



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #11**

District ID **32-11-00-01-0000**

Superintendent **ELIZABETH WHITE**

Telephone **(718) 519-2620**

Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### Use this report to:

#### **1 Get District Profile information.**

This section shows comprehensive data relevant to this district's learning environment.

#### **2 Review District Accountability Status.**

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

#### **3 Review an Overview of District Performance.**

This section has information about the district's performance on state assessments in English, mathematics, and science.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2006-07	2007-08	2008-09
Pre-K	180	297	313
Kindergarten	2522	2476	2487
Grade 1	2933	2913	2898
Grade 2	2762	2871	2863
Grade 3	2883	2745	2851
Grade 4	2795	2805	2761
Grade 5	2931	2767	2839
Grade 6	2588	2661	2585
Ungraded Elementary	1932	2050	2209
Grade 7	2640	2658	2705
Grade 8	2753	2621	2649
Grade 9	3499	3320	2958
Grade 10	2794	2592	2604
Grade 11	1738	1735	1777
Grade 12	1519	1653	1501
Ungraded Secondary	1906	1860	1969
<b>Total K-12</b>	<b>38195</b>	<b>37727</b>	<b>37656</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	24	23	24
<b>Grade 8</b>			
English	27	27	28
Mathematics	27	28	29
Science	28	30	29
Social Studies	28	29	30
<b>Grade 10</b>			
English	30	30	29
Mathematics	28	29	28
Science	29	28	28
Social Studies	29	29	28

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	26158	68%	25285	67%	25512	68%
Reduced-Price Lunch	3853	10%	3868	10%	3842	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	3629	10%	3817	10%	3993	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	282	1%	253	1%	280	1%
Black or African American	17846	47%	17387	46%	17004	45%
Hispanic or Latino	15276	40%	15279	40%	15534	41%
Asian or Native Hawaiian/Other Pacific Islander	2110	6%	2158	6%	2217	6%
White	2681	7%	2650	7%	2621	7%
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	1680	4%	1611	4%	1632	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	2659	2713	2724
Percent with No Valid Teaching Certificate	6%	3%	3%
Percent Teaching Out of Certification	12%	12%	9%
Percent with Fewer Than Three Years of Experience	18%	18%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	32%	36%
<b>Total Number of Core Classes</b>	5562	5605	5468
Percent Not Taught by Highly Qualified Teachers	15%	15%	10%
<b>Total Number of Classes</b>	6706	6665	6653
Percent Taught by Teachers Without Appropriate Certification	15%	16%	11%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%		17%
Turnover Rate of All Teachers	20%		13%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### 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)

#### 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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✗	✗	
Multiracial	✓	✓		—	—	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓ <sup>SH</sup>	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✓	
<b>Student groups making AYP in each subject</b>	✓ 10 of 10	✓ 10 of 10	✓ 1 of 1	✗ 1 of 8	✗ 2 of 8	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

##### Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending – Requires Special Evaluation

##### State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)



## Elementary/Middle-Level English Language Arts

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



Good Standing

### 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (19450:18438)	✓	✓	99%	✓	161	143		
<b>Ethnicity</b>								
American Indian or Alaska Native (121:113)	✓	✓	99%	✓	148	134		
Black or African American (9129:8721)	✓	✓	99%	✓	159	143		
Hispanic or Latino (7368:6922)	✓	✓	99%	✓	157	143		
Asian or Native Hawaiian/Other Pacific Islander (1267:1202)	✓	✓	99%	✓	177	141		
White (1499:1419)	✓	✓	99%	✓	177	141		
Multiracial (66:61)	✓	✓	100%	✓	180	132		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (4369:4054)	✓ <sup>SH</sup>	✓	97%	✓ <sup>SH</sup>	121	142	113	129
Limited English Proficient <sup>5</sup> (1762:1985)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	140	142	129	146
Economically Disadvantaged (17111:16248)	✓	✓	99%	✓	161	143		
<b>Final AYP Determination</b>	✓ 10 of 10							

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target





Did Not Make AYP



Insufficient Number of Students to Determine AYP Status
































## Elementary/Middle-Level 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (19451:18337)			99%		173	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (118:109)			99%		162	109	
Black or African American (9130:8647)			99%		170	118	
Hispanic or Latino (7353:6871)			99%		171	118	
Asian or Native Hawaiian/Other Pacific Islander (1276:1216)			99%		190	116	
White (1507:1433)			99%		187	116	
Multiracial (67:61)			100%		184	107	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4365:4005)			97%		137	117	
Limited English Proficient <sup>5</sup> (1781:2059)			99%		167	117	
Economically Disadvantaged (17085:16150)			100%		173	118	
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

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

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




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

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

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

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

#### AYP Status

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





















## Elementary/Middle-Level Science

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

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (6476:5957)		Qualified		98%		149	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (44:39)		Qualified		93%		131	100	
Black or African American (3113:2877)		Qualified		98%		146	100	
Hispanic or Latino (2407:2179)		Qualified		97%		147	100	
Asian or Native Hawaiian/Other Pacific Islander (395:372)		Qualified		99%		163	100	
White (496:470)		Qualified		99%		167	100	
Multiracial (21:20)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (1445:1297)		Qualified		95%		117	100	
Limited English Proficient <sup>4</sup> (558:595)		Qualified		96%		132	100	
Economically Disadvantaged (5668:5228)		Qualified		98%		147	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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

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

#### AYP Status

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

## Secondary-Level English Language Arts

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



Good Standing

### Accountability Measures

1 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (2046:2159)			99%		157	169	163	161
<b>Ethnicity</b>								
American Indian or Alaska Native (9:11)	—	—	—	—	—	—	—	—
Black or African American (920:1006)			99%		159	168	168	163
Hispanic or Latino (923:955)			99%		156	167	158	160
Asian or Native Hawaiian/Other Pacific Islander (75:71)			99%		169	160		
White (95:97)			100%		131	161	150	138
Multiracial (24:19)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (217:390)			98%		94	165	106	105
Limited English Proficient <sup>5</sup> (236:273)			100%		127	164	139	134
Economically Disadvantaged (1256:1352)			99%		158	168	167	162
<b>Final AYP Determination</b>	1 of 8							

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Secondary-Level Mathematics

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



Good Standing

### Accountability Measures

2 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (2046:2159)			99%		159	164	164	163
<b>Ethnicity</b>								
American Indian or Alaska Native (9:11)	—	—	—	—	—	—	—	—
Black or African American (920:1006)			99%		156	163	163	160
Hispanic or Latino (923:955)			99%		160	162	162	164
Asian or Native Hawaiian/Other Pacific Islander (75:71)			99%		175	155		
White (95:97)			100%		154	156	156	159
Multiracial (24:19)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (217:390)			98%		101	160	110	111
Limited English Proficient <sup>5</sup> (236:273)			100%		154	159	156	159
Economically Disadvantaged (1256:1352)			99%		163	163		
<b>Final AYP Determination</b>	2 of 8							

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status



















## Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>1</sup>	State Standard	2008–09	2009–10
<b>All Students</b> (2738) 			60%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (1242)			63%	55%		
Hispanic or Latino (1284)			56%	55%		
Asian or Native Hawaiian/Other Pacific Islander (79)			67%	55%		
White (113)			56%	55%		
Multiracial (14)						
<b>Other Groups</b>	–	–	–	–		
Students with Disabilities (468)			30%	55%	24%	31%
Limited English Proficient <sup>2</sup> (304)			51%	55%	42%	52%
Economically Disadvantaged (1720)			62%	55%		
<b>Final AYP Determination</b>  1 of 1						

#### NOTES

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

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

## Graduation Rate Information

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







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

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







District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**District ID **32-11-00-01-0000**

## Summary of 2008–09 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



	Percentage of students that scored at or above Level 3			Total Tested
<b>English Language Arts</b>	0%	50%	100%	
Grade 3	66%			3161
Grade 4	67%			3161
Grade 5	72%			3243
Grade 6	66%			2981
Grade 7	64%			3104
Grade 8	49%			3056

### Mathematics

Grade 3	90%		3189
Grade 4	82%		3171
Grade 5	85%		3277
Grade 6	70%		3015
Grade 7	73%		3140
Grade 8	58%		3098

