



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #27**

District ID **34-27-00-01-0000**

Superintendent **MICHELLE LLOYD-BEY**

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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	887	882	939
Kindergarten	3080	3143	3145
Grade 1	3445	3365	3356
Grade 2	3320	3325	3331
Grade 3	3496	3205	3229
Grade 4	3324	3287	3124
Grade 5	3441	3275	3252
Grade 6	3322	3311	3259
Ungraded Elementary	1414	1602	1752
Grade 7	3476	3569	3462
Grade 8	3481	3384	3532
Grade 9	4785	4547	4288
Grade 10	3204	3501	3393
Grade 11	2117	1896	1989
Grade 12	1560	1697	1595
Ungraded Secondary	1627	1586	1586
Total K-12	45092	44693	44293

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	24	24	24
Grade 8			
English	28	29	29
Mathematics	28	29	27
Science	29	28	28
Social Studies	28	29	27
Grade 10			
English	34	32	32
Mathematics	34	33	29
Science	35	33	32
Social Studies	34	33	33

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #27

District ID 34-27-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	24273	54%	32042	72%	31209	70%
Reduced-Price Lunch	4062	9%	5189	12%	5505	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3932	9%	4099	9%	4030	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	330	1%	358	1%	269	1%
Black or African American	15345	34%	14991	34%	14369	32%
Hispanic or Latino	15276	34%	15241	34%	15455	35%
Asian or Native Hawaiian/Other Pacific Islander	9691	21%	9694	22%	9818	22%
White	4450	10%	4409	10%	4382	10%
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	1937	4%	1144	3%	1787	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #27

District ID 34-27-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	2999	2980	3059
Percent with No Valid Teaching Certificate	4%	3%	4%
Percent Teaching Out of Certification	13%	11%	7%
Percent with Fewer Than Three Years of Experience	16%	17%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	37%	36%	38%
Total Number of Core Classes*	N/A	9694	5607
Percent Not Taught by Highly Qualified Teachers	N/A	9%	9%
Total Number of Classes	6176	6779	7366
Percent Taught by Teachers Without Appropriate Certification	18%	14%	10%

* 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	21%	22%	16%
Turnover Rate of All Teachers	20%	21%	14%

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)

Good Standing

ELA	Good Standing	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						
Economically Disadvantaged						
Student groups making AYP in each subject	7 of 9	9 of 9	1 of 1	3 of 9	5 of 9	1 of 1

Accountability Status Levels

AYP Status

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


Federal


- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending - Requires Special Evaluation

State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)

Elementary/Middle-Level English Language Arts





























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

Accountability Measures 7 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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 (22151:21071)			99%		149	121		
Ethnicity								
American Indian or Alaska Native (123:110)			98%		141	112		
Black or African American (6956:6583)			99%		136	121		
Hispanic or Latino (7553:7129)			99%		145	121		
Asian or Native Hawaiian/Other Pacific Islander (5115:4919)			100%		163	120		
White (2401:2327)			99%		169	120		
Multiracial (3:3)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities ⁴ (3750:3483)			96%		97	120	98 107	
Limited English Proficient ⁵ (1800:2082)			99%		113	120	116 122	
Economically Disadvantaged (20103:19116)			99%		147	121		
Final AYP Determination		7 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 (22163:20885)			99%		166	85	
Ethnicity							
American Indian or Alaska Native (122:113)			99%		152	76	
Black or African American (6958:6437)			98%		149	85	
Hispanic or Latino (7552:7099)			99%		165	85	
Asian or Native Hawaiian/Other Pacific Islander (5133:4930)			100%		182	84	
White (2396:2304)			99%		181	84	
Multiracial (2:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3743:3433)			96%		115	84	
Limited English Proficient ⁵ (1830:2210)			99%		150	84	
Economically Disadvantaged (20120:18938)			99%		165	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 (7377:6833)		Qualified		98%		154	100	
Ethnicity								
American Indian or Alaska Native (36:35)	—	—	—	—		157	100	
Black or African American (2289:2059)		Qualified		96%		137	100	
Hispanic or Latino (2624:2429)		Qualified		98%		151	100	
Asian or Native Hawaiian/Other Pacific Islander (1667:1582)		Qualified		99%		169	100	
White (761:728)		Qualified		99%		175	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (1170:1041)		Qualified		94%		121	100	
Limited English Proficient ⁴ (650:739)		Qualified		97%		125	100	
Economically Disadvantaged (6670:6179)		Qualified		98%		152	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  Good Standing
for This Subject
(2007–08)

Accountability Measures 3 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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 (1997:2337)			99%		140	157	145	146
Ethnicity								
American Indian or Alaska Native (10:15)	—	—	—	—	—	—	—	—
Black or African American (729:866)			98%		136	155	136‡	142
Hispanic or Latino (600:748)			99%		131	155	146	138
Asian or Native Hawaiian/Other Pacific Islander (463:487)			100%		154	154		
White (161:183)			98%		157	151		
Multiracial (34:38)		—	—		155	143		
Other Groups								
Students with Disabilities (271:221)			94%		95	152	97‡	106
Limited English Proficient ⁴ (73:217)			99%		98	151	101	108
Economically Disadvantaged (1731:2068)			99%		142	157	149‡	148
Final AYP Determination	 3 of 9							

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 5 of 9 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	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 (1997:2337)			99%		145	150	143	151
Ethnicity								
American Indian or Alaska Native (10:15)	—	—	—	—	—	—	—	—
Black or African American (729:866)			98%		136	148	132‡	142
Hispanic or Latino (600:748)			99%		143	148	146	149
Asian or Native Hawaiian/Other Pacific Islander (463:487)			99%		162	147		
White (161:183)			98%		148	144		
Multiracial (34:38)		—	—		168	136		
Other Groups								
Students with Disabilities (271:221)			93%		91	145	104‡	102
Limited English Proficient ⁴ (73:217)			100%		137	144	122	143
Economically Disadvantaged (1731:2068)			99%		148	150	147‡	153
Final AYP Determination		5 of 9						

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 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

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

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 (2409)			49%	55%	49%	50%
Ethnicity						
American Indian or Alaska Native (9)	–	–	–	–	–	–
Black or African American (942)		–	45%	55%	47%	46%
Hispanic or Latino (745)		–	48%	55%	48%	49%
Asian or Native Hawaiian/Other Pacific Islander (535)		–	58%	55%	–	–
White (178)		–	46%	55%	48%	47%
Multiracial (0)	–	–	–	–	–	–
Other Groups						
Students with Disabilities (225)		–	17%	55%	26%	18%
Limited English Proficient ³ (4)	–	–	–	–	–	–
Economically Disadvantaged (1520)		–	52%	55%	53%	53%
Final AYP Determination	 1 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 #27**

District ID **34-27-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

▲ Good Standing

31 schools identified 61% of total

CHANNEL VIEW SCHOOL FOR RESEARCH
CYPRESS HILLS COLLEGIATE PREPARATORY
FREDERICK DOUGLAS ACADEMY VI HIGH SCHOOL
GOLDIE MAPLE ACADEMY
HIGH SCH-CONSTRUCTION, TRADES, ENGINEERING &
ARCHITECTURE
KAPPA VI
PS 100 GLEN MORRIS SCHOOL
PS 104 THE BAYS WATER SCHOOL
PS 105 THE BAY SCHOOL
PS 106
PS 108 CAPT VINCENT G FOWLER
PS 123
PS 124 OSMOND A CHURCH SCHOOL
PS 155
PS 183 DR RICHARD R GREEN
PS 215 LUCRETIA MOTT SCHOOL
PS 253
PS 254
PS 43
PS 45 C E WITHERSPOON SCHOOL
PS 51
PS 56 HARRY EICHLER SCHOOL
PS 60 WOODHAVEN SCHOOL
PS 62 CHESTER PARK SCHOOL
PS 63 OLD SOUTH SCHOOL
PS 64 JOSEPH P ADDABBO SCHOOL
PS 65
PS 66 JACQUELINE KENNEDY-ONASSIS
PS 90 HORACE MANN SCHOOL
PS 96
PS 97 FOREST PARK SCHOOL

