



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **WHITE PLAINS CITY SCHOOL
DISTRICT**

District ID **66-22-00-01-0000**

Superintendent **TIMOTHY CONNORS**

Telephone **(914) 422-2019**

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 WHITE PLAINS CITY SCHOOL DISTRICT

District ID 66-22-00-01-0000

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	180	360	329
Kindergarten	557	519	573
Grade 1	514	523	502
Grade 2	480	506	517
Grade 3	524	479	506
Grade 4	472	520	479
Grade 5	487	484	522
Grade 6	501	501	477
Ungraded Elementary	15	14	16
Grade 7	530	509	491
Grade 8	512	524	523
Grade 9	582	624	595
Grade 10	538	551	567
Grade 11	546	545	546
Grade 12	487	535	498
Ungraded Secondary	39	40	39
Total K-12	6784	6874	6851

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	20	20	20
Grade 8			
English	20	21	21
Mathematics	17	20	20
Science	21	22	20
Social Studies	20	20	22
Grade 10			
English	22	21	19
Mathematics	20	20	18
Science	21	22	21
Social Studies	24	21	25

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 WHITE PLAINS CITY SCHOOL DISTRICT

District ID 66-22-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	1933	28%	2050	30%	2113	31%
Reduced-Price Lunch	568	8%	550	8%	557	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1117	16%	938	14%	906	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	5	0%	5	0%
Black or African American	1323	20%	1322	19%	1275	19%
Hispanic or Latino	2980	44%	3094	45%	3165	46%
Asian or Native Hawaiian/Other Pacific Islander	207	3%	215	3%	217	3%
White	2270	33%	2238	33%	2188	32%
Multiracial	0	0%	0	0%	1	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	274	4%	342	5%	312	5%

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 WHITE PLAINS CITY SCHOOL DISTRICT

District ID 66-22-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	555	581	598
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	4%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	63%	62%	63%
Total Number of Core Classes	1536	1615	1727
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
Total Number of Classes	2016	1984	2111
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	23%	21%	26%
Turnover Rate of All Teachers	10%	11%	12%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	95	71	75
Total Paraprofessionals*	263	264	156
Assistant Principals	10	10	11
Principals	10	10	9

* 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	6 of 7	7 of 7	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 (3017:2930)			99%		177	142	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (544:518)			99%		166	139	
Hispanic or Latino (1414:1364)			100%		170	141	
Asian or Native Hawaiian/Other Pacific Islander (95:92)			100%		196	134	
White (962:954)			100%		193	140	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (375:361)	 SH		98%	 SH	126	138	120 133
Limited English Proficient ⁵ (406:492)			99%		142	139	
Economically Disadvantaged (1462:1398)			100%		166	141	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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


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

AYP Status

-  Made AYP
-  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 (3023:2951)			100%		188	117	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (544:522)			99%		177	114	
Hispanic or Latino (1416:1381)			100%		187	116	
Asian or Native Hawaiian/Other Pacific Islander (96:94)			100%		198	109	
White (965:952)			100%		195	115	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (376:360)			98%		151	113	
Limited English Proficient ⁵ (407:521)			100%		175	114	
Economically Disadvantaged (1479:1428)			100%		183	116	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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


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


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

AYP Status

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

















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (1016:986)		Qualified		99%		179	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (195:187)		Qualified		98%		171	100	
Hispanic or Latino (483:466)		Qualified		99%		173	100	
Asian or Native Hawaiian/Other Pacific Islander (28:26)		—	—	—	—	—	—	—
White (310:307)		Qualified		100%		193	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (130:123)		Qualified		97%		141	100	
Limited English Proficient ⁴ (132:152)		Qualified		98%		141	100	
Economically Disadvantaged (493:470)		Qualified		99%		167	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 6 of 7 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 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 (530:502)			100%		182	166	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (105:100)			98%		169	161	
Hispanic or Latino (222:211)			100%		179	163	
Asian or Native Hawaiian/Other Pacific Islander (19:17)	—	—	—	—	—	—	—
White (184:174)			100%		191	163	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (54:56)			96%		130	158	151 137
Limited English Proficient ⁵ (36:41)		—	—		163	156	
Economically Disadvantaged (156:154)			100%		182	163	
Final AYP Determination		6 of 7					

NOTES

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

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

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

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


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


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

AYP Status

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






















Secondary-Level Mathematics

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

Accountability Measures 7 of 7 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 (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (530:502)			100%		188	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (105:100)			99%		174	156	
Hispanic or Latino (222:211)			100%		187	158	
Asian or Native Hawaiian/Other Pacific Islander (19:17)	—	—	—	—	—	—	—
White (184:174)			100%		196	158	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (54:56)			98%		145	153	149 151
Limited English Proficient ⁵ (36:41)		—	—		185	151	
Economically Disadvantaged (156:154)			100%		191	158	
Final AYP Determination	 7 of 7						

NOTES

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

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

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

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

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

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

AYP Status

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










Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target	
					2008–09	2009–10
All Students (554)			80%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (120)			76%	55%		
Hispanic or Latino (218)			69%	55%		
Asian or Native Hawaiian/Other Pacific Islander (15)		–	–	–		
White (200)			95%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (71)			59%	55%		
Limited English Proficient ² (61)			48%	55%	1%	49%
Economically Disadvantaged (158)			70%	55%		
Final AYP Determination		1 of 1				

NOTES

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

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

Graduation Rate Information

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

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

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

District WHITE PLAINS CITY SCHOOL DISTRICT

District ID 66-22-00-01-0000

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	75%			492
Grade 4	72%			461
Grade 5	80%			504
Grade 6	86%			466
Grade 7	84%			485
Grade 8	75%			521
Mathematics				
Grade 3	94%			504
Grade 4	83%			474
Grade 5	87%			511
Grade 6	88%			472
Grade 7	95%			491
Grade 8	90%			528
Science				
Grade 4	84%			468
Grade 8	79%			529

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	79%			581
Mathematics	83%			581

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.

