



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #11**  
District ID **32-11-00-01-0000**  
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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	121	180	297
Kindergarten	2576	2522	2476
Grade 1	2846	2933	2913
Grade 2	2894	2762	2871
Grade 3	2890	2883	2745
Grade 4	2959	2795	2805
Grade 5	2843	2931	2767
Grade 6	2678	2588	2661
Ungraded Elementary	1827	1932	2050
Grade 7	2806	2640	2658
Grade 8	3047	2753	2621
Grade 9	4019	3499	3320
Grade 10	3060	2794	2592
Grade 11	1516	1738	1735
Grade 12	1256	1519	1653
Ungraded Secondary	1849	1906	1860
<b>Total K-12</b>	<b>39066</b>	<b>38195</b>	<b>37727</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	25	24	23
<b>Grade 8</b>			
English	26	27	27
Mathematics	27	27	28
Science	27	28	30
Social Studies	28	28	29
<b>Grade 10</b>			
English	28	30	30
Mathematics	29	28	29
Science	27	29	28
Social Studies	28	29	29

### Enrollment Information

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

### Average Class Size Information

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

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District ID 32-11-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	27347	70%	26158	68%	25285	67%
Reduced-Price Lunch	3676	9%	3853	10%	3868	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3539	9%	3629	10%	3817	10%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	283	1%	282	1%	253	1%
Black or African American	18767	48%	17846	47%	17387	46%
Hispanic or Latino	15181	39%	15276	40%	15279	40%
Asian or Native Hawaiian/Other Pacific Islander	2132	5%	2110	6%	2158	6%
White	2703	7%	2681	7%	2650	7%
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	880	2%	1680	4%	1611	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.

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## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	2653	2659	2713
Percent with No Valid Teaching Certificate	5%	6%	3%
Percent Teaching Out of Certification	17%	12%	12%
Percent with Fewer Than Three Years of Experience	19%	18%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	31%	32%
<b>Total Number of Core Classes</b>	9164	5562	5605
Percent Not Taught by Highly Qualified Teachers	15%	15%	15%
<b>Total Number of Classes</b>	6477	6706	6665
Percent Taught by Teachers Without Appropriate Certification	20%	15%	16%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	26%	
Turnover Rate of All Teachers	22%	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](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

At the secondary level, the PI is calculated using the following equation:

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

#### ■ District Requiring Academic Progress (Year 2)

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

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

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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

## Summary

### Overall Accountability Status (2008–09)

#### Improvement (Year 4)

ELA	Improvement (Year 4)	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
<b>All Students</b>	✓	✓	✓	✓ <sup>SH</sup>	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	—
Hispanic or Latino	✓	✓	✓	✓ <sup>SH</sup>	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	✓	✓	—
White	✓	✓	✓	✗	✓	—
Multiracial	✓	✓	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	—	✗	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓	—	✓ <sup>SH</sup>	✓ <sup>SH</sup>	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✓ 10 of 10	✓ 10 of 10	✓ 1 of 1	✗ 6 of 8	✗ 7 of 8	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

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

## Elementary/Middle-Level English Language Arts

**Accountability Status for This Subject (2008–09)**  Improvement (Year 4)

**Accountability Measures** 10 of 10 Student groups making AYP in English language arts  
 Made AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [219]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (19154:18089)							
<b>Ethnicity</b>							
American Indian or Alaska Native (133:126)							
Black or African American (9216:8780)							
Hispanic or Latino (7070:6587)							
Asian or Native Hawaiian/Other Pacific Islander (1202:1143)							
White (1499:1421)							
Multiracial (34:32)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4369:4003)	 SH						
Limited English Proficient <sup>5</sup> (1585:1791)	 SH						
Economically Disadvantaged (16650:15809)							
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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

## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 10 of 10 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (19190:17962)			99%		162	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (133:125)			97%		151	93	
Black or African American (9233:8695)			99%		158	101	
Hispanic or Latino (7071:6546)			98%		160	101	
Asian or Native Hawaiian/Other Pacific Islander (1211:1147)			99%		186	99	
White (1508:1417)			99%		183	99	
Multiracial (34:32)		—	—		191	85	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4349:3920)			95%		119	100	
Limited English Proficient <sup>5</sup> (1604:1880)			99%		155	99	
Economically Disadvantaged (16677:15697)			99%		162	101	
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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

## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (6472:5931)		Qualified		97%		154	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (47:43)		Qualified		96%		147	100	
Black or African American (3157:2914)		Qualified		97%		151	100	
Hispanic or Latino (2343:2118)		Qualified		96%		150	100	
Asian or Native Hawaiian/Other Pacific Islander (418:388)		Qualified		99%		181	100	
White (498:459)		Qualified		98%		173	100	
Multiracial (9:9)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (1494:1303)		Qualified		92%		124	100	
Limited English Proficient <sup>4</sup> (564:615)		Qualified		98%		140	100	
Economically Disadvantaged (5576:5159)		Qualified		98%		153	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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

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

#### AYP Status

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

## Secondary-Level English Language Arts

**Accountability Status for This Subject (2008–09)**  Improvement (Year 4)

**Accountability Measures** 6 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 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [219]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (2078:2207)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (7:6)	—						
Black or African American (975:1016)							
Hispanic or Latino (932:1012)							
Asian or Native Hawaiian/Other Pacific Islander (68:71)							
White (82:89)							
Multiracial (14:13)	—						
<b>Other Groups</b>							
Students with Disabilities (370:369)							
Limited English Proficient <sup>4</sup> (208:258)							
Economically Disadvantaged (1277:1395)							
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

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

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

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

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

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

#### AYP Status

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

## Secondary-Level Mathematics

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

**Accountability Measures** 7 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 <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (2078:2207)			99%		161	157	
<b>Ethnicity</b>							
American Indian or Alaska Native (7:6)	—	—	—	—	—	—	—
Black or African American (975:1016)			100%		162	156	
Hispanic or Latino (932:1012)			99%		160	156	
Asian or Native Hawaiian/Other Pacific Islander (68:71)			100%		182	148	
White (82:89)			99%		157	148	
Multiracial (14:13)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (224:369)			98%		100	153	115    110
Limited English Proficient <sup>4</sup> (208:258)			100%		151	152	151    156
Economically Disadvantaged (1277:1395)			99%		166	156	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

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

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

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

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

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

#### AYP Status

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

## Graduation Rate

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

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made 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 be in good standing in 2009-10. [221]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (2458)			55%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (15)		–	–	–		
Black or African American (1160)			60%	55%		
Hispanic or Latino (1075)			49%	55%	46%	50%
Asian or Native Hawaiian/Other Pacific Islander (83)			65%	55%		
White (105)			52%	55%	55%	53%
Multiracial (20)						
<b>Other Groups</b>						
Students with Disabilities (409)			23%	55%	18%	24%
Limited English Proficient <sup>3</sup> (334)			41%	55%	1%	42%
Economically Disadvantaged (1711)			54%	55%	50%	55%
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

