



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **YONKERS CITY SCHOOL DISTRICT**  
District ID **66-23-00-01-0000**  
Superintendent **BERNARD PIERORAZIO**  
Telephone **(914) 376-8100**  
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 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	1394	1417	1559
Kindergarten	1777	1804	1900
Grade 1	1803	1866	1880
Grade 2	1730	1806	1860
Grade 3	1647	1762	1764
Grade 4	1617	1675	1722
Grade 5	1592	1676	1690
Grade 6	1704	1658	1689
Ungraded Elementary	701	100	107
Grade 7	1663	1762	1699
Grade 8	1698	1736	1721
Grade 9	2204	2294	2063
Grade 10	1800	1757	1976
Grade 11	1392	1517	1349
Grade 12	1068	1214	1361
Ungraded Secondary	918	109	113
<b>Total K-12</b>	<b>23314</b>	<b>22736</b>	<b>22894</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	22	23	23
<b>Grade 8</b>			
English	25	25	23
Mathematics	24	25	25
Science	25	26	25
Social Studies	26	26	24
<b>Grade 10</b>			
English	26	23	24
Mathematics	25	25	23
Science	23	21	23
Social Studies	25	23	24

### 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 YONKERS CITY SCHOOL DISTRICT

District ID 66-23-00-01-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	14744	63%	14646	64%	15066	66%
Reduced-Price Lunch	2098	9%	2129	9%	1907	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3644	16%	3388	15%	3367	15%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	50	0%	41	0%	38	0%
Black or African American	6510	28%	6064	27%	5907	26%
Hispanic or Latino	11311	49%	11252	49%	11572	51%
Asian or Native Hawaiian/Other Pacific Islander	1414	6%	1380	6%	1378	6%
White	4029	17%	3999	18%	3999	17%
Multiracial	0	0%	0	0%	0	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		92%
Student Suspensions	1892	8%	1514	6%	1440	6%

## 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 YONKERS CITY SCHOOL DISTRICT

District ID 66-23-00-01-0000

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	1664	1777	1801
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	5%	4%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	56%	59%
<b>Total Number of Core Classes</b>	4374	4885	5061
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
<b>Total Number of Classes</b>	5920	6116	6258
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	22%	18%
Turnover Rate of All Teachers	15%	14%	13%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	211	221	228
Total Paraprofessionals*	668	660	661
Assistant Principals	54	55	59
Principals	43	41	41

\* 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	SH					
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	6 of 8	6 of 8	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> (10467:10066)			99%		163	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (24:24)	—	—	—	—	—	—	—
Black or African American (2681:2580)			99%		155	142	
Hispanic or Latino (5300:5070)			99%		160	142	
Asian or Native Hawaiian/Other Pacific Islander (618:593)			100%		183	140	
White (1844:1799)			100%		174	141	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1868:1802)			98%		122	141	111 130
Limited English Proficient <sup>5</sup> (1595:1933)			100%		141	142	133 147
Economically Disadvantaged (7939:7620)			99%		159	143	
<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> (10490:10087)			99%		169	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (24:23)	—	—	—	—	—	—	—
Black or African American (2680:2557)			99%		158	117	
Hispanic or Latino (5312:5098)			99%		168	117	
Asian or Native Hawaiian/Other Pacific Islander (622:602)			99%		191	115	
White (1852:1807)			100%		180	116	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1869:1800)			99%		129	116	
Limited English Proficient <sup>5</sup> (1602:2014)			100%		160	117	
Economically Disadvantaged (7908:7641)			99%		165	118	
<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> (3524:3358)		Qualified		99%		163	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—	—
Black or African American (919:869)		Qualified		97%		150	100	
Hispanic or Latino (1770:1672)		Qualified		99%		161	100	
Asian or Native Hawaiian/Other Pacific Islander (213:206)		Qualified		100%		190	100	
White (615:604)		Qualified		100%		177	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (629:597)		Qualified		97%		131	100	
Limited English Proficient <sup>4</sup> (505:616)		Qualified		99%		149	100	
Economically Disadvantaged (2634:2534)		Qualified		99%		158	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** 6 of 8 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> (1453:1543)			97%		171	168	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (367:428)			97%		163	166	166 167
Hispanic or Latino (694:713)			98%		170	167	
Asian or Native Hawaiian/Other Pacific Islander (128:124)			99%		195	162	
White (500:277)			95%		175	164	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (271:212)			76%		84	163	125 <sup>‡</sup> 96
Limited English Proficient <sup>5</sup> (80:115)			96%		161	161	
Economically Disadvantaged (1076:1233)			100%		175	168	
<b>Final AYP Determination</b>	 6 of 8						

#### 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.

<sup>‡</sup> 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** 6 of 8 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> (1453:1543)			98%		169	163	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (367:428)			97%		160	161	161 164
Hispanic or Latino (694:713)			98%		167	162	
Asian or Native Hawaiian/Other Pacific Islander (128:124)			100%		198	157	
White (263:277)			96%		173	159	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (271:212)			84%		89	158	133 <sup>‡</sup> 100
Limited English Proficient <sup>5</sup> (80:115)			98%		160	156	
Economically Disadvantaged (1076:1233)			100%		173	163	
<b>Final AYP Determination</b>	 6 of 8						

#### 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.

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

#### AYP Status

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

## Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>1</sup>	State Standard	2008–09	2009–10
<b>All Students</b> (1768)			65%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (499)			58%	55%		
Hispanic or Latino (846)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (111)			86%	55%		
White (311)			73%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (281)			36%	55%	38%	37%
Limited English Proficient <sup>2</sup> (114)			39%	55%	55%	40%
Economically Disadvantaged (1176)			75%	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 YONKERS CITY SCHOOL DISTRICT

District ID 66-23-00-01-0000

## Summary of 2008–09 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	70%			1744
Grade 4	68%			1722
Grade 5	73%			1666
Grade 6	65%			1657
Grade 7	64%			1678
Grade 8	51%			1657

### Mathematics

Grade 3	89%		1775
Grade 4	80%		1743
Grade 5	79%		1705
Grade 6	67%		1690
Grade 7	73%		1688
Grade 8	54%		1671

### Science

Grade 4	84%		1749
Grade 8	54%		1672

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	63%			2072
Mathematics	61%			2072

