



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #19**

District ID **33-19-00-01-0000**

Superintendent **MARTHA RODRIGUEZ-TORRES**

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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	654	673	667
Kindergarten	1869	1876	1847
Grade 1	2224	2212	2298
Grade 2	2294	2135	2088
Grade 3	2207	2199	2067
Grade 4	2172	2060	2077
Grade 5	2128	2105	2018
Grade 6	2140	1764	1806
Ungraded Elementary	1106	1121	1176
Grade 7	2106	2082	1794
Grade 8	2143	2017	1945
Grade 9	2772	2396	2319
Grade 10	2330	2114	2065
Grade 11	1162	974	985
Grade 12	1024	1132	1043
Ungraded Secondary	1238	1232	1198
<b>Total K-12</b>	<b>28915</b>	<b>27419</b>	<b>26726</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	23	23	21
<b>Grade 8</b>			
English	27	27	26
Mathematics	27	27	26
Science	25	26	25
Social Studies	26	26	25
<b>Grade 10</b>			
English	24	26	28
Mathematics	23	26	27
Science	27	28	28
Social Studies	24	26	29

### 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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## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	24988	86%	22987	84%	21442	80%
Reduced-Price Lunch	1552	5%	1531	6%	1471	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3444	12%	3289	12%	3371	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	177	1%	127	0%	141	1%
Black or African American	15382	53%	14617	53%	14286	53%
Hispanic or Latino	11530	40%	10837	40%	10441	39%
Asian or Native Hawaiian/Other Pacific Islander	1437	5%	1483	5%	1527	6%
White	389	1%	355	1%	331	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	680	2%	1103	4%	1088	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.

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## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	2113	2142	2052
Percent with No Valid Teaching Certificate	6%	7%	3%
Percent Teaching Out of Certification	18%	12%	11%
Percent with Fewer Than Three Years of Experience	19%	17%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	31%	32%
<b>Total Number of Core Classes</b>	6531	4167	4069
Percent Not Taught by Highly Qualified Teachers	14%	14%	12%
<b>Total Number of Classes</b>	4702	5157	4888
Percent Taught by Teachers Without Appropriate Certification	23%	14%	13%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	23%	
Turnover Rate of All Teachers	20%	19%	

## 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 6)

ELA	▲ Improvement (Year 6)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

### Title I Part A Funding

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

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓ <sup>SH</sup>	✓ <sup>SH</sup>	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✓ <sup>SH</sup>	✓ <sup>SH</sup>	✓ <sup>SH</sup>	—
Hispanic or Latino	✓	✓	✗	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓ <sup>SH</sup>	✓	✓	—
White	✗	✗	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	✗	✗	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓	✗	✗	✗	—
Economically Disadvantaged	✓	✓	✗	✗	✗	—
<b>Student groups making AYP in each subject</b>	✗ 8 of 9	✗ 8 of 9	✓ 1 of 1	✗ 3 of 7	✗ 3 of 7	✓ 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 6)

**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 7) 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 6) 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> (13498:12745)							
<b>Ethnicity</b>							
American Indian or Alaska Native (73:68)							
Black or African American (7282:6932)							
Hispanic or Latino (5231:4891)							
Asian or Native Hawaiian/Other Pacific Islander (734:693)							
White (344:158)							
Multiracial (4:3)	—						
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2895:2675)							
Limited English Proficient <sup>5</sup> (1504:1677)							
Economically Disadvantaged (12698:12012)							
<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** 8 of 9 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

### 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> (13520:12649)			99%		159	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (72:65)			99%		169	90	
Black or African American (7278:6825)			99%		155	101	
Hispanic or Latino (5263:4904)			99%		161	100	
Asian or Native Hawaiian/Other Pacific Islander (734:701)			99%		180	98	
White (340:151)			94%		147	94	
Multiracial (4:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2899:2623)			96%		112	100	
Limited English Proficient <sup>5</sup> (1519:1759)			99%		152	99	
Economically Disadvantaged (12714:11921)			99%		160	101	
<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 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> (4696:4239)		Qualified		96%		143	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (29:25)	—	—	—	—	—	—	—	—
Black or African American (2544:2291)		Qualified		96%		140	100	
Hispanic or Latino (1830:1659)		Qualified		96%		146	100	
Asian or Native Hawaiian/Other Pacific Islander (234:216)		Qualified		99%		157	100	
White (59:48)		Qualified		81%		133	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (999:853)		Qualified		91%		105	100	
Limited English Proficient <sup>4</sup> (537:590)		Qualified		97%		128	100	
Economically Disadvantaged (4374:3967)		Qualified		96%		143	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 6)

**Accountability Measures** 3 of 7 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 7) 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 6) 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</b> (1391:1390)							
<b>Ethnicity</b>							
American Indian or Alaska Native (3:5)	—						
Black or African American (751:760)							
Hispanic or Latino (531:527)							
Asian or Native Hawaiian/Other Pacific Islander (86:78)							
White (18:18)	—						
Multiracial (2:2)	—						
<b>Other Groups</b>							
Students with Disabilities (280:233)							
Limited English Proficient <sup>4</sup> (177:192)							
Economically Disadvantaged (983:1041)							
<b>Final AYP Determination</b>	 3 of 7						

#### 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 for This Subject (2008–09)**  Good Standing

**Accountability Measures** 3 of 7 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

### 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 (1391:1390)</b>			99%		145	156	141	151
<b>Ethnicity</b>								
American Indian or Alaska Native (3:5)	—	—	—	—	—	—	—	—
Black or African American (751:760)			99%		151	155	137	156
Hispanic or Latino (531:527)			99%		135	154	143 <sup>‡</sup>	142
Asian or Native Hawaiian/Other Pacific Islander (86:78)			100%		165	148		
White (18:18)	—	—	—	—	—	—	—	—
Multiracial (2:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (150:233)			97%		88	152	104	99
Limited English Proficient <sup>4</sup> (177:192)			99%		122	151	138	130
Economically Disadvantaged (983:1041)			99%		149	156	142 <sup>‡</sup>	154
<b>Final AYP Determination</b>		3 of 7						

#### 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.

<sup>‡</sup> This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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














## Graduation Rate

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

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (1886)			43%	55%	41%	44%
<b>Ethnicity</b>						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (957)			44%	55%	37%	45%
Hispanic or Latino (801)			40%	55%	43%	41%
Asian or Native Hawaiian/Other Pacific Islander (93)			59%	55%		
White (27)		–	–	–		
Multiracial (2)		–	–	–		
<b>Other Groups</b>		–	–	–		
Students with Disabilities (306)			13%	55%	9%	14%
Limited English Proficient <sup>3</sup> (293)			38%	55%	1%	39%
Economically Disadvantaged (1647)			43%	55%	45%	44%
<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 #19**

District ID **33-19-00-01-0000**

## 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

24 schools identified 63% of total

EAST NEW YORK FAMILY ACADEMY  
ESSENCE SCHOOL  
FDA VIII MIDDLE SCHOOL  
FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY  
HIGH SCHOOL FOR CIVIL RIGHTS  
IS 364 GATEWAY  
PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL  
PS 108 SAL ABBRACCIAMENTO SCHOOL  
PS 174 DUMONT SCHOOL  
PS 190 SHEFFIELD SCHOOL  
PS 202 ERNEST S JENKYNS SCHOOL  
PS 213 THE NEW LOTS SCHOOL  
PS 224 HALE A WOODRUFF SCHOOL  
PS 260 BREUCKELEN SCHOOL  
PS 290 JUAN MOREL CAMPOS SCHOOL  
PS 306 ETHAN ALLEN SCHOOL  
PS 345 PATROLMAN ROBERT BOLDEN  
PS 346 ABE STARK SCHOOL  
PS 65 THE LITTLE RED SCHOOL HOUSE  
PS 7 ABRAHAM LINCOLN SCHOOL  
PS 72 ANNETTE P GOLDMAN SCHOOL  
PS 89 CYPRESS HILLS  
TRANSIT TECH CAREER AND TECHNICAL EDUCATION  
WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH

