



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 1**

District ID **31-01-00-01-0000**

Superintendent **DANIELLA PHILLIPS**

Telephone **(212) 356-3740**

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.

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 the district's accountability status.

3 Review an Overview of District Performance.

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

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

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

	2006-07	2007-08	2008-09
Pre-K	409	435	465
Kindergarten	817	851	856
Grade 1	895	902	870
Grade 2	848	842	879
Grade 3	785	819	829
Grade 4	801	777	793
Grade 5	780	760	736
Grade 6	737	764	807
Ungraded Elementary	514	616	632
Grade 7	844	764	743
Grade 8	880	840	781
Grade 9	824	980	896
Grade 10	647	1074	1104
Grade 11	441	731	811
Grade 12	370	553	642
Ungraded Secondary	349	380	478
Total K-12	10532	11653	11857

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	23	21	22
Grade 8			
English	21	26	25
Mathematics	25	28	27
Science	22	28	28
Social Studies	24	28	28
Grade 10			
English	21	21	20
Mathematics	20	22	21
Science	23	22	23
Social Studies	21	23	23

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 # 1

District ID 31-01-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	5828	55%	6712	58%	7312	62%
Reduced-Price Lunch	749	7%	891	8%	963	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1070	10%	1353	12%	1410	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	62	1%	75	1%	96	1%
Black or African American	2006	19%	2178	19%	2269	19%
Hispanic or Latino	5401	51%	5644	48%	5545	47%
Asian or Native Hawaiian/Other Pacific Islander	1682	16%	2247	19%	2315	20%
White	1381	13%	1509	13%	1632	14%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate						0%
Student Suspensions	614	6%	621	6%	716	6%

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

	2006-07	2007-08	2008-09
Total Number of Teachers	875	956	991
Percent with No Valid Teaching Certificate	6%	3%	3%
Percent Teaching Out of Certification	13%	13%	9%
Percent with Fewer Than Three Years of Experience	25%	23%	22%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	31%	32%
Total Number of Core Classes	1449	1767	2060
Percent Not Taught by Highly Qualified Teachers	20%	15%	9%
Total Number of Classes	1958	2107	2536
Percent Taught by Teachers Without Appropriate Certification	19%	14%	11%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%		23%
Turnover Rate of All Teachers	21%		20%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

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

2007–08	2008–09	2009–10
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				SH		
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		—	SH	SH	—
Limited English Proficient			—	SH		—
Economically Disadvantaged			—	SH		—
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	6 of 8	8 of 8	1 of 1


AYP Status


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

Accountability Status Levels

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


























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2009–10)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (5299:5067)			99%		170	142	
Ethnicity							
American Indian or Alaska Native (30:25)	—	—	—	—	—	—	—
Black or African American (965:913)			99%		159	140	
Hispanic or Latino (2702:2585)			99%		162	142	
Asian or Native Hawaiian/Other Pacific Islander (962:922)			100%		187	140	
White (623:609)			100%		193	140	
Multiracial (17:13)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1263:1196)	 SH		98%	 SH	134	141	124 141
Limited English Proficient ⁵ (518:690)			99%		153	140	
Economically Disadvantaged (4332:4126)			99%		166	142	
Final AYP Determination	 8 of 8						

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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (5301:5045)			99%		180	117	
Ethnicity							
American Indian or Alaska Native (30:25)	—	—	—	—	—	—	—
Black or African American (960:901)			99%		169	115	
Hispanic or Latino (2705:2563)			99%		174	117	
Asian or Native Hawaiian/Other Pacific Islander (968:940)			100%		196	115	
White (621:601)			100%		195	115	
Multiracial (17:15)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1259:1180)			98%		147	116	
Limited English Proficient ⁵ (536:722)			99%		173	115	
Economically Disadvantaged (4341:4115)			99%		177	117	
Final AYP Determination	 8 of 8						

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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (1747:1618)		Qualified		98%		156	100	
Ethnicity								
American Indian or Alaska Native (9:7)	—	—	—	—	—	—	—	—
Black or African American (307:282)		Qualified		97%		139	100	
Hispanic or Latino (937:864)		Qualified		97%		145	100	
Asian or Native Hawaiian/Other Pacific Islander (301:286)		Qualified		100%		183	100	
White (188:174)		Qualified		99%		189	100	
Multiracial (5:5)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (408:365)		Qualified		94%		116	100	
Limited English Proficient ⁴ (181:230)		Qualified		97%		140	100	
Economically Disadvantaged (1468:1358)		Qualified		98%		151	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (732:757)			99%		162	167	158	166
Ethnicity								
American Indian or Alaska Native (3:1)	—	—	—	—	—	—	—	—
Black or African American (150:158)			99%		162	163	163	166
Hispanic or Latino (324:306)			98%		167	165		
Asian or Native Hawaiian/Other Pacific Islander (147:185)			99%		139	163	146	145
White (81:78)			96%		187	160		
Multiracial (27:29)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (69:95)			97%		122	161	111	130
Limited English Proficient ⁵ (103:160)			100%		122	163	119	130
Economically Disadvantaged (496:539)			99%		157	166	151	161
Final AYP Determination	 6 of 8							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (732:757)			98%		175	162	
Ethnicity							
American Indian or Alaska Native (3:1)	—	—	—	—	—	—	—
Black or African American (150:158)			98%		166	158	
Hispanic or Latino (324:306)			99%		167	160	
Asian or Native Hawaiian/Other Pacific Islander (147:185)			100%		190	158	
White (81:78)			95%		188	155	
Multiracial (27:29)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (69:95)			97%		124	156	117 132
Limited English Proficient ⁵ (103:160)			100%		177	158	
Economically Disadvantaged (496:539)			98%		173	161	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
All Students (762)			63%	55%		
Ethnicity						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (158)			66%	55%		
Hispanic or Latino (274)			53%	55%	55%	54%
Asian or Native Hawaiian/Other Pacific Islander (253)			66%	55%		
White (70)			90%	55%		
Multiracial (3)						
Other Groups						
Students with Disabilities (122)			34%	55%	30%	35%
Limited English Proficient ² (185)			52%	55%	1%	53%
Economically Disadvantaged (545)			59%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.







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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District NEW YORK CITY GEOGRAPHIC DISTRICT # 1


District ID 31-01-00-01-0000

Summary of 2008–09 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	71%			900
Grade 4	70%			836
Grade 5	81%			810
Grade 6	74%			890
Grade 7	72%			858
Grade 8	60%			854

Mathematics

Grade 3	92%		911
Grade 4	83%		842
Grade 5	86%		813
Grade 6	79%		897
Grade 7	81%		866
Grade 8	73%		861

Science

Grade 4	76%		840
Grade 8	48%		772

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	69%			886
Mathematics	75%			886

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.

