



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #13**

District ID **33-13-00-01-0000**

Superintendent **JAMES MACHEN**

Telephone **(718) 636-3204**

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](mailto: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	563	553	542
Kindergarten	978	927	923
Grade 1	1240	1181	1134
Grade 2	1197	1144	1119
Grade 3	1230	1140	1073
Grade 4	1083	1121	1031
Grade 5	1146	1046	1016
Grade 6	1120	1097	1017
Ungraded Elementary	655	639	655
Grade 7	1123	1065	1259
Grade 8	1325	1067	1093
Grade 9	3209	3238	2871
Grade 10	2761	2986	2992
Grade 11	1809	2026	2428
Grade 12	1654	1730	2113
Ungraded Secondary	428	524	610
<b>Total K-12</b>	<b>20958</b>	<b>20931</b>	<b>21334</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	23	22	20
<b>Grade 8</b>			
English	26	26	26
Mathematics	27	27	26
Science	29	26	28
Social Studies	27	25	27
<b>Grade 10</b>			
English	28	26	28
Mathematics	26	25	22
Science	26	22	18
Social Studies	29	27	28

### 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 #13

District ID 33-13-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	12630	60%	12704	61%	12899	60%
Reduced-Price Lunch	1864	9%	2038	10%	2192	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	791	4%	820	4%	871	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	120	1%	127	1%	125	1%
Black or African American	13557	65%	13336	64%	13420	63%
Hispanic or Latino	3171	15%	3204	15%	3192	15%
Asian or Native Hawaiian/Other Pacific Islander	2713	13%	2962	14%	3174	15%
White	1397	7%	1302	6%	1423	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	346	2%	566	3%	566	3%

## 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 #13

District ID 33-13-00-01-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	1471	1485	1570
Percent with No Valid Teaching Certificate	6%	8%	3%
Percent Teaching Out of Certification	16%	14%	13%
Percent with Fewer Than Three Years of Experience	18%	17%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	32%	32%
<b>Total Number of Core Classes</b>	4376	2765	3138
Percent Not Taught by Highly Qualified Teachers	16%	15%	14%
<b>Total Number of Classes</b>	3442	3607	3772
Percent Taught by Teachers Without Appropriate Certification	21%	17%	15%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	26%	
Turnover Rate of All Teachers	18%	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 3)

ELA	Improvement (Year 3)	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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	—
Hispanic or Latino	✓	✓	✓	✓	✓	—
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>	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1

#### Accountability Status Levels

##### 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

##### Federal

- Good Standing ✓
- Improvement (Year 1) ✓
- Improvement (Year 2) ✓
- Improvement (Year 3) ✓
- Improvement (Year 4) ✓
- Improvement (Year 5 & Above) ✓
- Pending – Requires Special Evaluation

##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2008–09)



Improvement (Year 3)

### 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 4) 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. [218]

### 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> (7338:7080)	✓						
<b>Ethnicity</b>							
American Indian or Alaska Native (47:45)	✓						
Black or African American (5682:5518)	✓						
Hispanic or Latino (1248:1187)	✓						
Asian or Native Hawaiian/Other Pacific Islander (172:160)	✓						
White (180:164)	✓						
Multiracial (9:6)	—						
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1474:1382)	✓ <sup>SH</sup>						
Limited English Proficient <sup>5</sup> (585:321)	✓ <sup>SH</sup>						
Economically Disadvantaged (6275:6065)	✓						
<b>Final AYP Determination</b>	✓ 9 of 9						

#### 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
- ✓<sup>SH</sup> 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) <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> (7318:7002)			99%		165	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (48:45)			98%		127	88	
Black or African American (5675:5460)			99%		165	101	
Hispanic or Latino (1234:1166)			98%		165	99	
Asian or Native Hawaiian/Other Pacific Islander (171:157)			99%		183	94	
White (181:166)			96%		182	94	
Multiracial (9:8)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1466:1347)			97%		119	99	
Limited English Proficient <sup>5</sup> (276:326)			96%		152	96	
Economically Disadvantaged (6255:6003)			99%		165	101	
<b>Final AYP Determination</b>	 9 of 9						

#### 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> (2461:2225)		Qualified		94%		147	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (15:14)	—	—	—	—	—	—	—	—
Black or African American (1933:1759)		Qualified		94%		147	100	
Hispanic or Latino (398:357)		Qualified		93%		148	100	
Asian or Native Hawaiian/Other Pacific Islander (47:38)		Qualified		89%		158	100	
White (67:56)		Qualified		88%		166	100	
Multiracial (1:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (527:445)		Qualified		90%		113	100	
Limited English Proficient <sup>4</sup> (92:95)		Qualified		90%		133	100	
Economically Disadvantaged (2072:1894)		Qualified		94%		146	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 3)

**Accountability Measures** 7 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 4) 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. [218]

### 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</b> (2268:2218)							
<b>Ethnicity</b>							
American Indian or Alaska Native (10:9)	—						
Black or African American (1099:1056)							
Hispanic or Latino (293:300)							
Asian or Native Hawaiian/Other Pacific Islander (570:568)							
White (278:273)							
Multiracial (18:12)	—						
<b>Other Groups</b>							
Students with Disabilities (127:124)							
Limited English Proficient <sup>4</sup> (73:95)							
Economically Disadvantaged (1412:1414)							
<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


























## 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 (12th Graders: 2004 Cohort) <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> (2268:2218)			100%		182	157	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:9)	—	—	—	—	—	—	—
Black or African American (1099:1056)			99%		174	156	
Hispanic or Latino (293:300)			100%		168	153	
Asian or Native Hawaiian/Other Pacific Islander (570:568)			100%		198	154	
White (278:273)			100%		197	152	
Multiracial (18:12)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (127:124)			91%	 SH	114	150	104    123
Limited English Proficient <sup>4</sup> (73:95)			100%		149	149	
Economically Disadvantaged (1412:1414)			100%		181	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**  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) <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> (1923)			83%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (954)			76%	55%		
Hispanic or Latino (217)			72%	55%		
Asian or Native Hawaiian/Other Pacific Islander (461)			96%	55%		
White (219)			92%	55%		
Multiracial (68)						
<b>Other Groups</b>			100%	55%		
Students with Disabilities (121)			21%	55%	17%	22%
Limited English Proficient <sup>3</sup> (87)			74%	55%		
Economically Disadvantaged (1161)			83%	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 #13**

District ID **33-13-00-01-0000**

## 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

31 schools identified 70% of total

ACORN COMMUNITY HIGH SCHOOL  
BEDFORD STUYVESANT PREP HIGH SCHOOL  
BROOKLYN ACADEMY HIGH SCHOOL  
BROOKLYN COMMUNITY HIGH SCH-COMMUNICATION, ARTS & MEDIA  
BROOKLYN INTERNATIONAL HIGH SCHOOL  
FREEDOM ACADEMY HIGH SCHOOL  
IS 340  
JHS 265 SUSAN S MCKINNEY  
KNOWLEDGE AND POWER PREPARATORY VII MIDDLE SCHOOL  
MS 266 PARK PLACE COMMUNITY  
MS 571  
PS 11 PURVIS J BEHAN SCHOOL  
PS 133 WILLIAM A BUTLER SCHOOL  
PS 20 CLINTON HILL SCHOOL  
PS 256 BENJAMIN BANNEKER SCHOOL  
PS 270 JOANNE DEKALB SCHOOL  
PS 287 BAILEY K ASHFORD SCHOOL  
PS 3 BEDFORD VILLAGE SCHOOL  
PS 305 DR PETER RAY SCHOOL  
PS 307 DANIEL HALE WILLIAMS SCHOOL  
PS 44 MARCUS GARVEY  
PS 46 EDWARD C BLUM SCHOOL  
PS 54 SAMUEL C BARNES SCHOOL  
PS 56 LEWIS H LATIMER SCHOOL  
PS 9 TEUNIS G BERGEN SCHOOL  
PS 93 WILLIAM H PRESCOTT SCHOOL  
SATELLITE EAST MIDDLE SCHOOL  
SATELLITE THREE  
SATELLITE WEST MIDDLE SCHOOL  
URBAN ASSEMBLY ACADEMY OF BUSINESS AND COMMUNITY DEVELOPMENT  
URBAN ASSEMBLY SCHOOL OF MUSIC AND ART

