



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #26**

District ID **34-26-00-01-0000**

Superintendent **ANITA SAUNDERS**

Telephone **(718) 631-6982**

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	385	438	598
Kindergarten	1503	1373	1405
Grade 1	1433	1543	1531
Grade 2	1539	1470	1635
Grade 3	1541	1579	1551
Grade 4	1642	1587	1575
Grade 5	1711	1678	1628
Grade 6	1888	1861	1788
Ungraded Elementary	449	518	599
Grade 7	1923	1860	1851
Grade 8	2043	1915	1913
Grade 9	4496	4555	4349
Grade 10	4758	4670	4439
Grade 11	3679	3903	3796
Grade 12	2773	3075	3246
Ungraded Secondary	829	866	1085
Total K-12	32207	32453	32391

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	25	25	24
Grade 8			
English	33	33	32
Mathematics	33	33	31
Science	32	33	32
Social Studies	32	33	32
Grade 10			
English	31	30	30
Mathematics	31	32	30
Science	31	32	31
Social Studies	31	31	30

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 #26

District ID 34-26-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	7598	24%	8729	27%	8548	26%
Reduced-Price Lunch	4088	13%	4132	13%	3969	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2506	8%	2580	8%	2841	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	71	0%	67	0%	69	0%
Black or African American	5710	18%	5539	17%	5316	16%
Hispanic or Latino	4612	14%	4761	15%	4887	15%
Asian or Native Hawaiian/Other Pacific Islander	14803	46%	15330	47%	15639	48%
White	7011	22%	6756	21%	6480	20%
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	569	2%	863	3%	863	3%

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 #26

District ID 34-26-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	1849	1910	1949
Percent with No Valid Teaching Certificate	2%	3%	1%
Percent Teaching Out of Certification	8%	9%	7%
Percent with Fewer Than Three Years of Experience	11%	10%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	54%	53%
Total Number of Core Classes	6798	4962	5476
Percent Not Taught by Highly Qualified Teachers	6%	8%	8%
Total Number of Classes	6055	6290	6545
Percent Taught by Teachers Without Appropriate Certification	9%	9%	8%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	12%	11%	
Turnover Rate of All Teachers	13%	10%	

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)

■ Good Standing

ELA	■ Good Standing	Science	■ Good Standing
Math	■ Good Standing	Graduation Rate	■ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
NO	NO	NO

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

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

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 8 Student groups making AYP in English language arts
✗ Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District Requiring Academic Progress (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [204]

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 (11065:10510)	✓	✓	97%	✓	184	132	
Ethnicity							
American Indian or Alaska Native (20:17)	—	—	—	—	—	—	—
Black or African American (807:755)	✓	✓	96%	✓	177	129	
Hispanic or Latino (1339:1266)	✓	✓	96%	✓	176	130	
Asian or Native Hawaiian/Other Pacific Islander (6044:5793)	✓	✓	99%	✓	187	132	
White (2849:2673)	✓	✓	95%	✓	185	131	
Multiracial (6:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3097:1516)	✗	✗	91%	✓	151	130	
Limited English Proficient ⁵ (732:1065)	✓	✓	95%	✓	156	130	
Economically Disadvantaged (4945:4755)	✓	✓	99%	✓	180	131	
Final AYP Determination	✗ 7 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} 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 7 of 8 Student groups making AYP in mathematics
✗ Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District Requiring Academic Progress (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [204]

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 (11080:10547)	✓	✓	98%	✓	194	101	
Ethnicity							
American Indian or Alaska Native (20:17)	—	—	—	—	—	—	—
Black or African American (803:749)	✓	✓	96%	✓	185	98	
Hispanic or Latino (1345:1268)	✓	✓	97%	✓	188	99	
Asian or Native Hawaiian/Other Pacific Islander (6055:5838)	✓	✓	100%	✓	198	101	
White (2851:2669)	✓	✓	95%	✓	191	100	
Multiracial (6:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3094:1504)	✗	✗	90%	✓	173	99	
Limited English Proficient ⁵ (758:1166)	✓	✓	99%	✓	189	99	
Economically Disadvantaged (4963:4784)	✓	✓	100%	✓	193	100	
Final AYP Determination	✗ 7 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} 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 (3740:3533)	✓	Qualified	✓	97%	✓	188	100	
Ethnicity								
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–	–
Black or African American (285:262)		Qualified	✓	94%	✓	178	100	
Hispanic or Latino (453:421)		Qualified	✓	96%	✓	177	100	
Asian or Native Hawaiian/Other Pacific Islander (2036:1956)		Qualified	✓	99%	✓	191	100	
White (954:882)		Qualified	✓	94%	✓	188	100	
Multiracial (3:3)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (586:476)		Qualified	✓	83%	✓	166	100	
Limited English Proficient ⁴ (259:381)		Qualified	✓	98%	✓	171	100	
Economically Disadvantaged (1665:1595)		Qualified	✓	99%	✓	185	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
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

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

Accountability Measures 8 of 9 Student groups making AYP in English language arts
✗ Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District Requiring Academic Progress (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [204]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09	
(12th Graders: 2004 Cohort) ¹								
All Students (3429:3964)	✓	✓	100%	✓	180	163		
Ethnicity								
American Indian or Alaska Native (11:8)	—	—	—	—	—	—	—	
Black or African American (783:938)	✓	✓	99%	✓	172	161		
Hispanic or Latino (586:702)	✓	✓	100%	✓	177	161		
Asian or Native Hawaiian/Other Pacific Islander (1462:1613)	✓	✓	100%	✓	186	162		
White (558:671)	✓	✓	99%	✓	183	161		
Multiracial (29:32)	✓	—	—	✓	191	148		
Other Groups								
Students with Disabilities (169:270)	✗	✓	99%	✗	115	158	157 124	
Limited English Proficient ⁴ (226:426)	✓ ^{SH}	✓	99%	✓ ^{SH}	154	160	151 159	
Economically Disadvantaged (828:981)	✓	✓	100%	✓	179	162		
Final AYP Determination	✗	8 of 9						

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
- ✓^{SH} 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 8 of 9 Student groups making AYP in mathematics
✗ Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District Requiring Academic Progress (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [204]

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 (3429:3964)	✓	✓	100%	✓	185	157	
Ethnicity							
American Indian or Alaska Native (11:8)	—	—	—	—	—	—	—
Black or African American (783:938)	✓	✓	99%	✓	174	155	
Hispanic or Latino (586:702)	✓	✓	100%	✓	181	155	
Asian or Native Hawaiian/Other Pacific Islander (1462:1613)	✓	✓	100%	✓	193	156	
White (558:671)	✓	✓	100%	✓	184	155	
Multiracial (29:32)	✓	—	—	✓	197	142	
Other Groups							
Students with Disabilities (169:270)	✗	✓	100%	✗	117	152	152 125
Limited English Proficient ⁴ (226:426)	✓	✓	100%	✓	180	154	
Economically Disadvantaged (828:981)	✓	✓	100%	✓	186	156	
Final AYP Determination	✗ 8 of 9						

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
- ✓^{SH} 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 (4036)	✓	✓	80%	55%		
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (1042)	✓	✓	76%	55%		
Hispanic or Latino (605)	✓	✓	71%	55%		
Asian or Native Hawaiian/Other Pacific Islander (1611)	✓	✓	85%	55%		
White (750)	✓	✓	82%	55%		
Multiracial (25)						
Other Groups						
Students with Disabilities (274)	✓	✓	41%	55%	28%	42%
Limited English Proficient ³ (427)	✓	✓	70%	55%		
Economically Disadvantaged (1458)	✓	✓	78%	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 #26**

