



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #27**

District ID **34-27-00-01-0000**

Superintendent **MICHELLE LLOYD-BEY**

Telephone **(718) 642-5861**

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	882	939	954
Kindergarten	3143	3145	3185
Grade 1	3365	3356	3415
Grade 2	3325	3331	3298
Grade 3	3205	3229	3275
Grade 4	3287	3124	3192
Grade 5	3275	3252	3086
Grade 6	3311	3259	3214
Ungraded Elementary	1602	1752	1772
Grade 7	3569	3462	3518
Grade 8	3384	3532	3360
Grade 9	4547	4288	4255
Grade 10	3501	3393	3292
Grade 11	1896	1989	2102
Grade 12	1697	1595	1634
Ungraded Secondary	1586	1586	1638
Total K-12	44693	44293	44236

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	24	24	23
Grade 8			
English	29	29	29
Mathematics	29	27	27
Science	28	28	28
Social Studies	29	27	28
Grade 10			
English	32	32	31
Mathematics	33	29	30
Science	33	32	31
Social Studies	33	33	32

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 #27

District ID 34-27-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	32042	72%	31209	70%	30157	68%
Reduced-Price Lunch	5189	12%	5505	12%	5208	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4099	9%	4030	9%	4273	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	358	1%	269	1%	285	1%
Black or African American	14991	34%	14369	32%	14129	32%
Hispanic or Latino	15241	34%	15455	35%	15600	35%
Asian or Native Hawaiian/Other Pacific Islander	9694	22%	9818	22%	9862	22%
White	4409	10%	4382	10%	4360	10%
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	1144	3%	1787	4%	1787	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 #27

District ID 34-27-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	2980	3059	3130
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	17%	15%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	38%	39%
Total Number of Core Classes	9694	5607	6307
Percent Not Taught by Highly Qualified Teachers	9%	9%	9%
Total Number of Classes	6779	7366	7865
Percent Taught by Teachers Without Appropriate Certification	14%	10%	9%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	16%	
Turnover Rate of All Teachers	21%	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:

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

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

YES




YES

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial	—	—				
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	 9 of 9	 9 of 9	 1 of 1	 2 of 9	 3 of 9	 0 of 1

AYP Status


-  Made AYP
-  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 9 of 9 Student groups making AYP in English language arts
 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 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 (22247:21244)			99%		158	132	
Ethnicity							
American Indian or Alaska Native (94:93)			99%		153	123	
Black or African American (6771:6421)			99%		145	132	
Hispanic or Latino (7625:7213)			99%		156	132	
Asian or Native Hawaiian/Other Pacific Islander (5298:5144)			100%		171	131	
White (2432:2349)			98%		173	131	
Multiracial (27:24)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (4240:3968)			97%		114	131	107 123
Limited English Proficient ⁵ (1749:2235)			95%		132	131	
Economically Disadvantaged (18904:18054)			99%		158	132	
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 (22269:21141)			99%		175	101	
Ethnicity							
American Indian or Alaska Native (94:94)			100%		167	92	
Black or African American (6772:6340)			99%		160	101	
Hispanic or Latino (7639:7200)			99%		174	101	
Asian or Native Hawaiian/Other Pacific Islander (5318:5138)			100%		190	100	
White (2419:2345)			99%		186	100	
Multiracial (27:24)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (4216:3899)			97%		134	100	
Limited English Proficient ⁵ (1781:2361)			99%		165	100	
Economically Disadvantaged (18914:17954)			99%		175	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 (7449:6916)		Qualified		98%		163	100	
Ethnicity								
American Indian or Alaska Native (38:34)		Qualified	–	–		150	100	
Black or African American (2210:2018)		Qualified		97%		147	100	
Hispanic or Latino (2622:2407)		Qualified		98%		161	100	
Asian or Native Hawaiian/Other Pacific Islander (1796:1720)		Qualified		99%		179	100	
White (773:730)		Qualified		97%		179	100	
Multiracial (10:7)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (1405:1238)		Qualified		94%		127	100	
Limited English Proficient ⁴ (625:813)		Qualified		98%		146	100	
Economically Disadvantaged (6292:5859)		Qualified		98%		164	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  Good Standing
for This Subject
(2008–09)

Accountability Measures 2 of 9 Student groups making AYP in English language arts
 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 English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
All Students (2019:2430)			99%		148	163	146‡	153
Ethnicity								
American Indian or Alaska Native (10:12)	—	—	—	—	—	—	—	—
Black or African American (790:964)			100%		140	161	142‡	146
Hispanic or Latino (627:784)			99%		147	161	138‡	152
Asian or Native Hawaiian/Other Pacific Islander (416:460)			100%		164	160		
White (136:162)			97%		149	157	157	154
Multiracial (40:48)			98%		144	151	151	150
Other Groups								
Students with Disabilities (191:389)			98%		81	159	106‡	93
Limited English Proficient ⁴ (175:274)			99%		119	158	108	127
Economically Disadvantaged (1705:2088)			99%		149	163	148‡	154
Final AYP Determination	 2 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
-  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 3 of 9 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 (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
All Students (2019:2430)			99%		148	157	151 [‡]	153
Ethnicity								
American Indian or Alaska Native (10:12)	—	—	—	—	—	—	—	—
Black or African American (790:964)			99%		140	155	142 [‡]	146
Hispanic or Latino (627:784)			100%		145	155	149 [‡]	151
Asian or Native Hawaiian/Other Pacific Islander (416:460)			100%		167	154		
White (136:162)			97%		154	151		
Multiracial (40:48)			100%		165	145		
Other Groups								
Students with Disabilities (191:389)			99%		83	153	102 [‡]	95
Limited English Proficient ⁴ (175:274)			100%		129	152	143	136
Economically Disadvantaged (1705:2088)			100%		149	157	153 [‡]	154
Final AYP Determination	 3 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
-  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 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP in 2008-09, the district will be in good standing in 2009-10. [203]

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 (2840)			46%	55%	50%	47%
Ethnicity						
American Indian or Alaska Native (14)		–	–	–		
Black or African American (1111)			40%	55%	46%	41%
Hispanic or Latino (885)			44%	55%	49%	45%
Asian or Native Hawaiian/Other Pacific Islander (563)			58%	55%		
White (223)			49%	55%	47%	50%
Multiracial (44)						
Other Groups			59%	55%		
Students with Disabilities (414)			12%	55%	18%	13%
Limited English Proficient ³ (322)			43%	55%	1%	44%
Economically Disadvantaged (2365)			49%	55%	53%	50%
Final AYP Determination		0 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 #27**

District ID **34-27-00-01-0000**

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

31 schools identified 61% of total

CHANNEL VIEW SCHOOL FOR RESEARCH
CYPRESS HILLS COLLEGIATE PREPARATORY
FREDERICK DOUGLAS ACADEMY VI HIGH SCHOOL
GOLDIE MAPLE ACADEMY
HIGH SCH-CONSTRUCTION, TRADES, ENGINEERING &
ARCHITECTURE
KAPPA VI
PS 100 GLEN MORRIS SCHOOL
PS 104 THE BAYS WATER SCHOOL
PS 105 THE BAY SCHOOL
PS 106
PS 108 CAPT VINCENT G FOWLER
PS 123
PS 124 OSMOND A CHURCH SCHOOL
PS 155
PS 183 DR RICHARD R GREEN
PS 215 LUCRETIA MOTT SCHOOL
PS 253
PS 254
PS 43
PS 45 CLARENCE WITHERSPOON SCHOOL
PS 51
PS 56 HARRY EICHLER SCHOOL
PS 60 WOODHAVEN SCHOOL
PS 62 CHESTER PARK SCHOOL
PS 63 OLD SOUTH SCHOOL
PS 64 JOSEPH P ADDABBO SCHOOL
PS 65
PS 66 JACQUELINE KENNEDY-ONASSIS
PS 90 HORACE MANN SCHOOL
PS 96
PS 97 FOREST PARK SCHOOL

▲ Improvement (Year 1)

2 schools identified 4% of total

JOHN ADAMS HIGH SCHOOL
PS 223 LYNDON B JOHNSON SCHOOL

▲ Corrective Action

2 schools identified 4% of total

JHS 210 ELIZABETH BLACKWELL
MS 137 AMERICA'S SCHOOL OF HEROES

▲ Restructuring (Year 1)