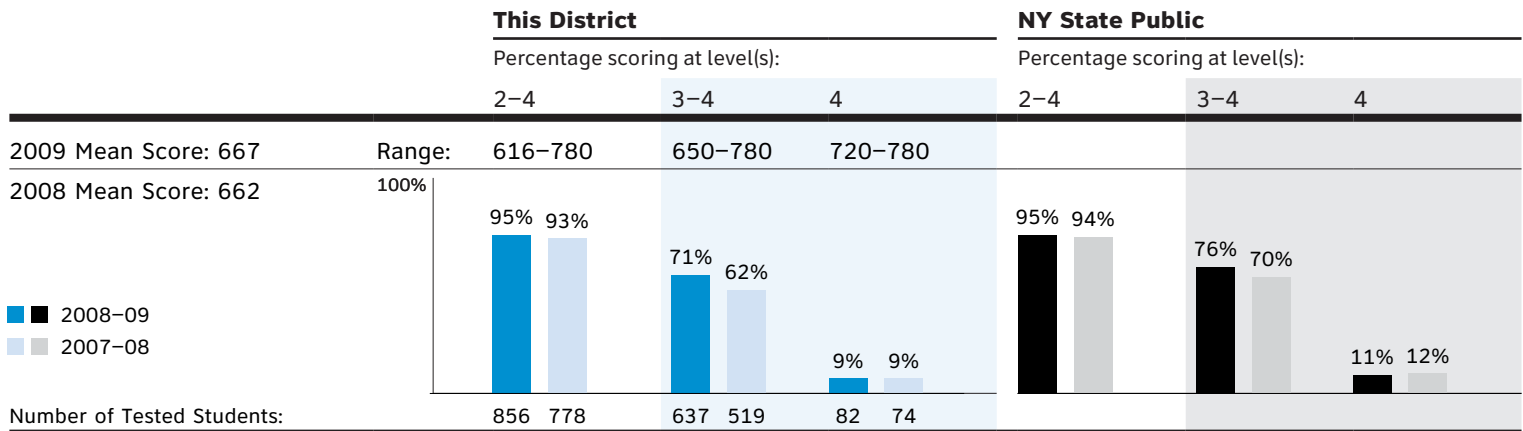
In this section, this district's performance is compared with that of public schools statewide.

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

	2008-09 School Year				2007-08 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	900	95%	71%	9%	839	93%	62%	9%
Female	451	98%	77%	12%	404	92%	65%	11%
Male	449	92%	64%	6%	435	93%	59%	7%
American Indian or Alaska Native	3	-	-	-	10	-	-	-
Black or African American	175	91%	61%	4%	157	87%	49%	4%
Hispanic or Latino	436	94%	62%	3%	441	92%	57%	5%
Asian or Native Hawaiian/Other Pacific Islander	169	99%	89%	20%	136	99%	82%	15%
White	113	99%	90%	25%	93	98%	82%	29%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	7	100%	86%	14%	12	100%	42%	0%
General-Education Students	718	99%	80%	11%	660	98%	71%	11%
Students with Disabilities	182	80%	36%	1%	179	74%	29%	2%
English Proficient	807	95%	73%	10%	724	93%	65%	10%
Limited English Proficient	93	92%	48%	1%	115	90%	45%	0%
Economically Disadvantaged	729	94%	67%	5%	682	92%	56%	5%
Not Disadvantaged	171	99%	88%	25%	157	96%	85%	26%
Migrant								
Not Migrant	900	95%	71%	9%	839	93%	62%	9%

NOTES

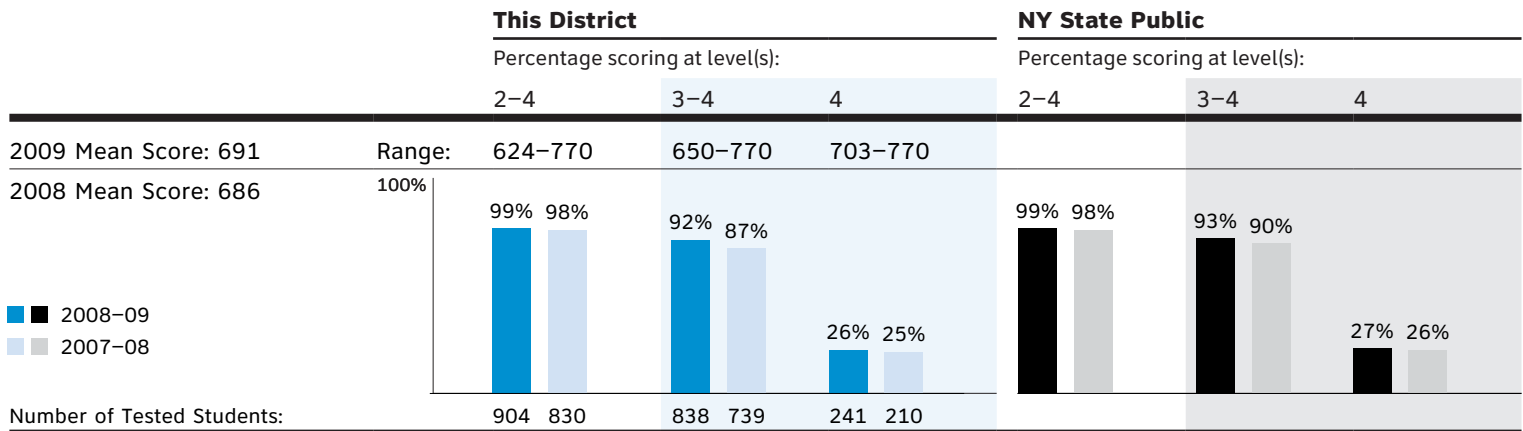
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	12	10	10	8	15	15	14	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	5	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	911	99%	92%	26%	847	98%	87%	25%
Female	451	100%	94%	29%	411	98%	87%	24%
Male	460	99%	90%	24%	436	98%	87%	25%
American Indian or Alaska Native	3	-	-	-	10	-	-	-
Black or African American	176	99%	87%	12%	151	97%	81%	16%
Hispanic or Latino	444	99%	90%	16%	444	98%	84%	12%
Asian or Native Hawaiian/Other Pacific Islander	171	100%	98%	56%	143	100%	98%	56%
White	112	100%	99%	47%	97	99%	97%	53%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	8	100%	100%	25%	12	100%	83%	0%
General-Education Students	728	100%	97%	31%	664	100%	95%	30%
Students with Disabilities	183	97%	74%	7%	183	92%	60%	5%
English Proficient	810	99%	93%	29%	722	98%	88%	27%
Limited English Proficient	101	98%	83%	9%	125	97%	85%	13%
Economically Disadvantaged	741	99%	90%	21%	690	98%	85%	18%
Not Disadvantaged	170	100%	99%	51%	157	100%	97%	54%
Migrant								
Not Migrant	911	99%	92%	26%	847	98%	87%	25%

