



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #29**
District ID **34-29-00-01-0000**
Superintendent **JOANNE JOYNER-WELLS**
Telephone **(718) 341-8280**
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	261	403	453
Kindergarten	2125	2045	2104
Grade 1	2543	2423	2444
Grade 2	2473	2452	2347
Grade 3	2563	2448	2397
Grade 4	2560	2397	2377
Grade 5	2663	2586	2423
Grade 6	2473	2376	2401
Ungraded Elementary	954	1034	1196
Grade 7	2500	2480	2424
Grade 8	2587	2478	2505
Grade 9	1182	1239	1198
Grade 10	911	917	964
Grade 11	479	501	657
Grade 12	492	470	469
Ungraded Secondary	439	417	497
Total K-12	26944	26263	26403

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	25	25	24
Grade 8			
English	30	29	28
Mathematics	30	29	29
Science	30	30	29
Social Studies	31	29	28
Grade 10			
English	30	26	27
Mathematics	28	26	27
Science	27	27	26
Social Studies	30	25	27

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 #29

District ID 34-29-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	16210	60%	16464	63%	16419	62%
Reduced-Price Lunch	3370	13%	3383	13%	3041	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1889	7%	1799	7%	1834	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	173	1%	187	1%	181	1%
Black or African American	19609	73%	19005	72%	19014	72%
Hispanic or Latino	3425	13%	3290	13%	3334	13%
Asian or Native Hawaiian/Other Pacific Islander	3266	12%	3275	12%	3328	13%
White	471	2%	506	2%	546	2%
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	507	2%	897	3%	893	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 #29

District ID 34-29-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	1763	1800	1864
Percent with No Valid Teaching Certificate	3%	4%	2%
Percent Teaching Out of Certification	10%	8%	8%
Percent with Fewer Than Three Years of Experience	12%	10%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	39%	40%	42%
Total Number of Core Classes	5822	2992	3344
Percent Not Taught by Highly Qualified Teachers	8%	9%	11%
Total Number of Classes	3831	3845	4171
Percent Taught by Teachers Without Appropriate Certification	15%	12%	11%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	16%	
Turnover Rate of All Teachers	19%	16%	

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff		0	0
Total Paraprofessionals*		0	0
Assistant Principals		0	0
Principals		0	0

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2008–09)

▲ Improvement (Year 5)

ELA ▲ Improvement (Year 5) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 1)

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	✓	✓		✓ ^{SH}	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✗	✓		—	—	
Multiracial	✓	✓		—	—	
Other Groups						
Students with Disabilities	✗	✓		✗	✓ ^{SH}	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 8 of 10	✓ 10 of 10	✓ 1 of 1	✗ 4 of 5	✗ 4 of 5	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts































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

Accountability Measures 8 of 10 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (16326:15478)			98%		154	132	
Ethnicity							
American Indian or Alaska Native (113:104)			99%		143	123	
Black or African American (11678:11143)			98%		153	132	
Hispanic or Latino (2161:1989)			97%		151	131	
Asian or Native Hawaiian/Other Pacific Islander (2086:1984)			99%		166	131	
White (471:227)			94%		155	126	
Multiracial (32:31)		—	—		184	116	
Other Groups							
Students with Disabilities ⁴ (5624:2801)			94%		112	131	110 121
Limited English Proficient ⁵ (988:1201)			96%		130	130	
Economically Disadvantaged (13020:12446)			99%		153	132	
Final AYP Determination	 8 of 10						

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 10 of 10 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 (16358:15439)			98%		167	101	
Ethnicity							
American Indian or Alaska Native (115:103)			99%		164	92	
Black or African American (11676:11077)			99%		164	101	
Hispanic or Latino (2186:1993)			97%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (2095:2009)			99%		183	100	
White (468:226)			95%		166	95	
Multiracial (33:31)		—	—		197	85	
Other Groups							
Students with Disabilities ⁴ (5631:2772)			95%		126	100	
Limited English Proficient ⁵ (1000:1301)			99%		155	99	
Economically Disadvantaged (13044:12429)			99%		167	101	
Final AYP Determination	 10 of 10						

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 (5527:5087)		Qualified		96%		153	100	
Ethnicity								
American Indian or Alaska Native (43:40)		Qualified		98%		140	100	
Black or African American (3988:3682)		Qualified		96%		151	100	
Hispanic or Latino (685:606)		Qualified		94%		150	100	
Asian or Native Hawaiian/Other Pacific Islander (728:693)		Qualified		99%		167	100	
White (73:57)		Qualified		82%		161	100	
Multiracial (10:9)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1038:880)		Qualified		90%		118	100	
Limited English Proficient ⁴ (329:428)		Qualified		98%		132	100	
Economically Disadvantaged (4272:3979)		Qualified		97%		153	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts

















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

Accountability Measures 4 of 5 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09	
(12th Graders: 2004 Cohort) ¹								
All Students (640:518)			99%		164	160		
Ethnicity								
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—	
Black or African American (542:428)			99%		166	160		
Hispanic or Latino (48:45)			100%		147	151	142 152	
Asian or Native Hawaiian/Other Pacific Islander (35:28)	—	—	—	—	—	—	—	
White (8:11)	—	—	—	—	—	—	—	
Multiracial (4:4)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (145:83)			91%		113	154	88 122	
Limited English Proficient ⁴ (16:12)	—	—	—	—	—	—	—	
Economically Disadvantaged (333:273)			99%		172	158		
Final AYP Determination		4 of 5						

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 4 of 5 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (640:518)			99%		163	154	
Ethnicity							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (542:428)			99%		164	154	
Hispanic or Latino (48:45)			100%		138	145	145 144
Asian or Native Hawaiian/Other Pacific Islander (35:28)	—	—	—	—	—	—	—
White (8:11)	—	—	—	—	—	—	—
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (49:83)			98%		107	148	94 116
Limited English Proficient ⁴ (16:12)	—	—	—	—	—	—	—
Economically Disadvantaged (333:273)			100%		172	152	
Final AYP Determination	 4 of 5						

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  Improvement (Year 1)
for This Indicator
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP in 2008-09, the district will be in good standing in 2009-10. [221]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2007–08	2008–09
All Students (674)			56%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (555)			55%	55%		
Hispanic or Latino (62)			53%	55%	34%	54%
Asian or Native Hawaiian/Other Pacific Islander (34)			74%	55%		
White (13)		–	–	–		
Multiracial (8)						
Other Groups						
Students with Disabilities (96)			15%	55%	14%	16%
Limited English Proficient ³ (24)		–	–	–		
Economically Disadvantaged (346)			59%	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 #29**

District ID **34-29-00-01-0000**

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

25 schools identified 61% of total

CYNTHIA JENKINS SCHOOL
EXCELSIOR PREPARATORY HIGH SCHOOL
HUMANITIES AND THE ARTS MAGNET HIGH SCHOOL
IS 59 SPRINGFIELD GARDENS SCHOOL
PS 118 LORRAINE HANSBERRY SCHOOL
PS 131 ABIGAIL ADAMS SCHOOL
PS 132 RALPH BUNCHE SCHOOL
PS 134 HOLLIS SCHOOL
PS 136 ROY WILKINS SCHOOL
PS 138 SUNRISE SCHOOL
PS 147 RONALD MCNAIR SCHOOL
PS 15 JACKIE ROBINSON SCHOOL
PS 176 CAMBRIA HEIGHTS SCHOOL
PS 181 BROOKFIELD SCHOOL
PS 195 WILLIAM HABERLE SCHOOL
PS 268
PS 33 EDWARD M FUNK SCHOOL
PS 34 JOHN HARVARD SCHOOL
PS 35 NATHANIEL WOODHULL SCHOOL
PS 36 ST ALBANS SCHOOL
PS 38 ROSEDALE SCHOOL
PS 52
PS 95 EASTWOOD SCHOOL
PS/IS 295
THE BELLAIRE SCHOOL

