



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **BINGHAMTON CITY SCHOOL
DISTRICT**

District ID **03-02-00-01-0000**

Superintendent **PEGGY WOZNIAK**

Telephone **(607) 762-8100**

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.

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 BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

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	166	150	401
Kindergarten	538	513	493
Grade 1	515	497	482
Grade 2	488	492	482
Grade 3	482	497	470
Grade 4	395	487	445
Grade 5	435	406	451
Grade 6	443	454	388
Ungraded Elementary	88	61	52
Grade 7	458	424	431
Grade 8	454	443	418
Grade 9	464	463	477
Grade 10	438	443	436
Grade 11	431	415	360
Grade 12	350	383	392
Ungraded Secondary	54	41	38
Total K-12	6033	6019	5815

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	19	19	18
Grade 8			
English	21	20	19
Mathematics	21	20	20
Science	22	21	20
Social Studies	22	22	21
Grade 10			
English	20	20	18
Mathematics	18	20	20
Science	21	23	22
Social Studies	22	22	20

Enrollment Information

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

Average Class Size Information

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

District BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	2951	49%	3050	51%	2931	50%
Reduced-Price Lunch	556	9%	569	9%	514	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	253	4%	239	4%	266	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	14	0%	22	0%	29	0%
Black or African American	1460	24%	1503	25%	1426	25%
Hispanic or Latino	402	7%	439	7%	464	8%
Asian or Native Hawaiian/Other Pacific Islander	220	4%	214	4%	224	4%
White	3821	63%	3708	62%	3523	61%
Multiracial	116	2%	133	2%	149	3%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	645	10%	662	11%	766	13%

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 BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	531	574	564
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	2%	3%	2%
Percent with Fewer Than Three Years of Experience	7%	9%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	13%	13%
Total Number of Core Classes	1331	1522	1463
Percent Not Taught by Highly Qualified Teachers	4%	3%	2%
Total Number of Classes	1799	1942	1861
Percent Taught by Teachers Without Appropriate Certification	3%	3%	2%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	8%	9%	21%
Turnover Rate of All Teachers	8%	8%	15%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	53	101	53
Total Paraprofessionals*	299	302	293
Assistant Principals	7	7	7
Principals	10	10	10

* 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.

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 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)

Improvement (Year 4)

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

Title I Part A Funding

Years the District Received Title I Part A Funding

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
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		—	—	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 5	✗ 4 of 5	✓ 1 of 1

Accountability Status Levels

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Federal

- Good Standing ✓
- Improvement (Year 1) ✓
- Improvement (Year 2) ✓
- Improvement (Year 3) ✓
- Improvement (Year 4) ✓
- Improvement (Year 5 & Above) ✓
- Pending – Requires Special Evaluation

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)



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 2009-10, the district will be In Need of Improvement (Year 5) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [219]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (2708:2549)	✓	✓	99%	✓	168	142	
Ethnicity							
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—
Black or African American (711:665)	✓	✓	99%	✓	157	140	
Hispanic or Latino (259:225)	✓	✓	99%	✓	156	137	
Asian or Native Hawaiian/Other Pacific Islander (95:85)	✓	✓	99%	✓	162	133	
White (1628:1559)	✓	✓	99%	✓	175	141	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (391:355)	✓ ^{SH}	✓	98%	✓ ^{SH}	126	138	118 133
Limited English Proficient ⁵ (122:131)	✓	✓	99%	✓	144	135	
Economically Disadvantaged (1369:1344)	✓	✓	99%	✓	163	141	
Final AYP Determination	✓	8 of 8					

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

³ 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.

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

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


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

AYP Status

- ✓ Made AYP
- ✓^{SH} 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (2703:2551)			100%		176	117	
Ethnicity							
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—
Black or African American (717:658)			100%		166	115	
Hispanic or Latino (257:231)			100%		164	112	
Asian or Native Hawaiian/Other Pacific Islander (95:94)			100%		183	109	
White (1619:1553)			100%		182	116	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (388:352)			99%		138	113	
Limited English Proficient ⁵ (115:150)			100%		159	111	
Economically Disadvantaged (1355:1332)			100%		172	116	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

³ 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.

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

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

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

AYP Status

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
















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(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) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (896:828)		Qualified		98%		176	100	
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (235:209)		Qualified		99%		165	100	
Hispanic or Latino (77:66)		Qualified		96%		170	100	
Asian or Native Hawaiian/Other Pacific Islander (28:27)	—	—	—	—	—	—	—	—
White (554:524)		Qualified		98%		181	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (135:120)		Qualified		99%		158	100	
Limited English Proficient ⁴ (33:41)		Qualified	—	—		161	100	
Economically Disadvantaged (438:431)		Qualified		99%		171	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.


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

AYP Status

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

Secondary-Level English Language Arts

















Accountability Status for This Subject (2009–10)  Improvement (Year 4)

Accountability Measures 4 of 5 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 5) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [219]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (419:367)			98%		176	165	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (104:83)			97%		165	160	
Hispanic or Latino (23:20)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (8:8)	—	—	—	—	—	—	—
White (284:256)			98%		182	164	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (50:64)			96%		114	159	108 [‡] 123
Limited English Proficient ⁵ (11:10)	—	—	—	—	—	—	—
Economically Disadvantaged (130:140)			98%		169	162	
Final AYP Determination	 4 of 5						

NOTES

¹ 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).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.




³ 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.

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

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


[‡] This student group did not make AYP in 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 4 of 5 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	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (419:367)			97%		173	160	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (104:83)			96%		157	155	
Hispanic or Latino (23:20)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (8:8)	—	—	—	—	—	—	—
White (284:256)			97%		180	159	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (50:64)			96%		111	154	126‡ 120
Limited English Proficient ⁵ (11:10)	—	—	—	—	—	—	—
Economically Disadvantaged (130:140)			97%		168	157	
Final AYP Determination	 4 of 5						

NOTES

¹ 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).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

³ 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.

