



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **SYRACUSE CITY SCHOOL DISTRICT**
District ID **42-18-00-01-0000**
Superintendent **DANIEL LOWENGARD**
Telephone **(315) 435-4161**
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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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	0	0	1290
Kindergarten	1625	1601	1595
Grade 1	1691	1557	1617
Grade 2	1657	1702	1638
Grade 3	1575	1616	1651
Grade 4	1522	1462	1567
Grade 5	1497	1461	1422
Grade 6	1571	1445	1432
Ungraded Elementary	146	122	124
Grade 7	1566	1523	1438
Grade 8	1652	1514	1492
Grade 9	1623	2153	1876
Grade 10	1527	1472	1578
Grade 11	1313	913	1061
Grade 12	1266	1073	1009
Ungraded Secondary	130	145	193
Total K-12	20361	19759	19693

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	20	20	21
Grade 8			
English	20	19	21
Mathematics	20	20	19
Science	20	20	22
Social Studies	22	20	19
Grade 10			
English	25	23	23
Mathematics	22	23	22
Science	22	23	20
Social Studies	25	24	23

Enrollment Information

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

Average Class Size Information

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

District SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	13375	66%	12792	65%	13049	66%
Reduced-Price Lunch	1799	9%	1923	10%	1802	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1530	8%	1485	8%	1728	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	295	1%	284	1%	264	1%
Black or African American	10995	54%	10754	54%	10702	54%
Hispanic or Latino	2144	11%	2105	11%	2160	11%
Asian or Native Hawaiian/Other Pacific Islander	571	3%	556	3%	752	4%
White	6356	31%	6060	31%	5815	30%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		92%		91%		91%
Student Suspensions	4768	22%	3788	19%	4184	21%

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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1741	1822	1801
Percent with No Valid Teaching Certificate	6%	2%	1%
Percent Teaching Out of Certification	7%	5%	3%
Percent with Fewer Than Three Years of Experience	11%	7%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	19%	20%
Total Number of Core Classes	3592	3931	3794
Percent Not Taught by Highly Qualified Teachers	8%	6%	3%
Total Number of Classes	5359	5365	5292
Percent Taught by Teachers Without Appropriate Certification	7%	6%	3%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	17%	20%
Turnover Rate of All Teachers	15%	16%	16%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	237	240	252
Total Paraprofessionals*	970	1005	940
Assistant Principals	16	45	44
Principals	38	35	38

* 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:

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

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 7)

ELA	▲ Improvement (Year 7)	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	✓	✓	✓	✓ ^{SH}	✓ ^{SH}	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓ ^{SH}	✓ ^{SH}	
Hispanic or Latino	✓ ^{SH}	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✓ ^{SH}	
Limited English Proficient	✓ ^{SH}	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓ ^{SH}	
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 4 of 7	✗ 5 of 7	✓ 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  Improvement (Year 7)
for This Subject
(2009–10)

Accountability Measures 9 of 9 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 8) 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. [220]

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 (9230:8730)			99%		146	143	
Ethnicity							
American Indian or Alaska Native (122:114)			98%		153	134	
Black or African American (5072:4889)			99%		142	142	
Hispanic or Latino (1047:959)			98%		134	140	124 141
Asian or Native Hawaiian/Other Pacific Islander (371:270)			99%		153	137	
White (2618:2498)			99%		159	142	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (2299:2187)			98%		110	142	104 119
Limited English Proficient ⁵ (899:835)			99%		105	140	104 115
Economically Disadvantaged (6972:6658)			99%		143	143	
Final AYP Determination	 9 of 9						

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 Mathematics

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

Accountability Measures 9 of 9 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 (9205:8699)			99%		148	118	
Ethnicity							
American Indian or Alaska Native (122:114)			99%		154	109	
Black or African American (5064:4841)			99%		144	117	
Hispanic or Latino (1042:975)			99%		134	115	
Asian or Native Hawaiian/Other Pacific Islander (364:311)			98%		153	113	
White (2613:2458)			99%		161	117	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (2285:2148)			98%		118	117	
Limited English Proficient ⁵ (888:904)			99%		115	115	
Economically Disadvantaged (6969:6706)			99%		147	118	
Final AYP Determination	 9 of 9						

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 (3119:2785)		Qualified		94%		142	100	
Ethnicity								
American Indian or Alaska Native (43:37)		Qualified		95%		162	100	
Black or African American (1691:1526)		Qualified		93%		136	100	
Hispanic or Latino (358:314)		Qualified		95%		124	100	
Asian or Native Hawaiian/Other Pacific Islander (135:107)		Qualified		96%		136	100	
White (892:801)		Qualified		96%		160	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (793:689)		Qualified		92%		119	100	
Limited English Proficient ⁴ (296:291)		Qualified		98%		101	100	
Economically Disadvantaged (2292:2131)		Qualified		96%		138	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 7)

Accountability Measures 4 of 7 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 8) 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. [220]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (1038:1012)			99%		161	168	159	165
Ethnicity								
American Indian or Alaska Native (15:12)	—	—	—	—	—	—	—	—
Black or African American (581:538)			99%		159	166	151	163
Hispanic or Latino (78:83)			99%		135	160	131 [‡]	142
Asian or Native Hawaiian/Other Pacific Islander (25:29)	—	—	—	—	—	—	—	—
White (339:350)			100%		172	165		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (136:206)			99%		111	163	122	120
Limited English Proficient ⁵ (45:45)			98%		133	157	63 [‡]	140
Economically Disadvantaged (622:583)			99%		161	166	158	165
Final AYP Determination	 4 of 7							

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 5 of 7 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) 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 (1038:1012)			100%		153	163	152	158
Ethnicity								
American Indian or Alaska Native (15:12)	—	—	—	—	—	—	—	—
Black or African American (581:538)			99%		148	161	141	153
Hispanic or Latino (78:83)			100%		127	155	132‡	134
Asian or Native Hawaiian/Other Pacific Islander (25:29)	—	—	—	—	—	—	—	—
White (339:350)			100%		165	160	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (136:206)			100%		110	158	110	119
Limited English Proficient ⁵ (45:45)			100%		144	152	108‡	150
Economically Disadvantaged (622:583)			100%		154	161	153	159
Final AYP Determination		5 of 7						

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		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (1507)			52%	55%	52%	53%
Ethnicity						
American Indian or Alaska Native (13)		–	–	–		
Black or African American (746)			49%	55%	47%	50%
Hispanic or Latino (143)			36%	55%	37%	37%
Asian or Native Hawaiian/Other Pacific Islander (32)			69%	55%		
White (573)			59%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (305)			35%	55%	34%	36%
Limited English Proficient ² (57)			26%	55%	45%	27%
Economically Disadvantaged (595)			65%	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 SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	50%			1618
Grade 4	50%			1525
Grade 5	60%			1396
Grade 6	60%			1414
Grade 7	58%			1414
Grade 8	41%			1483
Mathematics				
Grade 3	75%			1650
Grade 4	62%			1534
Grade 5	61%			1425
Grade 6	53%			1445
Grade 7	62%			1442
Grade 8	35%			1484
Science				
Grade 4	66%			1532
Grade 8	41%			1375

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	51%			1529
Mathematics	47%			1529

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.

