



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #13**

District ID **33-13-00-01-0000**

Superintendent **JAMES MACHEN**

Telephone **(718) 636-3204**

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	553	542	557
Kindergarten	927	923	891
Grade 1	1181	1134	1092
Grade 2	1144	1119	1068
Grade 3	1140	1073	1028
Grade 4	1121	1031	1032
Grade 5	1046	1016	931
Grade 6	1097	1017	938
Ungraded Elementary	639	655	673
Grade 7	1065	1259	894
Grade 8	1067	1093	1089
Grade 9	3238	2871	3075
Grade 10	2986	2992	2799
Grade 11	2026	2428	2627
Grade 12	1730	2113	2312
Ungraded Secondary	524	610	684
Total K-12	20931	21334	21133

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	20	21
Grade 8			
English	26	26	24
Mathematics	27	26	25
Science	26	28	26
Social Studies	25	27	26
Grade 10			
English	26	28	29
Mathematics	25	22	24
Science	22	18	27
Social Studies	27	28	27

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #13

District ID 33-13-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	12704	61%	12899	60%	13026	62%
Reduced-Price Lunch	2038	10%	2192	10%	2151	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	820	4%	871	4%	905	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	127	1%	125	1%	129	1%
Black or African American	13336	64%	13420	63%	12985	61%
Hispanic or Latino	3204	15%	3192	15%	3191	15%
Asian or Native Hawaiian/Other Pacific Islander	2962	14%	3174	15%	3253	15%
White	1302	6%	1423	7%	1575	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	566	3%	566	3%	656	3%

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 #13

District ID 33-13-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1485	1570	1550
Percent with No Valid Teaching Certificate	8%	3%	2%
Percent Teaching Out of Certification	14%	13%	11%
Percent with Fewer Than Three Years of Experience	17%	18%	14%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	32%	37%
Total Number of Core Classes	2765	3138	3633
Percent Not Taught by Highly Qualified Teachers	15%	14%	11%
Total Number of Classes	3607	3772	4457
Percent Taught by Teachers Without Appropriate Certification	17%	15%	13%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%		25%
Turnover Rate of All Teachers	20%		18%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2009–10)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	SH					
Limited English Proficient	SH					
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	6 of 8	6 of 8	1 of 1

AYP Status


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

Accountability Status Levels

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




























Elementary/Middle-Level English Language Arts

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

Accountability Measures 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 (7004:6735)			99%		162	143	
Ethnicity							
American Indian or Alaska Native (37:37)		—	—		141	128	
Black or African American (5338:5155)			99%		162	142	
Hispanic or Latino (1222:1157)			99%		158	141	
Asian or Native Hawaiian/Other Pacific Islander (181:171)			100%		168	136	
White (206:197)			98%		180	136	
Multiracial (20:18)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1361:1282)			98%		126	141	116 133
Limited English Proficient ⁵ (277:322)			98%		127	138	124 134
Economically Disadvantaged (5888:5664)			99%		161	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 (7026:6692)			99%		173	118	
Ethnicity							
American Indian or Alaska Native (38:37)		—	—		146	103	
Black or African American (5351:5120)			99%		173	117	
Hispanic or Latino (1228:1151)			99%		171	116	
Asian or Native Hawaiian/Other Pacific Islander (180:169)			99%		189	111	
White (209:197)			98%		187	111	
Multiracial (20:18)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1370:1263)			98%		138	116	
Limited English Proficient ⁵ (280:331)			98%		159	113	
Economically Disadvantaged (5898:5623)			99%		173	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 (2487:2303)		Qualified		97%		151	100	
Ethnicity								
American Indian or Alaska Native (16:16)	—	—	—	—	—	—	—	—
Black or African American (1892:1759)		Qualified		97%		151	100	
Hispanic or Latino (433:394)		Qualified		97%		148	100	
Asian or Native Hawaiian/Other Pacific Islander (82:76)		Qualified		100%		153	100	
White (57:53)		Qualified		96%		185	100	
Multiracial (7:5)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (462:399)		Qualified		92%		121	100	
Limited English Proficient ⁴ (104:110)		Qualified		95%		115	100	
Economically Disadvantaged (2072:1926)		Qualified		98%		151	100	
Final AYP Determination		1 of 1						

NOTES

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

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


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


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

AYP Status

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


























Secondary-Level English Language Arts

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

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

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (2422:2441)			99%		181	169	
Ethnicity							
American Indian or Alaska Native (10:11)	—	—	—	—	—	—	—
Black or African American (1239:1230)			99%		172	168	
Hispanic or Latino (299:313)			99%		170	165	
Asian or Native Hawaiian/Other Pacific Islander (618:631)			100%		198	167	
White (249:249)			100%		195	164	
Multiracial (7:7)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (101:146)			96%		99	162	108 [‡] 109
Limited English Proficient ⁵ (77:96)			97%		150	161	158 155
Economically Disadvantaged (1621:1650)			99%		181	168	
Final AYP Determination	 6 of 8						

NOTES

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

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

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

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

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


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

AYP Status

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


























Secondary-Level Mathematics

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

Accountability Measures 6 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (2422:2441)			100%		181	164	
Ethnicity							
American Indian or Alaska Native (10:11)	—	—	—	—	—	—	—
Black or African American (1239:1230)			99%		172	163	
Hispanic or Latino (299:313)			100%		170	160	
Asian or Native Hawaiian/Other Pacific Islander (618:631)			100%		198	162	
White (249:249)			100%		196	159	
Multiracial (7:7)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (101:146)			97%		106	157	123 [‡] 115
Limited English Proficient ⁵ (77:96)			100%		136	156	154 142
Economically Disadvantaged (1621:1650)			100%		180	163	
Final AYP Determination	 6 of 8						

NOTES

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

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

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

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

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

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

AYP Status

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











Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (2387)			79%	55%		
Ethnicity						
American Indian or Alaska Native (10)		–	–	–		
Black or African American (1177)			71%	55%		
Hispanic or Latino (335)			67%	55%		
Asian or Native Hawaiian/Other Pacific Islander (572)			95%	55%		
White (281)			94%	55%		
Multiracial (12)						
Other Groups						
Students with Disabilities (163)			21%	55%	22%	22%
Limited English Proficient ² (103)			66%	55%		
Economically Disadvantaged (1508)			79%	55%		
Final AYP Determination  1 of 1						

NOTES

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

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

Graduation Rate Information

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

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

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #13

District ID 33-13-00-01-0000

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	66%			1144
Grade 4	68%			1152
Grade 5	72%			1048
Grade 6	64%			1135
Grade 7	66%			1093
Grade 8	50%			1267

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	89%			1148
Grade 4	84%			1154
Grade 5	83%			1055
Grade 6	66%			1143
Grade 7	73%			1101
Grade 8	63%			1281

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	79%			1150
Grade 8	39%			1235

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	85%			2590
Mathematics	83%			2590

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.

