



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #12**

District ID **32-12-00-01-0000**

Superintendent **MYRNA RODRIGUEZ**

Telephone **(718) 328-2310**

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	735	746	711
Kindergarten	1517	1548	1587
Grade 1	1862	1777	1779
Grade 2	1694	1760	1692
Grade 3	1759	1665	1619
Grade 4	1679	1638	1566
Grade 5	1637	1609	1597
Grade 6	1477	1509	1538
Ungraded Elementary	1409	1476	1521
Grade 7	1775	1591	1546
Grade 8	1706	1687	1593
Grade 9	1561	1583	1390
Grade 10	1314	1226	1236
Grade 11	684	1006	936
Grade 12	417	541	863
Ungraded Secondary	892	1012	1045
Total K-12	21383	21628	21508

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	22	23
Grade 8			
English	24	27	26
Mathematics	23	27	26
Science	24	26	25
Social Studies	22	27	27
Grade 10			
English	24	23	24
Mathematics	26	25	24
Science	26	27	25
Social Studies	24	26	26

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

District ID 32-12-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	16957	79%	17465	81%	18616	87%
Reduced-Price Lunch	1117	5%	936	4%	1124	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3714	17%	3792	18%	4018	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	108	1%	117	1%	115	1%
Black or African American	6669	31%	6682	31%	6633	31%
Hispanic or Latino	14088	66%	14313	66%	14247	66%
Asian or Native Hawaiian/Other Pacific Islander	353	2%	343	2%	356	2%
White	165	1%	173	1%	157	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate						0%
Student Suspensions	1060	5%	1009	5%	1183	5%

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 #12

District ID 32-12-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1744	1711	1736
Percent with No Valid Teaching Certificate	8%	4%	5%
Percent Teaching Out of Certification	15%	13%	12%
Percent with Fewer Than Three Years of Experience	25%	23%	22%
Percentage with Master's Degree Plus 30 Hours or Doctorate	27%	26%	29%
Total Number of Core Classes	3177	3148	3345
Percent Not Taught by Highly Qualified Teachers	17%	15%	12%
Total Number of Classes	4010	3856	4096
Percent Taught by Teachers Without Appropriate Certification	19%	16%	13%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	28%		32%
Turnover Rate of All Teachers	24%		22%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2009–10)

▲ **Good Standing**

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08

2008–09

2009–10

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		—	—	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✓ ^{SH}	✓ ^{SH}	
Limited English Proficient	✓ ^{SH}	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 6	✗ 1 of 6	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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





























Elementary/Middle-Level English Language Arts

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

Accountability Measures 9 of 9 Student groups making AYP in English language arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (11377:10686)			99%		150	143	
Ethnicity							
American Indian or Alaska Native (63:57)			100%		140	131	
Black or African American (3478:3309)			99%		152	142	
Hispanic or Latino (7559:7064)			99%		148	143	
Asian or Native Hawaiian/Other Pacific Islander (182:171)			99%		163	136	
White (78:69)			100%		151	132	
Multiracial (17:16)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2929:2725)			98%		113	142	106 122
Limited English Proficient ⁵ (2061:2245)			99%		130	142	117 137
Economically Disadvantaged (10807:10161)			99%		149	143	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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


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

AYP Status

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





























Elementary/Middle-Level Mathematics

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

Accountability Measures 9 of 9 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (11419:10658)			99%		166	118	
Ethnicity							
American Indian or Alaska Native (64:56)			98%		157	106	
Black or African American (3476:3252)			99%		165	117	
Hispanic or Latino (7596:7094)			99%		166	118	
Asian or Native Hawaiian/Other Pacific Islander (191:174)			99%		174	111	
White (75:66)			100%		173	107	
Multiracial (17:16)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2927:2678)			97%		130	117	
Limited English Proficient ⁵ (2098:2349)			99%		157	117	
Economically Disadvantaged (10828:10133)			99%		166	118	
Final AYP Determination	 9 of 9						

NOTES

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

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




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

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

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

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

AYP Status

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

















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (3792:3421)		Qualified		97%		137	100	
Ethnicity								
American Indian or Alaska Native (18:15)	–	–	–	–	–	–	–	–
Black or African American (1144:1026)		Qualified		97%		137	100	
Hispanic or Latino (2553:2312)		Qualified		97%		137	100	
Asian or Native Hawaiian/Other Pacific Islander (55:48)		Qualified		96%		156	100	
White (17:16)	–	–	–	–	–	–	–	–
Multiracial (5:4)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (962:843)		Qualified		95%		108	100	
Limited English Proficient ⁴ (696:717)		Qualified		96%		117	100	
Economically Disadvantaged (3568:3228)		Qualified		97%		137	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 1 of 6 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 (1099:1066)			99%		153	168	150‡	158
Ethnicity								
American Indian or Alaska Native (3:4)	–	–	–	–	–	–	–	–
Black or African American (442:419)			98%		150	166	146‡	155
Hispanic or Latino (629:617)			99%		153	167	150‡	158
Asian or Native Hawaiian/Other Pacific Islander (18:17)	–	–	–	–	–	–	–	–
White (6:8)	–	–	–	–	–	–	–	–
Multiracial (1:1)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (144:203)			99%		107	163	94	116
Limited English Proficient ⁵ (140:185)			99%		136	163	142‡	142
Economically Disadvantaged (907:891)			99%		155	167	152‡	160
Final AYP Determination	 1 of 6							

NOTES

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

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

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

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

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


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

AYP Status

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




















Secondary-Level Mathematics

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

Accountability Measures 1 of 6 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 (1099:1066)			99%		153	163	151‡	158
Ethnicity								
American Indian or Alaska Native (3:4)	–	–	–	–	–	–	–	–
Black or African American (442:419)			98%		147	161	147‡	152
Hispanic or Latino (629:617)			100%		157	162	152‡	161
Asian or Native Hawaiian/Other Pacific Islander (18:17)	–	–	–	–	–	–	–	–
White (6:8)	–	–	–	–	–	–	–	–
Multiracial (1:1)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (144:203)			99%		112	158	103	121
Limited English Proficient ⁵ (140:185)			100%		155	158	158‡	160
Economically Disadvantaged (907:891)			99%		157	162	152‡	161
Final AYP Determination	 1 of 6							

NOTES

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

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




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

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

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


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

AYP Status

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









Graduation Rate

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

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in Graduates for two consecutive years is placed in improvement status. If this district fails to make AYP in 2009-10, the district will be District In Need of Improvement (Year 1) in 2010-11. If this district makes AYP in 2009-10, the district will be in good standing in 2010-11. [203]

