



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #16**

District ID **33-16-00-01-0000**

Superintendent **EVELYN SANTIAGO**

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	354	293	293
Kindergarten	712	712	650
Grade 1	971	904	877
Grade 2	926	850	829
Grade 3	974	865	805
Grade 4	838	809	819
Grade 5	925	780	686
Grade 6	887	714	682
Ungraded Elementary	543	578	603
Grade 7	913	853	720
Grade 8	917	868	746
Grade 9	1114	693	694
Grade 10	1875	1829	635
Grade 11	824	951	875
Grade 12	290	459	1291
Ungraded Secondary	687	689	746
Total K-12	13396	12554	11658

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	23	22	20
Grade 8			
English	25	25	25
Mathematics	25	26	25
Science	22	25	25
Social Studies	24	26	24
Grade 10			
English	32	31	30
Mathematics	31	31	33
Science	34	29	38
Social Studies	33	33	33

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 #16

District ID 33-16-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	8884	66%	8809	70%	8198	70%
Reduced-Price Lunch	601	4%	906	7%	750	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	342	3%	314	3%	320	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	156	1%	137	1%	122	1%
Black or African American	11511	86%	10786	86%	9910	85%
Hispanic or Latino	1506	11%	1414	11%	1429	12%
Asian or Native Hawaiian/Other Pacific Islander	120	1%	111	1%	110	1%
White	103	1%	106	1%	87	1%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	229	2%	462	3%	446	4%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District NEW YORK CITY GEOGRAPHIC DISTRICT #16

District ID 33-16-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	939	913	842
Percent with No Valid Teaching Certificate	10%	10%	3%
Percent Teaching Out of Certification	20%	15%	15%
Percent with Fewer Than Three Years of Experience	23%	20%	14%
Percentage with Master's Degree Plus 30 Hours or Doctorate	23%	26%	28%
Total Number of Core Classes	3173	1586	1534
Percent Not Taught by Highly Qualified Teachers	20%	14%	15%
Total Number of Classes	2202	2128	1929
Percent Taught by Teachers Without Appropriate Certification	24%	17%	16%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	29%	
Turnover Rate of All Teachers	22%	23%	

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

Improvement (Year 2)

ELA Improvement (Year 2) Science Good Standing

Math Improvement (Year 1) Graduation Rate Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		–	–	
Multiracial	–	–		–	–	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		–	–	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✗	
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 5	✗ 0 of 5	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts




























Accountability Status  Improvement (Year 2)
for This Subject
(2008–09)

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

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 3) 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. [217]

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 (5380:5155)			99%		139	131	
Ethnicity							
American Indian or Alaska Native (61:61)			100%		123	121	
Black or African American (4433:4276)			99%		142	131	
Hispanic or Latino (801:739)			98%		129	129	
Asian or Native Hawaiian/Other Pacific Islander (42:40)			98%		143	118	
White (39:35)		—	—		123	117	
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1459:1364)			98%		99	130	92 109
Limited English Proficient ⁵ (192:191)			96%		104	125	97 114
Economically Disadvantaged (5026:4830)			99%		139	131	
Final AYP Determination	 9 of 9						

NOTES

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

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




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

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

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


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

AYP Status

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

Elementary/Middle-Level Mathematics





























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

Accountability Measures 9 of 9 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 (5364:5063)			99%		153	100	
Ethnicity							
American Indian or Alaska Native (62:61)			98%		136	90	
Black or African American (4420:4197)			99%		154	100	
Hispanic or Latino (798:727)			98%		151	98	
Asian or Native Hawaiian/Other Pacific Islander (40:38)			98%		161	86	
White (40:36)			100%		136	86	
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1456:1332)			97%		111	99	
Limited English Proficient ⁵ (192:193)			98%		136	94	
Economically Disadvantaged (5010:4743)			99%		153	100	
Final AYP Determination	 9 of 9						

NOTES

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

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




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

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


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

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

AYP Status

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















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (1827:1689)		Qualified		97%		135	100	
Ethnicity								
American Indian or Alaska Native (26:24)	—	—	—	—	—	—	—	—
Black or African American (1514:1418)		Qualified		97%		136	100	
Hispanic or Latino (260:222)		Qualified		93%		135	100	
Asian or Native Hawaiian/Other Pacific Islander (12:10)	—	—	—	—	—	—	—	—
White (15:15)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (467:409)		Qualified		93%		100	100	
Limited English Proficient ⁴ (62:57)		Qualified		95%		112	100	
Economically Disadvantaged (1676:1555)		Qualified		97%		135	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 2)

Accountability Measures 1 of 5 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 3) 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. [217]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
(12th Graders: 2004 Cohort) ¹								
All Students (1270:936)			94%		119	161	122‡	127
Ethnicity								
American Indian or Alaska Native (4:7)	—	—	—	—	—	—	—	—
Black or African American (1147:845)			94%		121	161	124‡	129
Hispanic or Latino (82:71)			94%		101	154	96	111
Asian or Native Hawaiian/Other Pacific Islander (7:8)	—	—	—	—	—	—	—	—
White (3:5)	—	—	—	—	—	—	—	—
Multiracial (1:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (124:179)			56%		44	157	86	60
Limited English Proficient ⁴ (12:11)	—	—	—	—	—	—	—	—
Economically Disadvantaged (874:656)			95%		126	161	126	133
Final AYP Determination		1 of 5						

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 0 of 5 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	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
(12th Graders: 2004 Cohort) ¹								
All Students (1270:936)			94%		111	155	120‡	120
Ethnicity								
American Indian or Alaska Native (4:7)	—	—	—	—	—	—	—	—
Black or African American (1147:845)			94%		113	155	122‡	122
Hispanic or Latino (82:71)			87%		85	148	103	97
Asian or Native Hawaiian/Other Pacific Islander (7:8)	—	—	—	—	—	—	—	—
White (3:5)	—	—	—	—	—	—	—	—
Multiracial (1:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (124:179)			59%		43	151	91	59
Limited English Proficient ⁴ (12:11)	—	—	—	—	—	—	—	—
Economically Disadvantaged (874:656)			95%		117	155	124	125
Final AYP Determination		0 of 5						

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  Improvement (Year 1)
for This Indicator
(2008–09)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP in 2008-09, the district will remain In Need of Improvement (Year 1) in 2009-10. [211]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
All Students (970)			43%	55%	45%	44%
Ethnicity						
American Indian or Alaska Native (5)		–	–	–		
Black or African American (851)			43%	55%	46%	44%
Hispanic or Latino (80)			28%	55%	28%	29%
Asian or Native Hawaiian/Other Pacific Islander (6)		–	–	–		
White (4)		–	–	–		
Multiracial (24)		–	–	–		
Other Groups		–	–	–		
Students with Disabilities (157)			8%	55%	1%	9%
Limited English Proficient ³ (22)		–	–	–		
Economically Disadvantaged (676)			46%	55%	40%	47%
Final AYP Determination		0 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 #16**

