



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #10**

District ID **32-10-00-01-0000**

Superintendent **JOEL DIBARTOLOMEO**

Telephone **(718) 741-7092**

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	309	445	583
Kindergarten	3830	3873	3741
Grade 1	4231	4161	4132
Grade 2	4001	3946	3874
Grade 3	3878	3775	3606
Grade 4	3720	3603	3599
Grade 5	4018	3676	3558
Grade 6	3850	3862	3502
Ungraded Elementary	2435	2589	2637
Grade 7	4074	3779	3738
Grade 8	4083	3973	3589
Grade 9	7042	6216	6003
Grade 10	5501	5594	4961
Grade 11	3322	3435	3710
Grade 12	3019	3300	3260
Ungraded Secondary	2458	2365	2446
Total K-12	59462	58147	56356

Average Class Size

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

District ID 32-10-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	45429	76%	43833	75%	42948	76%
Reduced-Price Lunch	3739	6%	4329	7%	4026	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	12786	22%	12348	21%	12096	21%
Racial/Ethnic Origin						
American Indian or Alaska Native	275	0%	248	0%	239	0%
Black or African American	12920	22%	12627	22%	12078	21%
Hispanic or Latino	39225	66%	38243	66%	37074	66%
Asian or Native Hawaiian/Other Pacific Islander	3841	6%	3953	7%	3852	7%
White	3201	5%	3076	5%	3113	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	1578	3%	2348	4%	2348	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #10

District ID 32-10-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	4191	4302	4259
Percent with No Valid Teaching Certificate	6%	7%	3%
Percent Teaching Out of Certification	18%	13%	12%
Percent with Fewer Than Three Years of Experience	22%	23%	20%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	32%	33%
Total Number of Core Classes	13696	8475	9041
Percent Not Taught by Highly Qualified Teachers	16%	14%	13%
Total Number of Classes	11050	10564	10724
Percent Taught by Teachers Without Appropriate Certification	19%	16%	13%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	29%	26%	
Turnover Rate of All Teachers	23%	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)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			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						
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	6 of 8	5 of 8	1 of 1

AYP Status


- Made AYP
- 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  Good Standing
for This Subject
(2008–09)

Accountability Measures 9 of 9 Student groups making AYP in English language arts
 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 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 (24676:23303)			98%		139	132	
Ethnicity							
American Indian or Alaska Native (115:113)			99%		135	123	
Black or African American (5023:4786)			99%		138	131	
Hispanic or Latino (17317:16306)			98%		136	132	
Asian or Native Hawaiian/Other Pacific Islander (1129:1066)			99%		161	130	
White (1065:1008)			97%		167	130	
Multiracial (27:24)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (5947:5539)			97%		102	132	102 112
Limited English Proficient ⁵ (5519:6204)			96%		114	132	113 123
Economically Disadvantaged (22671:21492)			99%		138	132	
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 (24698:23351)			99%		160	101	
Ethnicity							
American Indian or Alaska Native (113:110)			99%		152	92	
Black or African American (5025:4737)			99%		155	100	
Hispanic or Latino (17340:16391)			99%		160	101	
Asian or Native Hawaiian/Other Pacific Islander (1133:1075)			99%		179	99	
White (1059:1014)			98%		181	99	
Multiracial (28:24)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (5954:5475)			97%		122	101	
Limited English Proficient ⁵ (5574:6461)			99%		149	101	
Economically Disadvantaged (22672:21536)			99%		160	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 (8251:7567)		Qualified		97%		143	100	
Ethnicity								
American Indian or Alaska Native (42:37)		Qualified		90%		154	100	
Black or African American (1678:1529)		Qualified		96%		137	100	
Hispanic or Latino (5793:5316)		Qualified		97%		141	100	
Asian or Native Hawaiian/Other Pacific Islander (369:336)		Qualified		97%		165	100	
White (360:343)		Qualified		98%		170	100	
Multiracial (9:6)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1921:1676)		Qualified		92%		118	100	
Limited English Proficient ⁴ (1850:2042)		Qualified		97%		128	100	
Economically Disadvantaged (7516:6944)		Qualified		97%		142	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  Good Standing
for This Subject
(2008–09)

Accountability Measures 6 of 8 Student groups making AYP in English language arts
 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 English language arts 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	
(12th Graders: 2004 Cohort) ¹						2007–08	2008–09	
All Students (3860:3947)			100%		157	163	156	161
Ethnicity								
American Indian or Alaska Native (12:11)	—	—	—	—	—	—	—	—
Black or African American (913:964)			100%		155	161	160	160
Hispanic or Latino (2112:2166)			99%		144	163	142	150
Asian or Native Hawaiian/Other Pacific Islander (495:480)			100%		196	160	—	—
White (323:322)			100%		192	159	—	—
Multiracial (5:4)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (284:445)			96%		82	160	112	94
Limited English Proficient ⁴ (585:741)			99%		117	161	117	125
Economically Disadvantaged (2580:2811)			100%		154	163	151	159
Final AYP Determination	 6 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 5 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation 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 (3860:3947)			100%		161	157	
Ethnicity							
American Indian or Alaska Native (12:11)	—	—	—	—	—	—	—
Black or African American (913:964)			99%		155	155	
Hispanic or Latino (2112:2166)			99%		152	157	156 157
Asian or Native Hawaiian/Other Pacific Islander (495:480)			100%		196	154	
White (323:322)			100%		191	153	
Multiracial (5:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (284:445)			98%		95	154	121 106
Limited English Proficient ⁴ (585:741)			100%		135	155	147 142
Economically Disadvantaged (2580:2811)			100%		159	157	
Final AYP Determination	 5 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  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		Objectives			
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target	
					2007–08	2008–09
All Students (4940)			56%	55%		
Ethnicity						
American Indian or Alaska Native (17)		–	–	–		
Black or African American (1273)			55%	55%		
Hispanic or Latino (2870)			47%	55%	43%	48%
Asian or Native Hawaiian/Other Pacific Islander (439)			94%	55%		
White (317)			86%	55%		
Multiracial (24)						
Other Groups						
Students with Disabilities (637)			22%	55%	20%	23%
Limited English Proficient ³ (998)			44%	55%	7%	45%
Economically Disadvantaged (3813)			53%	55%	51%	54%
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 #10**

District ID **32-10-00-01-0000**

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

42 schools identified 53% of total

BELMONT PREP HIGH SCHOOL
BRONX DANCE ACADEMY SCHOOL
BRONX EARLY COLLEGE ACADEMY FOR TEACHING AND LEARNING
BRONX ENGINEERING AND TECHNOLOGY ACADEMY
BRONX HIGH SCHOOL-LAW AND COMMUNITY SERVICES
BRONX SCHOOL OF LAW AND FINANCE
BRONX THEATRE HIGH SCHOOL
CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC SCHOOL
DISCOVERY HIGH SCHOOL
FORDHAM HIGH SCHOOL FOR THE ARTS
FORDHAM LEADERSHIP ACADEMY
HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS SCHOOL
INTERNATIONAL SCHOOL FOR LIBERAL ARTS
JONAS BRONCK ACADEMY
KINGSBRIDGE INTERNATIONAL HIGH SCHOOL
KNOWLEDGE AND POWER PREP ACADEMY INTERNATIONAL HIGH SCHOOL
MARBLE HILL HIGH SCHOOL OF INTERNATIONAL STUDIES
MARIE CURIE HIGH SCH-NURSING, MEDICINE & APPLIED HLTH PROF
MS/HS 368 IN TECH ACADEMY
NEW SCHOOL FOR LEADERSHIP AND JOURNALISM
PS 15 INST FOR ENVIRON LRNG SCHOOL
PS 159 LUIS MUMOS MARIN BILING SCHOOL
PS 20-GEORGE J WERDAN III SCHOOL
PS 205 FIORELLO LAQUARDI
PS 207
PS 209
PS 23 THE NEW CHILDREN'S SCHOOL
PS 280 MOSHOLU PARKWAY
PS 3 RAUL JULIA MICRO SOCIETY
PS 307 EAMES PLACE
PS 315 LAB SCHOOL
PS 32 BELMONT SCHOOL
PS 340
PS 360
PS 396
PS 56 NORWOOD HEIGHTS SCHOOL
PS 59 THE COMMUNITY SCHOOL OF TECHNOLOGY
PS 86 KINGSBRIDGE HEIGHTS SCHOOL
PS 91 BRONX SCHOOL
RYER AVENUE ELEMENTARY SCHOOL
THEATRE ARTS PRODUCTION COMPANY SCHOOL

