



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 5**

District ID **31-05-00-01-0000**

Superintendent **YVONNE YOUNG**

Telephone **(212) 769-7500**

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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	392	449	473
Kindergarten	856	813	775
Grade 1	1098	1061	983
Grade 2	1058	1010	1035
Grade 3	1089	981	898
Grade 4	1039	987	857
Grade 5	1087	1008	904
Grade 6	1204	1005	1128
Ungraded Elementary	648	720	763
Grade 7	1363	1141	1024
Grade 8	1304	1261	1054
Grade 9	934	984	1149
Grade 10	735	813	941
Grade 11	415	558	696
Grade 12	367	388	631
Ungraded Secondary	304	352	390
Total K-12	13501	13082	13228

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	25	24	21
Grade 8			
English	28	27	27
Mathematics	28	25	27
Science	29	27	27
Social Studies	28	27	25
Grade 10			
English	27	27	24
Mathematics	27	27	24
Science	26	27	24
Social Studies	26	26	25

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 # 5

District ID 31-05-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	10271	76%	8681	66%	9423	71%
Reduced-Price Lunch	802	6%	681	5%	899	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1511	11%	1489	11%	1417	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	48	0%	50	0%	40	0%
Black or African American	8551	63%	8031	61%	7786	59%
Hispanic or Latino	4652	34%	4768	36%	4875	37%
Asian or Native Hawaiian/Other Pacific Islander	121	1%	121	1%	260	2%
White	129	1%	112	1%	267	2%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	445	3%	535	4%	503	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 # 5

District ID 31-05-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	1068	1022	1111
Percent with No Valid Teaching Certificate	9%	8%	3%
Percent Teaching Out of Certification	19%	12%	14%
Percent with Fewer Than Three Years of Experience	21%	21%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	27%	29%	29%
Total Number of Core Classes	3458	1701	1836
Percent Not Taught by Highly Qualified Teachers	16%	14%	15%
Total Number of Classes	2131	2079	2167
Percent Taught by Teachers Without Appropriate Certification	22%	17%	17%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	35%	28%	
Turnover Rate of All Teachers	23%	21%	

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff		0	0
Total Paraprofessionals*		0	0
Assistant Principals		0	0
Principals		0	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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

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

2006–07	2007–08	2008–09
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	✓	✓	–	✓ ^{SH}	✓	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	✓	✓	–
White	✗	✓	–	✓	✓	–
Multiracial	–	–	–	–	–	–
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	–	✗	✗	–
Limited English Proficient	✓ ^{SH}	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	✓ ^{SH}	✓	–
Student groups making AYP in each subject	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 7	✗ 6 of 7	✓ 1 of 1

Accountability Status Levels

AYP Status

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

Federal


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

State

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

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2008–09)  Improvement (Year 2)

Accountability Measures 7 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 2008-09, the district will be In Need of Improvement (Year 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 2) in 2009-10. [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 2007–08 2008–09	
All Students (7128:6710)			98%		138	132		
Ethnicity								
American Indian or Alaska Native (23:22)	—	—	—	—	—	—	—	
Black or African American (4232:3994)			98%		137	131		
Hispanic or Latino (2689:2531)			98%		139	131		
Asian or Native Hawaiian/Other Pacific Islander (83:72)			96%		160	122		
White (159:86)			92%		138	122		
Multiracial (6:5)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities ⁴ (1875:1737)			96%		104	130	95 114	
Limited English Proficient ⁵ (896:1032)			95%		121	130	110 129	
Economically Disadvantaged (6064:5726)			98%		138	132		
Final AYP Determination		7 of 8						

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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (7163:6667)			99%		155	101	
Ethnicity							
American Indian or Alaska Native (22:20)	—	—	—	—	—	—	—
Black or African American (4245:3957)			99%		149	100	
Hispanic or Latino (2715:2526)			99%		162	100	
Asian or Native Hawaiian/Other Pacific Islander (82:73)			100%		189	91	
White (93:86)			97%		152	91	
Multiracial (6:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1869:1705)			96%		116	99	
Limited English Proficient ⁵ (914:1064)			99%		154	99	
Economically Disadvantaged (6083:5688)			99%		155	101	
Final AYP Determination	 8 of 8						

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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (2365:2137)		Qualified		96%		136	100	
Ethnicity								
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—	—
Black or African American (1407:1265)		Qualified		96%		133	100	
Hispanic or Latino (898:820)		Qualified		97%		141	100	
Asian or Native Hawaiian/Other Pacific Islander (24:22)	—	—	—	—	—	—	—	—
White (25:21)	—	—	—	—	—	—	—	—
Multiracial (4:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (606:530)		Qualified		92%		115	100	
Limited English Proficient ⁴ (296:330)		Qualified		98%		126	100	
Economically Disadvantaged (1985:1807)		Qualified		97%		136	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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 (2008–09)  Improvement (Year 2)

Accountability Measures 6 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 2) in 2009-10. [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 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (689:721)			98%		161	161	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (374:403)			96%		153	160	152 158
Hispanic or Latino (231:234)			99%		162	158	
Asian or Native Hawaiian/Other Pacific Islander (36:37)		—	—		200	149	
White (40:38)			100%		189	149	
Multiracial (7:8)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (127:71)			86%		80	154	95 [‡] 92
Limited English Proficient ⁴ (24:22)	—	—	—	—	—	—	—
Economically Disadvantaged (376:418)			97%		158	160	150 162
Final AYP Determination		6 of 7					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 6 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (689:721)			98%		166	155	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (374:403)			98%		160	154	
Hispanic or Latino (231:234)			99%		167	152	
Asian or Native Hawaiian/Other Pacific Islander (36:37)		—	—		195	143	
White (40:38)			100%		192	143	
Multiracial (7:8)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (127:71)			90%		86	148	104 [‡] 97
Limited English Proficient ⁴ (24:22)	—	—	—	—	—	—	—
Economically Disadvantaged (376:418)			98%		163	154	
Final AYP Determination	 6 of 7						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2007–08	2008–09
All Students (468)			68%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (342)			73%	55%		
Hispanic or Latino (118)			55%	55%		
Asian or Native Hawaiian/Other Pacific Islander (4)	–		–	–		
White (2)	–		–	–		
Multiracial (2)						
Other Groups						
Students with Disabilities (66)			17%	55%	19%	18%
Limited English Proficient ³ (25)			–	–		
Economically Disadvantaged (406)			72%	55%		
Final AYP Determination  1 of 1						

NOTES

- Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.
- Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.
- 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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

