



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #30**

District ID **34-30-00-01-0000**

Superintendent **PHILIP COMPOSTO**

Telephone **(718) 391-8323**

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	1101	1174	1235
Kindergarten	2842	2780	2758
Grade 1	2945	3002	2990
Grade 2	2863	2782	2849
Grade 3	2712	2794	2663
Grade 4	2747	2668	2716
Grade 5	2865	2756	2666
Grade 6	3044	2987	2914
Ungraded Elementary	1410	1559	1651
Grade 7	2863	2753	2740
Grade 8	2829	2815	2693
Grade 9	3379	2873	2639
Grade 10	2977	3013	2643
Grade 11	2103	1960	1945
Grade 12	1445	1726	1518
Ungraded Secondary	1093	1101	1132
<b>Total K-12</b>	<b>38117</b>	<b>37569</b>	<b>36517</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	24	24	24
<b>Grade 8</b>			
English	26	26	26
Mathematics	28	28	26
Science	27	29	27
Social Studies	27	28	27
<b>Grade 10</b>			
English	27	28	30
Mathematics	27	27	26
Science	28	29	28
Social Studies	30	29	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.

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## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	25370	67%	25395	68%	24625	67%
Reduced-Price Lunch	4097	11%	4111	11%	4028	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8620	23%	8565	23%	8985	25%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	115	0%	84	0%	85	0%
Black or African American	3854	10%	3694	10%	3359	9%
Hispanic or Latino	19495	51%	19476	52%	19298	53%
Asian or Native Hawaiian/Other Pacific Islander	8711	23%	8357	22%	8156	22%
White	5942	16%	5958	16%	5619	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	563	1%	1154	3%	1141	3%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	2672	2662	2657
Percent with No Valid Teaching Certificate	3%	3%	1%
Percent Teaching Out of Certification	12%	8%	9%
Percent with Fewer Than Three Years of Experience	15%	11%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	41%	42%	42%
<b>Total Number of Core Classes</b>	8562	5148	5260
Percent Not Taught by Highly Qualified Teachers	11%	9%	9%
<b>Total Number of Classes</b>	7000	7106	6740
Percent Taught by Teachers Without Appropriate Certification	17%	10%	10%

## Teacher Turnover Rate

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

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2008–09)

#### 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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	—	✗	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	—	✗	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓	—	✓ <sup>SH</sup>	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 6 of 8	✗ 7 of 8	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

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



Improvement (Year 2)

### Accountability Measures

9 of 9

Student groups making AYP in English language arts



Made AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (18004:17067)	✓	✓	99%	✓	160	132	
<b>Ethnicity</b>							
American Indian or Alaska Native (38:35)	✓	–	–	✓	157	117	
Black or African American (1717:1627)	✓	✓	98%	✓	145	130	
Hispanic or Latino (9677:9120)	✓	✓	99%	✓	151	132	
Asian or Native Hawaiian/Other Pacific Islander (4098:3897)	✓	✓	99%	✓	175	131	
White (2468:2383)	✓	✓	99%	✓	175	131	
Multiracial (6:5)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2839:2660)	✓ <sup>SH</sup>	✓	96%	✓ <sup>SH</sup>	114	131	109    123
Limited English Proficient <sup>5</sup> (3502:4386)	✓ <sup>SH</sup>	✓	97%	✓ <sup>SH</sup>	130	131	123    137
Economically Disadvantaged (16214:15409)	✓	✓	99%	✓	158	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
- ✓<sup>SH</sup> 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) <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> (18080:17266)			99%		178	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (37:36)		—	—		172	86	
Black or African American (1714:1606)			98%		158	99	
Hispanic or Latino (9732:9259)			99%		174	101	
Asian or Native Hawaiian/Other Pacific Islander (4121:3971)			100%		190	100	
White (2471:2389)			99%		187	100	
Multiracial (5:5)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2849:2617)			95%		137	100	
Limited English Proficient <sup>5</sup> (3577:4703)			99%		164	100	
Economically Disadvantaged (16270:15610)			99%		178	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> (5982:5627)		Qualified		98%		167	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (14:12)	–	–	–	–	–	–	–	–
Black or African American (582:541)		Qualified		96%		147	100	
Hispanic or Latino (3174:2988)		Qualified		98%		162	100	
Asian or Native Hawaiian/Other Pacific Islander (1367:1283)		Qualified		98%		181	100	
White (844:802)		Qualified		97%		180	100	
Multiracial (1:1)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (961:878)		Qualified		94%		128	100	
Limited English Proficient <sup>4</sup> (1163:1528)		Qualified		99%		151	100	
Economically Disadvantaged (5351:5069)		Qualified		98%		167	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** 6 of 8 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	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (1915:2053)			100%		167	163	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (217:234)			100%		155	158	158    160
Hispanic or Latino (933:988)			100%		162	162	
Asian or Native Hawaiian/Other Pacific Islander (478:527)			100%		179	160	
White (278:296)			99%		173	159	
Multiracial (5:4)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (144:213)			99%		101	157	124    111
Limited English Proficient <sup>4</sup> (375:558)			100%		151	160	129    156
Economically Disadvantaged (993:1135)			100%		174	162	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

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

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

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

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


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

#### AYP Status

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


























## Secondary-Level Mathematics

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

**Accountability Measures** 7 of 8 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students</b> (1915:2053)			100%		170	157	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (217:234)			100%		154	152	
Hispanic or Latino (933:988)			100%		163	156	
Asian or Native Hawaiian/Other Pacific Islander (478:527)			100%		187	154	
White (278:296)			99%		177	153	
Multiracial (5:4)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (144:213)			100%		105	151	124    115
Limited English Proficient <sup>4</sup> (375:558)			100%		169	154	
Economically Disadvantaged (993:1135)			100%		179	156	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

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




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

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


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

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

#### AYP Status

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



















## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives			
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target	
					2007–08	2008–09
<b>All Students</b> (2477) 			60%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (351)			54%	55%	35%	55%
Hispanic or Latino (1078)			51%	55%	46%	52%
Asian or Native Hawaiian/Other Pacific Islander (580)			72%	55%		
White (455)			71%	55%		
Multiracial (9)						
<b>Other Groups</b>						
Students with Disabilities (211)			23%	55%	21%	24%
Limited English Proficient <sup>3</sup> (602)			51%	55%	1%	52%
Economically Disadvantaged (1463)			62%	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 #30**

District ID **34-30-00-01-0000**

## 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

21 schools identified 53% of total

ACADEMY OF NEW AMERICANS  
FF CHRISTOPHER A SANTORA SCHOOL  
HIGH SCHOOL FOR INFORMATION TECHNOLOGY  
PS 11 KATHRYN PHELAN SCHOOL  
PS 148  
PS 149 CHRISTA MCAULIFFE SCHOOL  
PS 150  
PS 152 GWENDOLYN ALLEYNE SCHOOL  
PS 166 HENRY GRADSTEIN SCHOOL  
PS 17 HENRY DAVID THOREAU SCHOOL  
PS 171 PETER G VAN ALST SCHOOL  
PS 2 ALFRED ZIMBERG SCHOOL  
PS 212  
PS 228-ECC  
PS 234  
PS 69 JACKSON HEIGHTS SCHOOL  
PS 70  
PS 78  
PS 84 STEINWAY SCHOOL  
PS 85 JUDGE CHARLES VALLONE  
YOUNG WOMENS LEADERSHIP SCHOOL

#### ▲ Improvement (Year 1)

5 schools identified 13% of total

IS 10 H GREELEY SCHOOL  
PS 112 DUTCH KILLS SCHOOL  
PS 127 AEROSPACE SCIENCE MAGNET SCHOOL  
PS 76 WILLIAM HALLETT SCHOOL  
PS 92 HARRY T STEWART SR

