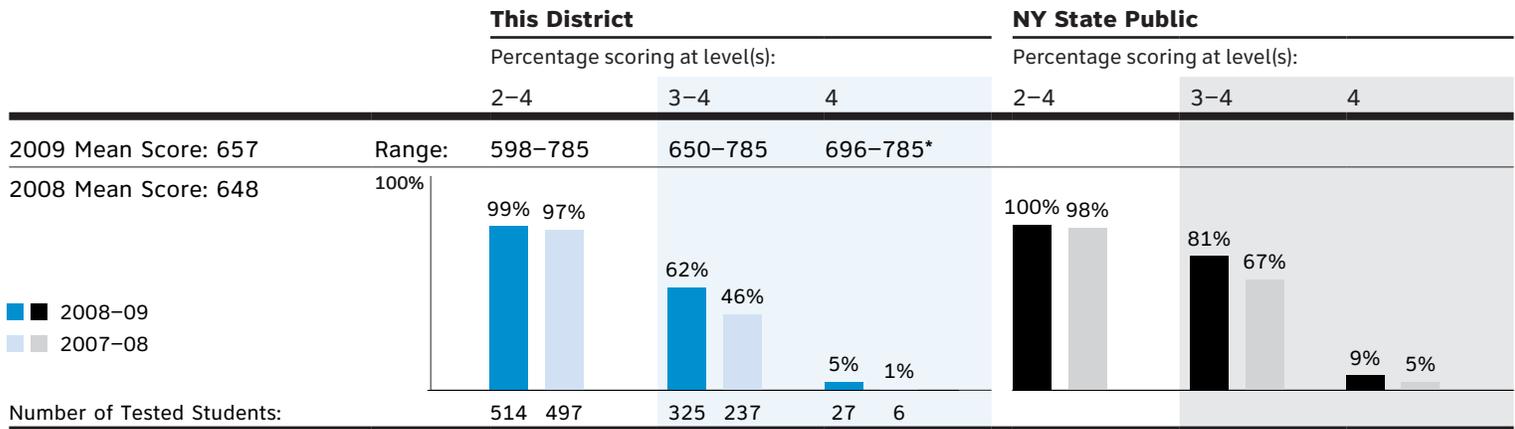
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	11	8	7	6	16	12	10	9

## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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>521</b>	<b>99%</b>	<b>62%</b>	<b>5%</b>	<b>515</b>	<b>97%</b>	<b>46%</b>	<b>1%</b>
Female	232	99%	70%	7%	240	97%	53%	2%
Male	289	99%	56%	3%	275	96%	40%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	327	99%	57%	3%	322	97%	40%	0%
Hispanic or Latino	71	96%	55%	1%	64	95%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	77%	14%	22	-	-	-
White	101	100%	80%	12%	106	97%	60%	5%
Multiracial								
Small Group Totals					23	96%	74%	4%
General-Education Students	398	99%	74%	7%	391	99%	59%	2%
Students with Disabilities	123	96%	24%	0%	124	88%	6%	0%
English Proficient	489	99%	65%	6%	493	97%	46%	1%
Limited English Proficient	32	97%	28%	0%	22	91%	41%	0%
Economically Disadvantaged	359	99%	58%	2%	305	97%	41%	0%
Not Disadvantaged	162	99%	72%	12%	210	96%	54%	3%
Migrant								
Not Migrant	521	99%	62%	5%	515	97%	46%	1%

