



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #25**

District ID **34-25-00-01-0000**

Superintendent **DIANE KAY**

Telephone **(718) 281-7605**

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	879	1138	1169
Kindergarten	2096	2134	2334
Grade 1	2276	2112	2305
Grade 2	2080	2102	2128
Grade 3	1943	1962	2167
Grade 4	2002	1932	2012
Grade 5	2037	1989	1952
Grade 6	2087	2080	2080
Ungraded Elementary	1009	1157	1254
Grade 7	2197	2087	2103
Grade 8	2184	2217	2136
Grade 9	3032	2998	3310
Grade 10	1999	2276	2247
Grade 11	1486	1406	1599
Grade 12	1233	1569	1450
Ungraded Secondary	711	752	882
<b>Total K-12</b>	<b>28372</b>	<b>28773</b>	<b>29959</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	24	24	24
<b>Grade 8</b>			
English	27	28	29
Mathematics	28	28	29
Science	29	29	29
Social Studies	29	29	30
<b>Grade 10</b>			
English	29	29	28
Mathematics	31	28	30
Science	30	28	28
Social Studies	30	30	29

### 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.

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	15744	55%	15527	54%	16884	56%
Reduced-Price Lunch	4280	15%	4138	14%	4231	14%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	5270	19%	5714	20%	5956	20%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	64	0%	66	0%	76	0%
Black or African American	2942	10%	3264	11%	3266	11%
Hispanic or Latino	8604	30%	8761	30%	9038	30%
Asian or Native Hawaiian/Other Pacific Islander	11429	40%	11462	40%	12312	41%
White	5333	19%	5220	18%	5267	18%
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						0%
Student Suspensions	1027	4%	1023	4%	1284	4%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	2011	2018	2133
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	7%	5%	4%
Percent with Fewer Than Three Years of Experience	9%	9%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	53%	54%
<b>Total Number of Core Classes</b>	4085	4703	4692
Percent Not Taught by Highly Qualified Teachers	8%	5%	4%
<b>Total Number of Classes</b>	5381	5656	5682
Percent Taught by Teachers Without Appropriate Certification	9%	6%	5%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%		10%
Turnover Rate of All Teachers	12%		9%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	0	0

\* 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			—			—
Limited English Proficient			—			—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	3 of 8	3 of 8	1 of 1

#### AYP Status


- Made AYP
- 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> (13773:13120)			99%		182	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (24:21)	—	—	—	—	—	—	—
Black or African American (1071:1032)			99%		173	141	
Hispanic or Latino (3349:3207)			99%		175	142	
Asian or Native Hawaiian/Other Pacific Islander (6315:5922)			100%		185	143	
White (3000:2925)			99%		185	142	
Multiracial (14:13)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2457:2342)			97%		149	142	
Limited English Proficient <sup>5</sup> (2147:2654)			100%		160	142	
Economically Disadvantaged (11208:10664)			100%		181	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> (13846:13324)			99%		192	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (24:23)	—	—	—	—	—	—	—
Black or African American (1079:1031)			99%		182	116	
Hispanic or Latino (3357:3226)			99%		188	117	
Asian or Native Hawaiian/Other Pacific Islander (6365:6102)			100%		196	118	
White (3007:2928)			99%		193	117	
Multiracial (14:14)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2452:2338)			97%		173	117	
Limited English Proficient <sup>5</sup> (2200:2903)			100%		188	117	
Economically Disadvantaged (11270:10855)			100%		193	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> (4607:4341)		Qualified		98%		180	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—	—
Black or African American (345:318)		Qualified		96%		165	100	
Hispanic or Latino (1166:1094)		Qualified		98%		171	100	
Asian or Native Hawaiian/Other Pacific Islander (2071:1943)		Qualified		98%		185	100	
White (1011:972)		Qualified		98%		184	100	
Multiracial (4:4)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (820:763)		Qualified		95%		157	100	
Limited English Proficient <sup>4</sup> (714:883)		Qualified		98%		157	100	
Economically Disadvantaged (3734:3524)		Qualified		98%		178	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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


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


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

#### AYP Status

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


























## Secondary-Level English Language Arts

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

**Accountability Measures** 3 of 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> (1740:1653)			99%		161	168	166	165
<b>Ethnicity</b>								
American Indian or Alaska Native (7:9)	—	—	—	—	—	—	—	—
Black or African American (356:316)			99%		153	165	158‡	158
Hispanic or Latino (733:698)			99%		157	167	155‡	161
Asian or Native Hawaiian/Other Pacific Islander (475:448)			100%		174	166		
White (166:169)			99%		170	163		
Multiracial (3:13)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (95:181)			100%		95	163	112‡	106
Limited English Proficient <sup>5</sup> (341:373)			100%		134	165	134‡	141
Economically Disadvantaged (1270:1258)			100%		168	168		
<b>Final AYP Determination</b>	 3 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.


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

#### AYP Status

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


























## Secondary-Level Mathematics

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

**Accountability Measures** 3 of 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> (1740:1653)			99%		161	163	163	165
<b>Ethnicity</b>								
American Indian or Alaska Native (7:9)	—	—	—	—	—	—	—	—
Black or African American (356:316)			99%		144	160	152‡	150
Hispanic or Latino (733:698)			99%		154	162	158‡	159
Asian or Native Hawaiian/Other Pacific Islander (475:448)			100%		187	161	—	—
White (166:169)			99%		169	158	—	—
Multiracial (3:13)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (95:181)			100%		92	158	111‡	103
Limited English Proficient <sup>5</sup> (341:373)			99%		155	160	152‡	160
Economically Disadvantaged (1270:1258)			100%		169	163	—	—
<b>Final AYP Determination</b>	 3 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.


‡ 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> (2204) 		60%	55%			
<b>Ethnicity</b>						
American Indian or Alaska Native (6)		–	–			
Black or African American (468)		53%	55%	55%	54%	
Hispanic or Latino (896)		49%	55%	51%	50%	
Asian or Native Hawaiian/Other Pacific Islander (604)		77%	55%			
White (228)		73%	55%			
Multiracial (2)		–	–			
<b>Other Groups</b>						
Students with Disabilities (210)		24%	55%	27%	25%	
Limited English Proficient <sup>2</sup> (448)		48%	55%	51%	49%	
Economically Disadvantaged (1319)		62%	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 NEW YORK CITY GEOGRAPHIC DISTRICT #25

District ID 34-25-00-01-0000

## Summary of 2008–09 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	82%			2286
Grade 4	82%			2131
Grade 5	87%			2072
Grade 6	85%			2186
Grade 7	84%			2234
Grade 8	77%			2210
<b>Mathematics</b>				
Grade 3	97%			2346
Grade 4	95%			2191
Grade 5	95%			2148
Grade 6	91%			2265
Grade 7	93%			2330
Grade 8	89%			2291
<b>Science</b>				
Grade 4	90%			2193
Grade 8	71%			2042

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	67%			1949
Mathematics	66%			1949