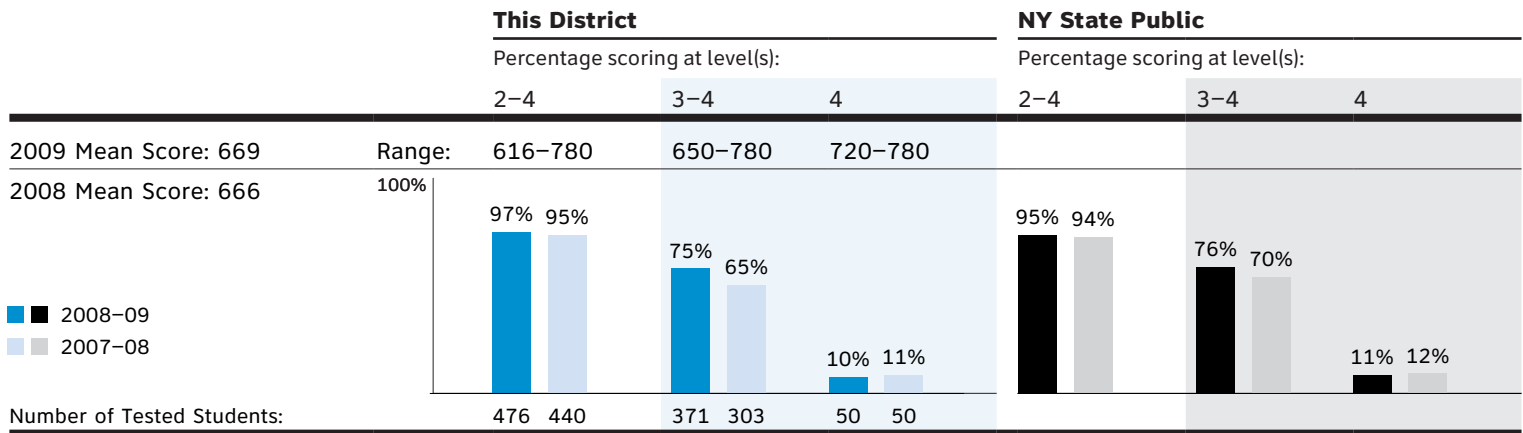
In this section, this district's performance is compared with that of public schools statewide.

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	492	97%	75%	10%	464	95%	65%	11%
Female	250	97%	82%	10%	240	96%	66%	11%
Male	242	96%	68%	10%	224	93%	65%	10%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	95	93%	65%	5%	82	89%	59%	4%
Hispanic or Latino	227	97%	66%	3%	220	94%	53%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	94%	35%	16	100%	94%	44%
White	153	98%	94%	22%	146	99%	84%	26%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	447	99%	82%	11%	419	98%	70%	12%
Students with Disabilities	45	73%	11%	0%	45	67%	18%	0%
English Proficient	408	98%	84%	12%	390	97%	74%	13%
Limited English Proficient	84	92%	33%	1%	74	84%	20%	0%
Economically Disadvantaged	254	96%	65%	4%	239	90%	49%	1%
Not Disadvantaged	238	97%	87%	17%	225	100%	83%	21%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	492	97%	75%	10%	464	95%	65%	11%

NOTES

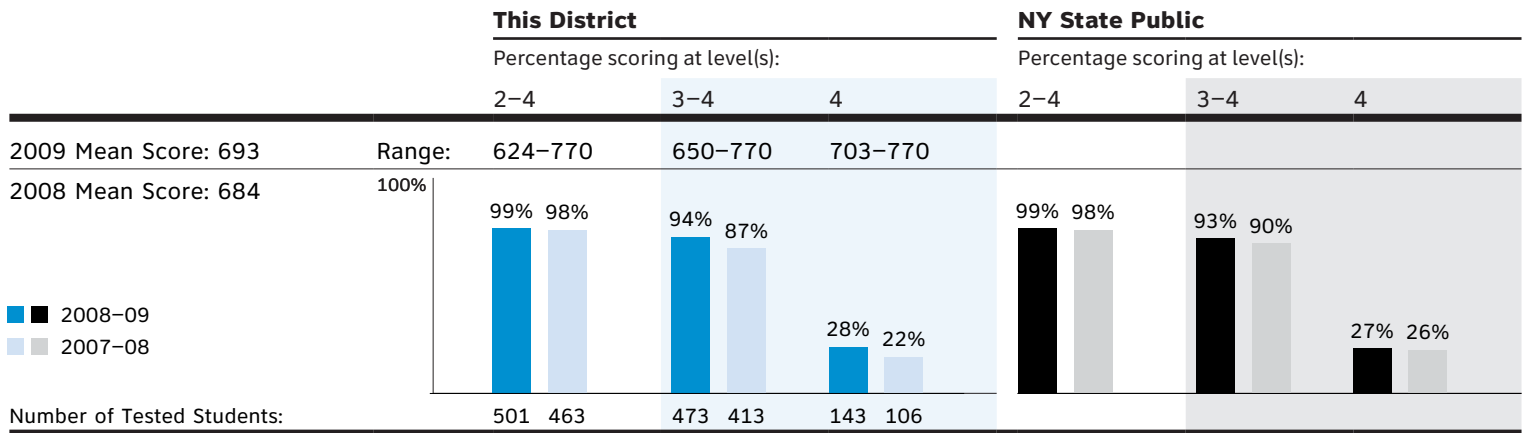
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	5	3	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	13	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	504	99%	94%	28%	473	98%	87%	22%
Female	252	100%	95%	31%	244	98%	86%	22%
Male	252	99%	92%	26%	229	98%	89%	23%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	99	98%	89%	12%	82	95%	76%	11%
Hispanic or Latino	233	100%	94%	17%	229	97%	85%	10%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	71%	17	100%	100%	76%
White	155	100%	96%	51%	145	100%	96%	42%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	459	100%	97%	30%	429	98%	90%	24%
Students with Disabilities	45	93%	62%	9%	44	93%	61%	7%
English Proficient	412	100%	96%	33%	390	99%	90%	26%
Limited English Proficient	92	99%	84%	8%	83	94%	75%	4%
Economically Disadvantaged	269	99%	93%	15%	249	96%	81%	8%
Not Disadvantaged	235	100%	95%	44%	224	100%	94%	38%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	504	99%	94%	28%	473	98%	87%	22%

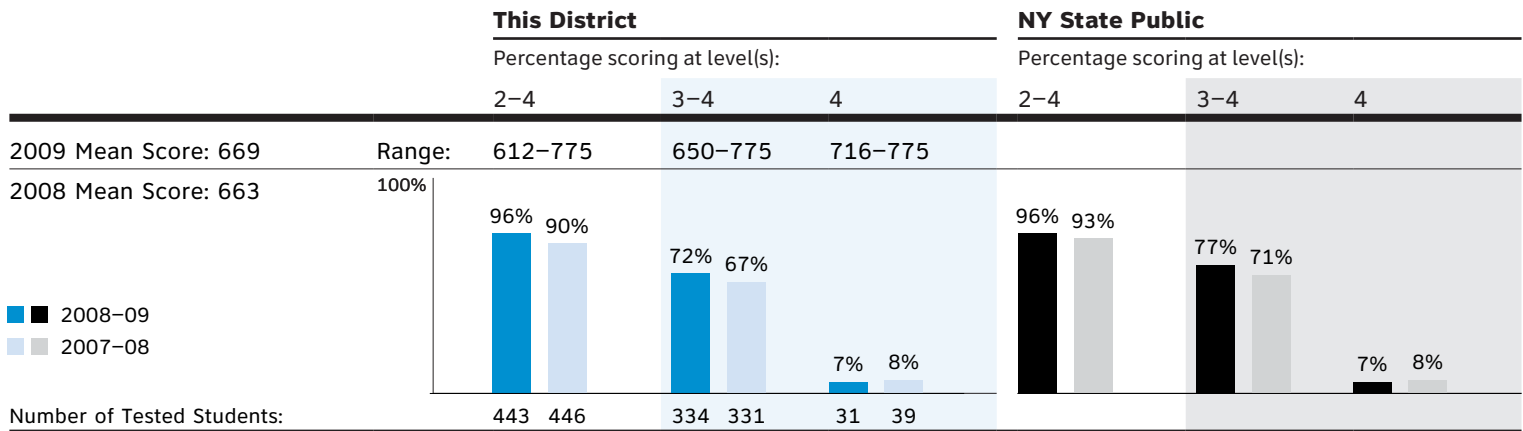
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	6	5	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
All Students	461	96%	72%	7%	496	90%	67%	8%
Female	233	98%	76%	8%	270	94%	72%	11%
Male	228	94%	68%	5%	226	85%	60%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	83	92%	63%	2%	81	80%	60%	4%
Hispanic or Latino	224	95%	63%	1%	236	87%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	27%	20	-	-	-
White	139	100%	91%	17%	158	99%	89%	16%
Multiracial								
Small Group Totals					21	95%	90%	14%
General-Education Students	410	99%	78%	7%	439	95%	74%	9%
Students with Disabilities	51	75%	25%	2%	57	54%	12%	0%
English Proficient	393	98%	81%	8%	417	93%	76%	9%
Limited English Proficient	68	82%	25%	0%	79	73%	20%	0%
Economically Disadvantaged	248	93%	57%	1%	250	83%	52%	1%
Not Disadvantaged	213	100%	90%	14%	246	97%	81%	15%
Migrant								
Not Migrant	461	96%	72%	7%	496	90%	67%	8%