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2008–09	2009–10
All Students (978)			46%	55%	51%	47%
Ethnicity						
American Indian or Alaska Native (5)		–	–	–		
Black or African American (352)			45%	55%	55%	46%
Hispanic or Latino (595)			46%	55%	48%	47%
Asian or Native Hawaiian/Other Pacific Islander (15)		–	–	–		
White (10)		–	–	–		
Multiracial (1)		–	–	–		
Other Groups		–	–	–		
Students with Disabilities (194)			19%	55%	19%	20%
Limited English Proficient ² (154)			49%	55%	50%	50%
Economically Disadvantaged (819)			49%	55%	54%	50%
Final AYP Determination		0 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 #12

District ID 32-12-00-01-0000

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	55%			1838
Grade 4	53%			1797
Grade 5	62%			1843
Grade 6	59%			1823
Grade 7	54%			1781
Grade 8	42%			1816

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
Grade 3	84%			1875
Grade 4	76%			1835
Grade 5	77%			1886
Grade 6	62%			1850
Grade 7	68%			1805
Grade 8	59%			1845

Science	Percentage of students that scored at or above Level 3			Total Tested
Grade 4	69%			1834
Grade 8	31%			1737

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	59%			1302
Mathematics	56%			1302

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

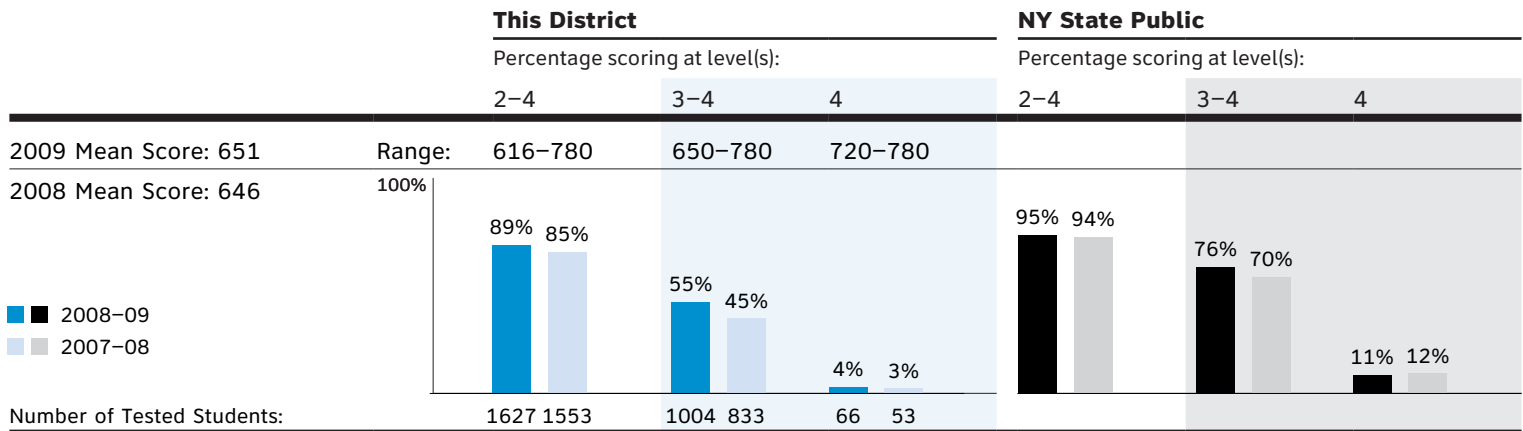
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1838	89%	55%	4%	1837	85%	45%	3%
Female	907	92%	61%	4%	874	88%	49%	3%
Male	931	85%	48%	4%	963	81%	42%	2%
American Indian or Alaska Native	14	-	-	-	12	-	-	-
Black or African American	535	88%	53%	2%	557	86%	48%	2%
Hispanic or Latino	1240	88%	54%	4%	1227	83%	43%	3%
Asian or Native Hawaiian/Other Pacific Islander	30	90%	77%	3%	26	92%	62%	4%
White	15	100%	87%	13%	13	92%	62%	0%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	18	83%	50%	6%	14	100%	57%	0%
General-Education Students	1411	95%	65%	4%	1398	92%	54%	4%
Students with Disabilities	427	67%	21%	1%	439	60%	18%	0%
English Proficient	1500	90%	58%	4%	1472	88%	51%	3%
Limited English Proficient	338	81%	38%	1%	365	72%	21%	1%
Economically Disadvantaged	1769	88%	54%	4%	1745	84%	45%	3%
Not Disadvantaged	69	94%	61%	6%	92	88%	57%	5%
Migrant								
Not Migrant	1838	89%	55%	4%	1837	85%	45%	3%

NOTES

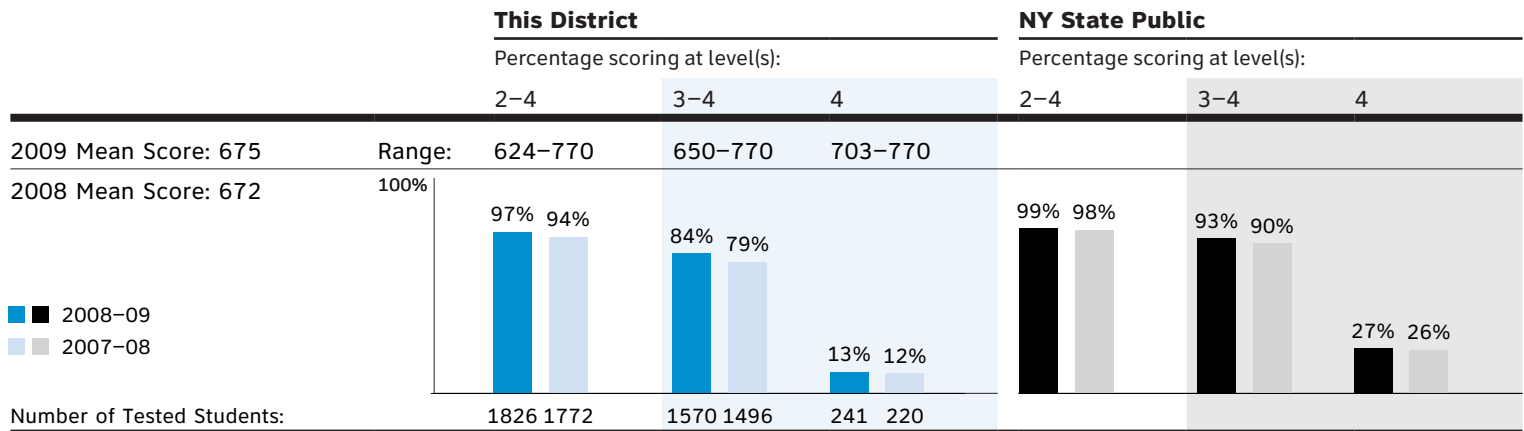
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	38	38	34	30	30	26	24	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	21	N/A	N/A	N/A	10	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	1875	97%	84%	13%	1882	94%	79%	12%
Female	925	98%	85%	13%	899	96%	82%	13%
Male	950	97%	82%	13%	983	93%	78%	11%
American Indian or Alaska Native	14	-	-	-	12	-	-	-
Black or African American	535	98%	82%	10%	565	91%	77%	10%
Hispanic or Latino	1272	97%	84%	13%	1266	95%	80%	12%
Asian or Native Hawaiian/Other Pacific Islander	33	97%	94%	27%	24	100%	96%	17%
White	17	100%	94%	29%	13	100%	85%	8%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	18	100%	78%	17%	14	100%	86%	7%
General-Education Students	1447	99%	91%	15%	1443	98%	87%	14%
Students with Disabilities	428	91%	59%	4%	439	82%	54%	3%
English Proficient	1508	97%	86%	14%	1481	95%	82%	13%
Limited English Proficient	367	97%	75%	8%	401	93%	71%	7%
Economically Disadvantaged	1799	97%	83%	13%	1787	94%	79%	11%
Not Disadvantaged	76	97%	89%	17%	95	92%	80%	17%
Migrant								
Not Migrant	1875	97%	84%	13%	1882	94%	79%	12%

