



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #15**

District ID **33-15-00-01-0000**

Superintendent **MARGARITA NELL**

Telephone **(718) 935-3900**

Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

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	1024	1125	1146
Kindergarten	2164	2285	2220
Grade 1	2418	2296	2409
Grade 2	2289	2247	2137
Grade 3	2209	2168	2098
Grade 4	2190	2072	2040
Grade 5	2157	2114	1974
Grade 6	1766	1619	1562
Ungraded Elementary	878	1156	1297
Grade 7	1694	1714	1596
Grade 8	1546	1569	1634
Grade 9	1614	1723	1549
Grade 10	1179	1391	1527
Grade 11	722	719	827
Grade 12	755	682	821
Ungraded Secondary	535	630	694
Total K-12	24116	24385	24385

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	23	23	23
Grade 8			
English	26	25	26
Mathematics	26	26	26
Science	24	24	26
Social Studies	26	25	26
Grade 10			
English	28	28	29
Mathematics	28	30	28
Science	28	28	27
Social Studies	27	29	29

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

District ID 33-15-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	15802	65%	14566	60%
Reduced-Price Lunch	0	0%	1913	8%	1879	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3289	14%	3613	15%	3593	15%
Racial/Ethnic Origin						
American Indian or Alaska Native	123	1%	125	1%	129	1%
Black or African American	6147	25%	6398	26%	6486	27%
Hispanic or Latino	11469	48%	11274	46%	11038	45%
Asian or Native Hawaiian/Other Pacific Islander	2339	10%	2403	10%	2474	10%
White	4038	17%	4185	17%	4258	17%
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	621	3%	613	3%	762	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

District ID 33-15-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	1720	1845	1938
Percent with No Valid Teaching Certificate	6%	5%	6%
Percent Teaching Out of Certification	18%	15%	10%
Percent with Fewer Than Three Years of Experience	23%	23%	21%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	30%	30%
Total Number of Core Classes*	N/A	5449	3186
Percent Not Taught by Highly Qualified Teachers	N/A	13%	13%
Total Number of Classes	3561	3830	4318
Percent Taught by Teachers Without Appropriate Certification	25%	20%	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	24%	22%	19%
Turnover Rate of All Teachers	23%	18%	17%

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:

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

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 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	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	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✓ ^{SH}	✓ ^{SH}	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 2 of 7	✗ 3 of 7	✗ 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 1)

Accountability Measures 9 of 9  Student groups making AYP in English Language Arts
 Made 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 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]




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 (12100:11557)			99%		153	121	
Ethnicity							
American Indian or Alaska Native (50:49)			98%		124	108	
Black or African American (2276:2186)			98%		149	120	
Hispanic or Latino (6095:5814)			99%		141	121	
Asian or Native Hawaiian/Other Pacific Islander (1335:1268)			100%		167	119	
White (2333:2231)			99%		181	120	
Multiracial (11:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2283:2129)	 SH		96%	 SH	101	120	96 111
Limited English Proficient ⁵ (1770:2001)	 SH		99%	 SH	111	120	100 120
Economically Disadvantaged (9575:9120)			99%		145	121	
Final AYP Determination	 9 of 9						

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

AYP Status

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





























Elementary/Middle-Level Mathematics

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

Accountability Measures 9 of 9 Student groups making AYP in Mathematics
 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 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 (12098:11583)			99%		163	85	
Ethnicity							
American Indian or Alaska Native (119:47)			95%		147	72	
Black or African American (2268:2159)			98%		150	84	
Hispanic or Latino (6083:5832)			99%		154	85	
Asian or Native Hawaiian/Other Pacific Islander (1349:1295)			100%		187	83	
White (2335:2240)			99%		185	84	
Multiracial (11:10)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2284:2124)			96%		111	84	
Limited English Proficient ⁵ (1804:2123)			99%		142	84	
Economically Disadvantaged (9562:9151)			99%		158	85	
Final AYP Determination	 9 of 9						

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 (4054:3796)		Qualified		97%		160	100	
Ethnicity								
American Indian or Alaska Native (12:11)	—	—	—	—	—	—	—	—
Black or African American (796:739)		Qualified		97%		150	100	
Hispanic or Latino (2028:1893)		Qualified		97%		151	100	
Asian or Native Hawaiian/Other Pacific Islander (440:412)		Qualified		98%		180	100	
White (775:738)		Qualified		98%		184	100	
Multiracial (3:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (728:660)		Qualified		94%		119	100	
Limited English Proficient ⁴ (620:705)		Qualified		96%		132	100	
Economically Disadvantaged (3186:2982)		Qualified		97%		153	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 1)

Accountability Measures 2 of 7 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 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

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 (922:889)			98%		134	155	138‡	141
Ethnicity								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (537:512)			99%		143	154	142‡	149
Hispanic or Latino (302:296)			97%		116	153	131‡	124
Asian or Native Hawaiian/Other Pacific Islander (23:25)	—	—	—	—	—	—	—	—
White (53:50)			98%		150	146	—	—
Multiracial (5:5)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (141:127)			92%		86	150	96‡	97
Limited English Proficient ⁴ (22:58)		—	—		107	146	75	116
Economically Disadvantaged (637:654)			98%		132	155	137‡	139
Final AYP Determination	 2 of 7							

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  Good Standing
for This Subject
(2007–08)

Accountability Measures 3 of 7 Student groups making AYP in Mathematics
 Did not make AYP

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

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 (922:889)			98%		140	148	143‡	146
Ethnicity								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (537:512)			99%		148	147	—	—
Hispanic or Latino (302:296)			96%		125	146	133‡	133
Asian or Native Hawaiian/Other Pacific Islander (23:25)	—	—	—	—	—	—	—	—
White (53:50)			98%		150	139	—	—
Multiracial (5:5)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (90:127)			96%		105	143	106‡	115
Limited English Proficient ⁴ (22:58)		—	—		129	139	97	136
Economically Disadvantaged (637:654)			98%		140	148	142‡	146
Final AYP Determination	 3 of 7							

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 (1029)			40%	55%	55%	41%
Ethnicity						
American Indian or Alaska Native (5)		–	–	–		
Black or African American (509)			45%	55%	55%	46%
Hispanic or Latino (381)			34%	55%	45%	35%
Asian or Native Hawaiian/Other Pacific Islander (34)			47%	55%	1%	48%
White (100)			37%	55%	50%	38%
Multiracial (0)						
Other Groups						
Students with Disabilities (149)			15%	55%	28%	16%
Limited English Proficient ³ (11)		–	–	–		
Economically Disadvantaged (587)			44%	55%	55%	45%
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 #15**

District ID **33-15-00-01-0000**

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

14 schools identified 34% of total

MAGNET SCHOOL OF MATH, SCIENCE & DESIGN TECH
NEW HORIZONS SCHOOL
NEW VOICES SCHOOL OF ACADEMIC AND CREATIVE ARTS
PS 124 SILAS B DUTCHER SCHOOL
PS 130 THE PARKSIDE SCHOOL
PS 131
PS 15 PATRICK F DALY SCHOOL
PS 172 BEACON SCHOOL OF EXCELLENCE
PS 230 DORIS L COHEN SCHOOL
PS 295
PS 32 SAMUELS MILLS SPROLE SCHOOL
PS 38 THE PACIFIC SCHOOL
SCHOOL FOR INTERNATIONAL STUDIES
SUNSET PARK PREP SCHOOL

▲ Improvement (Year 1)

7 schools identified 17% of total

PS 1 BERGEN SCHOOL
PS 169-SUNSET PARK SCHOOL
PS 94 THE HENRY LONGFELLOW SCHOOL
SCHOOL FOR GLOBAL STUDIES
SECONDARY SCHOOL FOR JOURNALISM
SECONDARY SCHOOL FOR LAW
SECONDARY SCHOOL FOR RESEARCH

▲ Improvement (Year 2)

