



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #12**

District ID **32-12-00-01-0000**

Superintendent **MYRNA RODRIGUEZ**

Telephone **(718) 328-2310**

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	673	735	746
Kindergarten	1544	1517	1548
Grade 1	1694	1862	1777
Grade 2	1709	1694	1760
Grade 3	1754	1759	1665
Grade 4	1597	1679	1638
Grade 5	1611	1637	1609
Grade 6	1803	1477	1509
Ungraded Elementary	1302	1409	1476
Grade 7	1698	1775	1591
Grade 8	1544	1706	1687
Grade 9	1374	1561	1583
Grade 10	931	1314	1226
Grade 11	477	684	1006
Grade 12	437	417	541
Ungraded Secondary	838	892	1012
Total K-12	20313	21383	21628

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	22	22
Grade 8			
English	26	24	27
Mathematics	25	23	27
Science	26	24	26
Social Studies	27	22	27
Grade 10			
English	26	24	23
Mathematics	26	26	25
Science	28	26	27
Social Studies	25	24	26

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

District ID 32-12-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	16476	81%	16957	79%	17465	81%
Reduced-Price Lunch	1039	5%	1117	5%	936	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3674	18%	3714	17%	3792	18%
Racial/Ethnic Origin						
American Indian or Alaska Native	94	0%	108	1%	117	1%
Black or African American	6157	30%	6669	31%	6682	31%
Hispanic or Latino	13557	67%	14088	66%	14313	66%
Asian or Native Hawaiian/Other Pacific Islander	359	2%	353	2%	343	2%
White	146	1%	165	1%	173	1%
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	509	2%	1060	5%	1009	5%

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 #12

District ID 32-12-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	1710	1744	1711
Percent with No Valid Teaching Certificate	7%	8%	4%
Percent Teaching Out of Certification	18%	15%	13%
Percent with Fewer Than Three Years of Experience	24%	25%	23%
Percentage with Master's Degree Plus 30 Hours or Doctorate	24%	27%	26%
Total Number of Core Classes	5795	3177	3148
Percent Not Taught by Highly Qualified Teachers	15%	17%	15%
Total Number of Classes	4250	4010	3856
Percent Taught by Teachers Without Appropriate Certification	21%	19%	16%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	28%	
Turnover Rate of All Teachers	22%	24%	

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

▲ Improvement (Year 5)

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

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

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

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

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (11508:10771)							
Ethnicity							
American Indian or Alaska Native (66:65)							
Black or African American (3550:3345)							
Hispanic or Latino (7600:7083)							
Asian or Native Hawaiian/Other Pacific Islander (192:186)							
White (86:79)							
Multiracial (14:13)	—						
Other Groups							
Students with Disabilities ⁴ (2951:2709)							
Limited English Proficient ⁵ (2050:2199)							
Economically Disadvantaged (10777:10117)							
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 (11536:10730)			98%		153	101	
Ethnicity							
American Indian or Alaska Native (67:63)			99%		144	90	
Black or African American (3547:3288)			98%		150	100	
Hispanic or Latino (7636:7111)			98%		154	101	
Asian or Native Hawaiian/Other Pacific Islander (185:182)			99%		165	94	
White (89:75)			96%		161	91	
Multiracial (12:11)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2952:2655)			96%		111	100	
Limited English Proficient ⁵ (2069:2289)			98%		143	100	
Economically Disadvantaged (10795:10083)			99%		154	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 (3984:3556)		Qualified		95%		139	100	
Ethnicity								
American Indian or Alaska Native (24:22)	–	–	–	–	–	–	–	–
Black or African American (1231:1094)		Qualified		96%		135	100	
Hispanic or Latino (2635:2352)		Qualified		95%		140	100	
Asian or Native Hawaiian/Other Pacific Islander (56:55)		Qualified		100%		156	100	
White (31:27)	–	–	–	–	–	–	–	–
Multiracial (7:6)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (1008:831)		Qualified		90%		109	100	
Limited English Proficient ⁴ (722:751)		Qualified		95%		123	100	
Economically Disadvantaged (3694:3327)		Qualified		96%		139	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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

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

AYP Status

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

Secondary-Level English Language Arts

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

Accountability Measures 1 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (877:784)							
Ethnicity							
American Indian or Alaska Native (3:4)	—						
Black or African American (333:281)							
Hispanic or Latino (511:479)							
Asian or Native Hawaiian/Other Pacific Islander (22:13)	—						
White (7:6)	—						
Multiracial (1:1)	—						
Other Groups							
Students with Disabilities (91:139)							
Limited English Proficient ⁴ (117:129)	 ^{SH}						
Economically Disadvantaged (741:681)							
Final AYP Determination	 1 of 6						

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 1 of 6 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 (877:784)			99%		146	155	150	151
Ethnicity								
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—	—
Black or African American (333:281)			99%		141	153	151	147
Hispanic or Latino (511:479)			99%		147	154	148	152
Asian or Native Hawaiian/Other Pacific Islander (22:13)	—	—	—	—	—	—	—	—
White (7:6)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (91:139)			98%		92	150	102 [‡]	103
Limited English Proficient ⁴ (117:129)			99%		153	150		
Economically Disadvantaged (741:681)			99%		147	155	151	152
Final AYP Determination	 1 of 6							

NOTES

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

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

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

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

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

AYP Status

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

Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2007–08	2008–09
All Students (828)			50%	55%	34%	51%
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (273)			54%	55%	34%	55%
Hispanic or Latino (527)			47%	55%	35%	48%
Asian or Native Hawaiian/Other Pacific Islander (13)		–	–	–		
White (10)		–	–	–		
Multiracial (2)		–	–	–		
Other Groups		–	–	–		
Students with Disabilities (171)			18%	55%	20%	19%
Limited English Proficient ³ (180)			49%	55%	9%	50%
Economically Disadvantaged (739)			53%	55%	38%	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 #12**

District ID **32-12-00-01-0000**

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

New York State Status

Good Standing

26 schools identified 57% of total

ACADEMY FOR SCHOLARSHIP AND ENTRENEURSHIP
ACCION ACADEMY
BRONX HIGH SCHOOL FOR PERFORMANCE AND STAGECRAFT
BRONX LATIN SCHOOL
BRONX LITTLE SCHOOL
BRONX STUDIO SCHOOL
EAST BRONX ACADEMY FOR THE FUTURE
FANNIE LOU HAMER FREEDOM SCHOOL
FREDERICK DOUGLAS ACADEMY V MIDDLE SCHOOL
HIGH SCHOOL OF WORLD CULTURES
IS 190
KNOWLEDGE AND POWER PREPARATORY ACADEMY III
METROPOLITAN HIGH SCHOOL
MONROE ACADEMY FOR BUSINESS & LAW
MONROE ACADEMY FOR VISUAL ARTS & DESIGN
MOTT HALL V
NEW DAY ACADEMY
PS 134 GEORGE F BRISTOW SCHOOL
PS 196
PS 197
PS 214
PS 47 JOHN RANDOLPH SCHOOL
PS 61 FRANCISCO OLLER SCHOOL
PS 67 MOHEGAN SCHOOL
PS 92 BRONX SCHOOL
WINGS ACADEMY

