



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #10**

District ID **32-10-00-01-0000**

Superintendent **SONIA MENENDEZ**

Telephone **(718) 741-5852**

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	445	583	582
Kindergarten	3873	3741	3641
Grade 1	4161	4132	3955
Grade 2	3946	3874	3892
Grade 3	3775	3606	3630
Grade 4	3603	3599	3503
Grade 5	3676	3558	3494
Grade 6	3862	3502	3462
Ungraded Elementary	2589	2637	2786
Grade 7	3779	3738	3332
Grade 8	3973	3589	3664
Grade 9	6216	6003	6005
Grade 10	5594	4961	4972
Grade 11	3435	3710	3457
Grade 12	3300	3260	3326
Ungraded Secondary	2365	2446	2522
Total K-12	58147	56356	55641

Average Class Size

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #10

District ID 32-10-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	43833	75%	42948	76%	43357	78%
Reduced-Price Lunch	4329	7%	4026	7%	3981	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	12348	21%	12096	21%	12127	22%
Racial/Ethnic Origin						
American Indian or Alaska Native	248	0%	239	0%	227	0%
Black or African American	12627	22%	12078	21%	11597	21%
Hispanic or Latino	38243	66%	37074	66%	36673	66%
Asian or Native Hawaiian/Other Pacific Islander	3953	7%	3852	7%	4007	7%
White	3076	5%	3113	6%	3137	6%
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	2348	4%	2348	4%	2431	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #10

District ID 32-10-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	4302	4259	4221
Percent with No Valid Teaching Certificate	7%	3%	4%
Percent Teaching Out of Certification	13%	12%	10%
Percent with Fewer Than Three Years of Experience	23%	20%	17%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	33%	35%
Total Number of Core Classes	8475	9041	9144
Percent Not Taught by Highly Qualified Teachers	14%	13%	11%
Total Number of Classes	10564	10724	10779
Percent Taught by Teachers Without Appropriate Certification	16%	13%	12%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%		24%
Turnover Rate of All Teachers	21%		18%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.emsc.nysed.gov/irts/accountability/>.

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

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2009–10)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial				—	—	
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	10 of 10	10 of 10	1 of 1	6 of 8	7 of 8	1 of 1

AYP Status


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

Accountability Status Levels

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
































Elementary/Middle-Level English Language Arts

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

Accountability Measures 10 of 10 Student groups making AYP in English language arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (24443:23033)			99%		156	143	
Ethnicity							
American Indian or Alaska Native (72:71)			99%		163	133	
Black or African American (4852:4604)			99%		155	142	
Hispanic or Latino (17285:16240)			99%		154	143	
Asian or Native Hawaiian/Other Pacific Islander (1126:1066)			100%		174	141	
White (1041:987)			99%		179	141	
Multiracial (67:65)			100%		185	132	
Other Groups							
Students with Disabilities ⁴ (5883:5519)			98%		121	143	112 129
Limited English Proficient ⁵ (5715:6382)			99%		134	143	123 141
Economically Disadvantaged (22366:21128)			99%		155	143	
Final AYP Determination	 10 of 10						

NOTES

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

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

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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


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

AYP Status

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
































Elementary/Middle-Level Mathematics

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

Accountability Measures 10 of 10 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 (24476:23143)			99%		175	118	
Ethnicity							
American Indian or Alaska Native (72:68)			99%		176	107	
Black or African American (4852:4547)			99%		170	117	
Hispanic or Latino (17307:16385)			99%		175	118	
Asian or Native Hawaiian/Other Pacific Islander (1132:1080)			100%		185	116	
White (1041:997)			99%		187	116	
Multiracial (72:66)			99%		194	107	
Other Groups							
Students with Disabilities ⁴ (5882:5468)			98%		146	118	
Limited English Proficient ⁵ (5746:6666)			99%		167	118	
Economically Disadvantaged (22371:21227)			99%		175	118	
Final AYP Determination	 10 of 10						

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 (8350:7690)		Qualified		98%		145	100	
Ethnicity								
American Indian or Alaska Native (38:35)		Qualified	–	–		137	100	
Black or African American (1666:1528)		Qualified		97%		139	100	
Hispanic or Latino (5925:5457)		Qualified		98%		144	100	
Asian or Native Hawaiian/Other Pacific Islander (365:338)		Qualified		99%		160	100	
White (336:317)		Qualified		98%		170	100	
Multiracial (20:15)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (1955:1757)		Qualified		95%		118	100	
Limited English Proficient ⁴ (1952:2119)		Qualified		98%		125	100	
Economically Disadvantaged (7602:7040)		Qualified		98%		144	100	
Final AYP Determination		1 of 1						

NOTES

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

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


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


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

AYP Status

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


























Secondary-Level English Language Arts

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

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

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (3956:4026)			99%		162	169	161	166
Ethnicity								
American Indian or Alaska Native (10:12)	–	–	–	–	–	–	–	–
Black or African American (968:987)			99%		161	168	160	165
Hispanic or Latino (2166:2229)			99%		152	169	150	157
Asian or Native Hawaiian/Other Pacific Islander (498:483)			100%		194	166		
White (309:310)			100%		187	165		
Multiracial (5:5)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (270:485)			97%		87	166	94	98
Limited English Proficient ⁵ (586:697)			99%		118	167	125	126
Economically Disadvantaged (2932:3128)			99%		160	169	159	164
Final AYP Determination	 6 of 8							

NOTES

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

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

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

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


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


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

AYP Status

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


























Secondary-Level Mathematics

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

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

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (3956:4026)			99%		168	164	
Ethnicity							
American Indian or Alaska Native (10:12)	–	–	–	–	–	–	–
Black or African American (968:987)			100%		163	163	
Hispanic or Latino (2166:2229)			99%		161	164	157 165
Asian or Native Hawaiian/Other Pacific Islander (498:483)			100%		198	161	
White (309:310)			100%		189	160	
Multiracial (5:5)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (270:485)			99%		99	161	106 109
Limited English Proficient ⁵ (586:697)			99%		147	162	142 152
Economically Disadvantaged (2932:3128)			99%		166	164	
Final AYP Determination	 7 of 8						

NOTES

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

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

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

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

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


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

AYP Status

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











Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (4755)			61%	55%		
Ethnicity						
American Indian or Alaska Native (13)		–	–	–		
Black or African American (1178)			58%	55%		
Hispanic or Latino (2730)			54%	55%	48%	55%
Asian or Native Hawaiian/Other Pacific Islander (488)			94%	55%		
White (341)			89%	55%		
Multiracial (5)						
Other Groups						
Students with Disabilities (626)			26%	55%	23%	27%
Limited English Proficient ² (920)			49%	55%	45%	50%
Economically Disadvantaged (3382)			59%	55%		
Final AYP Determination		1 of 1				

NOTES

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

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

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.







The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.







