



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 3**

District ID **31-03-00-01-0000**

Superintendent **ROSER SALAVERT**

Telephone **(212) 678-5857**

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	446	453	438
Kindergarten	1395	1345	1293
Grade 1	1455	1447	1382
Grade 2	1375	1404	1380
Grade 3	1400	1335	1320
Grade 4	1330	1316	1319
Grade 5	1343	1280	1238
Grade 6	1312	1252	1201
Ungraded Elementary	642	724	740
Grade 7	1418	1266	1214
Grade 8	1434	1408	1256
Grade 9	2880	2775	2641
Grade 10	2513	2761	2701
Grade 11	1833	2187	2114
Grade 12	1523	2020	2054
Ungraded Secondary	607	719	797
Total K-12	22460	23239	22650

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	26	23	24
Grade 8			
English	26	27	26
Mathematics	27	26	26
Science	28	28	27
Social Studies	27	28	27
Grade 10			
English	28	28	27
Mathematics	24	25	24
Science	27	28	27
Social Studies	31	29	28

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	10868	48%	11078	48%	10608	47%
Reduced-Price Lunch	1875	8%	1811	8%	1707	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2254	10%	2341	10%	2310	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	95	0%	92	0%	93	0%
Black or African American	7670	34%	7787	34%	7319	32%
Hispanic or Latino	8385	37%	8778	38%	8413	37%
Asian or Native Hawaiian/Other Pacific Islander	1375	6%	1502	6%	1534	7%
White	4935	22%	5080	22%	5291	23%
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	1541	7%	1600	7%	1750	8%

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.

District NEW YORK CITY GEOGRAPHIC DISTRICT # 3

District ID 31-03-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1642	1692	1686
Percent with No Valid Teaching Certificate	5%	2%	3%
Percent Teaching Out of Certification	12%	12%	10%
Percent with Fewer Than Three Years of Experience	21%	19%	16%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	36%	38%
Total Number of Core Classes	3538	4126	4247
Percent Not Taught by Highly Qualified Teachers	13%	13%	10%
Total Number of Classes	4493	4886	5187
Percent Taught by Teachers Without Appropriate Certification	14%	14%	11%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%		24%
Turnover Rate of All Teachers	18%		17%

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)

▲ Improvement (Year 8)

ELA ▲ Improvement (Year 8) Science ▲ Good Standing

Math ▲ Improvement (Year 7) 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	✓	✓	✓	✗	✗	✓
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	✗	✗	—	✗	✗	—
Limited English Proficient	✓	✓	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
Student groups making AYP in each subject	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1	✗ 2 of 8	✗ 1 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 for This Subject (2009–10)  Improvement (Year 8)

Accountability Measures 7 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 2009-10, the district will be In Need of Improvement (Year 9) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in 2009-10, the district will remain In Need of Improvement (Year 8) in 2010-11. [210]

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 (8268:7913)			99%		174	143	
Ethnicity							
American Indian or Alaska Native (22:21)	—	—	—	—	—	—	—
Black or African American (2825:2681)			99%		164	142	
Hispanic or Latino (2846:2723)			99%		166	142	
Asian or Native Hawaiian/Other Pacific Islander (477:461)			99%		195	139	
White (2072:2004)			98%		193	142	
Multiracial (26:23)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3037:1368)			92%		136	141	125 142
Limited English Proficient ⁵ (764:895)			100%		148	140	
Economically Disadvantaged (4521:4311)			100%		162	142	
Final AYP Determination	 7 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 for This Subject (2009–10)  Improvement (Year 7)

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

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 8) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in 2009-10, the district will remain In Need of Improvement (Year 7) in 2010-11. [210]

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 (8258:7908)			99%		183	118	
Ethnicity							
American Indian or Alaska Native (21:21)	—	—	—	—	—	—	—
Black or African American (2817:2664)			99%		174	117	
Hispanic or Latino (2848:2735)			99%		180	117	
Asian or Native Hawaiian/Other Pacific Islander (474:466)			100%		197	114	
White (2071:1999)			97%		194	117	
Multiracial (27:23)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3035:1349)			92%		148	116	
Limited English Proficient ⁵ (766:943)			100%		171	115	
Economically Disadvantaged (4508:4310)			100%		176	117	
Final AYP Determination	 7 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 (2803:2573)		Qualified		95%		159	100	
Ethnicity								
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—	—
Black or African American (967:889)		Qualified		96%		142	100	
Hispanic or Latino (990:923)		Qualified		97%		151	100	
Asian or Native Hawaiian/Other Pacific Islander (147:136)		Qualified		93%		190	100	
White (681:607)		Qualified		90%		190	100	
Multiracial (9:9)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (489:416)		Qualified		90%		126	100	
Limited English Proficient ⁴ (252:295)		Qualified		98%		136	100	
Economically Disadvantaged (1524:1425)		Qualified		98%		144	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 for This Subject (2009–10)  Improvement (Year 8)

Accountability Measures 2 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 2009-10, the district will be In Need of Improvement (Year 9) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in 2009-10, the district will remain In Need of Improvement (Year 8) in 2010-11. [210]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (2398:2351)			99%		167	169	168	170
Ethnicity								
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—	—
Black or African American (708:727)			99%		159	167	161	163
Hispanic or Latino (1007:967)			99%		154	167	155†	159
Asian or Native Hawaiian/Other Pacific Islander (201:192)			100%		194	163		
White (474:458)			100%		197	166		
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (146:233)			96%		93	164	99	104
Limited English Proficient ⁵ (254:282)			98%		116	165	124†	124
Economically Disadvantaged (1456:1469)			99%		155	168	161	160
Final AYP Determination	 2 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 for This Subject (2009–10)  Improvement (Year 7)

Accountability Measures 1 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 8) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in 2009-10, the district will remain In Need of Improvement (Year 7) in 2010-11. [210]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (4615:2351)			92%		157	164	164	161
Ethnicity								
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—	—
Black or African American (1379:727)			93%		154	162	156	159
Hispanic or Latino (1007:967)			96%		153	162	159‡	158
Asian or Native Hawaiian/Other Pacific Islander (201:192)			96%		190	158		
White (917:458)			83%		154	161	161	159
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (307:233)			89%		97	159	106	107
Limited English Proficient ⁵ (254:282)			98%		139	160	152‡	145
Economically Disadvantaged (1456:1469)			97%		156	163	163	160
Final AYP Determination	 1 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 (2416)			65%	55%		
Ethnicity						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (710)			58%	55%		
Hispanic or Latino (1078)			52%	55%	55%	53%
Asian or Native Hawaiian/Other Pacific Islander (174)			94%	55%		
White (445)			94%	55%		
Multiracial (3)						
Other Groups						
Students with Disabilities (271)			27%	55%	25%	28%
Limited English Proficient ² (269)			42%	55%	43%	43%
Economically Disadvantaged (1372)			58%	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 # 3

District ID 31-03-00-01-0000

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	72%			1391
Grade 4	75%			1370
Grade 5	81%			1307
Grade 6	81%			1269
Grade 7	77%			1305
Grade 8	69%			1326
Mathematics				
Grade 3	92%			1408
Grade 4	87%			1376
Grade 5	88%			1315
Grade 6	81%			1276
Grade 7	84%			1313
Grade 8	77%			1337
Science				
Grade 4	78%			1369
Grade 8	47%			966

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	74%			2574
Mathematics	68%			2574

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.

