



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 3**

District ID **31-03-00-01-0000**

Superintendent **JUDI ARONSON**

Telephone **(212) 521-3729**

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	458	446	453
Kindergarten	1330	1395	1345
Grade 1	1487	1455	1447
Grade 2	1419	1375	1404
Grade 3	1414	1400	1335
Grade 4	1371	1330	1316
Grade 5	1382	1343	1280
Grade 6	1458	1312	1252
Ungraded Elementary	546	642	724
Grade 7	1464	1418	1266
Grade 8	1534	1434	1408
Grade 9	2971	2880	2775
Grade 10	2497	2513	2761
Grade 11	1655	1833	2187
Grade 12	1466	1523	2020
Ungraded Secondary	534	607	719
<b>Total K-12</b>	<b>22528</b>	<b>22460</b>	<b>23239</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	25	26	23
<b>Grade 8</b>			
English	28	26	27
Mathematics	27	27	26
Science	29	28	28
Social Studies	29	27	28
<b>Grade 10</b>			
English	27	28	28
Mathematics	26	24	25
Science	27	27	28
Social Studies	27	31	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT # 3

District ID 31-03-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	11638	52%	10868	48%	11078	48%
Reduced-Price Lunch	1612	7%	1875	8%	1811	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2367	11%	2254	10%	2341	10%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	109	0%	95	0%	92	0%
Black or African American	7843	35%	7670	34%	7787	34%
Hispanic or Latino	8369	37%	8385	37%	8778	38%
Asian or Native Hawaiian/Other Pacific Islander	1301	6%	1375	6%	1502	6%
White	4906	22%	4935	22%	5080	22%
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	974	4%	1541	7%	1600	7%

## 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.

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## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	1567	1642	1692
Percent with No Valid Teaching Certificate	5%	5%	2%
Percent Teaching Out of Certification	16%	12%	12%
Percent with Fewer Than Three Years of Experience	22%	21%	19%
Percentage with Master's Degree Plus 30 Hours or Doctorate	34%	35%	36%
<b>Total Number of Core Classes</b>	4969	3538	4126
Percent Not Taught by Highly Qualified Teachers	13%	13%	13%
<b>Total Number of Classes</b>	4340	4493	4886
Percent Taught by Teachers Without Appropriate Certification	16%	14%	14%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	24%	
Turnover Rate of All Teachers	22%	18%	

## 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 7)

ELA ▲ Improvement (Year 7) Science ▲ Good Standing

Math ▲ Improvement (Year 6) 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	✓	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✗	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓	—	✓ <sup>SH</sup>	✗	—
Economically Disadvantaged	✓	✓	—	✗	✓	—
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1	✗ 4 of 8	✗ 3 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 7)

**Accountability Measures** 7 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 8) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 7) in 2009-10. [210]

### 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> (8486:8098)							
<b>Ethnicity</b>							
American Indian or Alaska Native (25:21)	—						
Black or African American (3054:2902)							
Hispanic or Latino (2919:2787)							
Asian or Native Hawaiian/Other Pacific Islander (459:448)							
White (2016:1929)							
Multiracial (13:11)	—						
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2910:1346)							
Limited English Proficient <sup>5</sup> (737:897)							
Economically Disadvantaged (4890:4694)							
<b>Final AYP Determination</b>	 7 of 8						

#### 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)



Improvement (Year 6)

### Accountability Measures

7 of 8

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

To be removed from improvement status in mathematics, 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 7) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 6) in 2009-10. [210]

### 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> (8503:8047)	✓	✓	98%	✓	173	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (24:21)	–	–	–	–	–	–	–
Black or African American (3069:2870)	✓	✓	98%	✓	160	100	
Hispanic or Latino (2918:2776)	✓	✓	98%	✓	168	100	
Asian or Native Hawaiian/Other Pacific Islander (466:449)	✓	✓	99%	✓	196	97	
White (2013:1920)	✓	✓	96%	✓	194	100	
Multiracial (13:11)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2906:1327)	✗	✗	91%	✓	134	99	
Limited English Proficient <sup>5</sup> (747:920)	✓	✓	98%	✓	157	98	
Economically Disadvantaged (4908:4657)	✓	✓	99%	✓	163	100	
<b>Final AYP Determination</b>	✗	7 of 8					

#### 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 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> (2937:2609)		Qualified		92%		153	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (7:6)	—	—	—	—	—	—	—	—
Black or African American (1110:950)		Qualified		90%		130	100	
Hispanic or Latino (1007:906)		Qualified		94%		145	100	
Asian or Native Hawaiian/Other Pacific Islander (152:141)		Qualified		97%		191	100	
White (659:605)		Qualified		93%		190	100	
Multiracial (2:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (531:428)		Qualified		84%		127	100	
Limited English Proficient <sup>4</sup> (244:268)		Qualified		95%		132	100	
Economically Disadvantaged (1690:1482)		Qualified		92%		137	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 7)

**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 8) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 7) in 2009-10. [210]




### 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 (2217:2144)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (9:7)	—						
Black or African American (671:614)							
Hispanic or Latino (915:917)							
Asian or Native Hawaiian/Other Pacific Islander (178:168)							
White (443:435)							
Multiracial (1:3)	—						
<b>Other Groups</b>							
Students with Disabilities (161:207)							
Limited English Proficient <sup>4</sup> (206:222)							
Economically Disadvantaged (1197:1203)							
<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 for This Subject (2008–09)**  Improvement (Year 6)

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

### Prospective Status

To be removed from improvement status in mathematics, 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 7) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 6) in 2009-10. [210]

### 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 (3904:2144)</b>			95%		160	157	
<b>Ethnicity</b>							
American Indian or Alaska Native (9:7)	—	—	—	—	—	—	—
Black or African American (1219:614)			95%		151	155	155    156
Hispanic or Latino (915:917)			95%		154	155	155    159
Asian or Native Hawaiian/Other Pacific Islander (178:168)			96%		191	151	
White (820:435)			92%		173	154	
Multiracial (1:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (232:207)			85%		96	151	113    106
Limited English Proficient <sup>4</sup> (206:222)			99%		147	152	151    152
Economically Disadvantaged (1197:1203)			96%		160	156	
<b>Final AYP Determination</b>	 3 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		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (1975)			68%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (672)			61%	55%		
Hispanic or Latino (774)			55%	55%		
Asian or Native Hawaiian/Other Pacific Islander (147)			95%	55%		
White (376)			94%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (157)			24%	55%	19%	25%
Limited English Proficient <sup>3</sup> (258)			42%	55%	1%	43%
Economically Disadvantaged (1192)			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 # 3**

District ID **31-03-00-01-0000**

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

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

### Federal Title I Status

#### ▲ Good Standing

18 schools identified 44% of total

FREDERICK DOUGLAS ACADEMY II  
HIGH SCHOOL FOR LAW, ADVOCACY AND COMMUNITY JUSTICE  
HIGH SCHOOL OF ARTS AND TECHNOLOGY  
MANHATTAN THEATRE LAB HIGH SCHOOL  
MS 246 CROSSROADS SCHOOL  
MS 247 DUAL LANGUAGE MIDDLE SCHOOL  
MS 250 WEST SIDE COLLABORATIVE MIDDLE SCHOOL  
MS 256 ACADEMY AND ATHLETIC EXCELLENCE  
MS 258 COMMUNITY ACTION SCHOOL  
PS 180 HUGO NEWMAN SCHOOL  
PS 185 JOHN M LANGSTON SCHOOL  
PS 191 AMSTERDAM SCHOOL  
PS 242 MGP BROWN COMPUTER SCHOOL  
PS 76 A PHILLIP RANDOLPH SCHOOL  
PS 84 LILIAN WEBER SCHOOL  
SCHOOL FOR ARTS, IMAGINATION AND INQUIRY  
URBAN ASSEMBLY SCHOOL FOR MEDIA STUDIES  
WADLEIGH SECONDARY SCHOOL FOR PERFORMING ARTS