3 schools identified 7% of total

ACORN HIGH SCHOOL FOR SOCIAL JUSTICE
COBBLE HILL SCHOOL FOR AMERICAN STUDIES
SOUTH BROOKLYN COMMUNITY HS FOR LEADERSHIP

▲ Planning for Restructuring

3 schools identified 7% of total

IS 136 CHARLES O DEWEY SCHOOL
METROPOLITAN CORPORATE ACADEMY
PS 24

▲ Restructuring (Year 2)

1 school identified 2% of total

PS 27 AGNES Y HUMPHREY SCHOOL

▲ Restructuring (Year 4)

1 school identified 2% of total

JHS 88 PETER ROUGET

New York State Status

■ Good Standing

12 schools identified 29% of total







BROOKLYN HIGH SCHOOL FOR THE ARTS
BROOKLYN SCHOOL FOR COLLABORATIVE STUDIES
JHS 51 WILLIAM ALEXANDER SCHOOL
PS 107 JOHN W KIMBALL SCHOOL
PS 146
PS 154 THE WINDSOR TERRACE SCHOOL
PS 261 PHILIP LIVINGSTON SCHOOL
PS 29 JOHN M HARRIGAN SCHOOL
PS 321 WILLIAM PENN SCHOOL
PS 39 HENRY BRISTOW SCHOOL
PS 58 CARROLL SCHOOL
THE UPPER CARROLL SCHOOL







District NEW YORK CITY GEOGRAPHIC DISTRICT #15



District ID 33-15-00-01-0000



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	67%			2218
Grade 4	65%			2169
Grade 5	63%			2115
Grade 6	56%			1696
Grade 7	53%			1737
Grade 8	48%			1689

Mathematics				
Grade 3	86%			2265
Grade 4	81%			2207
Grade 5	75%			2136
Grade 6	63%			1722
Grade 7	59%			1755
Grade 8	49%			1732

Science				
Grade 4	80%			2197
Grade 8	49%			1692

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	53%			1036
Mathematics	53%			1036

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.

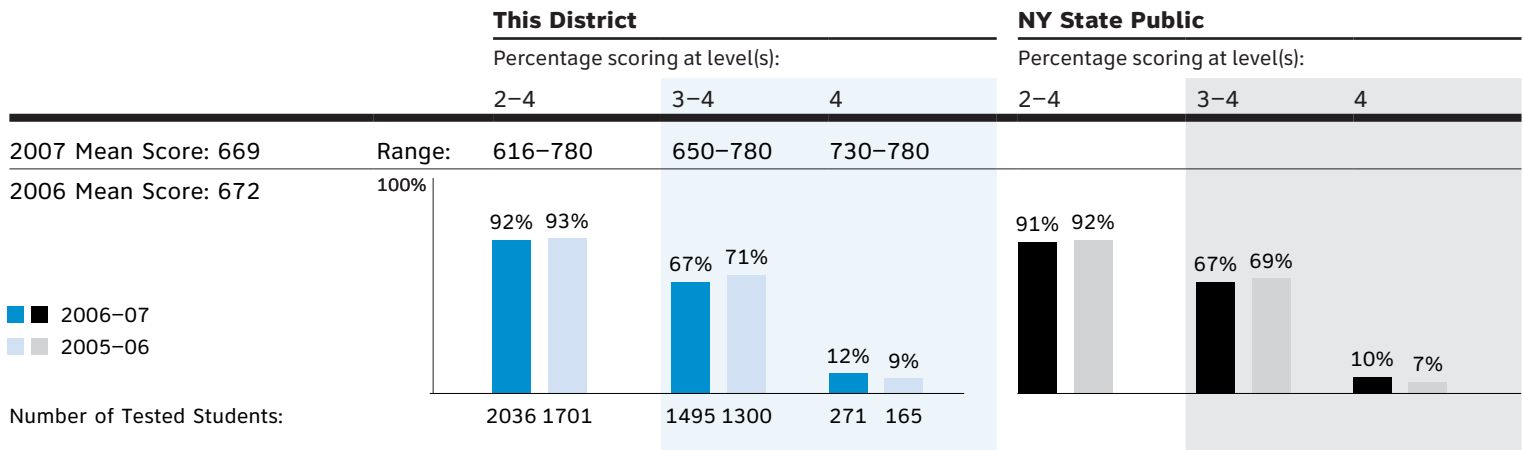
In this section, this district's performance is compared with that of public schools statewide.

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	2218	92%	67%	12%	1837	93%	71%	9%
Female	1079	93%	70%	15%	896	94%	78%	11%
Male	1139	91%	65%	10%	941	91%	64%	7%
American Indian or Alaska Native	10	-	-	-	8	63%	25%	0%
Black or African American	362	91%	67%	8%	369	90%	64%	5%
Hispanic or Latino	1075	89%	57%	5%	769	90%	61%	4%
Asian or Native Hawaiian/Other Pacific Islander	285	95%	73%	11%	208	98%	84%	8%
White	485	96%	88%	32%	483	97%	87%	20%
Multiracial	1	-	-	-				
Small Group Totals	11	82%	36%	9%				
General-Education Students	1847	97%	75%	14%	1545	97%	78%	10%
Students with Disabilities	371	67%	29%	4%	292	68%	30%	3%
English Proficient	1814	95%	76%	15%	1801	93%	72%	9%
Limited English Proficient	404	78%	29%	1%	36	58%	11%	0%
Economically Disadvantaged	1762	90%	61%	8%	1110	97%	73%	6%
Not Disadvantaged	456	99%	92%	30%	727	86%	67%	13%
Migrant								
Not Migrant	2218	92%	67%	12%	1837	93%	71%	9%

NOTES

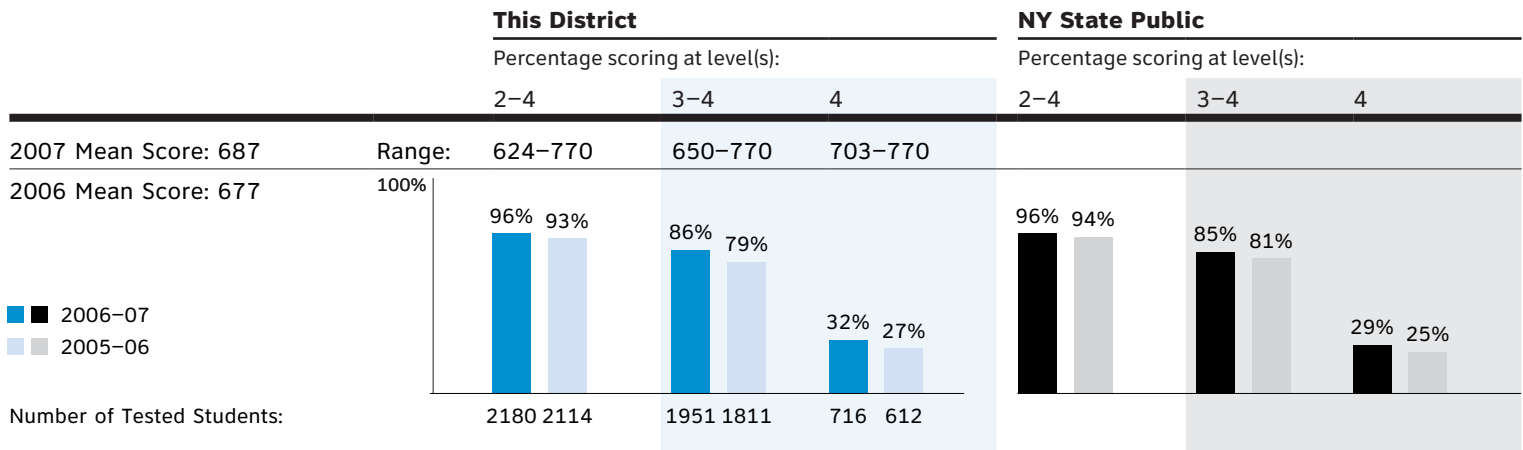
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	24	24	22	17	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	46	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	2265	96%	86%	32%	2281	93%	79%	27%
Female	1104	96%	86%	32%	1115	93%	81%	27%
Male	1161	96%	86%	32%	1166	92%	78%	27%
American Indian or Alaska Native	10	-	-	-	9	78%	33%	11%
Black or African American	359	94%	82%	25%	375	91%	74%	19%
Hispanic or Latino	1094	96%	81%	21%	1081	91%	73%	17%
Asian or Native Hawaiian/Other Pacific Islander	309	98%	95%	47%	291	97%	91%	42%
White	492	98%	95%	51%	525	96%	90%	46%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	55%	9%				
General-Education Students	1895	99%	92%	36%	1921	96%	85%	30%
Students with Disabilities	370	83%	55%	10%	360	74%	49%	8%
English Proficient	1804	97%	90%	36%	1806	95%	84%	32%
Limited English Proficient	461	92%	73%	15%	475	84%	63%	8%
Economically Disadvantaged	1806	96%	84%	27%	1461	95%	82%	24%
Not Disadvantaged	459	99%	96%	51%	820	88%	74%	31%
Migrant								
Not Migrant	2265	96%	86%	32%	2281	93%	79%	27%