#### ▲ Planning for Restructuring

1 school identified 2% of total

JHS 113/OLD 294 EDMONDS CENTER

### New York State Status

#### ■ Good Standing

7 schools identified 16% of total

BEDFORD ACADEMY HIGH SCHOOL  
BENJAMIN BANNEKER ACADEMY  
BROOKLYN TECHNICAL HIGH SCHOOL  
PS 282 PARK SLOPE  
PS 8 ROBERT FULTON SCHOOL  
URBAN ASSEMBLY ACADEMY OF ARTS AND LETTERS  
URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE

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

1 school identified 2% of total

SCIENCE SKILLS CENTER HIGH SCHOOL

#### ■ Requiring Academic Progress (Year 6)

1 school identified 2% of total

GEORGE WESTINGHOUSE CAREER & TECHNICAL ED HIGH SCHOOL

(continued)

# 3 School Accountability Status

District NEW YORK CITY GEOGRAPHIC DISTRICT #13

District ID 33-13-00-01-0000

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

### Federal Title I Status

### New York State Status

#### ■ Requiring Academic Progress (Year 6) (continued)

.....  
▲ **Restructuring (Year 3)**

1 school identified 2% of total

PS 67 CHARLES A DORSEY SCHOOL

.....  
▲ **Restructuring (Year 4)**

1 school identified 2% of total

JHS 117 FRANCIS SCOTT KEY

.....  
▲ **Restructuring (Year 5)**

1 school identified 2% of total

JHS 258 DAVID RUGGLES

---



District NEW YORK CITY GEOGRAPHIC DISTRICT #13

District ID 33-13-00-01-0000

## 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%			1149
Grade 4	57%			1161
Grade 5	66%			1119
Grade 6	48%			1126
Grade 7	57%			1356
Grade 8	40%			1226

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	87%			1152
Grade 4	77%			1167
Grade 5	77%			1125
Grade 6	68%			1123
Grade 7	66%			1346
Grade 8	53%			1227

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	68%			1131
Grade 8	42%			1132

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	84%			2359
Mathematics	83%			2359

### 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).

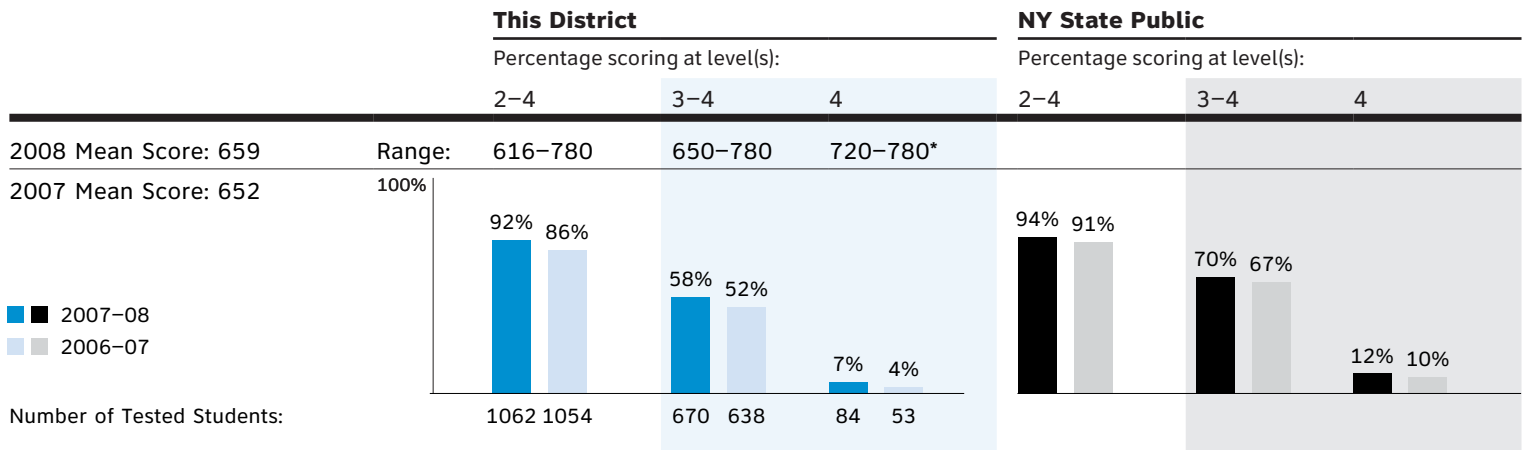
In this section, this district's performance is compared with that of public schools statewide.

### 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>1149</b>	<b>92%</b>	<b>58%</b>	<b>7%</b>	<b>1225</b>	<b>86%</b>	<b>52%</b>	<b>4%</b>
Female	595	96%	63%	7%	583	90%	59%	7%
Male	554	89%	53%	8%	642	82%	46%	2%
American Indian or Alaska Native	2	-	-	-	6	-	-	-
Black or African American	859	93%	60%	7%	959	87%	52%	4%
Hispanic or Latino	209	89%	48%	7%	202	81%	48%	3%
Asian or Native Hawaiian/Other Pacific Islander	40	98%	63%	10%	25	92%	60%	8%
White	37	-	-	-	31	97%	84%	19%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	41	98%	76%	22%	8	88%	38%	13%
General-Education Students	956	96%	64%	8%	1018	92%	58%	5%
Students with Disabilities	193	73%	28%	4%	207	57%	21%	1%
English Proficient	1103	93%	60%	8%	1179	87%	53%	4%
Limited English Proficient	46	80%	20%	0%	46	74%	22%	0%
Economically Disadvantaged	1032	92%	57%	7%	1092	85%	51%	4%
Not Disadvantaged	117	96%	72%	13%	133	95%	65%	7%
Migrant								
Not Migrant	1149	92%	58%	7%	1225	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.

