



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 3**

District ID **31-03-00-01-0000**

Superintendent **JUDI ARONSON**

Telephone **(212) 521-3729**

Grades **K-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.

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

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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

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

	2004-05	2005-06	2006-07
Pre-K	532	458	446
Kindergarten	1441	1330	1395
Grade 1	1543	1487	1455
Grade 2	1413	1419	1375
Grade 3	1501	1414	1400
Grade 4	1482	1371	1330
Grade 5	1474	1382	1343
Grade 6	1524	1458	1312
Ungraded Elementary	437	546	642
Grade 7	1650	1464	1418
Grade 8	1540	1534	1434
Grade 9	3108	2971	2880
Grade 10	2217	2497	2513
Grade 11	1604	1655	1833
Grade 12	1360	1466	1523
Ungraded Secondary	496	534	607
Total K-12	22790	22528	22460

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	25	25	26
Grade 8			
English	30	28	26
Mathematics	29	27	27
Science	29	29	28
Social Studies	28	29	27
Grade 10			
English	29	27	28
Mathematics	30	26	24
Science	28	27	27
Social Studies	29	27	31

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 NEW YORK CITY GEOGRAPHIC DISTRICT # 3

District ID 31-03-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	11638	52%	10868	48%
Reduced-Price Lunch	0	0%	1612	7%	1875	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2224	10%	2367	11%	2254	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	122	1%	109	0%	95	0%
Black or African American	8451	37%	7843	35%	7670	34%
Hispanic or Latino	8301	36%	8369	37%	8385	37%
Asian or Native Hawaiian/Other Pacific Islander	1251	5%	1301	6%	1375	6%
White	4665	20%	4906	22%	4935	22%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	968	4%	974	4%	1541	7%

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

	2004-05	2005-06	2006-07
Total Number of Teachers	1534	1567	1642
Percent with No Valid Teaching Certificate	5%	5%	5%
Percent Teaching Out of Certification	17%	16%	12%
Percent with Fewer Than Three Years of Experience	21%	22%	21%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	34%	35%
Total Number of Core Classes*	N/A	4969	3538
Percent Not Taught by Highly Qualified Teachers	N/A	13%	13%
Total Number of Classes	3256	4340	4493
Percent Taught by Teachers Without Appropriate Certification	20%	16%	14%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	34%	27%	24%
Turnover Rate of All Teachers	28%	22%	18%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff			0
Total Paraprofessionals*			0
Assistant Principals			0
Principals			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. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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 that 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 2006–07, 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: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2006–07 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 2003 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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 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, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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 (2007-08)

Improvement (Year 6)

ELA	Improvement (Year 6)	Science	Good Standing
Math	Improvement (Year 5)	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	✓
Hispanic or Latino	✓	✓	✓	✗	✓	✓
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	✓	✓	✓
White	✓	✓	✓	✓	✓	✓
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	✗	✗	✗	✗
Limited English Proficient	✓ ^{SH}	✓	✓	✗	✓	✓
Economically Disadvantaged	✓	✓	✓	✓	✓	✓
Student groups making AYP in each subject	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1	✗ 5 of 8	✗ 7 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 for This Subject (2007–08)  Improvement (Year 6)

Accountability Measures 7 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 7) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 6) in 2008-09. [210]




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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08	
All Students (8673:8267)			98%		152	121		
Ethnicity								
American Indian or Alaska Native (28:26)	—	—	—	—	—	—	—	
Black or African American (3316:3137)			98%		135	120		
Hispanic or Latino (3002:2849)			98%		141	120		
Asian or Native Hawaiian/Other Pacific Islander (437:422)			99%		187	117		
White (1878:1823)			99%		190	119		
Multiracial (12:10)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities ⁴ (2689:1232)			93%		103	119	103 113	
Limited English Proficient ⁵ (705:793)			98%		113	118	107 122	
Economically Disadvantaged (5450:5154)			98%		136	120		
Final AYP Determination		7 of 8						

NOTES

- 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.
- 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
- 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.
- 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

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

Elementary/Middle-Level Mathematics


























Accountability Status for This Subject (2007–08)  Improvement (Year 5)

Accountability Measures 7 of 8 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (8669:8222)			98%		164	85	
Ethnicity							
American Indian or Alaska Native (28:25)	—	—	—	—	—	—	—
Black or African American (3316:3107)			98%		147	84	
Hispanic or Latino (2995:2833)			98%		160	84	
Asian or Native Hawaiian/Other Pacific Islander (435:426)			99%		193	81	
White (1882:1818)			98%		194	83	
Multiracial (13:13)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2691:1214)			94%		117	83	
Limited English Proficient ⁵ (715:838)			99%		145	82	
Economically Disadvantaged (5438:5112)			98%		153	84	
Final AYP Determination		7 of 8					

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.




³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status

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



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (2889:2421)		Qualified		88%		148	100	
Ethnicity								
American Indian or Alaska Native (9:8)	—	—	—	—	—	—	—	—
Black or African American (1182:1051)		Qualified		93%		128	100	
Hispanic or Latino (967:830)		Qualified		91%		147	100	
Asian or Native Hawaiian/Other Pacific Islander (133:104)		Qualified		80%		186	100	
White (1181:427)		Qualified		84%		190	100	
Multiracial (3:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (450:389)		Qualified		92%		121	100	
Limited English Proficient ⁴ (239:253)		Qualified		95%		126	100	
Economically Disadvantaged (1816:1605)		Qualified		94%		136	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


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

AYP Status

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

Secondary-Level English Language Arts


























Accountability Status for This Subject (2007–08)  Improvement (Year 6)

Accountability Measures 5 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 7) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 6) in 2008-09. [210]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (1687:1787)			99%		164	156	
Ethnicity							
American Indian or Alaska Native (6:4)	—	—	—	—	—	—	—
Black or African American (548:580)			99%		160	154	
Hispanic or Latino (606:686)			99%		145	155	151 [‡] 151
Asian or Native Hawaiian/Other Pacific Islander (150:146)			100%		191	150	
White (377:371)			100%		196	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (107:101)			95%		101	149	104 [‡] 111
Limited English Proficient ⁴ (104:213)			97%		102	151	107 112
Economically Disadvantaged (965:1048)			99%		156	156	
Final AYP Determination		5 of 8					

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ 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  Improvement (Year 5)
for This Subject
(2007–08)

Accountability Measures 7 of 8 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (1687:1787)			97%		168	149	
Ethnicity							
American Indian or Alaska Native (6:4)	—	—	—	—	—	—	—
Black or African American (548:580)			97%		162	147	
Hispanic or Latino (606:686)			98%		157	148	
Asian or Native Hawaiian/Other Pacific Islander (150:146)			99%		194	143	
White (377:371)			97%		189	146	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (107:101)			89%		103	142	123 [‡] 113
Limited English Proficient ⁴ (104:213)			97%		145	144	
Economically Disadvantaged (965:1048)			98%		165	149	
Final AYP Determination	 7 of 8						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ 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
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (1812)			67%	55%		
Ethnicity						
American Indian or Alaska Native (8)		–	–	–		
Black or African American (613)			61%	55%		
Hispanic or Latino (629)			52%	55%	55%	53%
Asian or Native Hawaiian/Other Pacific Islander (143)			92%	55%		
White (419)			89%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (131)			18%	55%	33%	19%
Limited English Proficient ³ (6)		–	–	–		
Economically Disadvantaged (998)			59%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ 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 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

District ID **31-03-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

▲ Good Standing

15 schools identified 38% of total

FREDERICK DOUGLAS ACADEMY II
HIGH SCHOOL FOR LAW, ADVOCACY AND COMMUNITY JUSTICE
HIGH SCHOOL OF ARTS AND TECHNOLOGY
MS 246 CROSSROADS SCHOOL
MS 250 WEST SIDE COLLABORATIVE MIDDLE SCHOOL
MS 258 COMMUNITY ACTION SCHOOL
PS 163 ALFRED E SMITH SCHOOL
PS 180 HUGO NEWMAN SCHOOL
PS 185 JOHN M LANGSTON SCHOOL
PS 191 AMSTERDAM SCHOOL
PS 242 MGP BROWN COMPUTER SCHOOL
PS 76 A PHILLIP RANDOLPH SCHOOL
PS 84 LILIAN WEBER SCHOOL
SCHOOL FOR ARTS, IMAGINATION AND INQUIRY
URBAN ASSEMBLY SCHOOL FOR MEDIA STUDIES

