



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #21**

District ID **33-21-00-01-0000**

Superintendent **RICHARD D'AURIA**

Telephone **(718) 714-2502**

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](mailto: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	881	948	1016
Kindergarten	1620	1674	1682
Grade 1	1849	1758	1773
Grade 2	1847	1787	1707
Grade 3	1838	1800	1748
Grade 4	1826	1786	1758
Grade 5	1877	1828	1755
Grade 6	2735	2574	2525
Ungraded Elementary	911	986	1129
Grade 7	2971	2685	2579
Grade 8	2983	3015	2655
Grade 9	5342	4703	4459
Grade 10	3803	3755	3859
Grade 11	2100	2169	2190
Grade 12	2009	1903	1940
Ungraded Secondary	1435	1420	1550
<b>Total K-12</b>	<b>35146</b>	<b>33843</b>	<b>33309</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	24	25	23
<b>Grade 8</b>			
English	28	29	28
Mathematics	28	28	28
Science	26	28	29
Social Studies	29	29	29
<b>Grade 10</b>			
English	31	28	30
Mathematics	28	25	29
Science	31	31	30
Social Studies	30	29	32

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	22737	65%	21288	63%	17133	51%
Reduced-Price Lunch	3987	11%	3399	10%	2888	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	5107	15%	4900	14%	4989	15%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	87	0%	85	0%	85	0%
Black or African American	8615	25%	8142	24%	7605	23%
Hispanic or Latino	7150	20%	6996	21%	7141	21%
Asian or Native Hawaiian/Other Pacific Islander	7873	22%	7933	23%	8093	24%
White	11421	32%	10687	32%	10385	31%
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	982	3%	1662	5%	1662	5%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	2350	2348	2309
Percent with No Valid Teaching Certificate	3%	5%	2%
Percent Teaching Out of Certification	15%	12%	9%
Percent with Fewer Than Three Years of Experience	11%	11%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	50%	50%
<b>Total Number of Core Classes</b>	8384	5662	5762
Percent Not Taught by Highly Qualified Teachers	14%	12%	10%
<b>Total Number of Classes</b>	7502	7297	6828
Percent Taught by Teachers Without Appropriate Certification	18%	13%	10%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	16%	
Turnover Rate of All Teachers	15%	14%	

## 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:

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008–09)

#### Good Standing

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

### Title I Part A Funding

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

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English 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	✓	✓	✓	✗	✗	✓
Economically Disadvantaged	✓	✓	✓	✓ <sup>SH</sup>	✓	✓
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 3 of 8	✗ 4 of 8	✓ 1 of 1

#### 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

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2008–09)



Good Standing

### Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (14393:13682)	✓	✓	98%	✓	163	132	
<b>Ethnicity</b>							
American Indian or Alaska Native (21:16)	–	–	–	–	–	–	–
Black or African American (2143:2046)	✓	✓	98%	✓	147	131	
Hispanic or Latino (2996:2872)	✓	✓	99%	✓	145	131	
Asian or Native Hawaiian/Other Pacific Islander (3799:3599)	✓	✓	99%	✓	172	131	
White (5426:5141)	✓	✓	98%	✓	174	131	
Multiracial (8:8)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4364:2203)	✓ <sup>SH</sup>	✓	95%	✓ <sup>SH</sup>	111	131	103 120
Limited English Proficient <sup>5</sup> (2065:2608)	✓	✓	97%	✓	135	131	
Economically Disadvantaged (12712:12121)	✓	✓	99%	✓	160	132	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### 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 for This Subject (2008–09)



Good Standing

### Accountability Measures

8 of 8

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> (14416:13777)	✓	✓	99%	✓	180	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (22:17)	–	–	–	–	–	–	–
Black or African American (2136:2019)	✓	✓	98%	✓	160	100	
Hispanic or Latino (2997:2877)	✓	✓	99%	✓	167	100	
Asian or Native Hawaiian/Other Pacific Islander (3821:3672)	✓	✓	100%	✓	191	100	
White (5432:5184)	✓	✓	98%	✓	186	100	
Multiracial (8:8)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2386:2176)	✓	✓	95%	✓	136	100	
Limited English Proficient <sup>5</sup> (2116:2812)	✓	✓	100%	✓	169	100	
Economically Disadvantaged (12737:12217)	✓	✓	99%	✓	178	101	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### 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> (4907:4655)		Qualified		98%		168	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (11:8)		–	–	–	–	–	–	–
Black or African American (792:740)		Qualified		96%		149	100	
Hispanic or Latino (993:936)		Qualified		98%		153	100	
Asian or Native Hawaiian/Other Pacific Islander (1221:1169)		Qualified		100%		180	100	
White (1888:1800)		Qualified		98%		176	100	
Multiracial (2:2)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (803:701)		Qualified		91%		128	100	
Limited English Proficient <sup>4</sup> (699:881)		Qualified		99%		142	100	
Economically Disadvantaged (4344:4140)		Qualified		99%		166	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)



Good Standing

### Accountability Measures

3 of 8

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
<b>All Students</b> (2273:2679)	<b>X</b>	<b>✓</b>	100%	<b>X</b>	160	163	161	164
<b>Ethnicity</b>								
American Indian or Alaska Native (5:10)	—	—	—	—	—	—	—	—
Black or African American (763:922)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	155	161	156	160
Hispanic or Latino (336:462)	<b>X</b>	<b>✓</b>	100%	<b>X</b>	141	160	147	147
Asian or Native Hawaiian/Other Pacific Islander (558:599)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	172	161		
White (607:682)	<b>✓</b>	<b>✓</b>	100%	<b>✓</b>	168	161		
Multiracial (4:4)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (195:328)	<b>X</b>	<b>✓</b>	98%	<b>X</b>	83	159	113	95
Limited English Proficient <sup>4</sup> (217:357)	<b>X</b>	<b>✓</b>	98%	<b>X</b>	122	159	127	130
Economically Disadvantaged (1025:1297)	<b>✓</b> <sup>SH</sup>	<b>✓</b>	99%	<b>✓</b> <sup>SH</sup>	160	162	160	164
<b>Final AYP Determination</b>	<b>X</b> 3 of 8							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Secondary-Level Mathematics

### Accountability Status for This Subject (2008–09)



Good Standing

### Accountability Measures

4 of 8

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
<b>All Students</b> (2273:2679)	✓	✓	100%	✓	160	157		
<b>Ethnicity</b>								
American Indian or Alaska Native (5:10)	—	—	—	—	—	—		—
Black or African American (763:922)	✗	✓	99%	✗	148	155	153	153
Hispanic or Latino (336:462)	✗	✓	100%	✗	138	154	150	144
Asian or Native Hawaiian/Other Pacific Islander (558:599)	✓	✓	100%	✓	182	155		
White (607:682)	✓	✓	100%	✓	173	155		
Multiracial (4:4)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (195:328)	✗	✓	99%	✗	89	153	112	100
Limited English Proficient <sup>4</sup> (217:357)	✗	✓	100%	✗	151	153	153	156
Economically Disadvantaged (1025:1297)	✓	✓	99%	✓	161	156		
<b>Final AYP Determination</b>	✗ 4 of 8							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

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

#### AYP Status



Made AYP




Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status


## Graduation Rate

**Accountability Status**  Good Standing

**for This Indicator**



















**(2008–09)**

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

 Made AYP

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (3116) 			57%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (10)		–	–	–	
Black or African American (1089)			51%	55%	50% 52%
Hispanic or Latino (542)			42%	55%	35% 43%
Asian or Native Hawaiian/Other Pacific Islander (623)			71%	55%	
White (850)			65%	55%	
Multiracial (2)					
<b>Other Groups</b>	–	–	–	–	
Students with Disabilities (409)			19%	55%	19% 20%
Limited English Proficient <sup>3</sup> (462)			55%	55%	
Economically Disadvantaged (2557)			55%	55%	
<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 #21**

District ID **33-21-00-01-0000**

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

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

### Federal Title I Status

#### ▲ Good Standing

19 schools identified 49% of total

EXPEDITIONARY LEARNING SCHOOL FOR COMMUNITY LEADERS  
HIGH SCHOOL OF SPORTS MANAGEMENT  
LIBERATION DIPLOMA PLUS HIGH SCHOOL  
LIFE ACADEMY HIGH SCHOOL FOR FILM AND MUSIC  
PS 100 CONEY ISLAND SCHOOL  
PS 121 NELSON A ROCKEFELLER SCHOOL  
PS 128 BENSONHURST SCHOOL  
PS 153 HOMECREST  
PS 177 MARLBORO SCHOOL  
PS 199 FREDERICK R WACHTEL SCHOOL  
PS 209 MARGARET MEAD SCHOOL  
PS 212 LADY DEBORAH MOODY SCHOOL  
PS 216 ARTURO TOSCANINI SCHOOL  
PS 238 ANNE SULLIVAN SCHOOL  
PS 253 OCEANVIEW SCHOOL  
PS 95 GRAVESEND SCHOOL  
PS 97 HIGHLAWN SCHOOL  
PS 99 ISAAC ASIMOV SCHOOL  
RACHEL CARSON HIGH SCHOOL OF COASTAL STUDIES

