



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #17**

District ID **33-17-00-01-0000**

Superintendent **JACQUELINE PEEK-DAVIS**

Telephone **(718) 221-4372**

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	461	551	582
Kindergarten	1541	1476	1425
Grade 1	2159	2026	1979
Grade 2	2064	1987	1871
Grade 3	2174	1979	1773
Grade 4	1945	1875	1796
Grade 5	2033	1849	1704
Grade 6	2188	2055	1759
Ungraded Elementary	1185	1289	1238
Grade 7	2432	2156	1965
Grade 8	2376	2311	1866
Grade 9	2925	2858	2703
Grade 10	2613	2559	2787
Grade 11	1275	1627	1732
Grade 12	1599	1537	1765
Ungraded Secondary	919	920	1022
Total K-12	29428	28504	27385

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	26	25	23
Grade 8			
English	27	27	24
Mathematics	26	26	25
Science	28	27	26
Social Studies	28	26	25
Grade 10			
English	26	27	26
Mathematics	26	28	28
Science	26	28	27
Social Studies	26	28	28

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	22257	76%	21118	74%	20506	75%
Reduced-Price Lunch	2203	7%	2236	8%	2166	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	2283	8%	2275	8%	2322	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	166	1%	153	1%	142	1%
Black or African American	25472	87%	24623	86%	23553	86%
Hispanic or Latino	3037	10%	2997	11%	2954	11%
Asian or Native Hawaiian/Other Pacific Islander	407	1%	403	1%	418	2%
White	346	1%	328	1%	318	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	870	3%	1871	6%	1779	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	2131	2118	2090
Percent with No Valid Teaching Certificate	7%	8%	4%
Percent Teaching Out of Certification	18%	13%	11%
Percent with Fewer Than Three Years of Experience	14%	16%	16%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	35%	35%
Total Number of Core Classes	6586	4218	4638
Percent Not Taught by Highly Qualified Teachers	15%	14%	12%
Total Number of Classes	4808	5402	5456
Percent Taught by Teachers Without Appropriate Certification	20%	16%	13%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	24%	
Turnover Rate of All Teachers	23%	18%	

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.

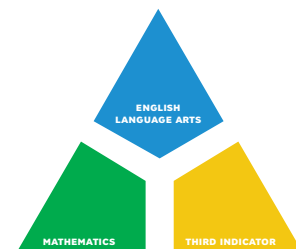
Staff Counts Information

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:

$$100 \times [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]$$

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 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Improvement (Year 2)	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	✓	✓	✓	✓ ^{SH}	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓ ^{SH}	✓	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓ ^{SH}	✓	
White	✗	✗		—	—	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✗	✗		✗	✓ ^{SH}	
Limited English Proficient	✓ ^{SH}	✓		✗	✓	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓	
Student groups making AYP in each subject	✗ 7 of 9	✗ 7 of 9	✓ 1 of 1	✗ 4 of 7	✓ 7 of 7	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)



Improvement (Year 3)

Accountability Measures

7 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 4) 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 3) in 2009-10. [208]

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 (12817:12010)	✓	✓	97%	✓	145	132		
Ethnicity								
American Indian or Alaska Native (72:70)	✓	✓	99%	✓	140	122		
Black or African American (11057:10460)	✓	✓	98%	✓	147	132		
Hispanic or Latino (1357:1227)	✓	✓	95%	✓	134	130		
Asian or Native Hawaiian/Other Pacific Islander (245:97)	✓	✓	95%	✓	138	123		
White (342:130)	✗	✗	86%	✓	135	124		
Multiracial (30:26)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (5037:2474)	✗	✗	94%	✓ ^{SH}	103	131	95	113
Limited English Proficient ⁵ (2165:1060)	✓ ^{SH}	✓	96%	✓ ^{SH}	119	130	108	127
Economically Disadvantaged (11742:11133)	✓	✓	99%	✓	145	132		
Final AYP Determination	✗ 7 of 9							

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 2)

Accountability Measures

7 of 9

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 3) 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. [217]

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 (12838:11847)	✓	✓	97%	✓	157	101	
Ethnicity							
American Indian or Alaska Native (72:69)	✓	✓	97%	✓	139	90	
Black or African American (11085:10309)	✓	✓	97%	✓	158	101	
Hispanic or Latino (1353:1214)	✓	✓	96%	✓	154	99	
Asian or Native Hawaiian/Other Pacific Islander (248:97)	✓	✓	95%	✓	162	92	
White (342:132)	✗	✗	85%	✓	159	93	
Multiracial (31:26)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (5024:2428)	✗	✗	94%	✓	111	100	
Limited English Proficient ⁵ (1078:1192)	✓	✓	98%	✓	145	99	
Economically Disadvantaged (11747:10981)	✓	✓	98%	✓	158	101	
Final AYP Determination	✗ 7 of 9						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (4330:3925)		Qualified		96%		143	100	
Ethnicity								
American Indian or Alaska Native (17:14)		–	–	–	–	–	–	–
Black or African American (3755:3436)		Qualified		97%		143	100	
Hispanic or Latino (455:395)		Qualified		93%		142	100	
Asian or Native Hawaiian/Other Pacific Islander (31:29)		–	–	–	–	–	–	–
White (119:45)		Qualified		84%		138	100	
Multiracial (9:6)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (908:769)		Qualified		89%		105	100	
Limited English Proficient ⁴ (338:374)		Qualified		98%		124	100	
Economically Disadvantaged (3929:3618)		Qualified		97%		143	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 3)

Accountability Measures

4 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 4) 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 3) in 2009-10. [208]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) 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 (2060:1996)	✓ ^{SH}	✓	98%	✓ ^{SH}	157	163	154	161
Ethnicity								
American Indian or Alaska Native (7:9)	—	—	—	—	—	—	—	—
Black or African American (1766:1705)	✓ ^{SH}	✓	98%	✓ ^{SH}	159	162	153	163
Hispanic or Latino (199:195)	✗	✓	96%	✗	146	157	157	151
Asian or Native Hawaiian/Other Pacific Islander (55:57)	✓ ^{SH}	✓	100%	✓ ^{SH}	132	152	20	139
White (22:21)	—	—	—	—	—	—	—	—
Multiracial (11:9)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (222:194)	✗	✗	91%	✗	88	157	90	99
Limited English Proficient ⁴ (115:156)	✗	✓	97%	✗	116	157	126	124
Economically Disadvantaged (1586:1606)	✓ ^{SH}	✓	98%	✓ ^{SH}	158	162	153	162
Final AYP Determination	✗ 4 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 for This Subject (2008–09)



Improvement (Year 2)

Accountability Measures

7 of 7

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 3) 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. [217]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2004 Cohort) 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 (2060:1996)	✓	✓	99%	✓	164	157	
Ethnicity							
American Indian or Alaska Native (7:9)	—	—	—	—	—	—	—
Black or African American (1766:1705)	✓	✓	99%	✓	164	156	
Hispanic or Latino (199:195)	✓	✓	98%	✓	156	151	
Asian or Native Hawaiian/Other Pacific Islander (55:57)	✓	✓	100%	✓	172	146	
White (22:21)	—	—	—	—	—	—	—
Multiracial (11:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (119:194)	✓ ^{SH}	✓	97%	✓ ^{SH}	104	151	97 114
Limited English Proficient ⁴ (115:156)	✓	✓	99%	✓	153	151	
Economically Disadvantaged (1586:1606)	✓	✓	99%	✓	164	156	
Final AYP Determination	✓ 7 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		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (1778) 			65%	55%		
Ethnicity						
American Indian or Alaska Native (12)		–	–	–		
Black or African American (1569)			65%	55%		
Hispanic or Latino (152)			58%	55%		
Asian or Native Hawaiian/Other Pacific Islander (23)		–	–	–		
White (11)		–	–	–		
Multiracial (11)						
Other Groups		–	–	–		
Students with Disabilities (203)			15%	55%	9%	16%
Limited English Proficient ³ (106)			57%	55%		
Economically Disadvantaged (1388)			64%	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 #17**