District NEW YORK CITY GEOGRAPHIC DISTRICT #10



District ID 32-10-00-01-0000


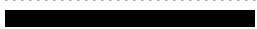
Summary of 2008–09 District Performance

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	60%			3969
Grade 4	59%			3815
Grade 5	66%			3888
Grade 6	64%			3853
Grade 7	62%			3772
Grade 8	45%			4073

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	91%			4047
Grade 4	81%			3936
Grade 5	82%			3975
Grade 6	72%			3934
Grade 7	76%			3858
Grade 8	68%			4167

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	75%			3936
Grade 8	35%			4085

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	64%			4878
Mathematics	66%			4878

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 656	616-780	650-780	720-780			
2008 Mean Score: 650						
Number of Tested Students:	3621	3397	2378	1885	165	169

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	3969	91%	60%	4%	3911	87%	48%	4%
Female	1944	94%	67%	5%	1860	90%	50%	5%
Male	2025	89%	53%	3%	2051	84%	46%	4%
American Indian or Alaska Native	9	100%	56%	0%	17	88%	41%	0%
Black or African American	754	92%	57%	2%	807	87%	48%	4%
Hispanic or Latino	2783	90%	58%	3%	2731	86%	46%	3%
Asian or Native Hawaiian/Other Pacific Islander	203	97%	76%	13%	166	96%	66%	10%
White	201	98%	81%	15%	183	94%	73%	15%
Multiracial	19	95%	89%	16%	7	100%	86%	14%
Small Group Totals								
General-Education Students	3114	96%	69%	5%	3021	94%	56%	5%
Students with Disabilities	855	73%	29%	1%	890	64%	23%	2%
English Proficient	2908	95%	68%	6%	2903	91%	57%	6%
Limited English Proficient	1061	82%	39%	0%	1008	75%	24%	0%
Economically Disadvantaged	3606	91%	59%	3%	3609	87%	47%	4%
Not Disadvantaged	363	94%	74%	13%	302	91%	68%	14%
Migrant								
Not Migrant	3969	91%	60%	4%	3911	87%	48%	4%

NOTES

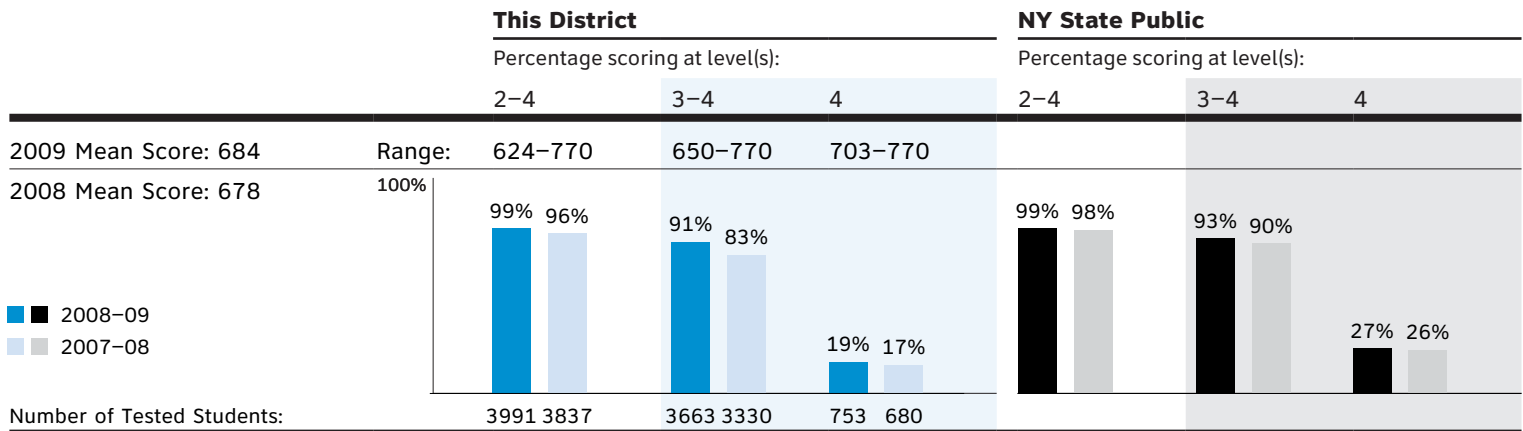
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	52	49	47	42	67	63	57	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	87	N/A	N/A	N/A	47	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	4047	99%	91%	19%	3990	96%	83%	17%
Female	1966	99%	92%	20%	1890	97%	84%	16%
Male	2081	98%	89%	17%	2100	95%	83%	18%
American Indian or Alaska Native	8	100%	100%	0%	17	88%	82%	12%
Black or African American	759	98%	89%	13%	805	96%	80%	13%
Hispanic or Latino	2842	99%	90%	17%	2802	96%	83%	16%
Asian or Native Hawaiian/Other Pacific Islander	211	98%	94%	42%	171	99%	94%	43%
White	207	100%	96%	31%	188	97%	91%	31%
Multiracial	20	100%	95%	30%	7	100%	100%	71%
Small Group Totals								
General-Education Students	3186	99%	94%	22%	3093	98%	89%	20%
Students with Disabilities	861	96%	77%	7%	897	90%	65%	6%
English Proficient	2906	99%	93%	22%	2891	97%	87%	21%
Limited English Proficient	1141	97%	83%	11%	1099	93%	75%	7%
Economically Disadvantaged	3673	99%	90%	17%	3681	96%	83%	16%
Not Disadvantaged	374	99%	94%	33%	309	95%	87%	33%
Migrant								
Not Migrant	4047	99%	91%	19%	3990	96%	83%	17%

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	53	53	52	40	67	65	59	41

This District's Results in Grade 4 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: 654	Range: 612-775			650-775			716-775		
2008 Mean Score: 646									
Number of Tested Students:	3494	3367	2268	1949	90	112			

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	3815	92%	59%	2%	3961	85%	49%	3%
Female	1807	94%	64%	3%	1862	89%	54%	4%
Male	2008	89%	55%	2%	2099	81%	45%	2%
American Indian or Alaska Native	10	90%	80%	0%	20	80%	55%	5%
Black or African American	749	91%	59%	2%	810	85%	47%	3%
Hispanic or Latino	2706	91%	57%	1%	2775	84%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	164	95%	79%	10%	164	91%	77%	9%
White	174	96%	78%	10%	187	97%	74%	13%
Multiracial	12	92%	92%	0%	5	100%	80%	40%
Small Group Totals								
General-Education Students	2934	97%	69%	3%	3002	93%	57%	4%
Students with Disabilities	881	74%	28%	0%	959	60%	23%	0%
English Proficient	2908	95%	68%	3%	2955	90%	58%	4%
Limited English Proficient	907	82%	31%	0%	1006	71%	23%	0%
Economically Disadvantaged	3500	92%	58%	2%	3648	85%	47%	2%
Not Disadvantaged	315	92%	76%	7%	313	90%	71%	14%
Migrant								
Not Migrant	3815	92%	59%	2%	3961	85%	49%	3%

