



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #23**

District ID **33-23-00-01-0000**

Superintendent **WALTER KYTE**

Telephone **(718) 922-4794**

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	457	481	461
Kindergarten	860	774	848
Grade 1	1171	1100	1091
Grade 2	1094	1096	1061
Grade 3	1090	1059	1046
Grade 4	1080	966	998
Grade 5	1124	1085	991
Grade 6	1425	1216	1200
Ungraded Elementary	611	663	731
Grade 7	1358	1337	1274
Grade 8	1202	1335	1291
Grade 9	572	524	546
Grade 10	411	439	454
Grade 11	131	282	301
Grade 12	124	135	287
Ungraded Secondary	331	402	450
<b>Total K-12</b>	12584	12413	12569

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	24	24	22
<b>Grade 8</b>			
English	27	24	23
Mathematics	26	26	25
Science	26	25	22
Social Studies	26	25	24
<b>Grade 10</b>			
English	25	26	28
Mathematics	23	25	26
Science	27	26	28
Social Studies	26	27	29

### Enrollment Information

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

### Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #23

District ID 33-23-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	10232	81%	10096	81%	9796	78%
Reduced-Price Lunch	828	7%	698	6%	777	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	501	4%	455	4%	470	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	83	1%	73	1%	61	0%
Black or African American	10232	81%	10044	81%	10205	81%
Hispanic or Latino	2144	17%	2148	17%	2139	17%
Asian or Native Hawaiian/Other Pacific Islander	49	0%	79	1%	94	1%
White	76	1%	69	1%	70	1%
Multiracial**	N/A	N/A	0	0%	0	0%

\* Available only at the school level.

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

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	295	2%	601	5%	642	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>	933	951	979
Percent with No Valid Teaching Certificate	11%	10%	4%
Percent Teaching Out of Certification	21%	14%	13%
Percent with Fewer Than Three Years of Experience	20%	21%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	22%	24%	25%
<b>Total Number of Core Classes</b>	3167	1592	1597
Percent Not Taught by Highly Qualified Teachers	18%	20%	13%
<b>Total Number of Classes</b>	1994	2070	2023
Percent Taught by Teachers Without Appropriate Certification	26%	21%	14%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	30%	29%	
Turnover Rate of All Teachers	26%	22%	

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008–09)

#### Improvement (Year 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Improvement (Year 2)	Graduation Rate	Good Standing

### Title I Part A Funding

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

2006–07	2007–08	2008–09
YES	YES	YES

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

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



Improvement (Year 2)

### Accountability Measures

9 of 9

Student groups making AYP in English language arts



Made AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [217]

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

Student Group (Total: Continuous Enrollment) <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> (7816:7468)	✓	✓	99%	✓	142	132	
<b>Ethnicity</b>							
American Indian or Alaska Native (33:32)	✓	–	–	✓	119	116	
Black or African American (6408:6146)	✓	✓	99%	✓	142	132	
Hispanic or Latino (1280:1200)	✓	✓	99%	✓	136	130	
Asian or Native Hawaiian/Other Pacific Islander (50:49)	✓	✓	100%	✓	163	119	
White (37:35)	✓	–	–	✓	146	117	
Multiracial (8:6)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1630:1510)	✓ <sup>SH</sup>	✓	96%	✓ <sup>SH</sup>	97	130	89    107
Limited English Proficient <sup>5</sup> (287:327)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	111	127	109    120
Economically Disadvantaged (7067:6749)	✓	✓	99%	✓	141	132	
<b>Final AYP Determination</b>	✓ 9 of 9						

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

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



Improvement (Year 2)

### Accountability Measures

9 of 9

Student groups making AYP in mathematics



Made AYP

### Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [217]

### How did students in each accountability group perform on elementary/middle-level 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> (7800:7331)	✓	✓	99%	✓	153	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (34:32)	✓	–	–	✓	144	85	
Black or African American (6396:6039)	✓	✓	99%	✓	153	101	
Hispanic or Latino (1273:1174)	✓	✓	99%	✓	153	99	
Asian or Native Hawaiian/Other Pacific Islander (50:47)	✓	✓	100%	✓	187	88	
White (39:33)	✓	–	–	✓	139	85	
Multiracial (8:6)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1625:1479)	✓	✓	96%	✓	100	99	
Limited English Proficient <sup>5</sup> (285:329)	✓	✓	99%	✓	136	96	
Economically Disadvantaged (7040:6625)	✓	✓	99%	✓	153	101	
<b>Final AYP Determination</b>	✓ 9 of 9						

#### NOTES

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

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

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

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

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

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

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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> (2606:2362)		Qualified		96%		141	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (17:14)	–	–	–	–	–	–	–	–
Black or African American (2130:1939)		Qualified		96%		141	100	
Hispanic or Latino (431:383)		Qualified		95%		140	100	
Asian or Native Hawaiian/Other Pacific Islander (18:16)	–	–	–	–	–	–	–	–
White (9:9)	–	–	–	–	–	–	–	–
Multiracial (1:1)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (519:431)		Qualified		89%		92	100	83 93
Limited English Proficient <sup>4</sup> (103:106)		Qualified		94%		116	100	
Economically Disadvantaged (2331:2116)		Qualified		96%		140	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**  Improvement (Year 2)  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 5 of 5 Student groups making AYP in English language arts  
 Made AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [217]

### How did students in each accountability group perform on 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 (335:358)</b>	 SH		98%	 SH	155	159	114	160
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (247:276)			98%		158	158	—	—
Hispanic or Latino (83:76)	 SH		98%	 SH	139	154	114	145
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—	—
White (3:4)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (31:58)	 SH	—	—	 SH	110	152	79	119
Limited English Proficient <sup>4</sup> (6:10)	—	—	—	—	—	—	—	—
Economically Disadvantaged (230:256)			99%		158	158	—	—
<b>Final AYP Determination</b>	 5 of 5							

#### 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)**  Improvement (Year 2)

**Accountability Measures** 5 of 5 Student groups making AYP in mathematics  
 Made AYP

### Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [217]

