



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #14**

District ID **33-14-00-01-0000**

Superintendent **JAMES QUAIL**

Telephone **(718) 302-7600**

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	611	608	671
Kindergarten	1175	1165	1142
Grade 1	1588	1456	1439
Grade 2	1407	1447	1329
Grade 3	1407	1374	1385
Grade 4	1471	1300	1275
Grade 5	1629	1418	1338
Grade 6	1446	1523	1346
Ungraded Elementary	634	675	700
Grade 7	1502	1438	1567
Grade 8	1470	1457	1385
Grade 9	1659	1696	2073
Grade 10	1260	1350	1327
Grade 11	904	820	849
Grade 12	663	745	650
Ungraded Secondary	751	703	696
Total K-12	18966	18567	18501

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	25	24	25
Grade 8			
English	24	25	25
Mathematics	28	26	27
Science	29	27	26
Social Studies	27	26	24
Grade 10			
English	27	29	26
Mathematics	25	22	25
Science	25	25	28
Social Studies	29	28	27

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 #14**District ID **33-14-00-01-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	10854	57%	14606	79%	13614	74%
Reduced-Price Lunch	1675	9%	623	3%	667	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	2708	14%	2700	15%	2591	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	36	0%	46	0%	64	0%
Black or African American	4766	25%	4720	25%	4813	26%
Hispanic or Latino	12157	64%	11854	64%	11586	63%
Asian or Native Hawaiian/Other Pacific Islander	495	3%	485	3%	517	3%
White	1512	8%	1462	8%	1521	8%
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	481	2%	419	2%	569	3%

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	1429	1437	1478
Percent with No Valid Teaching Certificate	6%	4%	5%
Percent Teaching Out of Certification	17%	15%	11%
Percent with Fewer Than Three Years of Experience	22%	19%	20%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	31%	31%
Total Number of Core Classes*	N/A	4681	2823
Percent Not Taught by Highly Qualified Teachers	N/A	14%	11%
Total Number of Classes	3293	3549	3608
Percent Taught by Teachers Without Appropriate Certification	23%	19%	13%

* 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	24%	23%	25%
Turnover Rate of All Teachers	25%	19%	21%

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:

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

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

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

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:

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

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 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Improvement (Year 1)	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 Language Arts	Mathematics	Science	English 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}	✓	—	✓ ^{SH}	✗	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
Student groups making AYP in each subject	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1	✗ 1 of 6	✗ 1 of 6	✗ 0 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 4)

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 5) 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 4) in 2008-09. [209]

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 (8993:8545)	✓	✓	99%	✓	140	121		
Ethnicity								
American Indian or Alaska Native (18:18)	—	—	—	—	—	—		—
Black or African American (1817:1719)	✓	✓	98%	✓	128	119		
Hispanic or Latino (6006:5743)	✓	✓	99%	✓	138	121		
Asian or Native Hawaiian/Other Pacific Islander (300:278)	✓	✓	100%	✓	169	115		
White (848:783)	✓	✓	97%	✓	170	118		
Multiracial (4:4)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (2971:1346)	✗	✗	93%	✓ ^{SH}	90	119	86	101
Limited English Proficient ⁵ (1243:1431)	✓ ^{SH}	✓	99%	✓ ^{SH}	109	119	106	118
Economically Disadvantaged (8917:8491)	✓	✓	99%	✓	140	121		
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 Mathematics

Accountability Status for This Subject (2007–08)



Improvement (Year 1)

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 2) 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 1) in 2008-09. [206]

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 (8997:8557)	✓	✓	99%	✓	152	85	
Ethnicity							
American Indian or Alaska Native (19:18)	—	—	—	—	—	—	—
Black or African American (1816:1697)	✓	✓	97%	✓	132	83	
Hispanic or Latino (6010:5754)	✓	✓	99%	✓	151	85	
Asian or Native Hawaiian/Other Pacific Islander (299:280)	✓	✓	100%	✓	185	80	
White (849:804)	✓	✓	98%	✓	182	82	
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2977:1333)	✗	✗	94%	✓	102	83	
Limited English Proficient ⁵ (1259:1517)	✓	✓	99%	✓	136	83	
Economically Disadvantaged (8923:8506)	✓	✓	99%	✓	152	85	
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 for This Subject (2007–08)



Good Standing

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 (2933:2726)	✓	Qualified	✓	97%	✓	139	100	
Ethnicity								
American Indian or Alaska Native (6:6)		–	–	–	–	–	–	–
Black or African American (590:539)		Qualified	✓	96%	✓	121	100	
Hispanic or Latino (1955:1832)		Qualified	✓	97%	✓	137	100	
Asian or Native Hawaiian/Other Pacific Islander (127:114)		Qualified	✓	97%	✓	181	100	
White (253:233)		Qualified	✓	96%	✓	176	100	
Multiracial (2:2)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (480:423)		Qualified	✓	91%	✓	103	100	
Limited English Proficient ⁴ (437:495)		Qualified	✓	93%	✓	119	100	
Economically Disadvantaged (2908:2711)		Qualified	✓	97%	✓	139	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 4)

Accountability Measures

1 of 6

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 5) 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 4) in 2008-09. [209]

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

Student Group (12th Graders: 2003 Cohort) 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 (837:812)	X	✓	98%	X	144	155	143‡	150
Ethnicity								
American Indian or Alaska Native (2:0)	—	—	—	—	—	—	—	—
Black or African American (341:304)	X	✓	97%	X	143	153	151‡	149
Hispanic or Latino (461:476)	X	✓	98%	X	142	154	137‡	148
Asian or Native Hawaiian/Other Pacific Islander (16:17)	—	—	—	—	—	—	—	—
White (16:14)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (122:87)	X	X	93%	X	95	148	102‡	106
Limited English Proficient ⁴ (42:100)	✓ ^{SH}	✓	95%	✓ ^{SH}	129	149	88	136
Economically Disadvantaged (658:661)	X	✓	98%	X	143	155	146	149
Final AYP Determination	X 1 of 6							

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 for This Subject (2007–08)



Improvement (Year 1)

Accountability Measures

1 of 6

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 2) 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 1) in 2008-09. [206]

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

Student Group (12th Graders: 2003 Cohort) 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 (837:812)			95%		147	148	148‡	152
Ethnicity								
American Indian or Alaska Native (2:0)	—	—	—	—	—	—	—	—
Black or African American (341:304)			97%		146	146		
Hispanic or Latino (889:476)			96%		146	147	147‡	151
Asian or Native Hawaiian/Other Pacific Islander (16:17)	—	—	—	—	—	—	—	—
White (16:14)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (122:87)			94%		100	141	106‡	110
Limited English Proficient ⁴ (106:100)			92%		162	142		
Economically Disadvantaged (658:661)			96%		147	148	148	152
Final AYP Determination	1 of 6							

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 0 of 1 Student groups making AYP in Graduation Rate

 Did not make AYP

Prospective Status A district that fails to make AYP in Graduation Rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP in 2007-08, the district will be in good standing in 2008-09. [203]

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 (978)			51%	55%	55%	52%
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (415)			52%	55%	55%	53%
Hispanic or Latino (534)			49%	55%	55%	50%
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–		
White (23)		–	–	–		
Multiracial (0)						
Other Groups						
Students with Disabilities (136)			18%	55%	36%	19%
Limited English Proficient ³ (10)		–	–	–		
Economically Disadvantaged (587)			58%	55%		
Final AYP Determination  0 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 #14**

District ID **33-14-00-01-0000**

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

27 schools identified 68% of total

ACADEMY FOR YOUNG WRITERS
GREEN SCHOOL: AN ACADEMY FOR ENVIRONMENTAL CAREERS
HIGH SCHOOL OF ENTERPRISE, BUSINESS & TECHNOLOGY
MS 577-CONSELYEA PREP SCHOOL
MS 582
PROGRESS HIGH SCHOOL FOR PROFESSIONAL CAREERS
PS 110 MONITOR SCHOOL
PS 120 CARLOS TAPIA SCHOOL
PS 132 THE CONSELYEA
PS 147 ISSAC REMSEN SCHOOL
PS 157 BENJAMIN FRANKLIN SCHOOL
PS 16 LEONARD DUNKLY SCHOOL
PS 17 HENRY D WOODWORTH SCHOOL
PS 18 EDWARD BUSH SCHOOL
PS 196 TEN EYCK SCHOOL
PS 23 CARTER G WOODSON SCHOOL
PS 250 GEORGE H LINDSEY SCHOOL
PS 257 JOHN F HYLAN SCHOOL
PS 297 ABRAHAM STOCKTON SCHOOL
PS 31 SAMUEL F DUPONT SCHOOL
PS 319
PS 34 OLIVER H PERRY SCHOOL
PS 380 JOHN WAYNE ELEMENTARY SCHOOL
PS 59 WILLIAM FLOYD SCHOOL
URBAN ASSEMBLY SCHOOL FOR URBAN ENVIRONMENT
WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE AND DESIGN
WILLIAMSBURG PREP SCHOOL

