



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 8**

District ID **32-08-00-01-0000**

Superintendent **DOV ROKEACH**

Telephone **(718) 828-2665**

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	753	844	939
Kindergarten	1954	1883	1802
Grade 1	2234	2271	2159
Grade 2	2148	2074	2148
Grade 3	2124	2085	1978
Grade 4	1969	2073	1991
Grade 5	2120	2047	1987
Grade 6	2069	2003	1905
Ungraded Elementary	1774	1823	1877
Grade 7	2320	2081	2018
Grade 8	2256	2259	1996
Grade 9	2786	3931	3645
Grade 10	2037	2849	2956
Grade 11	933	1700	1750
Grade 12	668	1315	1471
Ungraded Secondary	1458	2063	2089
Total K-12	28850	32457	31772

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	24	24	23
Grade 8			
English	28	27	26
Mathematics	29	27	27
Science	30	28	28
Social Studies	29	29	27
Grade 10			
English	27	26	27
Mathematics	27	28	26
Science	27	28	26
Social Studies	29	28	26

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 # 8

District ID 32-08-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	23155	80%	22097	68%	23688	75%
Reduced-Price Lunch	1941	7%	2757	8%	2939	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3432	12%	3650	11%	3919	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	127	0%	146	0%	136	0%
Black or African American	8658	30%	9240	28%	8863	28%
Hispanic or Latino	17709	61%	19928	61%	19608	62%
Asian or Native Hawaiian/Other Pacific Islander	893	3%	1206	4%	1276	4%
White	1463	5%	1937	6%	1889	6%
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	907	3%	1436	5%	1454	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	2290	2319	2354
Percent with No Valid Teaching Certificate	7%	7%	3%
Percent Teaching Out of Certification	18%	14%	12%
Percent with Fewer Than Three Years of Experience	22%	21%	20%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	30%	31%
Total Number of Core Classes	7759	4803	5096
Percent Not Taught by Highly Qualified Teachers	16%	16%	16%
Total Number of Classes	6067	6031	6102
Percent Taught by Teachers Without Appropriate Certification	21%	17%	15%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	25%	
Turnover Rate of All Teachers	23%	20%	

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 6)

ELA Improvement (Year 6) Science Good Standing

Math Good Standing Graduation Rate Improvement (Year 1)

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	✗	✗		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 8 of 9	✗ 8 of 9	✓ 1 of 1	✗ 2 of 8	✗ 2 of 8	✗ 0 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 6)

Accountability Measures 8 of 9 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 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 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 (14424:13501)							
Ethnicity							
American Indian or Alaska Native (68:61)							
Black or African American (4012:3751)							
Hispanic or Latino (8837:8263)							
Asian or Native Hawaiian/Other Pacific Islander (628:584)							
White (872:835)							
Multiracial (7:7)	—						
Other Groups							
Students with Disabilities ⁴ (7145:3455)							
Limited English Proficient ⁵ (1689:1883)							
Economically Disadvantaged (12672:11964)							
Final AYP Determination	 8 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 8 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) 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 (14434:13386)			98%		160	101	
Ethnicity							
American Indian or Alaska Native (69:60)			97%		163	90	
Black or African American (3993:3680)			98%		155	100	
Hispanic or Latino (8861:8217)			98%		159	101	
Asian or Native Hawaiian/Other Pacific Islander (629:592)			99%		185	98	
White (874:830)			97%		174	98	
Multiracial (8:7)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (7131:3384)			94%		116	100	
Limited English Proficient ⁵ (1696:1947)			98%		146	100	
Economically Disadvantaged (12675:11873)			99%		159	101	
Final AYP Determination	 8 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 (4802:4286)		Qualified		95%		148	100	
Ethnicity								
American Indian or Alaska Native (18:13)	—	—	—	—	—	—	—	—
Black or African American (1348:1180)		Qualified		93%		144	100	
Hispanic or Latino (2945:2647)		Qualified		95%		145	100	
Asian or Native Hawaiian/Other Pacific Islander (220:200)		Qualified		96%		177	100	
White (268:244)		Qualified		93%		171	100	
Multiracial (3:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1236:1044)		Qualified		89%		113	100	
Limited English Proficient ⁴ (584:652)		Qualified		97%		131	100	
Economically Disadvantaged (4187:3808)		Qualified		96%		148	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 6)

Accountability Measures 2 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 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 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 (1930:2258)							
Ethnicity							
American Indian or Alaska Native (10:7)	—						
Black or African American (626:741)							
Hispanic or Latino (1088:1267)							
Asian or Native Hawaiian/Other Pacific Islander (81:100)							
White (116:133)							
Multiracial (9:10)	—						
Other Groups							
Students with Disabilities (229:394)							
Limited English Proficient ⁴ (170:274)							
Economically Disadvantaged (1470:1803)							
Final AYP Determination	 2 of 8						

NOTES


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

AYP Status

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

Secondary-Level Mathematics


























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

Accountability Measures 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

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

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

Student Group	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 (1930:2258)			99%		145	157	152 [‡]	151
Ethnicity								
American Indian or Alaska Native (10:7)	—	—	—	—	—	—	—	—
Black or African American (626:741)			99%		140	155	150	146
Hispanic or Latino (1088:1267)			99%		143	156	150 [‡]	149
Asian or Native Hawaiian/Other Pacific Islander (81:100)			100%		173	149		
White (116:133)			98%		168	150		
Multiracial (9:10)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (229:394)			97%		90	153	117	101
Limited English Proficient ⁴ (170:274)			100%		126	152	147	133
Economically Disadvantaged (1470:1803)			99%		147	156	154 [‡]	152
Final AYP Determination	 2 of 8							

NOTES

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




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

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

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


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

AYP Status

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











Graduation Rate

Accountability Status  Improvement (Year 1)
for This Indicator
(2008–09)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP in 2008-09, the district will remain In Need of Improvement (Year 1) in 2009-10. [211]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (2513)			45%	55%	47%	46%
Ethnicity						
American Indian or Alaska Native (9)		–	–	–		
Black or African American (778)			46%	55%	46%	47%
Hispanic or Latino (1442)			41%	55%	44%	42%
Asian or Native Hawaiian/Other Pacific Islander (94)			69%	55%		
White (171)			58%	55%		
Multiracial (19)						
Other Groups						
Students with Disabilities (497)			19%	55%	16%	20%
Limited English Proficient ³ (357)			41%	55%	1%	42%
Economically Disadvantaged (1865)			46%	55%	48%	47%
Final AYP Determination		0 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 # 8**

District ID **32-08-00-01-0000**

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

28 schools identified 53% of total

ANTONIA PANTOJA PREPERATORY ACADEMY
ARCHIMEDES ACADEMY FOR MATH, SCIENCE AND TECHNOLOGY APPLICATIONS
BRONX ACADEMY HIGH SCHOOL
BRONX COMMUNITY HIGH SCHOOL
BRONX GUILD HIGH SCHOOL
BRONX MATHEMATICS PREPARATORY ACADEMY
FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND PUBLIC POLICY
GATEWAY SCHOOL FOR ENVIRONMENTAL RESEARCH AND TECHNOLOGY
HOLCOMBE L RUCKER SCHOOL OF COMMUNITY RESEARCH
INTERNATIONAL COMMUNITY HIGH SCHOOL
JHS 131 ALBERT EINSTEIN SCHOOL
MILLENIUUM ART ACADEMY
MS 101 P O EDWARD R BYRNE
NEW SCHOOL #1 AT PS 60
PABLO NERUDA ACADEMY FOR ARCHITECTURE AND WORLD STUDIES
PS 100 ISAAC CLASON SCHOOL
PS 107
PS 138 SAMUEL RANDALL SCHOOL
PS 146 EDWARD J COLLINS SCHOOL
PS 182
PS 304 EARLY CHILDHOOD SCHOOL
PS 36 UNIONPORT SCHOOL
PS 69 THE NEW VISIONS SCHOOL
RENAISSANCE HIGH SCHOOL FOR MUSICAL THEATER AND TECHNOLOGY
SCHOOL FOR COMMUNITY RESEARCH AND LEARNING
SCHOOL FOR INQUIRY AND SOCIAL JUSTICE
URBAN ASSEMBLY FOR CIVIC ENGAGEMENT
YOUNG WOMEN'S LEADERSHIP SCHOOL-BRONX CAMPUS