### 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.

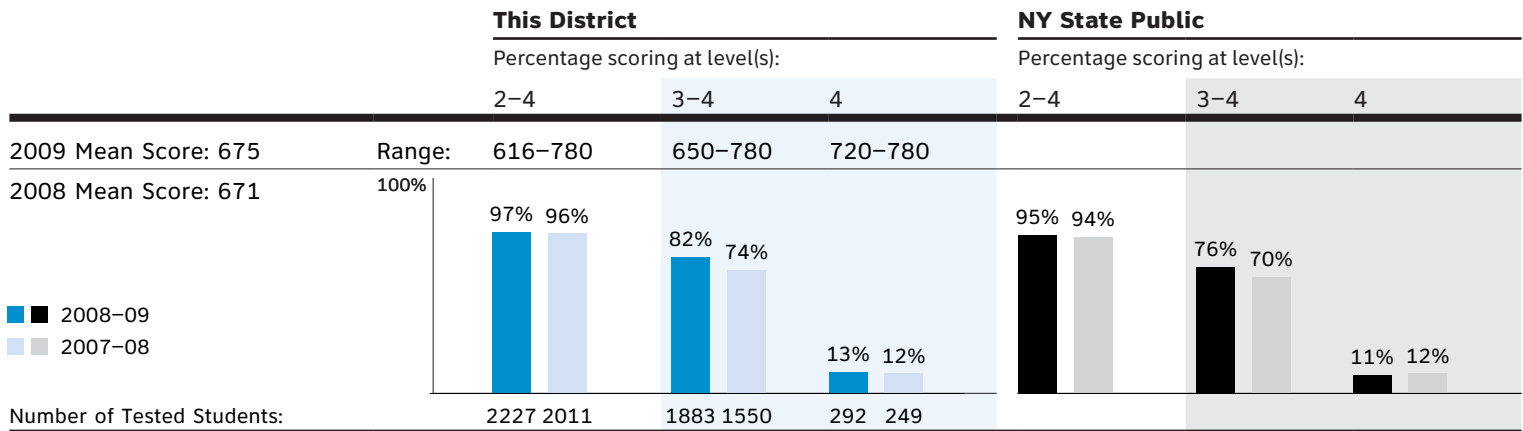
### This District's N/RC Category:

#### NYC Public Schools

This is New York City, a uniquely large and complex district with 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>2286</b>	<b>97%</b>	<b>82%</b>	<b>13%</b>	<b>2084</b>	<b>96%</b>	<b>74%</b>	<b>12%</b>
Female	1122	98%	86%	15%	968	96%	77%	13%
Male	1164	97%	79%	10%	1116	97%	72%	11%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	174	93%	68%	6%	156	92%	64%	7%
Hispanic or Latino	501	96%	72%	7%	504	95%	66%	8%
Asian or Native Hawaiian/Other Pacific Islander	1112	99%	88%	17%	908	98%	79%	14%
White	493	98%	85%	13%	508	97%	78%	13%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	100%	83%	17%	8	88%	38%	13%
General-Education Students	1899	100%	89%	15%	1666	99%	82%	14%
Students with Disabilities	387	87%	50%	3%	418	88%	45%	4%
English Proficient	1876	98%	87%	15%	1693	98%	82%	14%
Limited English Proficient	410	94%	60%	2%	391	90%	43%	1%
Economically Disadvantaged	1824	97%	80%	10%	1531	96%	70%	9%
Not Disadvantaged	462	98%	92%	22%	553	99%	86%	20%
Migrant								
Not Migrant	2286	97%	82%	13%	2084	96%	74%	12%

### NOTES

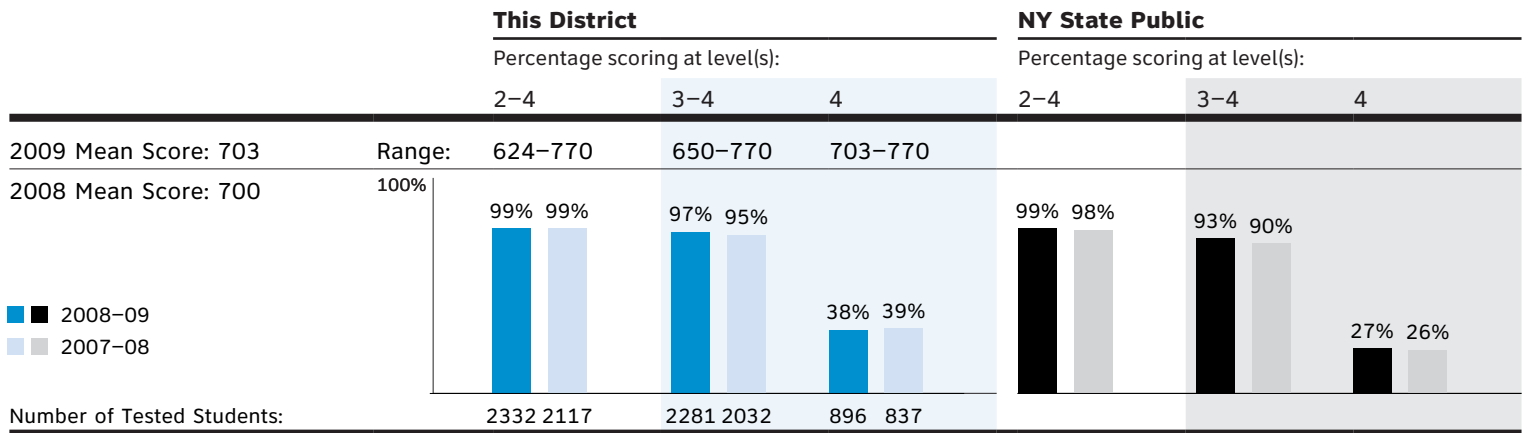
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	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	34	33	32	28	18	16	16	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	51	N/A	N/A	N/A	36	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>2346</b>	<b>99%</b>	<b>97%</b>	<b>38%</b>	<b>2144</b>	<b>99%</b>	<b>95%</b>	<b>39%</b>
Female	1152	100%	98%	40%	995	99%	95%	38%
Male	1194	99%	97%	37%	1149	99%	95%	40%
American Indian or Alaska Native	3	-	-	-	8	-	-	-
Black or African American	174	98%	90%	12%	157	97%	85%	15%
Hispanic or Latino	505	100%	96%	21%	518	98%	92%	20%
Asian or Native Hawaiian/Other Pacific Islander	1164	100%	99%	51%	952	100%	98%	56%
White	497	99%	97%	35%	508	98%	95%	34%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	100%	100%	17%	9	100%	89%	0%
General-Education Students	1954	100%	99%	44%	1730	100%	97%	45%
Students with Disabilities	392	97%	88%	12%	414	95%	85%	15%
English Proficient	1881	100%	98%	42%	1691	99%	96%	43%
Limited English Proficient	465	99%	94%	23%	453	97%	90%	24%
Economically Disadvantaged	1881	99%	97%	36%	1590	99%	94%	35%
Not Disadvantaged	465	100%	97%	48%	554	99%	97%	51%
Migrant								
Not Migrant	2346	99%	97%	38%	2144	99%	95%	39%

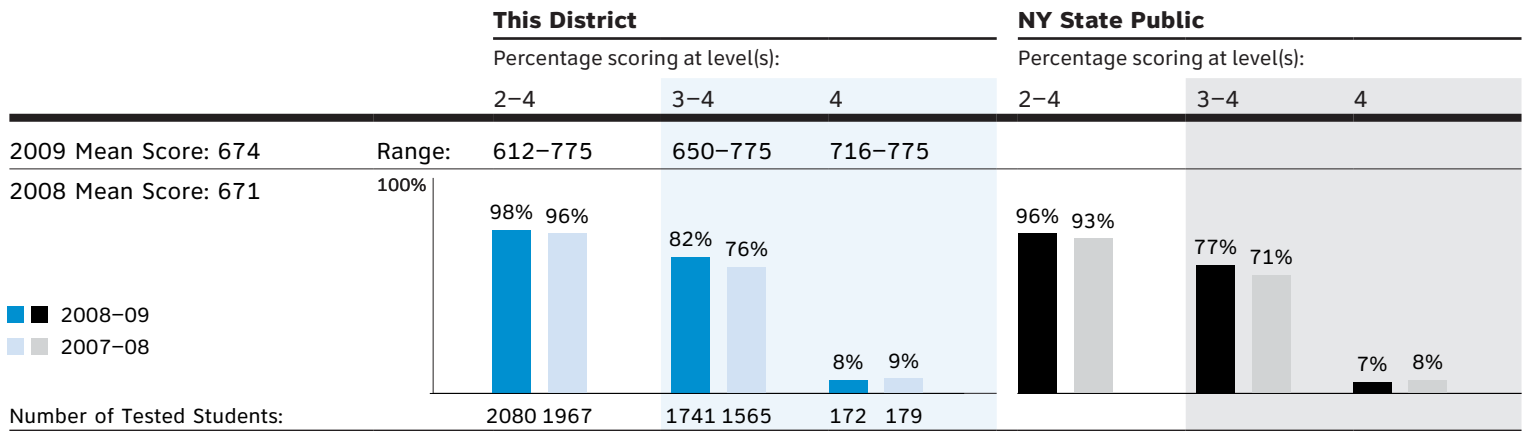
### NOTES

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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	34	32	32	28	18	18	18	13

