



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #15**

District ID **33-15-00-01-0000**

Superintendent **ROSEMARY STUART**

Telephone **(718) 935-4317**

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	1146	1159	1167
Kindergarten	2220	2284	2309
Grade 1	2409	2308	2377
Grade 2	2137	2227	2182
Grade 3	2098	1996	2066
Grade 4	2040	1976	1933
Grade 5	1974	1958	1923
Grade 6	1562	1563	1527
Ungraded Elementary	1297	1401	1527
Grade 7	1596	1544	1495
Grade 8	1634	1516	1499
Grade 9	1549	1564	1446
Grade 10	1527	1603	1471
Grade 11	827	948	895
Grade 12	821	940	951
Ungraded Secondary	694	859	948
Total K-12	24385	24687	24549

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	23	22	23
Grade 8			
English	26	28	27
Mathematics	26	26	28
Science	26	27	28
Social Studies	26	27	28
Grade 10			
English	29	25	25
Mathematics	28	24	26
Science	27	27	27
Social Studies	29	27	29

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 #15

District ID 33-15-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	14566	60%	14649	59%	15571	63%
Reduced-Price Lunch	1879	8%	2063	8%	1933	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3593	15%	3684	15%	3837	16%
Racial/Ethnic Origin						
American Indian or Alaska Native	129	1%	114	0%	104	0%
Black or African American	6486	27%	6554	27%	6184	25%
Hispanic or Latino	11038	45%	10966	44%	10821	44%
Asian or Native Hawaiian/Other Pacific Islander	2474	10%	2645	11%	2759	11%
White	4258	17%	4408	18%	4681	19%
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	762	3%	776	3%	973	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

District ID 33-15-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1938	2034	2015
Percent with No Valid Teaching Certificate	6%	2%	2%
Percent Teaching Out of Certification	10%	10%	10%
Percent with Fewer Than Three Years of Experience	21%	18%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	31%	34%
Total Number of Core Classes	3186	4172	3947
Percent Not Taught by Highly Qualified Teachers	13%	13%	10%
Total Number of Classes	4318	5082	4942
Percent Taught by Teachers Without Appropriate Certification	14%	12%	11%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%		22%
Turnover Rate of All Teachers	17%		17%

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	✓	✓		✓ ^{SH}	✓ ^{SH}	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✗	✗	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 2 of 8	✗ 2 of 8	✗ 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 (11777:11430)			100%		172	143	
Ethnicity							
American Indian or Alaska Native (36:35)		—	—		157	128	
Black or African American (2015:1952)			99%		170	142	
Hispanic or Latino (5762:5585)			100%		163	143	
Asian or Native Hawaiian/Other Pacific Islander (1447:1392)			100%		183	141	
White (2495:2445)			99%		189	142	
Multiracial (22:21)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2518:2429)	 SH		98%	 SH	137	142	126 143
Limited English Proficient ⁵ (1744:2205)			100%		145	142	
Economically Disadvantaged (8793:8511)			100%		167	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 (11786:11450)			100%		184	118	
Ethnicity							
American Indian or Alaska Native (36:35)		—	—		174	103	
Black or African American (2004:1934)			99%		178	117	
Hispanic or Latino (5771:5608)			100%		179	118	
Asian or Native Hawaiian/Other Pacific Islander (1455:1407)			100%		194	116	
White (2497:2444)			99%		193	117	
Multiracial (23:22)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2510:2417)			98%		152	117	
Limited English Proficient ⁵ (1768:2268)			99%		172	117	
Economically Disadvantaged (8792:8540)			100%		181	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 (3905:3755)		Qualified		99%		166	100	
Ethnicity								
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—	—
Black or African American (695:663)		Qualified		98%		155	100	
Hispanic or Latino (1947:1875)		Qualified		99%		159	100	
Asian or Native Hawaiian/Other Pacific Islander (457:431)		Qualified		99%		181	100	
White (787:768)		Qualified		99%		187	100	
Multiracial (8:7)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (869:819)		Qualified		96%		131	100	
Limited English Proficient ⁴ (581:710)		Qualified		99%		139	100	
Economically Disadvantaged (2905:2785)		Qualified		99%		160	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 2 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 (1241:1160)			99%		147	168	142‡	152
Ethnicity								
American Indian or Alaska Native (4:6)	–	–	–	–	–	–	–	–
Black or African American (782:689)			99%		153	167	147	158
Hispanic or Latino (351:345)			98%		141	165	130‡	147
Asian or Native Hawaiian/Other Pacific Islander (33:39)		–	–		162	155	–	–
White (66:79)			100%		129	160	133	136
Multiracial (5:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (118:177)			95%		85	163	102	97
Limited English Proficient ⁵ (32:49)		–	–		82	157	132‡	94
Economically Disadvantaged (810:812)			98%		146	167	145‡	151
Final AYP Determination	 2 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 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) 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 (1241:1160)			99%		152	163	148‡	157
Ethnicity								
American Indian or Alaska Native (4:6)	–	–	–	–	–	–	–	–
Black or African American (782:689)			99%		155	162	149	160
Hispanic or Latino (351:345)			99%		146	160	142‡	151
Asian or Native Hawaiian/Other Pacific Islander (33:39)		–	–		164	150	–	–
White (66:79)			100%		143	155	144	149
Multiracial (5:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (118:177)			97%		95	158	116	106
Limited English Proficient ⁵ (32:49)		–	–		133	152	152‡	140
Economically Disadvantaged (810:812)			99%		151	162	150‡	156
Final AYP Determination	 2 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 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		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (1349)			50%	55%	54%	51%
Ethnicity						
American Indian or Alaska Native (7)		–	–	–		
Black or African American (792)			56%	55%		
Hispanic or Latino (435)			37%	55%	42%	38%
Asian or Native Hawaiian/Other Pacific Islander (39)			67%	55%		
White (75)			55%	55%		
Multiracial (1)						
Other Groups						
Students with Disabilities (220)			25%	55%	17%	26%
Limited English Proficient ² (48)			42%	55%	44%	43%
Economically Disadvantaged (965)			51%	55%	52%	52%
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 #15

District ID 33-15-00-01-0000

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	74%			2248
Grade 4	74%			2126
Grade 5	81%			2119
Grade 6	77%			1659
Grade 7	76%			1650
Grade 8	62%			1669

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	95%			2283
Grade 4	89%			2156
Grade 5	89%			2143
Grade 6	81%			1666
Grade 7	84%			1667
Grade 8	72%			1686

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	84%			2149
Grade 8	58%			1662

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	60%			1329
Mathematics	60%			1329

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.