## 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

33 schools identified 59% of total

ASPIRE PREPARATORY SCHOOL  
ASTOR COLLEGIATE ACADEMY  
BRONX ACADEMY OF HEALTH CAREERS  
BRONX AEROSPACE ACADEMY  
BRONX GREEN MIDDLE SCHOOL  
BRONX HEALTH SCIENCES HIGH SCHOOL  
BRONX HIGH SCHOOL FOR THE VISUAL ARTS  
BRONX HIGH SCHOOL FOR WRITING AND COMMUNICATION ARTS  
BRONX LAB SCHOOL  
COLLEGIATE INSTITUTE OF MATH AND SCIENCE  
CORNERSTONE ACADEMY FOR SOCIAL ACTION  
FORWARD SCHOOL  
GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH  
HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY  
HIGH SCHOOL OF CONTEMPORARY ARTS  
NEW WORLD HIGH SCHOOL  
PEACE AND DIVERSITY ACADEMY  
PELHAM PREP ACADEMY  
PS 105 SENATOR ABRAHAM BERNSTEIN  
PS 111 SETON FALLS SCHOOL  
PS 121 THE THROOP SCHOOL  
PS 16 WAKEFIELD SCHOOL  
PS 21 PHILIP H SHERIDAN SCHOOL  
PS 41 GUN HILL ROAD SCHOOL  
PS 68  
PS 76 BENNINGTON SCHOOL  
PS 83 DONALD HERTZ SCHOOL  
PS 87  
PS/IS 194  
SCHOOL OF DIPLOMACY  
SPORTS PROFESSIONS HIGH SCHOOL  
URBAN ASSEMBLY SCHOOL FOR WILDLIFE CONSERVATION  
YOUNG SCHOLARS ACADEMY OF THE BRONX

#### Improvement (Year 1)

4 schools identified 7% of total

GLOBAL ENTERPRISE HIGH SCHOOL  
PS 106 PARKCHESTER SCHOOL  
PS 78 ANNE HUTCHINSON SCHOOL  
PS 96 RICHARD RODGERS SCHOOL

#### Improvement (Year 2)

2 schools identified 4% of total

PS 103 HECTOR FONTANEZ SCHOOL  
PS 97

### New York State Status

#### Good Standing

7 schools identified 13% of total

IS 180 DR DANIEL HALE WILLIAMS  
IS 181 PABLO CASALS  
PS 108 PHILIP J ABINANTI SCHOOL  
PS 160 WALT DISNEY SCHOOL  
PS 175 CITY ISLAND SCHOOL  
PS 178 DR SELMAN WAXMAN SCHOOL  
PS 19 JUDITH K WEISS

(continued)

# 3 School Accountability Status

District NEW YORK CITY GEOGRAPHIC DISTRICT #11

District ID 32-11-00-01-0000

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

### Federal Title I Status

#### Improvement (Year 2) (continued)

1 school identified 2% of total

PS 89

#### Planning for Restructuring

#### Restructuring (Year 2)

2 schools identified 4% of total

CHRISTOPHER COLUMBUS HIGH SCHOOL  
JHS 144 MICHELANGELO

#### Restructuring (Year 3)

1 school identified 2% of total

JHS 142 JOHN PHILIP SOUSA

#### Restructuring (Year 4)

2 schools identified 4% of total

JHS 127 CASTLE HILL  
PS 112 BRONXWOOD SCHOOL

### New York State Status

#### Requiring Academic Progress (Year 3)

1 school identified 2% of total

PS 153 HELEN KELLER SCHOOL

#### Requiring Academic Progress (Year 5)

1 school identified 2% of total

HARRY S TRUMAN HIGH SCHOOL

#### Requiring Academic Progress (Year 6)

1 school identified 2% of total

EVANDER CHILDS HIGH SCHOOL

#### Requiring Academic Progress (Year 9)

1 school identified 2% of total

JHS 135 FRANK D WHALEN

District NEW YORK CITY GEOGRAPHIC DISTRICT #11

District ID 32-11-00-01-0000

## 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	58%			3094
Grade 4	57%			3149
Grade 5	66%			3144
Grade 6	48%			3007
Grade 7	53%			2964
Grade 8	35%			2986

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	86%			3130
Grade 4	79%			3204
Grade 5	78%			3185
Grade 6	64%			3018
Grade 7	59%			2992
Grade 8	48%			3032

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	76%			3192
Grade 8	44%			2920

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	62%			2670
Mathematics	62%			2670

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

#### Level 4: Meeting Learning Standards with Distinction.

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

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

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

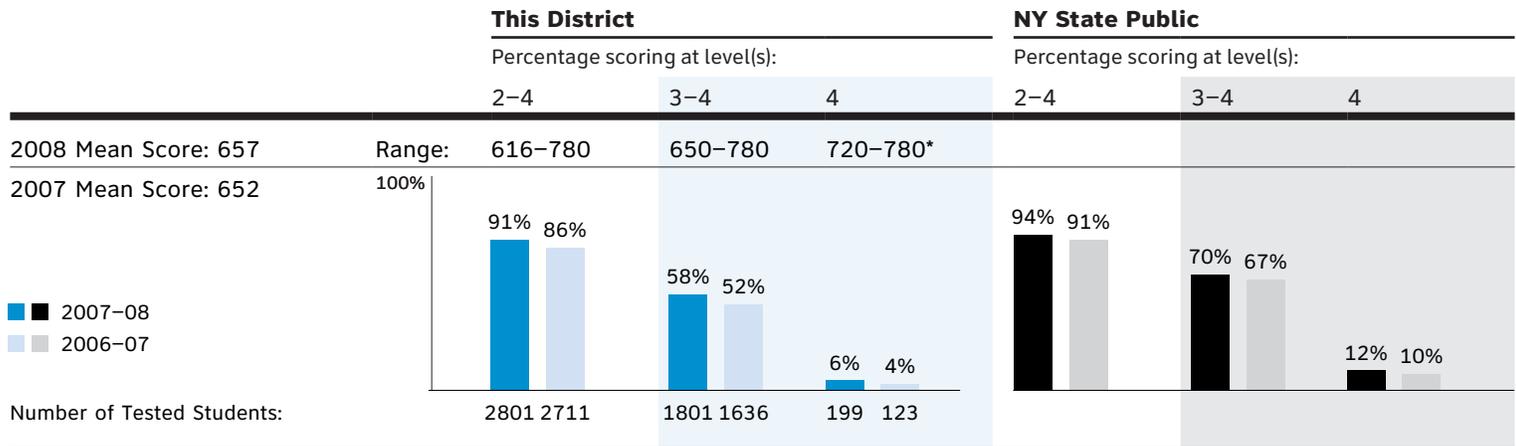
In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### NYC Public Schools

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

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3094</b>	<b>91%</b>	<b>58%</b>	<b>6%</b>	<b>3141</b>	<b>86%</b>	<b>52%</b>	<b>4%</b>
Female	1503	93%	63%	7%	1572	89%	56%	4%
Male	1591	88%	54%	6%	1569	84%	49%	4%
American Indian or Alaska Native	20	80%	45%	0%	19	74%	37%	5%
Black or African American	1476	91%	56%	5%	1535	86%	50%	3%
Hispanic or Latino	1150	88%	55%	7%	1116	84%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	176	97%	74%	13%	210	91%	73%	11%
White	256	96%	73%	12%	244	92%	72%	9%
Multiracial	16	100%	75%	6%	17	88%	41%	6%
<b>Small Group Totals</b>								
General-Education Students	2477	97%	67%	8%	2637	92%	58%	5%
Students with Disabilities	617	65%	22%	0%	504	59%	19%	0%
English Proficient	2805	92%	61%	7%	2827	88%	55%	4%
Limited English Proficient	289	78%	33%	4%	314	70%	25%	0%
Economically Disadvantaged	2683	90%	56%	6%	2697	85%	50%	3%
Not Disadvantaged	411	93%	73%	9%	444	92%	67%	10%
Migrant								
Not Migrant	3094	91%	58%	6%	3141	86%	52%	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.

