



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #14**

District ID **33-14-00-01-0000**

Superintendent **JAMES QUAIL**

Telephone **(718) 302-7600**

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	608	671	657
Kindergarten	1165	1142	1086
Grade 1	1456	1439	1358
Grade 2	1447	1329	1324
Grade 3	1374	1385	1282
Grade 4	1300	1275	1304
Grade 5	1418	1338	1230
Grade 6	1523	1346	1300
Ungraded Elementary	675	700	782
Grade 7	1438	1567	1401
Grade 8	1457	1385	1467
Grade 9	1696	2073	2413
Grade 10	1350	1327	1871
Grade 11	820	849	1060
Grade 12	745	650	715
Ungraded Secondary	703	696	764
Total K-12	18567	18501	19357

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	24	25	21
Grade 8			
English	25	25	29
Mathematics	26	27	29
Science	27	26	27
Social Studies	26	24	27
Grade 10			
English	29	26	26
Mathematics	22	25	25
Science	25	28	26
Social Studies	28	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.

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	14606	79%	13614	74%	13507	70%
Reduced-Price Lunch	623	3%	667	4%	877	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	2700	15%	2591	14%	2564	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	46	0%	64	0%	75	0%
Black or African American	4720	25%	4813	26%	5578	29%
Hispanic or Latino	11854	64%	11586	63%	11659	60%
Asian or Native Hawaiian/Other Pacific Islander	485	3%	517	3%	493	3%
White	1462	8%	1521	8%	1552	8%
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	419	2%	569	3%	599	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.

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	1437	1478	1552
Percent with No Valid Teaching Certificate	4%	5%	3%
Percent Teaching Out of Certification	15%	11%	12%
Percent with Fewer Than Three Years of Experience	19%	20%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	31%	31%
Total Number of Core Classes	4681	2823	3264
Percent Not Taught by Highly Qualified Teachers	14%	11%	14%
Total Number of Classes	3549	3608	3916
Percent Taught by Teachers Without Appropriate Certification	19%	13%	14%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	25%	
Turnover Rate of All Teachers	19%	21%	

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

$$100 \times [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]$$

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

$$100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]$$

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 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Improvement (Year 1)	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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓ ^{SH}	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	✓	✓ ^{SH}	✓	✓
Hispanic or Latino	✓	✓	✓	✓ ^{SH}	✗	✓
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	—	—	—
White	✓	✓	✓	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	✓	✗	✗	✓
Limited English Proficient	✓ ^{SH}	✓	✓	✗	✗	✓
Economically Disadvantaged	✓	✓	✓	✓	✓	✓
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 6	✗ 3 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

- 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 4)

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) 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 (8673:8326)	✓						
Ethnicity							
American Indian or Alaska Native (20:20)	—						
Black or African American (1785:1710)	✓						
Hispanic or Latino (5755:5526)	✓						
Asian or Native Hawaiian/Other Pacific Islander (295:282)	✓						
White (817:787)	✓						
Multiracial (1:1)	—						
Other Groups							
Students with Disabilities ⁴ (1648:1542)	✓ SH						
Limited English Proficient ⁵ (1170:1480)	✓ SH						
Economically Disadvantaged (8560:8231)	✓						
Final AYP Determination	✓ 8 of 8						

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 for This Subject (2008–09)



Improvement (Year 1)

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

To be removed from improvement status in mathematics, 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 2) 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. [216]

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 (8680:8302)	✓	✓	99%	✓	165	101	
Ethnicity							
American Indian or Alaska Native (20:20)	–	–	–	–	–	–	–
Black or African American (1771:1669)	✓	✓	98%	✓	150	99	
Hispanic or Latino (5784:5533)	✓	✓	99%	✓	165	101	
Asian or Native Hawaiian/Other Pacific Islander (289:283)	✓	✓	100%	✓	193	96	
White (815:796)	✓	✓	99%	✓	188	98	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (1653:1524)	✓	✓	97%	✓	121	99	
Limited English Proficient ⁵ (1183:1534)	✓	✓	98%	✓	155	99	
Economically Disadvantaged (8564:8211)	✓	✓	99%	✓	166	101	
Final AYP Determination	✓ 8 of 8						

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 (2988:2753)		Qualified		95%		149	100	
Ethnicity								
American Indian or Alaska Native (4:3)		–	–	–	–	–	–	–
Black or African American (613:543)		Qualified		93%		133	100	
Hispanic or Latino (2000:1848)		Qualified		95%		148	100	
Asian or Native Hawaiian/Other Pacific Islander (97:92)		Qualified		100%		185	100	
White (273:266)		Qualified		98%		178	100	
Multiracial (1:1)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (545:464)		Qualified		89%		112	100	
Limited English Proficient ⁴ (394:456)		Qualified		96%		134	100	
Economically Disadvantaged (2940:2718)		Qualified		96%		149	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 4)

Accountability Measures

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

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

Student Group (12th Graders: 2004 Cohort) 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 (1011:1060)	✓ SH						
Ethnicity							
American Indian or Alaska Native (2:3)	—						
Black or African American (414:444)	✓ SH						
Hispanic or Latino (552:565)	✓ SH						
Asian or Native Hawaiian/Other Pacific Islander (14:16)	—						
White (25:29)	—						
Multiracial (4:3)	—						
Other Groups							
Students with Disabilities (111:174)	✗						
Limited English Proficient ⁴ (84:108)	✗						
Economically Disadvantaged (785:824)	✓						
Final AYP Determination	✗ 4 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 for This Subject (2008–09)



Improvement (Year 1)

Accountability Measures

3 of 6

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, 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 2) 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. [216]

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

Student Group (12th Graders: 2004 Cohort) 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 (1011:1060)	✓	✓	97%	✓	156	156		
Ethnicity								
American Indian or Alaska Native (2:3)	—	—	—	—	—	—		—
Black or African American (414:444)	✓	✓	99%	✓	158	154		
Hispanic or Latino (1013:565)	✗	✗	94%	✓ ^{SH}	153	154	151	158
Asian or Native Hawaiian/Other Pacific Islander (14:16)	—	—	—	—	—	—		—
White (25:29)	—	—	—	—	—	—		—
Multiracial (4:3)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities (174:174)	✗	✗	93%	✓ ^{SH}	111	151	110	120
Limited English Proficient ⁴ (126:108)	✗	✗	88%	✗	133	149	149	140
Economically Disadvantaged (785:824)	✓	✓	97%	✓	160	155		
Final AYP Determination	✗ 3 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		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2007–08 2008–09
All Students (972)			57%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (388)			56%	55%	
Hispanic or Latino (547)			58%	55%	
Asian or Native Hawaiian/Other Pacific Islander (17)	–	–	–	–	
White (19)	–	–	–	–	
Multiracial (1)					
Other Groups	–	–	–	–	
Students with Disabilities (171)			26%	55%	19% 27%
Limited English Proficient ³ (121)			50%	55%	1% 51%
Economically Disadvantaged (750)			59%	55%	
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 #14**

District ID **33-14-00-01-0000**

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

30 schools identified 71% of total

ACADEMY FOR YOUNG WRITERS
BROOKLYN PREPARATORY HIGH SCHOOL
CONSELYEA PREP SCHOOL
GREEN SCHOOL: AN ACADEMY FOR ENVIRONMENTAL CAREERS
HIGH SCHOOL OF ENTERPRISE, BUSINESS & TECHNOLOGY
JHS 318 EUGENO MARIA DEHOSTOS SCHOOL
LYONS COMMUNITY SCHOOL
MS 582
MULTICULTURAL HIGH SCHOOL
PROGRESS HIGH SCHOOL FOR PROFESSIONAL CAREERS
PS 110 MONITOR SCHOOL
PS 120 CARLOS TAPIA SCHOOL
PS 132 THE CONSELYEA
PS 147 ISSAC REMSEN SCHOOL
PS 157 BENJAMIN FRANKLIN SCHOOL
PS 17 HENRY D WOODWORTH SCHOOL
PS 18 EDWARD BUSH SCHOOL
PS 196 TEN EYCK SCHOOL
PS 23 CARTER C WOODSON SCHOOL
PS 250 GEORGE H LINDSEY SCHOOL
PS 257 JOHN F HYLAN SCHOOL
PS 297 ABRAHAM STOCKTON SCHOOL
PS 31 SAMUEL F DUPONT SCHOOL
PS 319
PS 34 OLIVER H PERRY SCHOOL
PS 380 JOHN WAYNE ELEMENTARY
PS 59 WILLIAM FLOYD SCHOOL
URBAN ASSEMBLY SCHOOL FOR URBAN ENVIRONMENT
WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE AND DESIGN
WILLIAMSBURG PREP SCHOOL