District ID **34-26-00-01-0000**

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

32 schools identified 100% of total

BAYSIDE HIGH SCHOOL
BENJAMIN N CARDOZO HIGH SCHOOL
FRANCIS LEWIS HIGH SCHOOL
IRWIN ALTMAN MIDDLE SCHOOL 172
JHS 158 MARIE CURIE
JHS 216 GEORGE J RYAN
JHS 67 LOUIS PASTEUR
JHS 74 NATHANIEL HAWTHORNE
MARTIN VAN BUREN HIGH SCHOOL
PS 115 GLEN OAKS SCHOOL
PS 130
PS 133
PS 159
PS 162 JOHN GOLDEN SCHOOL
PS 173 FRESH MEADOW SCHOOL
PS 178 HOLLISWOOD SCHOOL
PS 18 WINCHESTER SCHOOL
PS 186 CASTLEWOOD SCHOOL
PS 188 KINGSBURY SCHOOL
PS 191 MAYFLOWER SCHOOL
PS 203 OAKLAND GARDENS SCHOOL
PS 205 ALEXANDER GRAHAM BELL SCHOOL
PS 213 CARL ULLMAN SCHOOL
PS 221 NORTH HILLS SCHOOL
PS 26 RUFUS KING SCHOOL
PS 31
PS 41 CROCHERON SCHOOL
PS 46 ALLEY POND SCHOOL
PS 94 DAVID D PORTER SCHOOL
PS 98 DOUGLASTON SCHOOL
PS/IS 266
QUEENS HIGH SCHOOL OF TEACHING

District NEW YORK CITY GEOGRAPHIC DISTRICT #26

District ID 34-26-00-01-0000

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	88%			1590
Grade 4	90%			1618
Grade 5	92%			1680
Grade 6	83%			1849
Grade 7	85%			1881
Grade 8	75%			1941
Mathematics				
Grade 3	98%			1622
Grade 4	97%			1634
Grade 5	97%			1711
Grade 6	94%			1870
Grade 7	94%			1916
Grade 8	89%			1986
Science				
Grade 4	96%			1624
Grade 8	76%			1329

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	82%			4267
Mathematics	85%			4267

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.

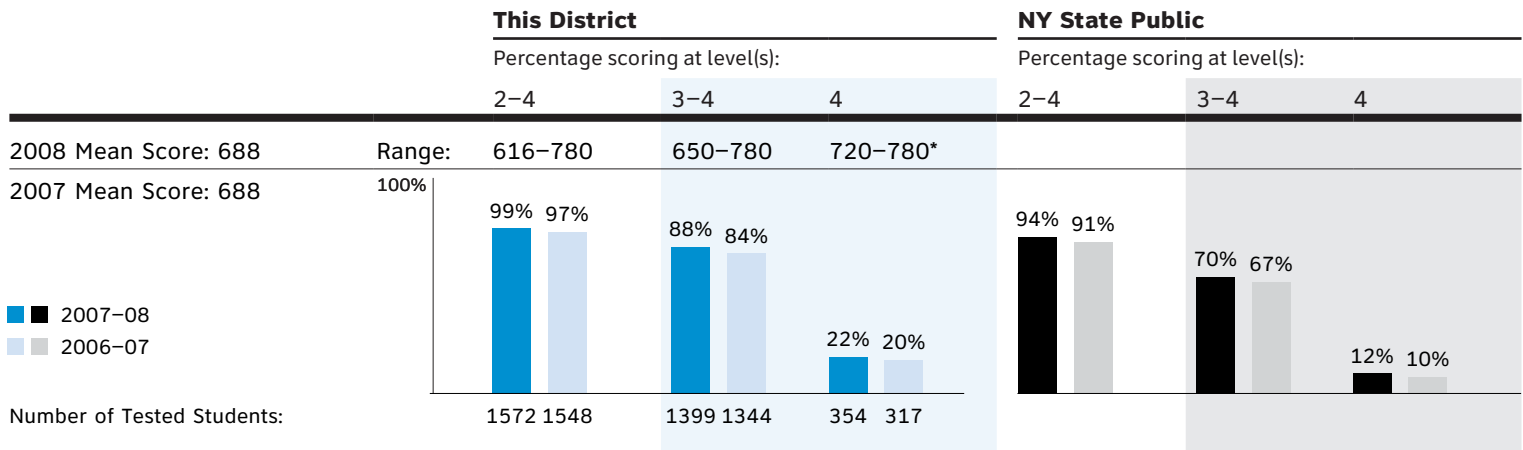
In this section, this district's performance is compared with that of public schools statewide.

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	1590	99%	88%	22%	1595	97%	84%	20%
Female	768	99%	90%	25%	755	98%	88%	22%
Male	822	99%	86%	20%	840	96%	81%	18%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	79	-	-	-	102	98%	76%	9%
Hispanic or Latino	201	97%	80%	14%	188	94%	74%	12%
Asian or Native Hawaiian/Other Pacific Islander	869	100%	89%	24%	860	98%	87%	23%
White	438	98%	90%	24%	437	95%	86%	20%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	82	99%	83%	15%	8	100%	88%	0%
General-Education Students	1318	100%	93%	25%	1392	99%	89%	22%
Students with Disabilities	272	94%	62%	7%	203	83%	54%	4%
English Proficient	1477	99%	90%	24%	1474	98%	87%	21%
Limited English Proficient	113	95%	56%	2%	121	87%	50%	1%
Economically Disadvantaged	677	99%	83%	16%	716	96%	79%	14%
Not Disadvantaged	913	99%	91%	27%	879	98%	89%	24%
Migrant								
Not Migrant	1590	99%	88%	22%	1595	97%	84%	20%

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.

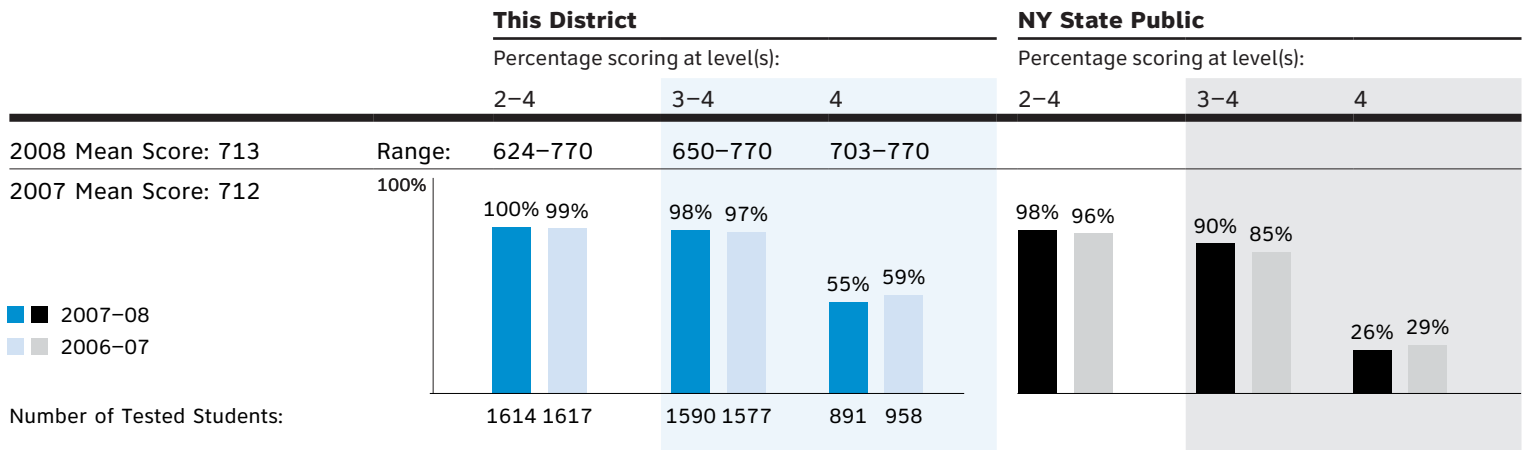
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	11	11	11	9	16	16	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	14	N/A	N/A	N/A	29	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	1622	100%	98%	55%	1629	99%	97%	59%
Female	789	99%	98%	55%	772	99%	97%	60%
Male	833	100%	98%	55%	857	99%	97%	58%
American Indian or Alaska Native	2	-	-	-	5	-	-	-
Black or African American	80	-	-	-	101	100%	98%	40%
Hispanic or Latino	207	99%	94%	30%	193	98%	91%	39%
Asian or Native Hawaiian/Other Pacific Islander	894	100%	99%	64%	886	100%	99%	69%
White	437	99%	97%	54%	441	99%	95%	52%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	84	99%	98%	25%	8	100%	100%	63%
General-Education Students	1349	100%	99%	61%	1426	100%	99%	63%
Students with Disabilities	273	97%	91%	23%	203	95%	84%	28%
English Proficient	1482	99%	99%	57%	1477	100%	98%	62%
Limited English Proficient	140	100%	93%	33%	152	97%	89%	31%
Economically Disadvantaged	696	100%	97%	48%	742	99%	95%	52%
Not Disadvantaged	926	99%	98%	60%	887	100%	98%	65%
Migrant								
Not Migrant	1622	100%	98%	55%	1629	99%	97%	59%

