



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 9**

District ID **32-09-00-01-0000**

Superintendent **YVONNE TORRES**

Telephone **(718) 741-7071**

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	380	393	459
Kindergarten	2706	2657	2612
Grade 1	3285	3198	3034
Grade 2	3032	2997	2944
Grade 3	2988	2745	2669
Grade 4	2753	2642	2555
Grade 5	2844	2747	2458
Grade 6	2730	2438	2614
Ungraded Elementary	1630	1761	1842
Grade 7	3020	2809	2735
Grade 8	3115	2899	2727
Grade 9	2037	2304	2642
Grade 10	1302	1754	2222
Grade 11	866	987	1635
Grade 12	602	623	981
Ungraded Secondary	838	1005	1254
Total K-12	33748	33566	34924

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	26	24	23
Grade 8			
English	29	27	28
Mathematics	28	28	27
Science	28	28	26
Social Studies	27	27	26
Grade 10			
English	28	26	26
Mathematics	29	23	27
Science	28	26	26
Social Studies	29	27	26

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.

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	27393	81%	27095	81%	28623	82%
Reduced-Price Lunch	1646	5%	1998	6%	1844	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	7961	24%	7890	24%	8220	24%
Racial/Ethnic Origin						
American Indian or Alaska Native	169	1%	161	0%	154	0%
Black or African American	11421	34%	11458	34%	12005	34%
Hispanic or Latino	21383	63%	21167	63%	21973	63%
Asian or Native Hawaiian/Other Pacific Islander	550	2%	553	2%	556	2%
White	225	1%	227	1%	236	1%
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	910	3%	1870	6%	1943	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	2604	2640	2781
Percent with No Valid Teaching Certificate	11%	8%	6%
Percent Teaching Out of Certification	23%	14%	14%
Percent with Fewer Than Three Years of Experience	21%	23%	25%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	28%	28%
Total Number of Core Classes	8002	4288	4774
Percent Not Taught by Highly Qualified Teachers	21%	16%	17%
Total Number of Classes	5283	5298	5661
Percent Taught by Teachers Without Appropriate Certification	27%	17%	18%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	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 5)

ELA	Improvement (Year 5)	Science	Good Standing
Math	Improvement (Year 5)	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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	X	✓	✓	✓ ^{SH}	✓ ^{SH}	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓ ^{SH}	✓	
Hispanic or Latino	X	✓		✓ ^{SH}	✓ ^{SH}	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		—	—	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		X	X	
Limited English Proficient	✓ ^{SH}	✓		✓ ^{SH}	✓ ^{SH}	
Economically Disadvantaged	X	✓		✓ ^{SH}	✓	
Student groups making AYP in each subject	X 6 of 9	✓ 9 of 9	✓ 1 of 1	X 5 of 6	X 5 of 6	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)



Improvement (Year 5)

Accountability Measures

6 of 9

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 6) 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 5) in 2009-10. [210]

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 (18313:17156)								
Ethnicity								
American Indian or Alaska Native (92:87)								
Black or African American (5940:5616)								
Hispanic or Latino (11871:11065)								
Asian or Native Hawaiian/Other Pacific Islander (295:285)								
White (102:90)								
Multiracial (13:13)	—							
Other Groups								
Students with Disabilities ⁴ (4257:3932)	SH							
Limited English Proficient ⁵ (4489:4762)	SH							
Economically Disadvantaged (17214:16188)								
Final AYP Determination	6 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 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 for This Subject (2008–09)



Improvement (Year 5)

Accountability Measures

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Student groups making AYP in mathematics



Made AYP

Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [220]

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 (18379:17162)	✓						
Ethnicity							
American Indian or Alaska Native (93:87)	✓						
Black or African American (5966:5575)	✓						
Hispanic or Latino (11917:11123)	✓						
Asian or Native Hawaiian/Other Pacific Islander (292:279)	✓						
White (98:86)	✓						
Multiracial (13:12)	—						
Other Groups							
Students with Disabilities ⁴ (4261:3867)	✓						
Limited English Proficient ⁵ (4505:4937)	✓						
Economically Disadvantaged (17249:16198)	✓						
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 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 (6143:5529)		Qualified		95%		134	100	
Ethnicity								
American Indian or Alaska Native (29:28)		–	–	–	–	–	–	–
Black or African American (2006:1809)		Qualified		95%		133	100	
Hispanic or Latino (3964:3563)		Qualified		96%		133	100	
Asian or Native Hawaiian/Other Pacific Islander (100:93)		Qualified		97%		153	100	
White (36:30)		Qualified	–	–		137	100	
Multiracial (8:6)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (1405:1195)		Qualified		91%		105	100	
Limited English Proficient ⁴ (1462:1486)		Qualified		96%		121	100	
Economically Disadvantaged (5717:5205)		Qualified		96%		134	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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 5)

Accountability Measures

5 of 6

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 6) 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 5) in 2009-10. [210]

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 (1145:1185)	✓ SH						
Ethnicity							
American Indian or Alaska Native (6:9)	—						
Black or African American (498:514)	✓ SH						
Hispanic or Latino (586:614)	✓ SH						
Asian or Native Hawaiian/Other Pacific Islander (29:26)	—						
White (19:20)	—						
Multiracial (7:2)	—						
Other Groups							
Students with Disabilities (226:198)	X						
Limited English Proficient ⁴ (129:178)	✓ SH						
Economically Disadvantaged (971:1017)	✓ SH						
Final AYP Determination	X 5 of 6						

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 for This Subject (2008–09)



Improvement (Year 5)

Accountability Measures

5 of 6

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [220]

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 (1145:1185)	✓ SH						
Ethnicity							
American Indian or Alaska Native (6:9)	—						
Black or African American (498:514)	✓						
Hispanic or Latino (586:614)	✓ SH						
Asian or Native Hawaiian/Other Pacific Islander (29:26)	—						
White (19:20)	—						
Multiracial (7:2)	—						
Other Groups							
Students with Disabilities (97:198)	✗						
Limited English Proficient ⁴ (129:178)	✓ SH						
Economically Disadvantaged (971:1017)	✓						
Final AYP Determination	✗ 5 of 6						

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		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2007–08 2008–09
All Students (1003) 			55%	55%	
Ethnicity					
American Indian or Alaska Native (7)		–	–	–	
Black or African American (408)			59%	55%	
Hispanic or Latino (528)			50%	55%	30% 51%
Asian or Native Hawaiian/Other Pacific Islander (15)		–	–	–	
White (14)		–	–	–	
Multiracial (31)					
Other Groups			90%	55%	
Students with Disabilities (202)			14%	55%	15% 15%
Limited English Proficient ³ (143)			40%	55%	1% 41%
Economically Disadvantaged (854)			56%	55%	
Final AYP Determination  1 of 1					

NOTES

¹ 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.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 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 # 9**

District ID **32-09-00-01-0000**

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

38 schools identified 58% of total

ACADEMY FOR LANGUAGE AND TECHNOLOGY
BRONX CENTER FOR SCIENCE AND MATHEMATICS
BRONX EXPEDITIONARY LEARNING HIGH SCHOOL
BRONX HIGH SCHOOL OF BUSINESS
BRONX HIGH SCHOOL OF MEDICAL SCIENCE
BRONX INTERNATIONAL ACADEMY
BRONX LEADERSHIP ACADEMY HIGH SCHOOL
BRONX SCHOOL FOR LAW GOVERNMENT AND JUSTICE
DREAMYARD PREPARATORY SCHOOL
EAGLE ACADEMY FOR YOUNG MEN
EXIMIUS COLLEGE PREPARATORY ACADEMY
HIGH SCHOOL FOR VIOLIN AND DANCE
IS 303 LEADERSHIP & COMM SERV SCHOOL
JONATHAN LEVIN HS OF MEDIA AND COMMUNICATIONS
KAPPA
LEADERSHIP INSTITUTE
MORRIS ACADEMY FOR COLLABORATIVE STUDIES
MOTT HALL BRONX HIGH SCHOOL
MOTT HALL III
MS 327 COMPREHENSIVE MODEL SCHOOL PROJECT
P/IS 218 R HERNANDEZ DUAL LANGUAGE
PS 109 SEDGWICK SCHOOL
PS 11 HIGHBRIDGE SCHOOL
PS 110 THEO SCHOENFELD SCHOOL
PS 126 DR MARJORIE H DUNBAR SCHOOL
PS 163 ARTHUR A SCHOMBERG
PS 170
PS 204 MORRIS HEIGHTS SCHOOL
PS 236 LANGSTON HUGHES SCHOOL
PS 35 FRANZ SIEGEL SCHOOL
PS 42 CLAREMONT COMMUNITY SCHOOL
PS 58
PS 63 AUTHOR'S ACADEMY
PS 88 S SILVERSTEIN LITTLE SPARROW SCHOOL
SCHOOL FOR EXCELLENCE
URBAN ASSEMBLY ACAD-HISTORY AND CITIZENSHIP FOR YOUNG
MEN
URBAN ASSEMBLY FOR APPLIED MATH AND SCIENCE
VALIDUS PREPARATORY ACADEMY