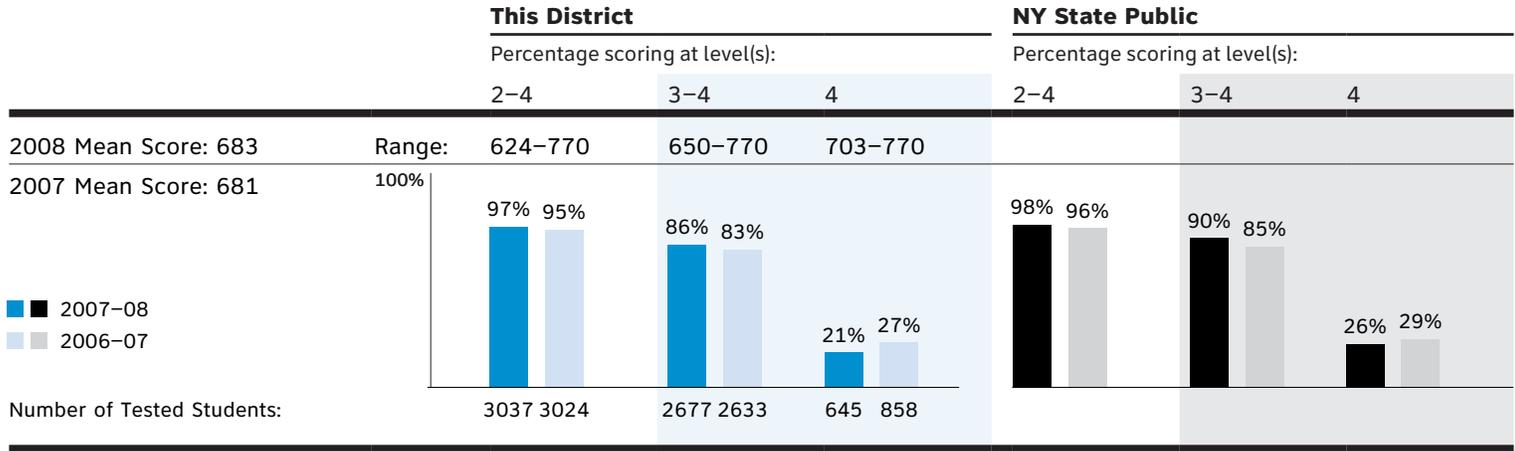
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	47	43	39	29	63	63	52	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	28	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 3 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3130</b>	<b>97%</b>	<b>86%</b>	<b>21%</b>	<b>3186</b>	<b>95%</b>	<b>83%</b>	<b>27%</b>
Female	1531	97%	86%	22%	1587	96%	83%	28%
Male	1599	97%	85%	20%	1599	94%	82%	26%
American Indian or Alaska Native	19	95%	74%	11%	20	95%	70%	20%
Black or African American	1479	97%	85%	17%	1551	94%	81%	23%
Hispanic or Latino	1173	96%	83%	19%	1133	94%	81%	24%
Asian or Native Hawaiian/Other Pacific Islander	183	98%	95%	48%	216	98%	93%	55%
White	260	99%	93%	30%	249	99%	95%	43%
Multiracial	16	100%	100%	13%	17	100%	82%	12%
<b>Small Group Totals</b>								
General-Education Students	2510	99%	92%	25%	2673	98%	88%	31%
Students with Disabilities	620	88%	59%	5%	513	80%	54%	7%
English Proficient	2801	97%	87%	22%	2839	95%	84%	29%
Limited English Proficient	329	95%	75%	12%	347	92%	71%	14%
Economically Disadvantaged	2715	97%	85%	20%	2742	95%	81%	25%
Not Disadvantaged	415	98%	90%	26%	444	97%	90%	38%
Migrant								
Not Migrant	3130	97%	86%	21%	3186	95%	83%	27%

#### 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	47	46	38	21	62	62	56	43

## 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: 653	612-775	650-775	716-775			
2007 Mean Score: 650						
Number of Tested Students:	2817	2720	113			

### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3149</b>	<b>89%</b>	<b>57%</b>	<b>4%</b>	<b>3093</b>	<b>88%</b>	<b>52%</b>	<b>3%</b>
Female	1539	92%	62%	5%	1489	90%	56%	4%
Male	1610	87%	53%	3%	1604	86%	49%	2%
American Indian or Alaska Native	17	82%	35%	0%	20	60%	25%	0%
Black or African American	1520	90%	57%	3%	1492	90%	52%	2%
Hispanic or Latino	1136	86%	52%	2%	1142	84%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	222	94%	75%	11%	178	93%	72%	8%
White	246	96%	72%	7%	253	91%	62%	8%
Multiracial	8	88%	63%	0%	8	100%	63%	13%
<b>Small Group Totals</b>								
General-Education Students	2491	96%	66%	4%	2559	94%	59%	4%
Students with Disabilities	658	65%	25%	0%	534	57%	19%	0%
English Proficient	2854	91%	60%	4%	2792	90%	56%	3%
Limited English Proficient	295	75%	28%	0%	301	65%	22%	0%
Economically Disadvantaged	2722	89%	55%	3%	2653	87%	50%	2%
Not Disadvantaged	427	92%	70%	7%	440	94%	68%	7%
Migrant								
Not Migrant	3149	89%	57%	4%	3093	88%	52%	3%

#### NOTES

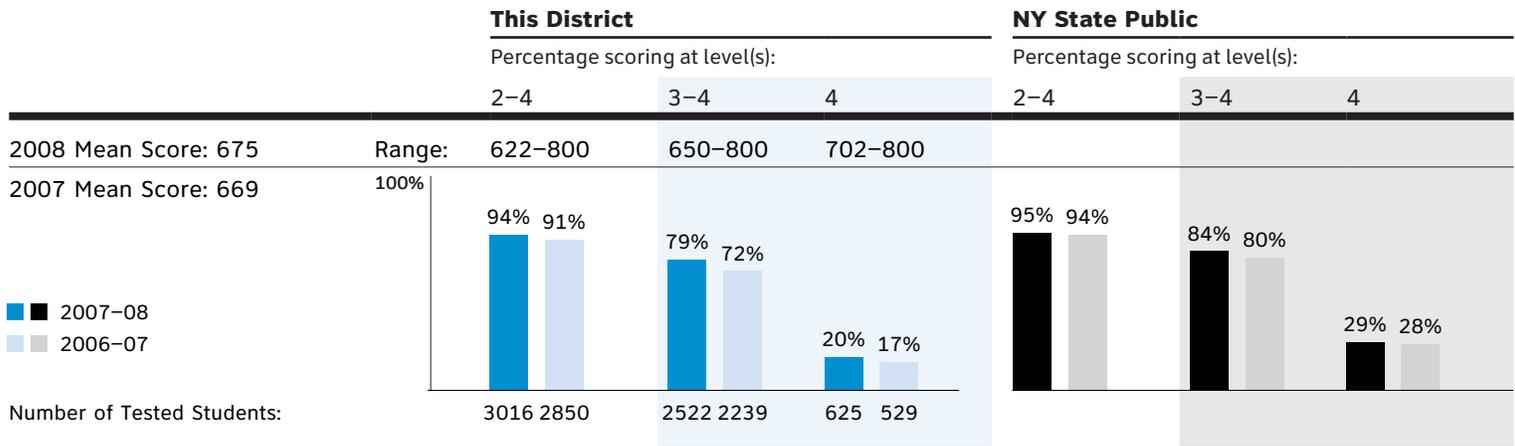
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### Other Assessments

