



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 9**

District ID **32-09-00-01-0000**

Superintendent **DOLORES ESPOSITO**

Telephone **(718) 842-0138**

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	393	459	465
Kindergarten	2657	2612	2593
Grade 1	3198	3034	2966
Grade 2	2997	2944	2798
Grade 3	2745	2669	2630
Grade 4	2642	2555	2558
Grade 5	2747	2458	2374
Grade 6	2438	2614	2482
Ungraded Elementary	1761	1842	1950
Grade 7	2809	2735	2660
Grade 8	2899	2727	2699
Grade 9	2304	2642	2273
Grade 10	1754	2222	2358
Grade 11	987	1635	1832
Grade 12	623	981	1386
Ungraded Secondary	1005	1254	1482
Total K-12	33566	34924	35041

Average Class Size

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

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	27095	81%	28623	82%	29854	85%
Reduced-Price Lunch	1998	6%	1844	5%	1809	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	7890	24%	8220	24%	8549	24%
Racial/Ethnic Origin						
American Indian or Alaska Native	161	0%	154	0%	135	0%
Black or African American	11458	34%	12005	34%	11875	34%
Hispanic or Latino	21167	63%	21973	63%	22285	64%
Asian or Native Hawaiian/Other Pacific Islander	553	2%	556	2%	510	1%
White	227	1%	236	1%	236	1%
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	1870	6%	1943	6%	2121	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	2640	2781	2802
Percent with No Valid Teaching Certificate	8%	6%	6%
Percent Teaching Out of Certification	14%	14%	13%
Percent with Fewer Than Three Years of Experience	23%	25%	23%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	28%	29%
Total Number of Core Classes	4288	4774	4807
Percent Not Taught by Highly Qualified Teachers	16%	17%	14%
Total Number of Classes	5298	5661	5715
Percent Taught by Teachers Without Appropriate Certification	17%	18%	16%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	28%		26%
Turnover Rate of All Teachers	21%		20%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	0	0

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

$$100 \times [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]$$

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

$$100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]$$

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:

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

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 5)

ELA	Improvement (Year 5)	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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓ ^{SH}	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓ ^{SH}	✓	
Hispanic or Latino	✓	✓		✓ ^{SH}	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		—	—	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✓ ^{SH}	
Limited English Proficient	✓ ^{SH}	✓		✗	✓ ^{SH}	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 4 of 6	✓ 6 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)



Improvement (Year 5)

Accountability Measures

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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 6) 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. [220]

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 (18098:16860)	✓	✓	99%	✓	148	143		
Ethnicity								
American Indian or Alaska Native (73:67)	✓	✓	96%	✓	166	132		
Black or African American (5921:5543)	✓	✓	99%	✓	151	143		
Hispanic or Latino (11727:10896)	✓	✓	99%	✓	146	143		
Asian or Native Hawaiian/Other Pacific Islander (265:251)	✓	✓	100%	✓	171	137		
White (87:81)	✓	✓	99%	✓	147	133		
Multiracial (25:22)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (4265:3942)	✓ ^{SH}	✓	97%	✓ ^{SH}	116	142	104	124
Limited English Proficient ⁵ (4627:4879)	✓ ^{SH}	✓	99%	✓ ^{SH}	130	142	117	137
Economically Disadvantaged (16780:15673)	✓	✓	99%	✓	148	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 for This Subject (2009–10)



Good Standing

Accountability Measures

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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 (18129:16905)	✓	✓	99%	✓	168	118	
Ethnicity							
American Indian or Alaska Native (76:67)	✓	✓	95%	✓	182	107	
Black or African American (5903:5486)	✓	✓	99%	✓	167	118	
Hispanic or Latino (11769:10999)	✓	✓	99%	✓	167	118	
Asian or Native Hawaiian/Other Pacific Islander (263:253)	✓	✓	100%	✓	188	112	
White (94:78)	✓	✓	98%	✓	171	108	
Multiracial (24:22)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (4253:3890)	✓	✓	97%	✓	135	117	
Limited English Proficient ⁵ (4670:5102)	✓	✓	99%	✓	160	117	
Economically Disadvantaged (16793:15716)	✓	✓	99%	✓	168	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 (6095:5493)		Qualified		96%		139	100	
Ethnicity								
American Indian or Alaska Native (38:36)		Qualified	–	–		153	100	
Black or African American (1946:1749)		Qualified		95%		138	100	
Hispanic or Latino (3977:3591)		Qualified		96%		138	100	
Asian or Native Hawaiian/Other Pacific Islander (94:87)		Qualified		99%		164	100	
White (34:26)		–	–	–	–	–	–	–
Multiracial (6:4)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (1362:1162)		Qualified		91%		114	100	
Limited English Proficient ⁴ (1550:1589)		Qualified		96%		124	100	
Economically Disadvantaged (5619:5098)		Qualified		96%		138	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)



Improvement (Year 5)

Accountability Measures

4 of 6

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 6) 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. [220]

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 (1457:1491)	✓ ^{SH}	✓	99%	✓ ^{SH}	166	168	157	169
Ethnicity								
American Indian or Alaska Native (5:6)	—	—	—	—	—	—	—	—
Black or African American (579:610)	✓ ^{SH}	✓	99%	✓ ^{SH}	166	167	158	169
Hispanic or Latino (823:838)	✓ ^{SH}	✓	99%	✓ ^{SH}	164	167	155	168
Asian or Native Hawaiian/Other Pacific Islander (35:22)	—	—	—	—	—	—	—	—
White (11:13)	—	—	—	—	—	—	—	—
Multiracial (4:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (225:218)	✗	✗	93%	✓ ^{SH}	107	163	101	116
Limited English Proficient ⁵ (137:166)	✗	✓	97%	✗	137	163	138	143
Economically Disadvantaged (1228:1253)	✓	✓	99%	✓	168	168		
Final AYP Determination	✗ 4 of 6							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in mathematics



Made AYP

Prospective Status

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (1457:1491)	✓	✓	99%	✓	166	163		
Ethnicity								
American Indian or Alaska Native (5:6)	—	—	—	—	—	—		—
Black or African American (579:610)	✓	✓	100%	✓	164	162		
Hispanic or Latino (823:838)	✓	✓	99%	✓	167	162		
Asian or Native Hawaiian/Other Pacific Islander (35:22)	—	—	—	—	—	—		—
White (11:13)	—	—	—	—	—	—		—
Multiracial (4:2)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (128:218)	✓ ^{SH}	✓	96%	✓ ^{SH}	111	158	105	120
Limited English Proficient ⁵ (137:166)	✓ ^{SH}	✓	97%	✓ ^{SH}	144	158	142	150
Economically Disadvantaged (1228:1253)	✓	✓	99%	✓	169	163		
Final AYP Determination	✓ 6 of 6							

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		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (1380) 			61%	55%		
Ethnicity						
American Indian or Alaska Native (11)		–	–	–		
Black or African American (585)			65%	55%		
Hispanic or Latino (724)			57%	55%		
Asian or Native Hawaiian/Other Pacific Islander (35)			77%	55%		
White (22)		–	–	–		
Multiracial (3)						
Other Groups		–	–	–		
Students with Disabilities (261)			24%	55%	15%	25%
Limited English Proficient ² (203)			54%	55%	41%	55%
Economically Disadvantaged (1144)			64%	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 # 9







District ID 32-09-00-01-0000

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	52%			2910
Grade 4	56%			2840
Grade 5	56%			2689
Grade 6	56%			2831
Grade 7	54%			2979
Grade 8	39%			2967

Mathematics

Grade 3	87%		2975
Grade 4	77%		2889
Grade 5	72%		2750
Grade 6	65%		2909
Grade 7	69%		3070
Grade 8	63%		3057

Science

Grade 4	71%		2843
Grade 8	32%		2866

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	69%			1719
Mathematics	67%			1719

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.

