



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **SCHENECTADY CITY SCHOOL  
DISTRICT**

District ID **53-06-00-01-0000**

Superintendent **ERIC ELY**

Telephone **(518) 370-8100**

Grades **PK-12**

## 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 **SCHENECTADY CITY SCHOOL DISTRICT**District ID **53-06-00-01-0000**

## 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	127	178	441
Kindergarten	764	782	876
Grade 1	726	782	833
Grade 2	722	701	818
Grade 3	691	695	760
Grade 4	647	689	780
Grade 5	646	650	750
Grade 6	742	686	696
Ungraded Elementary	0	0	0
Grade 7	812	752	766
Grade 8	752	777	734
Grade 9	951	979	985
Grade 10	802	680	784
Grade 11	581	666	534
Grade 12	568	555	655
Ungraded Secondary	0	0	0
<b>Total K-12</b>	9404	9394	9971

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	22	22	21
<b>Grade 8</b>			
English	24	19	19
Mathematics	24	18	19
Science	26	21	20
Social Studies	26	20	19
<b>Grade 10</b>			
English	25	18	19
Mathematics	24	19	22
Science	26	18	26
Social Studies	26	20	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 SCHENECTADY CITY SCHOOL DISTRICT

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## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	4456	47%	4714	50%	4931	49%
Reduced-Price Lunch	957	10%	1062	11%	1032	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	249	3%	322	3%	303	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	13	0%	13	0%	14	0%
Black or African American	3080	33%	3208	34%	3435	34%
Hispanic or Latino	1523	16%	1327	14%	1449	15%
Asian or Native Hawaiian/Other Pacific Islander	1121	12%	1173	12%	1281	13%
White	3652	39%	3660	39%	3792	38%
Multiracial	15	0%	13	0%	0	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		91%
Student Suspensions	2071	22%	2013	21%	1757	19%

## 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 SCHENECTADY CITY SCHOOL DISTRICT

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## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	604	741	826
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	2%	3%	0%
Percent with Fewer Than Three Years of Experience	11%	13%	16%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	10%	10%
<b>Total Number of Core Classes</b>	1784	1993	2249
Percent Not Taught by Highly Qualified Teachers	3%	3%	0%
<b>Total Number of Classes</b>	2490	2466	2824
Percent Taught by Teachers Without Appropriate Certification	3%	4%	1%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	27%	24%
Turnover Rate of All Teachers	21%	21%	18%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	112	65	113
Total Paraprofessionals*	390	848	419
Assistant Principals	4	4	4
Principals	19	21	24

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

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

### Science Progress Target

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

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

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

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2009–10)

#### ▲ Improvement (Year 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

### Title I Part A Funding

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

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✗	—
Hispanic or Latino	✓	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	—	✗	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 2 of 7	✗ 2 of 7	✗ 0 of 1

#### Accountability Status Levels

#### AYP Status

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

#### 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 5)  
**for This Subject**  
**(2009–10)**

**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 6) 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09    2009–10
<b>All Students</b> (4572:4396)			99%		158	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—
Black or African American (1586:1514)			100%		152	141	
Hispanic or Latino (660:625)			100%		147	140	
Asian or Native Hawaiian/Other Pacific Islander (631:612)			100%		166	140	
White (1687:1638)			99%		166	141	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (830:785)			99%		107	140	94    116
Limited English Proficient <sup>5</sup> (165:194)			99%		119	136	105    127
Economically Disadvantaged (3003:2963)			100%		154	142	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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


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


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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (4579:4351)			99%		167	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—
Black or African American (1604:1495)			99%		158	116	
Hispanic or Latino (664:621)			99%		155	115	
Asian or Native Hawaiian/Other Pacific Islander (628:608)			100%		183	115	
White (1675:1620)			99%		175	116	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (839:774)			98%		118	115	
Limited English Proficient <sup>5</sup> (166:195)			99%		141	111	
Economically Disadvantaged (2978:2928)			99%		164	117	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

#### AYP Status

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



















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (1535:1426)		Qualified		97%		159	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (547:497)		Qualified		96%		149	100	
Hispanic or Latino (210:189)		Qualified		96%		148	100	
Asian or Native Hawaiian/Other Pacific Islander (243:233)		Qualified		99%		163	100	
White (533:506)		Qualified		97%		171	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (261:228)		Qualified		93%		124	100	
Limited English Proficient <sup>4</sup> (56:63)		Qualified		100%		119	100	
Economically Disadvantaged (996:961)		Qualified		97%		153	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES




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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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


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

#### AYP Status

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

## Secondary-Level English Language Arts























**Accountability Status for This Subject (2009–10)**  Improvement (Year 5)

**Accountability Measures** 2 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 6) 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 <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>								
<b>All Students (635:595)</b>			96%		153	167	154‡	158
<b>Ethnicity</b>								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (204:182)			96%		135	163	148‡	142
Hispanic or Latino (137:73)			93%		142	160	141‡	148
Asian or Native Hawaiian/Other Pacific Islander (63:54)			98%		165	158		
White (286:284)			97%		165	165		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (163:106)			87%		57	161	72‡	71
Limited English Proficient <sup>5</sup> (2:4)	—	—	—	—	—	—	—	—
Economically Disadvantaged (251:273)			99%		147	164	152	152
<b>Final AYP Determination</b>	 2 of 7							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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


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


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

#### AYP Status

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























## Secondary-Level Mathematics

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

**Accountability Measures** 2 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (635:595)			98%		153	162	157‡	158
<b>Ethnicity</b>								
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–	–
Black or African American (204:182)			98%		132	158	145‡	139
Hispanic or Latino (81:73)			98%		140	155	144‡	146
Asian or Native Hawaiian/Other Pacific Islander (63:54)			98%		159	153		
White (286:284)			98%		169	160		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (163:106)			92%		69	156	79‡	82
Limited English Proficient <sup>5</sup> (2:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (251:273)			100%		142	159	154	148
<b>Final AYP Determination</b>	 2 of 7							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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


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

#### AYP Status

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










## Graduation Rate

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

**Accountability Measures** 0 of 1 Student groups making AYP in graduation rate  
 Did not make AYP

**Prospective Status** A district that fails to make AYP in Graduates for two consecutive years is placed in improvement status. If this district fails to make AYP in 2009-10, the district will be District In Need of Improvement (Year 1) in 2010-11. If this district makes AYP in 2009-10, the district will be in good standing in 2010-11. [203]

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

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (744)			53%	55%	55%	54%
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (268)			47%	55%	54%	48%
Hispanic or Latino (93)			44%	55%	52%	45%
Asian or Native Hawaiian/Other Pacific Islander (77)			61%	55%		
White (304)			60%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (128)			22%	55%	33%	23%
Limited English Proficient <sup>2</sup> (12)		–	–	–		
Economically Disadvantaged (329)			57%	55%		
<b>Final AYP Determination</b>		0 of 1				

#### NOTES

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

<sup>2</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.







