



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #25**

District ID **34-25-00-01-0000**

Superintendent **DIANE FOLEY**

Telephone **(718) 281-7605**

Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2008–09 accountability status.

4 Review an Overview of District Performance.

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

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2005-06	2006-07	2007-08
Pre-K	724	879	1138
Kindergarten	2266	2096	2134
Grade 1	2228	2276	2112
Grade 2	2065	2080	2102
Grade 3	2040	1943	1962
Grade 4	2071	2002	1932
Grade 5	2075	2037	1989
Grade 6	2142	2087	2080
Ungraded Elementary	918	1009	1157
Grade 7	2168	2197	2087
Grade 8	2125	2184	2217
Grade 9	3312	3032	2998
Grade 10	2341	1999	2276
Grade 11	1391	1486	1406
Grade 12	1154	1233	1569
Ungraded Secondary	671	711	752
Total K-12	28967	28372	28773

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	24	24	24
Grade 8			
English	29	27	28
Mathematics	29	28	28
Science	29	29	29
Social Studies	29	29	29
Grade 10			
English	25	29	29
Mathematics	21	31	28
Science	23	30	28
Social Studies	27	30	30

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.

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	15586	54%	15744	55%	15527	54%
Reduced-Price Lunch	4808	17%	4280	15%	4138	14%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	5421	19%	5270	19%	5714	20%
Racial/Ethnic Origin						
American Indian or Alaska Native	86	0%	64	0%	66	0%
Black or African American	3013	10%	2942	10%	3264	11%
Hispanic or Latino	8698	30%	8604	30%	8761	30%
Asian or Native Hawaiian/Other Pacific Islander	11482	40%	11429	40%	11462	40%
White	5688	20%	5333	19%	5220	18%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	556	2%	1027	4%	1023	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

	2005-06	2006-07	2007-08
Total Number of Teachers	1979	2011	2018
Percent with No Valid Teaching Certificate	2%	2%	1%
Percent Teaching Out of Certification	8%	7%	5%
Percent with Fewer Than Three Years of Experience	11%	9%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	53%	53%
Total Number of Core Classes	7314	4085	4703
Percent Not Taught by Highly Qualified Teachers	6%	8%	5%
Total Number of Classes	5176	5381	5656
Percent Taught by Teachers Without Appropriate Certification	11%	9%	6%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	15%	
Turnover Rate of All Teachers	13%	12%	

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

$$100 \times [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]$$

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

$$100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]$$

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07

2007–08

2008–09

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English 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	✓	✓	✓	✗	✗	✓
Limited English Proficient	✓	✓	✓	✓ ^{SH}	✗	✓
Economically Disadvantaged	✓	✓	✓	✓	✓	✓
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 8	✗ 4 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

- 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 for This Subject (2008–09)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (13567:12808)	✓	✓	98%	✓	171	132	
Ethnicity							
American Indian or Alaska Native (31:27)	–	–	–	–	–	–	–
Black or African American (1074:1006)	✓	✓	95%	✓	158	130	
Hispanic or Latino (3421:3223)	✓	✓	98%	✓	162	131	
Asian or Native Hawaiian/Other Pacific Islander (5987:5612)	✓	✓	99%	✓	176	132	
White (3046:2932)	✓	✓	98%	✓	175	131	
Multiracial (8:8)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (4654:2335)	✓	✓	95%	✓	134	131	
Limited English Proficient ⁵ (1991:2530)	✓	✓	96%	✓	143	131	
Economically Disadvantaged (9516:8989)	✓	✓	99%	✓	166	132	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (13587:12981)	✓	✓	99%	✓	188	101	
Ethnicity							
American Indian or Alaska Native (32:28)	–	–	–	–	–	–	–
Black or African American (1065:986)	✓	✓	95%	✓	170	99	
Hispanic or Latino (3424:3256)	✓	✓	99%	✓	180	100	
Asian or Native Hawaiian/Other Pacific Islander (6005:5777)	✓	✓	100%	✓	195	101	
White (3053:2926)	✓	✓	98%	✓	187	100	
Multiracial (8:8)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (4646:2311)	✓	✓	95%	✓	161	100	
Limited English Proficient ⁵ (2030:2770)	✓	✓	99%	✓	184	100	
Economically Disadvantaged (9538:9168)	✓	✓	100%	✓	187	101	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status



















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (4581:4301)		Qualified		97%		180	100	
Ethnicity								
American Indian or Alaska Native (14:11)		–	–	–	–	–	–	–
Black or African American (392:349)		Qualified		91%		158	100	
Hispanic or Latino (1175:1098)		Qualified		97%		173	100	
Asian or Native Hawaiian/Other Pacific Islander (1968:1867)		Qualified		99%		186	100	
White (1028:972)		Qualified		97%		183	100	
Multiracial (4:4)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (839:737)		Qualified		90%		150	100	
Limited English Proficient ⁴ (666:894)		Qualified		97%		166	100	
Economically Disadvantaged (3183:3016)		Qualified		99%		177	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)



Good Standing

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 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
All Students (1926:1890)	✓	✓	99%	✓	162	162		
Ethnicity								
American Indian or Alaska Native (4:3)	—	—	—	—	—	—		—
Black or African American (447:398)	✗	✓	99%	✗	153	159	159	158
Hispanic or Latino (702:730)	✓ ^{SH}	✓	99%	✓ ^{SH}	150	161	145	155
Asian or Native Hawaiian/Other Pacific Islander (582:552)	✓	✓	100%	✓	177	160		
White (188:207)	✓	✓	99%	✓	185	157		
Multiracial (3:0)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities (95:167)	✗	✓	99%	✗	102	157	138	112
Limited English Proficient ⁴ (325:386)	✓ ^{SH}	✓	99%	✓ ^{SH}	127	159	117	134
Economically Disadvantaged (1123:1159)	✓	✓	99%	✓	163	162		
Final AYP Determination	✗ 6 of 8							

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

4 of 8

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
All Students (1926:1890)	✓	✓	99%	✓	164	156		
Ethnicity								
American Indian or Alaska Native (4:3)	—	—	—	—	—	—		—
Black or African American (447:398)	✗	✓	99%	✗	147	153	153	152
Hispanic or Latino (702:730)	✗	✓	99%	✗	153	155	154	158
Asian or Native Hawaiian/Other Pacific Islander (582:552)	✓	✓	100%	✓	184	154		
White (188:207)	✓	✓	98%	✓	182	151		
Multiracial (3:0)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities (95:167)	✗	✓	99%	✗	101	151	142	111
Limited English Proficient ⁴ (325:386)	✗	✓	99%	✗	147	153	153	152
Economically Disadvantaged (1123:1159)	✓	✓	99%	✓	164	156		
Final AYP Determination	✗ 4 of 8							

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status



















Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2007–08 2008–09
All Students (1802) 			61%	55%	
Ethnicity					
American Indian or Alaska Native (2)		–	–	–	
Black or African American (311)			57%	55%	
Hispanic or Latino (696)			50%	55%	41% 51%
Asian or Native Hawaiian/Other Pacific Islander (545)			69%	55%	
White (233)			77%	55%	
Multiracial (15)					
Other Groups	–	–	–	–	
Students with Disabilities (136)			26%	55%	25% 27%
Limited English Proficient ³ (385)			50%	55%	1% 51%
Economically Disadvantaged (1236)			63%	55%	
Final AYP Determination  1 of 1					

NOTES

- ¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.
- ² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.
- ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

▲ Good Standing

18 schools identified 44% of total

EAST-WEST SCHOOL OF INTERNATIONAL STUDIES
FLUSHING INTERNATIONAL HIGH SCHOOL
IS 250 THE ROBERT F KENNEDY MIDDLE SCHOOL
PS 120 QUEENS SCHOOL
PS 129 PATRICIA LARKIN SCHOOL
PS 154
PS 163 FLUSHING HEIGHTS SCHOOL
PS 164 QUEENS VALLEY SCHOOL
PS 165 EDITH K BERGTRAUM SCHOOL
PS 20 JOHN BOWNE SCHOOL
PS 200 THE POMONOK SCHOOL
PS 201 KISSENA SCHOOL
PS 21 EDWARD HART SCHOOL
PS 214 CADWALLADER COLDEN SCHOOL
PS 219 PAUL KLAPPER SCHOOL
PS 22 THOMAS JEFFERSON SCHOOL
PS 24 ANDREW JACKSON SCHOOL
PS 29