District ID **33-16-00-01-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

New York State Status

▲ Good Standing

15 schools identified 65% of total

FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL
GOTHAM PROFESSIONAL ARTS ACADEMY
MS 584
PS 21 CRISPUS ATTUCKS SCHOOL
PS 25 EUBIE BLAKE SCHOOL
PS 26 JESSE OWENS SCHOOL
PS 262 EL HAJ MALIK SHABAZZ
PS 28 THE WARREN SCHOOL
PS 309 GEORGE E WIBECAN SCHOOL
PS 335 GRANVILLE T WOODS SCHOOL
PS 40 GEORGE W CARVER SCHOOL
PS 5 DR RONALD E MCNAIR SCHOOL
PS 81 THADDEUS STEVENS SCHOOL
SCHOOL OF BUSINESS FINANCE & ENTREPRENEURSHIP
UPPER SCHOOL AT PS 025

▲ Improvement (Year 1)

2 schools identified 9% of total

PS 243 WEEKSVILLE SCHOOL
PS 308 CLARA CARDWELL SCHOOL

■ Requiring Academic Progress (Year 2)

1 school identified 4% of total

PS 304 CASIMIR PULASKI SCHOOL

▲ Planning for Restructuring

1 school identified 4% of total

MS 267 MATH SCIENCE & TECHNOLOGY INSTITUTE

▲ Restructuring (Year 1)

1 school identified 4% of total

PS 35 STEPHEN DECATUR SCHOOL

■ Requiring Academic Progress (Year 5)

1 school identified 4% of total

MS 143 PERFORMING & FINE ARTS

▲ Restructuring (Year 2)

1 school identified 4% of total

JHS 57 WHITE LAW REID

■ Requiring Academic Progress (Year 6)

1 school identified 4% of total







BOYS & GIRLS HIGH SCHOOL







District NEW YORK CITY GEOGRAPHIC DISTRICT #16



District ID 33-16-00-01-0000



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	52%			922
Grade 4	55%			923
Grade 5	63%			836
Grade 6	33%			830
Grade 7	45%			852
Grade 8	29%			876

Mathematics				
Grade 3	82%			917
Grade 4	74%			914
Grade 5	68%			841
Grade 6	52%			834
Grade 7	55%			844
Grade 8	41%			874

Science				
Grade 4	63%			905
Grade 8	31%			836

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	44%			1079
Mathematics	40%			1079

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.

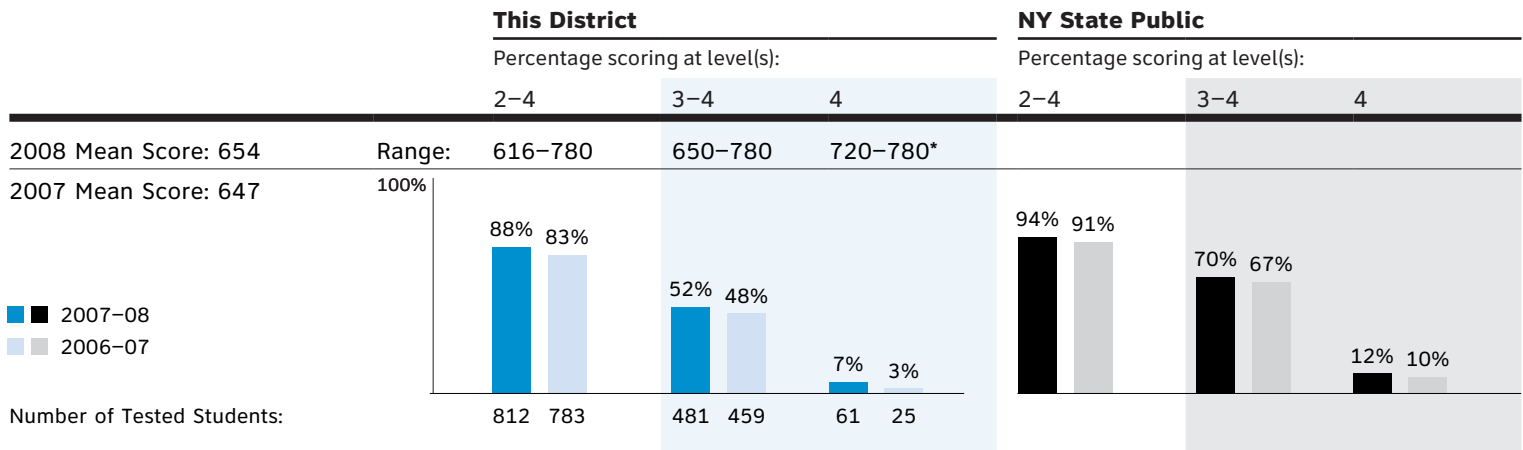
In this section, this district's performance is compared with that of public schools statewide.

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	922	88%	52%	7%	947	83%	48%	3%
Female	450	93%	58%	8%	474	86%	54%	3%
Male	472	84%	47%	6%	473	80%	43%	2%
American Indian or Alaska Native	6	-	-	-	7	71%	14%	0%
Black or African American	754	89%	55%	7%	802	83%	49%	3%
Hispanic or Latino	147	84%	37%	4%	124	80%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	17%	3	-	-	-
White	6	83%	17%	0%	9	67%	56%	11%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	9	89%	33%	11%	5	100%	80%	0%
General-Education Students	704	95%	60%	8%	774	89%	56%	3%
Students with Disabilities	218	65%	26%	2%	173	57%	14%	0%
English Proficient	887	88%	53%	7%	918	84%	49%	3%
Limited English Proficient	35	80%	26%	0%	29	52%	21%	0%
Economically Disadvantaged	883	88%	51%	7%	908	82%	48%	3%
Not Disadvantaged	39	100%	69%	8%	39	87%	54%	3%
Migrant								
Not Migrant	922	88%	52%	7%	947	83%	48%	3%