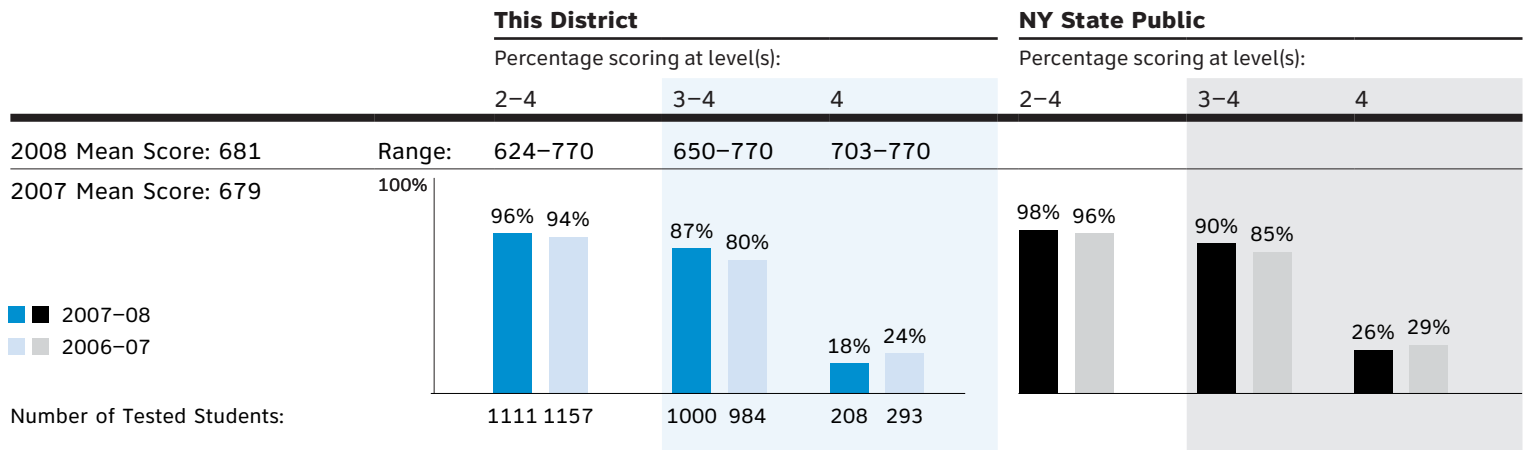
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	17	15	13	10	18	18	15	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	8	N/A	N/A	N/A

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

## This District's Results in Grade 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>1152</b>	<b>96%</b>	<b>87%</b>	<b>18%</b>	<b>1229</b>	<b>94%</b>	<b>80%</b>	<b>24%</b>
Female	593	98%	90%	20%	587	96%	82%	27%
Male	559	95%	84%	16%	642	93%	78%	21%
American Indian or Alaska Native	2	-	-	-	7	-	-	-
Black or African American	862	96%	86%	16%	957	94%	79%	24%
Hispanic or Latino	205	97%	86%	16%	206	93%	80%	18%
Asian or Native Hawaiian/Other Pacific Islander	41	100%	98%	41%	27	96%	93%	37%
White	38	100%	97%	50%	30	100%	90%	47%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	6	100%	50%	0%	9	100%	78%	22%
General-Education Students	961	98%	91%	20%	1022	98%	87%	28%
Students with Disabilities	191	88%	66%	6%	207	74%	47%	5%
English Proficient	1103	97%	88%	19%	1174	94%	80%	25%
Limited English Proficient	49	90%	67%	6%	55	93%	73%	5%
Economically Disadvantaged	1035	96%	86%	18%	1099	94%	79%	23%
Not Disadvantaged	117	99%	94%	21%	130	95%	86%	34%
Migrant								
Not Migrant	1152	96%	87%	18%	1229	94%	80%	24%

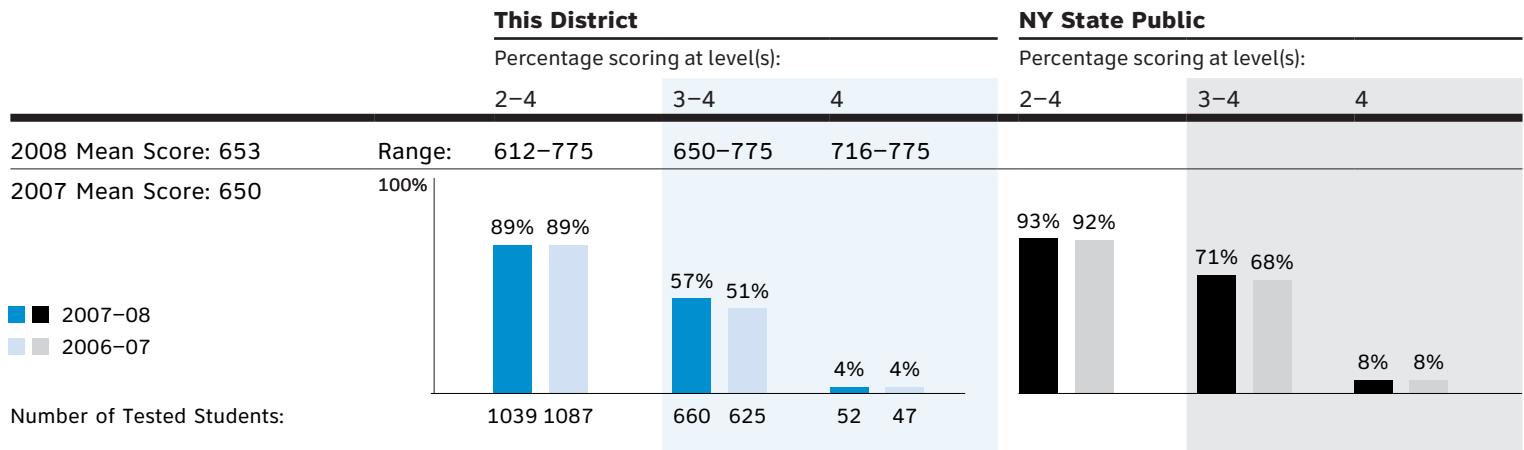
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	16	16	14	9	18	18	18	14

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1161</b>	<b>89%</b>	<b>57%</b>	<b>4%</b>	<b>1219</b>	<b>89%</b>	<b>51%</b>	<b>4%</b>
Female	565	93%	64%	6%	640	91%	55%	5%
Male	596	86%	50%	3%	579	87%	47%	3%
American Indian or Alaska Native	5	-	-	-	10	-	-	-
Black or African American	907	90%	57%	4%	913	89%	50%	4%
Hispanic or Latino	190	88%	52%	5%	244	88%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	27	93%	67%	0%	24	96%	67%	4%
White	31	90%	71%	13%	27	100%	78%	11%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	83%	50%	17%	11	73%	55%	9%
General-Education Students	928	95%	64%	5%	1018	95%	58%	4%
Students with Disabilities	233	66%	28%	1%	201	59%	19%	1%
English Proficient	1118	90%	58%	5%	1171	90%	52%	4%
Limited English Proficient	43	88%	28%	0%	48	75%	27%	0%
Economically Disadvantaged	1019	89%	55%	4%	1052	88%	49%	3%
Not Disadvantaged	142	92%	70%	10%	167	95%	66%	10%
Migrant								
Not Migrant	1161	89%	57%	4%	1219	89%	51%	4%

