



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #31**

District ID **35-31-00-01-0000**

Superintendent **NANCY RAMOS**

Telephone **(718) 420-5645**

Grades **PK-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	1346	1353	1320
Kindergarten	3923	3944	3859
Grade 1	4104	4037	4058
Grade 2	3996	3949	3971
Grade 3	4158	3922	3914
Grade 4	4025	3974	3797
Grade 5	4169	4006	4020
Grade 6	4125	3981	3815
Ungraded Elementary	1925	2258	2556
Grade 7	4331	4084	3956
Grade 8	4391	4292	4104
Grade 9	4793	4828	4574
Grade 10	4231	4162	4405
Grade 11	3346	3371	3664
Grade 12	3105	3389	3163
Ungraded Secondary	1660	1718	1922
Total K-12	56282	55915	55778

Average Class Size

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

District ID 35-31-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	20430	37%	20514	37%
Reduced-Price Lunch	0	0%	5734	10%	5551	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2713	5%	3070	5%	3207	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	213	0%	220	0%	234	0%
Black or African American	8916	16%	8773	16%	8742	16%
Hispanic or Latino	10728	19%	11041	20%	11565	21%
Asian or Native Hawaiian/Other Pacific Islander	4186	7%	4286	8%	4413	8%
White	32239	57%	31595	57%	30824	55%
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	2202	4%	1574	3%	2460	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 #31

District ID 35-31-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	3509	3579	3723
Percent with No Valid Teaching Certificate	3%	2%	4%
Percent Teaching Out of Certification	14%	11%	9%
Percent with Fewer Than Three Years of Experience	10%	10%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	50%	51%	52%
Total Number of Core Classes*	N/A	12719	8113
Percent Not Taught by Highly Qualified Teachers	N/A	9%	9%
Total Number of Classes	9231	9895	10392
Percent Taught by Teachers Without Appropriate Certification	18%	14%	11%

* 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	13%	14%	9%
Turnover Rate of All Teachers	17%	14%	10%

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:

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

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	SH					
Limited English Proficient	SH			SH	SH	
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	5 of 8	7 of 8	1 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  Good Standing
for This Subject
(2007-08)

Accountability Measures 9 of 9 Student groups making AYP in English Language Arts
 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 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 (26461:25648)			99%		156	121	
Ethnicity							
American Indian or Alaska Native (99:98)			100%		152	112	
Black or African American (4150:3959)			99%		130	120	
Hispanic or Latino (5435:5176)			99%		138	120	
Asian or Native Hawaiian/Other Pacific Islander (2043:1964)			100%		175	120	
White (14730:14447)			100%		168	121	
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (5322:5112)			98%		105	120	102 115
Limited English Proficient ⁵ (1437:1731)			99%		111	119	111 120
Economically Disadvantaged (15483:14859)			99%		143	121	
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 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 (26558:25498)			99%		167	85	
Ethnicity							
American Indian or Alaska Native (97:94)			100%		156	76	
Black or African American (4156:3893)			99%		138	84	
Hispanic or Latino (5470:5165)			99%		152	84	
Asian or Native Hawaiian/Other Pacific Islander (2057:1983)			100%		188	84	
White (14774:14359)			99%		177	85	
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (5340:5041)			98%		121	84	
Limited English Proficient ⁵ (1451:1833)			99%		144	83	
Economically Disadvantaged (15528:14759)			99%		156	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 (8937:8302)		Qualified		97%		164	100	
Ethnicity								
American Indian or Alaska Native (36:35)		—	—	—		151	100	
Black or African American (1396:1244)		Qualified		95%		136	100	
Hispanic or Latino (1844:1662)		Qualified		96%		145	100	
Asian or Native Hawaiian/Other Pacific Islander (702:670)		Qualified		99%		182	100	
White (4957:4689)		Qualified		97%		175	100	
Multiracial (2:2)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1769:1606)		Qualified		94%		130	100	
Limited English Proficient ⁴ (542:646)		Qualified		97%		128	100	
Economically Disadvantaged (5183:4753)		Qualified		97%		153	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 5 of 8 Student groups making AYP in English Language Arts
 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 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 (3203:3715)			99%		169	157		
Ethnicity								
American Indian or Alaska Native (6:11)	–	–	–	–	–	–	–	
Black or African American (502:601)			98%		152	155	155 157	
Hispanic or Latino (499:634)			99%		152	155	155 157	
Asian or Native Hawaiian/Other Pacific Islander (326:342)			100%		186	153		
White (1869:2125)			100%		177	157		
Multiracial (1:2)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities (244:388)			95%		122	153	129 [‡] 130	
Limited English Proficient ⁴ (37:125)		–	–		118	150	91 126	
Economically Disadvantaged (1070:1310)			99%		163	156		
Final AYP Determination		5 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

























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
(12th Graders: 2003 Cohort) ¹							
All Students (3203:3715)			100%		169	150	
Ethnicity							
American Indian or Alaska Native (6:11)	—	—	—	—	—	—	—
Black or African American (502:601)			99%		150	148	
Hispanic or Latino (499:634)			100%		150	148	
Asian or Native Hawaiian/Other Pacific Islander (326:342)			100%		189	146	
White (1869:2125)			100%		176	150	
Multiracial (1:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (244:388)			98%		121	146	123 [‡] 129
Limited English Proficient ⁴ (37:125)		—	—		136	143	115 142
Economically Disadvantaged (1070:1310)			99%		162	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 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 (3546)			75%	55%		
Ethnicity						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (548)			59%	55%		
Hispanic or Latino (553)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (302)			87%	55%		
White (2137)			81%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (300)			42%	55%	43%	43%
Limited English Proficient ³ (0)						
Economically Disadvantaged (885)			65%	55%		
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 #31**

District ID **35-31-00-01-0000**

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

21 schools identified 35% of total

PS 11 THOMAS DONGAN SCHOOL
PS 13 M L LINDENMEYER SCHOOL
PS 14 CORNELIUS VANDERBILT SCHOOL
PS 19 THE CURTIS SCHOOL
PS 21 MARGARET EMERY-ELM PARK SCHOOL
PS 22 GRANITEVILLE SCHOOL
PS 26 CARTERET SCHOOL
PS 29 BARDWELL SCHOOL
PS 31 WILLIAM T DAVIS SCHOOL
PS 38 GEORGE CROMWELL SCHOOL
PS 39 FRANCIS J MURPHY JR SCHOOL
PS 41 THE NEW DORP SCHOOL
PS 45 JOHN TYLER SCHOOL
PS 46 ALBERT V MANISCALCO SCHOOL
PS 48 WILLIAM G WILCOX SCHOOL
PS 52 JOHN C THOMPSON SCHOOL
PS 54 CHARLES W LENG SCHOOL
PS 57 HUBERT H HUMPHREY SCHOOL
PS 60 ALICE AUSTEN SCHOOL
RALPH MCKEE HIGH SCHOOL
SS COLUMBIA SCHOOL

▲ Improvement (Year 1)

2 schools identified 3% of total

IS 72 ROCCO LAURIE INTERMEDIATE SCHOOL
PS 18 JOHN G WHITTIER SCHOOL

▲ Improvement (Year 2)

2 schools identified 3% of total

CURTIS HIGH SCHOOL
PS 44 THOMAS C BROWN SCHOOL

▲ Corrective Action

4 schools identified 7% of total

IS 2 GEORGE L EGBERT
IS 27 ANNING S PRALL
IS 51 EDWIN MARKHAM
IS 61 WILLIAM A MORRIS SCHOOL

▲ Restructuring (Year 1)

1 school identified 2% of total

PS 20 PORT RICHMOND SCHOOL

New York State Status

■ Good Standing

23 schools identified 38% of total

CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES
IS 24 MYRA S BARNES
IS 34 TOTTEVILLE
IS 75 FRANK D PAULO
PS 1 TOTTEVILLE SCHOOL
PS 23 RICHMONDTOWN SCHOOL
PS 3 MARGARET GIOIOSA SCHOOL
PS 30 THE WESTERLEIGH SCHOOL
PS 32 THE GIFFORD SCHOOL
PS 35 CLOVE VALLEY SCHOOL
PS 36 JOHN C DRUMGOOLE SCHOOL
PS 4 MAURICE WOLLIN SCHOOL
PS 42 ELTINGVILLE SCHOOL
PS 5 HUGUENOT SCHOOL
PS 50 FRANK HANKINSON SCHOOL
PS 53 BAY TERRACE SCHOOL
PS 55 HENRY M BOEHM SCHOOL
PS 56 LOUIS DESARIO SCHOOL
PS 6 CPL ALLAN F KIVLEHAN SCHOOL
PS 69 DANIEL D TOMPKINS SCHOOL
PS 8 SHIRLEY SOLOMON SCHOOL
PS 80 MICHAEL J PETRIDES SCHOOL
STATEN ISLAND TECHNICAL HIGH SCHOOL