▲ Improvement (Year 1)

2 schools identified 5% of total

JHS 185 EDWARD BLEEKER SCHOOL
QUEENS ACADEMY HIGH SCHOOL

▲ Improvement (Year 2)

2 schools identified 5% of total

JHS 189 DANIEL CARTER BEARD SCHOOL
JOHN BOWNE HIGH SCHOOL

▲ Corrective Action

1 school identified 2% of total

IS 237

▲ Planning for Restructuring

1 school identified 2% of total

FLUSHING HIGH SCHOOL

New York State Status

■ Good Standing

17 schools identified 41% of total







BELL ACADEMY
IS 25 ADRIEN BLOCK SCHOOL
JHS 194 WILLIAM CARR SCHOOL
NORTH QUEENS COMMUNITY HIGH SCHOOL
PS 107 THOMAS A DOOLEY
PS 169 BAY TERRACE SCHOOL
PS 184 FLUSHING MANOR SCHOOL
PS 193 ALFRED J KENNEDY SCHOOL
PS 209 CLEARVIEW GARDENS SCHOOL
PS 242
PS 32 STATE STREET SCHOOL
PS 79 FRANCIS LEWIS SCHOOL
QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE & TECHNOLOGY
QUEENS SCHOOL OF INQUIRY
ROBERT F KENNEDY COMMUNITY HIGH SCHOOL
TOWNSEND HARRIS HIGH SCHOOL
WORLD JOURNALISM PREPARATORY

District NEW YORK CITY GEOGRAPHIC DISTRICT #25






District ID 34-25-00-01-0000

Summary of 2007–08 District Performance



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



	Percentage of students that scored at or above Level 3			Total Tested
English Language Arts	0%	50%	100%	
Grade 3	74%			2084
Grade 4	76%			2053
Grade 5	82%			2099
Grade 6	70%			2188
Grade 7	78%			2184
Grade 8	59%			2257

Mathematics

Grade 3	95%		2144
Grade 4	91%		2103
Grade 5	93%		2165
Grade 6	88%		2251
Grade 7	89%		2248
Grade 8	79%		2331

Science

Grade 4	88%		2103
Grade 8	74%		2046

	Percentage of students that scored at or above Level 3			2004 Total Cohort
Secondary Level	0%	50%	100%	
English	70%			2147
Mathematics	67%			2147

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

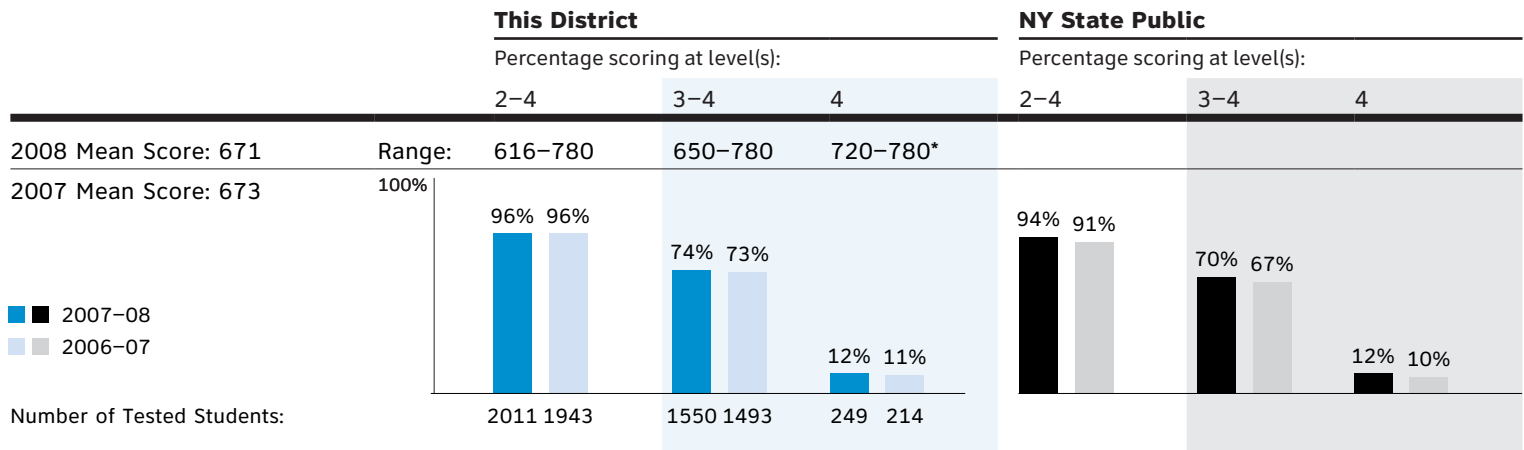
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2084	96%	74%	12%	2032	96%	73%	11%
Female	968	96%	77%	13%	974	97%	77%	12%
Male	1116	97%	72%	11%	1058	95%	70%	9%
American Indian or Alaska Native	7	—	—	—	7	86%	57%	0%
Black or African American	156	92%	64%	7%	164	94%	60%	7%
Hispanic or Latino	504	95%	66%	8%	511	94%	64%	6%
Asian or Native Hawaiian/Other Pacific Islander	908	98%	79%	14%	901	97%	79%	14%
White	508	97%	78%	13%	449	95%	78%	11%
Multiracial	1	—	—	—				
Small Group Totals	8	88%	38%	13%				
General-Education Students	1666	99%	82%	14%	1703	98%	80%	12%
Students with Disabilities	418	88%	45%	4%	329	82%	39%	2%
English Proficient	1693	98%	82%	14%	1678	97%	80%	12%
Limited English Proficient	391	90%	43%	1%	354	90%	44%	2%
Economically Disadvantaged	1531	96%	70%	9%	1509	95%	69%	8%
Not Disadvantaged	553	99%	86%	20%	523	98%	86%	17%
Migrant								
Not Migrant	2084	96%	74%	12%	2032	96%	73%	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.

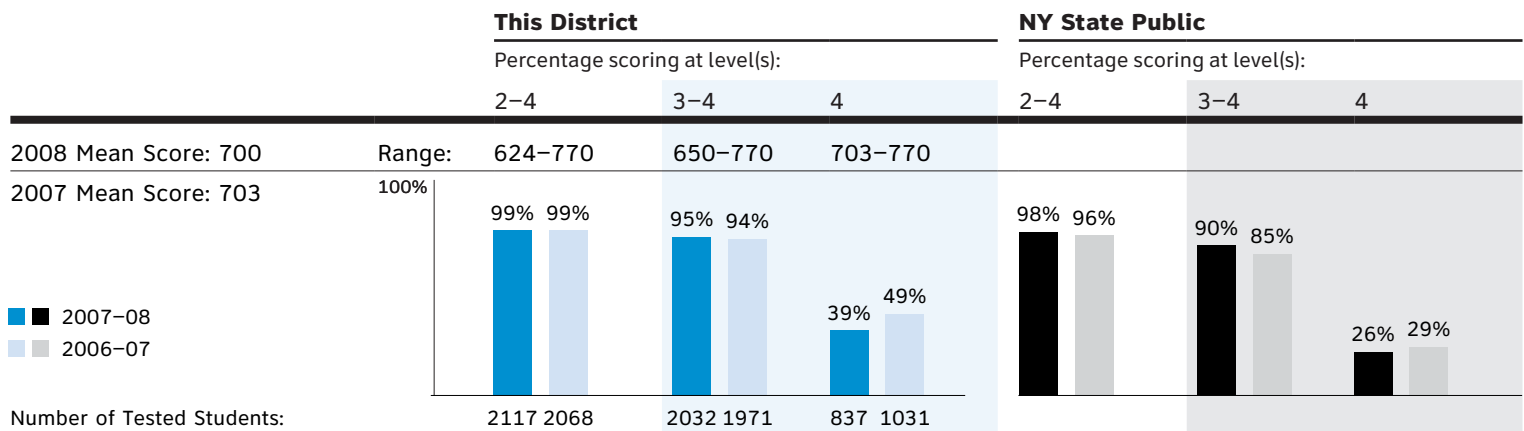
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	18	16	16	13	32	31	27	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	36	N/A	N/A	N/A	53	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2144	99%	95%	39%	2096	99%	94%	49%
Female	995	99%	95%	38%	1002	99%	93%	50%
Male	1149	99%	95%	40%	1094	99%	95%	48%
American Indian or Alaska Native	8	—	—	—	7	100%	100%	29%
Black or African American	157	97%	85%	15%	163	98%	85%	29%
Hispanic or Latino	518	98%	92%	20%	525	98%	91%	37%
Asian or Native Hawaiian/Other Pacific Islander	952	100%	98%	56%	949	99%	96%	62%
White	508	98%	95%	34%	452	98%	95%	44%
Multiracial	1	—	—	—				
Small Group Totals	9	100%	89%	0%				
General-Education Students	1730	100%	97%	45%	1765	100%	97%	55%
Students with Disabilities	414	95%	85%	15%	331	94%	78%	19%
English Proficient	1691	99%	96%	43%	1677	99%	96%	54%
Limited English Proficient	453	97%	90%	24%	419	97%	87%	30%
Economically Disadvantaged	1590	99%	94%	35%	1564	98%	93%	46%
Not Disadvantaged	554	99%	97%	51%	532	100%	98%	58%
Migrant								
Not Migrant	2144	99%	95%	39%	2096	99%	94%	49%