### NOTES

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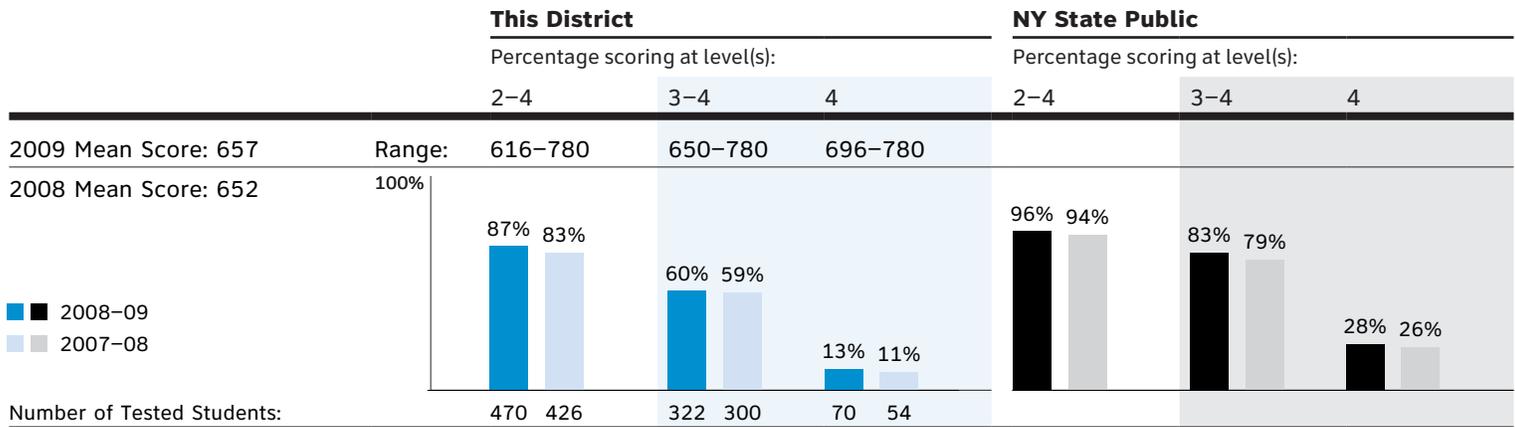
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 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	13	11	8	8	7	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	14	N/A	N/A	N/A	2	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

	2008-09 School Year				2007-08 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>538</b>	<b>87%</b>	<b>60%</b>	<b>13%</b>	<b>512</b>	<b>83%</b>	<b>59%</b>	<b>11%</b>
Female	235	92%	65%	15%	239	82%	60%	11%
Male	303	84%	56%	12%	273	84%	58%	10%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	334	85%	56%	7%	322	80%	53%	6%
Hispanic or Latino	71	86%	51%	7%	64	84%	56%	6%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	22	-	-	-
White	103	93%	77%	32%	103	90%	71%	23%
Multiracial								
Small Group Totals	30	97%	67%	27%	23	96%	91%	35%
General-Education Students	413	95%	69%	16%	389	92%	68%	14%
Students with Disabilities	125	62%	30%	3%	123	57%	28%	1%
English Proficient	495	88%	62%	14%	488	83%	59%	11%
Limited English Proficient	43	74%	37%	2%	24	88%	54%	8%
Economically Disadvantaged	357	87%	56%	8%	300	81%	54%	6%
Not Disadvantaged	181	88%	67%	23%	212	87%	66%	17%
Migrant								
Not Migrant	538	87%	60%	13%	512	83%	59%	11%

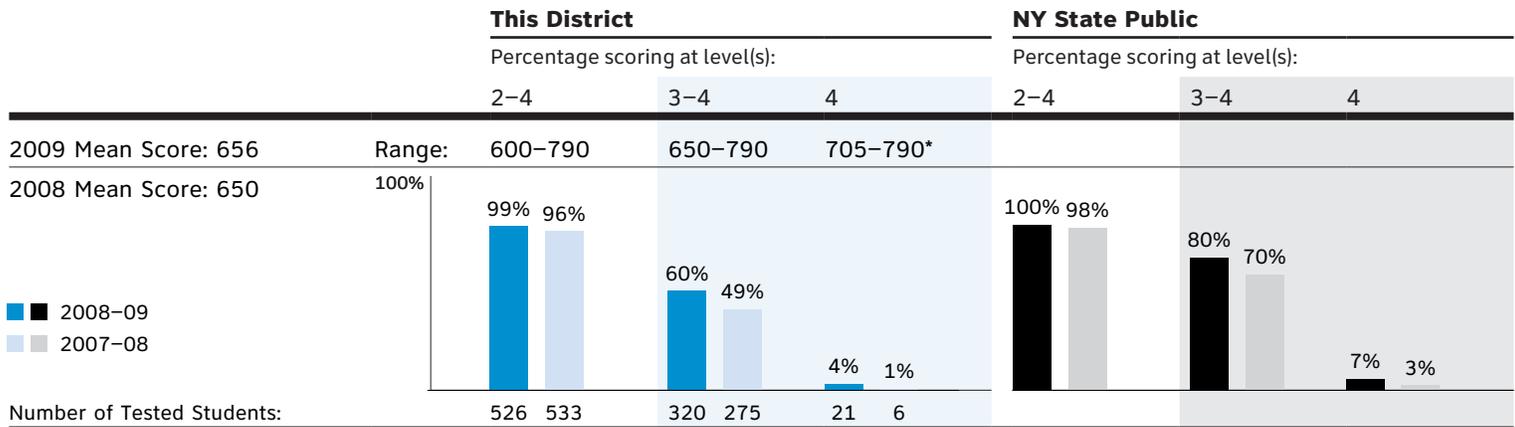
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	17	12	10	8	8	6	4