Improvement (Year 1)

4 schools identified 6% of total

EXPLORATIONS ACADEMY
FREDERICK DOUGLAS ACADEMY III SECONDARY SCHOOL
PS 2 MORRISANIA SCHOOL

New York State Status

Good Standing

1 school identified 2% of total

BRONX LEADERSHIP ACADEMY II HIGH SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

Improvement (Year 1) (continued)

PS 230 DR ROLAND N PATTERSON

Improvement (Year 2)

2 schools identified 3% of total

BRONX WRITING ACADEMY

NEW MILLENNIUM BUSINESS ACADEMY MIDDLE SCHOOL

Corrective Action

2 schools identified 3% of total

IS 229 ROLAND PATTERSON

URBAN SCIENCE ACADEMY

Planning for Restructuring

1 school identified 2% of total

PS 199X THE SHAKESPEARE SCHOOL

Restructuring (Year 1)

4 schools identified 6% of total

IS 219 NEW VENTURE SCHOOL

IS 232

PS 114 LUIS LORENS TORRES SCHOOL

PS 28 MT HOPE SCHOOL

Restructuring (Year 2)

2 schools identified 3% of total

IS 313 SCHOOL OF LEADERSHIP DEV

IS 339

Restructuring (Year 3)

3 schools identified 5% of total

PS 132 GARRETT A MORGAN SCHOOL

PS 53 BASHEER QUISIM

PS 90 GEORGE MEANY SCHOOL

Restructuring (Year 4)

7 schools identified 11% of total

JHS 145 ARTURO TOSCANINI

JHS 166 ROBERTO CLEMENTE SCHOOL

JHS 22 JORDAN L MOTT

PS 55 BENJAMIN FRANKLIN SCHOOL

PS 70 MAX SCHOENFELD SCHOOL

PS 73

PS/MS 4 CROTONA PARK WEST

Restructuring (Year 5)

2 schools identified 3% of total

IS 117 JOSEPH H WADE

PS 64 PURA BELPRE SCHOOL

(continued)

3 School Accountability Status


District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status







 **Restructuring (Year 5) (continued)**

District NEW YORK CITY GEOGRAPHIC DISTRICT # 9

District ID 32-09-00-01-0000

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	41%			2937
Grade 4	42%			2812
Grade 5	49%			2807
Grade 6	32%			2915
Grade 7	44%			2976
Grade 8	22%			2971

Mathematics

Grade 3	81%		2990
Grade 4	68%		2884
Grade 5	65%		2861
Grade 6	55%		3017
Grade 7	56%		3064
Grade 8	45%		3025

Science

Grade 4	60%		2873
Grade 8	31%		2865

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	61%			1355
Mathematics	59%			1355

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.

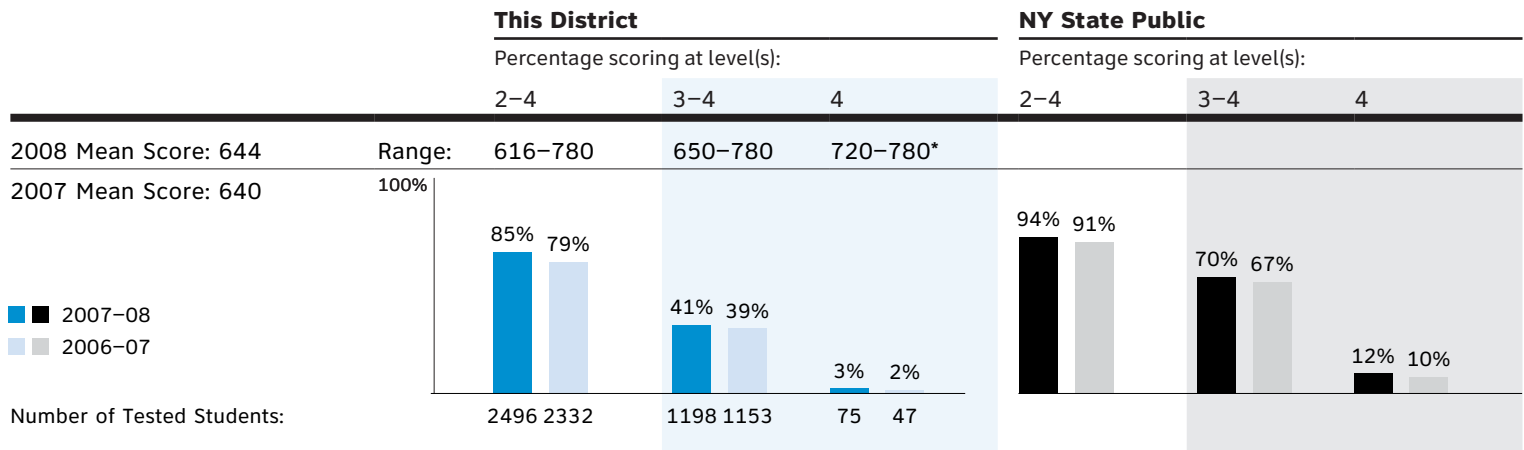
In this section, this district's performance is compared with that of public schools statewide.

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	2937	85%	41%	3%	2943	79%	39%	2%
Female	1429	89%	45%	3%	1409	84%	44%	2%
Male	1508	81%	37%	2%	1534	75%	35%	1%
American Indian or Alaska Native	23	96%	52%	0%	8	—	—	—
Black or African American	951	86%	43%	4%	979	80%	41%	1%
Hispanic or Latino	1897	84%	39%	2%	1879	79%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	48	94%	63%	8%	56	84%	46%	4%
White	16	—	—	—	20	70%	50%	0%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	18	89%	56%	6%	9	56%	22%	0%
General-Education Students	2309	91%	47%	3%	2425	86%	44%	2%
Students with Disabilities	628	62%	16%	1%	518	50%	16%	0%
English Proficient	2114	88%	48%	3%	2102	84%	47%	2%
Limited English Proficient	823	77%	23%	1%	841	68%	21%	0%
Economically Disadvantaged	2832	85%	40%	3%	2837	79%	39%	2%
Not Disadvantaged	105	86%	51%	4%	106	80%	42%	4%
Migrant								
Not Migrant	2937	85%	41%	3%	2943	79%	39%	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.

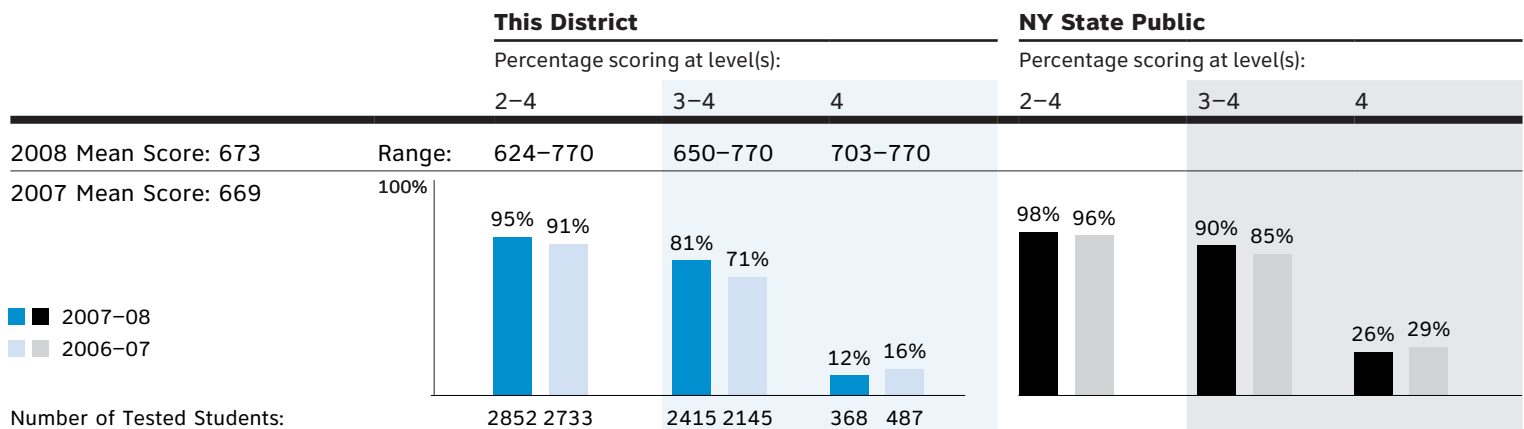
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	47	44	44	36	32	32	30	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	N/A	N/A	N/A	56	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	2990	95%	81%	12%	3017	91%	71%	16%
Female	1461	97%	83%	13%	1457	93%	73%	16%
Male	1529	94%	79%	11%	1560	88%	69%	17%
American Indian or Alaska Native	24	100%	83%	4%	7	—	—	—
Black or African American	967	94%	77%	13%	984	89%	70%	15%
Hispanic or Latino	1935	96%	82%	12%	1948	91%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	46	100%	100%	30%	56	96%	80%	21%
White	16	—	—	—	20	90%	80%	25%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	18	89%	72%	11%	9	89%	67%	11%
General-Education Students	2360	98%	87%	15%	2500	95%	77%	18%
Students with Disabilities	630	84%	59%	3%	517	72%	43%	5%
English Proficient	2131	95%	82%	15%	2105	92%	75%	19%
Limited English Proficient	859	95%	78%	6%	912	87%	61%	10%
Economically Disadvantaged	2875	95%	81%	12%	2907	91%	71%	16%
Not Disadvantaged	115	94%	80%	12%	110	87%	67%	23%
Migrant								
Not Migrant	2990	95%	81%	12%	3017	91%	71%	16%