#### ▲ Improvement (Year 1)

2 schools identified 5% of total

PS 145 BLOOMINGDALE SCHOOL  
PS 149 SOJOURNER TRUTH SCHOOL

#### ▲ Improvement (Year 2)

3 schools identified 7% of total

EDWARD A REYNOLDS WEST SIDE HIGH SCHOOL  
PS 165 ROBERT E SIMON SCHOOL  
PS 208 ALAINE L LOCKE SCHOOL

#### ▲ Restructuring (Year 2)

1 school identified 2% of total  
  
LOUIS D BRANDEIS HIGH SCHOOL

#### ▲ Restructuring (Year 4)

1 school identified 2% of total  
  
JHS 44 WILLIAM J O'SHEA

### New York State Status

#### ■ Good Standing

13 schools identified 32% of total

ANDERSON SCHOOL (THE)  
BEACON HIGH SCHOOL  
FIORELLO H LAGUARDIA HIGH SCHOOL  
MANHATTAN/HUNTER SCIENCE HIGH SCHOOL  
MOTT HALL II  
MS 243 CENTER SCHOOL  
MS 245 COMPUTER SCHOOL  
PS 163 ALFRED E SMITH SCHOOL  
PS 166 RICHARD ROGERS SCHOOL FOR THE ARTS & SCIENCE  
PS 333 MANHATTAN SCHOOL FOR CHILDREN  
PS 75 EMILY DICKINSON SCHOOL  
PS 87 WILLIAM SHERMAN SCHOOL  
PS 9 SARAH ANDERSON SCHOOL

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

1 school identified 2% of total

PS 199 JESSE ISADOR STRAUS SCHOOL

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

1 school identified 2% of total

PS 241 FAMILY ACADEMY

#### ■ Requiring Academic Progress (Year 5)

1 school identified 2% of total















JHS 54 BOOKER T WASHINGTON



District NEW YORK CITY GEOGRAPHIC DISTRICT # 3

District ID 31-03-00-01-0000

## 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	65%			1396
Grade 4	64%			1368
Grade 5	73%			1347
Grade 6	58%			1304
Grade 7	67%			1316
Grade 8	49%			1435
<b>Mathematics</b>				
Grade 3	88%			1404
Grade 4	83%			1382
Grade 5	81%			1350
Grade 6	75%			1310
Grade 7	76%			1327
Grade 8	58%			1446
<b>Science</b>				
Grade 4	71%			1304
Grade 8	37%			1037

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	71%			2383
Mathematics	68%			2383

### 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).

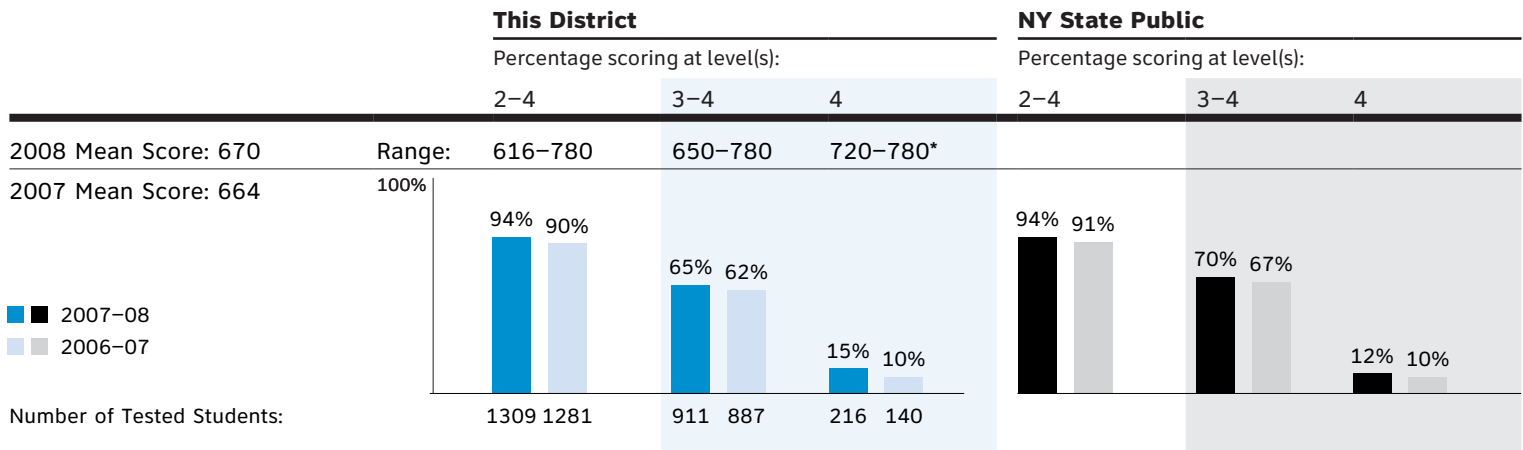
In this section, this district's performance is compared with that of public schools statewide.

### 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>1396</b>	<b>94%</b>	<b>65%</b>	<b>15%</b>	<b>1425</b>	<b>90%</b>	<b>62%</b>	<b>10%</b>
Female	711	94%	67%	17%	767	91%	63%	11%
Male	685	93%	63%	14%	658	88%	61%	9%
American Indian or Alaska Native	5	100%	40%	0%	4	-	-	-
Black or African American	463	90%	52%	4%	522	85%	49%	2%
Hispanic or Latino	462	92%	53%	6%	475	87%	51%	5%
Asian or Native Hawaiian/Other Pacific Islander	77	100%	91%	32%	68	99%	94%	26%
White	384	98%	91%	37%	355	99%	91%	25%
Multiracial	5	100%	100%	0%	1	-	-	-
Small Group Totals					5	100%	100%	0%
General-Education Students	1188	97%	72%	18%	1250	94%	67%	11%
Students with Disabilities	208	75%	29%	4%	175	64%	27%	2%
English Proficient	1229	95%	70%	18%	1290	91%	66%	11%
Limited English Proficient	167	85%	32%	0%	135	81%	30%	1%
Economically Disadvantaged	789	91%	50%	3%	870	85%	49%	3%
Not Disadvantaged	607	97%	85%	31%	555	97%	83%	20%
Migrant								
Not Migrant	1396	94%	65%	15%	1425	90%	62%	10%

#### 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.

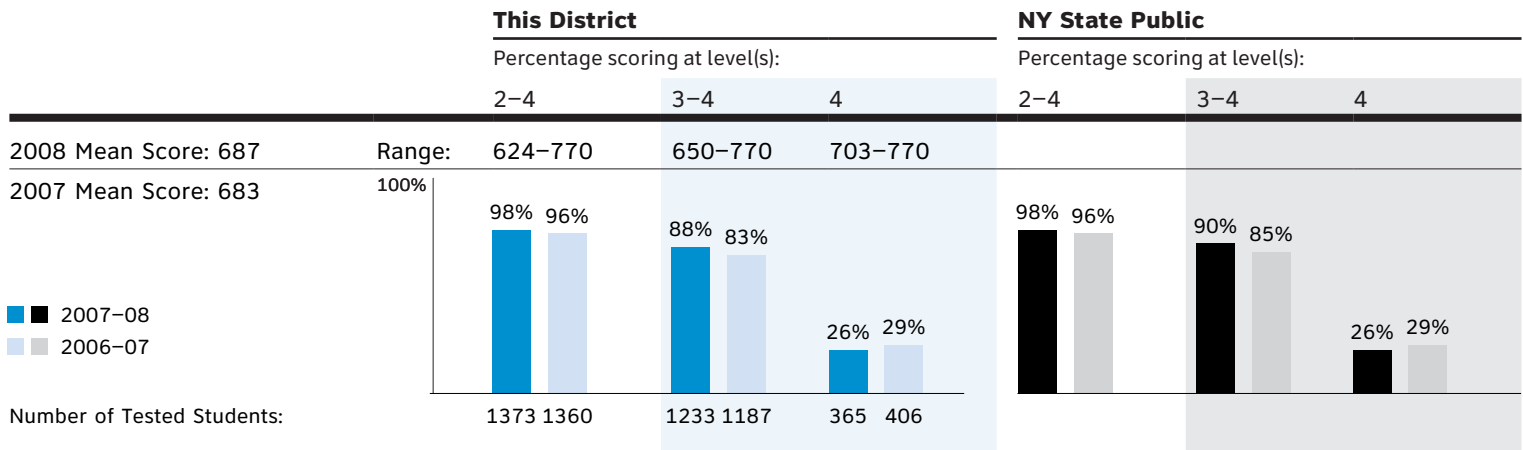
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	7	6	6	5	22	20	19	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	6	N/A	N/A	N/A	12	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>1404</b>	<b>98%</b>	<b>88%</b>	<b>26%</b>	<b>1423</b>	<b>96%</b>	<b>83%</b>	<b>29%</b>
Female	716	98%	87%	28%	765	96%	84%	28%
Male	688	97%	88%	24%	658	95%	83%	30%
American Indian or Alaska Native	5	100%	100%	0%	5	-	-	-
Black or African American	469	97%	80%	12%	521	92%	74%	13%
Hispanic or Latino	466	97%	86%	15%	479	95%	81%	19%
Asian or Native Hawaiian/Other Pacific Islander	81	100%	96%	53%	68	100%	100%	62%
White	378	99%	98%	52%	349	100%	98%	59%
Multiracial	5	100%	100%	0%	1	-	-	-
Small Group Totals					6	83%	83%	17%
General-Education Students	1197	99%	91%	29%	1244	98%	87%	32%
Students with Disabilities	207	93%	70%	8%	179	82%	59%	7%
English Proficient	1227	98%	89%	29%	1277	96%	84%	31%
Limited English Proficient	177	96%	77%	4%	146	92%	77%	11%
Economically Disadvantaged	795	98%	83%	12%	875	94%	77%	14%
Not Disadvantaged	609	98%	95%	45%	548	99%	94%	51%
Migrant								
Not Migrant	1404	98%	88%	26%	1423	96%	83%	29%