NOTES

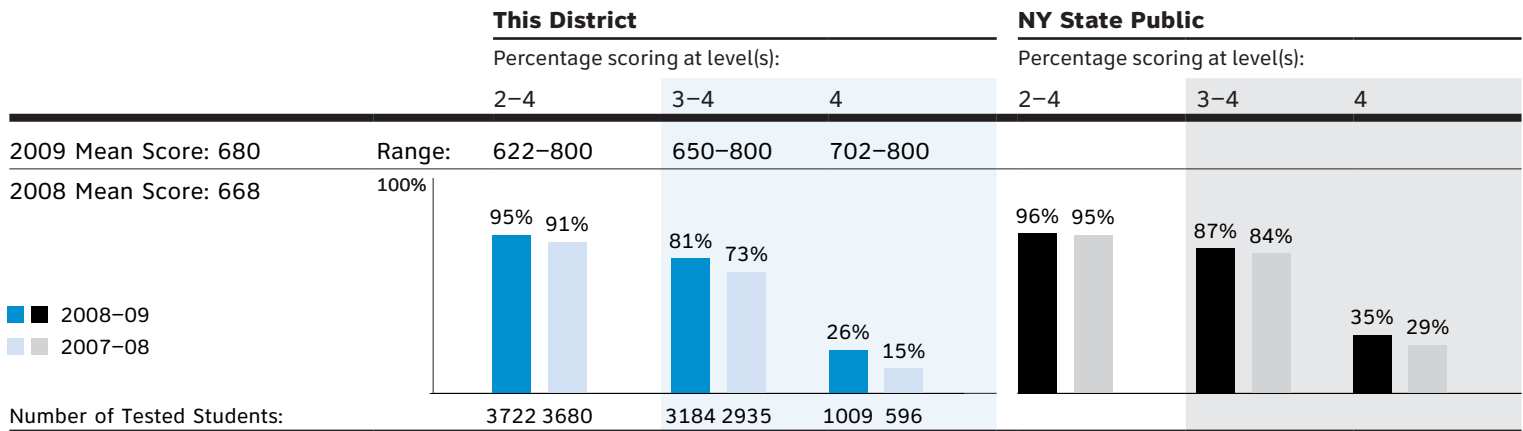
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	72	71	67	54	47	42	36	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	85	N/A	N/A	N/A	59	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	3936	95%	81%	26%	4031	91%	73%	15%
Female	1867	95%	81%	25%	1898	92%	74%	14%
Male	2069	94%	80%	26%	2133	91%	72%	15%
American Indian or Alaska Native	10	100%	100%	50%	20	95%	90%	10%
Black or African American	755	94%	76%	21%	818	89%	68%	11%
Hispanic or Latino	2808	95%	81%	24%	2832	91%	72%	14%
Asian or Native Hawaiian/Other Pacific Islander	169	96%	93%	48%	165	98%	88%	36%
White	180	96%	91%	49%	190	97%	86%	31%
Multiracial	14	93%	93%	36%	6	100%	83%	33%
Small Group Totals								
General-Education Students	3041	97%	87%	30%	3076	95%	80%	18%
Students with Disabilities	895	86%	61%	11%	955	78%	49%	5%
English Proficient	2920	96%	85%	31%	2941	94%	78%	19%
Limited English Proficient	1016	90%	68%	10%	1090	84%	58%	4%
Economically Disadvantaged	3603	95%	80%	24%	3709	91%	72%	14%
Not Disadvantaged	333	94%	86%	41%	322	93%	80%	29%
Migrant								
Not Migrant	3936	95%	81%	26%	4031	91%	73%	15%

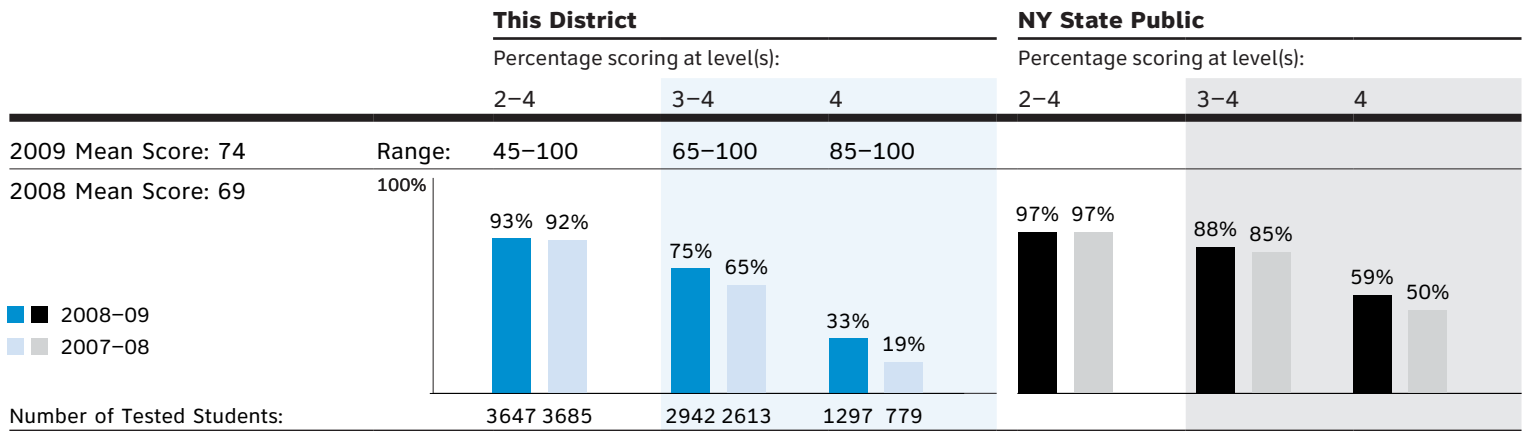
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	72	72	72	50	48	48	43	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
All Students	3936	93%	75%	33%	4008	92%	65%	19%
Female	1872	93%	74%	32%	1897	93%	65%	19%
Male	2064	93%	75%	34%	2111	91%	66%	20%
American Indian or Alaska Native	10	100%	70%	50%	20	95%	70%	15%
Black or African American	755	91%	71%	28%	811	91%	62%	16%
Hispanic or Latino	2809	93%	74%	31%	2818	92%	64%	17%
Asian or Native Hawaiian/Other Pacific Islander	170	92%	81%	55%	167	93%	79%	43%
White	177	94%	88%	55%	185	97%	86%	41%
Multiracial	15	100%	100%	80%	7	86%	86%	57%
Small Group Totals								
General-Education Students	3051	95%	79%	37%	3069	94%	71%	23%
Students with Disabilities	885	85%	59%	18%	939	85%	47%	9%
English Proficient	2918	95%	81%	40%	2926	95%	72%	24%
Limited English Proficient	1018	85%	57%	12%	1082	84%	47%	6%
Economically Disadvantaged	3600	93%	74%	31%	3690	92%	64%	17%
Not Disadvantaged	336	92%	84%	53%	318	93%	77%	42%
Migrant								
Not Migrant	3936	93%	75%	33%	4008	92%	65%	19%

