



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 4**

District ID **31-04-00-01-0000**

Superintendent **LUZ CORTAZZO**

Telephone **(212) 831-4981**

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	425	438	385
Kindergarten	1001	1002	928
Grade 1	1120	1071	1056
Grade 2	1073	1053	1054
Grade 3	1137	1010	994
Grade 4	1042	1057	980
Grade 5	1137	984	979
Grade 6	1023	1031	947
Ungraded Elementary	827	938	1056
Grade 7	1293	1066	1048
Grade 8	1260	1164	1068
Grade 9	1024	951	1002
Grade 10	962	942	862
Grade 11	661	719	692
Grade 12	579	551	671
Ungraded Secondary	622	667	623
Total K-12	14761	14206	13960

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	24	22	24
Grade 8			
English	25	27	27
Mathematics	26	26	25
Science	27	26	24
Social Studies	27	26	25
Grade 10			
English	28	26	25
Mathematics	27	25	24
Science	29	26	27
Social Studies	31	27	25

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	11365	77%	10504	74%	11210	80%
Reduced-Price Lunch	763	5%	841	6%	976	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1774	12%	1860	13%	1867	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	95	1%	86	1%	81	1%
Black or African American	4821	33%	4491	32%	4213	30%
Hispanic or Latino	9083	62%	8752	62%	8659	62%
Asian or Native Hawaiian/Other Pacific Islander	489	3%	565	4%	676	5%
White	273	2%	312	2%	331	2%
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	981	6%	981	7%	881	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	1217	1183	1187
Percent with No Valid Teaching Certificate	7%	2%	3%
Percent Teaching Out of Certification	13%	12%	11%
Percent with Fewer Than Three Years of Experience	21%	22%	22%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	28%	30%
Total Number of Core Classes	2116	2325	2259
Percent Not Taught by Highly Qualified Teachers	13%	12%	12%
Total Number of Classes	2680	2799	2807
Percent Taught by Teachers Without Appropriate Certification	15%	13%	14%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	28%		31%
Turnover Rate of All Teachers	21%		22%

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						
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White				—	—	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	SH					
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	4 of 7	6 of 7	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 9 of 9 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 (7235:6856)			99%		162	143	
Ethnicity							
American Indian or Alaska Native (96:36)			96%		164	128	
Black or African American (2391:2259)			99%		160	142	
Hispanic or Latino (4438:4221)			99%		161	142	
Asian or Native Hawaiian/Other Pacific Islander (205:193)			98%		180	136	
White (136:129)			99%		174	135	
Multiracial (25:18)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1880:1748)	 SH		97%	 SH	125	141	114 133
Limited English Proficient ⁵ (974:1148)			99%		145	141	
Economically Disadvantaged (6701:6370)			99%		162	143	
Final AYP Determination	 9 of 9						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 9 of 9 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 (7240:6824)			99%		173	118	
Ethnicity							
American Indian or Alaska Native (39:35)		—	—		169	103	
Black or African American (2389:2241)			99%		168	117	
Hispanic or Latino (4445:4208)			99%		174	117	
Asian or Native Hawaiian/Other Pacific Islander (206:191)			98%		187	111	
White (136:127)			99%		180	110	
Multiracial (25:22)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1874:1709)			97%		139	116	
Limited English Proficient ⁵ (981:1191)			99%		169	116	
Economically Disadvantaged (6708:6355)			99%		174	118	
Final AYP Determination	 9 of 9						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (2459:2222)		Qualified		95%		150	100	
Ethnicity								
American Indian or Alaska Native (16:14)	—	—	—	—	—	—	—	—
Black or African American (847:756)		Qualified		94%		146	100	
Hispanic or Latino (1480:1350)		Qualified		96%		151	100	
Asian or Native Hawaiian/Other Pacific Islander (70:65)		Qualified		97%		175	100	
White (40:33)		Qualified		90%		176	100	
Multiracial (6:4)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (640:551)		Qualified		92%		116	100	
Limited English Proficient ⁴ (353:388)		Qualified		96%		141	100	
Economically Disadvantaged (2271:2074)		Qualified		96%		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 4 of 7 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 (772:862)			99%		170	167	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (220:270)			99%		161	164	164 165
Hispanic or Latino (445:482)			99%		170	166	
Asian or Native Hawaiian/Other Pacific Islander (83:86)			100%		194	160	
White (20:20)	–	–	–	–	–	–	–
Multiracial (2:2)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (83:137)			96%		96	162	112 106
Limited English Proficient ⁵ (34:64)		–	–		145	159	146 151
Economically Disadvantaged (578:635)			99%		175	167	
Final AYP Determination		4 of 7					

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 6 of 7 Student groups making AYP in mathematics
 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 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 (772:862)			100%		174	162	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (220:270)			100%		164	159	
Hispanic or Latino (445:482)			100%		175	161	
Asian or Native Hawaiian/Other Pacific Islander (83:86)			100%		194	155	
White (20:20)	—	—	—	—	—	—	—
Multiracial (2:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (83:137)			98%		106	157	123 115
Limited English Proficient ⁵ (34:64)		—	—		159	154	
Economically Disadvantaged (578:635)			100%		177	162	
Final AYP Determination	 6 of 7						

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 State Standard	Progress Target	
	AYP	Met Criterion			2008–09	2009–10
All Students (773)			67%	55%		
Ethnicity						
American Indian or Alaska Native (5)		–	–	–		
Black or African American (236)			65%	55%		
Hispanic or Latino (464)			65%	55%		
Asian or Native Hawaiian/Other Pacific Islander (52)			87%	55%		
White (14)		–	–	–		
Multiracial (2)						
Other Groups		–	–	–		
Students with Disabilities (138)			25%	55%	21%	26%
Limited English Proficient ² (56)			55%	55%		
Economically Disadvantaged (552)			70%	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 # 4




District ID 31-04-00-01-0000

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	67%			1125
Grade 4	64%			1141
Grade 5	73%			1129
Grade 6	67%			1128
Grade 7	67%			1199
Grade 8	50%			1218

Mathematics

Grade 3	93%			1130
Grade 4	82%			1146
Grade 5	83%			1146
Grade 6	67%			1143
Grade 7	76%			1216
Grade 8	59%			1227

Science

Grade 4	73%			1136
Grade 8	42%			1089

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	72%			954
Mathematics	73%			954

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.