Improvement (Year 1)

5 schools identified 11% of total

BRONX COALITION COMMUNITY HIGH SCHOOL
FANNIE LOU HAMER MIDDLE SCHOOL
PS 212
PS 44 DAVID C FARRAGUT SCHOOL
SCHOOL OF SCIENCE AND APPLIED LEARNING

Corrective Action

2 schools identified 4% of total

BRONX REGIONAL HIGH SCHOOL
PS 50 CLARA BARTON SCHOOL

Planning for Restructuring

4 schools identified 9% of total

BUSINESS SCHOOL FOR ENTREPRENURIAL STUDIES
IS 318 MATH, SCIENCE & TECH THROUGH ARTS SCHOOL
PS 195

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

▲ Planning for Restructuring (continued)

SCHOOL OF PERFORMING ARTS

▲ Restructuring (Year 1)

1 school identified 2% of total

PS 129 TWINS PARKS UPPER SCHOOL

▲ Restructuring (Year 2)

2 schools identified 4% of total

PS 150 CHARLES JAMES FOX SCHOOL

PS 66 SCHOOL OF HIGHER EXPECTATIONS

▲ Restructuring (Year 3)

1 school identified 2% of total

PS 211

▲ Restructuring (Year 4)

4 schools identified 9% of total

JHS 98 HERMAN RIDDER SCHOOL

PS 102 JOSEPH O LORETAN SCHOOL

PS 198

PS 6 WEST FARMS SCHOOL

New York State Status

■ Requiring Academic Progress (Year 6)

1 school identified 2% of total

PS 57 CRESCENT SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

District ID 32-12-00-01-0000

Summary of 2007–08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	45%			1837
Grade 4	44%			1898
Grade 5	52%			1848
Grade 6	33%			1719
Grade 7	46%			1819
Grade 8	26%			1857
Mathematics				
Grade 3	79%			1882
Grade 4	70%			1954
Grade 5	65%			1892
Grade 6	53%			1729
Grade 7	56%			1844
Grade 8	47%			1883
Science				
Grade 4	59%			1937
Grade 8	37%			1797

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	54%			944
Mathematics	52%			944

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: 646	616-780	650-780	720-780*			
2007 Mean Score: 639						
Number of Tested Students:	1553	1489	833	771	53	32

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	1837	85%	45%	3%	1918	78%	40%	2%
Female	874	88%	49%	3%	967	82%	44%	2%
Male	963	81%	42%	2%	951	73%	36%	1%
American Indian or Alaska Native	12	-	-	-	9	-	-	-
Black or African American	557	86%	48%	2%	591	81%	42%	2%
Hispanic or Latino	1227	83%	43%	3%	1266	75%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	26	92%	62%	4%	35	94%	46%	0%
White	13	92%	62%	0%	14	100%	43%	0%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	14	100%	57%	0%	12	92%	50%	0%
General-Education Students	1398	92%	54%	4%	1558	86%	47%	2%
Students with Disabilities	439	60%	18%	0%	360	43%	12%	0%
English Proficient	1472	88%	51%	3%	1533	82%	46%	2%
Limited English Proficient	365	72%	21%	1%	385	62%	18%	0%
Economically Disadvantaged	1745	84%	45%	3%	1865	77%	40%	2%
Not Disadvantaged	92	88%	57%	5%	53	87%	47%	2%
Migrant								
Not Migrant	1837	85%	45%	3%	1918	78%	40%	2%

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.

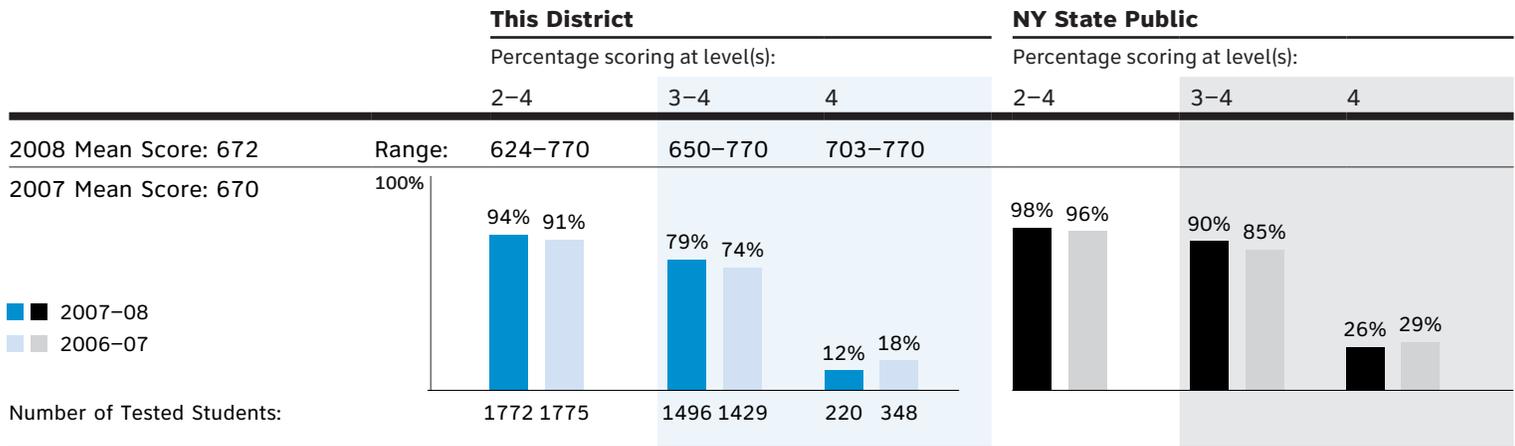
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	30	26	24	17	22	22	18	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	10	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 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	1882	94%	79%	12%	1944	91%	74%	18%
Female	899	96%	82%	13%	966	93%	73%	18%
Male	983	93%	78%	11%	978	90%	74%	18%
American Indian or Alaska Native	12	-	-	-	10	-	-	-
Black or African American	565	91%	77%	10%	595	89%	72%	17%
Hispanic or Latino	1266	95%	80%	12%	1287	92%	74%	18%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	96%	17%	35	100%	91%	26%
White	13	100%	85%	8%	14	100%	86%	43%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	14	100%	86%	7%	13	85%	85%	15%
General-Education Students	1443	98%	87%	14%	1582	96%	81%	21%
Students with Disabilities	439	82%	54%	3%	362	71%	40%	5%
English Proficient	1481	95%	82%	13%	1531	93%	76%	21%
Limited English Proficient	401	93%	71%	7%	413	86%	64%	8%
Economically Disadvantaged	1787	94%	79%	11%	1889	91%	74%	18%
Not Disadvantaged	95	92%	80%	17%	55	87%	73%	20%
Migrant								
Not Migrant	1882	94%	79%	12%	1944	91%	74%	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 3 Equivalent	31	31	29	18	23	23	16	13

