



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **ITHACA CITY SCHOOL DISTRICT**
District ID **61-06-00-01-0000**
Superintendent **JUDITH PASTEL**
Telephone **(607) 274-2101**
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 **ITHACA CITY SCHOOL DISTRICT**District ID **61-06-00-01-0000**

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	144	177	262
Kindergarten	390	432	441
Grade 1	399	372	399
Grade 2	390	401	384
Grade 3	360	398	384
Grade 4	377	366	389
Grade 5	370	394	363
Grade 6	396	368	400
Ungraded Elementary	14	9	11
Grade 7	424	418	369
Grade 8	444	420	427
Grade 9	531	482	470
Grade 10	414	470	435
Grade 11	469	375	427
Grade 12	406	448	368
Ungraded Secondary	0	26	6
Total K-12	5384	5379	5273

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	19	19	19
Grade 8			
English	22	21	22
Mathematics	22	20	23
Science	23	24	25
Social Studies	22	20	22
Grade 10			
English	23	24	21
Mathematics	21	26	22
Science	24	23	20
Social Studies	23	24	22

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 ITHACA CITY SCHOOL DISTRICT

District ID 61-06-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	1523	28%	1131	21%	1256	24%
Reduced-Price Lunch	450	8%	441	8%	397	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	442	8%	259	5%	273	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	42	1%	43	1%	36	1%
Black or African American	667	12%	733	14%	630	12%
Hispanic or Latino	260	5%	241	4%	246	5%
Asian or Native Hawaiian/Other Pacific Islander	597	11%	643	12%	686	13%
White	3812	71%	3713	69%	3648	69%
Multiracial	6	0%	6	0%	27	1%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	269	5%	165	3%	194	4%

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 **ITHACA CITY SCHOOL DISTRICT**District ID **61-06-00-01-0000**

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	482	512	524
Percent with No Valid Teaching Certificate	0%	1%	1%
Percent Teaching Out of Certification	1%	4%	2%
Percent with Fewer Than Three Years of Experience	9%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	22%	21%	21%
Total Number of Core Classes	1204	1226	1234
Percent Not Taught by Highly Qualified Teachers	1%	3%	2%
Total Number of Classes	1667	1664	1661
Percent Taught by Teachers Without Appropriate Certification	4%	5%	3%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	18%	23%
Turnover Rate of All Teachers	17%	17%	16%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	100	65	107
Total Paraprofessionals*	237	238	234
Assistant Principals	6	6	6
Principals	12	12	13

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2009–10)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—		—	—
Hispanic or Latino			—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander			—			—
White			—			—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	SH		—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	4 of 6	5 of 5	1 of 1

AYP Status


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

Accountability Status Levels

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


























Elementary/Middle-Level English Language Arts

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

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

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

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

Student Group (Total: Continuous Enrollment) 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 (2379:2288)			100%		182	142	
Ethnicity							
American Indian or Alaska Native (18:18)	—	—	—	—	—	—	—
Black or African American (319:306)			100%		157	138	
Hispanic or Latino (131:119)			99%		171	134	
Asian or Native Hawaiian/Other Pacific Islander (307:290)			100%		186	138	
White (1591:1543)			100%		187	141	
Multiracial (13:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (426:406)	 SH		99%	 SH	138	139	132 144
Limited English Proficient ⁵ (99:103)			100%		159	134	
Economically Disadvantaged (686:642)			99%		160	140	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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


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

AYP Status

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


























Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (2379:2298)			100%		186	117	
Ethnicity							
American Indian or Alaska Native (18:18)	—	—	—	—	—	—	—
Black or African American (315:300)			100%		168	113	
Hispanic or Latino (132:122)			100%		182	110	
Asian or Native Hawaiian/Other Pacific Islander (312:303)			100%		192	113	
White (1589:1543)			100%		189	116	
Multiracial (13:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (425:403)			100%		145	114	
Limited English Proficient ⁵ (105:126)			100%		174	110	
Economically Disadvantaged (693:653)			100%		171	115	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status

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


















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (831:796)		Qualified		100%		188	100	
Ethnicity								
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—	—
Black or African American (103:96)		Qualified		100%		168	100	
Hispanic or Latino (45:43)		Qualified		100%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (100:98)		Qualified		100%		187	100	
White (568:546)		Qualified		100%		193	100	
Multiracial (4:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (150:143)		Qualified		100%		164	100	
Limited English Proficient ⁴ (38:48)		Qualified	—	—		163	100	
Economically Disadvantaged (254:231)		Qualified		100%		168	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  Good Standing
for This Subject
(2009–10)

Accountability Measures 4 of 6 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (374:354)			99%		185	165	
Ethnicity							
American Indian or Alaska Native (2:4)	–	–	–	–	–	–	–
Black or African American (28:33)		–	–		136	154	154 142
Hispanic or Latino (14:15)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (58:47)			97%		196	157	
White (272:255)			100%		192	164	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (42:44)			100%		125	156	145 133
Limited English Proficient ⁵ (8:3)	–	–	–	–	–	–	–
Economically Disadvantaged (70:72)			97%		167	160	
Final AYP Determination	 4 of 6						

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 5 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 secondary-level mathematics 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 (814:354)							
Ethnicity							
American Indian or Alaska Native (2:4)	—						
Black or African American (28:33)	—						
Hispanic or Latino (14:15)	—						
Asian or Native Hawaiian/Other Pacific Islander (106:47)							
White (609:255)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (42:44)							
Limited English Proficient ⁵ (8:3)	—						
Economically Disadvantaged (118:72)							
Final AYP Determination	 5 of 5						

NOTES

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

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

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

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

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

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

AYP Status

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









Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target	
					2008–09	2009–10
All Students (510)			80%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (52)			65%	55%		
Hispanic or Latino (19)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (56)			86%	55%		
White (381)			83%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (71)			54%	55%	39%	55%
Limited English Proficient ² (8)		–	–	–		
Economically Disadvantaged (68)			63%	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.


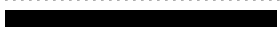
The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local 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 **ITHACA CITY SCHOOL DISTRICT**District ID **61-06-00-01-0000**

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	81%			385
Grade 4	80%			388
Grade 5	92%			359
Grade 6	85%			397
Grade 7	88%			363
Grade 8	74%			419
Mathematics				
Grade 3	93%			390
Grade 4	90%			394
Grade 5	90%			361
Grade 6	84%			399
Grade 7	93%			369
Grade 8	81%			426
Science				
Grade 4	94%			393
Grade 8	84%			422

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	80%			413
Mathematics	72%			413

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.

