



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 2**  
District ID **31-02-00-01-0000**  
Superintendent **ANNA MARIE CARRILLO**  
Telephone **(212) 356-3762**  
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](mailto: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	756	856	819
Kindergarten	2430	2307	2477
Grade 1	2373	2457	2312
Grade 2	2299	2286	2366
Grade 3	2181	2210	2194
Grade 4	2151	2148	2168
Grade 5	2136	2084	2093
Grade 6	2098	2114	2037
Ungraded Elementary	953	1068	1219
Grade 7	2100	2122	2098
Grade 8	2325	2129	2137
Grade 9	12188	12026	11809
Grade 10	9463	9685	10698
Grade 11	5672	6379	7220
Grade 12	5926	5288	6240
Ungraded Secondary	2174	2420	2799
<b>Total K-12</b>	<b>56469</b>	<b>56723</b>	<b>59867</b>

### Average Class Size

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

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	32406	57%	30555	54%	29055	49%
Reduced-Price Lunch	4648	8%	4595	8%	4959	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	6526	12%	6266	11%	6928	12%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	217	0%	185	0%	284	0%
Black or African American	11858	21%	11627	20%	12686	21%
Hispanic or Latino	21198	38%	21405	38%	22782	38%
Asian or Native Hawaiian/Other Pacific Islander	12333	22%	12587	22%	12843	21%
White	10863	19%	10919	19%	11272	19%
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	2033	4%	2983	5%	3043	5%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	3670	3854	4105
Percent with No Valid Teaching Certificate	4%	4%	2%
Percent Teaching Out of Certification	14%	11%	10%
Percent with Fewer Than Three Years of Experience	20%	19%	19%
Percentage with Master's Degree Plus 30 Hours or Doctorate	39%	39%	39%
<b>Total Number of Core Classes</b>	12460	9678	11390
Percent Not Taught by Highly Qualified Teachers	12%	11%	11%
<b>Total Number of Classes</b>	11775	12182	13331
Percent Taught by Teachers Without Appropriate Certification	15%	12%	11%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	19%	
Turnover Rate of All Teachers	22%	17%	

## 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:

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

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](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:

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

### 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)

▲ 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
<b>All Students</b>	✓	✓	✓	✗	✗	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✗	✗		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✗	
Multiracial	–	–		–	–	
<b>Other Groups</b>						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✓	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✓	
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✗ 7 of 9	✓ 1 of 1	✗ 2 of 8	✗ 2 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

- 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

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Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

### 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> (14018:13000)	✓	✓	95%	✓	177	132	
<b>Ethnicity</b>							
American Indian or Alaska Native (36:33)	✓	—	—	✓	170	116	
Black or African American (3652:1589)	✗	✗	94%	✓	163	130	
Hispanic or Latino (5733:2689)	✓	✓	96%	✓	162	131	
Asian or Native Hawaiian/Other Pacific Islander (4546:4341)	✓	✓	99%	✓	180	131	
White (8961:4320)	✓	✓	95%	✓	190	131	
Multiracial (31:28)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4657:2059)	✗	✗	84%	✓	145	131	
Limited English Proficient <sup>5</sup> (1201:1581)	✓	✓	97%	✓	147	130	
Economically Disadvantaged (7571:7280)	✓	✓	99%	✓	170	132	
<b>Final AYP Determination</b>	✗ 7 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 Mathematics

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



Good Standing

### Accountability Measures

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Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

### 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> (14036:13009)	✓	✓	95%	✓	187	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (34:30)	✓	—	—	✓	187	85	
Black or African American (3623:1577)	✗	✗	94%	✓	170	99	
Hispanic or Latino (5713:2655)	✓	✓	96%	✓	172	100	
Asian or Native Hawaiian/Other Pacific Islander (4570:4404)	✓	✓	99%	✓	196	100	
White (8994:4315)	✓	✓	95%	✓	193	100	
Multiracial (33:28)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4629:2016)	✗	✗	84%	✓	159	100	
Limited English Proficient <sup>5</sup> (1223:1696)	✓	✓	100%	✓	184	99	
Economically Disadvantaged (7567:7288)	✓	✓	99%	✓	184	101	
<b>Final AYP Determination</b>	✗ 7 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> (4761:4341)		Qualified		93%		183	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (15:12)		–	–	–	–	–	–	–
Black or African American (639:553)		Qualified		89%		162	100	
Hispanic or Latino (969:881)		Qualified		94%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (1545:1483)		Qualified		99%		192	100	
White (1582:1403)		Qualified		90%		193	100	
Multiracial (11:9)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (1540:639)		Qualified		81%		160	100	
Limited English Proficient <sup>4</sup> (428:571)		Qualified		99%		172	100	
Economically Disadvantaged (2541:2427)		Qualified		98%		179	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)



Good Standing

### Accountability Measures

2 of 8

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
<b>All Students</b> (7732:7778)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	162	164	164	166
<b>Ethnicity</b>								
American Indian or Alaska Native (26:25)	—	—	—	—	—	—	—	—
Black or African American (1894:1932)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	154	163	163	159
Hispanic or Latino (3394:3467)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	152	163	156†	157
Asian or Native Hawaiian/Other Pacific Islander (1413:1408)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	184	162		
White (976:928)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	186	161		
Multiracial (29:18)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (599:794)	<b>X</b>	<b>✓</b>	97%	<b>X</b>	91	161	133	102
Limited English Proficient <sup>4</sup> (786:1089)	<b>X</b>	<b>✓</b>	98%	<b>X</b>	126	162	127	133
Economically Disadvantaged (4790:5156)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	161	163	163	165
<b>Final AYP Determination</b>	<b>X</b> 2 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 for This Subject (2008–09)



Good Standing

### Accountability Measures

2 of 8

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
<b>All Students</b> (13693:7778)	<b>X</b>	<b>✓</b>	96%	<b>X</b>	156	158	158	160
<b>Ethnicity</b>								
American Indian or Alaska Native (26:25)	—	—	—	—	—	—	—	—
Black or African American (3282:1932)	<b>X</b>	<b>✓</b>	95%	<b>X</b>	142	157	157	148
Hispanic or Latino (5776:3467)	<b>X</b>	<b>✓</b>	96%	<b>X</b>	147	157	157‡	152
Asian or Native Hawaiian/Other Pacific Islander (1413:1408)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	190	156		
White (1863:928)	<b>X</b>	<b>X</b>	94%	<b>✓</b>	171	155		
Multiracial (29:18)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (722:794)	<b>X</b>	<b>X</b>	91%	<b>X</b>	89	155	140	100
Limited English Proficient <sup>4</sup> (786:1089)	<b>X</b>	<b>✓</b>	98%	<b>X</b>	143	156	156	149
Economically Disadvantaged (4790:5156)	<b>✓</b>	<b>✓</b>	95%	<b>✓</b>	158	157		
<b>Final AYP Determination</b>	<b>X</b> 2 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




















## 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		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (7475) 			64%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (15)		–	–	–	
Black or African American (1871)			58%	55%	
Hispanic or Latino (3349)			54%	55%	55% 55%
Asian or Native Hawaiian/Other Pacific Islander (1267)			83%	55%	
White (918)			85%	55%	
Multiracial (55)					
<b>Other Groups</b>			80%	55%	
Students with Disabilities (740)			27%	55%	19% 28%
Limited English Proficient <sup>3</sup> (1153)			50%	55%	1% 51%
Economically Disadvantaged (5649)			61%	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 # 2**

District ID **31-02-00-01-0000**

## 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

39 schools identified 42% of total

AMERICAN SIGN LANGUAGE & ENGLISH SCHOOL  
 AMERICAN SIGN LANGUAGE AND ENGLISH LOWER SCHOOL  
 COALITION SCHOOL FOR SOCIAL CHANGE  
 DUAL LANGUAGE AND ASIAN STUDIES HIGH SCHOOL  
 ESSEX STREET ACADEMY  
 FACING HISTORY SCHOOL (THE)  
 FOOD AND FINANCE HIGH SCHOOL  
 HARVEY MILK HIGH SCHOOL  
 HEALTH PROFESSIONS & HUMAN SERVICES HIGH SCHOOL  
 HIGH SCHOOL FOR FASHION INDUSTRIES  
 HIGH SCHOOL OF ECONOMICS & FINANCE  
 HIGH SCHOOL OF HOSPITALITY MANAGEMENT  
 INDEPENDENCE HIGH SCHOOL  
 JACQUELINE KENNEDY-ONASSIS HIGH SCHOOL  
 JAMES BALDWIN SCHOOL  
 LANDMARK HIGH SCHOOL  
 LEGACY SCHOOL FOR INTEGRATED STUDIES  
 LIFE SCIENCES SECONDARY SCHOOL  
 LOWER MANHATTAN ARTS ACADEMY  
 MANHATTAN BRIDGES HIGH SCHOOL  
 MANHATTAN INTERNATIONAL HIGH SCHOOL  
 MANHATTAN VILLAGE ACADEMY  
 NEW DESIGN HIGH SCHOOL  
 PACE HIGH SCHOOL  
 PS 1 ALFRED E SMITH SCHOOL  
 PS 11 WILLIAM T HARRIS SCHOOL  
 PS 111 ADOLPH S OCHS SCHOOL  
 PS 124 YUNG WING SCHOOL  
 PS 126 JACOB AUGUST RIIS SCHOOL  
 PS 130 HERNANDO DESOTO SCHOOL  
 PS 2 MEYER LONDON SCHOOL  
 PS 33 CHELSEA PREP  
 PS 42 BENJAMIN ALTMAN SCHOOL  
 PS 51 ELIAS HOWE SCHOOL  
 R R GREEN HIGH SCHOOL OF TEACHING  
 UNITY CENTER FOR URBAN TECHNOLOGIES  
 URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW  
 URBAN ASSEMBLY SCHOOL OF DESIGN AND CONSTRUCTION  
 VANGUARD HIGH SCHOOL