#### NOTES

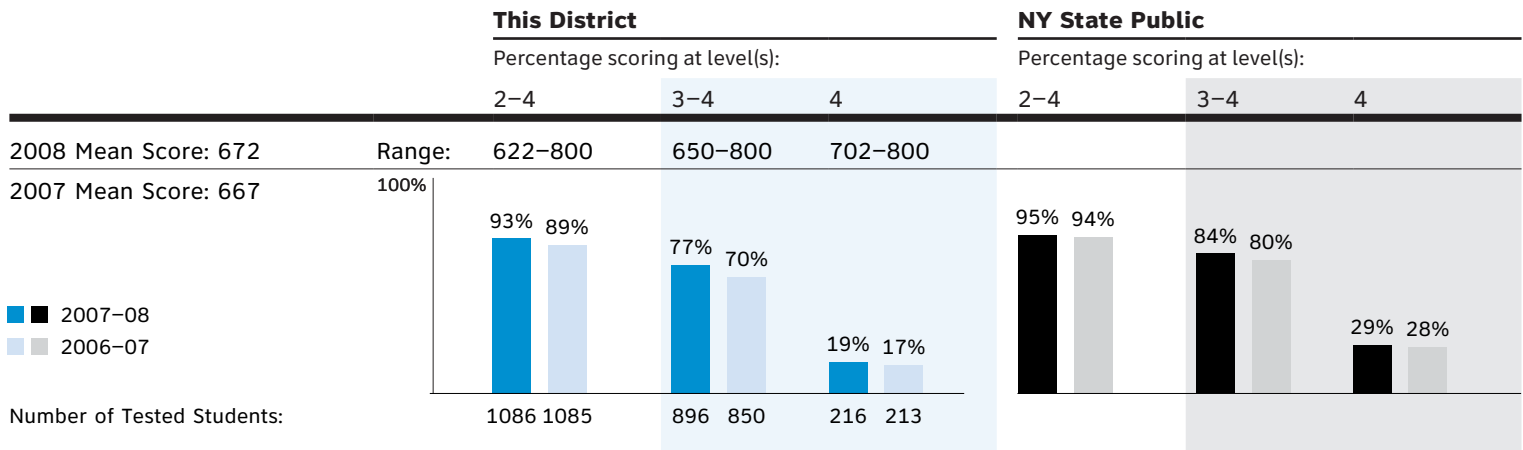
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 4 Equivalent	19	19	15	10	14	13	12	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	2	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>1167</b>	<b>93%</b>	<b>77%</b>	<b>19%</b>	<b>1218</b>	<b>89%</b>	<b>70%</b>	<b>17%</b>
Female	567	95%	80%	19%	640	88%	70%	17%
Male	600	92%	74%	18%	578	90%	70%	19%
American Indian or Alaska Native	5	-	-	-	10	-	-	-
Black or African American	912	93%	76%	17%	913	88%	68%	16%
Hispanic or Latino	189	95%	76%	16%	239	91%	73%	19%
Asian or Native Hawaiian/Other Pacific Islander	28	93%	89%	50%	25	92%	88%	36%
White	32	91%	81%	31%	29	93%	86%	34%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	6	100%	83%	33%	12	83%	50%	17%
General-Education Students	934	97%	84%	22%	1021	94%	76%	20%
Students with Disabilities	233	76%	49%	3%	197	65%	35%	6%
English Proficient	1115	93%	77%	19%	1167	90%	70%	18%
Limited English Proficient	52	92%	69%	6%	51	75%	55%	10%
Economically Disadvantaged	1026	93%	77%	18%	1053	89%	68%	16%
Not Disadvantaged	141	94%	72%	24%	165	91%	81%	27%
Migrant								
Not Migrant	1167	93%	77%	19%	1218	89%	70%	17%

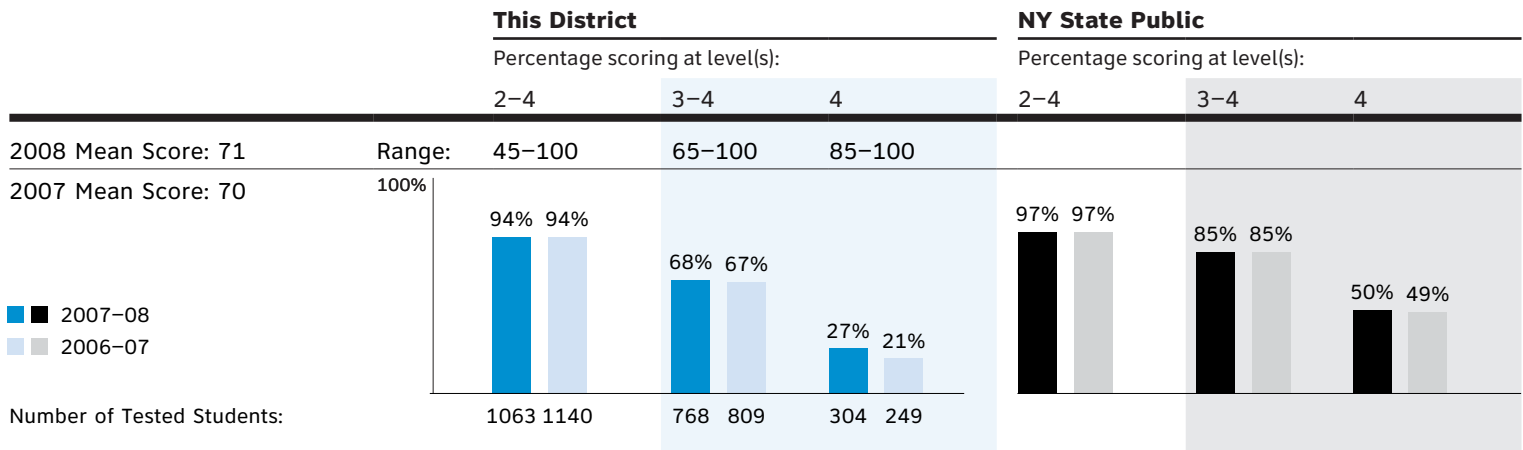
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	17	15	10	14	14	12	10

## 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>1131</b>	<b>94%</b>	<b>68%</b>	<b>27%</b>	<b>1210</b>	<b>94%</b>	<b>67%</b>	<b>21%</b>
Female	548	95%	69%	30%	634	95%	68%	21%
Male	583	93%	67%	24%	576	94%	66%	20%
American Indian or Alaska Native	6	-	-	-	9	-	-	-
Black or African American	882	94%	67%	26%	908	94%	65%	19%
Hispanic or Latino	184	95%	68%	26%	237	94%	69%	20%
Asian or Native Hawaiian/Other Pacific Islander	27	96%	78%	44%	26	96%	88%	38%
White	31	90%	77%	52%	28	100%	96%	50%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	7	86%	29%	29%	11	91%	55%	18%
General-Education Students	908	97%	73%	31%	1010	96%	74%	23%
Students with Disabilities	223	81%	45%	8%	200	85%	33%	6%
English Proficient	1083	94%	69%	28%	1159	95%	68%	21%
Limited English Proficient	48	90%	50%	6%	51	82%	47%	8%
Economically Disadvantaged	998	94%	67%	26%	1046	94%	66%	18%
Not Disadvantaged	133	95%	77%	30%	164	97%	75%	38%
Migrant								
Not Migrant	1131	94%	68%	27%	1210	94%	67%	21%