NOTES

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

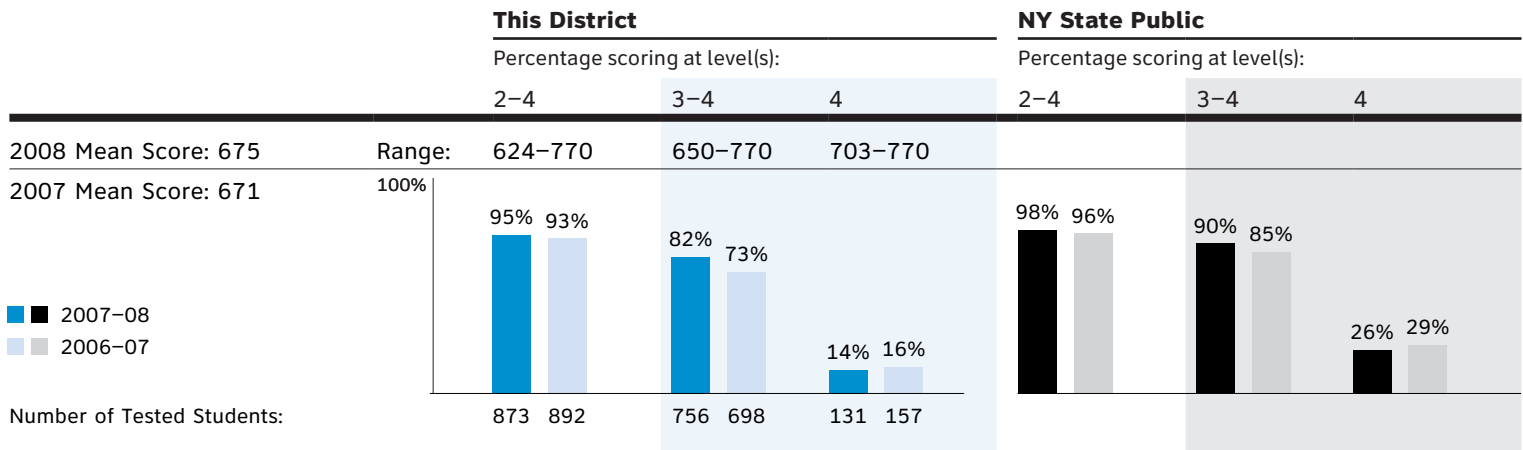
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	11	11	9	9	14	14	13	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	7	N/A	N/A	N/A

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

This District's Results in Grade 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	917	95%	82%	14%	961	93%	73%	16%
Female	441	97%	86%	17%	483	94%	73%	17%
Male	476	93%	79%	12%	478	92%	72%	16%
American Indian or Alaska Native	6	100%	83%	0%	7	86%	71%	0%
Black or African American	754	95%	84%	15%	804	93%	73%	17%
Hispanic or Latino	143	94%	76%	10%	133	95%	74%	12%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	5	-	-	-
White	6	100%	83%	0%	10	90%	50%	30%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	8	100%	100%	38%	7	86%	71%	29%
General-Education Students	701	99%	89%	17%	785	95%	78%	19%
Students with Disabilities	216	84%	60%	6%	176	82%	47%	5%
English Proficient	880	95%	83%	15%	922	93%	74%	17%
Limited English Proficient	37	89%	68%	3%	39	92%	49%	8%
Economically Disadvantaged	882	95%	82%	14%	922	93%	72%	17%
Not Disadvantaged	35	100%	86%	14%	39	97%	87%	10%
Migrant								
Not Migrant	917	95%	82%	14%	961	93%	73%	16%

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	11	11	10	7	14	14	13	12

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 651	612-775	650-775	716-775			
2007 Mean Score: 642						
Number of Tested Students:	814	506	30			

	2007-08	2006-07
2-4	88%	83%
3-4	55%	44%
4	3%	1%

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	923	88%	55%	3%	935	83%	44%	1%
Female	461	90%	60%	4%	470	89%	52%	1%
Male	462	86%	50%	3%	465	77%	35%	1%
American Indian or Alaska Native	7	-	-	-	10	80%	50%	10%
Black or African American	772	90%	56%	3%	794	84%	44%	1%
Hispanic or Latino	133	84%	52%	4%	118	77%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	8	50%	50%	13%	6	100%	50%	0%
Multiracial					1	-	-	-
Small Group Totals	10	60%	40%	0%	7	100%	86%	0%
General-Education Students	714	95%	64%	4%	722	93%	53%	1%
Students with Disabilities	209	66%	22%	0%	213	51%	14%	0%
English Proficient	885	89%	56%	3%	902	84%	45%	1%
Limited English Proficient	38	58%	24%	0%	33	58%	9%	0%
Economically Disadvantaged	879	88%	55%	3%	908	84%	44%	1%
Not Disadvantaged	44	89%	59%	2%	27	78%	48%	7%
Migrant								
Not Migrant	923	88%	55%	3%	935	83%	44%	1%

NOTES

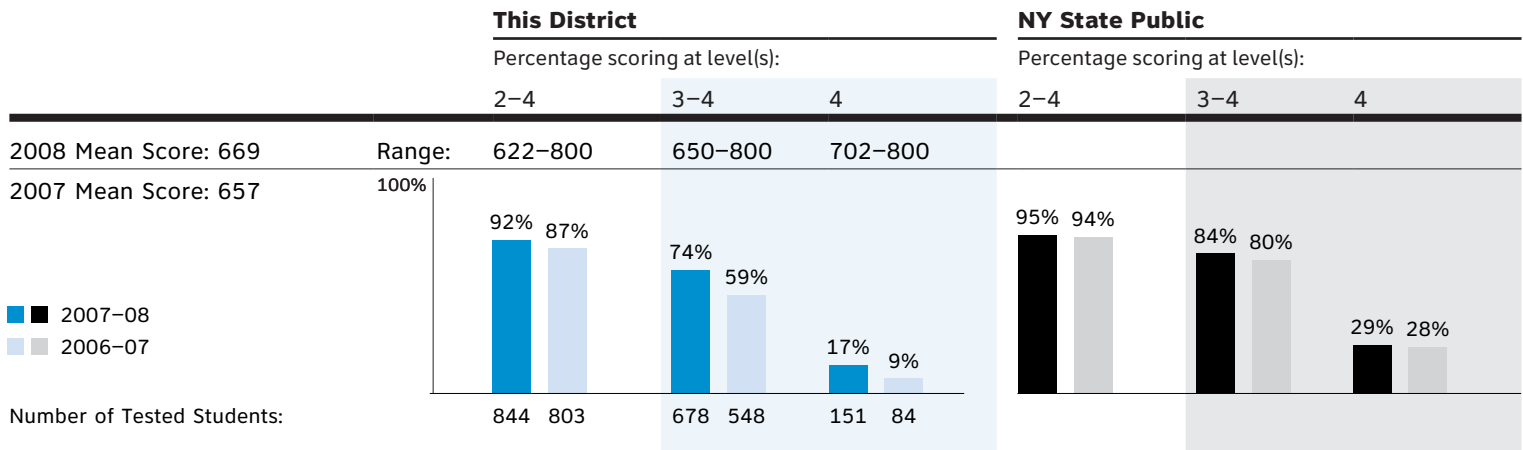
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	11	9	6	10	9	7	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	1	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	914	92%	74%	17%	926	87%	59%	9%
Female	455	95%	77%	16%	461	89%	59%	10%
Male	459	90%	72%	17%	465	84%	60%	8%
American Indian or Alaska Native	7	-	-	-	10	90%	40%	20%
Black or African American	769	92%	73%	15%	789	87%	59%	9%
Hispanic or Latino	127	95%	82%	21%	114	85%	60%	8%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	8	88%	50%	38%	6	100%	83%	17%
Multiracial					1	-	-	-
Small Group Totals	10	80%	60%	20%	7	100%	100%	43%
General-Education Students	710	97%	81%	19%	714	94%	68%	11%
Students with Disabilities	204	77%	51%	7%	212	63%	31%	2%
English Proficient	875	93%	75%	17%	894	87%	60%	9%
Limited English Proficient	39	87%	64%	13%	32	72%	50%	3%
Economically Disadvantaged	870	93%	74%	17%	900	87%	59%	9%
Not Disadvantaged	44	89%	75%	16%	26	77%	54%	15%
Migrant								
Not Migrant	914	92%	74%	17%	926	87%	59%	9%