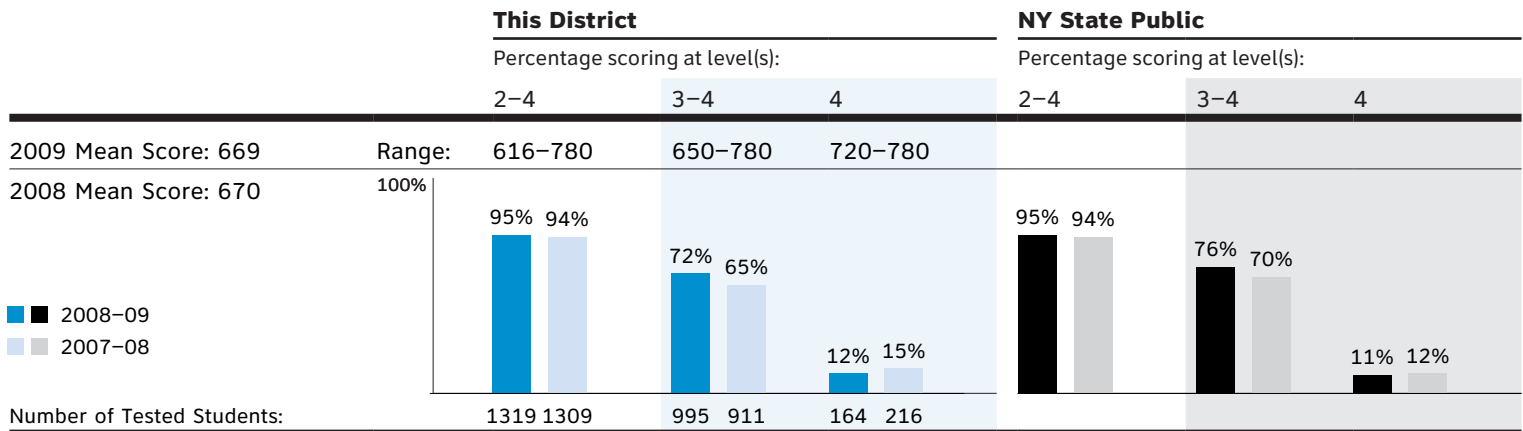
In this section, this district's performance is compared with that of public schools statewide.

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	1391	95%	72%	12%	1396	94%	65%	15%
Female	680	96%	75%	12%	711	94%	67%	17%
Male	711	94%	68%	12%	685	93%	63%	14%
American Indian or Alaska Native	2	-	-	-	5	100%	40%	0%
Black or African American	459	93%	61%	3%	463	90%	52%	4%
Hispanic or Latino	470	93%	62%	3%	462	92%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	77	100%	95%	26%	77	100%	91%	32%
White	377	98%	92%	30%	384	98%	91%	37%
Multiracial	6	-	-	-	5	100%	100%	0%
Small Group Totals	8	100%	88%	13%				
General-Education Students	1157	98%	79%	14%	1188	97%	72%	18%
Students with Disabilities	234	78%	36%	3%	208	75%	29%	4%
English Proficient	1224	96%	75%	13%	1229	95%	70%	18%
Limited English Proficient	167	89%	44%	1%	167	85%	32%	0%
Economically Disadvantaged	779	93%	58%	3%	789	91%	50%	3%
Not Disadvantaged	612	98%	89%	23%	607	97%	85%	31%
Migrant								
Not Migrant	1391	95%	72%	12%	1396	94%	65%	15%

NOTES

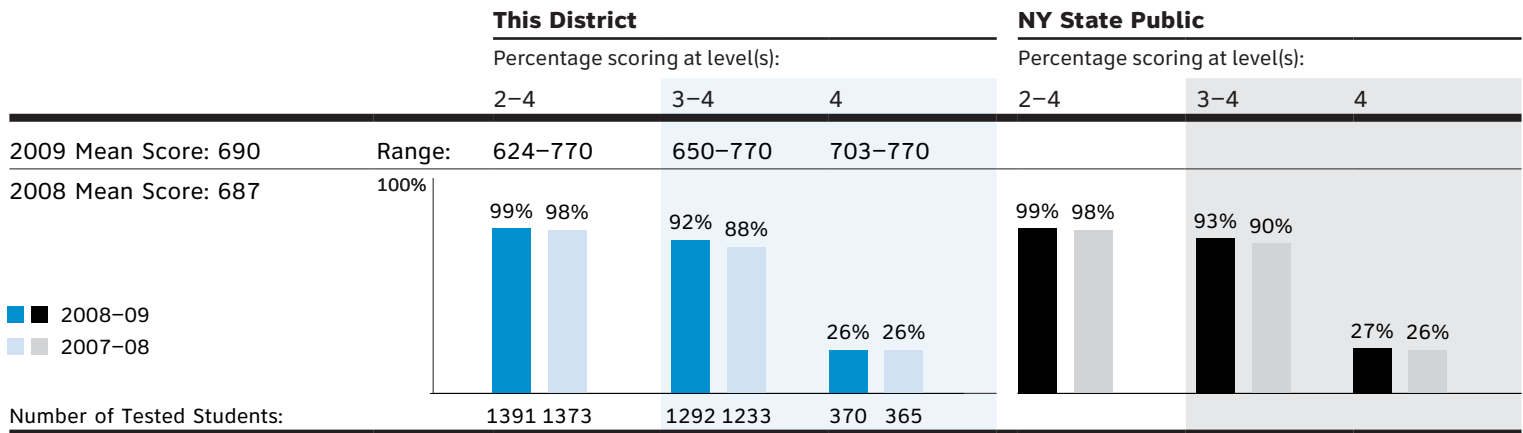
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	17	16	16	15	7	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	17	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 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	1408	99%	92%	26%	1404	98%	88%	26%
Female	686	99%	92%	26%	716	98%	87%	28%
Male	722	98%	91%	27%	688	97%	88%	24%
American Indian or Alaska Native	2	-	-	-	5	100%	100%	0%
Black or African American	464	98%	88%	14%	469	97%	80%	12%
Hispanic or Latino	476	99%	90%	18%	466	97%	86%	15%
Asian or Native Hawaiian/Other Pacific Islander	79	100%	100%	49%	81	100%	96%	53%
White	380	99%	97%	47%	378	99%	98%	52%
Multiracial	7	-	-	-	5	100%	100%	0%
Small Group Totals	9	100%	100%	44%				
General-Education Students	1174	100%	95%	30%	1197	99%	91%	29%
Students with Disabilities	234	94%	74%	8%	207	93%	70%	8%
English Proficient	1223	99%	93%	29%	1227	98%	89%	29%
Limited English Proficient	185	97%	81%	8%	177	96%	77%	4%
Economically Disadvantaged	790	99%	88%	15%	795	98%	83%	12%
Not Disadvantaged	618	99%	97%	41%	609	98%	95%	45%
Migrant								
Not Migrant	1408	99%	92%	26%	1404	98%	88%	26%

