



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #30**

District ID **34-30-00-01-0000**

Superintendent **PHILIP COMPOSTO**

Telephone **(718) 391-8323**

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	1058	1101	1174
Kindergarten	2818	2842	2780
Grade 1	3041	2945	3002
Grade 2	2950	2863	2782
Grade 3	2956	2712	2794
Grade 4	2858	2747	2668
Grade 5	2961	2865	2756
Grade 6	3114	3044	2987
Ungraded Elementary	1279	1410	1559
Grade 7	2908	2863	2753
Grade 8	2924	2829	2815
Grade 9	3467	3379	2873
Grade 10	3144	2977	3013
Grade 11	1871	2103	1960
Grade 12	1493	1445	1726
Ungraded Secondary	960	1093	1101
Total K-12	38744	38117	37569

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	24	24	24
Grade 8			
English	26	26	26
Mathematics	27	28	28
Science	28	27	29
Social Studies	28	27	28
Grade 10			
English	32	27	28
Mathematics	26	27	27
Science	31	28	29
Social Studies	30	30	29

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #30

District ID 34-30-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	8875	23%	25370	67%	25395	68%
Reduced-Price Lunch	1005	3%	4097	11%	4111	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8712	22%	8620	23%	8565	23%
Racial/Ethnic Origin						
American Indian or Alaska Native	99	0%	115	0%	84	0%
Black or African American	4069	11%	3854	10%	3694	10%
Hispanic or Latino	20146	52%	19495	51%	19476	52%
Asian or Native Hawaiian/Other Pacific Islander	8631	22%	8711	23%	8357	22%
White	5799	15%	5942	16%	5958	16%
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	820	2%	563	1%	1154	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #30

District ID 34-30-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	2677	2672	2662
Percent with No Valid Teaching Certificate	4%	3%	3%
Percent Teaching Out of Certification	21%	12%	8%
Percent with Fewer Than Three Years of Experience	16%	15%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	41%	41%	42%
Total Number of Core Classes*	N/A	8562	5148
Percent Not Taught by Highly Qualified Teachers	N/A	11%	9%
Total Number of Classes	6905	7000	7106
Percent Taught by Teachers Without Appropriate Certification	21%	17%	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	16%	17%	17%
Turnover Rate of All Teachers	16%	16%	12%

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	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		-	-	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	-	-		-	-	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✗	✓		✓ ^{SH}	✓	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 6 of 8	✗ 7 of 8	✗ 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 (18181:17098)			99%		151	121	
Ethnicity							
American Indian or Alaska Native (41:38)			95%		153	106	
Black or African American (1797:1709)			99%		136	119	
Hispanic or Latino (9698:9101)			99%		141	121	
Asian or Native Hawaiian/Other Pacific Islander (4106:3819)			99%		169	120	
White (2532:2424)			99%		169	120	
Multiracial (7:7)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2374:2214)			96%		99	120	97 109
Limited English Proficient ⁵ (3448:3968)			99%		114	120	119 123
Economically Disadvantaged (16369:15398)			99%		149	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  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 (18275:17391)			99%		168	85	
Ethnicity							
American Indian or Alaska Native (41:38)			95%		161	70	
Black or African American (1792:1686)			98%		143	83	
Hispanic or Latino (9754:9282)			99%		163	85	
Asian or Native Hawaiian/Other Pacific Islander (4136:3929)			99%		184	84	
White (2545:2449)			99%		181	84	
Multiracial (7:7)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2383:2203)			96%		118	84	
Limited English Proficient ⁵ (3543:4375)			99%		150	84	
Economically Disadvantaged (16436:15681)			99%		167	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 (6022:5654)		Qualified		98%		161	100	
Ethnicity								
American Indian or Alaska Native (10:10)	–	–	–	–	–	–	–	–
Black or African American (603:556)		Qualified		97%		135	100	
Hispanic or Latino (3223:3010)		Qualified		98%		155	100	
Asian or Native Hawaiian/Other Pacific Islander (1338:1265)		Qualified		99%		176	100	
White (845:811)		Qualified		98%		175	100	
Multiracial (3:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (787:713)		Qualified		94%		114	100	
Limited English Proficient ⁴ (1242:1476)		Qualified		98%		135	100	
Economically Disadvantaged (5365:5041)		Qualified		98%		159	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 6 of 8 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 (2050:2246)			99%		159	157		
Ethnicity								
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—	
Black or African American (250:281)			100%		157	153		
Hispanic or Latino (877:1009)			99%		145	156	155† 151	
Asian or Native Hawaiian/Other Pacific Islander (521:542)			99%		169	154		
White (390:401)			99%		182	154		
Multiracial (9:9)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (98:124)			96%		116	150	124† 124	
Limited English Proficient ⁴ (161:559)			97%		121	154	97 129	
Economically Disadvantaged (1234:1417)			99%		158	156		
Final AYP Determination		6 of 8						


NOTES


- 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).
 - 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.
 - 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.
 - 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 7 of 8 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
All Students (2050:2246)			99%		167	150	
Ethnicity							
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—
Black or African American (250:281)			100%		158	146	
Hispanic or Latino (877:1009)			99%		154	149	
Asian or Native Hawaiian/Other Pacific Islander (521:542)			99%		183	147	
White (390:401)			100%		182	147	
Multiracial (9:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (98:124)			97%		116	143	124 [‡] 124
Limited English Proficient ⁴ (161:559)			97%		156	147	
Economically Disadvantaged (1234:1417)			99%		168	149	
Final AYP Determination	 7 of 8						

NOTES

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




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

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


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


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

AYP Status

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










Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (2523)			51%	55%	55%	52%
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (244)			34%	55%	55%	35%
Hispanic or Latino (1233)			45%	55%	51%	46%
Asian or Native Hawaiian/Other Pacific Islander (569)			60%	55%		
White (475)			63%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (110)			20%	55%	27%	21%
Limited English Proficient ³ (25)		–	–	–		
Economically Disadvantaged (1355)			52%	55%	55%	53%
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 #30**

District ID **34-30-00-01-0000**

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

20 schools identified 49% of total

CHRISTOPHER A SANTORA SCHOOL
HIGH SCHOOL FOR INFORMATION TECHNOLOGY
PS 11 KATHRYN PHELAN SCHOOL
PS 148
PS 149 CHRISTA MCAULIFFE SCHOOL
PS 150
PS 152 GWENDOLINE N ALLEYNE SCHOOL
PS 166 HENRY GRADSTEIN SCHOOL
PS 17 HENRY DAVID THOREAU SCHOOL
PS 171 PETER G VAN ALST SCHOOL
PS 2 ALFRED ZIMBERG SCHOOL
PS 212
PS 228-ECC
PS 234
PS 69 JACKSON HEIGHTS SCHOOL
PS 70
PS 78
PS 84 STEINWAY SCHOOL
PS 85 JUDGE CHARLES VALLONE
YOUNG WOMENS LEADERSHIP SCHOOL

▲ Improvement (Year 1)

5 schools identified 12% of total

IS 10 H GREELEY SCHOOL
PS 112 DUTCH KILLS SCHOOL
PS 127 AEROSPACE SCIENCE MAGNET SCHOOL
PS 76 WILLIAM HALLETT SCHOOL
PS 92 HARRY T STEWART SR

▲ Improvement (Year 2)

2 schools identified 5% of total

NEWCOMERS HIGH SCHOOL-ACADEMY AMERICAN STUDIES
PS 151 MARY D CARTER SCHOOL

▲ Corrective Action

1 school identified 2% of total

ACADEMY OF NEW AMERICANS

▲ Planning for Restructuring

2 schools identified 5% of total

IS 230
PS 111 JACOB BLACKWELL SCHOOL

▲ Restructuring (Year 1)

1 school identified 2% of total

LONG ISLAND CITY HIGH SCHOOL

New York State Status

■ Good Standing

5 schools identified 12% of total

ACADEMY OF AMERICAN STUDIES HIGH SCHOOL
BACCALAUREATE SCHOOL OF GLOBAL EDUCATION
FRANK SINATRA HIGH SCHOOL
IS 227 LOUIS ARMSTRONG SCHOOL
PS 122 MAMIE FAY SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

Restructuring (Year 1) (continued)

.....

