



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #18**

District ID **33-18-00-01-0000**

Superintendent **FELICITA SANTIAGO**

Telephone **(718) 566-6008**

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	544	464	443
Kindergarten	1365	1388	1266
Grade 1	1756	1673	1670
Grade 2	1785	1715	1629
Grade 3	1797	1691	1611
Grade 4	1849	1696	1671
Grade 5	1913	1841	1618
Grade 6	1390	1291	1285
Ungraded Elementary	769	763	813
Grade 7	1481	1398	1340
Grade 8	1570	1481	1374
Grade 9	2663	2071	1806
Grade 10	2073	1822	1411
Grade 11	948	870	768
Grade 12	977	1068	974
Ungraded Secondary	1070	1019	939
<b>Total K-12</b>	<b>23406</b>	<b>21787</b>	<b>20175</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	25	25	22
<b>Grade 8</b>			
English	28	28	26
Mathematics	28	27	26
Science	27	27	26
Social Studies	27	27	25
<b>Grade 10</b>			
English	31	30	28
Mathematics	29	29	26
Science	26	30	27
Social Studies	32	31	30

### 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.

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District ID 33-18-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	12373	53%	11771	54%	12620	63%
Reduced-Price Lunch	1680	7%	1785	8%	1869	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1002	4%	1128	5%	1236	6%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	86	0%	82	0%	76	0%
Black or African American	21116	90%	19644	90%	18176	90%
Hispanic or Latino	1549	7%	1456	7%	1357	7%
Asian or Native Hawaiian/Other Pacific Islander	290	1%	261	1%	252	1%
White	365	2%	344	2%	314	2%
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	740	3%	1359	6%	1359	6%

## 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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District ID 33-18-00-01-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	1441	1488	1412
Percent with No Valid Teaching Certificate	4%	8%	3%
Percent Teaching Out of Certification	13%	12%	11%
Percent with Fewer Than Three Years of Experience	12%	12%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	40%	42%
<b>Total Number of Core Classes</b>	4541	2678	2857
Percent Not Taught by Highly Qualified Teachers	12%	17%	12%
<b>Total Number of Classes</b>	3373	3351	3372
Percent Taught by Teachers Without Appropriate Certification	18%	17%	12%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	17%	
Turnover Rate of All Teachers	18%	13%	

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

#### ■ District Requiring Academic Progress (Year 2)

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

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

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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

## Summary

### Overall Accountability Status (2008-09)

#### ▲ Improvement (Year 5)

ELA ▲ Improvement (Year 5) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 2)

### Title I Part A Funding

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

2006-07	2007-08	2008-09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		-	-	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		-	-	
White	✗	✓		-	-	
Multiracial	-	-		-	-	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓ <sup>SH</sup>	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✓ <sup>SH</sup>	
<b>Student groups making AYP in each subject</b>	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 0 of 6	✗ 1 of 6	✓ 1 of 1

#### Accountability Status Levels

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Federal

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


#### State

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



## Elementary/Middle-Level English Language Arts











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

**Accountability Measures** 8 of 9 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 5) in 2009-10. [210]

### 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> (9915:9525)							
<b>Ethnicity</b>							
American Indian or Alaska Native (36:36)							
Black or African American (9086:8745)							
Hispanic or Latino (536:509)							
Asian or Native Hawaiian/Other Pacific Islander (116:112)							
White (280:118)							
Multiracial (6:5)	—						
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1746:1641)							
Limited English Proficient <sup>5</sup> (373:392)							
Economically Disadvantaged (8034:7725)							
<b>Final AYP Determination</b>	 8 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> (9901:9424)			99%		166	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (36:34)		—	—		162	85	
Black or African American (9076:8653)			99%		166	101	
Hispanic or Latino (531:499)			98%		161	97	
Asian or Native Hawaiian/Other Pacific Islander (117:113)			100%		175	92	
White (135:119)			96%		145	92	
Multiracial (6:6)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1736:1595)			96%		118	99	
Limited English Proficient <sup>5</sup> (376:431)			99%		141	97	
Economically Disadvantaged (8016:7640)			99%		165	101	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

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

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




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

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

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

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

#### AYP Status

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


















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (3394:3115)		Qualified		96%		158	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (14:14)	–	–	–	–	–	–	–	–
Black or African American (3114:2867)		Qualified		96%		158	100	
Hispanic or Latino (175:155)		Qualified		94%		155	100	
Asian or Native Hawaiian/Other Pacific Islander (39:36)		Qualified	–	–		172	100	
White (47:39)		Qualified		89%		128	100	
Multiracial (5:4)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (585:521)		Qualified		94%		124	100	
Limited English Proficient <sup>4</sup> (117:128)		Qualified		97%		124	100	
Economically Disadvantaged (2743:2525)		Qualified		96%		159	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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


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

#### AYP Status

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

## Secondary-Level English Language Arts








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

**Accountability Measures** 0 of 6 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 5) in 2009-10. [210]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (1403:1300)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (10:5)	—						
Black or African American (1255:1173)							
Hispanic or Latino (205:89)							
Asian or Native Hawaiian/Other Pacific Islander (13:13)	—						
White (18:18)	—						
Multiracial (3:2)	—						
<b>Other Groups</b>							
Students with Disabilities (143:226)							
Limited English Proficient <sup>4</sup> (206:137)							
Economically Disadvantaged (517:551)							
<b>Final AYP Determination</b>	 0 of 6						

#### 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** 1 of 6 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group	AYP	Participation <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> (1403:1300)			98%		118	156	128	126
<b>Ethnicity</b>								
American Indian or Alaska Native (10:5)	—	—	—	—	—	—	—	—
Black or African American (1255:1173)			98%		118	156	128	126
Hispanic or Latino (205:89)			94%		112	148	122	121
Asian or Native Hawaiian/Other Pacific Islander (13:13)	—	—	—	—	—	—	—	—
White (18:18)	—	—	—	—	—	—	—	—
Multiracial (3:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (143:226)			97%		72	152	111	85
Limited English Proficient <sup>4</sup> (159:137)			99%		137	150	150	143
Economically Disadvantaged (517:551)			99%		127	154	125	134
<b>Final AYP Determination</b>	 1 of 6							

#### 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**  Improvement (Year 2)  
**for This Indicator**  
**(2008–09)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made 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 3) in 2009-10. If this district makes AYP in 2008-09, the district will be in good standing in 2009-10. [222]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (1764)			38%	55%	32%	39%
<b>Ethnicity</b>						
American Indian or Alaska Native (3)	–	–	–	–	–	–
Black or African American (1551)			38%	55%	33%	39%
Hispanic or Latino (171)			31%	55%	23%	32%
Asian or Native Hawaiian/Other Pacific Islander (14)	–	–	–	–	–	–
White (22)	–	–	–	–	–	–
Multiracial (3)	–	–	–	–	–	–
<b>Other Groups</b>						
Students with Disabilities (300)			11%	55%	10%	12%
Limited English Proficient <sup>3</sup> (170)			35%	55%	1%	36%
Economically Disadvantaged (804)			36%	55%	26%	37%
<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 #18**