#### Improvement (Year 1)

2 schools identified 5% of total

PS 159 ISAAC PITKIN SCHOOL  
PS 273 WORTMAN SCHOOL

#### Improvement (Year 2)

2 schools identified 5% of total

PS 158 WARWICK SCHOOL  
PS 214 MICHAEL FRIEDSAM SCHOOL

#### Corrective Action

1 school identified 3% of total

PS 149 DANNY KAYE SCHOOL

#### Restructuring (Year 2)

3 schools identified 8% of total

FRANKLIN K LANE HIGH SCHOOL  
JHS 166 GEORGE GERSHWIN  
W H MAXWELL CAREER AND TECHNICAL EDUCATION HIGH  
SCHOOL

#### Restructuring (Year 3)

2 schools identified 5% of total

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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

### Federal Title I Status

### New York State Status

#### ⬆ Restructuring (Year 3) (continued)

JHS 292 MARGARET S DOUGLAS

PS 328 PHYLLIS WHEATLEY SCHOOL

#### ⬆ Restructuring (Year 4)

3 schools identified 8% of total

IS 171 ABRAHAM LINCOLN

JHS 218 JAMES P SINNOTT

PS 13 ROBERTO CLEMENTE SCHOOL

#### ⬆ Restructuring (Year 5)

1 school identified 3% of total

JHS 302 RAFAEL CORDERO SCHOOL

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District NEW YORK CITY GEOGRAPHIC DISTRICT #19

District ID 33-19-00-01-0000

## Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	51%			2229
Grade 4	52%			2286
Grade 5	59%			2204
Grade 6	38%			2057
Grade 7	49%			2017
Grade 8	31%			2202
<b>Mathematics</b>				
Grade 3	82%			2281
Grade 4	73%			2332
Grade 5	71%			2225
Grade 6	62%			2077
Grade 7	57%			2028
Grade 8	50%			2227
<b>Science</b>				
Grade 4	67%			2302
Grade 8	37%			2134

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	49%			1709
Mathematics	53%			1709

### 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).

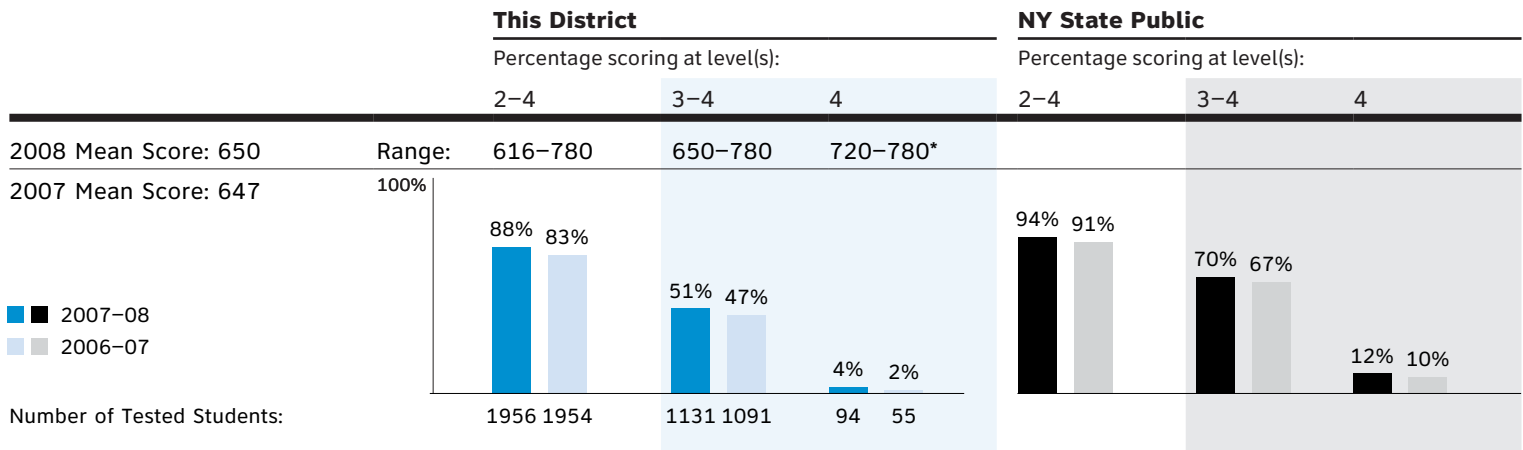
In this section, this district's performance is compared with that of public schools statewide.

### 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>2229</b>	<b>88%</b>	<b>51%</b>	<b>4%</b>	<b>2343</b>	<b>83%</b>	<b>47%</b>	<b>2%</b>
Female	1055	91%	53%	4%	1170	87%	51%	3%
Male	1174	85%	48%	4%	1173	80%	42%	2%
American Indian or Alaska Native	12	-	-	-	11	91%	73%	9%
Black or African American	1138	88%	51%	4%	1278	83%	45%	2%
Hispanic or Latino	890	86%	47%	4%	910	83%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	167	94%	69%	8%	122	89%	66%	1%
White	19	89%	53%	0%	22	77%	32%	5%
Multiracial	3	-	-	-				
Small Group Totals	15	100%	40%	0%				
General-Education Students	1839	93%	57%	5%	2007	89%	52%	3%
Students with Disabilities	390	63%	21%	2%	336	49%	13%	0%
English Proficient	1933	90%	54%	5%	2062	85%	49%	3%
Limited English Proficient	296	74%	29%	1%	281	70%	30%	0%
Economically Disadvantaged	2149	88%	50%	4%	2228	83%	45%	2%
Not Disadvantaged	80	91%	58%	3%	115	94%	72%	5%
Migrant								
Not Migrant	2229	88%	51%	4%	2343	83%	47%	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.

