



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #22**

District ID **33-22-00-01-0000**

Superintendent **MARIANNE FERRARA**

Telephone **(718) 968-6117**

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](mailto: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	920	1038	977
Kindergarten	2460	2464	2503
Grade 1	2794	2691	2722
Grade 2	2604	2657	2657
Grade 3	2650	2540	2625
Grade 4	2535	2642	2553
Grade 5	2643	2487	2598
Grade 6	2330	2262	2233
Ungraded Elementary	1590	1698	1764
Grade 7	2451	2351	2283
Grade 8	2396	2372	2375
Grade 9	3843	3171	3123
Grade 10	3250	3438	2931
Grade 11	2434	2064	2316
Grade 12	2433	2540	2155
Ungraded Secondary	1011	1056	1144
<b>Total K-12</b>	<b>37424</b>	<b>36433</b>	<b>35982</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	26	23	25
<b>Grade 8</b>			
English	28	29	27
Mathematics	28	27	28
Science	28	30	29
Social Studies	29	29	29
<b>Grade 10</b>			
English	32	31	32
Mathematics	30	29	31
Science	31	29	33
Social Studies	31	31	31

### 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 #22

District ID 33-22-00-01-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	19431	52%	18619	51%	19605	54%
Reduced-Price Lunch	3399	9%	3373	9%	3594	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3374	9%	3400	9%	3609	10%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	130	0%	114	0%	106	0%
Black or African American	17361	46%	16681	46%	16049	45%
Hispanic or Latino	4777	13%	4749	13%	4797	13%
Asian or Native Hawaiian/Other Pacific Islander	5310	14%	5409	15%	5647	16%
White	9846	26%	9480	26%	9383	26%
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	1469	4%	1474	4%	1481	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.

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	2520	2553	2521
Percent with No Valid Teaching Certificate	4%	2%	1%
Percent Teaching Out of Certification	8%	7%	6%
Percent with Fewer Than Three Years of Experience	12%	11%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	43%	44%	46%
<b>Total Number of Core Classes</b>	5067	5435	5265
Percent Not Taught by Highly Qualified Teachers	9%	9%	5%
<b>Total Number of Classes</b>	6539	6616	6389
Percent Taught by Teachers Without Appropriate Certification	10%	8%	7%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%		15%
Turnover Rate of All Teachers	12%		12%

## 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](http://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](http://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)

**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

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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native			—	—	—	—
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial			—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	SH					
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	10 of 10	10 of 10	1 of 1	6 of 8	7 of 8	1 of 1

#### AYP Status

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


#### Accountability Status Levels

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


































## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 10 of 10 Student groups making AYP in English language arts  
 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 English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (16810:16179)			100%		174	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (51:47)			98%		183	130	
Black or African American (8197:7935)			100%		167	143	
Hispanic or Latino (2253:2165)			99%		170	142	
Asian or Native Hawaiian/Other Pacific Islander (2312:2160)			100%		182	142	
White (3933:3811)			100%		187	142	
Multiracial (64:61)			100%		187	132	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3077:2924)			98%		136	142	127 142
Limited English Proficient <sup>5</sup> (1500:1878)			99%		151	141	
Economically Disadvantaged (14182:13648)			100%		173	143	
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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** 10 of 10 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (16849:16281)			100%		184	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (51:47)			98%		187	105	
Black or African American (8215:7938)			100%		177	118	
Hispanic or Latino (2245:2166)			99%		183	117	
Asian or Native Hawaiian/Other Pacific Islander (2329:2226)			100%		194	117	
White (3944:3841)			100%		193	117	
Multiracial (65:63)			100%		183	107	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3066:2896)			98%		153	117	
Limited English Proficient <sup>5</sup> (1529:2068)			100%		175	117	
Economically Disadvantaged (14209:13739)			100%		184	118	
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (5652:5397)		Qualified		99%		166	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (14:13)	—	—	—	—	—	—	—	—
Black or African American (2822:2689)		Qualified		99%		155	100	
Hispanic or Latino (732:691)		Qualified		99%		165	100	
Asian or Native Hawaiian/Other Pacific Islander (777:737)		Qualified		100%		179	100	
White (1286:1248)		Qualified		99%		183	100	
Multiracial (21:19)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (1008:933)		Qualified		96%		132	100	
Limited English Proficient <sup>4</sup> (523:642)		Qualified		99%		145	100	
Economically Disadvantaged (4743:4521)		Qualified		99%		166	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.


<sup>4</sup> 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**  
**(2009–10)**

**Accountability Measures** 6 of 8 Student groups making AYP in English language arts  
 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 English language arts accountability measures?

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (2551:2512)			100%		177	169	
<b>Ethnicity</b>							
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—
Black or African American (1057:1021)			99%		170	168	
Hispanic or Latino (290:284)			100%		168	165	
Asian or Native Hawaiian/Other Pacific Islander (465:455)			100%		190	166	
White (723:737)			100%		184	167	
Multiracial (9:8)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (138:210)			97%		119	163	118‡ 127
Limited English Proficient <sup>5</sup> (141:198)			100%		157	163	142‡ 161
Economically Disadvantaged (794:844)			99%		173	167	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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** 7 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 (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09      2009–10
<b>All Students</b> (2551:2512)			100%		175	164	
<b>Ethnicity</b>							
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—
Black or African American (1057:1021)			100%		165	163	
Hispanic or Latino (290:284)			100%		168	160	
Asian or Native Hawaiian/Other Pacific Islander (465:455)			99%		191	161	
White (723:737)			100%		184	162	
Multiracial (9:8)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (138:210)			98%		118	158	112 <sup>‡</sup> 126
Limited English Proficient <sup>5</sup> (141:198)			100%		158	158	
Economically Disadvantaged (794:844)			100%		174	162	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

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


<sup>‡</sup> 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

### 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 <sup>1</sup>	State Standard	2008–09	2009–10
<b>All Students</b> (3247)			71%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (9)		–	–	–		
Black or African American (1418)			66%	55%		
Hispanic or Latino (373)			60%	55%		
Asian or Native Hawaiian/Other Pacific Islander (506)			80%	55%		
White (935)			78%	55%		
Multiracial (6)						
<b>Other Groups</b>						
Students with Disabilities (335)			31%	55%	38%	32%
Limited English Proficient <sup>2</sup> (277)			46%	55%	55%	47%
Economically Disadvantaged (807)			59%	55%		
<b>Final AYP Determination</b>  1 of 1						

#### NOTES

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

<sup>2</sup> 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 #22



District ID 33-22-00-01-0000



## 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	78%			2811
Grade 4	74%			2807
Grade 5	81%			2884
Grade 6	78%			2515
Grade 7	78%			2557
Grade 8	65%			2611

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	95%			2859
Grade 4	88%			2868
Grade 5	91%			2943
Grade 6	82%			2548
Grade 7	85%			2599
Grade 8	74%			2651

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	87%			2869
Grade 8	56%			2613

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	78%			2795
Mathematics	75%			2795

