



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 4**

District ID **31-04-00-01-0000**

Superintendent **JORGE IZQUIERDO**

Telephone **(212) 828-3590**

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	329	425	438
Kindergarten	1010	1001	1002
Grade 1	1134	1120	1071
Grade 2	1162	1073	1053
Grade 3	1093	1137	1010
Grade 4	1171	1042	1057
Grade 5	1132	1137	984
Grade 6	1334	1023	1031
Ungraded Elementary	844	827	938
Grade 7	1312	1293	1066
Grade 8	1305	1260	1164
Grade 9	1053	1024	951
Grade 10	867	962	942
Grade 11	678	661	719
Grade 12	671	579	551
Ungraded Secondary	523	622	667
Total K-12	15289	14761	14206

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	25	24	22
Grade 8			
English	26	25	27
Mathematics	28	26	26
Science	28	27	26
Social Studies	27	27	26
Grade 10			
English	26	28	26
Mathematics	26	27	25
Science	31	29	26
Social Studies	26	31	27

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 # 4

District ID 31-04-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	11831	77%	11365	77%	10504	74%
Reduced-Price Lunch	1033	7%	763	5%	841	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1880	12%	1774	12%	1860	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	129	1%	95	1%	86	1%
Black or African American	5012	33%	4821	33%	4491	32%
Hispanic or Latino	9437	62%	9083	62%	8752	62%
Asian or Native Hawaiian/Other Pacific Islander	443	3%	489	3%	565	4%
White	284	2%	273	2%	312	2%
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	450	3%	981	6%	981	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.

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	1193	1217	1183
Percent with No Valid Teaching Certificate	5%	7%	2%
Percent Teaching Out of Certification	16%	13%	12%
Percent with Fewer Than Three Years of Experience	21%	21%	22%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	28%	28%
Total Number of Core Classes	3855	2116	2325
Percent Not Taught by Highly Qualified Teachers	13%	13%	12%
Total Number of Classes	2594	2680	2799
Percent Taught by Teachers Without Appropriate Certification	19%	15%	13%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	28%	28%	
Turnover Rate of All Teachers	21%	21%	

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

Improvement (Year 5)

ELA	Improvement (Year 5)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✗	✗	—
Limited English Proficient	✓ ^{SH}	✓	—	✓ ^{SH}	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 6 of 7	✗ 6 of 7	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts











Accountability Status for This Subject (2008–09)  Improvement (Year 5)

Accountability Measures 9 of 9 Student groups making AYP in English language arts
 Made AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [220]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (7392:7070)							
Ethnicity							
American Indian or Alaska Native (56:54)							
Black or African American (2564:2441)							
Hispanic or Latino (4457:4285)							
Asian or Native Hawaiian/Other Pacific Islander (171:161)							
White (135:121)							
Multiracial (9:8)	—						
Other Groups							
Students with Disabilities ⁴ (1932:1790)							
Limited English Proficient ⁵ (944:1091)							
Economically Disadvantaged (6621:6359)							
Final AYP Determination	 9 of 9						

NOTES

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

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




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

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

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


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

AYP Status

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





























Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (7407:7020)			98%		160	101	
Ethnicity							
American Indian or Alaska Native (56:50)			95%		148	89	
Black or African American (2562:2402)			98%		155	100	
Hispanic or Latino (4474:4273)			99%		162	100	
Asian or Native Hawaiian/Other Pacific Islander (172:162)			99%		182	94	
White (134:125)			98%		176	93	
Multiracial (9:8)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1913:1749)			96%		120	99	
Limited English Proficient ⁵ (945:1130)			99%		159	99	
Economically Disadvantaged (6631:6319)			99%		161	101	
Final AYP Determination	 9 of 9						

NOTES

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

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




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

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


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


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

AYP Status

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



















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (2598:2362)		Qualified		95%		149	100	
Ethnicity								
American Indian or Alaska Native (27:25)	—	—	—	—	—	—	—	—
Black or African American (896:809)		Qualified		95%		145	100	
Hispanic or Latino (1561:1433)		Qualified		95%		151	100	
Asian or Native Hawaiian/Other Pacific Islander (62:57)		Qualified		97%		170	100	
White (89:35)		Did not qualify		67%		154	100	
Multiracial (3:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (649:575)		Qualified		93%		118	100	
Limited English Proficient ⁴ (308:354)		Qualified		97%		142	100	
Economically Disadvantaged (2309:2121)		Qualified		96%		149	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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


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

AYP Status

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

Secondary-Level English Language Arts









Accountability Status for This Subject (2008–09)  Improvement (Year 5)

Accountability Measures 6 of 7 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 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [220]




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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (624:666)							
Ethnicity							
American Indian or Alaska Native (3:3)	—						
Black or African American (195:201)							
Hispanic or Latino (366:400)							
Asian or Native Hawaiian/Other Pacific Islander (48:51)							
White (10:10)	—						
Multiracial (2:1)	—						
Other Groups							
Students with Disabilities (60:96)							
Limited English Proficient ⁴ (27:48)							
Economically Disadvantaged (430:481)							
Final AYP Determination	 6 of 7						


NOTES


- ¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
 - ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

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






















Secondary-Level Mathematics

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

Accountability Measures 6 of 7 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (624:666)			99%		172	155	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (195:201)			98%		163	151	
Hispanic or Latino (366:400)			99%		175	154	
Asian or Native Hawaiian/Other Pacific Islander (48:51)			100%		190	146	
White (10:10)	—	—	—	—	—	—	—
Multiracial (2:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (60:96)			97%		114	149	99 [‡] 123
Limited English Proficient ⁴ (27:48)		—	—		167	145	
Economically Disadvantaged (430:481)			99%		178	154	
Final AYP Determination	 6 of 7						

NOTES

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




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

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


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


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

AYP Status

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










Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2007–08	2008–09
All Students (746)			69%	55%		
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (261)			66%	55%		
Hispanic or Latino (420)			69%	55%		
Asian or Native Hawaiian/Other Pacific Islander (49)			90%	55%		
White (11)		–	–	–		
Multiracial (2)						
Other Groups						
Students with Disabilities (122)			20%	55%	21%	21%
Limited English Proficient ³ (81)			57%	55%		
Economically Disadvantaged (653)			73%	55%		
Final AYP Determination			1 of 1			