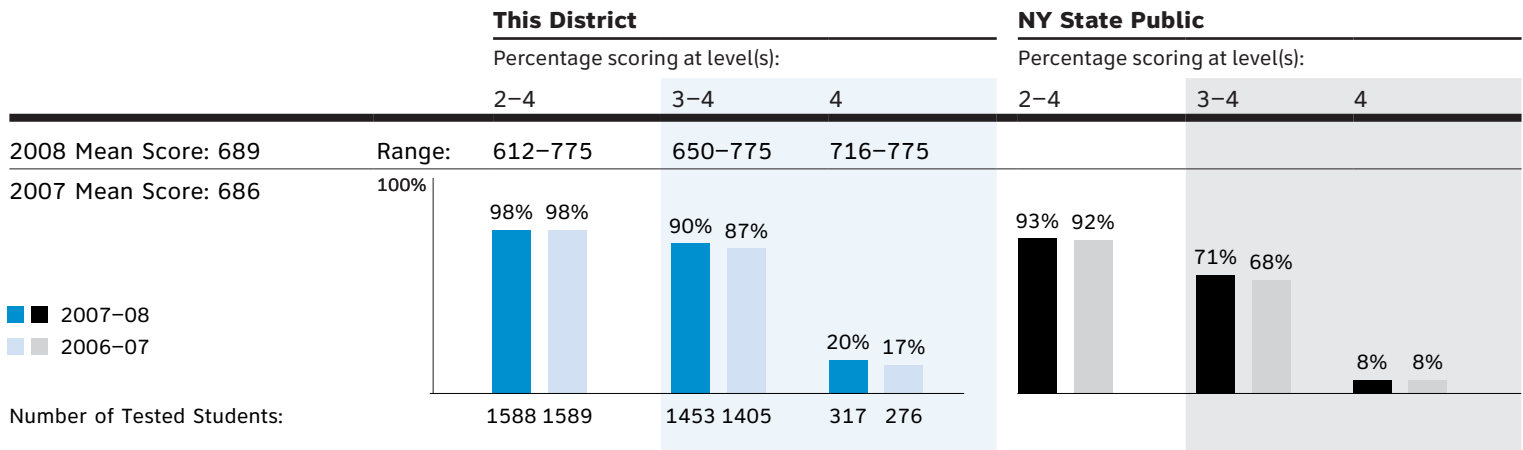
NOTES

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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	11	11	11	10	16	16	14	14

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	1618	98%	90%	20%	1619	98%	87%	17%
Female	751	99%	94%	23%	796	99%	90%	21%
Male	867	98%	87%	16%	823	98%	84%	13%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	99	96%	85%	11%	110	-	-	-
Hispanic or Latino	195	98%	83%	9%	192	97%	79%	10%
Asian or Native Hawaiian/Other Pacific Islander	885	99%	93%	25%	892	99%	90%	21%
White	432	97%	88%	16%	424	98%	87%	15%
Multiracial	2	-	-	-				
Small Group Totals	7	100%	100%	14%	111	95%	75%	10%
General-Education Students	1367	100%	95%	23%	1381	100%	93%	20%
Students with Disabilities	251	89%	59%	0%	238	89%	50%	2%
English Proficient	1532	99%	92%	21%	1526	99%	89%	18%
Limited English Proficient	86	88%	52%	1%	93	86%	47%	1%
Economically Disadvantaged	707	98%	86%	14%	783	97%	82%	14%
Not Disadvantaged	911	99%	93%	24%	836	99%	91%	20%
Migrant								
Not Migrant	1618	98%	90%	20%	1619	98%	87%	17%

NOTES

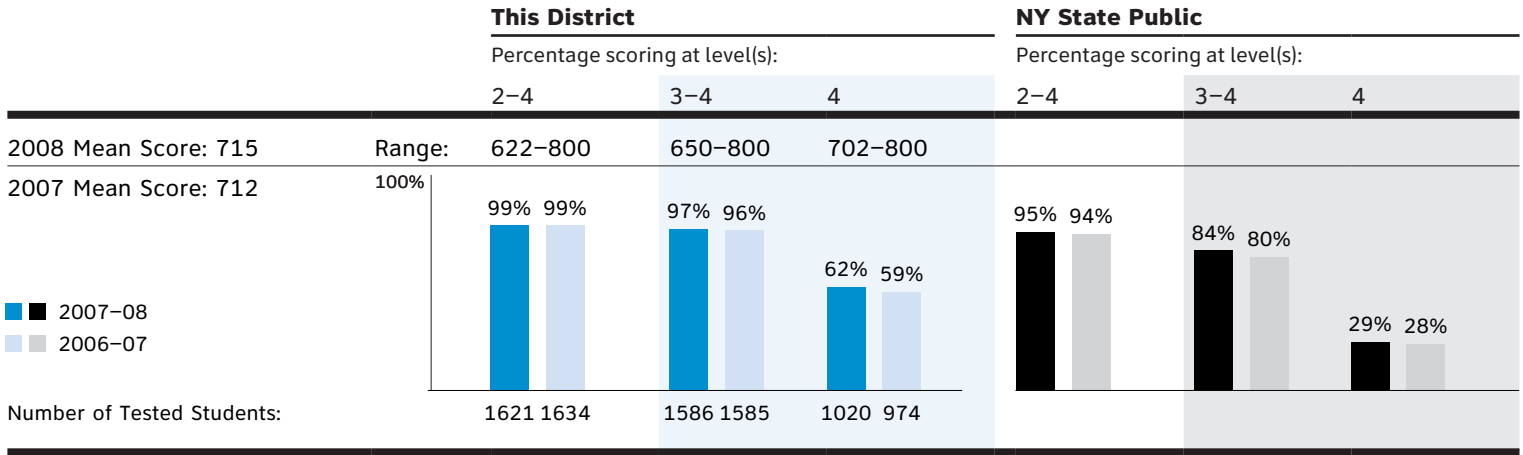
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	14	12	12	12	13	13	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	7	N/A	N/A	N/A	30	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