## 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>2131</b>	<b>98%</b>	<b>82%</b>	<b>8%</b>	<b>2053</b>	<b>96%</b>	<b>76%</b>	<b>9%</b>
Female	982	98%	85%	9%	972	97%	79%	11%
Male	1149	98%	79%	7%	1081	95%	73%	6%
American Indian or Alaska Native	5	-	-	-	5	100%	40%	0%
Black or African American	163	96%	74%	1%	167	95%	66%	2%
Hispanic or Latino	530	96%	75%	5%	517	96%	71%	5%
Asian or Native Hawaiian/Other Pacific Islander	935	98%	86%	10%	914	97%	81%	12%
White	495	98%	83%	9%	450	94%	76%	9%
Multiracial	3	-	-	-				
Small Group Totals	8	100%	63%	0%				
General-Education Students	1714	99%	89%	10%	1657	99%	85%	11%
Students with Disabilities	417	90%	52%	1%	396	83%	41%	1%
English Proficient	1808	99%	87%	9%	1756	97%	82%	10%
Limited English Proficient	323	91%	52%	0%	297	87%	41%	0%
Economically Disadvantaged	1742	97%	79%	7%	1524	95%	73%	7%
Not Disadvantaged	389	99%	92%	13%	529	98%	87%	13%
Migrant								
Not Migrant	2131	98%	82%	8%	2053	96%	76%	9%

### NOTES

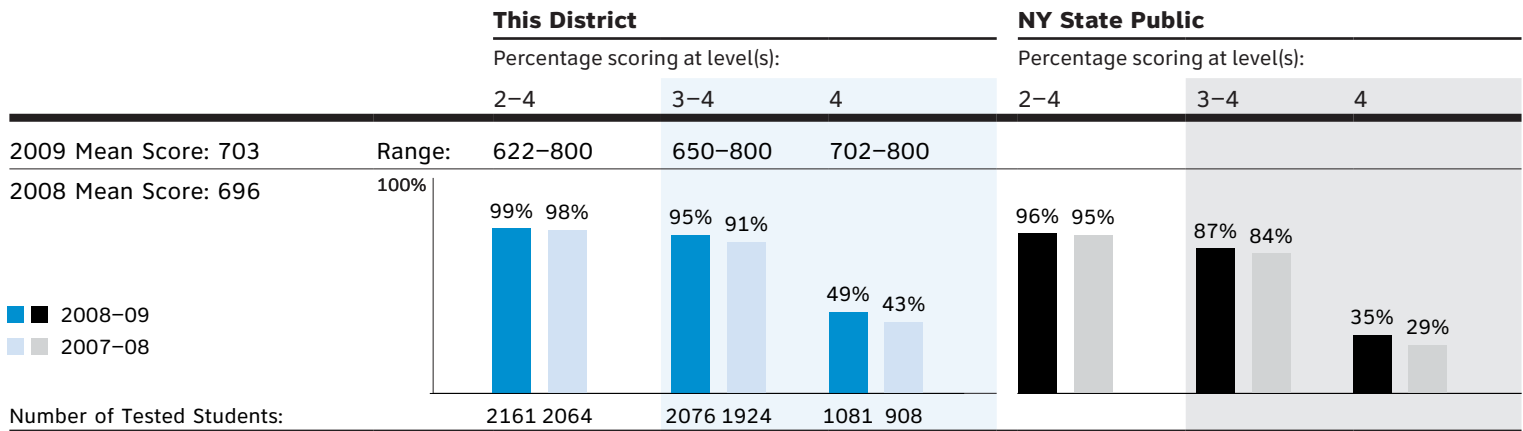
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	36	30	26	22	29	27	26	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	50	N/A	N/A	N/A	38	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>2191</b>	<b>99%</b>	<b>95%</b>	<b>49%</b>	<b>2103</b>	<b>98%</b>	<b>91%</b>	<b>43%</b>
Female	1005	99%	96%	47%	994	98%	92%	42%
Male	1186	99%	94%	51%	1109	98%	91%	44%
American Indian or Alaska Native	5	-	-	-	5	100%	60%	0%
Black or African American	164	98%	88%	22%	162	97%	81%	17%
Hispanic or Latino	540	97%	91%	31%	530	98%	88%	28%
Asian or Native Hawaiian/Other Pacific Islander	980	99%	98%	68%	951	99%	96%	58%
White	499	99%	95%	43%	455	97%	89%	39%
Multiracial	3	-	-	-				
Small Group Totals	8	100%	75%	25%				
General-Education Students	1775	100%	97%	56%	1706	100%	97%	51%
Students with Disabilities	416	94%	84%	19%	397	91%	69%	11%
English Proficient	1812	99%	97%	54%	1751	98%	93%	48%
Limited English Proficient	379	96%	86%	28%	352	97%	82%	20%
Economically Disadvantaged	1798	99%	94%	47%	1568	98%	90%	40%
Not Disadvantaged	393	99%	98%	59%	535	99%	95%	53%
Migrant								
Not Migrant	2191	99%	95%	49%	2103	98%	91%	43%

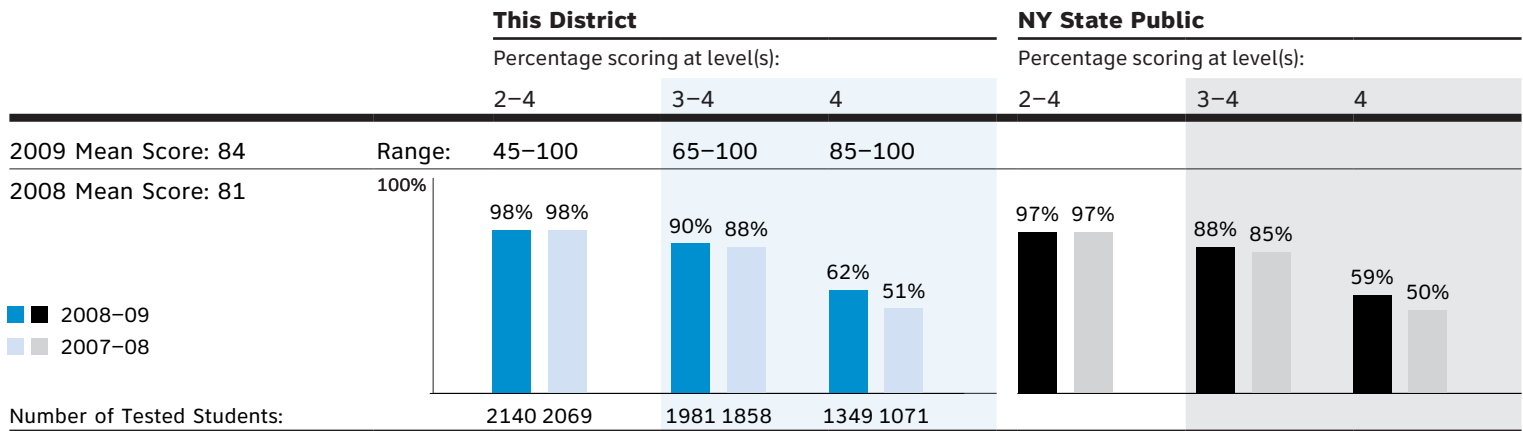
### NOTES

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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	36	34	28	21	30	29	27	21

