



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #31**

District ID **35-31-00-01-0000**

Superintendent **NANCY RAMOS**

Telephone **(718) 420-5645**

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	1353	1320	1456
Kindergarten	3944	3859	4036
Grade 1	4037	4058	3979
Grade 2	3949	3971	3974
Grade 3	3922	3914	3915
Grade 4	3974	3797	3792
Grade 5	4006	4020	3823
Grade 6	3981	3815	3786
Ungraded Elementary	2258	2556	2958
Grade 7	4084	3956	3867
Grade 8	4292	4104	3912
Grade 9	4828	4574	4754
Grade 10	4162	4405	4596
Grade 11	3371	3664	3687
Grade 12	3389	3163	3081
Ungraded Secondary	1718	1922	2167
Total K-12	55915	55778	56327

Average Class Size

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

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 #31

District ID 35-31-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	20430	37%	20514	37%	20818	37%
Reduced-Price Lunch	5734	10%	5551	10%	5563	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3070	5%	3207	6%	3403	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	220	0%	234	0%	225	0%
Black or African American	8773	16%	8742	16%	8765	16%
Hispanic or Latino	11041	20%	11565	21%	12356	22%
Asian or Native Hawaiian/Other Pacific Islander	4286	8%	4413	8%	4517	8%
White	31595	57%	30824	55%	30464	54%
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	1574	3%	2460	4%	2465	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 #31

District ID 35-31-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	3579	3723	3862
Percent with No Valid Teaching Certificate	2%	4%	1%
Percent Teaching Out of Certification	11%	9%	7%
Percent with Fewer Than Three Years of Experience	10%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	51%	52%	53%
Total Number of Core Classes	12719	8113	8367
Percent Not Taught by Highly Qualified Teachers	9%	9%	9%
Total Number of Classes	9895	10392	10194
Percent Taught by Teachers Without Appropriate Certification	14%	11%	9%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	9%	
Turnover Rate of All Teachers	14%	10%	

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
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	SH					
Limited English Proficient	SH					
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	4 of 8	4 of 8	1 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 (26533:25660)			99%		163	132	
Ethnicity							
American Indian or Alaska Native (94:91)			99%		146	123	
Black or African American (4143:3931)			99%		141	131	
Hispanic or Latino (5716:5431)			99%		147	132	
Asian or Native Hawaiian/Other Pacific Islander (2027:1959)			99%		179	131	
White (14546:14244)			99%		173	132	
Multiracial (7:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (6167:5864)			98%		119	132	115 127
Limited English Proficient ⁵ (1436:1875)			97%		125	130	120 133
Economically Disadvantaged (14410:13791)			99%		151	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 (26546:25535)			99%		177	101	
Ethnicity							
American Indian or Alaska Native (95:91)			100%		158	92	
Black or African American (4139:3864)			98%		154	100	
Hispanic or Latino (5727:5416)			99%		165	101	
Asian or Native Hawaiian/Other Pacific Islander (2038:1952)			100%		193	100	
White (14541:14208)			99%		185	101	
Multiracial (6:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (6156:5783)			98%		140	101	
Limited English Proficient ⁵ (1456:1949)			100%		158	100	
Economically Disadvantaged (14436:13705)			99%		168	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 (8913:8469)		Qualified		98%		172	100	
Ethnicity								
American Indian or Alaska Native (32:32)		Qualified	–	–		156	100	
Black or African American (1411:1284)		Qualified		97%		148	100	
Hispanic or Latino (1931:1790)		Qualified		98%		160	100	
Asian or Native Hawaiian/Other Pacific Islander (708:672)		Qualified		99%		189	100	
White (4829:4690)		Qualified		99%		181	100	
Multiracial (2:1)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (2045:1886)		Qualified		96%		141	100	
Limited English Proficient ⁴ (459:580)		Qualified		98%		146	100	
Economically Disadvantaged (4708:4392)		Qualified		98%		162	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 4 of 8 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	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 (3268:3752)			99%		172	163	
Ethnicity							
American Indian or Alaska Native (9:8)	—	—	—	—	—	—	—
Black or African American (478:598)			99%		156	161	157 160
Hispanic or Latino (577:712)			99%		155	161	157 160
Asian or Native Hawaiian/Other Pacific Islander (340:355)			100%		191	159	
White (1864:2079)			99%		179	163	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (324:576)			97%		113	160	130 [‡] 122
Limited English Proficient ⁴ (83:146)			99%		103	156	126 113
Economically Disadvantaged (924:1178)			99%		165	162	
Final AYP Determination	 4 of 8						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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


[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

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


























Secondary-Level Mathematics

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

Accountability Measures 4 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (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 (3268:3752)			100%		170	157	
Ethnicity							
American Indian or Alaska Native (9:8)	—	—	—	—	—	—	—
Black or African American (478:598)			100%		153	155	155 158
Hispanic or Latino (577:712)			100%		153	155	155 158
Asian or Native Hawaiian/Other Pacific Islander (340:355)			100%		191	153	
White (1864:2079)			99%		177	157	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (324:576)			98%		114	154	129 [‡] 123
Limited English Proficient ⁴ (83:146)			99%		139	150	142 145
Economically Disadvantaged (924:1178)			100%		162	156	
Final AYP Determination		4 of 8					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

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











Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (4119)			71%	55%		
Ethnicity						
American Indian or Alaska Native (17)		–	–	–		
Black or African American (704)			58%	55%		
Hispanic or Latino (730)			55%	55%		
Asian or Native Hawaiian/Other Pacific Islander (360)			85%	55%		
White (2306)			77%	55%		
Multiracial (2)						
Other Groups						
Students with Disabilities (597)			33%	55%	43%	34%
Limited English Proficient ³ (224)			54%	55%	1%	55%
Economically Disadvantaged (1507)			60%	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 #31**

District ID **35-31-00-01-0000**

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

23 schools identified 38% of total

CONCORD HIGH SCHOOL
PS 11 THOMAS DONGAN SCHOOL
PS 13 M L LINDENMEYER SCHOOL
PS 14 CORNELIUS VANDERBILT SCHOOL
PS 18 JOHN G WHITTIER SCHOOL
PS 19 THE CURTIS SCHOOL
PS 20 PORT RICHMOND SCHOOL
PS 21 MARGARET EMERY-ELM PARK SCHOOL
PS 22 GRANITEVILLE SCHOOL
PS 26 CARTERET SCHOOL
PS 29 BARDWELL SCHOOL
PS 31 WILLIAM T DAVIS SCHOOL
PS 38 GEORGE CROMWELL SCHOOL
PS 39 FRANCIS J MURPHY JR SCHOOL
PS 41 NEW DORP SCHOOL
PS 45 JOHN TYLER SCHOOL
PS 46 ALBERT V MANISCALCO SCHOOL
PS 52 JOHN C THOMPSON SCHOOL
PS 54 CHARLES W LENG SCHOOL
PS 60 ALICE AUSTEN SCHOOL
PS 69 DANIEL D TOMPKINS SCHOOL
RALPH R MCKEE CAREER AND TECHNICAL HIGH SCHOOL
SS COLUMBIA SCHOOL

▲ Improvement (Year 1)

2 schools identified 3% of total

NEW DORP HIGH SCHOOL
PS 57 HUBERT H HUMPHREY SCHOOL

▲ Improvement (Year 2)