	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	69	64	53	38	52	51	45	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	29	N/A	N/A	N/A	25	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3204</b>	<b>94%</b>	<b>79%</b>	<b>20%</b>	<b>3126</b>	<b>91%</b>	<b>72%</b>	<b>17%</b>
Female	1573	95%	80%	19%	1513	92%	72%	17%
Male	1631	93%	77%	20%	1613	91%	72%	17%
American Indian or Alaska Native	17	94%	65%	12%	20	85%	65%	0%
Black or African American	1534	94%	77%	16%	1499	91%	70%	14%
Hispanic or Latino	1165	93%	76%	16%	1155	90%	69%	13%
Asian or Native Hawaiian/Other Pacific Islander	229	97%	92%	49%	180	97%	88%	46%
White	251	98%	92%	32%	264	94%	82%	29%
Multiracial	8	100%	88%	13%	8	100%	88%	13%
<b>Small Group Totals</b>								
General-Education Students	2546	98%	86%	23%	2587	96%	79%	20%
Students with Disabilities	658	79%	51%	6%	539	66%	38%	3%
English Proficient	2862	95%	80%	21%	2796	92%	74%	18%
Limited English Proficient	342	89%	64%	7%	330	81%	48%	7%
Economically Disadvantaged	2777	94%	78%	19%	2681	91%	70%	15%
Not Disadvantaged	427	96%	84%	26%	445	95%	81%	27%
Migrant								
Not Migrant	3204	94%	79%	20%	3126	91%	72%	17%

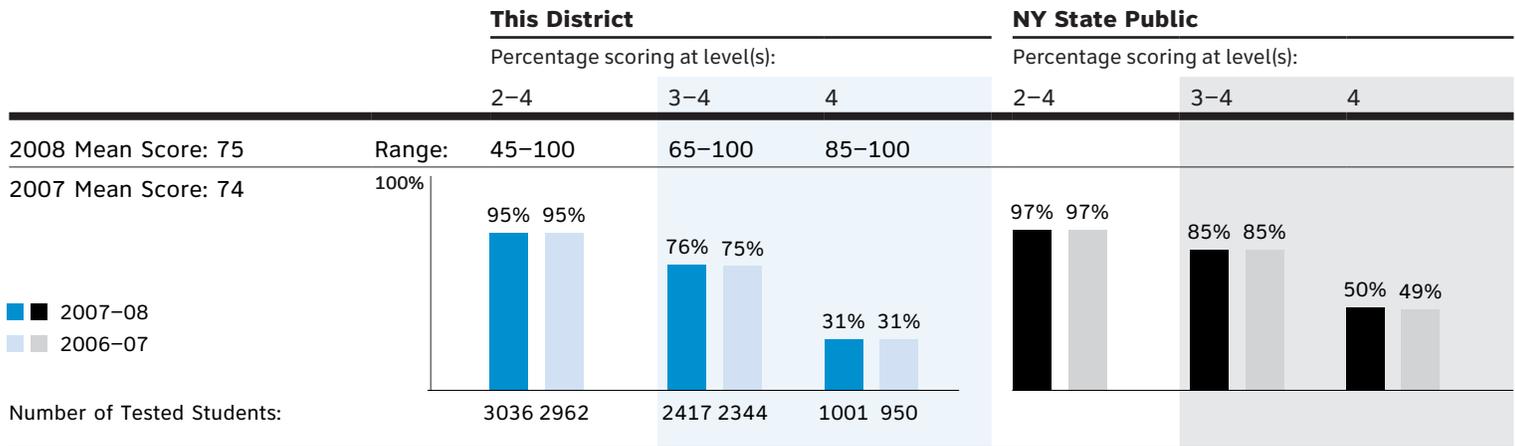
#### NOTES

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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	68	67	58	38	52	51	49	42

## This District's Results in Grade 4 Science



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3192</b>	<b>95%</b>	<b>76%</b>	<b>31%</b>	<b>3105</b>	<b>95%</b>	<b>75%</b>	<b>31%</b>
Female	1562	95%	75%	31%	1508	96%	75%	30%
Male	1630	95%	76%	32%	1597	95%	76%	31%
American Indian or Alaska Native	17	100%	76%	18%	20	100%	60%	15%
Black or African American	1523	95%	74%	30%	1493	96%	75%	29%
Hispanic or Latino	1165	95%	73%	27%	1145	94%	73%	26%
Asian or Native Hawaiian/Other Pacific Islander	230	98%	87%	53%	177	96%	85%	56%
White	249	97%	87%	41%	262	95%	80%	41%
Multiracial	8	100%	88%	50%	8	100%	88%	50%
<b>Small Group Totals</b>								
General-Education Students	2538	97%	81%	36%	2573	97%	81%	35%
Students with Disabilities	654	89%	55%	13%	532	87%	51%	10%
English Proficient	2852	96%	78%	34%	2780	97%	79%	33%
Limited English Proficient	340	89%	56%	12%	325	83%	47%	10%
Economically Disadvantaged	2757	95%	75%	30%	2654	95%	74%	28%
Not Disadvantaged	435	97%	83%	42%	451	98%	84%	45%
Migrant								
Not Migrant	3192	95%	76%	31%	3105	95%	75%	31%

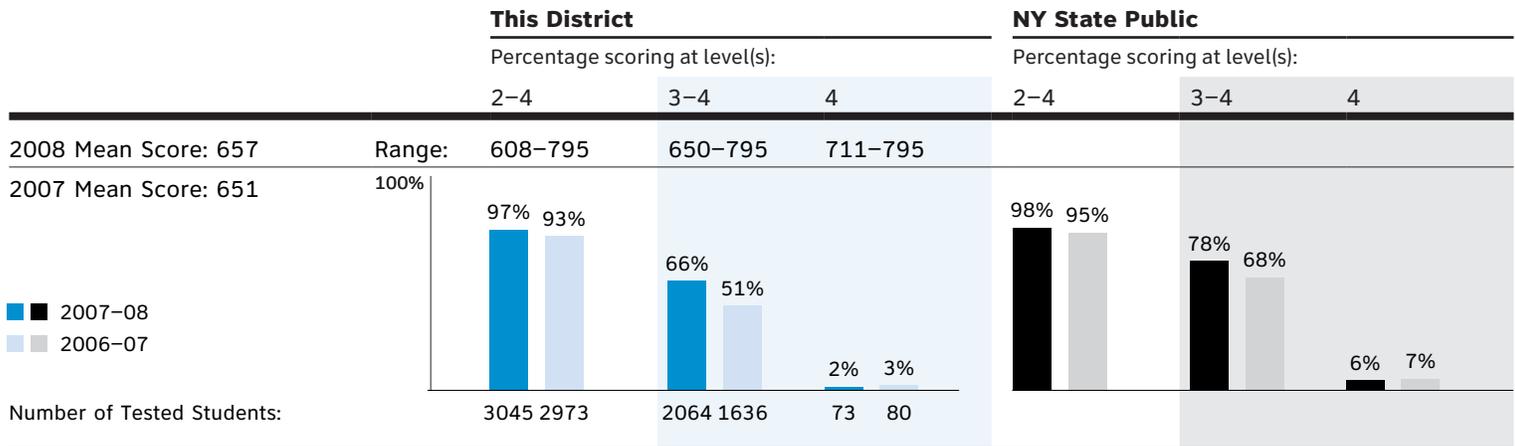
### NOTES

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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	69	66	63	48	51	51	49	41

