



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 5**

District ID **31-05-00-01-0000**

Superintendent **GALE REEVES**

Telephone **(212) 769-7500**

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](mailto: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	449	473	429
Kindergarten	813	775	800
Grade 1	1061	983	874
Grade 2	1010	1035	920
Grade 3	981	898	946
Grade 4	987	857	845
Grade 5	1008	904	704
Grade 6	1005	1128	1020
Ungraded Elementary	720	763	795
Grade 7	1141	1024	1075
Grade 8	1261	1054	985
Grade 9	984	1149	1098
Grade 10	813	941	912
Grade 11	558	696	756
Grade 12	388	631	686
Ungraded Secondary	352	390	442
<b>Total K-12</b>	<b>13082</b>	<b>13228</b>	<b>12858</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	24	21	22
<b>Grade 8</b>			
English	27	27	25
Mathematics	25	27	26
Science	27	27	25
Social Studies	27	25	27
<b>Grade 10</b>			
English	27	24	26
Mathematics	27	24	27
Science	27	24	25
Social Studies	26	25	26

### 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	8681	66%	9423	71%	9525	74%
Reduced-Price Lunch	681	5%	899	7%	811	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1489	11%	1417	11%	1363	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	50	0%	40	0%	39	0%
Black or African American	8031	61%	7786	59%	7495	58%
Hispanic or Latino	4768	36%	4875	37%	4796	37%
Asian or Native Hawaiian/Other Pacific Islander	121	1%	260	2%	250	2%
White	112	1%	267	2%	278	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	535	4%	503	4%	571	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	1022	1111	1090
Percent with No Valid Teaching Certificate	8%	3%	3%
Percent Teaching Out of Certification	12%	14%	9%
Percent with Fewer Than Three Years of Experience	21%	18%	17%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	29%	33%
<b>Total Number of Core Classes</b>	1701	1836	1972
Percent Not Taught by Highly Qualified Teachers	14%	15%	12%
<b>Total Number of Classes</b>	2079	2167	2373
Percent Taught by Teachers Without Appropriate Certification	17%	17%	13%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	28%		34%
Turnover Rate of All Teachers	21%		21%

## 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](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 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 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

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
<b>All Students</b>	✓	✓	✓	✗	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✓ <sup>SH</sup>	✓	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	✓	✓	–
White	✓	✓	–	✓	✓	–
Multiracial	–	–	–	–	–	–
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	–	✗	✗	–
Limited English Proficient	✓ <sup>SH</sup>	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	✗	✓	–
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 7	✗ 6 of 7	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2009–10)



Improvement (Year 2)

### Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 3) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [217]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09    2009–10	
<b>All Students</b> (6866:6447)	✓	✓	99%	✓	155	143		
<b>Ethnicity</b>								
American Indian or Alaska Native (23:21)	–	–	–	–	–	–	–	
Black or African American (4060:3818)	✓	✓	99%	✓	153	142		
Hispanic or Latino (2569:2417)	✓	✓	99%	✓	156	142		
Asian or Native Hawaiian/Other Pacific Islander (85:72)	✓	✓	99%	✓	172	133		
White (114:105)	✓	✓	98%	✓	175	134		
Multiracial (15:14)	–	–	–	–	–	–	–	
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1772:1631)	✓ <sup>SH</sup>	✓	97%	✓ <sup>SH</sup>	121	141	114    129	
Limited English Proficient <sup>5</sup> (876:1011)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	136	141	129    142	
Economically Disadvantaged (6042:5675)	✓	✓	99%	✓	154	143		
<b>Final AYP Determination</b>	✓	8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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


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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (6886:6424)			99%		167	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (24:21)	—	—	—	—	—	—	—
Black or African American (4060:3781)			99%		165	117	
Hispanic or Latino (2586:2430)			99%		170	117	
Asian or Native Hawaiian/Other Pacific Islander (86:74)			100%		189	108	
White (115:103)			97%		183	109	
Multiracial (15:15)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1762:1611)			97%		131	116	
Limited English Proficient <sup>5</sup> (884:1053)			99%		162	116	
Economically Disadvantaged (6059:5662)			99%		168	118	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

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

#### AYP Status

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















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (2309:2099)		Qualified		96%		133	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (14:12)	—	—	—	—	—	—	—	—
Black or African American (1363:1223)		Qualified		96%		133	100	
Hispanic or Latino (871:809)		Qualified		97%		134	100	
Asian or Native Hawaiian/Other Pacific Islander (33:29)	—	—	—	—	—	—	—	—
White (25:23)	—	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (610:536)		Qualified		94%		108	100	
Limited English Proficient <sup>4</sup> (303:325)		Qualified		99%		113	100	
Economically Disadvantaged (2000:1830)		Qualified		97%		132	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.


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

#### AYP Status

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

## Secondary-Level English Language Arts





















**Accountability Status for This Subject (2009–10)**  Improvement (Year 2)

**Accountability Measures** 4 of 7 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 3) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [217]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>								
<b>All Students (797:792)</b>			100%		164	167	165	168
<b>Ethnicity</b>								
American Indian or Alaska Native (0:1)	—	—	—	—	—	—	—	—
Black or African American (459:455)			100%		159	166	158	163
Hispanic or Latino (267:270)			99%		165	164		
Asian or Native Hawaiian/Other Pacific Islander (36:34)		—	—		200	154		
White (34:32)		—	—		181	154		
Multiracial (1:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (51:105)			98%		99	161	92‡	109
Limited English Proficient <sup>5</sup> (19:19)	—	—	—	—	—	—	—	—
Economically Disadvantaged (461:481)			100%		161	166	162	165
<b>Final AYP Determination</b>	 4 of 7							

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.




<sup>3</sup> 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.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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


‡ This student group did not make AYP in 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09      2009–10
<b>All Students</b> (797:792)			100%		167	162	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:1)	—	—	—	—	—	—	—
Black or African American (459:455)			100%		161	161	
Hispanic or Latino (267:270)			99%		171	159	
Asian or Native Hawaiian/Other Pacific Islander (36:34)		—	—		200	149	
White (34:32)		—	—		191	149	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (51:105)			98%		111	156	97‡      120
Limited English Proficient <sup>5</sup> (19:19)	—	—	—	—	—	—	—
Economically Disadvantaged (461:481)			100%		165	161	
<b>Final AYP Determination</b>	 6 of 7						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

‡ This student group did not make AYP in 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 <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (817)			63%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (461)			58%	55%		
Hispanic or Latino (272)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (37)			97%	55%		
White (38)			92%	55%		
Multiracial (8)						
<b>Other Groups</b>						
Students with Disabilities (104)			16%	55%	18%	17%
Limited English Proficient <sup>2</sup> (25)		–	–	–		
Economically Disadvantaged (478)			60%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

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

<sup>2</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 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 # 5

District ID 31-05-00-01-0000

## 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%	
<b>English Language Arts</b>				
Grade 3	56%			1048
Grade 4	53%			1048
Grade 5	63%			866
Grade 6	71%			1181
Grade 7	65%			1245
Grade 8	46%			1177
<b>Mathematics</b>				
Grade 3	82%			1072
Grade 4	69%			1057
Grade 5	76%			884
Grade 6	73%			1198
Grade 7	74%			1251
Grade 8	61%			1187
<b>Science</b>				
Grade 4	61%			1044
Grade 8	34%			1130