▲ Improvement (Year 1)

4 schools identified 10% of total

MS 247 DUAL LANGUAGE MIDDLE SCHOOL
PS 145 BLOOMINGDALE SCHOOL
PS 149 SOJOURNER TRUTH SCHOOL
WADLEIGH SECONDARY SCHOOL FOR PERFORMING ARTS

▲ Improvement (Year 2)

2 schools identified 5% of total

PS 165 ROBERT E SIMON SCHOOL
PS 208 ALAINE L LOCKE SCHOOL

▲ Restructuring (Year 1)

1 school identified 3% of total

LOUIS D BRANDEIS HIGH SCHOOL

▲ Restructuring (Year 2)

1 school identified 3% of total

MS 256 ACADEMY AND ATHLETIC EXCELLENCE

▲ Restructuring (Year 3)

1 school identified 3% of total

JHS 44 WILLIAM J O'SHEA

New York State Status

■ Good Standing

12 schools identified 31% of total

ANDERSON SCHOOL (THE)
BEACON HIGH SCHOOL
FIORELLO H LAGUARDIA HIGH SCHOOL
MANHATTAN/HUNTER COLLEGE HS FOR THE SCIENCES
MOTT HALL II
MS 243 CENTER SCHOOL
MS 245 COMPUTER SCHOOL
PS 166-RICHARD ROGERS SCHOOL FOR THE ARTS & SCIENCE
PS 333 MANHATTAN SCHOOL FOR CHILDREN
PS 75 EMILY DICKINSON SCHOOL
PS 87 WILLIAM SHERMAN SCHOOL
PS 9 SARAH ANDERSON SCHOOL

■ Requiring Academic Progress (Year 1)

1 school identified 3% of total

PS 199 JESSE ISADOR STRAUS SCHOOL

■ Requiring Academic Progress (Year 2)

1 school identified 3% of total

PS 241 FAMILY ACADEMY

■ Requiring Academic Progress (Year 4)

1 school identified 3% of total

JHS 54 BOOKER T WASHINGTON JUNIOR HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 3

District ID 31-03-00-01-0000

Summary of 2006–07 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	62%			1425
Grade 4	63%			1350
Grade 5	62%			1371
Grade 6	57%			1344
Grade 7	55%			1437
Grade 8	49%			1422

Mathematics				
Grade 3	83%			1423
Grade 4	78%			1351
Grade 5	73%			1384
Grade 6	71%			1354
Grade 7	61%			1453
Grade 8	56%			1429

Science				
Grade 4	73%			1379
Grade 8	37%			1019

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	71%			2065
Mathematics	71%			2065

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

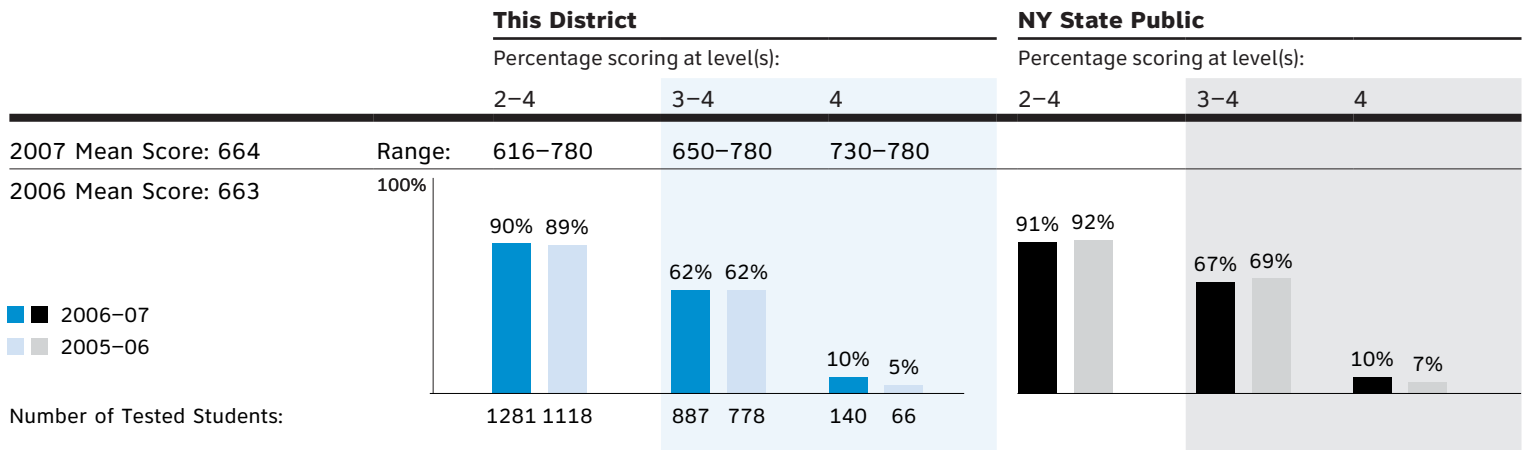
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1425	90%	62%	10%	1251	89%	62%	5%
Female	767	91%	63%	11%	659	92%	66%	6%
Male	658	88%	61%	9%	592	87%	58%	4%
American Indian or Alaska Native	4	-	-	-	8	75%	38%	0%
Black or African American	522	85%	49%	2%	514	84%	49%	3%
Hispanic or Latino	475	87%	51%	5%	355	88%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	68	99%	94%	26%	61	98%	89%	11%
White	355	99%	91%	25%	313	98%	90%	12%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	0%				
General-Education Students	1250	94%	67%	11%	1093	93%	66%	6%
Students with Disabilities	175	64%	27%	2%	158	65%	36%	1%
English Proficient	1290	91%	66%	11%	1232	90%	63%	5%
Limited English Proficient	135	81%	30%	1%	19	63%	32%	0%
Economically Disadvantaged	870	85%	49%	3%	903	92%	63%	4%
Not Disadvantaged	555	97%	83%	20%	348	81%	59%	8%
Migrant								
Not Migrant	1425	90%	62%	10%	1251	89%	62%	5%

NOTES

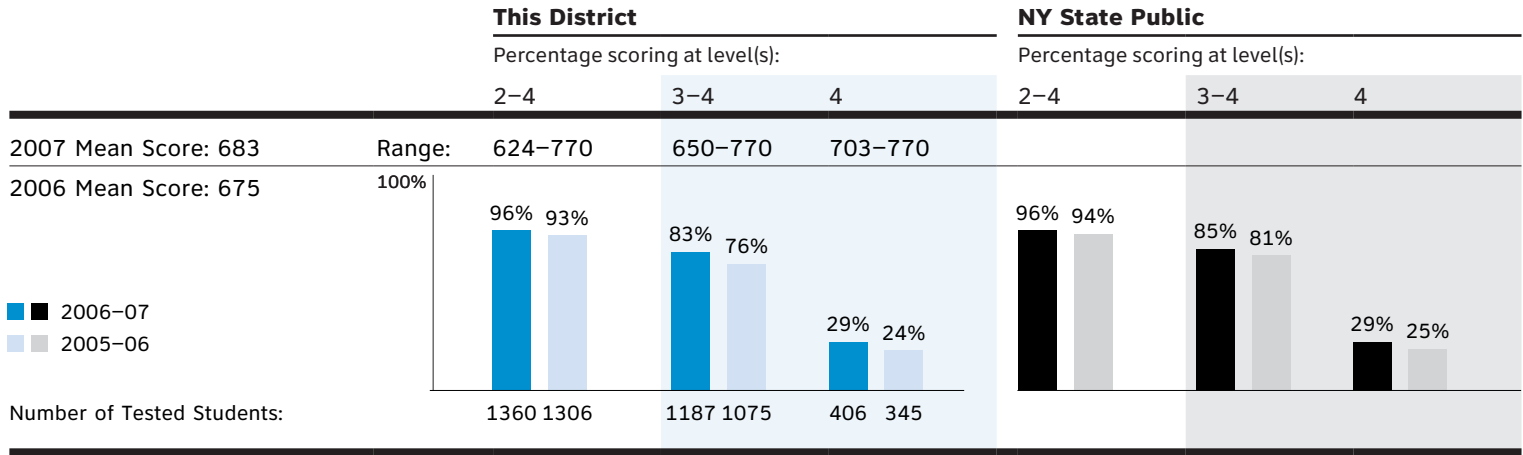
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	22	20	19	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1423	96%	83%	29%	1410	93%	76%	24%
Female	765	96%	84%	28%	729	93%	77%	25%
Male	658	95%	83%	30%	681	92%	75%	24%
American Indian or Alaska Native	5	-	-	-	10	90%	60%	10%
Black or African American	521	92%	74%	13%	538	88%	65%	10%
Hispanic or Latino	479	95%	81%	19%	472	92%	74%	17%
Asian or Native Hawaiian/Other Pacific Islander	68	100%	100%	62%	71	100%	96%	51%
White	349	100%	98%	59%	319	99%	96%	54%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	83%	17%				
General-Education Students	1244	98%	87%	32%	1225	95%	80%	27%
Students with Disabilities	179	82%	59%	7%	185	76%	49%	9%
English Proficient	1277	96%	84%	31%	1231	93%	79%	27%
Limited English Proficient	146	92%	77%	11%	179	87%	59%	10%
Economically Disadvantaged	875	94%	77%	14%	1026	95%	79%	23%
Not Disadvantaged	548	99%	94%	51%	384	86%	70%	28%
Migrant								
Not Migrant	1423	96%	83%	29%	1410	93%	76%	24%