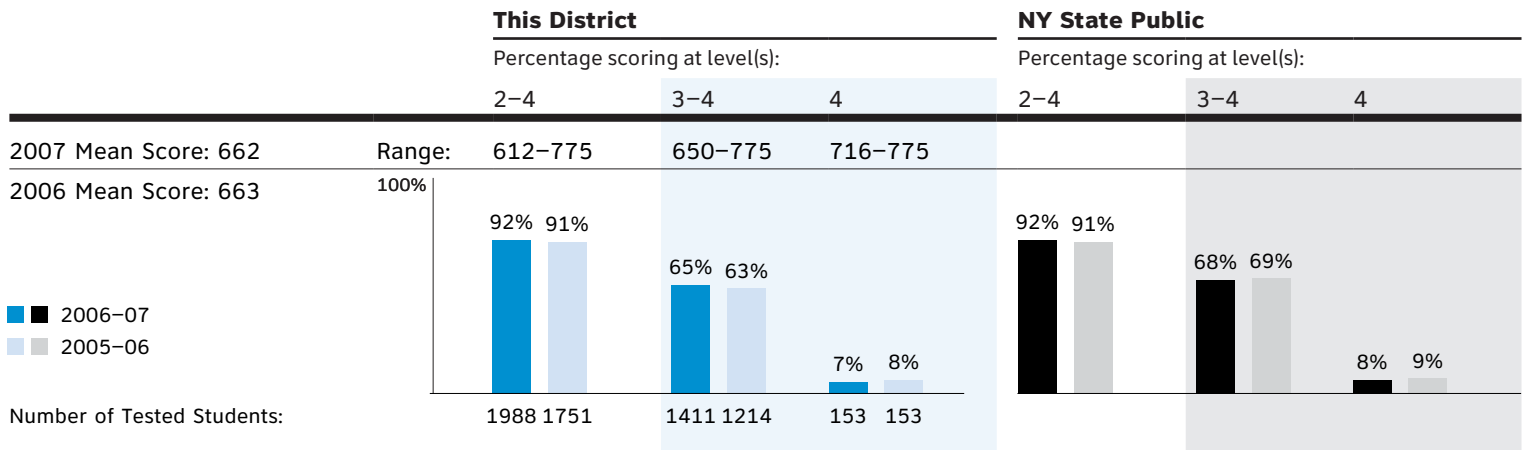
NOTES

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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 3 Equivalent	24	24	23	23	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	2169	92%	65%	7%	1927	91%	63%	8%
Female	1075	93%	68%	9%	978	92%	66%	10%
Male	1094	90%	62%	5%	949	90%	60%	6%
American Indian or Alaska Native	6	-	-	-	10	90%	50%	20%
Black or African American	367	92%	66%	4%	352	91%	61%	5%
Hispanic or Latino	1021	89%	52%	3%	925	87%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	273	94%	77%	8%	224	97%	77%	8%
White	500	96%	86%	17%	416	96%	81%	21%
Multiracial	2	-	-	-				
Small Group Totals	8	88%	25%	0%				
General-Education Students	1790	97%	73%	8%	1606	96%	71%	9%
Students with Disabilities	379	66%	25%	1%	321	64%	22%	0%
English Proficient	1815	95%	73%	8%	1848	93%	65%	8%
Limited English Proficient	354	75%	26%	0%	79	52%	15%	0%
Economically Disadvantaged	1677	90%	58%	4%	1203	95%	65%	5%
Not Disadvantaged	492	98%	88%	17%	724	83%	60%	13%
Migrant								
Not Migrant	2169	92%	65%	7%	1927	91%	63%	8%

NOTES

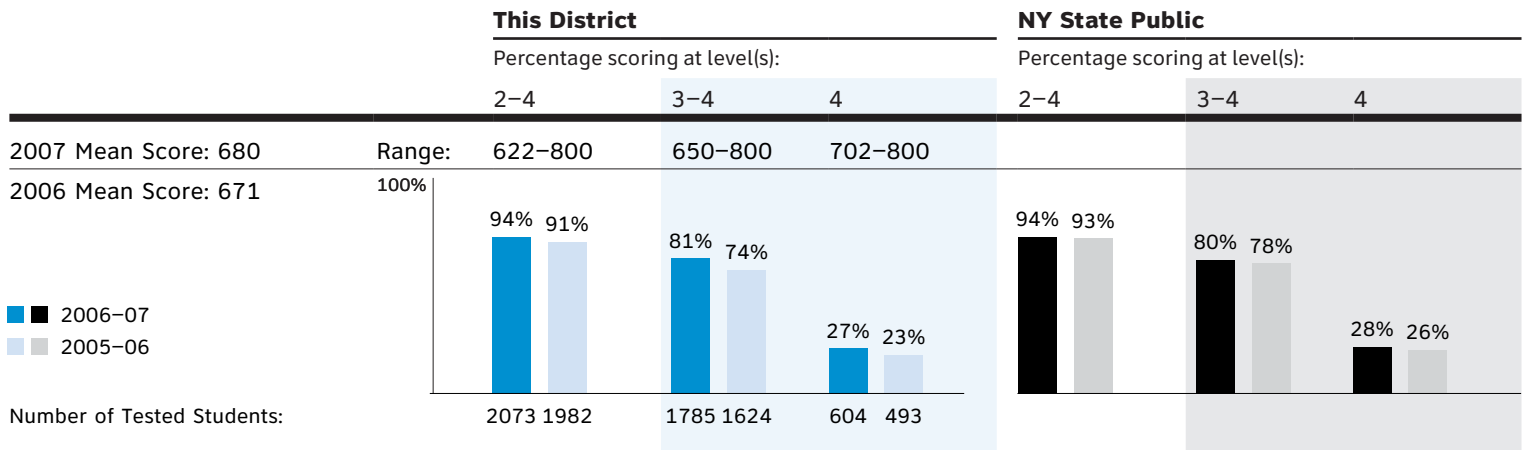
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Other Assessments

	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	30	30	26	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 4	33	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	2207	94%	81%	27%	2185	91%	74%	23%
Female	1096	94%	82%	27%	1096	90%	73%	20%
Male	1111	94%	80%	28%	1089	91%	76%	25%
American Indian or Alaska Native	7	-	-	-	10	80%	50%	20%
Black or African American	359	94%	76%	19%	353	91%	70%	16%
Hispanic or Latino	1043	92%	74%	16%	1097	87%	66%	13%
Asian or Native Hawaiian/Other Pacific Islander	291	96%	91%	42%	294	96%	88%	38%
White	505	98%	93%	49%	431	96%	90%	42%
Multiracial	2	-	-	-				
Small Group Totals	9	89%	44%	11%				
General-Education Students	1824	98%	87%	32%	1817	96%	81%	26%
Students with Disabilities	383	76%	50%	8%	368	65%	40%	7%
English Proficient	1809	96%	85%	31%	1852	94%	80%	25%
Limited English Proficient	398	84%	62%	11%	333	74%	45%	8%
Economically Disadvantaged	1716	93%	77%	22%	1402	95%	78%	20%
Not Disadvantaged	491	98%	93%	47%	783	83%	68%	27%
Migrant								
Not Migrant	2207	94%	81%	27%	2185	91%	74%	23%

