



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #24**

District ID **34-24-00-01-0000**

Superintendent **CATHERINE POWIS**

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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	499	531	402
Kindergarten	4011	3914	3967
Grade 1	3932	4133	4002
Grade 2	3715	3725	4005
Grade 3	3715	3569	3626
Grade 4	3635	3582	3482
Grade 5	3887	3569	3506
Grade 6	3318	3319	3188
Ungraded Elementary	1532	1721	1963
Grade 7	3635	3584	3627
Grade 8	3654	3584	3547
Grade 9	4386	4111	3903
Grade 10	3498	3362	3534
Grade 11	1961	2138	2559
Grade 12	2192	2245	2281
Ungraded Secondary	1066	1144	1267
Total K-12	48137	47700	48457

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	24	25	24
Grade 8			
English	26	27	26
Mathematics	24	27	26
Science	26	27	27
Social Studies	26	27	28
Grade 10			
English	28	28	29
Mathematics	27	28	28
Science	29	30	29
Social Studies	29	30	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #24

District ID 34-24-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	31339	65%	30622	64%	29385	61%
Reduced-Price Lunch	6392	13%	6034	13%	5802	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	11973	25%	12011	25%	12670	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	103	0%	98	0%	108	0%
Black or African American	2073	4%	1970	4%	1997	4%
Hispanic or Latino	28802	60%	29022	61%	29652	61%
Asian or Native Hawaiian/Other Pacific Islander	9275	19%	8854	19%	8882	18%
White	7884	16%	7756	16%	7818	16%
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	998	2%	1679	3%	1692	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #24

District ID 34-24-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	3198	3233	3312
Percent with No Valid Teaching Certificate	3%	4%	2%
Percent Teaching Out of Certification	11%	7%	7%
Percent with Fewer Than Three Years of Experience	16%	15%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	39%	40%	41%
Total Number of Core Classes	10880	6402	7583
Percent Not Taught by Highly Qualified Teachers	10%	9%	9%
Total Number of Classes	8122	8782	9262
Percent Taught by Teachers Without Appropriate Certification	14%	9%	9%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	15%	
Turnover Rate of All Teachers	15%	14%	

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	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓ ^{SH}	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	—
Hispanic or Latino	✓	✓	✓	✓ ^{SH}	✓ ^{SH}	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	✓	✓	—
White	✓	✓	✓	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✗	✗	—
Limited English Proficient	✓ ^{SH}	✓	—	✓ ^{SH}	✗	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 7 of 8	✗ 6 of 8	✓ 1 of 1

Accountability Status Levels

AYP Status

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

Federal

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

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)  Improvement (Year 5)

Accountability Measures 9 of 9 Student groups making AYP in English language arts
 Made 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 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 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 (23075:21968)							
Ethnicity							
American Indian or Alaska Native (35:34)							
Black or African American (712:674)							
Hispanic or Latino (14014:13370)							
Asian or Native Hawaiian/Other Pacific Islander (4648:4363)							
White (3659:3521)							
Multiracial (7:6)	—						
Other Groups							
Students with Disabilities ⁴ (3614:3496)							
Limited English Proficient ⁵ (5412:6571)							
Economically Disadvantaged (20389:19374)							
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 Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 9 of 9 Student groups making AYP in mathematics
 Made AYP

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

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (23105:22223)			100%		179	101	
Ethnicity							
American Indian or Alaska Native (35:31)		—	—		174	85	
Black or African American (714:671)			99%		163	98	
Hispanic or Latino (14027:13455)			100%		174	101	
Asian or Native Hawaiian/Other Pacific Islander (4662:4513)			100%		192	100	
White (3660:3547)			99%		185	100	
Multiracial (7:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3604:3455)			99%		146	100	
Limited English Proficient ⁵ (5459:6964)			100%		167	101	
Economically Disadvantaged (20407:19631)			100%		179	101	
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 (7723:7320)		Qualified		99%		165	100	
Ethnicity								
American Indian or Alaska Native (9:8)	—	—	—	—	—	—	—	—
Black or African American (277:249)		Qualified		97%		156	100	
Hispanic or Latino (4728:4477)		Qualified		99%		157	100	
Asian or Native Hawaiian/Other Pacific Islander (1484:1420)		Qualified		100%		182	100	
White (1222:1164)		Qualified		98%		176	100	
Multiracial (3:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1128:1055)		Qualified		97%		127	100	
Limited English Proficient ⁴ (1788:2190)		Qualified		99%		142	100	
Economically Disadvantaged (6823:6470)		Qualified		99%		163	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 7 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (2655:2533)							
Ethnicity							
American Indian or Alaska Native (2:3)	—						
Black or African American (198:205)							
Hispanic or Latino (1547:1534)							
Asian or Native Hawaiian/Other Pacific Islander (504:393)							
White (387:384)							
Multiracial (17:14)	—						
Other Groups							
Students with Disabilities (158:249)							
Limited English Proficient ⁴ (490:553)							
Economically Disadvantaged (1492:1498)							
Final AYP Determination	 7 of 8						

NOTES

- ¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
 - ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

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

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 6 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (2655:2533)			100%		159	157	
Ethnicity							
American Indian or Alaska Native (2:3)	—	—	—	—	—	—	—
Black or African American (198:205)			100%		151	151	
Hispanic or Latino (1547:1534)			99%		151	156	147 156
Asian or Native Hawaiian/Other Pacific Islander (504:393)			100%		187	153	
White (387:384)			100%		166	153	
Multiracial (17:14)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (158:249)			100%		93	152	116 104
Limited English Proficient ⁴ (490:553)			99%		144	154	149 150
Economically Disadvantaged (1492:1498)			100%		165	156	
Final AYP Determination	 6 of 8						

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 (2823)			56%	55%		
Ethnicity						
American Indian or Alaska Native (8)		–	–	–		
Black or African American (244)			56%	55%		
Hispanic or Latino (1696)			51%	55%	43%	52%
Asian or Native Hawaiian/Other Pacific Islander (466)			69%	55%		
White (394)			61%	55%		
Multiracial (15)						
Other Groups						
Students with Disabilities (294)			23%	55%	18%	24%
Limited English Proficient ³ (685)			51%	55%	1%	52%
Economically Disadvantaged (2298)			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 #24**

District ID **34-24-00-01-0000**

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

22 schools identified 51% of total

51ST AVENUE ACADEMY
ACADEMY OF FINANCE AND ENTERPRISE
AVIATION CAREER AND TECHNICAL HIGH SCHOOL
HIGH SCHOOL FOR APPLIED COMMUNICATIONS
HIGH SCHOOL FOR ARTS AND BUSINESS
INTERNATIONAL HIGH SCHOOL AT LAGUARDIA
MIDDLE COLLEGE HIGH SCHOOL
PS 102 BAYVIEW SCHOOL
PS 113 ISAAC CHAUNCEY SCHOOL
PS 13 CLEMENT C MOORE SCHOOL
PS 143 LOUIS ARMSTRONG SCHOOL
PS 16
PS 199 MAURICE A FITZGERALD
PS 239
PS 28 THOMAS EMANUEL EARLY CHILDHOOD CENTER
PS 68 CAMBRIDGE
PS 7 LOUIS F SIMEONE SCHOOL
PS 71 FOREST SCHOOL
PS 81 JEAN PAUL RICHTER SCHOOL
PS 87 MIDDLE VILLAGE SCHOOL
PS 88 SENECA SCHOOL
ROBERT F WAGNER JR SECONDARY SCHOOL

▲ Improvement (Year 1)

