



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **KINGSTON CITY SCHOOL DISTRICT**  
District ID **62-06-00-01-0000**  
Superintendent **GERARD GRETZINGER**  
Telephone **(845) 339-3000**  
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 KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

## 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	92	92	279
Kindergarten	546	545	533
Grade 1	515	556	527
Grade 2	474	512	544
Grade 3	539	474	494
Grade 4	527	512	480
Grade 5	558	517	509
Grade 6	589	566	534
Ungraded Elementary	48	38	12
Grade 7	624	570	581
Grade 8	613	607	568
Grade 9	675	687	678
Grade 10	610	578	590
Grade 11	504	575	554
Grade 12	498	485	531
Ungraded Secondary	43	54	47
<b>Total K-12</b>	<b>7363</b>	<b>7276</b>	<b>7182</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	20	20	20
<b>Grade 8</b>			
English	18	24	23
Mathematics	23	25	25
Science	22	25	22
Social Studies	22	25	24
<b>Grade 10</b>			
English	24	22	24
Mathematics	23	24	18
Science	21	24	22
Social Studies	24	25	30

### 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 KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	2154	29%	1998	27%	2076	29%
Reduced-Price Lunch	638	9%	758	10%	743	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	126	2%	147	2%	157	2%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	19	0%	26	0%	26	0%
Black or African American	1229	17%	1257	17%	1291	18%
Hispanic or Latino	625	8%	665	9%	724	10%
Asian or Native Hawaiian/Other Pacific Islander	178	2%	162	2%	144	2%
White	5225	71%	5078	70%	4904	68%
Multiracial	87	1%	88	1%	93	1%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		94%
Student Suspensions	650	8%	473	6%	589	8%

## 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 KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	540	588	587
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	5%	4%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	21%	21%	23%
<b>Total Number of Core Classes</b>	1431	1487	1560
Percent Not Taught by Highly Qualified Teachers	2%	0%	1%
<b>Total Number of Classes</b>	2050	1943	2029
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	16%	25%
Turnover Rate of All Teachers	13%	16%	16%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	85	144	117
Total Paraprofessionals*	240	219	228
Assistant Principals	6	7	7
Principals	14	14	14

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2009–10)

**Good Standing**

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

### Title I Part A Funding

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

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	SH		—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	3 of 6	3 of 6	1 of 1

#### AYP Status

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


#### Accountability Status Levels

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




























## Elementary/Middle-Level English Language Arts

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (3148:3076)			99%		177	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (19:19)	—	—	—	—	—	—	—
Black or African American (593:578)			99%		165	139	
Hispanic or Latino (285:273)			99%		164	137	
Asian or Native Hawaiian/Other Pacific Islander (74:71)			100%		190	133	
White (2151:2115)			99%		182	142	
Multiracial (26:20)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (657:640)	 SH		98%	 SH	138	140	130 144
Limited English Proficient <sup>5</sup> (53:64)			96%		152	132	
Economically Disadvantaged (1402:1362)			99%		167	141	
<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> (3148:3061)			99%		186	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (19:19)	—	—	—	—	—	—	—
Black or African American (596:571)			99%		177	114	
Hispanic or Latino (284:271)			98%		182	112	
Asian or Native Hawaiian/Other Pacific Islander (74:71)			100%		194	108	
White (2150:2110)			99%		189	117	
Multiracial (25:19)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (659:637)			98%		155	115	
Limited English Proficient <sup>5</sup> (53:66)			100%		170	107	
Economically Disadvantaged (1395:1348)			99%		178	116	
<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> (1039:993)		Qualified		98%		188	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (7:6)	—	—	—	—	—	—	—	—
Black or African American (191:179)		Qualified		97%		178	100	
Hispanic or Latino (89:84)		Qualified		97%		183	100	
Asian or Native Hawaiian/Other Pacific Islander (19:18)	—	—	—	—	—	—	—	—
White (725:701)		Qualified		98%		190	100	
Multiracial (8:5)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (195:184)		Qualified		95%		174	100	
Limited English Proficient <sup>4</sup> (15:12)	—	—	—	—	—	—	—	—
Economically Disadvantaged (437:409)		Qualified		96%		179	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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


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

#### AYP Status

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




















## Secondary-Level English Language Arts

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

**Accountability Measures** 3 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 (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> (535:560)			99%		175	166	
<b>Ethnicity</b>							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (64:73)			100%		137	160	160 143
Hispanic or Latino (42:41)			100%		166	156	
Asian or Native Hawaiian/Other Pacific Islander (9:9)	—	—	—	—	—	—	—
White (413:431)			98%		182	166	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (119:89)			90%		113	160	148‡ 122
Limited English Proficient <sup>5</sup> (3:5)	—	—	—	—	—	—	—
Economically Disadvantaged (115:139)			98%		151	162	162 156
<b>Final AYP Determination</b>	 3 of 6						

#### NOTES

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

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

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

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

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


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

#### AYP Status

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




















## Secondary-Level Mathematics

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

**Accountability Measures** 3 of 6 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (535:560)			98%		178	161	
<b>Ethnicity</b>							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (64:73)			98%		147	155	155 152
Hispanic or Latino (42:41)			100%		163	151	
Asian or Native Hawaiian/Other Pacific Islander (9:9)	—	—	—	—	—	—	—
White (413:431)			98%		184	161	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (64:89)			97%		130	155	136‡ 137
Limited English Proficient <sup>5</sup> (3:5)	—	—	—	—	—	—	—
Economically Disadvantaged (115:139)			98%		155	157	157 160
<b>Final AYP Determination</b>	 3 of 6						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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













## Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (560)			76%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (75)			51%	55%	45%	52%
Hispanic or Latino (42)			71%	55%		
Asian or Native Hawaiian/Other Pacific Islander (11)		–	–	–		
White (429)			82%	55%		
Multiracial (1)						
<b>Other Groups</b>						
Students with Disabilities (88)			43%	55%	44%	44%
Limited English Proficient <sup>2</sup> (8)		–	–	–		
Economically Disadvantaged (128)			58%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

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

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

## Graduation Rate Information

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

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

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

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

## 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%	
<b>English Language Arts</b>				
Grade 3	78%			485
Grade 4	78%			467
Grade 5	85%			509
Grade 6	82%			507
Grade 7	81%			560
Grade 8	67%			548
<b>Mathematics</b>				
Grade 3	94%			492
Grade 4	86%			467
Grade 5	89%			514
Grade 6	84%			509
Grade 7	88%			556
Grade 8	83%			542
<b>Science</b>				
Grade 4	96%			463
Grade 8	77%			431

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	67%			723
Mathematics	69%			723