#### ▲ Improvement (Year 1)

5 schools identified 13% of total

PS 101 VERRAZANO SCHOOL  
PS 188 MICHAEL E BERDY SCHOOL  
PS 225 EILEEN E ZAGLIN SCHOOL  
PS 329 SURFSIDE SCHOOL  
PS 90 EDNA COHEN SCHOOL

#### ▲ Improvement (Year 2)

1 school identified 3% of total

IS 281 JOSEPH B CAVALLARO

#### ▲ Corrective Action

2 schools identified 5% of total

IS 228 DAVID A BOODY  
PS 226 ALFRED DE B MASON SCHOOL

#### ▲ Planning for Restructuring

3 schools identified 8% of total

IS 303 HERBERT S EISENBERG  
IS 96 SETH LOW  
LAFAYETTE HIGH SCHOOL

#### ▲ Restructuring (Year 1)

2 schools identified 5% of total

PS 288 SHIRLEY TANYHILL SCHOOL

### New York State Status

#### ■ Good Standing

4 schools identified 10% of total

BROOKLYN STUDIO SCHOOL  
IS 239 MARK TWAIN SCHOOL  
IS 98 BAY ACADEMY  
PS 215 MORRIS H WEISS SCHOOL

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

1 school identified 3% of total

JOHN DEWEY HIGH SCHOOL

#### ■ Requiring Academic Progress (Year 5)

1 school identified 3% of total

EDWARD R MURROW HIGH SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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

### Federal Title I Status

#### Restructuring (Year 1) (continued)

WILLIAM E GRADY VOCATIONAL HIGH SCHOOL

### New York State Status

#### Requiring Academic Progress (Year 5) (continued)

#### Requiring Academic Progress (Year 6)

1 school identified 3% of total







ABRAHAM LINCOLN HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #21







District ID 33-21-00-01-0000

## 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	64%			1875
Grade 4	66%			1905
Grade 5	75%			1909
Grade 6	69%			2649
Grade 7	71%			2651
Grade 8	59%			2738

### Mathematics

Grade 3	89%		1921
Grade 4	82%		1949
Grade 5	84%		1954
Grade 6	86%		2723
Grade 7	83%		2684
Grade 8	76%		2814

### Science

Grade 4	78%		1944
Grade 8	69%		2793

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	66%			3114
Mathematics	66%			3114

## 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).

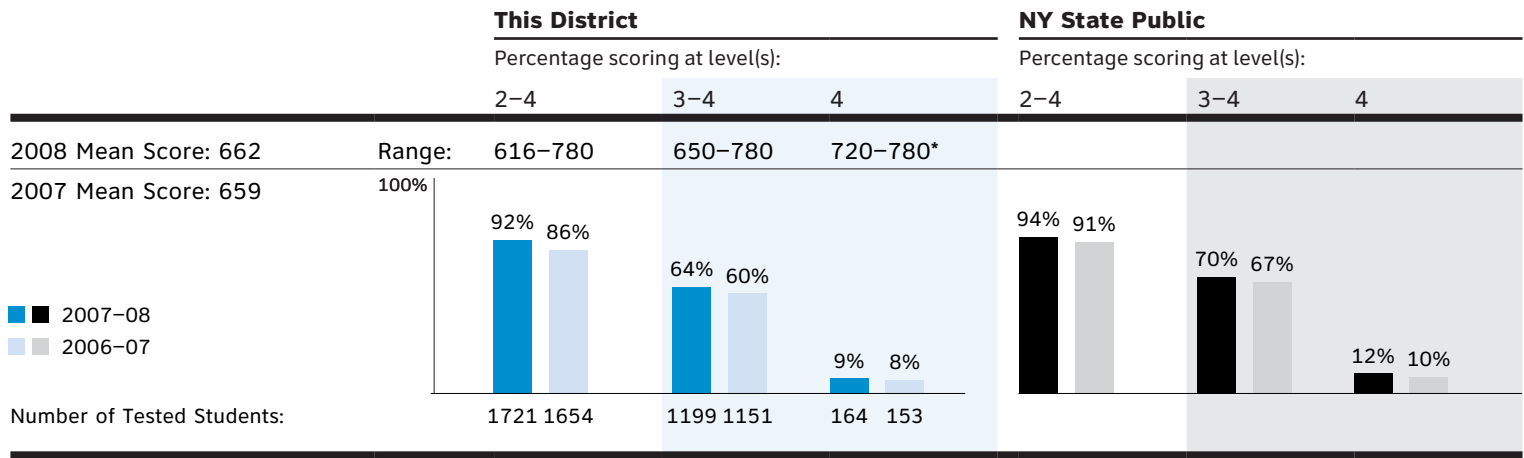
In this section, this district's performance is compared with that of public schools statewide.

## 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>1875</b>	<b>92%</b>	<b>64%</b>	<b>9%</b>	<b>1914</b>	<b>86%</b>	<b>60%</b>	<b>8%</b>
Female	892	95%	68%	10%	979	90%	64%	10%
Male	983	89%	60%	8%	935	83%	56%	6%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	240	—	—	—	311	77%	36%	3%
Hispanic or Latino	495	88%	52%	5%	444	80%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	510	94%	68%	10%	474	94%	74%	12%
White	627	96%	75%	12%	680	89%	72%	11%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	243	84%	51%	5%	5	80%	60%	0%
General-Education Students	1502	97%	73%	10%	1596	93%	68%	9%
Students with Disabilities	373	70%	26%	3%	318	52%	19%	1%
English Proficient	1478	94%	70%	11%	1535	89%	66%	10%
Limited English Proficient	397	83%	41%	1%	379	77%	38%	1%
Economically Disadvantaged	1845	92%	64%	9%	1885	86%	60%	8%
Not Disadvantaged	30	97%	67%	7%	29	83%	48%	7%
Migrant								
Not Migrant	1875	92%	64%	9%	1914	86%	60%	8%

#### 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.

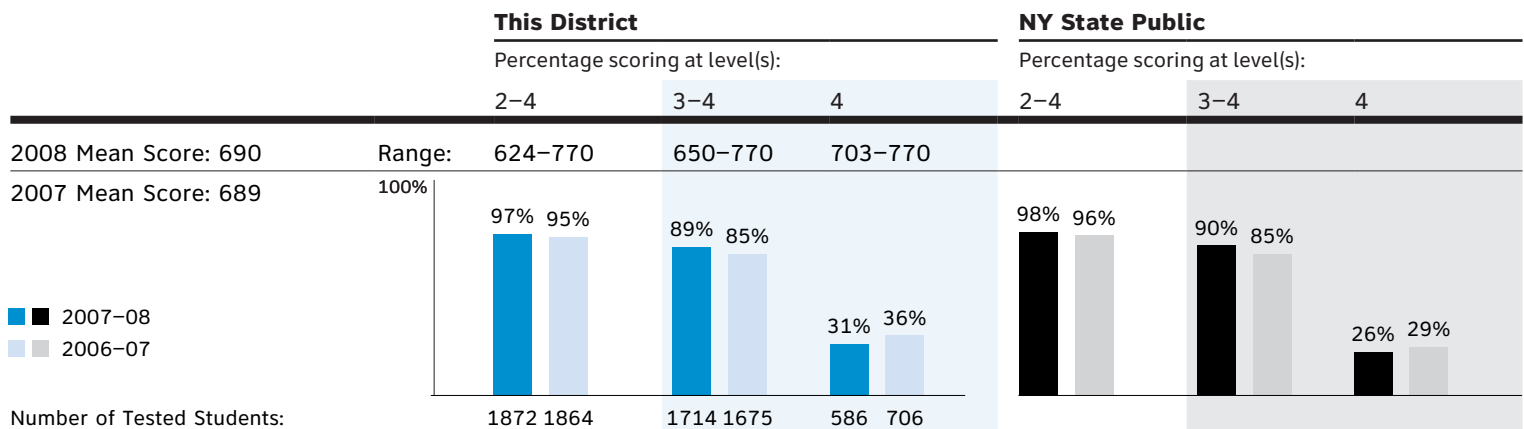
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	25	21	18	15	31	30	26	17
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	27	N/A	N/A	N/A	44	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>1921</b>	<b>97%</b>	<b>89%</b>	<b>31%</b>	<b>1961</b>	<b>95%</b>	<b>85%</b>	<b>36%</b>
Female	908	98%	91%	32%	1008	96%	86%	38%
Male	1013	97%	88%	29%	953	94%	84%	34%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	242	—	—	—	313	91%	72%	12%
Hispanic or Latino	506	97%	85%	17%	459	93%	80%	22%
Asian or Native Hawaiian/Other Pacific Islander	530	99%	94%	42%	488	98%	95%	57%
White	639	97%	92%	39%	696	96%	89%	41%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	246	95%	80%	11%	5	100%	80%	40%
General-Education Students	1544	99%	94%	36%	1640	98%	92%	41%
Students with Disabilities	377	89%	69%	9%	321	81%	54%	8%
English Proficient	1482	97%	92%	35%	1534	96%	88%	39%
Limited English Proficient	439	97%	81%	15%	427	93%	76%	24%
Economically Disadvantaged	1890	97%	89%	30%	1931	95%	85%	36%
Not Disadvantaged	31	100%	100%	42%	30	93%	80%	23%
Migrant								
Not Migrant	1921	97%	89%	31%	1961	95%	85%	36%