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

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

‡ This student group did not make AYP in 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 ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
All Students (460)			63%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (112)			53%	55%	52%	54%
Hispanic or Latino (31)			39%	55%	1%	40%
Asian or Native Hawaiian/Other Pacific Islander (16)	–		–	–		
White (301)			69%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (73)			27%	55%	33%	28%
Limited English Proficient ² (6)		–	–	–		
Economically Disadvantaged (163)			70%	55%		
Final AYP Determination		1 of 1				

NOTES

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

² 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 BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

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	72%			462
Grade 4	69%			455
Grade 5	77%			452
Grade 6	69%			391
Grade 7	74%			433
Grade 8	55%			419

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
Grade 3	89%			469
Grade 4	79%			462
Grade 5	75%			453
Grade 6	72%			396
Grade 7	85%			440
Grade 8	73%			424

Science	Percentage of students that scored at or above Level 3			Total Tested
Grade 4	85%			450
Grade 8	72%			413

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	71%			471
Mathematics	69%			471

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

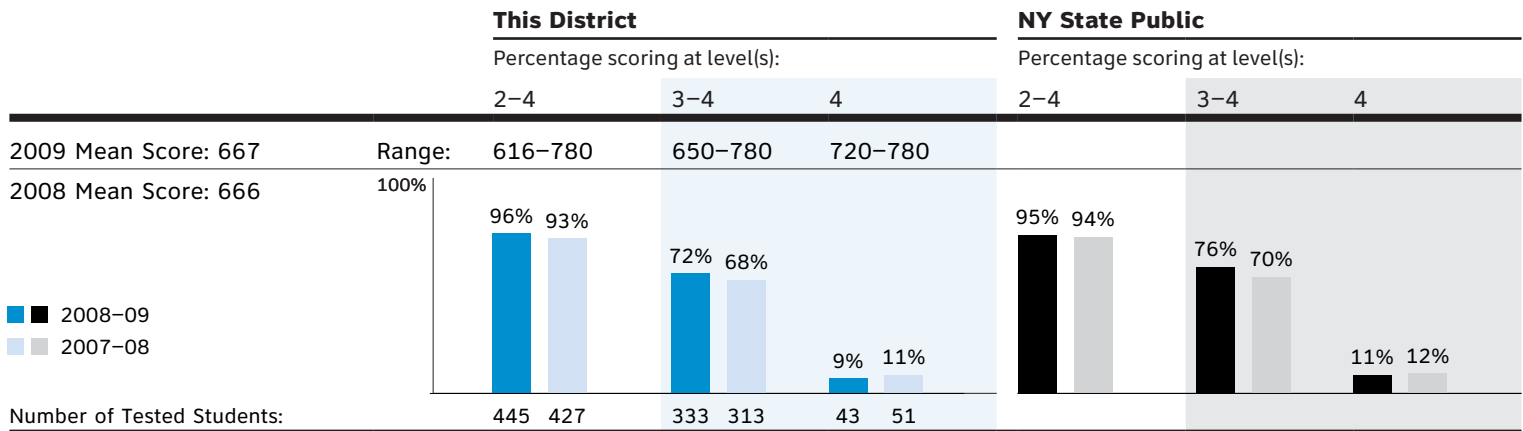
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	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
All Students	462	96%	72%	9%	461	93%	68%	11%
Female	239	97%	72%	12%	221	93%	70%	12%
Male	223	96%	72%	7%	240	92%	66%	10%
American Indian or Alaska Native	6	100%	17%	0%	2	-	-	-
Black or African American	118	95%	65%	3%	117	91%	59%	4%
Hispanic or Latino	50	98%	72%	6%	36	89%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	71%	8%	11	-	-	-
White	264	97%	77%	13%	295	94%	74%	15%
Multiracial								
Small Group Totals					13	85%	46%	0%
General-Education Students	434	97%	74%	10%	418	96%	72%	12%
Students with Disabilities	28	82%	39%	0%	43	63%	33%	2%
English Proficient	431	97%	73%	10%	436	93%	70%	12%
Limited English Proficient	31	94%	58%	0%	25	92%	32%	0%
Economically Disadvantaged	237	96%	68%	4%	262	92%	65%	8%
Not Disadvantaged	225	96%	76%	15%	199	93%	72%	16%
Migrant								
Not Migrant	462	96%	72%	9%	461	93%	68%	11%

NOTES

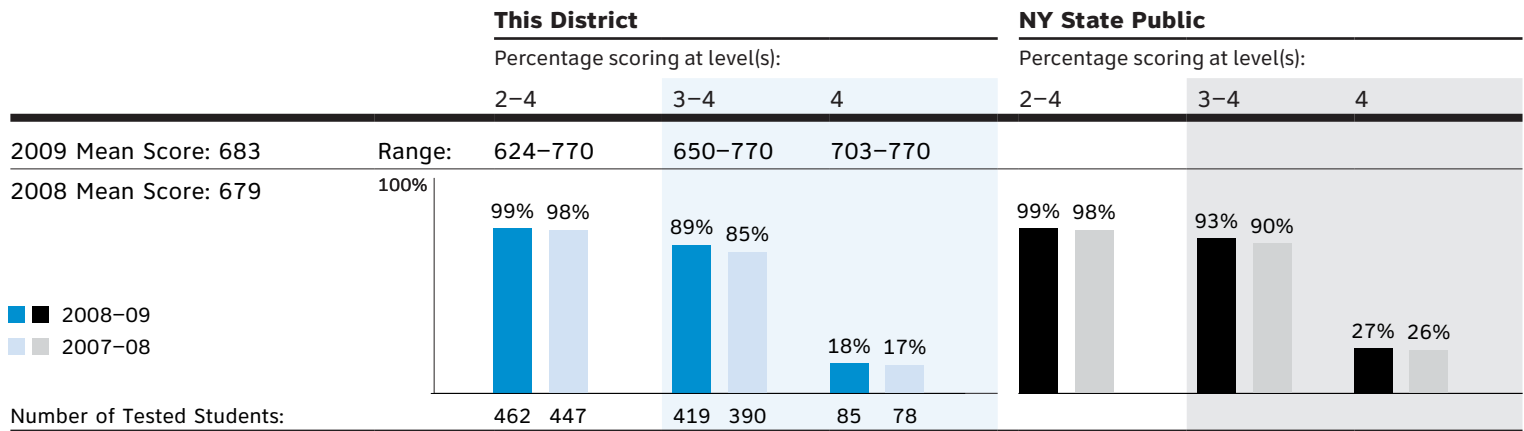
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	7	7	4	3	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	7	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 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
All Students	469	99%	89%	18%	458	98%	85%	17%
Female	243	98%	87%	19%	220	97%	85%	19%
Male	226	99%	92%	17%	238	98%	85%	15%
American Indian or Alaska Native	6	100%	67%	0%	1	-	-	-
Black or African American	123	99%	85%	13%	115	96%	75%	8%
Hispanic or Latino	52	98%	88%	12%	38	97%	89%	11%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	93%	15%	14	-	-	-
White	261	98%	92%	23%	290	98%	89%	22%
Multiracial								
Small Group Totals					15	100%	87%	13%
General-Education Students	442	99%	91%	19%	416	99%	88%	19%
Students with Disabilities	27	93%	67%	4%	42	83%	55%	0%
English Proficient	434	99%	90%	19%	431	97%	85%	17%
Limited English Proficient	35	97%	80%	3%	27	100%	89%	11%
Economically Disadvantaged	234	98%	87%	12%	262	97%	82%	14%
Not Disadvantaged	235	99%	91%	25%	196	98%	89%	21%
Migrant								
Not Migrant	469	99%	89%	18%	458	98%	85%	17%

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	7	7	7	4	6	6	6	4

This District's Results in Grade 4 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
2009 Mean Score: 662	Range: 612-775			650-775		
2008 Mean Score: 658	716-775					
Number of Tested Students:	433	444	314	305	10	27

