



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #22**

District ID **33-22-00-01-0000**

Superintendent **MARIANNE FERRARA**

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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	798	920	1038
Kindergarten	2535	2460	2464
Grade 1	2671	2794	2691
Grade 2	2759	2604	2657
Grade 3	2592	2650	2540
Grade 4	2635	2535	2642
Grade 5	2710	2643	2487
Grade 6	2495	2330	2262
Ungraded Elementary	1437	1590	1698
Grade 7	2411	2451	2351
Grade 8	2590	2396	2372
Grade 9	4153	3843	3171
Grade 10	3604	3250	3438
Grade 11	2421	2434	2064
Grade 12	2341	2433	2540
Ungraded Secondary	1152	1011	1056
<b>Total K-12</b>	<b>38506</b>	<b>37424</b>	<b>36433</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	25	26	23
<b>Grade 8</b>			
English	29	28	29
Mathematics	28	28	27
Science	27	28	30
Social Studies	29	29	29
<b>Grade 10</b>			
English	30	32	31
Mathematics	31	30	29
Science	30	31	29
Social Studies	31	31	31

### Enrollment Information

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

### Average Class Size Information

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

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District ID 33-22-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	20141	52%	19431	52%	18619	51%
Reduced-Price Lunch	3443	9%	3399	9%	3373	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3506	9%	3374	9%	3400	9%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	141	0%	130	0%	114	0%
Black or African American	17957	47%	17361	46%	16681	46%
Hispanic or Latino	4801	12%	4777	13%	4749	13%
Asian or Native Hawaiian/Other Pacific Islander	5118	13%	5310	14%	5409	15%
White	10489	27%	9846	26%	9480	26%
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	1033	3%	1469	4%	1474	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>	2415	2520	2553
Percent with No Valid Teaching Certificate	3%	4%	2%
Percent Teaching Out of Certification	11%	8%	7%
Percent with Fewer Than Three Years of Experience	14%	12%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	43%	44%
<b>Total Number of Core Classes</b>	8186	5067	5435
Percent Not Taught by Highly Qualified Teachers	10%	9%	9%
<b>Total Number of Classes</b>	6557	6539	6616
Percent Taught by Teachers Without Appropriate Certification	14%	10%	8%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	16%	
Turnover Rate of All Teachers	15%	12%	

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008–09)

**Good Standing**

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

### Title I Part A Funding

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

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native			—	—	—	—
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial			—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	SH					
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	10 of 10	10 of 10	1 of 1	6 of 8	6 of 8	1 of 1

#### AYP Status

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


#### Accountability Status Levels

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


































## Elementary/Middle-Level English Language Arts

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

**Accountability Measures** 10 of 10 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> (16745:16045)			99%		163	132	
<b>Ethnicity</b>							
American Indian or Alaska Native (54:52)			98%		148	120	
Black or African American (8343:8026)			99%		156	132	
Hispanic or Latino (2182:2099)			99%		154	131	
Asian or Native Hawaiian/Other Pacific Islander (2202:2066)			98%		174	131	
White (3923:3762)			98%		180	131	
Multiracial (41:40)			100%		170	118	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3032:2816)			95%		119	131	113    127
Limited English Proficient <sup>5</sup> (2729:1772)			96%		134	130	
Economically Disadvantaged (13089:12554)			99%		160	132	
<b>Final AYP Determination</b>	 10 of 10						

#### 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** 10 of 10 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> (16795:16106)			99%		177	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (54:53)			100%		160	89	
Black or African American (8354:8015)			99%		169	101	
Hispanic or Latino (2188:2092)			99%		173	100	
Asian or Native Hawaiian/Other Pacific Islander (2225:2117)			100%		191	100	
White (3935:3791)			98%		190	100	
Multiracial (39:38)		—	—		174	86	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3043:2793)			95%		141	100	
Limited English Proficient <sup>5</sup> (1413:1951)			99%		166	100	
Economically Disadvantaged (13136:12617)			100%		175	101	
<b>Final AYP Determination</b>	 10 of 10						

#### 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> (5751:5425)		Qualified		98%		171	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (27:26)	–	–	–	–	–	–	–	–
Black or African American (2904:2741)		Qualified		98%		164	100	
Hispanic or Latino (741:695)		Qualified		97%		164	100	
Asian or Native Hawaiian/Other Pacific Islander (754:704)		Qualified		99%		184	100	
White (1319:1253)		Qualified		97%		182	100	
Multiracial (6:6)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (996:883)		Qualified		92%		138	100	
Limited English Proficient <sup>4</sup> (451:615)		Qualified		98%		150	100	
Economically Disadvantaged (4435:4194)		Qualified		98%		169	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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


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

#### AYP Status

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


























## Secondary-Level English Language Arts

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

**Accountability Measures** 6 of 8 Student groups making AYP in English language arts  
 Did not make AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09	
(12th Graders: 2004 Cohort) <sup>1</sup>								
<b>All Students</b> (2856:2926)			100%		173	163		
<b>Ethnicity</b>								
American Indian or Alaska Native (13:7)	—	—	—	—	—	—	—	
Black or African American (1216:1269)			100%		164	162		
Hispanic or Latino (317:319)			100%		164	159		
Asian or Native Hawaiian/Other Pacific Islander (478:469)			100%		187	160		
White (826:857)			99%		182	161		
Multiracial (6:5)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities (159:267)			98%		109	158	116    118	
Limited English Proficient <sup>4</sup> (178:230)			100%		135	158	137    142	
Economically Disadvantaged (600:682)			99%		163	161		
<b>Final AYP Determination</b>		6 of 8						

#### NOTES

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

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

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

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


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

#### AYP Status

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


























## Secondary-Level Mathematics

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

**Accountability Measures** 6 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	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (2856:2926)			100%		170	157	
<b>Ethnicity</b>							
American Indian or Alaska Native (13:7)	—	—	—	—	—	—	—
Black or African American (1216:1269)			100%		157	156	
Hispanic or Latino (317:319)			100%		158	153	
Asian or Native Hawaiian/Other Pacific Islander (478:469)			100%		190	154	
White (826:857)			100%		182	155	
Multiracial (6:5)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (159:267)			100%		102	152	121    112
Limited English Proficient <sup>4</sup> (178:230)			100%		147	152	151    152
Economically Disadvantaged (600:682)			100%		162	155	
<b>Final AYP Determination</b>	 6 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		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (3162)			69%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (8)		–	–	–		
Black or African American (1252)			65%	55%		
Hispanic or Latino (351)			56%	55%		
Asian or Native Hawaiian/Other Pacific Islander (489)			79%	55%		
White (1024)			74%	55%		
Multiracial (38)						
<b>Other Groups</b>			76%	55%		
Students with Disabilities (295)			37%	55%	21%	38%
Limited English Proficient <sup>3</sup> (320)			55%	55%		
Economically Disadvantaged (1119)			65%	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 #22**

District ID **33-22-00-01-0000**

## 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

18 schools identified 46% of total

IS 381  
JHS 278 MARINE PARK  
KINGSBOROUGH EARLY COLLEGE SCHOOL  
PS 119 THE AMERSFORT SCHOOL  
PS 134  
PS 193 GIL HODGES SCHOOL  
PS 194 RAOUL WALLENBERG SCHOOL  
PS 197  
PS 203 FLOYD BENNETT SCHOOL  
PS 206 JOSEPH F LAMB SCHOOL  
PS 254 DAG HAMMARSKJOLD SCHOOL  
PS 255 BARBARA REING SCHOOL  
PS 269 NOSTRAND SCHOOL  
PS 315  
PS 326  
PS 361  
PS 52 SHEEPSHEAD BAY SCHOOL  
SCHOOL OF SCIENCE AND TECHNOLOGY

#### ▲ Improvement (Year 1)

4 schools identified 10% of total

PS 109  
PS 139 ALEXINE A FENTY SCHOOL  
PS 198  
PS 251 PAEDERGAT SCHOOL

#### ▲ Corrective Action

2 schools identified 5% of total

JHS 14 SHELL BANK SCHOOL  
JHS 234 ARTHUR W CUNNINGHAM

#### ▲ Planning for Restructuring

1 school identified 3% of total

PS 217 COL DAVID MARCUS SCHOOL

### New York State Status

#### ■ Good Standing

12 schools identified 31% of total

BROOKLYN COLLEGE ACADEMY  
IS 240 ANDRIES HUDDE  
JAMES MADISON HIGH SCHOOL  
LEON M GOLDSTEIN HIGH SCHOOL FOR THE SCIENCES  
MIDWOOD HIGH SCHOOL  
PS 195 MANHATTAN BEACH SCHOOL  
PS 207 ELIZABETH G LEARY SCHOOL  
PS 222 KATHERINE R SNYDER SCHOOL  
PS 236 MILL BASIN SCHOOL  
PS 245  
PS 277 GERRITSEN BEACH SCHOOL  
PS 312 BERGEN BEACH SCHOOL