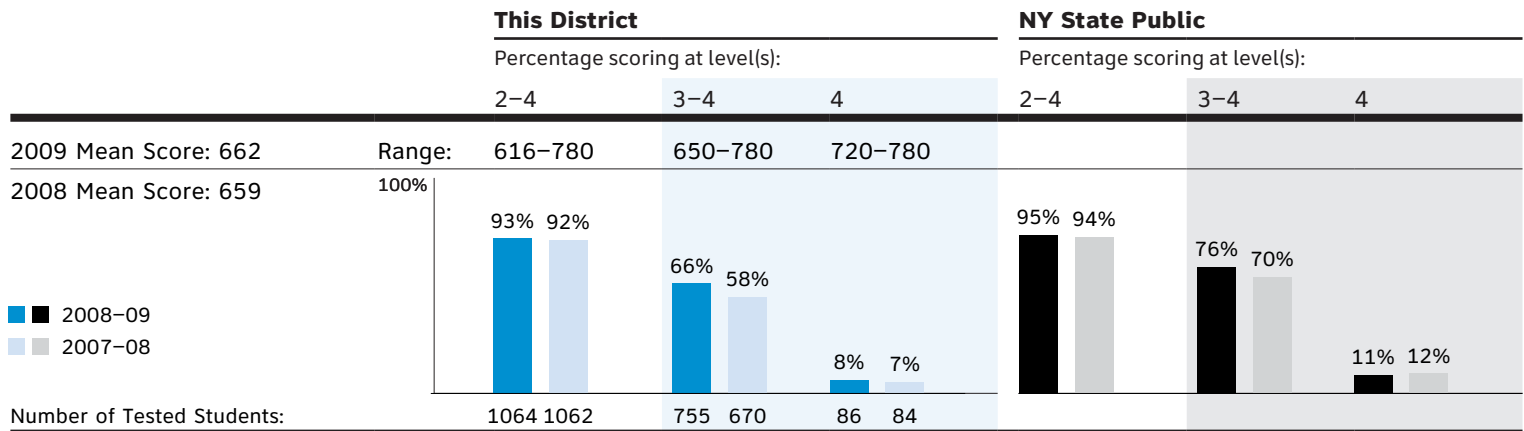
In this section, this district's performance is compared with that of public schools statewide.

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	1144	93%	66%	8%	1149	92%	58%	7%
Female	577	97%	74%	10%	595	96%	63%	7%
Male	567	89%	57%	5%	554	89%	53%	8%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	829	93%	66%	6%	859	93%	60%	7%
Hispanic or Latino	203	92%	60%	5%	209	89%	48%	7%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	73%	11%	40	98%	63%	10%
White	62	94%	85%	34%	37	-	-	-
Multiracial	9	-	-	-	2	-	-	-
Small Group Totals	13	100%	69%	0%	41	98%	76%	22%
General-Education Students	937	97%	73%	9%	956	96%	64%	8%
Students with Disabilities	207	73%	35%	2%	193	73%	28%	4%
English Proficient	1086	94%	67%	8%	1103	93%	60%	8%
Limited English Proficient	58	81%	47%	0%	46	80%	20%	0%
Economically Disadvantaged	1014	93%	65%	7%	1032	92%	57%	7%
Not Disadvantaged	130	97%	75%	8%	117	96%	72%	13%
Migrant								
Not Migrant	1144	93%	66%	8%	1149	92%	58%	7%

NOTES

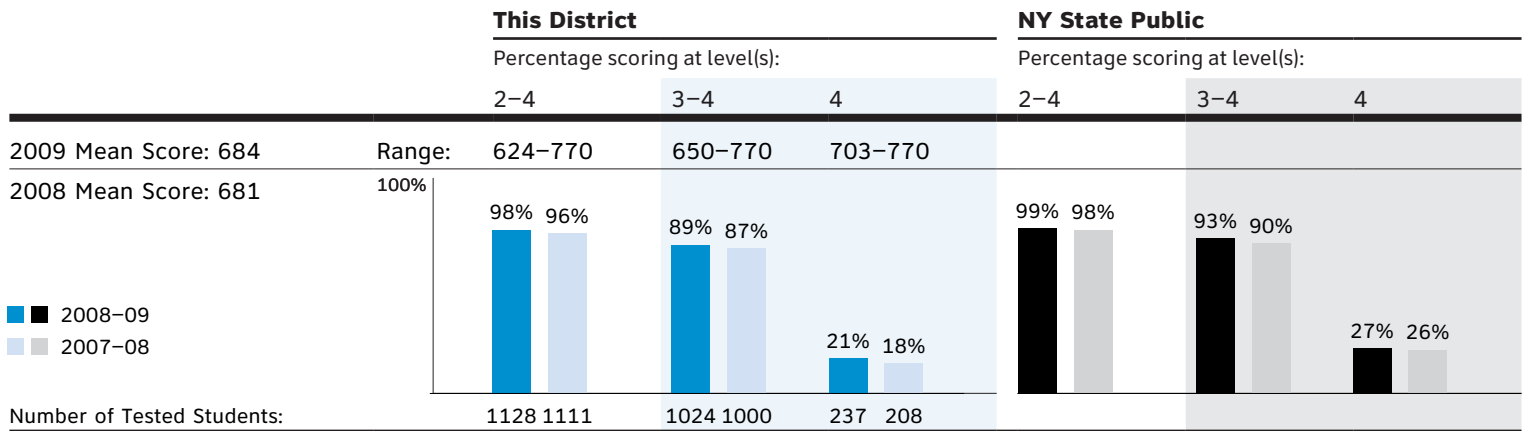
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	12	12	12	8	17	15	13	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 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	1148	98%	89%	21%	1152	96%	87%	18%
Female	577	99%	93%	24%	593	98%	90%	20%
Male	571	97%	86%	17%	559	95%	84%	16%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	833	98%	89%	19%	862	96%	86%	16%
Hispanic or Latino	206	98%	87%	18%	205	97%	86%	16%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	94%	43%	41	100%	98%	41%
White	61	100%	98%	39%	38	100%	97%	50%
Multiracial	9	-	-	-	4	-	-	-
Small Group Totals	13	100%	92%	38%	6	100%	50%	0%
General-Education Students	941	100%	93%	23%	961	98%	91%	20%
Students with Disabilities	207	92%	72%	8%	191	88%	66%	6%
English Proficient	1086	98%	90%	21%	1103	97%	88%	19%
Limited English Proficient	62	95%	77%	16%	49	90%	67%	6%
Economically Disadvantaged	1019	98%	88%	20%	1035	96%	86%	18%
Not Disadvantaged	129	98%	95%	26%	117	99%	94%	21%
Migrant								
Not Migrant	1148	98%	89%	21%	1152	96%	87%	18%