NOTES

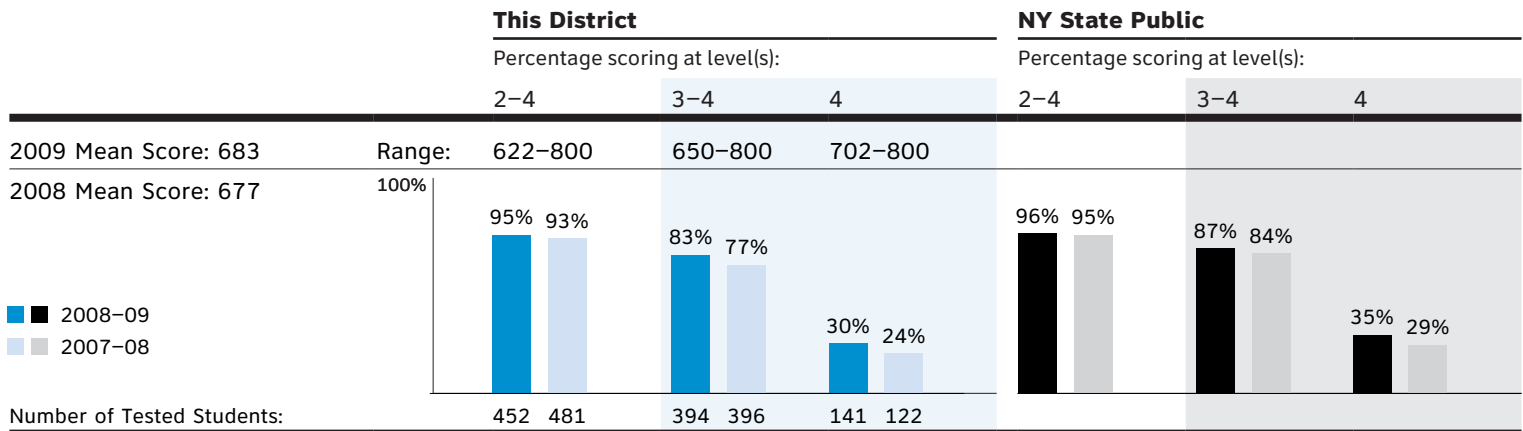
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	N/A	N/A	N/A	16	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	474	95%	83%	30%	515	93%	77%	24%
Female	240	96%	85%	31%	276	96%	82%	23%
Male	234	95%	82%	29%	239	91%	72%	24%
American Indian or Alaska Native					1	-	-	-
Black or African American	86	90%	73%	12%	86	80%	60%	10%
Hispanic or Latino	231	96%	80%	16%	246	94%	70%	13%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	81%	21	-	-	-
White	141	98%	93%	57%	161	98%	93%	44%
Multiracial								
Small Group Totals					22	100%	95%	50%
General-Education Students	423	98%	87%	33%	454	98%	83%	26%
Students with Disabilities	51	76%	47%	4%	61	61%	33%	3%
English Proficient	400	96%	88%	35%	423	95%	85%	28%
Limited English Proficient	74	92%	59%	3%	92	87%	39%	2%
Economically Disadvantaged	260	94%	77%	13%	263	92%	66%	10%
Not Disadvantaged	214	97%	91%	50%	252	95%	88%	38%
Migrant								
Not Migrant	474	95%	83%	30%	515	93%	77%	24%