2 schools identified 3% of total

IS 72 ROCCO LAURIE
PS 44 THOMAS C BROWN SCHOOL

▲ Corrective Action

3 schools identified 5% of total

CURTIS HIGH SCHOOL
IS 27 ANNING S PRALL
IS 61 WILLIAM A MORRIS SCHOOL

▲ Planning for Restructuring

2 schools identified 3% of total

IS 2 GEORGE L EGBERT
IS 51 EDWIN MARKHAM

New York State Status

■ Good Standing

24 schools identified 39% of total

CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES
IS 24 MYRA S BARNES
IS 34 TOTTENVILLE
IS 7 ELIAS BERNSTEIN SCHOOL
IS 75 FRANK D PAULO
PS 1 TOTTENVILLE SCHOOL
PS 23 RICHMONDTOWN SCHOOL
PS 3 MARGARET GIOIOSA SCHOOL
PS 30 THE WESTERLEIGH SCHOOL
PS 32 THE GIFFORD SCHOOL
PS 35 CLOVE VALLEY SCHOOL
PS 36 JOHN C DRUMGOOLE SCHOOL
PS 4 MAURICE WOLLIN SCHOOL
PS 42 ELTINGVILLE SCHOOL
PS 48 WILLIAM C WILCOX SCHOOL
PS 5 HUGUENOT SCHOOL
PS 50 FRANK HANKINSON SCHOOL
PS 53 BAY TERRACE SCHOOL
PS 55 HENRY M BOEHM SCHOOL
PS 56 LOUIS DESARIO SCHOOL
PS 6 CPL ALLAN F KIVLEHAN SCHOOL
PS 8 SHIRLEY SOLOMON SCHOOL
PS 80 MICHAEL J PETRIDES SCHOOL
STATEN ISLAND TECHNICAL HIGH SCHOOL

■ Requiring Academic Progress (Year 3)

1 school identified 2% of total

TOTTENVILLE HIGH SCHOOL

■ Requiring Academic Progress (Year 5)

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

■ **Requiring Academic Progress (Year 5) (continued)**

PORT RICHMOND HIGH SCHOOL

■ **Requiring Academic Progress (Year 6)**

1 school identified 2% of total

SUSAN E WAGNER HIGH SCHOOL

▲ **Restructuring (Year 4)**

2 schools identified 3% of total

IS 49 BERTHA A DREYFUS

PS 16 JOHN J DRISCOLL SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #31

District ID 35-31-00-01-0000

Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	70%			4352
Grade 4	70%			4285
Grade 5	77%			4319
Grade 6	63%			4217
Grade 7	69%			4228
Grade 8	53%			4268
Mathematics				
Grade 3	90%			4378
Grade 4	86%			4305
Grade 5	87%			4350
Grade 6	78%			4231
Grade 7	77%			4252
Grade 8	66%			4293
Science				
Grade 4	83%			4309
Grade 8	67%			4167

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	75%			4110
Mathematics	72%			4110

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.

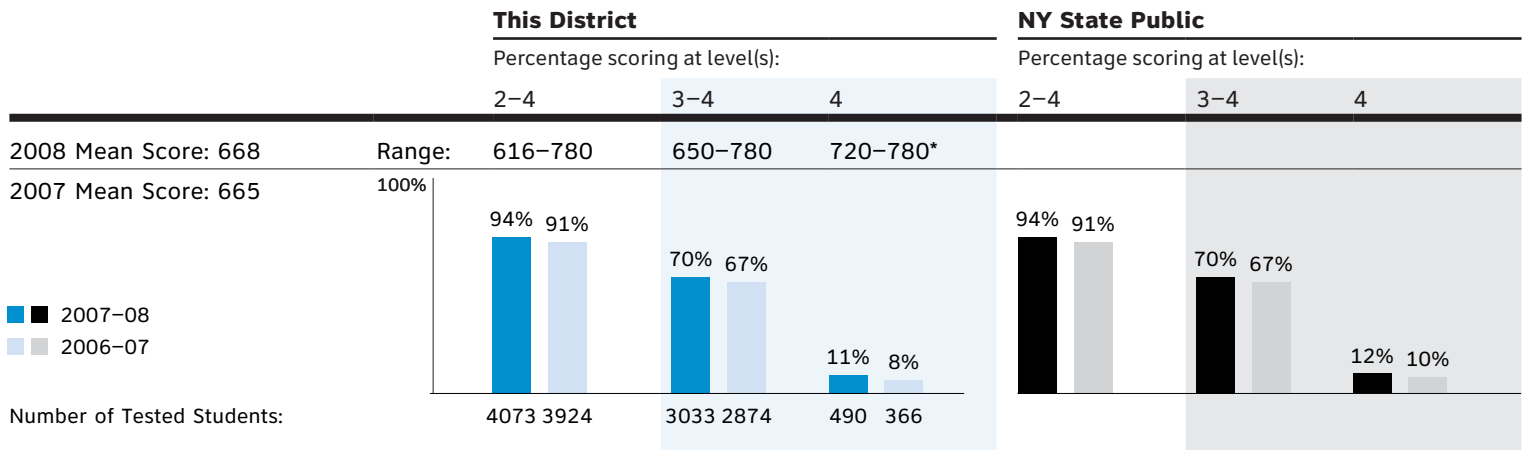
In this section, this district's performance is compared with that of public schools statewide.

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	4352	94%	70%	11%	4315	91%	67%	8%
Female	2061	95%	73%	12%	2091	93%	71%	10%
Male	2291	92%	67%	10%	2224	89%	63%	7%
American Indian or Alaska Native	18	100%	44%	6%	19	-	-	-
Black or African American	677	89%	49%	4%	695	82%	44%	3%
Hispanic or Latino	997	86%	53%	6%	955	85%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	302	98%	83%	15%	319	98%	78%	13%
White	2358	97%	81%	15%	2326	95%	77%	11%
Multiracial					1	-	-	-
Small Group Totals					20	80%	60%	0%
General-Education Students	3357	98%	80%	14%	3435	97%	76%	10%
Students with Disabilities	995	78%	36%	3%	880	69%	29%	1%
English Proficient	4025	95%	73%	12%	4023	92%	69%	9%
Limited English Proficient	327	79%	30%	1%	292	72%	29%	1%
Economically Disadvantaged	2549	90%	59%	7%	2585	87%	56%	4%
Not Disadvantaged	1803	98%	84%	17%	1730	97%	83%	15%
Migrant								
Not Migrant	4352	94%	70%	11%	4315	91%	67%	8%

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.

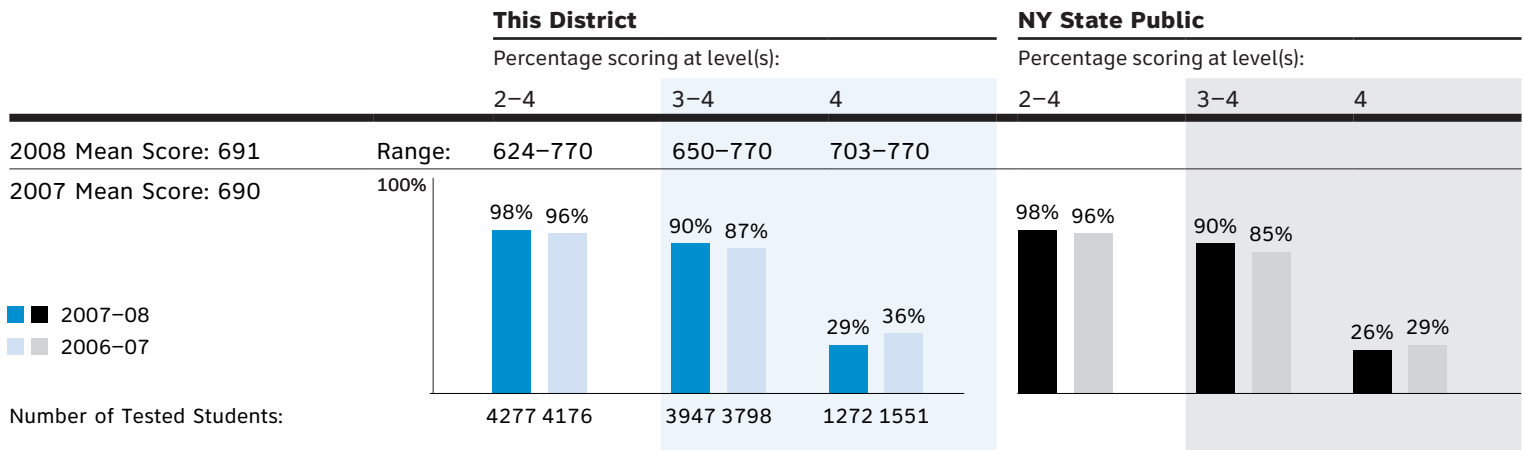
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	80	71	59	48	84	84	75	51
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	16	N/A	N/A	N/A	24	N/A	N/A	N/A

