



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 1**

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

Superintendent **LESLIE ZACKMAN**

Telephone **(212) 356-3763**

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	350	409	435
Kindergarten	864	817	851
Grade 1	939	895	902
Grade 2	841	848	842
Grade 3	849	785	819
Grade 4	813	801	777
Grade 5	744	780	760
Grade 6	844	737	764
Ungraded Elementary	488	514	616
Grade 7	909	844	764
Grade 8	818	880	840
Grade 9	698	824	980
Grade 10	536	647	1074
Grade 11	380	441	731
Grade 12	274	370	553
Ungraded Secondary	289	349	380
<b>Total K-12</b>	10286	10532	11653

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	23	23	21
<b>Grade 8</b>			
English	24	21	26
Mathematics	21	25	28
Science	21	22	28
Social Studies	20	24	28
<b>Grade 10</b>			
English	20	21	21
Mathematics	20	20	22
Science	23	23	22
Social Studies	21	21	23

### 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 # 1

District ID 31-01-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	6475	63%	5828	55%	6712	58%
Reduced-Price Lunch	787	8%	749	7%	891	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1352	13%	1070	10%	1353	12%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	84	1%	62	1%	75	1%
Black or African American	1905	19%	2006	19%	2178	19%
Hispanic or Latino	5397	52%	5401	51%	5644	48%
Asian or Native Hawaiian/Other Pacific Islander	1687	16%	1682	16%	2247	19%
White	1213	12%	1381	13%	1509	13%
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	298	3%	614	6%	621	6%

## 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
<b>Total Number of Teachers</b>	823	875	956
Percent with No Valid Teaching Certificate	6%	6%	3%
Percent Teaching Out of Certification	19%	13%	13%
Percent with Fewer Than Three Years of Experience	25%	25%	23%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	31%	31%
<b>Total Number of Core Classes</b>	2655	1449	1767
Percent Not Taught by Highly Qualified Teachers	16%	20%	15%
<b>Total Number of Classes</b>	1857	1958	2107
Percent Taught by Teachers Without Appropriate Certification	22%	19%	14%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	23%	
Turnover Rate of All Teachers	20%	21%	

## 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](http://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](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 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](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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

## Summary

### Overall Accountability Status (2008–09)

#### Improvement (Year 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓ <sup>SH</sup>	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✗	✓	
White	✓	✓		✓	✓	
Multiracial	—	—		—	—	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓	✓		✓ <sup>SH</sup>	✓	
Economically Disadvantaged	✓	✓		✗	✓	
<b>Student groups making AYP in each subject</b>	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 4 of 8	✗ 7 of 8	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2008–09)



Improvement (Year 3)

### Accountability Measures

9 of 9

Student groups making AYP in English language arts



Made AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 4) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [218]

### 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 2007–08 2008–09
<b>All Students</b> (5249:5047)	✓						
<b>Ethnicity</b>							
American Indian or Alaska Native (39:39)	✓						
Black or African American (989:959)	✓						
Hispanic or Latino (2763:2655)	✓						
Asian or Native Hawaiian/Other Pacific Islander (897:853)	✓						
White (551:531)	✓						
Multiracial (10:10)	—						
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1284:1221)	✓ <sup>SH</sup>						
Limited English Proficient <sup>5</sup> (510:812)	✓						
Economically Disadvantaged (4379:4203)	✓						
<b>Final AYP Determination</b>	✓ 9 of 9						

#### 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 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.

<sup>3</sup> 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.

<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
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status




























## Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) <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 2007–08    2008–09
<b>All Students</b> (5243:5007)			99%		171	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (39:37)		—	—		168	86	
Black or African American (978:937)			99%		157	98	
Hispanic or Latino (2758:2640)			99%		165	100	
Asian or Native Hawaiian/Other Pacific Islander (904:856)			99%		194	98	
White (554:527)			99%		193	97	
Multiracial (10:10)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1281:1199)			98%		133	99	
Limited English Proficient <sup>5</sup> (517:837)			98%		170	98	
Economically Disadvantaged (4368:4173)			99%		169	100	
<b>Final AYP Determination</b>	 9 of 9						

#### 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 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.

<sup>3</sup> 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.

<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**  
**(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) <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 2007–08 2008–09
<b>All Students</b> (1765:1642)		Qualified		96%		155	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (13:12)	—	—	—	—	—	—	—	—
Black or African American (343:321)		Qualified		96%		139	100	
Hispanic or Latino (949:878)		Qualified		95%		147	100	
Asian or Native Hawaiian/Other Pacific Islander (286:267)		Qualified		99%		182	100	
White (167:158)		Qualified		97%		191	100	
Multiracial (7:6)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (407:366)		Qualified		94%		123	100	
Limited English Proficient <sup>4</sup> (183:265)		Qualified		96%		144	100	
Economically Disadvantaged (1466:1367)		Qualified		97%		150	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 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.

<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 2007–08, data for 2006–07 and 2007–08 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 for This Subject (2008–09)**  Improvement (Year 3)

**Accountability Measures** 4 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 4) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [218]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (692:700)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (2:4)	—						
Black or African American (154:141)							
Hispanic or Latino (256:232)							
Asian or Native Hawaiian/Other Pacific Islander (208:252)							
White (69:68)							
Multiracial (3:3)	—						
<b>Other Groups</b>							
Students with Disabilities (126:85)							
Limited English Proficient <sup>4</sup> (123:182)							
Economically Disadvantaged (486:504)							
<b>Final AYP Determination</b>	 4 of 8						

#### NOTES

<sup>1</sup> 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).




<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 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.

<sup>3</sup> 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.


<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.


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

#### AYP Status

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


























## Secondary-Level Mathematics

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

**Accountability Measures** 7 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	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 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (692:700)			98%		170	155	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:4)	—	—	—	—	—	—	—
Black or African American (154:141)			97%		159	150	
Hispanic or Latino (256:232)			97%		152	152	
Asian or Native Hawaiian/Other Pacific Islander (208:252)			100%		188	152	
White (69:68)			97%		188	147	
Multiracial (3:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (126:85)			90%		108	148	103 <sup>‡</sup> 117
Limited English Proficient <sup>4</sup> (123:182)			99%		179	151	
Economically Disadvantaged (486:504)			99%		170	154	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

<sup>1</sup> 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).




<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 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.

<sup>3</sup> 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.


<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.


<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**  
**(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) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
<b>All Students</b> (468)			72%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (80)			71%	55%		
Hispanic or Latino (207)			59%	55%		
Asian or Native Hawaiian/Other Pacific Islander (79)			86%	55%		
White (86)			84%	55%		
Multiracial (16)						
<b>Other Groups</b>	–		–	–		
Students with Disabilities (75)			29%	55%	41%	30%
Limited English Proficient <sup>3</sup> (19)	–		–	–		
Economically Disadvantaged (328)			68%	55%		
<b>Final AYP Determination</b>			1 of 1			

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

<sup>3</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 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 # 1**

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

## 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

19 schools identified 63% of total

CASCADES CENTER FOR TEACHING AND LEARNING  
COLLABORATIVE ACAD OF SCIENCE, TECHNOLOGY AND  
LANGUAGE ARTS ED  
EAST SIDE COMMUNITY HIGH SCHOOL  
PS 134 HENRIETTA SZOLD SCHOOL  
PS 137 JOHN L BERNSTEIN SCHOOL  
PS 142 AMALIA CASTRO SCHOOL  
PS 15 ROBERTO CLEMENTE SCHOOL  
PS 184 SHUANG WEN SCHOOL  
PS 188 ISLAND SCHOOL  
PS 19 ASHER LEVY SCHOOL  
PS 20 ANNA SILVER SCHOOL  
PS 34 FRANKLIN D ROOSEVELT SCHOOL  
PS 63 WILLIAM MCKINLEY SCHOOL  
PS 64 ROBERT SIMON SCHOOL  
TECHNOLOGY ARTS AND SCIENCES STUDIO SCHOOL  
TOMPKINS SQUARE MIDDLE SCHOOL EXTENSION  
UNIVERSITY NEIGHBORHOOD HIGH SCHOOL  
UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL  
URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN

#### Improvement (Year 1)

2 schools identified 7% of total

HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES  
LOWER EAST SIDE PREPARATORY SCHOOL

#### Improvement (Year 2)

1 school identified 3% of total

PS 140 NATHAN STRAUS SCHOOL

#### Restructuring (Year 5)

1 school identified 3% of total

MARTE VALLE SECONDARY SCHOOL

### New York State Status

#### Good Standing

7 schools identified 23% of total















BARD HIGH SCHOOL EARLY COLLEGE  
CHILDREN'S WORKSHOP SCHOOL  
EARTH SCHOOL  
EAST VILLAGE COMMUNITY SCHOOL  
NEIGHBORHOOD SCHOOL  
NEW EXPLORATIONS SCIENCE,TECH AND MATH SCHOOL  
PS 110 FLORENCE NIGHTINGALE SCHOOL


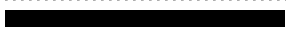
District NEW YORK CITY GEOGRAPHIC DISTRICT # 1

District ID 31-01-00-01-0000

## Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	62%			839
Grade 4	62%			833
Grade 5	72%			850
Grade 6	54%			856
Grade 7	64%			824
Grade 8	46%			891
<b>Mathematics</b>				
Grade 3	87%			847
Grade 4	78%			839
Grade 5	81%			855
Grade 6	72%			859
Grade 7	77%			828
Grade 8	62%			895
<b>Science</b>				
Grade 4	71%			825
Grade 8	49%			787

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	66%			756
Mathematics	74%			756

### 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.

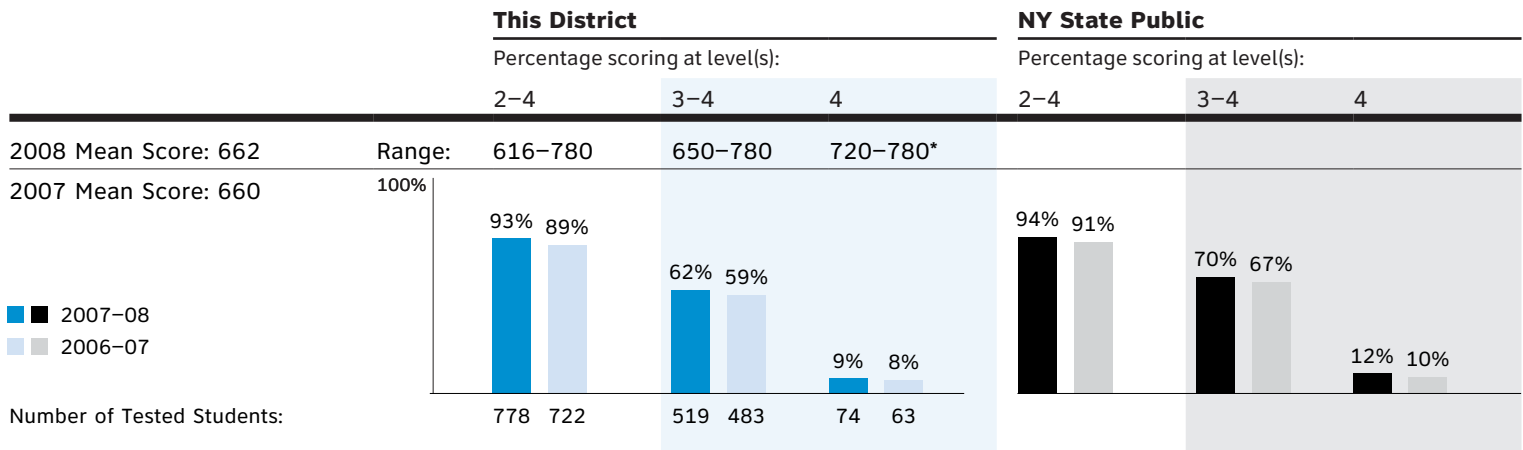
### This District's N/RC Category:

#### 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

	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
<b>All Students</b>	<b>839</b>	<b>93%</b>	<b>62%</b>	<b>9%</b>	<b>812</b>	<b>89%</b>	<b>59%</b>	<b>8%</b>
Female	404	92%	65%	11%	403	94%	64%	8%
Male	435	93%	59%	7%	409	84%	55%	7%
American Indian or Alaska Native	10	-	-	-	7	-	-	-
Black or African American	157	87%	49%	4%	147	84%	46%	5%
Hispanic or Latino	441	92%	57%	5%	436	87%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	136	99%	82%	15%	130	94%	75%	8%
White	93	98%	82%	29%	90	99%	93%	33%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	12	100%	42%	0%	9	78%	67%	11%
General-Education Students	660	98%	71%	11%	653	95%	67%	9%
Students with Disabilities	179	74%	29%	2%	159	64%	30%	3%
English Proficient	724	93%	65%	10%	672	91%	64%	9%
Limited English Proficient	115	90%	45%	0%	140	81%	39%	0%
Economically Disadvantaged	682	92%	56%	5%	709	88%	56%	5%
Not Disadvantaged	157	96%	85%	26%	103	96%	86%	28%
Migrant								
Not Migrant	839	93%	62%	9%	812	89%	59%	8%

#### NOTES

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

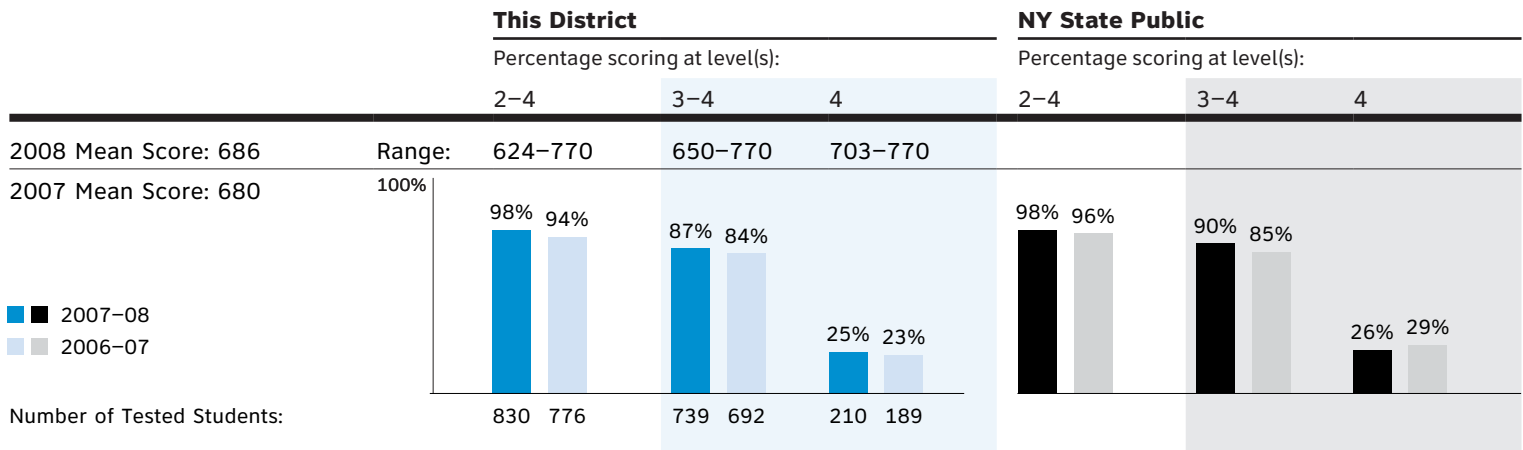
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	15	15	14	14	6	6	6	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	5	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
<b>All Students</b>	<b>847</b>	<b>98%</b>	<b>87%</b>	<b>25%</b>	<b>822</b>	<b>94%</b>	<b>84%</b>	<b>23%</b>
Female	411	98%	87%	24%	409	95%	86%	24%
Male	436	98%	87%	25%	413	94%	83%	22%
American Indian or Alaska Native	10	-	-	-	8	-	-	-
Black or African American	151	97%	81%	16%	145	90%	74%	16%
Hispanic or Latino	444	98%	84%	12%	438	94%	82%	13%
Asian or Native Hawaiian/Other Pacific Islander	143	100%	98%	56%	135	99%	96%	49%
White	97	99%	97%	53%	93	99%	96%	42%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	12	100%	83%	0%	11	91%	73%	27%
General-Education Students	664	100%	95%	30%	664	98%	90%	27%
Students with Disabilities	183	92%	60%	5%	158	81%	61%	6%
English Proficient	722	98%	88%	27%	674	95%	86%	25%
Limited English Proficient	125	97%	85%	13%	148	94%	76%	12%
Economically Disadvantaged	690	98%	85%	18%	720	94%	83%	20%
Not Disadvantaged	157	100%	97%	54%	102	99%	94%	41%
Migrant								
Not Migrant	847	98%	87%	25%	822	94%	84%	23%