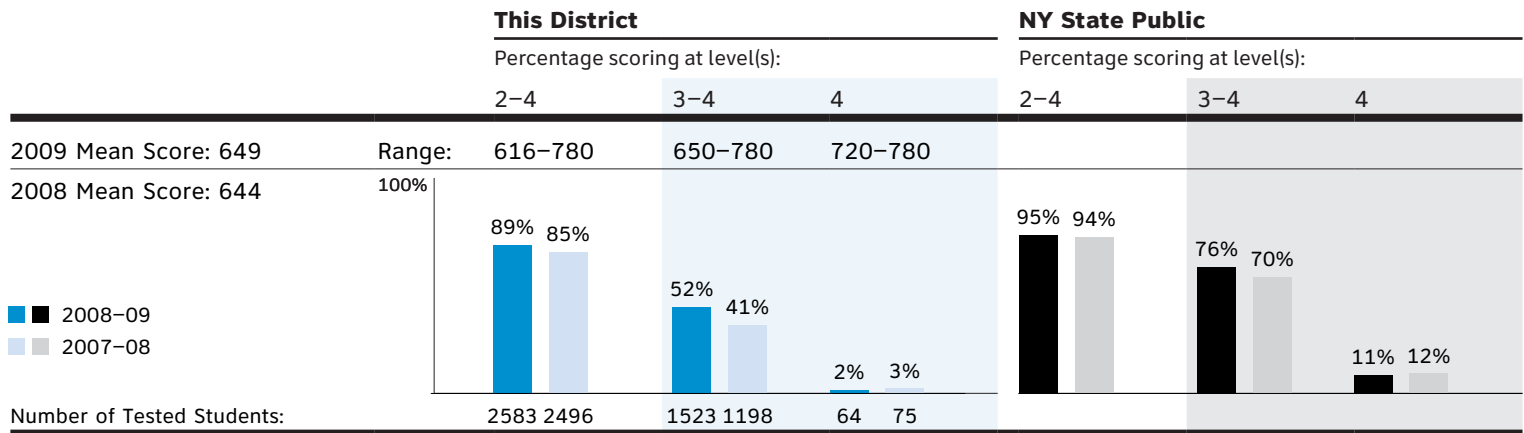
In this section, this district's performance is compared with that of public schools statewide.

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	2910	89%	52%	2%	2937	85%	41%	3%
Female	1380	93%	58%	3%	1429	89%	45%	3%
Male	1530	85%	47%	2%	1508	81%	37%	2%
American Indian or Alaska Native	9	100%	78%	22%	23	96%	52%	0%
Black or African American	1010	89%	55%	2%	951	86%	43%	4%
Hispanic or Latino	1815	88%	51%	2%	1897	84%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	49	100%	65%	8%	48	94%	63%	8%
White	16	88%	25%	0%	16	—	—	—
Multiracial	11	100%	64%	0%	2	—	—	—
Small Group Totals					18	89%	56%	6%
General-Education Students	2249	94%	60%	3%	2309	91%	47%	3%
Students with Disabilities	661	70%	27%	1%	628	62%	16%	1%
English Proficient	2118	92%	58%	3%	2114	88%	48%	3%
Limited English Proficient	792	80%	38%	1%	823	77%	23%	1%
Economically Disadvantaged	2786	89%	52%	2%	2832	85%	40%	3%
Not Disadvantaged	124	90%	53%	1%	105	86%	51%	4%
Migrant								
Not Migrant	2910	89%	52%	2%	2937	85%	41%	3%

NOTES

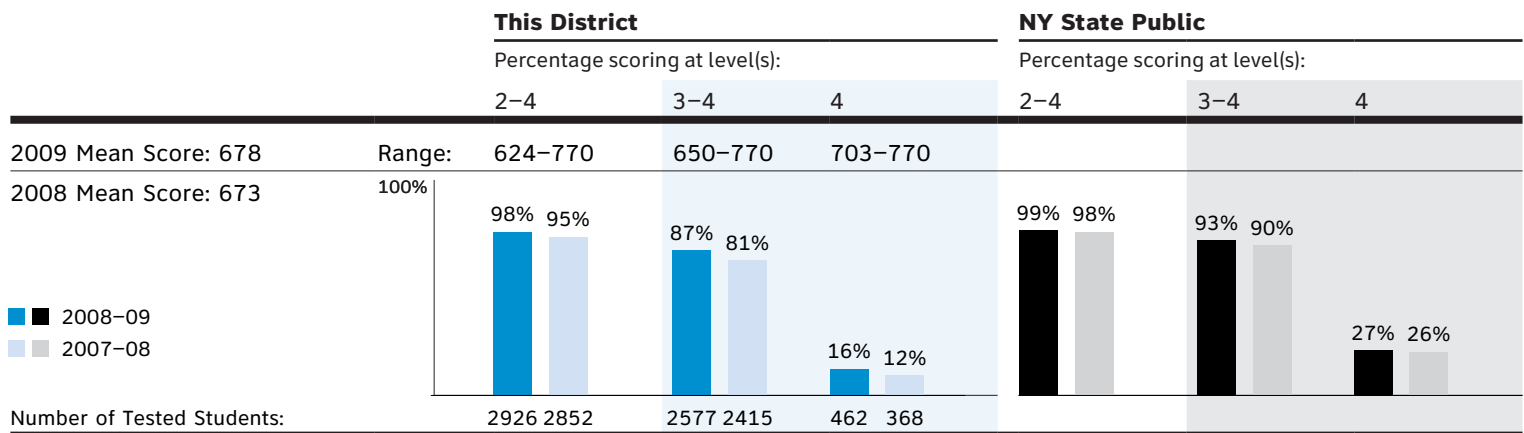
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	45	44	41	38	47	44	44	36
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	59	N/A	N/A	N/A	23	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	2975	98%	87%	16%	2990	95%	81%	12%
Female	1416	99%	89%	17%	1461	97%	83%	13%
Male	1559	98%	85%	15%	1529	94%	79%	11%
American Indian or Alaska Native	12	100%	100%	17%	24	100%	83%	4%
Black or African American	1005	99%	86%	16%	967	94%	77%	13%
Hispanic or Latino	1880	98%	87%	15%	1935	96%	82%	12%
Asian or Native Hawaiian/Other Pacific Islander	50	100%	96%	26%	46	100%	100%	30%
White	18	100%	72%	0%	16	—	—	—
Multiracial	10	100%	100%	50%	2	—	—	—
Small Group Totals					18	89%	72%	11%
General-Education Students	2315	99%	91%	18%	2360	98%	87%	15%
Students with Disabilities	660	95%	72%	7%	630	84%	59%	3%
English Proficient	2113	99%	89%	18%	2131	95%	82%	15%
Limited English Proficient	862	97%	81%	10%	859	95%	78%	6%
Economically Disadvantaged	2842	98%	87%	16%	2875	95%	81%	12%
Not Disadvantaged	133	98%	86%	16%	115	94%	80%	12%
Migrant								
Not Migrant	2975	98%	87%	16%	2990	95%	81%	12%