## 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).

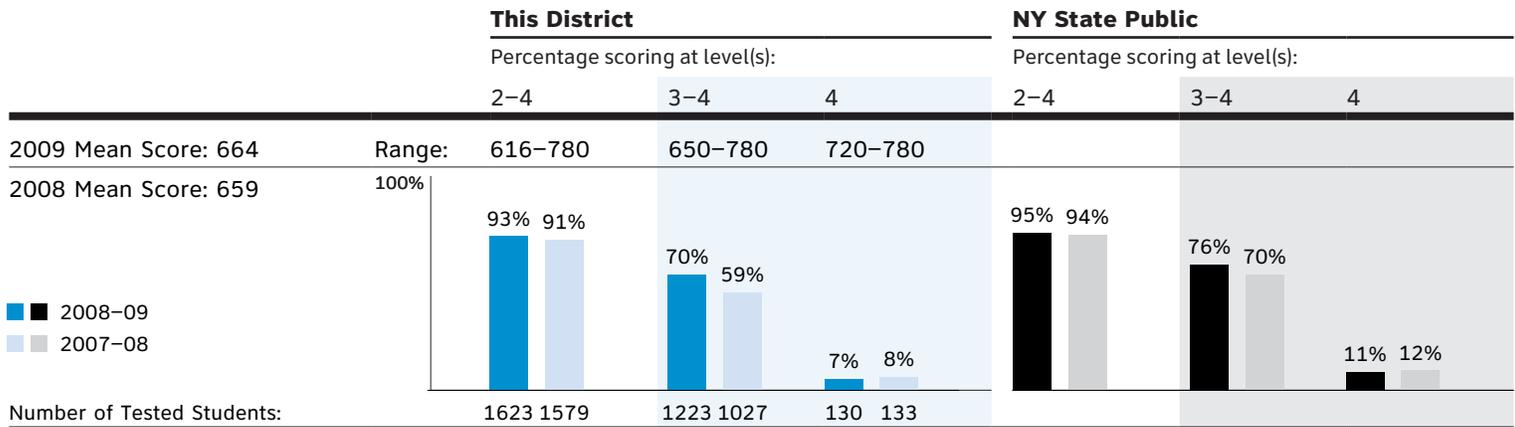
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### Large Cities

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

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1744</b>	<b>93%</b>	<b>70%</b>	<b>7%</b>	<b>1731</b>	<b>91%</b>	<b>59%</b>	<b>8%</b>
Female	816	96%	78%	9%	840	94%	63%	8%
Male	928	90%	63%	6%	891	88%	56%	7%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	412	89%	65%	7%	416	88%	56%	6%
Hispanic or Latino	860	94%	67%	6%	835	90%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	97	-	-	-	108	-	-	-
White	371	95%	78%	11%	369	96%	71%	13%
Multiracial								
Small Group Totals	101	97%	89%	10%	111	97%	81%	21%
General-Education Students	1439	98%	78%	9%	1447	96%	66%	9%
Students with Disabilities	305	69%	32%	1%	284	66%	23%	1%
English Proficient	1385	94%	75%	9%	1385	92%	66%	9%
Limited English Proficient	359	91%	52%	2%	346	86%	34%	1%
Economically Disadvantaged	1169	92%	67%	6%	1162	90%	54%	5%
Not Disadvantaged	575	95%	77%	10%	569	94%	71%	14%
Migrant								
Not Migrant	1744	93%	70%	7%	1731	91%	59%	8%

### NOTES

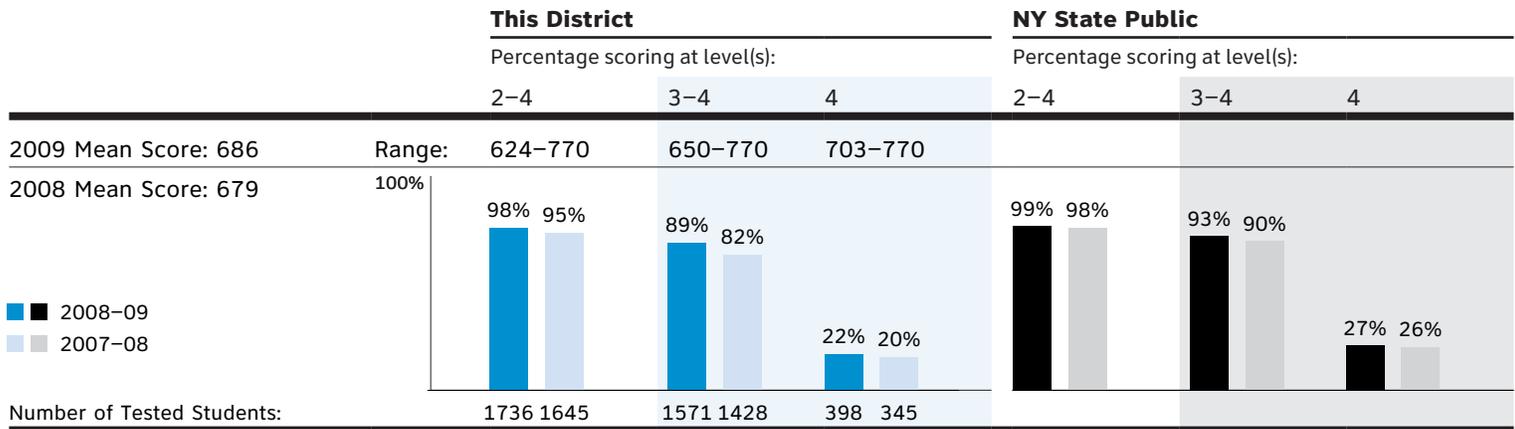
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## Other Assessments

	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 3 Equivalent	13	11	9	7	15	11	11	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	22	N/A	N/A	N/A	17	N/A	N/A	N/A

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

## This District's Results in Grade 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>1775</b>	<b>98%</b>	<b>89%</b>	<b>22%</b>	<b>1737</b>	<b>95%</b>	<b>82%</b>	<b>20%</b>
Female	828	98%	91%	24%	842	96%	83%	20%
Male	947	97%	86%	21%	895	94%	81%	20%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	411	96%	84%	19%	412	92%	75%	14%
Hispanic or Latino	879	98%	88%	20%	846	95%	81%	16%
Asian or Native Hawaiian/Other Pacific Islander	104	-	-	-	110	-	-	-
White	377	98%	92%	26%	366	98%	89%	29%
Multiracial								
Small Group Totals	108	99%	97%	47%	113	97%	93%	42%
General-Education Students	1466	99%	94%	26%	1452	98%	89%	23%
Students with Disabilities	309	92%	62%	6%	285	79%	50%	4%
English Proficient	1391	98%	90%	25%	1371	95%	84%	22%
Limited English Proficient	384	97%	84%	13%	366	93%	76%	11%
Economically Disadvantaged	1181	97%	87%	19%	1193	94%	80%	15%
Not Disadvantaged	594	99%	92%	29%	544	97%	88%	30%
Migrant								
Not Migrant	1775	98%	89%	22%	1737	95%	82%	20%

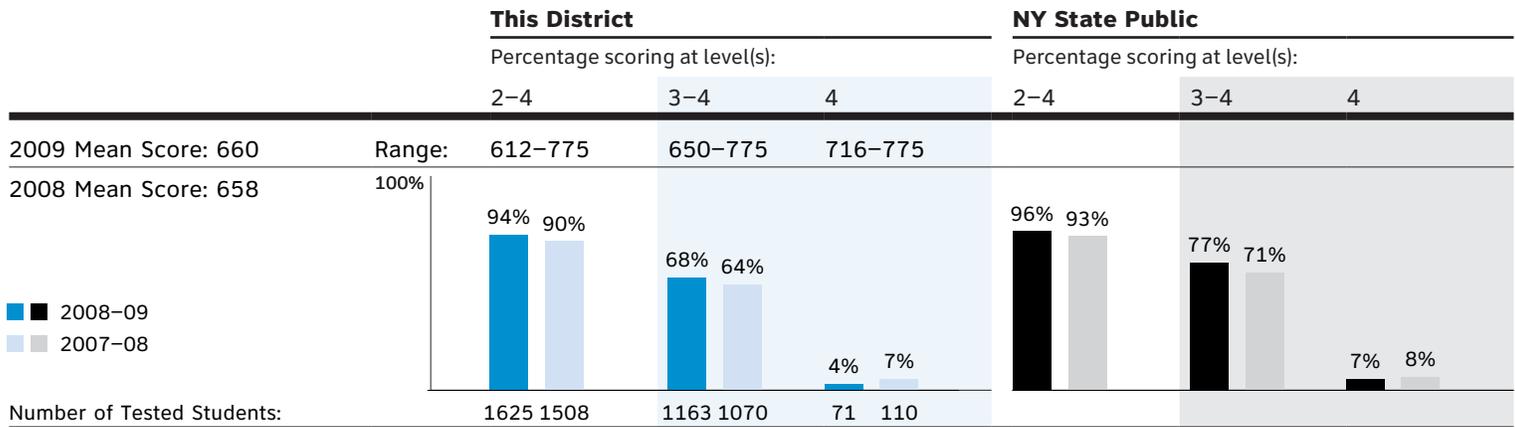
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## Other Assessments

