



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #28**

District ID **34-28-00-01-0000**

Superintendent **DANIEL PURUS**

Telephone **(718) 557-2618**

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	587	601	598
Kindergarten	2292	2205	2178
Grade 1	2475	2523	2400
Grade 2	2458	2271	2412
Grade 3	2341	2318	2172
Grade 4	2322	2211	2238
Grade 5	2405	2191	2123
Grade 6	2343	2220	2033
Ungraded Elementary	974	1116	1272
Grade 7	2103	2064	2025
Grade 8	2077	2157	2007
Grade 9	4284	3988	3710
Grade 10	3662	3818	3665
Grade 11	2534	2608	2798
Grade 12	2383	2558	2411
Ungraded Secondary	830	860	937
Total K-12	35483	35108	34381

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	26	25	24
Grade 8			
English	28	29	28
Mathematics	29	29	27
Science	28	29	28
Social Studies	29	29	27
Grade 10			
English	30	31	31
Mathematics	28	29	27
Science	30	31	30
Social Studies	31	31	30

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 #28

District ID 34-28-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	18023	51%	17183	49%	16961	49%
Reduced-Price Lunch	3772	11%	3575	10%	3459	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3836	11%	3638	10%	3805	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	189	1%	192	1%	197	1%
Black or African American	11740	33%	11391	32%	10813	31%
Hispanic or Latino	8437	24%	8378	24%	8441	25%
Asian or Native Hawaiian/Other Pacific Islander	9724	27%	9935	28%	9807	29%
White	5393	15%	5212	15%	5123	15%
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	784	2%	1326	4%	1326	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	2300	2307	2293
Percent with No Valid Teaching Certificate	3%	4%	2%
Percent Teaching Out of Certification	9%	8%	8%
Percent with Fewer Than Three Years of Experience	12%	10%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	44%	46%	47%
Total Number of Core Classes	8503	5161	5423
Percent Not Taught by Highly Qualified Teachers	8%	8%	9%
Total Number of Classes	6919	6646	6501
Percent Taught by Teachers Without Appropriate Certification	12%	10%	9%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	18%	
Turnover Rate of All Teachers	14%	13%	

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.



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.

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.

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.

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	SH					
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	4 of 8	5 of 8	1 of 1

AYP Status


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

Accountability Status Levels

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





























Elementary/Middle-Level English Language Arts

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

Accountability Measures 9 of 9 Student groups making AYP in English language arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (14236:13601)			99%		162	132	
Ethnicity							
American Indian or Alaska Native (78:76)			100%		158	122	
Black or African American (4523:4344)			99%		148	131	
Hispanic or Latino (3539:3342)			99%		156	131	
Asian or Native Hawaiian/Other Pacific Islander (4076:3910)			99%		176	131	
White (1999:1909)			99%		173	131	
Multiracial (21:20)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2929:2763)			97%		118	131	114 126
Limited English Proficient ⁵ (1500:1883)			97%		136	130	
Economically Disadvantaged (11287:10779)			99%		158	132	
Final AYP Determination	 9 of 9						

NOTES

¹ 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.

² 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.

³ 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.

⁴ 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.

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


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

AYP Status

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





























Elementary/Middle-Level Mathematics

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

Accountability Measures 9 of 9 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (14273:13587)			99%		177	101	
Ethnicity							
American Indian or Alaska Native (79:75)			99%		176	91	
Black or African American (4545:4289)			99%		161	100	
Hispanic or Latino (3531:3340)			99%		174	100	
Asian or Native Hawaiian/Other Pacific Islander (4091:3943)			100%		190	100	
White (2006:1920)			99%		189	100	
Multiracial (21:20)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2937:2719)			97%		138	100	
Limited English Proficient ⁵ (1520:1998)			99%		165	100	
Economically Disadvantaged (11309:10764)			99%		175	101	
Final AYP Determination	 9 of 9						

NOTES

¹ 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.

² 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.

³ 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.

⁴ 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.


⁵ 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) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (4834:4508)		Qualified		98%		165	100	
Ethnicity								
American Indian or Alaska Native (25:22)	—	—	—	—	—	—	—	—
Black or African American (1558:1446)		Qualified		98%		151	100	
Hispanic or Latino (1205:1114)		Qualified		97%		159	100	
Asian or Native Hawaiian/Other Pacific Islander (1393:1314)		Qualified		99%		181	100	
White (643:603)		Qualified		98%		178	100	
Multiracial (10:9)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (968:864)		Qualified		95%		128	100	
Limited English Proficient ⁴ (542:674)		Qualified		98%		142	100	
Economically Disadvantaged (3673:3442)		Qualified		98%		162	100	
Final AYP Determination		1 of 1						

NOTES

¹ 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.

² 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.

³ 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.


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

AYP Status

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


























Secondary-Level English Language Arts

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

Accountability Measures 4 of 8 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (2746:2800)			99%		167	163	
Ethnicity							
American Indian or Alaska Native (7:10)	—	—	—	—	—	—	—
Black or African American (945:1009)			99%		157	162	162 161
Hispanic or Latino (634:634)			99%		158	161	161 162
Asian or Native Hawaiian/Other Pacific Islander (754:749)			100%		182	161	
White (401:395)			99%		179	159	
Multiracial (5:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (185:268)			98%		100	158	124 110
Limited English Proficient ⁴ (203:313)			97%		124	159	138 132
Economically Disadvantaged (755:813)			99%		166	161	
Final AYP Determination	 4 of 8						

NOTES

¹ 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).

² 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.

³ 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.

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


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

AYP Status

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


























Secondary-Level Mathematics

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

Accountability Measures 5 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (2746:2800)			99%		168	157	
Ethnicity							
American Indian or Alaska Native (7:10)	—	—	—	—	—	—	—
Black or African American (945:1009)			99%		155	156	156 160
Hispanic or Latino (634:634)			99%		161	155	
Asian or Native Hawaiian/Other Pacific Islander (754:749)			100%		185	155	
White (401:395)			99%		183	153	
Multiracial (5:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (185:268)			99%		105	152	127 115
Limited English Proficient ⁴ (203:313)			100%		147	153	153 152
Economically Disadvantaged (755:813)			100%		169	155	
Final AYP Determination	 5 of 8						

NOTES

¹ 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).

² 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.

³ 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.

⁴ 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) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (3198)			70%	55%		
Ethnicity						
American Indian or Alaska Native (13)		–	–	–		
Black or African American (1207)			65%	55%		
Hispanic or Latino (650)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (864)			80%	55%		
White (459)			80%	55%		
Multiracial (5)						
Other Groups						
Students with Disabilities (248)			29%	55%	22%	30%
Limited English Proficient ³ (328)			57%	55%		
Economically Disadvantaged (1260)			69%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ 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.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ 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 #28**

District ID **34-28-00-01-0000**

2008–09 Accountability Status of Schools in Your District

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

Federal Title I Status

▲ Good Standing

19 schools identified 50% of total

JHS 8 RICHARD S GROSSLEY
PS 117 J KELD-BRIARWOOD SCHOOL
PS 121
PS 140 EDWARD K ELLINGTON SCHOOL
PS 160 WALTER F BISHOP SCHOOL
PS 161 ARTHUR ASHE SCHOOL
PS 175 LYNN GROSS DISCOVERY SCHOOL
PS 182 SAMANTHA SMITH SCHOOL
PS 206 HORACE HARDING SCHOOL
PS 220 EDWARD MANDEL SCHOOL
PS 40 SAMUEL HUNTINGTON SCHOOL
PS 48 WILLIAM WORDSWORTH SCHOOL
PS 50 TALFOURD LAWN ELEMENTARY SCHOOL
PS 55 THE MAURE SCHOOL
PS 80 THURGOOD MARSHALL MAGNET
PS 82 HAMMOND SCHOOL
PS 86
PS 99 KEW GARDENS SCHOOL
YOUNG WOMEN'S LEADERSHIP SCHOOL OF QUEENS

▲ Improvement (Year 1)

2 schools identified 5% of total

PS 30
PS 54 HILLSIDE SCHOOL

▲ Restructuring (Year 4)