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: 638	612-775	650-775	716-775			
2007 Mean Score: 639						
Number of Tested Students:	1545 1511	838 742	21 17			

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	1898	81%	44%	1%	1864	81%	40%	1%
Female	932	86%	50%	2%	906	84%	43%	1%
Male	966	77%	39%	1%	958	78%	37%	1%
American Indian or Alaska Native	11	-	-	-	8	-	-	-
Black or African American	593	82%	45%	1%	625	82%	41%	1%
Hispanic or Latino	1245	81%	44%	1%	1171	80%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	30	87%	47%	0%	43	86%	65%	2%
White	16	81%	50%	0%	16	94%	25%	6%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	14	71%	29%	0%	9	78%	33%	0%
General-Education Students	1422	92%	53%	1%	1474	89%	47%	1%
Students with Disabilities	476	51%	19%	0%	390	51%	13%	0%
English Proficient	1536	84%	49%	1%	1552	85%	45%	1%
Limited English Proficient	362	71%	23%	0%	312	60%	16%	0%
Economically Disadvantaged	1811	81%	44%	1%	1805	81%	40%	1%
Not Disadvantaged	87	82%	56%	3%	59	78%	37%	3%
Migrant								
Not Migrant	1898	81%	44%	1%	1864	81%	40%	1%

NOTES

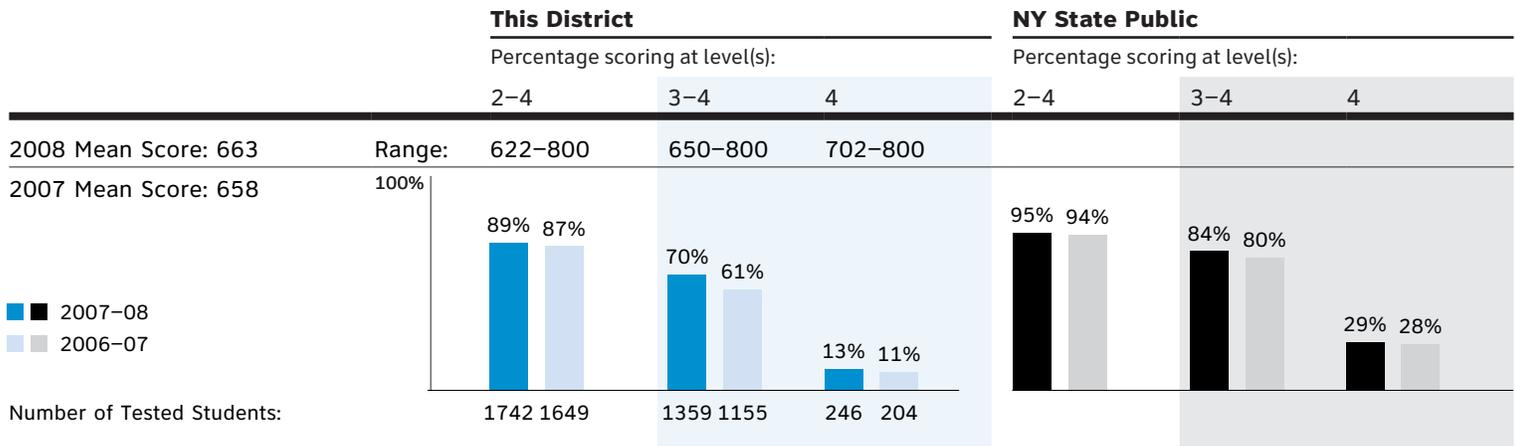
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	25	24	20	17	19	18	13	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	21	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 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	1954	89%	70%	13%	1887	87%	61%	11%
Female	963	90%	70%	12%	917	89%	61%	11%
Male	991	88%	69%	13%	970	86%	61%	11%
American Indian or Alaska Native	11	-	-	-	8	-	-	-
Black or African American	598	86%	68%	12%	632	86%	58%	9%
Hispanic or Latino	1297	90%	71%	12%	1184	88%	62%	11%
Asian or Native Hawaiian/Other Pacific Islander	28	96%	71%	11%	46	87%	67%	28%
White	17	100%	71%	41%	16	100%	81%	13%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	14	71%	50%	21%	9	89%	67%	22%
General-Education Students	1474	95%	78%	15%	1494	94%	69%	13%
Students with Disabilities	480	71%	43%	4%	393	62%	32%	3%
English Proficient	1550	91%	73%	15%	1546	90%	66%	13%
Limited English Proficient	404	84%	55%	2%	341	76%	41%	3%
Economically Disadvantaged	1866	89%	69%	12%	1825	88%	61%	11%
Not Disadvantaged	88	84%	72%	15%	62	82%	63%	18%
Migrant								
Not Migrant	1954	89%	70%	13%	1887	87%	61%	11%