#### ▲ Improvement (Year 2)

2 schools identified 5% of total

NEWCOMERS HIGH SCHOOL  
PS 151 MARY D CARTER SCHOOL

#### ▲ Planning for Restructuring

2 schools identified 5% of total

IS 230  
PS 111 JACOB BLACKWELL SCHOOL

#### ▲ Restructuring (Year 2)

1 school identified 3% of total

LONG ISLAND CITY HIGH SCHOOL

### New York State Status

#### ■ Good Standing

4 schools identified 10% of total

ACADEMY OF AMERICAN STUDIES  
BACCALAUREATE SCHOOL OF GLOBAL EDUCATION  
IS 227 LOUIS ARMSTRONG SCHOOL  
PS 122 MAMIE FAY SCHOOL

#### ■ Requiring Academic Progress (Year 7)

1 school identified 3% of total

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

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

### Federal Title I Status

### New York State Status

#### ■ Requiring Academic Progress (Year 7) (continued)

WILLIAM CULLEN BRYANT HIGH SCHOOL

#### ▲ Restructuring (Year 4)

1 school identified 3% of total

IS 145 JOSEPH PULITZER

#### ▲ Restructuring (Year 5)

3 schools identified 8% of total

ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS

IS 141 THE STEINWAY SCHOOL

IS 204 OLIVER W HOLMES SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #30

District ID 34-30-00-01-0000

## Summary of 2007–08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	65%			2802
Grade 4	65%			2910
Grade 5	74%			2851
Grade 6	61%			3010
Grade 7	66%			2842
Grade 8	49%			2779
<b>Mathematics</b>				
Grade 3	90%			2883
Grade 4	84%			2989
Grade 5	84%			2928
Grade 6	81%			3095
Grade 7	81%			2938
Grade 8	68%			2883
<b>Science</b>				
Grade 4	79%			2979
Grade 8	62%			2728

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	72%			2369
Mathematics	73%			2369

### 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).

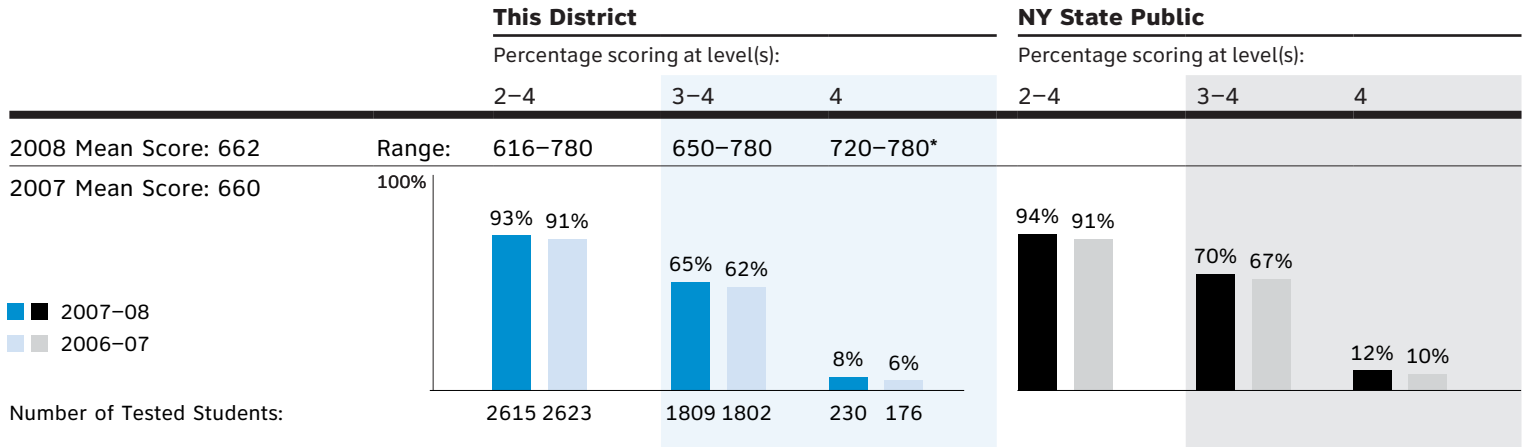
In this section, this district's performance is compared with that of public schools statewide.

### 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>2802</b>	<b>93%</b>	<b>65%</b>	<b>8%</b>	<b>2892</b>	<b>91%</b>	<b>62%</b>	<b>6%</b>
Female	1385	95%	66%	8%	1455	93%	65%	7%
Male	1417	92%	63%	8%	1437	89%	59%	6%
American Indian or Alaska Native	6	-	-	-	9	-	-	-
Black or African American	257	88%	53%	3%	280	84%	47%	4%
Hispanic or Latino	1485	92%	58%	5%	1519	89%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	683	96%	75%	13%	681	96%	76%	9%
White	368	98%	80%	14%	401	95%	77%	12%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	9	78%	44%	0%	11	100%	64%	0%
General-Education Students	2353	97%	71%	10%	2487	95%	68%	7%
Students with Disabilities	449	74%	30%	1%	405	66%	26%	1%
English Proficient	2020	97%	76%	11%	2095	94%	73%	8%
Limited English Proficient	782	84%	35%	1%	797	82%	35%	1%
Economically Disadvantaged	2630	93%	64%	8%	2747	90%	61%	6%
Not Disadvantaged	172	95%	76%	14%	145	97%	82%	12%
Migrant								
Not Migrant	2802	93%	65%	8%	2892	91%	62%	6%

#### 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.

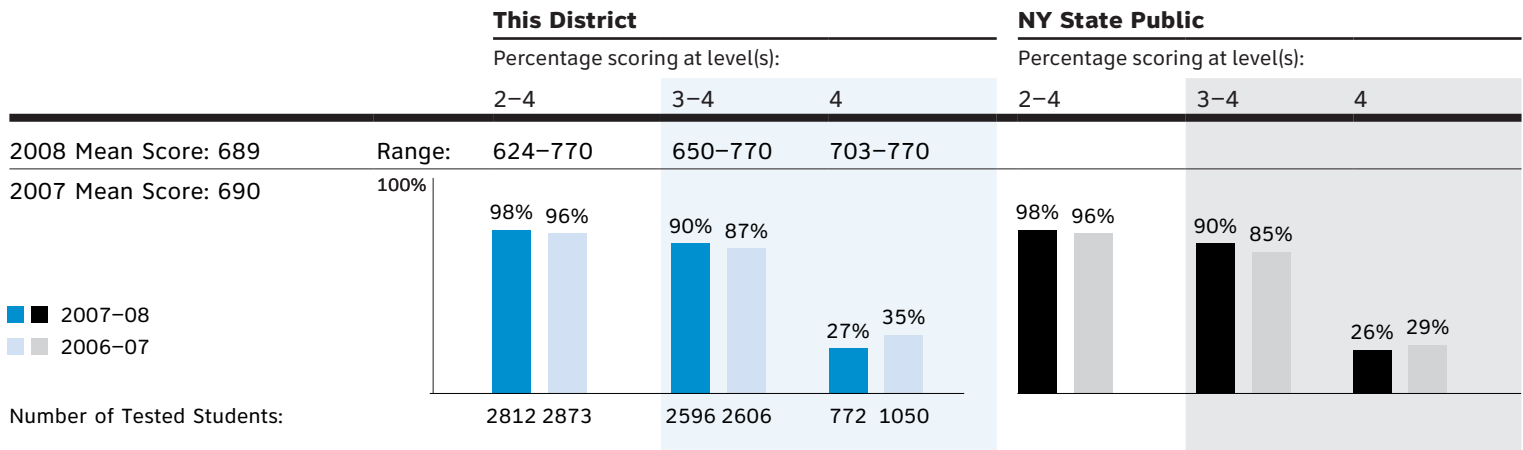
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	27	26	24	20	36	36	35	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	54	N/A	N/A	N/A	73	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>2883</b>	<b>98%</b>	<b>90%</b>	<b>27%</b>	<b>2994</b>	<b>96%</b>	<b>87%</b>	<b>35%</b>
Female	1431	98%	90%	27%	1484	96%	88%	37%
Male	1452	97%	90%	27%	1510	96%	86%	33%
American Indian or Alaska Native	6	-	-	-	9	-	-	-
Black or African American	259	95%	80%	9%	277	94%	77%	17%
Hispanic or Latino	1536	97%	89%	20%	1573	95%	85%	27%
Asian or Native Hawaiian/Other Pacific Islander	709	99%	94%	42%	718	98%	93%	52%
White	370	98%	95%	39%	415	95%	91%	51%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	9	100%	78%	22%	11	100%	91%	27%
General-Education Students	2433	99%	95%	30%	2586	98%	91%	40%
Students with Disabilities	450	89%	66%	9%	408	84%	60%	6%
English Proficient	2023	99%	94%	34%	2108	98%	92%	44%
Limited English Proficient	860	95%	81%	11%	886	91%	74%	14%
Economically Disadvantaged	2702	98%	90%	26%	2843	96%	87%	34%
Not Disadvantaged	181	97%	91%	35%	151	99%	94%	50%
Migrant								
Not Migrant	2883	98%	90%	27%	2994	96%	87%	35%

