



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 8**

District ID **32-08-00-01-0000**

Superintendent **DOV ROKEACH**

Telephone **(718) 828-2665**

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.

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 the district's accountability status.

3 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

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

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

	2006-07	2007-08	2008-09
Pre-K	844	939	920
Kindergarten	1883	1802	1815
Grade 1	2271	2159	2066
Grade 2	2074	2148	2034
Grade 3	2085	1978	2037
Grade 4	2073	1991	1971
Grade 5	2047	1987	1926
Grade 6	2003	1905	1935
Ungraded Elementary	1823	1877	1989
Grade 7	2081	2018	1923
Grade 8	2259	1996	1979
Grade 9	3931	3645	3142
Grade 10	2849	2956	2935
Grade 11	1700	1750	1738
Grade 12	1315	1471	1600
Ungraded Secondary	2063	2089	2070
Total K-12	32457	31772	31160

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	24	23	24
Grade 8			
English	27	26	24
Mathematics	27	27	24
Science	28	28	26
Social Studies	29	27	27
Grade 10			
English	26	27	26
Mathematics	28	26	26
Science	28	26	27
Social Studies	28	26	26

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 # 8

District ID 32-08-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	22097	68%	23688	75%	23752	76%
Reduced-Price Lunch	2757	8%	2939	9%	2802	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3650	11%	3919	12%	3723	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	146	0%	136	0%	135	0%
Black or African American	9240	28%	8863	28%	8418	27%
Hispanic or Latino	19928	61%	19608	62%	19462	62%
Asian or Native Hawaiian/Other Pacific Islander	1206	4%	1276	4%	1297	4%
White	1937	6%	1889	6%	1848	6%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate						0%
Student Suspensions	1436	5%	1454	4%	1574	5%

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.

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	2319	2354	2393
Percent with No Valid Teaching Certificate	7%	3%	4%
Percent Teaching Out of Certification	14%	12%	10%
Percent with Fewer Than Three Years of Experience	21%	20%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	31%	31%
Total Number of Core Classes	4803	5096	5313
Percent Not Taught by Highly Qualified Teachers	16%	16%	12%
Total Number of Classes	6031	6102	6443
Percent Taught by Teachers Without Appropriate Certification	17%	15%	13%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%		21%
Turnover Rate of All Teachers	20%		17%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

▲ Improvement (Year 6)

ELA ▲ Improvement (Year 6) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 2)

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
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	✓ ^{SH}	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✓ ^{SH}	
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 8	✗ 3 of 8	✗ 0 of 1

Accountability Status Levels

AYP Status

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

Federal

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

State

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

Elementary/Middle-Level English Language Arts

Accountability Status  Improvement (Year 6)
for This Subject
(2009–10)

Accountability Measures 9 of 9 Student groups making AYP in English language arts
 Made AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 7) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [220]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (14465:13645)			99%		160	143	
Ethnicity							
American Indian or Alaska Native (63:58)			97%		167	131	
Black or African American (3856:3622)			98%		159	142	
Hispanic or Latino (8999:8482)			99%		157	143	
Asian or Native Hawaiian/Other Pacific Islander (638:612)			100%		182	140	
White (897:861)			98%		174	140	
Multiracial (12:10)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3840:3539)			96%		120	142	111 128
Limited English Proficient ⁵ (1753:1946)			99%		135	142	122 142
Economically Disadvantaged (12501:11836)			99%		159	143	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (14509:13559)			99%		172	118	
Ethnicity							
American Indian or Alaska Native (62:57)			97%		177	106	
Black or African American (3856:3581)			99%		167	117	
Hispanic or Latino (9040:8435)			99%		170	118	
Asian or Native Hawaiian/Other Pacific Islander (648:618)			100%		192	115	
White (892:859)			98%		184	115	
Multiracial (11:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3834:3496)			96%		134	117	
Limited English Proficient ⁵ (1771:1995)			99%		158	117	
Economically Disadvantaged (12530:11755)			99%		171	118	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (4893:4443)		Qualified		97%		150	100	
Ethnicity								
American Indian or Alaska Native (28:23)	—	—	—	—	—	—	—	—
Black or African American (1303:1176)		Qualified		96%		144	100	
Hispanic or Latino (3043:2751)		Qualified		96%		148	100	
Asian or Native Hawaiian/Other Pacific Islander (219:204)		Qualified		98%		176	100	
White (297:286)		Qualified		98%		169	100	
Multiracial (3:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1274:1116)		Qualified		93%		119	100	
Limited English Proficient ⁴ (585:600)		Qualified		96%		129	100	
Economically Disadvantaged (4208:3845)		Qualified		97%		149	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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 (2009–10)  Improvement (Year 6)

Accountability Measures 1 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 7) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [220]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (2049:2303)			99%		144	169	147‡	150
Ethnicity								
American Indian or Alaska Native (4:10)	–	–	–	–	–	–	–	–
Black or African American (629:667)			99%		140	167	143‡	146
Hispanic or Latino (1226:1407)			99%		144	168	145	150
Asian or Native Hawaiian/Other Pacific Islander (87:87)			100%		184	160		
White (96:125)			99%		146	162	162	151
Multiracial (7:7)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (246:419)			97%		77	166	92	89
Limited English Proficient ⁵ (190:279)			98%		115	164	115‡	124
Economically Disadvantaged (1769:2081)			99%		147	169	148	152
Final AYP Determination	 1 of 8							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

Accountability Measures 3 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2010-11. [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 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (2049:2303)			100%		150	164	151‡	155
Ethnicity								
American Indian or Alaska Native (4:10)	–	–	–	–	–	–	–	–
Black or African American (629:667)			99%		142	162	146‡	148
Hispanic or Latino (1226:1407)			100%		152	163	149	157
Asian or Native Hawaiian/Other Pacific Islander (87:87)			100%		189	155		
White (96:125)			99%		154	157	157	159
Multiracial (7:7)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (246:419)			98%		85	161	101	97
Limited English Proficient ⁵ (190:279)			100%		138	159	133‡	144
Economically Disadvantaged (1769:2081)			100%		152	164	152	157
Final AYP Determination	 3 of 8							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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 for This Indicator (2009–10)  Improvement (Year 2)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status To be removed from improvement status in Graduates, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2009-10, the district will be In Need of Improvement (Year 3) in 2010-11. If this district makes AYP in 2009-10, the district will remain In Need of Improvement (Year 2) in 2010-11. [212]

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (2929)			45%	55%	46%	46%
Ethnicity						
American Indian or Alaska Native (9)		–	–	–		
Black or African American (943)			44%	55%	47%	45%
Hispanic or Latino (1683)			43%	55%	42%	44%
Asian or Native Hawaiian/Other Pacific Islander (108)			65%	55%		
White (174)			57%	55%		
Multiracial (12)						
Other Groups						
Students with Disabilities (551)			24%	55%	20%	25%
Limited English Proficient ² (334)			39%	55%	42%	40%
Economically Disadvantaged (2245)			48%	55%	47%	49%
Final AYP Determination		0 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District NEW YORK CITY GEOGRAPHIC DISTRICT # 8

District ID 32-08-00-01-0000

Summary of 2008–09 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	66%			2348
Grade 4	65%			2328
Grade 5	71%			2248
Grade 6	65%			2323
Grade 7	63%			2286
Grade 8	48%			2336