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



## Results by Student Group

	2008-09 School Year				2007-08 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>532</b>	<b>99%</b>	<b>60%</b>	<b>4%</b>	<b>557</b>	<b>96%</b>	<b>49%</b>	<b>1%</b>
Female	245	99%	63%	5%	233	97%	53%	0%
Male	287	99%	58%	3%	324	95%	47%	2%
American Indian or Alaska Native	2	-	-	-				
Black or African American	348	99%	54%	1%	368	96%	46%	0%
Hispanic or Latino	62	98%	58%	2%	61	93%	44%	2%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	15	100%	80%	0%
White	103	99%	79%	13%	113	96%	60%	4%
Multiracial								
Small Group Totals	19	100%	74%	11%				
General-Education Students	405	100%	71%	5%	415	99%	60%	1%
Students with Disabilities	127	95%	27%	0%	142	85%	18%	0%
English Proficient	514	99%	61%	4%	543	96%	50%	1%
Limited English Proficient	18	100%	39%	0%	14	93%	14%	0%
Economically Disadvantaged	373	99%	54%	1%	310	97%	43%	0%
Not Disadvantaged	159	98%	74%	11%	247	94%	57%	2%
Migrant								
Not Migrant	532	99%	60%	4%	557	96%	49%	1%

### NOTES

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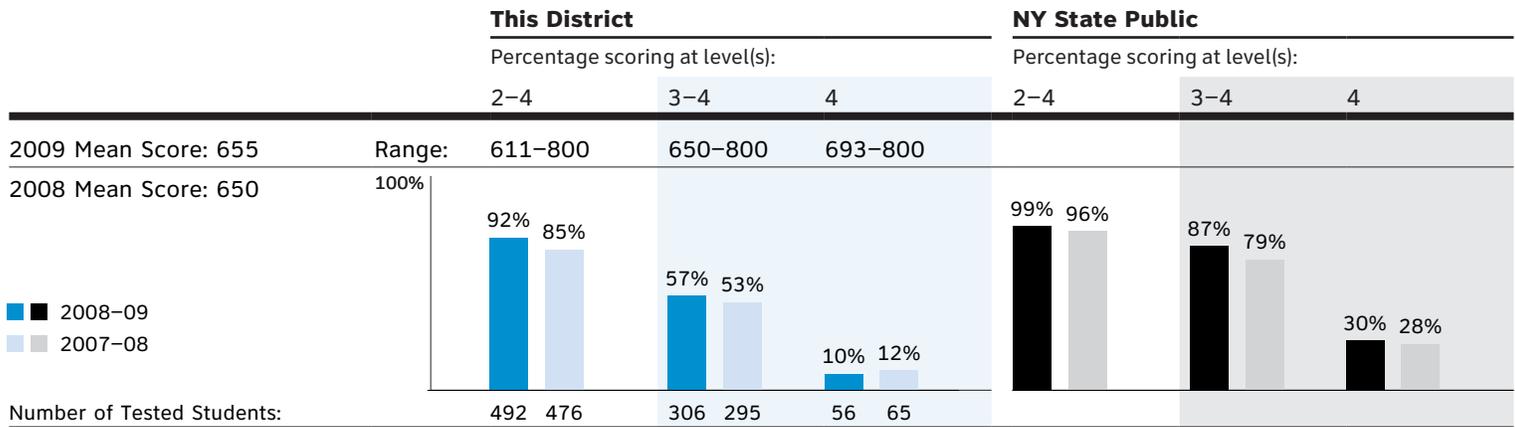
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	12	12	11	11	9	9	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	13	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 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>534</b>	<b>92%</b>	<b>57%</b>	<b>10%</b>	<b>557</b>	<b>85%</b>	<b>53%</b>	<b>12%</b>
Female	247	91%	57%	10%	241	88%	50%	10%
Male	287	93%	57%	11%	316	84%	55%	13%
American Indian or Alaska Native	2	-	-	-				
Black or African American	349	91%	49%	5%	365	85%	48%	5%
Hispanic or Latino	61	89%	59%	7%	64	78%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	17	94%	76%	35%
White	100	97%	80%	27%	111	91%	70%	34%
Multiracial								
Small Group Totals	24	96%	83%	33%				
General-Education Students	412	97%	66%	13%	417	93%	62%	15%
Students with Disabilities	122	75%	29%	1%	140	64%	27%	3%
English Proficient	503	92%	58%	11%	538	86%	54%	12%
Limited English Proficient	31	87%	45%	3%	19	58%	21%	5%
Economically Disadvantaged	368	92%	52%	5%	305	87%	50%	7%
Not Disadvantaged	166	92%	68%	22%	252	84%	57%	18%
Migrant								
Not Migrant	534	92%	57%	10%	557	85%	53%	12%