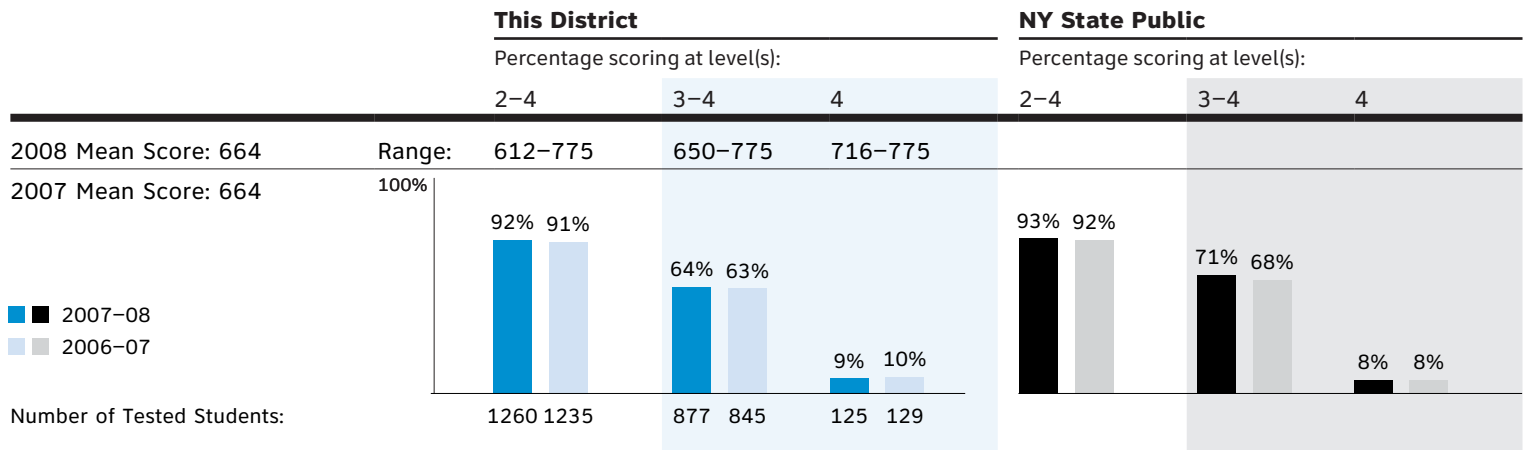
#### NOTES

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	7	7	7	4	22	22	20	13

## 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>1368</b>	<b>92%</b>	<b>64%</b>	<b>9%</b>	<b>1350</b>	<b>91%</b>	<b>63%</b>	<b>10%</b>
Female	725	94%	66%	10%	693	93%	66%	11%
Male	643	90%	62%	8%	657	90%	59%	8%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	496	88%	49%	1%	526	90%	48%	2%
Hispanic or Latino	454	91%	56%	3%	445	87%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	70	99%	91%	29%	71	-	-	-
White	343	98%	91%	24%	305	99%	94%	29%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	0%	74	96%	91%	18%
General-Education Students	1155	96%	70%	11%	1151	96%	68%	11%
Students with Disabilities	213	72%	30%	1%	199	64%	29%	2%
English Proficient	1240	93%	68%	10%	1222	94%	67%	11%
Limited English Proficient	128	82%	24%	1%	128	71%	21%	0%
Economically Disadvantaged	767	89%	50%	2%	862	88%	48%	2%
Not Disadvantaged	601	96%	82%	18%	488	98%	88%	24%
Migrant								
Not Migrant	1368	92%	64%	9%	1350	91%	63%	10%

#### NOTES

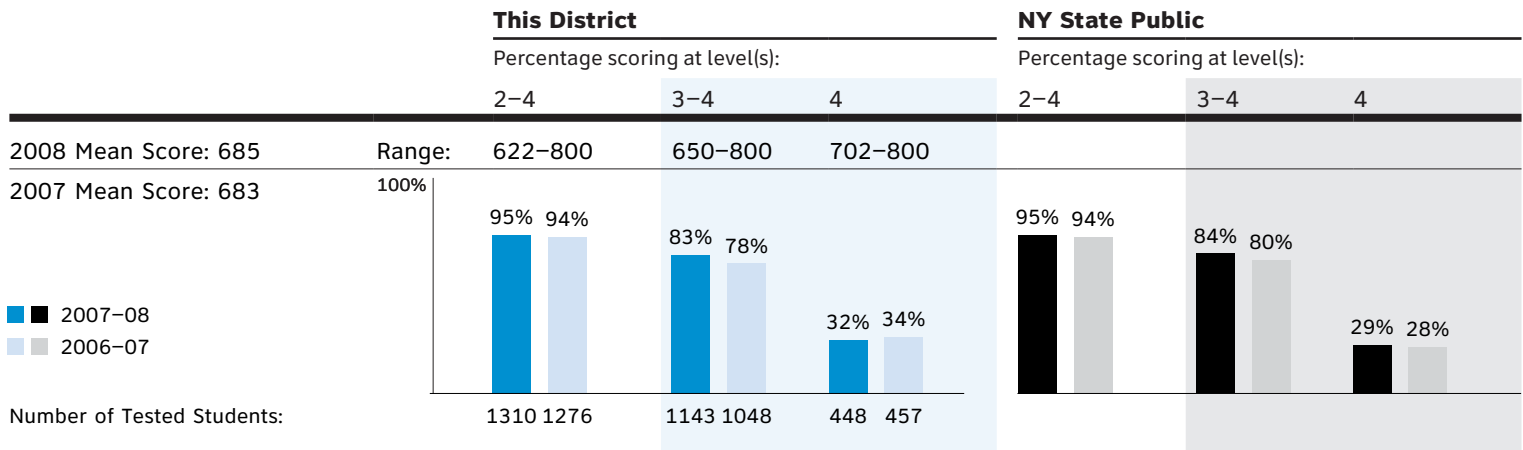
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 4 Equivalent	21	18	16	12	15	15	13	12
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>1382</b>	<b>95%</b>	<b>83%</b>	<b>32%</b>	<b>1351</b>	<b>94%</b>	<b>78%</b>	<b>34%</b>
Female	727	95%	82%	31%	696	94%	77%	33%
Male	655	94%	84%	34%	655	95%	78%	35%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	505	92%	71%	12%	523	92%	66%	19%
Hispanic or Latino	454	95%	83%	20%	442	93%	75%	22%
Asian or Native Hawaiian/Other Pacific Islander	72	99%	97%	72%	76	-	-	-
White	346	98%	96%	70%	307	99%	96%	68%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	0%	79	97%	96%	68%
General-Education Students	1169	97%	87%	36%	1158	97%	83%	38%
Students with Disabilities	213	81%	61%	14%	193	78%	47%	11%
English Proficient	1244	95%	83%	35%	1213	96%	80%	37%
Limited English Proficient	138	93%	78%	8%	138	85%	59%	10%
Economically Disadvantaged	778	93%	75%	16%	860	92%	69%	20%
Not Disadvantaged	604	98%	92%	54%	491	98%	93%	58%
Migrant								
Not Migrant	1382	95%	83%	32%	1351	94%	78%	34%

