



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #32**

District ID **33-32-00-01-0000**

Superintendent **MATILDE TORRES-MALDONADO**

Telephone **(718) 574-1100**

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	310	338	401
Kindergarten	1096	1170	1072
Grade 1	1593	1523	1443
Grade 2	1592	1477	1384
Grade 3	1584	1528	1351
Grade 4	1341	1382	1391
Grade 5	1616	1412	1434
Grade 6	1567	1530	1430
Ungraded Elementary	609	651	729
Grade 7	1747	1499	1537
Grade 8	1700	1708	1408
Grade 9	958	717	826
Grade 10	1249	1034	988
Grade 11	391	590	495
Grade 12	292	402	451
Ungraded Secondary	400	443	448
Total K-12	17735	17066	16387

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #32

District ID 33-32-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	14022	79%	14606	86%	13341	81%
Reduced-Price Lunch	965	5%	893	5%	858	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3257	18%	3232	19%	3096	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	66	0%	72	0%	66	0%
Black or African American	4898	28%	4561	27%	4251	26%
Hispanic or Latino	12308	69%	11972	70%	11595	71%
Asian or Native Hawaiian/Other Pacific Islander	314	2%	300	2%	294	2%
White	149	1%	161	1%	181	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	746	4%	619	3%	864	5%

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	1294	1265	1278
Percent with No Valid Teaching Certificate	7%	6%	7%
Percent Teaching Out of Certification	22%	17%	13%
Percent with Fewer Than Three Years of Experience	20%	20%	19%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	28%	28%
Total Number of Core Classes*	N/A	4353	2659
Percent Not Taught by Highly Qualified Teachers	N/A	15%	16%
Total Number of Classes	3162	3160	3460
Percent Taught by Teachers Without Appropriate Certification	29%	21%	15%

* 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%	26%	23%
Turnover Rate of All Teachers	22%	24%	17%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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	✓	✓				
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✓ ^{SH}	✓ ^{SH}	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		—	—	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✓ ^{SH}	✓ ^{SH}	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 2 of 6	✗ 2 of 6	✗ 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts





























Accountability Status for This Subject (2007-08)  Improvement (Year 2)

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 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 (9503:8937)			99%		128	121		
Ethnicity								
American Indian or Alaska Native (50:48)			96%		113	108		
Black or African American (2707:2570)			98%		142	120		
Hispanic or Latino (6459:6055)			99%		122	121		
Asian or Native Hawaiian/Other Pacific Islander (193:183)			99%		162	114		
White (85:74)			96%		115	111		
Multiracial (9:7)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities ⁴ (2807:1273)			93%		77	119	76 89	
Limited English Proficient ⁵ (1790:1902)			99%		91	120	91 102	
Economically Disadvantaged (8996:8456)			99%		126	121		
Final AYP Determination		8 of 9						

NOTES

- These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
- If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.
- If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


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

AYP Status

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

Elementary/Middle-Level Mathematics





























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

Accountability Measures 9 of 9 Student groups making AYP in Mathematics
 Made 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 this measure in 2007-08, the district will be in good standing in 2008-09. [216]

How did students in each accountability group perform on elementary/middle-level 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 (9504:8951)			99%		146	85	
Ethnicity							
American Indian or Alaska Native (48:46)			98%		120	72	
Black or African American (2697:2531)			99%		150	84	
Hispanic or Latino (6468:6103)			99%		144	85	
Asian or Native Hawaiian/Other Pacific Islander (194:191)			99%		182	78	
White (88:73)			95%		127	75	
Multiracial (9:7)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1405:1260)			95%		89	83	
Limited English Proficient ⁵ (1816:2040)			99%		129	84	
Economically Disadvantaged (8993:8473)			99%		145	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 (3107:2821)		Qualified		96%		135	100	
Ethnicity								
American Indian or Alaska Native (22:21)	—	—	—	—	—	—	—	—
Black or African American (815:713)		Qualified		94%		140	100	
Hispanic or Latino (2195:2021)		Qualified		97%		132	100	
Asian or Native Hawaiian/Other Pacific Islander (49:46)		Qualified		96%		172	100	
White (23:18)	—	—	—	—	—	—	—	—
Multiracial (3:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (446:381)		Qualified		90%		91	100	82 92
Limited English Proficient ⁴ (653:697)		Qualified		99%		112	100	
Economically Disadvantaged (2949:2685)		Qualified		96%		134	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 2 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 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 (509:675)			98%		123	155	114 [‡]	131
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (118:173)			99%		114	151	101 [‡]	123
Hispanic or Latino (370:479)			98%		126	154	116	133
Asian or Native Hawaiian/Other Pacific Islander (14:16)	—	—	—	—	—	—	—	—
White (4:4)	—	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (99:105)			94%		76	149	86	88
Limited English Proficient ⁴ (33:125)		—	—		103	150	97	113
Economically Disadvantaged (456:613)			98%		125	155	112 [‡]	133
Final AYP Determination	 2 of 6							

NOTES

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

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

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

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


[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

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

Secondary-Level Mathematics



















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

Accountability Measures 2 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

How did students in each accountability group perform on secondary-level 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 (509:675)			98%		128	148	116‡	135
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (118:173)			99%		119	144	101‡	127
Hispanic or Latino (370:479)			98%		129	147	121	136
Asian or Native Hawaiian/Other Pacific Islander (14:16)	—	—	—	—	—	—	—	—
White (4:4)	—	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (99:105)			94%		87	142	89	98
Limited English Proficient ⁴ (33:125)		—	—		114	143	108	123
Economically Disadvantaged (456:613)			98%		129	148	113‡	136
Final AYP Determination	 2 of 6							

NOTES

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

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

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

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


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

AYP Status

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








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

Accountability Measures 0 of 1 Student groups making AYP in Graduation Rate
 Did not make AYP

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2006–07	2007–08
All Students (645)			43%	55%	44%	44%
Ethnicity						
American Indian or Alaska Native (3)	–	–	–	–	–	–
Black or African American (143)		–	29%	55%	38%	30%
Hispanic or Latino (477)	–		47%	55%	43%	48%
Asian or Native Hawaiian/Other Pacific Islander (8)	–	–	–	–	–	–
White (14)	–	–	–	–	–	–
Multiracial (0)	–	–	–	–	–	–
Other Groups						
Students with Disabilities (68)	–		21%	55%	15%	22%
Limited English Proficient ³ (6)	–	–	–	–	–	–
Economically Disadvantaged (421)		–	45%	55%	55%	46%
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 #32**

District ID **33-32-00-01-0000**

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 48% of total

ACADEMY FOR ENVIRONMENTAL LEADERSHIP
ACADEMY OF URBAN PLANNING
ALL CITY LEADERSHIP SECONDARY SCHOOL
BUSHWICK HS FOR SOCIAL JUSTICE
BUSHWICK LEADERS' HS FOR ACADEMIC EXCELLENCE
NEW YORK HARBOR HIGH SCHOOL
PS 116 ELIZABETH L FARRELL SCHOOL
PS 151 LYNDON B JOHNSON SCHOOL
PS 376 FELISA RINCON DE GAUTIER
PS 377-ALEJANDINA BENITEZ DE GAUTIER
PS 384 FRANCES E CARTER SCHOOL
PS 75 MAYDA CORTIELLA SCHOOL
PS 86 IRVINGTON SCHOOL

▲ Improvement (Year 1)

4 schools identified 15% of total

BUSHWICK COMMUNITY HIGH SCHOOL
EBC FOR PUBLIC SERVICE-BUSHWICK
PS 274 KOSCIUSKO SCHOOL
PS 45 HORACE E GREENE SCHOOL

■ Requiring Academic Progress (Year 1)

1 school identified 4% of total

JHS 383 PHILIPPA SCHUYLER JUNIOR HIGH SCHOOL

▲ Improvement (Year 2)