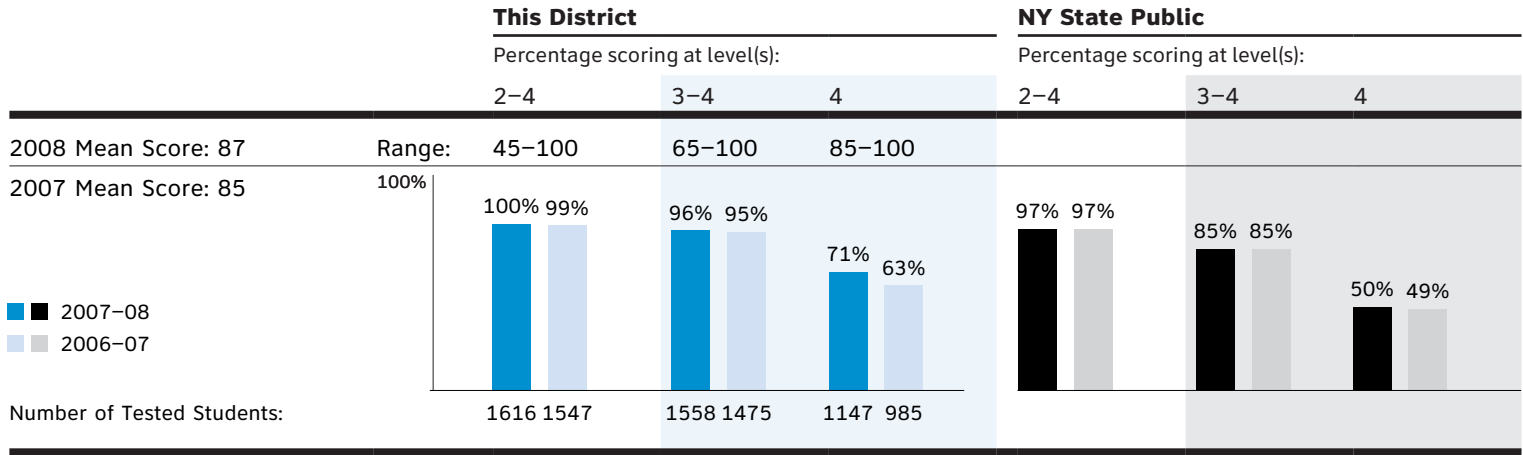
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1634	99%	97%	62%	1648	99%	96%	59%
Female	753	99%	97%	63%	809	99%	96%	58%
Male	881	99%	97%	62%	839	99%	96%	60%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	101	98%	94%	39%	110	-	-	-
Hispanic or Latino	199	98%	95%	43%	193	99%	94%	37%
Asian or Native Hawaiian/Other Pacific Islander	896	100%	99%	74%	915	100%	98%	71%
White	431	98%	94%	53%	429	99%	96%	52%
Multiracial	2	-	-	-				
Small Group Totals	7	100%	100%	71%	111	96%	85%	30%
General-Education Students	1380	100%	99%	69%	1408	100%	98%	66%
Students with Disabilities	254	95%	87%	27%	240	95%	84%	21%
English Proficient	1530	99%	98%	64%	1527	99%	97%	62%
Limited English Proficient	104	95%	90%	40%	121	96%	90%	27%
Economically Disadvantaged	720	99%	95%	56%	801	99%	95%	54%
Not Disadvantaged	914	100%	99%	67%	847	100%	98%	64%
Migrant								
Not Migrant	1634	99%	97%	62%	1648	99%	96%	59%

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

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	14	12	12	11	12	12	12	11

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	1624	100%	96%	71%	1556	99%	95%	63%
Female	747	99%	97%	71%	753	100%	95%	64%
Male	877	100%	95%	70%	803	99%	94%	63%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	100	98%	96%	61%	98	-	-	-
Hispanic or Latino	198	98%	94%	60%	179	100%	91%	46%
Asian or Native Hawaiian/Other Pacific Islander	892	100%	97%	77%	859	99%	96%	69%
White	427	100%	93%	64%	419	99%	95%	62%
Multiracial	2	-	-	-				
Small Group Totals	7	100%	100%	86%	99	99%	93%	49%
General-Education Students	1375	100%	98%	76%	1330	100%	97%	69%
Students with Disabilities	249	97%	84%	39%	226	98%	80%	32%
English Proficient	1521	100%	97%	73%	1441	100%	96%	66%
Limited English Proficient	103	96%	83%	37%	115	95%	78%	30%
Economically Disadvantaged	714	99%	94%	62%	735	99%	93%	55%
Not Disadvantaged	910	100%	98%	78%	821	100%	96%	71%
Migrant								
Not Migrant	1624	100%	96%	71%	1556	99%	95%	63%

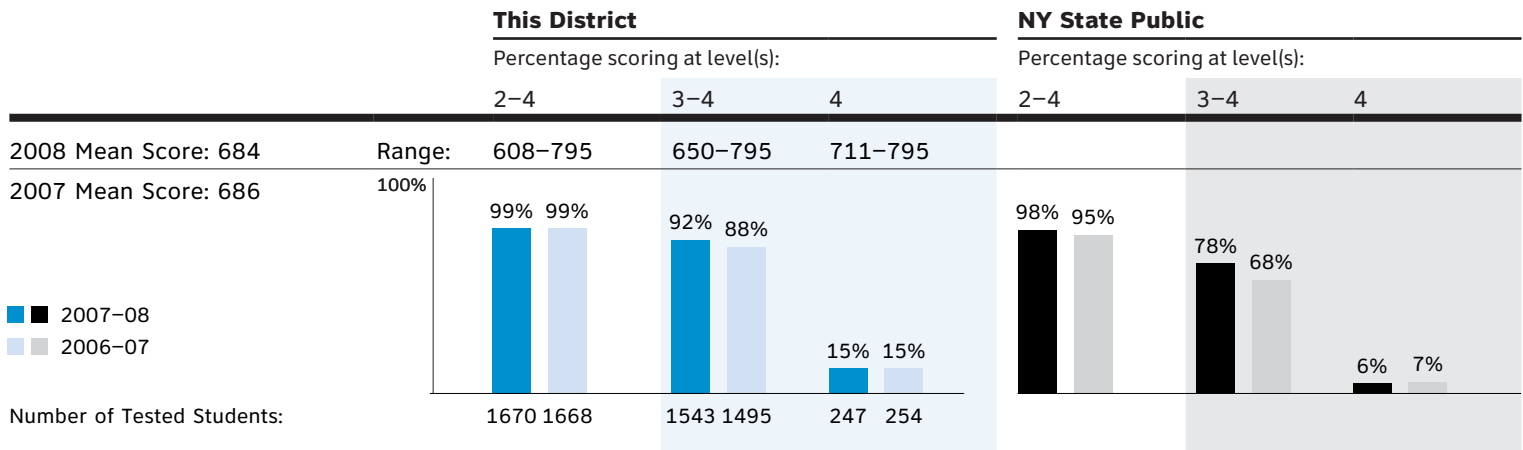
NOTES

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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	14	12	12	11	13	13	12	11

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	1680	99%	92%	15%	1693	99%	88%	15%
Female	817	100%	93%	17%	824	99%	90%	17%
Male	863	99%	91%	12%	869	98%	86%	13%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	112	-	-	-	113	-	-	-
Hispanic or Latino	186	99%	92%	8%	205	98%	81%	10%
Asian or Native Hawaiian/Other Pacific Islander	938	99%	92%	17%	914	99%	90%	16%
White	443	99%	93%	14%	458	98%	89%	16%
Multiracial								
Small Group Totals	113	99%	84%	7%	116	99%	84%	10%
General-Education Students	1417	100%	96%	17%	1466	100%	92%	17%
Students with Disabilities	263	97%	70%	2%	227	92%	61%	1%
English Proficient	1604	100%	94%	15%	1624	99%	91%	16%
Limited English Proficient	76	92%	43%	0%	69	84%	33%	0%
Economically Disadvantaged	745	99%	88%	12%	812	98%	85%	11%
Not Disadvantaged	935	100%	95%	17%	881	99%	92%	19%
Migrant								
Not Migrant	1680	99%	92%	15%	1693	99%	88%	15%