The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.







The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.



District **SCHENECTADY CITY SCHOOL DISTRICT**District ID **53-06-00-01-0000**



## 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	62%			754
Grade 4	58%			773
Grade 5	73%			751
Grade 6	68%			700
Grade 7	62%			771
Grade 8	51%			746

Mathematics				
Grade 3	87%			763
Grade 4	74%			774
Grade 5	76%			747
Grade 6	70%			700
Grade 7	67%			783
Grade 8	64%			748

Science				
Grade 4	77%			768
Grade 8	56%			715

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	55%			825
Mathematics	55%			825

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

#### Level 4: Meeting Learning Standards with Distinction.

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

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

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

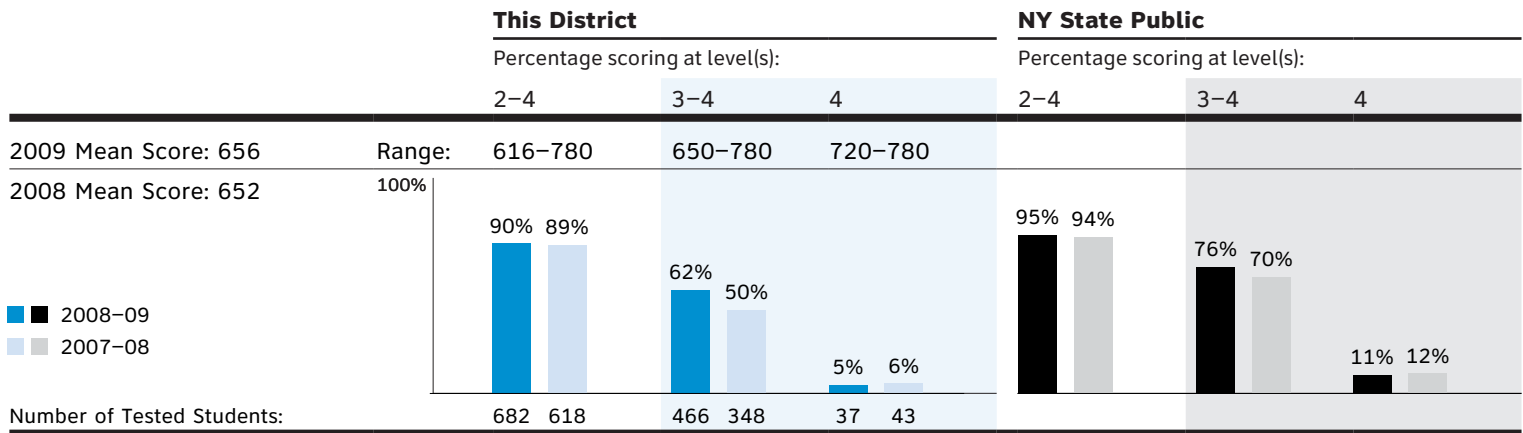
In this section, this district's performance is compared with that of public schools statewide.

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

#### High Need/Resource Urban-Suburban Districts

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

## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>754</b>	<b>90%</b>	<b>62%</b>	<b>5%</b>	<b>696</b>	<b>89%</b>	<b>50%</b>	<b>6%</b>
Female	372	94%	69%	7%	321	91%	57%	9%
Male	382	87%	54%	3%	375	87%	44%	4%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	249	87%	52%	4%	234	89%	42%	4%
Hispanic or Latino	97	-	-	-	99	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	113	96%	77%	5%	111	92%	63%	7%
White	292	93%	70%	7%	251	92%	55%	8%
Multiracial								
Small Group Totals	100	85%	46%	3%	100	77%	40%	5%
General-Education Students	648	95%	69%	6%	591	94%	58%	7%
Students with Disabilities	106	61%	17%	0%	105	61%	8%	0%
English Proficient	723	92%	63%	5%	659	91%	52%	7%
Limited English Proficient	31	65%	23%	3%	37	54%	19%	0%
Economically Disadvantaged	483	88%	54%	2%	544	87%	46%	5%
Not Disadvantaged	271	95%	75%	9%	152	94%	64%	10%
Migrant								
Not Migrant	754	90%	62%	5%	696	89%	50%	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.

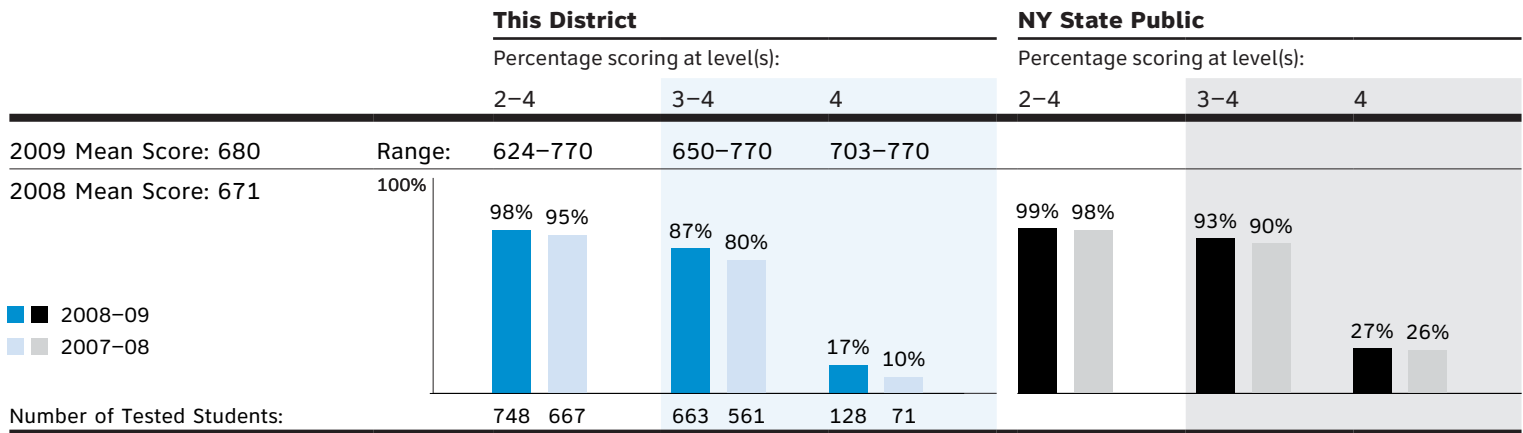
## Other Assessments

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

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



## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>763</b>	<b>98%</b>	<b>87%</b>	<b>17%</b>	<b>704</b>	<b>95%</b>	<b>80%</b>	<b>10%</b>
Female	375	99%	87%	17%	323	93%	82%	10%
Male	388	97%	87%	17%	381	96%	78%	10%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	254	97%	79%	6%	237	95%	75%	5%
Hispanic or Latino	101	-	-	-	102	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	112	99%	97%	24%	113	97%	87%	11%
White	293	99%	92%	24%	251	96%	83%	16%
Multiracial								
Small Group Totals	104	97%	81%	15%	103	87%	75%	8%
General-Education Students	651	100%	92%	19%	598	97%	85%	12%
Students with Disabilities	112	88%	58%	4%	106	79%	50%	1%
English Proficient	729	98%	87%	17%	666	96%	80%	11%
Limited English Proficient	34	97%	76%	9%	38	79%	66%	3%
Economically Disadvantaged	482	98%	84%	14%	539	94%	78%	8%
Not Disadvantaged	281	98%	92%	22%	165	97%	86%	18%
Migrant								
Not Migrant	763	98%	87%	17%	704	95%	80%	10%