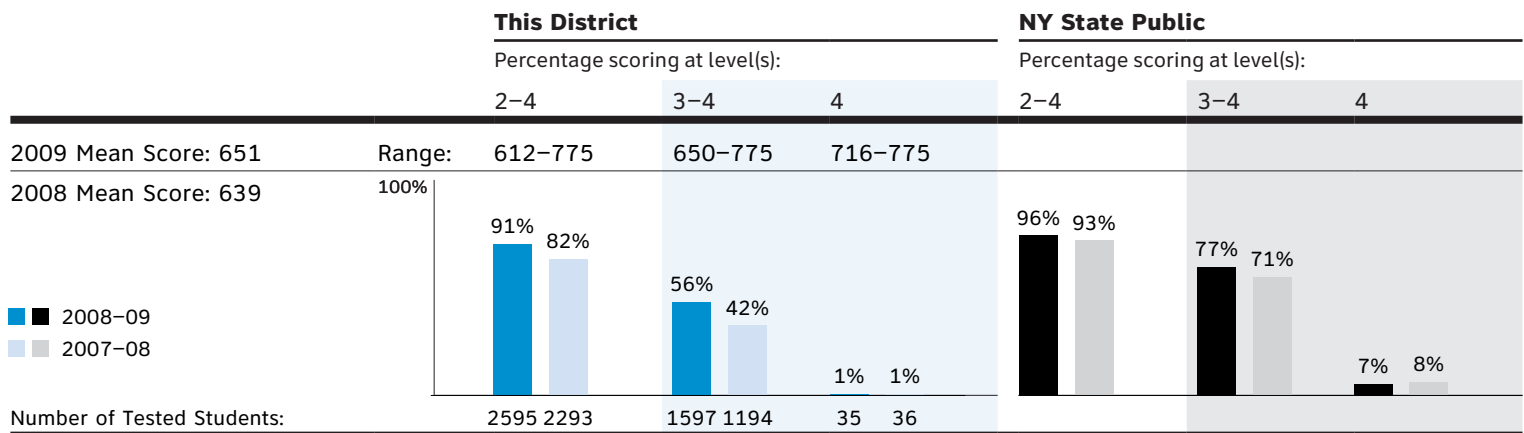
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	45	44	42	34	46	46	42	26

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	2840	91%	56%	1%	2812	82%	42%	1%
Female	1393	94%	61%	1%	1362	88%	49%	2%
Male	1447	89%	52%	1%	1450	75%	36%	1%
American Indian or Alaska Native	20	100%	65%	5%	6	—	—	—
Black or African American	919	92%	58%	2%	926	82%	45%	1%
Hispanic or Latino	1839	91%	54%	1%	1816	81%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	43	98%	79%	14%	46	87%	46%	2%
White	15	—	—	—	14	79%	57%	0%
Multiracial	4	—	—	—	4	—	—	—
Small Group Totals	19	95%	58%	0%	10	80%	40%	0%
General-Education Students	2197	97%	65%	2%	2173	89%	49%	2%
Students with Disabilities	643	73%	26%	0%	639	55%	19%	0%
English Proficient	2062	93%	62%	2%	2069	85%	50%	2%
Limited English Proficient	778	86%	40%	0%	743	72%	23%	0%
Economically Disadvantaged	2721	91%	56%	1%	2706	82%	42%	1%
Not Disadvantaged	119	91%	53%	0%	106	74%	46%	2%
Migrant								
Not Migrant	2840	91%	56%	1%	2812	82%	42%	1%

NOTES

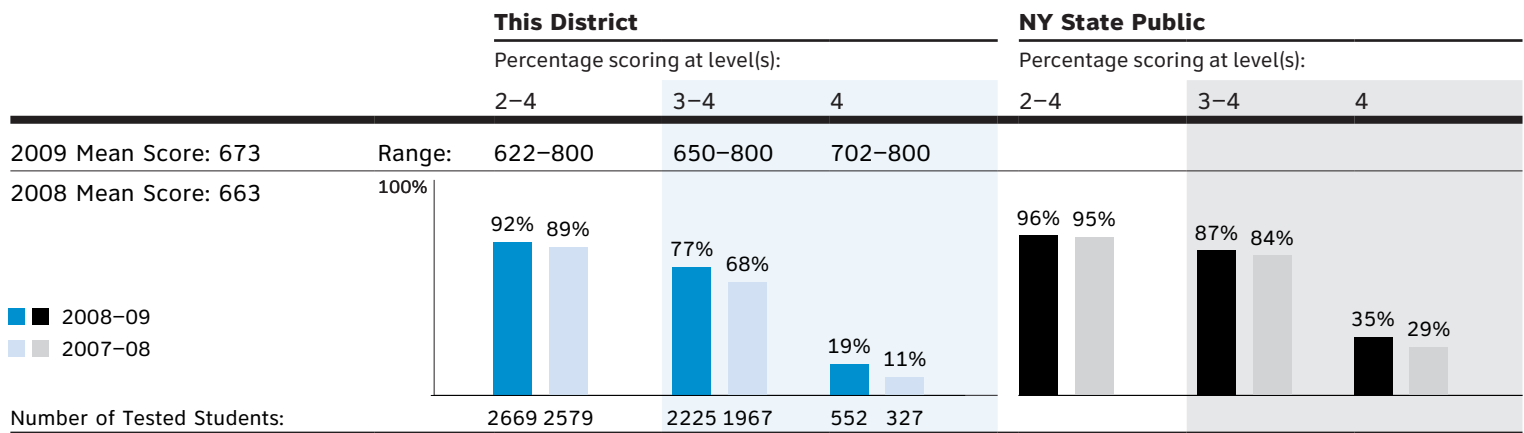
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Other Assessments

	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 4 Equivalent	53	52	47	34	31	30	23	20
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	57	N/A	N/A	N/A	42	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	2889	92%	77%	19%	2884	89%	68%	11%
Female	1418	93%	77%	18%	1398	92%	70%	11%
Male	1471	92%	77%	20%	1486	87%	67%	11%
American Indian or Alaska Native	20	95%	85%	25%	6	—	—	—
Black or African American	925	92%	76%	19%	945	87%	66%	10%
Hispanic or Latino	1882	92%	77%	18%	1869	90%	69%	12%
Asian or Native Hawaiian/Other Pacific Islander	43	100%	95%	49%	47	91%	81%	30%
White	15	—	—	—	13	85%	77%	8%
Multiracial	4	—	—	—	4	—	—	—
Small Group Totals	19	95%	84%	26%	10	80%	50%	20%
General-Education Students	2253	96%	83%	23%	2243	94%	76%	13%
Students with Disabilities	636	79%	55%	6%	641	72%	42%	4%
English Proficient	2048	94%	80%	22%	2091	91%	71%	14%
Limited English Proficient	841	89%	70%	11%	793	85%	60%	4%
Economically Disadvantaged	2763	92%	77%	19%	2769	90%	68%	11%
Not Disadvantaged	126	92%	78%	13%	115	84%	64%	15%
Migrant								
Not Migrant	2889	92%	77%	19%	2884	89%	68%	11%

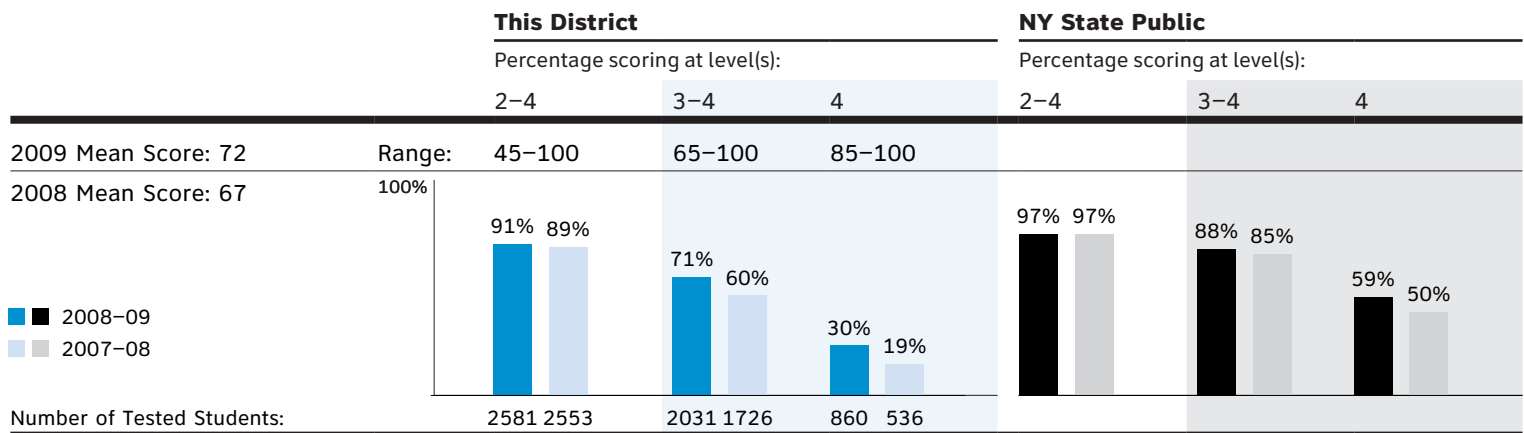
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Other Assessments