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

1 school identified 3% of total

JHS 78 ROY H MANN

#### ■ Requiring Academic Progress (Year 6)

1 school identified 3% of total















SHEEPSHEAD BAY HIGH SCHOOL



District NEW YORK CITY GEOGRAPHIC DISTRICT #22

District ID 33-22-00-01-0000

## 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	68%			2747
Grade 4	70%			2886
Grade 5	78%			2747
Grade 6	61%			2539
Grade 7	66%			2545
Grade 8	55%			2622
<b>Mathematics</b>				
Grade 3	91%			2801
Grade 4	86%			2940
Grade 5	87%			2807
Grade 6	78%			2579
Grade 7	72%			2592
Grade 8	66%			2659
<b>Science</b>				
Grade 4	84%			2942
Grade 8	64%			2585

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	77%			3222
Mathematics	73%			3222

### 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).

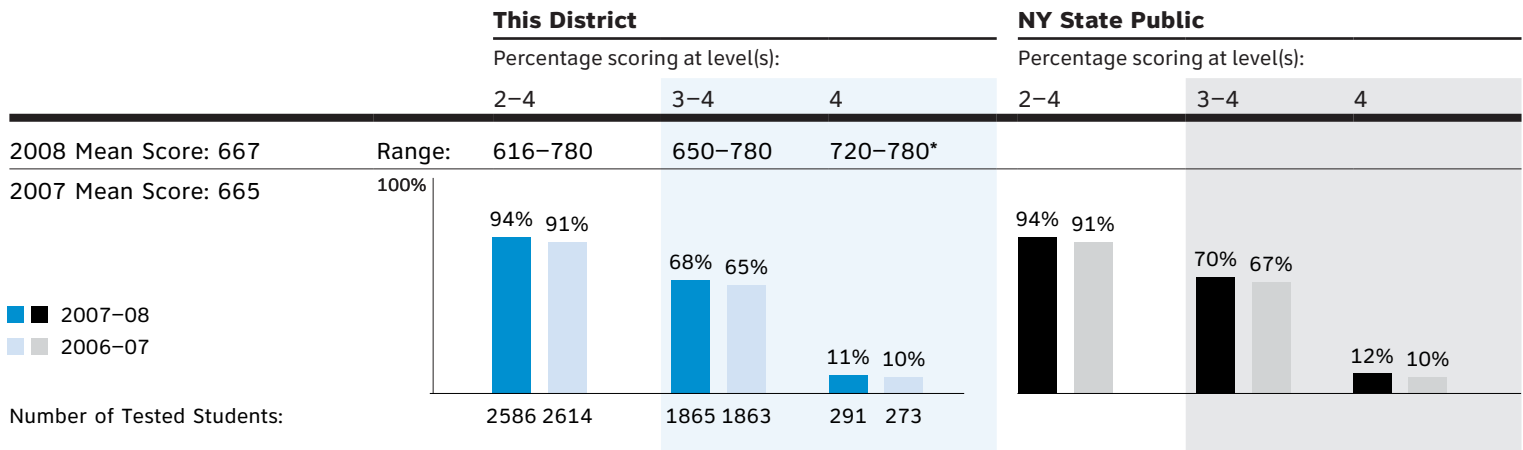
In this section, this district's performance is compared with that of public schools statewide.

### 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>2747</b>	<b>94%</b>	<b>68%</b>	<b>11%</b>	<b>2867</b>	<b>91%</b>	<b>65%</b>	<b>10%</b>
Female	1370	96%	72%	12%	1435	94%	68%	10%
Male	1377	93%	63%	9%	1432	88%	62%	9%
American Indian or Alaska Native	6	-	-	-	15	-	-	-
Black or African American	1323	93%	60%	5%	1407	89%	55%	5%
Hispanic or Latino	379	93%	63%	8%	423	89%	57%	5%
Asian or Native Hawaiian/Other Pacific Islander	372	94%	72%	14%	346	94%	77%	12%
White	664	98%	84%	21%	675	96%	85%	21%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	9	100%	78%	22%	16	100%	56%	13%
General-Education Students	2252	98%	76%	12%	2471	95%	71%	11%
Students with Disabilities	495	78%	33%	4%	396	68%	29%	2%
English Proficient	2471	96%	72%	12%	2572	93%	69%	11%
Limited English Proficient	276	80%	33%	1%	295	74%	29%	0%
Economically Disadvantaged	2245	93%	64%	8%	2371	90%	61%	7%
Not Disadvantaged	502	98%	86%	22%	496	95%	83%	24%
Migrant								
Not Migrant	2747	94%	68%	11%	2867	91%	65%	10%

#### 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.

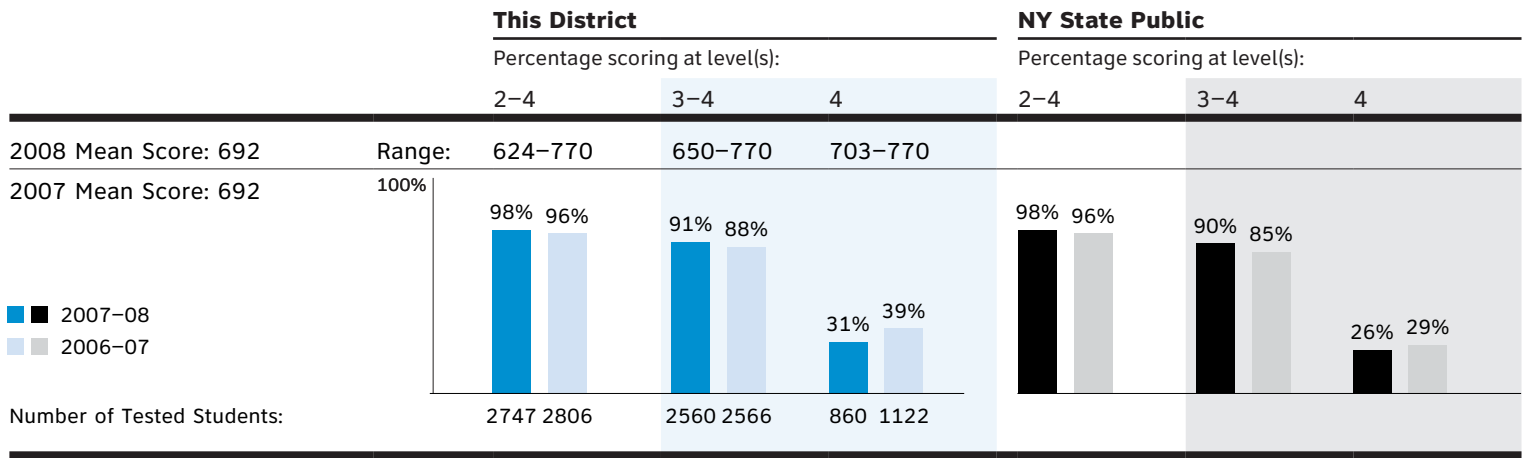
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	34	30	29	26	44	44	40	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	36	N/A	N/A	N/A	35	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>2801</b>	<b>98%</b>	<b>91%</b>	<b>31%</b>	<b>2908</b>	<b>96%</b>	<b>88%</b>	<b>39%</b>
Female	1400	98%	92%	32%	1454	97%	88%	40%
Male	1401	98%	91%	30%	1454	96%	88%	37%
American Indian or Alaska Native	6	-	-	-	15	-	-	-
Black or African American	1327	97%	87%	17%	1414	96%	85%	26%
Hispanic or Latino	385	98%	94%	25%	435	96%	86%	31%
Asian or Native Hawaiian/Other Pacific Islander	402	99%	94%	49%	359	98%	93%	57%
White	679	99%	97%	49%	684	98%	95%	60%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	8	100%	100%	38%	16	100%	94%	44%
General-Education Students	2308	99%	95%	34%	2510	98%	92%	43%
Students with Disabilities	493	93%	76%	13%	398	88%	66%	13%
English Proficient	2467	99%	93%	33%	2575	98%	91%	41%
Limited English Proficient	334	95%	82%	16%	333	87%	68%	18%
Economically Disadvantaged	2295	98%	90%	27%	2411	96%	87%	35%
Not Disadvantaged	506	99%	96%	48%	497	99%	96%	58%
Migrant								
Not Migrant	2801	98%	91%	31%	2908	96%	88%	39%