▲ Improvement (Year 1)

2 schools identified 5% of total

PS 16 LEONARD DUNKLY SCHOOL
PS 84 JOSE DE DIEGO SCHOOL

▲ Corrective Action

1 school identified 2% of total

HIGH SCHOOL FOR LEGAL STUDIES

▲ Restructuring (Year 1)

1 school identified 2% of total

EL PUENTE ACADEMY FOR PEACE AND JUSTICE

▲ Restructuring (Year 2)

1 school identified 2% of total

New York State Status

■ Good Standing

2 schools identified 5% of total

BROOKLYN LATIN
FOUNDATIONS ACADEMY

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #14**

District ID **33-14-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

⬆ Restructuring (Year 2) (continued)

PS 19 ROBERTO CLEMENTE SCHOOL

⬆ Restructuring (Year 4)

3 schools identified 7% of total

AUTOMOTIVE HIGH SCHOOL

JHS 126 JOHN ERICSSON SCHOOL

JUAN MOREL CAMPOS SECONDARY SCHOOL

⬆ Restructuring (Year 5)

2 schools identified 5% of total







JHS 49 WILLIAM J GAYNOR

JHS 50 JOHN D WELLS







District **NEW YORK CITY GEOGRAPHIC DISTRICT #14**District ID **33-14-00-01-0000**

Summary of 2007–08 District Performance



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



	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	56%			1355
Grade 4	63%			1356
Grade 5	72%			1324
Grade 6	45%			1363
Grade 7	56%			1457
Grade 8	37%			1517

Mathematics

Grade 3	86%		1366
Grade 4	80%		1381
Grade 5	80%		1341
Grade 6	65%		1379
Grade 7	64%		1475
Grade 8	56%		1519

Science

Grade 4	70%		1331
Grade 8	46%		1472

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	66%			1177
Mathematics	62%			1177

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

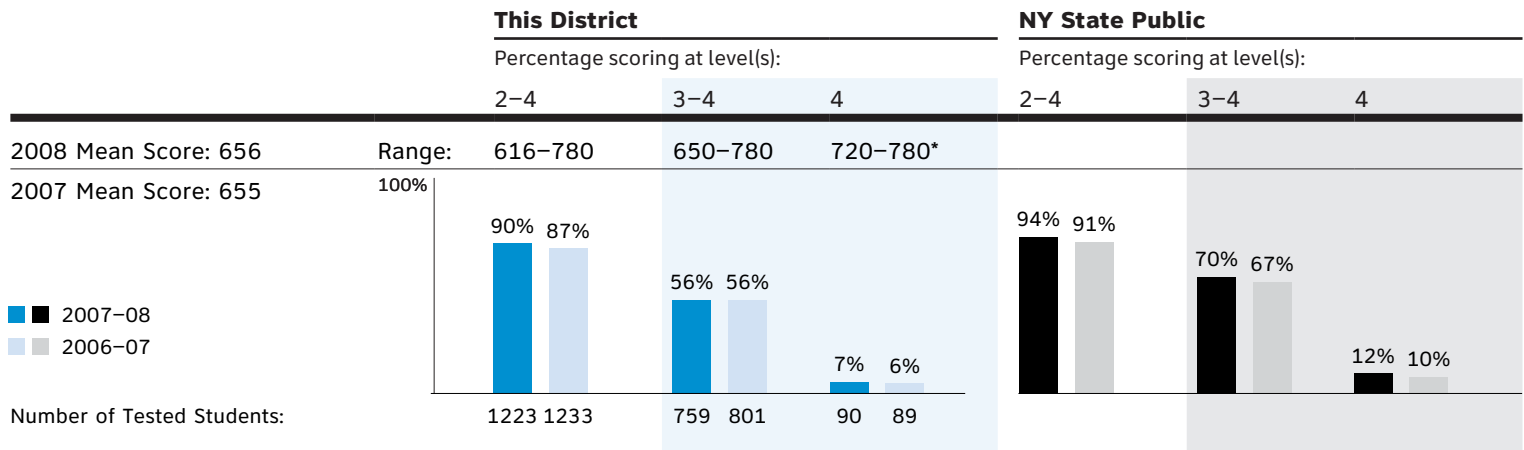
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1355	90%	56%	7%	1420	87%	56%	6%
Female	646	92%	60%	7%	714	89%	61%	7%
Male	709	89%	52%	6%	706	84%	52%	6%
American Indian or Alaska Native	5	80%	40%	20%	3	—	—	—
Black or African American	277	87%	45%	5%	283	82%	45%	4%
Hispanic or Latino	898	90%	56%	6%	946	86%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	56	96%	75%	9%	42	—	—	—
White	119	97%	76%	13%	146	97%	82%	16%
Multiracial								
Small Group Totals					45	96%	76%	22%
General-Education Students	1105	95%	63%	8%	1198	92%	64%	7%
Students with Disabilities	250	67%	25%	2%	222	56%	18%	1%
English Proficient	1114	92%	61%	8%	1169	90%	63%	8%
Limited English Proficient	241	82%	33%	2%	251	74%	26%	0%
Economically Disadvantaged	1349	90%	56%	7%	1416	—	—	—
Not Disadvantaged	6	67%	33%	0%	4	—	—	—
Migrant								
Not Migrant	1355	90%	56%	7%	1420	87%	56%	6%

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.

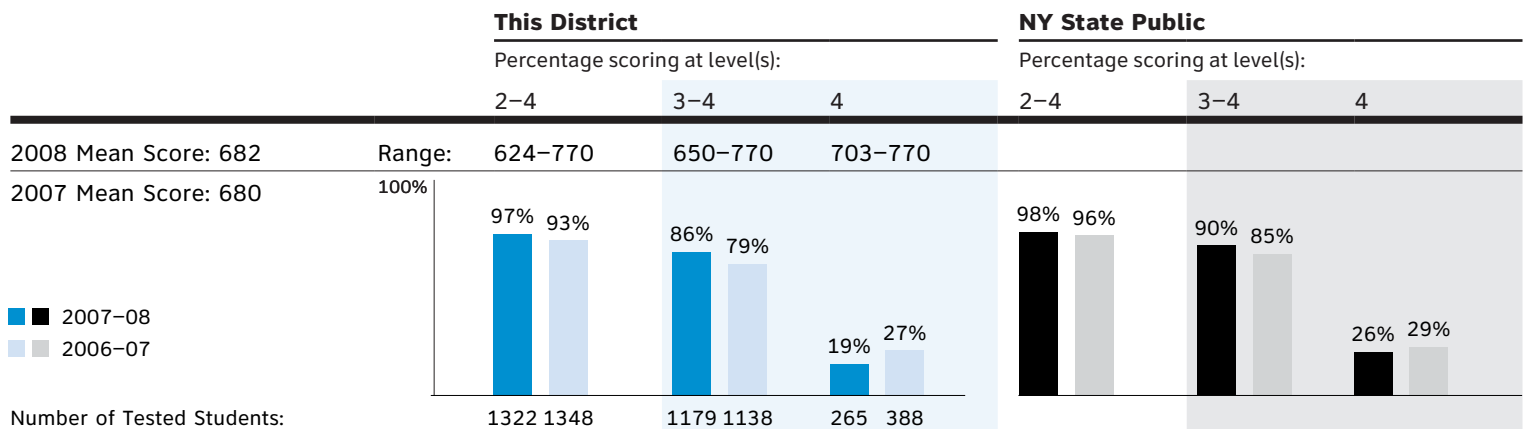
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	16	15	13	11	14	14	11	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	14	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 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	1366	97%	86%	19%	1442	93%	79%	27%
Female	650	97%	88%	19%	726	94%	80%	26%
Male	716	96%	85%	20%	716	93%	77%	28%
American Indian or Alaska Native	5	100%	100%	20%	3	—	—	—
Black or African American	277	94%	78%	12%	285	89%	69%	19%
Hispanic or Latino	909	97%	86%	17%	961	94%	79%	24%
Asian or Native Hawaiian/Other Pacific Islander	55	98%	98%	62%	44	—	—	—
White	120	100%	98%	34%	149	99%	95%	51%
Multiracial								
Small Group Totals					47	98%	89%	57%
General-Education Students	1113	98%	91%	22%	1216	96%	84%	31%
Students with Disabilities	253	91%	68%	6%	226	79%	49%	7%
English Proficient	1110	97%	88%	22%	1167	95%	82%	30%
Limited English Proficient	256	96%	79%	7%	275	88%	65%	13%
Economically Disadvantaged	1360	97%	86%	19%	1438	—	—	—
Not Disadvantaged	6	67%	50%	0%	4	—	—	—
Migrant								
Not Migrant	1366	97%	86%	19%	1442	93%	79%	27%