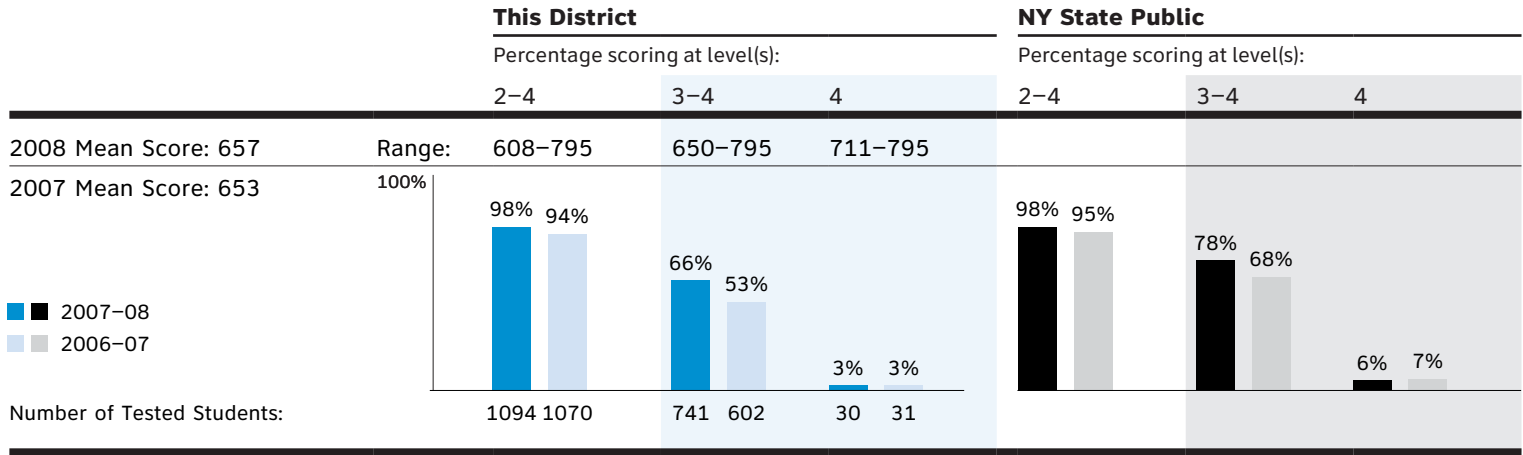
### NOTES

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

## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	17	17	14	14	13	13	11

## 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>1119</b>	<b>98%</b>	<b>66%</b>	<b>3%</b>	<b>1141</b>	<b>94%</b>	<b>53%</b>	<b>3%</b>
Female	574	98%	71%	3%	586	96%	56%	3%
Male	545	97%	61%	2%	555	91%	50%	3%
American Indian or Alaska Native	7	-	-	-	8	75%	38%	13%
Black or African American	831	98%	65%	3%	862	96%	55%	3%
Hispanic or Latino	223	98%	66%	2%	226	89%	47%	2%
Asian or Native Hawaiian/Other Pacific Islander	28	100%	86%	7%	25	84%	44%	0%
White	29	100%	93%	7%	20	90%	45%	0%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	75%	13%				
General-Education Students	898	100%	73%	3%	936	97%	59%	3%
Students with Disabilities	221	90%	37%	1%	205	77%	22%	0%
English Proficient	1087	98%	67%	3%	1091	95%	55%	3%
Limited English Proficient	32	94%	31%	0%	50	68%	8%	0%
Economically Disadvantaged	966	98%	65%	2%	1011	93%	50%	2%
Not Disadvantaged	153	96%	74%	6%	130	99%	74%	5%
Migrant								
Not Migrant	1119	98%	66%	3%	1141	94%	53%	3%

#### NOTES

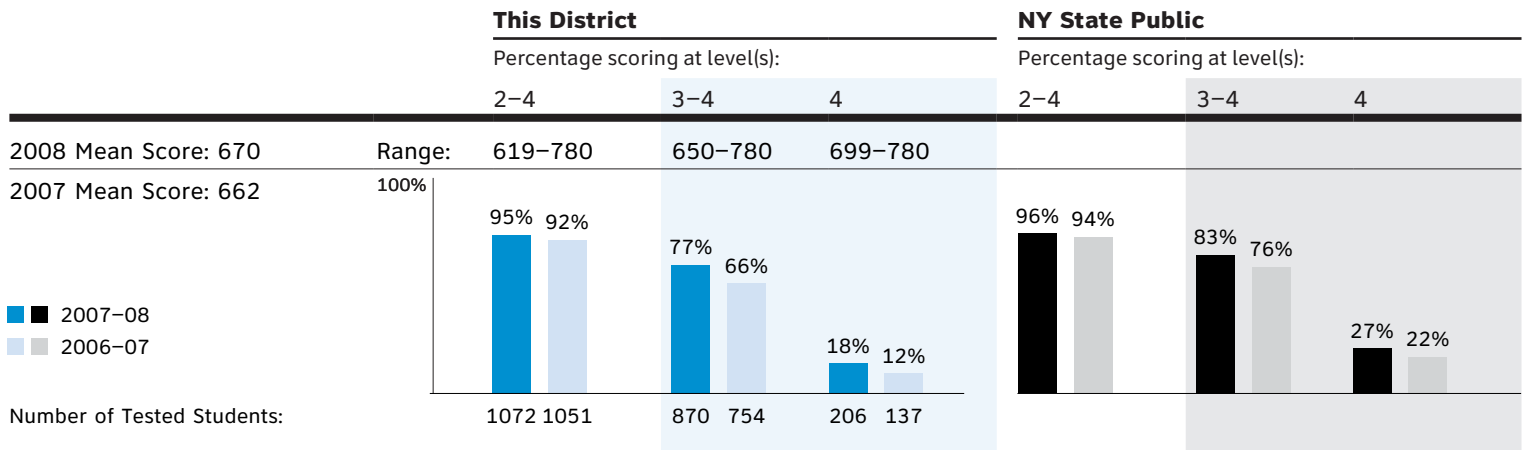
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	9	8	6	18	18	18	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	5	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>1125</b>	<b>95%</b>	<b>77%</b>	<b>18%</b>	<b>1148</b>	<b>92%</b>	<b>66%</b>	<b>12%</b>
Female	583	96%	79%	17%	585	94%	70%	12%
Male	542	94%	75%	19%	563	89%	62%	12%
American Indian or Alaska Native	8	-	-	-	8	88%	25%	0%
Black or African American	834	95%	76%	17%	867	92%	66%	12%
Hispanic or Latino	223	97%	77%	19%	228	88%	62%	11%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	93%	38%	25	92%	84%	24%
White	30	97%	97%	30%	20	95%	65%	25%
Multiracial	1	-	-	-				
Small Group Totals	9	89%	78%	33%				
General-Education Students	902	98%	84%	21%	939	97%	75%	14%
Students with Disabilities	223	83%	49%	6%	209	67%	25%	0%
English Proficient	1088	96%	78%	19%	1095	93%	67%	12%
Limited English Proficient	37	84%	57%	3%	53	68%	36%	4%
Economically Disadvantaged	974	96%	77%	18%	1015	91%	64%	11%
Not Disadvantaged	151	93%	82%	23%	133	96%	75%	23%
Migrant								
Not Migrant	1125	95%	77%	18%	1148	92%	66%	12%

#### NOTES

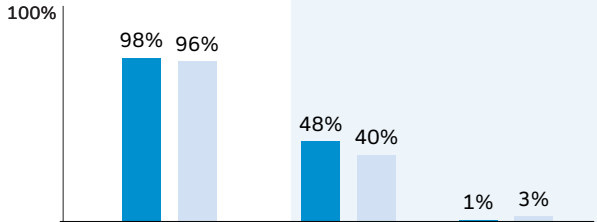
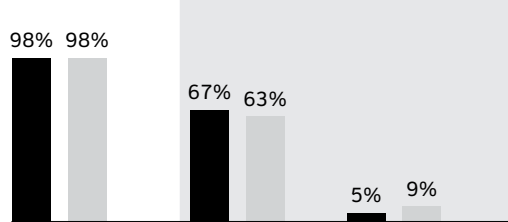
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 5 Equivalent	11	11	11	8	18	18	18	15



## 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: 645						
						
Number of Tested Students:	1099	542	7			
	1145	485	38			

### 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>1126</b>	<b>98%</b>	<b>48%</b>	<b>1%</b>	<b>1198</b>	<b>96%</b>	<b>40%</b>	<b>3%</b>
Female	563	99%	57%	1%	614	97%	44%	4%
Male	563	96%	40%	0%	584	94%	36%	2%
American Indian or Alaska Native	6	100%	17%	0%	11	-	-	-
Black or African American	915	98%	50%	0%	935	96%	40%	3%
Hispanic or Latino	171	95%	37%	1%	201	96%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	27%	0%	28	89%	36%	0%
White	19	95%	68%	5%	20	90%	55%	0%
Multiracial					3	-	-	-
Small Group Totals					14	100%	36%	0%
General-Education Students	905	99%	56%	1%	988	98%	47%	4%
Students with Disabilities	221	90%	17%	0%	210	82%	10%	0%
English Proficient	1093	98%	49%	1%	1154	96%	42%	3%
Limited English Proficient	33	82%	3%	0%	44	77%	5%	0%
Economically Disadvantaged	958	97%	46%	0%	1026	95%	38%	3%
Not Disadvantaged	168	98%	61%	2%	172	98%	52%	5%
Migrant								
Not Migrant	1126	98%	48%	1%	1198	96%	40%	3%