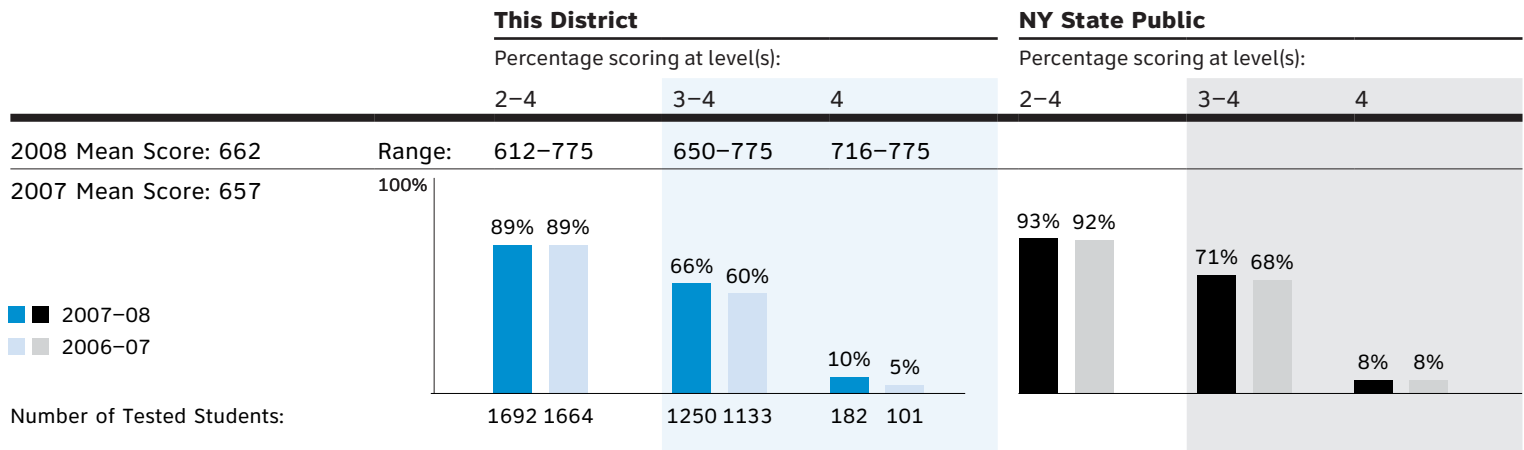
### NOTES

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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	25	24	21	15	31	31	31	24

## 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>1905</b>	<b>89%</b>	<b>66%</b>	<b>10%</b>	<b>1876</b>	<b>89%</b>	<b>60%</b>	<b>5%</b>
Female	968	91%	70%	12%	930	90%	63%	6%
Male	937	86%	62%	7%	946	87%	58%	5%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	293	79%	43%	2%	254	—	—	—
Hispanic or Latino	444	84%	52%	4%	431	79%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander	492	93%	78%	12%	535	95%	75%	8%
White	670	93%	75%	14%	652	93%	72%	9%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	6	67%	67%	17%	258	82%	36%	0%
General-Education Students	1526	96%	76%	12%	1587	94%	68%	6%
Students with Disabilities	379	62%	25%	2%	289	57%	18%	1%
English Proficient	1576	91%	72%	11%	1524	93%	68%	7%
Limited English Proficient	329	76%	34%	2%	352	71%	26%	0%
Economically Disadvantaged	1874	89%	66%	10%	1847	89%	61%	5%
Not Disadvantaged	31	74%	52%	6%	29	72%	38%	7%
Migrant								
Not Migrant	1905	89%	66%	10%	1876	89%	60%	5%

### NOTES

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

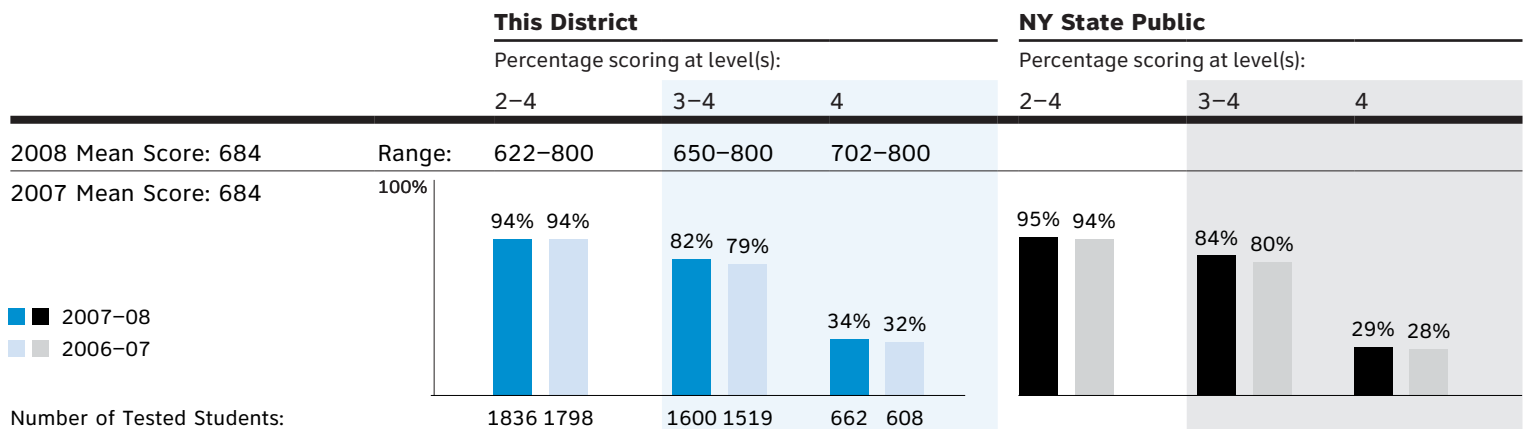
## Other Assessments

	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	29	23	20	28	28	25	20
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	29	N/A	N/A	N/A	41	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>1949</b>	<b>94%</b>	<b>82%</b>	<b>34%</b>	<b>1919</b>	<b>94%</b>	<b>79%</b>	<b>32%</b>
Female	990	95%	83%	36%	947	94%	77%	30%
Male	959	93%	82%	32%	972	94%	81%	33%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	292	88%	62%	11%	250	—	—	—
Hispanic or Latino	455	91%	74%	20%	437	89%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	507	98%	93%	53%	557	97%	90%	50%
White	689	96%	89%	39%	671	97%	86%	36%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	6	67%	67%	50%	254	87%	60%	10%
General-Education Students	1568	98%	90%	40%	1629	97%	86%	36%
Students with Disabilities	381	80%	49%	8%	290	73%	42%	5%
English Proficient	1578	96%	85%	39%	1515	96%	84%	38%
Limited English Proficient	371	86%	68%	11%	404	87%	62%	9%
Economically Disadvantaged	1918	94%	82%	34%	1890	94%	79%	32%
Not Disadvantaged	31	84%	58%	35%	29	83%	66%	24%
Migrant								
Not Migrant	1949	94%	82%	34%	1919	94%	79%	32%