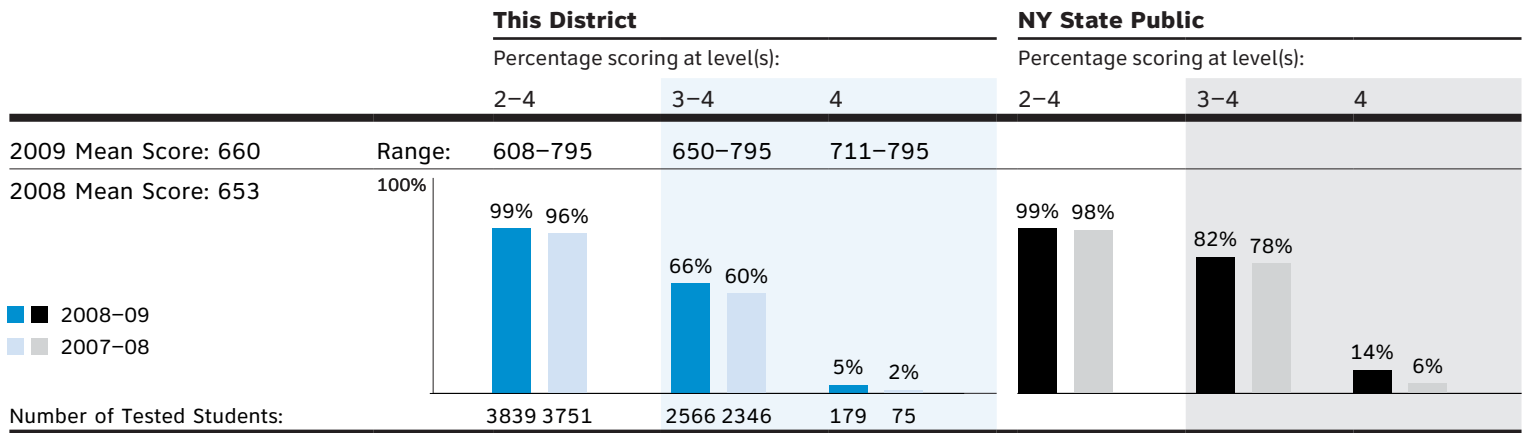
NOTES

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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	72	72	72	62	48	44	41	32

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	3888	99%	66%	5%	3900	96%	60%	2%
Female	1844	99%	67%	5%	1892	97%	64%	2%
Male	2044	98%	65%	4%	2008	95%	57%	2%
American Indian or Alaska Native	14	100%	79%	0%	7	100%	14%	0%
Black or African American	782	99%	64%	3%	796	96%	56%	1%
Hispanic or Latino	2733	98%	64%	4%	2742	96%	59%	1%
Asian or Native Hawaiian/Other Pacific Islander	165	99%	83%	13%	170	98%	71%	6%
White	176	99%	83%	18%	180	98%	82%	11%
Multiracial	18	100%	83%	28%	5	100%	80%	20%
Small Group Totals								
General-Education Students	2951	100%	75%	6%	2952	98%	69%	2%
Students with Disabilities	937	96%	38%	1%	948	89%	32%	0%
English Proficient	3021	99%	73%	6%	3106	98%	67%	2%
Limited English Proficient	867	97%	41%	1%	794	90%	35%	0%
Economically Disadvantaged	3543	99%	65%	4%	3578	96%	59%	1%
Not Disadvantaged	345	99%	75%	13%	322	98%	77%	10%
Migrant								
Not Migrant	3888	99%	66%	5%	3900	96%	60%	2%

NOTES

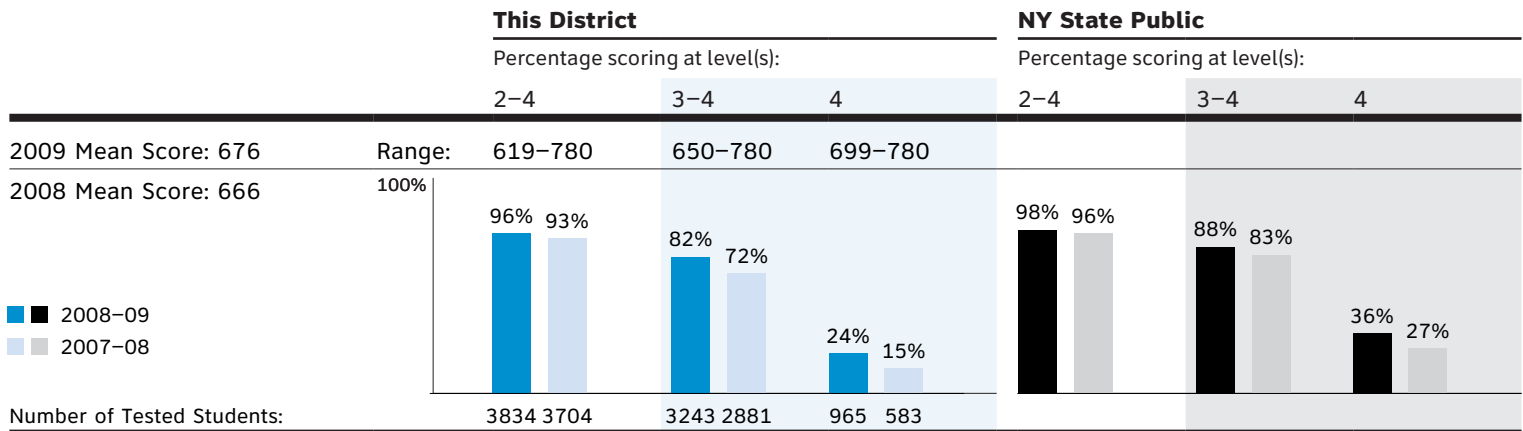
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Other Assessments

	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 5 Equivalent	61	57	51	29	47	44	42	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	88	N/A	N/A	N/A	55	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	3975	96%	82%	24%	3985	93%	72%	15%
Female	1891	97%	82%	24%	1920	94%	72%	15%
Male	2084	96%	81%	25%	2065	92%	72%	15%
American Indian or Alaska Native	13	100%	100%	54%	6	83%	67%	0%
Black or African American	785	95%	78%	18%	801	91%	67%	10%
Hispanic or Latino	2806	97%	82%	23%	2816	93%	72%	13%
Asian or Native Hawaiian/Other Pacific Islander	172	97%	91%	50%	173	95%	87%	45%
White	180	98%	88%	46%	184	98%	91%	33%
Multiracial	19	100%	95%	37%	5	100%	80%	40%
Small Group Totals								
General-Education Students	3040	98%	87%	29%	3032	97%	80%	18%
Students with Disabilities	935	91%	63%	9%	953	79%	46%	5%
English Proficient	3015	97%	85%	28%	3101	95%	77%	18%
Limited English Proficient	960	94%	70%	11%	884	86%	55%	4%
Economically Disadvantaged	3619	97%	82%	24%	3651	93%	72%	13%
Not Disadvantaged	356	96%	82%	32%	334	95%	81%	34%
Migrant								
Not Migrant	3975	96%	82%	24%	3985	93%	72%	15%