	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	54	54	48	32	32	32	28	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	2843	91%	71%	30%	2873	89%	60%	19%
Female	1402	91%	70%	31%	1392	90%	63%	20%
Male	1441	91%	73%	29%	1481	87%	58%	17%
American Indian or Alaska Native	20	95%	90%	40%	6	—	—	—
Black or African American	896	92%	74%	31%	939	89%	61%	21%
Hispanic or Latino	1865	90%	69%	29%	1866	89%	59%	17%
Asian or Native Hawaiian/Other Pacific Islander	44	95%	86%	64%	46	78%	59%	37%
White	14	—	—	—	12	92%	83%	17%
Multiracial	4	—	—	—	4	—	—	—
Small Group Totals	18	94%	72%	33%	10	90%	70%	30%
General-Education Students	2237	93%	75%	34%	2238	92%	65%	22%
Students with Disabilities	606	83%	58%	15%	635	79%	44%	7%
English Proficient	2008	94%	77%	36%	2071	92%	66%	23%
Limited English Proficient	835	83%	57%	17%	802	80%	45%	8%
Economically Disadvantaged	2718	91%	71%	30%	2758	89%	61%	19%
Not Disadvantaged	125	96%	78%	35%	115	88%	50%	13%
Migrant								
Not Migrant	2843	91%	71%	30%	2873	89%	60%	19%

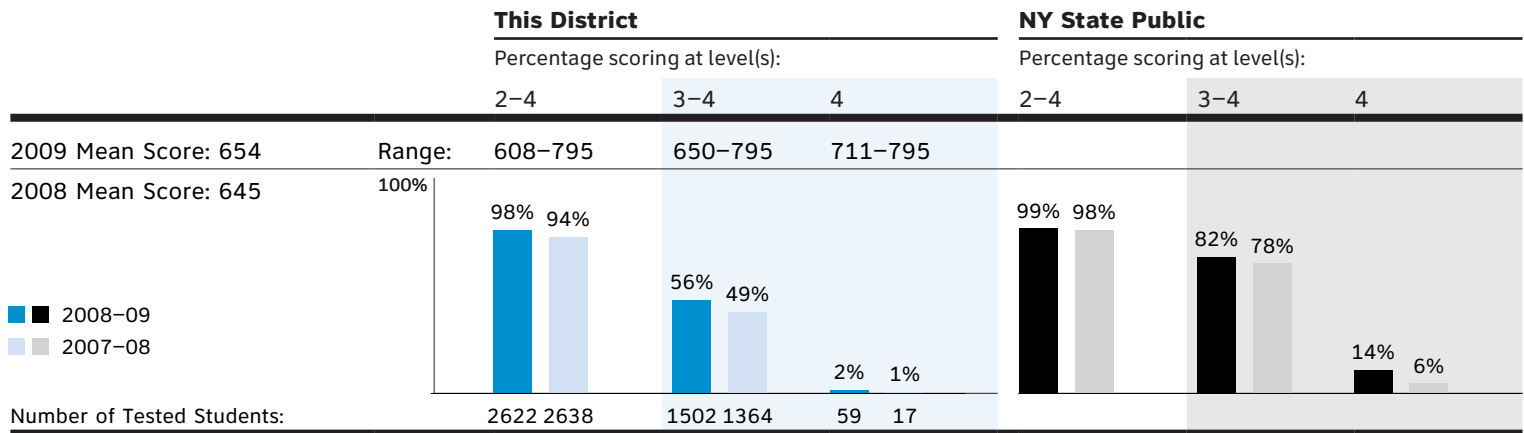
NOTES

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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	53	51	51	42	31	31	31	25

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2689	98%	56%	2%	2807	94%	49%	1%
Female	1300	99%	59%	2%	1320	96%	52%	1%
Male	1389	96%	53%	2%	1487	92%	46%	1%
American Indian or Alaska Native	6	100%	67%	0%	10	—	—	—
Black or African American	874	98%	56%	2%	904	95%	51%	1%
Hispanic or Latino	1758	97%	55%	2%	1831	93%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	71%	0%	48	100%	58%	2%
White	11	100%	55%	9%	13	100%	54%	0%
Multiracial	6	100%	33%	0%	1	—	—	—
Small Group Totals					11	91%	55%	0%
General-Education Students	2059	99%	63%	3%	2132	98%	56%	1%
Students with Disabilities	630	93%	32%	1%	675	83%	24%	0%
English Proficient	2001	99%	63%	3%	2089	97%	57%	1%
Limited English Proficient	688	94%	35%	0%	718	86%	24%	0%
Economically Disadvantaged	2564	98%	56%	2%	2691	94%	49%	1%
Not Disadvantaged	125	96%	58%	2%	116	92%	48%	0%
Migrant								
Not Migrant	2689	98%	56%	2%	2807	94%	49%	1%

NOTES

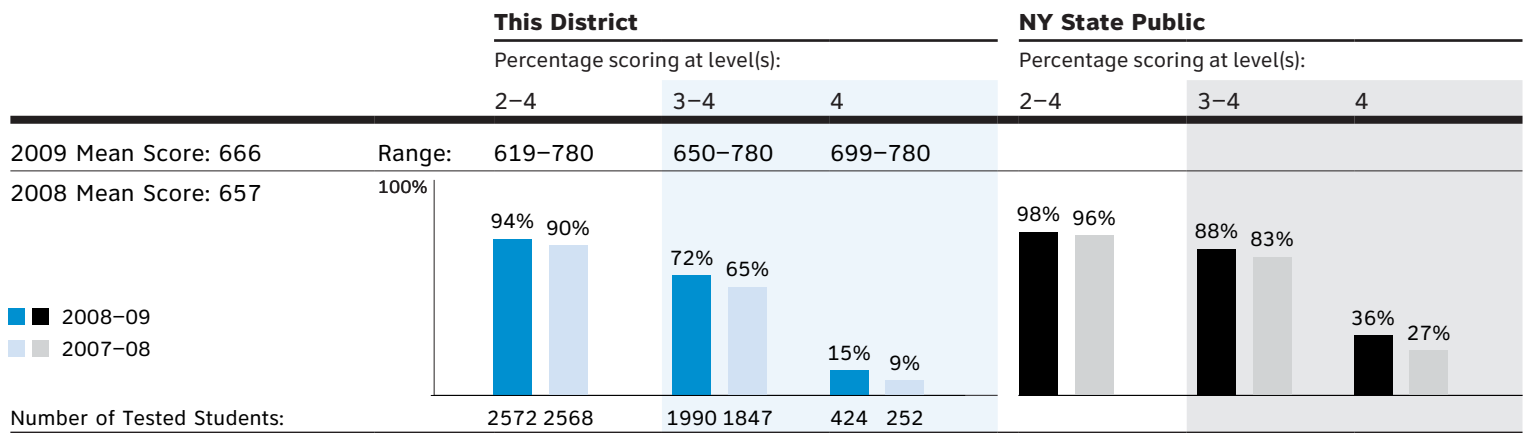
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Other Assessments

