



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #19**

District ID **33-19-00-01-0000**

Superintendent **MARTHA RODRIGUEZ-TORRES**

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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	635	654	673
Kindergarten	1848	1869	1876
Grade 1	2453	2224	2212
Grade 2	2259	2294	2135
Grade 3	2381	2207	2199
Grade 4	2152	2172	2060
Grade 5	2408	2128	2105
Grade 6	2082	2140	1764
Ungraded Elementary	1086	1106	1121
Grade 7	2184	2106	2082
Grade 8	2168	2143	2017
Grade 9	2777	2772	2396
Grade 10	2999	2330	2114
Grade 11	1070	1162	974
Grade 12	1043	1024	1132
Ungraded Secondary	1304	1238	1232
Total K-12	30214	28915	27419

Average Class Size

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

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 #19

District ID 33-19-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	24988	86%	22987	84%
Reduced-Price Lunch	0	0%	1552	5%	1531	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3665	12%	3444	12%	3289	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	174	1%	177	1%	127	0%
Black or African American	16173	54%	15382	53%	14617	53%
Hispanic or Latino	11924	39%	11530	40%	10837	40%
Asian or Native Hawaiian/Other Pacific Islander	1499	5%	1437	5%	1483	5%
White	444	1%	389	1%	355	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	1180	4%	680	2%	1103	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	2209	2113	2142
Percent with No Valid Teaching Certificate	6%	6%	7%
Percent Teaching Out of Certification	20%	18%	12%
Percent with Fewer Than Three Years of Experience	23%	19%	17%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	29%	31%
Total Number of Core Classes*	N/A	6531	4167
Percent Not Taught by Highly Qualified Teachers	N/A	14%	14%
Total Number of Classes	5131	4702	5157
Percent Taught by Teachers Without Appropriate Certification	26%	23%	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	23%	24%	23%
Turnover Rate of All Teachers	21%	20%	19%

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 5)

ELA	Improvement (Year 5)	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	✗	✓	✗	✗	✗	—
Limited English Proficient	✓ ^{SH}	✓	✓ ^{SH}	✓ ^{SH}	✓ ^{SH}	—
Economically Disadvantaged	✓	✓	✗	✗	✗	—
Student groups making AYP in each subject	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 7	✗ 2 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 5)

Accountability Measures 8 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 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

How did students in each accountability group perform on elementary/middle-level 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 (13922:13053)			98%		130	121	
Ethnicity							
American Indian or Alaska Native (81:76)			100%		122	111	
Black or African American (7564:7111)			98%		129	121	
Hispanic or Latino (5424:5067)			99%		129	120	
Asian or Native Hawaiian/Other Pacific Islander (683:647)			99%		151	118	
White (170:152)			95%		130	114	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (5113:2273)			93%		82	120	86 [‡] 94
Limited English Proficient ⁵ (1583:1699)			98%		105	119	96 115
Economically Disadvantaged (12954:12178)			98%		129	121	
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 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 (13970:12970)			98%		149	85	
Ethnicity							
American Indian or Alaska Native (82:73)			98%		138	75	
Black or African American (7575:7014)			98%		145	85	
Hispanic or Latino (5463:5081)			99%		152	84	
Asian or Native Hawaiian/Other Pacific Islander (678:651)			100%		173	82	
White (171:151)			95%		140	78	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2554:2259)			95%		92	84	
Limited English Proficient ⁵ (1615:1778)			99%		141	83	
Economically Disadvantaged (12982:12095)			99%		149	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 (4672:4170)		Qualified		95%		128	100	
Ethnicity								
American Indian or Alaska Native (30:23)	—	—	—	—	—	—	—	—
Black or African American (2509:2238)		Qualified		95%		127	100	
Hispanic or Latino (1849:1661)		Qualified		95%		127	100	
Asian or Native Hawaiian/Other Pacific Islander (231:205)		Qualified		93%		151	100	
White (53:43)		Qualified		85%		135	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (844:711)		Did not qualify		89%		90	100	98 91
Limited English Proficient ⁴ (584:608)		Qualified		96%		110	100	
Economically Disadvantaged (4307:3859)		Qualified		95%		129	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  Improvement (Year 5)
for This Subject
(2007–08)

Accountability Measures 1 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 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

How did students in each accountability group perform on secondary-level 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 (1502:1528)			97%		123	156	127‡	131
Ethnicity								
American Indian or Alaska Native (3:5)	—	—	—	—	—	—	—	—
Black or African American (795:786)			96%		122	155	123‡	130
Hispanic or Latino (608:641)			98%		122	155	125‡	130
Asian or Native Hawaiian/Other Pacific Islander (75:77)			100%		145	148	148	151
White (19:17)	—	—	—	—	—	—	—	—
Multiracial (2:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (185:160)			92%		83	151	88‡	95
Limited English Proficient ⁴ (122:189)			97%		102	151	84	112
Economically Disadvantaged (1232:1320)			98%		123	156	129‡	131
Final AYP Determination	 1 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 2 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 (1502:1528)			98%		134	149	136‡	141
Ethnicity								
American Indian or Alaska Native (3:5)	—	—	—	—	—	—	—	—
Black or African American (795:786)			97%		130	148	131‡	137
Hispanic or Latino (608:641)			99%		137	148	139‡	143
Asian or Native Hawaiian/Other Pacific Islander (75:77)			100%		157	141	—	—
White (19:17)	—	—	—	—	—	—	—	—
Multiracial (2:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (130:160)			95%		93	144	96‡	104
Limited English Proficient ⁴ (122:189)			99%		131	144	118	138
Economically Disadvantaged (1232:1320)			99%		135	149	139‡	142
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










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 (1764)			40%	55%	44%	41%
Ethnicity						
American Indian or Alaska Native (7)		–	–	–		
Black or African American (928)			36%	55%	46%	37%
Hispanic or Latino (690)			42%	55%	43%	43%
Asian or Native Hawaiian/Other Pacific Islander (98)			53%	55%	46%	54%
White (41)			44%	55%	44%	45%
Multiracial (0)						
Other Groups						
Students with Disabilities (200)			8%	55%	15%	9%
Limited English Proficient ³ (13)		–	–	–		
Economically Disadvantaged (1531)			44%	55%	47%	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 #19**

District ID **33-19-00-01-0000**

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

25 schools identified 64% of total

EAST NEW YORK FAMILY ACADEMY
EAST NEW YORK TRANSIT TECHNICAL HIGH SCHOOL
ESSENCE SCHOOL
FDA VIII MIDDLE SCHOOL
FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY
HIGH SCHOOL FOR CIVIL RIGHTS
IS 364 GATEWAY
PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL
PS 108 SAL ABBRACCIAMENTO SCHOOL
PS 159-ISAAC PITKIN SCHOOL
PS 174 DUMONT SCHOOL
PS 190 SHEFFIELD SCHOOL
PS 202 ERNEST S JENKYN S SCHOOL
PS 213 THE NEW LOTS SCHOOL
PS 224 HALE A WOODRUFF SCHOOL
PS 260 BREUCKELEN SCHOOL
PS 290 JUAN MOREL CAMPOS SCHOOL
PS 306 ETHAN ALLEN SCHOOL
PS 345 PATROLMAN ROBERT BOLDEN
PS 346 ABE STARK SCHOOL
PS 7 ABRAHAM LINCOLN SCHOOL
PS 72 ANNETTE P GOLDMAN SCHOOL
PS 89-CYPRESS HILLS
THE LITTLE RED SCHOOL HOUSE
WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH