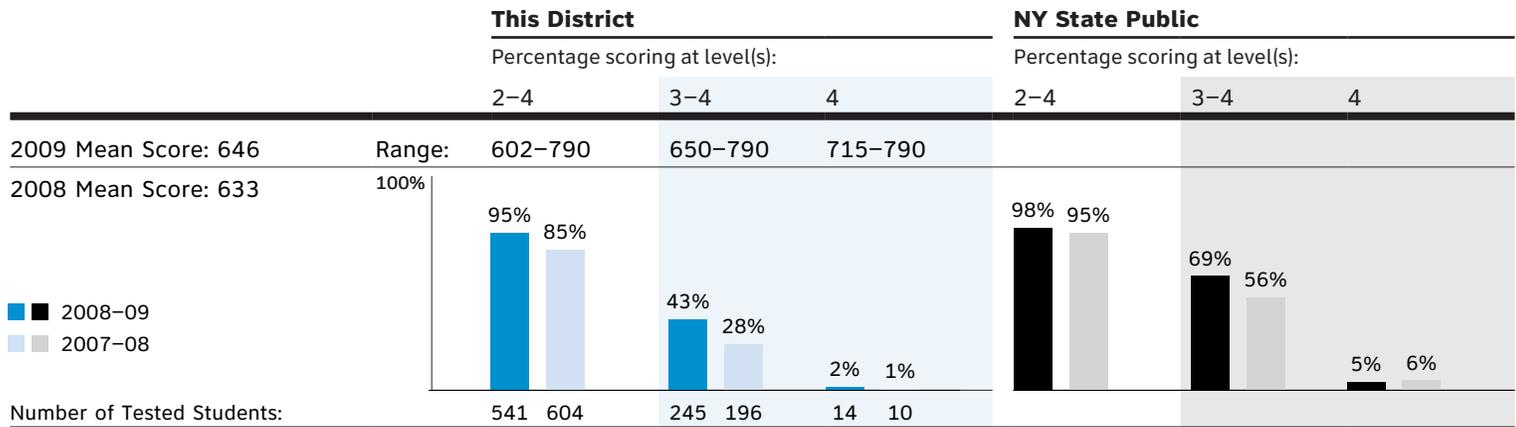
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	11	10	9	6	9	8	8	4

