



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #32**

District ID **33-32-00-01-0000**

Superintendent **MATILDE TORRES-MALDONADO**

Telephone **(718) 574-1100**

Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

## Use this report to:

### **1 Get District Profile information.**

This section shows comprehensive data relevant to this district's learning environment.

### **2 Review District Accountability Status.**

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3 View School Accountability Status.**

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

### **4 Review an Overview of District Performance.**

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2005-06	2006-07	2007-08
Pre-K	338	401	390
Kindergarten	1170	1072	1160
Grade 1	1523	1443	1350
Grade 2	1477	1384	1306
Grade 3	1528	1351	1263
Grade 4	1382	1391	1231
Grade 5	1412	1434	1408
Grade 6	1530	1430	1502
Ungraded Elementary	651	729	740
Grade 7	1499	1537	1457
Grade 8	1708	1408	1437
Grade 9	717	826	890
Grade 10	1034	988	1078
Grade 11	590	495	460
Grade 12	402	451	504
Ungraded Secondary	443	448	463
<b>Total K-12</b>	<b>17066</b>	<b>16387</b>	<b>16249</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	23	23	22
<b>Grade 8</b>			
English	25	25	25
Mathematics	26	26	24
Science	26	25	24
Social Studies	25	25	25
<b>Grade 10</b>			
English	24	26	26
Mathematics	26	23	28
Science	28	26	30
Social Studies	28	27	27

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	14606	86%	13341	81%	14033	86%
Reduced-Price Lunch	893	5%	858	5%	847	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	3232	19%	3096	19%	3080	19%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	72	0%	66	0%	61	0%
Black or African American	4561	27%	4251	26%	4195	26%
Hispanic or Latino	11972	70%	11595	71%	11465	71%
Asian or Native Hawaiian/Other Pacific Islander	300	2%	294	2%	296	2%
White	161	1%	181	1%	232	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	619	3%	864	5%	864	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>	1265	1278	1271
Percent with No Valid Teaching Certificate	6%	7%	3%
Percent Teaching Out of Certification	17%	13%	12%
Percent with Fewer Than Three Years of Experience	20%	19%	16%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	28%	29%
<b>Total Number of Core Classes</b>	4353	2659	2565
Percent Not Taught by Highly Qualified Teachers	15%	16%	11%
<b>Total Number of Classes</b>	3160	3460	3132
Percent Taught by Teachers Without Appropriate Certification	21%	15%	13%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	23%	
Turnover Rate of All Teachers	24%	17%	

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008–09)

#### Improvement (Year 2)

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

### Title I Part A Funding

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

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓ <sup>SH</sup>	✓ <sup>SH</sup>	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
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>	✓		✗	✗	
Limited English Proficient	✓ <sup>SH</sup>	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Economically Disadvantaged	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
<b>Student groups making AYP in each subject</b>	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 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

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

##### State

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



## Elementary/Middle-Level English Language Arts

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



Improvement (Year 2)

### Accountability Measures

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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> (9232:8775)	✓	✓	99%	✓	143	132		
<b>Ethnicity</b>								
American Indian or Alaska Native (35:34)	✓	—	—	✓	144	116		
Black or African American (2642:2534)	✓	✓	99%	✓	156	131		
Hispanic or Latino (6286:5962)	✓	✓	99%	✓	137	132		
Asian or Native Hawaiian/Other Pacific Islander (190:178)	✓	✓	99%	✓	170	125		
White (73:64)	✓	✓	99%	✓	127	121		
Multiracial (6:3)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1597:1487)	✓ <sup>SH</sup>	✓	97%	✓ <sup>SH</sup>	99	130	89	109
Limited English Proficient <sup>5</sup> (1661:1895)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	112	130	102	121
Economically Disadvantaged (8642:8203)	✓	✓	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)



Good Standing

### Accountability Measures

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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> (9215:8753)	✓	✓	99%	✓	164	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (34:33)	✓	—	—	✓	145	85	
Black or African American (2638:2504)	✓	✓	99%	✓	168	100	
Hispanic or Latino (6274:5967)	✓	✓	99%	✓	162	101	
Asian or Native Hawaiian/Other Pacific Islander (191:182)	✓	✓	98%	✓	187	94	
White (72:64)	✓	✓	99%	✓	139	90	
Multiracial (6:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1586:1453)	✓	✓	97%	✓	118	99	
Limited English Proficient <sup>5</sup> (1672:1973)	✓	✓	99%	✓	152	100	
Economically Disadvantaged (8622:8186)	✓	✓	99%	✓	163	101	
<b>Final AYP Determination</b>	✓ 9 of 9						

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (2972:2754)		Qualified		97%		147	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (6:6)		–	–	–	–	–	–	–
Black or African American (835:765)		Qualified		96%		157	100	
Hispanic or Latino (2033:1896)		Qualified		97%		142	100	
Asian or Native Hawaiian/Other Pacific Islander (62:58)		Qualified		97%		172	100	
White (33:28)		–	–	–	–	–	–	–
Multiracial (3:1)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (520:465)		Qualified		95%		114	100	
Limited English Proficient <sup>4</sup> (544:618)		Qualified		97%		126	100	
Economically Disadvantaged (2782:2582)		Qualified		97%		145	100	
<b>Final AYP Determination</b>	 1 of 1							

#### NOTES

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

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

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

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

#### AYP Status

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

## Secondary-Level English Language Arts

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



Improvement (Year 2)

### Accountability Measures

5 of 6

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 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 (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
<b>All Students</b> (564:647)	✓ SH	✓	100%	✓ SH	138	161	131	144
<b>Ethnicity</b>								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (136:174)	✓ SH	✓	100%	✓ SH	127	157	123	134
Hispanic or Latino (409:454)	✓ SH	✓	100%	✓ SH	142	160	133	148
Asian or Native Hawaiian/Other Pacific Islander (12:11)	—	—	—	—	—	—	—	—
White (3:4)	—	—	—	—	—	—	—	—
Multiracial (3:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (41:89)	✗	✓	100%	✗	84	154	88	96
Limited English Proficient <sup>4</sup> (78:90)	✓ SH	✓	100%	✓ SH	116	155	113	124
Economically Disadvantaged (439:542)	✓ SH	✓	100%	✓ SH	138	160	133	144
<b>Final AYP Determination</b>	✗ 5 of 6							

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Secondary-Level Mathematics

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



Good Standing

### Accountability Measures

5 of 6

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
<b>All Students</b> (564:647)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	139	155	135	145
<b>Ethnicity</b>								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (136:174)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	128	151	127	135
Hispanic or Latino (409:454)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	143	154	136	149
Asian or Native Hawaiian/Other Pacific Islander (12:11)	—	—	—	—	—	—	—	—
White (3:4)	—	—	—	—	—	—	—	—
Multiracial (3:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (41:89)	✗	✓	100%	✗	84	148	98	96
Limited English Proficient <sup>4</sup> (78:90)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	123	149	123	131
Economically Disadvantaged (439:542)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	139	154	136	145
<b>Final AYP Determination</b>	✗ 5 of 6							

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status









## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (744)			55%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (1)		–	–	–	
Black or African American (200)			46%	55%	30% 47%
Hispanic or Latino (521)			59%	55%	
Asian or Native Hawaiian/Other Pacific Islander (16)		–	–	–	
White (3)		–	–	–	
Multiracial (3)					
<b>Other Groups</b>					
Students with Disabilities (111)			32%	55%	22% 33%
Limited English Proficient <sup>3</sup> (132)			60%	55%	
Economically Disadvantaged (652)			58%	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 #32**