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

This District's Results in Grade 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	4378	98%	90%	29%	4351	96%	87%	36%
Female	2073	98%	91%	29%	2105	96%	88%	37%
Male	2305	97%	90%	29%	2246	96%	87%	35%
American Indian or Alaska Native	18	100%	89%	17%	18	-	-	-
Black or African American	684	94%	79%	11%	693	93%	74%	18%
Hispanic or Latino	1006	96%	84%	17%	970	93%	80%	23%
Asian or Native Hawaiian/Other Pacific Islander	309	99%	97%	50%	330	98%	95%	56%
White	2361	99%	95%	37%	2339	98%	93%	43%
Multiracial					1	-	-	-
Small Group Totals					19	89%	79%	42%
General-Education Students	3382	99%	95%	35%	3465	99%	94%	42%
Students with Disabilities	996	92%	73%	9%	886	86%	63%	9%
English Proficient	4029	98%	91%	31%	4033	97%	89%	38%
Limited English Proficient	349	94%	77%	11%	318	89%	68%	10%
Economically Disadvantaged	2571	97%	85%	21%	2610	94%	82%	25%
Not Disadvantaged	1807	99%	97%	41%	1741	98%	95%	52%
Migrant								
Not Migrant	4378	98%	90%	29%	4351	96%	87%	36%

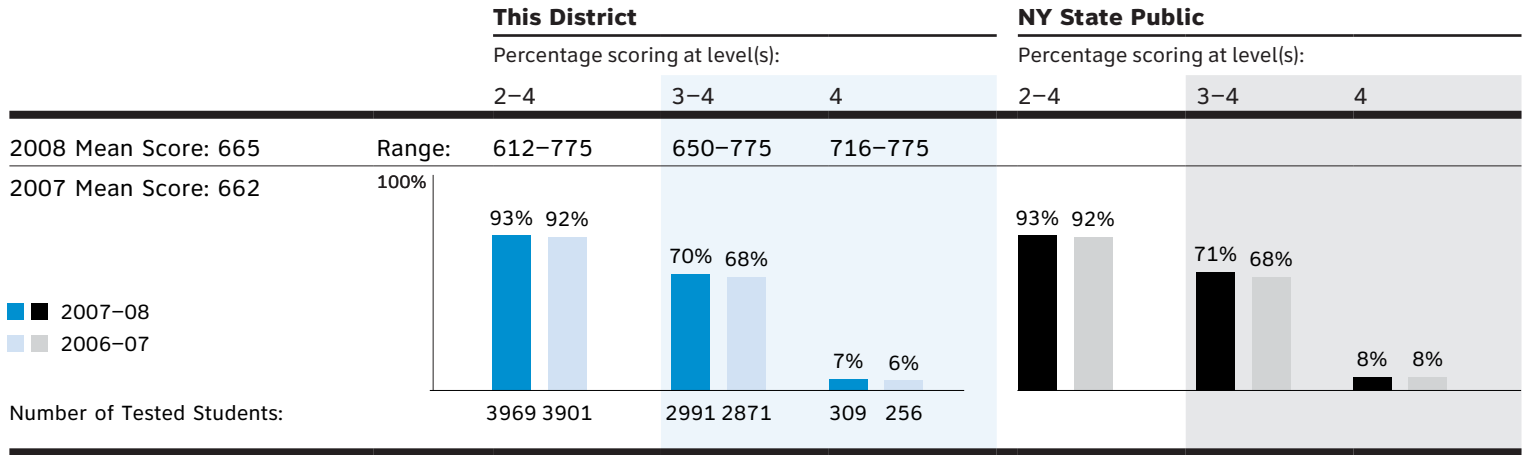
NOTES

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	77	73	68	45	84	84	76	65

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	4285	93%	70%	7%	4252	92%	68%	6%
Female	2073	94%	74%	9%	2018	94%	72%	7%
Male	2212	91%	66%	6%	2234	89%	64%	5%
American Indian or Alaska Native	20	-	-	-	18	-	-	-
Black or African American	664	85%	48%	3%	625	85%	49%	1%
Hispanic or Latino	976	88%	56%	3%	883	87%	53%	3%
Asian or Native Hawaiian/Other Pacific Islander	335	97%	86%	15%	337	96%	77%	12%
White	2289	96%	80%	9%	2387	95%	76%	8%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	21	71%	48%	0%	20	95%	65%	0%
General-Education Students	3268	98%	81%	9%	3375	98%	77%	8%
Students with Disabilities	1017	75%	34%	1%	877	69%	30%	0%
English Proficient	4044	94%	72%	8%	3957	93%	71%	6%
Limited English Proficient	241	76%	29%	0%	295	69%	21%	0%
Economically Disadvantaged	2482	89%	59%	4%	2442	88%	57%	4%
Not Disadvantaged	1803	98%	84%	12%	1810	96%	81%	9%
Migrant								
Not Migrant	4285	93%	70%	7%	4252	92%	68%	6%

NOTES

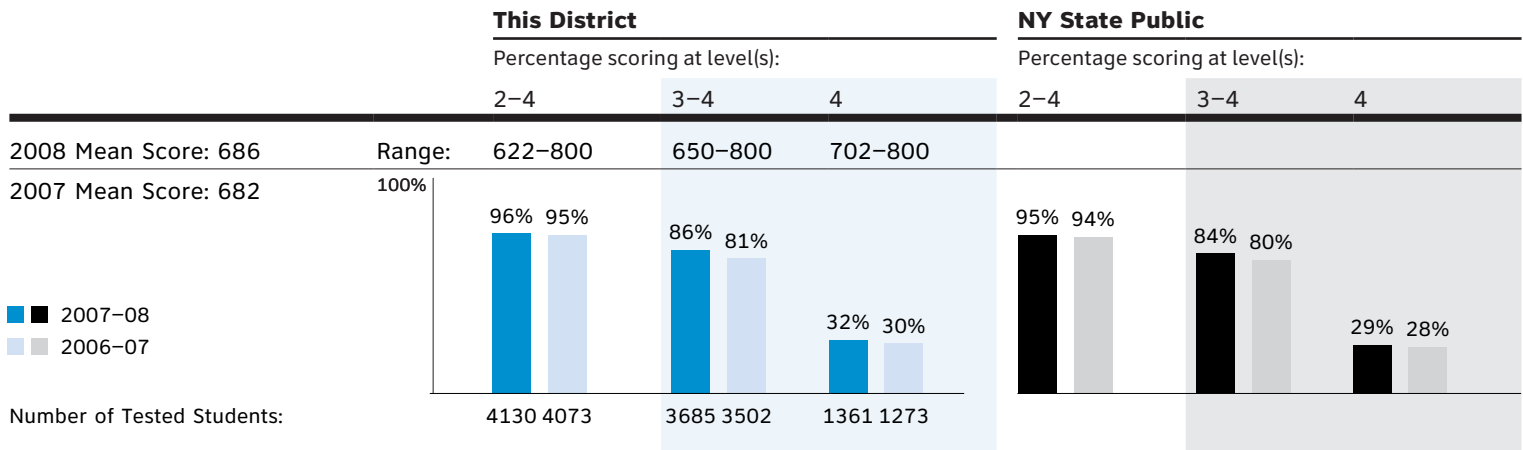
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	83	81	70	57	80	79	61	45
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	17	N/A	N/A	N/A	21	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	4305	96%	86%	32%	4302	95%	81%	30%
Female	2081	96%	86%	31%	2047	96%	81%	28%
Male	2224	96%	85%	33%	2255	94%	81%	31%
American Indian or Alaska Native	20	-	-	-	17	-	-	-
Black or African American	664	92%	71%	12%	627	89%	64%	11%
Hispanic or Latino	988	94%	78%	19%	905	92%	69%	16%
Asian or Native Hawaiian/Other Pacific Islander	339	98%	95%	56%	344	97%	92%	50%
White	2293	98%	92%	39%	2407	97%	89%	37%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	21	76%	67%	29%	19	89%	84%	16%
General-Education Students	3292	99%	93%	39%	3418	98%	89%	36%
Students with Disabilities	1013	86%	60%	8%	884	81%	53%	5%
English Proficient	4039	97%	87%	33%	3975	96%	84%	32%
Limited English Proficient	266	87%	62%	8%	327	84%	50%	4%
Economically Disadvantaged	2497	94%	79%	21%	2476	93%	75%	21%
Not Disadvantaged	1808	98%	94%	46%	1826	98%	90%	42%
Migrant								
Not Migrant	4305	96%	86%	32%	4302	95%	81%	30%