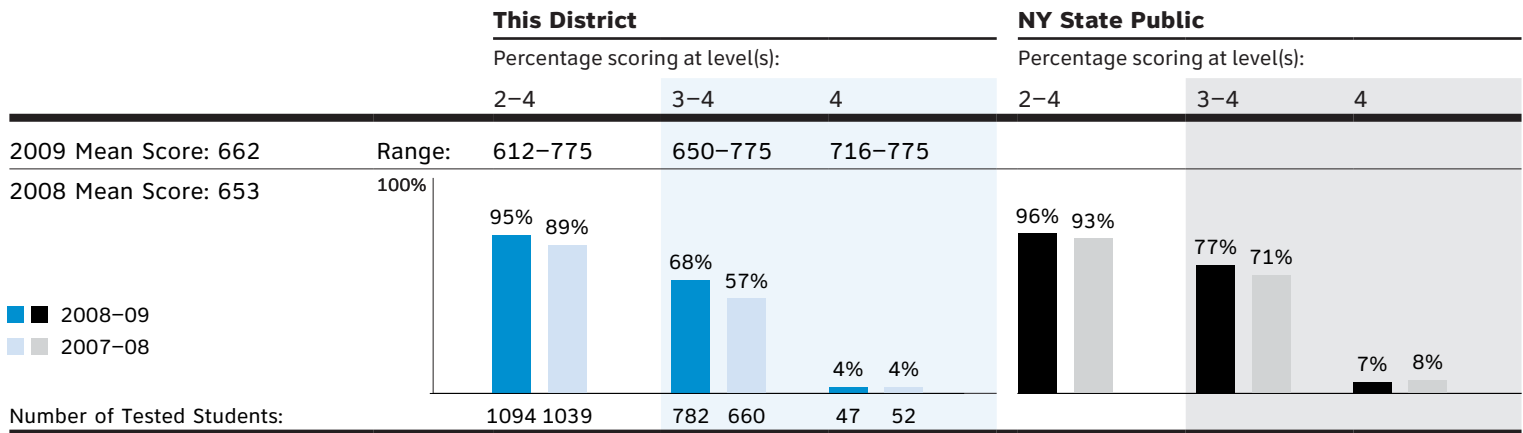
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	13	13	12	8	16	16	14	9

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	1152	95%	68%	4%	1161	89%	57%	4%
Female	590	97%	76%	4%	565	93%	64%	6%
Male	562	93%	59%	4%	596	86%	50%	3%
American Indian or Alaska Native	2	-	-	-	5	-	-	-
Black or African American	854	95%	69%	4%	907	90%	57%	4%
Hispanic or Latino	211	94%	58%	2%	190	88%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	43	100%	81%	7%	27	93%	67%	0%
White	38	95%	92%	13%	31	90%	71%	13%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	6	50%	33%	0%	6	83%	50%	17%
General-Education Students	949	99%	75%	5%	928	95%	64%	5%
Students with Disabilities	203	78%	36%	1%	233	66%	28%	1%
English Proficient	1111	95%	69%	4%	1118	90%	58%	5%
Limited English Proficient	41	80%	29%	0%	43	88%	28%	0%
Economically Disadvantaged	1030	95%	67%	3%	1019	89%	55%	4%
Not Disadvantaged	122	95%	74%	10%	142	92%	70%	10%
Migrant								
Not Migrant	1152	95%	68%	4%	1161	89%	57%	4%

NOTES

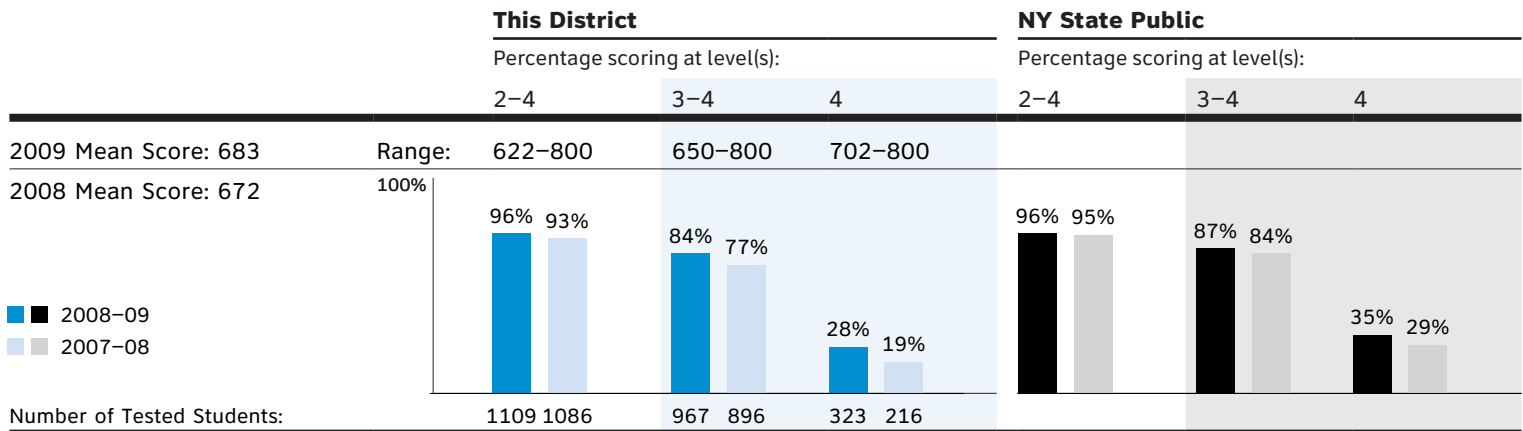
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	15	15	14	10	19	19	15	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	6	N/A	N/A	N/A

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

This District's Results in Grade 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	1154	96%	84%	28%	1167	93%	77%	19%
Female	591	97%	88%	30%	567	95%	80%	19%
Male	563	95%	80%	26%	600	92%	74%	18%
American Indian or Alaska Native	2	-	-	-	5	-	-	-
Black or African American	852	96%	84%	27%	912	93%	76%	17%
Hispanic or Latino	212	95%	79%	21%	189	95%	76%	16%
Asian or Native Hawaiian/Other Pacific Islander	46	100%	96%	48%	28	93%	89%	50%
White	38	95%	92%	63%	32	91%	81%	31%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	6	83%	83%	0%	6	100%	83%	33%
General-Education Students	953	99%	89%	32%	934	97%	84%	22%
Students with Disabilities	201	83%	58%	10%	233	76%	49%	3%
English Proficient	1109	96%	85%	29%	1115	93%	77%	19%
Limited English Proficient	45	91%	60%	7%	52	92%	69%	6%
Economically Disadvantaged	1033	96%	84%	27%	1026	93%	77%	18%
Not Disadvantaged	121	97%	84%	36%	141	94%	72%	24%
Migrant								
Not Migrant	1154	96%	84%	28%	1167	93%	77%	19%