Improvement (Year 1)

2 schools identified 5% of total

PS 214 MICHAEL FRIEDSAM SCHOOL
PS 273 WORTMAN SCHOOL

Improvement (Year 2)

1 school identified 3% of total

PS 158 WARWICK SCHOOL

Corrective Action

1 school identified 3% of total

PS 149 DANNY KAYE SCHOOL

Restructuring (Year 1)

2 schools identified 5% of total

FRANKLIN K LANE HIGH SCHOOL
WILLIAM H MAXWELL CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Requiring Academic Progress (Year 5)

1 school identified 3% of total

THOMAS JEFFERSON HIGH SCHOOL

Restructuring (Year 2)

2 schools identified 5% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

⬆ Restructuring (Year 2) (continued)

JHS 166 GEORGE GERSHWIN

PS 328 PHYLLIS WHEATLEY SCHOOL

⬆ Restructuring (Year 3)

2 schools identified 5% of total

JHS 292 MARGARET S DOUGLAS

PS 13 ROBERTO CLEMENTE SCHOOL

⬆ Restructuring (Year 4)

3 schools identified 8% of total

IS 171 ABRAHAM LINCOLN

JHS 218 J P SINNOTT

JHS 302 RAFAEL CORDERO SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #19

District ID 33-19-00-01-0000

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	47%			2343
Grade 4	47%			2230
Grade 5	49%			2275
Grade 6	36%			1964
Grade 7	31%			2273
Grade 8	29%			2195
Mathematics				
Grade 3	77%			2390
Grade 4	71%			2272
Grade 5	64%			2329
Grade 6	60%			1997
Grade 7	48%			2307
Grade 8	37%			2231
Science				
Grade 4	66%			2226
Grade 8	23%			2146

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	43%			2004
Mathematics	45%			2004

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.

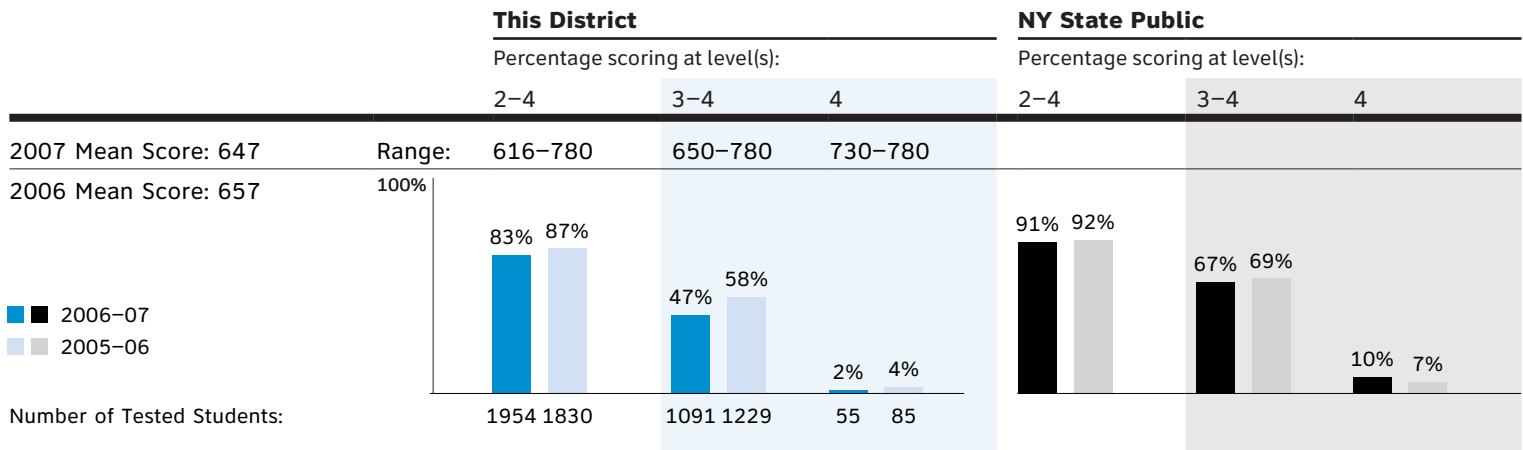
In this section, this district's performance is compared with that of public schools statewide.

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	2343	83%	47%	2%	2104	87%	58%	4%
Female	1170	87%	51%	3%	1033	91%	64%	5%
Male	1173	80%	42%	2%	1071	83%	53%	3%
American Indian or Alaska Native	11	91%	73%	9%	9	89%	56%	11%
Black or African American	1278	83%	45%	2%	1246	85%	55%	3%
Hispanic or Latino	910	83%	47%	3%	704	89%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	122	89%	66%	1%	121	96%	78%	8%
White	22	77%	32%	5%	24	88%	50%	4%
Multiracial								
Small Group Totals								
General-Education Students	2007	89%	52%	3%	1813	92%	65%	5%
Students with Disabilities	336	49%	13%	0%	291	53%	18%	0%
English Proficient	2062	85%	49%	3%	2048	88%	59%	4%
Limited English Proficient	281	70%	30%	0%	56	59%	25%	0%
Economically Disadvantaged	2228	83%	45%	2%	1518	93%	64%	5%
Not Disadvantaged	115	94%	72%	5%	586	73%	43%	2%
Migrant								
Not Migrant	2343	83%	47%	2%	2104	87%	58%	4%