▲ Improvement (Year 1)

1 school identified 2% of total

PS 116 WILLIAM C HUGHLEY SCHOOL

▲ Restructuring (Year 1)

1 school identified 2% of total

IS 192 THE LINDEN SCHOOL

▲ Restructuring (Year 4)

1 school identified 2% of total

IS 238 SUSAN B ANTHONY SCHOOL

New York State Status

■ Good Standing

11 schools identified 27% of total

GEORGE WASHINGTON CARVER HIGH SCHOOL
IS 231 MAGNETECH 2000
MAGNET SCHOOL OF LAW/GOVERNMENT
MATH/SCIENCE RESEARCH TECHNICAL CTR
PATHWAYS COLLEGE PREPARATORY SCHOOL
PREPARATORY ACADEMY FOR WRITERS
PS 156 THE LAURELTON SCHOOL
PS 251
PS/IS 208
PS/IS 270
QUEENS PREPARATORY ACADEMY

■ Requiring Academic Progress (Year 1)

1 school identified 2% of total

BUSINESS/COMPUTER APPLICATION HIGH SCHOOL

■ Requiring Academic Progress (Year 5)

1 school identified 2% of total







JEAN NUZZI INTERMEDIATE SCHOOL







District NEW YORK CITY GEOGRAPHIC DISTRICT #29



District ID 34-29-00-01-0000



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	62%			2568
Grade 4	61%			2607
Grade 5	72%			2646
Grade 6	54%			2556
Grade 7	61%			2589
Grade 8	41%			2660

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	87%			2588
Grade 4	77%			2646
Grade 5	77%			2684
Grade 6	73%			2592
Grade 7	65%			2623
Grade 8	54%			2701

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	71%			2615
Grade 8	49%			2581

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	65%			594
Mathematics	63%			594

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.

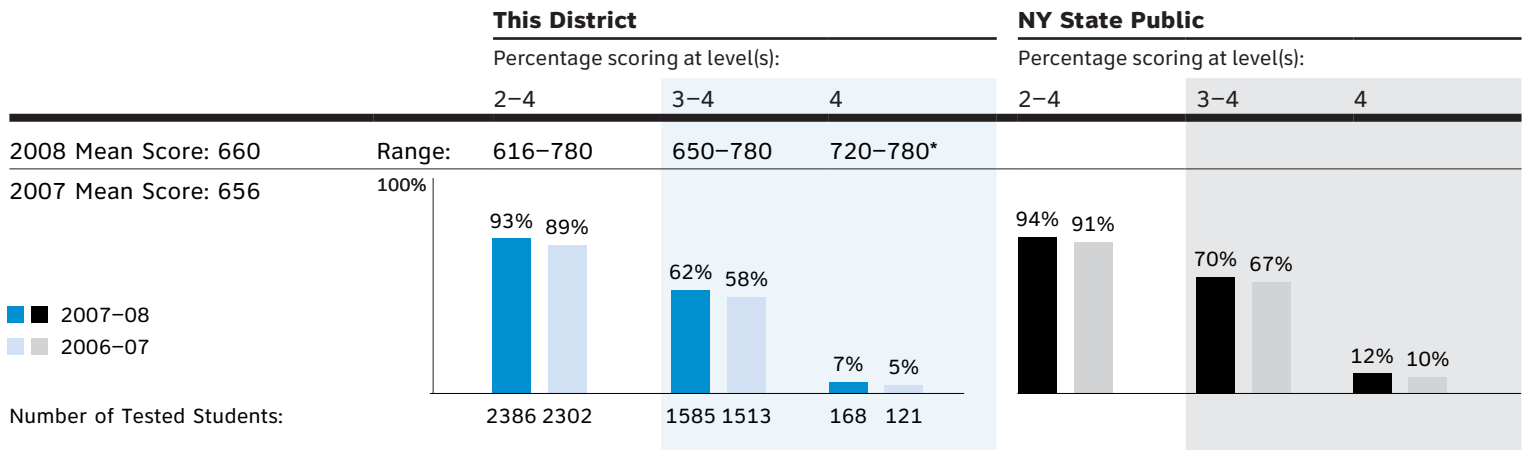
In this section, this district's performance is compared with that of public schools statewide.

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	2568	93%	62%	7%	2601	89%	58%	5%
Female	1267	96%	66%	7%	1306	92%	63%	5%
Male	1301	90%	58%	6%	1295	85%	53%	4%
American Indian or Alaska Native	15	87%	53%	0%	17	100%	65%	0%
Black or African American	1744	92%	59%	6%	1836	88%	57%	5%
Hispanic or Latino	357	92%	55%	6%	340	89%	55%	3%
Asian or Native Hawaiian/Other Pacific Islander	367	97%	78%	10%	366	91%	67%	6%
White	71	90%	69%	3%	34	91%	53%	9%
Multiracial	14	100%	93%	7%	8	100%	75%	13%
Small Group Totals								
General-Education Students	2170	97%	68%	8%	2218	94%	65%	5%
Students with Disabilities	398	70%	26%	1%	383	57%	17%	1%
English Proficient	2370	94%	64%	7%	2380	89%	61%	5%
Limited English Proficient	198	84%	33%	0%	221	79%	29%	1%
Economically Disadvantaged	2212	92%	60%	6%	2279	88%	57%	4%
Not Disadvantaged	356	96%	72%	9%	322	92%	70%	8%
Migrant								
Not Migrant	2568	93%	62%	7%	2601	89%	58%	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.

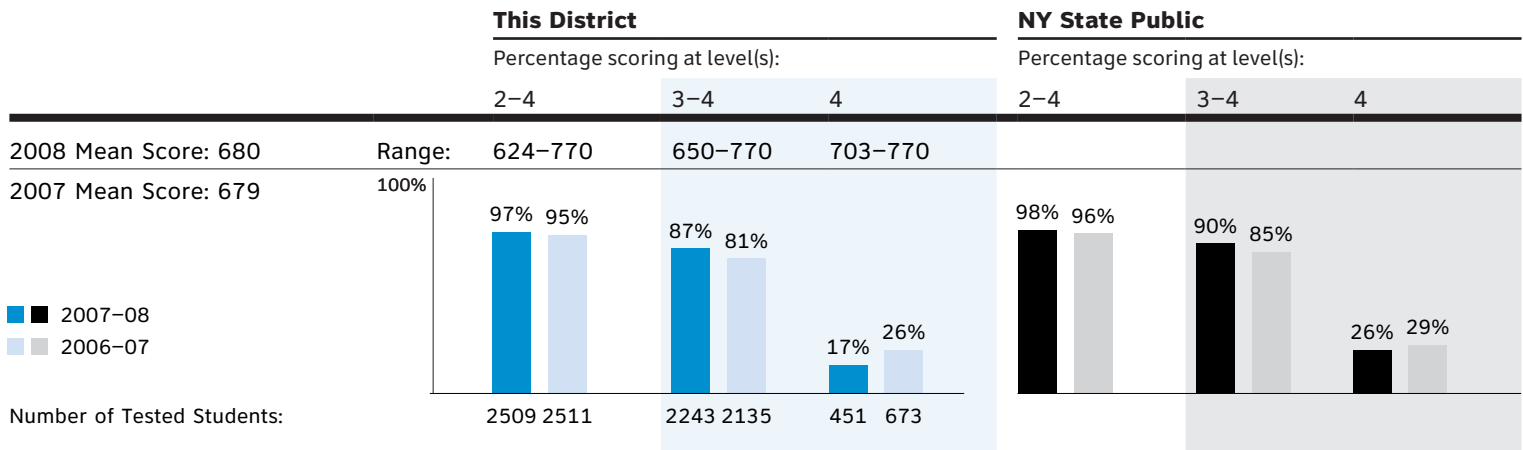
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	44	38	36	32	40	40	33	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	10	N/A	N/A	N/A	22	N/A	N/A	N/A