Mathematics

Grade 3	91%		2370
Grade 4	82%		2365
Grade 5	81%		2278
Grade 6	65%		2363
Grade 7	72%		2313
Grade 8	64%		2349

Science

Grade 4	82%		2326
Grade 8	35%		2201

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	54%			2871
Mathematics	55%			2871

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

	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
2009 Mean Score: 659	616-780	650-780	720-780			
2008 Mean Score: 653						
Number of Tested Students:	2167	1975	1558	1263	100	102

Results by Student Group

	2008-09 School Year				2007-08 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	2348	92%	66%	4%	2237	88%	56%	5%
Female	1159	95%	71%	5%	1080	92%	62%	6%
Male	1189	90%	62%	3%	1157	85%	51%	4%
American Indian or Alaska Native	9	-	-	-	15	-	-	-
Black or African American	588	92%	67%	3%	628	86%	54%	3%
Hispanic or Latino	1486	92%	64%	4%	1356	88%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	108	98%	84%	16%	92	98%	83%	9%
White	154	95%	77%	8%	145	92%	79%	10%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	12	100%	92%	0%	16	81%	50%	6%
General-Education Students	1835	98%	77%	5%	1702	96%	68%	6%
Students with Disabilities	513	71%	29%	1%	535	64%	21%	1%
English Proficient	2043	94%	70%	5%	1955	90%	61%	5%
Limited English Proficient	305	83%	39%	0%	282	77%	28%	1%
Economically Disadvantaged	2083	92%	65%	4%	2020	88%	55%	4%
Not Disadvantaged	265	95%	74%	9%	217	94%	70%	9%
Migrant								
Not Migrant	2348	92%	66%	4%	2237	88%	56%	5%

NOTES

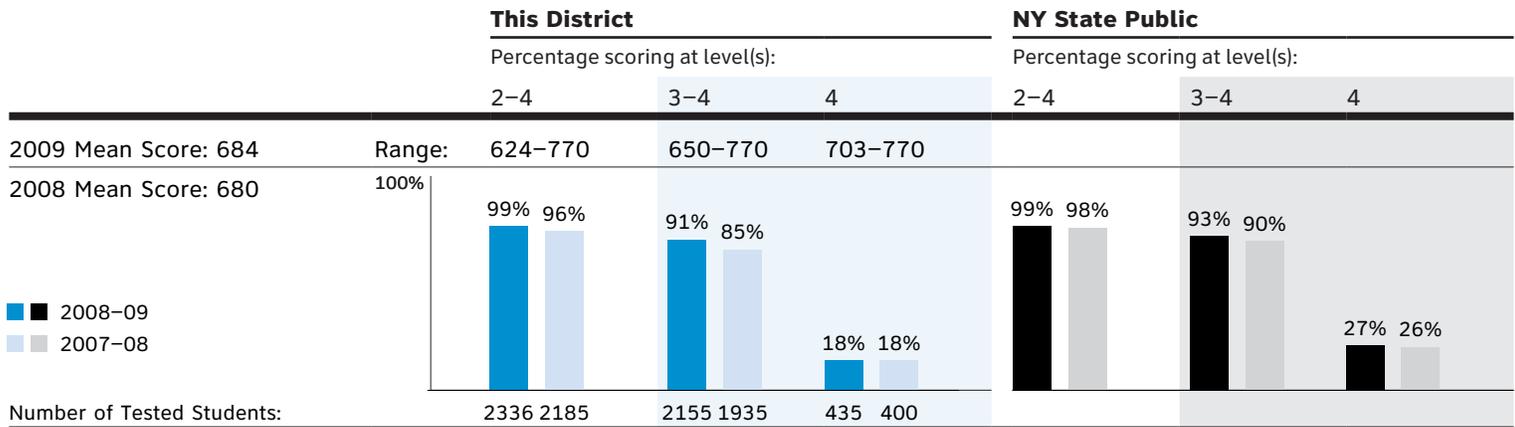
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	40	37	33	28	38	34	30	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	16	N/A	N/A	N/A	13	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

	2008-09 School Year				2007-08 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	2370	99%	91%	18%	2267	96%	85%	18%
Female	1169	99%	92%	18%	1089	97%	88%	18%
Male	1201	98%	90%	19%	1178	96%	83%	17%
American Indian or Alaska Native	8	-	-	-	15	-	-	-
Black or African American	591	98%	90%	14%	621	95%	82%	13%
Hispanic or Latino	1506	99%	91%	17%	1389	97%	85%	16%
Asian or Native Hawaiian/Other Pacific Islander	111	100%	98%	47%	93	99%	99%	55%
White	152	98%	91%	34%	148	99%	93%	31%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	10	100%	100%	20%	16	100%	94%	19%
General-Education Students	1853	100%	96%	21%	1732	99%	94%	21%
Students with Disabilities	517	94%	71%	9%	535	87%	59%	6%
English Proficient	2042	99%	92%	20%	1959	97%	86%	19%
Limited English Proficient	328	97%	83%	6%	308	95%	78%	6%
Economically Disadvantaged	2100	99%	90%	17%	2050	96%	85%	17%
Not Disadvantaged	270	99%	95%	31%	217	98%	89%	26%
Migrant								
Not Migrant	2370	99%	91%	18%	2267	96%	85%	18%

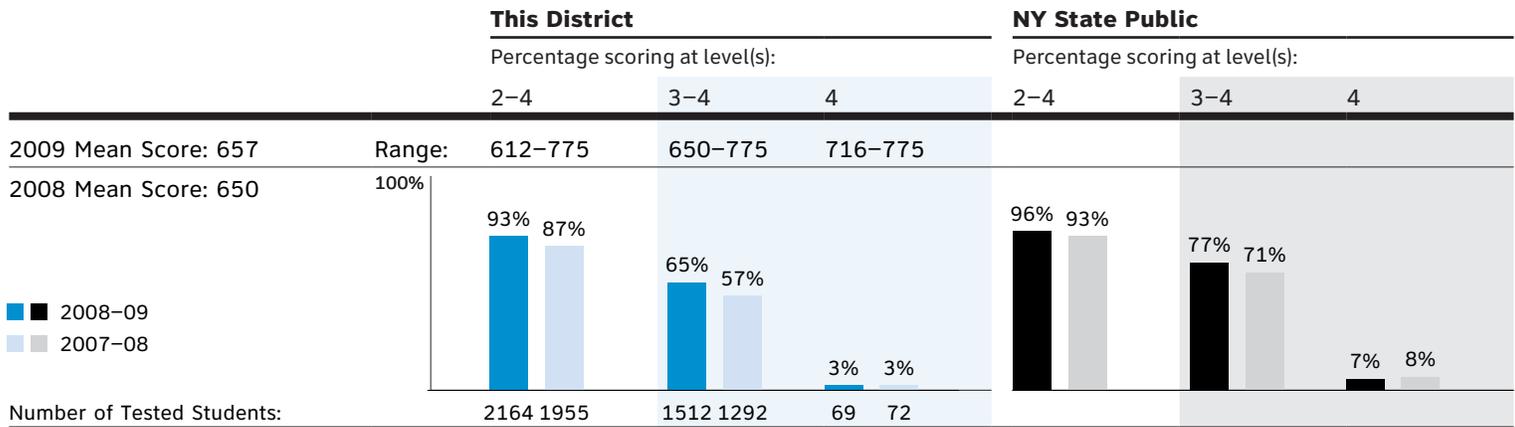
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	40	40	36	25	38	38	32	18