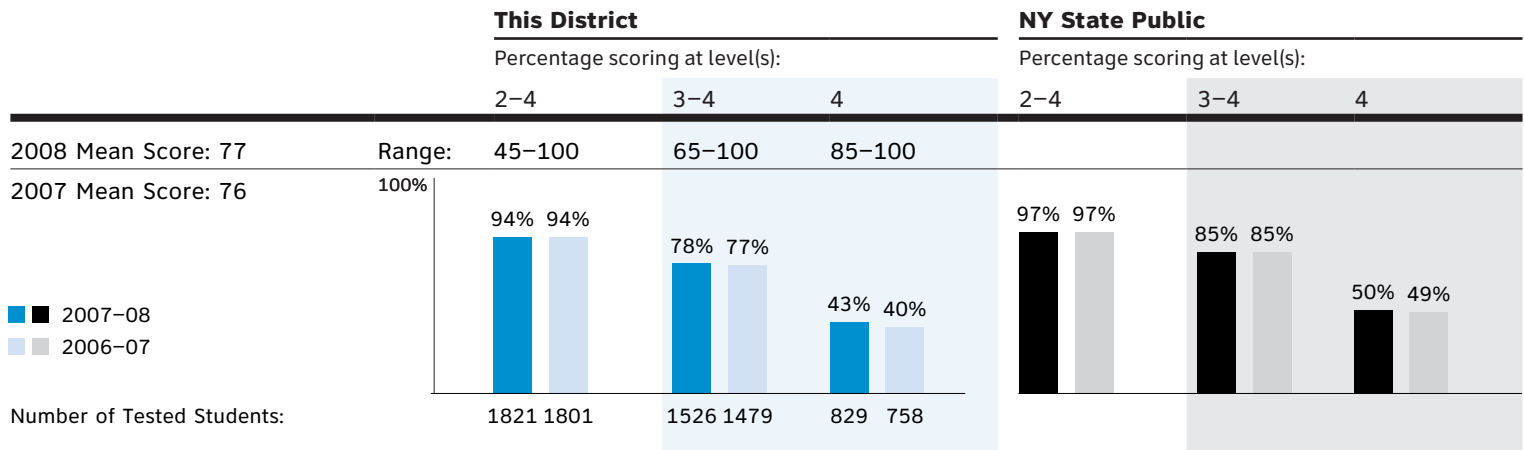
#### NOTES

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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	32	31	27	18	28	28	25	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>1944</b>	<b>94%</b>	<b>78%</b>	<b>43%</b>	<b>1916</b>	<b>94%</b>	<b>77%</b>	<b>40%</b>
Female	989	94%	79%	42%	947	95%	76%	39%
Male	955	93%	78%	43%	969	93%	78%	40%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	292	91%	66%	21%	249	—	—	—
Hispanic or Latino	454	93%	70%	27%	439	90%	64%	23%
Asian or Native Hawaiian/Other Pacific Islander	508	94%	86%	56%	554	95%	86%	55%
White	684	95%	84%	52%	670	96%	83%	44%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	6	67%	67%	67%	253	93%	62%	23%
General-Education Students	1565	96%	85%	49%	1629	96%	83%	44%
Students with Disabilities	379	82%	51%	16%	287	83%	47%	12%
English Proficient	1573	97%	84%	49%	1515	97%	85%	47%
Limited English Proficient	371	81%	54%	15%	401	81%	49%	11%
Economically Disadvantaged	1913	94%	79%	43%	1888	94%	77%	40%
Not Disadvantaged	31	90%	61%	42%	28	96%	82%	36%
Migrant								
Not Migrant	1944	94%	78%	43%	1916	94%	77%	40%

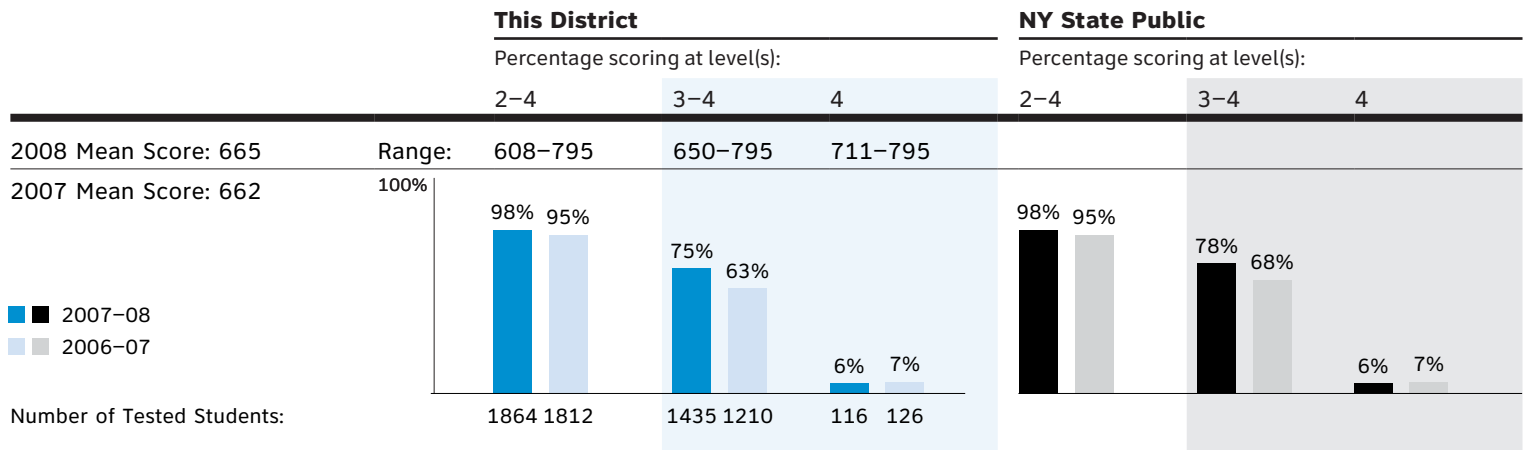
### NOTES

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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	22	28	28	28	21

## 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>1909</b>	<b>98%</b>	<b>75%</b>	<b>6%</b>	<b>1913</b>	<b>95%</b>	<b>63%</b>	<b>7%</b>
Female	943	98%	77%	7%	935	96%	64%	7%
Male	966	98%	73%	6%	978	94%	62%	6%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	253	-	-	-	265	-	-	-
Hispanic or Latino	436	96%	62%	2%	444	91%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	565	98%	80%	8%	513	97%	75%	8%
White	651	98%	84%	9%	689	96%	73%	11%
Multiracial	2	-	-	-				
Small Group Totals	257	97%	63%	1%	267	91%	44%	1%
General-Education Students	1563	99%	83%	7%	1636	98%	70%	8%
Students with Disabilities	346	90%	39%	1%	277	77%	24%	0%
English Proficient	1616	99%	82%	7%	1697	97%	68%	7%
Limited English Proficient	293	91%	35%	0%	216	79%	24%	1%
Economically Disadvantaged	1876	98%	75%	6%	1884	95%	63%	7%
Not Disadvantaged	33	94%	73%	3%	29	100%	79%	10%
Migrant								
Not Migrant	1909	98%	75%	6%	1913	95%	63%	7%