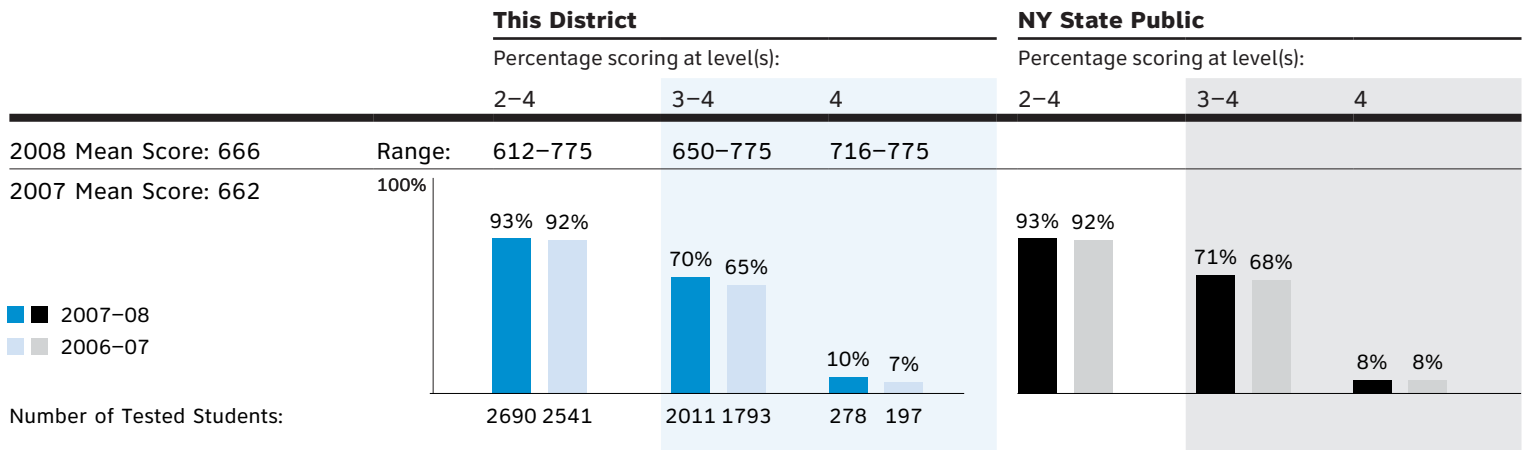
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	33	32	31	20	45	45	42	38

## 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>2886</b>	<b>93%</b>	<b>70%</b>	<b>10%</b>	<b>2772</b>	<b>92%</b>	<b>65%</b>	<b>7%</b>
Female	1450	94%	74%	11%	1375	94%	69%	9%
Male	1436	92%	65%	8%	1397	90%	61%	6%
American Indian or Alaska Native	11	-	-	-	10	-	-	-
Black or African American	1407	91%	62%	4%	1352	89%	56%	3%
Hispanic or Latino	430	92%	60%	6%	367	89%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	366	95%	80%	16%	382	94%	74%	13%
White	669	97%	88%	20%	660	97%	84%	15%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	14	100%	64%	0%	11	100%	64%	9%
General-Education Students	2400	97%	77%	11%	2334	96%	71%	8%
Students with Disabilities	486	74%	32%	1%	438	68%	30%	1%
English Proficient	2645	95%	74%	10%	2542	94%	69%	8%
Limited English Proficient	241	78%	26%	0%	230	67%	20%	0%
Economically Disadvantaged	2375	93%	66%	7%	2324	91%	61%	5%
Not Disadvantaged	511	96%	86%	20%	448	97%	84%	17%
Migrant								
Not Migrant	2886	93%	70%	10%	2772	92%	65%	7%

#### NOTES

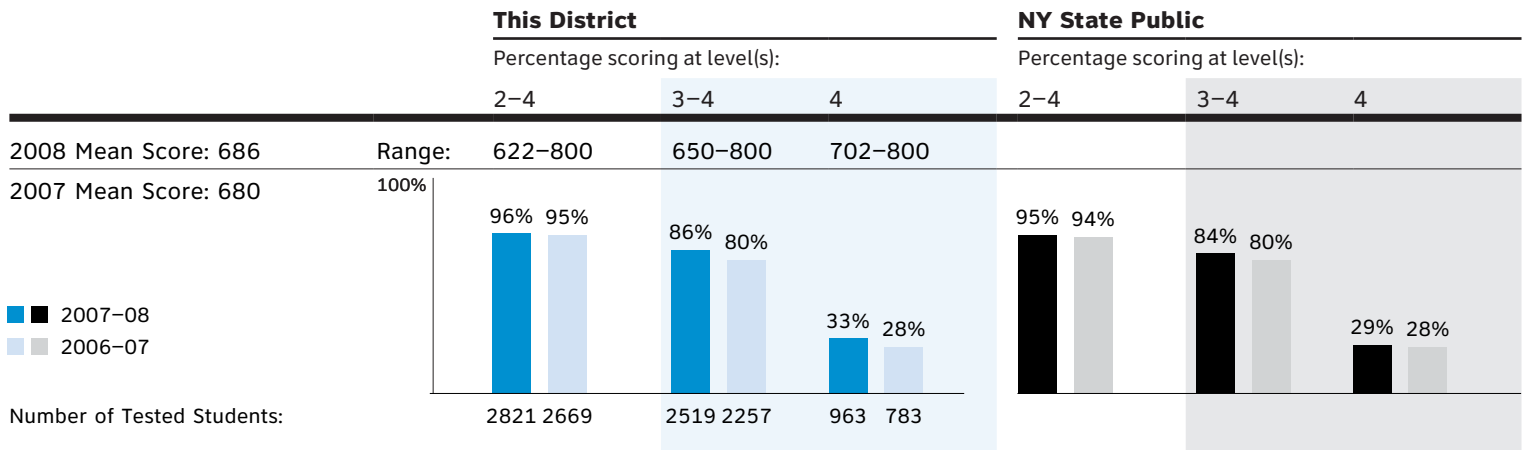
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### Other Assessments

	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 4 Equivalent	47	40	40	31	36	35	34	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	29	N/A	N/A	N/A	31	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>2940</b>	<b>96%</b>	<b>86%</b>	<b>33%</b>	<b>2812</b>	<b>95%</b>	<b>80%</b>	<b>28%</b>
Female	1476	96%	86%	32%	1394	96%	80%	28%
Male	1464	96%	86%	34%	1418	94%	80%	28%
American Indian or Alaska Native	12	-	-	-	10	-	-	-
Black or African American	1429	94%	80%	18%	1362	93%	72%	16%
Hispanic or Latino	430	96%	83%	22%	373	91%	76%	19%
Asian or Native Hawaiian/Other Pacific Islander	386	98%	93%	56%	393	98%	91%	49%
White	680	99%	96%	57%	673	98%	93%	45%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	15	93%	80%	27%	11	100%	91%	36%
General-Education Students	2449	98%	90%	38%	2372	97%	85%	31%
Students with Disabilities	491	85%	62%	8%	440	83%	53%	10%
English Proficient	2649	97%	88%	35%	2539	97%	83%	30%
Limited English Proficient	291	88%	66%	8%	273	80%	54%	6%
Economically Disadvantaged	2428	96%	84%	28%	2359	94%	78%	24%
Not Disadvantaged	512	98%	94%	56%	453	98%	91%	48%
Migrant								
Not Migrant	2940	96%	86%	33%	2812	95%	80%	28%