#### NOTES

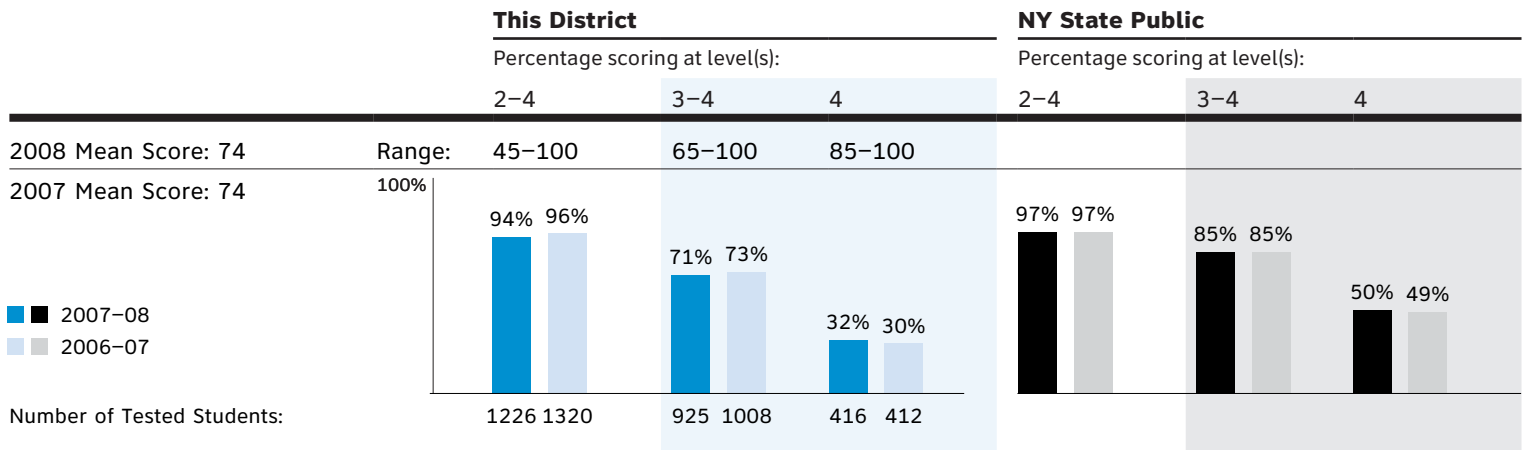
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### Other Assessments

	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	21	20	16	12	15	15	12	11



## 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>1304</b>	<b>94%</b>	<b>71%</b>	<b>32%</b>	<b>1379</b>	<b>96%</b>	<b>73%</b>	<b>30%</b>
Female	682	94%	70%	28%	710	96%	72%	29%
Male	622	94%	72%	36%	669	95%	74%	30%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	452	90%	55%	11%	537	94%	61%	14%
Hispanic or Latino	434	93%	65%	17%	452	95%	68%	19%
Asian or Native Hawaiian/Other Pacific Islander	75	-	-	-	77	-	-	-
White	339	99%	95%	72%	310	100%	96%	67%
Multiracial	1	-	-	-				
Small Group Totals	79	96%	90%	61%	80	99%	91%	55%
General-Education Students	1107	95%	75%	35%	1162	97%	78%	34%
Students with Disabilities	197	88%	49%	15%	217	88%	49%	9%
English Proficient	1173	95%	73%	35%	1239	96%	76%	33%
Limited English Proficient	131	85%	48%	5%	140	90%	48%	4%
Economically Disadvantaged	719	91%	57%	13%	878	94%	63%	15%
Not Disadvantaged	585	98%	88%	55%	501	99%	90%	55%
Migrant								
Not Migrant	1304	94%	71%	32%	1379	96%	73%	30%

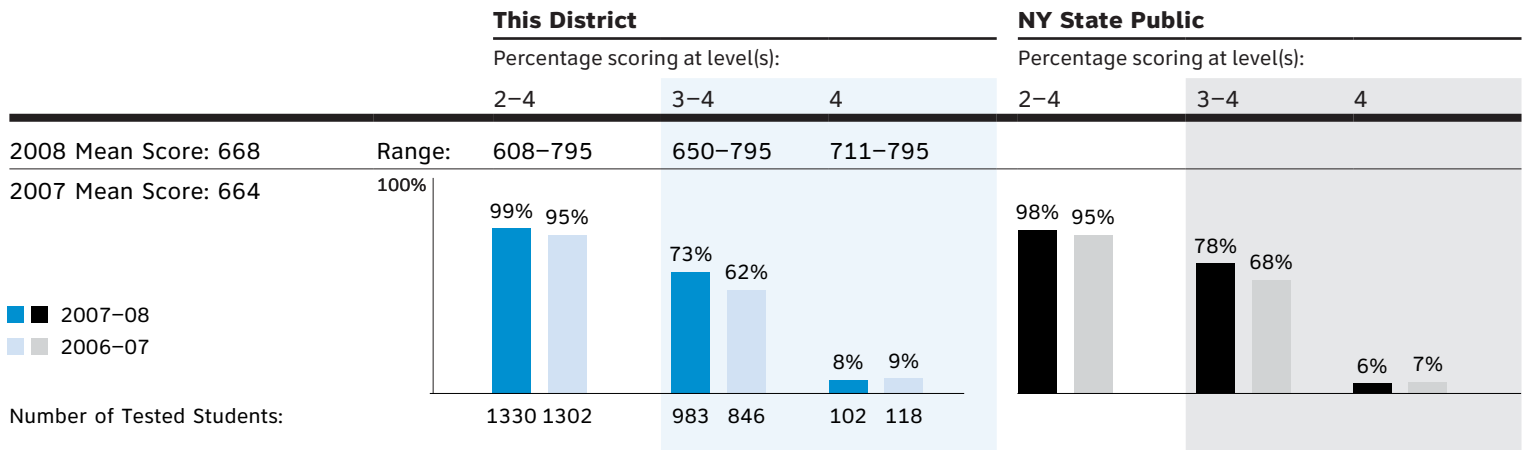
### NOTES

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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 4 Equivalent	21	20	19	13	15	15	14	13

## 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>1347</b>	<b>99%</b>	<b>73%</b>	<b>8%</b>	<b>1371</b>	<b>95%</b>	<b>62%</b>	<b>9%</b>
Female	694	99%	74%	9%	670	96%	61%	9%
Male	653	99%	71%	7%	701	94%	62%	9%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	510	97%	61%	2%	477	94%	49%	2%
Hispanic or Latino	439	99%	68%	3%	494	92%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	73	100%	92%	16%	87	-	-	-
White	319	100%	94%	21%	310	100%	90%	25%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	100%	17%	90	99%	94%	23%
General-Education Students	1127	99%	79%	9%	1155	98%	70%	10%
Students with Disabilities	220	95%	40%	1%	216	79%	19%	0%
English Proficient	1241	99%	76%	8%	1255	96%	66%	9%
Limited English Proficient	106	96%	33%	0%	116	78%	20%	0%
Economically Disadvantaged	783	99%	63%	2%	869	93%	49%	2%
Not Disadvantaged	564	99%	86%	15%	502	99%	84%	20%
Migrant								
Not Migrant	1347	99%	73%	8%	1371	95%	62%	9%