#### NOTES

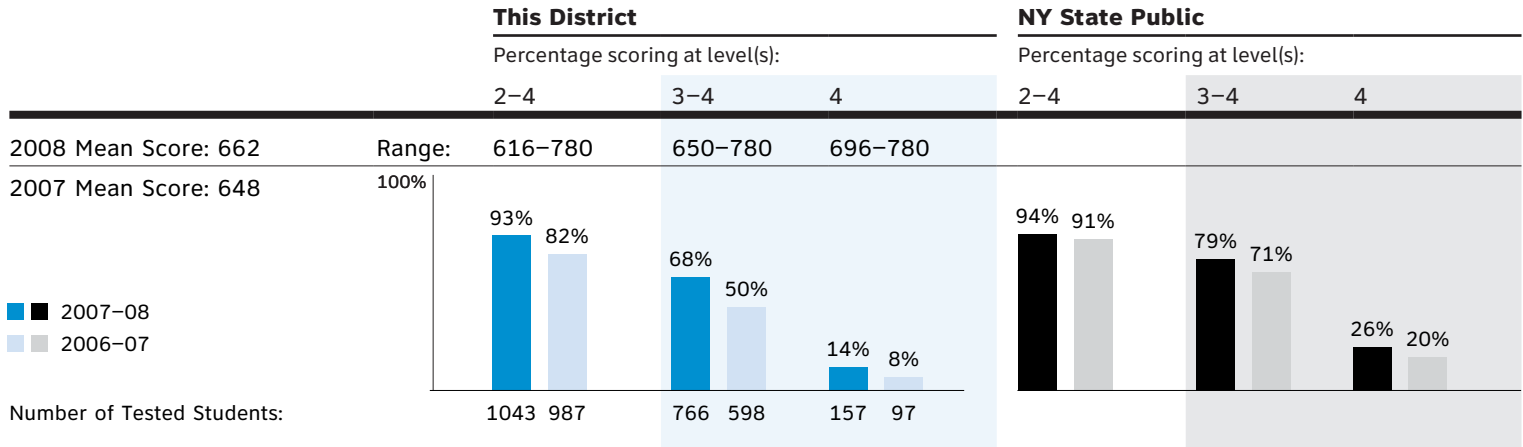
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	13	12	12	11	16	16	14	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	6	N/A	N/A	N/A

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

## This District's Results in Grade 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>1123</b>	<b>93%</b>	<b>68%</b>	<b>14%</b>	<b>1202</b>	<b>82%</b>	<b>50%</b>	<b>8%</b>
Female	564	96%	72%	17%	618	83%	52%	7%
Male	559	90%	65%	11%	584	81%	47%	9%
American Indian or Alaska Native	6	-	-	-	12	-	-	-
Black or African American	909	93%	69%	15%	933	83%	50%	8%
Hispanic or Latino	172	92%	62%	13%	202	77%	50%	11%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	6%	31	84%	55%	3%
White	19	100%	89%	11%	21	86%	62%	10%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	7	71%	29%	0%	15	80%	27%	0%
General-Education Students	904	97%	77%	17%	994	90%	57%	10%
Students with Disabilities	219	76%	33%	1%	208	45%	14%	1%
English Proficient	1088	94%	69%	14%	1150	83%	51%	8%
Limited English Proficient	35	71%	34%	0%	52	58%	25%	0%
Economically Disadvantaged	955	92%	66%	14%	1031	81%	48%	8%
Not Disadvantaged	168	96%	80%	15%	171	89%	60%	11%
Migrant								
Not Migrant	1123	93%	68%	14%	1202	82%	50%	8%

#### NOTES

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

### Other Assessments

	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	13	13	11	7	16	16	15	9

## 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: 652	600-790	650-790	712-790			
2007 Mean Score: 638						
	97%	89%		98%	94%	
	57%	37%	0%	70%	58%	3%
			1%			6%
Number of Tested Students:	1314	1026	772	423	6	15

### 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>1356</b>	<b>97%</b>	<b>57%</b>	<b>0%</b>	<b>1148</b>	<b>89%</b>	<b>37%</b>	<b>1%</b>
Female	685	98%	65%	0%	565	93%	46%	2%
Male	671	96%	49%	1%	583	86%	28%	0%
American Indian or Alaska Native	16	-	-	-	12	-	-	-
Black or African American	1073	98%	59%	1%	902	91%	37%	1%
Hispanic or Latino	208	94%	53%	0%	190	84%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	84%	41%	0%	17	71%	35%	0%
White	20	90%	50%	0%	25	92%	56%	0%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	18	94%	50%	0%	14	86%	36%	0%
General-Education Students	1126	99%	64%	1%	935	95%	44%	2%
Students with Disabilities	230	88%	20%	0%	213	65%	8%	0%
English Proficient	1308	98%	59%	0%	1109	91%	38%	1%
Limited English Proficient	48	75%	8%	0%	39	44%	3%	0%
Economically Disadvantaged	1132	97%	56%	0%	996	89%	35%	1%
Not Disadvantaged	224	97%	61%	1%	152	94%	47%	3%
Migrant								
Not Migrant	1356	97%	57%	0%	1148	89%	37%	1%

#### NOTES

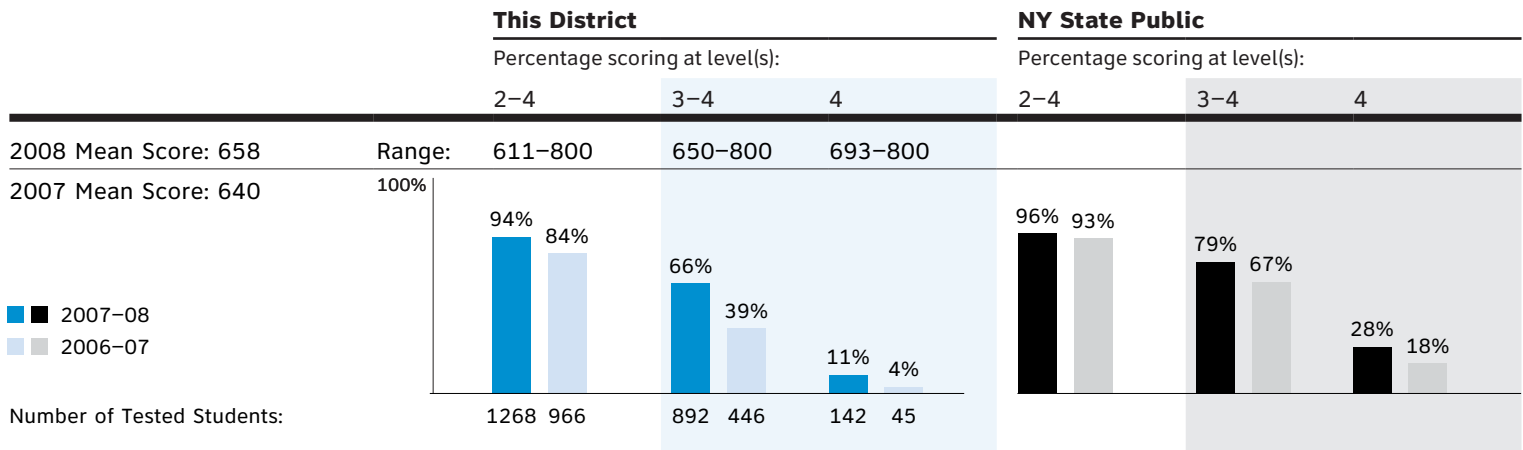
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 7 Equivalent	12	11	9	8	16	14	11	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	6	N/A	N/A	N/A