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
All Students	455	95%	69%	2%	487	91%	63%	6%
Female	218	97%	69%	3%	235	92%	64%	8%
Male	237	94%	69%	1%	252	90%	62%	3%
American Indian or Alaska Native					2	-	-	-
Black or African American	113	93%	58%	0%	134	87%	57%	1%
Hispanic or Latino	40	98%	55%	3%	44	82%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	33%	0%	17	-	-	-
White	290	96%	77%	3%	290	94%	67%	8%
Multiracial								
Small Group Totals					19	95%	74%	0%
General-Education Students	398	97%	73%	3%	432	94%	68%	6%
Students with Disabilities	57	79%	39%	0%	55	71%	20%	0%
English Proficient	436	96%	70%	2%	466	92%	64%	6%
Limited English Proficient	19	84%	42%	0%	21	67%	29%	0%
Economically Disadvantaged	238	95%	66%	1%	270	90%	59%	4%
Not Disadvantaged	217	95%	72%	3%	217	93%	67%	7%
Migrant								
Not Migrant	455	95%	69%	2%	487	91%	63%	6%

NOTES

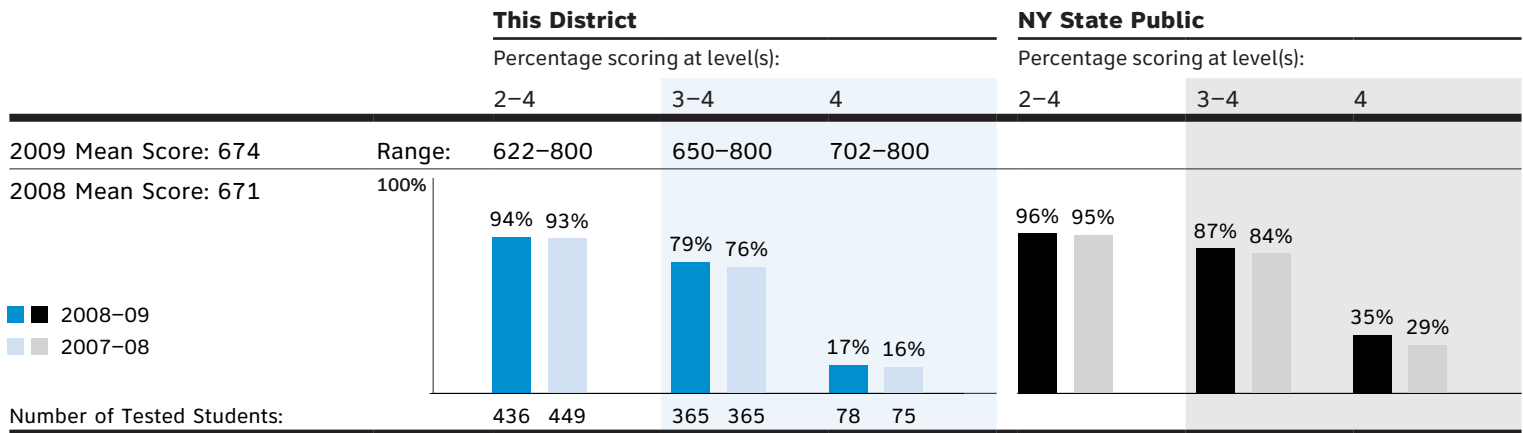
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Other Assessments

	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 4 Equivalent	9	9	8	6	10	9	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	1	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
All Students	462	94%	79%	17%	481	93%	76%	16%
Female	225	95%	76%	16%	230	93%	73%	14%
Male	237	94%	82%	18%	251	94%	78%	17%
American Indian or Alaska Native					2	-	-	-
Black or African American	115	89%	71%	8%	134	87%	63%	9%
Hispanic or Latino	43	95%	67%	12%	42	93%	71%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	73%	20%	20	-	-	-
White	289	96%	84%	21%	283	96%	82%	21%
Multiracial								
Small Group Totals					22	100%	86%	14%
General-Education Students	405	96%	82%	19%	426	95%	78%	17%
Students with Disabilities	57	81%	60%	5%	55	82%	56%	4%
English Proficient	438	95%	80%	18%	460	94%	77%	16%
Limited English Proficient	24	92%	63%	4%	21	86%	62%	0%
Economically Disadvantaged	235	94%	79%	13%	271	93%	72%	11%
Not Disadvantaged	227	94%	79%	21%	210	94%	81%	21%
Migrant								
Not Migrant	462	94%	79%	17%	481	93%	76%	16%

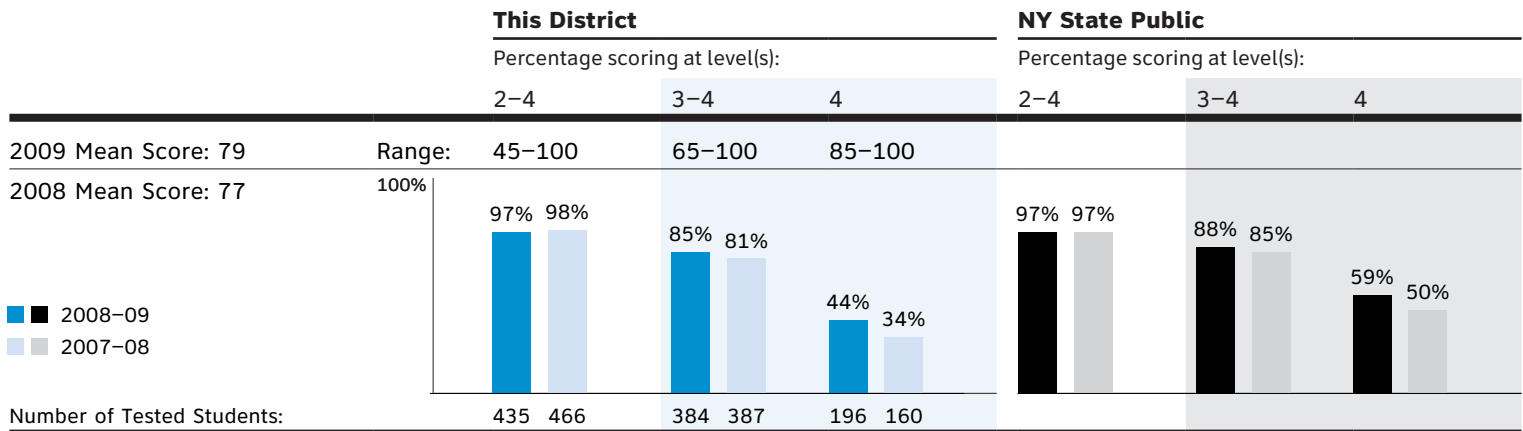
NOTES

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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	9	9	8	6	10	10	8	3