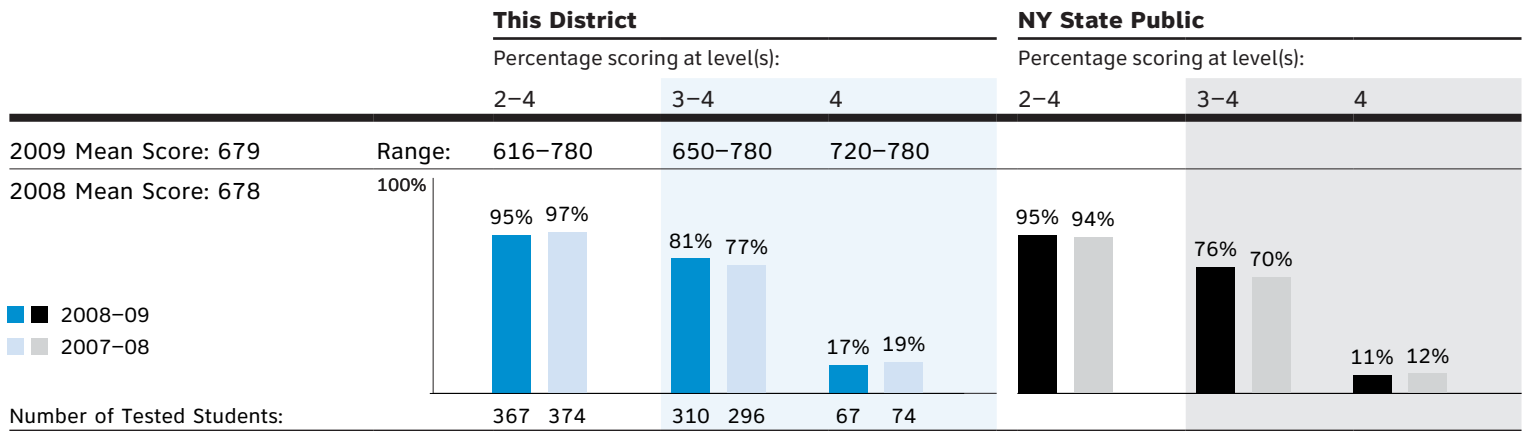
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	385	95%	81%	17%	384	97%	77%	19%
Female	160	94%	84%	18%	175	98%	78%	22%
Male	225	96%	78%	17%	209	97%	76%	17%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	49	80%	49%	2%	48	92%	46%	4%
Hispanic or Latino	15	93%	80%	20%	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	59	97%	86%	24%	45	98%	89%	22%
White	256	98%	86%	19%	272	99%	81%	21%
Multiracial	3	-	-	-				
Small Group Totals	6	100%	50%	17%	19	89%	68%	21%
General-Education Students	329	99%	88%	19%	311	100%	87%	23%
Students with Disabilities	56	75%	38%	7%	73	86%	36%	4%
English Proficient	365	96%	82%	18%	365	98%	78%	20%
Limited English Proficient	20	90%	60%	10%	19	95%	68%	5%
Economically Disadvantaged	110	86%	57%	5%	120	93%	53%	6%
Not Disadvantaged	275	99%	90%	22%	264	100%	88%	25%
Migrant								
Not Migrant	385	95%	81%	17%	384	97%	77%	19%

NOTES

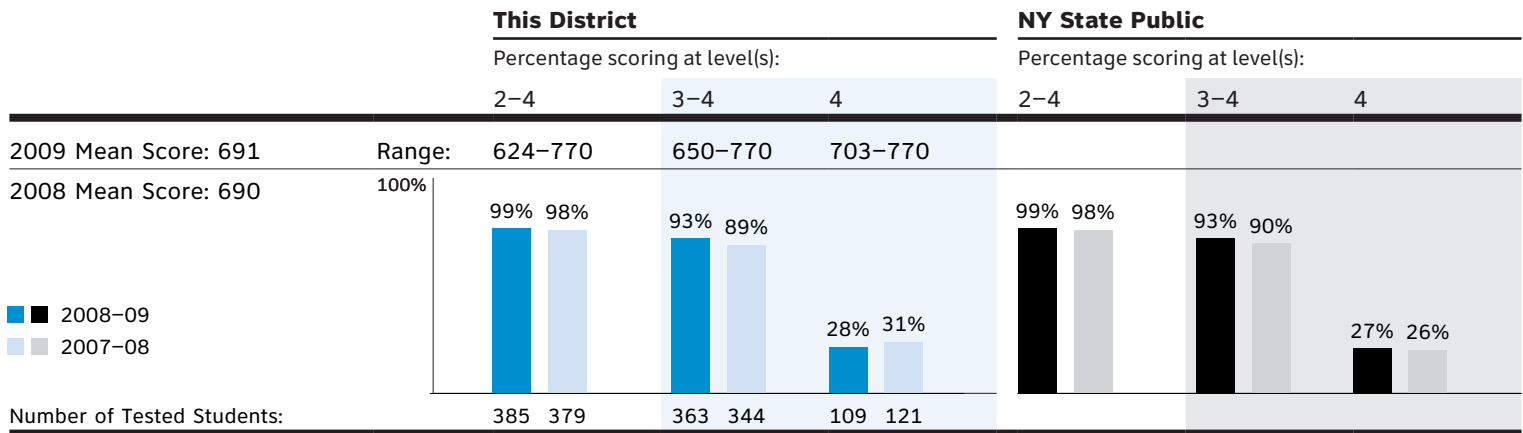
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	6	6	5	3	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	6	N/A	N/A	N/A	4	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	390	99%	93%	28%	388	98%	89%	31%
Female	162	99%	93%	30%	175	99%	90%	34%
Male	228	99%	93%	27%	213	97%	88%	29%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	48	98%	73%	6%	49	92%	65%	12%
Hispanic or Latino	18	94%	89%	28%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	64	98%	97%	52%	50	98%	92%	56%
White	254	99%	96%	27%	268	99%	93%	31%
Multiracial	3	-	-	-				
Small Group Totals	6	100%	83%	0%	21	100%	86%	14%
General-Education Students	334	100%	97%	32%	316	100%	96%	37%
Students with Disabilities	56	93%	70%	5%	72	89%	58%	7%
English Proficient	362	99%	94%	27%	363	98%	89%	32%
Limited English Proficient	28	93%	86%	46%	25	100%	88%	20%
Economically Disadvantaged	113	98%	85%	13%	121	95%	72%	10%
Not Disadvantaged	277	99%	96%	34%	267	99%	96%	41%
Migrant								
Not Migrant	390	99%	93%	28%	388	98%	89%	31%