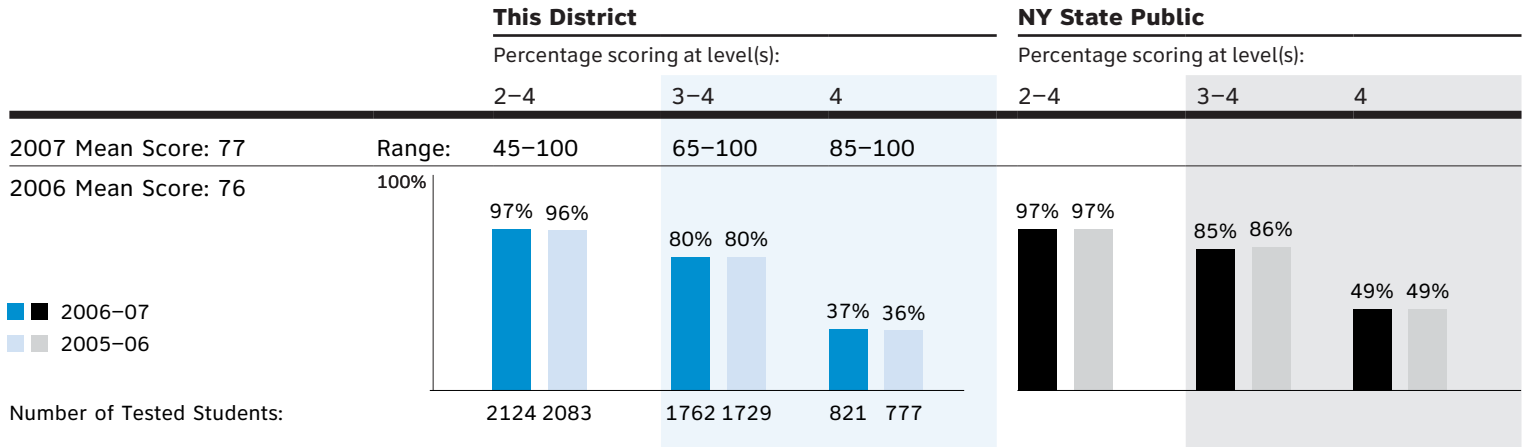
NOTES

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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	30	30	23	20	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	2197	97%	80%	37%	2166	96%	80%	36%
Female	1088	97%	81%	36%	1082	96%	79%	34%
Male	1109	96%	79%	39%	1084	96%	80%	38%
American Indian or Alaska Native	7	-	-	-	10	90%	70%	30%
Black or African American	360	96%	81%	31%	352	97%	78%	30%
Hispanic or Latino	1036	96%	72%	25%	1086	95%	73%	23%
Asian or Native Hawaiian/Other Pacific Islander	290	97%	88%	48%	290	98%	87%	51%
White	502	98%	92%	62%	428	98%	93%	63%
Multiracial	2	-	-	-				
Small Group Totals	9	89%	56%	11%				
General-Education Students	1811	98%	86%	42%	1809	98%	86%	41%
Students with Disabilities	386	90%	54%	16%	357	86%	50%	11%
English Proficient	1804	98%	87%	43%	1837	98%	86%	40%
Limited English Proficient	393	91%	51%	11%	329	86%	47%	12%
Economically Disadvantaged	1703	96%	76%	30%	1396	98%	83%	33%
Not Disadvantaged	494	100%	94%	61%	770	93%	74%	41%
Migrant								
Not Migrant	2197	97%	80%	37%	2166	96%	80%	36%

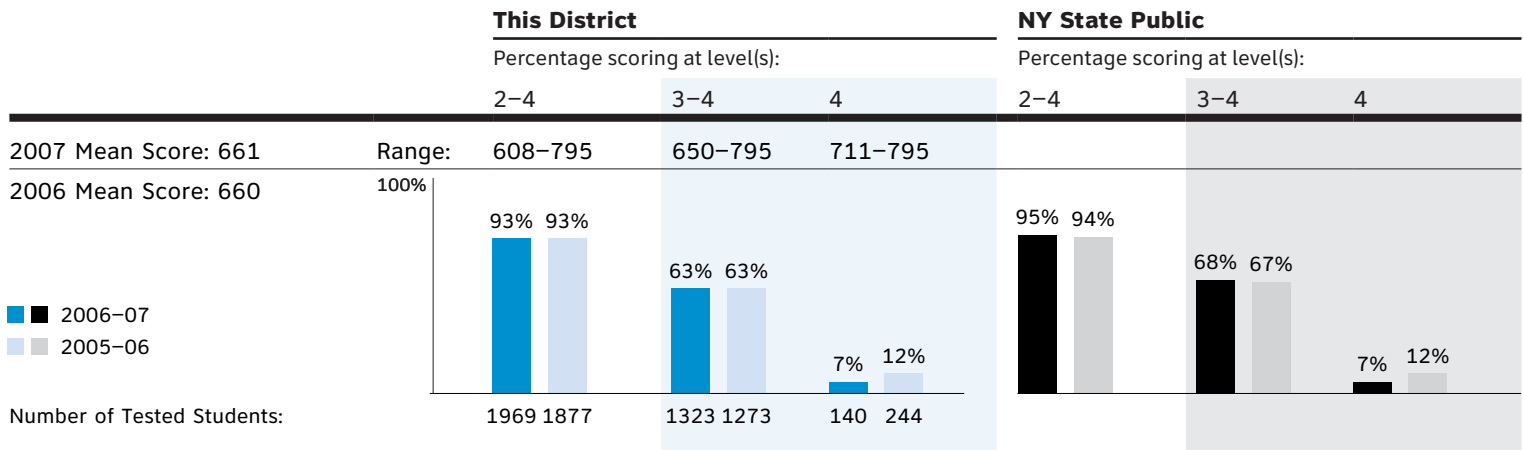
NOTES

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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	30	29	27	22	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	2115	93%	63%	7%	2023	93%	63%	12%
Female	1068	94%	65%	8%	987	95%	65%	14%
Male	1047	92%	60%	5%	1036	90%	61%	10%
American Indian or Alaska Native	8	-	-	-	14	71%	43%	0%
Black or African American	341	94%	58%	4%	355	95%	58%	10%
Hispanic or Latino	1070	90%	52%	2%	1026	90%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	273	93%	73%	7%	237	97%	80%	16%
White	421	99%	86%	19%	391	97%	82%	32%
Multiracial	2	-	-	-				
Small Group Totals	10	100%	50%	10%				
General-Education Students	1730	96%	70%	8%	1665	97%	70%	14%
Students with Disabilities	385	79%	29%	2%	358	72%	28%	2%
English Proficient	1841	97%	69%	8%	1877	95%	67%	13%
Limited English Proficient	274	68%	19%	0%	146	66%	10%	0%
Economically Disadvantaged	1720	92%	57%	4%	1326	97%	65%	10%
Not Disadvantaged	395	99%	89%	17%	697	85%	58%	17%
Migrant								
Not Migrant	2115	93%	63%	7%	2023	93%	63%	12%