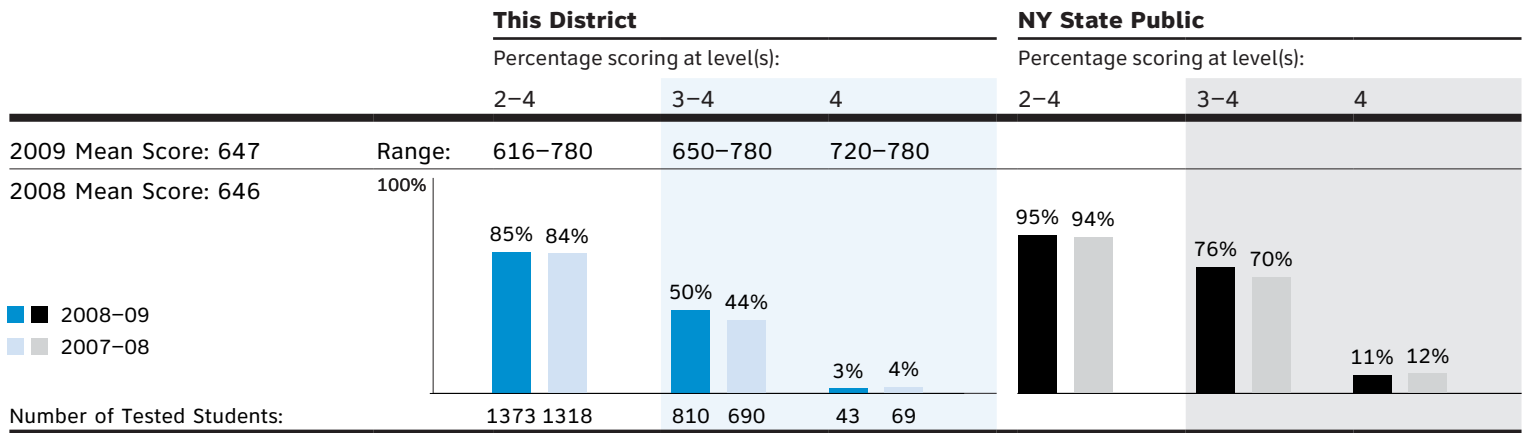
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	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	1618	85%	50%	3%	1574	84%	44%	4%
Female	777	89%	58%	3%	752	85%	46%	5%
Male	841	81%	43%	2%	822	82%	42%	4%
American Indian or Alaska Native	24	96%	63%	4%	24	88%	67%	13%
Black or African American	943	83%	47%	2%	870	84%	38%	2%
Hispanic or Latino	180	78%	41%	0%	172	75%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	42	79%	62%	0%	54	85%	74%	11%
White	429	91%	60%	6%	454	86%	53%	8%
Multiracial								
Small Group Totals								
General-Education Students	1256	91%	59%	3%	1184	91%	53%	6%
Students with Disabilities	362	62%	20%	0%	390	62%	17%	0%
English Proficient	1460	88%	53%	3%	1413	87%	46%	5%
Limited English Proficient	158	59%	25%	0%	161	56%	24%	1%
Economically Disadvantaged	1333	83%	47%	2%	1316	82%	39%	3%
Not Disadvantaged	285	92%	64%	7%	258	95%	68%	13%
Migrant								
Not Migrant	1618	85%	50%	3%	1574	84%	44%	4%

NOTES

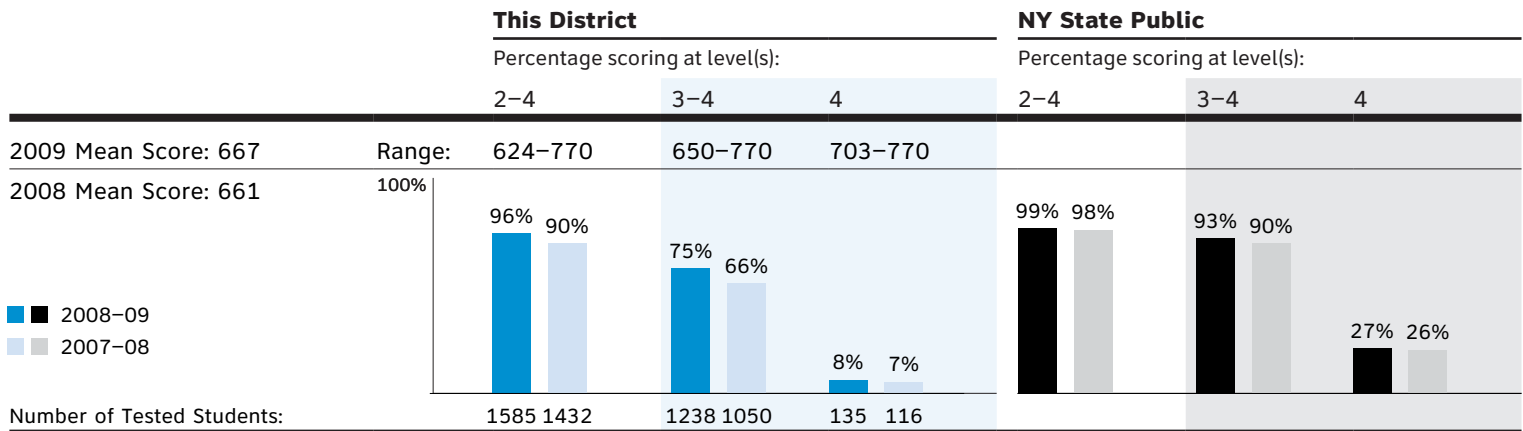
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	18	17	14	8	13	12	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	33	N/A	N/A	N/A	27	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	1650	96%	75%	8%	1594	90%	66%	7%
Female	795	97%	78%	8%	756	88%	65%	7%
Male	855	96%	72%	8%	838	92%	67%	8%
American Indian or Alaska Native	24	100%	88%	13%	24	92%	79%	4%
Black or African American	952	96%	73%	6%	875	88%	63%	4%
Hispanic or Latino	187	94%	66%	5%	184	86%	56%	2%
Asian or Native Hawaiian/Other Pacific Islander	57	89%	70%	14%	56	93%	82%	18%
White	430	97%	84%	13%	455	94%	72%	14%
Multiracial								
Small Group Totals								
General-Education Students	1286	98%	82%	9%	1198	93%	73%	10%
Students with Disabilities	364	90%	52%	4%	396	80%	44%	1%
English Proficient	1465	97%	78%	9%	1401	91%	68%	8%
Limited English Proficient	185	87%	51%	2%	193	80%	48%	1%
Economically Disadvantaged	1355	96%	73%	6%	1351	89%	62%	5%
Not Disadvantaged	295	98%	84%	16%	243	97%	87%	23%
Migrant								
Not Migrant	1650	96%	75%	8%	1594	90%	66%	7%