.....

New York State Status

Requiring Academic Progress (Year 6)

1 school identified 2% of total

WILLIAM CULLEN BRYANT HIGH SCHOOL

Restructuring (Year 4)

.....

4 schools identified 10% of total

ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS

IS 141 THE STEINWAY SCHOOL

IS 145 JOSEPH PULITZER







IS 204 OLIVER W HOLMES SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #30







District ID 34-30-00-01-0000

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%			2892
Grade 4	60%			2804
Grade 5	63%			2849
Grade 6	57%			3070
Grade 7	54%			2792
Grade 8	48%			2850

Mathematics

Grade 3	87%			2994
Grade 4	80%			2898
Grade 5	78%			2932
Grade 6	74%			3180
Grade 7	64%			2929
Grade 8	58%			2994

Science

Grade 4	75%			2893
Grade 8	56%			2865

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	70%			2660
Mathematics	71%			2660

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

	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: 660	616-780	650-780	730-780			
2006 Mean Score: 668						
Number of Tested Students:	2623 2022	1802 1538	176 136			

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	2892	91%	62%	6%	2164	93%	71%	6%
Female	1455	93%	65%	7%	1071	96%	76%	8%
Male	1437	89%	59%	6%	1093	91%	66%	4%
American Indian or Alaska Native	9	-	-	-	7	86%	57%	0%
Black or African American	280	84%	47%	4%	257	80%	40%	3%
Hispanic or Latino	1519	89%	55%	4%	1019	95%	69%	4%
Asian or Native Hawaiian/Other Pacific Islander	681	96%	76%	9%	535	98%	86%	10%
White	401	95%	77%	12%	346	94%	77%	8%
Multiracial	2	-	-	-				
Small Group Totals	11	100%	64%	0%				
General-Education Students	2487	95%	68%	7%	1864	97%	78%	7%
Students with Disabilities	405	66%	26%	1%	300	69%	27%	1%
English Proficient	2095	94%	73%	8%	2114	94%	72%	6%
Limited English Proficient	797	82%	35%	1%	50	54%	14%	0%
Economically Disadvantaged	2747	90%	61%	6%	1723	97%	78%	6%
Not Disadvantaged	145	97%	82%	12%	441	78%	45%	6%
Migrant								
Not Migrant	2892	91%	62%	6%	2164	93%	71%	6%

NOTES

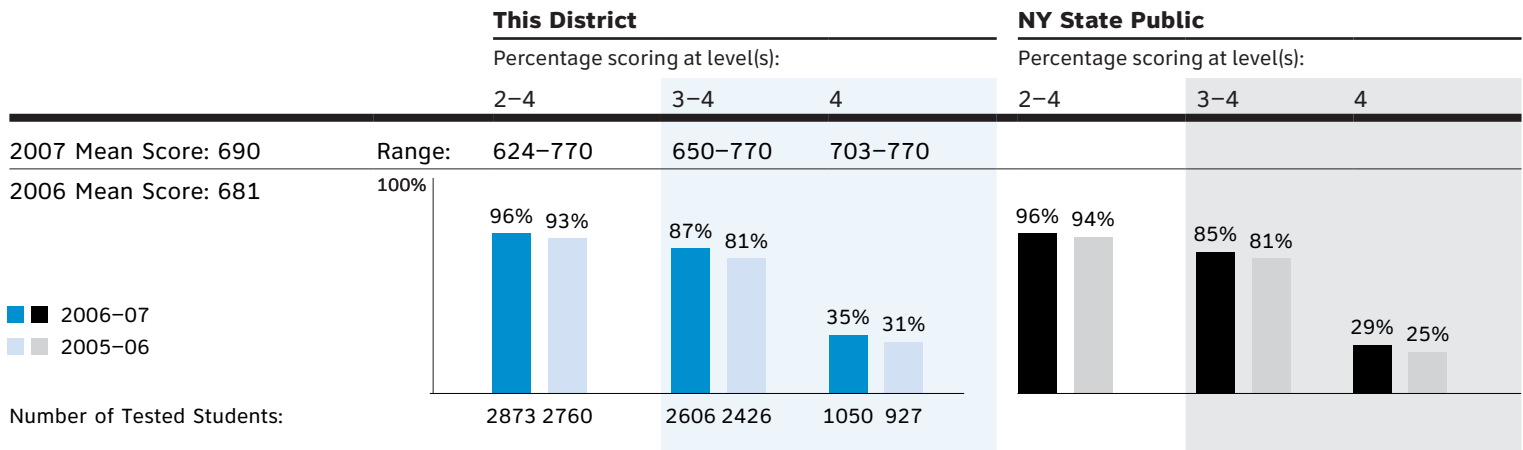
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	36	36	35	31	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	73	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	2994	96%	87%	35%	2978	93%	81%	31%
Female	1484	96%	88%	37%	1430	93%	82%	31%
Male	1510	96%	86%	33%	1548	92%	81%	31%
American Indian or Alaska Native	9	-	-	-	8	88%	88%	0%
Black or African American	277	94%	77%	17%	260	81%	60%	10%
Hispanic or Latino	1573	95%	85%	27%	1601	92%	79%	24%
Asian or Native Hawaiian/Other Pacific Islander	718	98%	93%	52%	709	96%	91%	50%
White	415	95%	91%	51%	400	96%	89%	42%
Multiracial	2	-	-	-				
Small Group Totals	11	100%	91%	27%				
General-Education Students	2586	98%	91%	40%	2564	96%	86%	35%
Students with Disabilities	408	84%	60%	6%	414	74%	51%	5%
English Proficient	2108	98%	92%	44%	2134	95%	88%	39%
Limited English Proficient	886	91%	74%	14%	844	87%	65%	11%
Economically Disadvantaged	2843	96%	87%	34%	2400	96%	86%	35%
Not Disadvantaged	151	99%	94%	50%	578	81%	62%	17%
Migrant								
Not Migrant	2994	96%	87%	35%	2978	93%	81%	31%

NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	37	37	35	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

	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: 657	612-775	650-775	716-775			
2006 Mean Score: 663						
Number of Tested Students:	2511	2296	1687	1633	173	183

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	2804	90%	60%	6%	2502	92%	65%	7%
Female	1365	91%	64%	8%	1193	94%	69%	8%
Male	1439	88%	57%	5%	1309	90%	61%	7%
American Indian or Alaska Native	5	-	-	-	11	73%	45%	0%
Black or African American	248	86%	42%	1%	259	83%	49%	2%
Hispanic or Latino	1505	87%	53%	3%	1299	91%	60%	4%
Asian or Native Hawaiian/Other Pacific Islander	665	94%	76%	12%	567	97%	85%	16%
White	380	92%	72%	11%	366	95%	68%	8%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	83%	0%				
General-Education Students	2396	94%	66%	7%	2154	97%	72%	8%
Students with Disabilities	408	62%	23%	0%	348	60%	21%	0%
English Proficient	2177	95%	72%	8%	2404	93%	67%	8%
Limited English Proficient	627	71%	20%	0%	98	51%	13%	0%
Economically Disadvantaged	2635	89%	59%	6%	1979	97%	72%	8%
Not Disadvantaged	169	96%	75%	15%	523	72%	38%	4%
Migrant								
Not Migrant	2804	90%	60%	6%	2502	92%	65%	7%