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3144</b>	<b>97%</b>	<b>66%</b>	<b>2%</b>	<b>3200</b>	<b>93%</b>	<b>51%</b>	<b>3%</b>
Female	1500	98%	68%	2%	1516	94%	54%	3%
Male	1644	96%	63%	2%	1684	92%	49%	2%
American Indian or Alaska Native	18	-	-	-	25	84%	28%	0%
Black or African American	1506	98%	66%	2%	1597	94%	50%	2%
Hispanic or Latino	1180	96%	61%	1%	1091	90%	47%	2%
Asian or Native Hawaiian/Other Pacific Islander	182	97%	80%	8%	214	98%	64%	7%
White	257	96%	75%	5%	256	95%	67%	8%
Multiracial	1	-	-	-	17	100%	59%	6%
Small Group Totals	19	89%	53%	5%				
General-Education Students	2480	99%	74%	3%	2658	97%	58%	3%
Students with Disabilities	664	89%	34%	0%	542	73%	19%	0%
English Proficient	2897	98%	69%	2%	3020	94%	53%	3%
Limited English Proficient	247	88%	30%	0%	180	76%	21%	0%
Economically Disadvantaged	2729	96%	65%	2%	2708	92%	49%	2%
Not Disadvantaged	415	99%	73%	4%	492	97%	65%	5%
Migrant								
Not Migrant	3144	97%	66%	2%	3200	93%	51%	3%

#### NOTES

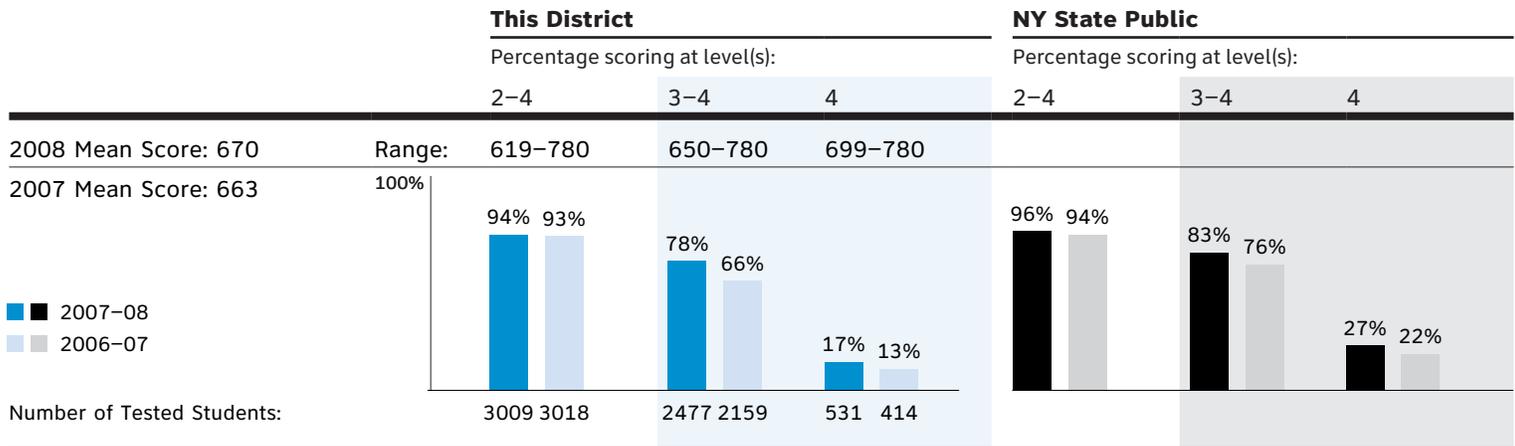
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### Other Assessments

	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 5 Equivalent	54	50	47	28	55	55	51	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	28	N/A	N/A	N/A	33	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3185</b>	<b>94%</b>	<b>78%</b>	<b>17%</b>	<b>3256</b>	<b>93%</b>	<b>66%</b>	<b>13%</b>
Female	1517	95%	80%	16%	1553	94%	67%	12%
Male	1668	94%	76%	17%	1703	91%	65%	13%
American Indian or Alaska Native	19	-	-	-	25	80%	28%	4%
Black or African American	1510	95%	77%	14%	1605	93%	65%	10%
Hispanic or Latino	1201	93%	76%	12%	1126	91%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	189	98%	88%	46%	222	97%	85%	34%
White	265	96%	84%	35%	261	97%	79%	23%
Multiracial	1	-	-	-	17	100%	82%	29%
Small Group Totals	20	95%	85%	20%				
General-Education Students	2522	98%	85%	20%	2694	97%	74%	15%
Students with Disabilities	663	82%	51%	4%	562	73%	30%	2%
English Proficient	2900	95%	80%	18%	3035	94%	68%	13%
Limited English Proficient	285	85%	60%	8%	221	80%	46%	5%
Economically Disadvantaged	2765	94%	77%	16%	2755	92%	65%	12%
Not Disadvantaged	420	95%	80%	23%	501	96%	76%	18%
Migrant								
Not Migrant	3185	94%	78%	17%	3256	93%	66%	13%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	56	53	50	28	55	55	53	42

## 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: 649	598-785	650-785	705-785			
2007 Mean Score: 647						
Number of Tested Students:	2916	2719	1429	1246	32	87

### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3007</b>	<b>97%</b>	<b>48%</b>	<b>1%</b>	<b>2844</b>	<b>96%</b>	<b>44%</b>	<b>3%</b>
Female	1429	98%	54%	1%	1366	97%	49%	4%
Male	1578	96%	42%	1%	1478	94%	39%	2%
American Indian or Alaska Native	18	94%	22%	0%	26	88%	38%	0%
Black or African American	1455	98%	45%	1%	1377	96%	41%	2%
Hispanic or Latino	1096	96%	44%	0%	1026	94%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	204	98%	69%	4%	191	97%	60%	3%
White	227	99%	59%	4%	219	99%	64%	11%
Multiracial	7	100%	71%	0%	5	100%	20%	0%
<b>Small Group Totals</b>								
General-Education Students	2358	99%	57%	1%	2354	99%	51%	4%
Students with Disabilities	649	89%	13%	0%	490	81%	11%	0%
English Proficient	2828	97%	50%	1%	2686	96%	46%	3%
Limited English Proficient	179	90%	15%	0%	158	86%	10%	0%
Economically Disadvantaged	2688	97%	46%	1%	2490	95%	42%	2%
Not Disadvantaged	319	98%	58%	2%	354	97%	60%	9%
Migrant								
Not Migrant	3007	97%	48%	1%	2844	96%	44%	3%