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
All Students	450	97%	85%	44%	475	98%	81%	34%
Female	218	94%	81%	40%	227	97%	77%	29%
Male	232	100%	89%	47%	248	99%	86%	38%
American Indian or Alaska Native					2	-	-	-
Black or African American	116	94%	75%	28%	131	96%	69%	18%
Hispanic or Latino	38	100%	84%	24%	44	95%	61%	14%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	87%	33%	20	-	-	-
White	281	97%	90%	53%	278	99%	90%	46%
Multiracial								
Small Group Totals					22	100%	86%	18%
General-Education Students	394	96%	87%	46%	421	98%	83%	35%
Students with Disabilities	56	98%	77%	25%	54	100%	69%	22%
English Proficient	428	96%	86%	45%	453	98%	82%	35%
Limited English Proficient	22	100%	82%	14%	22	95%	64%	14%
Economically Disadvantaged	229	96%	84%	41%	263	97%	80%	28%
Not Disadvantaged	221	98%	86%	46%	212	100%	83%	41%
Migrant								
Not Migrant	450	97%	85%	44%	475	98%	81%	34%

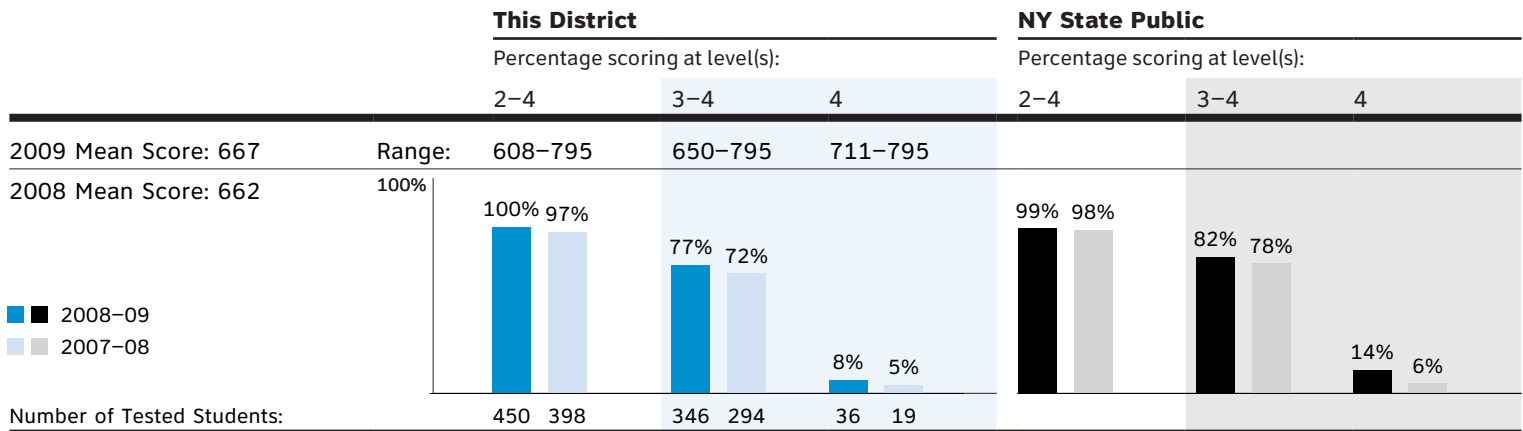
NOTES

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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	9	9	9	8	10	10	10	8

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
All Students	452	100%	77%	8%	411	97%	72%	5%
Female	217	100%	76%	7%	201	97%	75%	7%
Male	235	100%	77%	9%	210	97%	69%	2%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	131	99%	67%	3%	118	96%	62%	2%
Hispanic or Latino	47	100%	62%	2%	35	100%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	10	-	-	-
White	257	100%	84%	12%	246	97%	78%	7%
Multiracial								
Small Group Totals	17	100%	76%	6%	12	92%	67%	0%
General-Education Students	397	100%	81%	8%	355	99%	77%	5%
Students with Disabilities	55	98%	47%	5%	56	86%	38%	2%
English Proficient	433	100%	79%	8%	399	97%	72%	5%
Limited English Proficient	19	95%	32%	0%	12	100%	50%	0%
Economically Disadvantaged	248	99%	75%	6%	241	96%	68%	3%
Not Disadvantaged	204	100%	79%	10%	170	98%	76%	7%
Migrant								
Not Migrant	452	100%	77%	8%	411	97%	72%	5%

NOTES

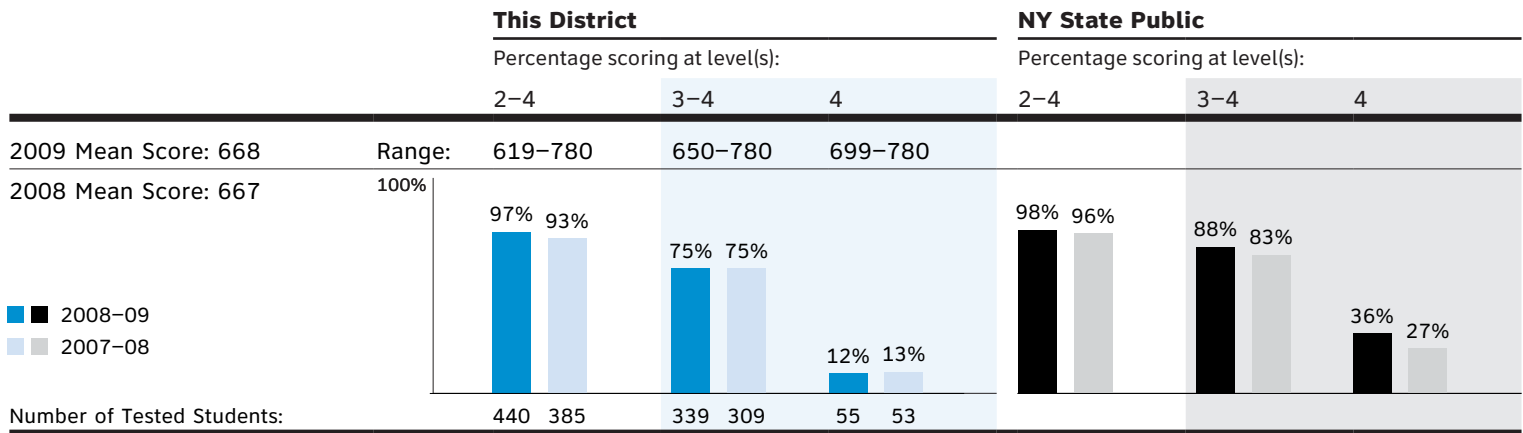
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Other Assessments