District ID **33-17-00-01-0000**

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

New York State Status

▲ Good Standing

33 schools identified 70% of total

ACAD FOR COLLEGE PREP & CAREER EXPLORATION: A COLLEGE
BOARD SCH
ACADEMY OF HOSPITALITY AND TOURISM
BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT
BROOKLYN SCHOOL FOR MUSIC & THEATER
BROWNSVILLE ACADEMY HIGH SCHOOL
CLARA BARTON HIGH SCHOOL
ELIJAH STROUD MIDDLE SCHOOL
HIGH SCHOOL FOR GLOBAL CITIZENSHIP
HIGH SCHOOL FOR SERVICE AND LEARNING
HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT
HS FOR PUBLIC SERVICE-HEROES OF TOMORROW
INTERNATIONAL ARTS BUSINESS HIGH SCHOOL
INTERNATIONAL HIGH SCHOOL AT PROSPECT HEIGHTS
MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE
MS 394K
PS 161 THE CROWN SCHOOL
PS 167 PARKWAY SCHOOL
PS 181
PS 189 LINCOLN TERRACE SCHOOL
PS 22
PS 221 TOSSAINT L'OUVERTURE
PS 241 EMMA L JOHNSTON SCHOOL
PS 249 CATON SCHOOL
PS 289 GEORGE V BROWER SCHOOL
PS 397 FOSTER LAURIE
PS 399 STANLEY E CLARKE SCHOOL
PS 6
PS 91 ALBANY AVENUE SCHOOL
PS 92 ADRIAN HEGEMAN SCHOOL
SCHOOL FOR DEMOCRACY AND LEADERSHIP
SCHOOL OF INTEGRATED LEARNING
SCIENCE, TECH & RESEARCH HIGH SCHOOL
URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR
YOUNG WOMEN

▲ Improvement (Year 1)

3 schools identified 6% of total

PS 138
PS 191 PAUL ROBESON SCHOOL
W E B DUBOIS ACADEMIC HIGH SCHOOL

▲ Improvement (Year 2)

2 schools identified 4% of total

EBBETTS FIELD MIDDLE SCHOOL

■ Requiring Academic Progress (Year 1)

1 school identified 2% of total

THE SCHOOL FOR HUMAN RIGHTS

■ Requiring Academic Progress (Year 2)

1 school identified 2% of total

MEDGAR EVERS PREP SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

Improvement (Year 2) (continued)

MIDDLE SCHOOL FOR THE ARTS

Corrective Action

2 schools identified 4% of total

PS 375 JACKIE ROBINSON SCHOOL

PS 398 WALTER WEAVER SCHOOL

Planning for Restructuring

2 schools identified 4% of total

MS 2

PAUL ROBESON HIGH SCHOOL

Restructuring (Year 2)

1 school identified 2% of total

PS 316 ELIJAH G STROUD SCHOOL

Restructuring (Year 3)

1 school identified 2% of total

MS 61 GLADSTONE H ATWELL SCHOOL

Restructuring (Year 5)

1 school identified 2% of total

IS 246 WALT WHITMAN

New York State Status







Requiring Academic Progress (Year 2) (continued)

District NEW YORK CITY GEOGRAPHIC DISTRICT #17







District ID 33-17-00-01-0000

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	58%			1963
Grade 4	55%			2011
Grade 5	64%			1962
Grade 6	47%			1972
Grade 7	51%			2199
Grade 8	34%			2049

Mathematics

Grade 3	84%		1989
Grade 4	72%		2070
Grade 5	72%		1996
Grade 6	61%		1826
Grade 7	54%		2253
Grade 8	48%		2093

Science

Grade 4	65%		2047
Grade 8	39%		1976

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	66%			2188
Mathematics	68%			2188

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.

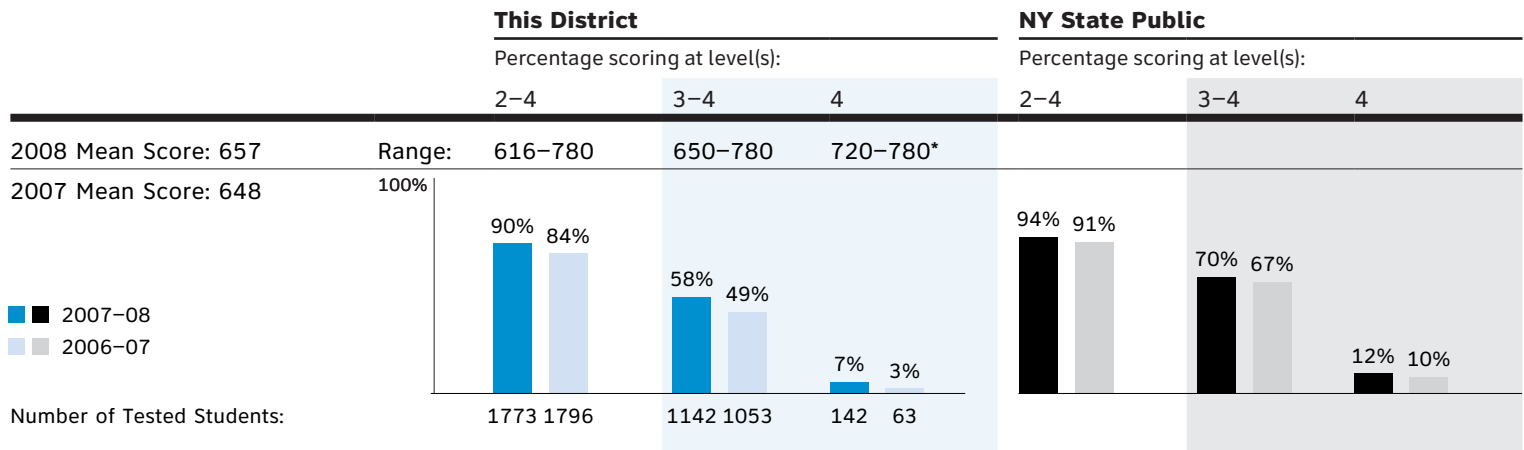
In this section, this district's performance is compared with that of public schools statewide.

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	1963	90%	58%	7%	2140	84%	49%	3%
Female	906	93%	66%	9%	1060	89%	55%	4%
Male	1057	88%	52%	6%	1080	79%	44%	2%
American Indian or Alaska Native	12	—	—	—	8	63%	25%	0%
Black or African American	1677	91%	60%	8%	1860	85%	50%	3%
Hispanic or Latino	228	86%	43%	4%	226	76%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	69%	54%	0%	18	78%	56%	6%
White	29	97%	66%	7%	20	70%	50%	5%
Multiracial	4	—	—	—	8	100%	50%	0%
Small Group Totals	16	88%	69%	0%				
General-Education Students	1609	95%	66%	9%	1817	90%	55%	3%
Students with Disabilities	354	69%	25%	1%	323	50%	16%	0%
English Proficient	1782	91%	61%	8%	1952	86%	51%	3%
Limited English Proficient	181	83%	33%	1%	188	68%	27%	1%
Economically Disadvantaged	1857	90%	58%	7%	2006	84%	49%	3%
Not Disadvantaged	106	92%	63%	8%	134	84%	54%	6%
Migrant								
Not Migrant	1963	90%	58%	7%	2140	84%	49%	3%

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.

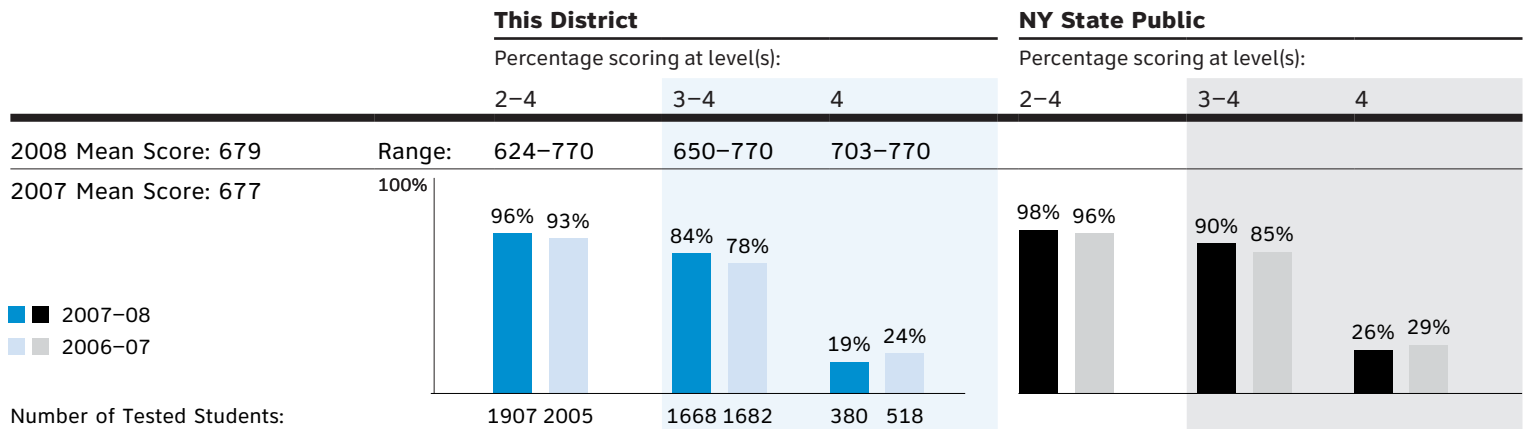
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	28	23	21	16	30	28	25	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	20	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 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	1989	96%	84%	19%	2157	93%	78%	24%
Female	916	97%	86%	20%	1071	95%	81%	26%
Male	1073	95%	82%	18%	1086	91%	75%	22%
American Indian or Alaska Native	12	83%	67%	25%	8	100%	63%	0%
Black or African American	1703	96%	84%	19%	1867	93%	78%	24%
Hispanic or Latino	227	95%	81%	20%	231	90%	77%	23%
Asian or Native Hawaiian/Other Pacific Islander	13	85%	69%	23%	21	95%	76%	29%
White	28	93%	89%	25%	22	91%	77%	23%
Multiracial	6	83%	83%	33%	8	100%	75%	25%
Small Group Totals								
General-Education Students	1636	98%	90%	22%	1830	97%	84%	28%
Students with Disabilities	353	85%	58%	7%	327	69%	42%	4%
English Proficient	1778	97%	85%	20%	1942	94%	79%	25%
Limited English Proficient	211	91%	75%	10%	215	88%	66%	12%
Economically Disadvantaged	1876	96%	84%	19%	2012	93%	78%	24%
Not Disadvantaged	113	96%	84%	18%	145	93%	78%	29%
Migrant								
Not Migrant	1989	96%	84%	19%	2157	93%	78%	24%