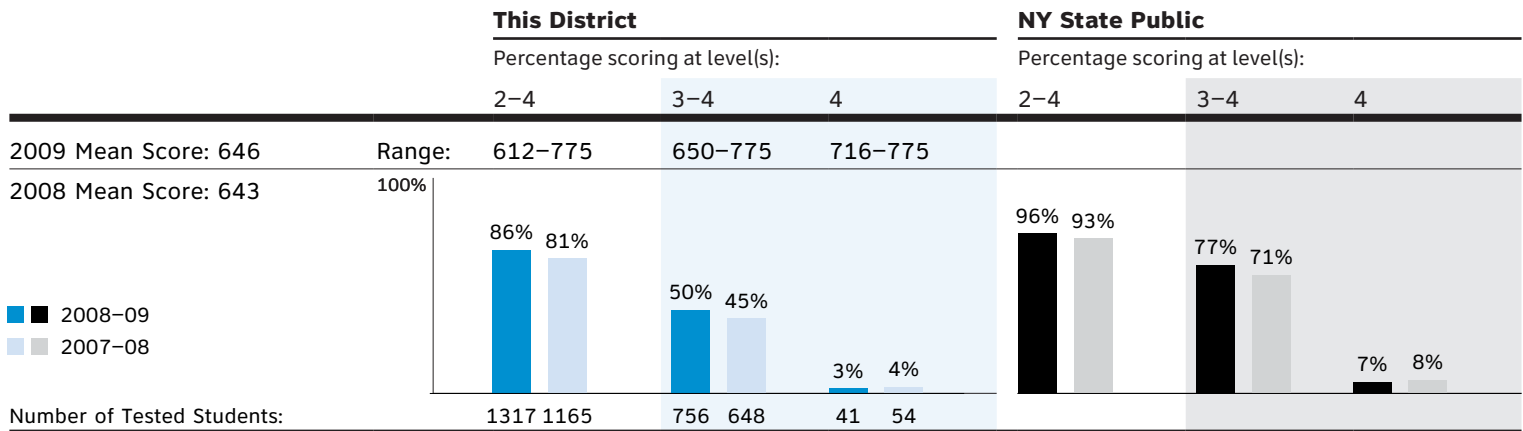
NOTES

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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 3 Equivalent	18	17	17	7	13	11	10	4

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
All Students	1525	86%	50%	3%	1435	81%	45%	4%
Female	739	88%	51%	4%	747	85%	48%	5%
Male	786	85%	48%	2%	688	77%	42%	2%
American Indian or Alaska Native	22	86%	77%	0%	19	79%	37%	0%
Black or African American	839	88%	46%	1%	786	80%	40%	2%
Hispanic or Latino	176	78%	41%	2%	168	73%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	55	84%	64%	7%	47	89%	66%	13%
White	433	88%	57%	5%	415	85%	56%	7%
Multiracial								
Small Group Totals								
General-Education Students	1151	93%	59%	4%	1073	90%	55%	5%
Students with Disabilities	374	66%	22%	0%	362	56%	15%	0%
English Proficient	1364	90%	53%	3%	1316	84%	48%	4%
Limited English Proficient	161	59%	22%	0%	119	55%	16%	0%
Economically Disadvantaged	1228	86%	46%	1%	1146	78%	38%	3%
Not Disadvantaged	297	89%	65%	8%	289	93%	72%	9%
Migrant								
Not Migrant	1525	86%	50%	3%	1435	81%	45%	4%

NOTES

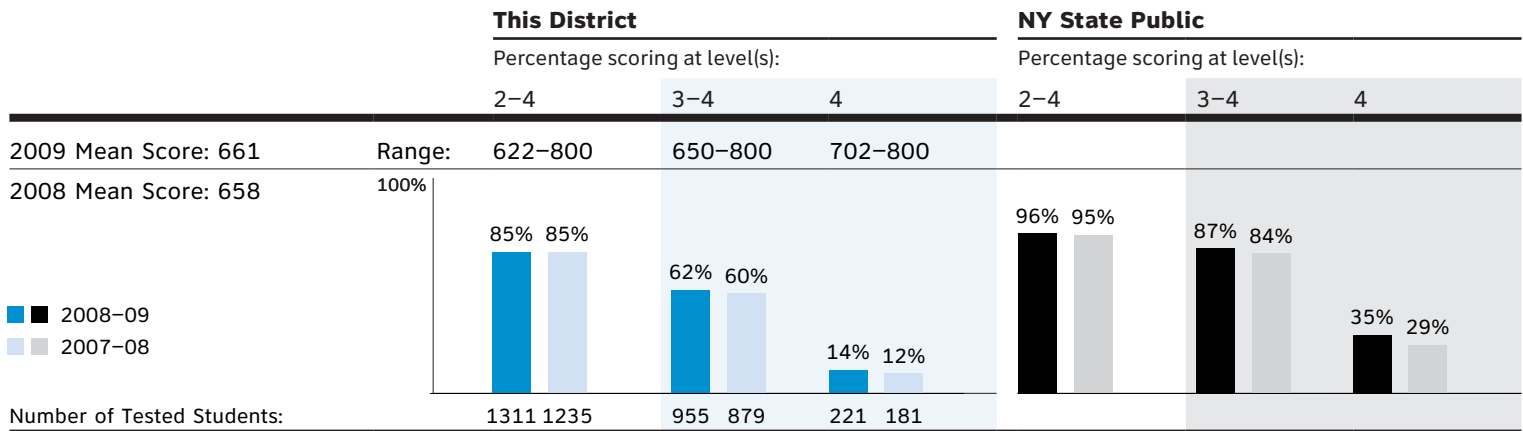
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Other Assessments

	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	16	15	13	12	22	21	18	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	22	N/A	N/A	N/A	21	N/A	N/A	N/A

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

This District's Results in Grade 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	1534	85%	62%	14%	1453	85%	60%	12%
Female	744	85%	59%	13%	751	86%	61%	12%
Male	790	86%	65%	15%	702	84%	60%	13%
American Indian or Alaska Native	22	91%	68%	5%	18	83%	56%	0%
Black or African American	836	85%	58%	11%	795	83%	55%	7%
Hispanic or Latino	180	81%	57%	11%	173	83%	56%	10%
Asian or Native Hawaiian/Other Pacific Islander	64	81%	66%	23%	54	89%	80%	43%
White	432	89%	72%	22%	413	89%	71%	20%
Multiracial								
Small Group Totals								
General-Education Students	1163	91%	69%	17%	1089	91%	68%	15%
Students with Disabilities	371	69%	40%	5%	364	68%	38%	4%
English Proficient	1354	88%	65%	16%	1313	86%	63%	13%
Limited English Proficient	180	70%	40%	2%	140	72%	39%	5%
Economically Disadvantaged	1244	84%	59%	12%	1175	83%	56%	9%
Not Disadvantaged	290	90%	75%	26%	278	92%	80%	26%
Migrant								
Not Migrant	1534	85%	62%	14%	1453	85%	60%	12%