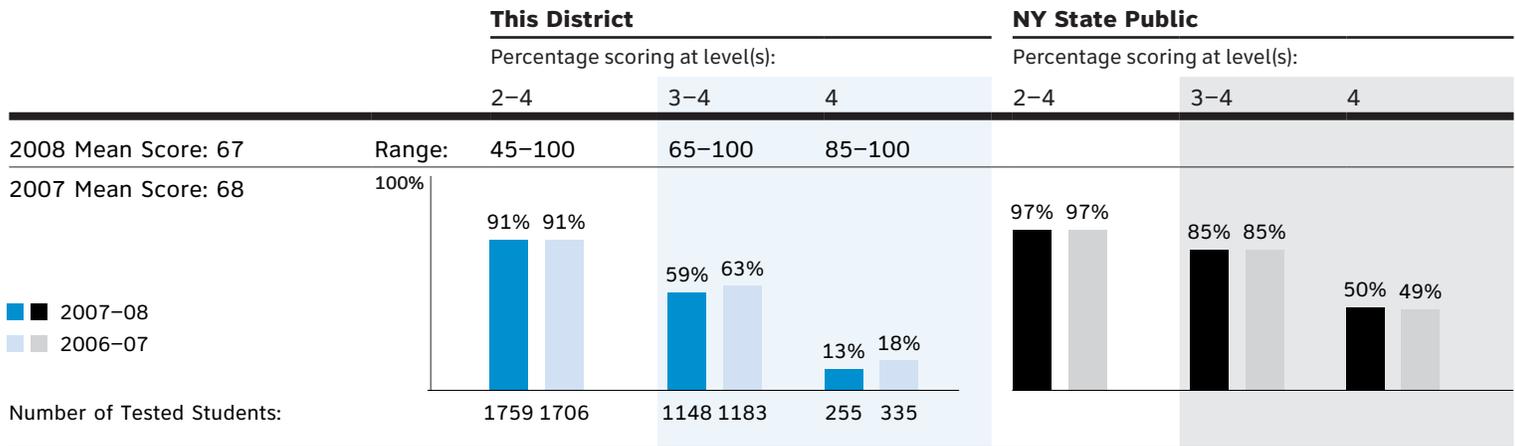
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	24	24	21	13	19	17	16	13

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1937	91%	59%	13%	1876	91%	63%	18%
Female	949	92%	59%	13%	909	92%	63%	17%
Male	988	89%	59%	13%	967	90%	63%	19%
American Indian or Alaska Native	11	-	-	-	9	89%	56%	33%
Black or African American	592	91%	57%	12%	627	90%	65%	17%
Hispanic or Latino	1285	91%	60%	14%	1178	91%	62%	17%
Asian or Native Hawaiian/Other Pacific Islander	29	93%	55%	7%	45	89%	73%	33%
White	17	94%	71%	18%	17	100%	71%	12%
Multiracial	3	-	-	-				
Small Group Totals	14	86%	57%	36%				
General-Education Students	1461	94%	66%	16%	1476	95%	70%	21%
Students with Disabilities	476	80%	39%	5%	400	76%	39%	7%
English Proficient	1536	94%	65%	15%	1540	93%	68%	21%
Limited English Proficient	401	80%	39%	5%	336	82%	38%	4%
Economically Disadvantaged	1852	91%	59%	13%	1812	91%	63%	17%
Not Disadvantaged	85	95%	75%	14%	64	88%	73%	30%
Migrant								
Not Migrant	1937	91%	59%	13%	1876	91%	63%	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	23	23	23	21	19	19	18	9

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: 649	608-795	650-795	711-795			
2007 Mean Score: 640						
	95%	87%		98%	95%	
	52%	37%		78%	68%	
			1%			6%
			1%			7%
Number of Tested Students:	1762	1566	970	668	20	19

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1848	95%	52%	1%	1809	87%	37%	1%
Female	896	97%	55%	1%	940	88%	38%	1%
Male	952	94%	50%	1%	869	85%	36%	1%
American Indian or Alaska Native	9	89%	44%	0%	6	-	-	-
Black or African American	606	96%	52%	1%	551	88%	37%	1%
Hispanic or Latino	1174	95%	52%	1%	1191	86%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	45	93%	62%	7%	44	80%	57%	2%
White	14	100%	50%	0%	14	93%	36%	0%
Multiracial					3	-	-	-
Small Group Totals					9	89%	33%	0%
General-Education Students	1397	98%	60%	1%	1425	93%	44%	1%
Students with Disabilities	451	86%	29%	0%	384	64%	12%	0%
English Proficient	1542	97%	58%	1%	1494	90%	42%	1%
Limited English Proficient	306	88%	23%	0%	315	69%	13%	0%
Economically Disadvantaged	1766	95%	52%	1%	1713	87%	37%	1%
Not Disadvantaged	82	96%	56%	1%	96	85%	43%	2%
Migrant								
Not Migrant	1848	95%	52%	1%	1809	87%	37%	1%

NOTES

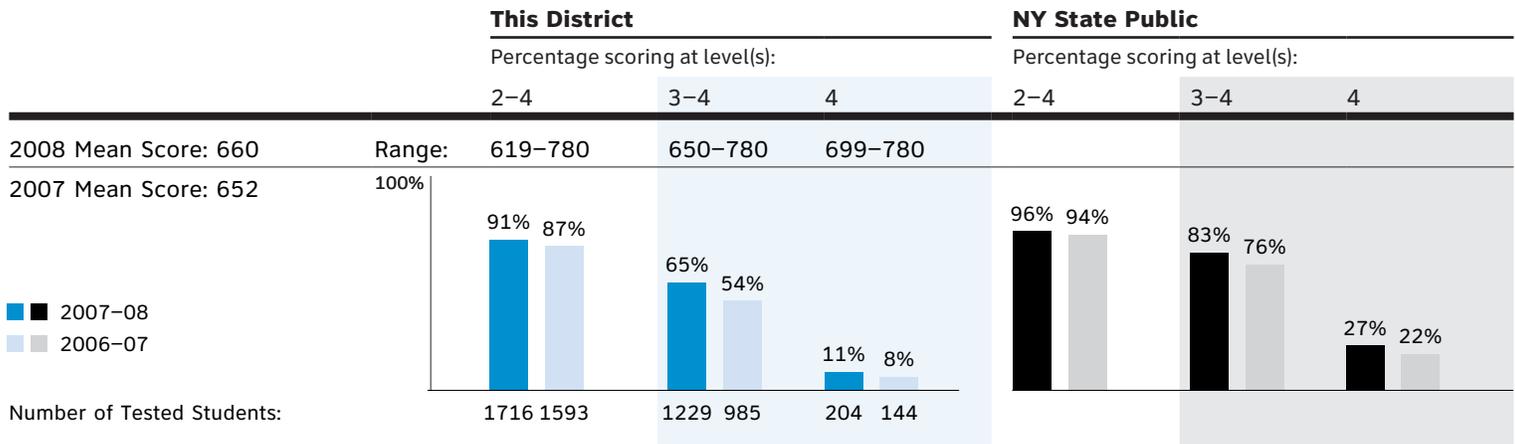
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Other Assessments