### 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](http://www.emsc.nysed.gov/irts).

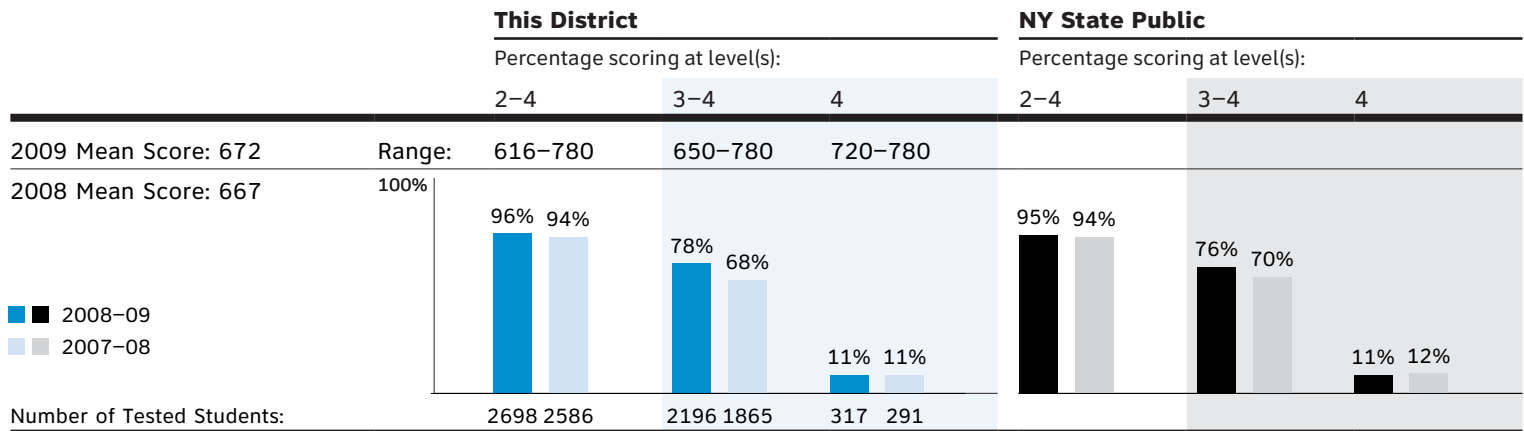
In this section, this district's performance is compared with that of public schools statewide.

### 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

	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
<b>All Students</b>	<b>2811</b>	<b>96%</b>	<b>78%</b>	<b>11%</b>	<b>2747</b>	<b>94%</b>	<b>68%</b>	<b>11%</b>
Female	1369	98%	84%	13%	1370	96%	72%	12%
Male	1442	95%	72%	9%	1377	93%	63%	9%
American Indian or Alaska Native	14	100%	93%	14%	6	-	-	-
Black or African American	1282	95%	71%	6%	1323	93%	60%	5%
Hispanic or Latino	406	95%	73%	7%	379	93%	63%	8%
Asian or Native Hawaiian/Other Pacific Islander	402	98%	86%	16%	372	94%	72%	14%
White	700	98%	90%	21%	664	98%	84%	21%
Multiracial	7	100%	71%	14%	3	-	-	-
Small Group Totals					9	100%	78%	22%
General-Education Students	2362	99%	85%	13%	2252	98%	76%	12%
Students with Disabilities	449	82%	43%	4%	495	78%	33%	4%
English Proficient	2538	97%	81%	12%	2471	96%	72%	12%
Limited English Proficient	273	88%	52%	2%	276	80%	33%	1%
Economically Disadvantaged	2510	96%	77%	10%	2245	93%	64%	8%
Not Disadvantaged	301	98%	85%	21%	502	98%	86%	22%
Migrant								
Not Migrant	2811	96%	78%	11%	2747	94%	68%	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.

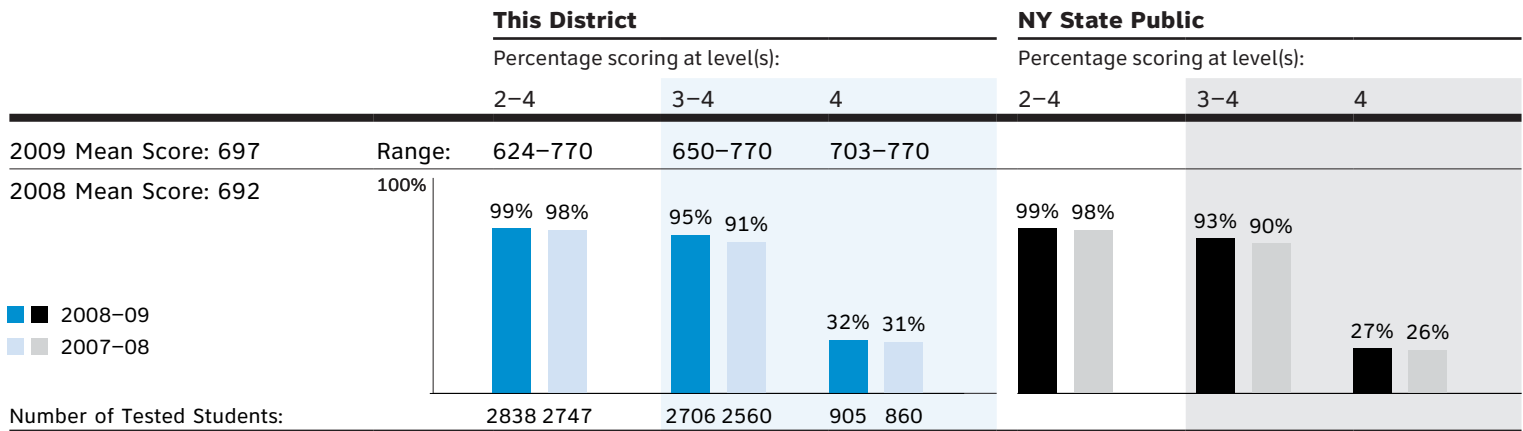
## Other Assessments

	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	45	45	40	28	34	30	29	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	49	N/A	N/A	N/A	36	N/A	N/A	N/A

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



## This District's Results in Grade 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
<b>All Students</b>	<b>2859</b>	<b>99%</b>	<b>95%</b>	<b>32%</b>	<b>2801</b>	<b>98%</b>	<b>91%</b>	<b>31%</b>
Female	1395	100%	96%	32%	1400	98%	92%	32%
Male	1464	99%	93%	31%	1401	98%	91%	30%
American Indian or Alaska Native	14	100%	100%	29%	6	-	-	-
Black or African American	1290	99%	92%	21%	1327	97%	87%	17%
Hispanic or Latino	410	100%	95%	27%	385	98%	94%	25%
Asian or Native Hawaiian/Other Pacific Islander	425	100%	97%	43%	402	99%	94%	49%
White	713	100%	97%	47%	679	99%	97%	49%
Multiracial	7	100%	100%	14%	2	-	-	-
Small Group Totals					8	100%	100%	38%
General-Education Students	2409	100%	97%	35%	2308	99%	95%	34%
Students with Disabilities	450	98%	81%	12%	493	93%	76%	13%
English Proficient	2535	100%	96%	34%	2467	99%	93%	33%
Limited English Proficient	324	96%	85%	12%	334	95%	82%	16%
Economically Disadvantaged	2558	99%	94%	30%	2295	98%	90%	27%
Not Disadvantaged	301	99%	96%	42%	506	99%	96%	48%
Migrant								
Not Migrant	2859	99%	95%	32%	2801	98%	91%	31%