▲ Improvement (Year 1)

1 school identified 3% of total

PS 84 JOSE DE DIEGO SCHOOL

▲ Improvement (Year 2)

1 school identified 3% of total

HIGH SCHOOL OF LEGAL STUDIES

▲ Planning for Restructuring

1 school identified 3% of total

EL PUENTE ACADEMY FOR PEACE AND JUSTICE

▲ Restructuring (Year 1)

2 schools identified 5% of total

JHS 318 EUGENO MARIA DEHOSTOS SCHOOL
PS 19 ROBERTO CLEMENTE SCHOOL

▲ Restructuring (Year 3)

2 schools identified 5% of total

New York State Status

■ Good Standing

1 school identified 3% of total

BROOKLYN LATIN

■ Requiring Academic Progress (Year 5)

1 school identified 3% of total

HARRY VAN ARSDALE HIGH SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #14**

District ID **33-14-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

Restructuring (Year 3) (continued)

AUTOMOTIVE HIGH SCHOOL
JHS 126 JOHN ERICSSON SCHOOL

Restructuring (Year 4)

3 schools identified 8% of total
JHS 49 WILLIAM J GAYNOR
JHS 50 JOHN D WELLS
JHS 71 JUAN MOREL CAMPOS

New York State Status

Requiring Academic Progress (Year 8)







1 school identified 3% of total
JHS 33 MARK HOPKINS

District NEW YORK CITY GEOGRAPHIC DISTRICT #14



District ID 33-14-00-01-0000

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	56%			1420
Grade 4	55%			1373
Grade 5	56%			1379
Grade 6	46%			1404
Grade 7	39%			1606
Grade 8	38%			1433

Mathematics

Grade 3	79%		1442
Grade 4	71%		1391
Grade 5	72%		1407
Grade 6	59%		1417
Grade 7	48%		1631
Grade 8	41%		1461

Science

Grade 4	67%		1387
Grade 8	36%		1413

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	53%			1024
Mathematics	51%			1024

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.

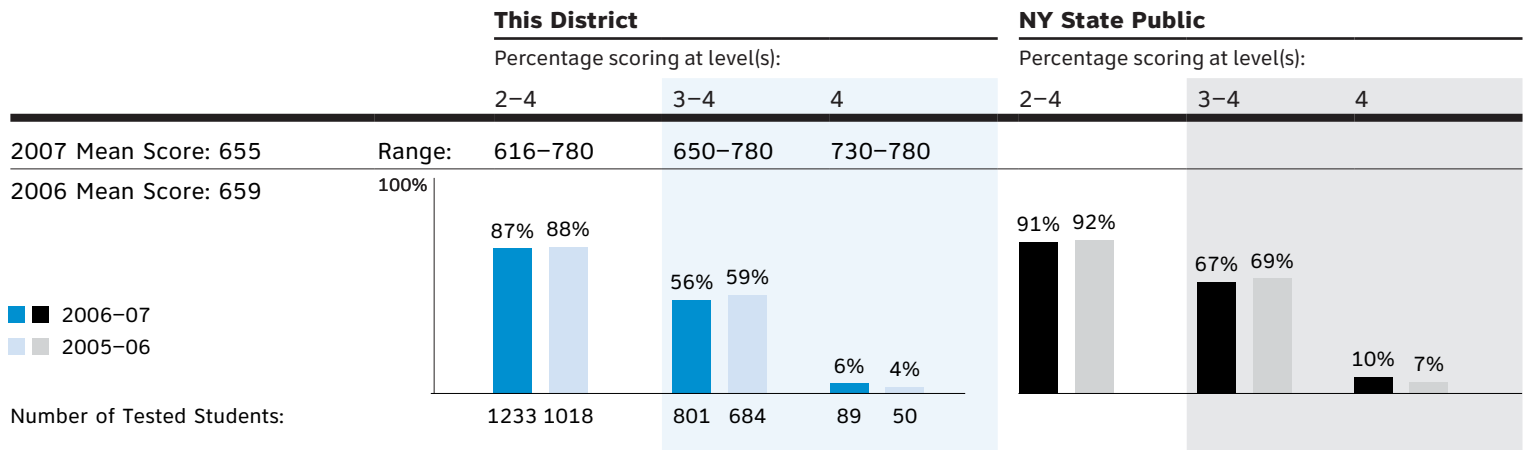
In this section, this district's performance is compared with that of public schools statewide.

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	1420	87%	56%	6%	1161	88%	59%	4%
Female	714	89%	61%	7%	584	91%	64%	6%
Male	706	84%	52%	6%	577	85%	53%	2%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	283	82%	45%	4%	289	86%	52%	3%
Hispanic or Latino	946	86%	55%	5%	708	86%	56%	3%
Asian or Native Hawaiian/Other Pacific Islander	42	—	—	—	46	—	—	—
White	146	97%	82%	16%	116	96%	84%	14%
Multiracial								
Small Group Totals	45	96%	76%	22%	48	98%	90%	13%
General-Education Students	1198	92%	64%	7%	975	93%	66%	5%
Students with Disabilities	222	56%	18%	1%	186	58%	22%	0%
English Proficient	1169	90%	63%	8%	1131	89%	60%	4%
Limited English Proficient	251	74%	26%	0%	30	50%	30%	0%
Economically Disadvantaged	1416	—	—	—	459	91%	61%	5%
Not Disadvantaged	4	—	—	—	702	86%	58%	4%
Migrant								
Not Migrant	1420	87%	56%	6%	1161	88%	59%	4%

NOTES

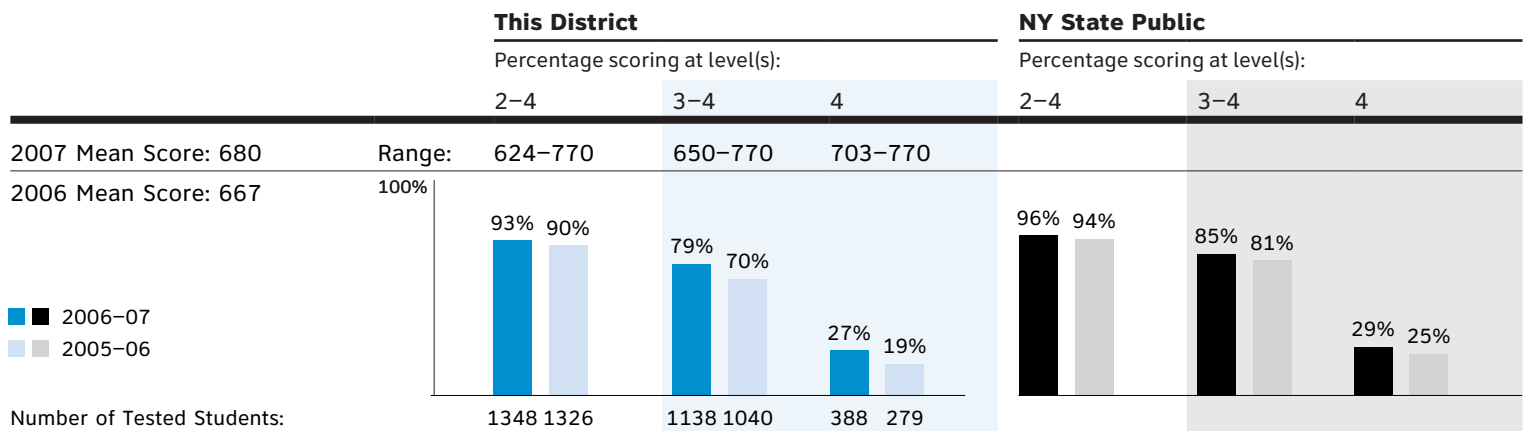
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	14	14	11	6	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	26	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	1442	93%	79%	27%	1481	90%	70%	19%
Female	726	94%	80%	26%	726	91%	71%	19%
Male	716	93%	77%	28%	755	88%	69%	19%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	285	89%	69%	19%	293	85%	63%	15%
Hispanic or Latino	961	94%	79%	24%	988	89%	67%	13%
Asian or Native Hawaiian/Other Pacific Islander	44	—	—	—	52	—	—	—
White	149	99%	95%	51%	146	98%	97%	50%
Multiracial								
Small Group Totals	47	98%	89%	57%	54	96%	94%	56%
General-Education Students	1216	96%	84%	31%	1229	93%	77%	22%
Students with Disabilities	226	79%	49%	7%	252	71%	38%	3%
English Proficient	1167	95%	82%	30%	1150	92%	76%	22%
Limited English Proficient	275	88%	65%	13%	331	80%	51%	8%
Economically Disadvantaged	1438	—	—	—	587	93%	75%	17%
Not Disadvantaged	4	—	—	—	894	87%	67%	20%
Migrant								
Not Migrant	1442	93%	79%	27%	1481	90%	70%	19%