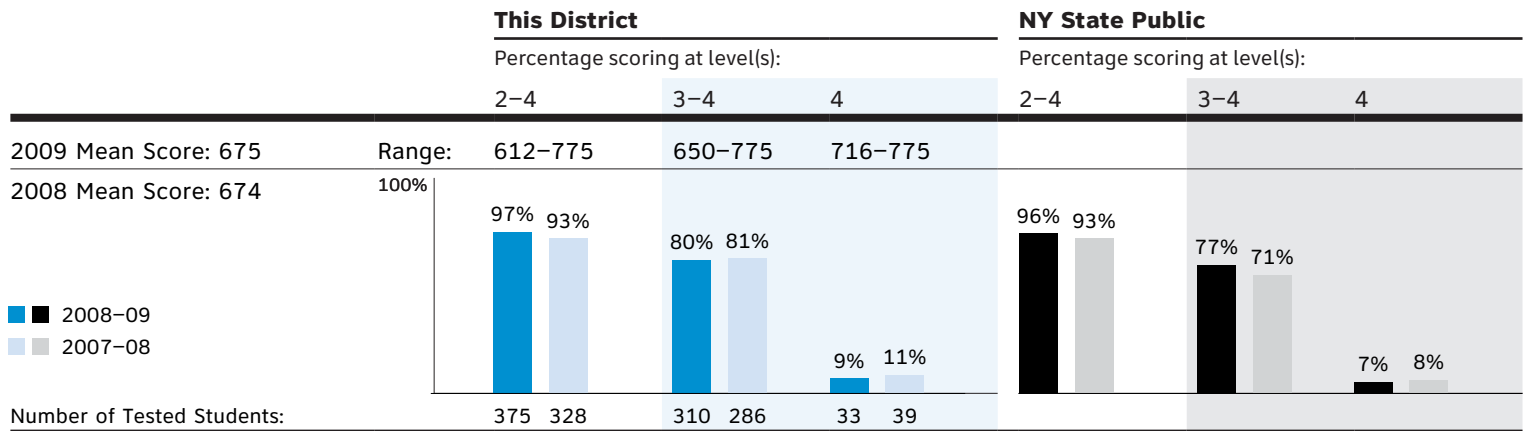
NOTES

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	6	6	6	3	5	5	5	2

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	388	97%	80%	9%	354	93%	81%	11%
Female	175	98%	85%	11%	171	94%	84%	12%
Male	213	95%	76%	6%	183	91%	78%	10%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	45	93%	51%	4%	60	77%	55%	3%
Hispanic or Latino	17	94%	76%	6%	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	46	96%	89%	15%	37	100%	92%	24%
White	274	97%	84%	8%	240	95%	86%	12%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	50%	0%	17	100%	71%	0%
General-Education Students	316	100%	90%	10%	284	99%	91%	14%
Students with Disabilities	72	82%	36%	0%	70	67%	39%	0%
English Proficient	373	97%	81%	9%	345	93%	81%	11%
Limited English Proficient	15	80%	60%	0%	9	89%	56%	0%
Economically Disadvantaged	120	92%	59%	3%	124	85%	65%	3%
Not Disadvantaged	268	99%	89%	11%	230	97%	89%	15%
Migrant								
Not Migrant	388	97%	80%	9%	354	93%	81%	11%

NOTES

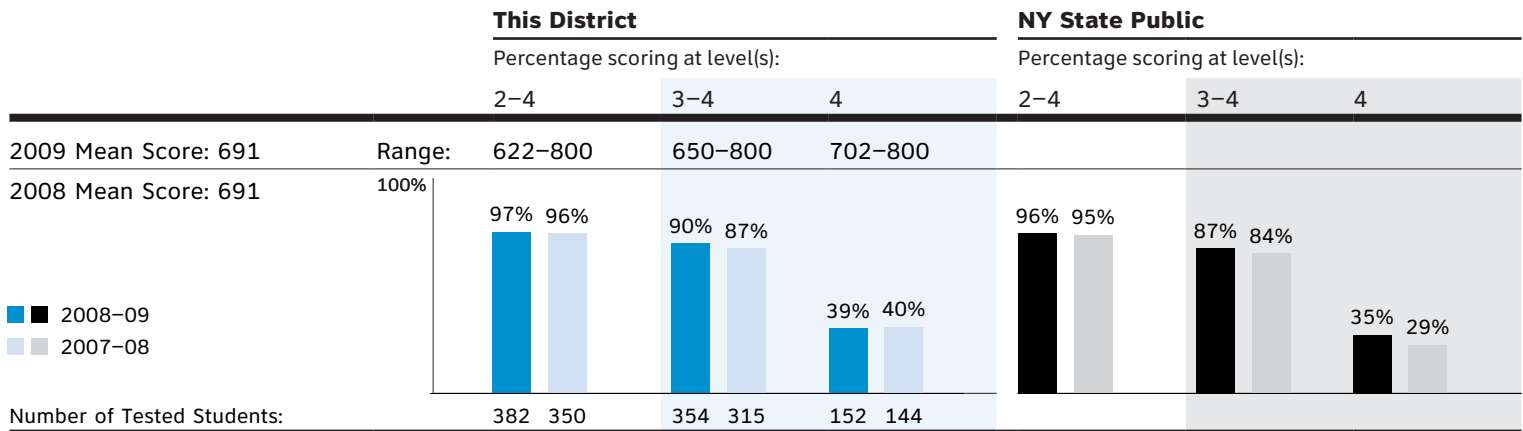
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	6	4	5	4	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	11	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	394	97%	90%	39%	364	96%	87%	40%
Female	180	97%	89%	37%	177	99%	88%	40%
Male	214	97%	91%	40%	187	94%	86%	40%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	45	91%	80%	18%	59	88%	59%	8%
Hispanic or Latino	17	100%	88%	18%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	51	96%	92%	61%	44	100%	95%	66%
White	275	98%	91%	39%	242	98%	92%	44%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	83%	33%	19	89%	79%	21%
General-Education Students	323	100%	97%	45%	294	99%	93%	48%
Students with Disabilities	71	85%	56%	11%	70	84%	59%	3%
English Proficient	374	97%	90%	39%	344	97%	87%	39%
Limited English Proficient	20	95%	90%	30%	20	90%	85%	45%
Economically Disadvantaged	123	93%	80%	17%	127	91%	72%	14%
Not Disadvantaged	271	99%	94%	48%	237	99%	95%	53%
Migrant								
Not Migrant	394	97%	90%	39%	364	96%	87%	40%