	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 5 Equivalent	41	40	38	21	34	34	30	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	56	N/A	N/A	N/A	30	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	2750	94%	72%	15%	2861	90%	65%	9%
Female	1331	95%	75%	16%	1352	91%	66%	9%
Male	1419	92%	70%	14%	1509	88%	63%	9%
American Indian or Alaska Native	7	100%	71%	14%	10	—	—	—
Black or African American	878	93%	72%	14%	909	90%	65%	8%
Hispanic or Latino	1813	94%	72%	16%	1879	89%	64%	9%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	82%	32%	49	94%	76%	29%
White	11	82%	64%	9%	13	92%	54%	0%
Multiracial	7	100%	57%	14%	1	—	—	—
Small Group Totals					11	100%	73%	18%
General-Education Students	2118	96%	79%	18%	2194	94%	72%	11%
Students with Disabilities	632	84%	51%	6%	667	75%	42%	2%
English Proficient	2000	96%	77%	19%	2095	92%	69%	11%
Limited English Proficient	750	88%	59%	7%	766	83%	51%	3%
Economically Disadvantaged	2621	94%	72%	15%	2735	90%	65%	9%
Not Disadvantaged	129	88%	70%	17%	126	82%	56%	8%
Migrant								
Not Migrant	2750	94%	72%	15%	2861	90%	65%	9%

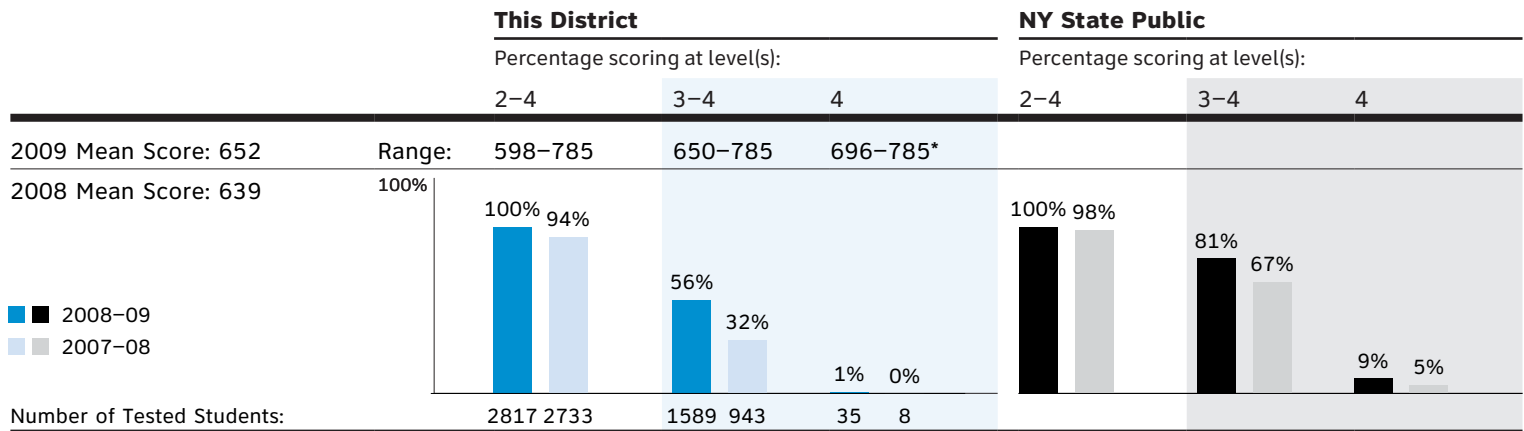
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Other Assessments

	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	41	40	38	23	35	35	30	18

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	2831	100%	56%	1%	2915	94%	32%	0%
Female	1351	100%	64%	2%	1399	96%	37%	0%
Male	1480	99%	49%	1%	1516	92%	28%	0%
American Indian or Alaska Native	9	-	-	-	7	-	-	-
Black or African American	935	100%	57%	1%	979	96%	35%	1%
Hispanic or Latino	1834	99%	55%	1%	1873	93%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	42	100%	71%	5%	40	100%	55%	0%
White	10	100%	40%	0%	15	87%	47%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	10	100%	100%	0%	8	88%	13%	0%
General-Education Students	2167	100%	65%	2%	2230	97%	39%	0%
Students with Disabilities	664	98%	28%	0%	685	83%	10%	0%
English Proficient	2171	100%	64%	2%	2282	96%	39%	0%
Limited English Proficient	660	99%	29%	0%	633	84%	9%	0%
Economically Disadvantaged	2608	100%	57%	1%	2728	94%	33%	0%
Not Disadvantaged	223	99%	51%	2%	187	90%	28%	1%
Migrant								
Not Migrant	2831	100%	56%	1%	2915	94%	32%	0%

NOTES

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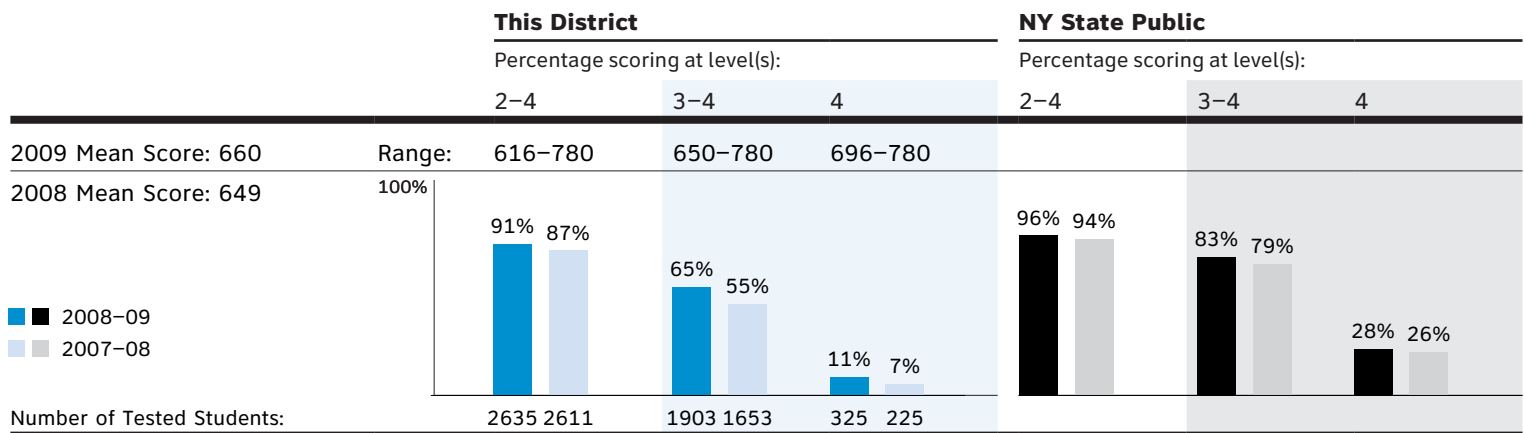
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	44	44	43	35	43	41	34	23
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	75	N/A	N/A	N/A	54	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	2909	91%	65%	11%	3017	87%	55%	7%
Female	1388	93%	69%	12%	1448	89%	57%	8%
Male	1521	89%	62%	10%	1569	84%	53%	7%
American Indian or Alaska Native	10	—	—	—	7	—	—	—
Black or African American	937	91%	65%	10%	1005	86%	55%	7%
Hispanic or Latino	1907	90%	65%	11%	1948	87%	54%	7%
Asian or Native Hawaiian/Other Pacific Islander	42	95%	79%	38%	41	90%	76%	20%
White	12	83%	42%	0%	15	87%	53%	0%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	11	100%	91%	9%	8	63%	50%	0%
General-Education Students	2248	96%	74%	14%	2322	93%	63%	9%
Students with Disabilities	661	73%	37%	3%	695	65%	26%	1%
English Proficient	2171	94%	70%	14%	2307	89%	60%	9%
Limited English Proficient	738	82%	51%	4%	710	77%	36%	2%
Economically Disadvantaged	2683	91%	66%	11%	2821	87%	55%	7%
Not Disadvantaged	226	88%	61%	9%	196	83%	49%	7%
Migrant								
Not Migrant	2909	91%	65%	11%	3017	87%	55%	7%