### Science

Grade 4	81%		3156
Grade 8	36%		3015

	Percentage of students that scored at or above Level 3			2005 Total Cohort
<b>Secondary Level</b>	0%	50%	100%	
English	63%			2544
Mathematics	62%			2544

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

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

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

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

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

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

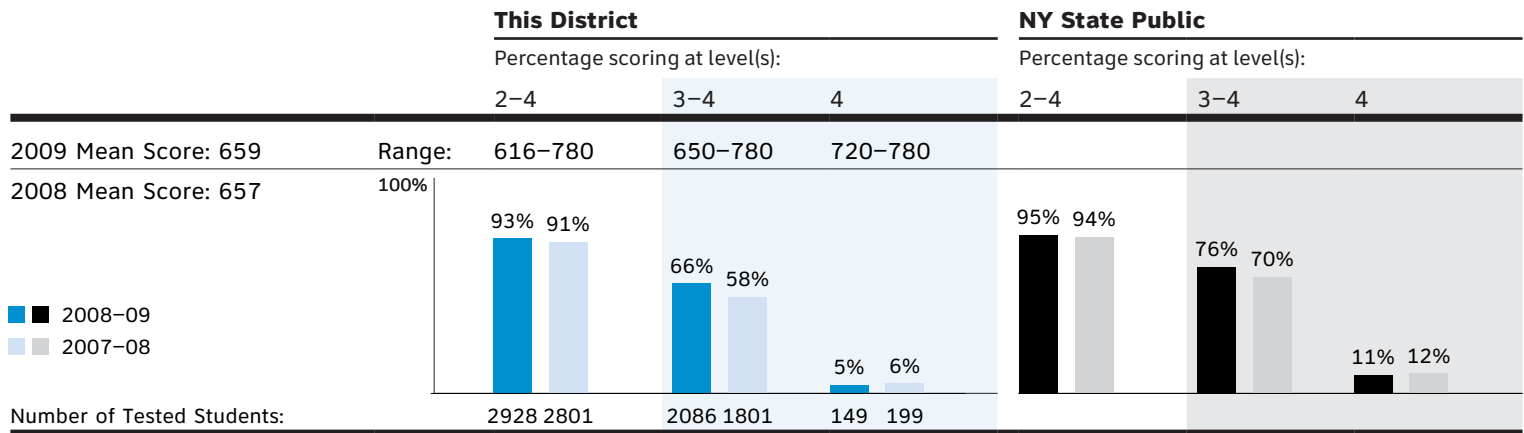
## This District's N/RC Category:

### NYC Public Schools

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



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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3161</b>	<b>93%</b>	<b>66%</b>	<b>5%</b>	<b>3094</b>	<b>91%</b>	<b>58%</b>	<b>6%</b>
Female	1490	95%	73%	6%	1503	93%	63%	7%
Male	1671	90%	60%	4%	1591	88%	54%	6%
American Indian or Alaska Native	21	90%	67%	0%	20	80%	45%	0%
Black or African American	1411	93%	64%	4%	1476	91%	56%	5%
Hispanic or Latino	1215	90%	62%	3%	1150	88%	55%	7%
Asian or Native Hawaiian/Other Pacific Islander	232	97%	81%	8%	176	97%	74%	13%
White	260	97%	78%	12%	256	96%	73%	12%
Multiracial	22	100%	82%	14%	16	100%	75%	6%
<b>Small Group Totals</b>								
General-Education Students	2580	97%	74%	6%	2477	97%	67%	8%
Students with Disabilities	581	72%	29%	0%	617	65%	22%	0%
English Proficient	2807	94%	69%	5%	2805	92%	61%	7%
Limited English Proficient	354	79%	43%	1%	289	78%	33%	4%
Economically Disadvantaged	2841	93%	65%	4%	2683	90%	56%	6%
Not Disadvantaged	320	93%	71%	8%	411	93%	73%	9%
Migrant								
Not Migrant	3161	93%	66%	5%	3094	91%	58%	6%

### NOTES

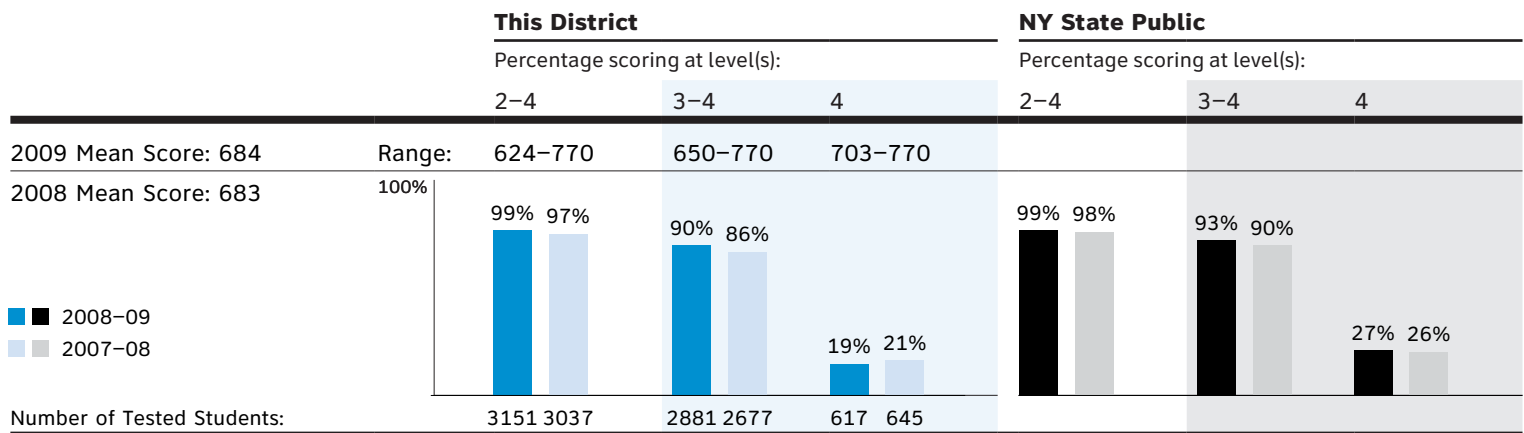
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	69	62	60	54	47	43	39	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	32	N/A	N/A	N/A	28	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3189</b>	<b>99%</b>	<b>90%</b>	<b>19%</b>	<b>3130</b>	<b>97%</b>	<b>86%</b>	<b>21%</b>
Female	1507	99%	92%	21%	1531	97%	86%	22%
Male	1682	98%	89%	18%	1599	97%	85%	20%
American Indian or Alaska Native	20	100%	90%	5%	19	95%	74%	11%
Black or African American	1413	99%	89%	16%	1479	97%	85%	17%
Hispanic or Latino	1229	98%	89%	17%	1173	96%	83%	19%
Asian or Native Hawaiian/Other Pacific Islander	238	100%	97%	41%	183	98%	95%	48%
White	268	99%	96%	31%	260	99%	93%	30%
Multiracial	21	100%	95%	29%	16	100%	100%	13%
<b>Small Group Totals</b>								
General-Education Students	2607	100%	94%	23%	2510	99%	92%	25%
Students with Disabilities	582	95%	72%	5%	620	88%	59%	5%
English Proficient	2802	99%	91%	20%	2801	97%	87%	22%
Limited English Proficient	387	97%	84%	14%	329	95%	75%	12%
Economically Disadvantaged	2859	99%	90%	19%	2715	97%	85%	20%
Not Disadvantaged	330	98%	90%	23%	415	98%	90%	26%
Migrant								
Not Migrant	3189	99%	90%	19%	3130	97%	86%	21%