NOTES

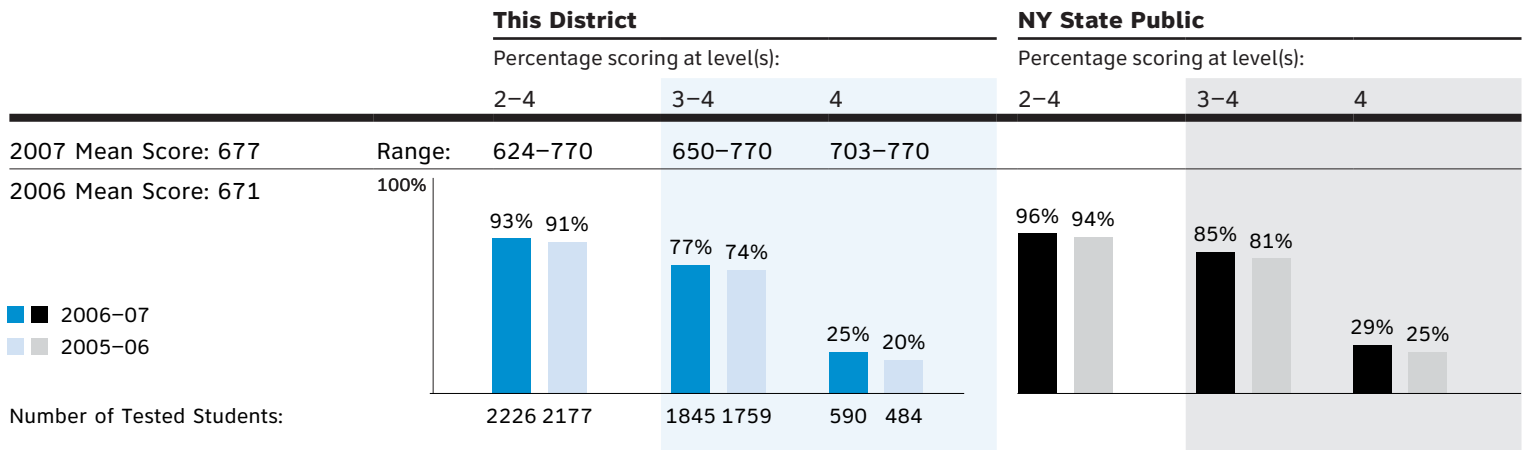
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	37	37	33	21	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	26	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2390	93%	77%	25%	2389	91%	74%	20%
Female	1195	94%	78%	27%	1161	92%	75%	22%
Male	1195	92%	76%	23%	1228	90%	72%	19%
American Indian or Alaska Native	11	-	-	-	11	100%	82%	36%
Black or African American	1290	93%	76%	22%	1258	90%	70%	15%
Hispanic or Latino	939	93%	78%	26%	948	92%	76%	24%
Asian or Native Hawaiian/Other Pacific Islander	127	94%	86%	43%	146	96%	86%	37%
White	22	86%	59%	9%	26	96%	85%	27%
Multiracial	1	-	-	-				
Small Group Totals	12	83%	83%	17%				
General-Education Students	2046	96%	83%	28%	2062	95%	79%	23%
Students with Disabilities	344	76%	44%	7%	327	70%	41%	5%
English Proficient	2078	94%	79%	26%	2059	92%	76%	22%
Limited English Proficient	312	87%	67%	14%	330	85%	62%	9%
Economically Disadvantaged	2268	93%	76%	24%	1706	95%	78%	22%
Not Disadvantaged	122	98%	93%	44%	683	82%	62%	15%
Migrant								
Not Migrant	2390	93%	77%	25%	2389	91%	74%	20%

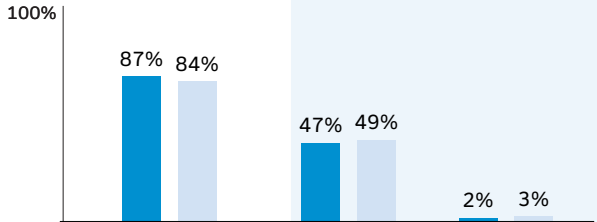
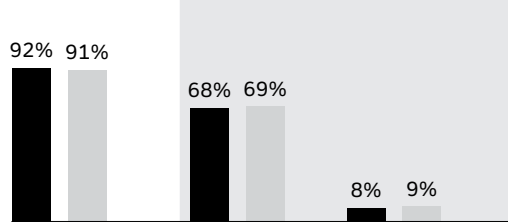
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	36	36	34	25	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: 646	612-775	650-775	716-775			
2006 Mean Score: 646						
						
Number of Tested Students:	1938	1854	37	1053	1080	65

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	2230	87%	47%	2%	2217	84%	49%	3%
Female	1090	91%	53%	2%	1047	87%	52%	3%
Male	1140	83%	41%	1%	1170	81%	46%	3%
American Indian or Alaska Native	12	83%	58%	0%	14	86%	43%	7%
Black or African American	1181	88%	46%	1%	1273	81%	44%	2%
Hispanic or Latino	879	85%	46%	2%	757	87%	54%	3%
Asian or Native Hawaiian/Other Pacific Islander	138	96%	69%	3%	138	96%	67%	7%
White	20	85%	50%	0%	35	71%	46%	3%
Multiracial								
Small Group Totals								
General-Education Students	1871	93%	53%	2%	1846	91%	56%	3%
Students with Disabilities	359	55%	16%	0%	371	45%	15%	0%
English Proficient	1959	90%	51%	2%	2149	84%	49%	3%
Limited English Proficient	271	68%	18%	0%	68	72%	26%	0%
Economically Disadvantaged	2102	87%	46%	1%	1533	91%	55%	4%
Not Disadvantaged	128	90%	66%	5%	684	67%	35%	2%
Migrant								
Not Migrant	2230	87%	47%	2%	2217	84%	49%	3%

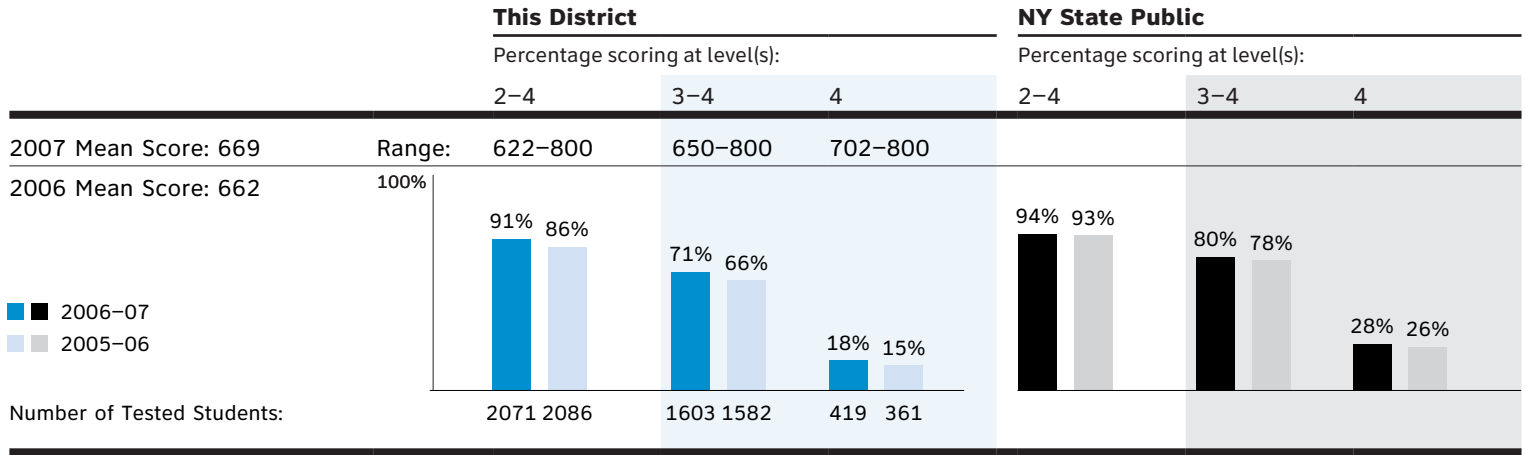
NOTES
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Other Assessments

	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	26	25	22	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4 Mathematics