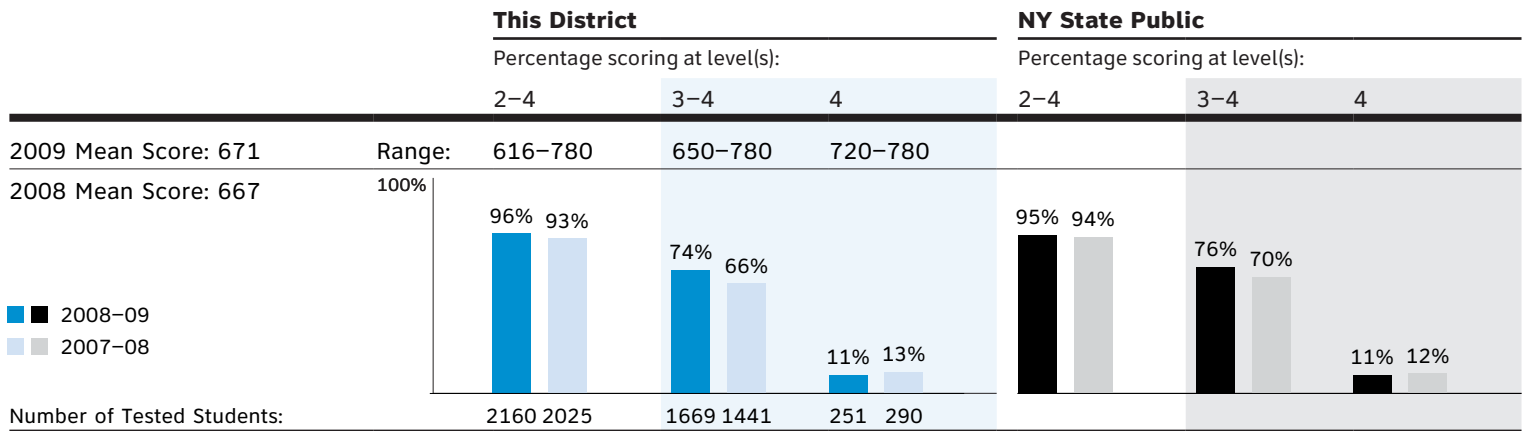
In this section, this district's performance is compared with that of public schools statewide.

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	2248	96%	74%	11%	2177	93%	66%	13%
Female	1099	97%	78%	13%	1084	95%	70%	14%
Male	1149	95%	71%	10%	1093	91%	62%	12%
American Indian or Alaska Native	8	100%	63%	0%	7	-	-	-
Black or African American	309	95%	72%	8%	304	92%	64%	10%
Hispanic or Latino	1021	94%	63%	4%	1056	90%	54%	5%
Asian or Native Hawaiian/Other Pacific Islander	343	99%	84%	11%	296	97%	74%	9%
White	562	99%	91%	25%	510	97%	88%	34%
Multiracial	5	100%	100%	80%	4	-	-	-
Small Group Totals					11	91%	55%	27%
General-Education Students	1816	99%	81%	13%	1698	97%	74%	16%
Students with Disabilities	432	84%	46%	4%	479	78%	37%	4%
English Proficient	1786	97%	80%	13%	1726	96%	76%	17%
Limited English Proficient	462	92%	51%	2%	451	82%	30%	0%
Economically Disadvantaged	1665	95%	69%	7%	1640	91%	58%	7%
Not Disadvantaged	583	99%	90%	22%	537	99%	90%	33%
Migrant								
Not Migrant	2248	96%	74%	11%	2177	93%	66%	13%

NOTES

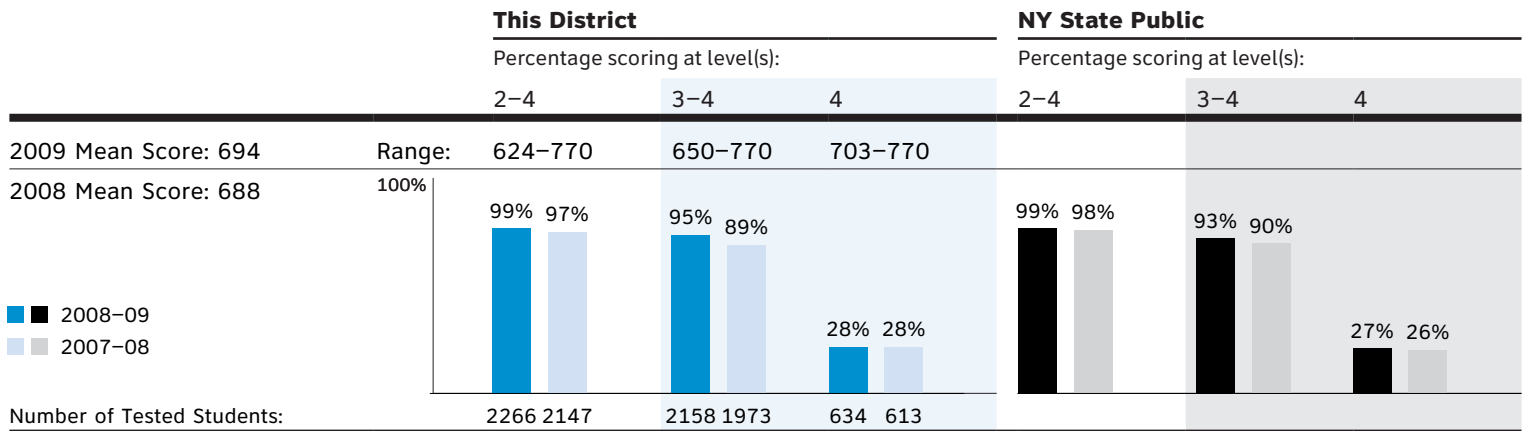
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 3 Equivalent	21	19	18	16	16	14	14	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	28	N/A	N/A	N/A	20	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	2283	99%	95%	28%	2213	97%	89%	28%
Female	1115	99%	95%	28%	1098	98%	91%	27%
Male	1168	99%	95%	28%	1115	96%	88%	29%
American Indian or Alaska Native	8	100%	100%	25%	7	-	-	-
Black or African American	308	99%	89%	19%	307	95%	84%	14%
Hispanic or Latino	1041	99%	93%	19%	1072	96%	85%	17%
Asian or Native Hawaiian/Other Pacific Islander	353	100%	98%	45%	307	99%	96%	44%
White	568	100%	99%	38%	516	99%	97%	48%
Multiracial	5	100%	100%	60%	4	-	-	-
Small Group Totals					11	82%	82%	36%
General-Education Students	1849	100%	97%	31%	1733	99%	94%	32%
Students with Disabilities	434	97%	82%	15%	480	90%	73%	13%
English Proficient	1792	99%	95%	31%	1735	98%	92%	31%
Limited English Proficient	491	98%	91%	15%	478	94%	78%	15%
Economically Disadvantaged	1692	99%	93%	25%	1671	96%	87%	22%
Not Disadvantaged	591	100%	97%	36%	542	99%	96%	44%
Migrant								
Not Migrant	2283	99%	95%	28%	2213	97%	89%	28%

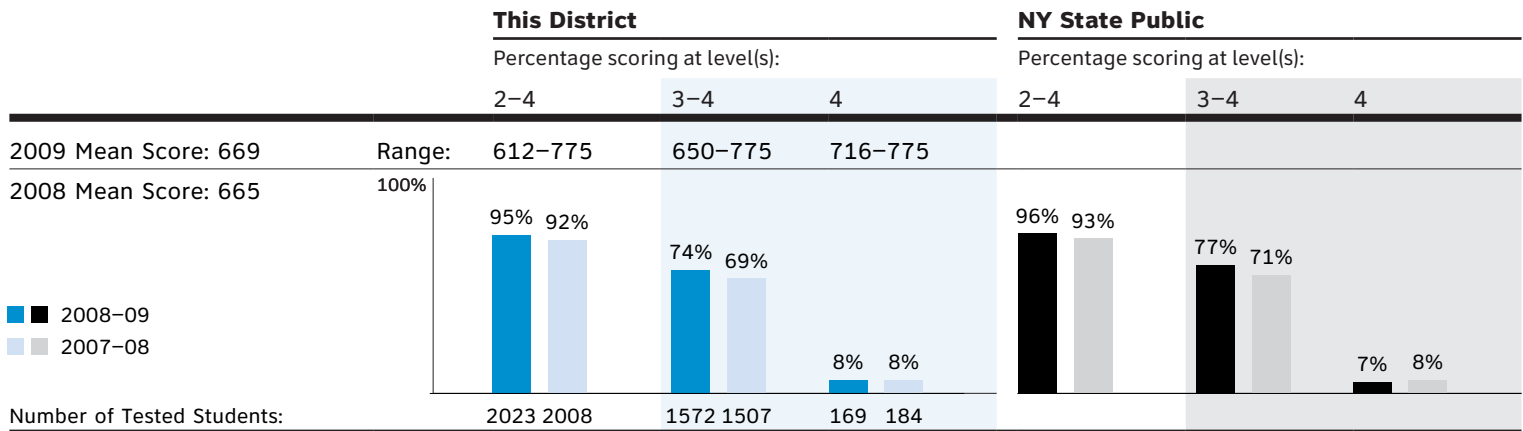
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	21	21	19	12	16	15	14	7