#### ▲ Improvement (Year 1)

2 schools identified 2% of total

LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS  
 SCHOOL FOR THE PHYSICAL CITY HIGH SCHOOL

### New York State Status

#### ■ Good Standing

40 schools identified 43% of total

ART AND DESIGN HIGH SCHOOL  
 BALLET TECH/NYC PS FOR DANCE  
 BARUCH COLLEGE CAMPUS HIGH SCHOOL  
 EAST SIDE MIDDLE SCHOOL  
 ELEANOR ROOSEVELT HIGH SCHOOL  
 ELLA BAKER SCHOOL  
 GREENWICH VILLAGE MIDDLE SCHOOL  
 HIGH SCHOOL FOR ENVIRONMENTAL STUDIES  
 HS 560 CITY-AS-SCHOOL  
 HUMANITIES PREPARATORY ACADEMY  
 IS 289  
 JHS 104 SIMON BARUCH  
 JHS 167 ROBERT F WAGNER SCHOOL  
 LEADERSHIP & PUBLIC SERVICE HIGH SCHOOL  
 MILLENNIUM HIGH SCHOOL  
 MS 255 SALK SCHOOL OF SCIENCE  
 MS 260 CLINTON SCHOOL WRITERS  
 NYC LAB HIGH SCHOOL FOR COLLABORATIVE STUDIES  
 NYC LAB MS FOR COLLABORATIVE STUDIES  
 NYC MUSEUM SCHOOL  
 PROFESSIONAL PERFORMING ARTS HIGH SCHOOL  
 PS 116 MARY LINDLEY MURRAY SCHOOL  
 PS 150  
 PS 158 BAYLARD TAYLOR SCHOOL  
 PS 183 R L STEVENSON SCHOOL  
 PS 198 ISADOR & IDA STRAUS SCHOOL  
 PS 212 MIDTOWN WEST SCHOOL  
 PS 234 INDEPENDENCE SCHOOL  
 PS 290 MANHATTAN NEW SCHOOL  
 PS 40 AUGUSTUS STREET GARDENS  
 PS 41 GREENWICH VILLAGE SCHOOL  
 PS 59 BEEKMAN HILL INTERNATIONAL SCHOOL  
 PS 6 LILLIE D BLAKE SCHOOL  
 PS 77 LOWER LAB SCHOOL  
 PS 89  
 PS/IS 217 ROOSEVELT ISLAND SCHOOL  
 REPERTORY COMPANY HIGH SCHOOL FOR THEATRE ARTS  
 SCHOOL OF THE FUTURE HIGH SCHOOL  
 STUYVESANT HIGH SCHOOL  
 TALENT UNLIMITED HIGH SCHOOL

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

2 schools identified 2% of total

PS 3 CHARRETTE SCHOOL  
 URBAN ACADEMY LABORATORY HIGH SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

## 2008–09 Accountability Status of Schools in Your District Continued

### Federal Title I Status

#### Improvement (Year 1) (continued)

#### Corrective Action

1 school identified 1% of total

MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL

#### Planning for Restructuring

2 schools identified 2% of total

BAYARD RUSTIN EDUCATION COMPLEX

HIGH SCHOOL OF COMMUNICATION GRAPHIC ART

#### Restructuring (Year 1)

3 schools identified 3% of total

CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS

SATELLITE ACADEMY

#### Restructuring (Year 2)

2 schools identified 2% of total

NORMAN THOMAS HIGH SCHOOL

WASHINGTON IRVING HIGH SCHOOL

#### Restructuring (Year 4)

1 school identified 1% of total

IS 131

### New York State Status

#### Requiring Academic Progress (Year 1) (continued)

#### Requiring Academic Progress (Year 5)

1 school identified 1% of total







INSTITUTE FOR COLLABORATIVE EDUCATION

District NEW YORK CITY GEOGRAPHIC DISTRICT # 2







District ID 31-02-00-01-0000

## 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	80%			2270
Grade 4	83%			2240
Grade 5	88%			2152
Grade 6	74%			2106
Grade 7	83%			2144
Grade 8	69%			2167

### Mathematics

Grade 3	95%		2297
Grade 4	94%		2276
Grade 5	91%		2172
Grade 6	85%		2133
Grade 7	86%		2151
Grade 8	80%		2201

### Science

Grade 4	90%		2259
Grade 8	79%		2131

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	69%			8791
Mathematics	66%			8791

## 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).

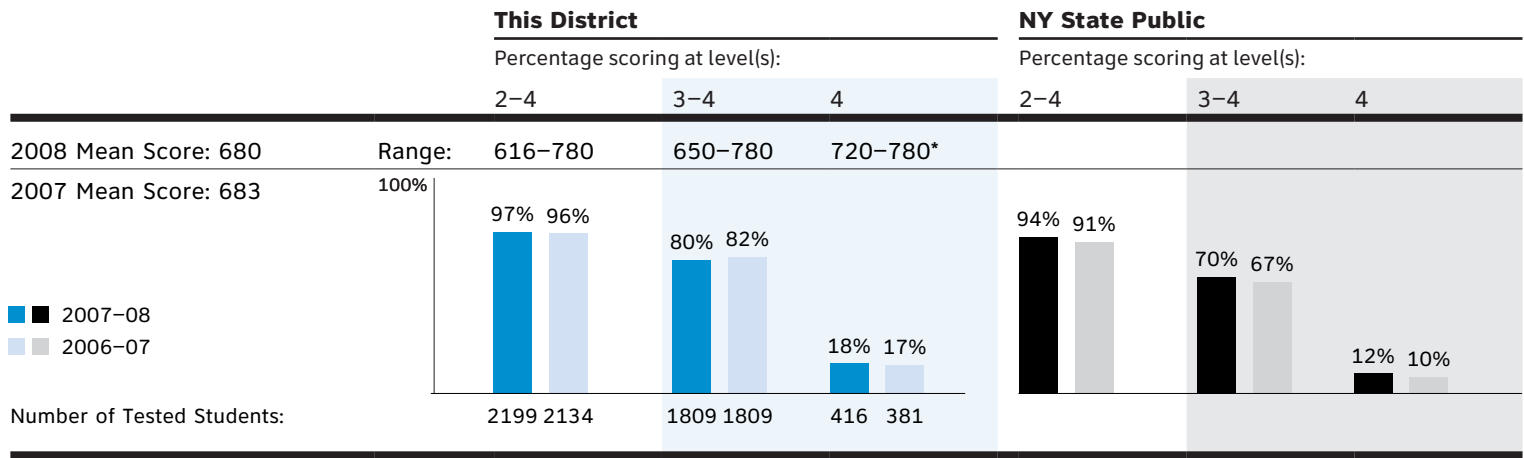
In this section, this district's performance is compared with that of public schools statewide.

## 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>2270</b>	<b>97%</b>	<b>80%</b>	<b>18%</b>	<b>2212</b>	<b>96%</b>	<b>82%</b>	<b>17%</b>
Female	1131	98%	84%	21%	1100	98%	84%	19%
Male	1139	96%	76%	16%	1112	95%	79%	15%
American Indian or Alaska Native	5	80%	40%	0%	5	100%	100%	0%
Black or African American	215	95%	65%	8%	219	95%	66%	7%
Hispanic or Latino	411	92%	65%	7%	405	92%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	782	98%	78%	13%	764	98%	87%	16%
White	846	99%	92%	31%	812	98%	91%	27%
Multiracial	11	100%	100%	9%	7	100%	57%	14%
Small Group Totals								
General-Education Students	1895	99%	86%	21%	1887	98%	86%	19%
Students with Disabilities	375	86%	50%	6%	325	85%	54%	6%
English Proficient	1973	98%	84%	21%	1948	97%	84%	19%
Limited English Proficient	297	92%	52%	1%	264	91%	63%	3%
Economically Disadvantaged	1176	95%	70%	9%	1204	95%	74%	8%
Not Disadvantaged	1094	99%	90%	29%	1008	98%	91%	28%
Migrant								
Not Migrant	2270	97%	80%	18%	2212	96%	82%	17%