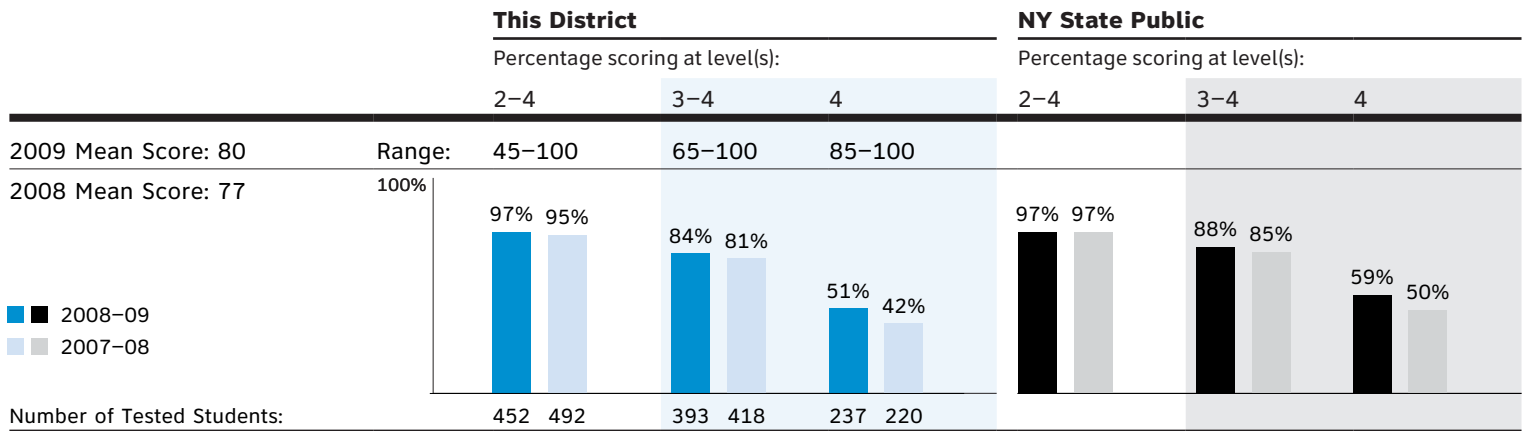
NOTES

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Other Assessments

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

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	468	97%	84%	51%	519	95%	81%	42%
Female	238	97%	83%	48%	277	96%	82%	42%
Male	230	96%	85%	53%	242	94%	79%	43%
American Indian or Alaska Native					1	-	-	-
Black or African American	84	94%	74%	31%	88	86%	68%	26%
Hispanic or Latino	228	96%	79%	38%	248	94%	72%	26%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	94%	88%	21	-	-	-
White	140	100%	97%	79%	161	100%	98%	75%
Multiracial								
Small Group Totals					22	100%	100%	55%
General-Education Students	419	98%	88%	54%	458	97%	84%	46%
Students with Disabilities	49	84%	53%	18%	61	80%	52%	13%
English Proficient	394	98%	89%	59%	423	97%	89%	51%
Limited English Proficient	74	88%	58%	7%	96	84%	42%	4%
Economically Disadvantaged	255	94%	75%	32%	267	91%	68%	20%
Not Disadvantaged	213	100%	94%	73%	252	98%	94%	66%
Migrant								
Not Migrant	468	97%	84%	51%	519	95%	81%	42%

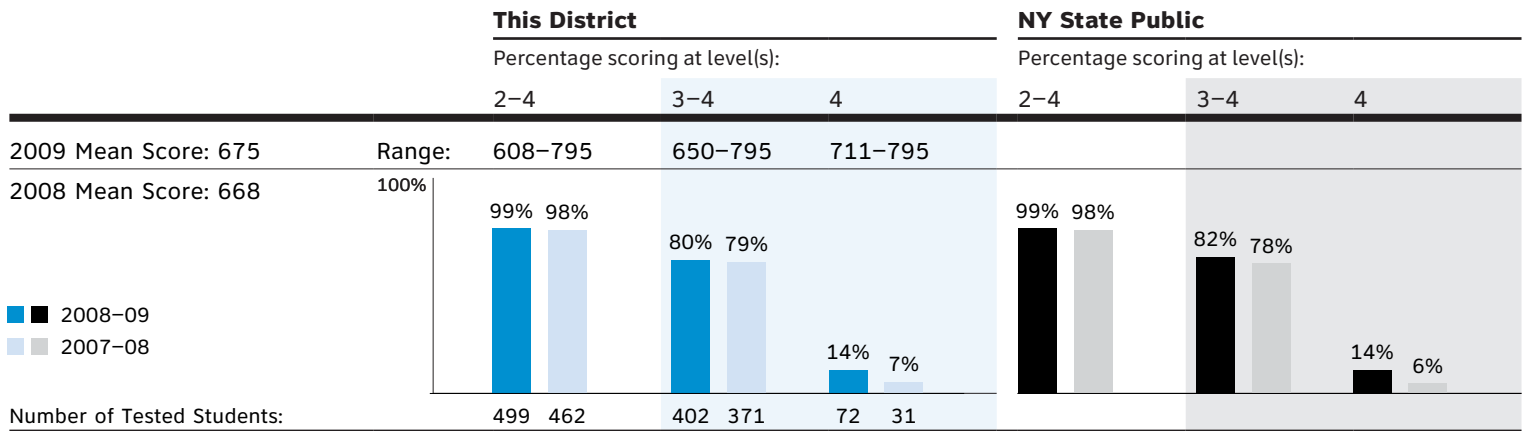
NOTES

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Other Assessments

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

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	504	99%	80%	14%	471	98%	79%	7%
Female	275	100%	84%	16%	249	98%	80%	9%
Male	229	98%	74%	13%	222	98%	77%	4%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	84	96%	69%	7%	83	100%	69%	2%
Hispanic or Latino	240	99%	71%	6%	213	98%	72%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	13	-	-	-
White	159	100%	96%	30%	161	98%	91%	13%
Multiracial								
Small Group Totals	21	100%	95%	19%	14	100%	100%	21%
General-Education Students	435	100%	88%	17%	422	99%	85%	7%
Students with Disabilities	69	94%	30%	0%	49	88%	27%	0%
English Proficient	436	99%	86%	17%	424	99%	83%	7%
Limited English Proficient	68	97%	37%	0%	47	94%	43%	0%
Economically Disadvantaged	247	99%	72%	5%	226	98%	69%	2%
Not Disadvantaged	257	99%	87%	23%	245	98%	87%	11%
Migrant								
Not Migrant	504	99%	80%	14%	471	98%	79%	7%

NOTES

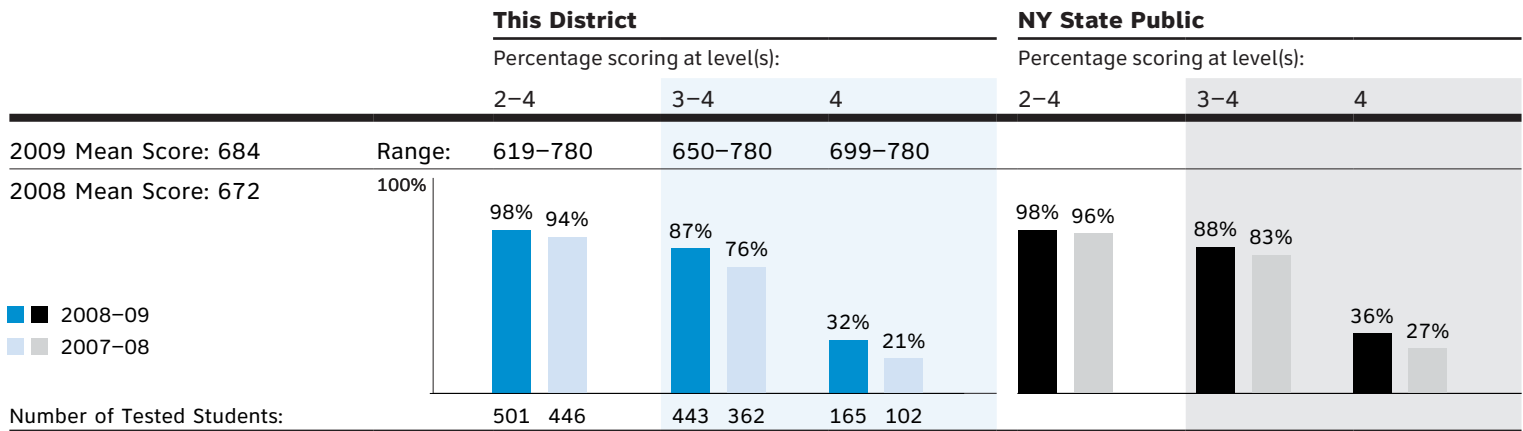
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	6	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	7	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 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	511	98%	87%	32%	475	94%	76%	21%
Female	280	99%	89%	36%	251	95%	77%	21%
Male	231	97%	84%	28%	224	93%	75%	22%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	88	94%	78%	16%	81	89%	62%	9%
Hispanic or Latino	244	98%	82%	20%	219	94%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	13	-	-	-
White	158	99%	97%	53%	161	96%	92%	39%
Multiracial								
Small Group Totals	21	100%	95%	81%	14	100%	100%	43%
General-Education Students	442	100%	92%	37%	428	97%	82%	23%
Students with Disabilities	69	87%	51%	3%	47	66%	23%	4%
English Proficient	436	98%	92%	37%	422	95%	81%	24%
Limited English Proficient	75	97%	56%	5%	53	87%	40%	2%
Economically Disadvantaged	255	98%	81%	15%	232	91%	65%	11%
Not Disadvantaged	256	98%	93%	49%	243	96%	87%	32%
Migrant								
Not Migrant	511	98%	87%	32%	475	94%	76%	21%

