



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #15**

District ID **33-15-00-01-0000**

Superintendent **MARGARITA NELL**

Telephone **(718) 935-3900**

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	1125	1146	1159
Kindergarten	2285	2220	2284
Grade 1	2296	2409	2308
Grade 2	2247	2137	2227
Grade 3	2168	2098	1996
Grade 4	2072	2040	1976
Grade 5	2114	1974	1958
Grade 6	1619	1562	1563
Ungraded Elementary	1156	1297	1401
Grade 7	1714	1596	1544
Grade 8	1569	1634	1516
Grade 9	1723	1549	1564
Grade 10	1391	1527	1603
Grade 11	719	827	948
Grade 12	682	821	940
Ungraded Secondary	630	694	859
<b>Total K-12</b>	<b>24385</b>	<b>24385</b>	<b>24687</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	23	23	22
<b>Grade 8</b>			
English	25	26	28
Mathematics	26	26	26
Science	24	26	27
Social Studies	25	26	27
<b>Grade 10</b>			
English	28	29	25
Mathematics	30	28	24
Science	28	27	27
Social Studies	29	29	27

### Enrollment Information

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

### Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

District ID 33-15-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	15802	65%	14566	60%	14649	59%
Reduced-Price Lunch	1913	8%	1879	8%	2063	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3613	15%	3593	15%	3684	15%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	125	1%	129	1%	114	0%
Black or African American	6398	26%	6486	27%	6554	27%
Hispanic or Latino	11274	46%	11038	45%	10966	44%
Asian or Native Hawaiian/Other Pacific Islander	2403	10%	2474	10%	2645	11%
White	4185	17%	4258	17%	4408	18%
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	613	3%	762	3%	776	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.

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## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	1845	1938	2034
Percent with No Valid Teaching Certificate	5%	6%	2%
Percent Teaching Out of Certification	15%	10%	10%
Percent with Fewer Than Three Years of Experience	23%	21%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	30%	31%
<b>Total Number of Core Classes</b>	5449	3186	4172
Percent Not Taught by Highly Qualified Teachers	13%	13%	13%
<b>Total Number of Classes</b>	3830	4318	5082
Percent Taught by Teachers Without Appropriate Certification	20%	14%	12%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	19%	
Turnover Rate of All Teachers	18%	17%	

## 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)

**Good Standing**

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

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<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						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	9 of 9	9 of 9	1 of 1	3 of 8	3 of 8	1 of 1

#### AYP Status

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


#### Accountability Status Levels

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































## Elementary/Middle-Level English Language Arts

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

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

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

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

Student Group (Total: Continuous Enrollment) <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> (11992:11503)			98%		160	132	
<b>Ethnicity</b>							
American Indian or Alaska Native (47:44)			100%		132	118	
Black or African American (2168:2060)			98%		156	131	
Hispanic or Latino (5908:5700)			99%		150	132	
Asian or Native Hawaiian/Other Pacific Islander (1373:1298)			98%		171	130	
White (2484:2391)			98%		183	131	
Multiracial (12:10)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2682:2487)			95%		118	131	111    126
Limited English Proficient <sup>5</sup> (1717:2093)			97%		124	131	120    132
Economically Disadvantaged (8966:8628)			99%		152	132	
<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 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> (11986:11491)			99%		175	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (48:44)			100%		148	87	
Black or African American (2164:2042)			98%		165	100	
Hispanic or Latino (5901:5697)			99%		168	101	
Asian or Native Hawaiian/Other Pacific Islander (1374:1308)			100%		191	99	
White (2487:2388)			98%		191	100	
Multiracial (12:12)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2662:2447)			95%		137	100	
Limited English Proficient <sup>5</sup> (1719:2158)			100%		159	100	
Economically Disadvantaged (8949:8623)			99%		170	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> (4011:3777)		Qualified		97%		167	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (21:20)	—	—	—	—	—	—	—	—
Black or African American (726:674)		Qualified		96%		161	100	
Hispanic or Latino (1969:1873)		Qualified		98%		159	100	
Asian or Native Hawaiian/Other Pacific Islander (454:412)		Qualified		99%		183	100	
White (838:795)		Qualified		97%		187	100	
Multiracial (3:3)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (841:754)		Qualified		93%		129	100	
Limited English Proficient <sup>4</sup> (551:652)		Qualified		98%		139	100	
Economically Disadvantaged (2985:2819)		Qualified		98%		160	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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 3 of 8 Student groups making AYP in English language arts  
 Did not make AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>								
<b>All Students</b> (1129:1142)			98%		135	162	141	142
<b>Ethnicity</b>								
American Indian or Alaska Native (4:5)	—	—	—	—	—	—	—	—
Black or African American (713:670)			98%		141	161	149	147
Hispanic or Latino (331:363)			98%		122	159	124	130
Asian or Native Hawaiian/Other Pacific Islander (31:35)		—	—		157	149		
White (49:68)			98%		126	153	153	133
Multiracial (1:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (206:182)			92%		91	157	97	102
Limited English Proficient <sup>4</sup> (31:45)		—	—		124	151	116	132
Economically Disadvantaged (763:838)			98%		139	161	139	145
<b>Final AYP Determination</b>	 3 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** 3 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> (1129:1142)			99%		142	156	146	148
<b>Ethnicity</b>								
American Indian or Alaska Native (4:5)	—	—	—	—	—	—	—	—
Black or African American (713:670)			99%		143	155	153	149
Hispanic or Latino (331:363)			98%		136	153	133	142
Asian or Native Hawaiian/Other Pacific Islander (31:35)		—	—		183	143	—	—
White (49:68)			98%		138	147	147	144
Multiracial (1:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (116:182)			97%		107	151	115	116
Limited English Proficient <sup>4</sup> (31:45)		—	—		153	145	—	—
Economically Disadvantaged (763:838)			99%		144	155	146	150
<b>Final AYP Determination</b>	 3 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		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target	
				2007–08	2008–09	
<b>All Students</b> (944)			53%	55%	41%	54%
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (579)			59%	55%		
Hispanic or Latino (295)			41%	55%	35% 42%	
Asian or Native Hawaiian/Other Pacific Islander (22)		–	–	–		
White (41)			49%	55%	38% 50%	
Multiracial (5)						
<b>Other Groups</b>		–	–	–		
Students with Disabilities (153)			16%	55%	16% 17%	
Limited English Proficient <sup>3</sup> (68)			43%	55%	1% 44%	
Economically Disadvantaged (684)			51%	55%	45% 52%	
<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 #15**

District ID **33-15-00-01-0000**

## 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

19 schools identified 43% of total

KHALIL GIBRAN INTERNATIONAL ACADEMY  
MAGNET SCHOOL OF MATH, SCIENCE & DESIGN TECH  
NEW HORIZONS SCHOOL  
NEW VOICES SCHOOL OF ACADEMIC AND CREATIVE ARTS  
PACIFIC HIGH SCHOOL  
PS 124 SILAS B DUTCHER SCHOOL  
PS 130 THE PARKSIDE SCHOOL  
PS 131  
PS 15 PATRICK F DALY SCHOOL  
PS 169 SUNSET PARK SCHOOL  
PS 172 BEACON SCHOOL OF EXCELLENCE  
PS 230 DORIS L COHEN SCHOOL  
PS 295  
PS 32 SAMUELS MILLS SPROLE SCHOOL  
PS 38 THE PACIFIC SCHOOL  
SCHOOL FOR INTERNATIONAL STUDIES  
SECONDARY SCHOOL FOR JOURNALISM  
SUNSET PARK PREP SCHOOL  
WEST BROOKLYN COMMUNITY HIGH SCHOOL

#### ▲ Improvement (Year 1)

5 schools identified 11% of total

PS 1 BERGEN SCHOOL  
PS 94 THE HENRY LONGFELLOW SCHOOL  
SCHOOL FOR GLOBAL STUDIES  
SECONDARY SCHOOL FOR LAW  
SECONDARY SCHOOL FOR RESEARCH