2 schools identified 5% of total

JHS 217 ROBERT A VANWYCK
JHS 72 CATHERINE & COUNT BASIE

New York State Status

■ Good Standing

11 schools identified 29% of total

GATEWAY TO HEALTH SCIENCE HIGH SCHOOL
HILLCREST HIGH SCHOOL
HS FOR LAW ENFORCEMENT AND PUBLIC SAFETY
JHS 190 RUSSELL SAGE
PS 101 SCHOOL IN THE GARDEN
PS 139 REGO PARK SCHOOL
PS 174 WILLIAM SIDNEY MOUNT SCHOOL
PS 196 GRAND CENTRAL PARKWAY SCHOOL
QUEENS HIGH SCHOOL OF SCIENCE AT YORK COLLEGE
THOMAS A EDISON CAREER AND TECHNICAL HIGH SCHOOL
YORK EARLY COLLEGE ACADEMY

■ Requiring Academic Progress (Year 1)

1 school identified 3% of total

PS 144 COL JEROMUS REMSEN SCHOOL

■ Requiring Academic Progress (Year 4)

1 school identified 3% of total

JHS 157 STEPHEN A HALSEY

■ Requiring Academic Progress (Year 5)

1 school identified 3% of total

FOREST HILLS HIGH SCHOOL

■ Requiring Academic Progress (Year 6)

1 school identified 3% of total







JAMAICA HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #28




District ID 34-28-00-01-0000

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	68%			2370
Grade 4	68%			2450
Grade 5	73%			2328
Grade 6	65%			2213
Grade 7	67%			2215
Grade 8	52%			2170

Mathematics

Grade 3	90%			2399
Grade 4	83%			2491
Grade 5	83%			2377
Grade 6	82%			2250
Grade 7	75%			2233
Grade 8	67%			2217

Science

Grade 4	79%			2496
Grade 8	57%			1980

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	72%			3139
Mathematics	71%			3139

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.

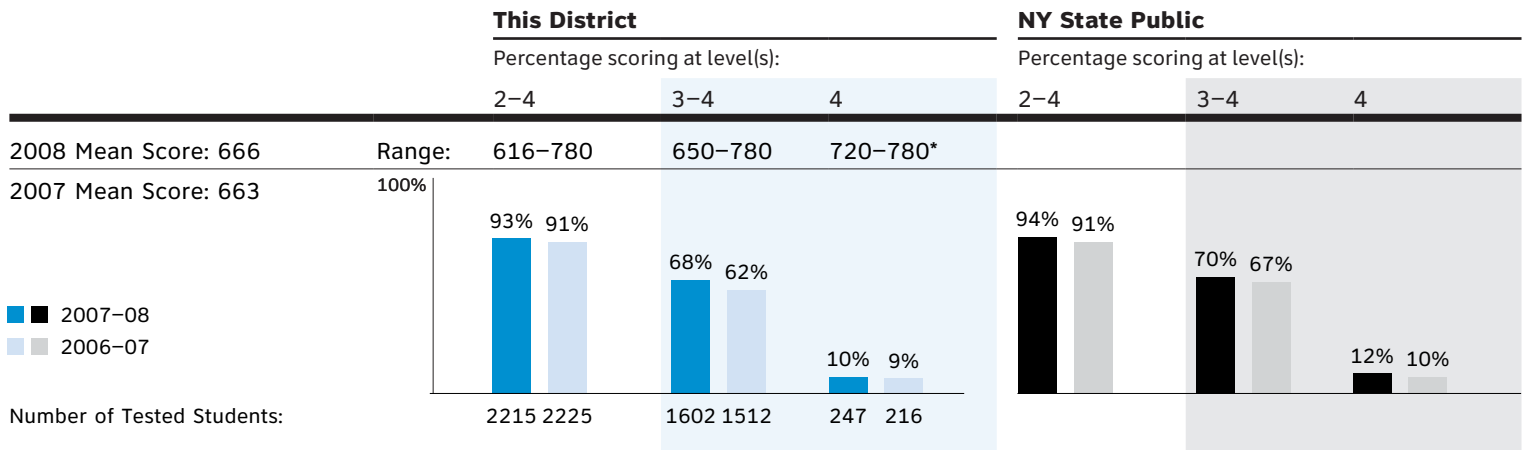
In this section, this district's performance is compared with that of public schools statewide.

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
All Students	2370	93%	68%	10%	2450	91%	62%	9%
Female	1148	95%	72%	11%	1166	94%	66%	10%
Male	1222	92%	64%	10%	1284	88%	58%	8%
American Indian or Alaska Native	12	92%	42%	0%	14	-	-	-
Black or African American	696	90%	56%	6%	726	87%	52%	4%
Hispanic or Latino	565	92%	63%	8%	633	87%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	673	97%	79%	13%	721	96%	73%	13%
White	416	96%	76%	17%	354	96%	73%	18%
Multiracial	8	88%	75%	0%	2	-	-	-
Small Group Totals					16	100%	44%	0%
General-Education Students	1915	98%	76%	12%	2055	96%	69%	10%
Students with Disabilities	455	76%	33%	3%	395	66%	24%	1%
English Proficient	2061	95%	73%	12%	2100	93%	67%	10%
Limited English Proficient	309	83%	34%	1%	350	78%	32%	0%
Economically Disadvantaged	1911	92%	64%	8%	2069	89%	57%	6%
Not Disadvantaged	459	98%	83%	21%	381	98%	87%	26%
Migrant								
Not Migrant	2370	93%	68%	10%	2450	91%	62%	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.

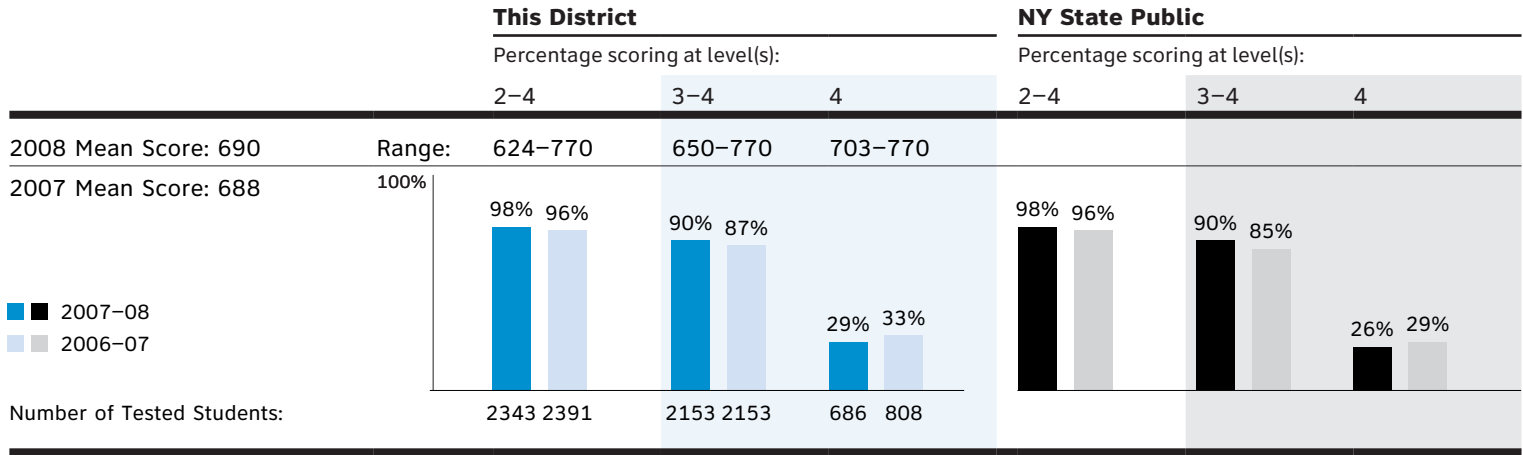
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	31	29	25	23	32	32	26	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	16	N/A	N/A	N/A	21	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
All Students	2399	98%	90%	29%	2480	96%	87%	33%
Female	1160	98%	91%	29%	1174	98%	88%	33%
Male	1239	97%	89%	28%	1306	95%	85%	32%
American Indian or Alaska Native	11	91%	82%	9%	13	-	-	-
Black or African American	708	96%	82%	14%	732	94%	79%	20%
Hispanic or Latino	570	98%	88%	22%	646	96%	83%	24%
Asian or Native Hawaiian/Other Pacific Islander	679	99%	95%	45%	733	98%	94%	48%
White	423	99%	97%	36%	354	99%	95%	42%
Multiracial	8	100%	88%	25%	2	-	-	-
Small Group Totals					15	100%	100%	7%
General-Education Students	1938	99%	95%	33%	2081	99%	92%	37%
Students with Disabilities	461	91%	69%	10%	399	84%	59%	9%
English Proficient	2067	98%	92%	32%	2100	97%	90%	37%
Limited English Proficient	332	95%	79%	10%	380	91%	71%	11%
Economically Disadvantaged	1933	97%	88%	25%	2097	96%	85%	29%
Not Disadvantaged	466	98%	97%	43%	383	99%	97%	55%
Migrant								
Not Migrant	2399	98%	90%	29%	2480	96%	87%	33%