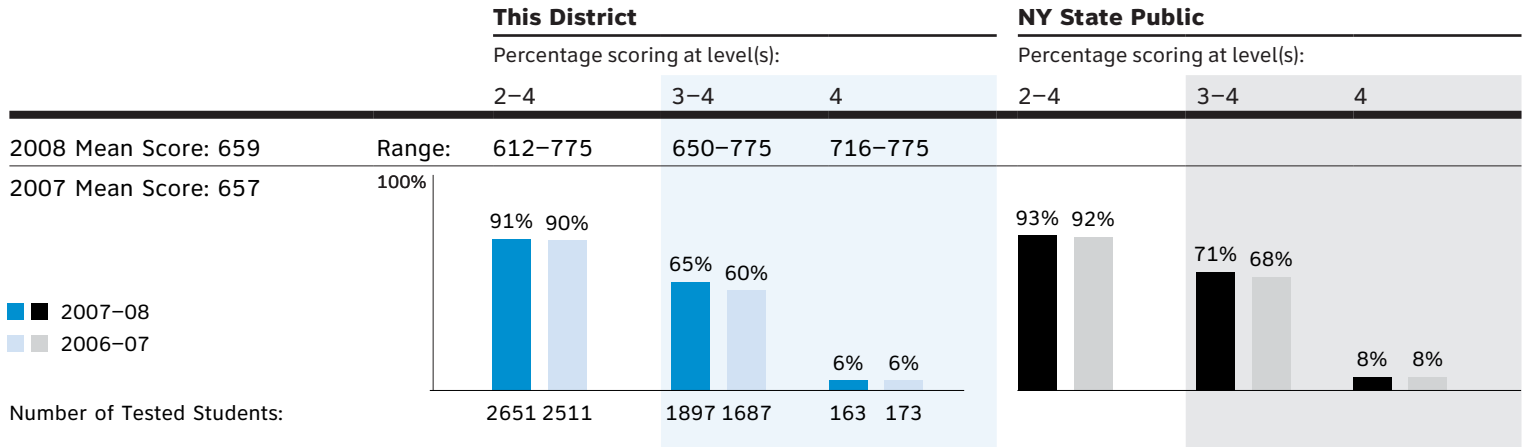
#### NOTES

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	27	27	25	22	37	37	35	33

## 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>2910</b>	<b>91%</b>	<b>65%</b>	<b>6%</b>	<b>2804</b>	<b>90%</b>	<b>60%</b>	<b>6%</b>
Female	1452	94%	69%	7%	1365	91%	64%	8%
Male	1458	88%	61%	4%	1439	88%	57%	5%
American Indian or Alaska Native	7	-	-	-	5	-	-	-
Black or African American	260	88%	45%	1%	248	86%	42%	1%
Hispanic or Latino	1559	89%	59%	3%	1505	87%	53%	3%
Asian or Native Hawaiian/Other Pacific Islander	687	95%	79%	11%	665	94%	76%	12%
White	396	93%	78%	10%	380	92%	72%	11%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	100%	75%	0%	6	100%	83%	0%
General-Education Students	2409	96%	73%	7%	2396	94%	66%	7%
Students with Disabilities	501	65%	28%	0%	408	62%	23%	0%
English Proficient	2248	95%	76%	7%	2177	95%	72%	8%
Limited English Proficient	662	77%	29%	0%	627	71%	20%	0%
Economically Disadvantaged	2741	91%	65%	5%	2635	89%	59%	6%
Not Disadvantaged	169	88%	72%	12%	169	96%	75%	15%
Migrant								
Not Migrant	2910	91%	65%	6%	2804	90%	60%	6%

#### NOTES

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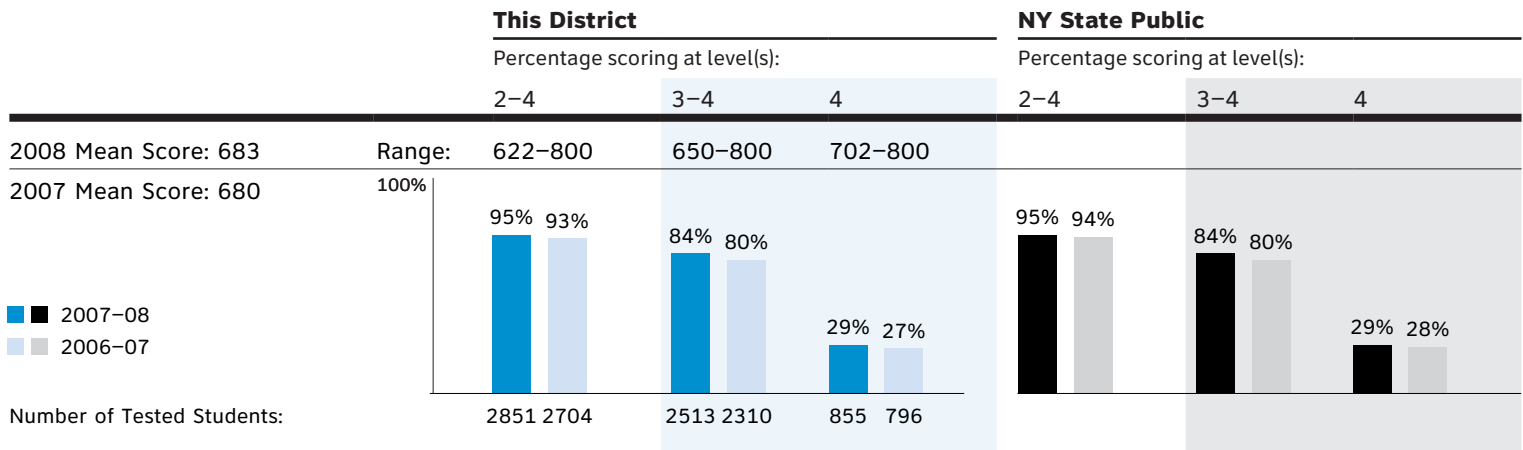
### Other Assessments

	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 4 Equivalent	30	27	25	21	32	31	30	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	54	N/A	N/A	N/A	78	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>2989</b>	<b>95%</b>	<b>84%</b>	<b>29%</b>	<b>2898</b>	<b>93%</b>	<b>80%</b>	<b>27%</b>
Female	1492	96%	84%	27%	1407	93%	78%	26%
Male	1497	95%	84%	31%	1491	94%	81%	29%
American Indian or Alaska Native	7	100%	86%	14%	5	-	-	-
Black or African American	261	91%	70%	12%	246	84%	57%	9%
Hispanic or Latino	1609	95%	81%	20%	1558	92%	76%	19%
Asian or Native Hawaiian/Other Pacific Islander	712	97%	93%	48%	704	97%	91%	48%
White	400	95%	90%	39%	384	95%	87%	34%
Multiracial					1	-	-	-
Small Group Totals					6	100%	100%	33%
General-Education Students	2484	98%	90%	33%	2484	97%	86%	31%
Students with Disabilities	505	82%	56%	7%	414	73%	45%	4%
English Proficient	2247	98%	90%	35%	2173	96%	87%	34%
Limited English Proficient	742	88%	65%	8%	725	84%	59%	7%
Economically Disadvantaged	2816	96%	84%	28%	2718	93%	79%	27%
Not Disadvantaged	173	91%	81%	31%	180	94%	87%	39%
Migrant								
Not Migrant	2989	95%	84%	29%	2898	93%	80%	27%