▲ Improvement (Year 1)

1 school identified 2% of total

PS 223 LYNDON B JOHNSON SCHOOL

▲ Corrective Action

2 schools identified 4% of total

JHS 210 ELIZABETH BLACKWELL
MS 137 AMERICA'S SCHOOL OF HEROES

▲ Planning for Restructuring

1 school identified 2% of total

IS 53 BRIAN PICCOLO

New York State Status

■ Good Standing

6 schools identified 12% of total

PS 114 BELLE HARBOR SCHOOL
PS 146 HOWARD BEACH SCHOOL
PS 207 ROCKWOOD PARK SCHOOL
PS 232 LINDENWOOD SCHOOL
PS 47 CHRIS GALAS SCHOOL
SCHOLARS ACADEMY

■ Requiring Academic Progress (Year 4)

1 school identified 2% of total

AUGUST MARTIN HIGH SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

District ID **34-27-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

Planning for Restructuring (continued)

Restructuring (Year 1)

2 schools identified 4% of total

BEACH CHANNEL HIGH SCHOOL
PS 197 THE OCEAN SCHOOL

Restructuring (Year 2)

3 schools identified 6% of total

FAR ROCKAWAY HIGH SCHOOL
PS 225 SEASIDE SCHOOL
PS 42 R VERNAM SCHOOL

Restructuring (Year 3)

1 school identified 2% of total

JHS 226 VIRGIL I GRISSON

New York State Status

Requiring Academic Progress (Year 4) (continued)

Requiring Academic Progress (Year 5)

3 schools identified 6% of total

JHS 202 R H GODDARD
JOHN ADAMS HIGH SCHOOL
RICHMOND HILL HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #27

District ID 34-27-00-01-0000

Summary of 2006–07 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	62%			3503
Grade 4	59%			3377
Grade 5	63%			3521
Grade 6	56%			3567
Grade 7	47%			3692
Grade 8	45%			3733

Mathematics

Grade 3	86%			3531
Grade 4	81%			3411
Grade 5	80%			3566
Grade 6	74%			3621
Grade 7	62%			3715
Grade 8	51%			3762

Science

Grade 4	79%			3380
Grade 8	45%			3716

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	54%			2957
Mathematics	52%			2957

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.

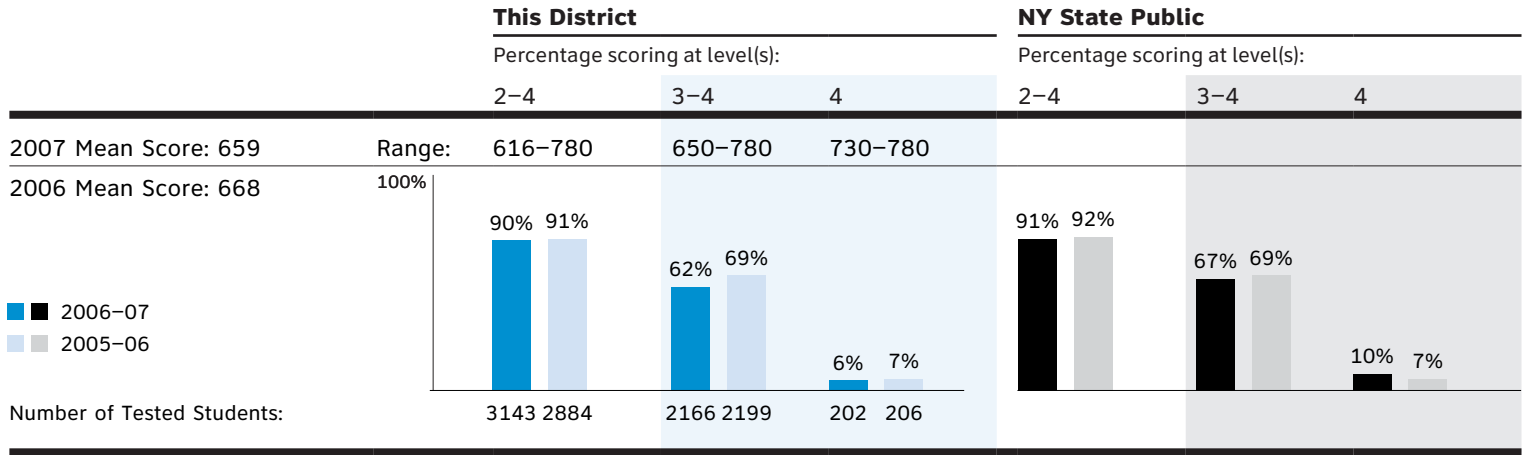
In this section, this district's performance is compared with that of public schools statewide.

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	3503	90%	62%	6%	3165	91%	69%	7%
Female	1726	92%	67%	7%	1557	93%	74%	8%
Male	1777	87%	57%	5%	1608	89%	65%	5%
American Indian or Alaska Native	20	85%	60%	5%	18	83%	39%	6%
Black or African American	1058	86%	51%	4%	1089	85%	57%	4%
Hispanic or Latino	1179	89%	59%	5%	1025	93%	73%	6%
Asian or Native Hawaiian/Other Pacific Islander	854	94%	72%	7%	654	97%	81%	8%
White	392	93%	78%	11%	379	93%	78%	13%
Multiracial								
Small Group Totals								
General-Education Students	2936	95%	69%	7%	2709	96%	77%	7%
Students with Disabilities	567	62%	22%	1%	456	60%	27%	1%
English Proficient	3118	91%	65%	6%	3085	92%	70%	7%
Limited English Proficient	385	78%	35%	0%	80	71%	36%	1%
Economically Disadvantaged	3170	89%	60%	5%	2260	97%	76%	7%
Not Disadvantaged	333	95%	76%	11%	905	77%	52%	6%
Migrant								
Not Migrant	3503	90%	62%	6%	3165	91%	69%	7%

NOTES

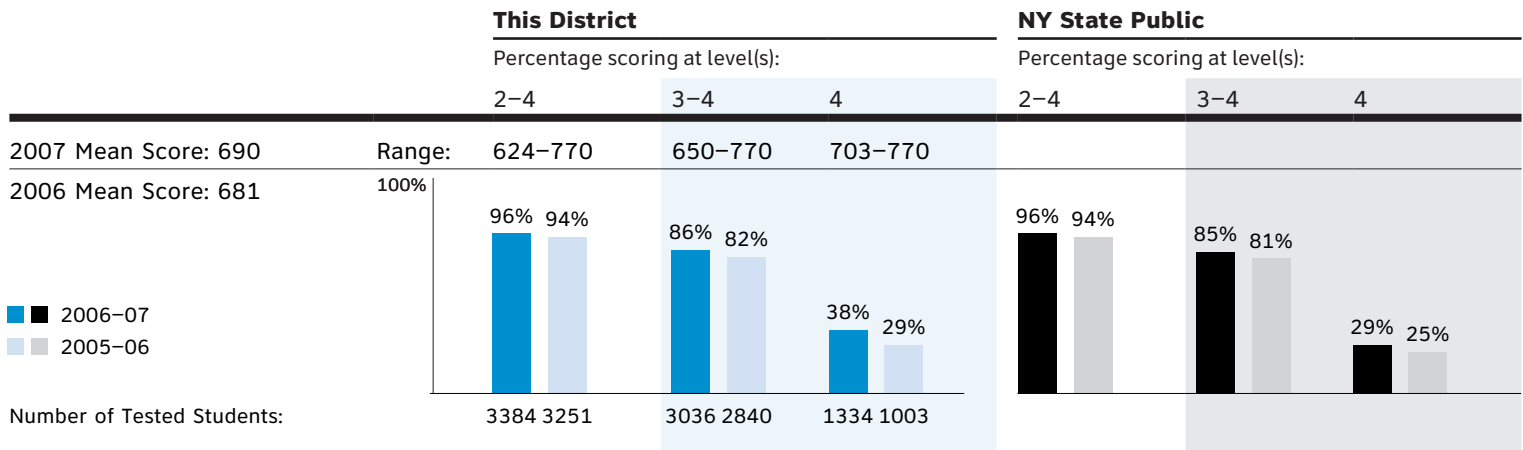
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	54	53	43	29	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	40	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	3531	96%	86%	38%	3477	94%	82%	29%
Female	1729	96%	87%	40%	1694	94%	82%	29%
Male	1802	95%	85%	36%	1783	93%	81%	29%
American Indian or Alaska Native	18	100%	89%	28%	18	83%	61%	17%
Black or African American	1049	93%	79%	25%	1088	89%	72%	17%
Hispanic or Latino	1199	96%	86%	36%	1240	94%	83%	28%
Asian or Native Hawaiian/Other Pacific Islander	875	98%	92%	50%	738	97%	92%	41%
White	390	98%	94%	49%	393	96%	85%	43%
Multiracial								
Small Group Totals								
General-Education Students	2967	98%	91%	43%	2973	97%	88%	32%
Students with Disabilities	564	82%	57%	11%	504	72%	47%	7%
English Proficient	3098	96%	88%	40%	3093	94%	83%	31%
Limited English Proficient	433	93%	74%	19%	384	88%	68%	10%
Economically Disadvantaged	3196	96%	85%	36%	2493	97%	87%	31%
Not Disadvantaged	335	98%	93%	52%	984	84%	68%	23%
Migrant								
Not Migrant	3531	96%	86%	38%	3477	94%	82%	29%