### 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.

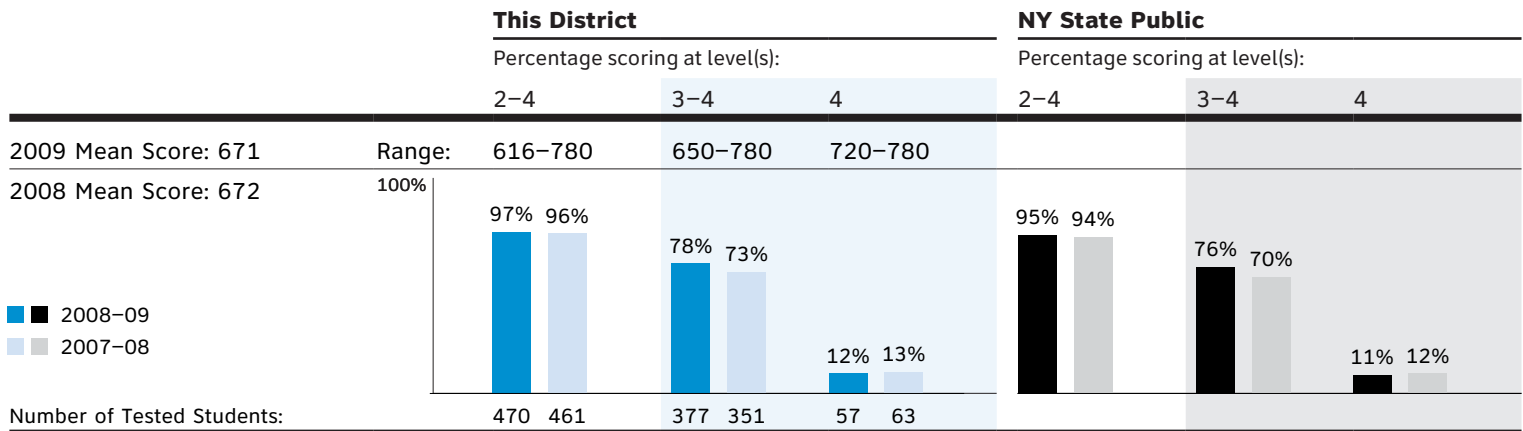
### This District's N/RC Category:

#### 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
<b>All Students</b>	<b>485</b>	<b>97%</b>	<b>78%</b>	<b>12%</b>	<b>478</b>	<b>96%</b>	<b>73%</b>	<b>13%</b>
Female	230	97%	80%	16%	250	96%	76%	14%
Male	255	96%	75%	8%	228	97%	70%	12%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	99	96%	65%	2%	89	94%	64%	7%
Hispanic or Latino	56	93%	64%	2%	51	94%	63%	4%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	15%	10	-	-	-
White	309	98%	83%	17%	324	97%	77%	16%
Multiracial	5	-	-	-				
Small Group Totals	8	88%	75%	0%	14	100%	79%	21%
General-Education Students	380	99%	88%	14%	393	99%	80%	16%
Students with Disabilities	105	89%	40%	2%	85	86%	44%	1%
English Proficient	468	97%	79%	12%	467	96%	75%	13%
Limited English Proficient	17	88%	53%	0%	11	100%	27%	0%
Economically Disadvantaged	226	95%	71%	7%	222	94%	63%	5%
Not Disadvantaged	259	99%	84%	16%	256	99%	82%	21%
Migrant								
Not Migrant	485	97%	78%	12%	478	96%	73%	13%

### NOTES

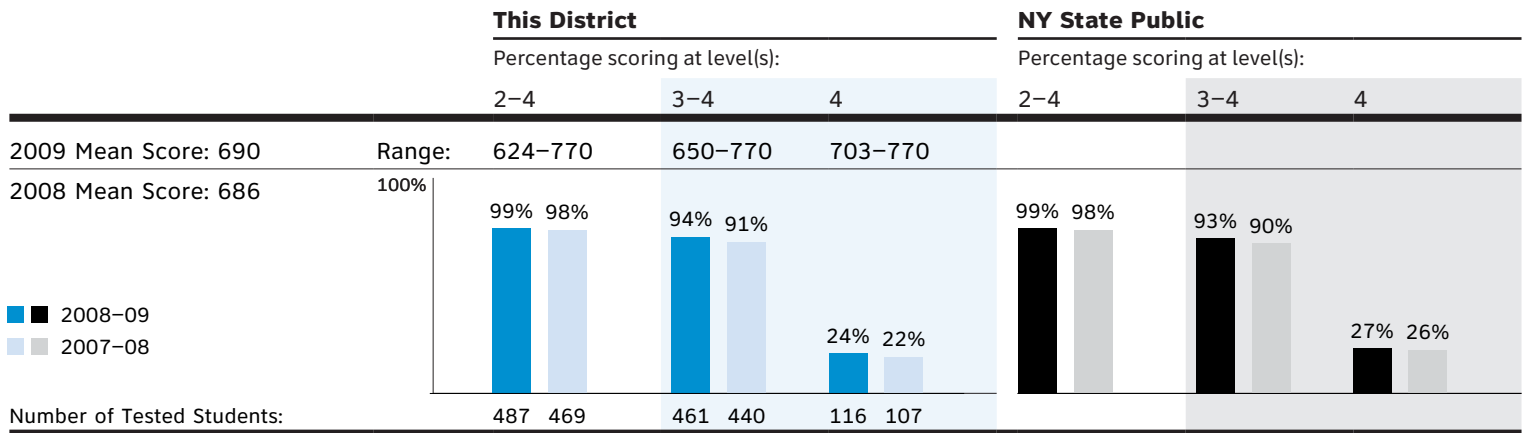
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 3 Equivalent	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	2	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>492</b>	<b>99%</b>	<b>94%</b>	<b>24%</b>	<b>481</b>	<b>98%</b>	<b>91%</b>	<b>22%</b>
Female	233	99%	94%	26%	253	98%	91%	23%
Male	259	99%	94%	21%	228	97%	92%	21%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	101	97%	89%	8%	90	94%	81%	8%
Hispanic or Latino	57	100%	88%	14%	52	100%	96%	8%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	38%	10	-	-	-
White	312	99%	96%	30%	325	98%	93%	28%
Multiracial	6	-	-	-				
Small Group Totals	9	100%	78%	0%	14	100%	100%	29%
General-Education Students	385	100%	98%	28%	395	99%	95%	26%
Students with Disabilities	107	95%	79%	7%	86	91%	74%	5%
English Proficient	473	99%	94%	24%	469	97%	91%	23%
Limited English Proficient	19	100%	84%	11%	12	100%	100%	8%
Economically Disadvantaged	228	99%	90%	16%	222	95%	86%	11%
Not Disadvantaged	264	99%	97%	30%	259	99%	96%	32%
Migrant								
Not Migrant	492	99%	94%	24%	481	98%	91%	22%