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	70%			886
Mathematics	71%			886

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

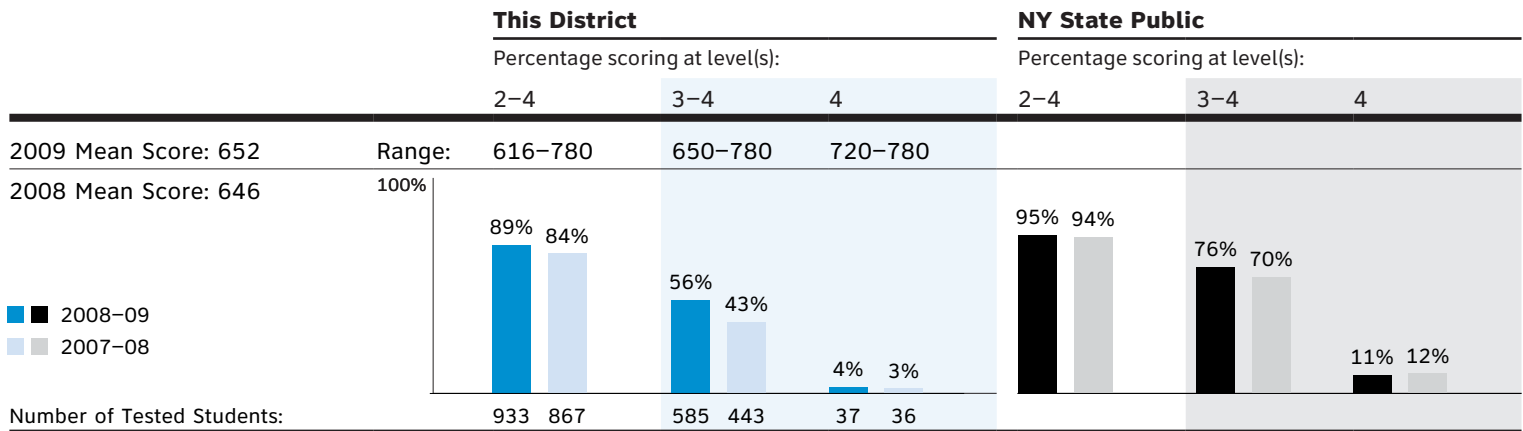
In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	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
<b>All Students</b>	<b>1048</b>	<b>89%</b>	<b>56%</b>	<b>4%</b>	<b>1035</b>	<b>84%</b>	<b>43%</b>	<b>3%</b>
Female	516	91%	62%	4%	462	88%	45%	4%
Male	532	87%	50%	3%	573	80%	41%	3%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	640	90%	55%	3%	616	85%	46%	3%
Hispanic or Latino	379	88%	57%	4%	386	82%	39%	5%
Asian or Native Hawaiian/Other Pacific Islander	10	80%	60%	10%	17	88%	41%	6%
White	11	82%	55%	0%	10	70%	30%	0%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	8	75%	75%	13%	6	100%	17%	0%
General-Education Students	827	94%	63%	4%	761	93%	51%	4%
Students with Disabilities	221	71%	31%	0%	274	58%	20%	1%
English Proficient	890	91%	59%	4%	870	85%	47%	4%
Limited English Proficient	158	78%	37%	0%	165	76%	19%	1%
Economically Disadvantaged	957	89%	55%	3%	894	84%	42%	4%
Not Disadvantaged	91	92%	68%	5%	141	84%	48%	3%
Migrant								
Not Migrant	1048	89%	56%	4%	1035	84%	43%	3%

### 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.

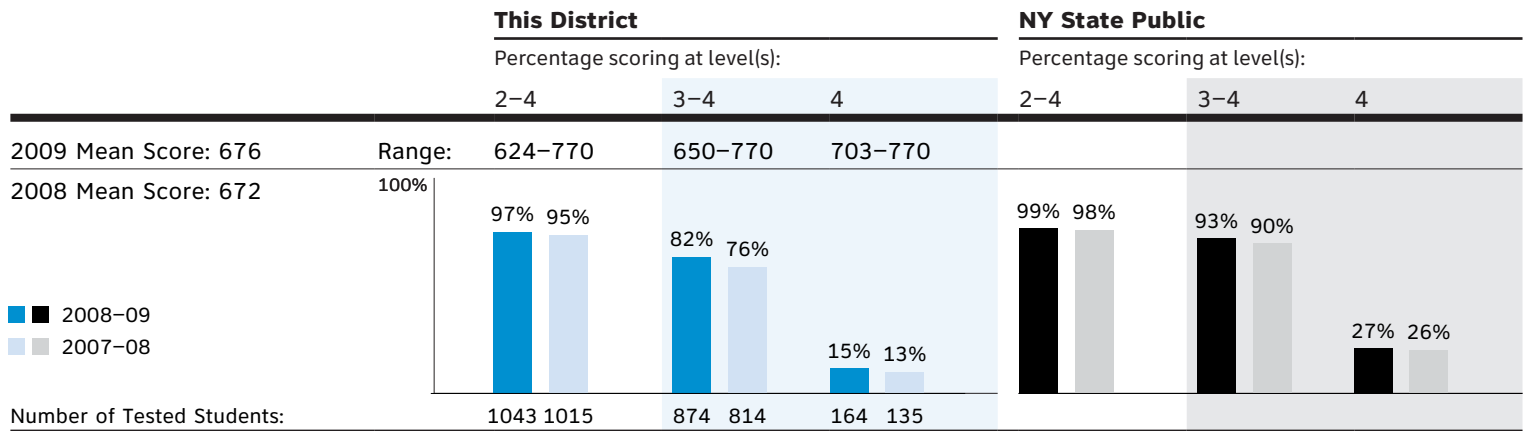
## Other Assessments

	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	27	26	24	22	22	20	18	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	17	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
<b>All Students</b>	<b>1072</b>	<b>97%</b>	<b>82%</b>	<b>15%</b>	<b>1070</b>	<b>95%</b>	<b>76%</b>	<b>13%</b>
Female	526	98%	83%	15%	473	96%	78%	13%
Male	546	97%	80%	15%	597	94%	75%	13%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	644	97%	79%	15%	624	94%	75%	10%
Hispanic or Latino	398	97%	85%	15%	408	96%	78%	17%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	18%	18	100%	94%	22%
White	11	100%	82%	36%	14	93%	79%	14%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	8	100%	75%	13%	6	83%	50%	17%
General-Education Students	846	99%	88%	18%	793	98%	85%	16%
Students with Disabilities	226	91%	59%	6%	277	87%	51%	4%
English Proficient	893	98%	83%	16%	882	95%	77%	13%
Limited English Proficient	179	94%	74%	9%	188	94%	72%	10%
Economically Disadvantaged	975	97%	82%	15%	929	95%	75%	12%
Not Disadvantaged	97	97%	81%	21%	141	94%	81%	16%
Migrant								
Not Migrant	1072	97%	82%	15%	1070	95%	76%	13%