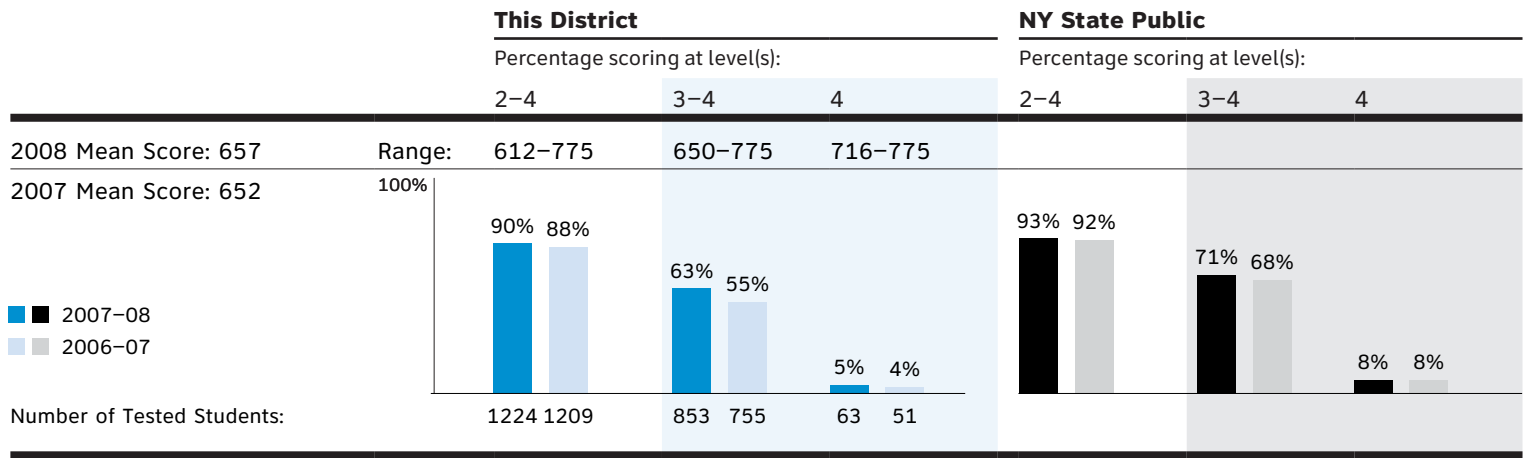
NOTES

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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	16	16	13	10	14	14	13	8

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1356	90%	63%	5%	1373	88%	55%	4%
Female	680	93%	69%	7%	692	91%	57%	5%
Male	676	88%	57%	3%	681	85%	53%	3%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	279	87%	54%	3%	262	88%	52%	2%
Hispanic or Latino	899	90%	62%	3%	916	86%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	41	—	—	—	51	—	—	—
White	135	98%	86%	16%	142	95%	80%	12%
Multiracial								
Small Group Totals	43	95%	79%	14%	53	98%	81%	15%
General-Education Students	1111	96%	72%	6%	1116	94%	63%	5%
Students with Disabilities	245	65%	20%	0%	257	61%	20%	0%
English Proficient	1142	93%	69%	5%	1130	92%	63%	5%
Limited English Proficient	214	75%	32%	1%	243	67%	19%	0%
Economically Disadvantaged	1345	90%	63%	5%	1372	—	—	—
Not Disadvantaged	11	73%	36%	0%	1	—	—	—
Migrant								
Not Migrant	1356	90%	63%	5%	1373	88%	55%	4%

NOTES

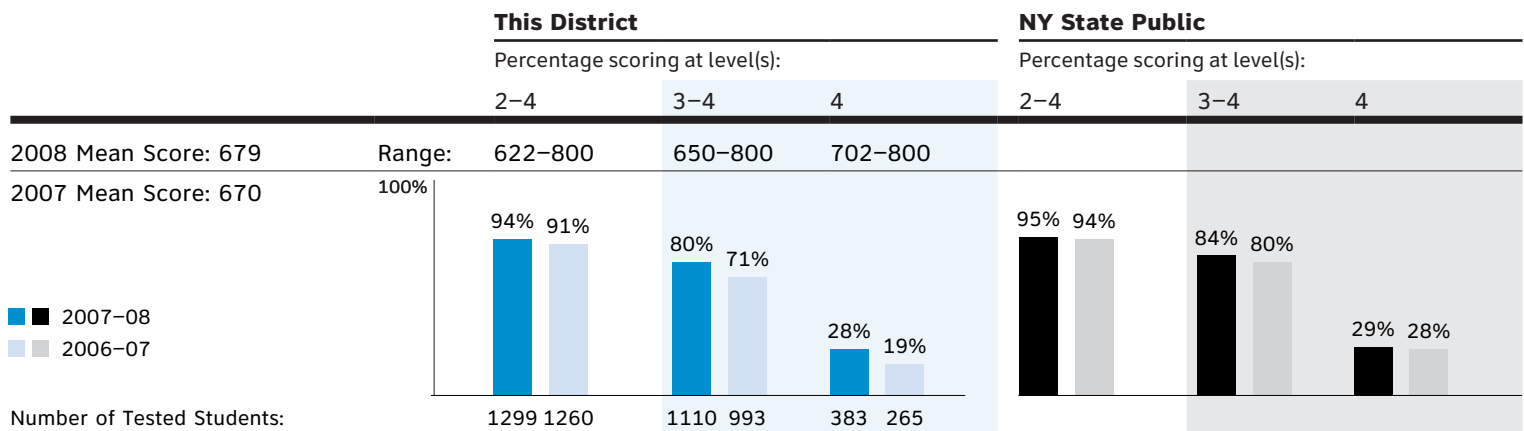
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	16	15	10	13	13	12	10
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	10	N/A	N/A	N/A	17	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	1381	94%	80%	28%	1391	91%	71%	19%
Female	690	97%	83%	26%	697	91%	71%	17%
Male	691	92%	78%	29%	694	90%	72%	21%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	278	90%	71%	19%	259	88%	63%	9%
Hispanic or Latino	920	94%	80%	25%	933	90%	69%	15%
Asian or Native Hawaiian/Other Pacific Islander	41	—	—	—	54	—	—	—
White	140	99%	96%	56%	143	97%	92%	47%
Multiracial								
Small Group Totals	43	100%	95%	63%	56	96%	96%	63%
General-Education Students	1132	98%	88%	32%	1133	95%	78%	22%
Students with Disabilities	249	78%	48%	8%	258	73%	40%	5%
English Proficient	1147	95%	84%	31%	1125	94%	77%	23%
Limited English Proficient	234	88%	64%	11%	266	76%	48%	3%
Economically Disadvantaged	1371	94%	81%	28%	1390	—	—	—
Not Disadvantaged	10	90%	40%	10%	1	—	—	—
Migrant								
Not Migrant	1381	94%	80%	28%	1391	91%	71%	19%