	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	13	13	9	6	15	15	11	7

## 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>1722</b>	<b>94%</b>	<b>68%</b>	<b>4%</b>	<b>1667</b>	<b>90%</b>	<b>64%</b>	<b>7%</b>
Female	844	96%	72%	5%	801	94%	70%	8%
Male	878	93%	63%	3%	866	87%	59%	5%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	413	92%	62%	2%	413	88%	57%	4%
Hispanic or Latino	852	94%	63%	2%	861	89%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	106	-	-	-	88	-	-	-
White	348	97%	79%	9%	302	95%	75%	12%
Multiracial								
Small Group Totals	109	97%	86%	14%	91	100%	87%	16%
General-Education Students	1415	99%	75%	5%	1404	95%	72%	8%
Students with Disabilities	307	75%	34%	1%	263	64%	24%	0%
English Proficient	1426	96%	73%	5%	1395	92%	69%	8%
Limited English Proficient	296	88%	40%	0%	272	83%	38%	0%
Economically Disadvantaged	1166	93%	62%	2%	1162	89%	59%	4%
Not Disadvantaged	556	97%	78%	8%	505	95%	77%	13%
Migrant								
Not Migrant	1722	94%	68%	4%	1667	90%	64%	7%

### NOTES

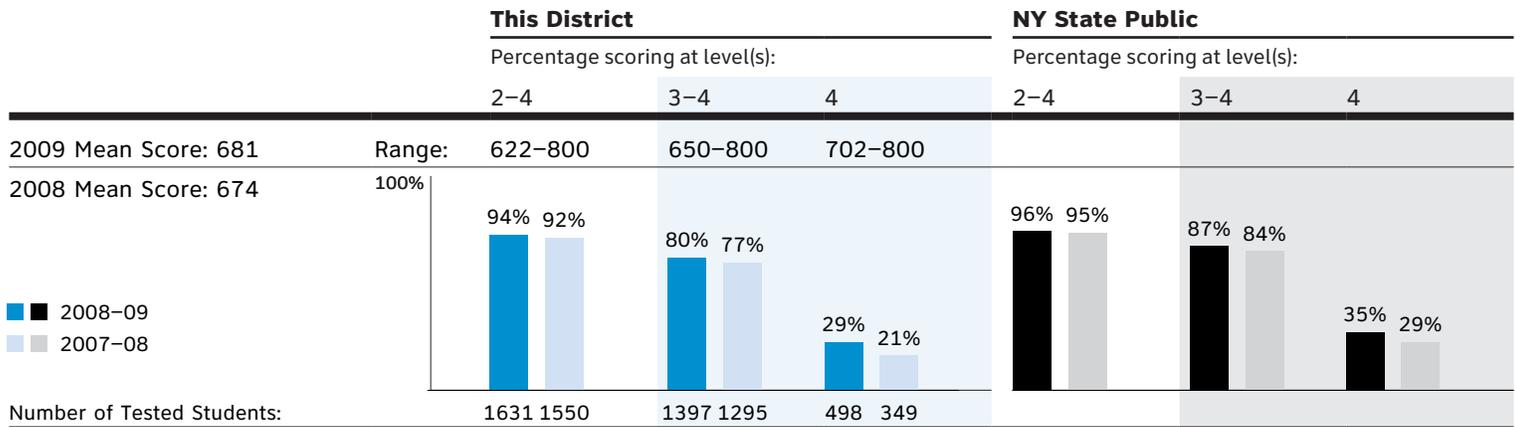
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## Other Assessments

	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 4 Equivalent	23	21	13	12	19	15	13	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	17	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
<b>All Students</b>	<b>1743</b>	<b>94%</b>	<b>80%</b>	<b>29%</b>	<b>1688</b>	<b>92%</b>	<b>77%</b>	<b>21%</b>
Female	855	94%	80%	29%	816	93%	77%	19%
Male	888	93%	80%	28%	872	91%	76%	22%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	419	90%	73%	19%	423	86%	67%	15%
Hispanic or Latino	868	94%	79%	25%	872	92%	76%	17%
Asian or Native Hawaiian/Other Pacific Islander	106	-	-	-	88	-	-	-
White	348	97%	88%	39%	302	96%	87%	30%
Multiracial								
Small Group Totals	108	98%	91%	62%	91	100%	96%	55%
General-Education Students	1436	98%	87%	33%	1422	95%	83%	24%
Students with Disabilities	307	75%	50%	7%	266	72%	45%	3%
English Proficient	1430	94%	82%	31%	1397	92%	79%	24%
Limited English Proficient	313	91%	70%	15%	291	90%	65%	7%
Economically Disadvantaged	1178	92%	78%	25%	1193	91%	73%	16%
Not Disadvantaged	565	96%	85%	36%	495	94%	86%	32%
Migrant								
Not Migrant	1743	94%	80%	29%	1688	92%	77%	21%

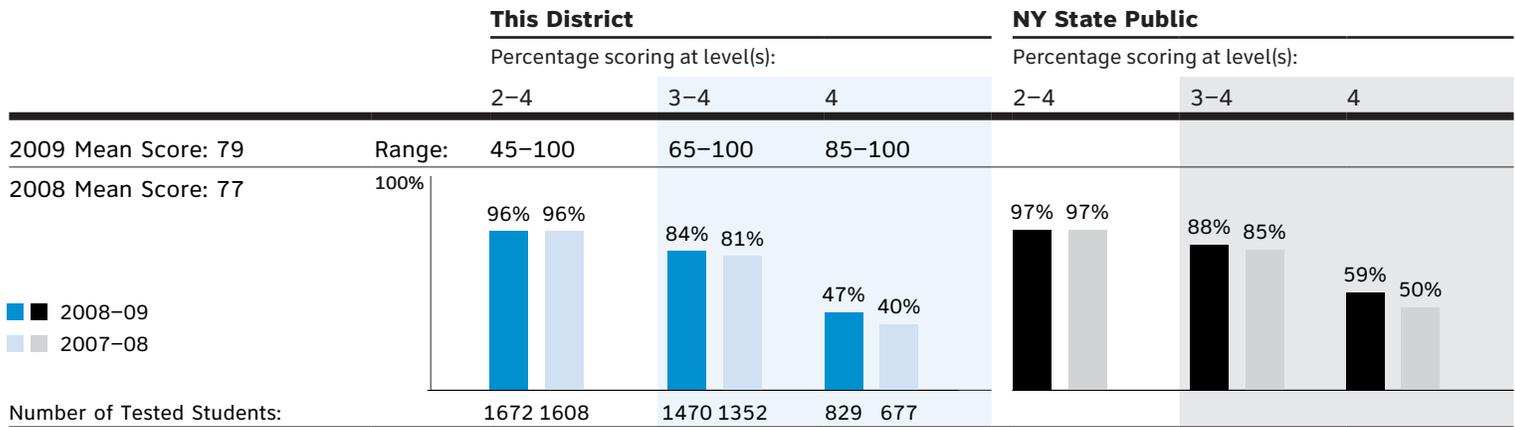
### NOTES

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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 4 Equivalent	23	23	14	10	18	15	7	3