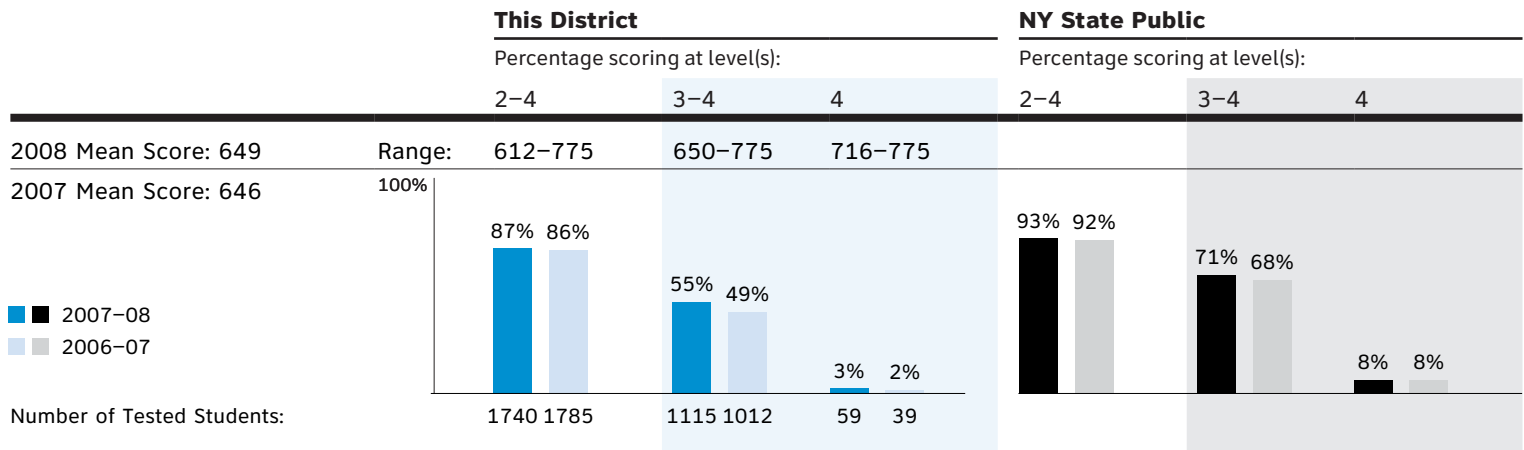
NOTES

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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	28	27	24	14	30	30	27	22

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	2011	87%	55%	3%	2083	86%	49%	2%
Female	1009	90%	61%	4%	984	91%	57%	2%
Male	1002	83%	50%	2%	1099	81%	41%	1%
American Indian or Alaska Native	10	70%	40%	0%	16	88%	50%	6%
Black or African American	1746	87%	57%	3%	1813	86%	50%	2%
Hispanic or Latino	214	82%	47%	4%	205	79%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	60%	7%	18	83%	56%	0%
White	20	80%	40%	0%	19	79%	53%	0%
Multiracial	6	83%	50%	17%	12	100%	75%	8%
Small Group Totals								
General-Education Students	1588	95%	65%	4%	1738	93%	56%	2%
Students with Disabilities	423	56%	19%	0%	345	49%	12%	0%
English Proficient	1864	88%	58%	3%	1937	87%	51%	2%
Limited English Proficient	147	73%	22%	0%	146	67%	18%	0%
Economically Disadvantaged	1863	87%	55%	3%	1928	86%	48%	2%
Not Disadvantaged	148	80%	57%	3%	155	87%	51%	3%
Migrant								
Not Migrant	2011	87%	55%	3%	2083	86%	49%	2%

NOTES

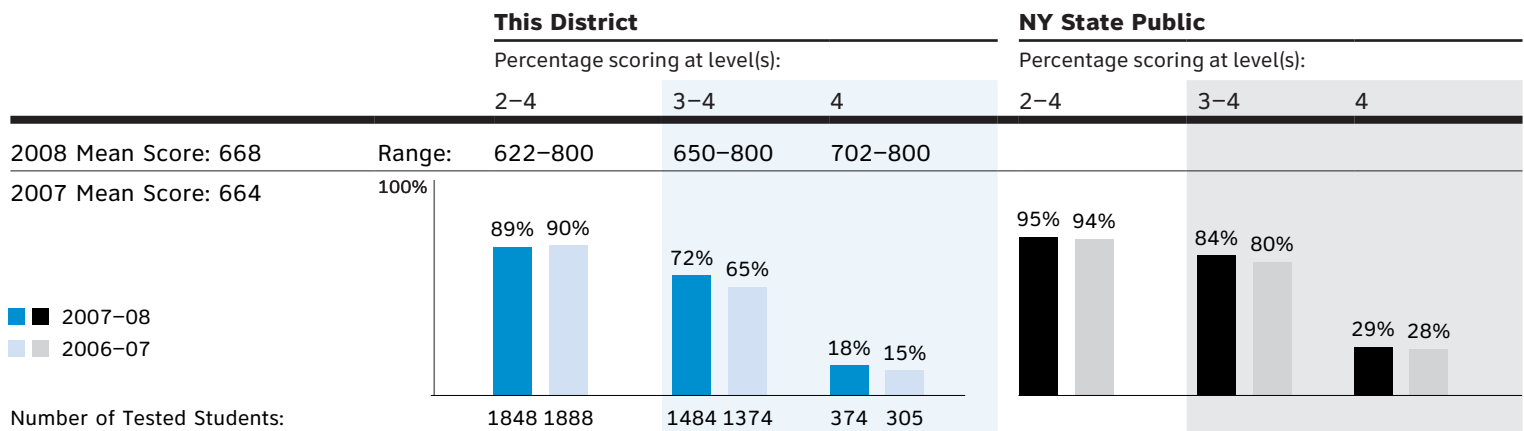
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Other Assessments

	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	30	28	24	16	31	27	23	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	27	N/A	N/A	N/A	22	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	2070	89%	72%	18%	2103	90%	65%	15%
Female	1035	91%	74%	19%	986	92%	67%	15%
Male	1035	87%	69%	17%	1117	87%	64%	14%
American Indian or Alaska Native	10	90%	40%	0%	16	81%	63%	6%
Black or African American	1796	90%	72%	18%	1819	90%	66%	15%
Hispanic or Latino	217	85%	70%	14%	213	85%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	88%	6%	20	85%	60%	15%
White	24	83%	67%	29%	22	86%	64%	9%
Multiracial	7	86%	71%	43%	13	92%	77%	15%
Small Group Totals								
General-Education Students	1639	95%	81%	22%	1755	95%	72%	17%
Students with Disabilities	431	66%	38%	4%	348	66%	29%	2%
English Proficient	1881	91%	74%	19%	1937	91%	67%	15%
Limited English Proficient	189	76%	52%	5%	166	77%	47%	7%
Economically Disadvantaged	1917	90%	72%	18%	1943	90%	65%	15%
Not Disadvantaged	153	84%	69%	20%	160	88%	65%	13%
Migrant								
Not Migrant	2070	89%	72%	18%	2103	90%	65%	15%