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

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

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

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

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

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

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

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

21 schools identified 66% of total

CENTRAL PARK EAST II SCHOOL
CENTRAL PARK EAST SECONDARY SCHOOL
HERITAGE SCHOOL (THE)
ISAAC NEWTON JHS OF SCIENCE AND MATH
JAMES WELDON JOHNSON SCHOOL
MANHATTAN CENTER-SCIENCE & MATHEMATICS
PARK EAST HIGH SCHOOL
PS 108 ASSEMBLY ANGELO DEL TORO SCHOOL
PS 112 JOSE C BARBOSA SCHOOL
PS 146 ANNA M SHORT SCHOOL
PS 155 WILLIAM PACA SCHOOL
PS 171 PATRICK HENRY SCHOOL
PS 206 JOSE CELSO BARBOSA SCHOOL
PS 38 ROBERTO CLEMENTE
PS 7 M SAMUEL STERN SCHOOL
PS 72
PS 83 LUIS MUNOZ RIVERA SCHOOL
PS 96 JOSEPH C LANZETTA SCHOOL
RIVER EAST ELEMENTARY SCHOOL
THE BILINGUAL/BICULTURAL SCHOOL
YOUNG WOMEN'S LEADERSHIP SCHOOL

▲ Improvement (Year 1)

1 school identified 3% of total

ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY SCHOOL

▲ Improvement (Year 2)

2 schools identified 6% of total

PS 101 ANDREW DRAPER SCHOOL
PS 102 JACQUES CARTIER SCHOOL

▲ Planning for Restructuring

1 school identified 3% of total

URBAN PEACE ACADEMY

▲ Restructuring (Year 3)

3 schools identified 9% of total

JHS 13 JACKIE ROBINSON
JHS 45 JOHN S ROBERTS
PS 50 VITO MARCANTONIO SCHOOL

▲ Restructuring (Year 4)

1 school identified 3% of total

TITO PUENTO EDUCATION COMPLEX

New York State Status

■ Good Standing

3 schools identified 9% of total







CENTRAL PARK EAST 1 SCHOOL
MS 224 MANHATTAN EAST SCHOOL
TAG YOUNG SCHOLARS JUNIOR HIGH SCHOOL







District NEW YORK CITY GEOGRAPHIC DISTRICT # 4



District ID 31-04-00-01-0000



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	53%			1131
Grade 4	54%			1175
Grade 5	67%			1097
Grade 6	44%			1167
Grade 7	52%			1216
Grade 8	34%			1303

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	84%			1143
Grade 4	75%			1190
Grade 5	74%			1110
Grade 6	63%			1178
Grade 7	63%			1228
Grade 8	47%			1316

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	68%			1189
Grade 8	44%			1192

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	68%			766
Mathematics	71%			766

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 654	616-780	650-780	720-780*			
2007 Mean Score: 650						
Number of Tested Students:	1012	1030	605	608	65	44

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1131	89%	53%	6%	1206	85%	50%	4%
Female	560	92%	59%	8%	576	90%	58%	4%
Male	571	87%	48%	4%	630	81%	43%	3%
American Indian or Alaska Native	6	83%	50%	0%	6	100%	67%	0%
Black or African American	381	88%	51%	6%	382	83%	51%	3%
Hispanic or Latino	696	90%	54%	6%	763	86%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	61%	3%	32	94%	72%	9%
White	17	88%	59%	0%	23	87%	57%	13%
Multiracial								
Small Group Totals								
General-Education Students	843	97%	65%	7%	962	93%	59%	5%
Students with Disabilities	288	68%	19%	1%	244	56%	18%	0%
English Proficient	937	91%	57%	7%	1018	86%	52%	4%
Limited English Proficient	194	82%	37%	1%	188	80%	43%	0%
Economically Disadvantaged	1044	90%	54%	5%	1147	85%	50%	3%
Not Disadvantaged	87	78%	53%	10%	59	90%	64%	10%
Migrant								
Not Migrant	1131	89%	53%	6%	1206	85%	50%	4%

NOTES

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

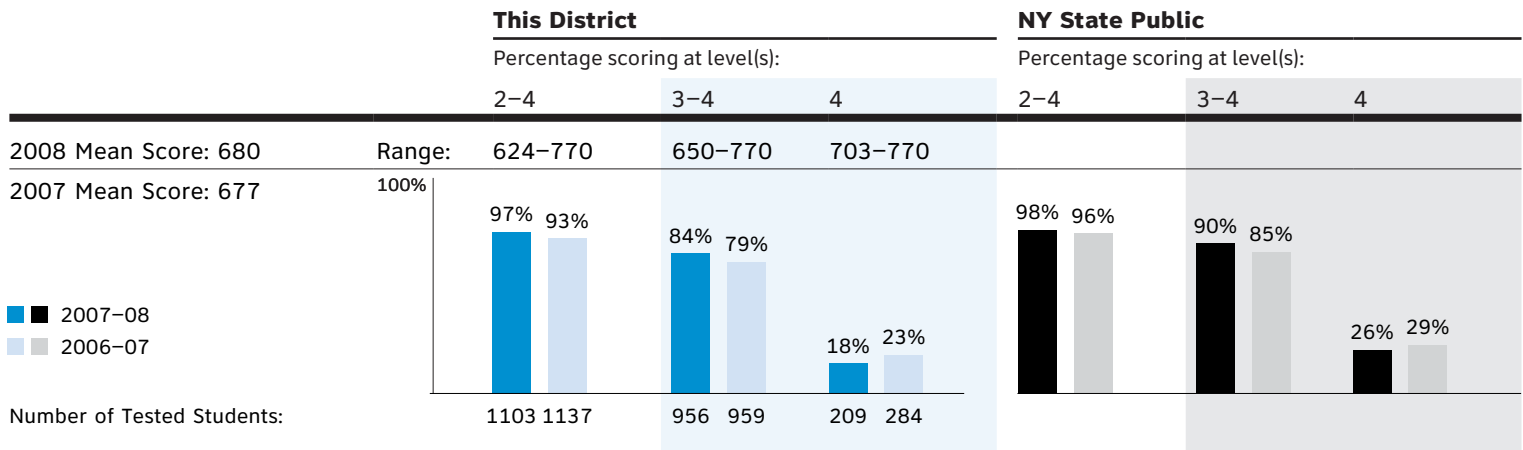
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	18	14	12	8	26	25	22	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	19	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1143	97%	84%	18%	1221	93%	79%	23%
Female	571	97%	86%	19%	575	95%	83%	25%
Male	572	96%	81%	18%	646	92%	75%	22%
American Indian or Alaska Native	6	100%	83%	0%	6	100%	83%	17%
Black or African American	386	96%	80%	16%	380	93%	76%	21%
Hispanic or Latino	704	96%	85%	18%	776	93%	79%	23%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	100%	52%	35	97%	89%	57%
White	16	94%	81%	38%	24	88%	79%	21%
Multiracial								
Small Group Totals								
General-Education Students	863	99%	92%	22%	976	97%	85%	28%
Students with Disabilities	280	89%	58%	6%	245	79%	55%	5%
English Proficient	936	96%	84%	20%	1014	93%	79%	24%
Limited English Proficient	207	98%	82%	13%	207	94%	78%	21%
Economically Disadvantaged	1054	97%	85%	18%	1160	93%	78%	23%
Not Disadvantaged	89	91%	73%	24%	61	95%	85%	28%
Migrant								
Not Migrant	1143	97%	84%	18%	1221	93%	79%	23%