3 schools identified 11% of total

PS 106 EDWARD EVERETT HALE
PS 123 SUYDAM SCHOOL
PS 299 THOMAS WARREN FIELD SCHOOL

▲ Corrective Action

2 schools identified 7% of total

IS 347 SCHOOL OF HUMANITIES
PS 145 ANDREW JACKSON SCHOOL

▲ Planning for Restructuring

1 school identified 4% of total

IS 349 SCHOOL FOR MATH, SCIENCE AND TECH

▲ Restructuring (Year 1)

1 school identified 4% of total

IS 291 ROLAND HAYES

▲ Restructuring (Year 2)

1 school identified 4% of total

JHS 296 THE HALSEY

▲ Restructuring (Year 4)

1 school identified 4% of total

JHS 162 WILLOUGHBY

(continued)

3 School Accountability Status


District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status















 Restructuring (Year 4) (continued)



District NEW YORK CITY GEOGRAPHIC DISTRICT #32

District ID 33-32-00-01-0000

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	43%			1447
Grade 4	42%			1452
Grade 5	48%			1555
Grade 6	39%			1526
Grade 7	40%			1603
Grade 8	29%			1486
Mathematics				
Grade 3	79%			1463
Grade 4	67%			1488
Grade 5	66%			1586
Grade 6	59%			1558
Grade 7	44%			1624
Grade 8	35%			1548
Science				
Grade 4	66%			1477
Grade 8	32%			1476

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	43%			836
Mathematics	40%			836

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.

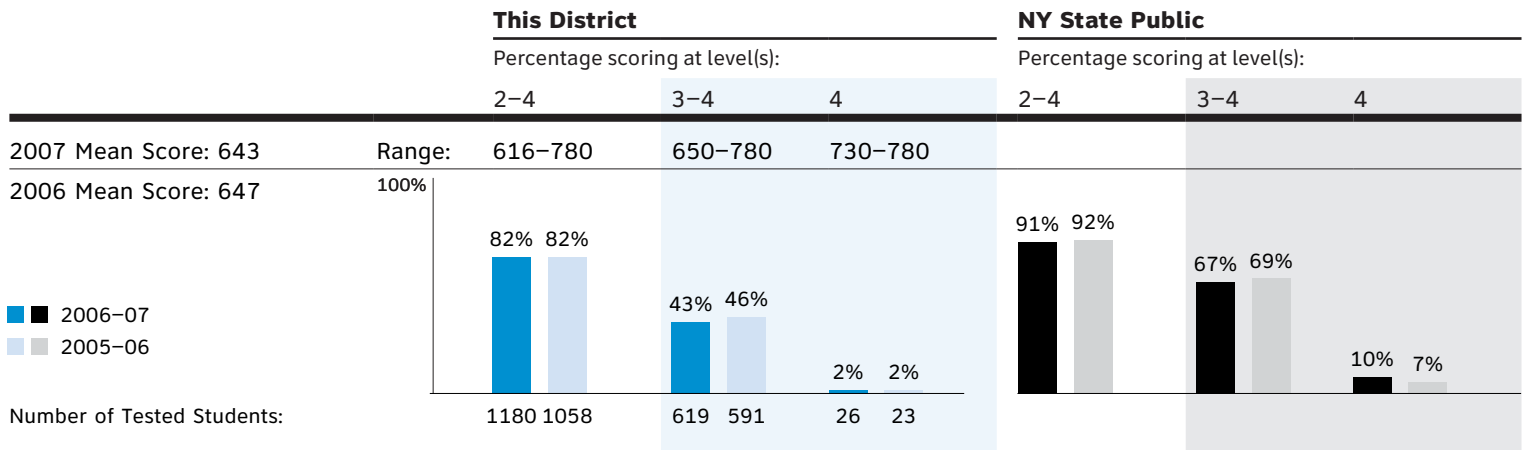
In this section, this district's performance is compared with that of public schools statewide.

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	1447	82%	43%	2%	1288	82%	46%	2%
Female	682	84%	47%	2%	602	87%	50%	3%
Male	765	79%	39%	1%	686	78%	42%	1%
American Indian or Alaska Native	5	-	-	-	6	67%	33%	0%
Black or African American	331	83%	42%	1%	395	80%	41%	2%
Hispanic or Latino	1064	81%	43%	2%	854	83%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	29	90%	69%	7%	22	91%	64%	0%
White	17	65%	35%	0%	11	64%	27%	0%
Multiracial	1	-	-	-				
Small Group Totals	6	67%	17%	0%				
General-Education Students	1243	87%	47%	2%	1120	88%	50%	2%
Students with Disabilities	204	48%	17%	0%	168	45%	15%	0%
English Proficient	1082	86%	48%	2%	1212	84%	47%	2%
Limited English Proficient	365	68%	27%	0%	76	54%	21%	0%
Economically Disadvantaged	1403	82%	43%	2%	1062	89%	51%	2%
Not Disadvantaged	44	77%	48%	2%	226	52%	22%	0%
Migrant								
Not Migrant	1447	82%	43%	2%	1288	82%	46%	2%

NOTES

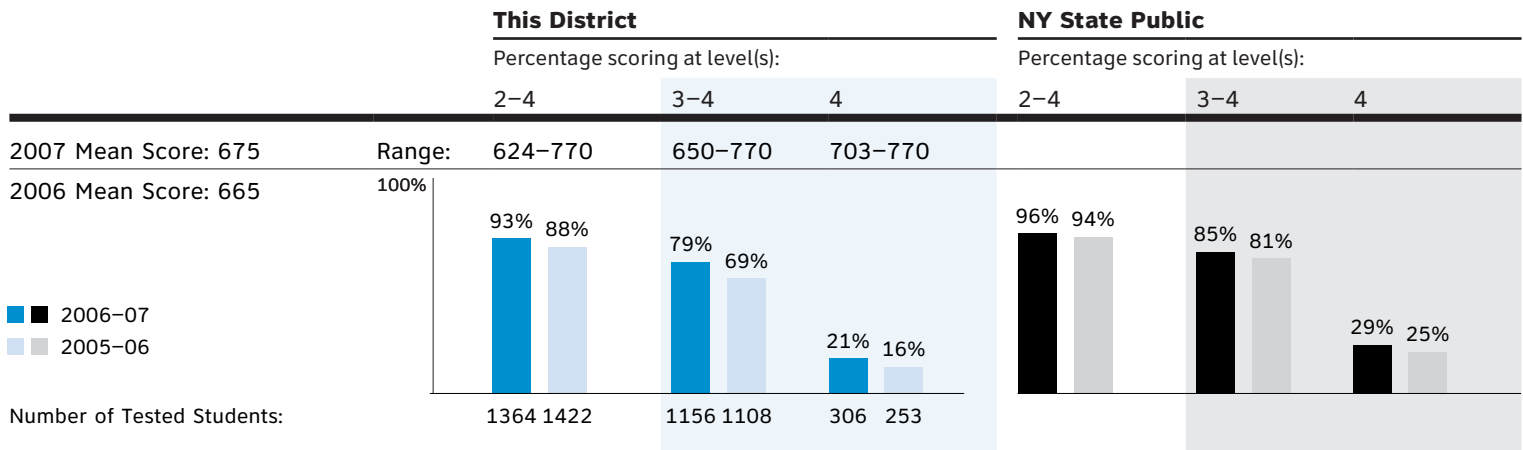
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	23	23	20	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	18	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	1463	93%	79%	21%	1612	88%	69%	16%
Female	687	94%	81%	21%	759	89%	69%	16%
Male	776	92%	77%	21%	853	88%	69%	16%
American Indian or Alaska Native	4	-	-	-	6	100%	67%	0%
Black or African American	332	94%	78%	16%	396	84%	62%	10%
Hispanic or Latino	1080	93%	79%	22%	1177	90%	71%	18%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	93%	45%	23	96%	87%	26%
White	17	82%	76%	18%	10	90%	60%	10%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	0%				
General-Education Students	1258	96%	83%	24%	1415	91%	73%	17%
Students with Disabilities	205	74%	52%	4%	197	67%	39%	4%
English Proficient	1078	95%	82%	24%	1215	90%	73%	18%
Limited English Proficient	385	90%	72%	14%	397	84%	57%	9%
Economically Disadvantaged	1418	93%	79%	21%	1345	91%	73%	18%
Not Disadvantaged	45	96%	82%	22%	267	74%	48%	4%
Migrant								
Not Migrant	1463	93%	79%	21%	1612	88%	69%	16%