Results by Student Group

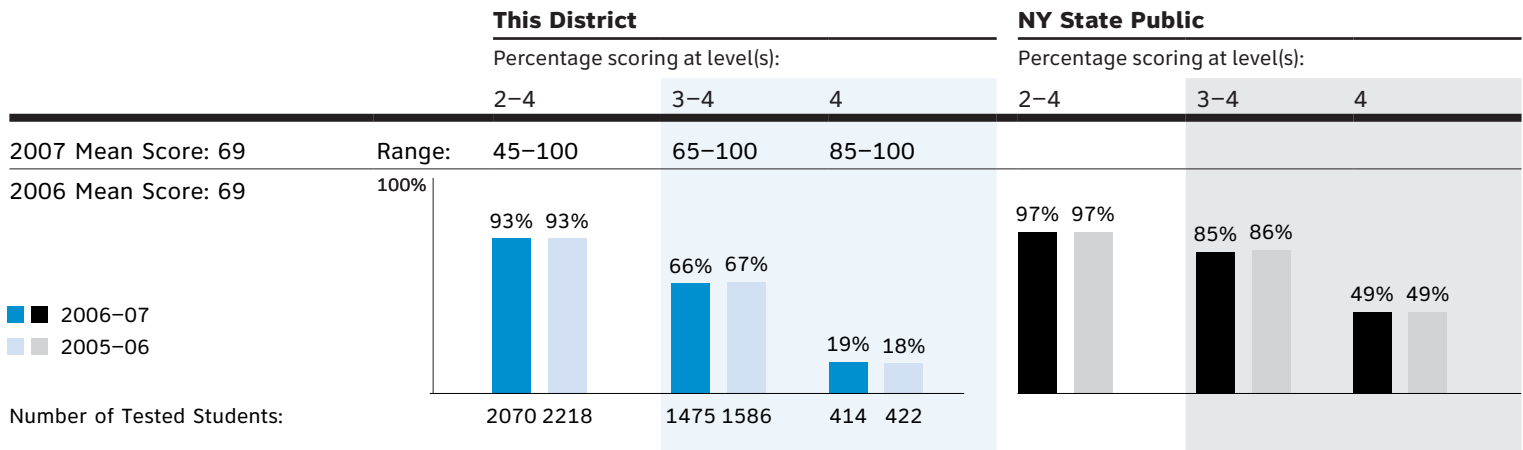
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2272	91%	71%	18%	2413	86%	66%	15%
Female	1108	93%	73%	19%	1141	89%	66%	14%
Male	1164	90%	69%	18%	1272	84%	65%	16%
American Indian or Alaska Native	11	100%	73%	27%	14	93%	79%	21%
Black or African American	1195	91%	67%	15%	1290	83%	61%	12%
Hispanic or Latino	907	90%	73%	21%	927	89%	70%	15%
Asian or Native Hawaiian/Other Pacific Islander	139	98%	83%	33%	146	92%	82%	39%
White	20	80%	65%	10%	36	89%	61%	22%
Multiracial								
Small Group Totals								
General-Education Students	1912	96%	78%	21%	2020	93%	73%	18%
Students with Disabilities	360	67%	34%	2%	393	55%	25%	1%
English Proficient	1966	92%	73%	20%	2157	88%	67%	16%
Limited English Proficient	306	84%	55%	5%	256	77%	53%	6%
Economically Disadvantaged	2132	91%	70%	18%	1676	93%	73%	17%
Not Disadvantaged	140	92%	80%	25%	737	73%	50%	11%
Migrant								
Not Migrant	2272	91%	71%	18%	2413	86%	66%	15%

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	26	25	24	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	2226	93%	66%	19%	2379	93%	67%	18%
Female	1089	94%	67%	18%	1137	95%	67%	19%
Male	1137	92%	65%	19%	1242	92%	67%	17%
American Indian or Alaska Native	9	100%	78%	22%	13	92%	85%	15%
Black or African American	1184	93%	64%	14%	1270	93%	65%	14%
Hispanic or Latino	883	92%	68%	23%	912	94%	68%	20%
Asian or Native Hawaiian/Other Pacific Islander	129	95%	75%	32%	149	95%	76%	34%
White	21	90%	71%	24%	35	89%	57%	29%
Multiracial								
Small Group Totals								
General-Education Students	1876	95%	72%	22%	1993	96%	72%	21%
Students with Disabilities	350	81%	37%	3%	386	79%	37%	3%
English Proficient	1932	95%	70%	20%	2134	94%	69%	19%
Limited English Proficient	294	82%	44%	7%	245	87%	49%	9%
Economically Disadvantaged	2090	93%	66%	18%	1654	96%	72%	20%
Not Disadvantaged	136	93%	75%	26%	725	87%	55%	14%
Migrant								
Not Migrant	2226	93%	66%	19%	2379	93%	67%	18%

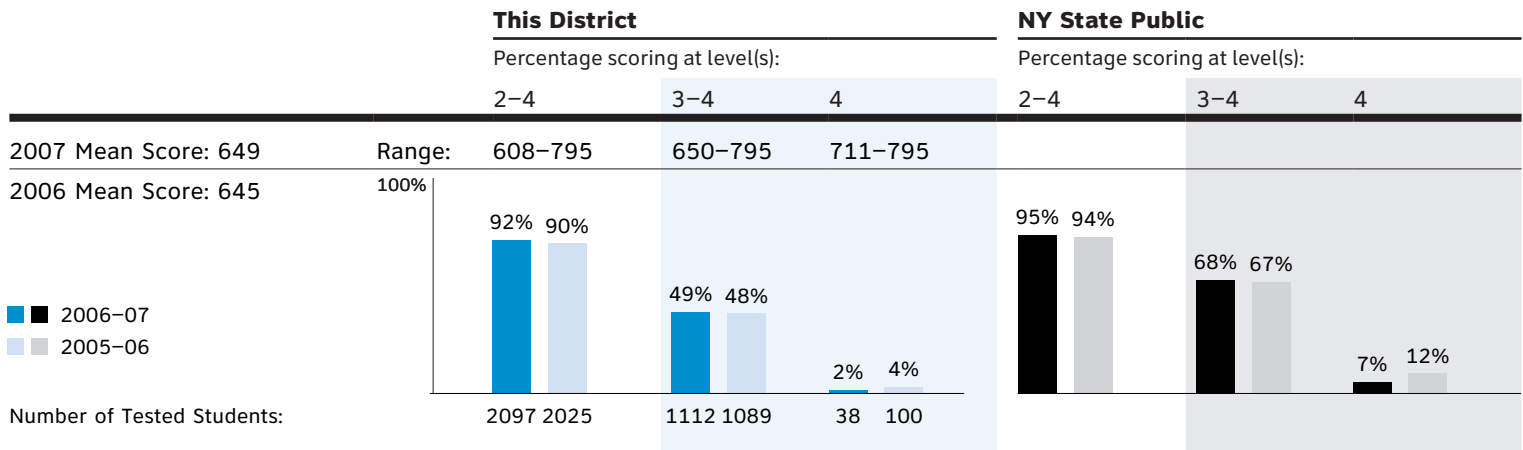
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	26	26	26	18	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	2275	92%	49%	2%	2252	90%	48%	4%
Female	1102	94%	50%	2%	1094	93%	53%	6%
Male	1173	90%	48%	2%	1158	87%	44%	3%
American Indian or Alaska Native	13	100%	85%	0%	6	83%	17%	0%
Black or African American	1233	92%	47%	1%	1244	90%	46%	4%
Hispanic or Latino	864	92%	48%	2%	860	89%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	135	96%	64%	3%	114	94%	59%	7%
White	30	93%	50%	3%	28	79%	36%	0%
Multiracial								
Small Group Totals								
General-Education Students	1888	97%	56%	2%	1921	94%	54%	5%
Students with Disabilities	387	71%	16%	0%	331	64%	17%	1%
English Proficient	2083	93%	51%	2%	2116	92%	51%	5%
Limited English Proficient	192	80%	24%	0%	136	65%	15%	0%
Economically Disadvantaged	2154	92%	48%	2%	1583	95%	53%	5%
Not Disadvantaged	121	94%	69%	4%	669	79%	37%	4%
Migrant								
Not Migrant	2275	92%	49%	2%	2252	90%	48%	4%