2 schools identified 5% of total

IS 125 THOMAS J MCCANN WOODSIDE
PS 12 JAMES B COLGATE SCHOOL

▲ Improvement (Year 2)

1 school identified 2% of total

PS 19 MARINO P JEANTET SCHOOL

▲ Restructuring (Year 1)

2 schools identified 5% of total

IS 73 THE FRANK SANSIVIERIS INTERMEIDATE SCHOOL
PS 14 FAIRVIEW SCHOOL

▲ Restructuring (Year 3)

1 school identified 2% of total

New York State Status

■ Good Standing

6 schools identified 14% of total

FRANK SINATRA HIGH SCHOOL
IS 119 THE GLENDALE
PS 128 JUNIPER VALLEY SCHOOL
PS 229 EMMANUEL KAPLAN SCHOOL
PS 49 DOROTHY BONAWIT KOLE
PS 58 SCHOOL OF HEROES

■ Requiring Academic Progress (Year 1)

1 school identified 2% of total

PS 153 MASPETH ELEMENTARY SCHOOL

■ Requiring Academic Progress (Year 4)

1 school identified 2% of total

PS 91 RICHARD ARKWRIGHT SCHOOL

■ Requiring Academic Progress (Year 5)

1 school identified 2% of total

QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL

■ Requiring Academic Progress (Year 6)

1 school identified 2% of total

GROVER CLEVELAND HIGH SCHOOL

■ Requiring Academic Progress (Year 7)

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

⬆️ Restructuring (Year 3) (continued)

IS 93 RIDGEWOOD

⬆️ Restructuring (Year 4)

3 schools identified 7% of total

IS 5 WALTER CROWLEY

IS 61 LEONARDO DA VINCI

IS 77

⬆️ Restructuring (Year 5)

1 school identified 2% of total

PS 89 ELMHURST SCHOOL

New York State Status

■ Requiring Academic Progress (Year 7) (continued)

NEWTOWN HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #24

District ID 34-24-00-01-0000

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	63%			3841
Grade 4	66%			3693
Grade 5	75%			3730
Grade 6	54%			3420
Grade 7	61%			3727
Grade 8	44%			3671
Mathematics				
Grade 3	92%			3949
Grade 4	84%			3799
Grade 5	87%			3837
Grade 6	80%			3525
Grade 7	76%			3853
Grade 8	71%			3801
Science				
Grade 4	77%			3782
Grade 8	60%			3774

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	67%			2882
Mathematics	65%			2882

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.

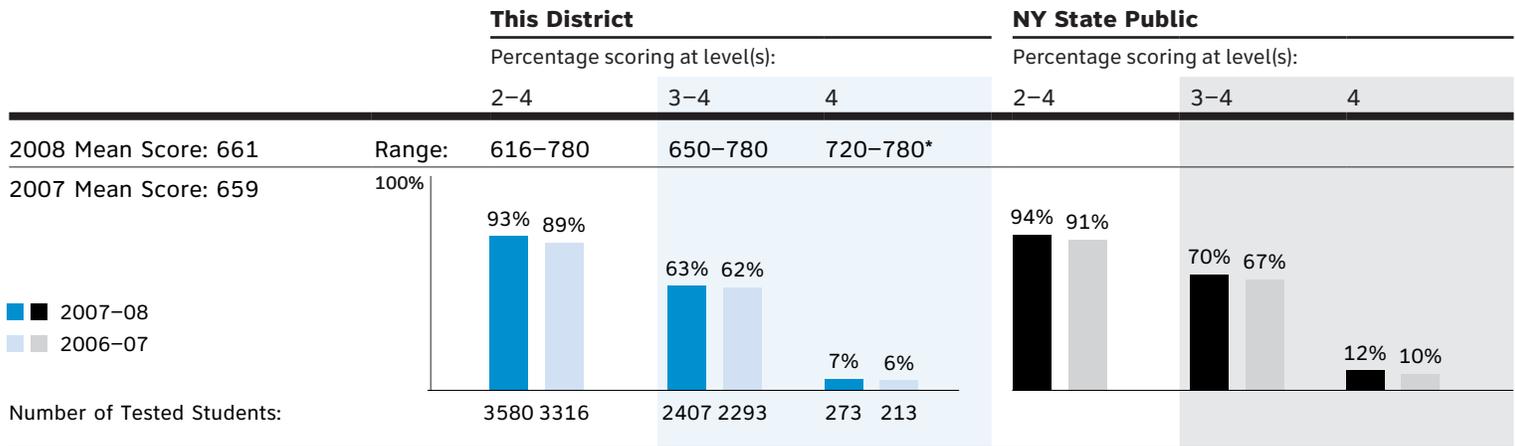
In this section, this district's performance is compared with that of public schools statewide.

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	3841	93%	63%	7%	3708	89%	62%	6%
Female	1885	95%	66%	8%	1804	91%	66%	6%
Male	1956	92%	60%	7%	1904	88%	58%	6%
American Indian or Alaska Native	12	-	-	-	7	86%	86%	0%
Black or African American	94	95%	66%	7%	108	89%	53%	4%
Hispanic or Latino	2361	91%	54%	4%	2317	86%	54%	3%
Asian or Native Hawaiian/Other Pacific Islander	745	98%	78%	13%	667	95%	79%	10%
White	627	96%	78%	13%	609	95%	75%	12%
Multiracial	2	-	-	-				
Small Group Totals	14	79%	57%	14%				
General-Education Students	3175	97%	69%	8%	3176	94%	68%	7%
Students with Disabilities	666	77%	31%	2%	532	61%	22%	1%
English Proficient	2669	97%	76%	10%	2623	95%	74%	8%
Limited English Proficient	1172	84%	32%	1%	1085	76%	32%	0%
Economically Disadvantaged	3432	93%	60%	6%	3348	89%	60%	5%
Not Disadvantaged	409	99%	82%	16%	360	95%	82%	15%
Migrant								
Not Migrant	3841	93%	63%	7%	3708	89%	62%	6%

NOTES

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

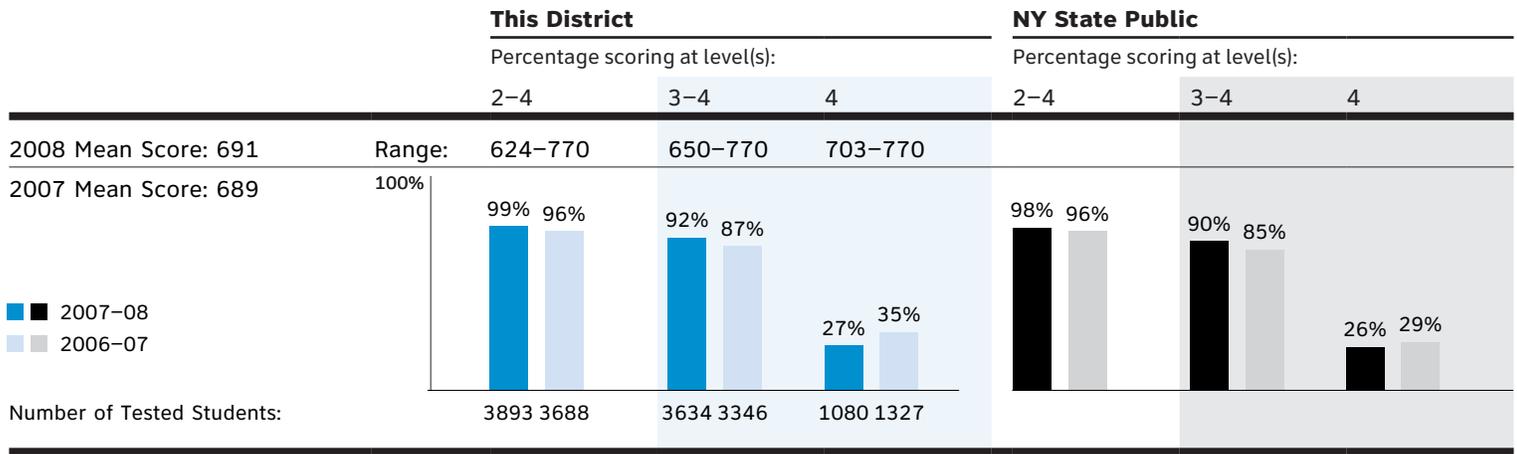
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	46	43	43	35	40	39	34	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	71	N/A	N/A	N/A	108	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