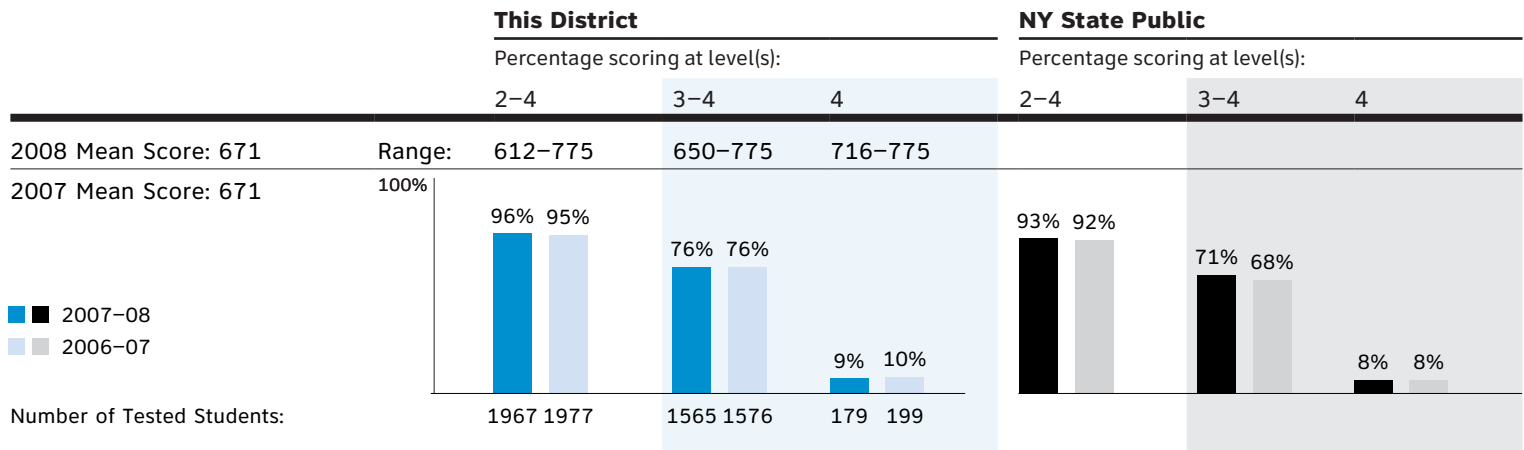
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	18	18	18	13	32	32	29	24

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2053	96%	76%	9%	2072	95%	76%	10%
Female	972	97%	79%	11%	958	97%	82%	13%
Male	1081	95%	73%	6%	1114	94%	71%	7%
American Indian or Alaska Native	5	100%	40%	0%	3	—	—	—
Black or African American	167	95%	66%	2%	153	—	—	—
Hispanic or Latino	517	96%	71%	5%	506	94%	64%	4%
Asian or Native Hawaiian/Other Pacific Islander	914	97%	81%	12%	947	96%	81%	13%
White	450	94%	76%	9%	463	96%	82%	12%
Multiracial								
Small Group Totals					156	94%	65%	3%
General-Education Students	1657	99%	85%	11%	1739	98%	83%	11%
Students with Disabilities	396	83%	41%	1%	333	82%	40%	1%
English Proficient	1756	97%	82%	10%	1768	97%	82%	11%
Limited English Proficient	297	87%	41%	0%	304	84%	39%	1%
Economically Disadvantaged	1524	95%	73%	7%	1531	95%	72%	8%
Not Disadvantaged	529	98%	87%	13%	541	98%	87%	16%
Migrant								
Not Migrant	2053	96%	76%	9%	2072	95%	76%	10%

NOTES

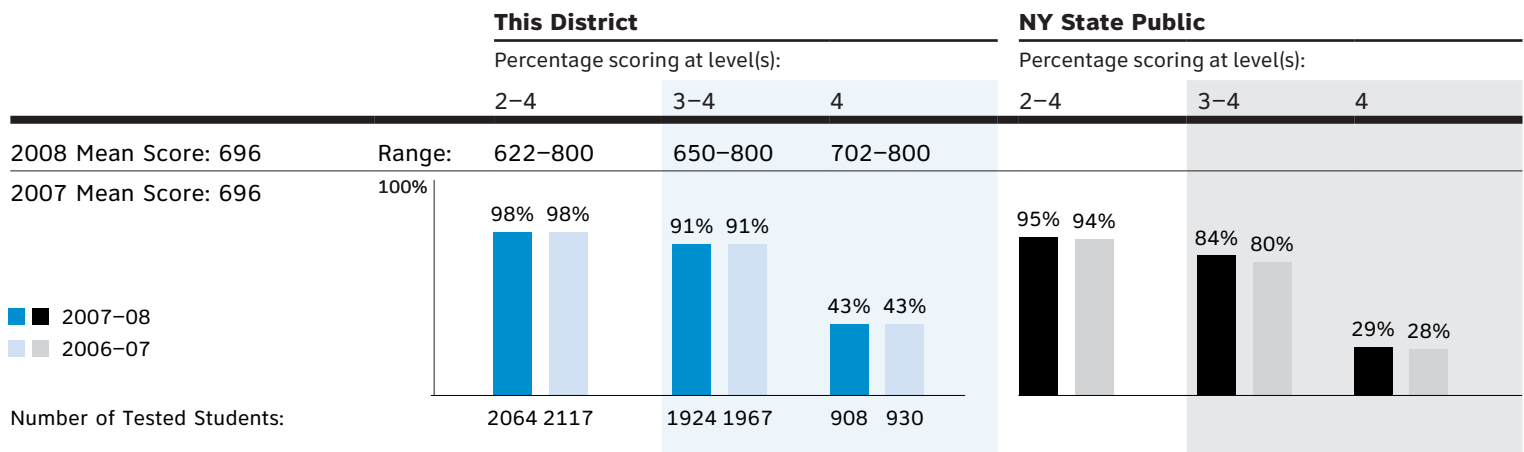
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	29	27	26	23	21	21	18	16
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	38	N/A	N/A	N/A	73	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2103	98%	91%	43%	2165	98%	91%	43%
Female	994	98%	92%	42%	1003	98%	91%	43%
Male	1109	98%	91%	44%	1162	97%	91%	43%
American Indian or Alaska Native	5	100%	60%	0%	3	—	—	—
Black or African American	162	97%	81%	17%	153	—	—	—
Hispanic or Latino	530	98%	88%	28%	533	95%	83%	23%
Asian or Native Hawaiian/Other Pacific Islander	951	99%	96%	58%	1008	99%	96%	57%
White	455	97%	89%	39%	468	99%	93%	41%
Multiracial								
Small Group Totals					156	95%	79%	24%
General-Education Students	1706	100%	97%	51%	1831	99%	95%	48%
Students with Disabilities	397	91%	69%	11%	334	90%	69%	13%
English Proficient	1751	98%	93%	48%	1775	98%	93%	48%
Limited English Proficient	352	97%	82%	20%	390	96%	82%	22%
Economically Disadvantaged	1568	98%	90%	40%	1615	97%	89%	40%
Not Disadvantaged	535	99%	95%	53%	550	99%	96%	53%
Migrant								
Not Migrant	2103	98%	91%	43%	2165	98%	91%	43%

