



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #16**

District ID **33-16-00-01-0000**

Superintendent **EVELYN SANTIAGO**

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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	344	354	293
Kindergarten	741	712	712
Grade 1	1029	971	904
Grade 2	986	926	850
Grade 3	1008	974	865
Grade 4	977	838	809
Grade 5	1048	925	780
Grade 6	997	887	714
Ungraded Elementary	490	543	578
Grade 7	978	913	853
Grade 8	931	917	868
Grade 9	1273	1114	693
Grade 10	1689	1875	1829
Grade 11	732	824	951
Grade 12	221	290	459
Ungraded Secondary	599	687	689
Total K-12	13699	13396	12554

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	24	23	22
Grade 8			
English	26	25	25
Mathematics	26	25	26
Science	26	22	25
Social Studies	26	24	26
Grade 10			
English	32	32	31
Mathematics	33	31	31
Science	31	34	29
Social Studies	32	33	33

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 #16

District ID 33-16-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	8884	66%	8809	70%
Reduced-Price Lunch	0	0%	601	4%	906	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	356	3%	342	3%	314	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	169	1%	156	1%	137	1%
Black or African American	11788	86%	11511	86%	10786	86%
Hispanic or Latino	1540	11%	1506	11%	1414	11%
Asian or Native Hawaiian/Other Pacific Islander	113	1%	120	1%	111	1%
White	89	1%	103	1%	106	1%
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	197	1%	229	2%	462	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 #16

District ID 33-16-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	924	939	913
Percent with No Valid Teaching Certificate	8%	10%	10%
Percent Teaching Out of Certification	20%	20%	15%
Percent with Fewer Than Three Years of Experience	22%	23%	20%
Percentage with Master's Degree Plus 30 Hours or Doctorate	23%	23%	26%
Total Number of Core Classes*	N/A	3173	1586
Percent Not Taught by Highly Qualified Teachers	N/A	20%	14%
Total Number of Classes	2176	2202	2128
Percent Taught by Teachers Without Appropriate Certification	24%	24%	17%

* 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	28%	27%	29%
Turnover Rate of All Teachers	24%	22%	23%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff			0
Total Paraprofessionals*			0
Assistant Principals			0
Principals			0

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

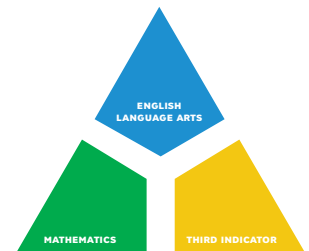
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007-08)

Improvement (Year 2)

ELA	Improvement (Year 2)	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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓ ^{SH}	✓		-	-	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✗	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		-	-	
White	✓	✓		-	-	
Multiracial	-	-		-	-	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✓		-	-	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 6 of 9	✗ 8 of 9	✓ 1 of 1	✗ 0 of 5	✗ 0 of 5	✗ 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 2)

Accountability Measures 6 of 9 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 3) 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 2) in 2008-09. [207]

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 (5809:5427)			98%		125	121		
Ethnicity								
American Indian or Alaska Native (187:70)			95%		110	111	110 119	
Black or African American (4860:4582)			98%		126	120		
Hispanic or Latino (762:680)			96%		116	118	118 124	
Asian or Native Hawaiian/Other Pacific Islander (55:47)			100%		147	108		
White (52:44)			100%		111	107		
Multiracial (4:4)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities ⁴ (2719:1179)			92%		80	119	79‡ 92	
Limited English Proficient ⁵ (194:178)			96%		86	114	98 97	
Economically Disadvantaged (5430:5076)			98%		124	120		
Final AYP Determination		6 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 Mathematics





























Accountability Status for This Subject (2007-08)  Improvement (Year 1)

Accountability Measures 8 of 9 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 (5790:5346)			98%		134	85	
Ethnicity							
American Indian or Alaska Native (77:70)			95%		107	75	
Black or African American (4833:4497)			98%		134	84	
Hispanic or Latino (768:681)			97%		132	82	
Asian or Native Hawaiian/Other Pacific Islander (55:49)			100%		157	72	
White (53:45)			100%		118	72	
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2718:1166)			94%		84	83	
Limited English Proficient ⁵ (195:188)			97%		116	78	
Economically Disadvantaged (5411:4999)			98%		134	84	
Final AYP Determination	 8 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 (1984:1643)		Qualified		87%		121	100	
Ethnicity								
American Indian or Alaska Native (26:21)	—	—	—	—	—	—	—	—
Black or African American (1675:1399)		Qualified		88%		122	100	
Hispanic or Latino (248:199)		Qualified		88%		115	100	
Asian or Native Hawaiian/Other Pacific Islander (16:13)	—	—	—	—	—	—	—	—
White (17:9)	—	—	—	—	—	—	—	—
Multiracial (2:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (471:385)		Did not qualify		87%		86	100	97 87
Limited English Proficient ⁴ (70:59)		Qualified		91%		100	100	
Economically Disadvantaged (1853:1534)		Qualified		87%		122	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 2)

Accountability Measures 0 of 5 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 3) 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 2) in 2008-09. [207]

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 (515:844)			97%		113	155	135‡	122
Ethnicity								
American Indian or Alaska Native (1:4)	—	—	—	—	—	—	—	—
Black or African American (454:731)			97%		115	155	136‡	124
Hispanic or Latino (35:74)		—	—		84	148	113‡	96
Asian or Native Hawaiian/Other Pacific Islander (7:5)	—	—	—	—	—	—	—	—
White (5:2)	—	—	—	—	—	—	—	—
Multiracial (13:28)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (44:70)			84%		73	148	65‡	86
Limited English Proficient ⁴ (9:12)	—	—	—	—	—	—	—	—
Economically Disadvantaged (367:625)			97%		118	155	125	126
Final AYP Determination		0 of 5						

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 0 of 5 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	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 (515:844)			95%		111	148	132‡	120
Ethnicity								
American Indian or Alaska Native (1:4)	—	—	—	—	—	—	—	—
Black or African American (454:731)			96%		113	148	132‡	122
Hispanic or Latino (35:74)		—	—		92	141	113‡	103
Asian or Native Hawaiian/Other Pacific Islander (7:5)	—	—	—	—	—	—	—	—
White (5:2)	—	—	—	—	—	—	—	—
Multiracial (13:28)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (44:70)			91%		79	141	63‡	91
Limited English Proficient ⁴ (9:12)	—	—	—	—	—	—	—	—
Economically Disadvantaged (367:625)			96%		116	148	118	124
Final AYP Determination		0 of 5						

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 (727)			44%	55%	51%	45%
Ethnicity						
American Indian or Alaska Native (2)	–	–	–	–	–	–
Black or African American (658)		–	45%	55%	52%	46%
Hispanic or Latino (56)		–	27%	55%	35%	28%
Asian or Native Hawaiian/Other Pacific Islander (5)	–	–	–	–	–	–
White (6)	–	–	–	–	–	–
Multiracial (0)	–	–	–	–	–	–
Other Groups						
Students with Disabilities (57)		–	0%	55%	4%	1%
Limited English Proficient ³ (4)	–	–	–	–	–	–
Economically Disadvantaged (196)		–	39%	55%	39%	40%
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 #16**