### How did students in each accountability group perform on secondary-level 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 (335:358)</b>			99%		158	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (247:276)			99%		161	152	
Hispanic or Latino (83:76)	 SH		99%	 SH	146	148	129 151
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (3:4)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (31:58)	 SH	—	—	 SH	110	146	88 119
Limited English Proficient <sup>4</sup> (6:10)	—	—	—	—	—	—	—
Economically Disadvantaged (230:256)			99%		160	152	
<b>Final AYP Determination</b>	 5 of 5						

#### 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
-  SH 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		Graduation Rate <sup>2</sup>	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2007–08	2008–09
<b>All Students</b> (224)			50%	55%	31%	51%
<b>Ethnicity</b>						
American Indian or Alaska Native (1)	–	–	–	–	–	–
Black or African American (164)			51%	55%	31%	52%
Hispanic or Latino (56)			50%	55%	34%	51%
Asian or Native Hawaiian/Other Pacific Islander (3)	–	–	–	–	–	–
White (0)	–	–	–	–	–	–
Multiracial (0)	–	–	–	–	–	–
<b>Other Groups</b>						
Students with Disabilities (60)			17%	55%	1%	18%
Limited English Proficient <sup>3</sup> (5)	–	–	–	–	–	–
Economically Disadvantaged (196)			53%	55%	54%	54%
<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 #23**

District ID **33-23-00-01-0000**

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

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

### Federal Title I Status

### New York State Status

#### Good Standing

16 schools identified 62% of total

BROOKLYN COLLEGIATE-A COLLEGE BOARD SCHOOL  
FREDERICK DOUGLAS ACADEMY VII  
IS 392  
KNOWLEDGE AND POWER PREP ACADEMY V  
MOTT HALL IV  
PS 137 RACHAEL JEAN MITCHELL SCHOOL  
PS 165 IDA R POSNER SCHOOL  
PS 178 SAINT CLAIR MCKELWAY SCHOOL  
PS 184 NEWPORT SCHOOL  
PS 298 DR BETTY SHABAZZ SCHOOL  
PS 327 DR ROSE B ENGLISH SCHOOL  
PS 41 FRANCIS WHITE SCHOOL  
PS 73 THOMAS S BOYLAND SCHOOL  
PS/IS 323  
RONALD EDMONDS LEARNING CTR II  
TEACHERS PREP SECONDARY SCHOOL

#### Improvement (Year 1)

3 schools identified 12% of total

PS 150 CHRISTOPHER SCHOOL  
PS 156 WAVERLY SCHOOL  
PS 332 CHARLES H HOUSTON SCHOOL

#### Improvement (Year 2)

2 schools identified 8% of total

PS 155 NICHOLAS HERKIMER SCHOOL  
PS 284 LEW WALLACE SCHOOL

#### Restructuring (Year 1)

1 school identified 4% of total

PS 12

#### Restructuring (Year 3)

1 school identified 4% of total

EBC/ENY HIGH SCHOOL FOR PUBLIC SAFETY

#### Requiring Academic Progress (Year 1)

1 school identified 4% of total

PS 183 DANIEL CHAPPIE JAMES SCHOOL

#### Requiring Academic Progress (Year 4)

1 school identified 4% of total

IS 55 OCEAN HILL BROWNSVILLE

#### Requiring Academic Progress (Year 6)

1 school identified 4% of total







IS 271 JOHN M COLEMAN SCHOOL







District NEW YORK CITY GEOGRAPHIC DISTRICT #23



District ID 33-23-00-01-0000



## 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	46%			1164
Grade 4	49%			1114
Grade 5	55%			1132
Grade 6	46%			1339
Grade 7	53%			1396
Grade 8	40%			1426

Mathematics				
Grade 3	75%			1165
Grade 4	64%			1104
Grade 5	62%			1132
Grade 6	65%			1342
Grade 7	61%			1392
Grade 8	50%			1422

Science				
Grade 4	62%			1096
Grade 8	42%			1359

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	59%			403
Mathematics	59%			403

### 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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 646	616-780	650-780	720-780*			
2007 Mean Score: 644						
Number of Tested Students:	985	941	537	489	39	34

### 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>1164</b>	<b>85%</b>	<b>46%</b>	<b>3%</b>	<b>1142</b>	<b>82%</b>	<b>43%</b>	<b>3%</b>
Female	590	88%	53%	4%	569	88%	50%	4%
Male	574	81%	40%	3%	573	77%	36%	2%
American Indian or Alaska Native	7	86%	29%	0%	7	57%	14%	0%
Black or African American	954	85%	47%	3%	935	84%	43%	3%
Hispanic or Latino	194	80%	44%	3%	190	76%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	3	-	-	-	3	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	9	89%	44%	0%	10	80%	70%	0%
General-Education Students	931	92%	54%	4%	984	89%	48%	3%
Students with Disabilities	233	57%	15%	0%	158	44%	10%	0%
English Proficient	1111	85%	47%	3%	1093	83%	44%	3%
Limited English Proficient	53	74%	21%	4%	49	65%	24%	0%
Economically Disadvantaged	1089	84%	46%	3%	1099	82%	42%	3%
Not Disadvantaged	75	93%	47%	4%	43	86%	51%	2%
Migrant								
Not Migrant	1164	85%	46%	3%	1142	82%	43%	3%