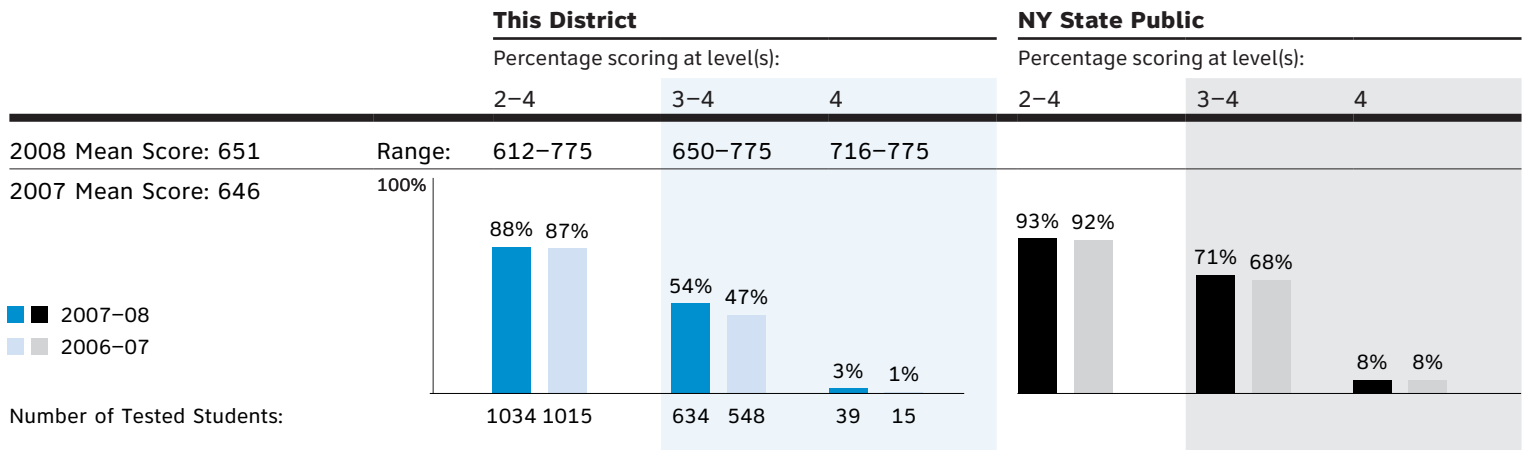
NOTES

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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	19	19	15	9	27	26	23	15

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1175	88%	54%	3%	1164	87%	47%	1%
Female	561	91%	62%	4%	560	90%	50%	2%
Male	614	85%	46%	3%	604	85%	44%	1%
American Indian or Alaska Native	6	-	-	-	5	-	-	-
Black or African American	384	88%	52%	2%	418	88%	47%	1%
Hispanic or Latino	732	88%	54%	3%	699	86%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	36	94%	72%	8%	23	100%	65%	9%
White	15	73%	53%	20%	17	94%	65%	6%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	88%	63%	13%	7	100%	57%	0%
General-Education Students	893	95%	65%	4%	902	95%	57%	2%
Students with Disabilities	282	65%	19%	0%	262	59%	14%	0%
English Proficient	1005	89%	57%	4%	1000	90%	52%	1%
Limited English Proficient	170	79%	34%	1%	164	73%	19%	1%
Economically Disadvantaged	1086	88%	53%	3%	1099	87%	46%	1%
Not Disadvantaged	89	90%	65%	6%	65	91%	66%	0%
Migrant								
Not Migrant	1175	88%	54%	3%	1164	87%	47%	1%

NOTES

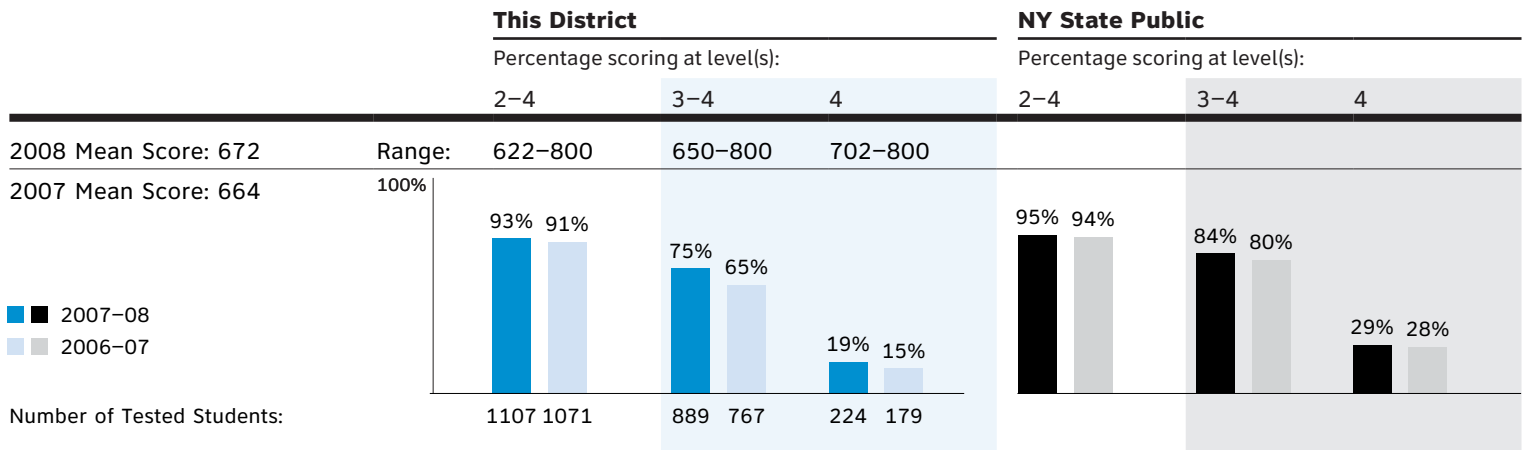
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Other Assessments