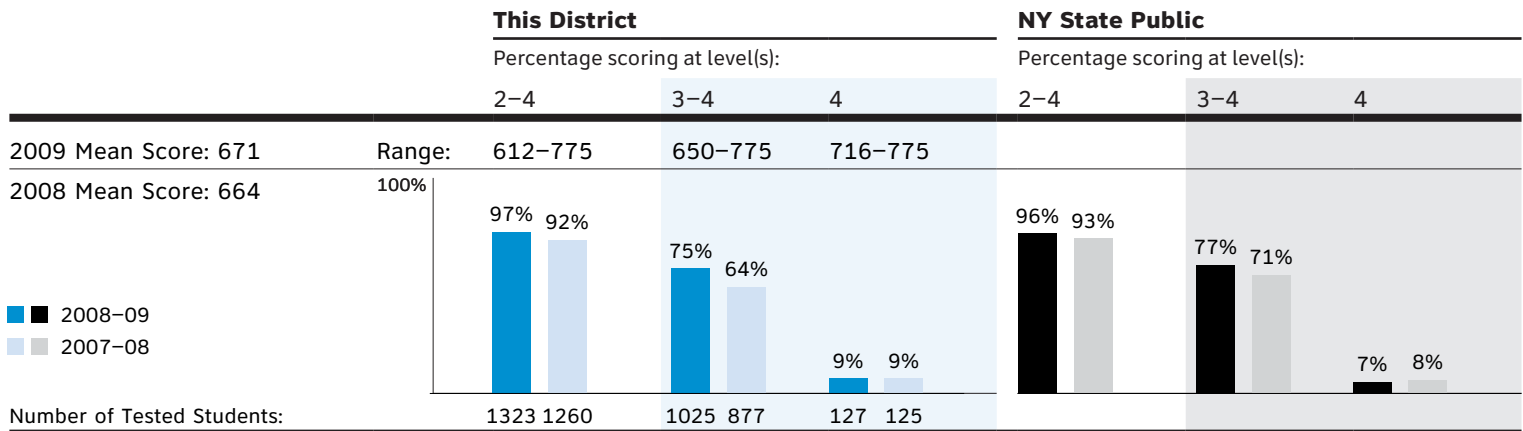
NOTES

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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 3 Equivalent	18	18	14	10	7	7	7	4

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	1370	97%	75%	9%	1368	92%	64%	9%
Female	684	98%	77%	12%	725	94%	66%	10%
Male	686	95%	73%	7%	643	90%	62%	8%
American Indian or Alaska Native	5	100%	40%	0%	4	-	-	-
Black or African American	459	95%	64%	3%	496	88%	49%	1%
Hispanic or Latino	464	96%	66%	4%	454	91%	56%	3%
Asian or Native Hawaiian/Other Pacific Islander	82	98%	93%	17%	70	99%	91%	29%
White	354	99%	95%	23%	343	98%	91%	24%
Multiracial	6	100%	100%	0%	1	-	-	-
Small Group Totals					5	100%	80%	0%
General-Education Students	1159	99%	81%	11%	1155	96%	70%	11%
Students with Disabilities	211	83%	40%	0%	213	72%	30%	1%
English Proficient	1235	97%	77%	10%	1240	93%	68%	10%
Limited English Proficient	135	93%	51%	0%	128	82%	24%	1%
Economically Disadvantaged	769	95%	63%	2%	767	89%	50%	2%
Not Disadvantaged	601	99%	90%	19%	601	96%	82%	18%
Migrant								
Not Migrant	1370	97%	75%	9%	1368	92%	64%	9%

NOTES

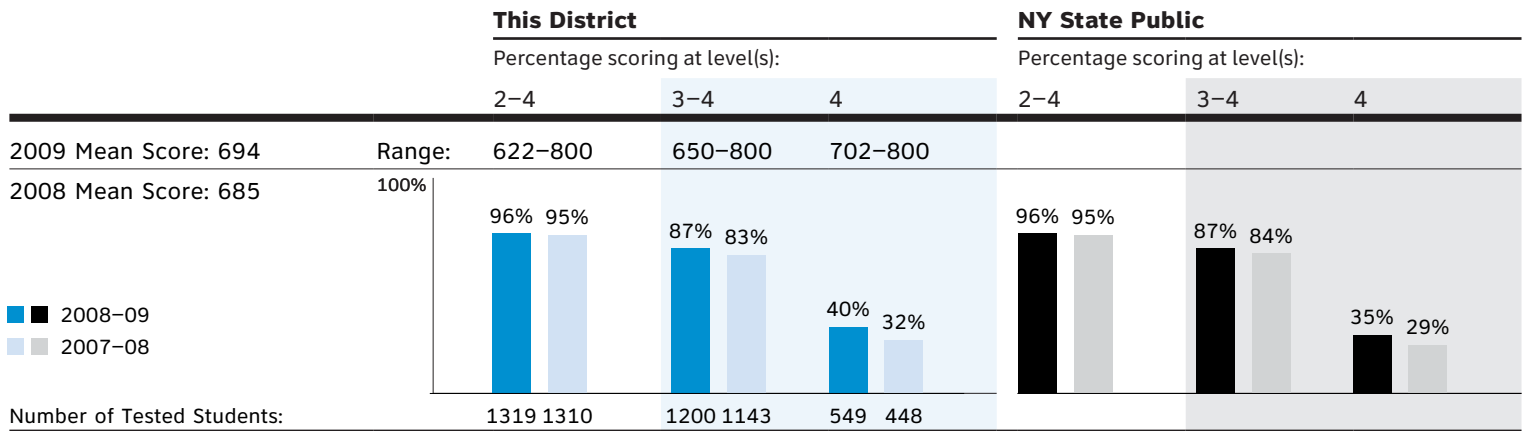
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Other Assessments

	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	19	17	14	11	21	18	16	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	14	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	1376	96%	87%	40%	1382	95%	83%	32%
Female	689	97%	89%	40%	727	95%	82%	31%
Male	687	95%	86%	40%	655	94%	84%	34%
American Indian or Alaska Native	5	100%	60%	40%	4	-	-	-
Black or African American	463	92%	78%	19%	505	92%	71%	12%
Hispanic or Latino	465	97%	87%	27%	454	95%	83%	20%
Asian or Native Hawaiian/Other Pacific Islander	83	100%	98%	71%	72	99%	97%	72%
White	354	99%	98%	76%	346	98%	96%	70%
Multiracial	6	100%	100%	67%	1	-	-	-
Small Group Totals					5	100%	100%	0%
General-Education Students	1167	98%	91%	44%	1169	97%	87%	36%
Students with Disabilities	209	82%	64%	18%	213	81%	61%	14%
English Proficient	1228	96%	88%	43%	1244	95%	83%	35%
Limited English Proficient	148	95%	80%	12%	138	93%	78%	8%
Economically Disadvantaged	777	94%	82%	22%	778	93%	75%	16%
Not Disadvantaged	599	98%	94%	63%	604	98%	92%	54%
Migrant								
Not Migrant	1376	96%	87%	40%	1382	95%	83%	32%

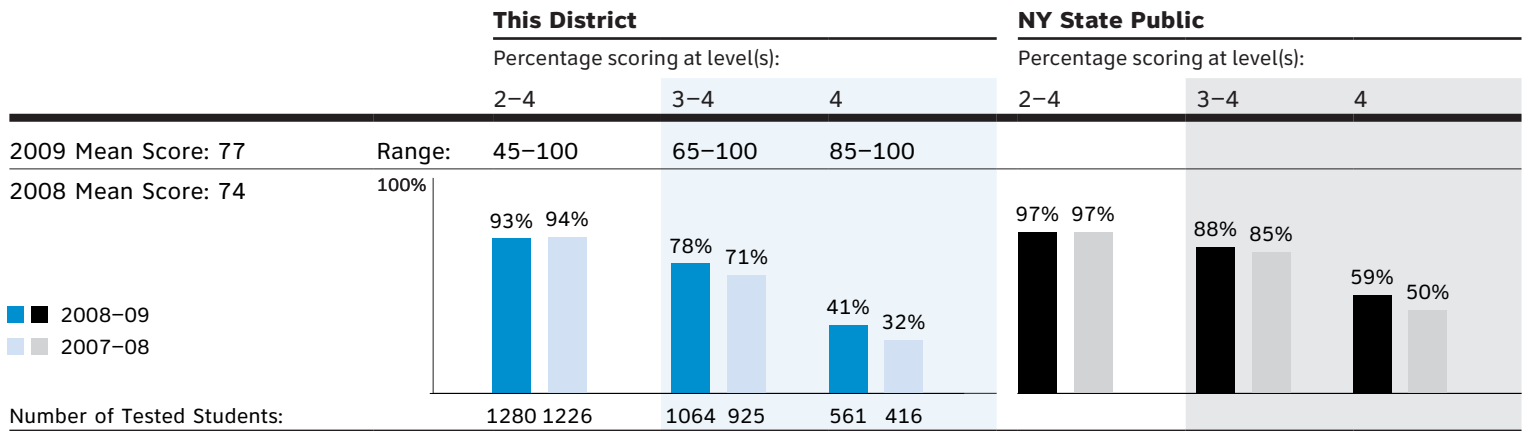
NOTES

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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	19	17	16	12	21	20	16	12