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



## Results by Student Group

	2008-09 School Year				2007-08 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>568</b>	<b>95%</b>	<b>43%</b>	<b>2%</b>	<b>710</b>	<b>85%</b>	<b>28%</b>	<b>1%</b>
Female	256	95%	44%	4%	352	89%	32%	1%
Male	312	95%	42%	2%	358	82%	23%	1%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	379	95%	37%	1%	510	84%	23%	0%
Hispanic or Latino	56	95%	34%	0%	76	84%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	12	-	-	-
White	112	97%	63%	8%	108	90%	44%	6%
Multiracial								
Small Group Totals	21	95%	62%	0%	16	81%	38%	13%
General-Education Students	430	99%	51%	3%	558	94%	34%	2%
Students with Disabilities	138	84%	17%	0%	152	51%	3%	0%
English Proficient	547	95%	45%	3%	694	86%	28%	1%
Limited English Proficient	21	95%	5%	0%	16	44%	0%	0%
Economically Disadvantaged	364	96%	38%	1%	392	84%	22%	1%
Not Disadvantaged	204	95%	52%	6%	318	86%	34%	3%
Migrant								
Not Migrant	568	95%	43%	2%	710	85%	28%	1%

### NOTES

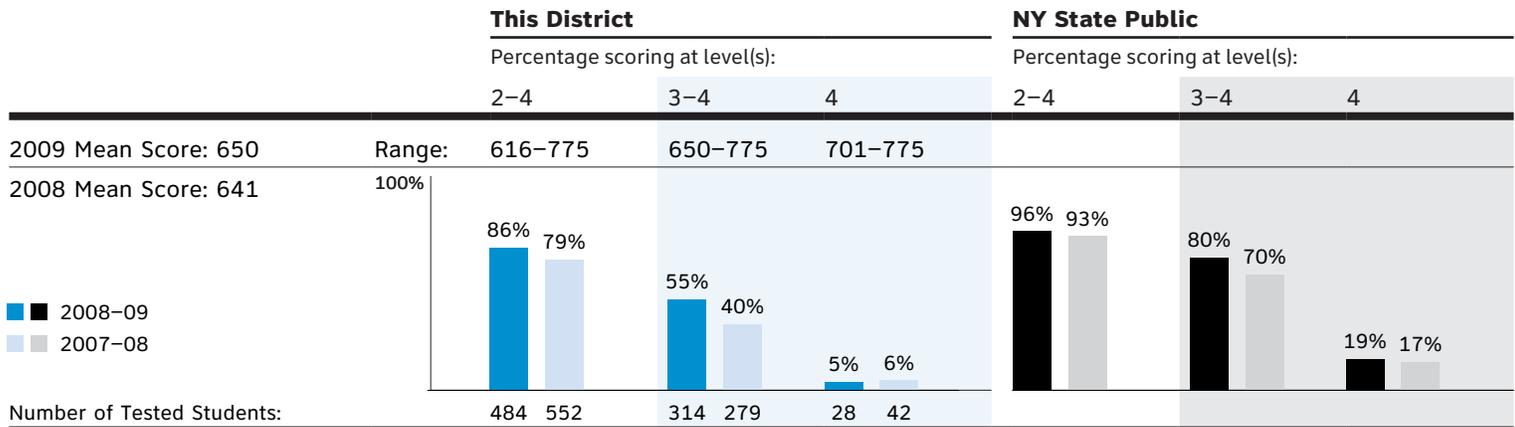
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## Other Assessments

	2008-09 School Year				2007-08 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	11	11	10	6	13	13	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	10	N/A	N/A	N/A	3	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 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>566</b>	<b>86%</b>	<b>55%</b>	<b>5%</b>	<b>699</b>	<b>79%</b>	<b>40%</b>	<b>6%</b>
Female	255	87%	57%	7%	344	82%	41%	5%
Male	311	84%	54%	3%	355	76%	39%	7%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	371	83%	49%	2%	496	76%	34%	3%
Hispanic or Latino	56	86%	52%	2%	79	85%	47%	6%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	13	-	-	-
White	111	91%	73%	14%	107	86%	60%	17%
Multiracial								
Small Group Totals	28	93%	79%	18%	17	82%	41%	12%
General-Education Students	433	93%	64%	6%	553	88%	47%	7%
Students with Disabilities	133	61%	27%	0%	146	45%	12%	1%
English Proficient	536	86%	57%	5%	679	79%	41%	6%
Limited English Proficient	30	77%	33%	0%	20	75%	5%	0%
Economically Disadvantaged	363	84%	50%	2%	386	78%	35%	3%
Not Disadvantaged	203	88%	65%	10%	313	80%	46%	9%
Migrant								
Not Migrant	566	86%	55%	5%	699	79%	40%	6%