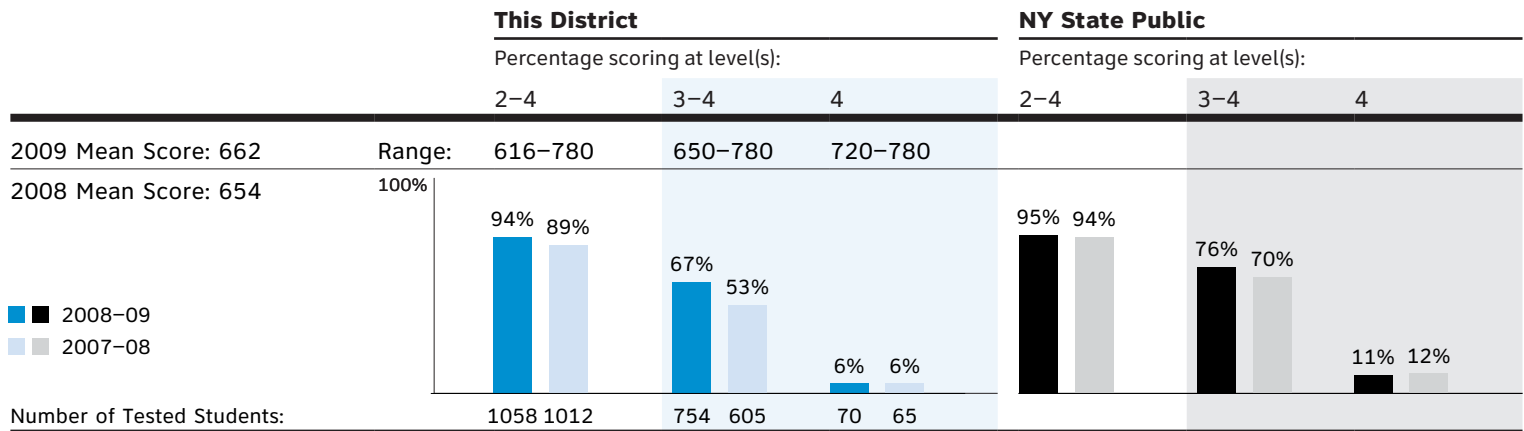
In this section, this district's performance is compared with that of public schools statewide.

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	1125	94%	67%	6%	1131	89%	53%	6%
Female	543	97%	73%	8%	560	92%	59%	8%
Male	582	92%	62%	5%	571	87%	48%	4%
American Indian or Alaska Native	2	-	-	-	6	83%	50%	0%
Black or African American	319	92%	70%	6%	381	88%	51%	6%
Hispanic or Latino	738	95%	65%	6%	696	90%	54%	6%
Asian or Native Hawaiian/Other Pacific Islander	36	94%	86%	11%	31	100%	61%	3%
White	26	100%	62%	8%	17	88%	59%	0%
Multiracial	4	-	-	-				
Small Group Totals	6	100%	67%	17%				
General-Education Students	868	98%	76%	8%	843	97%	65%	7%
Students with Disabilities	257	80%	36%	1%	288	68%	19%	1%
English Proficient	913	94%	70%	7%	937	91%	57%	7%
Limited English Proficient	212	92%	53%	3%	194	82%	37%	1%
Economically Disadvantaged	1071	94%	68%	6%	1044	90%	54%	5%
Not Disadvantaged	54	85%	56%	6%	87	78%	53%	10%
Migrant								
Not Migrant	1125	94%	67%	6%	1131	89%	53%	6%

NOTES

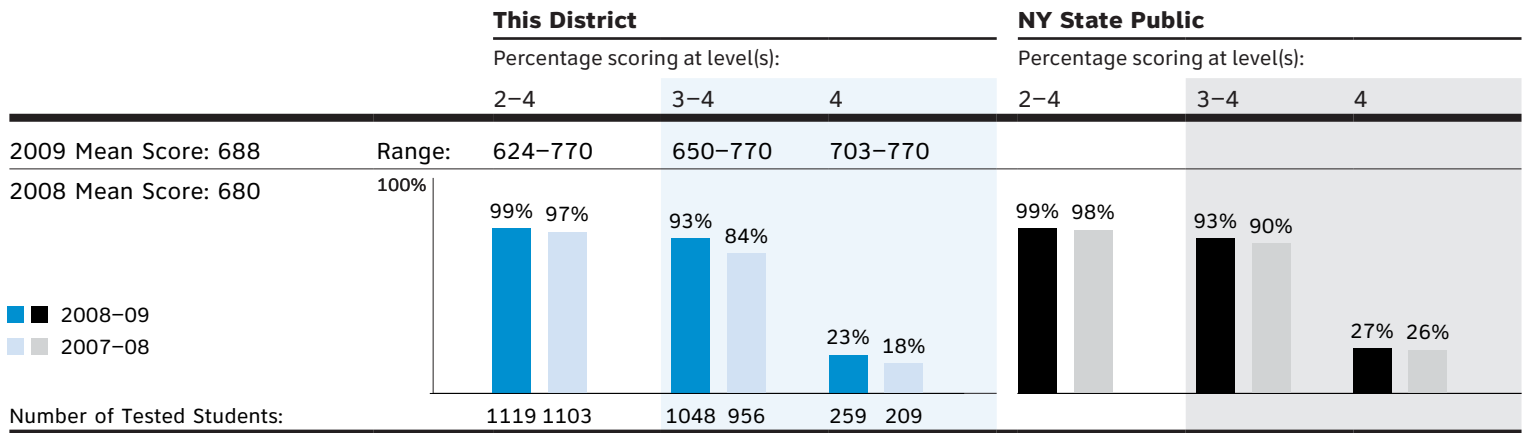
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Other Assessments

	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 3 Equivalent	27	26	21	20	18	14	12	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	10	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 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	1130	99%	93%	23%	1143	97%	84%	18%
Female	549	99%	94%	23%	571	97%	86%	19%
Male	581	99%	92%	23%	572	96%	81%	18%
American Indian or Alaska Native	2	-	-	-	6	100%	83%	0%
Black or African American	319	98%	90%	19%	386	96%	80%	16%
Hispanic or Latino	747	99%	93%	24%	704	96%	85%	18%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	97%	37%	31	100%	100%	52%
White	23	100%	96%	30%	16	94%	81%	38%
Multiracial	4	-	-	-				
Small Group Totals	6	100%	100%	17%				
General-Education Students	882	100%	97%	26%	863	99%	92%	22%
Students with Disabilities	248	96%	79%	11%	280	89%	58%	6%
English Proficient	903	99%	93%	23%	936	96%	84%	20%
Limited English Proficient	227	100%	93%	22%	207	98%	82%	13%
Economically Disadvantaged	1083	99%	93%	23%	1054	97%	85%	18%
Not Disadvantaged	47	96%	85%	23%	89	91%	73%	24%
Migrant								
Not Migrant	1130	99%	93%	23%	1143	97%	84%	18%