## 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>2193</b>	<b>98%</b>	<b>90%</b>	<b>62%</b>	<b>2103</b>	<b>98%</b>	<b>88%</b>	<b>51%</b>
Female	1009	98%	91%	59%	996	98%	88%	50%
Male	1184	98%	90%	63%	1107	98%	89%	52%
American Indian or Alaska Native	5	-	-	-	5	100%	80%	20%
Black or African American	164	98%	85%	46%	163	98%	80%	34%
Hispanic or Latino	537	96%	86%	50%	527	98%	85%	40%
Asian or Native Hawaiian/Other Pacific Islander	987	98%	93%	69%	954	98%	91%	59%
White	497	98%	92%	65%	454	99%	89%	54%
Multiracial	3	-	-	-				
Small Group Totals	8	100%	88%	63%				
General-Education Students	1780	99%	93%	67%	1709	99%	93%	57%
Students with Disabilities	413	92%	78%	38%	394	95%	70%	24%
English Proficient	1815	99%	94%	68%	1758	99%	92%	57%
Limited English Proficient	378	91%	72%	29%	345	95%	71%	21%
Economically Disadvantaged	1799	97%	89%	59%	1571	98%	86%	46%
Not Disadvantaged	394	99%	97%	72%	532	99%	95%	64%
Migrant								
Not Migrant	2193	98%	90%	62%	2103	98%	88%	51%

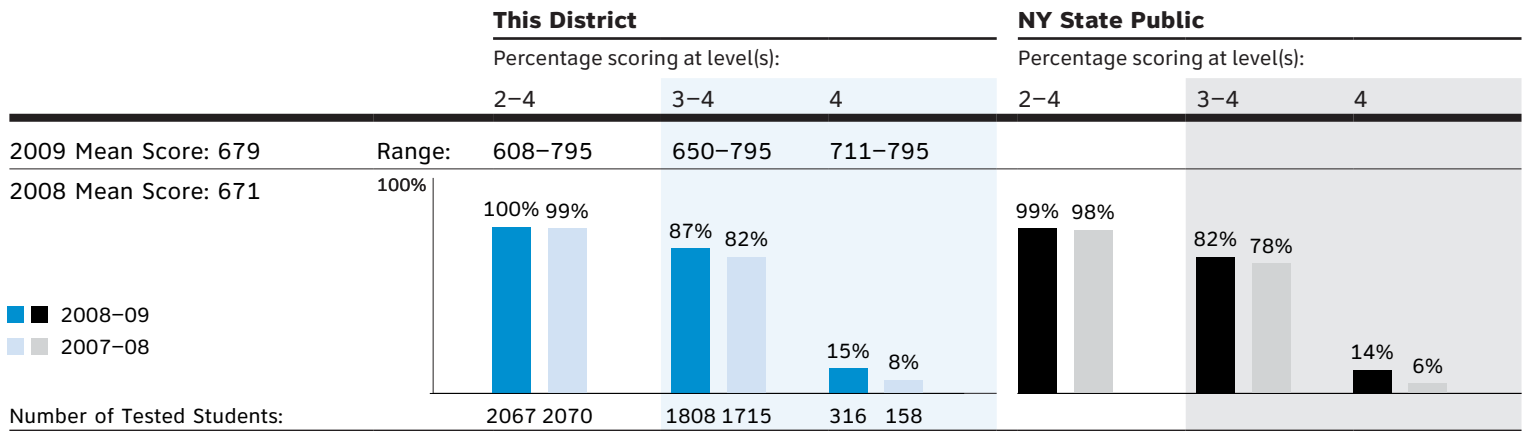
### NOTES

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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	36	35	32	29	29	28	28	26

## 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>2072</b>	<b>100%</b>	<b>87%</b>	<b>15%</b>	<b>2099</b>	<b>99%</b>	<b>82%</b>	<b>8%</b>
Female	991	100%	88%	17%	967	99%	87%	9%
Male	1081	100%	87%	13%	1132	98%	77%	6%
American Indian or Alaska Native	6	100%	50%	0%	2	-	-	-
Black or African American	165	100%	75%	5%	157	-	-	-
Hispanic or Latino	526	100%	86%	8%	502	99%	72%	3%
Asian or Native Hawaiian/Other Pacific Islander	926	100%	90%	21%	982	98%	84%	10%
White	449	100%	88%	15%	455	98%	88%	9%
Multiracial					1	-	-	-
Small Group Totals					160	99%	78%	3%
General-Education Students	1698	100%	93%	18%	1728	99%	88%	9%
Students with Disabilities	374	99%	59%	2%	371	95%	52%	1%
English Proficient	1808	100%	91%	17%	1846	99%	88%	9%
Limited English Proficient	264	99%	62%	2%	253	94%	39%	0%
Economically Disadvantaged	1686	100%	86%	14%	1512	99%	78%	6%
Not Disadvantaged	386	100%	92%	22%	587	99%	90%	13%
Migrant								
Not Migrant	2072	100%	87%	15%	2099	99%	82%	8%

### NOTES

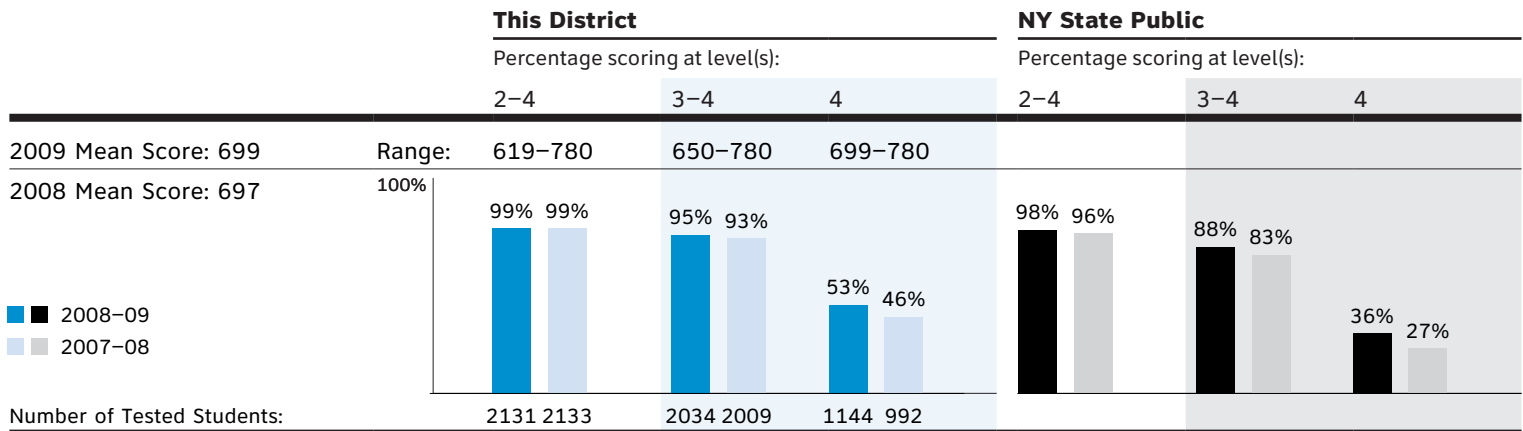
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	40	39	37	30	17	16	16	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	57	N/A	N/A	N/A	45	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>2148</b>	<b>99%</b>	<b>95%</b>	<b>53%</b>	<b>2165</b>	<b>99%</b>	<b>93%</b>	<b>46%</b>
Female	1021	100%	95%	53%	1004	99%	93%	47%
Male	1127	99%	94%	53%	1161	98%	93%	45%
American Indian or Alaska Native	6	100%	67%	17%	2	-	-	-
Black or African American	167	99%	84%	20%	155	-	-	-
Hispanic or Latino	540	99%	93%	38%	519	97%	87%	25%
Asian or Native Hawaiian/Other Pacific Islander	978	100%	98%	69%	1031	99%	97%	62%
White	457	98%	94%	49%	457	99%	94%	43%
Multiracial					1	-	-	-
Small Group Totals					158	97%	82%	22%
General-Education Students	1771	100%	98%	60%	1796	99%	97%	53%
Students with Disabilities	377	96%	80%	20%	369	94%	75%	13%
English Proficient	1813	99%	96%	57%	1848	99%	94%	49%
Limited English Proficient	335	99%	89%	36%	317	95%	84%	26%
Economically Disadvantaged	1753	99%	94%	51%	1575	98%	92%	43%
Not Disadvantaged	395	99%	96%	63%	590	99%	96%	54%
Migrant								
Not Migrant	2148	99%	95%	53%	2165	99%	93%	46%