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2328	93%	65%	3%	2257	87%	57%	3%
Female	1151	96%	68%	4%	1107	91%	63%	4%
Male	1177	90%	62%	2%	1150	83%	51%	3%
American Indian or Alaska Native	15	-	-	-	9	-	-	-
Black or African American	648	93%	63%	2%	620	85%	51%	2%
Hispanic or Latino	1419	92%	63%	3%	1391	86%	57%	2%
Asian or Native Hawaiian/Other Pacific Islander	95	99%	91%	11%	97	96%	81%	14%
White	149	94%	78%	4%	138	95%	76%	12%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	17	100%	65%	0%	11	82%	45%	0%
General-Education Students	1768	99%	77%	4%	1724	95%	68%	4%
Students with Disabilities	560	74%	28%	0%	533	59%	23%	0%
English Proficient	2044	94%	69%	3%	1970	90%	61%	4%
Limited English Proficient	284	83%	36%	0%	287	66%	31%	0%
Economically Disadvantaged	2084	93%	64%	2%	2069	86%	56%	3%
Not Disadvantaged	244	94%	74%	8%	188	90%	70%	7%
Migrant								
Not Migrant	2328	93%	65%	3%	2257	87%	57%	3%

NOTES

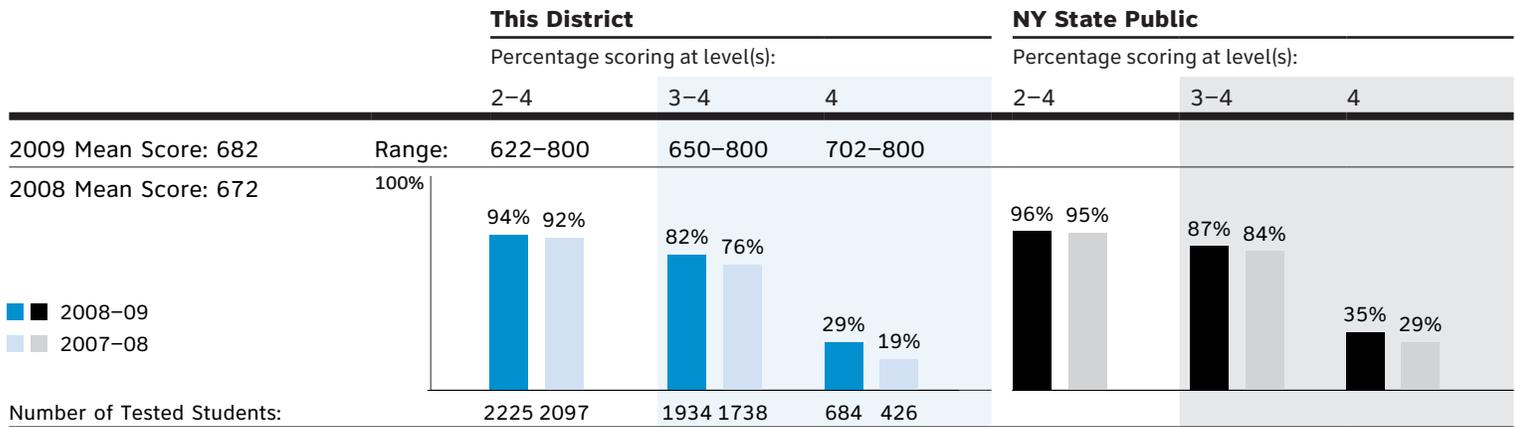
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Other Assessments

	2008-09 School Year				2007-08 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	41	37	35	48	45	42	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	19	N/A	N/A	N/A	14	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

	2008-09 School Year				2007-08 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	2365	94%	82%	29%	2275	92%	76%	19%
Female	1169	95%	84%	30%	1121	93%	77%	19%
Male	1196	93%	80%	28%	1154	91%	76%	19%
American Indian or Alaska Native	15	-	-	-	10	-	-	-
Black or African American	652	93%	78%	24%	616	91%	74%	14%
Hispanic or Latino	1450	94%	81%	26%	1410	92%	76%	16%
Asian or Native Hawaiian/Other Pacific Islander	99	100%	100%	69%	100	98%	92%	60%
White	147	97%	93%	48%	137	96%	85%	34%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	17	94%	94%	47%	12	92%	67%	25%
General-Education Students	1797	99%	91%	35%	1743	98%	85%	23%
Students with Disabilities	568	79%	53%	9%	532	74%	48%	6%
English Proficient	2060	95%	84%	32%	1968	93%	79%	21%
Limited English Proficient	305	91%	69%	10%	307	84%	57%	7%
Economically Disadvantaged	2120	94%	81%	28%	2091	92%	76%	18%
Not Disadvantaged	245	94%	87%	37%	184	94%	82%	26%
Migrant								
Not Migrant	2365	94%	82%	29%	2275	92%	76%	19%

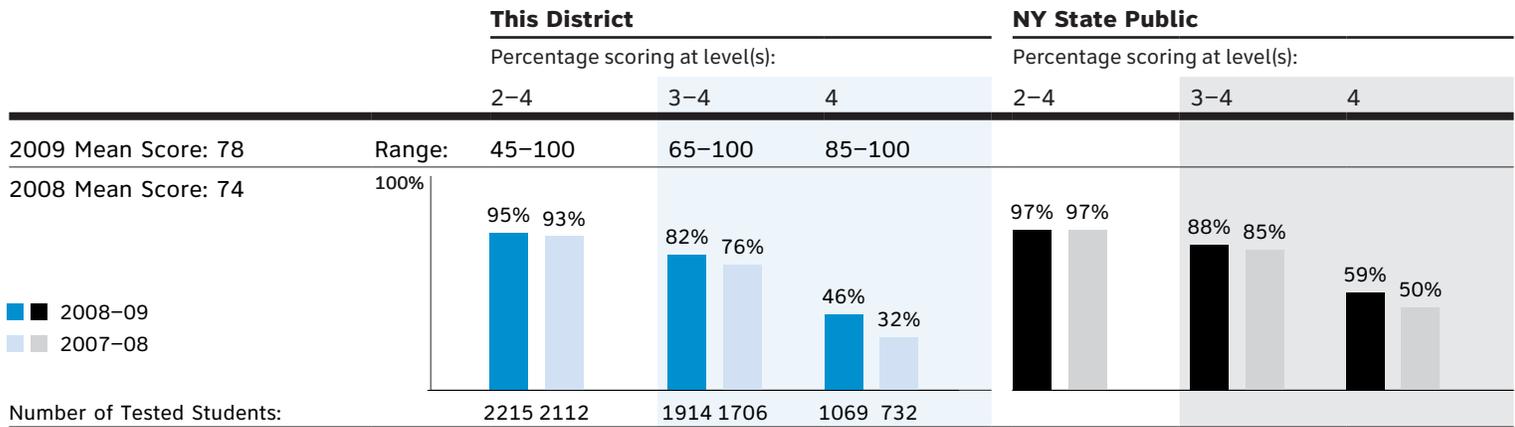
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Other Assessments

	2008-09 School Year				2007-08 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	44	39	27	46	46	40	20