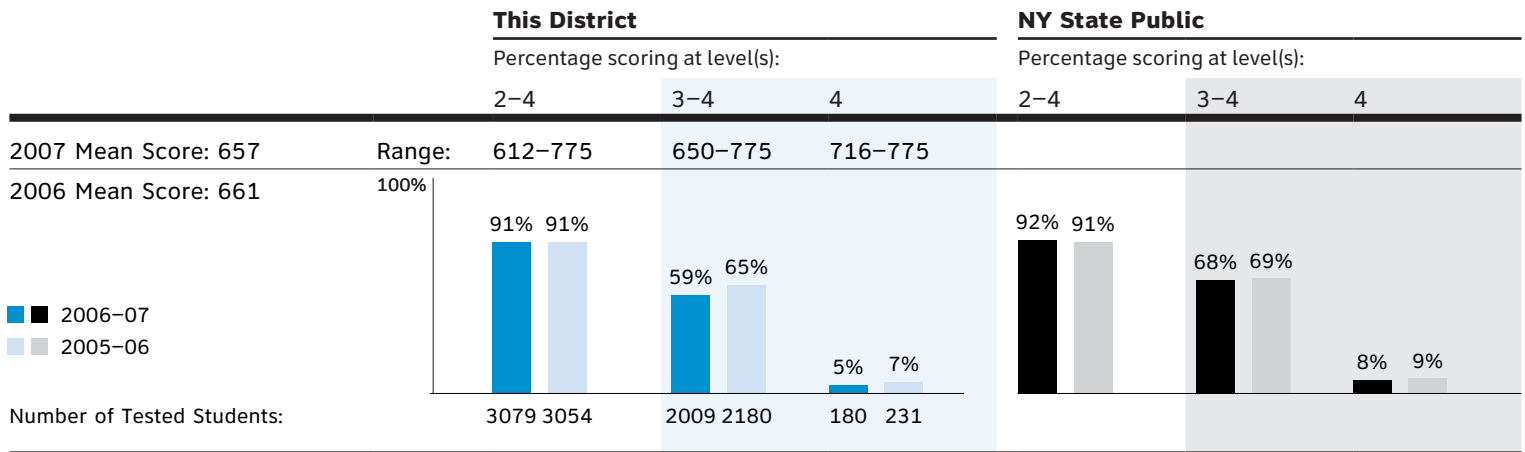
NOTES

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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	54	54	51	33	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	3377	91%	59%	5%	3361	91%	65%	7%
Female	1637	93%	65%	7%	1644	94%	69%	8%
Male	1740	89%	55%	4%	1717	88%	60%	6%
American Indian or Alaska Native	17	-	-	-	26	88%	65%	8%
Black or African American	1030	87%	47%	3%	1113	85%	51%	4%
Hispanic or Latino	1230	91%	60%	4%	1035	91%	64%	5%
Asian or Native Hawaiian/Other Pacific Islander	732	97%	70%	6%	751	97%	78%	11%
White	367	93%	75%	14%	436	95%	78%	12%
Multiracial	1	-	-	-				
Small Group Totals	18	89%	44%	11%				
General-Education Students	2837	96%	67%	6%	2835	96%	73%	8%
Students with Disabilities	540	64%	22%	1%	526	62%	22%	1%
English Proficient	3078	93%	63%	6%	3275	91%	66%	7%
Limited English Proficient	299	76%	28%	0%	86	70%	28%	1%
Economically Disadvantaged	3031	91%	58%	4%	2351	96%	71%	7%
Not Disadvantaged	346	93%	76%	16%	1010	78%	51%	7%
Migrant								
Not Migrant	3377	91%	59%	5%	3361	91%	65%	7%

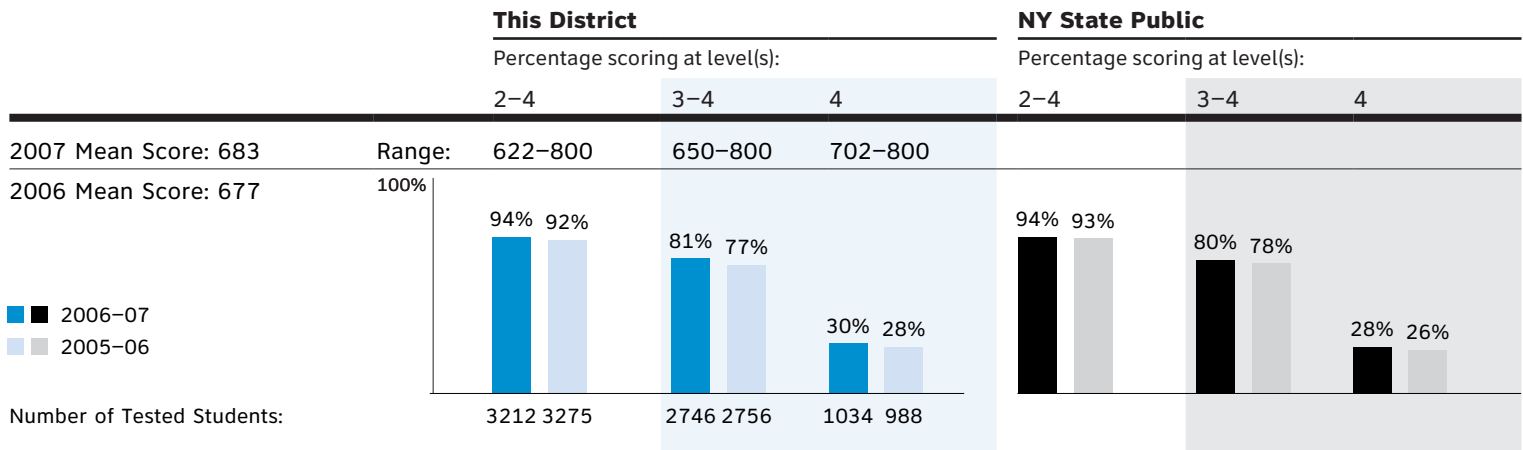
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	60	60	49	38	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	35	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	3411	94%	81%	30%	3567	92%	77%	28%
Female	1661	95%	82%	30%	1732	93%	79%	28%
Male	1750	93%	79%	31%	1835	91%	76%	28%
American Indian or Alaska Native	17	94%	76%	24%	26	92%	77%	31%
Black or African American	1028	91%	68%	15%	1128	87%	65%	16%
Hispanic or Latino	1247	95%	82%	29%	1173	92%	76%	24%
Asian or Native Hawaiian/Other Pacific Islander	747	97%	91%	46%	803	97%	90%	42%
White	372	96%	87%	44%	437	96%	87%	43%
Multiracial								
Small Group Totals								
General-Education Students	2874	97%	87%	34%	3008	96%	84%	32%
Students with Disabilities	537	77%	47%	8%	559	67%	40%	6%
English Proficient	3070	95%	83%	32%	3299	93%	79%	29%
Limited English Proficient	341	83%	59%	12%	268	79%	51%	7%
Economically Disadvantaged	3061	94%	80%	28%	2502	96%	83%	29%
Not Disadvantaged	350	96%	88%	49%	1065	82%	63%	25%
Migrant								
Not Migrant	3411	94%	81%	30%	3567	92%	77%	28%