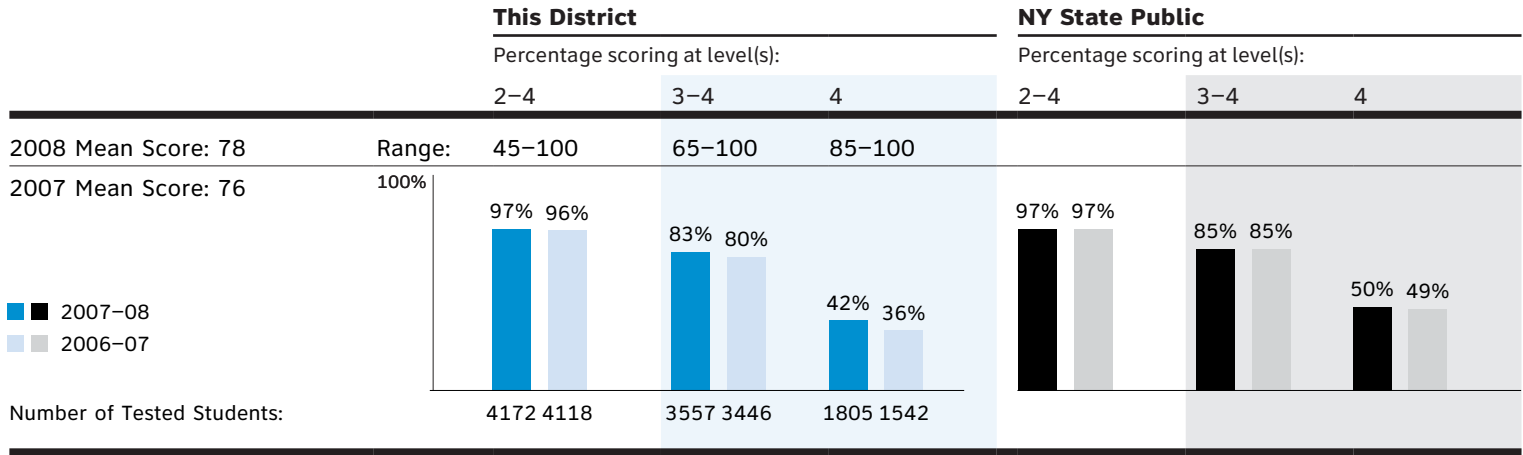
NOTES

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	81	81	71	48	81	78	74	61

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	4309	97%	83%	42%	4289	96%	80%	36%
Female	2093	97%	83%	41%	2043	96%	80%	35%
Male	2216	97%	82%	42%	2246	96%	81%	37%
American Indian or Alaska Native	20	-	-	-	17	-	-	-
Black or African American	662	92%	64%	21%	622	92%	64%	15%
Hispanic or Latino	990	95%	74%	29%	905	92%	67%	21%
Asian or Native Hawaiian/Other Pacific Islander	341	98%	91%	63%	342	98%	89%	55%
White	2295	99%	91%	51%	2401	98%	88%	44%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	21	95%	57%	29%	19	95%	79%	37%
General-Education Students	3291	99%	89%	50%	3416	98%	86%	42%
Students with Disabilities	1018	91%	61%	15%	873	89%	58%	11%
English Proficient	4042	97%	85%	44%	3963	97%	84%	38%
Limited English Proficient	267	88%	51%	11%	326	82%	41%	6%
Economically Disadvantaged	2499	95%	75%	31%	2465	94%	73%	27%
Not Disadvantaged	1810	99%	93%	57%	1824	98%	90%	48%
Migrant								
Not Migrant	4309	97%	83%	42%	4289	96%	80%	36%

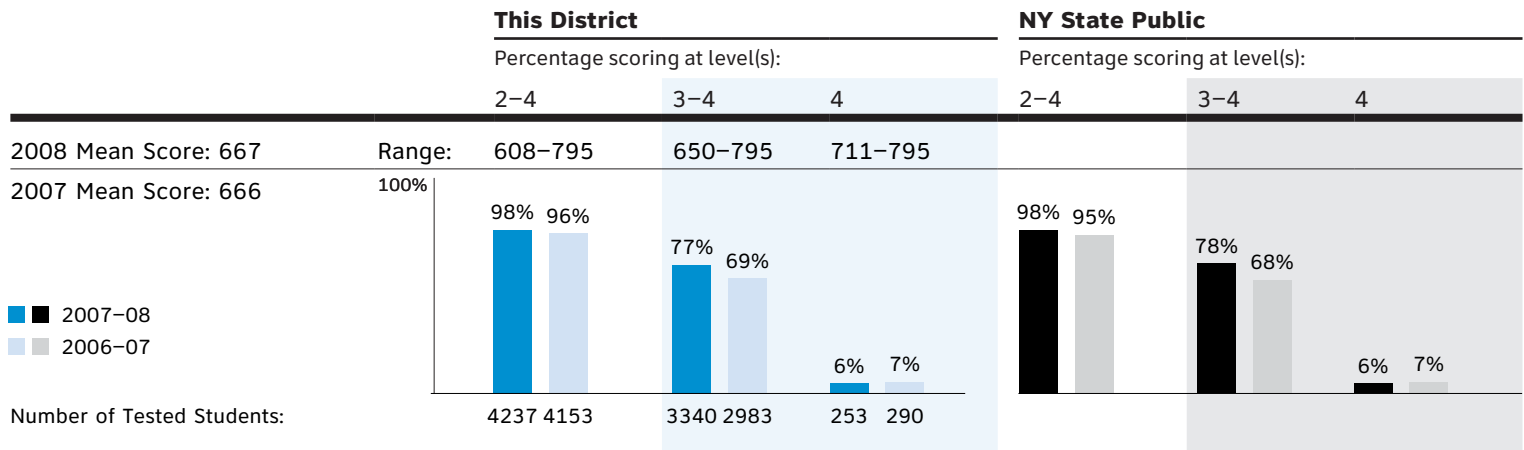
NOTES

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	82	77	75	64	80	79	76	64

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	4319	98%	77%	6%	4324	96%	69%	7%
Female	2054	99%	79%	6%	2139	97%	71%	7%
Male	2265	98%	75%	5%	2185	95%	67%	6%
American Indian or Alaska Native	17	100%	82%	0%	14	100%	71%	0%
Black or African American	639	96%	60%	1%	653	93%	48%	2%
Hispanic or Latino	925	97%	66%	3%	887	93%	55%	3%
Asian or Native Hawaiian/Other Pacific Islander	351	99%	88%	9%	324	98%	82%	12%
White	2387	99%	85%	8%	2446	98%	78%	9%
Multiracial								
Small Group Totals								
General-Education Students	3319	100%	87%	8%	3464	99%	78%	8%
Students with Disabilities	1000	93%	44%	0%	860	85%	31%	1%
English Proficient	4079	99%	80%	6%	4126	97%	71%	7%
Limited English Proficient	240	88%	27%	0%	198	75%	21%	0%
Economically Disadvantaged	2513	97%	70%	3%	2441	94%	58%	3%
Not Disadvantaged	1806	99%	88%	9%	1883	99%	83%	11%
Migrant								
Not Migrant	4319	98%	77%	6%	4324	96%	69%	7%