District ID **33-18-00-01-0000**

## 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

22 schools identified 67% of total

ARTS AND MEDIA PREPARATORY ACADEMY  
BROOKLYN GENERATION SCHOOL  
BROOKLYN THEATRE ARTS HIGH SCHOOL  
EAST FLATBUSH COMMUNITY RESEARCH SCHOOL  
INTERNATIONAL HIGH SCHOOL  
IS 211 JOHN WILSON  
IS 232 WINTHROP  
IS 252 ARTHUR S SOMMERS  
IT TAKES A VILLAGE (ITAVA)  
KURT HAHN EXPEDITIONARY LEARNING SCHOOL  
MIDDLE SCHOOL FOR ART AND PHILOSOPHY  
MIDDLE SCHOOL OF MARKETING AND LEGAL STUDIES  
PS 114 RYDER ELEMENTARY SCHOOL  
PS 115 DANIEL MUCATEL SCHOOL  
PS 135 SHELDON A BROOKNER SCHOOL  
PS 208 ELSA EBELING SCHOOL  
PS 219 KENNEDY-KING SCHOOL  
PS 233 LANGSTON HUGHES SCHOOL  
PS 244 RICHARD R GREEN SCHOOL  
PS 268 EMMA LAZARUS SCHOOL  
PS 276 LOUIS MARSHALL  
VICTORY COLLEGIATE HIGH SCHOOL

#### Improvement (Year 1)

1 school identified 3% of total

PS 272 CURTIS ESTABROOK SCHOOL

#### Restructuring (Year 3)

1 school identified 3% of total

IS 68 ISAAC BILDERSEE

### New York State Status

#### Good Standing

6 schools identified 18% of total

BROOKLYN BRIDGE ACADEMY  
COMPREHENSIVE NIGHT HIGH SCHOOL OF BROOKLYN  
IS 285 MEYER LEVIN  
PS 235 LENOX SCHOOL  
PS 279 HERMAN SCHREIBER SCHOOL  
PS 66

#### Requiring Academic Progress (Year 6)

3 schools identified 9% of total

CANARSIE HIGH SCHOOL  
SAMUEL J TILDEN HIGH SCHOOL  
SOUTH SHORE HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #18

District ID 33-18-00-01-0000

## 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	63%			1685
Grade 4	62%			1786
Grade 5	70%			1731
Grade 6	46%			1421
Grade 7	55%			1455
Grade 8	40%			1510

### Mathematics

Grade 3	87%		1703
Grade 4	78%		1775
Grade 5	78%		1740
Grade 6	63%		1426
Grade 7	63%		1472
Grade 8	51%		1516

### Science

Grade 4	80%		1765
Grade 8	42%		1416

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	35%			1575
Mathematics	41%			1575

## 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.

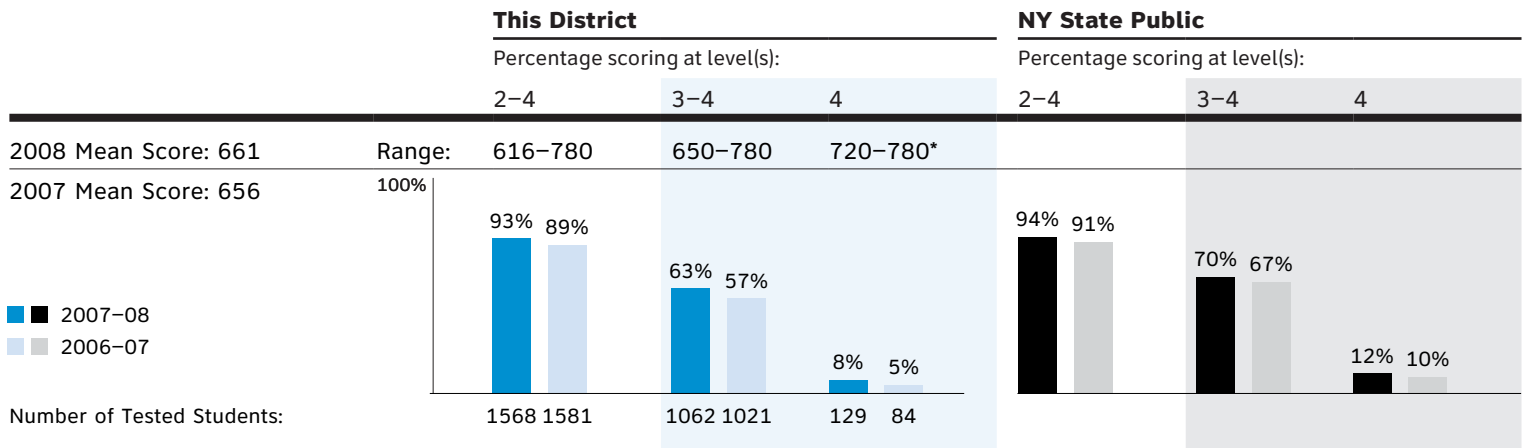
## This District's N/RC Category:

### 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>1685</b>	<b>93%</b>	<b>63%</b>	<b>8%</b>	<b>1782</b>	<b>89%</b>	<b>57%</b>	<b>5%</b>
Female	846	95%	69%	9%	867	92%	62%	6%
Male	839	91%	57%	6%	915	85%	53%	4%
American Indian or Alaska Native	4	-	-	-	6	83%	83%	0%
Black or African American	1555	94%	64%	8%	1646	89%	58%	4%
Hispanic or Latino	89	84%	51%	7%	94	90%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	45%	9%	20	90%	75%	30%
White	25	84%	60%	4%	16	75%	13%	0%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	60%	0%				
General-Education Students	1448	97%	70%	9%	1539	93%	63%	5%
Students with Disabilities	237	69%	20%	2%	243	61%	23%	0%
English Proficient	1630	94%	64%	8%	1729	89%	58%	5%
Limited English Proficient	55	78%	36%	4%	53	74%	25%	0%
Economically Disadvantaged	1387	92%	61%	7%	1591	89%	57%	4%
Not Disadvantaged	298	96%	70%	9%	191	87%	59%	7%
Migrant								
Not Migrant	1685	93%	63%	8%	1782	89%	57%	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.

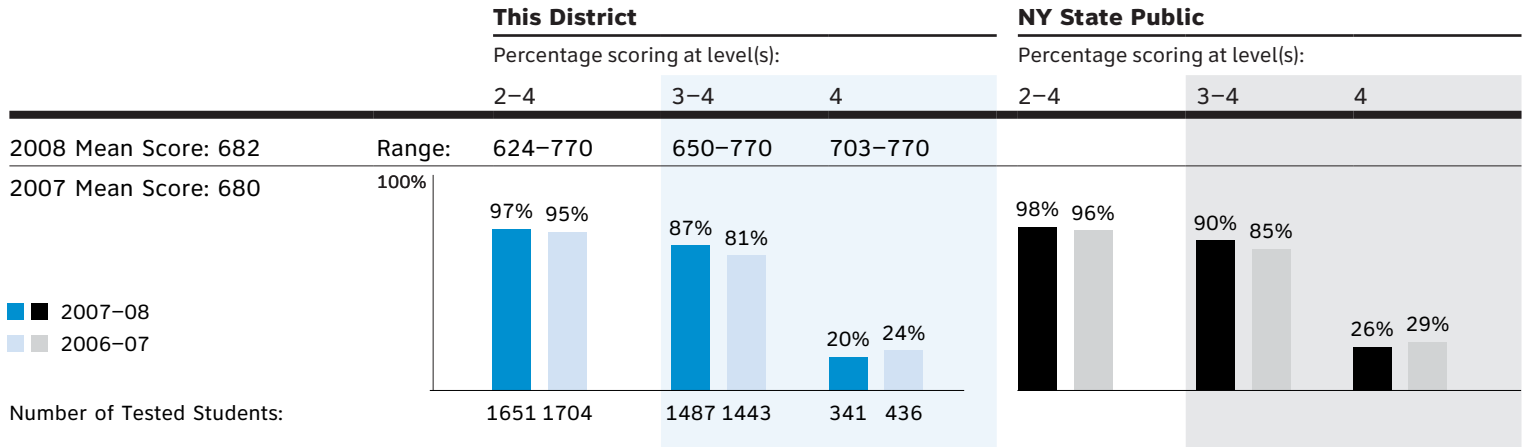
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	29	26	23	18	23	23	19	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	11	N/A	N/A	N/A	15	N/A	N/A	N/A