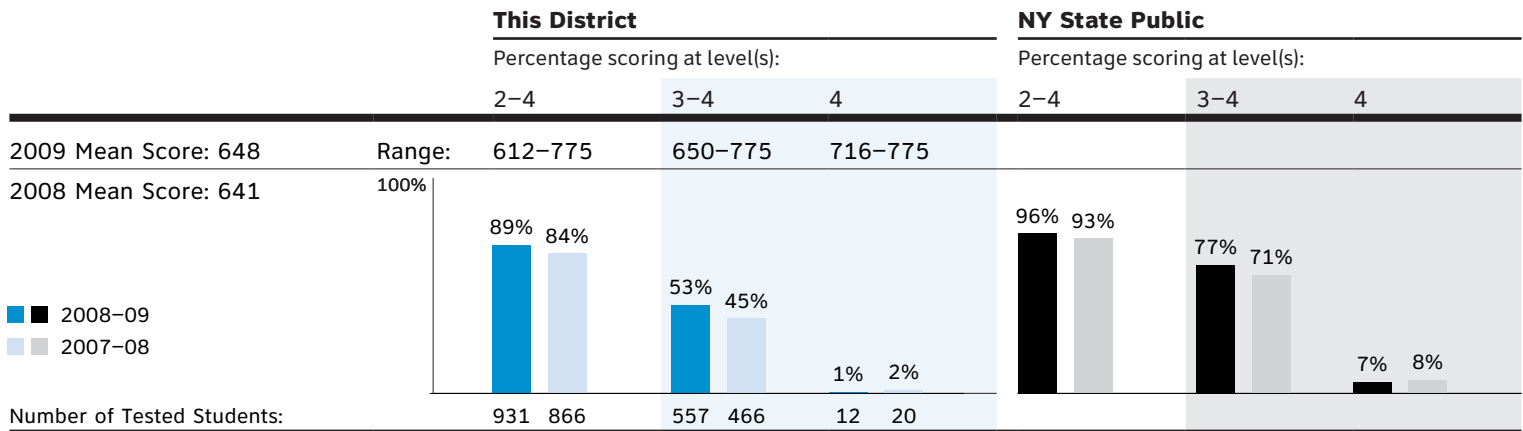
### NOTES

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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	27	26	18	22	21	18	12

## 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
<b>All Students</b>	<b>1048</b>	<b>89%</b>	<b>53%</b>	<b>1%</b>	<b>1026</b>	<b>84%</b>	<b>45%</b>	<b>2%</b>
Female	475	93%	57%	2%	499	90%	51%	3%
Male	573	85%	50%	1%	527	79%	40%	1%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	624	89%	54%	1%	641	84%	45%	2%
Hispanic or Latino	382	87%	52%	1%	364	85%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	60%	0%	10	90%	60%	0%
White	14	100%	50%	0%	6	67%	33%	0%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	8	100%	50%	0%	5	80%	60%	0%
General-Education Students	750	96%	64%	1%	747	91%	54%	3%
Students with Disabilities	298	70%	25%	0%	279	66%	24%	0%
English Proficient	889	90%	57%	1%	866	87%	49%	2%
Limited English Proficient	159	80%	33%	0%	160	71%	28%	0%
Economically Disadvantaged	948	89%	52%	1%	898	85%	45%	2%
Not Disadvantaged	100	92%	61%	2%	128	84%	48%	3%
Migrant								
Not Migrant	1048	89%	53%	1%	1026	84%	45%	2%

### NOTES

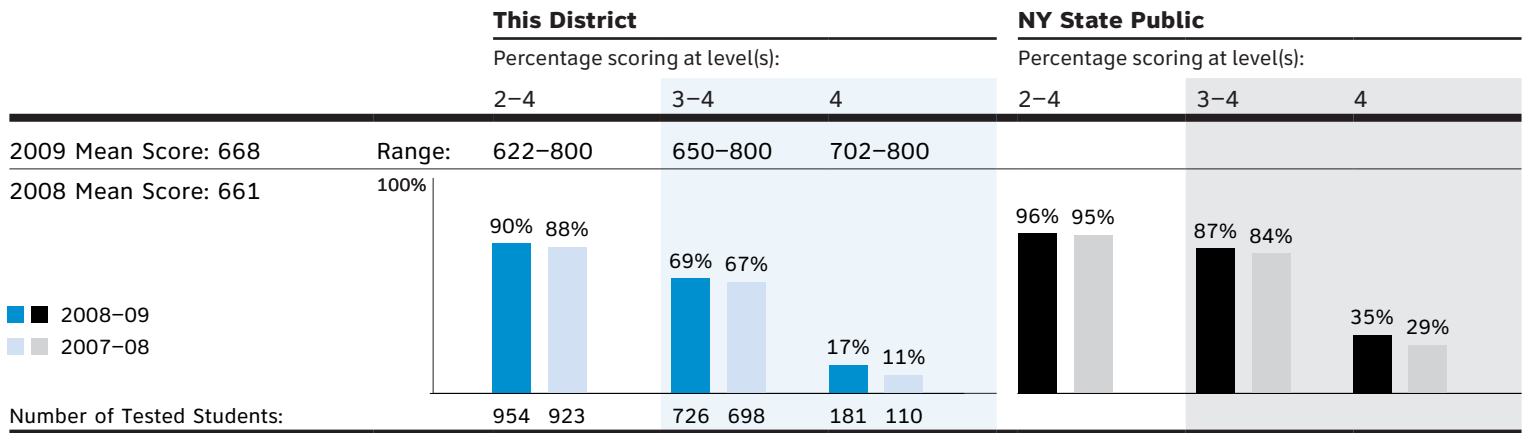
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## Other Assessments

	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	23	21	21	17	33	31	24	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	11	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 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
<b>All Students</b>	<b>1057</b>	<b>90%</b>	<b>69%</b>	<b>17%</b>	<b>1045</b>	<b>88%</b>	<b>67%</b>	<b>11%</b>
Female	485	93%	71%	16%	508	90%	68%	12%
Male	572	88%	67%	18%	537	87%	66%	9%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	626	90%	69%	15%	644	87%	65%	10%
Hispanic or Latino	388	89%	68%	20%	377	90%	70%	11%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	86%	29%	13	100%	77%	23%
White	14	93%	79%	7%	6	100%	50%	0%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	8	100%	50%	13%	5	100%	80%	20%
General-Education Students	760	95%	78%	22%	767	93%	74%	13%
Students with Disabilities	297	78%	46%	5%	278	75%	46%	4%
English Proficient	886	91%	71%	18%	873	89%	69%	12%
Limited English Proficient	171	85%	59%	11%	172	84%	55%	3%
Economically Disadvantaged	956	90%	68%	17%	913	89%	67%	10%
Not Disadvantaged	101	94%	75%	18%	132	86%	67%	13%
Migrant								
Not Migrant	1057	90%	69%	17%	1045	88%	67%	11%