2 schools identified 4% of total

New York State Status

■ Good Standing

6 schools identified 12% of total

PS 114 BELLE HARBOR SCHOOL
PS 146 HOWARD BEACH SCHOOL
PS 207 ROCKWOOD PARK SCHOOL
PS 232 LINDENWOOD SCHOOL
PS 47 CHRIS GALAS SCHOOL
THE SCHOLAR'S ACADEMY

■ Requiring Academic Progress (Year 5)

2 schools identified 4% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

District ID **34-27-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

▲ Restructuring (Year 1) (continued)

IS 53 BRIAN PICCOLO
PS 197 THE OCEAN SCHOOL

▲ Restructuring (Year 2)

1 school identified 2% of total
BEACH CHANNEL HIGH SCHOOL

▲ Restructuring (Year 3)

3 schools identified 6% of total
FAR ROCKAWAY HIGH SCHOOL
PS 225 SEASIDE SCHOOL
PS 42 R VERNAM SCHOOL

▲ Restructuring (Year 4)

1 school identified 2% of total
JHS 226 VIRGIL I GRISSON

New York State Status

■ Requiring Academic Progress (Year 5) (continued)

AUGUST MARTIN HIGH SCHOOL
JHS 202 ROBERT H GODDARD

■ Requiring Academic Progress (Year 6)

1 school identified 2% of total
RICHMOND HILL HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #27

District ID 34-27-00-01-0000

Summary of 2007–08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	66%			3517
Grade 4	65%			3544
Grade 5	73%			3420
Grade 6	58%			3575
Grade 7	64%			3816
Grade 8	48%			3631

Mathematics

Grade 3	90%		3570
Grade 4	84%		3599
Grade 5	85%		3464
Grade 6	76%		3606
Grade 7	73%		3875
Grade 8	65%		3678

Science

Grade 4	79%		3586
Grade 8	56%		3612

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	58%			2942
Mathematics	54%			2942

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.

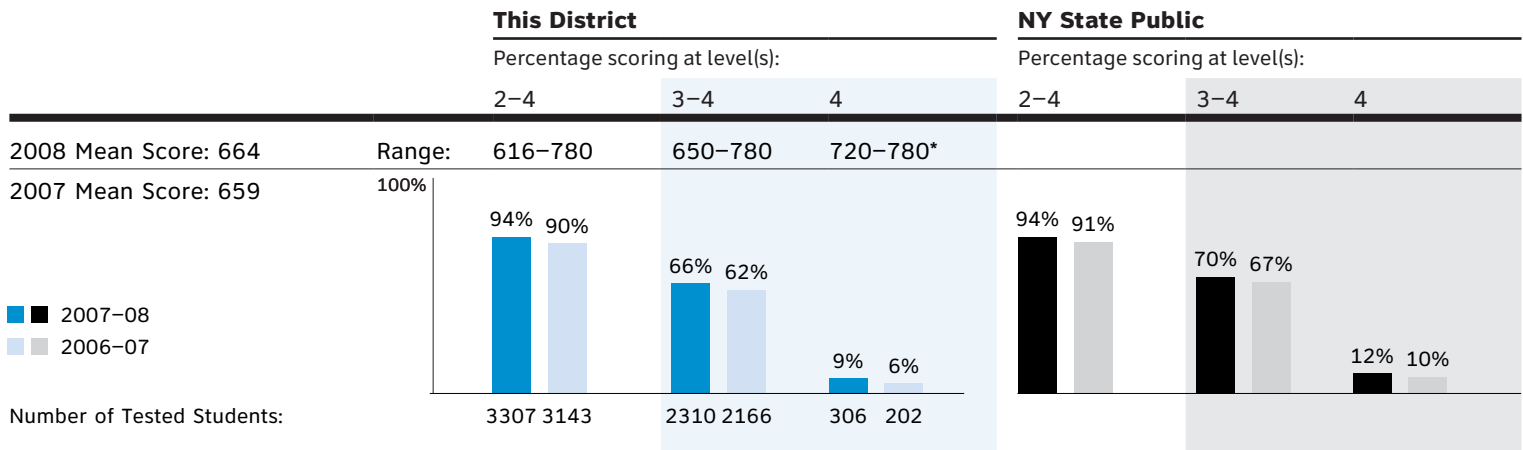
In this section, this district's performance is compared with that of public schools statewide.

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	3517	94%	66%	9%	3503	90%	62%	6%
Female	1731	95%	69%	9%	1726	92%	67%	7%
Male	1786	93%	62%	8%	1777	87%	57%	5%
American Indian or Alaska Native	20	95%	65%	10%	20	85%	60%	5%
Black or African American	1035	91%	53%	5%	1058	86%	51%	4%
Hispanic or Latino	1205	94%	65%	7%	1179	89%	59%	5%
Asian or Native Hawaiian/Other Pacific Islander	858	97%	75%	12%	854	94%	72%	7%
White	392	97%	80%	17%	392	93%	78%	11%
Multiracial	7	100%	100%	0%				
Small Group Totals								
General-Education Students	2944	98%	73%	10%	2936	95%	69%	7%
Students with Disabilities	573	76%	30%	2%	567	62%	22%	1%
English Proficient	3211	95%	69%	9%	3118	91%	65%	6%
Limited English Proficient	306	82%	33%	1%	385	78%	35%	0%
Economically Disadvantaged	3074	94%	64%	8%	3170	89%	60%	5%
Not Disadvantaged	443	95%	76%	15%	333	95%	76%	11%
Migrant								
Not Migrant	3517	94%	66%	9%	3503	90%	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.

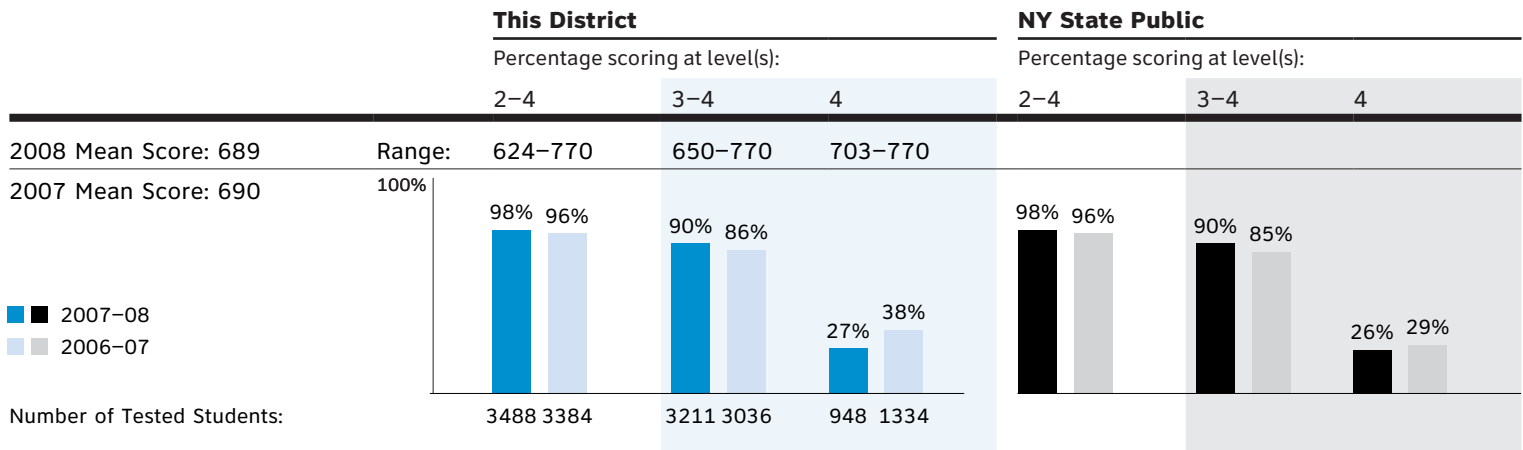
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	58	45	38	35	54	53	43	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	N/A	N/A	N/A	40	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	3570	98%	90%	27%	3531	96%	86%	38%
Female	1751	98%	91%	28%	1729	96%	87%	40%
Male	1819	97%	89%	25%	1802	95%	85%	36%
American Indian or Alaska Native	20	100%	100%	45%	18	100%	89%	28%
Black or African American	1048	96%	81%	15%	1049	93%	79%	25%
Hispanic or Latino	1230	98%	91%	26%	1199	96%	86%	36%
Asian or Native Hawaiian/Other Pacific Islander	872	99%	97%	38%	875	98%	92%	50%
White	393	99%	95%	32%	390	98%	94%	49%
Multiracial	7	100%	100%	29%				
Small Group Totals								
General-Education Students	2992	99%	94%	30%	2967	98%	91%	43%
Students with Disabilities	578	91%	69%	8%	564	82%	57%	11%
English Proficient	3223	98%	91%	28%	3098	96%	88%	40%
Limited English Proficient	347	96%	82%	10%	433	93%	74%	19%
Economically Disadvantaged	3127	98%	90%	26%	3196	96%	85%	36%
Not Disadvantaged	443	97%	89%	32%	335	98%	93%	52%
Migrant								
Not Migrant	3570	98%	90%	27%	3531	96%	86%	38%