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

## This District's Results in Grade 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>1703</b>	<b>97%</b>	<b>87%</b>	<b>20%</b>	<b>1787</b>	<b>95%</b>	<b>81%</b>	<b>24%</b>
Female	858	98%	90%	22%	876	97%	83%	28%
Male	845	96%	85%	18%	911	94%	78%	21%
American Indian or Alaska Native	4	-	-	-	7	100%	100%	29%
Black or African American	1569	97%	88%	20%	1642	95%	81%	24%
Hispanic or Latino	91	96%	77%	12%	98	94%	83%	27%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	33%	22	100%	91%	64%
White	26	88%	81%	27%	18	89%	67%	6%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	20%				
General-Education Students	1468	99%	92%	23%	1548	97%	85%	28%
Students with Disabilities	235	86%	57%	3%	239	82%	54%	4%
English Proficient	1632	97%	88%	21%	1718	96%	82%	25%
Limited English Proficient	71	86%	66%	6%	69	80%	55%	6%
Economically Disadvantaged	1399	97%	86%	18%	1596	95%	80%	24%
Not Disadvantaged	304	97%	92%	28%	191	97%	85%	25%
Migrant								
Not Migrant	1703	97%	87%	20%	1787	95%	81%	24%

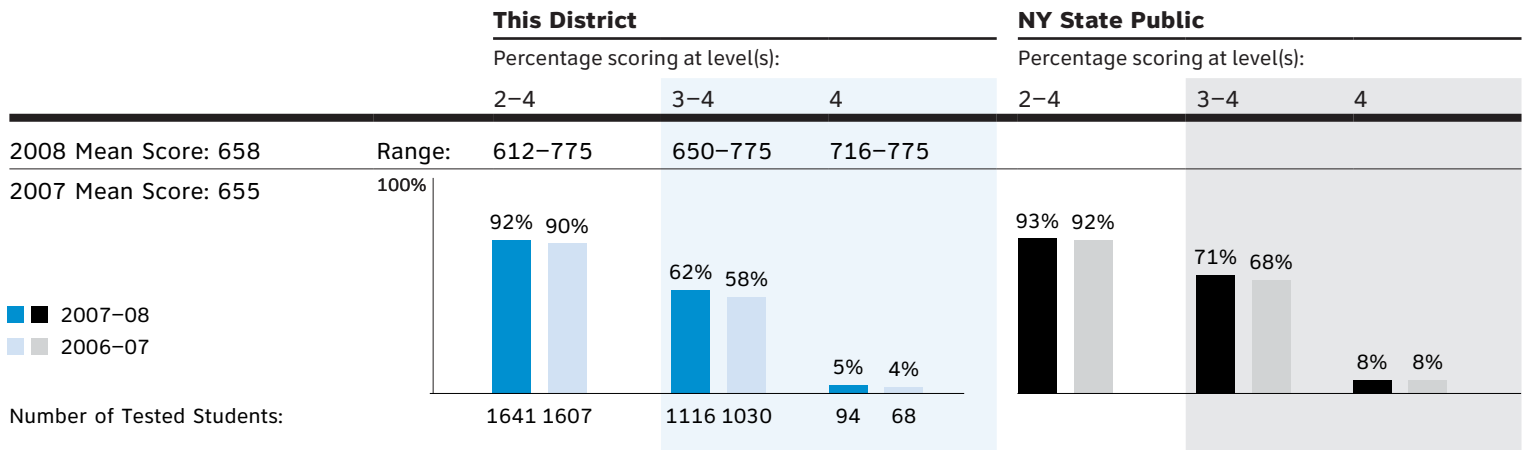
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	28	27	27	18	25	25	22	21

## 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>1786</b>	<b>92%</b>	<b>62%</b>	<b>5%</b>	<b>1777</b>	<b>90%</b>	<b>58%</b>	<b>4%</b>
Female	890	95%	69%	8%	864	94%	64%	5%
Male	896	89%	56%	3%	913	88%	52%	3%
American Indian or Alaska Native	7	-	-	-	5	100%	80%	0%
Black or African American	1651	92%	63%	5%	1641	91%	58%	4%
Hispanic or Latino	93	90%	54%	8%	93	81%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	89%	11%	19	84%	74%	0%
White	16	81%	38%	0%	19	74%	58%	0%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	75%	0%				
General-Education Students	1501	96%	70%	6%	1560	95%	64%	4%
Students with Disabilities	285	71%	24%	0%	217	55%	15%	0%
English Proficient	1727	93%	64%	5%	1720	91%	59%	4%
Limited English Proficient	59	73%	29%	0%	57	65%	19%	0%
Economically Disadvantaged	1532	92%	62%	5%	1559	90%	57%	4%
Not Disadvantaged	254	91%	67%	6%	218	93%	68%	6%
Migrant								
Not Migrant	1786	92%	62%	5%	1777	90%	58%	4%