NOTES

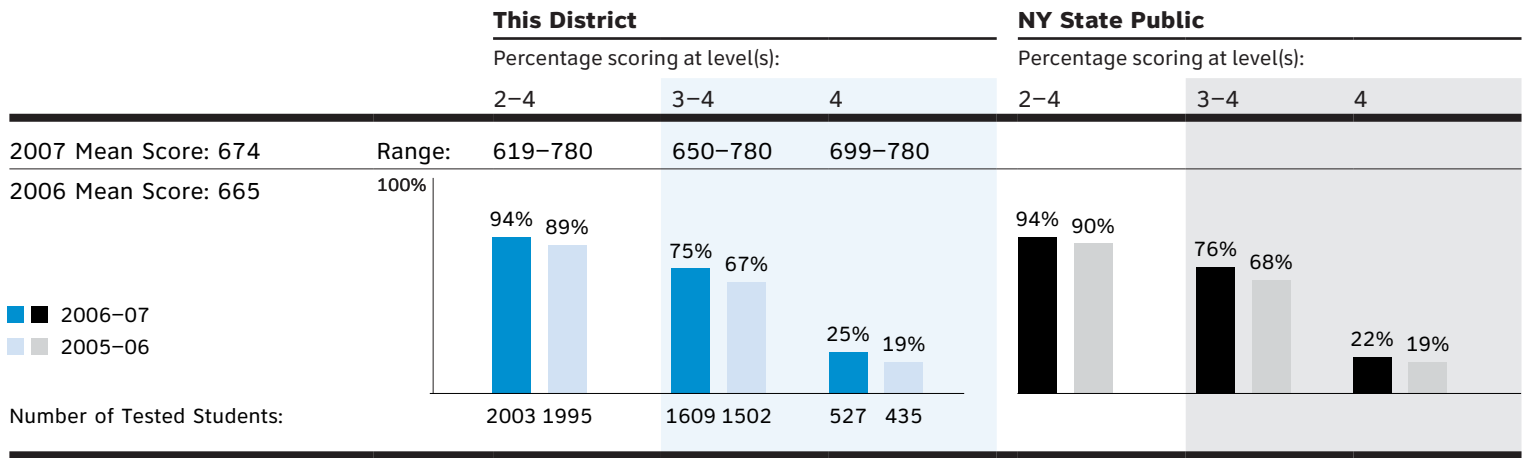
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Other Assessments

	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	23	22	22	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 5	30	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	2136	94%	75%	25%	2231	89%	67%	19%
Female	1080	94%	76%	24%	1085	92%	68%	19%
Male	1056	94%	75%	25%	1146	87%	66%	20%
American Indian or Alaska Native	8	-	-	-	14	93%	43%	7%
Black or African American	339	92%	70%	16%	374	88%	61%	11%
Hispanic or Latino	1077	91%	67%	16%	1145	86%	59%	12%
Asian or Native Hawaiian/Other Pacific Islander	287	98%	91%	37%	287	96%	88%	40%
White	423	98%	91%	44%	411	96%	83%	33%
Multiracial	2	-	-	-				
Small Group Totals	10	100%	90%	30%				
General-Education Students	1749	98%	83%	28%	1844	94%	75%	22%
Students with Disabilities	387	77%	42%	8%	387	66%	33%	5%
English Proficient	1831	96%	81%	27%	1926	92%	72%	22%
Limited English Proficient	305	80%	43%	9%	305	71%	35%	5%
Economically Disadvantaged	1739	93%	72%	20%	1485	93%	70%	17%
Not Disadvantaged	397	98%	91%	46%	746	82%	62%	25%
Migrant								
Not Migrant	2136	94%	75%	25%	2231	89%	67%	19%

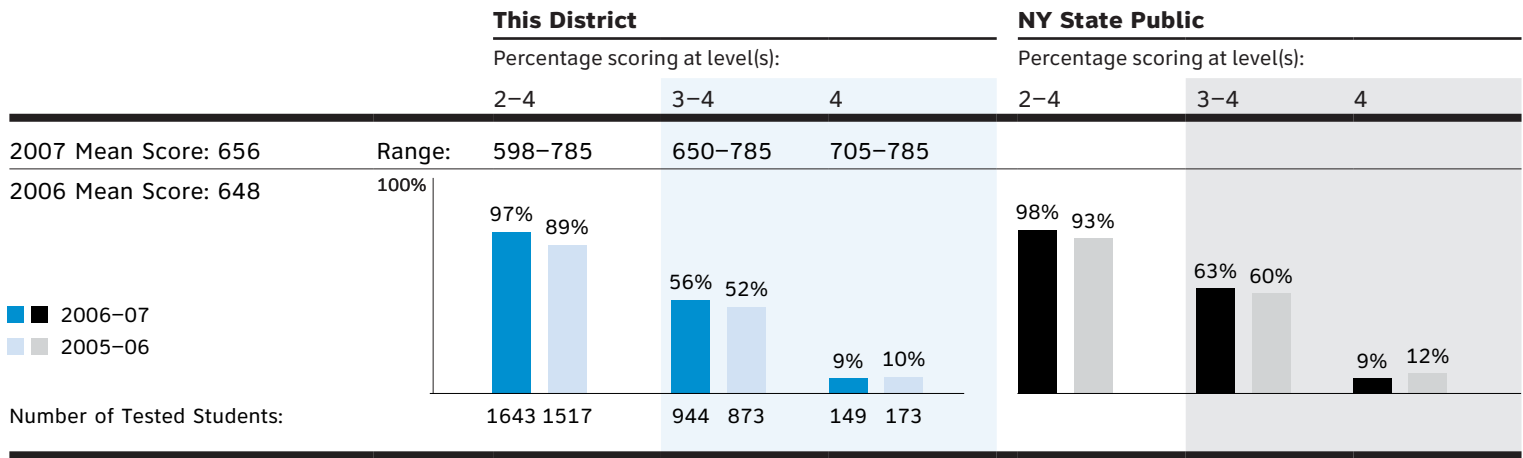
NOTES

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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 5 Equivalent	23	22	22	18	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	1696	97%	56%	9%	1695	89%	52%	10%
Female	839	98%	59%	12%	863	92%	58%	13%
Male	857	96%	52%	6%	832	87%	45%	7%
American Indian or Alaska Native	6	-	-	-	16	81%	38%	6%
Black or African American	357	98%	51%	5%	391	88%	46%	7%
Hispanic or Latino	894	96%	48%	4%	837	86%	41%	4%
Asian or Native Hawaiian/Other Pacific Islander	162	98%	67%	10%	131	97%	66%	16%
White	276	98%	80%	27%	320	97%	79%	29%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	86%	14%				
General-Education Students	1345	99%	66%	11%	1391	96%	60%	12%
Students with Disabilities	351	87%	15%	1%	304	60%	14%	3%
English Proficient	1512	98%	62%	10%	1591	92%	55%	11%
Limited English Proficient	184	87%	7%	1%	104	53%	3%	0%
Economically Disadvantaged	1329	96%	48%	4%	794	95%	54%	6%
Not Disadvantaged	367	99%	82%	25%	901	84%	50%	14%
Migrant								
Not Migrant	1696	97%	56%	9%	1695	89%	52%	10%