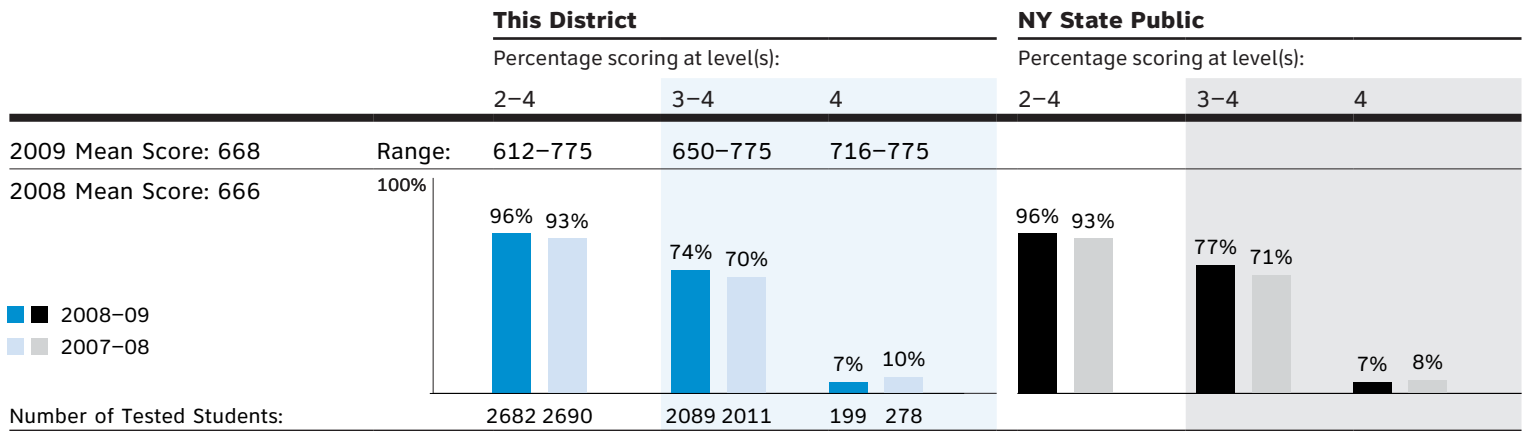
### NOTES

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	45	44	41	22	33	32	31	20

## 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
<b>All Students</b>	<b>2807</b>	<b>96%</b>	<b>74%</b>	<b>7%</b>	<b>2886</b>	<b>93%</b>	<b>70%</b>	<b>10%</b>
Female	1408	97%	78%	9%	1450	94%	74%	11%
Male	1399	94%	71%	5%	1436	92%	65%	8%
American Indian or Alaska Native	6	100%	83%	0%	11	-	-	-
Black or African American	1325	95%	67%	2%	1407	91%	62%	4%
Hispanic or Latino	391	94%	70%	4%	430	92%	60%	6%
Asian or Native Hawaiian/Other Pacific Islander	399	96%	78%	11%	366	95%	80%	16%
White	681	98%	88%	16%	669	97%	88%	20%
Multiracial	5	80%	80%	20%	3	-	-	-
Small Group Totals					14	100%	64%	0%
General-Education Students	2307	99%	82%	8%	2400	97%	77%	11%
Students with Disabilities	500	81%	41%	2%	486	74%	32%	1%
English Proficient	2551	97%	78%	8%	2645	95%	74%	10%
Limited English Proficient	256	83%	42%	0%	241	78%	26%	0%
Economically Disadvantaged	2529	95%	73%	6%	2375	93%	66%	7%
Not Disadvantaged	278	97%	87%	21%	511	96%	86%	20%
Migrant								
Not Migrant	2807	96%	74%	7%	2886	93%	70%	10%

### NOTES

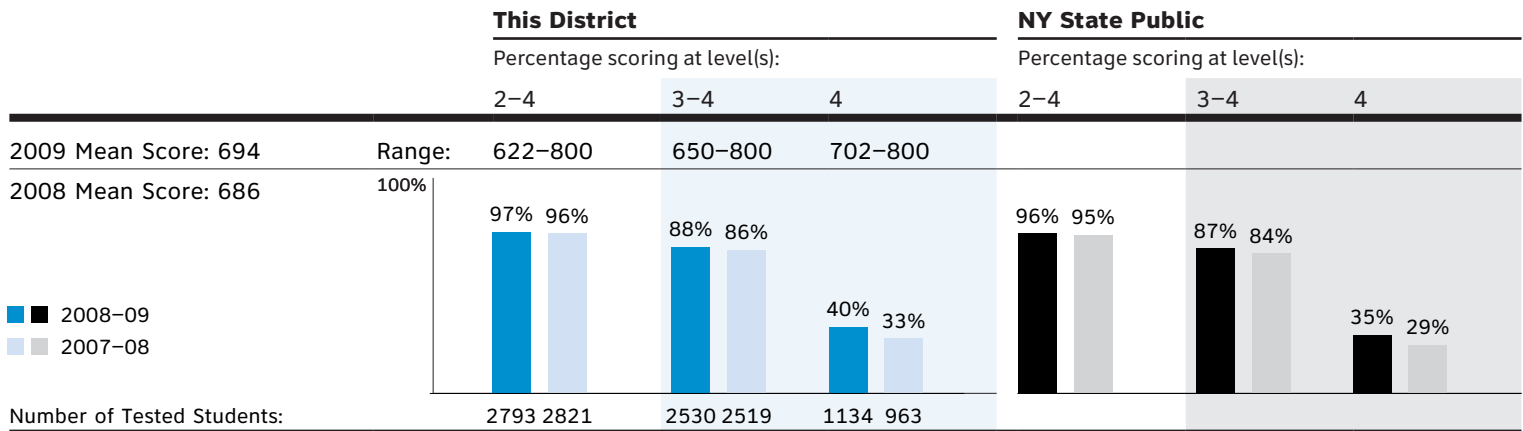
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## Other Assessments

	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	49	46	41	26	47	40	40	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	51	N/A	N/A	N/A	29	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	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
<b>All Students</b>	<b>2868</b>	<b>97%</b>	<b>88%</b>	<b>40%</b>	<b>2940</b>	<b>96%</b>	<b>86%</b>	<b>33%</b>
Female	1439	98%	89%	40%	1476	96%	86%	32%
Male	1429	97%	87%	39%	1464	96%	86%	34%
American Indian or Alaska Native	6	100%	100%	67%	12	-	-	-
Black or African American	1351	97%	83%	24%	1429	94%	80%	18%
Hispanic or Latino	393	96%	87%	34%	430	96%	83%	22%
Asian or Native Hawaiian/Other Pacific Islander	417	99%	94%	58%	386	98%	93%	56%
White	696	99%	95%	62%	680	99%	96%	57%
Multiracial	5	80%	80%	20%	3	-	-	-
Small Group Totals					15	93%	80%	27%
General-Education Students	2367	99%	92%	45%	2449	98%	90%	38%
Students with Disabilities	501	90%	69%	16%	491	85%	62%	8%
English Proficient	2555	98%	90%	42%	2649	97%	88%	35%
Limited English Proficient	313	92%	74%	17%	291	88%	66%	8%
Economically Disadvantaged	2586	97%	88%	38%	2428	96%	84%	28%
Not Disadvantaged	282	99%	94%	56%	512	98%	94%	56%
Migrant								
Not Migrant	2868	97%	88%	40%	2940	96%	86%	33%