#### NOTES

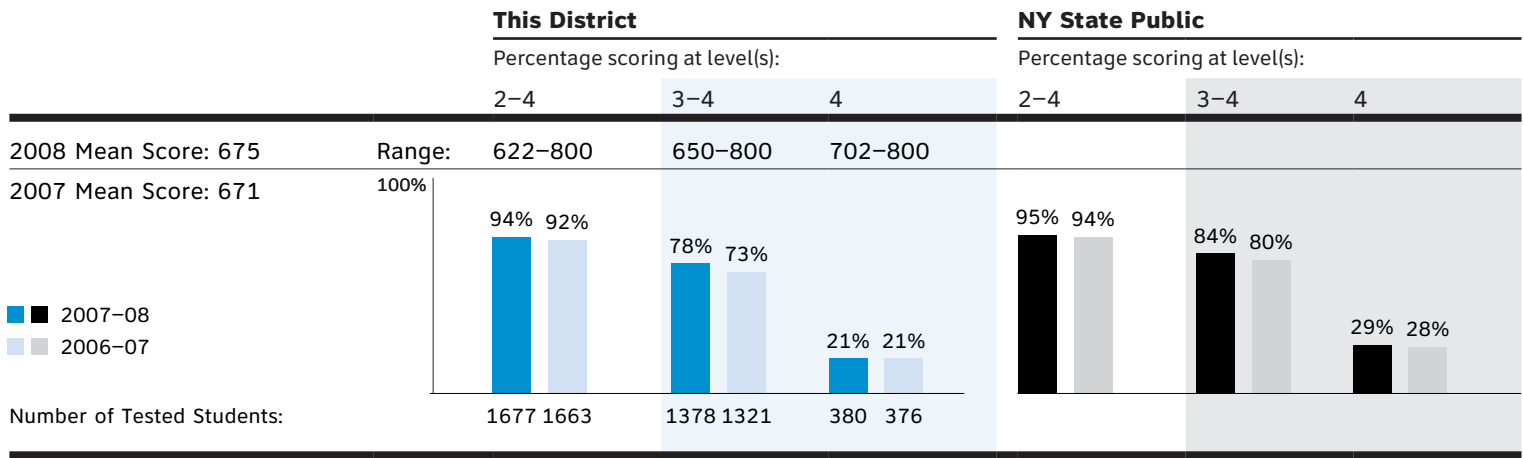
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	30	29	27	22	23	22	19	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	N/A	N/A	N/A	12	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>1775</b>	<b>94%</b>	<b>78%</b>	<b>21%</b>	<b>1802</b>	<b>92%</b>	<b>73%</b>	<b>21%</b>
Female	883	96%	80%	23%	880	94%	74%	21%
Male	892	93%	75%	20%	922	91%	73%	21%
American Indian or Alaska Native	7	-	-	-	5	100%	80%	20%
Black or African American	1637	95%	78%	21%	1663	93%	74%	21%
Hispanic or Latino	94	94%	78%	21%	94	84%	64%	17%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	56%	19	100%	84%	53%
White	17	76%	65%	18%	21	81%	48%	19%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	78%	11%				
General-Education Students	1496	98%	84%	25%	1579	96%	79%	24%
Students with Disabilities	279	76%	42%	5%	223	66%	32%	1%
English Proficient	1707	95%	79%	22%	1732	93%	75%	22%
Limited English Proficient	68	81%	51%	3%	70	71%	27%	3%
Economically Disadvantaged	1524	95%	77%	21%	1585	92%	72%	19%
Not Disadvantaged	251	93%	79%	23%	217	93%	81%	33%
Migrant								
Not Migrant	1775	94%	78%	21%	1802	92%	73%	21%

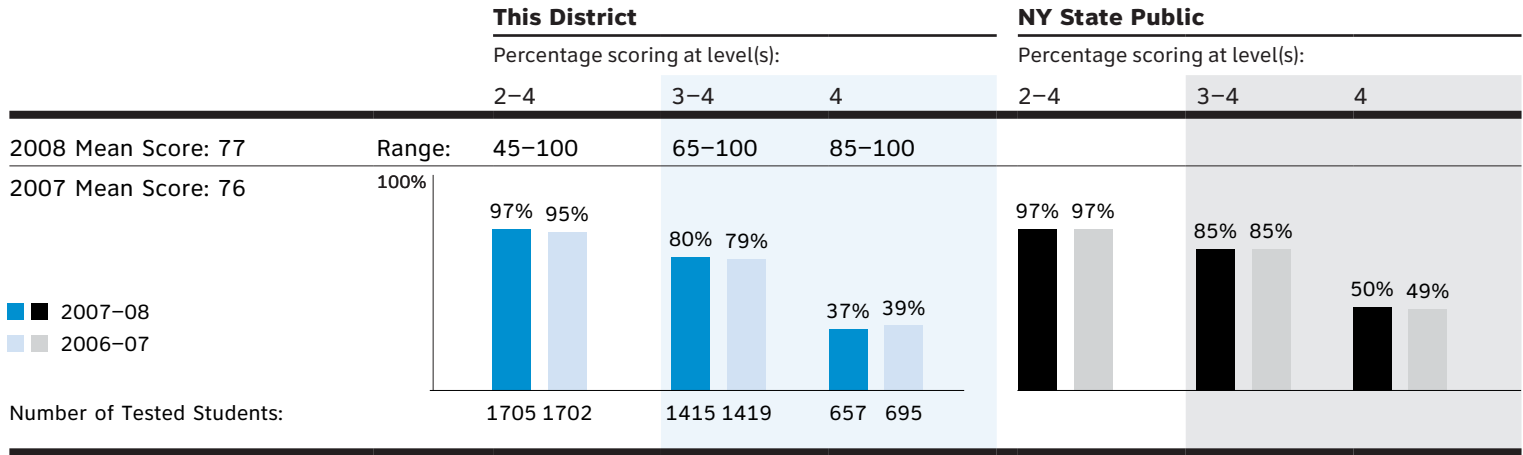
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	31	30	28	21	23	21	20	18

## 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>1765</b>	<b>97%</b>	<b>80%</b>	<b>37%</b>	<b>1787</b>	<b>95%</b>	<b>79%</b>	<b>39%</b>
Female	874	97%	81%	40%	865	96%	81%	40%
Male	891	96%	79%	35%	922	94%	78%	38%
American Indian or Alaska Native	7	-	-	-	5	100%	100%	40%
Black or African American	1627	97%	81%	37%	1643	96%	80%	40%
Hispanic or Latino	93	96%	75%	37%	98	93%	67%	21%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	78%	21	95%	76%	62%
White	18	83%	56%	22%	20	70%	50%	25%
Multiracial	2	-	-	-				
Small Group Totals	9	78%	67%	33%				
General-Education Students	1489	98%	86%	43%	1563	97%	85%	43%
Students with Disabilities	276	89%	47%	9%	224	81%	40%	9%
English Proficient	1697	97%	82%	38%	1713	96%	81%	40%
Limited English Proficient	68	75%	43%	15%	74	74%	31%	3%
Economically Disadvantaged	1513	96%	80%	37%	1570	95%	78%	38%
Not Disadvantaged	252	97%	82%	41%	217	94%	88%	47%
Migrant								
Not Migrant	1765	97%	80%	37%	1787	95%	79%	39%

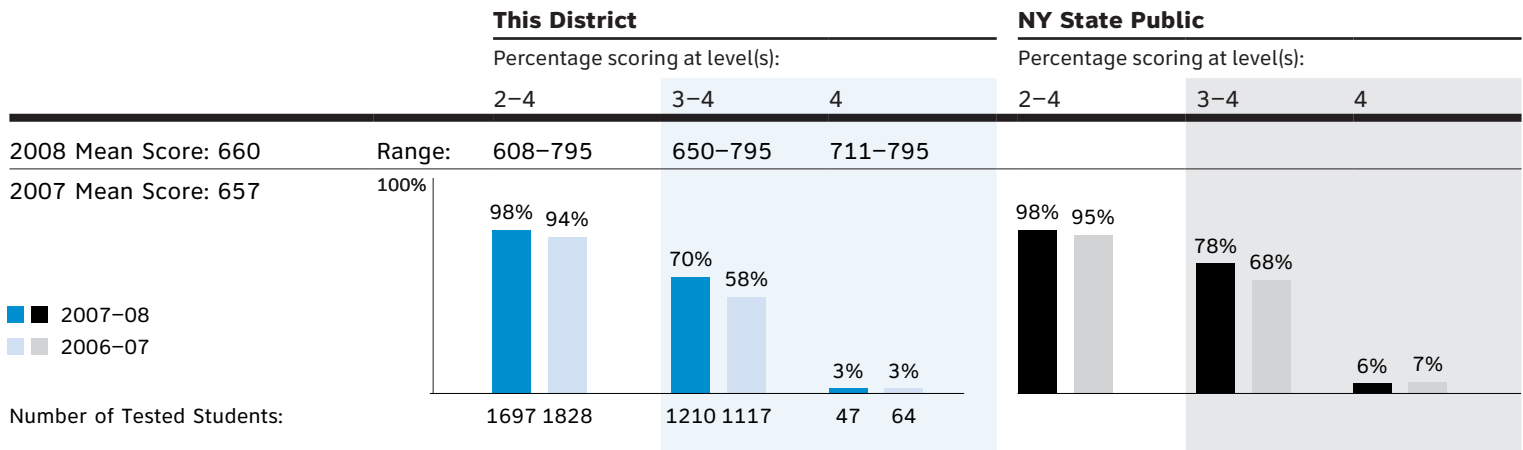
### NOTES

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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	30	29	29	24	23	22	21	15