NOTES

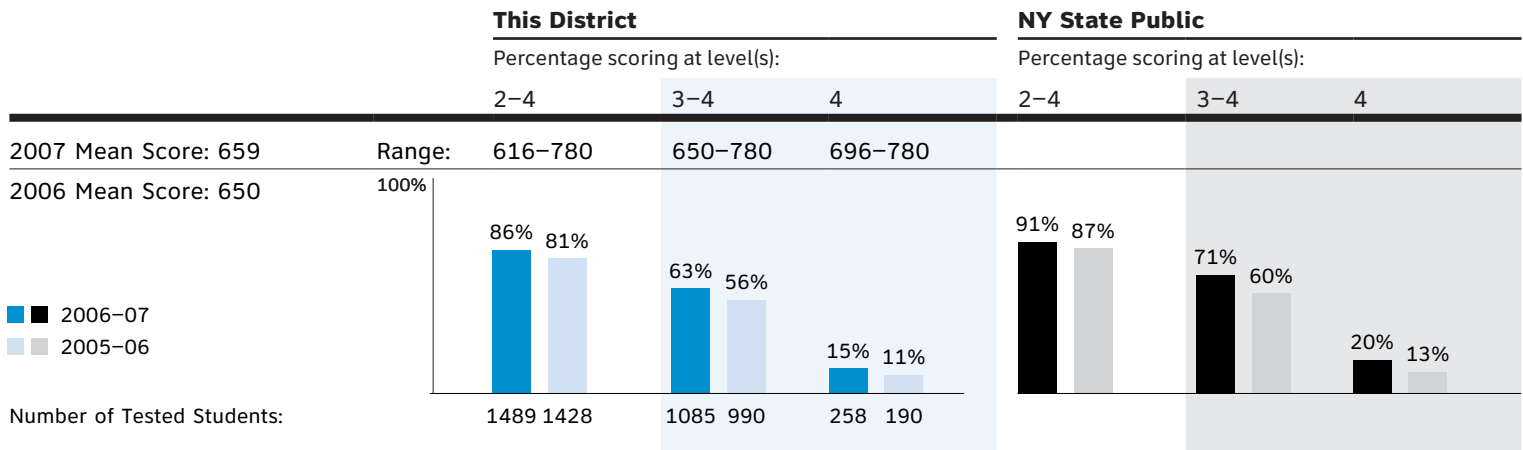
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Other Assessments

	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 6 Equivalent	18	16	12	11	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	24	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	1722	86%	63%	15%	1764	81%	56%	11%
Female	857	88%	64%	16%	896	82%	57%	10%
Male	865	85%	62%	14%	868	79%	55%	12%
American Indian or Alaska Native	7	-	-	-	16	63%	38%	6%
Black or African American	358	85%	55%	9%	389	75%	45%	7%
Hispanic or Latino	909	83%	56%	8%	890	77%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	164	94%	82%	40%	142	94%	82%	23%
White	282	95%	84%	32%	327	94%	82%	26%
Multiracial	2	-	-	-				
Small Group Totals	9	89%	44%	0%				
General-Education Students	1369	94%	72%	18%	1452	88%	64%	13%
Students with Disabilities	353	57%	26%	2%	312	50%	21%	2%
English Proficient	1509	90%	68%	17%	1595	84%	60%	12%
Limited English Proficient	213	61%	27%	4%	169	53%	22%	1%
Economically Disadvantaged	1349	84%	58%	10%	837	86%	58%	8%
Not Disadvantaged	373	94%	82%	33%	927	76%	54%	13%
Migrant								
Not Migrant	1722	86%	63%	15%	1764	81%	56%	11%

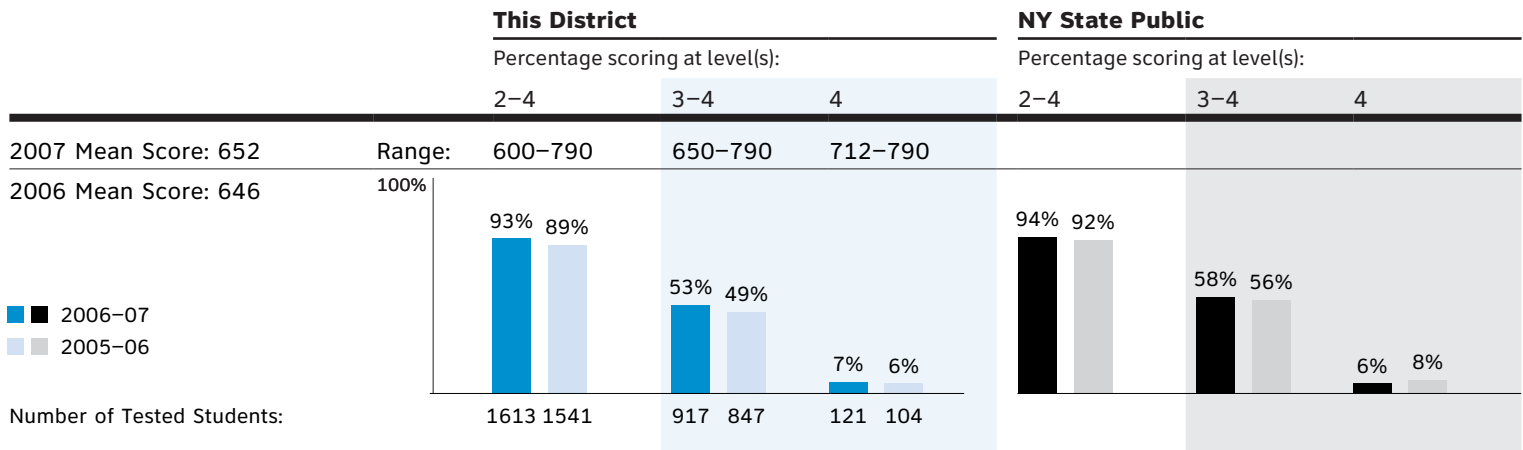
NOTES

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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	18	17	13	11	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	1737	93%	53%	7%	1728	89%	49%	6%
Female	890	95%	59%	9%	825	93%	54%	7%
Male	847	91%	47%	4%	903	86%	45%	5%
American Indian or Alaska Native	11	-	-	-	8	100%	88%	0%
Black or African American	388	92%	47%	4%	416	91%	44%	2%
Hispanic or Latino	882	91%	43%	4%	908	87%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	141	96%	69%	6%	138	92%	64%	11%
White	313	98%	81%	20%	258	92%	72%	23%
Multiracial	2	-	-	-				
Small Group Totals	13	69%	31%	0%				
General-Education Students	1411	97%	62%	9%	1435	95%	56%	7%
Students with Disabilities	326	75%	14%	0%	293	61%	13%	1%
English Proficient	1590	95%	57%	8%	1611	92%	52%	6%
Limited English Proficient	147	65%	7%	0%	117	50%	7%	0%
Economically Disadvantaged	1343	92%	45%	4%	899	94%	47%	2%
Not Disadvantaged	394	97%	78%	18%	829	84%	51%	10%
Migrant								
Not Migrant	1737	93%	53%	7%	1728	89%	49%	6%

NOTES

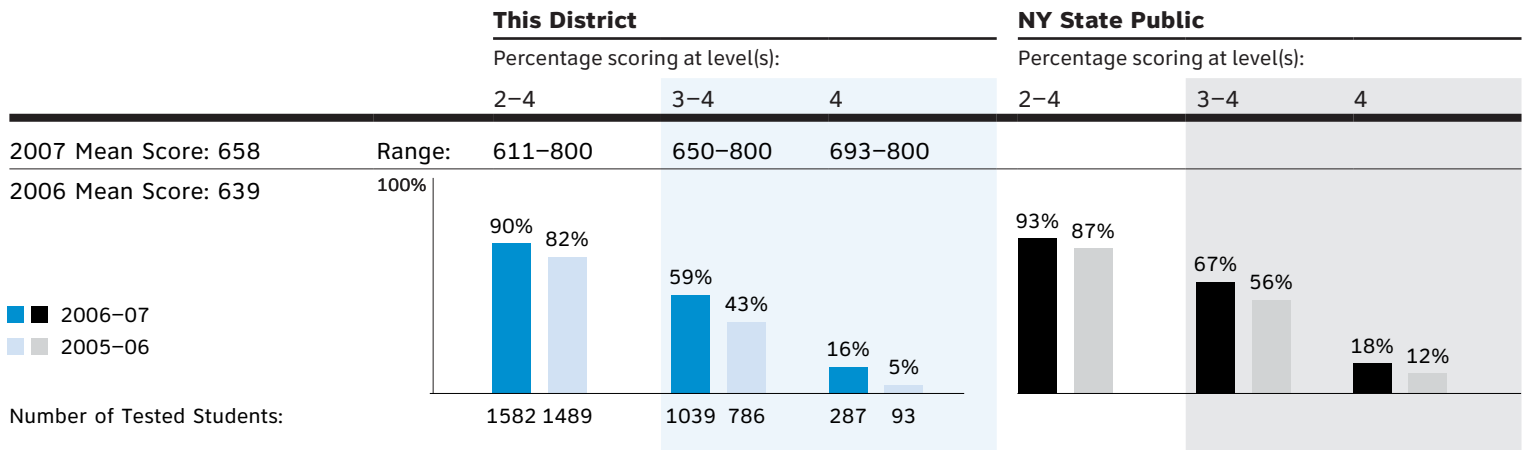
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Other Assessments