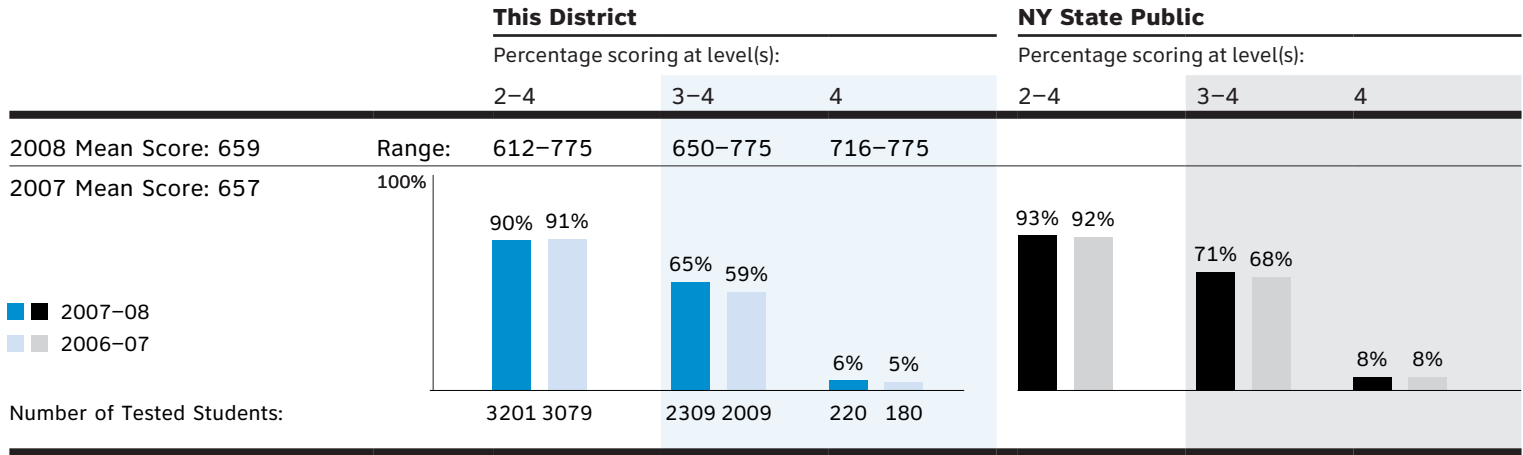
NOTES

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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	58	58	49	31	54	54	51	33

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	3544	90%	65%	6%	3377	91%	59%	5%
Female	1718	94%	72%	8%	1637	93%	65%	7%
Male	1826	87%	59%	4%	1740	89%	55%	4%
American Indian or Alaska Native	17	88%	65%	6%	17	-	-	-
Black or African American	1033	85%	53%	3%	1030	87%	47%	3%
Hispanic or Latino	1215	91%	63%	5%	1230	91%	60%	4%
Asian or Native Hawaiian/Other Pacific Islander	883	93%	76%	9%	732	97%	70%	6%
White	388	94%	81%	13%	367	93%	75%	14%
Multiracial	8	100%	63%	25%	1	-	-	-
Small Group Totals					18	89%	44%	11%
General-Education Students	2855	96%	74%	8%	2837	96%	67%	6%
Students with Disabilities	689	66%	27%	0%	540	64%	22%	1%
English Proficient	3248	92%	68%	7%	3078	93%	63%	6%
Limited English Proficient	296	77%	31%	0%	299	76%	28%	0%
Economically Disadvantaged	3154	90%	64%	5%	3031	91%	58%	4%
Not Disadvantaged	390	94%	77%	12%	346	93%	76%	16%
Migrant								
Not Migrant	3544	90%	65%	6%	3377	91%	59%	5%

NOTES

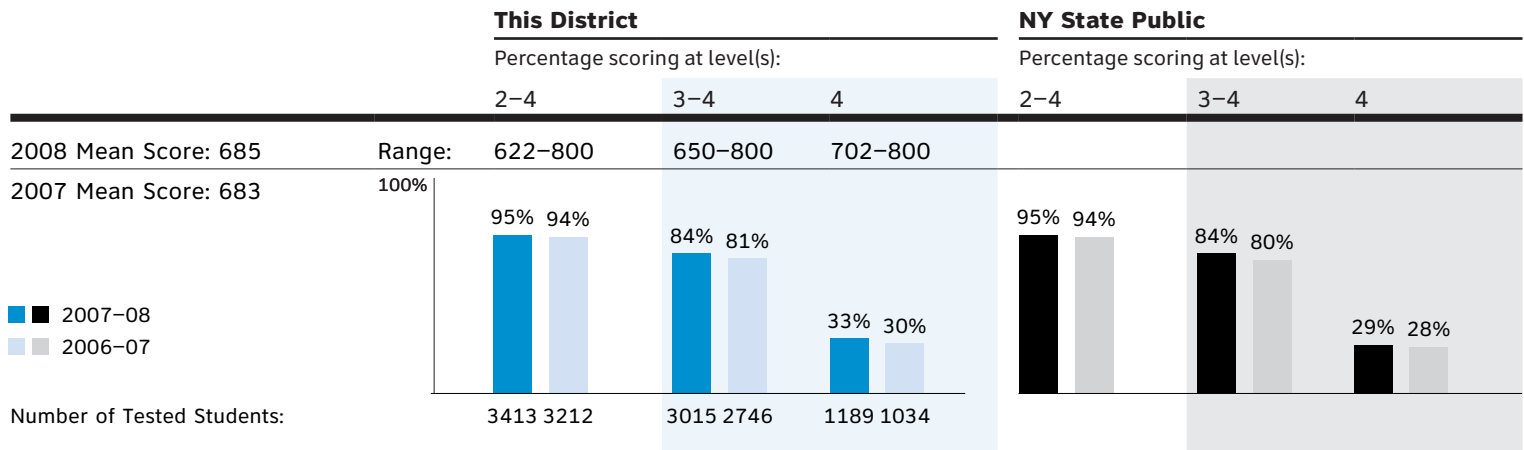
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Other Assessments

	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	54	48	45	36	60	60	49	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	29	N/A	N/A	N/A	35	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	3599	95%	84%	33%	3411	94%	81%	30%
Female	1754	96%	85%	33%	1661	95%	82%	30%
Male	1845	94%	83%	33%	1750	93%	79%	31%
American Indian or Alaska Native	17	94%	94%	24%	17	94%	76%	24%
Black or African American	1040	91%	73%	19%	1028	91%	68%	15%
Hispanic or Latino	1250	95%	84%	30%	1247	95%	82%	29%
Asian or Native Hawaiian/Other Pacific Islander	894	98%	93%	48%	747	97%	91%	46%
White	389	97%	90%	45%	372	96%	87%	44%
Multiracial	9	100%	89%	33%				
Small Group Totals								
General-Education Students	2914	98%	90%	39%	2874	97%	87%	34%
Students with Disabilities	685	81%	56%	10%	537	77%	47%	8%
English Proficient	3247	96%	86%	35%	3070	95%	83%	32%
Limited English Proficient	352	87%	68%	11%	341	83%	59%	12%
Economically Disadvantaged	3210	95%	83%	32%	3061	94%	80%	28%
Not Disadvantaged	389	96%	88%	41%	350	96%	88%	49%
Migrant								
Not Migrant	3599	95%	84%	33%	3411	94%	81%	30%