### 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.

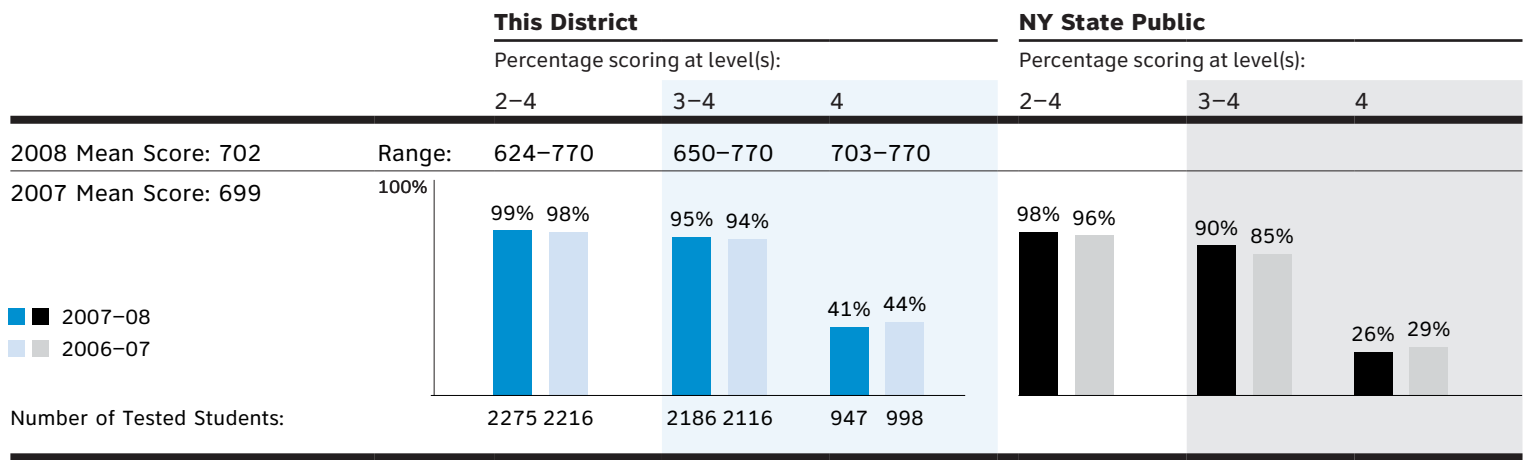
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

## 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	14	12	8	21	20	18	8
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	20	N/A	N/A	N/A	38	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



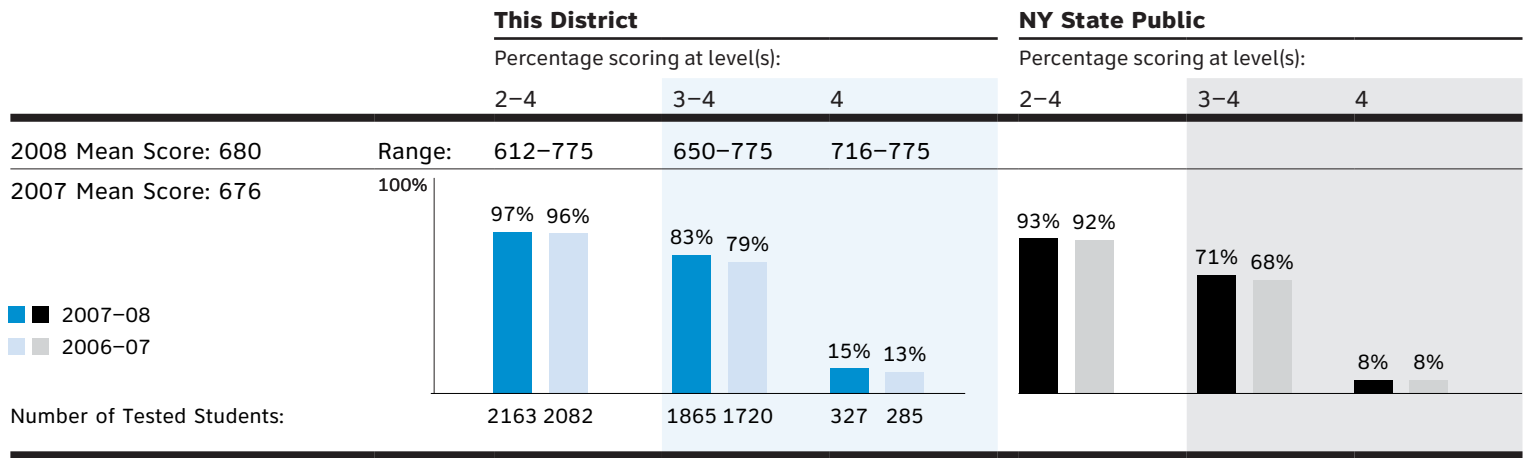
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2297</b>	<b>99%</b>	<b>95%</b>	<b>41%</b>	<b>2251</b>	<b>98%</b>	<b>94%</b>	<b>44%</b>
Female	1143	99%	96%	42%	1120	98%	94%	45%
Male	1154	99%	95%	40%	1131	98%	94%	44%
American Indian or Alaska Native	4	—	—	—	5	100%	100%	20%
Black or African American	208	99%	86%	20%	215	95%	87%	21%
Hispanic or Latino	409	97%	88%	20%	411	97%	86%	22%
Asian or Native Hawaiian/Other Pacific Islander	800	100%	99%	51%	790	99%	97%	55%
White	864	99%	97%	48%	821	99%	98%	52%
Multiracial	12	—	—	—	9	100%	56%	11%
Small Group Totals	16	94%	94%	31%				
General-Education Students	1928	100%	98%	46%	1931	99%	96%	49%
Students with Disabilities	369	95%	81%	16%	320	93%	81%	19%
English Proficient	1975	99%	95%	43%	1945	99%	94%	47%
Limited English Proficient	322	99%	94%	30%	306	98%	91%	27%
Economically Disadvantaged	1185	99%	93%	37%	1228	98%	91%	36%
Not Disadvantaged	1112	99%	97%	46%	1023	99%	97%	55%
Migrant								
Not Migrant	2297	99%	95%	41%	2251	98%	94%	44%

### 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	14	14	13	6	21	20	16	11

## 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
<b>All Students</b>	<b>2240</b>	<b>97%</b>	<b>83%</b>	<b>15%</b>	<b>2172</b>	<b>96%</b>	<b>79%</b>	<b>13%</b>
Female	1132	97%	85%	18%	1067	97%	83%	17%
Male	1108	96%	81%	11%	1105	95%	75%	9%
American Indian or Alaska Native	6	100%	67%	0%	3	—	—	—
Black or African American	237	93%	67%	5%	252	89%	58%	4%
Hispanic or Latino	421	92%	67%	5%	427	93%	62%	4%
Asian or Native Hawaiian/Other Pacific Islander	767	98%	89%	17%	727	97%	83%	11%
White	800	98%	92%	21%	759	99%	92%	23%
Multiracial	9	100%	67%	11%	4	—	—	—
Small Group Totals					7	86%	86%	0%
General-Education Students	1851	98%	89%	17%	1850	98%	85%	15%
Students with Disabilities	389	88%	57%	4%	322	83%	45%	3%
English Proficient	2024	97%	86%	16%	1994	97%	83%	14%
Limited English Proficient	216	88%	53%	1%	178	79%	33%	0%
Economically Disadvantaged	1211	95%	76%	9%	1220	94%	70%	6%
Not Disadvantaged	1029	98%	91%	21%	952	99%	91%	22%
Migrant								
Not Migrant	2240	97%	83%	15%	2172	96%	79%	13%

### NOTES

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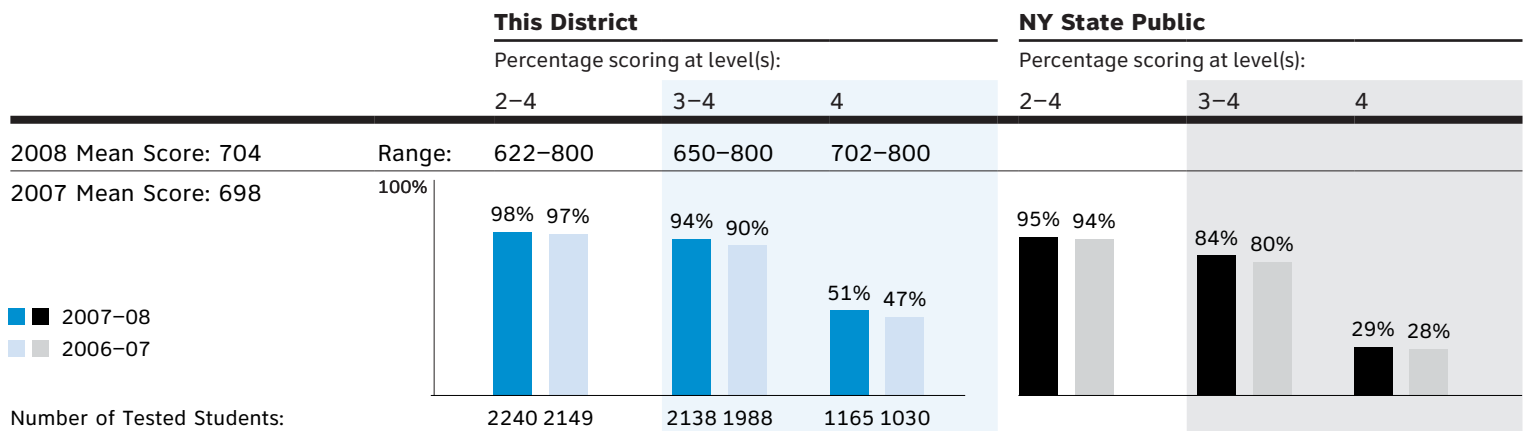
## Other Assessments

