



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #16**

District ID **33-16-00-01-0000**

Superintendent **EVELYN SANTIAGO**

Telephone **(718) 935-3900**

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	293	293	314
Kindergarten	712	650	618
Grade 1	904	877	790
Grade 2	850	829	822
Grade 3	865	805	745
Grade 4	809	819	779
Grade 5	780	686	721
Grade 6	714	682	539
Ungraded Elementary	578	603	604
Grade 7	853	720	669
Grade 8	868	746	698
Grade 9	693	694	510
Grade 10	1829	635	706
Grade 11	951	875	571
Grade 12	459	1291	1045
Ungraded Secondary	689	746	673
Total K-12	12554	11658	10490

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	20	21
Grade 8			
English	25	25	25
Mathematics	26	25	24
Science	25	25	24
Social Studies	26	24	23
Grade 10			
English	31	30	34
Mathematics	31	33	31
Science	29	38	
Social Studies	33	33	40

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	8809	70%	8198	70%	7746	74%
Reduced-Price Lunch	906	7%	750	6%	660	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	314	3%	320	3%	318	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	137	1%	122	1%	93	1%
Black or African American	10786	86%	9910	85%	8863	84%
Hispanic or Latino	1414	11%	1429	12%	1339	13%
Asian or Native Hawaiian/Other Pacific Islander	111	1%	110	1%	111	1%
White	106	1%	87	1%	84	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate						0%
Student Suspensions	462	3%	446	4%	429	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	913	842	836
Percent with No Valid Teaching Certificate	10%	3%	2%
Percent Teaching Out of Certification	15%	15%	13%
Percent with Fewer Than Three Years of Experience	20%	14%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	28%	30%
Total Number of Core Classes	1586	1534	1503
Percent Not Taught by Highly Qualified Teachers	14%	15%	14%
Total Number of Classes	2128	1929	1915
Percent Taught by Teachers Without Appropriate Certification	17%	16%	16%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	29%		27%
Turnover Rate of All Teachers	23%		19%

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)

Improvement (Year 2)

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 2)

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	✓ ^{SH}	✓		–	–	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 1 of 5	✗ 1 of 5	✗ 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 for This Subject (2009–10)  Good Standing

Accountability Measures 8 of 8 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 (5114:4848)			99%		156	142	
Ethnicity							
American Indian or Alaska Native (46:45)			100%		140	130	
Black or African American (4173:3984)			99%		158	142	
Hispanic or Latino (806:747)			99%		147	140	
Asian or Native Hawaiian/Other Pacific Islander (54:44)			100%		152	129	
White (32:25)	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1414:1296)			98%		118	141	109 126
Limited English Proficient ⁵ (215:222)			99%		123	137	114 131
Economically Disadvantaged (4661:4421)			99%		156	142	
Final AYP Determination	 8 of 8						

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 8 of 8 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 (5107:4790)			99%		169	117	
Ethnicity							
American Indian or Alaska Native (47:45)			100%		151	105	
Black or African American (4166:3931)			99%		169	117	
Hispanic or Latino (803:740)			99%		170	115	
Asian or Native Hawaiian/Other Pacific Islander (56:46)			100%		183	105	
White (32:25)	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1415:1293)			99%		135	116	
Limited English Proficient ⁵ (216:230)			99%		163	112	
Economically Disadvantaged (4649:4368)			99%		170	117	
Final AYP Determination	 8 of 8						

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 (1793:1632)		Qualified		98%		145	100	
Ethnicity								
American Indian or Alaska Native (24:20)	—	—	—	—	—	—	—	—
Black or African American (1459:1336)		Qualified		98%		145	100	
Hispanic or Latino (277:250)		Qualified		99%		148	100	
Asian or Native Hawaiian/Other Pacific Islander (20:16)	—	—	—	—	—	—	—	—
White (12:9)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (444:386)		Qualified		96%		117	100	
Limited English Proficient ⁴ (71:70)		Qualified		99%		127	100	
Economically Disadvantaged (1608:1476)		Qualified		98%		146	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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


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

AYP Status

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

















Secondary-Level English Language Arts

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

Accountability Measures 1 of 5 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 (821:816)			96%		136	167	127‡	142
Ethnicity								
American Indian or Alaska Native (8:12)	–	–	–	–	–	–	–	–
Black or African American (754:739)			97%		139	167	129	145
Hispanic or Latino (101:57)			90%		112	158	111‡	121
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–	–	–
White (1:4)	–	–	–	–	–	–	–	–
Multiracial (0:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (194:185)			64%		60	163	60‡	74
Limited English Proficient ⁵ (11:12)	–	–	–	–	–	–	–	–
Economically Disadvantaged (560:592)			96%		135	167	133‡	142
Final AYP Determination	 1 of 5							