#### NOTES

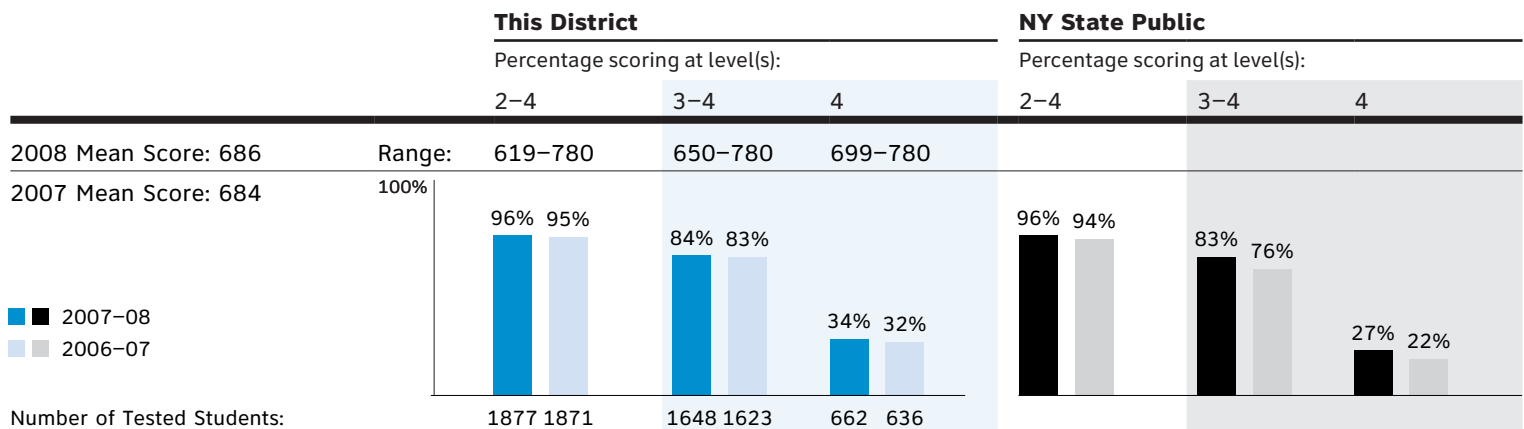
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	26	25	23	21	40	39	37	27
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	33	N/A	N/A	N/A	45	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>1954</b>	<b>96%</b>	<b>84%</b>	<b>34%</b>	<b>1965</b>	<b>95%</b>	<b>83%</b>	<b>32%</b>
Female	956	96%	85%	33%	961	96%	84%	31%
Male	998	96%	84%	35%	1004	94%	82%	34%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	255	—	—	—	268	—	—	—
Hispanic or Latino	441	94%	74%	13%	450	93%	69%	14%
Asian or Native Hawaiian/Other Pacific Islander	585	97%	92%	52%	531	98%	94%	56%
White	669	98%	90%	41%	714	96%	88%	35%
Multiracial	2	—	—	—				
Small Group Totals	259	91%	69%	10%	270	91%	70%	8%
General-Education Students	1606	98%	90%	40%	1686	98%	88%	37%
Students with Disabilities	348	87%	57%	5%	279	79%	49%	5%
English Proficient	1614	98%	89%	39%	1696	97%	86%	36%
Limited English Proficient	340	89%	64%	12%	269	84%	61%	12%
Economically Disadvantaged	1920	96%	84%	34%	1936	95%	82%	32%
Not Disadvantaged	34	94%	79%	44%	29	97%	93%	48%
Migrant								
Not Migrant	1954	96%	84%	34%	1965	95%	83%	32%

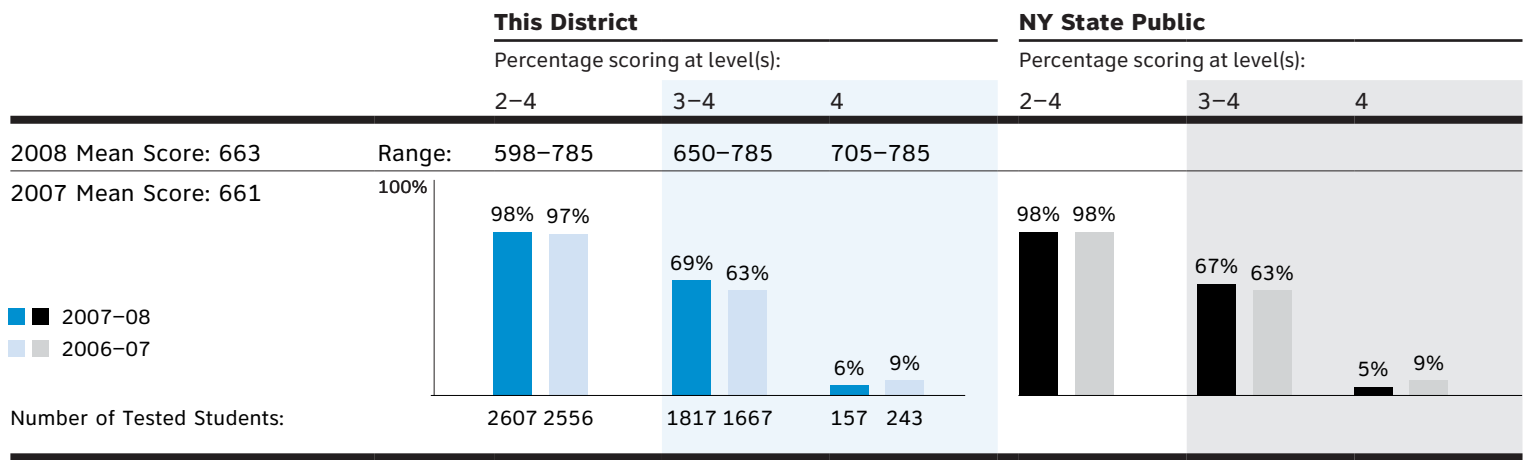
#### NOTES

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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	26	25	23	20	40	40	37	32

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



Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2649</b>	<b>98%</b>	<b>69%</b>	<b>6%</b>	<b>2640</b>	<b>97%</b>	<b>63%</b>	<b>9%</b>
Female	1323	99%	73%	7%	1337	98%	67%	11%
Male	1326	98%	65%	5%	1303	96%	60%	8%
American Indian or Alaska Native	2	—	—	—	7	—	—	—
Black or African American	379	—	—	—	451	95%	48%	5%
Hispanic or Latino	515	98%	49%	2%	480	96%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	736	98%	76%	9%	649	97%	71%	13%
White	1015	99%	77%	7%	1051	98%	73%	12%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	383	98%	57%	3%	9	100%	56%	11%
General-Education Students	2320	99%	76%	7%	2344	99%	70%	10%
Students with Disabilities	329	92%	19%	0%	296	81%	11%	0%
English Proficient	2413	99%	74%	7%	2440	98%	68%	10%
Limited English Proficient	236	91%	16%	0%	200	82%	10%	0%
Economically Disadvantaged	2168	98%	64%	4%	2202	96%	58%	6%
Not Disadvantaged	481	99%	91%	15%	438	100%	89%	24%
Migrant								
Not Migrant	2649	98%	69%	6%	2640	97%	63%	9%

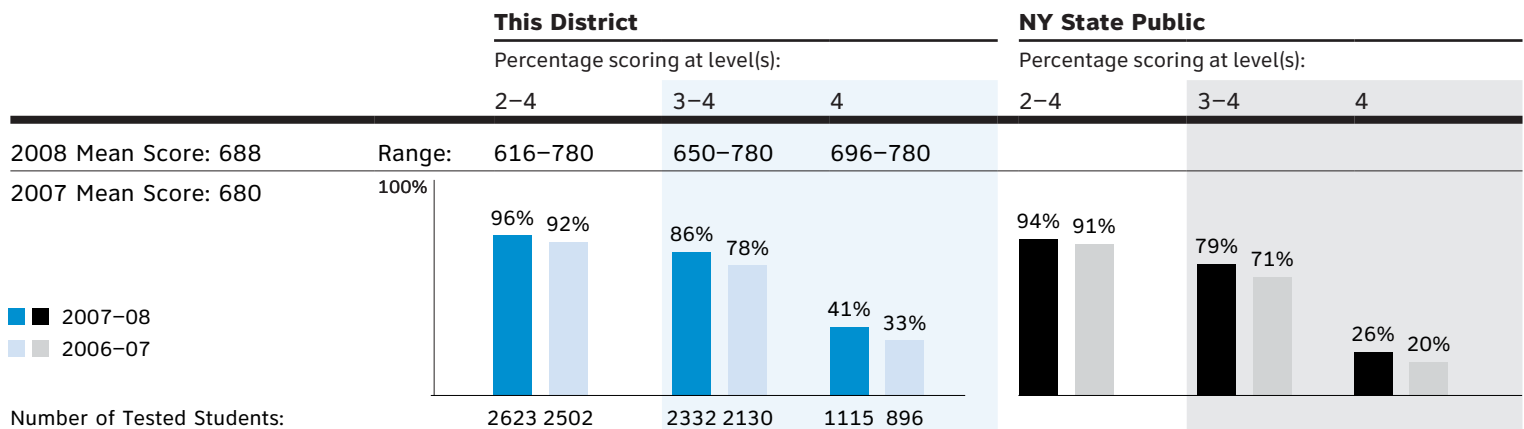
### NOTES

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Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	39	38	33	30	30	28	24	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	52	N/A	N/A	N/A	53	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>2723</b>	<b>96%</b>	<b>86%</b>	<b>41%</b>	<b>2717</b>	<b>92%</b>	<b>78%</b>	<b>33%</b>
Female	1355	97%	88%	41%	1366	94%	80%	34%
Male	1368	96%	83%	41%	1351	90%	77%	32%
American Indian or Alaska Native	3	—	—	—	7	—	—	—
Black or African American	378	93%	73%	20%	454	85%	62%	14%
Hispanic or Latino	519	93%	74%	17%	490	86%	64%	12%
Asian or Native Hawaiian/Other Pacific Islander	780	99%	95%	61%	677	96%	91%	49%
White	1041	97%	89%	46%	1087	95%	84%	40%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	5	100%	80%	40%	9	89%	67%	22%
General-Education Students	2394	99%	91%	46%	2415	96%	84%	37%
Students with Disabilities	329	80%	45%	4%	302	61%	31%	2%
English Proficient	2415	97%	88%	45%	2448	94%	82%	36%
Limited English Proficient	308	89%	66%	10%	269	72%	48%	5%
Economically Disadvantaged	2240	96%	84%	35%	2278	91%	75%	27%
Not Disadvantaged	483	99%	95%	69%	439	100%	96%	62%
Migrant								
Not Migrant	2723	96%	86%	41%	2717	92%	78%	33%