NOTES

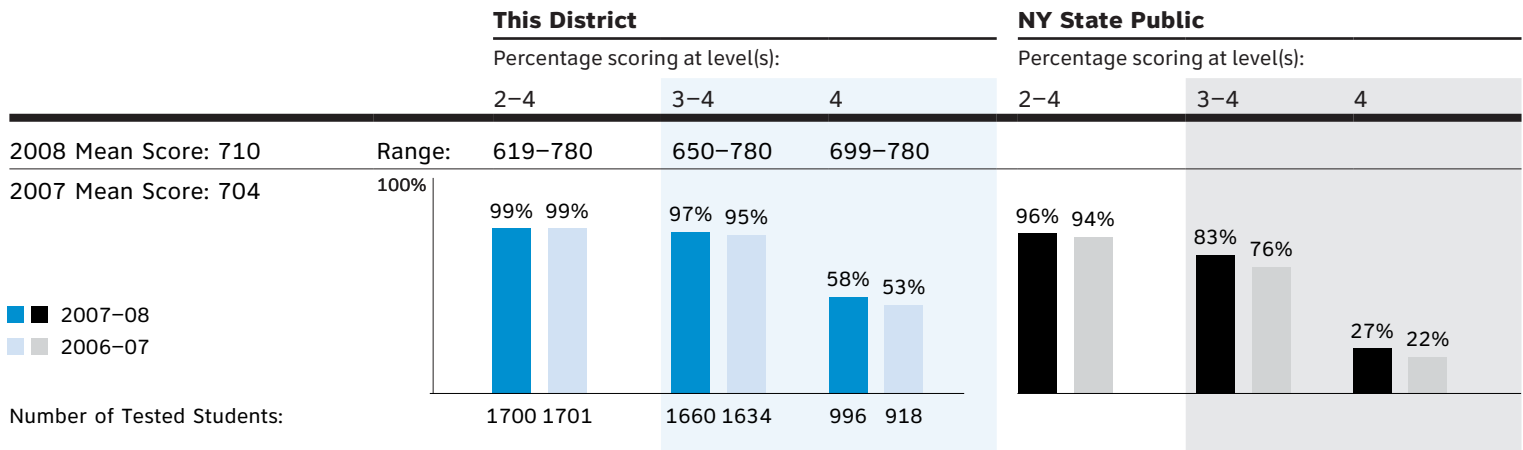
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Other Assessments

	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 5 Equivalent	15	14	12	10	13	12	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	21	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 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	1711	99%	97%	58%	1721	99%	95%	53%
Female	832	100%	97%	59%	833	99%	96%	53%
Male	879	99%	97%	57%	888	99%	94%	54%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	112	-	-	-	111	-	-	-
Hispanic or Latino	190	99%	95%	41%	206	99%	90%	33%
Asian or Native Hawaiian/Other Pacific Islander	963	100%	99%	69%	942	99%	98%	64%
White	445	98%	96%	50%	459	98%	93%	46%
Multiracial								
Small Group Totals	113	99%	93%	33%	114	97%	87%	29%
General-Education Students	1450	100%	99%	64%	1496	100%	98%	58%
Students with Disabilities	261	97%	86%	24%	225	93%	76%	19%
English Proficient	1601	100%	98%	60%	1625	99%	96%	55%
Limited English Proficient	110	97%	90%	29%	96	94%	85%	24%
Economically Disadvantaged	763	99%	97%	54%	832	99%	94%	47%
Not Disadvantaged	948	99%	97%	61%	889	99%	96%	59%
Migrant								
Not Migrant	1711	99%	97%	58%	1721	99%	95%	53%

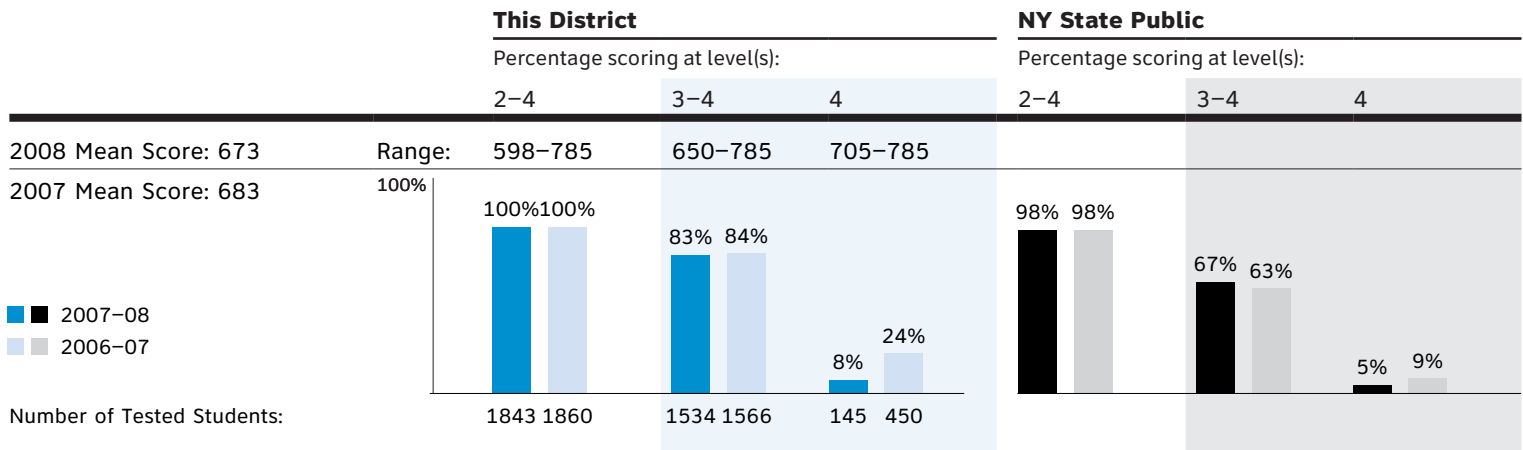
NOTES

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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	14	13	12	11	13	13	11	11

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	1849	100%	83%	8%	1869	100%	84%	24%
Female	893	100%	87%	10%	911	100%	86%	27%
Male	956	99%	79%	6%	958	99%	82%	22%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	137	-	-	-	163	-	-	-
Hispanic or Latino	225	100%	75%	5%	216	99%	78%	16%
Asian or Native Hawaiian/Other Pacific Islander	1030	100%	86%	10%	1025	100%	87%	28%
White	453	99%	82%	7%	461	99%	82%	21%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	141	100%	77%	3%	167	100%	75%	17%
General-Education Students	1607	100%	89%	9%	1679	100%	89%	27%
Students with Disabilities	242	98%	45%	1%	190	96%	38%	2%
English Proficient	1779	100%	85%	8%	1798	100%	86%	25%
Limited English Proficient	70	97%	24%	0%	71	96%	27%	0%
Economically Disadvantaged	867	100%	78%	6%	961	99%	78%	19%
Not Disadvantaged	982	100%	87%	10%	908	100%	90%	30%
Migrant								
Not Migrant	1849	100%	83%	8%	1869	100%	84%	24%

NOTES

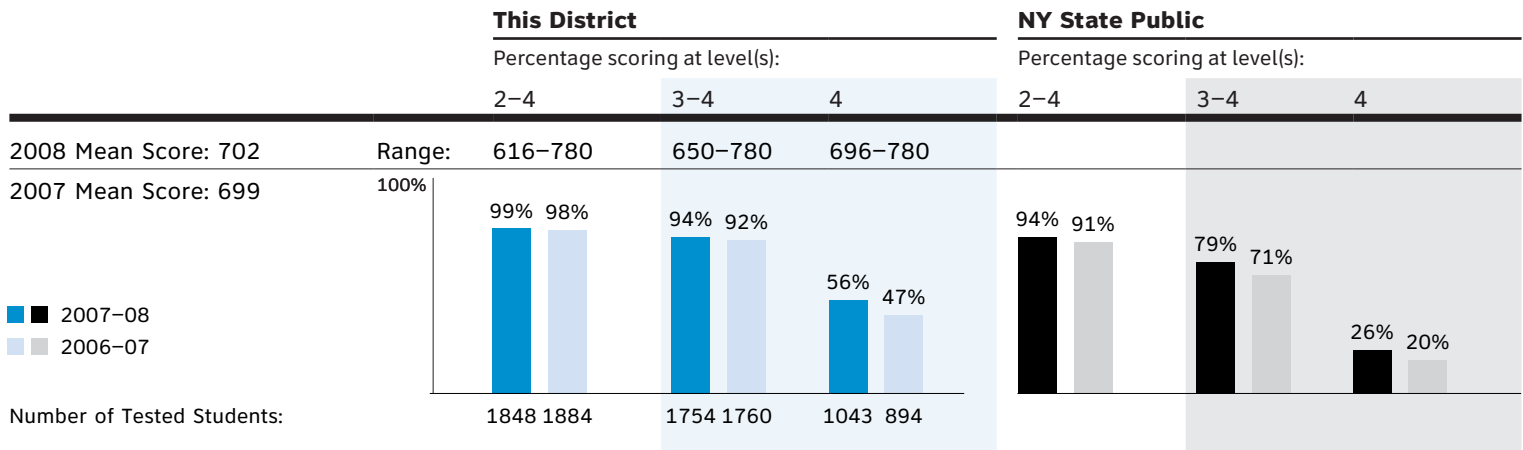
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Other Assessments