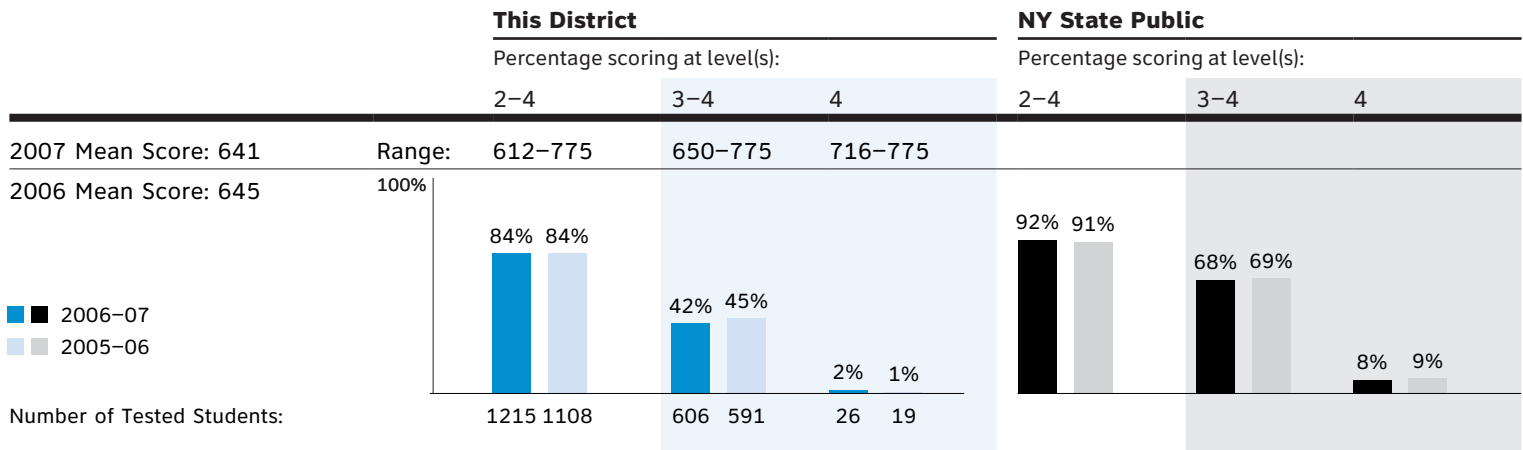
NOTES

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Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	23	23	22	17	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1452	84%	42%	2%	1321	84%	45%	1%
Female	706	87%	44%	3%	651	86%	48%	1%
Male	746	81%	39%	1%	670	81%	42%	1%
American Indian or Alaska Native	5	-	-	-	7	71%	43%	0%
Black or African American	313	88%	43%	3%	363	83%	44%	2%
Hispanic or Latino	1102	82%	41%	2%	914	84%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	60%	5%	27	96%	78%	0%
White	11	91%	18%	0%	10	50%	40%	0%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	50%	0%				
General-Education Students	1255	89%	47%	2%	1127	91%	50%	2%
Students with Disabilities	197	49%	10%	0%	194	44%	11%	0%
English Proficient	1140	91%	50%	2%	1246	86%	47%	2%
Limited English Proficient	312	57%	13%	0%	75	51%	9%	0%
Economically Disadvantaged	1413	84%	41%	2%	1070	91%	50%	2%
Not Disadvantaged	39	90%	56%	5%	251	53%	21%	0%
Migrant								
Not Migrant	1452	84%	42%	2%	1321	84%	45%	1%

NOTES

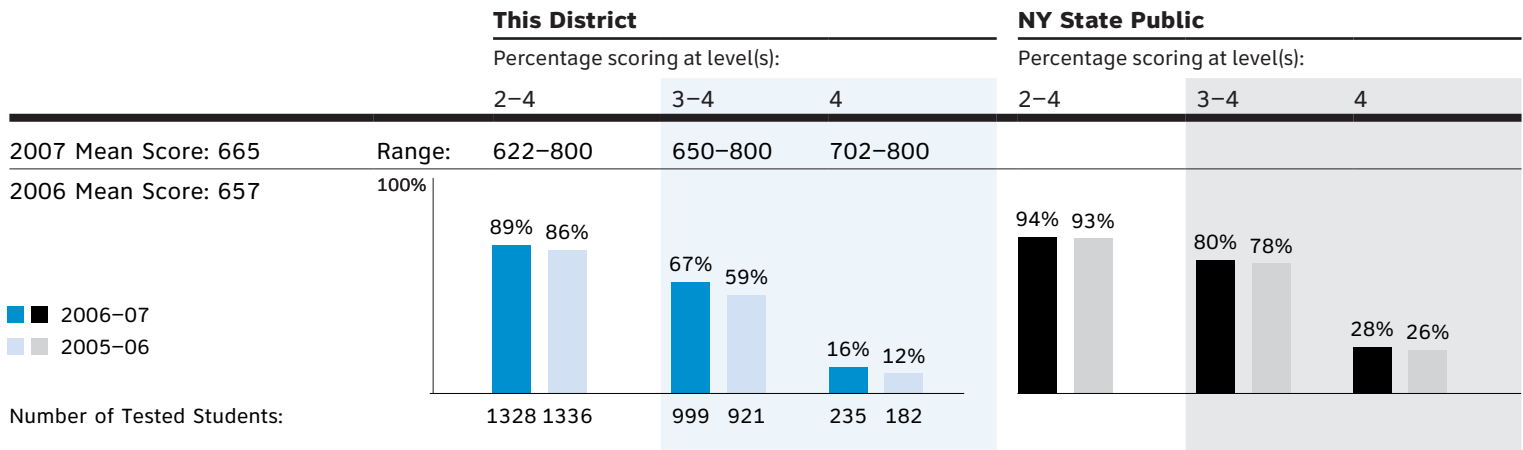
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Other Assessments

	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 4 Equivalent	18	18	16	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	32	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	1488	89%	67%	16%	1548	86%	59%	12%
Female	724	90%	65%	13%	771	87%	57%	11%
Male	764	89%	69%	18%	777	86%	62%	13%
American Indian or Alaska Native	5	-	-	-	7	71%	57%	29%
Black or African American	315	87%	63%	11%	370	86%	55%	13%
Hispanic or Latino	1137	90%	68%	17%	1129	87%	61%	10%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	90%	25%	31	94%	81%	48%
White	10	90%	70%	20%	11	64%	18%	0%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	67%	17%				
General-Education Students	1288	93%	73%	18%	1323	92%	66%	14%
Students with Disabilities	200	67%	32%	3%	225	52%	23%	0%
English Proficient	1139	93%	73%	19%	1265	89%	65%	14%
Limited English Proficient	349	78%	47%	5%	283	73%	37%	3%
Economically Disadvantaged	1447	89%	67%	16%	1260	92%	66%	13%
Not Disadvantaged	41	95%	73%	24%	288	60%	32%	5%
Migrant								
Not Migrant	1488	89%	67%	16%	1548	86%	59%	12%