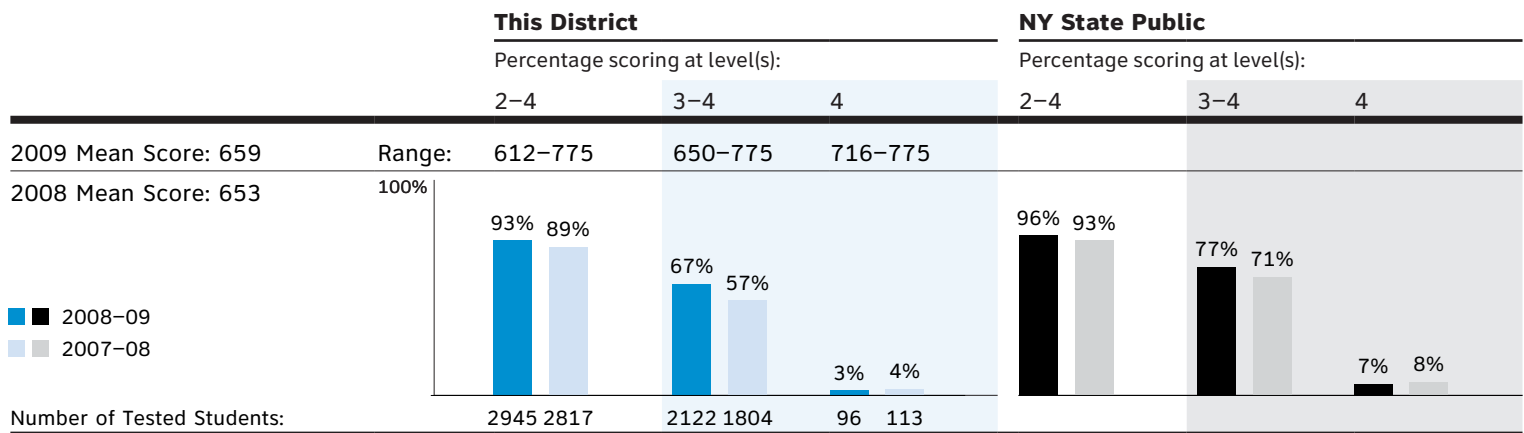
### NOTES

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	69	68	63	49	47	46	38	21

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3161</b>	<b>93%</b>	<b>67%</b>	<b>3%</b>	<b>3149</b>	<b>89%</b>	<b>57%</b>	<b>4%</b>
Female	1517	96%	72%	5%	1539	92%	62%	5%
Male	1644	91%	63%	2%	1610	87%	53%	3%
American Indian or Alaska Native	17	82%	59%	6%	17	82%	35%	0%
Black or African American	1519	94%	65%	2%	1520	90%	57%	3%
Hispanic or Latino	1191	91%	66%	3%	1136	86%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	172	97%	78%	8%	222	94%	75%	11%
White	247	97%	80%	6%	246	96%	72%	7%
Multiracial	15	100%	80%	0%	8	88%	63%	0%
<b>Small Group Totals</b>								
General-Education Students	2502	99%	77%	4%	2491	96%	66%	4%
Students with Disabilities	659	72%	31%	0%	658	65%	25%	0%
English Proficient	2886	94%	70%	3%	2854	91%	60%	4%
Limited English Proficient	275	85%	41%	0%	295	75%	28%	0%
Economically Disadvantaged	2817	93%	66%	3%	2722	89%	55%	3%
Not Disadvantaged	344	94%	76%	3%	427	92%	70%	7%
Migrant								
Not Migrant	3161	93%	67%	3%	3149	89%	57%	4%

### NOTES

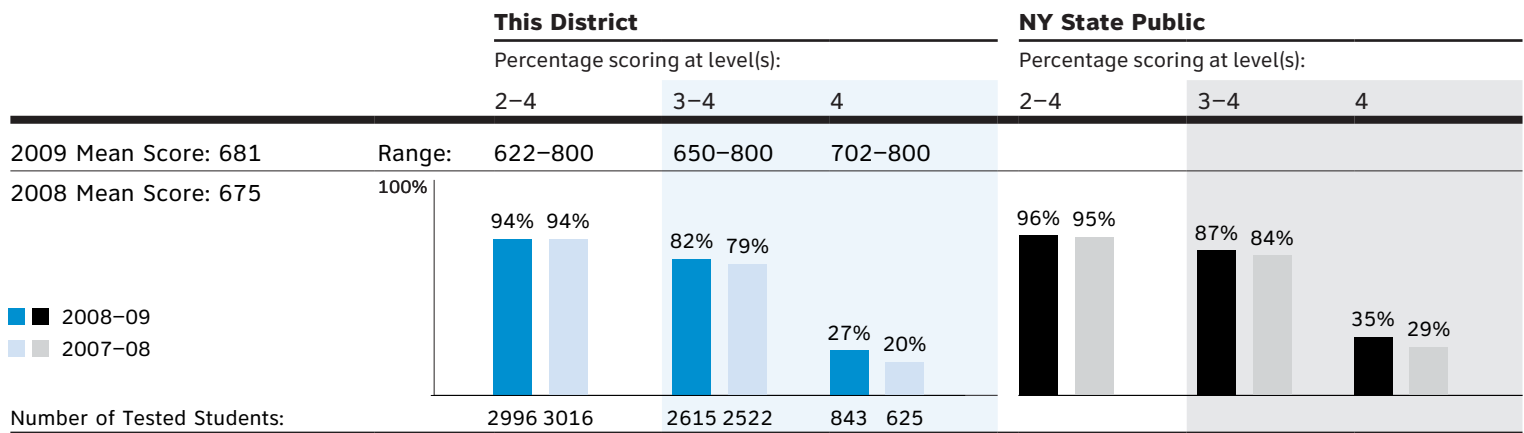
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 4 Equivalent	64	61	58	43	69	64	53	38
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	25	N/A	N/A	N/A	29	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3171</b>	<b>94%</b>	<b>82%</b>	<b>27%</b>	<b>3204</b>	<b>94%</b>	<b>79%</b>	<b>20%</b>
Female	1520	95%	85%	27%	1573	95%	80%	19%
Male	1651	94%	80%	26%	1631	93%	77%	20%
American Indian or Alaska Native	17	76%	59%	18%	17	94%	65%	12%
Black or African American	1523	95%	81%	23%	1534	94%	77%	16%
Hispanic or Latino	1190	93%	81%	24%	1165	93%	76%	16%
Asian or Native Hawaiian/Other Pacific Islander	175	98%	93%	53%	229	97%	92%	49%
White	251	98%	89%	41%	251	98%	92%	32%
Multiracial	15	93%	80%	40%	8	100%	88%	13%
<b>Small Group Totals</b>								
General-Education Students	2511	98%	90%	32%	2546	98%	86%	23%
Students with Disabilities	660	81%	54%	7%	658	79%	51%	6%
English Proficient	2871	95%	84%	28%	2862	95%	80%	21%
Limited English Proficient	300	89%	71%	15%	342	89%	64%	7%
Economically Disadvantaged	2827	94%	82%	26%	2777	94%	78%	19%
Not Disadvantaged	344	95%	88%	33%	427	96%	84%	26%
Migrant								
Not Migrant	3171	94%	82%	27%	3204	94%	79%	20%