#### ▲ Improvement (Year 2)

2 schools identified 5% of total

COBBLE HILL SCHOOL FOR AMERICAN STUDIES  
SOUTH BROOKLYN COMMUNITY HS FOR LEADERSHIP

#### ▲ Restructuring (Year 1)

3 schools identified 7% of total

IS 136 CHARLES O DEWEY SCHOOL  
METROPOLITAN CORPORATE ACADEMY  
PS 24

#### ▲ Restructuring (Year 3)

1 school identified 2% of total

AGNES Y HUMPHREY SCHOOL FOR LEADERSHIP

### New York State Status

#### ■ Good Standing

12 schools identified 27% of total

BROOKLYN HIGH SCHOOL OF THE ARTS  
BROOKLYN SCHOOL FOR COLLABORATIVE STUDIES  
JHS 51 WILLIAM ALEXANDER SCHOOL  
MATH AND SCIENCE EXPLORATORY SCHOOL  
PS 107 JOHN W KIMBALL SCHOOL  
PS 146  
PS 154 THE WINDSOR TERRACE SCHOOL  
PS 261 PHILIP LIVINGSTON SCHOOL  
PS 29 JOHN M HARRIGAN SCHOOL  
PS 321 WILLIAM PENN SCHOOL  
PS 39 HENRY BRISTOW SCHOOL  
PS 58 CARROLL SCHOOL

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

1 school identified 2% of total

ACORN HIGH SCHOOL FOR SOCIAL JUSTICE

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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

### Federal Title I Status

### New York State Status

▲ Restructuring (Year 3) (continued)

▲ Restructuring (Year 4)

1 school identified 2% of total

JHS 88 PETER ROUGET

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District NEW YORK CITY GEOGRAPHIC DISTRICT #15

District ID 33-15-00-01-0000

## 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	66%			2177
Grade 4	69%			2181
Grade 5	74%			2141
Grade 6	56%			1704
Grade 7	66%			1683
Grade 8	51%			1684

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	89%			2213
Grade 4	85%			2213
Grade 5	83%			2171
Grade 6	74%			1706
Grade 7	72%			1698
Grade 8	65%			1705

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	81%			2198
Grade 8	61%			1670

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	53%			1316
Mathematics	54%			1316

### 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).

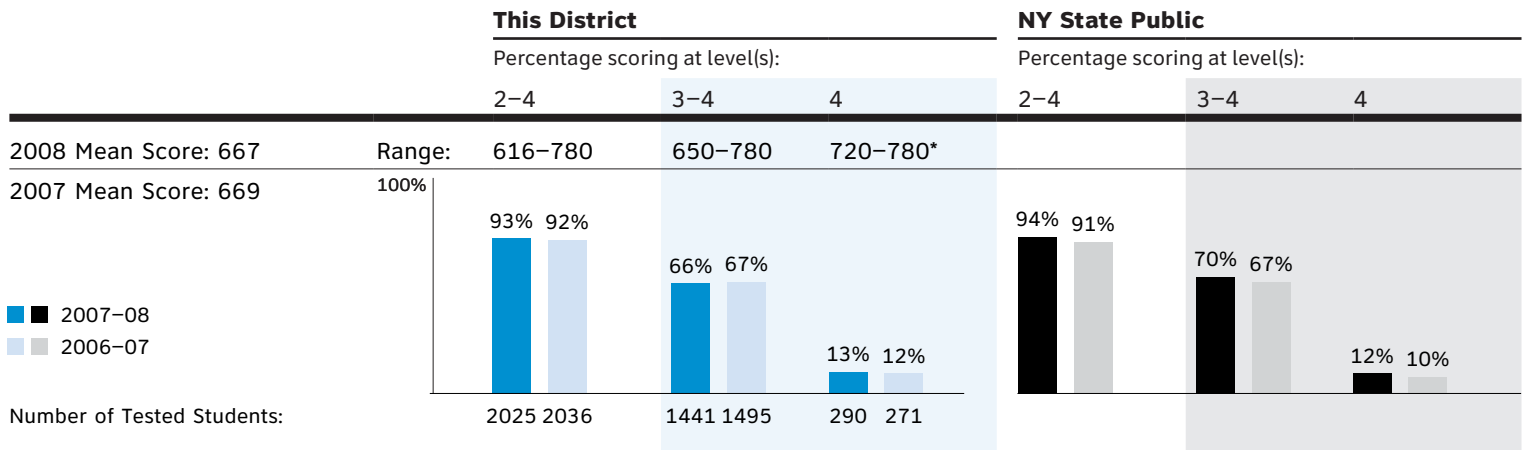
In this section, this district's performance is compared with that of public schools statewide.

### 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>2177</b>	<b>93%</b>	<b>66%</b>	<b>13%</b>	<b>2218</b>	<b>92%</b>	<b>67%</b>	<b>12%</b>
Female	1084	95%	70%	14%	1079	93%	70%	15%
Male	1093	91%	62%	12%	1139	91%	65%	10%
American Indian or Alaska Native	7	-	-	-	10	-	-	-
Black or African American	304	92%	64%	10%	362	91%	67%	8%
Hispanic or Latino	1056	90%	54%	5%	1075	89%	57%	5%
Asian or Native Hawaiian/Other Pacific Islander	296	97%	74%	9%	285	95%	73%	11%
White	510	97%	88%	34%	485	96%	88%	32%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	11	91%	55%	27%	11	82%	36%	9%
General-Education Students	1698	97%	74%	16%	1847	97%	75%	14%
Students with Disabilities	479	78%	37%	4%	371	67%	29%	4%
English Proficient	1726	96%	76%	17%	1814	95%	76%	15%
Limited English Proficient	451	82%	30%	0%	404	78%	29%	1%
Economically Disadvantaged	1640	91%	58%	7%	1762	90%	61%	8%
Not Disadvantaged	537	99%	90%	33%	456	99%	92%	30%
Migrant								
Not Migrant	2177	93%	66%	13%	2218	92%	67%	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.

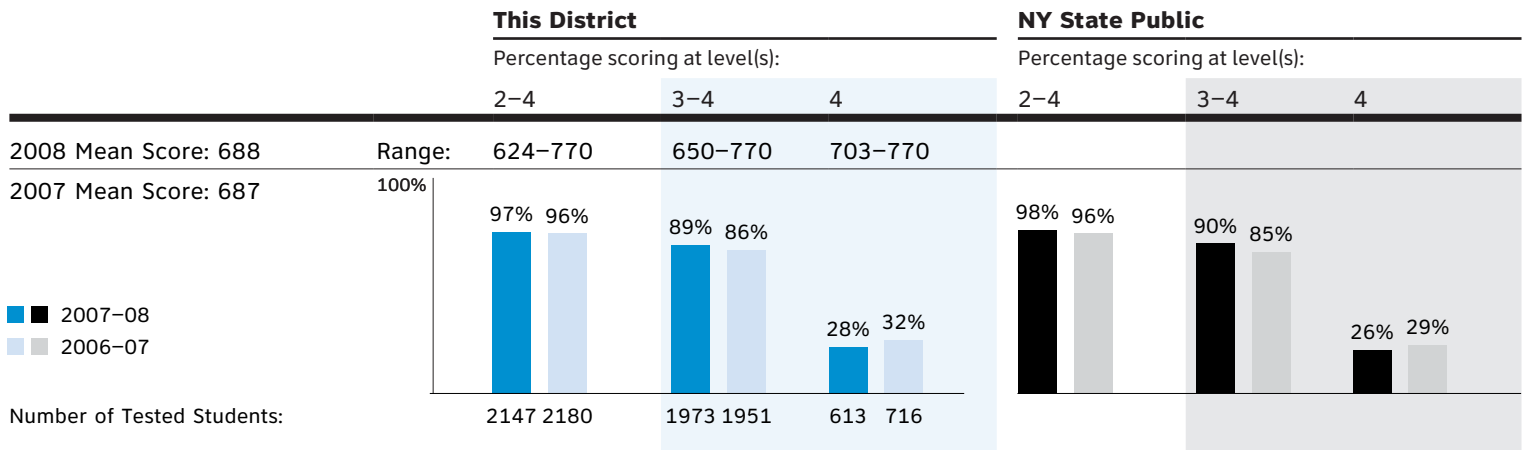
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	14	14	9	24	24	22	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	20	N/A	N/A	N/A	46	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>2213</b>	<b>97%</b>	<b>89%</b>	<b>28%</b>	<b>2265</b>	<b>96%</b>	<b>86%</b>	<b>32%</b>
Female	1098	98%	91%	27%	1104	96%	86%	32%
Male	1115	96%	88%	29%	1161	96%	86%	32%
American Indian or Alaska Native	7	-	-	-	10	-	-	-
Black or African American	307	95%	84%	14%	359	94%	82%	25%
Hispanic or Latino	1072	96%	85%	17%	1094	96%	81%	21%
Asian or Native Hawaiian/Other Pacific Islander	307	99%	96%	44%	309	98%	95%	47%
White	516	99%	97%	48%	492	98%	95%	51%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	11	82%	82%	36%	11	100%	55%	9%
General-Education Students	1733	99%	94%	32%	1895	99%	92%	36%
Students with Disabilities	480	90%	73%	13%	370	83%	55%	10%
English Proficient	1735	98%	92%	31%	1804	97%	90%	36%
Limited English Proficient	478	94%	78%	15%	461	92%	73%	15%
Economically Disadvantaged	1671	96%	87%	22%	1806	96%	84%	27%
Not Disadvantaged	542	99%	96%	44%	459	99%	96%	51%
Migrant								
Not Migrant	2213	97%	89%	28%	2265	96%	86%	32%