District ID **33-16-00-01-0000**

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

New York State Status

Good Standing

13 schools identified 57% of total

FOUNDATIONS ACADEMY
FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL
MS 385 BUSINESS FINANCE & ENTREPRENEURSHIP
MS 584
PS 21 CRISPUS ATTUCKS SCHOOL
PS 26 JESSE OWENS SCHOOL
PS 262 EL HAJ MALIK SHABAZZ
PS 28 THE WARREN SCHOOL
PS 309 GEORGE E WIBECAN SCHOOL
PS 335 GRANVILLE T WOODS SCHOOL
PS 40 GEORGE W CARVER SCHOOL
PS 5 DR RONALD E MCNAIR SCHOOL
UPPER AT K025

Improvement (Year 1)

3 schools identified 13% of total

PS 243 WEEKSVILLE SCHOOL
PS 304 CASIMIR PULASKI SCHOOL
PS 308 CLARA CARDWELL SCHOOL

Improvement (Year 2)

1 school identified 4% of total

PS 81 THADDEUS STEVENS SCHOOL

Corrective Action

2 schools identified 9% of total

MS 267 MATH SCIENCE & TECHNOLOGY INSTITUTE
PS 25 EUBIE BLAKE SCHOOL

Restructuring (Year 1)

2 schools identified 9% of total

MS 143 PERFORMING & FINE ARTS
PS 35 STEPHEN DECATUR SCHOOL

Requiring Academic Progress (Year 5)

1 school identified 4% of total

BOYS & GIRLS HIGH SCHOOL

Restructuring (Year 2)

1 school identified 4% of total















JHS 57 WHITE LAW REID



District NEW YORK CITY GEOGRAPHIC DISTRICT #16

District ID 33-16-00-01-0000

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	48%			947
Grade 4	44%			935
Grade 5	43%			901
Grade 6	30%			826
Grade 7	28%			971
Grade 8	27%			972
Mathematics				
Grade 3	73%			961
Grade 4	59%			926
Grade 5	59%			897
Grade 6	42%			840
Grade 7	36%			960
Grade 8	31%			979
Science				
Grade 4	57%			892
Grade 8	20%			821

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	39%			1065
Mathematics	38%			1065

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.

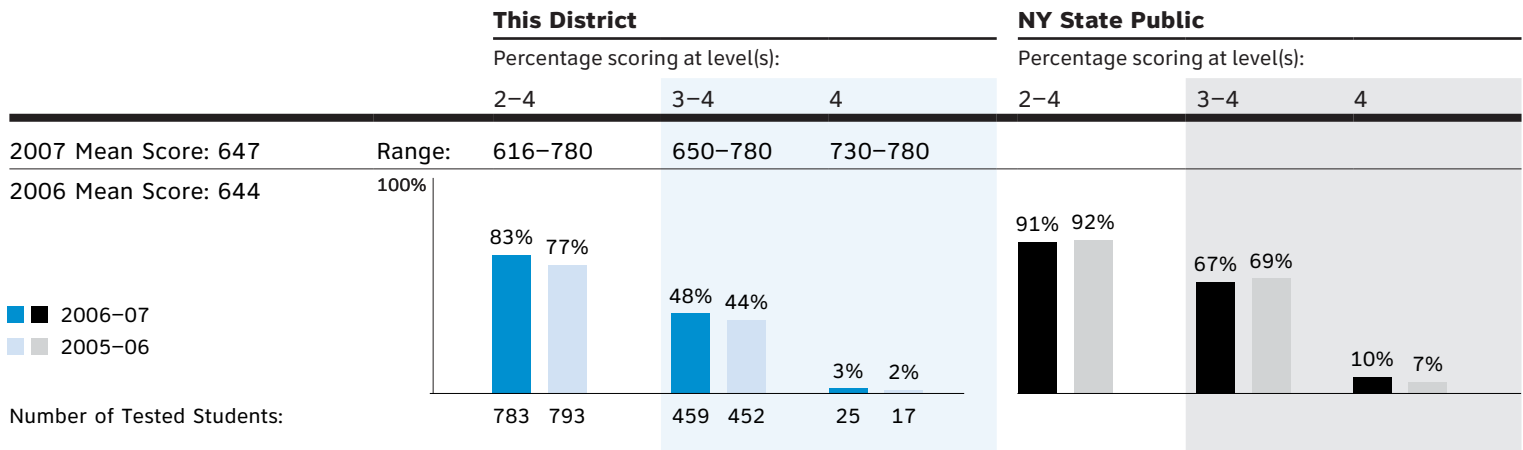
In this section, this district's performance is compared with that of public schools statewide.

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	947	83%	48%	3%	1028	77%	44%	2%
Female	474	86%	54%	3%	517	82%	49%	2%
Male	473	80%	43%	2%	511	73%	39%	1%
American Indian or Alaska Native	7	71%	14%	0%	15	73%	20%	0%
Black or African American	802	83%	49%	3%	895	77%	44%	2%
Hispanic or Latino	124	80%	44%	1%	105	77%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	83%	0%
White	9	67%	56%	11%	7	71%	57%	14%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	80%	0%				
General-Education Students	774	89%	56%	3%	840	84%	52%	2%
Students with Disabilities	173	57%	14%	0%	188	45%	10%	0%
English Proficient	918	84%	49%	3%	1022	77%	44%	2%
Limited English Proficient	29	52%	21%	0%	6	67%	67%	0%
Economically Disadvantaged	908	82%	48%	3%	662	82%	49%	2%
Not Disadvantaged	39	87%	54%	3%	366	68%	35%	1%
Migrant								
Not Migrant	947	83%	48%	3%	1028	77%	44%	2%