NOTES

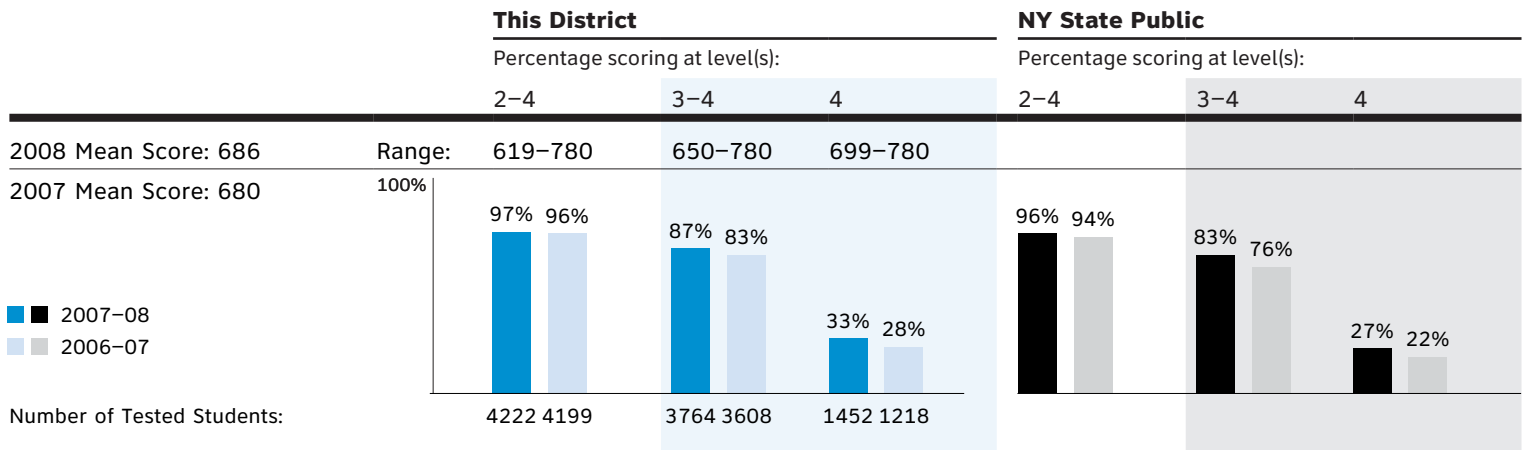
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 5 Equivalent	85	77	71	42	74	74	73	60
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	24	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	4350	97%	87%	33%	4373	96%	83%	28%
Female	2062	98%	88%	33%	2159	97%	83%	27%
Male	2288	97%	86%	34%	2214	95%	82%	28%
American Indian or Alaska Native	17	94%	76%	12%	14	93%	71%	21%
Black or African American	644	93%	73%	13%	658	91%	66%	12%
Hispanic or Latino	945	95%	77%	17%	906	93%	74%	16%
Asian or Native Hawaiian/Other Pacific Islander	358	99%	94%	59%	333	98%	93%	50%
White	2386	99%	93%	42%	2462	98%	89%	34%
Multiracial								
Small Group Totals								
General-Education Students	3348	99%	94%	41%	3515	99%	90%	34%
Students with Disabilities	1002	89%	62%	7%	858	84%	52%	5%
English Proficient	4082	98%	88%	35%	4139	97%	84%	29%
Limited English Proficient	268	88%	57%	8%	234	83%	51%	8%
Economically Disadvantaged	2539	96%	81%	23%	2474	94%	76%	19%
Not Disadvantaged	1811	99%	95%	48%	1899	99%	91%	39%
Migrant								
Not Migrant	4350	97%	87%	33%	4373	96%	83%	28%

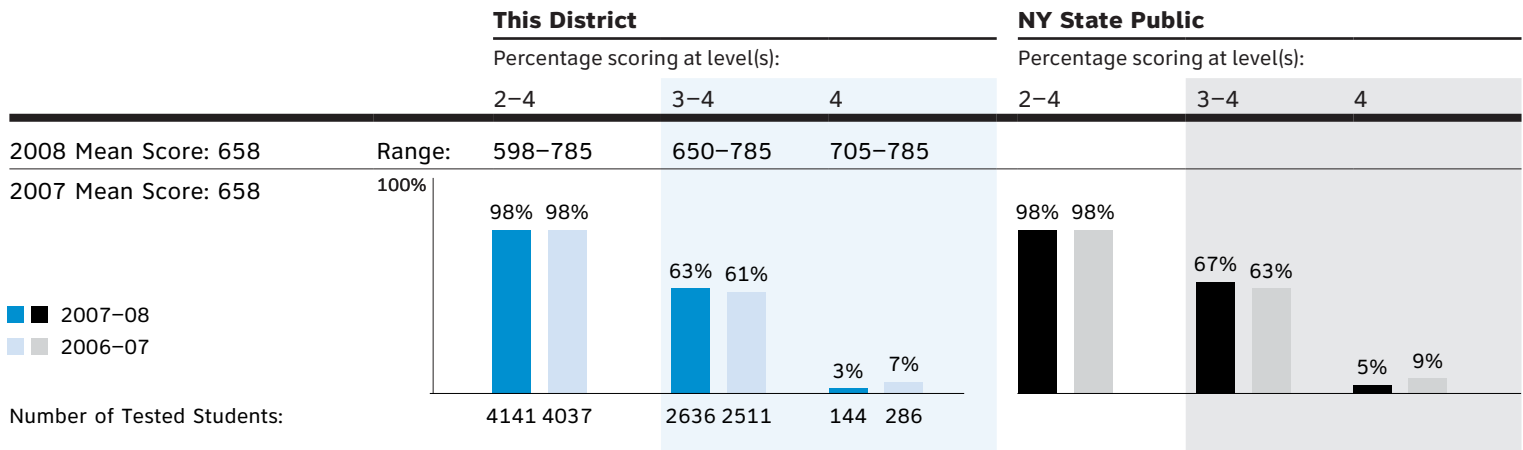
NOTES

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 5 Equivalent	85	83	77	47	75	75	70	63

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	4217	98%	63%	3%	4139	98%	61%	7%
Female	2081	99%	68%	4%	2013	99%	65%	9%
Male	2136	97%	57%	2%	2126	96%	56%	5%
American Indian or Alaska Native	13	-	-	-	12	-	-	-
Black or African American	644	96%	42%	0%	642	95%	38%	2%
Hispanic or Latino	908	97%	48%	2%	790	96%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	302	99%	76%	8%	320	99%	75%	15%
White	2349	99%	72%	4%	2374	99%	70%	9%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	14	100%	50%	7%	13	92%	54%	8%
General-Education Students	3308	99%	73%	4%	3402	99%	70%	8%
Students with Disabilities	909	94%	24%	0%	737	89%	17%	0%
English Proficient	4039	99%	65%	4%	4001	98%	63%	7%
Limited English Proficient	178	85%	6%	0%	138	86%	7%	0%
Economically Disadvantaged	2211	97%	50%	2%	2453	96%	50%	4%
Not Disadvantaged	2006	100%	76%	5%	1686	99%	76%	11%
Migrant								
Not Migrant	4217	98%	63%	3%	4139	98%	61%	7%