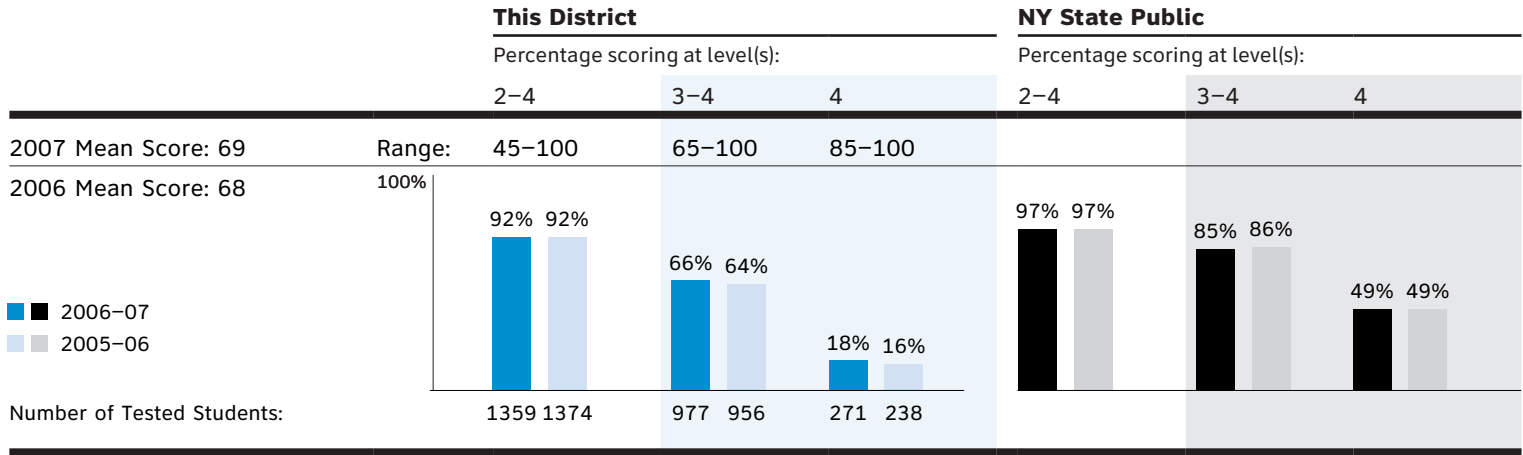
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	18	17	15	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	1477	92%	66%	18%	1498	92%	64%	16%
Female	717	93%	63%	17%	744	93%	65%	16%
Male	760	91%	69%	19%	754	90%	63%	16%
American Indian or Alaska Native	5	-	-	-	6	83%	33%	0%
Black or African American	315	93%	67%	17%	338	93%	66%	20%
Hispanic or Latino	1124	92%	65%	19%	1113	91%	63%	14%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	95%	33%	30	97%	90%	50%
White	11	100%	73%	36%	11	73%	45%	0%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	67%	0%				
General-Education Students	1277	94%	71%	20%	1272	96%	70%	18%
Students with Disabilities	200	77%	37%	6%	226	69%	31%	3%
English Proficient	1134	96%	75%	22%	1218	94%	71%	19%
Limited English Proficient	343	80%	38%	5%	280	81%	31%	2%
Economically Disadvantaged	1434	92%	66%	18%	1209	96%	70%	18%
Not Disadvantaged	43	95%	81%	33%	289	75%	40%	6%
Migrant								
Not Migrant	1477	92%	66%	18%	1498	92%	64%	16%

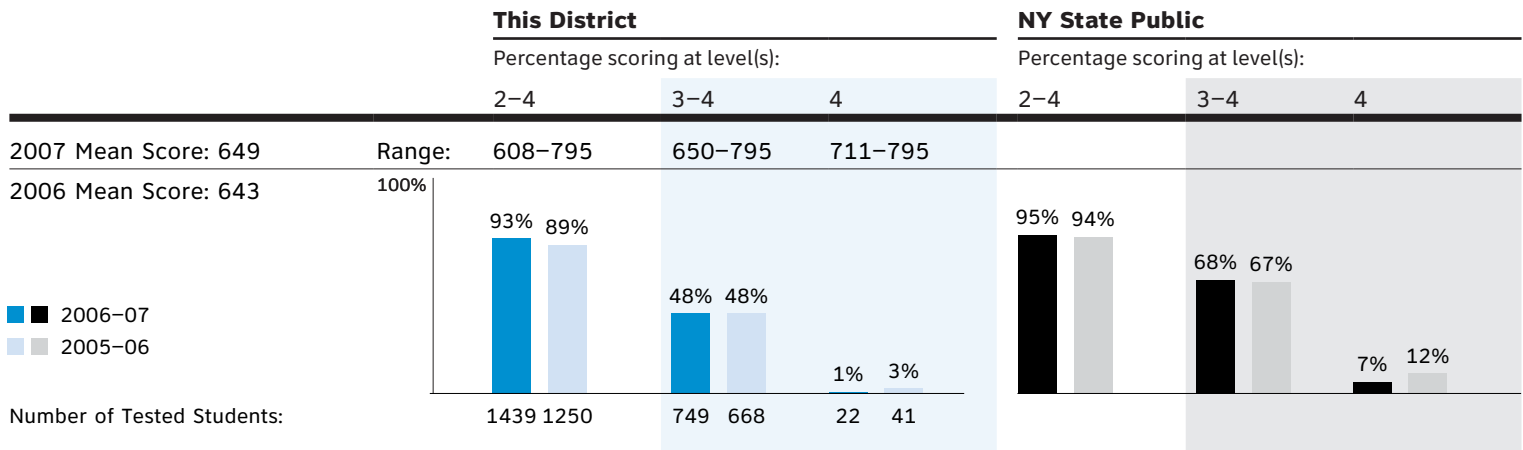
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	18	18	16	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	1555	93%	48%	1%	1402	89%	48%	3%
Female	774	95%	50%	2%	707	92%	54%	3%
Male	781	90%	46%	1%	695	86%	41%	3%
American Indian or Alaska Native	10	70%	30%	0%	12	83%	58%	0%
Black or African American	435	96%	54%	2%	403	90%	50%	5%
Hispanic or Latino	1068	91%	45%	1%	938	89%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	32	100%	72%	3%	32	97%	69%	9%
White	9	-	-	-	17	82%	35%	0%
Multiracial	1	-	-	-				
Small Group Totals	10	100%	50%	0%				
General-Education Students	1322	97%	55%	2%	1202	94%	53%	3%
Students with Disabilities	233	69%	12%	0%	200	62%	16%	1%
English Proficient	1318	96%	55%	2%	1262	91%	51%	3%
Limited English Proficient	237	75%	11%	0%	140	70%	14%	1%
Economically Disadvantaged	1479	92%	47%	1%	1130	94%	53%	3%
Not Disadvantaged	76	100%	78%	5%	272	69%	26%	2%
Migrant								
Not Migrant	1555	93%	48%	1%	1402	89%	48%	3%

NOTES

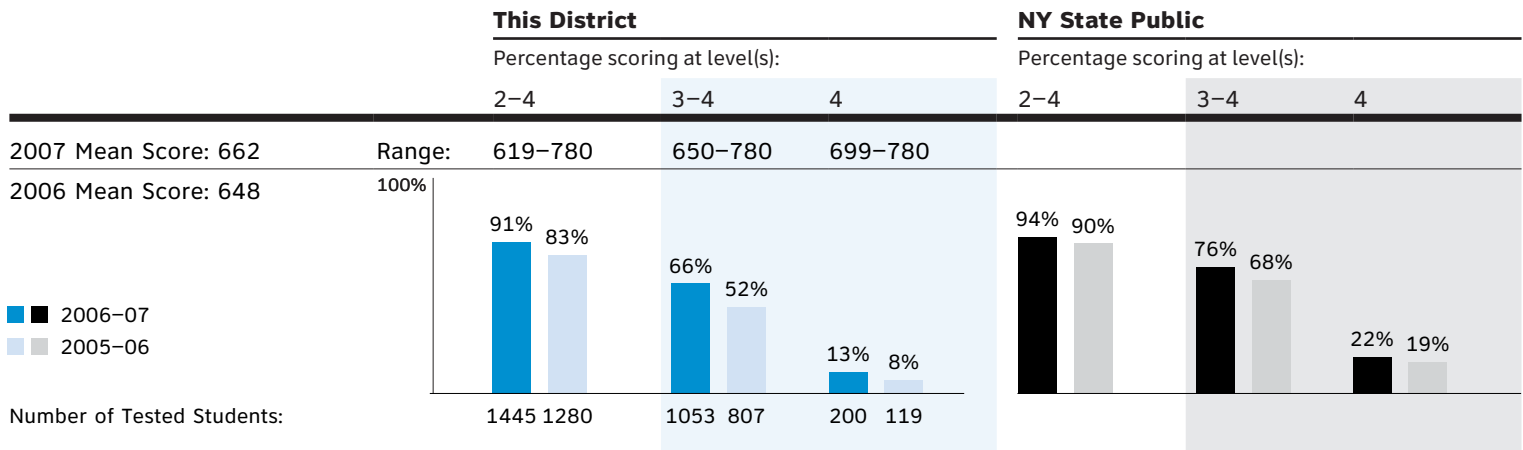
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Other Assessments