New York State Status

■ Good Standing

6 schools identified 8% of total

BRONX HIGH SCHOOL OF SCIENCE
HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE
PS 24 SPUYTEN DUYVIL SCHOOL
PS 51 BRONX NEW SCHOOL
PS 81 ROBERT J CHRISTEN SCHOOL
RIVERDALE/KINGSBRIDGE ACADEMY

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

Good Standing (continued)

UNIVERSITY HEIGHTS SECONDARY SCHOOL

Improvement (Year 1)

6 schools identified 8% of total

PS 33 TIMOTHY DWIGHT SCHOOL

PS 37 MULTIPLE INTELLIGENCE SCHOOL

PS 79 CRESTON SCHOOL

PULSE HIGH SCHOOL

THE BRONX SCHOOL OF SCIENCE INQUIRY & INVESTIGATION

WEST BRONX ACADEMY FOR THE FUTURE

Improvement (Year 2)

5 schools identified 6% of total

IS 206-ANN MERSEREAU

PS 226

PS 291

PS 8 ISSAC VARIAN

PS 95 SHEILA MENCHER

Corrective Action

3 schools identified 4% of total

IS 254

PS 85 GREAT EXPECTATIONS SCHOOL

PS 94 KINGS COLLEGE SCHOOL

Planning for Restructuring

5 schools identified 6% of total

JHS 45 THOMAS C GIORDANO SCHOOL

PS 310 MARBLE HILL SCHOOL

PS 46 EDGAR ALLEN POE SCHOOL

PS 7 KINGSBRIDGE SCHOOL

PS/IS 54

Restructuring (Year 1)

3 schools identified 4% of total

DEWITT CLINTON HIGH SCHOOL

GRACE H DODGE CAREER AND TECHNICAL HIGH SCHOOL

MS 390

Restructuring (Year 2)

2 schools identified 3% of total

MS 391

MS 399

Restructuring (Year 3)

3 schools identified 4% of total

JOHN F KENNEDY HIGH SCHOOL

PS 246 POE CENTER

New York State Status

Good Standing (continued)

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

▲ Restructuring (Year 3) (continued)

PS 279 CAPT MANUEL RIVERA JR SCHOOL

▲ Restructuring (Year 4)

2 schools identified 3% of total

JHS 118 WILLIAM W NILES SCHOOL

JHS 80 MOSHOLU PARKWAY

▲ Restructuring (Year 5)

1 school identified 1% of total

PS 306

■ Requiring Academic Progress (Year 9)

1 school identified 1% of total







WALTON HIGH SCHOOL







District NEW YORK CITY GEOGRAPHIC DISTRICT #10



District ID 32-10-00-01-0000


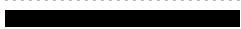
Summary of 2007–08 District Performance

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	48%			3911
Grade 4	49%			3961
Grade 5	60%			3900
Grade 6	41%			3841
Grade 7	49%			4065
Grade 8	30%			3904

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	83%			3990
Grade 4	73%			4031
Grade 5	72%			3985
Grade 6	63%			3921
Grade 7	59%			4164
Grade 8	52%			3987

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	65%			4008
Grade 8	36%			3830

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	62%			4692
Mathematics	62%			4692

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: 650	616-780	650-780	720-780*			
2007 Mean Score: 647						
Number of Tested Students:	3397	1885	169			

Year	2-4	3-4	4
2007-08	87%	48%	4%
2006-07	83%	47%	4%

Year	2-4	3-4	4
2007-08	94%	70%	12%
2006-07	91%	67%	10%

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	3911	87%	48%	4%	3970	83%	47%	4%
Female	1860	90%	50%	5%	1877	87%	51%	4%
Male	2051	84%	46%	4%	2093	80%	42%	3%
American Indian or Alaska Native	17	88%	41%	0%	23	83%	65%	4%
Black or African American	807	87%	48%	4%	817	85%	46%	3%
Hispanic or Latino	2731	86%	46%	3%	2785	82%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	166	96%	66%	10%	155	94%	68%	6%
White	183	94%	73%	15%	183	95%	73%	14%
Multiracial	7	100%	86%	14%	7	100%	57%	14%
Small Group Totals								
General-Education Students	3021	94%	56%	5%	3149	90%	53%	4%
Students with Disabilities	890	64%	23%	2%	821	57%	21%	1%
English Proficient	2903	91%	57%	6%	2858	89%	56%	5%
Limited English Proficient	1008	75%	24%	0%	1112	70%	23%	0%
Economically Disadvantaged	3609	87%	47%	4%	3599	82%	44%	3%
Not Disadvantaged	302	91%	68%	14%	371	93%	70%	14%
Migrant								
Not Migrant	3911	87%	48%	4%	3970	83%	47%	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.