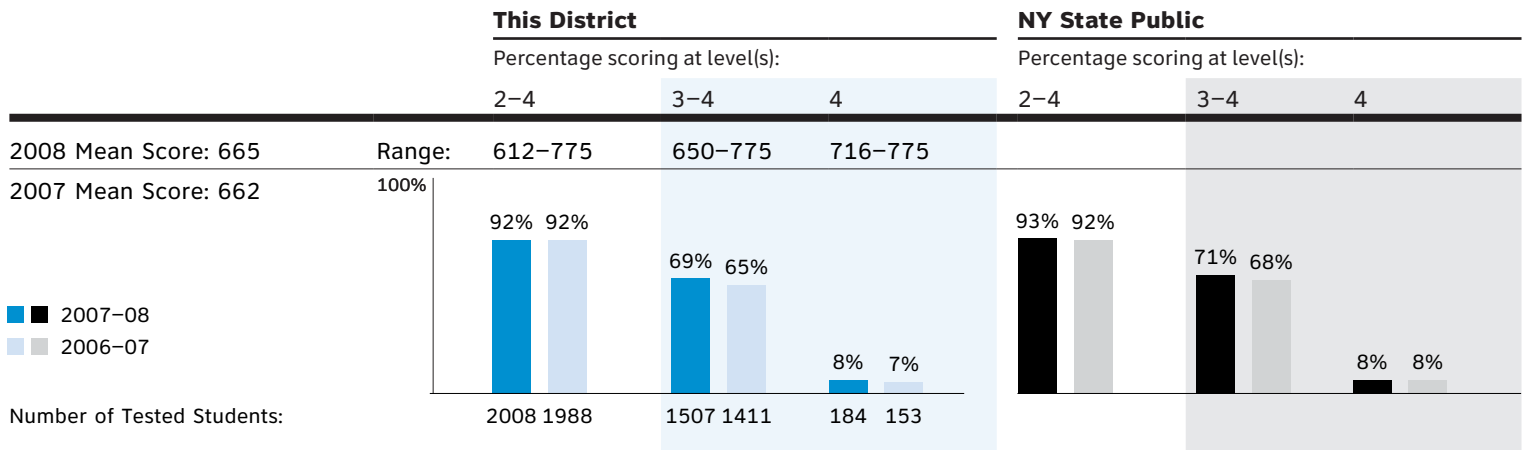
#### NOTES

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	15	14	7	24	24	23	23

## 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>2181</b>	<b>92%</b>	<b>69%</b>	<b>8%</b>	<b>2169</b>	<b>92%</b>	<b>65%</b>	<b>7%</b>
Female	1079	93%	72%	10%	1075	93%	68%	9%
Male	1102	91%	67%	7%	1094	90%	62%	5%
American Indian or Alaska Native	8	-	-	-	6	-	-	-
Black or African American	341	93%	67%	7%	367	92%	66%	4%
Hispanic or Latino	1049	90%	60%	3%	1021	89%	52%	3%
Asian or Native Hawaiian/Other Pacific Islander	287	92%	74%	8%	273	94%	77%	8%
White	494	97%	88%	21%	500	96%	86%	17%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	10	70%	20%	0%	8	88%	25%	0%
General-Education Students	1755	97%	78%	10%	1790	97%	73%	8%
Students with Disabilities	426	73%	33%	2%	379	66%	25%	1%
English Proficient	1826	95%	77%	10%	1815	95%	73%	8%
Limited English Proficient	355	75%	30%	0%	354	75%	26%	0%
Economically Disadvantaged	1655	90%	63%	5%	1677	90%	58%	4%
Not Disadvantaged	526	98%	90%	19%	492	98%	88%	17%
Migrant								
Not Migrant	2181	92%	69%	8%	2169	92%	65%	7%

#### NOTES

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

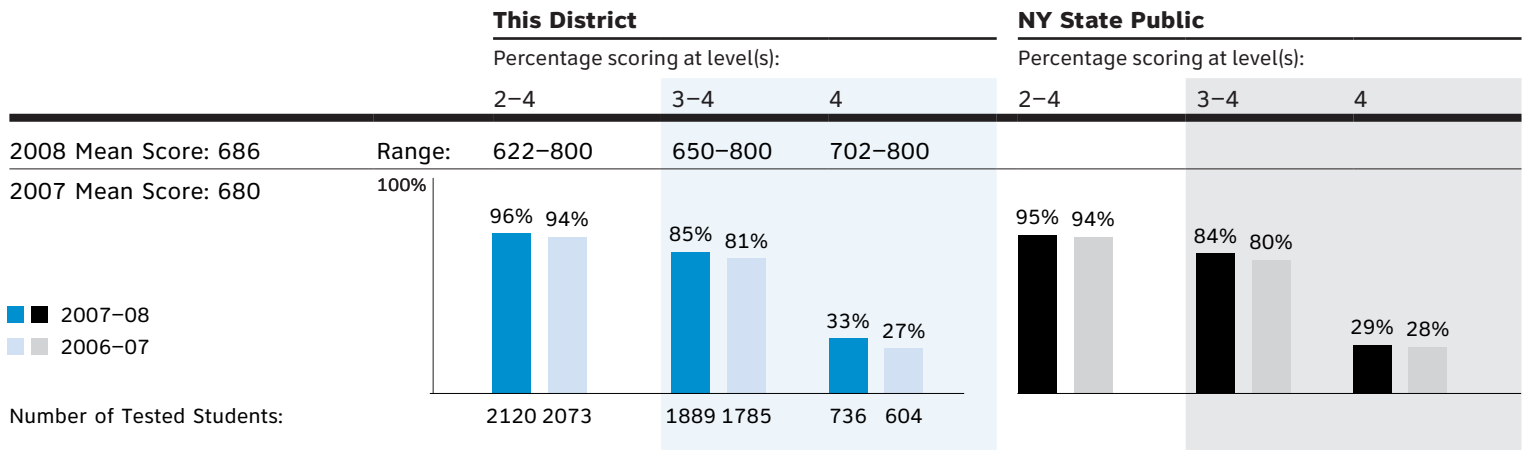
### Other Assessments

	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	16	16	14	9	30	30	26	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	17	N/A	N/A	N/A	33	N/A	N/A	N/A

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



## This District's Results in Grade 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>2213</b>	<b>96%</b>	<b>85%</b>	<b>33%</b>	<b>2207</b>	<b>94%</b>	<b>81%</b>	<b>27%</b>
Female	1094	96%	86%	32%	1096	94%	82%	27%
Male	1119	95%	85%	34%	1111	94%	80%	28%
American Indian or Alaska Native	8	-	-	-	7	-	-	-
Black or African American	338	94%	81%	24%	359	94%	76%	19%
Hispanic or Latino	1065	94%	80%	22%	1043	92%	74%	16%
Asian or Native Hawaiian/Other Pacific Islander	303	99%	94%	49%	291	96%	91%	42%
White	497	98%	95%	55%	505	98%	93%	49%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	10	80%	50%	10%	9	89%	44%	11%
General-Education Students	1791	99%	91%	38%	1824	98%	87%	32%
Students with Disabilities	422	84%	60%	13%	383	76%	50%	8%
English Proficient	1827	97%	89%	38%	1809	96%	85%	31%
Limited English Proficient	386	90%	67%	13%	398	84%	62%	11%
Economically Disadvantaged	1684	95%	83%	28%	1716	93%	77%	22%
Not Disadvantaged	529	98%	94%	49%	491	98%	93%	47%
Migrant								
Not Migrant	2213	96%	85%	33%	2207	94%	81%	27%