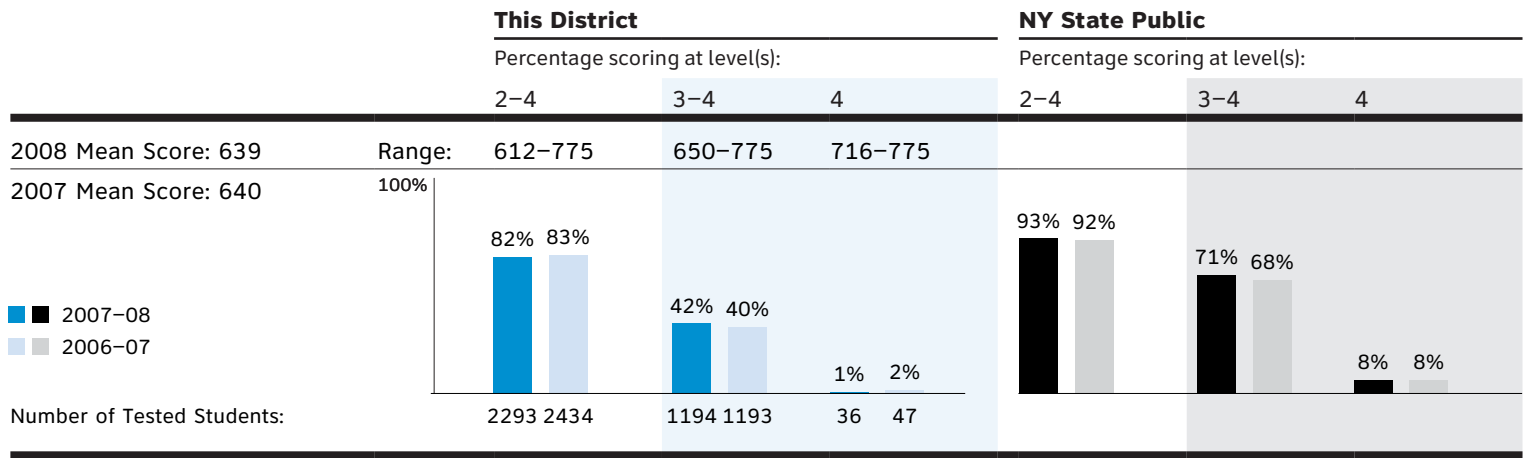
NOTES

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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 3 Equivalent	46	46	42	26	32	32	32	28

This District's Results in Grade 4 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	2812	82%	42%	1%	2949	83%	40%	2%
Female	1362	88%	49%	2%	1441	87%	46%	2%
Male	1450	75%	36%	1%	1508	78%	35%	1%
American Indian or Alaska Native	6	—	—	—	9	—	—	—
Black or African American	926	82%	45%	1%	943	86%	43%	2%
Hispanic or Latino	1816	81%	41%	1%	1930	81%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	46	87%	46%	2%	52	88%	65%	6%
White	14	79%	57%	0%	14	64%	21%	0%
Multiracial	4	—	—	—	1	—	—	—
Small Group Totals	10	80%	40%	0%	10	90%	40%	0%
General-Education Students	2173	89%	49%	2%	2355	90%	47%	2%
Students with Disabilities	639	55%	19%	0%	594	53%	13%	0%
English Proficient	2069	85%	50%	2%	2116	88%	49%	2%
Limited English Proficient	743	72%	23%	0%	833	68%	19%	0%
Economically Disadvantaged	2706	82%	42%	1%	2811	82%	40%	1%
Not Disadvantaged	106	74%	46%	2%	138	84%	52%	4%
Migrant								
Not Migrant	2812	82%	42%	1%	2949	83%	40%	2%

NOTES

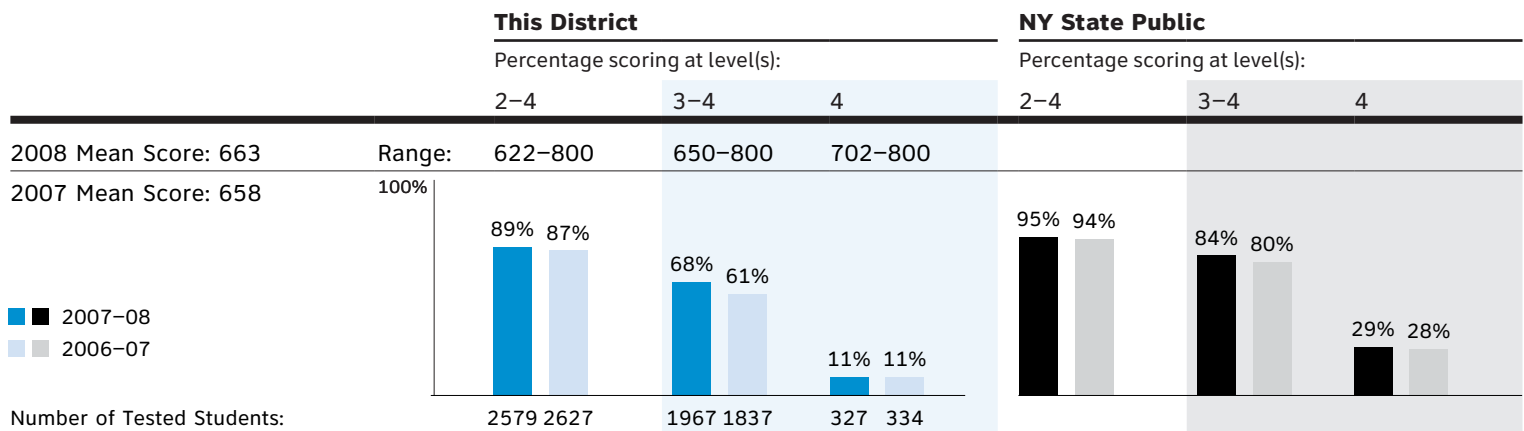
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Other Assessments

	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	31	30	23	20	42	42	36	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	42	N/A	N/A	N/A	50	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	2884	89%	68%	11%	3019	87%	61%	11%
Female	1398	92%	70%	11%	1479	89%	61%	11%
Male	1486	87%	67%	11%	1540	85%	61%	11%
American Indian or Alaska Native	6	—	—	—	9	—	—	—
Black or African American	945	87%	66%	10%	968	87%	60%	11%
Hispanic or Latino	1869	90%	69%	12%	1977	87%	61%	10%
Asian or Native Hawaiian/Other Pacific Islander	47	91%	81%	30%	50	90%	76%	30%
White	13	85%	77%	8%	14	71%	36%	7%
Multiracial	4	—	—	—	1	—	—	—
Small Group Totals	10	80%	50%	20%	10	80%	70%	10%
General-Education Students	2243	94%	76%	13%	2419	93%	68%	13%
Students with Disabilities	641	72%	42%	4%	600	64%	33%	2%
English Proficient	2091	91%	71%	14%	2127	91%	67%	14%
Limited English Proficient	793	85%	60%	4%	892	78%	47%	4%
Economically Disadvantaged	2769	90%	68%	11%	2873	87%	61%	11%
Not Disadvantaged	115	84%	64%	15%	146	85%	63%	14%
Migrant								
Not Migrant	2884	89%	68%	11%	3019	87%	61%	11%