NOTES

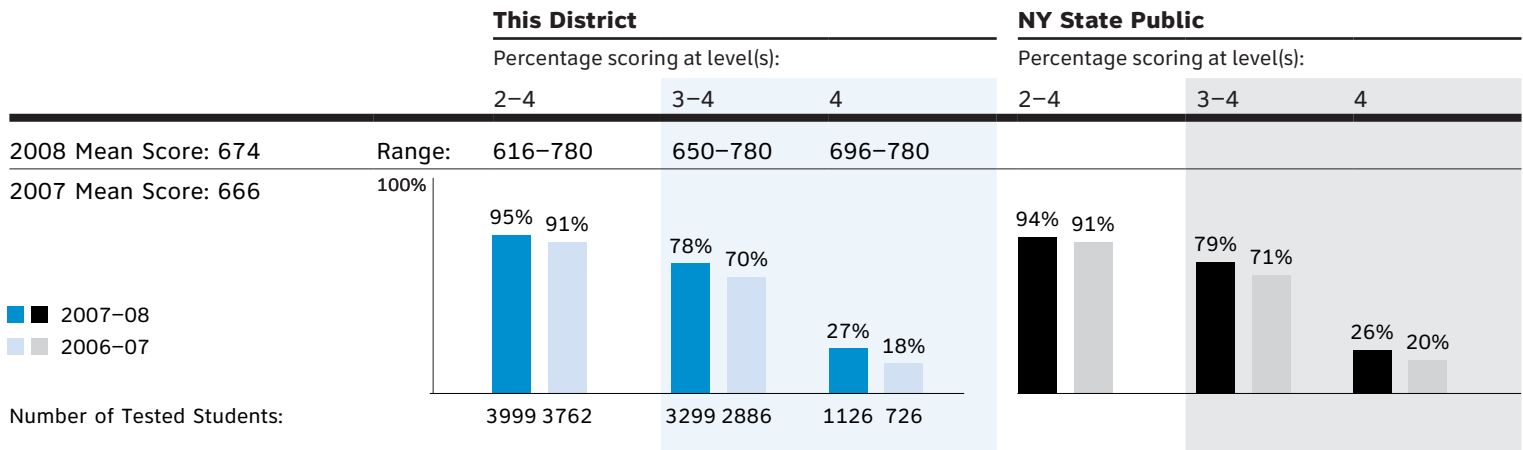
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 6 Equivalent	79	77	65	49	66	65	61	45
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	13	N/A	N/A	N/A	17	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	4231	95%	78%	27%	4147	91%	70%	18%
Female	2096	96%	80%	27%	2015	92%	70%	17%
Male	2135	93%	76%	26%	2132	89%	69%	18%
American Indian or Alaska Native	15	-	-	-	11	-	-	-
Black or African American	640	88%	55%	9%	634	77%	42%	5%
Hispanic or Latino	914	92%	66%	13%	801	88%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	310	98%	91%	49%	323	97%	89%	36%
White	2351	97%	87%	34%	2377	95%	79%	22%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	16	88%	63%	31%	12	83%	67%	8%
General-Education Students	3326	99%	87%	33%	3411	96%	78%	21%
Students with Disabilities	905	80%	44%	4%	736	67%	29%	2%
English Proficient	4037	95%	80%	28%	3996	91%	71%	18%
Limited English Proficient	194	78%	37%	0%	151	74%	34%	4%
Economically Disadvantaged	2228	92%	68%	16%	2461	87%	59%	12%
Not Disadvantaged	2003	98%	89%	39%	1686	96%	85%	26%
Migrant								
Not Migrant	4231	95%	78%	27%	4147	91%	70%	18%

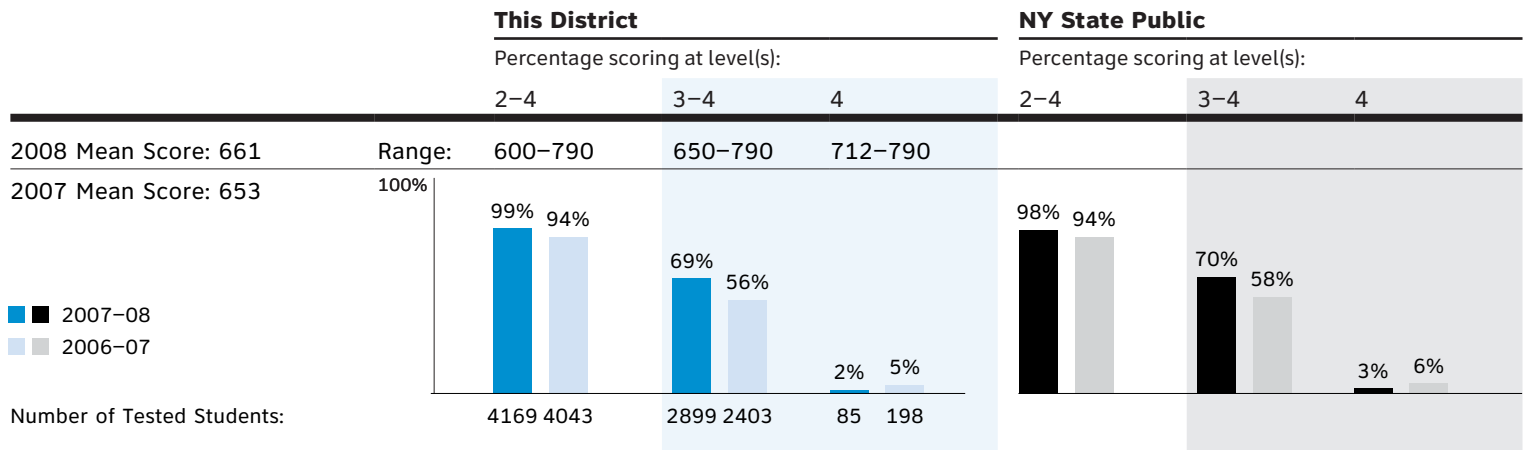
NOTES

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 6 Equivalent	81	81	78	62	67	66	64	48

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	4228	99%	69%	2%	4281	94%	56%	5%
Female	2043	99%	74%	3%	2055	96%	61%	6%
Male	2185	98%	63%	1%	2226	93%	52%	4%
American Indian or Alaska Native	12	-	-	-	17	100%	59%	6%
Black or African American	674	97%	49%	0%	680	88%	29%	1%
Hispanic or Latino	829	98%	56%	1%	843	90%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	332	99%	82%	6%	342	97%	75%	6%
White	2378	99%	77%	2%	2399	97%	67%	6%
Multiracial	3	-	-	-				
Small Group Totals	15	93%	47%	0%				
General-Education Students	3431	100%	78%	2%	3561	98%	65%	6%
Students with Disabilities	797	94%	29%	0%	720	78%	15%	0%
English Proficient	4095	99%	70%	2%	4147	96%	58%	5%
Limited English Proficient	133	90%	15%	0%	134	60%	7%	0%
Economically Disadvantaged	2127	98%	57%	1%	2462	92%	45%	2%
Not Disadvantaged	2101	99%	80%	3%	1819	98%	72%	8%
Migrant								
Not Migrant	4228	99%	69%	2%	4281	94%	56%	5%

NOTES

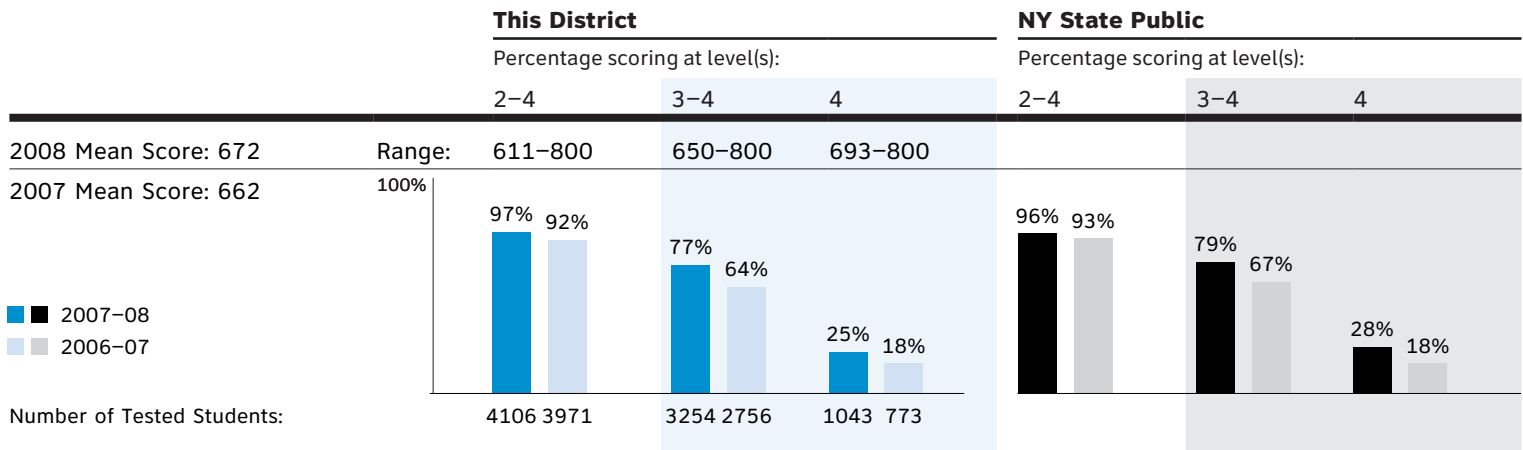
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	75	75	69	63	101	101	89	70
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	11	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 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	4252	97%	77%	25%	4294	92%	64%	18%
Female	2068	98%	78%	25%	2067	93%	66%	18%
Male	2184	95%	75%	25%	2227	92%	63%	18%
American Indian or Alaska Native	12	-	-	-	18	78%	56%	17%
Black or African American	674	91%	51%	6%	678	80%	36%	5%
Hispanic or Latino	841	96%	64%	12%	849	89%	48%	7%
Asian or Native Hawaiian/Other Pacific Islander	335	99%	93%	50%	352	98%	86%	36%
White	2387	98%	86%	31%	2397	97%	75%	23%
Multiracial	3	-	-	-				
Small Group Totals	15	93%	73%	7%				
General-Education Students	3450	99%	84%	29%	3587	96%	72%	21%
Students with Disabilities	802	87%	42%	3%	707	72%	22%	1%
English Proficient	4099	97%	78%	25%	4141	93%	65%	19%
Limited English Proficient	153	86%	40%	3%	153	74%	32%	3%
Economically Disadvantaged	2152	95%	66%	14%	2470	89%	53%	11%
Not Disadvantaged	2100	98%	87%	35%	1824	97%	79%	27%
Migrant								
Not Migrant	4252	97%	77%	25%	4294	92%	64%	18%