■ Requiring Academic Progress (Year 2)

2 schools identified 3% of total

IS 7 ELIAS BERNSTEIN SCHOOL
TOTTEVILLE HIGH SCHOOL

■ Requiring Academic Progress (Year 5)

3 schools identified 5% of total

NEW DORP HIGH SCHOOL
PORT RICHMOND HIGH SCHOOL
SUSAN E WAGNER HIGH SCHOOL

(continued)


3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

 **Restructuring (Year 1) (continued)**

 **Restructuring (Year 3)**

2 schools identified 3% of total

IS 49 BERTHA A DREYFUS INTERMEDIATE SCHOOL

PS 16 JOHN J DRISCOLL SCHOOL

New York State Status















 **Requiring Academic Progress (Year 5) (continued)**



District NEW YORK CITY GEOGRAPHIC DISTRICT #31

District ID 35-31-00-01-0000

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	67%			4315
Grade 4	68%			4252
Grade 5	69%			4324
Grade 6	61%			4139
Grade 7	56%			4281
Grade 8	51%			4362
Mathematics				
Grade 3	87%			4351
Grade 4	81%			4302
Grade 5	83%			4373
Grade 6	70%			4147
Grade 7	64%			4294
Grade 8	54%			4362
Science				
Grade 4	80%			4289
Grade 8	57%			4184

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	72%			4265
Mathematics	69%			4265

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.

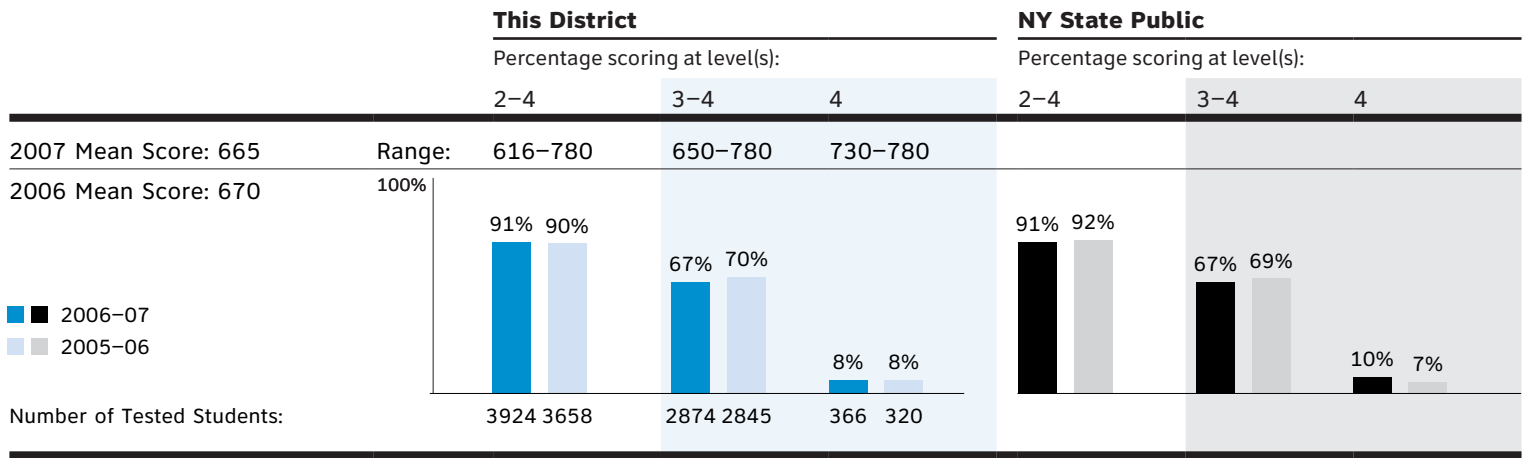
In this section, this district's performance is compared with that of public schools statewide.

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	4315	91%	67%	8%	4053	90%	70%	8%
Female	2091	93%	71%	10%	1948	93%	75%	10%
Male	2224	89%	63%	7%	2105	88%	66%	6%
American Indian or Alaska Native	19	-	-	-	17	94%	82%	12%
Black or African American	695	82%	44%	3%	657	80%	49%	2%
Hispanic or Latino	955	85%	53%	5%	717	85%	58%	4%
Asian or Native Hawaiian/Other Pacific Islander	319	98%	78%	13%	294	96%	84%	11%
White	2326	95%	77%	11%	2368	94%	78%	10%
Multiracial	1	-	-	-				
Small Group Totals	20	80%	60%	0%				
General-Education Students	3435	97%	76%	10%	3244	97%	81%	10%
Students with Disabilities	880	69%	29%	1%	809	62%	27%	1%
English Proficient	4023	92%	69%	9%	4008	91%	71%	8%
Limited English Proficient	292	72%	29%	1%	45	44%	13%	0%
Economically Disadvantaged	2585	87%	56%	4%	1712	96%	74%	6%
Not Disadvantaged	1730	97%	83%	15%	2341	86%	67%	9%
Migrant								
Not Migrant	4315	91%	67%	8%	4053	90%	70%	8%

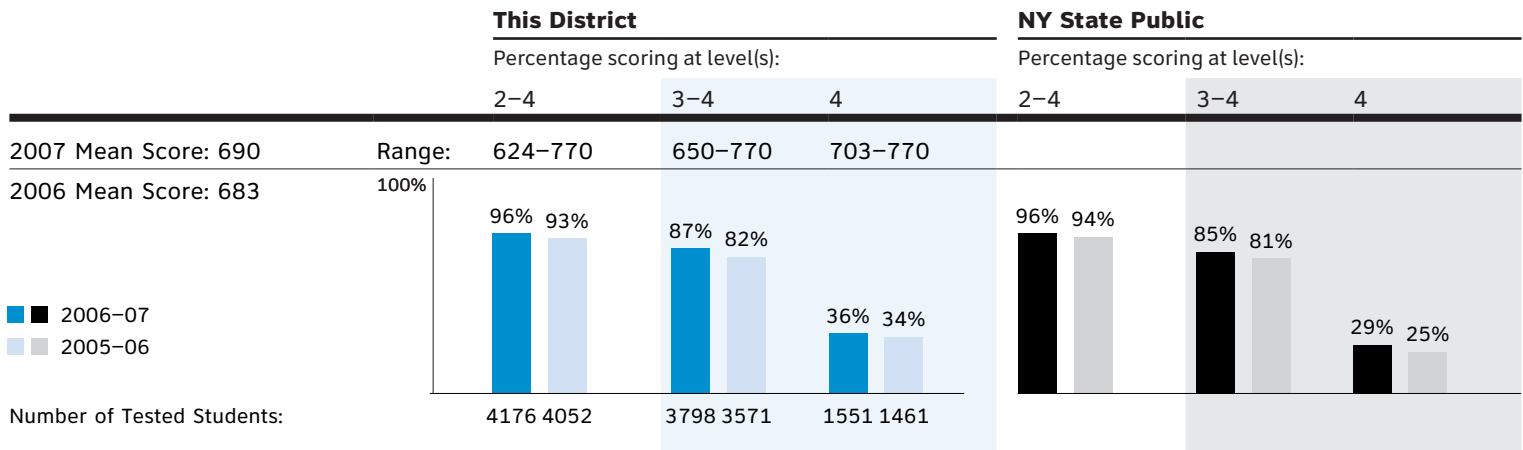
NOTES
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Other Assessments