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

## This District's Results in Grade 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>1346</b>	<b>94%</b>	<b>66%</b>	<b>11%</b>	<b>1152</b>	<b>84%</b>	<b>39%</b>	<b>4%</b>
Female	684	96%	71%	10%	567	89%	46%	6%
Male	662	92%	62%	11%	585	79%	32%	2%
American Indian or Alaska Native	16	-	-	-	12	-	-	-
Black or African American	1065	95%	67%	10%	900	83%	37%	4%
Hispanic or Latino	206	92%	65%	13%	189	87%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	36	97%	69%	11%	23	83%	57%	13%
White	21	95%	67%	5%	26	92%	46%	8%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	18	89%	28%	11%	14	71%	29%	0%
General-Education Students	1119	98%	74%	12%	940	91%	44%	5%
Students with Disabilities	227	75%	27%	3%	212	54%	15%	0%
English Proficient	1299	94%	67%	11%	1106	85%	40%	4%
Limited English Proficient	47	89%	40%	4%	46	63%	17%	0%
Economically Disadvantaged	1125	94%	66%	11%	1001	83%	38%	4%
Not Disadvantaged	221	93%	67%	7%	151	88%	44%	3%
Migrant								
Not Migrant	1346	94%	66%	11%	1152	84%	39%	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 7 Equivalent	13	12	10	6	16	14	10	7

## 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: 643	602-790	650-790	715-790			
2007 Mean Score: 640						
Number of Tested Students:	1129	1040	486	459	18	18

### 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>1226</b>	<b>92%</b>	<b>40%</b>	<b>1%</b>	<b>1163</b>	<b>89%</b>	<b>39%</b>	<b>2%</b>
Female	607	96%	49%	3%	570	92%	45%	2%
Male	619	88%	30%	0%	593	87%	34%	1%
American Indian or Alaska Native	9	89%	22%	0%	15	-	-	-
Black or African American	979	93%	40%	2%	928	90%	39%	1%
Hispanic or Latino	191	87%	37%	1%	189	85%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	39%	0%	15	93%	53%	0%
White	29	93%	55%	3%	15	93%	60%	0%
Multiracial					1	-	-	-
Small Group Totals					16	94%	19%	6%
General-Education Students	986	97%	47%	2%	931	96%	48%	2%
Students with Disabilities	240	71%	8%	0%	232	64%	5%	0%
English Proficient	1191	93%	41%	2%	1139	90%	40%	2%
Limited English Proficient	35	54%	0%	0%	24	46%	8%	0%
Economically Disadvantaged	1002	92%	39%	1%	975	88%	38%	1%
Not Disadvantaged	224	92%	45%	1%	188	96%	47%	5%
Migrant								
Not Migrant	1226	92%	40%	1%	1163	89%	39%	2%

#### NOTES

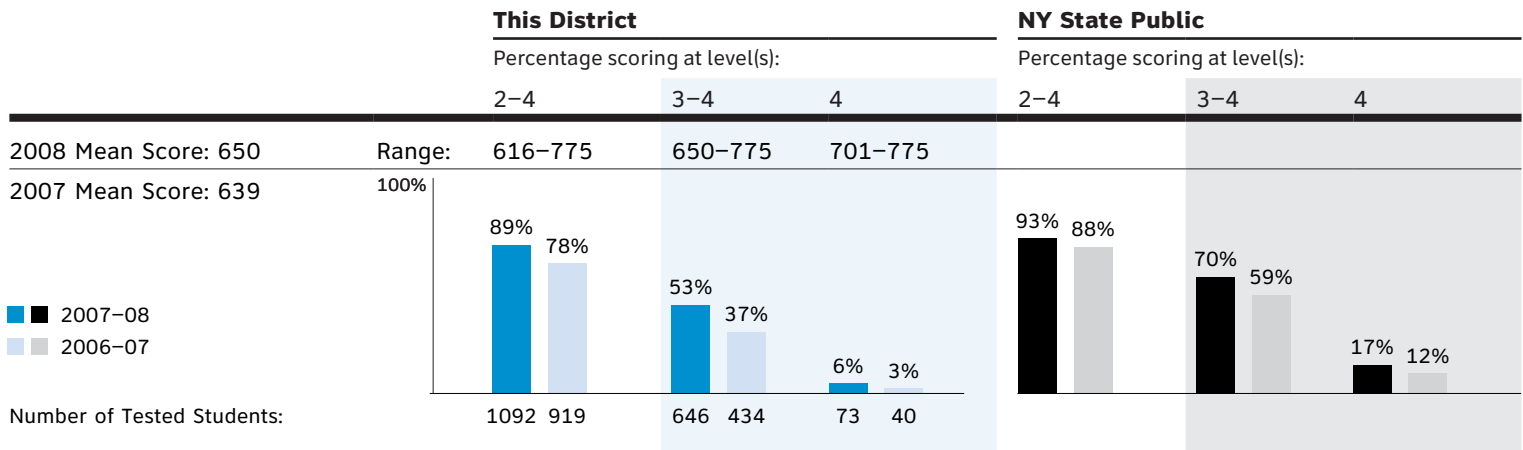
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	15	14	12	9	19	19	18	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	7	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>1227</b>	<b>89%</b>	<b>53%</b>	<b>6%</b>	<b>1178</b>	<b>78%</b>	<b>37%</b>	<b>3%</b>
Female	607	93%	59%	6%	580	81%	42%	4%
Male	620	85%	47%	6%	598	75%	32%	3%
American Indian or Alaska Native	9	89%	33%	0%	15	-	-	-
Black or African American	979	89%	52%	5%	936	78%	36%	2%
Hispanic or Latino	190	87%	52%	7%	192	78%	38%	5%
Asian or Native Hawaiian/Other Pacific Islander	19	89%	74%	16%	17	88%	65%	29%
White	30	87%	73%	13%	16	81%	38%	6%
Multiracial					2	-	-	-
Small Group Totals					17	82%	41%	12%
General-Education Students	991	97%	61%	7%	945	85%	44%	4%
Students with Disabilities	236	57%	19%	0%	233	52%	9%	0%
English Proficient	1189	89%	53%	6%	1147	79%	37%	3%
Limited English Proficient	38	74%	32%	5%	31	55%	23%	3%
Economically Disadvantaged	1002	89%	52%	6%	984	77%	37%	4%
Not Disadvantaged	225	90%	56%	8%	194	86%	38%	3%
Migrant								
Not Migrant	1227	89%	53%	6%	1178	78%	37%	3%