	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 5 Equivalent	23	23	21	11	35	34	33	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	21	N/A	N/A	N/A	23	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	1892	91%	65%	11%	1841	87%	54%	8%
Female	914	93%	67%	11%	952	87%	54%	8%
Male	978	88%	63%	11%	889	86%	53%	8%
American Indian or Alaska Native	10	80%	70%	20%	6	-	-	-
Black or African American	611	89%	62%	10%	556	85%	51%	6%
Hispanic or Latino	1210	91%	66%	10%	1217	87%	54%	9%
Asian or Native Hawaiian/Other Pacific Islander	45	93%	76%	29%	45	89%	69%	18%
White	16	100%	100%	13%	14	93%	43%	7%
Multiracial					3	-	-	-
Small Group Totals					9	100%	33%	0%
General-Education Students	1434	96%	74%	13%	1446	93%	62%	10%
Students with Disabilities	458	73%	37%	2%	395	63%	22%	1%
English Proficient	1550	93%	69%	12%	1501	89%	58%	9%
Limited English Proficient	342	81%	47%	5%	340	76%	34%	2%
Economically Disadvantaged	1806	91%	65%	10%	1742	87%	53%	8%
Not Disadvantaged	86	88%	67%	20%	99	87%	66%	10%
Migrant								
Not Migrant	1892	91%	65%	11%	1841	87%	54%	8%

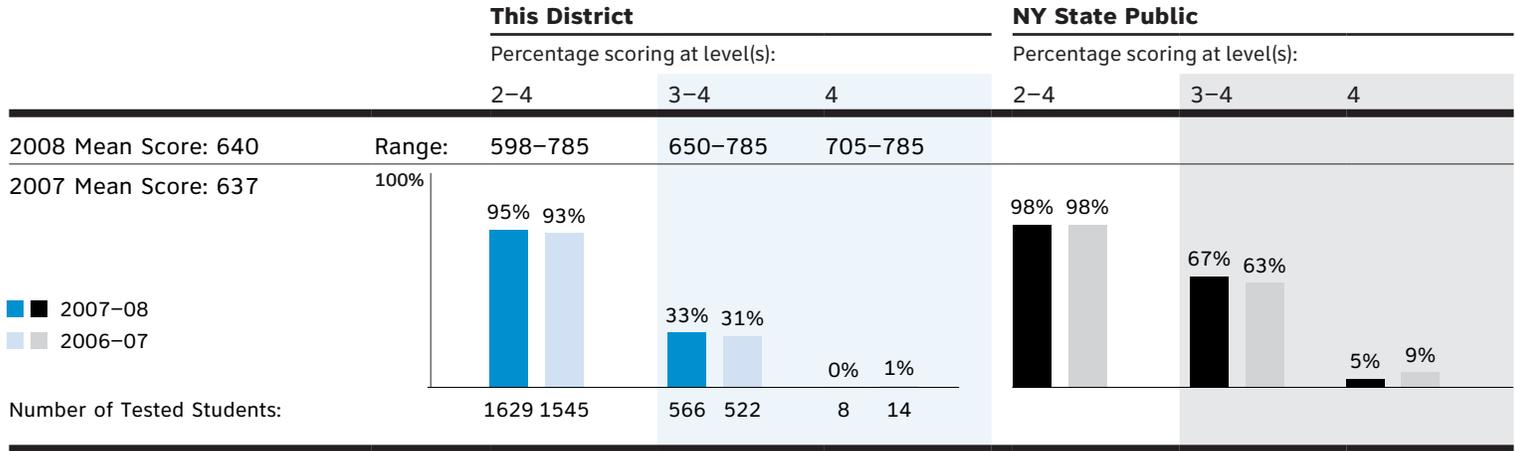
NOTES

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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 5 Equivalent	23	21	20	15	34	33	26	23

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	1719	95%	33%	0%	1669	93%	31%	1%
Female	863	96%	35%	1%	784	96%	37%	1%
Male	856	93%	30%	0%	885	90%	26%	1%
American Indian or Alaska Native	8	-	-	-	9	67%	22%	0%
Black or African American	510	95%	36%	0%	522	94%	32%	1%
Hispanic or Latino	1150	95%	31%	1%	1098	92%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	33	94%	48%	0%	27	89%	33%	4%
White	16	81%	25%	0%	13	85%	31%	0%
Multiracial	2	-	-	-				
Small Group Totals	10	100%	30%	0%				
General-Education Students	1283	98%	41%	1%	1297	97%	38%	1%
Students with Disabilities	436	85%	10%	0%	372	76%	8%	0%
English Proficient	1431	97%	38%	1%	1448	95%	35%	1%
Limited English Proficient	288	85%	7%	0%	221	79%	7%	0%
Economically Disadvantaged	1605	95%	33%	0%	1584	92%	31%	1%
Not Disadvantaged	114	94%	25%	0%	85	94%	38%	0%
Migrant								
Not Migrant	1719	95%	33%	0%	1669	93%	31%	1%

NOTES

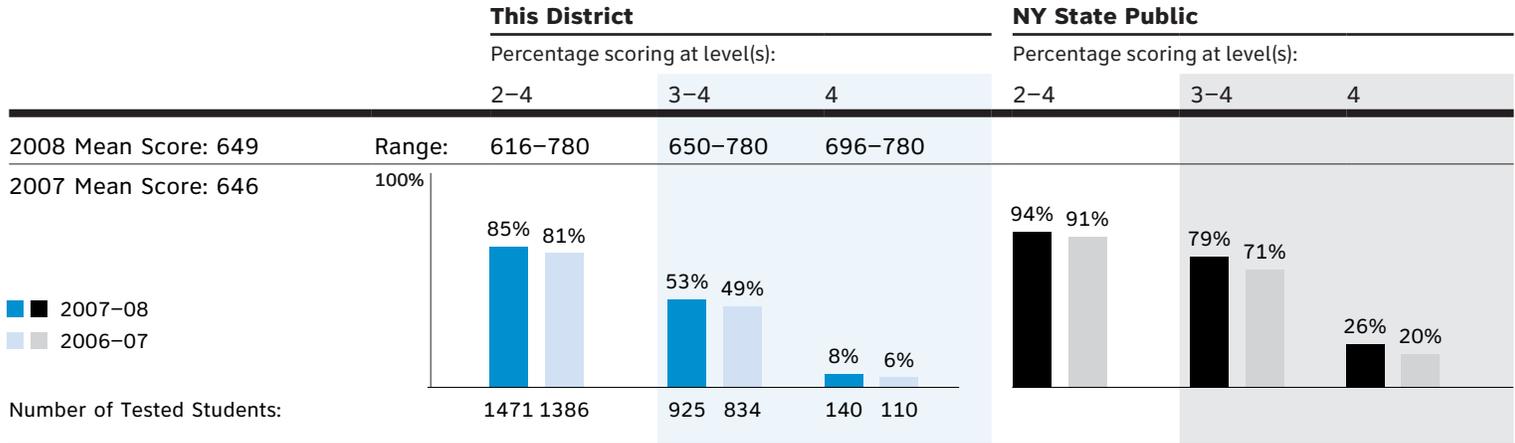
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	33	32	24	13	34	31	29	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	16	N/A	N/A	N/A	24	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	1729	85%	53%	8%	1702	81%	49%	6%
Female	867	88%	54%	8%	799	84%	52%	7%
Male	862	82%	53%	9%	903	79%	46%	6%
American Indian or Alaska Native	8	-	-	-	10	40%	30%	0%
Black or African American	500	83%	52%	6%	532	83%	51%	6%
Hispanic or Latino	1168	86%	54%	9%	1120	82%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	34	82%	71%	26%	27	70%	52%	26%
White	16	56%	31%	6%	13	62%	38%	8%
Multiracial	3	-	-	-				
Small Group Totals	11	82%	45%	0%				
General-Education Students	1300	92%	62%	10%	1333	90%	58%	8%
Students with Disabilities	429	64%	29%	3%	369	51%	16%	1%
English Proficient	1430	87%	57%	9%	1453	84%	52%	7%
Limited English Proficient	299	77%	36%	2%	249	69%	31%	2%
Economically Disadvantaged	1612	85%	53%	8%	1616	81%	49%	7%
Not Disadvantaged	117	81%	56%	9%	86	86%	52%	5%
Migrant								
Not Migrant	1729	85%	53%	8%	1702	81%	49%	6%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	33	33	32	20	34	32	30	23