#### NOTES

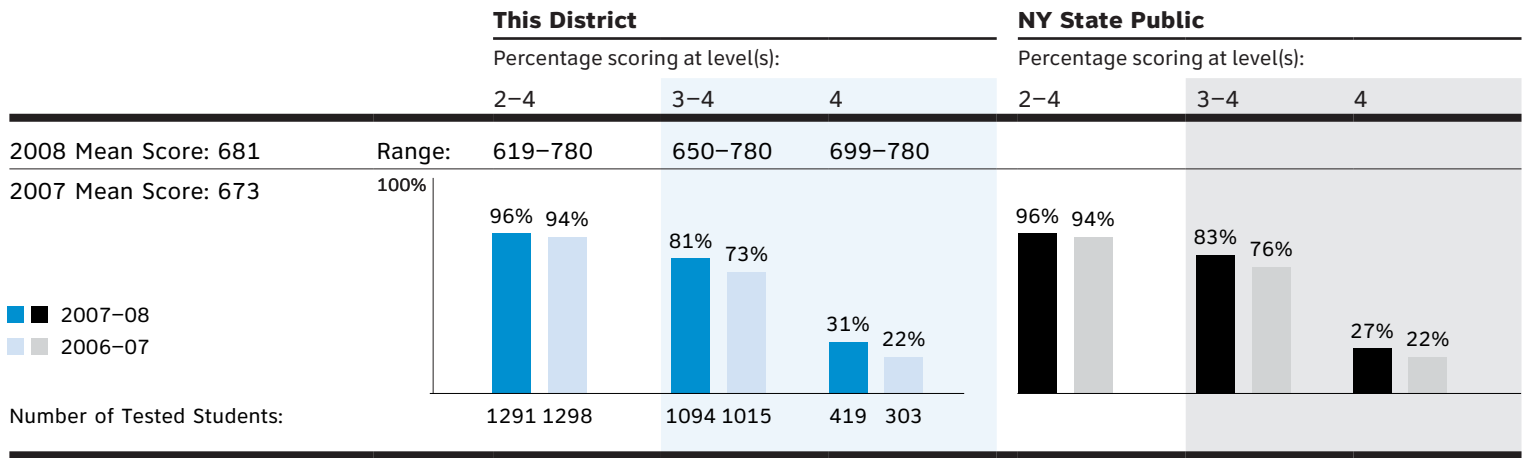
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### Other Assessments

	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	14	12	12	7	16	16	16	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	12	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>1350</b>	<b>96%</b>	<b>81%</b>	<b>31%</b>	<b>1384</b>	<b>94%</b>	<b>73%</b>	<b>22%</b>
Female	697	96%	82%	30%	677	94%	71%	20%
Male	653	95%	80%	32%	707	93%	75%	24%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	507	93%	71%	14%	486	91%	61%	8%
Hispanic or Latino	445	95%	80%	18%	494	93%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	74	99%	95%	73%	86	-	-	-
White	318	100%	96%	66%	314	98%	95%	50%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	100%	100%	33%	90	100%	94%	53%
General-Education Students	1128	98%	87%	35%	1167	97%	80%	25%
Students with Disabilities	222	82%	53%	10%	217	76%	39%	3%
English Proficient	1235	97%	84%	33%	1256	95%	76%	24%
Limited English Proficient	115	78%	50%	10%	128	81%	44%	2%
Economically Disadvantaged	790	93%	73%	18%	878	91%	65%	10%
Not Disadvantaged	560	99%	92%	49%	506	98%	87%	42%
Migrant								
Not Migrant	1350	96%	81%	31%	1384	94%	73%	22%

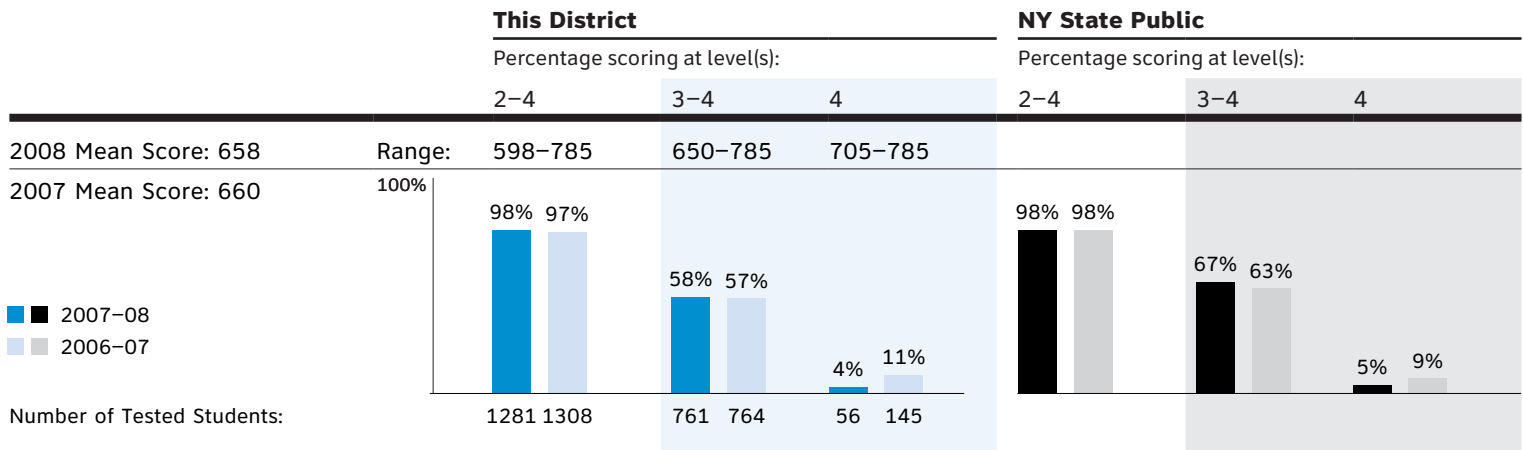
#### NOTES

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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 5 Equivalent	13	13	12	8	16	16	15	13

## 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>1304</b>	<b>98%</b>	<b>58%</b>	<b>4%</b>	<b>1344</b>	<b>97%</b>	<b>57%</b>	<b>11%</b>
Female	633	99%	62%	6%	678	98%	58%	13%
Male	671	97%	55%	3%	666	96%	55%	8%
American Indian or Alaska Native	3	-	-	-	6	100%	33%	0%
Black or African American	437	98%	46%	1%	496	97%	46%	2%
Hispanic or Latino	472	97%	45%	1%	478	96%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	87	-	-	-	68	99%	88%	29%
White	305	100%	88%	12%	290	99%	92%	36%
Multiracial	6	100%	83%	50%	6	100%	83%	50%
Small Group Totals	90	100%	89%	11%				
General-Education Students	1082	100%	67%	5%	1159	99%	64%	12%
Students with Disabilities	222	91%	17%	0%	185	84%	12%	1%
English Proficient	1207	99%	62%	5%	1264	98%	60%	11%
Limited English Proficient	97	91%	13%	0%	80	89%	8%	0%
Economically Disadvantaged	786	97%	43%	1%	828	96%	41%	2%
Not Disadvantaged	518	99%	81%	9%	516	99%	82%	25%
Migrant								
Not Migrant	1304	98%	58%	4%	1344	97%	57%	11%

#### NOTES

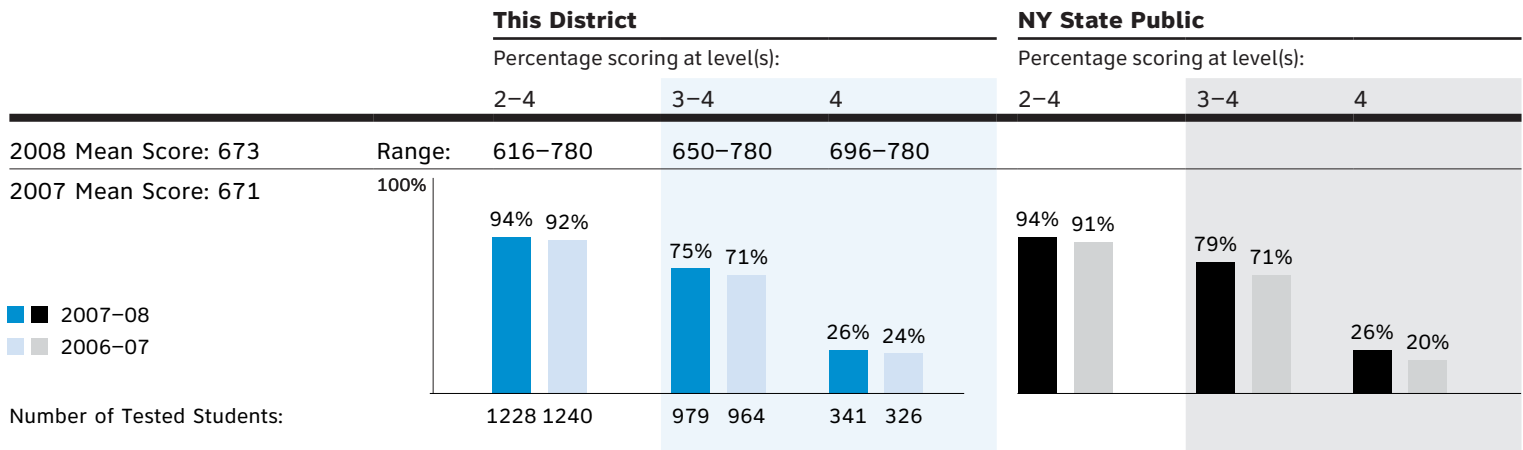
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### Other Assessments