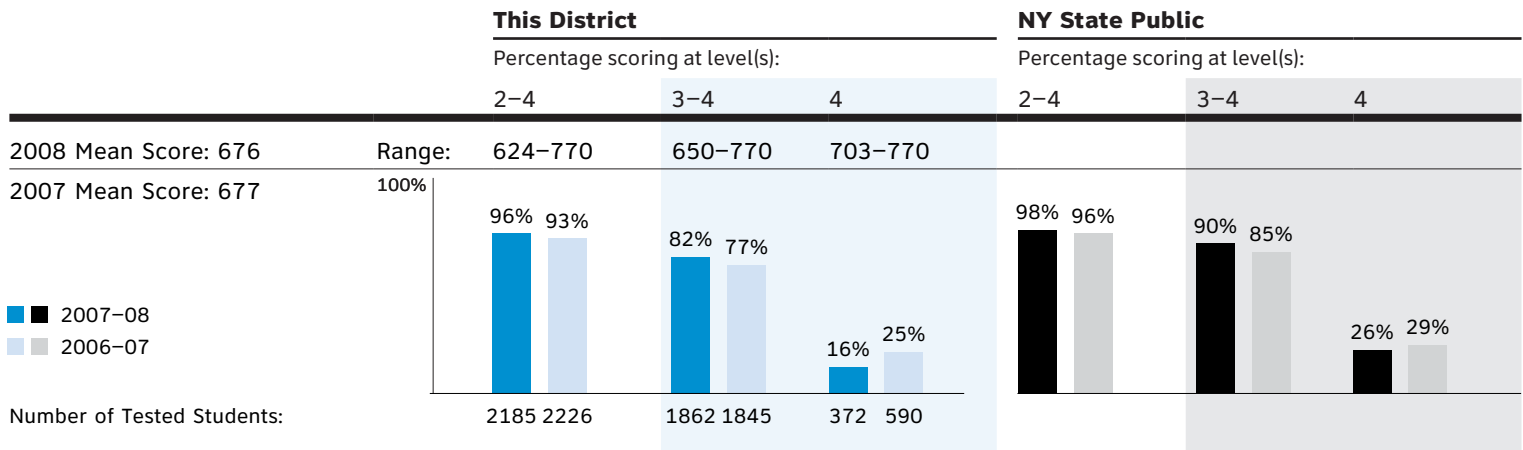
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	28	28	26	20	37	37	33	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	22	N/A	N/A	N/A	26	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2281</b>	<b>96%</b>	<b>82%</b>	<b>16%</b>	<b>2390</b>	<b>93%</b>	<b>77%</b>	<b>25%</b>
Female	1080	97%	84%	17%	1195	94%	78%	27%
Male	1201	95%	80%	16%	1195	92%	76%	23%
American Indian or Alaska Native	11	-	-	-	11	-	-	-
Black or African American	1149	95%	80%	15%	1290	93%	76%	22%
Hispanic or Latino	924	96%	82%	15%	939	93%	78%	26%
Asian or Native Hawaiian/Other Pacific Islander	175	100%	92%	31%	127	94%	86%	43%
White	19	95%	84%	16%	22	86%	59%	9%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	14	100%	93%	21%	12	83%	83%	17%
General-Education Students	1884	98%	88%	19%	2046	96%	83%	28%
Students with Disabilities	397	83%	53%	4%	344	76%	44%	7%
English Proficient	1952	96%	83%	18%	2078	94%	79%	26%
Limited English Proficient	329	94%	73%	8%	312	87%	67%	14%
Economically Disadvantaged	2201	96%	82%	16%	2268	93%	76%	24%
Not Disadvantaged	80	95%	84%	14%	122	98%	93%	44%
Migrant								
Not Migrant	2281	96%	82%	16%	2390	93%	77%	25%

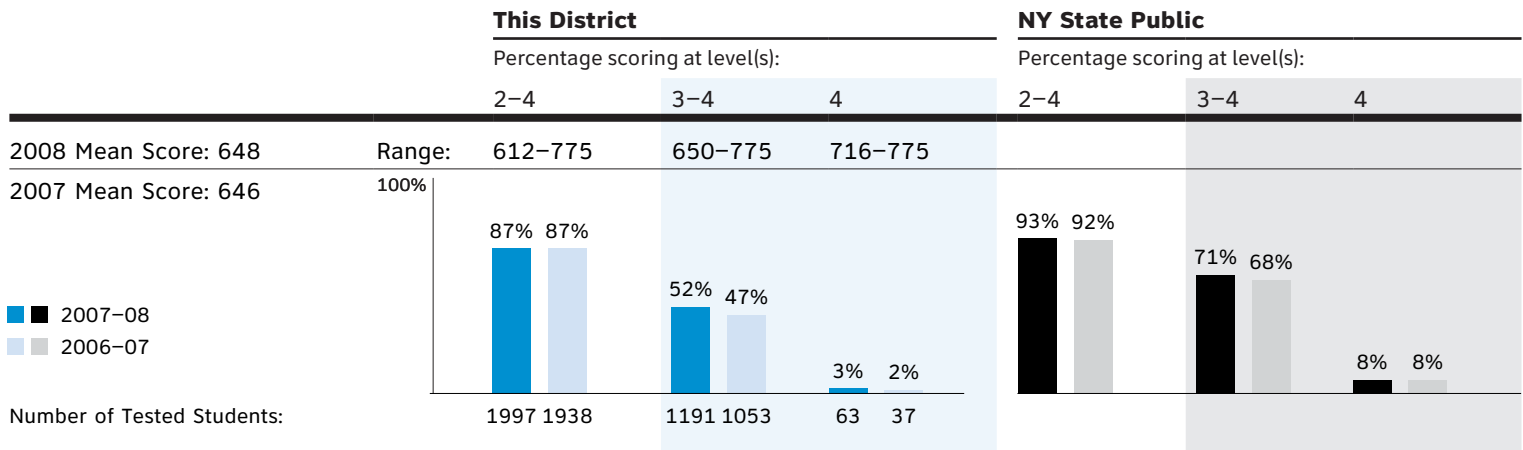
#### NOTES

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	28	27	26	15	36	36	34	25

## 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>2286</b>	<b>87%</b>	<b>52%</b>	<b>3%</b>	<b>2230</b>	<b>87%</b>	<b>47%</b>	<b>2%</b>
Female	1146	91%	58%	4%	1090	91%	53%	2%
Male	1140	84%	47%	2%	1140	83%	41%	1%
American Indian or Alaska Native	13	92%	54%	0%	12	83%	58%	0%
Black or African American	1254	87%	51%	2%	1181	88%	46%	1%
Hispanic or Latino	877	87%	51%	2%	879	85%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	122	89%	69%	10%	138	96%	69%	3%
White	20	75%	50%	5%	20	85%	50%	0%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1861	94%	60%	3%	1871	93%	53%	2%
Students with Disabilities	425	59%	19%	0%	359	55%	16%	0%
English Proficient	2039	89%	55%	3%	1959	90%	51%	2%
Limited English Proficient	247	74%	30%	0%	271	68%	18%	0%
Economically Disadvantaged	2205	87%	52%	3%	2102	87%	46%	1%
Not Disadvantaged	81	86%	65%	7%	128	90%	66%	5%
Migrant								
Not Migrant	2286	87%	52%	3%	2230	87%	47%	2%

#### NOTES

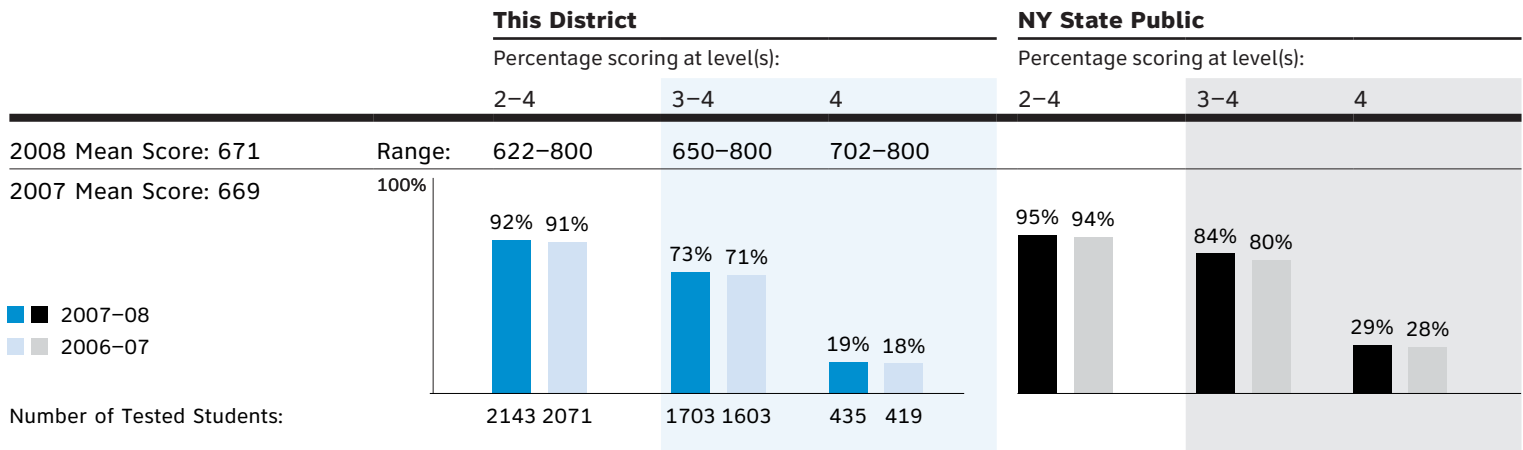
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	33	30	27	20	26	25	22	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	13	N/A	N/A	N/A	24	N/A	N/A	N/A