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	1369	93%	78%	41%	1304	94%	71%	32%
Female	691	94%	76%	40%	682	94%	70%	28%
Male	678	93%	79%	42%	622	94%	72%	36%
American Indian or Alaska Native	5	100%	60%	20%	3	-	-	-
Black or African American	462	89%	65%	21%	452	90%	55%	11%
Hispanic or Latino	466	92%	73%	27%	434	93%	65%	17%
Asian or Native Hawaiian/Other Pacific Islander	83	98%	94%	71%	75	-	-	-
White	347	99%	97%	79%	339	99%	95%	72%
Multiracial	6	100%	100%	67%	1	-	-	-
Small Group Totals					79	96%	90%	61%
General-Education Students	1169	95%	81%	45%	1107	95%	75%	35%
Students with Disabilities	200	85%	59%	17%	197	88%	49%	15%
English Proficient	1221	95%	81%	45%	1173	95%	73%	35%
Limited English Proficient	148	84%	51%	9%	131	85%	48%	5%
Economically Disadvantaged	777	90%	67%	22%	719	91%	57%	13%
Not Disadvantaged	592	98%	92%	66%	585	98%	88%	55%
Migrant								
Not Migrant	1369	93%	78%	41%	1304	94%	71%	32%

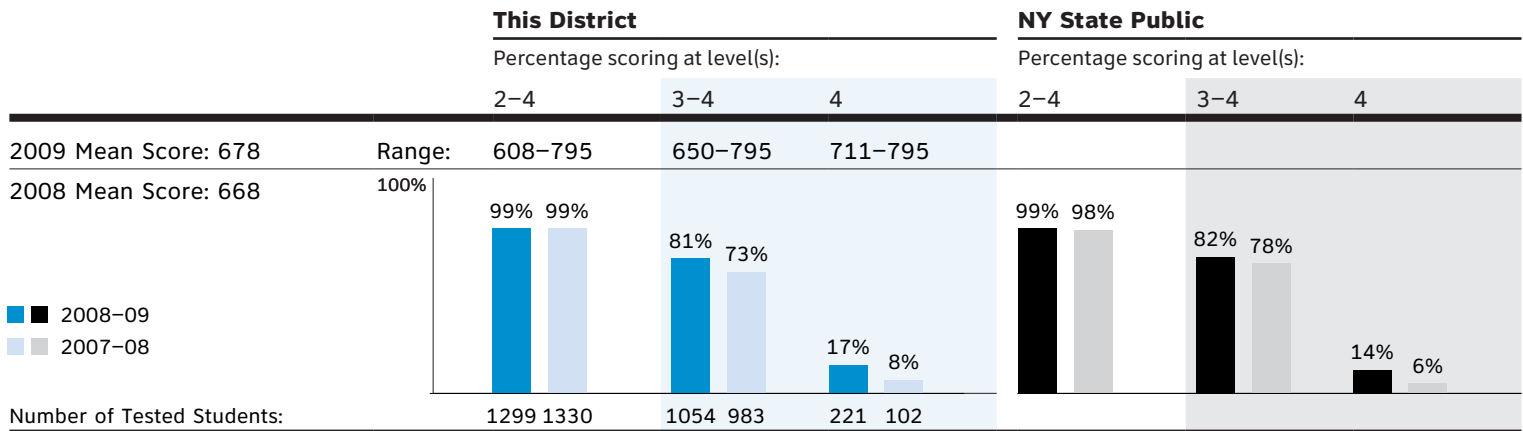
NOTES

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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	19	17	17	14	21	20	19	13

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	1307	99%	81%	17%	1347	99%	73%	8%
Female	672	99%	82%	18%	694	99%	74%	9%
Male	635	99%	80%	16%	653	99%	71%	7%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	431	99%	72%	4%	510	97%	61%	2%
Hispanic or Latino	443	99%	74%	10%	439	99%	68%	3%
Asian or Native Hawaiian/Other Pacific Islander	70	100%	96%	40%	73	100%	92%	16%
White	357	100%	95%	36%	319	100%	94%	21%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	100%	100%	17%	6	100%	100%	17%
General-Education Students	1100	100%	86%	20%	1127	99%	79%	9%
Students with Disabilities	207	97%	54%	3%	220	95%	40%	1%
English Proficient	1199	100%	84%	18%	1241	99%	76%	8%
Limited English Proficient	108	97%	46%	2%	106	96%	33%	0%
Economically Disadvantaged	718	99%	72%	7%	783	99%	63%	2%
Not Disadvantaged	589	100%	91%	30%	564	99%	86%	15%
Migrant								
Not Migrant	1307	99%	81%	17%	1347	99%	73%	8%

NOTES

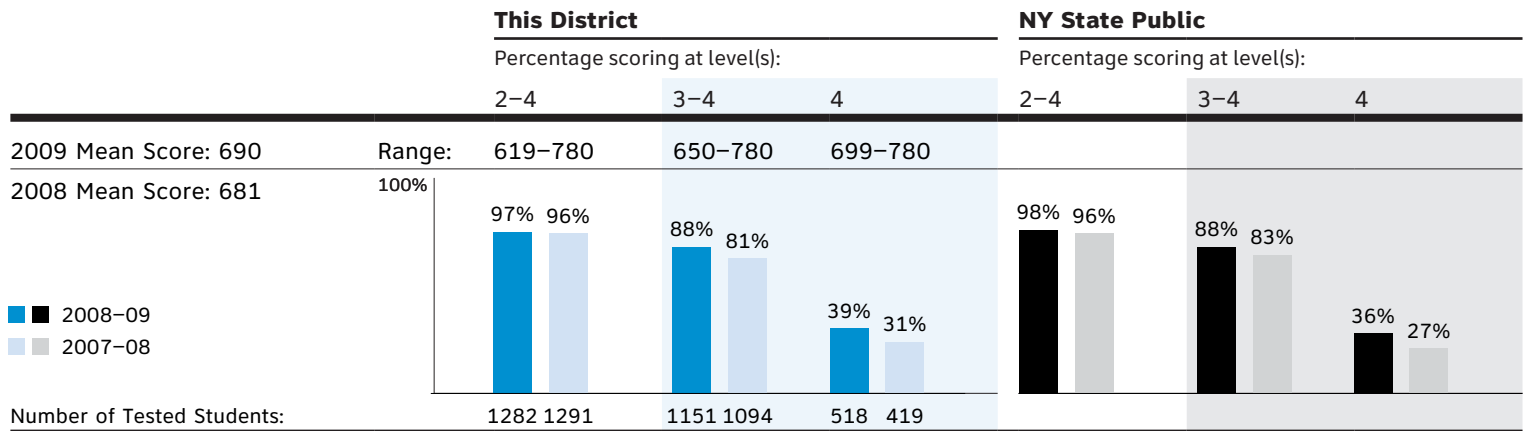
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Other Assessments