District ID **33-32-00-01-0000**

## 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

13 schools identified 48% of total

ACADEMY FOR ENVIRONMENTAL LEADERSHIP

ACADEMY OF URBAN PLANNING

ALL CITY LEADERSHIP SECONDARY SCHOOL

BUSHWICK LEADERS' HS FOR ACADEMIC EXCELLENCE

BUSHWICK SCHOOL FOR SOCIAL JUSTICE

NEW YORK HARBOR SCHOOL

PS 116 ELIZABETH L FARRELL SCHOOL

PS 151 LYNDON B JOHNSON SCHOOL

PS 376

PS 377 ALEJANDINA BENITEZ DEGAUTIER

PS 384 FRANCES E CARTER SCHOOL

PS 75 MAYDA CORTIELLA SCHOOL

PS 86 IRVINGTON SCHOOL

#### ▲ Improvement (Year 1)

2 schools identified 7% of total

PS 274 KOSCIUSKO SCHOOL

PS 45 HORACE E GREENE SCHOOL

#### ▲ Improvement (Year 2)

4 schools identified 15% of total

BUSHWICK COMMUNITY HIGH SCHOOL

EBC FOR PUBLIC SERVICE-BUSHWICK

PS 106 EDWARD EVERETT HALE

PS 123 SUYDAM SCHOOL

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

1 school identified 4% of total

JHS 383 PHILIPPA SCHUYLER

#### ▲ Corrective Action

3 schools identified 11% of total

IS 347 SCHOOL OF HUMANITIES

PS 145 ANDREW JACKSON SCHOOL

PS 299 THOMAS WARREN FIELD SCHOOL

#### ▲ Restructuring (Year 1)

2 schools identified 7% of total

IS 291 ROLAND HAYES

IS 349 SCHOOL FOR MATH, SCIENCE AND TECH

#### ▲ Restructuring (Year 3)

1 school identified 4% of total

JHS 296 THE HALSEY

#### ▲ Restructuring (Year 4)

1 school identified 4% of total







JHS 162 WILLOUGHBY

District NEW YORK CITY GEOGRAPHIC DISTRICT #32






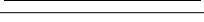
District ID 33-32-00-01-0000

## 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%			1371
Grade 4	48%			1354
Grade 5	65%			1513
Grade 6	48%			1616
Grade 7	52%			1528
Grade 8	39%			1502

### Mathematics

Grade 3	86%		1400
Grade 4	75%		1382
Grade 5	76%		1525
Grade 6	70%		1629
Grade 7	63%		1569
Grade 8	52%		1522

### Science

Grade 4	65%		1368
Grade 8	46%		1465

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	51%			734
Mathematics	49%			734

### 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).

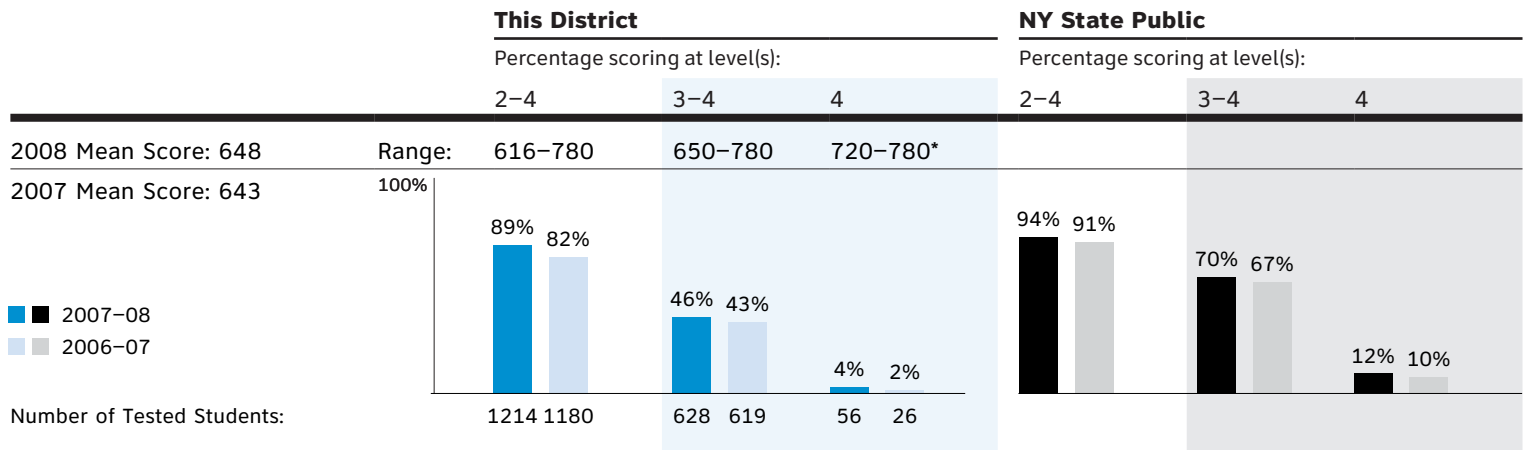
In this section, this district's performance is compared with that of public schools statewide.

### 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>1371</b>	<b>89%</b>	<b>46%</b>	<b>4%</b>	<b>1447</b>	<b>82%</b>	<b>43%</b>	<b>2%</b>
Female	674	92%	50%	4%	682	84%	47%	2%
Male	697	85%	42%	4%	765	79%	39%	1%
American Indian or Alaska Native	7	—	—	—	5	—	—	—
Black or African American	323	89%	47%	3%	331	83%	42%	1%
Hispanic or Latino	1011	88%	45%	4%	1064	81%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	60%	15%	29	90%	69%	7%
White	9	89%	78%	0%	17	65%	35%	0%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	8	88%	75%	25%	6	67%	17%	0%
General-Education Students	1095	94%	51%	5%	1243	87%	47%	2%
Students with Disabilities	276	66%	24%	0%	204	48%	17%	0%
English Proficient	1044	92%	54%	5%	1082	86%	48%	2%
Limited English Proficient	327	76%	20%	0%	365	68%	27%	0%
Economically Disadvantaged	1331	89%	45%	4%	1403	82%	43%	2%
Not Disadvantaged	40	85%	65%	13%	44	77%	48%	2%
Migrant								
Not Migrant	1371	89%	46%	4%	1447	82%	43%	2%

#### NOTES

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

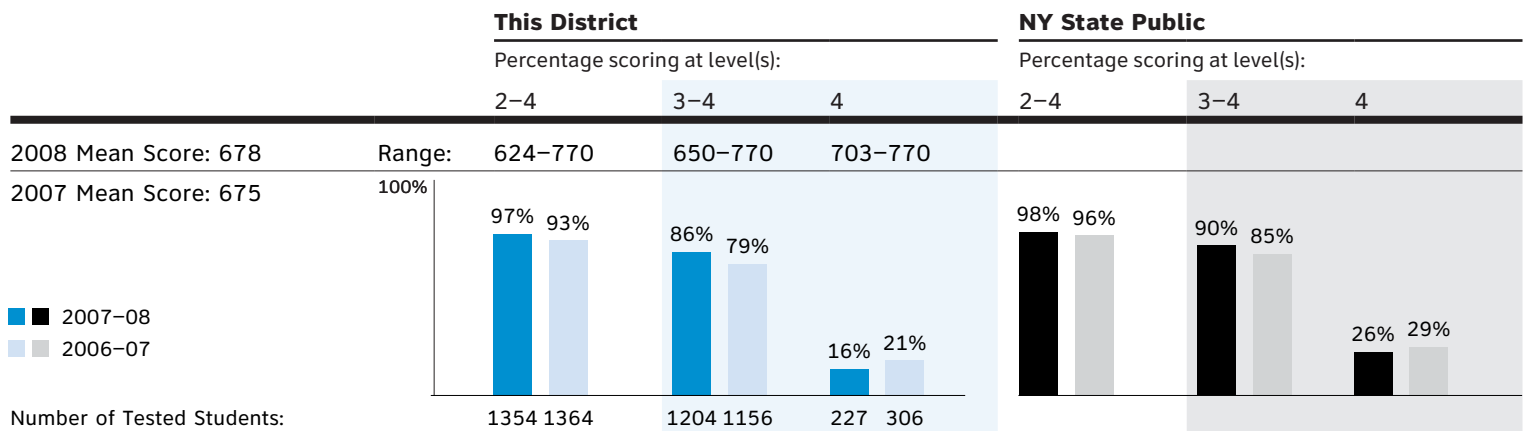
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	12	10	8	7	23	23	20	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	25	N/A	N/A	N/A	18	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>1400</b>	<b>97%</b>	<b>86%</b>	<b>16%</b>	<b>1463</b>	<b>93%</b>	<b>79%</b>	<b>21%</b>
Female	690	97%	88%	16%	687	94%	81%	21%
Male	710	96%	84%	16%	776	92%	77%	21%
American Indian or Alaska Native	6	—	—	—	4	—	—	—
Black or African American	327	95%	82%	14%	332	94%	78%	16%
Hispanic or Latino	1036	97%	87%	16%	1080	93%	79%	22%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	48%	29	97%	93%	45%
White	9	100%	100%	22%	17	82%	76%	18%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	7	100%	86%	29%	5	100%	80%	0%
General-Education Students	1129	99%	91%	18%	1258	96%	83%	24%
Students with Disabilities	271	88%	66%	8%	205	74%	52%	4%
English Proficient	1053	97%	87%	19%	1078	95%	82%	24%
Limited English Proficient	347	96%	82%	9%	385	90%	72%	14%
Economically Disadvantaged	1359	97%	86%	16%	1418	93%	79%	21%
Not Disadvantaged	41	93%	90%	22%	45	96%	82%	22%
Migrant								
Not Migrant	1400	97%	86%	16%	1463	93%	79%	21%