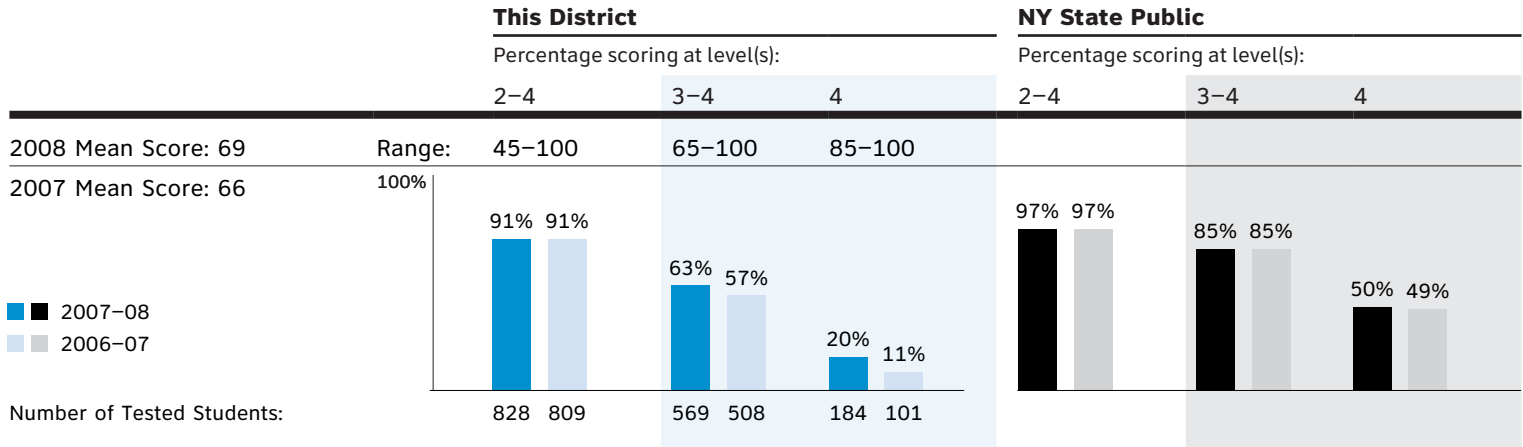
NOTES

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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 4 Equivalent	11	10	8	5	10	9	7	6

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	905	91%	63%	20%	892	91%	57%	11%
Female	453	91%	65%	21%	445	94%	60%	13%
Male	452	92%	61%	19%	447	87%	54%	10%
American Indian or Alaska Native	7	-	-	-	11	91%	45%	9%
Black or African American	759	92%	62%	19%	761	91%	57%	11%
Hispanic or Latino	128	92%	69%	26%	107	88%	56%	14%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	8	75%	38%	38%	6	83%	50%	0%
Multiracial					1	-	-	-
Small Group Totals	10	70%	50%	10%	7	100%	86%	43%
General-Education Students	705	95%	70%	24%	674	95%	64%	14%
Students with Disabilities	200	81%	39%	6%	218	77%	36%	3%
English Proficient	864	92%	64%	21%	861	91%	57%	12%
Limited English Proficient	41	80%	49%	12%	31	77%	42%	0%
Economically Disadvantaged	860	91%	63%	20%	868	91%	57%	11%
Not Disadvantaged	45	93%	60%	18%	24	92%	46%	13%
Migrant								
Not Migrant	905	91%	63%	20%	892	91%	57%	11%

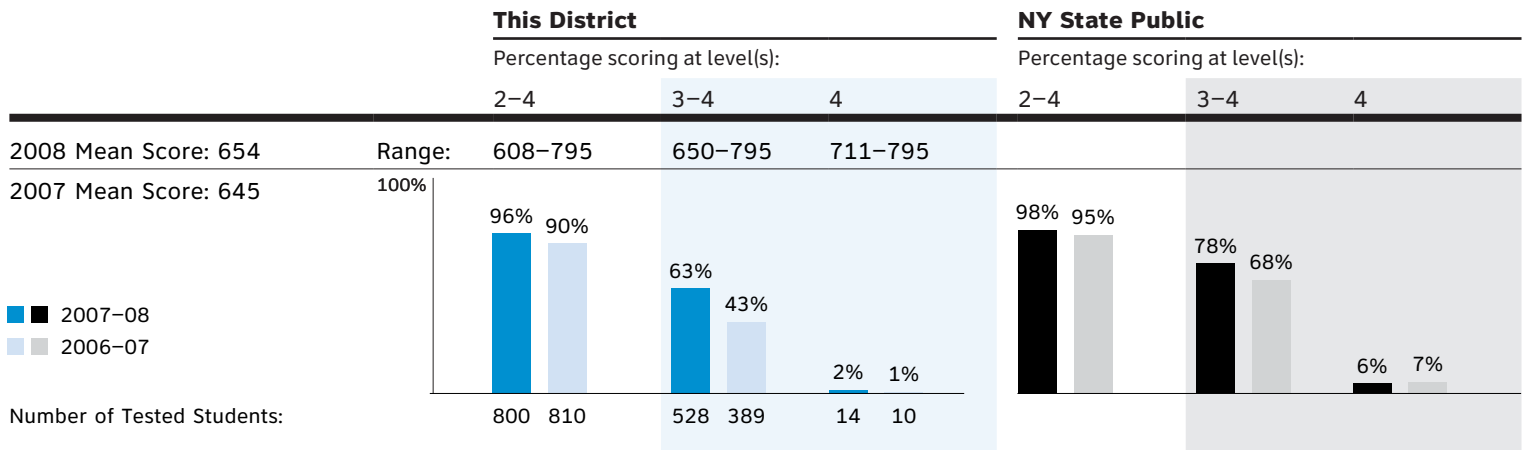
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	11	11	9	10	9	8	7