	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	25	25	22	18	14	12	12	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	11	N/A	N/A	N/A	1	N/A	N/A	N/A

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

This District's Results in Grade 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	1315	97%	88%	39%	1350	96%	81%	31%
Female	682	97%	89%	38%	697	96%	82%	30%
Male	633	98%	86%	41%	653	95%	80%	32%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	431	97%	82%	22%	507	93%	71%	14%
Hispanic or Latino	452	97%	84%	27%	445	95%	80%	18%
Asian or Native Hawaiian/Other Pacific Islander	71	100%	99%	79%	74	99%	95%	73%
White	355	99%	96%	68%	318	100%	96%	66%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	100%	100%	50%	6	100%	100%	33%
General-Education Students	1112	99%	92%	44%	1128	98%	87%	35%
Students with Disabilities	203	90%	63%	14%	222	82%	53%	10%
English Proficient	1197	98%	89%	42%	1235	97%	84%	33%
Limited English Proficient	118	92%	75%	12%	115	78%	50%	10%
Economically Disadvantaged	725	96%	83%	25%	790	93%	73%	18%
Not Disadvantaged	590	99%	93%	57%	560	99%	92%	49%
Migrant								
Not Migrant	1315	97%	88%	39%	1350	96%	81%	31%

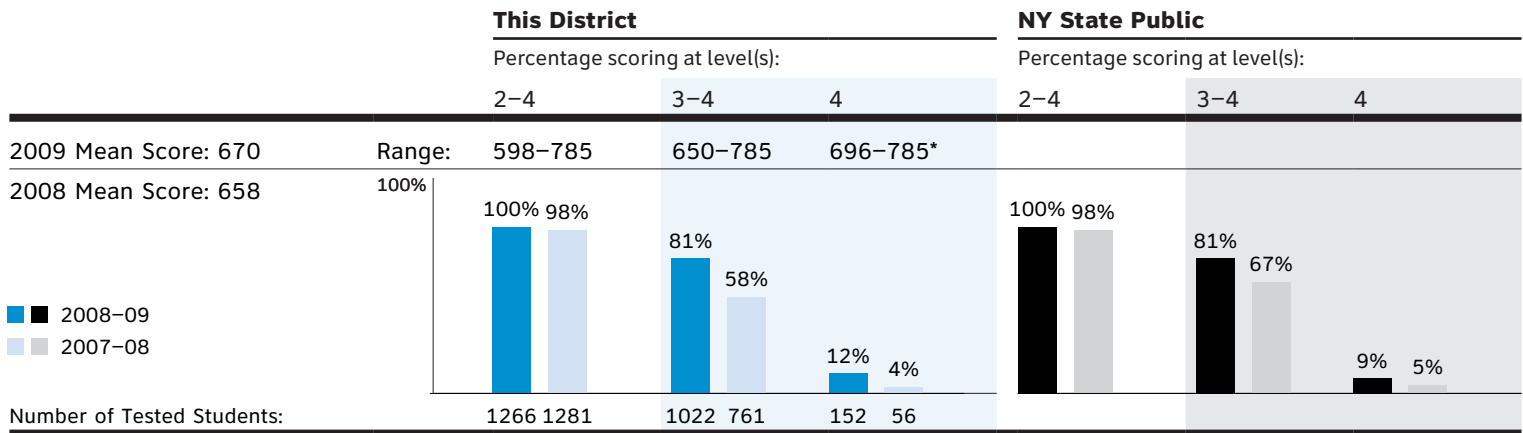
NOTES

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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	25	25	23	20	13	13	12	8

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	1269	100%	81%	12%	1304	98%	58%	4%
Female	658	100%	83%	14%	633	99%	62%	6%
Male	611	100%	78%	10%	671	97%	55%	3%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	460	100%	75%	3%	437	98%	46%	1%
Hispanic or Latino	415	100%	73%	4%	472	97%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	79	100%	97%	39%	87	-	-	-
White	308	100%	94%	30%	305	100%	88%	12%
Multiracial	4	-	-	-				
Small Group Totals	7	100%	100%	0%	90	100%	89%	11%
General-Education Students	1065	100%	88%	14%	1082	100%	67%	5%
Students with Disabilities	204	99%	41%	0%	222	91%	17%	0%
English Proficient	1176	100%	84%	13%	1207	99%	62%	5%
Limited English Proficient	93	98%	37%	1%	97	91%	13%	0%
Economically Disadvantaged	679	100%	71%	3%	786	97%	43%	1%
Not Disadvantaged	590	100%	91%	23%	518	99%	81%	9%
Migrant								
Not Migrant	1269	100%	81%	12%	1304	98%	58%	4%

NOTES

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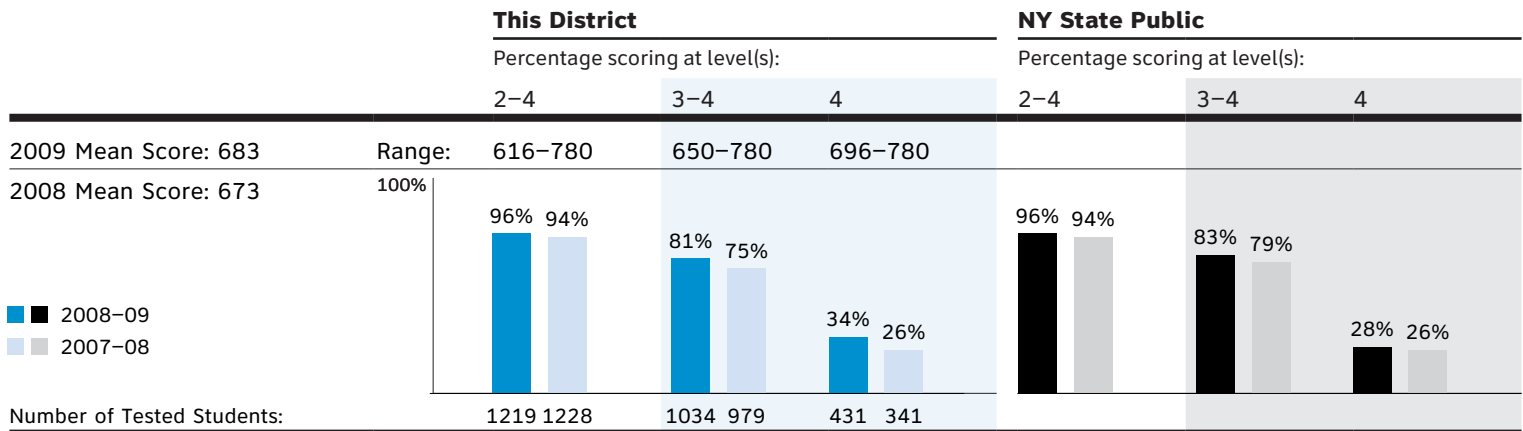
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	16	16	15	10	11	11	9	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	10	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 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	1276	96%	81%	34%	1310	94%	75%	26%
Female	663	96%	83%	34%	644	95%	75%	25%
Male	613	95%	79%	33%	666	93%	75%	27%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	460	94%	71%	15%	441	92%	63%	10%
Hispanic or Latino	420	95%	79%	20%	474	91%	69%	13%
Asian or Native Hawaiian/Other Pacific Islander	81	99%	98%	79%	87	-	-	-
White	308	98%	94%	69%	304	98%	94%	59%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	29%	91	99%	97%	63%
General-Education Students	1074	99%	87%	39%	1087	98%	81%	31%
Students with Disabilities	202	78%	48%	4%	223	75%	43%	4%
English Proficient	1174	97%	83%	36%	1207	95%	77%	28%
Limited English Proficient	102	82%	53%	7%	103	79%	50%	4%
Economically Disadvantaged	682	94%	74%	18%	792	91%	66%	12%
Not Disadvantaged	594	98%	89%	52%	518	97%	88%	47%
Migrant								
Not Migrant	1276	96%	81%	34%	1310	94%	75%	26%