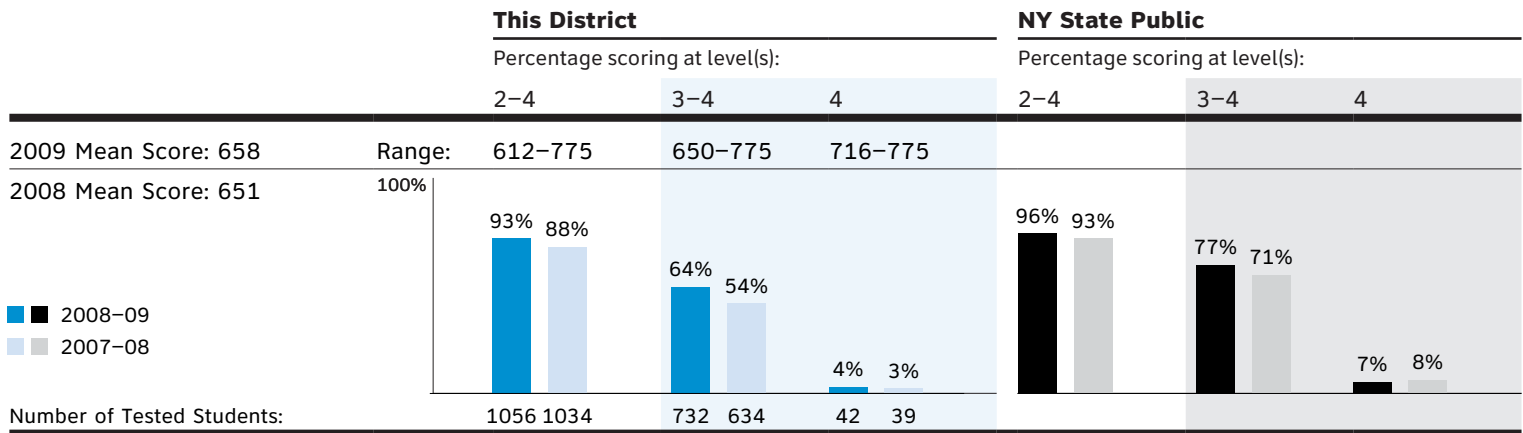
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Other Assessments

	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 3 Equivalent	27	27	25	13	19	19	15	9

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	1141	93%	64%	4%	1175	88%	54%	3%
Female	558	96%	69%	4%	561	91%	62%	4%
Male	583	90%	60%	3%	614	85%	46%	3%
American Indian or Alaska Native	6	83%	83%	0%	6	-	-	-
Black or African American	389	90%	61%	5%	384	88%	52%	2%
Hispanic or Latino	691	94%	64%	3%	732	88%	54%	3%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	91%	3%	36	94%	72%	8%
White	21	86%	67%	14%	15	73%	53%	20%
Multiracial					2	-	-	-
Small Group Totals					8	88%	63%	13%
General-Education Students	848	99%	77%	5%	893	95%	65%	4%
Students with Disabilities	293	74%	27%	0%	282	65%	19%	0%
English Proficient	965	93%	68%	4%	1005	89%	57%	4%
Limited English Proficient	176	90%	45%	0%	170	79%	34%	1%
Economically Disadvantaged	1094	93%	65%	4%	1086	88%	53%	3%
Not Disadvantaged	47	85%	49%	4%	89	90%	65%	6%
Migrant								
Not Migrant	1141	93%	64%	4%	1175	88%	54%	3%

NOTES

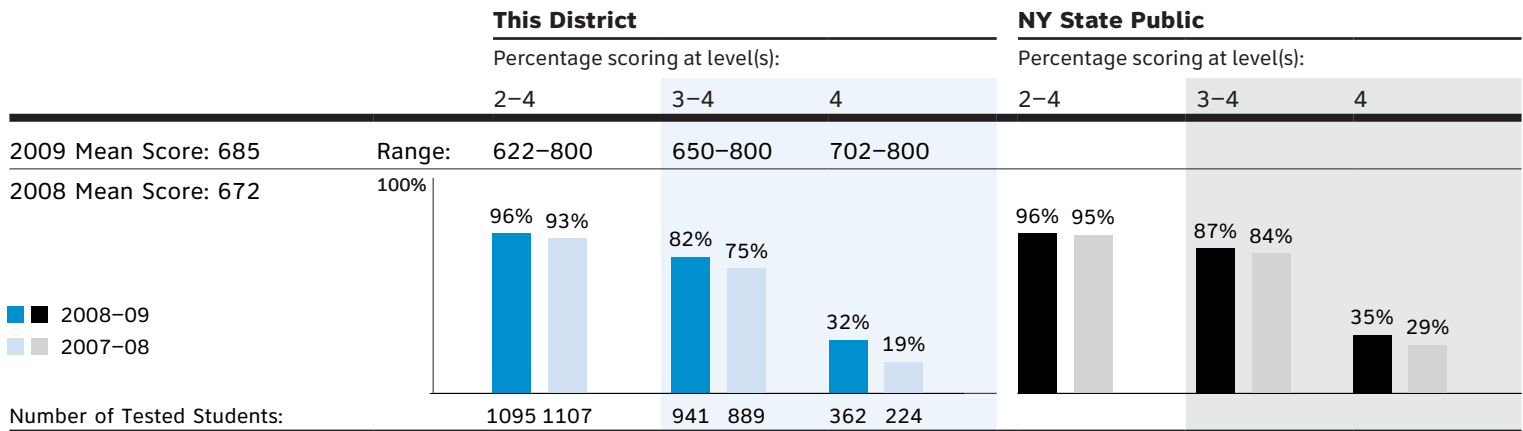
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Other Assessments

	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 4 Equivalent	26	25	18	16	26	21	18	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	13	N/A	N/A	N/A	11	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	1146	96%	82%	32%	1190	93%	75%	19%
Female	558	97%	85%	35%	569	94%	76%	20%
Male	588	94%	80%	28%	621	92%	73%	17%
American Indian or Alaska Native	6	100%	83%	17%	6	-	-	-
Black or African American	384	94%	79%	26%	382	92%	70%	14%
Hispanic or Latino	699	96%	83%	32%	744	94%	76%	19%
Asian or Native Hawaiian/Other Pacific Islander	36	97%	94%	61%	39	97%	87%	41%
White	21	90%	86%	52%	17	88%	82%	53%
Multiracial					2	-	-	-
Small Group Totals					8	100%	63%	13%
General-Education Students	852	99%	90%	40%	914	97%	82%	24%
Students with Disabilities	294	86%	58%	8%	276	79%	49%	3%
English Proficient	956	96%	83%	34%	1001	93%	75%	20%
Limited English Proficient	190	94%	77%	21%	189	92%	72%	13%
Economically Disadvantaged	1101	96%	83%	32%	1102	93%	75%	19%
Not Disadvantaged	45	89%	67%	16%	88	92%	76%	22%
Migrant								
Not Migrant	1146	96%	82%	32%	1190	93%	75%	19%