▲ Good Standing

18 schools identified 58% of total

ACADEMY FOR SOCIAL ACTION-A COLLEGE BOARD SCHOOL
ACADEMY OF COLLABORATIVE EDUCATION
FREDERICK DOUGLASS ACADEMY
HARLEM RENAISSANCE HIGH SCHOOL
KNOWLEDGE AND POWER PREP ACADEMY IV
KNOWLEDGE AND POWER PREPARATORY ACADEMY II
MOTT HALL HIGH SCHOOL
PS 123 MAHALIA JACKSON SCHOOL
PS 129 JOHN H FINLEY SCHOOL
PS 133 FRED R MOORE SCHOOL
PS 154 HARRIET TUBMAN SCHOOL
PS 175 HENRY H GARNET SCHOOL
PS 197 JOHN B RUSSWURM SCHOOL
PS 30 R HERNANDEZ/L HUGHES SCHOOL
PS 36 MARGARET DOUGLAS SCHOOL
THURGOOD MARSHALL ACADEMY FOR LEARNING & SOCIAL CHANGE
THURGOOD MARSHALL ACADEMY LOWER SCHOOL
URBAN ASSEMBLY FOR THE PERFORMING ARTS

▲ Improvement (Year 1)

5 schools identified 16% of total

BREAD & ROSES INTEGRATED ARTS HIGH SCHOOL
CHOIR ACADEMY OF HARLEM
PS 194 COUNTEE CULLEN SCHOOL
PS 46 ARTHUR TAPPAN SCHOOL
PS 92 MARY M BETHUNE SCHOOL

▲ Improvement (Year 2)

1 school identified 3% of total

PS 161 PEDRO ALBIZU CAMPOS SCHOOL

▲ Corrective Action

1 school identified 3% of total

PS 200 JAMES M SMITH SCHOOL

▲ Planning for Restructuring

2 schools identified 6% of total

IS 286 RENAISSANCE MILITARY & LEADERSHIP ACADEMY
POWELL MIDDLE SCHOOL FOR LAW AND SOCIAL JUSTICE

▲ Restructuring (Year 4)

2 schools identified 6% of total

IS 195 ROBERTO CLEMENTE SCHOOL
PS 125 RALPH BUNCHE SCHOOL

New York State Status

■ Good Standing

2 schools identified 6% of total







COLUMBIA SECONDARY SCHOOL
HIGH SCHOOL MATH SCIENCE AND ENGINEERING AT CCNY







District NEW YORK CITY GEOGRAPHIC DISTRICT # 5



District ID 31-05-00-01-0000



Summary of 2007–08 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	43%			1035
Grade 4	45%			1026
Grade 5	55%			1062
Grade 6	48%			1285
Grade 7	52%			1181
Grade 8	30%			1221

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	76%			1070
Grade 4	67%			1045
Grade 5	61%			1084
Grade 6	66%			1309
Grade 7	60%			1194
Grade 8	46%			1236

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	55%			1031
Grade 8	38%			1189

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	68%			806
Mathematics	69%			806

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.

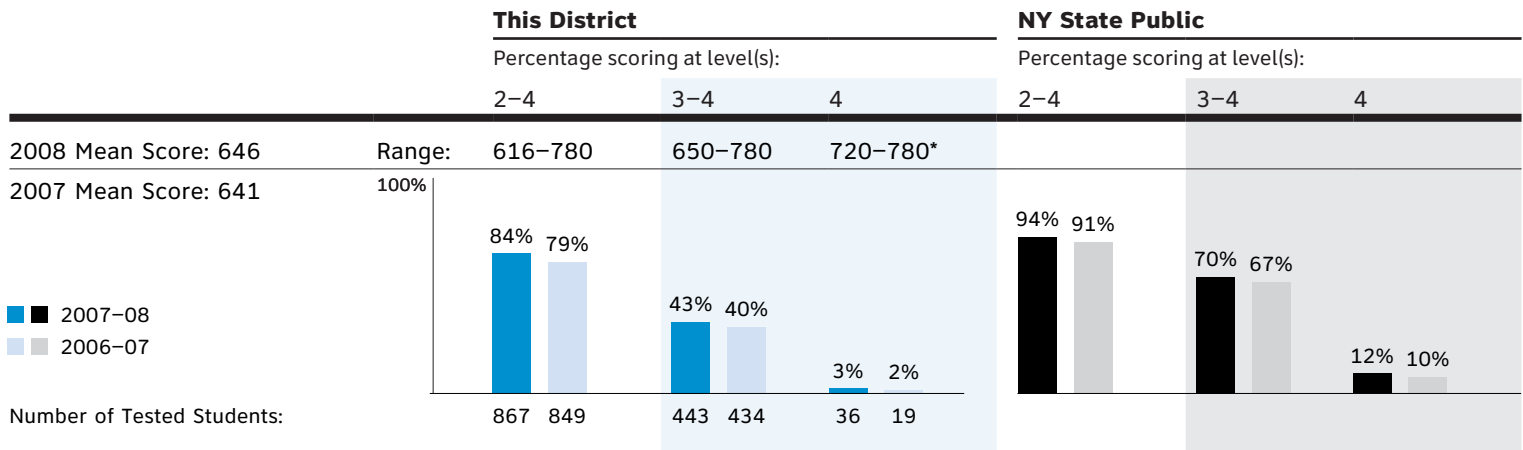
In this section, this district's performance is compared with that of public schools statewide.

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

	2007-08 School Year				2006-07 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	1035	84%	43%	3%	1079	79%	40%	2%
Female	462	88%	45%	4%	529	83%	48%	2%
Male	573	80%	41%	3%	550	75%	33%	1%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	616	85%	46%	3%	700	79%	42%	2%
Hispanic or Latino	386	82%	39%	5%	361	77%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	41%	6%	8	88%	50%	13%
White	10	70%	30%	0%	6	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	6	100%	17%	0%	10	70%	30%	0%
General-Education Students	761	93%	51%	4%	848	86%	46%	2%
Students with Disabilities	274	58%	20%	1%	231	52%	17%	0%
English Proficient	870	85%	47%	4%	913	81%	43%	2%
Limited English Proficient	165	76%	19%	1%	166	67%	23%	0%
Economically Disadvantaged	894	84%	42%	4%	1009	78%	40%	2%
Not Disadvantaged	141	84%	48%	3%	70	83%	40%	0%
Migrant								
Not Migrant	1035	84%	43%	3%	1079	79%	40%	2%