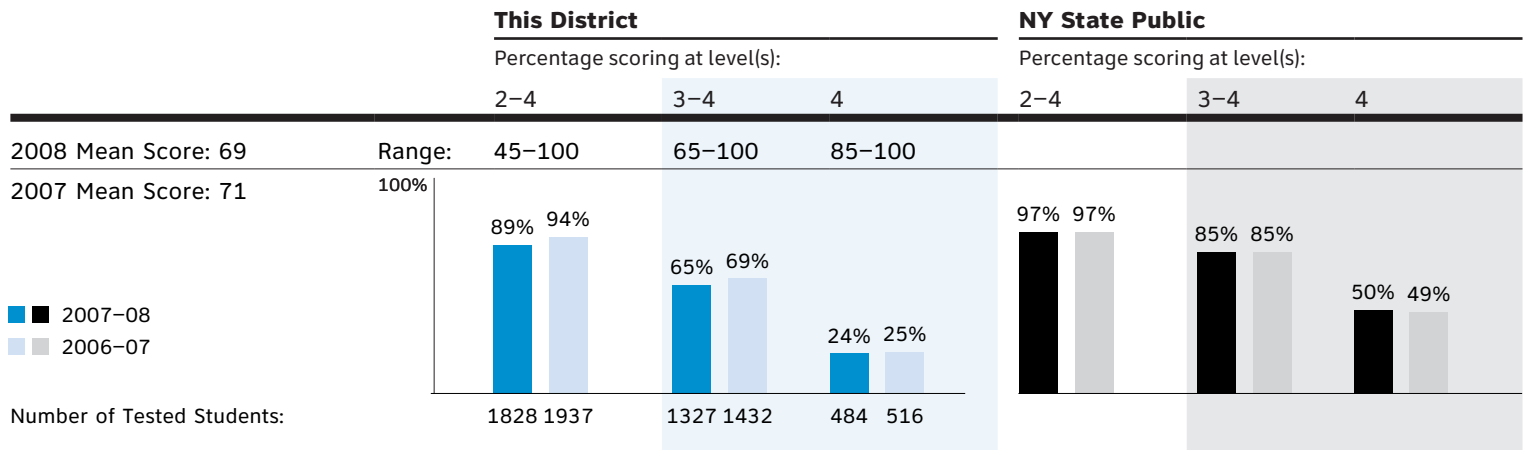
NOTES

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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	30	29	25	16	31	31	29	22

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	2047	89%	65%	24%	2069	94%	69%	25%
Female	1032	91%	67%	24%	974	95%	72%	26%
Male	1015	88%	62%	23%	1095	92%	67%	24%
American Indian or Alaska Native	9	56%	44%	11%	15	87%	73%	13%
Black or African American	1776	90%	66%	24%	1790	94%	70%	25%
Hispanic or Latino	215	86%	62%	21%	209	92%	63%	21%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	59%	29%	20	90%	75%	30%
White	23	74%	52%	35%	22	86%	55%	27%
Multiracial	7	71%	57%	43%	13	100%	85%	23%
Small Group Totals								
General-Education Students	1630	94%	72%	28%	1735	96%	75%	29%
Students with Disabilities	417	72%	36%	7%	334	79%	38%	5%
English Proficient	1862	91%	67%	25%	1904	95%	71%	26%
Limited English Proficient	185	72%	38%	9%	165	82%	47%	8%
Economically Disadvantaged	1895	89%	65%	23%	1907	94%	69%	25%
Not Disadvantaged	152	89%	67%	28%	162	92%	68%	28%
Migrant								
Not Migrant	2047	89%	65%	24%	2069	94%	69%	25%

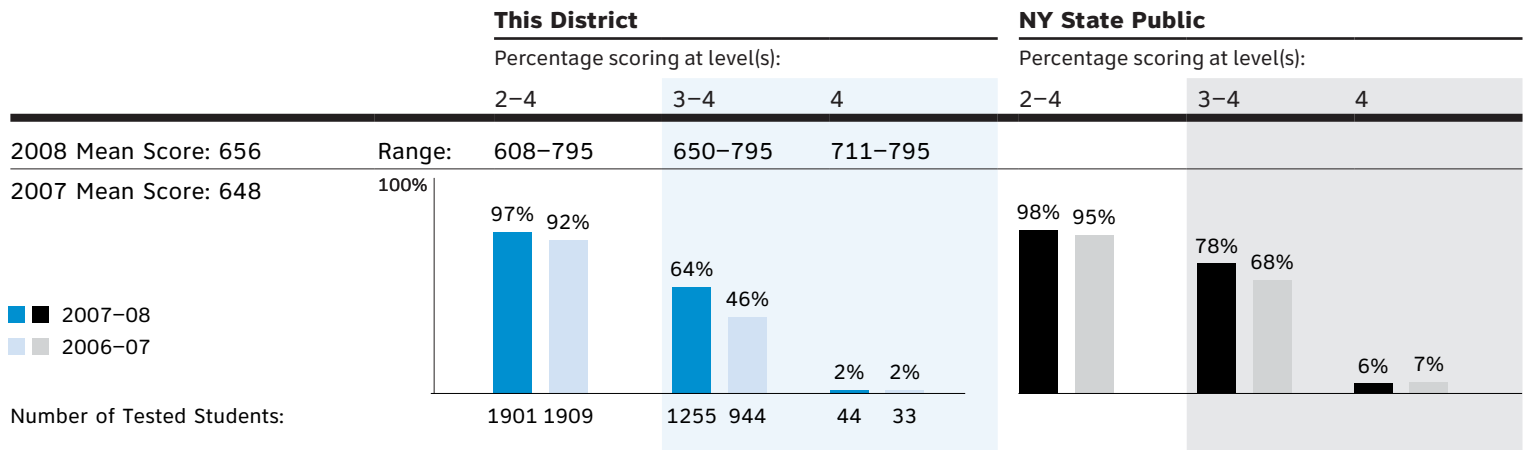
NOTES

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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	30	26	26	20	31	29	25	23

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	1962	97%	64%	2%	2066	92%	46%	2%
Female	926	98%	69%	2%	972	94%	49%	2%
Male	1036	96%	59%	2%	1094	91%	42%	1%
American Indian or Alaska Native	16	100%	75%	0%	12	92%	33%	0%
Black or African American	1685	97%	65%	2%	1802	93%	46%	2%
Hispanic or Latino	205	94%	58%	3%	211	87%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	21	90%	62%	0%	15	67%	33%	0%
White	23	96%	48%	0%	20	80%	30%	0%
Multiracial	12	92%	83%	0%	6	100%	67%	0%
Small Group Totals								
General-Education Students	1543	99%	72%	3%	1717	96%	52%	2%
Students with Disabilities	419	89%	33%	0%	349	75%	16%	0%
English Proficient	1825	98%	66%	2%	1928	94%	47%	2%
Limited English Proficient	137	88%	38%	1%	138	75%	23%	0%
Economically Disadvantaged	1826	97%	64%	2%	1919	92%	45%	2%
Not Disadvantaged	136	97%	64%	2%	147	95%	51%	1%
Migrant								
Not Migrant	1962	97%	64%	2%	2066	92%	46%	2%

NOTES

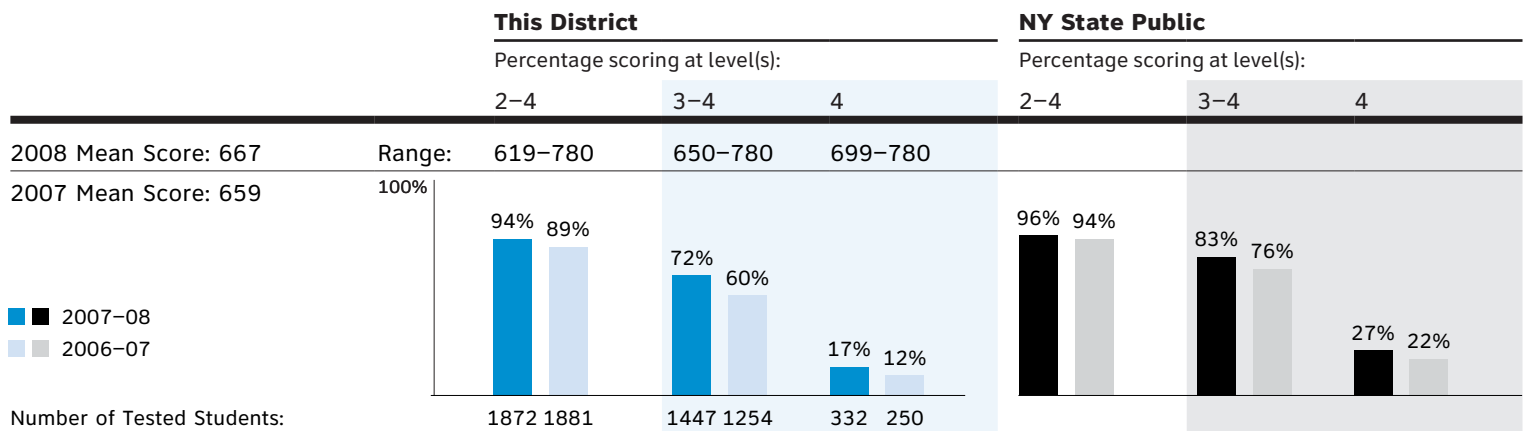
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Other Assessments