NOTES

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

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

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

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


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


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

AYP Status

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

















Secondary-Level Mathematics

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

Accountability Measures 1 of 5 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 (821:816)			97%		130	162	120‡	137
Ethnicity								
American Indian or Alaska Native (8:12)	—	—	—	—	—	—	—	—
Black or African American (754:739)			97%		132	162	122	139
Hispanic or Latino (101:57)			90%		111	153	97‡	120
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—	—
White (1:4)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (194:185)			66%		62	158	59‡	76
Limited English Proficient ⁵ (11:12)	—	—	—	—	—	—	—	—
Economically Disadvantaged (560:592)			97%		131	162	125‡	138
Final AYP Determination	 1 of 5							

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  Improvement (Year 2)
for This Indicator
(2009–10)

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

Prospective Status To be removed from improvement status in Graduates, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2009-10, the district will be In Need of Improvement (Year 3) in 2010-11. If this district makes AYP in 2009-10, the district will remain In Need of Improvement (Year 2) in 2010-11. [212]

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 (1147)			42%	55%	44%	43%
Ethnicity						
American Indian or Alaska Native (8)		–	–	–		
Black or African American (1023)			44%	55%	44%	45%
Hispanic or Latino (101)			26%	55%	29%	27%
Asian or Native Hawaiian/Other Pacific Islander (8)		–	–	–		
White (5)		–	–	–		
Multiracial (2)		–	–	–		
Other Groups		–	–	–		
Students with Disabilities (240)			6%	55%	9%	7%
Limited English Proficient ² (16)		–	–	–		
Economically Disadvantaged (763)			45%	55%	47%	46%
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 #16



District ID 33-16-00-01-0000

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	64%			868
Grade 4	63%			908
Grade 5	71%			849
Grade 6	57%			694
Grade 7	60%			813
Grade 8	43%			819

Mathematics

Grade 3	90%			869
Grade 4	81%			917
Grade 5	79%			855
Grade 6	63%			693
Grade 7	70%			811
Grade 8	61%			822

Science

Grade 4	75%			903
Grade 8	33%			805

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	55%			949
Mathematics	47%			949

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.

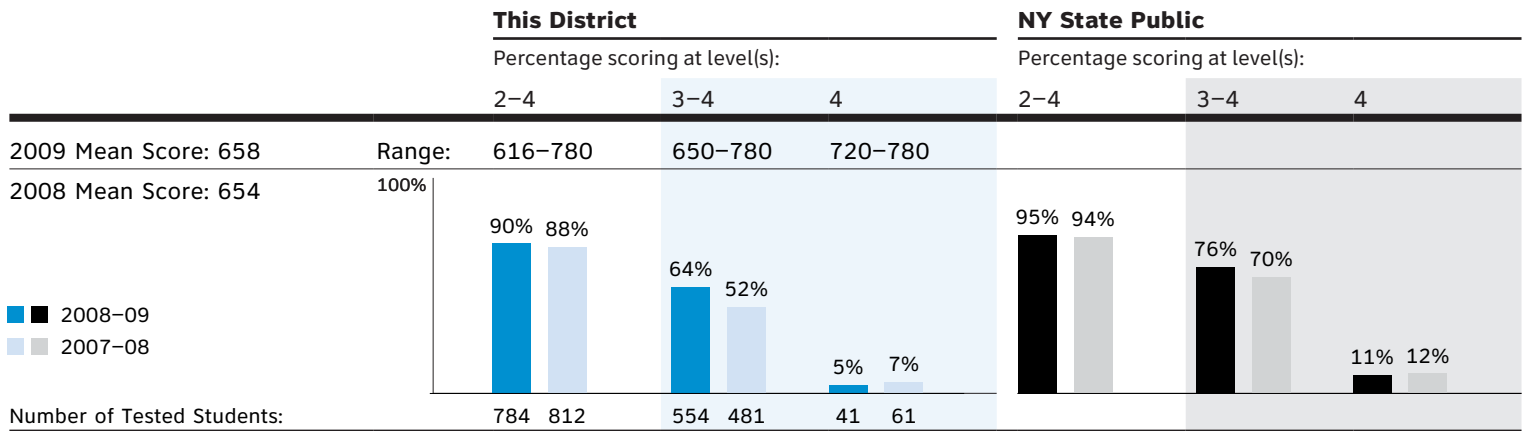
In this section, this district's performance is compared with that of public schools statewide.