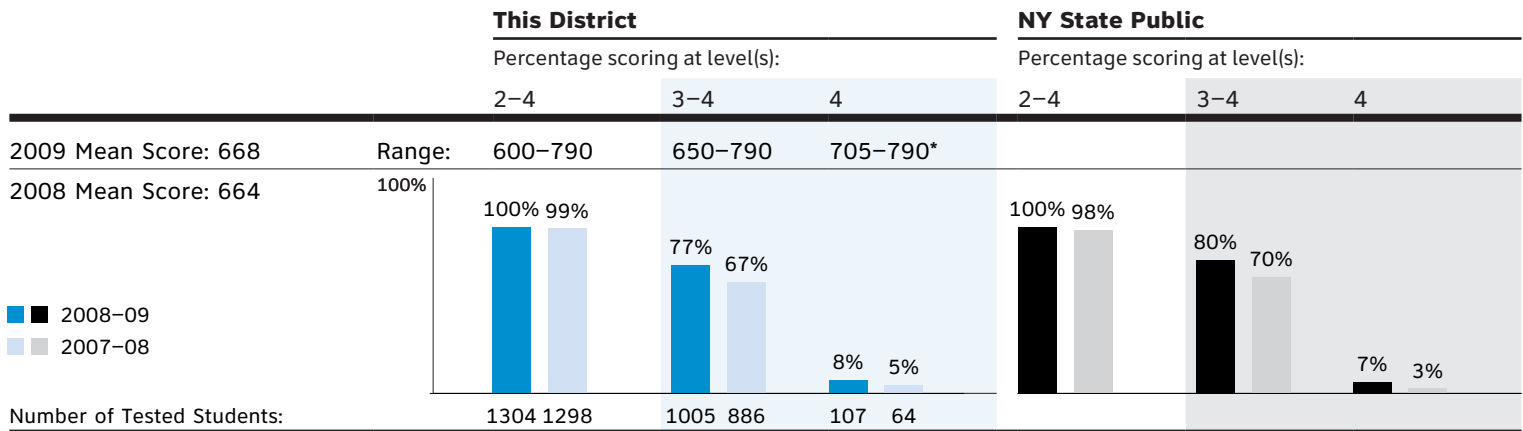
NOTES

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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 6 Equivalent	16	16	14	10	10	10	10	6

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	1305	100%	77%	8%	1316	99%	67%	5%
Female	642	100%	79%	10%	660	99%	73%	6%
Male	663	100%	75%	7%	656	98%	61%	4%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	443	100%	65%	2%	474	98%	60%	1%
Hispanic or Latino	470	100%	73%	2%	473	98%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	90	100%	97%	21%	66	100%	89%	12%
White	295	100%	96%	24%	297	99%	94%	16%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	7	100%	86%	0%	6	100%	83%	0%
General-Education Students	1076	100%	84%	10%	1109	100%	75%	6%
Students with Disabilities	229	100%	45%	0%	207	93%	28%	1%
English Proficient	1214	100%	80%	9%	1228	99%	71%	5%
Limited English Proficient	91	100%	33%	0%	88	91%	13%	0%
Economically Disadvantaged	724	100%	66%	2%	767	98%	56%	1%
Not Disadvantaged	581	100%	91%	16%	549	100%	84%	10%
Migrant								
Not Migrant	1305	100%	77%	8%	1316	99%	67%	5%

NOTES

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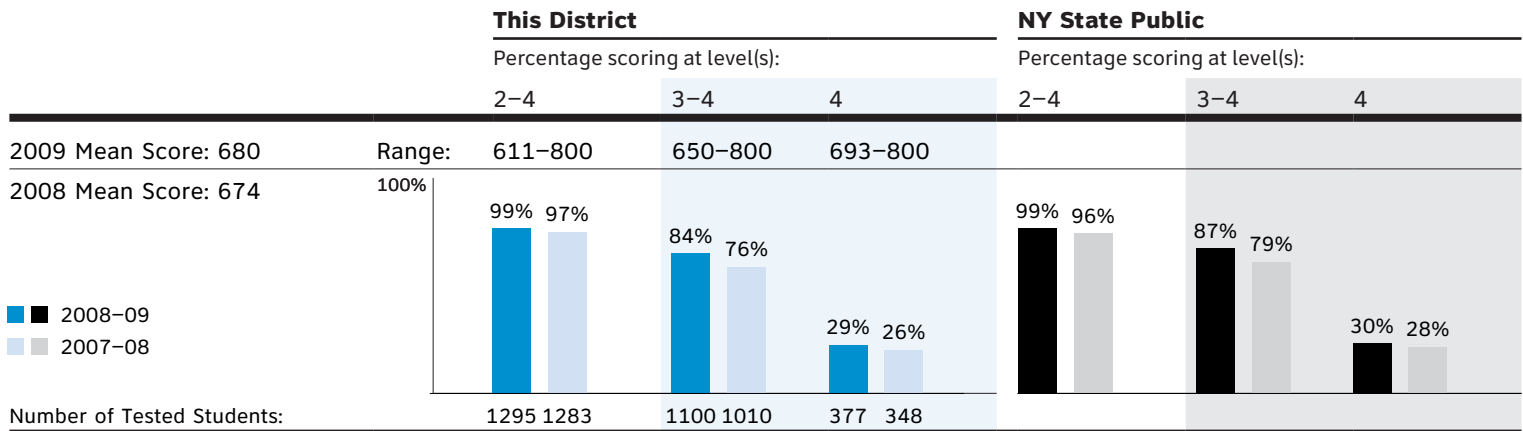
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	19	19	17	15	20	20	17	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	8	N/A	N/A	N/A	8	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	1313	99%	84%	29%	1327	97%	76%	26%
Female	651	98%	86%	27%	667	97%	77%	27%
Male	662	99%	82%	30%	660	96%	75%	25%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	441	99%	77%	11%	476	96%	68%	12%
Hispanic or Latino	477	98%	81%	14%	481	96%	70%	13%
Asian or Native Hawaiian/Other Pacific Islander	93	100%	97%	67%	69	99%	90%	46%
White	294	99%	95%	66%	295	99%	95%	66%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	8	100%	100%	25%	6	100%	83%	50%
General-Education Students	1081	100%	90%	34%	1124	99%	83%	30%
Students with Disabilities	232	94%	53%	6%	203	86%	40%	6%
English Proficient	1211	99%	86%	31%	1233	97%	79%	28%
Limited English Proficient	102	91%	60%	4%	94	86%	39%	3%
Economically Disadvantaged	730	98%	79%	13%	778	96%	67%	11%
Not Disadvantaged	583	99%	90%	48%	549	98%	89%	48%
Migrant								
Not Migrant	1313	99%	84%	29%	1327	97%	76%	26%