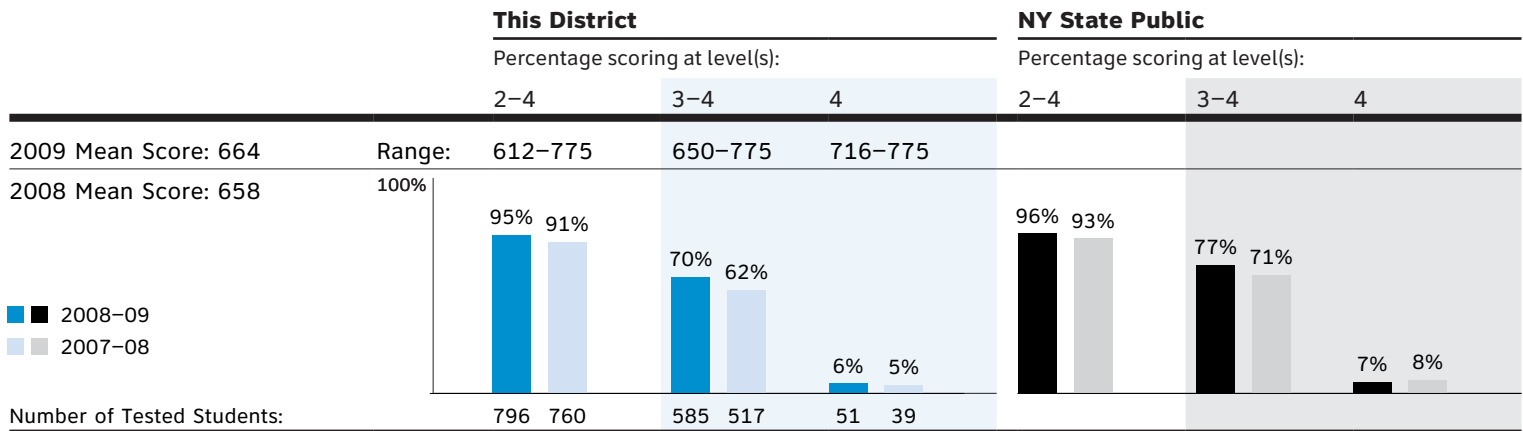
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	12	12	10	6	16	16	15	10

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	836	95%	70%	6%	833	91%	62%	5%
Female	398	96%	75%	7%	420	94%	68%	6%
Male	438	95%	66%	5%	413	88%	56%	3%
American Indian or Alaska Native	8	-	-	-	7	-	-	-
Black or African American	145	92%	63%	4%	149	89%	49%	1%
Hispanic or Latino	444	94%	63%	2%	448	90%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	136	99%	86%	13%	132	95%	83%	11%
White	100	99%	92%	19%	93	100%	91%	18%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	11	100%	64%	0%	11	73%	45%	0%
General-Education Students	660	99%	80%	8%	630	96%	72%	6%
Students with Disabilities	176	81%	32%	0%	203	75%	31%	0%
English Proficient	741	96%	73%	7%	731	93%	65%	5%
Limited English Proficient	95	88%	44%	0%	102	79%	38%	1%
Economically Disadvantaged	680	94%	66%	3%	678	90%	58%	3%
Not Disadvantaged	156	99%	87%	21%	155	95%	82%	13%
Migrant								
Not Migrant	836	95%	70%	6%	833	91%	62%	5%

NOTES

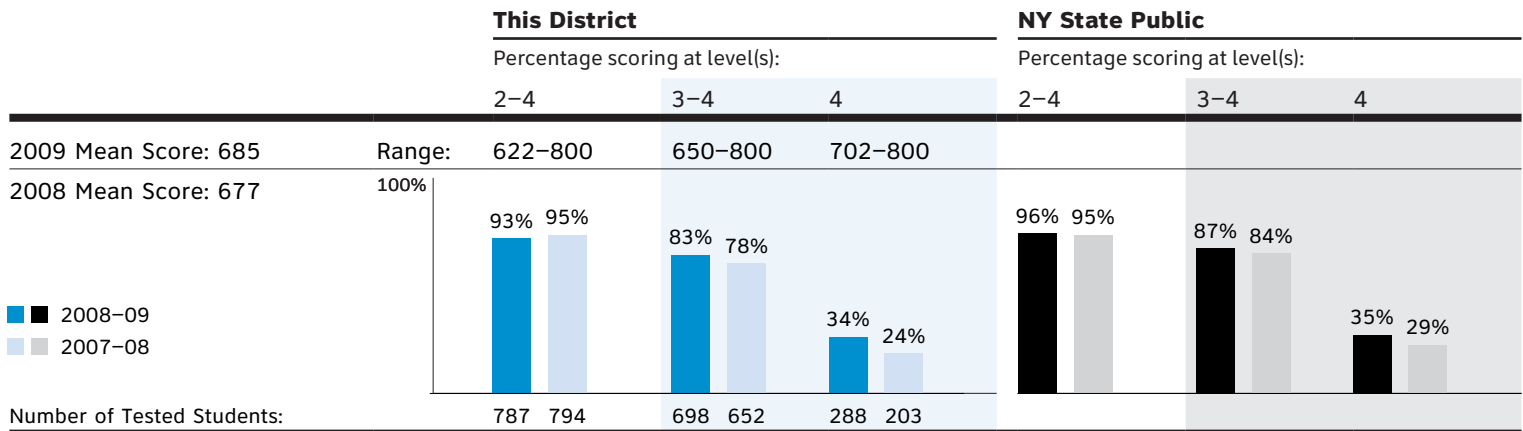
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Other Assessments

	2008-09 School Year				2007-08 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	14	13	13	10	9	8	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	9	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	842	93%	83%	34%	839	95%	78%	24%
Female	406	93%	83%	35%	421	95%	79%	22%
Male	436	94%	83%	33%	418	94%	77%	26%
American Indian or Alaska Native	8	-	-	-	7	-	-	-
Black or African American	145	91%	76%	26%	148	91%	68%	11%
Hispanic or Latino	445	91%	78%	23%	452	93%	72%	12%
Asian or Native Hawaiian/Other Pacific Islander	137	100%	99%	67%	135	99%	95%	58%
White	104	98%	91%	54%	93	100%	97%	54%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	11	91%	82%	18%	11	100%	82%	45%
General-Education Students	669	98%	91%	42%	637	98%	85%	29%
Students with Disabilities	173	75%	51%	6%	202	84%	53%	8%
English Proficient	734	94%	85%	37%	727	96%	80%	26%
Limited English Proficient	108	91%	69%	18%	112	88%	63%	10%
Economically Disadvantaged	684	93%	81%	30%	684	94%	75%	19%
Not Disadvantaged	158	97%	91%	54%	155	99%	92%	45%
Migrant								
Not Migrant	842	93%	83%	34%	839	95%	78%	24%

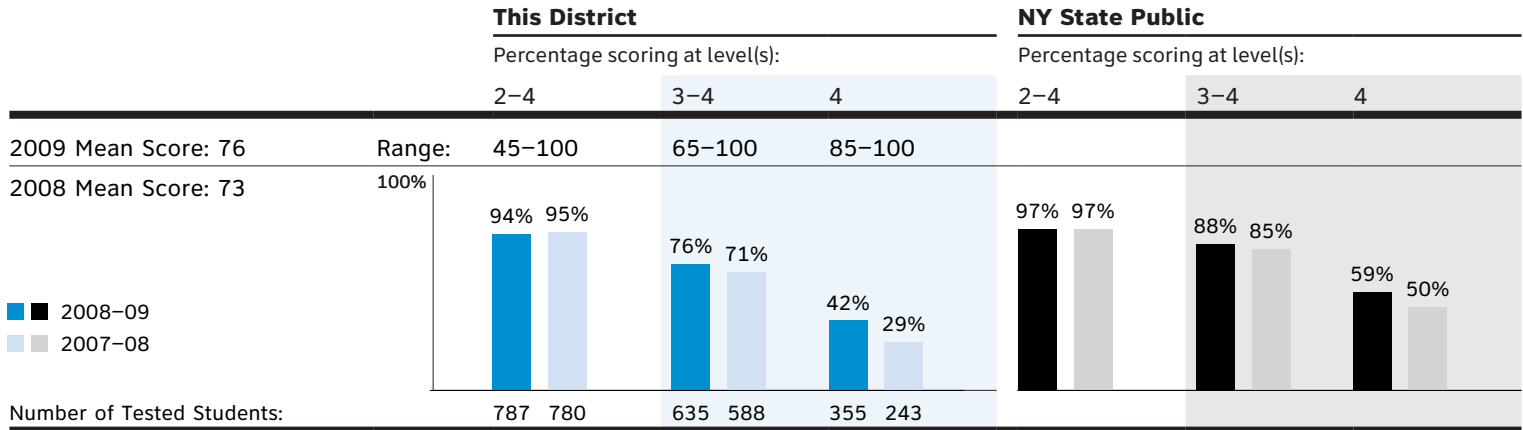
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Other Assessments