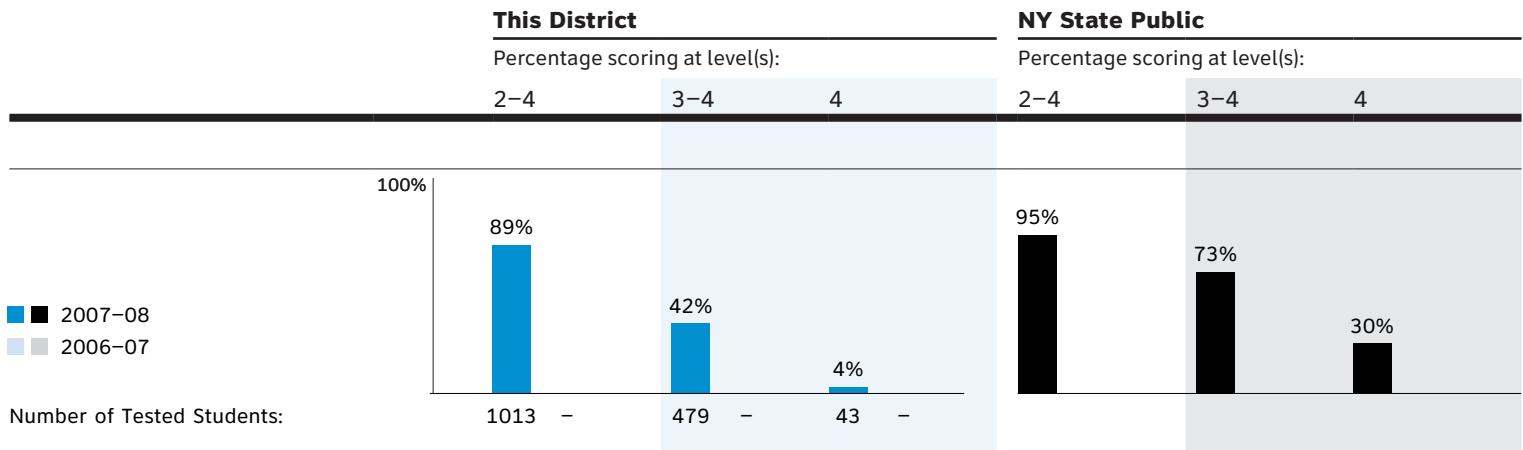
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	15	12	7	19	18	17	9

## 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>1132</b>	<b>89%</b>	<b>42%</b>	<b>4%</b>	<b>1122</b>	<b>81%</b>	<b>34%</b>	<b>4%</b>
Female	565	91%	41%	3%	554	83%	33%	2%
Male	567	86%	42%	4%	568	80%	35%	5%
American Indian or Alaska Native	9	89%	11%	0%	15	-	-	-
Black or African American	899	89%	41%	3%	894	81%	32%	3%
Hispanic or Latino	182	88%	43%	4%	176	81%	40%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	47%	13%	18	83%	61%	17%
White	27	93%	63%	19%	17	88%	53%	6%
Multiracial					2	-	-	-
Small Group Totals					17	76%	18%	6%
General-Education Students	913	94%	47%	4%	909	88%	40%	4%
Students with Disabilities	219	68%	20%	1%	213	54%	9%	1%
English Proficient	1098	89%	42%	4%	1092	82%	34%	4%
Limited English Proficient	34	68%	15%	0%	30	47%	13%	0%
Economically Disadvantaged	920	88%	40%	3%	936	81%	33%	3%
Not Disadvantaged	212	91%	49%	6%	186	85%	38%	5%
Migrant								
Not Migrant	1132	89%	42%	4%	1122	81%	34%	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

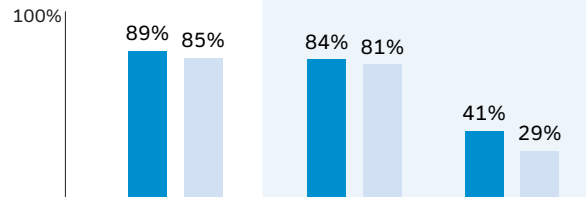
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	14	12	10	19	19	19	18
Regents Science	9	9	9	0	1	-	-	-

## 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

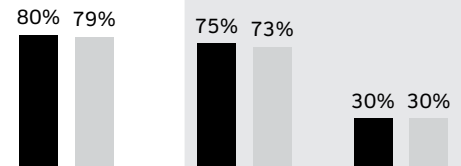


■ 2004 Cohort  
■ 2003 Cohort

### 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>2359</b>	<b>89%</b>	<b>84%</b>	<b>41%</b>	<b>2053</b>	<b>85%</b>	<b>81%</b>	<b>29%</b>
Female	1172	91%	86%	46%	942	88%	84%	35%
Male	1187	88%	83%	37%	1111	82%	78%	25%
American Indian or Alaska Native	10	90%	50%	20%	5	40%	20%	20%
Black or African American	1161	85%	78%	28%	1030	80%	73%	16%
Hispanic or Latino	329	81%	74%	30%	246	73%	68%	16%
Asian or Native Hawaiian/Other Pacific Islander	569	99%	99%	63%	480	97%	96%	49%
White	278	97%	96%	69%	223	94%	93%	58%
Multiracial	12	100%	100%	50%	69	100%	100%	43%
<b>Small Group Totals</b>								
General-Education Students	2198	94%	89%	44%	1882	90%	87%	32%
Students with Disabilities	161	27%	18%	2%	171	25%	17%	2%
English Proficient	2282	90%	85%	43%	2017	85%	81%	30%
Limited English Proficient	77	70%	58%	4%	36	61%	42%	0%
Economically Disadvantaged	1497	89%	84%	37%	1236	85%	81%	26%
Not Disadvantaged	862	90%	85%	48%	817	85%	81%	34%
Migrant								
Not Migrant	2359	89%	84%	41%				

### 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

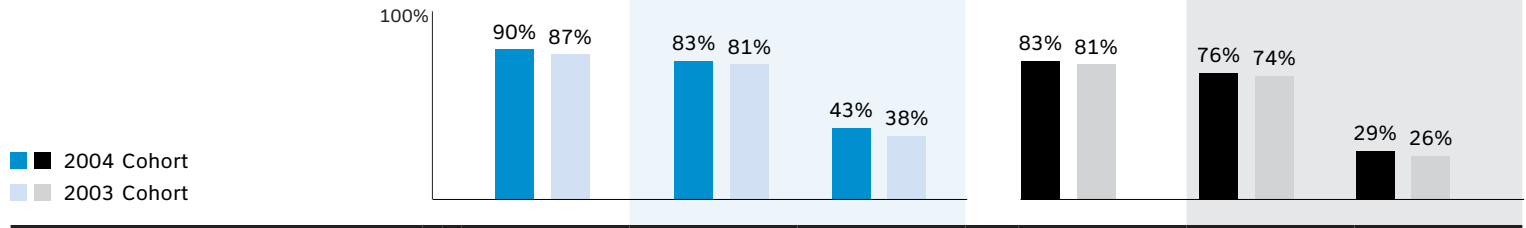
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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>2359</b>	<b>90%</b>	<b>83%</b>	<b>43%</b>	<b>2053</b>	<b>87%</b>	<b>81%</b>	<b>38%</b>
Female	1172	92%	83%	40%	942	90%	84%	35%
Male	1187	89%	82%	46%	1111	85%	79%	40%
American Indian or Alaska Native	10	90%	60%	10%	5	80%	80%	0%
Black or African American	1161	86%	75%	19%	1030	81%	72%	14%
Hispanic or Latino	329	83%	71%	28%	246	76%	67%	22%
Asian or Native Hawaiian/Other Pacific Islander	569	99%	98%	86%	480	99%	99%	77%
White	278	97%	96%	78%	223	94%	94%	71%
Multiracial	12	100%	100%	33%	69	100%	100%	67%
<b>Small Group Totals</b>								
General-Education Students	2198	94%	87%	46%	1882	92%	87%	41%
Students with Disabilities	161	37%	22%	2%	171	27%	15%	2%
English Proficient	2282	91%	84%	44%	2017	87%	82%	38%
Limited English Proficient	77	75%	49%	5%	36	64%	44%	6%
Economically Disadvantaged	1497	90%	81%	39%	1236	86%	80%	32%
Not Disadvantaged	862	91%	86%	50%	817	88%	83%	47%
Migrant								
Not Migrant	2359	90%	83%	43%				

### 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.