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: 645	600-790	650-790	712-790			
2007 Mean Score: 628						
Number of Tested Students:	1742	1624	828	507	7	9

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	1819	96%	46%	0%	1927	84%	26%	0%
Female	851	97%	54%	0%	943	87%	30%	1%
Male	968	94%	38%	0%	984	81%	23%	0%
American Indian or Alaska Native	13	77%	15%	0%	13	69%	23%	0%
Black or African American	575	97%	46%	1%	608	88%	29%	1%
Hispanic or Latino	1195	95%	45%	0%	1259	83%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	52%	4%	33	85%	33%	0%
White	11	91%	55%	0%	12	-	-	-
Multiracial					2	-	-	-
Small Group Totals					14	86%	43%	0%
General-Education Students	1372	98%	54%	1%	1566	90%	31%	1%
Students with Disabilities	447	88%	21%	0%	361	61%	6%	0%
English Proficient	1564	97%	51%	0%	1646	89%	30%	1%
Limited English Proficient	255	89%	14%	0%	281	56%	4%	0%
Economically Disadvantaged	1693	96%	46%	0%	1814	84%	25%	0%
Not Disadvantaged	126	92%	40%	0%	113	90%	41%	1%
Migrant								
Not Migrant	1819	96%	46%	0%	1927	84%	26%	0%

NOTES

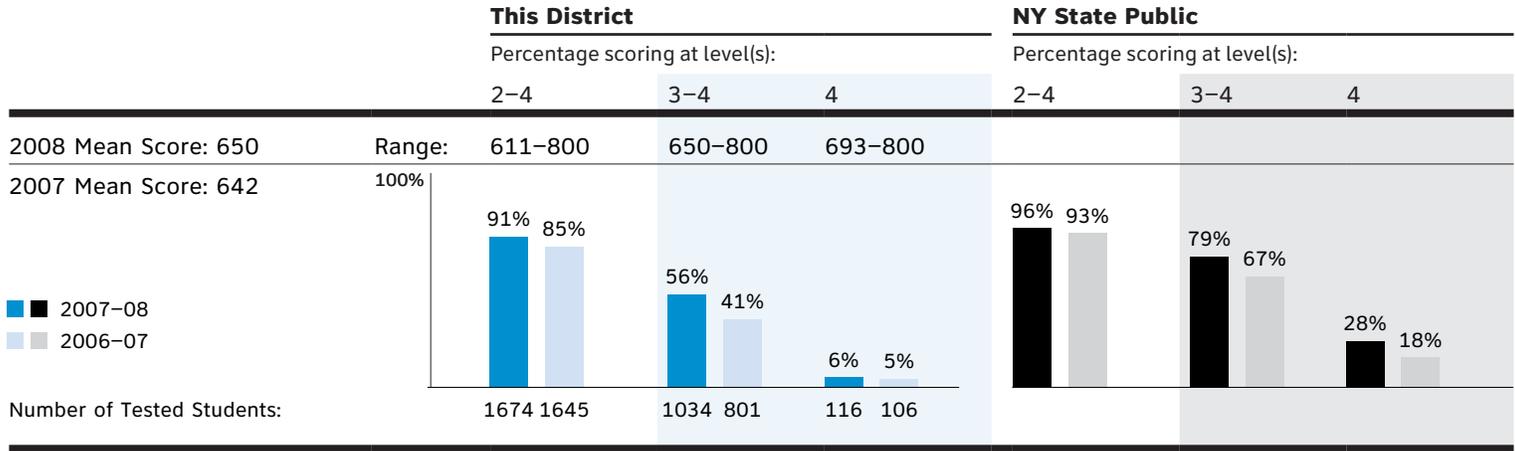
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Other Assessments

	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	27	26	18	17	40	40	36	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	22	N/A	N/A	N/A	26	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	1844	91%	56%	6%	1939	85%	41%	5%
Female	858	93%	61%	6%	952	86%	42%	5%
Male	986	88%	52%	6%	987	83%	41%	6%
American Indian or Alaska Native	12	75%	25%	0%	13	77%	54%	8%
Black or African American	570	92%	57%	7%	609	83%	39%	5%
Hispanic or Latino	1228	90%	56%	6%	1269	86%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	25	80%	64%	8%	33	91%	58%	21%
White	9	100%	44%	0%	12	-	-	-
Multiracial					3	-	-	-
Small Group Totals					15	73%	47%	7%
General-Education Students	1399	97%	66%	8%	1589	90%	47%	7%
Students with Disabilities	445	72%	25%	1%	350	61%	15%	0%
English Proficient	1568	92%	60%	7%	1626	87%	44%	6%
Limited English Proficient	276	83%	33%	1%	313	74%	25%	2%
Economically Disadvantaged	1714	91%	56%	6%	1821	85%	41%	5%
Not Disadvantaged	130	86%	51%	5%	118	88%	47%	8%
Migrant								
Not Migrant	1844	91%	56%	6%	1939	85%	41%	5%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	28	26	23	16	40	40	36	29