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	2126	95%	74%	8%	2181	92%	69%	8%
Female	1063	97%	77%	10%	1079	93%	72%	10%
Male	1063	93%	71%	6%	1102	91%	67%	7%
American Indian or Alaska Native	5	80%	40%	40%	8	-	-	-
Black or African American	304	94%	74%	4%	341	93%	67%	7%
Hispanic or Latino	1033	93%	62%	3%	1049	90%	60%	3%
Asian or Native Hawaiian/Other Pacific Islander	278	98%	84%	9%	287	92%	74%	8%
White	499	98%	92%	20%	494	97%	88%	21%
Multiracial	7	100%	100%	29%	2	-	-	-
Small Group Totals					10	70%	20%	0%
General-Education Students	1665	98%	82%	10%	1755	97%	78%	10%
Students with Disabilities	461	84%	45%	2%	426	73%	33%	2%
English Proficient	1753	98%	82%	10%	1826	95%	77%	10%
Limited English Proficient	373	83%	37%	0%	355	75%	30%	0%
Economically Disadvantaged	1598	94%	68%	4%	1655	90%	63%	5%
Not Disadvantaged	528	98%	91%	20%	526	98%	90%	19%
Migrant								
Not Migrant	2126	95%	74%	8%	2181	92%	69%	8%

NOTES

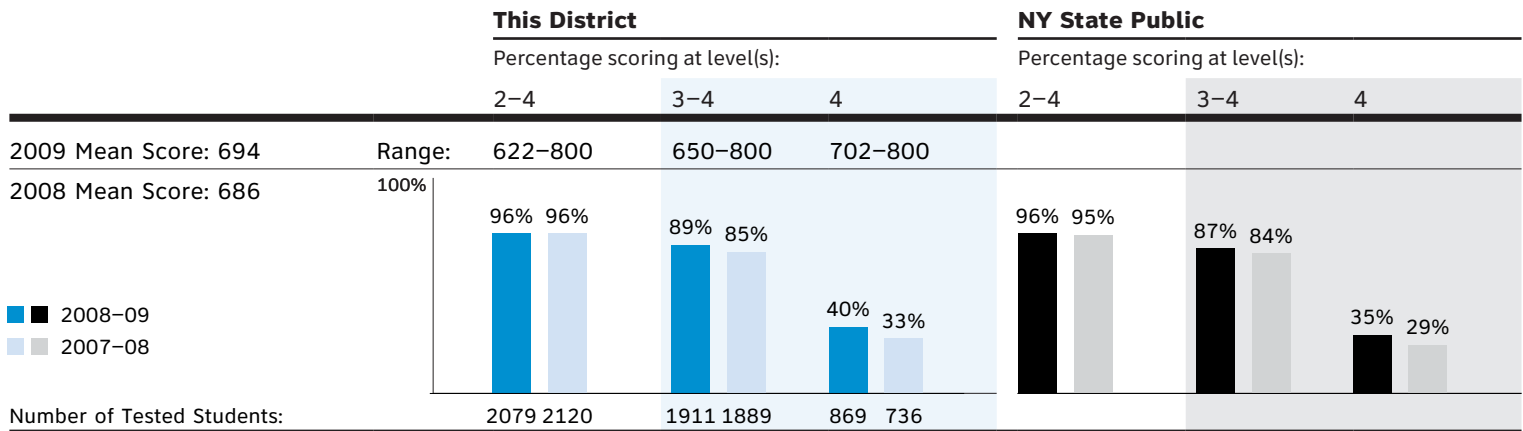
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Other Assessments

	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	21	20	15	12	16	16	14	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	30	N/A	N/A	N/A	17	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	2156	96%	89%	40%	2213	96%	85%	33%
Female	1082	98%	89%	40%	1094	96%	86%	32%
Male	1074	95%	88%	41%	1119	95%	85%	34%
American Indian or Alaska Native	5	100%	80%	40%	8	-	-	-
Black or African American	300	96%	87%	32%	338	94%	81%	24%
Hispanic or Latino	1049	95%	84%	26%	1065	94%	80%	22%
Asian or Native Hawaiian/Other Pacific Islander	289	99%	94%	57%	303	99%	94%	49%
White	505	99%	97%	64%	497	98%	95%	55%
Multiracial	8	88%	88%	50%	2	-	-	-
Small Group Totals					10	80%	50%	10%
General-Education Students	1703	99%	93%	46%	1791	99%	91%	38%
Students with Disabilities	453	87%	72%	18%	422	84%	60%	13%
English Proficient	1746	98%	92%	46%	1827	97%	89%	38%
Limited English Proficient	410	90%	74%	16%	386	90%	67%	13%
Economically Disadvantaged	1625	96%	86%	34%	1684	95%	83%	28%
Not Disadvantaged	531	98%	95%	59%	529	98%	94%	49%
Migrant								
Not Migrant	2156	96%	89%	40%	2213	96%	85%	33%

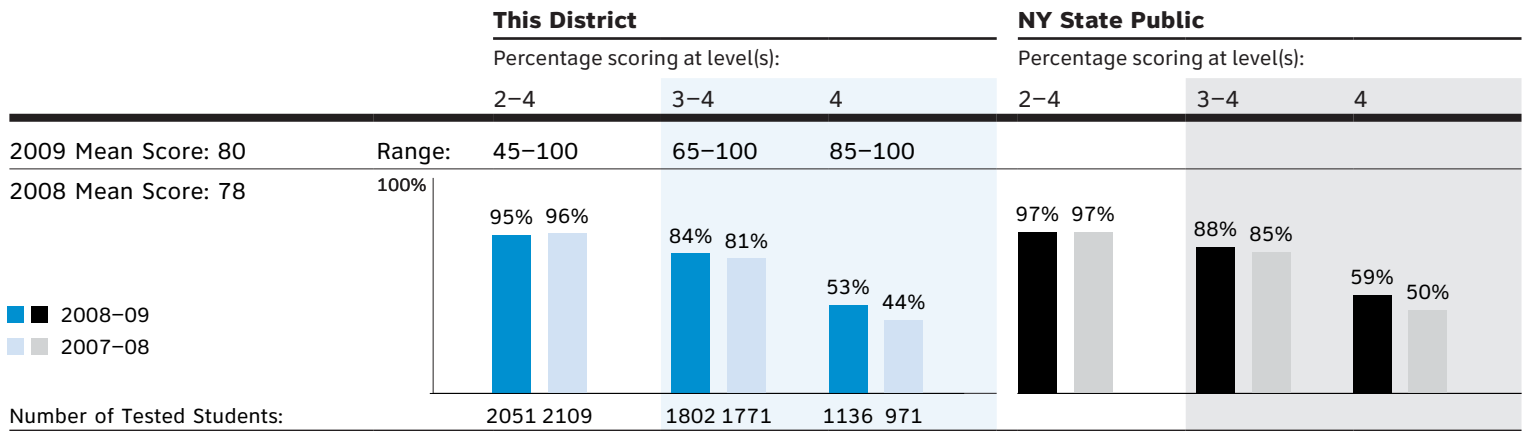
NOTES

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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	21	21	18	12	16	16	13	8