	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	9	9	7	3	10	9	8	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	1	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
All Students	453	97%	75%	12%	412	93%	75%	13%
Female	220	97%	72%	10%	202	93%	75%	12%
Male	233	97%	77%	14%	210	94%	75%	14%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	129	93%	64%	4%	118	92%	67%	6%
Hispanic or Latino	50	94%	60%	10%	36	86%	61%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	14	-	-	-
White	256	100%	83%	17%	241	95%	81%	17%
Multiracial								
Small Group Totals	18	100%	72%	6%	17	100%	71%	29%
General-Education Students	398	97%	79%	14%	357	96%	80%	14%
Students with Disabilities	55	96%	44%	2%	55	80%	40%	7%
English Proficient	432	97%	76%	13%	397	94%	76%	13%
Limited English Proficient	21	90%	48%	0%	15	80%	53%	13%
Economically Disadvantaged	245	96%	73%	8%	241	92%	75%	10%
Not Disadvantaged	208	98%	77%	17%	171	96%	75%	17%
Migrant								
Not Migrant	453	97%	75%	12%	412	93%	75%	13%

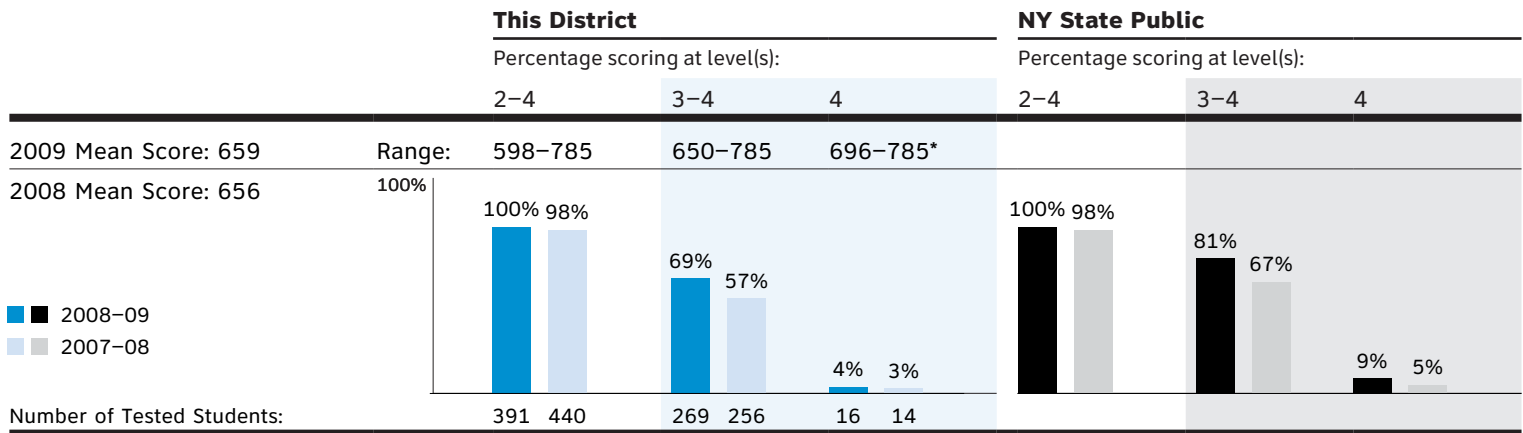
NOTES

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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	9	9	9	5	10	8	8	3

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
All Students	391	100%	69%	4%	447	98%	57%	3%
Female	188	100%	71%	6%	210	99%	65%	5%
Male	203	100%	67%	2%	237	98%	51%	1%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	116	100%	59%	2%	106	100%	38%	0%
Hispanic or Latino	34	100%	38%	0%	38	92%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	14	-	-	-
White	228	100%	79%	6%	287	99%	67%	5%
Multiracial								
Small Group Totals	13	100%	62%	8%	16	100%	63%	0%
General-Education Students	334	100%	77%	5%	376	100%	64%	4%
Students with Disabilities	57	100%	21%	0%	71	90%	21%	0%
English Proficient	382	100%	70%	4%	435	99%	59%	3%
Limited English Proficient	9	100%	22%	0%	12	92%	0%	0%
Economically Disadvantaged	211	100%	63%	2%	233	98%	45%	1%
Not Disadvantaged	180	100%	76%	7%	214	99%	70%	5%
Migrant								
Not Migrant	391	100%	69%	4%	447	98%	57%	3%

NOTES

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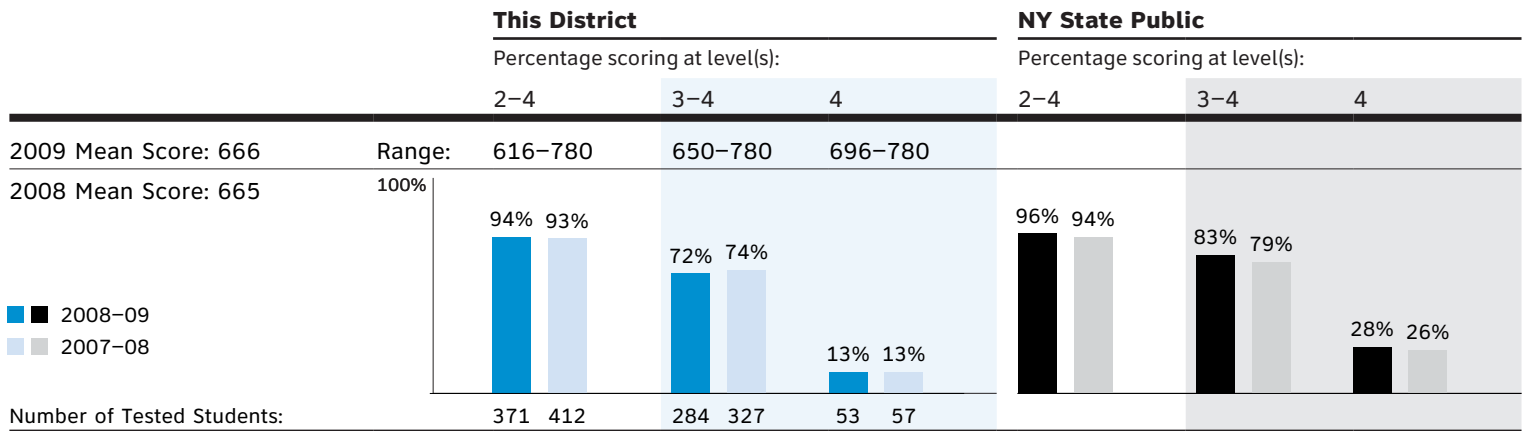
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	10	10	8	6	8	8	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	4	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 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
All Students	396	94%	72%	13%	441	93%	74%	13%
Female	193	93%	74%	13%	206	96%	77%	15%
Male	203	95%	70%	13%	235	91%	71%	11%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	116	92%	63%	9%	106	94%	64%	6%
Hispanic or Latino	34	88%	47%	0%	36	83%	58%	6%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	14	-	-	-
White	231	95%	80%	17%	283	94%	79%	16%
Multiracial								
Small Group Totals	15	100%	67%	20%	16	100%	88%	19%
General-Education Students	339	96%	79%	15%	372	97%	80%	15%
Students with Disabilities	57	77%	28%	2%	69	75%	42%	3%
English Proficient	383	95%	73%	14%	429	94%	74%	13%
Limited English Proficient	13	69%	38%	8%	12	75%	67%	0%
Economically Disadvantaged	208	94%	67%	9%	231	92%	68%	6%
Not Disadvantaged	188	93%	77%	18%	210	95%	81%	20%
Migrant								
Not Migrant	396	94%	72%	13%	441	93%	74%	13%