### NOTES

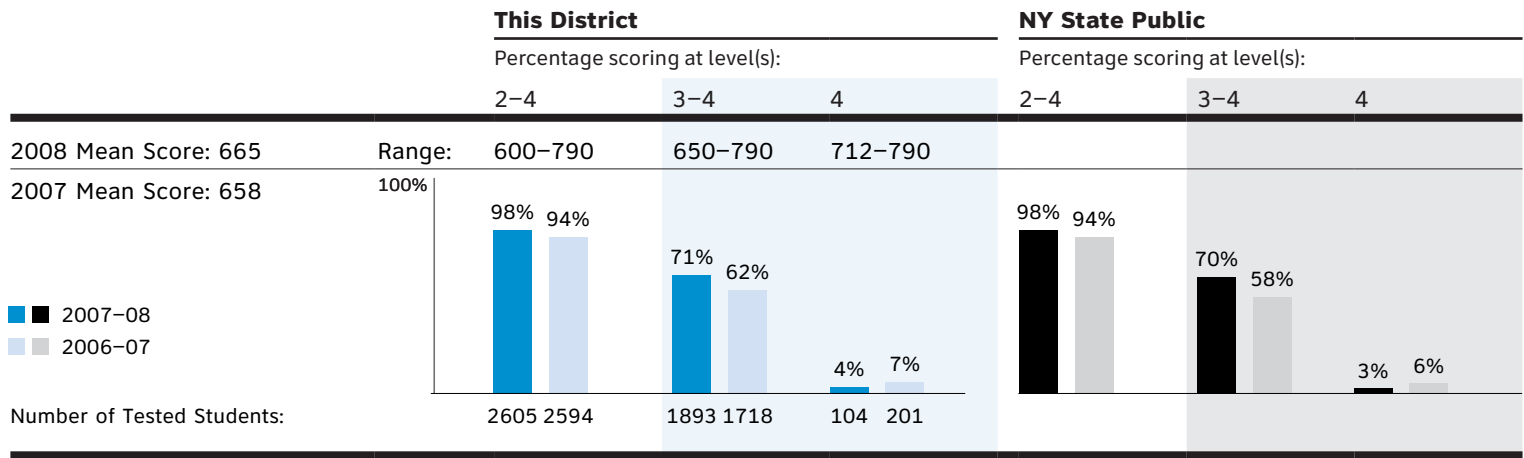
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## Other Assessments

	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	39	37	32	31	30	30	24	22



## 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>2651</b>	<b>98%</b>	<b>71%</b>	<b>4%</b>	<b>2756</b>	<b>94%</b>	<b>62%</b>	<b>7%</b>
Female	1339	99%	76%	5%	1365	96%	68%	9%
Male	1312	98%	67%	3%	1391	92%	57%	5%
American Indian or Alaska Native	4	—	—	—	7	86%	29%	0%
Black or African American	430	—	—	—	498	92%	51%	3%
Hispanic or Latino	490	98%	55%	0%	497	91%	45%	4%
Asian or Native Hawaiian/Other Pacific Islander	667	98%	77%	5%	649	95%	67%	8%
White	1060	99%	80%	6%	1105	96%	73%	11%
Multiracial								
Small Group Totals	434	97%	61%	1%				
General-Education Students	2312	99%	78%	4%	2482	97%	68%	8%
Students with Disabilities	339	92%	24%	0%	274	68%	15%	0%
English Proficient	2419	99%	77%	4%	2537	97%	67%	8%
Limited English Proficient	232	91%	15%	0%	219	65%	9%	0%
Economically Disadvantaged	2165	98%	67%	2%	2327	93%	58%	5%
Not Disadvantaged	486	99%	91%	12%	429	100%	88%	21%
Migrant								
Not Migrant	2651	98%	71%	4%	2756	94%	62%	7%

#### NOTES

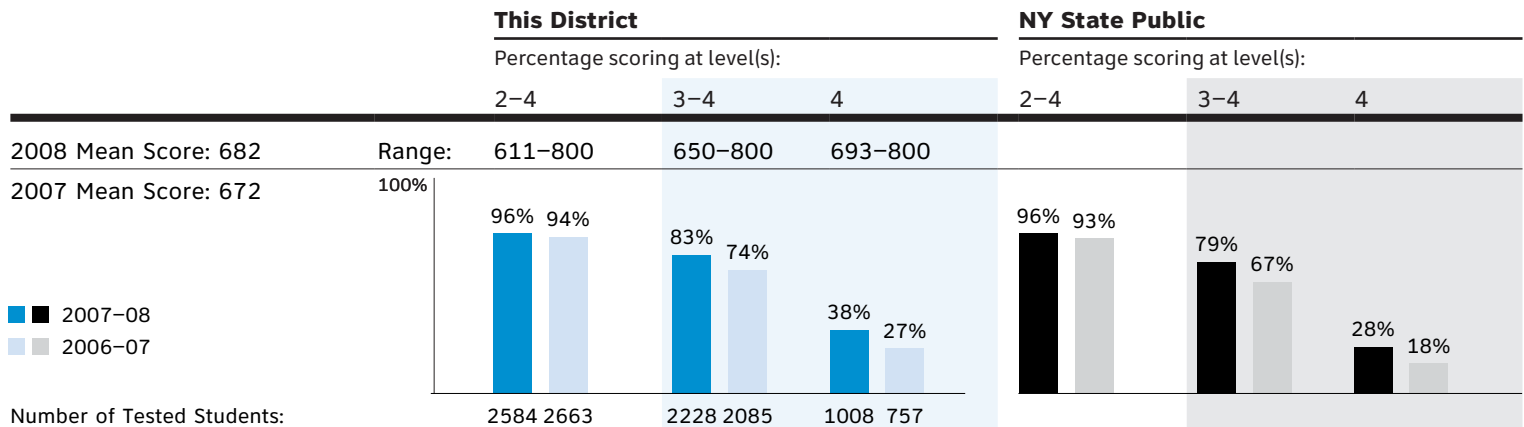
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	28	28	27	26	40	40	37	30
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	49	N/A	N/A	N/A	55	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>2684</b>	<b>96%</b>	<b>83%</b>	<b>38%</b>	<b>2823</b>	<b>94%</b>	<b>74%</b>	<b>27%</b>
Female	1347	98%	85%	39%	1398	96%	76%	27%
Male	1337	95%	81%	36%	1425	93%	72%	26%
American Indian or Alaska Native	4	—	—	—	7	57%	43%	14%
Black or African American	429	—	—	—	497	92%	60%	13%
Hispanic or Latino	493	95%	72%	14%	511	90%	56%	10%
Asian or Native Hawaiian/Other Pacific Islander	682	97%	92%	53%	677	97%	85%	42%
White	1076	98%	88%	45%	1131	96%	81%	32%
Multiracial								
Small Group Totals	433	91%	69%	20%				
General-Education Students	2349	99%	89%	43%	2548	97%	79%	30%
Students with Disabilities	335	79%	40%	3%	275	69%	24%	1%
English Proficient	2386	98%	87%	41%	2534	96%	78%	29%
Limited English Proficient	298	86%	52%	6%	289	80%	42%	6%
Economically Disadvantaged	2201	96%	80%	31%	2394	93%	70%	21%
Not Disadvantaged	483	99%	96%	66%	429	99%	96%	59%
Migrant								
Not Migrant	2684	96%	83%	38%	2823	94%	74%	27%