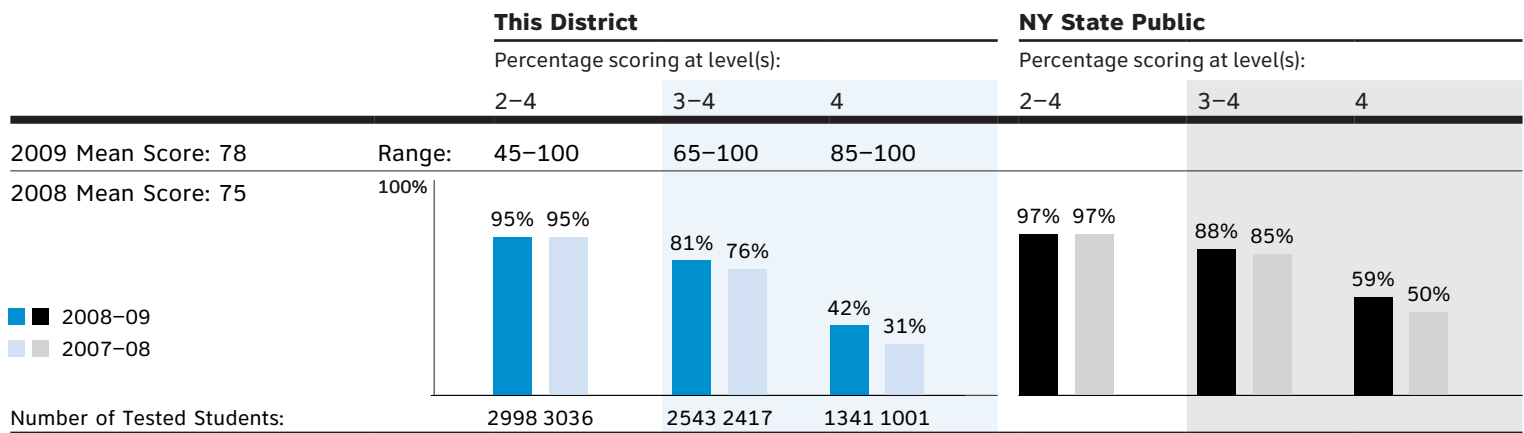
### NOTES

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

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	64	63	56	40	68	67	58	38

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3156</b>	<b>95%</b>	<b>81%</b>	<b>42%</b>	<b>3192</b>	<b>95%</b>	<b>76%</b>	<b>31%</b>
Female	1516	96%	82%	44%	1562	95%	75%	31%
Male	1640	95%	79%	41%	1630	95%	76%	32%
American Indian or Alaska Native	17	94%	65%	29%	17	100%	76%	18%
Black or African American	1518	96%	81%	39%	1523	95%	74%	30%
Hispanic or Latino	1175	94%	79%	42%	1165	95%	73%	27%
Asian or Native Hawaiian/Other Pacific Islander	176	97%	90%	61%	230	98%	87%	53%
White	255	97%	85%	53%	249	97%	87%	41%
Multiracial	15	87%	80%	47%	8	100%	88%	50%
<b>Small Group Totals</b>								
General-Education Students	2506	97%	86%	49%	2538	97%	81%	36%
Students with Disabilities	650	88%	59%	19%	654	89%	55%	13%
English Proficient	2866	96%	83%	45%	2852	96%	78%	34%
Limited English Proficient	290	88%	58%	19%	340	89%	56%	12%
Economically Disadvantaged	2806	95%	80%	41%	2757	95%	75%	30%
Not Disadvantaged	350	94%	84%	53%	435	97%	83%	42%
Migrant								
Not Migrant	3156	95%	81%	42%	3192	95%	76%	31%

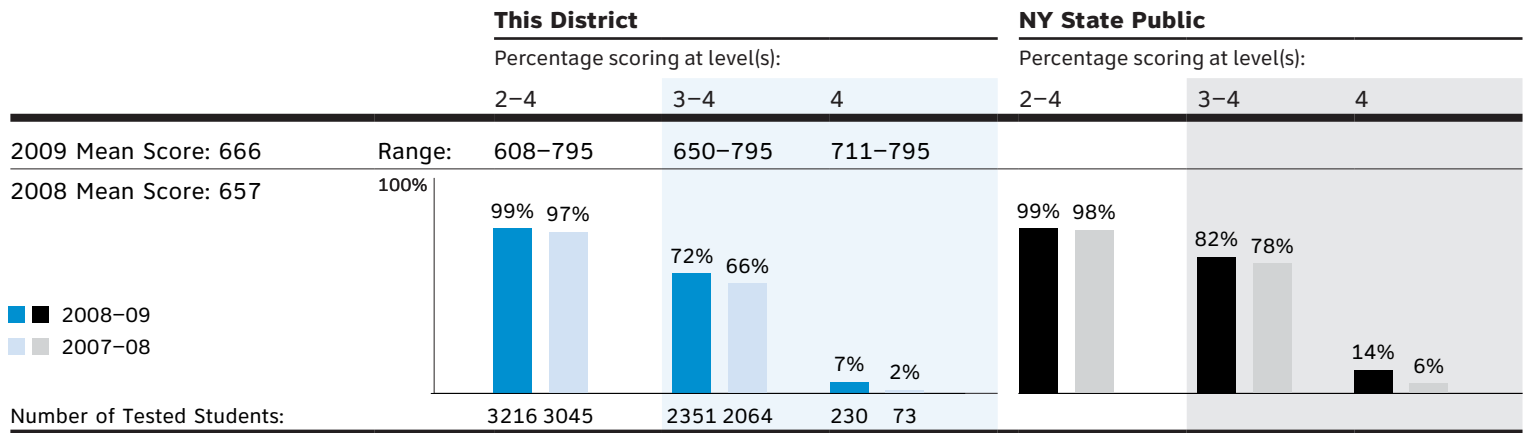
### NOTES

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

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	64	60	60	47	69	66	63	48

## This District's Results in Grade 5 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3243</b>	<b>99%</b>	<b>72%</b>	<b>7%</b>	<b>3144</b>	<b>97%</b>	<b>66%</b>	<b>2%</b>
Female	1594	99%	74%	8%	1500	98%	68%	2%
Male	1649	99%	71%	6%	1644	96%	63%	2%
American Indian or Alaska Native	15	100%	67%	7%	18	—	—	—
Black or African American	1564	99%	72%	6%	1506	98%	66%	2%
Hispanic or Latino	1196	99%	69%	6%	1180	96%	61%	1%
Asian or Native Hawaiian/Other Pacific Islander	223	100%	86%	17%	182	97%	80%	8%
White	238	99%	86%	9%	257	96%	75%	5%
Multiracial	7	100%	71%	14%	1	—	—	—
Small Group Totals					19	89%	53%	5%
General-Education Students	2562	100%	81%	9%	2480	99%	74%	3%
Students with Disabilities	681	97%	41%	2%	664	89%	34%	0%
English Proficient	2975	99%	75%	8%	2897	98%	69%	2%
Limited English Proficient	268	97%	43%	0%	247	88%	30%	0%
Economically Disadvantaged	2870	99%	72%	6%	2729	96%	65%	2%
Not Disadvantaged	373	99%	78%	12%	415	99%	73%	4%
Migrant								
Not Migrant	3243	99%	72%	7%	3144	97%	66%	2%

### NOTES

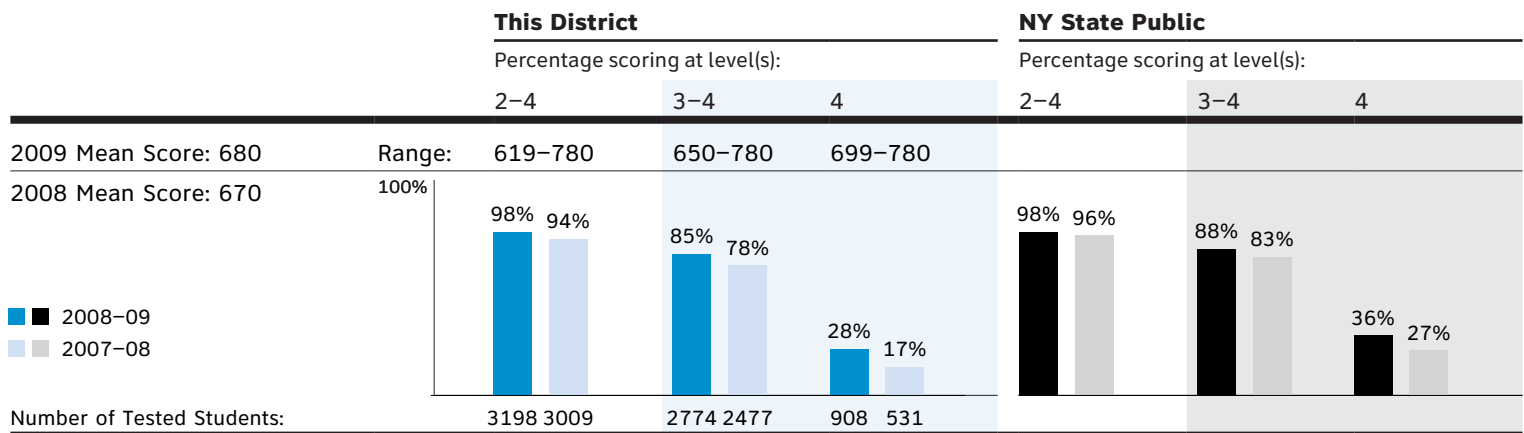
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 5 Equivalent	70	65	59	36	54	50	47	28
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	25	N/A	N/A	N/A	28	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3277</b>	<b>98%</b>	<b>85%</b>	<b>28%</b>	<b>3185</b>	<b>94%</b>	<b>78%</b>	<b>17%</b>
Female	1610	98%	86%	28%	1517	95%	80%	16%
Male	1667	97%	84%	27%	1668	94%	76%	17%
American Indian or Alaska Native	15	100%	93%	13%	19	—	—	—
Black or African American	1568	97%	82%	22%	1510	95%	77%	14%
Hispanic or Latino	1220	97%	83%	25%	1201	93%	76%	12%
Asian or Native Hawaiian/Other Pacific Islander	226	100%	99%	61%	189	98%	88%	46%
White	242	99%	93%	45%	265	96%	84%	35%
Multiracial	6	100%	100%	33%	1	—	—	—
Small Group Totals					20	95%	85%	20%
General-Education Students	2595	99%	91%	33%	2522	98%	85%	20%
Students with Disabilities	682	91%	61%	9%	663	82%	51%	4%
English Proficient	2977	98%	86%	29%	2900	95%	80%	18%
Limited English Proficient	300	93%	73%	16%	285	85%	60%	8%
Economically Disadvantaged	2898	98%	84%	27%	2765	94%	77%	16%
Not Disadvantaged	379	97%	87%	36%	420	95%	80%	23%
Migrant								
Not Migrant	3277	98%	85%	28%	3185	94%	78%	17%