	2008-09 School Year				2007-08 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	16	15	13	6	8	8	7	4

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	840	94%	76%	42%	825	95%	71%	29%
Female	403	94%	75%	44%	416	95%	73%	28%
Male	437	94%	76%	41%	409	94%	70%	31%
American Indian or Alaska Native	8	-	-	-	7	-	-	-
Black or African American	146	90%	67%	29%	146	92%	63%	15%
Hispanic or Latino	441	92%	68%	31%	445	93%	65%	19%
Asian or Native Hawaiian/Other Pacific Islander	137	100%	94%	68%	132	98%	86%	51%
White	105	98%	92%	77%	92	99%	96%	73%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	11	100%	91%	27%	10	90%	70%	30%
General-Education Students	666	96%	83%	50%	629	97%	78%	34%
Students with Disabilities	174	84%	49%	14%	196	88%	51%	14%
English Proficient	733	95%	79%	46%	717	96%	75%	33%
Limited English Proficient	107	82%	50%	14%	108	83%	45%	7%
Economically Disadvantaged	681	93%	72%	35%	672	94%	67%	24%
Not Disadvantaged	159	97%	93%	72%	153	97%	91%	52%
Migrant								
Not Migrant	840	94%	76%	42%	825	95%	71%	29%

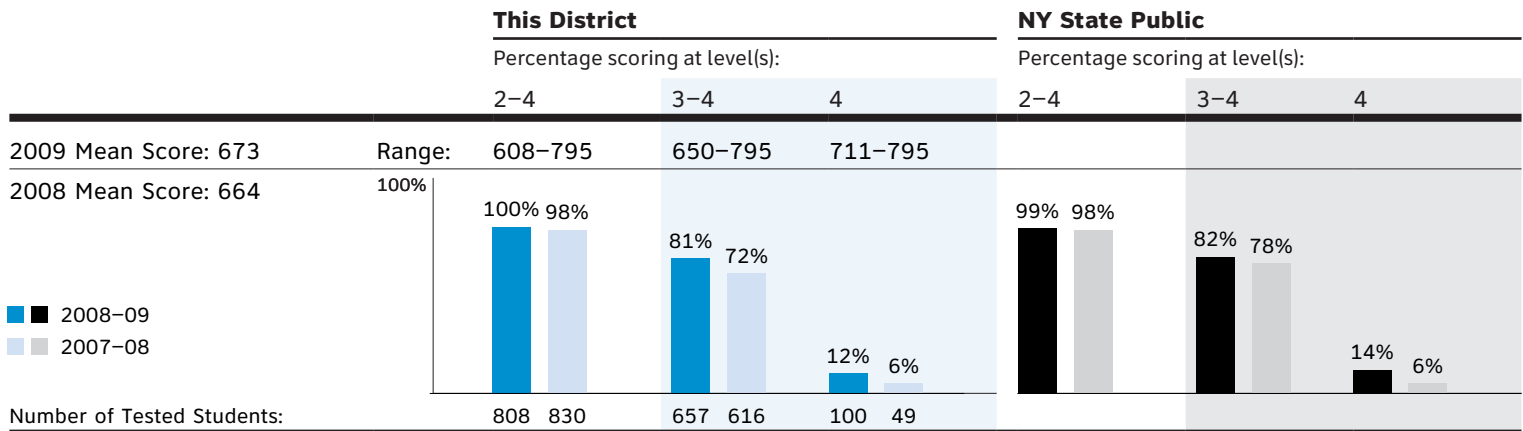
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	15	13	13	10	9	7	7	5

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	810	100%	81%	12%	850	98%	72%	6%
Female	391	100%	84%	13%	436	98%	75%	6%
Male	419	100%	78%	12%	414	97%	69%	5%
American Indian or Alaska Native	6	-	-	-	5	-	-	-
Black or African American	151	99%	75%	5%	165	95%	60%	1%
Hispanic or Latino	425	100%	78%	6%	437	97%	69%	2%
Asian or Native Hawaiian/Other Pacific Islander	131	100%	89%	25%	152	99%	85%	13%
White	93	100%	98%	38%	90	100%	93%	22%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	10	100%	70%	0%	6	100%	67%	0%
General-Education Students	624	100%	90%	15%	645	100%	84%	7%
Students with Disabilities	186	99%	53%	3%	205	92%	36%	1%
English Proficient	730	100%	84%	14%	787	98%	75%	6%
Limited English Proficient	80	100%	54%	0%	63	97%	38%	0%
Economically Disadvantaged	659	100%	79%	8%	698	98%	69%	3%
Not Disadvantaged	151	100%	91%	30%	152	98%	88%	19%
Migrant								
Not Migrant	810	100%	81%	12%	850	98%	72%	6%

NOTES

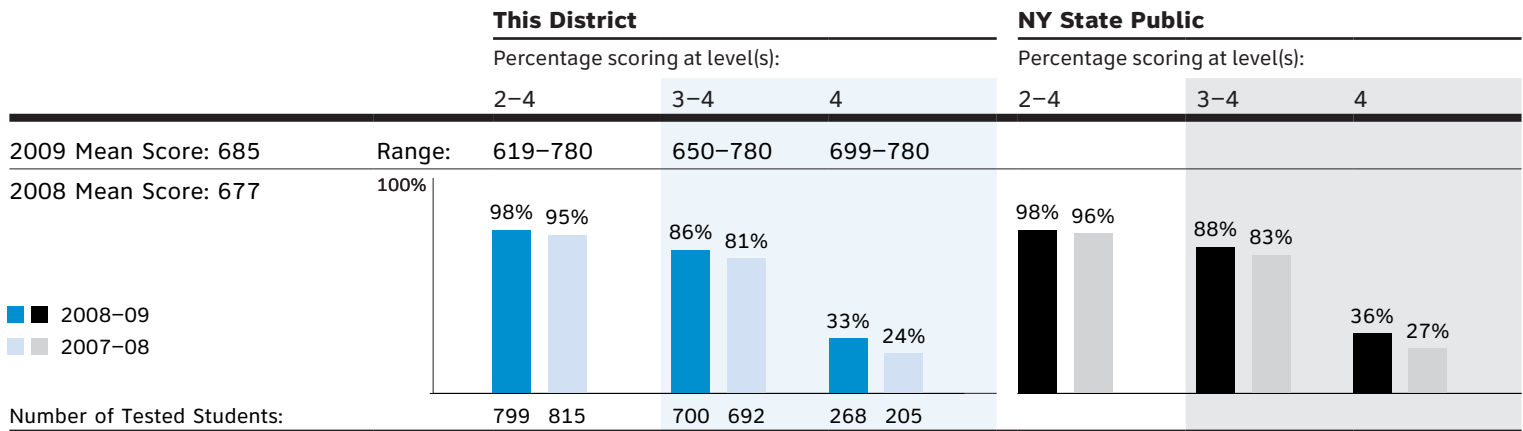
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Other Assessments