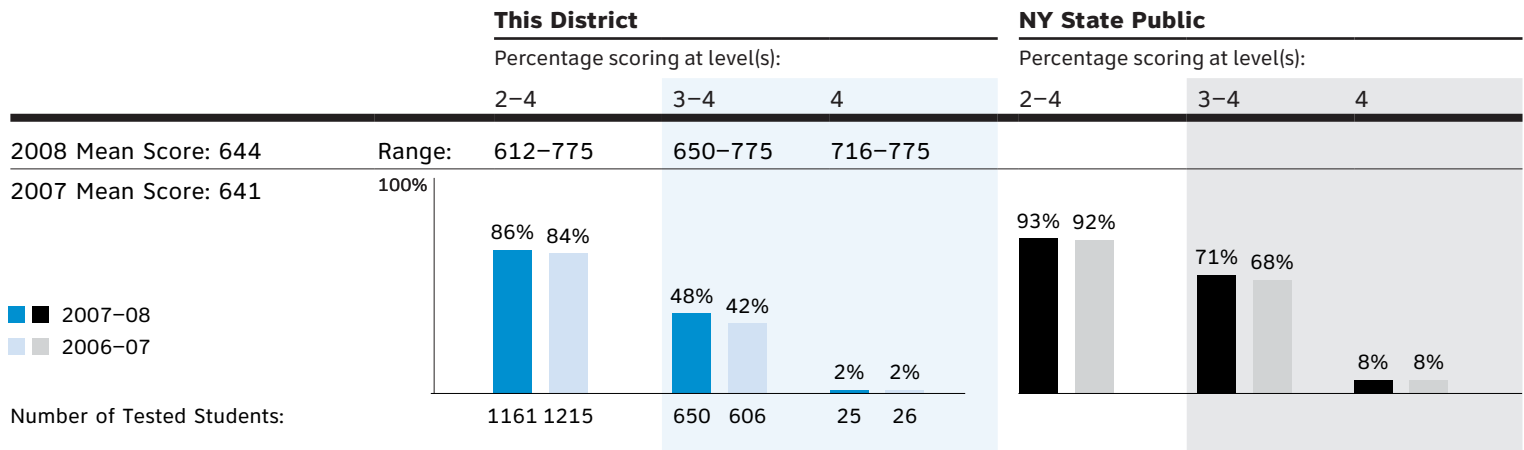
#### NOTES

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	13	13	13	8	23	23	22	17

## 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>1354</b>	<b>86%</b>	<b>48%</b>	<b>2%</b>	<b>1452</b>	<b>84%</b>	<b>42%</b>	<b>2%</b>
Female	638	89%	52%	3%	706	87%	44%	3%
Male	716	83%	44%	1%	746	81%	39%	1%
American Indian or Alaska Native	1	—	—	—	5	—	—	—
Black or African American	305	90%	48%	3%	313	88%	43%	3%
Hispanic or Latino	1011	85%	48%	1%	1102	82%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	73%	5%	20	95%	60%	5%
White	15	—	—	—	11	91%	18%	0%
Multiracial					1	—	—	—
Small Group Totals	16	63%	31%	0%	6	83%	50%	0%
General-Education Students	1089	92%	56%	2%	1255	89%	47%	2%
Students with Disabilities	265	61%	17%	0%	197	49%	10%	0%
English Proficient	1064	90%	56%	2%	1140	91%	50%	2%
Limited English Proficient	290	71%	20%	0%	312	57%	13%	0%
Economically Disadvantaged	1308	86%	48%	2%	1413	84%	41%	2%
Not Disadvantaged	46	85%	52%	2%	39	90%	56%	5%
Migrant								
Not Migrant	1354	86%	48%	2%	1452	84%	42%	2%

#### NOTES

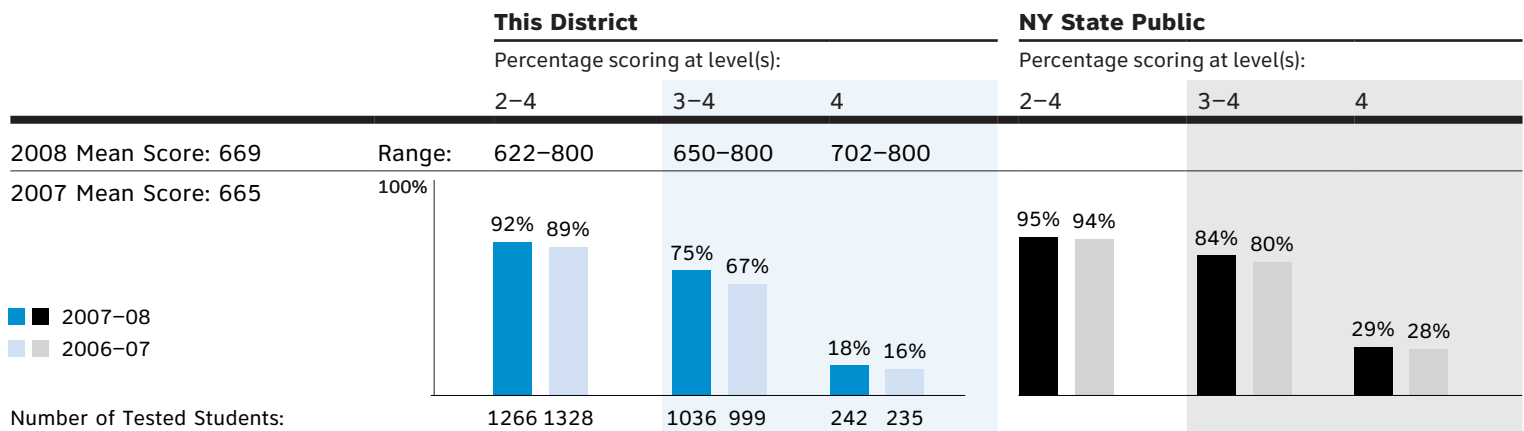
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 4 Equivalent	24	24	20	15	18	18	16	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	25	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 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>1382</b>	<b>92%</b>	<b>75%</b>	<b>18%</b>	<b>1488</b>	<b>89%</b>	<b>67%</b>	<b>16%</b>
Female	652	92%	75%	17%	724	90%	65%	13%
Male	730	91%	75%	18%	764	89%	69%	18%
American Indian or Alaska Native	1	—	—	—	5	—	—	—
Black or African American	305	92%	75%	17%	315	87%	63%	11%
Hispanic or Latino	1038	92%	74%	17%	1137	90%	68%	17%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	96%	30%	20	100%	90%	25%
White	15	—	—	—	10	90%	70%	20%
Multiracial					1	—	—	—
Small Group Totals	16	75%	75%	25%	6	100%	67%	17%
General-Education Students	1119	95%	80%	21%	1288	93%	73%	18%
Students with Disabilities	263	76%	53%	5%	200	67%	32%	3%
English Proficient	1065	94%	80%	21%	1139	93%	73%	19%
Limited English Proficient	317	85%	59%	7%	349	78%	47%	5%
Economically Disadvantaged	1335	92%	75%	18%	1447	89%	67%	16%
Not Disadvantaged	47	91%	74%	15%	41	95%	73%	24%
Migrant								
Not Migrant	1382	92%	75%	18%	1488	89%	67%	16%