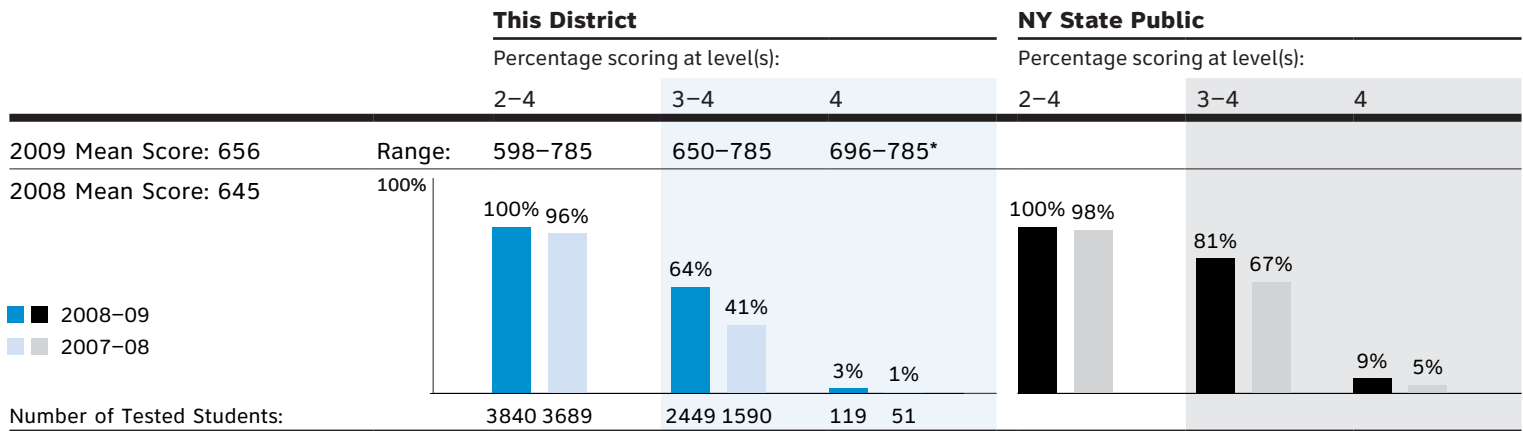
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	61	60	56	34	47	44	43	30

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	3853	100%	64%	3%	3841	96%	41%	1%
Female	1869	100%	70%	4%	1828	98%	46%	2%
Male	1984	99%	58%	2%	2013	94%	37%	1%
American Indian or Alaska Native	3	-	-	-	13	-	-	-
Black or African American	796	100%	62%	2%	776	96%	40%	1%
Hispanic or Latino	2729	100%	62%	3%	2694	96%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	166	100%	81%	13%	195	98%	62%	4%
White	153	100%	80%	10%	159	100%	68%	8%
Multiracial	6	-	-	-	4	-	-	-
Small Group Totals	9	100%	67%	0%	17	94%	41%	0%
General-Education Students	2940	100%	72%	4%	2922	98%	50%	2%
Students with Disabilities	913	99%	35%	0%	919	89%	14%	0%
English Proficient	3123	100%	71%	4%	3108	98%	49%	2%
Limited English Proficient	730	99%	32%	0%	733	89%	11%	0%
Economically Disadvantaged	3605	100%	63%	3%	3568	96%	41%	1%
Not Disadvantaged	248	98%	67%	3%	273	95%	51%	2%
Migrant								
Not Migrant	3853	100%	64%	3%	3841	96%	41%	1%

NOTES

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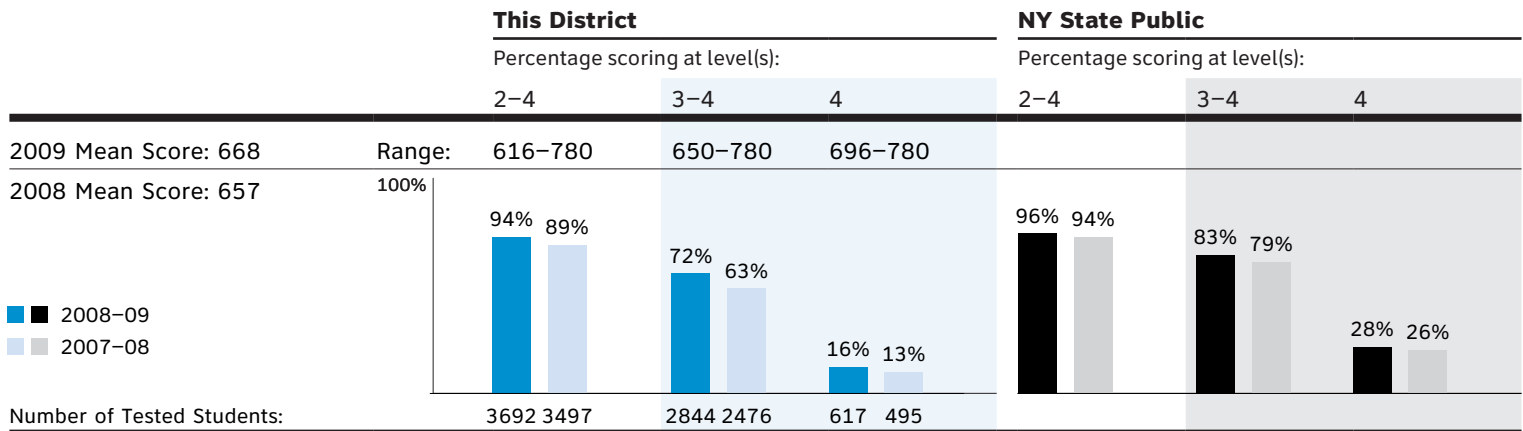
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	51	51	44	32	58	49	37	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	79	N/A	N/A	N/A	41	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	3934	94%	72%	16%	3921	89%	63%	13%
Female	1888	95%	75%	15%	1867	91%	66%	13%
Male	2046	93%	70%	16%	2054	87%	61%	13%
American Indian or Alaska Native	2	-	-	-	13	-	-	-
Black or African American	801	91%	65%	11%	776	88%	60%	10%
Hispanic or Latino	2796	94%	73%	14%	2769	89%	62%	11%
Asian or Native Hawaiian/Other Pacific Islander	171	96%	87%	42%	200	95%	79%	36%
White	157	97%	85%	34%	159	96%	81%	33%
Multiracial	7	-	-	-	4	-	-	-
Small Group Totals	9	100%	78%	11%	17	71%	53%	6%
General-Education Students	3015	97%	81%	19%	2992	95%	73%	16%
Students with Disabilities	919	82%	44%	4%	929	71%	31%	2%
English Proficient	3124	95%	76%	19%	3119	92%	69%	15%
Limited English Proficient	810	88%	57%	4%	802	79%	42%	3%
Economically Disadvantaged	3682	94%	72%	16%	3638	90%	64%	12%
Not Disadvantaged	252	90%	71%	17%	283	81%	57%	16%
Migrant								
Not Migrant	3934	94%	72%	16%	3921	89%	63%	13%