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

This District's Results in Grade 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	2588	97%	87%	17%	2635	95%	81%	26%
Female	1275	97%	89%	17%	1327	96%	81%	26%
Male	1313	97%	85%	17%	1308	94%	81%	25%
American Indian or Alaska Native	15	100%	87%	20%	17	100%	94%	24%
Black or African American	1753	96%	85%	14%	1858	95%	79%	22%
Hispanic or Latino	362	98%	85%	16%	347	95%	80%	23%
Asian or Native Hawaiian/Other Pacific Islander	374	99%	95%	35%	371	96%	89%	44%
White	70	96%	89%	24%	34	97%	91%	21%
Multiracial	14	100%	100%	21%	8	100%	100%	38%
Small Group Totals								
General-Education Students	2191	99%	91%	20%	2247	97%	86%	29%
Students with Disabilities	397	87%	61%	4%	388	85%	50%	7%
English Proficient	2372	97%	87%	18%	2390	96%	82%	27%
Limited English Proficient	216	93%	79%	7%	245	92%	69%	14%
Economically Disadvantaged	2233	97%	85%	16%	2301	95%	80%	25%
Not Disadvantaged	355	98%	94%	25%	334	96%	86%	31%
Migrant								
Not Migrant	2588	97%	87%	17%	2635	95%	81%	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

	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	45	43	42	32	40	39	36	30

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 656	612-775	650-775	716-775			
2007 Mean Score: 655						
Number of Tested Students:	2362	2310	1600	1475	127	97

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	2607	91%	61%	5%	2540	91%	58%	4%
Female	1299	94%	67%	6%	1252	95%	63%	5%
Male	1308	88%	55%	4%	1288	87%	53%	3%
American Indian or Alaska Native	18	94%	56%	6%	16	-	-	-
Black or African American	1854	90%	60%	4%	1808	90%	56%	3%
Hispanic or Latino	335	90%	60%	6%	354	91%	57%	4%
Asian or Native Hawaiian/Other Pacific Islander	355	93%	73%	10%	337	95%	70%	8%
White	37	92%	57%	3%	24	92%	67%	8%
Multiracial	8	100%	63%	0%	1	-	-	-
Small Group Totals					17	76%	59%	6%
General-Education Students	2130	96%	70%	6%	2169	96%	65%	4%
Students with Disabilities	477	67%	23%	0%	371	62%	20%	0%
English Proficient	2446	92%	63%	5%	2394	92%	60%	4%
Limited English Proficient	161	76%	31%	1%	146	76%	18%	1%
Economically Disadvantaged	2245	90%	59%	5%	2217	90%	56%	3%
Not Disadvantaged	362	94%	74%	7%	323	96%	70%	6%
Migrant								
Not Migrant	2607	91%	61%	5%	2540	91%	58%	4%

NOTES

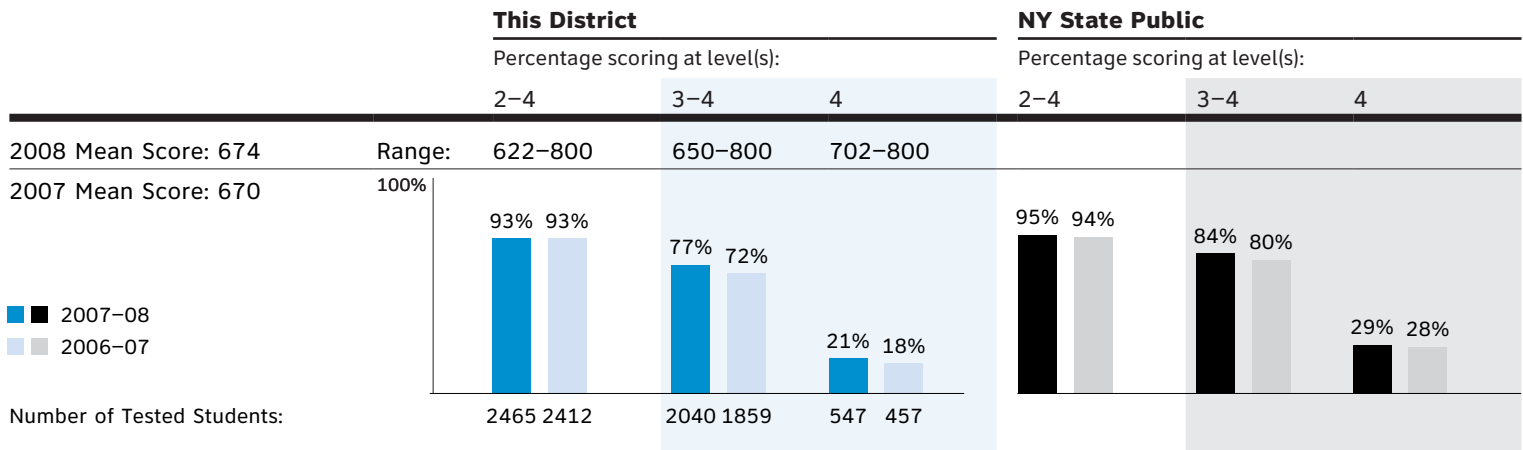
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Other Assessments

	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 4 Equivalent	44	38	34	26	35	35	33	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	18	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 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	2646	93%	77%	21%	2591	93%	72%	18%
Female	1317	95%	78%	20%	1275	95%	74%	18%
Male	1329	92%	77%	21%	1316	91%	70%	17%
American Indian or Alaska Native	19	89%	68%	26%	16	-	-	-
Black or African American	1868	93%	74%	16%	1829	92%	69%	14%
Hispanic or Latino	350	93%	77%	19%	365	95%	72%	22%
Asian or Native Hawaiian/Other Pacific Islander	362	97%	91%	44%	355	96%	86%	32%
White	39	95%	77%	23%	25	96%	72%	24%
Multiracial	8	100%	88%	13%	1	-	-	-
Small Group Totals					17	88%	71%	18%
General-Education Students	2170	97%	84%	24%	2219	96%	78%	20%
Students with Disabilities	476	77%	47%	6%	372	73%	33%	3%
English Proficient	2457	94%	79%	21%	2415	94%	73%	18%
Limited English Proficient	189	87%	57%	11%	176	83%	51%	6%
Economically Disadvantaged	2282	93%	76%	20%	2261	93%	71%	16%
Not Disadvantaged	364	95%	82%	25%	330	95%	79%	26%
Migrant								
Not Migrant	2646	93%	77%	21%	2591	93%	72%	18%