	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 4 Equivalent	17	12	11	8	19	18	16	12
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	21	N/A	N/A	N/A	31	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>2276</b>	<b>98%</b>	<b>94%</b>	<b>51%</b>	<b>2212</b>	<b>97%</b>	<b>90%</b>	<b>47%</b>
Female	1150	99%	94%	51%	1091	98%	90%	45%
Male	1126	98%	94%	52%	1121	97%	89%	49%
American Indian or Alaska Native	6	100%	100%	50%	3	—	—	—
Black or African American	236	96%	85%	21%	253	91%	73%	17%
Hispanic or Latino	423	96%	85%	20%	433	94%	78%	19%
Asian or Native Hawaiian/Other Pacific Islander	799	100%	99%	68%	754	99%	97%	60%
White	803	99%	97%	60%	765	99%	96%	59%
Multiracial	9	100%	78%	22%	4	—	—	—
Small Group Totals					7	100%	71%	43%
General-Education Students	1889	100%	97%	57%	1893	99%	94%	52%
Students with Disabilities	387	93%	80%	22%	319	86%	65%	16%
English Proficient	2023	99%	94%	54%	2000	98%	91%	49%
Limited English Proficient	253	98%	90%	28%	212	92%	78%	25%
Economically Disadvantaged	1239	98%	92%	43%	1241	96%	86%	38%
Not Disadvantaged	1037	99%	96%	60%	971	99%	95%	57%
Migrant								
Not Migrant	2276	98%	94%	51%	2212	97%	90%	47%

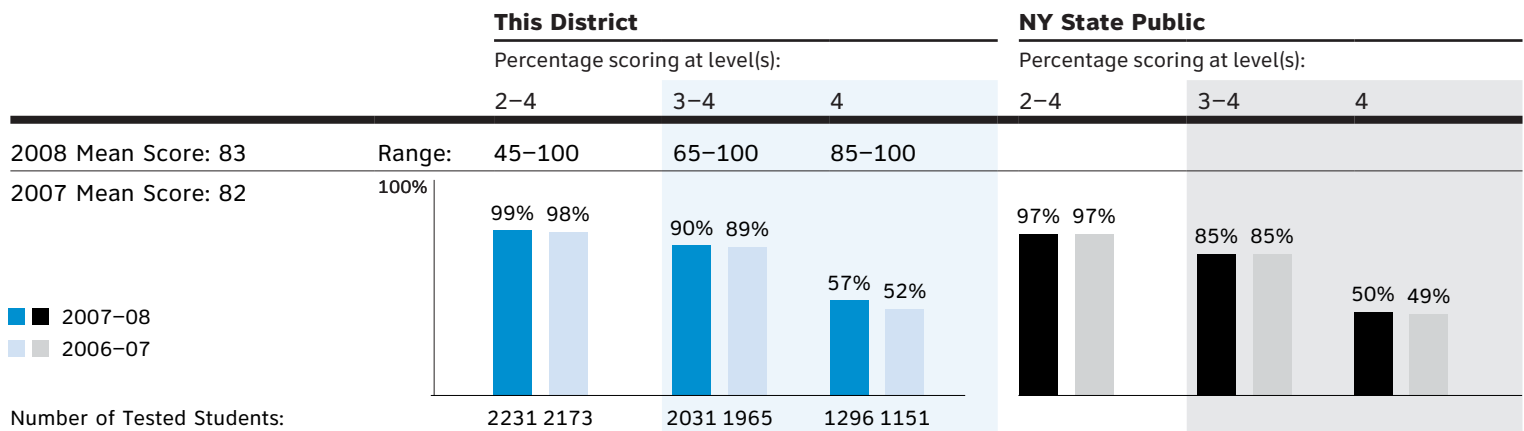
#### NOTES

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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	15	14	12	4	19	19	14	13

## 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>2259</b>	<b>99%</b>	<b>90%</b>	<b>57%</b>	<b>2218</b>	<b>98%</b>	<b>89%</b>	<b>52%</b>
Female	1137	99%	90%	57%	1093	98%	89%	51%
Male	1122	98%	90%	58%	1125	98%	88%	53%
American Indian or Alaska Native	6	100%	83%	50%	3	—	—	—
Black or African American	236	96%	74%	31%	254	92%	72%	25%
Hispanic or Latino	424	96%	79%	32%	436	98%	77%	26%
Asian or Native Hawaiian/Other Pacific Islander	796	100%	95%	65%	757	99%	93%	59%
White	787	100%	96%	72%	764	99%	96%	68%
Multiracial	10	90%	80%	50%	4	—	—	—
Small Group Totals					7	86%	71%	43%
General-Education Students	1875	99%	93%	63%	1897	99%	92%	57%
Students with Disabilities	384	97%	76%	32%	321	91%	68%	24%
English Proficient	2009	99%	92%	62%	2007	99%	91%	55%
Limited English Proficient	250	95%	75%	21%	211	93%	69%	23%
Economically Disadvantaged	1233	98%	86%	45%	1240	97%	83%	41%
Not Disadvantaged	1026	100%	95%	72%	978	99%	95%	65%
Migrant								
Not Migrant	2259	99%	90%	57%	2218	98%	89%	52%

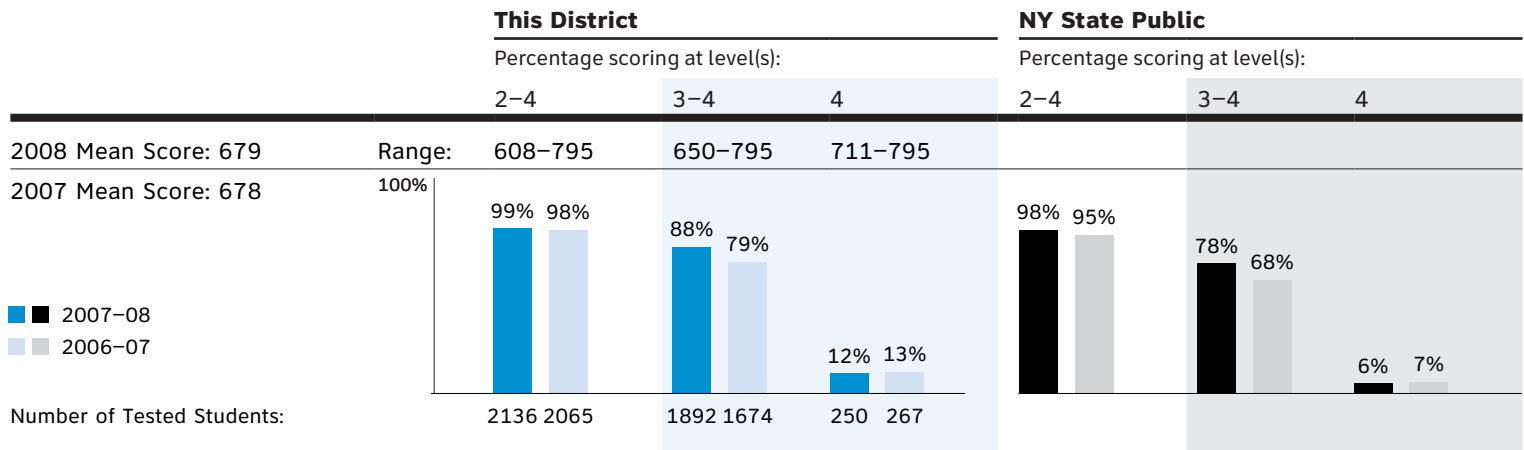
#### NOTES

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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	17	15	15	12	19	19	15	15

## 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>2152</b>	<b>99%</b>	<b>88%</b>	<b>12%</b>	<b>2114</b>	<b>98%</b>	<b>79%</b>	<b>13%</b>
Female	1065	99%	90%	14%	1024	98%	80%	15%
Male	1087	99%	86%	10%	1090	98%	79%	11%
American Indian or Alaska Native	3	—	—	—	5	—	—	—
Black or African American	245	98%	77%	3%	276	96%	64%	4%
Hispanic or Latino	426	99%	82%	4%	411	96%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	723	99%	88%	12%	744	97%	82%	11%
White	751	100%	95%	18%	676	99%	93%	22%
Multiracial	4	—	—	—	2	—	—	—
Small Group Totals	7	100%	71%	0%	7	100%	71%	14%
General-Education Students	1791	100%	92%	13%	1777	99%	85%	14%
Students with Disabilities	361	97%	66%	4%	337	91%	51%	3%
English Proficient	2012	100%	91%	12%	1998	99%	82%	13%
Limited English Proficient	140	94%	41%	1%	116	78%	34%	0%
Economically Disadvantaged	1180	99%	83%	7%	1235	97%	71%	7%
Not Disadvantaged	972	100%	94%	17%	879	99%	90%	21%
Migrant								
Not Migrant	2152	99%	88%	12%	2114	98%	79%	13%