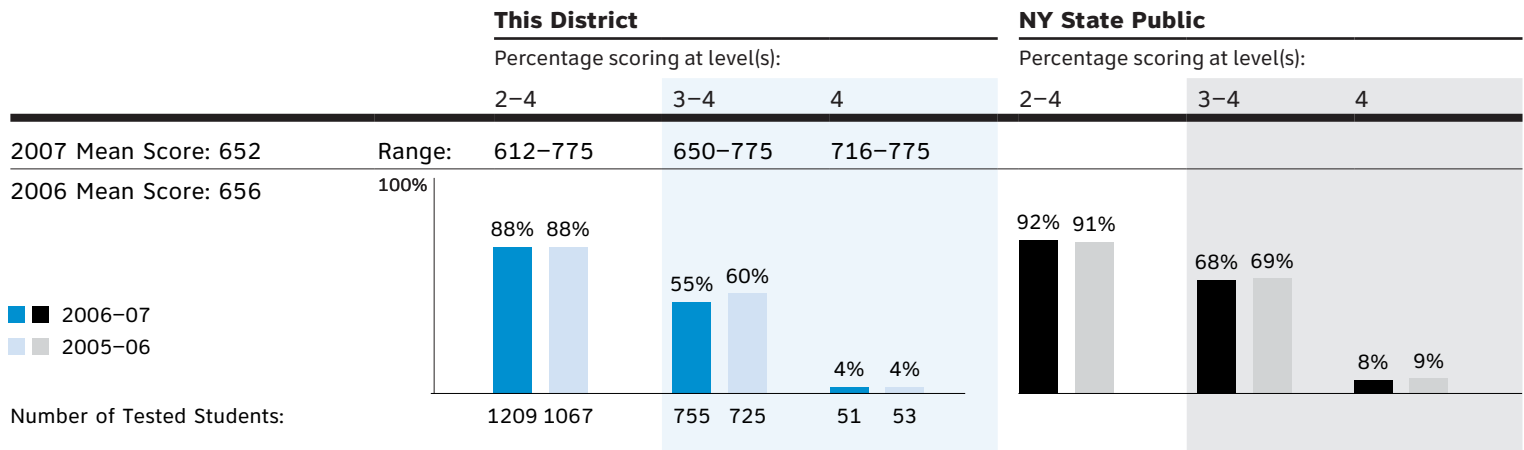
NOTES

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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	14	14	13	8	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	1373	88%	55%	4%	1208	88%	60%	4%
Female	692	91%	57%	5%	598	91%	64%	5%
Male	681	85%	53%	3%	610	86%	56%	4%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	262	88%	52%	2%	238	82%	45%	1%
Hispanic or Latino	916	86%	50%	2%	777	88%	59%	4%
Asian or Native Hawaiian/Other Pacific Islander	51	—	—	—	31	—	—	—
White	142	95%	80%	12%	159	97%	81%	10%
Multiracial								
Small Group Totals	53	98%	81%	15%	34	97%	79%	6%
General-Education Students	1116	94%	63%	5%	1030	95%	67%	5%
Students with Disabilities	257	61%	20%	0%	178	51%	20%	1%
English Proficient	1130	92%	63%	5%	1164	90%	62%	5%
Limited English Proficient	243	67%	19%	0%	44	55%	18%	0%
Economically Disadvantaged	1372	—	—	—	475	96%	64%	5%
Not Disadvantaged	1	—	—	—	733	83%	58%	4%
Migrant								
Not Migrant	1373	88%	55%	4%	1208	88%	60%	4%

NOTES

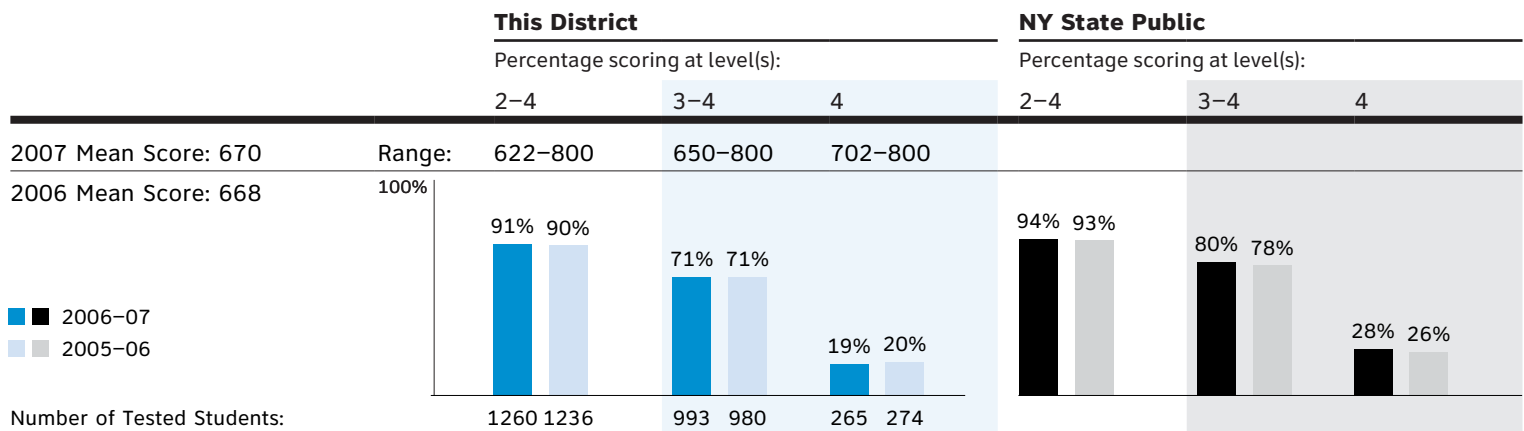
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Other Assessments

	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	13	13	12	10	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	17	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	1391	91%	71%	19%	1378	90%	71%	20%
Female	697	91%	71%	17%	673	90%	70%	18%
Male	694	90%	72%	21%	705	90%	72%	22%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	259	88%	63%	9%	241	84%	57%	10%
Hispanic or Latino	933	90%	69%	15%	924	90%	71%	18%
Asian or Native Hawaiian/Other Pacific Islander	54	—	—	—	38	—	—	—
White	143	97%	92%	47%	172	96%	90%	42%
Multiracial								
Small Group Totals	56	96%	96%	63%	41	100%	90%	34%
General-Education Students	1133	95%	78%	22%	1175	94%	77%	22%
Students with Disabilities	258	73%	40%	5%	203	63%	38%	5%
English Proficient	1125	94%	77%	23%	1171	92%	75%	22%
Limited English Proficient	266	76%	48%	3%	207	75%	47%	8%
Economically Disadvantaged	1390	—	—	—	525	95%	78%	22%
Not Disadvantaged	1	—	—	—	853	86%	67%	19%
Migrant								
Not Migrant	1391	91%	71%	19%	1378	90%	71%	20%