	2008-09 School Year				2007-08 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	13	11	9	4	10	10	8	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	813	98%	86%	33%	855	95%	81%	24%
Female	394	98%	87%	32%	438	96%	83%	24%
Male	419	98%	85%	34%	417	94%	79%	24%
American Indian or Alaska Native	6	-	-	-	5	-	-	-
Black or African American	149	95%	74%	18%	164	91%	69%	7%
Hispanic or Latino	427	99%	84%	22%	437	95%	77%	11%
Asian or Native Hawaiian/Other Pacific Islander	134	100%	97%	65%	156	100%	99%	61%
White	93	100%	98%	59%	92	98%	93%	57%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	10	100%	100%	30%	6	67%	33%	0%
General-Education Students	629	100%	91%	39%	651	99%	90%	30%
Students with Disabilities	184	93%	70%	14%	204	82%	53%	4%
English Proficient	726	98%	88%	35%	789	96%	82%	25%
Limited English Proficient	87	99%	70%	15%	66	85%	68%	12%
Economically Disadvantaged	663	98%	85%	28%	705	95%	79%	19%
Not Disadvantaged	150	99%	91%	54%	150	95%	88%	46%
Migrant								
Not Migrant	813	98%	86%	33%	855	95%	81%	24%

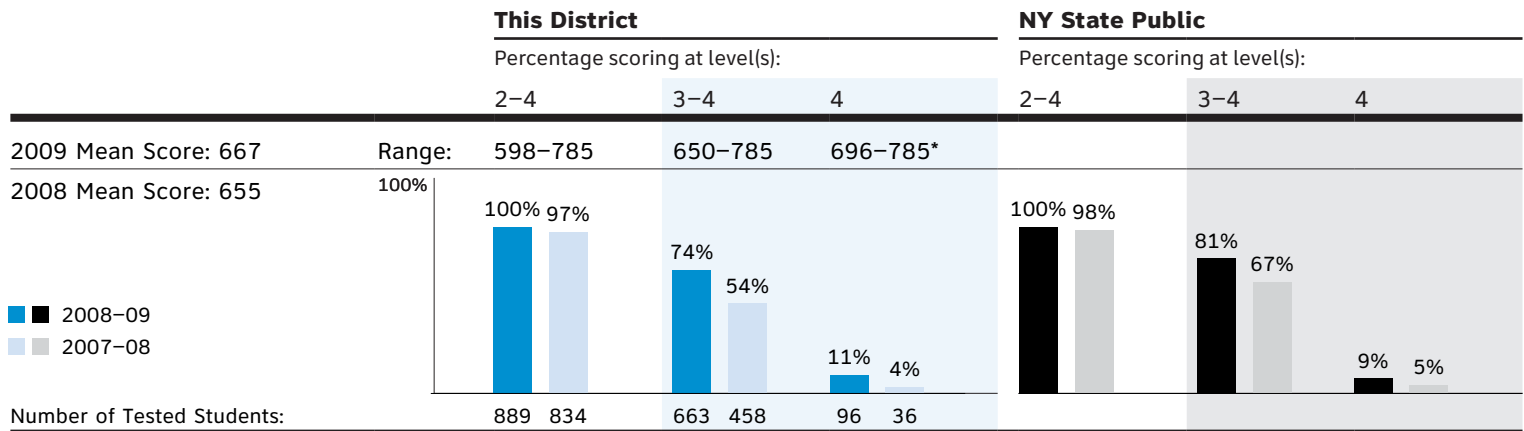
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	13	13	11	7	10	10	9	7

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	890	100%	74%	11%	856	97%	54%	4%
Female	460	100%	78%	15%	373	99%	59%	5%
Male	430	100%	71%	7%	483	96%	49%	4%
American Indian or Alaska Native	4	-	-	-	6	100%	83%	0%
Black or African American	163	100%	60%	3%	151	97%	42%	1%
Hispanic or Latino	419	100%	65%	1%	434	97%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	181	100%	95%	25%	159	97%	74%	8%
White	121	100%	98%	34%	106	99%	91%	17%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	67%	17%				
General-Education Students	696	100%	84%	14%	629	99%	65%	6%
Students with Disabilities	194	99%	40%	0%	227	93%	21%	0%
English Proficient	834	100%	77%	12%	796	98%	57%	5%
Limited English Proficient	56	100%	38%	0%	60	85%	12%	0%
Economically Disadvantaged	700	100%	70%	4%	705	97%	48%	2%
Not Disadvantaged	190	100%	92%	37%	151	97%	77%	16%
Migrant								
Not Migrant	890	100%	74%	11%	856	97%	54%	4%

NOTES

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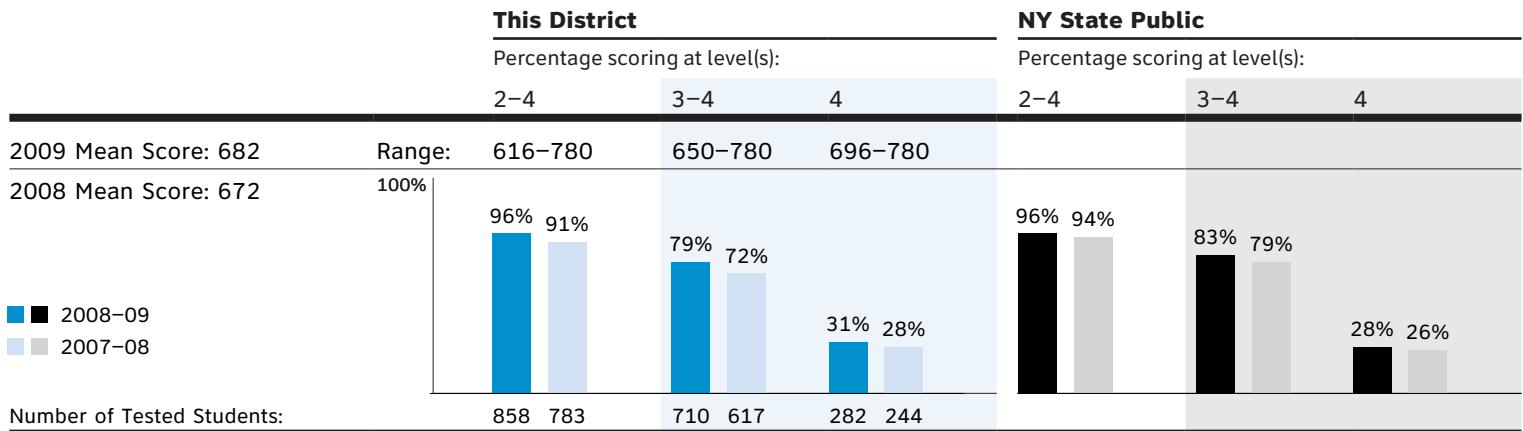
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	9	9	9	2	14	14	11	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	8	N/A	N/A	N/A	5	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	897	96%	79%	31%	859	91%	72%	28%
Female	465	96%	79%	32%	379	92%	74%	30%
Male	432	95%	80%	30%	480	90%	70%	28%
American Indian or Alaska Native	4	-	-	-	5	100%	80%	0%
Black or African American	165	94%	61%	8%	153	84%	57%	10%
Hispanic or Latino	420	93%	73%	11%	429	90%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	187	100%	98%	71%	166	98%	95%	67%
White	119	100%	97%	74%	106	98%	93%	63%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	67%	17%				
General-Education Students	706	99%	89%	40%	632	97%	84%	36%
Students with Disabilities	191	83%	43%	1%	227	75%	39%	6%
English Proficient	830	97%	81%	33%	791	92%	74%	30%
Limited English Proficient	67	85%	60%	12%	68	79%	46%	9%
Economically Disadvantaged	708	95%	76%	21%	709	91%	69%	22%
Not Disadvantaged	189	99%	92%	71%	150	93%	83%	57%
Migrant								
Not Migrant	897	96%	79%	31%	859	91%	72%	28%