#### NOTES

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

### Other Assessments

	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	16	16	15	10	6	6	6	4

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 658	612-775	650-775	716-775			
2007 Mean Score: 655						
Number of Tested Students:	760	774	517	495	39	33

### 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
<b>All Students</b>	<b>833</b>	<b>91%</b>	<b>62%</b>	<b>5%</b>	<b>841</b>	<b>92%</b>	<b>59%</b>	<b>4%</b>
Female	420	94%	68%	6%	452	94%	63%	5%
Male	413	88%	56%	3%	389	89%	54%	3%
American Indian or Alaska Native	7	-	-	-	5	-	-	-
Black or African American	149	89%	49%	1%	173	89%	47%	2%
Hispanic or Latino	448	90%	55%	1%	438	91%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	132	95%	83%	11%	143	98%	83%	10%
White	93	100%	91%	18%	81	96%	84%	15%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	11	73%	45%	0%	6	67%	67%	0%
General-Education Students	630	96%	72%	6%	663	97%	69%	5%
Students with Disabilities	203	75%	31%	0%	178	72%	20%	0%
English Proficient	731	93%	65%	5%	740	93%	62%	4%
Limited English Proficient	102	79%	38%	1%	101	85%	33%	1%
Economically Disadvantaged	678	90%	58%	3%	758	91%	55%	2%
Not Disadvantaged	155	95%	82%	13%	83	99%	95%	19%
Migrant								
Not Migrant	833	91%	62%	5%	841	92%	59%	4%

#### NOTES

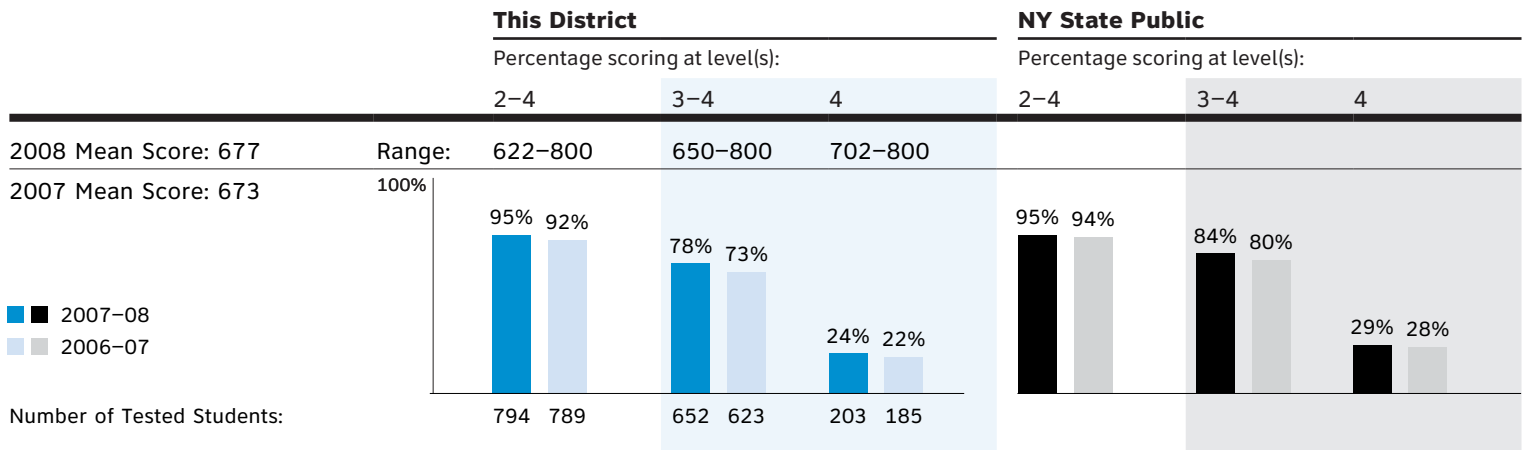
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	8	7	4	9	8	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	10	N/A	N/A	N/A

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

## This District's Results in Grade 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
<b>All Students</b>	<b>839</b>	<b>95%</b>	<b>78%</b>	<b>24%</b>	<b>853</b>	<b>92%</b>	<b>73%</b>	<b>22%</b>
Female	421	95%	79%	22%	449	94%	75%	21%
Male	418	94%	77%	26%	404	91%	71%	22%
American Indian or Alaska Native	7	-	-	-	5	-	-	-
Black or African American	148	91%	68%	11%	170	87%	61%	7%
Hispanic or Latino	452	93%	72%	12%	445	91%	67%	12%
Asian or Native Hawaiian/Other Pacific Islander	135	99%	95%	58%	147	100%	97%	59%
White	93	100%	97%	54%	85	99%	91%	39%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	11	100%	82%	45%	6	50%	33%	0%
General-Education Students	637	98%	85%	29%	675	98%	82%	27%
Students with Disabilities	202	84%	53%	8%	178	73%	38%	2%
English Proficient	727	96%	80%	26%	743	94%	74%	24%
Limited English Proficient	112	88%	63%	10%	110	85%	65%	9%
Economically Disadvantaged	684	94%	75%	19%	770	92%	71%	18%
Not Disadvantaged	155	99%	92%	45%	83	99%	95%	55%
Migrant								
Not Migrant	839	95%	78%	24%	853	92%	73%	22%

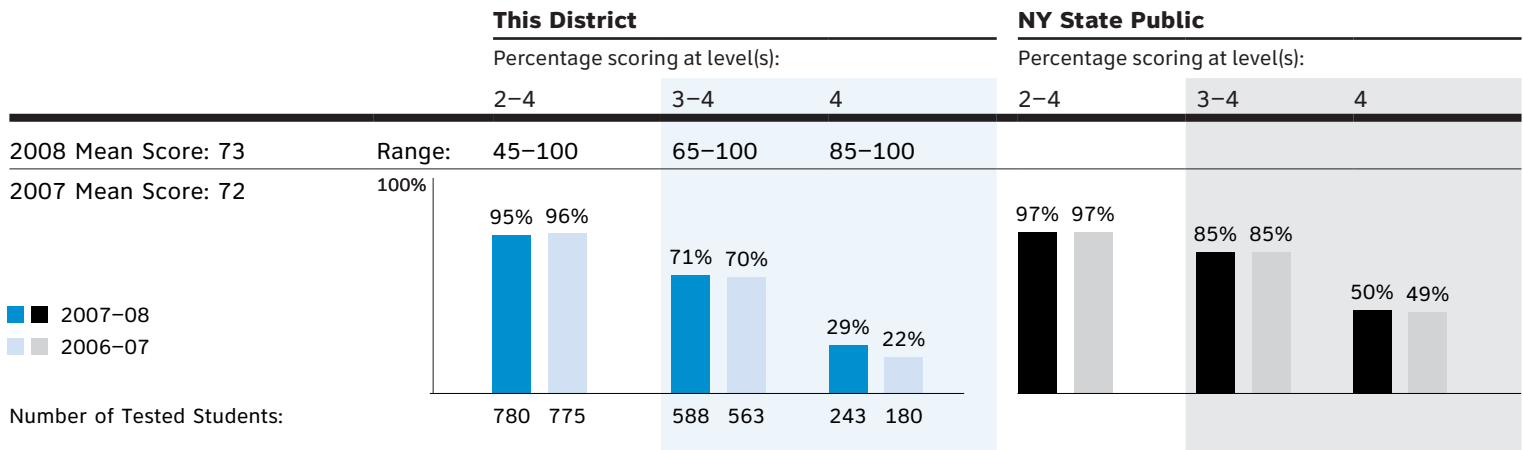
#### NOTES

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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	8	8	7	4	9	9	9	7