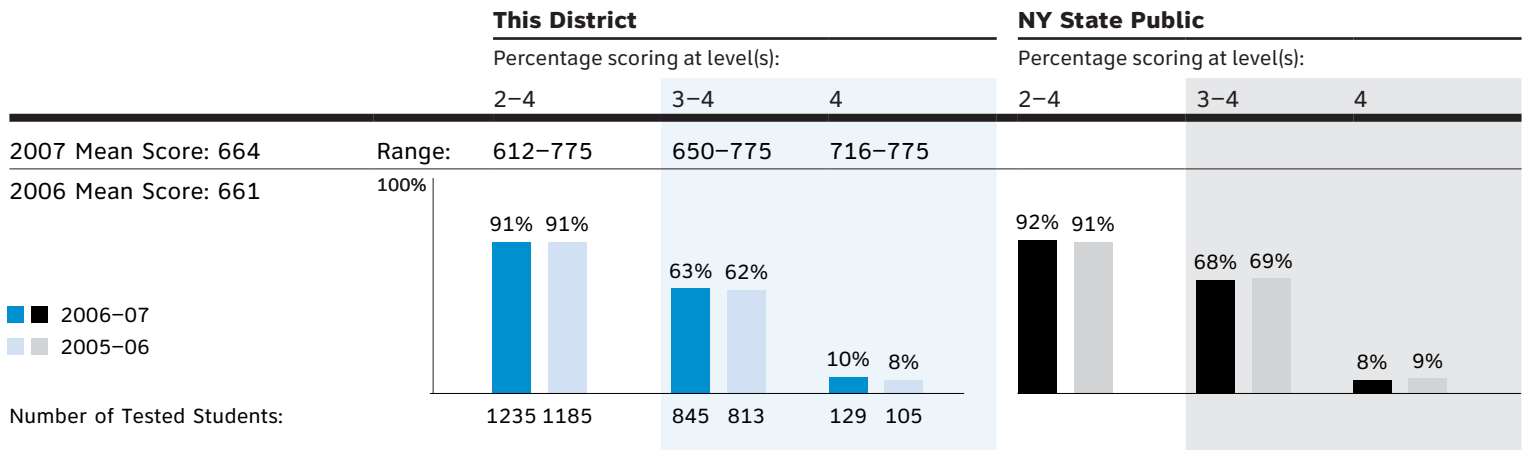
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	22	22	20	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1350	91%	63%	10%	1309	91%	62%	8%
Female	693	93%	66%	11%	637	92%	62%	10%
Male	657	90%	59%	8%	672	89%	62%	6%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	526	90%	48%	2%	492	87%	49%	3%
Hispanic or Latino	445	87%	54%	4%	433	88%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	71	-	-	-	78	-	-	-
White	305	99%	94%	29%	302	97%	92%	22%
Multiracial								
Small Group Totals	74	96%	91%	18%	82	100%	89%	23%
General-Education Students	1151	96%	68%	11%	1129	96%	69%	9%
Students with Disabilities	199	64%	29%	2%	180	57%	22%	0%
English Proficient	1222	94%	67%	11%	1275	91%	64%	8%
Limited English Proficient	128	71%	21%	0%	34	68%	9%	0%
Economically Disadvantaged	862	88%	48%	2%	909	95%	65%	7%
Not Disadvantaged	488	98%	88%	24%	400	80%	56%	11%
Migrant								
Not Migrant	1350	91%	63%	10%	1309	91%	62%	8%

NOTES

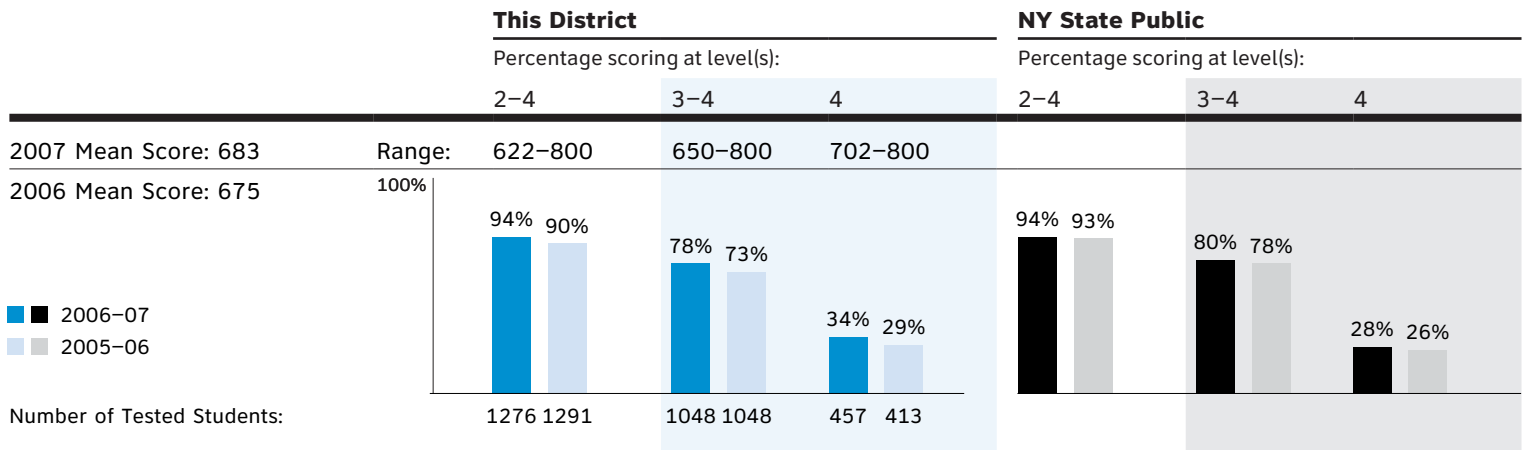
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	15	15	13	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	10	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1351	94%	78%	34%	1430	90%	73%	29%
Female	696	94%	77%	33%	701	90%	70%	26%
Male	655	95%	78%	35%	729	91%	76%	32%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	523	92%	66%	19%	512	88%	64%	14%
Hispanic or Latino	442	93%	75%	22%	517	87%	66%	16%
Asian or Native Hawaiian/Other Pacific Islander	76	-	-	-	87	-	-	-
White	307	99%	96%	68%	310	98%	95%	65%
Multiracial								
Small Group Totals	79	97%	96%	68%	91	99%	93%	67%
General-Education Students	1158	97%	83%	38%	1222	95%	79%	32%
Students with Disabilities	193	78%	47%	11%	208	64%	39%	8%
English Proficient	1213	96%	80%	37%	1286	92%	77%	31%
Limited English Proficient	138	85%	59%	10%	144	74%	41%	6%
Economically Disadvantaged	860	92%	69%	20%	989	94%	77%	29%
Not Disadvantaged	491	98%	93%	58%	441	81%	65%	29%
Migrant								
Not Migrant	1351	94%	78%	34%	1430	90%	73%	29%