## 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>1749</b>	<b>96%</b>	<b>84%</b>	<b>47%</b>	<b>1678</b>	<b>96%</b>	<b>81%</b>	<b>40%</b>
Female	862	95%	84%	48%	811	97%	82%	41%
Male	887	96%	84%	47%	867	95%	80%	40%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	420	93%	78%	38%	419	92%	74%	33%
Hispanic or Latino	871	96%	83%	45%	868	96%	79%	37%
Asian or Native Hawaiian/Other Pacific Islander	106	-	-	-	87	-	-	-
White	349	97%	91%	57%	301	99%	89%	54%
Multiracial								
Small Group Totals	109	97%	94%	70%	90	100%	97%	63%
General-Education Students	1442	98%	89%	53%	1415	98%	85%	45%
Students with Disabilities	307	85%	59%	19%	263	86%	55%	17%
English Proficient	1435	96%	87%	52%	1393	96%	82%	44%
Limited English Proficient	314	93%	72%	25%	285	95%	71%	21%
Economically Disadvantaged	1178	94%	81%	43%	1193	95%	78%	34%
Not Disadvantaged	571	98%	91%	56%	485	98%	87%	57%
Migrant								
Not Migrant	1749	96%	84%	47%	1678	96%	81%	40%

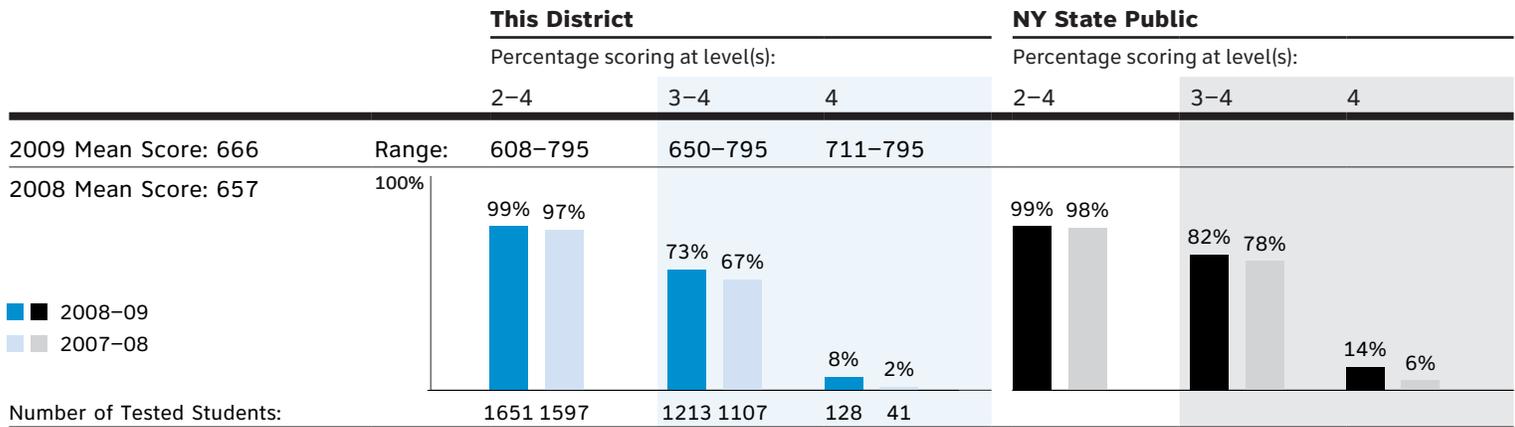
### NOTES

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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	23	23	20	13	19	18	15	10

## 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>1666</b>	<b>99%</b>	<b>73%</b>	<b>8%</b>	<b>1653</b>	<b>97%</b>	<b>67%</b>	<b>2%</b>
Female	814	99%	76%	9%	811	97%	68%	2%
Male	852	99%	69%	6%	842	96%	66%	3%
American Indian or Alaska Native	3	-	-	-	8	88%	63%	0%
Black or African American	412	98%	63%	5%	459	96%	61%	1%
Hispanic or Latino	873	99%	71%	6%	806	97%	65%	2%
Asian or Native Hawaiian/Other Pacific Islander	83	-	-	-	101	99%	86%	4%
White	295	100%	85%	13%	279	97%	75%	5%
Multiracial								
Small Group Totals	86	100%	92%	21%				
General-Education Students	1392	100%	80%	9%	1366	99%	73%	3%
Students with Disabilities	274	96%	38%	1%	287	85%	38%	1%
English Proficient	1431	99%	78%	9%	1440	98%	72%	3%
Limited English Proficient	235	97%	43%	0%	213	91%	31%	0%
Economically Disadvantaged	1149	99%	68%	6%	1162	96%	63%	2%
Not Disadvantaged	517	100%	83%	12%	491	98%	76%	4%
Migrant								
Not Migrant	1666	99%	73%	8%	1653	97%	67%	2%

### NOTES

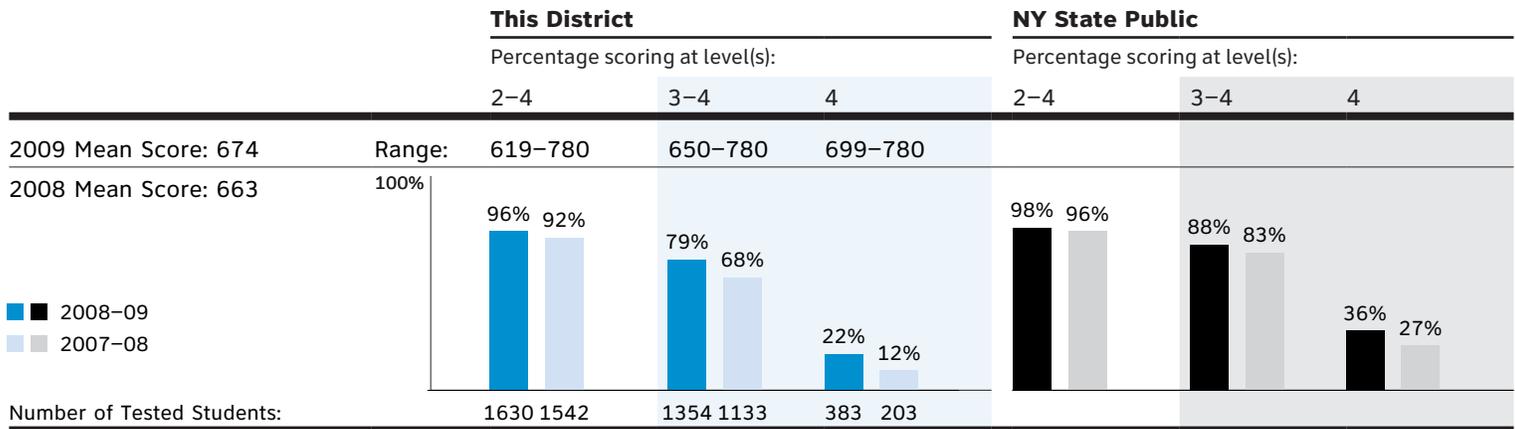
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	29	29	20	9	12	10	9	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	30	N/A	N/A	N/A	20	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1705</b>	<b>96%</b>	<b>79%</b>	<b>22%</b>	<b>1674</b>	<b>92%</b>	<b>68%</b>	<b>12%</b>
Female	829	97%	81%	21%	815	92%	68%	12%
Male	876	95%	78%	24%	859	92%	67%	12%
American Indian or Alaska Native	3	-	-	-	8	88%	63%	0%
Black or African American	420	94%	70%	17%	459	89%	58%	8%
Hispanic or Latino	894	96%	79%	19%	819	93%	66%	9%
Asian or Native Hawaiian/Other Pacific Islander	87	-	-	-	106	99%	92%	36%
White	301	97%	89%	32%	282	92%	79%	17%
Multiracial								
Small Group Totals	90	99%	96%	56%				
General-Education Students	1429	98%	86%	26%	1387	96%	73%	14%
Students with Disabilities	276	82%	45%	5%	287	75%	40%	2%
English Proficient	1437	97%	82%	25%	1436	93%	71%	14%
Limited English Proficient	268	90%	66%	7%	238	87%	49%	2%
Economically Disadvantaged	1173	95%	77%	18%	1196	91%	64%	10%
Not Disadvantaged	532	97%	86%	32%	478	94%	77%	18%
Migrant								
Not Migrant	1705	96%	79%	22%	1674	92%	68%	12%

### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	29	29	19	12	12	12	11	9

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 658	598-785	650-785	696-785*			
2008 Mean Score: 651						
Number of Tested Students:	1654	1598	1083	869	64	31

## 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>1657</b>	<b>100%</b>	<b>65%</b>	<b>4%</b>	<b>1650</b>	<b>97%</b>	<b>53%</b>	<b>2%</b>
Female	794	100%	70%	5%	792	98%	58%	3%
Male	863	100%	61%	3%	858	96%	48%	1%
American Indian or Alaska Native	7	100%	71%	14%	3	-	-	-
Black or African American	459	100%	59%	3%	427	96%	44%	1%
Hispanic or Latino	819	100%	63%	3%	857	96%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	103	100%	88%	14%	103	-	-	-
White	269	100%	74%	5%	260	98%	64%	4%
Multiracial								
Small Group Totals					106	100%	73%	8%
General-Education Students	1369	100%	73%	5%	1377	99%	60%	2%
Students with Disabilities	288	99%	31%	0%	273	87%	16%	0%
English Proficient	1450	100%	71%	4%	1408	98%	58%	2%
Limited English Proficient	207	99%	29%	0%	242	89%	19%	0%
Economically Disadvantaged	1397	100%	62%	3%	1381	97%	50%	1%
Not Disadvantaged	260	100%	83%	8%	269	96%	68%	5%
Migrant								
Not Migrant	1657	100%	65%	4%	1650	97%	53%	2%

### NOTES

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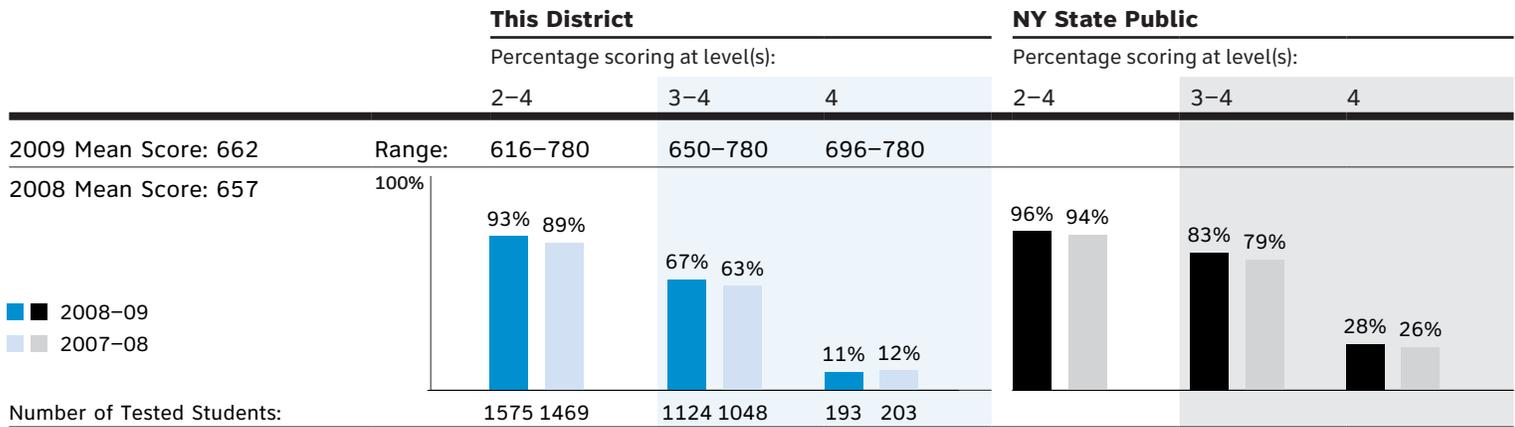
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	19	18	14	10	18	18	10	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	27	N/A	N/A	N/A	15	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>1690</b>	<b>93%</b>	<b>67%</b>	<b>11%</b>	<b>1659</b>	<b>89%</b>	<b>63%</b>	<b>12%</b>
Female	811	94%	67%	10%	796	90%	64%	12%
Male	879	92%	66%	13%	863	87%	62%	12%
American Indian or Alaska Native	7	100%	29%	0%	3	-	-	-
Black or African American	460	92%	58%	8%	426	84%	53%	7%
Hispanic or Latino	839	93%	65%	8%	865	88%	63%	9%
Asian or Native Hawaiian/Other Pacific Islander	109	99%	90%	29%	107	-	-	-
White	275	93%	77%	20%	258	94%	72%	22%
Multiracial								
Small Group Totals					110	97%	88%	37%
General-Education Students	1403	97%	73%	13%	1390	94%	72%	14%
Students with Disabilities	287	76%	34%	2%	269	58%	19%	2%
English Proficient	1454	94%	70%	13%	1405	90%	66%	14%
Limited English Proficient	236	85%	42%	3%	254	82%	47%	4%
Economically Disadvantaged	1416	93%	64%	9%	1401	88%	62%	9%
Not Disadvantaged	274	95%	81%	22%	258	91%	71%	28%
Migrant								
Not Migrant	1690	93%	67%	11%	1659	89%	63%	12%