	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 7 Equivalent	24	24	17	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 7	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 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	1755	90%	59%	16%	1819	82%	43%	5%
Female	901	93%	61%	17%	862	85%	46%	5%
Male	854	88%	57%	16%	957	79%	41%	5%
American Indian or Alaska Native	11	-	-	-	8	100%	50%	0%
Black or African American	389	86%	47%	9%	417	79%	38%	1%
Hispanic or Latino	894	89%	52%	8%	980	78%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	142	96%	87%	41%	145	94%	72%	19%
White	317	97%	84%	39%	269	92%	67%	14%
Multiracial	2	-	-	-				
Small Group Totals	13	77%	38%	0%				
General-Education Students	1426	95%	67%	20%	1518	88%	50%	6%
Students with Disabilities	329	68%	24%	2%	301	52%	8%	1%
English Proficient	1591	92%	63%	17%	1613	86%	47%	6%
Limited English Proficient	164	73%	26%	6%	206	51%	10%	0%
Economically Disadvantaged	1355	88%	54%	11%	955	86%	43%	3%
Not Disadvantaged	400	97%	77%	35%	864	78%	44%	7%
Migrant								
Not Migrant	1755	90%	59%	16%	1819	82%	43%	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 7 Equivalent	24	24	20	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 648	602-790	650-790	715-790			
2006 Mean Score: 640						
Number of Tested Students:	1553	1389	812	632	53	59

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	1689	92%	48%	3%	1620	86%	39%	4%
Female	818	95%	56%	4%	775	89%	46%	5%
Male	871	89%	41%	2%	845	82%	33%	2%
American Indian or Alaska Native	6	-	-	-	6	83%	67%	0%
Black or African American	402	94%	41%	1%	417	86%	31%	2%
Hispanic or Latino	907	90%	42%	1%	845	83%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	135	96%	67%	5%	105	90%	63%	4%
White	238	96%	72%	13%	247	94%	70%	15%
Multiracial	1	-	-	-				
Small Group Totals	7	86%	71%	0%				
General-Education Students	1415	96%	56%	4%	1354	93%	45%	4%
Students with Disabilities	274	71%	9%	0%	266	48%	6%	0%
English Proficient	1535	96%	53%	3%	1534	88%	41%	4%
Limited English Proficient	154	48%	3%	0%	86	44%	0%	0%
Economically Disadvantaged	1348	91%	41%	1%	811	93%	34%	2%
Not Disadvantaged	341	96%	74%	10%	809	78%	44%	6%
Migrant								
Not Migrant	1689	92%	48%	3%	1620	86%	39%	4%

NOTES

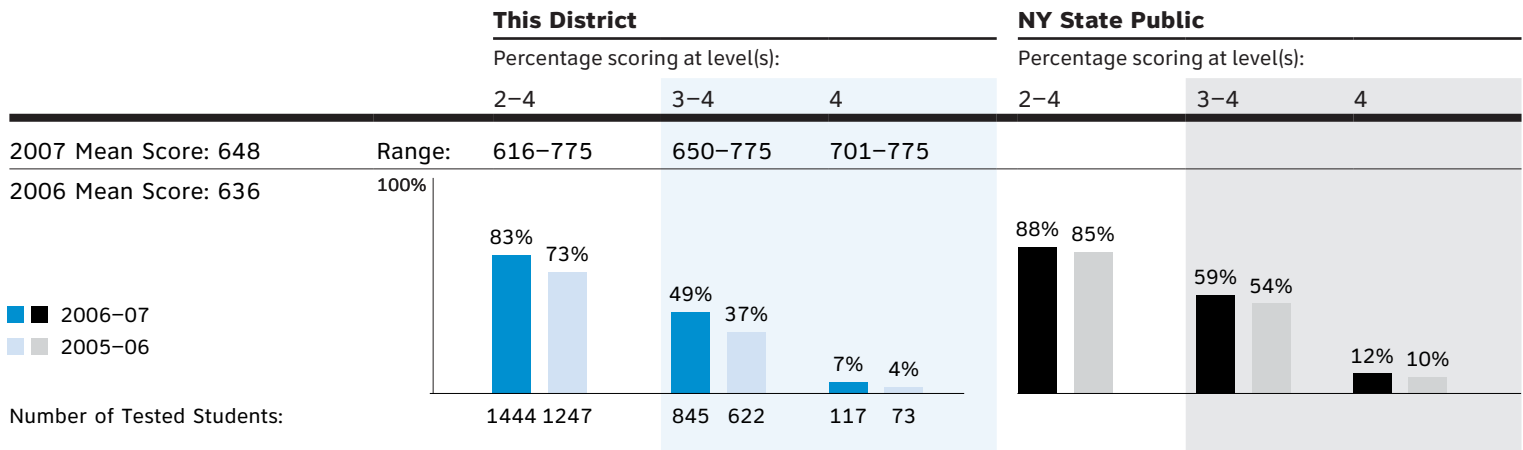
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Other Assessments

	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 8 Equivalent	19	19	18	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 8	30	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	1732	83%	49%	7%	1700	73%	37%	4%
Female	838	87%	52%	8%	807	74%	38%	5%
Male	894	80%	46%	6%	893	73%	35%	4%
American Indian or Alaska Native	4	-	-	-	7	71%	43%	0%
Black or African American	407	79%	42%	3%	416	69%	31%	1%
Hispanic or Latino	936	81%	42%	4%	906	69%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	136	96%	79%	23%	115	90%	70%	22%
White	248	92%	70%	15%	256	89%	64%	11%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	0%				
General-Education Students	1450	90%	56%	8%	1431	80%	42%	5%
Students with Disabilities	282	49%	11%	0%	269	39%	7%	0%
English Proficient	1541	86%	53%	8%	1542	76%	39%	5%
Limited English Proficient	191	60%	16%	0%	158	50%	13%	0%
Economically Disadvantaged	1386	81%	44%	5%	865	77%	32%	3%
Not Disadvantaged	346	92%	69%	15%	835	70%	42%	6%
Migrant								
Not Migrant	1732	83%	49%	7%	1700	73%	37%	4%