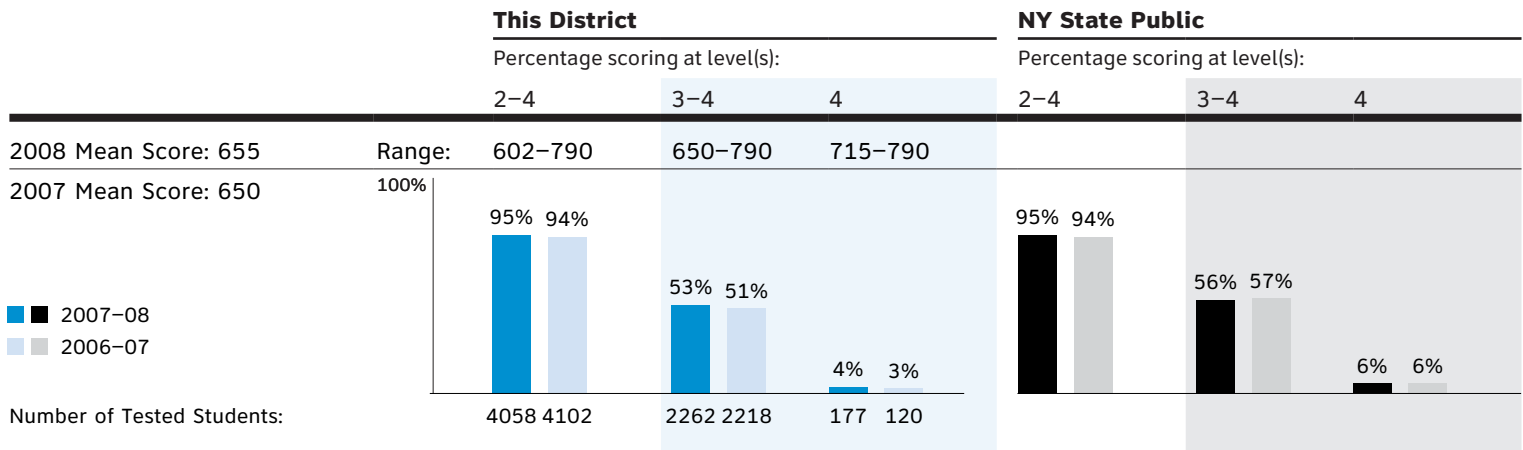
NOTES

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 7 Equivalent	75	68	68	46	101	100	88	62

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	4268	95%	53%	4%	4362	94%	51%	3%
Female	2040	97%	61%	5%	2105	96%	57%	3%
Male	2228	94%	46%	3%	2257	92%	45%	2%
American Indian or Alaska Native	12	-	-	-	18	100%	39%	0%
Black or African American	673	91%	33%	1%	715	88%	32%	1%
Hispanic or Latino	855	91%	39%	2%	864	89%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	348	98%	70%	9%	339	99%	71%	7%
White	2378	97%	61%	5%	2426	97%	59%	3%
Multiracial	2	-	-	-				
Small Group Totals	14	100%	57%	14%				
General-Education Students	3482	98%	62%	5%	3650	97%	59%	3%
Students with Disabilities	786	80%	12%	1%	712	77%	11%	0%
English Proficient	4123	96%	55%	4%	4205	95%	53%	3%
Limited English Proficient	145	64%	6%	0%	157	61%	6%	0%
Economically Disadvantaged	2017	92%	41%	2%	2516	91%	40%	2%
Not Disadvantaged	2251	98%	64%	6%	1846	98%	65%	4%
Migrant								
Not Migrant	4268	95%	53%	4%	4362	94%	51%	3%

NOTES

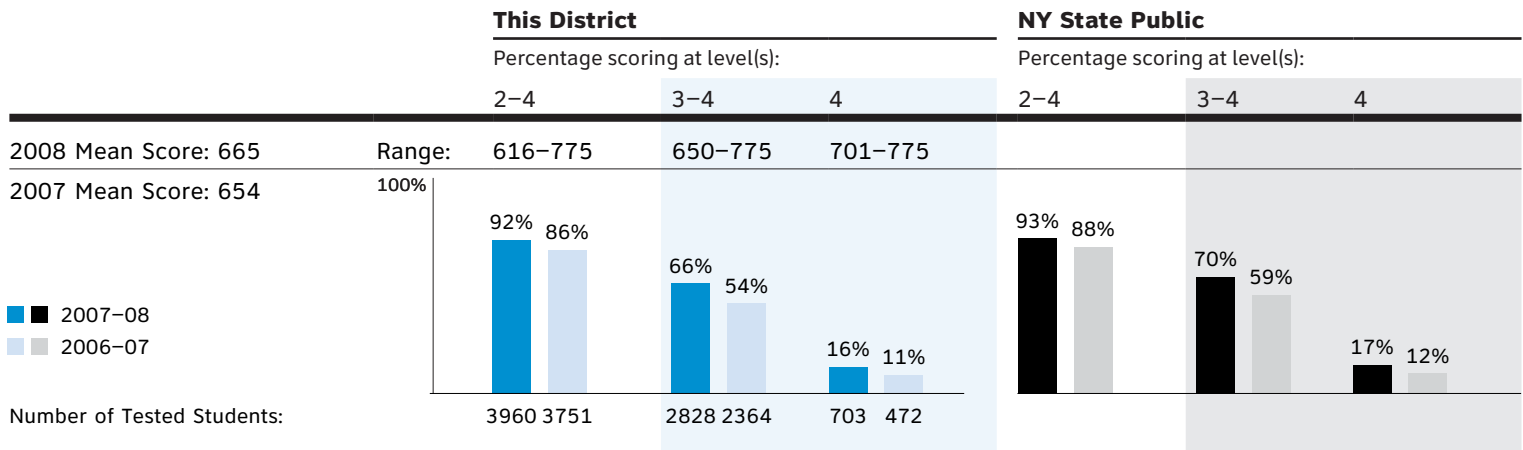
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	113	110	106	90	77	76	70	51
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	17	N/A	N/A	N/A	30	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4293	92%	66%	16%	4362	86%	54%	11%
Female	2048	94%	67%	18%	2115	87%	55%	12%
Male	2245	91%	64%	15%	2247	85%	53%	10%
American Indian or Alaska Native	12	-	-	-	18	89%	50%	6%
Black or African American	659	83%	40%	5%	711	71%	30%	2%
Hispanic or Latino	875	87%	48%	6%	882	78%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	357	98%	90%	39%	348	97%	82%	34%
White	2389	96%	76%	20%	2403	92%	64%	13%
Multiracial	1	-	-	-				
Small Group Totals	13	85%	54%	15%				
General-Education Students	3520	97%	75%	20%	3662	92%	61%	13%
Students with Disabilities	773	71%	26%	2%	700	57%	16%	0%
English Proficient	4116	93%	67%	17%	4173	87%	56%	11%
Limited English Proficient	177	77%	37%	4%	189	65%	23%	1%
Economically Disadvantaged	2039	88%	53%	9%	2522	80%	42%	7%
Not Disadvantaged	2254	96%	78%	23%	1840	94%	70%	16%
Migrant								
Not Migrant	4293	92%	66%	16%	4362	86%	54%	11%