## 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>1731</b>	<b>98%</b>	<b>70%</b>	<b>3%</b>	<b>1935</b>	<b>94%</b>	<b>58%</b>	<b>3%</b>
Female	847	99%	73%	3%	963	96%	63%	3%
Male	884	97%	67%	2%	972	93%	53%	3%
American Indian or Alaska Native	7	100%	71%	0%	11	-	-	-
Black or African American	1594	98%	70%	3%	1767	95%	59%	3%
Hispanic or Latino	86	97%	67%	1%	110	91%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	25	88%	72%	12%	24	96%	67%	4%
White	19	84%	42%	0%	22	82%	55%	0%
Multiracial					1	-	-	-
Small Group Totals					12	92%	8%	0%
General-Education Students	1486	99%	76%	3%	1693	98%	64%	4%
Students with Disabilities	245	91%	33%	0%	242	71%	17%	0%
English Proficient	1679	98%	71%	3%	1881	95%	59%	3%
Limited English Proficient	52	87%	25%	0%	54	72%	11%	0%
Economically Disadvantaged	1428	98%	68%	2%	1717	94%	57%	3%
Not Disadvantaged	303	98%	77%	4%	218	95%	66%	5%
Migrant								
Not Migrant	1731	98%	70%	3%	1935	94%	58%	3%

#### NOTES

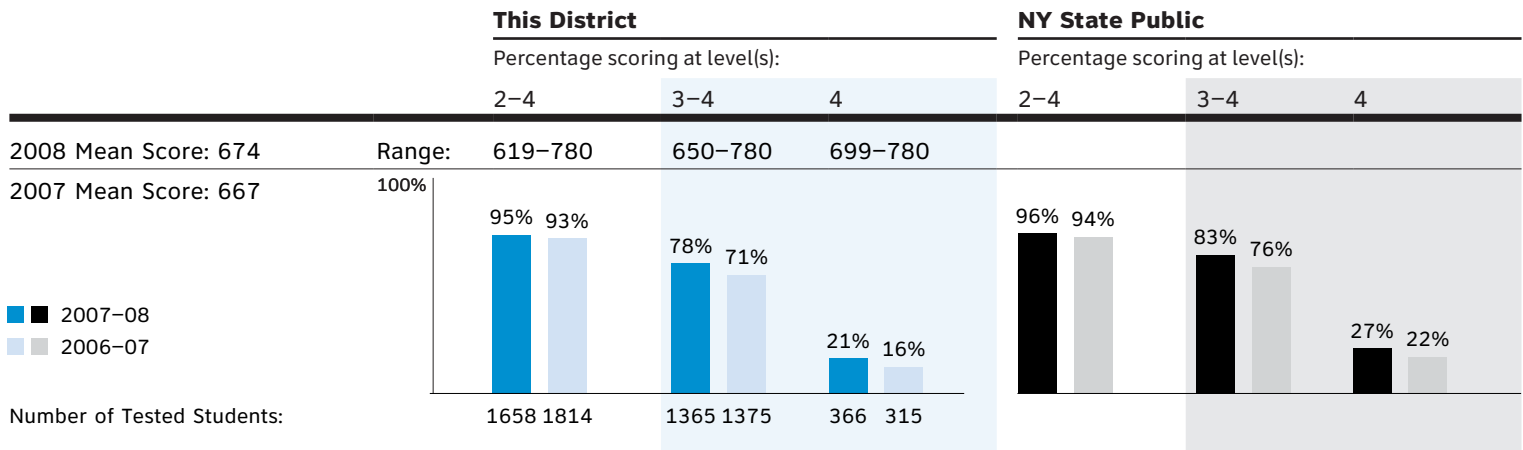
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### Other Assessments

	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 5 Equivalent	21	20	17	12	30	30	29	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	6	N/A	N/A	N/A	11	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>1740</b>	<b>95%</b>	<b>78%</b>	<b>21%</b>	<b>1944</b>	<b>93%</b>	<b>71%</b>	<b>16%</b>
Female	851	96%	79%	23%	968	93%	73%	17%
Male	889	94%	78%	20%	976	93%	69%	15%
American Indian or Alaska Native	7	100%	57%	14%	12	-	-	-
Black or African American	1600	96%	79%	21%	1769	94%	71%	16%
Hispanic or Latino	87	92%	70%	15%	114	86%	67%	17%
Asian or Native Hawaiian/Other Pacific Islander	25	88%	88%	56%	23	87%	78%	17%
White	21	86%	57%	14%	25	84%	64%	16%
Multiracial					1	-	-	-
Small Group Totals					13	85%	46%	8%
General-Education Students	1489	98%	85%	24%	1708	97%	76%	18%
Students with Disabilities	251	77%	38%	2%	236	70%	30%	3%
English Proficient	1682	96%	80%	22%	1878	94%	72%	17%
Limited English Proficient	58	79%	36%	3%	66	73%	41%	5%
Economically Disadvantaged	1433	95%	78%	19%	1723	93%	70%	16%
Not Disadvantaged	307	95%	81%	28%	221	92%	74%	18%
Migrant								
Not Migrant	1740	95%	78%	21%	1944	93%	71%	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 5 Equivalent	21	20	18	11	30	30	29	27

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 649	598-785	650-785	705-785			
2007 Mean Score: 648						
Number of Tested Students:	1391	1363	658	595	15	50

### 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>1421</b>	<b>98%</b>	<b>46%</b>	<b>1%</b>	<b>1419</b>	<b>96%</b>	<b>42%</b>	<b>4%</b>
Female	670	99%	52%	1%	682	98%	50%	4%
Male	751	97%	41%	1%	737	94%	35%	3%
American Indian or Alaska Native	8	75%	0%	0%	1	-	-	-
Black or African American	1295	98%	47%	1%	1319	96%	43%	3%
Hispanic or Latino	84	100%	38%	1%	68	99%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	53%	0%	18	100%	44%	6%
White	17	100%	35%	0%	13	-	-	-
Multiracial								
Small Group Totals					14	86%	29%	14%
General-Education Students	1168	99%	53%	1%	1201	99%	48%	4%
Students with Disabilities	253	92%	15%	0%	218	81%	10%	0%
English Proficient	1366	98%	48%	1%	1381	96%	43%	4%
Limited English Proficient	55	91%	11%	0%	38	84%	11%	0%
Economically Disadvantaged	1168	98%	45%	1%	1201	96%	40%	3%
Not Disadvantaged	253	98%	50%	2%	218	96%	50%	6%
Migrant								
Not Migrant	1421	98%	46%	1%	1419	96%	42%	4%