NOTES

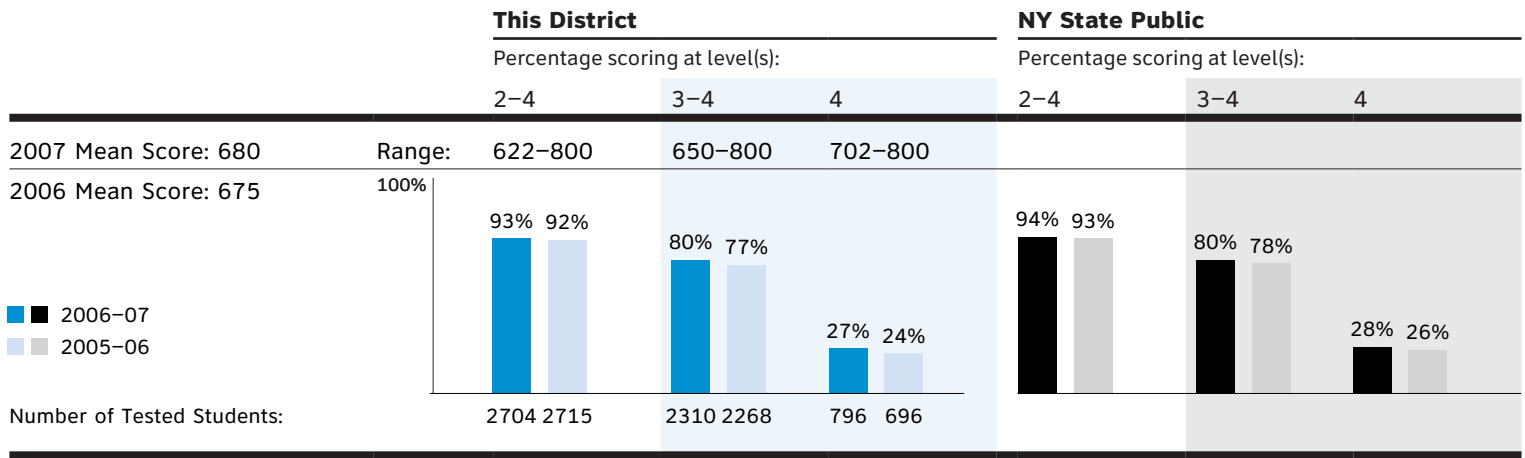
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Other Assessments

	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 4 Equivalent	32	31	30	28	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	78	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

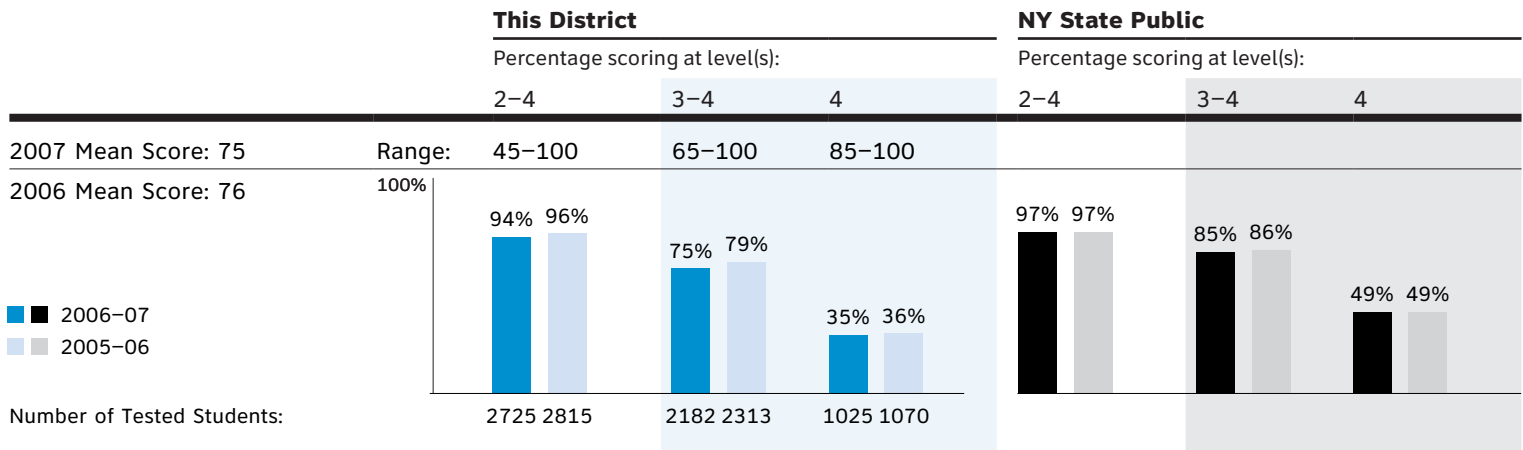
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2898	93%	80%	27%	2947	92%	77%	24%
Female	1407	93%	78%	26%	1408	92%	75%	21%
Male	1491	94%	81%	29%	1539	92%	78%	26%
American Indian or Alaska Native	5	-	-	-	11	73%	55%	18%
Black or African American	246	84%	57%	9%	261	84%	57%	7%
Hispanic or Latino	1558	92%	76%	19%	1611	91%	73%	16%
Asian or Native Hawaiian/Other Pacific Islander	704	97%	91%	48%	681	96%	90%	46%
White	384	95%	87%	34%	383	95%	86%	29%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	100%	33%				
General-Education Students	2484	97%	86%	31%	2551	95%	82%	27%
Students with Disabilities	414	73%	45%	4%	396	73%	45%	3%
English Proficient	2173	96%	87%	34%	2415	95%	83%	28%
Limited English Proficient	725	84%	59%	7%	532	79%	51%	5%
Economically Disadvantaged	2718	93%	79%	27%	2363	95%	82%	26%
Not Disadvantaged	180	94%	87%	39%	584	80%	58%	13%
Migrant								
Not Migrant	2898	93%	80%	27%	2947	92%	77%	24%

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	32	31	31	30	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	2893	94%	75%	35%	2942	96%	79%	36%
Female	1397	94%	75%	33%	1408	96%	79%	35%
Male	1496	94%	75%	38%	1534	95%	78%	38%
American Indian or Alaska Native	5	-	-	-	11	91%	64%	9%
Black or African American	246	90%	61%	17%	257	92%	65%	21%
Hispanic or Latino	1557	93%	70%	26%	1613	95%	75%	29%
Asian or Native Hawaiian/Other Pacific Islander	697	97%	87%	54%	679	97%	88%	58%
White	387	96%	85%	50%	382	98%	88%	42%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	83%	50%				
General-Education Students	2480	97%	80%	40%	2548	97%	83%	41%
Students with Disabilities	413	79%	45%	11%	394	85%	50%	9%
English Proficient	2159	97%	85%	45%	2419	98%	85%	43%
Limited English Proficient	734	85%	47%	8%	523	86%	48%	8%
Economically Disadvantaged	2713	94%	75%	35%	2360	97%	83%	40%
Not Disadvantaged	180	98%	86%	46%	582	89%	62%	24%
Migrant								
Not Migrant	2893	94%	75%	35%	2942	96%	79%	36%