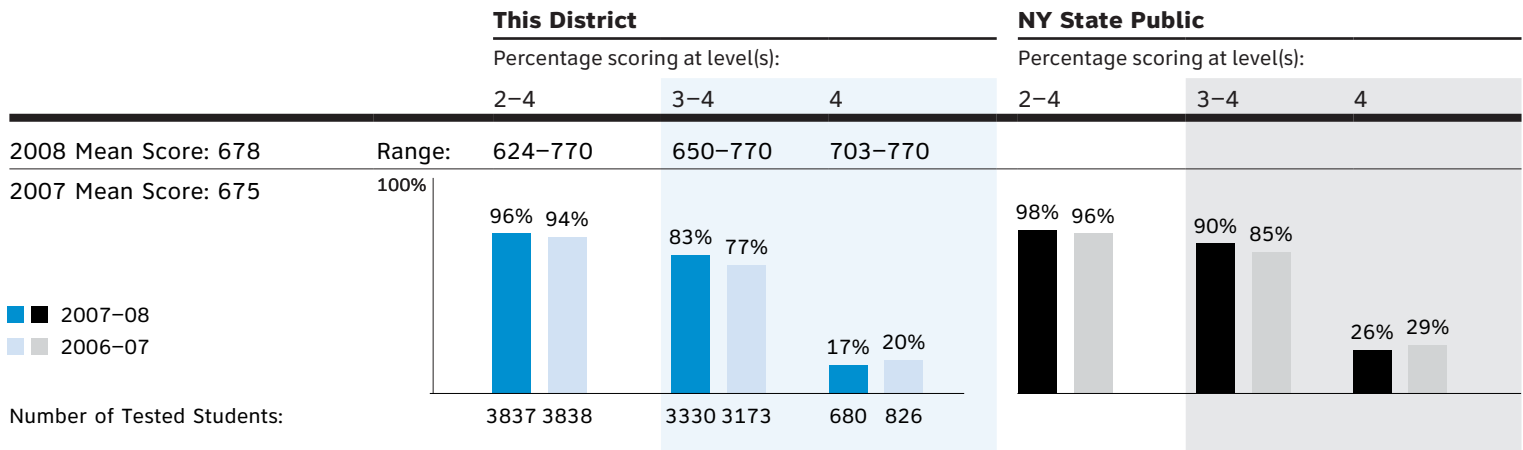
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	67	63	57	42	44	44	36	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	47	N/A	N/A	N/A	101	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	3990	96%	83%	17%	4099	94%	77%	20%
Female	1890	97%	84%	16%	1922	95%	79%	21%
Male	2100	95%	83%	18%	2177	93%	76%	19%
American Indian or Alaska Native	17	88%	82%	12%	24	92%	88%	25%
Black or African American	805	96%	80%	13%	843	91%	73%	17%
Hispanic or Latino	2802	96%	83%	16%	2873	94%	77%	19%
Asian or Native Hawaiian/Other Pacific Islander	171	99%	94%	43%	165	97%	89%	35%
White	188	97%	91%	31%	187	98%	93%	42%
Multiracial	7	100%	100%	71%	7	100%	100%	29%
Small Group Totals								
General-Education Students	3093	98%	89%	20%	3278	97%	84%	23%
Students with Disabilities	897	90%	65%	6%	821	82%	53%	9%
English Proficient	2891	97%	87%	21%	2873	95%	82%	25%
Limited English Proficient	1099	93%	75%	7%	1226	90%	66%	10%
Economically Disadvantaged	3681	96%	83%	16%	3719	93%	76%	18%
Not Disadvantaged	309	95%	87%	33%	380	97%	88%	38%
Migrant								
Not Migrant	3990	96%	83%	17%	4099	94%	77%	20%

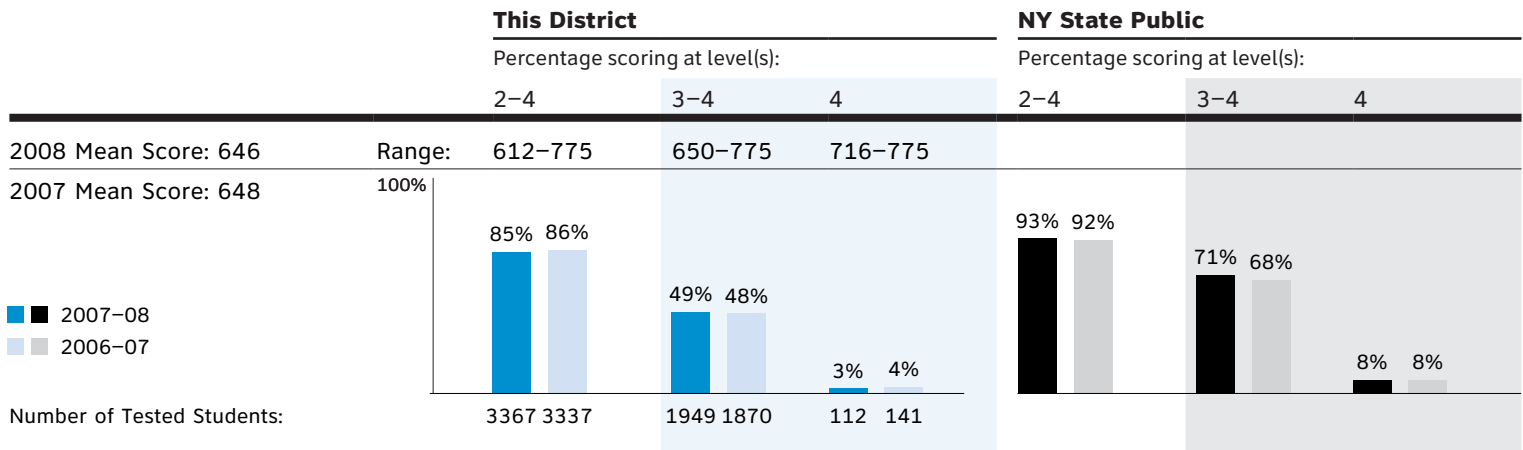
NOTES

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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	67	65	59	41	45	45	45	33

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	3961	85%	49%	3%	3879	86%	48%	4%
Female	1862	89%	54%	4%	1872	89%	53%	5%
Male	2099	81%	45%	2%	2007	84%	44%	3%
American Indian or Alaska Native	20	80%	55%	5%	8	-	-	-
Black or African American	810	85%	47%	3%	825	86%	45%	3%
Hispanic or Latino	2775	84%	46%	2%	2684	85%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	164	91%	77%	9%	176	93%	64%	11%
White	187	97%	74%	13%	182	97%	79%	20%
Multiracial	5	100%	80%	40%	4	-	-	-
Small Group Totals					12	75%	42%	8%
General-Education Students	3002	93%	57%	4%	3053	93%	55%	4%
Students with Disabilities	959	60%	23%	0%	826	60%	21%	0%
English Proficient	2955	90%	58%	4%	2979	90%	56%	5%
Limited English Proficient	1006	71%	23%	0%	900	72%	23%	0%
Economically Disadvantaged	3648	85%	47%	2%	3530	85%	46%	2%
Not Disadvantaged	313	90%	71%	14%	349	95%	75%	17%
Migrant								
Not Migrant	3961	85%	49%	3%	3879	86%	48%	4%

NOTES

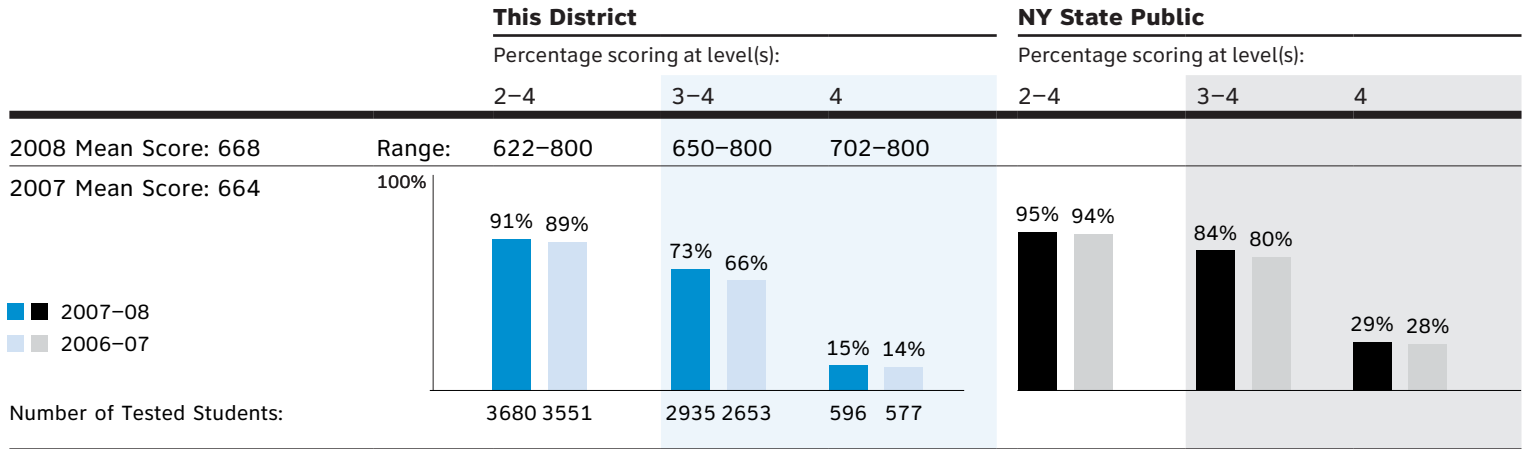
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	47	42	36	22	45	45	39	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	59	N/A	N/A	N/A	95	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