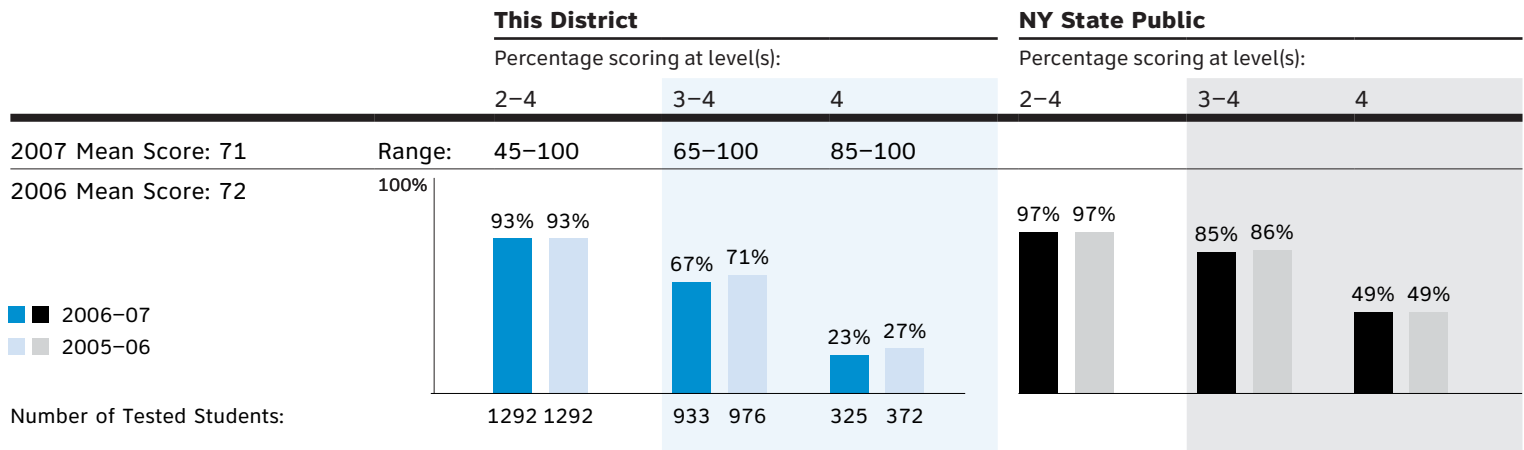
NOTES

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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	13	13	13	12	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	1387	93%	67%	23%	1382	93%	71%	27%
Female	692	94%	66%	23%	675	94%	71%	28%
Male	695	93%	68%	24%	707	93%	70%	26%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	259	93%	61%	14%	240	89%	60%	13%
Hispanic or Latino	929	92%	65%	19%	926	94%	70%	26%
Asian or Native Hawaiian/Other Pacific Islander	53	—	—	—	41	—	—	—
White	144	99%	83%	52%	172	98%	87%	49%
Multiracial								
Small Group Totals	55	98%	95%	71%	44	95%	77%	39%
General-Education Students	1128	96%	74%	27%	1181	97%	77%	30%
Students with Disabilities	259	79%	39%	6%	201	72%	36%	10%
English Proficient	1123	97%	74%	28%	1174	95%	75%	30%
Limited English Proficient	264	79%	41%	6%	208	83%	46%	9%
Economically Disadvantaged	1386	—	—	—	529	98%	76%	25%
Not Disadvantaged	1	—	—	—	853	91%	67%	28%
Migrant								
Not Migrant	1387	93%	67%	23%	1382	93%	71%	27%

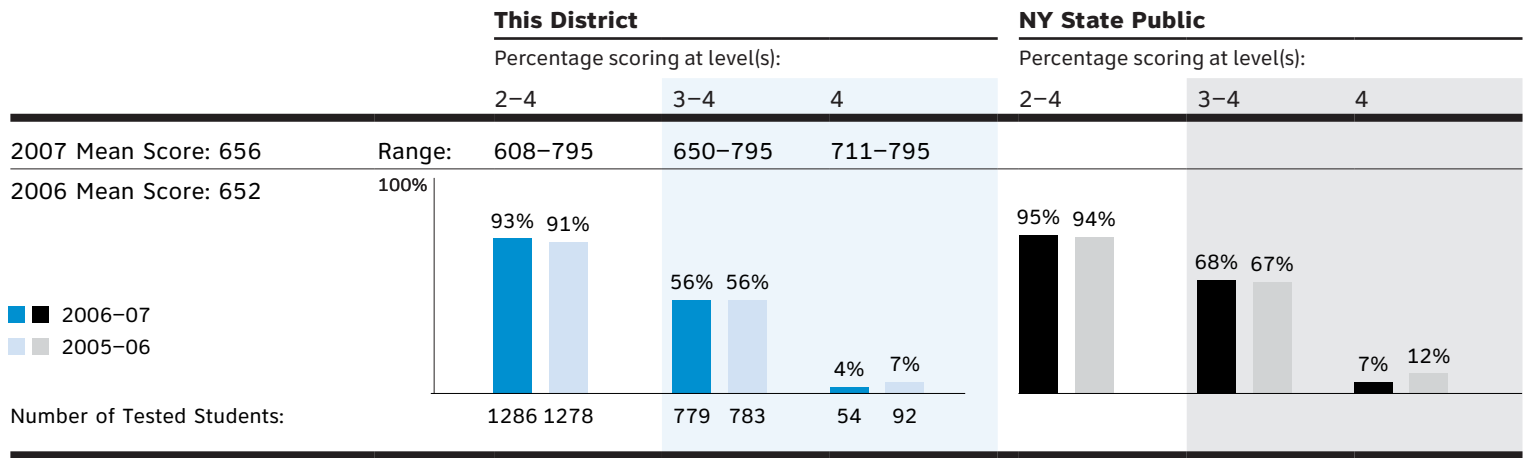
NOTES

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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	13	13	13	10	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	1379	93%	56%	4%	1401	91%	56%	7%
Female	691	95%	58%	4%	718	93%	59%	7%
Male	688	91%	55%	4%	683	89%	53%	6%
American Indian or Alaska Native	3	—	—	—	5	100%	80%	20%
Black or African American	257	91%	45%	1%	280	88%	43%	3%
Hispanic or Latino	908	93%	54%	3%	939	91%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	40	—	—	—	38	100%	82%	16%
White	171	97%	80%	11%	139	95%	81%	21%
Multiracial								
Small Group Totals	43	95%	77%	19%				
General-Education Students	1157	97%	63%	5%	1201	96%	61%	7%
Students with Disabilities	222	72%	24%	0%	200	65%	23%	1%
English Proficient	1211	96%	62%	4%	1333	92%	58%	7%
Limited English Proficient	168	76%	17%	0%	68	74%	21%	0%
Economically Disadvantaged	1375	—	—	—	595	95%	58%	5%
Not Disadvantaged	4	—	—	—	806	89%	54%	7%
Migrant								
Not Migrant	1379	93%	56%	4%	1401	91%	56%	7%

NOTES

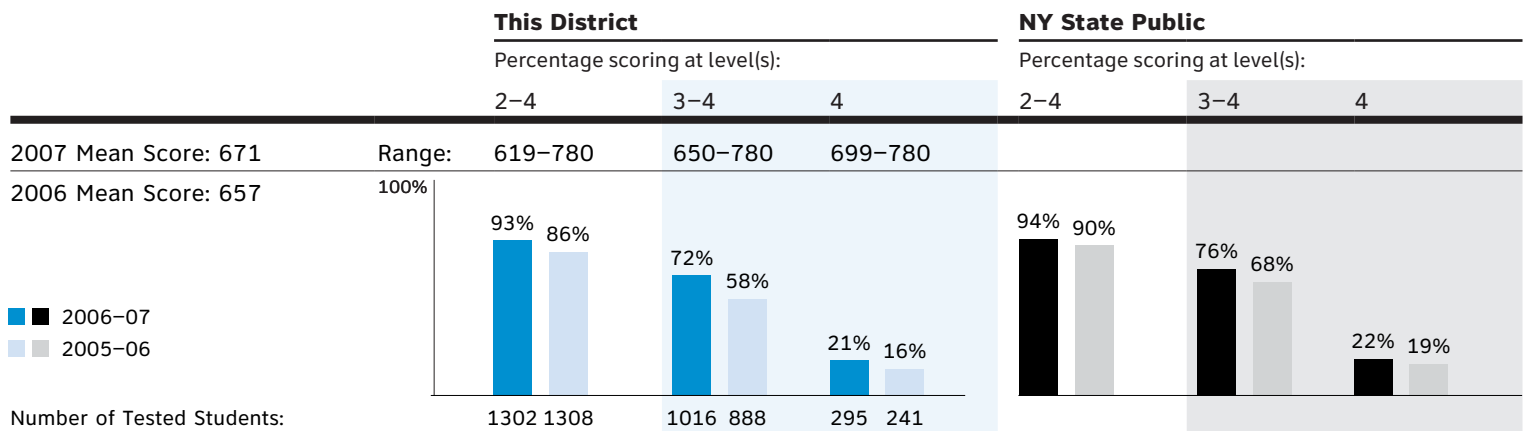
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Other Assessments