NOTES

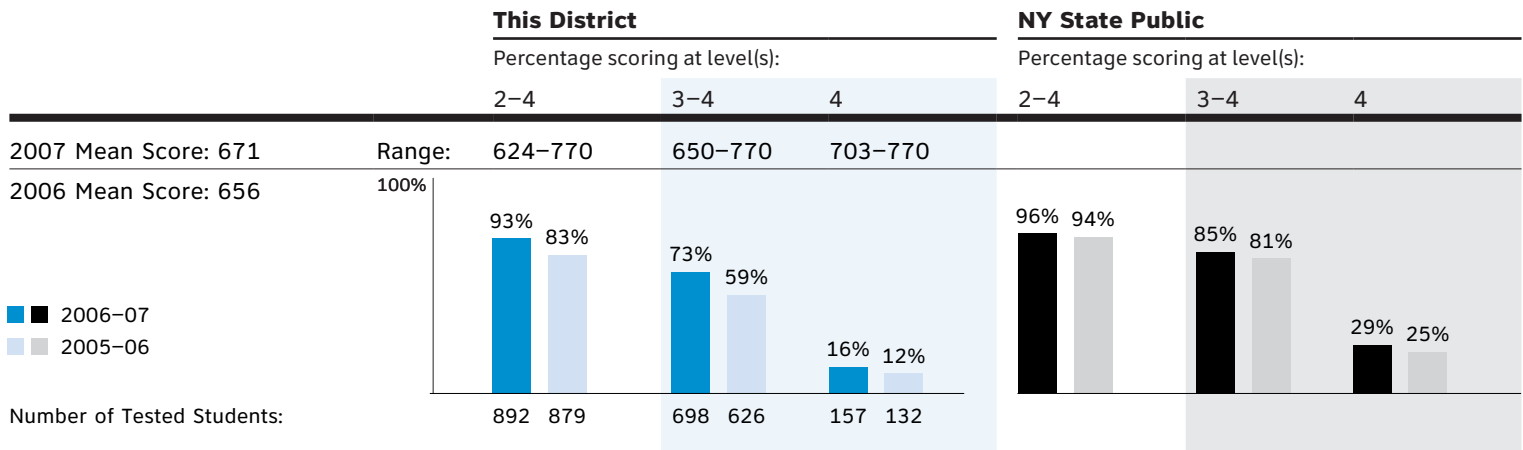
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	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 3	7	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	961	93%	73%	16%	1065	83%	59%	12%
Female	483	94%	73%	17%	528	84%	61%	15%
Male	478	92%	72%	16%	537	81%	57%	10%
American Indian or Alaska Native	7	86%	71%	0%	15	80%	53%	7%
Black or African American	804	93%	73%	17%	902	82%	59%	12%
Hispanic or Latino	133	95%	74%	12%	133	83%	55%	11%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	8	100%	88%	50%
White	10	90%	50%	30%	7	86%	71%	29%
Multiracial	2	-	-	-				
Small Group Totals	7	86%	71%	29%				
General-Education Students	785	95%	78%	19%	858	89%	65%	15%
Students with Disabilities	176	82%	47%	5%	207	57%	33%	2%
English Proficient	922	93%	74%	17%	1025	83%	59%	13%
Limited English Proficient	39	92%	49%	8%	40	78%	55%	5%
Economically Disadvantaged	922	93%	72%	17%	675	87%	62%	12%
Not Disadvantaged	39	97%	87%	10%	390	76%	53%	12%
Migrant								
Not Migrant	961	93%	73%	16%	1065	83%	59%	12%

NOTES

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

Other Assessments

	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	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 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: 642	612-775	650-775	716-775			
2006 Mean Score: 642						
	83%	79%		92%	91%	
		44%	44%	68%	69%	
			1%	8%	9%	
Number of Tested Students:	780	734	409	406	8	24

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	935	83%	44%	1%	930	79%	44%	3%
Female	470	89%	52%	1%	464	83%	47%	3%
Male	465	77%	35%	1%	466	75%	40%	3%
American Indian or Alaska Native	10	80%	50%	10%	9	67%	33%	0%
Black or African American	794	84%	44%	1%	798	80%	46%	3%
Hispanic or Latino	118	77%	36%	1%	106	74%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	8	88%	50%	0%
White	6	100%	50%	0%	9	89%	44%	0%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	86%	0%				
General-Education Students	722	93%	53%	1%	736	88%	53%	3%
Students with Disabilities	213	51%	14%	0%	194	44%	10%	0%
English Proficient	902	84%	45%	1%	913	79%	44%	3%
Limited English Proficient	33	58%	9%	0%	17	53%	6%	0%
Economically Disadvantaged	908	84%	44%	1%	545	86%	49%	2%
Not Disadvantaged	27	78%	48%	7%	385	69%	36%	3%
Migrant								
Not Migrant	935	83%	44%	1%	930	79%	44%	3%

NOTES

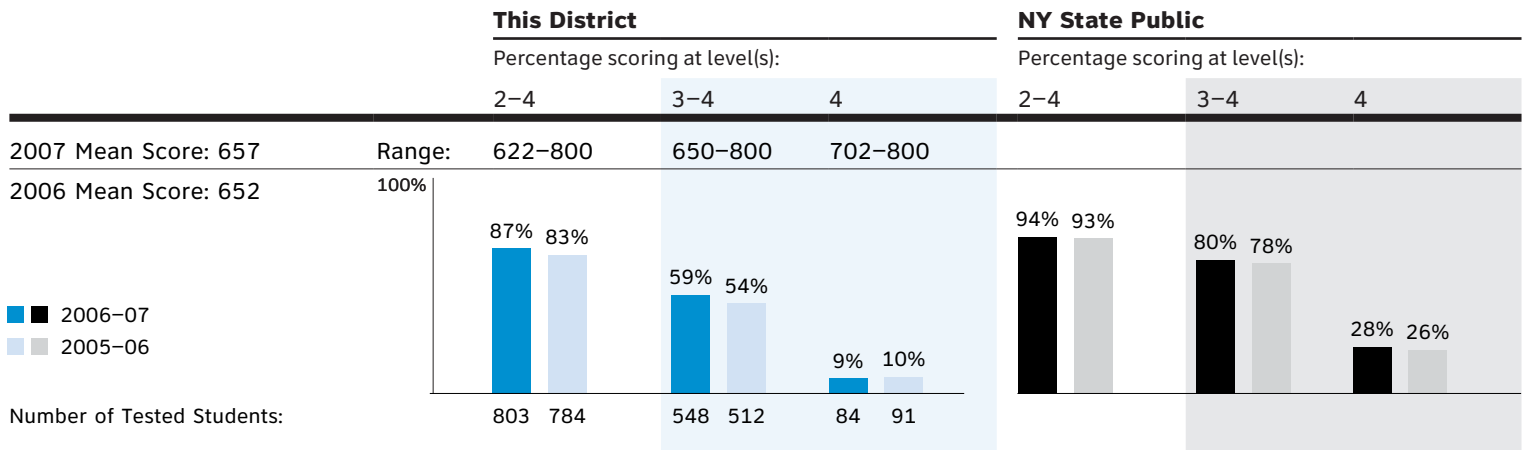
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Other Assessments

	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 4 Equivalent	10	9	7	5	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	1	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	926	87%	59%	9%	949	83%	54%	10%
Female	461	89%	59%	10%	469	84%	54%	9%
Male	465	84%	60%	8%	480	81%	54%	10%
American Indian or Alaska Native	10	90%	40%	20%	10	60%	50%	0%
Black or African American	789	87%	59%	9%	798	82%	54%	10%
Hispanic or Latino	114	85%	60%	8%	124	87%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	10	90%	90%	20%
White	6	100%	83%	17%	7	57%	29%	0%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	43%				
General-Education Students	714	94%	68%	11%	746	90%	62%	12%
Students with Disabilities	212	63%	31%	2%	203	57%	23%	1%
English Proficient	894	87%	60%	9%	913	83%	55%	10%
Limited English Proficient	32	72%	50%	3%	36	78%	39%	0%
Economically Disadvantaged	900	87%	59%	9%	555	89%	60%	10%
Not Disadvantaged	26	77%	54%	15%	394	74%	46%	9%
Migrant								
Not Migrant	926	87%	59%	9%	949	83%	54%	10%