	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 5 Equivalent	31	28	26	13	30	30	28	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	25	N/A	N/A	N/A	32	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	1996	94%	72%	17%	2106	89%	60%	12%
Female	941	96%	75%	18%	991	91%	60%	14%
Male	1055	92%	70%	16%	1115	88%	59%	10%
American Indian or Alaska Native	16	94%	69%	19%	12	100%	50%	0%
Black or African American	1711	94%	73%	16%	1827	90%	60%	12%
Hispanic or Latino	211	93%	68%	19%	225	85%	57%	14%
Asian or Native Hawaiian/Other Pacific Islander	22	91%	82%	18%	19	84%	42%	11%
White	24	88%	71%	8%	17	88%	59%	12%
Multiracial	12	92%	83%	17%	6	100%	100%	0%
Small Group Totals								
General-Education Students	1577	97%	81%	20%	1750	93%	66%	14%
Students with Disabilities	419	82%	42%	5%	356	70%	29%	1%
English Proficient	1829	95%	74%	17%	1934	91%	61%	13%
Limited English Proficient	167	82%	54%	10%	172	74%	38%	4%
Economically Disadvantaged	1856	94%	73%	17%	1954	89%	59%	12%
Not Disadvantaged	140	94%	71%	18%	152	91%	67%	9%
Migrant								
Not Migrant	1996	94%	72%	17%	2106	89%	60%	12%

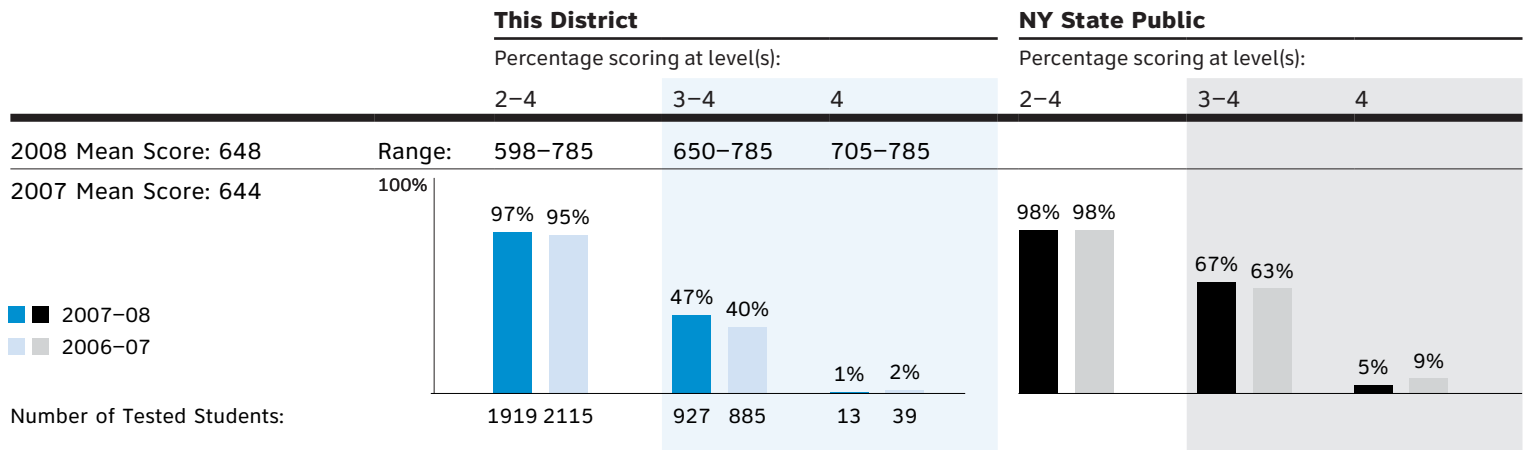
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Other Assessments

	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	31	27	24	12	29	29	27	22

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	1972	97%	47%	1%	2217	95%	40%	2%
Female	940	98%	51%	1%	1096	97%	46%	2%
Male	1032	97%	44%	0%	1121	94%	34%	1%
American Indian or Alaska Native	16	94%	19%	6%	11	—	—	—
Black or African American	1725	98%	48%	1%	1979	96%	41%	2%
Hispanic or Latino	198	94%	40%	0%	182	89%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	39%	0%	18	89%	50%	11%
White	13	—	—	—	24	92%	25%	0%
Multiracial	2	—	—	—	3	—	—	—
Small Group Totals	15	93%	33%	0%	14	86%	50%	14%
General-Education Students	1575	99%	55%	1%	1868	98%	46%	2%
Students with Disabilities	397	90%	16%	0%	349	81%	9%	0%
English Proficient	1854	98%	49%	1%	2089	96%	42%	2%
Limited English Proficient	118	86%	11%	0%	128	81%	12%	0%
Economically Disadvantaged	1841	97%	46%	1%	2072	95%	39%	2%
Not Disadvantaged	131	98%	54%	2%	145	95%	52%	3%
Migrant								
Not Migrant	1972	97%	47%	1%	2217	95%	40%	2%

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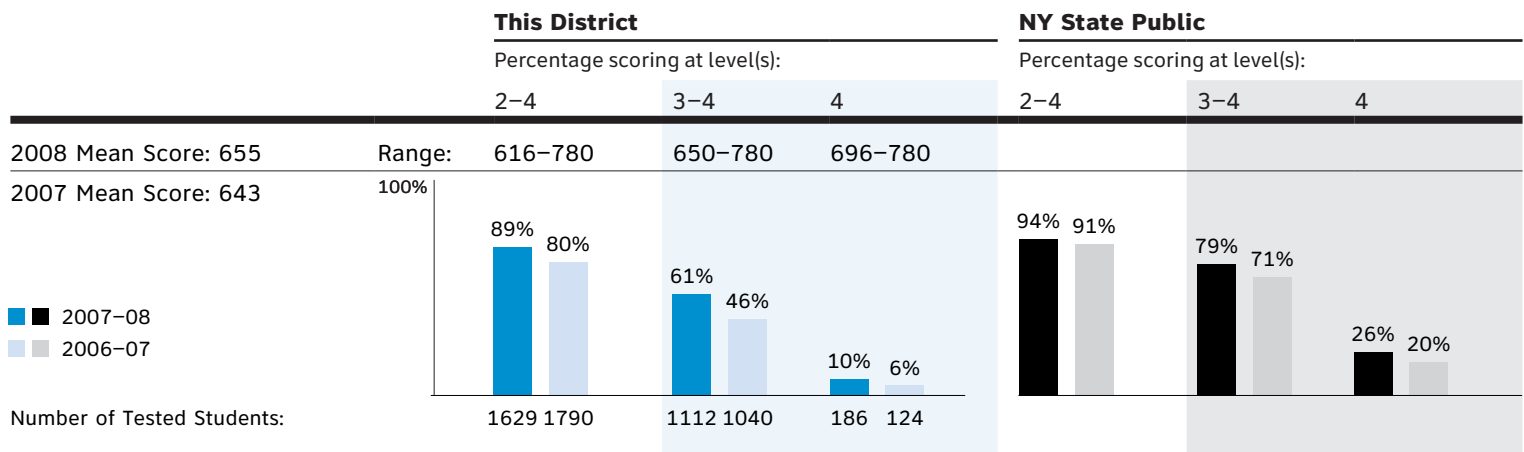
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Other Assessments