	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	26	21	18	15	20	20	14	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	11	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 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1190	93%	75%	19%	1181	91%	65%	15%
Female	569	94%	76%	20%	566	90%	62%	12%
Male	621	92%	73%	17%	615	92%	67%	18%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	382	92%	70%	14%	414	90%	60%	11%
Hispanic or Latino	744	94%	76%	19%	717	91%	66%	16%
Asian or Native Hawaiian/Other Pacific Islander	39	97%	87%	41%	24	100%	96%	42%
White	17	88%	82%	53%	18	89%	78%	22%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	100%	63%	13%	8	100%	88%	25%
General-Education Students	914	97%	82%	24%	919	96%	73%	18%
Students with Disabilities	276	79%	49%	3%	262	72%	36%	3%
English Proficient	1001	93%	75%	20%	1001	92%	67%	17%
Limited English Proficient	189	92%	72%	13%	180	82%	53%	7%
Economically Disadvantaged	1102	93%	75%	19%	1113	90%	64%	14%
Not Disadvantaged	88	92%	76%	22%	68	99%	75%	28%
Migrant								
Not Migrant	1190	93%	75%	19%	1181	91%	65%	15%

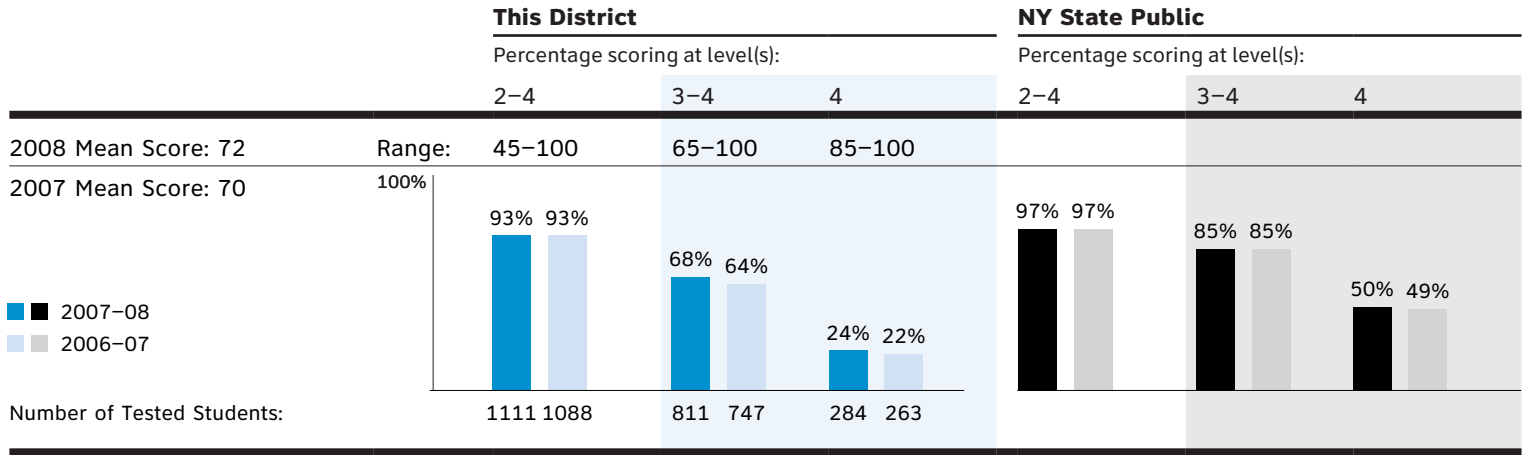
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	25	22	18	16	20	19	16	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
All Students	1189	93%	68%	24%	1173	93%	64%	22%
Female	569	95%	70%	27%	561	93%	61%	21%
Male	620	92%	67%	21%	612	93%	66%	24%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	385	90%	65%	21%	418	90%	62%	22%
Hispanic or Latino	741	95%	69%	24%	708	94%	64%	22%
Asian or Native Hawaiian/Other Pacific Islander	40	98%	80%	40%	23	100%	78%	39%
White	15	87%	67%	47%	16	100%	81%	31%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	100%	75%	25%	8	100%	75%	25%
General-Education Students	912	96%	76%	30%	915	95%	69%	27%
Students with Disabilities	277	84%	44%	5%	258	84%	44%	7%
English Proficient	1001	94%	70%	25%	995	94%	68%	25%
Limited English Proficient	188	91%	57%	15%	178	88%	41%	7%
Economically Disadvantaged	1100	93%	68%	23%	1107	92%	63%	22%
Not Disadvantaged	89	94%	73%	38%	66	98%	80%	30%
Migrant								
Not Migrant	1189	93%	68%	24%	1173	93%	64%	22%

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	26	25	22	16	20	19	17	14

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 659	608-795	650-795	711-795			
2007 Mean Score: 651						
	1072	1153	734	616	33	23

	2007-08	2006-07
2008 Mean Score: 659	98%	93%
2007 Mean Score: 651	67%	50%
	3%	2%

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1097	98%	67%	3%	1243	93%	50%	2%
Female	530	98%	68%	3%	626	96%	53%	2%
Male	567	97%	66%	3%	617	90%	46%	1%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	393	98%	62%	2%	397	92%	52%	2%
Hispanic or Latino	661	97%	69%	4%	798	93%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	68%	4%	22	100%	68%	9%
White	9	100%	89%	11%	18	94%	61%	0%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	9	100%	100%	0%	8	100%	25%	0%
General-Education Students	820	99%	78%	4%	951	98%	60%	2%
Students with Disabilities	277	93%	34%	0%	292	76%	15%	0%
English Proficient	962	98%	70%	3%	1120	94%	53%	2%
Limited English Proficient	135	95%	44%	0%	123	79%	20%	0%
Economically Disadvantaged	1008	98%	67%	3%	1168	92%	48%	2%
Not Disadvantaged	89	98%	70%	4%	75	99%	71%	3%
Migrant								
Not Migrant	1097	98%	67%	3%	1243	93%	50%	2%