## 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
<b>All Students</b>	<b>825</b>	<b>95%</b>	<b>71%</b>	<b>29%</b>	<b>806</b>	<b>96%</b>	<b>70%</b>	<b>22%</b>
Female	416	95%	73%	28%	426	96%	69%	23%
Male	409	94%	70%	31%	380	96%	71%	22%
American Indian or Alaska Native	7	-	-	-	6	67%	33%	0%
Black or African American	146	92%	63%	15%	148	93%	59%	13%
Hispanic or Latino	445	93%	65%	19%	421	96%	64%	12%
Asian or Native Hawaiian/Other Pacific Islander	132	98%	86%	51%	144	99%	87%	47%
White	92	99%	96%	73%	87	100%	90%	48%
Multiracial	3	-	-	-				
Small Group Totals	10	90%	70%	30%				
General-Education Students	629	97%	78%	34%	637	98%	76%	27%
Students with Disabilities	196	88%	51%	14%	169	89%	46%	6%
English Proficient	717	96%	75%	33%	701	97%	73%	25%
Limited English Proficient	108	83%	45%	7%	105	91%	48%	7%
Economically Disadvantaged	672	94%	67%	24%	717	96%	67%	18%
Not Disadvantaged	153	97%	91%	52%	89	99%	92%	60%
Migrant								
Not Migrant	825	95%	71%	29%	806	96%	70%	22%

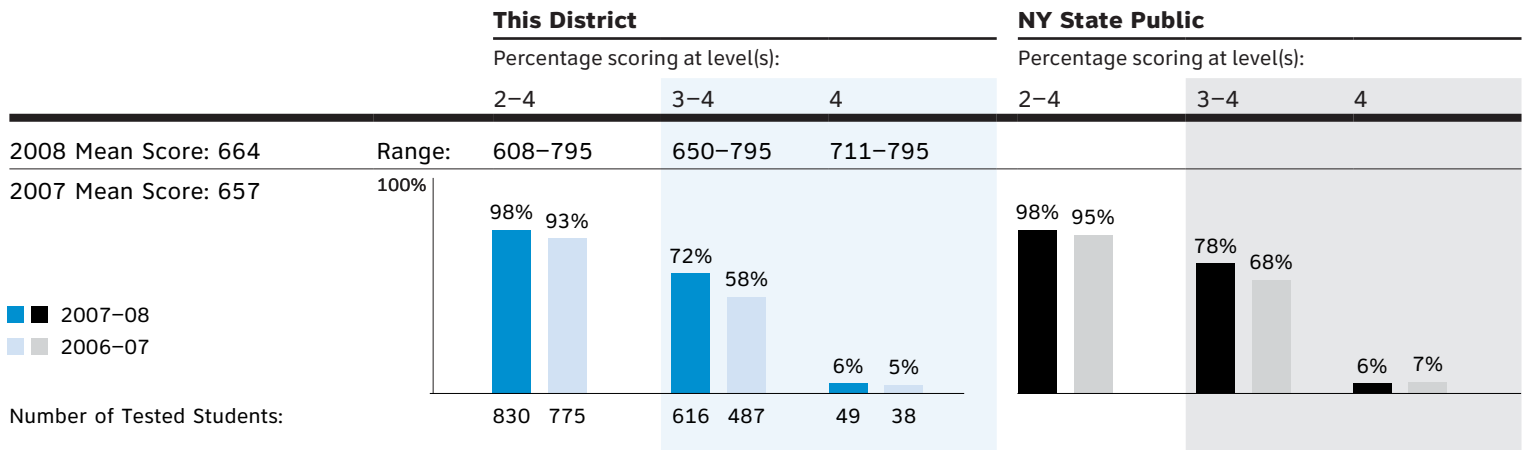
### NOTES

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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	9	7	7	5	9	9	9	7

## 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
<b>All Students</b>	<b>850</b>	<b>98%</b>	<b>72%</b>	<b>6%</b>	<b>834</b>	<b>93%</b>	<b>58%</b>	<b>5%</b>
Female	436	98%	75%	6%	369	96%	60%	5%
Male	414	97%	69%	5%	465	91%	57%	4%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	165	95%	60%	1%	165	93%	53%	1%
Hispanic or Latino	437	97%	69%	2%	444	92%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	152	99%	85%	13%	145	92%	81%	7%
White	90	100%	93%	22%	72	99%	90%	19%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	100%	67%	0%	8	100%	88%	0%
General-Education Students	645	100%	84%	7%	628	97%	68%	6%
Students with Disabilities	205	92%	36%	1%	206	81%	28%	0%
English Proficient	787	98%	75%	6%	745	95%	62%	5%
Limited English Proficient	63	97%	38%	0%	89	72%	28%	0%
Economically Disadvantaged	698	98%	69%	3%	744	92%	54%	3%
Not Disadvantaged	152	98%	88%	19%	90	99%	91%	20%
Migrant								
Not Migrant	850	98%	72%	6%	834	93%	58%	5%

#### NOTES

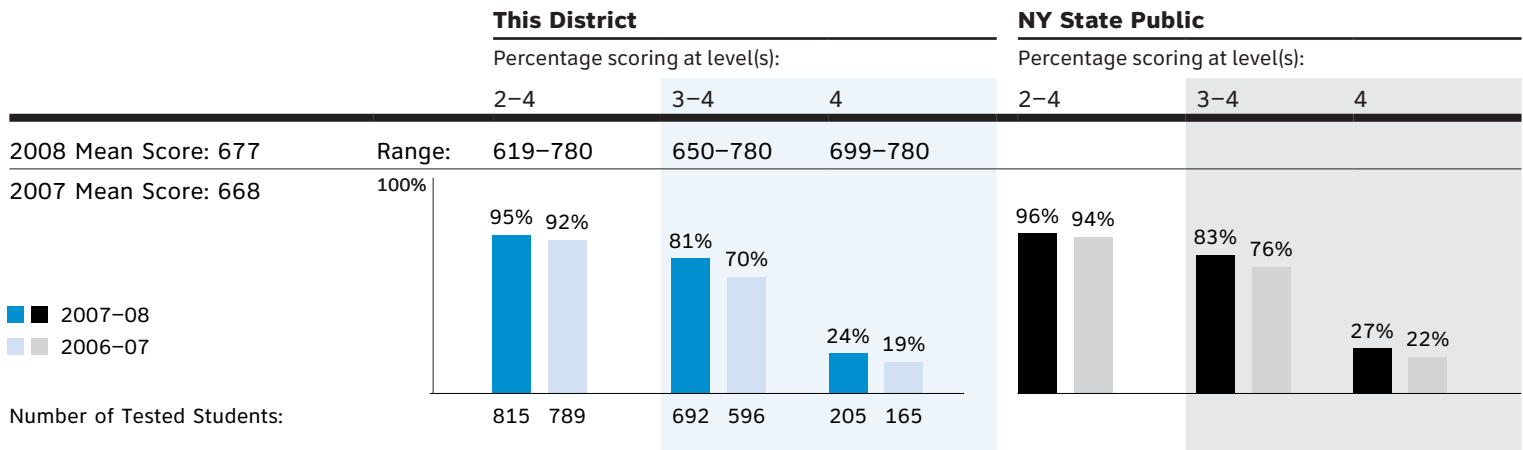
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	10	8	5	13	13	13	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	11	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
<b>All Students</b>	<b>855</b>	<b>95%</b>	<b>81%</b>	<b>24%</b>	<b>855</b>	<b>92%</b>	<b>70%</b>	<b>19%</b>
Female	438	96%	83%	24%	380	94%	72%	21%
Male	417	94%	79%	24%	475	91%	68%	18%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	164	91%	69%	7%	167	89%	62%	6%
Hispanic or Latino	437	95%	77%	11%	455	91%	62%	10%
Asian or Native Hawaiian/Other Pacific Islander	156	100%	99%	61%	151	98%	93%	52%
White	92	98%	93%	57%	74	99%	89%	43%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	67%	33%	0%	8	100%	75%	0%
General-Education Students	651	99%	90%	30%	649	96%	81%	24%
Students with Disabilities	204	82%	53%	4%	206	79%	35%	3%
English Proficient	789	96%	82%	25%	754	94%	71%	21%
Limited English Proficient	66	85%	68%	12%	101	83%	56%	10%
Economically Disadvantaged	705	95%	79%	19%	766	92%	68%	16%
Not Disadvantaged	150	95%	88%	46%	89	97%	88%	47%
Migrant								
Not Migrant	855	95%	81%	24%	855	92%	70%	19%