### NOTES

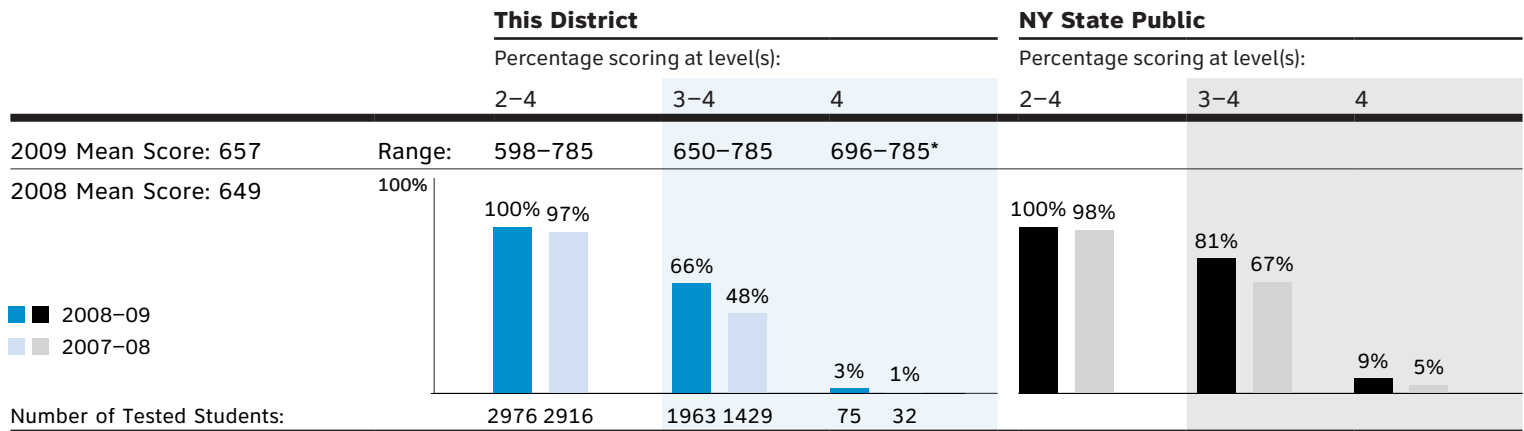
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 5 Equivalent	70	69	62	39	56	53	50	28



## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2981</b>	<b>100%</b>	<b>66%</b>	<b>3%</b>	<b>3007</b>	<b>97%</b>	<b>48%</b>	<b>1%</b>
Female	1389	100%	71%	4%	1429	98%	54%	1%
Male	1592	100%	61%	2%	1578	96%	42%	1%
American Indian or Alaska Native	19	100%	68%	0%	18	94%	22%	0%
Black or African American	1366	100%	65%	2%	1455	98%	45%	1%
Hispanic or Latino	1190	100%	61%	2%	1096	96%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	178	99%	82%	8%	204	98%	69%	4%
White	221	100%	80%	6%	227	99%	59%	4%
Multiracial	7	100%	86%	14%	7	100%	71%	0%
<b>Small Group Totals</b>								
General-Education Students	2339	100%	75%	3%	2358	99%	57%	1%
Students with Disabilities	642	99%	31%	0%	649	89%	13%	0%
English Proficient	2736	100%	69%	3%	2828	97%	50%	1%
Limited English Proficient	245	100%	31%	0%	179	90%	15%	0%
Economically Disadvantaged	2662	100%	65%	2%	2688	97%	46%	1%
Not Disadvantaged	319	100%	76%	5%	319	98%	58%	2%
Migrant								
Not Migrant	2981	100%	66%	3%	3007	97%	48%	1%

### 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.

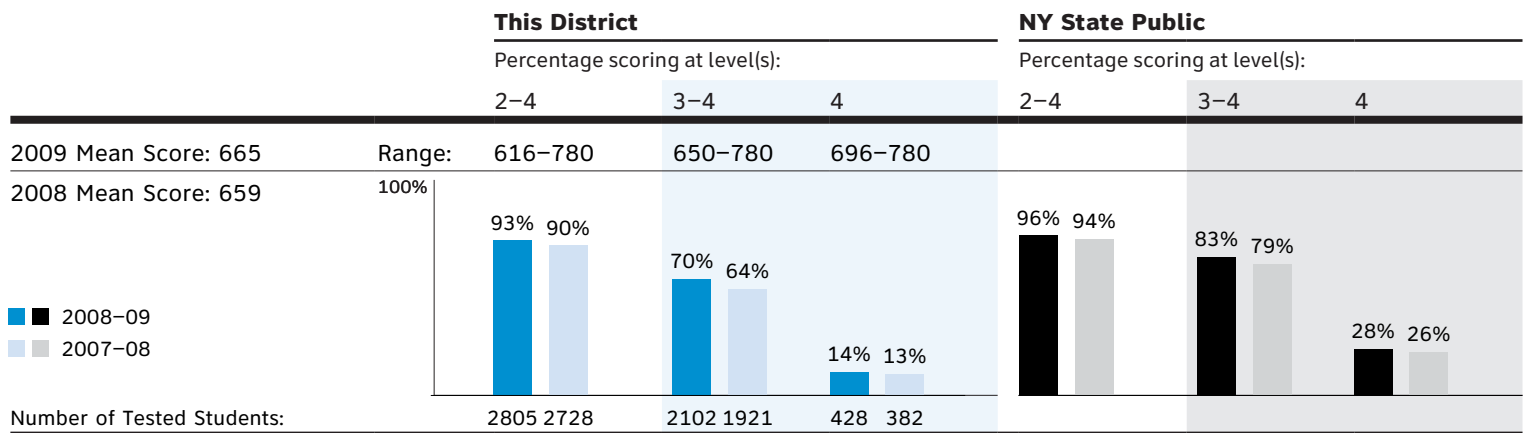
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	58	55	47	31	52	48	38	20
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	28	N/A	N/A	N/A	13	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3015</b>	<b>93%</b>	<b>70%</b>	<b>14%</b>	<b>3018</b>	<b>90%</b>	<b>64%</b>	<b>13%</b>
Female	1411	95%	75%	16%	1437	92%	67%	13%
Male	1604	91%	65%	13%	1581	89%	60%	12%
American Indian or Alaska Native	18	89%	67%	6%	16	81%	31%	0%
Black or African American	1360	94%	68%	9%	1457	90%	60%	8%
Hispanic or Latino	1210	91%	66%	12%	1097	89%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	187	96%	88%	43%	211	96%	87%	40%
White	232	95%	81%	34%	230	95%	82%	27%
Multiracial	8	100%	100%	13%	7	86%	71%	14%
<b>Small Group Totals</b>								
General-Education Students	2367	98%	79%	17%	2384	96%	72%	15%
Students with Disabilities	648	77%	36%	3%	634	69%	31%	2%
English Proficient	2738	94%	72%	15%	2822	91%	65%	13%
Limited English Proficient	277	83%	48%	7%	196	80%	51%	5%
Economically Disadvantaged	2686	93%	69%	14%	2699	90%	63%	12%
Not Disadvantaged	329	93%	76%	19%	319	92%	71%	18%
Migrant								
Not Migrant	3015	93%	70%	14%	3018	90%	64%	13%