	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 3 Equivalent	84	84	75	51	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	24	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	4351	96%	87%	36%	4359	93%	82%	34%
Female	2105	96%	88%	37%	2079	94%	83%	34%
Male	2246	96%	87%	35%	2280	92%	81%	33%
American Indian or Alaska Native	18	-	-	-	19	89%	84%	21%
Black or African American	693	93%	74%	18%	654	85%	65%	13%
Hispanic or Latino	970	93%	80%	23%	903	88%	70%	20%
Asian or Native Hawaiian/Other Pacific Islander	330	98%	95%	56%	344	97%	91%	53%
White	2339	98%	93%	43%	2439	96%	89%	41%
Multiracial	1	-	-	-				
Small Group Totals	19	89%	79%	42%				
General-Education Students	3465	99%	94%	42%	3485	98%	90%	40%
Students with Disabilities	886	86%	63%	9%	874	74%	49%	9%
English Proficient	4033	97%	89%	38%	3988	94%	84%	36%
Limited English Proficient	318	89%	68%	10%	371	82%	56%	7%
Economically Disadvantaged	2610	94%	82%	25%	1918	96%	84%	30%
Not Disadvantaged	1741	98%	95%	52%	2441	90%	80%	36%
Migrant								
Not Migrant	4351	96%	87%	36%	4359	93%	82%	34%

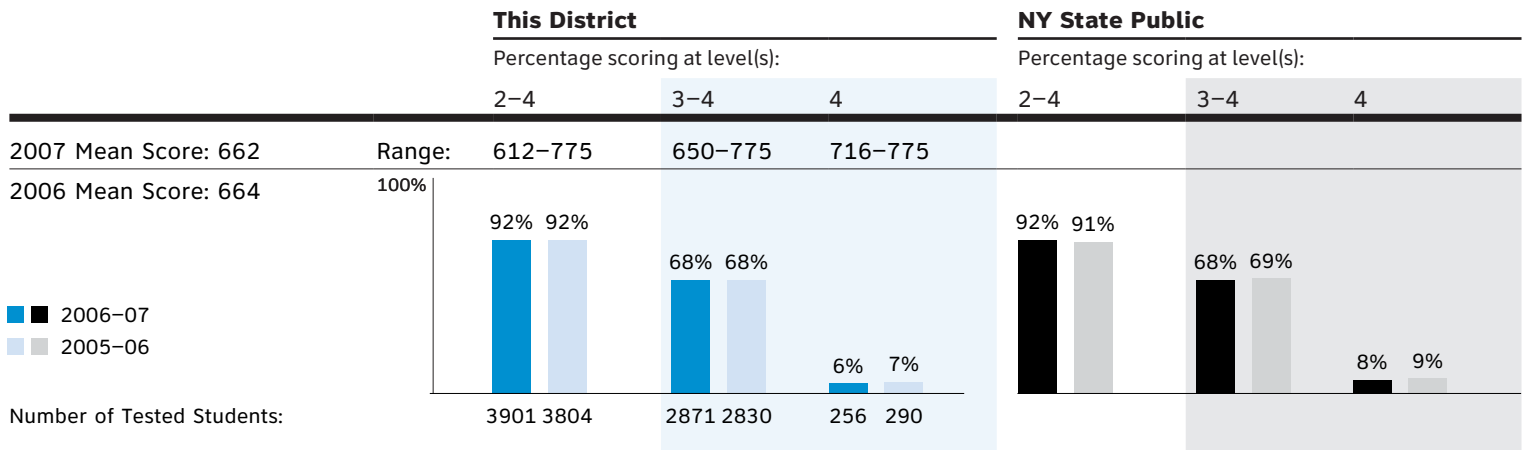
NOTES

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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 3 Equivalent	84	84	76	65	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	4252	92%	68%	6%	4133	92%	68%	7%
Female	2018	94%	72%	7%	2033	95%	72%	9%
Male	2234	89%	64%	5%	2100	89%	65%	5%
American Indian or Alaska Native	18	-	-	-	11	100%	45%	18%
Black or African American	625	85%	49%	1%	606	84%	48%	3%
Hispanic or Latino	883	87%	53%	3%	745	88%	59%	5%
Asian or Native Hawaiian/Other Pacific Islander	337	96%	77%	12%	303	97%	81%	13%
White	2387	95%	76%	8%	2468	95%	75%	8%
Multiracial	2	-	-	-				
Small Group Totals	20	95%	65%	0%				
General-Education Students	3375	98%	77%	8%	3383	98%	77%	8%
Students with Disabilities	877	69%	30%	0%	750	66%	28%	0%
English Proficient	3957	93%	71%	6%	4086	92%	69%	7%
Limited English Proficient	295	69%	21%	0%	47	66%	17%	0%
Economically Disadvantaged	2442	88%	57%	4%	1740	97%	69%	5%
Not Disadvantaged	1810	96%	81%	9%	2393	89%	68%	8%
Migrant								
Not Migrant	4252	92%	68%	6%	4133	92%	68%	7%

NOTES

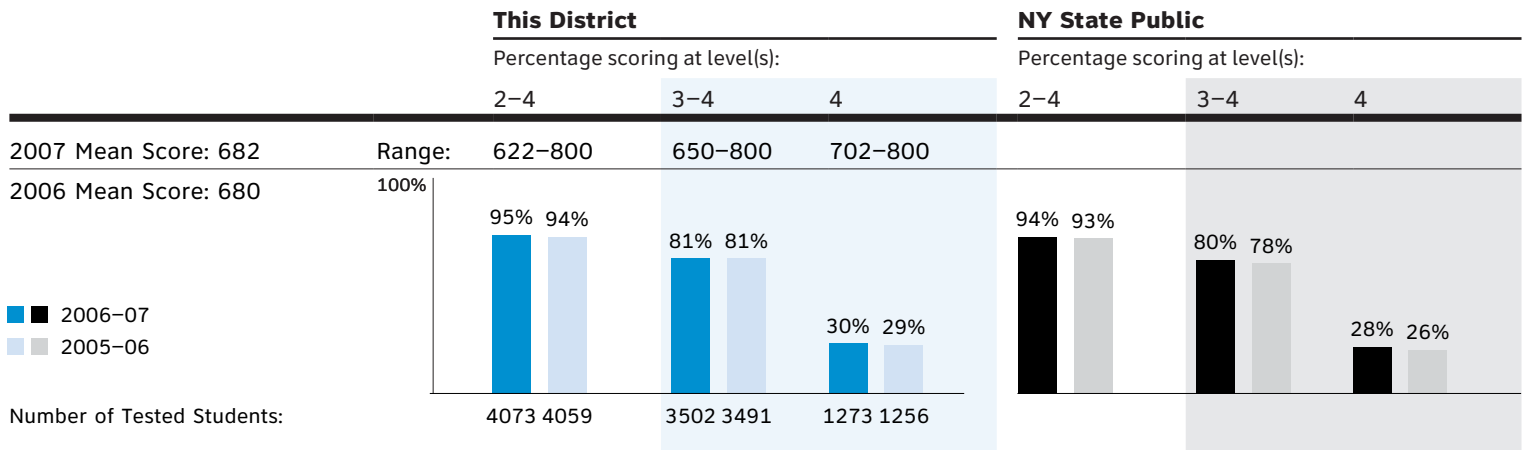
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Other Assessments

	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	80	79	61	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 4	21	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