#### NOTES

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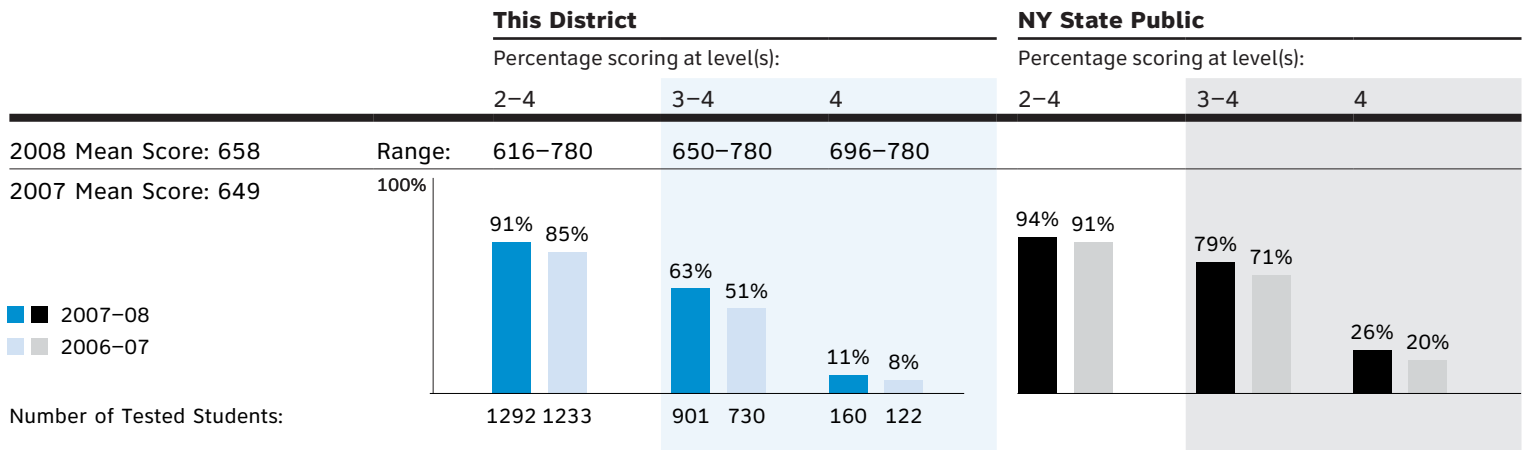
### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	32	29	24	20	35	34	32	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	9	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 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>1426</b>	<b>91%</b>	<b>63%</b>	<b>11%</b>	<b>1445</b>	<b>85%</b>	<b>51%</b>	<b>8%</b>
Female	674	93%	66%	13%	692	90%	57%	11%
Male	752	88%	60%	10%	753	81%	45%	6%
American Indian or Alaska Native	8	88%	63%	0%	2	-	-	-
Black or African American	1304	91%	63%	11%	1338	85%	50%	8%
Hispanic or Latino	79	89%	58%	10%	69	84%	54%	9%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	76%	18%	19	79%	79%	32%
White	18	83%	61%	6%	17	-	-	-
Multiracial								
Small Group Totals					19	89%	53%	11%
General-Education Students	1180	94%	69%	13%	1229	90%	56%	10%
Students with Disabilities	246	72%	33%	2%	216	58%	20%	0%
English Proficient	1364	91%	64%	12%	1392	86%	52%	9%
Limited English Proficient	62	71%	37%	2%	53	62%	25%	2%
Economically Disadvantaged	1172	90%	62%	10%	1223	85%	49%	8%
Not Disadvantaged	254	95%	67%	15%	222	87%	58%	14%
Migrant								
Not Migrant	1426	91%	63%	11%	1445	85%	51%	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 6 Equivalent	31	28	26	24	35	35	34	29

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 652	600-790	650-790	712-790			
2007 Mean Score: 640						
Number of Tested Students:	1421	794	10	1390	568	22

### 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>1455</b>	<b>98%</b>	<b>55%</b>	<b>1%</b>	<b>1518</b>	<b>92%</b>	<b>37%</b>	<b>1%</b>
Female	682	99%	65%	1%	737	94%	45%	1%
Male	773	97%	45%	1%	781	90%	30%	1%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	1339	98%	55%	1%	1389	92%	38%	2%
Hispanic or Latino	77	95%	48%	1%	82	87%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	55%	0%	16	88%	63%	0%
White	14	-	-	-	22	68%	14%	5%
Multiracial					3	-	-	-
Small Group Totals	17	88%	29%	0%	9	78%	33%	0%
General-Education Students	1189	99%	61%	1%	1308	96%	43%	2%
Students with Disabilities	266	91%	27%	0%	210	65%	4%	0%
English Proficient	1413	98%	55%	1%	1489	92%	38%	1%
Limited English Proficient	42	86%	24%	0%	29	45%	10%	0%
Economically Disadvantaged	1143	98%	55%	0%	1293	91%	36%	1%
Not Disadvantaged	312	98%	54%	2%	225	97%	47%	5%
Migrant								
Not Migrant	1455	98%	55%	1%	1518	92%	37%	1%

#### NOTES

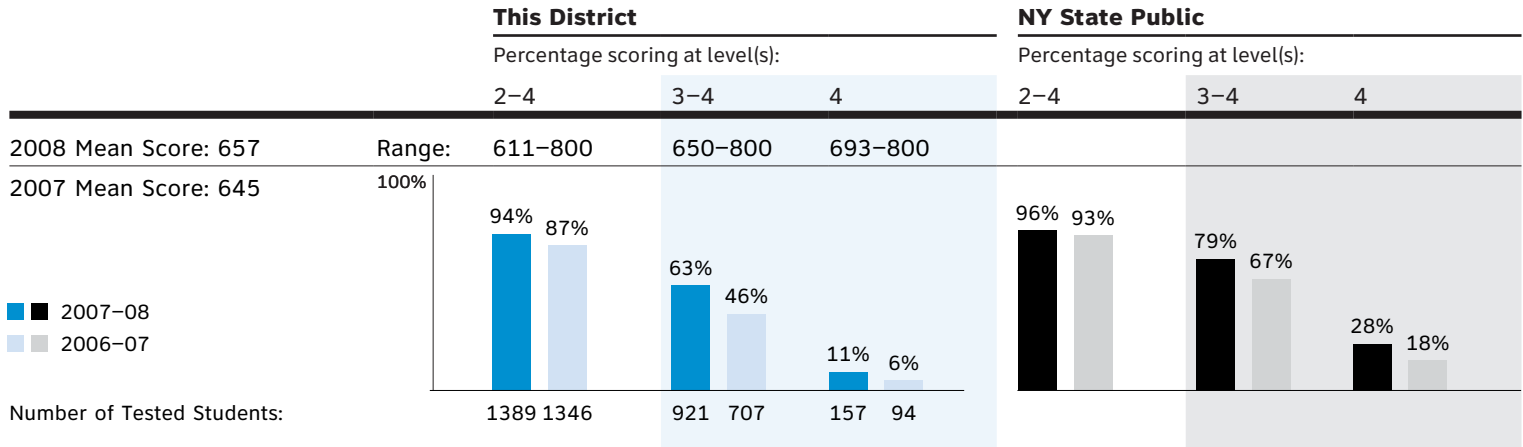
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	28	28	25	23	27	26	26	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	14	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 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>1472</b>	<b>94%</b>	<b>63%</b>	<b>11%</b>	<b>1539</b>	<b>87%</b>	<b>46%</b>	<b>6%</b>
Female	688	97%	69%	12%	753	90%	51%	8%
Male	784	92%	57%	9%	786	85%	41%	4%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	1355	95%	62%	10%	1401	88%	46%	6%
Hispanic or Latino	78	90%	68%	9%	85	89%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	77%	36%	19	89%	68%	32%
White	14	-	-	-	25	60%	20%	4%
Multiracial					3	-	-	-
Small Group Totals	17	94%	29%	6%	9	89%	44%	11%
General-Education Students	1209	97%	69%	12%	1330	92%	51%	7%
Students with Disabilities	263	81%	32%	2%	209	61%	11%	0%
English Proficient	1414	95%	64%	11%	1496	88%	47%	6%
Limited English Proficient	58	81%	28%	2%	43	60%	19%	2%
Economically Disadvantaged	1159	94%	62%	10%	1312	87%	44%	5%
Not Disadvantaged	313	95%	65%	13%	227	91%	55%	13%
Migrant								
Not Migrant	1472	94%	63%	11%	1539	87%	46%	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 7 Equivalent	28	27	25	18	27	25	25	20