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	2149	95%	84%	53%	2198	96%	81%	44%
Female	1079	96%	84%	52%	1085	96%	79%	44%
Male	1070	95%	83%	53%	1113	96%	82%	45%
American Indian or Alaska Native	5	100%	80%	60%	8	-	-	-
Black or African American	302	94%	80%	48%	331	97%	78%	37%
Hispanic or Latino	1042	94%	79%	41%	1060	94%	75%	32%
Asian or Native Hawaiian/Other Pacific Islander	293	98%	88%	59%	306	96%	86%	50%
White	499	98%	94%	77%	491	99%	93%	72%
Multiracial	8	88%	88%	50%	2	-	-	-
Small Group Totals					10	90%	40%	10%
General-Education Students	1695	98%	88%	59%	1783	98%	86%	49%
Students with Disabilities	454	88%	67%	29%	415	87%	59%	21%
English Proficient	1742	98%	90%	61%	1815	98%	88%	51%
Limited English Proficient	407	86%	59%	20%	383	87%	48%	10%
Economically Disadvantaged	1621	94%	80%	46%	1674	95%	76%	36%
Not Disadvantaged	528	98%	95%	75%	524	99%	94%	69%
Migrant								
Not Migrant	2149	95%	84%	53%	2198	96%	81%	44%

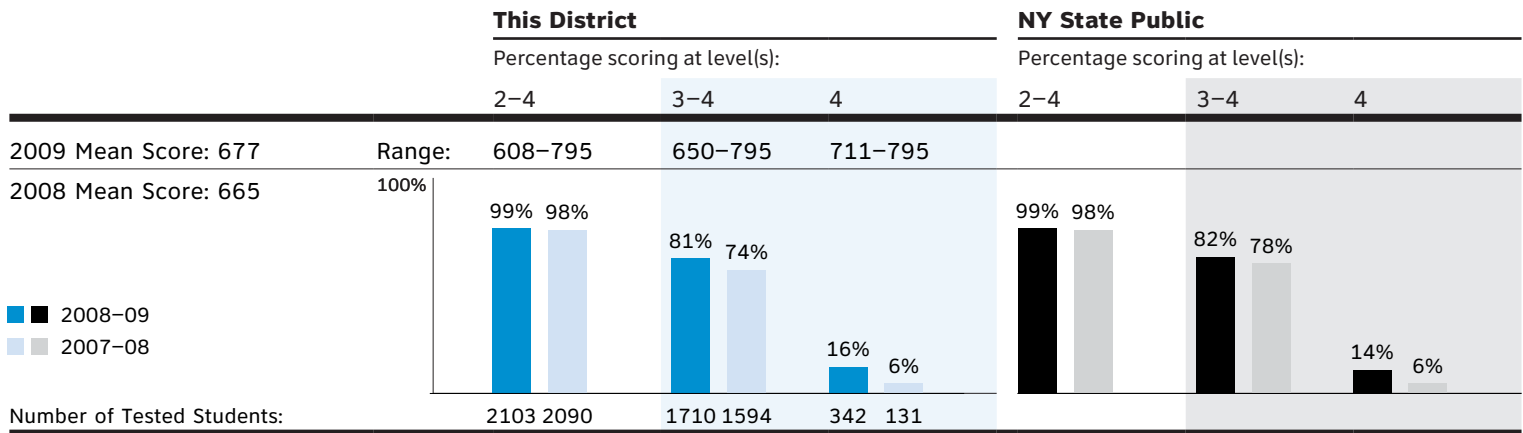
NOTES

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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	21	21	19	16	16	16	16	11

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	2119	99%	81%	16%	2141	98%	74%	6%
Female	1058	100%	82%	17%	1039	98%	78%	7%
Male	1061	99%	79%	16%	1102	97%	71%	5%
American Indian or Alaska Native	2	-	-	-	7	-	-	-
Black or African American	329	100%	80%	14%	363	97%	75%	4%
Hispanic or Latino	1035	99%	75%	8%	1005	97%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	287	-	-	-	275	99%	79%	4%
White	464	99%	91%	34%	489	99%	90%	16%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	291	100%	83%	18%	9	89%	56%	11%
General-Education Students	1722	100%	87%	19%	1712	99%	82%	7%
Students with Disabilities	397	97%	53%	5%	429	91%	45%	1%
English Proficient	1812	100%	86%	19%	1858	99%	80%	7%
Limited English Proficient	307	97%	47%	1%	283	91%	36%	0%
Economically Disadvantaged	1623	99%	77%	12%	1587	97%	69%	3%
Not Disadvantaged	496	99%	93%	29%	554	100%	91%	16%
Migrant								
Not Migrant	2119	99%	81%	16%	2141	98%	74%	6%

NOTES

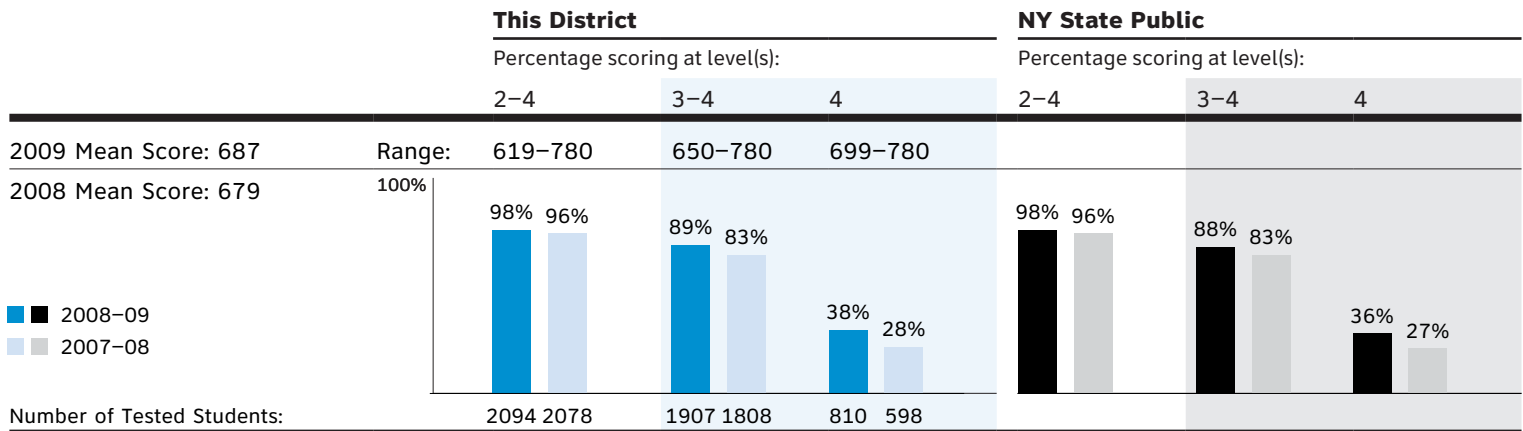
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 5 Equivalent	23	21	21	8	19	16	15	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	27	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 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	2143	98%	89%	38%	2171	96%	83%	28%
Female	1066	97%	90%	38%	1056	96%	84%	29%
Male	1077	98%	88%	38%	1115	95%	82%	26%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	329	96%	86%	30%	363	95%	80%	19%
Hispanic or Latino	1041	97%	85%	28%	1015	94%	77%	17%
Asian or Native Hawaiian/Other Pacific Islander	302	99%	94%	49%	292	98%	90%	42%
White	465	99%	96%	59%	492	98%	95%	47%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	6	100%	67%	17%	9	89%	56%	11%
General-Education Students	1745	99%	94%	43%	1747	98%	89%	32%
Students with Disabilities	398	91%	66%	14%	424	87%	61%	10%
English Proficient	1806	98%	92%	43%	1855	97%	87%	31%
Limited English Proficient	337	94%	74%	12%	316	88%	62%	6%
Economically Disadvantaged	1642	97%	88%	33%	1617	95%	80%	22%
Not Disadvantaged	501	99%	94%	53%	554	98%	94%	43%
Migrant								
Not Migrant	2143	98%	89%	38%	2171	96%	83%	28%