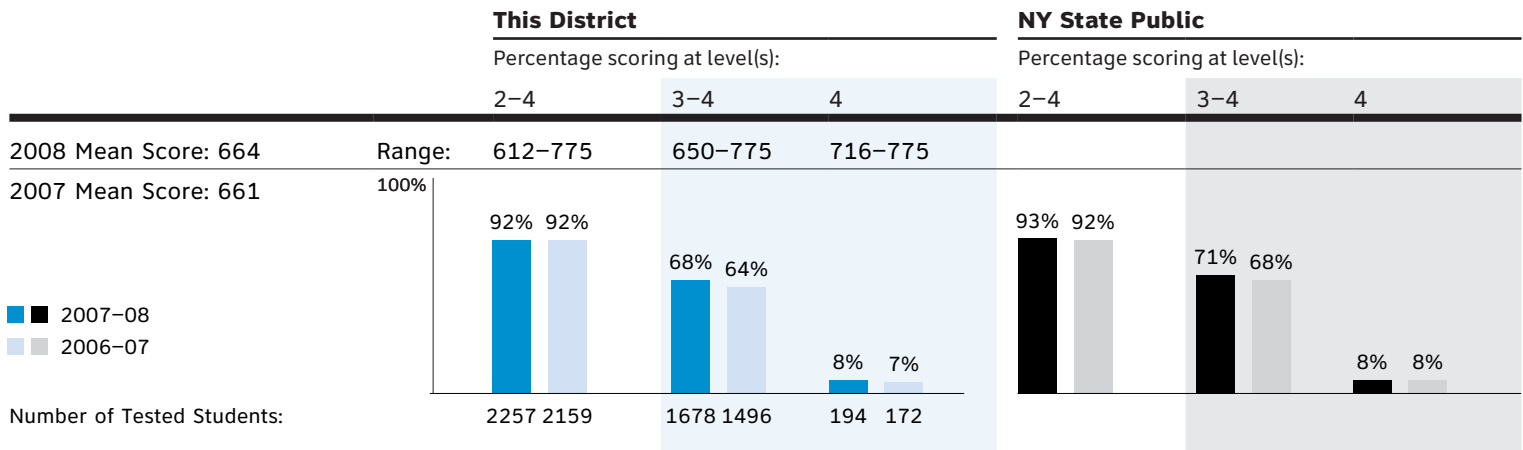
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	33	32	26	22	32	32	30	21

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
All Students	2450	92%	68%	8%	2352	92%	64%	7%
Female	1175	95%	73%	10%	1147	95%	67%	8%
Male	1275	90%	64%	6%	1205	89%	61%	6%
American Indian or Alaska Native	10	100%	70%	0%	13	-	-	-
Black or African American	746	88%	58%	3%	733	87%	50%	2%
Hispanic or Latino	610	91%	63%	5%	604	91%	60%	4%
Asian or Native Hawaiian/Other Pacific Islander	733	96%	80%	12%	704	96%	77%	13%
White	345	96%	76%	15%	297	95%	74%	14%
Multiracial	6	100%	67%	0%	1	-	-	-
Small Group Totals					14	93%	57%	0%
General-Education Students	1949	97%	78%	10%	1904	97%	72%	9%
Students with Disabilities	501	72%	31%	0%	448	71%	26%	0%
English Proficient	2153	94%	73%	9%	2097	94%	68%	8%
Limited English Proficient	297	79%	39%	0%	255	76%	29%	1%
Economically Disadvantaged	2004	91%	64%	6%	2027	91%	60%	5%
Not Disadvantaged	446	99%	87%	18%	325	98%	84%	24%
Migrant								
Not Migrant	2450	92%	68%	8%	2352	92%	64%	7%

NOTES

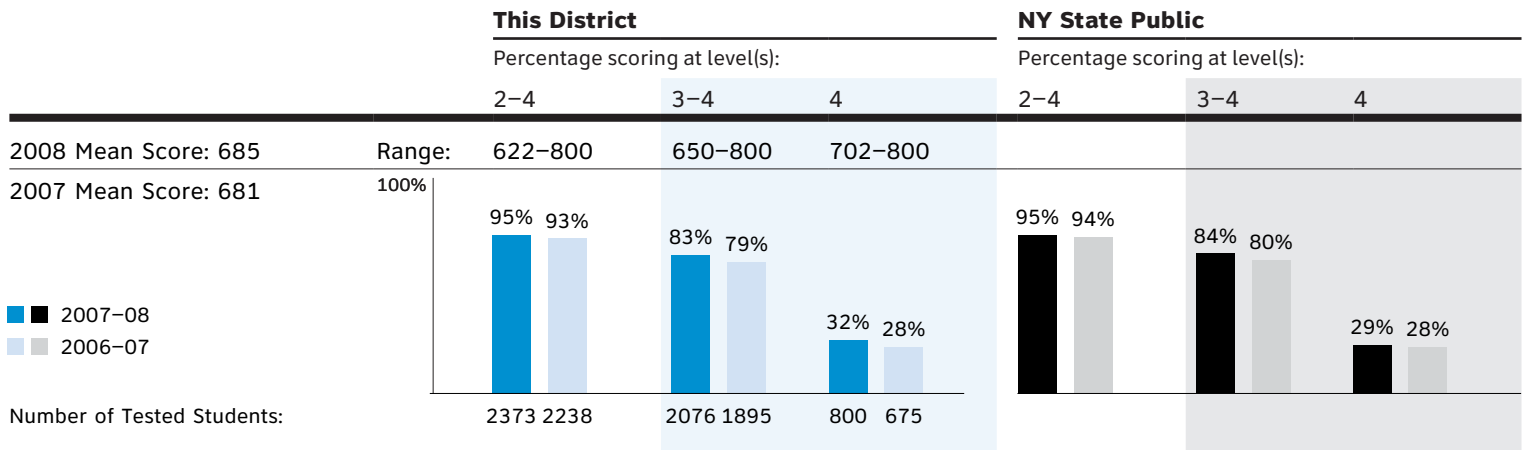
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	28	26	23	21	32	32	24	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	22	N/A	N/A	N/A	40	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
All Students	2491	95%	83%	32%	2404	93%	79%	28%
Female	1193	96%	84%	31%	1162	94%	79%	28%
Male	1298	95%	82%	33%	1242	93%	79%	29%
American Indian or Alaska Native	10	100%	90%	10%	13	-	-	-
Black or African American	748	92%	74%	17%	742	86%	64%	13%
Hispanic or Latino	622	94%	78%	23%	613	93%	77%	20%
Asian or Native Hawaiian/Other Pacific Islander	750	99%	94%	48%	725	98%	91%	46%
White	355	97%	92%	46%	310	98%	87%	40%
Multiracial	6	100%	50%	0%	1	-	-	-
Small Group Totals					14	86%	86%	29%
General-Education Students	1988	98%	90%	38%	1945	97%	87%	34%
Students with Disabilities	503	83%	55%	8%	459	76%	44%	4%
English Proficient	2159	96%	86%	35%	2104	94%	82%	31%
Limited English Proficient	332	89%	64%	12%	300	86%	60%	7%
Economically Disadvantaged	2034	94%	81%	27%	2075	93%	77%	24%
Not Disadvantaged	457	99%	95%	54%	329	97%	91%	52%
Migrant								
Not Migrant	2491	95%	83%	32%	2404	93%	79%	28%