NOTES

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

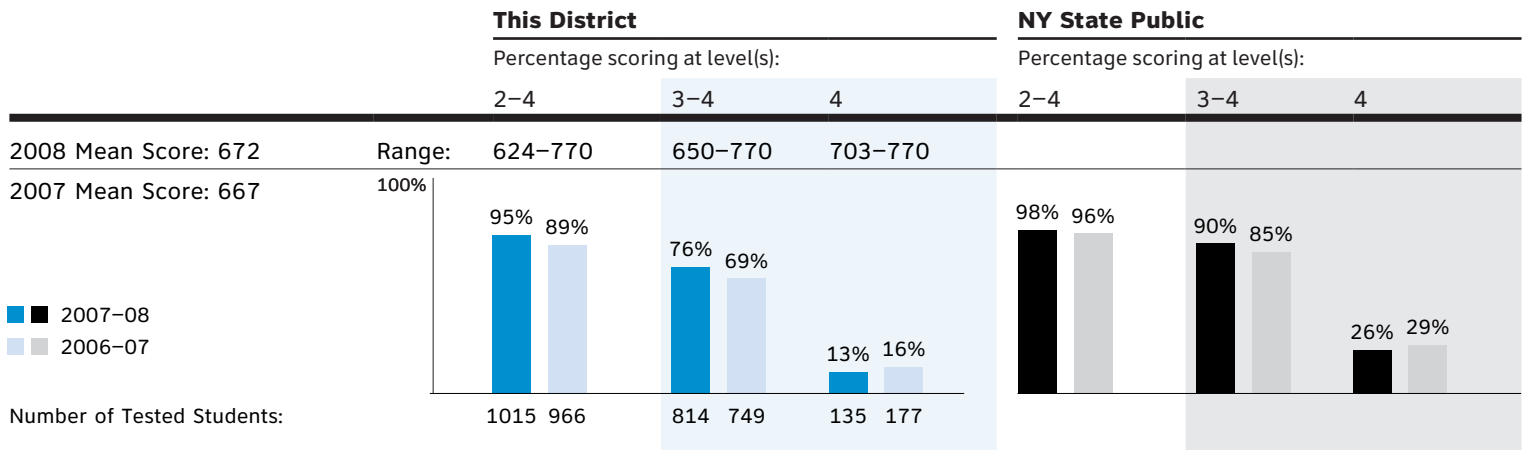
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	22	20	18	17	30	30	28	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	14	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

	2007-08 School Year				2006-07 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	1070	95%	76%	13%	1080	89%	69%	16%
Female	473	96%	78%	13%	538	90%	68%	17%
Male	597	94%	75%	13%	542	89%	70%	15%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	624	94%	75%	10%	694	89%	67%	16%
Hispanic or Latino	408	96%	78%	17%	366	91%	73%	16%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	94%	22%	7	-	-	-
White	14	93%	79%	14%	9	78%	67%	0%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	83%	50%	17%	11	91%	73%	36%
General-Education Students	793	98%	85%	16%	849	93%	75%	20%
Students with Disabilities	277	87%	51%	4%	231	77%	49%	5%
English Proficient	882	95%	77%	13%	897	90%	71%	18%
Limited English Proficient	188	94%	72%	10%	183	85%	61%	9%
Economically Disadvantaged	929	95%	75%	12%	1003	90%	70%	16%
Not Disadvantaged	141	94%	81%	16%	77	86%	60%	19%
Migrant								
Not Migrant	1070	95%	76%	13%	1080	89%	69%	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

	2007-08 School Year				2006-07 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	22	21	18	12	30	30	27	23

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
2008 Mean Score: 641	612-775	650-775	716-775			
2007 Mean Score: 641						
Number of Tested Students:	866	941	466	460	20	20

Results by Student Group

	2007-08 School Year				2006-07 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	1026	84%	45%	2%	1128	83%	41%	2%
Female	499	90%	51%	3%	561	86%	42%	3%
Male	527	79%	40%	1%	567	81%	39%	1%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	641	84%	45%	2%	722	86%	42%	2%
Hispanic or Latino	364	85%	46%	1%	386	80%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	60%	0%	7	-	-	-
White	6	67%	33%	0%	11	64%	27%	0%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	60%	0%	9	89%	56%	33%
General-Education Students	747	91%	54%	3%	863	92%	49%	2%
Students with Disabilities	279	66%	24%	0%	265	56%	14%	0%
English Proficient	866	87%	49%	2%	952	87%	45%	2%
Limited English Proficient	160	71%	28%	0%	176	64%	20%	0%
Economically Disadvantaged	898	85%	45%	2%	1040	83%	40%	2%
Not Disadvantaged	128	84%	48%	3%	88	88%	53%	1%
Migrant								
Not Migrant	1026	84%	45%	2%	1128	83%	41%	2%

NOTES

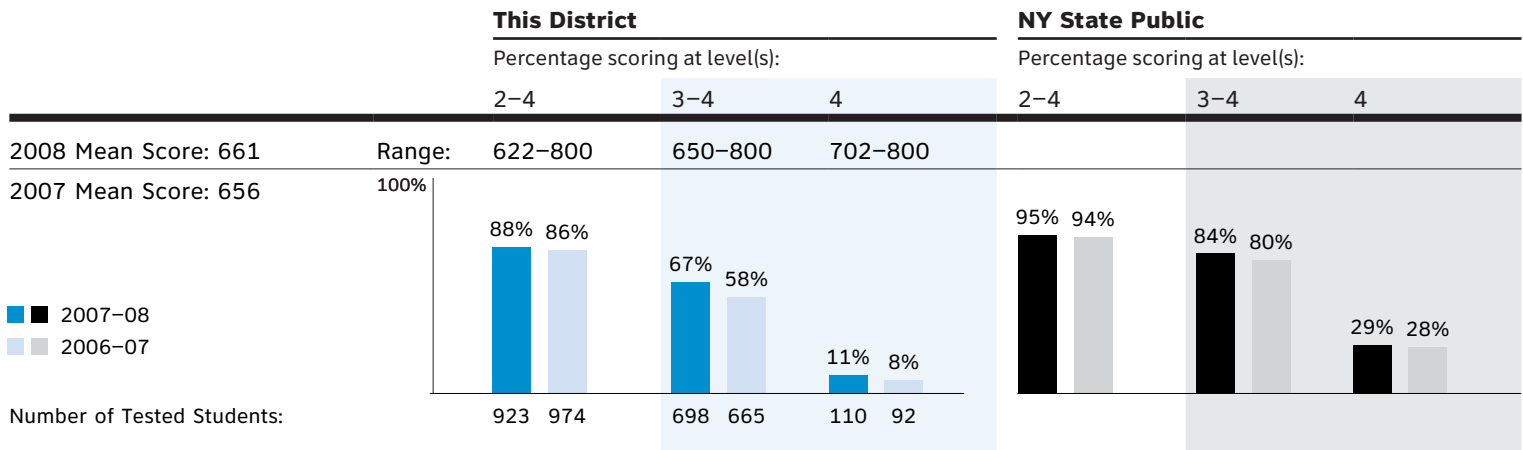
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Other Assessments