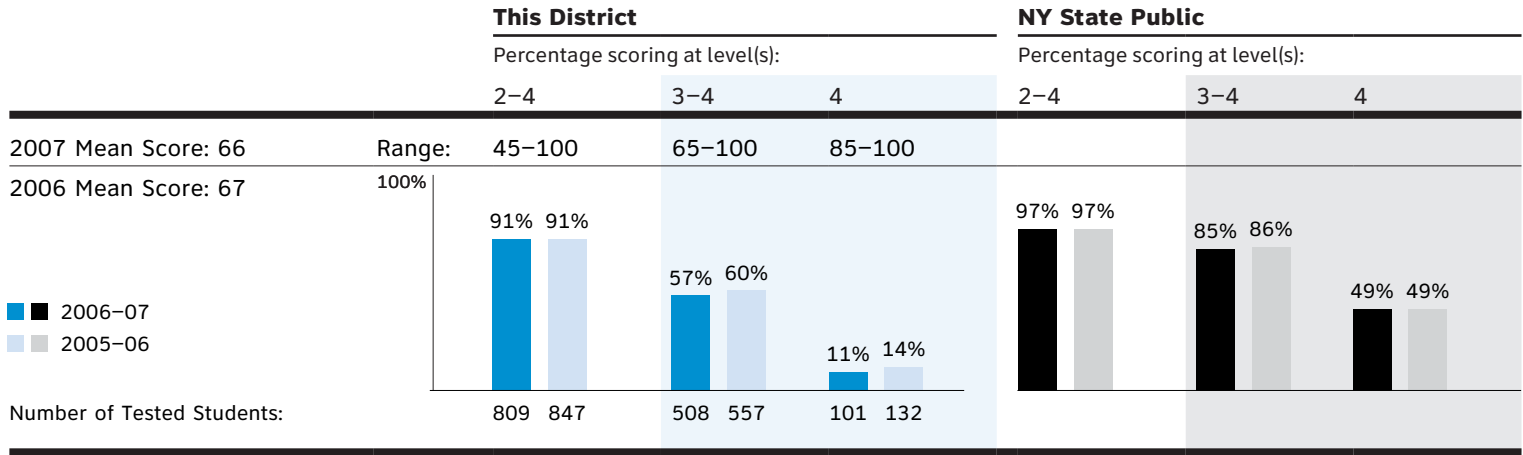
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	9	7	6	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	892	91%	57%	11%	931	91%	60%	14%
Female	445	94%	60%	13%	463	92%	61%	14%
Male	447	87%	54%	10%	468	90%	59%	14%
American Indian or Alaska Native	11	91%	45%	9%	9	67%	44%	0%
Black or African American	761	91%	57%	11%	787	91%	60%	14%
Hispanic or Latino	107	88%	56%	14%	118	89%	59%	19%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	9	100%	67%	22%
White	6	83%	50%	0%	8	88%	50%	13%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	86%	43%				
General-Education Students	674	95%	64%	14%	730	94%	66%	17%
Students with Disabilities	218	77%	36%	3%	201	80%	36%	5%
English Proficient	861	91%	57%	12%	898	92%	61%	14%
Limited English Proficient	31	77%	42%	0%	33	76%	30%	9%
Economically Disadvantaged	868	91%	57%	11%	542	94%	66%	17%
Not Disadvantaged	24	92%	46%	13%	389	87%	51%	10%
Migrant								
Not Migrant	892	91%	57%	11%	931	91%	60%	14%

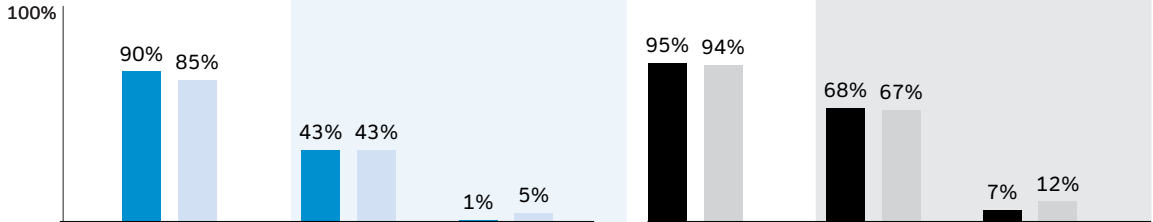
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	9	8	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 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: 645	608-795	650-795	711-795			
2006 Mean Score: 642						
						
Number of Tested Students:	810	862	389	441	10	53

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	901	90%	43%	1%	1015	85%	43%	5%
Female	445	91%	46%	1%	504	87%	47%	7%
Male	456	89%	40%	2%	511	83%	40%	4%
American Indian or Alaska Native	9	78%	33%	0%	14	79%	21%	0%
Black or African American	757	90%	44%	1%	853	86%	45%	6%
Hispanic or Latino	119	88%	36%	2%	127	83%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	56%	11%	15	67%	27%	0%
White	7	71%	29%	0%	6	50%	33%	0%
Multiracial								
Small Group Totals								
General-Education Students	710	97%	50%	1%	846	91%	49%	6%
Students with Disabilities	191	64%	17%	0%	169	56%	17%	0%
English Proficient	875	90%	44%	1%	991	85%	44%	5%
Limited English Proficient	26	81%	19%	4%	24	63%	13%	0%
Economically Disadvantaged	863	90%	43%	1%	642	89%	46%	5%
Not Disadvantaged	38	79%	45%	0%	373	77%	39%	5%
Migrant								
Not Migrant	901	90%	43%	1%	1015	85%	43%	5%