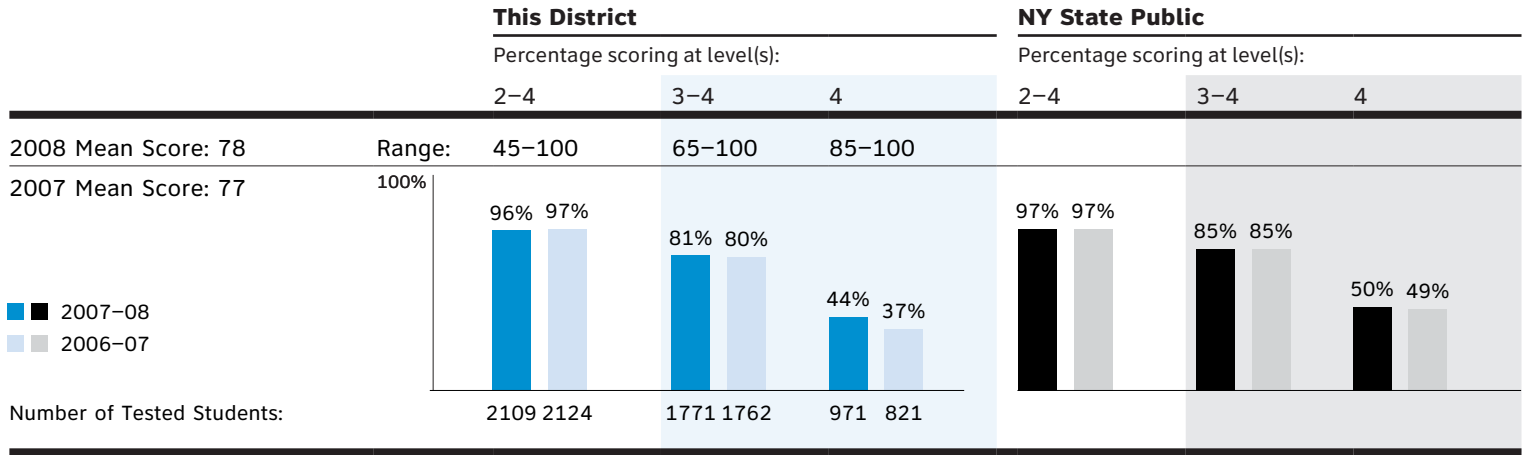
### NOTES

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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 4 Equivalent	16	16	13	8	30	30	23	20

## 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>2198</b>	<b>96%</b>	<b>81%</b>	<b>44%</b>	<b>2197</b>	<b>97%</b>	<b>80%</b>	<b>37%</b>
Female	1085	96%	79%	44%	1088	97%	81%	36%
Male	1113	96%	82%	45%	1109	96%	79%	39%
American Indian or Alaska Native	8	-	-	-	7	-	-	-
Black or African American	331	97%	78%	37%	360	96%	81%	31%
Hispanic or Latino	1060	94%	75%	32%	1036	96%	72%	25%
Asian or Native Hawaiian/Other Pacific Islander	306	96%	86%	50%	290	97%	88%	48%
White	491	99%	93%	72%	502	98%	92%	62%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	10	90%	40%	10%	9	89%	56%	11%
General-Education Students	1783	98%	86%	49%	1811	98%	86%	42%
Students with Disabilities	415	87%	59%	21%	386	90%	54%	16%
English Proficient	1815	98%	88%	51%	1804	98%	87%	43%
Limited English Proficient	383	87%	48%	10%	393	91%	51%	11%
Economically Disadvantaged	1674	95%	76%	36%	1703	96%	76%	30%
Not Disadvantaged	524	99%	94%	69%	494	100%	94%	61%
Migrant								
Not Migrant	2198	96%	81%	44%	2197	97%	80%	37%

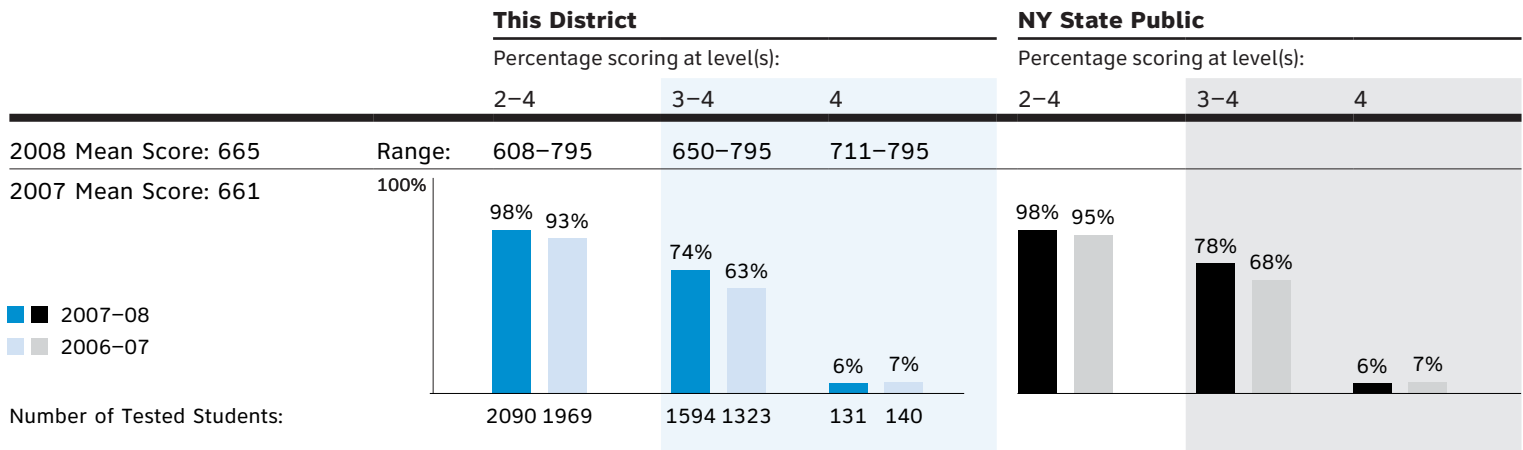
### NOTES

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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	16	16	16	11	30	29	27	22

## 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>2141</b>	<b>98%</b>	<b>74%</b>	<b>6%</b>	<b>2115</b>	<b>93%</b>	<b>63%</b>	<b>7%</b>
Female	1039	98%	78%	7%	1068	94%	65%	8%
Male	1102	97%	71%	5%	1047	92%	60%	5%
American Indian or Alaska Native	7	-	-	-	8	-	-	-
Black or African American	363	97%	75%	4%	341	94%	58%	4%
Hispanic or Latino	1005	97%	66%	3%	1070	90%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	275	99%	79%	4%	273	93%	73%	7%
White	489	99%	90%	16%	421	99%	86%	19%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	9	89%	56%	11%	10	100%	50%	10%
General-Education Students	1712	99%	82%	7%	1730	96%	70%	8%
Students with Disabilities	429	91%	45%	1%	385	79%	29%	2%
English Proficient	1858	99%	80%	7%	1841	97%	69%	8%
Limited English Proficient	283	91%	36%	0%	274	68%	19%	0%
Economically Disadvantaged	1587	97%	69%	3%	1720	92%	57%	4%
Not Disadvantaged	554	100%	91%	16%	395	99%	89%	17%
Migrant								
Not Migrant	2141	98%	74%	6%	2115	93%	63%	7%