	2007-08 School Year				2006-07 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	33	31	24	16	9	9	9	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	N/A	N/A	N/A	20	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

	2007-08 School Year				2006-07 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	1045	88%	67%	11%	1137	86%	58%	8%
Female	508	90%	68%	12%	571	88%	59%	8%
Male	537	87%	66%	9%	566	84%	58%	9%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	644	87%	65%	10%	724	85%	56%	8%
Hispanic or Latino	377	90%	70%	11%	393	87%	63%	8%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	77%	23%	6	-	-	-
White	6	100%	50%	0%	11	82%	55%	0%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	20%	9	78%	56%	22%
General-Education Students	767	93%	74%	13%	875	93%	68%	10%
Students with Disabilities	278	75%	46%	4%	262	61%	28%	1%
English Proficient	873	89%	69%	12%	943	87%	60%	9%
Limited English Proficient	172	84%	55%	3%	194	80%	53%	3%
Economically Disadvantaged	913	89%	67%	10%	1043	86%	58%	8%
Not Disadvantaged	132	86%	67%	13%	94	85%	68%	10%
Migrant								
Not Migrant	1045	88%	67%	11%	1137	86%	58%	8%

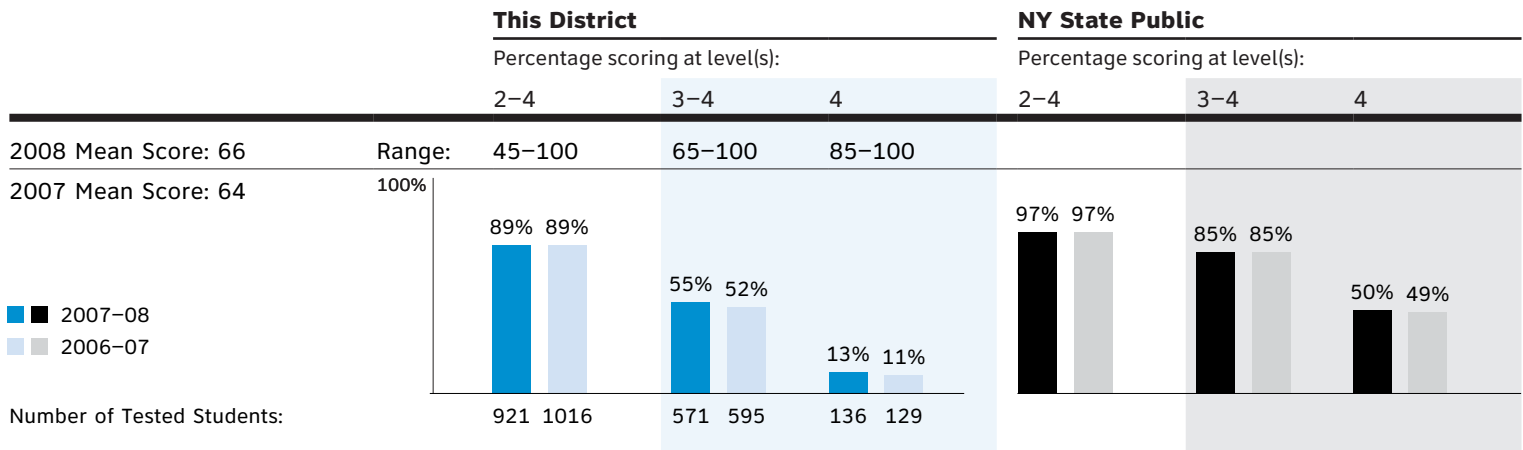
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	33	33	30	15	9	9	9	9

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	1031	89%	55%	13%	1136	89%	52%	11%
Female	502	91%	55%	13%	572	90%	53%	11%
Male	529	88%	55%	13%	564	89%	51%	11%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	634	89%	54%	11%	713	91%	51%	11%
Hispanic or Latino	373	90%	58%	17%	400	87%	53%	12%
Asian or Native Hawaiian/Other Pacific Islander	12	75%	58%	33%	7	-	-	-
White	6	83%	50%	0%	13	92%	69%	15%
Multiracial	2	-	-	-				
Small Group Totals	6	67%	67%	17%	10	90%	70%	40%
General-Education Students	762	93%	60%	15%	875	93%	60%	14%
Students with Disabilities	269	80%	43%	8%	261	76%	28%	4%
English Proficient	863	92%	58%	15%	938	91%	56%	13%
Limited English Proficient	168	78%	40%	5%	198	80%	37%	3%
Economically Disadvantaged	893	89%	55%	13%	1043	89%	52%	11%
Not Disadvantaged	138	91%	57%	12%	93	92%	59%	15%
Migrant								
Not Migrant	1031	89%	55%	13%	1136	89%	52%	11%

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

	2007-08 School Year				2006-07 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	33	29	28	23	10	10	9	7

This District's Results in Grade 5 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
2008 Mean Score: 650	608-795	650-795	711-795			
2007 Mean Score: 642						
Number of Tested Students:	1030	584	4			

	2007-08	2006-07
2-4	97%	90%
3-4	55%	39%
4	0%	1%

Results by Student Group

	2007-08 School Year			2006-07 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	1062	97%	55%	0%	1143	90%	39%	1%
Female	527	98%	57%	0%	518	92%	42%	1%
Male	535	96%	53%	0%	625	89%	36%	1%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	659	97%	54%	0%	714	91%	41%	1%
Hispanic or Latino	377	97%	57%	0%	411	88%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	11	100%	36%	0%
White	16	94%	50%	0%	4	-	-	-
Multiracial								
Small Group Totals	10	100%	50%	20%	7	86%	14%	0%
General-Education Students	761	99%	64%	1%	879	96%	46%	1%
Students with Disabilities	301	91%	33%	0%	264	70%	16%	1%
English Proficient	923	97%	58%	0%	991	92%	42%	1%
Limited English Proficient	139	94%	34%	0%	152	77%	18%	0%
Economically Disadvantaged	918	97%	55%	0%	1048	90%	38%	1%
Not Disadvantaged	144	98%	56%	1%	95	94%	47%	0%
Migrant								
Not Migrant	1062	97%	55%	0%	1143	90%	39%	1%