#### NOTES

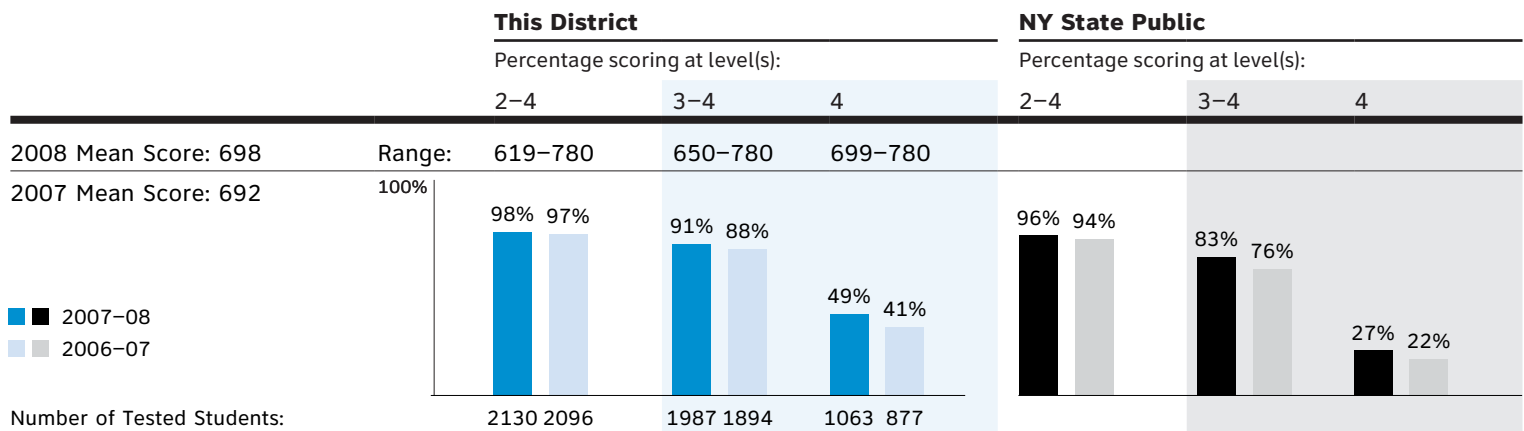
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### Other Assessments

	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 5 Equivalent	12	12	9	6	14	14	14	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	26	N/A	N/A	N/A	34	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2172</b>	<b>98%</b>	<b>91%</b>	<b>49%</b>	<b>2162</b>	<b>97%</b>	<b>88%</b>	<b>41%</b>
Female	1075	99%	92%	48%	1039	98%	88%	42%
Male	1097	97%	91%	50%	1123	96%	87%	39%
American Indian or Alaska Native	2	—	—	—	5	—	—	—
Black or African American	244	95%	81%	18%	273	92%	70%	14%
Hispanic or Latino	422	97%	80%	23%	417	94%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	743	100%	98%	66%	776	99%	97%	57%
White	757	98%	95%	56%	689	98%	94%	46%
Multiracial	4	—	—	—	2	—	—	—
Small Group Totals	6	100%	83%	33%	7	100%	71%	29%
General-Education Students	1823	99%	96%	55%	1824	99%	93%	46%
Students with Disabilities	349	92%	69%	18%	338	88%	61%	9%
English Proficient	2001	98%	92%	51%	2005	98%	88%	42%
Limited English Proficient	171	94%	82%	28%	157	90%	77%	27%
Economically Disadvantaged	1195	97%	89%	44%	1268	96%	84%	39%
Not Disadvantaged	977	99%	95%	55%	894	99%	93%	43%
Migrant								
Not Migrant	2172	98%	91%	49%	2162	97%	88%	41%

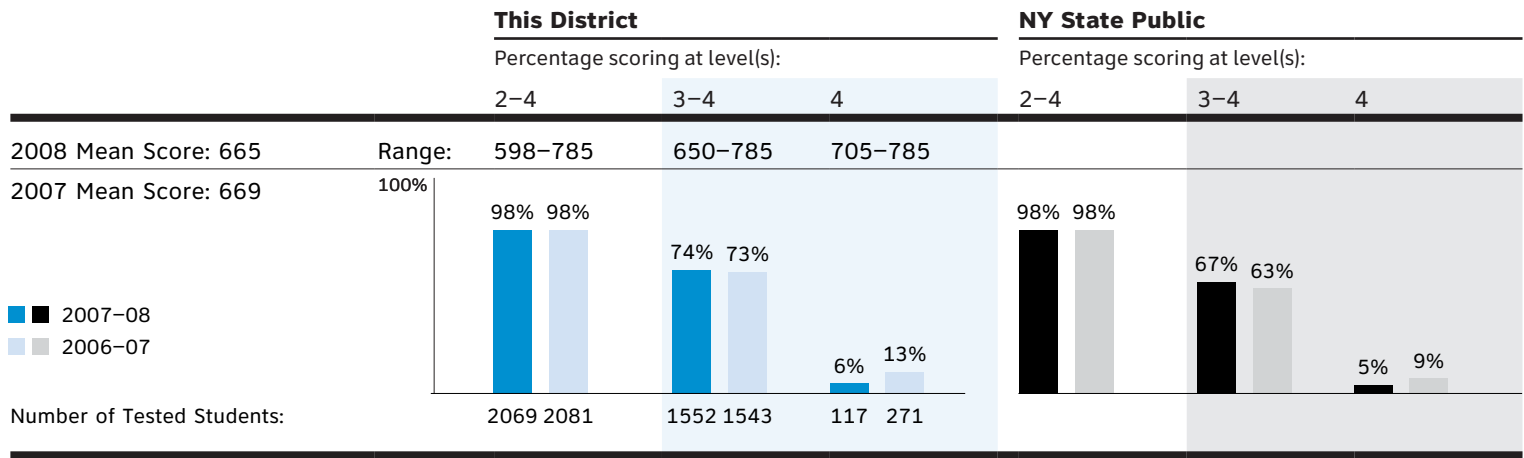
#### NOTES

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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	12	11	10	6	14	14	11	11

## 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>2106</b>	<b>98%</b>	<b>74%</b>	<b>6%</b>	<b>2114</b>	<b>98%</b>	<b>73%</b>	<b>13%</b>
Female	1036	99%	78%	8%	1095	99%	74%	14%
Male	1070	98%	69%	3%	1019	97%	71%	12%
American Indian or Alaska Native	6	—	—	—	5	100%	100%	0%
Black or African American	287	99%	56%	0%	305	98%	59%	5%
Hispanic or Latino	472	97%	56%	2%	484	97%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	705	98%	78%	6%	674	98%	77%	16%
White	634	99%	90%	10%	639	100%	90%	21%
Multiracial	2	—	—	—	7	100%	86%	0%
Small Group Totals	8	100%	100%	13%				
General-Education Students	1751	99%	81%	6%	1839	99%	78%	14%
Students with Disabilities	355	95%	40%	2%	275	92%	39%	3%
English Proficient	1996	99%	77%	6%	2019	99%	76%	13%
Limited English Proficient	110	82%	10%	0%	95	83%	12%	0%
Economically Disadvantaged	1256	98%	67%	4%	1476	98%	67%	11%
Not Disadvantaged	850	99%	83%	7%	638	100%	86%	17%
Migrant								
Not Migrant	2106	98%	74%	6%	2114	98%	73%	13%

#### NOTES

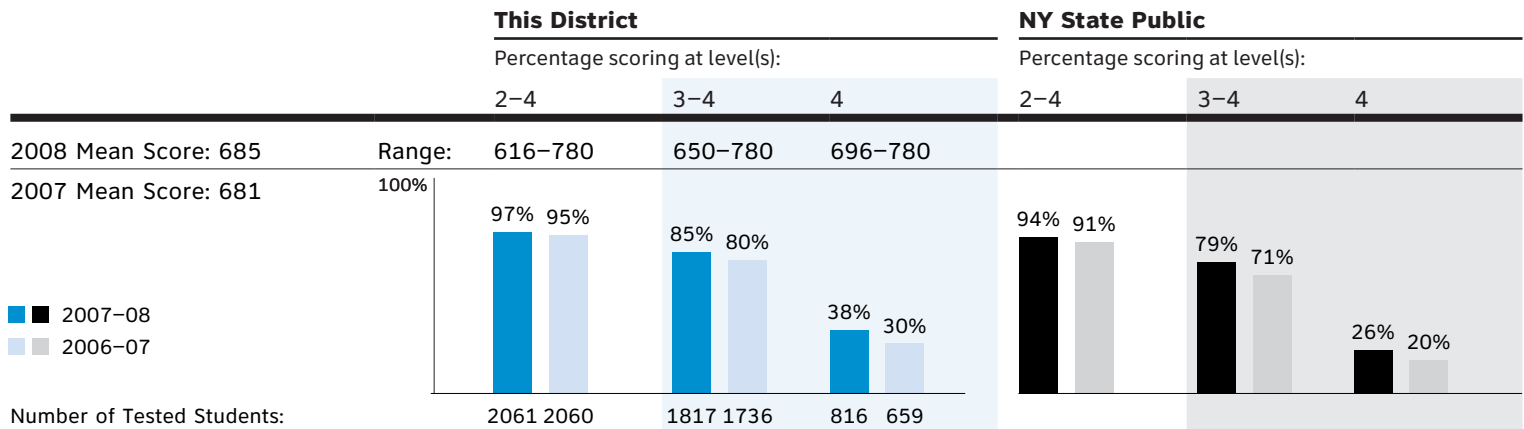
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### Other Assessments