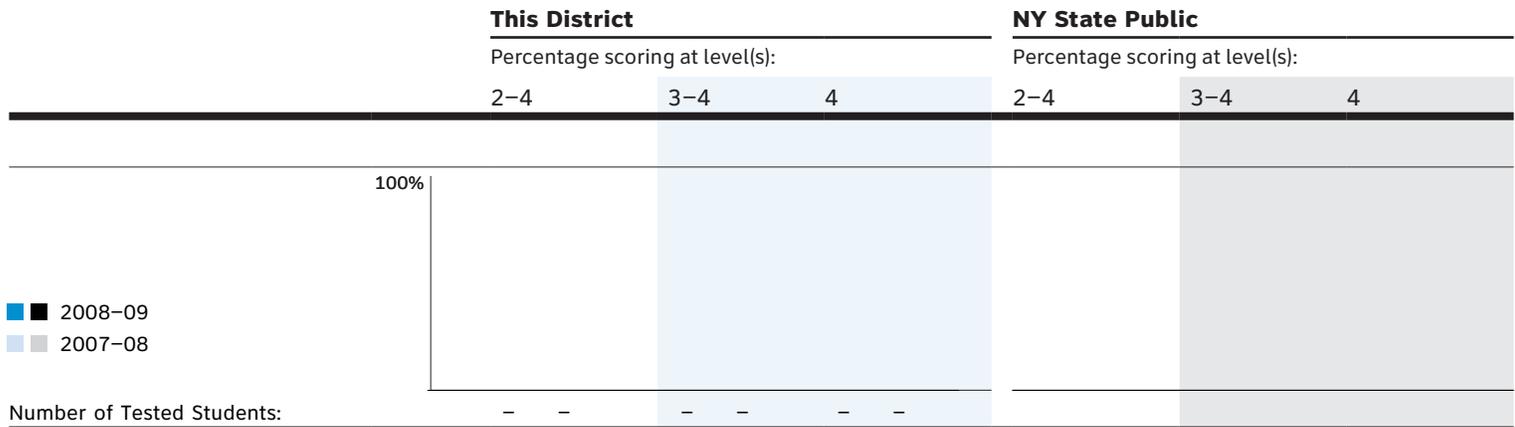
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	11	10	8	3	12	10	7	2

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 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>558</b>	<b>85%</b>	<b>48%</b>	<b>9%</b>	<b>686</b>	<b>91%</b>	<b>55%</b>	<b>14%</b>
Female	256	86%	41%	9%	344	93%	54%	10%
Male	302	85%	54%	10%	342	89%	56%	18%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	364	84%	41%	3%	484	92%	50%	8%
Hispanic or Latino	56	79%	45%	7%	80	85%	59%	16%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	14	-	-	-
White	110	95%	72%	28%	104	97%	75%	38%
Multiracial								
Small Group Totals	28	89%	57%	18%	18	72%	56%	33%
General-Education Students	430	90%	55%	11%	545	94%	62%	17%
Students with Disabilities	128	70%	26%	2%	141	79%	26%	1%
English Proficient	526	87%	50%	10%	664	92%	56%	14%
Limited English Proficient	32	56%	16%	0%	22	64%	14%	5%
Economically Disadvantaged	353	83%	42%	4%	378	93%	53%	9%
Not Disadvantaged	205	90%	59%	19%	308	89%	56%	20%
Migrant								
Not Migrant	558	85%	48%	9%	686	91%	55%	14%

### 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

	2008-09 School Year				2007-08 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	10	8	8	8	12	12	10	10
Regents Science	1	-	-	-	2	-	-	-