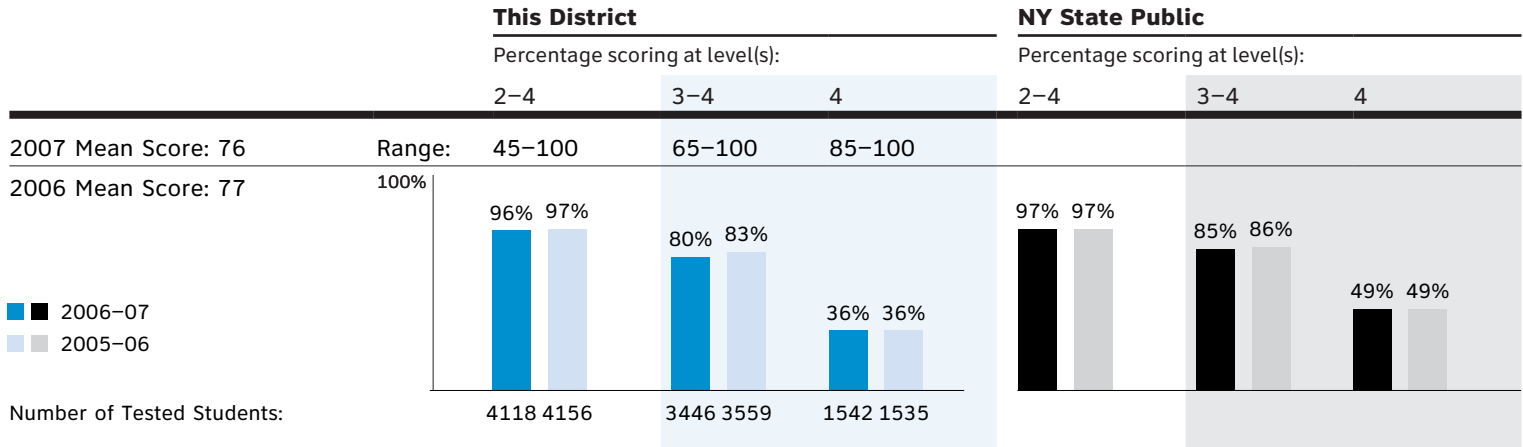
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4302	95%	81%	30%	4331	94%	81%	29%
Female	2047	96%	81%	28%	2128	95%	82%	28%
Male	2255	94%	81%	31%	2203	93%	80%	30%
American Indian or Alaska Native	17	-	-	-	11	100%	55%	36%
Black or African American	627	89%	64%	11%	621	86%	61%	10%
Hispanic or Latino	905	92%	69%	16%	869	90%	69%	17%
Asian or Native Hawaiian/Other Pacific Islander	344	97%	92%	50%	331	97%	92%	47%
White	2407	97%	89%	37%	2499	96%	88%	36%
Multiracial	2	-	-	-				
Small Group Totals	19	89%	84%	16%				
General-Education Students	3418	98%	89%	36%	3527	98%	88%	34%
Students with Disabilities	884	81%	53%	5%	804	76%	48%	5%
English Proficient	3975	96%	84%	32%	4100	95%	82%	30%
Limited English Proficient	327	84%	50%	4%	231	77%	50%	4%
Economically Disadvantaged	2476	93%	75%	21%	1853	97%	82%	24%
Not Disadvantaged	1826	98%	90%	42%	2478	91%	79%	33%
Migrant								
Not Migrant	4302	95%	81%	30%	4331	94%	81%	29%

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	81	78	74	61	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	4289	96%	80%	36%	4294	97%	83%	36%
Female	2043	96%	80%	35%	2115	98%	85%	35%
Male	2246	96%	81%	37%	2179	96%	81%	36%
American Indian or Alaska Native	17	-	-	-	11	100%	82%	45%
Black or African American	622	92%	64%	15%	610	93%	68%	16%
Hispanic or Latino	905	92%	67%	21%	869	94%	71%	22%
Asian or Native Hawaiian/Other Pacific Islander	342	98%	89%	55%	324	98%	93%	54%
White	2401	98%	88%	44%	2480	99%	89%	43%
Multiracial	2	-	-	-				
Small Group Totals	19	95%	79%	37%				
General-Education Students	3416	98%	86%	42%	3512	99%	89%	41%
Students with Disabilities	873	89%	58%	11%	782	89%	57%	11%
English Proficient	3963	97%	84%	38%	4065	98%	85%	37%
Limited English Proficient	326	82%	41%	6%	229	83%	39%	5%
Economically Disadvantaged	2465	94%	73%	27%	1845	98%	84%	29%
Not Disadvantaged	1824	98%	90%	48%	2449	96%	82%	40%
Migrant								
Not Migrant	4289	96%	80%	36%	4294	97%	83%	36%

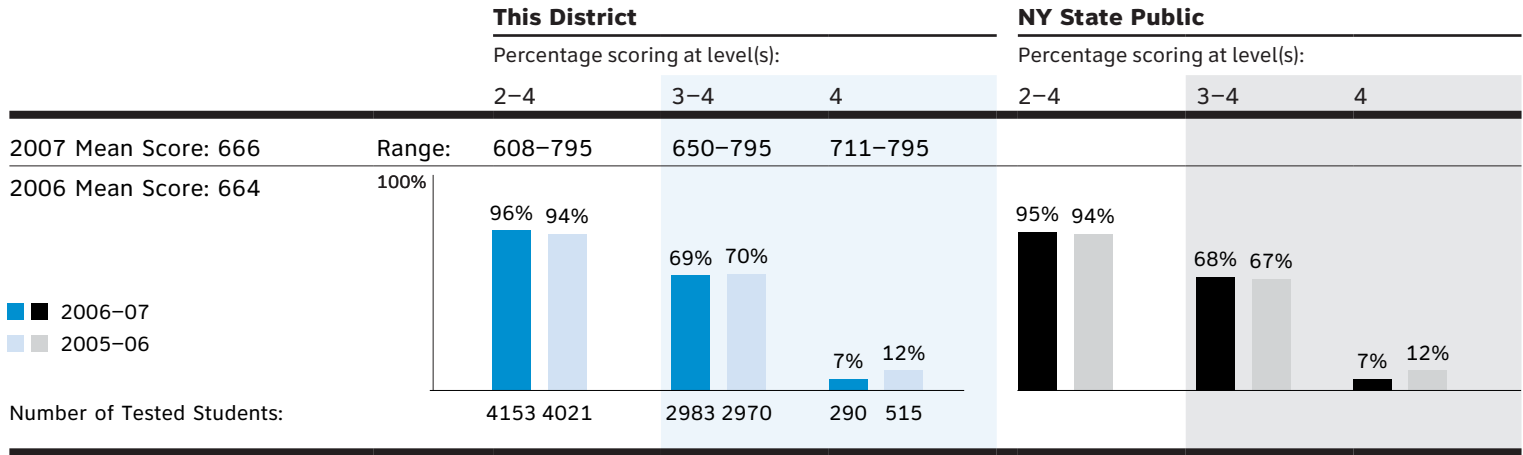
NOTES

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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	80	79	76	64	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	4324	96%	69%	7%	4266	94%	70%	12%
Female	2139	97%	71%	7%	2105	96%	72%	13%
Male	2185	95%	67%	6%	2161	93%	68%	11%
American Indian or Alaska Native	14	100%	71%	0%	17	82%	41%	0%
Black or African American	653	93%	48%	2%	689	89%	48%	4%
Hispanic or Latino	887	93%	55%	3%	759	92%	58%	6%
Asian or Native Hawaiian/Other Pacific Islander	324	98%	82%	12%	312	97%	84%	18%
White	2446	98%	78%	9%	2489	96%	77%	15%
Multiracial								
Small Group Totals								
General-Education Students	3464	99%	78%	8%	3500	99%	79%	15%
Students with Disabilities	860	85%	31%	1%	766	73%	25%	1%
English Proficient	4126	97%	71%	7%	4173	95%	71%	12%
Limited English Proficient	198	75%	21%	0%	93	74%	16%	0%
Economically Disadvantaged	2441	94%	58%	3%	1794	98%	70%	9%
Not Disadvantaged	1883	99%	83%	11%	2472	91%	69%	14%
Migrant								
Not Migrant	4324	96%	69%	7%	4266	94%	70%	12%