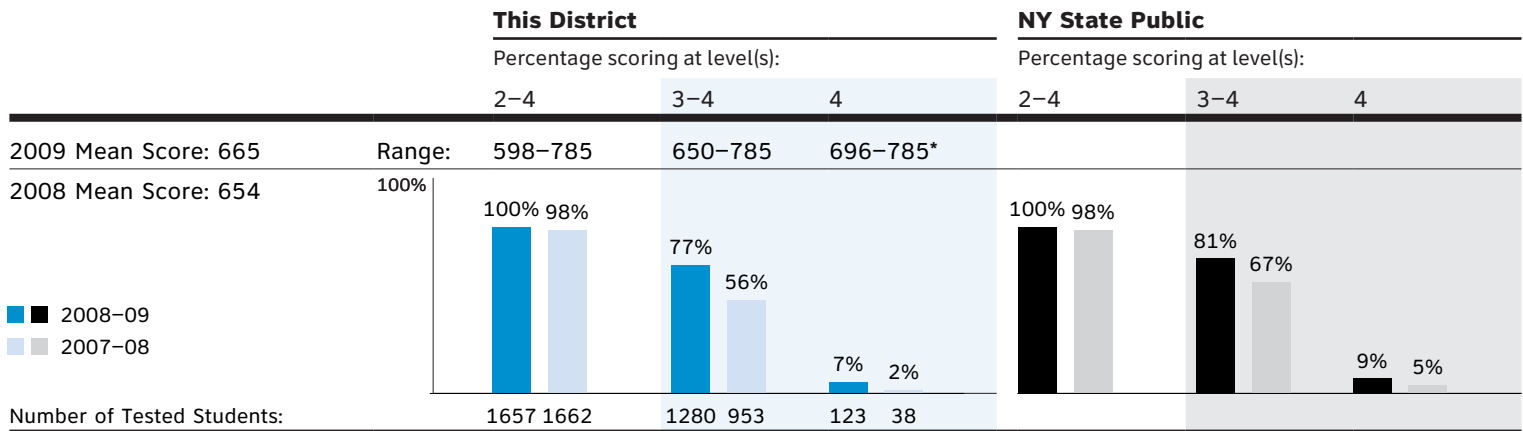
NOTES

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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	23	21	20	11	19	18	17	10

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1659	100%	77%	7%	1704	98%	56%	2%
Female	806	100%	82%	10%	850	98%	60%	3%
Male	853	100%	72%	5%	854	97%	51%	1%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	316	100%	76%	6%	362	98%	52%	1%
Hispanic or Latino	813	100%	70%	3%	872	97%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	177	100%	86%	12%	152	99%	74%	4%
White	343	100%	89%	17%	310	99%	79%	7%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	10	100%	80%	0%	8	100%	38%	13%
General-Education Students	1306	100%	86%	9%	1326	99%	66%	3%
Students with Disabilities	353	100%	44%	1%	378	92%	19%	0%
English Proficient	1496	100%	82%	8%	1540	99%	61%	2%
Limited English Proficient	163	99%	33%	0%	164	85%	7%	0%
Economically Disadvantaged	1203	100%	72%	4%	1312	97%	48%	1%
Not Disadvantaged	456	100%	90%	17%	392	99%	82%	7%
Migrant								
Not Migrant	1659	100%	77%	7%	1704	98%	56%	2%

NOTES

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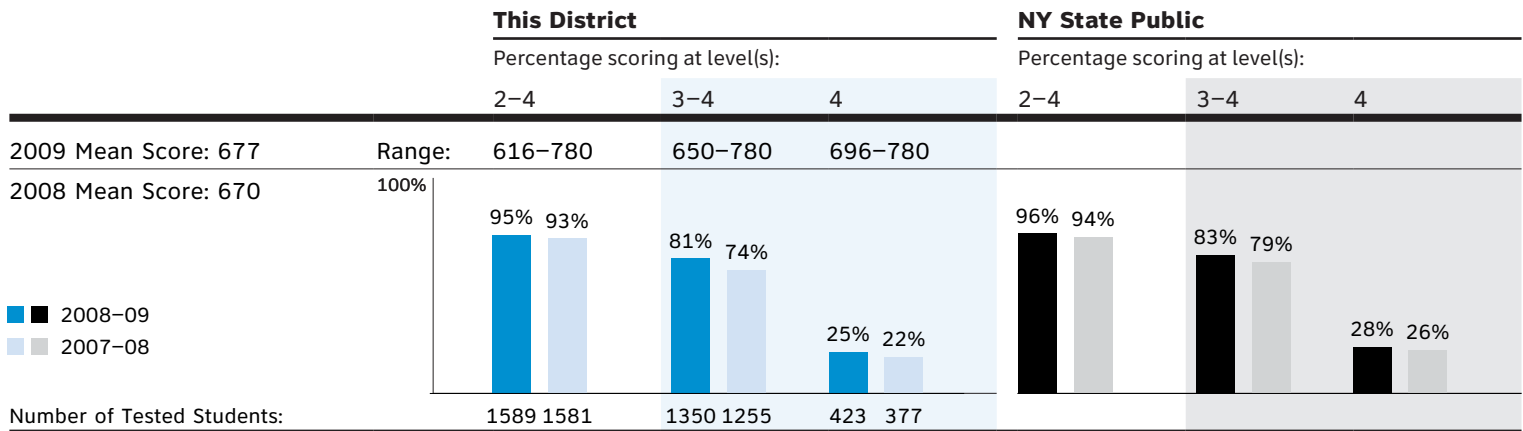
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	22	21	19	15	20	18	17	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	11	N/A	N/A	N/A	11	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	1666	95%	81%	25%	1706	93%	74%	22%
Female	807	96%	84%	26%	856	93%	75%	23%
Male	859	95%	78%	24%	850	92%	73%	22%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	312	95%	79%	20%	360	91%	65%	13%
Hispanic or Latino	820	94%	75%	15%	876	91%	68%	13%
Asian or Native Hawaiian/Other Pacific Islander	179	99%	93%	48%	155	98%	90%	52%
White	345	97%	92%	44%	307	96%	90%	45%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	10	90%	90%	20%	8	100%	88%	38%
General-Education Students	1313	99%	90%	31%	1337	98%	83%	27%
Students with Disabilities	353	81%	49%	6%	369	74%	38%	4%
English Proficient	1493	97%	85%	28%	1536	95%	77%	24%
Limited English Proficient	173	83%	46%	3%	170	76%	39%	2%
Economically Disadvantaged	1210	95%	77%	19%	1314	91%	69%	14%
Not Disadvantaged	456	98%	93%	41%	392	97%	88%	48%
Migrant								
Not Migrant	1666	95%	81%	25%	1706	93%	74%	22%