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

## This District's Results in Grade 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>2332</b>	<b>92%</b>	<b>73%</b>	<b>19%</b>	<b>2272</b>	<b>91%</b>	<b>71%</b>	<b>18%</b>
Female	1168	93%	74%	19%	1108	93%	73%	19%
Male	1164	91%	72%	18%	1164	90%	69%	18%
American Indian or Alaska Native	13	100%	92%	15%	11	100%	73%	27%
Black or African American	1266	91%	71%	16%	1195	91%	67%	15%
Hispanic or Latino	908	92%	74%	20%	907	90%	73%	21%
Asian or Native Hawaiian/Other Pacific Islander	124	95%	89%	40%	139	98%	83%	33%
White	21	90%	62%	10%	20	80%	65%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1900	96%	80%	22%	1912	96%	78%	21%
Students with Disabilities	432	73%	42%	5%	360	67%	34%	2%
English Proficient	2052	93%	75%	20%	1966	92%	73%	20%
Limited English Proficient	280	86%	62%	6%	306	84%	55%	5%
Economically Disadvantaged	2250	92%	73%	18%	2132	91%	70%	18%
Not Disadvantaged	82	91%	80%	29%	140	92%	80%	25%
Migrant								
Not Migrant	2332	92%	73%	19%	2272	91%	71%	18%

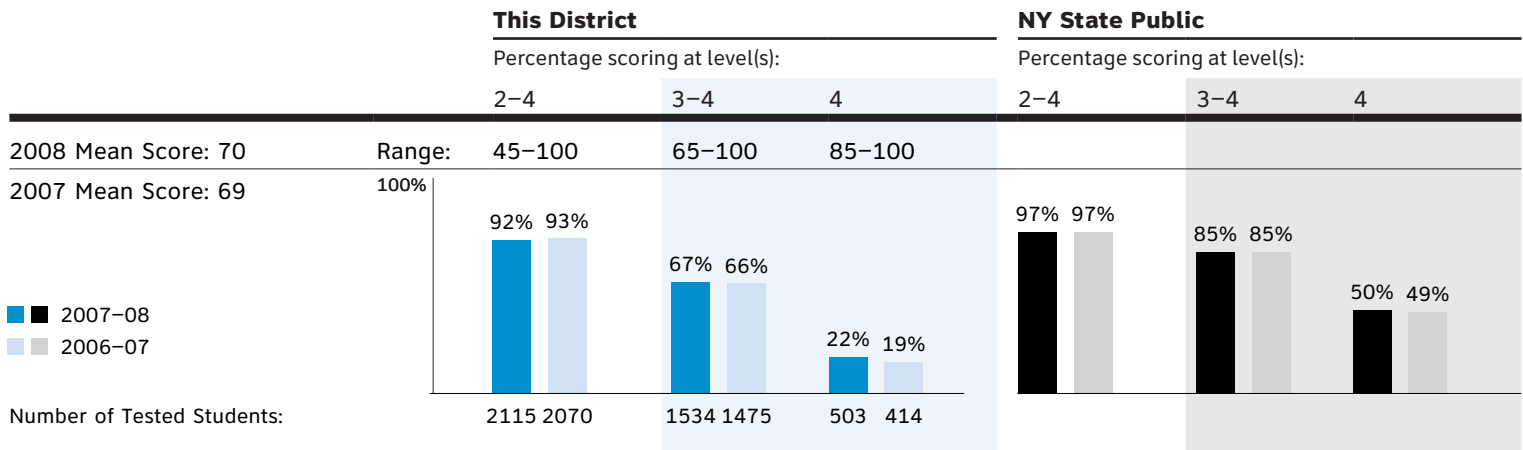
#### NOTES

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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	34	29	25	17	26	25	24	20

## This District's Results in Grade 4 Science



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2302</b>	<b>92%</b>	<b>67%</b>	<b>22%</b>	<b>2226</b>	<b>93%</b>	<b>66%</b>	<b>19%</b>
Female	1156	93%	68%	24%	1089	94%	67%	18%
Male	1146	90%	66%	20%	1137	92%	65%	19%
American Indian or Alaska Native	12	100%	75%	17%	9	100%	78%	22%
Black or African American	1255	92%	65%	20%	1184	93%	64%	14%
Hispanic or Latino	892	92%	68%	24%	883	92%	68%	23%
Asian or Native Hawaiian/Other Pacific Islander	122	93%	73%	31%	129	95%	75%	32%
White	21	86%	57%	19%	21	90%	71%	24%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1883	95%	73%	25%	1876	95%	72%	22%
Students with Disabilities	419	79%	39%	8%	350	81%	37%	3%
English Proficient	2028	93%	69%	23%	1932	95%	70%	20%
Limited English Proficient	274	82%	48%	12%	294	82%	44%	7%
Economically Disadvantaged	2217	92%	66%	21%	2090	93%	66%	18%
Not Disadvantaged	85	89%	72%	33%	136	93%	75%	26%
Migrant								
Not Migrant	2302	92%	67%	22%	2226	93%	66%	19%

### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	29	27	27	25	26	26	26	18

## This District's Results in Grade 5 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: 653	608-795	650-795	711-795			
2007 Mean Score: 649						
Number of Tested Students:	2133 2097	1296 1112	28 38			

Bar chart showing performance percentages for 2007-08 (dark blue) and 2006-07 (light blue) for This District and NY State Public. The Y-axis represents the percentage of students scoring at each level (2-4, 3-4, 4).

Entity	Level	2007-08 (%)	2006-07 (%)
This District	2-4	97%	92%
	3-4	59%	49%
	4	1%	2%
NY State Public	2-4	98%	95%
	3-4	78%	68%
	4	6%	7%

### 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>2204</b>	<b>97%</b>	<b>59%</b>	<b>1%</b>	<b>2275</b>	<b>92%</b>	<b>49%</b>	<b>2%</b>
Female	1058	98%	61%	2%	1102	94%	50%	2%
Male	1146	96%	57%	1%	1173	90%	48%	2%
American Indian or Alaska Native	9	89%	56%	0%	13	100%	85%	0%
Black or African American	1193	97%	57%	1%	1233	92%	47%	1%
Hispanic or Latino	846	97%	59%	2%	864	92%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	133	98%	77%	2%	135	96%	64%	3%
White	23	100%	70%	0%	30	93%	50%	3%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1778	99%	65%	2%	1888	97%	56%	2%
Students with Disabilities	426	88%	34%	0%	387	71%	16%	0%
English Proficient	1990	98%	62%	1%	2083	93%	51%	2%
Limited English Proficient	214	89%	33%	0%	192	80%	24%	0%
Economically Disadvantaged	2129	97%	59%	1%	2154	92%	48%	2%
Not Disadvantaged	75	95%	57%	3%	121	94%	69%	4%
Migrant								
Not Migrant	2204	97%	59%	1%	2275	92%	49%	2%