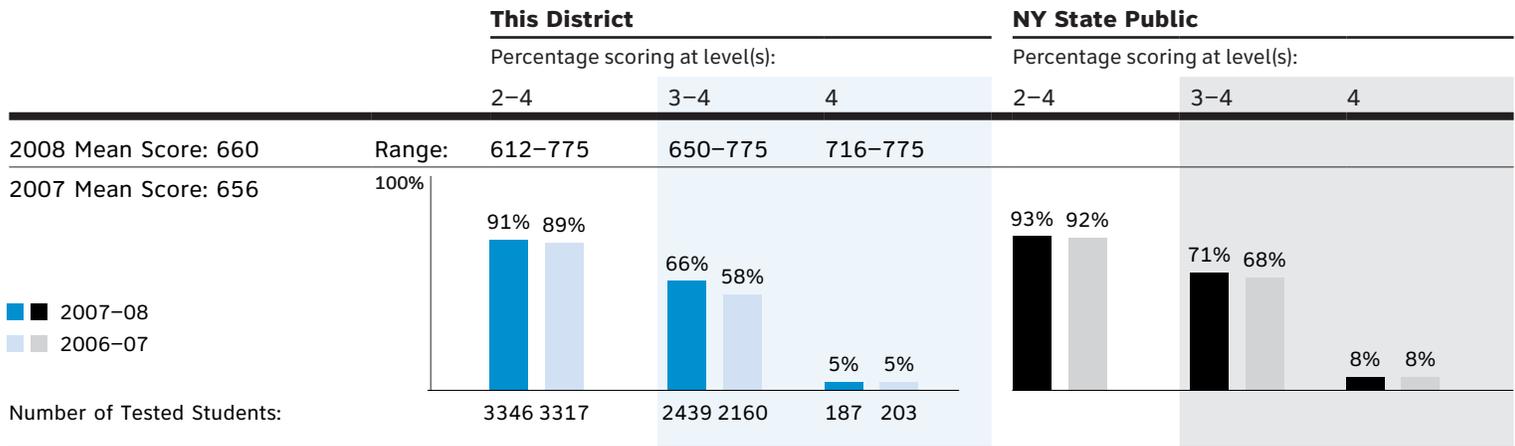
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3949	99%	92%	27%	3829	96%	87%	35%
Female	1930	99%	93%	28%	1877	97%	87%	35%
Male	2019	98%	91%	27%	1952	96%	88%	34%
American Indian or Alaska Native	11	-	-	-	7	100%	86%	43%
Black or African American	94	96%	85%	16%	111	95%	79%	23%
Hispanic or Latino	2404	99%	90%	19%	2395	95%	85%	27%
Asian or Native Hawaiian/Other Pacific Islander	790	99%	97%	50%	691	99%	95%	56%
White	648	98%	94%	34%	625	98%	90%	44%
Multiracial	2	-	-	-				
Small Group Totals	13	85%	77%	31%				
General-Education Students	3289	99%	95%	31%	3294	98%	92%	39%
Students with Disabilities	660	95%	77%	9%	535	85%	62%	10%
English Proficient	2665	99%	96%	34%	2623	99%	93%	43%
Limited English Proficient	1284	97%	84%	13%	1206	92%	75%	17%
Economically Disadvantaged	3535	98%	92%	26%	3461	96%	87%	33%
Not Disadvantaged	414	100%	96%	37%	368	96%	92%	53%
Migrant								
Not Migrant	3949	99%	92%	27%	3829	96%	87%	35%

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

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	46	46	43	34	41	41	38	36

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	3693	91%	66%	5%	3707	89%	58%	5%
Female	1794	92%	71%	7%	1847	91%	60%	6%
Male	1899	89%	62%	3%	1860	88%	56%	5%
American Indian or Alaska Native	4	-	-	-	8	-	-	-
Black or African American	120	91%	61%	2%	113	91%	54%	0%
Hispanic or Latino	2299	88%	59%	2%	2249	86%	49%	2%
Asian or Native Hawaiian/Other Pacific Islander	672	96%	83%	10%	746	95%	73%	11%
White	595	94%	77%	11%	590	94%	77%	13%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	7	100%	71%	0%	9	89%	44%	11%
General-Education Students	3074	96%	74%	6%	3185	94%	64%	6%
Students with Disabilities	619	66%	28%	0%	522	61%	22%	0%
English Proficient	2746	96%	78%	7%	2826	96%	70%	7%
Limited English Proficient	947	74%	33%	0%	881	69%	20%	0%
Economically Disadvantaged	3317	90%	64%	4%	3339	89%	56%	4%
Not Disadvantaged	376	94%	81%	15%	368	96%	83%	15%
Migrant								
Not Migrant	3693	91%	66%	5%	3707	89%	58%	5%

NOTES

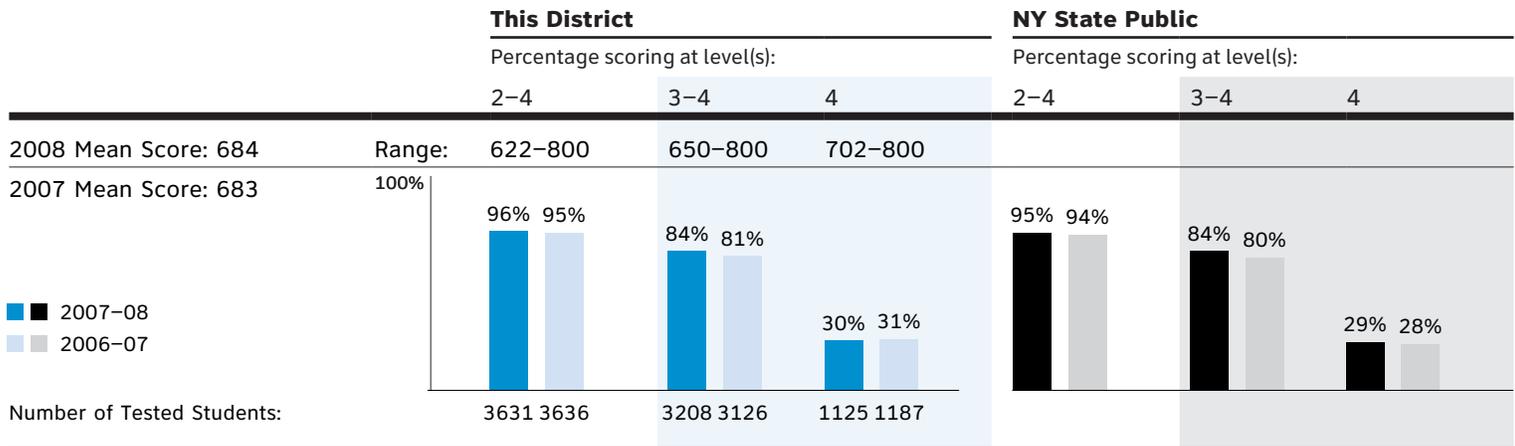
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Other Assessments