NOTES

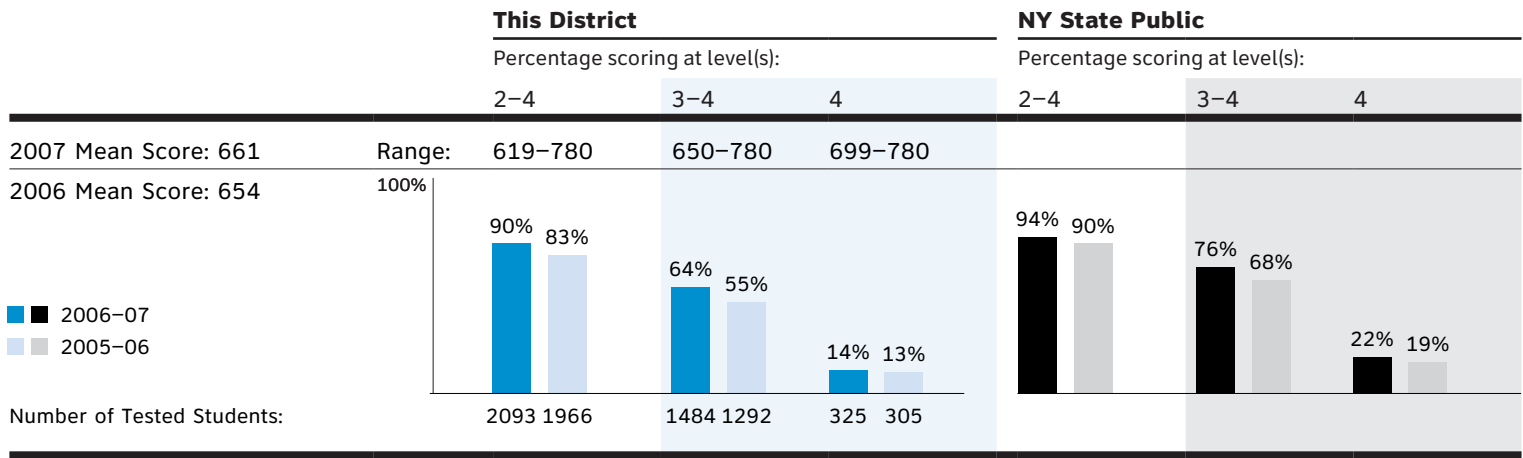
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Other Assessments

	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 5 Equivalent	36	36	34	26	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	25	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	2329	90%	64%	14%	2356	83%	55%	13%
Female	1121	92%	66%	14%	1146	86%	58%	13%
Male	1208	88%	62%	14%	1210	81%	52%	13%
American Indian or Alaska Native	13	100%	69%	23%	6	67%	50%	0%
Black or African American	1243	88%	60%	12%	1245	82%	52%	10%
Hispanic or Latino	903	91%	67%	15%	942	86%	58%	15%
Asian or Native Hawaiian/Other Pacific Islander	138	93%	78%	25%	132	87%	67%	29%
White	32	88%	69%	13%	31	61%	32%	10%
Multiracial								
Small Group Totals								
General-Education Students	1935	95%	72%	17%	2011	89%	61%	15%
Students with Disabilities	394	67%	25%	1%	345	52%	17%	2%
English Proficient	2104	91%	65%	15%	2116	85%	57%	14%
Limited English Proficient	225	80%	48%	6%	240	74%	38%	7%
Economically Disadvantaged	2196	90%	63%	13%	1646	89%	61%	14%
Not Disadvantaged	133	93%	71%	25%	710	71%	42%	11%
Migrant								
Not Migrant	2329	90%	64%	14%	2356	83%	55%	13%

NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	36	36	35	27	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: 643	598-785	650-785	705-785			
2006 Mean Score: 634						
Number of Tested Students:	1869 1922	716 765	39 39			

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	1964	95%	36%	2%	2229	86%	34%	2%
Female	951	98%	41%	3%	1081	89%	38%	2%
Male	1013	92%	32%	1%	1148	84%	30%	1%
American Indian or Alaska Native	11	82%	36%	0%	19	84%	47%	5%
Black or African American	1094	96%	36%	2%	1269	86%	34%	2%
Hispanic or Latino	763	95%	37%	1%	824	86%	33%	1%
Asian or Native Hawaiian/Other Pacific Islander	71	99%	45%	7%	85	96%	42%	5%
White	25	88%	40%	0%	32	91%	41%	6%
Multiracial								
Small Group Totals								
General-Education Students	1620	99%	42%	2%	1824	93%	41%	2%
Students with Disabilities	344	79%	9%	0%	405	57%	6%	0%
English Proficient	1788	96%	39%	2%	2096	87%	36%	2%
Limited English Proficient	176	84%	7%	0%	133	71%	6%	0%
Economically Disadvantaged	1852	95%	36%	2%	1627	93%	41%	2%
Not Disadvantaged	112	92%	52%	4%	602	68%	17%	1%
Migrant								
Not Migrant	1964	95%	36%	2%	2229	86%	34%	2%

NOTES

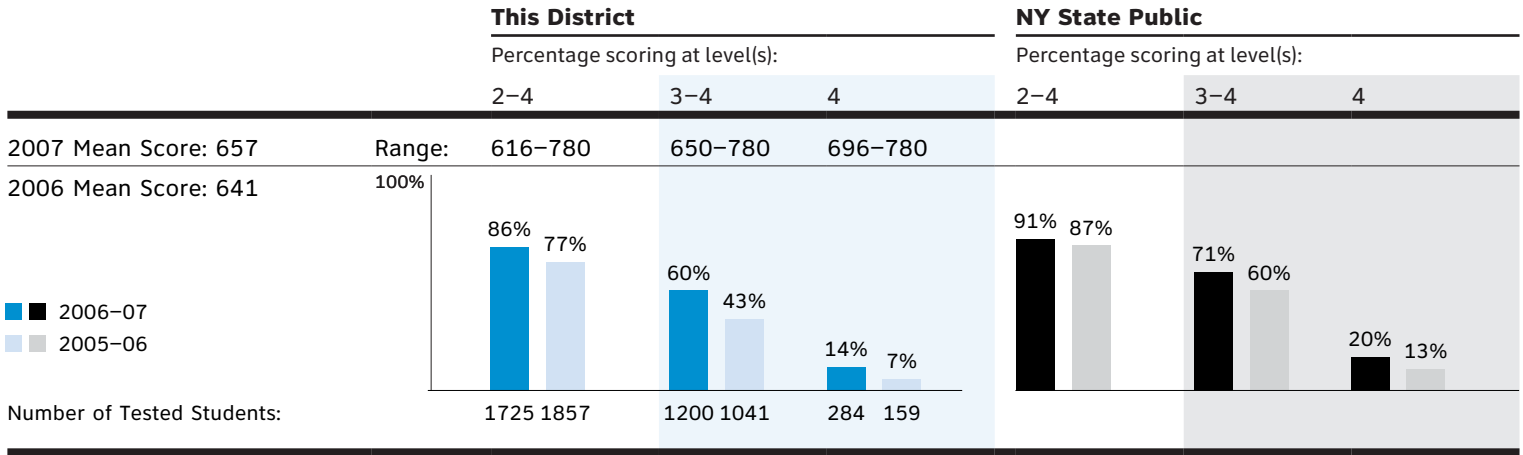
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Other Assessments