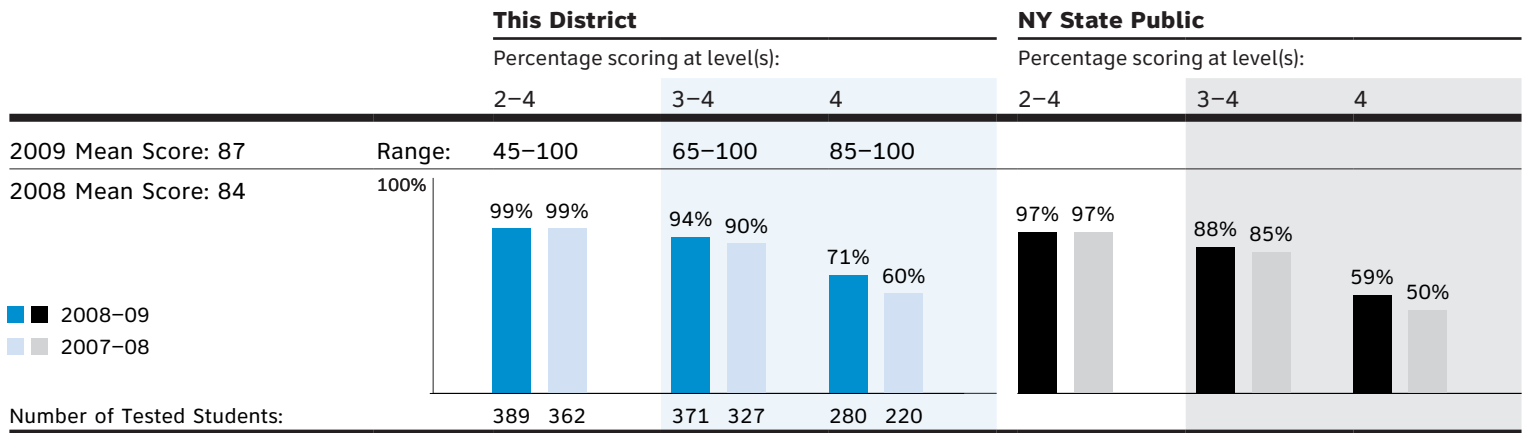
NOTES

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	7	7	7	3	5	5	4	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
All Students	393	99%	94%	71%	365	99%	90%	60%
Female	180	99%	96%	70%	177	99%	88%	58%
Male	213	99%	93%	72%	188	99%	91%	62%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	45	98%	84%	40%	58	98%	67%	22%
Hispanic or Latino	17	100%	88%	47%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	50	100%	98%	80%	42	98%	95%	69%
White	275	99%	96%	77%	246	100%	95%	70%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	100%	50%	19	100%	79%	37%
General-Education Students	322	99%	98%	80%	295	100%	94%	68%
Students with Disabilities	71	97%	80%	34%	70	97%	73%	27%
English Proficient	374	99%	95%	72%	344	99%	90%	61%
Limited English Proficient	19	100%	84%	53%	21	95%	86%	43%
Economically Disadvantaged	123	97%	85%	46%	127	99%	77%	34%
Not Disadvantaged	270	100%	99%	83%	238	99%	96%	74%
Migrant								
Not Migrant	393	99%	94%	71%	365	99%	90%	60%

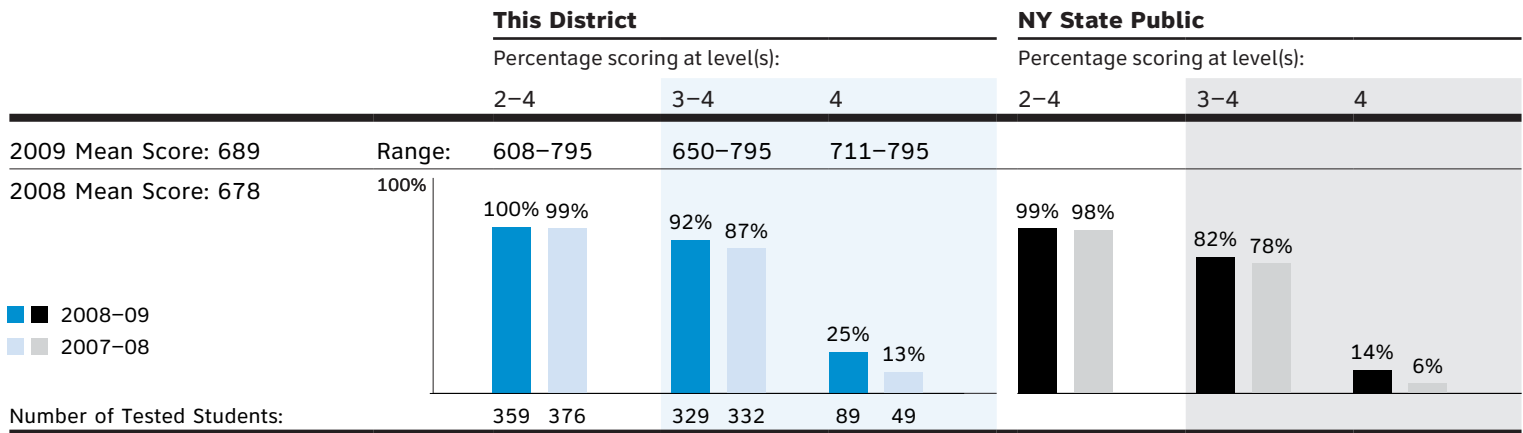
NOTES

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	7	7	7	7	5	5	5	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
All Students	359	100%	92%	25%	381	99%	87%	13%
Female	174	100%	94%	31%	177	98%	87%	17%
Male	185	100%	89%	19%	204	99%	87%	9%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	52	100%	79%	12%	60	97%	70%	3%
Hispanic or Latino	17	100%	82%	12%	20	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	36	100%	100%	31%	46	96%	85%	17%
White	246	100%	94%	28%	253	100%	92%	15%
Multiracial	7	-	-	-				
Small Group Totals	8	100%	75%	0%	22	100%	77%	5%
General-Education Students	291	100%	98%	30%	311	100%	94%	15%
Students with Disabilities	68	100%	66%	1%	70	94%	59%	1%
English Proficient	351	100%	92%	25%	368	99%	89%	13%
Limited English Proficient	8	100%	88%	0%	13	92%	38%	0%
Economically Disadvantaged	117	100%	82%	1%	110	95%	71%	5%
Not Disadvantaged	242	100%	96%	36%	271	100%	94%	16%
Migrant								
Not Migrant	359	100%	92%	25%	381	99%	87%	13%

NOTES

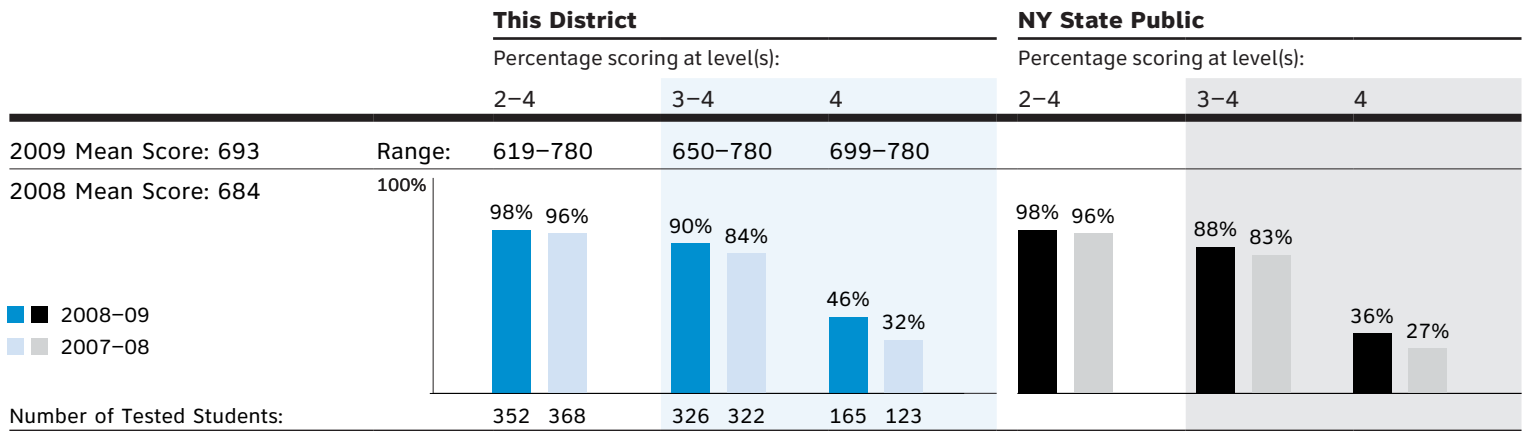
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	7	7	6	2	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	7	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 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	361	98%	90%	46%	384	96%	84%	32%
Female	171	98%	90%	43%	178	97%	83%	29%
Male	190	97%	91%	48%	206	95%	85%	34%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	50	96%	76%	24%	60	93%	68%	15%
Hispanic or Latino	17	100%	94%	24%	21	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	38	100%	97%	71%	46	96%	93%	50%
White	248	98%	93%	49%	255	97%	88%	35%
Multiracial	7	-	-	-				
Small Group Totals	8	75%	63%	0%	23	87%	57%	4%
General-Education Students	294	99%	96%	53%	312	98%	92%	38%
Students with Disabilities	67	90%	66%	13%	72	85%	49%	7%
English Proficient	347	97%	91%	46%	370	96%	85%	32%
Limited English Proficient	14	100%	79%	50%	14	86%	64%	21%
Economically Disadvantaged	120	96%	80%	17%	109	91%	66%	12%
Not Disadvantaged	241	98%	95%	60%	275	98%	91%	40%
Migrant								
Not Migrant	361	98%	90%	46%	384	96%	84%	32%