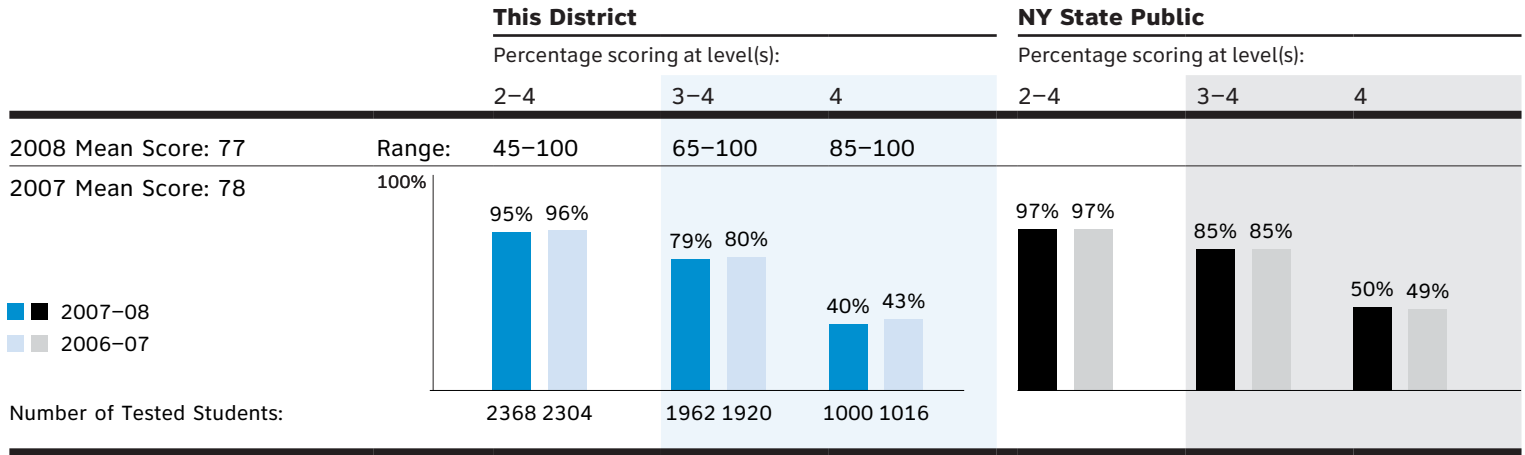
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	29	28	24	18	32	32	29	26

This District's Results in Grade 4 Science



Results by Student Group

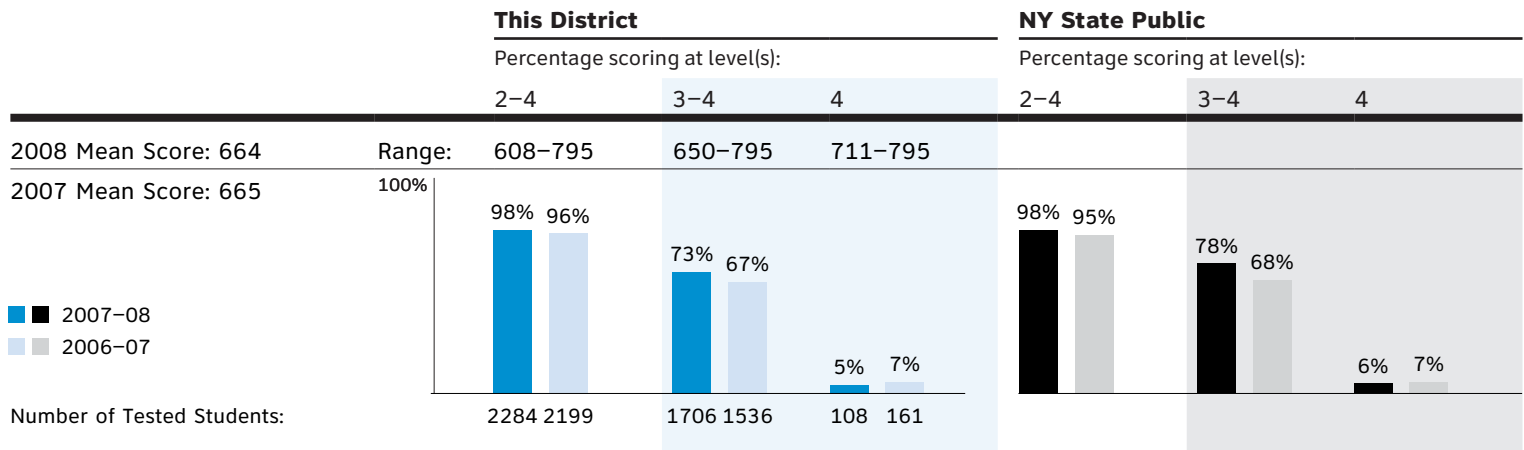
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2496	95%	79%	40%	2388	96%	80%	43%
Female	1194	95%	79%	40%	1162	97%	80%	41%
Male	1302	95%	78%	40%	1226	96%	81%	44%
American Indian or Alaska Native	10	100%	70%	20%	13	92%	92%	38%
Black or African American	753	94%	69%	24%	726	95%	71%	24%
Hispanic or Latino	620	92%	75%	29%	612	96%	74%	35%
Asian or Native Hawaiian/Other Pacific Islander	750	97%	87%	56%	728	98%	90%	59%
White	357	97%	88%	61%	309	97%	91%	63%
Multiracial	6	100%	83%	17%				
Small Group Totals								
General-Education Students	1996	97%	85%	47%	1942	98%	87%	49%
Students with Disabilities	500	85%	53%	12%	446	89%	52%	12%
English Proficient	2165	97%	83%	45%	2091	98%	84%	47%
Limited English Proficient	331	84%	50%	11%	297	89%	52%	11%
Economically Disadvantaged	2035	94%	75%	33%	2057	96%	78%	37%
Not Disadvantaged	461	99%	93%	72%	331	99%	95%	74%
Migrant								
Not Migrant	2496	95%	79%	40%	2388	96%	80%	43%

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	27	25	25	24	32	31	30	27

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
All Students	2328	98%	73%	5%	2301	96%	67%	7%
Female	1118	99%	78%	5%	1139	97%	69%	8%
Male	1210	97%	69%	4%	1162	94%	64%	6%
American Indian or Alaska Native	12	100%	58%	0%	24	-	-	-
Black or African American	731	97%	60%	1%	713	94%	56%	3%
Hispanic or Latino	596	97%	73%	3%	558	94%	61%	4%
Asian or Native Hawaiian/Other Pacific Islander	696	100%	83%	9%	687	98%	76%	10%
White	293	100%	82%	6%	317	97%	81%	15%
Multiracial					2	-	-	-
Small Group Totals					26	100%	50%	4%
General-Education Students	1835	99%	82%	6%	1914	98%	75%	8%
Students with Disabilities	493	93%	41%	0%	387	82%	27%	1%
English Proficient	2095	99%	77%	5%	2135	97%	71%	8%
Limited English Proficient	233	91%	36%	0%	166	75%	17%	0%
Economically Disadvantaged	1960	98%	71%	3%	1999	95%	64%	5%
Not Disadvantaged	368	100%	88%	15%	302	98%	88%	23%
Migrant								
Not Migrant	2328	98%	73%	5%	2301	96%	67%	7%