▲ Improvement (Year 1)

4 schools identified 8% of total

IS 192 PIAGENTINI JONES SCHOOL
PS 119
PS 130 ABRAM STEVEN HEWITT SCHOOL
PS 62 INOCENSIO CASANOVA SCHOOL

▲ Improvement (Year 2)

4 schools identified 8% of total

BANANA KELLY HIGH SCHOOL
HERBERT H LEHMAN HIGH SCHOOL

New York State Status

■ Good Standing

3 schools identified 6% of total

PS 14 SEN JOHN CALANDRA SCHOOL
PS 71 ROSE E SCALA SCHOOL
URBAN INSTITUTE OF MATHEMATICS

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

⬆ Improvement (Year 2) (continued)

NEW SCHOOL #2 AT PS 60
PS 72 DR WILLIAM DORNEY SCHOOL

⬆ Corrective Action

3 schools identified 6% of total
JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS
MS 301 PAUL L DUNBAR
PS 93 ALBERT G OLIVER SCHOOL

⬆ Planning for Restructuring

2 schools identified 4% of total
MS 302 LUISA DESSUS CRUZ
PS 48 JOSEPH R DRAKE SCHOOL

■ Requiring Academic Progress (Year 4)

1 school identified 2% of total
MS 201X SCL THEATRE ARTS AND RES

⬆ Restructuring (Year 1)

1 school identified 2% of total
NEW SCHOOL FOR ARTS AND SCIENCES

⬆ Restructuring (Year 2)

1 school identified 2% of total
ADLAI E STEVENSON HIGH SCHOOL

⬆ Restructuring (Year 3)

4 schools identified 8% of total
JHS 123 JAMES M KIERNAN
PS 140 EAGLE SCHOOL
PS 152 EVERGREEN SCHOOL
PS 75

⬆ Restructuring (Year 4)

2 schools identified 4% of total
IS 174 EUGENE T MALESKA
JHS 125 HENRY HUDSON

District NEW YORK CITY GEOGRAPHIC DISTRICT # 8

District ID 32-08-00-01-0000

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%	
English Language Arts				
Grade 3	56%			2237
Grade 4	57%			2257
Grade 5	64%			2360
Grade 6	42%			2225
Grade 7	49%			2365
Grade 8	30%			2312
Mathematics				
Grade 3	85%			2267
Grade 4	76%			2275
Grade 5	75%			2404
Grade 6	63%			2248
Grade 7	60%			2377
Grade 8	45%			2334
Science				
Grade 4	76%			2259
Grade 8	37%			2157

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	50%			2862
Mathematics	50%			2862

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

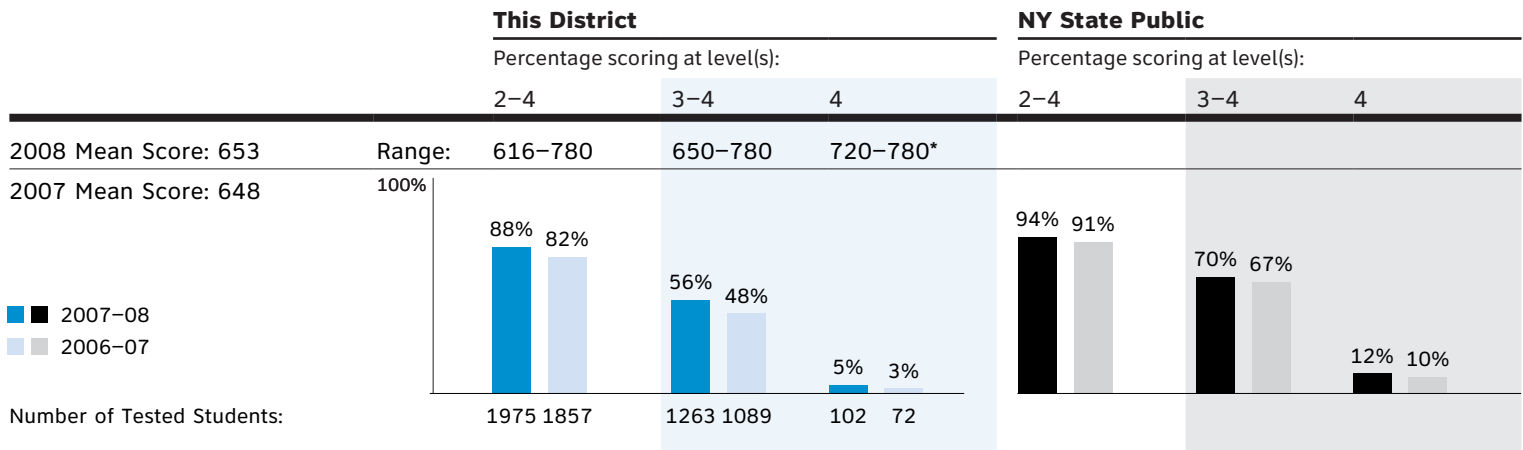
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2237	88%	56%	5%	2269	82%	48%	3%
Female	1080	92%	62%	6%	1118	85%	53%	4%
Male	1157	85%	51%	4%	1151	78%	43%	3%
American Indian or Alaska Native	15	-	-	-	15	-	-	-
Black or African American	628	86%	54%	3%	654	80%	44%	2%
Hispanic or Latino	1356	88%	54%	4%	1363	81%	46%	3%
Asian or Native Hawaiian/Other Pacific Islander	92	98%	83%	9%	90	92%	76%	8%
White	145	92%	79%	10%	145	91%	70%	8%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	16	81%	50%	6%	17	76%	35%	6%
General-Education Students	1702	96%	68%	6%	1822	89%	56%	4%
Students with Disabilities	535	64%	21%	1%	447	52%	17%	1%
English Proficient	1955	90%	61%	5%	1960	85%	52%	4%
Limited English Proficient	282	77%	28%	1%	309	63%	25%	0%
Economically Disadvantaged	2020	88%	55%	4%	2092	81%	47%	2%
Not Disadvantaged	217	94%	70%	9%	177	92%	64%	12%
Migrant								
Not Migrant	2237	88%	56%	5%	2269	82%	48%	3%

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.