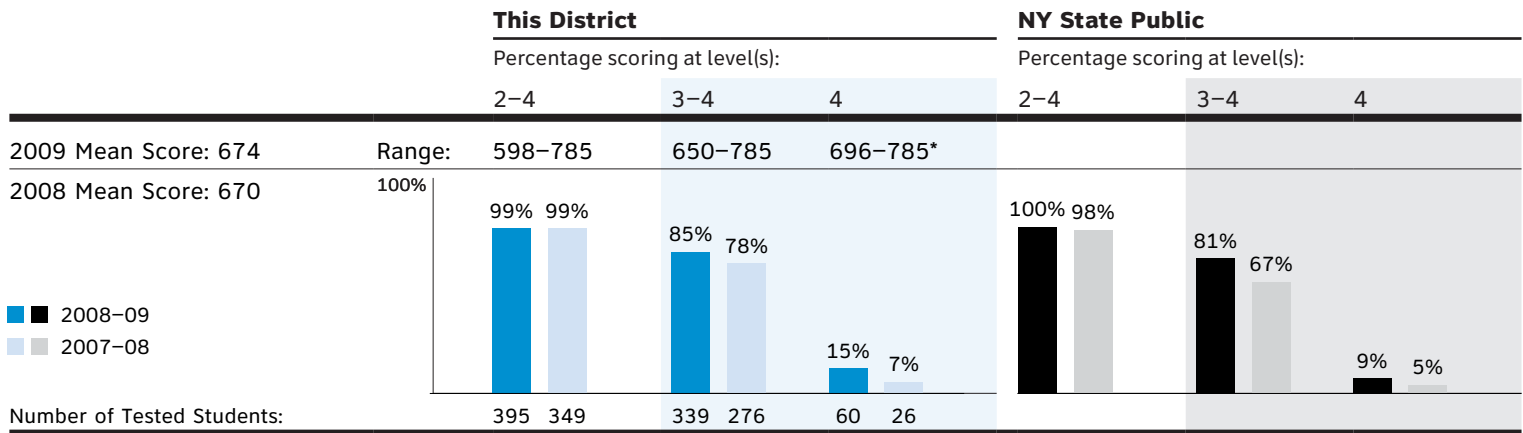
NOTES

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	7	7	7	5	3	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	397	99%	85%	15%	354	99%	78%	7%
Female	184	100%	87%	21%	170	100%	82%	11%
Male	213	99%	84%	10%	184	97%	74%	4%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	56	100%	63%	5%	52	96%	48%	2%
Hispanic or Latino	25	-	-	-	22	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	46	98%	89%	28%	49	100%	92%	12%
White	268	100%	90%	16%	230	99%	83%	8%
Multiracial								
Small Group Totals	27	100%	78%	7%	23	100%	61%	0%
General-Education Students	329	100%	94%	18%	295	100%	88%	9%
Students with Disabilities	68	97%	46%	0%	59	92%	25%	0%
English Proficient	385	99%	87%	16%	349	99%	78%	7%
Limited English Proficient	12	100%	42%	0%	5	100%	80%	0%
Economically Disadvantaged	98	99%	64%	5%	106	98%	51%	2%
Not Disadvantaged	299	100%	92%	18%	248	99%	90%	10%
Migrant								
Not Migrant	397	99%	85%	15%	354	99%	78%	7%

NOTES

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

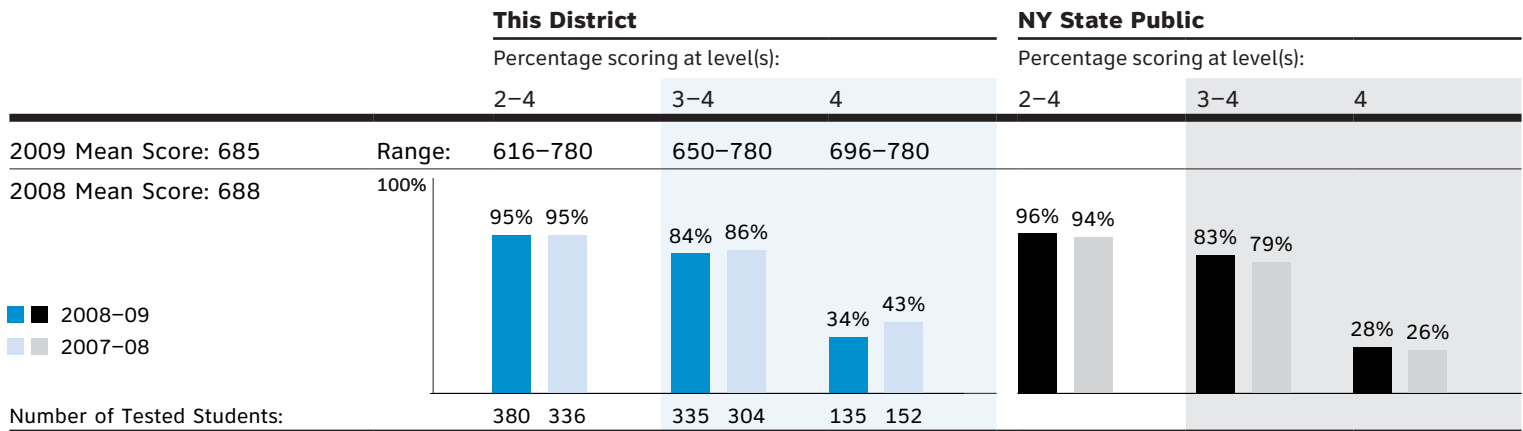
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	4	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	399	95%	84%	34%	352	95%	86%	43%
Female	185	96%	83%	33%	167	96%	89%	43%
Male	214	95%	85%	35%	185	95%	84%	44%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	54	89%	69%	15%	53	94%	62%	21%
Hispanic or Latino	28	-	-	-	22	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	49	94%	92%	63%	52	100%	100%	63%
White	266	98%	87%	35%	224	95%	90%	46%
Multiracial								
Small Group Totals	30	87%	73%	13%	23	91%	74%	22%
General-Education Students	333	98%	93%	40%	294	100%	97%	50%
Students with Disabilities	66	79%	38%	5%	58	72%	34%	9%
English Proficient	384	97%	86%	34%	342	95%	86%	43%
Limited English Proficient	15	53%	40%	20%	10	100%	100%	50%
Economically Disadvantaged	99	84%	64%	10%	104	88%	66%	18%
Not Disadvantaged	300	99%	91%	42%	248	98%	95%	54%
Migrant								
Not Migrant	399	95%	84%	34%	352	95%	86%	43%