NOTES

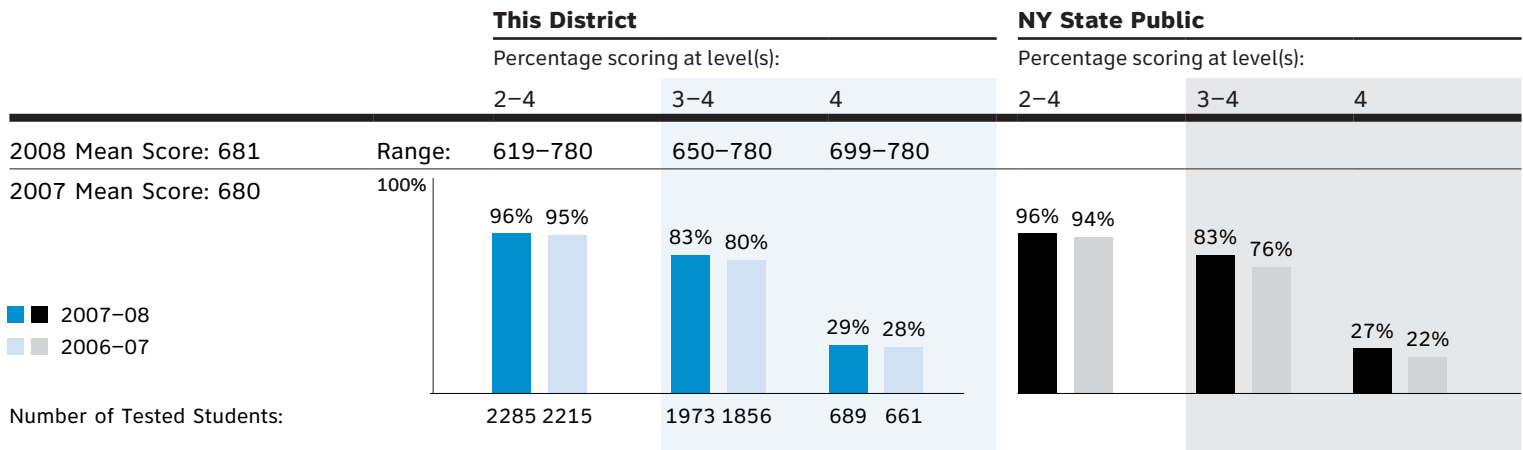
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	30	28	27	23	34	33	31	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	26	N/A	N/A	N/A	35	N/A	N/A	N/A

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

This District's Results in Grade 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
All Students	2377	96%	83%	29%	2327	95%	80%	28%
Female	1140	97%	85%	29%	1143	96%	80%	30%
Male	1237	95%	81%	29%	1184	95%	79%	27%
American Indian or Alaska Native	12	100%	83%	17%	24	-	-	-
Black or African American	733	93%	69%	12%	715	92%	66%	14%
Hispanic or Latino	608	96%	84%	20%	563	93%	77%	20%
Asian or Native Hawaiian/Other Pacific Islander	724	98%	94%	47%	705	98%	90%	43%
White	300	99%	88%	44%	318	98%	92%	44%
Multiracial					2	-	-	-
Small Group Totals					26	96%	73%	35%
General-Education Students	1879	99%	90%	35%	1936	98%	86%	33%
Students with Disabilities	498	86%	56%	6%	391	81%	47%	6%
English Proficient	2100	97%	86%	32%	2128	96%	82%	30%
Limited English Proficient	277	90%	63%	10%	199	83%	51%	11%
Economically Disadvantaged	2001	96%	81%	25%	2019	95%	78%	25%
Not Disadvantaged	376	98%	93%	52%	308	98%	94%	52%
Migrant								
Not Migrant	2377	96%	83%	29%	2327	95%	80%	28%

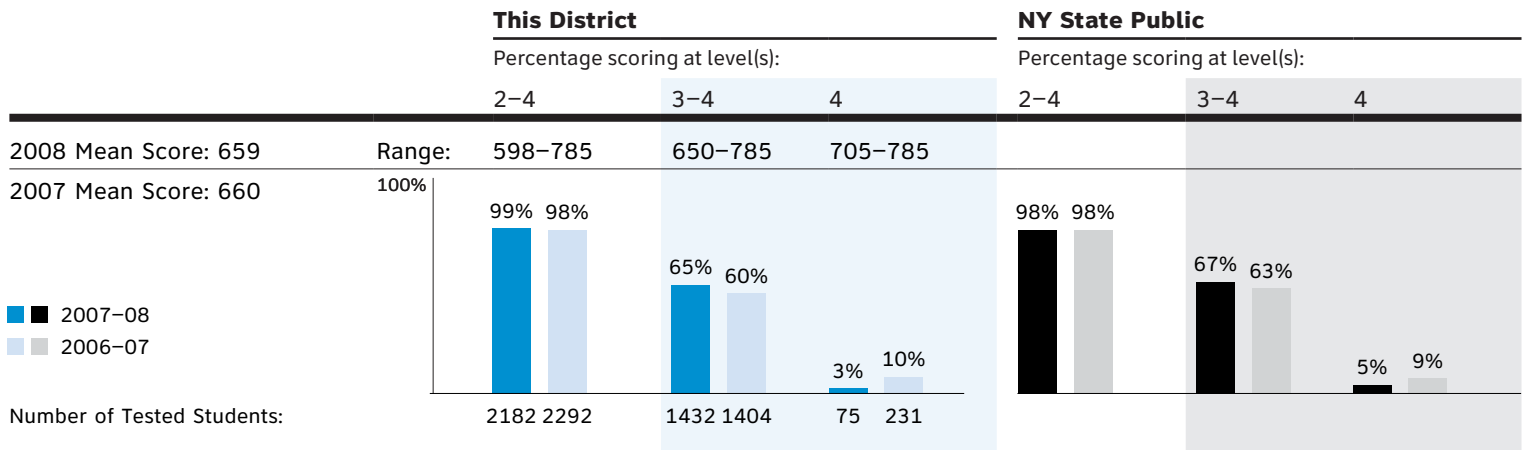
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	30	26	25	21	34	34	33	30

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
All Students	2213	99%	65%	3%	2340	98%	60%	10%
Female	1087	99%	70%	5%	1075	98%	66%	13%
Male	1126	98%	59%	2%	1265	98%	55%	7%
American Indian or Alaska Native	18	-	-	-	13	100%	38%	8%
Black or African American	670	98%	53%	1%	748	98%	47%	3%
Hispanic or Latino	556	98%	59%	1%	564	97%	54%	5%
Asian or Native Hawaiian/Other Pacific Islander	673	100%	76%	7%	680	99%	74%	18%
White	294	99%	75%	4%	330	98%	71%	16%
Multiracial	2	-	-	-	5	100%	60%	0%
Small Group Totals	20	100%	70%	5%				
General-Education Students	1786	99%	75%	4%	1977	99%	68%	12%
Students with Disabilities	427	95%	24%	0%	363	93%	19%	0%
English Proficient	2057	99%	68%	4%	2191	99%	63%	10%
Limited English Proficient	156	93%	19%	1%	149	87%	14%	1%
Economically Disadvantaged	1806	98%	61%	3%	2003	98%	57%	7%
Not Disadvantaged	407	99%	79%	7%	337	99%	80%	26%
Migrant								
Not Migrant	2213	99%	65%	3%	2340	98%	60%	10%

NOTES

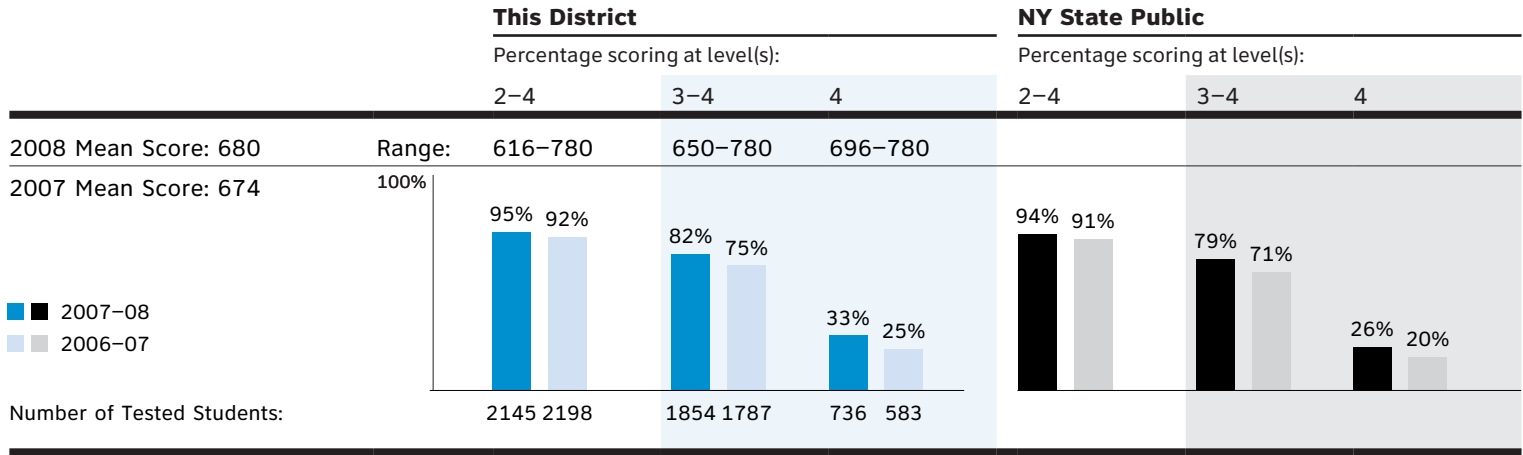
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Other Assessments