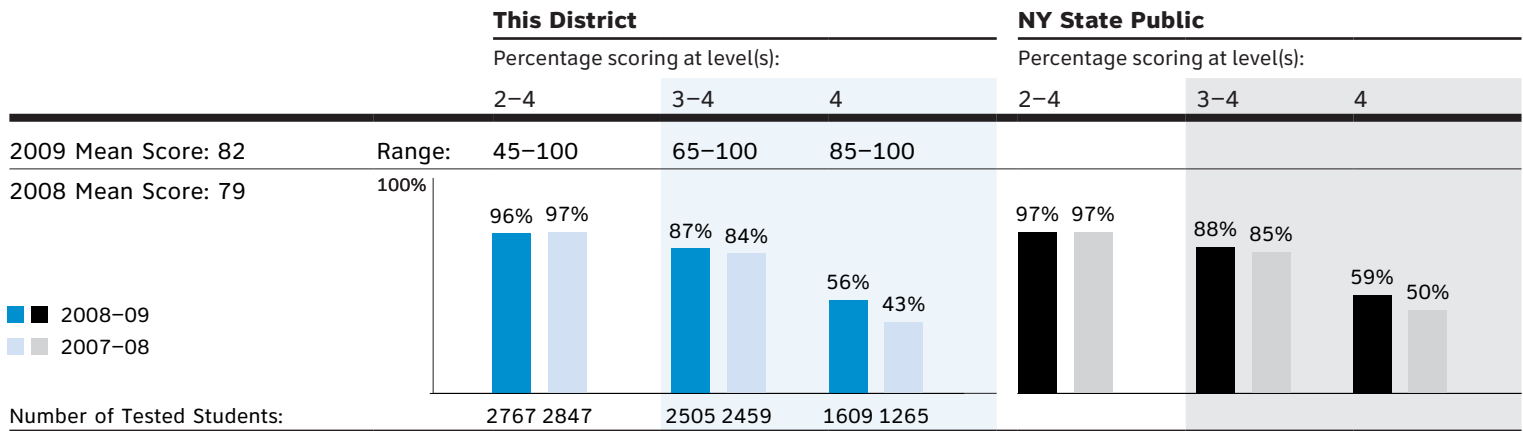
### NOTES

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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	49	49	46	27	50	48	43	32

## 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
<b>All Students</b>	<b>2869</b>	<b>96%</b>	<b>87%</b>	<b>56%</b>	<b>2942</b>	<b>97%</b>	<b>84%</b>	<b>43%</b>
Female	1436	97%	88%	58%	1483	96%	84%	43%
Male	1433	96%	86%	54%	1459	97%	84%	43%
American Indian or Alaska Native	6	100%	100%	83%	11	-	-	-
Black or African American	1351	95%	84%	46%	1431	96%	78%	30%
Hispanic or Latino	394	97%	86%	52%	429	95%	79%	36%
Asian or Native Hawaiian/Other Pacific Islander	418	96%	90%	63%	388	98%	92%	60%
White	693	99%	94%	74%	680	99%	93%	65%
Multiracial	7	86%	71%	43%	3	-	-	-
Small Group Totals					14	93%	79%	50%
General-Education Students	2374	98%	91%	62%	2457	98%	88%	48%
Students with Disabilities	495	89%	70%	30%	485	91%	60%	17%
English Proficient	2555	98%	90%	60%	2655	98%	86%	46%
Limited English Proficient	314	86%	62%	22%	287	86%	57%	12%
Economically Disadvantaged	2586	96%	86%	53%	2432	96%	82%	38%
Not Disadvantaged	283	99%	96%	81%	510	98%	91%	68%
Migrant								
Not Migrant	2869	96%	87%	56%	2942	97%	84%	43%

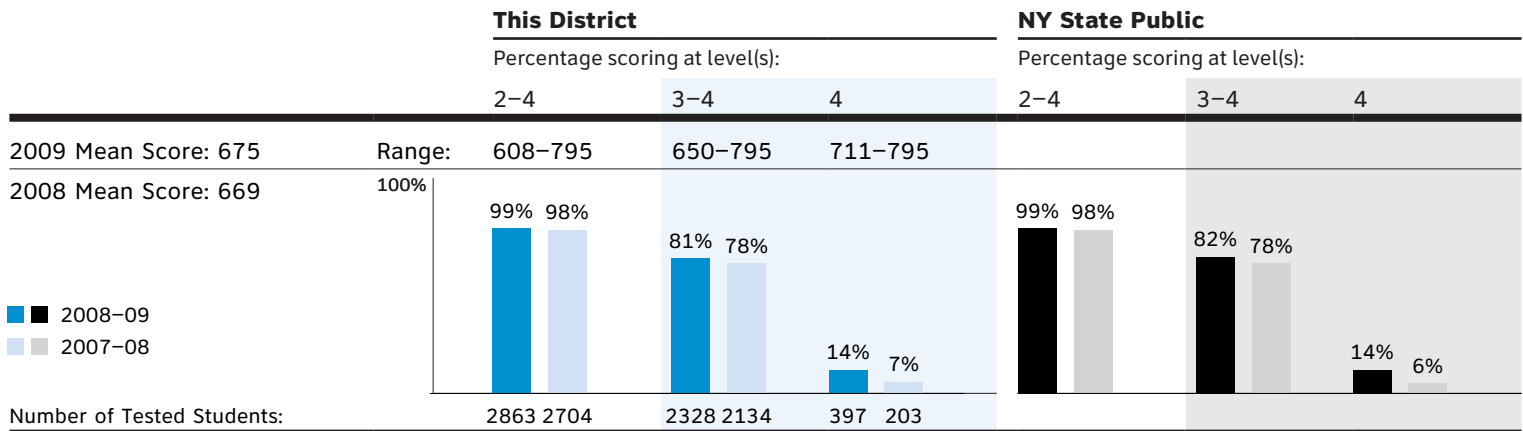
### NOTES

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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	48	45	45	38	48	45	45	39

## 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
<b>All Students</b>	<b>2884</b>	<b>99%</b>	<b>81%</b>	<b>14%</b>	<b>2747</b>	<b>98%</b>	<b>78%</b>	<b>7%</b>
Female	1458	100%	83%	14%	1378	99%	80%	8%
Male	1426	99%	79%	13%	1369	98%	75%	7%
American Indian or Alaska Native	10	-	-	-	9	100%	67%	11%
Black or African American	1387	99%	75%	7%	1326	98%	73%	3%
Hispanic or Latino	424	99%	77%	9%	367	97%	70%	5%
Asian or Native Hawaiian/Other Pacific Islander	383	100%	85%	23%	372	99%	81%	12%
White	676	99%	93%	25%	663	99%	90%	14%
Multiracial	4	-	-	-	10	100%	90%	10%
Small Group Totals	14	100%	86%	21%				
General-Education Students	2394	100%	87%	16%	2276	100%	84%	9%
Students with Disabilities	490	97%	50%	2%	471	93%	47%	1%
English Proficient	2662	100%	84%	15%	2561	99%	81%	8%
Limited English Proficient	222	96%	42%	0%	186	90%	30%	0%
Economically Disadvantaged	2605	99%	80%	13%	2291	98%	75%	5%
Not Disadvantaged	279	99%	90%	23%	456	100%	91%	18%
Migrant								
Not Migrant	2884	99%	81%	14%	2747	98%	78%	7%