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	2326	95%	82%	46%	2259	93%	76%	32%
Female	1149	96%	83%	45%	1115	94%	75%	32%
Male	1177	95%	81%	47%	1144	93%	76%	33%
American Indian or Alaska Native	14	-	-	-	9	-	-	-
Black or African American	641	95%	79%	43%	608	93%	71%	27%
Hispanic or Latino	1426	95%	82%	44%	1403	93%	75%	30%
Asian or Native Hawaiian/Other Pacific Islander	98	100%	97%	83%	101	97%	94%	66%
White	145	99%	90%	54%	136	99%	90%	54%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	16	94%	88%	56%	11	91%	82%	45%
General-Education Students	1769	98%	89%	54%	1735	97%	83%	38%
Students with Disabilities	557	88%	60%	20%	524	82%	51%	13%
English Proficient	2029	96%	85%	50%	1955	95%	78%	35%
Limited English Proficient	297	88%	63%	18%	304	84%	57%	14%
Economically Disadvantaged	2082	95%	82%	46%	2077	93%	75%	31%
Not Disadvantaged	244	94%	83%	48%	182	95%	84%	45%
Migrant								
Not Migrant	2326	95%	82%	46%	2259	93%	76%	32%

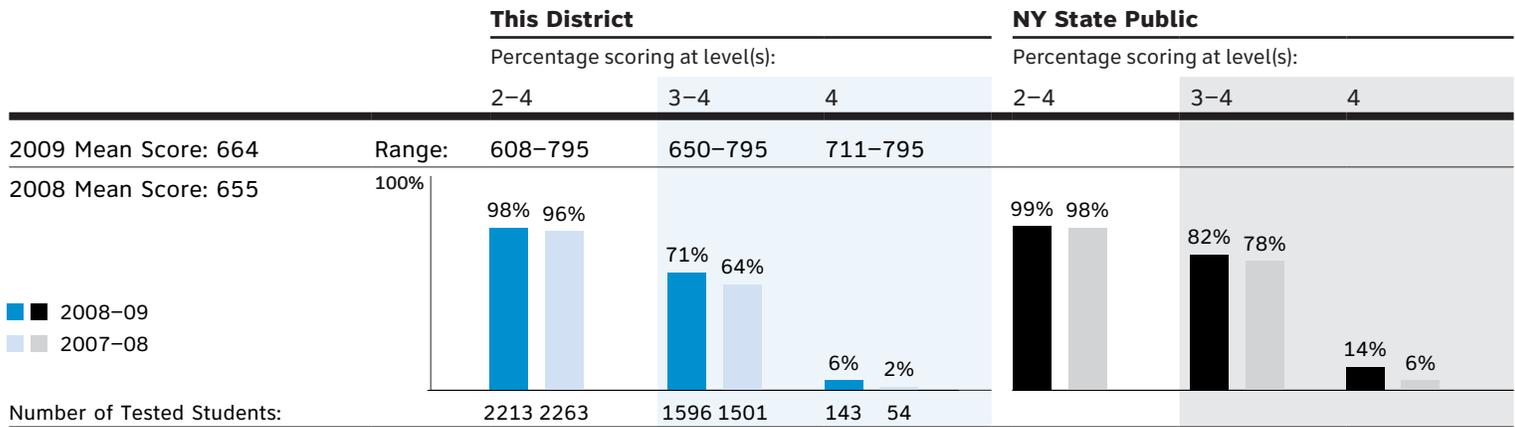
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	43	43	37	48	43	42	35

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2248	98%	71%	6%	2360	96%	64%	2%
Female	1084	99%	73%	7%	1118	97%	68%	3%
Male	1164	98%	69%	6%	1242	95%	60%	2%
American Indian or Alaska Native	9	-	-	-	15	100%	53%	13%
Black or African American	614	98%	66%	3%	665	96%	58%	1%
Hispanic or Latino	1383	99%	71%	6%	1449	95%	63%	2%
Asian or Native Hawaiian/Other Pacific Islander	100	99%	90%	23%	89	99%	81%	8%
White	139	99%	82%	14%	142	100%	85%	7%
Multiracial	3	-	-	-				
Small Group Totals	12	100%	75%	8%				
General-Education Students	1672	100%	82%	8%	1716	99%	74%	3%
Students with Disabilities	576	94%	40%	1%	644	88%	35%	1%
English Proficient	1983	99%	75%	7%	2117	97%	68%	3%
Limited English Proficient	265	95%	43%	0%	243	84%	28%	0%
Economically Disadvantaged	1997	98%	71%	6%	2137	96%	62%	2%
Not Disadvantaged	251	99%	74%	12%	223	97%	77%	2%
Migrant								
Not Migrant	2248	98%	71%	6%	2360	96%	64%	2%

NOTES

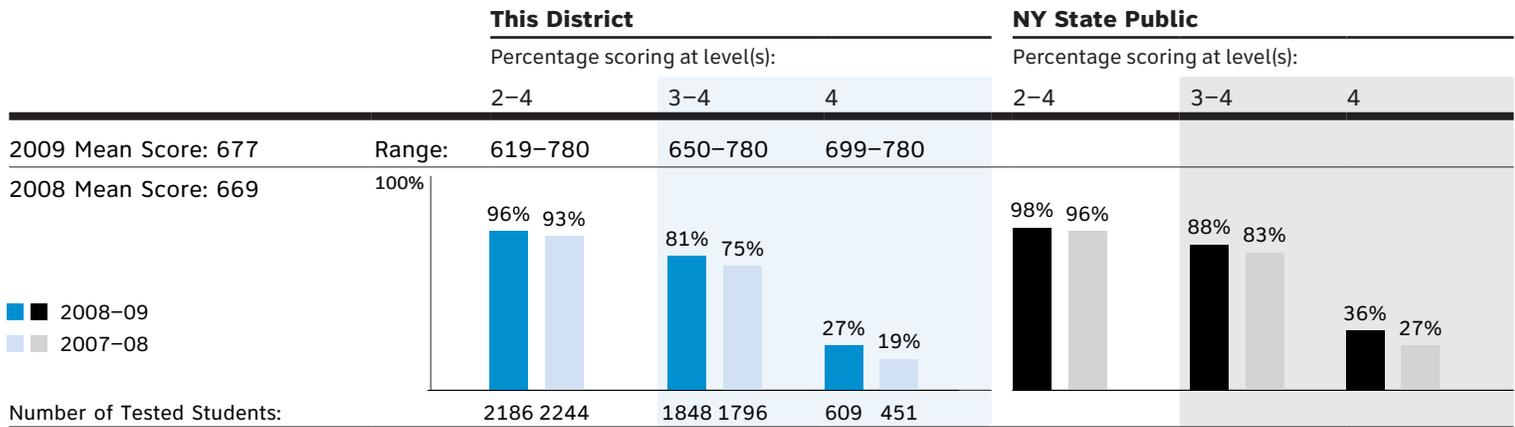
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Other Assessments

	2008-09 School Year				2007-08 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	52	49	48	24	40	38	35	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	21	N/A	N/A	N/A	10	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

	2008-09 School Year				2007-08 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	2278	96%	81%	27%	2404	93%	75%	19%
Female	1103	97%	83%	27%	1145	95%	77%	19%
Male	1175	95%	80%	26%	1259	92%	73%	19%
American Indian or Alaska Native	9	-	-	-	15	87%	67%	27%
Black or African American	618	94%	76%	23%	671	92%	70%	12%
Hispanic or Latino	1405	96%	81%	23%	1480	93%	75%	19%
Asian or Native Hawaiian/Other Pacific Islander	104	99%	97%	65%	92	98%	92%	47%
White	139	99%	88%	48%	146	97%	88%	33%
Multiracial	3	-	-	-				
Small Group Totals	12	100%	75%	42%				
General-Education Students	1699	99%	90%	34%	1757	98%	86%	23%
Students with Disabilities	579	87%	55%	6%	647	80%	45%	6%
English Proficient	1990	97%	84%	30%	2130	94%	78%	20%
Limited English Proficient	288	92%	63%	7%	274	85%	51%	6%
Economically Disadvantaged	2021	96%	81%	26%	2174	93%	74%	18%
Not Disadvantaged	257	96%	85%	35%	230	93%	79%	23%
Migrant								
Not Migrant	2278	96%	81%	27%	2404	93%	75%	19%