	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 4 Equivalent	46	44	43	41	47	46	42	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	77	N/A	N/A	N/A	117	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	3799	96%	84%	30%	3842	95%	81%	31%
Female	1849	96%	85%	29%	1909	95%	80%	28%
Male	1950	95%	84%	31%	1933	94%	83%	33%
American Indian or Alaska Native	4	-	-	-	9	-	-	-
Black or African American	122	93%	78%	12%	114	89%	73%	15%
Hispanic or Latino	2353	95%	81%	20%	2313	94%	76%	22%
Asian or Native Hawaiian/Other Pacific Islander	706	99%	94%	55%	799	98%	91%	52%
White	611	96%	88%	40%	606	96%	89%	40%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	7	100%	100%	29%	10	80%	70%	20%
General-Education Students	3181	98%	90%	34%	3314	97%	86%	35%
Students with Disabilities	618	82%	55%	7%	528	78%	52%	6%
English Proficient	2751	98%	91%	37%	2822	98%	89%	39%
Limited English Proficient	1048	89%	66%	9%	1020	87%	60%	8%
Economically Disadvantaged	3413	95%	84%	28%	3473	94%	80%	29%
Not Disadvantaged	386	97%	91%	47%	369	98%	94%	51%
Migrant								
Not Migrant	3799	96%	84%	30%	3842	95%	81%	31%

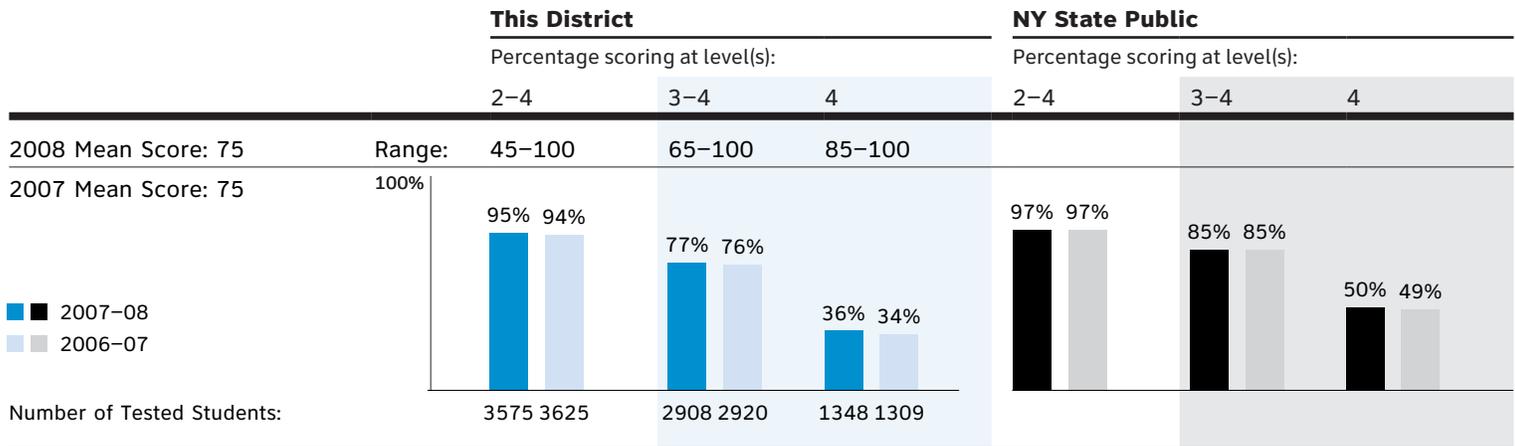
NOTES

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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	47	46	43	37	47	45	44	41

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	3782	95%	77%	36%	3853	94%	76%	34%
Female	1836	95%	77%	35%	1910	94%	75%	32%
Male	1946	94%	77%	36%	1943	94%	77%	36%
American Indian or Alaska Native	4	-	-	-	9	-	-	-
Black or African American	119	93%	75%	24%	115	91%	70%	18%
Hispanic or Latino	2342	93%	71%	27%	2323	93%	69%	25%
Asian or Native Hawaiian/Other Pacific Islander	706	97%	89%	55%	802	96%	86%	52%
White	608	98%	86%	48%	603	97%	89%	49%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	29%	10	100%	80%	30%
General-Education Students	3169	97%	82%	40%	3324	96%	80%	38%
Students with Disabilities	613	83%	50%	11%	529	83%	47%	9%
English Proficient	2740	98%	87%	46%	2819	98%	87%	44%
Limited English Proficient	1042	85%	51%	10%	1034	82%	45%	8%
Economically Disadvantaged	3405	94%	76%	33%	3486	94%	74%	32%
Not Disadvantaged	377	99%	88%	57%	367	98%	92%	57%
Migrant								
Not Migrant	3782	95%	77%	36%	3853	94%	76%	34%

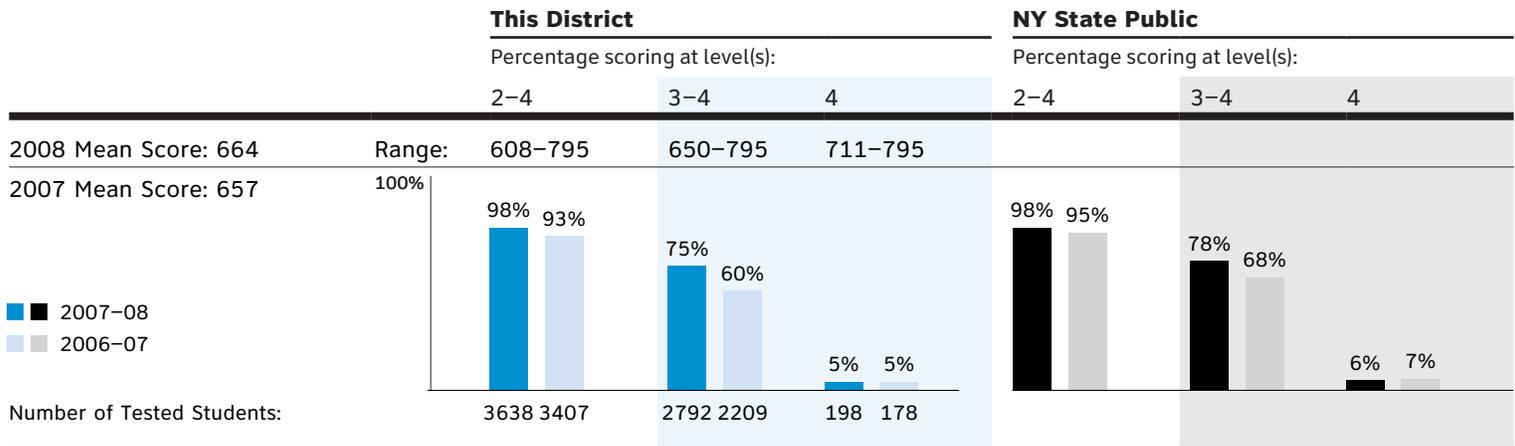
NOTES

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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	46	42	42	41	47	47	43	42