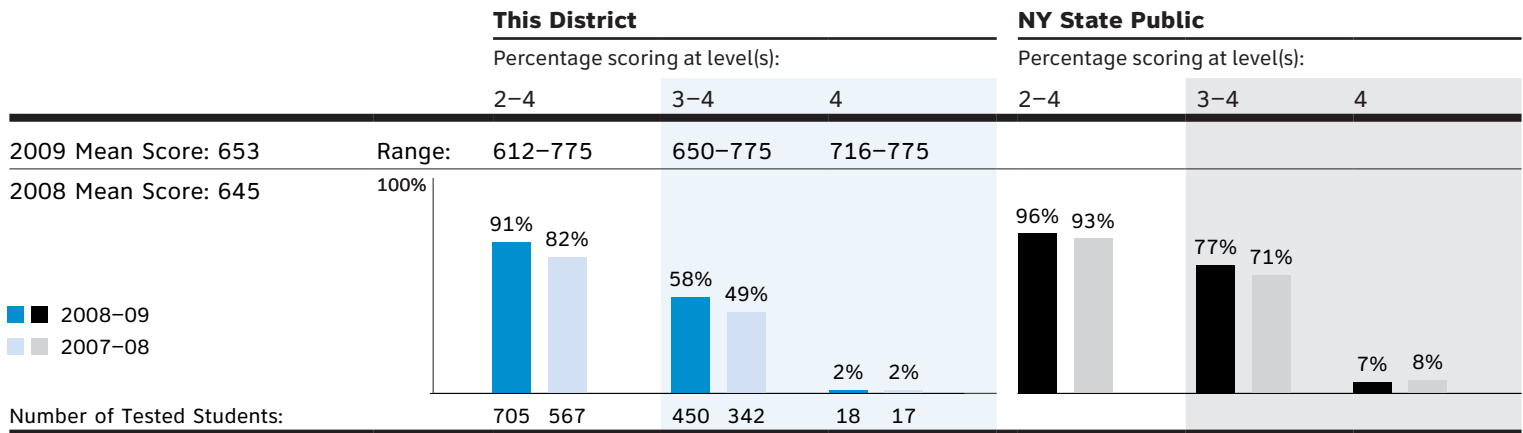
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	4	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
<b>All Students</b>	<b>773</b>	<b>91%</b>	<b>58%</b>	<b>2%</b>	<b>691</b>	<b>82%</b>	<b>49%</b>	<b>2%</b>
Female	362	93%	64%	3%	322	87%	57%	3%
Male	411	89%	53%	1%	369	78%	43%	2%
American Indian or Alaska Native	2	-	-	-				
Black or African American	284	91%	50%	1%	230	83%	43%	0%
Hispanic or Latino	106	-	-	-	100	75%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	119	93%	66%	4%	87	87%	56%	3%
White	262	92%	65%	3%	274	82%	58%	4%
Multiracial								
Small Group Totals	108	88%	53%	1%				
General-Education Students	643	97%	65%	3%	566	91%	58%	3%
Students with Disabilities	130	65%	23%	0%	125	43%	10%	0%
English Proficient	744	92%	60%	2%	665	83%	51%	3%
Limited English Proficient	29	62%	24%	0%	26	50%	15%	0%
Economically Disadvantaged	526	90%	54%	1%	513	80%	42%	1%
Not Disadvantaged	247	94%	68%	6%	178	87%	72%	6%
Migrant								
Not Migrant	773	91%	58%	2%	691	82%	49%	2%

### NOTES

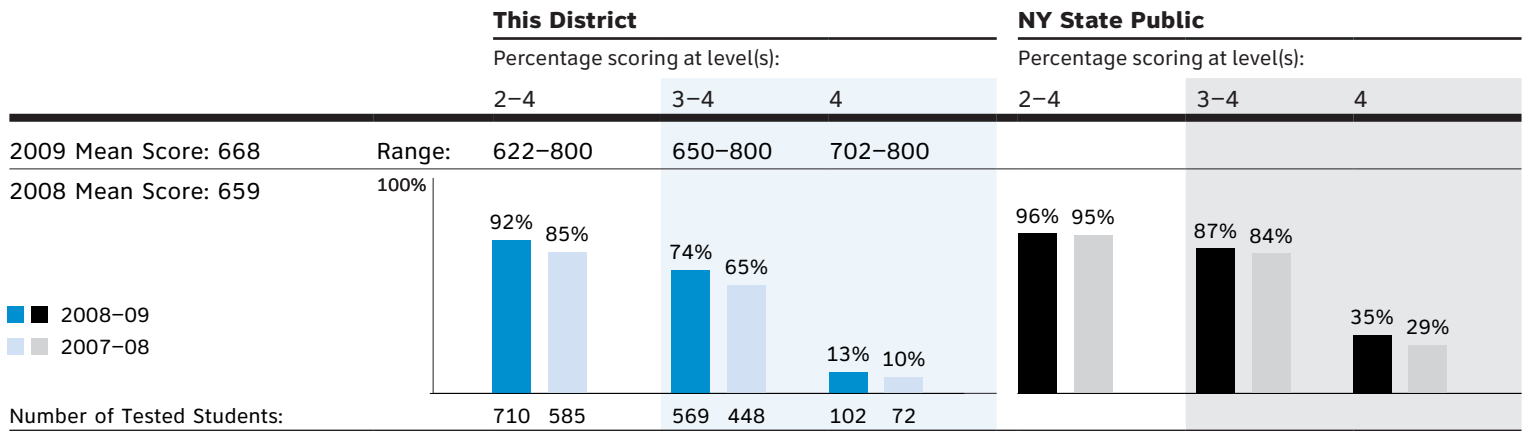
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## Other Assessments