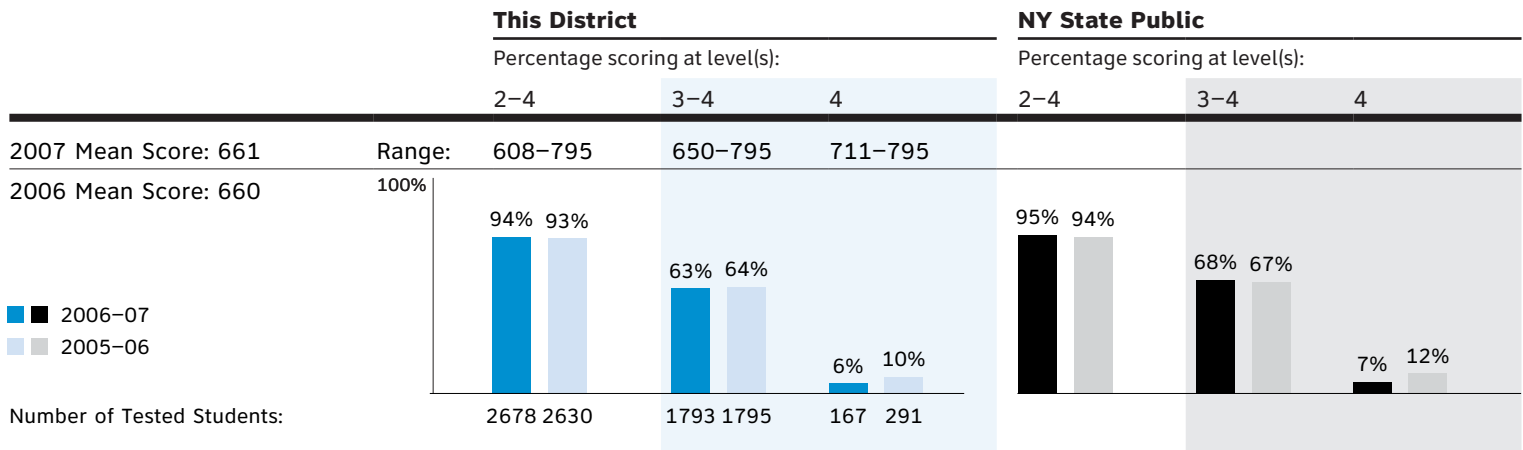
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	32	31	30	29	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	2849	94%	63%	6%	2817	93%	64%	10%
Female	1374	95%	65%	6%	1363	94%	63%	10%
Male	1475	93%	61%	6%	1454	93%	64%	10%
American Indian or Alaska Native	11	-	-	-	3	-	-	-
Black or African American	265	94%	55%	3%	315	-	-	-
Hispanic or Latino	1542	92%	54%	2%	1461	92%	57%	6%
Asian or Native Hawaiian/Other Pacific Islander	655	97%	79%	13%	635	96%	79%	20%
White	374	97%	78%	10%	403	95%	77%	16%
Multiracial	2	-	-	-				
Small Group Totals	13	100%	38%	8%	318	90%	49%	4%
General-Education Students	2462	97%	69%	7%	2449	97%	70%	12%
Students with Disabilities	387	75%	22%	0%	368	71%	21%	1%
English Proficient	2464	97%	70%	7%	2567	96%	69%	11%
Limited English Proficient	385	73%	16%	0%	250	67%	14%	0%
Economically Disadvantaged	2637	94%	62%	5%	2219	97%	69%	11%
Not Disadvantaged	212	94%	80%	15%	598	81%	45%	8%
Migrant								
Not Migrant	2849	94%	63%	6%	2817	93%	64%	10%

NOTES

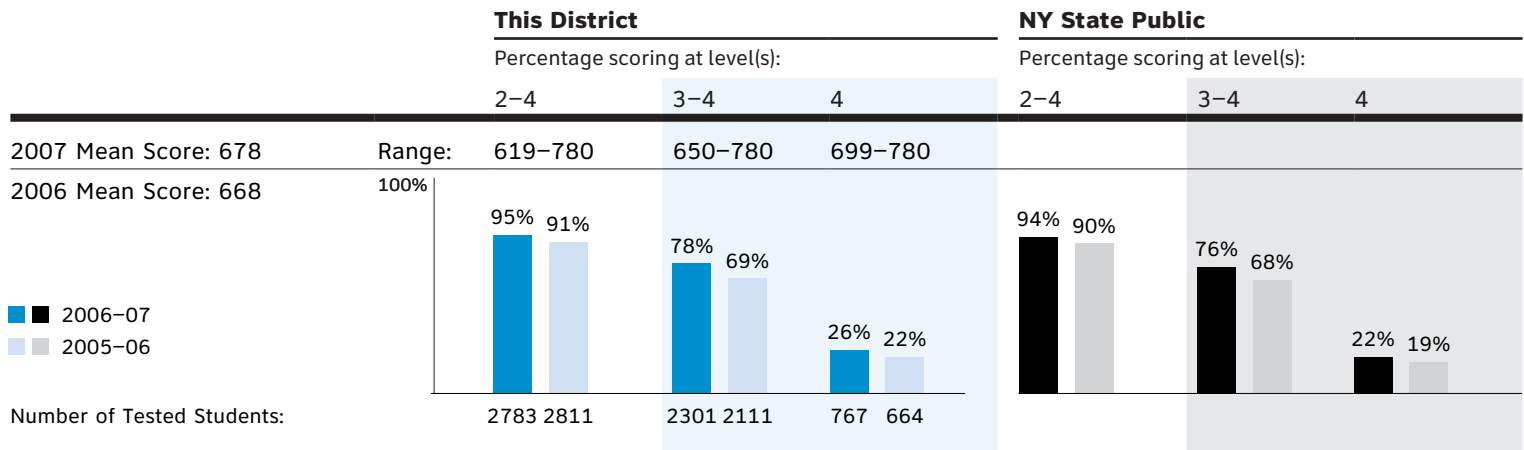
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	38	38	36	33	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	70	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	2932	95%	78%	26%	3080	91%	69%	22%
Female	1416	95%	78%	24%	1490	92%	67%	19%
Male	1516	95%	79%	28%	1590	91%	70%	24%
American Indian or Alaska Native	11	-	-	-	3	-	-	-
Black or African American	263	90%	64%	12%	316	-	-	-
Hispanic or Latino	1597	94%	74%	17%	1638	90%	64%	14%
Asian or Native Hawaiian/Other Pacific Islander	677	98%	90%	48%	702	95%	84%	39%
White	382	97%	87%	34%	421	94%	77%	30%
Multiracial	2	-	-	-				
Small Group Totals	13	92%	46%	8%	319	85%	48%	9%
General-Education Students	2542	98%	84%	30%	2697	95%	74%	24%
Students with Disabilities	390	78%	45%	2%	383	67%	29%	2%
English Proficient	2464	97%	84%	30%	2571	95%	75%	25%
Limited English Proficient	468	84%	49%	5%	509	73%	33%	3%
Economically Disadvantaged	2719	95%	78%	25%	2460	95%	73%	23%
Not Disadvantaged	213	95%	84%	36%	620	78%	49%	16%
Migrant								
Not Migrant	2932	95%	78%	26%	3080	91%	69%	22%