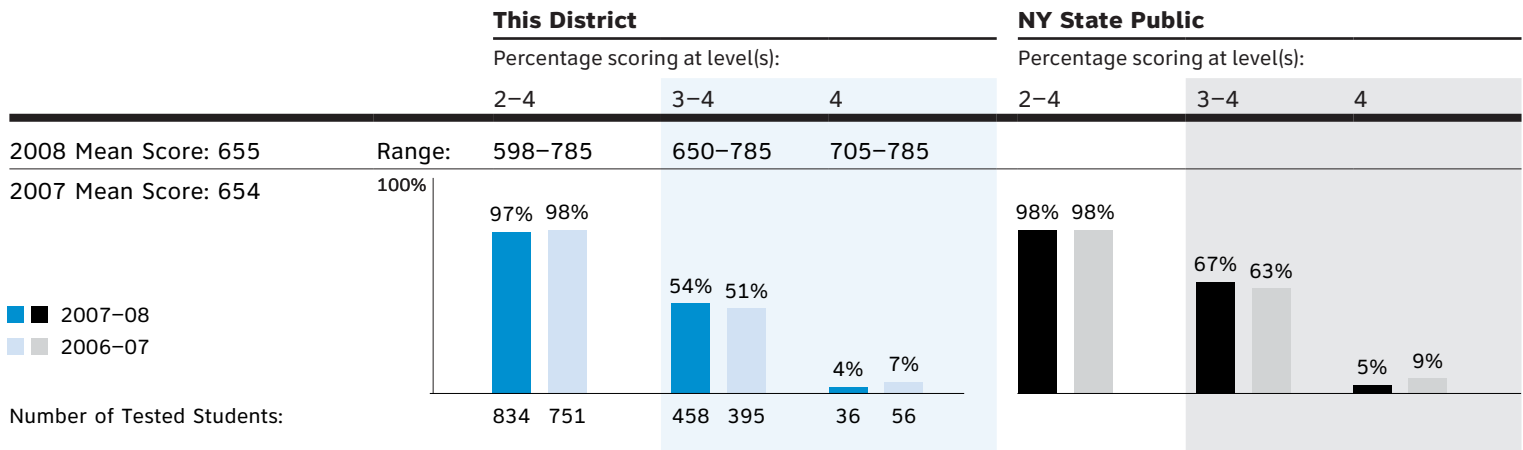
#### NOTES

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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	10	10	9	7	13	13	12	9

## 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
<b>All Students</b>	<b>856</b>	<b>97%</b>	<b>54%</b>	<b>4%</b>	<b>770</b>	<b>98%</b>	<b>51%</b>	<b>7%</b>
Female	373	99%	59%	5%	372	99%	56%	11%
Male	483	96%	49%	4%	398	96%	47%	4%
American Indian or Alaska Native	6	100%	83%	0%	3	-	-	-
Black or African American	151	97%	42%	1%	134	97%	34%	1%
Hispanic or Latino	434	97%	41%	1%	421	97%	44%	2%
Asian or Native Hawaiian/Other Pacific Islander	159	97%	74%	8%	132	98%	72%	12%
White	106	99%	91%	17%	79	-	-	-
Multiracial					1	-	-	-
Small Group Totals					83	100%	84%	36%
General-Education Students	629	99%	65%	6%	600	99%	61%	9%
Students with Disabilities	227	93%	21%	0%	170	93%	18%	0%
English Proficient	796	98%	57%	5%	715	98%	55%	8%
Limited English Proficient	60	85%	12%	0%	55	87%	9%	0%
Economically Disadvantaged	705	97%	48%	2%	701	97%	47%	3%
Not Disadvantaged	151	97%	77%	16%	69	100%	99%	46%
Migrant								
Not Migrant	856	97%	54%	4%	770	98%	51%	7%

#### NOTES

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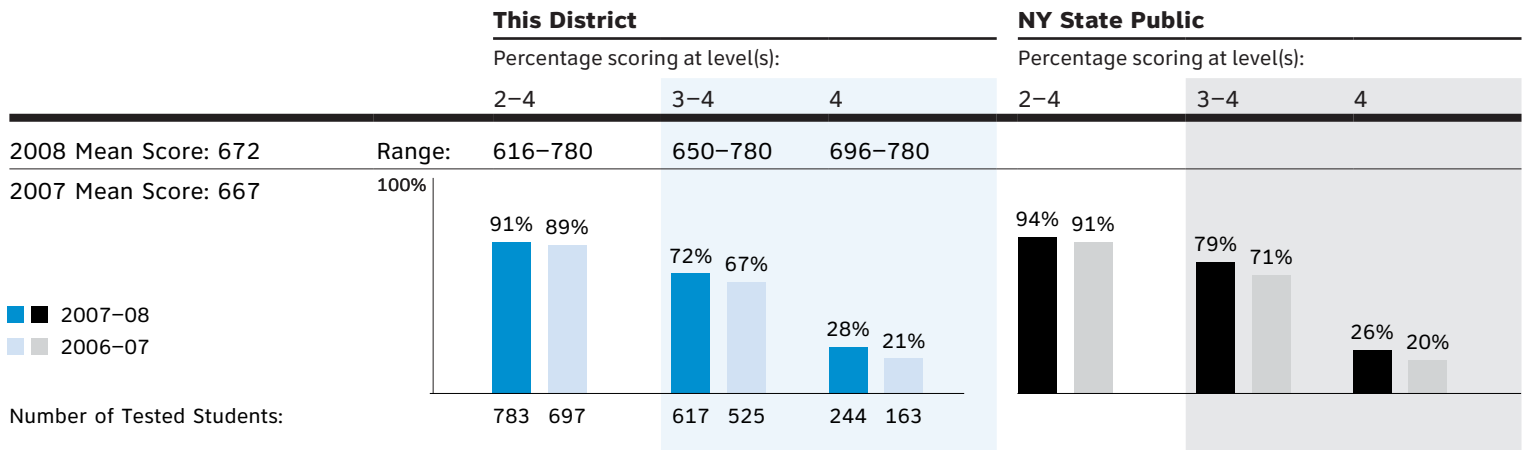
### Other Assessments