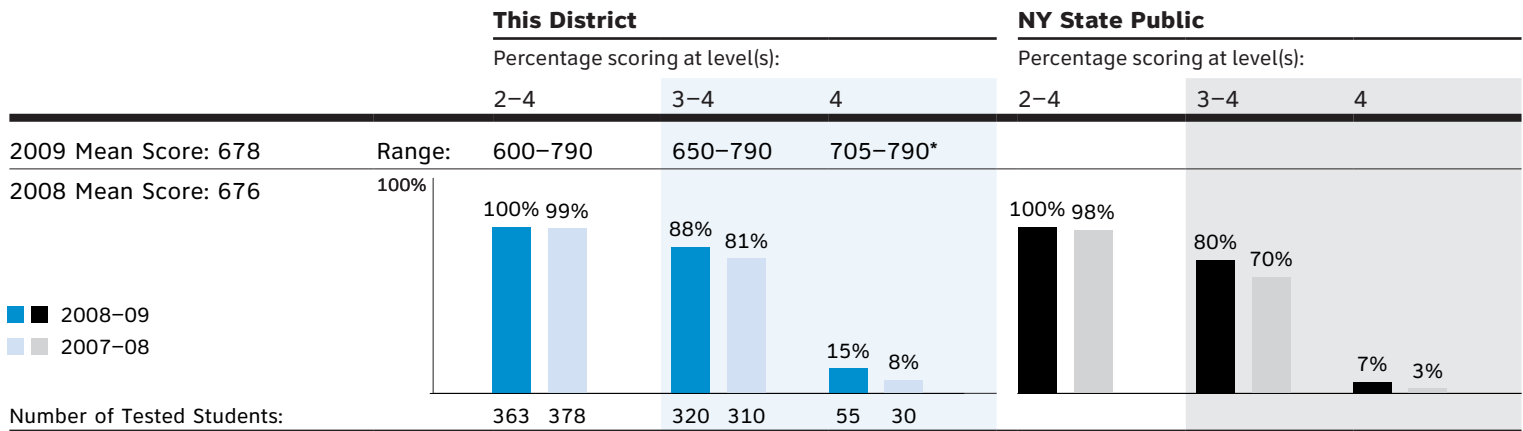
NOTES

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 6 Equivalent	4	-	-	-	2	-	-	-

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	363	100%	88%	15%	382	99%	81%	8%
Female	179	100%	89%	19%	188	99%	84%	10%
Male	184	100%	87%	11%	194	98%	78%	6%
American Indian or Alaska Native	1	-	-	-	6	100%	83%	0%
Black or African American	53	100%	68%	8%	51	98%	55%	0%
Hispanic or Latino	21	-	-	-	22	100%	68%	0%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	100%	21%	42	95%	83%	19%
White	236	100%	92%	17%	261	100%	87%	8%
Multiracial								
Small Group Totals	22	100%	68%	5%				
General-Education Students	303	100%	95%	18%	323	99%	89%	9%
Students with Disabilities	60	100%	53%	2%	59	97%	39%	0%
English Proficient	359	-	-	-	372	99%	83%	8%
Limited English Proficient	4	-	-	-	10	80%	20%	0%
Economically Disadvantaged	100	100%	70%	0%	104	96%	57%	1%
Not Disadvantaged	263	100%	95%	21%	278	100%	90%	10%
Migrant								
Not Migrant	363	100%	88%	15%	382	99%	81%	8%

NOTES

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

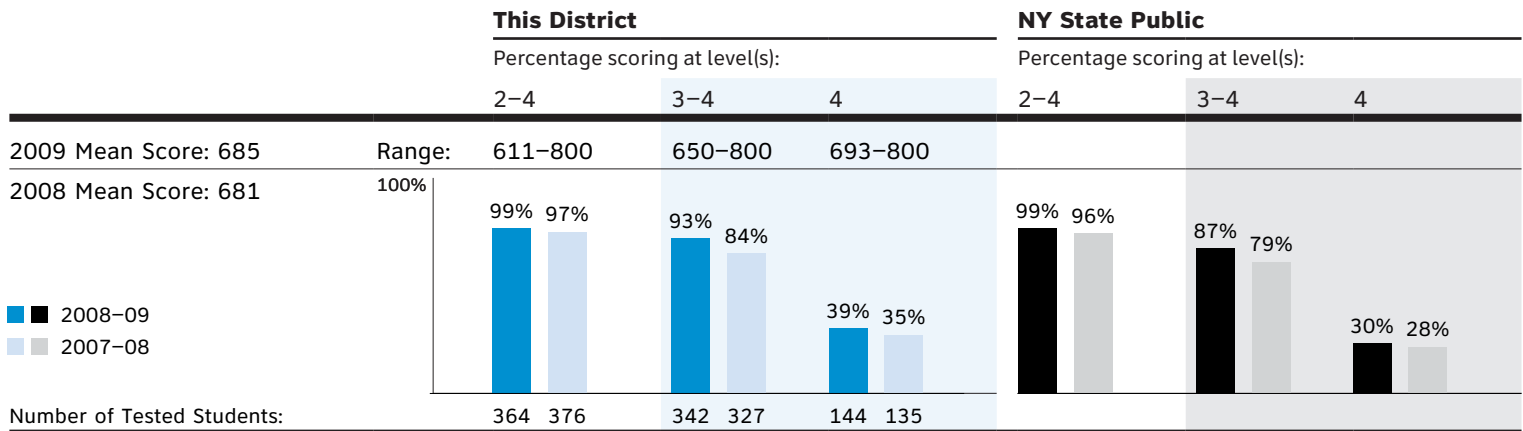
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	4	-	-	-	9	9	9	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	6	N/A	N/A	N/A

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

This District's Results in Grade 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	369	99%	93%	39%	389	97%	84%	35%
Female	180	99%	93%	39%	192	97%	85%	34%
Male	189	98%	92%	39%	197	96%	83%	35%
American Indian or Alaska Native	1	-	-	-	6	100%	100%	0%
Black or African American	53	98%	79%	17%	52	100%	56%	6%
Hispanic or Latino	21	-	-	-	24	96%	75%	29%
Asian or Native Hawaiian/Other Pacific Islander	55	100%	100%	69%	48	92%	85%	56%
White	239	98%	94%	39%	259	97%	90%	38%
Multiracial								
Small Group Totals	22	100%	95%	18%				
General-Education Students	307	100%	99%	46%	332	99%	91%	40%
Students with Disabilities	62	92%	63%	6%	57	82%	42%	4%
English Proficient	361	99%	93%	39%	372	98%	85%	36%
Limited English Proficient	8	100%	100%	25%	17	76%	53%	6%
Economically Disadvantaged	103	98%	83%	15%	108	92%	59%	10%
Not Disadvantaged	266	99%	96%	48%	281	99%	94%	44%
Migrant								
Not Migrant	369	99%	93%	39%	389	97%	84%	35%