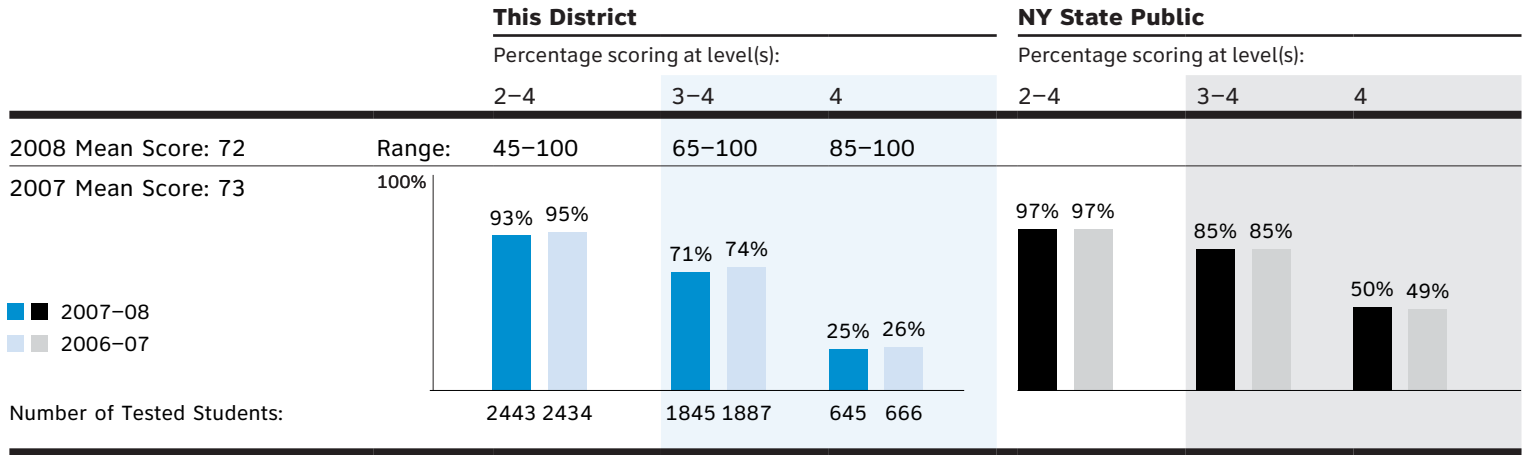
NOTES

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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	45	43	39	26	35	35	34	28

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	2615	93%	71%	25%	2564	95%	74%	26%
Female	1315	94%	71%	26%	1261	96%	74%	26%
Male	1300	93%	70%	24%	1303	94%	73%	26%
American Indian or Alaska Native	19	95%	74%	26%	11	-	-	-
Black or African American	1844	93%	68%	22%	1815	95%	72%	23%
Hispanic or Latino	344	93%	69%	25%	367	95%	72%	28%
Asian or Native Hawaiian/Other Pacific Islander	363	96%	82%	36%	344	97%	83%	39%
White	38	95%	79%	26%	26	88%	88%	31%
Multiracial	7	100%	71%	43%	1	-	-	-
Small Group Totals					12	83%	83%	33%
General-Education Students	2145	96%	76%	28%	2197	97%	78%	29%
Students with Disabilities	470	81%	44%	8%	367	83%	48%	9%
English Proficient	2427	94%	73%	26%	2384	96%	76%	27%
Limited English Proficient	188	81%	41%	6%	180	82%	42%	8%
Economically Disadvantaged	2249	93%	69%	23%	2238	95%	72%	25%
Not Disadvantaged	366	95%	80%	35%	326	97%	83%	36%
Migrant								
Not Migrant	2615	93%	71%	25%	2564	95%	74%	26%

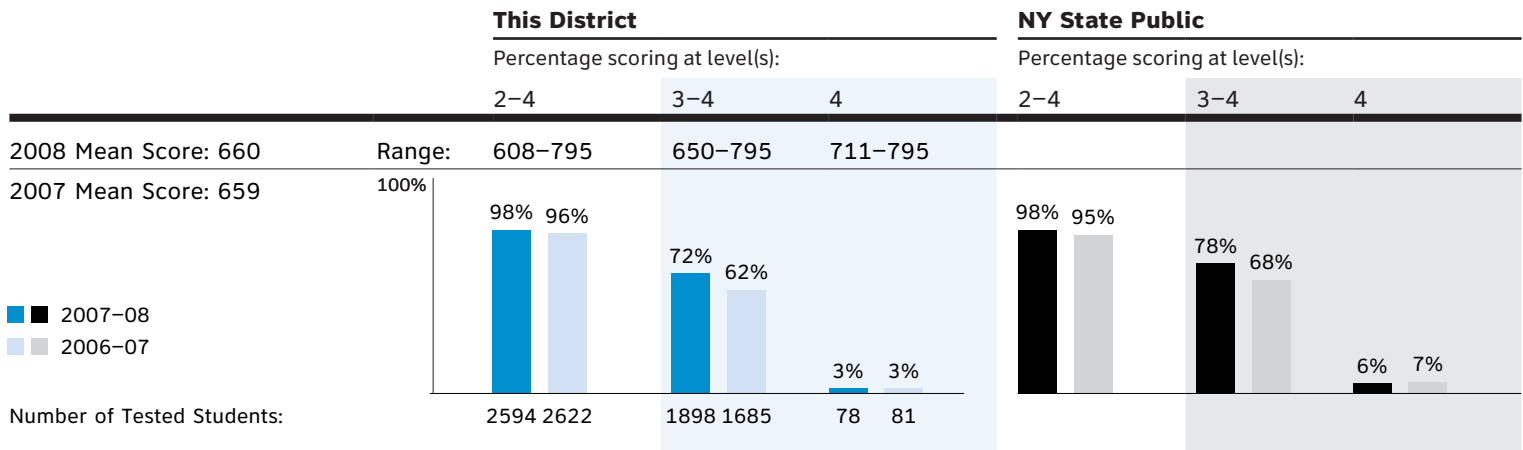
NOTES

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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	44	38	37	37	35	35	34	29

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	2646	98%	72%	3%	2737	96%	62%	3%
Female	1308	99%	74%	4%	1350	96%	64%	3%
Male	1338	97%	69%	2%	1387	95%	60%	3%
American Indian or Alaska Native	16	-	-	-	24	-	-	-
Black or African American	1867	98%	70%	3%	1905	96%	61%	3%
Hispanic or Latino	370	97%	72%	2%	373	93%	57%	2%
Asian or Native Hawaiian/Other Pacific Islander	367	99%	81%	4%	392	96%	71%	4%
White	25	96%	76%	8%	42	98%	67%	12%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	17	94%	53%	6%	25	100%	56%	0%
General-Education Students	2166	100%	79%	4%	2314	98%	67%	3%
Students with Disabilities	480	91%	40%	0%	423	82%	29%	0%
English Proficient	2514	98%	74%	3%	2600	97%	64%	3%
Limited English Proficient	132	92%	34%	0%	137	77%	23%	0%
Economically Disadvantaged	2229	98%	71%	3%	2361	95%	60%	3%
Not Disadvantaged	417	99%	75%	5%	376	99%	74%	5%
Migrant								
Not Migrant	2646	98%	72%	3%	2737	96%	62%	3%