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	836	96%	63%	2%	901	90%	43%	1%
Female	413	97%	66%	1%	445	91%	46%	1%
Male	423	94%	61%	3%	456	89%	40%	2%
American Indian or Alaska Native	8	88%	50%	0%	9	78%	33%	0%
Black or African American	703	96%	65%	2%	757	90%	44%	1%
Hispanic or Latino	114	91%	53%	1%	119	88%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	17%	9	89%	56%	11%
White	5	100%	80%	0%	7	71%	29%	0%
Multiracial								
Small Group Totals								
General-Education Students	609	100%	76%	2%	710	97%	50%	1%
Students with Disabilities	227	85%	28%	0%	191	64%	17%	0%
English Proficient	806	97%	64%	2%	875	90%	44%	1%
Limited English Proficient	30	73%	30%	0%	26	81%	19%	4%
Economically Disadvantaged	794	96%	62%	2%	863	90%	43%	1%
Not Disadvantaged	42	98%	76%	2%	38	79%	45%	0%
Migrant								
Not Migrant	836	96%	63%	2%	901	90%	43%	1%

NOTES

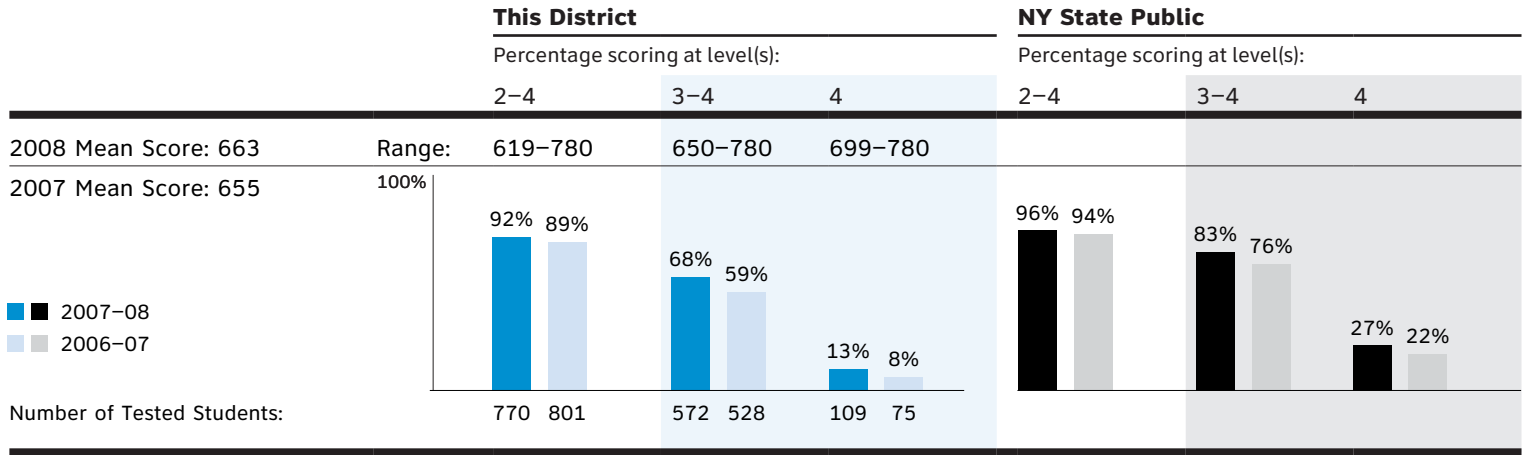
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	11	10	8	14	13	12	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	3	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	841	92%	68%	13%	897	89%	59%	8%
Female	423	93%	68%	12%	448	89%	62%	8%
Male	418	90%	68%	14%	449	90%	56%	9%
American Indian or Alaska Native	8	100%	63%	25%	9	67%	44%	0%
Black or African American	699	92%	68%	13%	746	89%	59%	8%
Hispanic or Latino	123	89%	69%	10%	127	91%	59%	10%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	50%	8	100%	75%	13%
White	5	100%	100%	20%	7	86%	14%	14%
Multiracial								
Small Group Totals								
General-Education Students	612	98%	78%	16%	707	96%	69%	10%
Students with Disabilities	229	74%	42%	4%	190	65%	22%	2%
English Proficient	804	92%	69%	14%	869	89%	60%	8%
Limited English Proficient	37	76%	51%	0%	28	86%	36%	7%
Economically Disadvantaged	801	92%	68%	13%	862	89%	59%	8%
Not Disadvantaged	40	93%	75%	13%	35	86%	51%	6%
Migrant								
Not Migrant	841	92%	68%	13%	897	89%	59%	8%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	10	10	6	14	14	14	11

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 640	598-785	650-785	705-785			
2007 Mean Score: 639						
Number of Tested Students:	793	276	5			

Year	2-4	3-4	4
2007-08	96%	33%	1%
2006-07	94%	30%	1%

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	830	96%	33%	1%	826	94%	30%	1%
Female	394	97%	38%	1%	397	96%	36%	2%
Male	436	94%	29%	0%	429	92%	24%	1%
American Indian or Alaska Native	6	100%	33%	0%	14	93%	29%	0%
Black or African American	686	96%	35%	0%	685	94%	30%	1%
Hispanic or Latino	129	94%	22%	2%	108	94%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	13	85%	31%	0%
White	3	-	-	-	6	83%	17%	0%
Multiracial	1	-	-	-				
Small Group Totals	9	100%	56%	0%				
General-Education Students	587	99%	42%	1%	649	98%	36%	2%
Students with Disabilities	243	87%	13%	0%	177	80%	7%	0%
English Proficient	805	96%	34%	1%	801	94%	30%	1%
Limited English Proficient	25	72%	8%	0%	25	92%	4%	0%
Economically Disadvantaged	775	96%	33%	1%	755	94%	29%	1%
Not Disadvantaged	55	95%	40%	0%	71	96%	37%	3%
Migrant								
Not Migrant	830	96%	33%	1%	826	94%	30%	1%