NOTES

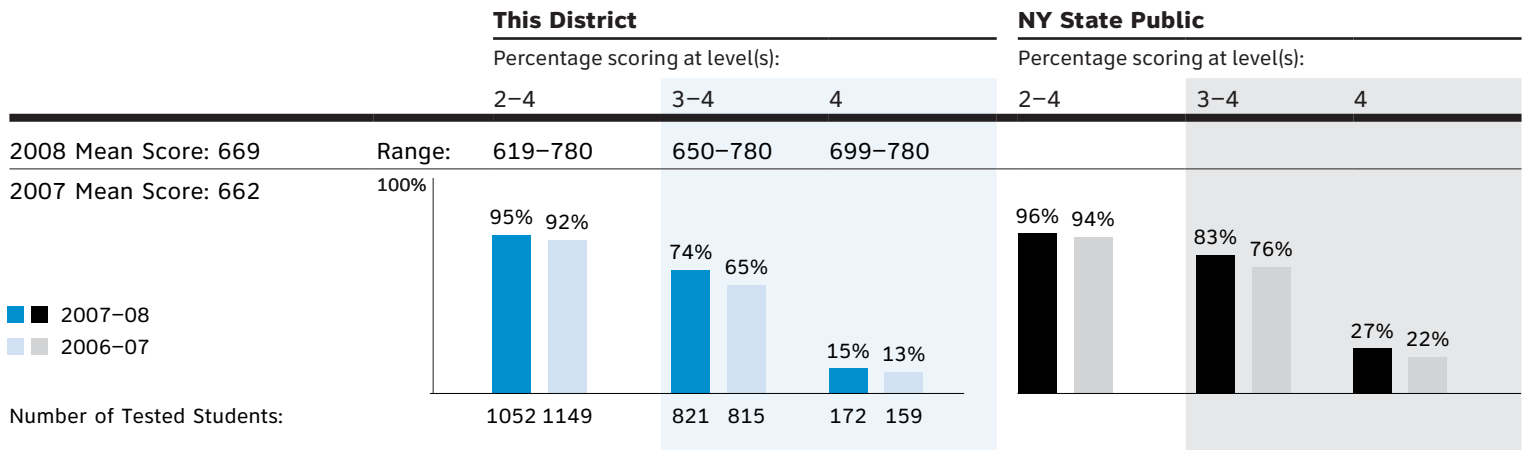
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Other Assessments

	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	15	13	12	7	28	28	28	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	9	N/A	N/A	N/A	6	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1110	95%	74%	15%	1251	92%	65%	13%
Female	533	95%	74%	13%	631	94%	66%	13%
Male	577	95%	74%	18%	620	90%	64%	13%
American Indian or Alaska Native	6	-	-	-	7	-	-	-
Black or African American	391	94%	71%	10%	398	91%	60%	11%
Hispanic or Latino	675	95%	75%	17%	803	92%	67%	13%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	92%	46%	23	91%	87%	30%
White	9	100%	89%	22%	18	100%	78%	11%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	9	100%	89%	11%	9	89%	44%	0%
General-Education Students	831	99%	83%	20%	962	97%	75%	16%
Students with Disabilities	279	83%	46%	3%	289	76%	31%	2%
English Proficient	963	95%	76%	17%	1119	93%	67%	14%
Limited English Proficient	147	91%	61%	6%	132	83%	52%	5%
Economically Disadvantaged	1020	95%	74%	15%	1172	92%	65%	13%
Not Disadvantaged	90	93%	79%	18%	79	94%	70%	9%
Migrant								
Not Migrant	1110	95%	74%	15%	1251	92%	65%	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	15	14	14	9	27	26	26	20

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 647	598-785	650-785	705-785			
2007 Mean Score: 641						
Number of Tested Students:	1135	1099	514	408	7	13

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1167	97%	44%	1%	1153	95%	35%	1%
Female	586	98%	50%	1%	587	97%	42%	2%
Male	581	96%	38%	1%	566	93%	29%	1%
American Indian or Alaska Native	6	100%	33%	0%	8	-	-	-
Black or African American	384	97%	43%	0%	410	96%	37%	1%
Hispanic or Latino	722	98%	43%	0%	692	95%	33%	1%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	61%	4%	23	96%	52%	0%
White	32	94%	69%	6%	18	100%	72%	0%
Multiracial					2	-	-	-
Small Group Totals					10	100%	20%	0%
General-Education Students	868	99%	55%	1%	903	98%	43%	1%
Students with Disabilities	299	91%	11%	0%	250	86%	8%	0%
English Proficient	1056	98%	47%	1%	1040	97%	39%	1%
Limited English Proficient	111	93%	12%	0%	113	81%	5%	0%
Economically Disadvantaged	1049	97%	42%	0%	1047	95%	33%	1%
Not Disadvantaged	118	97%	62%	4%	106	100%	63%	6%
Migrant								
Not Migrant	1167	97%	44%	1%	1153	95%	35%	1%

NOTES

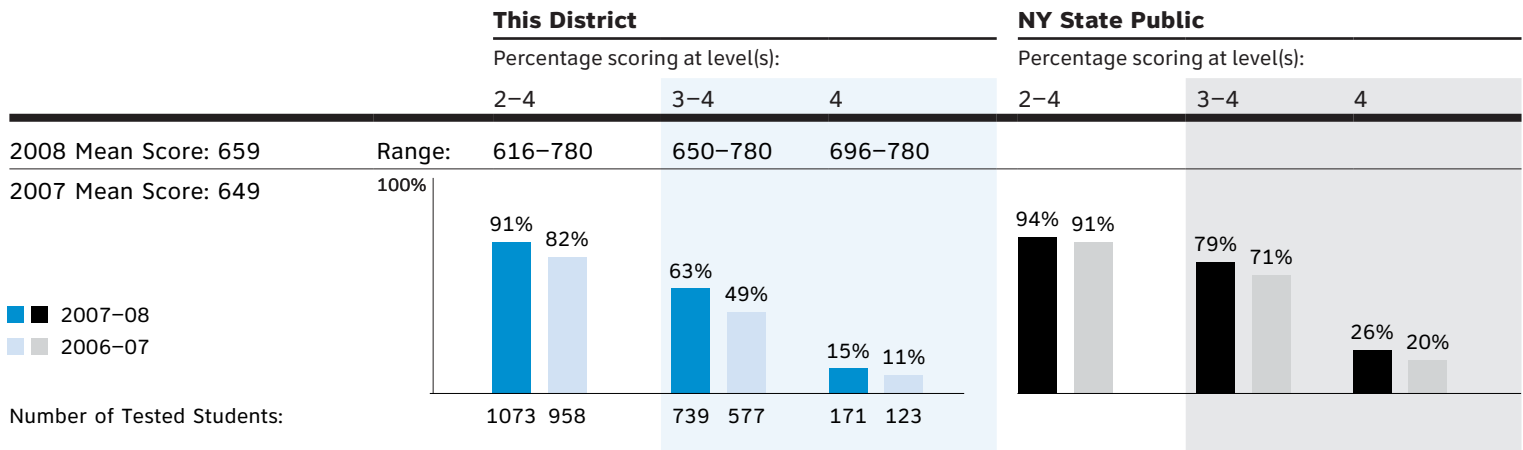
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Other Assessments