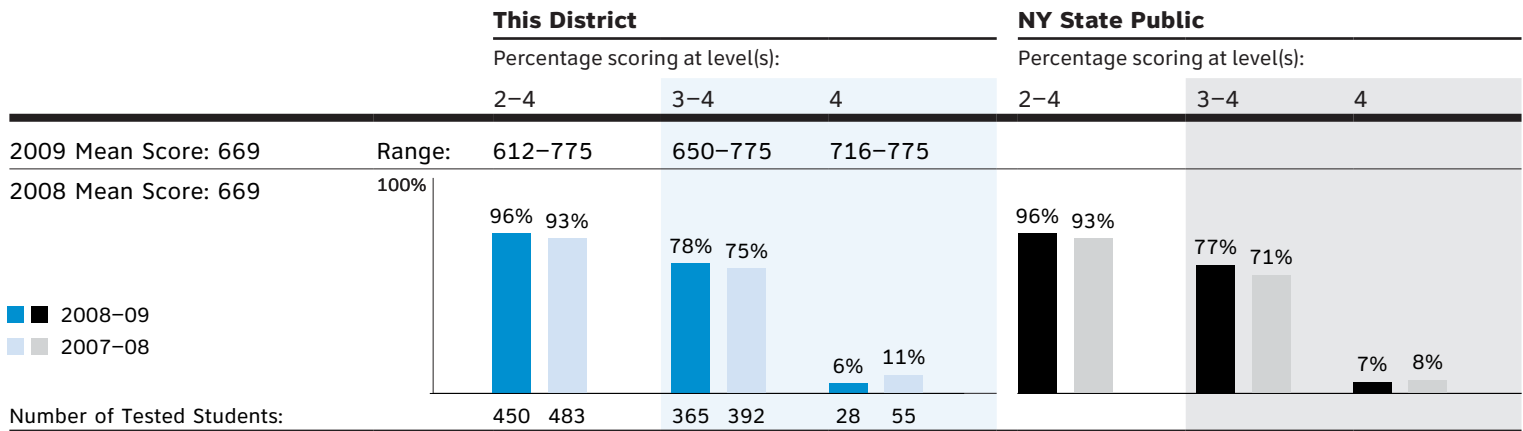
### NOTES

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	4	-	-	-	3	-	-	-

## 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>467</b>	<b>96%</b>	<b>78%</b>	<b>6%</b>	<b>521</b>	<b>93%</b>	<b>75%</b>	<b>11%</b>
Female	242	98%	83%	9%	268	94%	79%	13%
Male	225	95%	73%	3%	253	91%	72%	8%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	92	97%	65%	2%	107	88%	61%	7%
Hispanic or Latino	51	96%	67%	2%	49	92%	71%	4%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	11%	21	-	-	-
White	308	96%	83%	7%	340	95%	80%	11%
Multiracial	3	-	-	-				
Small Group Totals	7	100%	100%	29%	25	88%	84%	28%
General-Education Students	374	99%	86%	7%	406	98%	86%	13%
Students with Disabilities	93	85%	45%	0%	115	73%	37%	1%
English Proficient	460	96%	79%	6%	513	93%	76%	11%
Limited English Proficient	7	100%	43%	0%	8	63%	38%	13%
Economically Disadvantaged	205	95%	69%	2%	227	88%	64%	6%
Not Disadvantaged	262	98%	85%	9%	294	97%	84%	14%
Migrant								
Not Migrant	467	96%	78%	6%	521	93%	75%	11%

### NOTES

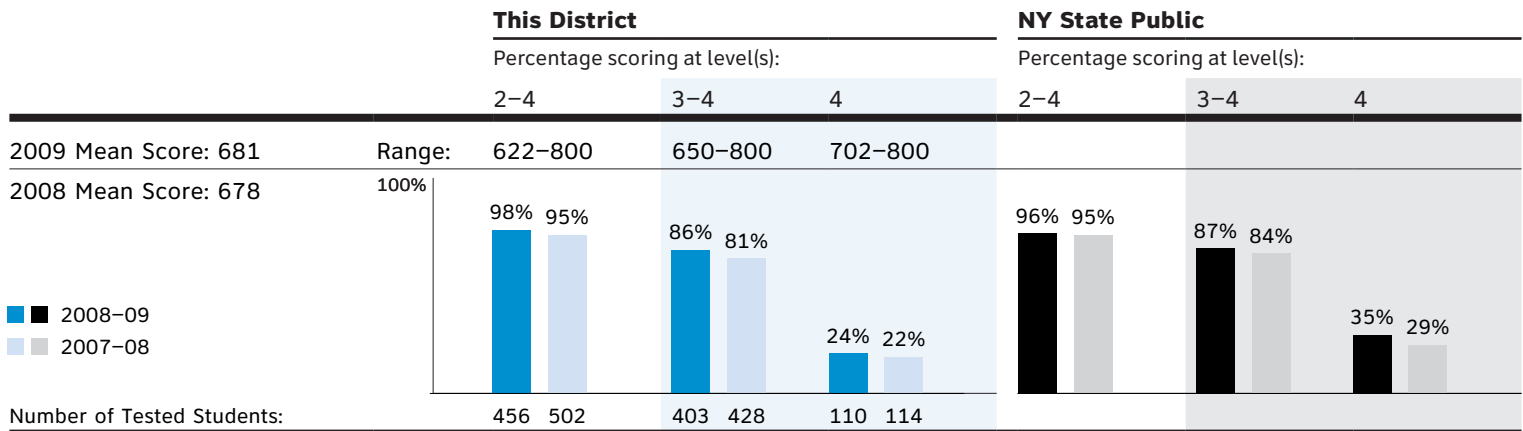
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	5	6	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	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 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>467</b>	<b>98%</b>	<b>86%</b>	<b>24%</b>	<b>526</b>	<b>95%</b>	<b>81%</b>	<b>22%</b>
Female	242	98%	87%	22%	270	97%	81%	22%
Male	225	97%	86%	25%	256	94%	81%	21%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	94	96%	72%	10%	107	96%	68%	11%
Hispanic or Latino	49	98%	88%	24%	48	98%	83%	8%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	40%	21	-	-	-
White	307	98%	90%	28%	346	95%	85%	25%
Multiracial	3	-	-	-				
Small Group Totals	7	100%	100%	0%	25	100%	80%	44%
General-Education Students	373	99%	92%	28%	410	99%	91%	27%
Students with Disabilities	94	90%	63%	7%	116	83%	48%	3%
English Proficient	459	98%	87%	24%	518	95%	81%	22%
Limited English Proficient	8	100%	63%	13%	8	100%	75%	13%
Economically Disadvantaged	202	97%	79%	14%	226	94%	73%	10%
Not Disadvantaged	265	98%	92%	31%	300	97%	88%	31%
Migrant								
Not Migrant	467	98%	86%	24%	526	95%	81%	22%