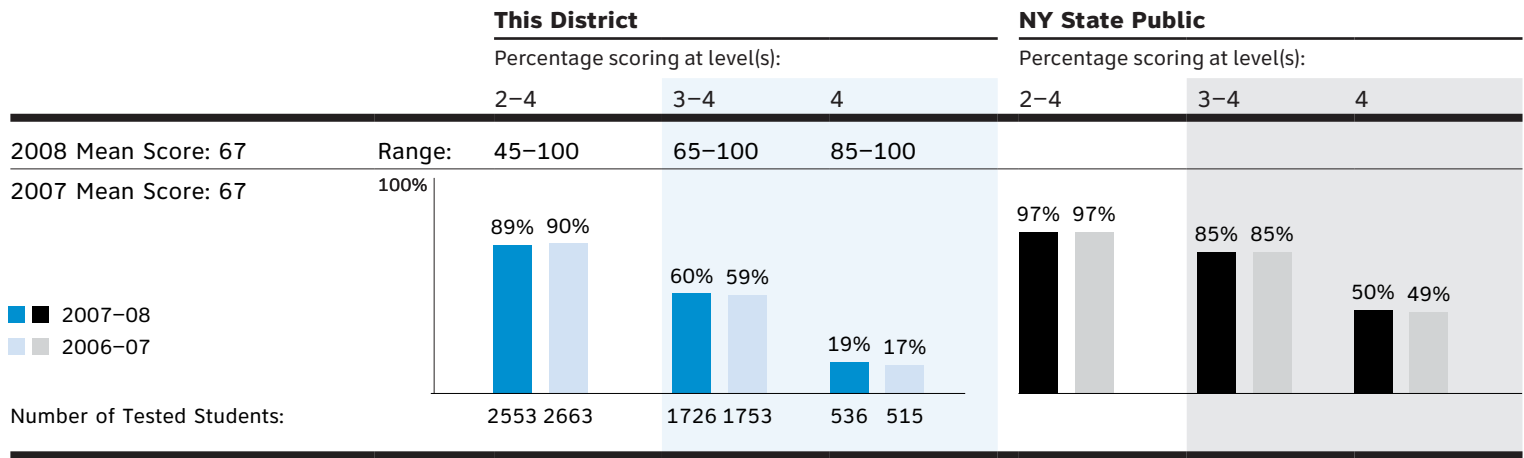
NOTES

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	32	32	28	16	42	40	36	26

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	2873	89%	60%	19%	2953	90%	59%	17%
Female	1392	90%	63%	20%	1438	93%	63%	17%
Male	1481	87%	58%	17%	1515	87%	56%	18%
American Indian or Alaska Native	6	—	—	—	10	—	—	—
Black or African American	939	89%	61%	21%	941	91%	63%	20%
Hispanic or Latino	1866	89%	59%	17%	1939	90%	57%	16%
Asian or Native Hawaiian/Other Pacific Islander	46	78%	59%	37%	51	94%	75%	31%
White	12	92%	83%	17%	10	90%	60%	10%
Multiracial	4	—	—	—	2	—	—	—
Small Group Totals	10	90%	70%	30%	12	92%	75%	17%
General-Education Students	2238	92%	65%	22%	2382	94%	65%	21%
Students with Disabilities	635	79%	44%	7%	571	76%	36%	4%
English Proficient	2071	92%	66%	23%	2064	94%	68%	22%
Limited English Proficient	802	80%	45%	8%	889	82%	39%	6%
Economically Disadvantaged	2758	89%	61%	19%	2813	90%	59%	17%
Not Disadvantaged	115	88%	50%	13%	140	92%	64%	29%
Migrant								
Not Migrant	2873	89%	60%	19%	2953	90%	59%	17%

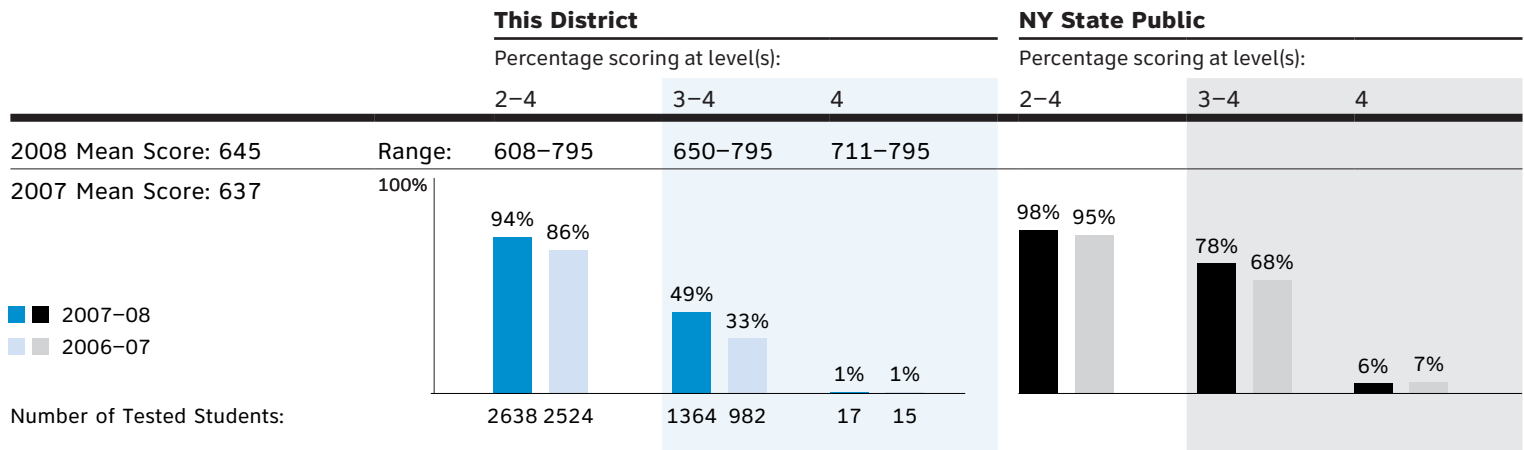
NOTES

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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	31	31	31	25	41	41	40	31

This District's Results in Grade 5 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	2807	94%	49%	1%	2942	86%	33%	1%
Female	1320	96%	52%	1%	1423	90%	35%	1%
Male	1487	92%	46%	1%	1519	82%	32%	0%
American Indian or Alaska Native	10	—	—	—	9	—	—	—
Black or African American	904	95%	51%	1%	992	90%	34%	1%
Hispanic or Latino	1831	93%	47%	1%	1880	83%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	48	100%	58%	2%	39	95%	59%	0%
White	13	100%	54%	0%	20	100%	45%	0%
Multiracial	1	—	—	—	2	—	—	—
Small Group Totals	11	91%	55%	0%	11	82%	55%	0%
General-Education Students	2132	98%	56%	1%	2378	92%	39%	1%
Students with Disabilities	675	83%	24%	0%	564	61%	11%	0%
English Proficient	2089	97%	57%	1%	2280	91%	40%	1%
Limited English Proficient	718	86%	24%	0%	662	67%	10%	0%
Economically Disadvantaged	2691	94%	49%	1%	2788	86%	33%	1%
Not Disadvantaged	116	92%	48%	0%	154	84%	32%	0%
Migrant								
Not Migrant	2807	94%	49%	1%	2942	86%	33%	1%