#### NOTES

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

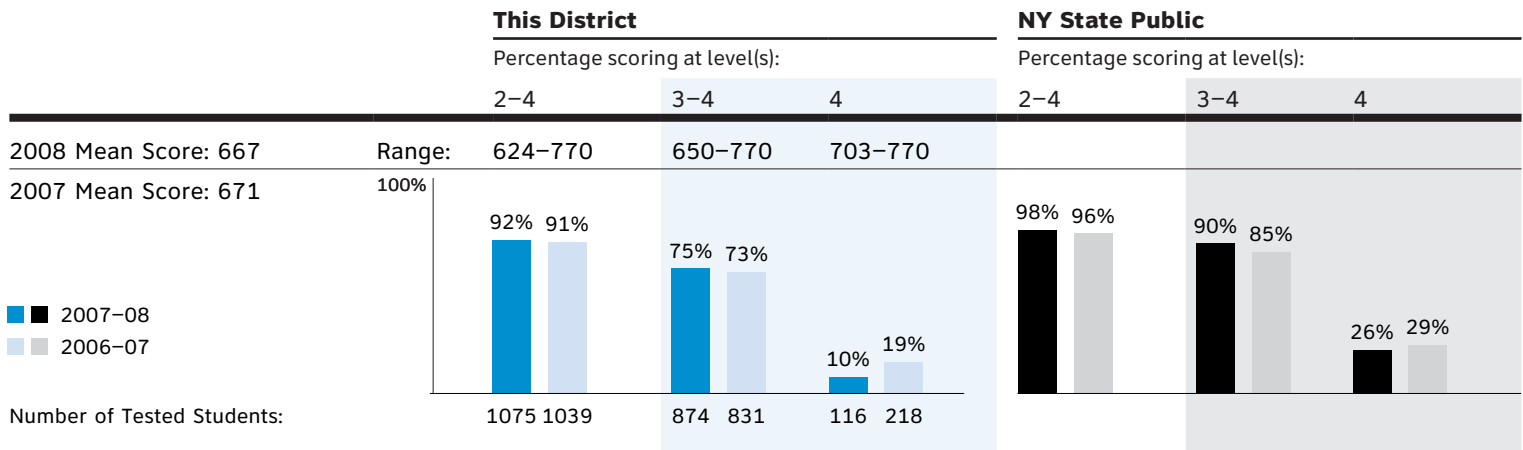
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	25	22	21	17	26	26	21	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	2	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>1165</b>	<b>92%</b>	<b>75%</b>	<b>10%</b>	<b>1140</b>	<b>91%</b>	<b>73%</b>	<b>19%</b>
Female	595	94%	77%	11%	564	92%	76%	21%
Male	570	91%	73%	8%	576	91%	70%	18%
American Indian or Alaska Native	8	88%	63%	0%	8	88%	63%	0%
Black or African American	949	92%	75%	10%	931	91%	74%	19%
Hispanic or Latino	198	91%	74%	10%	190	93%	69%	19%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	83%	67%	50%
White	5	100%	60%	20%	4	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	5	100%	60%	0%	5	80%	80%	20%
General-Education Students	933	97%	82%	12%	980	95%	79%	22%
Students with Disabilities	232	72%	47%	3%	160	69%	36%	3%
English Proficient	1112	92%	75%	10%	1091	91%	74%	20%
Limited English Proficient	53	92%	68%	8%	49	90%	55%	10%
Economically Disadvantaged	1091	92%	75%	10%	1097	91%	73%	19%
Not Disadvantaged	74	93%	78%	14%	43	95%	81%	19%
Migrant								
Not Migrant	1165	92%	75%	10%	1140	91%	73%	19%

#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	25	25	24	17	26	26	21	16

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 647	612-775	650-775	716-775			
2007 Mean Score: 640						
Number of Tested Students:	964	898	548	438	29	14

### 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>1114</b>	<b>87%</b>	<b>49%</b>	<b>3%</b>	<b>1075</b>	<b>84%</b>	<b>41%</b>	<b>1%</b>
Female	543	91%	58%	3%	538	89%	48%	2%
Male	571	83%	41%	2%	537	78%	34%	1%
American Indian or Alaska Native	6	50%	0%	0%				
Black or African American	903	87%	50%	2%	884	85%	41%	1%
Hispanic or Latino	193	85%	45%	3%	185	78%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	57%	14%	2	-	-	-
White	4	-	-	-	4	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	5	60%	20%	0%	6	67%	33%	0%
General-Education Students	910	93%	56%	3%	873	92%	48%	2%
Students with Disabilities	204	57%	18%	0%	202	46%	9%	0%
English Proficient	1065	87%	51%	3%	1039	84%	41%	1%
Limited English Proficient	49	76%	20%	0%	36	58%	25%	0%
Economically Disadvantaged	1023	87%	48%	2%	1035	83%	41%	1%
Not Disadvantaged	91	87%	66%	4%	40	90%	40%	5%
Migrant								
Not Migrant	1114	87%	49%	3%	1075	84%	41%	1%

#### NOTES

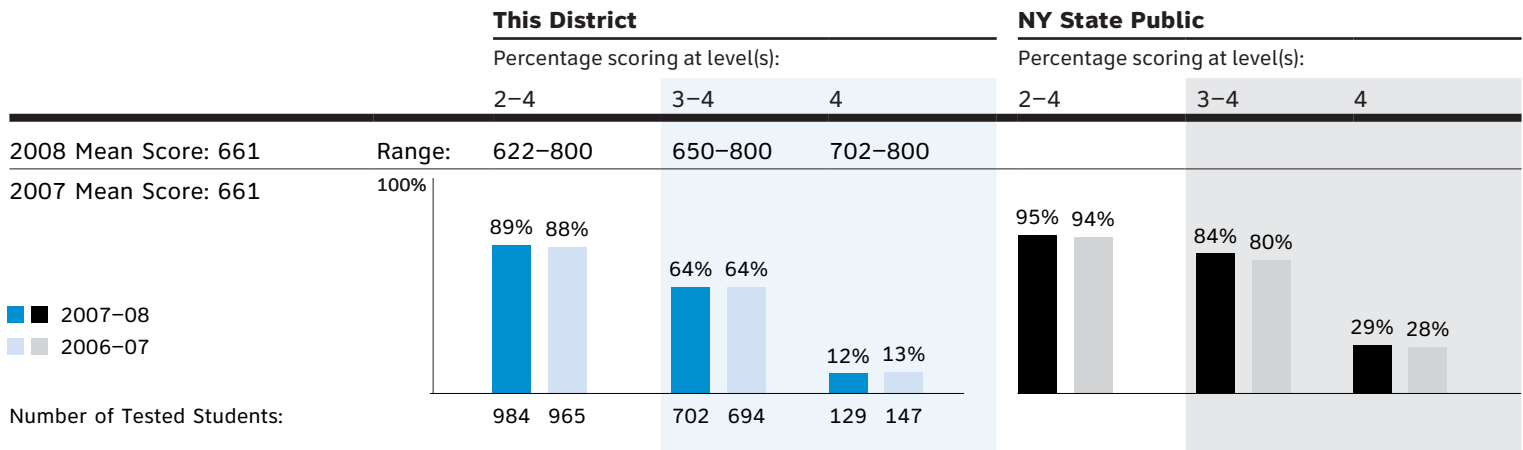
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	22	18	15	12	13	13	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	3	N/A	N/A	N/A