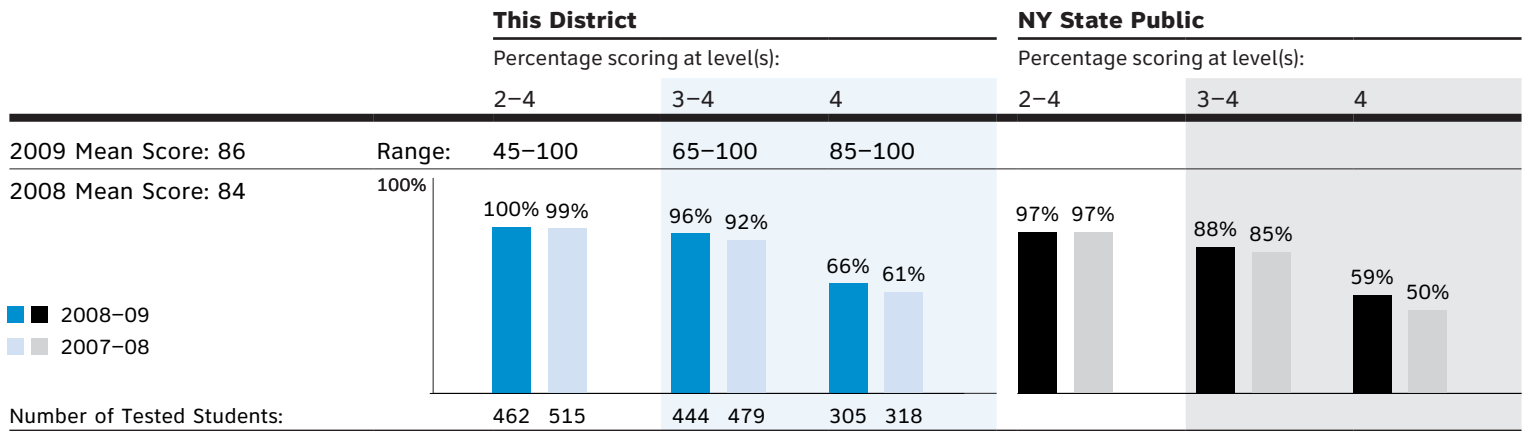
### NOTES

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	6	6	6	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>463</b>	<b>100%</b>	<b>96%</b>	<b>66%</b>	<b>519</b>	<b>99%</b>	<b>92%</b>	<b>61%</b>
Female	238	100%	97%	62%	265	100%	94%	62%
Male	225	100%	95%	70%	254	99%	90%	61%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	90	100%	91%	48%	109	98%	87%	44%
Hispanic or Latino	48	100%	94%	54%	44	100%	93%	59%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	60%	21	-	-	-
White	308	100%	98%	73%	342	100%	94%	67%
Multiracial	3	-	-	-				
Small Group Totals	7	100%	100%	71%	24	96%	83%	63%
General-Education Students	374	100%	97%	72%	404	100%	96%	73%
Students with Disabilities	89	99%	92%	38%	115	97%	79%	22%
English Proficient	455	100%	96%	67%	511	99%	93%	62%
Limited English Proficient	8	100%	75%	13%	8	88%	50%	25%
Economically Disadvantaged	199	99%	93%	54%	222	100%	88%	47%
Not Disadvantaged	264	100%	98%	75%	297	99%	96%	72%
Migrant								
Not Migrant	463	100%	96%	66%	519	99%	92%	61%

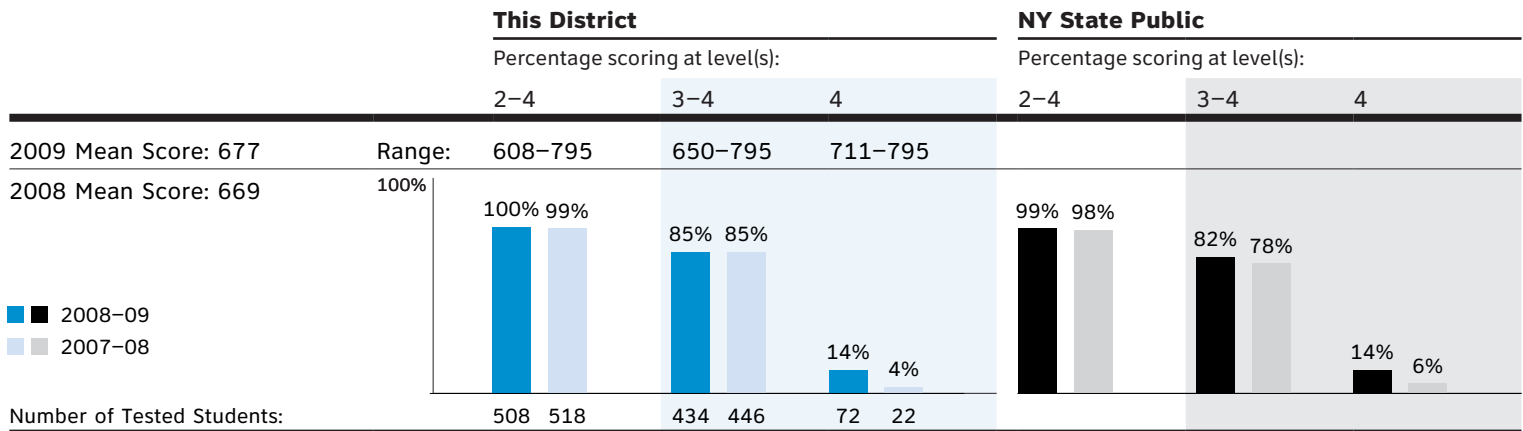
### NOTES

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	6	6	6	5	2

## 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>509</b>	<b>100%</b>	<b>85%</b>	<b>14%</b>	<b>522</b>	<b>99%</b>	<b>85%</b>	<b>4%</b>
Female	260	100%	89%	15%	273	100%	88%	3%
Male	249	100%	82%	13%	249	99%	83%	6%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	97	99%	75%	8%	107	99%	80%	3%
Hispanic or Latino	44	100%	89%	5%	40	100%	85%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	83%	39%	13	-	-	-
White	342	100%	88%	16%	358	99%	87%	5%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	8	100%	75%	13%	17	100%	82%	6%
General-Education Students	401	100%	95%	17%	410	100%	94%	5%
Students with Disabilities	108	99%	51%	3%	112	96%	55%	0%
English Proficient	503	100%	86%	14%	517	99%	86%	4%
Limited English Proficient	6	100%	33%	0%	5	100%	40%	0%
Economically Disadvantaged	223	100%	76%	7%	233	99%	76%	2%
Not Disadvantaged	286	100%	92%	20%	289	99%	93%	6%
Migrant								
Not Migrant	509	100%	85%	14%	522	99%	85%	4%

### NOTES

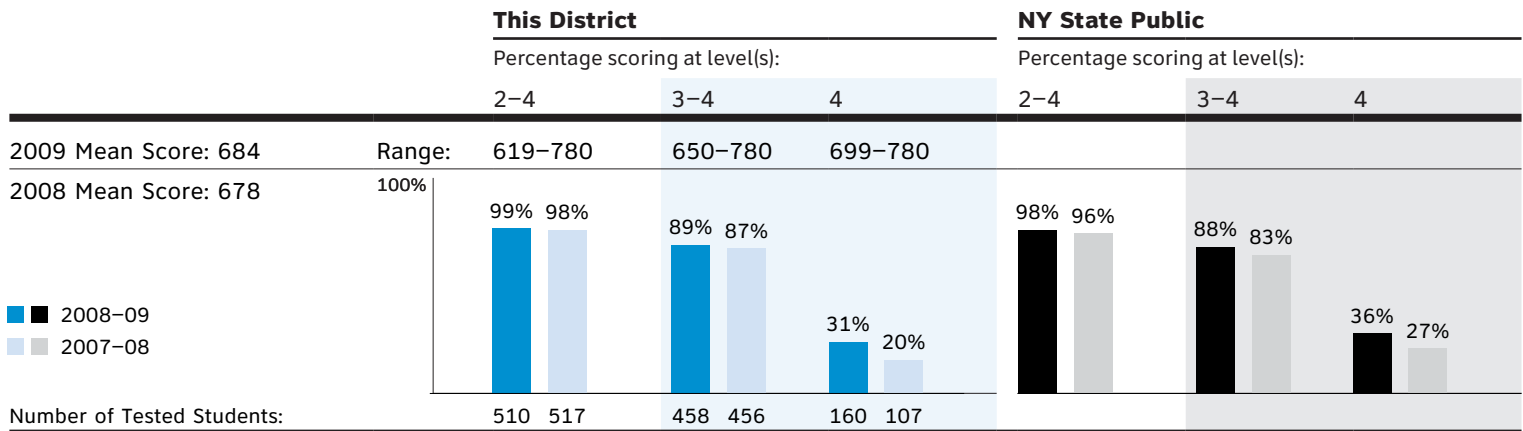
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	3	7	7	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>514</b>	<b>99%</b>	<b>89%</b>	<b>31%</b>	<b>527</b>	<b>98%</b>	<b>87%</b>	<b>20%</b>
Female	260	100%	90%	32%	275	98%	90%	23%
Male	254	99%	88%	30%	252	98%	83%	18%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	99	100%	82%	25%	108	98%	78%	6%
Hispanic or Latino	46	100%	93%	30%	42	98%	76%	14%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	74%	37%	14	-	-	-
White	342	99%	91%	33%	359	98%	90%	24%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	8	100%	100%	13%	18	100%	100%	39%
General-Education Students	404	100%	96%	39%	414	100%	94%	25%
Students with Disabilities	110	97%	65%	3%	113	92%	60%	4%
English Proficient	506	99%	90%	31%	521	98%	87%	20%
Limited English Proficient	8	100%	63%	13%	6	100%	50%	17%
Economically Disadvantaged	225	99%	83%	21%	235	97%	79%	12%
Not Disadvantaged	289	100%	94%	39%	292	99%	92%	27%
Migrant								
Not Migrant	514	99%	89%	31%	527	98%	87%	20%