NOTES

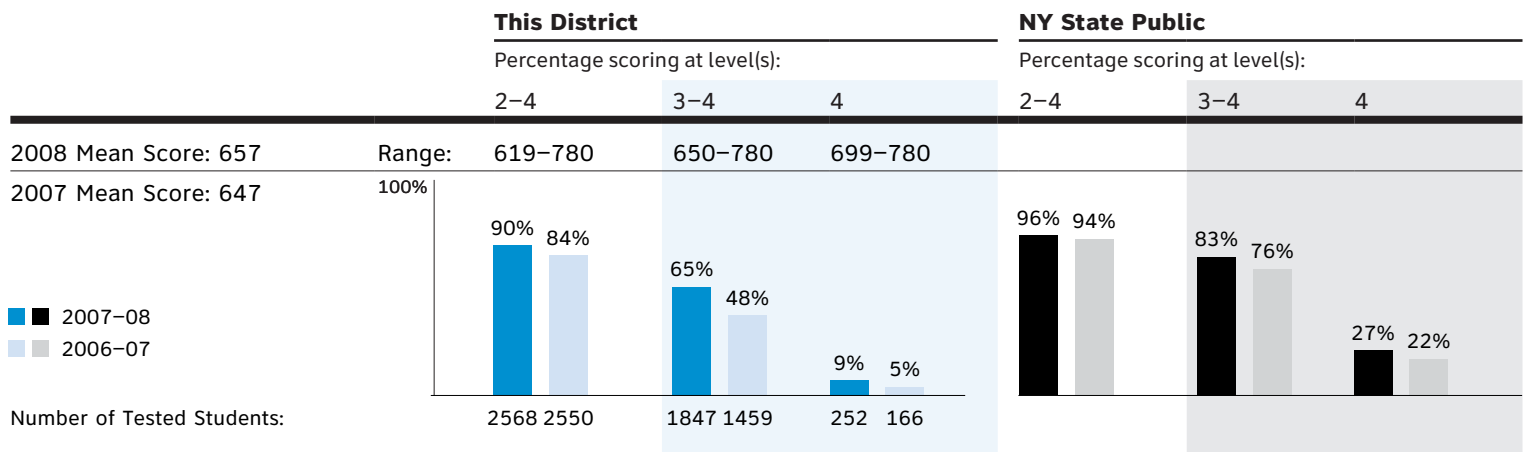
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Other Assessments

	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	34	34	30	20	41	41	39	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	30	N/A	N/A	N/A	70	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	2861	90%	65%	9%	3044	84%	48%	5%
Female	1352	91%	66%	9%	1483	86%	48%	5%
Male	1509	88%	63%	9%	1561	82%	48%	6%
American Indian or Alaska Native	10	—	—	—	10	—	—	—
Black or African American	909	90%	65%	8%	992	84%	47%	5%
Hispanic or Latino	1879	89%	64%	9%	1979	83%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	49	94%	76%	29%	40	88%	73%	15%
White	13	92%	54%	0%	21	90%	62%	5%
Multiracial	1	—	—	—	2	—	—	—
Small Group Totals	11	100%	73%	18%	12	83%	58%	8%
General-Education Students	2194	94%	72%	11%	2471	89%	54%	6%
Students with Disabilities	667	75%	42%	2%	573	60%	22%	1%
English Proficient	2095	92%	69%	11%	2285	88%	54%	7%
Limited English Proficient	766	83%	51%	3%	759	70%	30%	1%
Economically Disadvantaged	2735	90%	65%	9%	2874	84%	48%	5%
Not Disadvantaged	126	82%	56%	8%	170	81%	44%	8%
Migrant								
Not Migrant	2861	90%	65%	9%	3044	84%	48%	5%

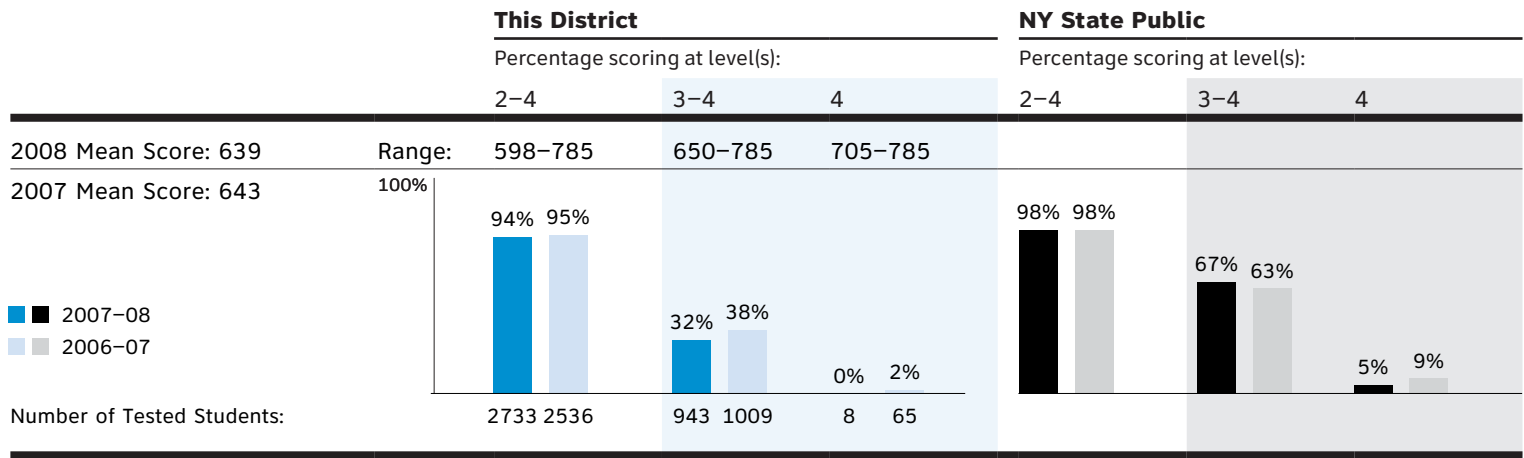
NOTES

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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	35	35	30	18	41	40	39	30

This District's Results in Grade 6 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	2915	94%	32%	0%	2677	95%	38%	2%
Female	1399	96%	37%	0%	1353	97%	41%	3%
Male	1516	92%	28%	0%	1324	93%	35%	2%
American Indian or Alaska Native	7	—	—	—	19	100%	26%	5%
Black or African American	979	96%	35%	1%	841	97%	39%	3%
Hispanic or Latino	1873	93%	30%	0%	1762	94%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	40	100%	55%	0%	46	91%	50%	2%
White	15	87%	47%	0%	9	89%	67%	11%
Multiracial	1	—	—	—				
Small Group Totals	8	88%	13%	0%				
General-Education Students	2230	97%	39%	0%	2174	97%	44%	3%
Students with Disabilities	685	83%	10%	0%	503	84%	11%	0%
English Proficient	2282	96%	39%	0%	2143	97%	45%	3%
Limited English Proficient	633	84%	9%	0%	534	85%	9%	0%
Economically Disadvantaged	2728	94%	33%	0%	2532	95%	38%	2%
Not Disadvantaged	187	90%	28%	1%	145	94%	40%	1%
Migrant								
Not Migrant	2915	94%	32%	0%	2677	95%	38%	2%

NOTES

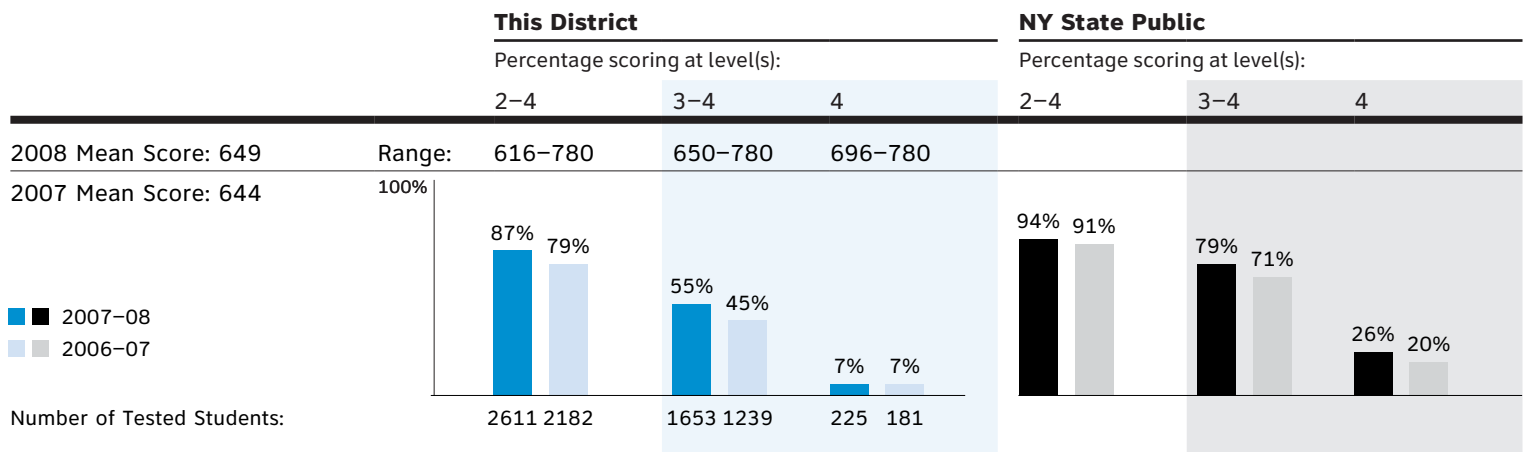
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Other Assessments