	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 5 Equivalent	14	14	12	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1586	91%	66%	13%	1551	83%	52%	8%
Female	797	93%	66%	12%	773	86%	55%	10%
Male	789	89%	66%	14%	778	79%	49%	6%
American Indian or Alaska Native	9	-	-	-	11	100%	45%	18%
Black or African American	441	93%	66%	9%	407	79%	48%	6%
Hispanic or Latino	1091	90%	66%	13%	1081	83%	53%	8%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	88%	44%	34	100%	79%	24%
White	10	80%	40%	0%	18	67%	39%	6%
Multiracial	1	-	-	-				
Small Group Totals	10	60%	40%	10%				
General-Education Students	1355	96%	74%	15%	1333	88%	58%	9%
Students with Disabilities	231	61%	24%	0%	218	49%	18%	0%
English Proficient	1311	94%	71%	14%	1262	85%	56%	9%
Limited English Proficient	275	80%	46%	4%	289	70%	33%	1%
Economically Disadvantaged	1511	91%	66%	12%	1254	88%	58%	9%
Not Disadvantaged	75	96%	73%	20%	297	59%	28%	2%
Migrant								
Not Migrant	1586	91%	66%	13%	1551	83%	52%	8%

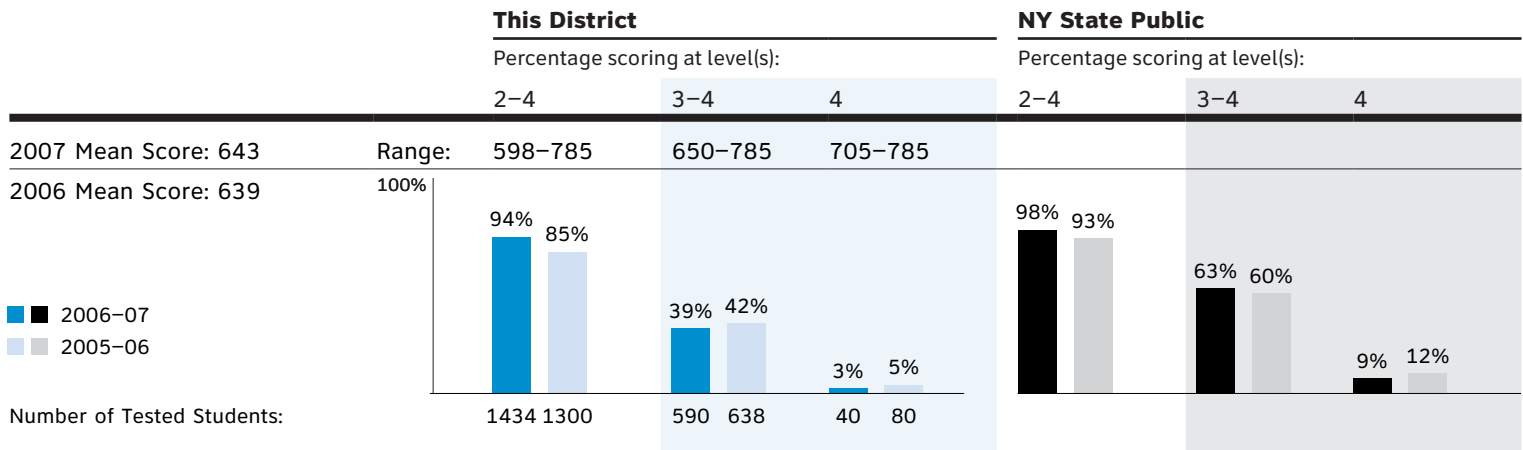
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 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



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	1526	94%	39%	3%	1523	85%	42%	5%
Female	768	96%	45%	4%	744	90%	45%	7%
Male	758	91%	32%	2%	779	81%	39%	4%
American Indian or Alaska Native	6	-	-	-	6	67%	17%	0%
Black or African American	517	97%	58%	5%	547	90%	56%	9%
Hispanic or Latino	948	92%	27%	1%	913	83%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	40	98%	65%	3%	39	95%	54%	18%
White	12	92%	33%	0%	18	78%	39%	0%
Multiracial	3	-	-	-				
Small Group Totals	9	100%	56%	0%				
General-Education Students	1325	97%	44%	3%	1336	90%	47%	6%
Students with Disabilities	201	76%	4%	0%	187	49%	3%	0%
English Proficient	1320	97%	44%	3%	1419	88%	45%	6%
Limited English Proficient	206	76%	2%	0%	104	48%	3%	0%
Economically Disadvantaged	1418	94%	36%	2%	1177	91%	45%	5%
Not Disadvantaged	108	97%	71%	8%	346	68%	30%	7%
Migrant								
Not Migrant	1526	94%	39%	3%	1523	85%	42%	5%

NOTES

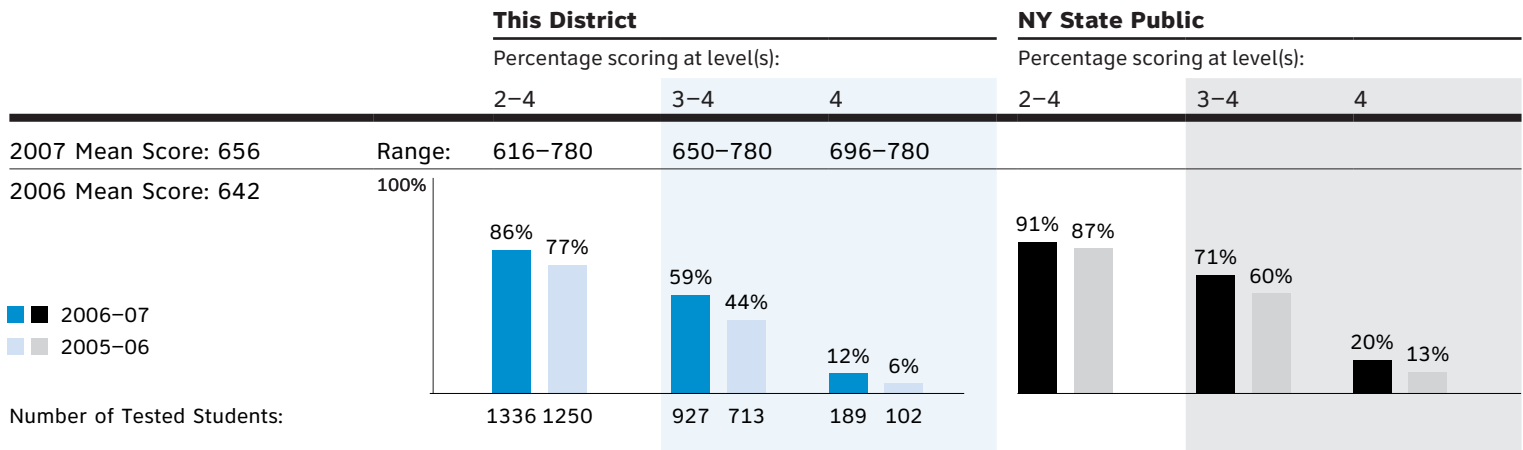
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Other Assessments