	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 6 Equivalent	41	39	34	25	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	25	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	1997	86%	60%	14%	2397	77%	43%	7%
Female	966	89%	64%	16%	1155	80%	46%	7%
Male	1031	84%	56%	12%	1242	76%	41%	6%
American Indian or Alaska Native	10	80%	50%	0%	17	71%	59%	6%
Black or African American	1107	86%	58%	14%	1332	76%	42%	5%
Hispanic or Latino	780	87%	61%	14%	920	79%	43%	8%
Asian or Native Hawaiian/Other Pacific Islander	74	95%	81%	23%	95	92%	67%	18%
White	26	73%	50%	15%	33	76%	45%	15%
Multiracial								
Small Group Totals								
General-Education Students	1643	93%	68%	17%	1972	85%	50%	8%
Students with Disabilities	354	54%	24%	3%	425	41%	12%	1%
English Proficient	1796	88%	62%	15%	2170	78%	45%	7%
Limited English Proficient	201	76%	39%	6%	227	68%	25%	2%
Economically Disadvantaged	1883	86%	60%	14%	1760	86%	50%	8%
Not Disadvantaged	114	89%	68%	23%	637	54%	24%	3%
Migrant								
Not Migrant	1997	86%	60%	14%	2397	77%	43%	7%

NOTES
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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	42	39	35	24	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: 634	600-790	650-790	712-790			
2006 Mean Score: 633						
Number of Tested Students:	2012 1852	713 707	25 42			

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	2273	89%	31%	1%	2176	85%	32%	2%
Female	1098	91%	36%	2%	1040	88%	36%	2%
Male	1175	86%	27%	1%	1136	83%	29%	2%
American Indian or Alaska Native	17	76%	18%	0%	16	56%	6%	6%
Black or African American	1253	89%	30%	0%	1240	86%	32%	2%
Hispanic or Latino	868	87%	32%	2%	820	84%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	105	92%	42%	4%	75	89%	53%	3%
White	30	80%	33%	3%	25	76%	40%	8%
Multiracial								
Small Group Totals								
General-Education Students	1870	93%	37%	1%	1816	91%	38%	2%
Students with Disabilities	403	67%	7%	0%	360	54%	6%	0%
English Proficient	2059	91%	34%	1%	2029	87%	34%	2%
Limited English Proficient	214	66%	9%	0%	147	61%	5%	0%
Economically Disadvantaged	2062	88%	30%	1%	1557	92%	37%	2%
Not Disadvantaged	211	94%	40%	0%	619	69%	21%	1%
Migrant								
Not Migrant	2273	89%	31%	1%	2176	85%	32%	2%

NOTES

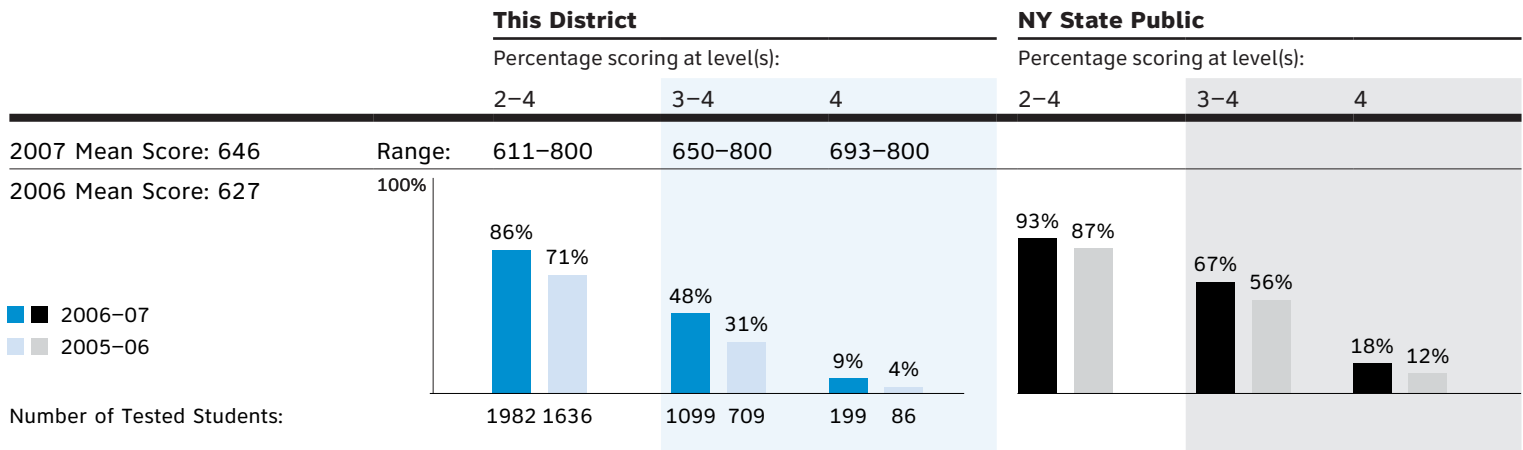
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	36	36	35	19	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	22	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	2307	86%	48%	9%	2316	71%	31%	4%
Female	1112	88%	51%	10%	1106	73%	33%	4%
Male	1195	84%	45%	7%	1210	69%	29%	4%
American Indian or Alaska Native	18	78%	33%	0%	17	41%	29%	0%
Black or African American	1248	86%	45%	7%	1259	69%	28%	3%
Hispanic or Latino	903	86%	49%	9%	930	72%	31%	4%
Asian or Native Hawaiian/Other Pacific Islander	108	93%	67%	23%	82	82%	60%	12%
White	30	80%	47%	13%	28	75%	43%	7%
Multiracial								
Small Group Totals								
General-Education Students	1895	91%	55%	10%	1942	78%	35%	4%
Students with Disabilities	412	63%	12%	0%	374	35%	7%	0%
English Proficient	2060	87%	50%	9%	2056	73%	32%	4%
Limited English Proficient	247	75%	29%	4%	260	54%	18%	1%
Economically Disadvantaged	2097	85%	47%	8%	1677	79%	36%	5%
Not Disadvantaged	210	90%	52%	11%	639	50%	18%	1%
Migrant								
Not Migrant	2307	86%	48%	9%	2316	71%	31%	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 7 Equivalent	36	36	35	22	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: 632	Range: 602-790		650-790	715-790				
2006 Mean Score: 631								
Number of Tested Students:	1916	1832	638	628	6	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	2195	87%	29%	0%	2192	84%	29%	1%
Female	1056	89%	34%	0%	1102	89%	34%	1%
Male	1139	85%	24%	0%	1090	78%	23%	1%
American Indian or Alaska Native	17	71%	6%	0%	22	95%	27%	0%
Black or African American	1200	89%	30%	1%	1261	82%	27%	1%
Hispanic or Latino	870	85%	27%	0%	804	86%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	83	90%	41%	0%	78	85%	44%	3%
White	25	84%	36%	0%	27	78%	22%	0%
Multiracial								
Small Group Totals								
General-Education Students	1832	93%	34%	0%	1854	89%	33%	1%
Students with Disabilities	363	57%	5%	0%	338	52%	4%	0%
English Proficient	1965	90%	32%	0%	2059	85%	30%	1%
Limited English Proficient	230	65%	6%	0%	133	67%	6%	0%
Economically Disadvantaged	1996	87%	29%	0%	1581	90%	33%	1%
Not Disadvantaged	199	86%	29%	2%	611	66%	17%	1%
Migrant								
Not Migrant	2195	87%	29%	0%	2192	84%	29%	1%