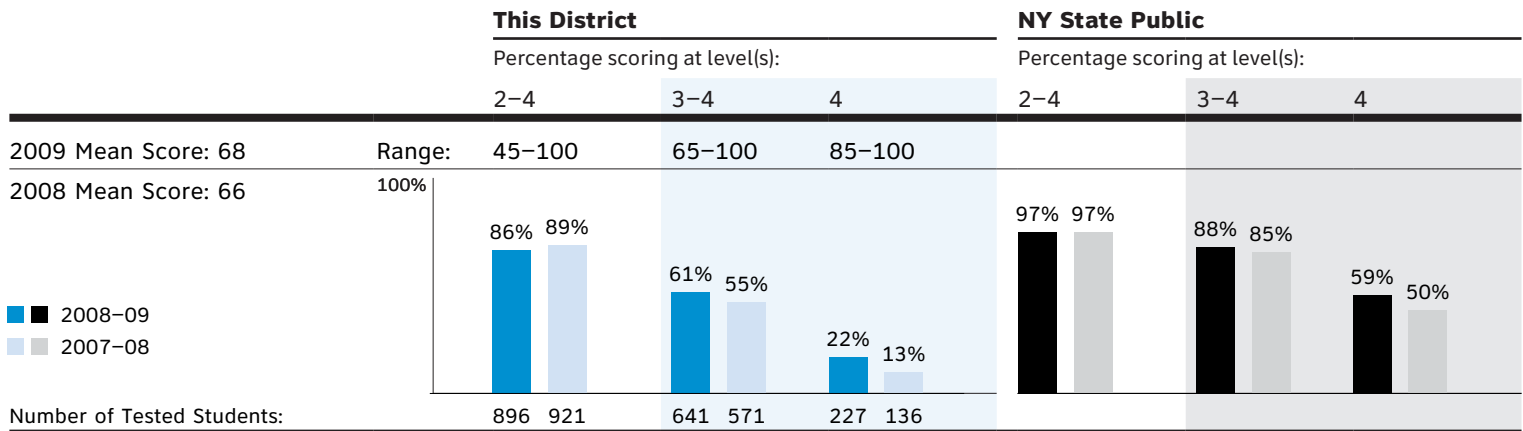
### NOTES

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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 4 Equivalent	25	24	22	12	33	33	30	15

## 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
<b>All Students</b>	<b>1044</b>	<b>86%</b>	<b>61%</b>	<b>22%</b>	<b>1031</b>	<b>89%</b>	<b>55%</b>	<b>13%</b>
Female	478	89%	64%	22%	502	91%	55%	13%
Male	566	83%	59%	22%	529	88%	55%	13%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	612	87%	62%	21%	634	89%	54%	11%
Hispanic or Latino	390	84%	60%	22%	373	90%	58%	17%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	80%	25%	12	75%	58%	33%
White	14	79%	50%	29%	6	83%	50%	0%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	75%	50%	50%	6	67%	67%	17%
General-Education Students	748	90%	69%	26%	762	93%	60%	15%
Students with Disabilities	296	75%	42%	11%	269	80%	43%	8%
English Proficient	877	88%	65%	24%	863	92%	58%	15%
Limited English Proficient	167	75%	42%	11%	168	78%	40%	5%
Economically Disadvantaged	945	86%	60%	21%	893	89%	55%	13%
Not Disadvantaged	99	88%	73%	28%	138	91%	57%	12%
Migrant								
Not Migrant	1044	86%	61%	22%	1031	89%	55%	13%

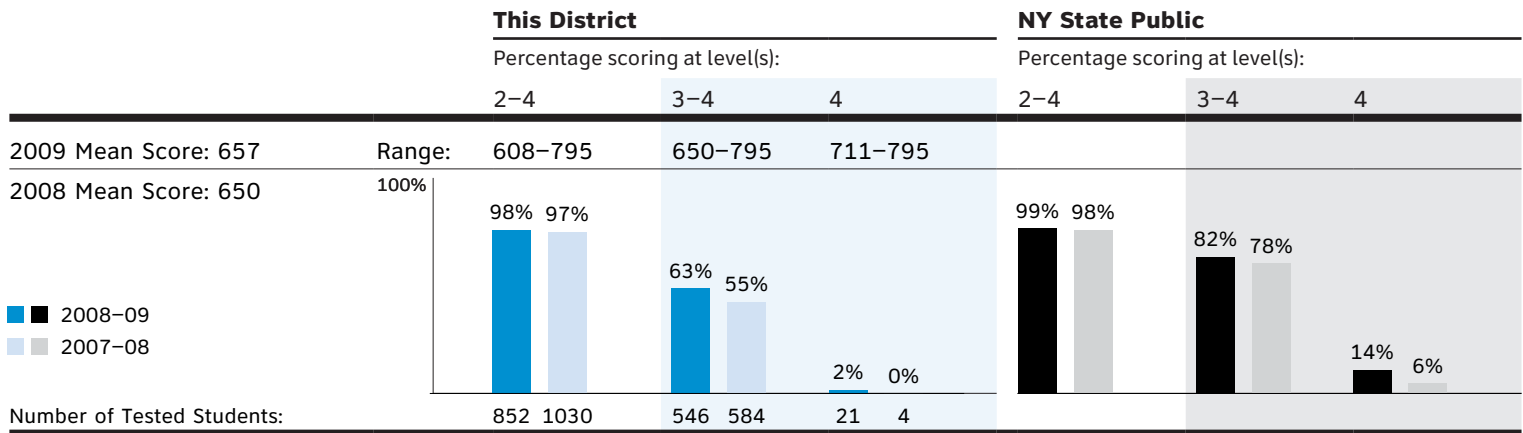
### NOTES

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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	25	23	23	20	33	29	28	23

## 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
<b>All Students</b>	<b>866</b>	<b>98%</b>	<b>63%</b>	<b>2%</b>	<b>1062</b>	<b>97%</b>	<b>55%</b>	<b>0%</b>
Female	432	100%	68%	2%	527	98%	57%	0%
Male	434	97%	59%	3%	535	96%	53%	0%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	535	98%	61%	3%	659	97%	54%	0%
Hispanic or Latino	310	98%	67%	1%	377	97%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	0%	7	-	-	-
White	8	-	-	-	16	94%	50%	0%
Multiracial	2	-	-	-				
Small Group Totals	12	100%	58%	0%	10	100%	50%	20%
General-Education Students	622	99%	72%	3%	761	99%	64%	1%
Students with Disabilities	244	96%	40%	1%	301	91%	33%	0%
English Proficient	739	99%	67%	3%	923	97%	58%	0%
Limited English Proficient	127	96%	41%	0%	139	94%	34%	0%
Economically Disadvantaged	772	99%	62%	2%	918	97%	55%	0%
Not Disadvantaged	94	97%	71%	5%	144	98%	56%	1%
Migrant								
Not Migrant	866	98%	63%	2%	1062	97%	55%	0%