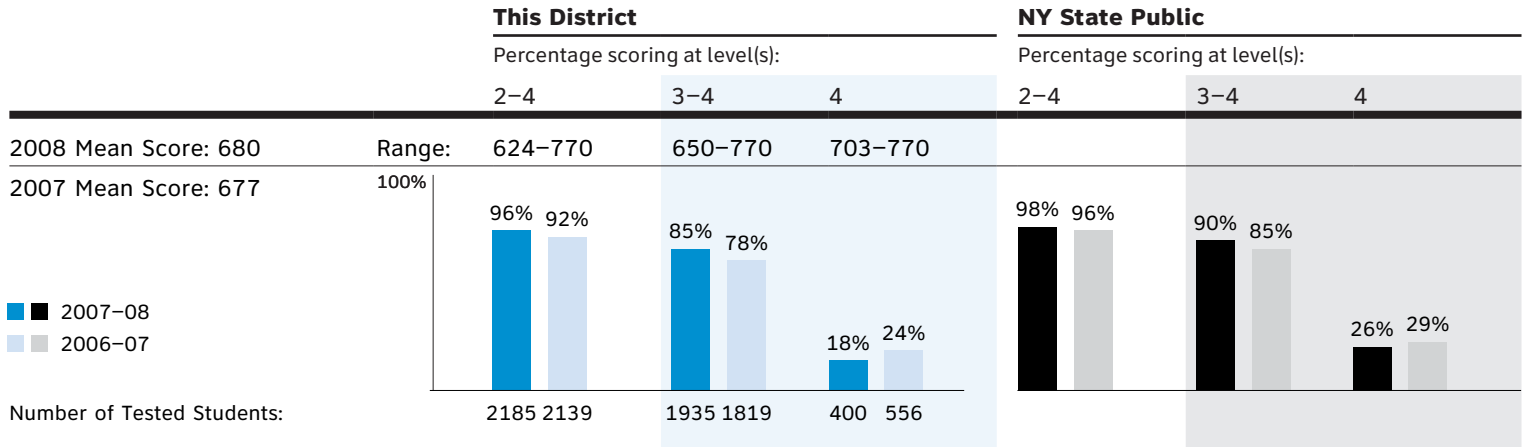
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	38	34	30	21	44	44	39	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	13	N/A	N/A	N/A	22	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	2267	96%	85%	18%	2320	92%	78%	24%
Female	1089	97%	88%	18%	1132	93%	80%	24%
Male	1178	96%	83%	17%	1188	91%	77%	24%
American Indian or Alaska Native	15	-	-	-	15	-	-	-
Black or African American	621	95%	82%	13%	656	90%	76%	20%
Hispanic or Latino	1389	97%	85%	16%	1411	93%	77%	22%
Asian or Native Hawaiian/Other Pacific Islander	93	99%	99%	55%	91	98%	97%	63%
White	148	99%	93%	31%	146	96%	89%	33%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	16	100%	94%	19%	16	81%	81%	19%
General-Education Students	1732	99%	94%	21%	1860	97%	85%	28%
Students with Disabilities	535	87%	59%	6%	460	72%	50%	8%
English Proficient	1959	97%	86%	19%	1978	93%	81%	26%
Limited English Proficient	308	95%	78%	6%	342	87%	62%	12%
Economically Disadvantaged	2050	96%	85%	17%	2138	92%	78%	23%
Not Disadvantaged	217	98%	89%	26%	182	96%	85%	36%
Migrant								
Not Migrant	2267	96%	85%	18%	2320	92%	78%	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

	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	38	38	32	18	44	44	41	32

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 650	612-775	650-775	716-775			
2007 Mean Score: 646						
Number of Tested Students:	1955 2002	1292 1177	72 64			

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2257	87%	57%	3%	2357	85%	50%	3%
Female	1107	91%	63%	4%	1121	90%	55%	4%
Male	1150	83%	51%	3%	1236	81%	45%	2%
American Indian or Alaska Native	9	-	-	-	15	73%	53%	0%
Black or African American	620	85%	51%	2%	681	85%	45%	1%
Hispanic or Latino	1391	86%	57%	2%	1438	84%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	97	96%	81%	14%	84	93%	71%	7%
White	138	95%	76%	12%	139	91%	78%	11%
Multiracial	2	-	-	-				
Small Group Totals	11	82%	45%	0%				
General-Education Students	1724	95%	68%	4%	1792	94%	59%	4%
Students with Disabilities	533	59%	23%	0%	565	56%	21%	0%
English Proficient	1970	90%	61%	4%	2089	89%	54%	3%
Limited English Proficient	287	66%	31%	0%	268	57%	15%	0%
Economically Disadvantaged	2069	86%	56%	3%	2156	84%	48%	2%
Not Disadvantaged	188	90%	70%	7%	201	93%	66%	7%
Migrant								
Not Migrant	2257	87%	57%	3%	2357	85%	50%	3%

NOTES

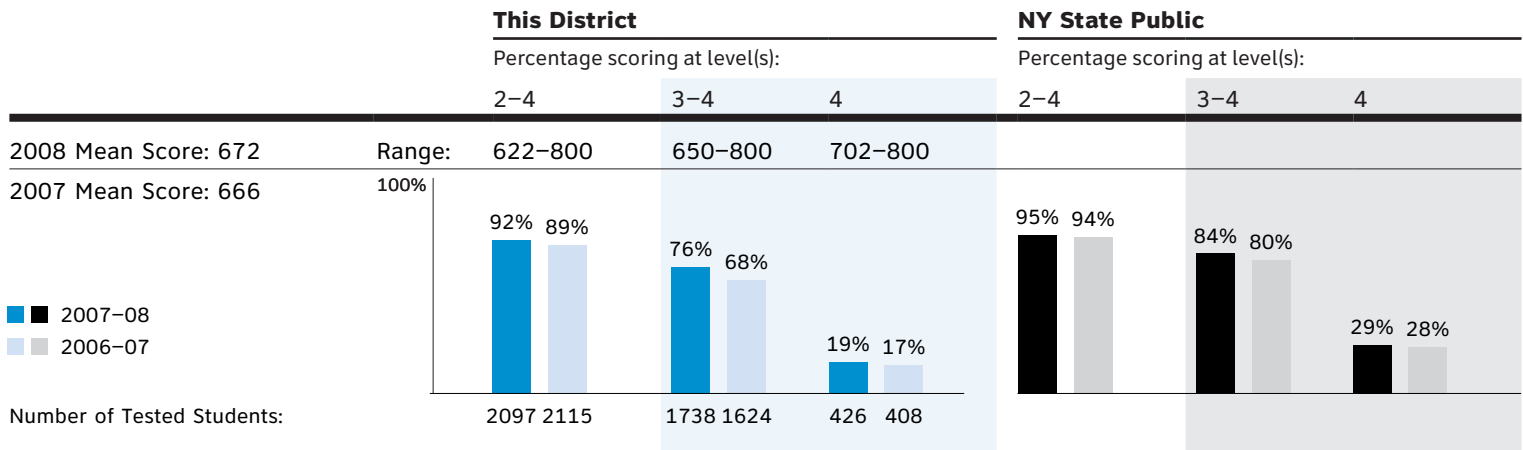
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Other Assessments

	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 4 Equivalent	48	45	42	23	37	37	31	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	14	N/A	N/A	N/A	31	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2275	92%	76%	19%	2387	89%	68%	17%
Female	1121	93%	77%	19%	1127	91%	70%	16%
Male	1154	91%	76%	19%	1260	87%	66%	18%
American Indian or Alaska Native	10	-	-	-	15	73%	47%	27%
Black or African American	616	91%	74%	14%	680	88%	64%	13%
Hispanic or Latino	1410	92%	76%	16%	1468	88%	67%	16%
Asian or Native Hawaiian/Other Pacific Islander	100	98%	92%	60%	86	97%	94%	55%
White	137	96%	85%	34%	138	91%	82%	28%
Multiracial	2	-	-	-				
Small Group Totals	12	92%	67%	25%				
General-Education Students	1743	98%	85%	23%	1823	95%	79%	21%
Students with Disabilities	532	74%	48%	6%	564	67%	33%	4%
English Proficient	1968	93%	79%	21%	2085	91%	72%	19%
Limited English Proficient	307	84%	57%	7%	302	72%	43%	5%
Economically Disadvantaged	2091	92%	76%	18%	2186	88%	67%	16%
Not Disadvantaged	184	94%	82%	26%	201	97%	82%	29%
Migrant								
Not Migrant	2275	92%	76%	19%	2387	89%	68%	17%