#### NOTES

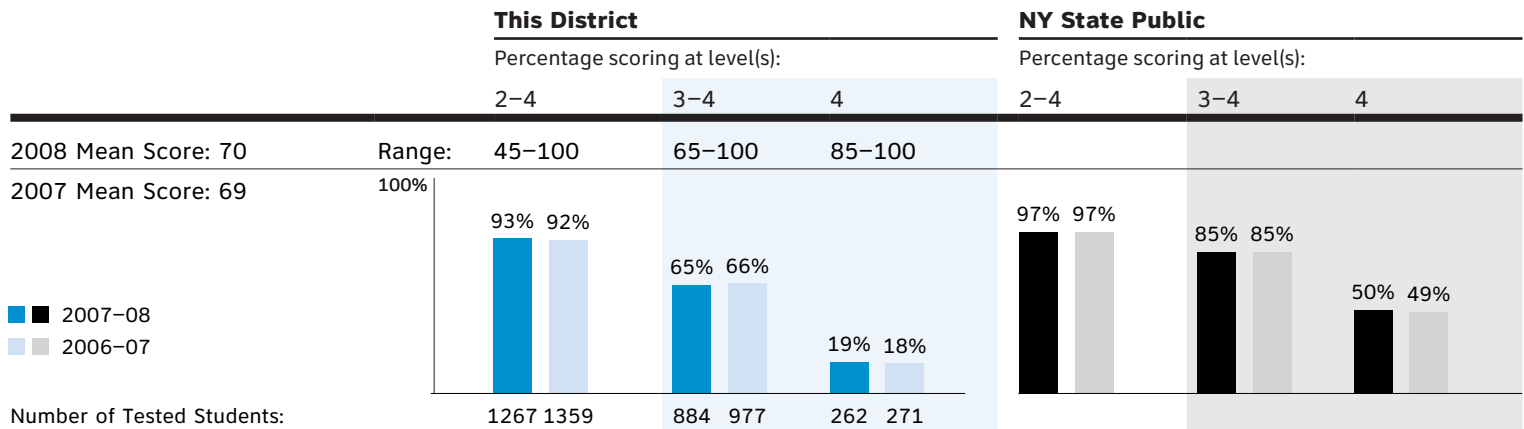
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	24	24	22	13	18	18	17	15



## 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>1368</b>	<b>93%</b>	<b>65%</b>	<b>19%</b>	<b>1477</b>	<b>92%</b>	<b>66%</b>	<b>18%</b>
Female	643	93%	64%	19%	717	93%	63%	17%
Male	725	93%	65%	20%	760	91%	69%	19%
American Indian or Alaska Native	1	—	—	—	5	—	—	—
Black or African American	298	94%	65%	18%	315	93%	67%	17%
Hispanic or Latino	1032	92%	64%	19%	1124	92%	65%	19%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	83%	35%	21	95%	95%	33%
White	14	—	—	—	11	100%	73%	36%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	15	93%	67%	20%	6	100%	67%	0%
General-Education Students	1113	95%	70%	22%	1277	94%	71%	20%
Students with Disabilities	255	84%	42%	7%	200	77%	37%	6%
English Proficient	1053	96%	72%	23%	1134	96%	75%	22%
Limited English Proficient	315	82%	42%	5%	343	80%	38%	5%
Economically Disadvantaged	1323	93%	65%	19%	1434	92%	66%	18%
Not Disadvantaged	45	96%	62%	20%	43	95%	81%	33%
Migrant								
Not Migrant	1368	93%	65%	19%	1477	92%	66%	18%

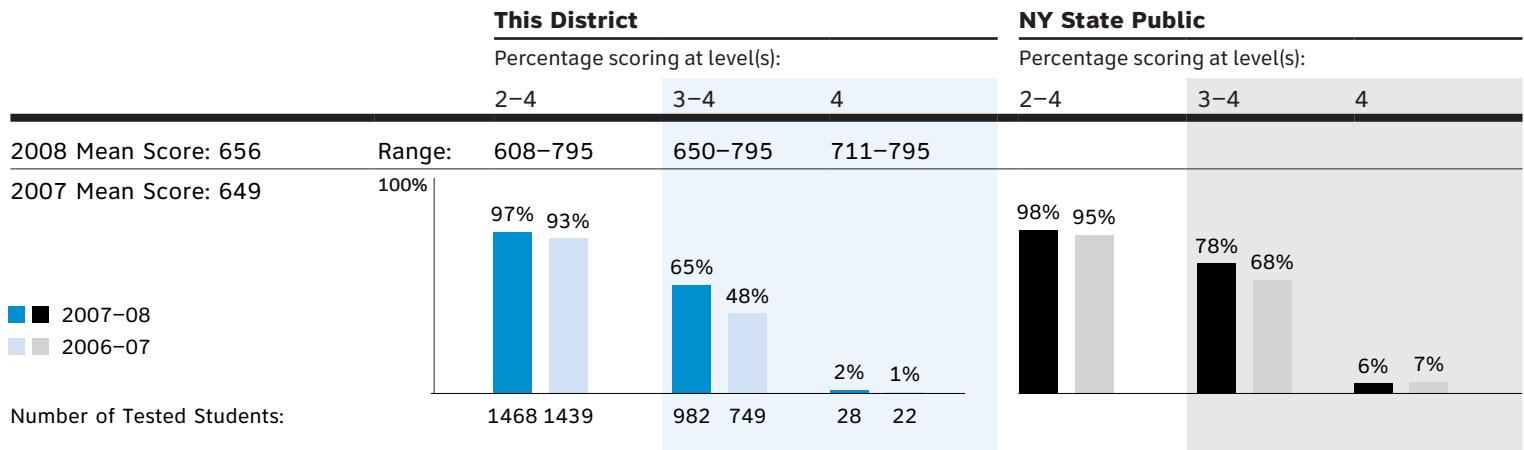
### NOTES

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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 4 Equivalent	23	22	22	18	18	18	18	16

## 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>1513</b>	<b>97%</b>	<b>65%</b>	<b>2%</b>	<b>1555</b>	<b>93%</b>	<b>48%</b>	<b>1%</b>
Female	742	98%	67%	2%	774	95%	50%	2%
Male	771	96%	63%	2%	781	90%	46%	1%
American Indian or Alaska Native	4	—	—	—	10	70%	30%	0%
Black or African American	377	98%	69%	2%	435	96%	54%	2%
Hispanic or Latino	1098	97%	63%	2%	1068	91%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	83%	0%	32	100%	72%	3%
White	10	90%	40%	10%	9	—	—	—
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	5	100%	60%	0%	10	100%	50%	0%
General-Education Students	1279	99%	71%	2%	1322	97%	55%	2%
Students with Disabilities	234	88%	31%	1%	233	69%	12%	0%
English Proficient	1246	99%	72%	2%	1318	96%	55%	2%
Limited English Proficient	267	88%	33%	0%	237	75%	11%	0%
Economically Disadvantaged	1436	97%	64%	2%	1479	92%	47%	1%
Not Disadvantaged	77	99%	81%	5%	76	100%	78%	5%
Migrant								
Not Migrant	1513	97%	65%	2%	1555	93%	48%	1%