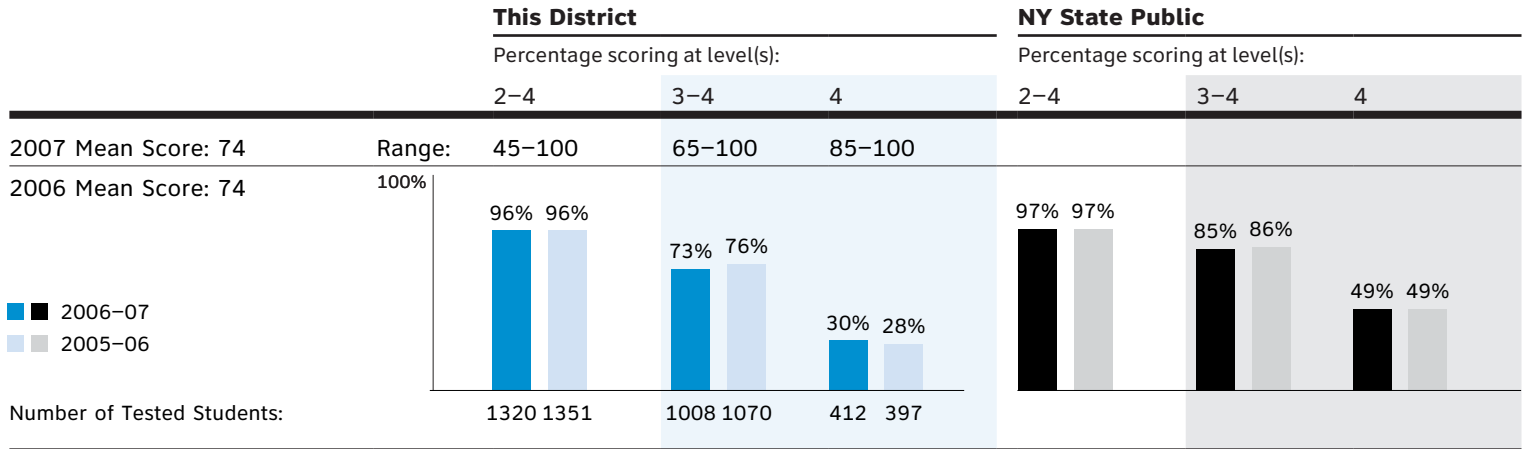
NOTES

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

	2006-07 School Year				2005-06 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	15	15	12	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

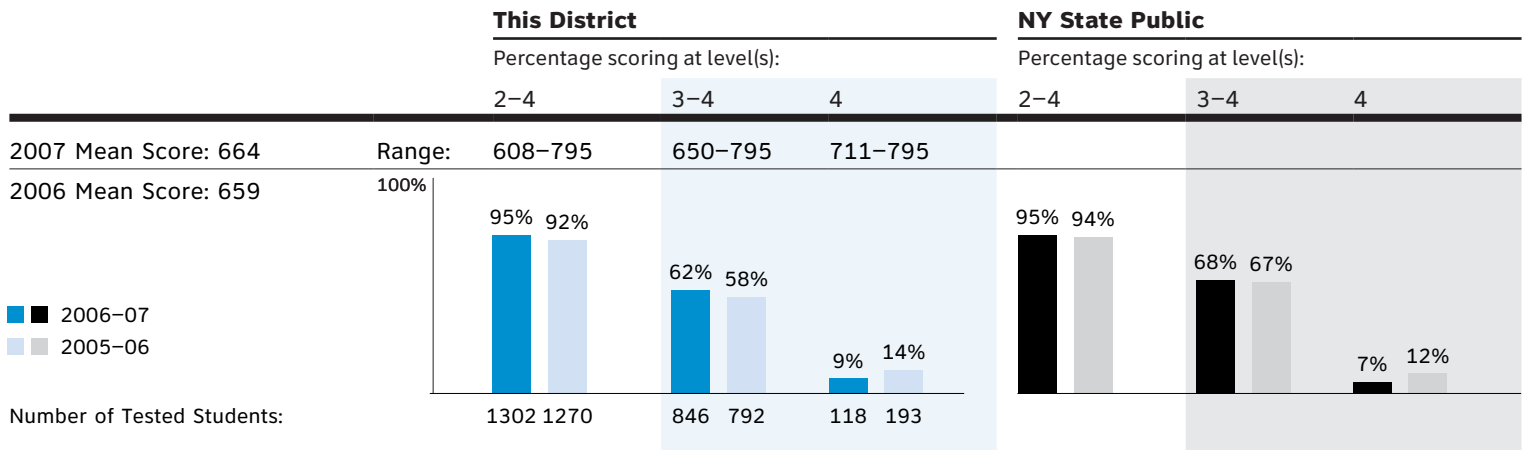
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1379	96%	73%	30%	1409	96%	76%	28%
Female	710	96%	72%	29%	693	96%	74%	25%
Male	669	95%	74%	30%	716	96%	77%	31%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	537	94%	61%	14%	505	93%	68%	13%
Hispanic or Latino	452	95%	68%	19%	506	96%	68%	17%
Asian or Native Hawaiian/Other Pacific Islander	77	-	-	-	86	-	-	-
White	310	100%	96%	67%	308	100%	97%	64%
Multiracial								
Small Group Totals	80	99%	91%	55%	90	99%	92%	53%
General-Education Students	1162	97%	78%	34%	1210	98%	79%	31%
Students with Disabilities	217	88%	49%	9%	199	86%	56%	11%
English Proficient	1239	96%	76%	33%	1272	97%	79%	31%
Limited English Proficient	140	90%	48%	4%	137	88%	47%	5%
Economically Disadvantaged	878	94%	63%	15%	984	97%	77%	26%
Not Disadvantaged	501	99%	90%	55%	425	93%	72%	34%
Migrant								
Not Migrant	1379	96%	73%	30%	1409	96%	76%	28%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	15	15	14	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1371	95%	62%	9%	1376	92%	58%	14%
Female	670	96%	61%	9%	722	93%	58%	16%
Male	701	94%	62%	9%	654	92%	57%	12%
American Indian or Alaska Native	3	-	-	-	6	100%	50%	0%
Black or African American	477	94%	49%	2%	539	90%	47%	3%
Hispanic or Latino	494	92%	51%	2%	457	91%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	87	-	-	-	67	99%	85%	36%
White	310	100%	90%	25%	307	96%	90%	43%
Multiracial								
Small Group Totals	90	99%	94%	23%				
General-Education Students	1155	98%	70%	10%	1184	95%	63%	16%
Students with Disabilities	216	79%	19%	0%	192	74%	23%	2%
English Proficient	1255	96%	66%	9%	1318	93%	59%	14%
Limited English Proficient	116	78%	20%	0%	58	78%	17%	3%
Economically Disadvantaged	869	93%	49%	2%	979	95%	59%	12%
Not Disadvantaged	502	99%	84%	20%	397	86%	53%	19%
Migrant								
Not Migrant	1371	95%	62%	9%	1376	92%	58%	14%

NOTES

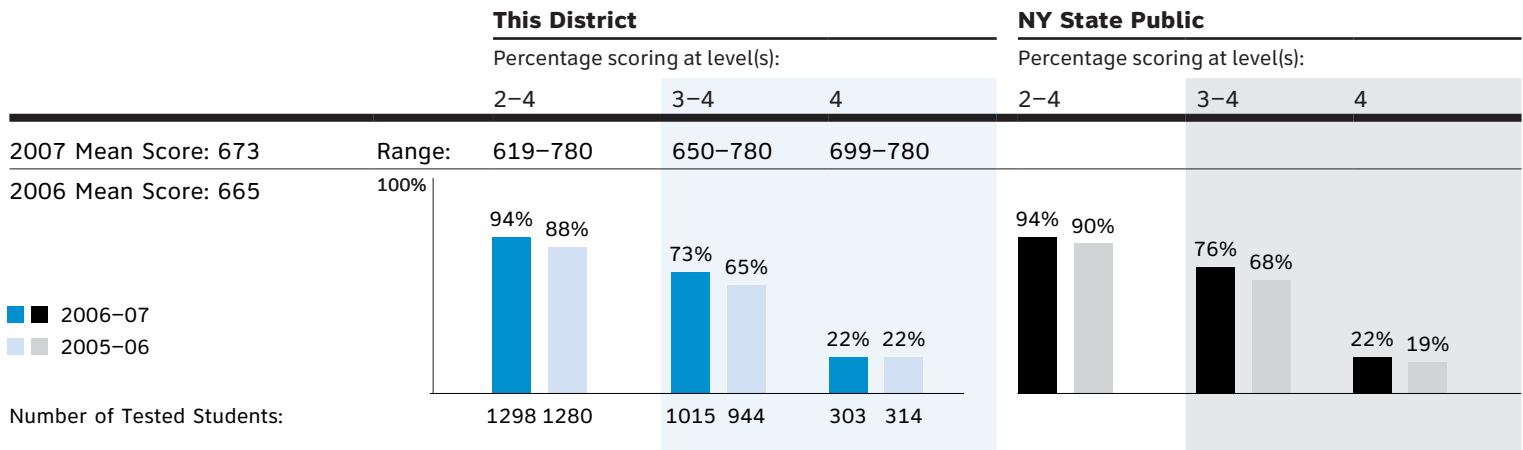
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Other Assessments