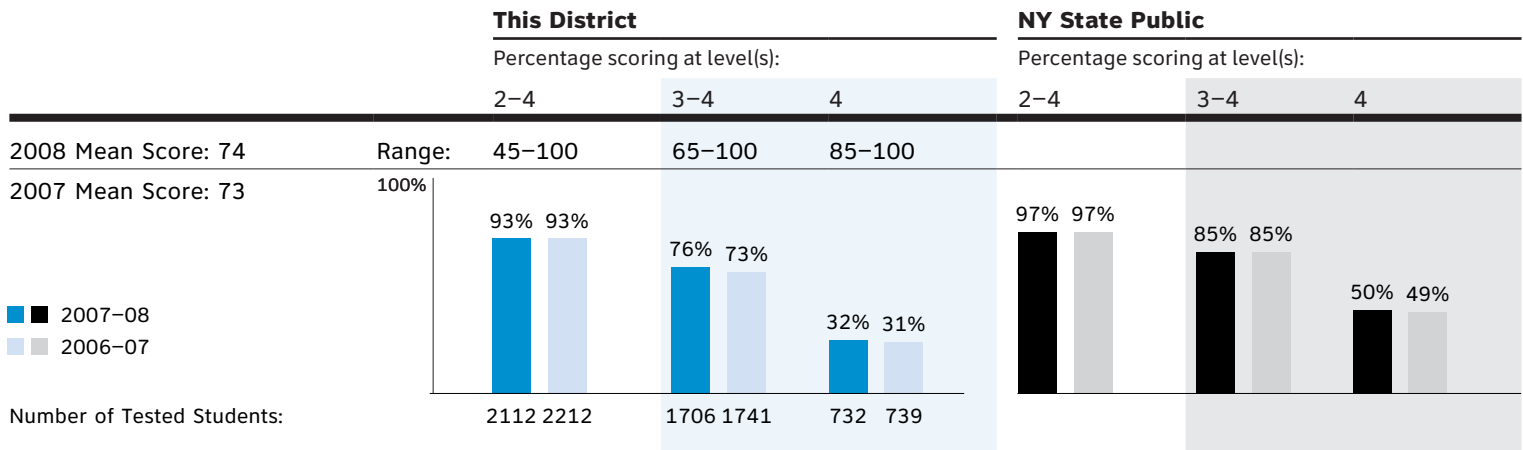
NOTES

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

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	46	46	40	20	38	38	36	30

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	2259	93%	76%	32%	2391	93%	73%	31%
Female	1115	94%	75%	32%	1125	94%	75%	31%
Male	1144	93%	76%	33%	1266	91%	71%	31%
American Indian or Alaska Native	9	-	-	-	14	-	-	-
Black or African American	608	93%	71%	27%	677	93%	71%	24%
Hispanic or Latino	1403	93%	75%	30%	1470	92%	71%	29%
Asian or Native Hawaiian/Other Pacific Islander	101	97%	94%	66%	87	98%	92%	62%
White	136	99%	90%	54%	142	98%	89%	58%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	11	91%	82%	45%	15	87%	80%	40%
General-Education Students	1735	97%	83%	38%	1823	96%	80%	37%
Students with Disabilities	524	82%	51%	13%	568	81%	49%	12%
English Proficient	1955	95%	78%	35%	2087	94%	77%	34%
Limited English Proficient	304	84%	57%	14%	304	79%	43%	9%
Economically Disadvantaged	2077	93%	75%	31%	2190	92%	72%	29%
Not Disadvantaged	182	95%	84%	45%	201	98%	86%	49%
Migrant								
Not Migrant	2259	93%	76%	32%	2391	93%	73%	31%

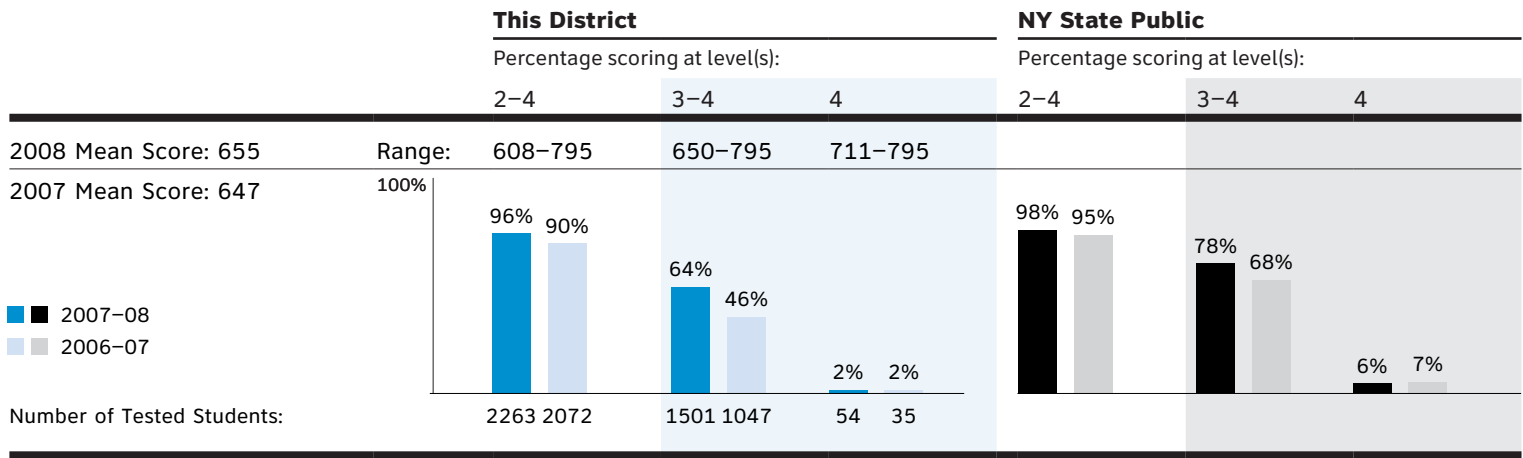
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	48	43	42	35	37	37	36	28

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2360	96%	64%	2%	2298	90%	46%	2%
Female	1118	97%	68%	3%	1147	93%	47%	2%
Male	1242	95%	60%	2%	1151	88%	44%	1%
American Indian or Alaska Native	15	100%	53%	13%	4	-	-	-
Black or African American	665	96%	58%	1%	648	93%	44%	1%
Hispanic or Latino	1449	95%	63%	2%	1381	88%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	89	99%	81%	8%	99	93%	68%	5%
White	142	100%	85%	7%	165	95%	62%	6%
Multiracial					1	-	-	-
Small Group Totals					5	80%	40%	0%
General-Education Students	1716	99%	74%	3%	1823	95%	54%	2%
Students with Disabilities	644	88%	35%	1%	475	70%	15%	0%
English Proficient	2117	97%	68%	3%	2076	93%	49%	2%
Limited English Proficient	243	84%	28%	0%	222	66%	12%	0%
Economically Disadvantaged	2137	96%	62%	2%	2158	90%	45%	2%
Not Disadvantaged	223	97%	77%	2%	140	93%	49%	1%
Migrant								
Not Migrant	2360	96%	64%	2%	2298	90%	46%	2%