#### NOTES

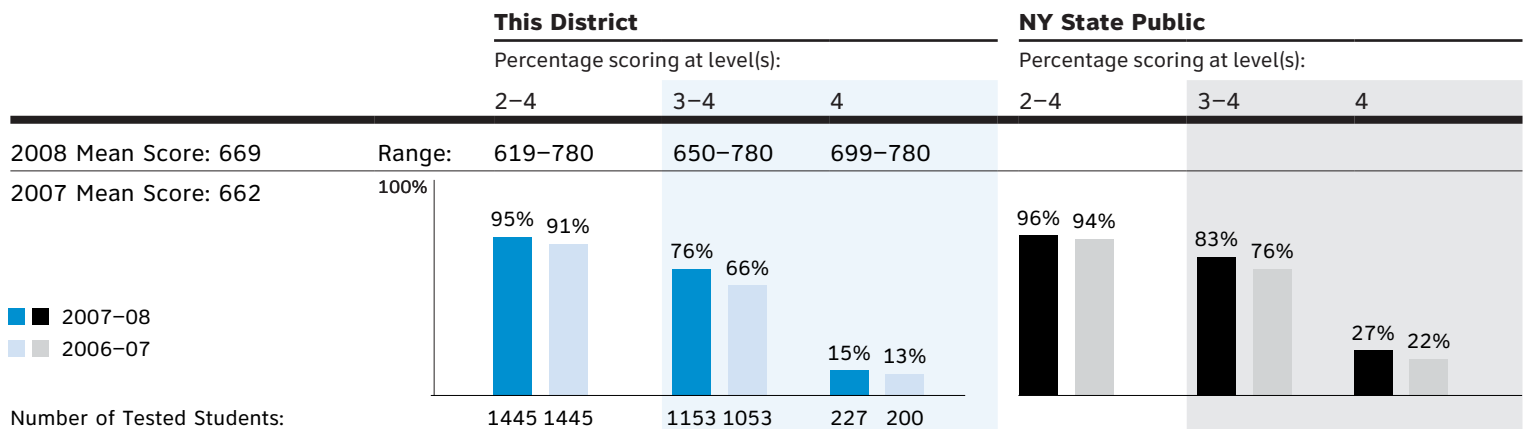
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	20	17	16	10	14	14	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	19	N/A	N/A	N/A	30	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>1525</b>	<b>95%</b>	<b>76%</b>	<b>15%</b>	<b>1586</b>	<b>91%</b>	<b>66%</b>	<b>13%</b>
Female	747	95%	76%	15%	797	93%	66%	12%
Male	778	94%	75%	15%	789	89%	66%	14%
American Indian or Alaska Native	4	—	—	—	9	—	—	—
Black or African American	374	95%	75%	13%	441	93%	66%	9%
Hispanic or Latino	1113	94%	75%	15%	1091	90%	66%	13%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	92%	25%	34	97%	88%	44%
White	9	100%	78%	11%	10	80%	40%	0%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	5	100%	60%	20%	10	60%	40%	10%
General-Education Students	1291	97%	81%	17%	1355	96%	74%	15%
Students with Disabilities	234	81%	47%	5%	231	61%	24%	0%
English Proficient	1238	97%	80%	17%	1311	94%	71%	14%
Limited English Proficient	287	87%	55%	5%	275	80%	46%	4%
Economically Disadvantaged	1446	95%	75%	15%	1511	91%	66%	12%
Not Disadvantaged	79	97%	85%	14%	75	96%	73%	20%
Migrant								
Not Migrant	1525	95%	76%	15%	1586	91%	66%	13%

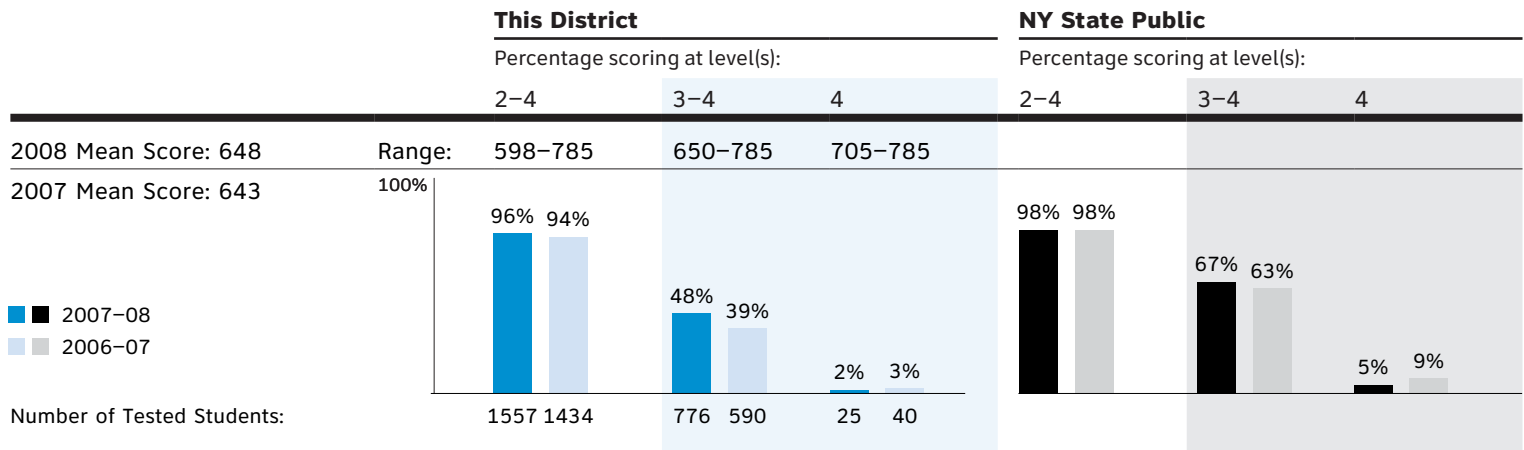
#### NOTES

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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 5 Equivalent	20	20	18	13	14	14	14	11

## 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>1616</b>	<b>96%</b>	<b>48%</b>	<b>2%</b>	<b>1526</b>	<b>94%</b>	<b>39%</b>	<b>3%</b>
Female	817	97%	52%	2%	768	96%	45%	4%
Male	799	95%	44%	1%	758	91%	32%	2%
American Indian or Alaska Native	9	100%	33%	0%	6	—	—	—
Black or African American	559	99%	61%	3%	517	97%	58%	5%
Hispanic or Latino	1004	95%	40%	1%	948	92%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	36	97%	81%	0%	40	98%	65%	3%
White	8	100%	25%	0%	12	92%	33%	0%
Multiracial					3	—	—	—
Small Group Totals					9	100%	56%	0%
General-Education Students	1365	99%	55%	2%	1325	97%	44%	3%
Students with Disabilities	251	82%	10%	0%	201	76%	4%	0%
English Proficient	1408	98%	54%	2%	1320	97%	44%	3%
Limited English Proficient	208	87%	9%	0%	206	76%	2%	0%
Economically Disadvantaged	1491	96%	46%	1%	1418	94%	36%	2%
Not Disadvantaged	125	98%	76%	3%	108	97%	71%	8%
Migrant								
Not Migrant	1616	96%	48%	2%	1526	94%	39%	3%

#### NOTES

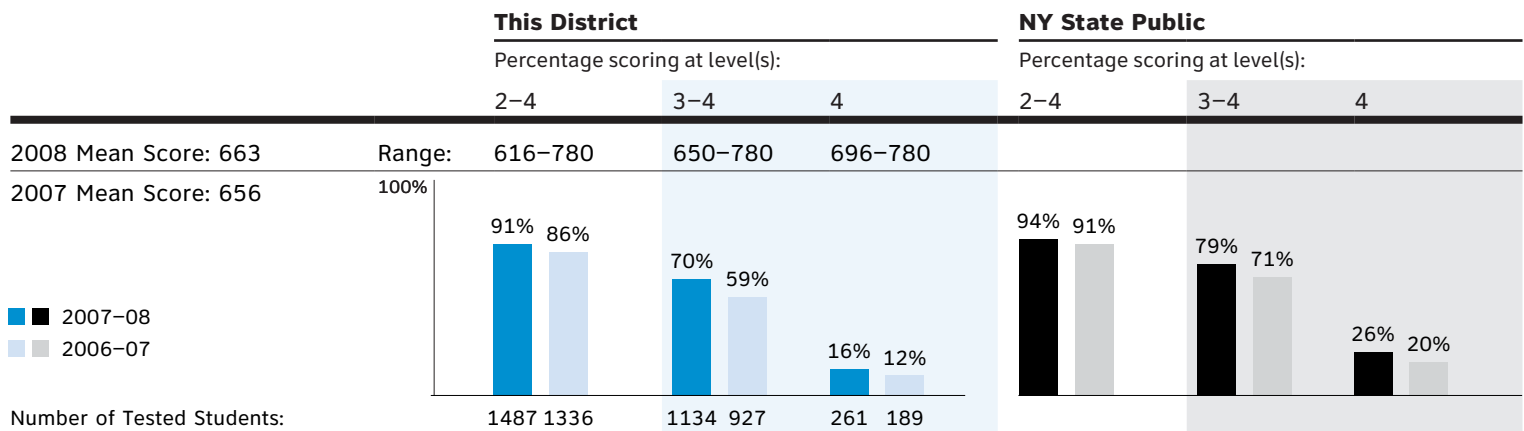
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	6	5	5	19	19	18	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	13	N/A	N/A	N/A	28	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>1629</b>	<b>91%</b>	<b>70%</b>	<b>16%</b>	<b>1558</b>	<b>86%</b>	<b>59%</b>	<b>12%</b>
Female	822	93%	72%	17%	783	89%	64%	15%
Male	807	89%	68%	15%	775	82%	55%	9%
American Indian or Alaska Native	10	60%	30%	30%	6	—	—	—
Black or African American	560	93%	75%	20%	516	92%	72%	15%
Hispanic or Latino	1014	91%	67%	13%	975	82%	52%	10%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	84%	54%	43	100%	88%	35%
White	8	75%	13%	0%	15	53%	53%	7%
Multiracial					3	—	—	—
Small Group Totals					9	78%	33%	11%
General-Education Students	1372	97%	78%	19%	1353	92%	66%	14%
Students with Disabilities	257	61%	23%	2%	205	44%	14%	0%
English Proficient	1405	93%	73%	18%	1322	89%	65%	14%
Limited English Proficient	224	79%	46%	4%	236	67%	31%	2%
Economically Disadvantaged	1503	91%	69%	15%	1452	85%	58%	12%
Not Disadvantaged	126	91%	83%	24%	106	94%	87%	21%
Migrant								
Not Migrant	1629	91%	70%	16%	1558	86%	59%	12%