### NOTES

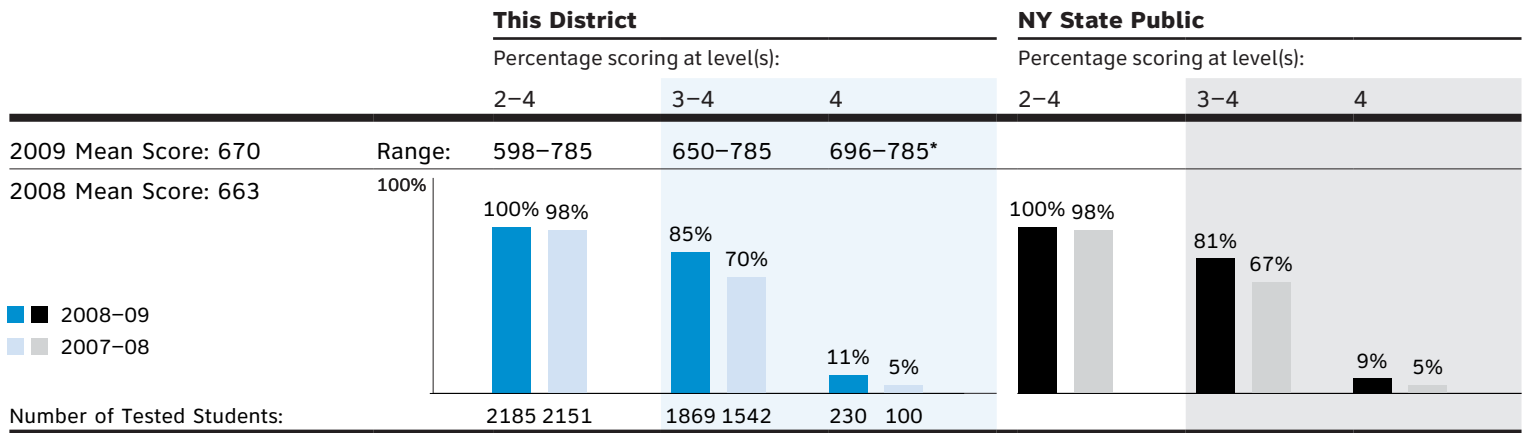
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	41	39	38	35	17	17	16	10



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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2186</b>	<b>100%</b>	<b>85%</b>	<b>11%</b>	<b>2188</b>	<b>98%</b>	<b>70%</b>	<b>5%</b>
Female	1002	100%	90%	15%	1084	99%	74%	6%
Male	1184	100%	82%	7%	1104	98%	67%	3%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	181	-	-	-	173	-	-	-
Hispanic or Latino	520	100%	77%	4%	558	98%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	1009	100%	88%	15%	957	98%	77%	7%
White	472	100%	89%	11%	497	98%	75%	5%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	185	100%	85%	6%	176	98%	59%	2%
General-Education Students	1834	100%	90%	12%	1811	99%	78%	6%
Students with Disabilities	352	100%	60%	1%	377	95%	35%	0%
English Proficient	1931	100%	90%	12%	1953	99%	76%	5%
Limited English Proficient	255	100%	50%	0%	235	90%	20%	0%
Economically Disadvantaged	1835	100%	85%	9%	1511	98%	66%	4%
Not Disadvantaged	351	100%	88%	17%	677	99%	80%	7%
Migrant								
Not Migrant	2186	100%	85%	11%	2188	98%	70%	5%

### NOTES

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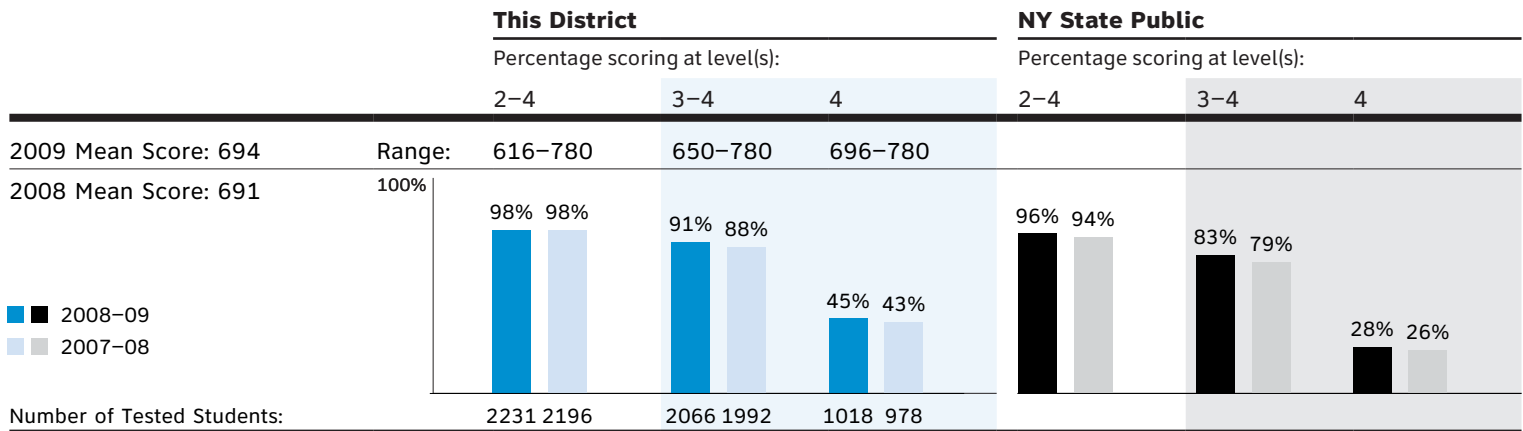
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	22	21	20	19	29	28	28	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	69	N/A	N/A	N/A	57	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>2265</b>	<b>98%</b>	<b>91%</b>	<b>45%</b>	<b>2251</b>	<b>98%</b>	<b>88%</b>	<b>43%</b>
Female	1038	99%	93%	49%	1113	98%	89%	44%
Male	1227	98%	90%	42%	1138	97%	88%	43%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	181	-	-	-	174	-	-	-
Hispanic or Latino	533	97%	84%	25%	568	96%	81%	22%
Asian or Native Hawaiian/Other Pacific Islander	1074	99%	95%	58%	1007	100%	95%	58%
White	473	99%	94%	45%	499	97%	88%	46%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	185	98%	82%	25%	177	92%	75%	20%
General-Education Students	1914	99%	95%	51%	1877	99%	93%	50%
Students with Disabilities	351	96%	71%	12%	374	91%	65%	10%
English Proficient	1935	99%	94%	49%	1955	98%	91%	47%
Limited English Proficient	330	94%	77%	20%	296	94%	75%	21%
Economically Disadvantaged	1912	99%	91%	44%	1569	98%	87%	39%
Not Disadvantaged	353	98%	93%	52%	682	98%	91%	54%
Migrant								
Not Migrant	2265	98%	91%	45%	2251	98%	88%	43%