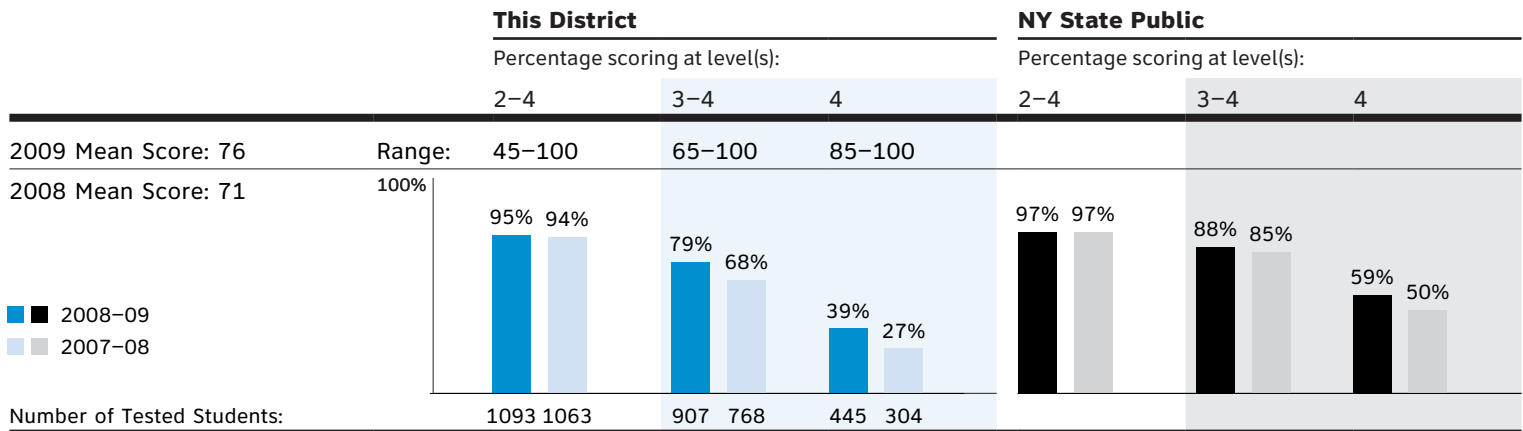
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	16	15	13	9	18	17	15	10

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	1150	95%	79%	39%	1131	94%	68%	27%
Female	588	97%	82%	40%	548	95%	69%	30%
Male	562	93%	76%	37%	583	93%	67%	24%
American Indian or Alaska Native	2	-	-	-	6	-	-	-
Black or African American	848	96%	80%	38%	882	94%	67%	26%
Hispanic or Latino	212	92%	70%	30%	184	95%	68%	26%
Asian or Native Hawaiian/Other Pacific Islander	46	96%	93%	72%	27	96%	78%	44%
White	38	97%	95%	71%	31	90%	77%	52%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	6	83%	67%	50%	7	86%	29%	29%
General-Education Students	952	97%	83%	43%	908	97%	73%	31%
Students with Disabilities	198	84%	58%	20%	223	81%	45%	8%
English Proficient	1104	96%	80%	39%	1083	94%	69%	28%
Limited English Proficient	46	83%	54%	22%	48	90%	50%	6%
Economically Disadvantaged	1029	95%	79%	38%	998	94%	67%	26%
Not Disadvantaged	121	97%	81%	43%	133	95%	77%	30%
Migrant								
Not Migrant	1150	95%	79%	39%	1131	94%	68%	27%

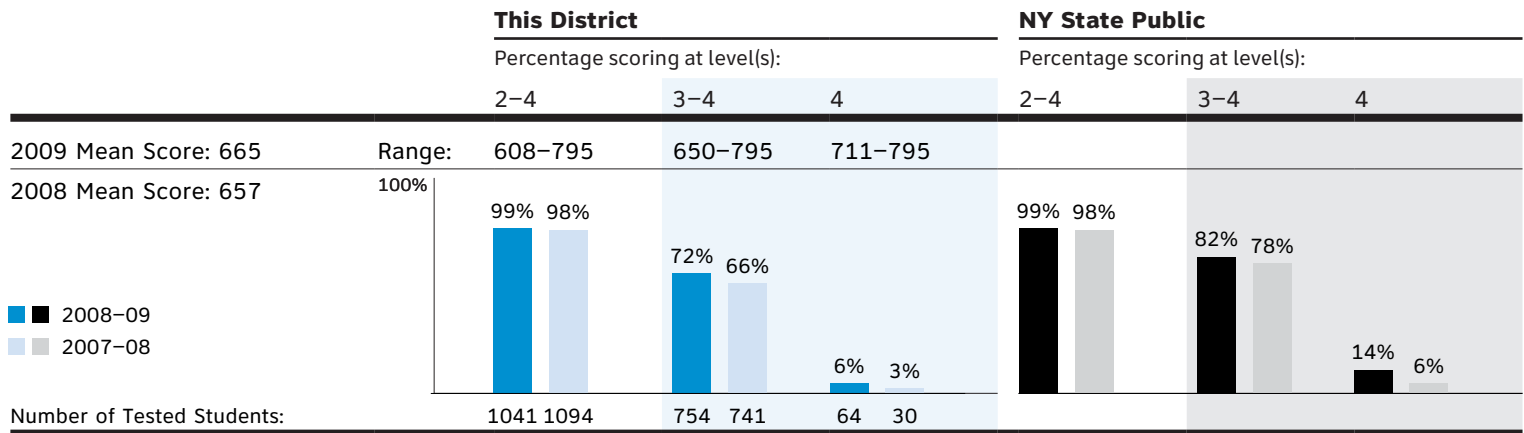
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	15	15	15	13	18	17	17	14

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1048	99%	72%	6%	1119	98%	66%	3%
Female	515	100%	75%	7%	574	98%	71%	3%
Male	533	99%	69%	6%	545	97%	61%	2%
American Indian or Alaska Native	6	-	-	-	7	-	-	-
Black or African American	791	100%	72%	5%	831	98%	65%	3%
Hispanic or Latino	194	98%	69%	7%	223	98%	66%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	86%	27%	28	100%	86%	7%
White	34	97%	88%	18%	29	100%	93%	7%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	71%	0%	8	100%	75%	13%
General-Education Students	843	100%	79%	7%	898	100%	73%	3%
Students with Disabilities	205	98%	43%	0%	221	90%	37%	1%
English Proficient	1012	100%	73%	6%	1087	98%	67%	3%
Limited English Proficient	36	92%	39%	0%	32	94%	31%	0%
Economically Disadvantaged	931	99%	71%	6%	966	98%	65%	2%
Not Disadvantaged	117	100%	79%	7%	153	96%	74%	6%
Migrant								
Not Migrant	1048	99%	72%	6%	1119	98%	66%	3%