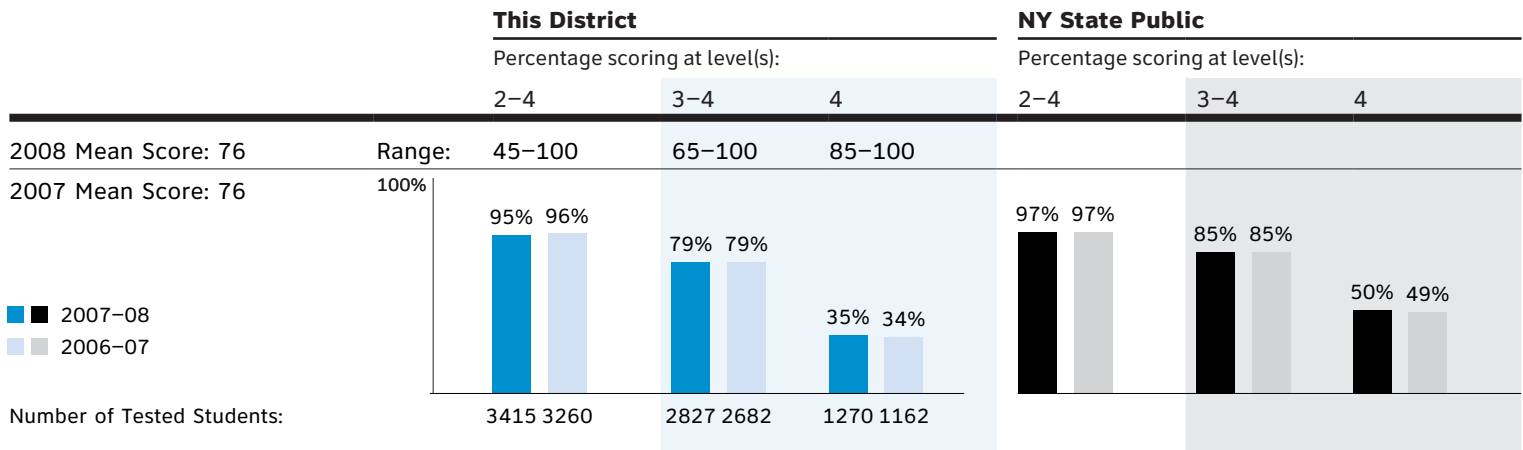
NOTES

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	53	52	43	28	61	60	57	43

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	3586	95%	79%	35%	3380	96%	79%	34%
Female	1756	96%	80%	36%	1650	97%	78%	34%
Male	1830	95%	78%	35%	1730	96%	80%	35%
American Indian or Alaska Native	19	95%	74%	21%	16	100%	75%	25%
Black or African American	1032	93%	68%	24%	1010	94%	68%	21%
Hispanic or Latino	1248	95%	77%	31%	1240	97%	80%	33%
Asian or Native Hawaiian/Other Pacific Islander	891	97%	89%	45%	743	99%	88%	45%
White	387	99%	90%	58%	371	96%	90%	55%
Multiracial	9	100%	89%	33%				
Small Group Totals								
General-Education Students	2911	97%	84%	41%	2859	98%	84%	39%
Students with Disabilities	675	86%	55%	11%	521	88%	56%	11%
English Proficient	3239	96%	82%	38%	3040	97%	83%	38%
Limited English Proficient	347	84%	50%	11%	340	89%	51%	5%
Economically Disadvantaged	3195	95%	78%	33%	3029	96%	78%	32%
Not Disadvantaged	391	97%	86%	54%	351	98%	90%	57%
Migrant								
Not Migrant	3586	95%	79%	35%	3380	96%	79%	34%

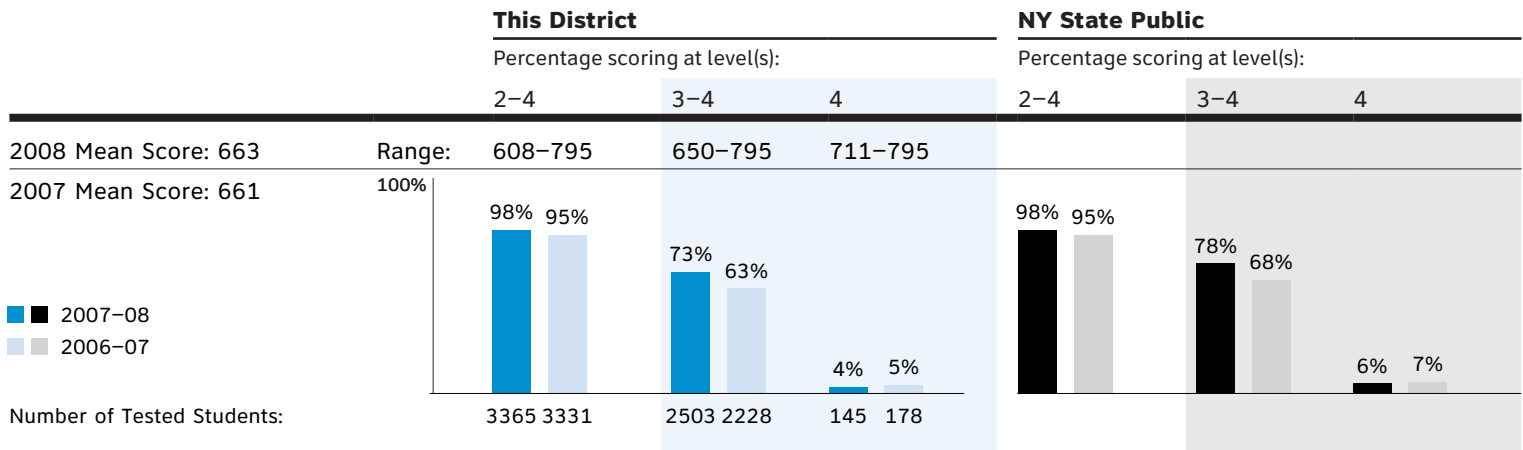
NOTES

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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	52	48	47	42	61	60	57	46

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	3420	98%	73%	4%	3521	95%	63%	5%
Female	1670	99%	76%	5%	1748	96%	66%	6%
Male	1750	98%	71%	4%	1773	94%	61%	5%
American Indian or Alaska Native	11	-	-	-	22	100%	68%	0%
Black or African American	998	98%	62%	1%	1116	92%	52%	2%
Hispanic or Latino	1272	98%	74%	5%	1130	95%	60%	3%
Asian or Native Hawaiian/Other Pacific Islander	760	100%	83%	6%	832	97%	75%	9%
White	377	98%	81%	7%	421	96%	79%	10%
Multiracial	2	-	-	-				
Small Group Totals	13	100%	69%	15%				
General-Education Students	2799	99%	81%	5%	2929	98%	71%	6%
Students with Disabilities	621	93%	38%	0%	592	77%	26%	0%
English Proficient	3166	99%	76%	5%	3317	96%	66%	5%
Limited English Proficient	254	94%	37%	0%	204	77%	23%	0%
Economically Disadvantaged	2943	98%	73%	4%	3184	94%	62%	4%
Not Disadvantaged	477	99%	77%	7%	337	96%	80%	14%
Migrant								
Not Migrant	3420	98%	73%	4%	3521	95%	63%	5%