#### NOTES

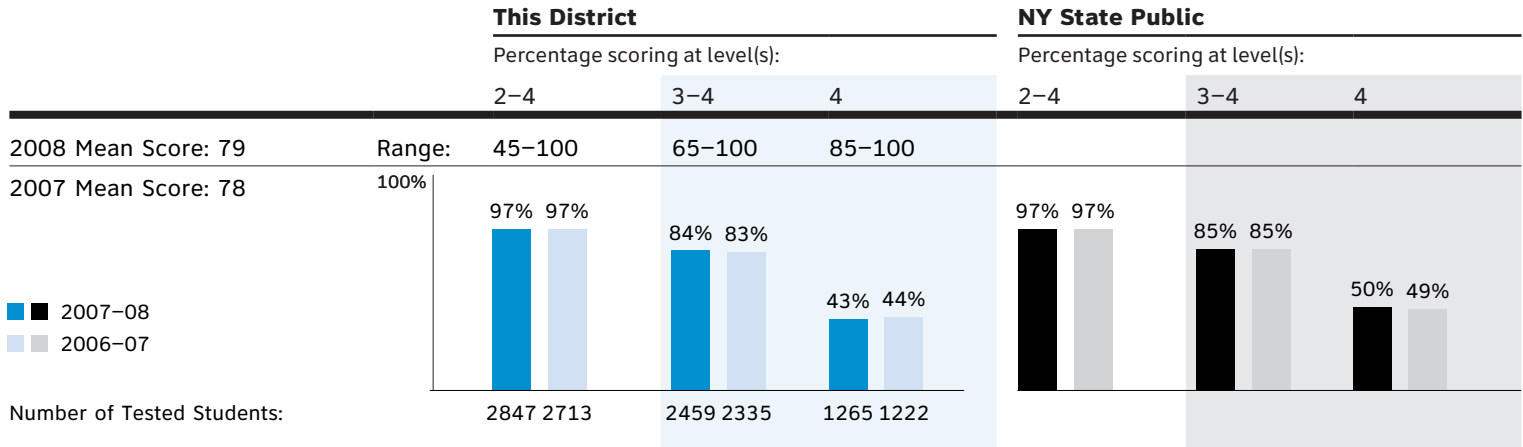
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### Other Assessments

	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	50	48	43	32	36	35	32	31



## 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>2942</b>	<b>97%</b>	<b>84%</b>	<b>43%</b>	<b>2799</b>	<b>97%</b>	<b>83%</b>	<b>44%</b>
Female	1483	96%	84%	43%	1390	97%	84%	44%
Male	1459	97%	84%	43%	1409	97%	83%	43%
American Indian or Alaska Native	11	-	-	-	10	-	-	-
Black or African American	1431	96%	78%	30%	1354	96%	78%	32%
Hispanic or Latino	429	95%	79%	36%	373	96%	78%	35%
Asian or Native Hawaiian/Other Pacific Islander	388	98%	92%	60%	394	98%	88%	59%
White	680	99%	93%	65%	667	99%	96%	63%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	14	93%	79%	50%	11	100%	82%	45%
General-Education Students	2457	98%	88%	48%	2367	98%	87%	47%
Students with Disabilities	485	91%	60%	17%	432	92%	63%	25%
English Proficient	2655	98%	86%	46%	2523	99%	87%	47%
Limited English Proficient	287	86%	57%	12%	276	82%	52%	10%
Economically Disadvantaged	2432	96%	82%	38%	2349	97%	81%	39%
Not Disadvantaged	510	98%	91%	68%	450	99%	94%	67%
Migrant								
Not Migrant	2942	97%	84%	43%	2799	97%	83%	44%

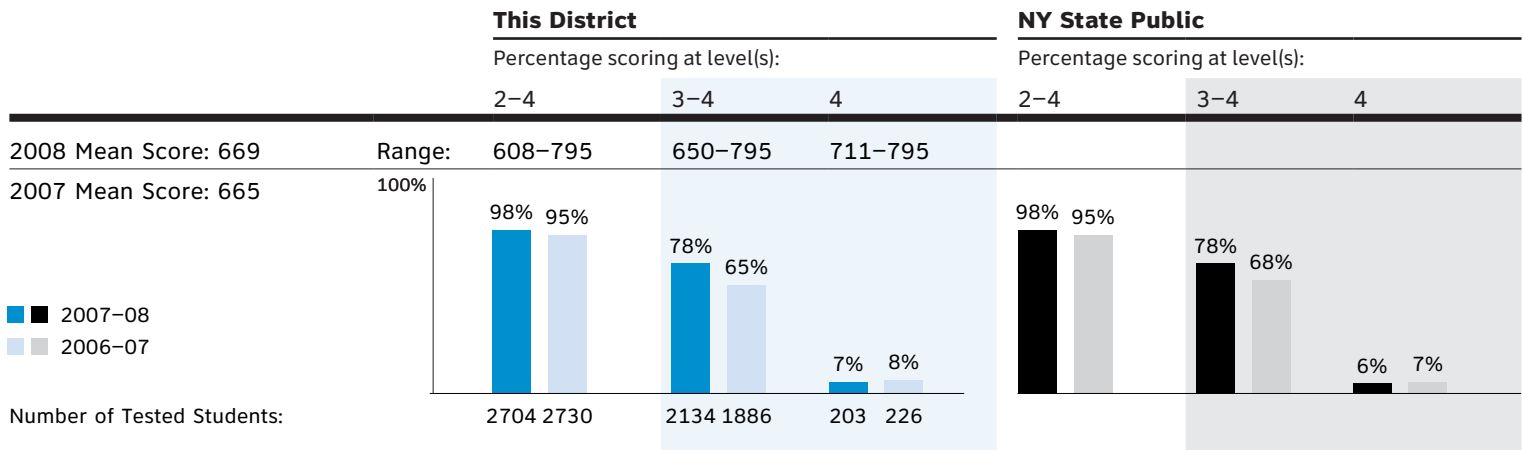
### NOTES

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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	48	45	45	39	36	34	30	29

## 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>2747</b>	<b>98%</b>	<b>78%</b>	<b>7%</b>	<b>2880</b>	<b>95%</b>	<b>65%</b>	<b>8%</b>
Female	1378	99%	80%	8%	1385	96%	69%	9%
Male	1369	98%	75%	7%	1495	94%	62%	7%
American Indian or Alaska Native	9	100%	67%	11%	2	-	-	-
Black or African American	1326	98%	73%	3%	1385	94%	57%	4%
Hispanic or Latino	367	97%	70%	5%	395	91%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	372	99%	81%	12%	377	-	-	-
White	663	99%	90%	14%	721	97%	84%	17%
Multiracial	10	100%	90%	10%				
<b>Small Group Totals</b>					<b>379</b>	<b>97%</b>	<b>76%</b>	<b>10%</b>
General-Education Students	2276	100%	84%	9%	2453	98%	72%	9%
Students with Disabilities	471	93%	47%	1%	427	76%	27%	1%
English Proficient	2561	99%	81%	8%	2713	96%	68%	8%
Limited English Proficient	186	90%	30%	0%	167	77%	17%	0%
Economically Disadvantaged	2291	98%	75%	5%	2361	94%	61%	5%
Not Disadvantaged	456	100%	91%	18%	519	97%	84%	20%
Migrant								
Not Migrant	2747	98%	78%	7%	2880	95%	65%	8%