## 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: 644	602-790	650-790	715-790			
2007 Mean Score: 639						
Number of Tested Students:	1405	1429	600	550	28	22

### 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>1510</b>	<b>93%</b>	<b>40%</b>	<b>2%</b>	<b>1584</b>	<b>90%</b>	<b>35%</b>	<b>1%</b>
Female	732	96%	48%	3%	755	92%	43%	3%
Male	778	90%	32%	1%	829	89%	28%	0%
American Indian or Alaska Native	6	-	-	-	9	-	-	-
Black or African American	1382	94%	40%	2%	1443	91%	35%	1%
Hispanic or Latino	77	91%	34%	1%	93	81%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	80%	50%	15%	14	100%	64%	14%
White	22	59%	18%	5%	23	83%	39%	4%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	9	89%	44%	0%	11	91%	27%	18%
General-Education Students	1281	97%	45%	2%	1375	94%	39%	2%
Students with Disabilities	229	73%	8%	0%	209	67%	7%	0%
English Proficient	1473	94%	41%	2%	1536	92%	36%	1%
Limited English Proficient	37	57%	3%	0%	48	44%	4%	0%
Economically Disadvantaged	1146	93%	39%	2%	1314	90%	32%	1%
Not Disadvantaged	364	93%	43%	2%	270	93%	46%	3%
Migrant								
Not Migrant	1510	93%	40%	2%	1584	90%	35%	1%

#### NOTES

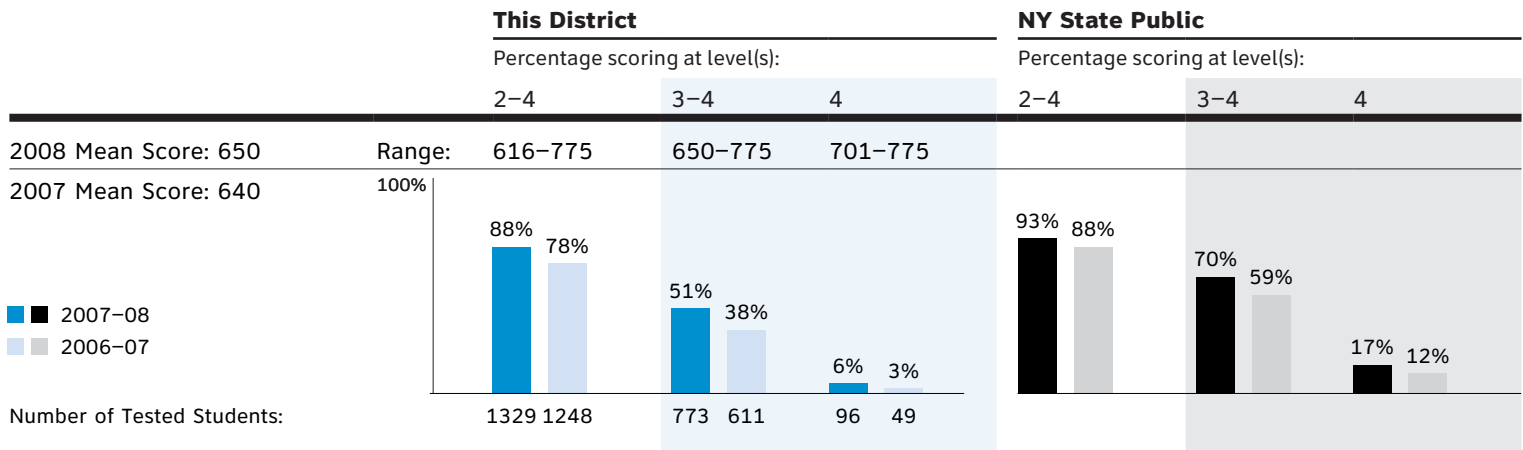
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### Other Assessments

	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	33	33	29	22	32	32	31	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	8	N/A	N/A	N/A	8	N/A	N/A	N/A

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

## This District's Results in Grade 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>1516</b>	<b>88%</b>	<b>51%</b>	<b>6%</b>	<b>1603</b>	<b>78%</b>	<b>38%</b>	<b>3%</b>
Female	737	90%	57%	8%	765	80%	40%	4%
Male	779	85%	45%	5%	838	76%	36%	2%
American Indian or Alaska Native	6	-	-	-	10	-	-	-
Black or African American	1386	88%	51%	6%	1455	78%	37%	3%
Hispanic or Latino	77	87%	51%	5%	95	77%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	21	86%	71%	29%	17	82%	59%	24%
White	23	74%	17%	0%	24	75%	50%	8%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	9	89%	56%	22%	12	67%	33%	8%
General-Education Students	1292	93%	57%	7%	1392	82%	42%	3%
Students with Disabilities	224	59%	17%	1%	211	51%	14%	0%
English Proficient	1468	88%	52%	6%	1541	79%	39%	3%
Limited English Proficient	48	81%	31%	2%	62	48%	13%	2%
Economically Disadvantaged	1155	87%	50%	6%	1329	77%	36%	2%
Not Disadvantaged	361	89%	53%	8%	274	81%	50%	6%
Migrant								
Not Migrant	1516	88%	51%	6%	1603	78%	38%	3%