	2006-07 School Year				2005-06 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	16	16	16	14	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	12	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1384	94%	73%	22%	1450	88%	65%	22%
Female	677	94%	71%	20%	750	89%	63%	21%
Male	707	93%	75%	24%	700	88%	67%	22%
American Indian or Alaska Native	3	-	-	-	5	100%	40%	0%
Black or African American	486	91%	61%	8%	565	83%	52%	7%
Hispanic or Latino	494	93%	68%	12%	502	87%	61%	12%
Asian or Native Hawaiian/Other Pacific Islander	86	-	-	-	69	97%	94%	55%
White	314	98%	95%	50%	309	96%	91%	57%
Multiracial	1	-	-	-				
Small Group Totals	90	100%	94%	53%				
General-Education Students	1167	97%	80%	25%	1245	91%	71%	24%
Students with Disabilities	217	76%	39%	3%	205	69%	32%	6%
English Proficient	1256	95%	76%	24%	1325	90%	67%	23%
Limited English Proficient	128	81%	44%	2%	125	67%	45%	3%
Economically Disadvantaged	878	91%	65%	10%	1034	91%	68%	19%
Not Disadvantaged	506	98%	87%	42%	416	82%	58%	28%
Migrant								
Not Migrant	1384	94%	73%	22%	1450	88%	65%	22%

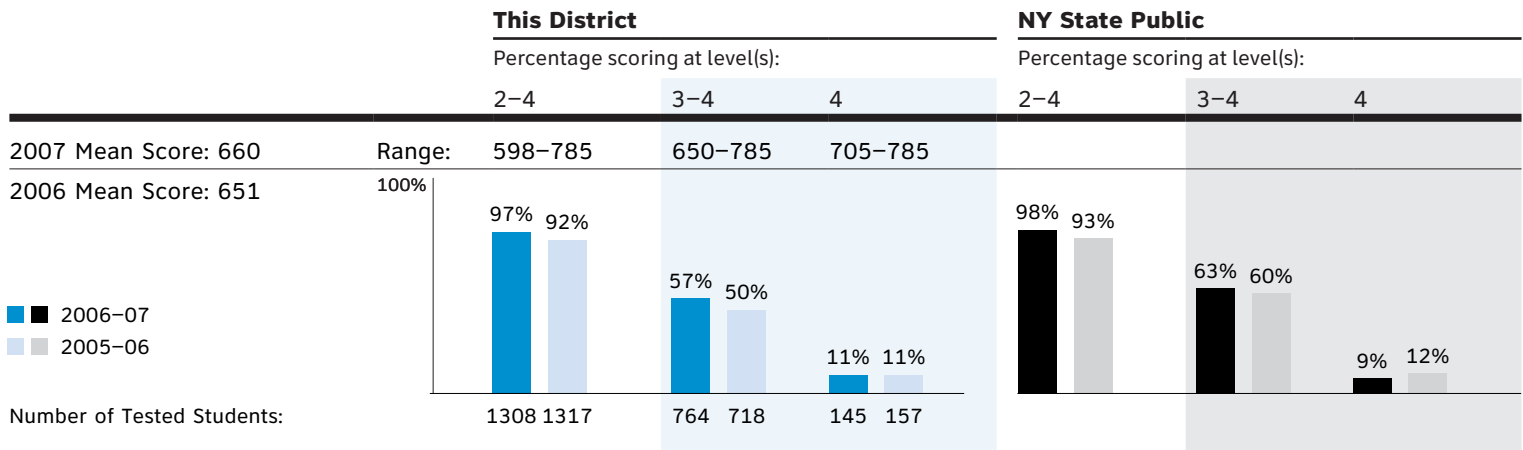
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	16	16	15	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1344	97%	57%	11%	1434	92%	50%	11%
Female	678	98%	58%	13%	704	94%	52%	12%
Male	666	96%	55%	8%	730	90%	48%	10%
American Indian or Alaska Native	6	100%	33%	0%	6	67%	33%	0%
Black or African American	496	97%	46%	2%	549	89%	33%	2%
Hispanic or Latino	478	96%	43%	1%	510	91%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	68	99%	88%	29%	81	99%	91%	37%
White	290	99%	92%	36%	288	98%	90%	34%
Multiracial	6	100%	83%	50%				
Small Group Totals								
General-Education Students	1159	99%	64%	12%	1233	96%	56%	12%
Students with Disabilities	185	84%	12%	1%	201	68%	14%	1%
English Proficient	1264	98%	60%	11%	1363	93%	52%	12%
Limited English Proficient	80	89%	8%	0%	71	73%	13%	0%
Economically Disadvantaged	828	96%	41%	2%	870	96%	55%	10%
Not Disadvantaged	516	99%	82%	25%	564	85%	43%	12%
Migrant								
Not Migrant	1344	97%	57%	11%	1434	92%	50%	11%

NOTES

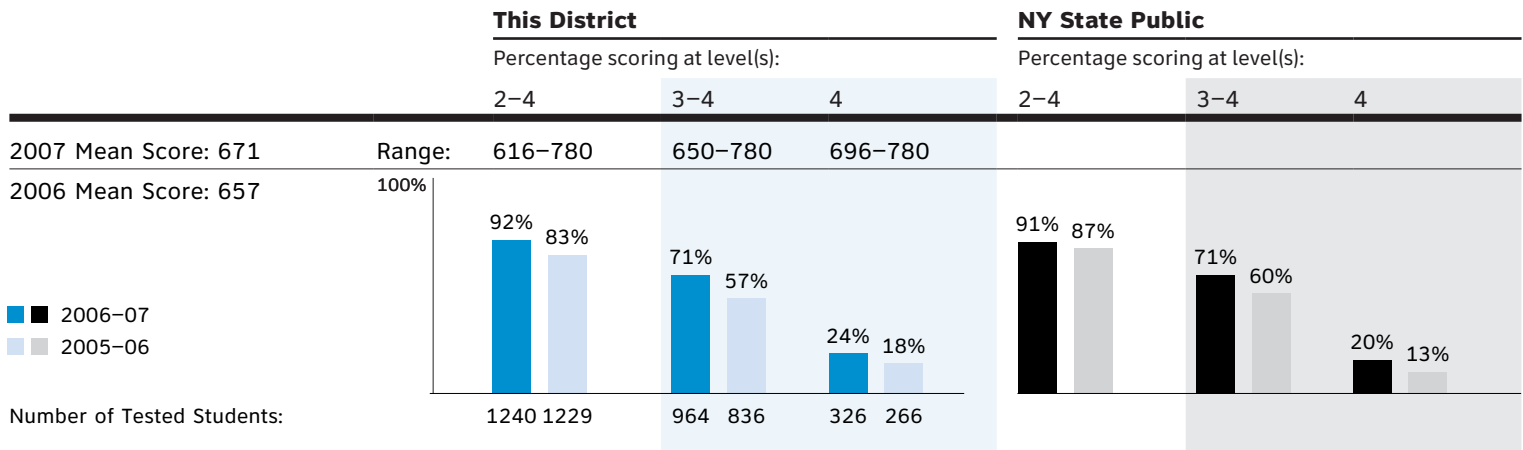
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Other Assessments

	2006-07 School Year				2005-06 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	21	19	19	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	14	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1354	92%	71%	24%	1472	83%	57%	18%
Female	686	91%	69%	24%	717	84%	56%	18%
Male	668	92%	73%	24%	755	83%	58%	18%
American Indian or Alaska Native	6	100%	50%	0%	6	83%	33%	0%
Black or African American	496	89%	60%	12%	547	75%	40%	4%
Hispanic or Latino	484	90%	65%	11%	542	82%	49%	6%
Asian or Native Hawaiian/Other Pacific Islander	69	96%	94%	54%	86	99%	94%	58%
White	292	98%	95%	59%	291	98%	92%	57%
Multiracial	7	100%	100%	57%				
Small Group Totals								
General-Education Students	1167	95%	78%	27%	1266	87%	62%	21%
Students with Disabilities	187	67%	30%	3%	206	60%	22%	2%
English Proficient	1260	93%	73%	26%	1371	85%	59%	19%
Limited English Proficient	94	77%	43%	2%	101	61%	27%	3%
Economically Disadvantaged	829	89%	61%	11%	899	87%	60%	18%
Not Disadvantaged	525	96%	87%	45%	573	78%	52%	18%
Migrant								
Not Migrant	1354	92%	71%	24%	1472	83%	57%	18%