NOTES

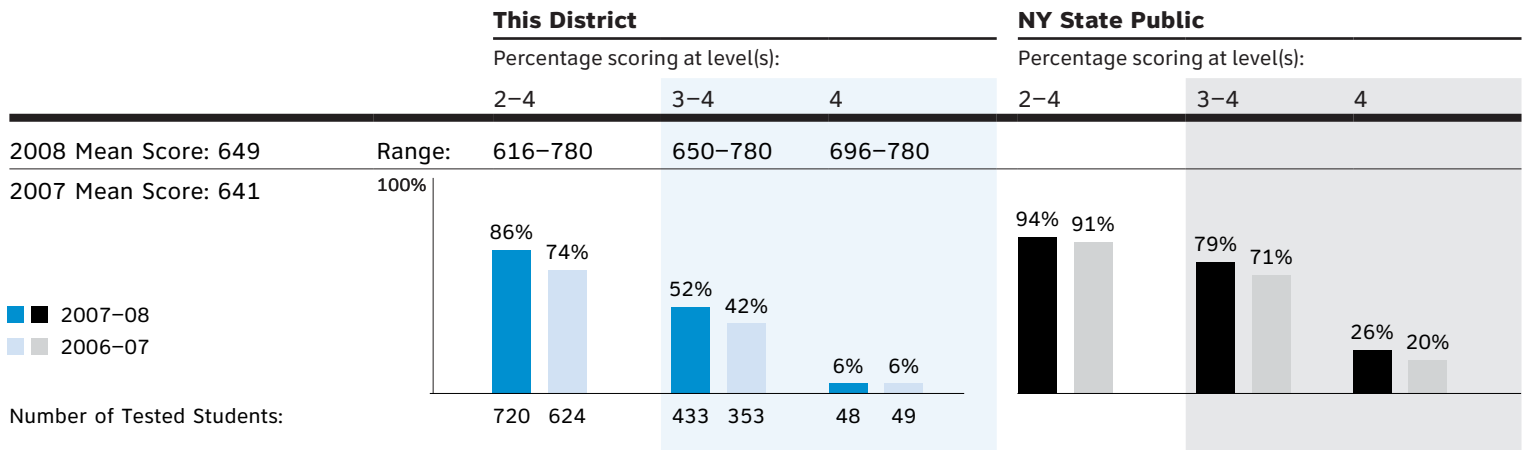
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	15	13	11	8	22	21	20	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	5	N/A	N/A	N/A

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

This District's Results in Grade 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	834	86%	52%	6%	840	74%	42%	6%
Female	401	87%	58%	5%	408	76%	44%	7%
Male	433	86%	47%	7%	432	72%	40%	5%
American Indian or Alaska Native	6	67%	50%	0%	15	67%	33%	0%
Black or African American	687	87%	52%	6%	687	75%	43%	6%
Hispanic or Latino	132	83%	48%	7%	117	72%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	15	80%	40%	0%
White	3	-	-	-	6	33%	17%	0%
Multiracial	1	-	-	-				
Small Group Totals	9	89%	67%	11%				
General-Education Students	589	93%	63%	7%	656	82%	50%	7%
Students with Disabilities	245	70%	24%	3%	184	46%	15%	1%
English Proficient	807	87%	53%	6%	809	75%	43%	6%
Limited English Proficient	27	67%	22%	0%	31	58%	13%	0%
Economically Disadvantaged	777	86%	51%	5%	767	74%	42%	5%
Not Disadvantaged	57	86%	61%	12%	73	78%	45%	10%
Migrant								
Not Migrant	834	86%	52%	6%	840	74%	42%	6%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	15	15	13	11	21	21	19	15

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 645	600-790	650-790	712-790			
2007 Mean Score: 632						
Number of Tested Students:	811	846	384	276	2	16

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	852	95%	45%	0%	971	87%	28%	2%
Female	411	96%	55%	0%	483	93%	39%	2%
Male	441	94%	35%	0%	488	81%	18%	1%
American Indian or Alaska Native	15	100%	27%	0%	18	72%	22%	0%
Black or African American	695	96%	47%	0%	816	88%	29%	2%
Hispanic or Latino	125	94%	40%	0%	119	83%	28%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	36%	0%	8	88%	38%	0%
White	6	33%	0%	0%	10	60%	0%	0%
Multiracial								
Small Group Totals								
General-Education Students	629	100%	55%	0%	748	94%	35%	2%
Students with Disabilities	223	83%	18%	0%	223	65%	7%	0%
English Proficient	824	95%	46%	0%	954	88%	29%	2%
Limited English Proficient	28	89%	21%	0%	17	65%	6%	0%
Economically Disadvantaged	794	95%	45%	0%	883	86%	27%	1%
Not Disadvantaged	58	95%	43%	0%	88	94%	47%	3%
Migrant								
Not Migrant	852	95%	45%	0%	971	87%	28%	2%

NOTES

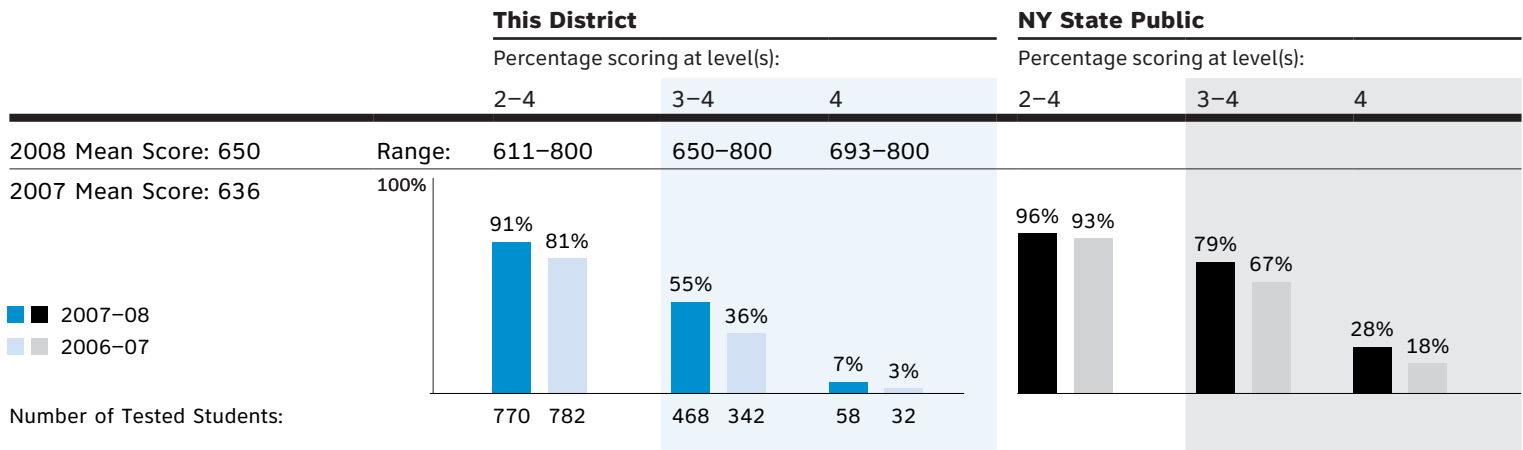
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Other Assessments