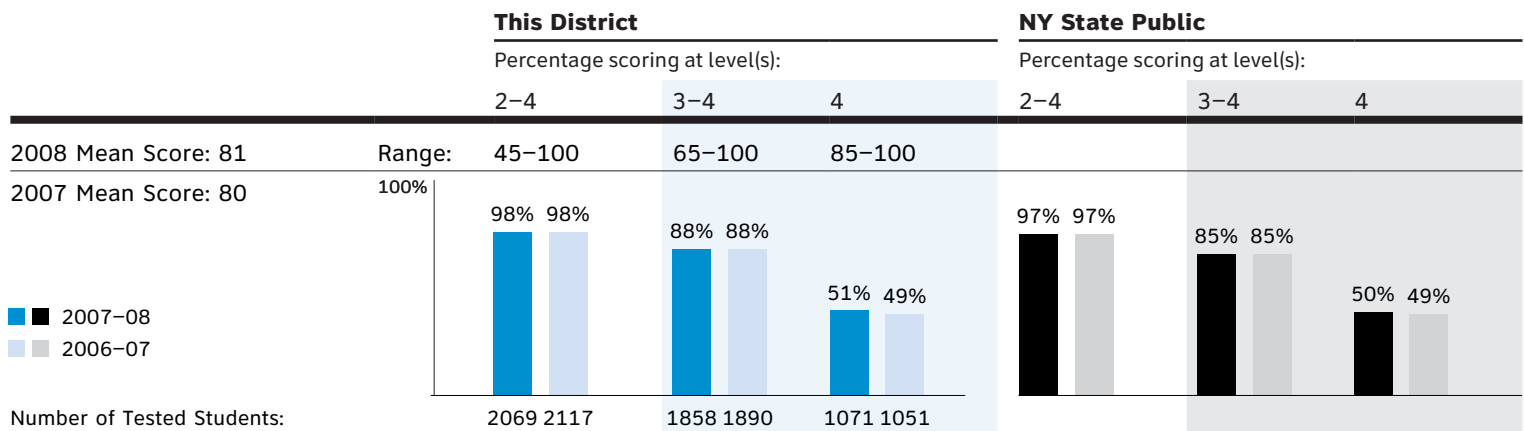
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	30	29	27	21	21	21	19	17

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2103	98%	88%	51%	2153	98%	88%	49%
Female	996	98%	88%	50%	996	99%	89%	49%
Male	1107	98%	89%	52%	1157	97%	87%	48%
American Indian or Alaska Native	5	100%	80%	20%	3	—	—	—
Black or African American	163	98%	80%	34%	153	—	—	—
Hispanic or Latino	527	98%	85%	40%	527	98%	79%	31%
Asian or Native Hawaiian/Other Pacific Islander	954	98%	91%	59%	1007	99%	91%	57%
White	454	99%	89%	54%	463	99%	92%	56%
Multiracial								
Small Group Totals					156	96%	86%	38%
General-Education Students	1709	99%	93%	57%	1826	99%	91%	54%
Students with Disabilities	394	95%	70%	24%	327	94%	69%	19%
English Proficient	1758	99%	92%	57%	1762	99%	92%	56%
Limited English Proficient	345	95%	71%	21%	391	95%	68%	16%
Economically Disadvantaged	1571	98%	86%	46%	1606	98%	85%	44%
Not Disadvantaged	532	99%	95%	64%	547	99%	95%	63%
Migrant								
Not Migrant	2103	98%	88%	51%	2153	98%	88%	49%

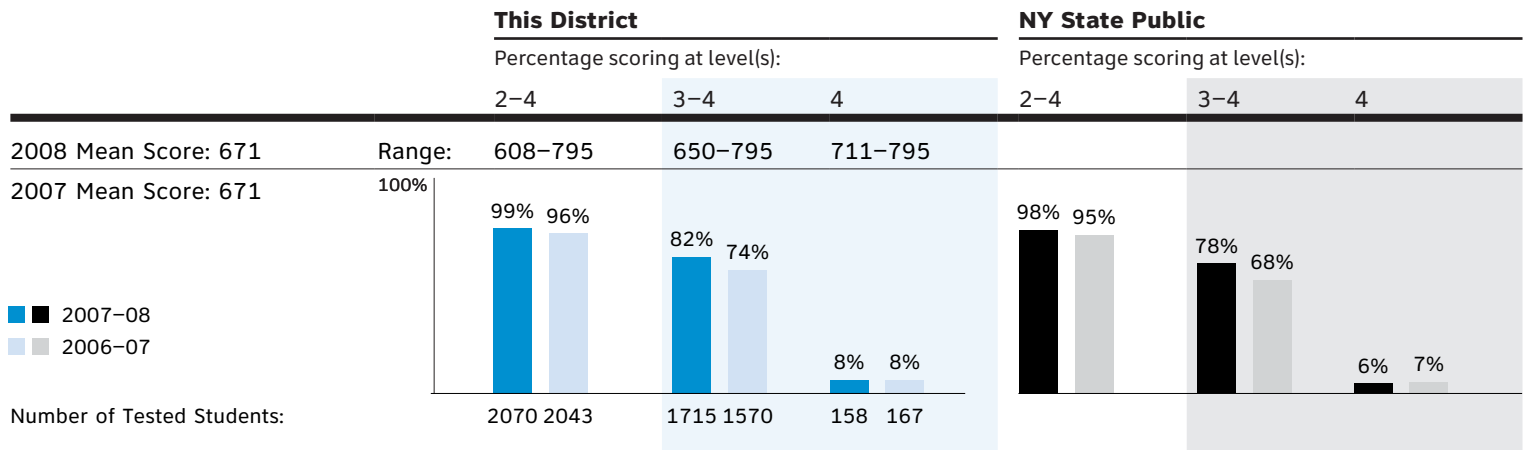
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	29	28	28	26	20	20	19	18

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2099	99%	82%	8%	2121	96%	74%	8%
Female	967	99%	87%	9%	1059	96%	76%	8%
Male	1132	98%	77%	6%	1062	96%	72%	8%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	157	-	-	-	167	-	-	-
Hispanic or Latino	502	99%	72%	3%	529	93%	61%	3%
Asian or Native Hawaiian/Other Pacific Islander	982	98%	84%	10%	944	98%	79%	9%
White	455	98%	88%	9%	478	97%	81%	12%
Multiracial	1	-	-	-				
Small Group Totals	160	99%	78%	3%	170	95%	66%	3%
General-Education Students	1728	99%	88%	9%	1768	99%	82%	9%
Students with Disabilities	371	95%	52%	1%	353	85%	35%	1%
English Proficient	1846	99%	88%	9%	1883	98%	80%	9%
Limited English Proficient	253	94%	39%	0%	238	82%	28%	0%
Economically Disadvantaged	1512	99%	78%	6%	1582	96%	70%	5%
Not Disadvantaged	587	99%	90%	13%	539	99%	87%	17%
Migrant								
Not Migrant	2099	99%	82%	8%	2121	96%	74%	8%