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	3730	98%	75%	5%	3678	93%	60%	5%
Female	1857	98%	76%	6%	1811	94%	62%	6%
Male	1873	97%	74%	5%	1867	91%	59%	4%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	108	95%	76%	2%	107	99%	63%	3%
Hispanic or Latino	2289	97%	69%	3%	2237	90%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	747	98%	84%	11%	740	96%	76%	8%
White	579	99%	84%	8%	588	97%	76%	11%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	86%	71%	0%	6	100%	67%	0%
General-Education Students	3114	99%	82%	6%	3189	95%	66%	6%
Students with Disabilities	616	91%	41%	0%	489	75%	21%	0%
English Proficient	2969	99%	84%	7%	3031	97%	70%	6%
Limited English Proficient	761	90%	37%	0%	647	70%	16%	0%
Economically Disadvantaged	3330	97%	73%	4%	3300	92%	58%	4%
Not Disadvantaged	400	99%	87%	13%	378	98%	79%	12%
Migrant								
Not Migrant	3730	98%	75%	5%	3678	93%	60%	5%

NOTES

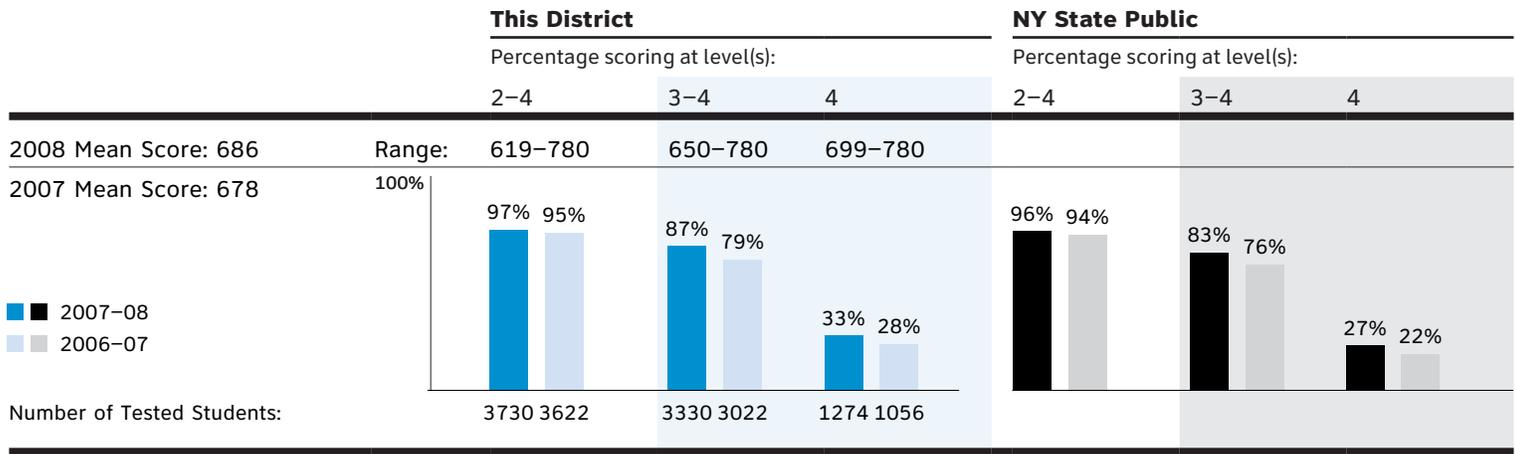
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Other Assessments

	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	50	46	44	33	35	35	33	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	74	N/A	N/A	N/A	130	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	3837	97%	87%	33%	3827	95%	79%	28%
Female	1899	98%	87%	31%	1882	95%	79%	27%
Male	1938	97%	87%	35%	1945	94%	79%	28%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	111	94%	82%	16%	112	94%	65%	12%
Hispanic or Latino	2348	97%	84%	24%	2323	93%	74%	19%
Asian or Native Hawaiian/Other Pacific Islander	782	98%	93%	56%	784	98%	91%	52%
White	589	98%	92%	43%	602	97%	86%	34%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	71%	71%	29%	6	83%	67%	17%
General-Education Students	3222	98%	91%	38%	3331	97%	84%	31%
Students with Disabilities	615	91%	64%	10%	496	79%	45%	5%
English Proficient	2971	99%	92%	40%	3044	98%	86%	32%
Limited English Proficient	866	91%	68%	11%	783	83%	53%	9%
Economically Disadvantaged	3434	97%	86%	32%	3442	94%	78%	26%
Not Disadvantaged	403	99%	93%	47%	385	98%	89%	43%
Migrant								
Not Migrant	3837	97%	87%	33%	3827	95%	79%	28%

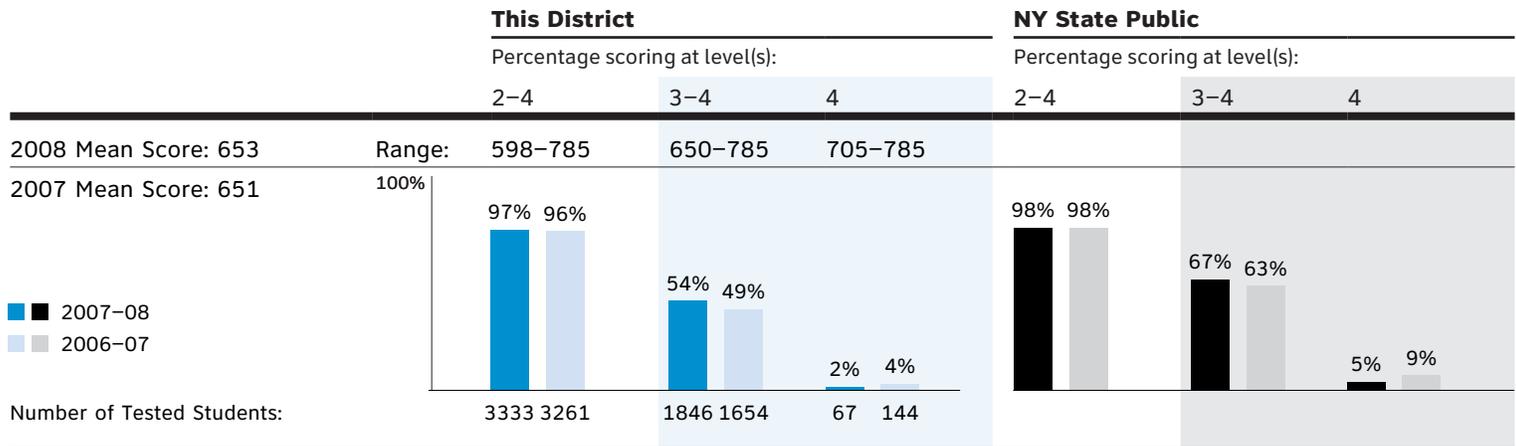
NOTES

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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	50	42	40	30	36	36	36	34

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	3420	97%	54%	2%	3386	96%	49%	4%
Female	1642	99%	58%	3%	1648	97%	52%	5%
Male	1778	96%	50%	1%	1738	96%	46%	4%
American Indian or Alaska Native	2	-	-	-	8	100%	63%	0%
Black or African American	99	-	-	-	108	94%	37%	2%
Hispanic or Latino	2041	97%	45%	1%	2034	95%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	720	98%	71%	4%	665	97%	65%	9%
White	558	99%	66%	4%	571	99%	64%	6%
Multiracial								
Small Group Totals	101	96%	41%	1%				
General-Education Students	2874	99%	61%	2%	2999	98%	54%	5%
Students with Disabilities	546	92%	16%	0%	387	85%	8%	0%
English Proficient	2818	99%	63%	2%	2858	99%	57%	5%
Limited English Proficient	602	89%	13%	0%	528	81%	5%	0%
Economically Disadvantaged	2952	97%	51%	1%	2962	96%	46%	4%
Not Disadvantaged	468	99%	73%	6%	424	98%	67%	9%
Migrant								
Not Migrant	3420	97%	54%	2%	3386	96%	49%	4%