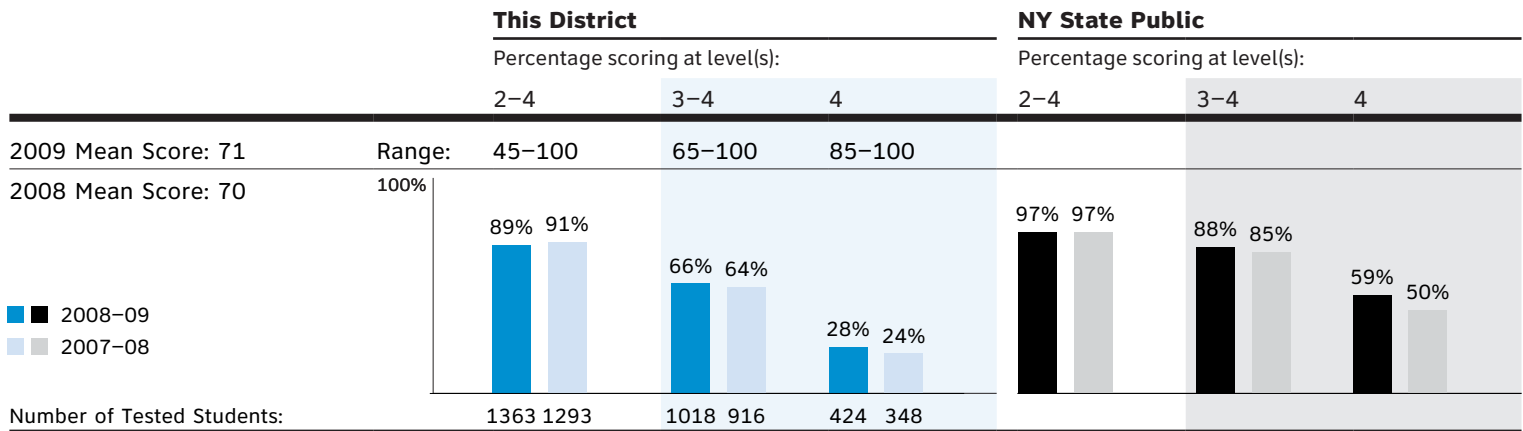
NOTES

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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 4 Equivalent	16	15	14	9	22	22	21	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
All Students	1532	89%	66%	28%	1426	91%	64%	24%
Female	742	88%	64%	26%	738	91%	64%	25%
Male	790	90%	69%	29%	688	90%	65%	24%
American Indian or Alaska Native	22	95%	77%	27%	17	88%	53%	18%
Black or African American	829	89%	63%	25%	782	90%	61%	20%
Hispanic or Latino	180	82%	56%	19%	171	83%	52%	17%
Asian or Native Hawaiian/Other Pacific Islander	70	76%	60%	31%	53	89%	70%	30%
White	431	94%	77%	36%	403	95%	76%	35%
Multiracial								
Small Group Totals								
General-Education Students	1165	91%	72%	33%	1071	92%	70%	30%
Students with Disabilities	367	82%	50%	11%	355	86%	46%	9%
English Proficient	1345	92%	71%	31%	1285	93%	68%	26%
Limited English Proficient	187	68%	33%	2%	141	68%	32%	6%
Economically Disadvantaged	1229	88%	63%	23%	1167	89%	60%	20%
Not Disadvantaged	303	93%	79%	47%	259	97%	85%	43%
Migrant								
Not Migrant	1532	89%	66%	28%	1426	91%	64%	24%

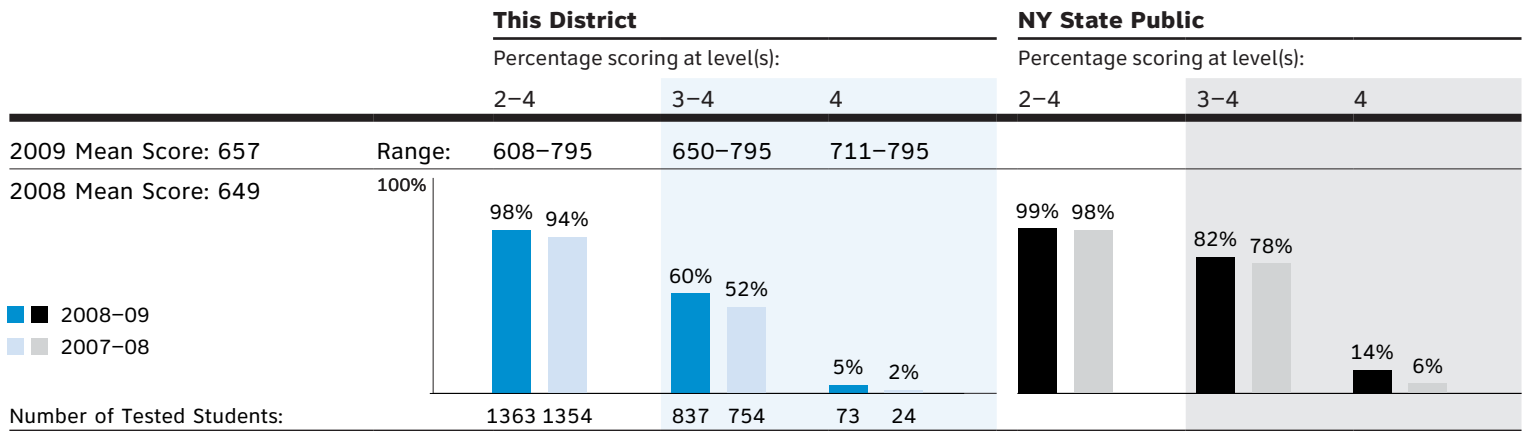
NOTES

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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	16	15	14	11	22	19	19	14

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	1396	98%	60%	5%	1440	94%	52%	2%
Female	723	99%	63%	6%	718	95%	55%	2%
Male	673	97%	56%	5%	722	93%	49%	1%
American Indian or Alaska Native	19	100%	47%	11%	20	100%	45%	0%
Black or African American	774	98%	56%	2%	793	95%	47%	1%
Hispanic or Latino	170	98%	51%	4%	152	90%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	51	94%	78%	12%	37	81%	59%	3%
White	382	98%	70%	11%	438	95%	63%	3%
Multiracial								
Small Group Totals								
General-Education Students	1042	99%	71%	7%	1101	97%	61%	2%
Students with Disabilities	354	94%	28%	0%	339	86%	24%	0%
English Proficient	1281	99%	63%	6%	1334	96%	55%	2%
Limited English Proficient	115	86%	27%	1%	106	73%	15%	0%
Economically Disadvantaged	1078	97%	56%	4%	1171	94%	48%	1%
Not Disadvantaged	318	99%	75%	11%	269	96%	71%	4%
Migrant								
Not Migrant	1396	98%	60%	5%	1440	94%	52%	2%

NOTES

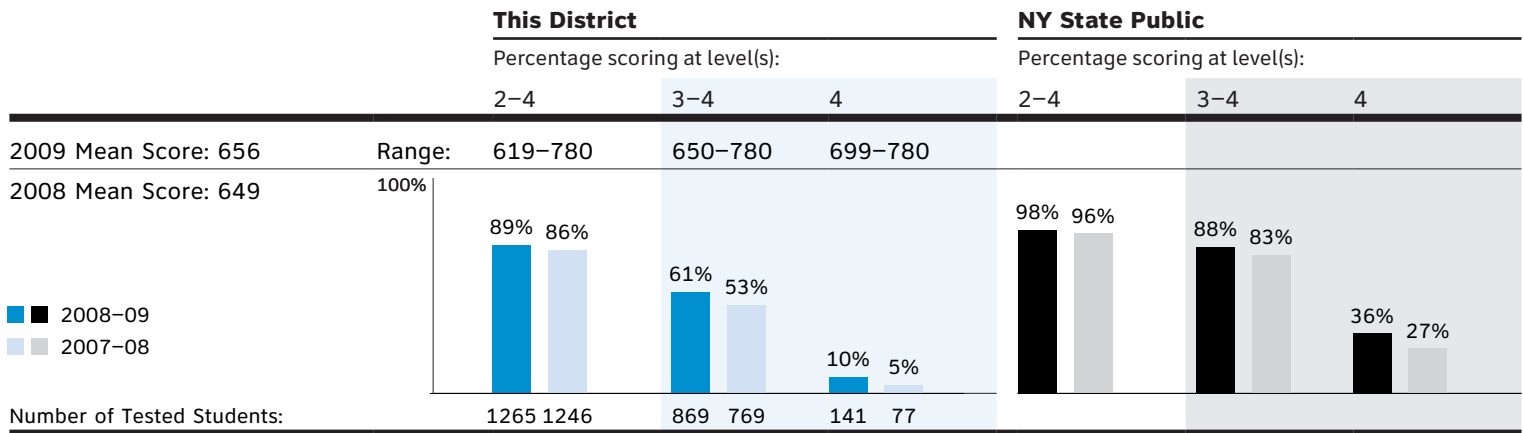
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Other Assessments