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

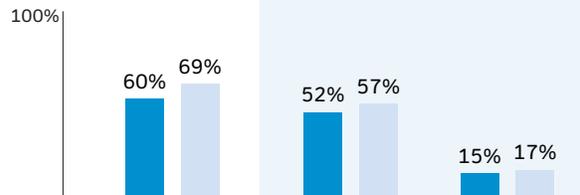
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

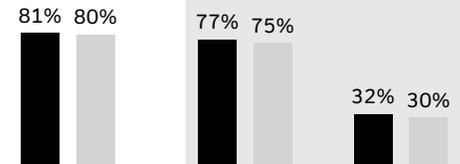
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>718</b>	<b>60%</b>	<b>52%</b>	<b>15%</b>	<b>692</b>	<b>69%</b>	<b>57%</b>	<b>17%</b>
Female	386	66%	60%	18%	369	78%	65%	19%
Male	332	52%	44%	12%	323	59%	47%	14%
American Indian or Alaska Native	5	80%	60%	20%	3	-	-	-
Black or African American	450	55%	46%	6%	420	64%	48%	6%
Hispanic or Latino	84	54%	48%	12%	57	58%	44%	14%
Asian or Native Hawaiian/Other Pacific Islander	20	70%	65%	20%	24	-	-	-
White	159	73%	69%	41%	188	82%	78%	41%
Multiracial								
Small Group Totals					27	78%	63%	19%
General-Education Students	571	70%	63%	19%	563	80%	67%	20%
Students with Disabilities	147	18%	12%	1%	129	20%	10%	0%
English Proficient	696	61%	53%	16%	684	69%	57%	17%
Limited English Proficient	22	27%	23%	0%	8	88%	38%	13%
Economically Disadvantaged	303	59%	49%	8%	238	67%	54%	6%
Not Disadvantaged	415	60%	55%	20%	454	70%	58%	22%
Migrant								
Not Migrant	718	60%	52%	15%	692	69%	57%	17%

### 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

### 2005 Cohort

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

### 2004 Cohort

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

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

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *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

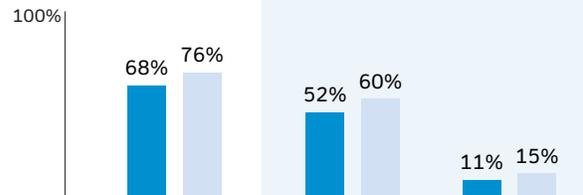
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

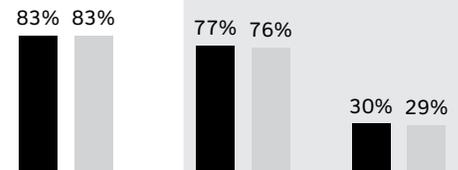
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>718</b>	<b>68%</b>	<b>52%</b>	<b>11%</b>	<b>692</b>	<b>76%</b>	<b>60%</b>	<b>15%</b>
Female	386	73%	54%	11%	369	83%	66%	15%
Male	332	62%	50%	11%	323	67%	52%	15%
American Indian or Alaska Native	5	80%	60%	0%	3	–	–	–
Black or African American	450	63%	46%	4%	420	73%	52%	7%
Hispanic or Latino	84	68%	44%	4%	57	60%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	85%	80%	35%	24	–	–	–
White	159	81%	71%	33%	188	85%	78%	34%
Multiracial								
Small Group Totals					27	85%	70%	26%
General-Education Students	571	77%	61%	14%	563	84%	69%	18%
Students with Disabilities	147	33%	18%	1%	129	38%	18%	0%
English Proficient	696	68%	52%	11%	684	76%	60%	15%
Limited English Proficient	22	59%	45%	14%	8	75%	63%	0%
Economically Disadvantaged	303	67%	48%	6%	238	75%	59%	7%
Not Disadvantaged	415	69%	55%	15%	454	76%	60%	19%
Migrant								
Not Migrant	718	68%	52%	11%	692	76%	60%	15%

### 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

### 2005 Cohort

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

### 2004 Cohort

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

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

\* 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.

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