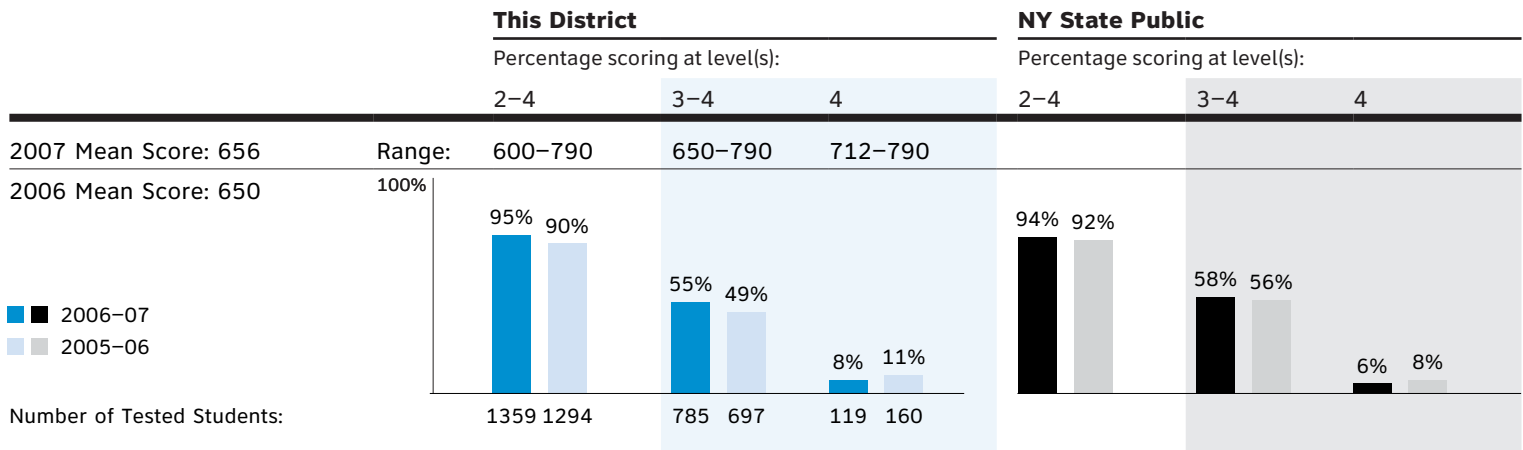
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	21	21	18	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1437	95%	55%	8%	1433	90%	49%	11%
Female	708	95%	57%	10%	724	93%	52%	12%
Male	729	94%	53%	7%	709	88%	46%	11%
American Indian or Alaska Native	5	100%	40%	0%	6	100%	100%	0%
Black or African American	569	93%	39%	2%	607	86%	31%	2%
Hispanic or Latino	512	94%	47%	2%	485	91%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	76	97%	86%	26%	52	100%	81%	29%
White	275	100%	93%	29%	283	98%	90%	40%
Multiracial								
Small Group Totals								
General-Education Students	1217	97%	60%	10%	1262	94%	53%	12%
Students with Disabilities	220	84%	24%	0%	171	66%	16%	2%
English Proficient	1351	96%	58%	9%	1382	91%	50%	12%
Limited English Proficient	86	73%	9%	0%	51	76%	8%	0%
Economically Disadvantaged	924	92%	41%	2%	915	94%	51%	12%
Not Disadvantaged	513	99%	78%	20%	518	84%	45%	9%
Migrant								
Not Migrant	1437	95%	55%	8%	1433	90%	49%	11%

NOTES

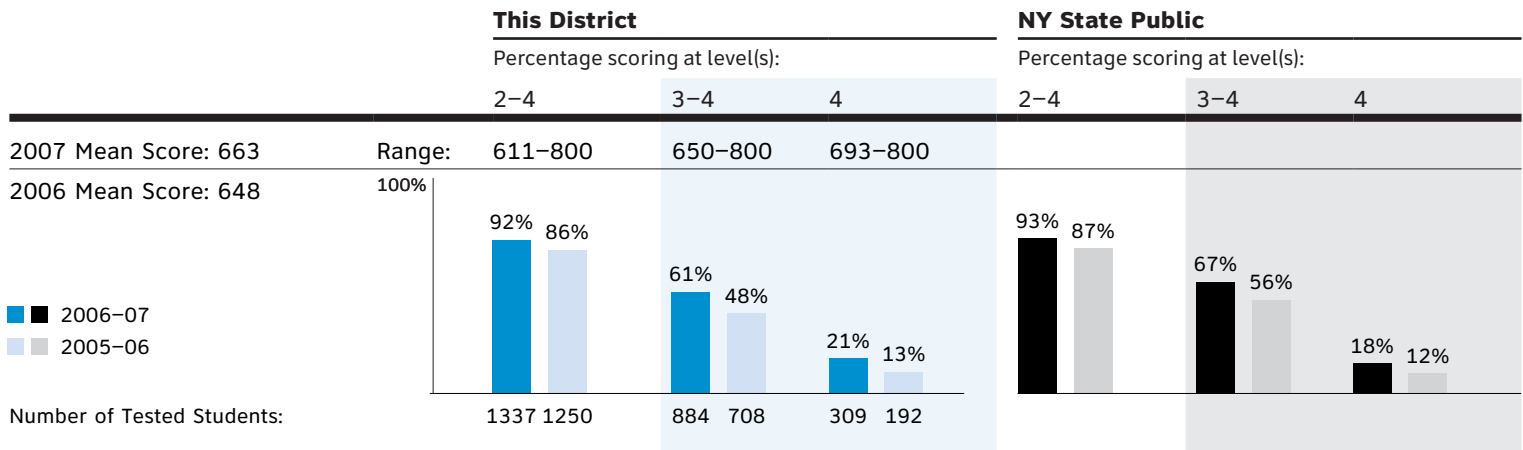
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Other Assessments

	2006-07 School Year				2005-06 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	23	23	20	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1453	92%	61%	21%	1460	86%	48%	13%
Female	713	93%	61%	22%	722	86%	50%	15%
Male	740	91%	61%	21%	738	85%	47%	12%
American Indian or Alaska Native	5	-	-	-	6	100%	83%	0%
Black or African American	574	88%	45%	6%	615	78%	29%	2%
Hispanic or Latino	517	92%	56%	10%	498	87%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	77	100%	94%	62%	56	95%	86%	43%
White	279	99%	95%	64%	285	99%	89%	44%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	50%	0%				
General-Education Students	1230	95%	67%	25%	1289	88%	53%	15%
Students with Disabilities	223	74%	25%	1%	171	65%	13%	3%
English Proficient	1355	93%	63%	23%	1376	87%	51%	14%
Limited English Proficient	98	81%	26%	2%	84	56%	15%	4%
Economically Disadvantaged	928	90%	48%	7%	940	88%	51%	15%
Not Disadvantaged	525	96%	84%	46%	520	82%	44%	10%
Migrant								
Not Migrant	1453	92%	61%	21%	1460	86%	48%	13%