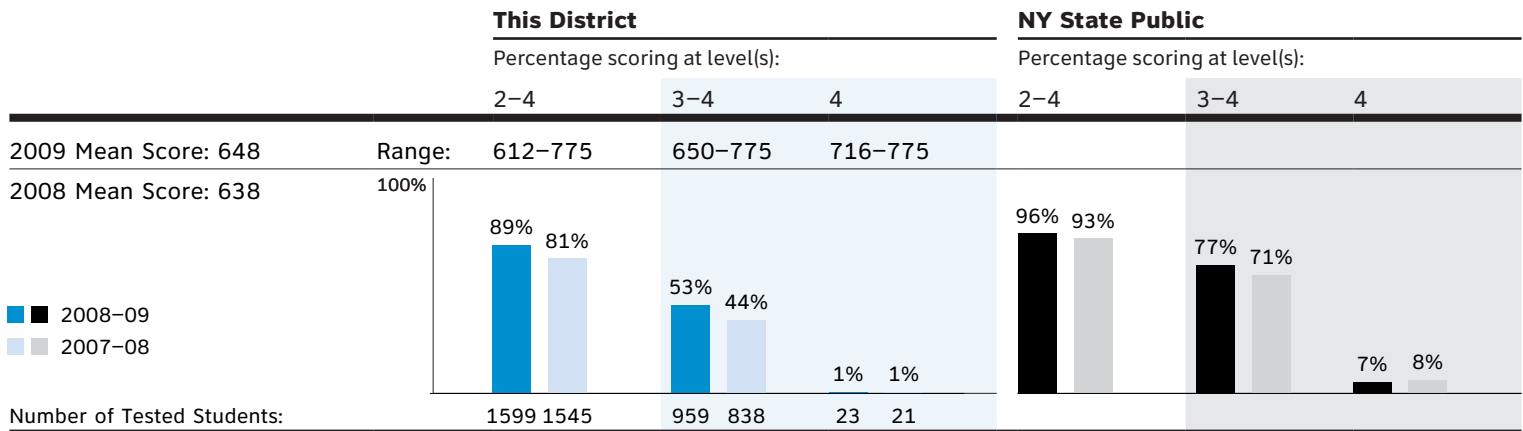
NOTES

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	38	38	37	28	31	31	29	18

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1797	89%	53%	1%	1898	81%	44%	1%
Female	875	93%	58%	2%	932	86%	50%	2%
Male	922	85%	49%	1%	966	77%	39%	1%
American Indian or Alaska Native	12	83%	42%	0%	11	-	-	-
Black or African American	531	90%	52%	1%	593	82%	45%	1%
Hispanic or Latino	1218	89%	54%	1%	1245	81%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	63%	4%	30	87%	47%	0%
White	8	-	-	-	16	81%	50%	0%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	12	83%	50%	0%	14	71%	29%	0%
General-Education Students	1357	96%	64%	2%	1422	92%	53%	1%
Students with Disabilities	440	66%	19%	0%	476	51%	19%	0%
English Proficient	1459	91%	58%	2%	1536	84%	49%	1%
Limited English Proficient	338	79%	32%	0%	362	71%	23%	0%
Economically Disadvantaged	1718	89%	53%	1%	1811	81%	44%	1%
Not Disadvantaged	79	94%	56%	8%	87	82%	56%	3%
Migrant								
Not Migrant	1797	89%	53%	1%	1898	81%	44%	1%

NOTES

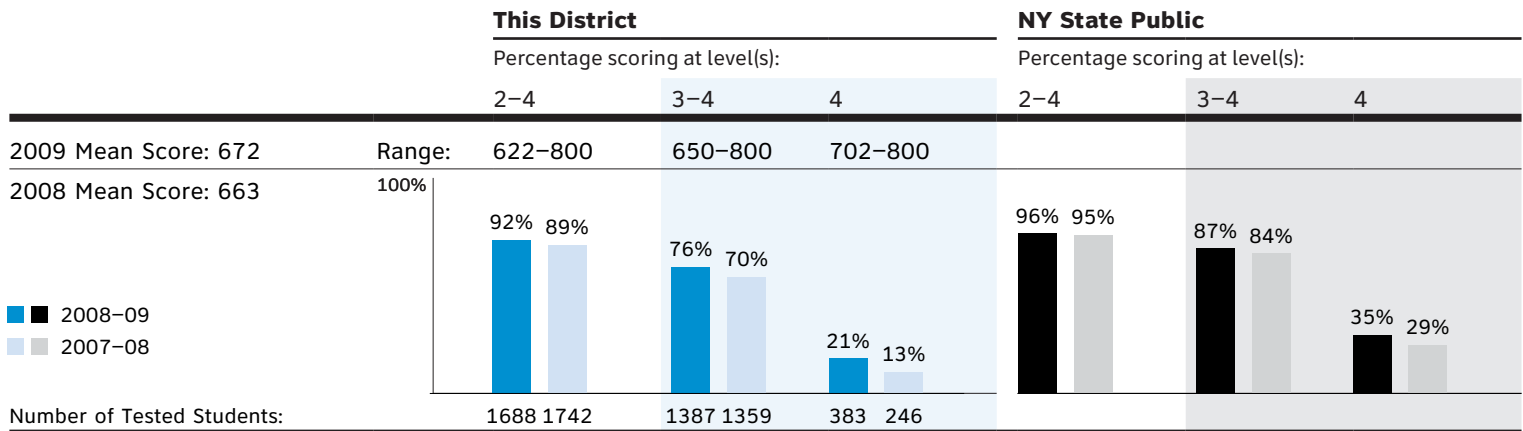
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 4 Equivalent	32	30	27	22	25	24	20	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	34	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 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	1835	92%	76%	21%	1954	89%	70%	13%
Female	894	94%	78%	21%	963	90%	70%	12%
Male	941	90%	73%	21%	991	88%	69%	13%
American Indian or Alaska Native	12	92%	75%	25%	11	-	-	-
Black or African American	535	90%	72%	19%	598	86%	68%	12%
Hispanic or Latino	1251	93%	77%	22%	1297	90%	71%	12%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	92%	32%	28	96%	71%	11%
White	8	-	-	-	17	100%	71%	41%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	12	92%	83%	17%	14	71%	50%	21%
General-Education Students	1396	97%	83%	25%	1474	95%	78%	15%
Students with Disabilities	439	77%	53%	7%	480	71%	43%	4%
English Proficient	1462	93%	78%	23%	1550	91%	73%	15%
Limited English Proficient	373	88%	68%	11%	404	84%	55%	2%
Economically Disadvantaged	1752	92%	76%	20%	1866	89%	69%	12%
Not Disadvantaged	83	90%	76%	31%	88	84%	72%	15%
Migrant								
Not Migrant	1835	92%	76%	21%	1954	89%	70%	13%