	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	11	11	9	7	21	19	19	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	4	N/A	N/A	N/A	14	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	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>1310</b>	<b>94%</b>	<b>75%</b>	<b>26%</b>	<b>1354</b>	<b>92%</b>	<b>71%</b>	<b>24%</b>
Female	644	95%	75%	25%	686	91%	69%	24%
Male	666	93%	75%	27%	668	92%	73%	24%
American Indian or Alaska Native	3	-	-	-	6	100%	50%	0%
Black or African American	441	92%	63%	10%	496	89%	60%	12%
Hispanic or Latino	474	91%	69%	13%	484	90%	65%	11%
Asian or Native Hawaiian/Other Pacific Islander	87	-	-	-	69	96%	94%	54%
White	304	98%	94%	59%	292	98%	95%	59%
Multiracial	1	-	-	-	7	100%	100%	57%
Small Group Totals	91	99%	97%	63%				
General-Education Students	1087	98%	81%	31%	1167	95%	78%	27%
Students with Disabilities	223	75%	43%	4%	187	67%	30%	3%
English Proficient	1207	95%	77%	28%	1260	93%	73%	26%
Limited English Proficient	103	79%	50%	4%	94	77%	43%	2%
Economically Disadvantaged	792	91%	66%	12%	829	89%	61%	11%
Not Disadvantaged	518	97%	88%	47%	525	96%	87%	45%
Migrant								
Not Migrant	1310	94%	75%	26%	1354	92%	71%	24%

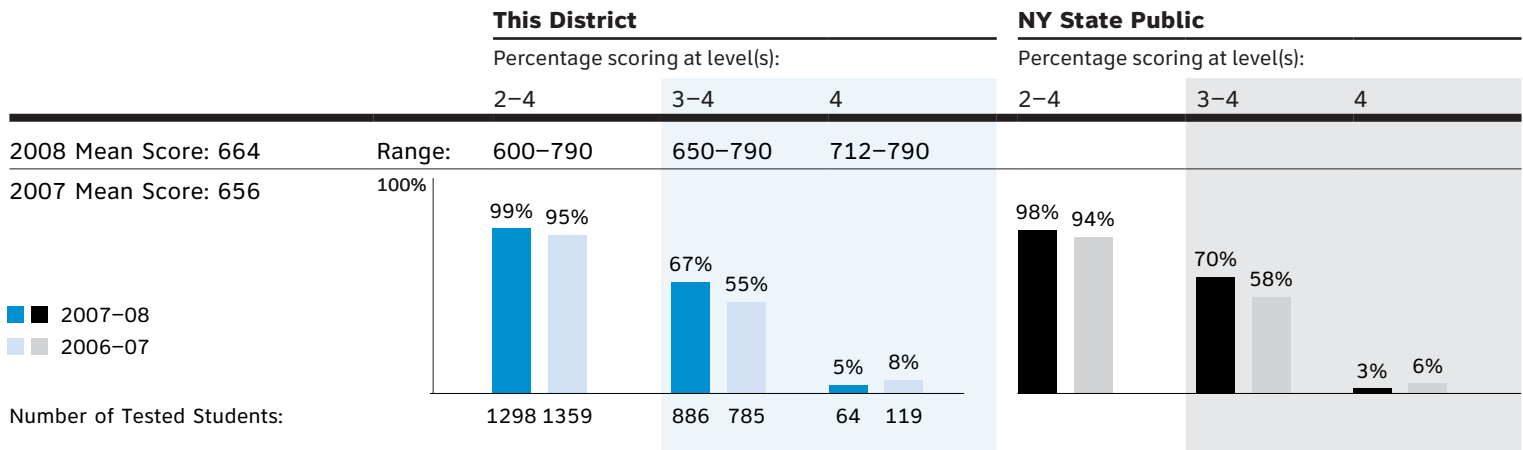
#### NOTES

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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	10	10	10	6	21	21	18	15

## 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>1316</b>	<b>99%</b>	<b>67%</b>	<b>5%</b>	<b>1437</b>	<b>95%</b>	<b>55%</b>	<b>8%</b>
Female	660	99%	73%	6%	708	95%	57%	10%
Male	656	98%	61%	4%	729	94%	53%	7%
American Indian or Alaska Native	4	-	-	-	5	100%	40%	0%
Black or African American	474	98%	60%	1%	569	93%	39%	2%
Hispanic or Latino	473	98%	55%	1%	512	94%	47%	2%
Asian or Native Hawaiian/Other Pacific Islander	66	100%	89%	12%	76	97%	86%	26%
White	297	99%	94%	16%	275	100%	93%	29%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	83%	0%				
General-Education Students	1109	100%	75%	6%	1217	97%	60%	10%
Students with Disabilities	207	93%	28%	1%	220	84%	24%	0%
English Proficient	1228	99%	71%	5%	1351	96%	58%	9%
Limited English Proficient	88	91%	13%	0%	86	73%	9%	0%
Economically Disadvantaged	767	98%	56%	1%	924	92%	41%	2%
Not Disadvantaged	549	100%	84%	10%	513	99%	78%	20%
Migrant								
Not Migrant	1316	99%	67%	5%	1437	95%	55%	8%

#### NOTES

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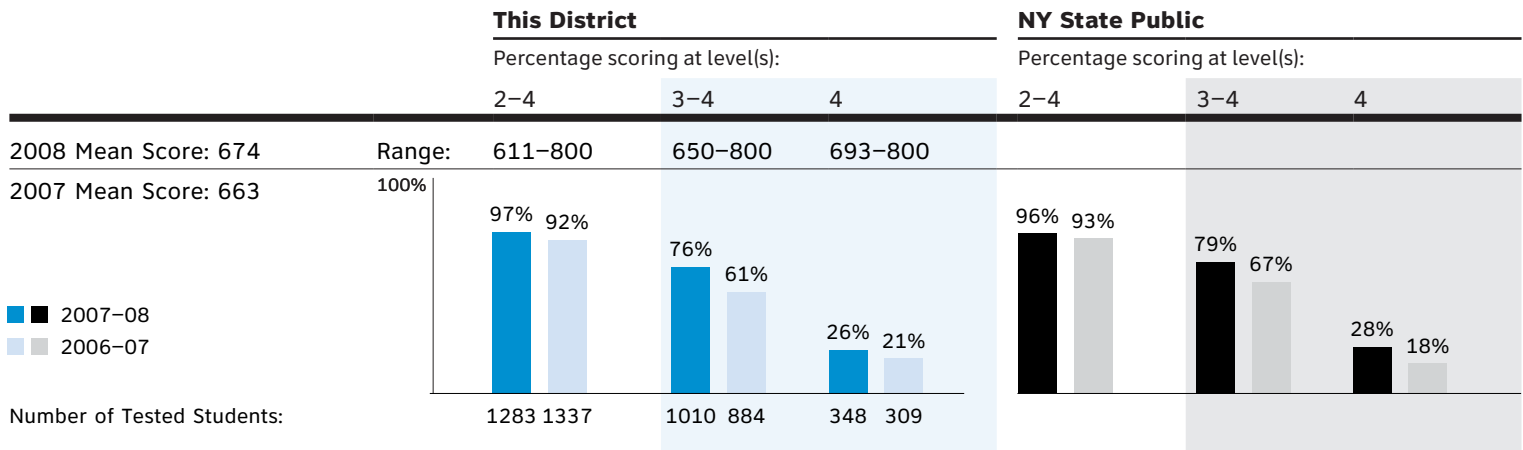
### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	20	17	16	23	23	20	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	8	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 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>1327</b>	<b>97%</b>	<b>76%</b>	<b>26%</b>	<b>1453</b>	<b>92%</b>	<b>61%</b>	<b>21%</b>
Female	667	97%	77%	27%	713	93%	61%	22%
Male	660	96%	75%	25%	740	91%	61%	21%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	476	96%	68%	12%	574	88%	45%	6%
Hispanic or Latino	481	96%	70%	13%	517	92%	56%	10%
Asian or Native Hawaiian/Other Pacific Islander	69	99%	90%	46%	77	100%	94%	62%
White	295	99%	95%	66%	279	99%	95%	64%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	100%	83%	50%	6	83%	50%	0%
General-Education Students	1124	99%	83%	30%	1230	95%	67%	25%
Students with Disabilities	203	86%	40%	6%	223	74%	25%	1%
English Proficient	1233	97%	79%	28%	1355	93%	63%	23%
Limited English Proficient	94	86%	39%	3%	98	81%	26%	2%
Economically Disadvantaged	778	96%	67%	11%	928	90%	48%	7%
Not Disadvantaged	549	98%	89%	48%	525	96%	84%	46%
Migrant								
Not Migrant	1327	97%	76%	26%	1453	92%	61%	21%