	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 4 Equivalent	4	-	-	-	9	8	6	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	3	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>774</b>	<b>92%</b>	<b>74%</b>	<b>13%</b>	<b>691</b>	<b>85%</b>	<b>65%</b>	<b>10%</b>
Female	363	93%	72%	12%	323	87%	65%	11%
Male	411	91%	74%	14%	368	82%	65%	10%
American Indian or Alaska Native	2	-	-	-				
Black or African American	286	90%	65%	7%	231	82%	57%	6%
Hispanic or Latino	107	-	-	-	100	79%	57%	5%
Asian or Native Hawaiian/Other Pacific Islander	119	94%	80%	23%	88	91%	73%	10%
White	260	94%	82%	17%	272	87%	72%	17%
Multiracial								
Small Group Totals	109	89%	69%	10%				
General-Education Students	645	95%	79%	15%	569	90%	72%	12%
Students with Disabilities	129	74%	45%	5%	122	61%	33%	1%
English Proficient	743	92%	74%	14%	664	86%	66%	11%
Limited English Proficient	31	87%	55%	0%	27	63%	33%	0%
Economically Disadvantaged	519	91%	70%	11%	510	83%	61%	7%
Not Disadvantaged	255	94%	80%	18%	181	89%	77%	19%
Migrant								
Not Migrant	774	92%	74%	13%	691	85%	65%	10%

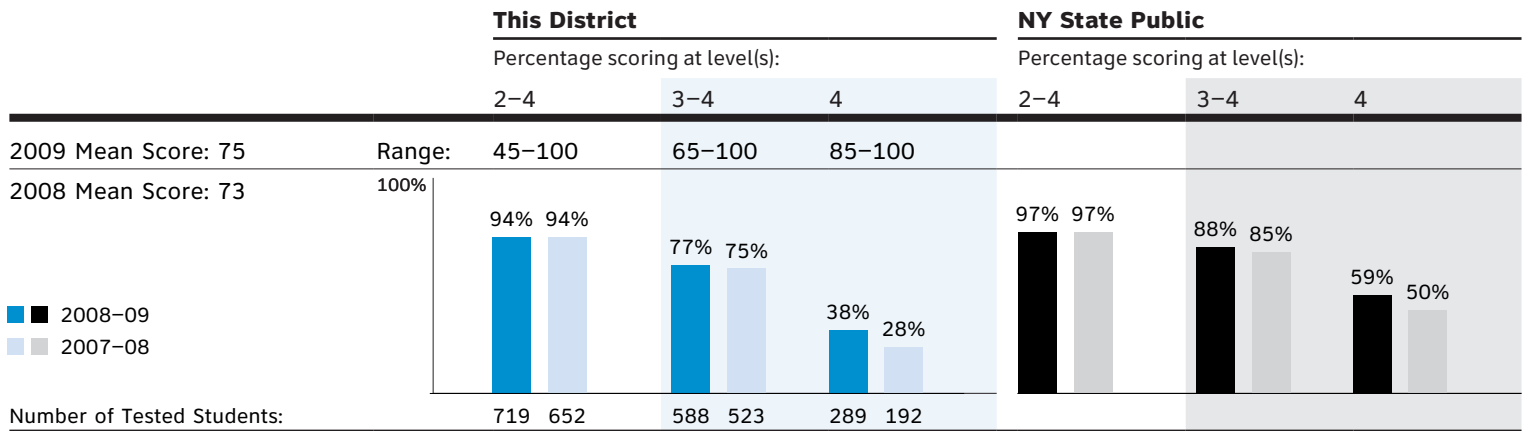
### NOTES

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

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	9	9	6	1

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>768</b>	<b>94%</b>	<b>77%</b>	<b>38%</b>	<b>697</b>	<b>94%</b>	<b>75%</b>	<b>28%</b>
Female	360	94%	77%	38%	326	95%	76%	29%
Male	408	94%	76%	38%	371	92%	74%	27%
American Indian or Alaska Native	2	-	-	-				
Black or African American	283	91%	70%	29%	232	92%	72%	21%
Hispanic or Latino	104	-	-	-	101	92%	63%	17%
Asian or Native Hawaiian/Other Pacific Islander	120	94%	78%	41%	90	94%	78%	29%
White	259	96%	86%	50%	274	95%	81%	37%
Multiracial								
Small Group Totals	106	94%	69%	26%				
General-Education Students	642	95%	80%	41%	571	95%	79%	31%
Students with Disabilities	126	87%	58%	18%	126	88%	59%	12%
English Proficient	737	94%	77%	39%	669	94%	77%	29%
Limited English Proficient	31	87%	55%	16%	28	71%	29%	0%
Economically Disadvantaged	512	93%	73%	31%	507	92%	71%	22%
Not Disadvantaged	256	95%	83%	52%	190	97%	85%	42%
Migrant								
Not Migrant	768	94%	77%	38%	697	94%	75%	28%

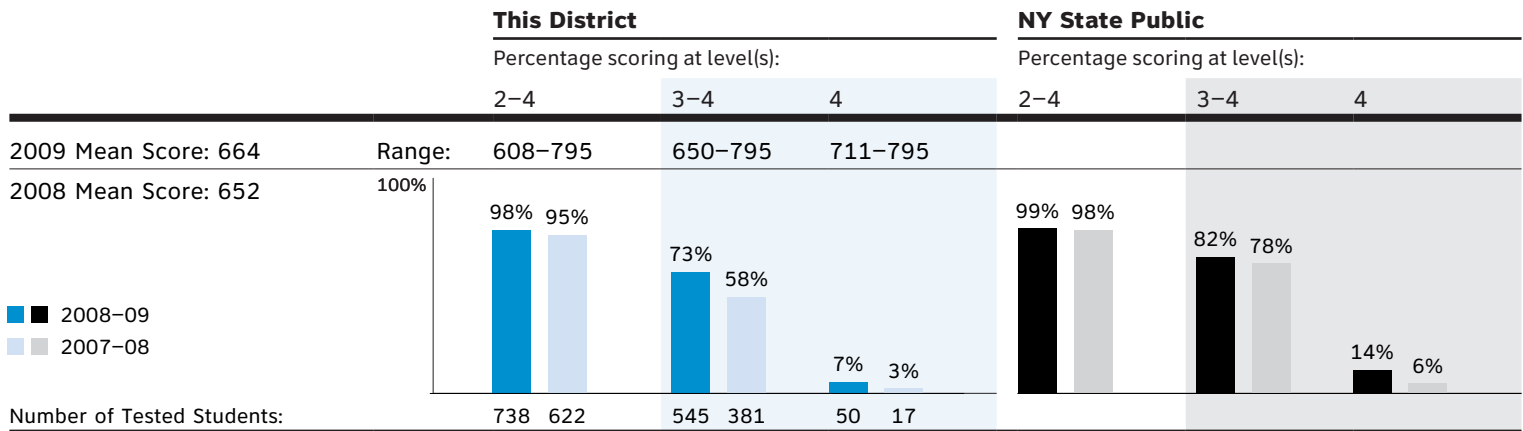
### NOTES

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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	4	-	-	-	9	9	9	4