#### NOTES

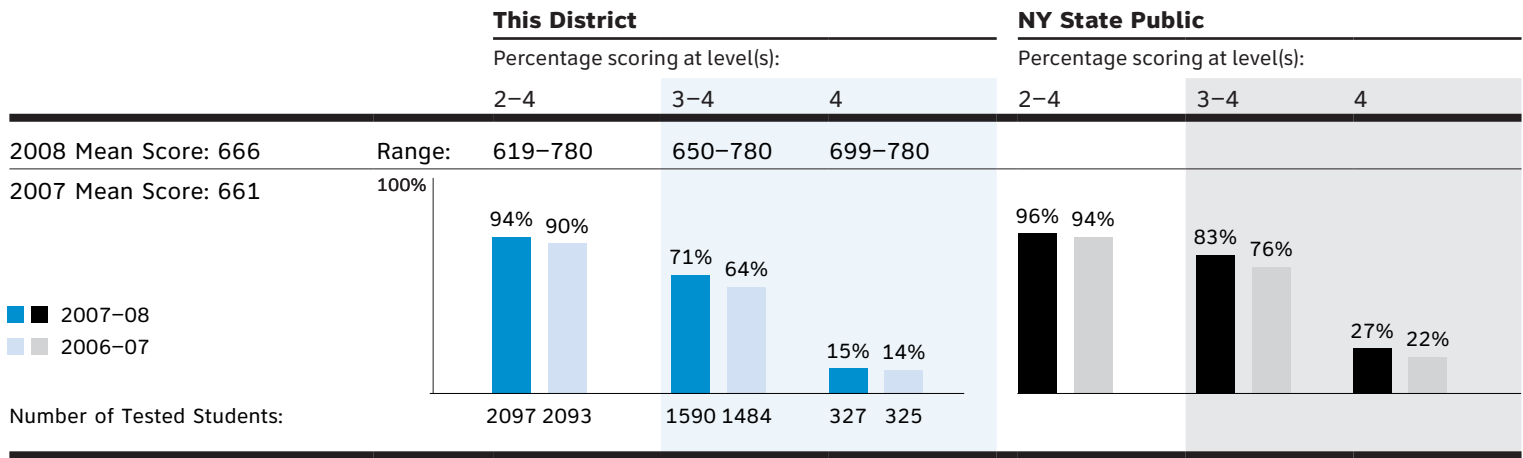
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### Other Assessments

	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 5 Equivalent	28	26	23	14	36	36	34	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	15	N/A	N/A	N/A	25	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>2225</b>	<b>94%</b>	<b>71%</b>	<b>15%</b>	<b>2329</b>	<b>90%</b>	<b>64%</b>	<b>14%</b>
Female	1071	94%	72%	14%	1121	92%	66%	14%
Male	1154	94%	71%	15%	1208	88%	62%	14%
American Indian or Alaska Native	9	89%	67%	22%	13	100%	69%	23%
Black or African American	1193	94%	68%	12%	1243	88%	60%	12%
Hispanic or Latino	863	94%	74%	15%	903	91%	67%	15%
Asian or Native Hawaiian/Other Pacific Islander	139	98%	86%	35%	138	93%	78%	25%
White	21	100%	71%	24%	32	88%	69%	13%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1797	97%	78%	17%	1935	95%	72%	17%
Students with Disabilities	428	81%	43%	4%	394	67%	25%	1%
English Proficient	1992	95%	73%	16%	2104	91%	65%	15%
Limited English Proficient	233	88%	57%	8%	225	80%	48%	6%
Economically Disadvantaged	2149	95%	72%	15%	2196	90%	63%	13%
Not Disadvantaged	76	86%	67%	14%	133	93%	71%	25%
Migrant								
Not Migrant	2225	94%	71%	15%	2329	90%	64%	14%

### 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	27	26	25	9	36	36	35	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: 643	598-785	650-785	705-785			
2007 Mean Score: 643						
Number of Tested Students:	1968 1869	787 716	10 39			

### 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>2057</b>	<b>96%</b>	<b>38%</b>	<b>0%</b>	<b>1964</b>	<b>95%</b>	<b>36%</b>	<b>2%</b>
Female	990	97%	42%	0%	951	98%	41%	3%
Male	1067	94%	35%	1%	1013	92%	32%	1%
American Indian or Alaska Native	11	-	-	-	11	82%	36%	0%
Black or African American	1130	96%	38%	1%	1094	96%	36%	2%
Hispanic or Latino	786	95%	38%	0%	763	95%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	93	100%	53%	1%	71	99%	45%	7%
White	36	94%	31%	0%	25	88%	40%	0%
Multiracial	1	-	-	-				
Small Group Totals	12	100%	58%	0%				
General-Education Students	1592	99%	46%	1%	1620	99%	42%	2%
Students with Disabilities	465	85%	12%	0%	344	79%	9%	0%
English Proficient	1880	96%	41%	1%	1788	96%	39%	2%
Limited English Proficient	177	89%	8%	0%	176	84%	7%	0%
Economically Disadvantaged	1938	96%	38%	0%	1852	95%	36%	2%
Not Disadvantaged	119	96%	42%	2%	112	92%	52%	4%
Migrant								
Not Migrant	2057	96%	38%	0%	1964	95%	36%	2%

#### NOTES

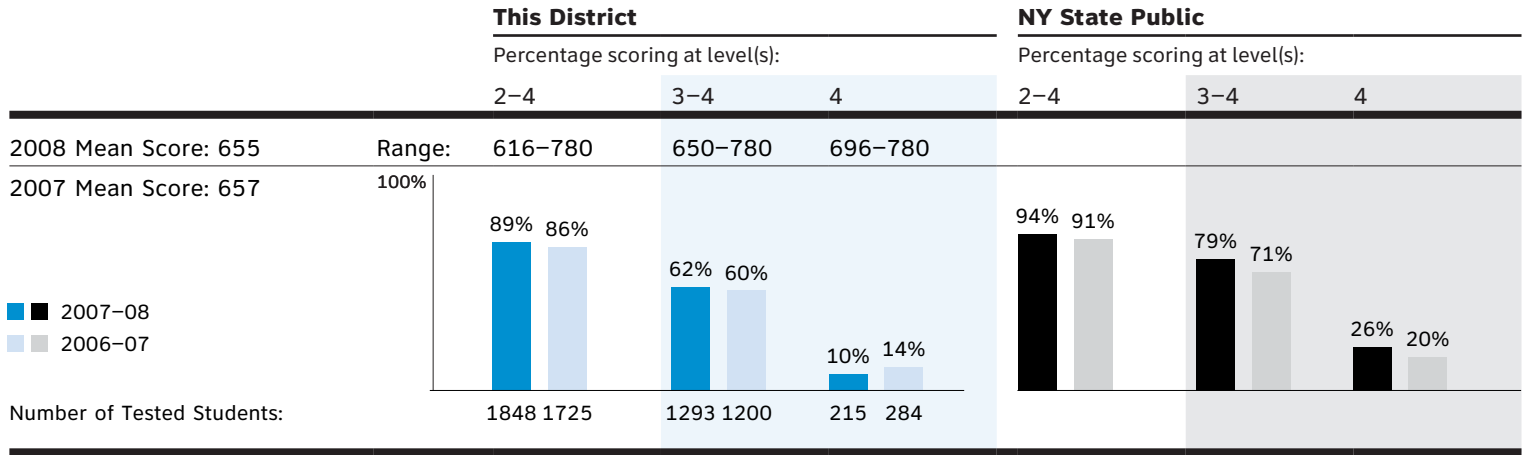
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### Other Assessments