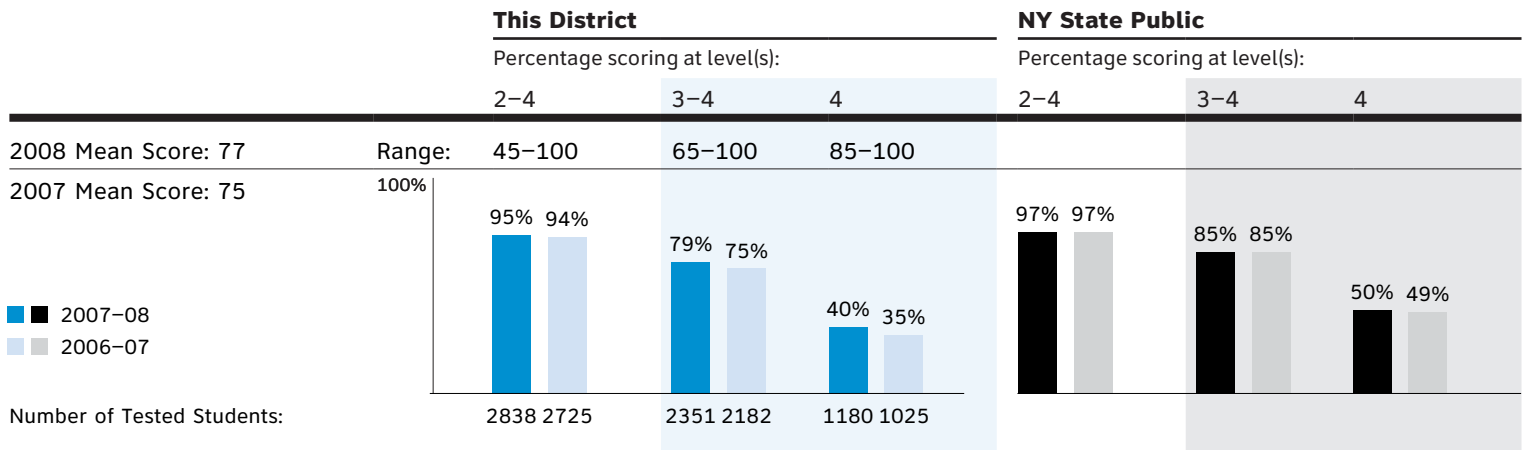
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	31	30	29	21	32	31	31	30

## 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>2979</b>	<b>95%</b>	<b>79%</b>	<b>40%</b>	<b>2893</b>	<b>94%</b>	<b>75%</b>	<b>35%</b>
Female	1487	95%	79%	39%	1397	94%	75%	33%
Male	1492	95%	79%	40%	1496	94%	75%	38%
American Indian or Alaska Native	7	100%	71%	14%	5	-	-	-
Black or African American	259	93%	66%	20%	246	90%	61%	17%
Hispanic or Latino	1601	95%	75%	31%	1557	93%	70%	26%
Asian or Native Hawaiian/Other Pacific Islander	710	96%	88%	57%	697	97%	87%	54%
White	402	97%	88%	54%	387	96%	85%	50%
Multiracial					1	-	-	-
Small Group Totals					6	100%	83%	50%
General-Education Students	2477	97%	84%	45%	2480	97%	80%	40%
Students with Disabilities	502	85%	53%	11%	413	79%	45%	11%
English Proficient	2244	98%	87%	49%	2159	97%	85%	45%
Limited English Proficient	735	87%	53%	10%	734	85%	47%	8%
Economically Disadvantaged	2802	95%	79%	39%	2713	94%	75%	35%
Not Disadvantaged	177	93%	81%	43%	180	98%	86%	46%
Migrant								
Not Migrant	2979	95%	79%	40%	2893	94%	75%	35%

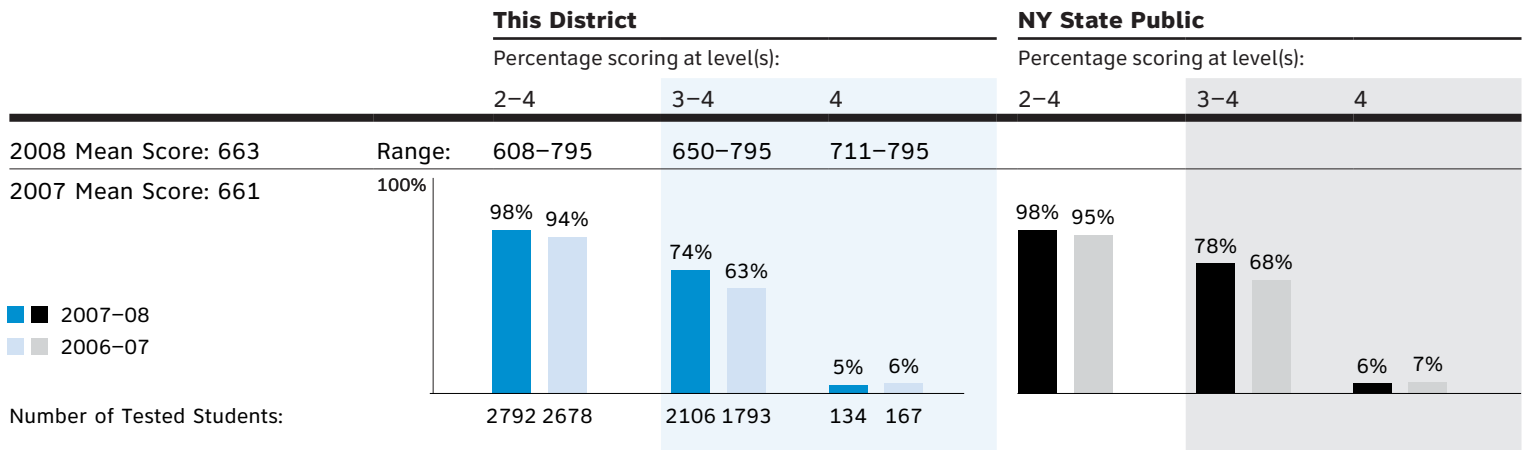
### NOTES

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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	29	29	28	32	31	30	29

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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2851</b>	<b>98%</b>	<b>74%</b>	<b>5%</b>	<b>2849</b>	<b>94%</b>	<b>63%</b>	<b>6%</b>
Female	1398	98%	75%	5%	1374	95%	65%	6%
Male	1453	98%	73%	4%	1475	93%	61%	6%
American Indian or Alaska Native	7	86%	57%	14%	11	-	-	-
Black or African American	265	97%	56%	1%	265	94%	55%	3%
Hispanic or Latino	1509	97%	68%	2%	1542	92%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	684	100%	87%	10%	655	97%	79%	13%
White	386	99%	85%	7%	374	97%	78%	10%
Multiracial					2	-	-	-
Small Group Totals					13	100%	38%	8%
General-Education Students	2389	99%	80%	6%	2462	97%	69%	7%
Students with Disabilities	462	91%	40%	0%	387	75%	22%	0%
English Proficient	2339	99%	83%	6%	2464	97%	70%	7%
Limited English Proficient	512	92%	34%	0%	385	73%	16%	0%
Economically Disadvantaged	2640	98%	73%	4%	2637	94%	62%	5%
Not Disadvantaged	211	98%	85%	12%	212	94%	80%	15%
Migrant								
Not Migrant	2851	98%	74%	5%	2849	94%	63%	6%