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>751</b>	<b>98%</b>	<b>73%</b>	<b>7%</b>	<b>653</b>	<b>95%</b>	<b>58%</b>	<b>3%</b>
Female	352	99%	77%	7%	320	97%	59%	3%
Male	399	97%	69%	7%	333	94%	58%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	250	98%	66%	3%	227	96%	49%	1%
Hispanic or Latino	112	96%	71%	4%	93	92%	54%	0%
Asian or Native Hawaiian/Other Pacific Islander	89	-	-	-	74	-	-	-
White	299	98%	77%	10%	258	95%	65%	5%
Multiracial								
Small Group Totals	90	100%	79%	9%	75	97%	71%	3%
General-Education Students	605	100%	82%	8%	533	98%	68%	3%
Students with Disabilities	146	91%	33%	1%	120	82%	16%	0%
English Proficient	728	98%	74%	7%	634	96%	60%	3%
Limited English Proficient	23	91%	30%	0%	19	68%	16%	0%
Economically Disadvantaged	496	99%	72%	5%	485	95%	54%	1%
Not Disadvantaged	255	98%	75%	10%	168	95%	71%	7%
Migrant								
Not Migrant	751	98%	73%	7%	653	95%	58%	3%

### NOTES

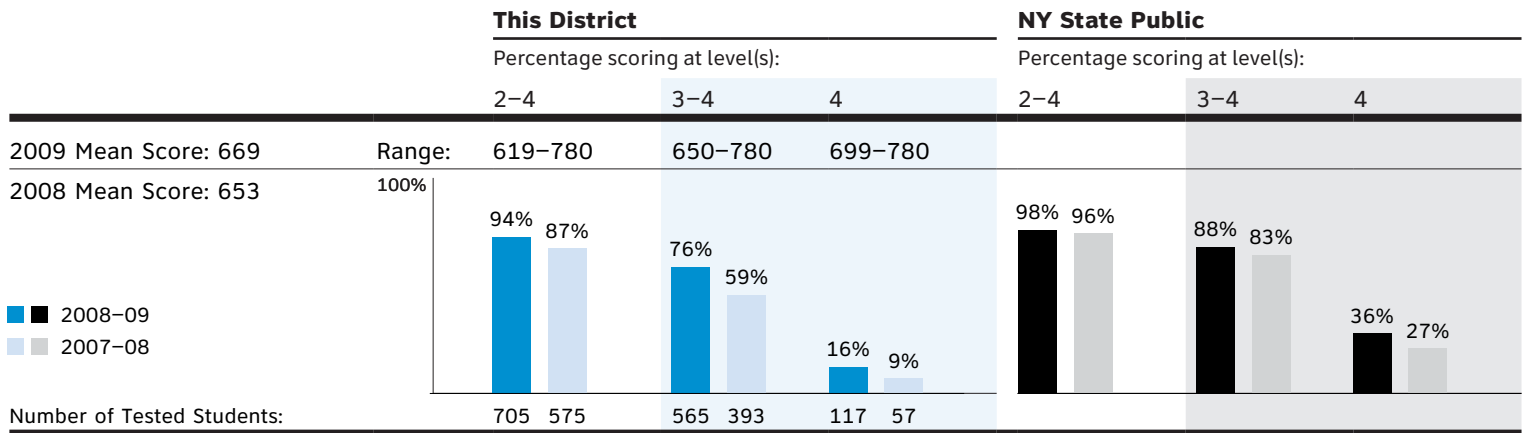
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 5 Equivalent	8	7	7	1	12	11	11	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	3	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>747</b>	<b>94%</b>	<b>76%</b>	<b>16%</b>	<b>661</b>	<b>87%</b>	<b>59%</b>	<b>9%</b>
Female	355	95%	77%	16%	325	86%	58%	9%
Male	392	94%	74%	15%	336	88%	61%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	250	94%	71%	8%	230	83%	51%	4%
Hispanic or Latino	115	90%	68%	8%	93	83%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	88	-	-	-	75	-	-	-
White	293	95%	79%	24%	262	90%	66%	14%
Multiracial								
Small Group Totals	89	98%	88%	20%	76	96%	76%	8%
General-Education Students	602	97%	84%	18%	536	94%	67%	10%
Students with Disabilities	145	85%	41%	4%	125	55%	26%	1%
English Proficient	722	95%	77%	16%	641	87%	61%	9%
Limited English Proficient	25	68%	28%	0%	20	75%	25%	0%
Economically Disadvantaged	493	94%	73%	13%	480	86%	55%	5%
Not Disadvantaged	254	95%	81%	22%	181	91%	72%	18%
Migrant								
Not Migrant	747	94%	76%	16%	661	87%	59%	9%

### 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	8	8	6	3	12	11	11	4

## 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: 657	Range: 598-785			650-785			696-785*		
2008 Mean Score: 646									
Number of Tested Students:	693	652	478	332	26	7			

## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>700</b>	<b>99%</b>	<b>68%</b>	<b>4%</b>	<b>695</b>	<b>94%</b>	<b>48%</b>	<b>1%</b>
Female	354	99%	71%	4%	343	97%	56%	1%
Male	346	99%	65%	3%	352	91%	40%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	245	99%	60%	1%	240	92%	39%	0%
Hispanic or Latino	104	100%	65%	1%	103	93%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	80	-	-	-	95	-	-	-
White	270	98%	73%	6%	256	95%	60%	2%
Multiracial								
Small Group Totals	81	100%	84%	7%	96	97%	55%	2%
General-Education Students	573	100%	79%	5%	555	98%	57%	1%
Students with Disabilities	127	94%	19%	0%	140	76%	11%	0%
English Proficient	685	99%	69%	4%	670	94%	50%	1%
Limited English Proficient	15	100%	20%	0%	25	84%	0%	0%
Economically Disadvantaged	463	99%	66%	3%	522	94%	44%	1%
Not Disadvantaged	237	98%	73%	5%	173	94%	59%	2%
Migrant								
Not Migrant	700	99%	68%	4%	695	94%	48%	1%