	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 6 Equivalent	27	26	23	19	41	39	34	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	17	N/A	N/A	N/A	25	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>2077</b>	<b>89%</b>	<b>62%</b>	<b>10%</b>	<b>1997</b>	<b>86%</b>	<b>60%</b>	<b>14%</b>
Female	1011	91%	65%	11%	966	89%	64%	16%
Male	1066	87%	60%	10%	1031	84%	56%	12%
American Indian or Alaska Native	11	-	-	-	10	80%	50%	0%
Black or African American	1126	88%	60%	9%	1107	86%	58%	14%
Hispanic or Latino	811	89%	63%	10%	780	87%	61%	14%
Asian or Native Hawaiian/Other Pacific Islander	94	94%	76%	23%	74	95%	81%	23%
White	34	94%	62%	9%	26	73%	50%	15%
Multiracial	1	-	-	-				
Small Group Totals	12	100%	75%	25%				
General-Education Students	1620	95%	71%	13%	1643	93%	68%	17%
Students with Disabilities	457	67%	30%	1%	354	54%	24%	3%
English Proficient	1881	90%	64%	11%	1796	88%	62%	15%
Limited English Proficient	196	78%	43%	2%	201	76%	39%	6%
Economically Disadvantaged	1957	89%	62%	10%	1883	86%	60%	14%
Not Disadvantaged	120	82%	62%	13%	114	89%	68%	23%
Migrant								
Not Migrant	2077	89%	62%	10%	1997	86%	60%	14%

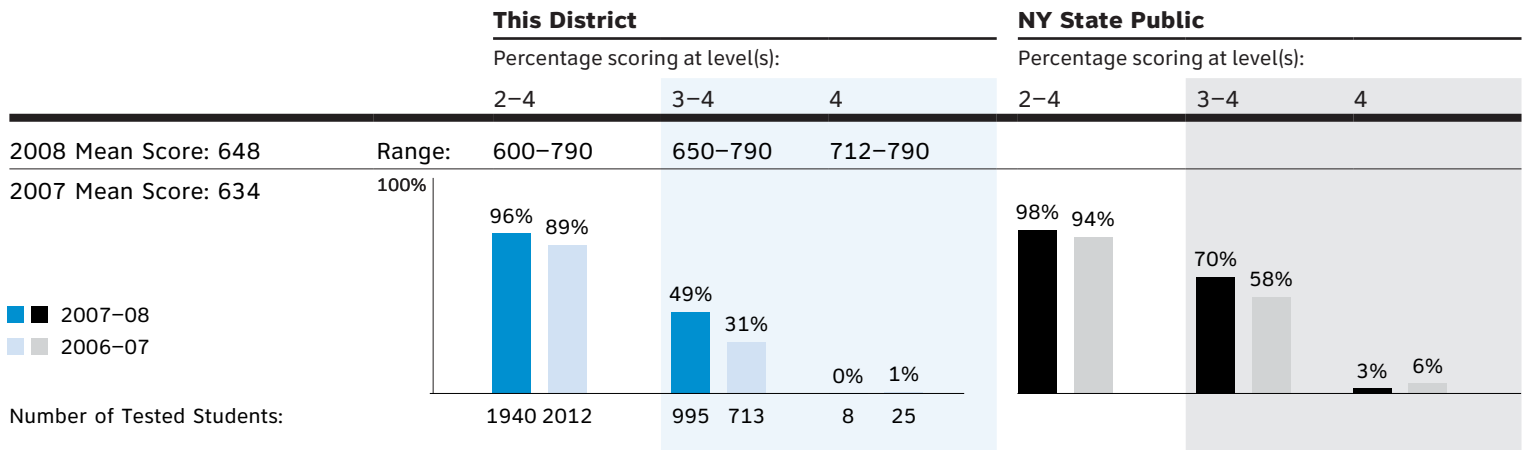
#### NOTES

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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	28	28	25	19	42	39	35	24

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2017</b>	<b>96%</b>	<b>49%</b>	<b>0%</b>	<b>2273</b>	<b>89%</b>	<b>31%</b>	<b>1%</b>
Female	980	98%	57%	0%	1098	91%	36%	2%
Male	1037	95%	42%	1%	1175	86%	27%	1%
American Indian or Alaska Native	11	100%	36%	0%	17	76%	18%	0%
Black or African American	1144	97%	48%	0%	1253	89%	30%	0%
Hispanic or Latino	750	96%	51%	0%	868	87%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	85	95%	58%	0%	105	92%	42%	4%
White	27	85%	52%	0%	30	80%	33%	3%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1593	99%	57%	1%	1870	93%	37%	1%
Students with Disabilities	424	87%	21%	0%	403	67%	7%	0%
English Proficient	1837	97%	52%	0%	2059	91%	34%	1%
Limited English Proficient	180	88%	17%	0%	214	66%	9%	0%
Economically Disadvantaged	1839	96%	49%	0%	2062	88%	30%	1%
Not Disadvantaged	178	97%	56%	1%	211	94%	40%	0%
Migrant								
Not Migrant	2017	96%	49%	0%	2273	89%	31%	1%

#### NOTES

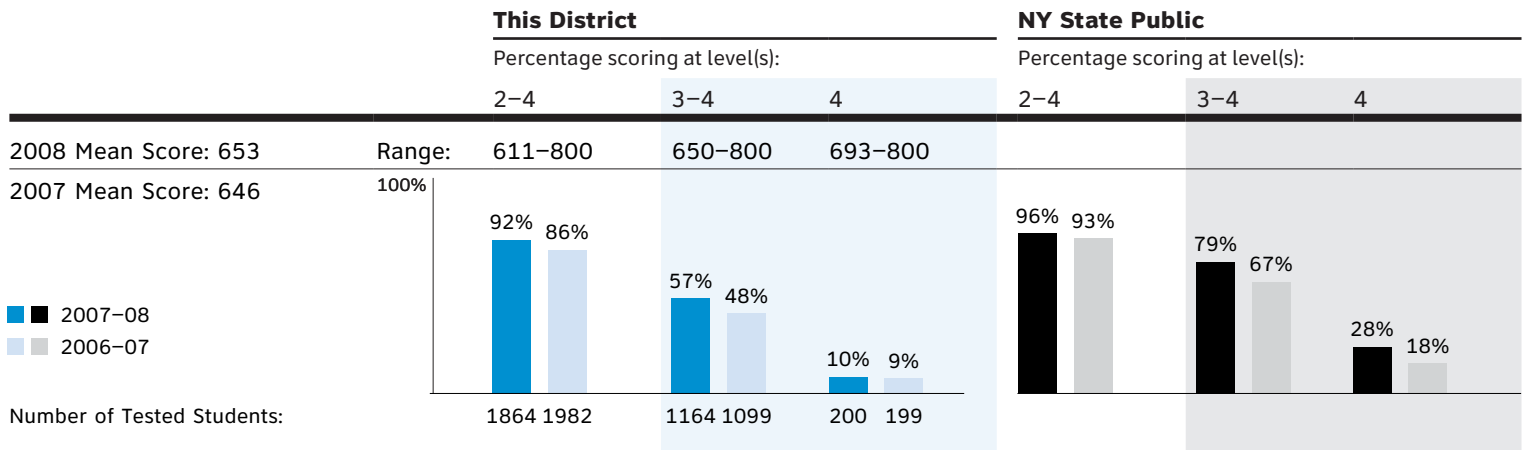
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### Other Assessments