	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	17	16	16	9	20	20	18	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	1	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	844	91%	55%	7%	960	81%	36%	3%
Female	409	92%	60%	7%	479	87%	44%	5%
Male	435	90%	51%	7%	481	76%	27%	2%
American Indian or Alaska Native	15	100%	40%	0%	19	74%	16%	0%
Black or African American	689	92%	56%	7%	799	82%	36%	3%
Hispanic or Latino	122	89%	55%	6%	124	78%	35%	5%
Asian or Native Hawaiian/Other Pacific Islander	10	80%	70%	20%	8	75%	50%	13%
White	8	50%	13%	0%	10	70%	20%	10%
Multiracial								
Small Group Totals								
General-Education Students	627	98%	67%	9%	740	90%	44%	4%
Students with Disabilities	217	73%	24%	2%	220	52%	9%	0%
English Proficient	815	92%	56%	7%	942	82%	36%	3%
Limited English Proficient	29	79%	34%	3%	18	61%	11%	0%
Economically Disadvantaged	785	91%	56%	7%	870	80%	34%	3%
Not Disadvantaged	59	95%	53%	2%	90	92%	50%	10%
Migrant								
Not Migrant	844	91%	55%	7%	960	81%	36%	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 7 Equivalent	17	16	14	8	20	20	19	15

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 637	602-790	650-790	715-790			
2007 Mean Score: 631						
	90%	87%		95%	94%	
		29%	27%		56%	57%
			1%			6%
Number of Tested Students:	790	844	253	262	7	10

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	876	90%	29%	1%	972	87%	27%	1%
Female	441	94%	38%	1%	487	89%	33%	1%
Male	435	86%	20%	0%	485	84%	21%	1%
American Indian or Alaska Native	18	89%	28%	0%	13	77%	38%	0%
Black or African American	725	91%	30%	1%	818	89%	27%	1%
Hispanic or Latino	119	87%	20%	0%	121	76%	21%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	14%	0%	9	-	-	-
White	7	86%	43%	0%	10	70%	30%	0%
Multiracial					1	-	-	-
Small Group Totals					10	100%	50%	0%
General-Education Students	653	98%	37%	1%	775	94%	32%	1%
Students with Disabilities	223	66%	6%	0%	197	59%	6%	0%
English Proficient	859	90%	29%	1%	943	88%	28%	1%
Limited English Proficient	17	76%	0%	0%	29	55%	3%	0%
Economically Disadvantaged	779	90%	27%	1%	884	86%	26%	1%
Not Disadvantaged	97	94%	40%	3%	88	93%	38%	2%
Migrant								
Not Migrant	876	90%	29%	1%	972	87%	27%	1%

NOTES

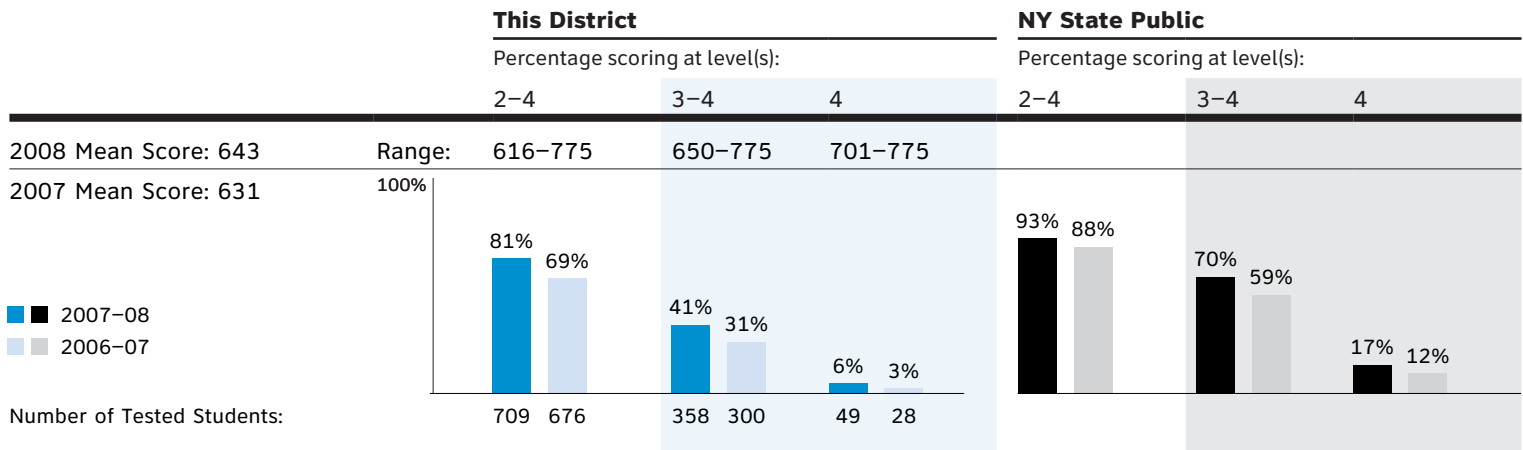
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	15	14	8	12	11	11	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	4	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	874	81%	41%	6%	979	69%	31%	3%
Female	442	85%	45%	8%	489	71%	34%	4%
Male	432	77%	37%	3%	490	67%	28%	2%
American Indian or Alaska Native	18	72%	28%	0%	13	69%	23%	8%
Black or African American	720	83%	43%	6%	822	70%	31%	3%
Hispanic or Latino	122	74%	31%	4%	123	59%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	43%	14%	10	-	-	-
White	7	57%	43%	14%	10	40%	40%	0%
Multiracial					1	-	-	-
Small Group Totals					11	100%	73%	18%
General-Education Students	649	91%	51%	7%	778	79%	37%	4%
Students with Disabilities	225	52%	12%	0%	201	30%	6%	0%
English Proficient	856	82%	42%	6%	945	69%	31%	3%
Limited English Proficient	18	61%	11%	6%	34	68%	21%	0%
Economically Disadvantaged	775	80%	39%	5%	888	68%	31%	3%
Not Disadvantaged	99	90%	57%	9%	91	76%	27%	4%
Migrant								
Not Migrant	874	81%	41%	6%	979	69%	31%	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	15	15	13	6	12	11	9	5