NOTES

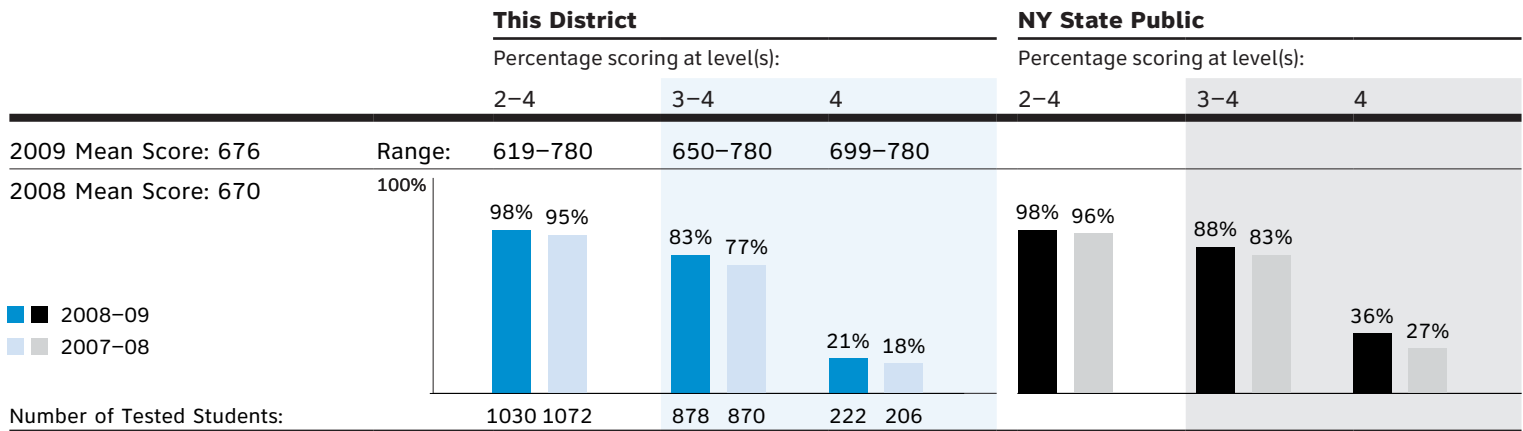
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	16	15	13	8	11	9	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	2	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	1055	98%	83%	21%	1125	95%	77%	18%
Female	520	98%	86%	21%	583	96%	79%	17%
Male	535	97%	81%	21%	542	94%	75%	19%
American Indian or Alaska Native	6	-	-	-	8	-	-	-
Black or African American	791	98%	83%	19%	834	95%	76%	17%
Hispanic or Latino	197	97%	82%	19%	223	97%	77%	19%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	96%	67%	29	97%	93%	38%
White	36	100%	86%	50%	30	97%	97%	30%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	0%	9	89%	78%	33%
General-Education Students	851	99%	88%	25%	902	98%	84%	21%
Students with Disabilities	204	90%	62%	3%	223	83%	49%	6%
English Proficient	1013	98%	84%	22%	1088	96%	78%	19%
Limited English Proficient	42	93%	71%	5%	37	84%	57%	3%
Economically Disadvantaged	939	98%	83%	21%	974	96%	77%	18%
Not Disadvantaged	116	97%	89%	20%	151	93%	82%	23%
Migrant								
Not Migrant	1055	98%	83%	21%	1125	95%	77%	18%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	16	16	14	7	11	11	11	8

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: 655	598-785	650-785	696-785*			
2008 Mean Score: 649						
Number of Tested Students:	1132	1099	726	542	24	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	1135	100%	64%	2%	1126	98%	48%	1%
Female	577	100%	70%	3%	563	99%	57%	1%
Male	558	100%	58%	1%	563	96%	40%	0%
American Indian or Alaska Native	6	-	-	-	6	100%	17%	0%
Black or African American	875	100%	63%	2%	915	98%	50%	0%
Hispanic or Latino	208	100%	65%	3%	171	95%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	5%	15	100%	27%	0%
White	26	100%	73%	12%	19	95%	68%	5%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	57%	0%				
General-Education Students	928	100%	71%	2%	905	99%	56%	1%
Students with Disabilities	207	99%	32%	0%	221	90%	17%	0%
English Proficient	1108	100%	65%	2%	1093	98%	49%	1%
Limited English Proficient	27	100%	19%	0%	33	82%	3%	0%
Economically Disadvantaged	918	100%	62%	1%	958	97%	46%	0%
Not Disadvantaged	217	100%	74%	5%	168	98%	61%	2%
Migrant								
Not Migrant	1135	100%	64%	2%	1126	98%	48%	1%

NOTES

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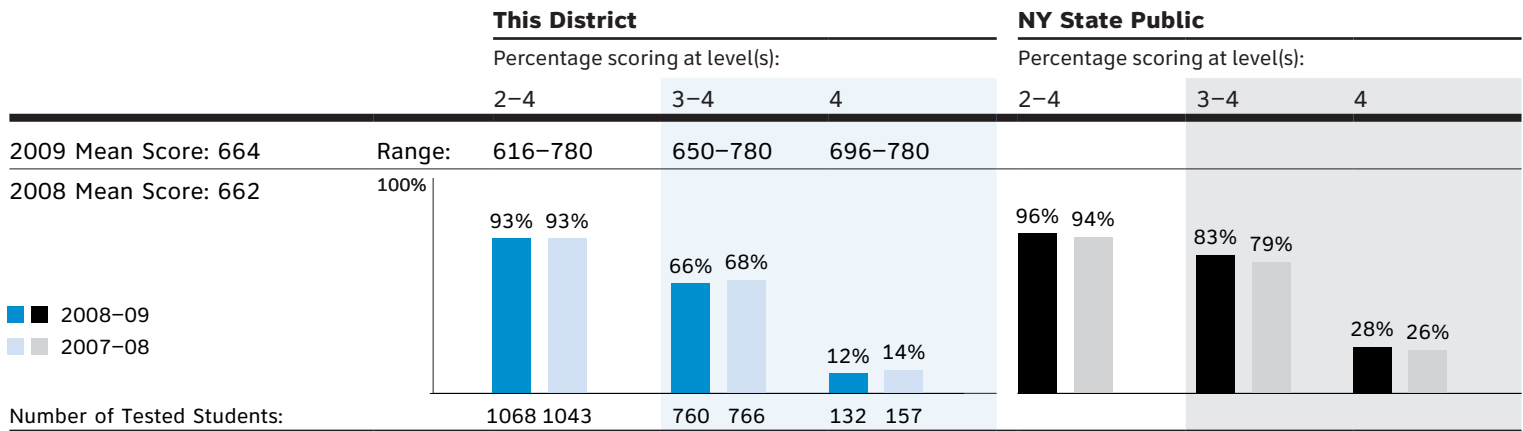
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	15	15	14	11	13	12	12	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	2	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	1143	93%	66%	12%	1123	93%	68%	14%
Female	581	96%	71%	10%	564	96%	72%	17%
Male	562	91%	62%	13%	559	90%	65%	11%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	879	94%	66%	10%	909	93%	69%	15%
Hispanic or Latino	210	91%	65%	12%	172	92%	62%	13%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	47%	16	100%	88%	6%
White	27	81%	74%	19%	19	100%	89%	11%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	8	100%	50%	0%	7	71%	29%	0%
General-Education Students	932	97%	73%	13%	904	97%	77%	17%
Students with Disabilities	211	76%	39%	4%	219	76%	33%	1%
English Proficient	1116	94%	68%	12%	1088	94%	69%	14%
Limited English Proficient	27	70%	19%	0%	35	71%	34%	0%
Economically Disadvantaged	923	93%	65%	10%	955	92%	66%	14%
Not Disadvantaged	220	94%	73%	19%	168	96%	80%	15%
Migrant								
Not Migrant	1143	93%	66%	12%	1123	93%	68%	14%