	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	23	21	21	13	19	19	18	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	30	N/A	N/A	N/A	20	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	1425	89%	61%	10%	1452	86%	53%	5%
Female	742	89%	63%	9%	718	87%	53%	5%
Male	683	88%	59%	11%	734	85%	53%	5%
American Indian or Alaska Native	20	90%	75%	10%	19	95%	68%	11%
Black or African American	782	88%	57%	6%	793	84%	45%	3%
Hispanic or Latino	175	85%	49%	6%	155	85%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	69	78%	65%	22%	43	84%	65%	19%
White	379	93%	73%	17%	442	90%	67%	9%
Multiracial								
Small Group Totals								
General-Education Students	1078	92%	68%	12%	1112	91%	60%	7%
Students with Disabilities	347	80%	40%	3%	340	69%	31%	1%
English Proficient	1280	91%	64%	11%	1329	88%	55%	5%
Limited English Proficient	145	67%	31%	3%	123	65%	30%	3%
Economically Disadvantaged	1103	88%	58%	8%	1203	84%	49%	4%
Not Disadvantaged	322	93%	72%	18%	249	94%	70%	12%
Migrant								
Not Migrant	1425	89%	61%	10%	1452	86%	53%	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	23	22	22	15	19	19	19	10

This District's Results in Grade 6 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: 654	598-785	650-785	696-785*			
2008 Mean Score: 644						
Number of Tested Students:	1409	1364	842	584	33	18

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	1414	100%	60%	2%	1430	95%	41%	1%
Female	701	100%	65%	3%	704	96%	47%	2%
Male	713	100%	54%	2%	726	95%	35%	1%
American Indian or Alaska Native	18	100%	56%	0%	16	100%	44%	6%
Black or African American	775	99%	54%	1%	786	96%	35%	0%
Hispanic or Latino	144	100%	54%	1%	147	93%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	39	97%	62%	5%	36	94%	69%	6%
White	438	100%	71%	5%	445	96%	54%	3%
Multiracial								
Small Group Totals								
General-Education Students	1069	100%	69%	3%	1093	98%	50%	2%
Students with Disabilities	345	99%	29%	0%	337	87%	12%	0%
English Proficient	1307	100%	63%	3%	1339	97%	43%	1%
Limited English Proficient	107	97%	19%	0%	91	78%	4%	0%
Economically Disadvantaged	1053	100%	57%	1%	1158	95%	36%	1%
Not Disadvantaged	361	100%	68%	5%	272	98%	61%	4%
Migrant								
Not Migrant	1414	100%	60%	2%	1430	95%	41%	1%

NOTES

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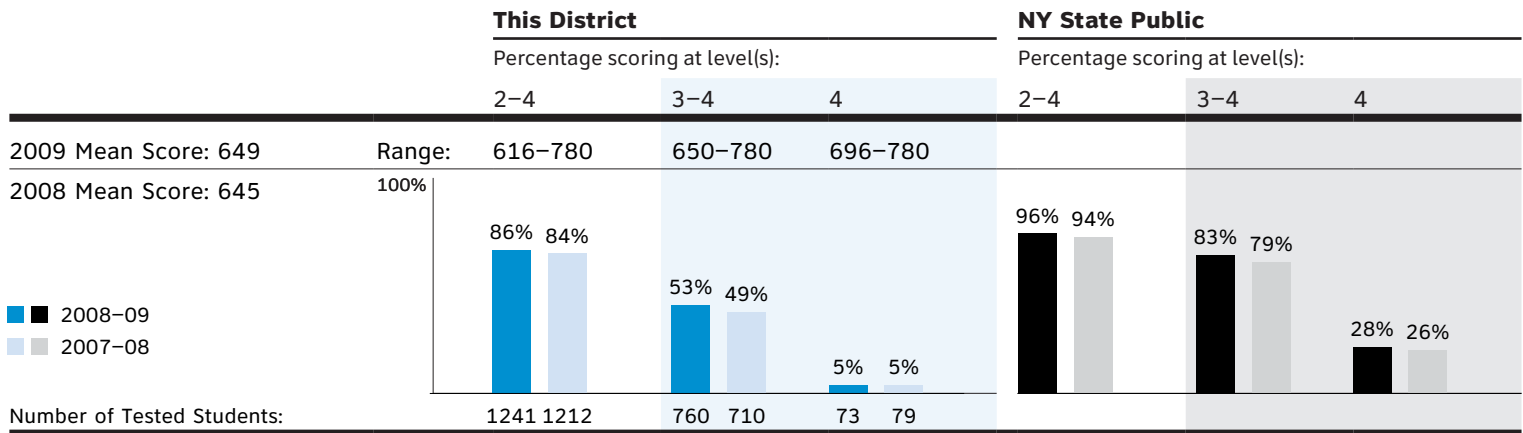
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	20	20	18	14	19	19	17	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	23	N/A	N/A	N/A	10	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	1445	86%	53%	5%	1449	84%	49%	5%
Female	715	86%	55%	5%	719	85%	50%	6%
Male	730	86%	51%	5%	730	82%	48%	5%
American Indian or Alaska Native	19	89%	53%	11%	17	82%	41%	12%
Black or African American	785	85%	49%	2%	793	82%	45%	3%
Hispanic or Latino	152	82%	42%	4%	151	77%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	47	81%	62%	19%	41	95%	76%	24%
White	442	89%	61%	10%	447	88%	59%	10%
Multiracial								
Small Group Totals								
General-Education Students	1100	90%	60%	6%	1110	90%	57%	7%
Students with Disabilities	345	72%	28%	1%	339	63%	24%	1%
English Proficient	1314	89%	56%	5%	1341	86%	52%	6%
Limited English Proficient	131	60%	22%	2%	108	56%	14%	2%
Economically Disadvantaged	1071	86%	52%	3%	1181	82%	45%	4%
Not Disadvantaged	374	87%	55%	10%	268	91%	66%	14%
Migrant								
Not Migrant	1445	86%	53%	5%	1449	84%	49%	5%