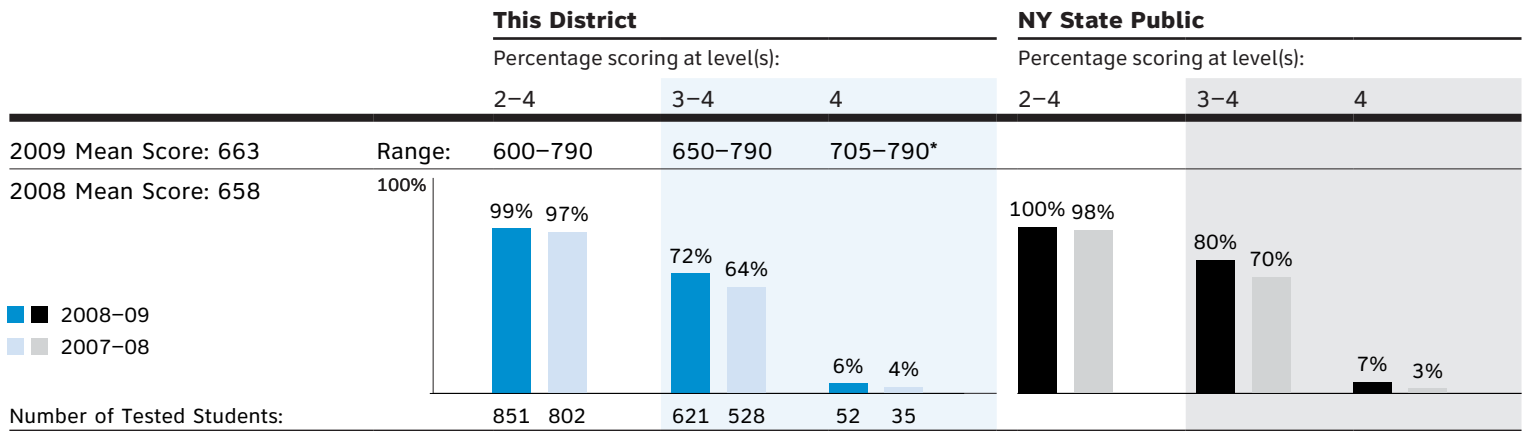
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	10	10	10	6	14	14	14	9

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	858	99%	72%	6%	824	97%	64%	4%
Female	385	100%	77%	8%	396	99%	70%	7%
Male	473	99%	68%	4%	428	95%	59%	2%
American Indian or Alaska Native	7	-	-	-	4	-	-	-
Black or African American	153	99%	65%	3%	150	97%	57%	1%
Hispanic or Latino	432	99%	64%	2%	451	96%	57%	1%
Asian or Native Hawaiian/Other Pacific Islander	161	99%	86%	10%	137	99%	84%	9%
White	104	100%	96%	23%	82	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	8	100%	75%	0%	86	100%	85%	20%
General-Education Students	630	100%	84%	8%	630	100%	74%	6%
Students with Disabilities	228	98%	41%	0%	194	90%	32%	0%
English Proficient	790	100%	77%	7%	774	98%	67%	5%
Limited English Proficient	68	94%	24%	0%	50	88%	20%	0%
Economically Disadvantaged	692	99%	68%	2%	722	98%	62%	2%
Not Disadvantaged	166	100%	92%	21%	102	95%	81%	20%
Migrant								
Not Migrant	858	99%	72%	6%	824	97%	64%	4%

NOTES

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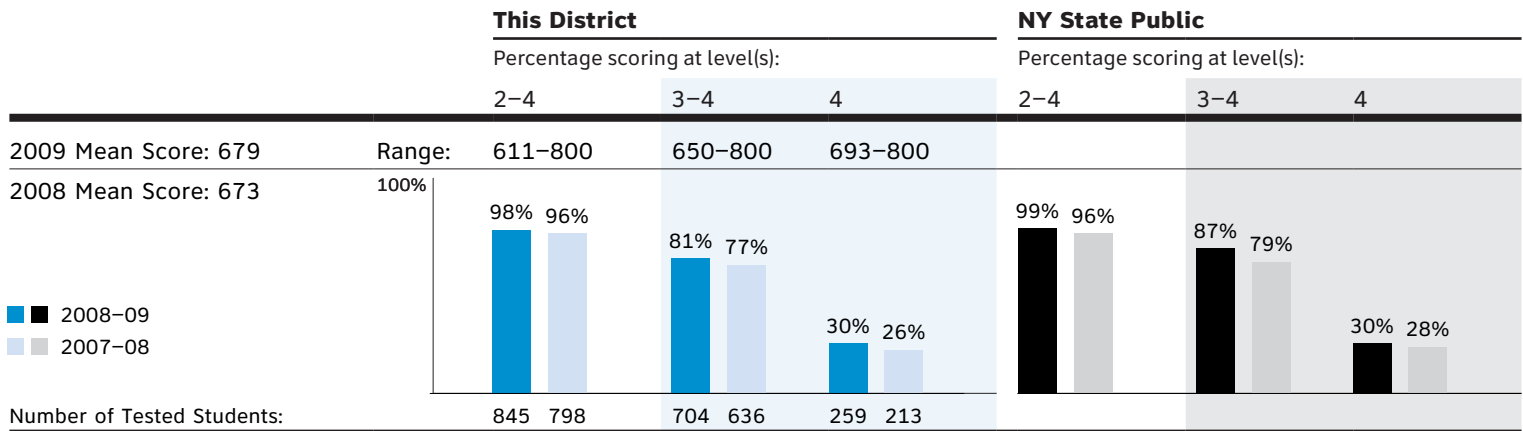
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	17	17	17	15	9	9	8	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	9	N/A	N/A	N/A	6	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	866	98%	81%	30%	828	96%	77%	26%
Female	389	98%	85%	31%	392	98%	79%	29%
Male	477	97%	79%	29%	436	94%	75%	23%
American Indian or Alaska Native	7	-	-	-	4	-	-	-
Black or African American	151	99%	77%	15%	150	94%	69%	7%
Hispanic or Latino	435	96%	74%	14%	453	96%	72%	13%
Asian or Native Hawaiian/Other Pacific Islander	169	99%	94%	65%	138	98%	94%	59%
White	103	100%	96%	63%	83	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	8	100%	100%	13%	87	99%	91%	70%
General-Education Students	640	99%	91%	38%	634	99%	86%	32%
Students with Disabilities	226	94%	54%	8%	194	87%	47%	5%
English Proficient	788	98%	84%	32%	772	97%	78%	26%
Limited English Proficient	78	90%	53%	10%	56	88%	54%	18%
Economically Disadvantaged	701	97%	79%	22%	724	97%	76%	20%
Not Disadvantaged	165	100%	90%	62%	104	95%	82%	63%
Migrant								
Not Migrant	866	98%	81%	30%	828	96%	77%	26%