	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	30	26	20	15	40	37	33	27
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	22	N/A	N/A	N/A	22	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	1826	89%	61%	10%	2250	80%	46%	6%
Female	875	91%	65%	10%	1114	81%	49%	6%
Male	951	87%	57%	10%	1136	78%	44%	5%
American Indian or Alaska Native	15	—	—	—	11	—	—	—
Black or African American	1582	90%	61%	10%	1997	80%	46%	5%
Hispanic or Latino	196	86%	62%	12%	195	73%	45%	8%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	63%	19%	20	90%	75%	20%
White	15	93%	40%	0%	24	71%	17%	0%
Multiracial	2	—	—	—	3	—	—	—
Small Group Totals	17	76%	29%	0%	14	86%	50%	14%
General-Education Students	1441	94%	69%	12%	1895	86%	52%	6%
Students with Disabilities	385	70%	32%	2%	355	46%	13%	0%
English Proficient	1678	90%	63%	11%	2099	81%	47%	6%
Limited English Proficient	148	75%	38%	6%	151	60%	32%	3%
Economically Disadvantaged	1702	89%	61%	10%	2105	79%	45%	5%
Not Disadvantaged	124	89%	63%	9%	145	83%	59%	8%
Migrant								
Not Migrant	1826	89%	61%	10%	2250	80%	46%	6%

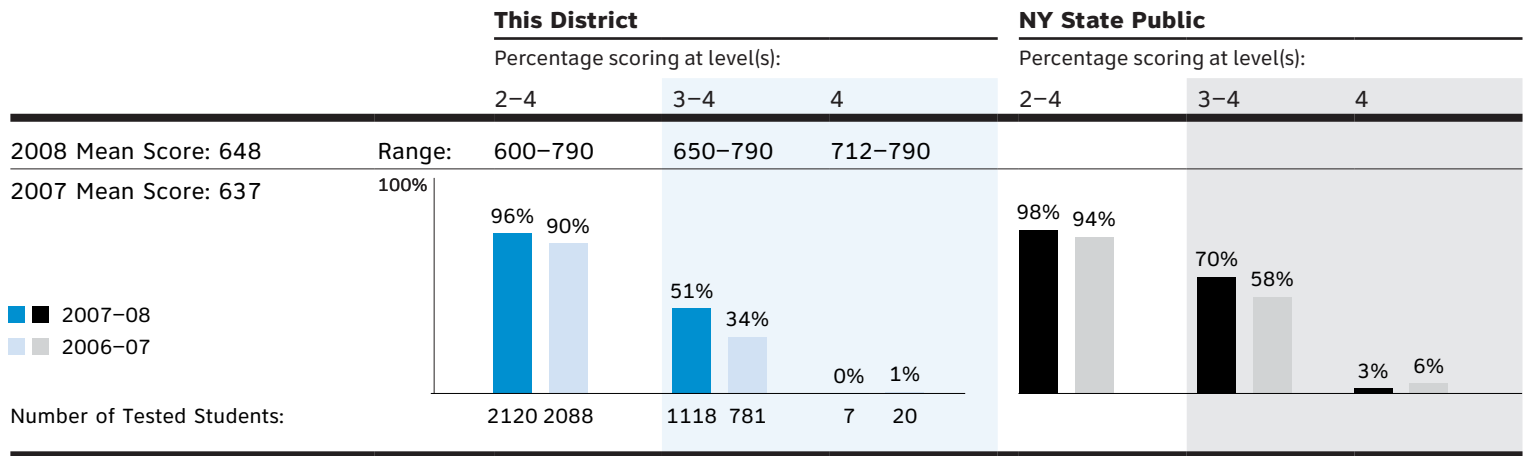
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Other Assessments

	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	29	29	24	17	39	37	29	26

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	2199	96%	51%	0%	2316	90%	34%	1%
Female	1087	98%	60%	0%	1120	92%	40%	2%
Male	1112	95%	42%	0%	1196	88%	28%	0%
American Indian or Alaska Native	10	—	—	—	8	—	—	—
Black or African American	1938	97%	52%	0%	2049	91%	34%	1%
Hispanic or Latino	206	95%	40%	0%	219	85%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	55%	0%	18	78%	28%	0%
White	22	95%	32%	0%	19	63%	21%	0%
Multiracial	3	—	—	—	3	—	—	—
Small Group Totals	13	85%	54%	0%	11	100%	36%	0%
General-Education Students	1773	99%	58%	0%	2003	94%	38%	1%
Students with Disabilities	426	86%	23%	0%	313	67%	7%	0%
English Proficient	2057	97%	53%	0%	2179	92%	36%	1%
Limited English Proficient	142	87%	17%	0%	137	61%	4%	0%
Economically Disadvantaged	2011	96%	51%	0%	2153	90%	33%	1%
Not Disadvantaged	188	97%	52%	1%	163	91%	46%	4%
Migrant								
Not Migrant	2199	96%	51%	0%	2316	90%	34%	1%

NOTES

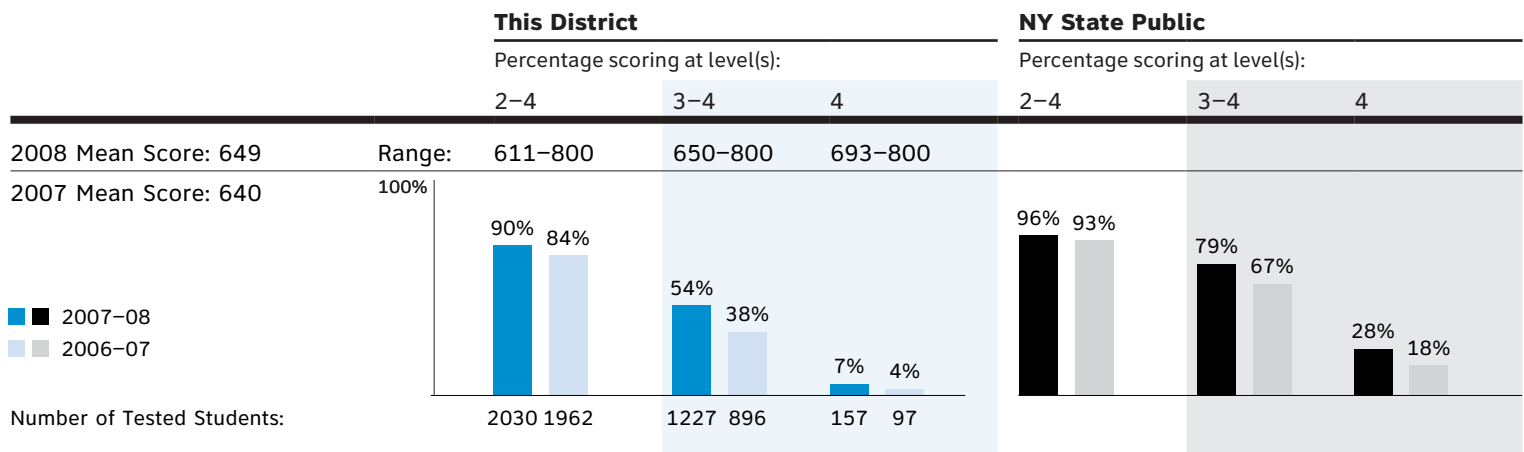
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Other Assessments

	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	35	34	23	21	43	40	35	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	29	N/A	N/A	N/A	24	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	2253	90%	54%	7%	2330	84%	38%	4%
Female	1119	93%	58%	8%	1122	87%	42%	5%
Male	1134	88%	51%	6%	1208	82%	35%	3%
American Indian or Alaska Native	10	—	—	—	8	—	—	—
Black or African American	1980	91%	55%	7%	2055	84%	38%	4%
Hispanic or Latino	213	85%	46%	5%	225	82%	39%	5%
Asian or Native Hawaiian/Other Pacific Islander	23	83%	57%	17%	21	81%	38%	19%
White	24	88%	50%	0%	18	83%	33%	0%
Multiracial	3	—	—	—	3	—	—	—
Small Group Totals	13	92%	62%	15%	11	82%	45%	0%
General-Education Students	1828	95%	62%	9%	2023	89%	43%	5%
Students with Disabilities	425	69%	23%	0%	307	54%	10%	0%
English Proficient	2062	92%	56%	8%	2167	86%	40%	4%
Limited English Proficient	191	72%	37%	0%	163	67%	21%	1%
Economically Disadvantaged	2060	90%	54%	7%	2165	84%	38%	4%
Not Disadvantaged	193	91%	56%	10%	165	85%	46%	12%
Migrant								
Not Migrant	2253	90%	54%	7%	2330	84%	38%	4%