NOTES

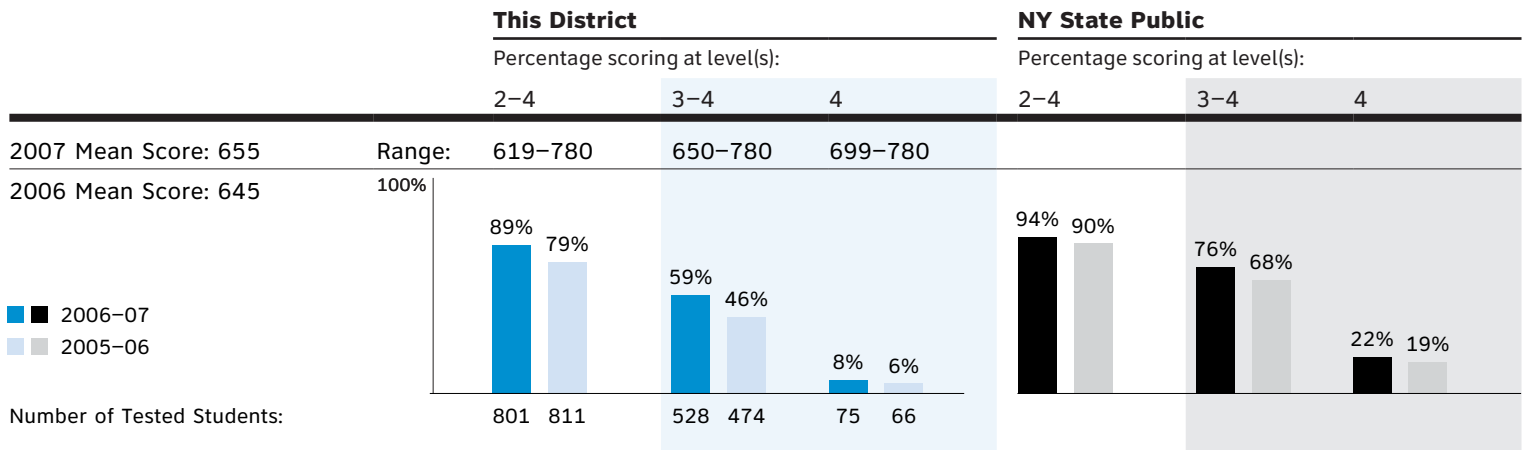
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Other Assessments

	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 5 Equivalent	14	13	12	7	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	3	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	897	89%	59%	8%	1030	79%	46%	6%
Female	448	89%	62%	8%	500	79%	48%	7%
Male	449	90%	56%	9%	530	78%	44%	6%
American Indian or Alaska Native	9	67%	44%	0%	15	80%	40%	0%
Black or African American	746	89%	59%	8%	856	79%	48%	7%
Hispanic or Latino	127	91%	59%	10%	137	76%	36%	5%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	13%	15	73%	27%	0%
White	7	86%	14%	14%	7	57%	29%	0%
Multiracial								
Small Group Totals								
General-Education Students	707	96%	69%	10%	845	86%	52%	8%
Students with Disabilities	190	65%	22%	2%	185	48%	18%	1%
English Proficient	869	89%	60%	8%	992	79%	47%	7%
Limited English Proficient	28	86%	36%	7%	38	61%	16%	0%
Economically Disadvantaged	862	89%	59%	8%	641	84%	51%	7%
Not Disadvantaged	35	86%	51%	6%	389	71%	38%	6%
Migrant								
Not Migrant	897	89%	59%	8%	1030	79%	46%	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 5 Equivalent	14	14	14	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 639	598-785	650-785	705-785			
2006 Mean Score: 628						
Number of Tested Students:	777	808	245	302	12	12

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	826	94%	30%	1%	997	81%	30%	1%
Female	397	96%	36%	2%	504	88%	36%	2%
Male	429	92%	24%	1%	493	74%	24%	0%
American Indian or Alaska Native	14	93%	29%	0%	24	83%	17%	0%
Black or African American	685	94%	30%	1%	832	82%	31%	1%
Hispanic or Latino	108	94%	27%	2%	117	74%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	85%	31%	0%	10	80%	40%	0%
White	6	83%	17%	0%	14	86%	14%	0%
Multiracial								
Small Group Totals								
General-Education Students	649	98%	36%	2%	781	89%	37%	2%
Students with Disabilities	177	80%	7%	0%	216	51%	6%	0%
English Proficient	801	94%	30%	1%	978	82%	31%	1%
Limited English Proficient	25	92%	4%	0%	19	47%	0%	0%
Economically Disadvantaged	755	94%	29%	1%	624	90%	37%	1%
Not Disadvantaged	71	96%	37%	3%	373	66%	19%	1%
Migrant								
Not Migrant	826	94%	30%	1%	997	81%	30%	1%

NOTES

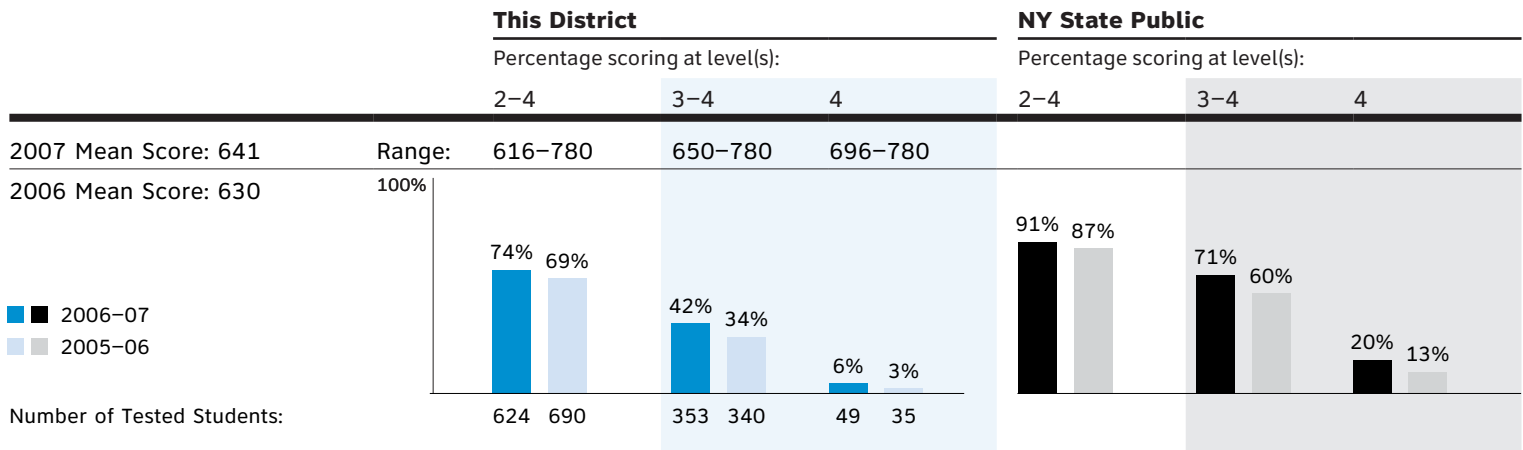
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Other Assessments