### NOTES

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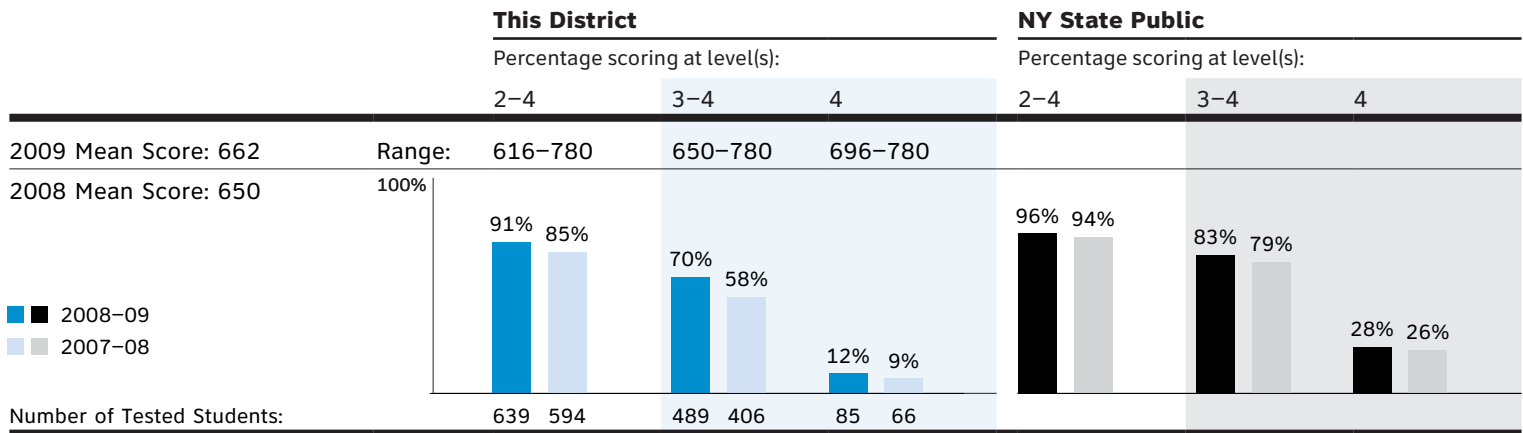
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	12	11	10	6	8	8	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	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 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>700</b>	<b>91%</b>	<b>70%</b>	<b>12%</b>	<b>696</b>	<b>85%</b>	<b>58%</b>	<b>9%</b>
Female	354	93%	70%	13%	348	90%	64%	10%
Male	346	89%	69%	11%	348	81%	53%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	246	88%	60%	6%	241	81%	49%	3%
Hispanic or Latino	106	88%	58%	8%	104	78%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	80	-	-	-	94	-	-	-
White	267	93%	78%	16%	256	91%	71%	16%
Multiracial								
Small Group Totals	81	99%	89%	22%	95	89%	69%	14%
General-Education Students	572	97%	79%	15%	560	94%	68%	11%
Students with Disabilities	128	66%	27%	0%	136	51%	21%	1%
English Proficient	682	92%	71%	12%	669	87%	60%	10%
Limited English Proficient	18	56%	28%	0%	27	56%	19%	0%
Economically Disadvantaged	455	92%	68%	9%	516	85%	55%	7%
Not Disadvantaged	245	90%	73%	17%	180	87%	69%	16%
Migrant								
Not Migrant	700	91%	70%	12%	696	85%	58%	9%

### 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	12	12	11	8	8	8	8	5



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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 653	600-790	650-790	705-790*			
2008 Mean Score: 645						
Number of Tested Students:	759	728	481 351	8	5	

## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>771</b>	<b>98%</b>	<b>62%</b>	<b>1%</b>	<b>760</b>	<b>96%</b>	<b>46%</b>	<b>1%</b>
Female	374	99%	69%	2%	356	98%	53%	1%
Male	397	98%	56%	1%	404	94%	40%	0%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	284	99%	59%	0%	254	98%	41%	0%
Hispanic or Latino	116	98%	47%	0%	99	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	101	-	-	-	119	97%	42%	0%
White	269	97%	72%	3%	287	96%	55%	2%
Multiracial								
Small Group Totals	102	99%	66%	1%	100	89%	39%	0%
General-Education Students	618	100%	73%	1%	629	99%	53%	1%
Students with Disabilities	153	94%	21%	0%	131	81%	12%	0%
English Proficient	745	98%	64%	1%	740	96%	47%	1%
Limited English Proficient	26	100%	12%	0%	20	80%	10%	0%
Economically Disadvantaged	519	99%	60%	0%	557	96%	40%	0%
Not Disadvantaged	252	98%	68%	2%	203	96%	62%	2%
Migrant								
Not Migrant	771	98%	62%	1%	760	96%	46%	1%

### NOTES

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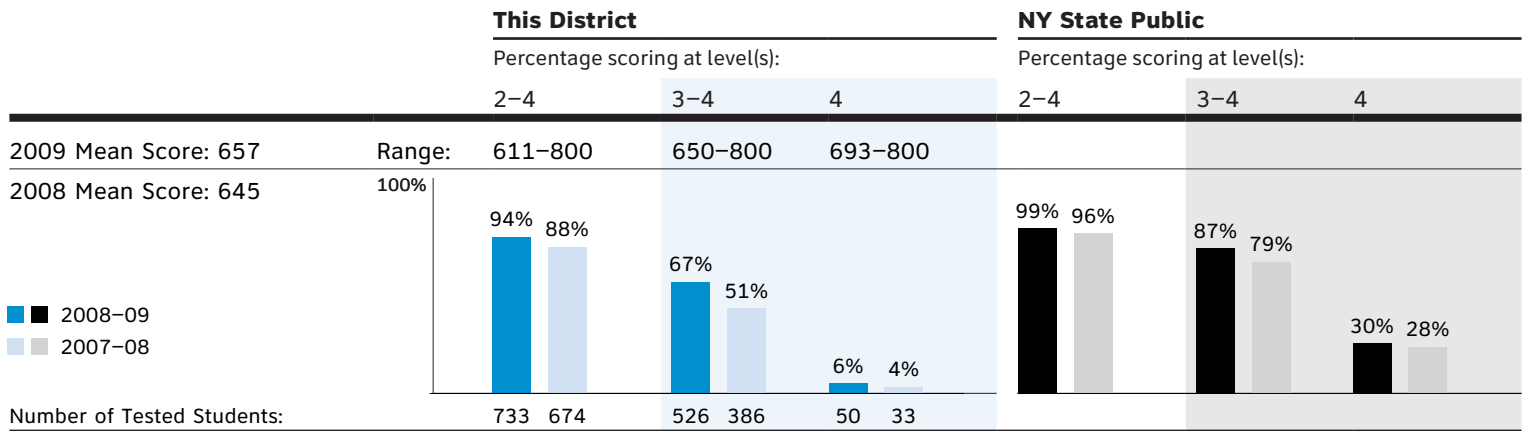
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	7	7	7	4	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	5	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>783</b>	<b>94%</b>	<b>67%</b>	<b>6%</b>	<b>764</b>	<b>88%</b>	<b>51%</b>	<b>4%</b>
Female	380	96%	72%	7%	357	91%	53%	5%
Male	403	92%	63%	5%	407	86%	48%	4%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	286	93%	60%	3%	255	89%	41%	2%
Hispanic or Latino	123	89%	54%	0%	100	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	102	-	-	-	119	92%	60%	8%
White	271	96%	76%	11%	289	90%	58%	7%
Multiracial								
Small Group Totals	103	93%	80%	9%	101	78%	42%	0%
General-Education Students	630	98%	77%	8%	627	95%	58%	5%
Students with Disabilities	153	77%	27%	1%	137	56%	15%	1%
English Proficient	752	94%	69%	7%	738	90%	52%	4%
Limited English Proficient	31	77%	16%	0%	26	50%	8%	0%
Economically Disadvantaged	519	93%	66%	5%	548	89%	46%	2%
Not Disadvantaged	264	94%	69%	9%	216	87%	62%	10%
Migrant								
Not Migrant	783	94%	67%	6%	764	88%	51%	4%