	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 6 Equivalent	19	19	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 6	28	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1558	86%	59%	12%	1620	77%	44%	6%
Female	783	89%	64%	15%	791	80%	43%	6%
Male	775	82%	55%	9%	829	75%	45%	6%
American Indian or Alaska Native	6	-	-	-	5	100%	40%	0%
Black or African American	516	92%	72%	15%	539	82%	57%	11%
Hispanic or Latino	975	82%	52%	10%	1015	74%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	43	100%	88%	35%	41	93%	66%	17%
White	15	53%	53%	7%	20	75%	35%	5%
Multiracial	3	-	-	-				
Small Group Totals	9	78%	33%	11%				
General-Education Students	1353	92%	66%	14%	1429	83%	49%	7%
Students with Disabilities	205	44%	14%	0%	191	34%	7%	0%
English Proficient	1322	89%	65%	14%	1417	81%	48%	7%
Limited English Proficient	236	67%	31%	2%	203	52%	13%	1%
Economically Disadvantaged	1452	85%	58%	12%	1270	83%	47%	6%
Not Disadvantaged	106	94%	87%	21%	350	58%	34%	6%
Migrant								
Not Migrant	1558	86%	59%	12%	1620	77%	44%	6%

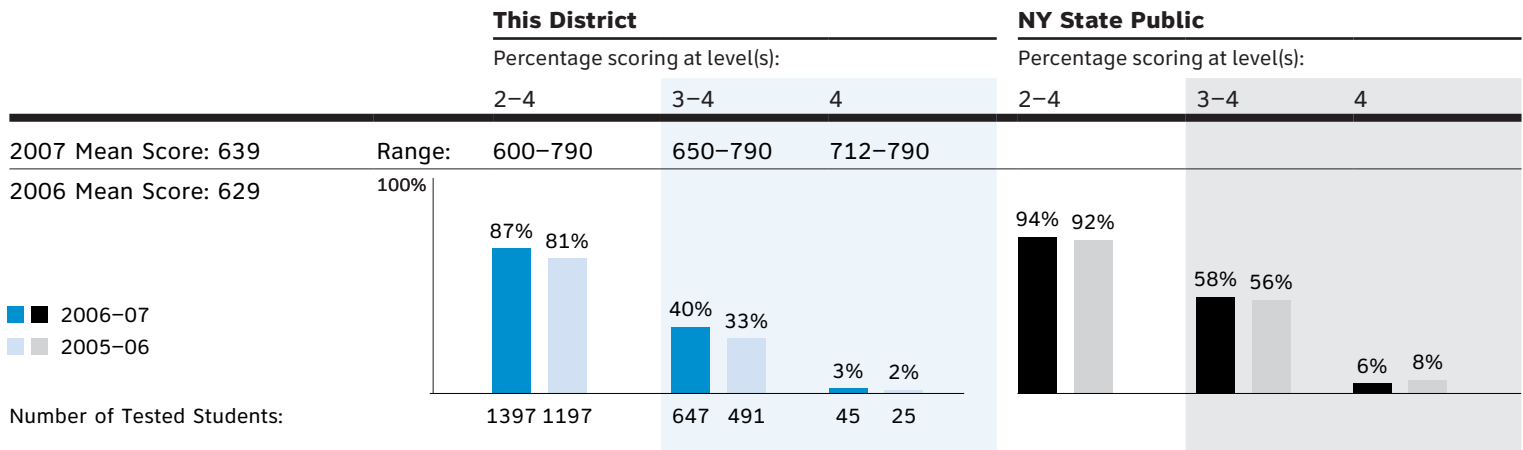
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	19	18	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1603	87%	40%	3%	1484	81%	33%	2%
Female	784	91%	46%	4%	710	87%	37%	2%
Male	819	84%	35%	1%	774	75%	30%	2%
American Indian or Alaska Native	5	-	-	-	14	71%	14%	7%
Black or African American	543	92%	55%	6%	521	84%	45%	2%
Hispanic or Latino	997	84%	32%	1%	905	79%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	38	97%	61%	3%	29	93%	52%	10%
White	19	84%	32%	5%	15	53%	20%	0%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	17%	0%				
General-Education Students	1411	91%	45%	3%	1288	86%	38%	2%
Students with Disabilities	192	59%	7%	0%	196	47%	3%	0%
English Proficient	1410	92%	45%	3%	1373	83%	35%	2%
Limited English Proficient	193	49%	3%	0%	111	50%	4%	0%
Economically Disadvantaged	1486	87%	37%	2%	1158	85%	37%	2%
Not Disadvantaged	117	95%	83%	7%	326	64%	19%	2%
Migrant								
Not Migrant	1603	87%	40%	3%	1484	81%	33%	2%

NOTES

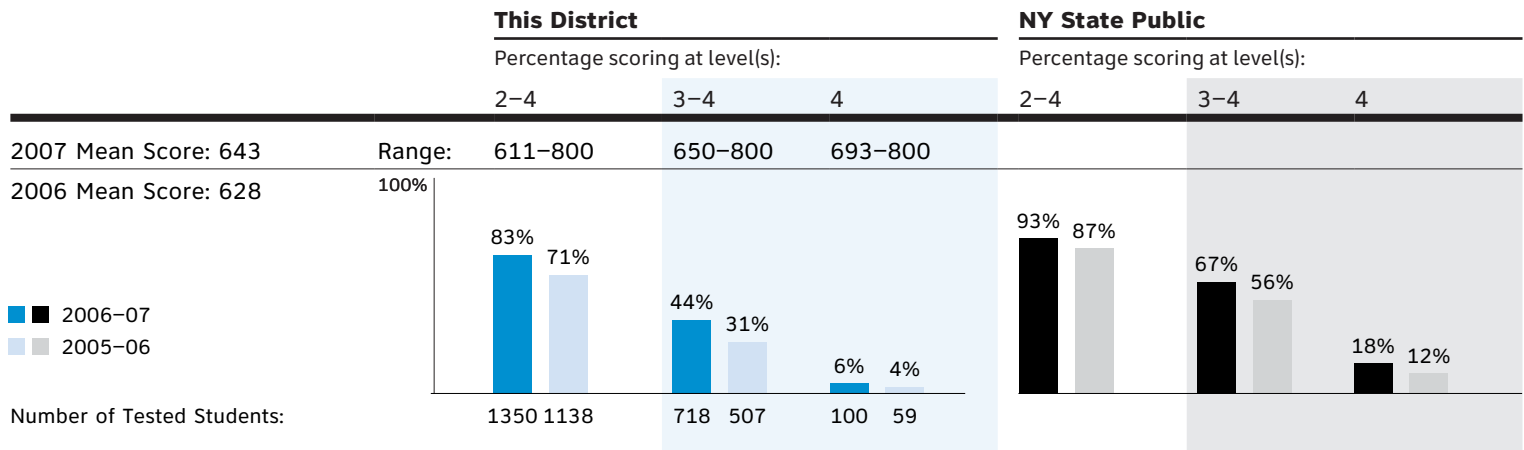
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Other Assessments