### NOTES

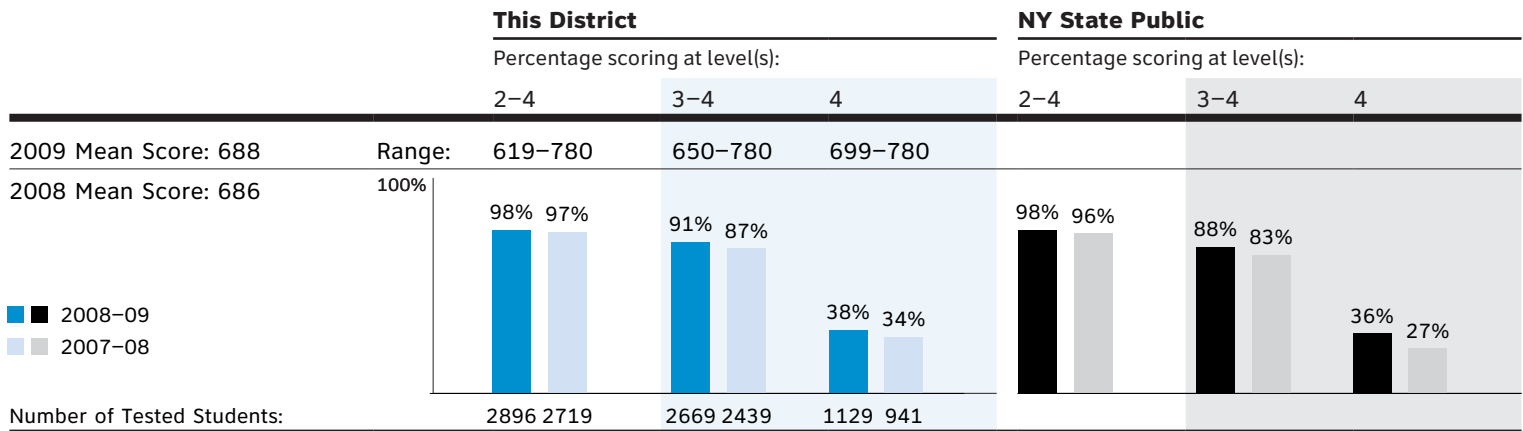
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	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	58	57	55	42	34	34	30	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	39	N/A	N/A	N/A	48	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
<b>All Students</b>	<b>2943</b>	<b>98%</b>	<b>91%</b>	<b>38%</b>	<b>2807</b>	<b>97%</b>	<b>87%</b>	<b>34%</b>
Female	1495	98%	91%	39%	1409	97%	88%	34%
Male	1448	99%	90%	38%	1398	96%	86%	33%
American Indian or Alaska Native	10	-	-	-	9	100%	100%	44%
Black or African American	1407	98%	87%	23%	1352	95%	82%	21%
Hispanic or Latino	427	99%	89%	32%	374	96%	82%	24%
Asian or Native Hawaiian/Other Pacific Islander	406	99%	95%	59%	390	99%	94%	53%
White	689	100%	97%	62%	672	99%	96%	52%
Multiracial	4	-	-	-	10	100%	90%	50%
Small Group Totals	14	100%	93%	36%				
General-Education Students	2456	99%	94%	43%	2334	99%	91%	38%
Students with Disabilities	487	94%	72%	14%	473	88%	65%	11%
English Proficient	2674	99%	92%	41%	2559	98%	90%	36%
Limited English Proficient	269	93%	75%	14%	248	87%	60%	8%
Economically Disadvantaged	2659	98%	90%	37%	2345	97%	85%	29%
Not Disadvantaged	284	99%	94%	54%	462	99%	95%	55%
Migrant								
Not Migrant	2943	98%	91%	38%	2807	97%	87%	34%

### 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	59	57	54	43	34	32	30	19

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 666	598-785	650-785	696-785*			
2008 Mean Score: 657						
	100%	98%	78%	100%	98%	81%
		61%	8%		67%	9%
			3%			5%
Number of Tested Students:	2513	2496	1961	1554	205	64

## 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
<b>All Students</b>	<b>2515</b>	<b>100%</b>	<b>78%</b>	<b>8%</b>	<b>2539</b>	<b>98%</b>	<b>61%</b>	<b>3%</b>
Female	1214	100%	82%	11%	1225	99%	67%	4%
Male	1301	100%	74%	6%	1314	97%	56%	2%
American Indian or Alaska Native	8	100%	100%	13%	4	-	-	-
Black or African American	1279	100%	73%	4%	1270	98%	53%	1%
Hispanic or Latino	314	100%	75%	5%	322	96%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	343	100%	85%	14%	325	99%	75%	3%
White	552	100%	87%	15%	609	99%	78%	6%
Multiracial	19	100%	100%	11%	9	-	-	-
Small Group Totals					13	100%	38%	0%
General-Education Students	2066	100%	85%	10%	2092	100%	69%	3%
Students with Disabilities	449	100%	46%	1%	447	93%	23%	0%
English Proficient	2355	100%	81%	9%	2399	99%	64%	3%
Limited English Proficient	160	99%	31%	1%	140	84%	14%	0%
Economically Disadvantaged	2003	100%	76%	7%	1929	98%	57%	2%
Not Disadvantaged	512	100%	87%	14%	610	99%	74%	5%
Migrant								
Not Migrant	2515	100%	78%	8%	2539	98%	61%	3%

### NOTES

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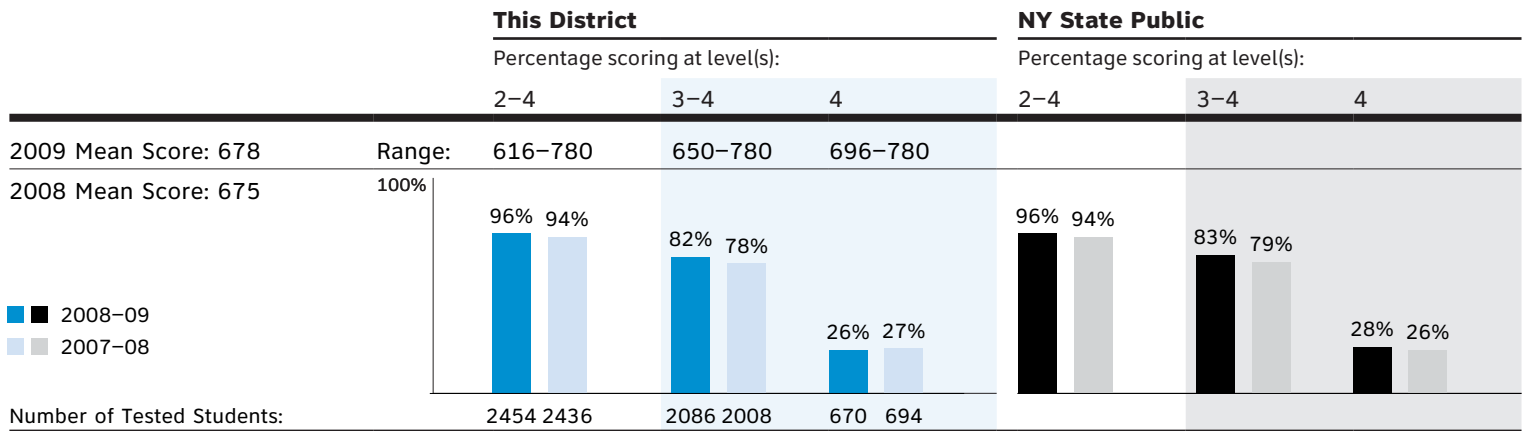
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	45	44	36	29	51	48	45	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	31	N/A	N/A	N/A	22	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	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
<b>All Students</b>	<b>2548</b>	<b>96%</b>	<b>82%</b>	<b>26%</b>	<b>2579</b>	<b>94%</b>	<b>78%</b>	<b>27%</b>
Female	1224	98%	85%	26%	1246	95%	80%	28%
Male	1324	95%	79%	26%	1333	94%	76%	26%
American Indian or Alaska Native	8	100%	100%	38%	4	-	-	-
Black or African American	1289	95%	75%	14%	1288	93%	70%	15%
Hispanic or Latino	314	96%	79%	17%	327	92%	74%	21%
Asian or Native Hawaiian/Other Pacific Islander	360	99%	93%	53%	334	99%	92%	54%
White	558	98%	92%	42%	617	98%	90%	41%
Multiracial	19	100%	95%	26%	9	-	-	-
Small Group Totals					13	85%	54%	0%
General-Education Students	2102	99%	88%	30%	2126	98%	86%	32%
Students with Disabilities	446	85%	53%	7%	453	78%	40%	4%
English Proficient	2357	97%	84%	28%	2406	96%	80%	28%
Limited English Proficient	191	87%	60%	10%	173	79%	46%	8%
Economically Disadvantaged	2027	96%	80%	25%	1961	94%	75%	24%
Not Disadvantaged	521	98%	89%	33%	618	97%	88%	36%
Migrant								
Not Migrant	2548	96%	82%	26%	2579	94%	78%	27%