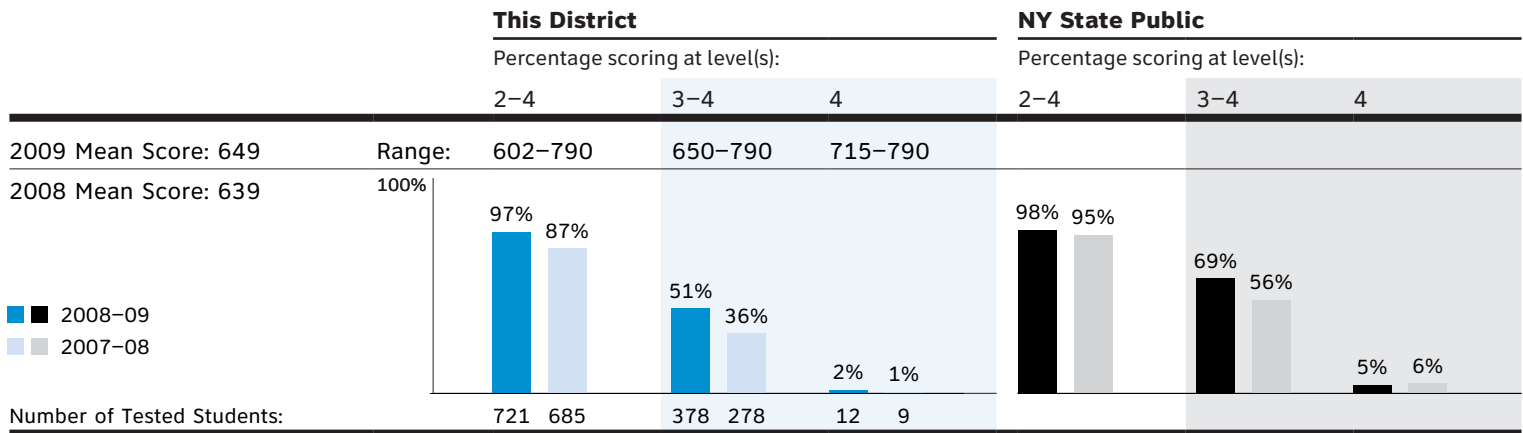
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	6	5	4	-	-	-

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>746</b>	<b>97%</b>	<b>51%</b>	<b>2%</b>	<b>783</b>	<b>87%</b>	<b>36%</b>	<b>1%</b>
Female	359	99%	57%	3%	392	91%	42%	1%
Male	387	95%	44%	1%	391	84%	29%	1%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	253	98%	47%	1%	273	87%	25%	0%
Hispanic or Latino	101	94%	39%	1%	107	78%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	124	97%	47%	1%	99	89%	38%	1%
White	268	97%	60%	3%	304	91%	48%	3%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	628	99%	59%	2%	636	95%	42%	1%
Students with Disabilities	118	83%	8%	0%	147	53%	7%	0%
English Proficient	723	97%	52%	2%	763	88%	36%	1%
Limited English Proficient	23	87%	4%	0%	20	55%	0%	0%
Economically Disadvantaged	478	96%	46%	0%	555	86%	29%	1%
Not Disadvantaged	268	97%	59%	4%	228	91%	51%	3%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	746	97%	51%	2%	783	87%	36%	1%

### NOTES

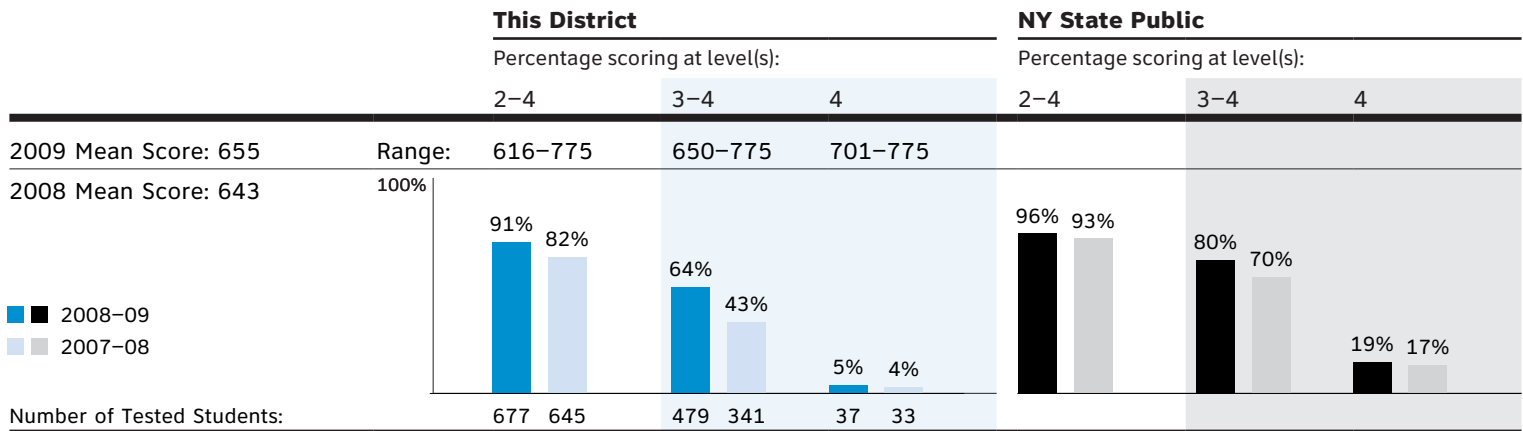
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## Other Assessments

	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	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>748</b>	<b>91%</b>	<b>64%</b>	<b>5%</b>	<b>786</b>	<b>82%</b>	<b>43%</b>	<b>4%</b>
Female	363	92%	64%	7%	395	86%	46%	3%
Male	385	89%	64%	3%	391	78%	41%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	258	88%	55%	3%	271	77%	31%	1%
Hispanic or Latino	102	84%	55%	1%	111	74%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	122	96%	82%	7%	102	94%	56%	7%
White	266	93%	68%	7%	302	85%	57%	7%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	626	96%	70%	6%	638	90%	51%	5%
Students with Disabilities	122	63%	31%	0%	148	48%	11%	1%
English Proficient	724	91%	65%	5%	765	83%	44%	4%
Limited English Proficient	24	75%	42%	0%	21	62%	14%	0%
Economically Disadvantaged	475	91%	63%	3%	547	82%	38%	2%
Not Disadvantaged	273	90%	65%	8%	239	82%	56%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	748	91%	64%	5%	786	82%	43%	4%