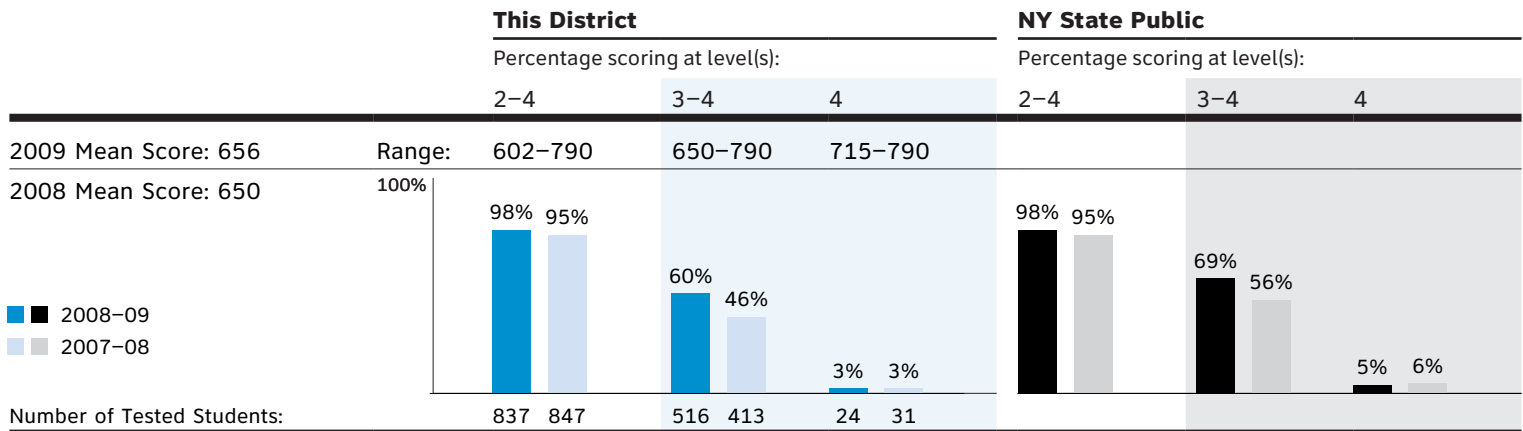
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	17	15	15	12	9	9	9	5

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	854	98%	60%	3%	891	95%	46%	3%
Female	415	98%	64%	4%	429	96%	52%	5%
Male	439	98%	57%	1%	462	94%	41%	2%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	155	99%	52%	0%	189	96%	28%	1%
Hispanic or Latino	465	98%	53%	0%	471	94%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	149	98%	81%	6%	149	96%	67%	5%
White	83	-	-	-	74	100%	88%	19%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	85	98%	82%	15%	8	88%	38%	0%
General-Education Students	658	99%	70%	4%	712	97%	55%	4%
Students with Disabilities	196	96%	29%	0%	179	85%	11%	1%
English Proficient	797	99%	64%	3%	831	97%	49%	4%
Limited English Proficient	57	82%	9%	0%	60	65%	7%	0%
Economically Disadvantaged	740	98%	58%	1%	759	94%	43%	2%
Not Disadvantaged	114	99%	78%	14%	132	99%	66%	12%
Migrant								
Not Migrant	854	98%	60%	3%	891	95%	46%	3%

NOTES

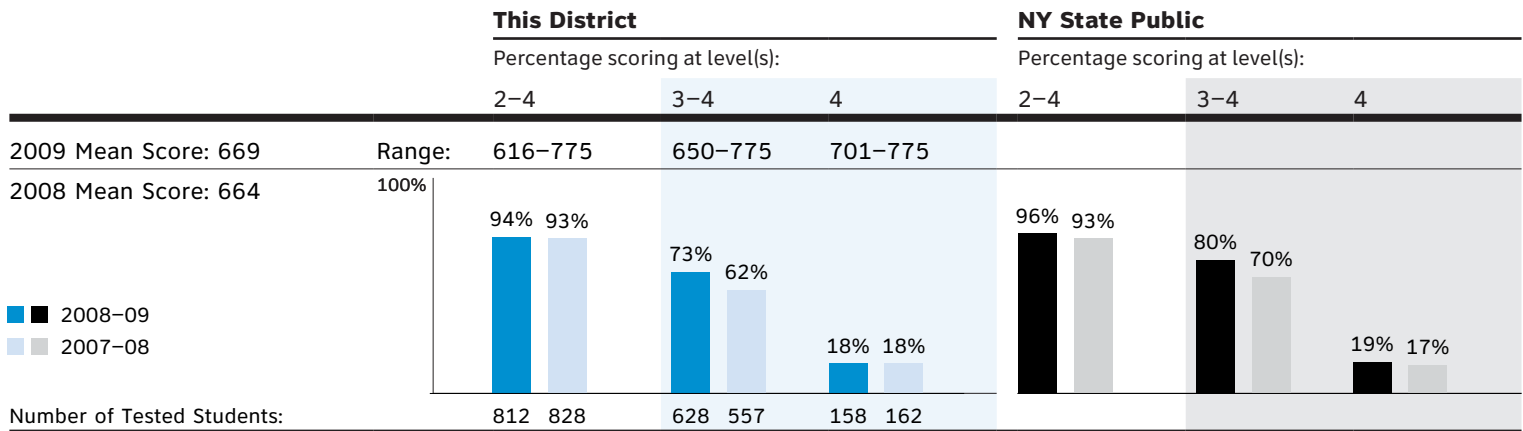
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Other Assessments

	2008-09 School Year				2007-08 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	9	9	8	8	12	12	11	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	8	N/A	N/A	N/A	6	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	861	94%	73%	18%	895	93%	62%	18%
Female	414	93%	76%	21%	435	92%	62%	20%
Male	447	95%	70%	16%	460	93%	63%	17%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	153	87%	62%	3%	189	90%	47%	4%
Hispanic or Latino	467	94%	67%	6%	474	91%	55%	7%
Asian or Native Hawaiian/Other Pacific Islander	156	99%	94%	51%	150	98%	90%	49%
White	82	-	-	-	74	99%	89%	61%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	85	98%	87%	56%	8	100%	88%	13%
General-Education Students	663	98%	81%	23%	721	96%	71%	22%
Students with Disabilities	198	82%	45%	3%	174	80%	28%	3%
English Proficient	793	95%	75%	20%	828	93%	63%	19%
Limited English Proficient	68	87%	54%	4%	67	84%	48%	12%
Economically Disadvantaged	750	94%	71%	14%	762	92%	61%	14%
Not Disadvantaged	111	95%	84%	49%	133	94%	71%	44%
Migrant								
Not Migrant	861	94%	73%	18%	895	93%	62%	18%