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	868	90%	64%	5%	922	88%	52%	7%
Female	464	95%	71%	6%	450	93%	58%	8%
Male	404	85%	55%	3%	472	84%	47%	6%
American Indian or Alaska Native	9	100%	56%	0%	6	-	-	-
Black or African American	692	91%	66%	4%	754	89%	55%	7%
Hispanic or Latino	142	84%	52%	8%	147	84%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	72%	6%	6	100%	67%	17%
White	6	-	-	-	6	83%	17%	0%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	7	86%	71%	0%	9	89%	33%	11%
General-Education Students	641	97%	76%	6%	704	95%	60%	8%
Students with Disabilities	227	70%	31%	1%	218	65%	26%	2%
English Proficient	823	91%	66%	5%	887	88%	53%	7%
Limited English Proficient	45	71%	29%	0%	35	80%	26%	0%
Economically Disadvantaged	824	91%	64%	5%	883	88%	51%	7%
Not Disadvantaged	44	86%	66%	7%	39	100%	69%	8%
Migrant								
Not Migrant	868	90%	64%	5%	922	88%	52%	7%

NOTES

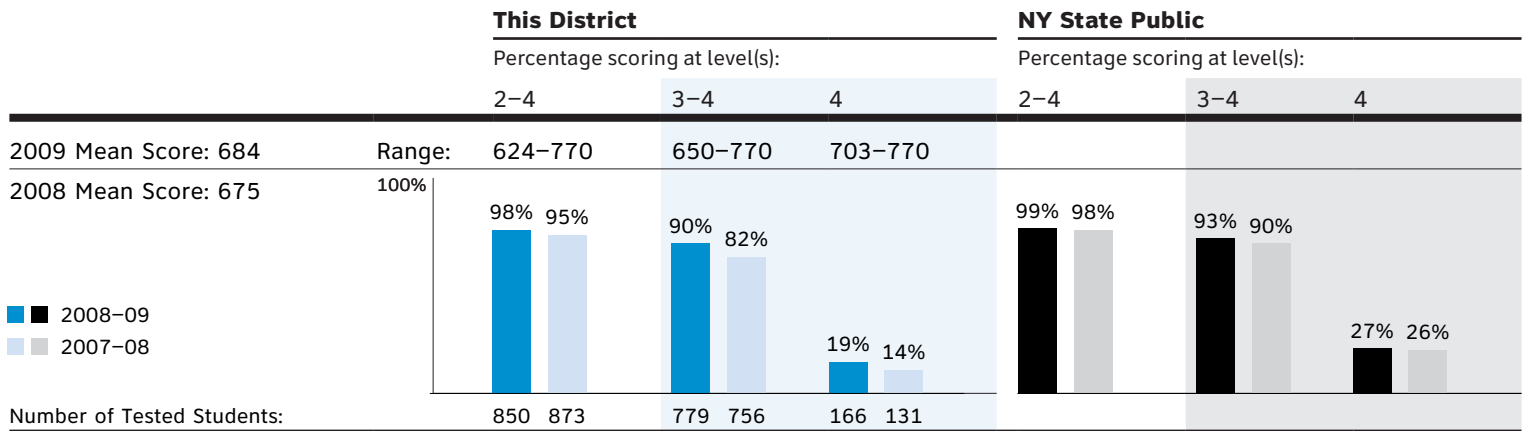
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	21	19	18	13	11	11	9	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	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 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	869	98%	90%	19%	917	95%	82%	14%
Female	460	99%	93%	22%	441	97%	86%	17%
Male	409	96%	86%	16%	476	93%	79%	12%
American Indian or Alaska Native	9	100%	89%	0%	6	100%	83%	0%
Black or African American	692	98%	90%	19%	754	95%	84%	15%
Hispanic or Latino	143	96%	89%	17%	143	94%	76%	10%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	95%	37%	5	-	-	-
White	5	-	-	-	6	100%	83%	0%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	6	100%	83%	17%	8	100%	100%	38%
General-Education Students	639	100%	95%	23%	701	99%	89%	17%
Students with Disabilities	230	93%	75%	7%	216	84%	60%	6%
English Proficient	820	98%	90%	20%	880	95%	83%	15%
Limited English Proficient	49	94%	80%	8%	37	89%	68%	3%
Economically Disadvantaged	823	98%	90%	19%	882	95%	82%	14%
Not Disadvantaged	46	96%	85%	15%	35	100%	86%	14%
Migrant								
Not Migrant	869	98%	90%	19%	917	95%	82%	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 3 Equivalent	21	21	18	9	11	11	10	7