NOTES

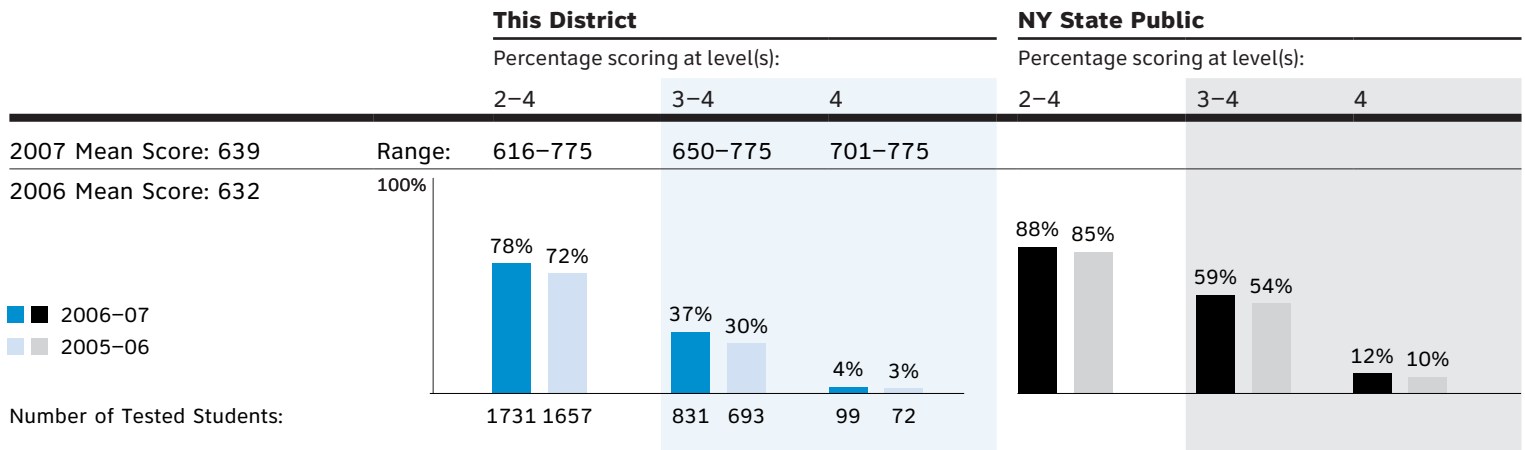
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Other Assessments

	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	38	37	34	28	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	27	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

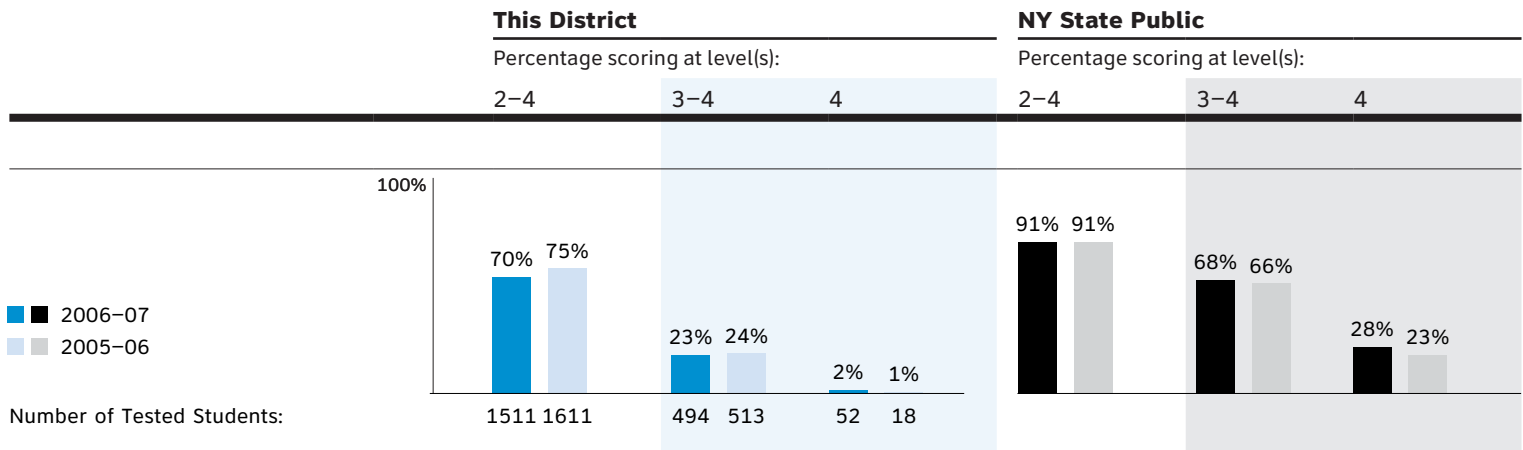
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2231	78%	37%	4%	2300	72%	30%	3%
Female	1067	79%	38%	5%	1153	76%	34%	4%
Male	1164	77%	37%	4%	1147	69%	26%	3%
American Indian or Alaska Native	17	53%	29%	6%	23	74%	43%	0%
Black or African American	1206	77%	34%	4%	1251	69%	28%	3%
Hispanic or Latino	898	78%	39%	4%	915	74%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	85	91%	65%	16%	84	85%	48%	11%
White	25	76%	36%	12%	27	85%	30%	0%
Multiracial								
Small Group Totals								
General-Education Students	1863	86%	43%	5%	1967	78%	34%	4%
Students with Disabilities	368	38%	7%	0%	333	37%	6%	0%
English Proficient	1968	79%	38%	5%	2050	73%	31%	3%
Limited English Proficient	263	71%	29%	1%	250	64%	20%	1%
Economically Disadvantaged	2032	77%	37%	5%	1685	79%	35%	3%
Not Disadvantaged	199	80%	37%	4%	615	53%	16%	2%
Migrant								
Not Migrant	2231	78%	37%	4%	2300	72%	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 8 Equivalent	39	39	36	27	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	2146	70%	23%	2%	2147	75%	24%	1%
Female	1036	71%	22%	3%	1083	78%	24%	1%
Male	1110	70%	24%	2%	1064	72%	23%	1%
American Indian or Alaska Native	17	53%	6%	0%	23	78%	43%	0%
Black or African American	1160	71%	23%	2%	1159	73%	21%	1%
Hispanic or Latino	863	70%	22%	2%	862	77%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	84	76%	43%	7%	80	84%	50%	1%
White	22	68%	32%	18%	23	87%	30%	0%
Multiracial								
Small Group Totals								
General-Education Students	1796	77%	27%	3%	1833	80%	27%	1%
Students with Disabilities	350	38%	5%	0%	314	48%	5%	0%
English Proficient	1890	73%	25%	3%	1911	76%	26%	1%
Limited English Proficient	256	52%	8%	0%	236	64%	8%	0%
Economically Disadvantaged	1954	71%	23%	2%	1582	81%	28%	1%
Not Disadvantaged	192	67%	26%	3%	565	60%	13%	1%
Migrant								
Not Migrant	2146	70%	23%	2%	2147	75%	24%	1%