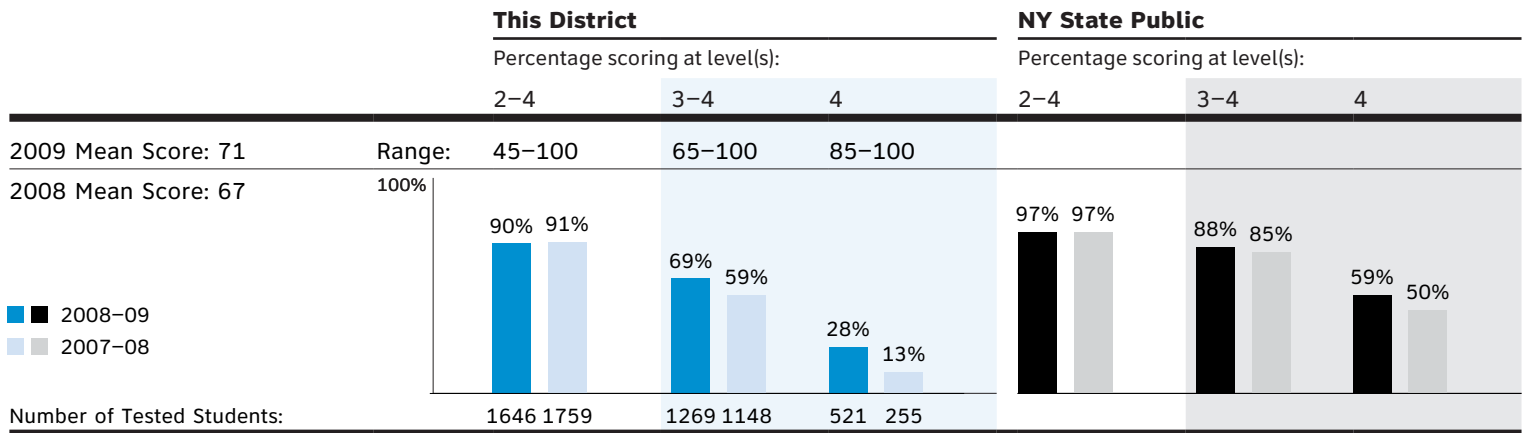
NOTES

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 4 Equivalent	32	32	28	19	24	24	21	13

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	1834	90%	69%	28%	1937	91%	59%	13%
Female	889	91%	70%	28%	949	92%	59%	13%
Male	945	88%	68%	29%	988	89%	59%	13%
American Indian or Alaska Native	11	91%	73%	27%	11	-	-	-
Black or African American	536	89%	69%	28%	592	91%	57%	12%
Hispanic or Latino	1248	90%	69%	28%	1285	91%	60%	14%
Asian or Native Hawaiian/Other Pacific Islander	27	96%	89%	41%	29	93%	55%	7%
White	8	-	-	-	17	94%	71%	18%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	12	92%	75%	25%	14	86%	57%	36%
General-Education Students	1395	94%	75%	33%	1461	94%	66%	16%
Students with Disabilities	439	77%	51%	13%	476	80%	39%	5%
English Proficient	1466	92%	74%	33%	1536	94%	65%	15%
Limited English Proficient	368	81%	49%	12%	401	80%	39%	5%
Economically Disadvantaged	1752	90%	69%	28%	1852	91%	59%	13%
Not Disadvantaged	82	94%	73%	41%	85	95%	75%	14%
Migrant								
Not Migrant	1834	90%	69%	28%	1937	91%	59%	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 4 Equivalent	32	31	31	22	23	23	23	21

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 656	608-795	650-795	711-795			
2008 Mean Score: 649						
Number of Tested Students:	1808	1762	1135	970	42	20

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	1843	98%	62%	2%	1848	95%	52%	1%
Female	910	99%	65%	3%	896	97%	55%	1%
Male	933	98%	58%	2%	952	94%	50%	1%
American Indian or Alaska Native	9	-	-	-	9	89%	44%	0%
Black or African American	562	97%	63%	2%	606	96%	52%	1%
Hispanic or Latino	1224	98%	61%	2%	1174	95%	52%	1%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	74%	6%	45	93%	62%	7%
White	10	100%	50%	0%	14	100%	50%	0%
Multiracial	4	-	-	-				
Small Group Totals	13	100%	62%	0%				
General-Education Students	1391	99%	71%	3%	1397	98%	60%	1%
Students with Disabilities	452	94%	33%	0%	451	86%	29%	0%
English Proficient	1499	99%	68%	3%	1542	97%	58%	1%
Limited English Proficient	344	96%	32%	0%	306	88%	23%	0%
Economically Disadvantaged	1778	98%	62%	2%	1766	95%	52%	1%
Not Disadvantaged	65	95%	57%	0%	82	96%	56%	1%
Migrant								
Not Migrant	1843	98%	62%	2%	1848	95%	52%	1%