### NOTES

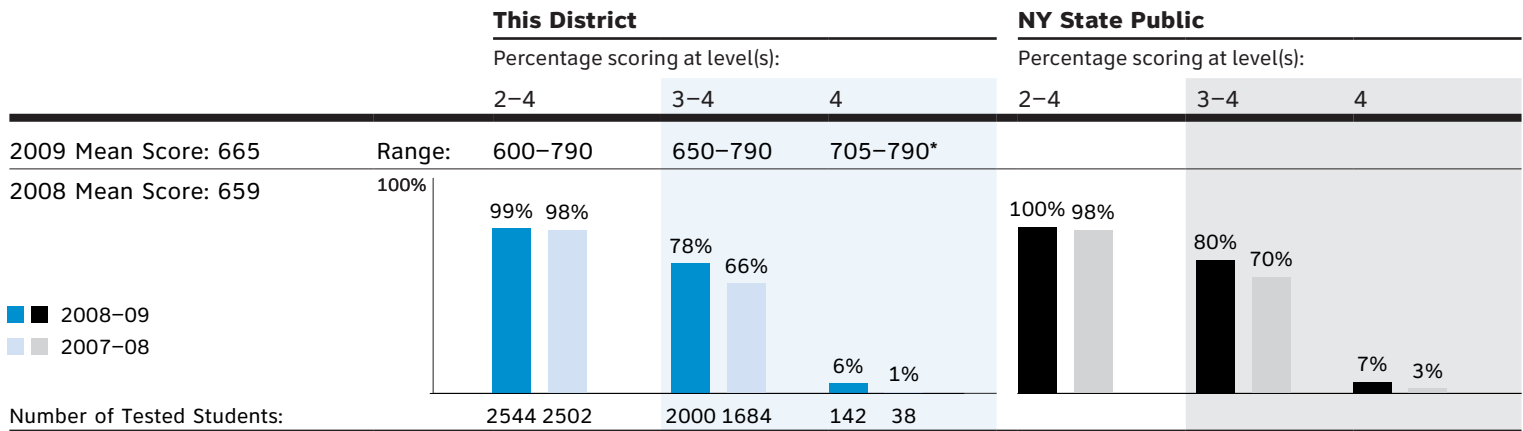
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## Other Assessments

	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	46	44	40	34	51	51	48	45



## 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
<b>All Students</b>	<b>2557</b>	<b>99%</b>	<b>78%</b>	<b>6%</b>	<b>2545</b>	<b>98%</b>	<b>66%</b>	<b>1%</b>
Female	1237	100%	84%	7%	1270	99%	73%	2%
Male	1320	99%	73%	4%	1275	98%	60%	1%
American Indian or Alaska Native	5	100%	40%	0%	7	86%	57%	0%
Black or African American	1281	100%	72%	2%	1349	98%	60%	1%
Hispanic or Latino	322	98%	72%	2%	321	97%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	334	100%	85%	12%	317	99%	79%	4%
White	602	100%	90%	10%	539	99%	78%	3%
Multiracial	13	100%	100%	15%	12	100%	75%	8%
<b>Small Group Totals</b>								
General-Education Students	2124	100%	85%	7%	2169	99%	73%	2%
Students with Disabilities	433	98%	44%	0%	376	93%	27%	0%
English Proficient	2413	100%	81%	6%	2419	99%	69%	2%
Limited English Proficient	144	95%	26%	0%	126	88%	19%	0%
Economically Disadvantaged	2051	99%	76%	5%	1904	98%	63%	1%
Not Disadvantaged	506	100%	86%	8%	641	99%	76%	2%
Migrant								
Not Migrant	2557	99%	78%	6%	2545	98%	66%	1%

### NOTES

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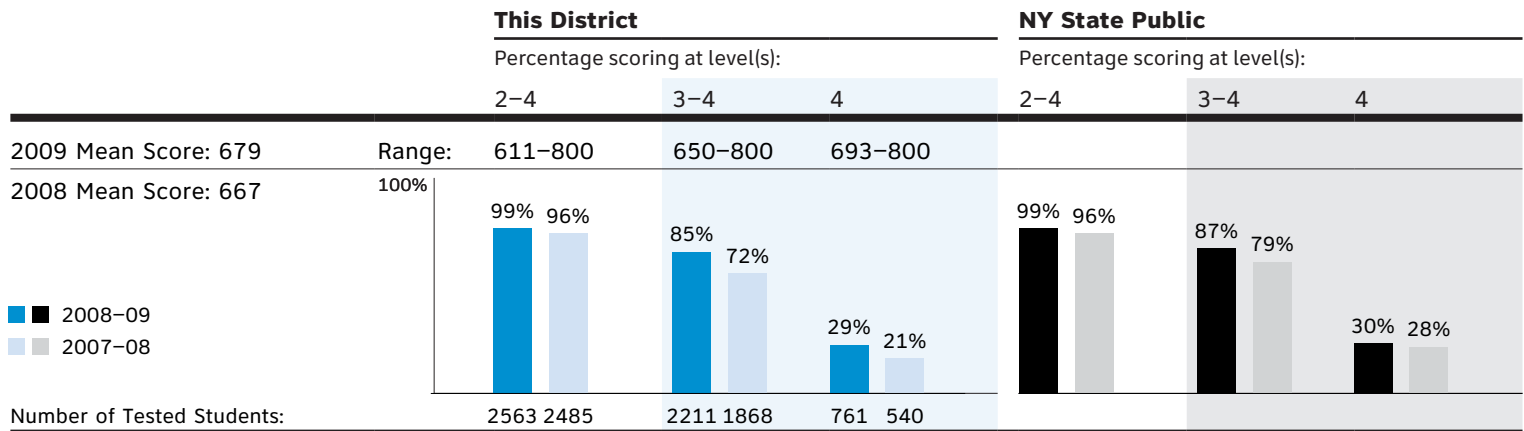
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	47	46	44	42	41	40	37	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	33	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

	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
<b>All Students</b>	<b>2599</b>	<b>99%</b>	<b>85%</b>	<b>29%</b>	<b>2592</b>	<b>96%</b>	<b>72%</b>	<b>21%</b>
Female	1257	99%	86%	30%	1288	97%	73%	22%
Male	1342	98%	84%	28%	1304	95%	71%	20%
American Indian or Alaska Native	5	80%	40%	0%	7	86%	57%	14%
Black or African American	1290	98%	80%	17%	1363	95%	64%	11%
Hispanic or Latino	325	99%	84%	16%	327	94%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	349	100%	92%	59%	330	98%	89%	48%
White	615	100%	94%	47%	553	98%	86%	34%
Multiracial	15	93%	73%	20%	12	100%	58%	33%
<b>Small Group Totals</b>								
General-Education Students	2169	99%	91%	34%	2214	98%	79%	24%
Students with Disabilities	430	94%	57%	4%	378	83%	34%	2%
English Proficient	2410	99%	87%	31%	2428	97%	73%	22%
Limited English Proficient	189	96%	55%	9%	164	86%	51%	5%
Economically Disadvantaged	2086	99%	84%	27%	1952	95%	69%	19%
Not Disadvantaged	513	99%	89%	39%	640	97%	80%	26%
Migrant								
Not Migrant	2599	99%	85%	29%	2592	96%	72%	21%