NOTES

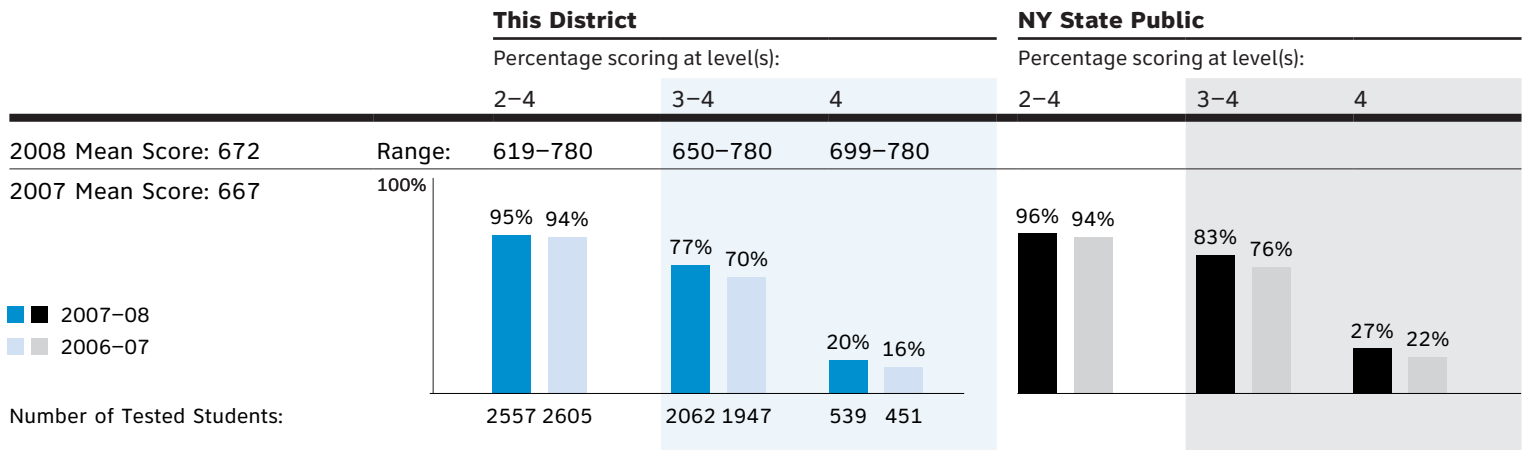
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Other Assessments

	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 5 Equivalent	32	29	27	20	44	44	42	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	21	N/A	N/A	N/A	23	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	2684	95%	77%	20%	2778	94%	70%	16%
Female	1323	96%	79%	21%	1367	95%	70%	16%
Male	1361	94%	75%	19%	1411	92%	70%	17%
American Indian or Alaska Native	16	-	-	-	24	-	-	-
Black or African American	1887	95%	73%	16%	1920	93%	66%	13%
Hispanic or Latino	381	96%	81%	23%	387	94%	73%	16%
Asian or Native Hawaiian/Other Pacific Islander	373	98%	89%	36%	402	97%	85%	32%
White	26	96%	85%	31%	43	95%	72%	21%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	17	82%	76%	18%	26	96%	81%	12%
General-Education Students	2200	98%	84%	23%	2348	97%	76%	19%
Students with Disabilities	484	83%	46%	5%	430	78%	36%	2%
English Proficient	2530	96%	78%	21%	2615	94%	71%	17%
Limited English Proficient	154	88%	57%	7%	163	87%	48%	2%
Economically Disadvantaged	2261	95%	76%	20%	2396	93%	69%	16%
Not Disadvantaged	423	96%	80%	22%	382	96%	76%	19%
Migrant								
Not Migrant	2684	95%	77%	20%	2778	94%	70%	16%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	33	29	28	21	44	44	44	40

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 652	598-785	650-785	705-785			
2007 Mean Score: 653						
Number of Tested Students:	2509	2443	1374	1302	29	117

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	2556	98%	54%	1%	2497	98%	52%	5%
Female	1262	99%	59%	2%	1249	99%	59%	7%
Male	1294	97%	49%	1%	1248	97%	46%	2%
American Indian or Alaska Native	22	-	-	-	17	-	-	-
Black or African American	1883	98%	53%	1%	1829	98%	52%	4%
Hispanic or Latino	333	97%	49%	1%	321	97%	45%	2%
Asian or Native Hawaiian/Other Pacific Islander	287	98%	62%	1%	286	98%	59%	8%
White	30	90%	50%	3%	40	93%	50%	3%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	23	100%	65%	0%	21	100%	67%	14%
General-Education Students	2095	100%	61%	1%	2145	99%	58%	5%
Students with Disabilities	461	92%	23%	0%	352	90%	17%	0%
English Proficient	2436	98%	56%	1%	2383	98%	54%	5%
Limited English Proficient	120	92%	13%	0%	114	87%	11%	0%
Economically Disadvantaged	2114	98%	52%	1%	2103	98%	50%	4%
Not Disadvantaged	442	99%	62%	2%	394	99%	63%	6%
Migrant								
Not Migrant	2556	98%	54%	1%	2497	98%	52%	5%

NOTES

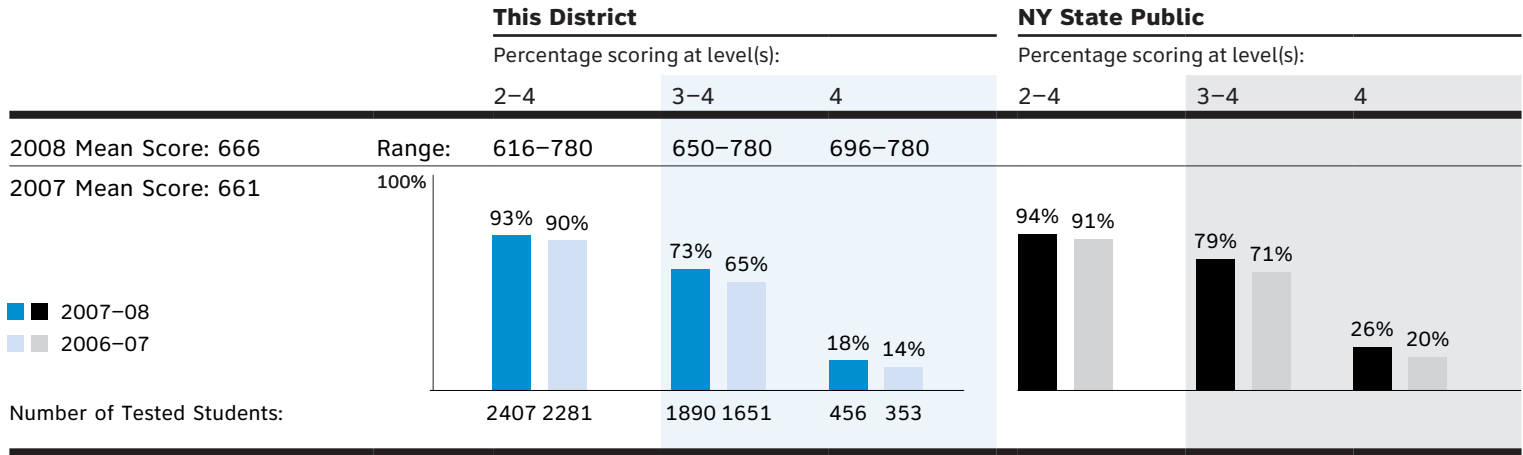
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Other Assessments