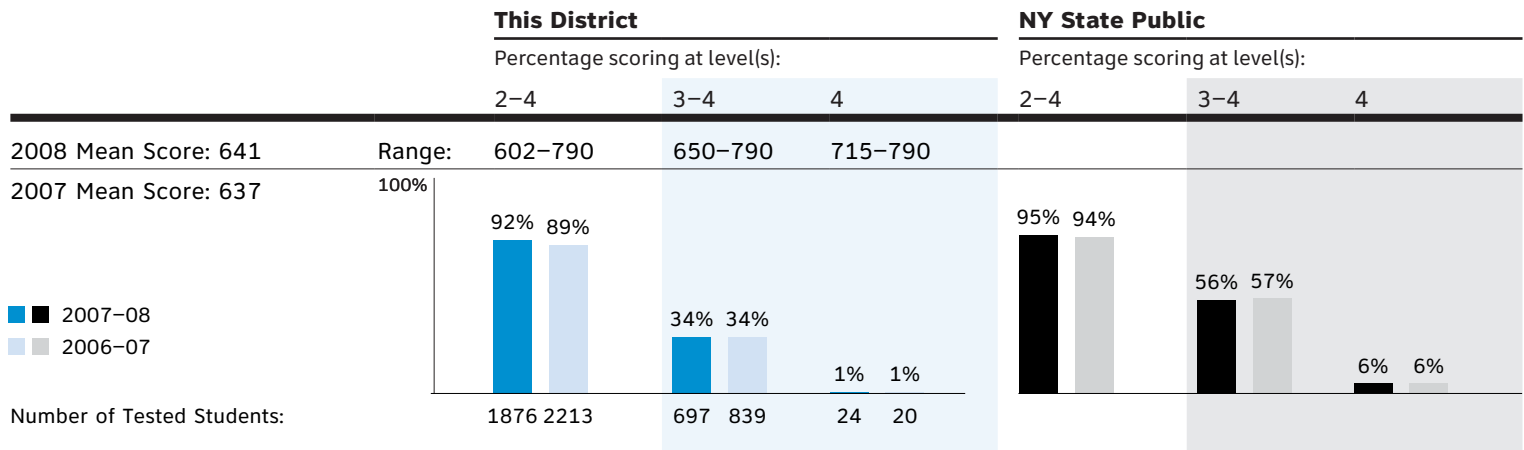
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Other Assessments

	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	36	28	28	13	43	40	38	30

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	2049	92%	34%	1%	2474	89%	34%	1%
Female	984	94%	42%	2%	1233	93%	42%	1%
Male	1065	89%	27%	1%	1241	85%	26%	0%
American Indian or Alaska Native	6	100%	33%	0%	14	—	—	—
Black or African American	1815	92%	34%	1%	2182	90%	34%	1%
Hispanic or Latino	194	90%	30%	2%	223	85%	34%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	75%	33%	8%	27	67%	19%	0%
White	22	59%	27%	0%	25	92%	48%	4%
Multiracial					3	—	—	—
Small Group Totals					17	88%	29%	0%
General-Education Students	1705	96%	39%	1%	2165	93%	38%	1%
Students with Disabilities	344	71%	10%	0%	309	62%	6%	0%
English Proficient	1935	93%	36%	1%	2302	91%	36%	1%
Limited English Proficient	114	67%	5%	0%	172	68%	6%	0%
Economically Disadvantaged	1887	92%	34%	1%	2302	89%	32%	1%
Not Disadvantaged	162	86%	35%	2%	172	90%	55%	2%
Migrant								
Not Migrant	2049	92%	34%	1%	2474	89%	34%	1%

NOTES

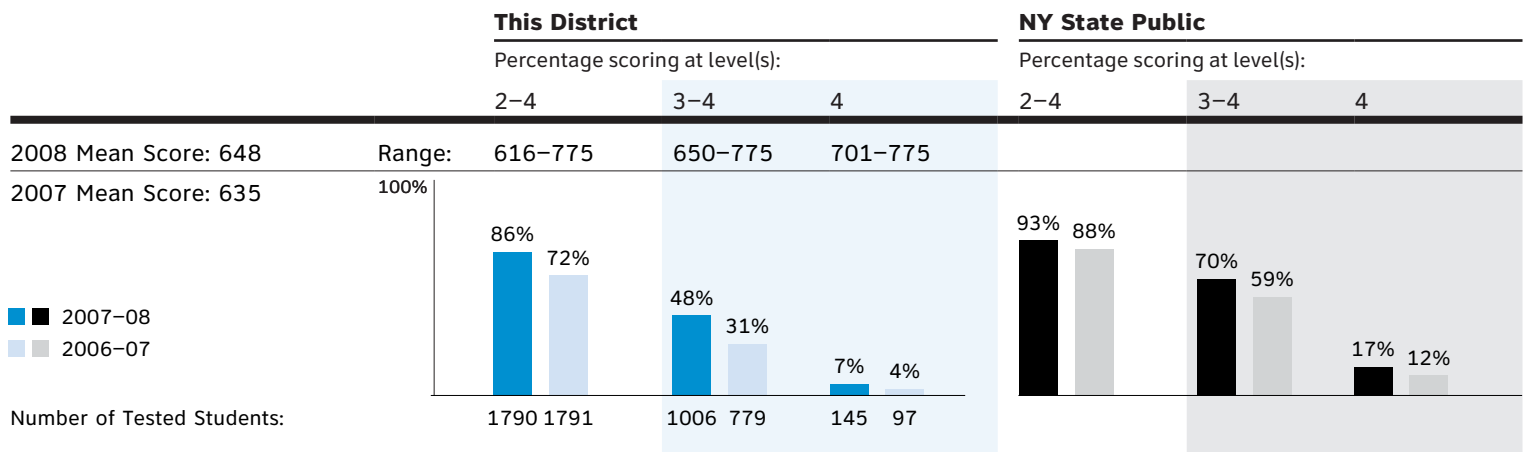
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Other Assessments

	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	34	34	32	25	40	40	36	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	19	N/A	N/A	N/A	34	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	2093	86%	48%	7%	2495	72%	31%	4%
Female	1000	89%	53%	8%	1241	75%	35%	4%
Male	1093	83%	44%	6%	1254	69%	27%	3%
American Indian or Alaska Native	6	—	—	—	13	—	—	—
Black or African American	1849	86%	48%	7%	2180	72%	30%	3%
Hispanic or Latino	203	87%	48%	7%	238	73%	40%	9%
Asian or Native Hawaiian/Other Pacific Islander	12	83%	67%	8%	31	71%	26%	10%
White	22	77%	45%	0%	30	67%	37%	0%
Multiracial	1	—	—	—	3	—	—	—
Small Group Totals	7	86%	43%	0%	16	81%	38%	0%
General-Education Students	1754	91%	54%	8%	2193	77%	34%	4%
Students with Disabilities	339	57%	19%	1%	302	36%	8%	0%
English Proficient	1948	86%	48%	7%	2286	73%	32%	4%
Limited English Proficient	145	80%	45%	3%	209	63%	27%	2%
Economically Disadvantaged	1928	86%	48%	7%	2320	71%	30%	3%
Not Disadvantaged	165	80%	45%	8%	175	78%	43%	9%
Migrant								
Not Migrant	2093	86%	48%	7%	2495	72%	31%	4%

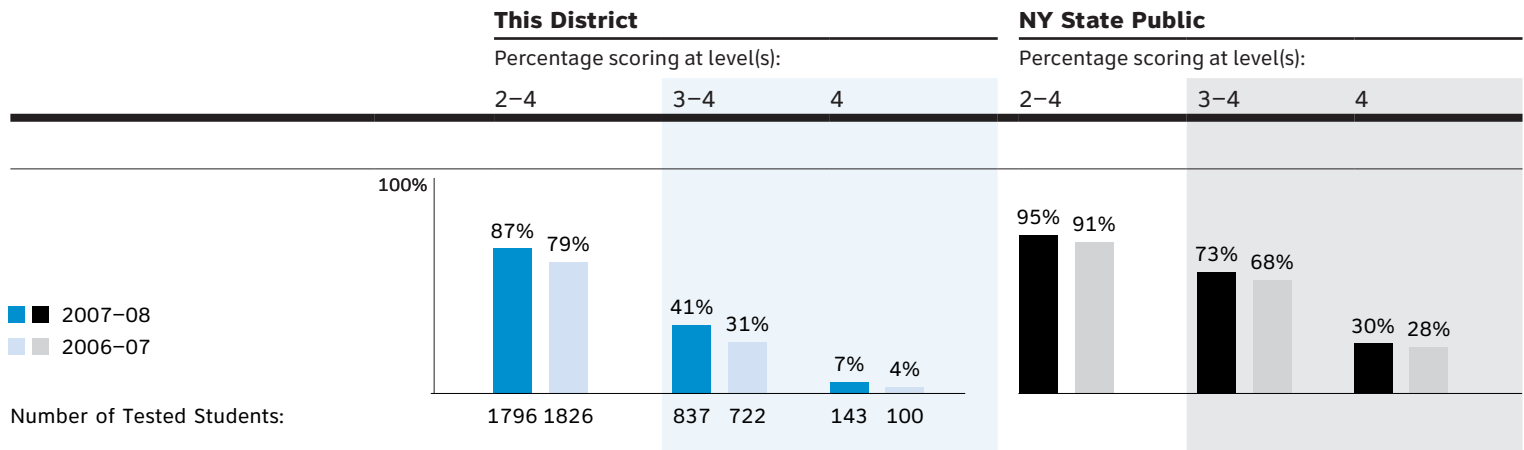
NOTES

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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	35	27	25	12	40	38	34	21