### NOTES

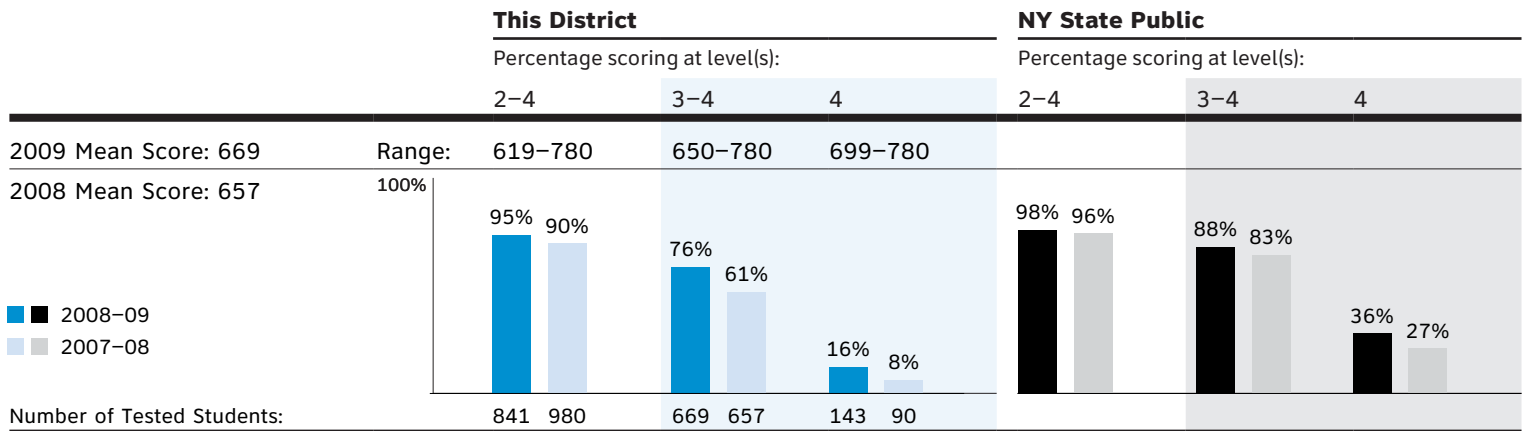
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## Other Assessments

	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	40	38	36	29	9	8	8	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	N/A	N/A	N/A	5	N/A	N/A	N/A

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

## This District's Results in Grade 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
<b>All Students</b>	<b>884</b>	<b>95%</b>	<b>76%</b>	<b>16%</b>	<b>1084</b>	<b>90%</b>	<b>61%</b>	<b>8%</b>
Female	430	96%	77%	17%	539	92%	63%	7%
Male	454	94%	75%	16%	545	88%	58%	9%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	546	95%	73%	14%	666	90%	56%	8%
Hispanic or Latino	316	95%	80%	19%	391	91%	68%	9%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	9	-	-	-
White	9	100%	78%	0%	16	81%	63%	0%
Multiracial	2	-	-	-				
Small Group Totals	13	85%	69%	38%	11	100%	64%	45%
General-Education Students	640	99%	84%	20%	785	95%	71%	11%
Students with Disabilities	244	86%	54%	6%	299	77%	34%	1%
English Proficient	749	96%	78%	17%	930	92%	62%	9%
Limited English Proficient	135	90%	65%	11%	154	83%	55%	3%
Economically Disadvantaged	793	95%	75%	15%	937	91%	61%	8%
Not Disadvantaged	91	97%	78%	23%	147	88%	61%	8%
Migrant								
Not Migrant	884	95%	76%	16%	1084	90%	61%	8%

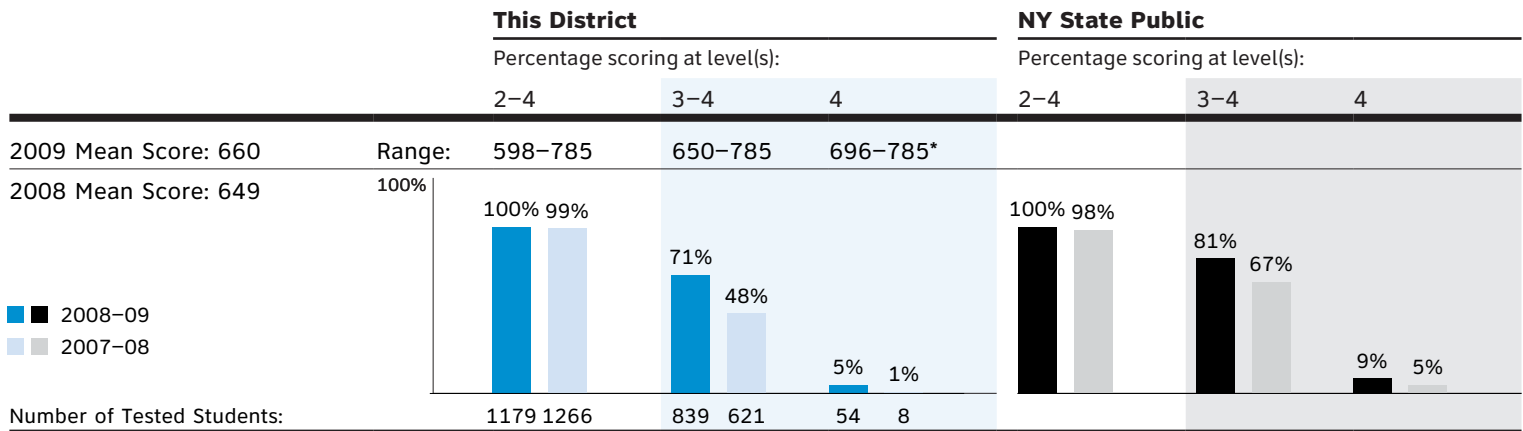
### NOTES

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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	42	42	41	35	9	9	9	5

## 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
<b>All Students</b>	<b>1181</b>	<b>100%</b>	<b>71%</b>	<b>5%</b>	<b>1285</b>	<b>99%</b>	<b>48%</b>	<b>1%</b>
Female	558	100%	77%	6%	595	99%	54%	1%
Male	623	100%	66%	3%	690	98%	43%	1%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	688	100%	68%	3%	730	98%	44%	0%
Hispanic or Latino	445	100%	74%	4%	502	99%	51%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	20%	18	100%	78%	6%
White	33	100%	91%	33%	30	100%	83%	7%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	5	100%	80%	40%	5	100%	60%	20%
General-Education Students	918	100%	80%	6%	996	100%	55%	1%
Students with Disabilities	263	100%	40%	0%	289	94%	24%	0%
English Proficient	1073	100%	74%	5%	1159	99%	51%	1%
Limited English Proficient	108	98%	39%	0%	126	98%	24%	0%
Economically Disadvantaged	1054	100%	71%	4%	1096	98%	49%	1%
Not Disadvantaged	127	100%	70%	6%	189	99%	45%	0%
Migrant								
Not Migrant	1181	100%	71%	5%	1285	99%	48%	1%