	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 6 Equivalent	38	37	33	31	41	40	40	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	24	N/A	N/A	N/A	22	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2592	93%	73%	18%	2531	90%	65%	14%
Female	1283	94%	76%	20%	1256	93%	68%	16%
Male	1309	92%	70%	15%	1275	87%	63%	12%
American Indian or Alaska Native	23	-	-	-	17	-	-	-
Black or African American	1889	93%	72%	15%	1853	90%	64%	12%
Hispanic or Latino	347	92%	71%	18%	329	89%	60%	12%
Asian or Native Hawaiian/Other Pacific Islander	303	95%	84%	35%	289	95%	81%	31%
White	29	86%	59%	10%	39	79%	64%	15%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	24	92%	75%	29%	21	100%	71%	14%
General-Education Students	2129	96%	79%	21%	2171	94%	71%	16%
Students with Disabilities	463	77%	43%	3%	360	66%	28%	2%
English Proficient	2443	94%	75%	18%	2395	91%	67%	15%
Limited English Proficient	149	79%	42%	4%	136	68%	33%	2%
Economically Disadvantaged	2149	92%	72%	17%	2124	89%	63%	13%
Not Disadvantaged	443	95%	79%	18%	407	94%	75%	17%
Migrant								
Not Migrant	2592	93%	73%	18%	2531	90%	65%	14%

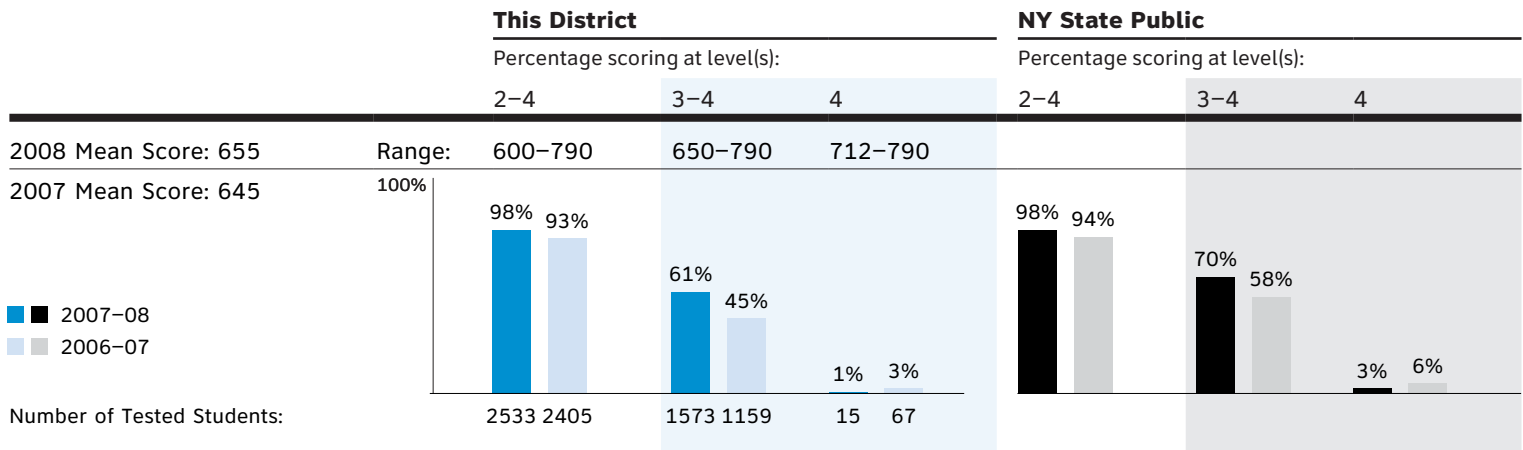
NOTES

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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 6 Equivalent	38	38	31	25	42	41	36	32

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2589	98%	61%	1%	2591	93%	45%	3%
Female	1271	99%	70%	1%	1268	96%	54%	4%
Male	1318	97%	52%	1%	1323	90%	36%	2%
American Indian or Alaska Native	17	100%	59%	0%	21	-	-	-
Black or African American	1904	98%	60%	0%	1929	93%	44%	2%
Hispanic or Latino	335	97%	57%	0%	292	88%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	290	99%	73%	2%	321	94%	55%	6%
White	38	97%	63%	3%	25	92%	36%	0%
Multiracial	5	100%	80%	0%	3	-	-	-
Small Group Totals					24	88%	25%	0%
General-Education Students	2152	99%	67%	1%	2256	95%	49%	3%
Students with Disabilities	437	92%	28%	0%	335	77%	13%	0%
English Proficient	2478	98%	63%	1%	2502	94%	46%	3%
Limited English Proficient	111	89%	16%	0%	89	66%	8%	0%
Economically Disadvantaged	1927	98%	59%	0%	2097	92%	43%	2%
Not Disadvantaged	662	98%	65%	1%	494	96%	52%	4%
Migrant								
Not Migrant	2589	98%	61%	1%	2591	93%	45%	3%

NOTES

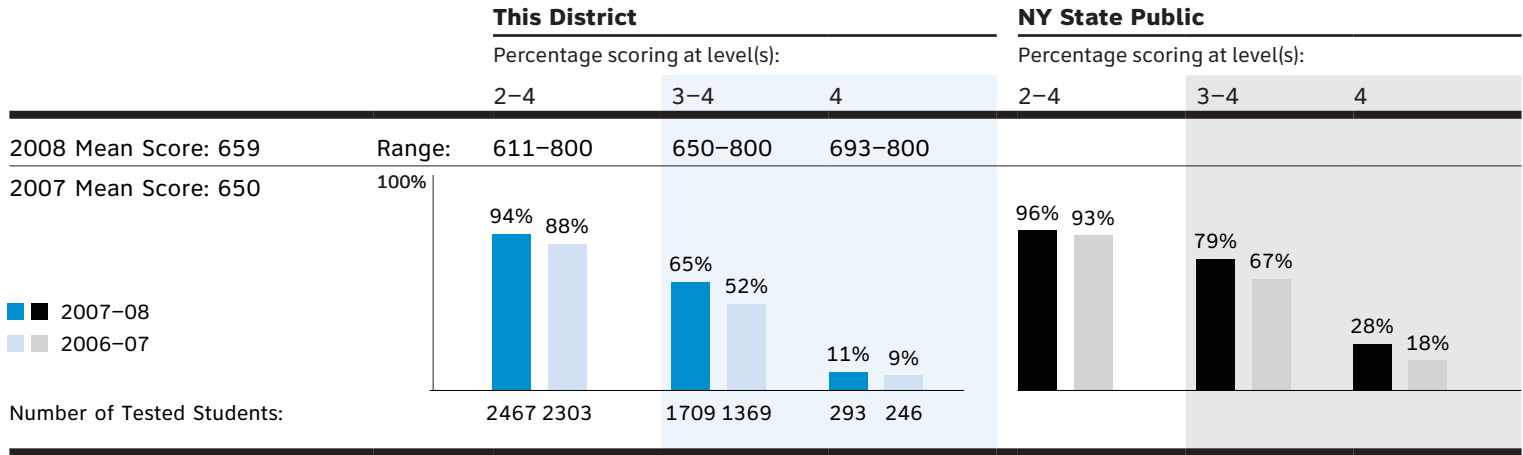
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Other Assessments