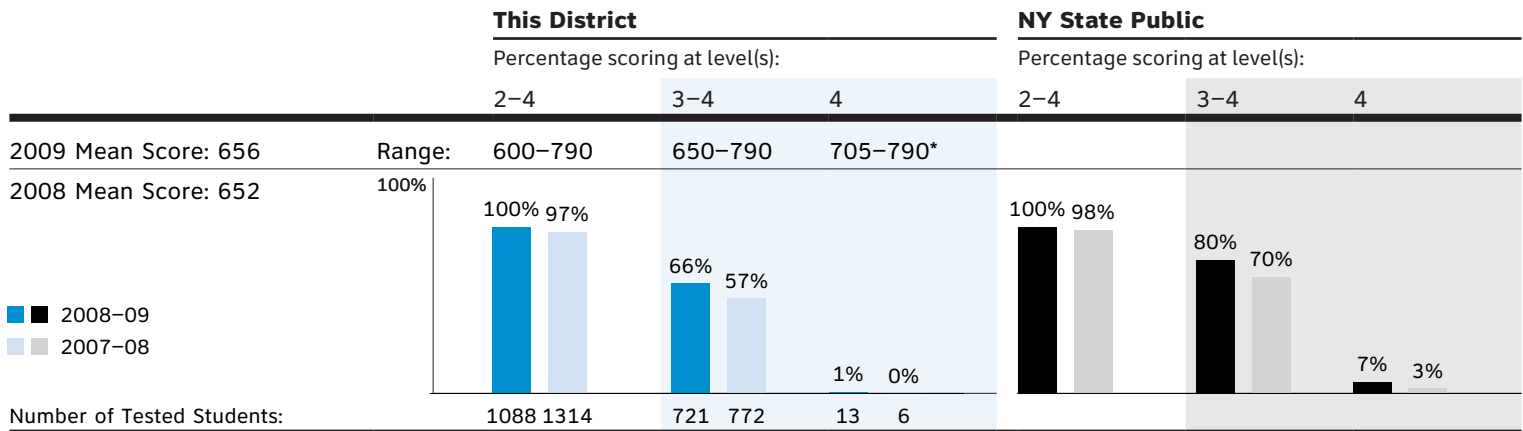
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	15	15	13	11	13	13	11	7

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1093	100%	66%	1%	1356	97%	57%	0%
Female	568	100%	70%	1%	685	98%	65%	0%
Male	525	99%	61%	1%	671	96%	49%	1%
American Indian or Alaska Native	5	-	-	-	16	-	-	-
Black or African American	890	100%	67%	1%	1073	98%	59%	1%
Hispanic or Latino	156	99%	63%	0%	208	94%	53%	0%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	58%	0%	37	84%	41%	0%
White	20	100%	70%	10%	20	90%	50%	0%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	8	100%	50%	0%	18	94%	50%	0%
General-Education Students	888	100%	73%	1%	1126	99%	64%	1%
Students with Disabilities	205	98%	35%	1%	230	88%	20%	0%
English Proficient	1059	100%	68%	1%	1308	98%	59%	0%
Limited English Proficient	34	94%	18%	0%	48	75%	8%	0%
Economically Disadvantaged	866	100%	64%	1%	1132	97%	56%	0%
Not Disadvantaged	227	99%	74%	2%	224	97%	61%	1%
Migrant								
Not Migrant	1093	100%	66%	1%	1356	97%	57%	0%

NOTES

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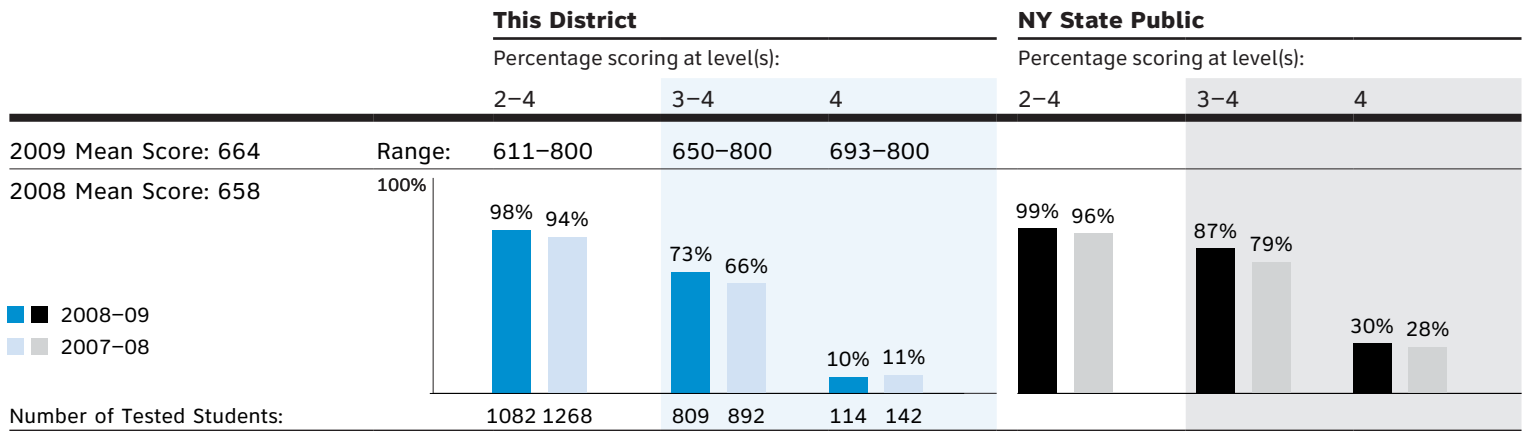
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	18	18	16	15	12	11	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	1	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	1101	98%	73%	10%	1346	94%	66%	11%
Female	567	99%	75%	11%	684	96%	71%	10%
Male	534	97%	72%	10%	662	92%	62%	11%
American Indian or Alaska Native	6	-	-	-	16	-	-	-
Black or African American	891	98%	74%	10%	1065	95%	67%	10%
Hispanic or Latino	162	98%	71%	9%	206	92%	65%	13%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	89%	16%	36	97%	69%	11%
White	21	100%	81%	14%	21	95%	67%	5%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	100%	38%	0%	18	89%	28%	11%
General-Education Students	895	99%	81%	12%	1119	98%	74%	12%
Students with Disabilities	206	94%	39%	2%	227	75%	27%	3%
English Proficient	1064	98%	75%	11%	1299	94%	67%	11%
Limited English Proficient	37	92%	43%	3%	47	89%	40%	4%
Economically Disadvantaged	867	98%	73%	10%	1125	94%	66%	11%
Not Disadvantaged	234	98%	75%	12%	221	93%	67%	7%
Migrant								
Not Migrant	1101	98%	73%	10%	1346	94%	66%	11%