### NOTES

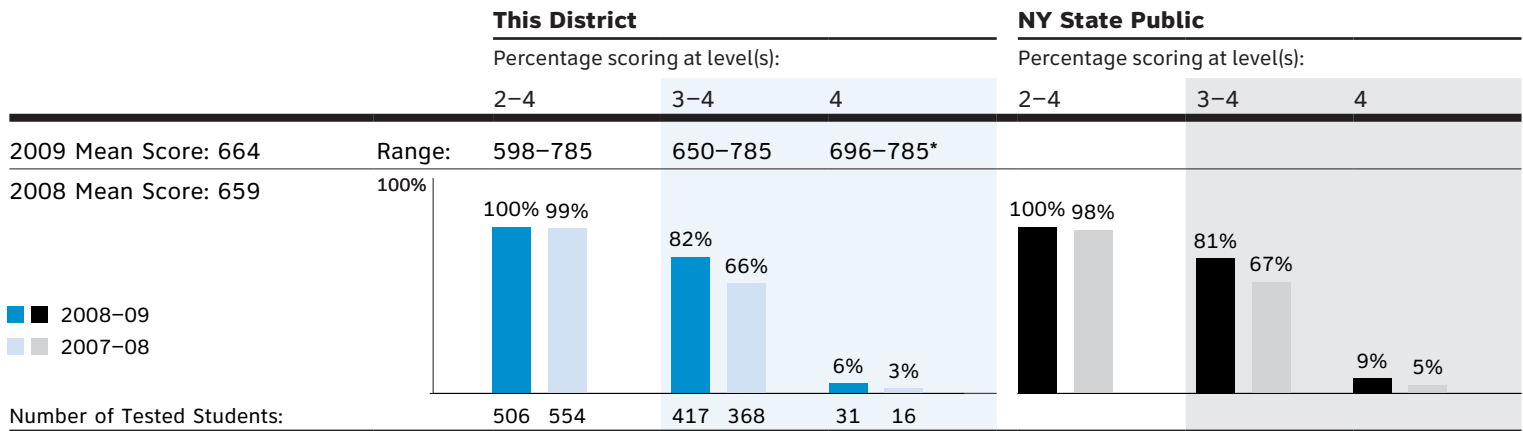
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 5 Equivalent	7	7	6	3	8	8	8	6



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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>507</b>	<b>100%</b>	<b>82%</b>	<b>6%</b>	<b>561</b>	<b>99%</b>	<b>66%</b>	<b>3%</b>
Female	264	100%	87%	9%	257	100%	73%	3%
Male	243	100%	77%	3%	304	98%	60%	3%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	102	100%	71%	2%	98	99%	61%	2%
Hispanic or Latino	39	100%	77%	5%	48	100%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	29%	10	-	-	-
White	345	100%	86%	7%	402	99%	69%	3%
Multiracial	5	-	-	-				
Small Group Totals	7	100%	57%	0%	13	100%	77%	0%
General-Education Students	401	100%	91%	8%	444	100%	77%	4%
Students with Disabilities	106	99%	48%	0%	117	94%	22%	0%
English Proficient	503	-	-	-	555	99%	66%	3%
Limited English Proficient	4	-	-	-	6	100%	17%	0%
Economically Disadvantaged	241	100%	72%	4%	228	98%	54%	1%
Not Disadvantaged	266	100%	91%	8%	333	99%	74%	4%
Migrant								
Not Migrant	507	100%	82%	6%	561	99%	66%	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.

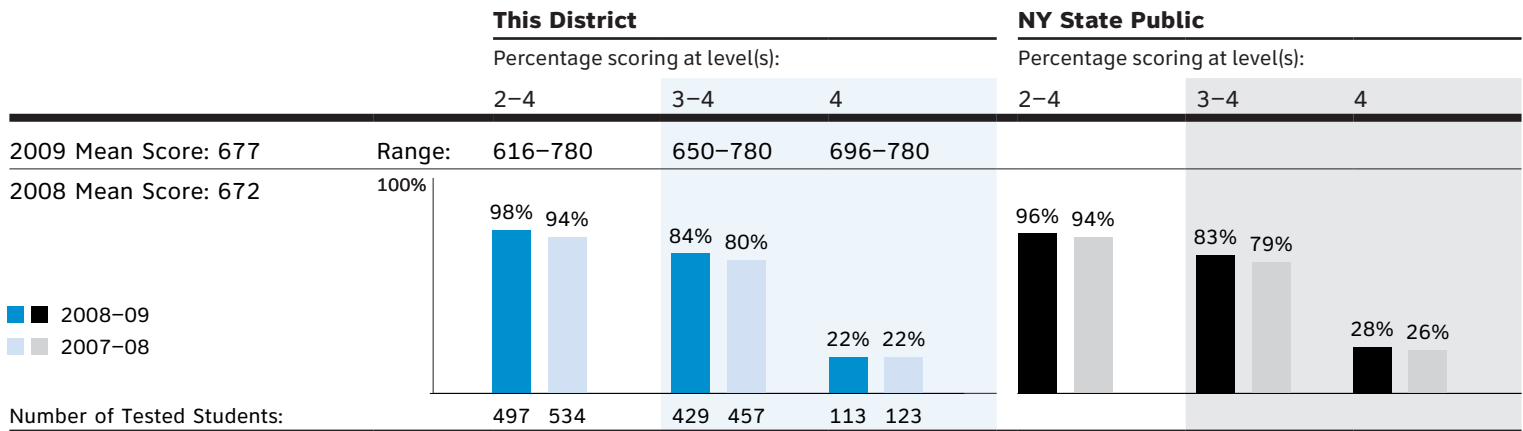
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	9	9	8	2	5	4	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>509</b>	<b>98%</b>	<b>84%</b>	<b>22%</b>	<b>568</b>	<b>94%</b>	<b>80%</b>	<b>22%</b>
Female	264	98%	89%	23%	261	96%	84%	22%
Male	245	97%	79%	21%	307	93%	77%	21%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	102	95%	69%	6%	101	91%	75%	7%
Hispanic or Latino	40	98%	88%	10%	50	86%	70%	16%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	64%	10	-	-	-
White	346	98%	88%	27%	404	96%	82%	26%
Multiracial	5	-	-	-				
Small Group Totals	7	100%	86%	29%	13	100%	100%	31%
General-Education Students	401	100%	94%	27%	449	99%	91%	27%
Students with Disabilities	108	89%	47%	6%	119	76%	40%	1%
English Proficient	505	-	-	-	559	94%	81%	22%
Limited English Proficient	4	-	-	-	9	67%	33%	0%
Economically Disadvantaged	242	97%	78%	12%	235	89%	69%	11%
Not Disadvantaged	267	99%	90%	32%	333	98%	89%	29%
Migrant								
Not Migrant	509	98%	84%	22%	568	94%	80%	22%