#### NOTES

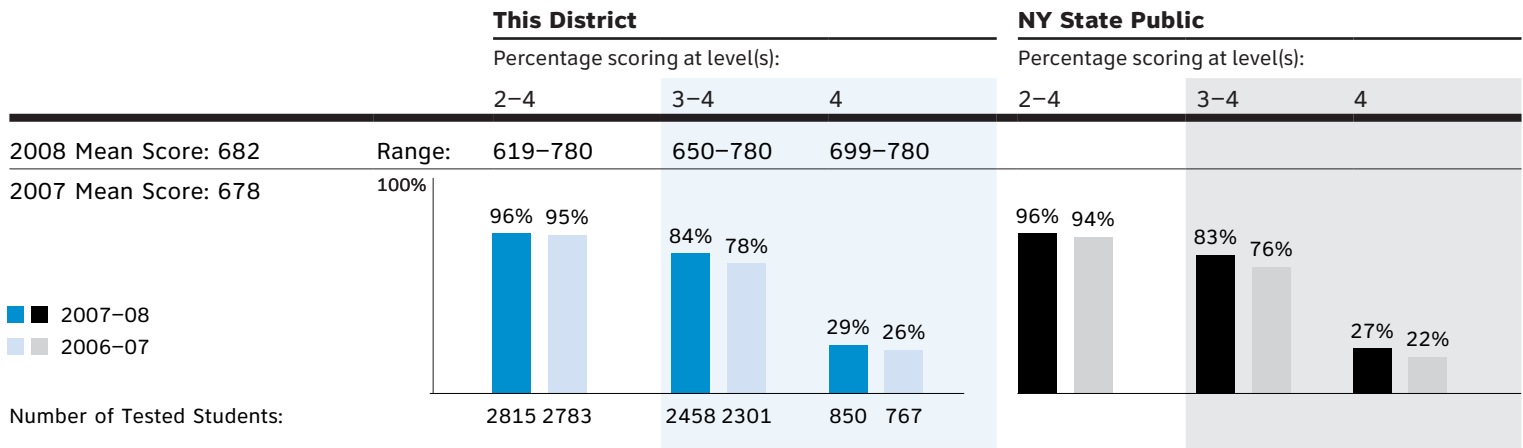
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### Other Assessments

	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 5 Equivalent	30	30	29	25	38	38	36	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	58	N/A	N/A	N/A	70	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>2928</b>	<b>96%</b>	<b>84%</b>	<b>29%</b>	<b>2932</b>	<b>95%</b>	<b>78%</b>	<b>26%</b>
Female	1443	96%	84%	28%	1416	95%	78%	24%
Male	1485	96%	84%	30%	1516	95%	79%	28%
American Indian or Alaska Native	7	86%	71%	43%	11	-	-	-
Black or African American	262	91%	67%	11%	263	90%	64%	12%
Hispanic or Latino	1560	95%	81%	20%	1597	94%	74%	17%
Asian or Native Hawaiian/Other Pacific Islander	706	99%	93%	49%	677	98%	90%	48%
White	393	97%	91%	39%	382	97%	87%	34%
Multiracial					2	-	-	-
Small Group Totals					13	92%	46%	8%
General-Education Students	2460	98%	90%	33%	2542	98%	84%	30%
Students with Disabilities	468	85%	53%	6%	390	78%	45%	2%
English Proficient	2332	98%	90%	34%	2464	97%	84%	30%
Limited English Proficient	596	89%	61%	8%	468	84%	49%	5%
Economically Disadvantaged	2711	96%	84%	28%	2719	95%	78%	25%
Not Disadvantaged	217	97%	88%	42%	213	95%	84%	36%
Migrant								
Not Migrant	2928	96%	84%	29%	2932	95%	78%	26%

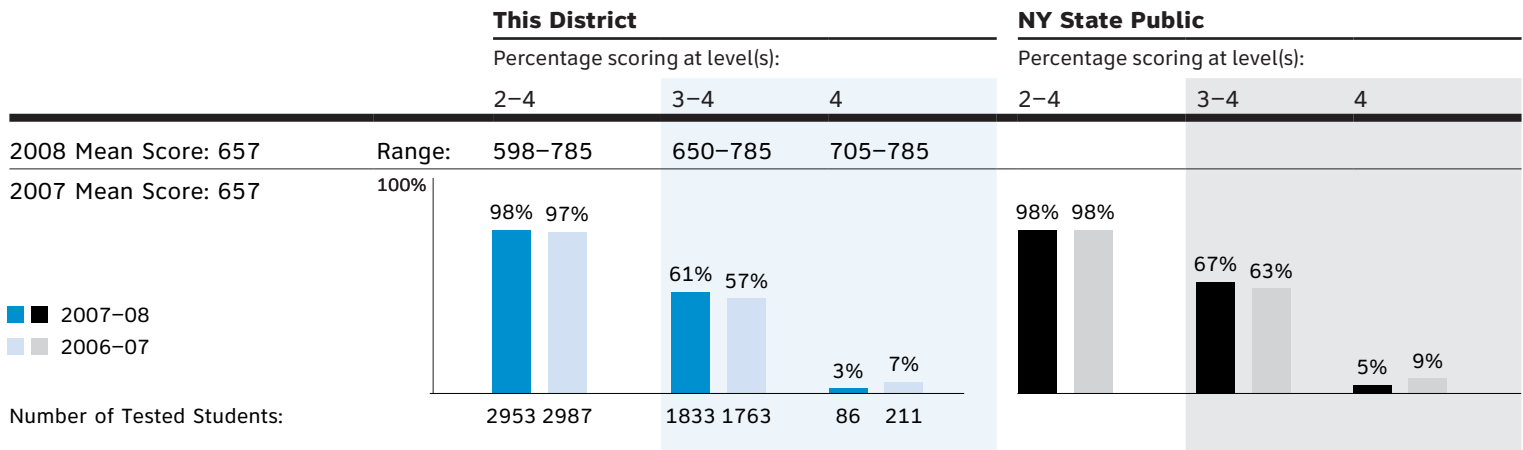
#### NOTES

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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	28	23	39	39	37	35

## 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>3010</b>	<b>98%</b>	<b>61%</b>	<b>3%</b>	<b>3070</b>	<b>97%</b>	<b>57%</b>	<b>7%</b>
Female	1467	99%	65%	3%	1507	98%	57%	7%
Male	1543	97%	57%	2%	1563	97%	57%	7%
American Indian or Alaska Native	7	100%	86%	0%	3	-	-	-
Black or African American	271	96%	53%	1%	300	-	-	-
Hispanic or Latino	1684	98%	52%	1%	1662	97%	50%	3%
Asian or Native Hawaiian/Other Pacific Islander	663	99%	78%	7%	675	99%	73%	14%
White	385	99%	73%	4%	429	98%	71%	12%
Multiracial					1	-	-	-
Small Group Totals					304	96%	44%	2%
General-Education Students	2599	99%	67%	3%	2724	99%	62%	8%
Students with Disabilities	411	90%	20%	0%	346	87%	19%	0%
English Proficient	2640	99%	68%	3%	2698	99%	64%	8%
Limited English Proficient	370	91%	13%	0%	372	85%	8%	0%
Economically Disadvantaged	2680	98%	59%	2%	2720	97%	55%	6%
Not Disadvantaged	330	99%	74%	7%	350	98%	75%	13%
Migrant								
Not Migrant	3010	98%	61%	3%	3070	97%	57%	7%