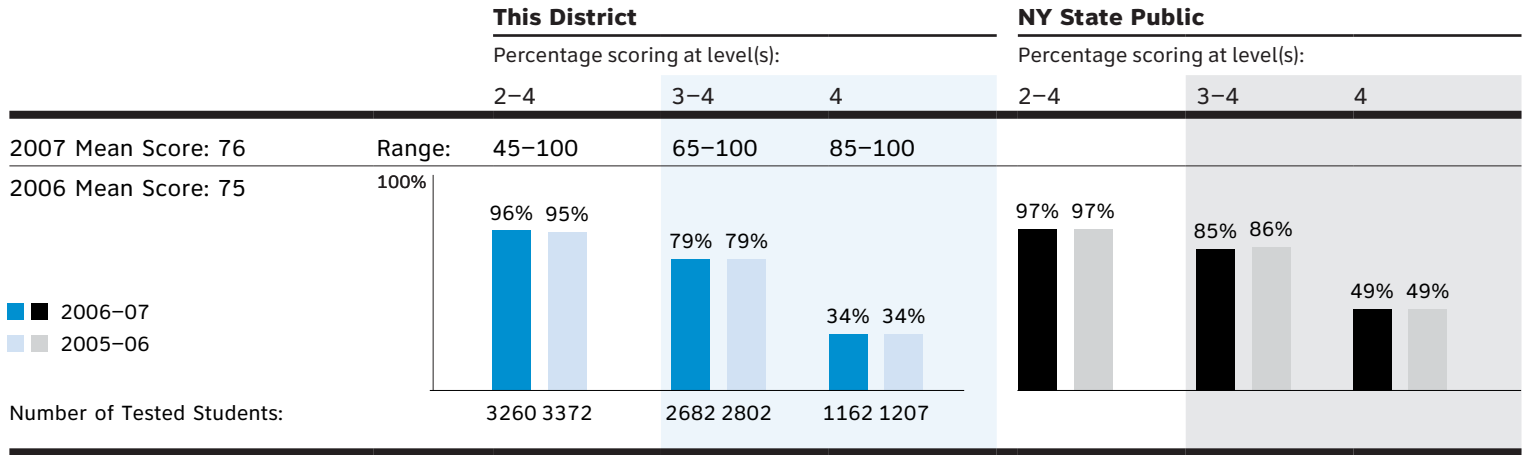
NOTES

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	61	60	57	43	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	3380	96%	79%	34%	3535	95%	79%	34%
Female	1650	97%	78%	34%	1730	96%	82%	34%
Male	1730	96%	80%	35%	1805	95%	77%	34%
American Indian or Alaska Native	16	100%	75%	25%	25	96%	76%	32%
Black or African American	1010	94%	68%	21%	1112	93%	70%	21%
Hispanic or Latino	1240	97%	80%	33%	1154	95%	77%	30%
Asian or Native Hawaiian/Other Pacific Islander	743	99%	88%	45%	810	97%	89%	46%
White	371	96%	90%	55%	434	98%	91%	56%
Multiracial								
Small Group Totals								
General-Education Students	2859	98%	84%	39%	2984	98%	84%	39%
Students with Disabilities	521	88%	56%	11%	551	83%	52%	9%
English Proficient	3040	97%	83%	38%	3274	96%	82%	36%
Limited English Proficient	340	89%	51%	5%	261	85%	50%	8%
Economically Disadvantaged	3029	96%	78%	32%	2483	98%	83%	34%
Not Disadvantaged	351	98%	90%	57%	1052	90%	71%	33%
Migrant								
Not Migrant	3380	96%	79%	34%	3535	95%	79%	34%

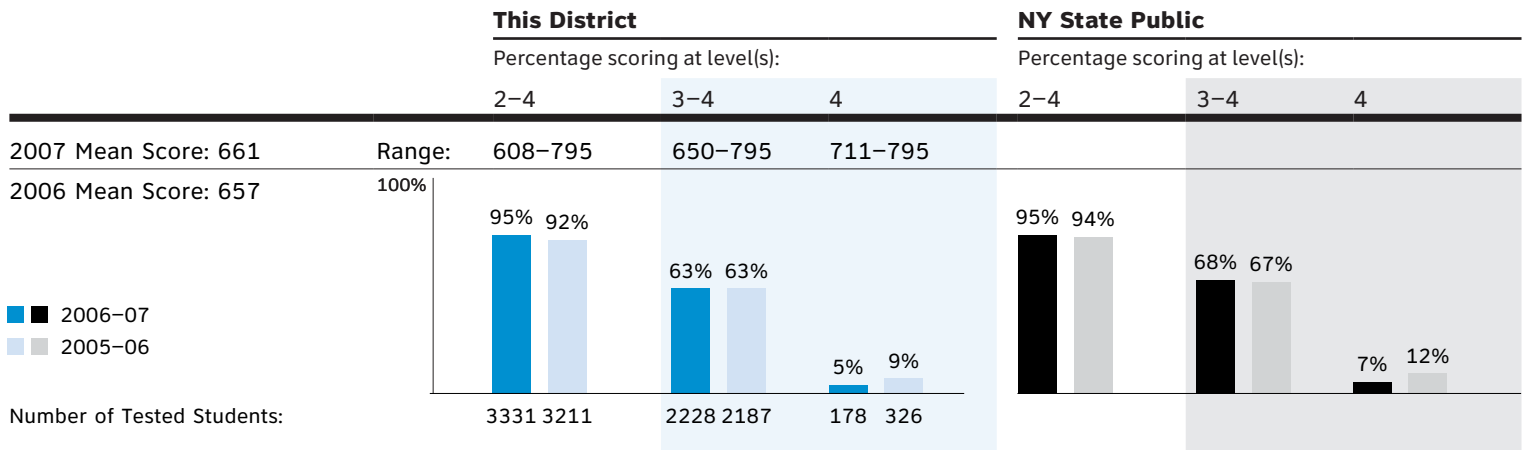
NOTES

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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	61	60	57	46	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	3521	95%	63%	5%	3484	92%	63%	9%
Female	1748	96%	66%	6%	1732	94%	66%	10%
Male	1773	94%	61%	5%	1752	90%	59%	9%
American Indian or Alaska Native	22	100%	68%	0%	23	91%	61%	4%
Black or African American	1116	92%	52%	2%	1197	87%	49%	6%
Hispanic or Latino	1130	95%	60%	3%	1077	93%	62%	7%
Asian or Native Hawaiian/Other Pacific Islander	832	97%	75%	9%	772	97%	76%	14%
White	421	96%	79%	10%	415	95%	78%	18%
Multiracial								
Small Group Totals								
General-Education Students	2929	98%	71%	6%	2897	97%	72%	11%
Students with Disabilities	592	77%	26%	0%	587	67%	19%	1%
English Proficient	3317	96%	66%	5%	3383	93%	64%	10%
Limited English Proficient	204	77%	23%	0%	101	75%	17%	0%
Economically Disadvantaged	3184	94%	62%	4%	2398	97%	69%	10%
Not Disadvantaged	337	96%	80%	14%	1086	81%	48%	8%
Migrant								
Not Migrant	3521	95%	63%	5%	3484	92%	63%	9%