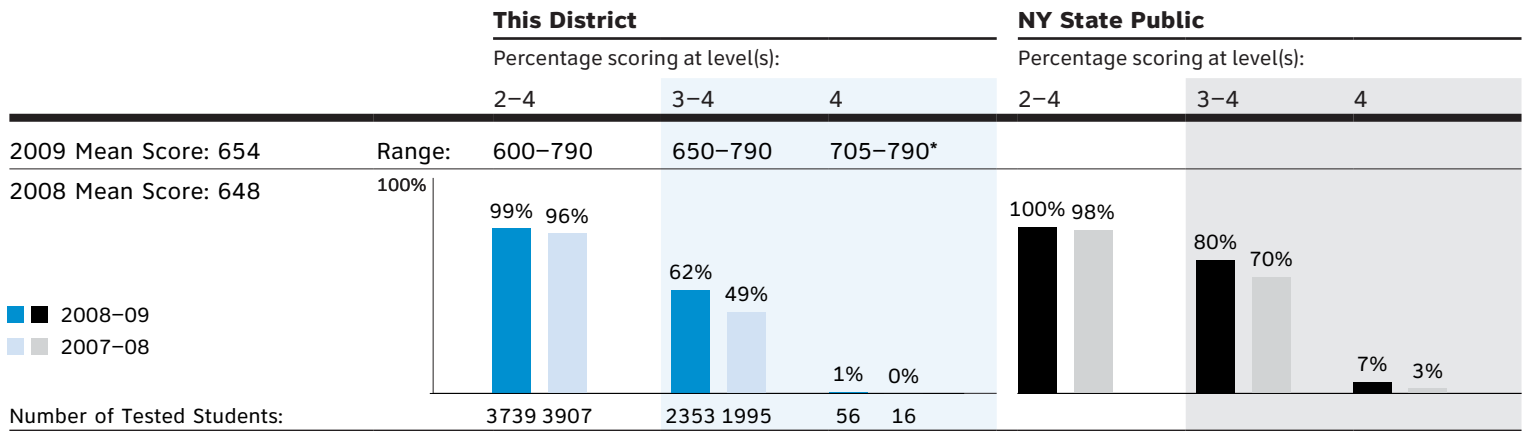
NOTES

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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	51	50	48	40	58	57	46	31

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	3772	99%	62%	1%	4065	96%	49%	0%
Female	1814	100%	66%	2%	1942	97%	56%	1%
Male	1958	99%	59%	1%	2123	95%	42%	0%
American Indian or Alaska Native	10	-	-	-	35	-	-	-
Black or African American	758	100%	62%	1%	854	97%	50%	1%
Hispanic or Latino	2661	99%	61%	1%	2847	96%	47%	0%
Asian or Native Hawaiian/Other Pacific Islander	197	100%	75%	3%	184	97%	60%	2%
White	142	99%	82%	7%	142	98%	70%	1%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	14	100%	57%	0%	38	97%	53%	0%
General-Education Students	2874	100%	72%	2%	3153	99%	57%	1%
Students with Disabilities	898	97%	33%	0%	912	88%	20%	0%
English Proficient	3050	100%	71%	2%	3294	98%	57%	0%
Limited English Proficient	722	96%	25%	0%	771	89%	14%	0%
Economically Disadvantaged	3488	99%	62%	1%	3790	96%	49%	0%
Not Disadvantaged	284	99%	66%	2%	275	96%	56%	1%
Migrant								
Not Migrant	3772	99%	62%	1%	4065	96%	49%	0%

NOTES

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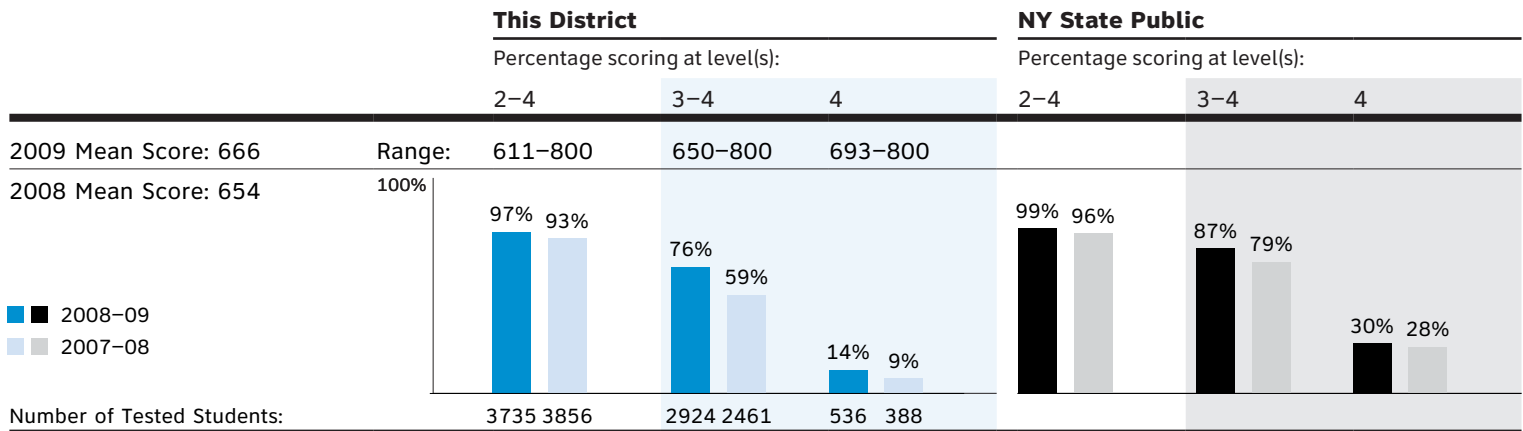
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	63	62	60	51	52	50	43	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	86	N/A	N/A	N/A	49	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	3858	97%	76%	14%	4164	93%	59%	9%
Female	1861	97%	79%	14%	1991	94%	62%	10%
Male	1997	96%	73%	14%	2173	91%	57%	9%
American Indian or Alaska Native	11	91%	55%	18%	34	-	-	-
Black or African American	765	97%	74%	11%	870	91%	55%	6%
Hispanic or Latino	2733	97%	75%	12%	2923	93%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	203	97%	82%	37%	192	93%	74%	24%
White	141	96%	84%	30%	142	97%	80%	27%
Multiracial	5	100%	60%	0%	3	-	-	-
Small Group Totals					37	92%	62%	14%
General-Education Students	2965	99%	84%	18%	3242	96%	68%	12%
Students with Disabilities	893	91%	49%	1%	922	79%	29%	1%
English Proficient	3054	98%	81%	17%	3316	95%	65%	11%
Limited English Proficient	804	93%	57%	2%	848	84%	38%	2%
Economically Disadvantaged	3563	97%	76%	14%	3883	93%	59%	9%
Not Disadvantaged	295	95%	74%	16%	281	91%	64%	15%
Migrant								
Not Migrant	3858	97%	76%	14%	4164	93%	59%	9%

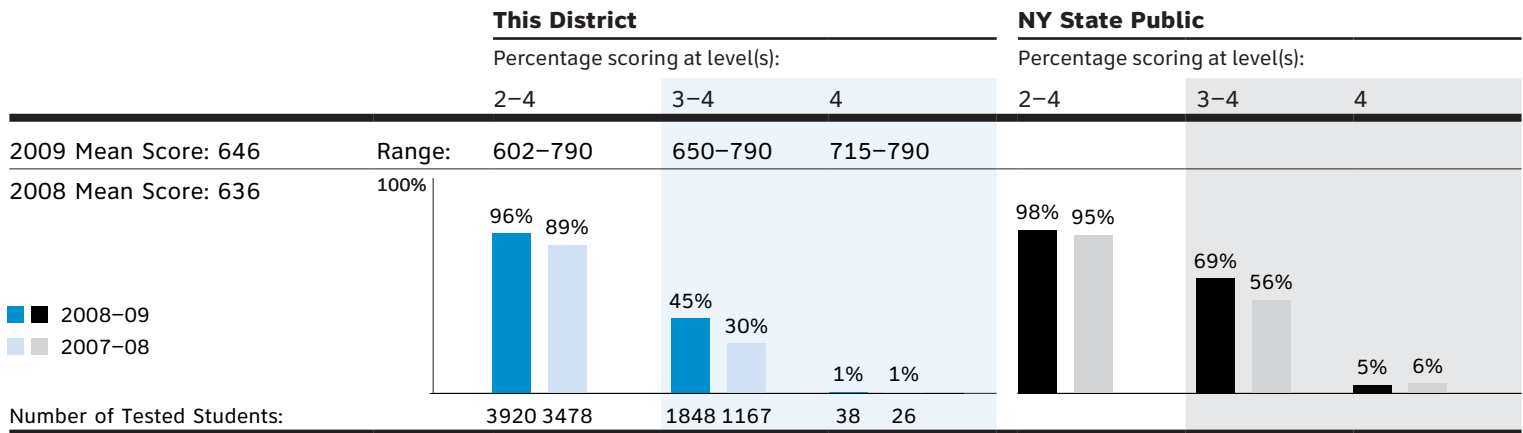
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	64	62	56	37	52	47	44	29