NOTES

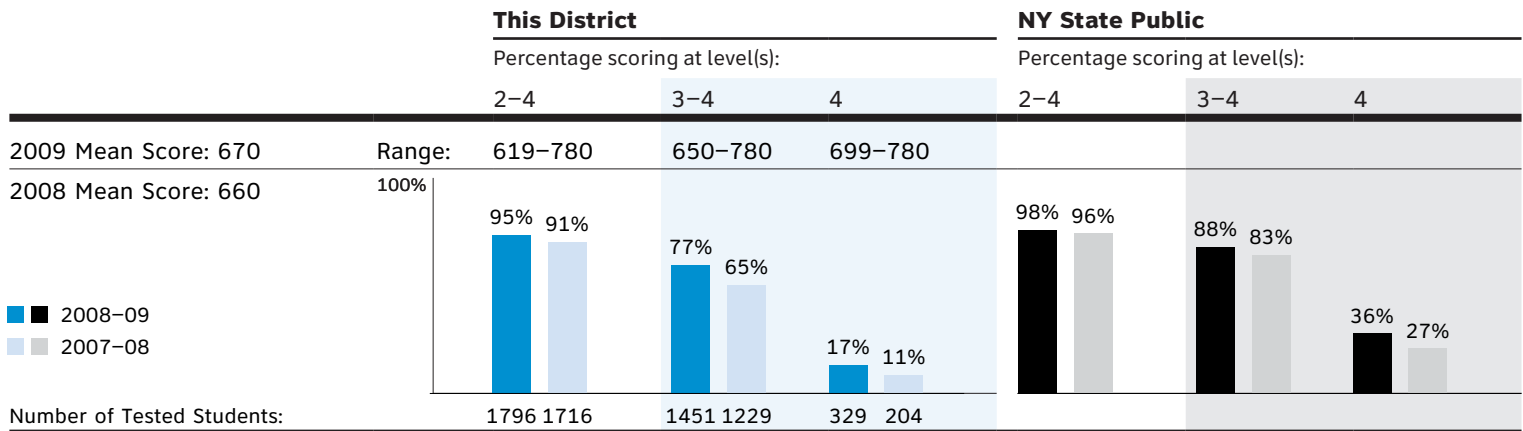
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 5 Equivalent	32	32	31	18	23	23	21	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	26	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 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	1886	95%	77%	17%	1892	91%	65%	11%
Female	920	97%	78%	18%	914	93%	67%	11%
Male	966	94%	76%	17%	978	88%	63%	11%
American Indian or Alaska Native	9	-	-	-	10	80%	70%	20%
Black or African American	566	93%	76%	15%	611	89%	62%	10%
Hispanic or Latino	1260	96%	78%	18%	1210	91%	66%	10%
Asian or Native Hawaiian/Other Pacific Islander	36	97%	83%	17%	45	93%	76%	29%
White	11	91%	73%	27%	16	100%	100%	13%
Multiracial	4	-	-	-				
Small Group Totals	13	92%	62%	31%				
General-Education Students	1424	99%	85%	21%	1434	96%	74%	13%
Students with Disabilities	462	85%	53%	8%	458	73%	37%	2%
English Proficient	1504	96%	81%	20%	1550	93%	69%	12%
Limited English Proficient	382	91%	61%	8%	342	81%	47%	5%
Economically Disadvantaged	1816	95%	77%	17%	1806	91%	65%	10%
Not Disadvantaged	70	90%	77%	21%	86	88%	67%	20%
Migrant								
Not Migrant	1886	95%	77%	17%	1892	91%	65%	11%

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	32	32	30	19	23	21	20	15

This District's Results in Grade 6 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: 653	598-785	650-785	696-785*			
2008 Mean Score: 640						
Number of Tested Students:	1813	1629	1077	566	20	8

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	1823	99%	59%	1%	1719	95%	33%	0%
Female	874	100%	63%	2%	863	96%	35%	1%
Male	949	99%	55%	1%	856	93%	30%	0%
American Indian or Alaska Native	8	88%	50%	0%	8	-	-	-
Black or African American	642	99%	61%	1%	510	95%	36%	0%
Hispanic or Latino	1126	100%	58%	1%	1150	95%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	63%	0%	33	94%	48%	0%
White	17	100%	65%	0%	16	81%	25%	0%
Multiracial					2	-	-	-
Small Group Totals					10	100%	30%	0%
General-Education Students	1372	100%	68%	1%	1283	98%	41%	1%
Students with Disabilities	451	98%	31%	0%	436	85%	10%	0%
English Proficient	1558	100%	64%	1%	1431	97%	38%	1%
Limited English Proficient	265	98%	29%	0%	288	85%	7%	0%
Economically Disadvantaged	1738	99%	59%	1%	1605	95%	33%	0%
Not Disadvantaged	85	100%	66%	5%	114	94%	25%	0%
Migrant								
Not Migrant	1823	99%	59%	1%	1719	95%	33%	0%

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.

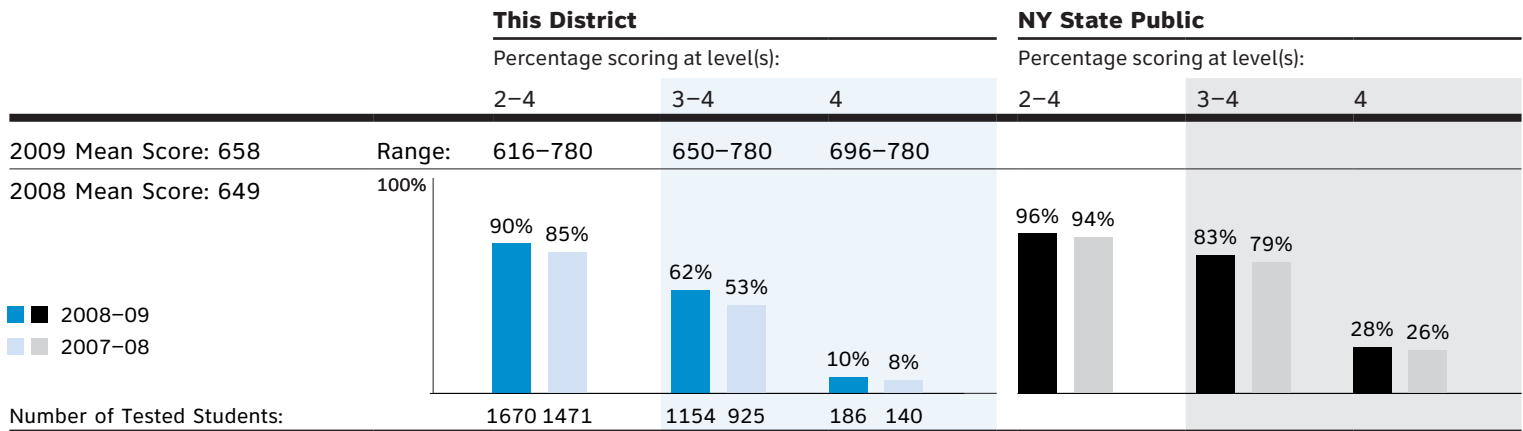
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	25	25	22	16	33	32	24	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	28	N/A	N/A	N/A	16	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	1850	90%	62%	10%	1729	85%	53%	8%
Female	882	92%	64%	10%	867	88%	54%	8%
Male	968	88%	61%	10%	862	82%	53%	9%
American Indian or Alaska Native	9	78%	56%	22%	8	-	-	-
Black or African American	637	90%	63%	9%	500	83%	52%	6%
Hispanic or Latino	1158	91%	62%	10%	1168	86%	54%	9%
Asian or Native Hawaiian/Other Pacific Islander	31	94%	55%	19%	34	82%	71%	26%
White	15	93%	73%	13%	16	56%	31%	6%
Multiracial					3	-	-	-
Small Group Totals					11	82%	45%	0%
General-Education Students	1401	96%	71%	12%	1300	92%	62%	10%
Students with Disabilities	449	72%	35%	3%	429	64%	29%	3%
English Proficient	1557	92%	66%	12%	1430	87%	57%	9%
Limited English Proficient	293	80%	43%	2%	299	77%	36%	2%
Economically Disadvantaged	1763	90%	62%	10%	1612	85%	53%	8%
Not Disadvantaged	87	90%	61%	15%	117	81%	56%	9%
Migrant								
Not Migrant	1850	90%	62%	10%	1729	85%	53%	8%