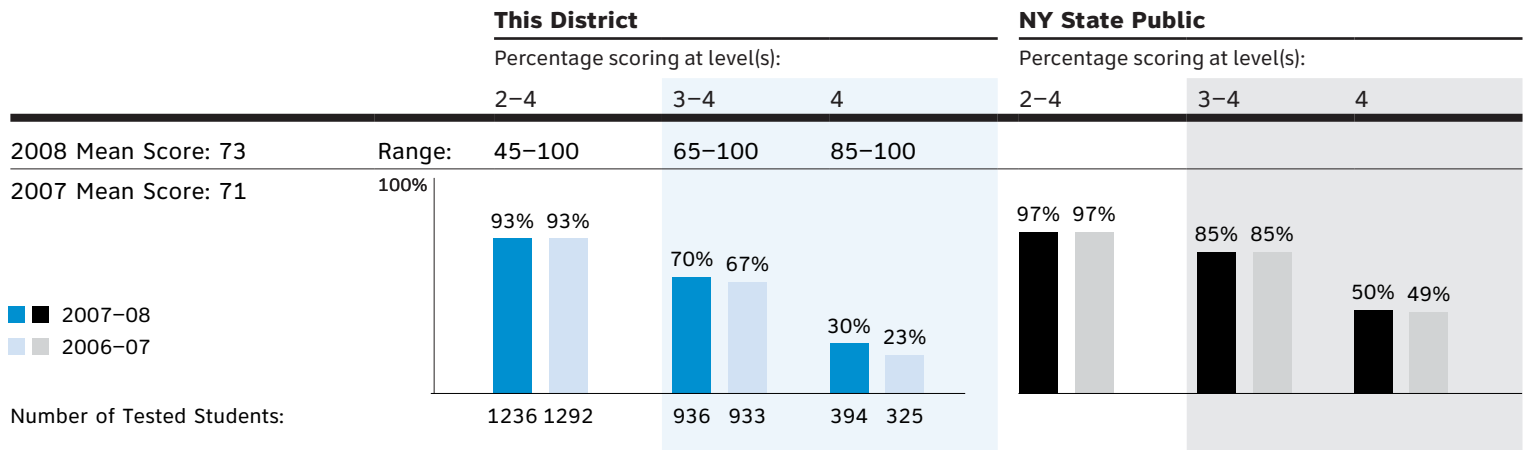
NOTES

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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	18	16	12	11	13	13	13	12

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	1331	93%	70%	30%	1387	93%	67%	23%
Female	666	94%	71%	31%	692	94%	66%	23%
Male	665	91%	69%	28%	695	93%	68%	24%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	252	88%	58%	23%	259	93%	61%	14%
Hispanic or Latino	897	93%	70%	26%	929	92%	65%	19%
Asian or Native Hawaiian/Other Pacific Islander	41	—	—	—	53	—	—	—
White	139	99%	93%	53%	144	99%	83%	52%
Multiracial								
Small Group Totals	43	95%	86%	72%	55	98%	95%	71%
General-Education Students	1091	95%	77%	34%	1128	96%	74%	27%
Students with Disabilities	240	83%	42%	10%	259	79%	39%	6%
English Proficient	1096	95%	75%	34%	1123	97%	74%	28%
Limited English Proficient	235	85%	47%	9%	264	79%	41%	6%
Economically Disadvantaged	1321	93%	70%	30%	1386	—	—	—
Not Disadvantaged	10	100%	50%	10%	1	—	—	—
Migrant								
Not Migrant	1331	93%	70%	30%	1387	93%	67%	23%

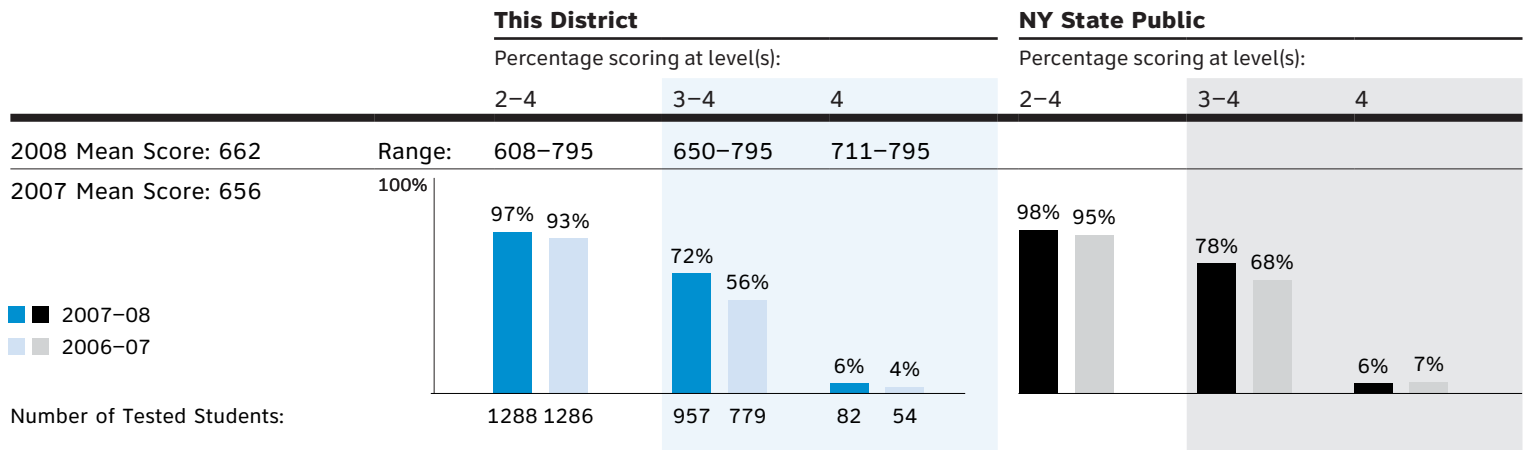
NOTES

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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	18	17	16	14	13	13	13	10

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1324	97%	72%	6%	1379	93%	56%	4%
Female	668	98%	75%	7%	691	95%	58%	4%
Male	656	97%	70%	5%	688	91%	55%	4%
American Indian or Alaska Native	3	—	—	—	3	—	—	—
Black or African American	263	97%	67%	5%	257	91%	45%	1%
Hispanic or Latino	873	97%	70%	4%	908	93%	54%	3%
Asian or Native Hawaiian/Other Pacific Islander	57	—	—	—	40	—	—	—
White	128	99%	90%	21%	171	97%	80%	11%
Multiracial								
Small Group Totals	60	98%	88%	15%	43	95%	77%	19%
General-Education Students	1053	99%	79%	8%	1157	97%	63%	5%
Students with Disabilities	271	91%	46%	0%	222	72%	24%	0%
English Proficient	1133	99%	79%	7%	1211	96%	62%	4%
Limited English Proficient	191	90%	32%	1%	168	76%	17%	0%
Economically Disadvantaged	1315	97%	73%	6%	1375	—	—	—
Not Disadvantaged	9	78%	22%	0%	4	—	—	—
Migrant								
Not Migrant	1324	97%	72%	6%	1379	93%	56%	4%