NOTES

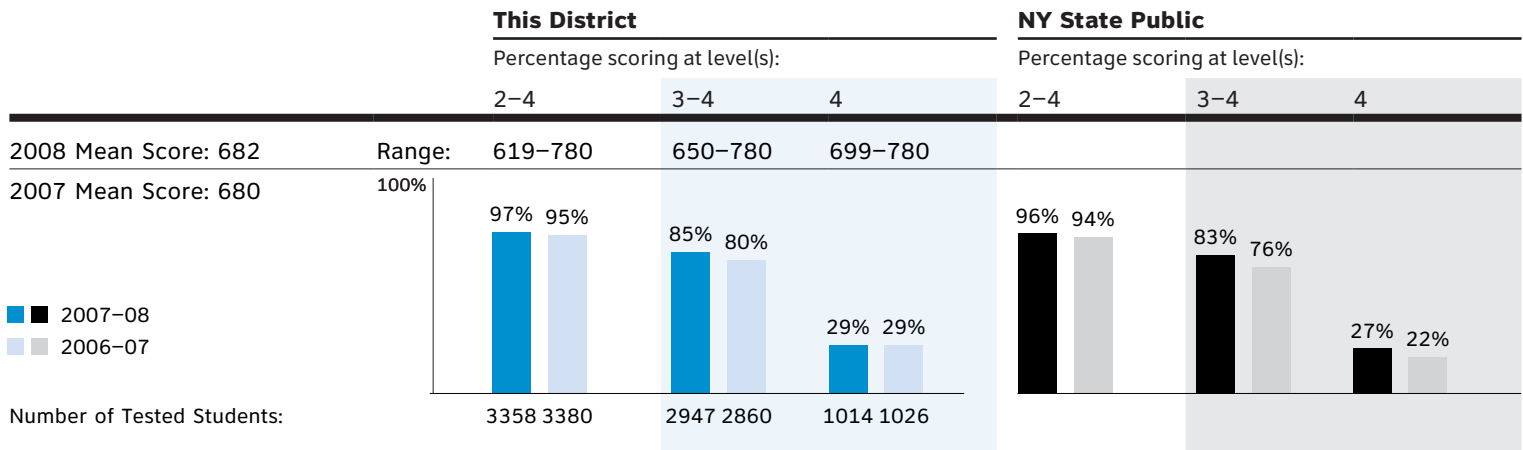
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Other Assessments

	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	51	49	44	28	54	54	52	41
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	22	N/A	N/A	N/A	34	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 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	3464	97%	85%	29%	3566	95%	80%	29%
Female	1690	97%	87%	29%	1777	96%	82%	29%
Male	1774	97%	84%	29%	1789	94%	78%	29%
American Indian or Alaska Native	12	-	-	-	23	91%	78%	39%
Black or African American	1009	95%	75%	13%	1121	91%	67%	14%
Hispanic or Latino	1290	97%	86%	29%	1148	96%	81%	25%
Asian or Native Hawaiian/Other Pacific Islander	771	99%	94%	47%	853	98%	91%	47%
White	380	98%	90%	36%	421	96%	89%	40%
Multiracial	2	-	-	-				
Small Group Totals	14	100%	71%	21%				
General-Education Students	2846	99%	91%	34%	2970	98%	87%	34%
Students with Disabilities	618	88%	59%	6%	596	77%	44%	5%
English Proficient	3173	97%	87%	31%	3325	95%	82%	30%
Limited English Proficient	291	91%	66%	9%	241	86%	56%	10%
Economically Disadvantaged	2985	97%	85%	29%	3232	95%	80%	27%
Not Disadvantaged	479	97%	86%	32%	334	96%	87%	43%
Migrant								
Not Migrant	3464	97%	85%	29%	3566	95%	80%	29%

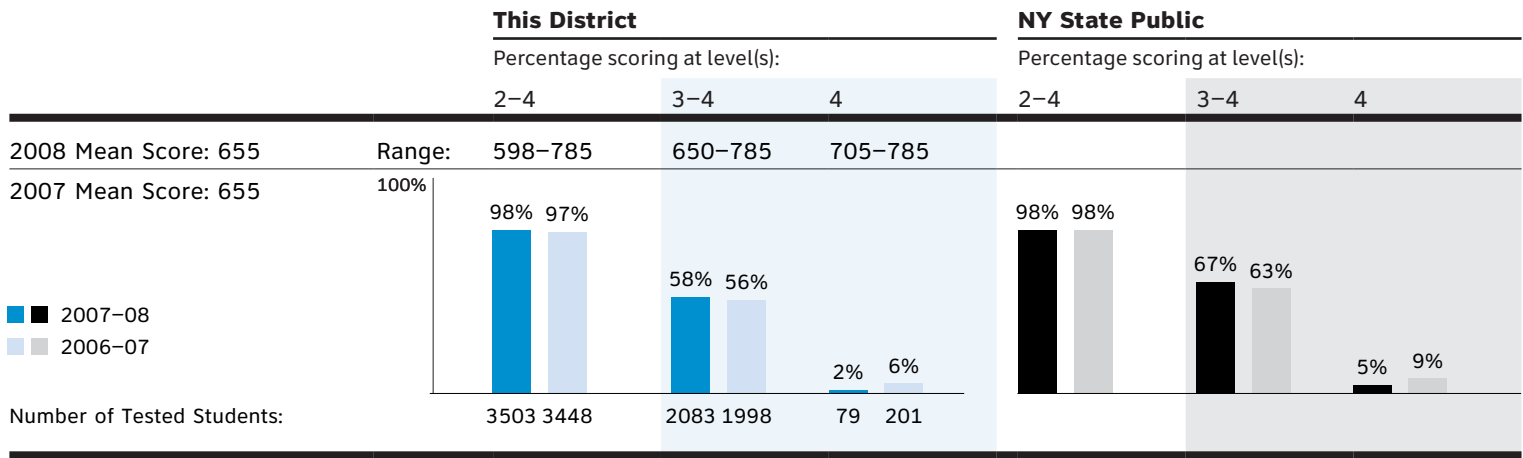
NOTES

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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	51	48	47	30	54	54	52	42

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	3575	98%	58%	2%	3567	97%	56%	6%
Female	1758	98%	65%	3%	1754	98%	59%	7%
Male	1817	98%	52%	2%	1813	95%	53%	4%
American Indian or Alaska Native	13	-	-	-	10	-	-	-
Black or African American	1143	97%	46%	1%	1163	95%	45%	3%
Hispanic or Latino	1143	98%	55%	1%	1161	97%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	876	99%	70%	3%	820	98%	67%	9%
White	398	98%	76%	6%	412	98%	75%	11%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	15	100%	60%	7%	11	91%	36%	0%
General-Education Students	2890	99%	66%	3%	2989	99%	64%	7%
Students with Disabilities	685	92%	24%	0%	578	86%	15%	0%
English Proficient	3364	98%	61%	2%	3368	97%	59%	6%
Limited English Proficient	211	93%	17%	0%	199	83%	7%	1%
Economically Disadvantaged	2998	98%	58%	2%	3222	97%	55%	5%
Not Disadvantaged	577	98%	61%	1%	345	98%	63%	10%
Migrant								
Not Migrant	3575	98%	58%	2%	3567	97%	56%	6%

NOTES

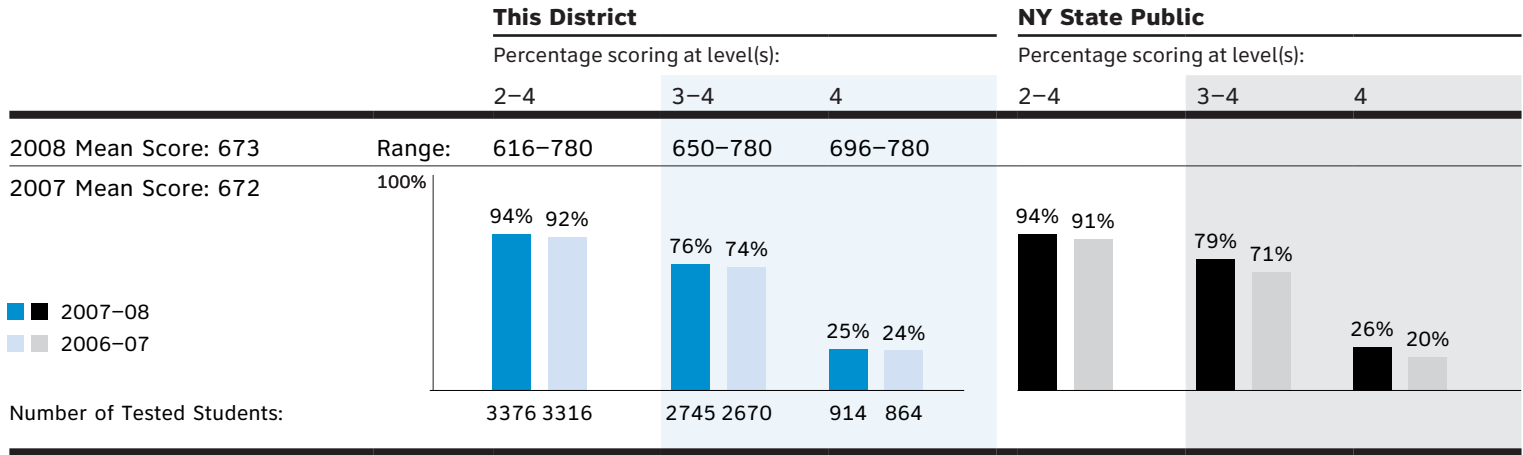
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	57	55	49	41	49	48	44	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	26	N/A	N/A	N/A	35	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	3606	94%	76%	25%	3621	92%	74%	24%
Female	1769	95%	80%	27%	1785	93%	75%	24%
Male	1837	92%	73%	24%	1836	90%	73%	24%
American Indian or Alaska Native	13	-	-	-	13	-	-	-
Black or African American	1150	89%	63%	14%	1175	87%	62%	13%
Hispanic or Latino	1170	93%	74%	20%	1184	91%	73%	22%
Asian or Native Hawaiian/Other Pacific Islander	876	99%	92%	42%	834	96%	86%	35%
White	395	96%	87%	37%	414	96%	87%	38%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	15	93%	73%	27%	14	79%	64%	7%
General-Education Students	2924	97%	83%	30%	3037	96%	82%	28%
Students with Disabilities	682	78%	46%	5%	584	68%	33%	3%
English Proficient	3357	95%	78%	27%	3384	93%	76%	25%
Limited English Proficient	249	82%	52%	9%	237	73%	38%	6%
Economically Disadvantaged	3022	94%	76%	26%	3273	91%	73%	23%
Not Disadvantaged	584	94%	77%	24%	348	95%	80%	28%
Migrant								
Not Migrant	3606	94%	76%	25%	3621	92%	74%	24%