NOTES

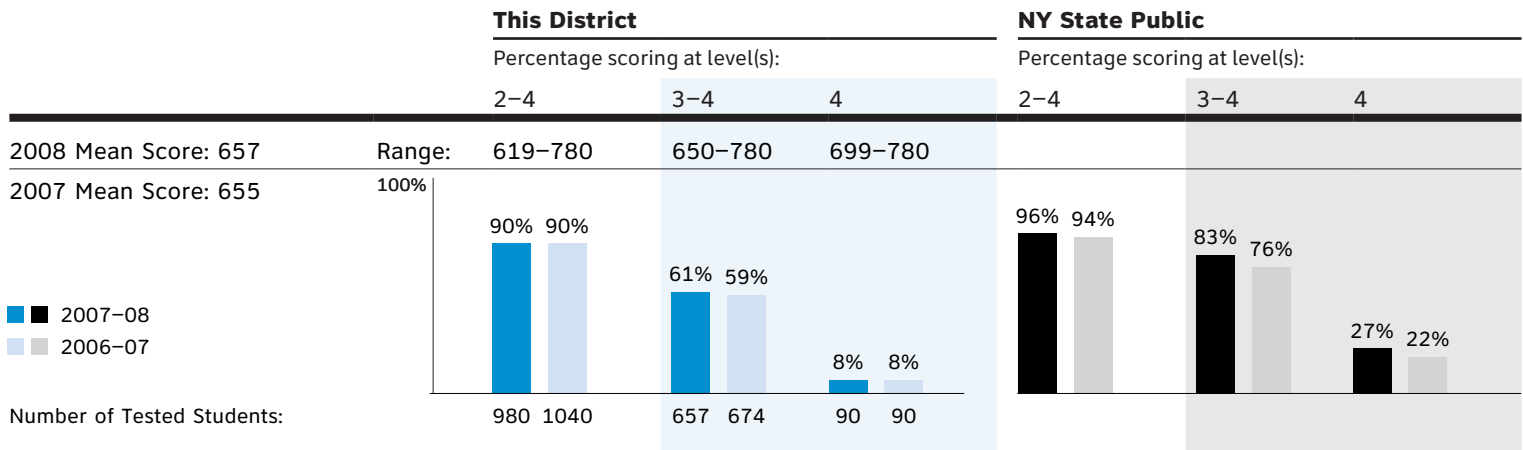
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Other Assessments

	2007-08 School Year			2006-07 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	9	8	8	4	28	28	27	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	11	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

	2007-08 School Year				2006-07 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	1084	90%	61%	8%	1152	90%	59%	8%
Female	539	92%	63%	7%	520	91%	61%	9%
Male	545	88%	58%	9%	632	89%	57%	7%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	666	90%	56%	8%	709	91%	56%	6%
Hispanic or Latino	391	91%	68%	9%	423	90%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	12	92%	75%	25%
White	16	81%	63%	0%	4	-	-	-
Multiracial								
Small Group Totals	11	100%	64%	45%	8	75%	13%	13%
General-Education Students	785	95%	71%	11%	891	96%	66%	10%
Students with Disabilities	299	77%	34%	1%	261	70%	32%	1%
English Proficient	930	92%	62%	9%	985	92%	59%	7%
Limited English Proficient	154	83%	55%	3%	167	83%	53%	11%
Economically Disadvantaged	937	91%	61%	8%	1051	90%	58%	8%
Not Disadvantaged	147	88%	61%	8%	101	89%	68%	2%
Migrant								
Not Migrant	1084	90%	61%	8%	1152	90%	59%	8%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	9	9	5	30	30	28	26

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 649	598-785	650-785	705-785			
2007 Mean Score: 644						
Number of Tested Students:	1266 1083	621 449	8 20			

Results by Student Group

	2007-08 School Year				2006-07 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	1285	99%	48%	1%	1138	95%	39%	2%
Female	595	99%	54%	1%	576	98%	46%	3%
Male	690	98%	43%	1%	562	93%	33%	0%
American Indian or Alaska Native	3	-	-	-	6	83%	17%	0%
Black or African American	730	98%	44%	0%	672	95%	37%	1%
Hispanic or Latino	502	99%	51%	0%	443	96%	42%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	78%	6%	11	91%	64%	0%
White	30	100%	83%	7%	6	83%	33%	0%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	60%	20%				
General-Education Students	996	100%	55%	1%	916	98%	46%	2%
Students with Disabilities	289	94%	24%	0%	222	82%	11%	0%
English Proficient	1159	99%	51%	1%	1036	96%	42%	2%
Limited English Proficient	126	98%	24%	0%	102	85%	12%	0%
Economically Disadvantaged	1096	98%	49%	1%	1049	95%	39%	2%
Not Disadvantaged	189	99%	45%	0%	89	96%	42%	1%
Migrant								
Not Migrant	1285	99%	48%	1%	1138	95%	39%	2%

NOTES

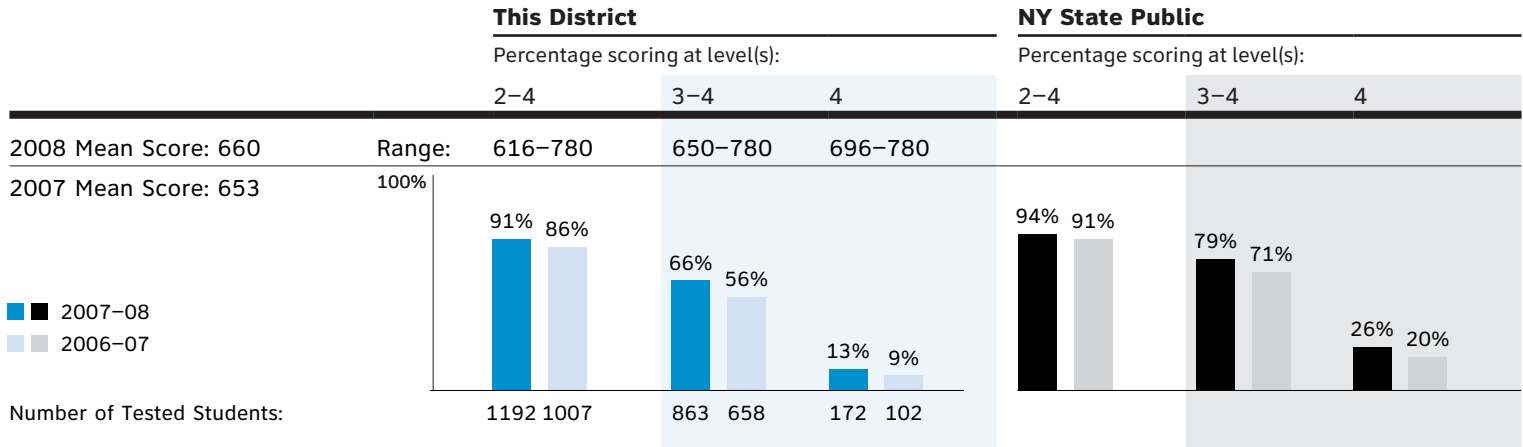
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Other Assessments