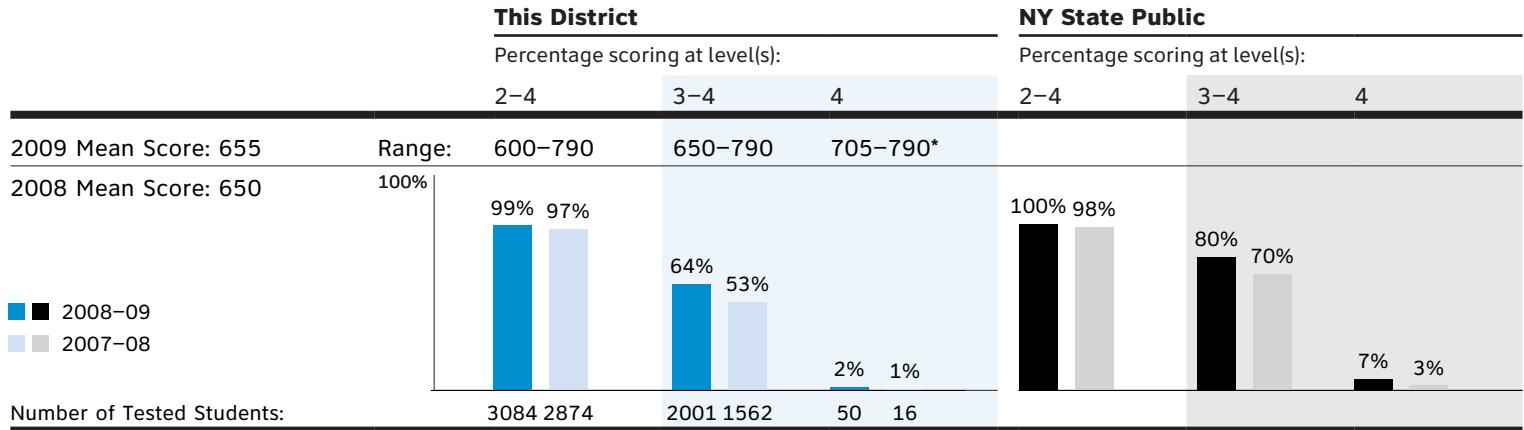
### NOTES

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 6 Equivalent	58	57	55	35	53	53	48	30

## 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
<b>All Students</b>	<b>3104</b>	<b>99%</b>	<b>64%</b>	<b>2%</b>	<b>2964</b>	<b>97%</b>	<b>53%</b>	<b>1%</b>
Female	1470	100%	70%	2%	1413	98%	61%	1%
Male	1634	99%	60%	1%	1551	96%	45%	1%
American Indian or Alaska Native	18	94%	39%	0%	29	—	—	—
Black or African American	1497	99%	61%	1%	1432	97%	51%	0%
Hispanic or Latino	1131	99%	62%	1%	1082	96%	49%	1%
Asian or Native Hawaiian/Other Pacific Islander	210	100%	80%	5%	194	98%	66%	2%
White	239	100%	82%	5%	226	98%	70%	1%
Multiracial	9	100%	78%	0%	1	—	—	—
Small Group Totals					30	93%	47%	0%
General-Education Students	2445	100%	74%	2%	2369	99%	61%	1%
Students with Disabilities	659	97%	31%	0%	595	89%	19%	0%
English Proficient	2908	100%	67%	2%	2776	97%	55%	1%
Limited English Proficient	196	97%	27%	0%	188	90%	19%	0%
Economically Disadvantaged	2703	99%	64%	1%	2618	97%	51%	0%
Not Disadvantaged	401	99%	69%	3%	346	97%	65%	2%
Migrant								
Not Migrant	3104	99%	64%	2%	2964	97%	53%	1%

### 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.

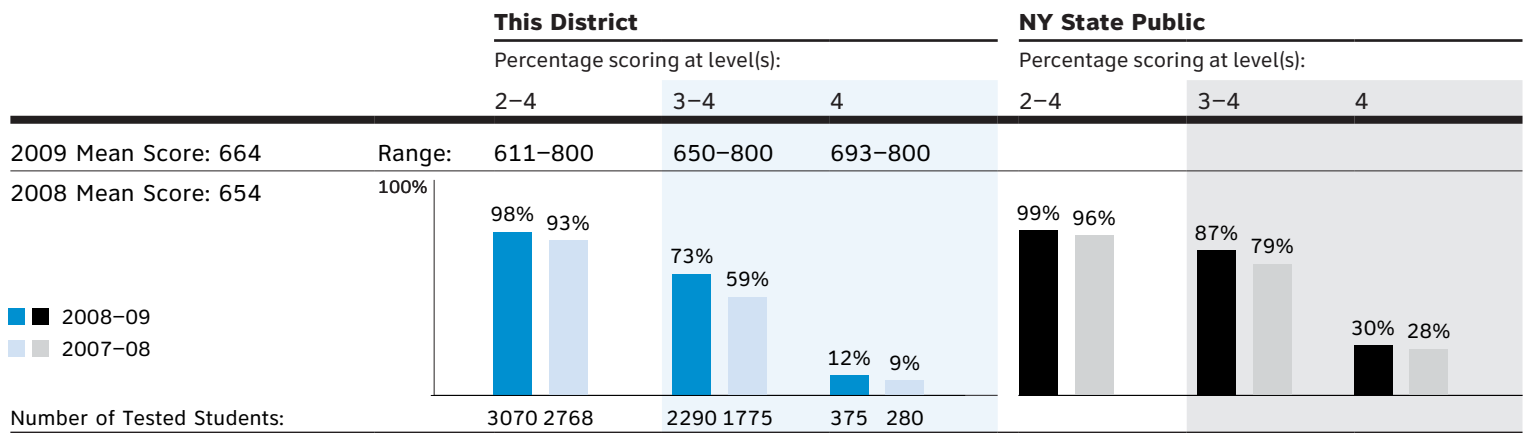
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	70	68	64	55	69	68	64	51
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	27	N/A	N/A	N/A	15	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3140</b>	<b>98%</b>	<b>73%</b>	<b>12%</b>	<b>2992</b>	<b>93%</b>	<b>59%</b>	<b>9%</b>
Female	1483	99%	75%	12%	1422	95%	64%	10%
Male	1657	97%	71%	12%	1570	91%	55%	8%
American Indian or Alaska Native	17	100%	65%	0%	29	—	—	—
Black or African American	1506	98%	70%	7%	1449	92%	55%	6%
Hispanic or Latino	1137	97%	70%	10%	1093	91%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	218	100%	89%	39%	195	97%	78%	25%
White	251	99%	87%	29%	225	96%	80%	26%
Multiracial	11	100%	82%	9%	1	—	—	—
Small Group Totals					30	90%	60%	13%
General-Education Students	2481	100%	81%	15%	2405	97%	68%	12%
Students with Disabilities	659	91%	44%	2%	587	72%	25%	1%
English Proficient	2914	98%	75%	12%	2791	93%	61%	10%
Limited English Proficient	226	96%	49%	6%	201	84%	40%	4%
Economically Disadvantaged	2732	98%	72%	11%	2645	93%	58%	8%
Not Disadvantaged	408	98%	78%	16%	347	92%	66%	17%
Migrant								
Not Migrant	3140	98%	73%	12%	2992	93%	59%	9%