NOTES

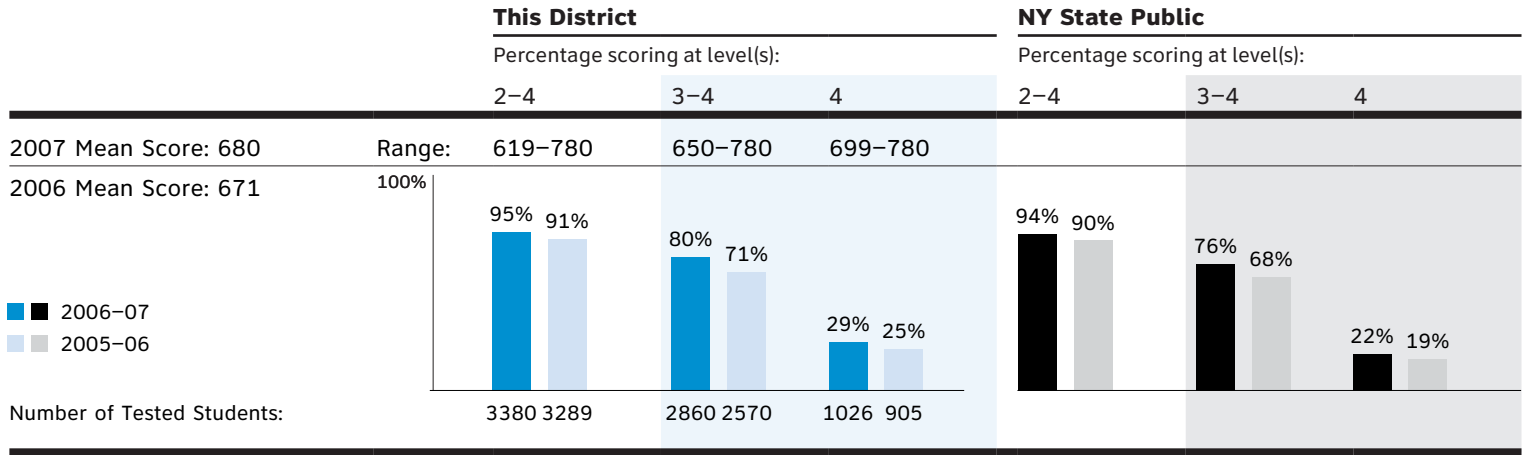
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	54	54	52	41	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	34	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	3566	95%	80%	29%	3617	91%	71%	25%
Female	1777	96%	82%	29%	1806	92%	72%	23%
Male	1789	94%	78%	29%	1811	90%	70%	27%
American Indian or Alaska Native	23	91%	78%	39%	23	91%	78%	26%
Black or African American	1121	91%	67%	14%	1197	85%	56%	13%
Hispanic or Latino	1148	96%	81%	25%	1179	91%	71%	22%
Asian or Native Hawaiian/Other Pacific Islander	853	98%	91%	47%	799	98%	87%	41%
White	421	96%	89%	40%	419	95%	84%	37%
Multiracial								
Small Group Totals								
General-Education Students	2970	98%	87%	34%	3023	96%	79%	29%
Students with Disabilities	596	77%	44%	5%	594	66%	29%	4%
English Proficient	3325	95%	82%	30%	3393	92%	73%	26%
Limited English Proficient	241	86%	56%	10%	224	75%	42%	6%
Economically Disadvantaged	3232	95%	80%	27%	2513	96%	78%	26%
Not Disadvantaged	334	96%	87%	43%	1104	80%	55%	22%
Migrant								
Not Migrant	3566	95%	80%	29%	3617	91%	71%	25%

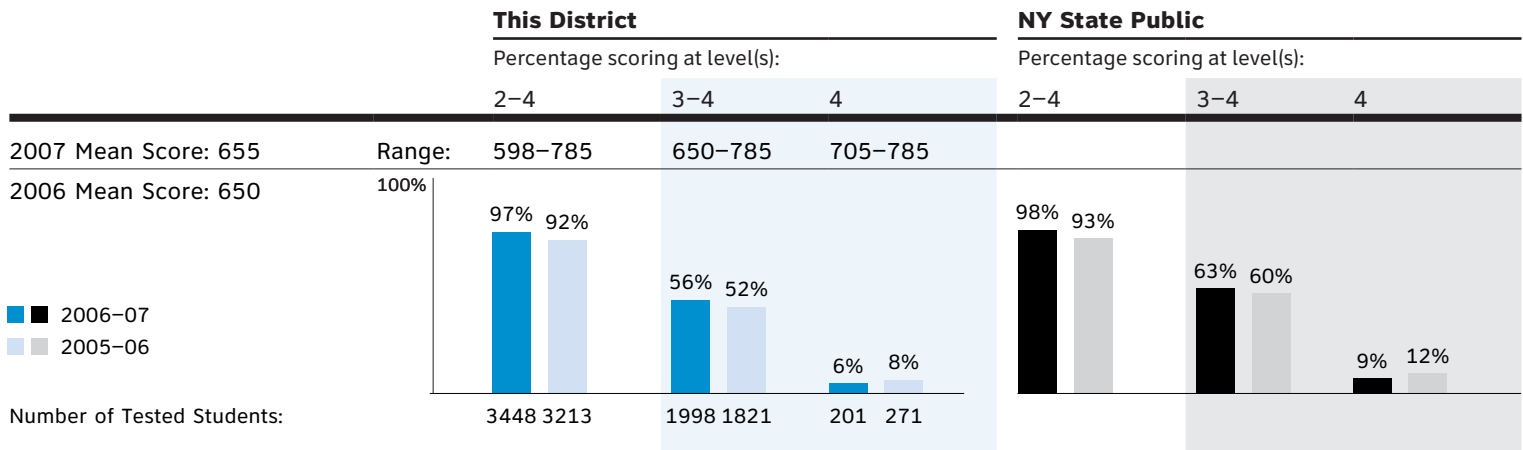
NOTES

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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	54	54	52	42	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	3567	97%	56%	6%	3493	92%	52%	8%
Female	1754	98%	59%	7%	1666	95%	56%	10%
Male	1813	95%	53%	4%	1827	89%	49%	6%
American Indian or Alaska Native	10	-	-	-	27	78%	22%	0%
Black or African American	1163	95%	45%	3%	1184	90%	44%	5%
Hispanic or Latino	1161	97%	53%	4%	1182	92%	46%	6%
Asian or Native Hawaiian/Other Pacific Islander	820	98%	67%	9%	746	96%	70%	13%
White	412	98%	75%	11%	354	92%	63%	14%
Multiracial	1	-	-	-				
Small Group Totals	11	91%	36%	0%				
General-Education Students	2989	99%	64%	7%	2932	97%	60%	9%
Students with Disabilities	578	86%	15%	0%	561	63%	10%	1%
English Proficient	3368	97%	59%	6%	3388	93%	53%	8%
Limited English Proficient	199	83%	7%	1%	105	70%	15%	0%
Economically Disadvantaged	3222	97%	55%	5%	2380	97%	58%	7%
Not Disadvantaged	345	98%	63%	10%	1113	80%	40%	9%
Migrant								
Not Migrant	3567	97%	56%	6%	3493	92%	52%	8%