	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 6 Equivalent	16	16	16	12	10	10	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	24	N/A	N/A	N/A	37	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	1870	99%	94%	56%	1915	98%	92%	47%
Female	898	99%	95%	56%	928	98%	91%	46%
Male	972	98%	93%	56%	987	98%	92%	47%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	133	-	-	-	164	-	-	-
Hispanic or Latino	225	98%	89%	29%	221	98%	83%	29%
Asian or Native Hawaiian/Other Pacific Islander	1053	100%	97%	69%	1065	99%	96%	58%
White	455	98%	91%	44%	461	97%	90%	37%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	137	96%	84%	39%	168	96%	83%	23%
General-Education Students	1628	100%	97%	62%	1724	99%	95%	51%
Students with Disabilities	242	93%	73%	17%	191	91%	63%	8%
English Proficient	1769	99%	95%	57%	1800	99%	93%	48%
Limited English Proficient	101	93%	73%	30%	115	92%	78%	22%
Economically Disadvantaged	886	99%	92%	49%	998	98%	90%	40%
Not Disadvantaged	984	99%	95%	61%	917	99%	94%	54%
Migrant								
Not Migrant	1870	99%	94%	56%	1915	98%	92%	47%

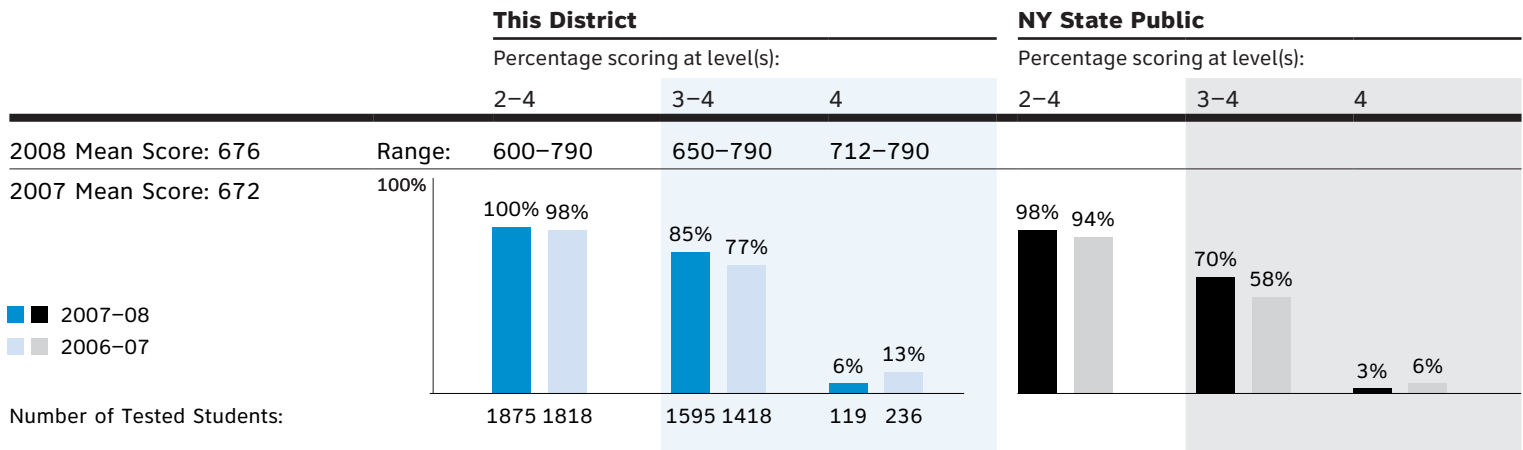
NOTES

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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	16	16	16	15	10	10	10	8

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	1881	100%	85%	6%	1853	98%	77%	13%
Female	907	100%	88%	8%	899	98%	81%	14%
Male	974	99%	82%	5%	954	98%	73%	11%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	169	-	-	-	163	-	-	-
Hispanic or Latino	226	100%	75%	4%	223	98%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	1042	100%	87%	8%	1022	98%	81%	15%
White	441	99%	87%	6%	442	97%	77%	13%
Multiracial								
Small Group Totals	172	99%	78%	1%	166	98%	67%	7%
General-Education Students	1669	100%	89%	7%	1679	99%	81%	14%
Students with Disabilities	212	99%	54%	1%	174	89%	30%	0%
English Proficient	1787	100%	88%	7%	1767	99%	80%	13%
Limited English Proficient	94	98%	26%	0%	86	79%	14%	0%
Economically Disadvantaged	889	100%	80%	4%	947	98%	71%	10%
Not Disadvantaged	992	99%	89%	8%	906	99%	82%	16%
Migrant								
Not Migrant	1881	100%	85%	6%	1853	98%	77%	13%

NOTES

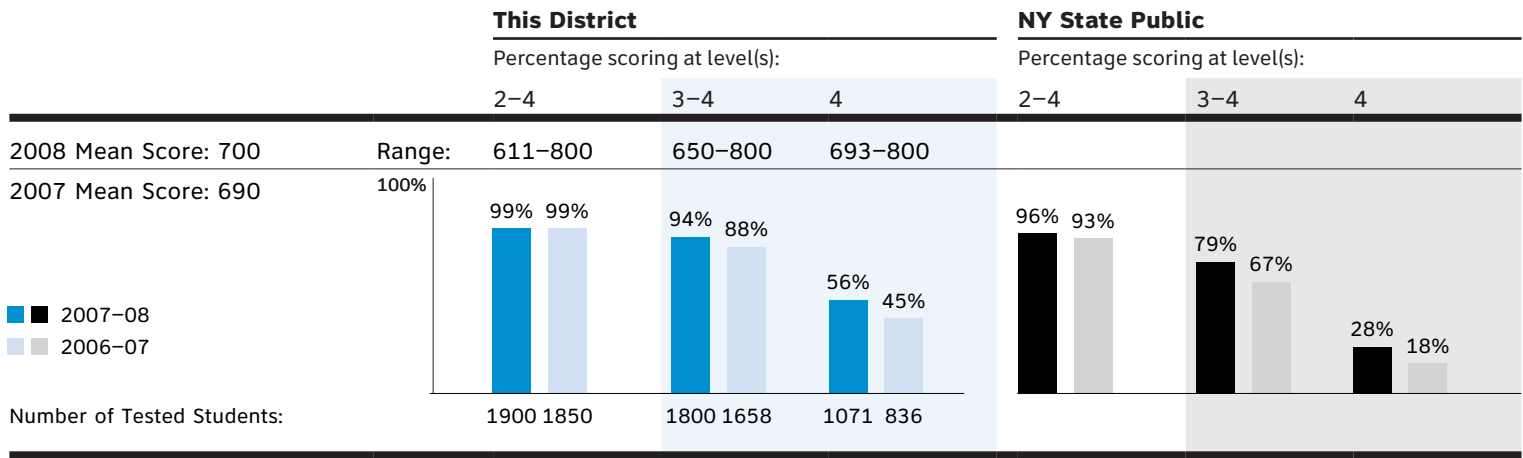
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Other Assessments