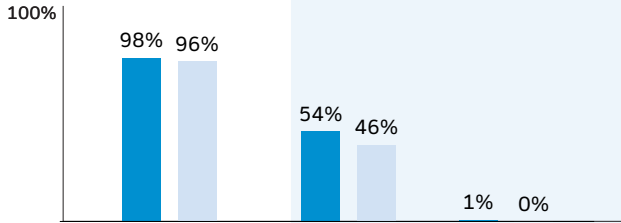
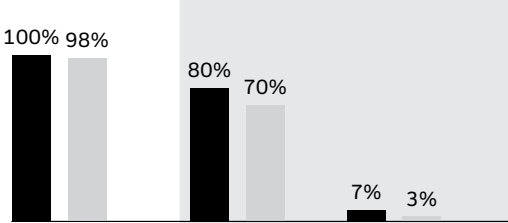
NOTES

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

Other Assessments

	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	25	25	25	17	33	33	32	20

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 650	600-790	650-790	705-790*			
2008 Mean Score: 645						
						
Number of Tested Students:	1752	1742	955	828	14	7

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	1781	98%	54%	1%	1819	96%	46%	0%
Female	885	99%	58%	1%	851	97%	54%	0%
Male	896	98%	50%	1%	968	94%	38%	0%
American Indian or Alaska Native	11	-	-	-	13	77%	15%	0%
Black or African American	527	98%	57%	1%	575	97%	46%	1%
Hispanic or Latino	1189	99%	52%	1%	1195	95%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	66%	0%	25	96%	52%	4%
White	15	87%	53%	0%	11	91%	55%	0%
Multiracial	4	-	-	-				
Small Group Totals	15	100%	33%	0%				
General-Education Students	1341	99%	62%	1%	1372	98%	54%	1%
Students with Disabilities	440	95%	27%	0%	447	88%	21%	0%
English Proficient	1494	99%	60%	1%	1564	97%	51%	0%
Limited English Proficient	287	96%	22%	0%	255	89%	14%	0%
Economically Disadvantaged	1683	98%	54%	1%	1693	96%	46%	0%
Not Disadvantaged	98	99%	53%	1%	126	92%	40%	0%
Migrant								
Not Migrant	1781	98%	54%	1%	1819	96%	46%	0%

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.

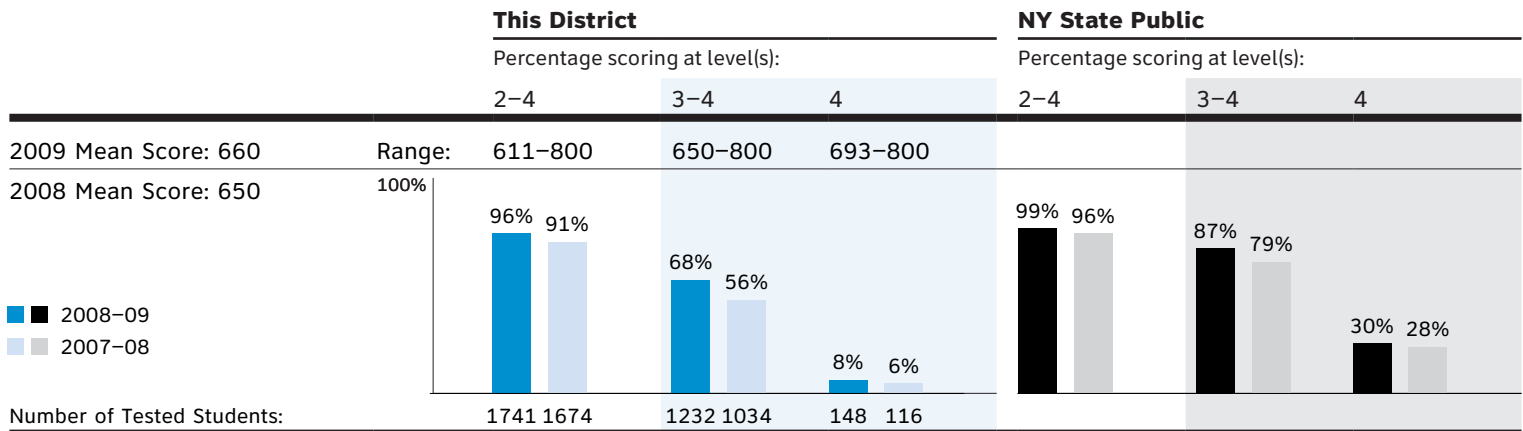
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	42	42	37	31	27	26	18	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	31	N/A	N/A	N/A	22	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	1805	96%	68%	8%	1844	91%	56%	6%
Female	895	97%	71%	8%	858	93%	61%	6%
Male	910	96%	65%	8%	986	88%	52%	6%
American Indian or Alaska Native	10	-	-	-	12	75%	25%	0%
Black or African American	523	97%	66%	8%	570	92%	57%	7%
Hispanic or Latino	1217	96%	69%	8%	1228	90%	56%	6%
Asian or Native Hawaiian/Other Pacific Islander	37	92%	81%	27%	25	80%	64%	8%
White	14	100%	86%	7%	9	100%	44%	0%
Multiracial	4	-	-	-				
Small Group Totals	14	93%	50%	0%				
General-Education Students	1370	99%	77%	10%	1399	97%	66%	8%
Students with Disabilities	435	89%	40%	2%	445	72%	25%	1%
English Proficient	1484	98%	72%	10%	1568	92%	60%	7%
Limited English Proficient	321	92%	50%	1%	276	83%	33%	1%
Economically Disadvantaged	1703	96%	69%	8%	1714	91%	56%	6%
Not Disadvantaged	102	97%	64%	6%	130	86%	51%	5%
Migrant								
Not Migrant	1805	96%	68%	8%	1844	91%	56%	6%