NOTES

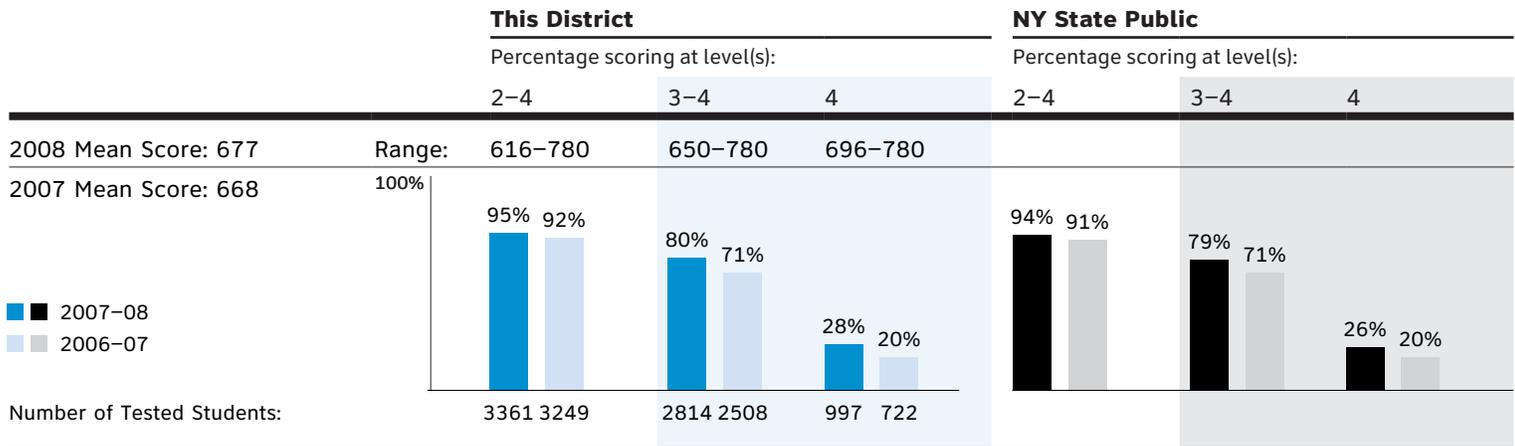
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Other Assessments

	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 6 Equivalent	38	34	31	24	42	42	40	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	81	N/A	N/A	N/A	125	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	3525	95%	80%	28%	3540	92%	71%	20%
Female	1698	96%	82%	29%	1719	92%	72%	20%
Male	1827	95%	78%	27%	1821	91%	70%	21%
American Indian or Alaska Native	2	-	-	-	8	100%	88%	25%
Black or African American	98	-	-	-	115	88%	53%	8%
Hispanic or Latino	2102	94%	75%	18%	2124	90%	63%	12%
Asian or Native Hawaiian/Other Pacific Islander	750	98%	92%	56%	707	96%	87%	43%
White	573	97%	85%	32%	586	96%	82%	27%
Multiracial								
Small Group Totals	100	93%	64%	11%				
General-Education Students	2974	98%	86%	32%	3142	95%	76%	23%
Students with Disabilities	551	83%	49%	6%	398	70%	29%	2%
English Proficient	2826	98%	87%	34%	2862	96%	79%	24%
Limited English Proficient	699	85%	52%	7%	678	73%	36%	5%
Economically Disadvantaged	3045	95%	79%	26%	3111	91%	69%	19%
Not Disadvantaged	480	97%	88%	43%	429	94%	81%	31%
Migrant								
Not Migrant	3525	95%	80%	28%	3540	92%	71%	20%

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	40	39	35	25	41	40	35	28

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 655	600-790	650-790	712-790			
2007 Mean Score: 646						
Number of Tested Students:	3623	3347	2292 1761	48	110	

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	3727	97%	61%	1%	3639	92%	48%	3%
Female	1827	98%	66%	2%	1719	92%	53%	4%
Male	1900	96%	57%	1%	1920	92%	44%	2%
American Indian or Alaska Native	7	100%	71%	0%	4	-	-	-
Black or African American	115	98%	50%	1%	137	-	-	-
Hispanic or Latino	2253	97%	54%	1%	2241	90%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	778	98%	76%	3%	688	93%	63%	5%
White	574	98%	74%	2%	569	97%	61%	8%
Multiracial								
Small Group Totals					141	94%	36%	1%
General-Education Students	3284	98%	67%	1%	3275	94%	52%	3%
Students with Disabilities	443	92%	23%	0%	364	73%	16%	0%
English Proficient	3097	99%	71%	2%	3087	97%	56%	4%
Limited English Proficient	630	86%	14%	0%	552	62%	8%	0%
Economically Disadvantaged	3277	97%	60%	1%	3201	91%	46%	2%
Not Disadvantaged	450	98%	73%	2%	438	97%	65%	7%
Migrant								
Not Migrant	3727	97%	61%	1%	3639	92%	48%	3%

NOTES

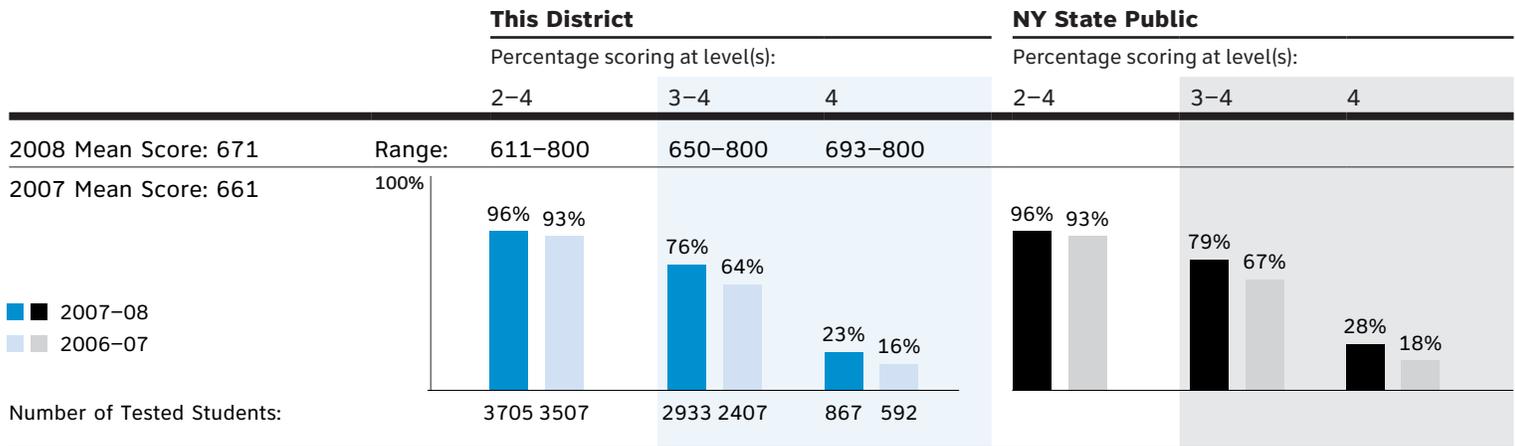
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Other Assessments