#### NOTES

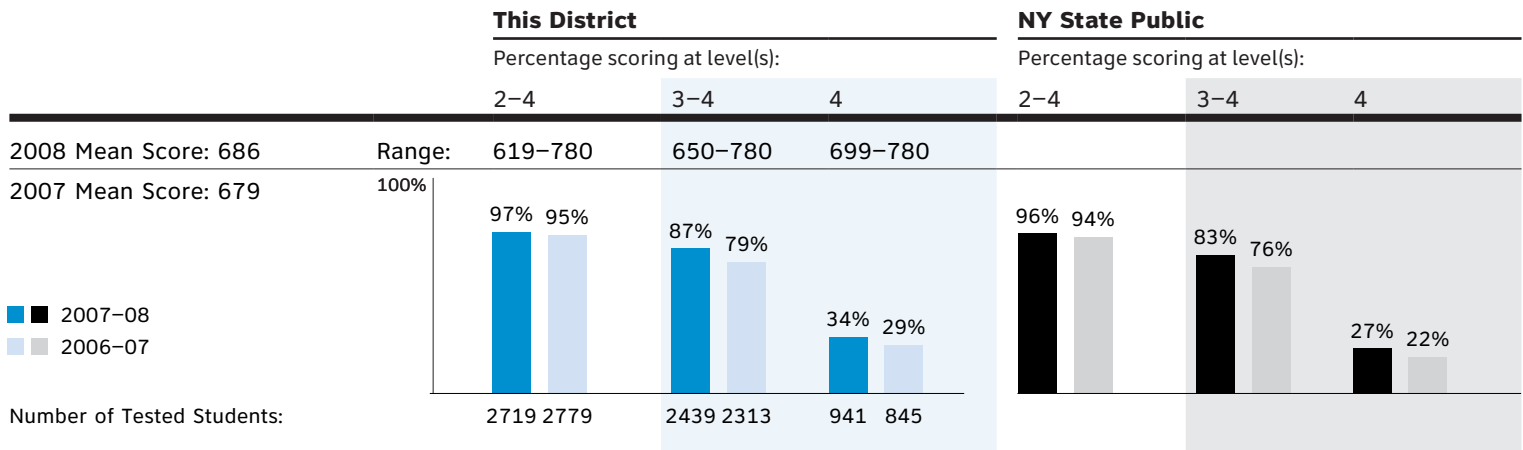
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	34	34	30	19	51	50	48	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	48	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 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>2807</b>	<b>97%</b>	<b>87%</b>	<b>34%</b>	<b>2934</b>	<b>95%</b>	<b>79%</b>	<b>29%</b>
Female	1409	97%	88%	34%	1411	95%	81%	30%
Male	1398	96%	86%	33%	1523	94%	77%	28%
American Indian or Alaska Native	9	100%	100%	44%	2	-	-	-
Black or African American	1352	95%	82%	21%	1405	93%	72%	16%
Hispanic or Latino	374	96%	82%	24%	403	93%	74%	20%
Asian or Native Hawaiian/Other Pacific Islander	390	99%	94%	53%	389	-	-	-
White	672	99%	96%	52%	734	97%	90%	47%
Multiracial	10	100%	90%	50%	1	-	-	-
<b>Small Group Totals</b>					<b>392</b>	<b>98%</b>	<b>89%</b>	<b>51%</b>
General-Education Students	2334	99%	91%	38%	2503	98%	85%	33%
Students with Disabilities	473	88%	65%	11%	431	75%	45%	6%
English Proficient	2559	98%	90%	36%	2718	96%	82%	31%
Limited English Proficient	248	87%	60%	8%	216	79%	41%	6%
Economically Disadvantaged	2345	97%	85%	29%	2419	94%	76%	24%
Not Disadvantaged	462	99%	95%	55%	515	98%	92%	50%
Migrant								
Not Migrant	2807	97%	87%	34%	2934	95%	79%	29%

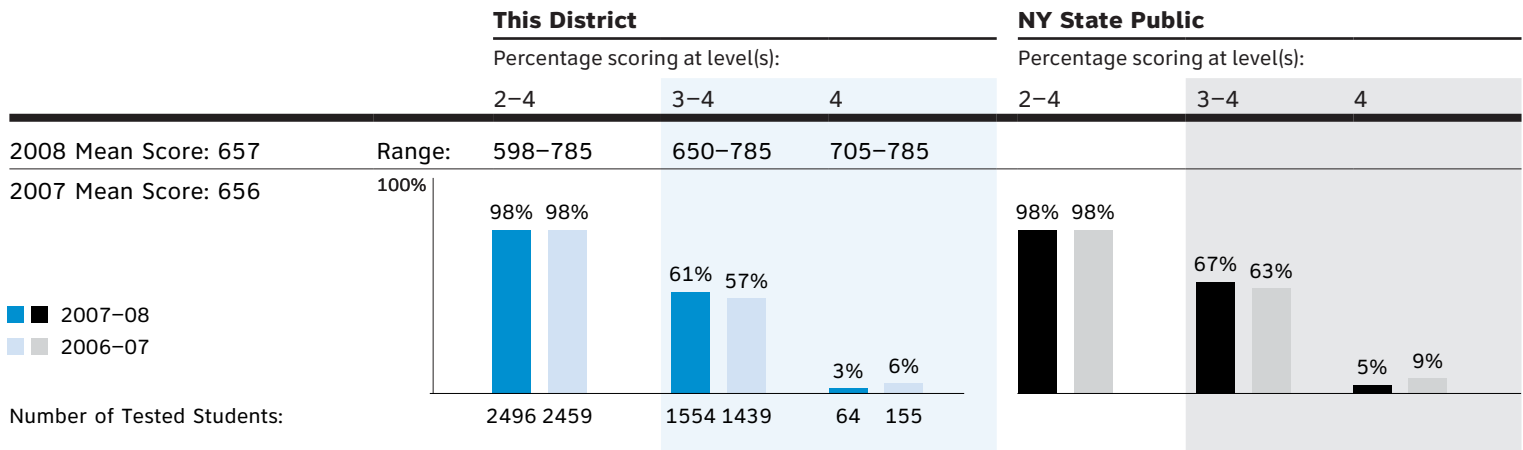
#### NOTES

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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	34	32	30	19	51	51	48	46

## 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>2539</b>	<b>98%</b>	<b>61%</b>	<b>3%</b>	<b>2518</b>	<b>98%</b>	<b>57%</b>	<b>6%</b>
Female	1225	99%	67%	4%	1262	98%	62%	8%
Male	1314	97%	56%	2%	1256	97%	52%	4%
American Indian or Alaska Native	4	-	-	-	9	100%	44%	0%
Black or African American	1270	98%	53%	1%	1346	97%	50%	4%
Hispanic or Latino	322	96%	51%	1%	313	98%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	325	99%	75%	3%	306	98%	70%	10%
White	609	99%	78%	6%	538	98%	72%	11%
Multiracial	9	-	-	-	6	100%	33%	0%
Small Group Totals	13	100%	38%	0%				
General-Education Students	2092	100%	69%	3%	2184	99%	64%	7%
Students with Disabilities	447	93%	23%	0%	334	88%	13%	1%
English Proficient	2399	99%	64%	3%	2383	98%	60%	7%
Limited English Proficient	140	84%	14%	0%	135	87%	13%	0%
Economically Disadvantaged	1929	98%	57%	2%	2051	97%	53%	5%
Not Disadvantaged	610	99%	74%	5%	467	99%	74%	12%
Migrant								
Not Migrant	2539	98%	61%	3%	2518	98%	57%	6%

#### NOTES

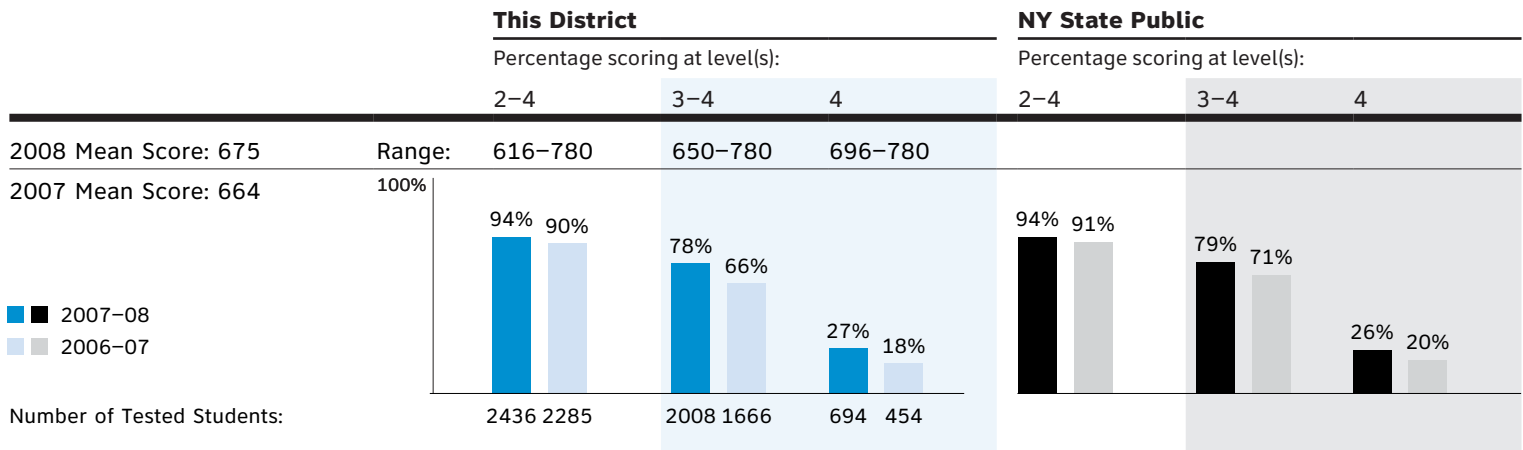
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	51	48	45	38	46	45	44	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	22	N/A	N/A	N/A	23	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>2579</b>	<b>94%</b>	<b>78%</b>	<b>27%</b>	<b>2528</b>	<b>90%</b>	<b>66%</b>	<b>18%</b>
Female	1246	95%	80%	28%	1273	91%	67%	19%
Male	1333	94%	76%	26%	1255	90%	64%	17%
American Indian or Alaska Native	4	-	-	-	8	63%	63%	13%
Black or African American	1288	93%	70%	15%	1338	87%	56%	9%
Hispanic or Latino	327	92%	74%	21%	320	89%	63%	13%
Asian or Native Hawaiian/Other Pacific Islander	334	99%	92%	54%	313	96%	86%	42%
White	617	98%	90%	41%	543	95%	80%	30%
Multiracial	9	-	-	-	6	100%	50%	0%
Small Group Totals	13	85%	54%	0%				
General-Education Students	2126	98%	86%	32%	2196	95%	73%	20%
Students with Disabilities	453	78%	40%	4%	332	61%	22%	3%
English Proficient	2406	96%	80%	28%	2369	92%	68%	19%
Limited English Proficient	173	79%	46%	8%	159	70%	36%	3%
Economically Disadvantaged	1961	94%	75%	24%	2061	89%	63%	16%
Not Disadvantaged	618	97%	88%	36%	467	96%	79%	28%
Migrant								
Not Migrant	2579	94%	78%	27%	2528	90%	66%	18%