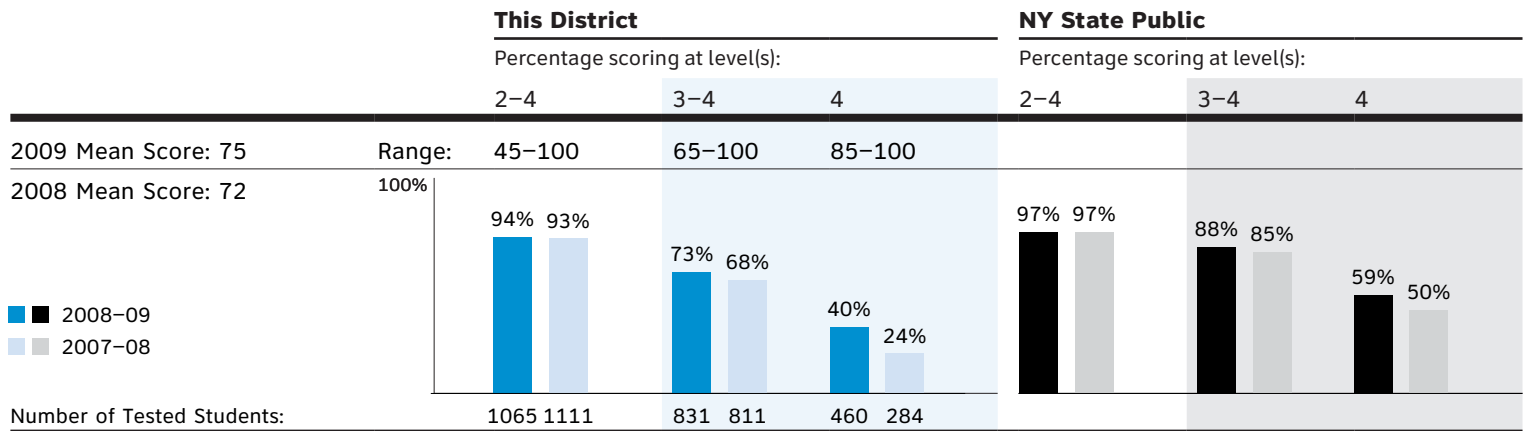
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Other Assessments

	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	26	26	19	13	25	22	18	16

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	1136	94%	73%	40%	1189	93%	68%	24%
Female	553	95%	76%	43%	569	95%	70%	27%
Male	583	92%	70%	38%	620	92%	67%	21%
American Indian or Alaska Native	5	100%	100%	40%	6	-	-	-
Black or African American	379	92%	68%	40%	385	90%	65%	21%
Hispanic or Latino	696	94%	74%	39%	741	95%	69%	24%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	94%	75%	40	98%	80%	40%
White	20	85%	80%	60%	15	87%	67%	47%
Multiracial					2	-	-	-
Small Group Totals					8	100%	75%	25%
General-Education Students	850	97%	81%	49%	912	96%	76%	30%
Students with Disabilities	286	85%	51%	14%	277	84%	44%	5%
English Proficient	946	94%	75%	44%	1001	94%	70%	25%
Limited English Proficient	190	95%	65%	21%	188	91%	57%	15%
Economically Disadvantaged	1094	94%	74%	41%	1100	93%	68%	23%
Not Disadvantaged	42	86%	52%	21%	89	94%	73%	38%
Migrant								
Not Migrant	1136	94%	73%	40%	1189	93%	68%	24%

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 4 Equivalent	26	25	23	21	26	25	22	16

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 668	608-795	650-795	711-795			
2008 Mean Score: 659						
	99%	98%		99%	98%	
	73%	67%		82%	78%	
	10%		3%	14%		6%
Number of Tested Students:	1121 1072	820 734	116 33			

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	1129	99%	73%	10%	1097	98%	67%	3%
Female	536	99%	77%	11%	530	98%	68%	3%
Male	593	99%	69%	10%	567	97%	66%	3%
American Indian or Alaska Native	5	-	-	-	6	-	-	-
Black or African American	364	99%	72%	9%	393	98%	62%	2%
Hispanic or Latino	707	100%	72%	11%	661	97%	69%	4%
Asian or Native Hawaiian/Other Pacific Islander	39	100%	85%	15%	25	96%	68%	4%
White	11	91%	64%	18%	9	100%	89%	11%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	8	100%	100%	25%	9	100%	100%	0%
General-Education Students	853	100%	83%	13%	820	99%	78%	4%
Students with Disabilities	276	97%	42%	1%	277	93%	34%	0%
English Proficient	1004	99%	76%	11%	962	98%	70%	3%
Limited English Proficient	125	98%	49%	3%	135	95%	44%	0%
Economically Disadvantaged	1079	99%	73%	10%	1008	98%	67%	3%
Not Disadvantaged	50	96%	58%	14%	89	98%	70%	4%
Migrant								
Not Migrant	1129	99%	73%	10%	1097	98%	67%	3%

NOTES

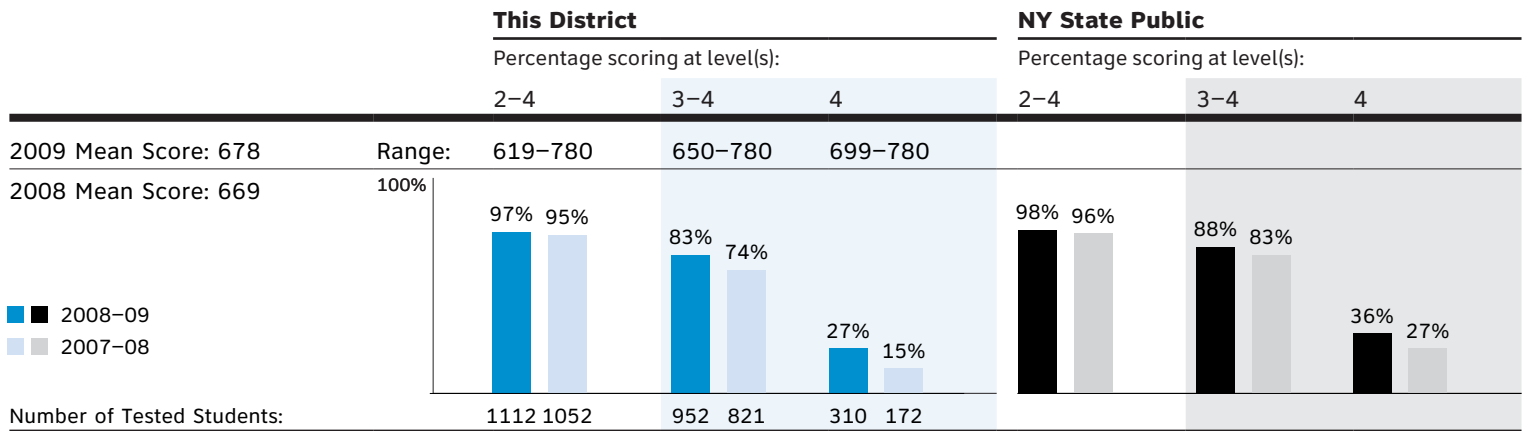
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Other Assessments