	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	22	20	13	11	19	19	17	14
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
All Students	1178	91%	63%	15%	1168	82%	49%	11%
Female	595	94%	67%	15%	591	85%	51%	11%
Male	583	88%	59%	14%	577	79%	48%	10%
American Indian or Alaska Native	6	100%	0%	0%	8	-	-	-
Black or African American	385	89%	59%	15%	415	82%	49%	10%
Hispanic or Latino	730	92%	64%	13%	702	81%	48%	10%
Asian or Native Hawaiian/Other Pacific Islander	23	87%	78%	43%	23	91%	78%	30%
White	34	94%	82%	24%	18	94%	83%	39%
Multiracial					2	-	-	-
Small Group Totals					10	80%	30%	0%
General-Education Students	882	97%	73%	18%	917	89%	57%	13%
Students with Disabilities	296	73%	33%	3%	251	58%	21%	1%
English Proficient	1060	92%	64%	16%	1039	85%	53%	12%
Limited English Proficient	118	86%	49%	5%	129	58%	20%	1%
Economically Disadvantaged	1061	91%	61%	14%	1057	81%	47%	9%
Not Disadvantaged	117	91%	74%	21%	111	91%	69%	25%
Migrant								
Not Migrant	1178	91%	63%	15%	1168	82%	49%	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	22	20	20	14	20	20	17	16

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 650	600-790	650-790	712-790			
2007 Mean Score: 638						
Number of Tested Students:	1176	638	3	1243	464	12

Results by Student Group

	2007-08 School Year			2006-07 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1216	97%	52%	0%	1366	91%	34%	1%
Female	646	99%	59%	0%	702	93%	40%	1%
Male	570	94%	45%	0%	664	89%	28%	0%
American Indian or Alaska Native	11	-	-	-	17	94%	24%	6%
Black or African American	438	98%	53%	0%	510	91%	33%	1%
Hispanic or Latino	719	96%	51%	0%	792	91%	33%	1%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	69%	0%	14	-	-	-
White	20	100%	85%	0%	31	97%	65%	3%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	13	100%	46%	0%	16	88%	50%	0%
General-Education Students	932	98%	61%	0%	1084	95%	40%	1%
Students with Disabilities	284	91%	23%	0%	282	76%	12%	0%
English Proficient	1079	99%	57%	0%	1264	93%	36%	1%
Limited English Proficient	137	82%	16%	0%	102	64%	10%	0%
Economically Disadvantaged	1067	97%	51%	0%	1225	90%	33%	1%
Not Disadvantaged	149	97%	66%	1%	141	96%	44%	1%
Migrant								
Not Migrant	1216	97%	52%	0%	1366	91%	34%	1%

NOTES

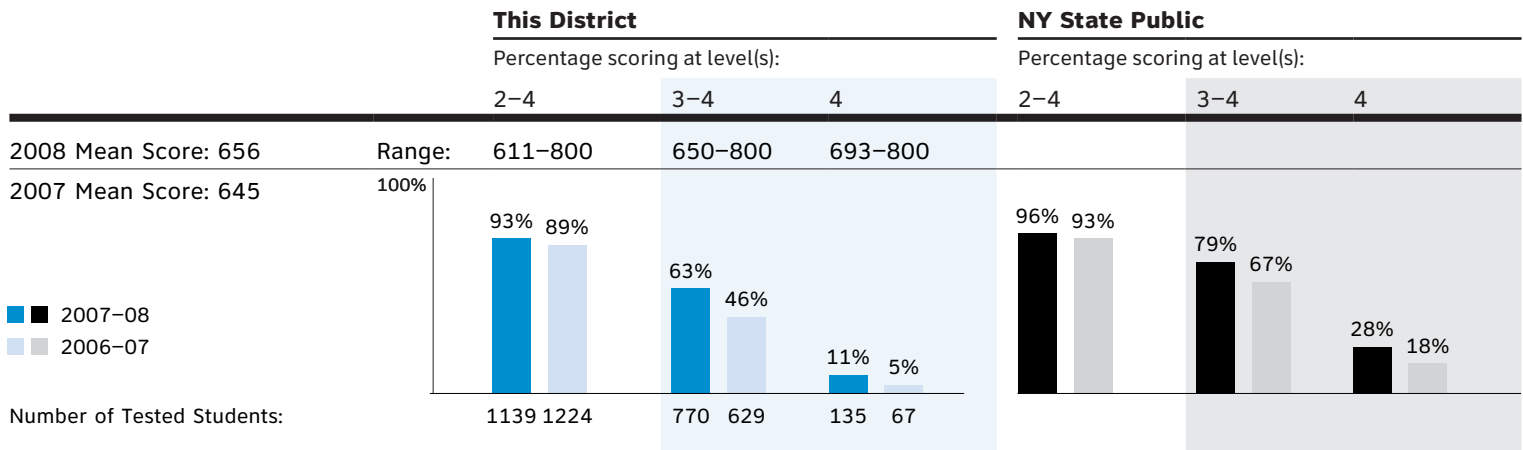
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Other Assessments