#### NOTES

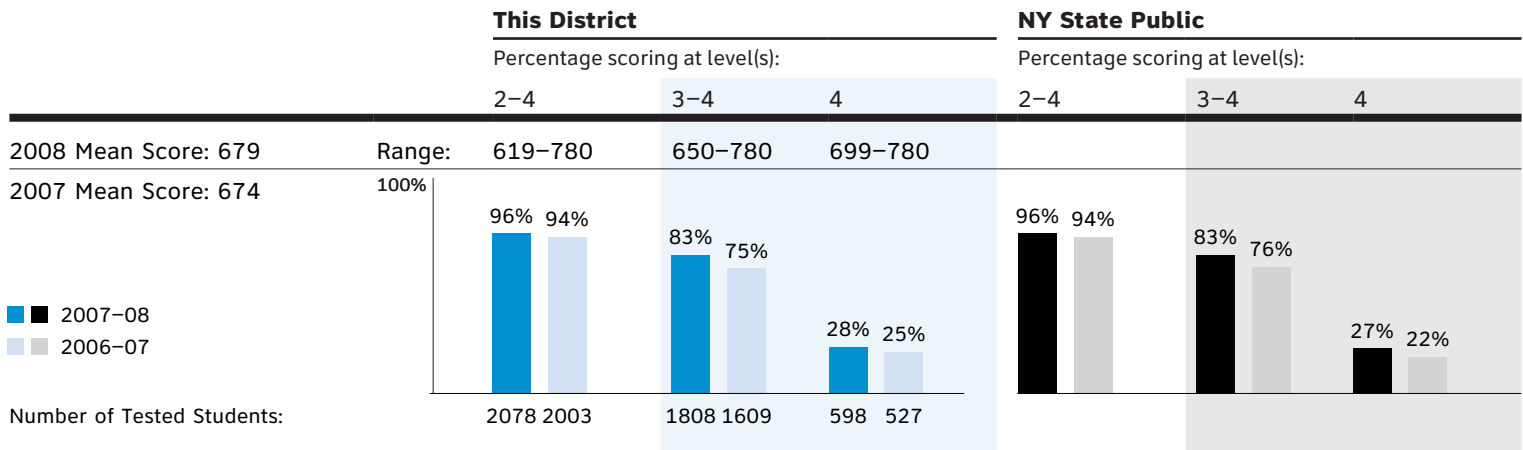
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	19	16	15	7	23	22	22	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	22	N/A	N/A	N/A	30	N/A	N/A	N/A

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

## This District's Results in Grade 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>2171</b>	<b>96%</b>	<b>83%</b>	<b>28%</b>	<b>2136</b>	<b>94%</b>	<b>75%</b>	<b>25%</b>
Female	1056	96%	84%	29%	1080	94%	76%	24%
Male	1115	95%	82%	26%	1056	94%	75%	25%
American Indian or Alaska Native	7	-	-	-	8	-	-	-
Black or African American	363	95%	80%	19%	339	92%	70%	16%
Hispanic or Latino	1015	94%	77%	17%	1077	91%	67%	16%
Asian or Native Hawaiian/Other Pacific Islander	292	98%	90%	42%	287	98%	91%	37%
White	492	98%	95%	47%	423	98%	91%	44%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	9	89%	56%	11%	10	100%	90%	30%
General-Education Students	1747	98%	89%	32%	1749	98%	83%	28%
Students with Disabilities	424	87%	61%	10%	387	77%	42%	8%
English Proficient	1855	97%	87%	31%	1831	96%	81%	27%
Limited English Proficient	316	88%	62%	6%	305	80%	43%	9%
Economically Disadvantaged	1617	95%	80%	22%	1739	93%	72%	20%
Not Disadvantaged	554	98%	94%	43%	397	98%	91%	46%
Migrant								
Not Migrant	2171	96%	83%	28%	2136	94%	75%	25%

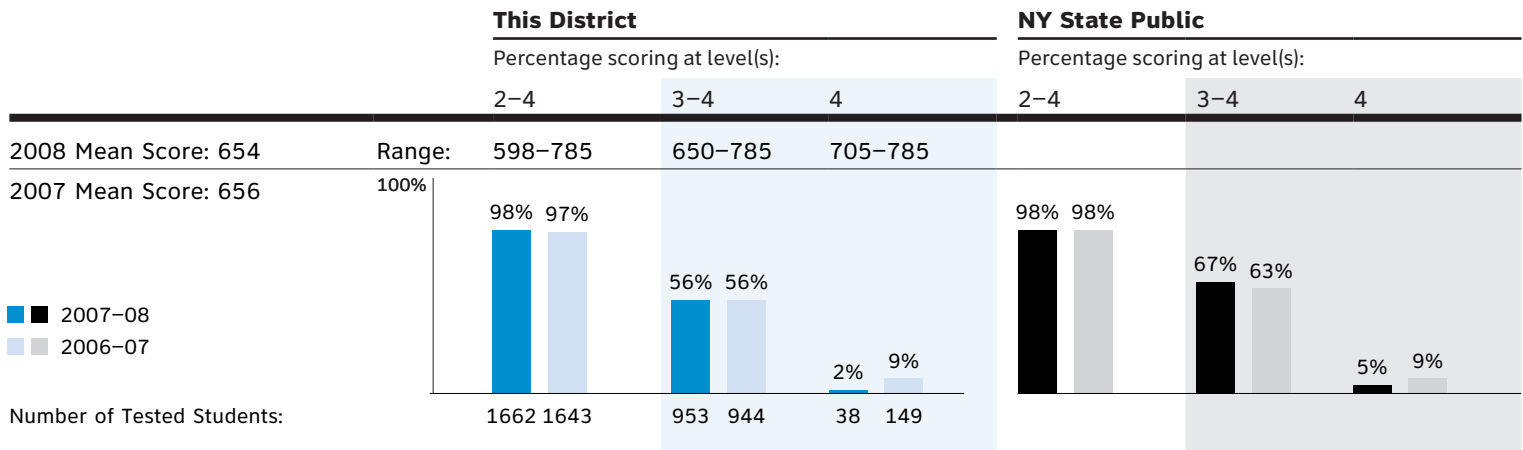
#### NOTES

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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	19	18	17	10	23	22	22	18

## 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
<b>All Students</b>	<b>1704</b>	<b>98%</b>	<b>56%</b>	<b>2%</b>	<b>1696</b>	<b>97%</b>	<b>56%</b>	<b>9%</b>
Female	850	98%	60%	3%	839	98%	59%	12%
Male	854	97%	51%	1%	857	96%	52%	6%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	362	98%	52%	1%	357	98%	51%	5%
Hispanic or Latino	872	97%	46%	1%	894	96%	48%	4%
Asian or Native Hawaiian/Other Pacific Islander	152	99%	74%	4%	162	98%	67%	10%
White	310	99%	79%	7%	276	98%	80%	27%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	8	100%	38%	13%	7	100%	86%	14%
General-Education Students	1326	99%	66%	3%	1345	99%	66%	11%
Students with Disabilities	378	92%	19%	0%	351	87%	15%	1%
English Proficient	1540	99%	61%	2%	1512	98%	62%	10%
Limited English Proficient	164	85%	7%	0%	184	87%	7%	1%
Economically Disadvantaged	1312	97%	48%	1%	1329	96%	48%	4%
Not Disadvantaged	392	99%	82%	7%	367	99%	82%	25%
Migrant								
Not Migrant	1704	98%	56%	2%	1696	97%	56%	9%

#### NOTES

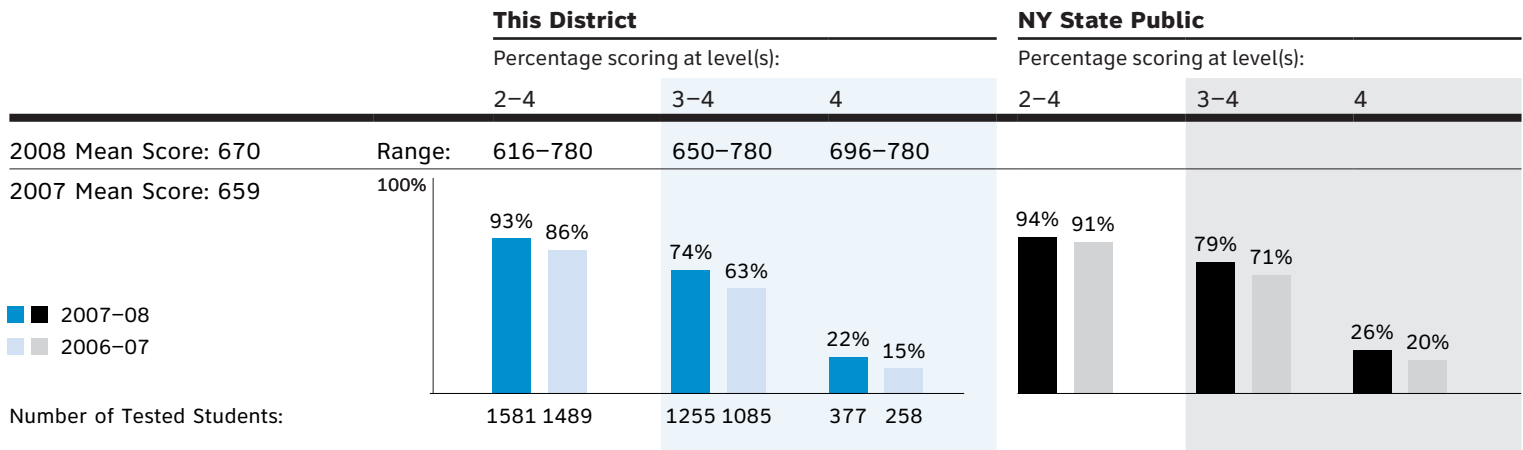
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	20	18	17	12	18	16	12	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	11	N/A	N/A	N/A	24	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1706</b>	<b>93%</b>	<b>74%</b>	<b>22%</b>	<b>1722</b>	<b>86%</b>	<b>63%</b>	<b>15%</b>
Female	856	93%	75%	23%	857	88%	64%	16%
Male	850	92%	73%	22%	865	85%	62%	14%
American Indian or Alaska Native	6	-	-	-	7	-	-	-
Black or African American	360	91%	65%	13%	358	85%	55%	9%
Hispanic or Latino	876	91%	68%	13%	909	83%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	155	98%	90%	52%	164	94%	82%	40%
White	307	96%	90%	45%	282	95%	84%	32%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	100%	88%	38%	9	89%	44%	0%
General-Education Students	1337	98%	83%	27%	1369	94%	72%	18%
Students with Disabilities	369	74%	38%	4%	353	57%	26%	2%
English Proficient	1536	95%	77%	24%	1509	90%	68%	17%
Limited English Proficient	170	76%	39%	2%	213	61%	27%	4%
Economically Disadvantaged	1314	91%	69%	14%	1349	84%	58%	10%
Not Disadvantaged	392	97%	88%	48%	373	94%	82%	33%
Migrant								
Not Migrant	1706	93%	74%	22%	1722	86%	63%	15%