NOTES

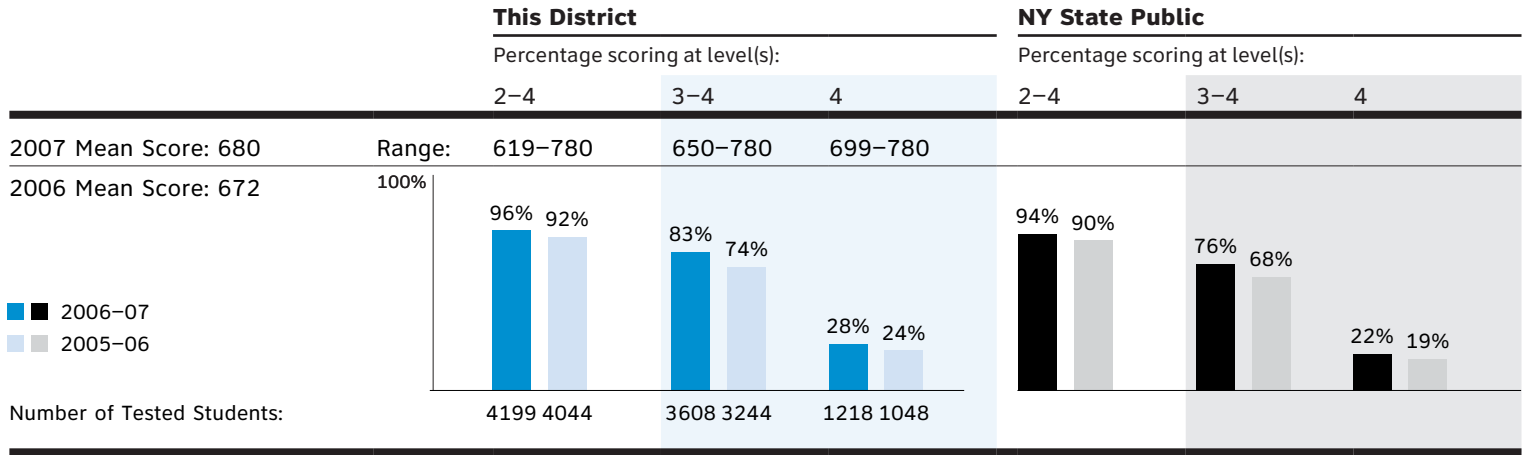
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	74	74	73	60	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	4373	96%	83%	28%	4387	92%	74%	24%
Female	2159	97%	83%	27%	2161	93%	74%	23%
Male	2214	95%	82%	28%	2226	92%	74%	24%
American Indian or Alaska Native	14	93%	71%	21%	17	88%	65%	0%
Black or African American	658	91%	66%	12%	696	81%	51%	7%
Hispanic or Latino	906	93%	74%	16%	826	90%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	333	98%	93%	50%	330	98%	91%	46%
White	2462	98%	89%	34%	2518	95%	82%	30%
Multiracial								
Small Group Totals								
General-Education Students	3515	99%	90%	34%	3610	97%	83%	28%
Students with Disabilities	858	84%	52%	5%	777	69%	32%	3%
English Proficient	4139	97%	84%	29%	4185	93%	75%	25%
Limited English Proficient	234	83%	51%	8%	202	81%	46%	8%
Economically Disadvantaged	2474	94%	76%	19%	1885	96%	76%	20%
Not Disadvantaged	1899	99%	91%	39%	2502	90%	72%	27%
Migrant								
Not Migrant	4373	96%	83%	28%	4387	92%	74%	24%

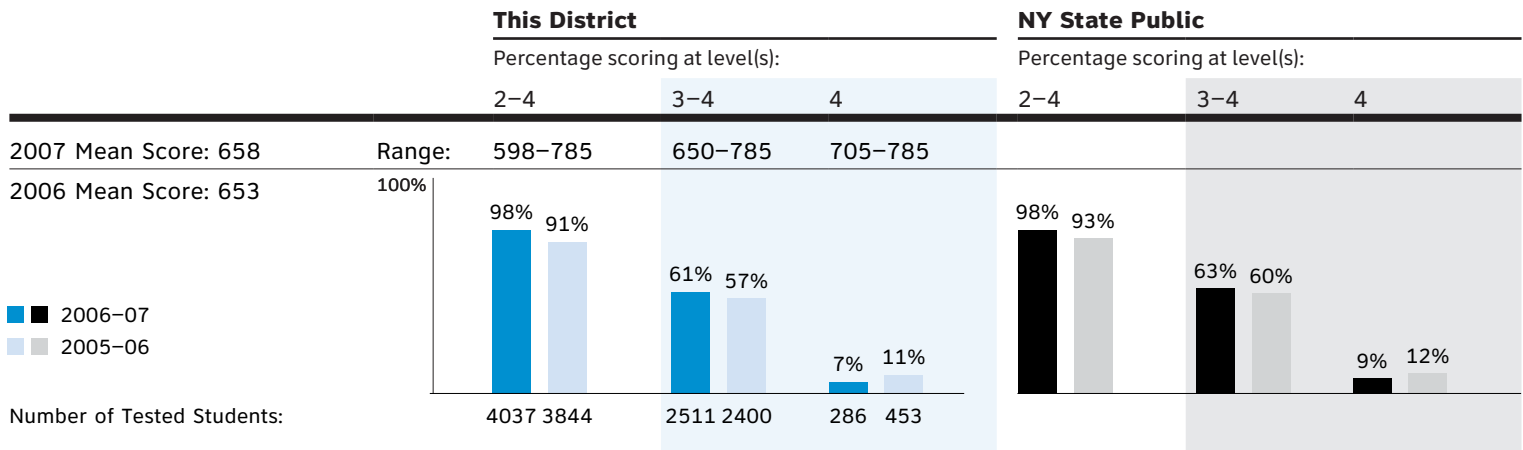
NOTES

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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	75	75	70	63	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	4139	98%	61%	7%	4221	91%	57%	11%
Female	2013	99%	65%	9%	2019	94%	61%	13%
Male	2126	96%	56%	5%	2202	89%	53%	9%
American Indian or Alaska Native	12	-	-	-	16	88%	56%	13%
Black or African American	642	95%	38%	2%	682	83%	33%	3%
Hispanic or Latino	790	96%	45%	3%	795	84%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	320	99%	75%	15%	316	97%	75%	22%
White	2374	99%	70%	9%	2412	95%	66%	13%
Multiracial	1	-	-	-				
Small Group Totals	13	92%	54%	8%				
General-Education Students	3402	99%	70%	8%	3506	97%	66%	13%
Students with Disabilities	737	89%	17%	0%	715	64%	11%	0%
English Proficient	4001	98%	63%	7%	4139	92%	58%	11%
Limited English Proficient	138	86%	7%	0%	82	52%	7%	0%
Economically Disadvantaged	2453	96%	50%	4%	1863	95%	55%	8%
Not Disadvantaged	1686	99%	76%	11%	2358	88%	58%	13%
Migrant								
Not Migrant	4139	98%	61%	7%	4221	91%	57%	11%

NOTES

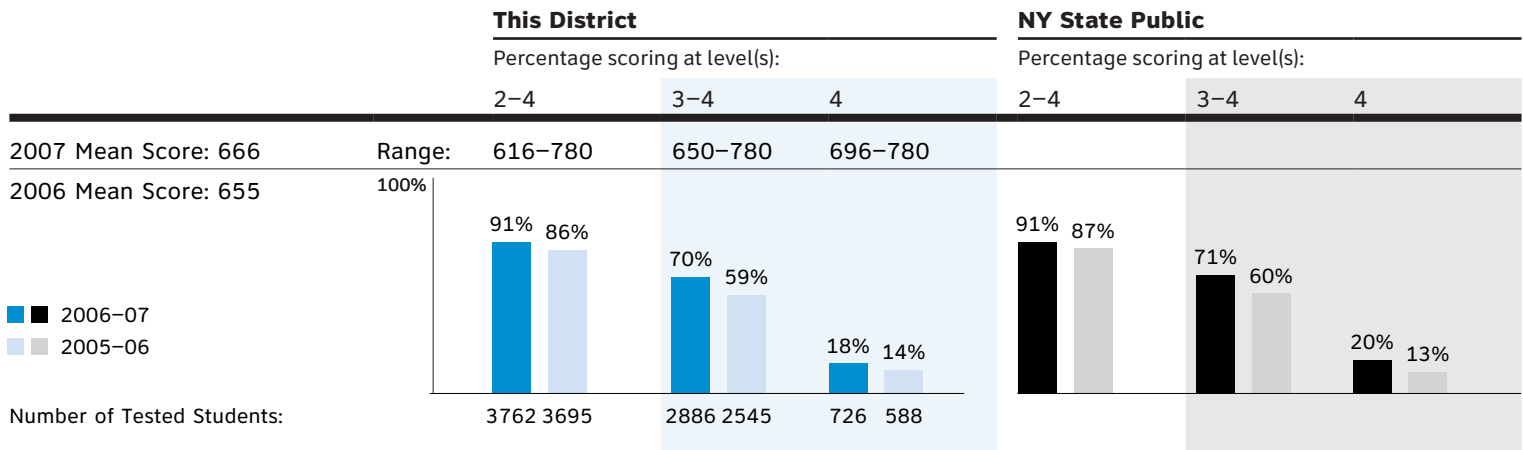
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Other Assessments

	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 6 Equivalent	66	65	61	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 6	17	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	4147	91%	70%	18%	4296	86%	59%	14%
Female	2015	92%	70%	17%	2051	87%	60%	14%
Male	2132	89%	69%	18%	2245	85%	59%	14%
American Indian or Alaska Native	11	-	-	-	15	73%	47%	27%
Black or African American	634	77%	42%	5%	690	69%	31%	4%
Hispanic or Latino	801	88%	56%	8%	833	77%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	323	97%	89%	36%	333	97%	83%	32%
White	2377	95%	79%	22%	2425	93%	70%	16%
Multiracial	1	-	-	-				
Small Group Totals	12	83%	67%	8%				
General-Education Students	3411	96%	78%	21%	3575	93%	68%	16%
Students with Disabilities	736	67%	29%	2%	721	52%	15%	1%
English Proficient	3996	91%	71%	18%	4143	87%	61%	14%
Limited English Proficient	151	74%	34%	4%	153	56%	22%	2%
Economically Disadvantaged	2461	87%	59%	12%	1924	89%	57%	11%
Not Disadvantaged	1686	96%	85%	26%	2372	84%	61%	16%
Migrant								
Not Migrant	4147	91%	70%	18%	4296	86%	59%	14%