	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	41	39	37	33	31	31	30	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	25	N/A	N/A	N/A	22	N/A	N/A	N/A

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

This District's Results in Grade 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
All Students	2250	95%	82%	33%	2377	92%	75%	25%
Female	1108	97%	86%	36%	1095	94%	78%	28%
Male	1142	94%	79%	30%	1282	91%	73%	22%
American Indian or Alaska Native	18	-	-	-	13	85%	31%	0%
Black or African American	677	91%	70%	17%	761	86%	58%	13%
Hispanic or Latino	567	96%	81%	22%	576	92%	73%	15%
Asian or Native Hawaiian/Other Pacific Islander	687	98%	92%	53%	690	98%	91%	43%
White	299	97%	91%	41%	332	97%	87%	31%
Multiracial	2	-	-	-	5	80%	80%	60%
Small Group Totals	20	100%	90%	55%				
General-Education Students	1826	99%	90%	39%	2011	96%	83%	28%
Students with Disabilities	424	82%	51%	6%	366	72%	34%	3%
English Proficient	2067	96%	84%	35%	2199	94%	77%	26%
Limited English Proficient	183	88%	59%	10%	178	78%	48%	6%
Economically Disadvantaged	1840	95%	81%	29%	2028	92%	73%	22%
Not Disadvantaged	410	97%	88%	50%	349	96%	86%	41%
Migrant								
Not Migrant	2250	95%	82%	33%	2377	92%	75%	25%

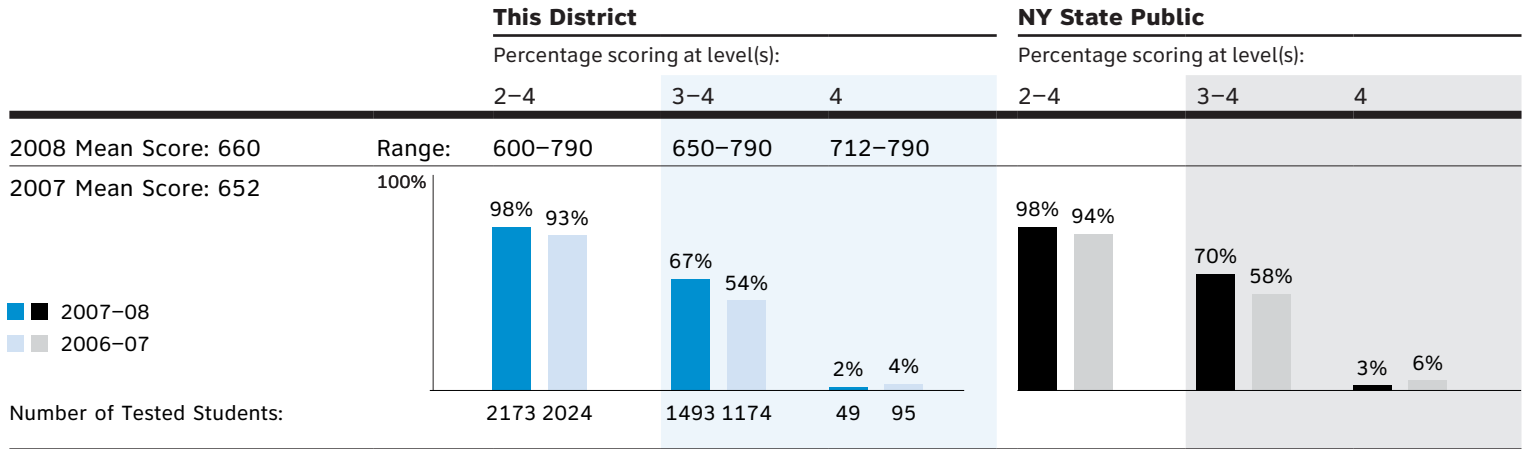
NOTES

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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	41	41	34	29	31	31	30	29

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
All Students	2215	98%	67%	2%	2175	93%	54%	4%
Female	1051	98%	74%	3%	1059	95%	60%	6%
Male	1164	98%	61%	1%	1116	91%	48%	3%
American Indian or Alaska Native	13	-	-	-	7	-	-	-
Black or African American	784	97%	59%	1%	775	92%	41%	2%
Hispanic or Latino	533	97%	64%	1%	523	90%	47%	2%
Asian or Native Hawaiian/Other Pacific Islander	581	99%	78%	4%	615	96%	71%	8%
White	302	99%	76%	4%	253	95%	67%	8%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	15	100%	67%	0%	9	89%	33%	0%
General-Education Students	1813	99%	76%	3%	1843	96%	61%	5%
Students with Disabilities	402	93%	30%	0%	332	77%	15%	0%
English Proficient	2074	99%	71%	2%	2039	95%	57%	5%
Limited English Proficient	141	92%	20%	0%	136	66%	13%	0%
Economically Disadvantaged	1709	98%	65%	2%	1679	92%	51%	3%
Not Disadvantaged	506	98%	77%	4%	496	95%	65%	9%
Migrant								
Not Migrant	2215	98%	67%	2%	2175	93%	54%	4%

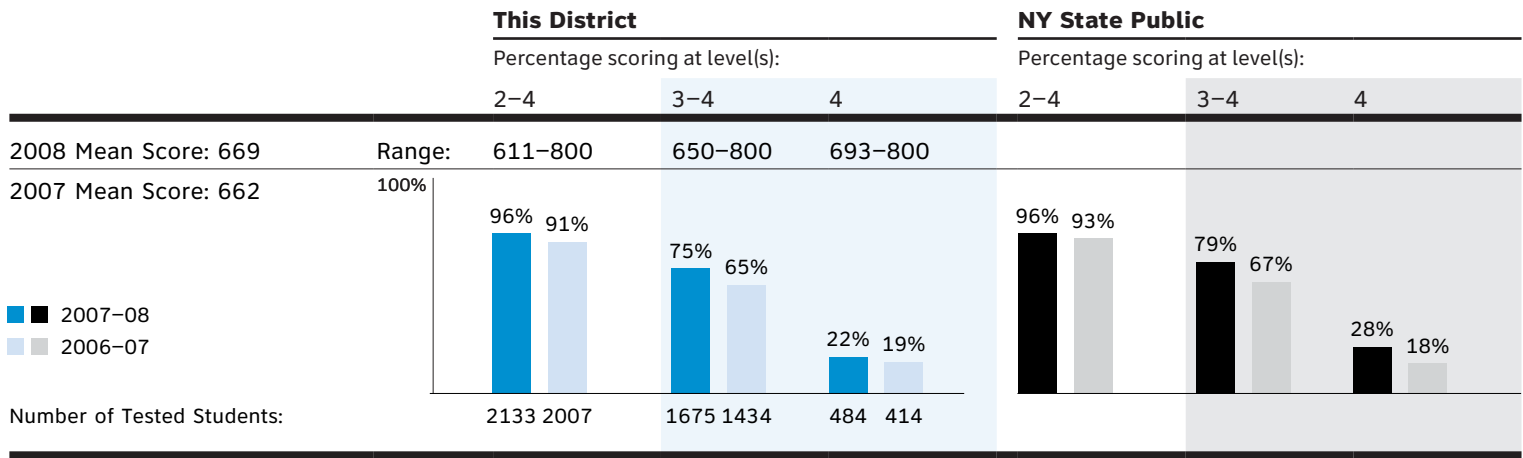
NOTES
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	27	27	26	24	39	38	36	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	22	N/A	N/A	N/A	39	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
All Students	2233	96%	75%	22%	2214	91%	65%	19%
Female	1061	97%	77%	24%	1078	93%	69%	22%
Male	1172	95%	73%	20%	1136	88%	61%	16%
American Indian or Alaska Native	12	-	-	-	10	-	-	-
Black or African American	785	93%	62%	9%	779	85%	47%	4%
Hispanic or Latino	537	96%	71%	12%	541	91%	59%	12%
Asian or Native Hawaiian/Other Pacific Islander	589	98%	89%	41%	625	96%	86%	36%
White	308	98%	88%	34%	257	95%	80%	33%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	14	93%	79%	7%	12	100%	75%	25%
General-Education Students	1841	98%	82%	26%	1877	95%	73%	22%
Students with Disabilities	392	83%	40%	3%	337	69%	22%	1%
English Proficient	2067	96%	78%	23%	2036	92%	67%	20%
Limited English Proficient	166	90%	43%	5%	178	76%	34%	4%
Economically Disadvantaged	1726	95%	72%	18%	1717	90%	62%	15%
Not Disadvantaged	507	97%	84%	34%	497	93%	73%	30%
Migrant								
Not Migrant	2233	96%	75%	22%	2214	91%	65%	19%