NOTES

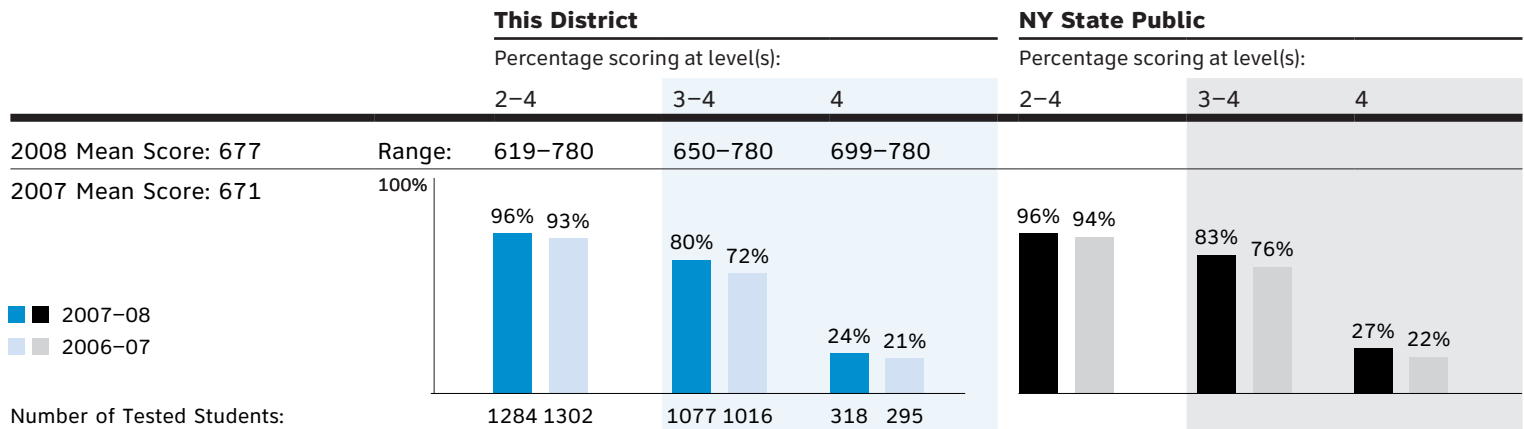
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	15	14	13	7	21	21	21	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	N/A	N/A	N/A	28	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	1341	96%	80%	24%	1407	93%	72%	21%
Female	680	96%	81%	24%	705	94%	73%	21%
Male	661	96%	80%	23%	702	91%	72%	21%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	264	94%	76%	12%	256	88%	55%	8%
Hispanic or Latino	883	96%	78%	20%	924	92%	73%	19%
Asian or Native Hawaiian/Other Pacific Islander	58	-	-	-	41	-	-	-
White	133	99%	93%	54%	183	97%	87%	42%
Multiracial								
Small Group Totals	61	98%	97%	69%	44	100%	93%	57%
General-Education Students	1069	98%	87%	29%	1182	97%	79%	24%
Students with Disabilities	272	87%	54%	5%	225	69%	36%	4%
English Proficient	1136	98%	85%	27%	1213	94%	76%	22%
Limited English Proficient	205	84%	52%	4%	194	83%	47%	12%
Economically Disadvantaged	1332	96%	81%	24%	1403	-	-	-
Not Disadvantaged	9	56%	22%	0%	4	-	-	-
Migrant								
Not Migrant	1341	96%	80%	24%	1407	93%	72%	21%

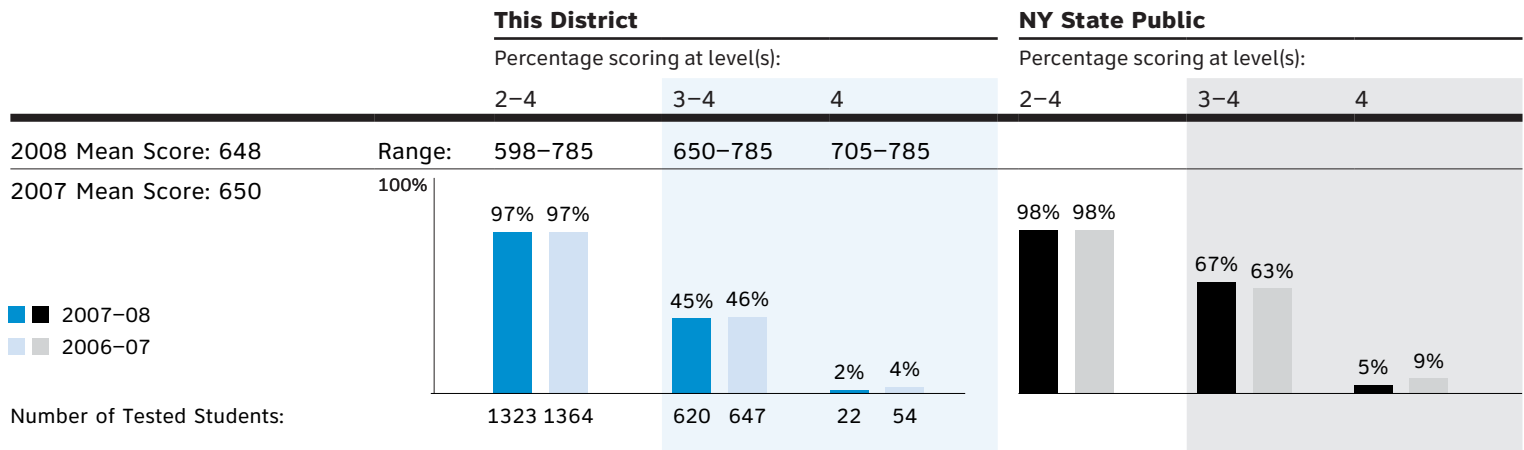
NOTES

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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	16	16	15	9	21	21	21	17

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	1363	97%	45%	2%	1404	97%	46%	4%
Female	677	98%	50%	2%	704	98%	49%	5%
Male	686	96%	41%	1%	700	96%	43%	3%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	275	95%	32%	1%	284	96%	33%	1%
Hispanic or Latino	888	97%	44%	1%	967	97%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	40	—	—	—	36	—	—	—
White	157	100%	69%	3%	113	98%	73%	21%
Multiracial								
Small Group Totals	43	98%	77%	5%	40	98%	73%	15%
General-Education Students	1118	99%	53%	2%	1210	99%	52%	4%
Students with Disabilities	245	89%	12%	0%	194	84%	10%	0%
English Proficient	1224	98%	49%	2%	1274	98%	50%	4%
Limited English Proficient	139	89%	11%	0%	130	92%	11%	0%
Economically Disadvantaged	1353	97%	46%	2%	1396	97%	46%	4%
Not Disadvantaged	10	70%	10%	0%	8	100%	0%	0%
Migrant								
Not Migrant	1363	97%	45%	2%	1404	97%	46%	4%

NOTES

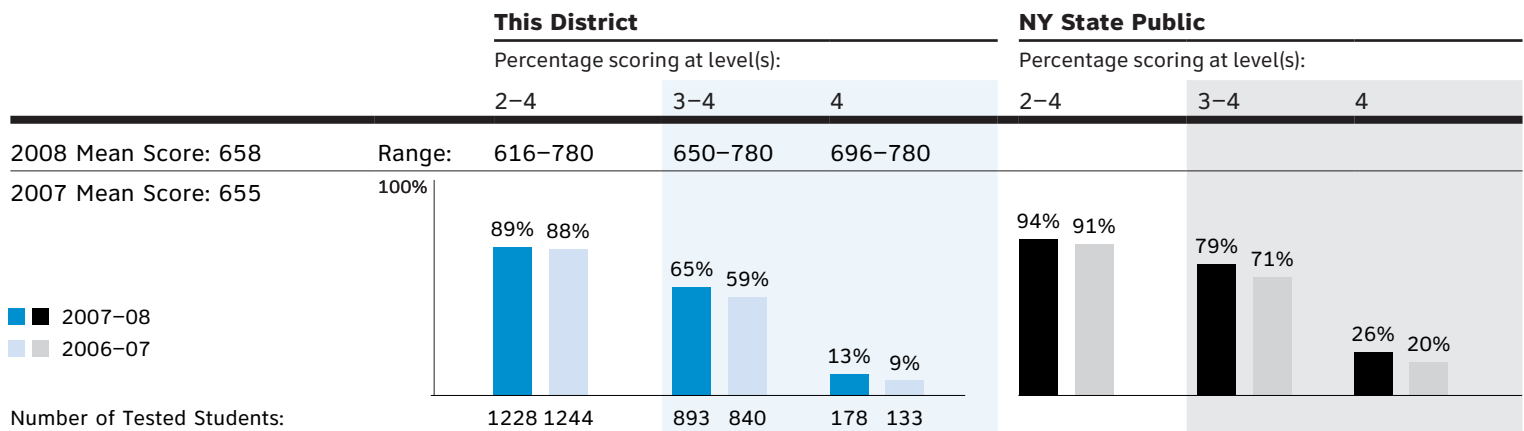
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	22	21	19	17	20	18	16	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	11	N/A	N/A	N/A	15	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	1379	89%	65%	13%	1417	88%	59%	9%
Female	683	91%	68%	12%	714	89%	59%	10%
Male	696	87%	62%	14%	703	87%	59%	9%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	268	81%	44%	6%	281	80%	43%	4%
Hispanic or Latino	911	89%	66%	11%	978	88%	59%	8%
Asian or Native Hawaiian/Other Pacific Islander	39	—	—	—	36	—	—	—
White	158	98%	87%	28%	118	100%	87%	26%
Multiracial								
Small Group Totals	42	95%	93%	38%	40	95%	90%	38%
General-Education Students	1135	94%	73%	15%	1221	92%	65%	10%
Students with Disabilities	244	66%	28%	2%	196	61%	22%	3%
English Proficient	1218	91%	68%	14%	1265	89%	62%	10%
Limited English Proficient	161	73%	39%	5%	152	76%	36%	3%
Economically Disadvantaged	1369	89%	65%	13%	1409	88%	59%	9%
Not Disadvantaged	10	50%	30%	0%	8	75%	25%	0%
Migrant								
Not Migrant	1379	89%	65%	13%	1417	88%	59%	9%