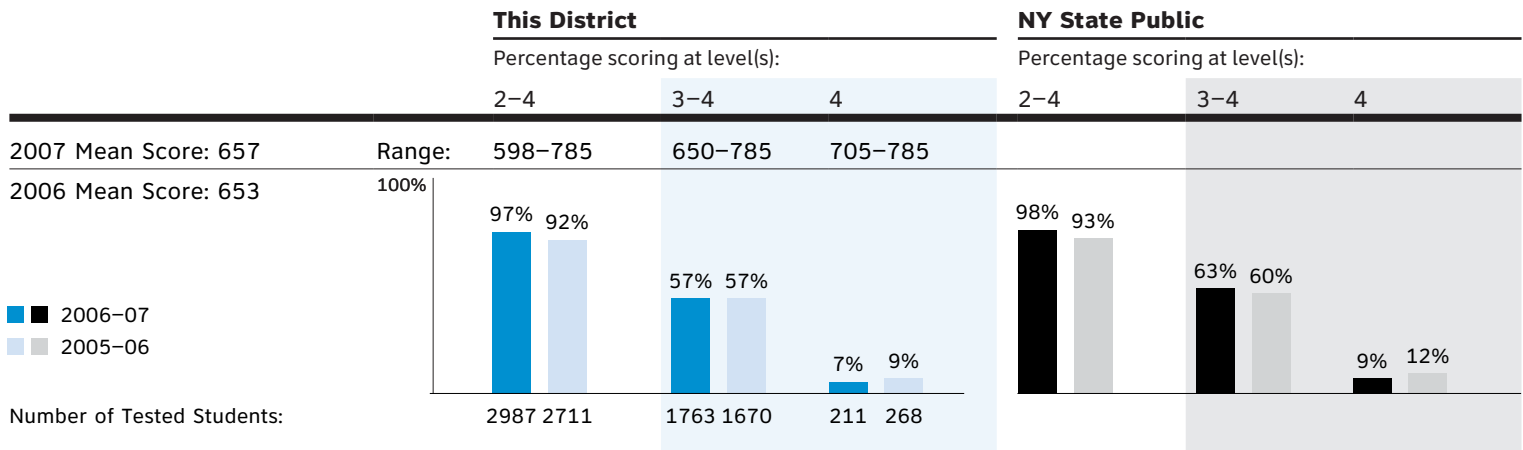
NOTES

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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	39	39	37	35	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	3070	97%	57%	7%	2933	92%	57%	9%
Female	1507	98%	57%	7%	1412	95%	60%	11%
Male	1563	97%	57%	7%	1521	90%	54%	7%
American Indian or Alaska Native	3	-	-	-	9	89%	67%	22%
Black or African American	300	-	-	-	315	86%	40%	5%
Hispanic or Latino	1662	97%	50%	3%	1507	91%	48%	4%
Asian or Native Hawaiian/Other Pacific Islander	675	99%	73%	14%	652	97%	76%	17%
White	429	98%	71%	12%	450	96%	73%	17%
Multiracial	1	-	-	-				
Small Group Totals	304	96%	44%	2%				
General-Education Students	2724	99%	62%	8%	2599	96%	63%	10%
Students with Disabilities	346	87%	19%	0%	334	66%	13%	0%
English Proficient	2698	99%	64%	8%	2793	94%	59%	10%
Limited English Proficient	372	85%	8%	0%	140	66%	10%	1%
Economically Disadvantaged	2720	97%	55%	6%	2347	96%	61%	9%
Not Disadvantaged	350	98%	75%	13%	586	78%	40%	9%
Migrant								
Not Migrant	3070	97%	57%	7%	2933	92%	57%	9%

NOTES

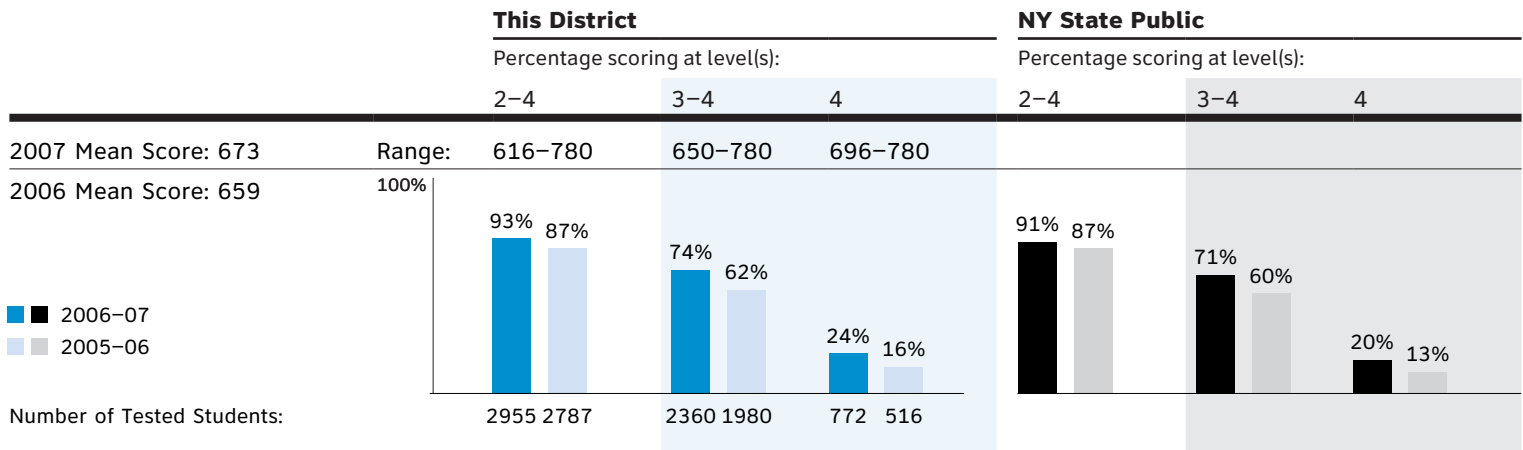
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Other Assessments

	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 6 Equivalent	30	28	27	25	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	93	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	3180	93%	74%	24%	3193	87%	62%	16%
Female	1560	93%	74%	23%	1532	88%	62%	17%
Male	1620	93%	75%	26%	1661	86%	62%	16%
American Indian or Alaska Native	3	-	-	-	10	70%	50%	20%
Black or African American	303	-	-	-	315	76%	40%	5%
Hispanic or Latino	1724	93%	71%	17%	1657	86%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	710	95%	86%	44%	736	92%	79%	32%
White	439	96%	82%	32%	475	92%	73%	24%
Multiracial	1	-	-	-				
Small Group Totals	307	85%	53%	9%				
General-Education Students	2833	96%	79%	27%	2856	91%	67%	18%
Students with Disabilities	347	69%	33%	2%	337	56%	18%	0%
English Proficient	2697	96%	81%	28%	2791	91%	67%	18%
Limited English Proficient	483	76%	38%	5%	402	63%	26%	1%
Economically Disadvantaged	2817	93%	73%	23%	2589	91%	67%	16%
Not Disadvantaged	363	95%	83%	32%	604	71%	43%	15%
Migrant								
Not Migrant	3180	93%	74%	24%	3193	87%	62%	16%