### NOTES

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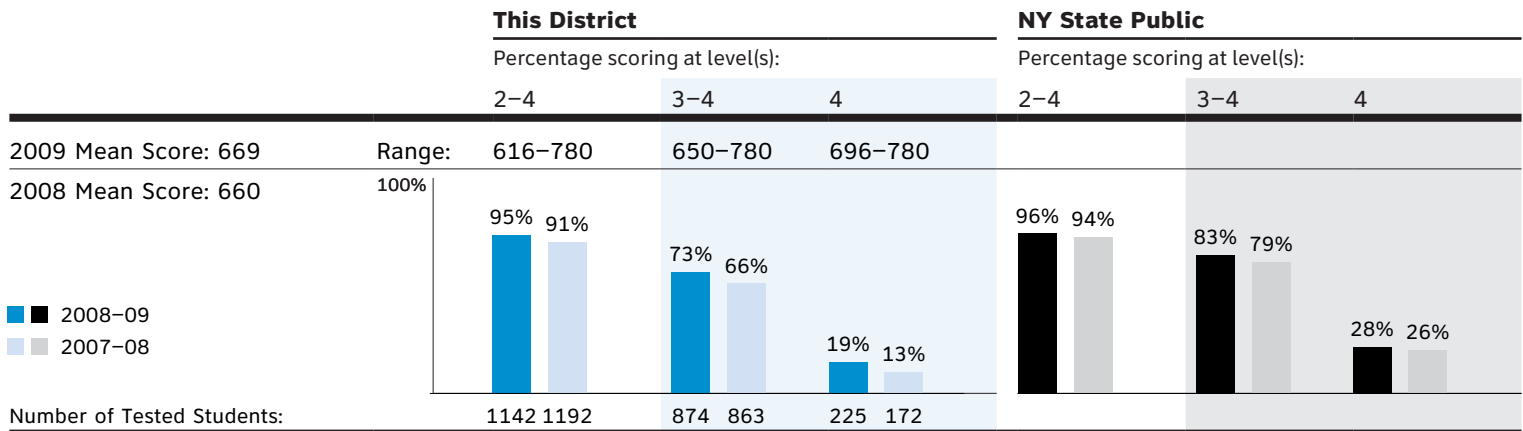
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	18	18	18	16	34	32	31	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	12	N/A	N/A	N/A	7	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
<b>All Students</b>	<b>1198</b>	<b>95%</b>	<b>73%</b>	<b>19%</b>	<b>1309</b>	<b>91%</b>	<b>66%</b>	<b>13%</b>
Female	563	96%	75%	18%	604	93%	69%	16%
Male	635	95%	71%	19%	705	90%	63%	10%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	691	95%	69%	14%	744	89%	61%	9%
Hispanic or Latino	454	97%	77%	22%	512	93%	71%	15%
Asian or Native Hawaiian/Other Pacific Islander	10	80%	80%	40%	18	100%	89%	44%
White	37	92%	86%	65%	30	97%	87%	60%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	100%	67%	17%	5	100%	80%	40%
General-Education Students	936	98%	82%	24%	1020	96%	74%	16%
Students with Disabilities	262	85%	42%	2%	289	74%	38%	3%
English Proficient	1074	96%	74%	20%	1168	92%	67%	14%
Limited English Proficient	124	92%	60%	7%	141	83%	57%	6%
Economically Disadvantaged	1069	96%	74%	19%	1112	91%	67%	13%
Not Disadvantaged	129	91%	64%	15%	197	90%	62%	12%
Migrant								
Not Migrant	1198	95%	73%	19%	1309	91%	66%	13%

### 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	18	18	18	15	32	32	30	25



## 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: 655	600-790	650-790	705-790*			
2008 Mean Score: 647						
Number of Tested Students:	1236	1139	811	615	19	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
<b>All Students</b>	<b>1245</b>	<b>99%</b>	<b>65%</b>	<b>2%</b>	<b>1181</b>	<b>96%</b>	<b>52%</b>	<b>0%</b>
Female	577	100%	71%	1%	576	98%	60%	0%
Male	668	99%	60%	2%	605	95%	44%	0%
American Indian or Alaska Native	1	-	-	-	6	83%	50%	0%
Black or African American	718	99%	61%	1%	710	97%	53%	0%
Hispanic or Latino	473	99%	68%	1%	445	96%	51%	0%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	12	100%	75%	0%
White	30	100%	90%	20%	8	88%	25%	0%
Multiracial	3	-	-	-				
Small Group Totals	24	100%	88%	8%				
General-Education Students	976	100%	74%	2%	905	99%	61%	0%
Students with Disabilities	269	98%	33%	0%	276	88%	22%	0%
English Proficient	1143	100%	68%	2%	1078	97%	55%	0%
Limited English Proficient	102	96%	28%	0%	103	86%	18%	0%
Economically Disadvantaged	1082	99%	65%	2%	996	97%	52%	0%
Not Disadvantaged	163	99%	65%	0%	185	96%	54%	2%
Migrant								
Not Migrant	1245	99%	65%	2%	1181	96%	52%	0%

### NOTES

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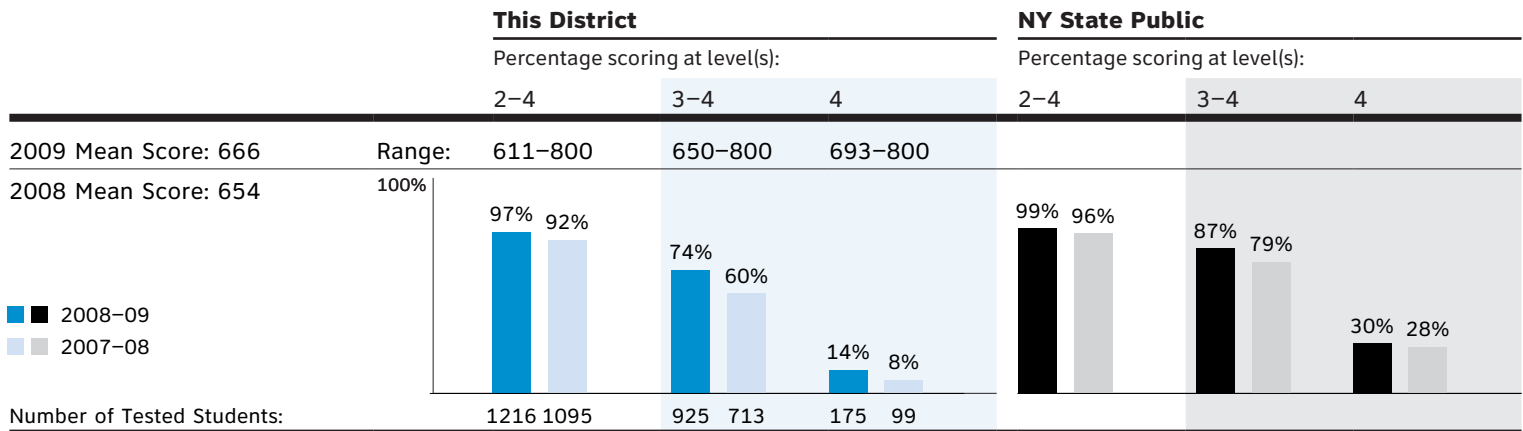
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	37	36	32	28	19	18	18	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	10	N/A	N/A	N/A	6	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1251</b>	<b>97%</b>	<b>74%</b>	<b>14%</b>	<b>1194</b>	<b>92%</b>	<b>60%</b>	<b>8%</b>
Female	584	97%	78%	14%	579	95%	66%	9%
Male	667	97%	71%	14%	615	89%	53%	8%
American Indian or Alaska Native	1	-	-	-	6	67%	50%	17%
Black or African American	715	97%	69%	9%	713	91%	57%	7%
Hispanic or Latino	483	98%	80%	16%	457	92%	63%	9%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	11	100%	100%	27%
White	28	96%	89%	75%	7	86%	43%	0%
Multiracial	3	-	-	-				
Small Group Totals	25	100%	92%	56%				
General-Education Students	987	99%	82%	17%	920	97%	69%	10%
Students with Disabilities	264	90%	45%	2%	274	75%	27%	2%
English Proficient	1137	97%	76%	15%	1078	93%	62%	9%
Limited English Proficient	114	95%	57%	1%	116	81%	42%	1%
Economically Disadvantaged	1090	98%	75%	15%	1006	92%	60%	8%
Not Disadvantaged	161	94%	68%	9%	188	92%	57%	12%
Migrant								
Not Migrant	1251	97%	74%	14%	1194	92%	60%	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 7 Equivalent	38	36	34	20	18	16	13	7