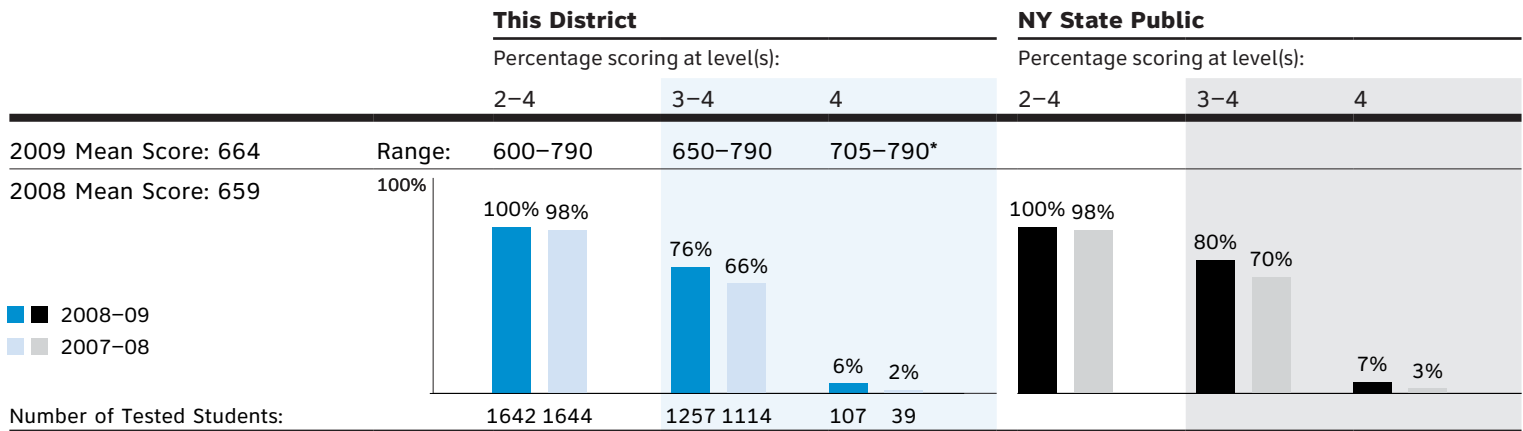
NOTES

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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	22	21	19	14	20	20	18	12

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	1650	100%	76%	6%	1683	98%	66%	2%
Female	818	100%	79%	8%	837	98%	71%	3%
Male	832	100%	73%	5%	846	97%	62%	1%
American Indian or Alaska Native	6	-	-	-	6	100%	100%	0%
Black or African American	343	100%	74%	3%	357	97%	63%	1%
Hispanic or Latino	848	99%	70%	3%	893	97%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	153	99%	90%	11%	158	98%	75%	1%
White	297	100%	90%	18%	269	99%	84%	10%
Multiracial	3	-	-	-				
Small Group Totals	9	100%	78%	22%				
General-Education Students	1299	100%	85%	8%	1309	99%	75%	3%
Students with Disabilities	351	98%	43%	0%	374	93%	34%	0%
English Proficient	1519	100%	81%	7%	1517	99%	72%	3%
Limited English Proficient	131	95%	18%	0%	166	89%	14%	0%
Economically Disadvantaged	1243	99%	71%	3%	1266	97%	60%	1%
Not Disadvantaged	407	100%	91%	17%	417	99%	86%	7%
Migrant								
Not Migrant	1650	100%	76%	6%	1683	98%	66%	2%

NOTES

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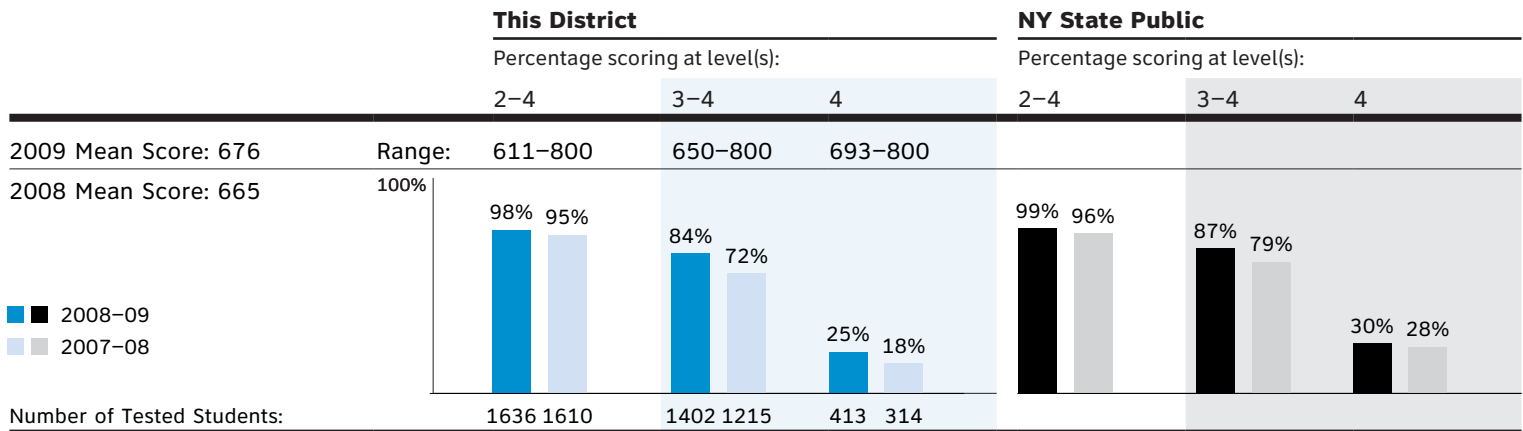
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	17	17	14	13	18	18	14	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	16	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 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	1667	98%	84%	25%	1698	95%	72%	18%
Female	828	99%	85%	26%	843	96%	73%	19%
Male	839	98%	84%	24%	855	94%	71%	18%
American Indian or Alaska Native	6	-	-	-	7	-	-	-
Black or African American	341	98%	80%	17%	359	93%	62%	10%
Hispanic or Latino	865	98%	81%	14%	902	94%	68%	11%
Asian or Native Hawaiian/Other Pacific Islander	156	99%	95%	53%	158	97%	88%	48%
White	296	98%	93%	49%	271	97%	88%	36%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	9	100%	78%	33%	8	100%	75%	13%
General-Education Students	1316	100%	92%	30%	1326	98%	80%	22%
Students with Disabilities	351	93%	53%	5%	372	82%	41%	5%
English Proficient	1514	99%	88%	27%	1511	97%	76%	20%
Limited English Proficient	153	91%	48%	5%	187	80%	32%	3%
Economically Disadvantaged	1259	98%	81%	18%	1279	94%	67%	13%
Not Disadvantaged	408	99%	93%	47%	419	98%	87%	35%
Migrant								
Not Migrant	1667	98%	84%	25%	1698	95%	72%	18%