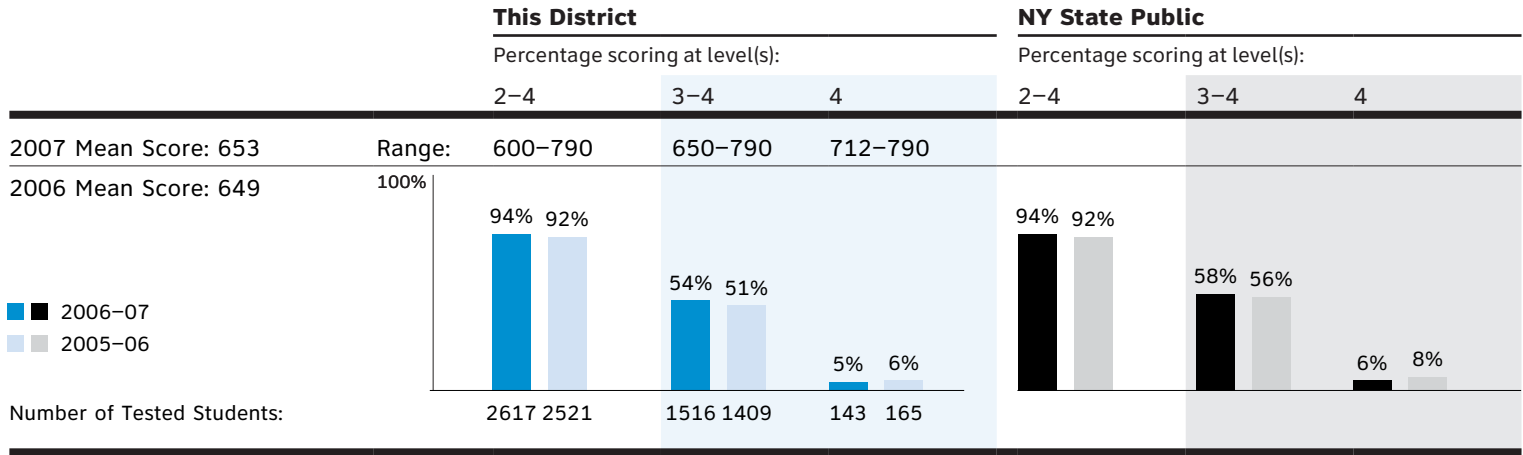
NOTES

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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 6 Equivalent	31	29	29	25	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	2792	94%	54%	5%	2741	92%	51%	6%
Female	1373	95%	59%	6%	1346	93%	54%	7%
Male	1419	93%	49%	4%	1395	91%	49%	6%
American Indian or Alaska Native	6	100%	67%	0%	6	67%	33%	0%
Black or African American	306	92%	44%	3%	359	83%	39%	2%
Hispanic or Latino	1475	92%	46%	3%	1417	91%	43%	3%
Asian or Native Hawaiian/Other Pacific Islander	597	95%	68%	7%	522	97%	72%	14%
White	408	97%	72%	11%	437	97%	67%	11%
Multiracial								
Small Group Totals								
General-Education Students	2475	96%	60%	6%	2421	96%	57%	7%
Students with Disabilities	317	79%	13%	0%	320	63%	9%	0%
English Proficient	2529	97%	59%	6%	2553	94%	55%	6%
Limited English Proficient	263	67%	5%	0%	188	68%	7%	0%
Economically Disadvantaged	2407	93%	52%	4%	2132	96%	54%	5%
Not Disadvantaged	385	97%	70%	13%	609	79%	41%	9%
Migrant								
Not Migrant	2792	94%	54%	5%	2741	92%	51%	6%

NOTES

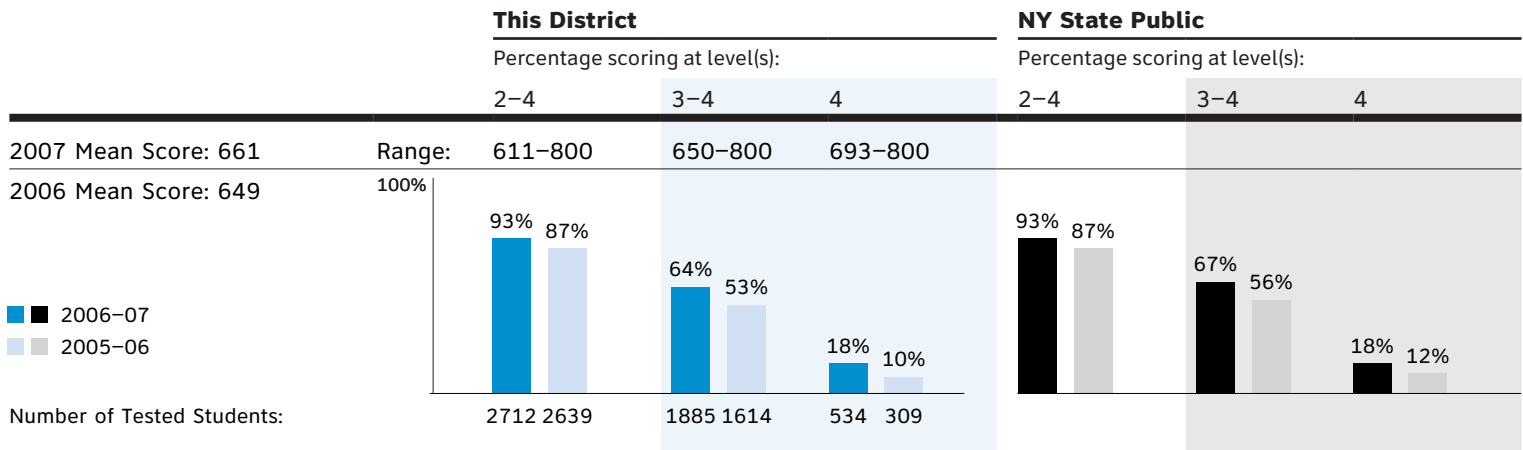
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Other Assessments

	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	25	25	24	17	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	115	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	2929	93%	64%	18%	3045	87%	53%	10%
Female	1435	94%	66%	19%	1485	88%	54%	9%
Male	1494	91%	63%	17%	1560	85%	52%	11%
American Indian or Alaska Native	6	67%	67%	33%	6	67%	33%	0%
Black or African American	309	86%	45%	6%	363	73%	34%	2%
Hispanic or Latino	1557	91%	58%	10%	1613	85%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	634	96%	82%	39%	601	94%	73%	25%
White	423	97%	78%	27%	462	95%	67%	14%
Multiracial								
Small Group Totals								
General-Education Students	2608	95%	70%	20%	2723	90%	58%	11%
Students with Disabilities	321	72%	17%	0%	322	56%	13%	1%
English Proficient	2535	95%	70%	21%	2569	90%	59%	12%
Limited English Proficient	394	75%	27%	3%	476	67%	22%	1%
Economically Disadvantaged	2524	92%	63%	17%	2426	90%	56%	10%
Not Disadvantaged	405	96%	73%	28%	619	72%	42%	11%
Migrant								
Not Migrant	2929	93%	64%	18%	3045	87%	53%	10%

NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	24	24	24	19	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: 647	602-790	650-790	715-790			
2006 Mean Score: 645						
Number of Tested Students:	2581	2373	1367	1151	96	88