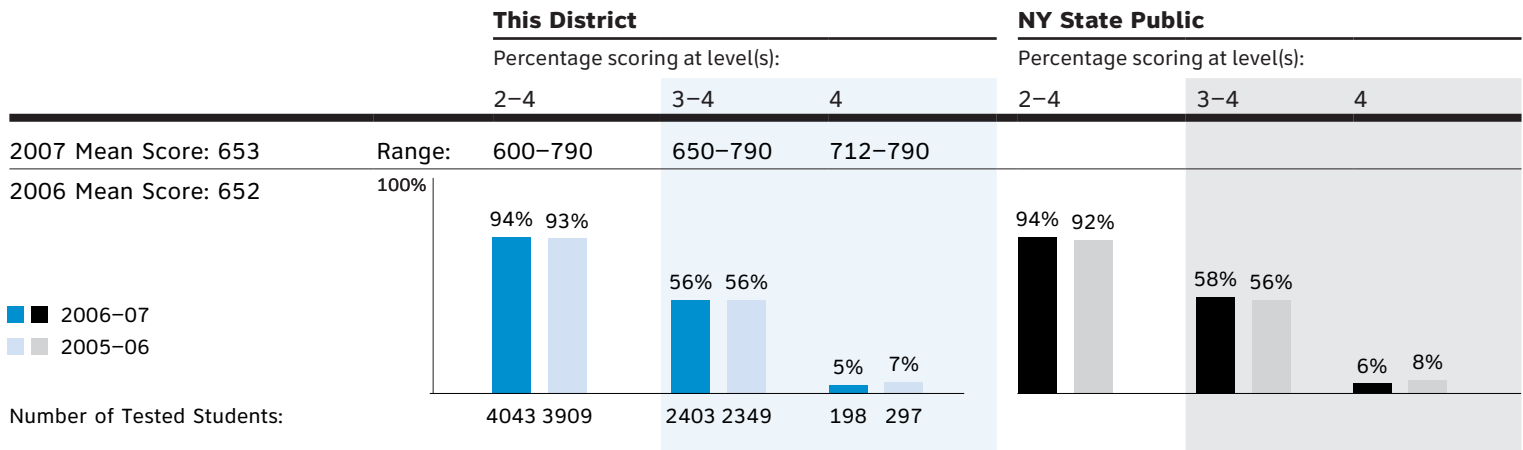
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	67	66	64	48	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	4281	94%	56%	5%	4216	93%	56%	7%
Female	2055	96%	61%	6%	2053	94%	59%	8%
Male	2226	93%	52%	4%	2163	91%	53%	6%
American Indian or Alaska Native	17	100%	59%	6%	29	90%	48%	7%
Black or African American	680	88%	29%	1%	697	84%	31%	2%
Hispanic or Latino	843	90%	40%	2%	758	89%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	342	97%	75%	6%	313	98%	74%	15%
White	2399	97%	67%	6%	2419	96%	65%	9%
Multiracial								
Small Group Totals								
General-Education Students	3561	98%	65%	6%	3532	97%	64%	8%
Students with Disabilities	720	78%	15%	0%	684	71%	15%	1%
English Proficient	4147	96%	58%	5%	4123	93%	57%	7%
Limited English Proficient	134	60%	7%	0%	93	60%	12%	0%
Economically Disadvantaged	2462	92%	45%	2%	1882	95%	54%	5%
Not Disadvantaged	1819	98%	72%	8%	2334	91%	57%	8%
Migrant								
Not Migrant	4281	94%	56%	5%	4216	93%	56%	7%

NOTES

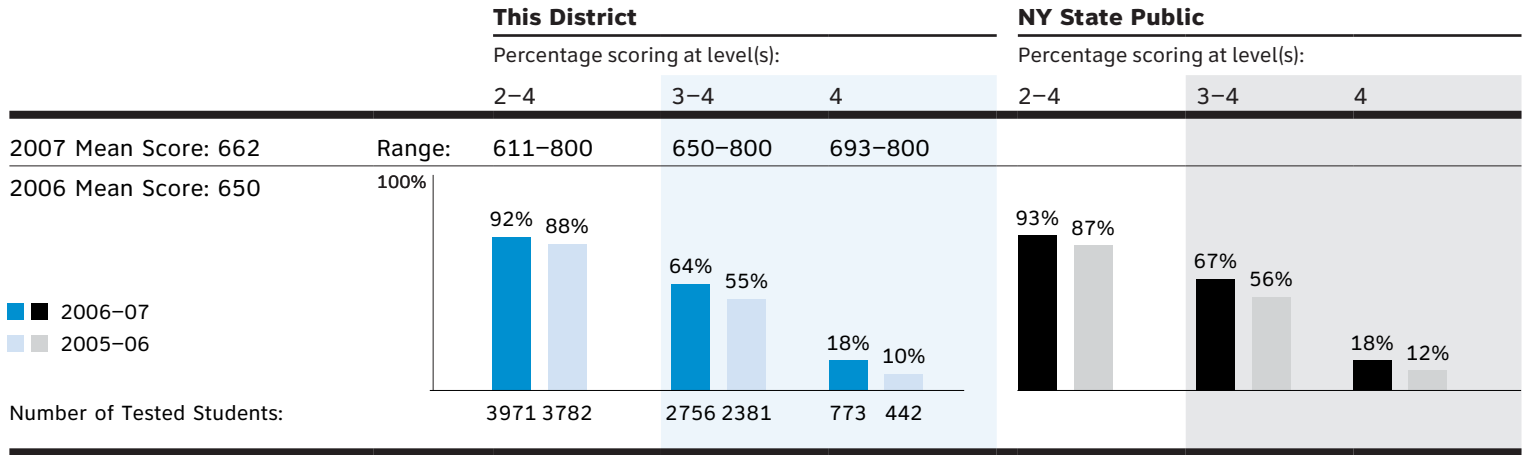
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Other Assessments

	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 7 Equivalent	101	101	89	70	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	22	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4294	92%	64%	18%	4319	88%	55%	10%
Female	2067	93%	66%	18%	2099	88%	56%	10%
Male	2227	92%	63%	18%	2220	87%	55%	10%
American Indian or Alaska Native	18	78%	56%	17%	30	87%	67%	3%
Black or African American	678	80%	36%	5%	701	72%	27%	3%
Hispanic or Latino	849	89%	48%	7%	820	80%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	352	98%	86%	36%	330	98%	81%	26%
White	2397	97%	75%	23%	2438	93%	66%	13%
Multiracial								
Small Group Totals								
General-Education Students	3587	96%	72%	21%	3636	93%	63%	12%
Students with Disabilities	707	72%	22%	1%	683	58%	14%	1%
English Proficient	4141	93%	65%	19%	4129	89%	57%	11%
Limited English Proficient	153	74%	32%	3%	190	64%	24%	2%
Economically Disadvantaged	2470	89%	53%	11%	1959	89%	52%	8%
Not Disadvantaged	1824	97%	79%	27%	2360	86%	58%	13%
Migrant								
Not Migrant	4294	92%	64%	18%	4319	88%	55%	10%