	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	46	46	42	40	44	44	37	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	25	N/A	N/A	N/A	15	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	2623	94%	65%	11%	2625	88%	52%	9%
Female	1283	96%	69%	12%	1276	91%	57%	12%
Male	1340	92%	61%	10%	1349	85%	47%	7%
American Indian or Alaska Native	16	100%	81%	19%	20	-	-	-
Black or African American	1916	94%	63%	9%	1947	87%	50%	7%
Hispanic or Latino	351	91%	64%	9%	299	89%	53%	11%
Asian or Native Hawaiian/Other Pacific Islander	298	97%	80%	27%	330	92%	68%	25%
White	37	92%	62%	27%	26	85%	42%	12%
Multiracial	5	100%	100%	40%	3	-	-	-
Small Group Totals					23	78%	35%	4%
General-Education Students	2185	97%	71%	13%	2280	91%	57%	11%
Students with Disabilities	438	80%	34%	2%	345	63%	18%	1%
English Proficient	2485	95%	67%	12%	2519	88%	53%	10%
Limited English Proficient	138	79%	31%	4%	106	72%	23%	2%
Economically Disadvantaged	1955	94%	65%	11%	2115	87%	50%	9%
Not Disadvantaged	668	95%	67%	11%	510	90%	60%	11%
Migrant								
Not Migrant	2623	94%	65%	11%	2625	88%	52%	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 7 Equivalent	46	43	42	29	44	42	39	33

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 645	602-790	650-790	715-790			
2007 Mean Score: 645						
Number of Tested Students:	2503	2433	1093	1149	43	37

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	2660	94%	41%	2%	2587	94%	44%	1%
Female	1304	97%	52%	2%	1265	96%	52%	2%
Male	1356	92%	31%	1%	1322	92%	37%	1%
American Indian or Alaska Native	21	-	-	-	12	92%	33%	0%
Black or African American	1979	95%	40%	1%	1940	94%	43%	1%
Hispanic or Latino	294	92%	36%	2%	321	90%	42%	1%
Asian or Native Hawaiian/Other Pacific Islander	340	92%	50%	4%	279	96%	55%	2%
White	24	88%	42%	0%	30	93%	40%	3%
Multiracial	2	-	-	-	5	100%	20%	0%
Small Group Totals	23	78%	26%	0%				
General-Education Students	2262	97%	46%	2%	2265	97%	49%	2%
Students with Disabilities	398	80%	11%	0%	322	75%	11%	0%
English Proficient	2565	95%	42%	2%	2475	95%	46%	1%
Limited English Proficient	95	68%	3%	0%	112	73%	4%	0%
Economically Disadvantaged	1884	93%	40%	1%	2004	94%	43%	1%
Not Disadvantaged	776	96%	43%	2%	583	96%	50%	2%
Migrant								
Not Migrant	2660	94%	41%	2%	2587	94%	44%	1%

NOTES

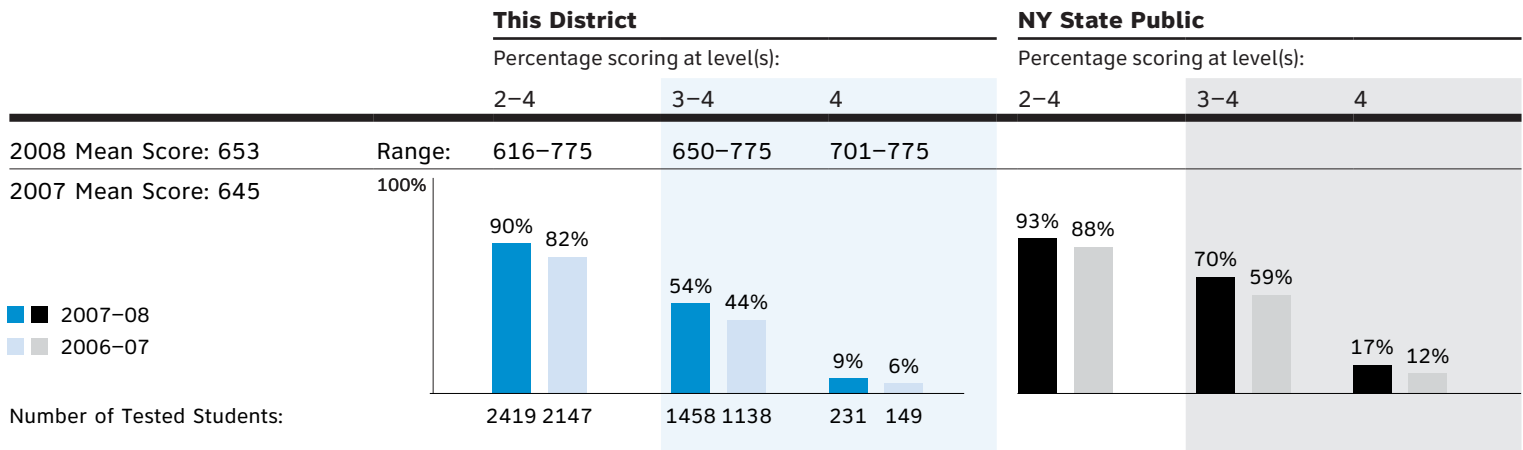
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	38	37	34	31	44	44	38	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	25	N/A	N/A	N/A	16	N/A	N/A	N/A

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

This District's Results in Grade 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	2701	90%	54%	9%	2615	82%	44%	6%
Female	1328	92%	57%	10%	1274	85%	47%	7%
Male	1373	88%	51%	7%	1341	79%	40%	5%
American Indian or Alaska Native	22	-	-	-	12	92%	33%	8%
Black or African American	1997	89%	51%	6%	1942	80%	39%	3%
Hispanic or Latino	301	86%	56%	8%	337	82%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	352	93%	68%	22%	289	93%	67%	18%
White	26	85%	46%	12%	30	77%	50%	7%
Multiracial	3	-	-	-	5	100%	60%	20%
Small Group Totals	25	88%	52%	0%				
General-Education Students	2305	93%	60%	10%	2297	86%	47%	6%
Students with Disabilities	396	71%	21%	1%	318	53%	16%	0%
English Proficient	2572	90%	55%	9%	2479	83%	44%	6%
Limited English Proficient	129	79%	32%	3%	136	68%	36%	1%
Economically Disadvantaged	1928	89%	54%	9%	2034	82%	44%	6%
Not Disadvantaged	773	91%	54%	9%	581	83%	42%	5%
Migrant								
Not Migrant	2701	90%	54%	9%	2615	82%	44%	6%