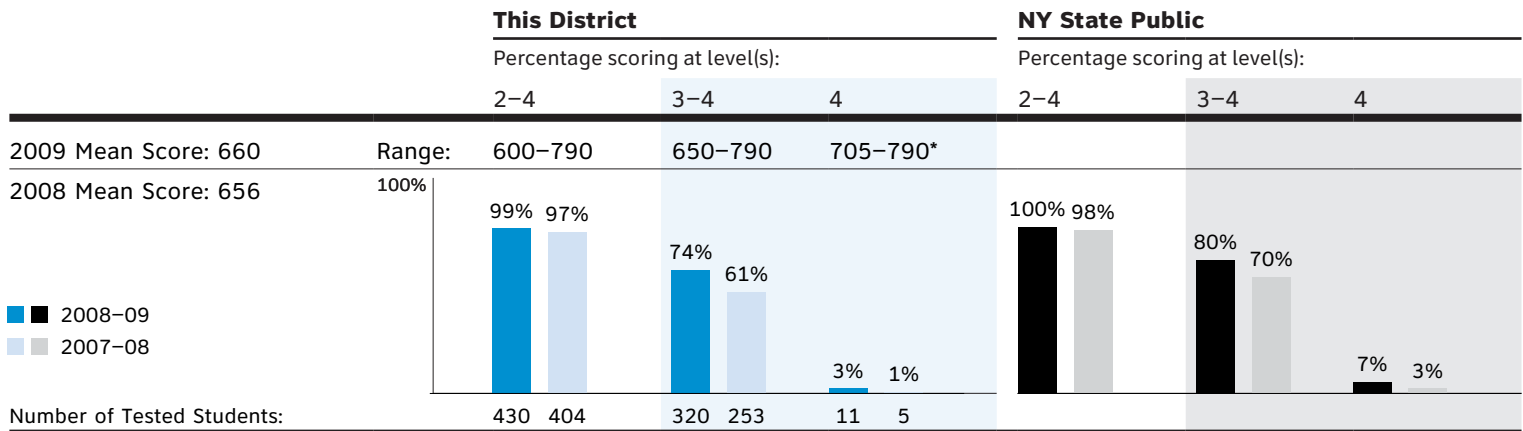
NOTES

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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	10	10	10	9	8	8	8	5

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
All Students	433	99%	74%	3%	416	97%	61%	1%
Female	201	100%	80%	4%	209	97%	68%	2%
Male	232	99%	69%	1%	207	98%	53%	0%
American Indian or Alaska Native	2	-	-	-				
Black or African American	100	100%	60%	1%	110	98%	50%	0%
Hispanic or Latino	39	97%	51%	0%	29	93%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	12	100%	58%	8%
White	281	99%	81%	3%	265	97%	66%	1%
Multiracial								
Small Group Totals	13	100%	85%	8%				
General-Education Students	357	100%	83%	3%	357	99%	68%	1%
Students with Disabilities	76	97%	32%	0%	59	88%	17%	0%
English Proficient	424	99%	75%	3%	408	97%	62%	1%
Limited English Proficient	9	100%	11%	0%	8	100%	13%	0%
Economically Disadvantaged	200	100%	65%	2%	216	95%	50%	0%
Not Disadvantaged	233	99%	82%	3%	200	99%	73%	2%
Migrant								
Not Migrant	433	99%	74%	3%	416	97%	61%	1%

NOTES

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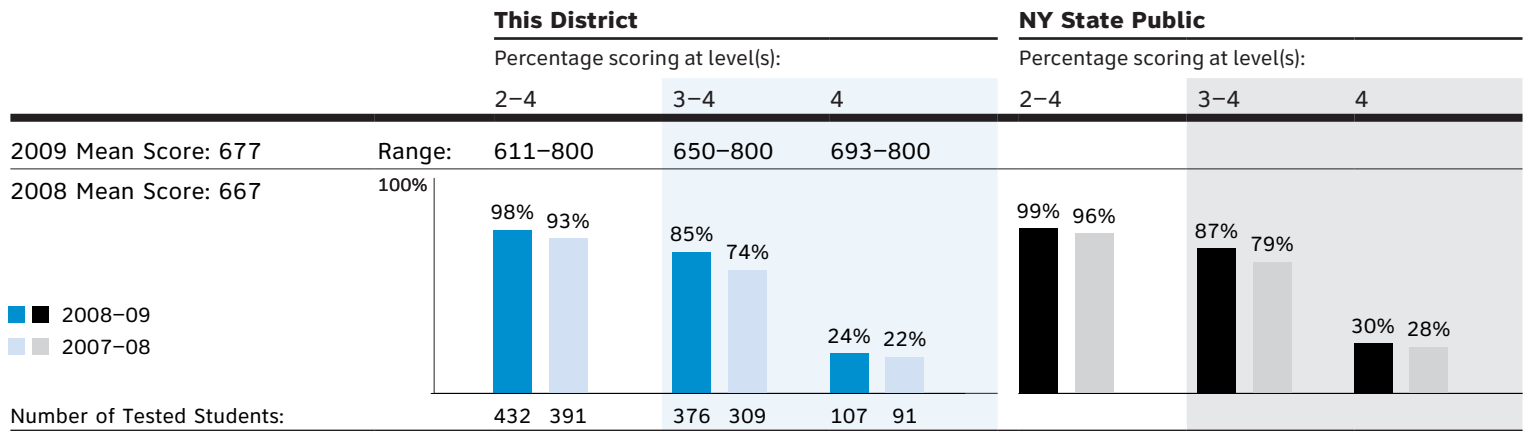
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	8	8	7	4	7	7	7	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 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
All Students	440	98%	85%	24%	419	93%	74%	22%
Female	205	99%	85%	26%	210	95%	76%	23%
Male	235	98%	86%	23%	209	92%	72%	21%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	105	97%	73%	12%	111	91%	63%	10%
Hispanic or Latino	39	97%	82%	3%	31	97%	74%	19%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	13	-	-	-
White	283	99%	90%	31%	263	94%	78%	27%
Multiracial								
Small Group Totals	13	100%	100%	31%	14	100%	79%	29%
General-Education Students	366	99%	91%	28%	362	96%	79%	25%
Students with Disabilities	74	92%	58%	5%	57	74%	42%	0%
English Proficient	429	98%	86%	25%	409	93%	74%	22%
Limited English Proficient	11	91%	64%	0%	10	90%	50%	0%
Economically Disadvantaged	205	98%	82%	16%	218	92%	66%	11%
Not Disadvantaged	235	99%	88%	31%	201	95%	82%	34%
Migrant								
Not Migrant	440	98%	85%	24%	419	93%	74%	22%