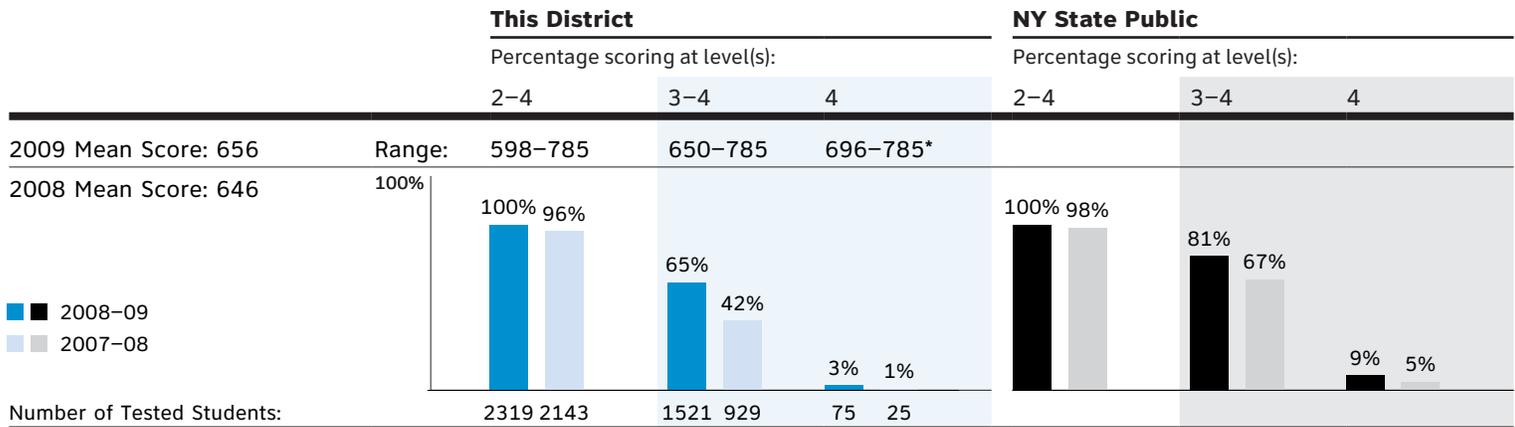
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	52	49	47	31	41	39	34	24

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2323	100%	65%	3%	2225	96%	42%	1%
Female	1080	100%	70%	4%	1129	98%	46%	2%
Male	1243	100%	62%	2%	1096	95%	38%	1%
American Indian or Alaska Native	10	-	-	-	7	-	-	-
Black or African American	627	100%	65%	2%	615	96%	38%	1%
Hispanic or Latino	1450	100%	63%	3%	1354	96%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	100	99%	85%	13%	100	99%	69%	4%
White	135	99%	84%	9%	148	97%	61%	3%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	11	100%	64%	9%	8	100%	38%	0%
General-Education Students	1707	100%	77%	4%	1682	99%	51%	1%
Students with Disabilities	616	100%	33%	0%	543	88%	14%	0%
English Proficient	2079	100%	70%	4%	1993	97%	45%	1%
Limited English Proficient	244	99%	25%	0%	232	88%	14%	0%
Economically Disadvantaged	2016	100%	64%	2%	1951	96%	39%	1%
Not Disadvantaged	307	100%	75%	9%	274	97%	59%	4%
Migrant								
Not Migrant	2323	100%	65%	3%	2225	96%	42%	1%

NOTES

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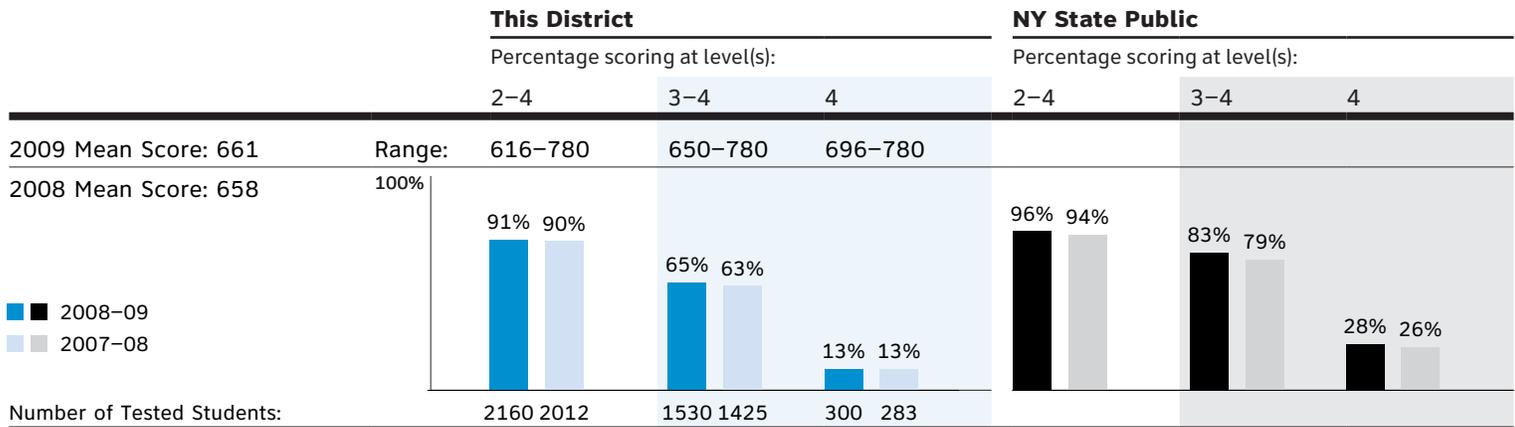
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	51	47	45	33	34	29	25	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	25	N/A	N/A	N/A	14	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

	2008-09 School Year				2007-08 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	2363	91%	65%	13%	2248	90%	63%	13%
Female	1094	93%	67%	13%	1139	90%	64%	12%
Male	1269	90%	63%	12%	1109	89%	63%	14%
American Indian or Alaska Native	10	-	-	-	7	-	-	-
Black or African American	632	89%	60%	7%	610	89%	58%	7%
Hispanic or Latino	1479	91%	63%	11%	1380	89%	62%	10%
Asian or Native Hawaiian/Other Pacific Islander	103	98%	87%	48%	103	97%	89%	50%
White	138	97%	85%	32%	147	93%	78%	29%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	11	100%	64%	18%	8	88%	63%	25%
General-Education Students	1743	98%	76%	16%	1707	96%	74%	16%
Students with Disabilities	620	74%	33%	3%	541	70%	31%	2%
English Proficient	2092	93%	68%	14%	2004	91%	66%	14%
Limited English Proficient	271	79%	37%	3%	244	77%	42%	3%
Economically Disadvantaged	2051	91%	64%	12%	1969	89%	62%	11%
Not Disadvantaged	312	92%	71%	18%	279	90%	77%	23%
Migrant								
Not Migrant	2363	91%	65%	13%	2248	90%	63%	13%