	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	33	32	31	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 7	28	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	1624	83%	44%	6%	1612	71%	31%	4%
Female	792	87%	47%	7%	787	74%	34%	4%
Male	832	79%	41%	5%	825	67%	29%	3%
American Indian or Alaska Native	5	-	-	-	15	40%	13%	0%
Black or African American	541	85%	51%	9%	510	72%	38%	6%
Hispanic or Latino	1017	82%	40%	4%	1046	70%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	40	98%	75%	25%	28	93%	68%	21%
White	20	70%	35%	10%	13	31%	15%	0%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	50%	0%				
General-Education Students	1438	87%	49%	7%	1418	76%	36%	4%
Students with Disabilities	186	49%	8%	0%	194	28%	2%	0%
English Proficient	1403	86%	49%	7%	1349	73%	36%	4%
Limited English Proficient	221	65%	16%	1%	263	57%	8%	1%
Economically Disadvantaged	1508	82%	42%	5%	1273	76%	35%	4%
Not Disadvantaged	116	91%	73%	22%	339	49%	17%	2%
Migrant								
Not Migrant	1624	83%	44%	6%	1612	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	33	31	28	23	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: 631						
Number of Tested Students:	1225 1292	434 503	22 19			

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	1486	82%	29%	1%	1629	79%	31%	1%
Female	726	85%	34%	2%	875	83%	37%	2%
Male	760	80%	25%	1%	754	75%	24%	0%
American Indian or Alaska Native	16	69%	44%	0%	6	83%	33%	0%
Black or African American	471	88%	40%	3%	650	85%	44%	3%
Hispanic or Latino	963	80%	23%	1%	928	75%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	56%	16%	37	89%	49%	0%
White	9	-	-	-	8	75%	25%	0%
Multiracial	2	-	-	-				
Small Group Totals	11	73%	27%	0%				
General-Education Students	1305	87%	33%	2%	1433	85%	35%	1%
Students with Disabilities	181	49%	1%	0%	196	40%	2%	0%
English Proficient	1258	89%	34%	2%	1502	83%	33%	1%
Limited English Proficient	228	47%	2%	0%	127	36%	1%	0%
Economically Disadvantaged	1385	82%	27%	1%	1260	84%	33%	1%
Not Disadvantaged	101	93%	61%	4%	369	65%	25%	2%
Migrant								
Not Migrant	1486	82%	29%	1%	1629	79%	31%	1%

NOTES

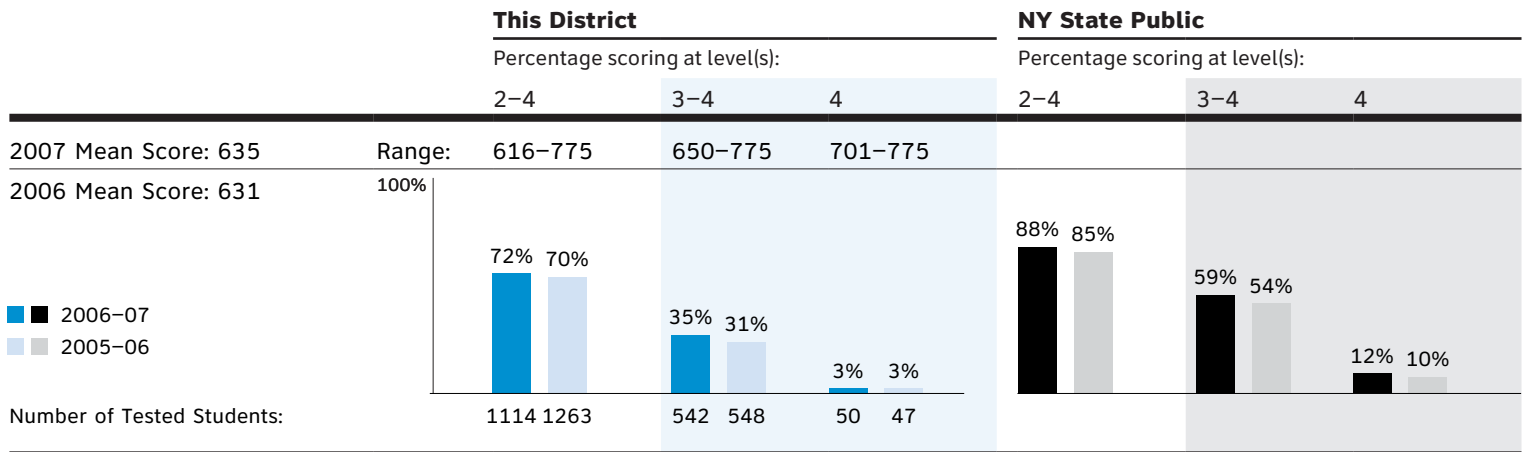
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Other Assessments

	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	20	20	18	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	49	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

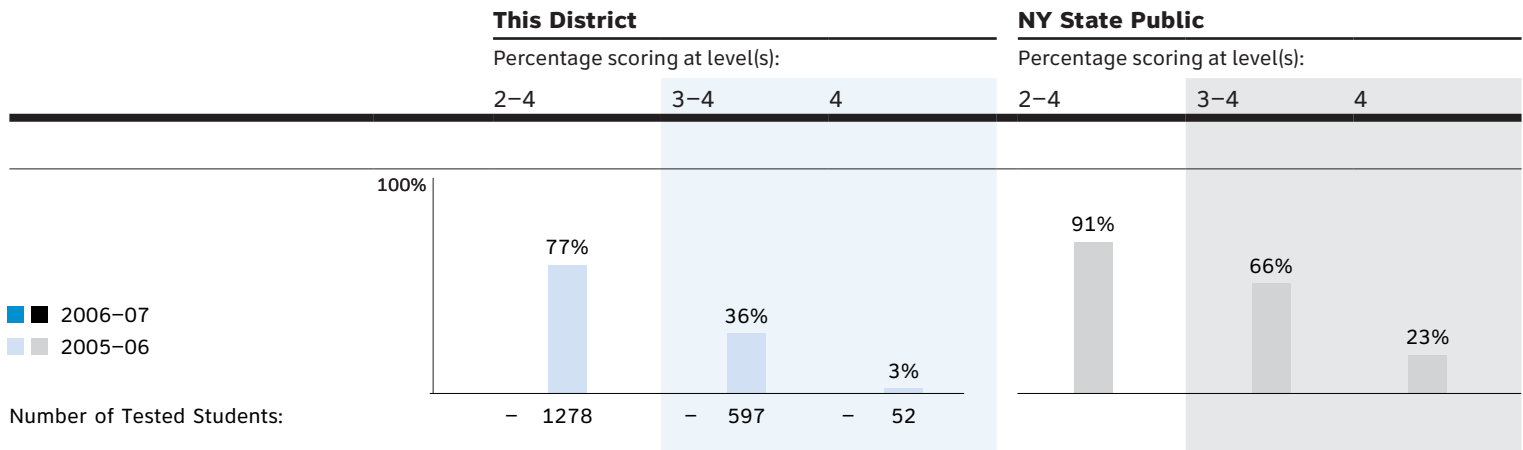
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1548	72%	35%	3%	1792	70%	31%	3%
Female	761	74%	38%	3%	956	73%	33%	4%
Male	787	70%	33%	3%	836	68%	28%	1%
American Indian or Alaska Native	17	59%	35%	0%	6	83%	0%	0%
Black or African American	470	74%	39%	6%	649	77%	42%	5%
Hispanic or Latino	1022	71%	32%	2%	1086	66%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	26	88%	73%	27%	42	76%	57%	10%
White	11	-	-	-	9	78%	67%	0%
Multiracial	2	-	-	-				
Small Group Totals	13	69%	38%	0%				
General-Education Students	1359	76%	39%	4%	1589	76%	34%	3%
Students with Disabilities	189	41%	6%	0%	203	31%	4%	0%
English Proficient	1258	76%	39%	4%	1499	74%	35%	3%
Limited English Proficient	290	55%	17%	0%	293	50%	8%	0%
Economically Disadvantaged	1441	72%	34%	3%	1413	74%	32%	2%
Not Disadvantaged	107	78%	52%	9%	379	56%	25%	4%
Migrant								
Not Migrant	1548	72%	35%	3%	1792	70%	31%	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	20	20	19	14	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	1476	75%	32%	6%	1667	77%	36%	3%
Female	732	76%	32%	5%	910	80%	38%	3%
Male	744	74%	32%	7%	757	73%	33%	3%
American Indian or Alaska Native	16	69%	19%	6%	3	-	-	-
Black or African American	436	79%	45%	11%	597	85%	54%	7%
Hispanic or Latino	987	73%	26%	3%	1016	72%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	60%	36%	42	74%	36%	12%
White	11	-	-	-	9	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	12	67%	33%	8%	12	67%	50%	8%
General-Education Students	1307	79%	36%	7%	1486	81%	40%	3%
Students with Disabilities	169	42%	4%	0%	181	37%	4%	0%
English Proficient	1189	79%	36%	8%	1395	80%	40%	4%
Limited English Proficient	287	59%	16%	0%	272	60%	13%	0%
Economically Disadvantaged	1373	74%	30%	6%	1319	81%	37%	3%
Not Disadvantaged	103	83%	55%	13%	348	61%	33%	5%
Migrant								
Not Migrant	1476	75%	32%	6%	1667	77%	36%	3%