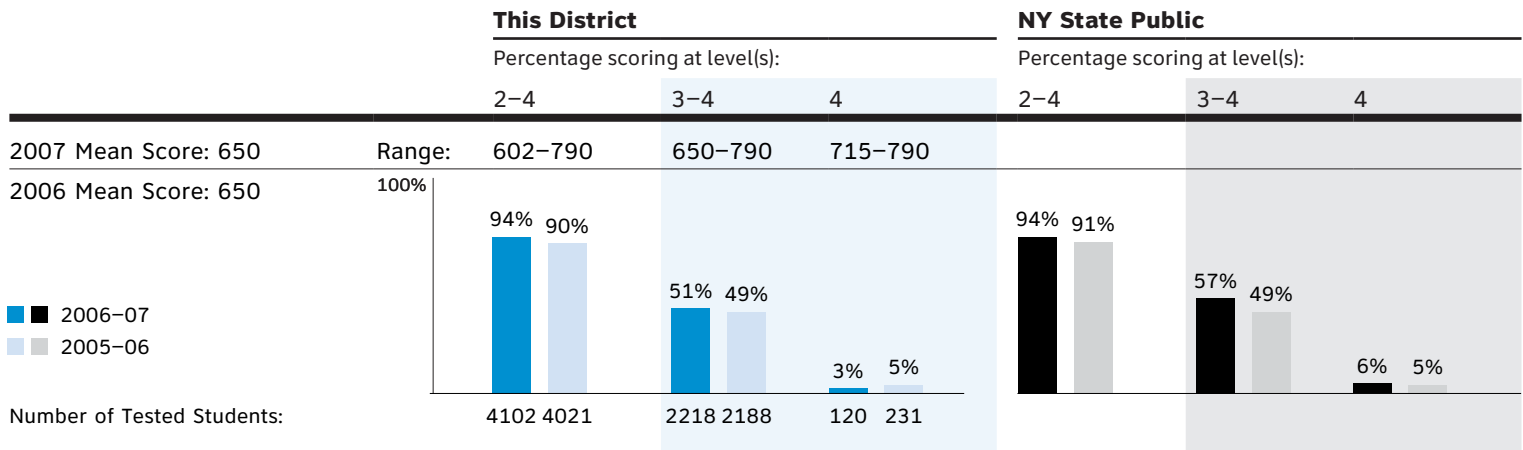
NOTES

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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	101	100	88	62	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 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	4362	94%	51%	3%	4459	90%	49%	5%
Female	2105	96%	57%	3%	2076	92%	55%	7%
Male	2257	92%	45%	2%	2383	88%	44%	4%
American Indian or Alaska Native	18	100%	39%	0%	11	82%	18%	0%
Black or African American	715	88%	32%	1%	714	78%	26%	2%
Hispanic or Latino	864	89%	35%	1%	744	87%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	339	99%	71%	7%	351	94%	68%	11%
White	2426	97%	59%	3%	2639	94%	58%	6%
Multiracial								
Small Group Totals								
General-Education Students	3650	97%	59%	3%	3757	96%	56%	6%
Students with Disabilities	712	77%	11%	0%	702	61%	10%	0%
English Proficient	4205	95%	53%	3%	4398	91%	50%	5%
Limited English Proficient	157	61%	6%	0%	61	49%	5%	0%
Economically Disadvantaged	2516	91%	40%	2%	1850	93%	46%	4%
Not Disadvantaged	1846	98%	65%	4%	2609	88%	51%	6%
Migrant								
Not Migrant	4362	94%	51%	3%	4459	90%	49%	5%

NOTES

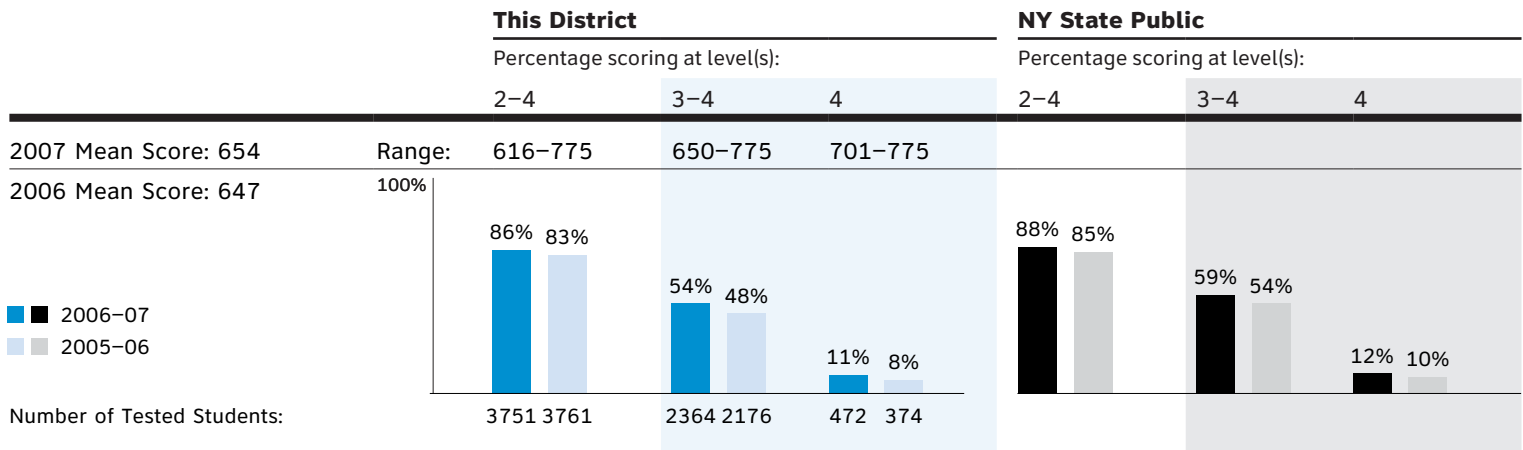
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	77	76	70	51	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	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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	4362	86%	54%	11%	4524	83%	48%	8%
Female	2115	87%	55%	12%	2107	83%	49%	9%
Male	2247	85%	53%	10%	2417	83%	47%	8%
American Indian or Alaska Native	18	89%	50%	6%	12	67%	42%	0%
Black or African American	711	71%	30%	2%	706	63%	20%	1%
Hispanic or Latino	882	78%	35%	3%	786	73%	30%	3%
Asian or Native Hawaiian/Other Pacific Islander	348	97%	82%	34%	370	94%	75%	31%
White	2403	92%	64%	13%	2650	90%	57%	9%
Multiracial								
Small Group Totals								
General-Education Students	3662	92%	61%	13%	3833	89%	55%	10%
Students with Disabilities	700	57%	16%	0%	691	50%	10%	0%
English Proficient	4173	87%	56%	11%	4373	84%	49%	8%
Limited English Proficient	189	65%	23%	1%	151	63%	23%	3%
Economically Disadvantaged	2522	80%	42%	7%	1917	84%	43%	7%
Not Disadvantaged	1840	94%	70%	16%	2607	83%	52%	9%
Migrant								
Not Migrant	4362	86%	54%	11%	4524	83%	48%	8%