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	4073	96%	45%	1%	3904	89%	30%	1%
Female	1949	97%	52%	1%	1913	92%	37%	1%
Male	2124	95%	39%	0%	1991	86%	23%	0%
American Indian or Alaska Native	24	100%	63%	4%	21	-	-	-
Black or African American	858	97%	45%	1%	811	92%	27%	1%
Hispanic or Latino	2866	96%	43%	1%	2720	88%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	177	97%	60%	3%	185	91%	51%	2%
White	143	99%	71%	6%	166	94%	52%	2%
Multiracial	5	100%	60%	0%	1	-	-	-
Small Group Totals					22	91%	45%	0%
General-Education Students	3193	98%	54%	1%	3128	93%	35%	1%
Students with Disabilities	880	89%	14%	0%	776	72%	8%	0%
English Proficient	3290	98%	54%	1%	3267	94%	35%	1%
Limited English Proficient	783	88%	11%	0%	637	62%	3%	0%
Economically Disadvantaged	3730	96%	44%	1%	3587	89%	29%	1%
Not Disadvantaged	343	97%	55%	2%	317	89%	37%	2%
Migrant								
Not Migrant	4073	96%	45%	1%	3904	89%	30%	1%

NOTES

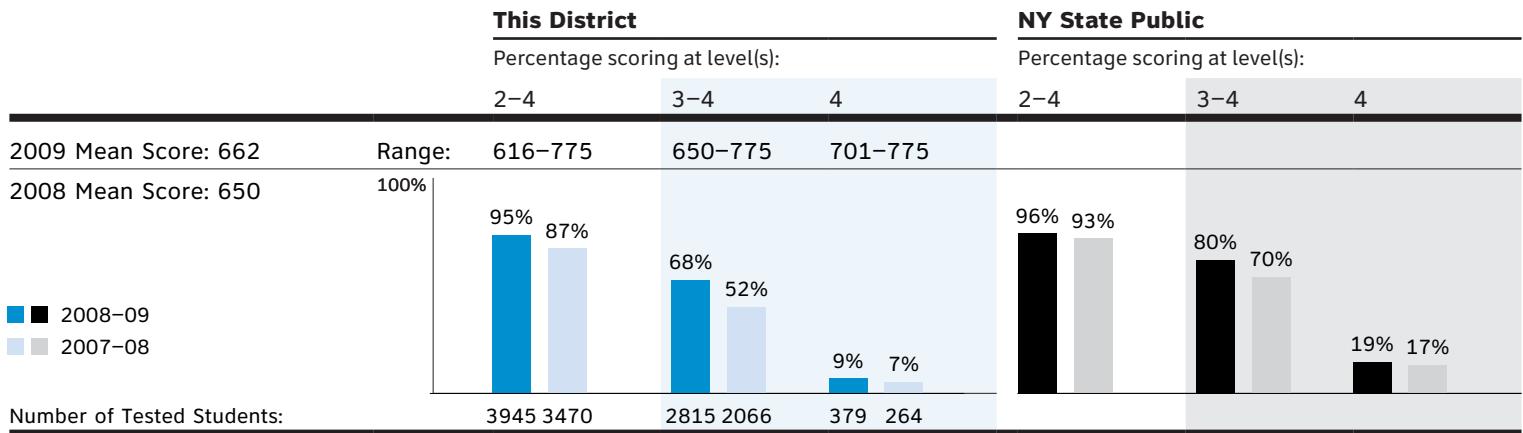
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Other Assessments

	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	52	50	48	44	53	52	46	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	86	N/A	N/A	N/A	51	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	4167	95%	68%	9%	3987	87%	52%	7%
Female	1993	95%	70%	11%	1965	89%	54%	7%
Male	2174	94%	66%	7%	2022	85%	50%	6%
American Indian or Alaska Native	26	-	-	-	21	-	-	-
Black or African American	862	94%	63%	7%	821	84%	47%	5%
Hispanic or Latino	2947	95%	68%	8%	2784	87%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	183	91%	77%	24%	192	93%	74%	28%
White	145	97%	81%	28%	167	95%	73%	15%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	30	93%	73%	17%	23	83%	48%	9%
General-Education Students	3287	98%	75%	11%	3213	92%	59%	8%
Students with Disabilities	880	84%	39%	1%	774	64%	22%	1%
English Proficient	3296	96%	72%	11%	3277	89%	56%	8%
Limited English Proficient	871	89%	52%	1%	710	79%	34%	2%
Economically Disadvantaged	3821	95%	68%	9%	3659	87%	52%	7%
Not Disadvantaged	346	95%	66%	11%	328	84%	54%	8%
Migrant								
Not Migrant	4167	95%	68%	9%	3987	87%	52%	7%

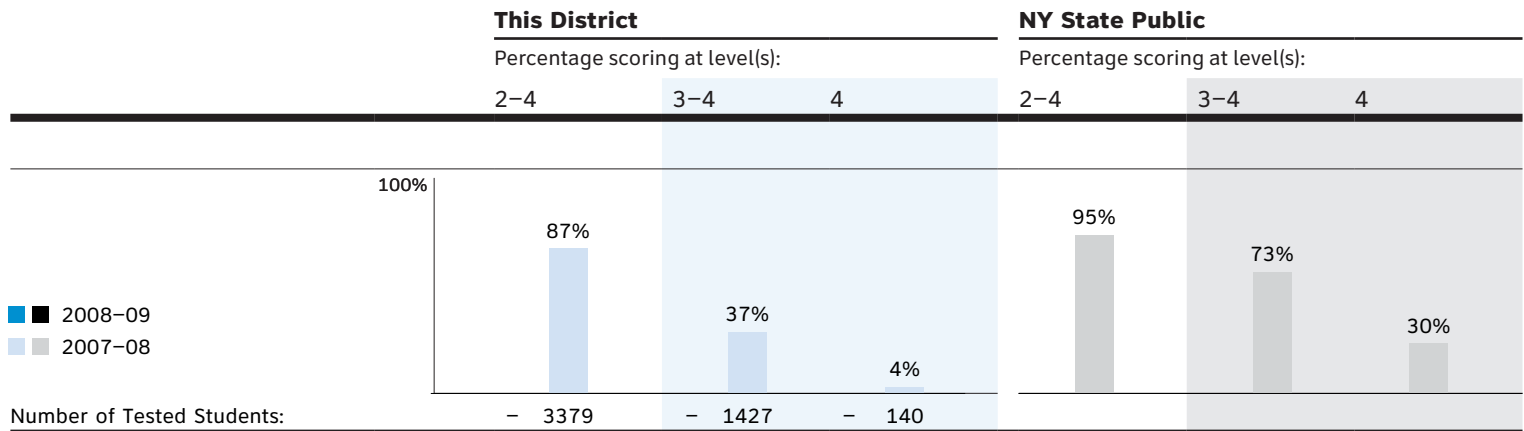
NOTES

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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 8 Equivalent	52	49	47	34	53	48	41	24