#### NOTES

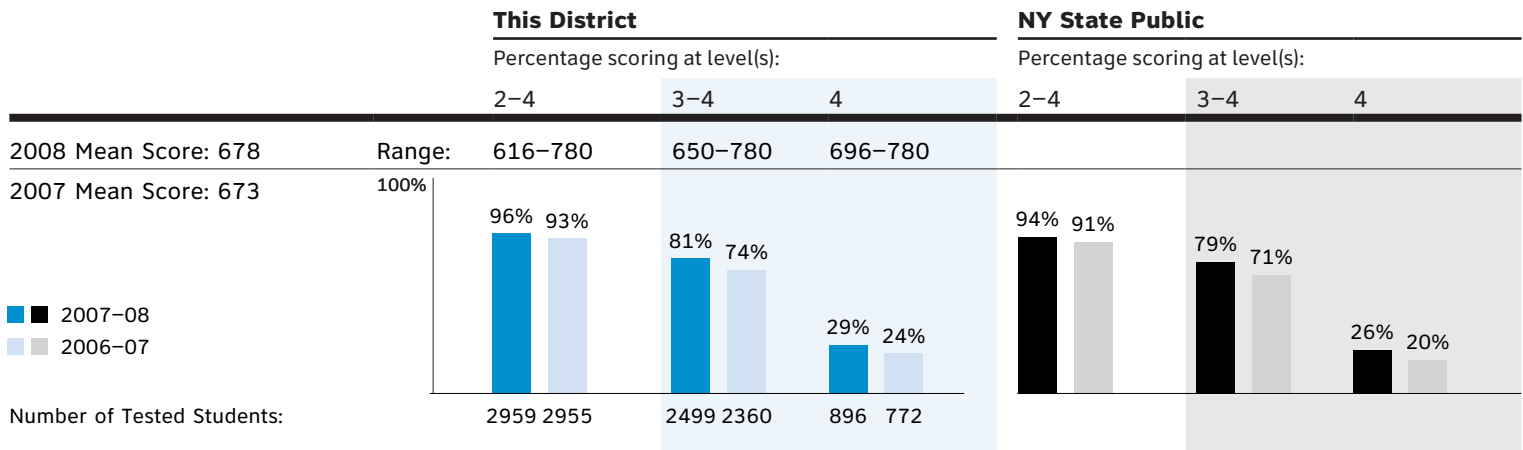
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### Other Assessments

	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 6 Equivalent	38	37	35	28	30	28	27	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	61	N/A	N/A	N/A	93	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>3095</b>	<b>96%</b>	<b>81%</b>	<b>29%</b>	<b>3180</b>	<b>93%</b>	<b>74%</b>	<b>24%</b>
Female	1509	96%	82%	27%	1560	93%	74%	23%
Male	1586	95%	79%	30%	1620	93%	75%	26%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	268	93%	69%	12%	303	-	-	-
Hispanic or Latino	1731	95%	76%	19%	1724	93%	71%	17%
Asian or Native Hawaiian/Other Pacific Islander	694	98%	92%	55%	710	95%	86%	44%
White	394	96%	90%	37%	439	96%	82%	32%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	100%	63%	0%	307	85%	53%	9%
General-Education Students	2683	98%	86%	33%	2833	96%	79%	27%
Students with Disabilities	412	83%	48%	3%	347	69%	33%	2%
English Proficient	2650	98%	86%	33%	2697	96%	81%	28%
Limited English Proficient	445	82%	49%	5%	483	76%	38%	5%
Economically Disadvantaged	2757	96%	80%	28%	2817	93%	73%	23%
Not Disadvantaged	338	95%	86%	41%	363	95%	83%	32%
Migrant								
Not Migrant	3095	96%	81%	29%	3180	93%	74%	24%

#### NOTES

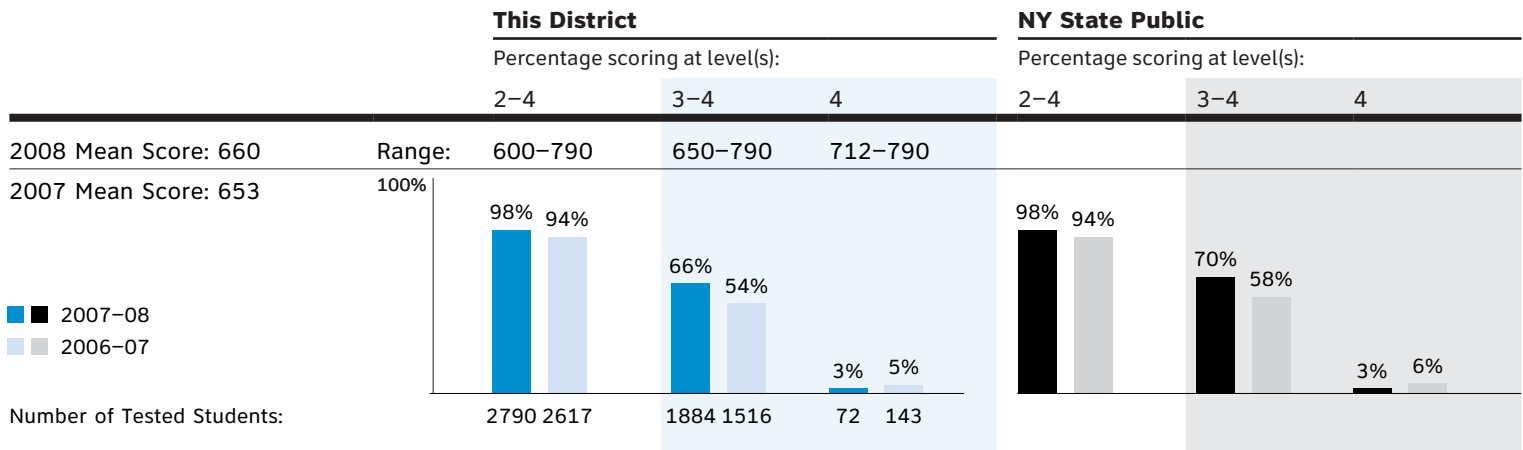
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### Other Assessments

	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	38	38	37	31	31	29	29	25



## 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>2842</b>	<b>98%</b>	<b>66%</b>	<b>3%</b>	<b>2792</b>	<b>94%</b>	<b>54%</b>	<b>5%</b>
Female	1404	98%	70%	3%	1373	95%	59%	6%
Male	1438	98%	63%	2%	1419	93%	49%	4%
American Indian or Alaska Native	2	-	-	-	6	100%	67%	0%
Black or African American	296	-	-	-	306	92%	44%	3%
Hispanic or Latino	1525	98%	59%	1%	1475	92%	46%	3%
Asian or Native Hawaiian/Other Pacific Islander	585	98%	79%	6%	597	95%	68%	7%
White	434	99%	79%	6%	408	97%	72%	11%
Multiracial								
Small Group Totals	298	99%	58%	0%				
General-Education Students	2472	99%	72%	3%	2475	96%	60%	6%
Students with Disabilities	370	94%	28%	0%	317	79%	13%	0%
English Proficient	2483	100%	74%	3%	2529	97%	59%	6%
Limited English Proficient	359	89%	15%	0%	263	67%	5%	0%
Economically Disadvantaged	2481	98%	65%	2%	2407	93%	52%	4%
Not Disadvantaged	361	98%	78%	5%	385	97%	70%	13%
Migrant								
Not Migrant	2842	98%	66%	3%	2792	94%	54%	5%