### 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	48	44	43	34	41	38	35	24

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
2009 Mean Score: 657	Range: 602-790			650-790			715-790
2008 Mean Score: 656							
Number of Tested Students:	2576	2540	1694	1444	71	103	

## 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
<b>All Students</b>	<b>2611</b>	<b>99%</b>	<b>65%</b>	<b>3%</b>	<b>2622</b>	<b>97%</b>	<b>55%</b>	<b>4%</b>
Female	1279	99%	71%	4%	1287	98%	62%	5%
Male	1332	98%	59%	2%	1335	96%	49%	3%
American Indian or Alaska Native	7	100%	57%	0%	15	-	-	-
Black or African American	1393	98%	58%	2%	1392	97%	48%	2%
Hispanic or Latino	318	98%	60%	1%	288	94%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	324	100%	77%	6%	337	98%	71%	7%
White	554	99%	78%	5%	586	97%	70%	8%
Multiracial	15	100%	80%	13%	4	-	-	-
Small Group Totals	19	89%	42%	0%	19	89%	42%	0%
General-Education Students	2217	100%	72%	3%	2246	99%	63%	5%
Students with Disabilities	394	93%	22%	0%	376	83%	10%	0%
English Proficient	2460	99%	68%	3%	2503	98%	57%	4%
Limited English Proficient	151	91%	19%	0%	119	78%	7%	0%
Economically Disadvantaged	2033	98%	64%	2%	1883	97%	51%	2%
Not Disadvantaged	578	99%	69%	4%	739	97%	66%	8%
Migrant								
Not Migrant	2611	99%	65%	3%	2622	97%	55%	4%

### NOTES

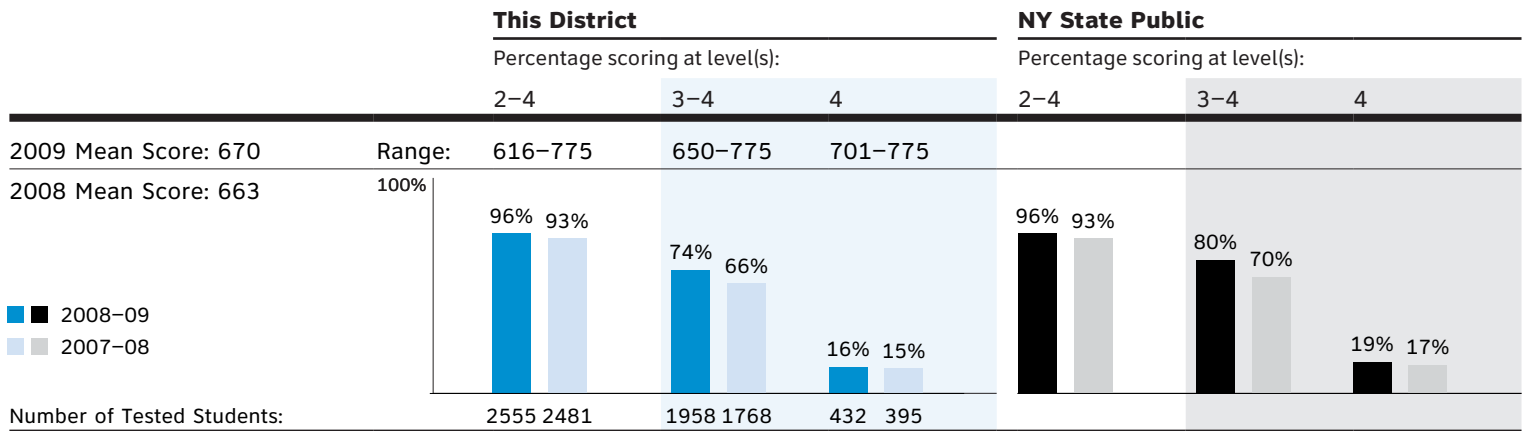
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## Other Assessments

	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	55	55	50	46	34	34	33	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	40	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 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
<b>All Students</b>	<b>2651</b>	<b>96%</b>	<b>74%</b>	<b>16%</b>	<b>2659</b>	<b>93%</b>	<b>66%</b>	<b>15%</b>
Female	1299	97%	78%	18%	1304	95%	70%	15%
Male	1352	96%	70%	15%	1355	91%	64%	15%
American Indian or Alaska Native	7	100%	86%	29%	15	-	-	-
Black or African American	1402	95%	66%	8%	1399	92%	57%	7%
Hispanic or Latino	321	95%	69%	13%	289	91%	56%	5%
Asian or Native Hawaiian/Other Pacific Islander	344	99%	93%	42%	358	97%	87%	36%
White	562	98%	84%	23%	595	96%	80%	25%
Multiracial	15	100%	80%	20%	3	-	-	-
Small Group Totals					18	89%	56%	17%
General-Education Students	2261	99%	81%	19%	2285	97%	72%	17%
Students with Disabilities	390	82%	35%	1%	374	72%	31%	2%
English Proficient	2455	97%	75%	17%	2506	94%	68%	16%
Limited English Proficient	196	90%	55%	9%	153	78%	44%	3%
Economically Disadvantaged	2072	96%	73%	16%	1911	93%	63%	13%
Not Disadvantaged	579	96%	78%	17%	748	95%	75%	20%
Migrant								
Not Migrant	2651	96%	74%	16%	2659	93%	66%	15%

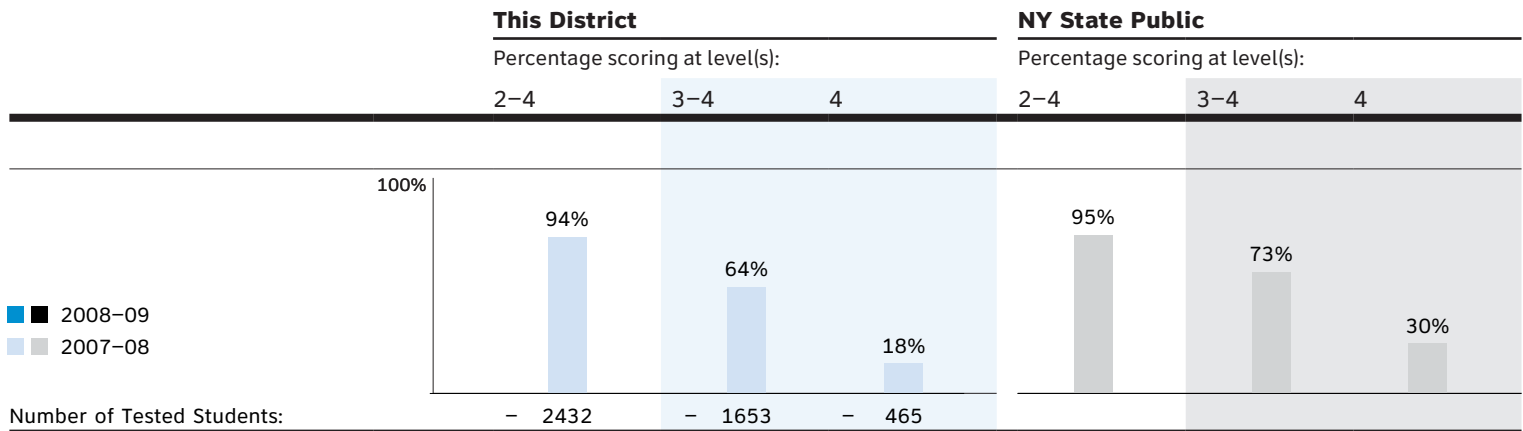
### NOTES

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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	55	51	48	37	34	34	33	20