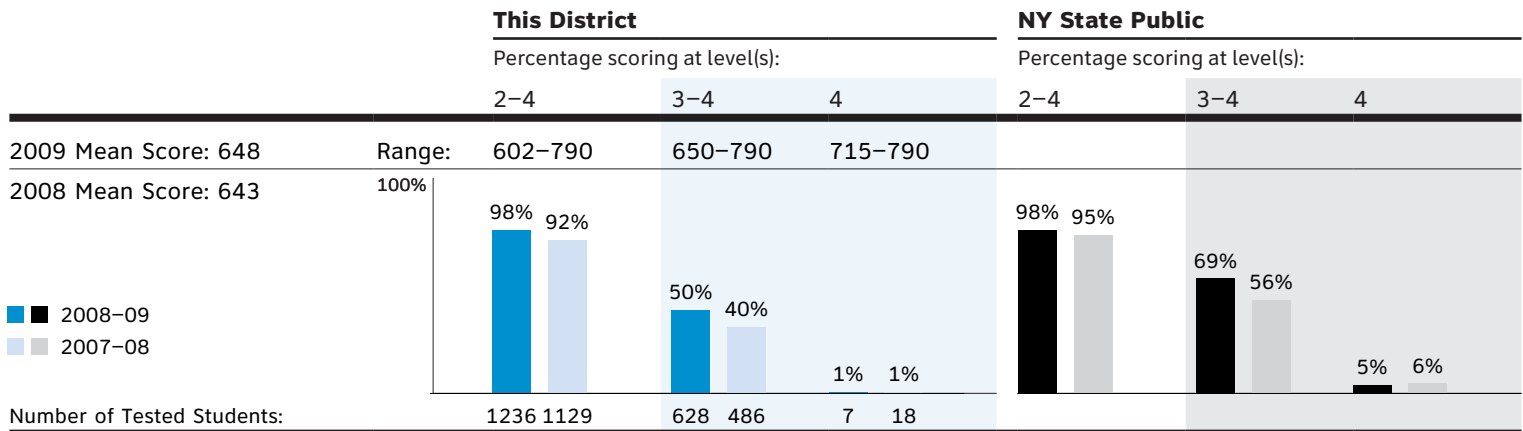
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	18	17	17	14	13	12	10	6

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	1267	98%	50%	1%	1226	92%	40%	1%
Female	690	99%	55%	0%	607	96%	49%	3%
Male	577	96%	43%	1%	619	88%	30%	0%
American Indian or Alaska Native	13	-	-	-	9	89%	22%	0%
Black or African American	995	98%	50%	1%	979	93%	40%	2%
Hispanic or Latino	206	96%	46%	0%	191	87%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	34	94%	44%	0%	18	89%	39%	0%
White	17	100%	59%	0%	29	93%	55%	3%
Multiracial	2	-	-	-				
Small Group Totals	15	93%	40%	7%				
General-Education Students	1054	100%	57%	1%	986	97%	47%	2%
Students with Disabilities	213	88%	14%	0%	240	71%	8%	0%
English Proficient	1218	98%	51%	1%	1191	93%	41%	2%
Limited English Proficient	49	80%	6%	0%	35	54%	0%	0%
Economically Disadvantaged	1002	97%	47%	0%	1002	92%	39%	1%
Not Disadvantaged	265	100%	59%	1%	224	92%	45%	1%
Migrant								
Not Migrant	1267	98%	50%	1%	1226	92%	40%	1%

NOTES

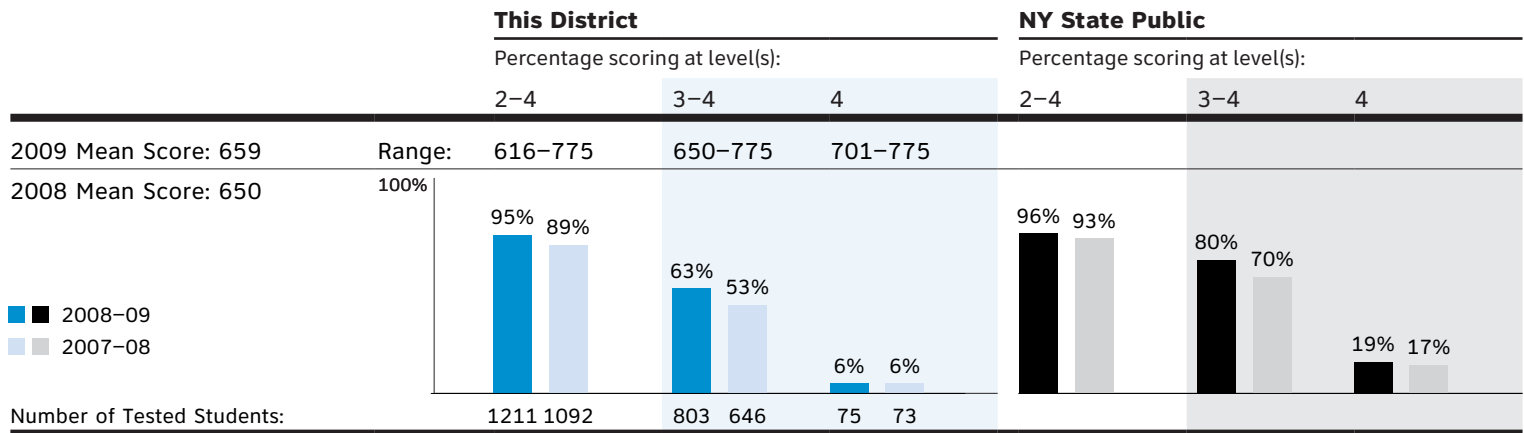
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	14	13	11	15	14	12	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1281	95%	63%	6%	1227	89%	53%	6%
Female	695	96%	63%	6%	607	93%	59%	6%
Male	586	93%	62%	6%	620	85%	47%	6%
American Indian or Alaska Native	13	-	-	-	9	89%	33%	0%
Black or African American	1004	95%	62%	5%	979	89%	52%	5%
Hispanic or Latino	210	92%	66%	9%	190	87%	52%	7%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	74%	11%	19	89%	74%	16%
White	17	100%	65%	24%	30	87%	73%	13%
Multiracial	2	-	-	-				
Small Group Totals	15	93%	40%	13%				
General-Education Students	1061	98%	70%	7%	991	97%	61%	7%
Students with Disabilities	220	79%	27%	1%	236	57%	19%	0%
English Proficient	1227	95%	63%	6%	1189	89%	53%	6%
Limited English Proficient	54	85%	48%	4%	38	74%	32%	5%
Economically Disadvantaged	1008	94%	62%	6%	1002	89%	52%	6%
Not Disadvantaged	273	95%	64%	6%	225	90%	56%	8%
Migrant								
Not Migrant	1281	95%	63%	6%	1227	89%	53%	6%

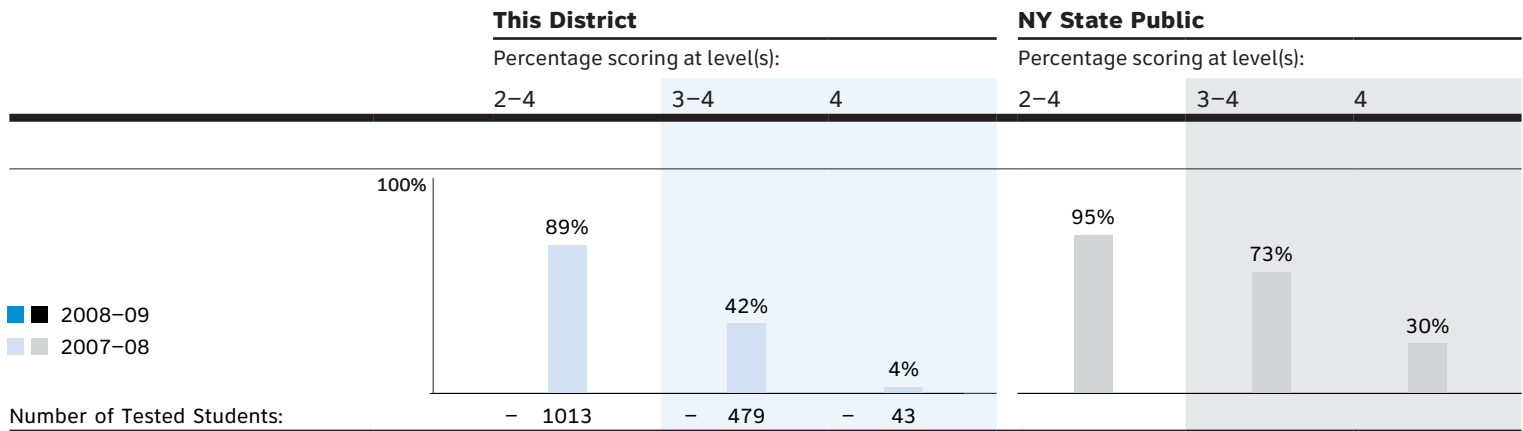
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	14	14	7	16	15	12	7