	2007-08 School Year				2006-07 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	34	32	31	23	16	14	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	13	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

	2007-08 School Year				2006-07 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	1309	91%	66%	13%	1166	86%	56%	9%
Female	604	93%	69%	16%	584	90%	63%	11%
Male	705	90%	63%	10%	582	82%	50%	6%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	744	89%	61%	9%	680	85%	53%	8%
Hispanic or Latino	512	93%	71%	15%	461	88%	61%	9%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	89%	44%	12	100%	92%	33%
White	30	97%	87%	60%	6	83%	33%	0%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	5	100%	80%	40%	7	57%	29%	0%
General-Education Students	1020	96%	74%	16%	942	92%	65%	11%
Students with Disabilities	289	74%	38%	3%	224	63%	21%	1%
English Proficient	1168	92%	67%	14%	1047	87%	58%	10%
Limited English Proficient	141	83%	57%	6%	119	76%	41%	1%
Economically Disadvantaged	1112	91%	67%	13%	1073	86%	57%	9%
Not Disadvantaged	197	90%	62%	12%	93	86%	51%	3%
Migrant								
Not Migrant	1309	91%	66%	13%	1166	86%	56%	9%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	32	32	30	25	15	13	12	8

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 647	600-790	650-790	712-790			
2007 Mean Score: 635						
	96%	88%		98%	94%	
		52%	35%		70%	58%
			0%			3%
			1%			6%
Number of Tested Students:	1139	1111	615	444	3	14

Results by Student Group

	2007-08 School Year				2006-07 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	1181	96%	52%	0%	1258	88%	35%	1%
Female	576	98%	60%	0%	616	92%	42%	2%
Male	605	95%	44%	0%	642	85%	29%	1%
American Indian or Alaska Native	6	83%	50%	0%	4	-	-	-
Black or African American	710	97%	53%	0%	716	89%	35%	1%
Hispanic or Latino	445	96%	51%	0%	514	88%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	75%	0%	10	100%	60%	10%
White	8	88%	25%	0%	13	85%	31%	0%
Multiracial					1	-	-	-
Small Group Totals					5	80%	60%	0%
General-Education Students	905	99%	61%	0%	1023	94%	41%	1%
Students with Disabilities	276	88%	22%	0%	235	62%	9%	0%
English Proficient	1078	97%	55%	0%	1149	91%	38%	1%
Limited English Proficient	103	86%	18%	0%	109	61%	6%	0%
Economically Disadvantaged	996	97%	52%	0%	1176	88%	35%	1%
Not Disadvantaged	185	96%	54%	2%	82	93%	39%	0%
Migrant								
Not Migrant	1181	96%	52%	0%	1258	88%	35%	1%

NOTES

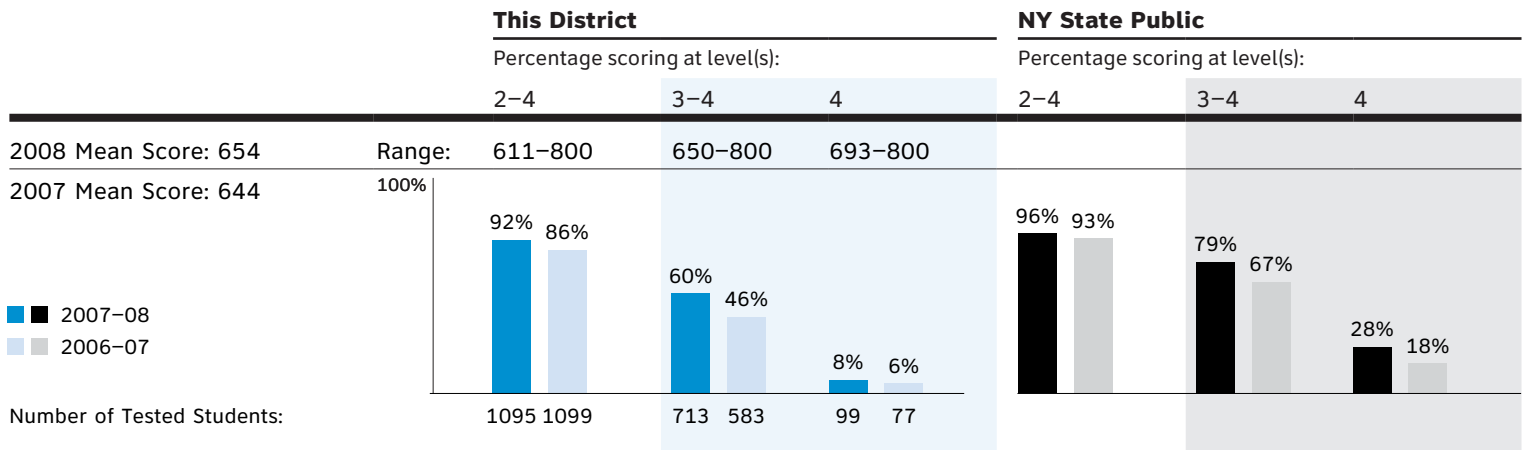
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Other Assessments

	2007-08 School Year				2006-07 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	19	18	18	11	25	24	22	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	16	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

	2007-08 School Year				2006-07 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	1194	92%	60%	8%	1274	86%	46%	6%
Female	579	95%	66%	9%	626	91%	50%	7%
Male	615	89%	53%	8%	648	82%	41%	5%
American Indian or Alaska Native	6	67%	50%	17%	4	-	-	-
Black or African American	713	91%	57%	7%	722	85%	42%	5%
Hispanic or Latino	457	92%	63%	9%	522	89%	51%	8%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	27%	10	100%	70%	10%
White	7	86%	43%	0%	15	67%	27%	7%
Multiracial					1	-	-	-
Small Group Totals					5	60%	40%	0%
General-Education Students	920	97%	69%	10%	1039	92%	52%	7%
Students with Disabilities	274	75%	27%	2%	235	60%	17%	0%
English Proficient	1078	93%	62%	9%	1148	88%	48%	7%
Limited English Proficient	116	81%	42%	1%	126	74%	23%	1%
Economically Disadvantaged	1006	92%	60%	8%	1190	86%	46%	6%
Not Disadvantaged	188	92%	57%	12%	84	89%	38%	5%
Migrant								
Not Migrant	1194	92%	60%	8%	1274	86%	46%	6%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	18	16	13	7	25	25	20	17