#### NOTES

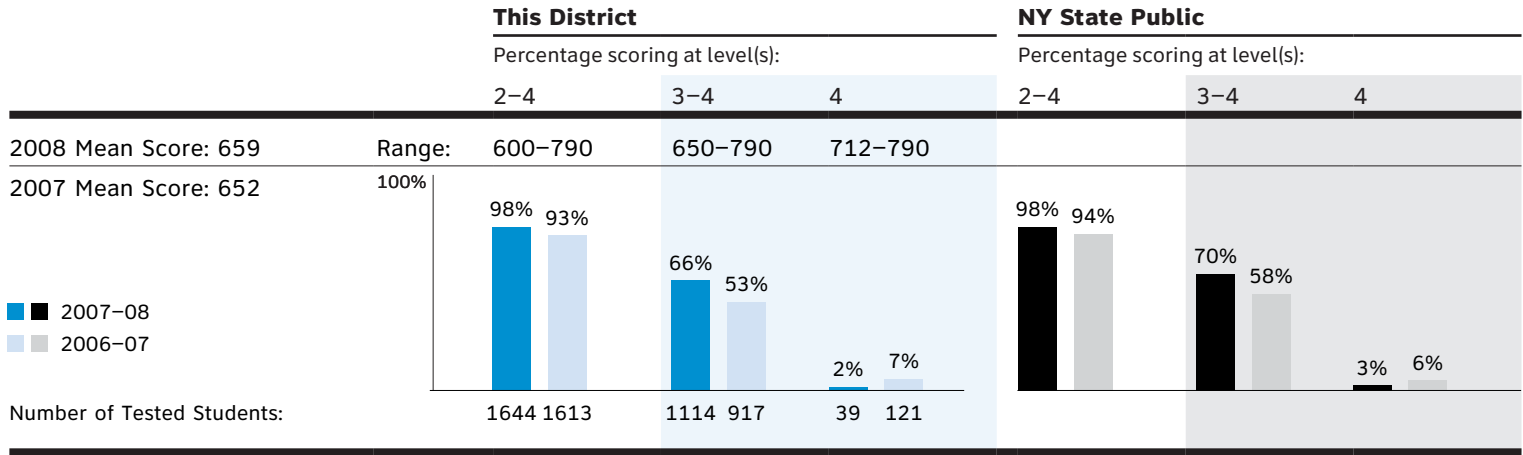
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### Other Assessments

	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	20	20	18	12	18	17	13	11



## 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
<b>All Students</b>	<b>1683</b>	<b>98%</b>	<b>66%</b>	<b>2%</b>	<b>1737</b>	<b>93%</b>	<b>53%</b>	<b>7%</b>
Female	837	98%	71%	3%	890	95%	59%	9%
Male	846	97%	62%	1%	847	91%	47%	4%
American Indian or Alaska Native	6	100%	100%	0%	11	-	-	-
Black or African American	357	97%	63%	1%	388	92%	47%	4%
Hispanic or Latino	893	97%	60%	1%	882	91%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	158	98%	75%	1%	141	96%	69%	6%
White	269	99%	84%	10%	313	98%	81%	20%
Multiracial					2	-	-	-
Small Group Totals					13	69%	31%	0%
General-Education Students	1309	99%	75%	3%	1411	97%	62%	9%
Students with Disabilities	374	93%	34%	0%	326	75%	14%	0%
English Proficient	1517	99%	72%	3%	1590	95%	57%	8%
Limited English Proficient	166	89%	14%	0%	147	65%	7%	0%
Economically Disadvantaged	1266	97%	60%	1%	1343	92%	45%	4%
Not Disadvantaged	417	99%	86%	7%	394	97%	78%	18%
Migrant								
Not Migrant	1683	98%	66%	2%	1737	93%	53%	7%

#### NOTES

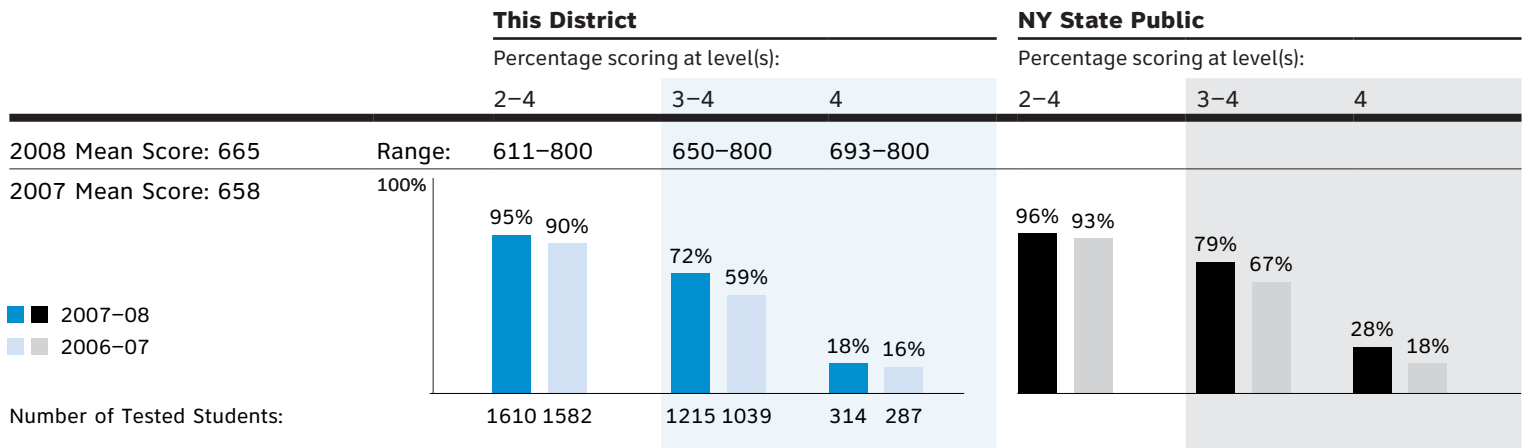
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	18	18	14	12	24	24	17	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	16	N/A	N/A	N/A	14	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>1698</b>	<b>95%</b>	<b>72%</b>	<b>18%</b>	<b>1755</b>	<b>90%</b>	<b>59%</b>	<b>16%</b>
Female	843	96%	73%	19%	901	93%	61%	17%
Male	855	94%	71%	18%	854	88%	57%	16%
American Indian or Alaska Native	7	-	-	-	11	-	-	-
Black or African American	359	93%	62%	10%	389	86%	47%	9%
Hispanic or Latino	902	94%	68%	11%	894	89%	52%	8%
Asian or Native Hawaiian/Other Pacific Islander	158	97%	88%	48%	142	96%	87%	41%
White	271	97%	88%	36%	317	97%	84%	39%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	8	100%	75%	13%	13	77%	38%	0%
General-Education Students	1326	98%	80%	22%	1426	95%	67%	20%
Students with Disabilities	372	82%	41%	5%	329	68%	24%	2%
English Proficient	1511	97%	76%	20%	1591	92%	63%	17%
Limited English Proficient	187	80%	32%	3%	164	73%	26%	6%
Economically Disadvantaged	1279	94%	67%	13%	1355	88%	54%	11%
Not Disadvantaged	419	98%	87%	35%	400	97%	77%	35%
Migrant								
Not Migrant	1698	95%	72%	18%	1755	90%	59%	16%