	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	40	37	30	27	36	36	35	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	16	N/A	N/A	N/A	22	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>2028</b>	<b>92%</b>	<b>57%</b>	<b>10%</b>	<b>2307</b>	<b>86%</b>	<b>48%</b>	<b>9%</b>
Female	986	94%	61%	11%	1112	88%	51%	10%
Male	1042	90%	54%	9%	1195	84%	45%	7%
American Indian or Alaska Native	11	82%	55%	0%	18	78%	33%	0%
Black or African American	1145	91%	54%	7%	1248	86%	45%	7%
Hispanic or Latino	757	93%	61%	13%	903	86%	49%	9%
Asian or Native Hawaiian/Other Pacific Islander	88	98%	75%	23%	108	93%	67%	23%
White	27	81%	41%	11%	30	80%	47%	13%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1604	97%	66%	12%	1895	91%	55%	10%
Students with Disabilities	424	74%	25%	2%	412	63%	12%	0%
English Proficient	1834	93%	59%	11%	2060	87%	50%	9%
Limited English Proficient	194	86%	47%	2%	247	75%	29%	4%
Economically Disadvantaged	1846	92%	57%	10%	2097	85%	47%	8%
Not Disadvantaged	182	91%	57%	13%	210	90%	52%	11%
Migrant								
Not Migrant	2028	92%	57%	10%	2307	86%	48%	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 7 Equivalent	40	38	32	22	36	36	35	22

## 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: 638	602-790	650-790	715-790			
2007 Mean Score: 632						
Number of Tested Students:	1999 1916	690 638	23 6			

### 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>2202</b>	<b>91%</b>	<b>31%</b>	<b>1%</b>	<b>2195</b>	<b>87%</b>	<b>29%</b>	<b>0%</b>
Female	1076	94%	36%	1%	1056	89%	34%	0%
Male	1126	88%	27%	1%	1139	85%	24%	0%
American Indian or Alaska Native	16	81%	31%	6%	17	71%	6%	0%
Black or African American	1205	92%	31%	1%	1200	89%	30%	1%
Hispanic or Latino	848	89%	30%	1%	870	85%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	105	95%	45%	3%	83	90%	41%	0%
White	28	79%	32%	4%	25	84%	36%	0%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1741	96%	38%	1%	1832	93%	34%	0%
Students with Disabilities	461	71%	7%	0%	363	57%	5%	0%
English Proficient	1990	93%	34%	1%	1965	90%	32%	0%
Limited English Proficient	212	68%	7%	0%	230	65%	6%	0%
Economically Disadvantaged	1998	91%	31%	1%	1996	87%	29%	0%
Not Disadvantaged	204	93%	36%	1%	199	86%	29%	2%
Migrant								
Not Migrant	2202	91%	31%	1%	2195	87%	29%	0%

#### NOTES

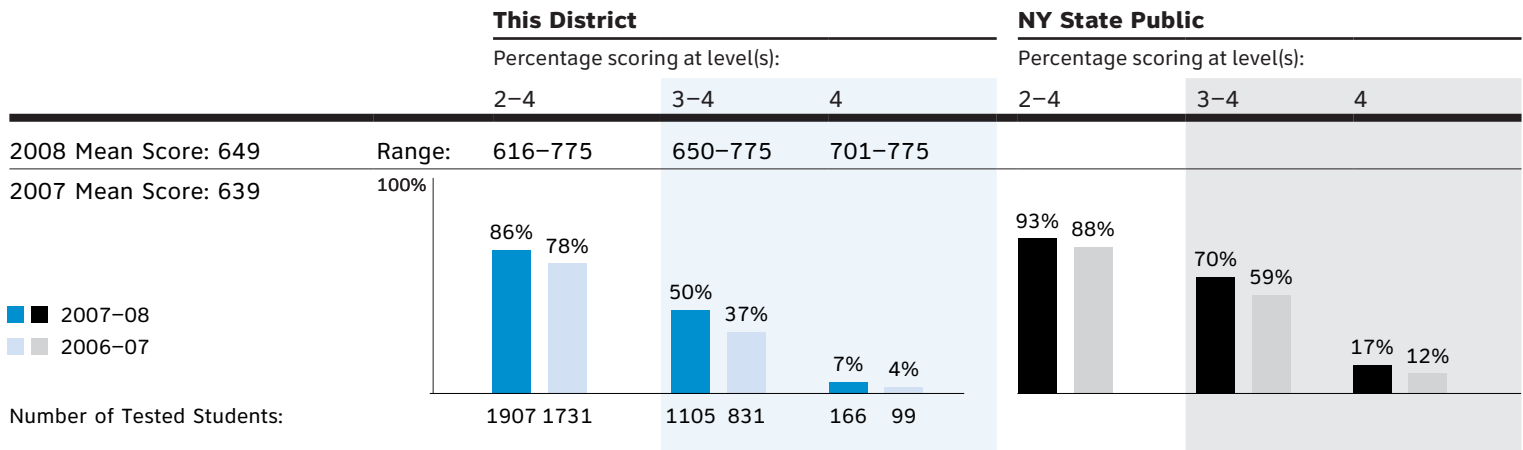
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### Other Assessments

	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	34	30	24	18	38	37	34	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	20	N/A	N/A	N/A	27	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>2227</b>	<b>86%</b>	<b>50%</b>	<b>7%</b>	<b>2231</b>	<b>78%</b>	<b>37%</b>	<b>4%</b>
Female	1087	88%	55%	9%	1067	79%	38%	5%
Male	1140	83%	45%	6%	1164	77%	37%	4%
American Indian or Alaska Native	15	93%	40%	0%	17	53%	29%	6%
Black or African American	1199	85%	49%	6%	1206	77%	34%	4%
Hispanic or Latino	879	85%	49%	8%	898	78%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	107	95%	72%	20%	85	91%	65%	16%
White	27	74%	37%	15%	25	76%	36%	12%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1764	92%	58%	9%	1863	86%	43%	5%
Students with Disabilities	463	60%	18%	1%	368	38%	7%	0%
English Proficient	1982	87%	52%	8%	1968	79%	38%	5%
Limited English Proficient	245	75%	31%	2%	263	71%	29%	1%
Economically Disadvantaged	2019	86%	50%	7%	2032	77%	37%	5%
Not Disadvantaged	208	84%	50%	7%	199	80%	37%	4%
Migrant								
Not Migrant	2227	86%	50%	7%	2231	78%	37%	4%