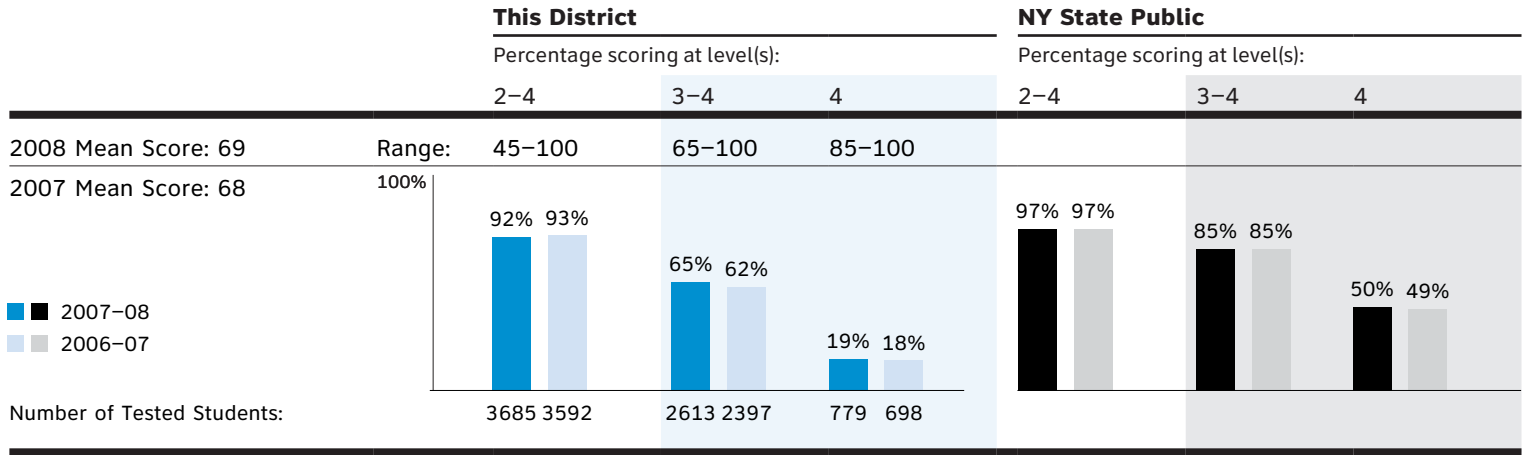
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4031	91%	73%	15%	3992	89%	66%	14%
Female	1898	92%	74%	14%	1920	88%	66%	13%
Male	2133	91%	72%	15%	2072	89%	67%	16%
American Indian or Alaska Native	20	95%	90%	10%	9	-	-	-
Black or African American	818	89%	68%	11%	828	87%	62%	9%
Hispanic or Latino	2832	91%	72%	14%	2781	88%	65%	13%
Asian or Native Hawaiian/Other Pacific Islander	165	98%	88%	36%	184	97%	82%	36%
White	190	97%	86%	31%	186	98%	90%	38%
Multiracial	6	100%	83%	33%	4	-	-	-
Small Group Totals					13	92%	62%	15%
General-Education Students	3076	95%	80%	18%	3157	94%	73%	17%
Students with Disabilities	955	78%	49%	5%	835	70%	40%	4%
English Proficient	2941	94%	78%	19%	2980	91%	72%	18%
Limited English Proficient	1090	84%	58%	4%	1012	82%	49%	5%
Economically Disadvantaged	3709	91%	72%	14%	3626	89%	65%	13%
Not Disadvantaged	322	93%	80%	29%	366	93%	80%	30%
Migrant								
Not Migrant	4031	91%	73%	15%	3992	89%	66%	14%

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	48	48	43	15	46	46	41	36

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	4008	92%	65%	19%	3883	93%	62%	18%
Female	1897	93%	65%	19%	1867	93%	61%	18%
Male	2111	91%	66%	20%	2016	92%	62%	18%
American Indian or Alaska Native	20	95%	70%	15%	9	-	-	-
Black or African American	811	91%	62%	16%	802	91%	58%	13%
Hispanic or Latino	2818	92%	64%	17%	2705	92%	61%	16%
Asian or Native Hawaiian/Other Pacific Islander	167	93%	79%	43%	179	96%	72%	38%
White	185	97%	86%	41%	184	98%	83%	46%
Multiracial	7	86%	86%	57%	4	-	-	-
Small Group Totals					13	100%	69%	23%
General-Education Students	3069	94%	71%	23%	3073	95%	67%	21%
Students with Disabilities	939	85%	47%	9%	810	83%	43%	7%
English Proficient	2926	95%	72%	24%	2900	95%	69%	23%
Limited English Proficient	1082	84%	47%	6%	983	85%	40%	4%
Economically Disadvantaged	3690	92%	64%	17%	3520	92%	60%	16%
Not Disadvantaged	318	93%	77%	42%	363	95%	80%	40%
Migrant								
Not Migrant	4008	92%	65%	19%	3883	93%	62%	18%

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	44	41	32	45	45	45	39

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: 653	608-795	650-795	711-795			
2007 Mean Score: 646						
Number of Tested Students:	3751	3513	2346	1779	75	92

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	3900	96%	60%	2%	3986	88%	45%	2%
Female	1892	97%	64%	2%	1879	90%	46%	3%
Male	2008	95%	57%	2%	2107	86%	43%	2%
American Indian or Alaska Native	7	100%	14%	0%	15	-	-	-
Black or African American	796	96%	56%	1%	803	92%	45%	2%
Hispanic or Latino	2742	96%	59%	1%	2775	87%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	170	98%	71%	6%	205	88%	61%	3%
White	180	98%	82%	11%	185	94%	75%	13%
Multiracial	5	100%	80%	20%	3	-	-	-
Small Group Totals					18	83%	44%	0%
General-Education Students	2952	98%	69%	2%	3130	93%	52%	3%
Students with Disabilities	948	89%	32%	0%	856	69%	16%	0%
English Proficient	3106	98%	67%	2%	3211	93%	52%	3%
Limited English Proficient	794	90%	35%	0%	775	66%	14%	0%
Economically Disadvantaged	3578	96%	59%	1%	3578	87%	42%	2%
Not Disadvantaged	322	98%	77%	10%	408	94%	66%	7%
Migrant								
Not Migrant	3900	96%	60%	2%	3986	88%	45%	2%