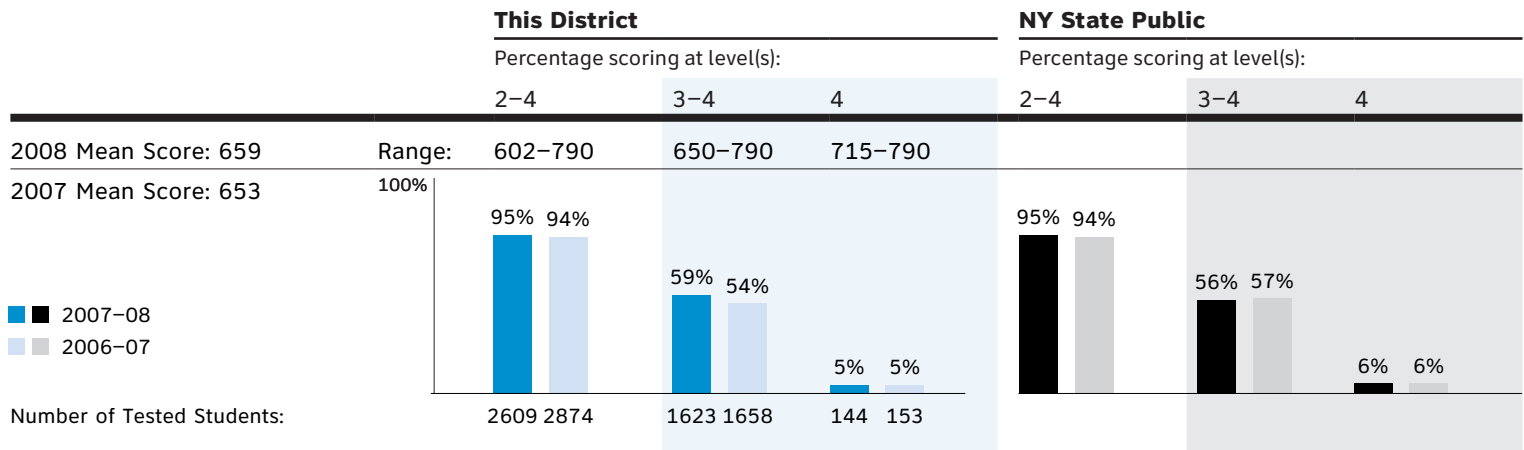
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	29	27	27	21	39	39	36	28

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2738</b>	<b>95%</b>	<b>59%</b>	<b>5%</b>	<b>3067</b>	<b>94%</b>	<b>54%</b>	<b>5%</b>
Female	1352	97%	66%	7%	1517	96%	60%	5%
Male	1386	94%	53%	3%	1550	92%	49%	5%
American Indian or Alaska Native	5	80%	40%	0%	7	100%	14%	0%
Black or African American	464	94%	48%	2%	586	94%	41%	2%
Hispanic or Latino	506	92%	39%	1%	576	87%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	660	96%	68%	6%	698	94%	64%	7%
White	1103	97%	68%	8%	1200	96%	66%	7%
Multiracial								
Small Group Totals								
General-Education Students	2440	98%	65%	6%	2782	96%	59%	5%
Students with Disabilities	298	76%	15%	0%	285	69%	8%	0%
English Proficient	2500	97%	64%	6%	2814	96%	59%	5%
Limited English Proficient	238	73%	10%	0%	253	65%	4%	0%
Economically Disadvantaged	2264	95%	54%	3%	2649	93%	48%	3%
Not Disadvantaged	474	99%	86%	15%	418	99%	90%	16%
Migrant								
Not Migrant	2738	95%	59%	5%	3067	94%	54%	5%

#### NOTES

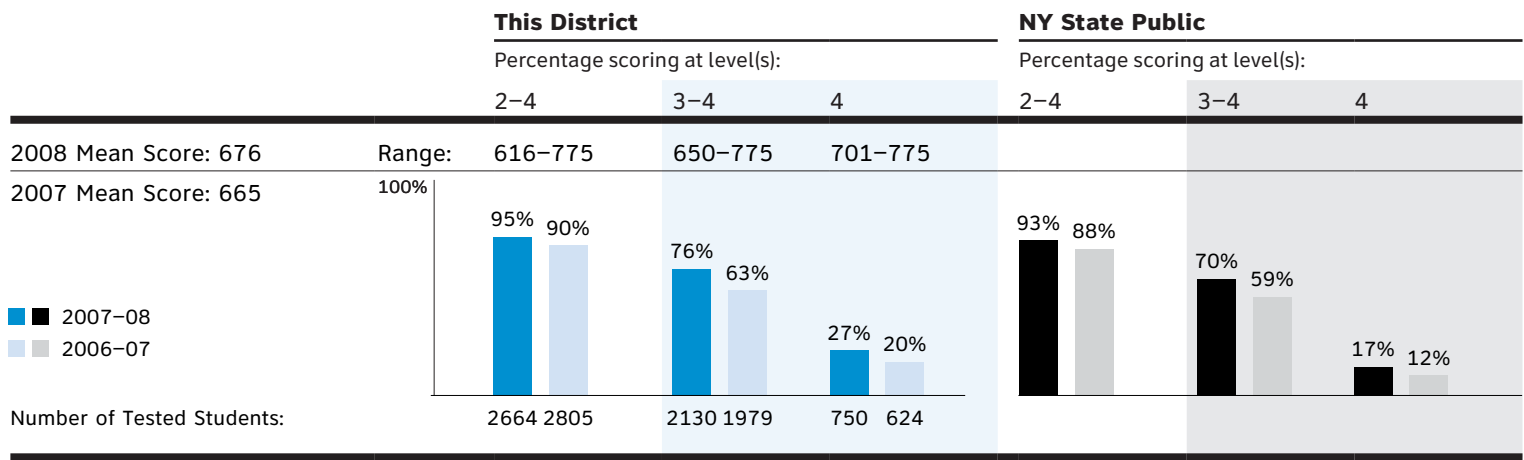
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	41	41	41	34	39	39	36	33
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	60	N/A	N/A	N/A	58	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



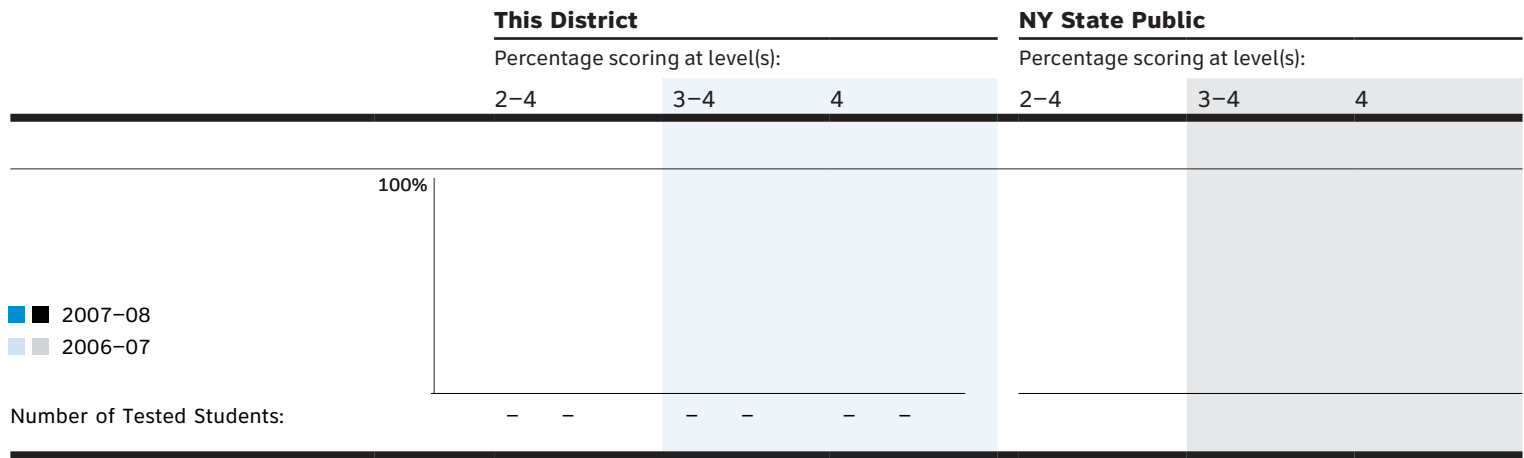
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2814</b>	<b>95%</b>	<b>76%</b>	<b>27%</b>	<b>3131</b>	<b>90%</b>	<b>63%</b>	<b>20%</b>
Female	1387	96%	78%	29%	1553	90%	64%	21%
Male	1427	93%	73%	24%	1578	89%	63%	19%
American Indian or Alaska Native	6	50%	33%	17%	6	67%	0%	0%
Black or African American	465	89%	60%	10%	582	83%	46%	7%
Hispanic or Latino	511	89%	57%	8%	583	79%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	699	99%	89%	45%	727	95%	81%	38%
White	1133	97%	82%	31%	1233	95%	73%	23%
Multiracial								
Small Group Totals								
General-Education Students	2516	98%	81%	30%	2846	93%	68%	22%
Students with Disabilities	298	70%	31%	2%	285	54%	14%	0%
English Proficient	2501	96%	78%	29%	2807	91%	66%	22%
Limited English Proficient	313	88%	55%	7%	324	77%	41%	4%
Economically Disadvantaged	2340	94%	72%	21%	2711	88%	59%	16%
Not Disadvantaged	474	99%	95%	54%	420	99%	93%	47%
Migrant								
Not Migrant	2814	95%	76%	27%	3131	90%	63%	20%