	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	42	41	32	26	32	32	31	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	112	N/A	N/A	N/A	122	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	3853	96%	76%	23%	3767	93%	64%	16%
Female	1871	97%	78%	22%	1781	93%	65%	17%
Male	1982	95%	75%	23%	1986	93%	63%	15%
American Indian or Alaska Native	7	100%	71%	0%	4	-	-	-
Black or African American	116	92%	55%	9%	140	-	-	-
Hispanic or Latino	2319	95%	70%	12%	2303	92%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	832	98%	90%	47%	734	96%	84%	38%
White	579	98%	85%	31%	586	95%	73%	22%
Multiracial								
Small Group Totals					144	84%	42%	4%
General-Education Students	3410	97%	80%	25%	3396	95%	68%	17%
Students with Disabilities	443	86%	44%	3%	371	74%	23%	1%
English Proficient	3096	98%	84%	27%	3077	96%	70%	18%
Limited English Proficient	757	87%	46%	5%	690	80%	35%	3%
Economically Disadvantaged	3401	96%	76%	21%	3323	93%	63%	15%
Not Disadvantaged	452	95%	81%	31%	444	95%	73%	24%
Migrant								
Not Migrant	3853	96%	76%	23%	3767	93%	64%	16%

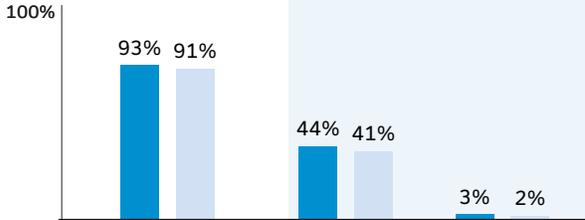
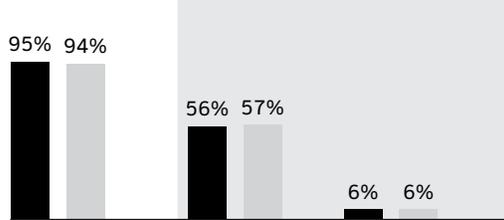
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Other Assessments

	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	43	38	36	21	32	31	28	24

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 647	602-790	650-790	715-790			
2007 Mean Score: 642						
						
Number of Tested Students:	3421	3271	1633	1465	92	76

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	3671	93%	44%	3%	3613	91%	41%	2%
Female	1719	94%	50%	3%	1820	92%	47%	2%
Male	1952	93%	39%	2%	1793	89%	34%	2%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	144	-	-	-	127	90%	35%	2%
Hispanic or Latino	2241	93%	37%	1%	2195	89%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	705	93%	62%	6%	706	92%	57%	5%
White	577	97%	55%	4%	578	96%	54%	4%
Multiracial					1	-	-	-
Small Group Totals	148	90%	35%	2%	7	100%	43%	0%
General-Education Students	3246	96%	49%	3%	3267	93%	44%	2%
Students with Disabilities	425	75%	10%	0%	346	71%	8%	0%
English Proficient	3108	98%	52%	3%	3023	97%	48%	3%
Limited English Proficient	563	69%	5%	0%	590	60%	4%	0%
Economically Disadvantaged	3196	93%	43%	2%	3113	90%	38%	2%
Not Disadvantaged	475	96%	57%	5%	500	95%	57%	4%
Migrant								
Not Migrant	3671	93%	44%	3%	3613	91%	41%	2%

NOTES

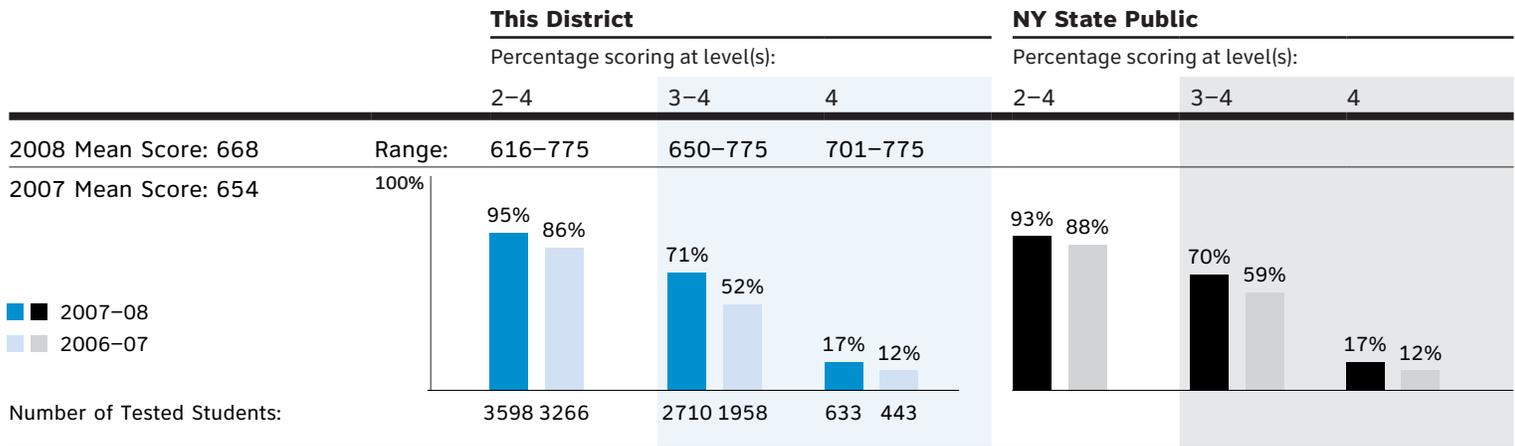
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	33	28	19	34	34	32	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	119	N/A	N/A	N/A	158	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	3801	95%	71%	17%	3779	86%	52%	12%
Female	1785	95%	72%	17%	1894	87%	53%	13%
Male	2016	94%	71%	16%	1885	86%	51%	11%
American Indian or Alaska Native	2	-	-	-	6	-	-	-
Black or African American	144	-	-	-	138	72%	30%	3%
Hispanic or Latino	2320	93%	65%	9%	2284	83%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	751	98%	89%	41%	757	96%	78%	34%
White	584	96%	75%	19%	593	90%	60%	12%
Multiracial					1	-	-	-
Small Group Totals	146	88%	58%	10%	7	86%	57%	0%
General-Education Students	3386	97%	76%	18%	3439	89%	56%	13%
Students with Disabilities	415	77%	34%	3%	340	56%	12%	0%
English Proficient	3101	96%	76%	19%	3034	90%	57%	14%
Limited English Proficient	700	87%	53%	6%	745	73%	32%	3%
Economically Disadvantaged	3321	95%	71%	16%	3275	86%	50%	11%
Not Disadvantaged	480	95%	76%	21%	504	91%	62%	17%
Migrant								
Not Migrant	3801	95%	71%	17%	3779	86%	52%	12%

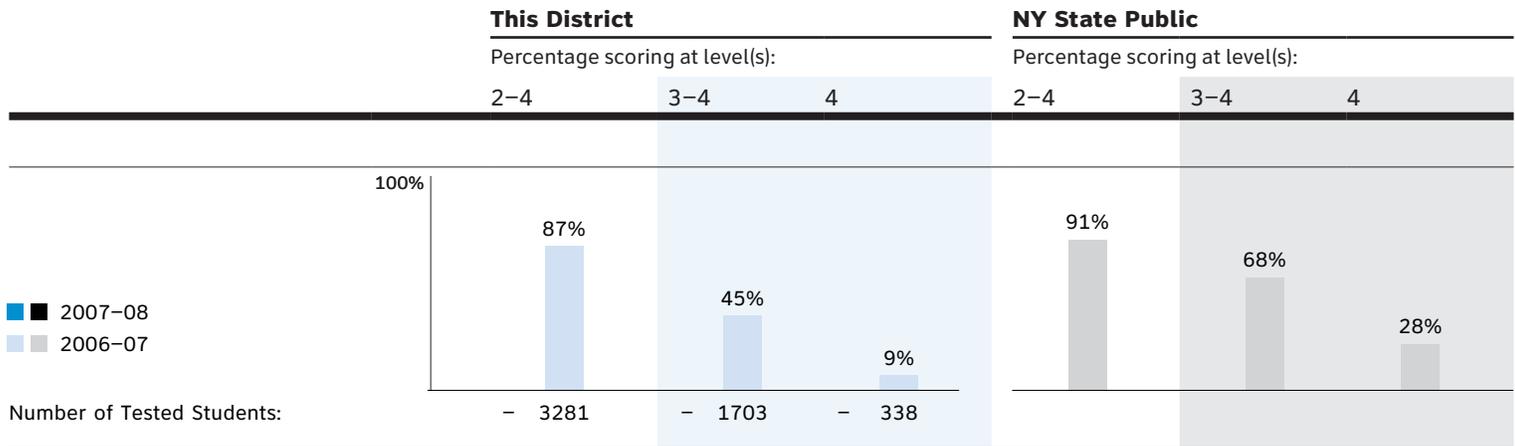
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Other Assessments