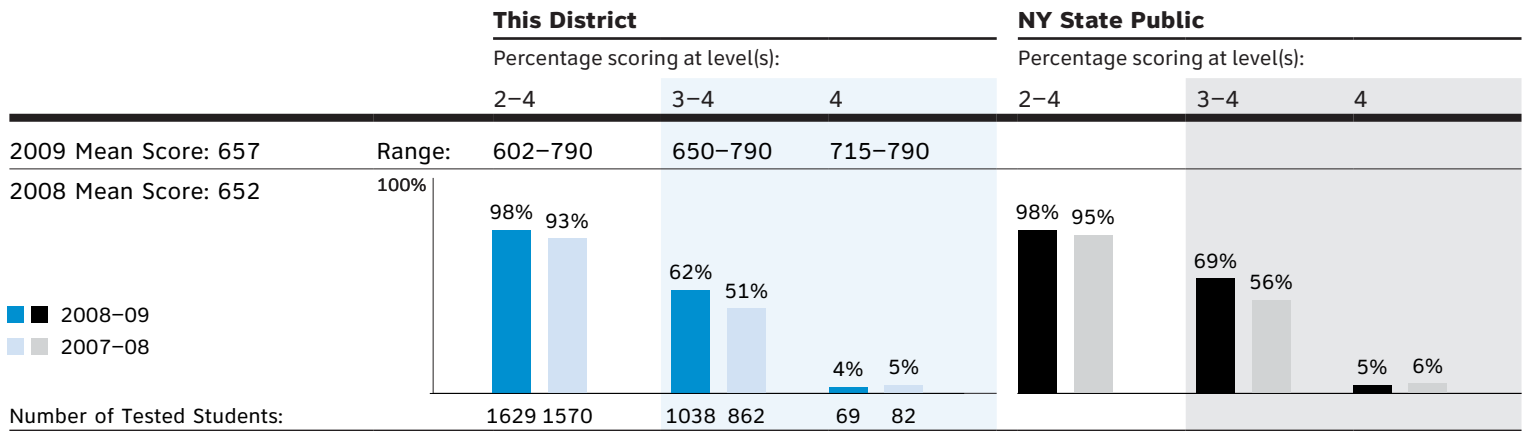
NOTES

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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 7 Equivalent	18	16	15	11	18	17	16	12

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	1669	98%	62%	4%	1684	93%	51%	5%
Female	823	98%	67%	7%	854	96%	59%	7%
Male	846	97%	57%	2%	830	91%	43%	2%
American Indian or Alaska Native	6	100%	100%	0%	11	82%	36%	9%
Black or African American	382	98%	58%	2%	371	93%	44%	3%
Hispanic or Latino	859	97%	56%	2%	844	92%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	156	99%	76%	7%	142	96%	69%	5%
White	266	98%	80%	13%	316	97%	76%	15%
Multiracial								
Small Group Totals								
General-Education Students	1317	99%	73%	5%	1338	98%	61%	6%
Students with Disabilities	352	91%	24%	0%	346	76%	13%	1%
English Proficient	1520	99%	68%	5%	1562	96%	55%	5%
Limited English Proficient	149	87%	5%	0%	122	62%	6%	0%
Economically Disadvantaged	1220	97%	56%	2%	1232	92%	41%	2%
Not Disadvantaged	449	99%	78%	10%	452	98%	80%	13%
Migrant								
Not Migrant	1669	98%	62%	4%	1684	93%	51%	5%

NOTES

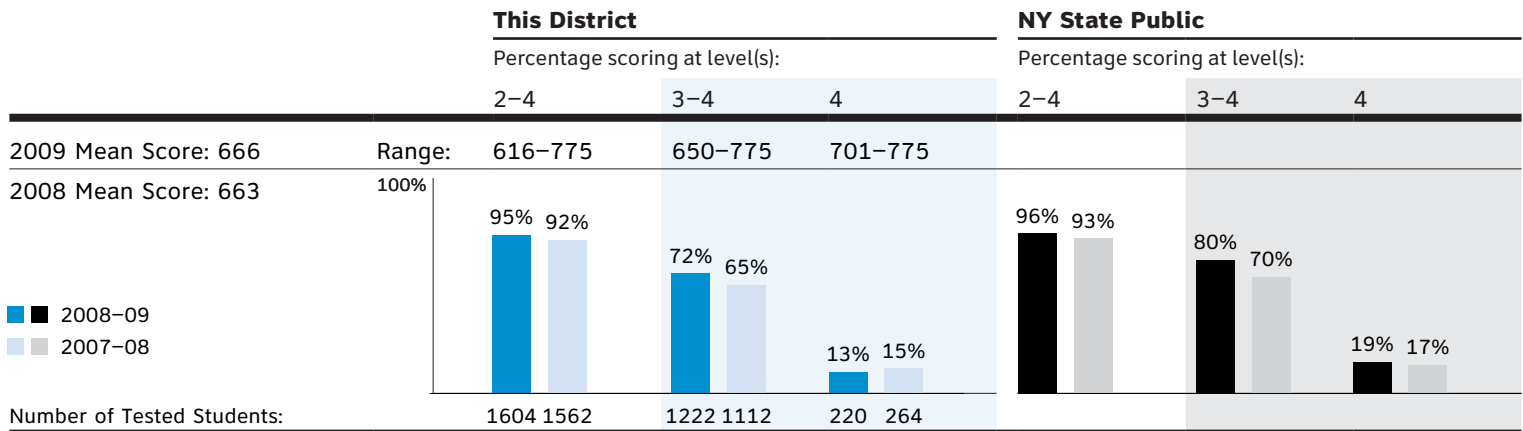
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Other Assessments

	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	21	20	20	16	21	21	20	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	13	N/A	N/A	N/A	21	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1686	95%	72%	13%	1705	92%	65%	15%
Female	835	95%	74%	15%	869	93%	68%	17%
Male	851	95%	71%	11%	836	90%	62%	14%
American Indian or Alaska Native	6	100%	83%	0%	12	-	-	-
Black or African American	382	94%	69%	8%	369	89%	58%	8%
Hispanic or Latino	875	95%	66%	7%	859	90%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	157	97%	91%	38%	143	95%	91%	46%
White	266	97%	87%	27%	321	97%	83%	32%
Multiracial					1	-	-	-
Small Group Totals					13	69%	38%	8%
General-Education Students	1332	99%	82%	16%	1360	96%	74%	19%
Students with Disabilities	354	82%	36%	1%	345	74%	29%	3%
English Proficient	1522	96%	76%	14%	1556	93%	68%	17%
Limited English Proficient	164	88%	37%	1%	149	72%	35%	3%
Economically Disadvantaged	1237	95%	68%	10%	1252	90%	59%	10%
Not Disadvantaged	449	96%	84%	21%	453	97%	83%	31%
Migrant								
Not Migrant	1686	95%	72%	13%	1705	92%	65%	15%