### 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	41	39	35	30	39	38	36	31

## This District's Results in Grade 8 Science



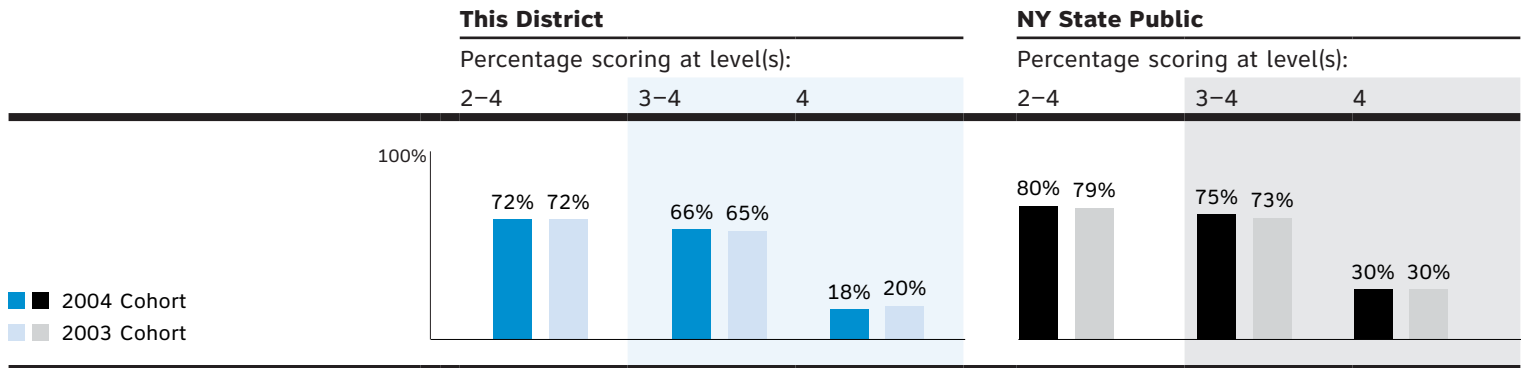
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2793</b>	<b>94%</b>	<b>69%</b>	<b>23%</b>	<b>3101</b>	<b>90%</b>	<b>61%</b>	<b>23%</b>
Female	1381	95%	68%	23%	1536	91%	59%	21%
Male	1412	93%	69%	24%	1565	89%	63%	25%
American Indian or Alaska Native	6	67%	50%	17%	7	86%	29%	0%
Black or African American	455	89%	54%	10%	572	84%	46%	10%
Hispanic or Latino	500	92%	49%	8%	577	84%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	698	97%	79%	34%	718	92%	73%	36%
White	1134	95%	77%	29%	1227	95%	71%	30%
Multiracial								
Small Group Totals								
General-Education Students	2507	96%	73%	26%	2813	93%	65%	25%
Students with Disabilities	286	78%	27%	3%	288	63%	19%	1%
English Proficient	2485	96%	74%	26%	2788	92%	65%	25%
Limited English Proficient	308	80%	28%	2%	313	70%	24%	1%
Economically Disadvantaged	2318	93%	64%	17%	2681	89%	56%	18%
Not Disadvantaged	475	99%	93%	55%	420	99%	91%	55%
Migrant								
Not Migrant	2793	94%	69%	23%	3101	90%	61%	23%

## 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	40	37	34	31	39	39	36	29
Regents Science	2	-	-	-	2	-	-	-

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



### Results by Student Group

Results by Student Group	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	3114	72%	66%	18%	3180	72%	65%	20%
Female	1520	78%	73%	24%	1621	78%	72%	27%
Male	1594	66%	60%	13%	1559	66%	58%	13%
American Indian or Alaska Native	10	60%	40%	0%	9	–	–	–
Black or African American	1083	69%	62%	13%	1112	69%	61%	13%
Hispanic or Latino	581	58%	52%	9%	560	60%	51%	15%
Asian or Native Hawaiian/Other Pacific Islander	642	86%	80%	25%	645	82%	74%	19%
White	793	76%	72%	28%	852	78%	73%	32%
Multiracial	5	60%	40%	0%	2	–	–	–
Small Group Totals					11	73%	73%	45%
General-Education Students	2680	80%	74%	21%	2868	77%	70%	22%
Students with Disabilities	434	26%	18%	1%	312	24%	17%	2%
English Proficient	2808	74%	70%	20%	2985	73%	68%	21%
Limited English Proficient	306	52%	35%	4%	195	53%	29%	1%
Economically Disadvantaged	1649	67%	61%	15%	2617	71%	63%	17%
Not Disadvantaged	1465	78%	73%	22%	563	76%	74%	35%
Migrant								
Not Migrant	3114	72%	66%	18%				

#### NOTES

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### Other Assessments

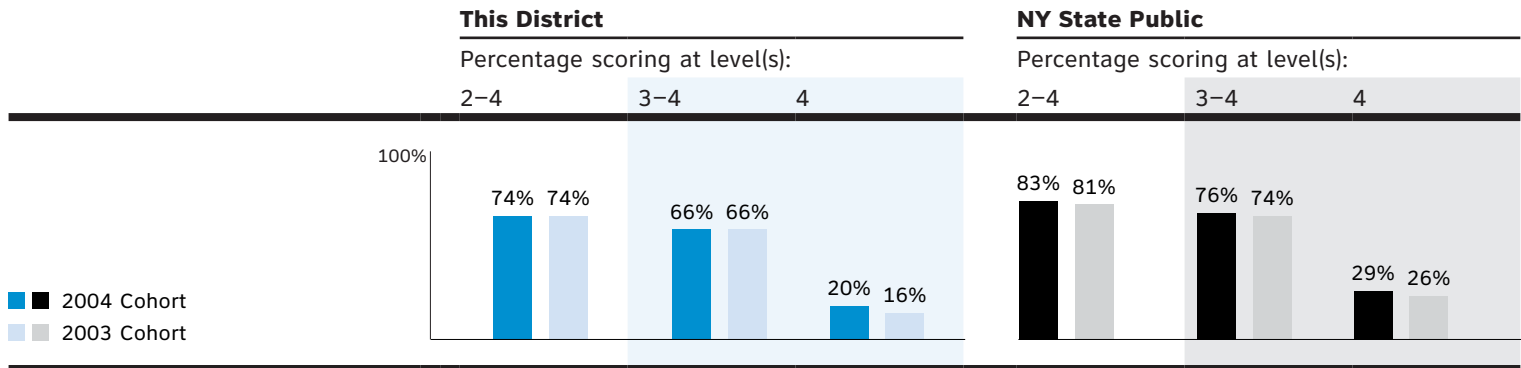
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

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

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

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



## Results by Student Group

Results by Student Group	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	3114	74%	66%	20%	3180	74%	66%	16%
Female	1520	79%	72%	21%	1621	79%	71%	17%
Male	1594	69%	61%	19%	1559	68%	61%	15%
American Indian or Alaska Native	10	80%	70%	0%	9	–	–	–
Black or African American	1083	67%	57%	9%	1112	68%	56%	6%
Hispanic or Latino	581	60%	50%	7%	560	60%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	642	90%	85%	43%	645	87%	85%	33%
White	793	80%	75%	24%	852	80%	75%	21%
Multiracial	5	60%	60%	0%	2	–	–	–
Small Group Totals					11	64%	64%	18%
General-Education Students	2680	81%	74%	22%	2868	79%	72%	17%
Students with Disabilities	434	29%	18%	1%	312	25%	17%	2%
English Proficient	2808	74%	67%	20%	2985	74%	66%	16%
Limited English Proficient	306	69%	56%	13%	195	73%	66%	15%
Economically Disadvantaged	1649	69%	61%	20%	2617	73%	65%	15%
Not Disadvantaged	1465	80%	72%	19%	563	77%	74%	18%
Migrant								
Not Migrant	3114	74%	66%	20%				

### NOTES

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## Other Assessments

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

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

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