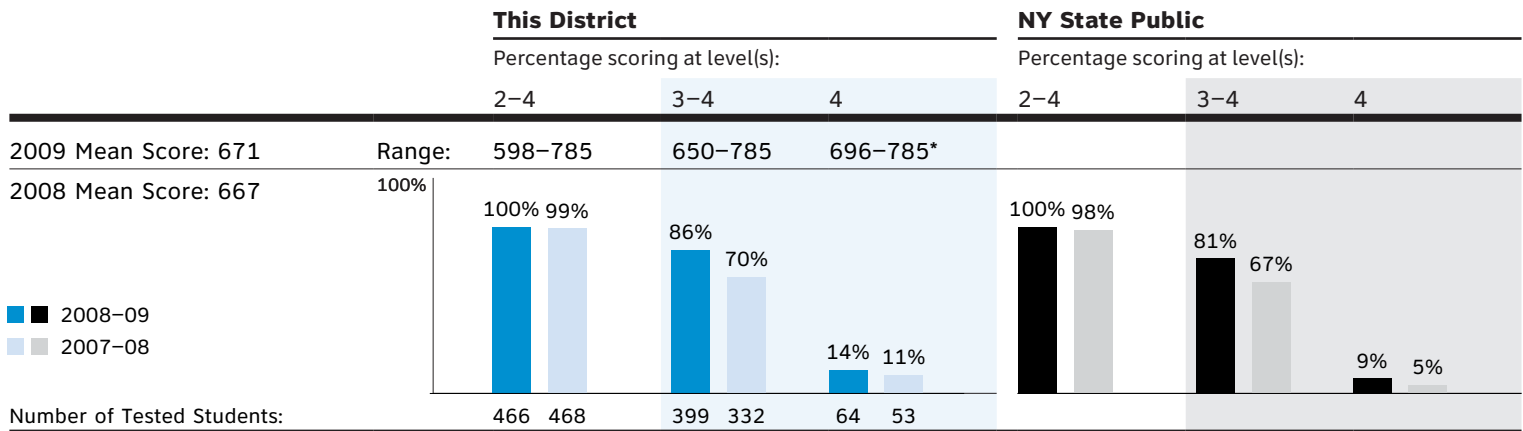
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	6	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	466	100%	86%	14%	473	99%	70%	11%
Female	241	100%	87%	16%	229	99%	72%	15%
Male	225	100%	84%	11%	244	99%	68%	8%
American Indian or Alaska Native	1	-	-	-				
Black or African American	79	100%	73%	1%	75	96%	49%	3%
Hispanic or Latino	212	100%	83%	6%	214	99%	62%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	16	100%	88%	25%
White	163	100%	94%	29%	168	100%	88%	21%
Multiracial								
Small Group Totals	12	100%	100%	25%				
General-Education Students	415	100%	91%	15%	423	100%	75%	13%
Students with Disabilities	51	100%	39%	0%	50	94%	26%	0%
English Proficient	422	100%	89%	15%	428	99%	76%	12%
Limited English Proficient	44	100%	57%	0%	45	96%	16%	0%
Economically Disadvantaged	227	100%	80%	6%	221	98%	54%	4%
Not Disadvantaged	239	100%	91%	21%	252	100%	84%	18%
Migrant								
Not Migrant	466	100%	86%	14%	473	99%	70%	11%

NOTES

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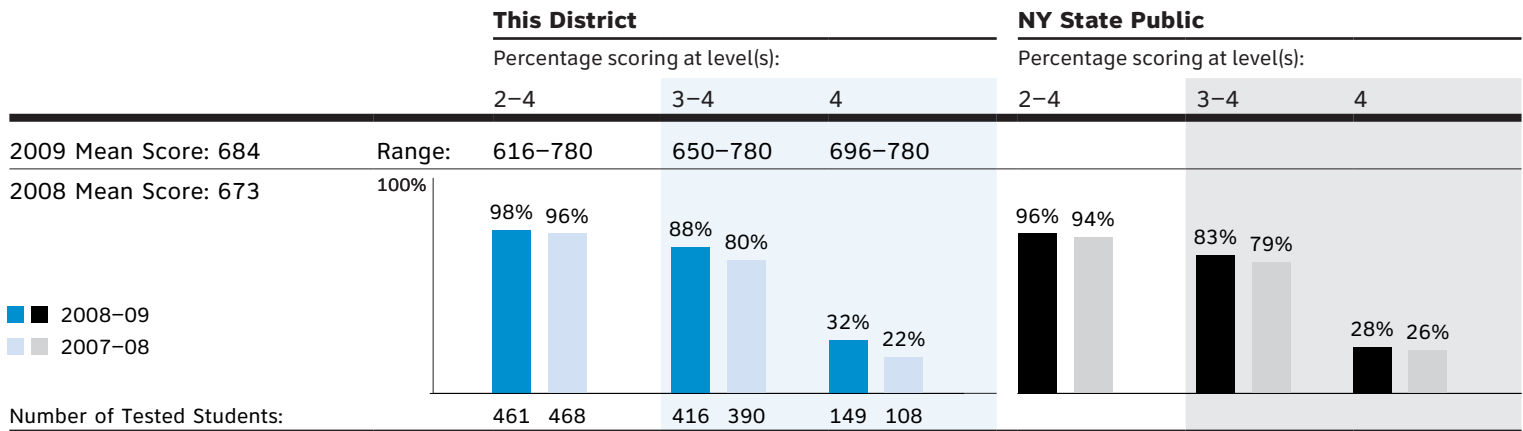
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	9	9	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	13	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	472	98%	88%	32%	487	96%	80%	22%
Female	245	99%	89%	34%	234	97%	82%	23%
Male	227	96%	87%	29%	253	96%	78%	21%
American Indian or Alaska Native	1	-	-	-				
Black or African American	78	97%	78%	14%	75	91%	65%	11%
Hispanic or Latino	216	97%	85%	19%	225	96%	74%	13%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	17	100%	100%	59%
White	165	98%	96%	54%	170	98%	92%	36%
Multiracial								
Small Group Totals	13	100%	92%	54%				
General-Education Students	421	99%	92%	35%	433	99%	84%	24%
Students with Disabilities	51	86%	53%	6%	54	76%	52%	6%
English Proficient	421	98%	91%	35%	431	97%	85%	25%
Limited English Proficient	51	92%	67%	2%	56	88%	45%	4%
Economically Disadvantaged	234	97%	82%	19%	231	94%	72%	7%
Not Disadvantaged	238	99%	94%	44%	256	98%	88%	36%
Migrant								
Not Migrant	472	98%	88%	32%	487	96%	80%	22%