	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 6 Equivalent	14	14	11	5	11	10	10	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	N/A	N/A	N/A	11	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
<b>All Students</b>	<b>859</b>	<b>91%</b>	<b>72%</b>	<b>28%</b>	<b>783</b>	<b>89%</b>	<b>67%</b>	<b>21%</b>
Female	379	92%	74%	30%	378	92%	69%	24%
Male	480	90%	70%	28%	405	86%	65%	18%
American Indian or Alaska Native	5	100%	80%	0%	4	-	-	-
Black or African American	153	84%	57%	10%	132	80%	49%	6%
Hispanic or Latino	429	90%	63%	11%	431	87%	60%	6%
Asian or Native Hawaiian/Other Pacific Islander	166	98%	95%	67%	134	99%	93%	53%
White	106	98%	93%	63%	80	96%	89%	73%
Multiracial					2	-	-	-
Small Group Totals					6	83%	67%	17%
General-Education Students	632	97%	84%	36%	610	96%	77%	26%
Students with Disabilities	227	75%	39%	6%	173	65%	34%	2%
English Proficient	791	92%	74%	30%	714	91%	69%	22%
Limited English Proficient	68	79%	46%	9%	69	67%	49%	7%
Economically Disadvantaged	709	91%	69%	22%	713	88%	64%	14%
Not Disadvantaged	150	93%	83%	57%	70	100%	96%	87%
Migrant								
Not Migrant	859	91%	72%	28%	783	89%	67%	21%

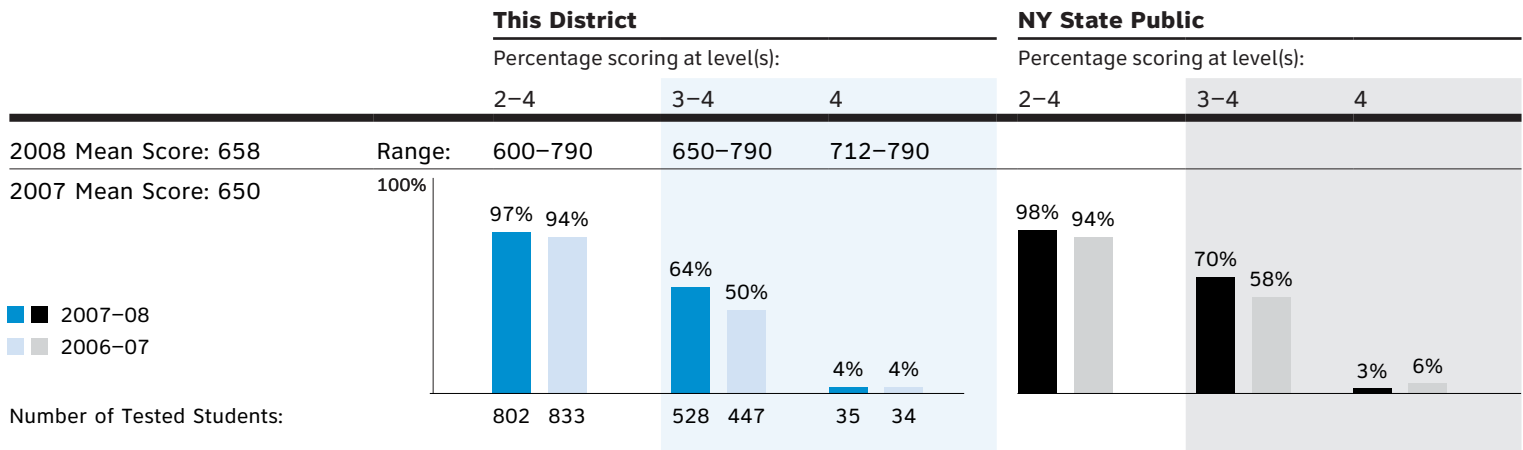
#### NOTES

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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	14	14	14	9	11	11	10	6

## 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
<b>All Students</b>	<b>824</b>	<b>97%</b>	<b>64%</b>	<b>4%</b>	<b>887</b>	<b>94%</b>	<b>50%</b>	<b>4%</b>
Female	396	99%	70%	7%	443	95%	52%	4%
Male	428	95%	59%	2%	444	93%	48%	3%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	150	97%	57%	1%	191	94%	36%	0%
Hispanic or Latino	451	96%	57%	1%	467	94%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	137	99%	84%	9%	149	94%	69%	8%
White	82	-	-	-	73	97%	84%	23%
Multiracial					3	-	-	-
Small Group Totals	86	100%	85%	20%	7	86%	43%	0%
General-Education Students	630	100%	74%	6%	730	96%	59%	5%
Students with Disabilities	194	90%	32%	0%	157	83%	11%	0%
English Proficient	774	98%	67%	5%	816	96%	53%	4%
Limited English Proficient	50	88%	20%	0%	71	70%	17%	0%
Economically Disadvantaged	722	98%	62%	2%	816	94%	47%	2%
Not Disadvantaged	102	95%	81%	20%	71	97%	93%	28%
Migrant								
Not Migrant	824	97%	64%	4%	887	94%	50%	4%

#### NOTES

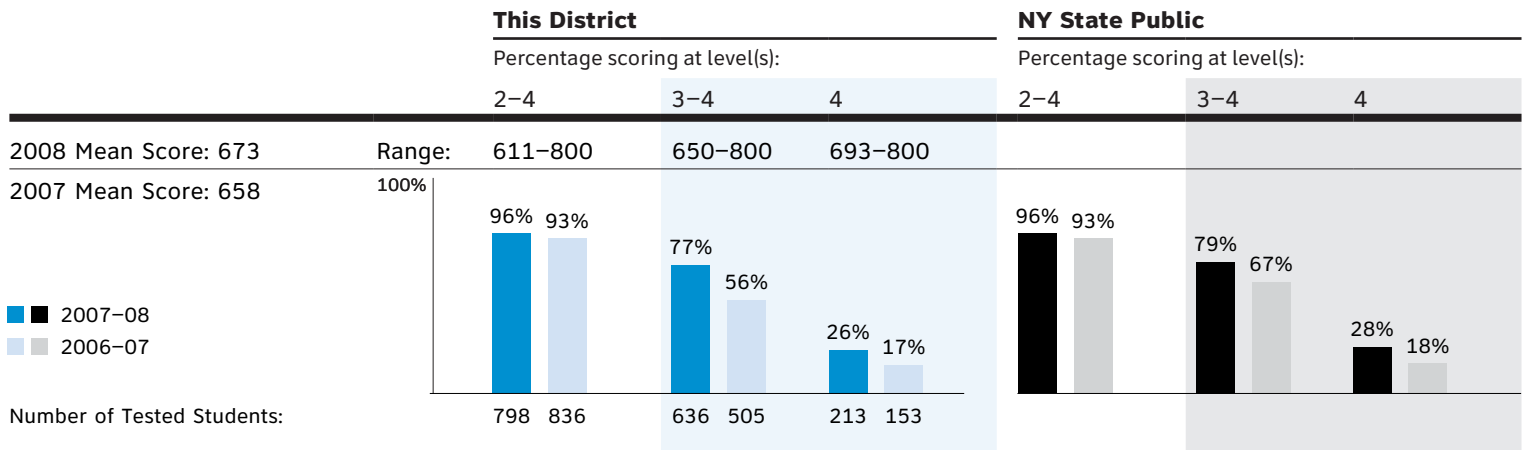
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	8	5	11	11	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	7	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
<b>All Students</b>	<b>828</b>	<b>96%</b>	<b>77%</b>	<b>26%</b>	<b>903</b>	<b>93%</b>	<b>56%</b>	<b>17%</b>
Female	392	98%	79%	29%	446	91%	55%	18%
Male	436	94%	75%	23%	457	94%	56%	16%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	150	94%	69%	7%	192	88%	39%	5%
Hispanic or Latino	453	96%	72%	13%	479	92%	48%	7%
Asian or Native Hawaiian/Other Pacific Islander	138	98%	94%	59%	152	99%	89%	46%
White	83	-	-	-	73	97%	81%	52%
Multiracial					3	-	-	-
Small Group Totals	87	99%	91%	70%	7	100%	57%	14%
General-Education Students	634	99%	86%	32%	741	95%	63%	21%
Students with Disabilities	194	87%	47%	5%	162	80%	23%	0%
English Proficient	772	97%	78%	26%	823	93%	57%	18%
Limited English Proficient	56	88%	54%	18%	80	86%	43%	5%
Economically Disadvantaged	724	97%	76%	20%	831	92%	53%	12%
Not Disadvantaged	104	95%	82%	63%	72	97%	90%	75%
Migrant								
Not Migrant	828	96%	77%	26%	903	93%	56%	17%