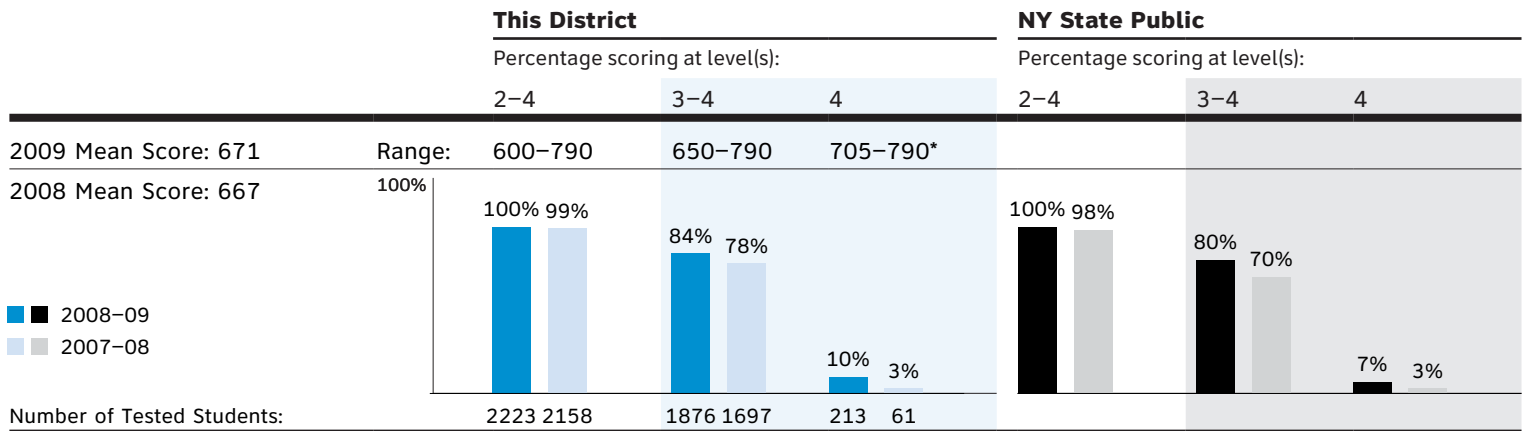
### NOTES

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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	22	22	20	16	29	29	28	25

## 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>2234</b>	<b>100%</b>	<b>84%</b>	<b>10%</b>	<b>2184</b>	<b>99%</b>	<b>78%</b>	<b>3%</b>
Female	1095	100%	88%	11%	1078	99%	83%	4%
Male	1139	99%	80%	8%	1106	99%	73%	2%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	187	-	-	-	157	99%	61%	1%
Hispanic or Latino	561	100%	78%	5%	580	99%	72%	2%
Asian or Native Hawaiian/Other Pacific Islander	982	99%	85%	12%	971	99%	82%	4%
White	500	100%	90%	12%	470	99%	81%	3%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	191	100%	81%	4%	6	100%	100%	0%
General-Education Students	1884	100%	89%	11%	1845	99%	84%	3%
Students with Disabilities	350	99%	58%	0%	339	96%	45%	1%
English Proficient	1995	100%	90%	11%	1987	100%	83%	3%
Limited English Proficient	239	96%	33%	0%	197	91%	23%	1%
Economically Disadvantaged	1837	100%	83%	9%	1492	99%	75%	2%
Not Disadvantaged	397	99%	90%	14%	692	99%	85%	4%
Migrant								
Not Migrant	2234	100%	84%	10%	2184	99%	78%	3%

### NOTES

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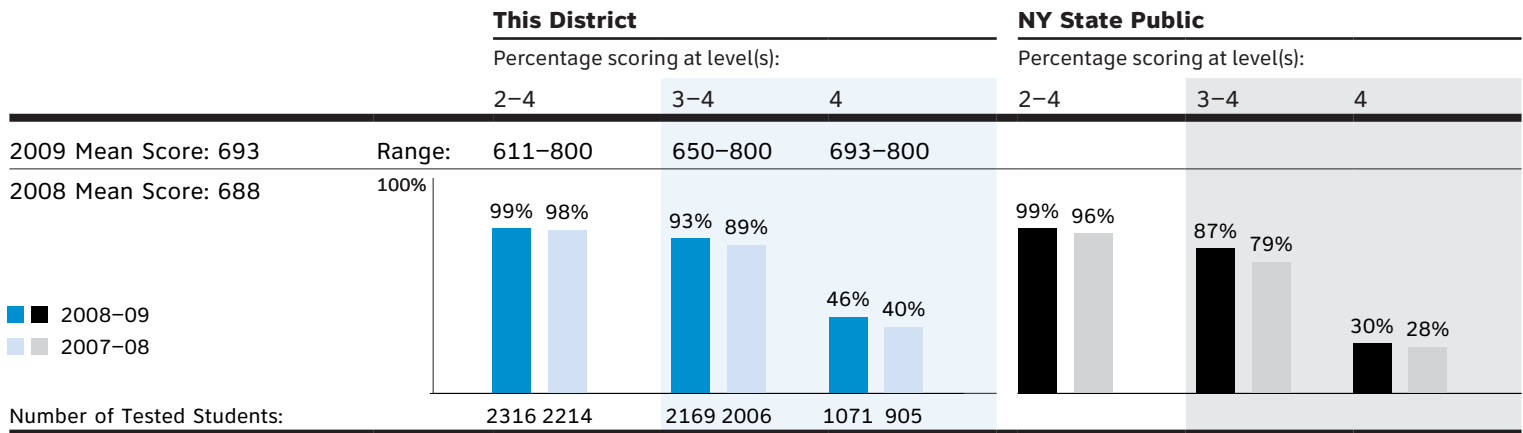
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	29	29	29	29	34	34	33	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	75	N/A	N/A	N/A	51	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>2330</b>	<b>99%</b>	<b>93%</b>	<b>46%</b>	<b>2248</b>	<b>98%</b>	<b>89%</b>	<b>40%</b>
Female	1136	100%	94%	46%	1114	98%	90%	42%
Male	1194	99%	92%	46%	1134	99%	88%	39%
American Indian or Alaska Native	2	-	-	-	6	-	-	-
Black or African American	191	98%	83%	21%	153	98%	76%	14%
Hispanic or Latino	571	99%	90%	26%	597	97%	82%	22%
Asian or Native Hawaiian/Other Pacific Islander	1058	100%	97%	59%	1014	99%	96%	58%
White	504	100%	94%	50%	477	99%	88%	34%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	6	100%	50%	17%	7	100%	71%	43%
General-Education Students	1981	100%	96%	52%	1901	99%	94%	46%
Students with Disabilities	349	97%	77%	10%	347	93%	65%	7%
English Proficient	2002	100%	95%	50%	1988	99%	91%	43%
Limited English Proficient	328	98%	83%	24%	260	94%	77%	22%
Economically Disadvantaged	1921	99%	93%	45%	1547	99%	88%	38%
Not Disadvantaged	409	100%	93%	51%	701	98%	91%	46%
Migrant								
Not Migrant	2330	99%	93%	46%	2248	98%	89%	40%