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: 633	602-790	650-790	715-790			
2007 Mean Score: 627						
Number of Tested Students:	1639	479	8	1561	443	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	1857	88%	26%	0%	1874	83%	24%	1%
Female	914	91%	32%	1%	924	87%	30%	1%
Male	943	86%	20%	0%	950	79%	17%	0%
American Indian or Alaska Native	12	100%	42%	0%	5	80%	0%	0%
Black or African American	583	91%	29%	0%	637	86%	24%	0%
Hispanic or Latino	1219	87%	24%	0%	1185	82%	23%	0%
Asian or Native Hawaiian/Other Pacific Islander	24	92%	46%	0%	38	92%	42%	8%
White	13	77%	23%	0%	9	78%	33%	0%
Multiracial	6	83%	50%	0%				
Small Group Totals								
General-Education Students	1445	95%	32%	1%	1521	90%	28%	1%
Students with Disabilities	412	66%	6%	0%	353	56%	4%	0%
English Proficient	1588	92%	29%	1%	1609	88%	27%	1%
Limited English Proficient	269	64%	6%	0%	265	56%	3%	0%
Economically Disadvantaged	1701	88%	25%	0%	1752	83%	23%	1%
Not Disadvantaged	156	88%	32%	1%	122	90%	33%	0%
Migrant								
Not Migrant	1857	88%	26%	0%	1874	83%	24%	1%

NOTES

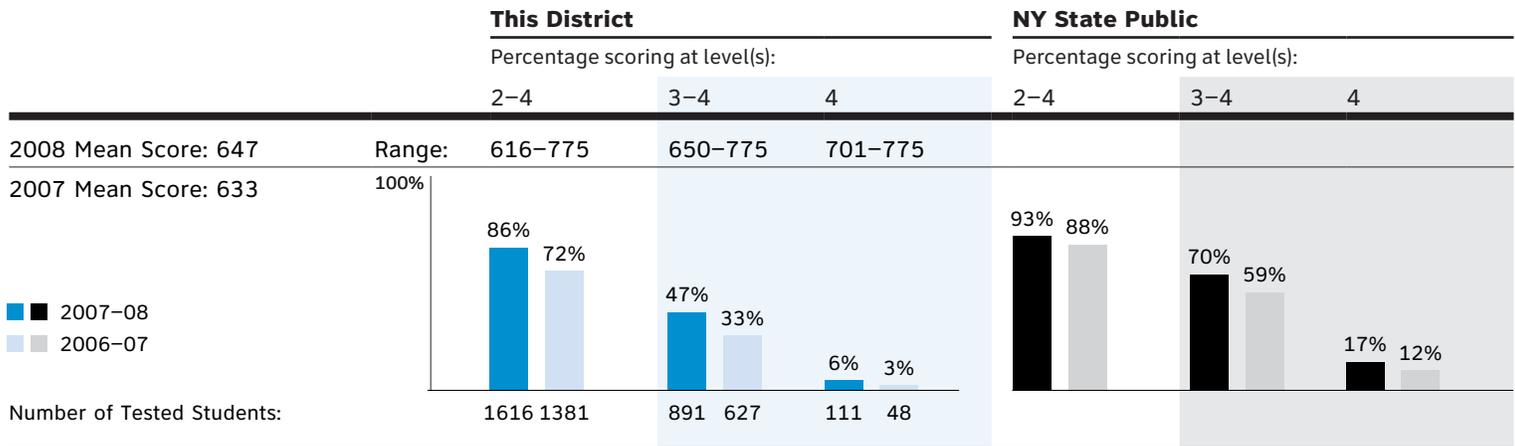
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Other Assessments

	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	36	36	34	27	30	29	27	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	18	N/A	N/A	N/A	36	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	1883	86%	47%	6%	1918	72%	33%	3%
Female	927	87%	49%	6%	945	75%	35%	3%
Male	956	84%	46%	6%	973	69%	31%	2%
American Indian or Alaska Native	12	-	-	-	6	83%	17%	0%
Black or African American	594	84%	44%	5%	642	69%	31%	2%
Hispanic or Latino	1236	86%	49%	6%	1223	73%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	25	92%	68%	24%	38	89%	63%	18%
White	12	100%	42%	8%	9	67%	56%	22%
Multiracial	4	-	-	-				
Small Group Totals	16	94%	63%	19%				
General-Education Students	1473	92%	55%	7%	1551	80%	38%	3%
Students with Disabilities	410	63%	18%	0%	367	39%	10%	1%
English Proficient	1597	87%	50%	7%	1615	74%	35%	3%
Limited English Proficient	286	78%	33%	1%	303	64%	18%	1%
Economically Disadvantaged	1728	86%	48%	6%	1796	71%	32%	2%
Not Disadvantaged	155	81%	42%	4%	122	83%	41%	5%
Migrant								
Not Migrant	1883	86%	47%	6%	1918	72%	33%	3%

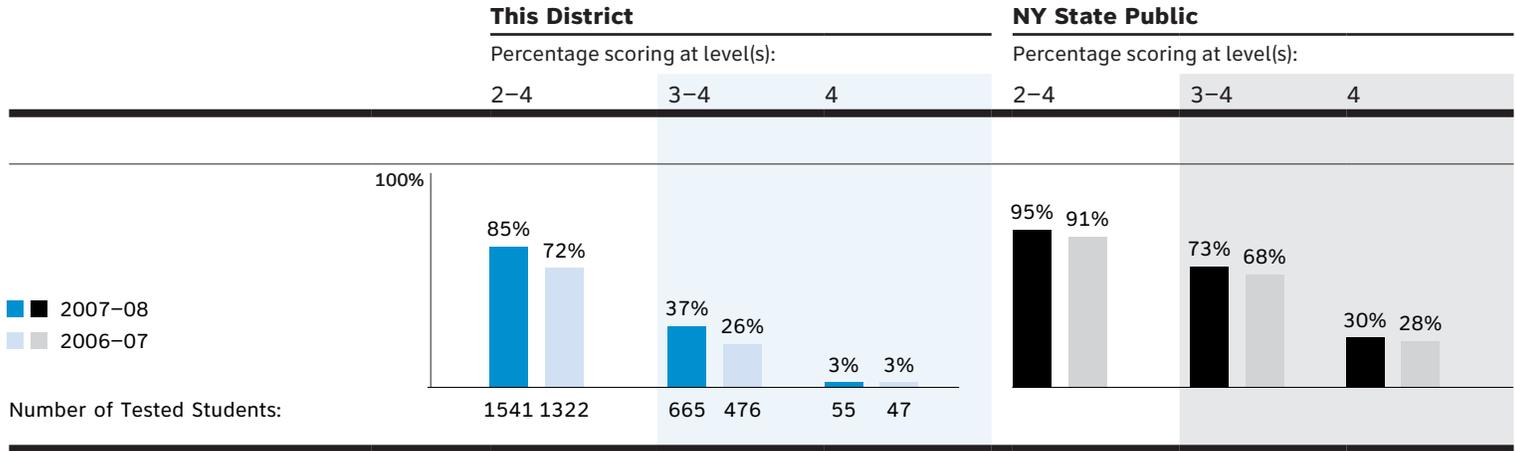
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	35	33	31	24	30	30	28	18