NOTES

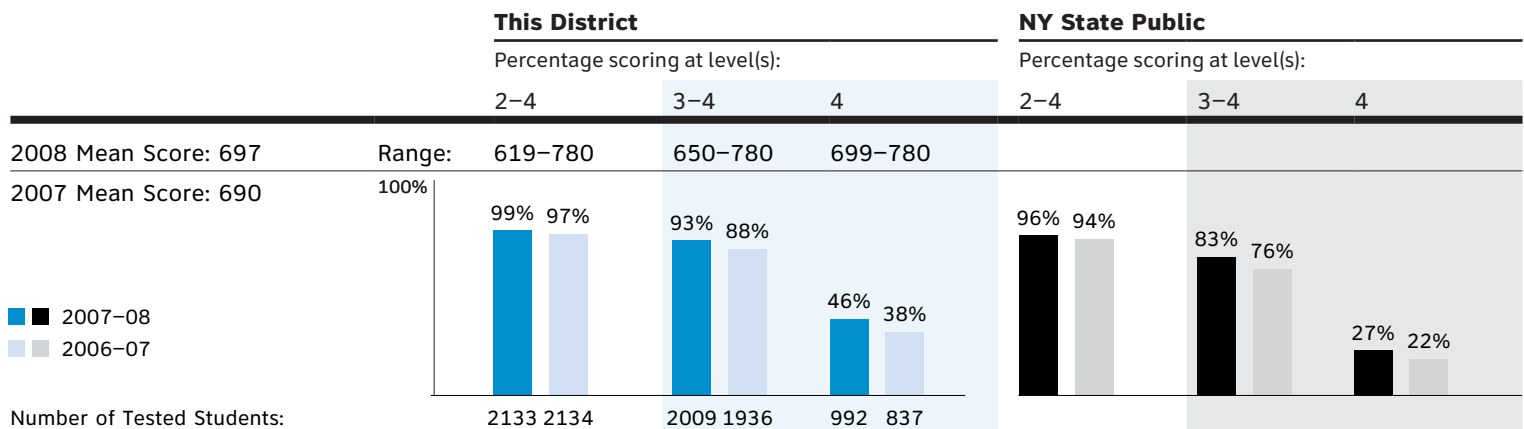
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	17	16	16	13	24	24	23	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	45	N/A	N/A	N/A	67	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2165	99%	93%	46%	2199	97%	88%	38%
Female	1004	99%	93%	47%	1086	97%	87%	38%
Male	1161	98%	93%	45%	1113	97%	89%	39%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	155	-	-	-	169	-	-	-
Hispanic or Latino	519	97%	87%	25%	556	94%	76%	18%
Asian or Native Hawaiian/Other Pacific Islander	1031	99%	97%	62%	991	99%	96%	54%
White	457	99%	94%	43%	480	97%	91%	36%
Multiracial	1	-	-	-				
Small Group Totals	158	97%	82%	22%	172	95%	72%	15%
General-Education Students	1796	99%	97%	53%	1842	99%	93%	44%
Students with Disabilities	369	94%	75%	13%	357	87%	62%	7%
English Proficient	1848	99%	94%	49%	1879	98%	91%	41%
Limited English Proficient	317	95%	84%	26%	320	92%	72%	21%
Economically Disadvantaged	1575	98%	92%	43%	1653	96%	86%	35%
Not Disadvantaged	590	99%	96%	54%	546	99%	95%	47%
Migrant								
Not Migrant	2165	99%	93%	46%	2199	97%	88%	38%

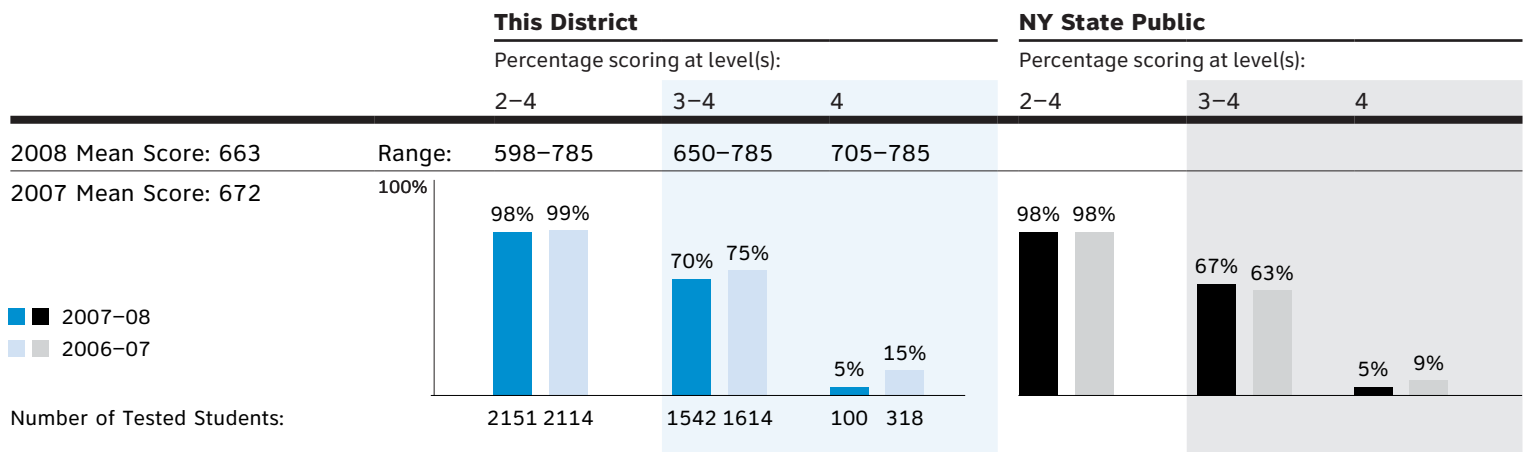
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	17	17	16	10	24	24	24	21

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2188	98%	70%	5%	2142	99%	75%	15%
Female	1084	99%	74%	6%	1081	99%	78%	18%
Male	1104	98%	67%	3%	1061	98%	73%	11%
American Indian or Alaska Native	2	—	—	—	5	—	—	—
Black or African American	173	—	—	—	145	99%	63%	7%
Hispanic or Latino	558	98%	60%	1%	580	98%	68%	7%
Asian or Native Hawaiian/Other Pacific Islander	957	98%	77%	7%	975	99%	81%	21%
White	497	98%	75%	5%	436	99%	75%	15%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	176	98%	59%	2%	6	100%	83%	17%
General-Education Students	1811	99%	78%	6%	1837	99%	82%	17%
Students with Disabilities	377	95%	35%	0%	305	94%	33%	1%
English Proficient	1953	99%	76%	5%	1941	100%	81%	16%
Limited English Proficient	235	90%	20%	0%	201	91%	23%	0%
Economically Disadvantaged	1511	98%	66%	4%	1622	99%	72%	12%
Not Disadvantaged	677	99%	80%	7%	520	99%	85%	25%
Migrant								
Not Migrant	2188	98%	70%	5%	2142	99%	75%	15%

NOTES

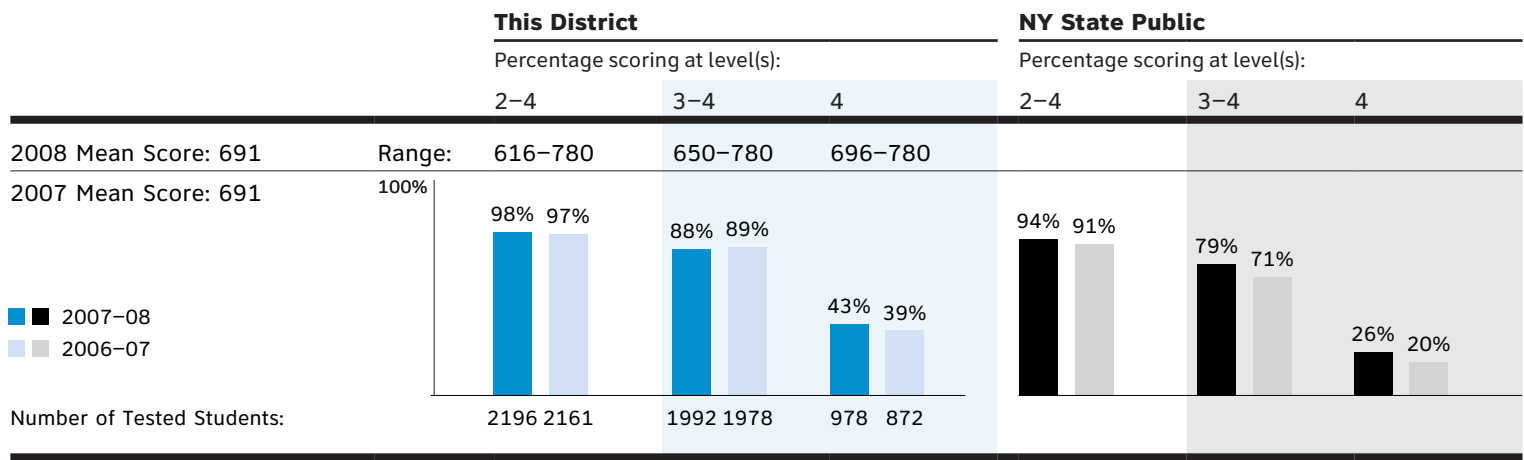
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	29	28	28	23	29	29	28	26
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	57	N/A	N/A	N/A	69	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