	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 6 Equivalent	5	5	4	2	25	21	15	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	33	N/A	N/A	N/A	50	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>2133</b>	<b>97%</b>	<b>85%</b>	<b>38%</b>	<b>2172</b>	<b>95%</b>	<b>80%</b>	<b>30%</b>
Female	1049	97%	88%	39%	1117	95%	79%	30%
Male	1084	97%	83%	38%	1055	95%	81%	31%
American Indian or Alaska Native	6	—	—	—	5	100%	100%	20%
Black or African American	286	92%	70%	16%	305	89%	64%	12%
Hispanic or Latino	463	92%	68%	15%	491	89%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	741	100%	95%	54%	715	99%	92%	45%
White	634	98%	93%	47%	649	97%	89%	38%
Multiracial	3	—	—	—	7	100%	57%	0%
Small Group Totals	9	100%	89%	22%				
General-Education Students	1786	99%	91%	44%	1899	97%	84%	33%
Students with Disabilities	347	84%	56%	10%	273	78%	49%	8%
English Proficient	1980	97%	86%	40%	2020	95%	81%	32%
Limited English Proficient	153	93%	70%	17%	152	86%	61%	11%
Economically Disadvantaged	1279	96%	83%	37%	1522	94%	77%	29%
Not Disadvantaged	854	98%	89%	41%	650	97%	87%	33%
Migrant								
Not Migrant	2133	97%	85%	38%	2172	95%	80%	30%

### NOTES

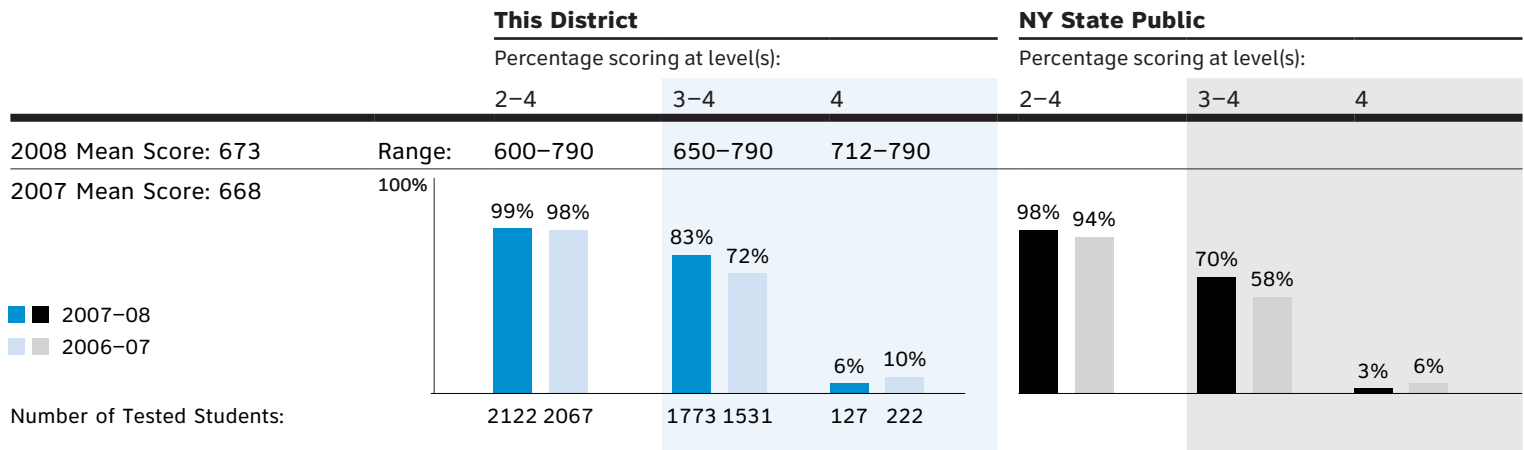
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## Other Assessments

	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	5	5	4	3	26	24	17	13



## 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>2144</b>	<b>99%</b>	<b>83%</b>	<b>6%</b>	<b>2117</b>	<b>98%</b>	<b>72%</b>	<b>10%</b>
Female	1118	99%	86%	7%	1072	98%	76%	13%
Male	1026	99%	79%	5%	1045	97%	69%	8%
American Indian or Alaska Native	7	—	—	—	6	—	—	—
Black or African American	301	100%	72%	2%	332	98%	58%	3%
Hispanic or Latino	496	98%	70%	2%	475	98%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	685	98%	86%	7%	673	96%	76%	11%
White	652	100%	94%	10%	627	99%	88%	18%
Multiracial	3	—	—	—	4	—	—	—
Small Group Totals	10	100%	70%	0%	10	100%	90%	10%
General-Education Students	1860	99%	87%	6%	1885	98%	77%	12%
Students with Disabilities	284	96%	56%	2%	232	92%	32%	2%
English Proficient	2034	100%	85%	6%	2012	99%	75%	11%
Limited English Proficient	110	87%	35%	0%	105	70%	13%	1%
Economically Disadvantaged	1282	99%	78%	4%	1485	97%	67%	9%
Not Disadvantaged	862	99%	90%	8%	632	99%	84%	13%
Migrant								
Not Migrant	2144	99%	83%	6%	2117	98%	72%	10%

#### NOTES

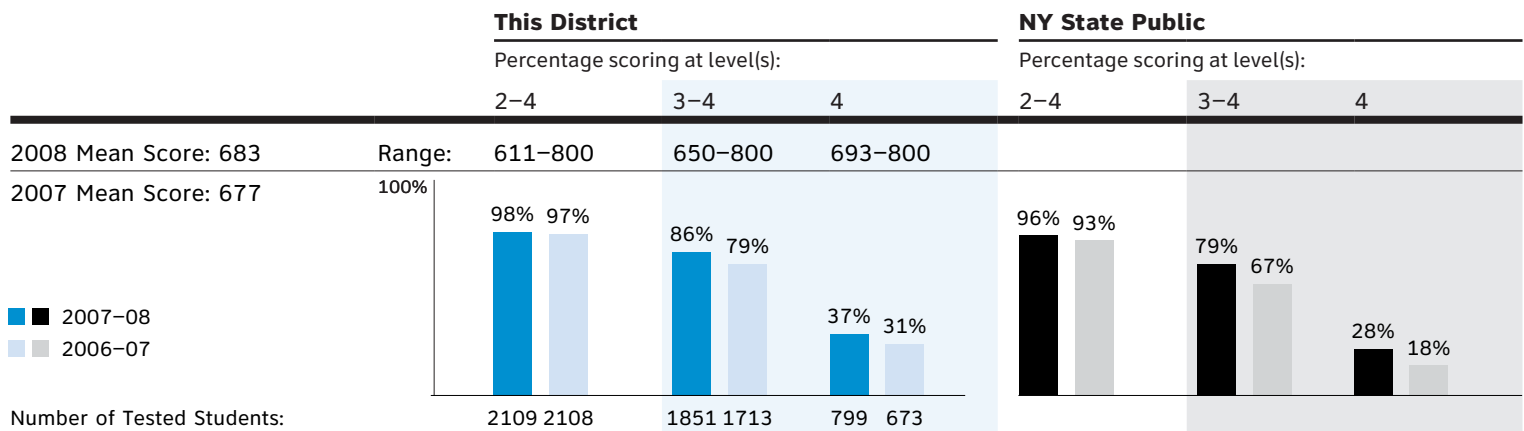
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### Other Assessments

	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 7 Equivalent	18	17	16	9	23	23	19	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	30	N/A	N/A	N/A	51	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>2151</b>	<b>98%</b>	<b>86%</b>	<b>37%</b>	<b>2169</b>	<b>97%</b>	<b>79%</b>	<b>31%</b>
Female	1121	99%	86%	37%	1101	98%	81%	32%
Male	1030	97%	86%	38%	1068	97%	77%	31%
American Indian or Alaska Native	6	—	—	—	6	—	—	—
Black or African American	303	95%	71%	15%	328	97%	61%	8%
Hispanic or Latino	490	97%	73%	14%	484	94%	60%	9%
Asian or Native Hawaiian/Other Pacific Islander	701	99%	95%	50%	714	98%	89%	47%
White	647	99%	93%	52%	633	98%	91%	42%
Multiracial	4	—	—	—	4	—	—	—
Small Group Totals	10	100%	100%	0%	10	100%	80%	20%
General-Education Students	1868	99%	90%	41%	1939	99%	83%	34%
Students with Disabilities	283	92%	60%	14%	230	86%	44%	5%
English Proficient	2006	98%	87%	38%	2006	98%	81%	32%
Limited English Proficient	145	94%	74%	20%	163	88%	59%	15%
Economically Disadvantaged	1276	98%	83%	34%	1537	97%	76%	30%
Not Disadvantaged	875	98%	90%	41%	632	99%	86%	33%
Migrant								
Not Migrant	2151	98%	86%	37%	2169	97%	79%	31%