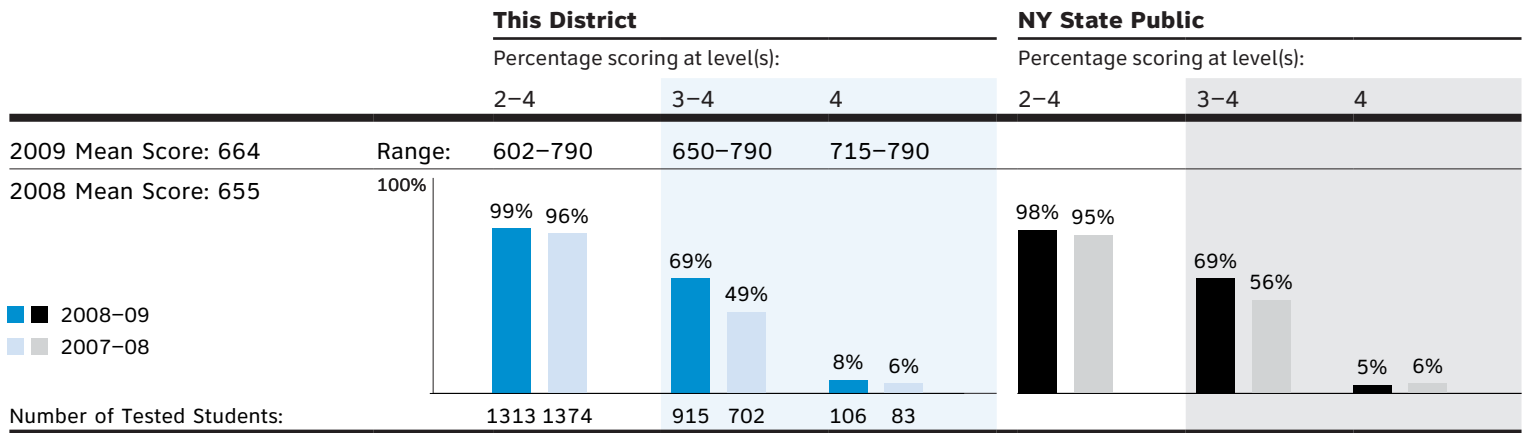
NOTES

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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	20	19	19	14	20	20	19	12

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	1326	99%	69%	8%	1435	96%	49%	6%
Female	665	100%	73%	10%	696	97%	53%	7%
Male	661	98%	65%	6%	739	95%	45%	5%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	472	99%	58%	2%	564	94%	34%	2%
Hispanic or Latino	482	99%	60%	1%	513	95%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	62	100%	92%	24%	74	97%	81%	12%
White	303	100%	95%	25%	279	99%	88%	19%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	0%	5	80%	40%	0%
General-Education Students	1126	100%	76%	9%	1212	98%	55%	7%
Students with Disabilities	200	95%	32%	1%	223	85%	16%	0%
English Proficient	1245	99%	72%	9%	1350	97%	52%	6%
Limited English Proficient	81	94%	17%	0%	85	80%	7%	0%
Economically Disadvantaged	706	99%	55%	1%	848	94%	34%	1%
Not Disadvantaged	620	99%	85%	16%	587	98%	70%	12%
Migrant								
Not Migrant	1326	99%	69%	8%	1435	96%	49%	6%

NOTES

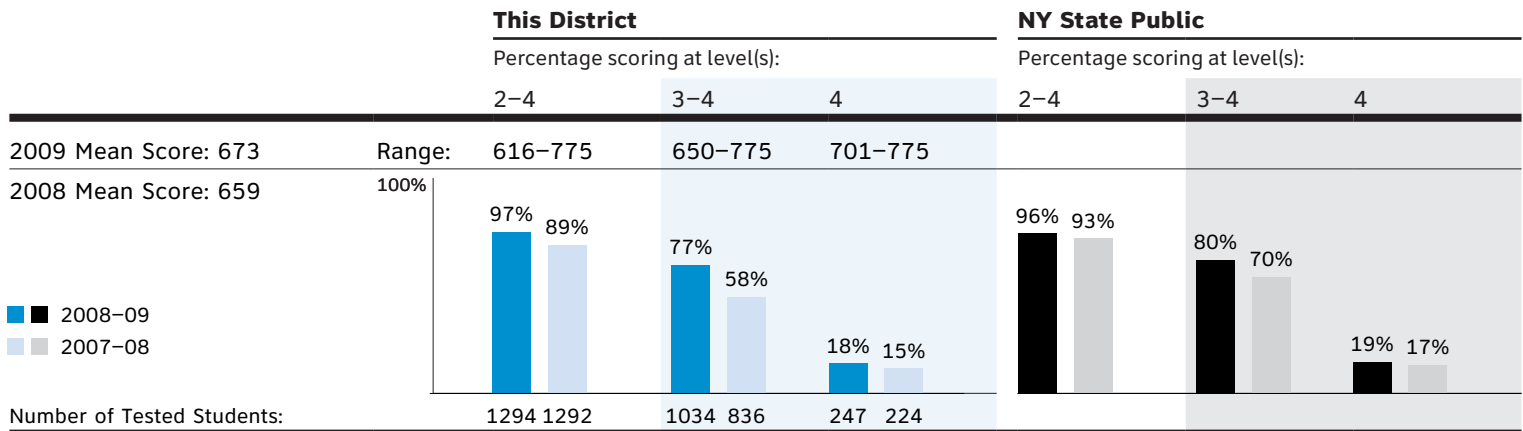
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Other Assessments

	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 8 Equivalent	29	29	25	20	20	20	17	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	10	N/A	N/A	N/A	13	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	1337	97%	77%	18%	1446	89%	58%	15%
Female	671	97%	77%	20%	709	90%	58%	16%
Male	666	96%	77%	17%	737	88%	58%	15%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	477	95%	69%	6%	563	85%	41%	4%
Hispanic or Latino	489	97%	73%	9%	521	88%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	61	100%	97%	54%	75	99%	95%	53%
White	303	99%	92%	46%	282	98%	93%	45%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	29%	5	80%	60%	0%
General-Education Students	1135	99%	84%	21%	1216	94%	64%	18%
Students with Disabilities	202	86%	42%	3%	230	67%	27%	3%
English Proficient	1247	97%	79%	20%	1350	91%	60%	17%
Limited English Proficient	90	93%	50%	2%	96	73%	22%	0%
Economically Disadvantaged	711	96%	69%	8%	854	87%	46%	5%
Not Disadvantaged	626	98%	87%	31%	592	93%	76%	31%
Migrant								
Not Migrant	1337	97%	77%	18%	1446	89%	58%	15%