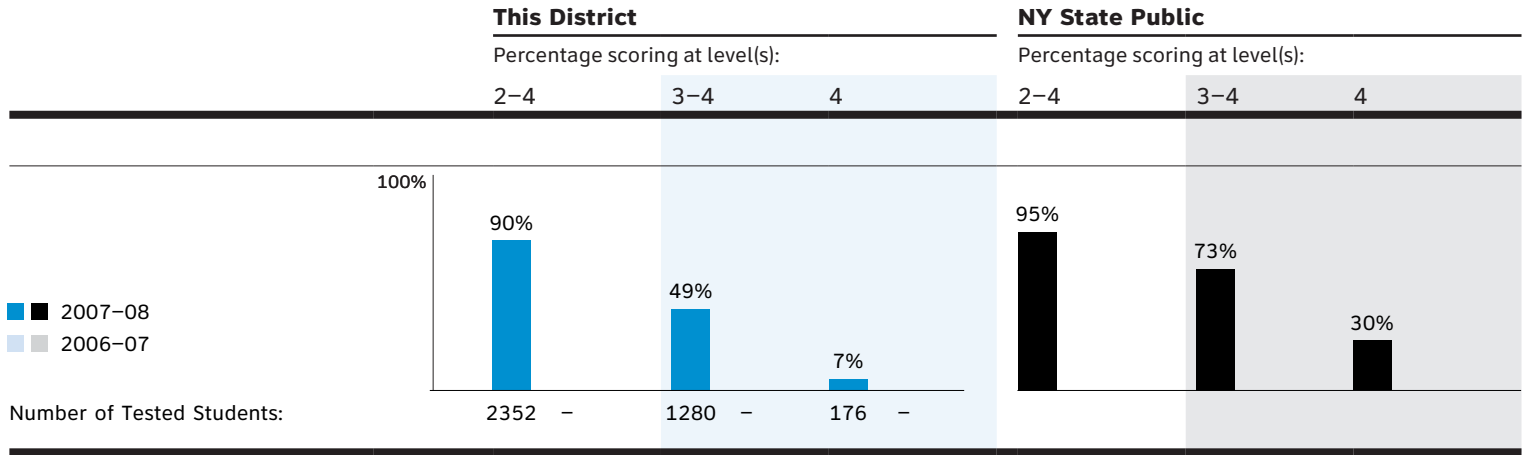
NOTES

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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 8 Equivalent	39	34	33	20	44	42	41	30

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	2581	90%	49%	7%	2265	85%	45%	7%
Female	1273	92%	49%	7%	1128	89%	45%	6%
Male	1308	88%	48%	6%	1137	81%	46%	7%
American Indian or Alaska Native	21	-	-	-	10	80%	50%	10%
Black or African American	1898	90%	47%	5%	1626	85%	43%	6%
Hispanic or Latino	289	86%	48%	6%	313	80%	43%	5%
Asian or Native Hawaiian/Other Pacific Islander	348	93%	59%	15%	283	88%	58%	11%
White	22	82%	50%	18%	28	79%	46%	4%
Multiracial	3	-	-	-	5	100%	40%	0%
Small Group Totals	24	79%	29%	8%				
General-Education Students	2206	93%	54%	8%	1987	89%	49%	8%
Students with Disabilities	375	75%	17%	1%	278	56%	15%	1%
English Proficient	2453	91%	50%	7%	2138	87%	47%	7%
Limited English Proficient	128	70%	12%	1%	127	55%	14%	0%
Economically Disadvantaged	1835	90%	48%	6%	1790	84%	44%	7%
Not Disadvantaged	746	91%	50%	8%	475	88%	50%	7%
Migrant								
Not Migrant	2581	90%	49%	7%	2265	85%	45%	7%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	39	36	34	30	43	43	38	36
Regents Science	37	28	27	4	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

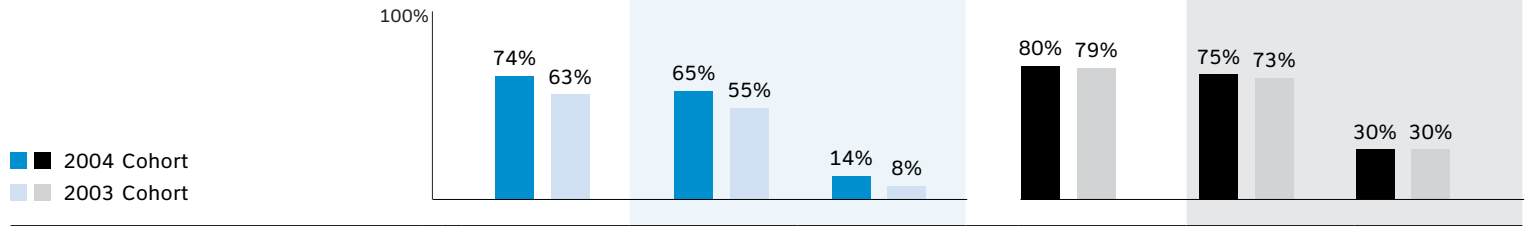
NY State Public

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	594	74%	65%	14%	844	63%	55%	8%
Female	285	78%	71%	19%	354	71%	63%	13%
Male	309	70%	61%	10%	490	57%	48%	5%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	488	75%	67%	14%	689	64%	55%	8%
Hispanic or Latino	54	67%	56%	15%	85	54%	48%	11%
Asian or Native Hawaiian/Other Pacific Islander	33	85%	76%	30%	43	67%	63%	16%
White	12	42%	42%	8%	16	25%	19%	0%
Multiracial	4	–	–	–	9	–	–	–
Small Group Totals	7	86%	57%	0%	11	91%	82%	18%
General-Education Students	486	84%	76%	17%	642	76%	67%	11%
Students with Disabilities	108	28%	17%	1%	202	20%	14%	1%
English Proficient	581	75%	66%	15%	823	63%	55%	9%
Limited English Proficient	13	46%	38%	0%	21	48%	29%	5%
Economically Disadvantaged	307	80%	69%	16%	422	68%	58%	9%
Not Disadvantaged	287	68%	62%	12%	422	58%	51%	7%
Migrant								
Not Migrant	594	74%	65%	14%				

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

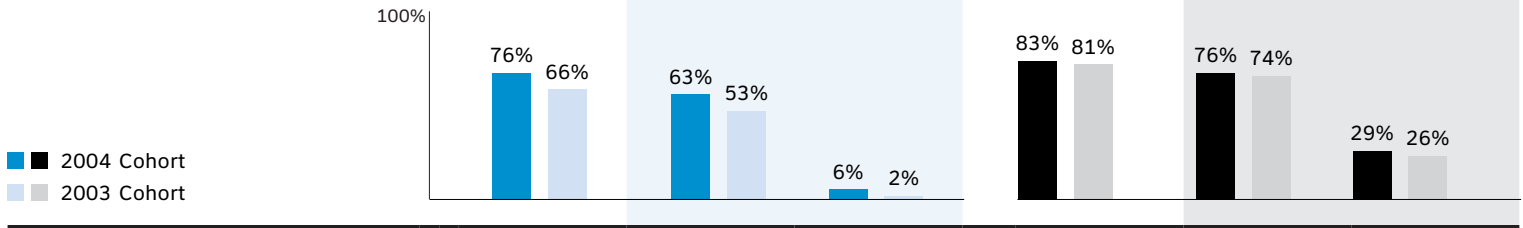
NY State Public

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	594	76%	63%	6%	844	66%	53%	2%
Female	285	78%	65%	6%	354	72%	59%	2%
Male	309	73%	60%	6%	490	62%	48%	2%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	488	77%	62%	5%	689	67%	53%	2%
Hispanic or Latino	54	65%	57%	9%	85	61%	48%	4%
Asian or Native Hawaiian/Other Pacific Islander	33	91%	82%	18%	43	74%	63%	2%
White	12	42%	42%	8%	16	25%	25%	6%
Multiracial	4	–	–	–	9	–	–	–
Small Group Totals	7	86%	86%	0%	11	91%	64%	0%
General-Education Students	486	87%	74%	7%	642	81%	66%	3%
Students with Disabilities	108	25%	10%	0%	202	21%	10%	0%
English Proficient	581	76%	63%	6%	823	67%	53%	2%
Limited English Proficient	13	54%	54%	0%	21	57%	43%	0%
Economically Disadvantaged	307	82%	65%	6%	422	70%	57%	2%
Not Disadvantaged	287	69%	60%	6%	422	63%	49%	2%
Migrant								
Not Migrant	594	76%	63%	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.

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.