NOTES

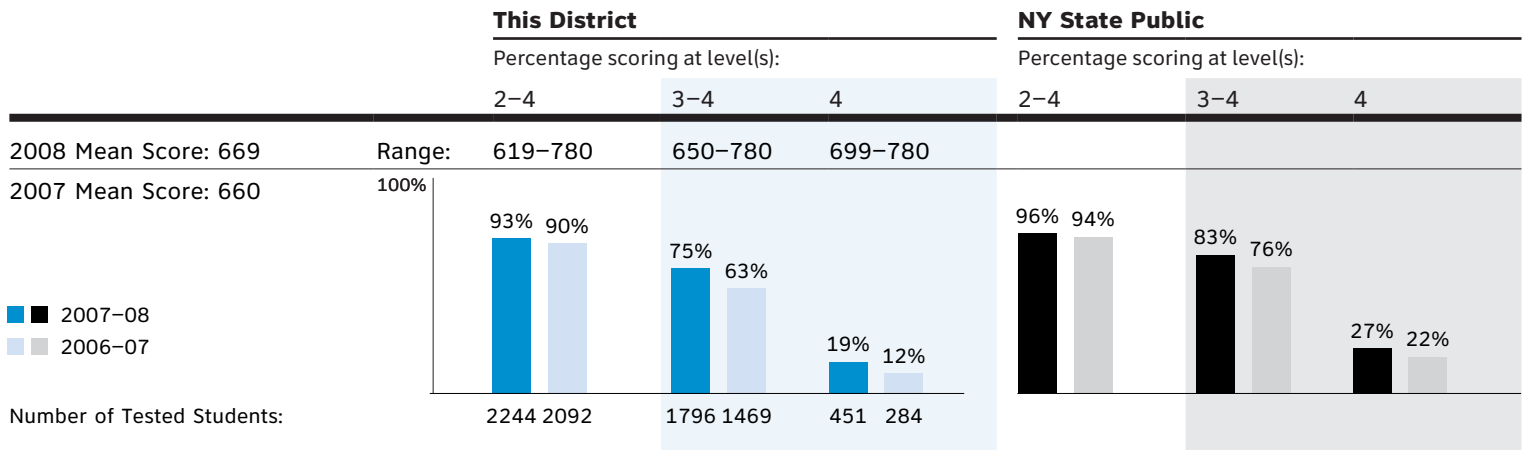
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Other Assessments

	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	40	38	35	19	41	38	38	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	N/A	N/A	N/A	38	N/A	N/A	N/A

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

This District's Results in Grade 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	2404	93%	75%	19%	2328	90%	63%	12%
Female	1145	95%	77%	19%	1164	91%	64%	12%
Male	1259	92%	73%	19%	1164	89%	63%	13%
American Indian or Alaska Native	15	87%	67%	27%	4	-	-	-
Black or African American	671	92%	70%	12%	644	89%	59%	9%
Hispanic or Latino	1480	93%	75%	19%	1411	89%	62%	11%
Asian or Native Hawaiian/Other Pacific Islander	92	98%	92%	47%	102	96%	92%	41%
White	146	97%	88%	33%	166	92%	71%	17%
Multiracial					1	-	-	-
Small Group Totals					5	100%	80%	20%
General-Education Students	1757	98%	86%	23%	1851	96%	72%	15%
Students with Disabilities	647	80%	45%	6%	477	66%	29%	3%
English Proficient	2130	94%	78%	20%	2062	92%	66%	13%
Limited English Proficient	274	85%	51%	6%	266	76%	42%	3%
Economically Disadvantaged	2174	93%	74%	18%	2190	90%	63%	12%
Not Disadvantaged	230	93%	79%	23%	138	92%	58%	13%
Migrant								
Not Migrant	2404	93%	75%	19%	2328	90%	63%	12%

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	41	39	34	24	42	41	40	34

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: 646	598-785	650-785	705-785			
2007 Mean Score: 641						
Number of Tested Students:	2143	2147	929	862	25	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	2225	96%	42%	1%	2306	93%	37%	2%
Female	1129	98%	46%	2%	1094	96%	42%	3%
Male	1096	95%	38%	1%	1212	91%	33%	1%
American Indian or Alaska Native	7	-	-	-	11	-	-	-
Black or African American	615	96%	38%	1%	595	93%	32%	1%
Hispanic or Latino	1354	96%	39%	1%	1454	92%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	100	99%	69%	4%	107	95%	55%	7%
White	148	97%	61%	3%	136	98%	58%	6%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	8	100%	38%	0%	14	93%	36%	7%
General-Education Students	1682	99%	51%	1%	1798	97%	46%	2%
Students with Disabilities	543	88%	14%	0%	508	79%	8%	0%
English Proficient	1993	97%	45%	1%	2092	95%	41%	2%
Limited English Proficient	232	88%	14%	0%	214	71%	6%	0%
Economically Disadvantaged	1951	96%	39%	1%	2143	93%	37%	2%
Not Disadvantaged	274	97%	59%	4%	163	97%	46%	1%
Migrant								
Not Migrant	2225	96%	42%	1%	2306	93%	37%	2%

NOTES

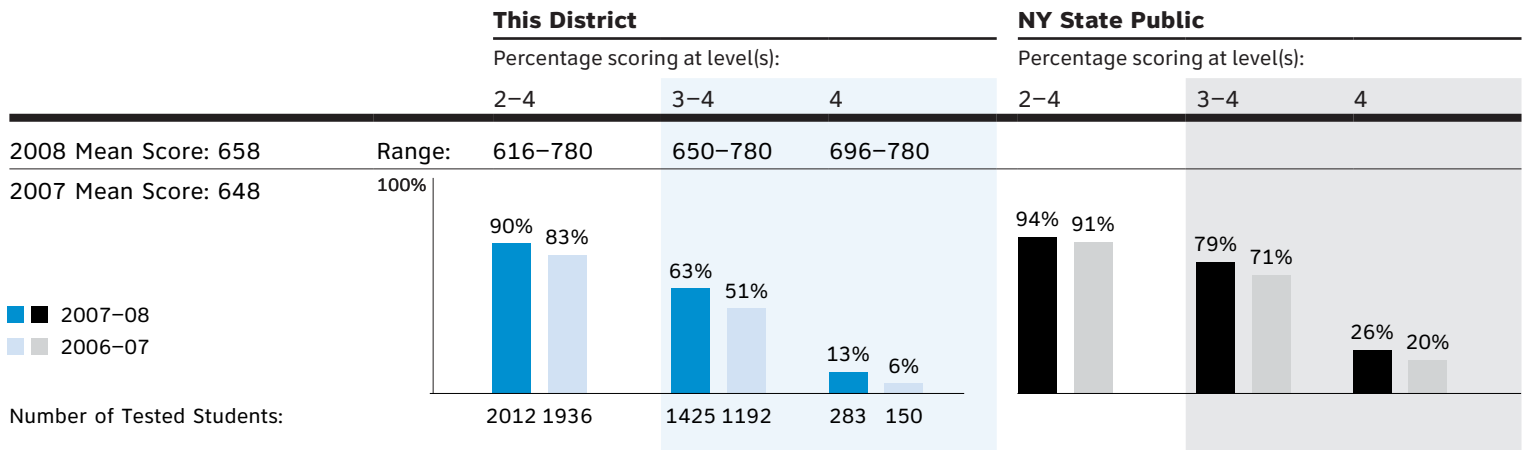
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Other Assessments