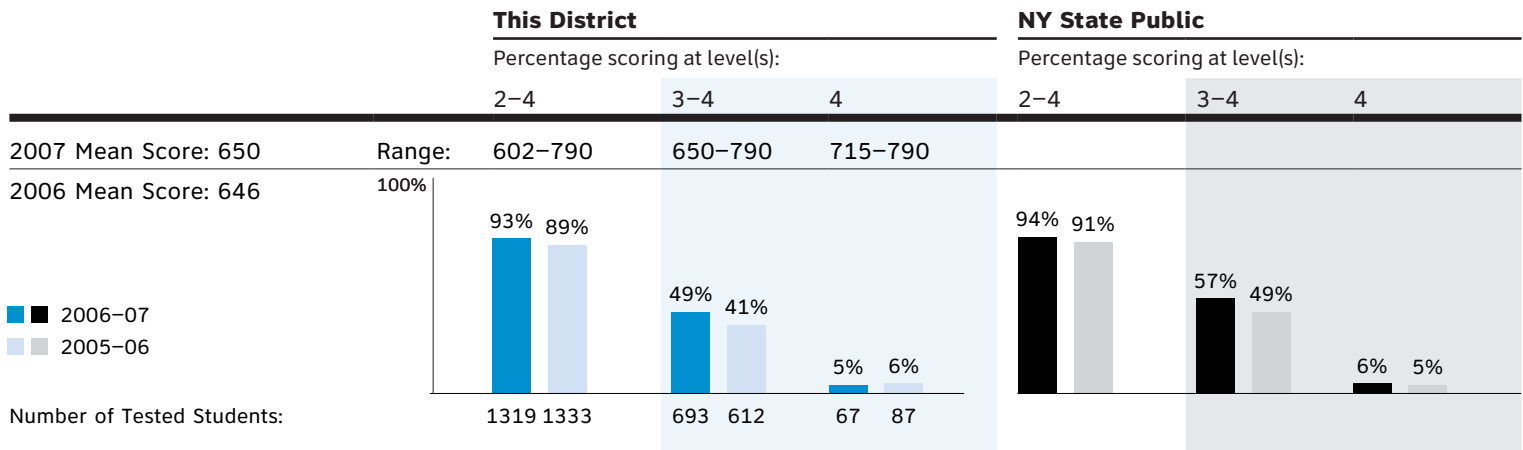
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	22	22	21	14	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1422	93%	49%	5%	1490	89%	41%	6%
Female	724	94%	53%	6%	798	91%	45%	7%
Male	698	91%	44%	3%	692	87%	37%	4%
American Indian or Alaska Native	7	-	-	-	11	73%	27%	0%
Black or African American	594	90%	32%	2%	678	86%	27%	1%
Hispanic or Latino	489	93%	43%	2%	480	88%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	54	100%	80%	9%	54	94%	72%	26%
White	275	98%	88%	15%	267	99%	88%	22%
Multiracial	3	-	-	-				
Small Group Totals	10	90%	50%	0%				
General-Education Students	1236	95%	54%	5%	1301	94%	46%	7%
Students with Disabilities	186	75%	15%	0%	189	61%	8%	0%
English Proficient	1348	94%	51%	5%	1438	91%	42%	6%
Limited English Proficient	74	62%	5%	0%	52	58%	4%	0%
Economically Disadvantaged	878	91%	34%	1%	917	94%	44%	7%
Not Disadvantaged	544	96%	72%	11%	573	83%	37%	4%
Migrant								
Not Migrant	1422	93%	49%	5%	1490	89%	41%	6%

NOTES

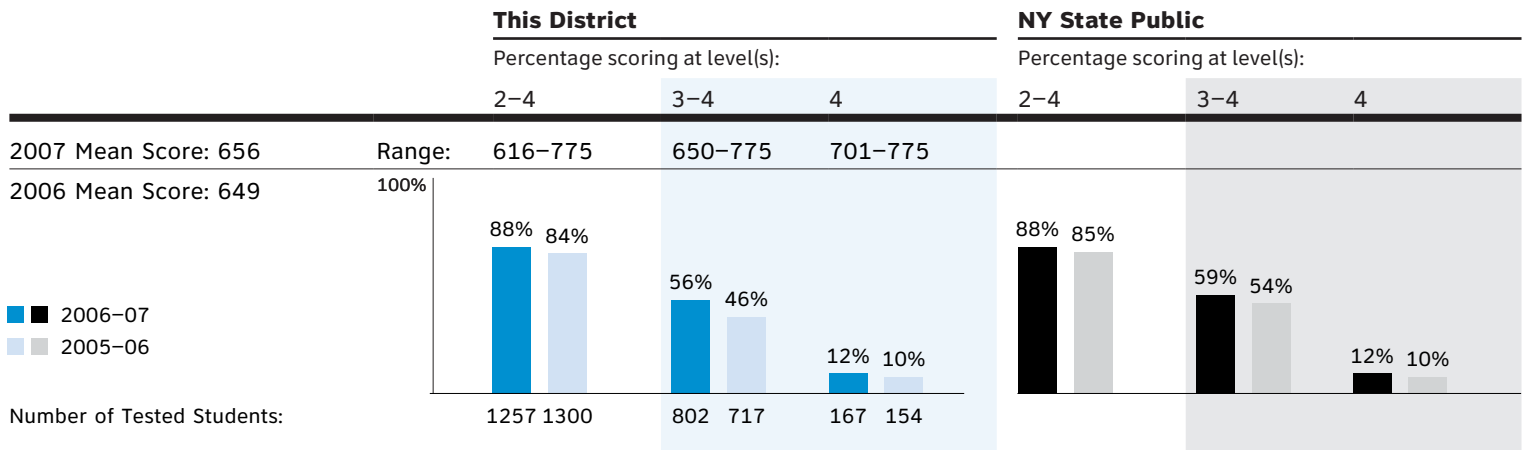
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Other Assessments

	2006-07 School Year				2005-06 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	16	16	15	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	8	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1429	88%	56%	12%	1542	84%	46%	10%
Female	729	89%	58%	14%	823	86%	47%	10%
Male	700	87%	55%	10%	719	83%	46%	9%
American Indian or Alaska Native	6	-	-	-	12	83%	33%	0%
Black or African American	595	82%	39%	2%	678	80%	33%	2%
Hispanic or Latino	495	88%	54%	6%	524	82%	39%	5%
Asian or Native Hawaiian/Other Pacific Islander	54	96%	83%	43%	57	93%	82%	40%
White	276	97%	91%	37%	271	97%	88%	34%
Multiracial	3	-	-	-				
Small Group Totals	9	89%	56%	11%				
General-Education Students	1244	91%	61%	13%	1348	89%	52%	11%
Students with Disabilities	185	65%	23%	1%	194	52%	10%	0%
English Proficient	1342	89%	58%	12%	1434	86%	49%	11%
Limited English Proficient	87	69%	22%	2%	108	58%	19%	0%
Economically Disadvantaged	885	85%	45%	4%	970	88%	51%	10%
Not Disadvantaged	544	94%	74%	24%	572	77%	39%	9%
Migrant								
Not Migrant	1429	88%	56%	12%	1542	84%	46%	10%

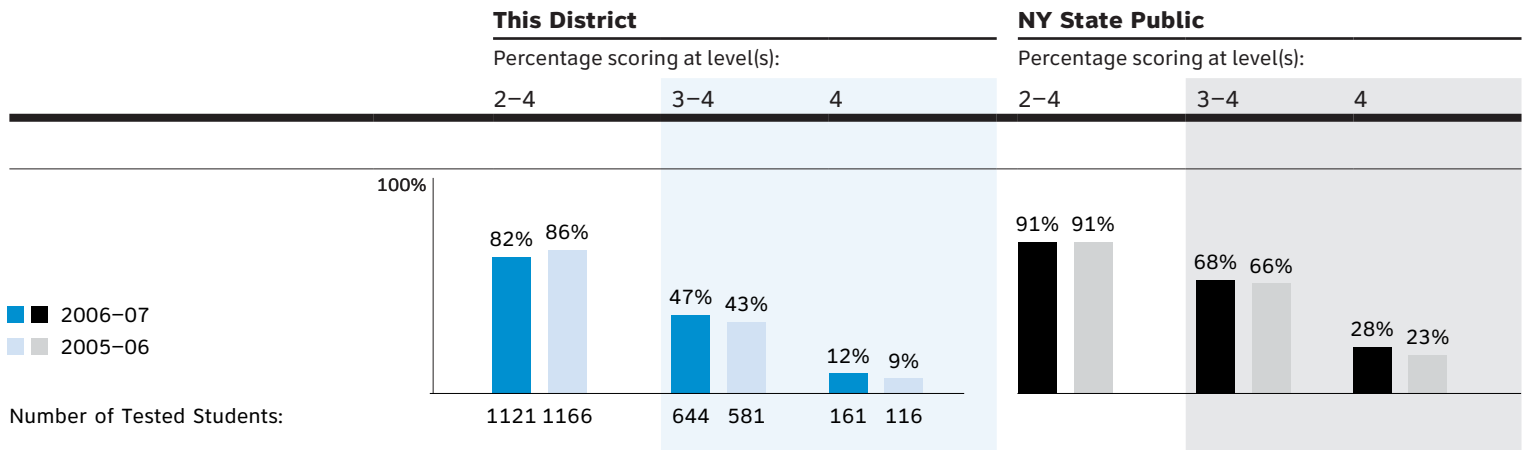
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	15	15	15	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1019	81%	37%	5%	1159	84%	33%	5%
Female	517	80%	35%	4%	613	85%	32%	5%
Male	502	82%	39%	5%	546	83%	35%	6%
American Indian or Alaska Native	5	-	-	-	10	90%	20%	0%
Black or African American	503	76%	26%	1%	546	79%	21%	1%
Hispanic or Latino	399	85%	41%	3%	458	85%	34%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	65%	35%	37	89%	68%	22%
White	91	91%	74%	24%	108	99%	85%	36%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	67%	17%				
General-Education Students	845	84%	40%	5%	1002	87%	37%	6%
Students with Disabilities	174	67%	20%	2%	157	64%	13%	1%
English Proficient	936	83%	39%	5%	1055	87%	35%	6%
Limited English Proficient	83	59%	14%	0%	104	56%	13%	0%
Economically Disadvantaged	744	80%	32%	3%	694	86%	30%	1%
Not Disadvantaged	275	84%	50%	9%	465	81%	39%	12%
Migrant								
Not Migrant	1019	81%	37%	5%	1159	84%	33%	5%