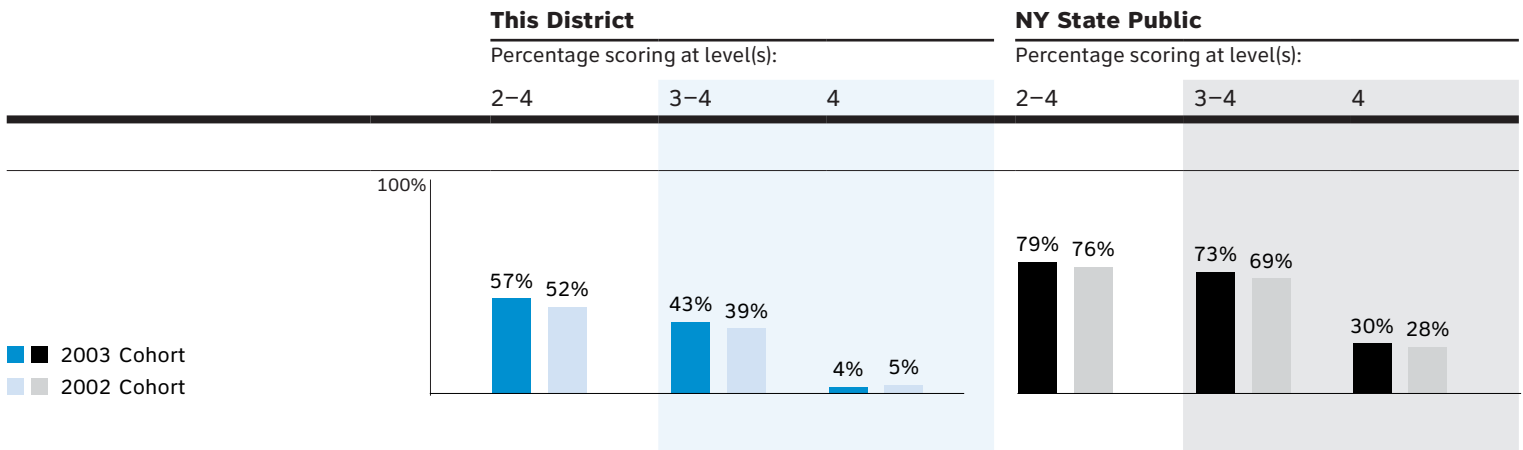
NOTES

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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	40	39	34	29	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



Results by Student Group

	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	2004	57%	43%	4%	2016	52%	39%	5%
Female	934	61%	47%	5%	958	57%	41%	6%
Male	1070	53%	40%	4%	1058	48%	37%	5%
American Indian or Alaska Native	6	-	-	-	13	15%	15%	0%
Black or African American	1019	57%	42%	4%	1028	49%	35%	5%
Hispanic or Latino	845	56%	44%	5%	806	53%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	97	69%	61%	11%	119	74%	64%	6%
White	35	23%	20%	3%	50	62%	48%	8%
Multiracial	2	-	-	-				
Small Group Totals	8	63%	50%	0%				
General-Education Students	1666	65%	50%	5%	1712	60%	45%	6%
Students with Disabilities	338	17%	10%	0%	304	11%	5%	0%
English Proficient	1868	57%	44%	5%	1769	55%	41%	6%
Limited English Proficient	136	50%	32%	1%	247	34%	22%	1%
Economically Disadvantaged	1728	57%	44%	4%	1867	56%	41%	6%
Not Disadvantaged	276	54%	42%	7%	149	10%	7%	0%
Migrant								
Not Migrant					2016	52%	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

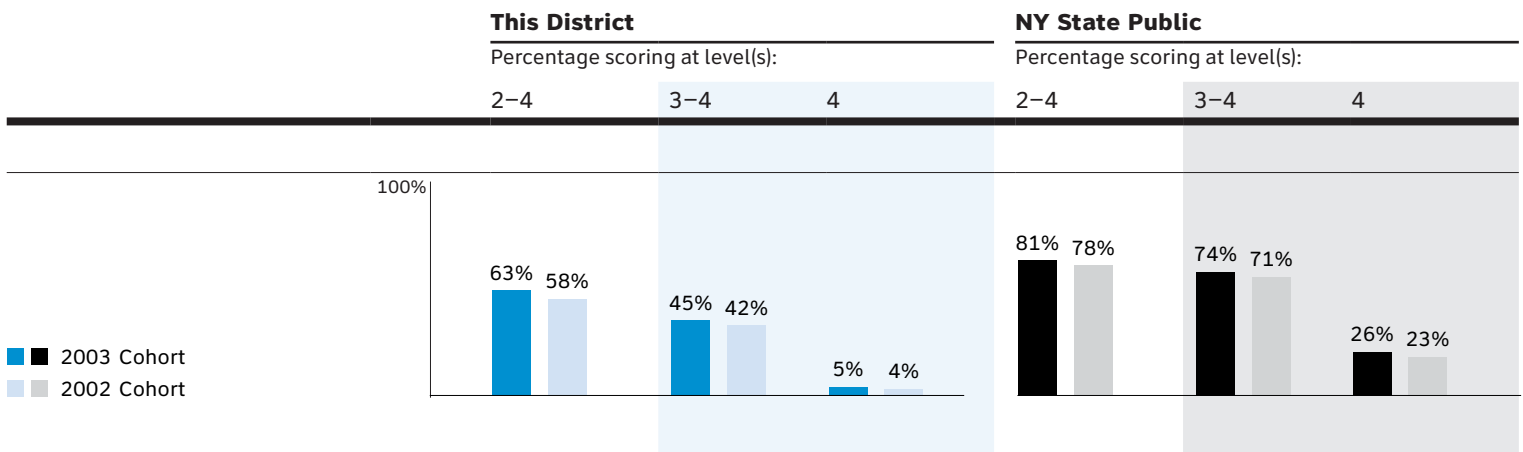
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				38	36	34	29

* 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	2004	63%	45%	5%	2016	58%	42%	4%
Female	934	66%	47%	3%	958	60%	43%	3%
Male	1070	59%	42%	6%	1058	55%	41%	5%
American Indian or Alaska Native	6	–	–	–	13	23%	15%	0%
Black or African American	1019	62%	41%	4%	1028	55%	38%	2%
Hispanic or Latino	845	63%	47%	4%	806	59%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	97	78%	66%	18%	119	76%	61%	14%
White	35	31%	26%	3%	50	62%	50%	8%
Multiracial	2	–	–	–				
Small Group Totals	8	63%	50%	13%				
General-Education Students	1666	71%	52%	6%	1712	66%	49%	5%
Students with Disabilities	338	21%	10%	0%	304	12%	4%	0%
English Proficient	1868	62%	44%	5%	1769	59%	43%	4%
Limited English Proficient	136	73%	46%	2%	247	51%	34%	1%
Economically Disadvantaged	1728	63%	45%	5%	1867	61%	45%	4%
Not Disadvantaged	276	59%	43%	4%	149	11%	6%	1%
Migrant								
Not Migrant					2016	58%	42%	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				35	33	30	26

* 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.