	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 5 Equivalent	29	28	27	18	15	13	12	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	N/A	N/A	N/A	9	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	1146	97%	83%	27%	1110	95%	74%	15%
Female	544	98%	85%	29%	533	95%	74%	13%
Male	602	97%	81%	25%	577	95%	74%	18%
American Indian or Alaska Native	5	-	-	-	6	-	-	-
Black or African American	368	96%	78%	22%	391	94%	71%	10%
Hispanic or Latino	718	97%	85%	28%	675	95%	75%	17%
Asian or Native Hawaiian/Other Pacific Islander	41	98%	93%	54%	26	100%	92%	46%
White	11	91%	91%	55%	9	100%	89%	22%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	8	100%	100%	25%	9	100%	89%	11%
General-Education Students	874	99%	90%	33%	831	99%	83%	20%
Students with Disabilities	272	89%	60%	7%	279	83%	46%	3%
English Proficient	1010	97%	83%	29%	963	95%	76%	17%
Limited English Proficient	136	96%	82%	13%	147	91%	61%	6%
Economically Disadvantaged	1095	98%	84%	27%	1020	95%	74%	15%
Not Disadvantaged	51	84%	65%	25%	90	93%	79%	18%
Migrant								
Not Migrant	1146	97%	83%	27%	1110	95%	74%	15%

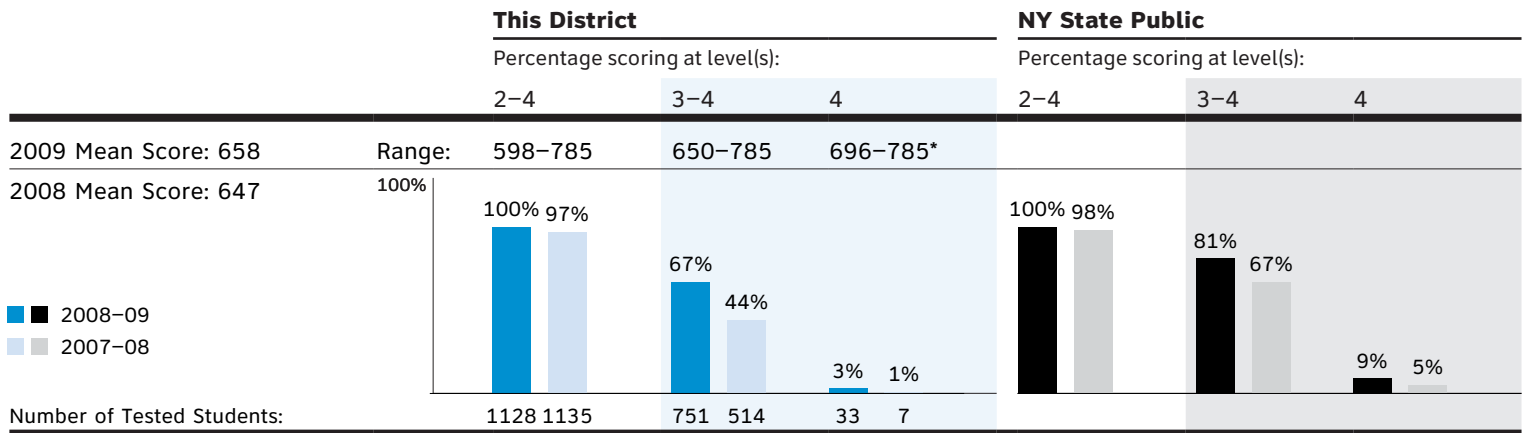
NOTES

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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 5 Equivalent	29	28	26	21	15	14	14	9

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	1128	100%	67%	3%	1167	97%	44%	1%
Female	548	100%	68%	4%	586	98%	50%	1%
Male	580	100%	65%	2%	581	96%	38%	1%
American Indian or Alaska Native	6	-	-	-	6	100%	33%	0%
Black or African American	406	100%	61%	2%	384	97%	43%	0%
Hispanic or Latino	652	100%	69%	3%	722	98%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	82%	15%	23	96%	61%	4%
White	26	100%	81%	8%	32	94%	69%	6%
Multiracial	4	-	-	-				
Small Group Totals	10	100%	70%	0%				
General-Education Students	842	100%	77%	4%	868	99%	55%	1%
Students with Disabilities	286	100%	36%	0%	299	91%	11%	0%
English Proficient	1005	100%	71%	3%	1056	98%	47%	1%
Limited English Proficient	123	100%	34%	0%	111	93%	12%	0%
Economically Disadvantaged	1029	100%	67%	3%	1049	97%	42%	0%
Not Disadvantaged	99	100%	60%	2%	118	97%	62%	4%
Migrant								
Not Migrant	1128	100%	67%	3%	1167	97%	44%	1%

NOTES

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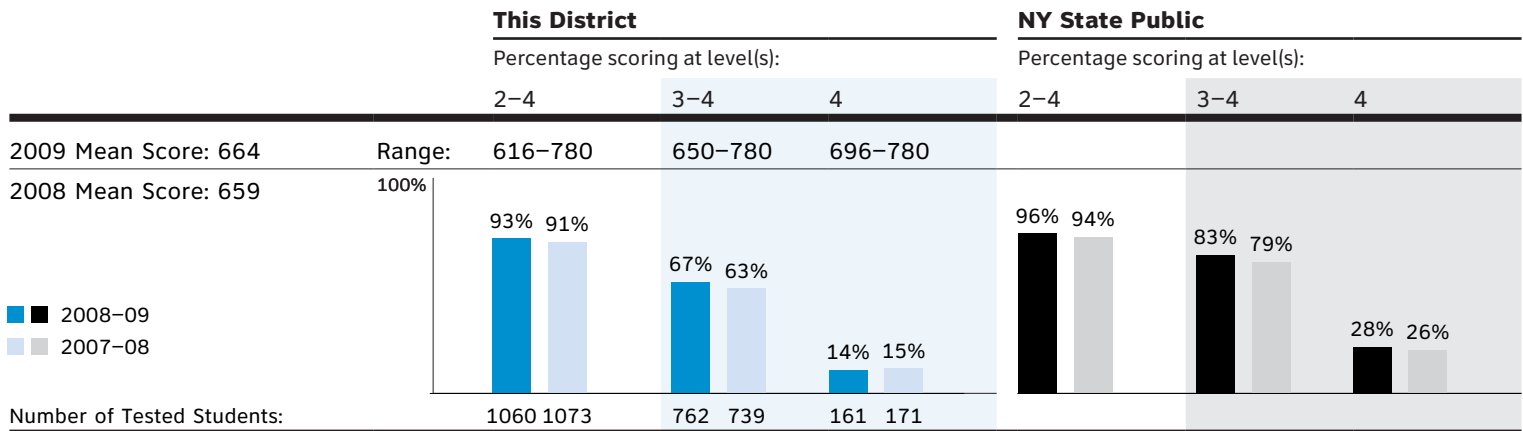
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	21	19	15	8	22	20	13	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 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	1143	93%	67%	14%	1178	91%	63%	15%
Female	555	94%	67%	13%	595	94%	67%	15%
Male	588	92%	66%	15%	583	88%	59%	14%
American Indian or Alaska Native	7	86%	86%	14%	6	100%	0%	0%
Black or African American	408	92%	62%	12%	385	89%	59%	15%
Hispanic or Latino	660	93%	68%	12%	730	92%	64%	13%
Asian or Native Hawaiian/Other Pacific Islander	35	94%	83%	51%	23	87%	78%	43%
White	26	88%	81%	42%	34	94%	82%	24%
Multiracial	7	71%	57%	0%				
Small Group Totals								
General-Education Students	853	98%	77%	19%	882	97%	73%	18%
Students with Disabilities	290	79%	37%	1%	296	73%	33%	3%
English Proficient	1008	94%	70%	16%	1060	92%	64%	16%
Limited English Proficient	135	83%	42%	1%	118	86%	49%	5%
Economically Disadvantaged	1044	93%	67%	14%	1061	91%	61%	14%
Not Disadvantaged	99	85%	61%	19%	117	91%	74%	21%
Migrant								
Not Migrant	1143	93%	67%	14%	1178	91%	63%	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 6 Equivalent	20	18	16	10	22	20	20	14