This District's Results in Grade 8 Science

This District

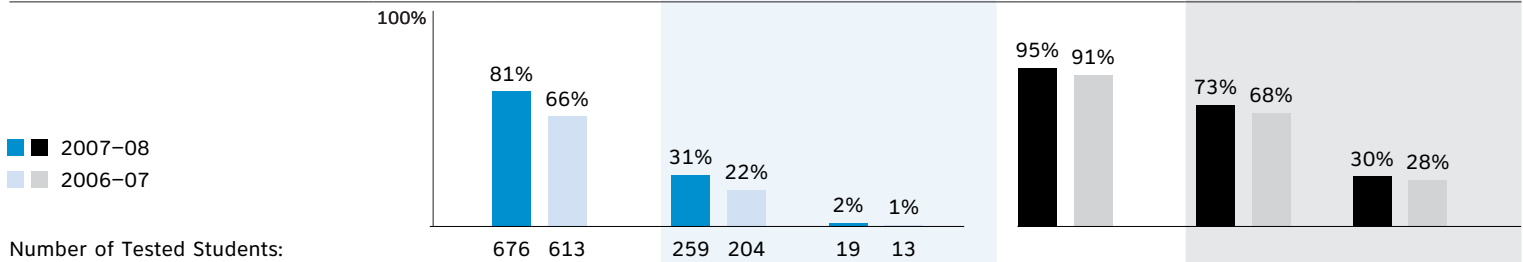
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	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	836	81%	31%	2%	821	69%	20%	1%
Female	429	84%	32%	2%	404	69%	22%	1%
Male	407	77%	29%	2%	417	69%	19%	1%
American Indian or Alaska Native	16	75%	19%	0%	10	50%	20%	0%
Black or African American	695	82%	32%	2%	688	69%	20%	1%
Hispanic or Latino	112	75%	27%	4%	108	68%	17%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	50%	17%	8	88%	50%	0%
White	7	71%	29%	0%	6	-	-	-
Multiracial					1	-	-	-
Small Group Totals					7	57%	43%	0%
General-Education Students	630	89%	37%	3%	644	76%	25%	1%
Students with Disabilities	206	57%	13%	0%	177	42%	4%	0%
English Proficient	819	81%	32%	2%	789	69%	21%	1%
Limited English Proficient	17	53%	0%	0%	32	59%	3%	0%
Economically Disadvantaged	740	80%	29%	2%	731	68%	20%	1%
Not Disadvantaged	96	84%	43%	6%	90	74%	22%	2%
Migrant								
Not Migrant	836	81%	31%	2%	821	69%	20%	1%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	15	13	9	11	10	10	7
Regents Science	0				111	47	36	5

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

This District

Percentage scoring at level(s):

2-4

3-4

4

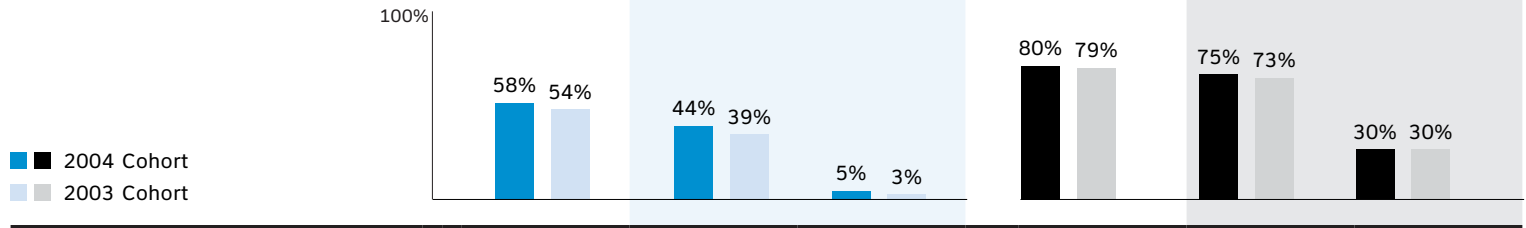
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

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

2003 Cohort**

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1079	58%	44%	5%	1065	54%	39%	3%
Female	501	68%	55%	7%	514	61%	44%	4%
Male	578	49%	36%	3%	551	47%	34%	3%
American Indian or Alaska Native	8	25%	25%	0%	4	-	-	-
Black or African American	963	60%	46%	5%	922	55%	40%	3%
Hispanic or Latino	94	40%	29%	2%	102	32%	22%	3%
Asian or Native Hawaiian/Other Pacific Islander	8	63%	63%	13%	6	50%	0%	0%
White	5	-	-	-	3	-	-	-
Multiracial	1	-	-	-	28	89%	79%	4%
Small Group Totals	6	50%	17%	0%	7	57%	43%	0%
General-Education Students	848	69%	54%	6%	909	61%	44%	4%
Students with Disabilities	231	14%	9%	0%	156	11%	8%	0%
English Proficient	1066	58%	45%	5%	1053	54%	39%	3%
Limited English Proficient	13	38%	8%	0%	12	33%	8%	0%
Economically Disadvantaged	722	64%	49%	5%	728	61%	42%	2%
Not Disadvantaged	357	45%	35%	5%	337	39%	31%	5%
Migrant								
Not Migrant	1079	58%	44%	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

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*.

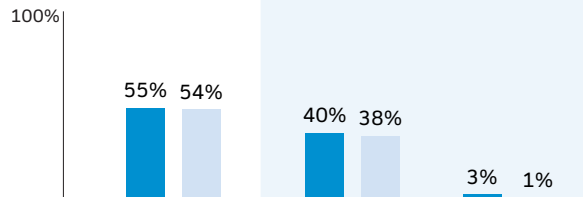
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

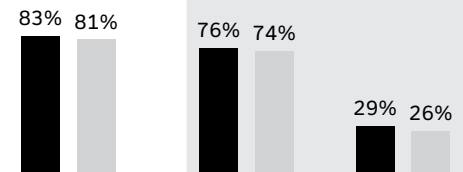


■ 2004 Cohort
■ 2003 Cohort

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
All Students	1079	55%	40%	3%	1065	54%	38%	1%
Female	501	64%	48%	4%	514	60%	43%	1%
Male	578	46%	33%	3%	551	49%	33%	2%
American Indian or Alaska Native	8	25%	25%	0%	4	–	–	–
Black or African American	963	57%	41%	4%	922	55%	39%	1%
Hispanic or Latino	94	35%	22%	2%	102	37%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	63%	63%	0%	6	50%	33%	0%
White	5	–	–	–	3	–	–	–
Multiracial	1	–	–	–	28	86%	46%	0%
Small Group Totals	6	50%	50%	0%	7	43%	43%	0%
General-Education Students	848	66%	48%	4%	909	61%	43%	1%
Students with Disabilities	231	13%	8%	0%	156	15%	6%	1%
English Proficient	1066	55%	40%	3%	1053	55%	38%	1%
Limited English Proficient	13	38%	23%	0%	12	33%	17%	0%
Economically Disadvantaged	722	61%	43%	4%	728	62%	43%	1%
Not Disadvantaged	357	43%	34%	3%	337	39%	27%	2%
Migrant								
Not Migrant	1079	55%	40%	3%				

NOTES

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

Other Assessments

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.