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	2850	91%	48%	3%	2661	89%	43%	3%
Female	1393	93%	52%	3%	1318	92%	49%	5%
Male	1457	88%	44%	3%	1343	87%	37%	2%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	337	88%	38%	2%	315	-	-	-
Hispanic or Latino	1501	88%	40%	2%	1392	87%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	578	95%	65%	5%	523	97%	63%	8%
White	429	97%	62%	8%	428	94%	57%	6%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	40%	0%	318	81%	28%	1%
General-Education Students	2545	94%	53%	4%	2365	93%	48%	4%
Students with Disabilities	305	64%	6%	0%	296	55%	5%	0%
English Proficient	2529	96%	54%	4%	2488	92%	46%	4%
Limited English Proficient	321	50%	3%	0%	173	55%	3%	0%
Economically Disadvantaged	2408	90%	44%	2%	2067	93%	45%	3%
Not Disadvantaged	442	95%	67%	10%	594	76%	36%	5%
Migrant								
Not Migrant	2850	91%	48%	3%	2661	89%	43%	3%

NOTES

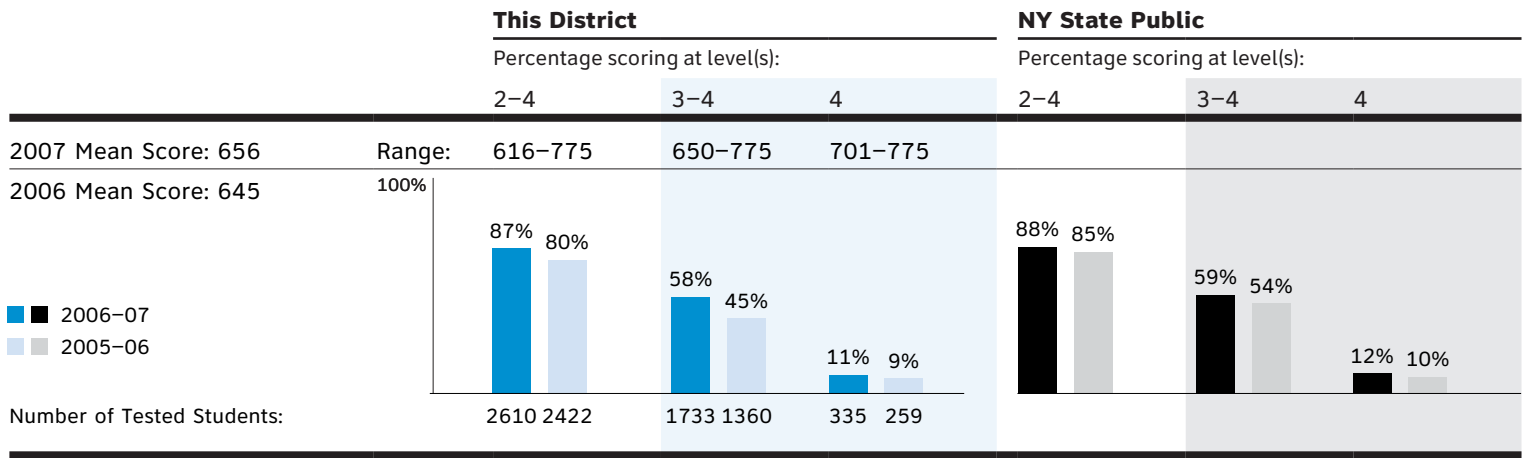
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Other Assessments

	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	41	41	39	33	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	127	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

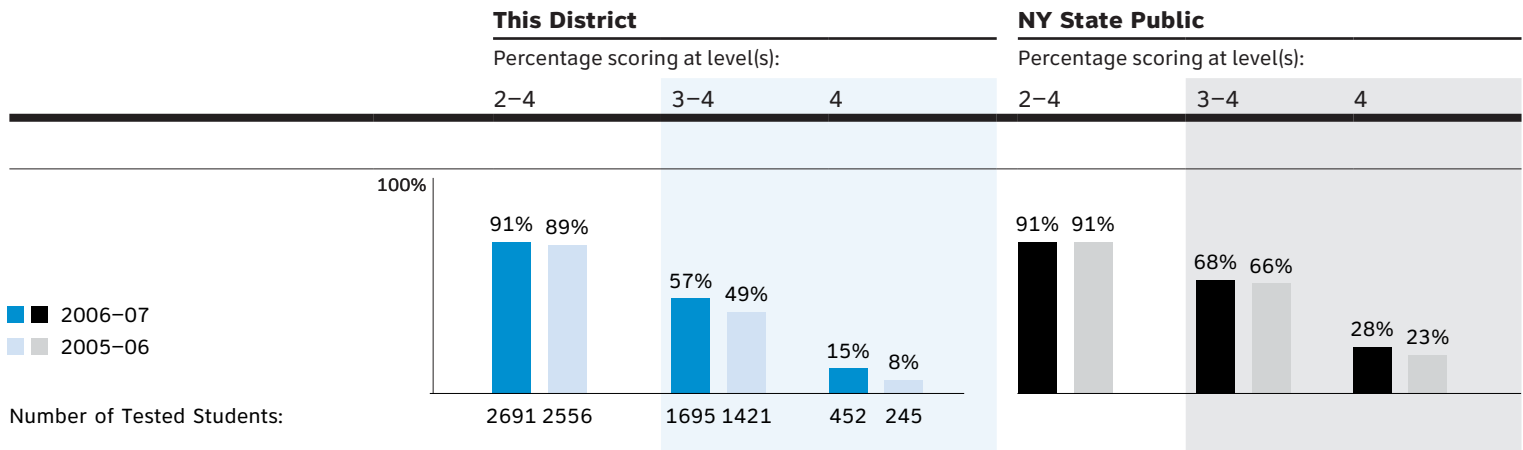
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2994	87%	58%	11%	3024	80%	45%	9%
Female	1457	87%	58%	11%	1483	80%	46%	10%
Male	1537	87%	58%	11%	1541	80%	44%	7%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	335	75%	41%	4%	314	-	-	-
Hispanic or Latino	1596	85%	49%	5%	1647	76%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	620	94%	76%	26%	610	90%	69%	23%
White	438	94%	76%	17%	450	92%	64%	12%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	60%	0%	317	64%	24%	3%
General-Education Students	2690	91%	63%	12%	2719	85%	49%	9%
Students with Disabilities	304	51%	11%	0%	305	39%	6%	0%
English Proficient	2527	89%	63%	13%	2518	84%	50%	10%
Limited English Proficient	467	75%	32%	3%	506	63%	20%	1%
Economically Disadvantaged	2543	86%	55%	10%	2405	84%	46%	8%
Not Disadvantaged	451	92%	74%	17%	619	66%	39%	9%
Migrant								
Not Migrant	2994	87%	58%	11%	3024	80%	45%	9%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	41	41	36	27	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2865	91%	56%	15%	2888	89%	49%	8%
Female	1391	92%	53%	13%	1416	90%	47%	7%
Male	1474	90%	59%	18%	1472	87%	51%	10%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	315	79%	37%	6%	301	-	-	-
Hispanic or Latino	1541	91%	51%	10%	1584	87%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	603	93%	70%	28%	586	93%	67%	19%
White	400	95%	70%	21%	413	94%	66%	14%
Multiracial	2	-	-	-				
Small Group Totals	6	83%	33%	33%	305	82%	30%	3%
General-Education Students	2571	94%	61%	17%	2601	92%	54%	9%
Students with Disabilities	294	64%	16%	1%	287	58%	9%	0%
English Proficient	2404	94%	62%	18%	2395	92%	56%	10%
Limited English Proficient	461	76%	26%	2%	493	71%	18%	1%
Economically Disadvantaged	2467	90%	54%	13%	2326	92%	52%	8%
Not Disadvantaged	398	96%	71%	25%	562	76%	39%	10%
Migrant								
Not Migrant	2865	91%	56%	15%	2888	89%	49%	8%