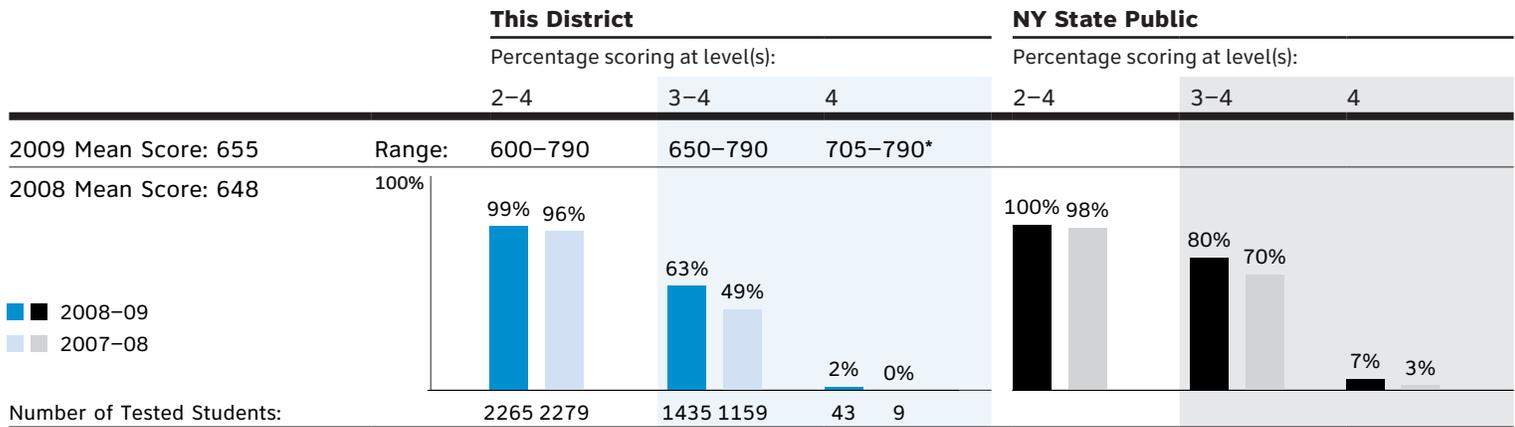
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	51	50	45	40	33	32	30	20

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2286	99%	63%	2%	2365	96%	49%	0%
Female	1139	99%	68%	3%	1161	98%	55%	1%
Male	1147	99%	58%	1%	1204	95%	44%	0%
American Indian or Alaska Native	5	-	-	-	12	-	-	-
Black or African American	628	100%	60%	1%	631	98%	44%	0%
Hispanic or Latino	1403	99%	61%	1%	1470	95%	48%	0%
Asian or Native Hawaiian/Other Pacific Islander	105	99%	83%	10%	110	99%	66%	2%
White	143	100%	80%	5%	139	98%	63%	1%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	7	100%	43%	0%	15	100%	40%	0%
General-Education Students	1706	100%	74%	3%	1787	99%	58%	1%
Students with Disabilities	580	97%	30%	0%	578	89%	21%	0%
English Proficient	2057	100%	68%	2%	2138	98%	53%	0%
Limited English Proficient	229	95%	20%	0%	227	79%	14%	0%
Economically Disadvantaged	1938	99%	61%	1%	2061	96%	48%	0%
Not Disadvantaged	348	99%	74%	4%	304	97%	56%	1%
Migrant								
Not Migrant	2286	99%	63%	2%	2365	96%	49%	0%

NOTES

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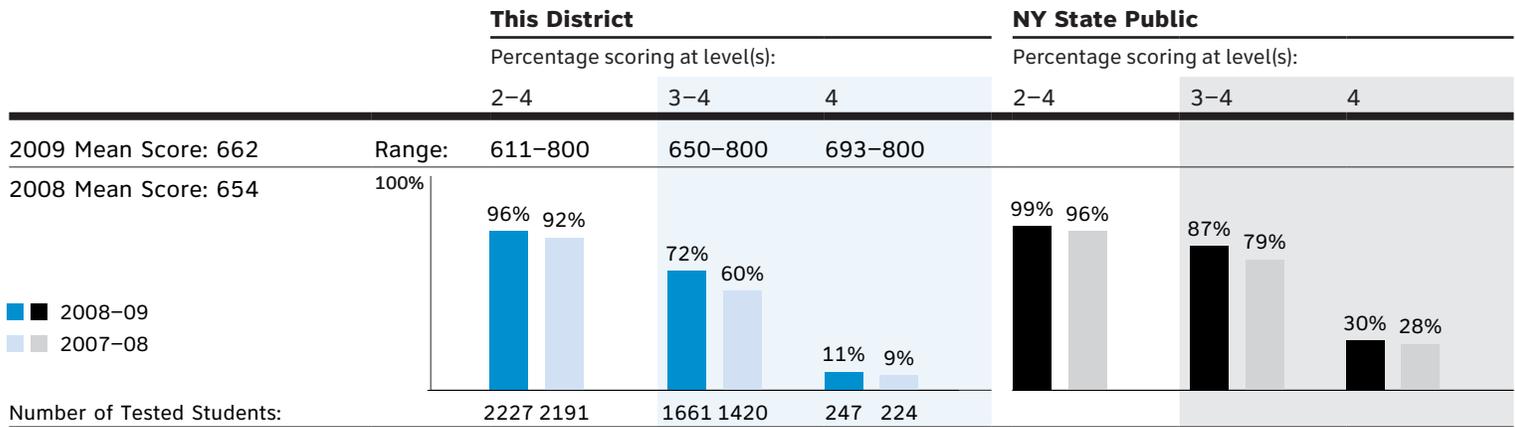
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	40	40	37	33	44	43	38	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	26	N/A	N/A	N/A	20	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

	2008-09 School Year				2007-08 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	2313	96%	72%	11%	2377	92%	60%	9%
Female	1152	97%	74%	10%	1162	94%	62%	11%
Male	1161	96%	70%	11%	1215	90%	57%	8%
American Indian or Alaska Native	5	-	-	-	12	-	-	-
Black or African American	631	97%	68%	7%	634	91%	56%	6%
Hispanic or Latino	1425	96%	71%	8%	1476	92%	59%	8%
Asian or Native Hawaiian/Other Pacific Islander	107	98%	92%	41%	116	96%	84%	28%
White	143	99%	85%	25%	136	93%	69%	26%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	7	100%	57%	0%	15	87%	60%	20%
General-Education Students	1737	99%	82%	14%	1802	98%	70%	12%
Students with Disabilities	576	90%	42%	1%	575	75%	29%	1%
English Proficient	2058	98%	76%	12%	2125	94%	63%	10%
Limited English Proficient	255	86%	41%	2%	252	76%	29%	0%
Economically Disadvantaged	1961	96%	70%	9%	2073	92%	60%	9%
Not Disadvantaged	352	96%	79%	17%	304	94%	61%	13%
Migrant								
Not Migrant	2313	96%	72%	11%	2377	92%	60%	9%