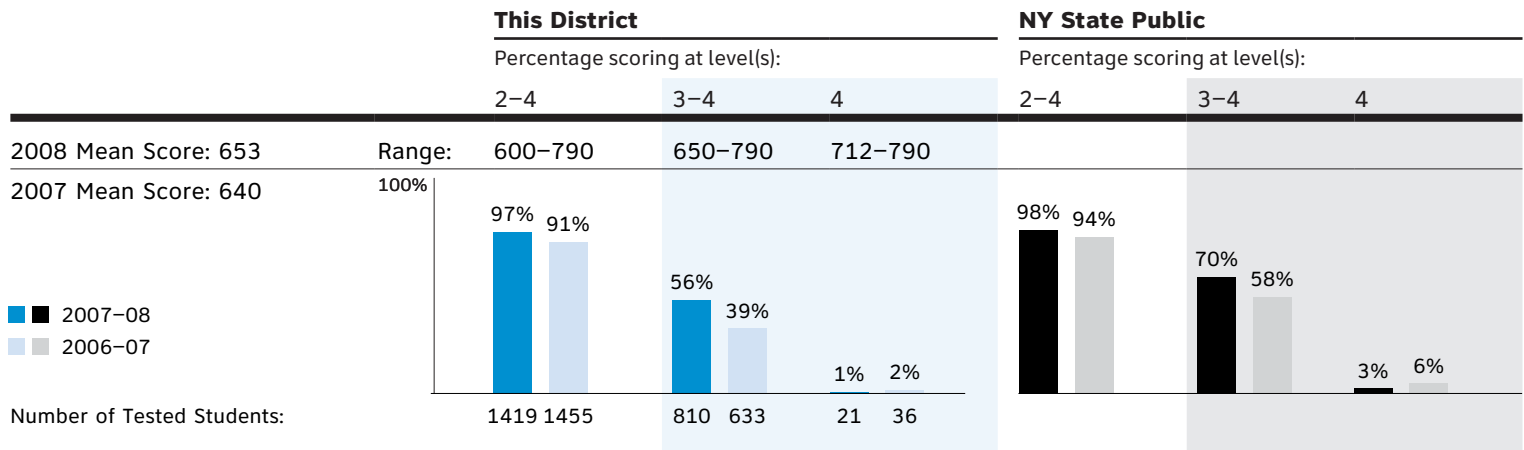
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Other Assessments

	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	23	23	21	18	20	20	18	15

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1457	97%	56%	1%	1606	91%	39%	2%
Female	745	99%	61%	2%	778	92%	45%	3%
Male	712	96%	50%	1%	828	89%	35%	2%
American Indian or Alaska Native	5	100%	60%	0%	2	-	-	-
Black or African American	311	96%	48%	0%	357	89%	33%	1%
Hispanic or Latino	986	98%	55%	1%	1082	90%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	38	95%	74%	5%	46	-	-	-
White	117	97%	79%	8%	117	97%	62%	6%
Multiracial					2	-	-	-
Small Group Totals					50	90%	58%	10%
General-Education Students	1233	99%	61%	2%	1374	94%	44%	3%
Students with Disabilities	224	89%	25%	0%	232	72%	10%	0%
English Proficient	1327	98%	60%	2%	1464	94%	43%	2%
Limited English Proficient	130	89%	8%	0%	142	54%	4%	0%
Economically Disadvantaged	1435	98%	56%	1%	1592	91%	39%	2%
Not Disadvantaged	22	82%	18%	0%	14	86%	36%	0%
Migrant								
Not Migrant	1457	97%	56%	1%	1606	91%	39%	2%

NOTES

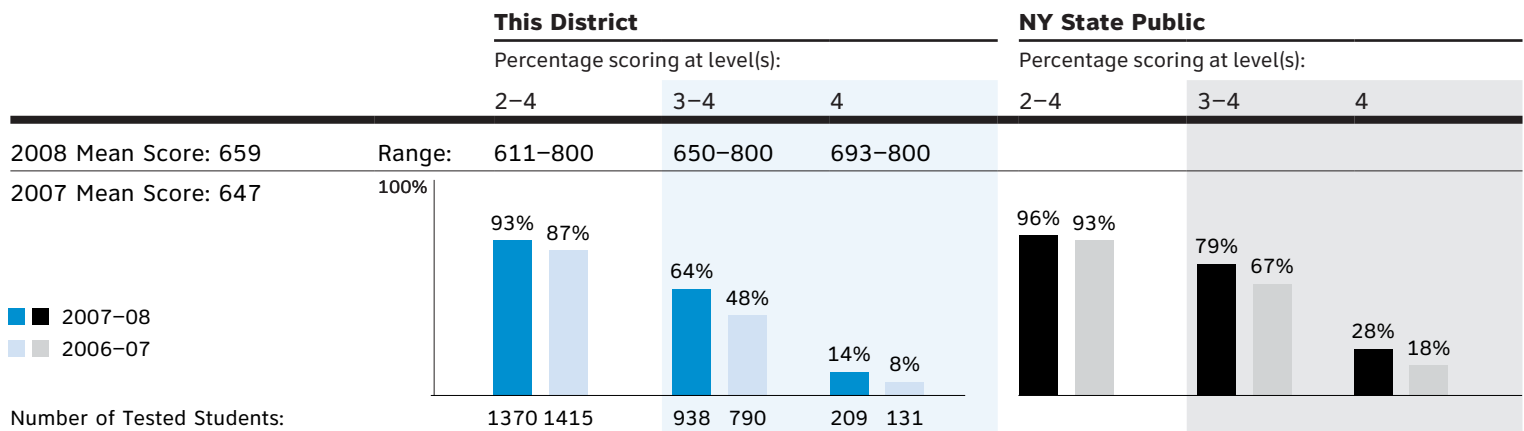
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	28	28	24	20	23	23	20	16
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	12	N/A	N/A	N/A	21	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	1475	93%	64%	14%	1631	87%	48%	8%
Female	747	94%	65%	14%	788	88%	51%	7%
Male	728	92%	62%	15%	843	85%	46%	9%
American Indian or Alaska Native	5	100%	60%	20%	3	—	—	—
Black or African American	308	89%	50%	6%	362	80%	36%	3%
Hispanic or Latino	1004	93%	64%	12%	1094	88%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	39	92%	87%	62%	48	90%	85%	52%
White	119	98%	87%	39%	122	95%	73%	25%
Multiracial					2	—	—	—
Small Group Totals					5	60%	40%	0%
General-Education Students	1248	96%	70%	16%	1393	91%	55%	9%
Students with Disabilities	227	73%	28%	3%	238	60%	9%	0%
English Proficient	1333	94%	66%	15%	1466	89%	52%	9%
Limited English Proficient	142	83%	42%	6%	165	68%	21%	1%
Economically Disadvantaged	1452	93%	64%	14%	1616	87%	48%	8%
Not Disadvantaged	23	74%	17%	0%	15	80%	73%	0%
Migrant								
Not Migrant	1475	93%	64%	14%	1631	87%	48%	8%