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	1235	88%	39%	3%	1132	89%	42%	4%
Female	676	91%	40%	2%	565	91%	41%	3%
Male	559	86%	38%	3%	567	86%	42%	4%
American Indian or Alaska Native	13	-	-	-	9	89%	11%	0%
Black or African American	966	89%	39%	2%	899	89%	41%	3%
Hispanic or Latino	202	89%	41%	3%	182	88%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	36	75%	33%	0%	15	87%	47%	13%
White	16	88%	63%	25%	27	93%	63%	19%
Multiracial	2	-	-	-				
Small Group Totals	15	87%	27%	7%				
General-Education Students	1037	92%	44%	3%	913	94%	47%	4%
Students with Disabilities	198	69%	13%	2%	219	68%	20%	1%
English Proficient	1184	90%	40%	3%	1098	89%	42%	4%
Limited English Proficient	51	57%	8%	0%	34	68%	15%	0%
Economically Disadvantaged	969	88%	36%	2%	920	88%	40%	3%
Not Disadvantaged	266	91%	49%	6%	212	91%	49%	6%
Migrant								
Not Migrant	1235	88%	39%	3%	1132	89%	42%	4%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	14	14	12	15	14	12	10
Regents Science	2	-	-	-	9	9	9	0

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

This District

Percentage scoring at level(s):

2-4

3-4

4

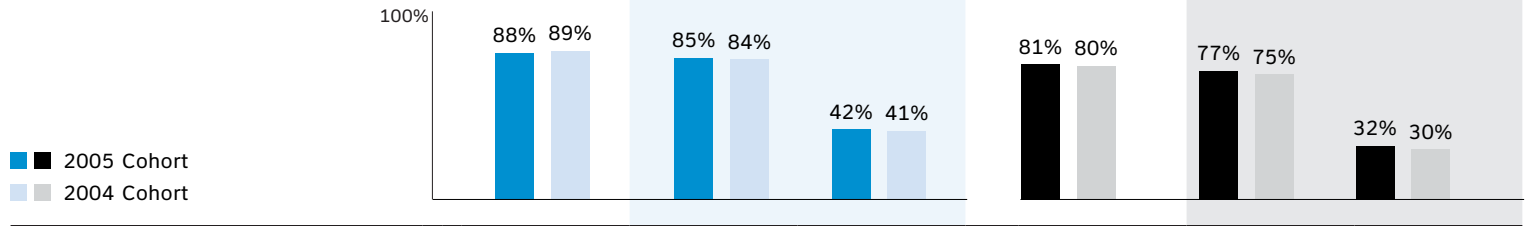
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2590	88%	85%	42%	2359	89%	84%	41%
Female	1260	92%	88%	43%	1172	91%	86%	46%
Male	1330	85%	82%	40%	1187	88%	83%	37%
American Indian or Alaska Native	11	82%	82%	27%	10	90%	50%	20%
Black or African American	1340	83%	78%	23%	1161	85%	78%	28%
Hispanic or Latino	341	82%	77%	26%	329	81%	74%	30%
Asian or Native Hawaiian/Other Pacific Islander	637	99%	98%	75%	569	99%	99%	63%
White	253	96%	96%	81%	278	97%	96%	69%
Multiracial	8	88%	88%	50%	12	100%	100%	50%
Small Group Totals								
General-Education Students	2403	92%	89%	44%	2198	94%	89%	44%
Students with Disabilities	187	33%	27%	7%	161	27%	18%	2%
English Proficient	2507	89%	86%	43%	2282	90%	85%	43%
Limited English Proficient	83	69%	63%	2%	77	70%	58%	4%
Economically Disadvantaged	1742	88%	85%	38%	1497	89%	84%	37%
Not Disadvantaged	848	88%	85%	49%	862	90%	85%	48%
Migrant								
Not Migrant	2590	88%	85%	42%	2359	89%	84%	41%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

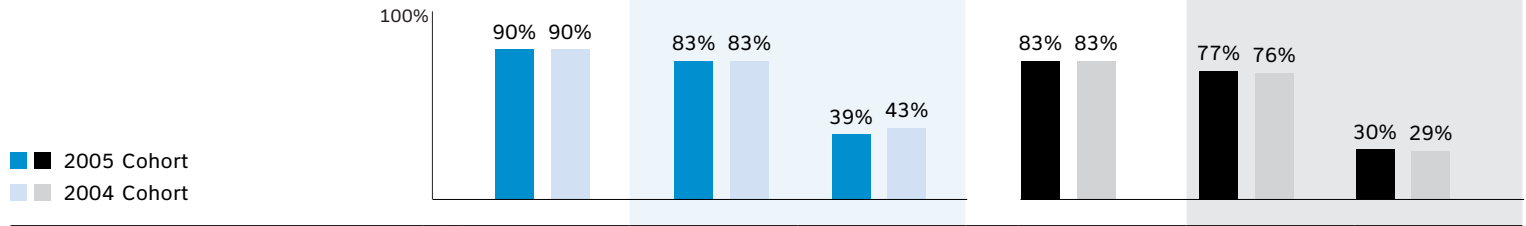
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2590	90%	83%	39%	2359	90%	83%	43%
Female	1260	92%	85%	35%	1172	92%	83%	40%
Male	1330	87%	82%	42%	1187	89%	82%	46%
American Indian or Alaska Native	11	73%	73%	9%	10	90%	60%	10%
Black or African American	1340	85%	76%	15%	1161	86%	75%	19%
Hispanic or Latino	341	84%	74%	22%	329	83%	71%	28%
Asian or Native Hawaiian/Other Pacific Islander	637	99%	98%	83%	569	99%	98%	86%
White	253	98%	96%	75%	278	97%	96%	78%
Multiracial	8	88%	88%	38%	12	100%	100%	33%
Small Group Totals								
General-Education Students	2403	94%	88%	41%	2198	94%	87%	46%
Students with Disabilities	187	39%	27%	4%	161	37%	22%	2%
English Proficient	2507	90%	84%	40%	2282	91%	84%	44%
Limited English Proficient	83	71%	46%	5%	77	75%	49%	5%
Economically Disadvantaged	1742	90%	83%	36%	1497	90%	81%	39%
Not Disadvantaged	848	89%	84%	44%	862	91%	86%	50%
Migrant								
Not Migrant	2590	90%	83%	39%	2359	90%	83%	43%

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.