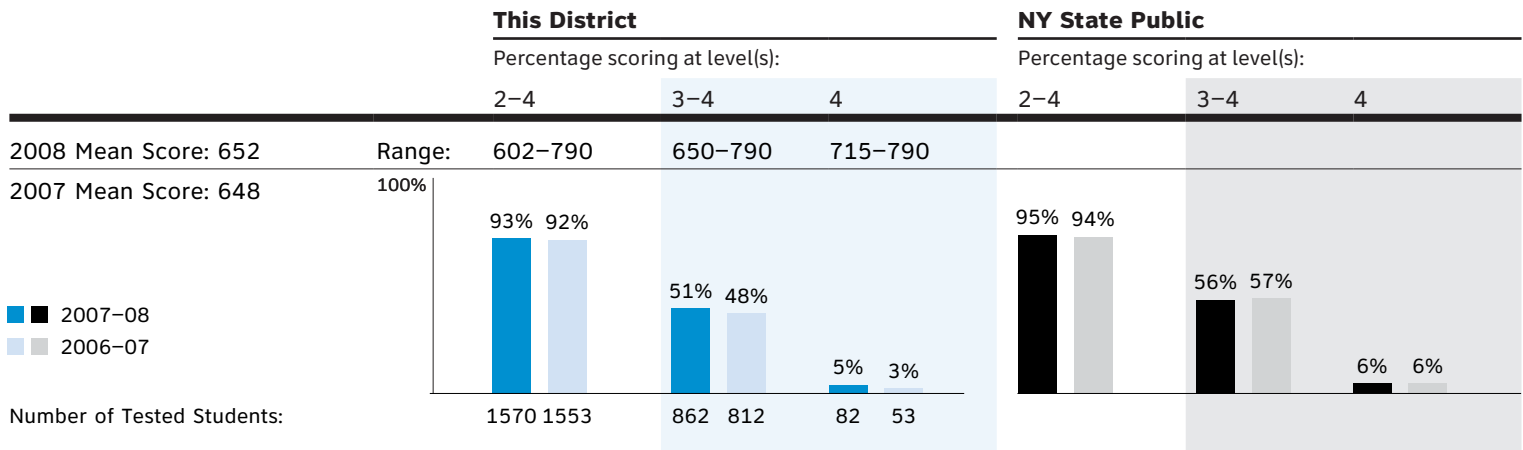
#### NOTES

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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	18	17	16	12	24	24	20	16

## 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
<b>All Students</b>	<b>1684</b>	<b>93%</b>	<b>51%</b>	<b>5%</b>	<b>1689</b>	<b>92%</b>	<b>48%</b>	<b>3%</b>
Female	854	96%	59%	7%	818	95%	56%	4%
Male	830	91%	43%	2%	871	89%	41%	2%
American Indian or Alaska Native	11	82%	36%	9%	6	-	-	-
Black or African American	371	93%	44%	3%	402	94%	41%	1%
Hispanic or Latino	844	92%	42%	2%	907	90%	42%	1%
Asian or Native Hawaiian/Other Pacific Islander	142	96%	69%	5%	135	96%	67%	5%
White	316	97%	76%	15%	238	96%	72%	13%
Multiracial					1	-	-	-
Small Group Totals					7	86%	71%	0%
General-Education Students	1338	98%	61%	6%	1415	96%	56%	4%
Students with Disabilities	346	76%	13%	1%	274	71%	9%	0%
English Proficient	1562	96%	55%	5%	1535	96%	53%	3%
Limited English Proficient	122	62%	6%	0%	154	48%	3%	0%
Economically Disadvantaged	1232	92%	41%	2%	1348	91%	41%	1%
Not Disadvantaged	452	98%	80%	13%	341	96%	74%	10%
Migrant								
Not Migrant	1684	93%	51%	5%	1689	92%	48%	3%

#### NOTES

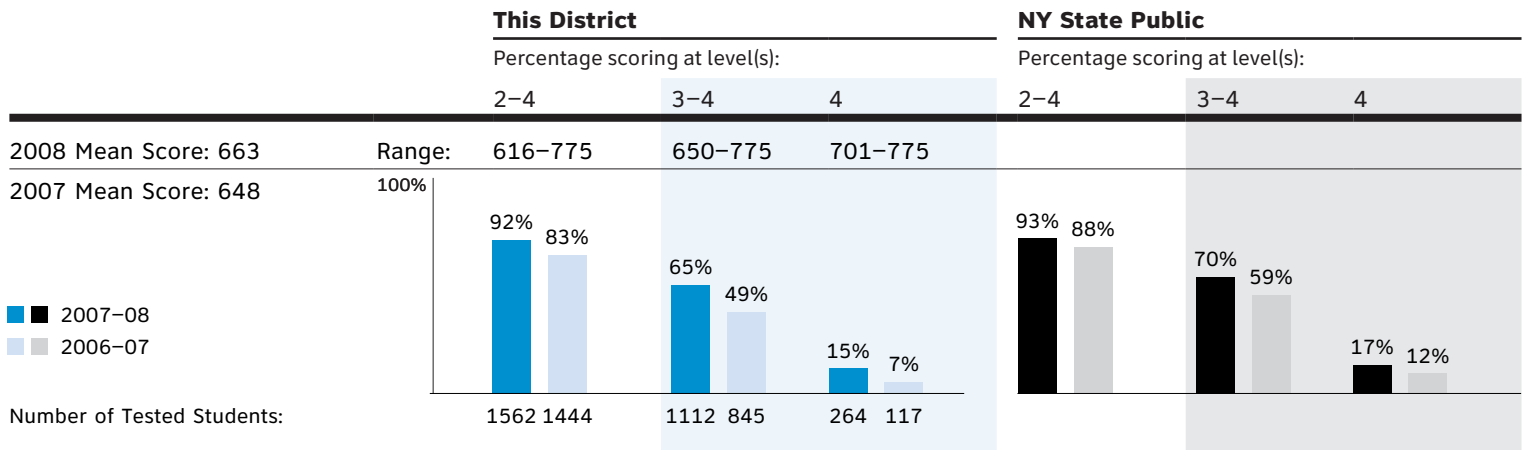
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	21	21	20	15	19	19	18	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	21	N/A	N/A	N/A	30	N/A	N/A	N/A

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

## This District's Results in Grade 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>1705</b>	<b>92%</b>	<b>65%</b>	<b>15%</b>	<b>1732</b>	<b>83%</b>	<b>49%</b>	<b>7%</b>
Female	869	93%	68%	17%	838	87%	52%	8%
Male	836	90%	62%	14%	894	80%	46%	6%
American Indian or Alaska Native	12	-	-	-	4	-	-	-
Black or African American	369	89%	58%	8%	407	79%	42%	3%
Hispanic or Latino	859	90%	58%	7%	936	81%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	143	95%	91%	46%	136	96%	79%	23%
White	321	97%	83%	32%	248	92%	70%	15%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	13	69%	38%	8%	5	100%	100%	0%
General-Education Students	1360	96%	74%	19%	1450	90%	56%	8%
Students with Disabilities	345	74%	29%	3%	282	49%	11%	0%
English Proficient	1556	93%	68%	17%	1541	86%	53%	8%
Limited English Proficient	149	72%	35%	3%	191	60%	16%	0%
Economically Disadvantaged	1252	90%	59%	10%	1386	81%	44%	5%
Not Disadvantaged	453	97%	83%	31%	346	92%	69%	15%
Migrant								
Not Migrant	1705	92%	65%	15%	1732	83%	49%	7%