#### NOTES

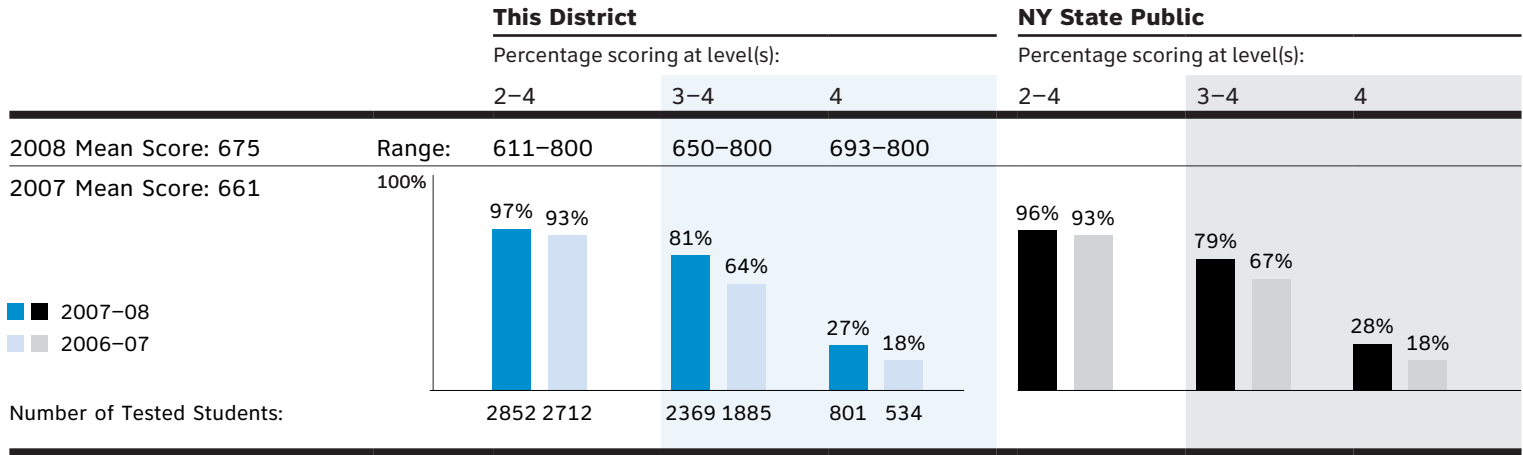
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	26	26	25	24	25	25	24	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	83	N/A	N/A	N/A	115	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>2938</b>	<b>97%</b>	<b>81%</b>	<b>27%</b>	<b>2929</b>	<b>93%</b>	<b>64%</b>	<b>18%</b>
Female	1450	98%	82%	27%	1435	94%	66%	19%
Male	1488	96%	79%	27%	1494	91%	63%	17%
American Indian or Alaska Native	3	-	-	-	6	67%	67%	33%
Black or African American	292	-	-	-	309	86%	45%	6%
Hispanic or Latino	1597	97%	78%	18%	1557	91%	58%	10%
Asian or Native Hawaiian/Other Pacific Islander	608	98%	90%	50%	634	96%	82%	39%
White	438	97%	91%	40%	423	97%	78%	27%
Multiracial								
Small Group Totals	295	95%	62%	11%				
General-Education Students	2585	99%	86%	31%	2608	95%	70%	20%
Students with Disabilities	353	86%	43%	2%	321	72%	17%	0%
English Proficient	2477	99%	87%	32%	2535	95%	70%	21%
Limited English Proficient	461	89%	48%	4%	394	75%	27%	3%
Economically Disadvantaged	2578	97%	80%	26%	2524	92%	63%	17%
Not Disadvantaged	360	98%	85%	39%	405	96%	73%	28%
Migrant								
Not Migrant	2938	97%	81%	27%	2929	93%	64%	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 7 Equivalent	26	24	23	16	24	24	24	19

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 652	602-790	650-790	715-790			
2007 Mean Score: 647						
Number of Tested Students:	2616	2581	1360	1367	117	96

### 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>2779</b>	<b>94%</b>	<b>49%</b>	<b>4%</b>	<b>2850</b>	<b>91%</b>	<b>48%</b>	<b>3%</b>
Female	1345	96%	56%	6%	1393	93%	52%	3%
Male	1434	92%	42%	3%	1457	88%	44%	3%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	296	95%	36%	1%	337	88%	38%	2%
Hispanic or Latino	1462	92%	39%	2%	1501	88%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	599	97%	66%	9%	578	95%	65%	5%
White	415	96%	68%	9%	429	97%	62%	8%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	86%	71%	0%	5	80%	40%	0%
General-Education Students	2427	96%	55%	5%	2545	94%	53%	4%
Students with Disabilities	352	79%	9%	0%	305	64%	6%	0%
English Proficient	2482	97%	54%	5%	2529	96%	54%	4%
Limited English Proficient	297	67%	5%	0%	321	50%	3%	0%
Economically Disadvantaged	2388	94%	47%	3%	2408	90%	44%	2%
Not Disadvantaged	391	94%	59%	10%	442	95%	67%	10%
Migrant								
Not Migrant	2779	94%	49%	4%	2850	91%	48%	3%

#### NOTES

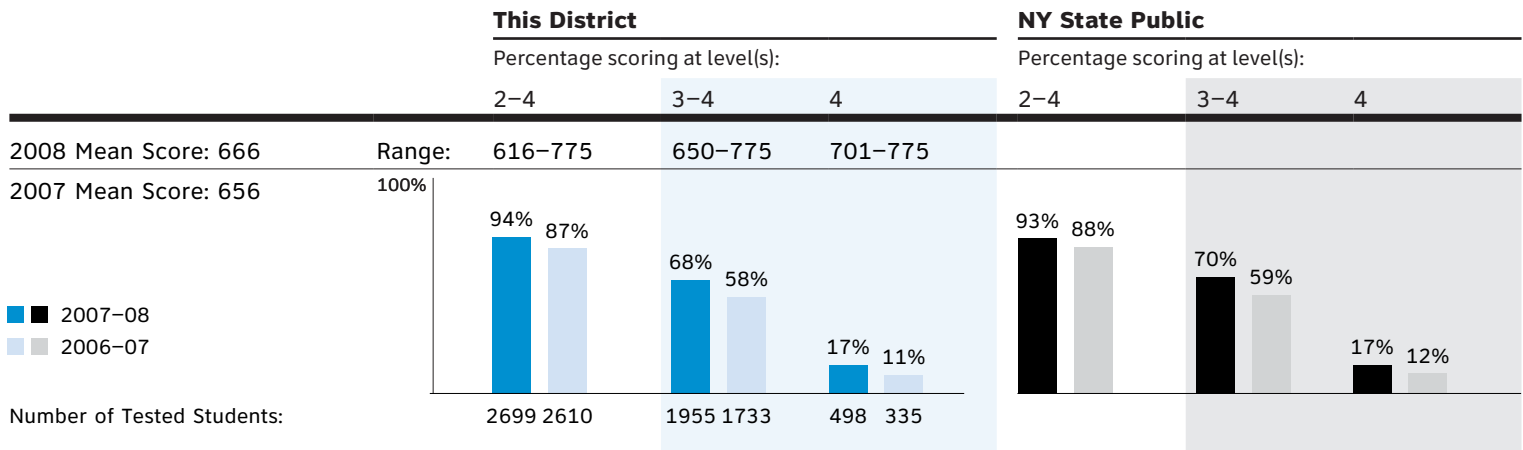
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### Other Assessments

	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 8 Equivalent	28	28	26	20	41	41	39	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	87	N/A	N/A	N/A	127	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>2883</b>	<b>94%</b>	<b>68%</b>	<b>17%</b>	<b>2994</b>	<b>87%</b>	<b>58%</b>	<b>11%</b>
Female	1402	95%	70%	18%	1457	87%	58%	11%
Male	1481	92%	66%	16%	1537	87%	58%	11%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	298	87%	49%	7%	335	75%	41%	4%
Hispanic or Latino	1528	93%	60%	8%	1596	85%	49%	5%
Asian or Native Hawaiian/Other Pacific Islander	627	96%	86%	38%	620	94%	76%	26%
White	423	97%	82%	26%	438	94%	76%	17%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	71%	43%	5	100%	60%	0%
General-Education Students	2535	97%	74%	20%	2690	91%	63%	12%
Students with Disabilities	348	72%	25%	1%	304	51%	11%	0%
English Proficient	2475	95%	73%	19%	2527	89%	63%	13%
Limited English Proficient	408	82%	37%	4%	467	75%	32%	3%
Economically Disadvantaged	2486	94%	67%	17%	2543	86%	55%	10%
Not Disadvantaged	397	94%	70%	20%	451	92%	74%	17%
Migrant								
Not Migrant	2883	94%	68%	17%	2994	87%	58%	11%