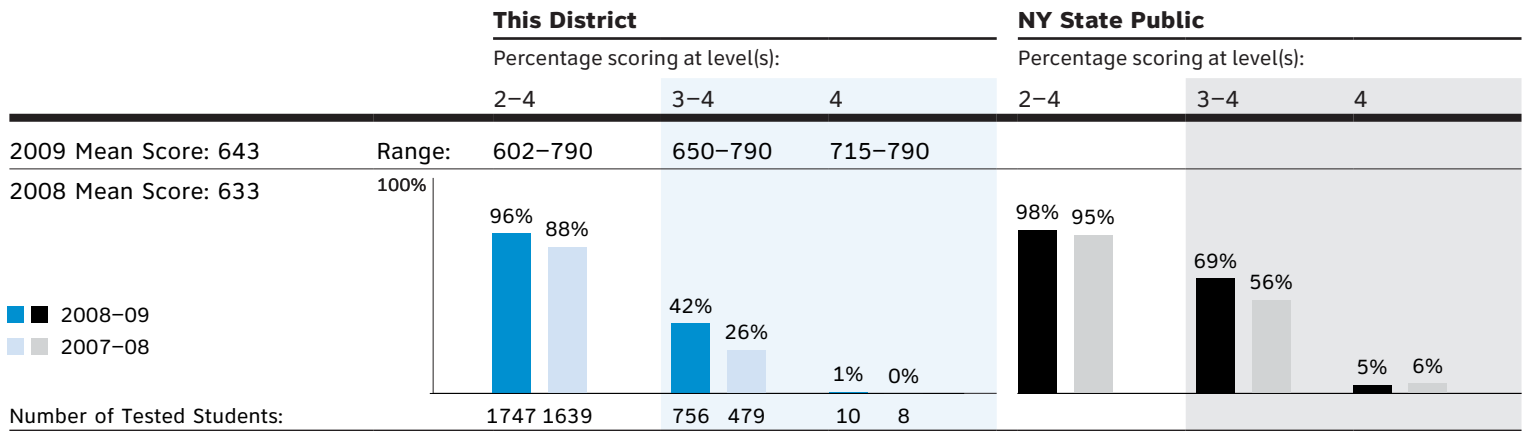
NOTES

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 7 Equivalent	41	37	35	23	28	26	23	16

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	1816	96%	42%	1%	1857	88%	26%	0%
Female	870	98%	49%	1%	914	91%	32%	1%
Male	946	95%	35%	1%	943	86%	20%	0%
American Indian or Alaska Native	7	100%	43%	0%	12	100%	42%	0%
Black or African American	580	98%	42%	1%	583	91%	29%	0%
Hispanic or Latino	1196	96%	41%	1%	1219	87%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	52%	4%	24	92%	46%	0%
White	10	80%	50%	0%	13	77%	23%	0%
Multiracial					6	83%	50%	0%
Small Group Totals								
General-Education Students	1381	98%	50%	1%	1445	95%	32%	1%
Students with Disabilities	435	90%	15%	0%	412	66%	6%	0%
English Proficient	1550	98%	47%	1%	1588	92%	29%	1%
Limited English Proficient	266	85%	12%	0%	269	64%	6%	0%
Economically Disadvantaged	1705	96%	42%	1%	1701	88%	25%	0%
Not Disadvantaged	111	95%	40%	0%	156	88%	32%	1%
Migrant								
Not Migrant	1816	96%	42%	1%	1857	88%	26%	0%

NOTES

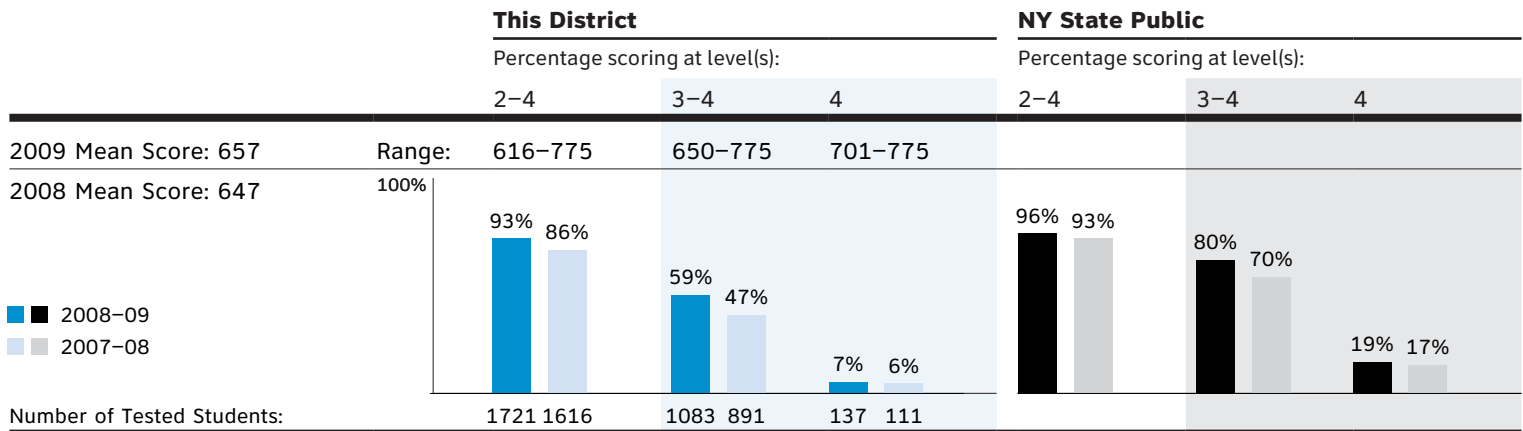
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	34	34	34	27	36	36	34	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	34	N/A	N/A	N/A	18	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	1845	93%	59%	7%	1883	86%	47%	6%
Female	885	94%	61%	8%	927	87%	49%	6%
Male	960	92%	57%	7%	956	84%	46%	6%
American Indian or Alaska Native	7	100%	43%	0%	12	-	-	-
Black or African American	572	94%	59%	7%	594	84%	44%	5%
Hispanic or Latino	1230	93%	59%	7%	1236	86%	49%	6%
Asian or Native Hawaiian/Other Pacific Islander	27	93%	52%	22%	25	92%	68%	24%
White	9	100%	33%	11%	12	100%	42%	8%
Multiracial					4	-	-	-
Small Group Totals					16	94%	63%	19%
General-Education Students	1413	97%	68%	9%	1473	92%	55%	7%
Students with Disabilities	432	81%	28%	1%	410	63%	18%	0%
English Proficient	1537	94%	62%	9%	1597	87%	50%	7%
Limited English Proficient	308	90%	43%	2%	286	78%	33%	1%
Economically Disadvantaged	1731	93%	59%	8%	1728	86%	48%	6%
Not Disadvantaged	114	92%	59%	4%	155	81%	42%	4%
Migrant								
Not Migrant	1845	93%	59%	7%	1883	86%	47%	6%