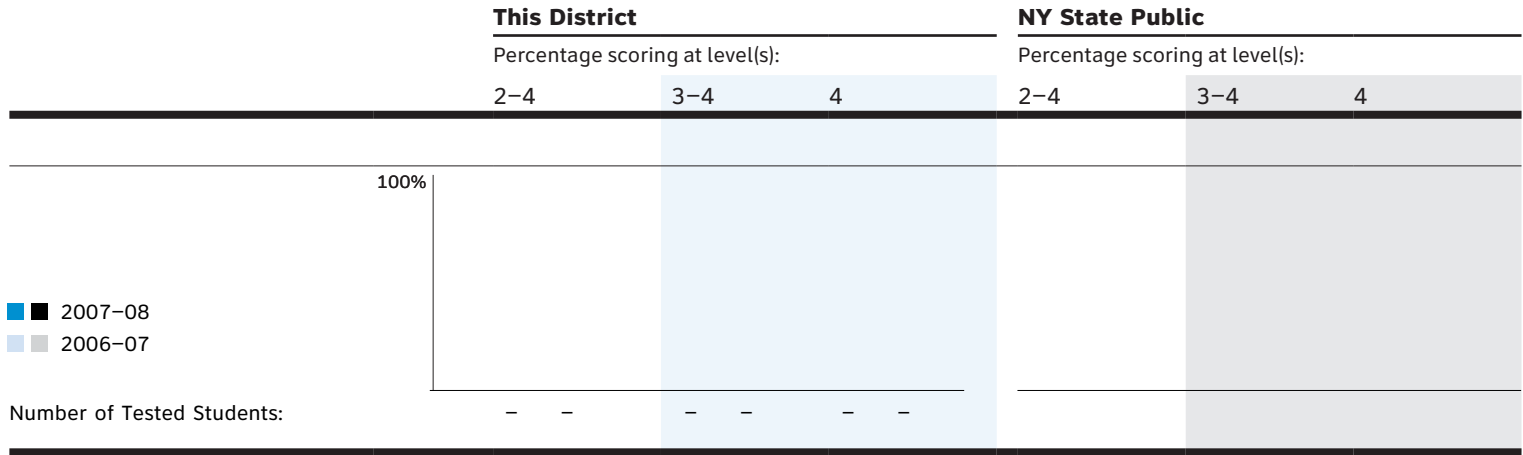
#### NOTES

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

### Other Assessments

	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	18	17	13	19	19	18	16

## 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>1670</b>	<b>92%</b>	<b>61%</b>	<b>17%</b>	<b>1692</b>	<b>86%</b>	<b>49%</b>	<b>12%</b>
Female	854	94%	61%	17%	820	87%	51%	12%
Male	816	91%	62%	17%	872	84%	48%	12%
American Indian or Alaska Native	12	-	-	-	5	-	-	-
Black or African American	360	91%	56%	11%	403	82%	40%	5%
Hispanic or Latino	844	91%	52%	9%	904	84%	43%	8%
Asian or Native Hawaiian/Other Pacific Islander	139	98%	82%	35%	136	96%	73%	23%
White	314	96%	84%	38%	243	93%	77%	31%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	13	54%	31%	15%	6	83%	50%	17%
General-Education Students	1339	97%	69%	21%	1421	91%	56%	14%
Students with Disabilities	331	74%	28%	3%	271	57%	15%	1%
English Proficient	1525	94%	65%	19%	1505	90%	54%	13%
Limited English Proficient	145	77%	21%	1%	187	55%	11%	0%
Economically Disadvantaged	1226	91%	52%	9%	1357	83%	43%	8%
Not Disadvantaged	444	98%	86%	41%	335	95%	75%	29%
Migrant								
Not Migrant	1670	92%	61%	17%	1692	86%	49%	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 8 Equivalent	19	13	12	9	18	17	17	16
Regents Science	1	-	-	-	1	-	-	-

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

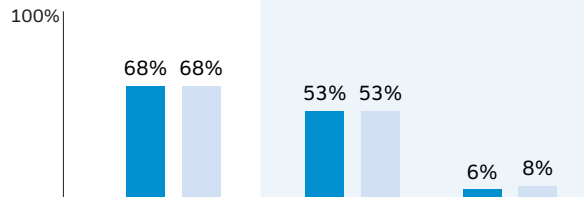
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort  
■ 2003 Cohort

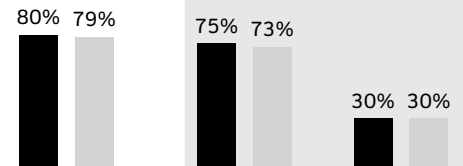
### NY State Public

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>1316</b>	<b>68%</b>	<b>53%</b>	<b>6%</b>	<b>1036</b>	<b>68%</b>	<b>53%</b>	<b>8%</b>
Female	708	75%	60%	6%	540	72%	59%	9%
Male	608	60%	44%	4%	496	63%	47%	7%
American Indian or Alaska Native	6	–	–	–	1	–	–	–
Black or African American	772	72%	57%	6%	581	74%	59%	9%
Hispanic or Latino	424	59%	44%	4%	363	56%	43%	6%
Asian or Native Hawaiian/Other Pacific Islander	38	79%	71%	18%	26	81%	46%	0%
White	75	65%	49%	5%	60	72%	62%	12%
Multiracial	1	–	–	–	5	–	–	–
Small Group Totals	7	57%	43%	0%	6	83%	83%	17%
General-Education Students	1100	75%	59%	7%	840	78%	62%	9%
Students with Disabilities	216	29%	20%	0%	196	25%	18%	2%
English Proficient	1279	69%	53%	6%	1006	68%	54%	8%
Limited English Proficient	37	35%	24%	5%	30	53%	27%	0%
Economically Disadvantaged	945	71%	55%	6%	748	69%	53%	7%
Not Disadvantaged	371	61%	47%	5%	288	66%	54%	10%
Migrant								
Not Migrant	1316	68%	53%	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.

## 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

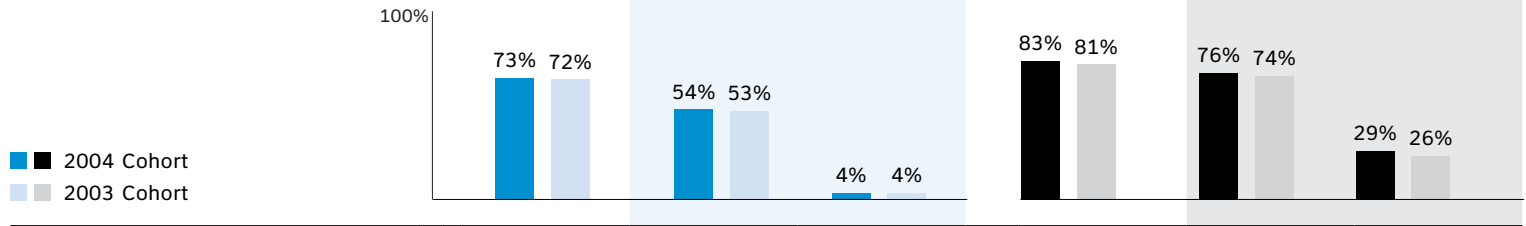
### NY State Public

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>1316</b>	<b>73%</b>	<b>54%</b>	<b>4%</b>	<b>1036</b>	<b>72%</b>	<b>53%</b>	<b>4%</b>
Female	708	79%	58%	5%	540	76%	56%	3%
Male	608	67%	50%	3%	496	69%	49%	5%
American Indian or Alaska Native	6	-	-	-	1	-	-	-
Black or African American	772	77%	56%	5%	581	79%	57%	4%
Hispanic or Latino	424	66%	49%	2%	363	61%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	38	89%	84%	11%	26	85%	69%	8%
White	75	71%	52%	8%	60	73%	63%	7%
Multiracial	1	-	-	-	5	-	-	-
Small Group Totals	7	71%	57%	0%	6	67%	50%	17%
General-Education Students	1100	80%	61%	5%	840	82%	60%	4%
Students with Disabilities	216	39%	21%	0%	196	32%	19%	2%
English Proficient	1279	74%	55%	4%	1006	73%	53%	4%
Limited English Proficient	37	54%	32%	3%	30	60%	20%	0%
Economically Disadvantaged	945	76%	56%	4%	748	73%	53%	3%
Not Disadvantaged	371	67%	50%	4%	288	69%	51%	6%
Migrant								
Not Migrant	1316	73%	54%	4%				

### NOTES

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

## Other Assessments

### 2004 Cohort

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.