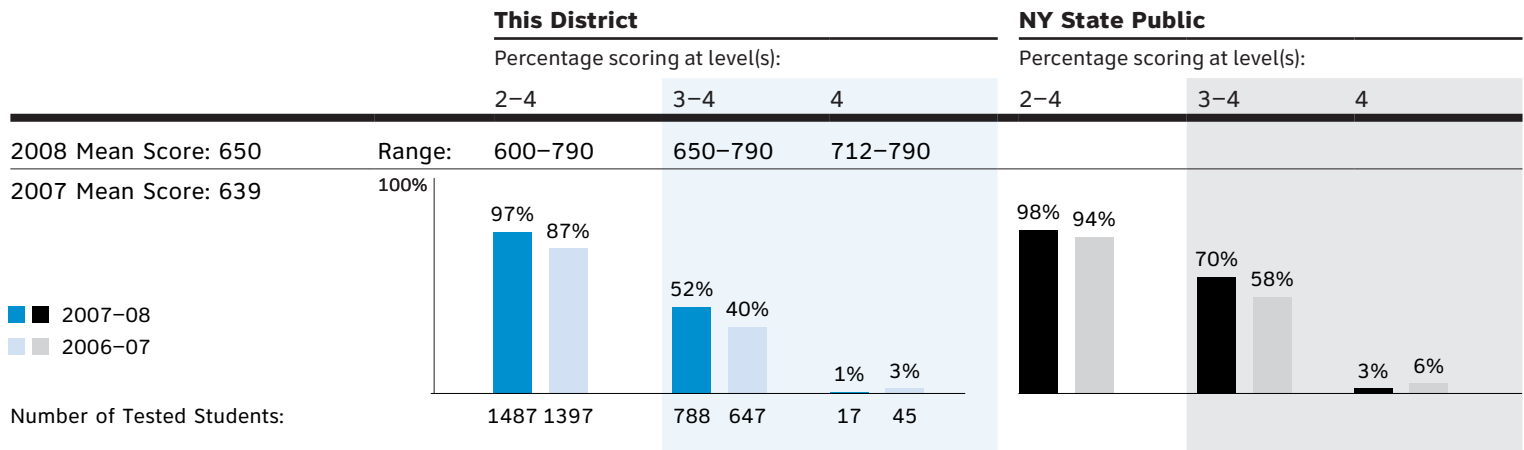
#### NOTES

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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	7	7	5	3	19	19	18	12

## 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>1528</b>	<b>97%</b>	<b>52%</b>	<b>1%</b>	<b>1603</b>	<b>87%</b>	<b>40%</b>	<b>3%</b>
Female	788	99%	59%	2%	784	91%	46%	4%
Male	740	96%	44%	1%	819	84%	35%	1%
American Indian or Alaska Native	7	—	—	—	5	—	—	—
Black or African American	505	98%	68%	2%	543	92%	55%	6%
Hispanic or Latino	963	97%	43%	1%	997	84%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	41	100%	71%	5%	38	97%	61%	3%
White	11	91%	27%	0%	19	84%	32%	5%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	8	100%	50%	0%	6	83%	17%	0%
General-Education Students	1314	98%	57%	1%	1411	91%	45%	3%
Students with Disabilities	214	91%	16%	0%	192	59%	7%	0%
English Proficient	1319	99%	58%	1%	1410	92%	45%	3%
Limited English Proficient	209	89%	11%	0%	193	49%	3%	0%
Economically Disadvantaged	1385	97%	48%	1%	1486	87%	37%	2%
Not Disadvantaged	143	99%	83%	4%	117	95%	83%	7%
Migrant								
Not Migrant	1528	97%	52%	1%	1603	87%	40%	3%

#### NOTES

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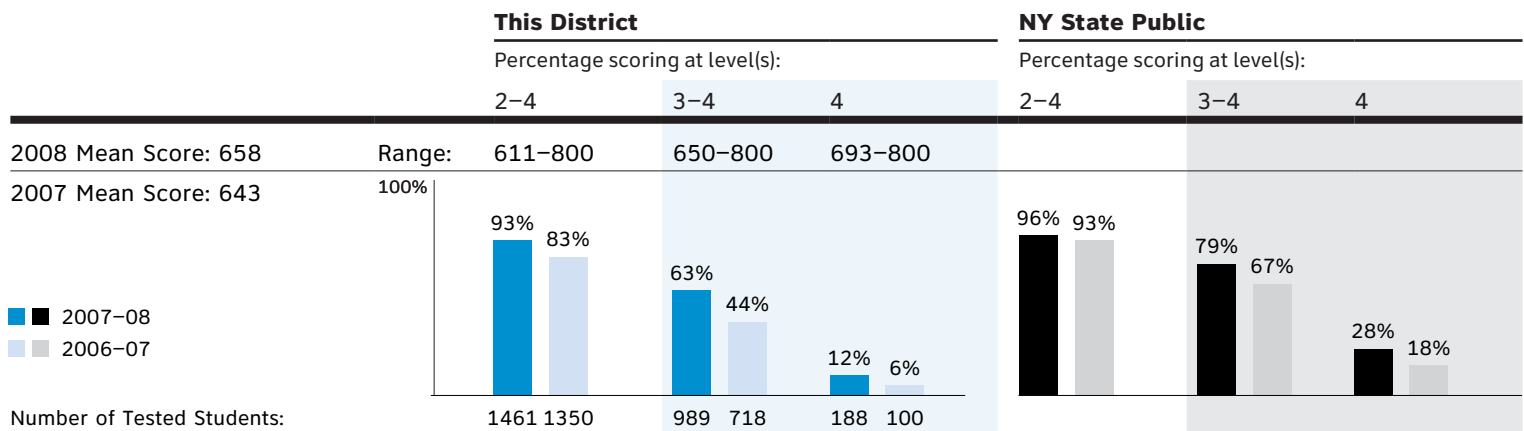
### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	14	14	13	10	33	32	31	25
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	28	N/A	N/A	N/A	28	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>1569</b>	<b>93%</b>	<b>63%</b>	<b>12%</b>	<b>1624</b>	<b>83%</b>	<b>44%</b>	<b>6%</b>
Female	812	95%	69%	14%	792	87%	47%	7%
Male	757	91%	57%	10%	832	79%	41%	5%
American Indian or Alaska Native	7	—	—	—	5	—	—	—
Black or African American	511	95%	72%	17%	541	85%	51%	9%
Hispanic or Latino	995	92%	58%	8%	1017	82%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	44	100%	89%	39%	40	98%	75%	25%
White	11	64%	18%	0%	20	70%	35%	10%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	8	88%	75%	13%	6	83%	50%	0%
General-Education Students	1352	97%	70%	14%	1438	87%	49%	7%
Students with Disabilities	217	72%	21%	1%	186	49%	8%	0%
English Proficient	1324	95%	67%	14%	1403	86%	49%	7%
Limited English Proficient	245	84%	40%	2%	221	65%	16%	1%
Economically Disadvantaged	1423	93%	61%	11%	1508	82%	42%	5%
Not Disadvantaged	146	98%	85%	25%	116	91%	73%	22%
Migrant								
Not Migrant	1569	93%	63%	12%	1624	83%	44%	6%