	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	16	16	14	14	18	18	16	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	31	N/A	N/A	N/A	39	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	1916	99%	94%	56%	1875	99%	88%	45%
Female	921	100%	94%	56%	904	99%	89%	45%
Male	995	99%	94%	56%	971	98%	88%	44%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	169	-	-	-	161	-	-	-
Hispanic or Latino	235	99%	86%	34%	223	97%	77%	22%
Asian or Native Hawaiian/Other Pacific Islander	1070	100%	98%	67%	1047	100%	95%	57%
White	439	98%	92%	49%	440	98%	86%	38%
Multiracial					1	-	-	-
Small Group Totals	172	98%	88%	30%	165	96%	71%	17%
General-Education Students	1704	100%	97%	62%	1720	99%	91%	48%
Students with Disabilities	212	95%	69%	10%	155	90%	56%	7%
English Proficient	1784	99%	95%	57%	1754	99%	89%	46%
Limited English Proficient	132	95%	82%	36%	121	94%	74%	21%
Economically Disadvantaged	912	99%	94%	53%	964	98%	86%	39%
Not Disadvantaged	1004	99%	94%	59%	911	99%	91%	50%
Migrant								
Not Migrant	1916	99%	94%	56%	1875	99%	88%	45%

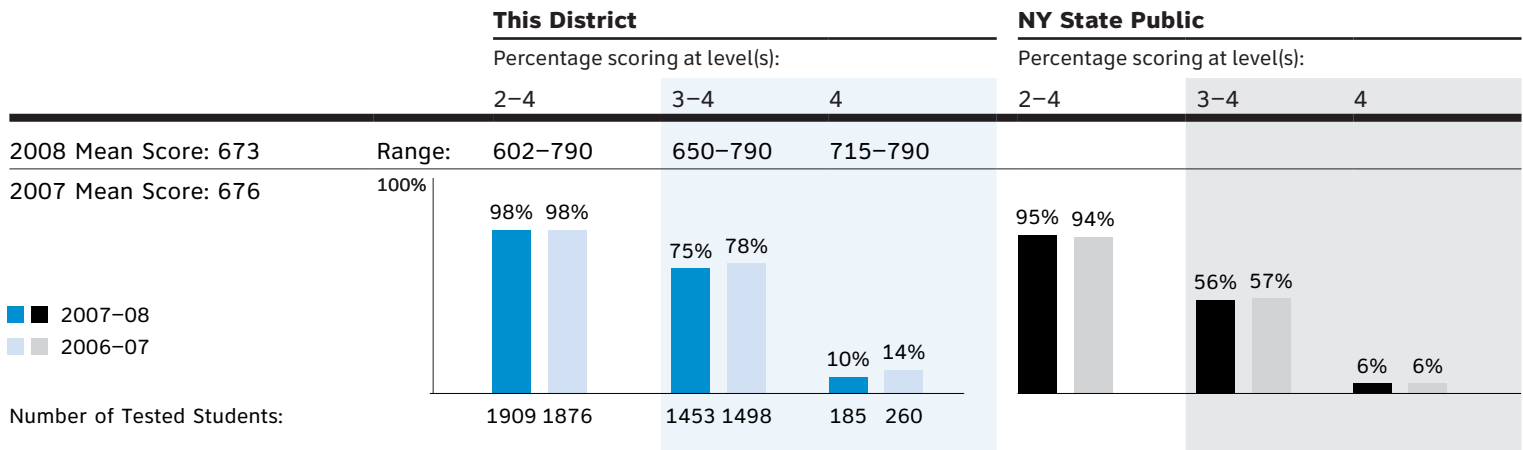
NOTES

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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	16	16	16	12	18	18	18	16

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	1941	98%	75%	10%	1916	98%	78%	14%
Female	934	99%	81%	13%	963	99%	85%	17%
Male	1007	98%	69%	6%	953	97%	71%	10%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	167	99%	67%	5%	186	-	-	-
Hispanic or Latino	234	99%	62%	3%	226	97%	68%	6%
Asian or Native Hawaiian/Other Pacific Islander	1079	98%	79%	12%	1074	97%	81%	16%
White	456	99%	76%	9%	427	100%	82%	14%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	40%	0%	189	98%	68%	7%
General-Education Students	1727	99%	81%	11%	1758	99%	83%	15%
Students with Disabilities	214	93%	27%	1%	158	89%	28%	1%
English Proficient	1836	99%	78%	10%	1809	99%	82%	14%
Limited English Proficient	105	81%	19%	0%	107	72%	18%	0%
Economically Disadvantaged	905	98%	70%	7%	982	96%	71%	10%
Not Disadvantaged	1036	99%	79%	11%	934	100%	85%	17%
Migrant								
Not Migrant	1941	98%	75%	10%	1916	98%	78%	14%

NOTES

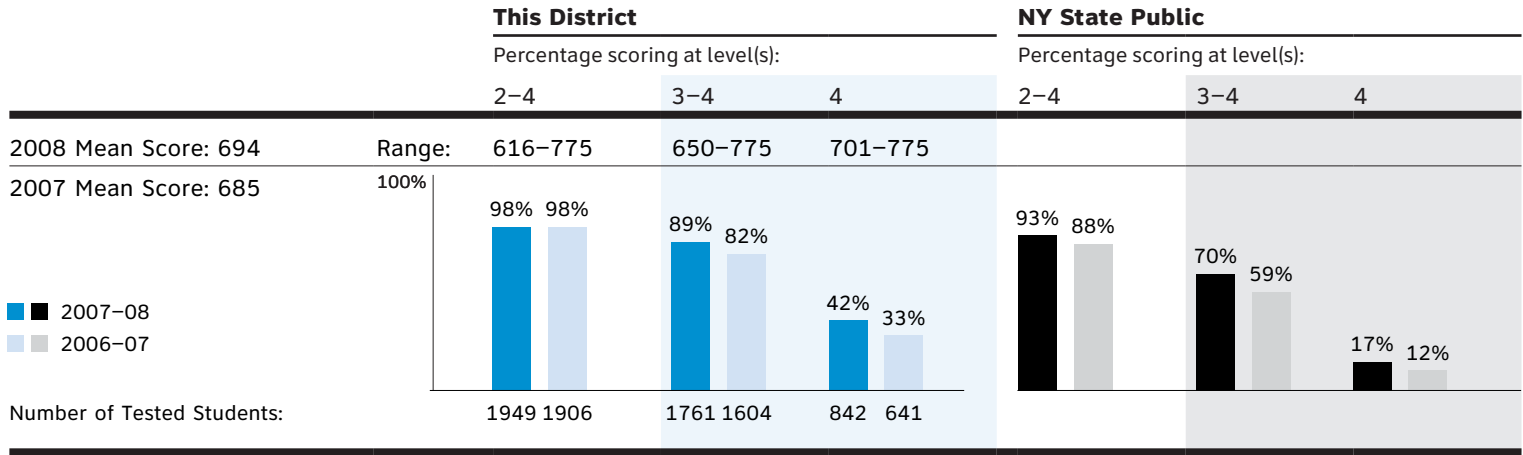
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Other Assessments

	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	13	13	12	11	18	18	17	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	33	N/A	N/A	N/A	30	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	1986	98%	89%	42%	1952	98%	82%	33%
Female	952	98%	89%	44%	982	98%	84%	36%
Male	1034	98%	88%	41%	970	97%	80%	30%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	168	98%	74%	15%	184	-	-	-
Hispanic or Latino	236	95%	74%	21%	226	97%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	1117	99%	95%	55%	1110	99%	90%	44%
White	460	97%	87%	33%	429	97%	78%	24%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	20%	187	94%	64%	11%
General-Education Students	1770	99%	93%	47%	1790	99%	86%	35%
Students with Disabilities	216	87%	51%	7%	162	85%	39%	5%
English Proficient	1838	98%	89%	44%	1812	98%	83%	34%
Limited English Proficient	148	96%	82%	25%	140	91%	70%	15%
Economically Disadvantaged	932	98%	88%	39%	1011	97%	80%	29%
Not Disadvantaged	1054	98%	89%	46%	941	98%	84%	37%
Migrant								
Not Migrant	1986	98%	89%	42%	1952	98%	82%	33%