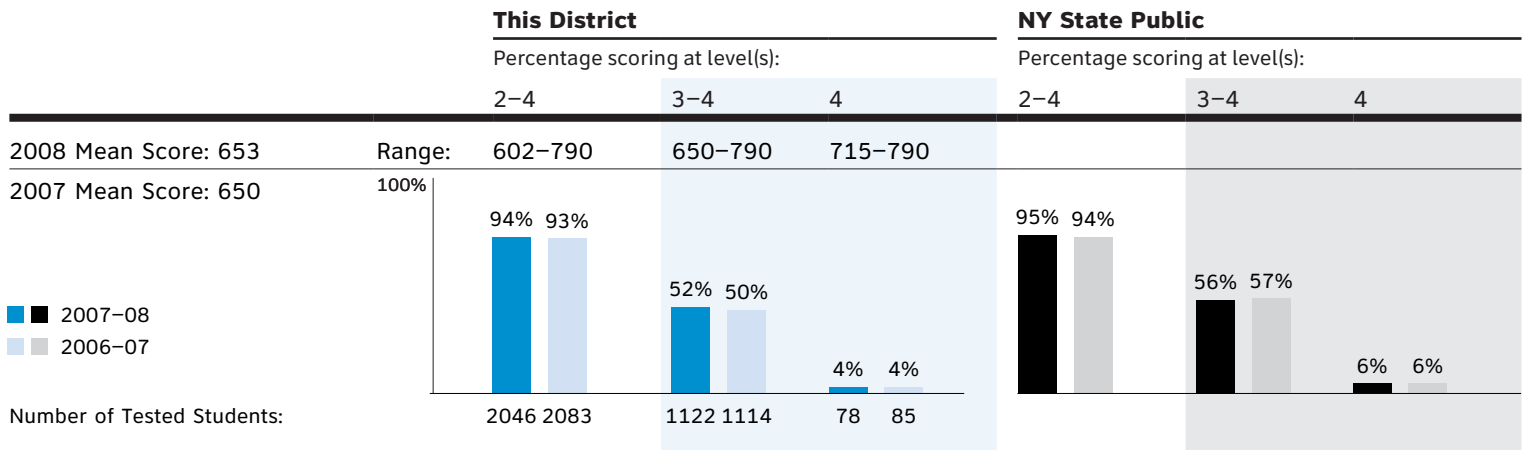
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	27	27	27	23	39	39	36	33

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2170	94%	52%	4%	2236	93%	50%	4%
Female	1061	96%	59%	5%	1099	95%	54%	3%
Male	1109	92%	45%	2%	1137	92%	46%	4%
American Indian or Alaska Native	12	-	-	-	12	-	-	-
Black or African American	746	94%	39%	1%	797	92%	37%	1%
Hispanic or Latino	538	90%	45%	1%	548	91%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	604	98%	69%	7%	568	96%	67%	8%
White	267	96%	62%	7%	307	97%	60%	6%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	15	100%	53%	7%	16	94%	38%	0%
General-Education Students	1804	97%	60%	4%	1920	96%	57%	4%
Students with Disabilities	366	81%	12%	0%	316	74%	9%	0%
English Proficient	2017	96%	55%	4%	2077	95%	53%	4%
Limited English Proficient	153	69%	10%	0%	159	64%	6%	0%
Economically Disadvantaged	1523	93%	48%	2%	1700	92%	46%	2%
Not Disadvantaged	647	96%	60%	7%	536	96%	62%	8%
Migrant								
Not Migrant	2170	94%	52%	4%	2236	93%	50%	4%

NOTES

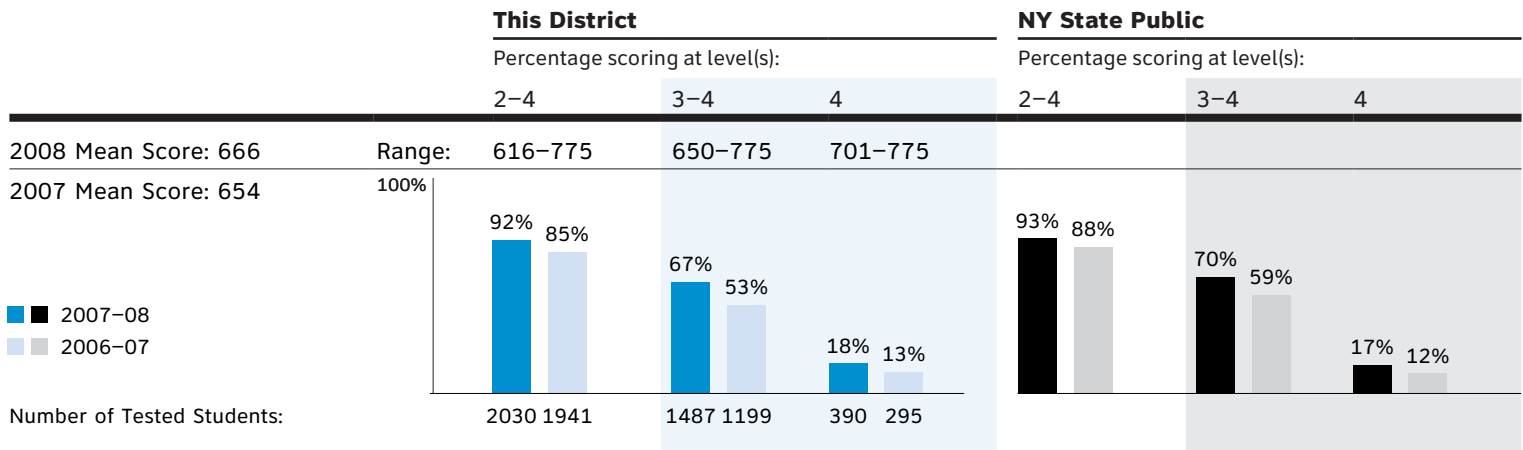
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	42	42	35	33	36	36	35	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	34	N/A	N/A	N/A	36	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
All Students	2217	92%	67%	18%	2274	85%	53%	13%
Female	1083	93%	69%	19%	1114	87%	53%	12%
Male	1134	90%	65%	16%	1160	84%	53%	14%
American Indian or Alaska Native	15	-	-	-	12	-	-	-
Black or African American	753	86%	54%	6%	797	77%	35%	5%
Hispanic or Latino	550	91%	60%	10%	557	84%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	626	97%	83%	37%	590	93%	76%	27%
White	270	95%	81%	24%	314	94%	70%	19%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	18	89%	61%	6%	16	81%	25%	6%
General-Education Students	1843	96%	75%	21%	1960	90%	59%	15%
Students with Disabilities	374	71%	30%	2%	314	54%	14%	0%
English Proficient	2022	93%	70%	19%	2076	87%	55%	13%
Limited English Proficient	195	79%	40%	7%	198	69%	31%	8%
Economically Disadvantaged	1561	91%	64%	14%	1736	85%	49%	11%
Not Disadvantaged	656	94%	74%	26%	538	87%	65%	21%
Migrant								
Not Migrant	2217	92%	67%	18%	2274	85%	53%	13%