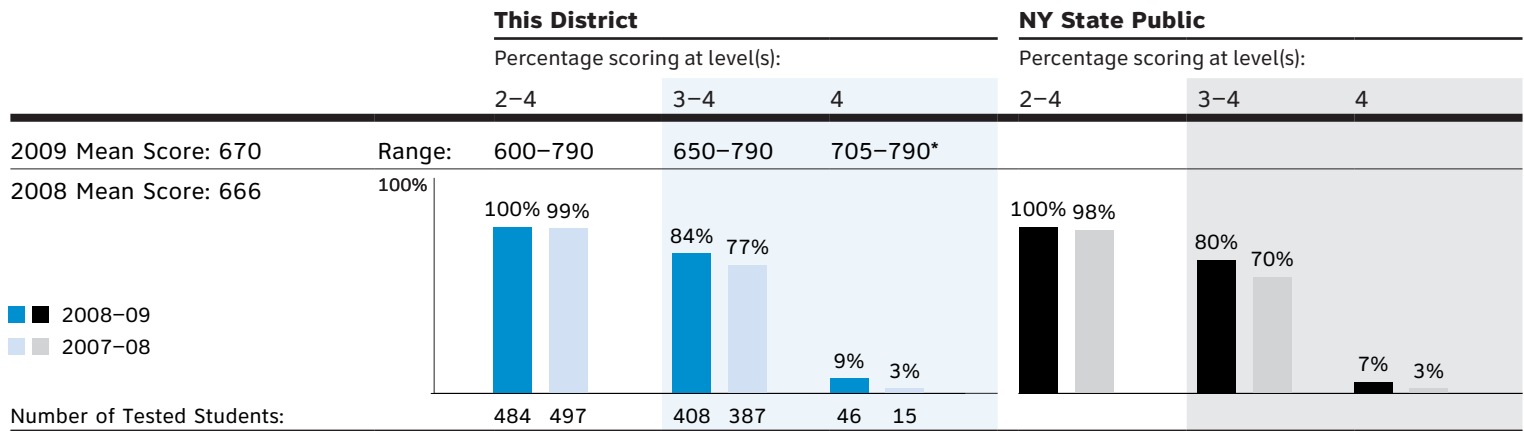
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	9	9	9	8

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	485	100%	84%	9%	504	99%	77%	3%
Female	238	100%	83%	11%	249	99%	85%	4%
Male	247	100%	85%	8%	255	98%	69%	2%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	75	100%	72%	3%	101	98%	70%	4%
Hispanic or Latino	225	100%	79%	4%	234	98%	69%	1%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	25%	12	100%	83%	0%
White	169	100%	95%	18%	157	99%	92%	6%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	434	100%	88%	10%	441	100%	83%	3%
Students with Disabilities	51	100%	47%	2%	63	90%	35%	0%
English Proficient	440	100%	89%	10%	460	99%	82%	3%
Limited English Proficient	45	98%	38%	0%	44	93%	18%	0%
Economically Disadvantaged	212	100%	77%	4%	215	98%	67%	0%
Not Disadvantaged	273	100%	89%	14%	289	99%	84%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	485	100%	84%	9%	504	99%	77%	3%

NOTES

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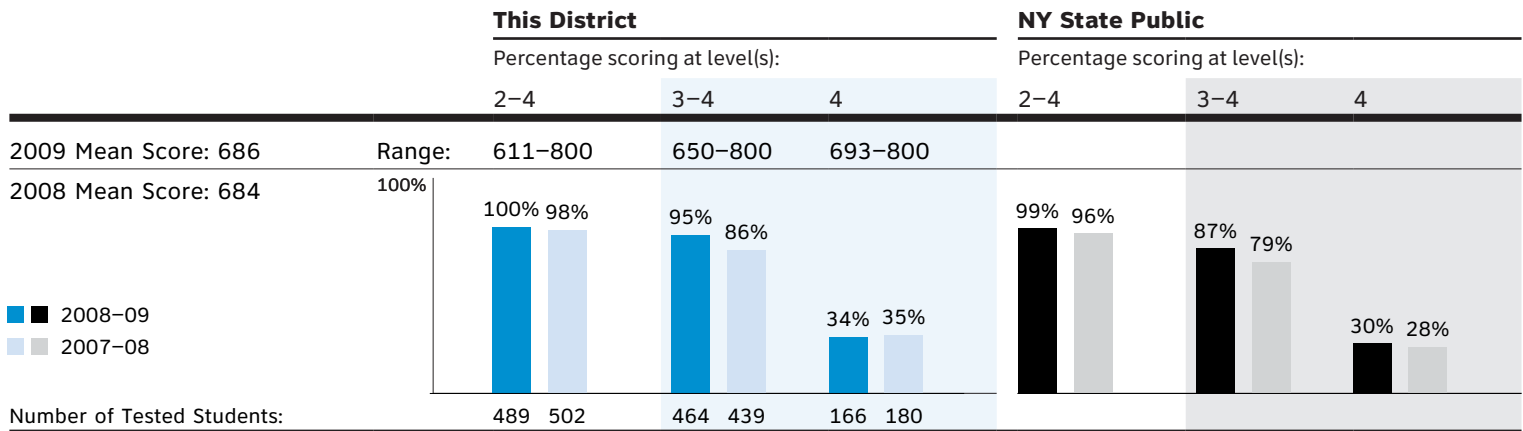
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	9	9	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	N/A	N/A	N/A	12	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	491	100%	95%	34%	512	98%	86%	35%
Female	245	100%	95%	36%	255	98%	87%	35%
Male	246	100%	94%	32%	257	98%	85%	35%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	74	97%	84%	22%	101	98%	76%	20%
Hispanic or Latino	231	100%	95%	19%	242	97%	83%	24%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	94%	71%	12	100%	100%	75%
White	169	100%	98%	56%	157	99%	96%	59%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	440	100%	97%	36%	449	99%	90%	39%
Students with Disabilities	51	96%	76%	12%	63	89%	56%	8%
English Proficient	439	100%	96%	38%	458	99%	89%	38%
Limited English Proficient	52	100%	79%	2%	54	91%	56%	7%
Economically Disadvantaged	220	100%	94%	16%	222	97%	80%	20%
Not Disadvantaged	271	100%	95%	48%	290	99%	90%	47%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	491	100%	95%	34%	512	98%	86%	35%