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	1797	85%	37%	3%	1836	72%	26%	3%
Female	890	85%	34%	2%	912	75%	26%	3%
Male	907	85%	39%	4%	924	69%	26%	3%
American Indian or Alaska Native	13	92%	46%	0%	6	83%	0%	0%
Black or African American	568	83%	34%	2%	606	71%	26%	3%
Hispanic or Latino	1178	86%	37%	3%	1179	72%	25%	2%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	71%	17%	37	81%	54%	16%
White	11	-	-	-	8	75%	50%	13%
Multiracial	3	-	-	-				
Small Group Totals	14	93%	36%	7%				
General-Education Students	1424	91%	42%	3%	1502	78%	30%	3%
Students with Disabilities	373	65%	15%	1%	334	43%	9%	0%
English Proficient	1526	87%	40%	3%	1543	75%	29%	3%
Limited English Proficient	271	74%	19%	1%	293	55%	10%	0%
Economically Disadvantaged	1642	86%	36%	3%	1715	71%	25%	2%
Not Disadvantaged	155	81%	39%	4%	121	80%	33%	5%
Migrant								
Not Migrant	1797	85%	37%	3%	1836	72%	26%	3%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	35	31	27	30	30	26	20
Regents Science	9	8	7	2	5	1	1	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

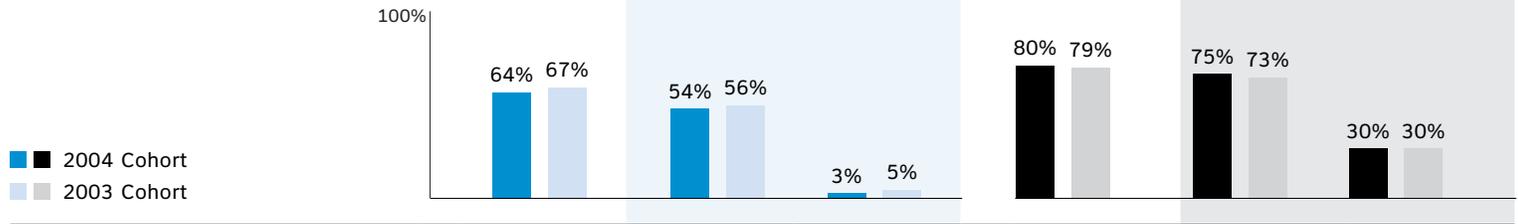
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

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	944	64%	54%	3%	1134	67%	56%	5%
Female	483	72%	62%	5%	580	73%	62%	7%
Male	461	56%	46%	2%	554	61%	49%	4%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	340	61%	50%	2%	388	71%	58%	5%
Hispanic or Latino	573	65%	56%	4%	705	65%	54%	6%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	73%	13%	23	61%	52%	0%
White	10	60%	60%	0%	6	-	-	-
Multiracial	1	-	-	-	8	88%	63%	0%
Small Group Totals	6	50%	50%	17%	10	60%	50%	20%
General-Education Students	757	74%	64%	4%	925	77%	64%	7%
Students with Disabilities	187	23%	15%	0%	209	23%	16%	0%
English Proficient	815	65%	55%	4%	1017	68%	58%	6%
Limited English Proficient	129	57%	50%	1%	117	59%	38%	0%
Economically Disadvantaged	798	67%	57%	3%	1038	69%	58%	6%
Not Disadvantaged	146	48%	40%	4%	96	39%	34%	1%
Migrant								
Not Migrant	944	64%	54%	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

2004 Cohort

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

2003 Cohort

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

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

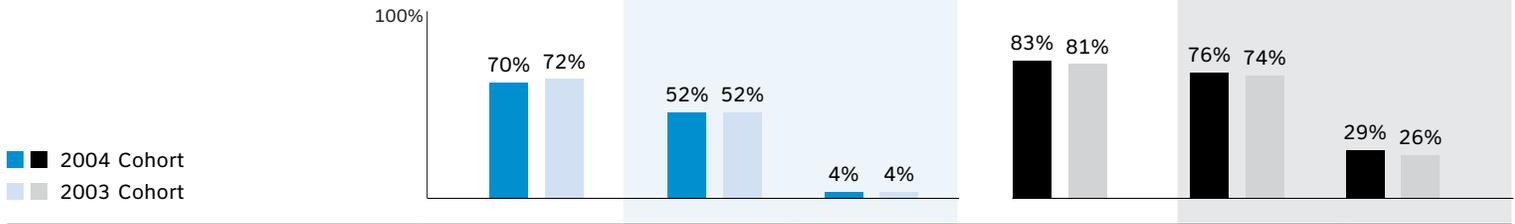
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	944	70%	52%	4%	1134	72%	52%	4%
Female	483	77%	56%	4%	580	75%	54%	5%
Male	461	62%	48%	5%	554	69%	49%	3%
American Indian or Alaska Native	5	–	–	–	4	–	–	–
Black or African American	340	67%	49%	3%	388	74%	54%	4%
Hispanic or Latino	573	71%	53%	5%	705	70%	50%	4%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	73%	20%	23	74%	70%	0%
White	10	60%	60%	0%	6	–	–	–
Multiracial	1	–	–	–	8	88%	50%	0%
Small Group Totals	6	50%	50%	0%	10	70%	50%	10%
General-Education Students	757	80%	60%	5%	925	81%	60%	5%
Students with Disabilities	187	29%	19%	1%	209	31%	14%	0%
English Proficient	815	70%	51%	4%	1017	71%	54%	5%
Limited English Proficient	129	70%	54%	3%	117	74%	37%	0%
Economically Disadvantaged	798	72%	54%	5%	1038	74%	54%	4%
Not Disadvantaged	146	57%	39%	2%	96	43%	29%	1%
Migrant								
Not Migrant	944	70%	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.

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.