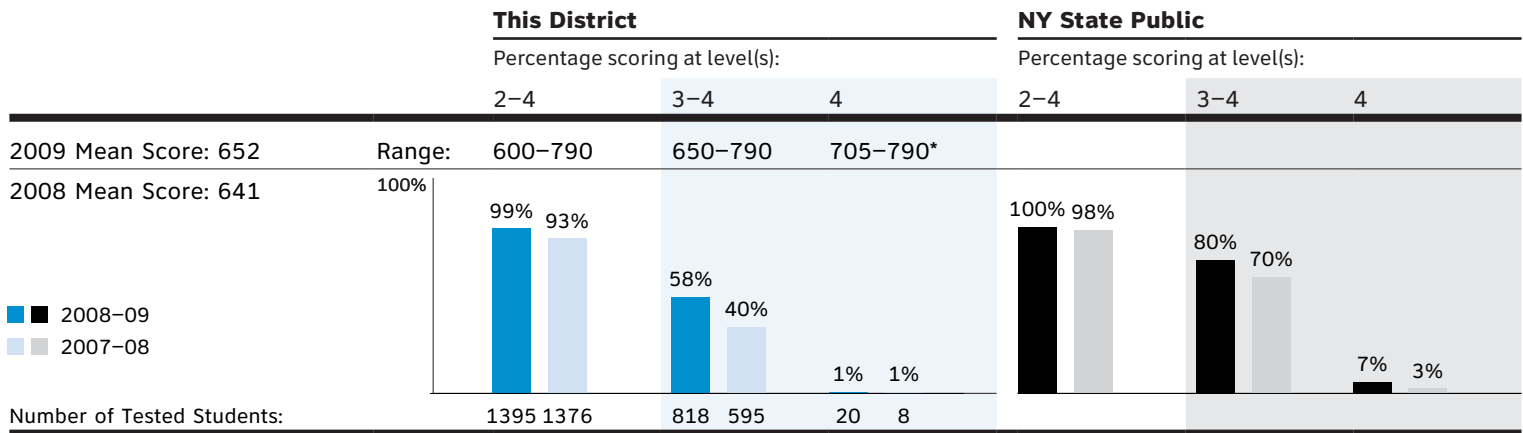
NOTES

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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 6 Equivalent	20	20	17	13	19	19	19	11

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	1414	99%	58%	1%	1482	93%	40%	1%
Female	678	99%	62%	2%	746	95%	47%	1%
Male	736	99%	54%	1%	736	91%	33%	1%
American Indian or Alaska Native	16	100%	50%	13%	22	95%	41%	0%
Black or African American	770	99%	53%	1%	824	93%	36%	0%
Hispanic or Latino	156	99%	42%	0%	165	87%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	42	95%	71%	5%	32	91%	56%	0%
White	430	99%	71%	3%	439	95%	52%	2%
Multiracial								
Small Group Totals								
General-Education Students	1085	99%	68%	2%	1096	97%	49%	1%
Students with Disabilities	329	98%	26%	0%	386	81%	15%	0%
English Proficient	1315	99%	62%	2%	1412	94%	42%	1%
Limited English Proficient	99	90%	9%	0%	70	67%	7%	0%
Economically Disadvantaged	1028	99%	56%	1%	1168	92%	36%	0%
Not Disadvantaged	386	99%	62%	3%	314	96%	56%	2%
Migrant								
Not Migrant	1414	99%	58%	1%	1482	93%	40%	1%

NOTES

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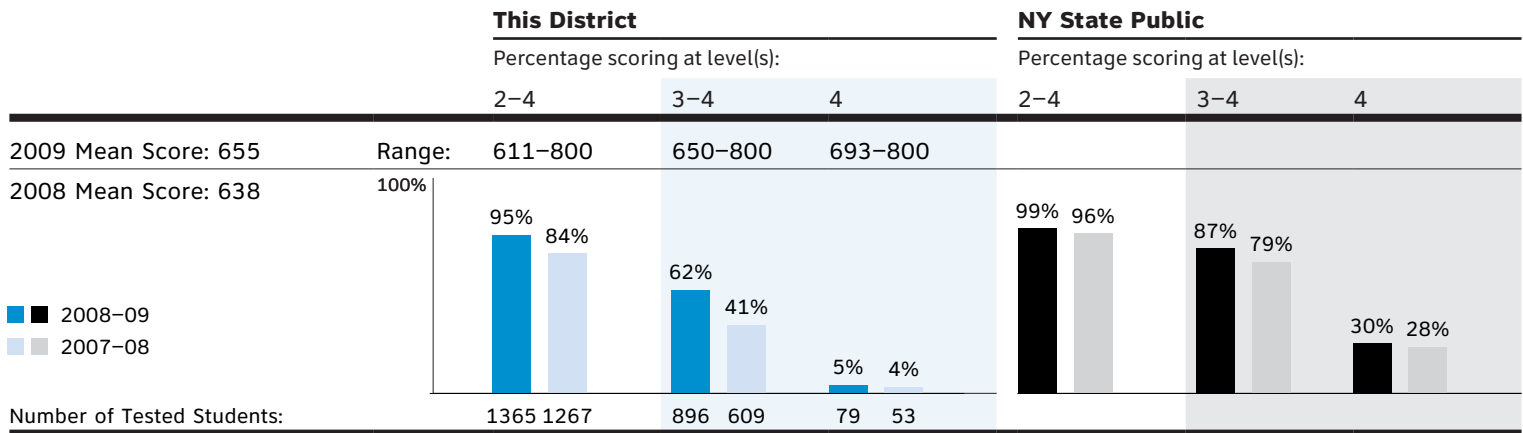
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	19	19	17	16	22	22	22	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	31	N/A	N/A	N/A	23	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	1442	95%	62%	5%	1500	84%	41%	4%
Female	692	95%	61%	6%	750	85%	44%	4%
Male	750	95%	63%	5%	750	84%	37%	3%
American Indian or Alaska Native	17	94%	53%	12%	22	86%	41%	5%
Black or African American	774	95%	58%	2%	828	83%	37%	1%
Hispanic or Latino	161	93%	45%	2%	166	75%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	60	85%	67%	23%	43	79%	56%	2%
White	430	97%	76%	11%	441	91%	50%	9%
Multiracial								
Small Group Totals								
General-Education Students	1112	97%	68%	7%	1120	91%	47%	5%
Students with Disabilities	330	88%	42%	0%	380	66%	21%	1%
English Proficient	1313	96%	66%	6%	1407	87%	43%	4%
Limited English Proficient	129	80%	25%	1%	93	53%	11%	0%
Economically Disadvantaged	1049	95%	62%	3%	1198	83%	36%	1%
Not Disadvantaged	393	95%	62%	11%	302	91%	58%	13%
Migrant								
Not Migrant	1442	95%	62%	5%	1500	84%	41%	4%