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

## This District's Results in Grade 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>1104</b>	<b>89%</b>	<b>64%</b>	<b>12%</b>	<b>1092</b>	<b>88%</b>	<b>64%</b>	<b>13%</b>
Female	539	90%	64%	12%	549	90%	66%	14%
Male	565	88%	63%	11%	543	86%	62%	13%
American Indian or Alaska Native	6	33%	17%	0%				
Black or African American	896	89%	64%	12%	896	89%	63%	13%
Hispanic or Latino	190	91%	65%	11%	191	88%	67%	15%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	43%	2	-	-	-
White	4	-	-	-	3	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	5	60%	40%	0%	5	80%	60%	0%
General-Education Students	902	95%	71%	14%	889	95%	72%	16%
Students with Disabilities	202	63%	31%	3%	203	59%	26%	2%
English Proficient	1055	89%	64%	12%	1049	89%	64%	14%
Limited English Proficient	49	86%	51%	8%	43	77%	42%	7%
Economically Disadvantaged	1011	89%	63%	11%	1051	88%	63%	13%
Not Disadvantaged	93	89%	74%	20%	41	98%	73%	17%
Migrant								
Not Migrant	1104	89%	64%	12%	1092	88%	64%	13%

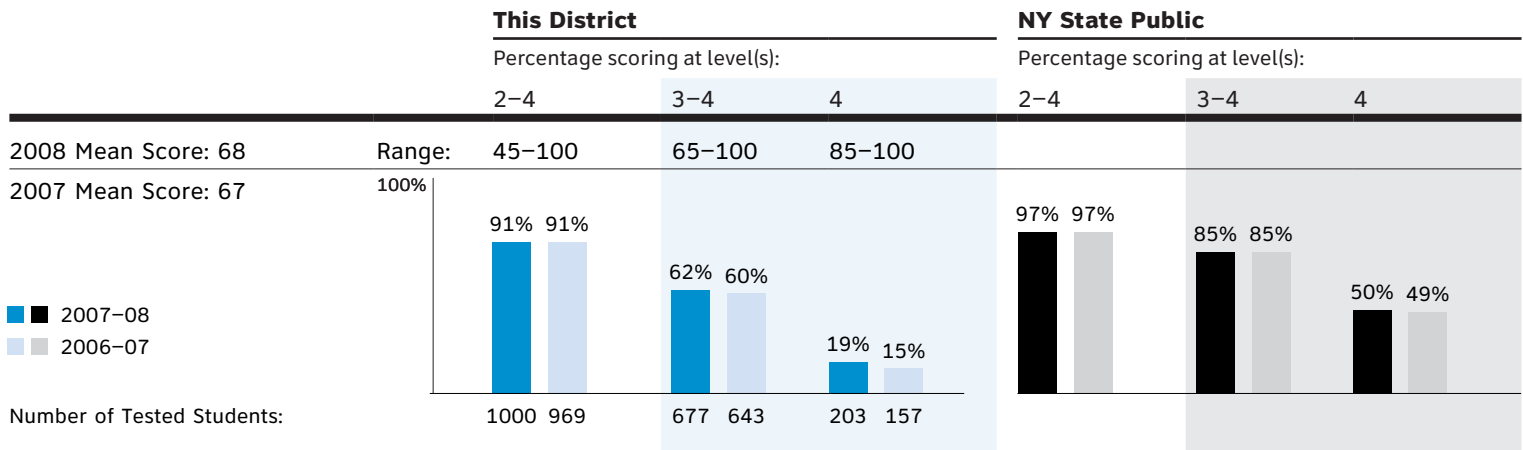
#### NOTES

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	22	18	14	8	13	11	11	8

## 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>1096</b>	<b>91%</b>	<b>62%</b>	<b>19%</b>	<b>1070</b>	<b>91%</b>	<b>60%</b>	<b>15%</b>
Female	532	93%	65%	21%	540	94%	65%	16%
Male	564	90%	59%	16%	530	87%	55%	13%
American Indian or Alaska Native	7	-	-	-				
Black or African American	890	91%	62%	18%	878	90%	60%	15%
Hispanic or Latino	188	91%	59%	17%	187	93%	62%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	71%	2	-	-	-
White	3	-	-	-	3	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	11	91%	45%	18%	5	80%	40%	0%
General-Education Students	899	96%	68%	22%	877	96%	67%	17%
Students with Disabilities	197	71%	32%	3%	193	66%	28%	4%
English Proficient	1045	92%	63%	19%	1026	91%	61%	15%
Limited English Proficient	51	80%	37%	8%	44	91%	45%	9%
Economically Disadvantaged	1005	91%	60%	17%	1028	90%	60%	15%
Not Disadvantaged	91	99%	77%	35%	42	98%	57%	14%
Migrant								
Not Migrant	1096	91%	62%	19%	1070	91%	60%	15%

### 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	20	15	15	12	13	12	12	8

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 650	608-795	650-795	711-795			
2007 Mean Score: 645						
Number of Tested Students:	1091	624	17	1100	509	18