NOTES

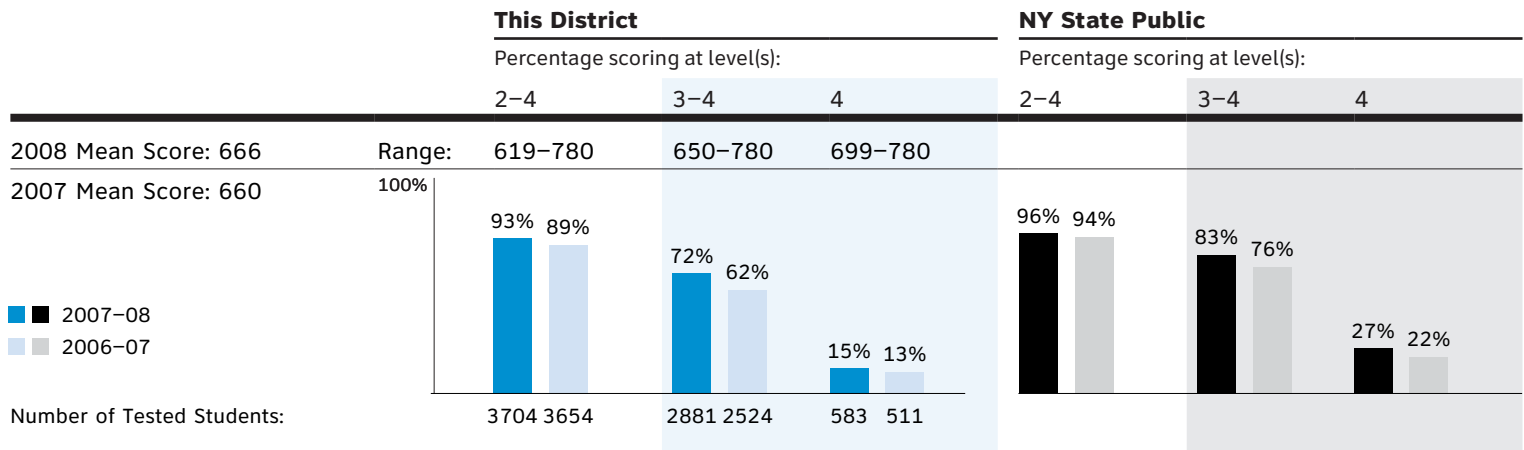
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Other Assessments

	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	47	44	42	35	57	56	53	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	55	N/A	N/A	N/A	87	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	3985	93%	72%	15%	4088	89%	62%	13%
Female	1920	94%	72%	15%	1924	91%	63%	13%
Male	2065	92%	72%	15%	2164	88%	61%	12%
American Indian or Alaska Native	6	83%	67%	0%	14	-	-	-
Black or African American	801	91%	67%	10%	816	89%	59%	9%
Hispanic or Latino	2816	93%	72%	13%	2852	89%	60%	10%
Asian or Native Hawaiian/Other Pacific Islander	173	95%	87%	45%	210	92%	77%	36%
White	184	98%	91%	33%	193	94%	81%	33%
Multiracial	5	100%	80%	40%	3	-	-	-
Small Group Totals					17	76%	59%	6%
General-Education Students	3032	97%	80%	18%	3217	94%	70%	15%
Students with Disabilities	953	79%	46%	5%	871	72%	32%	2%
English Proficient	3101	95%	77%	18%	3219	93%	68%	15%
Limited English Proficient	884	86%	55%	4%	869	77%	38%	3%
Economically Disadvantaged	3651	93%	72%	13%	3673	89%	60%	11%
Not Disadvantaged	334	95%	81%	34%	415	92%	74%	26%
Migrant								
Not Migrant	3985	93%	72%	15%	4088	89%	62%	13%

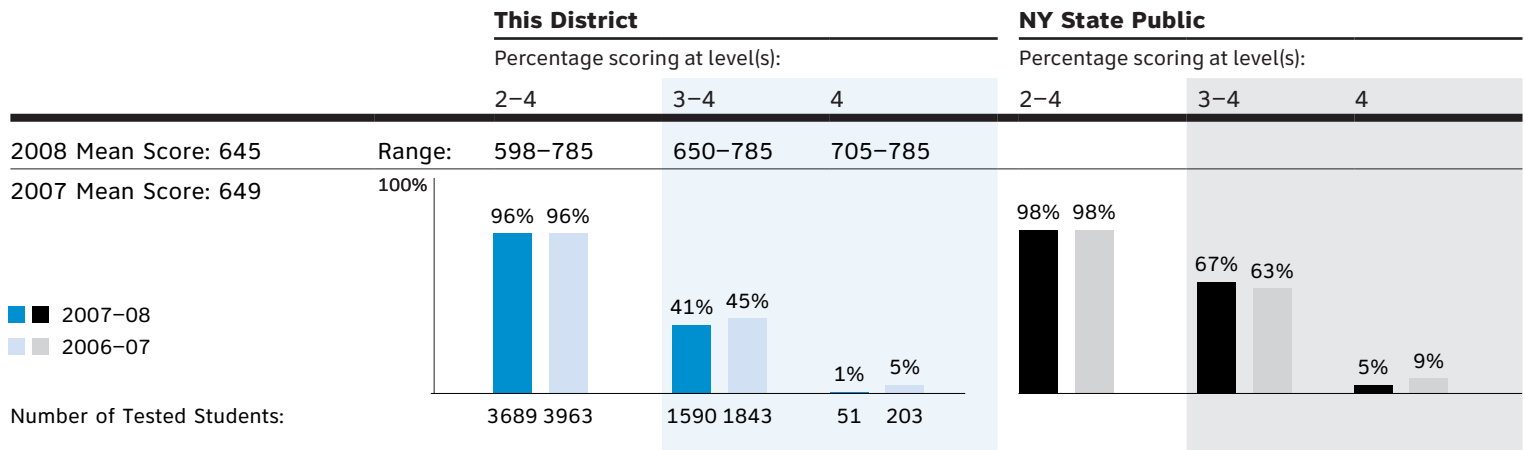
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Other Assessments

	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	47	44	43	30	56	55	53	44

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3841	96%	41%	1%	4127	96%	45%	5%
Female	1828	98%	46%	2%	1966	98%	50%	7%
Male	2013	94%	37%	1%	2161	95%	40%	3%
American Indian or Alaska Native	13	-	-	-	35	-	-	-
Black or African American	776	96%	40%	1%	854	97%	43%	4%
Hispanic or Latino	2694	96%	39%	1%	2892	95%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	195	98%	62%	4%	194	97%	61%	12%
White	159	100%	68%	8%	149	99%	72%	21%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	17	94%	41%	0%	38	97%	50%	13%
General-Education Students	2922	98%	50%	2%	3319	98%	52%	6%
Students with Disabilities	919	89%	14%	0%	808	87%	13%	0%
English Proficient	3108	98%	49%	2%	3366	98%	52%	6%
Limited English Proficient	733	89%	11%	0%	761	87%	11%	0%
Economically Disadvantaged	3568	96%	41%	1%	3741	96%	42%	4%
Not Disadvantaged	273	95%	51%	2%	386	99%	66%	16%
Migrant								
Not Migrant	3841	96%	41%	1%	4127	96%	45%	5%