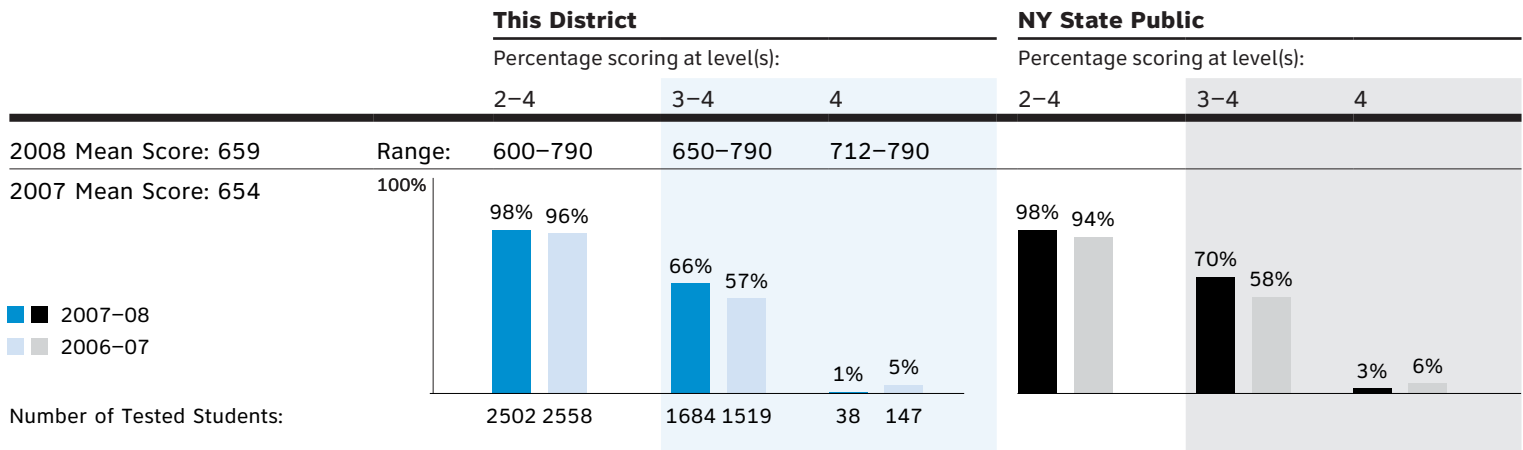
#### NOTES

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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 6 Equivalent	51	51	48	45	46	46	42	36

## 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>2545</b>	<b>98%</b>	<b>66%</b>	<b>1%</b>	<b>2676</b>	<b>96%</b>	<b>57%</b>	<b>5%</b>
Female	1270	99%	73%	2%	1308	97%	64%	7%
Male	1275	98%	60%	1%	1368	94%	49%	4%
American Indian or Alaska Native	7	86%	57%	0%	10	100%	20%	0%
Black or African American	1349	98%	60%	1%	1437	95%	49%	3%
Hispanic or Latino	321	97%	60%	1%	300	92%	53%	2%
Asian or Native Hawaiian/Other Pacific Islander	317	99%	79%	4%	335	98%	72%	10%
White	539	99%	78%	3%	587	97%	70%	11%
Multiracial	12	100%	75%	8%	7	100%	57%	0%
<b>Small Group Totals</b>								
General-Education Students	2169	99%	73%	2%	2352	98%	63%	6%
Students with Disabilities	376	93%	27%	0%	324	78%	14%	0%
English Proficient	2419	99%	69%	2%	2564	97%	59%	6%
Limited English Proficient	126	88%	19%	0%	112	67%	11%	0%
Economically Disadvantaged	1904	98%	63%	1%	2196	95%	54%	4%
Not Disadvantaged	641	99%	76%	2%	480	98%	70%	12%
Migrant								
Not Migrant	2545	98%	66%	1%	2676	96%	57%	5%

#### NOTES

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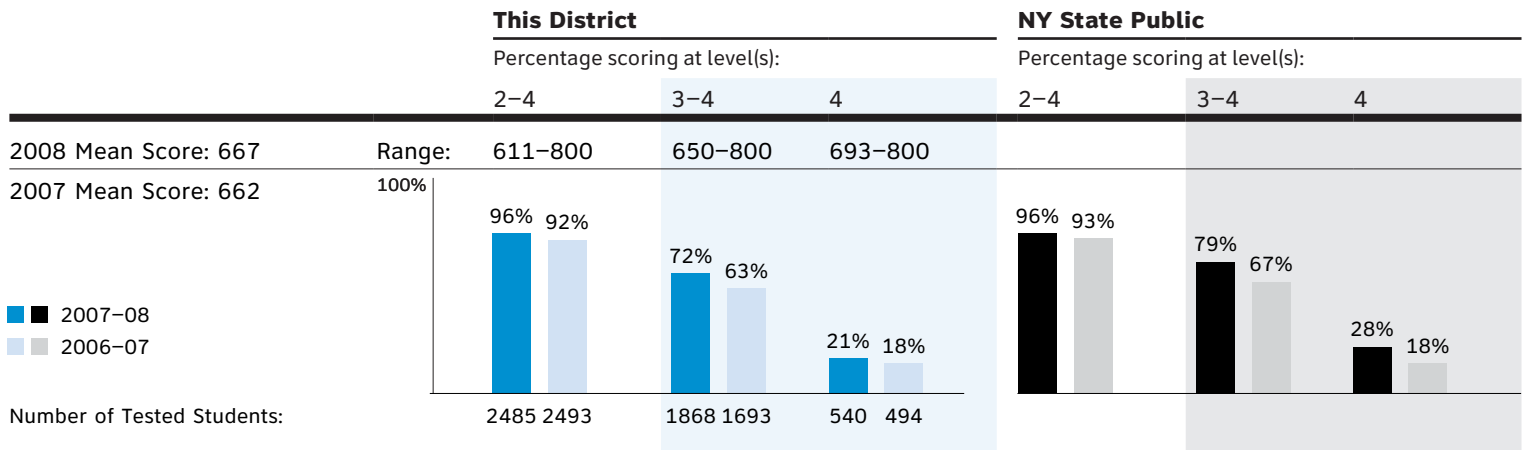
### Other Assessments

	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 7 Equivalent	41	40	37	31	46	44	40	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	22	N/A	N/A	N/A	32	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>2592</b>	<b>96%</b>	<b>72%</b>	<b>21%</b>	<b>2698</b>	<b>92%</b>	<b>63%</b>	<b>18%</b>
Female	1288	97%	73%	22%	1325	94%	66%	19%
Male	1304	95%	71%	20%	1373	91%	60%	17%
American Indian or Alaska Native	7	86%	57%	14%	12	83%	42%	8%
Black or African American	1363	95%	64%	11%	1439	90%	53%	9%
Hispanic or Latino	327	94%	66%	14%	300	90%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	330	98%	89%	48%	352	98%	85%	42%
White	553	98%	86%	34%	588	96%	78%	33%
Multiracial	12	100%	58%	33%	7	100%	71%	29%
<b>Small Group Totals</b>								
General-Education Students	2214	98%	79%	24%	2374	96%	69%	21%
Students with Disabilities	378	83%	34%	2%	324	67%	20%	2%
English Proficient	2428	97%	73%	22%	2550	93%	64%	19%
Limited English Proficient	164	86%	51%	5%	148	76%	33%	6%
Economically Disadvantaged	1952	95%	69%	19%	2214	92%	61%	15%
Not Disadvantaged	640	97%	80%	26%	484	96%	73%	32%
Migrant								
Not Migrant	2592	96%	72%	21%	2698	92%	63%	18%