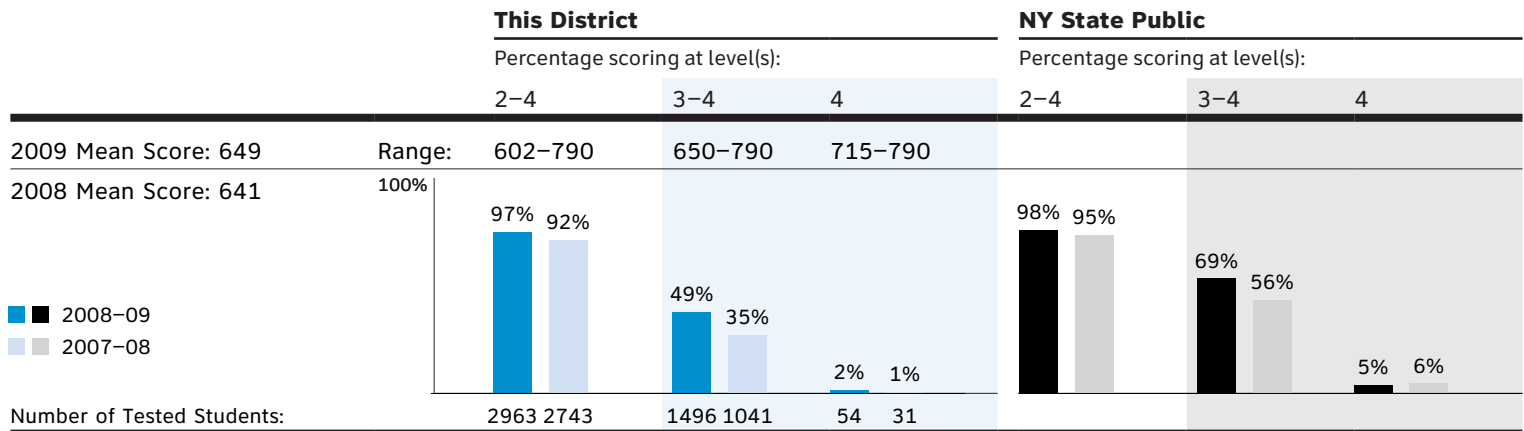
### NOTES

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 7 Equivalent	70	67	65	41	69	63	59	35

## 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
<b>All Students</b>	<b>3056</b>	<b>97%</b>	<b>49%</b>	<b>2%</b>	<b>2986</b>	<b>92%</b>	<b>35%</b>	<b>1%</b>
Female	1444	98%	57%	2%	1431	96%	42%	2%
Male	1612	96%	42%	1%	1555	88%	28%	0%
American Indian or Alaska Native	27	96%	33%	0%	24	—	—	—
Black or African American	1481	98%	47%	1%	1509	92%	33%	0%
Hispanic or Latino	1118	95%	47%	1%	1041	90%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	199	98%	60%	6%	177	96%	61%	6%
White	226	99%	63%	7%	234	98%	53%	4%
Multiracial	5	100%	40%	0%	1	—	—	—
Small Group Totals					25	88%	44%	0%
General-Education Students	2441	99%	58%	2%	2367	97%	42%	1%
Students with Disabilities	615	87%	14%	0%	619	73%	9%	0%
English Proficient	2854	98%	52%	2%	2807	93%	37%	1%
Limited English Proficient	202	89%	9%	0%	179	68%	5%	0%
Economically Disadvantaged	2675	97%	48%	1%	2620	92%	33%	1%
Not Disadvantaged	381	97%	58%	5%	366	93%	49%	3%
Migrant								
Not Migrant	3056	97%	49%	2%	2986	92%	35%	1%

### NOTES

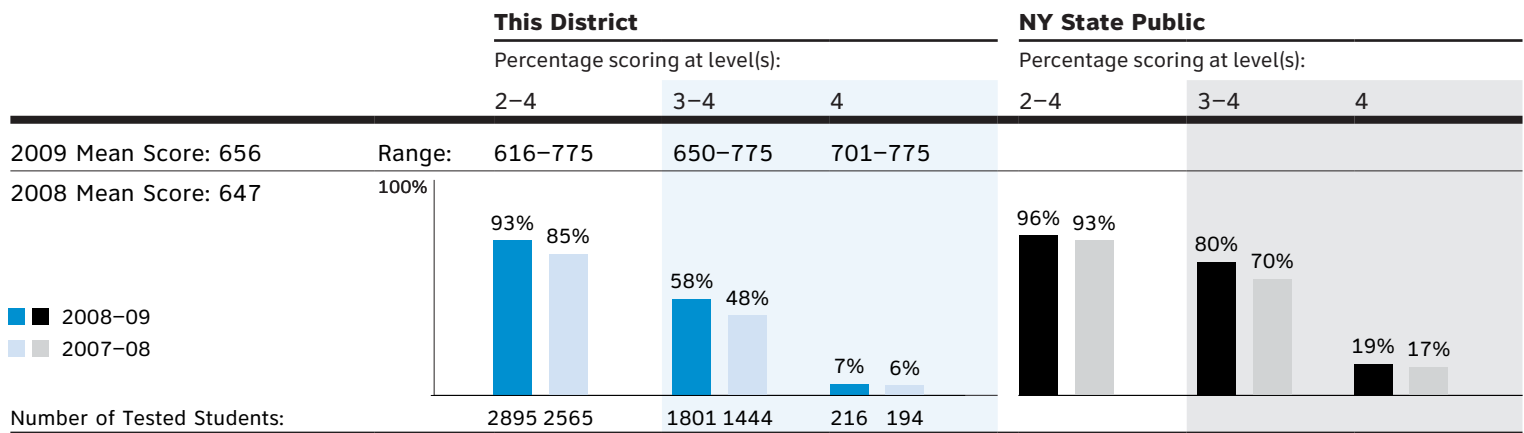
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	80	79	75	64	57	57	54	46
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	28	N/A	N/A	N/A	21	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3098</b>	<b>93%</b>	<b>58%</b>	<b>7%</b>	<b>3032</b>	<b>85%</b>	<b>48%</b>	<b>6%</b>
Female	1460	95%	62%	8%	1451	88%	49%	7%
Male	1638	92%	55%	6%	1581	82%	46%	6%
American Indian or Alaska Native	27	93%	33%	7%	26	—	—	—
Black or African American	1494	93%	54%	4%	1521	83%	42%	4%
Hispanic or Latino	1134	93%	56%	5%	1064	83%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	207	96%	78%	24%	181	97%	84%	31%
White	230	97%	78%	18%	239	95%	76%	14%
Multiracial	6	100%	50%	0%	1	—	—	—
Small Group Totals					27	85%	48%	4%
General-Education Students	2483	98%	67%	8%	2407	91%	55%	8%
Students with Disabilities	615	76%	24%	1%	625	59%	20%	1%
English Proficient	2862	94%	59%	7%	2824	86%	48%	7%
Limited English Proficient	236	90%	47%	4%	208	71%	40%	1%
Economically Disadvantaged	2709	94%	58%	6%	2661	85%	47%	6%
Not Disadvantaged	389	92%	62%	12%	371	83%	52%	11%
Migrant								
Not Migrant	3098	93%	58%	7%	3032	85%	48%	6%