### 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>1132</b>	<b>96%</b>	<b>55%</b>	<b>2%</b>	<b>1215</b>	<b>91%</b>	<b>42%</b>	<b>1%</b>
Female	589	98%	61%	2%	600	94%	46%	2%
Male	543	95%	49%	1%	615	87%	38%	1%
American Indian or Alaska Native					6	67%	33%	0%
Black or African American	924	97%	55%	2%	991	91%	42%	2%
Hispanic or Latino	197	92%	56%	1%	200	91%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	9	78%	78%	22%
White	5	100%	60%	0%	9	100%	44%	0%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	67%	0%				
General-Education Students	898	99%	63%	2%	964	97%	49%	2%
Students with Disabilities	234	85%	24%	0%	251	66%	13%	0%
English Proficient	1097	97%	56%	2%	1170	91%	43%	2%
Limited English Proficient	35	83%	26%	0%	45	76%	7%	0%
Economically Disadvantaged	1040	96%	55%	2%	1161	91%	41%	1%
Not Disadvantaged	92	98%	62%	1%	54	89%	57%	7%
Migrant								
Not Migrant	1132	96%	55%	2%	1215	91%	42%	1%

#### NOTES

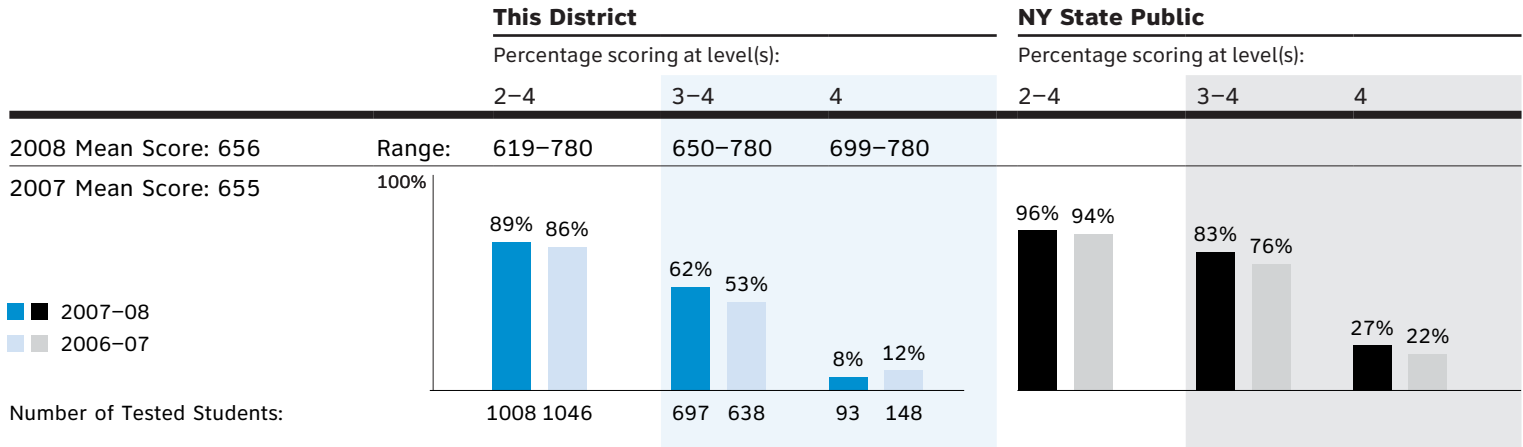
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 5 Equivalent	18	17	14	7	23	22	19	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	4	N/A	N/A	N/A

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

## This District's Results in Grade 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>1132</b>	<b>89%</b>	<b>62%</b>	<b>8%</b>	<b>1212</b>	<b>86%</b>	<b>53%</b>	<b>12%</b>
Female	589	91%	64%	9%	600	90%	56%	12%
Male	543	87%	59%	8%	612	83%	50%	13%
American Indian or Alaska Native					6	100%	17%	17%
Black or African American	926	90%	61%	7%	990	86%	52%	11%
Hispanic or Latino	196	86%	64%	13%	198	86%	53%	14%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	8	88%	88%	75%
White	4	-	-	-	10	80%	60%	0%
Multiracial	2	-	-	-				
Small Group Totals	10	90%	70%	20%				
General-Education Students	898	95%	69%	10%	964	94%	61%	15%
Students with Disabilities	234	67%	31%	1%	248	58%	19%	1%
English Proficient	1097	89%	63%	8%	1162	87%	54%	13%
Limited English Proficient	35	77%	31%	11%	50	78%	26%	2%
Economically Disadvantaged	1037	89%	62%	8%	1158	86%	52%	12%
Not Disadvantaged	95	86%	61%	13%	54	85%	70%	26%
Migrant								
Not Migrant	1132	89%	62%	8%	1212	86%	53%	12%

### 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 5 Equivalent	19	15	13	6	24	23	23	15

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 648	598-785	650-785	705-785			
2007 Mean Score: 645						
Number of Tested Students:	1304	1244	621	548	6	30

### 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>1339</b>	<b>97%</b>	<b>46%</b>	<b>0%</b>	<b>1315</b>	<b>95%</b>	<b>42%</b>	<b>2%</b>
Female	649	99%	52%	1%	644	97%	46%	3%
Male	690	96%	41%	0%	671	92%	37%	1%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	1103	98%	47%	0%	1085	95%	41%	2%
Hispanic or Latino	209	96%	39%	0%	201	94%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	0%	15	100%	73%	7%
White	8	100%	50%	13%	7	86%	29%	14%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	57%	14%	7	86%	57%	0%
General-Education Students	1086	100%	54%	1%	1103	99%	49%	3%
Students with Disabilities	253	88%	12%	0%	212	74%	6%	0%
English Proficient	1295	98%	48%	0%	1274	95%	43%	2%
Limited English Proficient	44	93%	11%	0%	41	80%	15%	0%
Economically Disadvantaged	1198	97%	46%	0%	1237	94%	40%	2%
Not Disadvantaged	141	98%	50%	1%	78	97%	62%	8%
Migrant								
Not Migrant	1339	97%	46%	0%	1315	95%	42%	2%

#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	17	13	4	30	30	27	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	4	N/A	N/A	N/A	6	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 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 651	600-790	650-790	712-790			
2007 Mean Score: 640						
Number of Tested Students:	1364	741	4			
	1309	558	24			