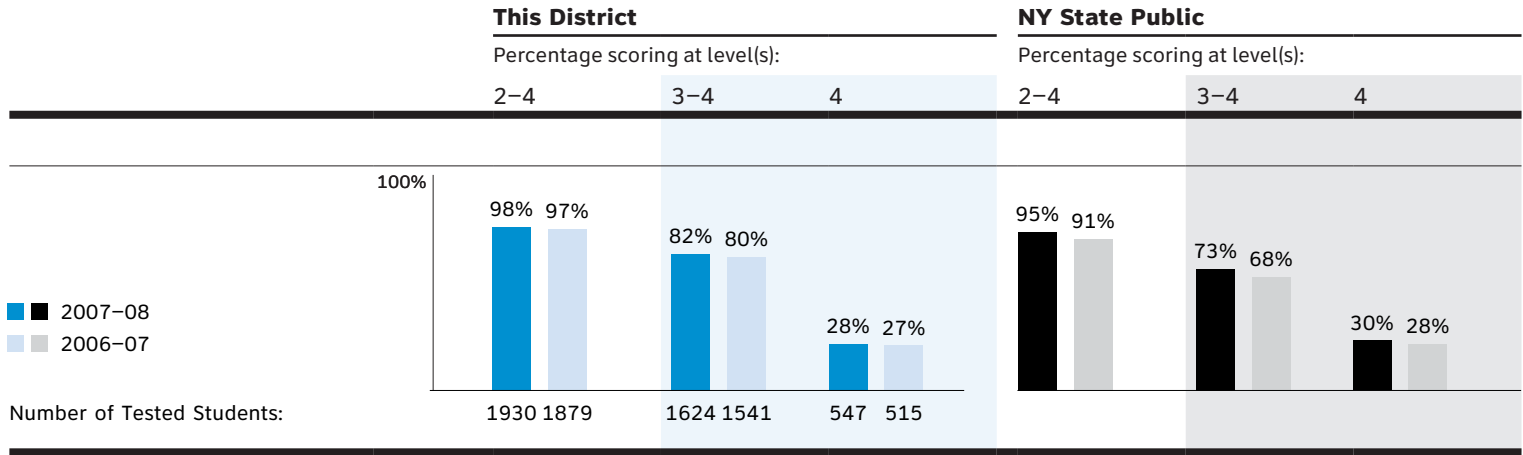
NOTES

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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	13	13	13	8	18	18	18	13

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	1329	98%	76%	20%	1489	97%	74%	21%
Female	589	98%	72%	17%	721	96%	73%	20%
Male	740	97%	79%	22%	768	97%	75%	23%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	134	-	-	-	158	-	-	-
Hispanic or Latino	190	97%	62%	12%	195	96%	63%	9%
Asian or Native Hawaiian/Other Pacific Islander	704	97%	81%	25%	790	96%	78%	26%
White	297	98%	78%	16%	343	99%	76%	25%
Multiracial								
Small Group Totals	138	97%	67%	9%	161	96%	60%	7%
General-Education Students	1127	98%	81%	22%	1330	98%	78%	23%
Students with Disabilities	202	94%	49%	7%	159	87%	36%	6%
English Proficient	1184	98%	80%	21%	1348	98%	77%	23%
Limited English Proficient	145	90%	47%	6%	141	79%	39%	4%
Economically Disadvantaged	695	98%	74%	18%	802	95%	69%	16%
Not Disadvantaged	634	98%	79%	22%	687	98%	79%	28%
Migrant								
Not Migrant	1329	98%	76%	20%	1489	97%	74%	21%

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	13	12	12	8	18	18	18	16
Regents Science	641	633	610	285	442	442	442	196

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

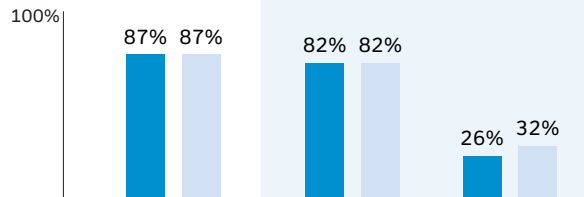
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

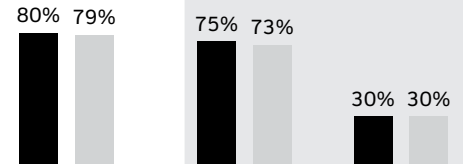
NY State Public

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	4267	87%	82%	26%	4109	87%	82%	32%
Female	2145	91%	87%	32%	2162	90%	86%	38%
Male	2122	82%	78%	20%	1947	83%	78%	25%
American Indian or Alaska Native	11	64%	64%	9%	2	-	-	-
Black or African American	1044	81%	75%	17%	1041	84%	77%	19%
Hispanic or Latino	779	83%	78%	21%	615	80%	75%	28%
Asian or Native Hawaiian/Other Pacific Islander	1685	92%	88%	31%	1653	91%	87%	37%
White	710	86%	83%	35%	771	86%	83%	43%
Multiracial	38	92%	89%	16%	27	-	-	-
Small Group Totals					29	97%	83%	14%
General-Education Students	3952	90%	86%	28%	3913	89%	85%	33%
Students with Disabilities	315	39%	30%	2%	196	35%	24%	4%
English Proficient	3947	88%	84%	28%	3944	88%	83%	33%
Limited English Proficient	320	71%	55%	3%	165	72%	47%	4%
Economically Disadvantaged	1079	86%	79%	19%	1451	87%	80%	27%
Not Disadvantaged	3188	87%	83%	29%	2658	87%	83%	35%
Migrant								
Not Migrant	4267	87%	82%	26%				

NOTES

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

Other Assessments

2004 Cohort

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

2003 Cohort

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

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

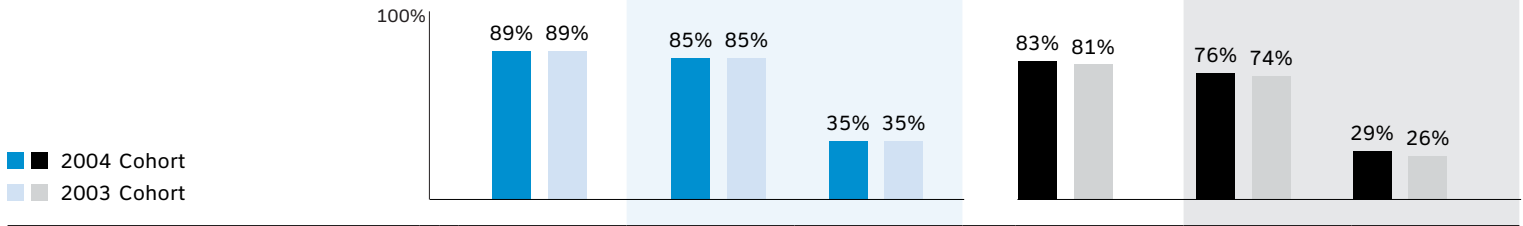
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4267	89%	85%	35%	4109	89%	85%	35%
Female	2145	92%	88%	36%	2162	92%	87%	35%
Male	2122	86%	82%	35%	1947	86%	82%	34%
American Indian or Alaska Native	11	73%	64%	18%	2	-	-	-
Black or African American	1044	83%	76%	12%	1041	84%	76%	13%
Hispanic or Latino	779	85%	80%	24%	615	84%	77%	23%
Asian or Native Hawaiian/Other Pacific Islander	1685	95%	94%	56%	1653	95%	94%	53%
White	710	89%	85%	36%	771	87%	84%	34%
Multiracial	38	97%	92%	18%	27	-	-	-
Small Group Totals					29	93%	79%	10%
General-Education Students	3952	93%	90%	38%	3913	92%	88%	36%
Students with Disabilities	315	41%	28%	3%	196	33%	23%	2%
English Proficient	3947	90%	86%	35%	3944	89%	85%	35%
Limited English Proficient	320	83%	79%	38%	165	91%	86%	34%
Economically Disadvantaged	1079	89%	85%	39%	1451	90%	86%	37%
Not Disadvantaged	3188	89%	85%	34%	2658	89%	84%	33%
Migrant								
Not Migrant	4267	89%	85%	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

	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.