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 646	602-790	650-790	715-790			
2008 Mean Score: 638						
Number of Tested Students:	1133	1119	540	363	10	13

## 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
<b>All Students</b>	<b>1177</b>	<b>96%</b>	<b>46%</b>	<b>1%</b>	<b>1221</b>	<b>92%</b>	<b>30%</b>	<b>1%</b>
Female	573	98%	57%	1%	616	95%	38%	2%
Male	604	95%	36%	1%	605	88%	21%	0%
American Indian or Alaska Native	8	100%	63%	0%	3	-	-	-
Black or African American	699	97%	46%	1%	714	92%	29%	0%
Hispanic or Latino	450	95%	45%	1%	477	92%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	64%	0%	11	-	-	-
White	9	100%	67%	0%	15	73%	20%	7%
Multiracial					1	-	-	-
Small Group Totals					15	93%	60%	7%
General-Education Students	919	98%	54%	1%	971	96%	36%	1%
Students with Disabilities	258	90%	18%	0%	250	74%	6%	0%
English Proficient	1055	98%	50%	1%	1116	94%	32%	1%
Limited English Proficient	122	80%	12%	0%	105	68%	5%	0%
Economically Disadvantaged	996	96%	45%	1%	1002	91%	29%	1%
Not Disadvantaged	181	98%	53%	2%	219	96%	35%	1%
Migrant								
Not Migrant	1177	96%	46%	1%	1221	92%	30%	1%

### NOTES

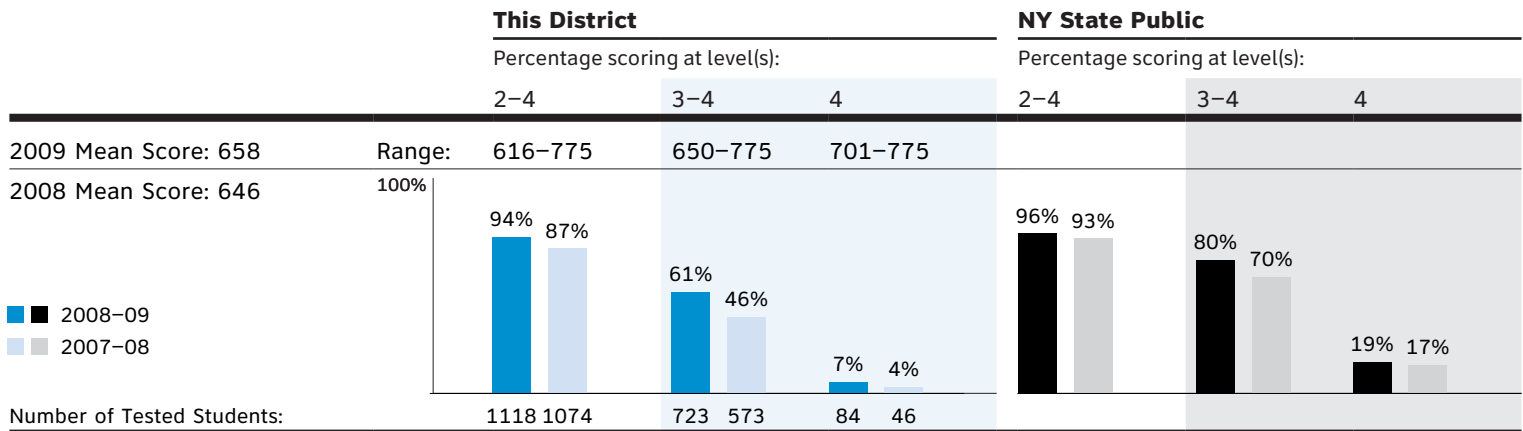
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## Other Assessments

	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	19	18	15	12	21	21	21	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 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
<b>All Students</b>	<b>1187</b>	<b>94%</b>	<b>61%</b>	<b>7%</b>	<b>1236</b>	<b>87%</b>	<b>46%</b>	<b>4%</b>
Female	579	96%	68%	9%	627	90%	52%	5%
Male	608	92%	54%	5%	609	84%	41%	3%
American Indian or Alaska Native	8	-	-	-	3	-	-	-
Black or African American	696	94%	59%	7%	717	85%	41%	2%
Hispanic or Latino	461	94%	63%	7%	489	90%	54%	5%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	18%	11	-	-	-
White	10	100%	60%	0%	15	60%	20%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	9	78%	78%	22%	15	93%	80%	20%
General-Education Students	937	98%	70%	9%	988	92%	54%	5%
Students with Disabilities	250	79%	27%	1%	248	66%	16%	0%
English Proficient	1056	95%	63%	8%	1119	88%	48%	4%
Limited English Proficient	131	89%	48%	2%	117	78%	33%	0%
Economically Disadvantaged	1006	94%	61%	7%	1014	87%	46%	4%
Not Disadvantaged	181	94%	59%	10%	222	87%	48%	4%
Migrant								
Not Migrant	1187	94%	61%	7%	1236	87%	46%	4%

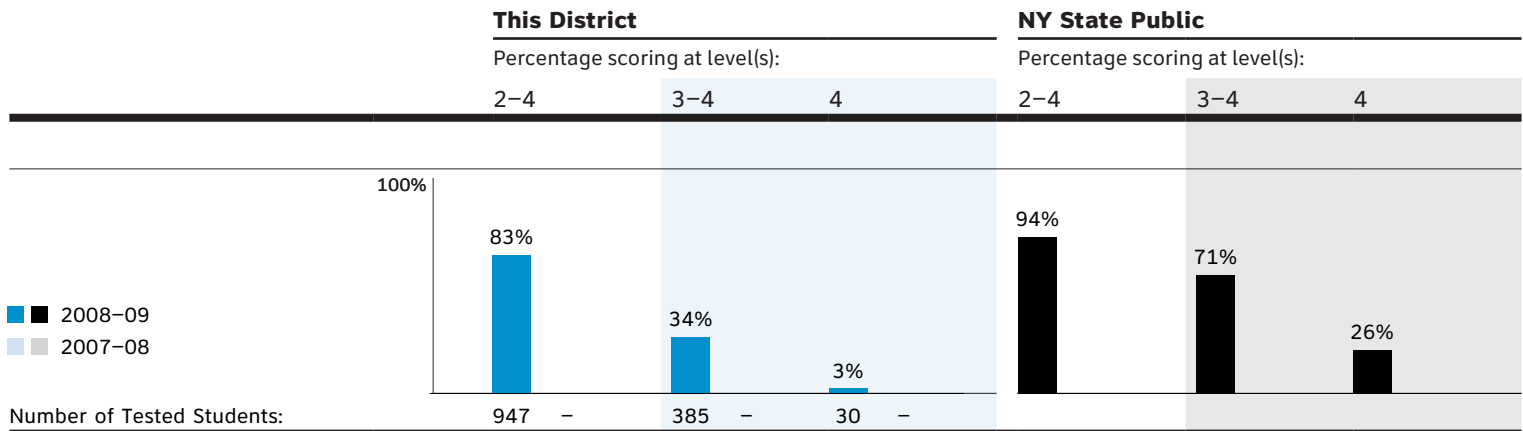
### NOTES

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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	19	16	14	8	21	21	18	11