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 656	600-790	650-790	705-790*			
2008 Mean Score: 650						
Number of Tested Students:	1192	1176	805	638	17	3

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	1199	99%	67%	1%	1216	97%	52%	0%
Female	609	100%	73%	2%	646	99%	59%	0%
Male	590	99%	61%	1%	570	94%	45%	0%
American Indian or Alaska Native	6	-	-	-	11	-	-	-
Black or African American	390	99%	65%	1%	438	98%	53%	0%
Hispanic or Latino	745	99%	67%	2%	719	96%	51%	0%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	75%	8%	26	96%	69%	0%
White	30	100%	80%	0%	20	100%	85%	0%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	10	100%	90%	0%	13	100%	46%	0%
General-Education Students	911	100%	77%	2%	932	98%	61%	0%
Students with Disabilities	288	98%	35%	0%	284	91%	23%	0%
English Proficient	1093	100%	70%	2%	1079	99%	57%	0%
Limited English Proficient	106	96%	33%	0%	137	82%	16%	0%
Economically Disadvantaged	1090	99%	66%	1%	1067	97%	51%	0%
Not Disadvantaged	109	99%	74%	2%	149	97%	66%	1%
Migrant								
Not Migrant	1199	99%	67%	1%	1216	97%	52%	0%

NOTES

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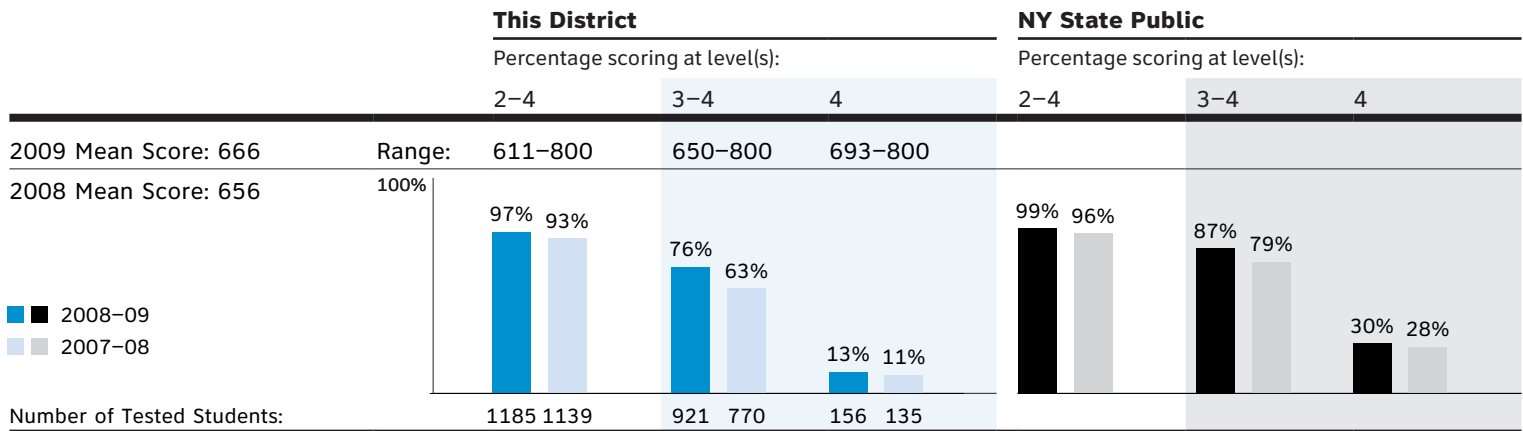
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	22	22	19	19	21	21	16	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	12	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 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	1216	97%	76%	13%	1228	93%	63%	11%
Female	621	98%	77%	14%	649	95%	67%	12%
Male	595	97%	74%	11%	579	91%	58%	10%
American Indian or Alaska Native	6	100%	50%	0%	10	-	-	-
Black or African American	393	97%	73%	13%	437	91%	60%	11%
Hispanic or Latino	757	97%	76%	11%	730	94%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	91%	48%	27	100%	81%	26%
White	32	100%	88%	34%	22	95%	77%	23%
Multiracial	5	100%	100%	0%	2	-	-	-
Small Group Totals					12	83%	50%	0%
General-Education Students	930	100%	85%	16%	946	97%	73%	14%
Students with Disabilities	286	91%	47%	1%	282	78%	29%	1%
English Proficient	1100	98%	78%	14%	1081	94%	66%	12%
Limited English Proficient	116	93%	58%	3%	147	83%	39%	1%
Economically Disadvantaged	1108	98%	76%	12%	1078	93%	62%	11%
Not Disadvantaged	108	96%	74%	23%	150	93%	71%	14%
Migrant								
Not Migrant	1216	97%	76%	13%	1228	93%	63%	11%