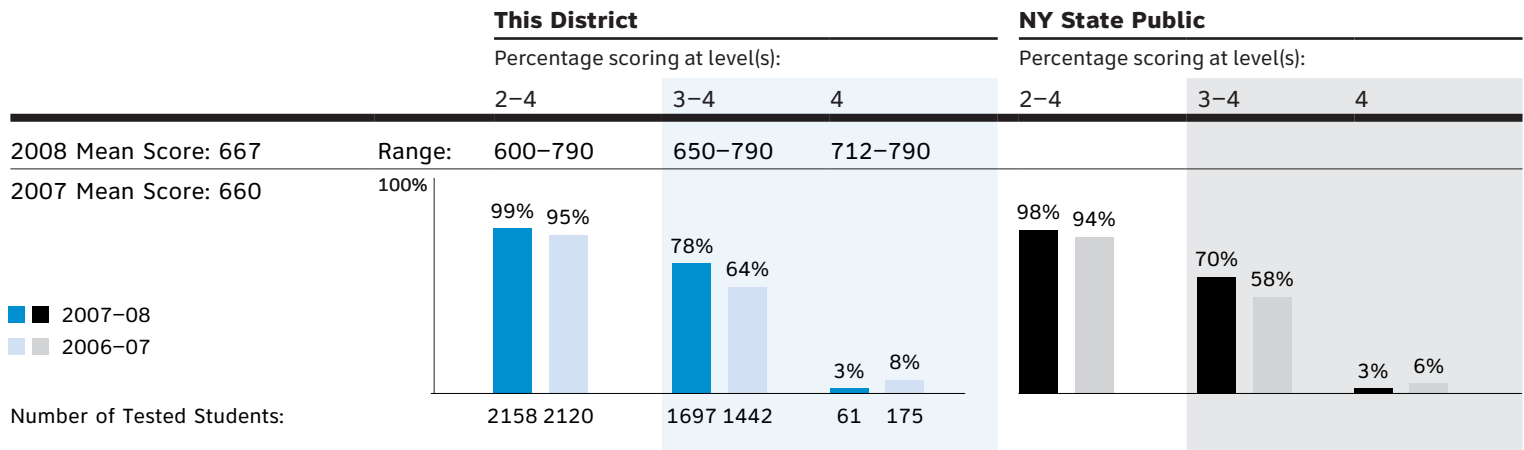
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2251	98%	88%	43%	2227	97%	89%	39%
Female	1113	98%	89%	44%	1124	98%	89%	40%
Male	1138	97%	88%	43%	1103	96%	88%	38%
American Indian or Alaska Native	2	—	—	—	5	—	—	—
Black or African American	174	—	—	—	149	95%	77%	18%
Hispanic or Latino	568	96%	81%	22%	592	96%	83%	21%
Asian or Native Hawaiian/Other Pacific Islander	1007	100%	95%	58%	1044	98%	94%	54%
White	499	97%	88%	46%	436	97%	88%	35%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	177	92%	75%	20%	6	100%	100%	50%
General-Education Students	1877	99%	93%	50%	1915	99%	93%	44%
Students with Disabilities	374	91%	65%	10%	312	86%	61%	8%
English Proficient	1955	98%	91%	47%	1944	98%	91%	42%
Limited English Proficient	296	94%	75%	21%	283	89%	76%	20%
Economically Disadvantaged	1569	98%	87%	39%	1699	97%	88%	36%
Not Disadvantaged	682	98%	91%	54%	528	98%	92%	51%
Migrant								
Not Migrant	2251	98%	88%	43%	2227	97%	89%	39%

NOTES

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Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	29	29	28	25	29	29	27	24

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2184	99%	78%	3%	2238	95%	64%	8%
Female	1078	99%	83%	4%	1077	96%	69%	11%
Male	1106	99%	73%	2%	1161	93%	60%	5%
American Indian or Alaska Native	5	—	—	—	9	100%	33%	0%
Black or African American	157	99%	61%	1%	207	92%	52%	2%
Hispanic or Latino	580	99%	72%	2%	610	95%	53%	3%
Asian or Native Hawaiian/Other Pacific Islander	971	99%	82%	4%	890	94%	70%	10%
White	470	99%	81%	3%	522	97%	73%	11%
Multiracial	1	—	—	—				
Small Group Totals	6	100%	100%	0%				
General-Education Students	1845	99%	84%	3%	1912	96%	72%	9%
Students with Disabilities	339	96%	45%	1%	326	85%	23%	0%
English Proficient	1987	100%	83%	3%	2049	98%	69%	9%
Limited English Proficient	197	91%	23%	1%	189	62%	15%	0%
Economically Disadvantaged	1492	99%	75%	2%	1633	93%	59%	6%
Not Disadvantaged	692	99%	85%	4%	605	98%	80%	12%
Migrant								
Not Migrant	2184	99%	78%	3%	2238	95%	64%	8%

NOTES

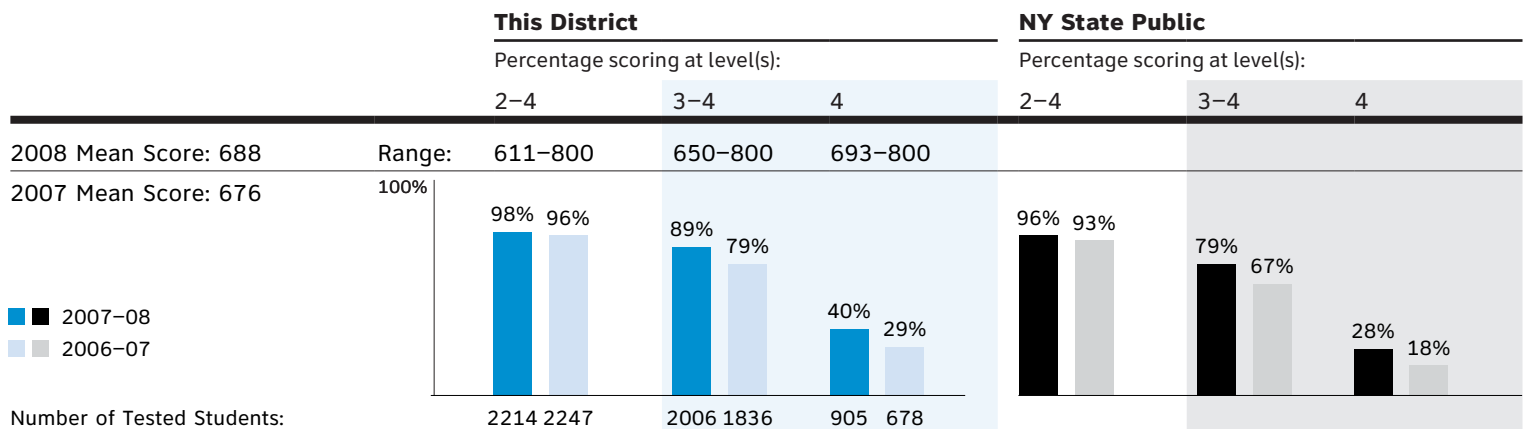
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	34	34	33	32	16	16	15	15
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	51	N/A	N/A	N/A	91	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2248	98%	89%	40%	2332	96%	79%	29%
Female	1114	98%	90%	42%	1128	97%	80%	32%
Male	1134	99%	88%	39%	1204	95%	77%	27%
American Indian or Alaska Native	6	—	—	—	9	89%	56%	11%
Black or African American	153	98%	76%	14%	201	89%	57%	11%
Hispanic or Latino	597	97%	82%	22%	622	95%	66%	12%
Asian or Native Hawaiian/Other Pacific Islander	1014	99%	96%	58%	975	99%	90%	44%
White	477	99%	88%	34%	525	97%	82%	29%
Multiracial	1	—	—	—				
Small Group Totals	7	100%	71%	43%				
General-Education Students	1901	99%	94%	46%	2010	99%	85%	33%
Students with Disabilities	347	93%	65%	7%	322	82%	37%	2%
English Proficient	1988	99%	91%	43%	2040	97%	81%	31%
Limited English Proficient	260	94%	77%	22%	292	91%	63%	15%
Economically Disadvantaged	1547	99%	88%	38%	1721	96%	76%	26%
Not Disadvantaged	701	98%	91%	46%	611	98%	86%	37%
Migrant								
Not Migrant	2248	98%	89%	40%	2332	96%	79%	29%