#### NOTES

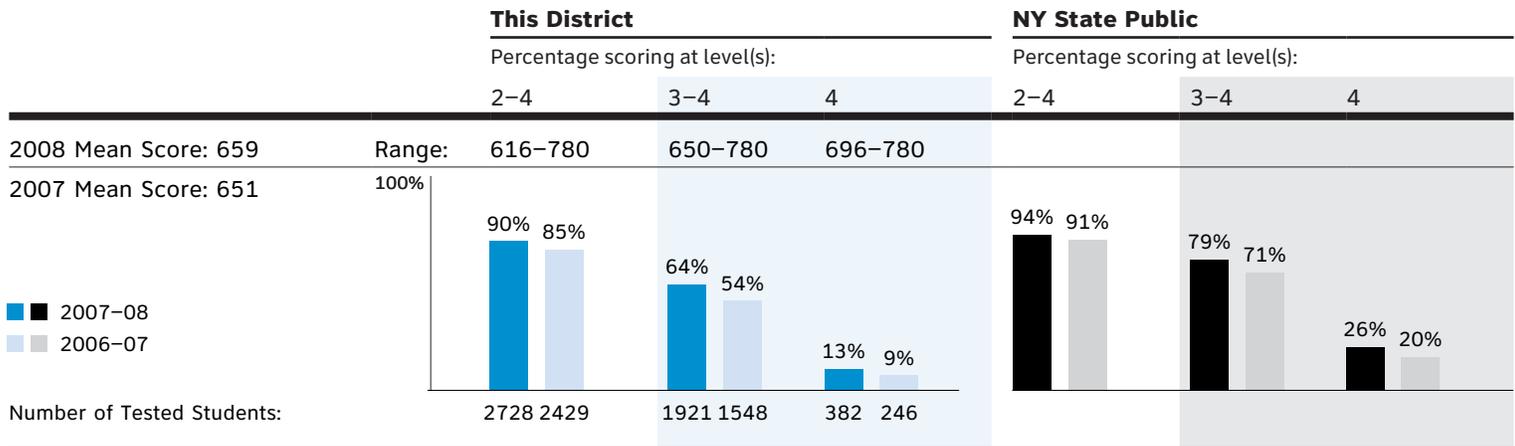
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### Other Assessments

	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 6 Equivalent	52	48	38	20	66	65	60	45
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	13	N/A	N/A	N/A	29	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3018</b>	<b>90%</b>	<b>64%</b>	<b>13%</b>	<b>2874</b>	<b>85%</b>	<b>54%</b>	<b>9%</b>
Female	1437	92%	67%	13%	1375	87%	57%	9%
Male	1581	89%	60%	12%	1499	82%	51%	8%
American Indian or Alaska Native	16	81%	31%	0%	28	57%	39%	7%
Black or African American	1457	90%	60%	8%	1377	84%	49%	5%
Hispanic or Latino	1097	89%	61%	11%	1046	82%	52%	7%
Asian or Native Hawaiian/Other Pacific Islander	211	96%	87%	40%	191	93%	79%	24%
White	230	95%	82%	27%	227	93%	74%	23%
Multiracial	7	86%	71%	14%	5	100%	40%	0%
<b>Small Group Totals</b>								
General-Education Students	2384	96%	72%	15%	2386	92%	62%	10%
Students with Disabilities	634	69%	31%	2%	488	50%	16%	1%
English Proficient	2822	91%	65%	13%	2683	86%	56%	9%
Limited English Proficient	196	80%	51%	5%	191	68%	30%	5%
Economically Disadvantaged	2699	90%	63%	12%	2516	83%	52%	8%
Not Disadvantaged	319	92%	71%	18%	358	92%	68%	15%
Migrant								
Not Migrant	3018	90%	64%	13%	2874	85%	54%	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	53	53	48	30	66	64	59	47

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 650	600-790	650-790	712-790			
2007 Mean Score: 640						
Number of Tested Students:	2874	2667	1562	1132	16	57

### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2964</b>	<b>97%</b>	<b>53%</b>	<b>1%</b>	<b>2944</b>	<b>91%</b>	<b>38%</b>	<b>2%</b>
Female	1413	98%	61%	1%	1403	95%	46%	3%
Male	1551	96%	45%	1%	1541	87%	32%	1%
American Indian or Alaska Native	29	-	-	-	29	-	-	-
Black or African American	1432	97%	51%	0%	1471	91%	39%	2%
Hispanic or Latino	1082	96%	49%	1%	1031	88%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	194	98%	66%	2%	185	90%	56%	5%
White	226	98%	70%	1%	227	96%	55%	4%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	30	93%	47%	0%	30	87%	23%	3%
General-Education Students	2369	99%	61%	1%	2434	95%	44%	2%
Students with Disabilities	595	89%	19%	0%	510	70%	10%	0%
English Proficient	2776	97%	55%	1%	2769	92%	40%	2%
Limited English Proficient	188	90%	19%	0%	175	63%	6%	0%
Economically Disadvantaged	2618	97%	51%	0%	2504	90%	36%	1%
Not Disadvantaged	346	97%	65%	2%	440	95%	54%	5%
Migrant								
Not Migrant	2964	97%	53%	1%	2944	91%	38%	2%

#### NOTES

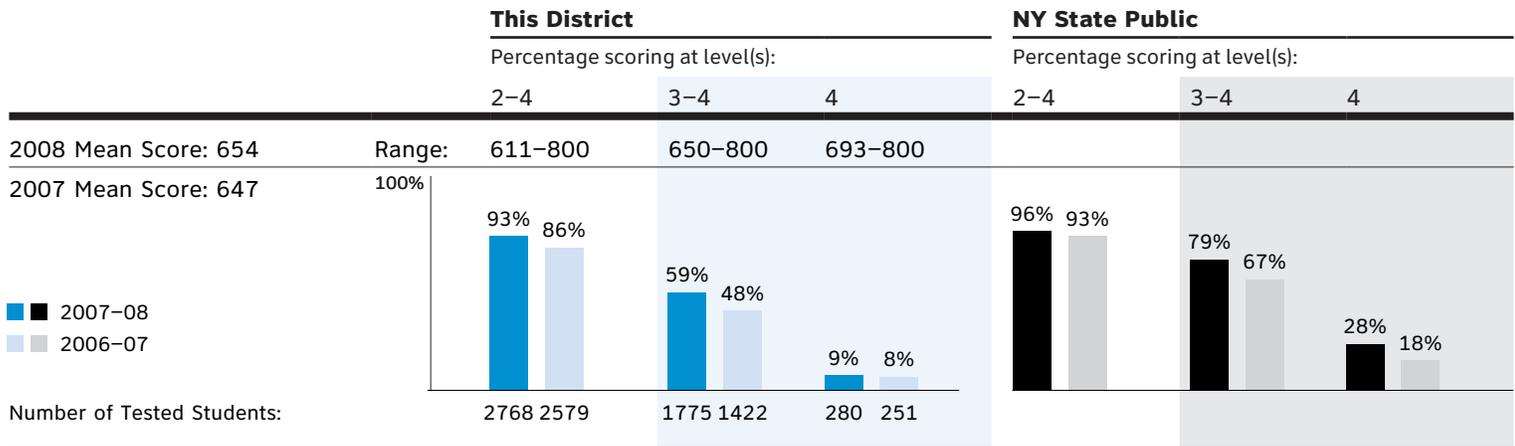
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### Other Assessments