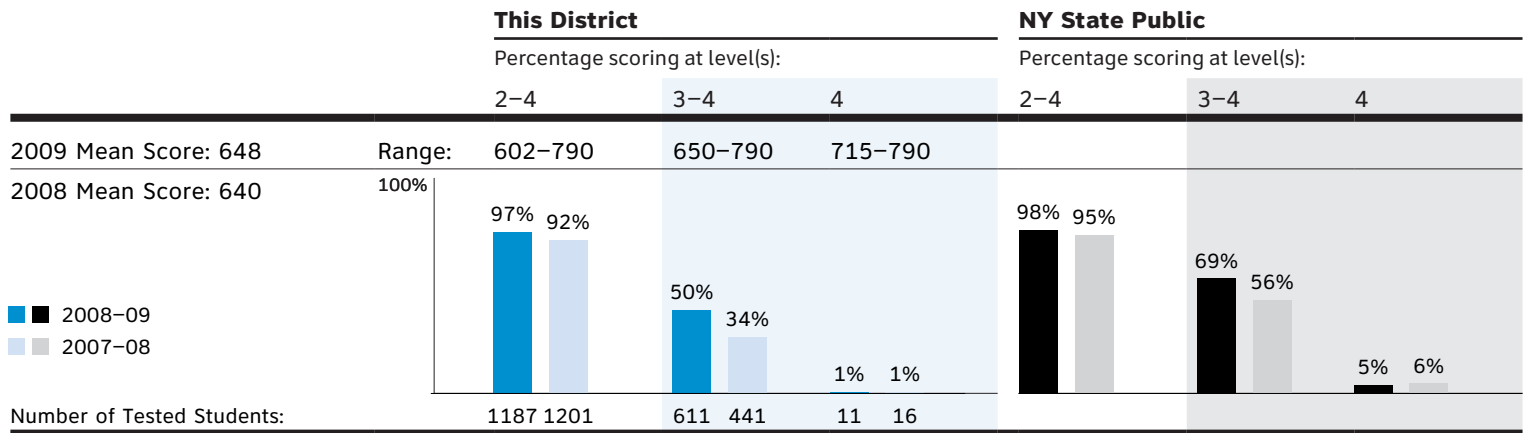
NOTES

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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	22	22	21	17	21	18	16	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	1218	97%	50%	1%	1303	92%	34%	1%
Female	642	98%	57%	1%	659	96%	41%	2%
Male	576	97%	43%	1%	644	88%	27%	1%
American Indian or Alaska Native	11	91%	27%	0%	18	-	-	-
Black or African American	432	98%	51%	1%	476	93%	29%	1%
Hispanic or Latino	723	97%	48%	1%	755	91%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	73%	3%	23	100%	48%	4%
White	17	100%	94%	6%	29	93%	72%	10%
Multiracial	5	100%	60%	0%	2	-	-	-
Small Group Totals					20	95%	35%	0%
General-Education Students	942	99%	59%	1%	1005	96%	41%	2%
Students with Disabilities	276	92%	20%	0%	298	78%	9%	0%
English Proficient	1089	98%	55%	1%	1192	94%	37%	1%
Limited English Proficient	129	93%	9%	0%	111	68%	5%	0%
Economically Disadvantaged	1100	98%	50%	1%	1131	92%	32%	1%
Not Disadvantaged	118	97%	53%	3%	172	93%	46%	2%
Migrant								
Not Migrant	1218	97%	50%	1%	1303	92%	34%	1%

NOTES

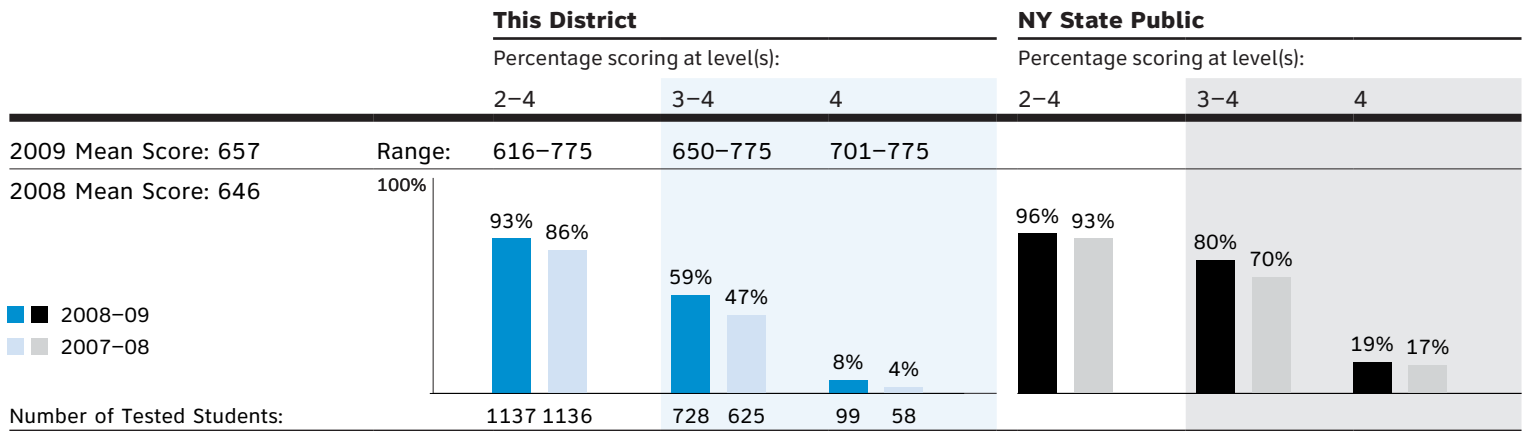
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Other Assessments

	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	27	26	24	18	17	16	14	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 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	1227	93%	59%	8%	1316	86%	47%	4%
Female	642	95%	63%	9%	667	88%	48%	5%
Male	585	91%	55%	8%	649	85%	47%	4%
American Indian or Alaska Native	10	70%	40%	0%	17	-	-	-
Black or African American	430	92%	56%	7%	476	85%	43%	3%
Hispanic or Latino	732	93%	60%	7%	767	86%	49%	4%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	80%	27%	23	100%	65%	22%
White	19	100%	79%	37%	31	94%	68%	23%
Multiracial	6	83%	67%	0%	2	-	-	-
Small Group Totals					19	89%	58%	5%
General-Education Students	957	97%	68%	10%	1015	93%	56%	5%
Students with Disabilities	270	77%	29%	3%	301	64%	20%	1%
English Proficient	1080	94%	62%	9%	1200	87%	48%	5%
Limited English Proficient	147	86%	39%	1%	116	79%	38%	2%
Economically Disadvantaged	1109	93%	59%	7%	1143	87%	48%	4%
Not Disadvantaged	118	93%	64%	18%	173	83%	47%	7%
Migrant								
Not Migrant	1227	93%	59%	8%	1316	86%	47%	4%