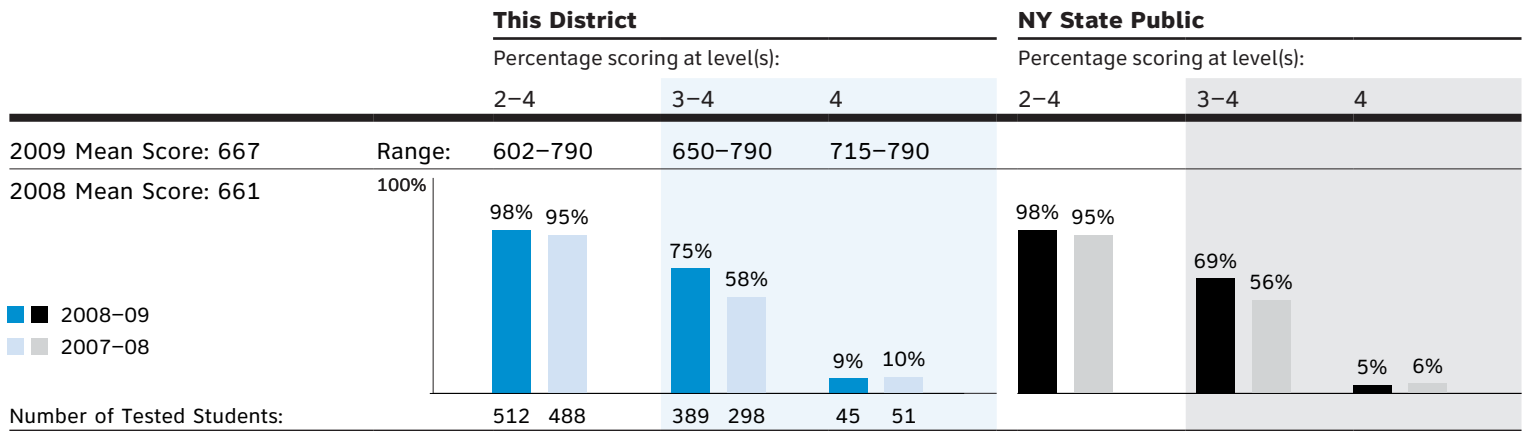
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	9	9	5	5	5	5

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	521	98%	75%	9%	512	95%	58%	10%
Female	257	98%	79%	12%	220	96%	68%	13%
Male	264	98%	70%	5%	292	95%	51%	8%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	105	98%	71%	7%	103	96%	49%	5%
Hispanic or Latino	242	98%	66%	3%	228	93%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	8%	12	92%	92%	8%
White	162	99%	90%	19%	169	98%	83%	20%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	453	99%	82%	10%	449	97%	63%	11%
Students with Disabilities	68	91%	28%	0%	63	81%	22%	0%
English Proficient	473	99%	81%	10%	457	98%	64%	11%
Limited English Proficient	48	90%	13%	0%	55	75%	11%	0%
Economically Disadvantaged	223	97%	61%	3%	218	92%	39%	4%
Not Disadvantaged	298	99%	85%	13%	294	98%	73%	15%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	521	98%	75%	9%	512	95%	58%	10%

NOTES

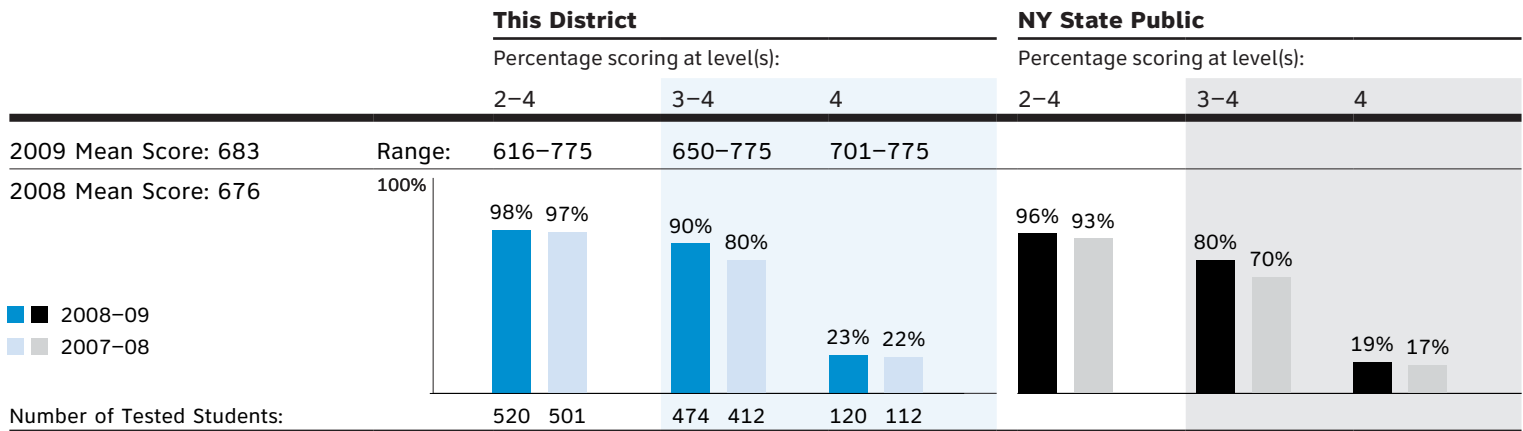
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	6	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 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	528	98%	90%	23%	516	97%	80%	22%
Female	259	99%	89%	24%	220	98%	85%	25%
Male	269	98%	91%	21%	296	96%	76%	19%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	105	97%	82%	9%	105	95%	76%	10%
Hispanic or Latino	249	99%	90%	15%	230	96%	70%	9%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	58%	12	100%	100%	67%
White	162	99%	94%	41%	169	99%	93%	44%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	459	100%	94%	26%	453	99%	85%	24%
Students with Disabilities	69	90%	62%	0%	63	81%	44%	3%
English Proficient	473	99%	91%	25%	456	98%	84%	24%
Limited English Proficient	55	96%	78%	5%	60	92%	47%	2%
Economically Disadvantaged	229	97%	85%	12%	223	95%	69%	6%
Not Disadvantaged	299	99%	94%	31%	293	99%	88%	34%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	528	98%	90%	23%	516	97%	80%	22%