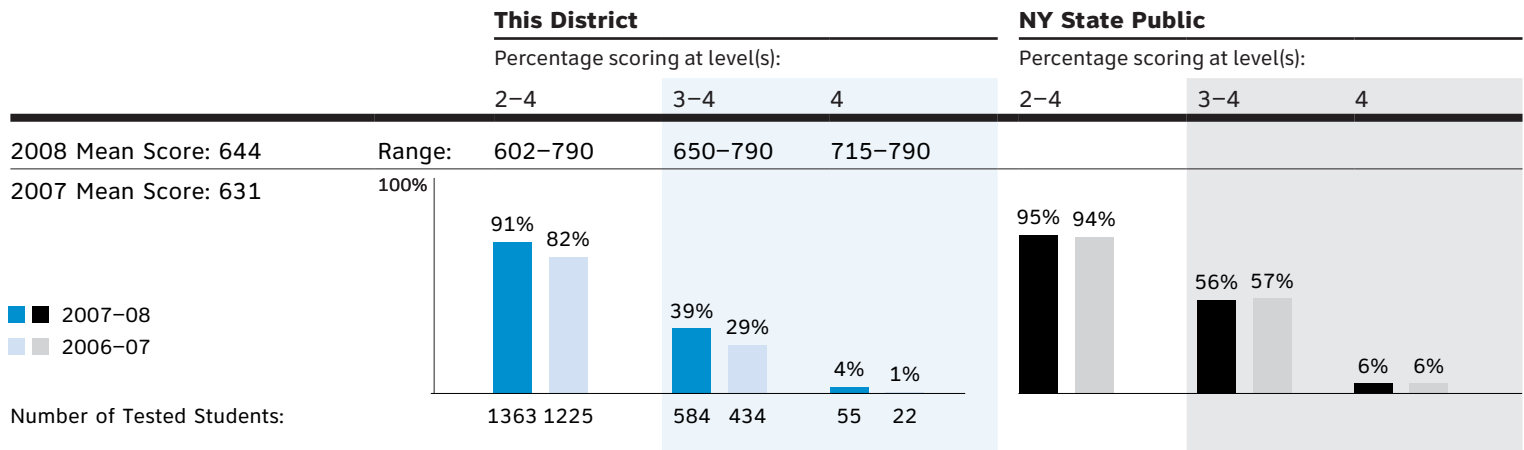
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	14	13	13	7	33	31	28	23

## 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>1502</b>	<b>91%</b>	<b>39%</b>	<b>4%</b>	<b>1486</b>	<b>82%</b>	<b>29%</b>	<b>1%</b>
Female	738	93%	44%	6%	726	85%	34%	2%
Male	764	88%	34%	2%	760	80%	25%	1%
American Indian or Alaska Native	4	—	—	—	16	69%	44%	0%
Black or African American	510	96%	55%	9%	471	88%	40%	3%
Hispanic or Latino	930	88%	29%	1%	963	80%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	38	100%	61%	3%	25	100%	56%	16%
White	18	94%	33%	0%	9	—	—	—
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	6	100%	67%	0%	11	73%	27%	0%
General-Education Students	1303	94%	44%	4%	1305	87%	33%	2%
Students with Disabilities	199	68%	6%	0%	181	49%	1%	0%
English Proficient	1320	95%	44%	4%	1258	89%	34%	2%
Limited English Proficient	182	60%	1%	0%	228	47%	2%	0%
Economically Disadvantaged	1364	90%	35%	3%	1385	82%	27%	1%
Not Disadvantaged	138	97%	80%	14%	101	93%	61%	4%
Migrant								
Not Migrant	1502	91%	39%	4%	1486	82%	29%	1%

#### NOTES

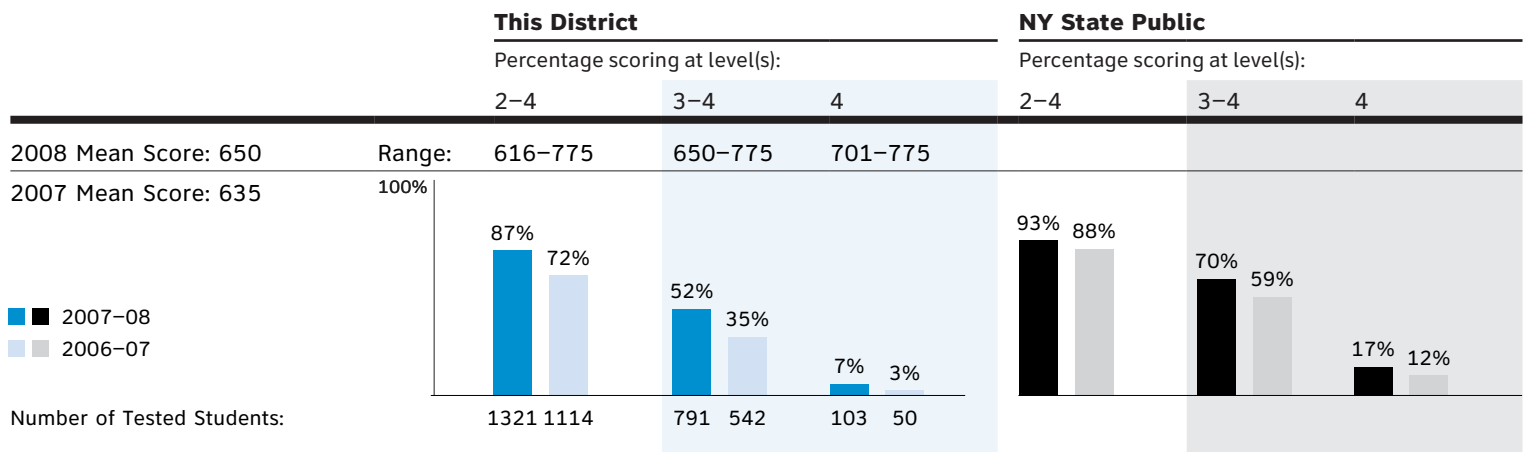
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	25	25	23	19	20	20	18	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	22	N/A	N/A	N/A	49	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>1522</b>	<b>87%</b>	<b>52%</b>	<b>7%</b>	<b>1548</b>	<b>72%</b>	<b>35%</b>	<b>3%</b>
Female	753	89%	53%	8%	761	74%	38%	3%
Male	769	84%	51%	6%	787	70%	33%	3%
American Indian or Alaska Native	3	—	—	—	17	59%	35%	0%
Black or African American	508	90%	58%	10%	470	74%	39%	6%
Hispanic or Latino	952	85%	48%	4%	1022	71%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	38	97%	76%	21%	26	88%	73%	27%
White	19	74%	47%	5%	11	—	—	—
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	5	100%	60%	20%	13	69%	38%	0%
General-Education Students	1325	92%	58%	8%	1359	76%	39%	4%
Students with Disabilities	197	53%	15%	0%	189	41%	6%	0%
English Proficient	1311	89%	55%	8%	1258	76%	39%	4%
Limited English Proficient	211	73%	34%	1%	290	55%	17%	0%
Economically Disadvantaged	1383	86%	50%	5%	1441	72%	34%	3%
Not Disadvantaged	139	92%	76%	21%	107	78%	52%	9%
Migrant								
Not Migrant	1522	87%	52%	7%	1548	72%	35%	3%