NOTES

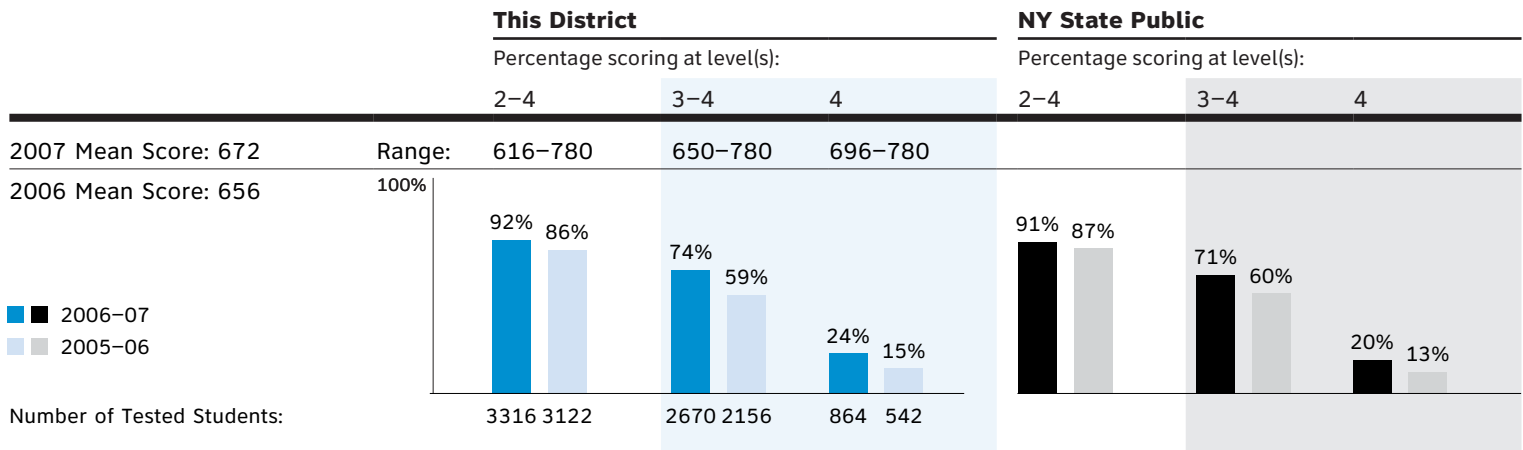
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Other Assessments

	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 6 Equivalent	49	48	44	35	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	35	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	3621	92%	74%	24%	3635	86%	59%	15%
Female	1785	93%	75%	24%	1728	87%	60%	15%
Male	1836	90%	73%	24%	1907	85%	59%	15%
American Indian or Alaska Native	13	-	-	-	27	67%	30%	4%
Black or African American	1175	87%	62%	13%	1188	81%	48%	8%
Hispanic or Latino	1184	91%	73%	22%	1279	85%	55%	11%
Asian or Native Hawaiian/Other Pacific Islander	834	96%	86%	35%	782	93%	77%	30%
White	414	96%	87%	38%	359	93%	74%	21%
Multiracial	1	-	-	-				
Small Group Totals	14	79%	64%	7%				
General-Education Students	3037	96%	82%	28%	3065	92%	67%	17%
Students with Disabilities	584	68%	33%	3%	570	55%	19%	1%
English Proficient	3384	93%	76%	25%	3405	87%	61%	16%
Limited English Proficient	237	73%	38%	6%	230	64%	27%	4%
Economically Disadvantaged	3273	91%	73%	23%	2498	91%	65%	16%
Not Disadvantaged	348	95%	80%	28%	1137	75%	47%	12%
Migrant								
Not Migrant	3621	92%	74%	24%	3635	86%	59%	15%

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	49	49	47	38	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: 646	600-790	650-790	712-790			
2006 Mean Score: 648						
Number of Tested Students:	3412	3338	1726	1817	122	203

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	3692	92%	47%	3%	3627	92%	50%	6%
Female	1771	95%	53%	4%	1762	94%	53%	6%
Male	1921	90%	41%	2%	1865	90%	48%	5%
American Indian or Alaska Native	25	-	-	-	20	85%	60%	5%
Black or African American	1175	92%	37%	2%	1194	90%	39%	3%
Hispanic or Latino	1269	91%	43%	2%	1203	92%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	857	94%	60%	5%	838	95%	61%	8%
White	365	95%	64%	7%	372	94%	68%	12%
Multiracial	1	-	-	-				
Small Group Totals	26	92%	35%	0%				
General-Education Students	3140	96%	53%	4%	3131	96%	56%	6%
Students with Disabilities	552	72%	11%	0%	496	67%	12%	0%
English Proficient	3506	94%	49%	3%	3507	93%	52%	6%
Limited English Proficient	186	59%	7%	0%	120	73%	5%	0%
Economically Disadvantaged	3420	92%	46%	3%	2558	96%	54%	6%
Not Disadvantaged	272	95%	55%	6%	1069	82%	40%	6%
Migrant								
Not Migrant	3692	92%	47%	3%	3627	92%	50%	6%

NOTES

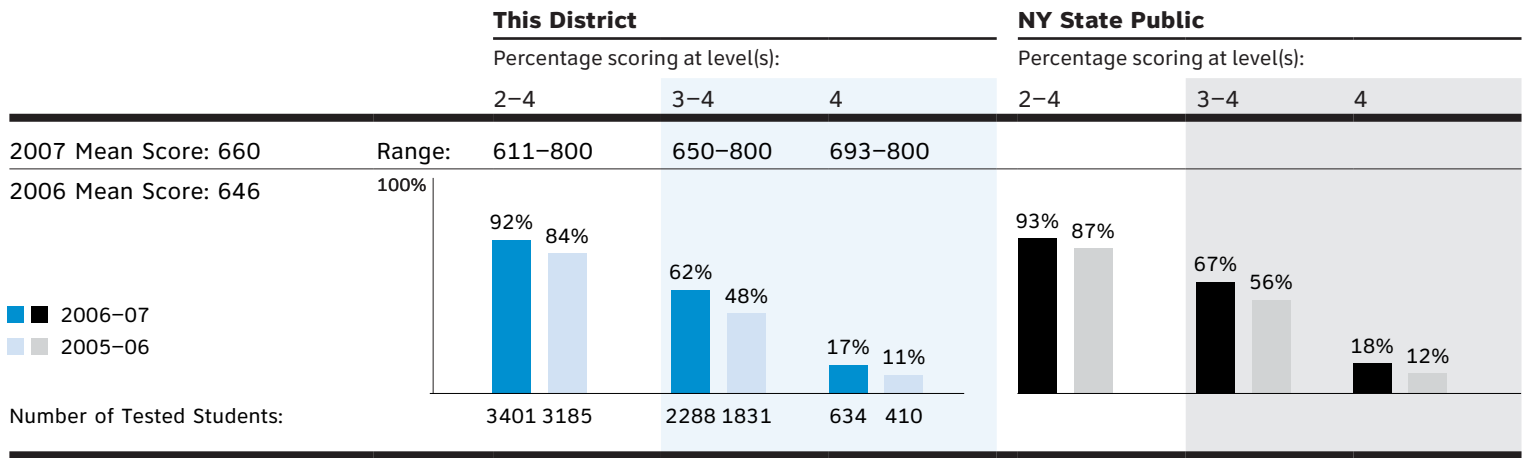
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	52	52	47	45	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	36	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	3715	92%	62%	17%	3784	84%	48%	11%
Female	1778	93%	64%	19%	1840	86%	50%	11%
Male	1937	91%	59%	16%	1944	82%	47%	11%
American Indian or Alaska Native	27	-	-	-	20	80%	55%	15%
Black or African American	1173	87%	46%	8%	1201	78%	34%	4%
Hispanic or Latino	1287	92%	60%	12%	1291	83%	44%	7%
Asian or Native Hawaiian/Other Pacific Islander	865	96%	79%	32%	887	91%	66%	21%
White	362	94%	75%	28%	385	91%	67%	22%
Multiracial	1	-	-	-				
Small Group Totals	28	68%	43%	4%				
General-Education Students	3162	96%	69%	20%	3280	89%	54%	12%
Students with Disabilities	553	68%	21%	2%	504	54%	11%	0%
English Proficient	3488	92%	64%	18%	3512	85%	50%	11%
Limited English Proficient	227	77%	31%	6%	272	68%	22%	3%
Economically Disadvantaged	3444	91%	61%	16%	2689	89%	52%	11%
Not Disadvantaged	271	96%	72%	24%	1095	73%	39%	11%
Migrant								
Not Migrant	3715	92%	62%	17%	3784	84%	48%	11%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	52	52	49	44	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: 646	602-790	650-790	715-790			
2006 Mean Score: 640						
Number of Tested Students:	3420	1674	131			
	3066	1352	78			