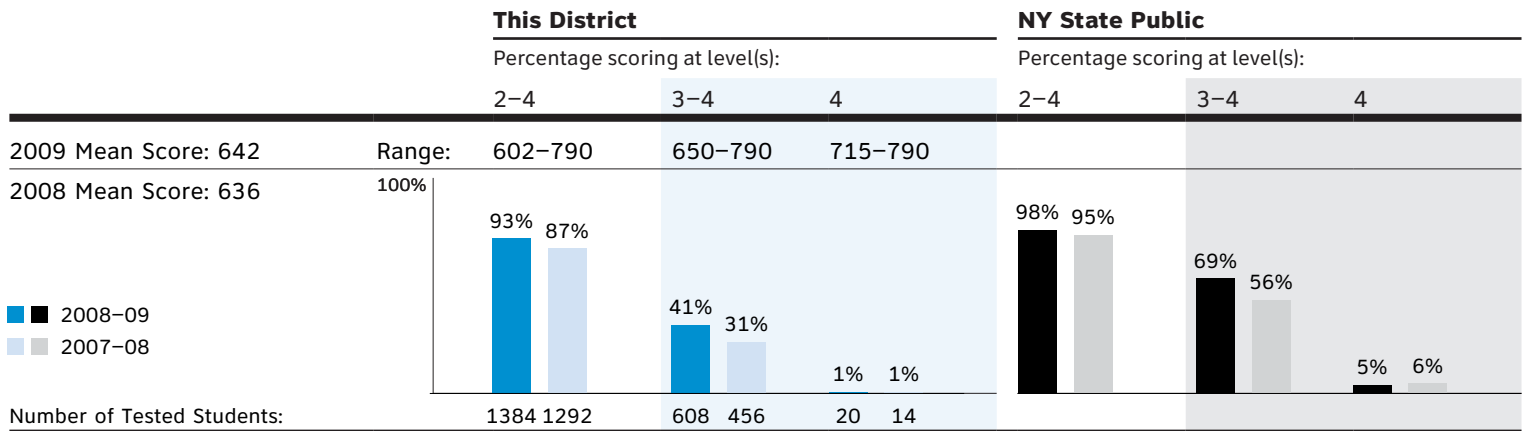
NOTES

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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 7 Equivalent	19	18	18	13	22	21	20	13

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	1483	93%	41%	1%	1479	87%	31%	1%
Female	746	95%	47%	1%	754	92%	37%	1%
Male	737	92%	35%	1%	725	82%	24%	1%
American Indian or Alaska Native	20	90%	45%	0%	19	89%	53%	0%
Black or African American	825	93%	38%	0%	845	86%	25%	0%
Hispanic or Latino	163	91%	29%	1%	174	84%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	43	84%	47%	0%	34	91%	56%	0%
White	432	96%	50%	4%	407	90%	43%	3%
Multiracial								
Small Group Totals								
General-Education Students	1110	97%	51%	2%	1125	94%	38%	1%
Students with Disabilities	373	83%	12%	0%	354	68%	10%	0%
English Proficient	1401	95%	43%	1%	1412	89%	32%	1%
Limited English Proficient	82	66%	4%	0%	67	49%	3%	0%
Economically Disadvantaged	993	93%	38%	1%	1143	86%	25%	0%
Not Disadvantaged	490	93%	46%	3%	336	93%	49%	3%
Migrant								
Not Migrant	1483	93%	41%	1%	1479	87%	31%	1%

NOTES

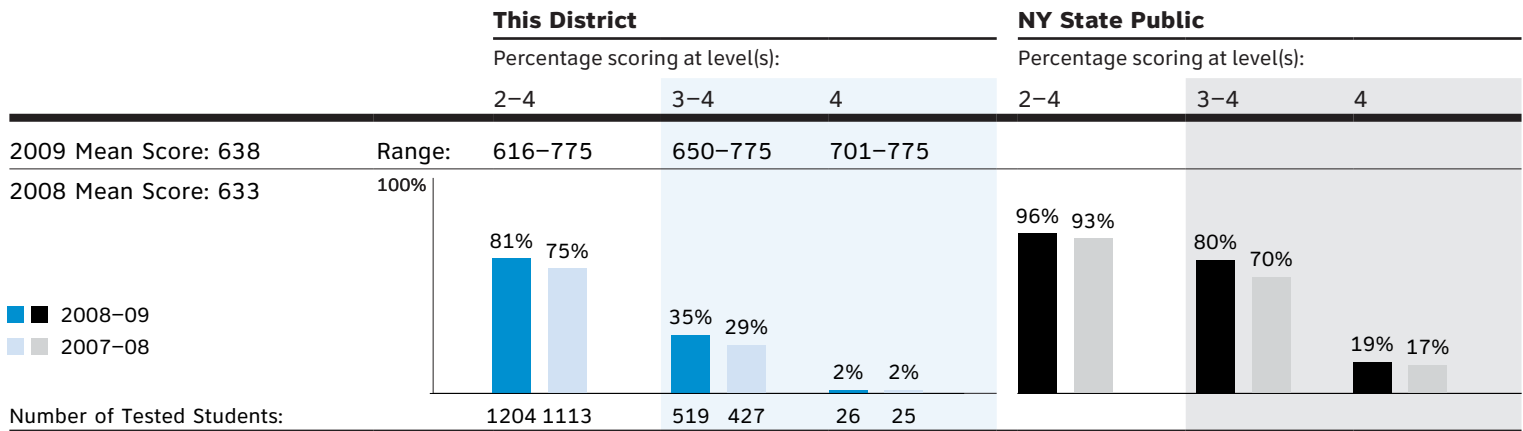
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Other Assessments

	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	21	21	20	19	31	31	30	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	23	N/A	N/A	N/A	17	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	1484	81%	35%	2%	1479	75%	29%	2%
Female	754	83%	37%	2%	752	78%	29%	2%
Male	730	79%	33%	2%	727	73%	29%	1%
American Indian or Alaska Native	19	79%	42%	5%	19	84%	21%	0%
Black or African American	806	80%	31%	0%	847	72%	23%	0%
Hispanic or Latino	167	75%	27%	1%	174	73%	18%	1%
Asian or Native Hawaiian/Other Pacific Islander	59	76%	49%	5%	41	83%	59%	17%
White	433	87%	43%	4%	398	82%	43%	3%
Multiracial								
Small Group Totals								
General-Education Students	1119	87%	40%	2%	1129	81%	34%	2%
Students with Disabilities	365	64%	19%	0%	350	56%	13%	1%
English Proficient	1381	83%	36%	2%	1396	77%	30%	2%
Limited English Proficient	103	50%	15%	1%	83	46%	8%	1%
Economically Disadvantaged	1003	81%	33%	1%	1158	73%	25%	1%
Not Disadvantaged	481	81%	39%	4%	321	82%	45%	3%
Migrant								
Not Migrant	1484	81%	35%	2%	1479	75%	29%	2%