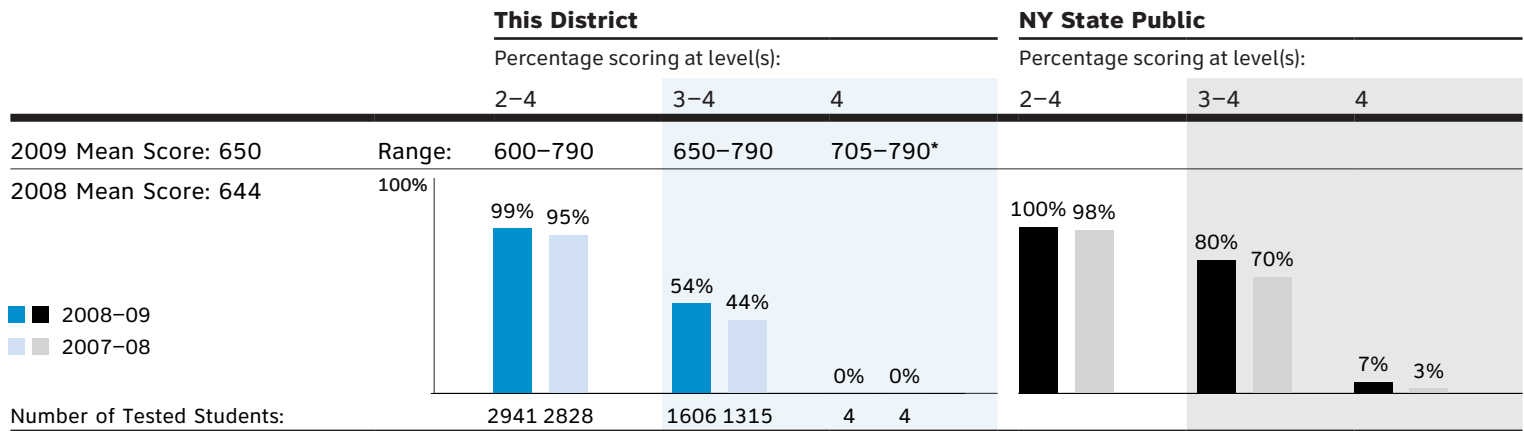
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Other Assessments

	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	44	44	43	37	43	43	42	32

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2979	99%	54%	0%	2976	95%	44%	0%
Female	1458	99%	58%	0%	1487	97%	50%	0%
Male	1521	99%	50%	0%	1489	93%	39%	0%
American Indian or Alaska Native	5	—	—	—	18	100%	39%	0%
Black or African American	998	99%	57%	0%	954	96%	46%	0%
Hispanic or Latino	1917	98%	52%	0%	1933	94%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	40	100%	75%	0%	53	98%	58%	0%
White	17	94%	71%	0%	17	—	—	—
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	7	100%	57%	0%	18	89%	56%	0%
General-Education Students	2301	100%	62%	0%	2379	97%	51%	0%
Students with Disabilities	678	95%	26%	0%	597	85%	19%	0%
English Proficient	2359	99%	63%	0%	2393	97%	51%	0%
Limited English Proficient	620	96%	20%	0%	583	85%	15%	0%
Economically Disadvantaged	2686	99%	54%	0%	2763	95%	44%	0%
Not Disadvantaged	293	99%	53%	0%	213	92%	46%	0%
Migrant								
Not Migrant	2979	99%	54%	0%	2976	95%	44%	0%

NOTES

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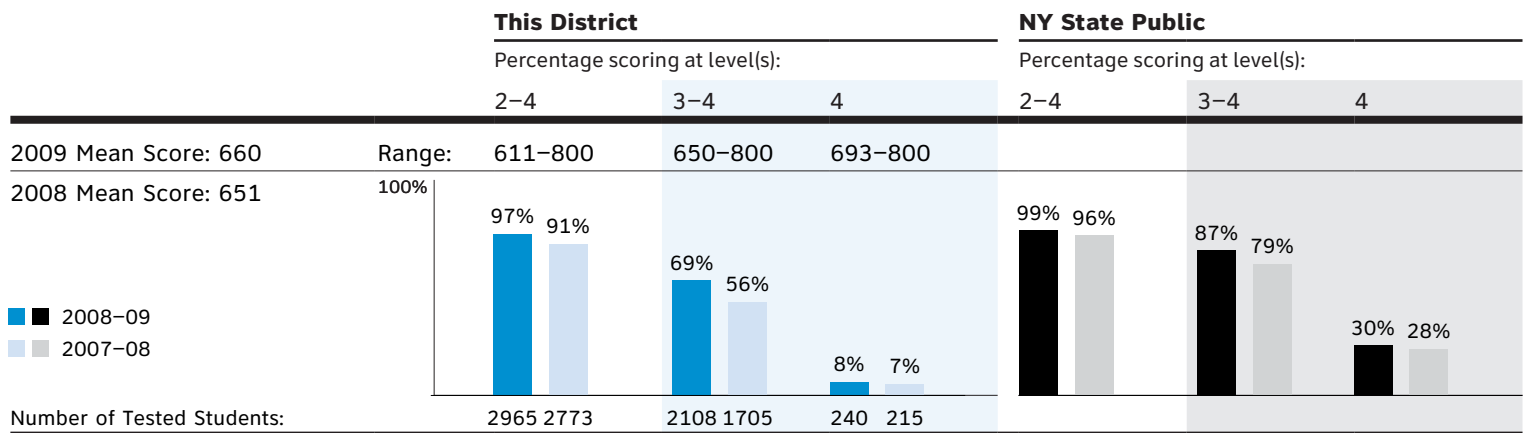
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	43	43	40	37	40	39	30	27
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	75	N/A	N/A	N/A	38	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	3070	97%	69%	8%	3064	91%	56%	7%
Female	1505	97%	71%	7%	1526	93%	59%	7%
Male	1565	96%	67%	8%	1538	88%	52%	7%
American Indian or Alaska Native	4	—	—	—	18	100%	50%	0%
Black or African American	1012	97%	68%	7%	965	90%	53%	7%
Hispanic or Latino	1994	96%	68%	8%	2012	91%	56%	7%
Asian or Native Hawaiian/Other Pacific Islander	41	98%	88%	29%	52	96%	81%	27%
White	17	94%	76%	6%	16	—	—	—
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	6	100%	50%	0%	17	94%	65%	6%
General-Education Students	2386	99%	77%	10%	2451	95%	63%	8%
Students with Disabilities	684	89%	38%	2%	613	71%	25%	1%
English Proficient	2376	97%	74%	10%	2418	93%	59%	9%
Limited English Proficient	694	94%	51%	1%	646	82%	43%	1%
Economically Disadvantaged	2769	97%	69%	8%	2844	91%	56%	7%
Not Disadvantaged	301	95%	65%	8%	220	84%	48%	7%
Migrant								
Not Migrant	3070	97%	69%	8%	3064	91%	56%	7%

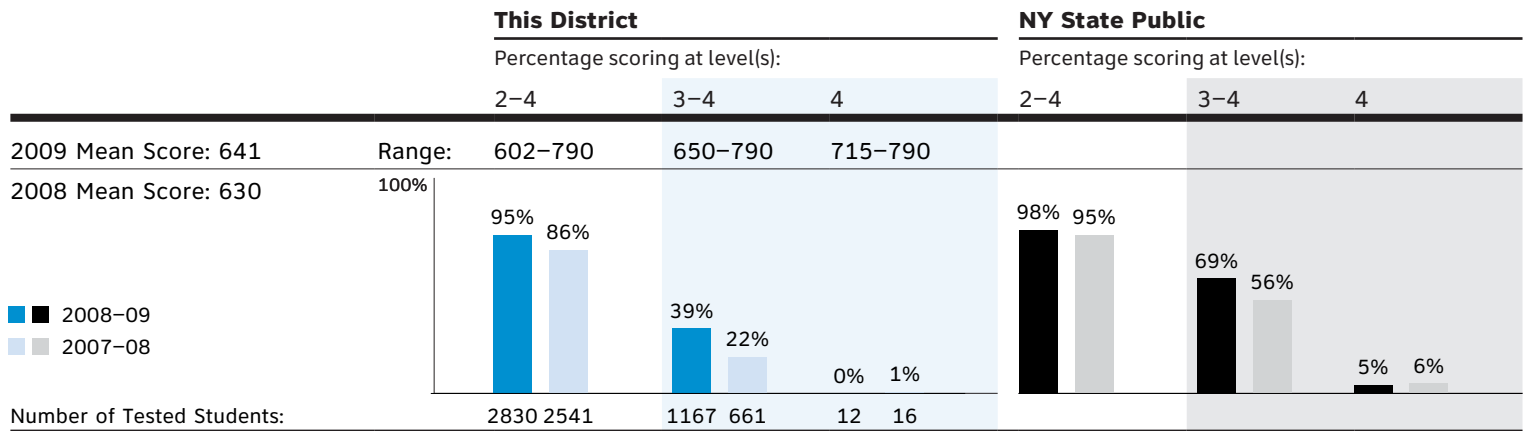
NOTES

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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	43	40	39	25	40	30	27	21