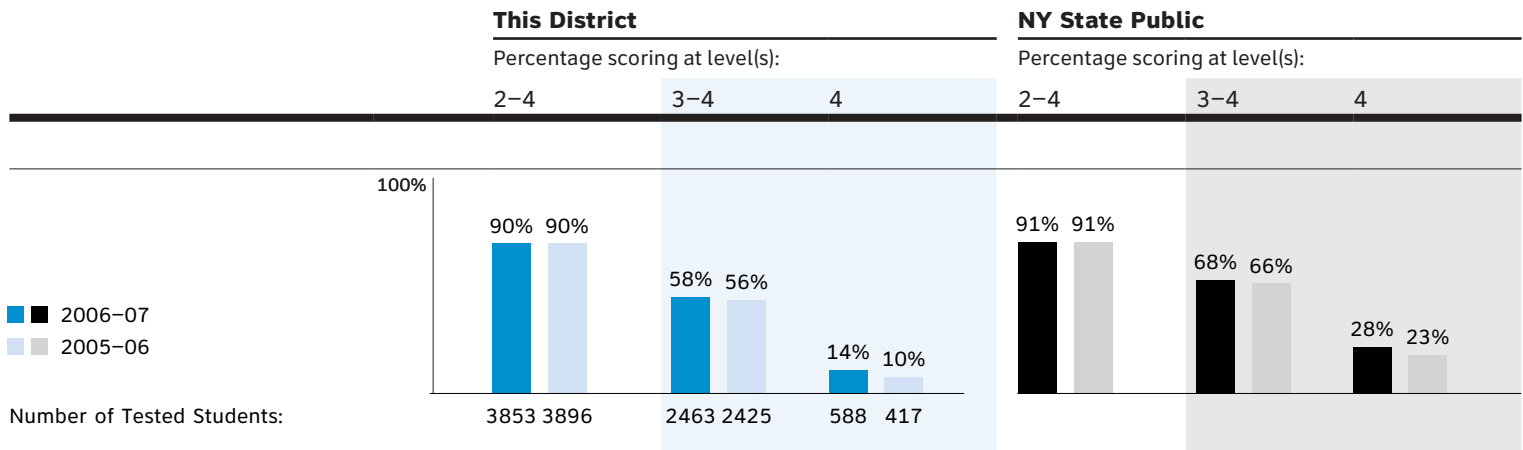
NOTES

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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	77	77	73	48	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	4184	90%	57%	14%	4314	90%	56%	10%
Female	2044	90%	54%	11%	2012	91%	54%	8%
Male	2140	90%	60%	16%	2302	90%	58%	11%
American Indian or Alaska Native	17	82%	47%	18%	11	91%	55%	0%
Black or African American	677	80%	32%	4%	668	77%	31%	2%
Hispanic or Latino	832	84%	42%	6%	747	84%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	343	96%	79%	33%	357	96%	74%	20%
White	2315	95%	67%	16%	2531	95%	65%	12%
Multiracial								
Small Group Totals								
General-Education Students	3536	94%	64%	16%	3668	94%	63%	11%
Students with Disabilities	648	67%	21%	2%	646	68%	19%	3%
English Proficient	4007	91%	59%	14%	4167	91%	58%	10%
Limited English Proficient	177	62%	16%	1%	147	65%	15%	1%
Economically Disadvantaged	2420	86%	47%	9%	1854	91%	53%	6%
Not Disadvantaged	1764	96%	71%	20%	2460	90%	59%	12%
Migrant								
Not Migrant	4184	90%	57%	14%	4314	90%	56%	10%

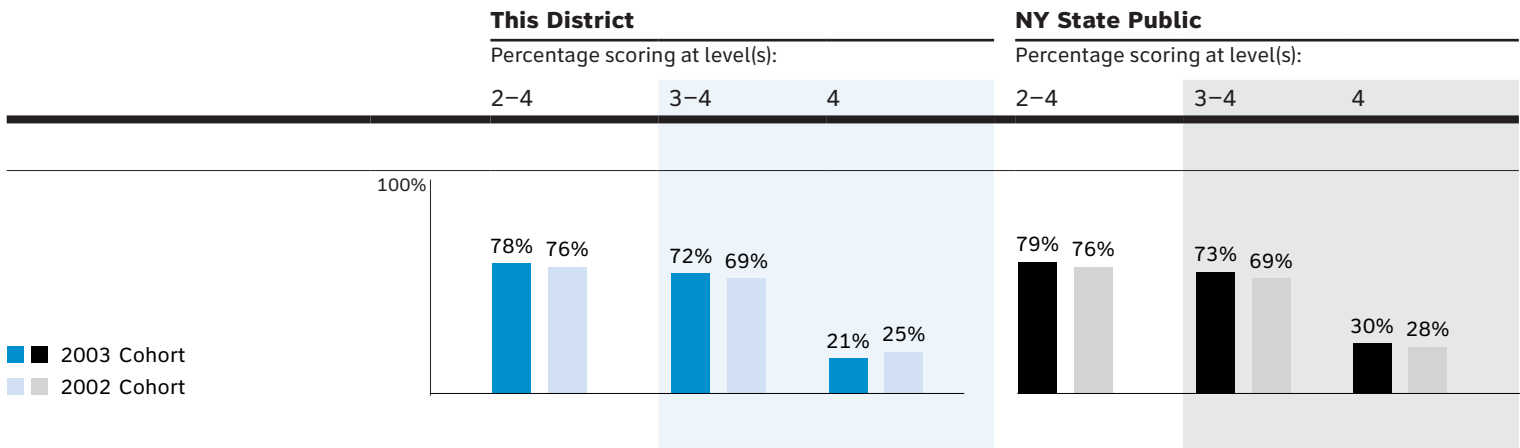
NOTES

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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 8 Equivalent	77	76	72	55	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	92	84	73	20	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	4265	78%	72%	21%	4096	76%	69%	25%
Female	2111	83%	77%	27%	2005	80%	75%	30%
Male	2154	73%	67%	16%	2091	73%	64%	20%
American Indian or Alaska Native	13	–	–	–	8	50%	50%	25%
Black or African American	749	68%	61%	11%	675	63%	55%	12%
Hispanic or Latino	765	68%	61%	15%	700	63%	57%	14%
Asian or Native Hawaiian/Other Pacific Islander	366	90%	86%	37%	319	90%	85%	40%
White	2370	83%	77%	24%	2394	83%	75%	30%
Multiracial	2	–	–	–				
Small Group Totals	15	73%	60%	13%				
General-Education Students	3633	86%	80%	25%	3576	83%	76%	28%
Students with Disabilities	632	35%	28%	3%	520	33%	23%	2%
English Proficient	4192	79%	73%	22%	3935	78%	71%	26%
Limited English Proficient	73	45%	29%	0%	161	32%	22%	2%
Economically Disadvantaged	1554	72%	66%	16%	1131	66%	57%	14%
Not Disadvantaged	2711	81%	75%	25%	2965	81%	74%	29%
Migrant								
Not Migrant					4096	76%	69%	25%

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

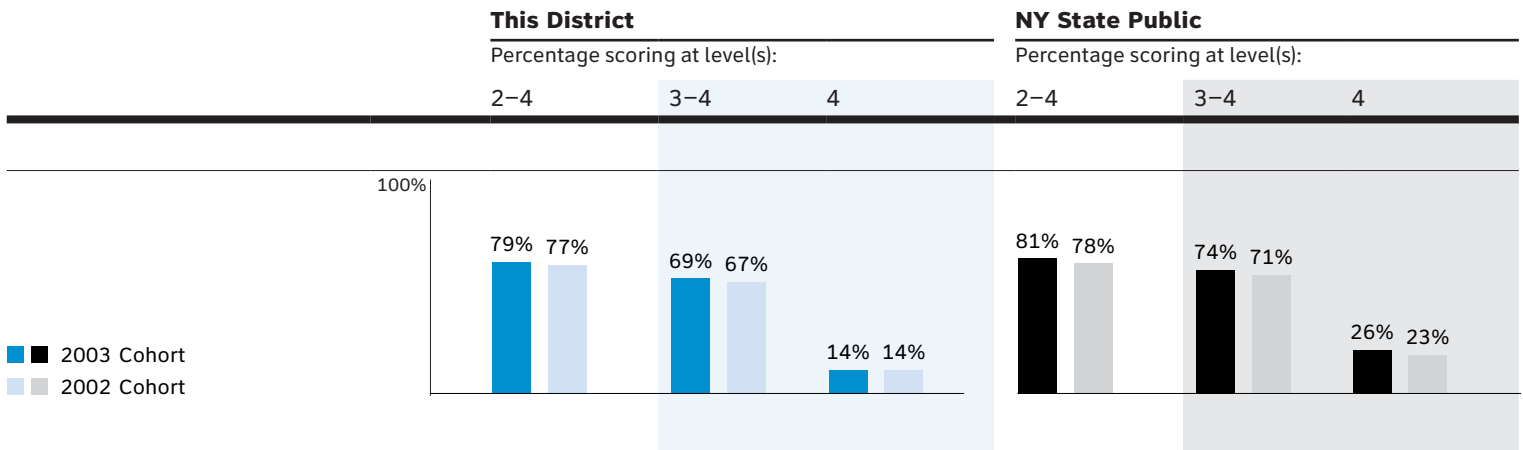
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				33	32	30	22

* 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	4265	79%	69%	14%	4096	77%	67%	14%
Female	2111	82%	73%	15%	2005	80%	69%	14%
Male	2154	75%	66%	14%	2091	74%	64%	13%
American Indian or Alaska Native	13	–	–	–	8	50%	25%	25%
Black or African American	749	68%	56%	6%	675	63%	49%	4%
Hispanic or Latino	765	68%	58%	6%	700	63%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	366	93%	87%	36%	319	92%	86%	32%
White	2370	83%	75%	17%	2394	83%	73%	16%
Multiracial	2	–	–	–				
Small Group Totals	15	73%	60%	13%				
General-Education Students	3633	86%	78%	17%	3576	84%	74%	15%
Students with Disabilities	632	34%	22%	1%	520	31%	17%	1%
English Proficient	4192	79%	70%	15%	3935	78%	68%	14%
Limited English Proficient	73	53%	40%	3%	161	45%	35%	4%
Economically Disadvantaged	1554	72%	62%	11%	1131	64%	54%	7%
Not Disadvantaged	2711	82%	74%	16%	2965	82%	71%	16%
Migrant								
Not Migrant					4096	77%	67%	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				33	31	28	23

* 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*.

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