## 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
<b>All Students</b>	<b>1130</b>	<b>83%</b>	<b>34%</b>	<b>3%</b>	<b>1189</b>	<b>86%</b>	<b>38%</b>	<b>3%</b>
Female	564	86%	35%	2%	604	88%	41%	4%
Male	566	81%	32%	3%	585	83%	36%	3%
American Indian or Alaska Native	8	-	-	-	3	-	-	-
Black or African American	662	82%	32%	2%	680	84%	35%	3%
Hispanic or Latino	440	86%	35%	3%	479	89%	42%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	10%	11	91%	64%	27%
White	9	78%	33%	11%	14	71%	21%	7%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	9	78%	33%	11%	5	80%	60%	0%
General-Education Students	901	88%	38%	3%	953	89%	44%	4%
Students with Disabilities	229	66%	16%	2%	236	72%	17%	1%
English Proficient	1001	85%	36%	3%	1075	87%	40%	3%
Limited English Proficient	129	73%	14%	1%	114	78%	23%	3%
Economically Disadvantaged	956	83%	33%	2%	975	86%	38%	3%
Not Disadvantaged	174	86%	40%	7%	214	86%	41%	4%
Migrant								
Not Migrant	1130	83%	34%	3%	1189	86%	38%	3%

### 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

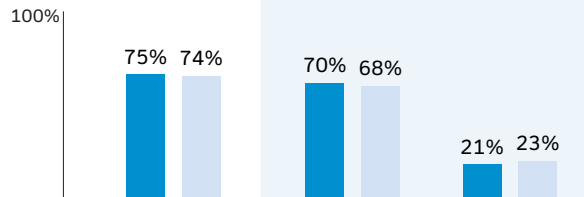
	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	19	17	15	11	21	21	17	13
Regents Science	5	4	3	0	1	-	-	-

## 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

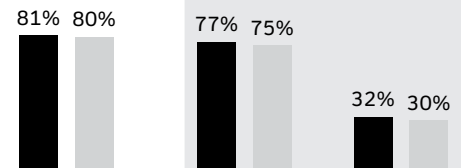


■ 2005 Cohort  
■ 2004 Cohort

### NY State Public

Percentage scoring at level(s):

2-4 3-4 4



## Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>886</b>	<b>75%</b>	<b>70%</b>	<b>21%</b>	<b>806</b>	<b>74%</b>	<b>68%</b>	<b>23%</b>
Female	441	77%	72%	22%	412	79%	73%	25%
Male	445	73%	68%	21%	394	69%	63%	22%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	511	73%	67%	11%	452	71%	63%	12%
Hispanic or Latino	303	74%	71%	24%	270	72%	68%	23%
Asian or Native Hawaiian/Other Pacific Islander	36	97%	94%	89%	37	97%	97%	81%
White	33	–	–	–	38	95%	95%	84%
Multiracial	1	–	–	–	8	–	–	–
Small Group Totals	36	83%	83%	75%	9	89%	89%	89%
General-Education Students	748	84%	80%	25%	703	83%	76%	27%
Students with Disabilities	138	26%	18%	4%	103	14%	12%	1%
English Proficient	859	76%	71%	22%	779	75%	70%	24%
Limited English Proficient	27	44%	26%	4%	27	37%	26%	0%
Economically Disadvantaged	538	74%	69%	13%	471	73%	66%	16%
Not Disadvantaged	348	76%	72%	34%	335	76%	71%	34%
Migrant								
Not Migrant	886	75%	70%	21%	806	74%	68%	23%

### 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			2004 Cohort				
	Number of Students	Number scoring at level(s):		Number of Students	Number scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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

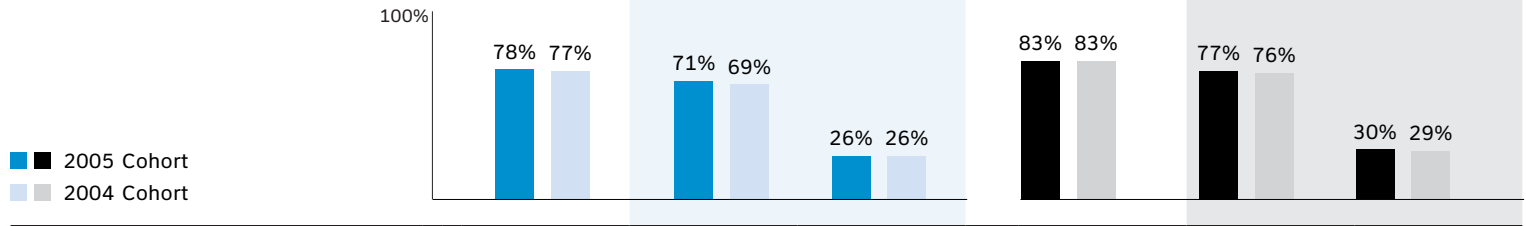
### NY State Public

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
<b>All Students</b>	<b>886</b>	<b>78%</b>	<b>71%</b>	<b>26%</b>	<b>806</b>	<b>77%</b>	<b>69%</b>	<b>26%</b>
Female	441	77%	71%	23%	412	82%	73%	24%
Male	445	79%	71%	29%	394	72%	65%	28%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	511	76%	66%	18%	452	75%	64%	16%
Hispanic or Latino	303	77%	73%	26%	270	74%	69%	25%
Asian or Native Hawaiian/Other Pacific Islander	36	97%	97%	92%	37	97%	97%	78%
White	33	-	-	-	38	95%	95%	82%
Multiracial	1	-	-	-	8	-	-	-
Small Group Totals	36	94%	92%	78%	9	89%	89%	89%
General-Education Students	748	87%	80%	30%	703	86%	78%	29%
Students with Disabilities	138	27%	21%	3%	103	18%	13%	1%
English Proficient	859	79%	73%	27%	779	78%	71%	27%
Limited English Proficient	27	44%	22%	4%	27	41%	26%	0%
Economically Disadvantaged	538	77%	70%	19%	471	77%	66%	18%
Not Disadvantaged	348	79%	73%	36%	335	78%	73%	36%
Migrant								
Not Migrant	886	78%	71%	26%	806	77%	69%	26%

### 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.