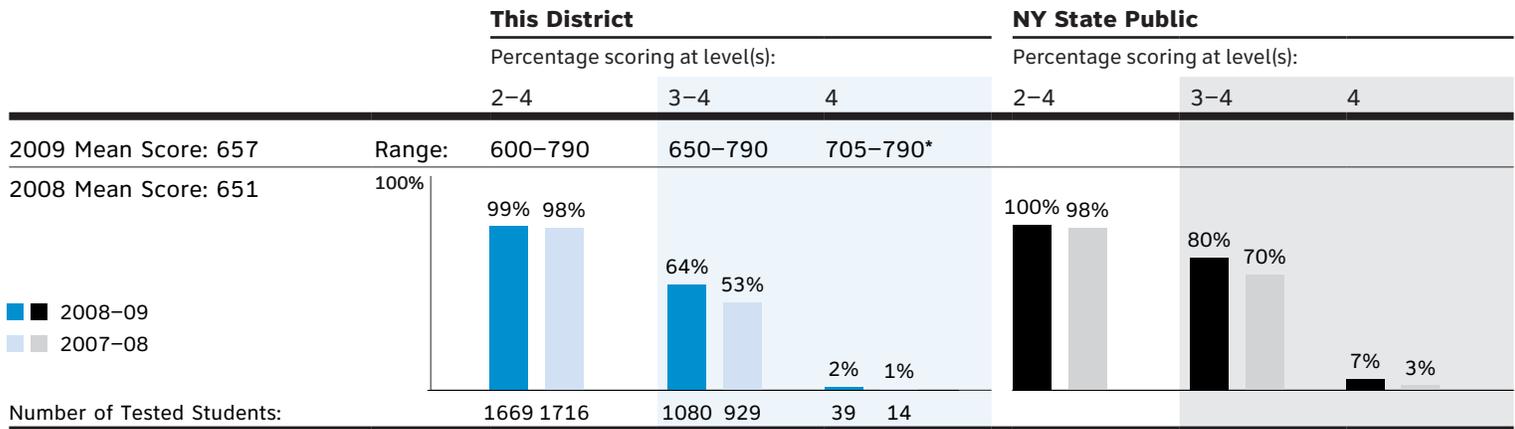
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	18	16	13	12	18	18	12	9

## 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>1678</b>	<b>99%</b>	<b>64%</b>	<b>2%</b>	<b>1753</b>	<b>98%</b>	<b>53%</b>	<b>1%</b>
Female	800	100%	70%	3%	820	98%	61%	1%
Male	878	99%	59%	1%	933	98%	46%	1%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	435	100%	56%	2%	509	98%	50%	1%
Hispanic or Latino	874	99%	63%	1%	880	97%	49%	0%
Asian or Native Hawaiian/Other Pacific Islander	103	-	-	-	101	-	-	-
White	263	99%	76%	4%	259	99%	64%	2%
Multiracial								
Small Group Totals	106	100%	77%	8%	105	99%	75%	1%
General-Education Students	1402	100%	71%	2%	1481	99%	60%	1%
Students with Disabilities	276	97%	32%	1%	272	91%	15%	0%
English Proficient	1486	100%	70%	3%	1571	99%	58%	1%
Limited English Proficient	192	98%	21%	1%	182	90%	12%	0%
Economically Disadvantaged	1424	100%	62%	2%	1478	98%	50%	0%
Not Disadvantaged	254	99%	76%	7%	275	98%	71%	3%
Migrant								
Not Migrant	1678	99%	64%	2%	1753	98%	53%	1%

### NOTES

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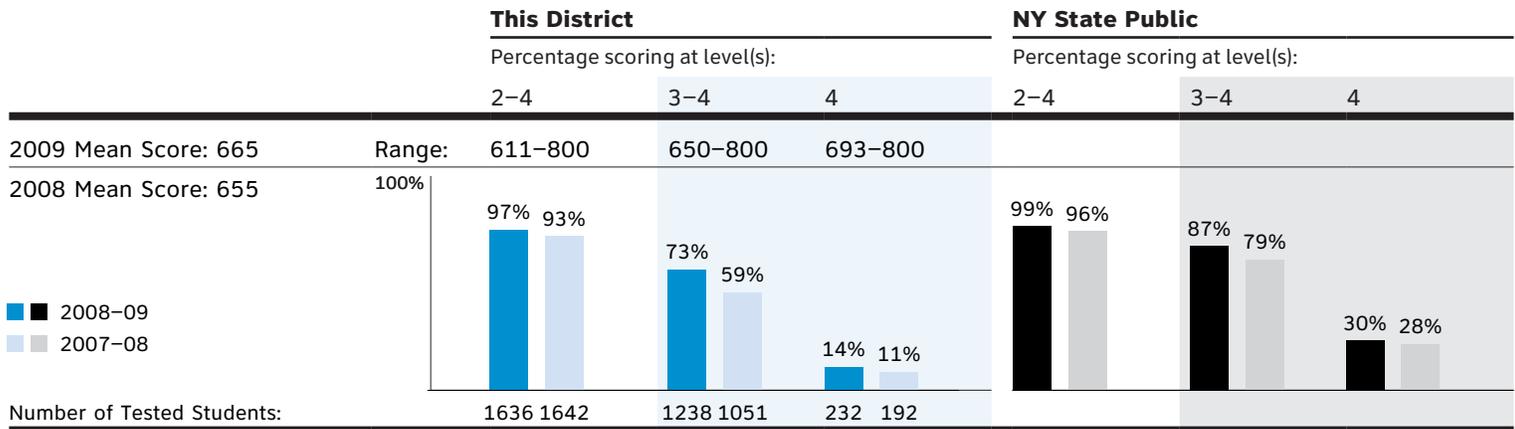
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	20	18	16	30	30	29	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	17	N/A	N/A	N/A	17	N/A	N/A	N/A

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

## This District's Results in Grade 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>1688</b>	<b>97%</b>	<b>73%</b>	<b>14%</b>	<b>1771</b>	<b>93%</b>	<b>59%</b>	<b>11%</b>
Female	810	97%	76%	15%	830	94%	62%	12%
Male	878	96%	71%	13%	941	91%	57%	10%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	430	96%	64%	7%	504	90%	52%	7%
Hispanic or Latino	890	97%	73%	11%	902	93%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	104	-	-	-	100	-	-	-
White	261	97%	84%	23%	261	95%	66%	21%
Multiracial								
Small Group Totals	107	100%	90%	37%	104	99%	89%	32%
General-Education Students	1411	99%	79%	15%	1501	96%	64%	13%
Students with Disabilities	277	86%	43%	6%	270	75%	33%	1%
English Proficient	1480	97%	77%	15%	1568	94%	63%	12%
Limited English Proficient	208	93%	50%	3%	203	82%	28%	1%
Economically Disadvantaged	1427	97%	72%	11%	1497	93%	57%	8%
Not Disadvantaged	261	97%	82%	29%	274	93%	70%	25%
Migrant								
Not Migrant	1688	97%	73%	14%	1771	93%	59%	11%