	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 6 Equivalent	34	29	25	15	57	55	53	43
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	14	N/A	N/A	N/A	27	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	2248	90%	63%	13%	2324	83%	51%	6%
Female	1139	90%	64%	12%	1111	86%	51%	7%
Male	1109	89%	63%	14%	1213	81%	51%	6%
American Indian or Alaska Native	7	-	-	-	10	-	-	-
Black or African American	610	89%	58%	7%	592	81%	46%	4%
Hispanic or Latino	1380	89%	62%	10%	1470	84%	50%	6%
Asian or Native Hawaiian/Other Pacific Islander	103	97%	89%	50%	112	92%	79%	27%
White	147	93%	78%	29%	136	84%	60%	11%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	8	88%	63%	25%	14	93%	71%	0%
General-Education Students	1707	96%	74%	16%	1812	91%	60%	8%
Students with Disabilities	541	70%	31%	2%	512	56%	19%	1%
English Proficient	2004	91%	66%	14%	2072	86%	55%	7%
Limited English Proficient	244	77%	42%	3%	252	62%	23%	0%
Economically Disadvantaged	1969	89%	62%	11%	2164	83%	51%	7%
Not Disadvantaged	279	90%	77%	23%	160	88%	58%	2%
Migrant								
Not Migrant	2248	90%	63%	13%	2324	83%	51%	6%

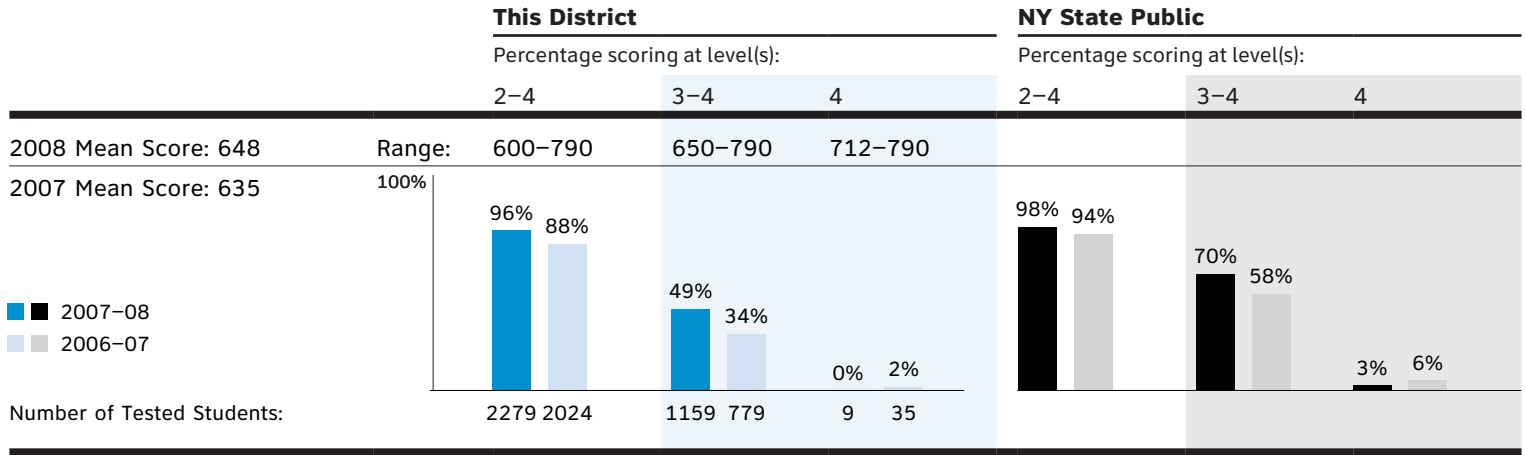
NOTES

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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	33	32	30	20	57	56	54	47

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2365	96%	49%	0%	2302	88%	34%	2%
Female	1161	98%	55%	1%	1128	90%	39%	2%
Male	1204	95%	44%	0%	1174	86%	28%	1%
American Indian or Alaska Native	12	-	-	-	8	-	-	-
Black or African American	631	98%	44%	0%	720	88%	32%	1%
Hispanic or Latino	1470	95%	48%	0%	1361	87%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	110	99%	66%	2%	104	94%	61%	6%
White	139	98%	63%	1%	108	96%	56%	9%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	15	100%	40%	0%	9	78%	44%	11%
General-Education Students	1787	99%	58%	1%	1842	94%	41%	2%
Students with Disabilities	578	89%	21%	0%	460	64%	5%	0%
English Proficient	2138	98%	53%	0%	2098	91%	37%	2%
Limited English Proficient	227	79%	14%	0%	204	58%	3%	0%
Economically Disadvantaged	2061	96%	48%	0%	2114	87%	33%	2%
Not Disadvantaged	304	97%	56%	1%	188	94%	42%	2%
Migrant								
Not Migrant	2365	96%	49%	0%	2302	88%	34%	2%

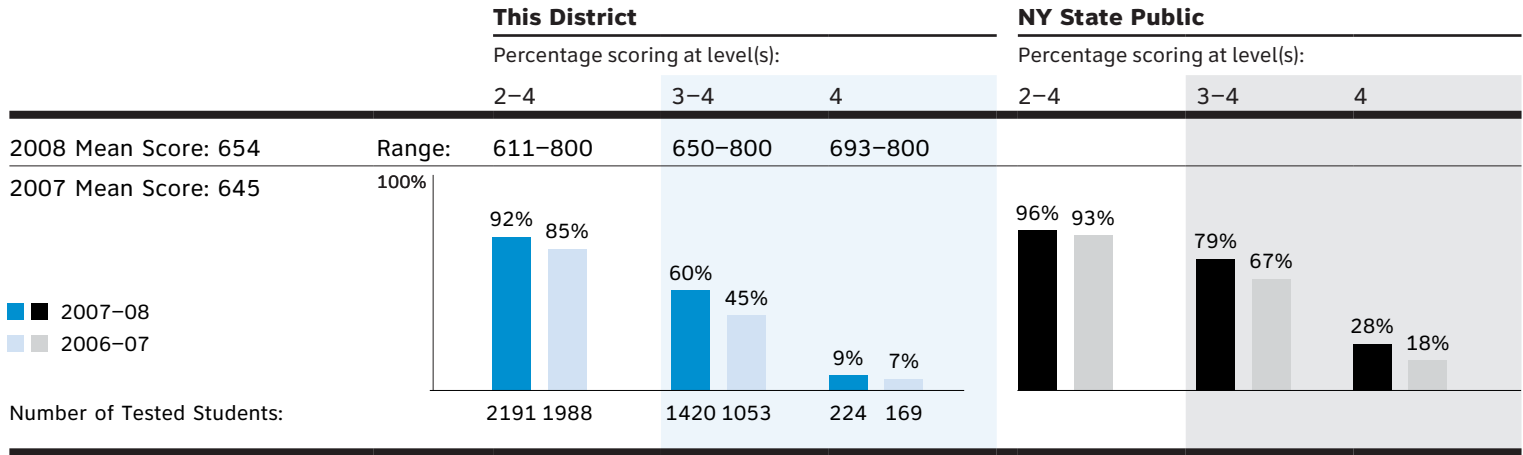
NOTES
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Other Assessments