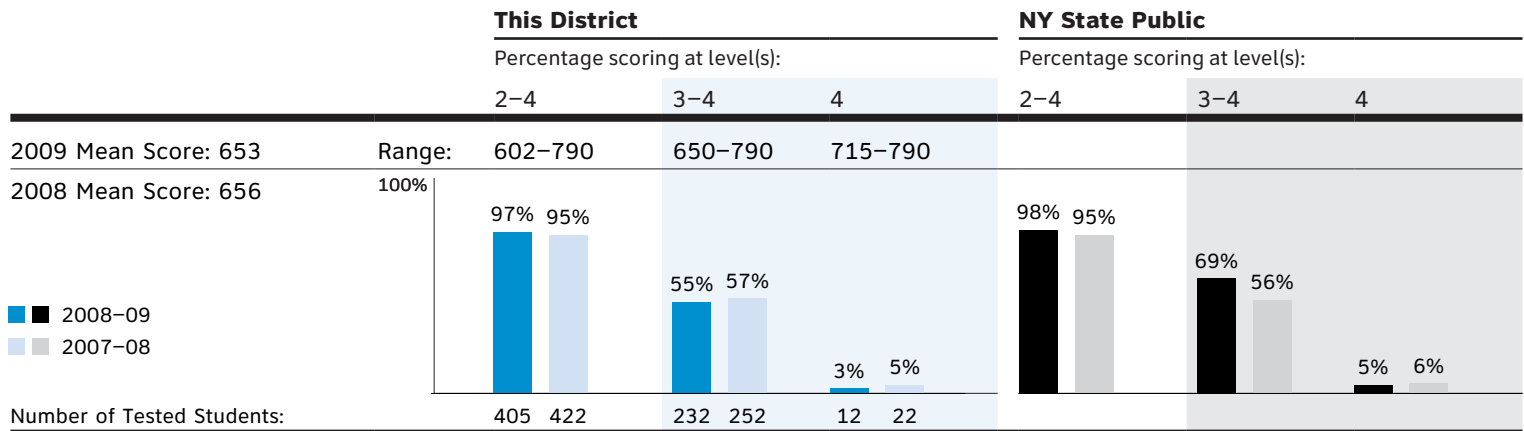
NOTES

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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	8	8	5	3	7	7	6	2

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
All Students	419	97%	55%	3%	445	95%	57%	5%
Female	208	98%	65%	3%	223	97%	60%	4%
Male	211	96%	46%	2%	222	92%	53%	5%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	111	98%	39%	1%	106	94%	37%	1%
Hispanic or Latino	35	94%	51%	11%	25	92%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	15	-	-	-
White	258	97%	63%	2%	297	96%	66%	7%
Multiracial								
Small Group Totals	15	93%	53%	7%	17	88%	53%	0%
General-Education Students	358	99%	63%	3%	383	98%	63%	5%
Students with Disabilities	61	82%	10%	0%	62	73%	15%	2%
English Proficient	411	97%	56%	3%	441	-	-	-
Limited English Proficient	8	63%	0%	0%	4	-	-	-
Economically Disadvantaged	203	96%	45%	2%	217	92%	47%	3%
Not Disadvantaged	216	97%	65%	4%	228	97%	66%	7%
Migrant								
Not Migrant	419	97%	55%	3%	445	95%	57%	5%

NOTES

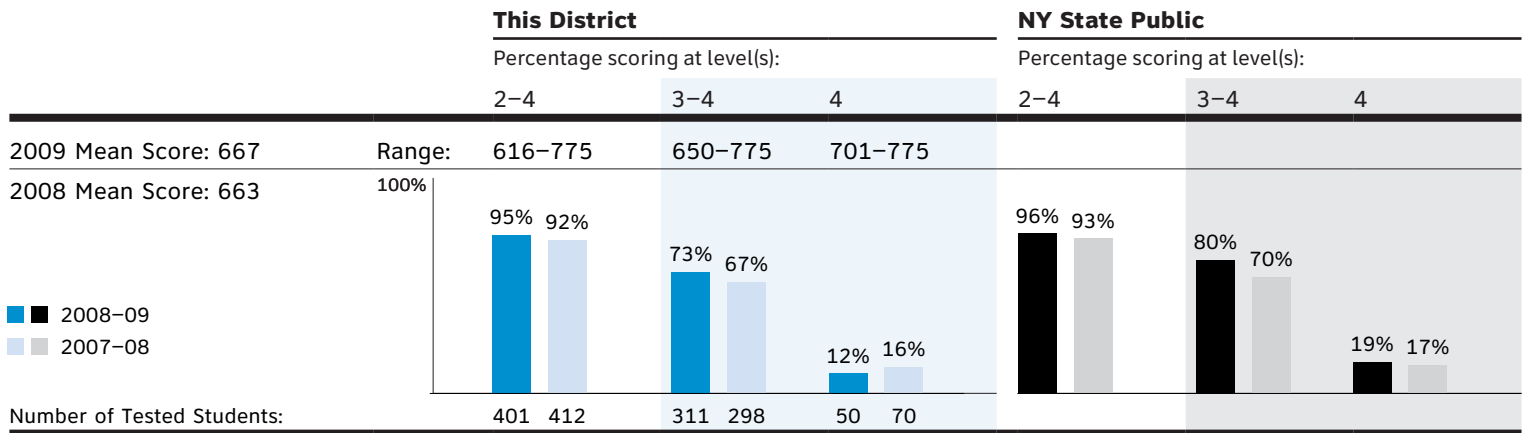
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Other Assessments

	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	7	7	6	4	9	9	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	1	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
All Students	424	95%	73%	12%	446	92%	67%	16%
Female	208	95%	75%	14%	221	94%	70%	14%
Male	216	94%	72%	10%	225	91%	64%	17%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	110	94%	64%	2%	104	94%	51%	2%
Hispanic or Latino	37	92%	65%	11%	25	88%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	18	-	-	-
White	262	95%	77%	16%	297	92%	73%	22%
Multiracial								
Small Group Totals	15	100%	100%	13%	20	90%	70%	15%
General-Education Students	361	98%	81%	14%	384	97%	74%	18%
Students with Disabilities	63	75%	32%	0%	62	65%	21%	2%
English Proficient	413	95%	74%	12%	439	92%	68%	16%
Limited English Proficient	11	82%	36%	0%	7	86%	14%	0%
Economically Disadvantaged	201	93%	67%	5%	218	90%	60%	9%
Not Disadvantaged	223	96%	79%	18%	228	95%	74%	22%
Migrant								
Not Migrant	424	95%	73%	12%	446	92%	67%	16%