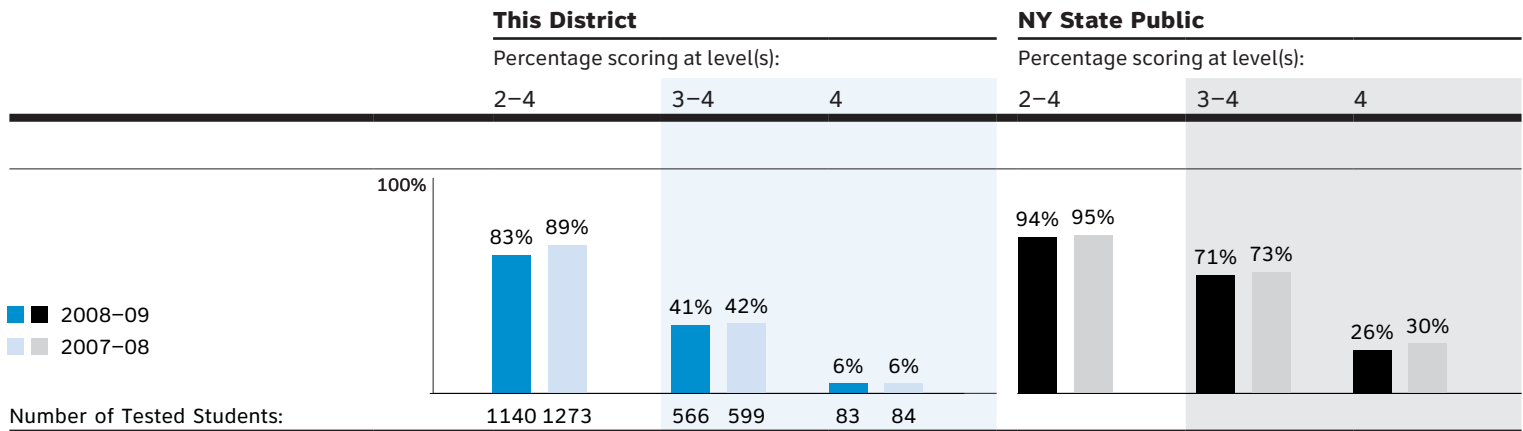
NOTES

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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	19	18	18	14	31	25	24	14

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
All Students	1375	83%	41%	6%	1424	89%	42%	6%
Female	704	83%	41%	4%	722	90%	39%	5%
Male	671	82%	41%	8%	702	88%	44%	6%
American Indian or Alaska Native	19	89%	53%	5%	19	89%	47%	0%
Black or African American	728	82%	34%	2%	801	86%	34%	2%
Hispanic or Latino	158	77%	30%	3%	171	89%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	59	66%	37%	7%	42	86%	50%	17%
White	411	89%	57%	14%	391	95%	59%	14%
Multiracial								
Small Group Totals								
General-Education Students	1047	87%	46%	8%	1089	91%	46%	7%
Students with Disabilities	328	69%	26%	1%	335	83%	28%	3%
English Proficient	1272	86%	44%	7%	1339	90%	43%	6%
Limited English Proficient	103	49%	12%	0%	85	68%	18%	0%
Economically Disadvantaged	940	81%	36%	3%	1121	87%	37%	3%
Not Disadvantaged	435	86%	53%	12%	303	94%	59%	15%
Migrant								
Not Migrant	1375	83%	41%	6%	1424	89%	42%	6%

NOTES

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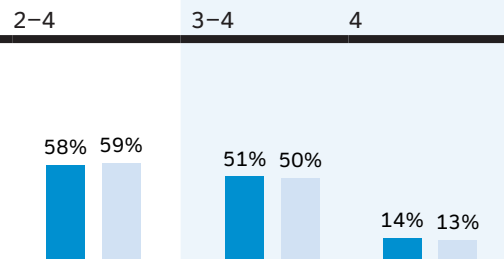
Other Assessments

	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	21	20	20	14	31	27	27	21
Regents Science	0				14	10	7	1

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

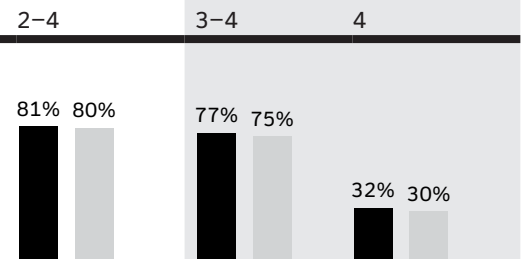
This District

Percentage scoring at level(s):



NY State Public

Percentage scoring at level(s):



■ 2005 Cohort
■ 2004 Cohort

Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1529	58%	51%	14%	1507	59%	50%	13%
Female	810	62%	56%	17%	788	61%	53%	18%
Male	719	53%	46%	11%	719	56%	47%	8%
American Indian or Alaska Native	23	48%	43%	4%	13	69%	62%	8%
Black or African American	828	56%	49%	9%	746	56%	45%	6%
Hispanic or Latino	137	42%	38%	6%	143	42%	34%	8%
Asian or Native Hawaiian/Other Pacific Islander	33	64%	61%	18%	32	72%	66%	16%
White	508	64%	59%	25%	573	66%	60%	24%
Multiracial								
Small Group Totals								
General-Education Students	1217	63%	58%	17%	1202	65%	56%	16%
Students with Disabilities	312	35%	27%	3%	305	35%	26%	1%
English Proficient	1464	58%	52%	15%	1458	60%	52%	14%
Limited English Proficient	65	46%	38%	0%	49	18%	10%	0%
Economically Disadvantaged	697	73%	64%	15%	595	72%	58%	10%
Not Disadvantaged	832	45%	41%	13%	912	50%	45%	15%
Migrant								
Not Migrant	1529	58%	51%	14%	1507	59%	50%	13%

NOTES

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Other Assessments

	2005 Cohort			2004 Cohort				
	Number of Students	Number scoring at level(s):		Number of Students	Number scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* 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

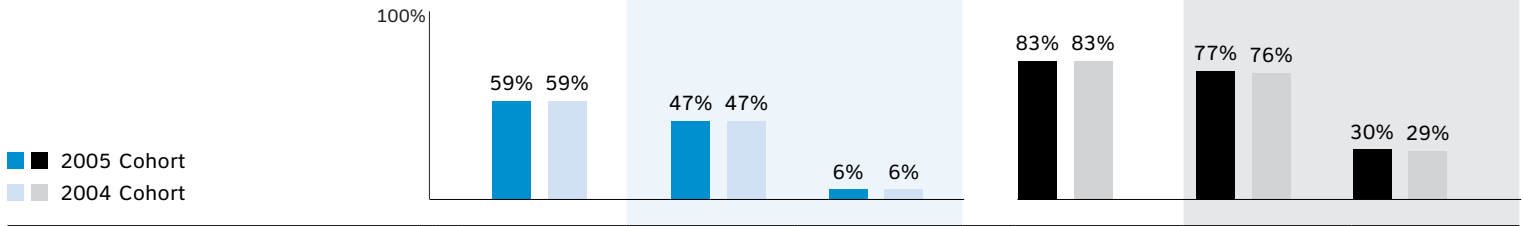
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1529	59%	47%	6%	1507	59%	47%	6%
Female	810	63%	49%	7%	788	61%	48%	7%
Male	719	56%	44%	6%	719	57%	45%	6%
American Indian or Alaska Native	23	57%	39%	0%	13	85%	46%	0%
Black or African American	828	58%	42%	2%	746	54%	39%	2%
Hispanic or Latino	137	47%	34%	1%	143	45%	32%	4%
Asian or Native Hawaiian/Other Pacific Islander	33	85%	76%	30%	32	75%	59%	19%
White	508	63%	56%	13%	573	67%	59%	13%
Multiracial								
Small Group Totals								
General-Education Students	1217	65%	53%	7%	1202	65%	53%	8%
Students with Disabilities	312	36%	22%	2%	305	34%	21%	0%
English Proficient	1464	59%	47%	6%	1458	59%	47%	7%
Limited English Proficient	65	62%	40%	5%	49	49%	24%	2%
Economically Disadvantaged	697	73%	57%	6%	595	73%	55%	5%
Not Disadvantaged	832	48%	38%	7%	912	50%	41%	8%
Migrant								
Not Migrant	1529	59%	47%	6%	1507	59%	47%	6%

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

* 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.