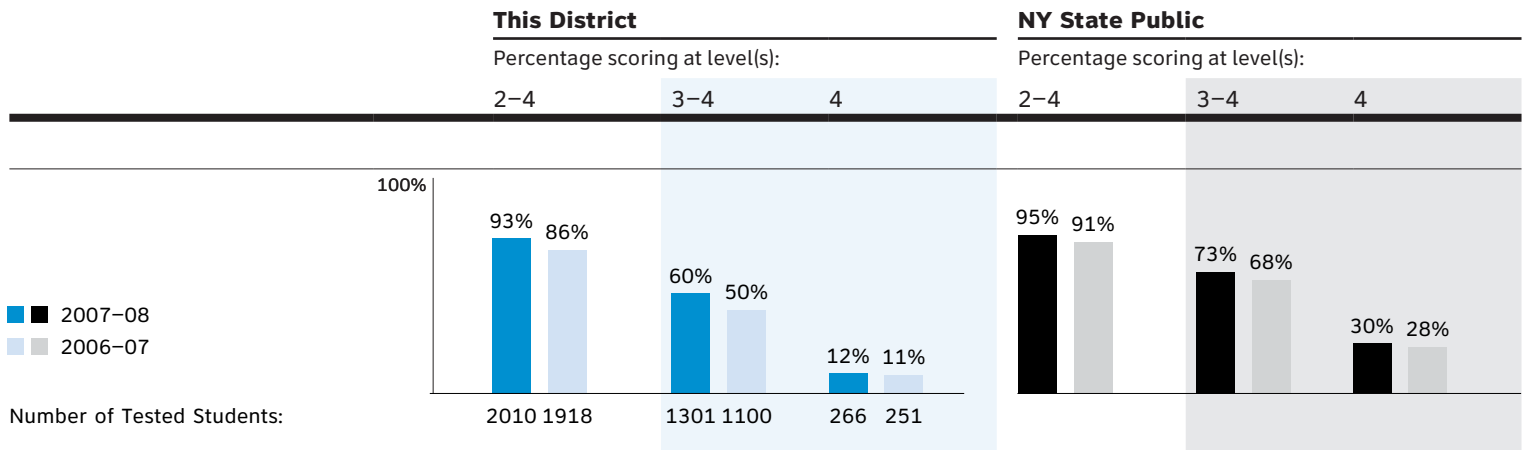
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	41	38	38	27	35	35	34	28

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
All Students	1980	92%	57%	9%	2134	86%	48%	11%
Female	952	94%	56%	9%	1037	86%	46%	10%
Male	1028	91%	57%	9%	1097	86%	50%	12%
American Indian or Alaska Native	15	-	-	-	12	-	-	-
Black or African American	698	88%	45%	4%	732	78%	30%	4%
Hispanic or Latino	512	93%	54%	6%	523	85%	44%	6%
Asian or Native Hawaiian/Other Pacific Islander	523	97%	72%	17%	552	94%	66%	20%
White	229	94%	64%	15%	311	93%	63%	22%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	18	94%	56%	0%	16	75%	19%	13%
General-Education Students	1631	95%	63%	11%	1835	91%	53%	13%
Students with Disabilities	349	77%	26%	2%	299	57%	12%	1%
English Proficient	1791	93%	60%	10%	1938	88%	50%	12%
Limited English Proficient	189	80%	29%	2%	196	64%	20%	1%
Economically Disadvantaged	1434	91%	54%	8%	1632	84%	43%	8%
Not Disadvantaged	546	95%	64%	13%	502	91%	62%	21%
Migrant								
Not Migrant	1980	92%	57%	9%	2134	86%	48%	11%

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	40	35	35	32	34	34	34	31
Regents Science	187	185	181	86	87	86	83	13

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

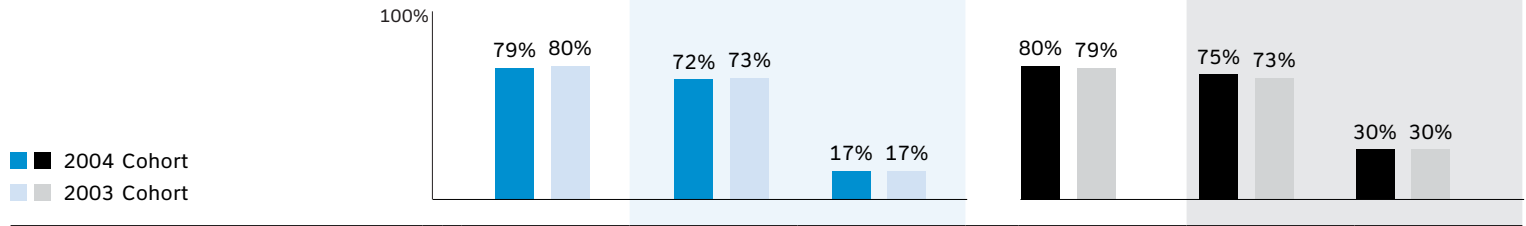
NY State Public

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
All Students	3139	79%	72%	17%	3392	80%	73%	17%
Female	1535	83%	77%	23%	1709	85%	79%	21%
Male	1604	75%	66%	12%	1683	75%	67%	12%
American Indian or Alaska Native	11	64%	64%	0%	13	69%	69%	15%
Black or African American	1128	73%	65%	11%	1292	77%	68%	13%
Hispanic or Latino	722	74%	65%	14%	693	73%	65%	11%
Asian or Native Hawaiian/Other Pacific Islander	834	87%	82%	27%	900	88%	84%	25%
White	439	86%	79%	22%	489	81%	76%	19%
Multiracial	5	80%	40%	0%	5	60%	60%	0%
Small Group Totals								
General-Education Students	2810	84%	77%	19%	3136	84%	77%	18%
Students with Disabilities	329	31%	24%	1%	256	28%	20%	0%
English Proficient	2856	81%	75%	19%	3260	81%	74%	17%
Limited English Proficient	283	56%	36%	1%	132	55%	37%	1%
Economically Disadvantaged	922	77%	69%	20%	1311	79%	72%	15%
Not Disadvantaged	2217	79%	73%	16%	2081	80%	73%	17%
Migrant								
Not Migrant	3139	79%	72%	17%				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

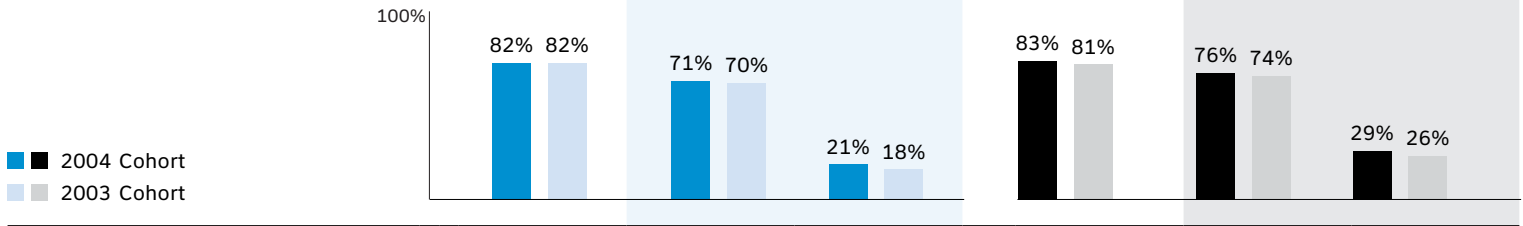
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				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	3139	82%	71%	21%	3392	82%	70%	18%
Female	1535	85%	74%	21%	1709	86%	74%	18%
Male	1604	78%	69%	20%	1683	77%	67%	17%
American Indian or Alaska Native	11	82%	82%	0%	13	85%	77%	23%
Black or African American	1128	77%	61%	9%	1292	78%	62%	8%
Hispanic or Latino	722	77%	65%	15%	693	76%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	834	90%	84%	38%	900	89%	83%	31%
White	439	88%	83%	29%	489	85%	79%	26%
Multiracial	5	80%	40%	0%	5	80%	60%	20%
Small Group Totals								
General-Education Students	2810	87%	77%	23%	3136	86%	75%	19%
Students with Disabilities	329	35%	24%	1%	256	29%	17%	1%
English Proficient	2856	83%	73%	21%	3260	82%	71%	18%
Limited English Proficient	283	71%	52%	12%	132	77%	48%	10%
Economically Disadvantaged	922	80%	70%	26%	1311	81%	70%	20%
Not Disadvantaged	2217	82%	72%	18%	2081	82%	71%	16%
Migrant								
Not Migrant	3139	82%	71%	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

	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.