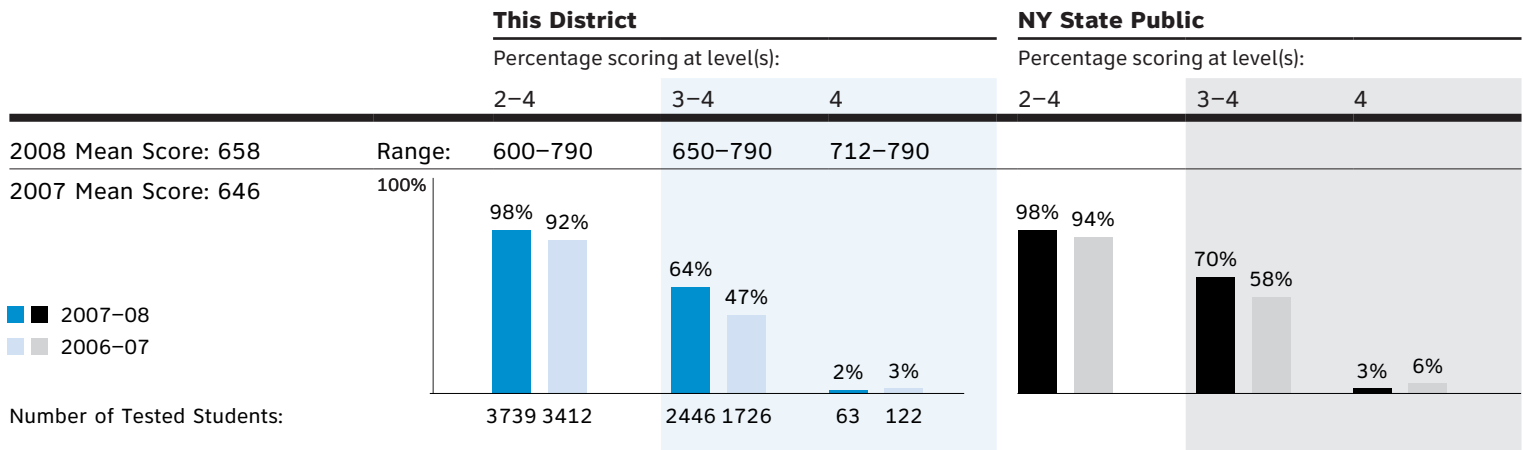
NOTES

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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	57	57	52	42	49	49	47	38

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	3816	98%	64%	2%	3692	92%	47%	3%
Female	1854	99%	70%	2%	1771	95%	53%	4%
Male	1962	97%	58%	1%	1921	90%	41%	2%
American Indian or Alaska Native	12	100%	50%	0%	25	-	-	-
Black or African American	1213	98%	55%	1%	1175	92%	37%	2%
Hispanic or Latino	1216	98%	61%	1%	1269	91%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	954	99%	74%	3%	857	94%	60%	5%
White	415	98%	77%	3%	365	95%	64%	7%
Multiracial	6	100%	67%	0%	1	-	-	-
Small Group Totals					26	92%	35%	0%
General-Education Students	3172	99%	72%	2%	3140	96%	53%	4%
Students with Disabilities	644	92%	26%	0%	552	72%	11%	0%
English Proficient	3617	99%	66%	2%	3506	94%	49%	3%
Limited English Proficient	199	88%	22%	0%	186	59%	7%	0%
Economically Disadvantaged	3204	98%	63%	2%	3420	92%	46%	3%
Not Disadvantaged	612	98%	68%	1%	272	95%	55%	6%
Migrant								
Not Migrant	3816	98%	64%	2%	3692	92%	47%	3%

NOTES

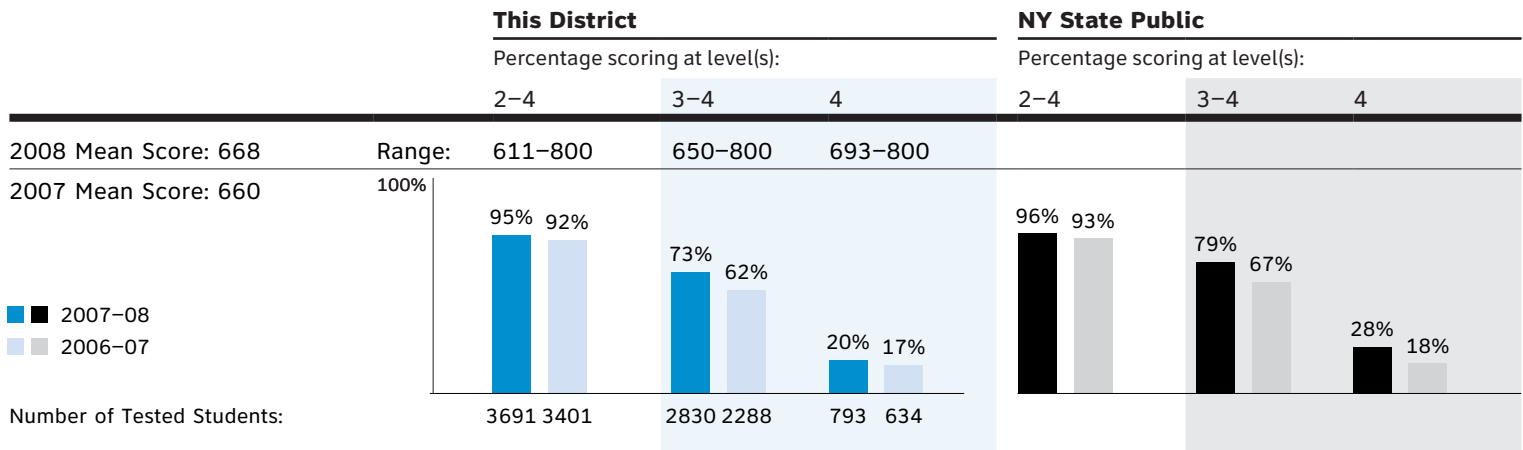
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Other Assessments