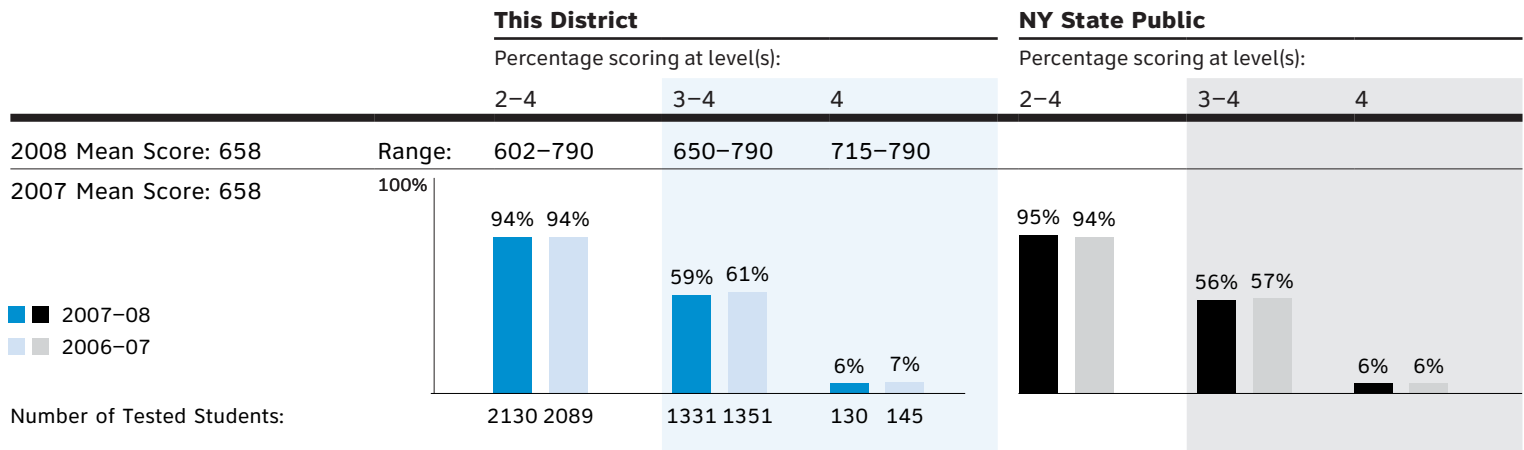
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	34	34	34	27	16	16	14	13

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2257	94%	59%	6%	2218	94%	61%	7%
Female	1099	96%	66%	8%	1095	96%	68%	8%
Male	1158	93%	52%	4%	1123	92%	54%	5%
American Indian or Alaska Native	6	—	—	—	3	—	—	—
Black or African American	198	91%	44%	3%	166	—	—	—
Hispanic or Latino	602	95%	49%	3%	549	93%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	929	93%	65%	7%	970	93%	65%	9%
White	518	97%	66%	8%	530	97%	68%	7%
Multiracial	4	—	—	—				
Small Group Totals	10	100%	60%	20%	169	95%	43%	2%
General-Education Students	1931	96%	66%	7%	1932	95%	67%	8%
Students with Disabilities	326	84%	18%	0%	286	85%	19%	0%
English Proficient	2027	98%	65%	6%	2007	98%	67%	7%
Limited English Proficient	230	64%	10%	0%	211	56%	5%	0%
Economically Disadvantaged	1486	92%	54%	5%	1606	93%	55%	5%
Not Disadvantaged	771	98%	68%	8%	612	98%	76%	11%
Migrant								
Not Migrant	2257	94%	59%	6%	2218	94%	61%	7%

NOTES

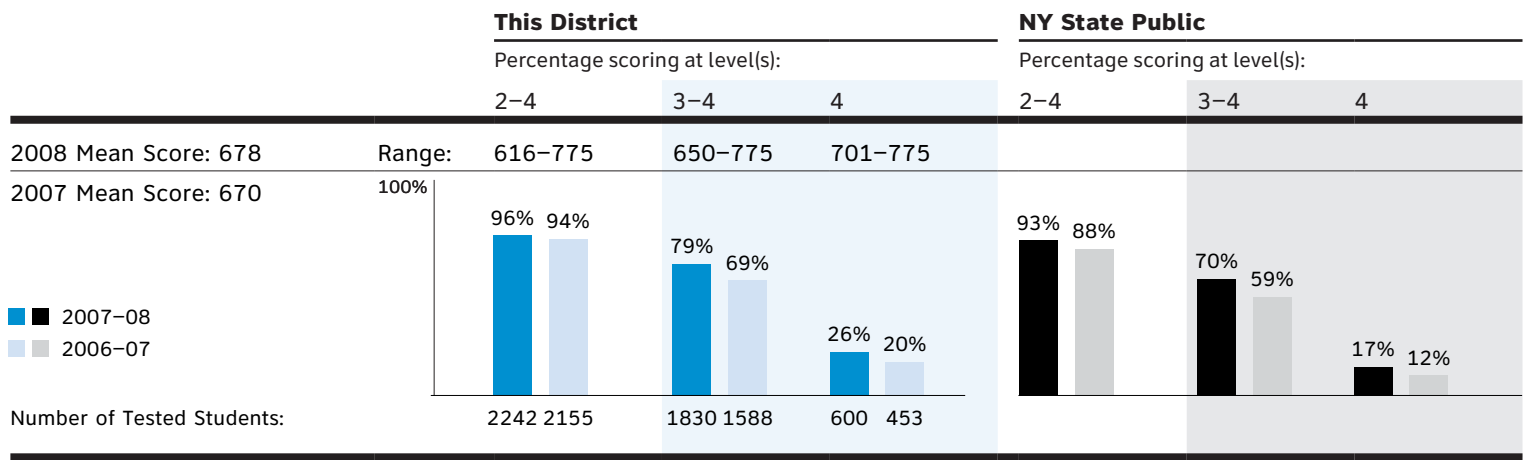
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	23	23	23	18	27	27	26	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	59	N/A	N/A	N/A	74	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



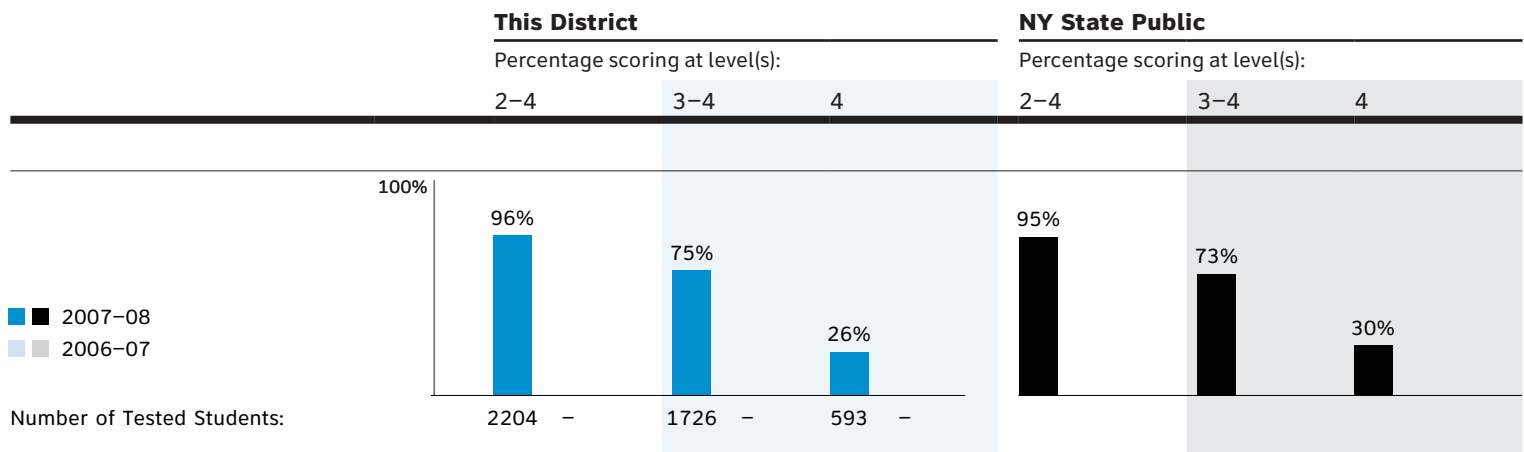
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2331	96%	79%	26%	2291	94%	69%	20%
Female	1136	97%	80%	28%	1129	94%	71%	21%
Male	1195	95%	77%	24%	1162	94%	68%	18%
American Indian or Alaska Native	7	—	—	—	3	—	—	—
Black or African American	199	87%	55%	9%	166	—	—	—
Hispanic or Latino	621	93%	65%	10%	563	89%	50%	6%
Asian or Native Hawaiian/Other Pacific Islander	983	99%	92%	40%	1031	98%	85%	34%
White	517	97%	78%	24%	528	95%	66%	11%
Multiracial	4	—	—	—				
Small Group Totals	11	100%	73%	27%	169	87%	46%	4%
General-Education Students	2008	98%	85%	30%	2013	97%	76%	22%
Students with Disabilities	323	83%	38%	2%	278	75%	24%	0%
English Proficient	2027	97%	79%	27%	1999	96%	71%	21%
Limited English Proficient	304	92%	72%	16%	292	83%	59%	10%
Economically Disadvantaged	1558	96%	77%	23%	1680	93%	67%	19%
Not Disadvantaged	773	97%	81%	31%	611	97%	75%	23%
Migrant								
Not Migrant	2331	96%	79%	26%	2291	94%	69%	20%