	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	22	21	20	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 6	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	840	74%	42%	6%	1003	69%	34%	3%
Female	408	76%	44%	7%	502	74%	37%	4%
Male	432	72%	40%	5%	501	64%	30%	3%
American Indian or Alaska Native	15	67%	33%	0%	24	67%	29%	0%
Black or African American	687	75%	43%	6%	828	70%	34%	4%
Hispanic or Latino	117	72%	41%	5%	124	63%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	80%	40%	0%	12	83%	67%	17%
White	6	33%	17%	0%	15	53%	20%	7%
Multiracial								
Small Group Totals								
General-Education Students	656	82%	50%	7%	782	79%	41%	4%
Students with Disabilities	184	46%	15%	1%	221	33%	9%	0%
English Proficient	809	75%	43%	6%	969	70%	35%	4%
Limited English Proficient	31	58%	13%	0%	34	29%	12%	0%
Economically Disadvantaged	767	74%	42%	5%	626	80%	41%	4%
Not Disadvantaged	73	78%	45%	10%	377	50%	23%	2%
Migrant								
Not Migrant	840	74%	42%	6%	1003	69%	34%	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 6 Equivalent	21	21	19	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

	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: 632	600-790	650-790	712-790			
2006 Mean Score: 631						
Number of Tested Students:	846	276	16	846	358	13

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	971	87%	28%	2%	1006	84%	36%	1%
Female	483	93%	39%	2%	487	88%	39%	1%
Male	488	81%	18%	1%	519	80%	32%	1%
American Indian or Alaska Native	18	72%	22%	0%	15	87%	40%	0%
Black or African American	816	88%	29%	2%	860	84%	36%	1%
Hispanic or Latino	119	83%	28%	0%	115	83%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	38%	0%	7	86%	71%	14%
White	10	60%	0%	0%	9	67%	44%	11%
Multiracial								
Small Group Totals								
General-Education Students	748	94%	35%	2%	812	91%	41%	2%
Students with Disabilities	223	65%	7%	0%	194	56%	15%	0%
English Proficient	954	88%	29%	2%	987	84%	36%	1%
Limited English Proficient	17	65%	6%	0%	19	84%	26%	0%
Economically Disadvantaged	883	86%	27%	1%	625	93%	42%	1%
Not Disadvantaged	88	94%	47%	3%	381	70%	26%	1%
Migrant								
Not Migrant	971	87%	28%	2%	1006	84%	36%	1%

NOTES

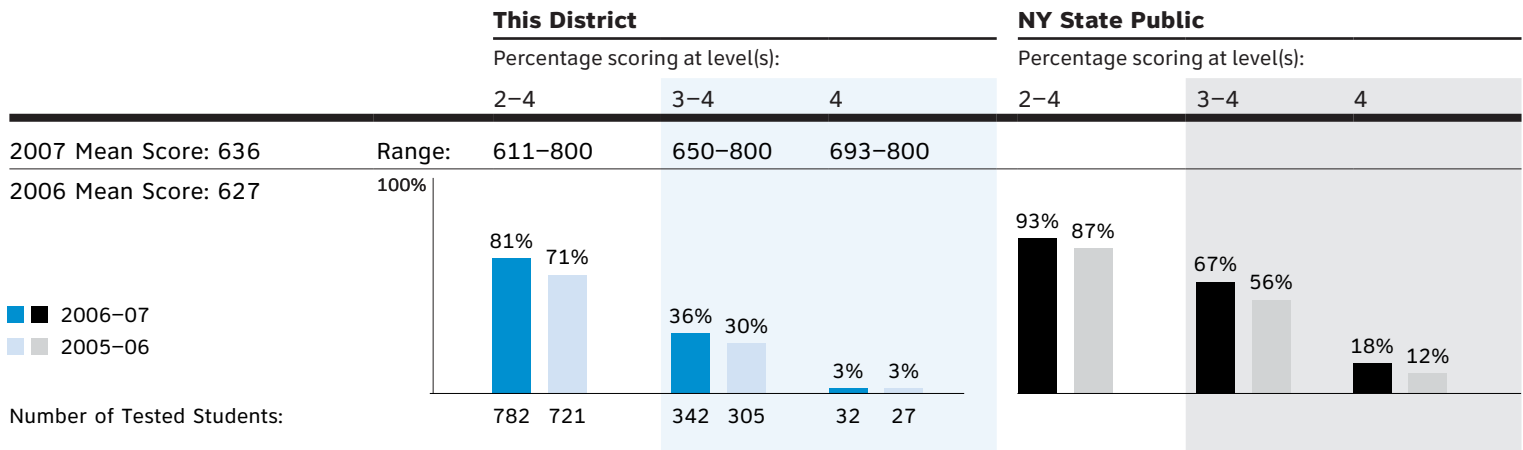
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Other Assessments

	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	20	20	18	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	1	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	960	81%	36%	3%	1018	71%	30%	3%
Female	479	87%	44%	5%	500	72%	34%	3%
Male	481	76%	27%	2%	518	69%	26%	2%
American Indian or Alaska Native	19	74%	16%	0%	15	67%	20%	7%
Black or African American	799	82%	36%	3%	860	71%	30%	2%
Hispanic or Latino	124	78%	35%	5%	125	68%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	75%	50%	13%	9	89%	78%	11%
White	10	70%	20%	10%	9	67%	44%	11%
Multiracial								
Small Group Totals								
General-Education Students	740	90%	44%	4%	818	79%	35%	3%
Students with Disabilities	220	52%	9%	0%	200	36%	9%	0%
English Proficient	942	82%	36%	3%	986	71%	30%	3%
Limited English Proficient	18	61%	11%	0%	32	56%	28%	0%
Economically Disadvantaged	870	80%	34%	3%	628	81%	36%	3%
Not Disadvantaged	90	92%	50%	10%	390	55%	20%	2%
Migrant								
Not Migrant	960	81%	36%	3%	1018	71%	30%	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	20	20	19	15	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: 631	602-790	650-790	715-790			
2006 Mean Score: 626						
Number of Tested Students:	844	262	10			
	798	249	6			

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	972	87%	27%	1%	1015	79%	25%	1%
Female	487	89%	33%	1%	499	86%	30%	1%
Male	485	84%	21%	1%	516	72%	19%	0%
American Indian or Alaska Native	13	77%	38%	0%	27	67%	15%	0%
Black or African American	818	89%	27%	1%	844	79%	25%	0%
Hispanic or Latino	121	76%	21%	1%	131	79%	24%	2%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	6	100%	50%	0%
White	10	70%	30%	0%	7	57%	29%	0%
Multiracial	1	-	-	-				
Small Group Totals	10	100%	50%	0%				
General-Education Students	775	94%	32%	1%	820	88%	30%	1%
Students with Disabilities	197	59%	6%	0%	195	40%	4%	0%
English Proficient	943	88%	28%	1%	999	79%	25%	1%
Limited English Proficient	29	55%	3%	0%	16	44%	13%	0%
Economically Disadvantaged	884	86%	26%	1%	620	89%	30%	1%
Not Disadvantaged	88	93%	38%	2%	395	63%	16%	1%
Migrant								
Not Migrant	972	87%	27%	1%	1015	79%	25%	1%