	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	69	68	64	51	55	55	51	43
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	15	N/A	N/A	N/A	30	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2992</b>	<b>93%</b>	<b>59%</b>	<b>9%</b>	<b>2991</b>	<b>86%</b>	<b>48%</b>	<b>8%</b>
Female	1422	95%	64%	10%	1432	89%	50%	9%
Male	1570	91%	55%	8%	1559	83%	45%	7%
American Indian or Alaska Native	29	-	-	-	29	-	-	-
Black or African American	1449	92%	55%	6%	1486	86%	43%	6%
Hispanic or Latino	1093	91%	58%	7%	1052	84%	43%	6%
Asian or Native Hawaiian/Other Pacific Islander	195	97%	78%	25%	190	92%	74%	28%
White	225	96%	80%	26%	233	94%	77%	22%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	30	90%	60%	13%	30	83%	50%	3%
General-Education Students	2405	97%	68%	12%	2467	92%	54%	10%
Students with Disabilities	587	72%	25%	1%	524	58%	18%	2%
English Proficient	2791	93%	61%	10%	2779	88%	49%	9%
Limited English Proficient	201	84%	40%	4%	212	67%	27%	1%
Economically Disadvantaged	2645	93%	58%	8%	2551	85%	45%	7%
Not Disadvantaged	347	92%	66%	17%	440	91%	65%	16%
Migrant								
Not Migrant	2992	93%	59%	9%	2991	86%	48%	8%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	69	63	59	35	55	55	51	39

## 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: 641	602-790	650-790	715-790			
2007 Mean Score: 636						
	92%	89%		95%	94%	
		35%	32%		56%	57%
			1%			6%
			1%			6%
Number of Tested Students:	2743	2706	1041	974	31	24

### Results by Student Group

	2007-08 School Year			2006-07 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2986</b>	<b>92%</b>	<b>35%</b>	<b>1%</b>	<b>3038</b>	<b>89%</b>	<b>32%</b>	<b>1%</b>
Female	1431	96%	42%	2%	1410	93%	39%	1%
Male	1555	88%	28%	0%	1628	86%	26%	1%
American Indian or Alaska Native	24	-	-	-	29	-	-	-
Black or African American	1509	92%	33%	0%	1500	88%	30%	1%
Hispanic or Latino	1041	90%	30%	0%	1126	89%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	177	96%	61%	6%	178	91%	50%	3%
White	234	98%	53%	4%	204	96%	51%	1%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	25	88%	44%	0%	30	80%	23%	0%
General-Education Students	2367	97%	42%	1%	2522	94%	37%	1%
Students with Disabilities	619	73%	9%	0%	516	63%	6%	0%
English Proficient	2807	93%	37%	1%	2875	90%	34%	1%
Limited English Proficient	179	68%	5%	0%	163	66%	5%	0%
Economically Disadvantaged	2620	92%	33%	1%	2480	88%	29%	1%
Not Disadvantaged	366	93%	49%	3%	558	93%	44%	2%
Migrant								
Not Migrant	2986	92%	35%	1%	3038	89%	32%	1%

#### NOTES

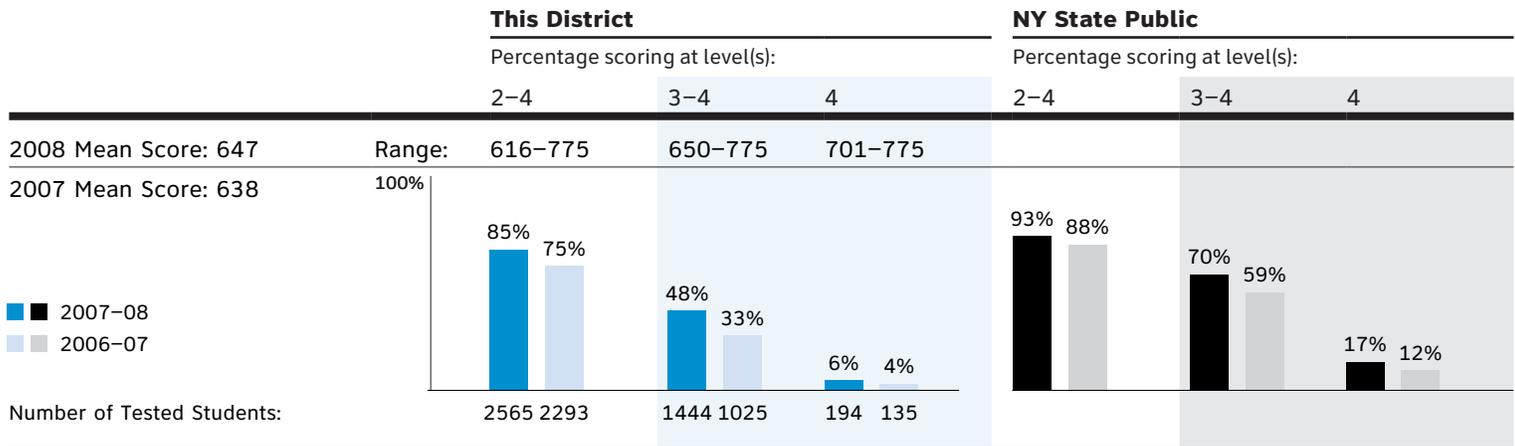
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### Other Assessments

	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	57	57	54	46	63	63	61	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	21	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 8 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3032</b>	<b>85%</b>	<b>48%</b>	<b>6%</b>	<b>3061</b>	<b>75%</b>	<b>33%</b>	<b>4%</b>
Female	1451	88%	49%	7%	1428	76%	36%	4%
Male	1581	82%	46%	6%	1633	74%	32%	4%
American Indian or Alaska Native	26	-	-	-	28	-	-	-
Black or African American	1521	83%	42%	4%	1505	71%	28%	3%
Hispanic or Latino	1064	83%	44%	4%	1134	75%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	181	97%	84%	31%	185	92%	66%	25%
White	239	95%	76%	14%	208	90%	63%	14%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	27	85%	48%	4%	29	66%	7%	0%
General-Education Students	2407	91%	55%	8%	2548	82%	39%	5%
Students with Disabilities	625	59%	20%	1%	513	40%	8%	0%
English Proficient	2824	86%	48%	7%	2868	75%	34%	5%
Limited English Proficient	208	71%	40%	1%	193	67%	22%	1%
Economically Disadvantaged	2661	85%	47%	6%	2483	74%	32%	3%
Not Disadvantaged	371	83%	52%	11%	578	80%	41%	9%
Migrant								
Not Migrant	3032	85%	48%	6%	3061	75%	33%	4%

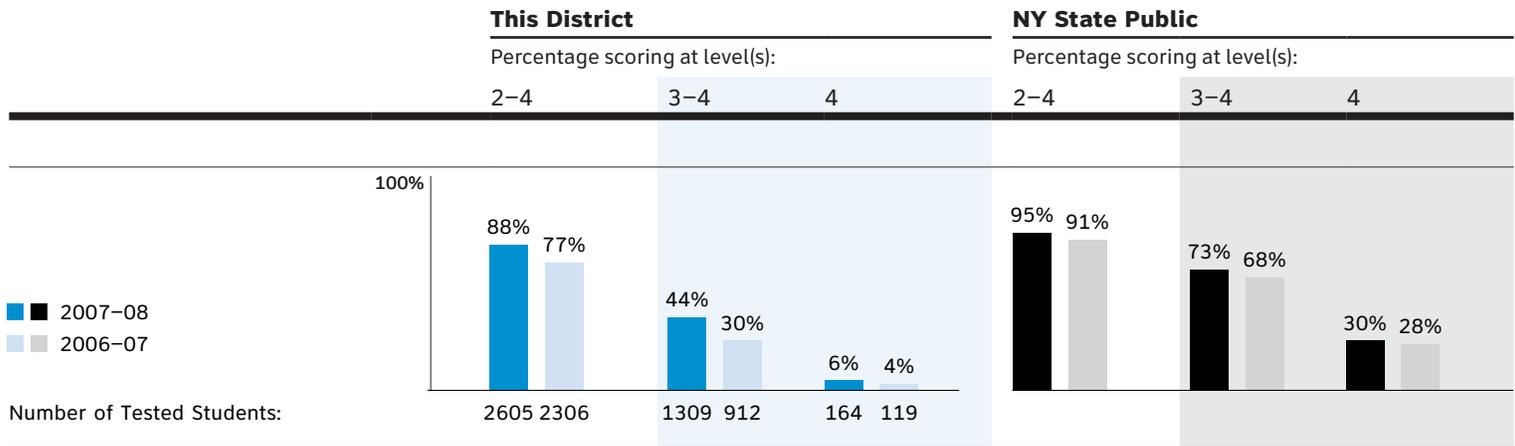
#### NOTES

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.