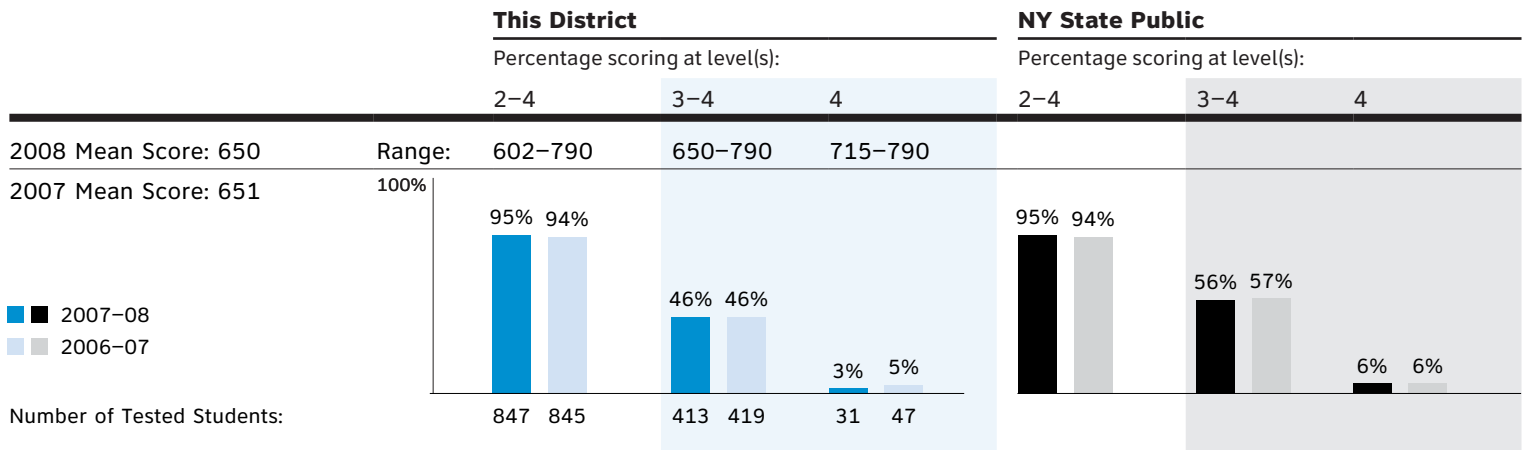
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## Other Assessments

	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	9	9	9	5	11	11	10	9

## 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
<b>All Students</b>	<b>891</b>	<b>95%</b>	<b>46%</b>	<b>3%</b>	<b>903</b>	<b>94%</b>	<b>46%</b>	<b>5%</b>
Female	429	96%	52%	5%	448	94%	51%	6%
Male	462	94%	41%	2%	455	93%	42%	4%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	189	96%	28%	1%	176	94%	38%	1%
Hispanic or Latino	471	94%	41%	1%	482	91%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	149	96%	67%	5%	137	97%	70%	8%
White	74	100%	88%	19%	100	100%	79%	26%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	8	88%	38%	0%	8	88%	38%	0%
General-Education Students	712	97%	55%	4%	756	97%	54%	6%
Students with Disabilities	179	85%	11%	1%	147	77%	9%	0%
English Proficient	831	97%	49%	4%	823	96%	50%	6%
Limited English Proficient	60	65%	7%	0%	80	73%	10%	0%
Economically Disadvantaged	759	94%	43%	2%	825	93%	42%	2%
Not Disadvantaged	132	99%	66%	12%	78	100%	97%	37%
Migrant								
Not Migrant	891	95%	46%	3%	903	94%	46%	5%

#### NOTES

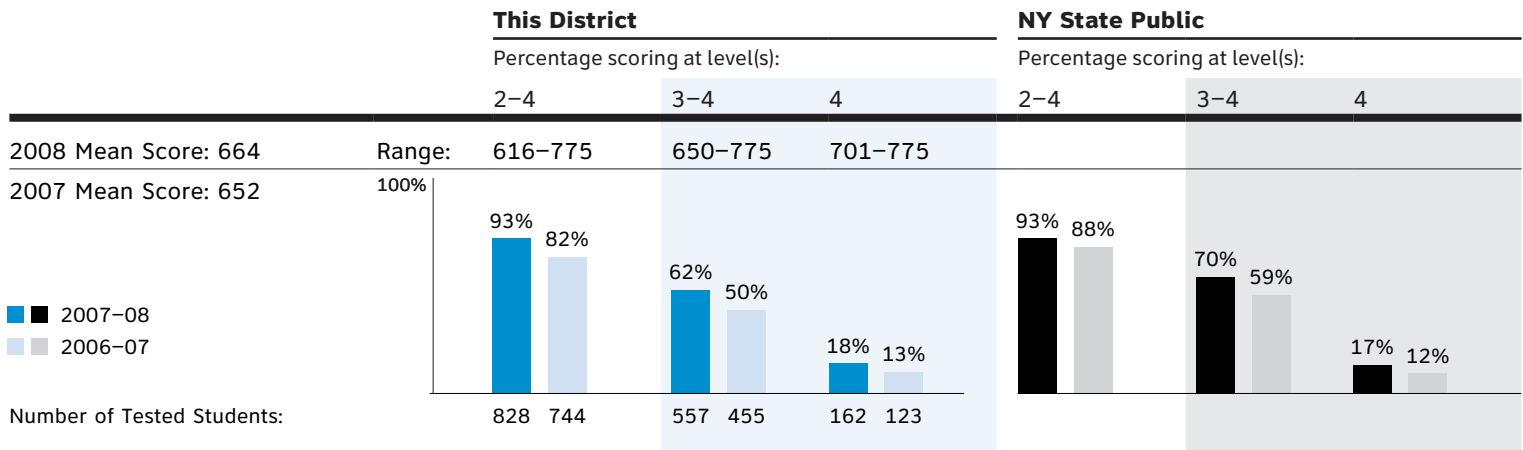
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	11	9	10	10	10	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	6	N/A	N/A	N/A	9	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
<b>All Students</b>	<b>895</b>	<b>93%</b>	<b>62%</b>	<b>18%</b>	<b>912</b>	<b>82%</b>	<b>50%</b>	<b>13%</b>
Female	435	92%	62%	20%	448	83%	52%	15%
Male	460	93%	63%	17%	464	80%	48%	12%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	189	90%	47%	4%	173	78%	34%	2%
Hispanic or Latino	474	91%	55%	7%	484	77%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	150	98%	90%	49%	144	96%	88%	45%
White	74	99%	89%	61%	103	91%	80%	41%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	8	100%	88%	13%	8	75%	63%	0%
General-Education Students	721	96%	71%	22%	766	87%	56%	16%
Students with Disabilities	174	80%	28%	3%	146	52%	16%	1%
English Proficient	828	93%	63%	19%	819	83%	51%	14%
Limited English Proficient	67	84%	48%	12%	93	66%	37%	8%
Economically Disadvantaged	762	92%	61%	14%	833	80%	46%	9%
Not Disadvantaged	133	94%	71%	44%	79	96%	94%	58%
Migrant								
Not Migrant	895	93%	62%	18%	912	82%	50%	13%