	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 7 Equivalent	44	43	38	31	45	45	42	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	20	N/A	N/A	N/A	44	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	2377	92%	60%	9%	2330	85%	45%	7%
Female	1162	94%	62%	11%	1141	87%	46%	7%
Male	1215	90%	57%	8%	1189	84%	45%	7%
American Indian or Alaska Native	12	-	-	-	8	-	-	-
Black or African American	634	91%	56%	6%	718	86%	43%	5%
Hispanic or Latino	1476	92%	59%	8%	1389	84%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	116	96%	84%	28%	103	95%	80%	32%
White	136	93%	69%	26%	110	93%	69%	27%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	15	87%	60%	20%	10	80%	50%	10%
General-Education Students	1802	98%	70%	12%	1878	92%	52%	9%
Students with Disabilities	575	75%	29%	1%	452	56%	15%	1%
English Proficient	2125	94%	63%	10%	2078	87%	49%	8%
Limited English Proficient	252	76%	29%	0%	252	68%	17%	2%
Economically Disadvantaged	2073	92%	60%	9%	2134	85%	45%	7%
Not Disadvantaged	304	94%	61%	13%	196	93%	51%	10%
Migrant								
Not Migrant	2377	92%	60%	9%	2330	85%	45%	7%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	47	41	37	21	45	45	44	31

This District's Results in Grade 8 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: 636	602-790	650-790	715-790			
2007 Mean Score: 630						
Number of Tested Students:	2061	2157	703	619	26	19

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	2312	89%	30%	1%	2494	86%	25%	1%
Female	1115	92%	37%	1%	1269	89%	29%	1%
Male	1197	87%	25%	1%	1225	83%	20%	0%
American Indian or Alaska Native	6	100%	33%	17%	5	-	-	-
Black or African American	684	92%	29%	1%	771	88%	24%	0%
Hispanic or Latino	1393	87%	28%	1%	1500	85%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	107	95%	56%	5%	85	96%	52%	0%
White	122	94%	47%	6%	131	93%	43%	3%
Multiracial					2	-	-	-
Small Group Totals					7	100%	29%	0%
General-Education Students	1781	96%	38%	1%	2057	92%	29%	1%
Students with Disabilities	531	68%	6%	0%	437	60%	5%	0%
English Proficient	2084	92%	34%	1%	2231	90%	27%	1%
Limited English Proficient	228	61%	1%	0%	263	61%	4%	0%
Economically Disadvantaged	1963	89%	29%	1%	2199	86%	24%	1%
Not Disadvantaged	349	91%	37%	3%	295	88%	33%	1%
Migrant								
Not Migrant	2312	89%	30%	1%	2494	86%	25%	1%

NOTES

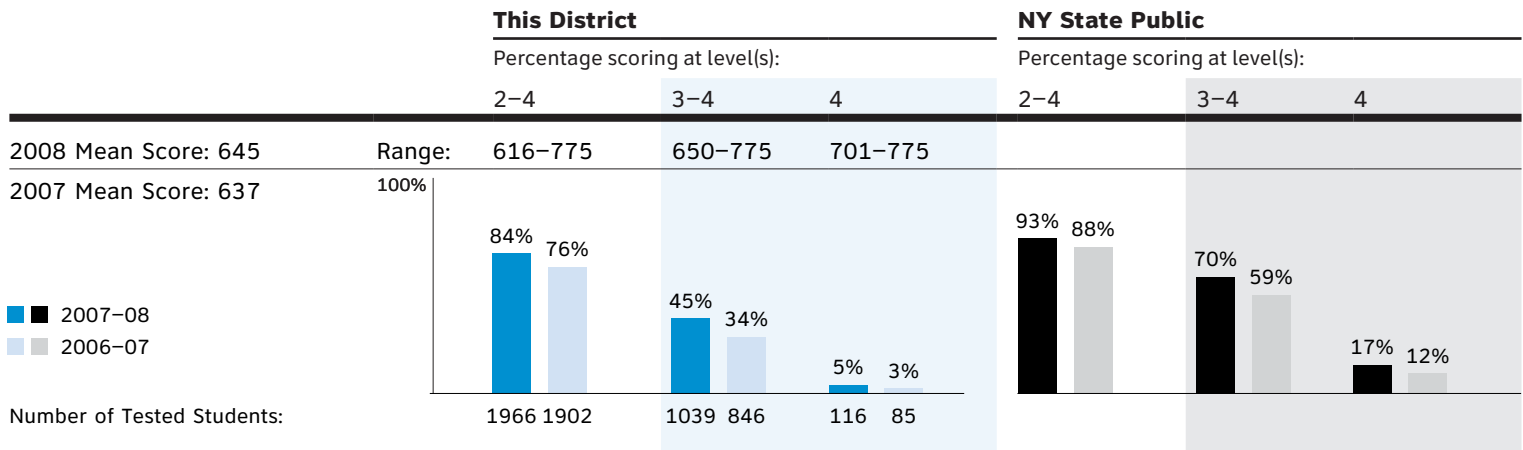
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Other Assessments

	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	42	41	39	31	33	33	33	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	21	N/A	N/A	N/A	27	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2334	84%	45%	5%	2503	76%	34%	3%
Female	1120	87%	46%	5%	1270	78%	35%	3%
Male	1214	82%	43%	5%	1233	74%	32%	4%
American Indian or Alaska Native	6	83%	83%	0%	4	-	-	-
Black or African American	681	83%	40%	3%	767	74%	29%	2%
Hispanic or Latino	1411	84%	43%	4%	1512	76%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	114	94%	70%	20%	85	93%	67%	26%
White	122	89%	61%	18%	133	79%	44%	5%
Multiracial					2	-	-	-
Small Group Totals					6	83%	33%	0%
General-Education Students	1808	92%	53%	6%	2062	83%	39%	4%
Students with Disabilities	526	56%	14%	1%	441	43%	11%	0%
English Proficient	2080	86%	46%	5%	2209	77%	35%	4%
Limited English Proficient	254	73%	30%	1%	294	70%	24%	1%
Economically Disadvantaged	1989	84%	43%	4%	2210	76%	34%	3%
Not Disadvantaged	345	85%	51%	9%	293	80%	35%	3%
Migrant								
Not Migrant	2334	84%	45%	5%	2503	76%	34%	3%