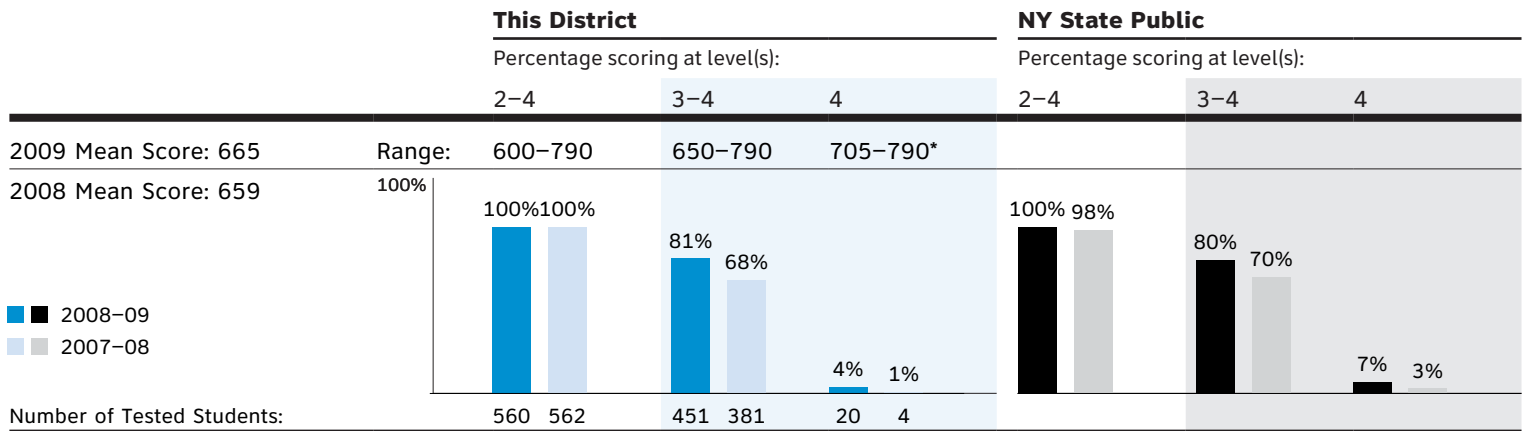
### NOTES

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	9	8	8	3	5	4	2	1

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>560</b>	<b>100%</b>	<b>81%</b>	<b>4%</b>	<b>564</b>	<b>100%</b>	<b>68%</b>	<b>1%</b>
Female	267	100%	88%	3%	268	100%	74%	1%
Male	293	100%	74%	4%	296	100%	62%	0%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	96	100%	75%	0%	99	99%	45%	0%
Hispanic or Latino	47	100%	62%	0%	37	100%	54%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	11%	10	-	-	-
White	401	100%	83%	5%	416	100%	73%	1%
Multiracial	4	-	-	-				
Small Group Totals	7	100%	100%	0%	12	100%	92%	0%
General-Education Students	452	100%	91%	4%	469	100%	76%	1%
Students with Disabilities	108	100%	38%	0%	95	98%	26%	0%
English Proficient	553	100%	81%	4%	557	100%	68%	1%
Limited English Proficient	7	100%	43%	0%	7	100%	14%	0%
Economically Disadvantaged	242	100%	71%	1%	221	99%	52%	0%
Not Disadvantaged	318	100%	88%	6%	343	100%	78%	1%
Migrant								
Not Migrant	560	100%	81%	4%	564	100%	68%	1%

### 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.

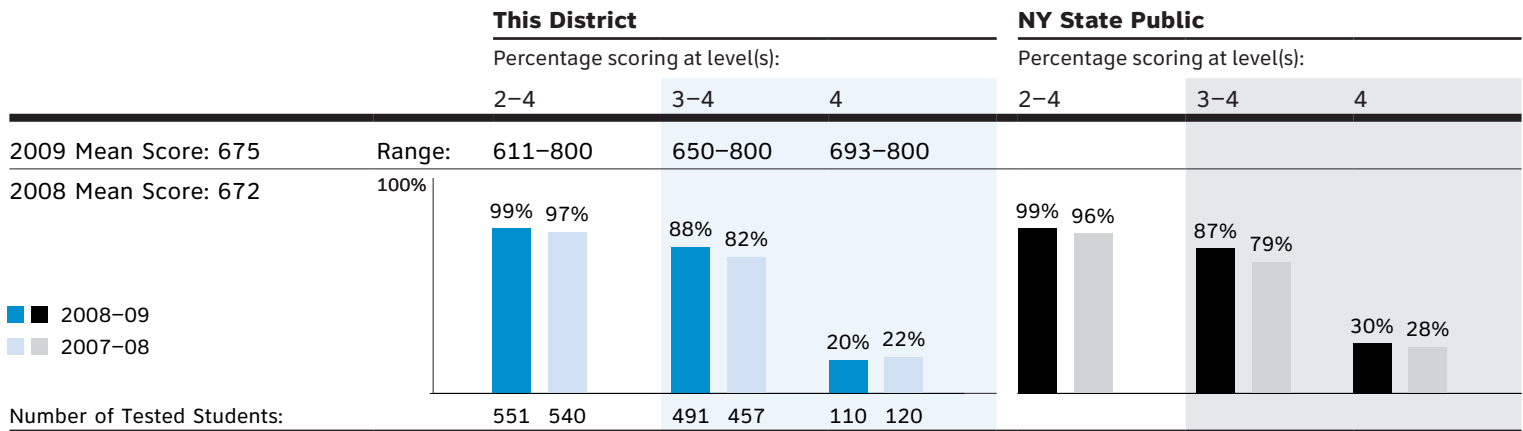
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	5	5	4	2	12	12	11	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	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 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>556</b>	<b>99%</b>	<b>88%</b>	<b>20%</b>	<b>555</b>	<b>97%</b>	<b>82%</b>	<b>22%</b>
Female	265	99%	90%	19%	266	96%	84%	20%
Male	291	99%	87%	21%	289	98%	81%	23%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	96	100%	82%	6%	99	95%	70%	9%
Hispanic or Latino	45	98%	76%	11%	36	97%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	33%	11	-	-	-
White	401	99%	91%	23%	407	98%	87%	25%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	100%	40%	13	100%	92%	46%
General-Education Students	450	100%	97%	24%	464	99%	90%	26%
Students with Disabilities	106	95%	52%	0%	91	87%	44%	1%
English Proficient	548	99%	89%	20%	548	97%	83%	22%
Limited English Proficient	8	100%	38%	0%	7	86%	29%	0%
Economically Disadvantaged	238	98%	79%	8%	214	95%	70%	8%
Not Disadvantaged	318	100%	95%	28%	341	99%	90%	30%
Migrant								
Not Migrant	556	99%	88%	20%	555	97%	82%	22%