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 657	Range: 612-775			650-775 716-775		
2008 Mean Score: 651						
Number of Tested Students:	837	814	570	506	20	30

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	908	92%	63%	2%	923	88%	55%	3%
Female	441	96%	68%	3%	461	90%	60%	4%
Male	467	89%	58%	1%	462	86%	50%	3%
American Indian or Alaska Native	8	88%	38%	0%	7	-	-	-
Black or African American	750	93%	65%	2%	772	90%	56%	3%
Hispanic or Latino	139	88%	55%	1%	133	84%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	0%	3	-	-	-
White	4	-	-	-	8	50%	50%	13%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	20%	0%	10	60%	40%	0%
General-Education Students	705	99%	73%	3%	714	95%	64%	4%
Students with Disabilities	203	69%	29%	1%	209	66%	22%	0%
English Proficient	875	93%	64%	2%	885	89%	56%	3%
Limited English Proficient	33	82%	33%	0%	38	58%	24%	0%
Economically Disadvantaged	858	92%	63%	2%	879	88%	55%	3%
Not Disadvantaged	50	92%	64%	2%	44	89%	59%	2%
Migrant								
Not Migrant	908	92%	63%	2%	923	88%	55%	3%

NOTES

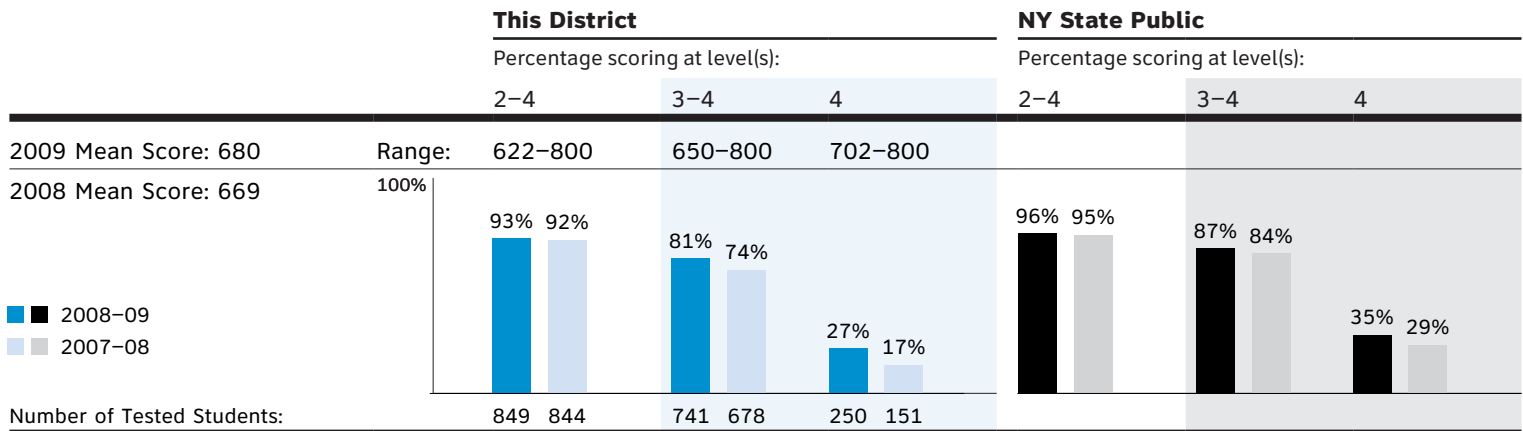
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	17	15	15	13	11	11	9	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	N/A	N/A	N/A	3	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	917	93%	81%	27%	914	92%	74%	17%
Female	447	95%	81%	30%	455	95%	77%	16%
Male	470	91%	81%	25%	459	90%	72%	17%
American Indian or Alaska Native	9	89%	78%	11%	7	-	-	-
Black or African American	752	92%	81%	28%	769	92%	73%	15%
Hispanic or Latino	144	94%	77%	22%	127	95%	82%	21%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	71%	3	-	-	-
White	4	-	-	-	8	88%	50%	38%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	80%	0%	10	80%	60%	20%
General-Education Students	708	97%	87%	33%	710	97%	81%	19%
Students with Disabilities	209	77%	60%	8%	204	77%	51%	7%
English Proficient	880	93%	81%	28%	875	93%	75%	17%
Limited English Proficient	37	92%	76%	16%	39	87%	64%	13%
Economically Disadvantaged	865	93%	81%	27%	870	93%	74%	17%
Not Disadvantaged	52	90%	73%	27%	44	89%	75%	16%
Migrant								
Not Migrant	917	93%	81%	27%	914	92%	74%	17%