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	3733	92%	45%	4%	3535	87%	38%	2%
Female	1844	94%	49%	4%	1705	90%	44%	3%
Male	1889	89%	41%	3%	1830	83%	33%	2%
American Indian or Alaska Native	21	90%	48%	10%	27	78%	11%	0%
Black or African American	1186	91%	35%	2%	1180	82%	29%	1%
Hispanic or Latino	1282	89%	41%	2%	1171	88%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	881	95%	56%	6%	863	90%	51%	3%
White	363	95%	64%	7%	294	89%	48%	7%
Multiracial								
Small Group Totals								
General-Education Students	3243	95%	50%	4%	3018	92%	44%	3%
Students with Disabilities	490	70%	8%	0%	517	56%	7%	0%
English Proficient	3497	94%	47%	4%	3399	88%	40%	2%
Limited English Proficient	236	58%	6%	0%	136	63%	4%	0%
Economically Disadvantaged	3418	91%	44%	3%	2495	92%	42%	2%
Not Disadvantaged	315	96%	57%	6%	1040	74%	28%	3%
Migrant								
Not Migrant	3733	92%	45%	4%	3535	87%	38%	2%

NOTES

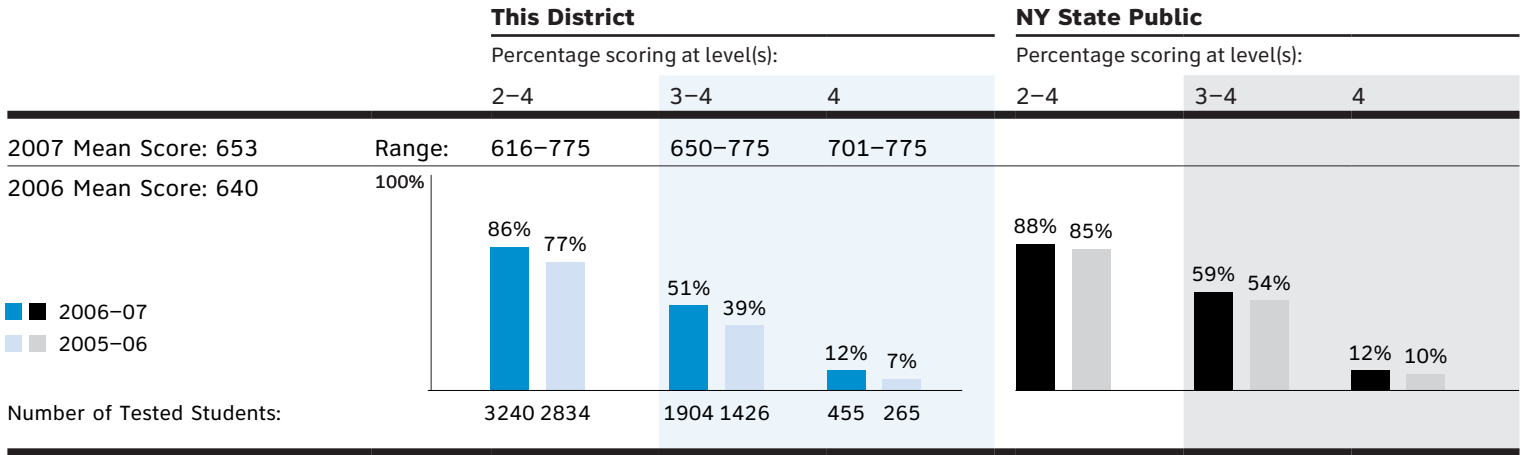
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	58	58	57	47	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	47	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

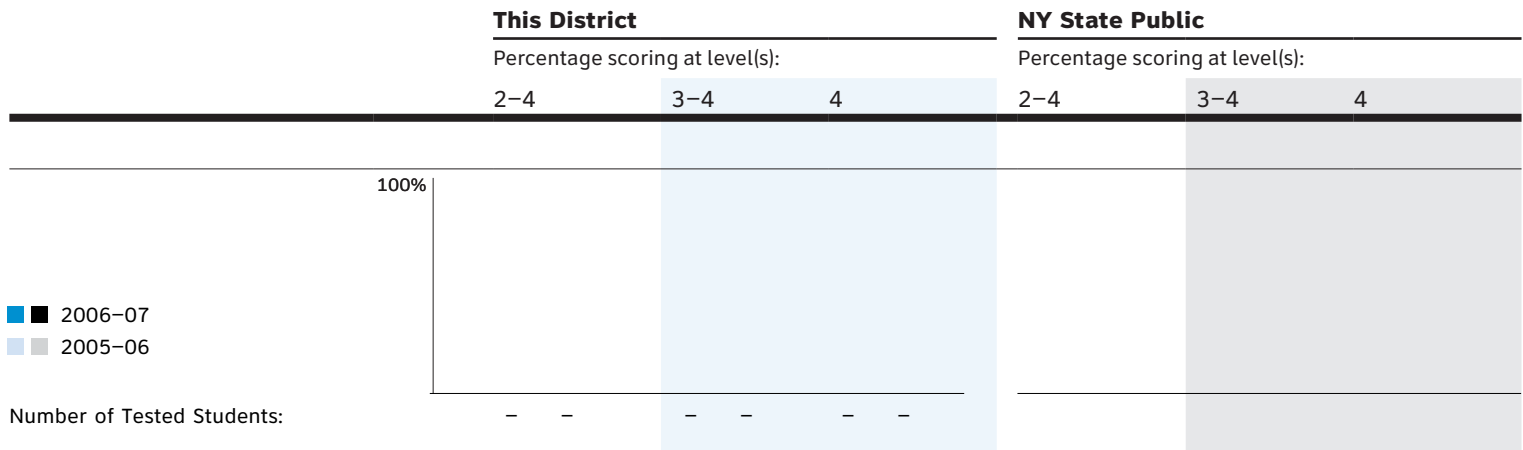
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3762	86%	51%	12%	3693	77%	39%	7%
Female	1867	87%	51%	12%	1782	78%	41%	7%
Male	1895	85%	50%	12%	1911	75%	37%	7%
American Indian or Alaska Native	21	76%	57%	14%	28	64%	29%	0%
Black or African American	1178	80%	35%	4%	1171	67%	25%	3%
Hispanic or Latino	1306	86%	47%	8%	1282	76%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	894	92%	70%	25%	915	89%	58%	17%
White	363	93%	70%	22%	297	85%	47%	9%
Multiracial								
Small Group Totals								
General-Education Students	3279	90%	56%	14%	3175	82%	44%	8%
Students with Disabilities	483	59%	14%	0%	518	42%	8%	1%
English Proficient	3474	87%	53%	13%	3390	78%	40%	8%
Limited English Proficient	288	71%	26%	2%	303	62%	23%	2%
Economically Disadvantaged	3444	86%	49%	12%	2639	82%	42%	8%
Not Disadvantaged	318	91%	63%	18%	1054	63%	29%	6%
Migrant								
Not Migrant	3762	86%	51%	12%	3693	77%	39%	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 8 Equivalent	58	58	57	35	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	3716	85%	45%	9%	3492	82%	37%	6%
Female	1840	85%	42%	8%	1683	84%	35%	5%
Male	1876	84%	47%	11%	1809	80%	39%	6%
American Indian or Alaska Native	19	89%	47%	16%	29	79%	21%	0%
Black or African American	1148	80%	31%	4%	1078	76%	26%	2%
Hispanic or Latino	1305	82%	40%	7%	1225	81%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	882	91%	60%	16%	866	88%	50%	12%
White	362	93%	66%	21%	294	87%	47%	10%
Multiracial								
Small Group Totals								
General-Education Students	3241	88%	49%	11%	3007	87%	42%	6%
Students with Disabilities	475	61%	15%	1%	485	51%	10%	1%
English Proficient	3434	87%	47%	10%	3200	84%	40%	6%
Limited English Proficient	282	56%	10%	0%	292	62%	12%	0%
Economically Disadvantaged	3402	84%	43%	9%	2476	87%	40%	5%
Not Disadvantaged	314	89%	58%	17%	1016	70%	32%	7%
Migrant								
Not Migrant	3716	85%	45%	9%	3492	82%	37%	6%