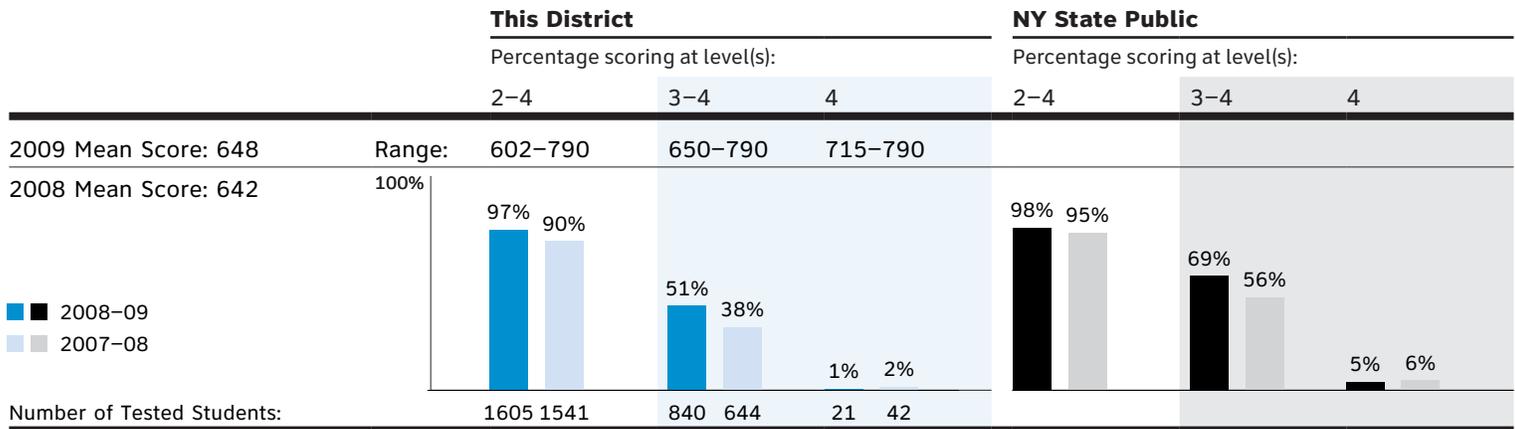
### NOTES

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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	20	18	17	13	30	28	24	10

## 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>1657</b>	<b>97%</b>	<b>51%</b>	<b>1%</b>	<b>1708</b>	<b>90%</b>	<b>38%</b>	<b>2%</b>
Female	776	97%	56%	2%	847	94%	46%	4%
Male	881	97%	46%	1%	861	86%	30%	1%
American Indian or Alaska Native	4	-	-	-	5	100%	40%	0%
Black or African American	471	97%	44%	1%	528	90%	30%	1%
Hispanic or Latino	844	96%	49%	1%	836	88%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	98	-	-	-	104	95%	51%	6%
White	240	99%	62%	2%	235	96%	51%	6%
Multiracial								
Small Group Totals	102	100%	74%	2%				
General-Education Students	1413	98%	57%	1%	1465	96%	43%	3%
Students with Disabilities	244	89%	14%	0%	243	57%	7%	0%
English Proficient	1500	98%	55%	1%	1574	92%	41%	3%
Limited English Proficient	157	83%	10%	0%	134	64%	4%	0%
Economically Disadvantaged	1399	97%	49%	1%	1422	90%	35%	2%
Not Disadvantaged	258	97%	61%	4%	286	90%	49%	6%
Migrant								
Not Migrant	1657	97%	51%	1%	1708	90%	38%	2%

### NOTES

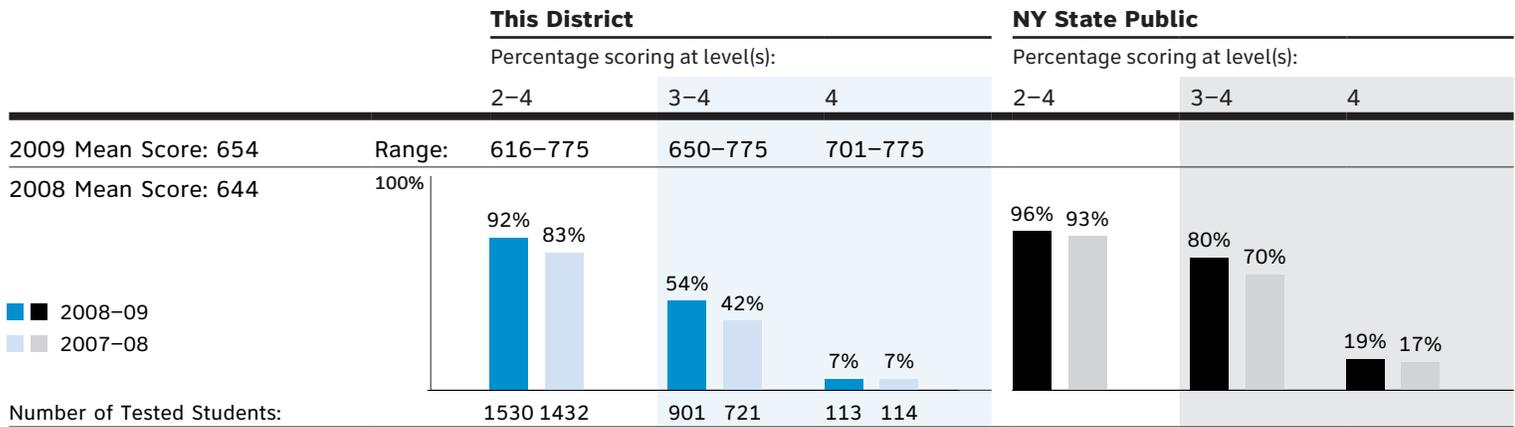
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	32	29	17	24	22	18	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	22	N/A	N/A	N/A	21	N/A	N/A	N/A

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

## This District's Results in Grade 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>1671</b>	<b>92%</b>	<b>54%</b>	<b>7%</b>	<b>1726</b>	<b>83%</b>	<b>42%</b>	<b>7%</b>
Female	793	90%	55%	8%	863	85%	43%	8%
Male	878	93%	53%	6%	863	81%	41%	5%
American Indian or Alaska Native	4	-	-	-	5	80%	20%	0%
Black or African American	469	86%	45%	5%	521	79%	31%	3%
Hispanic or Latino	850	93%	52%	4%	853	83%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	100	-	-	-	112	89%	63%	20%
White	248	92%	64%	13%	235	91%	57%	14%
Multiracial								
Small Group Totals	104	99%	84%	24%				
General-Education Students	1421	94%	58%	8%	1490	87%	46%	8%
Students with Disabilities	250	78%	28%	0%	236	55%	16%	0%
English Proficient	1491	93%	57%	8%	1560	85%	44%	7%
Limited English Proficient	180	82%	28%	1%	166	60%	20%	0%
Economically Disadvantaged	1403	92%	52%	5%	1447	83%	39%	5%
Not Disadvantaged	268	91%	65%	16%	279	84%	55%	13%
Migrant								
Not Migrant	1671	92%	54%	7%	1726	83%	42%	7%