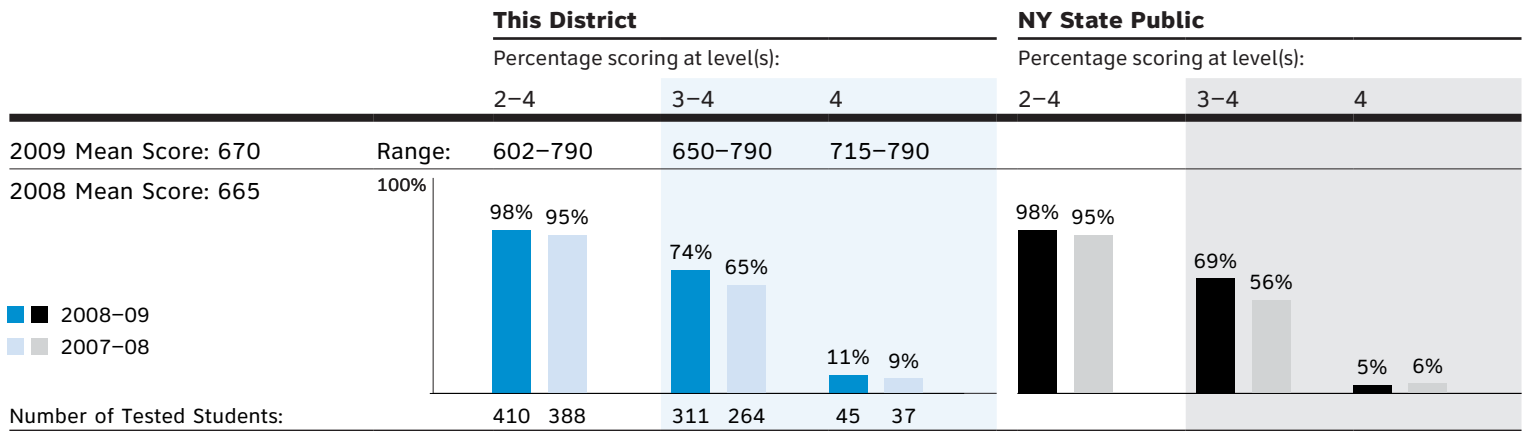
NOTES

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

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	9	9	8	7

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	419	98%	74%	11%	408	95%	65%	9%
Female	217	98%	77%	14%	194	97%	70%	12%
Male	202	98%	71%	7%	214	93%	60%	7%
American Indian or Alaska Native	6	-	-	-	7	86%	29%	0%
Black or African American	57	98%	47%	2%	49	94%	37%	0%
Hispanic or Latino	28	93%	61%	7%	22	95%	55%	14%
Asian or Native Hawaiian/Other Pacific Islander	49	92%	73%	12%	46	91%	67%	22%
White	278	99%	82%	13%	284	96%	71%	8%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	57%	0%				
General-Education Students	356	99%	84%	13%	337	99%	75%	11%
Students with Disabilities	63	92%	21%	0%	71	77%	14%	1%
English Proficient	405	99%	76%	11%	400	96%	66%	9%
Limited English Proficient	14	71%	29%	0%	8	50%	13%	0%
Economically Disadvantaged	119	92%	48%	2%	112	89%	31%	1%
Not Disadvantaged	300	100%	85%	14%	296	97%	77%	12%
Migrant								
Not Migrant	419	98%	74%	11%	408	95%	65%	9%

NOTES

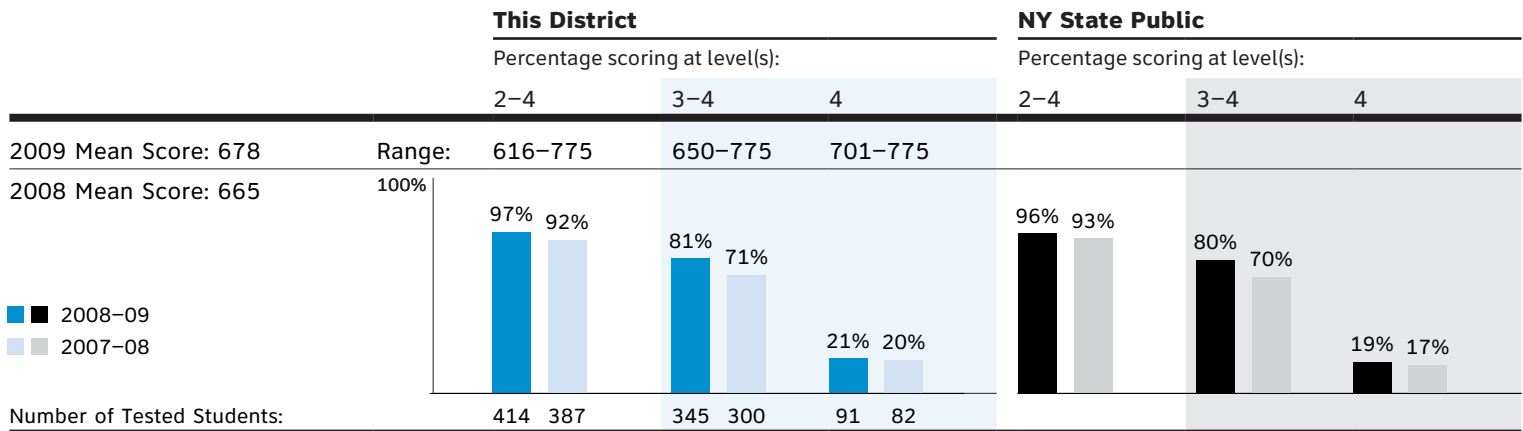
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	8	8	8	7	10	10	10	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	4	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	426	97%	81%	21%	420	92%	71%	20%
Female	220	97%	83%	24%	204	94%	74%	20%
Male	206	98%	79%	19%	216	91%	69%	19%
American Indian or Alaska Native	6	-	-	-	7	100%	71%	14%
Black or African American	57	98%	56%	5%	50	84%	48%	2%
Hispanic or Latino	28	96%	71%	21%	21	86%	57%	14%
Asian or Native Hawaiian/Other Pacific Islander	50	96%	90%	34%	53	92%	77%	49%
White	284	97%	86%	23%	289	94%	75%	18%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	71%	0%				
General-Education Students	361	99%	89%	25%	346	98%	81%	23%
Students with Disabilities	65	85%	37%	0%	74	65%	28%	3%
English Proficient	407	98%	82%	22%	408	93%	73%	20%
Limited English Proficient	19	89%	53%	5%	12	67%	33%	17%
Economically Disadvantaged	124	94%	56%	5%	116	84%	49%	6%
Not Disadvantaged	302	98%	91%	28%	304	95%	80%	25%
Migrant								
Not Migrant	426	97%	81%	21%	420	92%	71%	20%