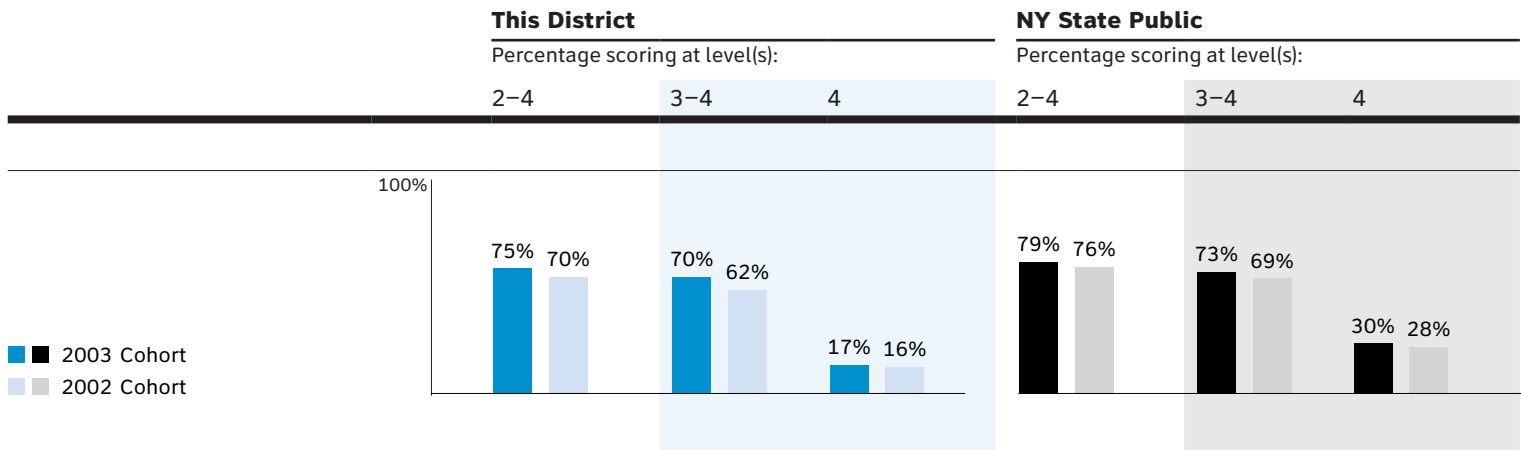
NOTES

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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 8 Equivalent	40	39	35	28	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	92	88	87	18	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	2660	75%	70%	17%	2513	70%	62%	16%
Female	1301	81%	76%	21%	1266	76%	68%	20%
Male	1359	70%	64%	13%	1247	63%	56%	11%
American Indian or Alaska Native	5	80%	60%	40%	3	-	-	-
Black or African American	376	65%	60%	12%	267	-	-	-
Hispanic or Latino	1188	71%	65%	11%	1229	65%	57%	13%
Asian or Native Hawaiian/Other Pacific Islander	613	85%	79%	23%	558	76%	68%	17%
White	469	82%	78%	26%	456	80%	74%	26%
Multiracial	9	100%	89%	44%				
Small Group Totals					270	60%	53%	6%
General-Education Students	2438	79%	74%	18%	2328	73%	66%	17%
Students with Disabilities	222	38%	27%	1%	185	22%	14%	2%
English Proficient	2315	77%	73%	19%	2027	77%	71%	19%
Limited English Proficient	345	66%	50%	3%	486	38%	24%	3%
Economically Disadvantaged	1604	79%	72%	16%	1275	74%	67%	17%
Not Disadvantaged	1056	70%	66%	19%	1238	65%	57%	14%
Migrant								
Not Migrant					2513	70%	62%	16%

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

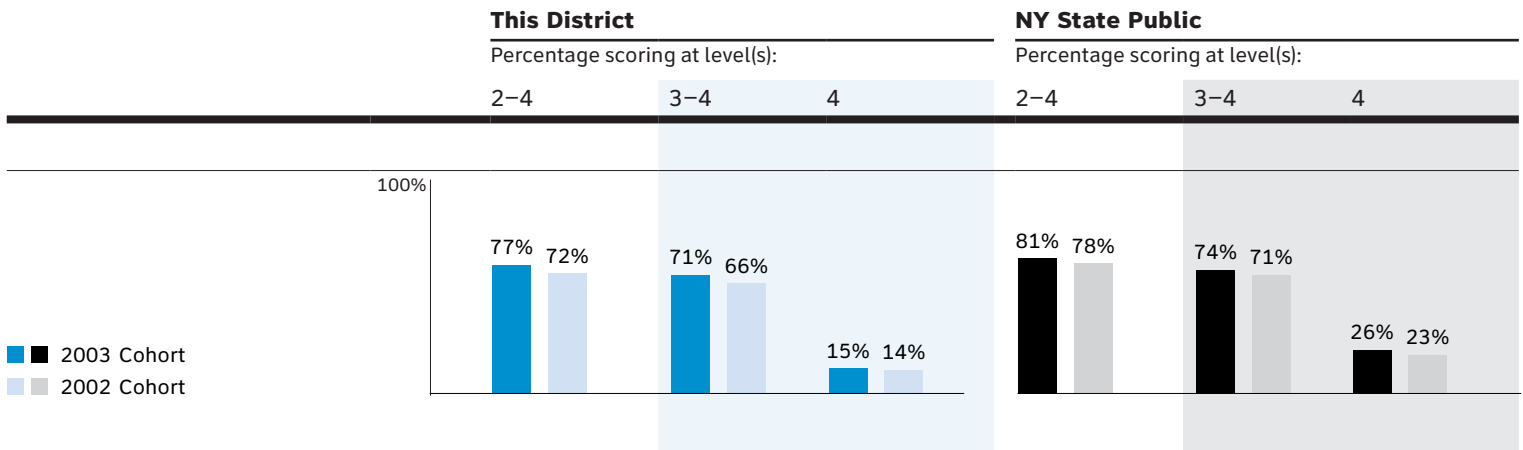
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				15	12	11	9

* 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	2660	77%	71%	15%	2513	72%	66%	14%
Female	1301	82%	76%	16%	1266	78%	71%	15%
Male	1359	72%	66%	15%	1247	67%	60%	12%
American Indian or Alaska Native	5	80%	80%	20%	3	-	-	-
Black or African American	376	65%	58%	6%	267	-	-	-
Hispanic or Latino	1188	73%	66%	8%	1229	68%	60%	8%
Asian or Native Hawaiian/Other Pacific Islander	613	88%	84%	33%	558	83%	78%	26%
White	469	81%	78%	20%	456	81%	75%	17%
Multiracial	9	100%	89%	33%				
Small Group Totals					270	57%	49%	6%
General-Education Students	2438	81%	76%	17%	2328	76%	70%	14%
Students with Disabilities	222	33%	19%	0%	185	22%	15%	2%
English Proficient	2315	77%	72%	16%	2027	76%	70%	15%
Limited English Proficient	345	76%	67%	12%	486	55%	45%	6%
Economically Disadvantaged	1604	80%	74%	16%	1275	78%	73%	15%
Not Disadvantaged	1056	72%	66%	15%	1238	66%	58%	12%
Migrant								
Not Migrant					2513	72%	66%	14%

NOTES

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

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				14	11	9	7

* 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.