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	4085	82%	35%	5%	3830	87%	36%	3%
Female	1957	84%	37%	5%	1893	88%	34%	3%
Male	2128	81%	34%	5%	1937	86%	39%	4%
American Indian or Alaska Native	26	-	-	-	18	-	-	-
Black or African American	836	81%	33%	3%	779	85%	31%	2%
Hispanic or Latino	2891	82%	34%	4%	2685	87%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	182	85%	53%	12%	184	92%	61%	16%
White	146	92%	59%	21%	162	94%	60%	9%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	30	87%	40%	10%	20	90%	50%	5%
General-Education Students	3245	87%	42%	6%	3100	91%	41%	4%
Students with Disabilities	840	64%	12%	0%	730	72%	18%	1%
English Proficient	3229	87%	42%	6%	3131	90%	41%	4%
Limited English Proficient	856	64%	11%	0%	699	76%	16%	1%
Economically Disadvantaged	3743	82%	35%	5%	3506	87%	35%	3%
Not Disadvantaged	342	85%	36%	7%	324	90%	48%	6%
Migrant								
Not Migrant	4085	82%	35%	5%	3830	87%	36%	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	52	48	45	42	53	48	38	37
Regents Science	1	-	-	-	36	35	32	7

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

This District

Percentage scoring at level(s):

2-4

3-4

4

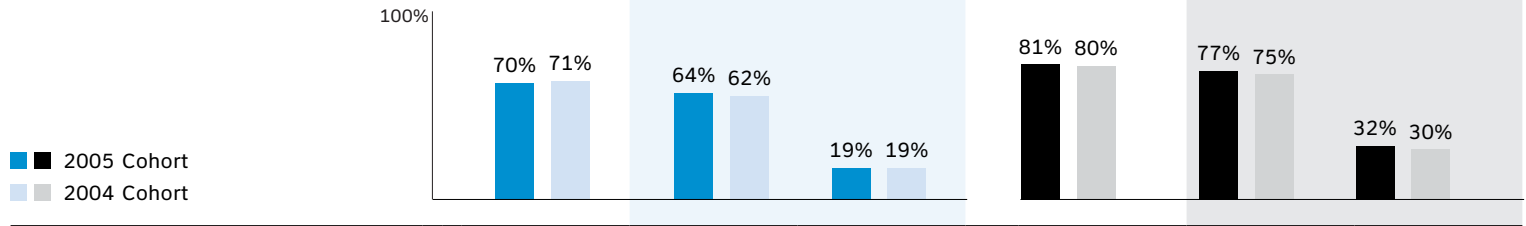
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	4878	70%	64%	19%	4692	71%	62%	19%
Female	2536	75%	70%	21%	2379	76%	66%	20%
Male	2342	64%	58%	18%	2313	67%	59%	17%
American Indian or Alaska Native	16	50%	50%	19%	13	77%	69%	8%
Black or African American	1221	69%	62%	13%	1167	70%	60%	10%
Hispanic or Latino	2796	64%	57%	8%	2674	64%	53%	7%
Asian or Native Hawaiian/Other Pacific Islander	506	94%	93%	67%	489	98%	97%	70%
White	331	89%	88%	60%	344	91%	90%	63%
Multiracial	8	75%	63%	25%	5	100%	100%	20%
Small Group Totals								
General-Education Students	4208	77%	71%	22%	4073	79%	69%	21%
Students with Disabilities	670	25%	20%	1%	619	23%	17%	1%
English Proficient	4065	75%	70%	23%	3917	75%	68%	22%
Limited English Proficient	813	44%	34%	0%	775	51%	36%	1%
Economically Disadvantaged	3670	71%	65%	13%	3347	70%	60%	12%
Not Disadvantaged	1208	65%	62%	37%	1345	75%	69%	36%
Migrant								
Not Migrant	4878	70%	64%	19%	4692	71%	62%	19%

NOTES

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Other Assessments

2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

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

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

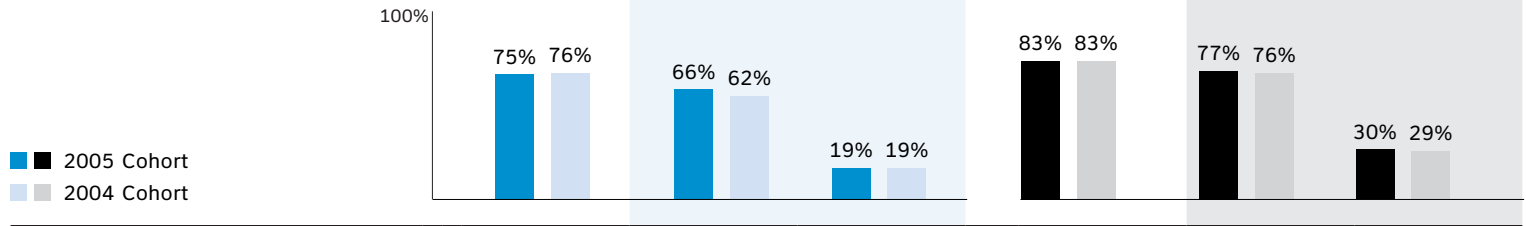
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	4878	75%	66%	19%	4692	76%	62%	19%
Female	2536	79%	70%	18%	2379	79%	65%	19%
Male	2342	70%	61%	19%	2313	73%	60%	20%
American Indian or Alaska Native	16	56%	50%	19%	13	69%	69%	23%
Black or African American	1221	71%	62%	10%	1167	73%	58%	9%
Hispanic or Latino	2796	71%	60%	8%	2674	71%	54%	7%
Asian or Native Hawaiian/Other Pacific Islander	506	96%	95%	74%	489	99%	97%	78%
White	331	92%	89%	59%	344	93%	90%	63%
Multiracial	8	63%	63%	13%	5	80%	60%	0%
Small Group Totals								
General-Education Students	4208	82%	73%	21%	4073	83%	69%	22%
Students with Disabilities	670	31%	20%	1%	619	30%	16%	1%
English Proficient	4065	78%	70%	22%	3917	78%	67%	23%
Limited English Proficient	813	59%	46%	2%	775	66%	40%	1%
Economically Disadvantaged	3670	77%	66%	13%	3347	75%	60%	12%
Not Disadvantaged	1208	69%	64%	36%	1345	78%	68%	37%
Migrant								
Not Migrant	4878	75%	66%	19%	4692	76%	62%	19%

NOTES

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

Other Assessments

2005 Cohort

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

2004 Cohort

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

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

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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

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