### 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	56	51	51	30	63	63	60	32

## This District's Results in Grade 8 Science



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2920</b>	<b>88%</b>	<b>44%</b>	<b>5%</b>	<b>2992</b>	<b>77%</b>	<b>30%</b>	<b>4%</b>
Female	1401	90%	43%	4%	1393	79%	28%	4%
Male	1519	87%	45%	6%	1599	76%	32%	4%
American Indian or Alaska Native	26	-	-	-	28	-	-	-
Black or African American	1465	88%	42%	4%	1459	75%	28%	3%
Hispanic or Latino	1033	86%	39%	4%	1107	77%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	168	97%	73%	18%	188	83%	52%	13%
White	227	95%	60%	7%	209	87%	50%	12%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	27	89%	33%	11%	29	76%	21%	0%
General-Education Students	2327	93%	50%	6%	2506	82%	35%	5%
Students with Disabilities	593	70%	18%	1%	486	52%	8%	0%
English Proficient	2713	89%	45%	6%	2796	79%	32%	4%
Limited English Proficient	207	72%	25%	0%	196	53%	9%	0%
Economically Disadvantaged	2559	88%	42%	4%	2414	76%	28%	3%
Not Disadvantaged	361	87%	56%	12%	578	82%	40%	8%
Migrant								
Not Migrant	2920	88%	44%	5%	2992	77%	30%	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.

### 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	56	52	49	43	63	63	58	40
Regents Science	32	31	31	12	0			

## 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

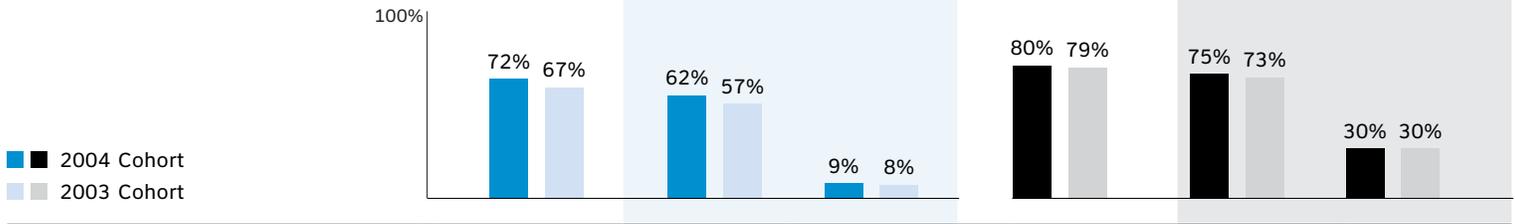
### NY State Public

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
<b>All Students</b>	<b>2670</b>	<b>72%</b>	<b>62%</b>	<b>9%</b>	<b>2599</b>	<b>67%</b>	<b>57%</b>	<b>8%</b>
Female	1295	79%	71%	13%	1183	73%	63%	9%
Male	1375	65%	54%	6%	1416	62%	52%	7%
American Indian or Alaska Native	6	100%	100%	0%	16	50%	50%	0%
Black or African American	1205	76%	67%	10%	1254	71%	61%	8%
Hispanic or Latino	1254	68%	57%	8%	1105	62%	52%	8%
Asian or Native Hawaiian/Other Pacific Islander	79	82%	70%	15%	88	76%	68%	15%
White	112	68%	54%	10%	115	64%	48%	10%
Multiracial	14	71%	71%	0%	21	76%	71%	19%
<b>Small Group Totals</b>								
General-Education Students	2213	80%	70%	11%	2175	75%	65%	9%
Students with Disabilities	457	32%	23%	1%	424	25%	17%	1%
English Proficient	2421	73%	64%	10%	2452	68%	59%	9%
Limited English Proficient	249	60%	43%	2%	147	52%	28%	0%
Economically Disadvantaged	1697	73%	63%	11%	1786	66%	55%	8%
Not Disadvantaged	973	70%	61%	7%	813	69%	62%	8%
Migrant								
Not Migrant	2670	72%	62%	9%				

### 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

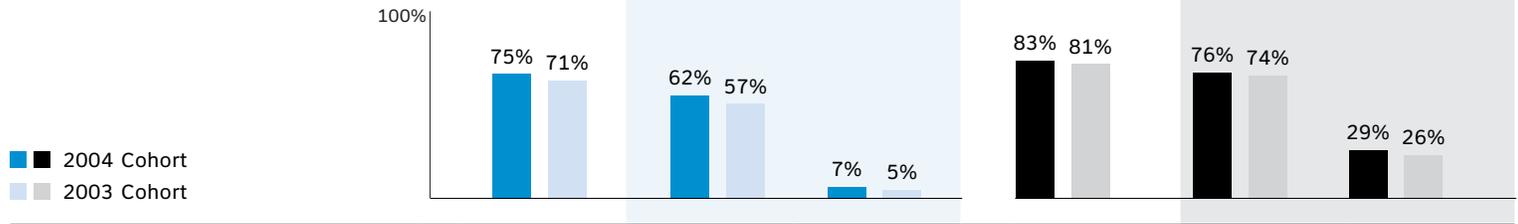
### NY State Public

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
<b>All Students</b>	<b>2670</b>	<b>75%</b>	<b>62%</b>	<b>7%</b>	<b>2599</b>	<b>71%</b>	<b>57%</b>	<b>5%</b>
Female	1295	82%	69%	7%	1183	76%	60%	5%
Male	1375	69%	55%	6%	1416	66%	54%	6%
American Indian or Alaska Native	6	100%	67%	17%	16	50%	44%	0%
Black or African American	1205	78%	63%	7%	1254	74%	59%	4%
Hispanic or Latino	1254	72%	59%	5%	1105	67%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	79	89%	81%	24%	88	78%	74%	15%
White	112	73%	67%	12%	115	67%	54%	8%
Multiracial	14	86%	79%	21%	21	86%	81%	14%
<b>Small Group Totals</b>								
General-Education Students	2213	83%	70%	8%	2175	79%	66%	6%
Students with Disabilities	457	37%	23%	0%	424	29%	12%	1%
English Proficient	2421	76%	63%	7%	2452	70%	57%	6%
Limited English Proficient	249	69%	56%	5%	147	76%	51%	1%
Economically Disadvantaged	1697	76%	64%	8%	1786	70%	56%	6%
Not Disadvantaged	973	73%	59%	6%	813	73%	58%	4%
Migrant								
Not Migrant	2670	75%	62%	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.

\*\* 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.