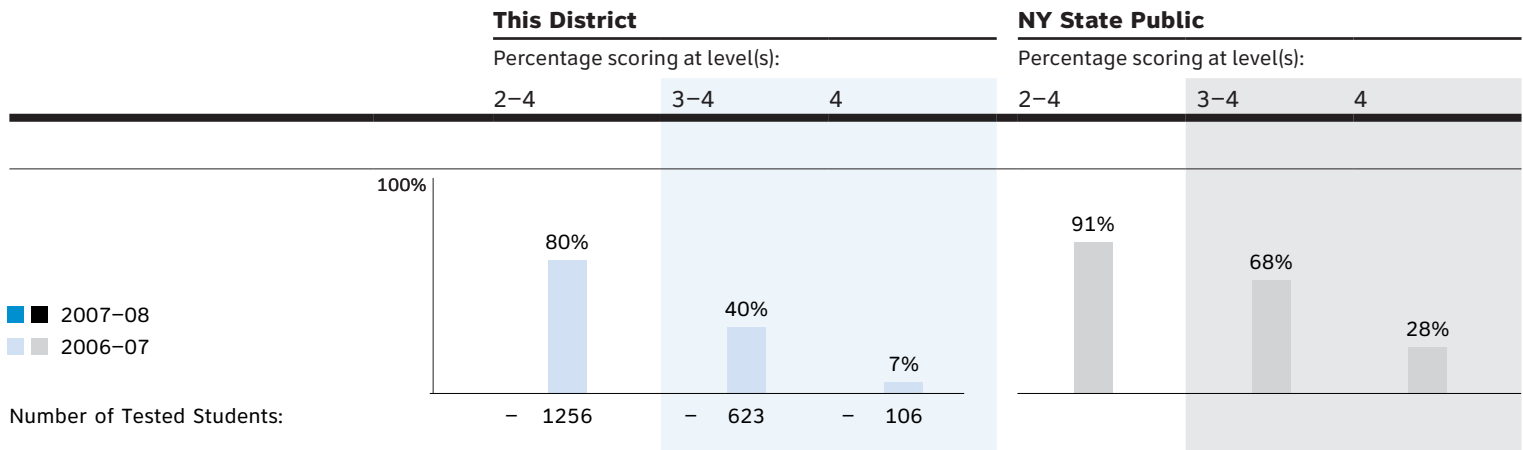
#### NOTES

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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	33	33	29	13	32	32	30	15

## 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>1416</b>	<b>87%</b>	<b>42%</b>	<b>6%</b>	<b>1565</b>	<b>80%</b>	<b>40%</b>	<b>7%</b>
Female	685	89%	43%	6%	749	82%	39%	9%
Male	731	85%	41%	6%	816	78%	41%	5%
American Indian or Alaska Native	6	-	-	-	9	-	-	-
Black or African American	1300	87%	42%	6%	1423	80%	39%	7%
Hispanic or Latino	69	93%	38%	3%	92	79%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	19	89%	58%	37%	15	87%	53%	27%
White	20	70%	25%	0%	24	67%	46%	13%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	88%	38%	13%	11	91%	27%	0%
General-Education Students	1207	90%	46%	7%	1366	83%	43%	8%
Students with Disabilities	209	68%	19%	1%	199	62%	21%	1%
English Proficient	1371	88%	43%	6%	1507	82%	41%	7%
Limited English Proficient	45	76%	7%	2%	58	43%	16%	0%
Economically Disadvantaged	1076	87%	42%	6%	1299	79%	37%	5%
Not Disadvantaged	340	87%	42%	8%	266	87%	56%	16%
Migrant								
Not Migrant	1416	87%	42%	6%	1565	80%	40%	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	32	28	23	21	32	32	31	23
Regents Science	3	-	-	-	0			

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

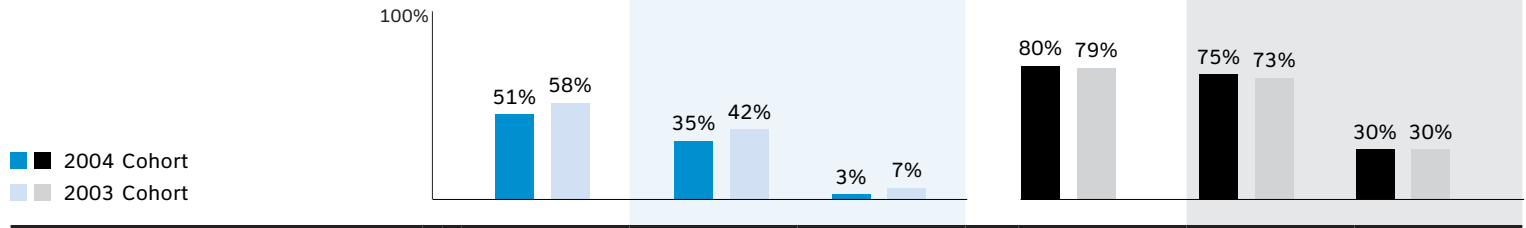
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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

### 2003 Cohort\*\*

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1575</b>	<b>51%</b>	<b>35%</b>	<b>3%</b>	<b>1793</b>	<b>58%</b>	<b>42%</b>	<b>7%</b>
Female	696	59%	42%	4%	835	64%	48%	10%
Male	879	44%	29%	2%	958	54%	37%	4%
American Indian or Alaska Native	6	–	–	–	4	–	–	–
Black or African American	1409	51%	35%	3%	1586	59%	43%	7%
Hispanic or Latino	123	44%	31%	2%	159	49%	35%	9%
Asian or Native Hawaiian/Other Pacific Islander	15	60%	60%	0%	17	82%	65%	6%
White	20	40%	25%	0%	24	46%	29%	4%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	8	75%	75%	25%	7	57%	43%	14%
General-Education Students	1300	58%	40%	4%	1563	63%	46%	8%
Students with Disabilities	275	16%	9%	0%	230	25%	12%	0%
English Proficient	1442	51%	35%	3%	1717	58%	42%	7%
Limited English Proficient	133	49%	28%	2%	76	66%	37%	0%
Economically Disadvantaged	663	53%	37%	5%	791	56%	40%	7%
Not Disadvantaged	912	49%	33%	2%	1002	60%	44%	7%
Migrant								
Not Migrant	1575	51%	35%	3%				

### NOTES

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

## Other Assessments

### 2004 Cohort

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

### 2003 Cohort

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

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

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

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

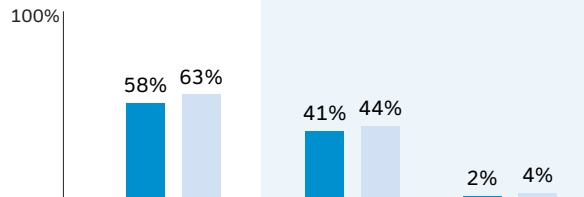
\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

### This District

Percentage scoring at level(s):

2-4 3-4 4

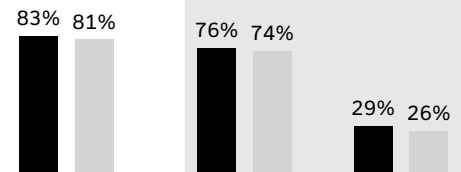


■ 2004 Cohort  
■ 2003 Cohort

### 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>1575</b>	<b>58%</b>	<b>41%</b>	<b>2%</b>	<b>1793</b>	<b>63%</b>	<b>44%</b>	<b>4%</b>
Female	696	64%	43%	2%	835	66%	46%	4%
Male	879	53%	39%	2%	958	60%	42%	3%
American Indian or Alaska Native	6	–	–	–	4	–	–	–
Black or African American	1409	58%	41%	2%	1586	64%	45%	4%
Hispanic or Latino	123	49%	33%	1%	159	52%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	67%	53%	20%	17	71%	65%	0%
White	20	55%	40%	10%	24	46%	25%	4%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	8	88%	63%	0%	7	86%	43%	0%
General-Education Students	1300	65%	47%	3%	1563	68%	48%	4%
Students with Disabilities	275	22%	11%	0%	230	30%	15%	1%
English Proficient	1442	56%	40%	2%	1717	62%	44%	3%
Limited English Proficient	133	74%	53%	5%	76	83%	55%	4%
Economically Disadvantaged	663	61%	45%	4%	791	62%	43%	4%
Not Disadvantaged	912	56%	38%	1%	1002	64%	45%	3%
Migrant								
Not Migrant	1575	58%	41%	2%				

### NOTES

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

## Other Assessments

### 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.