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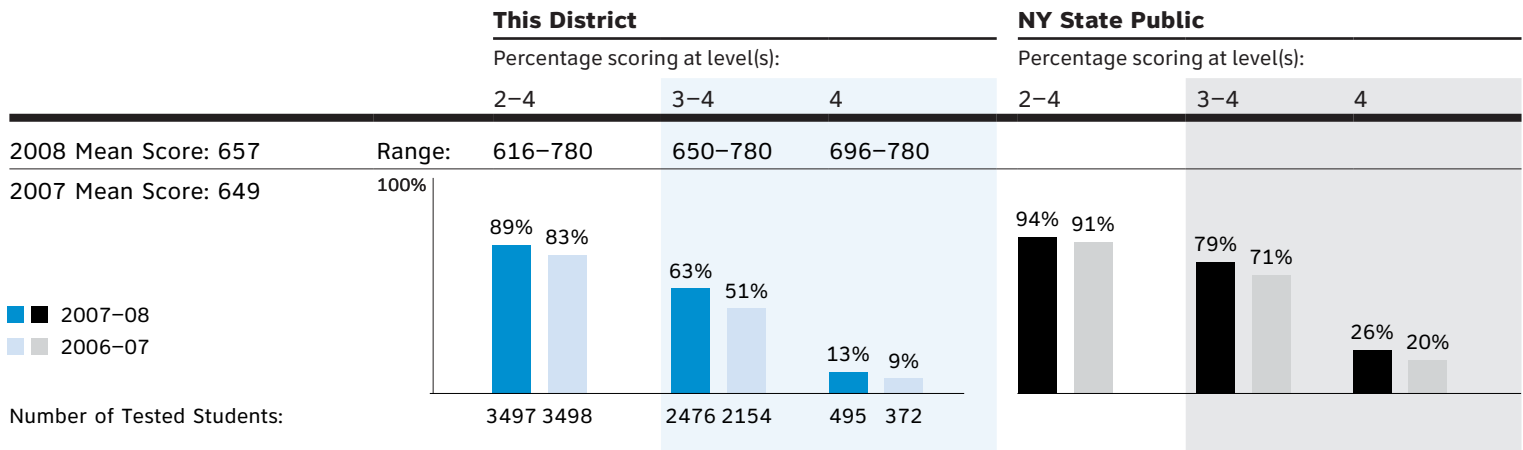
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Other Assessments

	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	58	49	37	25	53	51	48	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	41	N/A	N/A	N/A	76	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	3921	89%	63%	13%	4215	83%	51%	9%
Female	1867	91%	66%	13%	2004	84%	54%	10%
Male	2054	87%	61%	13%	2211	82%	48%	8%
American Indian or Alaska Native	13	-	-	-	34	-	-	-
Black or African American	776	88%	60%	10%	858	81%	46%	5%
Hispanic or Latino	2769	89%	62%	11%	2963	83%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	200	95%	79%	36%	202	91%	69%	25%
White	159	96%	81%	33%	154	87%	67%	23%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	17	71%	53%	6%	38	79%	45%	16%
General-Education Students	2992	95%	73%	16%	3391	89%	58%	11%
Students with Disabilities	929	71%	31%	2%	824	58%	21%	1%
English Proficient	3119	92%	69%	15%	3360	87%	57%	10%
Limited English Proficient	802	79%	42%	3%	855	68%	29%	2%
Economically Disadvantaged	3638	90%	64%	12%	3824	82%	50%	8%
Not Disadvantaged	283	81%	57%	16%	391	91%	64%	19%
Migrant								
Not Migrant	3921	89%	63%	13%	4215	83%	51%	9%

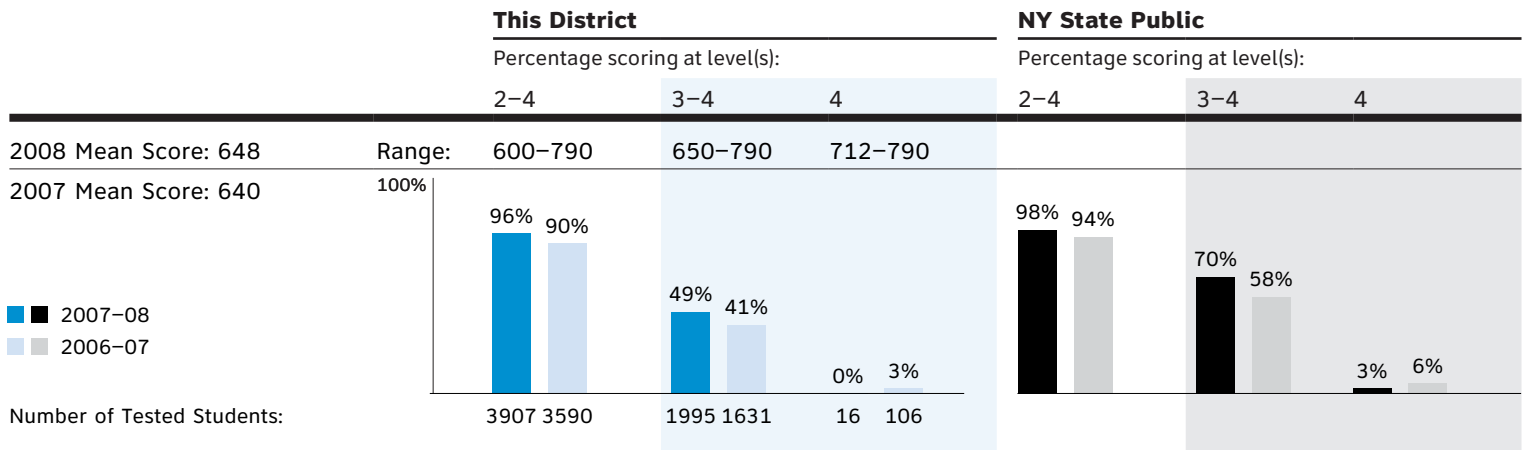
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	58	57	46	31	55	55	51	43

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	4065	96%	49%	0%	4009	90%	41%	3%
Female	1942	97%	56%	1%	1944	92%	47%	3%
Male	2123	95%	42%	0%	2065	87%	35%	2%
American Indian or Alaska Native	35	-	-	-	21	-	-	-
Black or African American	854	97%	50%	1%	867	92%	40%	2%
Hispanic or Latino	2847	96%	47%	0%	2771	88%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	184	97%	60%	2%	180	92%	60%	7%
White	142	98%	70%	1%	169	95%	59%	11%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	38	97%	53%	0%	22	86%	55%	0%
General-Education Students	3153	99%	57%	1%	3317	94%	47%	3%
Students with Disabilities	912	88%	20%	0%	692	69%	12%	0%
English Proficient	3294	98%	57%	0%	3357	95%	47%	3%
Limited English Proficient	771	89%	14%	0%	652	63%	8%	0%
Economically Disadvantaged	3790	96%	49%	0%	3555	89%	38%	2%
Not Disadvantaged	275	96%	56%	1%	454	96%	60%	8%
Migrant								
Not Migrant	4065	96%	49%	0%	4009	90%	41%	3%