	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	43	41	34	23	42	41	38	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	54	N/A	N/A	N/A	56	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	3017	87%	55%	7%	2761	79%	45%	7%
Female	1448	89%	57%	8%	1388	81%	47%	7%
Male	1569	84%	53%	7%	1373	77%	43%	6%
American Indian or Alaska Native	7	—	—	—	20	75%	30%	5%
Black or African American	1005	86%	55%	7%	860	78%	43%	7%
Hispanic or Latino	1948	87%	54%	7%	1824	79%	46%	6%
Asian or Native Hawaiian/Other Pacific Islander	41	90%	76%	20%	47	81%	64%	21%
White	15	87%	53%	0%	10	80%	50%	10%
Multiracial	1	—	—	—				
Small Group Totals	8	63%	50%	0%				
General-Education Students	2322	93%	63%	9%	2253	86%	51%	8%
Students with Disabilities	695	65%	26%	1%	508	47%	16%	1%
English Proficient	2307	89%	60%	9%	2163	82%	49%	8%
Limited English Proficient	710	77%	36%	2%	598	69%	29%	2%
Economically Disadvantaged	2821	87%	55%	7%	2611	79%	45%	7%
Not Disadvantaged	196	83%	49%	7%	150	77%	43%	7%
Migrant								
Not Migrant	3017	87%	55%	7%	2761	79%	45%	7%

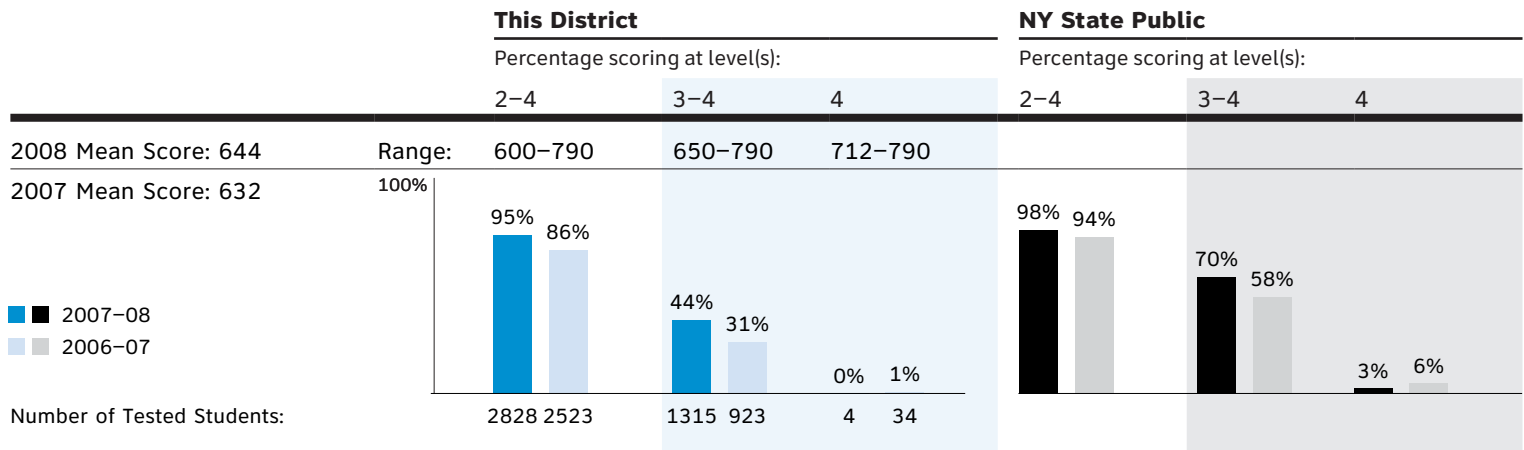
NOTES

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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	43	43	42	32	42	41	37	32

This District's Results in Grade 7 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	2976	95%	44%	0%	2933	86%	31%	1%
Female	1487	97%	50%	0%	1442	89%	37%	2%
Male	1489	93%	39%	0%	1491	83%	26%	1%
American Indian or Alaska Native	18	100%	39%	0%	20	75%	40%	0%
Black or African American	954	96%	46%	0%	975	90%	29%	1%
Hispanic or Latino	1933	94%	43%	0%	1870	84%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	53	98%	58%	0%	46	93%	52%	7%
White	17	-	-	-	18	-	-	-
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	18	89%	56%	0%	22	86%	32%	0%
General-Education Students	2379	97%	51%	0%	2424	91%	36%	1%
Students with Disabilities	597	85%	19%	0%	509	61%	10%	0%
English Proficient	2393	97%	51%	0%	2393	91%	37%	1%
Limited English Proficient	583	85%	15%	0%	540	62%	9%	0%
Economically Disadvantaged	2763	95%	44%	0%	2707	86%	31%	1%
Not Disadvantaged	213	92%	46%	0%	226	90%	33%	2%
Migrant								
Not Migrant	2976	95%	44%	0%	2933	86%	31%	1%

NOTES

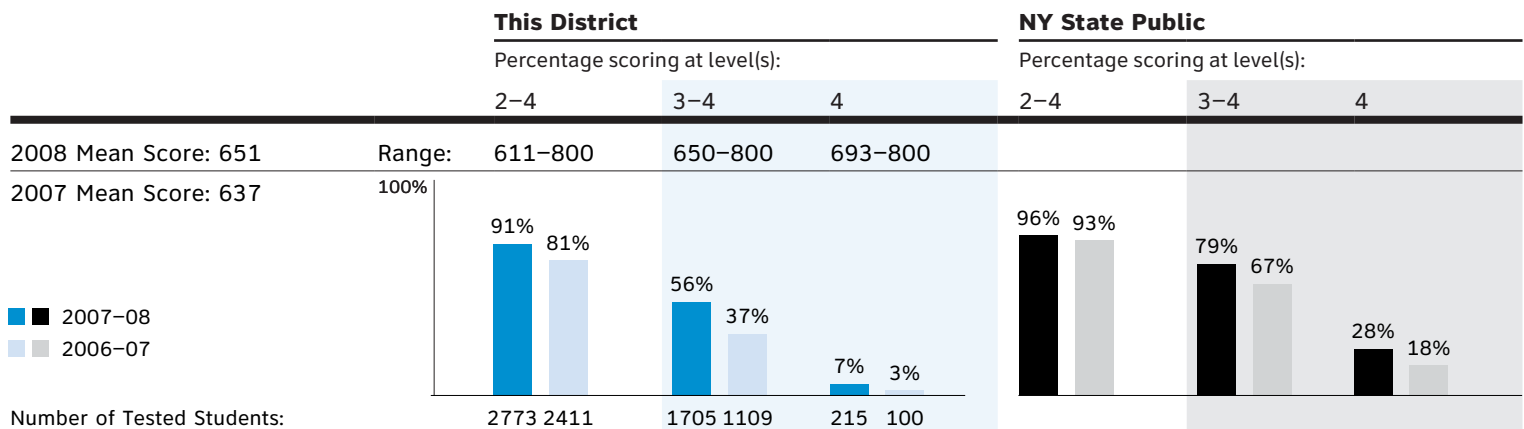
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Other Assessments

	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	40	39	30	27	60	60	57	47
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	38	N/A	N/A	N/A	54	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	3064	91%	56%	7%	2977	81%	37%	3%
Female	1526	93%	59%	7%	1461	85%	41%	3%
Male	1538	88%	52%	7%	1516	77%	34%	3%
American Indian or Alaska Native	18	100%	50%	0%	20	75%	30%	5%
Black or African American	965	90%	53%	7%	984	80%	35%	2%
Hispanic or Latino	2012	91%	56%	7%	1909	81%	38%	4%
Asian or Native Hawaiian/Other Pacific Islander	52	96%	81%	27%	43	95%	63%	16%
White	16	—	—	—	17	—	—	—
Multiracial	1	—	—	—	4	—	—	—
Small Group Totals	17	94%	65%	6%	21	76%	29%	0%
General-Education Students	2451	95%	63%	8%	2475	87%	43%	4%
Students with Disabilities	613	71%	25%	1%	502	52%	11%	1%
English Proficient	2418	93%	59%	9%	2367	84%	41%	4%
Limited English Proficient	646	82%	43%	1%	610	70%	21%	0%
Economically Disadvantaged	2844	91%	56%	7%	2737	81%	37%	3%
Not Disadvantaged	220	84%	48%	7%	240	80%	35%	4%
Migrant								
Not Migrant	3064	91%	56%	7%	2977	81%	37%	3%