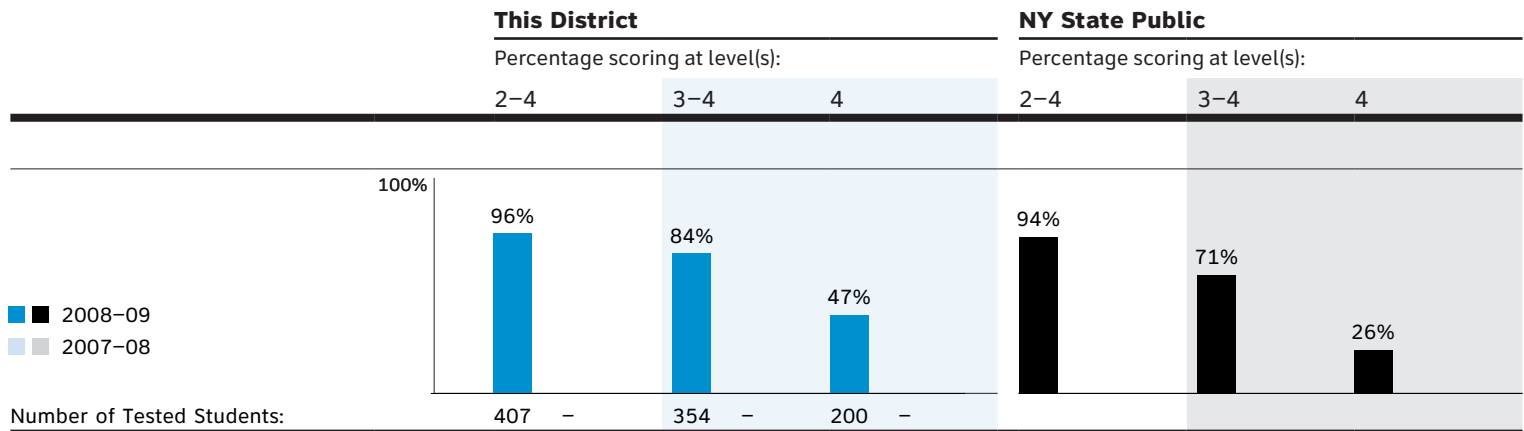
NOTES

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	8	8	8	4	10	10	10	9

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	422	96%	84%	47%	413	98%	85%	45%
Female	218	97%	85%	45%	200	98%	88%	41%
Male	204	96%	83%	50%	213	98%	83%	49%
American Indian or Alaska Native	6	-	-	-	7	86%	57%	14%
Black or African American	54	94%	63%	15%	49	94%	63%	8%
Hispanic or Latino	28	93%	61%	25%	22	100%	86%	41%
Asian or Native Hawaiian/Other Pacific Islander	49	90%	86%	55%	50	94%	84%	60%
White	283	99%	90%	55%	285	99%	90%	50%
Multiracial	2	-	-	-				
Small Group Totals	8	75%	75%	13%				
General-Education Students	358	97%	91%	54%	346	99%	93%	52%
Students with Disabilities	64	91%	47%	8%	67	91%	46%	12%
English Proficient	403	98%	86%	49%	403	99%	86%	46%
Limited English Proficient	19	74%	42%	5%	10	70%	50%	20%
Economically Disadvantaged	123	89%	59%	13%	111	93%	66%	14%
Not Disadvantaged	299	100%	94%	62%	302	100%	92%	57%
Migrant								
Not Migrant	422	96%	84%	47%	413	98%	85%	45%

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

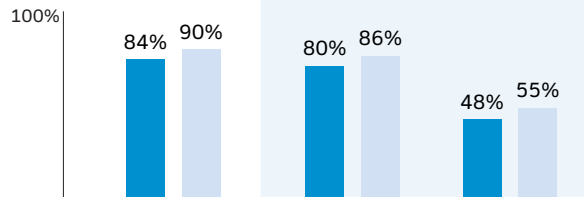
	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	8	6	10	10	10	10
Regents Science	0				1	-	-	-

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

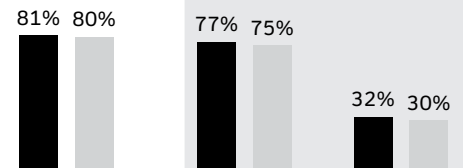


■ 2005 Cohort
■ 2004 Cohort

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
All Students	413	84%	80%	48%	510	90%	86%	55%
Female	202	82%	78%	51%	260	91%	87%	58%
Male	211	86%	82%	45%	250	88%	85%	51%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	43	58%	44%	7%	52	83%	73%	37%
Hispanic or Latino	19	-	-	-	19	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	53	89%	89%	62%	56	95%	89%	59%
White	294	88%	86%	53%	381	91%	88%	58%
Multiracial								
Small Group Totals	23	65%	57%	30%	21	76%	71%	33%
General-Education Students	344	91%	90%	57%	439	95%	91%	62%
Students with Disabilities	69	48%	33%	4%	71	58%	54%	10%
English Proficient	407	84%	81%	49%	502	90%	86%	55%
Limited English Proficient	6	50%	33%	0%	8	75%	50%	25%
Economically Disadvantaged	79	82%	72%	24%	68	81%	74%	31%
Not Disadvantaged	334	84%	82%	54%	442	91%	88%	58%
Migrant								
Not Migrant	413	84%	80%	48%	510	90%	86%	55%

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*.

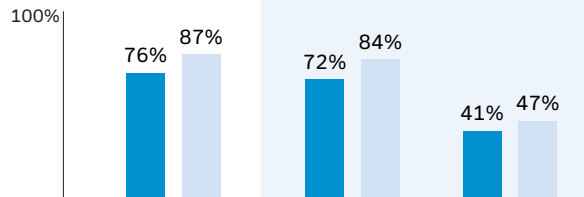
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

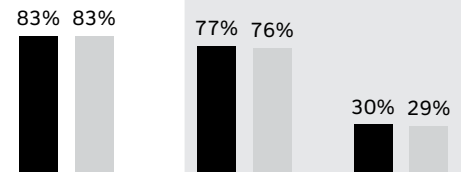


■ 2005 Cohort
■ 2004 Cohort

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
All Students	413	76%	72%	41%	510	87%	84%	47%
Female	202	77%	73%	40%	260	87%	84%	46%
Male	211	76%	71%	43%	250	87%	84%	49%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	43	51%	42%	5%	52	71%	62%	25%
Hispanic or Latino	19	-	-	-	19	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	53	83%	83%	62%	56	95%	93%	63%
White	294	80%	76%	44%	381	88%	86%	49%
Multiracial								
Small Group Totals	23	65%	61%	30%	21	81%	81%	24%
General-Education Students	344	83%	80%	49%	439	92%	91%	54%
Students with Disabilities	69	42%	32%	0%	71	55%	41%	8%
English Proficient	407	76%	72%	41%	502	87%	84%	47%
Limited English Proficient	6	67%	67%	33%	8	88%	75%	50%
Economically Disadvantaged	79	70%	62%	19%	68	81%	74%	28%
Not Disadvantaged	334	78%	75%	46%	442	88%	85%	50%
Migrant								
Not Migrant	413	76%	72%	41%	510	87%	84%	47%

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.