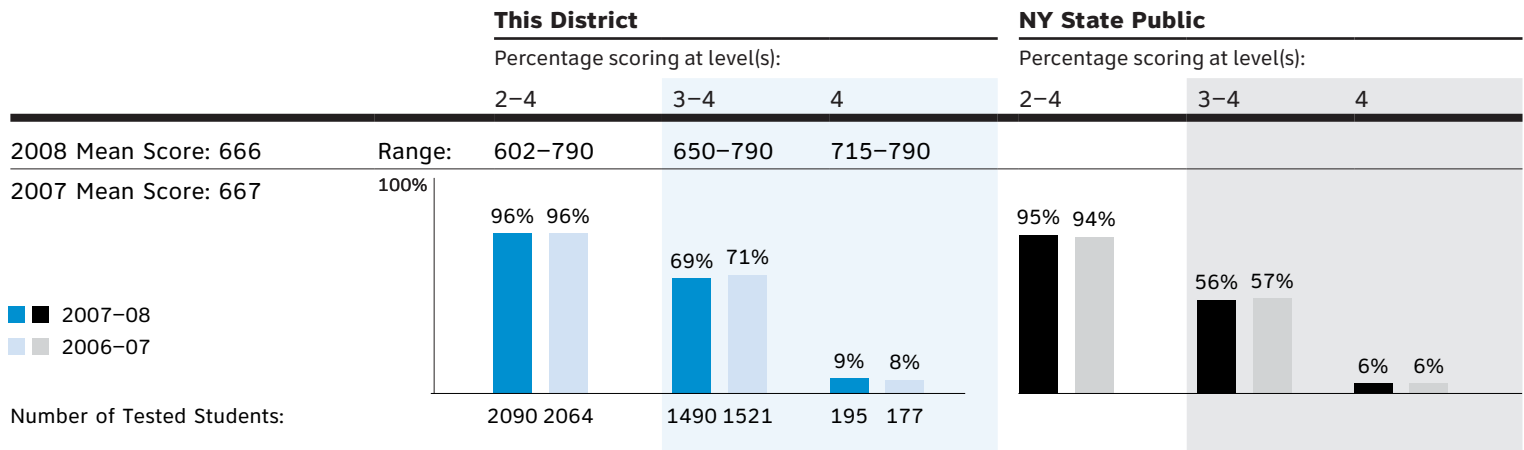
#### NOTES

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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	18	16	15	5	23	21	15	10

## 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>2167</b>	<b>96%</b>	<b>69%</b>	<b>9%</b>	<b>2146</b>	<b>96%</b>	<b>71%</b>	<b>8%</b>
Female	1096	97%	75%	11%	1074	97%	77%	10%
Male	1071	96%	63%	7%	1072	95%	65%	7%
American Indian or Alaska Native	7	—	—	—	6	100%	83%	17%
Black or African American	335	96%	55%	3%	375	97%	59%	4%
Hispanic or Latino	482	97%	52%	3%	492	94%	53%	3%
Asian or Native Hawaiian/Other Pacific Islander	707	94%	73%	9%	676	95%	76%	8%
White	635	99%	84%	17%	592	99%	87%	15%
Multiracial	1	—	—	—	5	100%	80%	0%
Small Group Totals	8	100%	75%	25%				
General-Education Students	1918	97%	74%	10%	1885	98%	77%	9%
Students with Disabilities	249	90%	29%	2%	261	86%	29%	1%
English Proficient	2037	99%	72%	10%	2036	98%	74%	9%
Limited English Proficient	130	60%	15%	0%	110	61%	13%	2%
Economically Disadvantaged	1234	95%	63%	7%	1535	95%	66%	8%
Not Disadvantaged	933	99%	77%	12%	611	99%	83%	10%
Migrant								
Not Migrant	2167	96%	69%	9%	2146	96%	71%	8%

#### NOTES

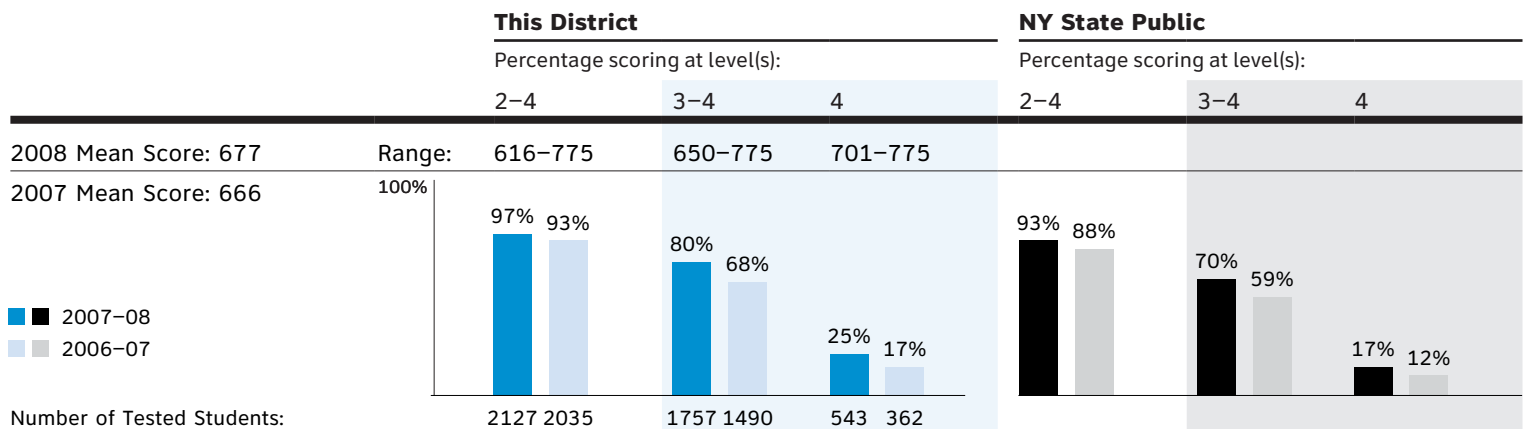
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### Other Assessments

	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 8 Equivalent	16	16	16	11	19	19	15	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	24	N/A	N/A	N/A	34	N/A	N/A	N/A

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

## This District's Results in Grade 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>2201</b>	<b>97%</b>	<b>80%</b>	<b>25%</b>	<b>2186</b>	<b>93%</b>	<b>68%</b>	<b>17%</b>
Female	1112	97%	82%	26%	1092	94%	70%	18%
Male	1089	96%	78%	23%	1094	92%	67%	15%
American Indian or Alaska Native	6	100%	83%	0%	6	—	—	—
Black or African American	336	94%	62%	5%	377	87%	45%	4%
Hispanic or Latino	484	93%	63%	6%	493	84%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	730	99%	92%	43%	710	99%	87%	31%
White	645	98%	88%	28%	596	97%	81%	18%
Multiracial	4	—	—	—	4	—	—	—
Small Group Totals	10	90%	60%	0%	10	90%	60%	0%
General-Education Students	1950	99%	84%	27%	1924	97%	74%	19%
Students with Disabilities	251	80%	45%	5%	262	68%	23%	2%
English Proficient	2039	97%	80%	25%	2038	94%	68%	17%
Limited English Proficient	162	93%	73%	20%	148	84%	64%	16%
Economically Disadvantaged	1260	96%	78%	28%	1571	92%	66%	18%
Not Disadvantaged	941	98%	82%	20%	615	96%	73%	14%
Migrant								
Not Migrant	2201	97%	80%	25%	2186	93%	68%	17%

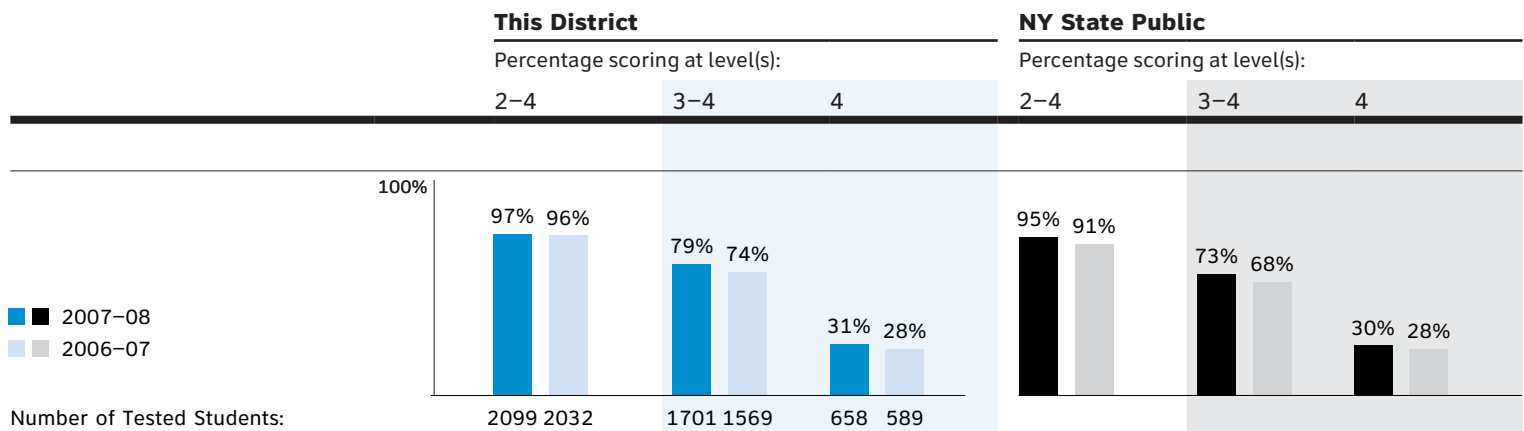
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## Other Assessments