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	2967	95%	39%	0%	2971	86%	22%	1%
Female	1487	97%	44%	0%	1462	89%	28%	1%
Male	1480	93%	34%	0%	1509	82%	17%	0%
American Indian or Alaska Native	17	88%	41%	0%	21	—	—	—
Black or African American	973	97%	40%	0%	980	89%	23%	0%
Hispanic or Latino	1913	95%	39%	0%	1893	84%	21%	1%
Asian or Native Hawaiian/Other Pacific Islander	48	96%	56%	2%	50	90%	42%	4%
White	16	94%	50%	0%	23	83%	30%	0%
Multiracial					4	—	—	—
Small Group Totals					25	88%	24%	0%
General-Education Students	2381	98%	46%	1%	2373	92%	27%	1%
Students with Disabilities	586	84%	14%	0%	598	59%	5%	0%
English Proficient	2377	98%	47%	1%	2425	91%	27%	1%
Limited English Proficient	590	86%	8%	0%	546	62%	3%	0%
Economically Disadvantaged	2680	96%	39%	0%	2722	86%	22%	0%
Not Disadvantaged	287	92%	40%	1%	249	81%	20%	1%
Migrant								
Not Migrant	2967	95%	39%	0%	2971	86%	22%	1%

NOTES

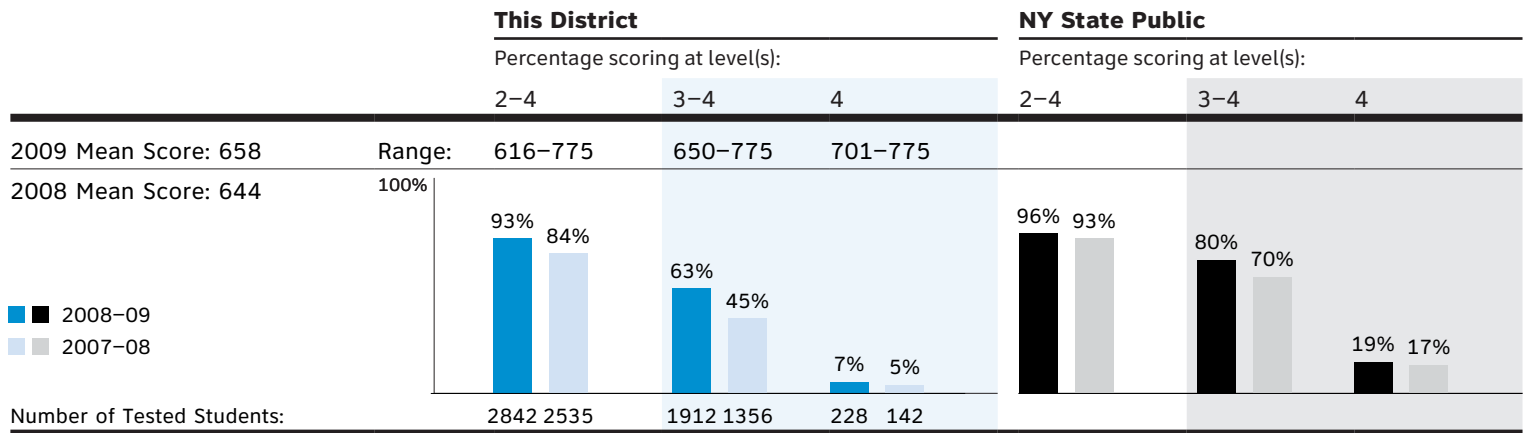
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Other Assessments

	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	41	40	38	33	60	58	52	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	73	N/A	N/A	N/A	44	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	3057	93%	63%	7%	3025	84%	45%	5%
Female	1532	94%	66%	8%	1494	87%	47%	5%
Male	1525	92%	59%	7%	1531	81%	42%	5%
American Indian or Alaska Native	16	100%	69%	0%	22	—	—	—
Black or African American	984	93%	61%	6%	982	81%	41%	4%
Hispanic or Latino	1991	93%	63%	7%	1945	85%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	48	98%	85%	38%	50	98%	62%	18%
White	18	100%	78%	6%	23	70%	30%	9%
Multiracial					3	—	—	—
Small Group Totals					25	80%	44%	12%
General-Education Students	2465	96%	70%	9%	2431	91%	52%	6%
Students with Disabilities	592	78%	31%	1%	594	56%	16%	1%
English Proficient	2384	94%	66%	9%	2415	85%	47%	5%
Limited English Proficient	673	88%	50%	2%	610	78%	34%	2%
Economically Disadvantaged	2757	93%	63%	8%	2774	84%	45%	5%
Not Disadvantaged	300	90%	56%	6%	251	78%	39%	5%
Migrant								
Not Migrant	3057	93%	63%	7%	3025	84%	45%	5%

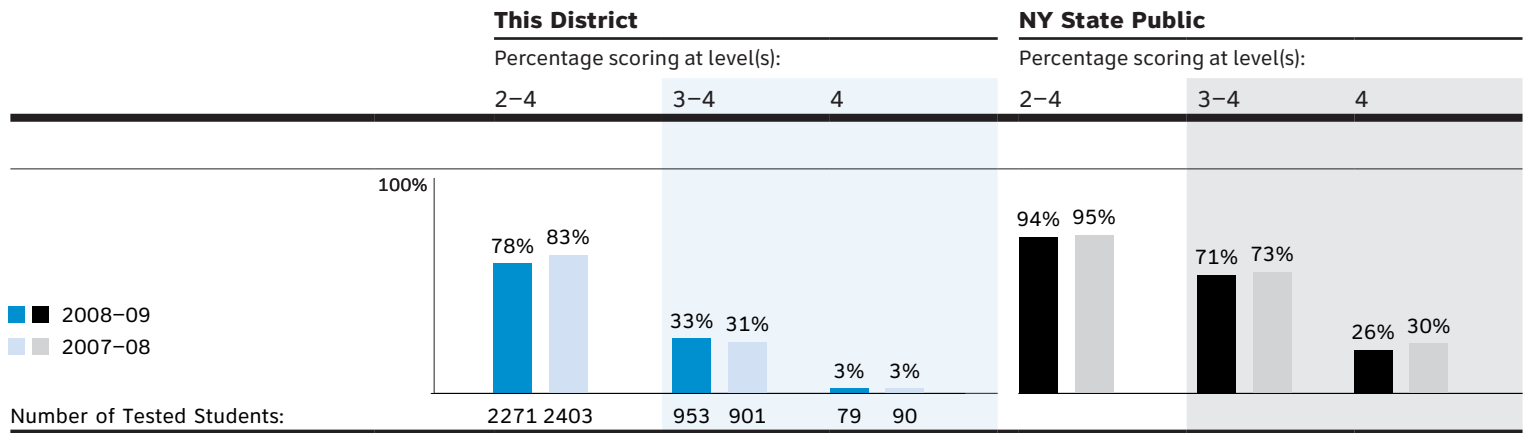
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Other Assessments