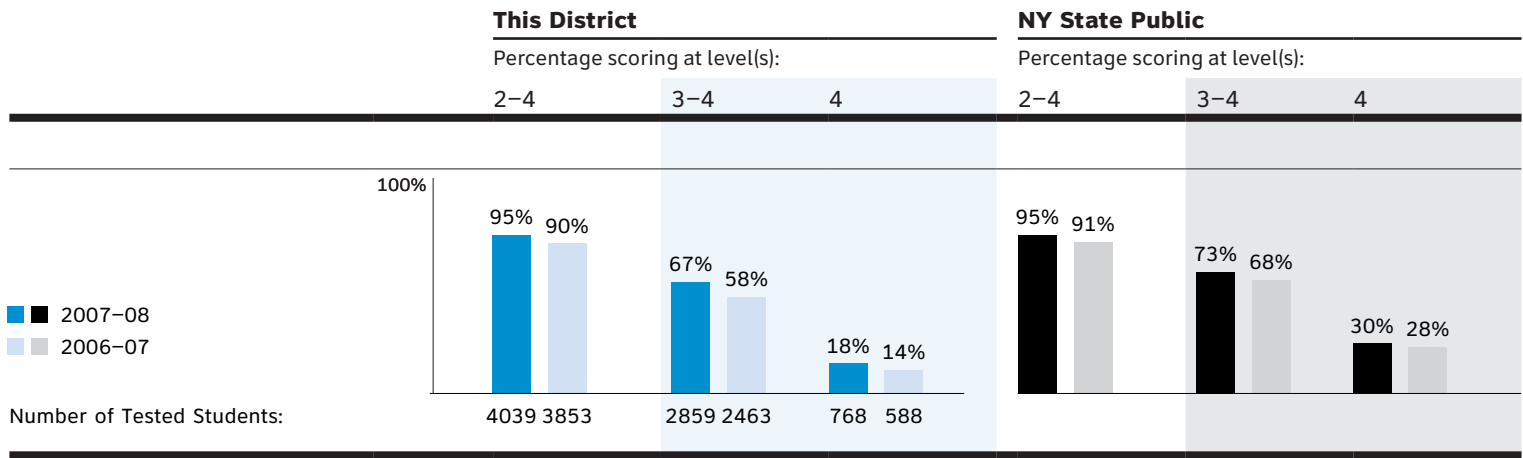
NOTES

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

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	112	97	94	58	77	77	73	48

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	4167	95%	67%	18%	4184	90%	57%	14%
Female	1998	95%	65%	16%	2044	90%	54%	11%
Male	2169	95%	69%	20%	2140	90%	60%	16%
American Indian or Alaska Native	12	-	-	-	17	82%	47%	18%
Black or African American	640	89%	43%	5%	677	80%	32%	4%
Hispanic or Latino	851	92%	54%	8%	832	84%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	346	99%	87%	41%	343	96%	79%	33%
White	2317	97%	75%	22%	2315	95%	67%	16%
Multiracial	1	-	-	-				
Small Group Totals	13	100%	69%	15%				
General-Education Students	3422	98%	75%	22%	3536	94%	64%	16%
Students with Disabilities	745	82%	31%	2%	648	67%	21%	2%
English Proficient	3995	96%	69%	19%	4007	91%	59%	14%
Limited English Proficient	172	81%	23%	2%	177	62%	16%	1%
Economically Disadvantaged	1991	92%	54%	10%	2420	86%	47%	9%
Not Disadvantaged	2176	98%	79%	25%	1764	96%	71%	20%
Migrant								
Not Migrant	4167	95%	67%	18%	4184	90%	57%	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

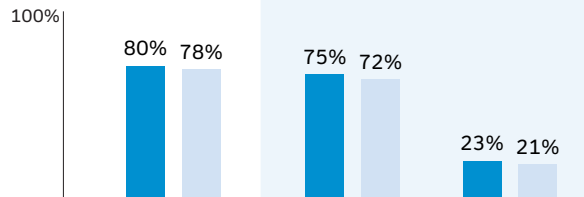
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	113	107	101	82	77	76	72	55
Regents Science	90	82	70	12	92	84	73	20

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

This District

Percentage scoring at level(s):

2-4 3-4 4

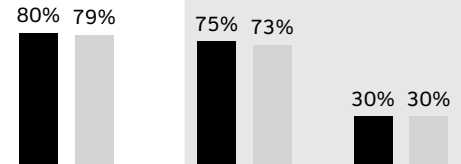


■ 2004 Cohort
■ 2003 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	4110	80%	75%	23%	4265	78%	72%	21%
Female	2037	85%	81%	28%	2111	83%	77%	27%
Male	2073	76%	70%	18%	2154	73%	67%	16%
American Indian or Alaska Native	8	88%	63%	13%	13	-	-	-
Black or African American	685	70%	66%	12%	749	68%	61%	11%
Hispanic or Latino	818	70%	64%	12%	765	68%	61%	15%
Asian or Native Hawaiian/Other Pacific Islander	366	94%	91%	37%	366	90%	86%	37%
White	2233	85%	80%	28%	2370	83%	77%	24%
Multiracial					2	-	-	-
Small Group Totals					15	73%	60%	13%
General-Education Students	3404	88%	84%	27%	3633	86%	80%	25%
Students with Disabilities	706	41%	33%	2%	632	35%	28%	3%
English Proficient	3980	81%	77%	24%	4192	79%	73%	22%
Limited English Proficient	130	42%	32%	1%	73	45%	29%	0%
Economically Disadvantaged	1333	75%	69%	16%	1554	72%	66%	16%
Not Disadvantaged	2777	83%	79%	26%	2711	81%	75%	25%
Migrant								
Not Migrant	4110	80%	75%	23%				

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

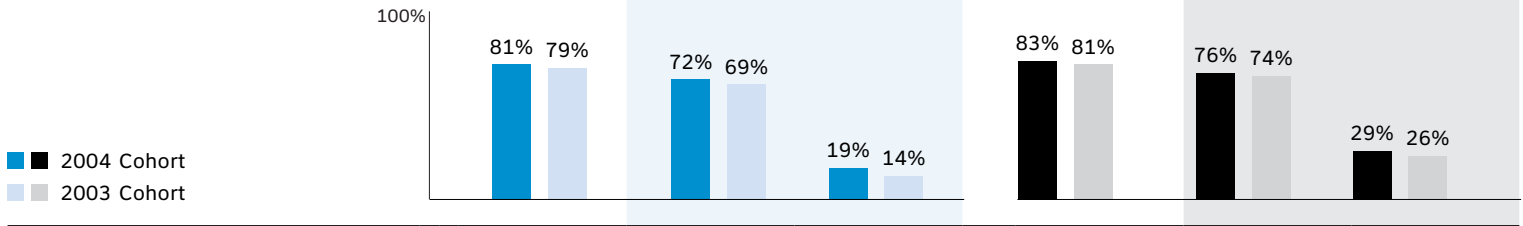
NY State Public

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	4110	81%	72%	19%	4265	79%	69%	14%
Female	2037	85%	76%	20%	2111	82%	73%	15%
Male	2073	77%	68%	17%	2154	75%	66%	14%
American Indian or Alaska Native	8	75%	50%	0%	13	-	-	-
Black or African American	685	71%	60%	7%	749	68%	56%	6%
Hispanic or Latino	818	70%	60%	7%	765	68%	58%	6%
Asian or Native Hawaiian/Other Pacific Islander	366	95%	91%	45%	366	93%	87%	36%
White	2233	86%	77%	22%	2370	83%	75%	17%
Multiracial					2	-	-	-
Small Group Totals					15	73%	60%	13%
General-Education Students	3404	89%	81%	22%	3633	86%	78%	17%
Students with Disabilities	706	42%	27%	2%	632	34%	22%	1%
English Proficient	3980	81%	73%	19%	4192	79%	70%	15%
Limited English Proficient	130	63%	43%	8%	73	53%	40%	3%
Economically Disadvantaged	1333	75%	65%	13%	1554	72%	62%	11%
Not Disadvantaged	2777	84%	75%	21%	2711	82%	74%	16%
Migrant								
Not Migrant	4110	81%	72%	19%				

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.