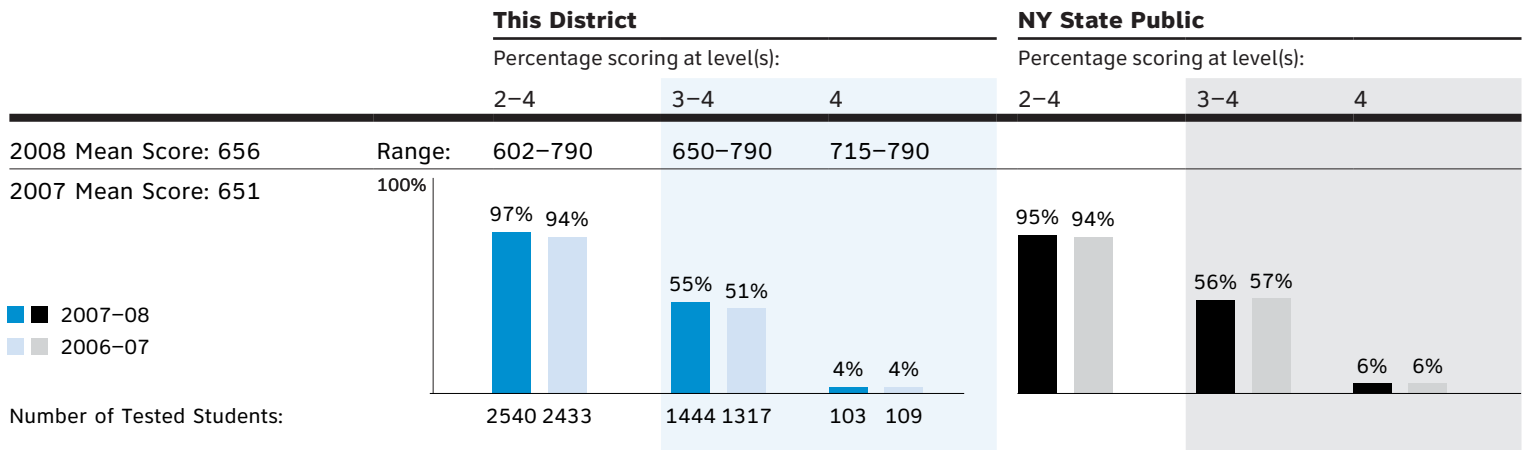
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## Other Assessments

	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	41	38	35	24	47	46	41	33

## 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>2622</b>	<b>97%</b>	<b>55%</b>	<b>4%</b>	<b>2583</b>	<b>94%</b>	<b>51%</b>	<b>4%</b>
Female	1287	98%	62%	5%	1243	96%	58%	5%
Male	1335	96%	49%	3%	1340	92%	44%	4%
American Indian or Alaska Native	15	-	-	-	9	-	-	-
Black or African American	1392	97%	48%	2%	1416	93%	42%	2%
Hispanic or Latino	288	94%	43%	1%	282	93%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	337	98%	71%	7%	282	94%	63%	7%
White	586	97%	70%	8%	591	97%	69%	8%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	19	89%	42%	0%	12	83%	33%	8%
General-Education Students	2246	99%	63%	5%	2274	98%	57%	5%
Students with Disabilities	376	83%	10%	0%	309	68%	8%	0%
English Proficient	2503	98%	57%	4%	2452	95%	53%	4%
Limited English Proficient	119	78%	7%	0%	131	75%	10%	0%
Economically Disadvantaged	1883	97%	51%	2%	2059	93%	47%	3%
Not Disadvantaged	739	97%	66%	8%	524	97%	65%	7%
Migrant								
Not Migrant	2622	97%	55%	4%	2583	94%	51%	4%

#### NOTES

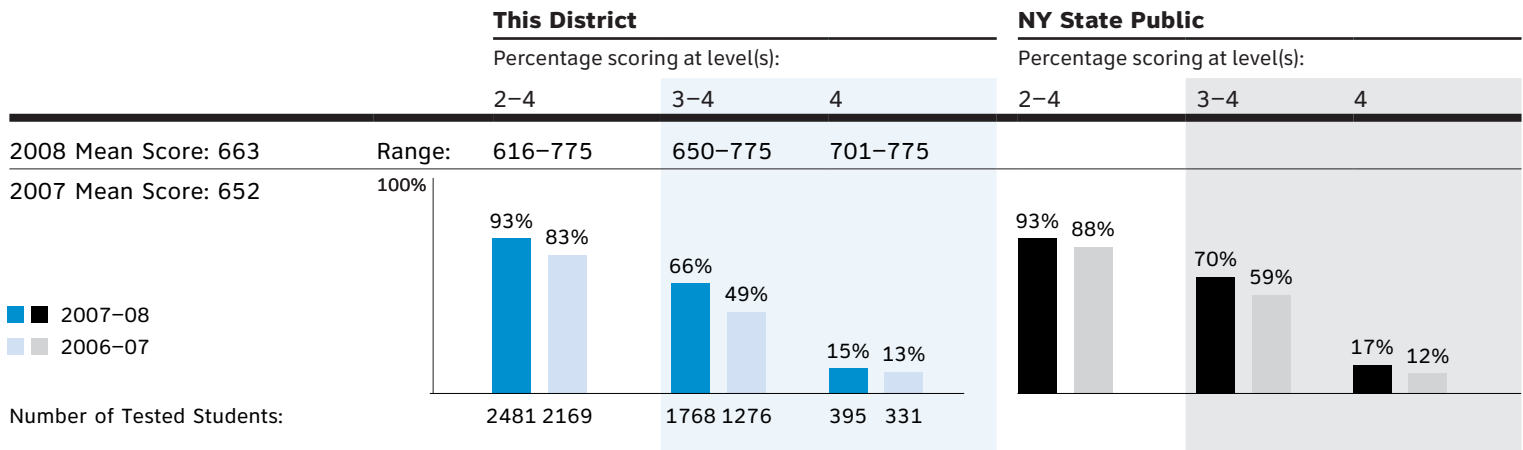
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	34	34	33	29	37	35	34	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	17	N/A	N/A	N/A	34	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>2659</b>	<b>93%</b>	<b>66%</b>	<b>15%</b>	<b>2613</b>	<b>83%</b>	<b>49%</b>	<b>13%</b>
Female	1304	95%	70%	15%	1252	85%	51%	13%
Male	1355	91%	64%	15%	1361	81%	47%	12%
American Indian or Alaska Native	15	-	-	-	8	-	-	-
Black or African American	1399	92%	57%	7%	1406	78%	36%	4%
Hispanic or Latino	289	91%	56%	5%	290	77%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	358	97%	87%	36%	298	95%	79%	35%
White	595	96%	80%	25%	608	93%	70%	24%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	18	89%	56%	17%	11	73%	36%	18%
General-Education Students	2285	97%	72%	17%	2306	88%	54%	14%
Students with Disabilities	374	72%	31%	2%	307	48%	10%	1%
English Proficient	2506	94%	68%	16%	2443	84%	50%	13%
Limited English Proficient	153	78%	44%	3%	170	67%	36%	6%
Economically Disadvantaged	1911	93%	63%	13%	2082	81%	46%	11%
Not Disadvantaged	748	95%	75%	20%	531	89%	61%	19%
Migrant								
Not Migrant	2659	93%	66%	15%	2613	83%	49%	13%