NOTES

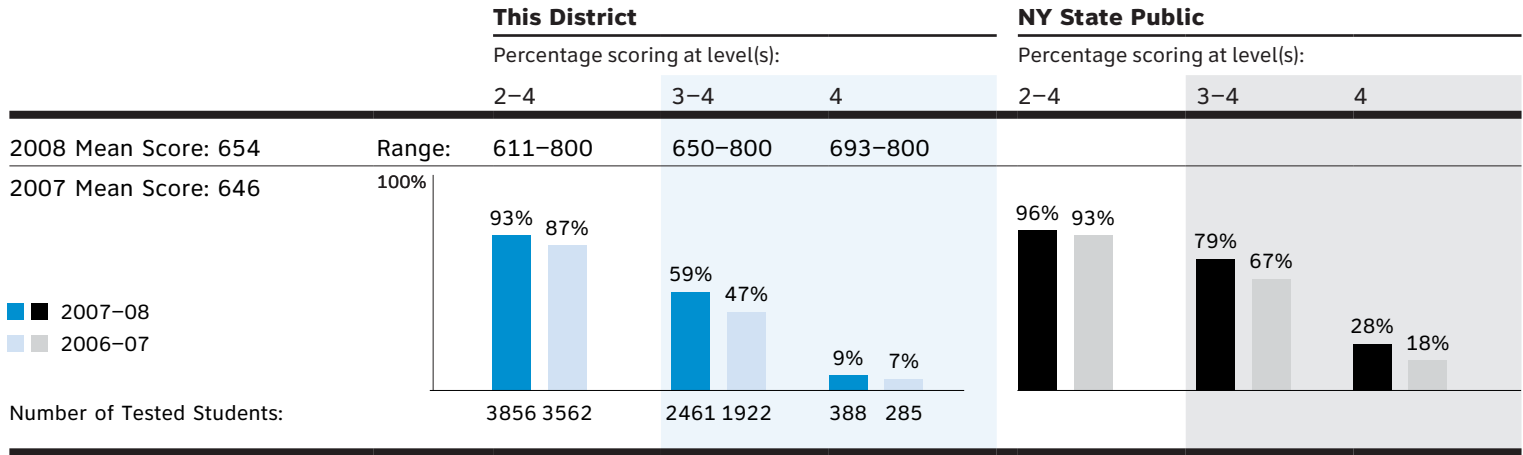
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Other Assessments

	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 7 Equivalent	52	50	43	38	60	58	52	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	49	N/A	N/A	N/A	83	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	4164	93%	59%	9%	4112	87%	47%	7%
Female	1991	94%	62%	10%	1996	89%	49%	7%
Male	2173	91%	57%	9%	2116	85%	44%	7%
American Indian or Alaska Native	34	-	-	-	22	-	-	-
Black or African American	870	91%	55%	6%	873	87%	42%	4%
Hispanic or Latino	2923	93%	58%	8%	2849	86%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	192	93%	74%	24%	193	90%	69%	28%
White	142	97%	80%	27%	173	92%	63%	19%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	37	92%	62%	14%	24	83%	63%	17%
General-Education Students	3242	96%	68%	12%	3413	92%	53%	8%
Students with Disabilities	922	79%	29%	1%	699	61%	16%	0%
English Proficient	3316	95%	65%	11%	3357	91%	53%	8%
Limited English Proficient	848	84%	38%	2%	755	68%	20%	1%
Economically Disadvantaged	3883	93%	59%	9%	3645	86%	45%	6%
Not Disadvantaged	281	91%	64%	15%	467	92%	58%	11%
Migrant								
Not Migrant	4164	93%	59%	9%	4112	87%	47%	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	52	47	44	29	60	56	52	36

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: 641						
Number of Tested Students:	3478	3813	1167	1727	26	60

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	3904	89%	30%	1%	4210	91%	41%	1%
Female	1913	92%	37%	1%	2137	92%	46%	2%
Male	1991	86%	23%	0%	2073	89%	36%	1%
American Indian or Alaska Native	21	-	-	-	16	-	-	-
Black or African American	811	92%	27%	1%	928	94%	42%	1%
Hispanic or Latino	2720	88%	28%	1%	2916	89%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	185	91%	51%	2%	174	98%	64%	7%
White	166	94%	52%	2%	174	97%	60%	6%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	22	91%	45%	0%	18	89%	44%	0%
General-Education Students	3128	93%	35%	1%	3540	94%	47%	2%
Students with Disabilities	776	72%	8%	0%	670	70%	12%	0%
English Proficient	3267	94%	35%	1%	3429	96%	48%	2%
Limited English Proficient	637	62%	3%	0%	781	69%	10%	0%
Economically Disadvantaged	3587	89%	29%	1%	3698	90%	39%	1%
Not Disadvantaged	317	89%	37%	2%	512	94%	56%	4%
Migrant								
Not Migrant	3904	89%	30%	1%	4210	91%	41%	1%

NOTES

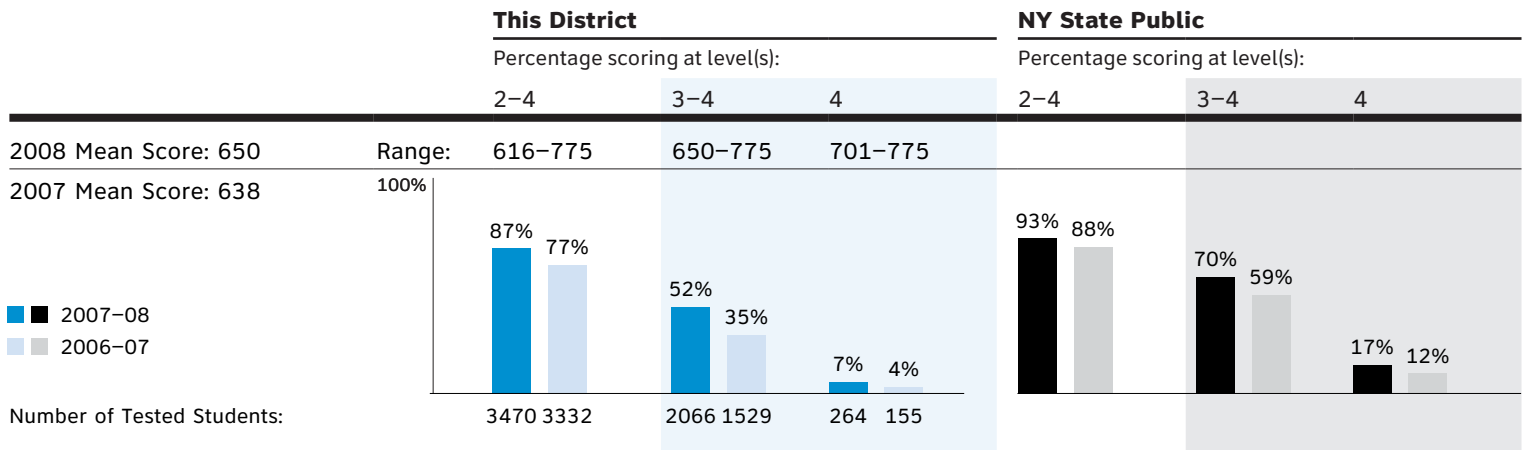
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Other Assessments

	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	53	52	46	39	64	64	54	47
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	51	N/A	N/A	N/A	80	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	3987	87%	52%	7%	4313	77%	35%	4%
Female	1965	89%	54%	7%	2183	78%	36%	4%
Male	2022	85%	50%	6%	2130	77%	35%	3%
American Indian or Alaska Native	21	-	-	-	16	-	-	-
Black or African American	821	84%	47%	5%	944	74%	33%	2%
Hispanic or Latino	2784	87%	50%	5%	2992	77%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	192	93%	74%	28%	184	92%	71%	22%
White	167	95%	73%	15%	175	89%	55%	6%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	23	83%	48%	9%	18	67%	39%	11%
General-Education Students	3213	92%	59%	8%	3632	83%	41%	4%
Students with Disabilities	774	64%	22%	1%	681	46%	9%	0%
English Proficient	3277	89%	56%	8%	3442	81%	40%	4%
Limited English Proficient	710	79%	34%	2%	871	62%	19%	0%
Economically Disadvantaged	3659	87%	52%	7%	3796	77%	34%	3%
Not Disadvantaged	328	84%	54%	8%	517	82%	44%	6%
Migrant								
Not Migrant	3987	87%	52%	7%	4313	77%	35%	4%