	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	21	21	21	20	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	28	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	1407	93%	72%	21%	1524	86%	58%	16%
Female	705	94%	73%	21%	771	89%	57%	14%
Male	702	91%	72%	21%	753	83%	59%	18%
American Indian or Alaska Native	3	—	—	—	3	—	—	—
Black or African American	256	88%	55%	8%	281	75%	42%	4%
Hispanic or Latino	924	92%	73%	19%	1043	87%	58%	13%
Asian or Native Hawaiian/Other Pacific Islander	41	—	—	—	42	—	—	—
White	183	97%	87%	42%	155	94%	83%	45%
Multiracial								
Small Group Totals	44	100%	93%	57%	45	93%	87%	58%
General-Education Students	1182	97%	79%	24%	1313	91%	64%	18%
Students with Disabilities	225	69%	36%	4%	211	53%	20%	3%
English Proficient	1213	94%	76%	22%	1337	88%	62%	17%
Limited English Proficient	194	83%	47%	12%	187	72%	35%	7%
Economically Disadvantaged	1403	—	—	—	643	91%	61%	14%
Not Disadvantaged	4	—	—	—	881	82%	56%	17%
Migrant								
Not Migrant	1407	93%	72%	21%	1524	86%	58%	16%

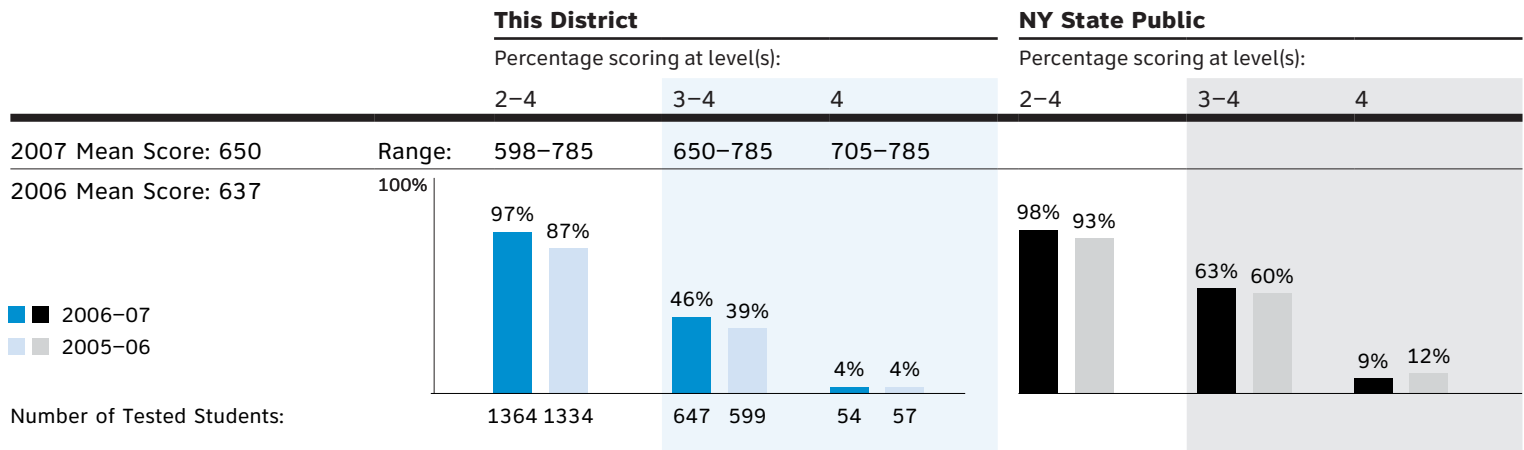
NOTES

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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	21	21	21	17	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	1404	97%	46%	4%	1541	87%	39%	4%
Female	704	98%	49%	5%	763	89%	43%	5%
Male	700	96%	43%	3%	778	84%	35%	3%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	284	96%	33%	1%	360	79%	30%	1%
Hispanic or Latino	967	97%	46%	2%	1032	88%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	36	—	—	—	39	—	—	—
White	113	98%	73%	21%	106	98%	61%	14%
Multiracial								
Small Group Totals	40	98%	73%	15%	43	91%	63%	21%
General-Education Students	1210	99%	52%	4%	1316	93%	44%	4%
Students with Disabilities	194	84%	10%	0%	225	50%	6%	0%
English Proficient	1274	98%	50%	4%	1450	88%	41%	4%
Limited English Proficient	130	92%	11%	0%	91	59%	5%	0%
Economically Disadvantaged	1396	97%	46%	4%	686	90%	36%	2%
Not Disadvantaged	8	100%	0%	0%	855	84%	42%	5%
Migrant								
Not Migrant	1404	97%	46%	4%	1541	87%	39%	4%

NOTES

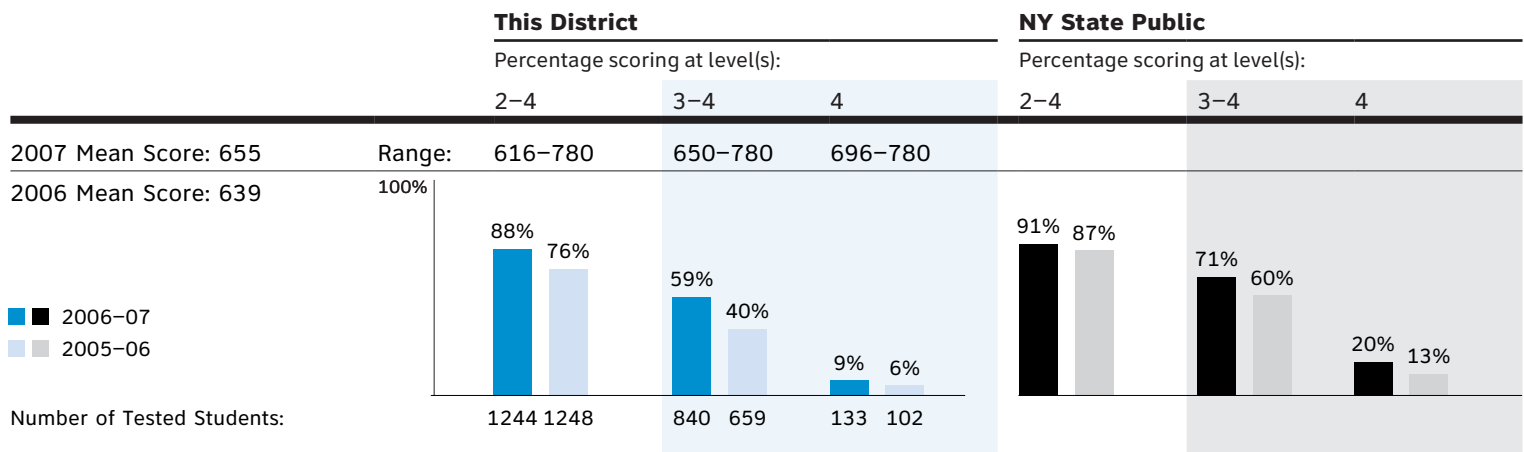
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Other Assessments

	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	20	18	16	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	15	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	1417	88%	59%	9%	1637	76%	40%	6%
Female	714	89%	59%	10%	808	78%	40%	6%
Male	703	87%	59%	9%	829	75%	40%	7%
American Indian or Alaska Native	4	—	—	—	5	20%	0%	0%
Black or African American	281	80%	43%	4%	362	63%	26%	1%
Hispanic or Latino	978	88%	59%	8%	1101	79%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	36	—	—	—	46	96%	85%	39%
White	118	100%	87%	26%	123	89%	61%	20%
Multiracial								
Small Group Totals	40	95%	90%	38%				
General-Education Students	1221	92%	65%	10%	1407	83%	46%	7%
Students with Disabilities	196	61%	22%	3%	230	33%	5%	0%
English Proficient	1265	89%	62%	10%	1473	78%	42%	7%
Limited English Proficient	152	76%	36%	3%	164	56%	21%	1%
Economically Disadvantaged	1409	88%	59%	9%	724	78%	36%	4%
Not Disadvantaged	8	75%	25%	0%	913	75%	43%	8%
Migrant								
Not Migrant	1417	88%	59%	9%	1637	76%	40%	6%