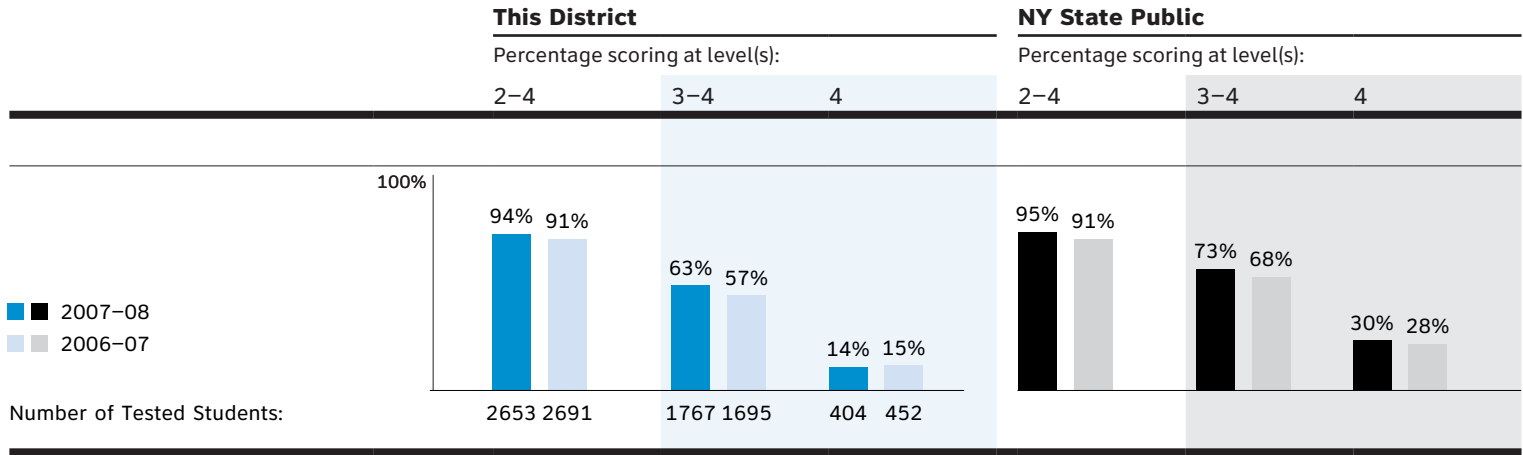
#### NOTES

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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	28	25	25	15	41	41	36	27

## 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>2728</b>	<b>94%</b>	<b>62%</b>	<b>14%</b>	<b>2865</b>	<b>91%</b>	<b>56%</b>	<b>15%</b>
Female	1309	95%	61%	13%	1391	92%	53%	13%
Male	1419	94%	63%	15%	1474	90%	59%	18%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	284	89%	44%	7%	315	79%	37%	6%
Hispanic or Latino	1464	94%	57%	10%	1541	91%	51%	10%
Asian or Native Hawaiian/Other Pacific Islander	597	96%	76%	25%	603	93%	70%	28%
White	377	98%	73%	19%	400	95%	70%	21%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	6	100%	83%	17%	6	83%	33%	33%
General-Education Students	2388	97%	68%	16%	2571	94%	61%	17%
Students with Disabilities	340	78%	22%	1%	294	64%	16%	1%
English Proficient	2325	96%	67%	16%	2404	94%	62%	18%
Limited English Proficient	403	84%	36%	4%	461	76%	26%	2%
Economically Disadvantaged	2362	94%	61%	13%	2467	90%	54%	13%
Not Disadvantaged	366	96%	67%	21%	398	96%	71%	25%
Migrant								
Not Migrant	2728	94%	62%	14%	2865	91%	56%	15%

#### 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	28	27	24	22	40	39	35	28
Regents Science	80	76	70	19	92	88	87	18

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

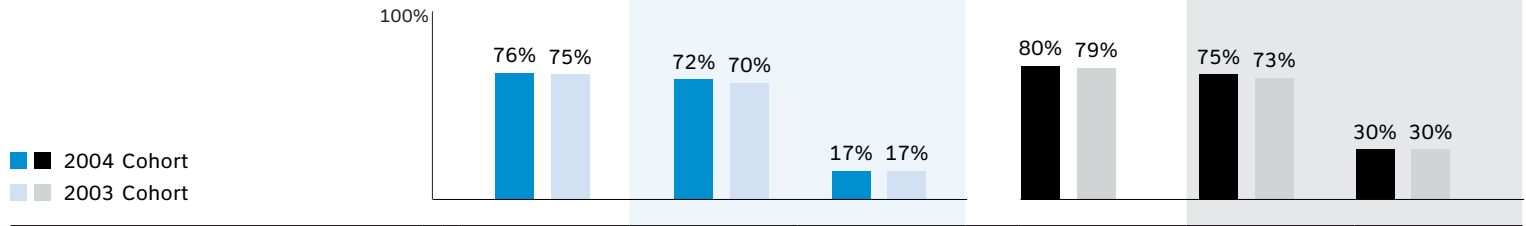
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students | Percentage scoring at level(s):

2-4 | 3-4 | 4

### 2003 Cohort\*\*

Number of Students | Percentage scoring at level(s):

2-4 | 3-4 | 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>2369</b>	<b>76%</b>	<b>72%</b>	<b>17%</b>	<b>2660</b>	<b>75%</b>	<b>70%</b>	<b>17%</b>
Female	1139	82%	78%	23%	1301	81%	76%	21%
Male	1230	71%	66%	11%	1359	70%	64%	13%
American Indian or Alaska Native	4	-	-	-	5	80%	60%	40%
Black or African American	281	67%	62%	14%	376	65%	60%	12%
Hispanic or Latino	1160	72%	68%	11%	1188	71%	65%	11%
Asian or Native Hawaiian/Other Pacific Islander	586	85%	81%	22%	613	85%	79%	23%
White	334	80%	77%	30%	469	82%	78%	26%
Multiracial	4	-	-	-	9	100%	89%	44%
Small Group Totals	8	100%	100%	13%				
General-Education Students	2098	81%	77%	19%	2438	79%	74%	18%
Students with Disabilities	271	38%	33%	1%	222	38%	27%	1%
English Proficient	1860	78%	75%	20%	2315	77%	73%	19%
Limited English Proficient	509	69%	59%	5%	345	66%	50%	3%
Economically Disadvantaged	1283	80%	76%	17%	1604	79%	72%	16%
Not Disadvantaged	1086	72%	67%	17%	1056	70%	66%	19%
Migrant								
Not Migrant	2369	76%	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.

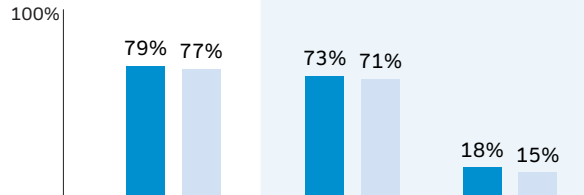


## This District's Total Cohort\* Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4      3-4      4

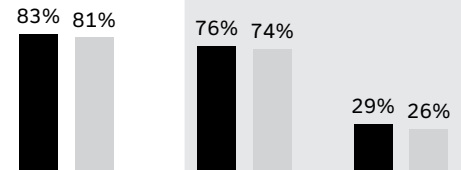


■ 2004 Cohort  
■ 2003 Cohort

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



## Results by Student Group

### 2004 Cohort

Number of Students      Percentage scoring at level(s):

2-4      3-4      4

### 2003 Cohort\*\*

Number of Students      Percentage scoring at level(s):

2-4      3-4      4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>2369</b>	<b>79%</b>	<b>73%</b>	<b>18%</b>	<b>2660</b>	<b>77%</b>	<b>71%</b>	<b>15%</b>
Female	1139	84%	78%	20%	1301	82%	76%	16%
Male	1230	74%	68%	16%	1359	72%	66%	15%
American Indian or Alaska Native	4	–	–	–	5	80%	80%	20%
Black or African American	281	67%	59%	10%	376	65%	58%	6%
Hispanic or Latino	1160	75%	68%	10%	1188	73%	66%	8%
Asian or Native Hawaiian/Other Pacific Islander	586	90%	87%	35%	613	88%	84%	33%
White	334	83%	78%	22%	469	81%	78%	20%
Multiracial	4	–	–	–	9	100%	89%	33%
Small Group Totals	8	100%	100%	38%				
General-Education Students	2098	84%	79%	20%	2438	81%	76%	17%
Students with Disabilities	271	39%	28%	2%	222	33%	19%	0%
English Proficient	1860	79%	74%	18%	2315	77%	72%	16%
Limited English Proficient	509	80%	71%	18%	345	76%	67%	12%
Economically Disadvantaged	1283	83%	78%	19%	1604	80%	74%	16%
Not Disadvantaged	1086	74%	67%	17%	1056	72%	66%	15%
Migrant								
Not Migrant	2369	79%	73%	18%				

### 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

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			
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\* 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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