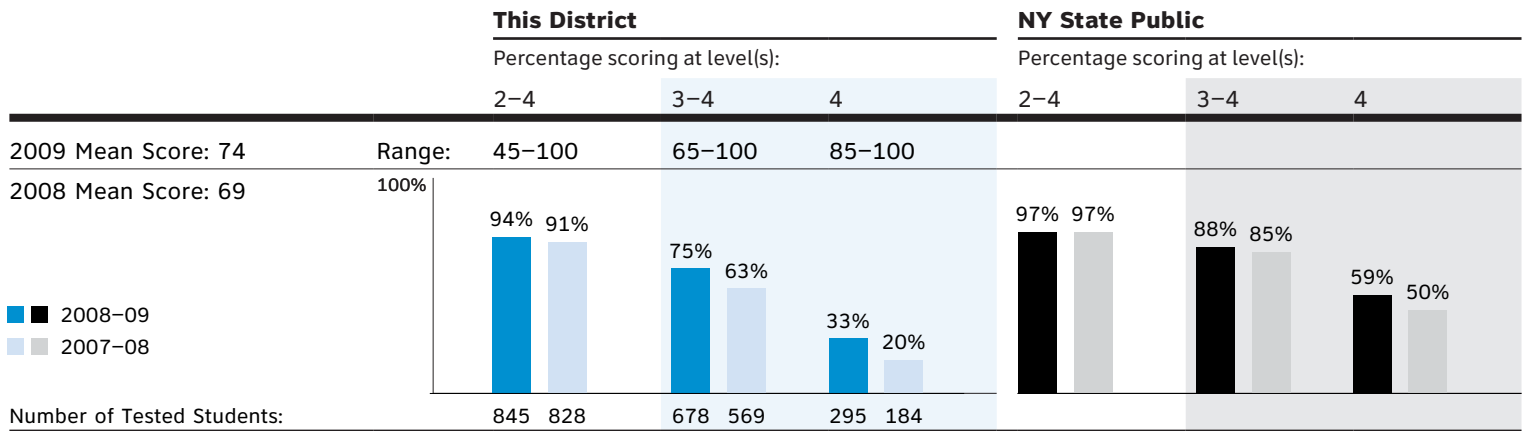
NOTES

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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 4 Equivalent	16	16	16	12	11	10	8	5

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	903	94%	75%	33%	905	91%	63%	20%
Female	446	94%	76%	33%	453	91%	65%	21%
Male	457	93%	74%	32%	452	92%	61%	19%
American Indian or Alaska Native	9	78%	67%	33%	7	-	-	-
Black or African American	740	94%	75%	32%	759	92%	62%	19%
Hispanic or Latino	141	91%	74%	33%	128	92%	69%	26%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	57%	3	-	-	-
White	5	-	-	-	8	75%	38%	38%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	83%	17%	10	70%	50%	10%
General-Education Students	697	96%	82%	38%	705	95%	70%	24%
Students with Disabilities	206	85%	52%	15%	200	81%	39%	6%
English Proficient	867	94%	76%	33%	864	92%	64%	21%
Limited English Proficient	36	78%	47%	25%	41	80%	49%	12%
Economically Disadvantaged	850	94%	75%	32%	860	91%	63%	20%
Not Disadvantaged	53	89%	74%	38%	45	93%	60%	18%
Migrant								
Not Migrant	903	94%	75%	33%	905	91%	63%	20%