### 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>1396</b>	<b>98%</b>	<b>53%</b>	<b>0%</b>	<b>1446</b>	<b>91%</b>	<b>39%</b>	<b>2%</b>
Female	679	98%	60%	0%	698	95%	45%	3%
Male	717	97%	47%	0%	748	87%	33%	1%
American Indian or Alaska Native	4	-	-	-	10	90%	50%	0%
Black or African American	1167	98%	53%	0%	1185	92%	39%	2%
Hispanic or Latino	205	95%	54%	0%	236	85%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	69%	0%	6	-	-	-
White	6	100%	33%	17%	7	71%	29%	0%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	5	100%	60%	0%	8	88%	50%	13%
General-Education Students	1149	99%	60%	0%	1211	96%	45%	2%
Students with Disabilities	247	91%	22%	0%	235	60%	8%	0%
English Proficient	1355	98%	54%	0%	1402	92%	40%	2%
Limited English Proficient	41	85%	17%	0%	44	55%	0%	0%
Economically Disadvantaged	1250	98%	53%	0%	1344	90%	37%	2%
Not Disadvantaged	146	97%	53%	0%	102	95%	55%	3%
Migrant								
Not Migrant	1396	98%	53%	0%	1446	91%	39%	2%

#### NOTES

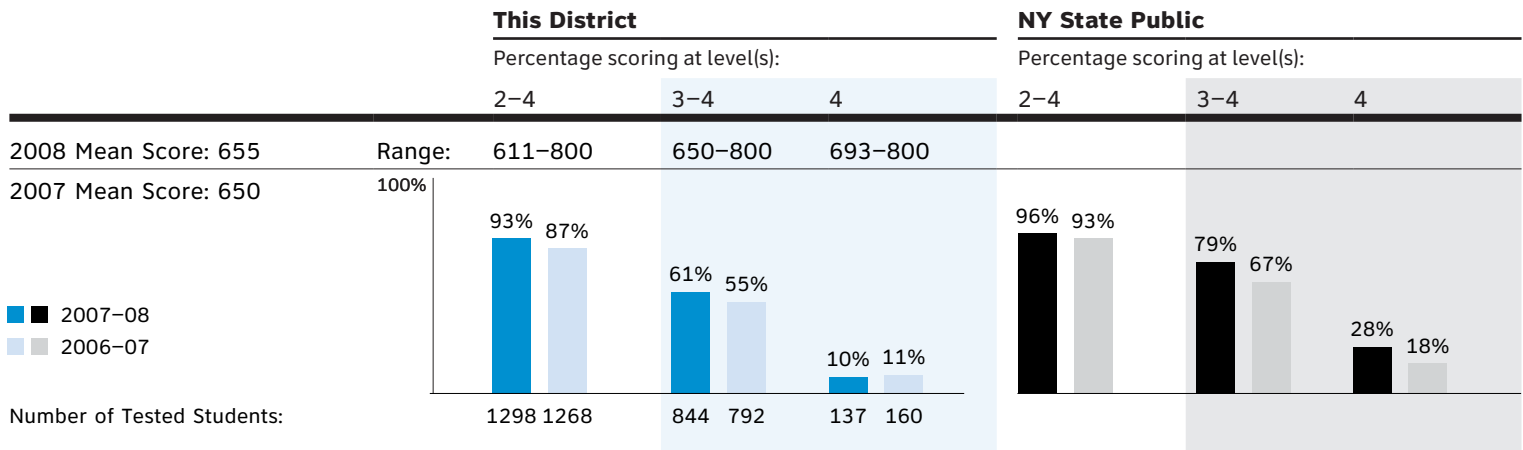
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year			2006-07 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	35	35	30	24	28	28	25	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	5	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1392</b>	<b>93%</b>	<b>61%</b>	<b>10%</b>	<b>1451</b>	<b>87%</b>	<b>55%</b>	<b>11%</b>
Female	677	96%	66%	11%	705	91%	56%	12%
Male	715	90%	56%	9%	746	84%	53%	10%
American Indian or Alaska Native	4	-	-	-	10	100%	70%	20%
Black or African American	1155	94%	60%	9%	1190	88%	54%	11%
Hispanic or Latino	213	90%	63%	11%	238	86%	56%	11%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	50%	6	-	-	-
White	7	86%	29%	14%	6	83%	67%	17%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	100%	80%	20%	7	100%	100%	14%
General-Education Students	1145	98%	69%	12%	1218	93%	62%	13%
Students with Disabilities	247	73%	21%	0%	233	56%	14%	2%
English Proficient	1349	94%	62%	10%	1404	88%	56%	11%
Limited English Proficient	43	70%	28%	0%	47	68%	17%	0%
Economically Disadvantaged	1243	94%	61%	10%	1347	87%	54%	11%
Not Disadvantaged	149	91%	60%	7%	104	90%	60%	16%
Migrant								
Not Migrant	1392	93%	61%	10%	1451	87%	55%	11%

#### 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 7 Equivalent	35	35	31	12	28	28	24	18

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 644	602-790	650-790	715-790			
2007 Mean Score: 643						
Number of Tested Students:	1328	566	15	1316	577	26

### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1426</b>	<b>93%</b>	<b>40%</b>	<b>1%</b>	<b>1431</b>	<b>92%</b>	<b>40%</b>	<b>2%</b>
Female	713	95%	43%	2%	681	95%	48%	2%
Male	713	91%	36%	0%	750	89%	33%	1%
American Indian or Alaska Native	10	80%	30%	0%	7	86%	29%	0%
Black or African American	1169	94%	41%	1%	1175	92%	41%	2%
Hispanic or Latino	234	90%	34%	1%	236	93%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	86%	57%	0%
White	4	-	-	-	6	100%	0%	0%
Multiracial								
Small Group Totals	13	85%	69%	0%				
General-Education Students	1176	97%	47%	1%	1219	97%	46%	2%
Students with Disabilities	250	73%	6%	0%	212	60%	5%	0%
English Proficient	1383	94%	41%	1%	1397	92%	41%	2%
Limited English Proficient	43	67%	0%	0%	34	74%	15%	0%
Economically Disadvantaged	1253	93%	39%	1%	1340	92%	40%	2%
Not Disadvantaged	173	91%	42%	1%	91	95%	49%	2%
Migrant								
Not Migrant	1426	93%	40%	1%	1431	92%	40%	2%