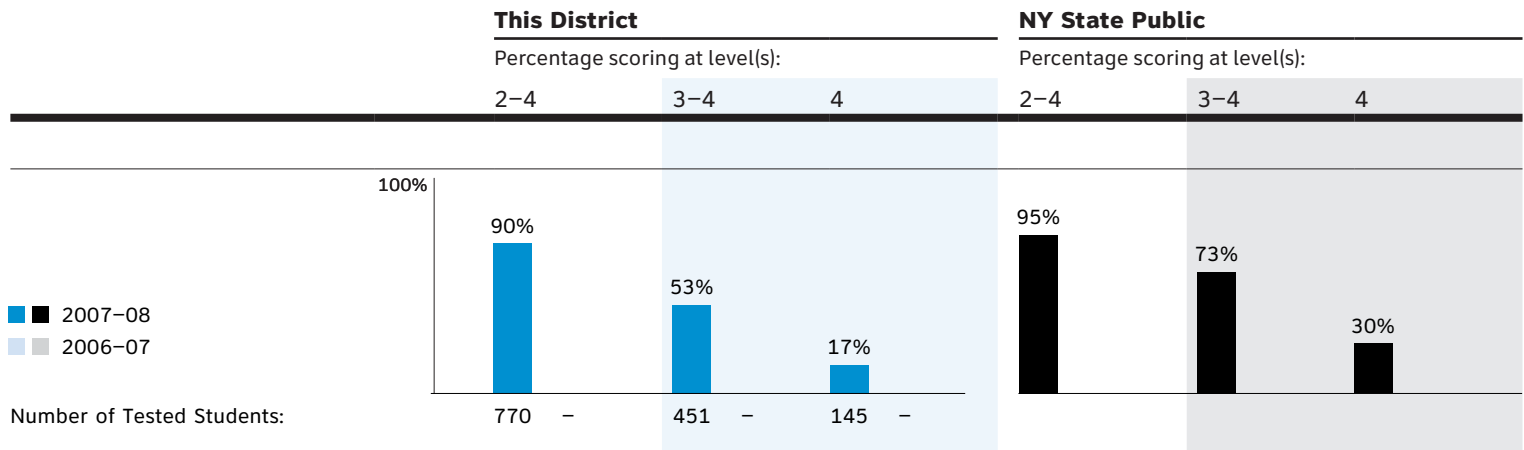
### NOTES

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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	12	12	12	9	10	10	10	7

## 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
<b>All Students</b>	<b>787</b>	<b>90%</b>	<b>49%</b>	<b>12%</b>	<b>879</b>	<b>85%</b>	<b>50%</b>	<b>18%</b>
Female	376	88%	43%	9%	434	83%	48%	19%
Male	411	91%	55%	15%	445	87%	51%	18%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	170	82%	38%	4%	164	82%	34%	7%
Hispanic or Latino	439	90%	41%	3%	462	81%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	138	97%	80%	43%	145	97%	79%	48%
White	33	94%	85%	33%	100	96%	86%	54%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	7	100%	57%	14%	8	63%	38%	0%
General-Education Students	623	93%	57%	14%	740	89%	55%	21%
Students with Disabilities	164	76%	21%	2%	139	66%	19%	2%
English Proficient	722	91%	51%	12%	788	87%	53%	20%
Limited English Proficient	65	72%	26%	6%	91	68%	21%	5%
Economically Disadvantaged	722	89%	49%	11%	801	84%	45%	13%
Not Disadvantaged	65	95%	52%	14%	78	99%	97%	77%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	787	90%	49%	12%	879	85%	50%	18%

### NOTES

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

## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	10	9	10	10	8	6
Regents Science	64	64	64	53	2	-	-	-

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

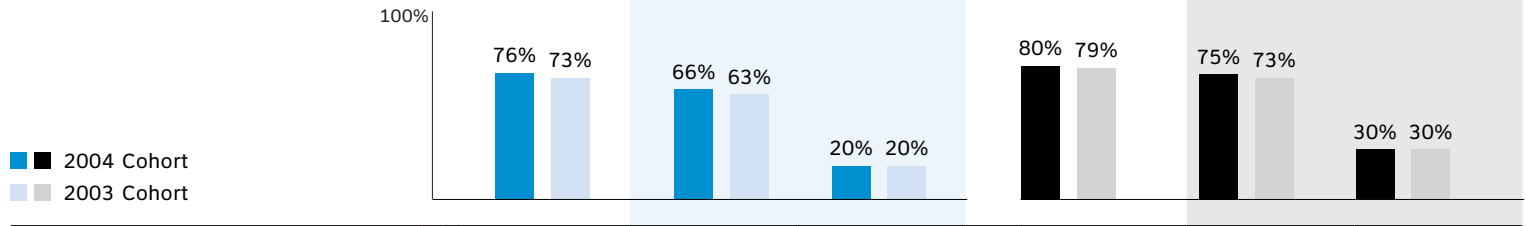
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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

### 2003 Cohort\*\*

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>756</b>	<b>76%</b>	<b>66%</b>	<b>20%</b>	<b>536</b>	<b>73%</b>	<b>63%</b>	<b>20%</b>
Female	435	85%	75%	26%	285	82%	74%	27%
Male	321	64%	53%	12%	251	62%	50%	12%
American Indian or Alaska Native	4	-	-	-				
Black or African American	156	83%	71%	19%	88	64%	57%	22%
Hispanic or Latino	270	70%	57%	16%	256	64%	50%	11%
Asian or Native Hawaiian/Other Pacific Islander	253	73%	64%	16%	88	88%	74%	15%
White	70	94%	91%	53%	88	89%	88%	44%
Multiracial	3	-	-	-	16	100%	100%	69%
Small Group Totals	7	86%	71%	29%				
General-Education Students	636	84%	74%	23%	420	85%	75%	25%
Students with Disabilities	120	32%	23%	3%	116	28%	16%	3%
English Proficient	591	81%	72%	25%	520	74%	64%	21%
Limited English Proficient	165	56%	42%	2%	16	31%	13%	0%
Economically Disadvantaged	541	73%	61%	14%	377	71%	58%	12%
Not Disadvantaged	215	82%	79%	34%	159	76%	74%	40%
Migrant								
Not Migrant	756	76%	66%	20%				

### NOTES

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

## Other Assessments

### 2004 Cohort

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

### 2003 Cohort

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

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

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

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

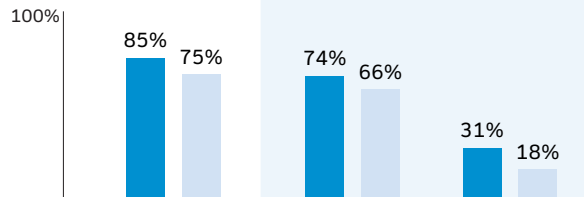
\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

### This District

Percentage scoring at level(s):

2-4      3-4      4

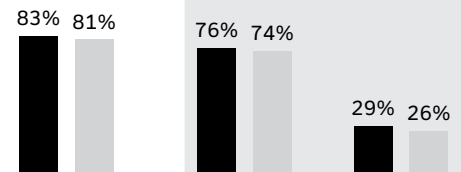


■ 2004 Cohort  
■ 2003 Cohort

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



## Results by Student Group

### 2004 Cohort

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

### 2003 Cohort\*\*

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>756</b>	<b>85%</b>	<b>74%</b>	<b>31%</b>	<b>536</b>	<b>75%</b>	<b>66%</b>	<b>18%</b>
Female	435	89%	78%	31%	285	83%	73%	19%
Male	321	79%	68%	31%	251	66%	58%	17%
American Indian or Alaska Native	4	–	–	–				
Black or African American	156	83%	66%	13%	88	69%	57%	8%
Hispanic or Latino	270	75%	57%	9%	256	66%	54%	11%
Asian or Native Hawaiian/Other Pacific Islander	253	93%	91%	62%	88	90%	85%	28%
White	70	94%	90%	40%	88	88%	85%	31%
Multiracial	3	–	–	–	16	100%	100%	50%
Small Group Totals	7	86%	86%	29%				
General-Education Students	636	92%	83%	36%	420	86%	79%	23%
Students with Disabilities	120	45%	24%	2%	116	36%	19%	0%
English Proficient	591	84%	71%	23%	520	76%	67%	18%
Limited English Proficient	165	88%	84%	61%	16	56%	38%	13%
Economically Disadvantaged	541	86%	72%	31%	377	75%	62%	14%
Not Disadvantaged	215	83%	76%	30%	159	75%	74%	28%
Migrant								
Not Migrant	756	85%	74%	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

### 2004 Cohort

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

### 2003 Cohort

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

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

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

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

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