	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 8 Equivalent	16	15	13	7	19	18	17	9

## 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>2131</b>	<b>97%</b>	<b>79%</b>	<b>30%</b>	<b>2095</b>	<b>96%</b>	<b>74%</b>	<b>28%</b>
Female	1066	97%	79%	28%	1049	96%	73%	25%
Male	1065	97%	78%	33%	1046	96%	75%	31%
American Indian or Alaska Native	6	—	—	—	4	—	—	—
Black or African American	321	94%	59%	11%	361	93%	56%	12%
Hispanic or Latino	470	95%	63%	11%	465	91%	52%	11%
Asian or Native Hawaiian/Other Pacific Islander	723	99%	88%	40%	699	99%	86%	36%
White	610	98%	90%	44%	562	99%	89%	42%
Multiracial	1	—	—	—	4	—	—	—
Small Group Totals	7	100%	71%	0%	8	100%	63%	25%
General-Education Students	1892	99%	83%	33%	1851	98%	79%	31%
Students with Disabilities	239	88%	46%	7%	244	84%	37%	7%
English Proficient	1967	98%	81%	33%	1955	97%	76%	30%
Limited English Proficient	164	95%	52%	4%	140	86%	46%	6%
Economically Disadvantaged	1240	97%	74%	28%	1509	95%	71%	25%
Not Disadvantaged	891	98%	85%	34%	586	98%	82%	34%
Migrant								
Not Migrant	2131	97%	79%	30%	2095	96%	74%	28%

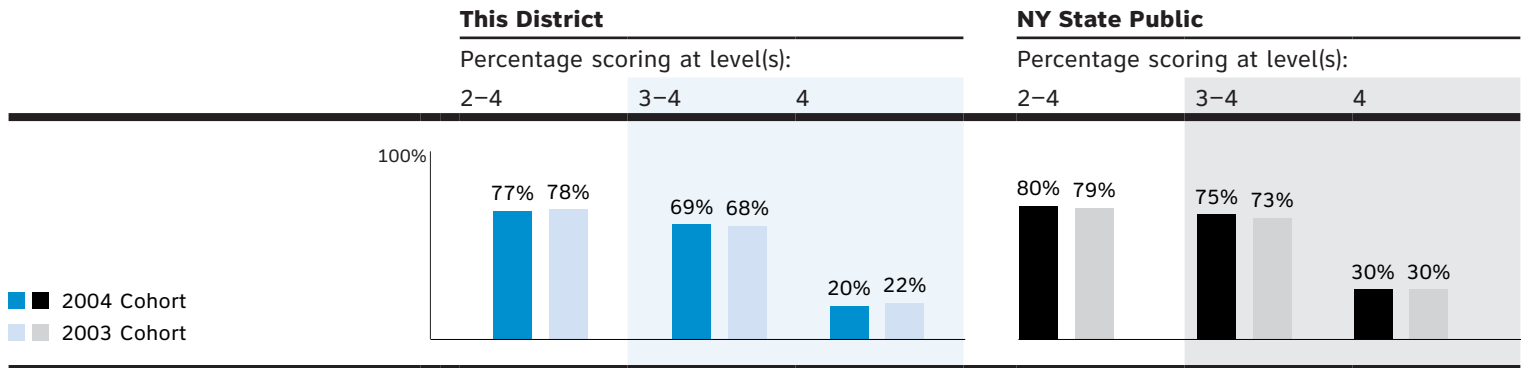
#### NOTES

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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	16	15	15	12	19	19	18	13
Regents Science	26	24	22	9	25	23	17	4

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



### Results by Student Group

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	8791	77%	69%	20%	7490	78%	68%	22%
Female	4690	82%	74%	23%	4111	82%	73%	25%
Male	4101	71%	63%	17%	3379	72%	63%	19%
American Indian or Alaska Native	28	82%	79%	25%	14	50%	36%	21%
Black or African American	2225	73%	64%	12%	1838	75%	64%	14%
Hispanic or Latino	4047	71%	61%	11%	3382	71%	59%	11%
Asian or Native Hawaiian/Other Pacific Islander	1496	90%	87%	40%	1278	91%	86%	42%
White	973	91%	88%	47%	926	90%	87%	51%
Multiracial	22	77%	77%	18%	52	94%	83%	23%
Small Group Totals								
General-Education Students	7793	82%	74%	23%	6942	82%	73%	24%
Students with Disabilities	998	38%	26%	2%	548	18%	13%	1%
English Proficient	7796	79%	72%	23%	6942	79%	71%	24%
Limited English Proficient	995	58%	42%	2%	548	64%	39%	1%
Economically Disadvantaged	5909	76%	67%	16%	5636	76%	65%	16%
Not Disadvantaged	2882	79%	73%	29%	1854	84%	78%	40%
Migrant								
Not Migrant	8791	77%	69%	20%				

#### 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			

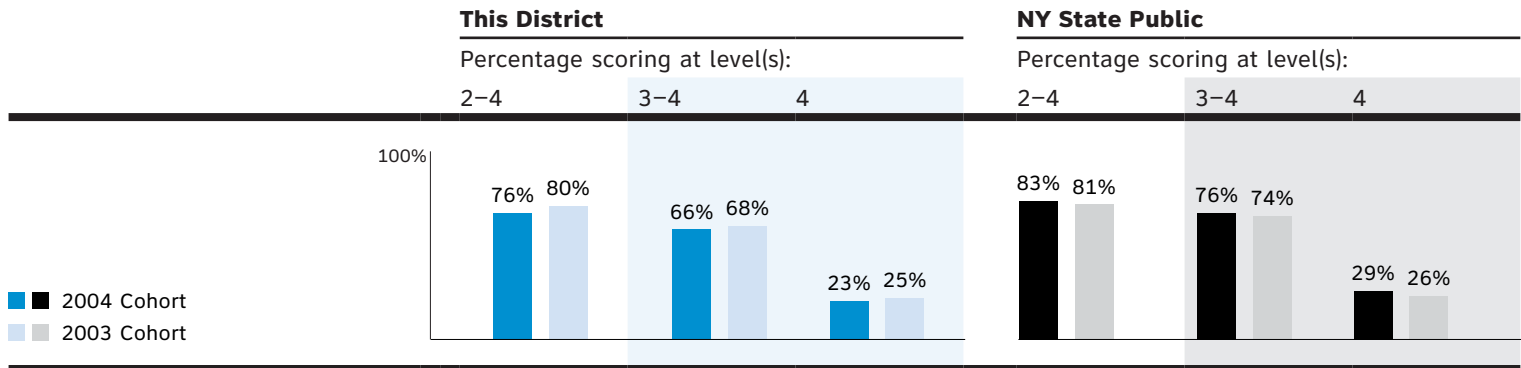
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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
<b>All Students</b>	<b>8791</b>	<b>76%</b>	<b>66%</b>	<b>23%</b>	<b>7490</b>	<b>80%</b>	<b>68%</b>	<b>25%</b>
Female	4690	80%	69%	23%	4111	83%	71%	25%
Male	4101	72%	62%	24%	3379	76%	65%	24%
American Indian or Alaska Native	28	79%	64%	14%	14	64%	50%	7%
Black or African American	2225	70%	57%	9%	1838	74%	60%	10%
Hispanic or Latino	4047	71%	57%	10%	3382	74%	58%	11%
Asian or Native Hawaiian/Other Pacific Islander	1496	93%	92%	66%	1278	94%	93%	63%
White	973	85%	81%	45%	926	90%	88%	51%
Multiracial	22	82%	77%	23%	52	94%	81%	21%
Small Group Totals								
General-Education Students	7793	81%	71%	26%	6942	85%	73%	27%
Students with Disabilities	998	38%	23%	2%	548	19%	15%	1%
English Proficient	7796	77%	67%	24%	6942	79%	69%	26%
Limited English Proficient	995	71%	54%	18%	548	84%	58%	13%
Economically Disadvantaged	5909	76%	65%	21%	5636	79%	65%	20%
Not Disadvantaged	2882	76%	67%	29%	1854	84%	78%	40%
Migrant								
Not Migrant	8791	76%	66%	23%				

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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.

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