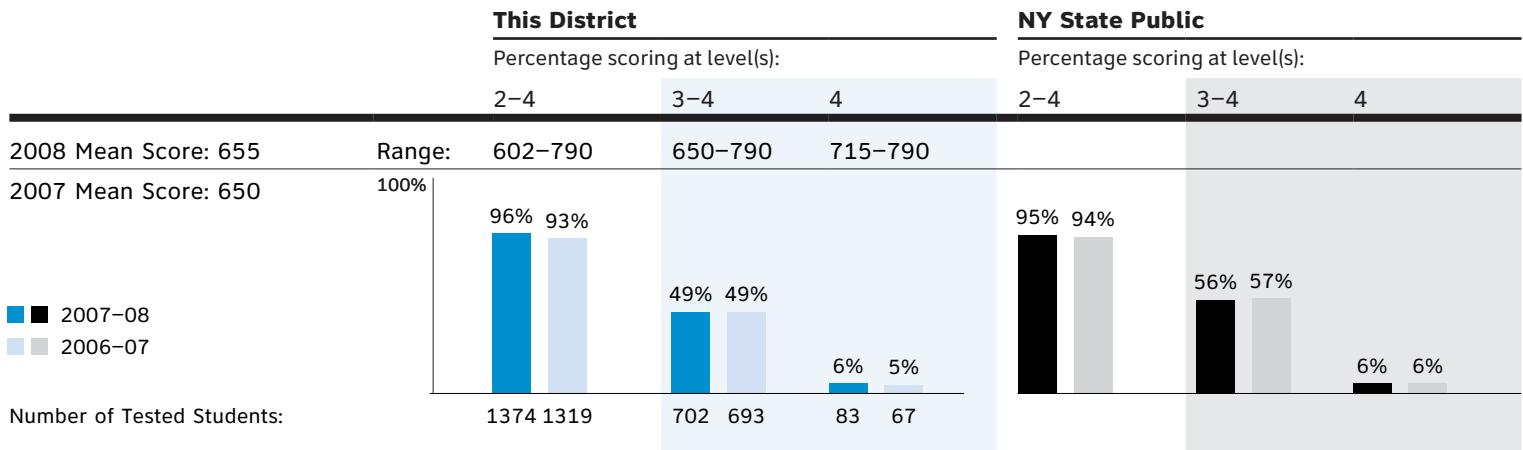
#### NOTES

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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 7 Equivalent	20	20	19	12	22	22	21	14

## 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>1435</b>	<b>96%</b>	<b>49%</b>	<b>6%</b>	<b>1422</b>	<b>93%</b>	<b>49%</b>	<b>5%</b>
Female	696	97%	53%	7%	724	94%	53%	6%
Male	739	95%	45%	5%	698	91%	44%	3%
American Indian or Alaska Native	4	-	-	-	7	-	-	-
Black or African American	564	94%	34%	2%	594	90%	32%	2%
Hispanic or Latino	513	95%	40%	2%	489	93%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	74	97%	81%	12%	54	100%	80%	9%
White	279	99%	88%	19%	275	98%	88%	15%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	5	80%	40%	0%	10	90%	50%	0%
General-Education Students	1212	98%	55%	7%	1236	95%	54%	5%
Students with Disabilities	223	85%	16%	0%	186	75%	15%	0%
English Proficient	1350	97%	52%	6%	1348	94%	51%	5%
Limited English Proficient	85	80%	7%	0%	74	62%	5%	0%
Economically Disadvantaged	848	94%	34%	1%	878	91%	34%	1%
Not Disadvantaged	587	98%	70%	12%	544	96%	72%	11%
Migrant								
Not Migrant	1435	96%	49%	6%	1422	93%	49%	5%

#### NOTES

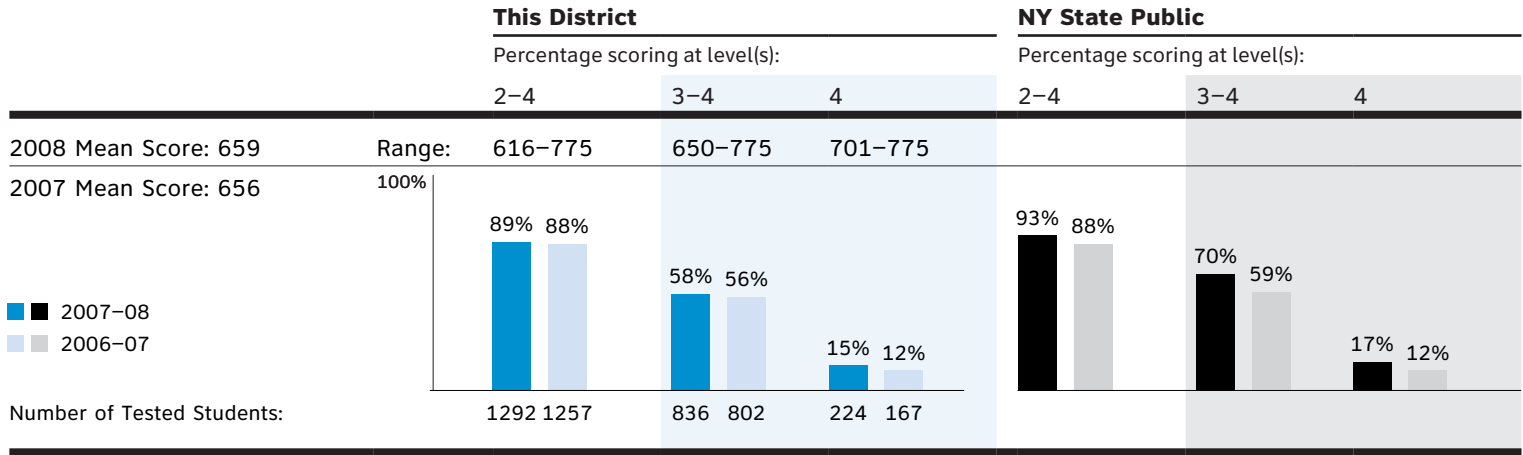
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### Other Assessments

	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	20	20	17	15	16	16	15	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	13	N/A	N/A	N/A	8	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>1446</b>	<b>89%</b>	<b>58%</b>	<b>15%</b>	<b>1429</b>	<b>88%</b>	<b>56%</b>	<b>12%</b>
Female	709	90%	58%	16%	729	89%	58%	14%
Male	737	88%	58%	15%	700	87%	55%	10%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	563	85%	41%	4%	595	82%	39%	2%
Hispanic or Latino	521	88%	51%	7%	495	88%	54%	6%
Asian or Native Hawaiian/Other Pacific Islander	75	99%	95%	53%	54	96%	83%	43%
White	282	98%	93%	45%	276	97%	91%	37%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	5	80%	60%	0%	9	89%	56%	11%
General-Education Students	1216	94%	64%	18%	1244	91%	61%	13%
Students with Disabilities	230	67%	27%	3%	185	65%	23%	1%
English Proficient	1350	91%	60%	17%	1342	89%	58%	12%
Limited English Proficient	96	73%	22%	0%	87	69%	22%	2%
Economically Disadvantaged	854	87%	46%	5%	885	85%	45%	4%
Not Disadvantaged	592	93%	76%	31%	544	94%	74%	24%
Migrant								
Not Migrant	1446	89%	58%	15%	1429	88%	56%	12%