## 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
<b>All Students</b>	<b>2613</b>	<b>89%</b>	<b>56%</b>	<b>12%</b>	<b>2585</b>	<b>94%</b>	<b>64%</b>	<b>18%</b>
Female	1286	91%	57%	12%	1278	94%	63%	17%
Male	1327	88%	54%	13%	1307	94%	64%	19%
American Indian or Alaska Native	7	86%	57%	0%	15	-	-	-
Black or African American	1378	85%	44%	6%	1354	93%	57%	11%
Hispanic or Latino	315	86%	53%	8%	283	92%	53%	10%
Asian or Native Hawaiian/Other Pacific Islander	345	94%	75%	28%	352	96%	80%	35%
White	554	97%	73%	21%	578	96%	75%	28%
Multiracial	14	86%	64%	7%	3	-	-	-
Small Group Totals					18	89%	56%	28%
General-Education Students	2242	93%	62%	14%	2232	96%	70%	21%
Students with Disabilities	371	63%	20%	3%	353	78%	26%	1%
English Proficient	2421	91%	58%	13%	2439	95%	66%	19%
Limited English Proficient	192	64%	24%	2%	146	73%	28%	1%
Economically Disadvantaged	2043	89%	54%	12%	1856	93%	60%	14%
Not Disadvantaged	570	91%	62%	16%	729	96%	73%	28%
Migrant								
Not Migrant	2613	89%	56%	12%	2585	94%	64%	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 8 Equivalent	55	50	44	43	35	35	31	29
Regents Science	1	-	-	-	7	5	3	1

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

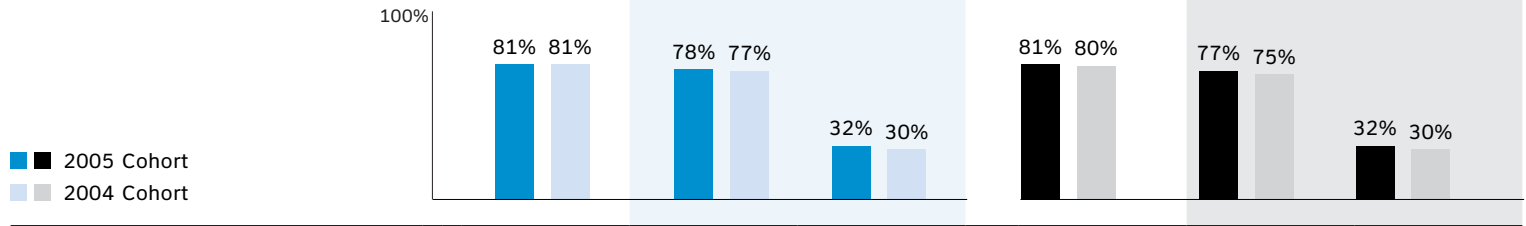
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 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
<b>All Students</b>	<b>2795</b>	<b>81%</b>	<b>78%</b>	<b>32%</b>	<b>3222</b>	<b>81%</b>	<b>77%</b>	<b>30%</b>
Female	1375	87%	84%	40%	1647	87%	83%	37%
Male	1420	76%	72%	24%	1575	75%	69%	22%
American Indian or Alaska Native	8	88%	88%	25%	9	67%	44%	11%
Black or African American	1133	77%	73%	16%	1400	78%	71%	16%
Hispanic or Latino	338	73%	66%	24%	372	73%	68%	24%
Asian or Native Hawaiian/Other Pacific Islander	485	90%	89%	48%	503	89%	87%	45%
White	820	85%	83%	49%	931	85%	83%	45%
Multiracial	11	73%	73%	0%	7	86%	71%	14%
<b>Small Group Totals</b>								
General-Education Students	2516	87%	84%	35%	2896	86%	82%	32%
Students with Disabilities	279	32%	25%	4%	326	35%	29%	7%
English Proficient	2597	83%	80%	34%	2994	83%	79%	32%
Limited English Proficient	198	59%	51%	4%	228	53%	43%	2%
Economically Disadvantaged	930	78%	74%	28%	795	70%	66%	24%
Not Disadvantaged	1865	83%	80%	34%	2427	85%	80%	32%
Migrant								
Not Migrant	2795	81%	78%	32%	3222	81%	77%	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

### 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

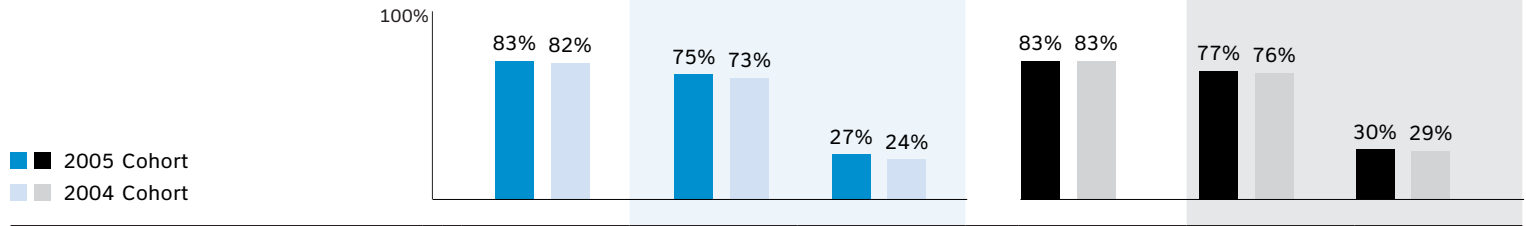
### NY State Public

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
<b>All Students</b>	<b>2795</b>	<b>83%</b>	<b>75%</b>	<b>27%</b>	<b>3222</b>	<b>82%</b>	<b>73%</b>	<b>24%</b>
Female	1375	87%	80%	31%	1647	88%	80%	28%
Male	1420	79%	71%	23%	1575	77%	65%	20%
American Indian or Alaska Native	8	88%	88%	25%	9	78%	67%	11%
Black or African American	1133	79%	67%	11%	1400	78%	64%	12%
Hispanic or Latino	338	75%	65%	17%	372	74%	62%	13%
Asian or Native Hawaiian/Other Pacific Islander	485	93%	89%	50%	503	91%	88%	46%
White	820	86%	83%	39%	931	87%	82%	34%
Multiracial	11	73%	64%	0%	7	100%	57%	0%
<b>Small Group Totals</b>								
General-Education Students	2516	89%	81%	29%	2896	88%	79%	26%
Students with Disabilities	279	33%	22%	3%	326	33%	21%	2%
English Proficient	2597	84%	77%	28%	2994	84%	75%	25%
Limited English Proficient	198	65%	53%	10%	228	64%	44%	7%
Economically Disadvantaged	930	81%	74%	24%	795	73%	63%	23%
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Migrant								
Not Migrant	2795	83%	75%	27%	3222	82%	73%	24%

### 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.

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