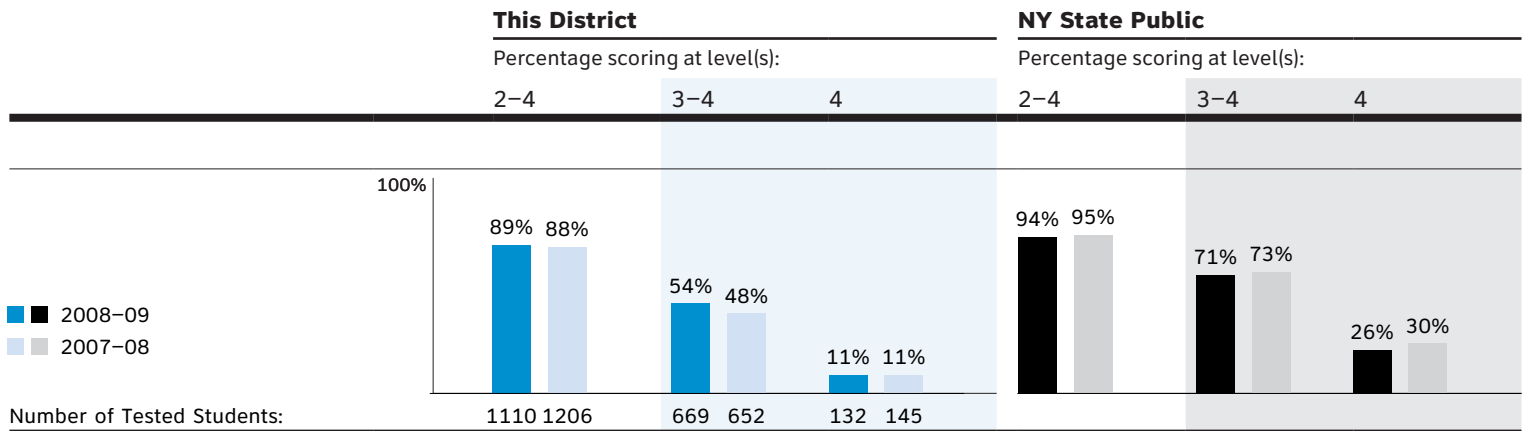
NOTES

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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	29	28	22	16	20	18	15	12

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	966	88%	47%	5%	1037	87%	37%	4%
Female	471	90%	44%	5%	502	86%	34%	3%
Male	495	87%	49%	6%	535	87%	41%	4%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	415	86%	39%	3%	481	82%	28%	1%
Hispanic or Latino	430	89%	45%	3%	447	90%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	90%	33%	32	-	-	-
White	95	97%	80%	23%	74	99%	74%	28%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	80%	0%	35	94%	74%	26%
General-Education Students	788	93%	53%	6%	843	89%	41%	4%
Students with Disabilities	178	70%	20%	1%	194	79%	21%	2%
English Proficient	875	91%	50%	6%	941	88%	40%	4%
Limited English Proficient	91	67%	22%	1%	96	73%	16%	1%
Economically Disadvantaged	622	86%	39%	2%	762	86%	34%	1%
Not Disadvantaged	344	92%	62%	10%	275	89%	48%	11%
Migrant								
Not Migrant	966	88%	47%	5%	1037	87%	37%	4%

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	28	28	24	18	20	19	16	12
Regents Science	280	256	215	81	327	304	264	106

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

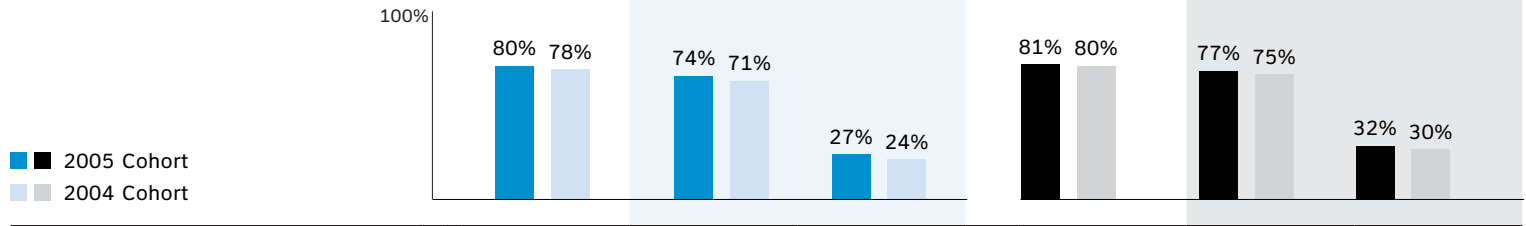
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

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	2574	80%	74%	27%	2383	78%	71%	24%
Female	1496	85%	80%	34%	1339	84%	78%	30%
Male	1078	72%	65%	17%	1044	70%	61%	16%
American Indian or Alaska Native	8	-	-	-	6	-	-	-
Black or African American	797	74%	68%	16%	700	73%	66%	12%
Hispanic or Latino	1105	73%	65%	13%	1056	70%	60%	13%
Asian or Native Hawaiian/Other Pacific Islander	195	97%	95%	53%	174	97%	95%	47%
White	468	97%	96%	66%	444	96%	94%	60%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	9	67%	67%	11%	9	78%	67%	11%
General-Education Students	2283	86%	80%	30%	2117	84%	77%	26%
Students with Disabilities	291	32%	22%	3%	266	31%	23%	2%
English Proficient	2291	83%	78%	30%	2157	81%	74%	26%
Limited English Proficient	283	52%	42%	1%	226	51%	37%	1%
Economically Disadvantaged	1615	75%	68%	15%	1353	74%	65%	13%
Not Disadvantaged	959	87%	85%	46%	1030	83%	78%	38%
Migrant								
Not Migrant	2574	80%	74%	27%	2383	78%	71%	24%

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

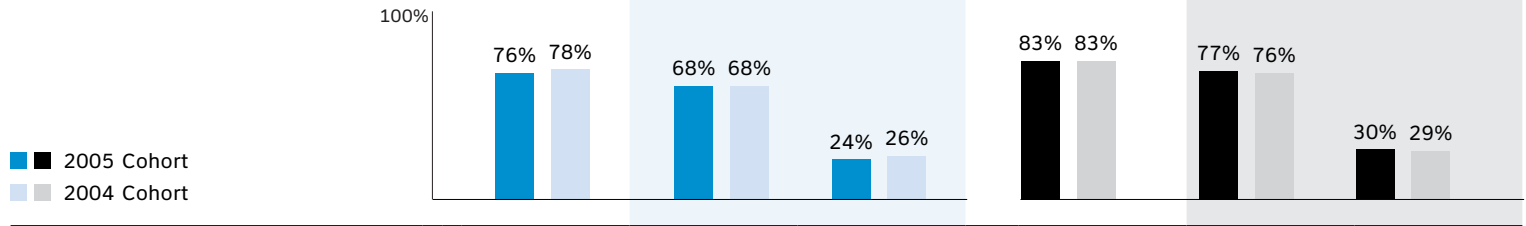
NY State Public

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	2574	76%	68%	24%	2383	78%	68%	26%
Female	1496	79%	71%	29%	1339	83%	74%	32%
Male	1078	72%	63%	17%	1044	71%	61%	18%
American Indian or Alaska Native	8	-	-	-	6	-	-	-
Black or African American	797	74%	64%	12%	700	74%	62%	12%
Hispanic or Latino	1105	74%	63%	11%	1056	74%	61%	14%
Asian or Native Hawaiian/Other Pacific Islander	195	94%	94%	71%	174	95%	94%	68%
White	468	75%	75%	54%	444	86%	85%	60%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	9	78%	78%	22%	9	78%	67%	22%
General-Education Students	2283	81%	74%	27%	2117	82%	74%	29%
Students with Disabilities	291	34%	21%	2%	266	40%	23%	2%
English Proficient	2291	77%	70%	27%	2157	78%	70%	28%
Limited English Proficient	283	69%	49%	4%	226	71%	50%	4%
Economically Disadvantaged	1615	77%	66%	14%	1353	79%	65%	16%
Not Disadvantaged	959	74%	70%	42%	1030	76%	72%	40%
Migrant								
Not Migrant	2574	76%	68%	24%	2383	78%	68%	26%

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.