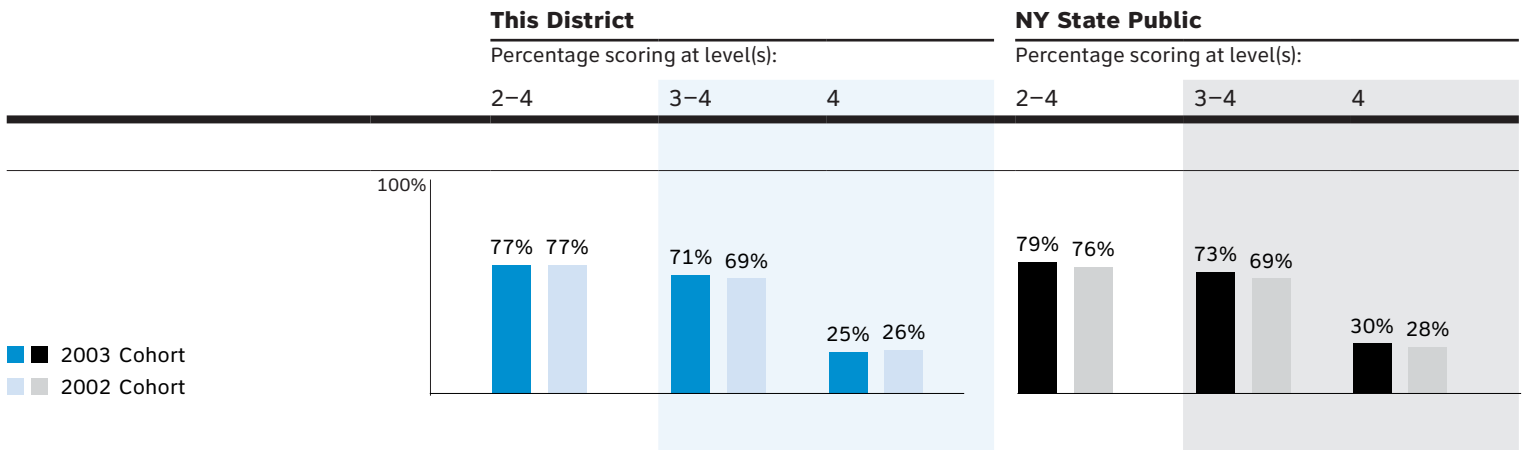
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	15	15	15	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	346	292	268	114	193	193	193	56

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2065	77%	71%	25%	1897	77%	69%	26%
Female	1144	84%	78%	31%	1116	82%	76%	31%
Male	921	69%	61%	17%	781	69%	60%	18%
American Indian or Alaska Native	5	80%	80%	20%	8	75%	38%	0%
Black or African American	707	72%	64%	13%	659	71%	64%	15%
Hispanic or Latino	820	70%	60%	14%	663	66%	56%	13%
Asian or Native Hawaiian/Other Pacific Islander	148	97%	95%	58%	147	96%	90%	41%
White	385	97%	95%	57%	420	96%	93%	58%
Multiracial								
Small Group Totals								
General-Education Students	1904	81%	75%	26%	1740	82%	75%	28%
Students with Disabilities	161	29%	20%	4%	157	19%	13%	1%
English Proficient	1917	79%	74%	27%	1663	81%	75%	29%
Limited English Proficient	148	55%	32%	0%	234	45%	32%	2%
Economically Disadvantaged	1262	72%	64%	14%	1151	69%	60%	12%
Not Disadvantaged	803	85%	81%	41%	746	88%	85%	46%
Migrant								
Not Migrant					1897	77%	69%	26%

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

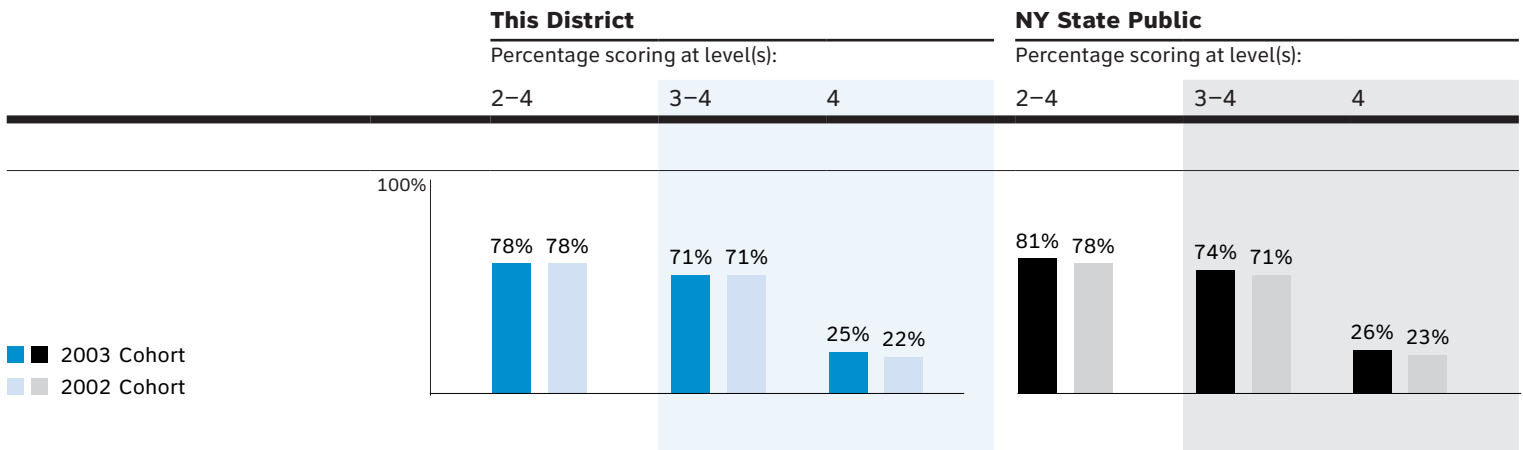
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				13	10	10	8

* 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.

** 2002 cohort data are those reported in the 2005-06 *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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2065	78%	71%	25%	1897	78%	71%	22%
Female	1144	84%	77%	30%	1116	82%	77%	26%
Male	921	72%	63%	19%	781	72%	63%	17%
American Indian or Alaska Native	5	80%	60%	20%	8	75%	63%	25%
Black or African American	707	73%	63%	12%	659	72%	64%	9%
Hispanic or Latino	820	73%	63%	12%	663	69%	59%	12%
Asian or Native Hawaiian/Other Pacific Islander	148	98%	97%	67%	147	98%	97%	53%
White	385	93%	92%	61%	420	96%	94%	48%
Multiracial								
Small Group Totals								
General-Education Students	1904	83%	75%	27%	1740	83%	76%	24%
Students with Disabilities	161	30%	23%	5%	157	24%	15%	1%
English Proficient	1917	79%	72%	27%	1663	81%	75%	25%
Limited English Proficient	148	73%	54%	3%	234	57%	45%	6%
Economically Disadvantaged	1262	75%	66%	14%	1151	71%	62%	13%
Not Disadvantaged	803	85%	79%	42%	746	89%	87%	37%
Migrant								
Not Migrant					1897	78%	71%	22%

NOTES

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

Other Assessments

	2003 Cohort				2002 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 ***	0				15	13	11	9

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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