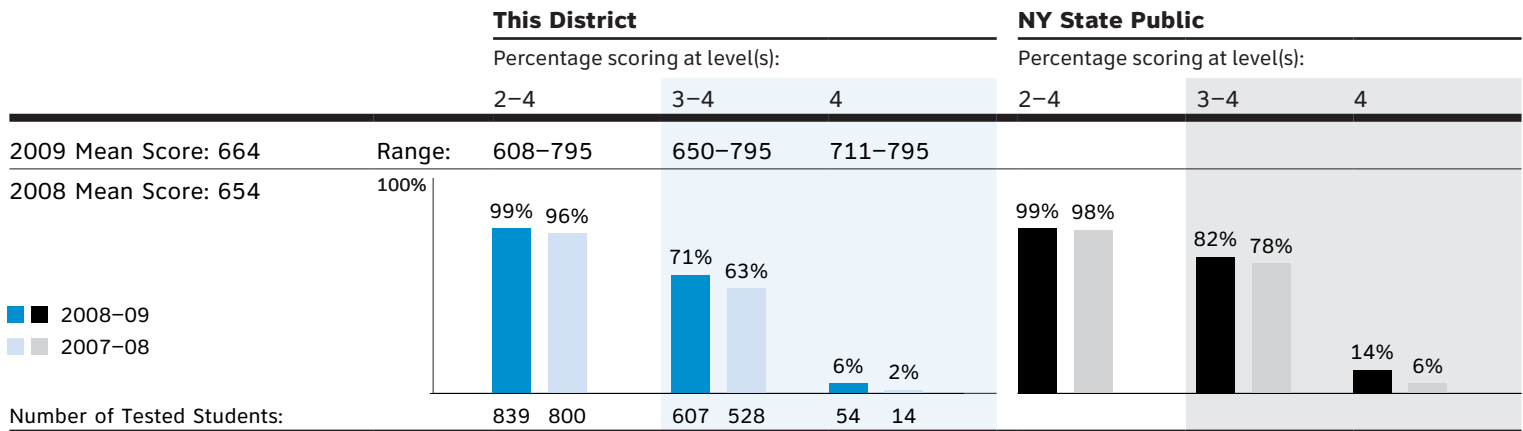
NOTES

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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	17	17	17	15	11	11	11	9

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	849	99%	71%	6%	836	96%	63%	2%
Female	429	99%	76%	7%	413	97%	66%	1%
Male	420	99%	67%	6%	423	94%	61%	3%
American Indian or Alaska Native	4	-	-	-	8	88%	50%	0%
Black or African American	704	99%	73%	7%	703	96%	65%	2%
Hispanic or Latino	131	98%	66%	2%	114	91%	53%	1%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	100%	67%	17%
White	5	100%	60%	40%	5	100%	80%	0%
Multiracial								
Small Group Totals	9	89%	44%	11%				
General-Education Students	656	100%	80%	8%	609	100%	76%	2%
Students with Disabilities	193	96%	42%	0%	227	85%	28%	0%
English Proficient	815	99%	73%	7%	806	97%	64%	2%
Limited English Proficient	34	91%	26%	0%	30	73%	30%	0%
Economically Disadvantaged	816	99%	71%	6%	794	96%	62%	2%
Not Disadvantaged	33	97%	79%	12%	42	98%	76%	2%
Migrant								
Not Migrant	849	99%	71%	6%	836	96%	63%	2%

NOTES

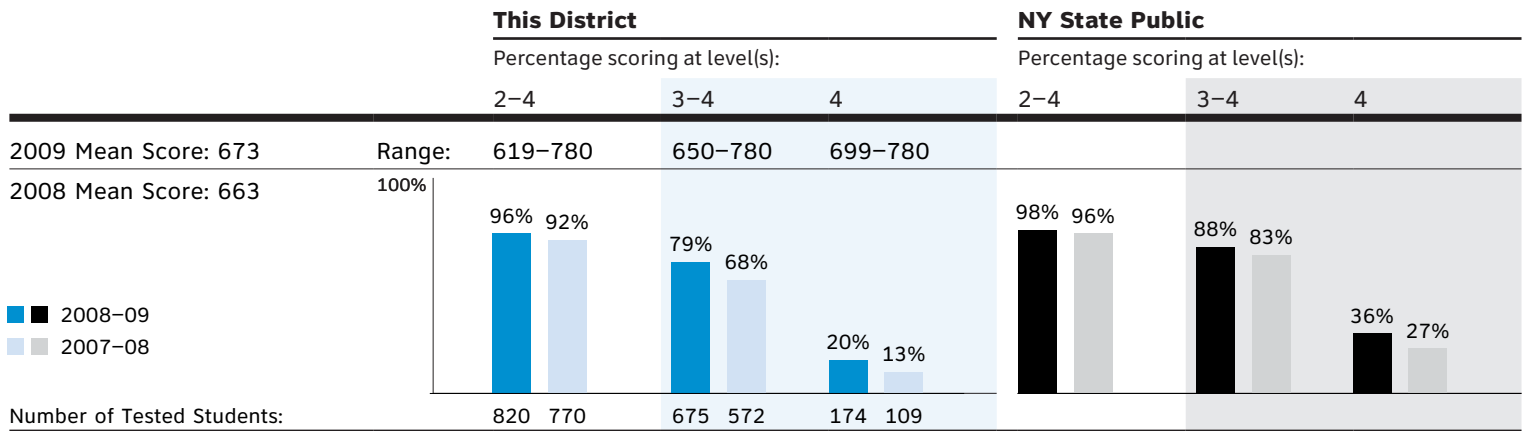
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	15	15	13	9	11	11	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 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	855	96%	79%	20%	841	92%	68%	13%
Female	431	97%	81%	23%	423	93%	68%	12%
Male	424	95%	77%	17%	418	90%	68%	14%
American Indian or Alaska Native	4	-	-	-	8	100%	63%	25%
Black or African American	713	96%	78%	20%	699	92%	68%	13%
Hispanic or Latino	127	96%	87%	23%	123	89%	69%	10%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	100%	83%	50%
White	6	100%	67%	33%	5	100%	100%	20%
Multiracial								
Small Group Totals	9	78%	67%	22%				
General-Education Students	657	99%	86%	25%	612	98%	78%	16%
Students with Disabilities	198	87%	56%	6%	229	74%	42%	4%
English Proficient	819	96%	79%	21%	804	92%	69%	14%
Limited English Proficient	36	92%	78%	14%	37	76%	51%	0%
Economically Disadvantaged	823	96%	79%	20%	801	92%	68%	13%
Not Disadvantaged	32	94%	81%	25%	40	93%	75%	13%
Migrant								
Not Migrant	855	96%	79%	20%	841	92%	68%	13%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	15	15	14	10	11	10	10	6