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	7	6	5	4	9	7	7	4

This District's Results in Grade 8 Science

This District

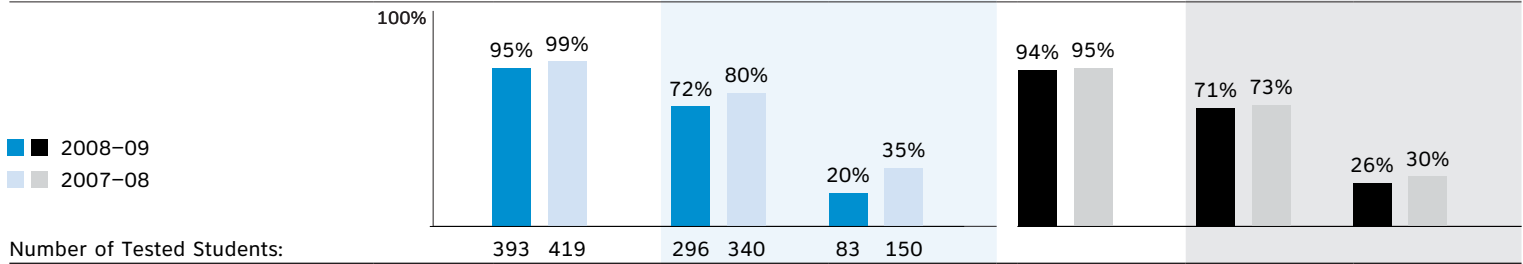
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

2007-08 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2008-09 School Year	Percentage scoring at level(s):			2007-08 School Year	Percentage scoring at level(s):		
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	413	95%	72%	20%	425	99%	80%	35%
Female	201	94%	71%	22%	206	100%	78%	32%
Male	212	96%	72%	18%	219	97%	82%	39%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	110	95%	58%	9%	101	98%	75%	12%
Hispanic or Latino	35	91%	69%	26%	24	100%	63%	13%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	15	-	-	-
White	253	95%	77%	24%	283	99%	84%	46%
Multiracial								
Small Group Totals	15	100%	80%	27%	17	100%	71%	35%
General-Education Students	352	97%	76%	24%	370	99%	85%	39%
Students with Disabilities	61	85%	48%	0%	55	98%	49%	7%
English Proficient	403	96%	73%	21%	418	99%	81%	36%
Limited English Proficient	10	60%	30%	0%	7	100%	14%	14%
Economically Disadvantaged	197	95%	64%	13%	208	99%	77%	25%
Not Disadvantaged	216	95%	78%	26%	217	99%	82%	45%
Migrant								
Not Migrant	413	95%	72%	20%	425	99%	80%	35%

NOTES

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Other Assessments

2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

2007-08 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	6	5	9	9	8	5
Regents Science	0				0			

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

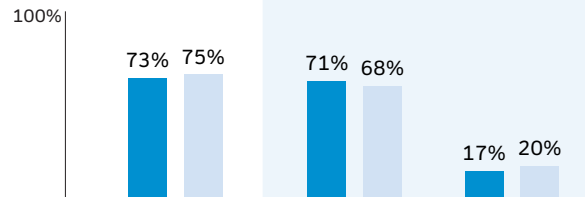
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

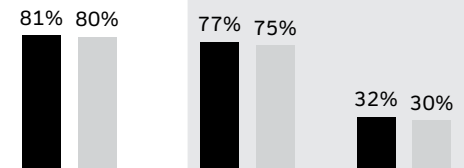
NY State Public

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	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	471	73%	71%	17%	464	75%	68%	20%
Female	210	75%	72%	19%	237	80%	73%	24%
Male	261	72%	69%	15%	227	70%	62%	16%
American Indian or Alaska Native								
Black or African American	111	69%	64%	10%	115	68%	56%	7%
Hispanic or Latino	36	39%	39%	3%	31	52%	45%	10%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	22%	16	75%	75%	19%
White	315	78%	77%	21%	302	80%	75%	26%
Multiracial								
Small Group Totals								
General-Education Students	383	81%	79%	20%	390	84%	76%	24%
Students with Disabilities	88	41%	36%	3%	74	28%	23%	1%
English Proficient	458	74%	72%	17%	458	75%	69%	21%
Limited English Proficient	13	62%	23%	0%	6	67%	17%	0%
Economically Disadvantaged	177	71%	69%	9%	165	77%	70%	11%
Not Disadvantaged	294	75%	72%	22%	299	74%	67%	25%
Migrant								
Not Migrant	471	73%	71%	17%	464	75%	68%	20%

NOTES

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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

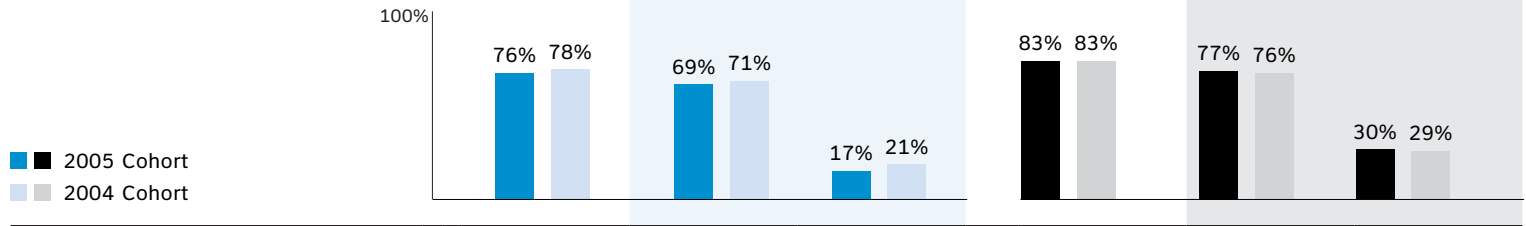
NY State Public

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
All Students	471	76%	69%	17%	464	78%	71%	21%
Female	210	78%	70%	18%	237	81%	75%	23%
Male	261	74%	68%	17%	227	75%	67%	19%
American Indian or Alaska Native								
Black or African American	111	69%	59%	9%	115	70%	59%	7%
Hispanic or Latino	36	61%	50%	3%	31	58%	52%	6%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	67%	33%	16	81%	81%	13%
White	315	79%	75%	22%	302	82%	77%	28%
Multiracial								
Small Group Totals								
General-Education Students	383	84%	77%	21%	390	85%	79%	24%
Students with Disabilities	88	39%	34%	0%	74	39%	27%	1%
English Proficient	458	76%	70%	18%	458	78%	71%	21%
Limited English Proficient	13	62%	31%	8%	6	83%	67%	17%
Economically Disadvantaged	177	75%	67%	9%	165	82%	75%	16%
Not Disadvantaged	294	76%	70%	22%	299	75%	69%	23%
Migrant								
Not Migrant	471	76%	69%	17%	464	78%	71%	21%

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.