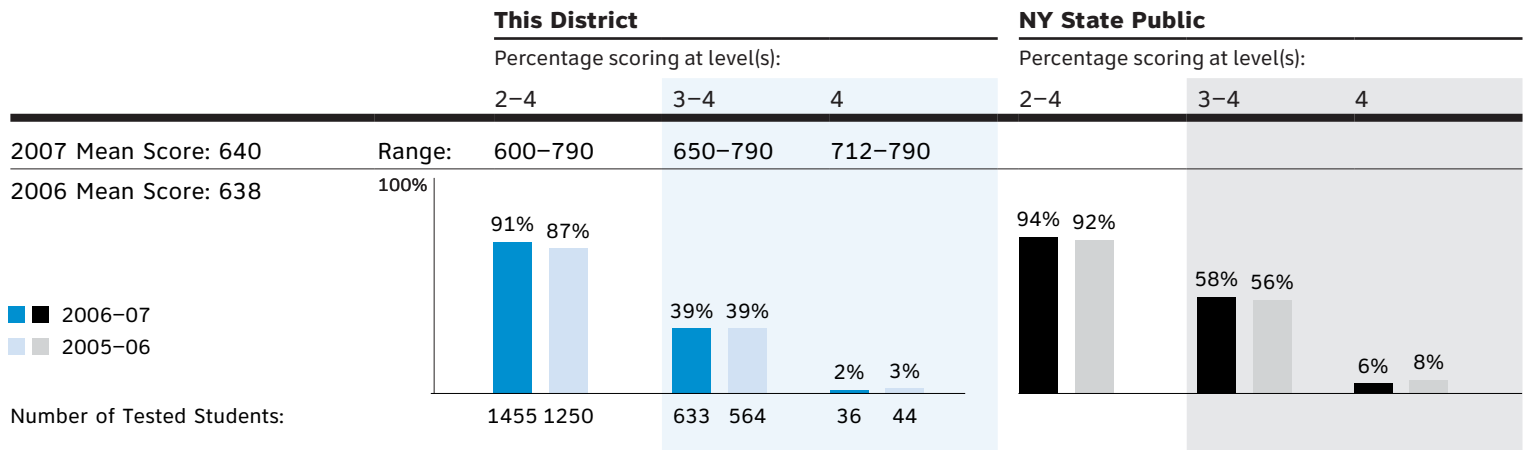
NOTES

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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 6 Equivalent	20	20	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	1606	91%	39%	2%	1435	87%	39%	3%
Female	778	92%	45%	3%	709	90%	45%	3%
Male	828	89%	35%	2%	726	84%	34%	3%
American Indian or Alaska Native	2	—	—	—	6	67%	50%	0%
Black or African American	357	89%	33%	1%	333	81%	25%	0%
Hispanic or Latino	1082	90%	38%	2%	946	88%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	46	—	—	—	63	97%	76%	17%
White	117	97%	62%	6%	87	93%	63%	8%
Multiracial	2	—	—	—				
Small Group Totals	50	90%	58%	10%				
General-Education Students	1374	94%	44%	3%	1242	92%	44%	4%
Students with Disabilities	232	72%	10%	0%	193	56%	8%	0%
English Proficient	1464	94%	43%	2%	1352	89%	41%	3%
Limited English Proficient	142	54%	4%	0%	83	64%	7%	0%
Economically Disadvantaged	1592	91%	39%	2%	684	90%	37%	2%
Not Disadvantaged	14	86%	36%	0%	751	85%	42%	4%
Migrant								
Not Migrant	1606	91%	39%	2%	1435	87%	39%	3%

NOTES

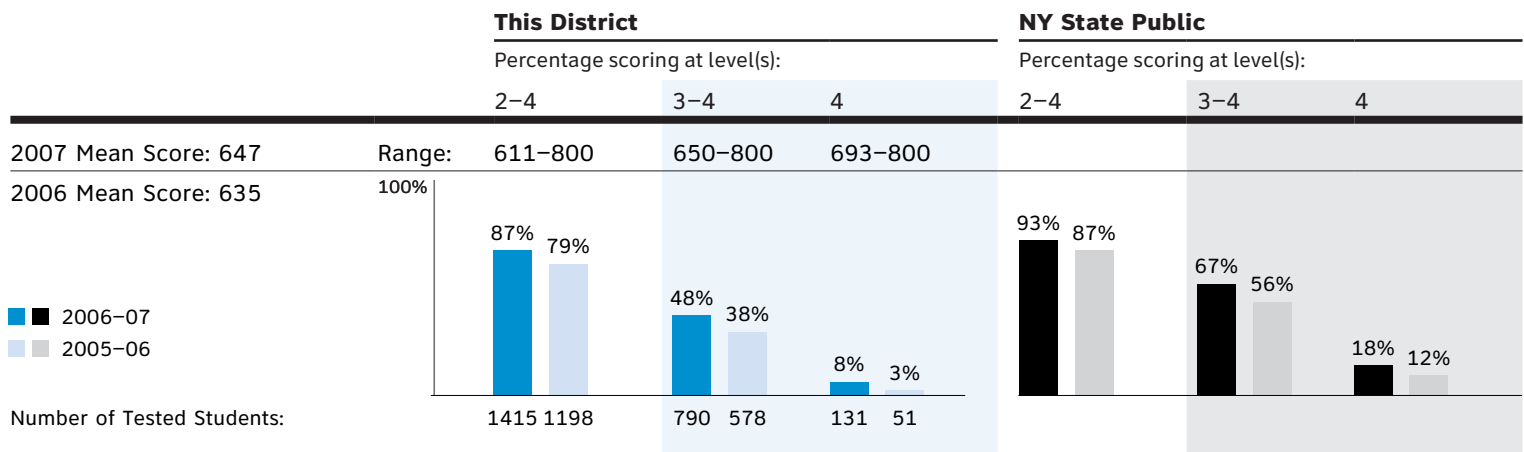
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Other Assessments

	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	16	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	21	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	1631	87%	48%	8%	1520	79%	38%	3%
Female	788	88%	51%	7%	748	80%	39%	3%
Male	843	85%	46%	9%	772	77%	37%	4%
American Indian or Alaska Native	3	—	—	—	7	71%	57%	0%
Black or African American	362	80%	36%	3%	328	68%	23%	1%
Hispanic or Latino	1094	88%	48%	6%	1017	80%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	48	90%	85%	52%	67	96%	76%	30%
White	122	95%	73%	25%	101	87%	57%	9%
Multiracial	2	—	—	—				
Small Group Totals	5	60%	40%	0%				
General-Education Students	1393	91%	55%	9%	1332	84%	42%	4%
Students with Disabilities	238	60%	9%	0%	188	40%	9%	0%
English Proficient	1466	89%	52%	9%	1353	81%	41%	4%
Limited English Proficient	165	68%	21%	1%	167	62%	18%	1%
Economically Disadvantaged	1616	87%	48%	8%	731	80%	35%	2%
Not Disadvantaged	15	80%	73%	0%	789	78%	41%	5%
Migrant								
Not Migrant	1631	87%	48%	8%	1520	79%	38%	3%