	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	21	21	16	12	19	19	14	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1228	93%	63%	11%	1373	89%	46%	5%
Female	649	95%	67%	12%	703	91%	49%	5%
Male	579	91%	58%	10%	670	87%	43%	4%
American Indian or Alaska Native	10	-	-	-	18	89%	50%	6%
Black or African American	437	91%	60%	11%	505	89%	41%	4%
Hispanic or Latino	730	94%	63%	10%	801	89%	47%	5%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	81%	26%	17	-	-	-
White	22	95%	77%	23%	30	93%	83%	20%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	12	83%	50%	0%	19	95%	63%	11%
General-Education Students	946	97%	73%	14%	1090	94%	53%	6%
Students with Disabilities	282	78%	29%	1%	283	70%	19%	0%
English Proficient	1081	94%	66%	12%	1257	90%	48%	5%
Limited English Proficient	147	83%	39%	1%	116	75%	23%	0%
Economically Disadvantaged	1078	93%	62%	11%	1230	89%	45%	4%
Not Disadvantaged	150	93%	71%	14%	143	90%	54%	9%
Migrant								
Not Migrant	1228	93%	63%	11%	1373	89%	46%	5%

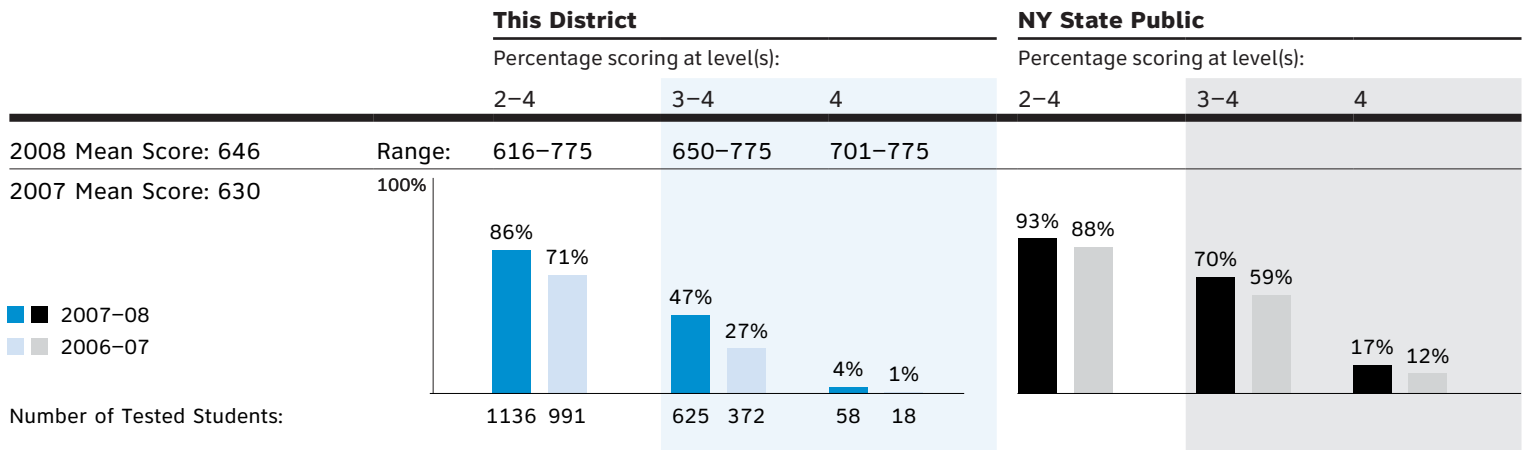
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	21	18	16	12	19	19	17	13

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1316	86%	47%	4%	1396	71%	27%	1%
Female	667	88%	48%	5%	681	73%	29%	1%
Male	649	85%	47%	4%	715	69%	24%	1%
American Indian or Alaska Native	17	-	-	-	14	71%	14%	0%
Black or African American	476	85%	43%	3%	456	70%	25%	1%
Hispanic or Latino	767	86%	49%	4%	878	71%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	65%	22%	22	82%	73%	23%
White	31	94%	68%	23%	21	71%	57%	10%
Multiracial	2	-	-	-	5	60%	40%	0%
Small Group Totals	19	89%	58%	5%				
General-Education Students	1015	93%	56%	5%	1133	79%	31%	2%
Students with Disabilities	301	64%	20%	1%	263	38%	6%	0%
English Proficient	1200	87%	48%	5%	1225	73%	28%	1%
Limited English Proficient	116	79%	38%	2%	171	60%	14%	1%
Economically Disadvantaged	1143	87%	48%	4%	1209	70%	26%	1%
Not Disadvantaged	173	83%	47%	7%	187	75%	33%	4%
Migrant								
Not Migrant	1316	86%	47%	4%	1396	71%	27%	1%

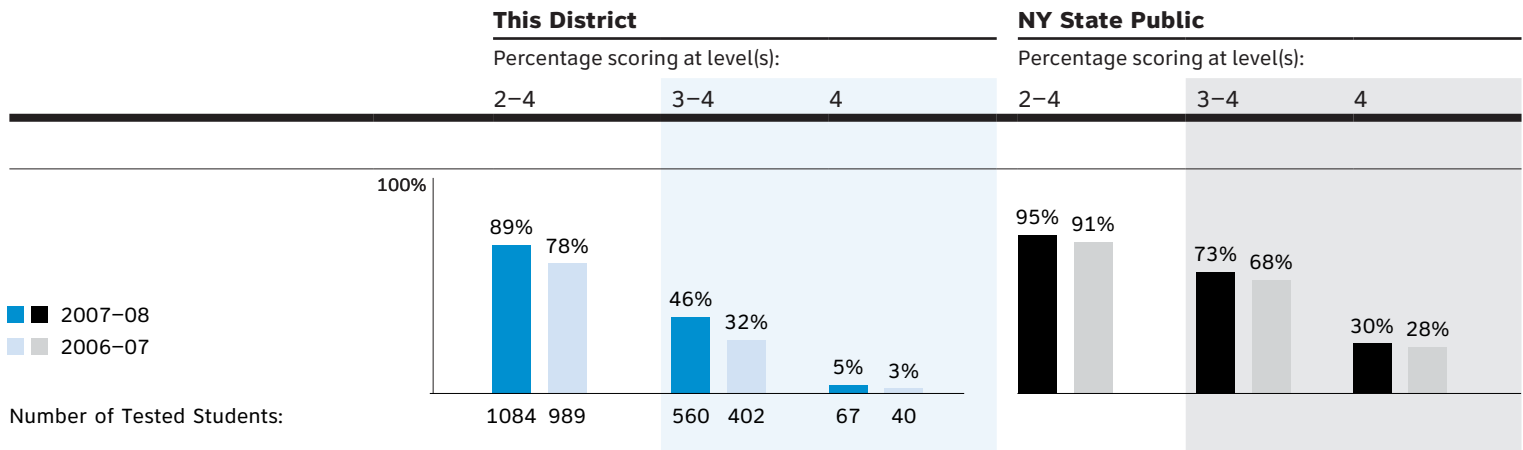
NOTES

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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	12	11	6	22	21	16	11