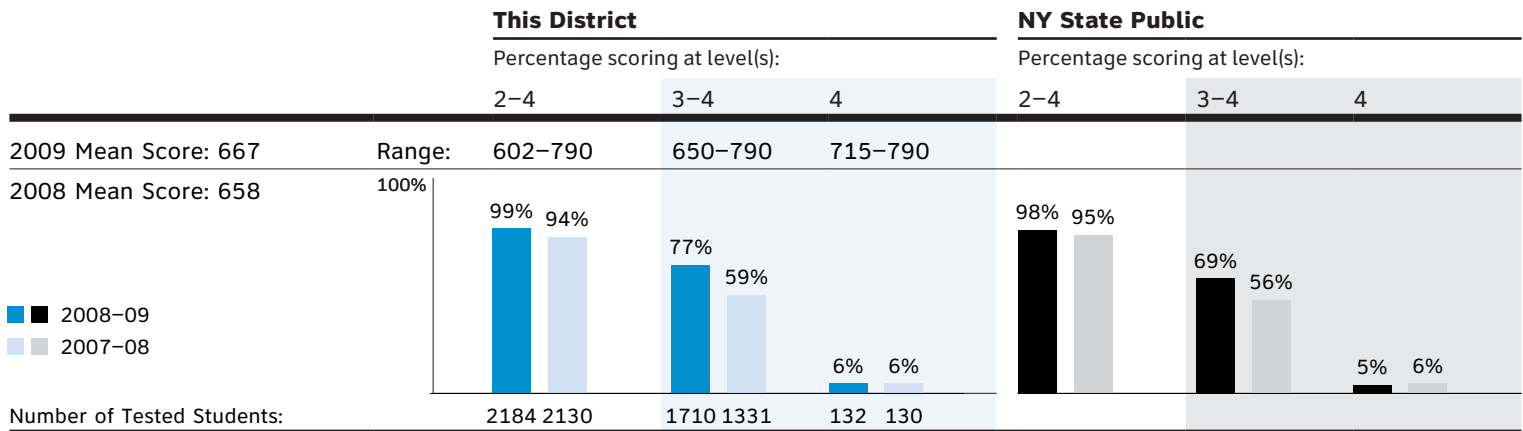
### NOTES

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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 7 Equivalent	29	29	28	27	34	34	34	27

## 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>2210</b>	<b>99%</b>	<b>77%</b>	<b>6%</b>	<b>2257</b>	<b>94%</b>	<b>59%</b>	<b>6%</b>
Female	1085	99%	82%	8%	1099	96%	66%	8%
Male	1125	98%	72%	4%	1158	93%	52%	4%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	157	99%	64%	3%	198	91%	44%	3%
Hispanic or Latino	590	99%	70%	4%	602	95%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	998	98%	81%	8%	929	93%	65%	7%
White	460	100%	82%	6%	518	97%	66%	8%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	5	100%	60%	0%	10	100%	60%	20%
General-Education Students	1906	99%	84%	7%	1931	96%	66%	7%
Students with Disabilities	304	97%	37%	0%	326	84%	18%	0%
English Proficient	1972	100%	84%	7%	2027	98%	65%	6%
Limited English Proficient	238	91%	22%	0%	230	64%	10%	0%
Economically Disadvantaged	1806	99%	77%	6%	1486	92%	54%	5%
Not Disadvantaged	404	99%	80%	7%	771	98%	68%	8%
Migrant								
Not Migrant	2210	99%	77%	6%	2257	94%	59%	6%

### NOTES

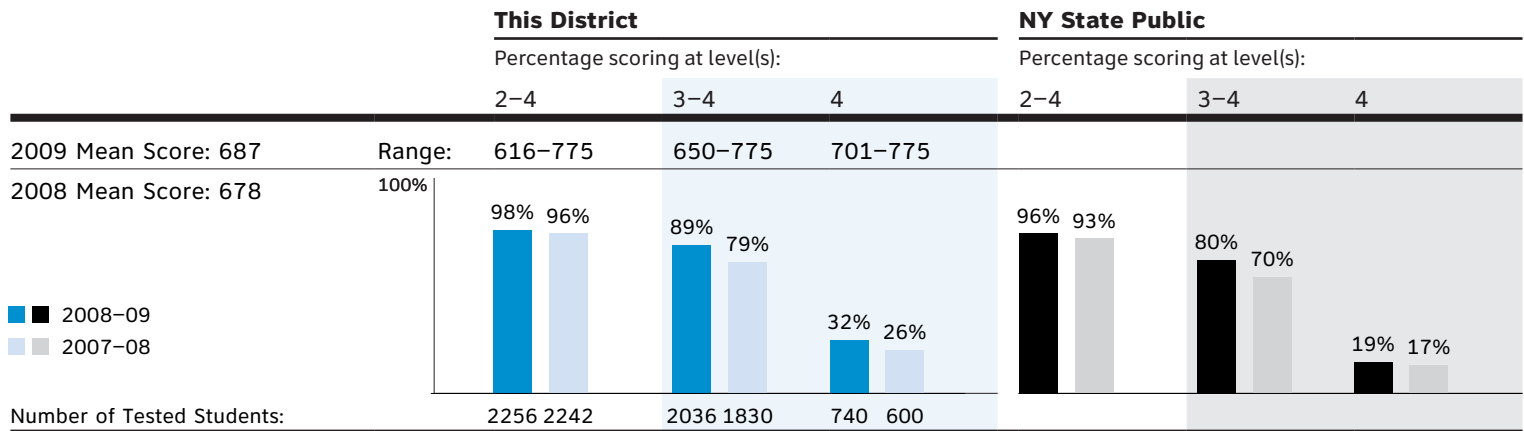
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## Other Assessments

	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	36	36	33	32	23	23	23	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	74	N/A	N/A	N/A	59	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>2291</b>	<b>98%</b>	<b>89%</b>	<b>32%</b>	<b>2331</b>	<b>96%</b>	<b>79%</b>	<b>26%</b>
Female	1123	99%	90%	37%	1136	97%	80%	28%
Male	1168	98%	88%	28%	1195	95%	77%	24%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	162	96%	72%	12%	199	87%	55%	9%
Hispanic or Latino	605	97%	82%	17%	621	93%	65%	10%
Asian or Native Hawaiian/Other Pacific Islander	1055	99%	95%	47%	983	99%	92%	40%
White	463	99%	89%	27%	517	97%	78%	24%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	6	100%	100%	17%	11	100%	73%	27%
General-Education Students	1986	99%	93%	36%	2008	98%	85%	30%
Students with Disabilities	305	93%	64%	6%	323	83%	38%	2%
English Proficient	1972	99%	91%	35%	2027	97%	79%	27%
Limited English Proficient	319	94%	75%	16%	304	92%	72%	16%
Economically Disadvantaged	1876	99%	89%	33%	1558	96%	77%	23%
Not Disadvantaged	415	98%	87%	31%	773	97%	81%	31%
Migrant								
Not Migrant	2291	98%	89%	32%	2331	96%	79%	26%