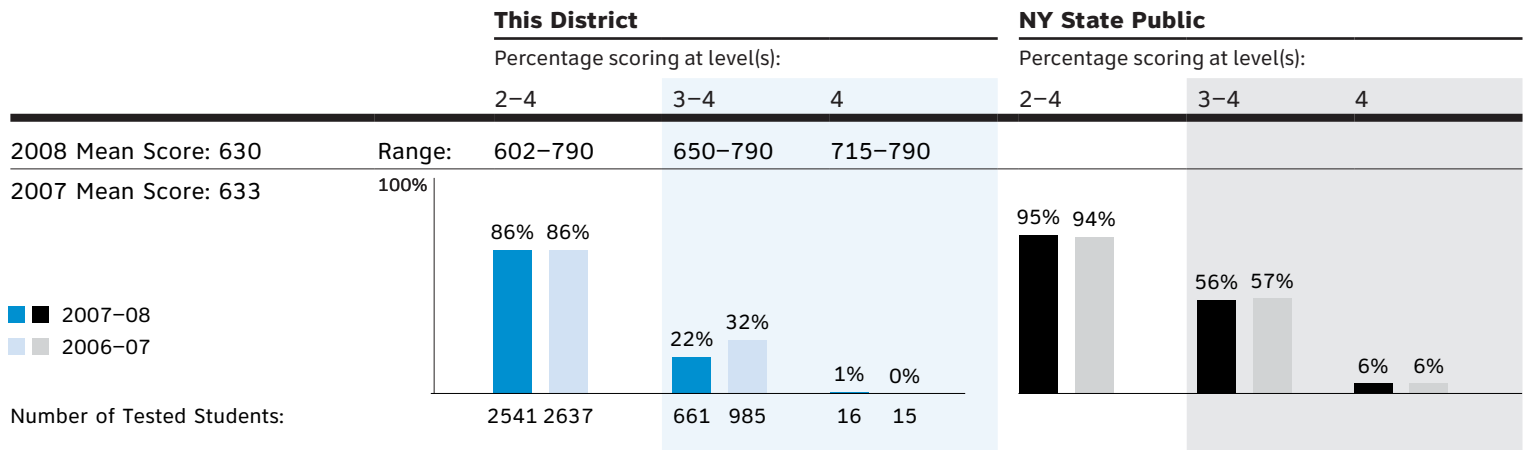
NOTES

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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 7 Equivalent	40	30	27	21	61	59	55	44

This District's Results in Grade 8 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	2971	86%	22%	1%	3066	86%	32%	0%
Female	1462	89%	28%	1%	1515	91%	39%	1%
Male	1509	82%	17%	0%	1551	81%	25%	0%
American Indian or Alaska Native	21	—	—	—	10	—	—	—
Black or African American	980	89%	23%	0%	1055	89%	35%	0%
Hispanic or Latino	1893	84%	21%	1%	1951	84%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	50	90%	42%	4%	35	94%	66%	3%
White	23	83%	30%	0%	13	85%	38%	0%
Multiracial	4	—	—	—	2	—	—	—
Small Group Totals	25	88%	24%	0%	12	83%	50%	0%
General-Education Students	2373	92%	27%	1%	2539	92%	37%	1%
Students with Disabilities	598	59%	5%	0%	527	58%	6%	0%
English Proficient	2425	91%	27%	1%	2424	91%	39%	1%
Limited English Proficient	546	62%	3%	0%	642	66%	5%	0%
Economically Disadvantaged	2722	86%	22%	0%	2802	86%	32%	1%
Not Disadvantaged	249	81%	20%	1%	264	91%	37%	0%
Migrant								
Not Migrant	2971	86%	22%	1%	3066	86%	32%	0%

NOTES

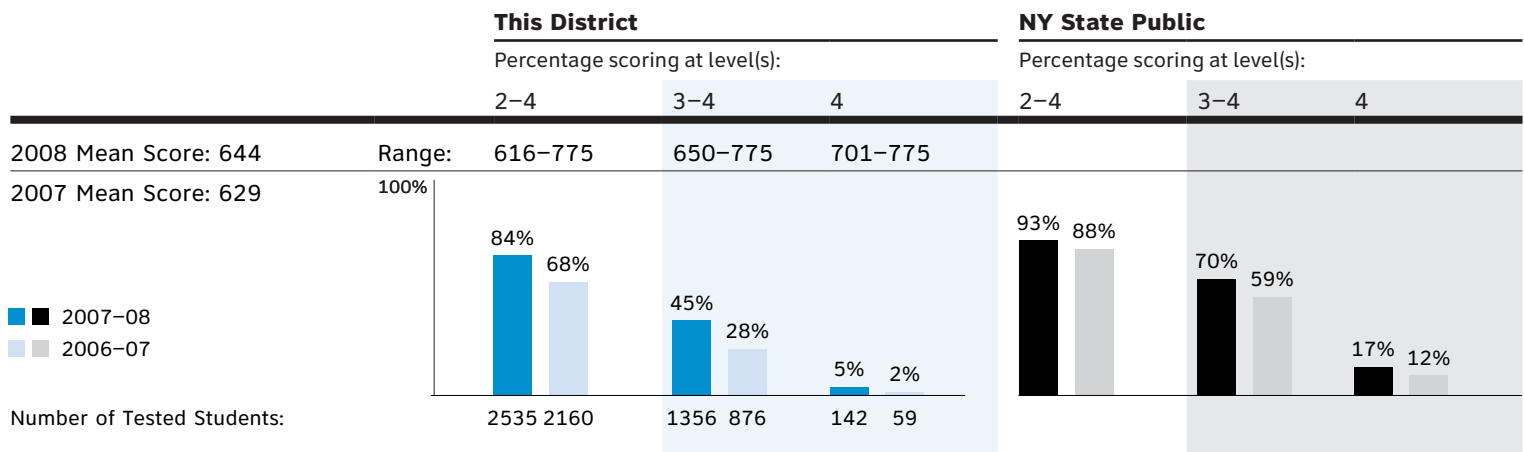
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Other Assessments

	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	60	58	52	38	46	46	38	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	44	N/A	N/A	N/A	84	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



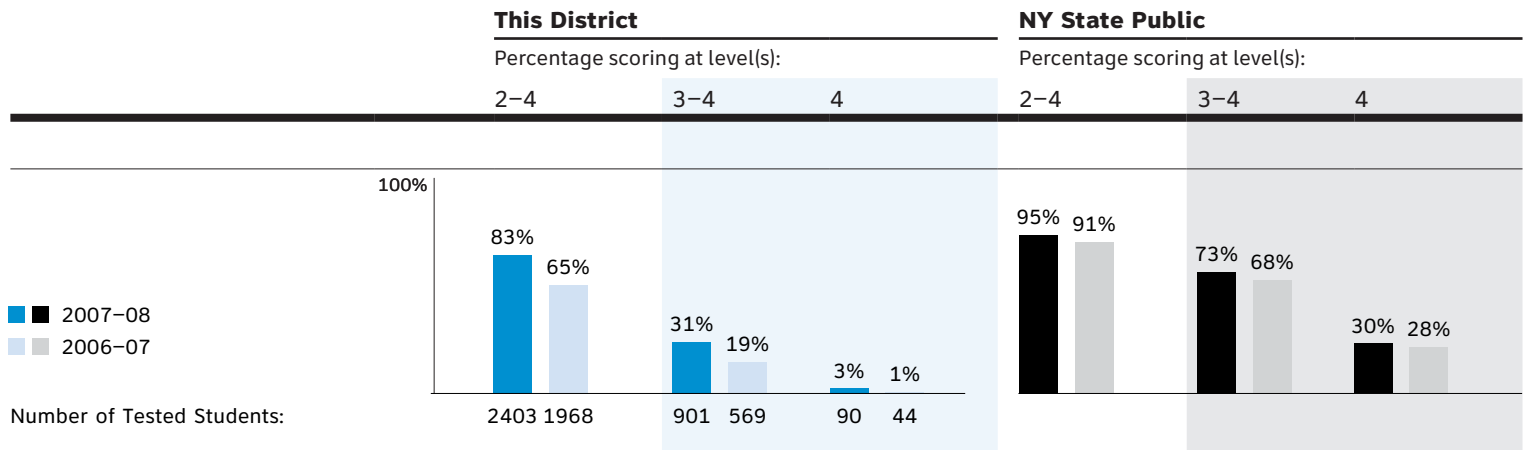
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3025	84%	45%	5%	3162	68%	28%	2%
Female	1494	87%	47%	5%	1548	71%	29%	2%
Male	1531	81%	42%	5%	1614	66%	26%	2%
American Indian or Alaska Native	22	—	—	—	10	—	—	—
Black or African American	982	81%	41%	4%	1066	66%	25%	2%
Hispanic or Latino	1945	85%	46%	5%	2033	69%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	50	98%	62%	18%	36	89%	64%	8%
White	23	70%	30%	9%	16	56%	25%	6%
Multiracial	3	—	—	—	1	—	—	—
Small Group Totals	25	80%	44%	12%	11	55%	18%	0%
General-Education Students	2431	91%	52%	6%	2627	75%	32%	2%
Students with Disabilities	594	56%	16%	1%	535	35%	6%	0%
English Proficient	2415	85%	47%	5%	2422	72%	32%	2%
Limited English Proficient	610	78%	34%	2%	740	57%	15%	0%
Economically Disadvantaged	2774	84%	45%	5%	2893	68%	27%	2%
Not Disadvantaged	251	78%	39%	5%	269	70%	30%	1%
Migrant								
Not Migrant	3025	84%	45%	5%	3162	68%	28%	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 8 Equivalent	59	56	50	28	46	44	36	20