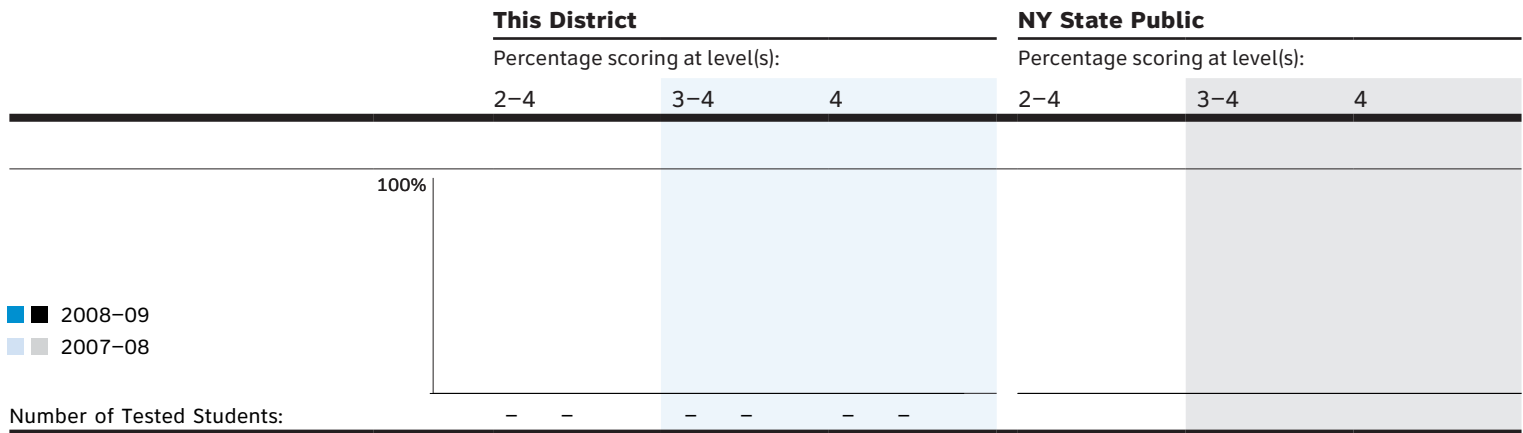
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	21	17	17	13	21	18	17	13

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	1662	89%	58%	15%	1670	92%	61%	17%
Female	825	88%	58%	15%	854	94%	61%	17%
Male	837	89%	59%	15%	816	91%	62%	17%
American Indian or Alaska Native	6	100%	67%	17%	12	-	-	-
Black or African American	374	86%	50%	7%	360	91%	56%	11%
Hispanic or Latino	861	87%	51%	7%	844	91%	52%	9%
Asian or Native Hawaiian/Other Pacific Islander	157	93%	76%	36%	139	98%	82%	35%
White	264	95%	84%	39%	314	96%	84%	38%
Multiracial					1	-	-	-
Small Group Totals					13	54%	31%	15%
General-Education Students	1320	94%	68%	18%	1339	97%	69%	21%
Students with Disabilities	342	68%	23%	4%	331	74%	28%	3%
English Proficient	1495	92%	63%	17%	1525	94%	65%	19%
Limited English Proficient	167	59%	14%	0%	145	77%	21%	1%
Economically Disadvantaged	1220	87%	51%	9%	1226	91%	52%	9%
Not Disadvantaged	442	93%	78%	31%	444	98%	86%	41%
Migrant								
Not Migrant	1662	89%	58%	15%	1670	92%	61%	17%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	21	19	19	18	19	13	12	9
Regents Science	2	-	-	-	1	-	-	-

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

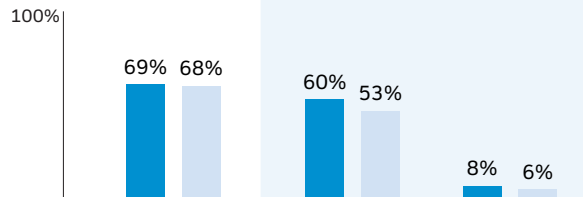
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

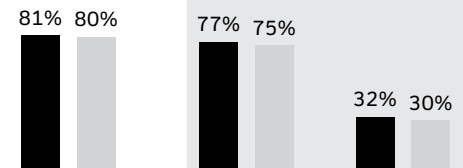
NY State Public

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	1329	69%	60%	8%	1316	68%	53%	6%
Female	711	74%	67%	12%	708	75%	60%	6%
Male	618	62%	52%	4%	608	60%	44%	4%
American Indian or Alaska Native	8	–	–	–	6	–	–	–
Black or African American	782	73%	64%	8%	772	72%	57%	6%
Hispanic or Latino	401	64%	54%	8%	424	59%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	45	71%	67%	13%	38	79%	71%	18%
White	90	57%	50%	13%	75	65%	49%	5%
Multiracial	3	–	–	–	1	–	–	–
Small Group Totals	11	36%	18%	0%	7	57%	43%	0%
General-Education Students	1097	78%	69%	10%	1100	75%	59%	7%
Students with Disabilities	232	26%	19%	0%	216	29%	20%	0%
English Proficient	1284	70%	62%	9%	1279	69%	53%	6%
Limited English Proficient	45	24%	13%	0%	37	35%	24%	5%
Economically Disadvantaged	899	70%	61%	9%	945	71%	55%	6%
Not Disadvantaged	430	66%	59%	7%	371	61%	47%	5%
Migrant								
Not Migrant	1329	69%	60%	8%	1316	68%	53%	6%

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

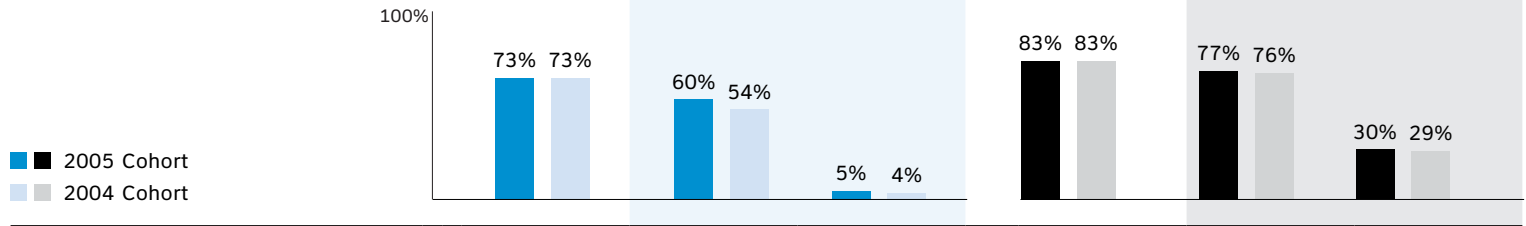
NY State Public

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	1329	73%	60%	5%	1316	73%	54%	4%
Female	711	78%	63%	6%	708	79%	58%	5%
Male	618	68%	57%	5%	608	67%	50%	3%
American Indian or Alaska Native	8	-	-	-	6	-	-	-
Black or African American	782	77%	63%	5%	772	77%	56%	5%
Hispanic or Latino	401	68%	55%	4%	424	66%	49%	2%
Asian or Native Hawaiian/Other Pacific Islander	45	73%	64%	13%	38	89%	84%	11%
White	90	62%	57%	11%	75	71%	52%	8%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	11	45%	18%	0%	7	71%	57%	0%
General-Education Students	1097	82%	68%	6%	1100	80%	61%	5%
Students with Disabilities	232	31%	20%	0%	216	39%	21%	0%
English Proficient	1284	74%	61%	6%	1279	74%	55%	4%
Limited English Proficient	45	47%	33%	0%	37	54%	32%	3%
Economically Disadvantaged	899	74%	61%	6%	945	76%	56%	4%
Not Disadvantaged	430	71%	59%	5%	371	67%	50%	4%
Migrant								
Not Migrant	1329	73%	60%	5%	1316	73%	54%	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.