NOTES

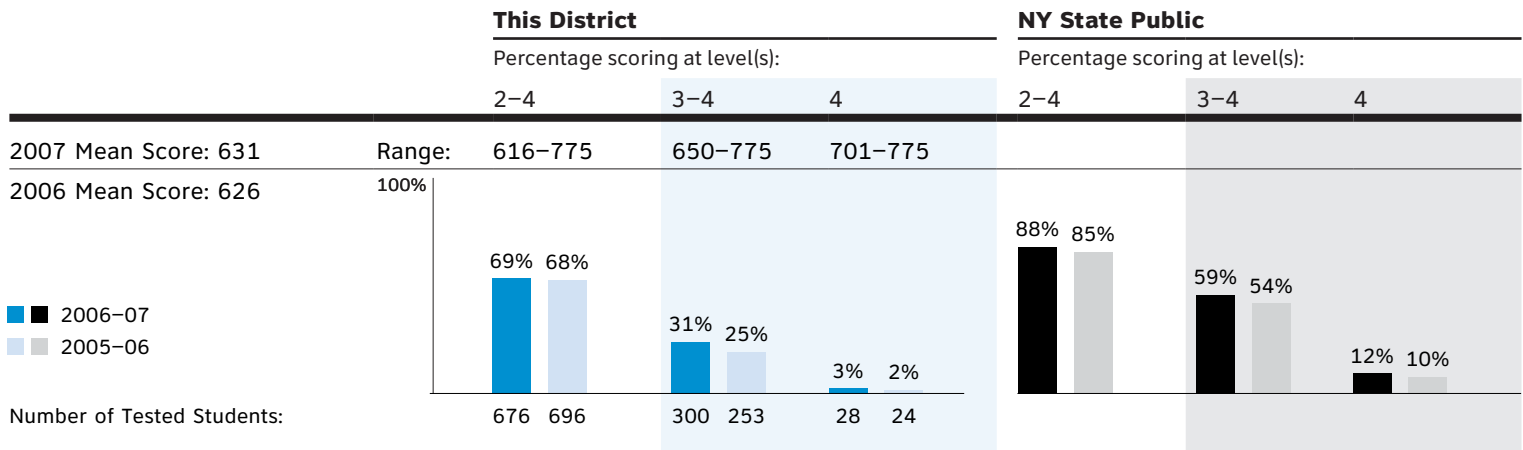
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Other Assessments

	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	12	11	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 8	4	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	979	69%	31%	3%	1021	68%	25%	2%
Female	489	71%	34%	4%	500	74%	30%	3%
Male	490	67%	28%	2%	521	63%	19%	2%
American Indian or Alaska Native	13	69%	23%	8%	28	57%	18%	0%
Black or African American	822	70%	31%	3%	844	69%	24%	3%
Hispanic or Latino	123	59%	25%	1%	134	63%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	8	100%	50%	0%
White	10	40%	40%	0%	7	57%	14%	0%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	73%	18%				
General-Education Students	778	79%	37%	4%	819	77%	30%	3%
Students with Disabilities	201	30%	6%	0%	202	34%	4%	0%
English Proficient	945	69%	31%	3%	998	69%	25%	2%
Limited English Proficient	34	68%	21%	0%	23	48%	17%	0%
Economically Disadvantaged	888	68%	31%	3%	618	77%	30%	3%
Not Disadvantaged	91	76%	27%	4%	403	55%	16%	1%
Migrant								
Not Migrant	979	69%	31%	3%	1021	68%	25%	2%

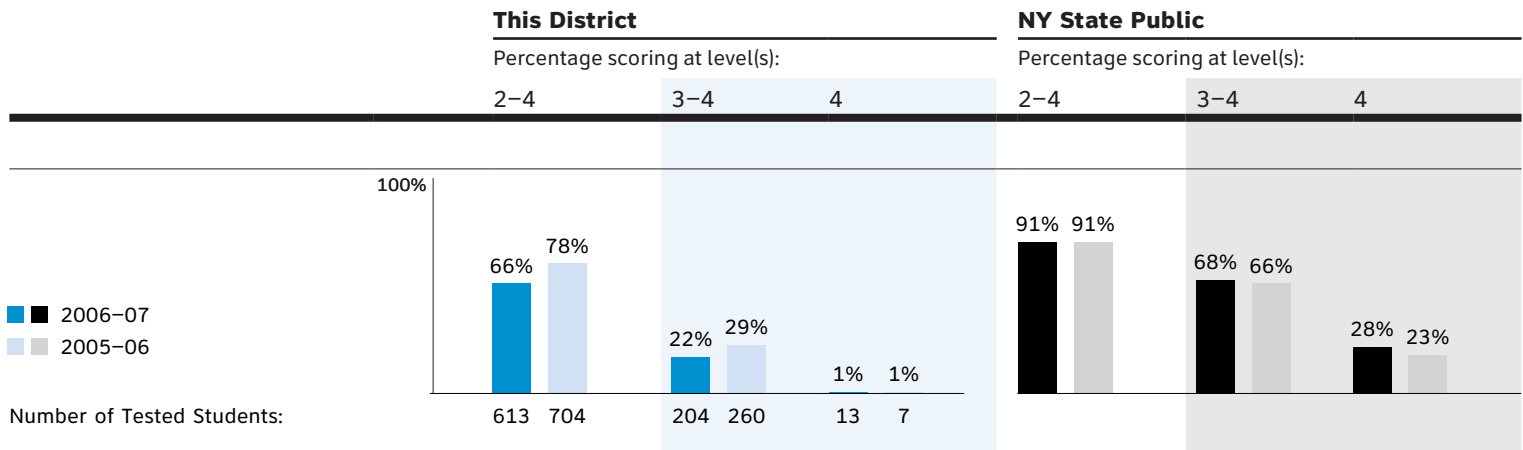
NOTES

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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	12	11	9	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	821	69%	20%	1%	877	77%	26%	1%
Female	404	69%	22%	1%	448	82%	29%	1%
Male	417	69%	19%	1%	429	71%	23%	1%
American Indian or Alaska Native	10	50%	20%	0%	25	76%	20%	0%
Black or African American	688	69%	20%	1%	724	77%	27%	1%
Hispanic or Latino	108	68%	17%	2%	116	77%	25%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	50%	0%	6	67%	0%	0%
White	6	-	-	-	6	50%	17%	0%
Multiracial	1	-	-	-				
Small Group Totals	7	57%	43%	0%				
General-Education Students	644	76%	25%	1%	707	84%	30%	1%
Students with Disabilities	177	42%	4%	0%	170	48%	9%	0%
English Proficient	789	69%	21%	1%	855	77%	26%	1%
Limited English Proficient	32	59%	3%	0%	22	68%	18%	0%
Economically Disadvantaged	731	68%	20%	1%	515	85%	32%	1%
Not Disadvantaged	90	74%	22%	2%	362	65%	18%	0%
Migrant								
Not Migrant	821	69%	20%	1%	877	77%	26%	1%