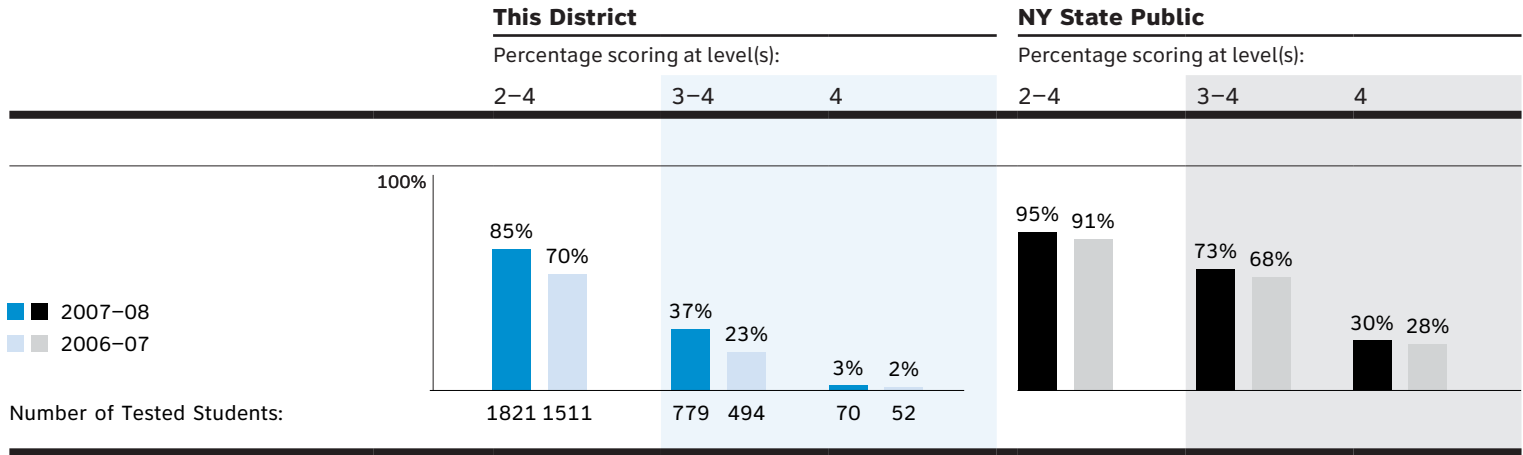
### NOTES

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

## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	34	29	25	13	39	39	36	27

## 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>2134</b>	<b>85%</b>	<b>37%</b>	<b>3%</b>	<b>2146</b>	<b>70%</b>	<b>23%</b>	<b>2%</b>
Female	1051	88%	35%	3%	1036	71%	22%	3%
Male	1083	82%	37%	4%	1110	70%	24%	2%
American Indian or Alaska Native	15	80%	27%	0%	17	53%	6%	0%
Black or African American	1144	83%	34%	2%	1160	71%	23%	2%
Hispanic or Latino	844	88%	39%	4%	863	70%	22%	2%
Asian or Native Hawaiian/Other Pacific Islander	108	90%	51%	8%	84	76%	43%	7%
White	23	83%	39%	9%	22	68%	32%	18%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1709	90%	43%	4%	1796	77%	27%	3%
Students with Disabilities	425	66%	12%	1%	350	38%	5%	0%
English Proficient	1893	87%	38%	4%	1890	73%	25%	3%
Limited English Proficient	241	76%	21%	0%	256	52%	8%	0%
Economically Disadvantaged	1938	86%	36%	3%	1954	71%	23%	2%
Not Disadvantaged	196	83%	38%	5%	192	67%	26%	3%
Migrant								
Not Migrant	2134	85%	37%	3%	2146	70%	23%	2%

### NOTES

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

Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	35	33	29	21	40	39	34	29
Regents Science	0				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

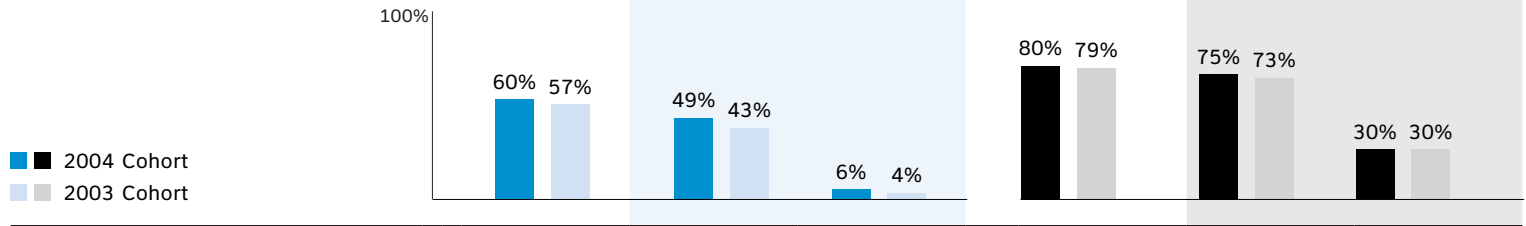
### NY State Public

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>1709</b>	<b>60%</b>	<b>49%</b>	<b>6%</b>	<b>2004</b>	<b>57%</b>	<b>43%</b>	<b>4%</b>
Female	801	64%	53%	7%	934	61%	47%	5%
Male	908	56%	46%	6%	1070	53%	40%	4%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	900	66%	56%	7%	1019	57%	42%	4%
Hispanic or Latino	688	50%	40%	5%	845	56%	44%	5%
Asian or Native Hawaiian/Other Pacific Islander	87	77%	60%	14%	97	69%	61%	11%
White	26	42%	42%	0%	35	23%	20%	3%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	63%	50%	0%	8	63%	50%	0%
General-Education Students	1398	69%	58%	8%	1666	65%	50%	5%
Students with Disabilities	311	18%	10%	1%	338	17%	10%	0%
English Proficient	1507	63%	52%	7%	1868	57%	44%	5%
Limited English Proficient	202	38%	26%	2%	136	50%	32%	1%
Economically Disadvantaged	1291	61%	50%	7%	1728	57%	44%	4%
Not Disadvantaged	418	55%	46%	5%	276	54%	42%	7%
Migrant								
Not Migrant	1709	60%	49%	6%				

### NOTES

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## 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

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			
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\* 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.

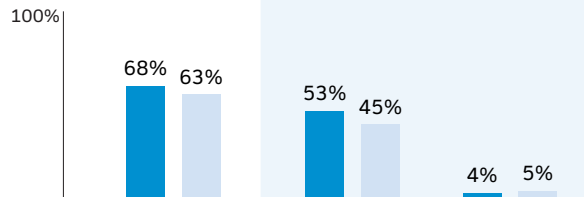


## This District's Total Cohort\* Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4      3-4      4

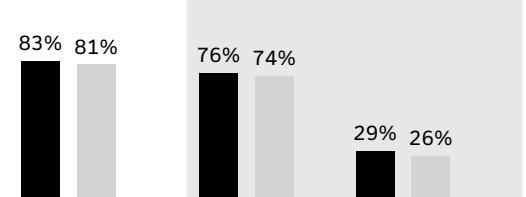


■ 2004 Cohort  
■ 2003 Cohort

### 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>1709</b>	<b>68%</b>	<b>53%</b>	<b>4%</b>	<b>2004</b>	<b>63%</b>	<b>45%</b>	<b>5%</b>
Female	801	70%	54%	3%	934	66%	47%	3%
Male	908	67%	52%	5%	1070	59%	42%	6%
American Indian or Alaska Native	6	–	–	–	6	–	–	–
Black or African American	900	71%	55%	3%	1019	62%	41%	4%
Hispanic or Latino	688	63%	48%	3%	845	63%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	87	85%	70%	14%	97	78%	66%	18%
White	26	58%	38%	8%	35	31%	26%	3%
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	8	75%	38%	0%	8	63%	50%	13%
General-Education Students	1398	78%	61%	5%	1666	71%	52%	6%
Students with Disabilities	311	26%	14%	0%	338	21%	10%	0%
English Proficient	1507	69%	54%	4%	1868	62%	44%	5%
Limited English Proficient	202	64%	46%	2%	136	73%	46%	2%
Economically Disadvantaged	1291	70%	55%	4%	1728	63%	45%	5%
Not Disadvantaged	418	64%	47%	3%	276	59%	43%	4%
Migrant								
Not Migrant	1709	68%	53%	4%				

### NOTES

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

## Other Assessments

### 2004 Cohort

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

### 2003 Cohort

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

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

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

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

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