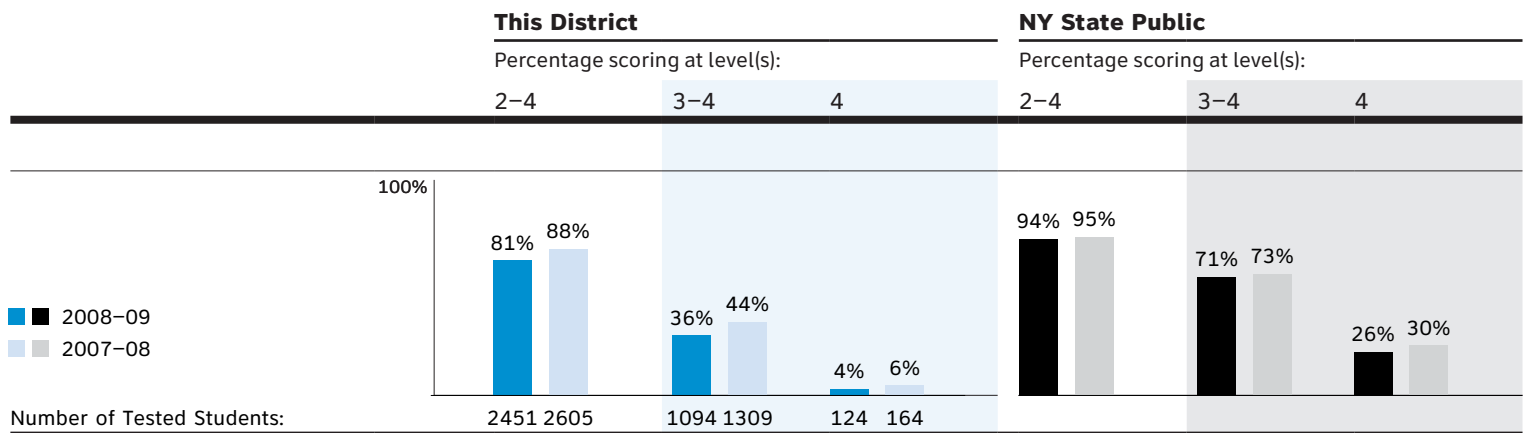
### NOTES

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

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	78	76	73	48	56	51	51	30

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3015</b>	<b>81%</b>	<b>36%</b>	<b>4%</b>	<b>2920</b>	<b>88%</b>	<b>44%</b>	<b>5%</b>
Female	1431	83%	35%	3%	1401	90%	43%	4%
Male	1584	80%	37%	5%	1519	87%	45%	6%
American Indian or Alaska Native	24	71%	38%	0%	26	—	—	—
Black or African American	1469	79%	31%	3%	1465	88%	42%	4%
Hispanic or Latino	1100	80%	35%	3%	1033	86%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	196	90%	55%	9%	168	97%	73%	18%
White	220	91%	58%	11%	227	95%	60%	7%
Multiracial	6	100%	33%	0%	1	—	—	—
Small Group Totals					27	89%	33%	11%
General-Education Students	2433	88%	42%	5%	2327	93%	50%	6%
Students with Disabilities	582	54%	11%	0%	593	70%	18%	1%
English Proficient	2790	83%	38%	4%	2713	89%	45%	6%
Limited English Proficient	225	62%	10%	1%	207	72%	25%	0%
Economically Disadvantaged	2627	81%	34%	3%	2559	88%	42%	4%
Not Disadvantaged	388	86%	51%	9%	361	87%	56%	12%
Migrant								
Not Migrant	3015	81%	36%	4%	2920	88%	44%	5%

### NOTES

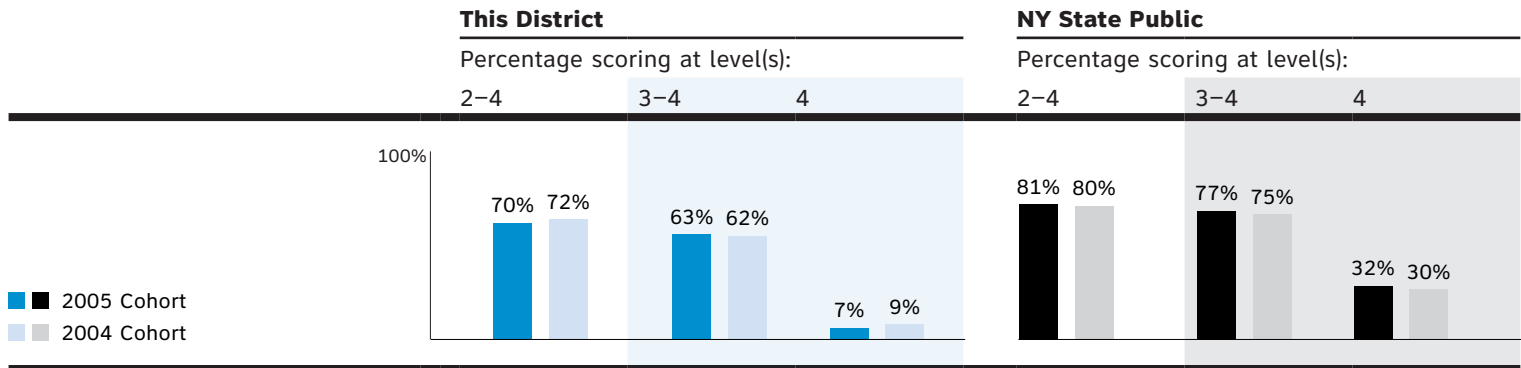
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	79	76	70	61	56	52	49	43
Regents Science	21	3	3	3	32	31	31	12



## 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
<b>All Students</b>	<b>2544</b>	<b>70%</b>	<b>63%</b>	<b>7%</b>	<b>2670</b>	<b>72%</b>	<b>62%</b>	<b>9%</b>
Female	1132	78%	71%	11%	1295	79%	71%	13%
Male	1412	64%	56%	5%	1375	65%	54%	6%
American Indian or Alaska Native	12	75%	75%	8%	6	100%	100%	0%
Black or African American	1176	72%	65%	7%	1205	76%	67%	10%
Hispanic or Latino	1145	69%	61%	7%	1254	68%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	78	78%	74%	13%	79	82%	70%	15%
White	111	59%	50%	7%	112	68%	54%	10%
Multiracial	22	82%	73%	14%	14	71%	71%	0%
Small Group Totals								
General-Education Students	2042	81%	73%	9%	2213	80%	70%	11%
Students with Disabilities	502	27%	20%	1%	457	32%	23%	1%
English Proficient	2292	72%	65%	8%	2421	73%	64%	10%
Limited English Proficient	252	54%	42%	1%	249	60%	43%	2%
Economically Disadvantaged	1560	72%	64%	8%	1697	73%	63%	11%
Not Disadvantaged	984	68%	62%	6%	973	70%	61%	7%
Migrant								
Not Migrant	2544	70%	63%	7%	2670	72%	62%	9%

### NOTES

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

## Other Assessments

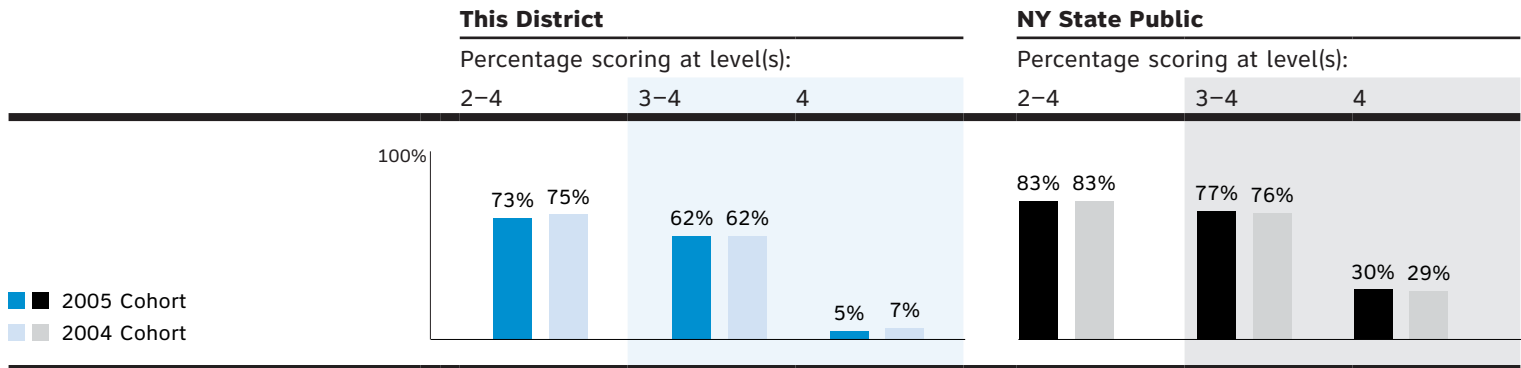
	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

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

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

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

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



## Results by Student Group

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	2544	73%	62%	5%	2670	75%	62%	7%
Female	1132	79%	69%	5%	1295	82%	69%	7%
Male	1412	68%	56%	4%	1375	69%	55%	6%
American Indian or Alaska Native	12	92%	67%	0%	6	100%	67%	17%
Black or African American	1176	73%	61%	4%	1205	78%	63%	7%
Hispanic or Latino	1145	72%	62%	4%	1254	72%	59%	5%
Asian or Native Hawaiian/Other Pacific Islander	78	81%	77%	17%	79	89%	81%	24%
White	111	69%	60%	10%	112	73%	67%	12%
Multiracial	22	86%	82%	14%	14	86%	79%	21%
Small Group Totals								
General-Education Students	2042	84%	72%	6%	2213	83%	70%	8%
Students with Disabilities	502	30%	18%	0%	457	37%	23%	0%
English Proficient	2292	74%	62%	5%	2421	76%	63%	7%
Limited English Proficient	252	68%	56%	2%	249	69%	56%	5%
Economically Disadvantaged	1560	76%	64%	5%	1697	76%	64%	8%
Not Disadvantaged	984	69%	58%	4%	973	73%	59%	6%
Migrant								
Not Migrant	2544	73%	62%	5%	2670	75%	62%	7%

### 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

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.