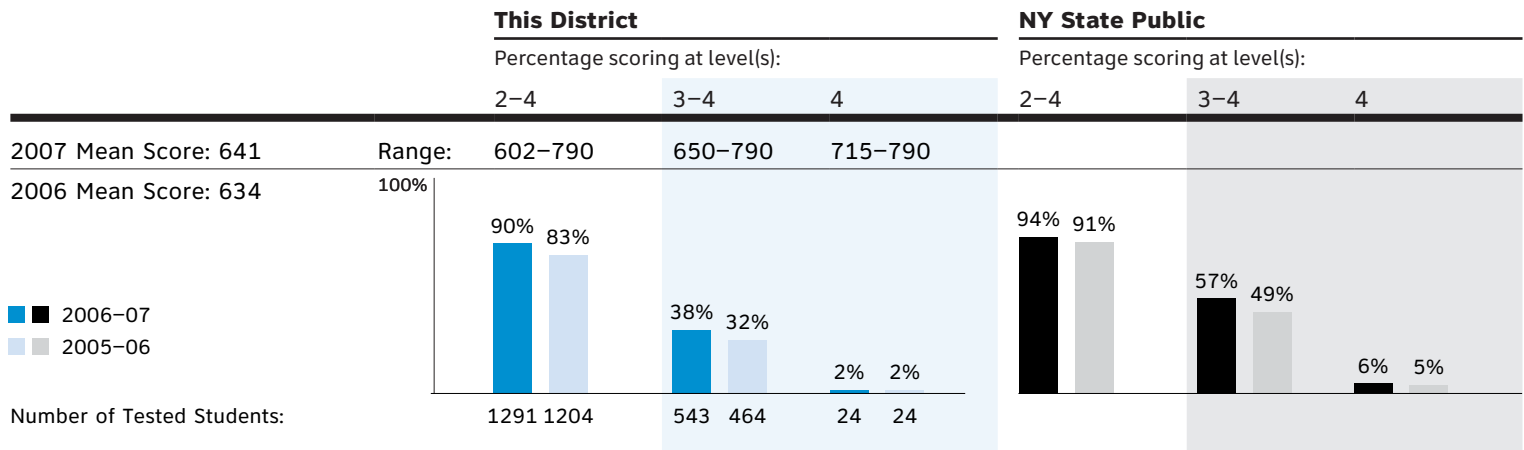
NOTES

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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	19	13	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	1433	90%	38%	2%	1450	83%	32%	2%
Female	690	94%	45%	2%	709	86%	38%	2%
Male	743	87%	31%	2%	741	80%	26%	1%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	298	86%	23%	1%	330	78%	25%	0%
Hispanic or Latino	972	91%	38%	1%	959	84%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	69	94%	72%	12%	52	—	—	—
White	88	91%	53%	1%	106	89%	43%	7%
Multiracial	2	—	—	—				
Small Group Totals	6	67%	50%	0%	55	87%	60%	11%
General-Education Students	1267	94%	42%	2%	1232	90%	37%	2%
Students with Disabilities	166	58%	5%	0%	218	45%	4%	0%
English Proficient	1311	93%	41%	2%	1373	85%	34%	2%
Limited English Proficient	122	61%	4%	0%	77	48%	4%	1%
Economically Disadvantaged	1419	90%	38%	2%	690	87%	28%	1%
Not Disadvantaged	14	93%	14%	0%	760	80%	36%	3%
Migrant								
Not Migrant	1433	90%	38%	2%	1450	83%	32%	2%

NOTES

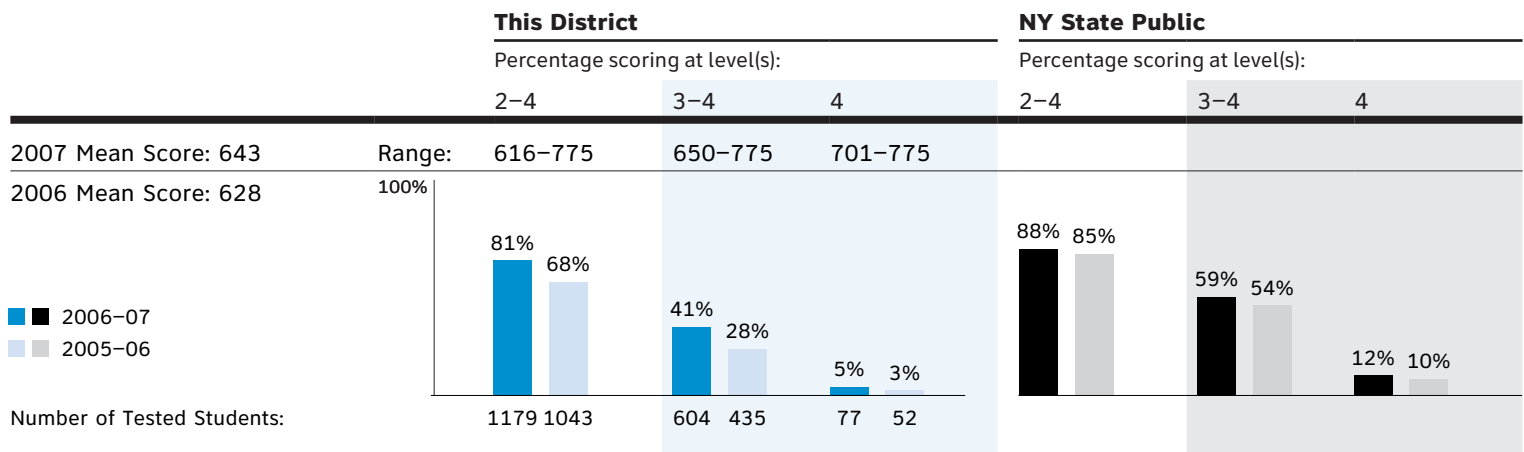
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Other Assessments

	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	23	22	19	13	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	29	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	1461	81%	41%	5%	1538	68%	28%	3%
Female	707	85%	44%	5%	752	69%	29%	4%
Male	754	77%	39%	6%	786	67%	28%	3%
American Indian or Alaska Native	4	—	—	—	2	—	—	—
Black or African American	295	70%	24%	1%	325	61%	22%	1%
Hispanic or Latino	990	82%	42%	4%	1030	67%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	73	92%	78%	25%	55	—	—	—
White	97	97%	63%	14%	126	81%	42%	8%
Multiracial	2	—	—	—				
Small Group Totals	6	67%	50%	17%	57	93%	72%	28%
General-Education Students	1301	85%	45%	6%	1333	73%	32%	4%
Students with Disabilities	160	45%	10%	0%	205	33%	3%	0%
English Proficient	1306	83%	44%	6%	1365	71%	31%	4%
Limited English Proficient	155	64%	19%	1%	173	42%	9%	1%
Economically Disadvantaged	1450	81%	41%	5%	743	65%	22%	1%
Not Disadvantaged	11	82%	45%	0%	795	70%	34%	5%
Migrant								
Not Migrant	1461	81%	41%	5%	1538	68%	28%	3%