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1192	88%	44%	5%	1218	78%	30%	3%
Female	606	90%	46%	6%	602	79%	31%	2%
Male	586	86%	42%	4%	616	76%	28%	3%
American Indian or Alaska Native	17	94%	53%	0%	13	77%	31%	0%
Black or African American	434	87%	43%	7%	397	77%	30%	4%
Hispanic or Latino	708	89%	44%	4%	782	78%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	63%	11%	15	93%	60%	33%
White	14	86%	50%	7%	7	-	-	-
Multiracial					4	-	-	-
Small Group Totals					11	55%	18%	0%
General-Education Students	907	92%	52%	7%	980	84%	34%	3%
Students with Disabilities	285	76%	20%	0%	238	50%	10%	1%
English Proficient	1082	89%	46%	6%	1058	79%	32%	3%
Limited English Proficient	110	81%	24%	0%	160	68%	12%	0%
Economically Disadvantaged	1060	88%	44%	5%	1078	78%	30%	3%
Not Disadvantaged	132	86%	47%	9%	140	77%	25%	4%
Migrant								
Not Migrant	1192	88%	44%	5%	1218	78%	30%	3%

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	17	17	15	10	22	21	19	18
Regents Science	32	32	32	5	42	42	42	7

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

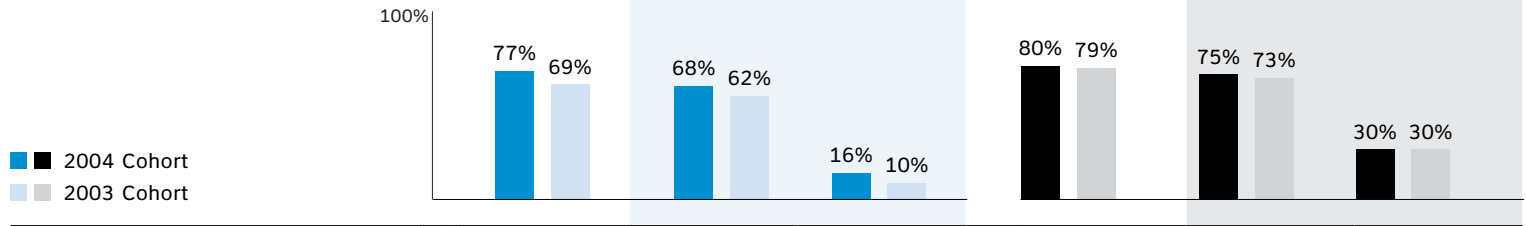
NY State Public

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
All Students	766	77%	68%	16%	901	69%	62%	10%
Female	420	84%	74%	22%	463	80%	73%	14%
Male	346	68%	60%	8%	438	58%	50%	6%
American Indian or Alaska Native	5	-	-	-	2	-	-	-
Black or African American	233	74%	65%	13%	314	67%	58%	8%
Hispanic or Latino	461	77%	66%	14%	521	68%	60%	8%
Asian or Native Hawaiian/Other Pacific Islander	52	90%	90%	37%	51	94%	92%	37%
White	13	77%	77%	31%	11	-	-	-
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	7	86%	71%	14%	15	80%	80%	27%
General-Education Students	630	87%	77%	19%	689	84%	76%	13%
Students with Disabilities	136	28%	23%	1%	212	22%	14%	0%
English Proficient	730	78%	69%	16%	884	70%	63%	10%
Limited English Proficient	36	56%	33%	0%	17	18%	12%	0%
Economically Disadvantaged	551	79%	70%	18%	787	73%	65%	11%
Not Disadvantaged	215	71%	62%	9%	114	46%	36%	5%
Migrant								
Not Migrant	766	77%	68%	16%				

NOTES

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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

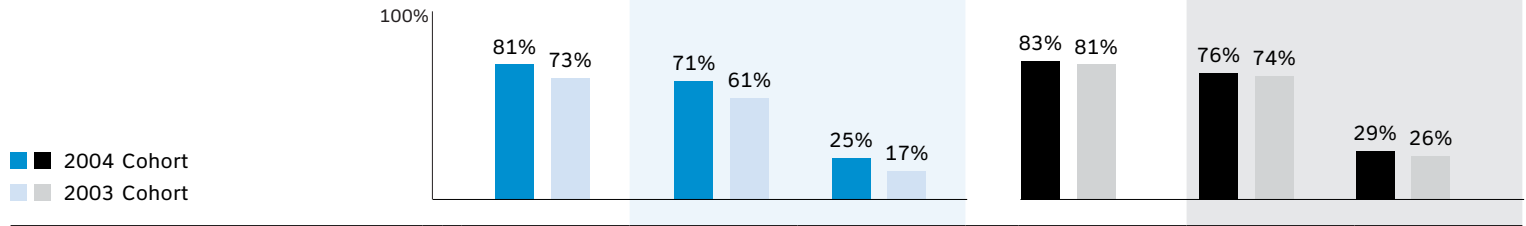
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

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
All Students	766	81%	71%	25%	901	73%	61%	17%
Female	420	86%	76%	28%	463	83%	71%	19%
Male	346	75%	65%	22%	438	64%	50%	14%
American Indian or Alaska Native	5	–	–	–	2	–	–	–
Black or African American	233	79%	66%	15%	314	73%	54%	12%
Hispanic or Latino	461	80%	71%	25%	521	71%	61%	17%
Asian or Native Hawaiian/Other Pacific Islander	52	94%	92%	71%	51	96%	92%	45%
White	13	77%	77%	54%	11	–	–	–
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	7	100%	100%	43%	15	80%	73%	13%
General-Education Students	630	90%	81%	31%	689	86%	76%	21%
Students with Disabilities	136	40%	28%	1%	212	33%	12%	1%
English Proficient	730	82%	72%	27%	884	74%	62%	17%
Limited English Proficient	36	64%	58%	3%	17	35%	18%	0%
Economically Disadvantaged	551	83%	75%	27%	787	76%	65%	18%
Not Disadvantaged	215	74%	63%	21%	114	52%	34%	4%
Migrant								
Not Migrant	766	81%	71%	25%				

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.