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
2008 Mean Score: 638	602-790	650-790	715-790			
2007 Mean Score: 631						
Number of Tested Students:	1119	363	13			
	1174	369	14			

Results by Student Group

	2007-08 School Year				2006-07 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	1221	92%	30%	1%	1373	86%	27%	1%
Female	616	95%	38%	2%	689	89%	31%	1%
Male	605	88%	21%	0%	684	82%	23%	1%
American Indian or Alaska Native	3	-	-	-	6	83%	0%	0%
Black or African American	714	92%	29%	0%	831	85%	25%	1%
Hispanic or Latino	477	92%	30%	2%	518	86%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	9	100%	67%	0%
White	15	73%	20%	7%	9	78%	11%	0%
Multiracial	1	-	-	-				
Small Group Totals	15	93%	60%	7%				
General-Education Students	971	96%	36%	1%	1116	91%	32%	1%
Students with Disabilities	250	74%	6%	0%	257	63%	3%	0%
English Proficient	1116	94%	32%	1%	1249	88%	29%	1%
Limited English Proficient	105	68%	5%	0%	124	57%	3%	0%
Economically Disadvantaged	1002	91%	29%	1%	1272	85%	26%	1%
Not Disadvantaged	219	96%	35%	1%	101	90%	37%	0%
Migrant								
Not Migrant	1221	92%	30%	1%	1373	86%	27%	1%

NOTES

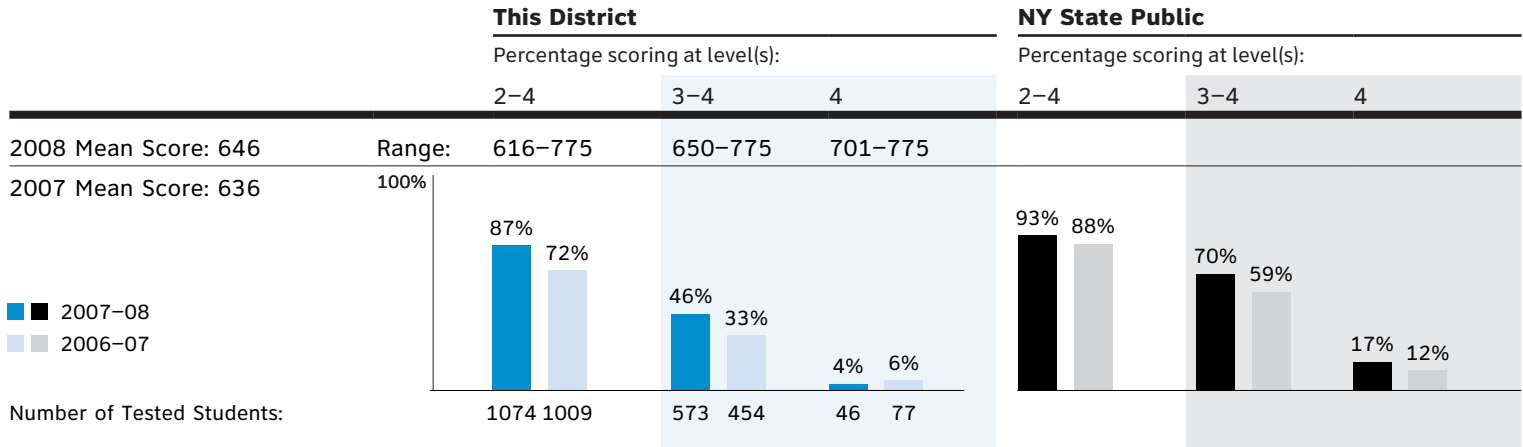
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Other Assessments

	2007-08 School Year				2006-07 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	21	21	21	14	28	28	22	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	20	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

	2007-08 School Year				2006-07 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	1236	87%	46%	4%	1395	72%	33%	6%
Female	627	90%	52%	5%	685	76%	35%	6%
Male	609	84%	41%	3%	710	69%	30%	5%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	717	85%	41%	2%	835	70%	28%	5%
Hispanic or Latino	489	90%	54%	5%	533	76%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	9	89%	44%	33%
White	15	60%	20%	0%	10	50%	30%	0%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	15	93%	80%	20%	8	63%	38%	0%
General-Education Students	988	92%	54%	5%	1139	80%	38%	7%
Students with Disabilities	248	66%	16%	0%	256	40%	6%	0%
English Proficient	1119	88%	48%	4%	1245	74%	34%	6%
Limited English Proficient	117	78%	33%	0%	150	61%	21%	1%
Economically Disadvantaged	1014	87%	46%	4%	1288	72%	32%	6%
Not Disadvantaged	222	87%	48%	4%	107	78%	34%	6%
Migrant								
Not Migrant	1236	87%	46%	4%	1395	72%	33%	6%

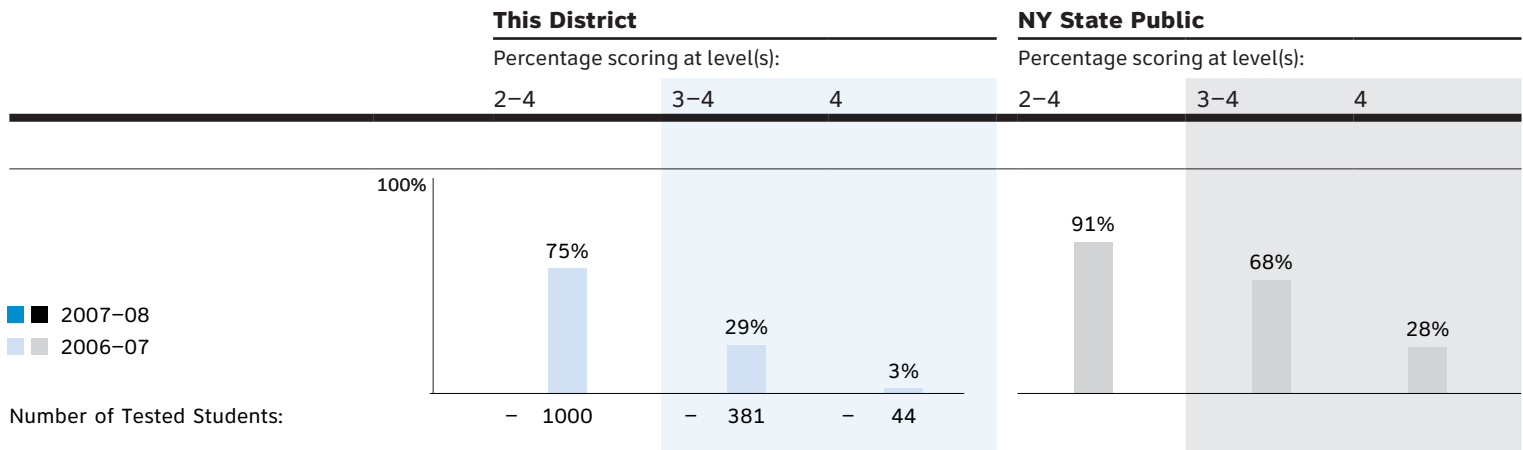
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	21	21	18	11	26	25	15	11