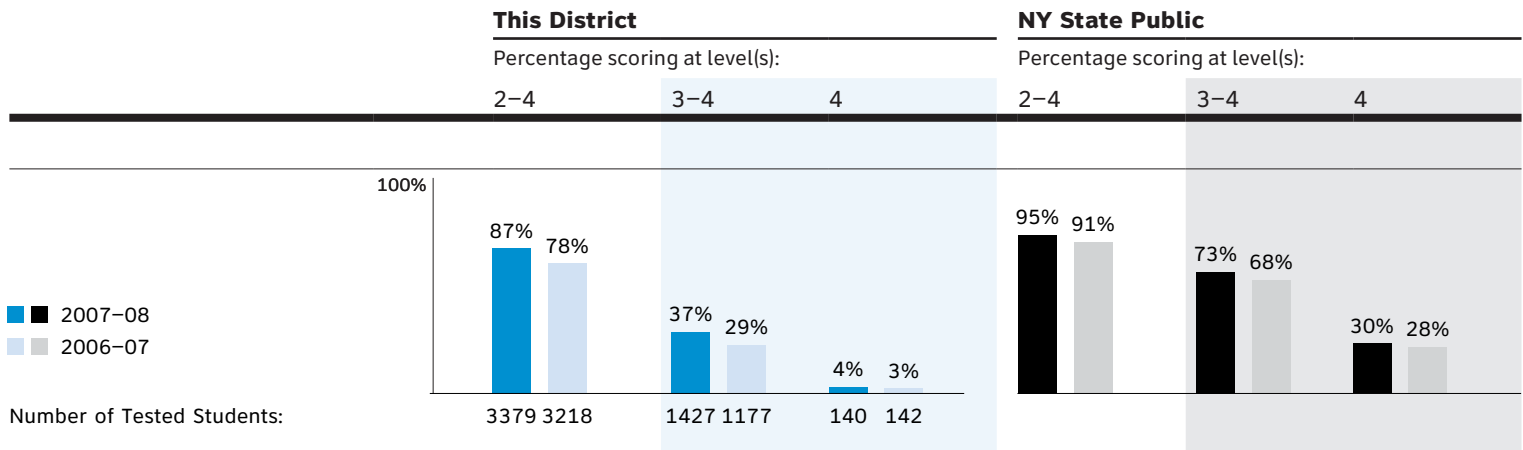
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	53	48	41	24	64	62	55	39

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	3830	87%	36%	3%	4102	78%	28%	3%
Female	1893	88%	34%	3%	2070	78%	27%	3%
Male	1937	86%	39%	4%	2032	78%	30%	4%
American Indian or Alaska Native	18	-	-	-	15	-	-	-
Black or African American	779	85%	31%	2%	894	77%	25%	3%
Hispanic or Latino	2685	87%	35%	3%	2846	77%	26%	3%
Asian or Native Hawaiian/Other Pacific Islander	184	92%	61%	16%	180	90%	54%	14%
White	162	94%	60%	9%	165	89%	50%	8%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	20	90%	50%	5%	17	71%	35%	12%
General-Education Students	3100	91%	41%	4%	3478	82%	32%	4%
Students with Disabilities	730	72%	18%	1%	624	53%	8%	0%
English Proficient	3131	90%	41%	4%	3254	83%	33%	4%
Limited English Proficient	699	76%	16%	1%	848	59%	9%	0%
Economically Disadvantaged	3506	87%	35%	3%	3627	77%	26%	3%
Not Disadvantaged	324	90%	48%	6%	475	84%	42%	8%
Migrant								
Not Migrant	3830	87%	36%	3%	4102	78%	28%	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.

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	53	48	38	37	63	62	52	45
Regents Science	36	35	32	7	24	24	20	2

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

This District

Percentage scoring at level(s):

2-4

3-4

4

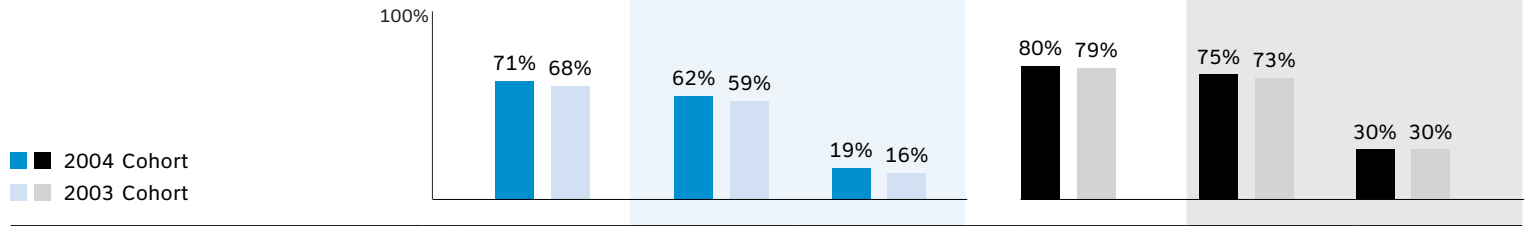
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

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

2003 Cohort**

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	4692	71%	62%	19%	5174	68%	59%	16%
Female	2379	76%	66%	20%	2613	73%	64%	18%
Male	2313	67%	59%	17%	2561	64%	54%	14%
American Indian or Alaska Native	13	77%	69%	8%	18	78%	78%	28%
Black or African American	1167	70%	60%	10%	1329	68%	60%	11%
Hispanic or Latino	2674	64%	53%	7%	3038	62%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	489	98%	97%	70%	443	98%	95%	59%
White	344	91%	90%	63%	320	90%	86%	58%
Multiracial	5	100%	100%	20%	26	92%	88%	62%
Small Group Totals								
General-Education Students	4073	79%	69%	21%	4586	75%	65%	18%
Students with Disabilities	619	23%	17%	1%	588	20%	14%	1%
English Proficient	3917	75%	68%	22%	4654	70%	62%	18%
Limited English Proficient	775	51%	36%	1%	520	58%	32%	0%
Economically Disadvantaged	3347	70%	60%	12%	4012	67%	56%	12%
Not Disadvantaged	1345	75%	69%	36%	1162	73%	68%	32%
Migrant								
Not Migrant	4692	71%	62%	19%				

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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

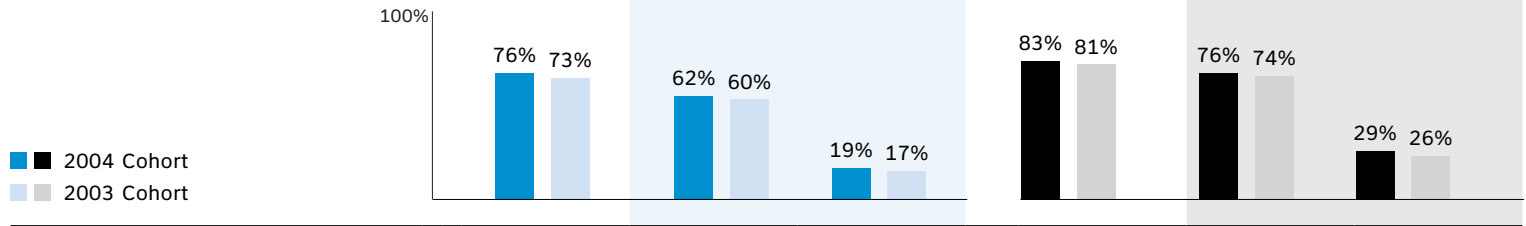
NY State Public

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**				
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Small Group Totals								
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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.

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