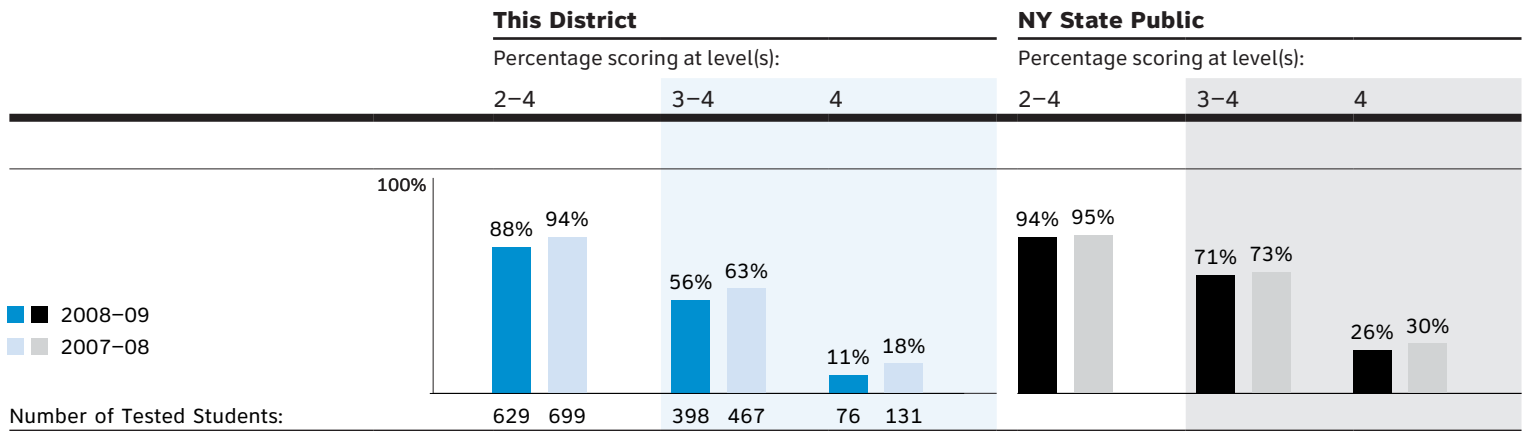
### NOTES

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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 8 Equivalent	1	-	-	-	3	-	-	-

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>715</b>	<b>88%</b>	<b>56%</b>	<b>11%</b>	<b>746</b>	<b>94%</b>	<b>63%</b>	<b>18%</b>
Female	349	88%	51%	9%	377	96%	61%	14%
Male	366	88%	60%	12%	369	92%	64%	22%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	241	84%	48%	7%	257	93%	53%	7%
Hispanic or Latino	97	79%	45%	6%	103	88%	49%	7%
Asian or Native Hawaiian/Other Pacific Islander	120	92%	58%	10%	98	92%	65%	16%
White	257	93%	66%	16%	288	97%	76%	31%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	602	92%	61%	12%	607	96%	70%	20%
Students with Disabilities	113	67%	27%	3%	139	84%	31%	6%
English Proficient	691	90%	57%	11%	725	95%	64%	18%
Limited English Proficient	24	38%	4%	0%	21	57%	10%	0%
Economically Disadvantaged	454	87%	52%	7%	513	93%	57%	13%
Not Disadvantaged	261	90%	63%	17%	233	96%	74%	28%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	715	88%	56%	11%	746	94%	63%	18%

### NOTES

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

## Other Assessments

	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	1	-	-	-	3	-	-	-
Regents Science	0	-	-	-	0	-	-	-

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

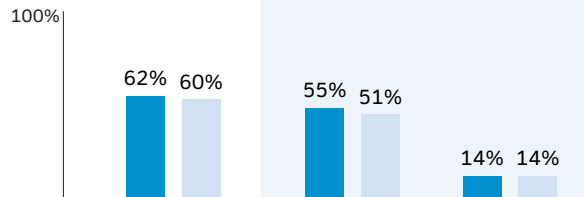
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

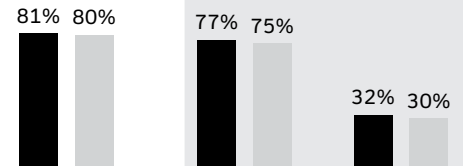
### NY State Public

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			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>825</b>	<b>62%</b>	<b>55%</b>	<b>14%</b>	<b>760</b>	<b>60%</b>	<b>51%</b>	<b>14%</b>
Female	408	68%	61%	16%	390	67%	56%	18%
Male	417	57%	49%	12%	370	52%	46%	11%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	262	60%	49%	9%	275	56%	45%	5%
Hispanic or Latino	122	50%	40%	5%	93	53%	43%	5%
Asian or Native Hawaiian/Other Pacific Islander	66	-	-	-	82	-	-	-
White	373	66%	62%	21%	309	63%	58%	26%
Multiracial								
Small Group Totals	68	74%	63%	12%	83	66%	54%	11%
General-Education Students	692	70%	63%	17%	629	68%	59%	17%
Students with Disabilities	133	25%	14%	1%	131	21%	12%	2%
English Proficient	818	63%	55%	14%	745	60%	52%	14%
Limited English Proficient	7	29%	0%	0%	15	27%	27%	0%
Economically Disadvantaged	358	64%	55%	12%	341	68%	55%	8%
Not Disadvantaged	467	61%	55%	16%	419	53%	48%	20%
Migrant								
Not Migrant	825	62%	55%	14%	760	60%	51%	14%

### NOTES

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

## Other Assessments

### 2005 Cohort

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

### 2004 Cohort

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

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

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

\*\* 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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

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

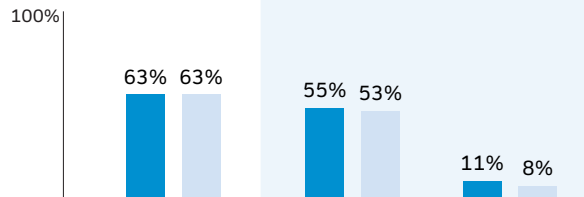
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

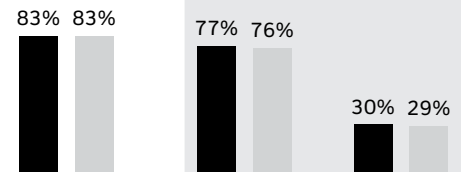
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>825</b>	<b>63%</b>	<b>55%</b>	<b>11%</b>	<b>760</b>	<b>63%</b>	<b>53%</b>	<b>8%</b>
Female	408	65%	58%	10%	390	71%	56%	10%
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Not Migrant	825	63%	55%	11%	760	63%	53%	8%

### 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.

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