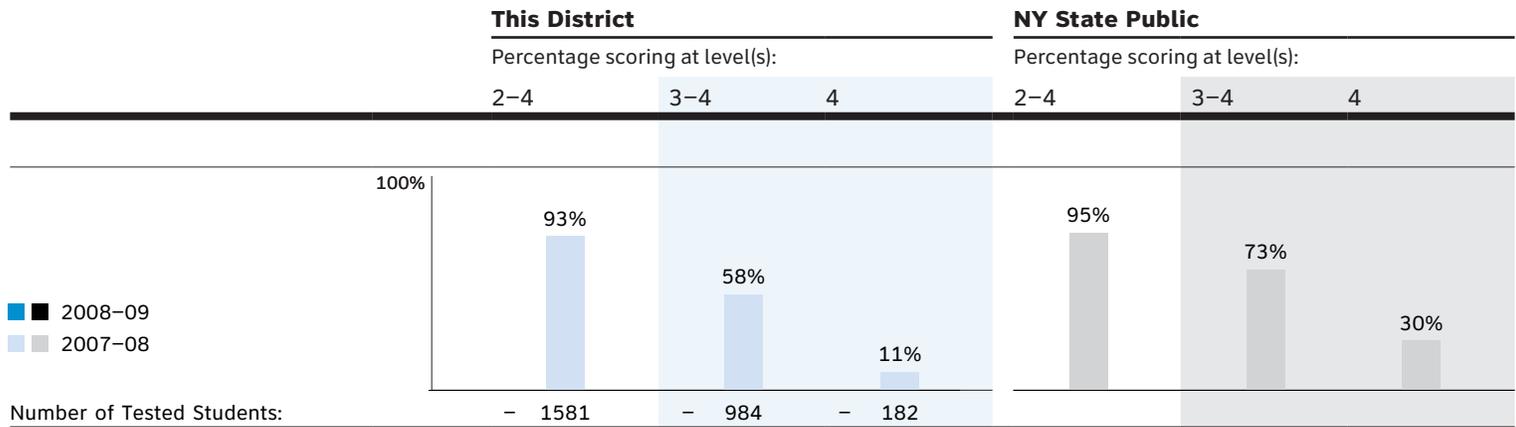
### NOTES

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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 8 Equivalent	32	29	26	15	24	21	20	14

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1672</b>	<b>90%</b>	<b>54%</b>	<b>9%</b>	<b>1702</b>	<b>93%</b>	<b>58%</b>	<b>11%</b>
Female	789	91%	53%	8%	850	94%	58%	11%
Male	883	90%	55%	10%	852	91%	58%	10%
American Indian or Alaska Native	4	-	-	-	5	100%	40%	0%
Black or African American	461	85%	44%	5%	513	90%	45%	6%
Hispanic or Latino	859	91%	52%	8%	840	92%	59%	10%
Asian or Native Hawaiian/Other Pacific Islander	101	-	-	-	110	95%	69%	21%
White	247	94%	68%	17%	234	98%	74%	19%
Multiracial								
Small Group Totals	105	100%	89%	19%				
General-Education Students	1421	93%	59%	10%	1470	95%	62%	12%
Students with Disabilities	251	75%	25%	1%	232	79%	32%	1%
English Proficient	1490	92%	58%	10%	1538	94%	61%	12%
Limited English Proficient	182	76%	23%	1%	164	82%	27%	1%
Economically Disadvantaged	1394	90%	52%	7%	1431	92%	55%	9%
Not Disadvantaged	278	89%	65%	19%	271	94%	70%	20%
Migrant								
Not Migrant	1672	90%	54%	9%	1702	93%	58%	11%

### 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	32	32	30	22	24	23	17	14
Regents Science	2	-	-	-	5	4	3	1

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

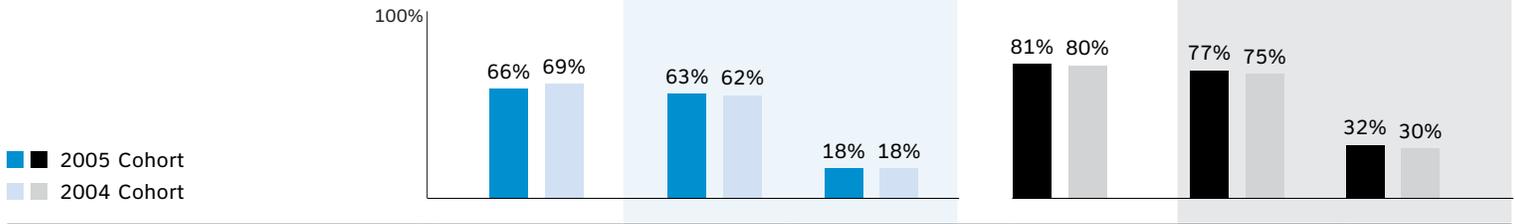
### NY State Public

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
<b>All Students</b>	<b>2072</b>	<b>66%</b>	<b>63%</b>	<b>18%</b>	<b>1832</b>	<b>69%</b>	<b>62%</b>	<b>18%</b>
Female	977	72%	69%	23%	906	75%	68%	24%
Male	1095	60%	56%	14%	926	63%	56%	13%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	624	57%	54%	13%	510	63%	55%	15%
Hispanic or Latino	959	66%	62%	15%	875	68%	60%	11%
Asian or Native Hawaiian/Other Pacific Islander	140	-	-	-	115	-	-	-
White	348	71%	68%	25%	331	75%	70%	32%
Multiracial								
Small Group Totals	141	87%	86%	46%	116	88%	84%	46%
General-Education Students	1666	77%	75%	22%	1543	77%	70%	21%
Students with Disabilities	406	17%	13%	1%	289	24%	18%	2%
English Proficient	1943	66%	63%	19%	1739	70%	63%	19%
Limited English Proficient	129	53%	50%	1%	93	43%	35%	2%
Economically Disadvantaged	1515	73%	70%	19%	1200	78%	70%	19%
Not Disadvantaged	557	46%	43%	16%	632	51%	46%	17%
Migrant								
Not Migrant	2072	66%	63%	18%	1832	69%	62%	18%

### NOTES

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

## Other Assessments

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

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

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

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

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

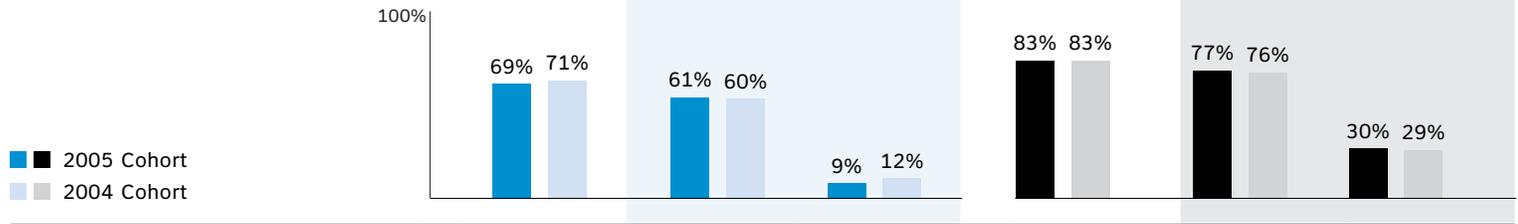
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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>2072</b>	<b>69%</b>	<b>61%</b>	<b>9%</b>	<b>1832</b>	<b>71%</b>	<b>60%</b>	<b>12%</b>
Female	977	73%	64%	9%	906	75%	64%	13%
Male	1095	66%	57%	9%	926	67%	56%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	624	61%	52%	5%	510	64%	51%	7%
Hispanic or Latino	959	70%	60%	6%	875	70%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	140	-	-	-	115	-	-	-
White	348	74%	66%	16%	331	77%	68%	22%
Multiracial								
Small Group Totals	141	91%	89%	35%	116	93%	86%	34%
General-Education Students	1666	82%	73%	11%	1543	79%	68%	14%
Students with Disabilities	406	18%	11%	1%	289	27%	19%	1%
English Proficient	1943	70%	61%	10%	1739	72%	61%	12%
Limited English Proficient	129	57%	49%	2%	93	54%	34%	4%
Economically Disadvantaged	1515	76%	67%	9%	1200	80%	68%	12%
Not Disadvantaged	557	50%	43%	9%	632	54%	45%	11%
Migrant								
Not Migrant	2072	69%	61%	9%	1832	71%	60%	12%

### 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.

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