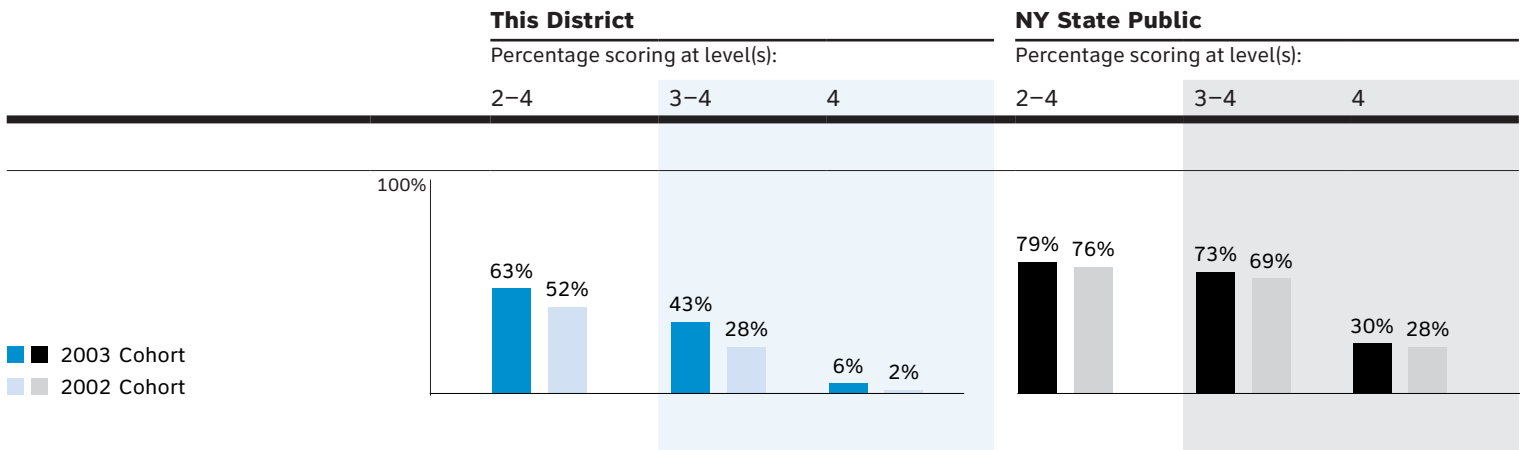
NOTES

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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	19	19	17	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	-	-	-	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	836	63%	43%	6%	722	52%	28%	2%
Female	418	70%	50%	7%	377	55%	32%	3%
Male	418	56%	36%	4%	345	48%	23%	1%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	216	61%	41%	6%	163	42%	20%	2%
Hispanic or Latino	594	63%	43%	6%	533	55%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	16	81%	75%	13%	13	62%	38%	8%
White	5	40%	20%	0%	10	-	-	-
Multiracial	3	-	-	-				
Small Group Totals	5	60%	20%	0%	13	62%	38%	8%
General-Education Students	658	75%	52%	7%	603	61%	33%	2%
Students with Disabilities	178	20%	10%	1%	119	7%	0%	0%
English Proficient	771	64%	44%	6%	549	54%	30%	3%
Limited English Proficient	65	54%	29%	2%	173	44%	18%	1%
Economically Disadvantaged	708	68%	46%	6%	425	54%	26%	2%
Not Disadvantaged	128	37%	24%	2%	297	49%	29%	2%
Migrant								
Not Migrant					722	52%	28%	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

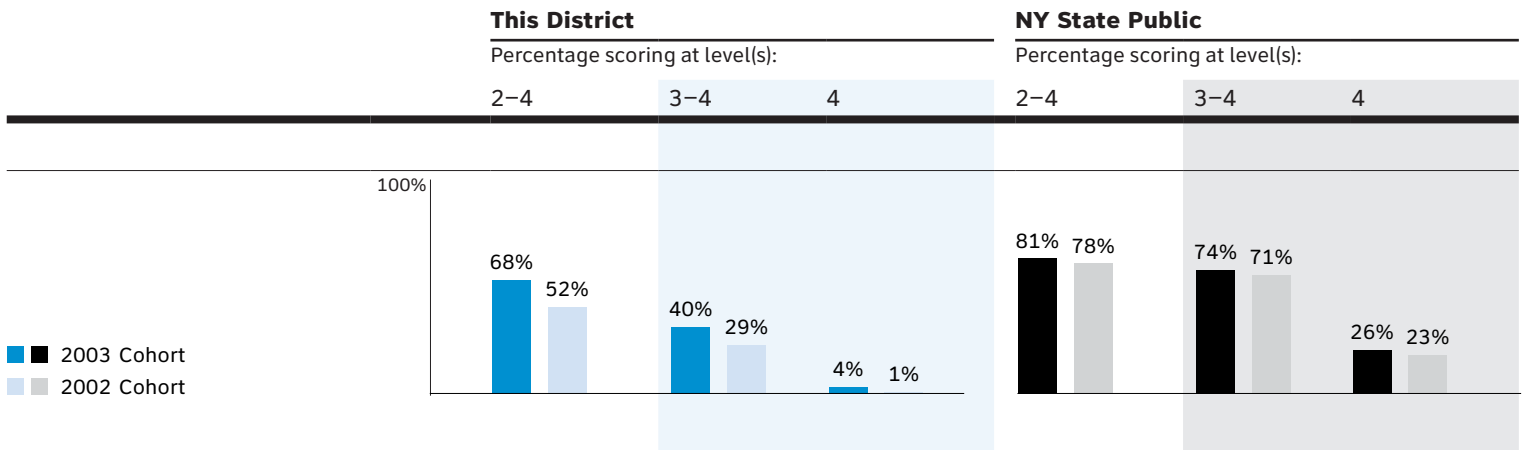
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				8	8	8	6

* 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	836	68%	40%	4%	722	52%	29%	1%
Female	418	74%	44%	6%	377	56%	32%	0%
Male	418	61%	36%	3%	345	49%	26%	2%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	216	67%	37%	3%	163	39%	20%	1%
Hispanic or Latino	594	68%	41%	5%	533	56%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	16	88%	75%	6%	13	62%	46%	0%
White	5	40%	40%	0%	10	-	-	-
Multiracial	3	-	-	-				
Small Group Totals	5	60%	20%	0%	13	54%	31%	0%
General-Education Students	658	79%	49%	5%	603	62%	35%	1%
Students with Disabilities	178	25%	10%	0%	119	6%	2%	0%
English Proficient	771	68%	42%	5%	549	53%	32%	1%
Limited English Proficient	65	69%	23%	0%	173	52%	20%	1%
Economically Disadvantaged	708	73%	43%	5%	425	52%	28%	2%
Not Disadvantaged	128	40%	23%	2%	297	53%	31%	1%
Migrant								
Not Migrant					722	52%	29%	1%

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				8	8	8	6

* 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.