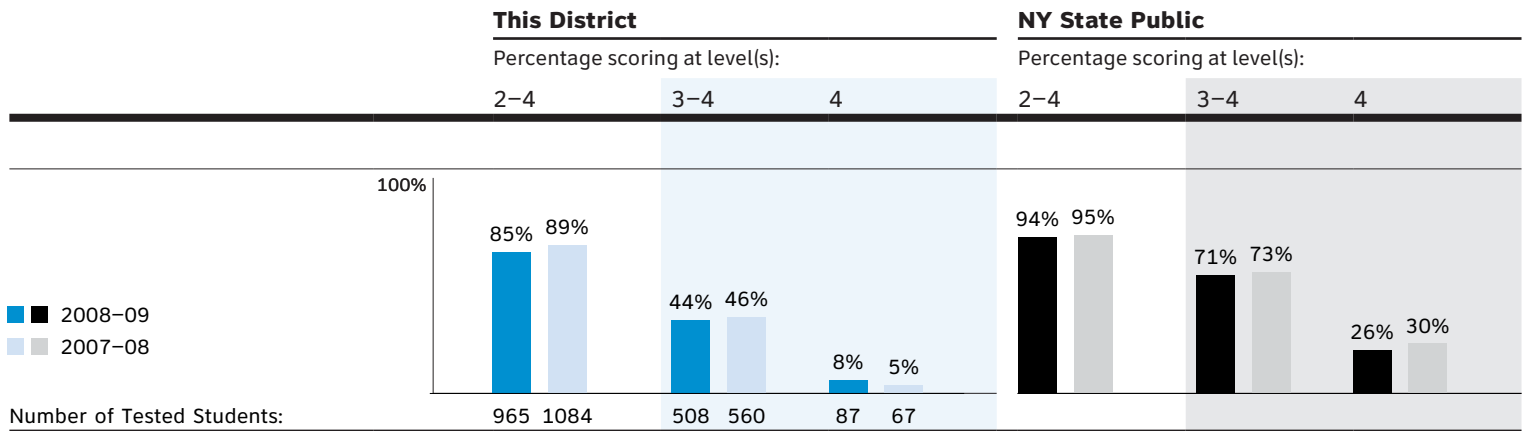
NOTES

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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	27	24	24	19	16	12	11	6

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	1089	84%	42%	7%	1192	88%	44%	5%
Female	564	87%	43%	7%	606	90%	46%	6%
Male	525	80%	40%	7%	586	86%	42%	4%
American Indian or Alaska Native	9	44%	22%	11%	17	94%	53%	0%
Black or African American	379	83%	41%	8%	434	87%	43%	7%
Hispanic or Latino	669	85%	42%	6%	708	89%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	83%	65%	22%	19	95%	63%	11%
White	5	-	-	-	14	86%	50%	7%
Multiracial	4	-	-	-				
Small Group Totals	9	89%	67%	22%				
General-Education Students	838	91%	49%	9%	907	92%	52%	7%
Students with Disabilities	251	61%	18%	0%	285	76%	20%	0%
English Proficient	953	86%	46%	8%	1082	89%	46%	6%
Limited English Proficient	136	72%	15%	0%	110	81%	24%	0%
Economically Disadvantaged	1018	85%	43%	7%	1060	88%	44%	5%
Not Disadvantaged	71	69%	30%	6%	132	86%	47%	9%
Migrant								
Not Migrant	1089	84%	42%	7%	1192	88%	44%	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 8 Equivalent	27	24	20	19	17	17	15	10
Regents Science	53	52	52	10	32	32	32	5

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

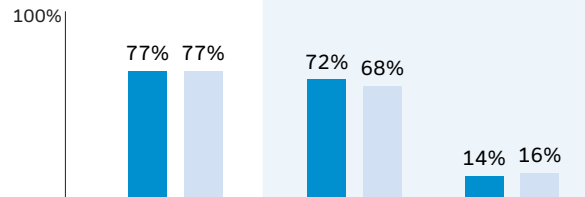
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

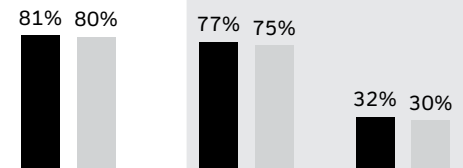
NY State Public

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	954	77%	72%	14%	766	77%	68%	16%
Female	500	84%	79%	18%	420	84%	74%	22%
Male	454	70%	65%	9%	346	68%	60%	8%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	305	70%	64%	11%	233	74%	65%	13%
Hispanic or Latino	532	79%	73%	12%	461	77%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	88	97%	94%	30%	52	90%	90%	37%
White	23	83%	74%	22%	13	77%	77%	31%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	67%	67%	0%	7	86%	71%	14%
General-Education Students	772	90%	85%	17%	630	87%	77%	19%
Students with Disabilities	182	25%	16%	1%	136	28%	23%	1%
English Proficient	902	79%	74%	14%	730	78%	69%	16%
Limited English Proficient	52	54%	44%	2%	36	56%	33%	0%
Economically Disadvantaged	702	81%	75%	15%	551	79%	70%	18%
Not Disadvantaged	252	68%	63%	10%	215	71%	62%	9%
Migrant								
Not Migrant	954	77%	72%	14%	766	77%	68%	16%

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*.

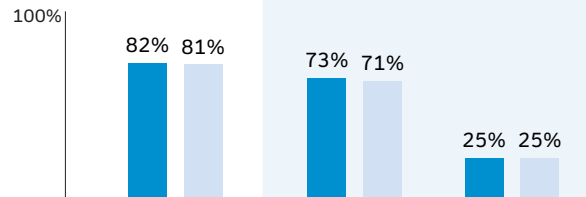
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

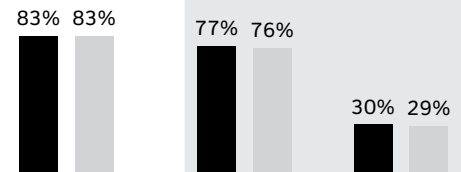


■ 2005 Cohort
■ 2004 Cohort

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	954	82%	73%	25%	766	81%	71%	25%
Female	500	87%	80%	27%	420	86%	76%	28%
Male	454	77%	67%	24%	346	75%	65%	22%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	305	75%	64%	14%	233	79%	66%	15%
Hispanic or Latino	532	84%	76%	24%	461	80%	71%	25%
Asian or Native Hawaiian/Other Pacific Islander	88	99%	93%	70%	52	94%	92%	71%
White	23	83%	83%	43%	13	77%	77%	54%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	67%	50%	33%	7	100%	100%	43%
General-Education Students	772	92%	86%	30%	630	90%	81%	31%
Students with Disabilities	182	40%	20%	4%	136	40%	28%	1%
English Proficient	902	83%	75%	26%	730	82%	72%	27%
Limited English Proficient	52	63%	50%	6%	36	64%	58%	3%
Economically Disadvantaged	702	85%	76%	26%	551	83%	75%	27%
Not Disadvantaged	252	74%	66%	23%	215	74%	63%	21%
Migrant								
Not Migrant	954	82%	73%	25%	766	81%	71%	25%

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.