#### NOTES

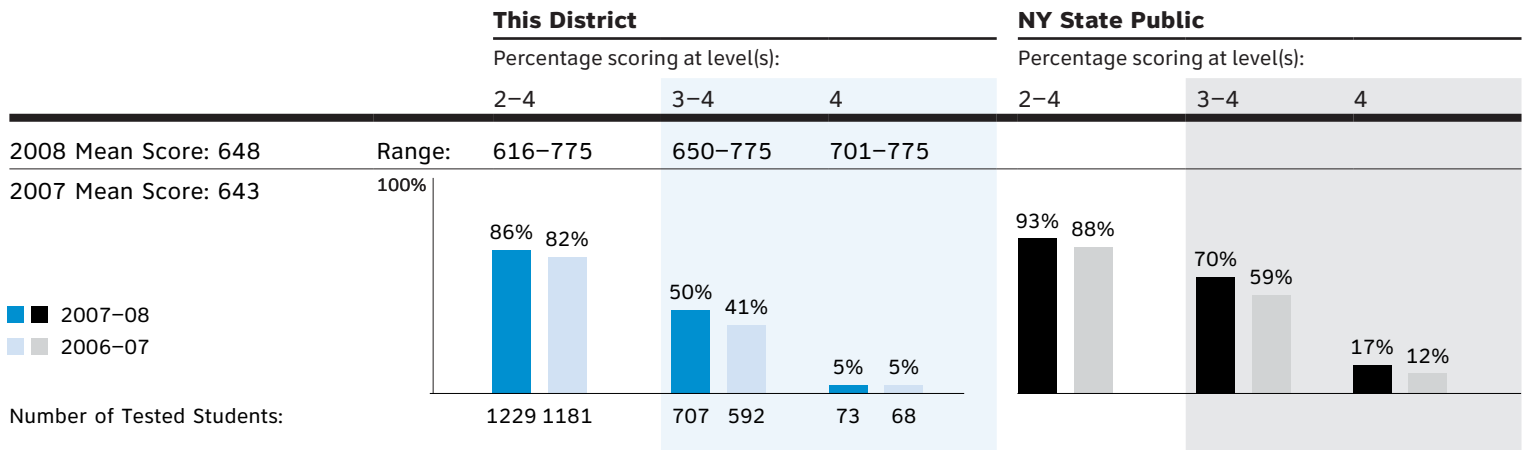
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	29	29	28	21	30	29	25	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A

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

## This District's Results in Grade 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>1422</b>	<b>86%</b>	<b>50%</b>	<b>5%</b>	<b>1437</b>	<b>82%</b>	<b>41%</b>	<b>5%</b>
Female	708	87%	51%	5%	683	85%	42%	6%
Male	714	86%	49%	5%	754	80%	40%	4%
American Indian or Alaska Native	10	-	-	-	7	71%	14%	0%
Black or African American	1169	87%	49%	5%	1174	82%	41%	5%
Hispanic or Latino	229	86%	52%	5%	243	82%	45%	4%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	70%	20%	8	75%	50%	25%
White	4	-	-	-	5	80%	0%	0%
Multiracial								
Small Group Totals	14	86%	64%	14%				
General-Education Students	1175	93%	56%	6%	1220	89%	47%	6%
Students with Disabilities	247	57%	20%	2%	217	45%	7%	0%
English Proficient	1376	87%	50%	5%	1402	83%	42%	5%
Limited English Proficient	46	72%	28%	2%	35	63%	26%	3%
Economically Disadvantaged	1251	87%	50%	5%	1343	82%	41%	5%
Not Disadvantaged	171	84%	49%	6%	94	82%	43%	6%
Migrant								
Not Migrant	1422	86%	50%	5%	1437	82%	41%	5%

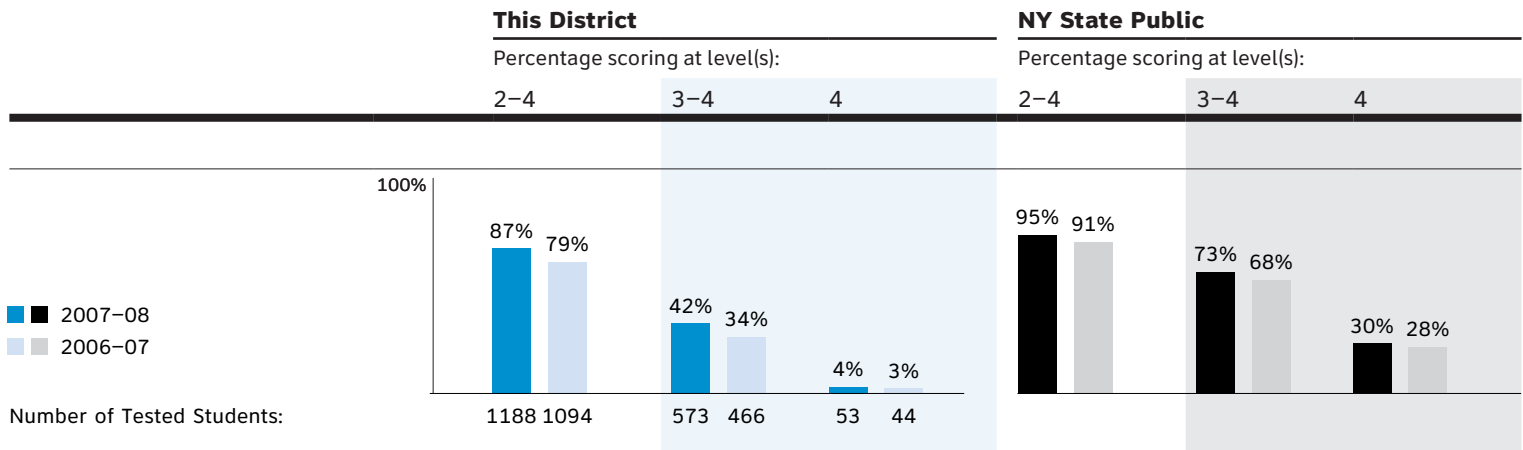
### NOTES

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 8 Equivalent	29	23	22	9	30	29	27	16