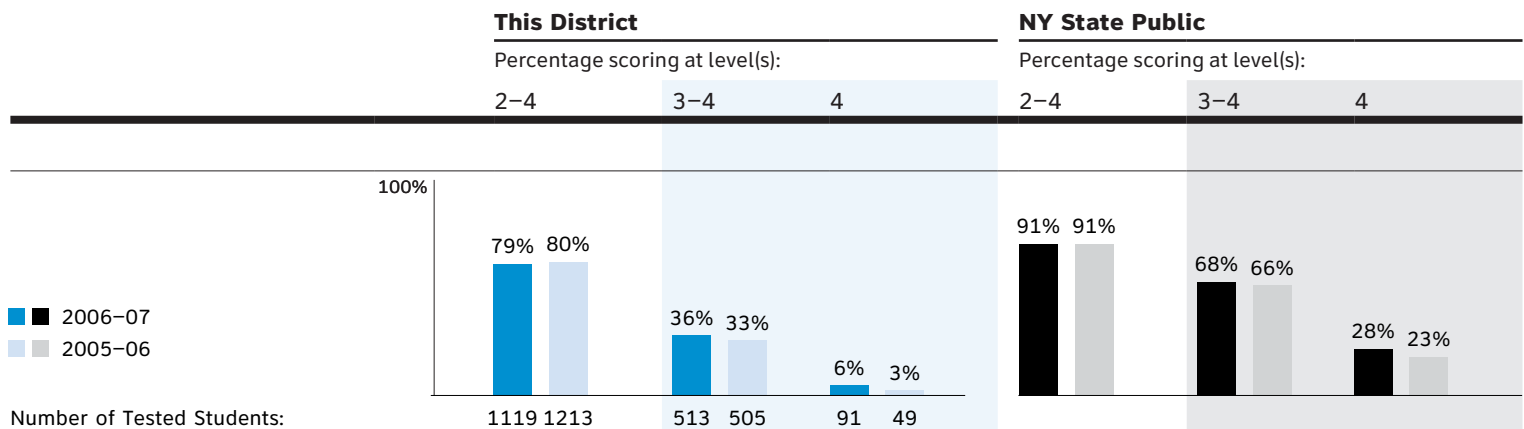
NOTES

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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	23	23	20	12	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	1413	79%	36%	6%	1509	80%	33%	3%
Female	691	81%	35%	5%	737	82%	32%	2%
Male	722	77%	38%	8%	772	78%	35%	4%
American Indian or Alaska Native	4	—	—	—	2	—	—	—
Black or African American	289	66%	19%	1%	318	76%	26%	0%
Hispanic or Latino	955	81%	35%	5%	1012	80%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	69	90%	77%	33%	54	—	—	—
White	94	97%	67%	17%	123	89%	56%	11%
Multiracial	2	—	—	—				
Small Group Totals	6	50%	50%	17%	56	95%	68%	18%
General-Education Students	1265	83%	40%	7%	1306	84%	38%	4%
Students with Disabilities	148	51%	9%	0%	203	54%	3%	0%
English Proficient	1279	81%	39%	7%	1344	84%	37%	4%
Limited English Proficient	134	62%	12%	0%	165	52%	8%	0%
Economically Disadvantaged	1402	79%	36%	6%	727	81%	27%	1%
Not Disadvantaged	11	73%	18%	0%	782	79%	39%	5%
Migrant								
Not Migrant	1413	79%	36%	6%	1509	80%	33%	3%

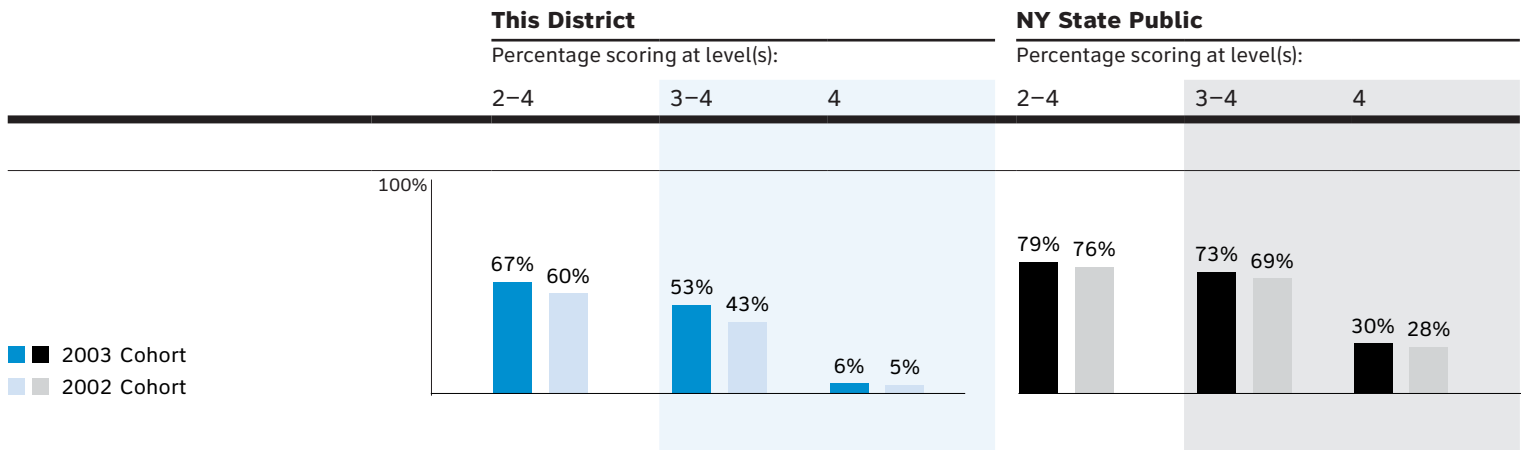
NOTES

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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	23	23	19	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



Results by Student Group

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	1024	67%	53%	6%	1109	60%	43%	5%
Female	463	75%	59%	9%	508	66%	48%	6%
Male	561	60%	48%	4%	601	56%	38%	5%
American Indian or Alaska Native					1	–	–	–
Black or African American	393	66%	51%	5%	469	65%	47%	7%
Hispanic or Latino	594	67%	54%	7%	608	57%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	89%	11%	6	–	–	–
White	18	–	–	–	25	52%	40%	12%
Multiracial	1	–	–	–				
Small Group Totals	19	89%	89%	11%	7	71%	57%	43%
General-Education Students	851	76%	61%	8%	910	70%	50%	6%
Students with Disabilities	173	20%	13%	0%	199	17%	7%	1%
English Proficient	968	67%	54%	7%	987	65%	46%	6%
Limited English Proficient	56	57%	38%	0%	122	25%	12%	0%
Economically Disadvantaged	798	69%	54%	7%	735	63%	44%	6%
Not Disadvantaged	226	58%	49%	5%	374	55%	40%	4%
Migrant								
Not Migrant					1109	60%	43%	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

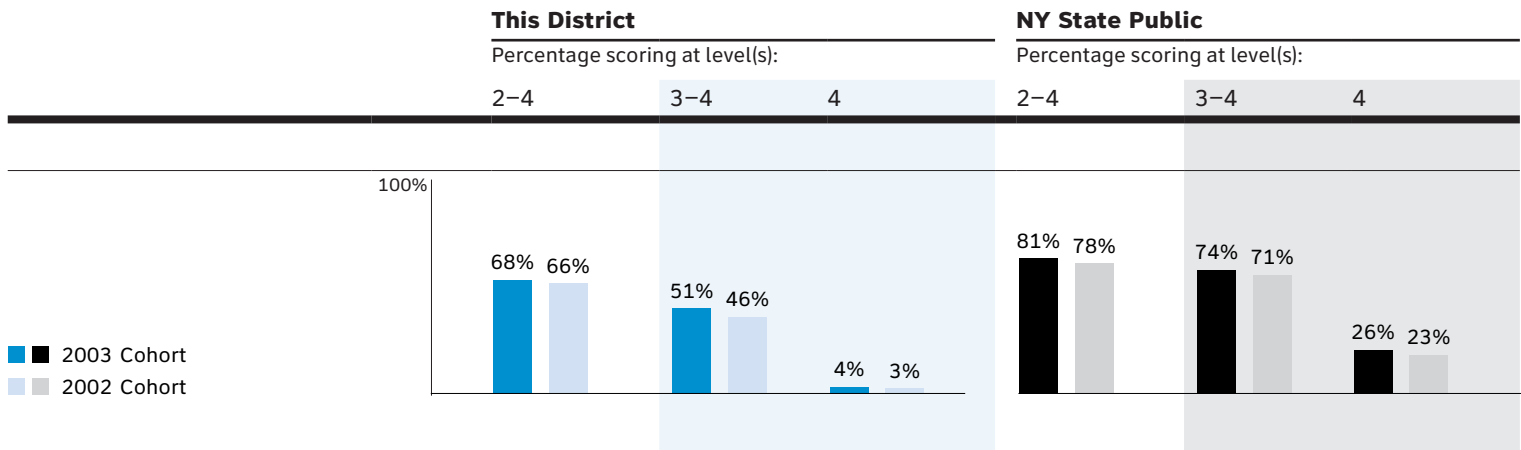
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				18	18	18	16

* 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

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	1024	68%	51%	4%	1109	66%	46%	3%
Female	463	74%	57%	5%	508	72%	47%	3%
Male	561	64%	46%	4%	601	62%	44%	3%
American Indian or Alaska Native					1	–	–	–
Black or African American	393	69%	48%	6%	469	68%	49%	3%
Hispanic or Latino	594	68%	52%	3%	608	65%	43%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–	6	–	–	–
White	18	44%	33%	0%	25	60%	28%	0%
Multiracial	1	–	–	–				
Small Group Totals	19	47%	37%	0%	7	86%	86%	14%
General-Education Students	851	78%	59%	5%	910	77%	54%	3%
Students with Disabilities	173	23%	12%	0%	199	19%	6%	1%
English Proficient	968	68%	51%	4%	987	68%	47%	3%
Limited English Proficient	56	73%	55%	4%	122	51%	30%	3%
Economically Disadvantaged	798	71%	52%	4%	735	67%	47%	3%
Not Disadvantaged	226	60%	45%	4%	374	66%	43%	2%
Migrant								
Not Migrant					1109	66%	46%	3%

NOTES

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

Other Assessments

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				17	17	17	16

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

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