	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 8 Equivalent	36	35	34	20	34	34	33	23

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	3774	94%	60%	12%	3772	87%	45%	9%
Female	1768	95%	58%	11%	1884	88%	44%	9%
Male	2006	94%	62%	14%	1888	86%	46%	9%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	142	-	-	-	137	78%	32%	4%
Hispanic or Latino	2299	93%	53%	6%	2268	85%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	754	97%	78%	29%	767	92%	68%	22%
White	575	96%	68%	15%	593	91%	55%	11%
Multiracial					1	-	-	-
Small Group Totals	146	92%	49%	9%	7	100%	43%	0%
General-Education Students	3372	96%	64%	13%	3429	90%	48%	10%
Students with Disabilities	402	79%	26%	3%	343	62%	16%	2%
English Proficient	3073	97%	68%	15%	3019	92%	53%	11%
Limited English Proficient	701	81%	28%	1%	753	68%	15%	0%
Economically Disadvantaged	3294	94%	59%	11%	3261	86%	43%	8%
Not Disadvantaged	480	96%	70%	19%	511	91%	61%	15%
Migrant								
Not Migrant	3774	94%	60%	12%	3772	87%	45%	9%

NOTES

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Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	34	31	28	26	34	34	31	27
Regents Science	1	-	-	-	0			

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

This District

Percentage scoring at level(s):

2-4

3-4

4

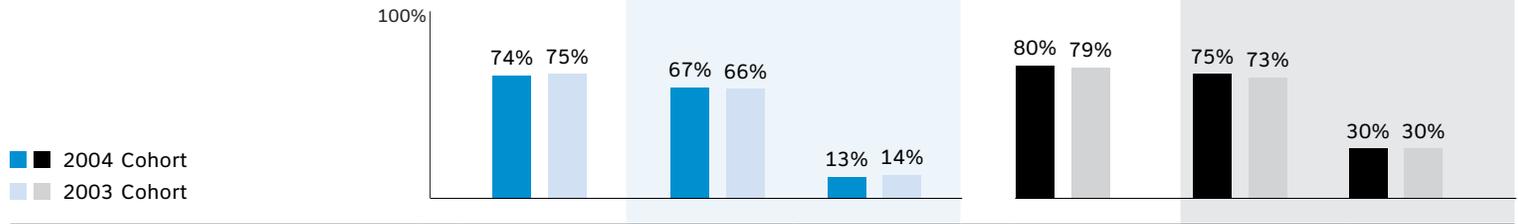
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				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	2882	74%	67%	13%	3273	75%	66%	14%
Female	1281	78%	72%	14%	1340	80%	70%	14%
Male	1601	71%	64%	12%	1933	71%	63%	14%
American Indian or Alaska Native	3	–	–	–	7	71%	71%	29%
Black or African American	225	75%	68%	9%	291	78%	72%	16%
Hispanic or Latino	1770	70%	63%	10%	1958	71%	61%	10%
Asian or Native Hawaiian/Other Pacific Islander	432	86%	82%	19%	554	86%	79%	23%
White	436	78%	71%	18%	446	73%	65%	20%
Multiracial	16	–	–	–	17	88%	88%	12%
Small Group Totals	19	79%	79%	21%				
General-Education Students	2576	79%	72%	14%	3000	79%	70%	16%
Students with Disabilities	306	31%	25%	1%	273	25%	17%	0%
English Proficient	2373	77%	71%	15%	2901	76%	68%	16%
Limited English Proficient	509	60%	49%	4%	372	66%	47%	3%
Economically Disadvantaged	1719	76%	68%	13%	2639	76%	67%	14%
Not Disadvantaged	1163	72%	66%	13%	634	67%	59%	16%
Migrant								
Not Migrant	2882	74%	67%	13%				

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

This District

Percentage scoring at level(s):

2-4

3-4

4

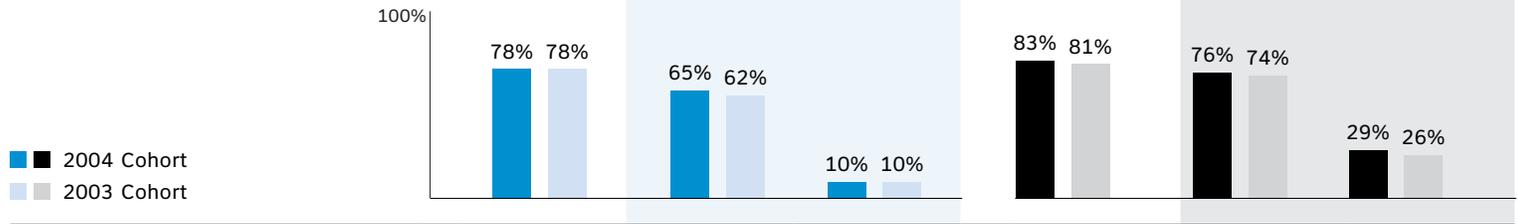
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students | Percentage scoring at level(s):
2-4 | 3-4 | 4

2003 Cohort**

Number of Students | Percentage scoring at level(s):
2-4 | 3-4 | 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2882	78%	65%	10%	3273	78%	62%	10%
Female	1281	81%	67%	10%	1340	82%	63%	9%
Male	1601	75%	63%	10%	1933	75%	62%	11%
American Indian or Alaska Native	3	–	–	–	7	71%	71%	14%
Black or African American	225	76%	61%	7%	291	77%	61%	5%
Hispanic or Latino	1770	74%	59%	6%	1958	74%	56%	5%
Asian or Native Hawaiian/Other Pacific Islander	432	92%	87%	26%	554	91%	83%	25%
White	436	81%	69%	14%	446	78%	64%	14%
Multiracial	16	–	–	–	17	88%	76%	0%
Small Group Totals	19	89%	63%	16%				
General-Education Students	2576	83%	70%	11%	3000	83%	67%	11%
Students with Disabilities	306	35%	18%	0%	273	26%	13%	0%
English Proficient	2373	79%	68%	11%	2901	78%	63%	10%
Limited English Proficient	509	72%	51%	7%	372	80%	53%	8%
Economically Disadvantaged	1719	80%	67%	11%	2639	80%	63%	10%
Not Disadvantaged	1163	75%	62%	9%	634	71%	58%	9%
Migrant								
Not Migrant	2882	78%	65%	10%				

NOTES

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

Other Assessments

2004 Cohort

Number of Students | Number scoring at level(s):
2-4 | 3-4 | 4

2003 Cohort

Number of Students | Number scoring at level(s):
2-4 | 3-4 | 4

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

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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