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: 652	Range: 598-785			650-785		
2008 Mean Score: 640	696-785*					
Number of Tested Students:	690	793	396	276	13	5

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	694	99%	57%	2%	830	96%	33%	1%
Female	332	100%	61%	2%	394	97%	38%	1%
Male	362	99%	54%	1%	436	94%	29%	0%
American Indian or Alaska Native	7	100%	43%	14%	6	100%	33%	0%
Black or African American	560	99%	59%	2%	686	96%	35%	0%
Hispanic or Latino	117	99%	49%	0%	129	94%	22%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%	5	-	-	-
White	5	100%	80%	0%	3	-	-	-
Multiracial					1	-	-	-
Small Group Totals					9	100%	56%	0%
General-Education Students	461	100%	74%	3%	587	99%	42%	1%
Students with Disabilities	233	98%	24%	0%	243	87%	13%	0%
English Proficient	670	100%	59%	2%	805	96%	34%	1%
Limited English Proficient	24	96%	17%	0%	25	72%	8%	0%
Economically Disadvantaged	616	99%	56%	2%	775	96%	33%	1%
Not Disadvantaged	78	100%	63%	4%	55	95%	40%	0%
Migrant								
Not Migrant	694	99%	57%	2%	830	96%	33%	1%

NOTES

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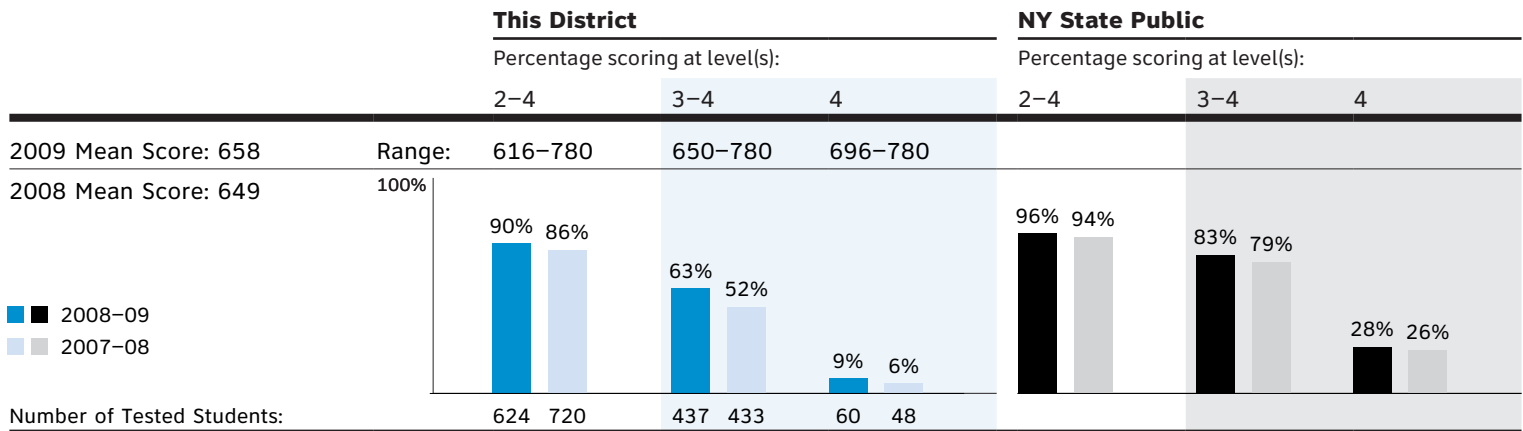
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	18	17	12	7	15	13	11	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	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	693	90%	63%	9%	834	86%	52%	6%
Female	331	91%	64%	6%	401	87%	58%	5%
Male	362	90%	62%	11%	433	86%	47%	7%
American Indian or Alaska Native	7	86%	43%	14%	6	67%	50%	0%
Black or African American	559	90%	64%	8%	687	87%	52%	6%
Hispanic or Latino	117	90%	59%	10%	132	83%	48%	7%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%	5	-	-	-
White	5	100%	60%	0%	3	-	-	-
Multiracial					1	-	-	-
Small Group Totals					9	89%	67%	11%
General-Education Students	460	96%	77%	13%	589	93%	63%	7%
Students with Disabilities	233	78%	36%	1%	245	70%	24%	3%
English Proficient	668	90%	64%	9%	807	87%	53%	6%
Limited English Proficient	25	80%	36%	0%	27	67%	22%	0%
Economically Disadvantaged	617	90%	62%	8%	777	86%	51%	5%
Not Disadvantaged	76	91%	70%	16%	57	86%	61%	12%
Migrant								
Not Migrant	693	90%	63%	9%	834	86%	52%	6%