NOTES

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Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	23	23	20	13	27	27	25	20

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2046	96%	74%	25%	2245	93%	64%	23%
Female	987	97%	73%	23%	1115	93%	63%	22%
Male	1059	96%	75%	26%	1130	92%	66%	23%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	167	89%	52%	10%	164	-	-	-
Hispanic or Latino	564	96%	66%	14%	549	90%	50%	10%
Asian or Native Hawaiian/Other Pacific Islander	808	98%	80%	32%	1018	94%	74%	33%
White	497	98%	79%	29%	511	95%	67%	21%
Multiracial	3	-	-	-	-	-	-	-
Small Group Totals	10	100%	80%	30%	167	85%	41%	6%
General-Education Students	1747	98%	80%	28%	1979	95%	70%	25%
Students with Disabilities	299	89%	36%	5%	266	77%	21%	3%
English Proficient	1755	98%	78%	27%	1954	96%	70%	25%
Limited English Proficient	291	88%	47%	10%	291	71%	29%	3%
Economically Disadvantaged	1350	96%	70%	21%	1655	91%	60%	19%
Not Disadvantaged	696	98%	80%	31%	590	97%	75%	32%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2046	96%	74%	25%	2245	93%	64%	23%

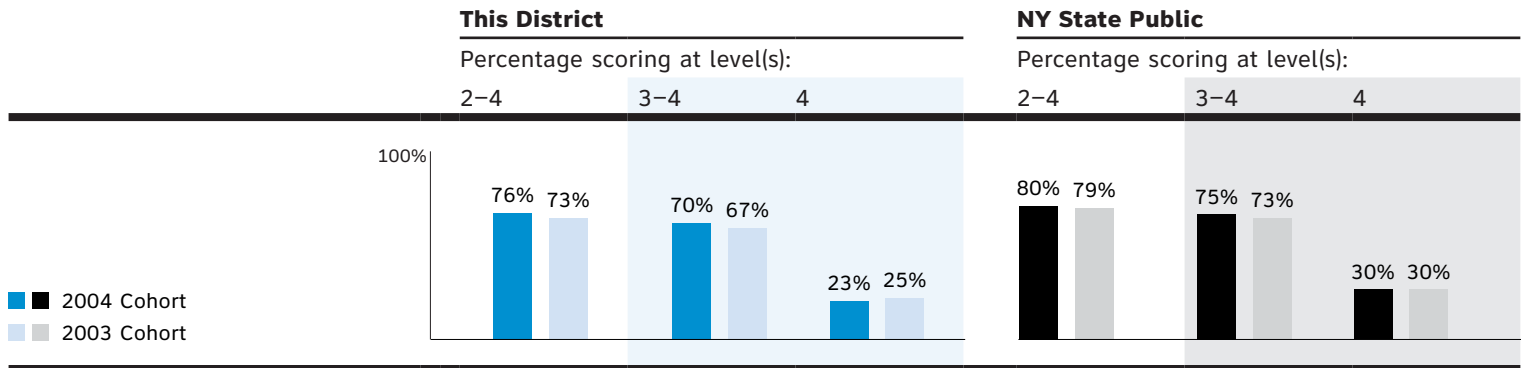
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	22	22	20	26	25	25	22
Regents Science	252	231	219	91	1	-	-	-

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2147	76%	70%	23%	1886	73%	67%	25%
Female	1126	84%	78%	32%	949	81%	75%	33%
Male	1021	67%	62%	14%	937	66%	58%	17%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	456	73%	66%	15%	324	69%	60%	18%
Hispanic or Latino	859	68%	62%	13%	730	67%	59%	15%
Asian or Native Hawaiian/Other Pacific Islander	599	85%	81%	35%	575	78%	73%	29%
White	226	86%	82%	49%	240	84%	81%	54%
Multiracial	2	—	—	—	15	—	—	—
Small Group Totals	7	57%	57%	29%	17	88%	82%	29%
General-Education Students	1945	80%	74%	26%	1741	77%	70%	27%
Students with Disabilities	202	40%	31%	1%	145	32%	23%	2%
English Proficient	1790	79%	75%	28%	1676	75%	69%	28%
Limited English Proficient	357	57%	47%	2%	210	58%	46%	1%
Economically Disadvantaged	1299	78%	71%	19%	1279	77%	69%	19%
Not Disadvantaged	848	73%	69%	30%	607	65%	61%	36%
Migrant								
Not Migrant	2147	76%	70%	23%				

NOTES

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Other Assessments

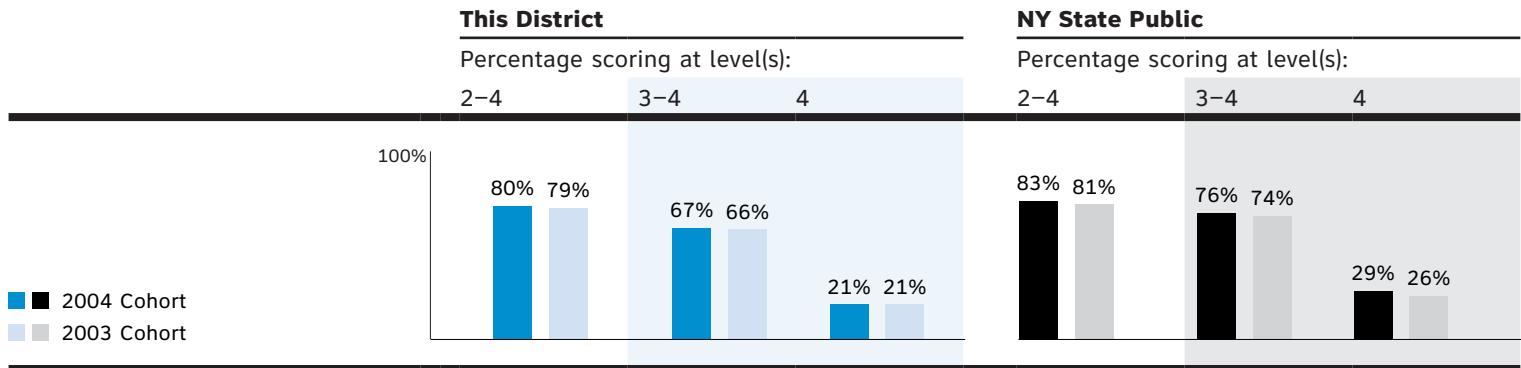
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

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

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2147	80%	67%	21%	1886	79%	66%	21%
Female	1126	86%	74%	26%	949	84%	70%	25%
Male	1021	73%	60%	16%	937	73%	62%	18%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	456	75%	57%	8%	324	72%	54%	8%
Hispanic or Latino	859	74%	58%	8%	730	72%	55%	8%
Asian or Native Hawaiian/Other Pacific Islander	599	91%	84%	44%	575	87%	83%	37%
White	226	87%	80%	37%	240	87%	78%	45%
Multiracial	2	—	—	—	15	—	—	—
Small Group Totals	7	57%	57%	29%	17	94%	76%	12%
General-Education Students	1945	84%	72%	23%	1741	82%	70%	23%
Students with Disabilities	202	42%	25%	1%	145	33%	21%	3%
English Proficient	1790	81%	70%	22%	1676	78%	67%	22%
Limited English Proficient	357	76%	55%	15%	210	82%	60%	14%
Economically Disadvantaged	1299	82%	68%	19%	1279	82%	68%	17%
Not Disadvantaged	848	76%	67%	25%	607	71%	62%	30%
Migrant								
Not Migrant	2147	80%	67%	21%				

NOTES

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

Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

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