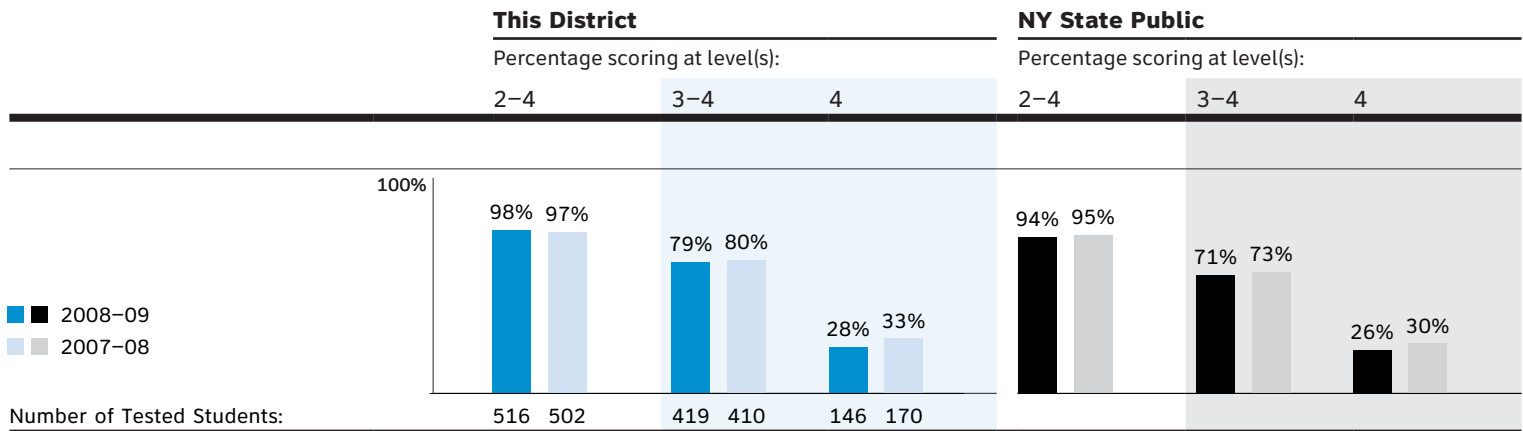
NOTES

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Other Assessments

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

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	529	98%	79%	28%	515	97%	80%	33%
Female	260	98%	77%	23%	220	97%	79%	30%
Male	269	97%	81%	32%	295	98%	80%	36%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	106	96%	75%	20%	103	95%	74%	18%
Hispanic or Latino	248	97%	73%	12%	231	97%	69%	16%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	75%	12	100%	92%	67%
White	163	99%	91%	53%	169	99%	97%	63%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	460	98%	84%	30%	452	99%	82%	36%
Students with Disabilities	69	91%	48%	10%	63	89%	60%	13%
English Proficient	475	99%	86%	31%	454	99%	87%	37%
Limited English Proficient	54	85%	20%	0%	61	87%	23%	2%
Economically Disadvantaged	229	95%	68%	12%	221	97%	66%	18%
Not Disadvantaged	300	99%	88%	40%	294	98%	90%	45%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	529	98%	79%	28%	515	97%	80%	33%

NOTES

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Other Assessments

	2008-09 School Year			2007-08 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	7	7	7	7
Regents Science	0	-	-	-	0	-	-	-

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

This District

Percentage scoring at level(s):

2-4

3-4

4

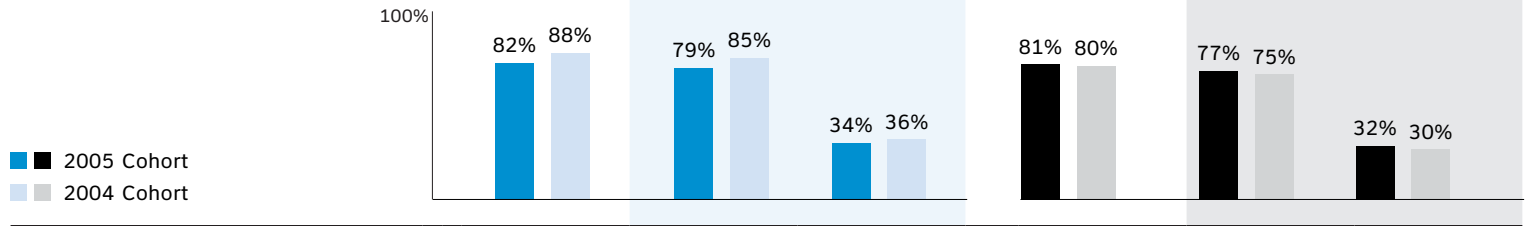
NY State Public

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	581	82%	79%	34%	554	88%	85%	36%
Female	270	89%	87%	45%	267	90%	88%	46%
Male	311	75%	72%	24%	287	86%	81%	27%
American Indian or Alaska Native					1	-	-	-
Black or African American	124	73%	69%	19%	120	78%	72%	24%
Hispanic or Latino	246	80%	76%	19%	218	85%	81%	21%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	94%	50%	15	-	-	-
White	193	89%	88%	61%	200	96%	96%	59%
Multiracial								
Small Group Totals					16	94%	88%	44%
General-Education Students	515	86%	83%	37%	483	92%	89%	41%
Students with Disabilities	66	50%	45%	8%	71	59%	52%	1%
English Proficient	529	85%	82%	37%	502	90%	87%	39%
Limited English Proficient	52	52%	44%	2%	52	67%	58%	2%
Economically Disadvantaged	171	87%	84%	20%	158	84%	80%	21%
Not Disadvantaged	410	80%	77%	40%	396	89%	87%	42%
Migrant								
Not Migrant	581	82%	79%	34%	554	88%	85%	36%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

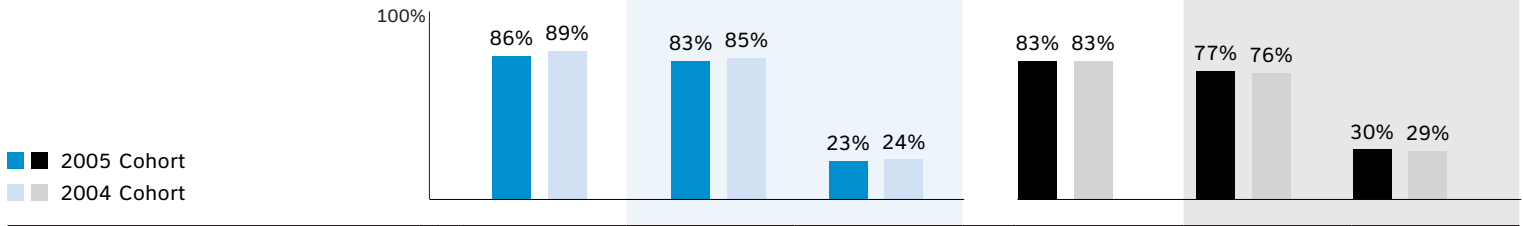
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	581	86%	83%	23%	554	89%	85%	24%
Female	270	92%	90%	28%	267	92%	90%	26%
Male	311	81%	77%	19%	287	86%	80%	23%
American Indian or Alaska Native					1	-	-	-
Black or African American	124	78%	75%	6%	120	82%	77%	8%
Hispanic or Latino	246	85%	81%	11%	218	86%	81%	11%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	94%	61%	15	-	-	-
White	193	91%	90%	46%	200	97%	94%	46%
Multiracial								
Small Group Totals					16	94%	94%	50%
General-Education Students	515	90%	88%	25%	483	93%	89%	27%
Students with Disabilities	66	52%	50%	8%	71	65%	56%	4%
English Proficient	529	88%	85%	25%	502	90%	87%	27%
Limited English Proficient	52	69%	65%	2%	52	77%	69%	0%
Economically Disadvantaged	171	92%	89%	13%	158	86%	80%	15%
Not Disadvantaged	410	83%	81%	27%	396	90%	87%	28%
Migrant								
Not Migrant	581	86%	83%	23%	554	89%	85%	24%

NOTES

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

Other Assessments

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

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

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

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