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	2865	83%	31%	3%	2982	65%	18%	1%
Female	1418	85%	31%	3%	1470	67%	17%	1%
Male	1447	81%	31%	3%	1512	63%	19%	2%
American Indian or Alaska Native	20	—	—	—	9	—	—	—
Black or African American	924	82%	28%	2%	998	63%	19%	1%
Hispanic or Latino	1850	83%	31%	4%	1923	65%	17%	1%
Asian or Native Hawaiian/Other Pacific Islander	48	96%	67%	13%	37	84%	38%	8%
White	21	81%	33%	5%	14	93%	21%	14%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	22	73%	27%	0%	10	70%	30%	0%
General-Education Students	2312	88%	36%	4%	2502	69%	21%	2%
Students with Disabilities	553	62%	9%	1%	480	41%	5%	0%
English Proficient	2281	85%	34%	4%	2269	71%	22%	2%
Limited English Proficient	584	73%	16%	1%	713	46%	5%	0%
Economically Disadvantaged	2633	83%	31%	3%	2727	65%	18%	1%
Not Disadvantaged	232	82%	31%	3%	255	68%	21%	2%
Migrant								
Not Migrant	2865	83%	31%	3%	2982	65%	18%	1%

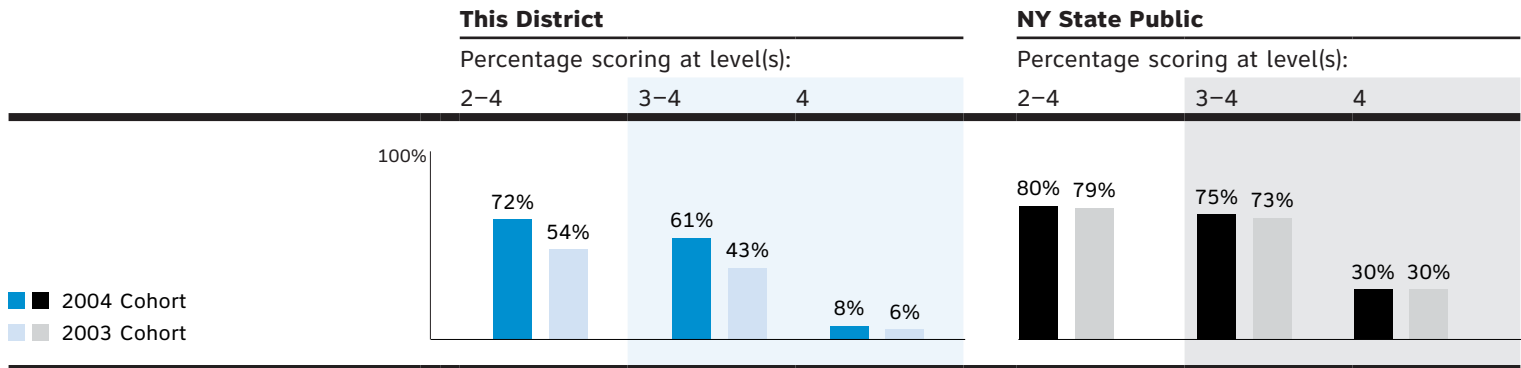
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Other Assessments

	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	58	52	50	41	47	46	42	33
Regents Science	32	29	25	1	36	33	28	0

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



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	1355	72%	61%	8%	820	54%	43%	6%
Female	695	80%	70%	12%	405	66%	54%	9%
Male	660	64%	51%	5%	415	43%	33%	3%
American Indian or Alaska Native	11	—	—	—	4	—	—	—
Black or African American	578	75%	62%	8%	364	55%	44%	6%
Hispanic or Latino	706	70%	59%	8%	408	51%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	35	89%	83%	11%	7	—	—	—
White	22	77%	68%	5%	13	69%	69%	8%
Multiracial	3	—	—	—	24	96%	92%	25%
Small Group Totals	14	43%	43%	7%	11	64%	55%	9%
General-Education Students	1101	83%	71%	10%	501	73%	61%	9%
Students with Disabilities	254	27%	17%	0%	319	25%	15%	1%
English Proficient	1206	74%	62%	9%	781	56%	45%	6%
Limited English Proficient	149	58%	46%	1%	39	18%	8%	0%
Economically Disadvantaged	1131	74%	63%	8%	684	55%	43%	6%
Not Disadvantaged	224	62%	51%	8%	136	51%	43%	6%
Migrant								
Not Migrant	1355	72%	61%	8%				

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

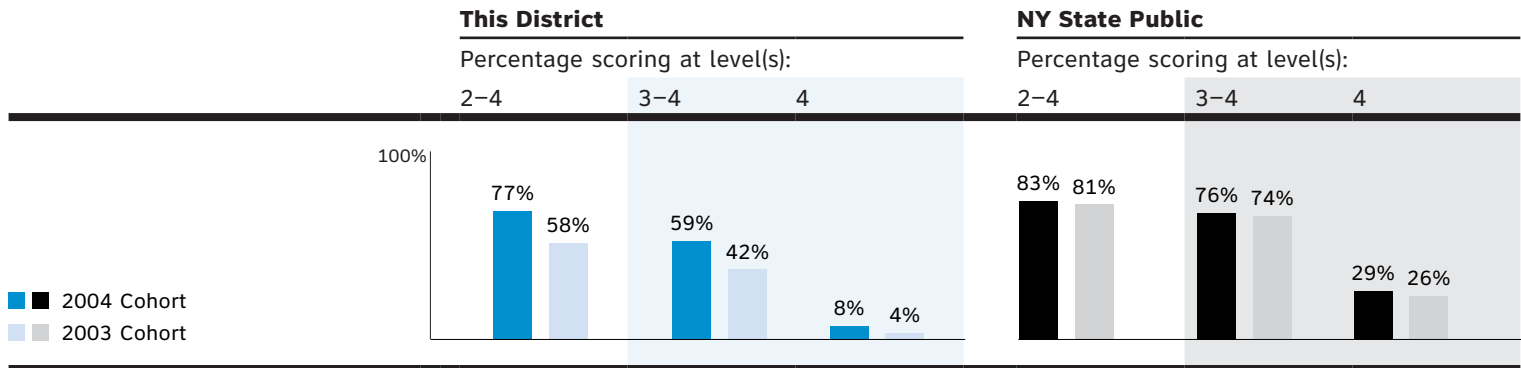
	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

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



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	1355	77%	59%	8%	820	58%	42%	4%
Female	695	83%	66%	8%	405	68%	49%	4%
Male	660	70%	52%	7%	415	48%	35%	4%
American Indian or Alaska Native	11	—	—	—	4	—	—	—
Black or African American	578	80%	60%	7%	364	57%	41%	4%
Hispanic or Latino	706	74%	58%	7%	408	56%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	35	94%	80%	14%	7	—	—	—
White	22	77%	59%	9%	13	62%	54%	8%
Multiracial	3	—	—	—	24	96%	88%	13%
Small Group Totals	14	50%	50%	14%	11	64%	36%	9%
General-Education Students	1101	87%	69%	9%	501	75%	58%	7%
Students with Disabilities	254	33%	18%	1%	319	31%	17%	0%
English Proficient	1206	78%	61%	8%	781	59%	43%	4%
Limited English Proficient	149	70%	41%	1%	39	41%	15%	0%
Economically Disadvantaged	1131	79%	61%	8%	684	59%	42%	4%
Not Disadvantaged	224	65%	50%	6%	136	54%	43%	6%
Migrant								
Not Migrant	1355	77%	59%	8%				

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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.