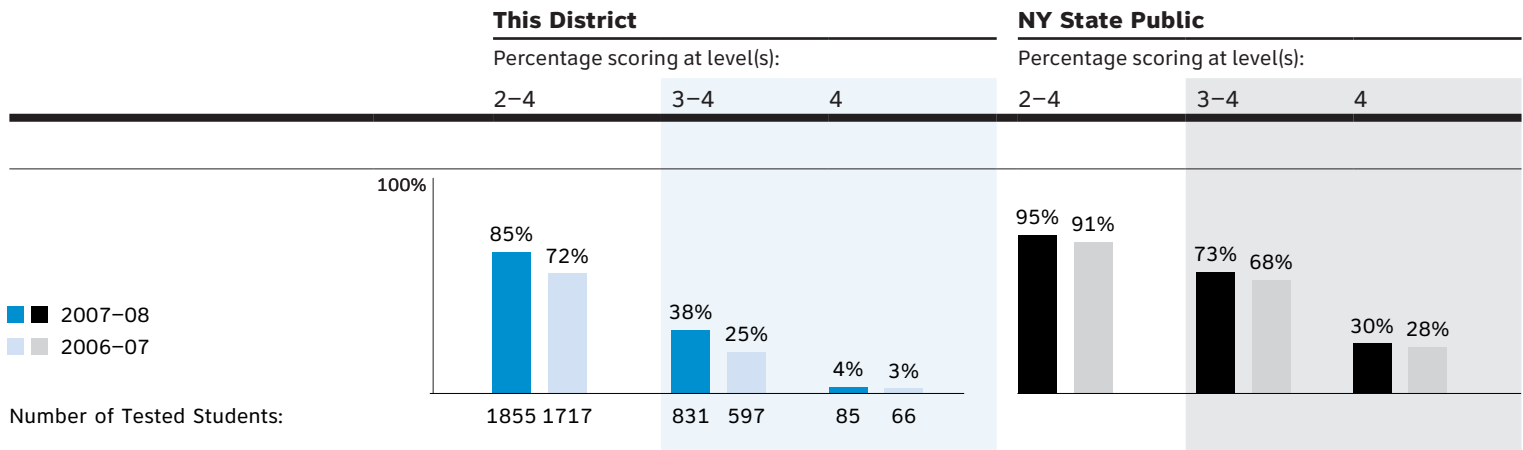
NOTES

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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	42	40	33	19	33	33	30	19

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	2157	85%	37%	4%	2277	71%	22%	2%
Female	1061	86%	37%	3%	1161	73%	21%	2%
Male	1096	83%	38%	5%	1116	69%	23%	3%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	620	86%	36%	2%	701	72%	22%	2%
Hispanic or Latino	1333	83%	35%	3%	1388	69%	19%	2%
Asian or Native Hawaiian/Other Pacific Islander	103	89%	60%	16%	75	-	-	-
White	98	-	-	-	109	82%	39%	4%
Multiracial								
Small Group Totals	101	92%	54%	12%	79	85%	41%	9%
General-Education Students	1667	91%	44%	5%	1845	78%	26%	3%
Students with Disabilities	490	63%	13%	1%	432	43%	6%	0%
English Proficient	1904	87%	40%	4%	1999	74%	24%	3%
Limited English Proficient	253	68%	18%	0%	278	49%	10%	0%
Economically Disadvantaged	1851	84%	36%	3%	2004	70%	20%	2%
Not Disadvantaged	306	87%	44%	7%	273	82%	33%	5%
Migrant								
Not Migrant	2157	85%	37%	4%	2277	71%	22%	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 8 Equivalent	42	42	34	32	33	33	33	26
Regents Science	35	31	24	2	118	101	99	13

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

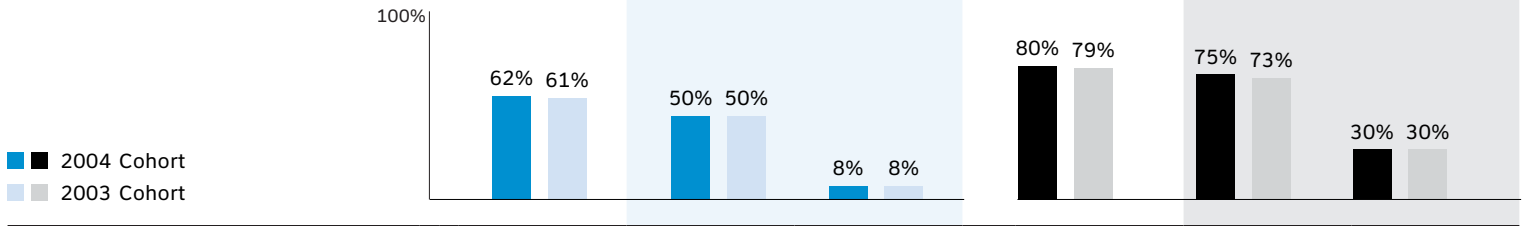
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2862	62%	50%	8%	2484	61%	50%	8%
Female	1442	68%	56%	9%	1232	67%	56%	10%
Male	1420	56%	44%	6%	1252	54%	44%	6%
American Indian or Alaska Native	9	89%	56%	11%	9	89%	67%	22%
Black or African American	918	62%	48%	7%	777	62%	49%	7%
Hispanic or Latino	1648	59%	48%	6%	1412	58%	47%	7%
Asian or Native Hawaiian/Other Pacific Islander	105	86%	77%	18%	93	86%	73%	23%
White	169	69%	60%	21%	174	64%	60%	18%
Multiracial	13	62%	54%	8%	19	84%	68%	5%
Small Group Totals								
General-Education Students	2324	70%	58%	9%	2113	68%	56%	10%
Students with Disabilities	538	25%	16%	0%	371	22%	15%	1%
English Proficient	2600	64%	52%	8%	2355	61%	51%	9%
Limited English Proficient	262	43%	29%	1%	129	48%	27%	0%
Economically Disadvantaged	2209	64%	52%	7%	1823	62%	51%	8%
Not Disadvantaged	653	53%	44%	9%	661	57%	47%	10%
Migrant								
Not Migrant	2862	62%	50%	8%				

NOTES

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

Other Assessments

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

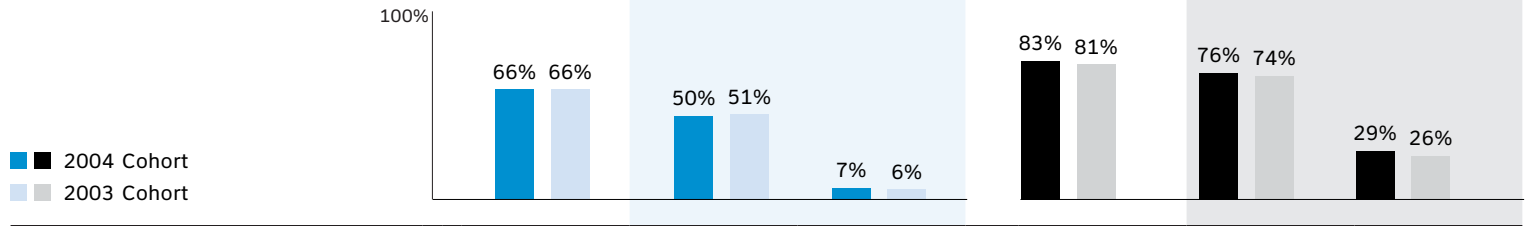
NY State Public

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	2862	66%	50%	7%	2484	66%	51%	6%
Female	1442	70%	53%	7%	1232	71%	55%	7%
Male	1420	61%	47%	7%	1252	60%	46%	6%
American Indian or Alaska Native	9	89%	67%	22%	9	89%	78%	22%
Black or African American	918	66%	48%	5%	777	67%	49%	4%
Hispanic or Latino	1648	63%	48%	6%	1412	63%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	105	89%	79%	25%	93	85%	77%	18%
White	169	69%	63%	17%	174	66%	58%	10%
Multiracial	13	62%	54%	8%	19	89%	79%	5%
Small Group Totals								
General-Education Students	2324	74%	58%	8%	2113	73%	58%	7%
Students with Disabilities	538	30%	15%	0%	371	24%	12%	1%
English Proficient	2600	67%	52%	7%	2355	66%	51%	6%
Limited English Proficient	262	55%	35%	5%	129	66%	43%	6%
Economically Disadvantaged	2209	68%	52%	7%	1823	67%	52%	7%
Not Disadvantaged	653	57%	43%	7%	661	61%	47%	5%
Migrant								
Not Migrant	2862	66%	50%	7%				

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.

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