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	1976	87%	39%	6%	2258	79%	30%	4%
Female	933	89%	40%	6%	1102	82%	31%	4%
Male	1043	86%	38%	7%	1156	77%	29%	4%
American Indian or Alaska Native	6	—	—	—	12	—	—	—
Black or African American	1736	87%	38%	6%	1970	79%	29%	4%
Hispanic or Latino	196	87%	43%	12%	216	82%	40%	9%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	54%	0%	32	69%	28%	9%
White	23	83%	52%	9%	25	68%	24%	8%
Multiracial	2	—	—	—	3	—	—	—
Small Group Totals	8	88%	50%	0%	15	80%	20%	0%
General-Education Students	1650	91%	43%	7%	1976	84%	34%	5%
Students with Disabilities	326	68%	18%	2%	282	47%	6%	0%
English Proficient	1833	88%	40%	7%	2060	80%	31%	4%
Limited English Proficient	143	78%	29%	5%	198	65%	23%	5%
Economically Disadvantaged	1826	88%	39%	6%	2127	79%	29%	4%
Not Disadvantaged	150	83%	35%	7%	131	85%	50%	8%
Migrant								
Not Migrant	1976	87%	39%	6%	2258	79%	30%	4%

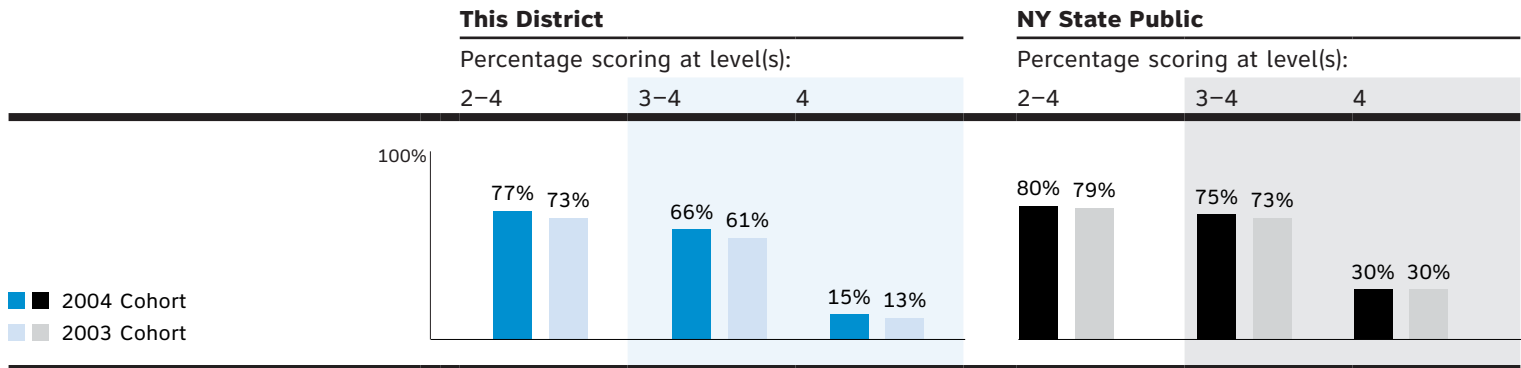
NOTES

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 8 Equivalent	32	26	23	19	41	41	34	26
Regents Science	77	72	67	15	40	39	39	7

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	2188	77%	66%	15%	1972	73%	61%	13%
Female	1250	83%	73%	18%	1129	82%	70%	18%
Male	938	69%	57%	10%	843	61%	49%	7%
American Indian or Alaska Native	11	73%	73%	0%	13	69%	62%	8%
Black or African American	1858	78%	67%	15%	1731	73%	60%	14%
Hispanic or Latino	222	69%	59%	15%	177	67%	60%	11%
Asian or Native Hawaiian/Other Pacific Islander	61	69%	51%	16%	24	88%	79%	8%
White	27	67%	59%	11%	14	43%	43%	7%
Multiracial	9	100%	100%	22%	13	100%	92%	23%
Small Group Totals								
General-Education Students	1944	83%	73%	16%	1681	82%	69%	15%
Students with Disabilities	244	26%	14%	1%	291	20%	11%	0%
English Proficient	2057	78%	68%	16%	1928	74%	62%	14%
Limited English Proficient	131	59%	29%	2%	44	41%	16%	0%
Economically Disadvantaged	1730	78%	67%	14%	1512	75%	62%	13%
Not Disadvantaged	458	71%	64%	17%	460	67%	58%	14%
Migrant								
Not Migrant	2188	77%	66%	15%				

NOTES

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Other Assessments

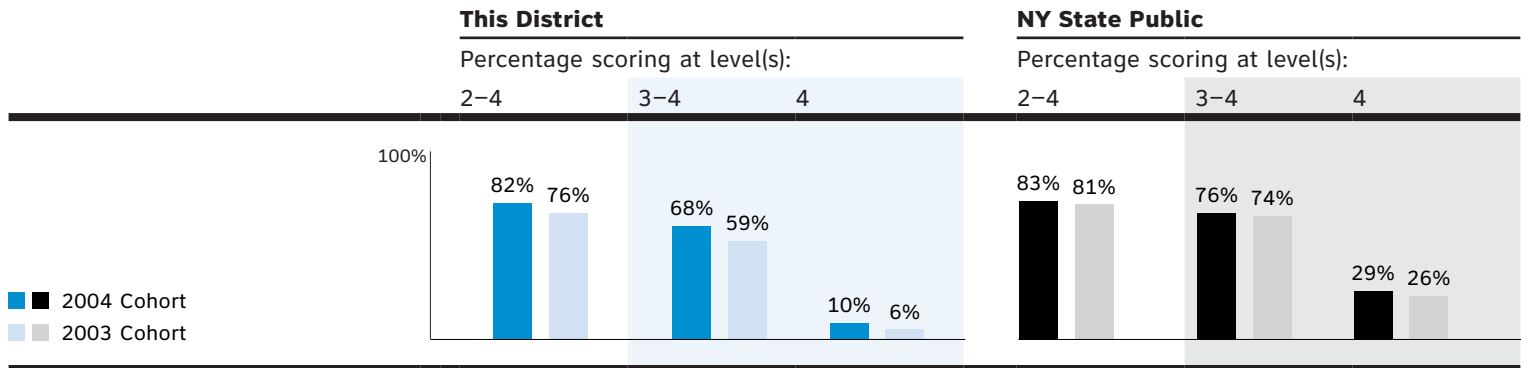
	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

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	2188	82%	68%	10%	1972	76%	59%	6%
Female	1250	86%	73%	10%	1129	85%	67%	8%
Male	938	77%	61%	8%	843	65%	49%	3%
American Indian or Alaska Native	11	73%	73%	18%	13	77%	62%	23%
Black or African American	1858	83%	68%	9%	1731	77%	59%	6%
Hispanic or Latino	222	76%	61%	9%	177	69%	59%	6%
Asian or Native Hawaiian/Other Pacific Islander	61	89%	75%	23%	24	88%	75%	17%
White	27	81%	67%	11%	14	50%	21%	0%
Multiracial	9	100%	100%	11%	13	100%	77%	0%
Small Group Totals								
General-Education Students	1944	88%	74%	11%	1681	85%	67%	7%
Students with Disabilities	244	35%	18%	0%	291	24%	12%	1%
English Proficient	2057	82%	69%	10%	1928	77%	60%	6%
Limited English Proficient	131	78%	54%	7%	44	45%	25%	0%
Economically Disadvantaged	1730	84%	69%	10%	1512	79%	59%	6%
Not Disadvantaged	458	77%	63%	8%	460	68%	57%	8%
Migrant								
Not Migrant	2188	82%	68%	10%				

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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.

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