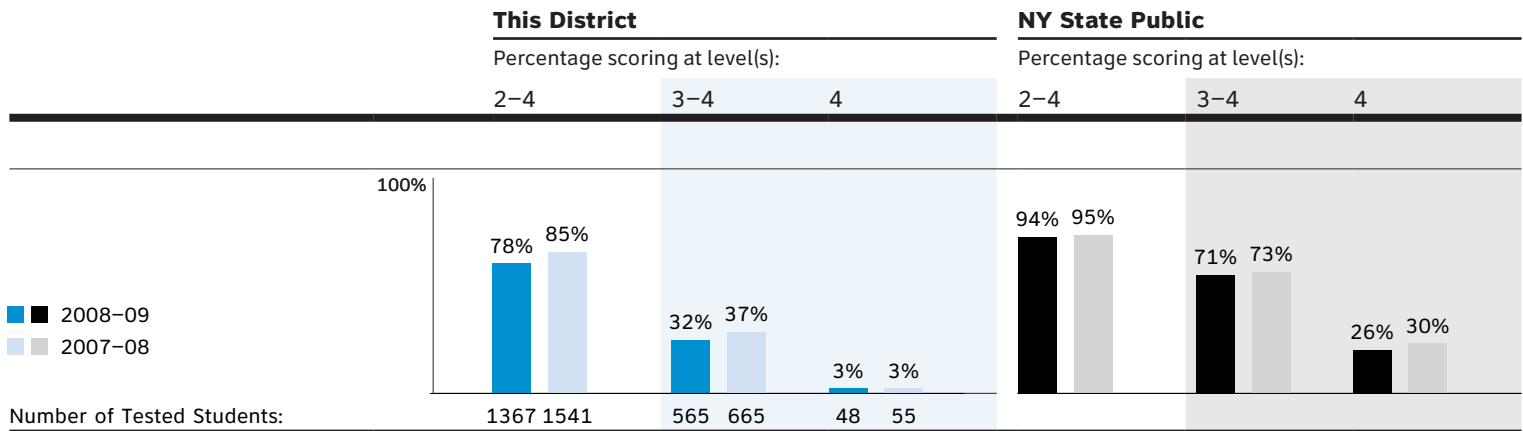
NOTES

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	34	32	31	17	35	33	31	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	1737	77%	31%	3%	1797	85%	37%	3%
Female	833	79%	31%	2%	890	85%	34%	2%
Male	904	75%	32%	3%	907	85%	39%	4%
American Indian or Alaska Native	7	86%	43%	0%	13	92%	46%	0%
Black or African American	542	79%	32%	2%	568	83%	34%	2%
Hispanic or Latino	1154	76%	30%	3%	1178	86%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	26	73%	46%	15%	24	96%	71%	17%
White	8	88%	38%	0%	11	-	-	-
Multiracial					3	-	-	-
Small Group Totals					14	93%	36%	7%
General-Education Students	1327	84%	37%	3%	1424	91%	42%	3%
Students with Disabilities	410	56%	13%	1%	373	65%	15%	1%
English Proficient	1444	80%	35%	3%	1526	87%	40%	3%
Limited English Proficient	293	62%	11%	1%	271	74%	19%	1%
Economically Disadvantaged	1622	77%	31%	3%	1642	86%	36%	3%
Not Disadvantaged	115	80%	31%	2%	155	81%	39%	4%
Migrant								
Not Migrant	1737	77%	31%	3%	1797	85%	37%	3%

NOTES

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

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	34	33	30	24	36	35	31	27
Regents Science	24	24	24	4	9	8	7	2

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

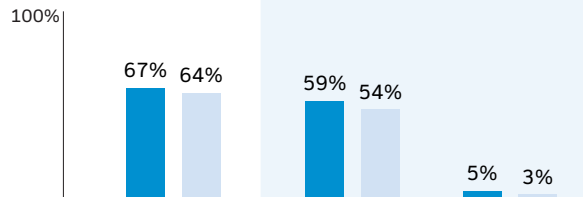
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

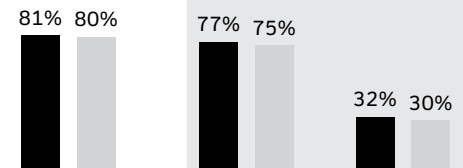
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1302	67%	59%	5%	944	64%	54%	3%
Female	627	72%	64%	6%	483	72%	62%	5%
Male	675	62%	54%	4%	461	56%	46%	2%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	486	69%	59%	6%	340	61%	50%	2%
Hispanic or Latino	780	66%	58%	4%	573	65%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	19	84%	84%	21%	15	87%	73%	13%
White	11	64%	64%	9%	10	60%	60%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	67%	67%	0%	6	50%	50%	17%
General-Education Students	1033	77%	68%	6%	757	74%	64%	4%
Students with Disabilities	269	30%	25%	1%	187	23%	15%	0%
English Proficient	1099	69%	61%	5%	815	65%	55%	4%
Limited English Proficient	203	57%	48%	0%	129	57%	50%	1%
Economically Disadvantaged	1065	70%	62%	5%	798	67%	57%	3%
Not Disadvantaged	237	54%	45%	4%	146	48%	40%	4%
Migrant								
Not Migrant	1302	67%	59%	5%	944	64%	54%	3%

NOTES

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

Other Assessments

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

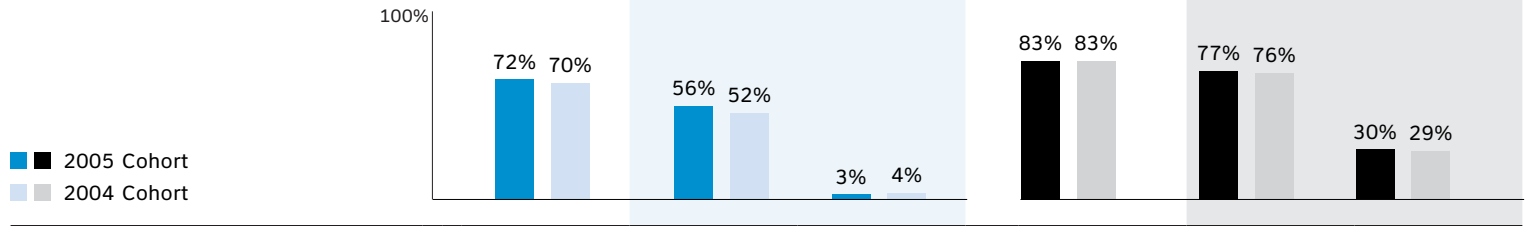
NY State Public

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	1302	72%	56%	3%	944	70%	52%	4%
Female	627	74%	56%	3%	483	77%	56%	4%
Male	675	69%	56%	3%	461	62%	48%	5%
American Indian or Alaska Native	5	–	–	–	5	–	–	–
Black or African American	486	71%	56%	3%	340	67%	49%	3%
Hispanic or Latino	780	71%	56%	3%	573	71%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	19	79%	79%	5%	15	87%	73%	20%
White	11	73%	64%	18%	10	60%	60%	0%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	6	100%	67%	0%	6	50%	50%	0%
General-Education Students	1033	80%	64%	4%	757	80%	60%	5%
Students with Disabilities	269	38%	25%	1%	187	29%	19%	1%
English Proficient	1099	72%	57%	4%	815	70%	51%	4%
Limited English Proficient	203	68%	53%	1%	129	70%	54%	3%
Economically Disadvantaged	1065	75%	60%	3%	798	72%	54%	5%
Not Disadvantaged	237	55%	40%	2%	146	57%	39%	2%
Migrant								
Not Migrant	1302	72%	56%	3%	944	70%	52%	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

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.