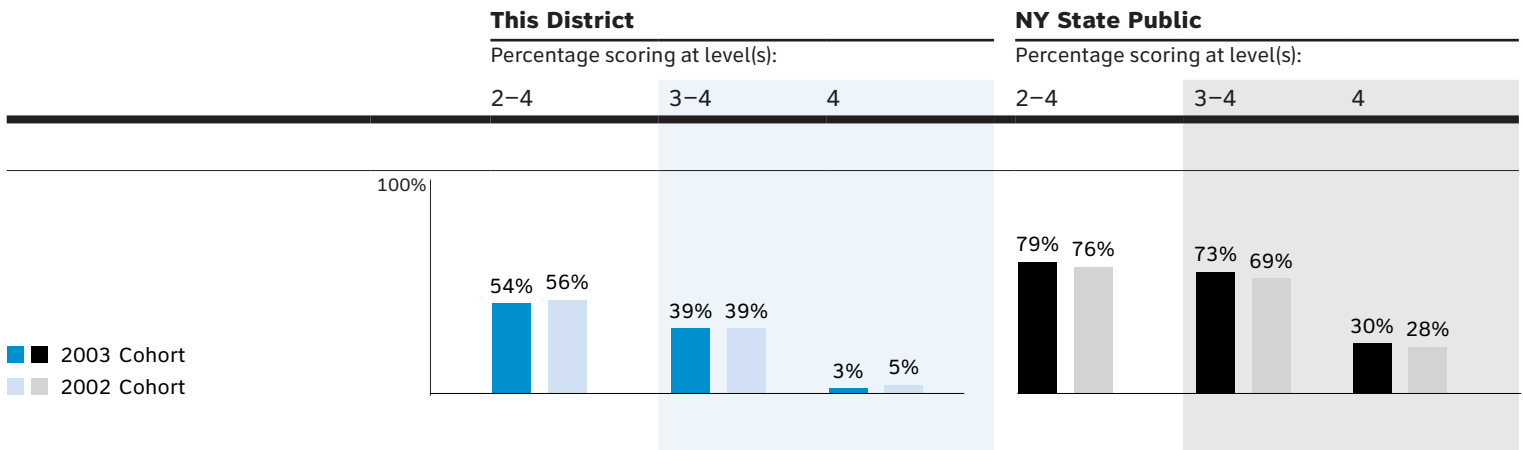
NOTES

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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	11	10	10	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	111	47	36	5	30	30	30	0

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1065	54%	39%	3%	838	56%	39%	5%
Female	514	61%	44%	4%	435	68%	49%	8%
Male	551	47%	34%	3%	403	44%	29%	2%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	922	55%	40%	3%	772	57%	40%	5%
Hispanic or Latino	102	32%	22%	3%	53	43%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	50%	0%	0%	6	67%	50%	17%
White	3	-	-	-	5	-	-	-
Multiracial	28	89%	79%	4%				
Small Group Totals	7	57%	43%	0%	7	57%	43%	14%
General-Education Students	909	61%	44%	4%	709	66%	47%	6%
Students with Disabilities	156	11%	8%	0%	129	5%	1%	0%
English Proficient	1053	54%	39%	3%	822	57%	40%	5%
Limited English Proficient	12	33%	8%	0%	16	38%	13%	0%
Economically Disadvantaged	728	61%	42%	2%	306	46%	27%	3%
Not Disadvantaged	337	39%	31%	5%	532	62%	46%	7%
Migrant								
Not Migrant					838	56%	39%	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

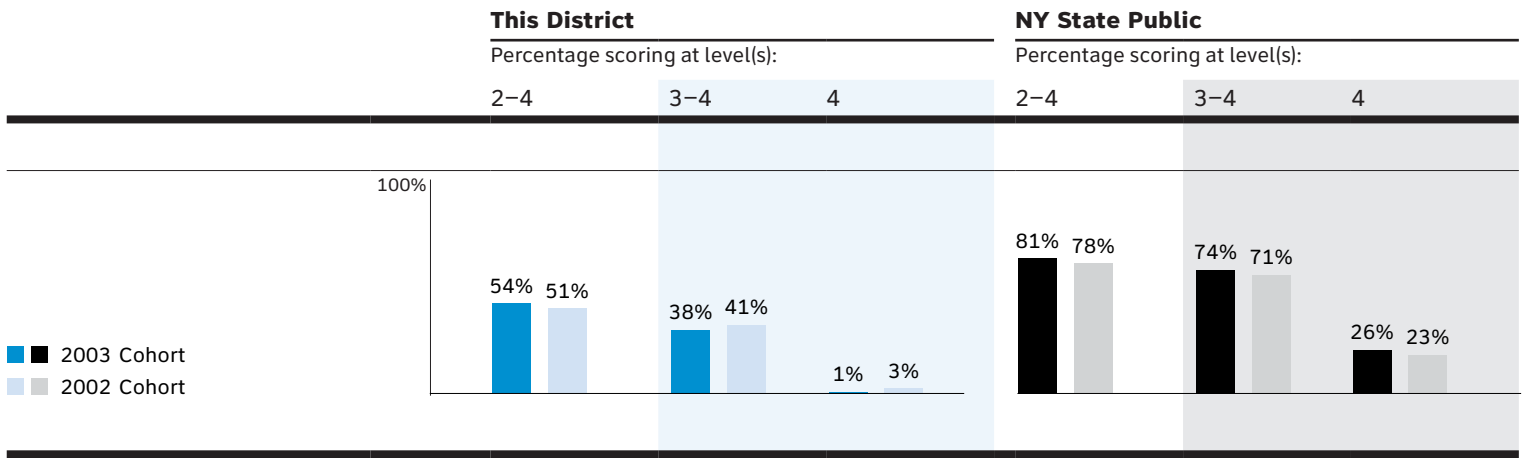
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				14	14	13	10

* 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	1065	54%	38%	1%	838	51%	41%	3%
Female	514	60%	43%	1%	435	63%	50%	2%
Male	551	49%	33%	2%	403	39%	32%	3%
American Indian or Alaska Native	4	–	–	–	2	–	–	–
Black or African American	922	55%	39%	1%	772	52%	42%	3%
Hispanic or Latino	102	37%	25%	1%	53	36%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	50%	33%	0%	6	83%	67%	17%
White	3	–	–	–	5	–	–	–
Multiracial	28	86%	46%	0%				
Small Group Totals	7	43%	43%	0%	7	43%	43%	0%
General-Education Students	909	61%	43%	1%	709	60%	49%	3%
Students with Disabilities	156	15%	6%	1%	129	2%	1%	0%
English Proficient	1053	55%	38%	1%	822	51%	42%	3%
Limited English Proficient	12	33%	17%	0%	16	38%	19%	0%
Economically Disadvantaged	728	62%	43%	1%	306	38%	30%	2%
Not Disadvantaged	337	39%	27%	2%	532	59%	48%	4%
Migrant								
Not Migrant					838	51%	41%	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

	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				14	14	11	10

* 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.