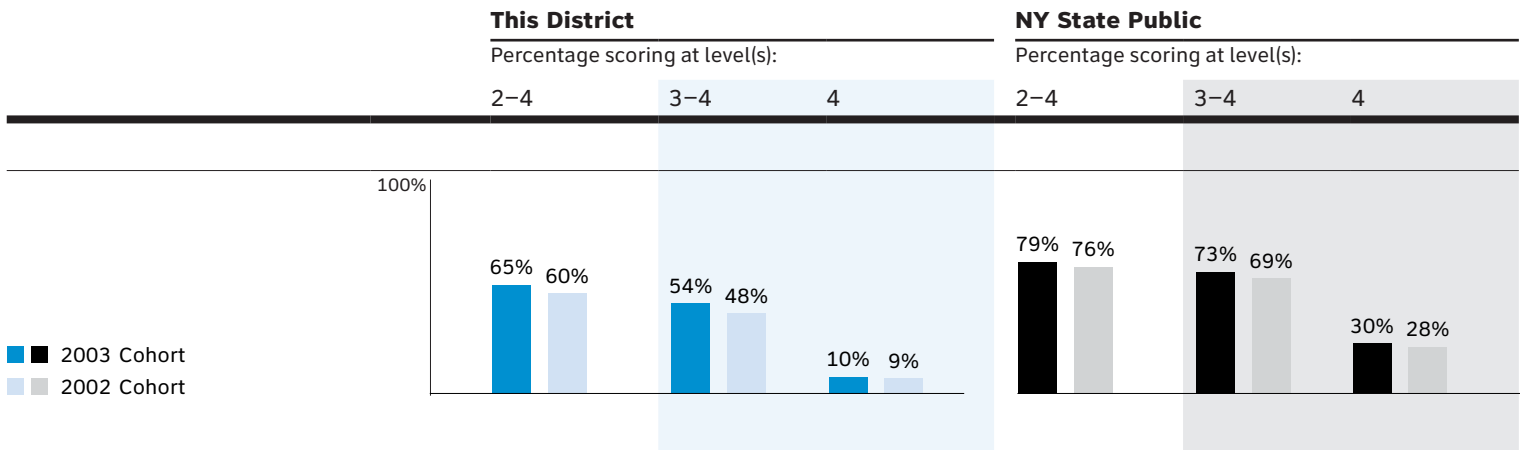
NOTES

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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 8 Equivalent	57	56	55	43	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	-	-	-	2	-	-	-

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	2957	65%	54%	10%	2925	60%	48%	9%
Female	1382	74%	63%	13%	1412	69%	57%	12%
Male	1575	58%	46%	7%	1513	52%	40%	6%
American Indian or Alaska Native	18	67%	50%	0%	14	57%	43%	7%
Black or African American	1152	60%	48%	6%	1153	55%	41%	6%
Hispanic or Latino	925	63%	52%	10%	904	59%	48%	8%
Asian or Native Hawaiian/Other Pacific Islander	577	78%	66%	16%	638	72%	61%	13%
White	243	63%	56%	12%	216	56%	49%	9%
Multiracial	42	88%	74%	21%				
Small Group Totals								
General-Education Students	2552	72%	60%	11%	2516	68%	55%	10%
Students with Disabilities	405	23%	14%	1%	409	14%	8%	0%
English Proficient	2810	66%	55%	10%	2683	62%	50%	9%
Limited English Proficient	147	47%	35%	6%	242	36%	24%	1%
Economically Disadvantaged	2401	72%	59%	10%	1721	65%	52%	9%
Not Disadvantaged	556	37%	32%	7%	1204	54%	43%	8%
Migrant								
Not Migrant					2925	60%	48%	9%

NOTES

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

Other Assessments

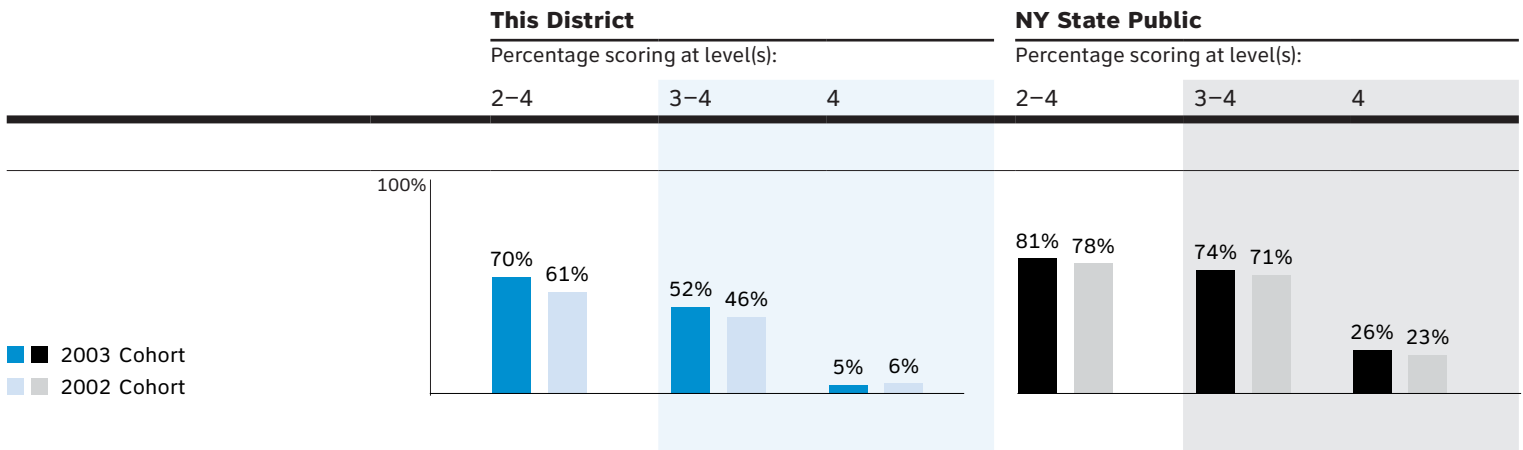
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				43	43	42	39

* 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	2957	70%	52%	5%	2925	61%	46%	6%
Female	1382	77%	57%	6%	1412	68%	51%	6%
Male	1575	65%	48%	5%	1513	55%	41%	6%
American Indian or Alaska Native	18	67%	44%	0%	14	64%	43%	21%
Black or African American	1152	64%	44%	3%	1153	56%	38%	4%
Hispanic or Latino	925	70%	52%	5%	904	61%	47%	5%
Asian or Native Hawaiian/Other Pacific Islander	577	82%	67%	11%	638	75%	61%	11%
White	243	69%	51%	7%	216	53%	43%	8%
Multiracial	42	90%	76%	12%				
Small Group Totals								
General-Education Students	2552	77%	59%	6%	2516	68%	52%	7%
Students with Disabilities	405	26%	11%	1%	409	16%	8%	0%
English Proficient	2810	70%	52%	6%	2683	63%	47%	7%
Limited English Proficient	147	71%	44%	2%	242	46%	31%	1%
Economically Disadvantaged	2401	76%	57%	6%	1721	65%	50%	7%
Not Disadvantaged	556	44%	32%	4%	1204	55%	40%	5%
Migrant								
Not Migrant					2925	61%	46%	6%

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				42	41	38	34

* 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.