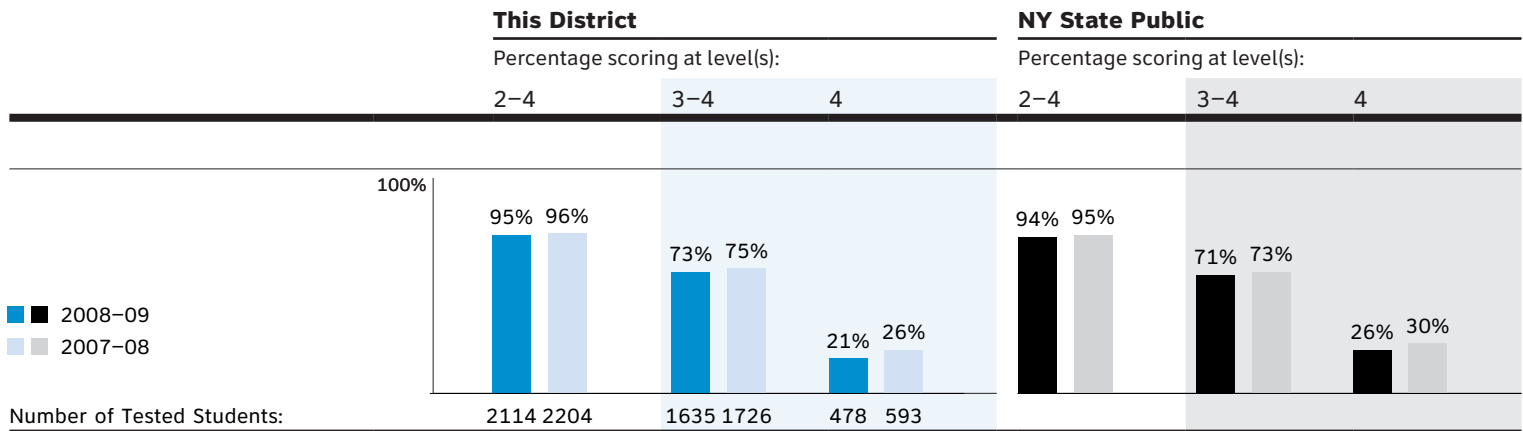
### NOTES

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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	37	34	33	28	23	23	20	13

## 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>2042</b>	<b>95%</b>	<b>71%</b>	<b>20%</b>	<b>2046</b>	<b>96%</b>	<b>74%</b>	<b>25%</b>
Female	984	96%	72%	19%	987	97%	73%	23%
Male	1058	94%	71%	20%	1059	96%	75%	26%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	140	-	-	-	167	89%	52%	10%
Hispanic or Latino	553	94%	61%	12%	564	96%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	905	94%	78%	26%	808	98%	80%	32%
White	440	97%	78%	21%	497	98%	79%	29%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	144	92%	48%	6%	10	100%	80%	30%
General-Education Students	1753	96%	76%	22%	1747	98%	80%	28%
Students with Disabilities	289	88%	41%	4%	299	89%	36%	5%
English Proficient	1739	98%	78%	23%	1755	98%	78%	27%
Limited English Proficient	303	78%	35%	4%	291	88%	47%	10%
Economically Disadvantaged	1670	94%	71%	21%	1350	96%	70%	21%
Not Disadvantaged	372	97%	74%	14%	696	98%	80%	31%
Migrant								
Not Migrant	2042	95%	71%	20%	2046	96%	74%	25%

### 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	37	36	34	33	24	22	22	20
Regents Science	187	183	179	75	252	231	219	91



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

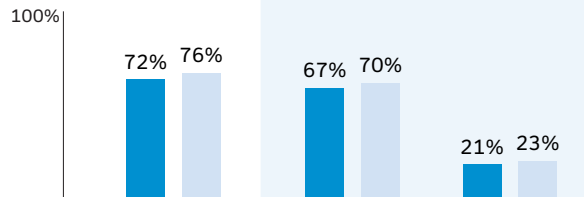
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

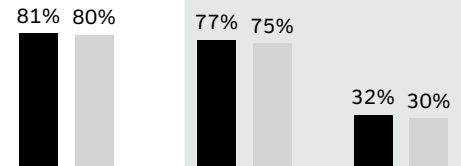
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1949</b>	<b>72%</b>	<b>67%</b>	<b>21%</b>	<b>2147</b>	<b>76%</b>	<b>70%</b>	<b>23%</b>
Female	987	78%	74%	27%	1126	84%	78%	32%
Male	962	65%	60%	14%	1021	67%	62%	14%
American Indian or Alaska Native	11	73%	64%	9%	5	–	–	–
Black or African American	394	65%	61%	12%	456	73%	66%	15%
Hispanic or Latino	844	69%	63%	11%	859	68%	62%	13%
Asian or Native Hawaiian/Other Pacific Islander	497	82%	79%	36%	599	85%	81%	35%
White	191	76%	71%	46%	226	86%	82%	49%
Multiracial	12	8%	8%	0%	2	–	–	–
Small Group Totals					7	57%	57%	29%
General-Education Students	1722	76%	72%	23%	1945	80%	74%	26%
Students with Disabilities	227	37%	30%	1%	202	40%	31%	1%
English Proficient	1551	76%	72%	26%	1790	79%	75%	28%
Limited English Proficient	398	56%	48%	2%	357	57%	47%	2%
Economically Disadvantaged	1396	79%	75%	25%	1299	78%	71%	19%
Not Disadvantaged	553	53%	48%	10%	848	73%	69%	30%
Migrant								
Not Migrant	1949	72%	67%	21%	2147	76%	70%	23%

### NOTES

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

## Other Assessments

### 2005 Cohort

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

### 2004 Cohort

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

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

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

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

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

## 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

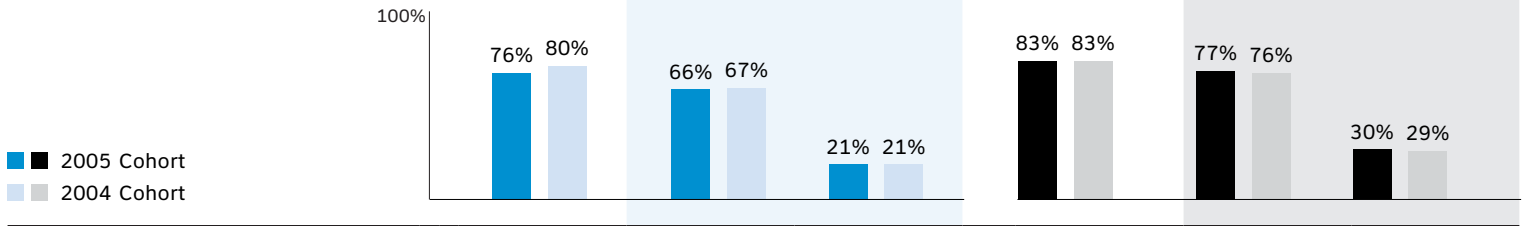
### NY State Public

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
<b>All Students</b>	<b>1949</b>	<b>76%</b>	<b>66%</b>	<b>21%</b>	<b>2147</b>	<b>80%</b>	<b>67%</b>	<b>21%</b>
Female	987	81%	71%	25%	1126	86%	74%	26%
Male	962	71%	61%	16%	1021	73%	60%	16%
American Indian or Alaska Native	11	82%	73%	9%	5	-	-	-
Black or African American	394	66%	54%	7%	456	75%	57%	8%
Hispanic or Latino	844	73%	59%	7%	859	74%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	497	89%	86%	44%	599	91%	84%	44%
White	191	79%	73%	46%	226	87%	80%	37%
Multiracial	12	8%	8%	0%	2	-	-	-
Small Group Totals					7	57%	57%	29%
General-Education Students	1722	80%	71%	23%	1945	84%	72%	23%
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Not Migrant	1949	76%	66%	21%	2147	80%	67%	21%

### 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.

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