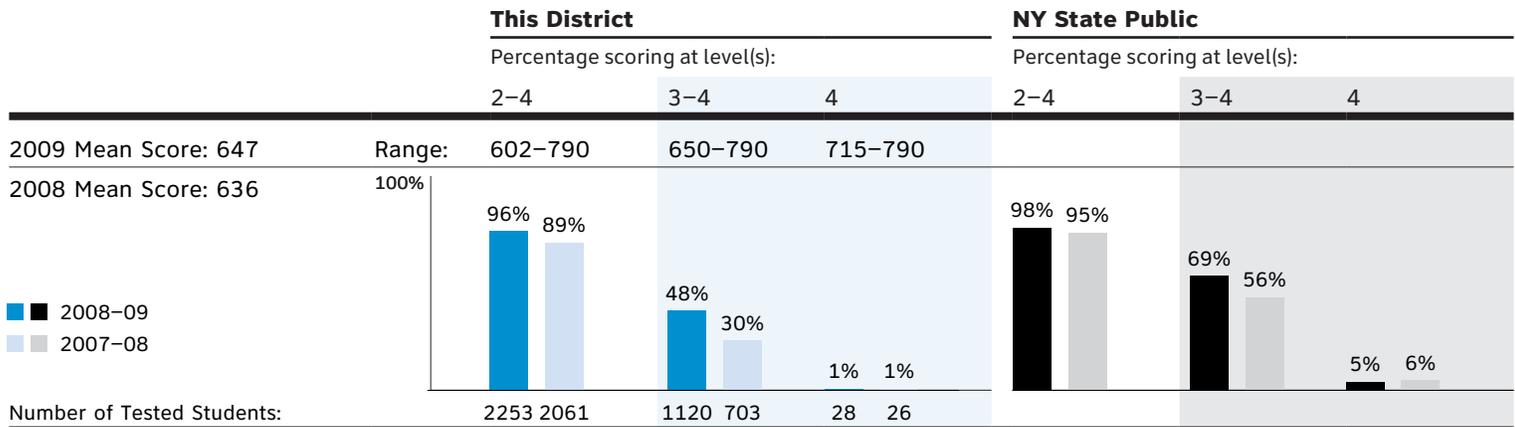
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	40	36	33	20	47	41	37	21

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2336	96%	48%	1%	2312	89%	30%	1%
Female	1141	98%	53%	2%	1115	92%	37%	1%
Male	1195	95%	43%	1%	1197	87%	25%	1%
American Indian or Alaska Native	12	-	-	-	6	100%	33%	17%
Black or African American	604	98%	46%	1%	684	92%	29%	1%
Hispanic or Latino	1472	96%	46%	1%	1393	87%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	109	97%	67%	6%	107	95%	56%	5%
White	138	96%	57%	4%	122	94%	47%	6%
Multiracial	1	-	-	-				
Small Group Totals	13	100%	54%	0%				
General-Education Students	1784	99%	58%	2%	1781	96%	38%	1%
Students with Disabilities	552	88%	16%	0%	531	68%	6%	0%
English Proficient	2093	98%	52%	1%	2084	92%	34%	1%
Limited English Proficient	243	85%	12%	0%	228	61%	1%	0%
Economically Disadvantaged	1975	96%	46%	1%	1963	89%	29%	1%
Not Disadvantaged	361	98%	58%	2%	349	91%	37%	3%
Migrant								
Not Migrant	2336	96%	48%	1%	2312	89%	30%	1%

NOTES

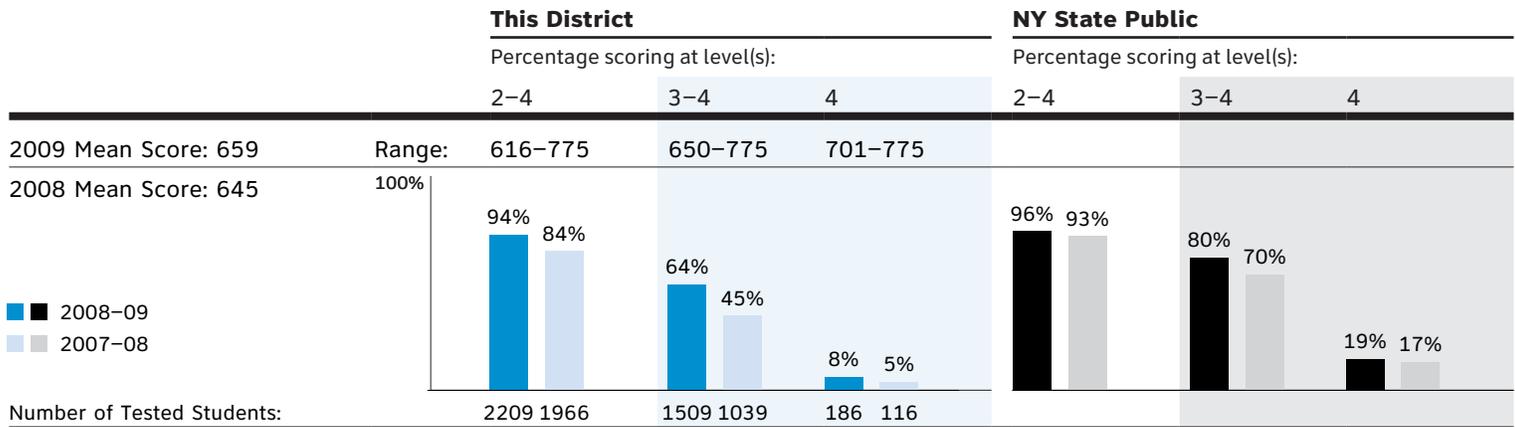
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Other Assessments

	2008-09 School Year				2007-08 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	61	61	56	46	42	41	39	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	22	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 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	2349	94%	64%	8%	2334	84%	45%	5%
Female	1147	96%	67%	10%	1120	87%	46%	5%
Male	1202	93%	61%	6%	1214	82%	43%	5%
American Indian or Alaska Native	12	-	-	-	6	83%	83%	0%
Black or African American	598	93%	61%	5%	681	83%	40%	3%
Hispanic or Latino	1484	94%	63%	6%	1411	84%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	114	96%	85%	28%	114	94%	70%	20%
White	140	96%	71%	26%	122	89%	61%	18%
Multiracial	1	-	-	-				
Small Group Totals	13	100%	62%	15%				
General-Education Students	1802	98%	74%	10%	1808	92%	53%	6%
Students with Disabilities	547	81%	34%	1%	526	56%	14%	1%
English Proficient	2084	95%	67%	9%	2080	86%	46%	5%
Limited English Proficient	265	84%	44%	1%	254	73%	30%	1%
Economically Disadvantaged	1987	94%	64%	7%	1989	84%	43%	4%
Not Disadvantaged	362	95%	65%	12%	345	85%	51%	9%
Migrant								
Not Migrant	2349	94%	64%	8%	2334	84%	45%	5%