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 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	1189	86%	38%	3%	1326	75%	29%	3%
Female	604	88%	41%	4%	655	78%	30%	3%
Male	585	83%	36%	3%	671	73%	28%	3%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	680	84%	35%	3%	787	71%	25%	3%
Hispanic or Latino	479	89%	42%	3%	513	81%	33%	4%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	64%	27%	8	88%	75%	25%
White	14	71%	21%	7%	10	70%	20%	10%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	5	80%	60%	0%	8	63%	38%	0%
General-Education Students	953	89%	44%	4%	1099	80%	33%	4%
Students with Disabilities	236	72%	17%	1%	227	51%	5%	0%
English Proficient	1075	87%	40%	3%	1176	77%	31%	4%
Limited English Proficient	114	78%	23%	3%	150	65%	14%	0%
Economically Disadvantaged	975	86%	38%	3%	1226	74%	28%	3%
Not Disadvantaged	214	86%	41%	4%	100	85%	40%	5%
Migrant								
Not Migrant	1189	86%	38%	3%	1326	75%	29%	3%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	21	21	17	13	28	28	22	17
Regents Science	1	-	-	-	5	2	1	0

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

This District

Percentage scoring at level(s):

2-4

3-4

4

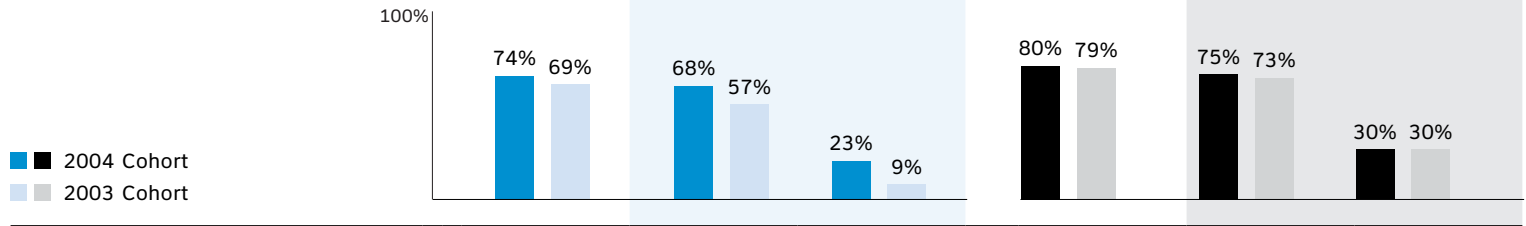
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2003 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	806	74%	68%	23%	604	69%	57%	9%
Female	412	79%	73%	25%	315	75%	63%	10%
Male	394	69%	63%	22%	289	62%	51%	8%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	452	71%	63%	12%	436	72%	61%	9%
Hispanic or Latino	270	72%	68%	23%	159	60%	47%	9%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	97%	81%	4	-	-	-
White	38	95%	95%	84%	2	-	-	-
Multiracial	8	-	-	-	1	-	-	-
Small Group Totals	9	89%	89%	89%	9	44%	44%	0%
General-Education Students	703	83%	76%	27%	446	83%	70%	12%
Students with Disabilities	103	14%	12%	1%	158	28%	18%	0%
English Proficient	779	75%	70%	24%	575	70%	59%	10%
Limited English Proficient	27	37%	26%	0%	29	34%	17%	0%
Economically Disadvantaged	471	73%	66%	16%	531	71%	59%	10%
Not Disadvantaged	335	76%	71%	34%	73	53%	41%	5%
Migrant								
Not Migrant	806	74%	68%	23%				

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

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2003 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

* 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.

** 2003 cohort data are those reported in the 2006-07 *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

This District

Percentage scoring at level(s):

2-4

3-4

4

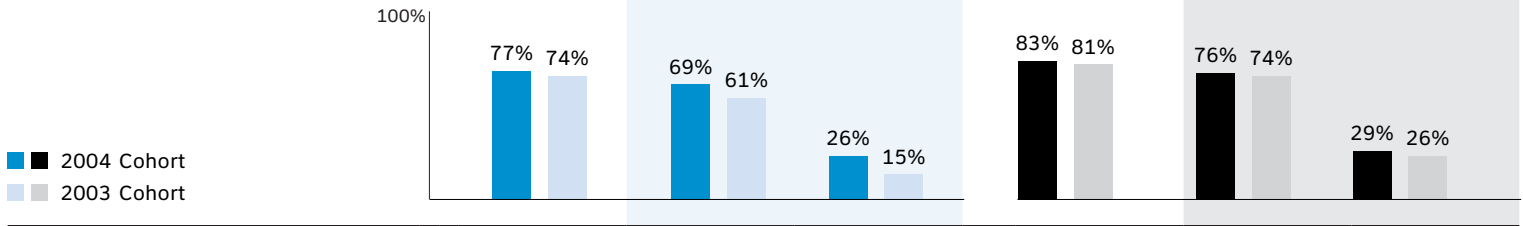
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 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	806	77%	69%	26%	604	74%	61%	15%
Female	412	82%	73%	24%	315	79%	66%	16%
Male	394	72%	65%	28%	289	69%	54%	13%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	452	75%	64%	16%	436	77%	64%	16%
Hispanic or Latino	270	74%	69%	25%	159	67%	53%	11%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	97%	78%	4	-	-	-
White	38	95%	95%	82%	2	-	-	-
Multiracial	8	-	-	-	1	-	-	-
Small Group Totals	9	89%	89%	89%	9	44%	33%	11%
General-Education Students	703	86%	78%	29%	446	88%	75%	20%
Students with Disabilities	103	18%	13%	1%	158	36%	19%	1%
English Proficient	779	78%	71%	27%	575	75%	62%	15%
Limited English Proficient	27	41%	26%	0%	29	59%	38%	0%
Economically Disadvantaged	471	77%	66%	18%	531	76%	62%	16%
Not Disadvantaged	335	78%	73%	36%	73	59%	49%	3%
Migrant								
Not Migrant	806	77%	69%	26%				

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

	2004 Cohort			2003 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				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.