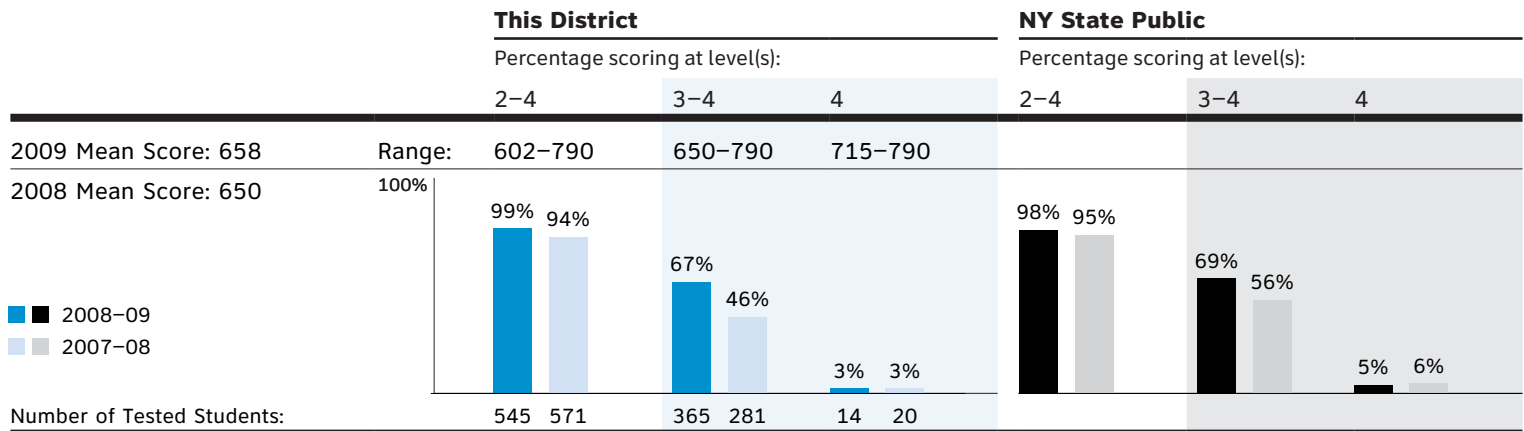
### NOTES

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	5	5	5	0	12	11	11	1

## 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>548</b>	<b>99%</b>	<b>67%</b>	<b>3%</b>	<b>606</b>	<b>94%</b>	<b>46%</b>	<b>3%</b>
Female	255	100%	72%	2%	304	97%	53%	5%
Male	293	99%	62%	3%	302	91%	40%	1%
American Indian or Alaska Native	3	-	-	-				
Black or African American	94	99%	46%	1%	104	92%	29%	0%
Hispanic or Latino	39	97%	41%	0%	60	82%	32%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	0%	10	-	-	-
White	398	100%	74%	3%	431	97%	52%	4%
Multiracial	5	-	-	-	1	-	-	-
Small Group Totals	8	100%	50%	0%	11	91%	82%	9%
General-Education Students	467	100%	76%	3%	493	99%	56%	4%
Students with Disabilities	81	99%	15%	0%	113	74%	5%	0%
English Proficient	542	99%	67%	3%	594	95%	47%	3%
Limited English Proficient	6	100%	33%	0%	12	67%	0%	0%
Economically Disadvantaged	223	99%	51%	0%	245	88%	31%	0%
Not Disadvantaged	325	100%	78%	4%	361	99%	57%	5%
Migrant								
Not Migrant	548	99%	67%	3%	606	94%	46%	3%

### NOTES

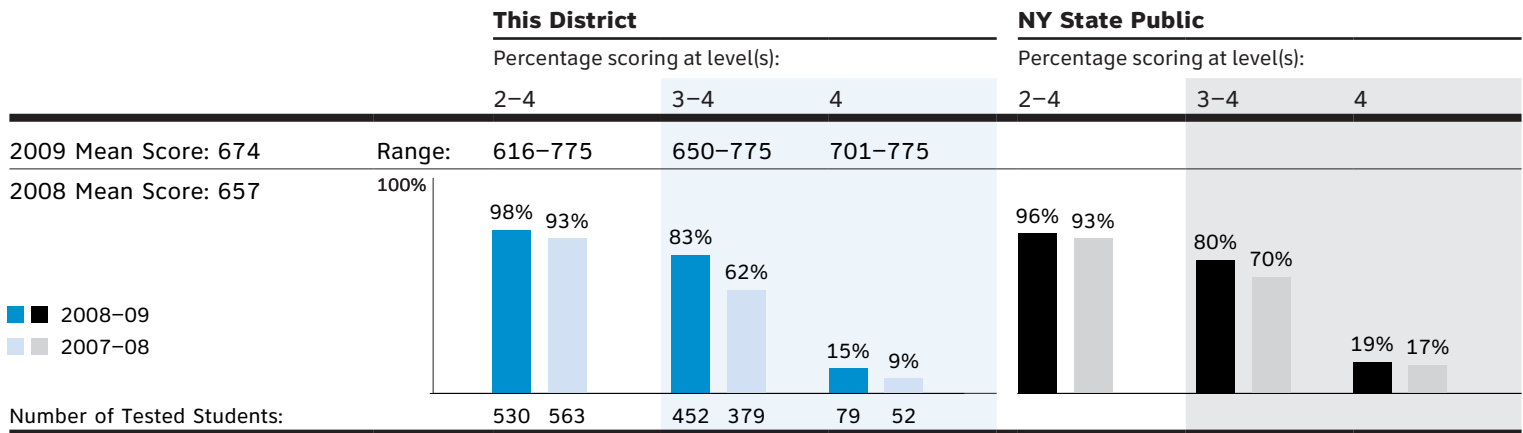
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 8 Equivalent	12	12	12	8	8	8	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	3	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>542</b>	<b>98%</b>	<b>83%</b>	<b>15%</b>	<b>607</b>	<b>93%</b>	<b>62%</b>	<b>9%</b>
Female	252	97%	85%	15%	302	94%	61%	8%
Male	290	98%	82%	14%	305	91%	64%	10%
American Indian or Alaska Native	3	-	-	-				
Black or African American	92	98%	70%	7%	104	88%	41%	1%
Hispanic or Latino	38	92%	74%	3%	64	86%	50%	3%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	78%	11	-	-	-
White	395	98%	87%	16%	426	95%	69%	11%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	8	100%	75%	0%	13	92%	85%	8%
General-Education Students	463	99%	89%	17%	493	98%	71%	11%
Students with Disabilities	79	90%	49%	0%	114	69%	24%	0%
English Proficient	536	98%	84%	15%	593	93%	63%	9%
Limited English Proficient	6	67%	50%	0%	14	93%	57%	0%
Economically Disadvantaged	216	96%	73%	5%	248	86%	47%	3%
Not Disadvantaged	326	99%	90%	21%	359	97%	73%	12%
Migrant								
Not Migrant	542	98%	83%	15%	607	93%	62%	9%