	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	49	48	44	39	52	52	47	45
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	25	N/A	N/A	N/A	36	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	3875	95%	73%	20%	3715	92%	62%	17%
Female	1883	96%	74%	21%	1778	93%	64%	19%
Male	1992	94%	72%	20%	1937	91%	59%	16%
American Indian or Alaska Native	12	92%	75%	17%	27	-	-	-
Black or African American	1221	92%	60%	10%	1173	87%	46%	8%
Hispanic or Latino	1244	95%	71%	17%	1287	92%	60%	12%
Asian or Native Hawaiian/Other Pacific Islander	973	98%	86%	31%	865	96%	79%	32%
White	419	98%	85%	38%	362	94%	75%	28%
Multiracial	6	100%	83%	0%	1	-	-	-
Small Group Totals					28	68%	43%	4%
General-Education Students	3227	98%	80%	24%	3162	96%	69%	20%
Students with Disabilities	648	81%	37%	3%	553	68%	21%	2%
English Proficient	3637	96%	75%	22%	3488	92%	64%	18%
Limited English Proficient	238	84%	46%	4%	227	77%	31%	6%
Economically Disadvantaged	3244	95%	72%	20%	3444	91%	61%	16%
Not Disadvantaged	631	96%	76%	21%	271	96%	72%	24%
Migrant								
Not Migrant	3875	95%	73%	20%	3715	92%	62%	17%

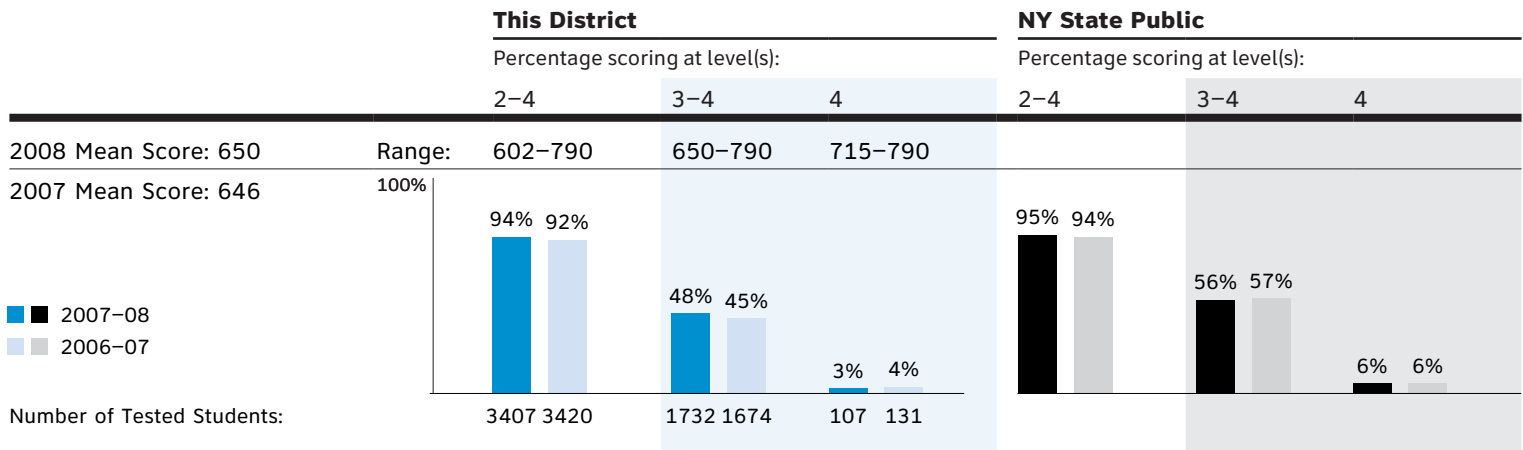
NOTES

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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 7 Equivalent	49	45	39	23	52	52	49	44

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3631	94%	48%	3%	3733	92%	45%	4%
Female	1728	97%	55%	5%	1844	94%	49%	4%
Male	1903	91%	41%	1%	1889	89%	41%	3%
American Indian or Alaska Native	20	95%	40%	0%	21	90%	48%	10%
Black or African American	1121	92%	36%	1%	1186	91%	35%	2%
Hispanic or Latino	1278	93%	44%	3%	1282	89%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	861	97%	64%	5%	881	95%	56%	6%
White	351	96%	60%	5%	363	95%	64%	7%
Multiracial								
Small Group Totals								
General-Education Students	3052	97%	55%	3%	3243	95%	50%	4%
Students with Disabilities	579	75%	10%	0%	490	70%	8%	0%
English Proficient	3432	95%	50%	3%	3497	94%	47%	4%
Limited English Proficient	199	70%	7%	0%	236	58%	6%	0%
Economically Disadvantaged	2936	94%	48%	3%	3418	91%	44%	3%
Not Disadvantaged	695	94%	48%	3%	315	96%	57%	6%
Migrant								
Not Migrant	3631	94%	48%	3%	3733	92%	45%	4%

NOTES

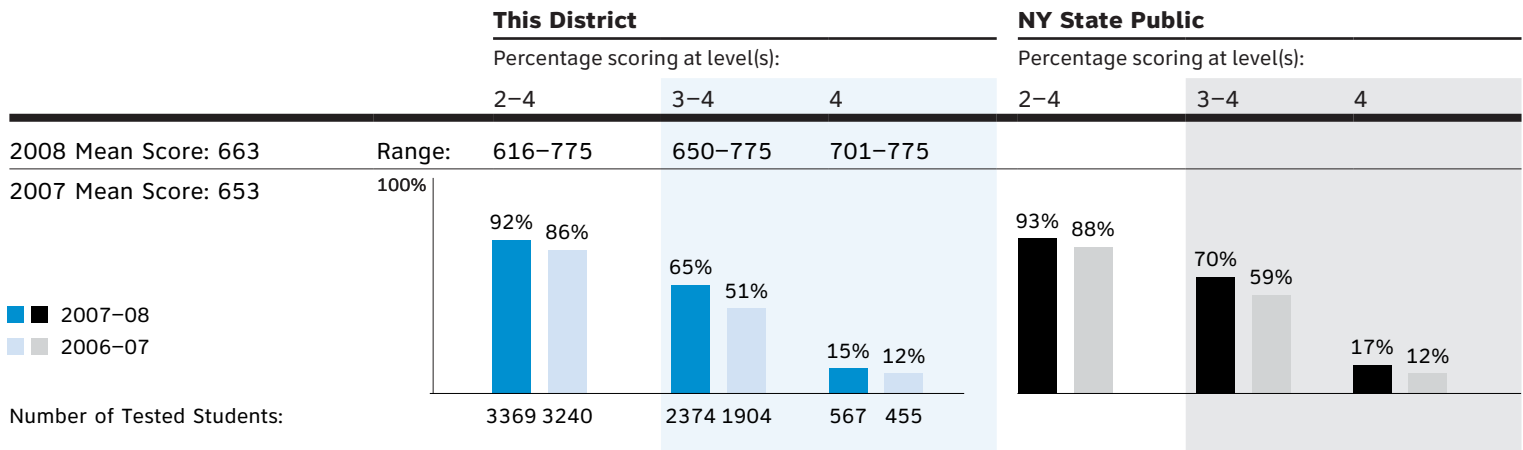
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	46	46	43	37	58	58	57	47
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	33	N/A	N/A	N/A	47	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	3678	92%	65%	15%	3762	86%	51%	12%
Female	1745	94%	68%	16%	1867	87%	51%	12%
Male	1933	90%	62%	15%	1895	85%	50%	12%
American Indian or Alaska Native	20	75%	45%	5%	21	76%	57%	14%
Black or African American	1118	87%	52%	7%	1178	80%	35%	4%
Hispanic or Latino	1307	91%	59%	11%	1306	86%	47%	8%
Asian or Native Hawaiian/Other Pacific Islander	872	97%	84%	30%	894	92%	70%	25%
White	361	95%	79%	23%	363	93%	70%	22%
Multiracial								
Small Group Totals								
General-Education Students	3103	96%	72%	18%	3279	90%	56%	14%
Students with Disabilities	575	70%	26%	1%	483	59%	14%	0%
English Proficient	3428	93%	66%	16%	3474	87%	53%	13%
Limited English Proficient	250	79%	40%	3%	288	71%	26%	2%
Economically Disadvantaged	2963	92%	66%	16%	3444	86%	49%	12%
Not Disadvantaged	715	89%	59%	14%	318	91%	63%	18%
Migrant								
Not Migrant	3678	92%	65%	15%	3762	86%	51%	12%