## 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>1359</b>	<b>87%</b>	<b>42%</b>	<b>4%</b>	<b>1382</b>	<b>79%</b>	<b>34%</b>	<b>3%</b>
Female	689	88%	39%	3%	666	80%	35%	3%
Male	670	87%	45%	5%	716	78%	32%	3%
American Indian or Alaska Native	9	-	-	-	7	71%	0%	0%
Black or African American	1121	87%	42%	4%	1131	79%	34%	3%
Hispanic or Latino	215	87%	40%	3%	230	80%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	40%	8	75%	63%	25%
White	4	-	-	-	6	67%	17%	0%
Multiracial								
Small Group Totals	13	92%	54%	15%				
General-Education Students	1137	93%	48%	4%	1176	85%	39%	4%
Students with Disabilities	222	57%	10%	1%	206	44%	5%	0%
English Proficient	1318	88%	43%	4%	1350	80%	34%	3%
Limited English Proficient	41	66%	15%	0%	32	56%	16%	0%
Economically Disadvantaged	1196	87%	40%	4%	1291	78%	33%	3%
Not Disadvantaged	163	90%	55%	7%	91	90%	44%	9%
Migrant								
Not Migrant	1359	87%	42%	4%	1382	79%	34%	3%

#### NOTES

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

### Other Assessments

	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	25	25	19	16	30	30	28	23
Regents Science	0				0			

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

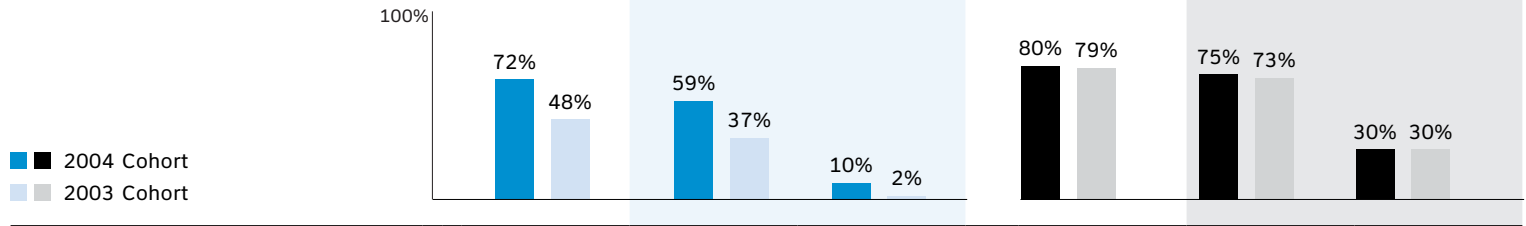
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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

### 2003 Cohort\*\*

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>403</b>	<b>72%</b>	<b>59%</b>	<b>10%</b>	<b>330</b>	<b>48%</b>	<b>37%</b>	<b>2%</b>
Female	230	80%	70%	15%	159	58%	48%	3%
Male	173	62%	45%	4%	171	40%	26%	2%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	310	74%	61%	9%	239	49%	38%	2%
Hispanic or Latino	85	69%	52%	11%	80	51%	38%	4%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	40%	20%	0%
White	5	-	-	-	3	-	-	-
Multiracial								
Small Group Totals	8	63%	63%	38%	6	17%	0%	0%
General-Education Students	327	82%	70%	13%	199	69%	54%	4%
Students with Disabilities	76	32%	14%	0%	131	18%	11%	0%
English Proficient	391	73%	60%	10%	323	49%	37%	2%
Limited English Proficient	12	42%	33%	0%	7	14%	0%	0%
Economically Disadvantaged	288	75%	61%	11%	274	53%	40%	3%
Not Disadvantaged	115	67%	55%	8%	56	27%	20%	0%
Migrant								
Not Migrant	403	72%	59%	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.

## Other Assessments

### 2004 Cohort

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

### 2003 Cohort

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

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

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

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

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

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

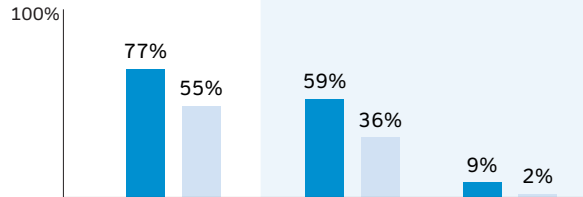
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort  
■ 2003 Cohort

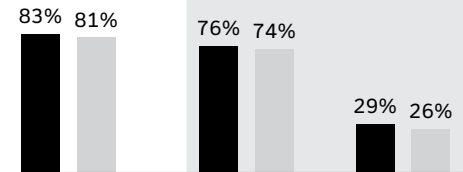
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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

### 2003 Cohort\*\*

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>403</b>	<b>77%</b>	<b>59%</b>	<b>9%</b>	<b>330</b>	<b>55%</b>	<b>36%</b>	<b>2%</b>
Female	230	85%	70%	12%	159	63%	42%	4%
Male	173	65%	45%	5%	171	47%	31%	1%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	310	78%	61%	9%	239	54%	35%	3%
Hispanic or Latino	85	74%	51%	6%	80	61%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	5	40%	20%	0%
White	5	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	8	63%	50%	38%	6	17%	17%	0%
General-Education Students	327	87%	70%	11%	199	74%	53%	4%
Students with Disabilities	76	32%	12%	0%	131	24%	11%	0%
English Proficient	391	77%	60%	9%	323	55%	37%	2%
Limited English Proficient	12	50%	25%	0%	7	29%	14%	0%
Economically Disadvantaged	288	77%	59%	11%	274	59%	38%	3%
Not Disadvantaged	115	76%	57%	4%	56	34%	29%	2%
Migrant								
Not Migrant	403	77%	59%	9%				

### 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.