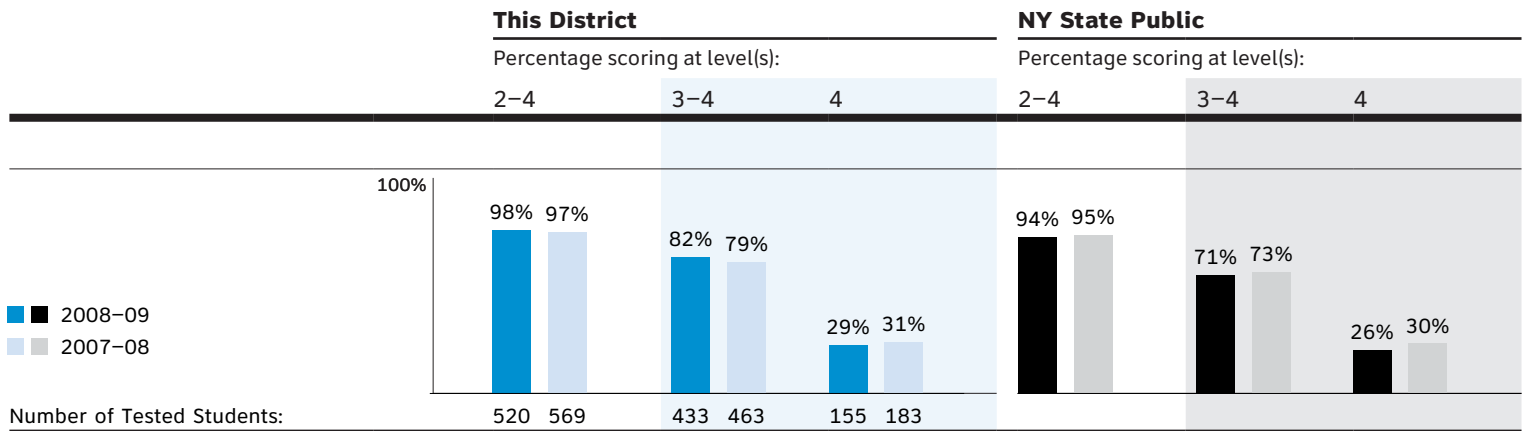
### NOTES

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	12	11	10	4	8	8	7	0

## 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>431</b>	<b>97%</b>	<b>77%</b>	<b>17%</b>	<b>485</b>	<b>97%</b>	<b>75%</b>	<b>20%</b>
Female	195	96%	72%	13%	236	98%	75%	15%
Male	236	99%	82%	20%	249	96%	75%	24%
American Indian or Alaska Native	1	-	-	-				
Black or African American	84	96%	64%	4%	98	97%	62%	14%
Hispanic or Latino	36	97%	69%	8%	58	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	302	98%	82%	22%	325	98%	82%	24%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	9	89%	78%	11%	62	94%	61%	6%
General-Education Students	354	99%	82%	19%	383	99%	83%	23%
Students with Disabilities	77	92%	58%	5%	102	89%	46%	7%
English Proficient	425	98%	78%	17%	472	97%	76%	21%
Limited English Proficient	6	83%	17%	0%	13	85%	23%	0%
Economically Disadvantaged	198	96%	67%	7%	220	95%	61%	14%
Not Disadvantaged	233	99%	86%	25%	265	98%	86%	25%
Migrant								
Not Migrant	431	97%	77%	17%	485	97%	75%	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	12	12	10	8	8	8	6	2
Regents Science	100	100	99	82	99	99	99	86



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

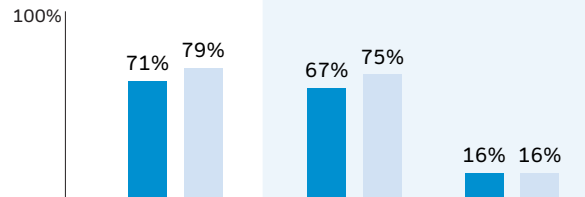
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

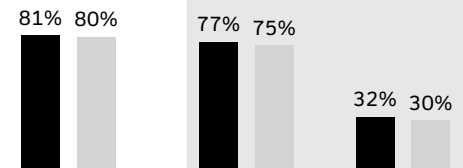
### NY State Public

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>723</b>	<b>71%</b>	<b>67%</b>	<b>16%</b>	<b>565</b>	<b>79%</b>	<b>75%</b>	<b>16%</b>
Female	334	77%	73%	19%	279	82%	77%	20%
Male	389	66%	61%	13%	286	76%	72%	12%
American Indian or Alaska Native	7	86%	86%	43%	2	-	-	-
Black or African American	119	46%	39%	3%	78	58%	53%	5%
Hispanic or Latino	58	66%	60%	3%	42	81%	74%	7%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	73%	18%	11	-	-	-
White	528	76%	73%	19%	431	83%	79%	18%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	14	79%	71%	21%	14	79%	71%	21%
General-Education Students	593	77%	74%	19%	475	86%	82%	18%
Students with Disabilities	130	41%	31%	0%	90	42%	34%	1%
English Proficient	715	71%	67%	16%	557	79%	75%	16%
Limited English Proficient	8	50%	25%	0%	8	63%	25%	0%
Economically Disadvantaged	192	59%	53%	5%	129	67%	59%	3%
Not Disadvantaged	531	75%	71%	19%	436	82%	79%	19%
Migrant								
Not Migrant	723	71%	67%	16%	565	79%	75%	16%

### 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

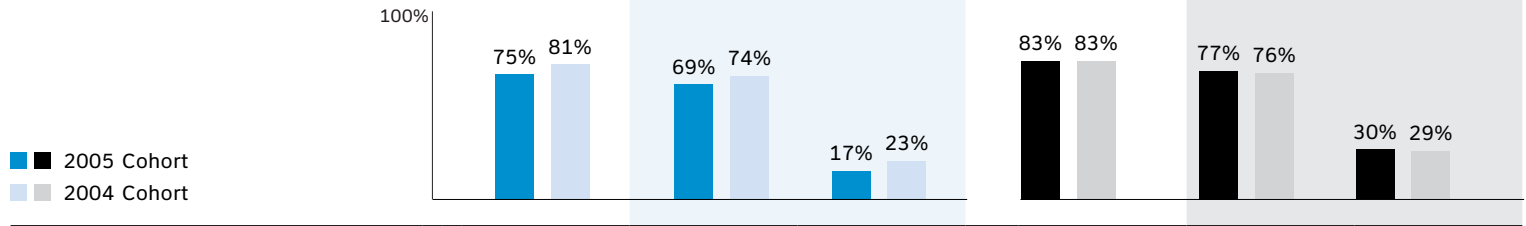
### NY State Public

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>723</b>	<b>75%</b>	<b>69%</b>	<b>17%</b>	<b>565</b>	<b>81%</b>	<b>74%</b>	<b>23%</b>
Female	334	79%	72%	17%	279	85%	80%	24%
Male	389	71%	66%	17%	286	77%	69%	22%
American Indian or Alaska Native	7	100%	100%	14%	2	-	-	-
Black or African American	119	54%	42%	5%	78	62%	46%	3%
Hispanic or Latino	58	67%	55%	14%	42	76%	60%	17%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	36%	11	-	-	-
White	528	80%	75%	20%	431	84%	81%	26%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals					14	86%	71%	43%
General-Education Students	593	82%	76%	20%	475	88%	83%	26%
Students with Disabilities	130	44%	36%	3%	90	40%	30%	3%
English Proficient	715	75%	69%	17%	557	81%	75%	23%
Limited English Proficient	8	88%	50%	13%	8	50%	25%	0%
Economically Disadvantaged	192	66%	55%	8%	129	70%	60%	9%
Not Disadvantaged	531	78%	73%	21%	436	84%	78%	27%
Migrant								
Not Migrant	723	75%	69%	17%	565	81%	74%	23%

### 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.