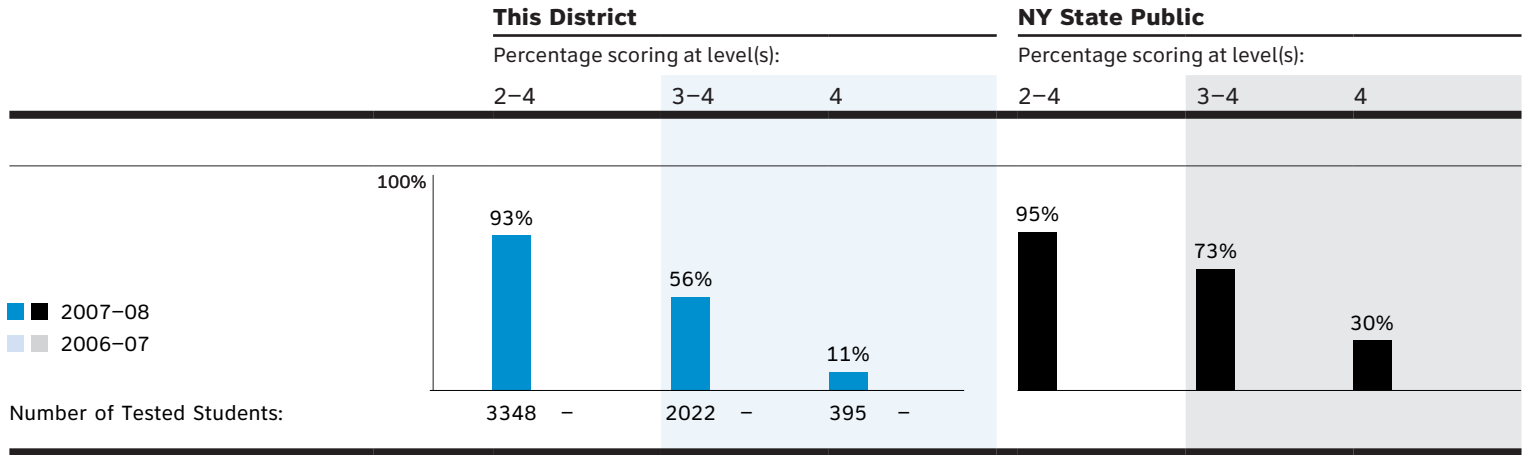
NOTES

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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	46	42	38	29	58	58	57	35

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	3612	93%	56%	11%	3716	85%	45%	9%
Female	1727	93%	55%	10%	1840	85%	42%	8%
Male	1885	92%	57%	12%	1876	84%	47%	11%
American Indian or Alaska Native	17	82%	47%	6%	19	89%	47%	16%
Black or African American	1076	89%	41%	5%	1148	80%	31%	4%
Hispanic or Latino	1289	93%	53%	7%	1305	82%	40%	7%
Asian or Native Hawaiian/Other Pacific Islander	879	96%	73%	19%	882	91%	60%	16%
White	351	95%	72%	20%	362	93%	66%	21%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	3069	96%	62%	13%	3241	88%	49%	11%
Students with Disabilities	543	76%	19%	1%	475	61%	15%	1%
English Proficient	3363	94%	58%	12%	3434	87%	47%	10%
Limited English Proficient	249	81%	26%	3%	282	56%	10%	0%
Economically Disadvantaged	2902	93%	57%	11%	3402	84%	43%	9%
Not Disadvantaged	710	92%	53%	10%	314	89%	58%	17%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	3612	93%	56%	11%	3716	85%	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	46	44	39	35	57	56	55	43
Regents Science	0	-	-	-	1	-	-	-

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

This District

Percentage scoring at level(s):

2-4

3-4

4

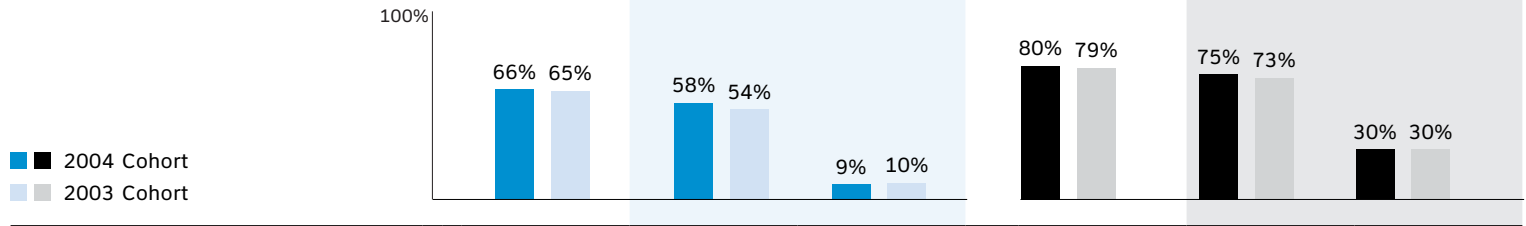
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

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

2003 Cohort**

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2942	66%	58%	9%	2957	65%	54%	10%
Female	1336	75%	69%	13%	1382	74%	63%	13%
Male	1606	59%	49%	6%	1575	58%	46%	7%
American Indian or Alaska Native	15	67%	67%	0%	18	67%	50%	0%
Black or African American	1185	64%	51%	5%	1152	60%	48%	6%
Hispanic or Latino	951	64%	59%	10%	925	63%	52%	10%
Asian or Native Hawaiian/Other Pacific Islander	534	77%	71%	15%	577	78%	66%	16%
White	201	64%	56%	12%	243	63%	56%	12%
Multiracial	56	68%	63%	13%	42	88%	74%	21%
Small Group Totals								
General-Education Students	2421	75%	67%	11%	2552	72%	60%	11%
Students with Disabilities	521	26%	17%	1%	405	23%	14%	1%
English Proficient	2682	68%	60%	10%	2810	66%	55%	10%
Limited English Proficient	260	46%	40%	2%	147	47%	35%	6%
Economically Disadvantaged	2454	69%	60%	10%	2401	72%	59%	10%
Not Disadvantaged	488	52%	46%	6%	556	37%	32%	7%
Migrant								
Not Migrant	2942	66%	58%	9%				

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

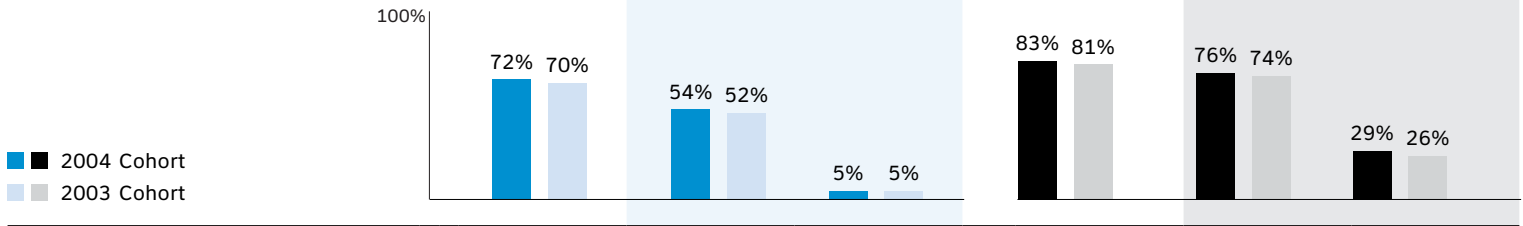
NY State Public

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	2942	72%	54%	5%	2957	70%	52%	5%
Female	1336	78%	61%	6%	1382	77%	57%	6%
Male	1606	67%	49%	4%	1575	65%	48%	5%
American Indian or Alaska Native	15	73%	47%	0%	18	67%	44%	0%
Black or African American	1185	67%	48%	3%	1152	64%	44%	3%
Hispanic or Latino	951	71%	53%	5%	925	70%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	534	84%	69%	10%	577	82%	67%	11%
White	201	72%	58%	5%	243	69%	51%	7%
Multiracial	56	84%	68%	13%	42	90%	76%	12%
Small Group Totals								
General-Education Students	2421	81%	63%	6%	2552	77%	59%	6%
Students with Disabilities	521	30%	13%	1%	405	26%	11%	1%
English Proficient	2682	73%	56%	5%	2810	70%	52%	6%
Limited English Proficient	260	59%	39%	3%	147	71%	44%	2%
Economically Disadvantaged	2454	74%	57%	6%	2401	76%	57%	6%
Not Disadvantaged	488	61%	43%	2%	556	44%	32%	4%
Migrant								
Not Migrant	2942	72%	54%	5%				

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.