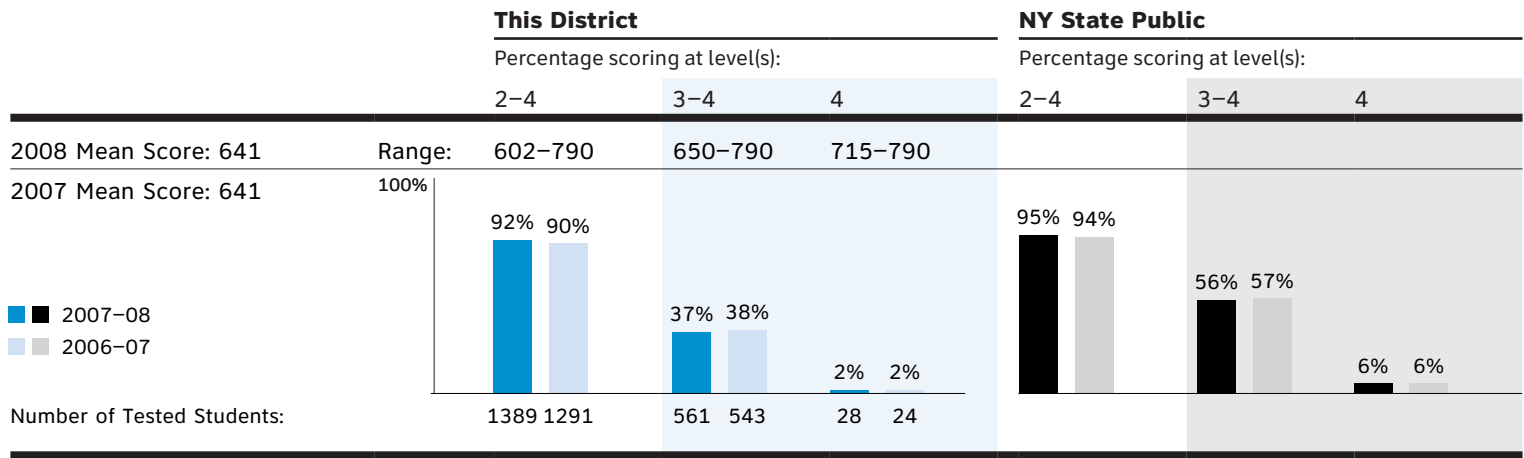
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	27	24	23	17	23	23	19	13

This District's Results in Grade 8 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	1517	92%	37%	2%	1433	90%	38%	2%
Female	730	95%	42%	2%	690	94%	45%	2%
Male	787	88%	33%	1%	743	87%	31%	2%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	321	89%	31%	0%	298	86%	23%	1%
Hispanic or Latino	1020	92%	35%	1%	972	91%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	51	—	—	—	69	94%	72%	12%
White	122	96%	58%	7%	88	91%	53%	1%
Multiracial	1	—	—	—	2	—	—	—
Small Group Totals	54	94%	65%	9%	6	67%	50%	0%
General-Education Students	1285	96%	42%	2%	1267	94%	42%	2%
Students with Disabilities	232	69%	9%	0%	166	58%	5%	0%
English Proficient	1389	95%	40%	2%	1311	93%	41%	2%
Limited English Proficient	128	58%	5%	0%	122	61%	4%	0%
Economically Disadvantaged	1495	92%	37%	2%	1419	90%	38%	2%
Not Disadvantaged	22	91%	23%	0%	14	93%	14%	0%
Migrant								
Not Migrant	1517	92%	37%	2%	1433	90%	38%	2%

NOTES

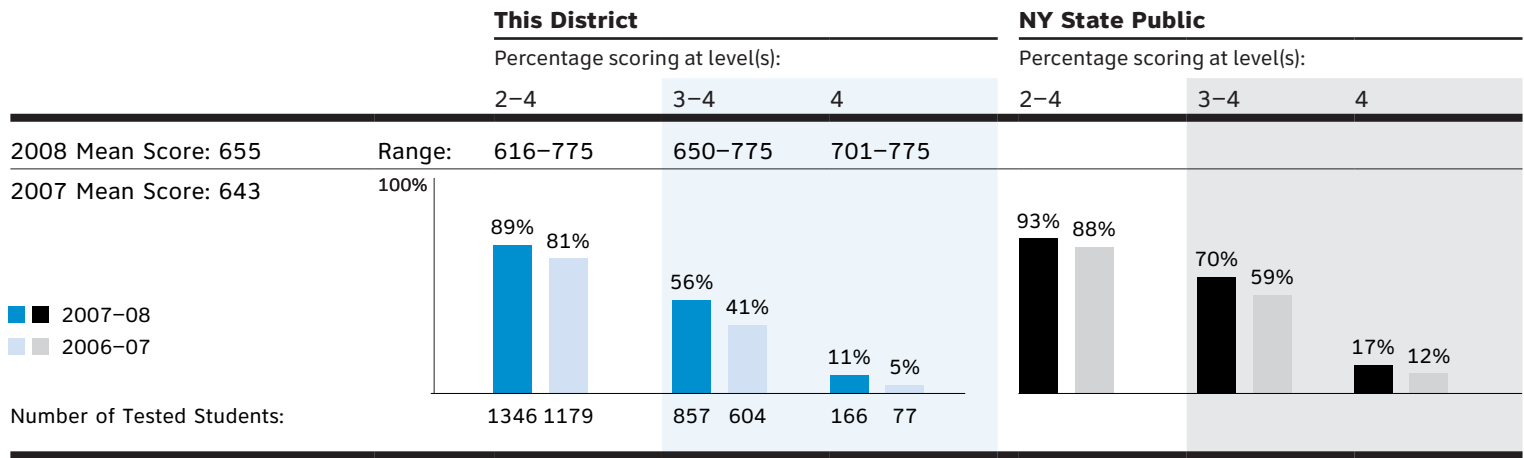
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	23	22	22	19	23	22	19	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	12	N/A	N/A	N/A	29	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



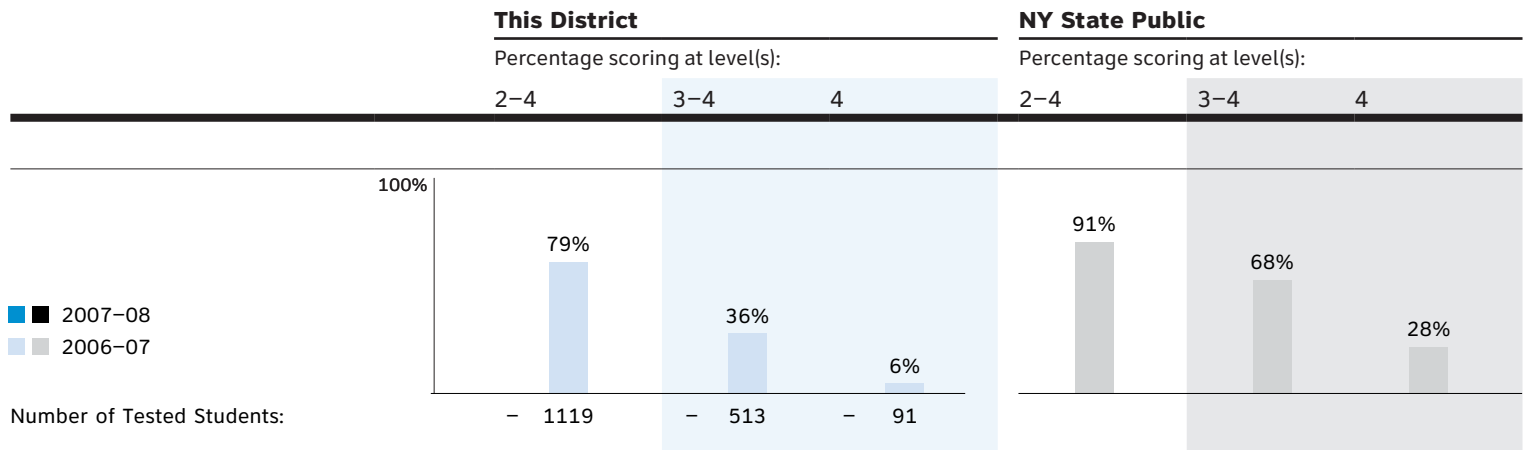
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1519	89%	56%	11%	1461	81%	41%	5%
Female	730	90%	59%	11%	707	85%	44%	5%
Male	789	87%	54%	11%	754	77%	39%	6%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	313	83%	46%	6%	295	70%	24%	1%
Hispanic or Latino	1028	89%	56%	9%	990	82%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	53	—	—	—	73	92%	78%	25%
White	122	95%	75%	25%	97	97%	63%	14%
Multiracial	1	—	—	—	2	—	—	—
Small Group Totals	56	96%	86%	41%	6	67%	50%	17%
General-Education Students	1289	94%	64%	13%	1301	85%	45%	6%
Students with Disabilities	230	56%	16%	1%	160	45%	10%	0%
English Proficient	1378	90%	58%	12%	1306	83%	44%	6%
Limited English Proficient	141	73%	36%	2%	155	64%	19%	1%
Economically Disadvantaged	1497	89%	56%	11%	1450	81%	41%	5%
Not Disadvantaged	22	77%	55%	14%	11	82%	45%	0%
Migrant								
Not Migrant	1519	89%	56%	11%	1461	81%	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 8 Equivalent	21	19	19	12	23	23	20	12