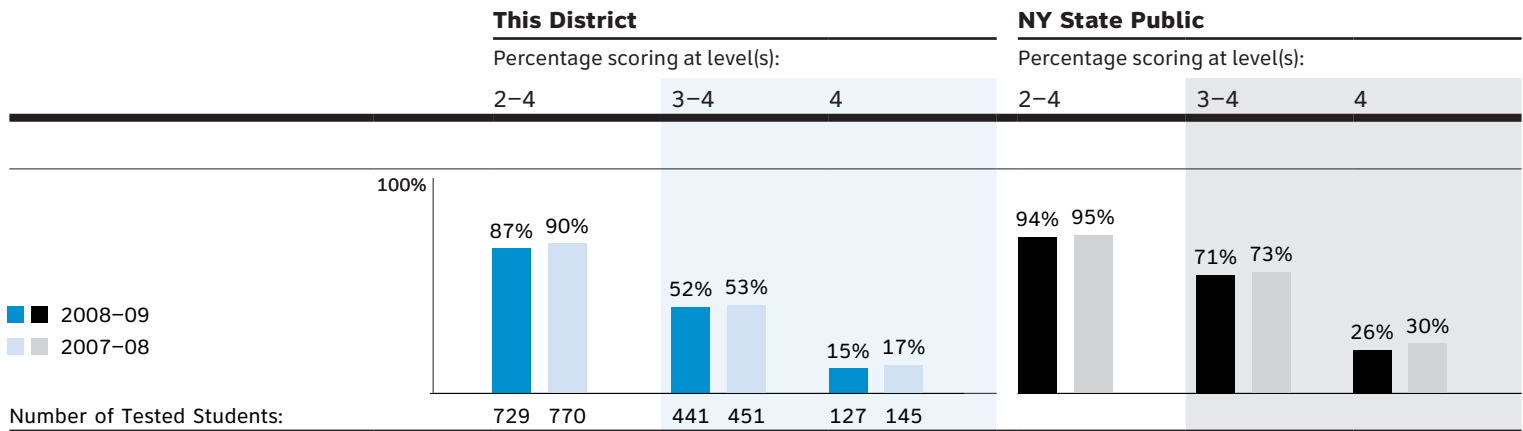
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Other Assessments

	2008-09 School Year				2007-08 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	9	8	7	6	12	12	12	9

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	772	85%	48%	10%	787	90%	49%	12%
Female	365	86%	45%	8%	376	88%	43%	9%
Male	407	85%	51%	11%	411	91%	55%	15%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	143	78%	38%	4%	170	82%	38%	4%
Hispanic or Latino	443	85%	39%	2%	439	90%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	142	94%	79%	33%	138	97%	80%	43%
White	41	-	-	-	33	94%	85%	33%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	44	89%	70%	27%	7	100%	57%	14%
General-Education Students	585	92%	57%	12%	623	93%	57%	14%
Students with Disabilities	187	66%	21%	3%	164	76%	21%	2%
English Proficient	709	87%	51%	10%	722	91%	51%	12%
Limited English Proficient	63	67%	21%	3%	65	72%	26%	6%
Economically Disadvantaged	721	86%	49%	9%	722	89%	49%	11%
Not Disadvantaged	51	84%	41%	14%	65	95%	52%	14%
Migrant								
Not Migrant	772	85%	48%	10%	787	90%	49%	12%

NOTES

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Other Assessments

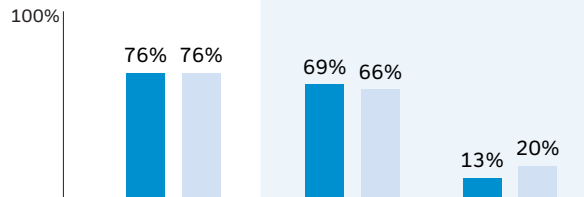
	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	7	7	5	12	12	10	9
Regents Science	70	69	69	53	64	64	64	53

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

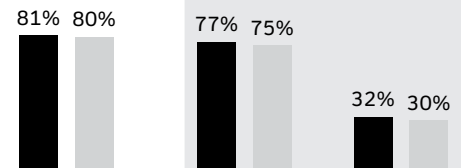


■ 2005 Cohort
■ 2004 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	886	76%	69%	13%	756	76%	66%	20%
Female	497	81%	75%	15%	435	85%	75%	26%
Male	389	69%	61%	11%	321	64%	53%	12%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	181	77%	70%	10%	156	83%	71%	19%
Hispanic or Latino	375	74%	66%	9%	270	70%	57%	16%
Asian or Native Hawaiian/Other Pacific Islander	216	69%	61%	11%	253	73%	64%	16%
White	83	95%	93%	37%	70	94%	91%	53%
Multiracial	30	-	-	-	3	-	-	-
Small Group Totals	31	94%	94%	29%	7	86%	71%	29%
General-Education Students	759	82%	75%	15%	636	84%	74%	23%
Students with Disabilities	127	42%	32%	2%	120	32%	23%	3%
English Proficient	714	80%	74%	15%	591	81%	72%	25%
Limited English Proficient	172	57%	48%	5%	165	56%	42%	2%
Economically Disadvantaged	635	74%	66%	10%	541	73%	61%	14%
Not Disadvantaged	251	79%	75%	22%	215	82%	79%	34%
Migrant								
Not Migrant	886	76%	69%	13%	756	76%	66%	20%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

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

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

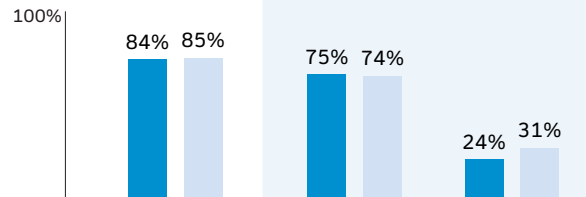
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

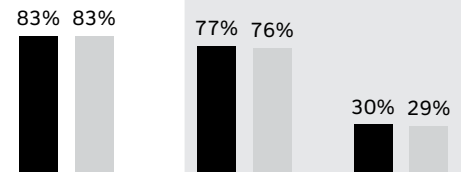


■ 2005 Cohort
■ 2004 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	886	84%	75%	24%	756	85%	74%	31%
Female	497	89%	79%	24%	435	89%	78%	31%
Male	389	79%	70%	25%	321	79%	68%	31%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	181	85%	69%	12%	156	83%	66%	13%
Hispanic or Latino	375	77%	65%	7%	270	75%	57%	9%
Asian or Native Hawaiian/Other Pacific Islander	216	94%	91%	59%	253	93%	91%	62%
White	83	94%	94%	36%	70	94%	90%	40%
Multiracial	30	–	–	–	3	–	–	–
Small Group Totals	31	87%	81%	29%	7	86%	86%	29%
General-Education Students	759	90%	82%	28%	636	92%	83%	36%
Students with Disabilities	127	50%	32%	2%	120	45%	24%	2%
English Proficient	714	84%	74%	16%	591	84%	71%	23%
Limited English Proficient	172	86%	80%	58%	165	88%	84%	61%
Economically Disadvantaged	635	85%	74%	23%	541	86%	72%	31%
Not Disadvantaged	251	82%	78%	28%	215	83%	76%	30%
Migrant								
Not Migrant	886	84%	75%	24%	756	85%	74%	31%

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

2005 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

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

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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