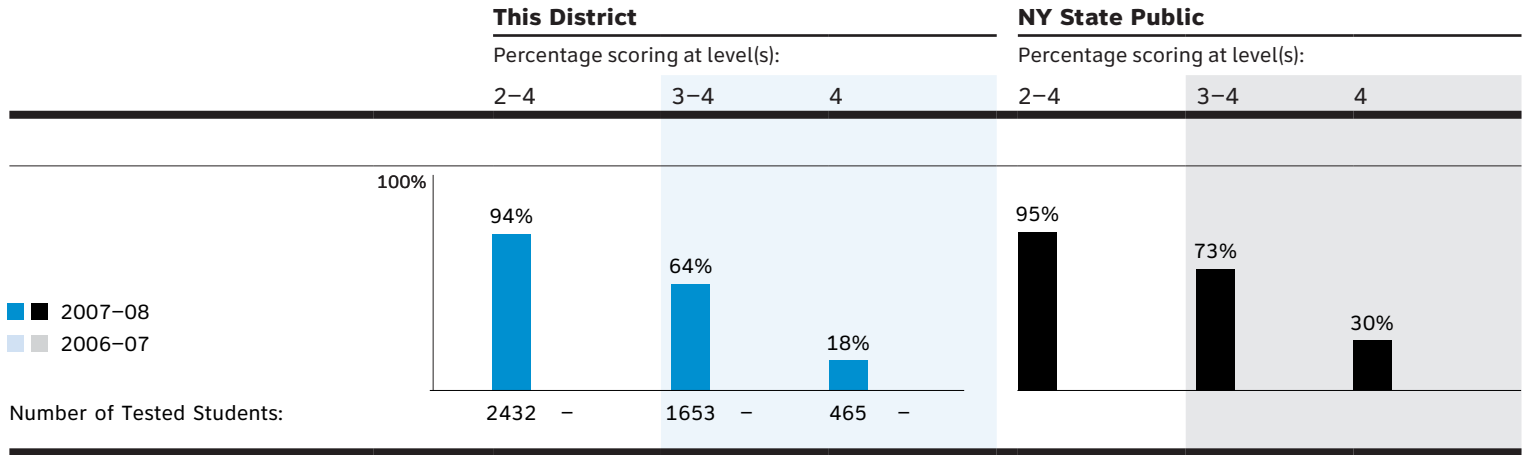
#### NOTES

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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	34	33	20	37	36	35	24

## 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>2585</b>	<b>94%</b>	<b>64%</b>	<b>18%</b>	<b>2574</b>	<b>87%</b>	<b>51%</b>	<b>16%</b>
Female	1278	94%	63%	17%	1246	87%	50%	15%
Male	1307	94%	64%	19%	1328	86%	52%	17%
American Indian or Alaska Native	15	-	-	-	8	-	-	-
Black or African American	1354	93%	57%	11%	1385	83%	41%	9%
Hispanic or Latino	283	92%	53%	10%	280	84%	45%	13%
Asian or Native Hawaiian/Other Pacific Islander	352	96%	80%	35%	298	91%	69%	31%
White	578	96%	75%	28%	600	95%	70%	26%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	18	89%	56%	28%	11	73%	36%	9%
General-Education Students	2232	96%	70%	21%	2277	91%	57%	18%
Students with Disabilities	353	78%	26%	1%	297	58%	11%	1%
English Proficient	2439	95%	66%	19%	2407	88%	53%	17%
Limited English Proficient	146	73%	28%	1%	167	63%	20%	2%
Economically Disadvantaged	1856	93%	60%	14%	2053	85%	48%	14%
Not Disadvantaged	729	96%	73%	28%	521	92%	64%	21%
Migrant								
Not Migrant	2585	94%	64%	18%	2574	87%	51%	16%

#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	35	35	31	29	37	37	36	31
Regents Science	7	5	3	1	1	-	-	-

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

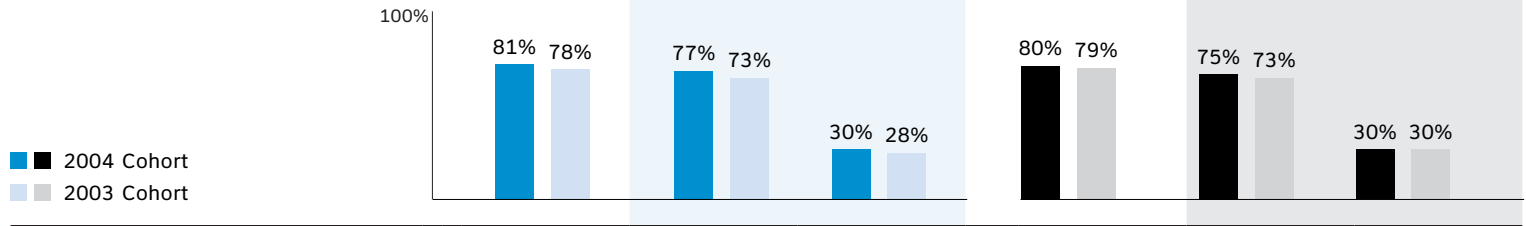
### NY State Public

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>3222</b>	<b>81%</b>	<b>77%</b>	<b>30%</b>	<b>3334</b>	<b>78%</b>	<b>73%</b>	<b>28%</b>
Female	1647	87%	83%	37%	1667	85%	80%	35%
Male	1575	75%	69%	22%	1667	71%	66%	20%
American Indian or Alaska Native	9	67%	44%	11%	6	83%	83%	33%
Black or African American	1400	78%	71%	16%	1358	76%	68%	15%
Hispanic or Latino	372	73%	68%	24%	371	68%	62%	15%
Asian or Native Hawaiian/Other Pacific Islander	503	89%	87%	45%	506	86%	82%	36%
White	931	85%	83%	45%	1055	80%	78%	45%
Multiracial	7	86%	71%	14%	38	95%	95%	34%
<b>Small Group Totals</b>								
General-Education Students	2896	86%	82%	32%	2982	84%	79%	31%
Students with Disabilities	326	35%	29%	7%	352	33%	25%	3%
English Proficient	2994	83%	79%	32%	3187	79%	75%	29%
Limited English Proficient	228	53%	43%	2%	147	51%	35%	0%
Economically Disadvantaged	795	70%	66%	24%	1231	74%	67%	23%
Not Disadvantaged	2427	85%	80%	32%	2103	81%	76%	31%
Migrant								
Not Migrant	3222	81%	77%	30%				

### 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

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

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

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

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

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

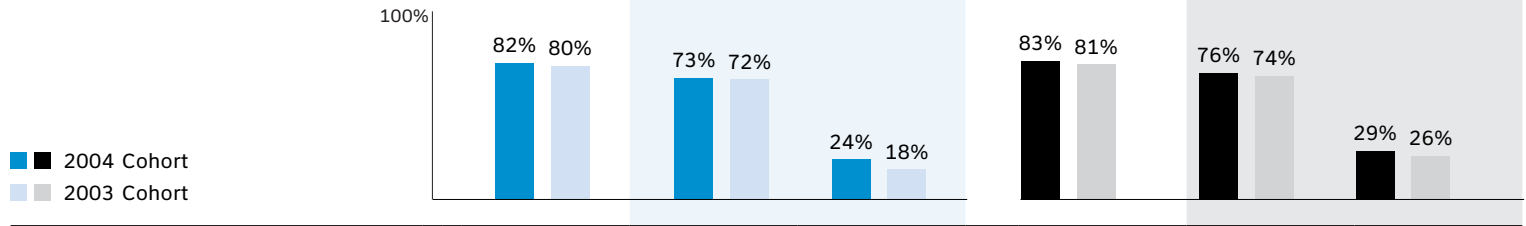
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2003 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>3222</b>	<b>82%</b>	<b>73%</b>	<b>24%</b>	<b>3334</b>	<b>80%</b>	<b>72%</b>	<b>18%</b>
Female	1647	88%	80%	28%	1667	86%	78%	21%
Male	1575	77%	65%	20%	1667	74%	66%	16%
American Indian or Alaska Native	9	78%	67%	11%	6	83%	83%	17%
Black or African American	1400	78%	64%	12%	1358	77%	64%	8%
Hispanic or Latino	372	74%	62%	13%	371	68%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	503	91%	88%	46%	506	90%	87%	40%
White	931	87%	82%	34%	1055	83%	79%	24%
Multiracial	7	100%	57%	0%	38	95%	92%	21%
<b>Small Group Totals</b>								
General-Education Students	2896	88%	79%	26%	2982	85%	77%	20%
Students with Disabilities	326	33%	21%	2%	352	35%	23%	2%
English Proficient	2994	84%	75%	25%	3187	81%	73%	18%
Limited English Proficient	228	64%	44%	7%	147	65%	49%	10%
Economically Disadvantaged	795	73%	63%	23%	1231	76%	66%	18%
Not Disadvantaged	2427	85%	76%	24%	2103	83%	75%	18%
Migrant								
Not Migrant	3222	82%	73%	24%				

### 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.