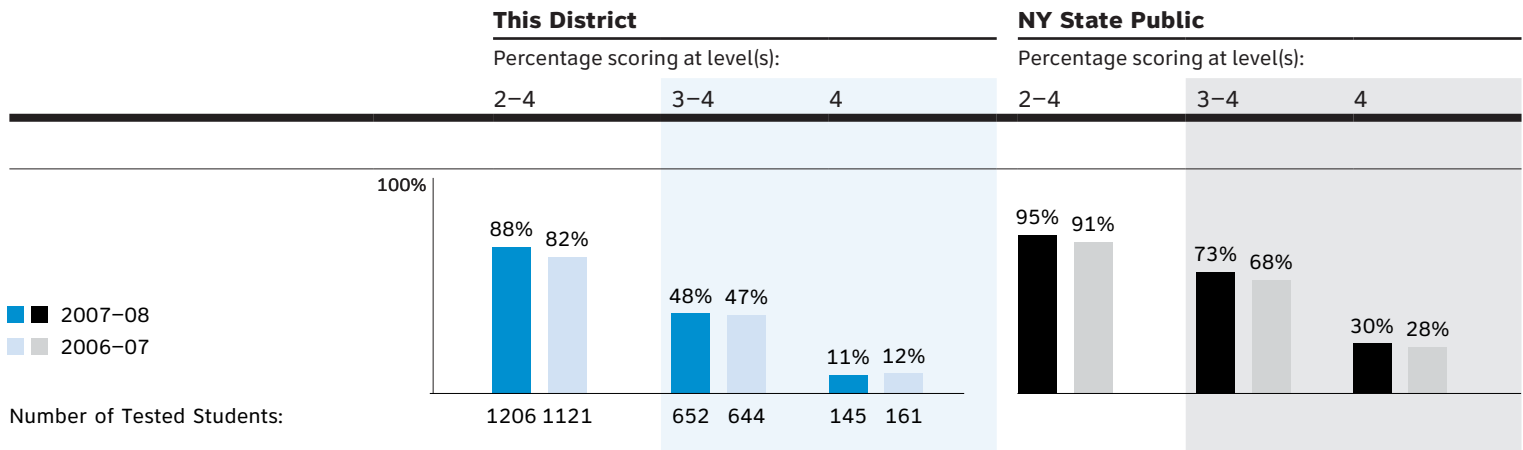
### NOTES

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	20	18	15	12	15	15	15	5

## 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>1037</b>	<b>87%</b>	<b>37%</b>	<b>4%</b>	<b>1019</b>	<b>81%</b>	<b>37%</b>	<b>5%</b>
Female	502	86%	34%	3%	517	80%	35%	4%
Male	535	87%	41%	4%	502	82%	39%	5%
American Indian or Alaska Native	3	-	-	-	5	-	-	-
Black or African American	481	82%	28%	1%	503	76%	26%	1%
Hispanic or Latino	447	90%	38%	1%	399	85%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	20	100%	65%	35%
White	74	99%	74%	28%	91	91%	74%	24%
Multiracial					1	-	-	-
Small Group Totals	35	94%	74%	26%	6	83%	67%	17%
General-Education Students	843	89%	41%	4%	845	84%	40%	5%
Students with Disabilities	194	79%	21%	2%	174	67%	20%	2%
English Proficient	941	88%	40%	4%	936	83%	39%	5%
Limited English Proficient	96	73%	16%	1%	83	59%	14%	0%
Economically Disadvantaged	762	86%	34%	1%	744	80%	32%	3%
Not Disadvantaged	275	89%	48%	11%	275	84%	50%	9%
Migrant								
Not Migrant	1037	87%	37%	4%	1019	81%	37%	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	20	19	16	12	15	15	15	9
Regents Science	327	304	264	106	346	292	268	114

## 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

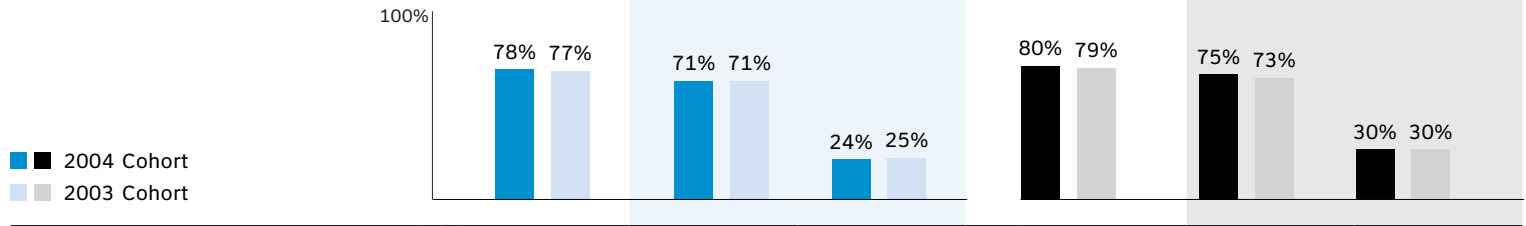
### NY State Public

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>2383</b>	<b>78%</b>	<b>71%</b>	<b>24%</b>	<b>2065</b>	<b>77%</b>	<b>71%</b>	<b>25%</b>
Female	1339	84%	78%	30%	1144	84%	78%	31%
Male	1044	70%	61%	16%	921	69%	61%	17%
American Indian or Alaska Native	6	–	–	–	5	80%	80%	20%
Black or African American	700	73%	66%	12%	707	72%	64%	13%
Hispanic or Latino	1056	70%	60%	13%	820	70%	60%	14%
Asian or Native Hawaiian/Other Pacific Islander	174	97%	95%	47%	148	97%	95%	58%
White	444	96%	94%	60%	385	97%	95%	57%
Multiracial	3	–	–	–				
Small Group Totals	9	78%	67%	11%				
General-Education Students	2117	84%	77%	26%	1904	81%	75%	26%
Students with Disabilities	266	31%	23%	2%	161	29%	20%	4%
English Proficient	2157	81%	74%	26%	1917	79%	74%	27%
Limited English Proficient	226	51%	37%	1%	148	55%	32%	0%
Economically Disadvantaged	1353	74%	65%	13%	1262	72%	64%	14%
Not Disadvantaged	1030	83%	78%	38%	803	85%	81%	41%
Migrant								
Not Migrant	2383	78%	71%	24%				

### 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

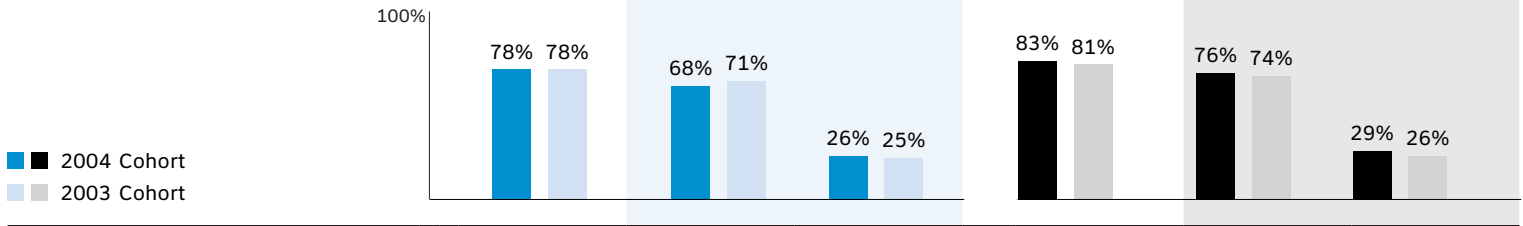
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## 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>2383</b>	<b>78%</b>	<b>68%</b>	<b>26%</b>	<b>2065</b>	<b>78%</b>	<b>71%</b>	<b>25%</b>
Female	1339	83%	74%	32%	1144	84%	77%	30%
Male	1044	71%	61%	18%	921	72%	63%	19%
American Indian or Alaska Native	6	–	–	–	5	80%	60%	20%
Black or African American	700	74%	62%	12%	707	73%	63%	12%
Hispanic or Latino	1056	74%	61%	14%	820	73%	63%	12%
Asian or Native Hawaiian/Other Pacific Islander	174	95%	94%	68%	148	98%	97%	67%
White	444	86%	85%	60%	385	93%	92%	61%
Multiracial	3	–	–	–				
Small Group Totals	9	78%	67%	22%				
General-Education Students	2117	82%	74%	29%	1904	83%	75%	27%
Students with Disabilities	266	40%	23%	2%	161	30%	23%	5%
English Proficient	2157	78%	70%	28%	1917	79%	72%	27%
Limited English Proficient	226	71%	50%	4%	148	73%	54%	3%
Economically Disadvantaged	1353	79%	65%	16%	1262	75%	66%	14%
Not Disadvantaged	1030	76%	72%	40%	803	85%	79%	42%
Migrant								
Not Migrant	2383	78%	68%	26%				

### NOTES

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## 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.