	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	41	40	40	22	59	56	50	28

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	2866	78%	32%	3%	2865	83%	31%	3%
Female	1441	79%	31%	2%	1418	85%	31%	3%
Male	1425	77%	33%	3%	1447	81%	31%	3%
American Indian or Alaska Native	14	—	—	—	20	—	—	—
Black or African American	911	77%	29%	3%	924	82%	28%	2%
Hispanic or Latino	1878	78%	33%	2%	1850	83%	31%	4%
Asian or Native Hawaiian/Other Pacific Islander	43	84%	51%	14%	48	96%	67%	13%
White	18	83%	50%	0%	21	81%	33%	5%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	16	81%	19%	0%	22	73%	27%	0%
General-Education Students	2323	83%	37%	3%	2312	88%	36%	4%
Students with Disabilities	543	56%	13%	1%	553	62%	9%	1%
English Proficient	2240	82%	37%	3%	2281	85%	34%	4%
Limited English Proficient	626	62%	13%	0%	584	73%	16%	1%
Economically Disadvantaged	2586	78%	31%	2%	2633	83%	31%	3%
Not Disadvantaged	280	78%	38%	5%	232	82%	31%	3%
Migrant								
Not Migrant	2866	78%	32%	3%	2865	83%	31%	3%

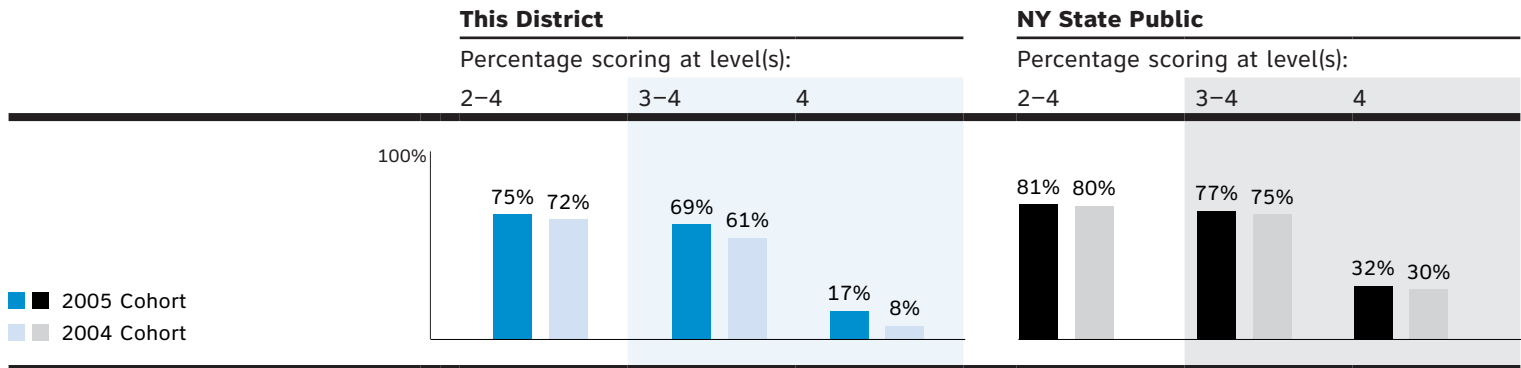
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	41	39	36	35	58	52	50	41
Regents Science	46	39	34	2	32	29	25	1

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



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
All Students	1719	75%	69%	17%	1355	72%	61%	8%
Female	868	82%	76%	22%	695	80%	70%	12%
Male	851	68%	62%	12%	660	64%	51%	5%
American Indian or Alaska Native	6	—	—	—	11	—	—	—
Black or African American	686	77%	70%	16%	578	75%	62%	8%
Hispanic or Latino	977	74%	68%	16%	706	70%	59%	8%
Asian or Native Hawaiian/Other Pacific Islander	29	93%	90%	45%	35	89%	83%	11%
White	17	59%	59%	24%	22	77%	68%	5%
Multiracial	4	—	—	—	3	—	—	—
Small Group Totals	10	80%	80%	20%	14	43%	43%	7%
General-Education Students	1434	84%	77%	20%	1101	83%	71%	10%
Students with Disabilities	285	32%	27%	2%	254	27%	17%	0%
English Proficient	1543	78%	72%	19%	1206	74%	62%	9%
Limited English Proficient	176	52%	44%	1%	149	58%	46%	1%
Economically Disadvantaged	1415	78%	71%	17%	1131	74%	63%	8%
Not Disadvantaged	304	63%	58%	15%	224	62%	51%	8%
Migrant								
Not Migrant	1719	75%	69%	17%	1355	72%	61%	8%

NOTES

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Other Assessments

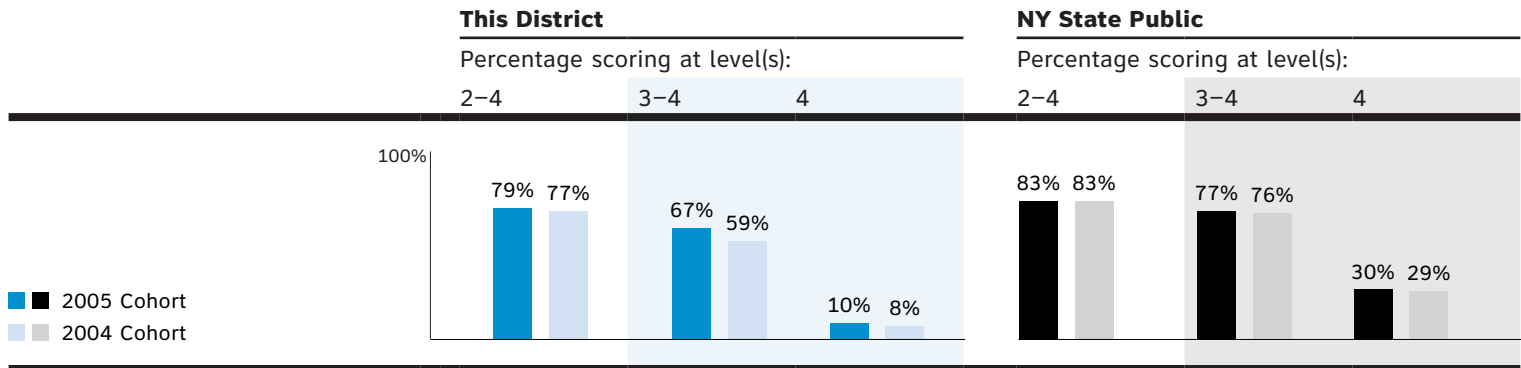
Other Assessments	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* 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



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
All Students	1719	79%	67%	10%	1355	77%	59%	8%
Female	868	85%	73%	12%	695	83%	66%	8%
Male	851	73%	61%	8%	660	70%	52%	7%
American Indian or Alaska Native	6	—	—	—	11	—	—	—
Black or African American	686	80%	66%	8%	578	80%	60%	7%
Hispanic or Latino	977	78%	67%	10%	706	74%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	29	93%	90%	48%	35	94%	80%	14%
White	17	59%	53%	24%	22	77%	59%	9%
Multiracial	4	—	—	—	3	—	—	—
Small Group Totals	10	80%	80%	20%	14	50%	50%	14%
General-Education Students	1434	87%	75%	12%	1101	87%	69%	9%
Students with Disabilities	285	39%	26%	1%	254	33%	18%	1%
English Proficient	1543	81%	70%	11%	1206	78%	61%	8%
Limited English Proficient	176	64%	43%	0%	149	70%	41%	1%
Economically Disadvantaged	1415	82%	69%	10%	1131	79%	61%	8%
Not Disadvantaged	304	67%	56%	10%	224	65%	50%	6%
Migrant								
Not Migrant	1719	79%	67%	10%	1355	77%	59%	8%

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.