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	1472	89%	46%	8%	1413	79%	36%	6%
Female	716	90%	44%	7%	691	81%	35%	5%
Male	756	89%	47%	9%	722	77%	38%	8%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	303	85%	34%	4%	289	66%	19%	1%
Hispanic or Latino	991	90%	45%	5%	955	81%	35%	5%
Asian or Native Hawaiian/Other Pacific Islander	54	—	—	—	69	90%	77%	33%
White	122	93%	68%	25%	94	97%	67%	17%
Multiracial	1	—	—	—	2	—	—	—
Small Group Totals	56	96%	80%	39%	6	50%	50%	17%
General-Education Students	1269	93%	51%	9%	1265	83%	40%	7%
Students with Disabilities	203	65%	15%	0%	148	51%	9%	0%
English Proficient	1340	91%	48%	9%	1279	81%	39%	7%
Limited English Proficient	132	75%	19%	1%	134	62%	12%	0%
Economically Disadvantaged	1450	90%	46%	8%	1402	79%	36%	6%
Not Disadvantaged	22	82%	41%	5%	11	73%	18%	0%
Migrant								
Not Migrant	1472	89%	46%	8%	1413	79%	36%	6%

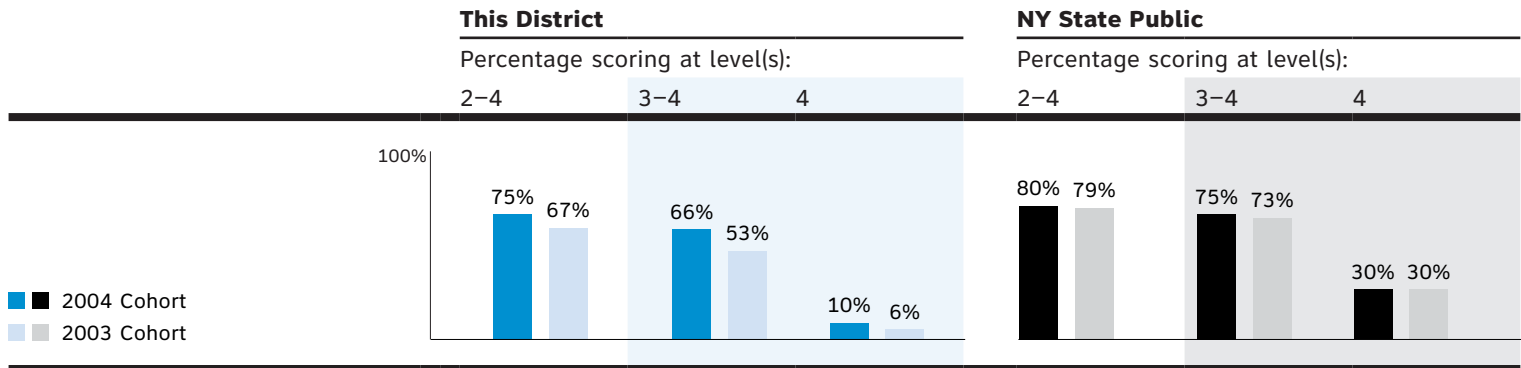
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Other Assessments

	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	22	22	22	18	23	23	19	12
Regents Science	1	—	—	—	0			

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



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	1177	75%	66%	10%	1024	67%	53%	6%
Female	519	81%	73%	13%	463	75%	59%	9%
Male	658	70%	60%	8%	561	60%	48%	4%
American Indian or Alaska Native	4	–	–	–				
Black or African American	489	77%	67%	9%	393	66%	51%	5%
Hispanic or Latino	630	73%	64%	9%	594	67%	54%	7%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	94%	41%	18	89%	89%	11%
White	34	71%	71%	12%	18	–	–	–
Multiracial	3	–	–	–	1	–	–	–
Small Group Totals	7	71%	71%	43%	19	89%	89%	11%
General-Education Students	958	84%	75%	12%	851	76%	61%	8%
Students with Disabilities	219	35%	24%	1%	173	20%	13%	0%
English Proficient	1082	76%	68%	11%	968	67%	54%	7%
Limited English Proficient	95	60%	43%	1%	56	57%	38%	0%
Economically Disadvantaged	898	79%	70%	11%	798	69%	54%	7%
Not Disadvantaged	279	60%	52%	6%	226	58%	49%	5%
Migrant								
Not Migrant	1177	75%	66%	10%				

NOTES

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Other Assessments

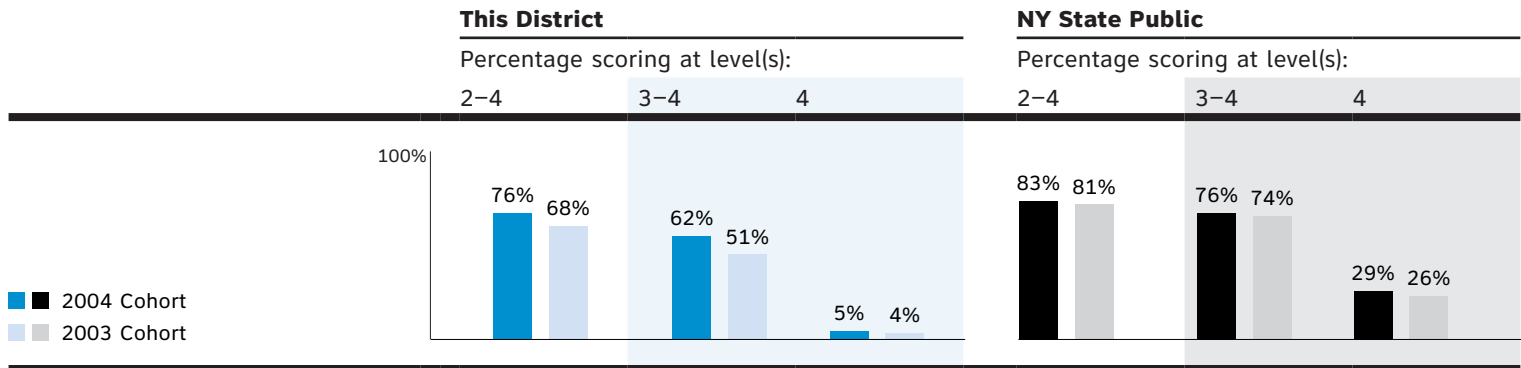
	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

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

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

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



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	1177	76%	62%	5%	1024	68%	51%	4%
Female	519	82%	68%	6%	463	74%	57%	5%
Male	658	71%	58%	4%	561	64%	46%	4%
American Indian or Alaska Native	4	—	—	—				
Black or African American	489	78%	65%	3%	393	69%	48%	6%
Hispanic or Latino	630	74%	60%	5%	594	68%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	76%	29%	18	—	—	—
White	34	74%	65%	12%	18	44%	33%	0%
Multiracial	3	—	—	—	1	—	—	—
Small Group Totals	7	71%	71%	14%	19	47%	37%	0%
General-Education Students	958	84%	71%	6%	851	78%	59%	5%
Students with Disabilities	219	38%	27%	1%	173	23%	12%	0%
English Proficient	1082	77%	64%	5%	968	68%	51%	4%
Limited English Proficient	95	63%	47%	2%	56	73%	55%	4%
Economically Disadvantaged	898	79%	66%	6%	798	71%	52%	4%
Not Disadvantaged	279	65%	52%	2%	226	60%	45%	4%
Migrant								
Not Migrant	1177	76%	62%	5%				

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.

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