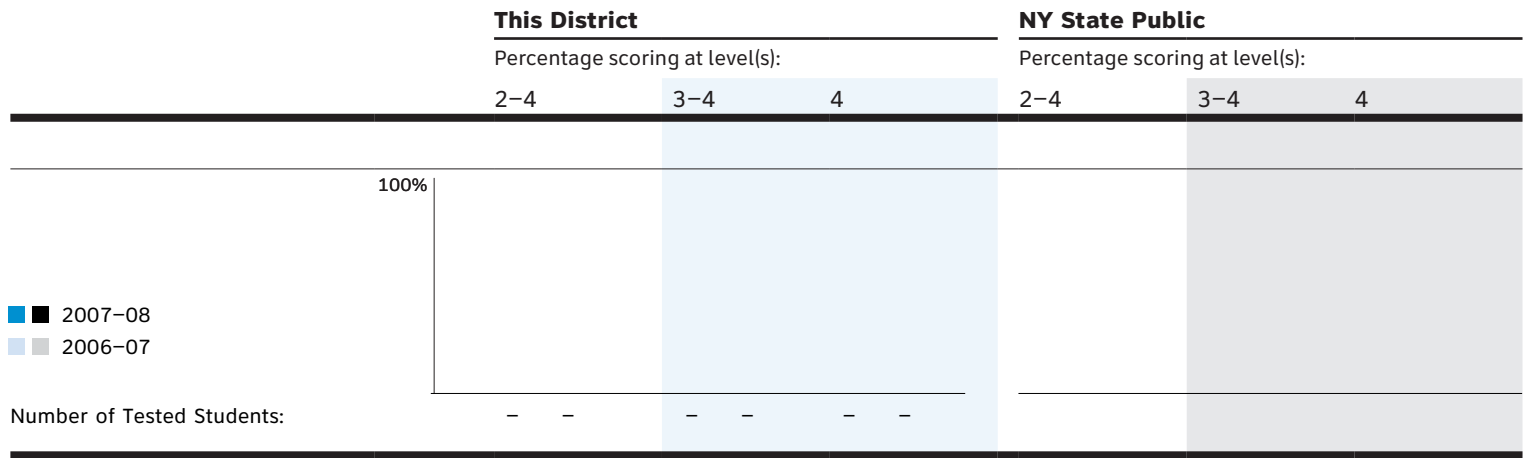
#### NOTES

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

### Other Assessments

	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	24	23	13	20	20	19	14

## 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>1465</b>	<b>89%</b>	<b>46%</b>	<b>8%</b>	<b>1476</b>	<b>75%</b>	<b>32%</b>	<b>6%</b>
Female	721	91%	43%	7%	732	76%	32%	5%
Male	744	87%	48%	8%	744	74%	32%	7%
American Indian or Alaska Native	4	-	-	-	16	69%	19%	6%
Black or African American	493	92%	61%	13%	436	79%	45%	11%
Hispanic or Latino	912	86%	37%	4%	987	73%	26%	3%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	68%	16%	25	96%	60%	36%
White	17	88%	47%	18%	11	-	-	-
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	100%	50%	17%	12	67%	33%	8%
General-Education Students	1274	92%	51%	9%	1307	79%	36%	7%
Students with Disabilities	191	64%	12%	0%	169	42%	4%	0%
English Proficient	1262	91%	50%	9%	1189	79%	36%	8%
Limited English Proficient	203	77%	17%	2%	287	59%	16%	0%
Economically Disadvantaged	1330	88%	42%	6%	1373	74%	30%	6%
Not Disadvantaged	135	96%	79%	23%	103	83%	55%	13%
Migrant								
Not Migrant	1465	89%	46%	8%	1476	75%	32%	6%

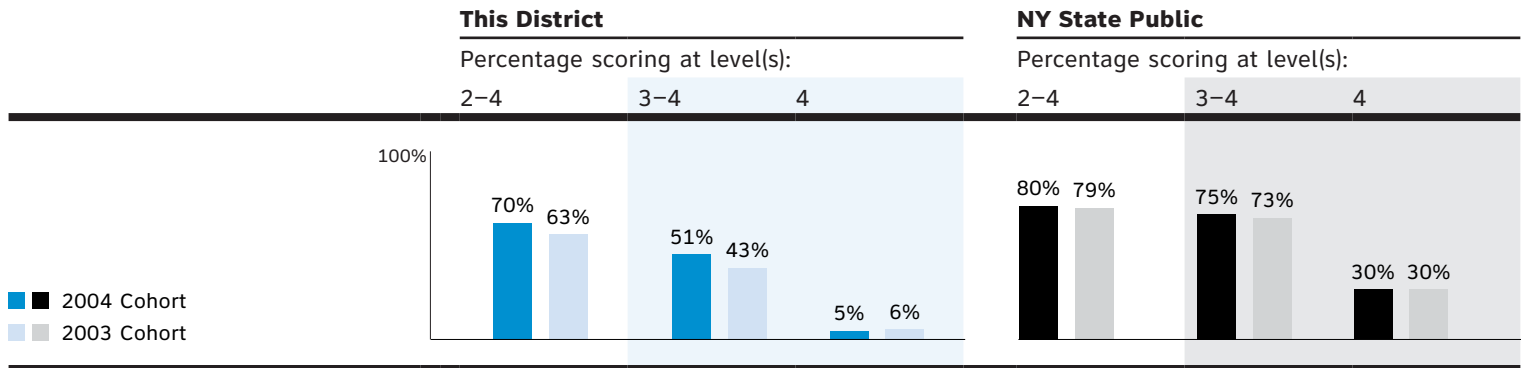
## NOTES

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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 8 Equivalent	25	24	23	20	19	19	17	12
Regents Science	1	-	-	-	1	-	-	-

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



### Results by Student Group

Results by Student Group	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	734	70%	51%	5%	836	63%	43%	6%
Female	352	76%	62%	6%	418	70%	50%	7%
Male	382	64%	42%	4%	418	56%	36%	4%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	205	62%	45%	5%	216	61%	41%	6%
Hispanic or Latino	509	73%	54%	4%	594	63%	43%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	73%	64%	18%	16	81%	75%	13%
White	5	–	–	–	5	40%	20%	0%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	9	67%	56%	11%	5	60%	20%	0%
General-Education Students	616	77%	58%	6%	658	75%	52%	7%
Students with Disabilities	118	31%	16%	1%	178	20%	10%	1%
English Proficient	650	71%	54%	5%	771	64%	44%	6%
Limited English Proficient	84	62%	36%	1%	65	54%	29%	2%
Economically Disadvantaged	597	72%	52%	5%	708	68%	46%	6%
Not Disadvantaged	137	62%	51%	4%	128	37%	24%	2%
Migrant								
Not Migrant	734	70%	51%	5%				

#### NOTES

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### Other Assessments

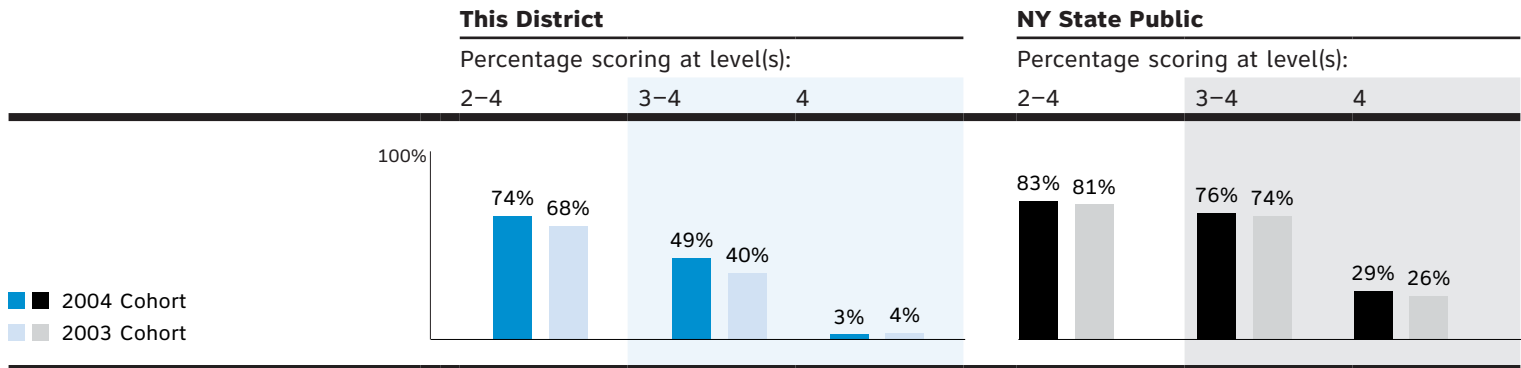
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

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

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

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



### Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>734</b>	<b>74%</b>	<b>49%</b>	<b>3%</b>	<b>836</b>	<b>68%</b>	<b>40%</b>	<b>4%</b>
Female	352	78%	52%	3%	418	74%	44%	6%
Male	382	70%	46%	3%	418	61%	36%	3%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	205	67%	41%	1%	216	67%	37%	3%
Hispanic or Latino	509	76%	51%	3%	594	68%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	11	82%	73%	9%	16	88%	75%	6%
White	5	—	—	—	5	40%	40%	0%
Multiracial	2	—	—	—	3	—	—	—
Small Group Totals	9	67%	56%	11%	5	60%	20%	0%
General-Education Students	616	81%	56%	3%	658	79%	49%	5%
Students with Disabilities	118	37%	14%	0%	178	25%	10%	0%
English Proficient	650	74%	51%	3%	771	68%	42%	5%
Limited English Proficient	84	74%	35%	0%	65	69%	23%	0%
Economically Disadvantaged	597	75%	50%	3%	708	73%	43%	5%
Not Disadvantaged	137	69%	46%	3%	128	40%	23%	2%
Migrant								
Not Migrant	734	74%	49%	3%				

#### NOTES

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### Other Assessments

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

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

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