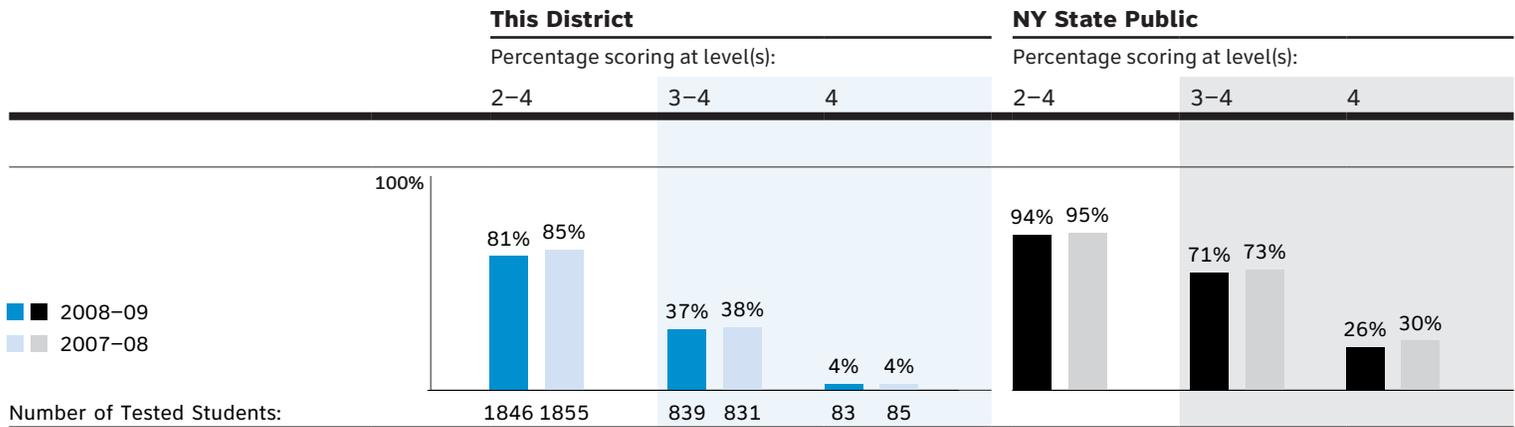
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Other Assessments

	2008-09 School Year				2007-08 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	61	57	55	33	42	40	33	19

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	2201	80%	35%	3%	2157	85%	37%	4%
Female	1068	82%	34%	3%	1061	86%	37%	3%
Male	1133	78%	35%	4%	1096	83%	38%	5%
American Indian or Alaska Native	10	-	-	-	3	-	-	-
Black or African American	571	77%	30%	2%	620	86%	36%	2%
Hispanic or Latino	1386	80%	33%	3%	1333	83%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	107	88%	60%	12%	103	89%	60%	16%
White	126	90%	51%	7%	98	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	11	82%	64%	0%	101	92%	54%	12%
General-Education Students	1683	87%	42%	4%	1667	91%	44%	5%
Students with Disabilities	518	60%	13%	0%	490	63%	13%	1%
English Proficient	1949	83%	38%	4%	1904	87%	40%	4%
Limited English Proficient	252	55%	13%	0%	253	68%	18%	0%
Economically Disadvantaged	1866	79%	33%	3%	1851	84%	36%	3%
Not Disadvantaged	335	85%	47%	7%	306	87%	44%	7%
Migrant								
Not Migrant	2201	80%	35%	3%	2157	85%	37%	4%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	61	58	55	48	42	42	34	32
Regents Science	91	80	71	12	35	31	24	2

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

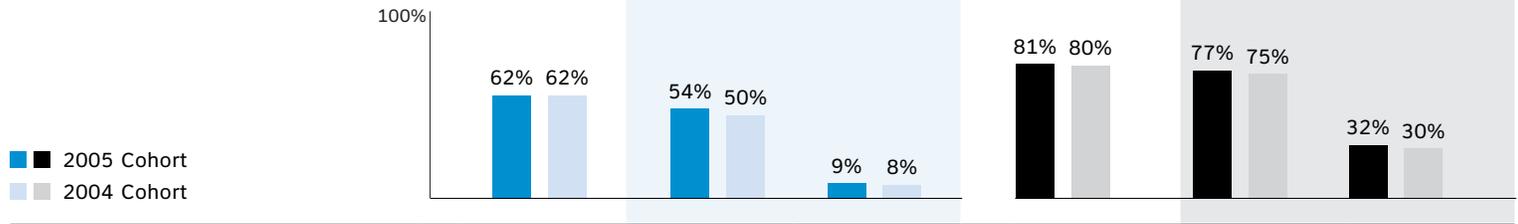
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2871	62%	54%	9%	2862	62%	50%	8%
Female	1397	70%	63%	12%	1442	68%	56%	9%
Male	1474	53%	46%	6%	1420	56%	44%	6%
American Indian or Alaska Native	14	50%	50%	14%	9	89%	56%	11%
Black or African American	846	60%	52%	7%	918	62%	48%	7%
Hispanic or Latino	1753	61%	53%	8%	1648	59%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	95	85%	82%	23%	105	86%	77%	18%
White	155	61%	58%	17%	169	69%	60%	21%
Multiracial	8	88%	88%	38%	13	62%	54%	8%
Small Group Totals								
General-Education Students	2288	71%	64%	11%	2324	70%	58%	9%
Students with Disabilities	583	23%	16%	1%	538	25%	16%	0%
English Proficient	2579	64%	57%	10%	2600	64%	52%	8%
Limited English Proficient	292	43%	31%	0%	262	43%	29%	1%
Economically Disadvantaged	2470	66%	58%	9%	2209	64%	52%	7%
Not Disadvantaged	401	36%	31%	7%	653	53%	44%	9%
Migrant								
Not Migrant	2871	62%	54%	9%	2862	62%	50%	8%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *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

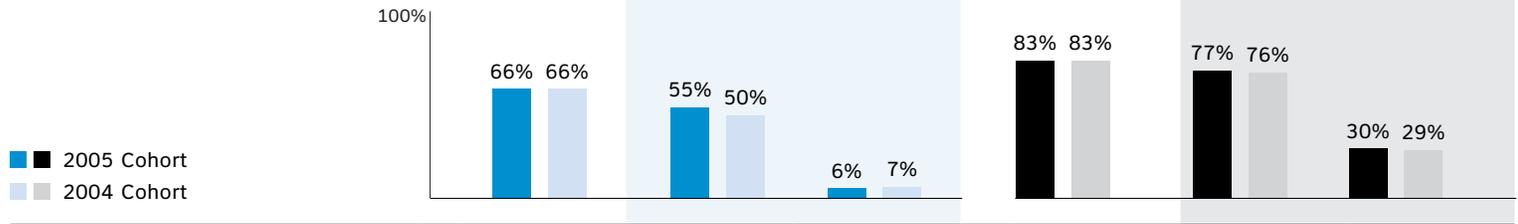
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2871	66%	55%	6%	2862	66%	50%	7%
Female	1397	73%	60%	5%	1442	70%	53%	7%
Male	1474	60%	50%	6%	1420	61%	47%	7%
American Indian or Alaska Native	14	50%	43%	14%	9	89%	67%	22%
Black or African American	846	63%	50%	4%	918	66%	48%	5%
Hispanic or Latino	1753	67%	55%	5%	1648	63%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	95	91%	84%	33%	105	89%	79%	25%
White	155	66%	63%	9%	169	69%	63%	17%
Multiracial	8	88%	88%	13%	13	62%	54%	8%
Small Group Totals								
General-Education Students	2288	77%	65%	7%	2324	74%	58%	8%
Students with Disabilities	583	26%	16%	1%	538	30%	15%	0%
English Proficient	2579	68%	56%	6%	2600	67%	52%	7%
Limited English Proficient	292	56%	41%	2%	262	55%	35%	5%
Economically Disadvantaged	2470	70%	58%	6%	2209	68%	52%	7%
Not Disadvantaged	401	43%	34%	2%	653	57%	43%	7%
Migrant								
Not Migrant	2871	66%	55%	6%	2862	66%	50%	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

2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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