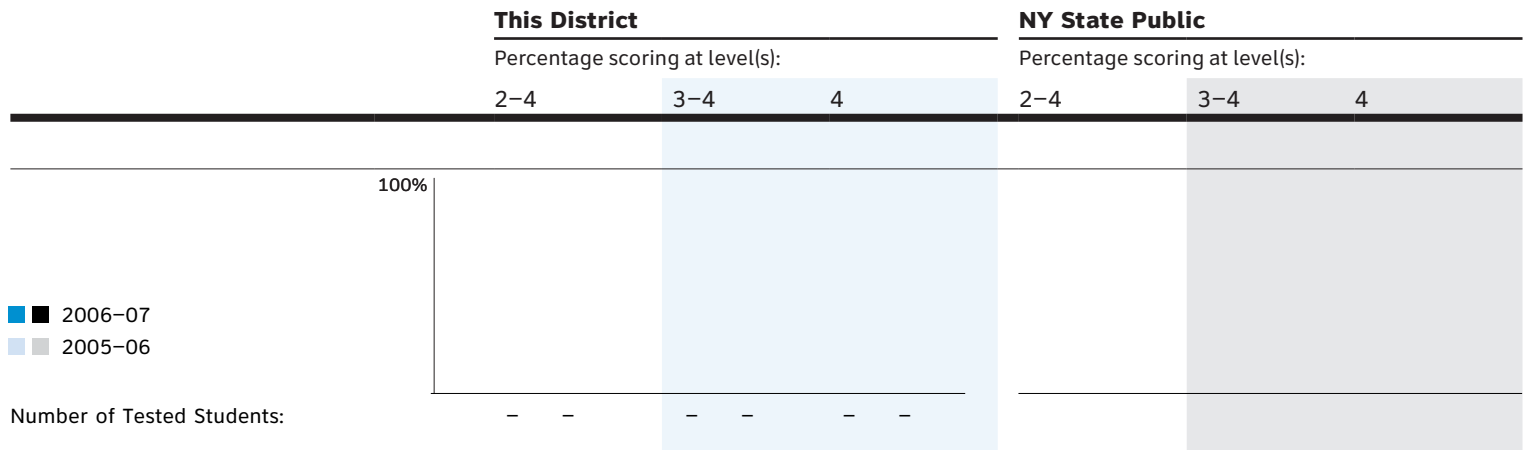
NOTES

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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 8 Equivalent	19	19	18	16	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	1692	86%	49%	12%	1617	85%	44%	9%
Female	820	87%	51%	12%	770	86%	43%	9%
Male	872	84%	48%	12%	847	84%	44%	10%
American Indian or Alaska Native	5	-	-	-	6	83%	33%	0%
Black or African American	403	82%	40%	5%	386	84%	35%	4%
Hispanic or Latino	904	84%	43%	8%	864	82%	35%	5%
Asian or Native Hawaiian/Other Pacific Islander	136	96%	73%	23%	113	92%	67%	21%
White	243	93%	77%	31%	248	93%	76%	29%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	50%	17%				
General-Education Students	1421	91%	56%	14%	1362	90%	50%	11%
Students with Disabilities	271	57%	15%	1%	255	60%	11%	1%
English Proficient	1505	90%	54%	13%	1466	88%	47%	10%
Limited English Proficient	187	55%	11%	0%	151	56%	6%	0%
Economically Disadvantaged	1357	83%	43%	8%	824	87%	38%	6%
Not Disadvantaged	335	95%	75%	29%	793	83%	50%	13%
Migrant								
Not Migrant	1692	86%	49%	12%	1617	85%	44%	9%

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	18	17	17	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	-	-	-	1	-	-	-

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

This District

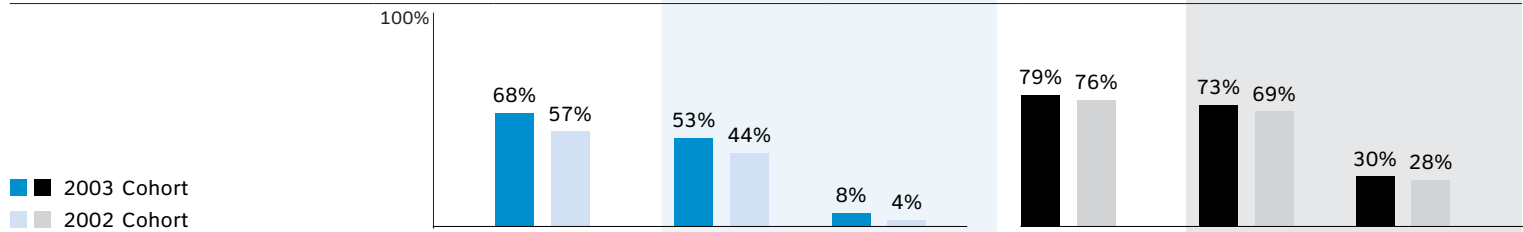
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	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	1036	68%	53%	8%	1049	57%	44%	4%
Female	540	72%	59%	9%	558	64%	51%	6%
Male	496	63%	47%	7%	491	50%	36%	2%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	581	74%	59%	9%	547	63%	48%	5%
Hispanic or Latino	363	56%	43%	6%	389	50%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	26	81%	46%	0%	22	-	-	-
White	60	72%	62%	12%	87	55%	43%	8%
Multiracial	5	-	-	-				
Small Group Totals	6	83%	83%	17%	26	54%	42%	4%
General-Education Students	840	78%	62%	9%	880	65%	51%	5%
Students with Disabilities	196	25%	18%	2%	169	18%	9%	0%
English Proficient	1006	68%	54%	8%	982	60%	47%	5%
Limited English Proficient	30	53%	27%	0%	67	16%	12%	0%
Economically Disadvantaged	748	69%	53%	7%	653	58%	45%	4%
Not Disadvantaged	288	66%	54%	10%	396	56%	43%	5%
Migrant								
Not Migrant					1049	57%	44%	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

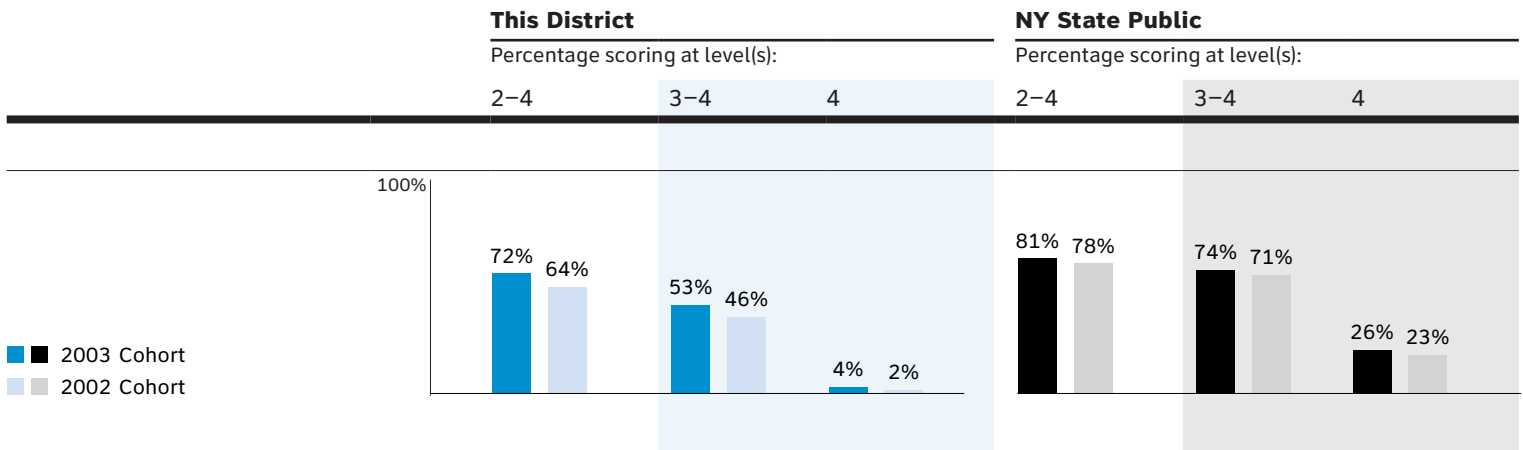
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				19	19	17	15

* 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	1036	72%	53%	4%	1049	64%	46%	2%
Female	540	76%	56%	3%	558	68%	48%	2%
Male	496	69%	49%	5%	491	59%	44%	2%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	581	79%	57%	4%	547	69%	51%	2%
Hispanic or Latino	363	61%	42%	2%	389	56%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	26	85%	69%	8%	22	-	-	-
White	60	73%	63%	7%	87	69%	52%	3%
Multiracial	5	-	-	-				
Small Group Totals	6	67%	50%	17%	26	62%	54%	4%
General-Education Students	840	82%	60%	4%	880	72%	53%	2%
Students with Disabilities	196	32%	19%	2%	169	23%	12%	1%
English Proficient	1006	73%	53%	4%	982	66%	48%	2%
Limited English Proficient	30	60%	20%	0%	67	30%	13%	1%
Economically Disadvantaged	748	73%	53%	3%	653	65%	45%	2%
Not Disadvantaged	288	69%	51%	6%	396	62%	47%	2%
Migrant								
Not Migrant					1049	64%	46%	2%

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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	16	12

* 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.