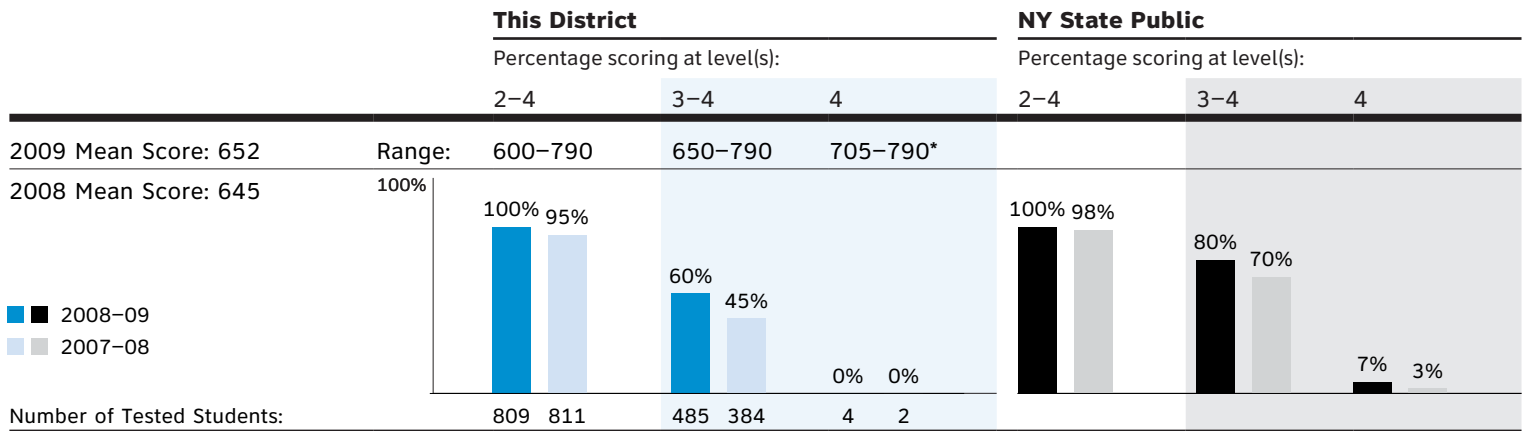
NOTES

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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 6 Equivalent	18	18	18	11	15	15	13	11

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	813	100%	60%	0%	852	95%	45%	0%
Female	401	100%	65%	0%	411	96%	55%	0%
Male	412	100%	55%	0%	441	94%	35%	0%
American Indian or Alaska Native	4	-	-	-	15	100%	27%	0%
Black or African American	678	100%	60%	1%	695	96%	47%	0%
Hispanic or Latino	120	99%	56%	0%	125	94%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	0%	11	91%	36%	0%
White	4	-	-	-	6	33%	0%	0%
Multiracial	1	-	-	-				
Small Group Totals	9	100%	67%	0%				
General-Education Students	577	100%	70%	1%	629	100%	55%	0%
Students with Disabilities	236	98%	35%	0%	223	83%	18%	0%
English Proficient	787	99%	61%	1%	824	95%	46%	0%
Limited English Proficient	26	100%	27%	0%	28	89%	21%	0%
Economically Disadvantaged	702	99%	59%	1%	794	95%	45%	0%
Not Disadvantaged	111	100%	67%	0%	58	95%	43%	0%
Migrant								
Not Migrant	813	100%	60%	0%	852	95%	45%	0%

NOTES

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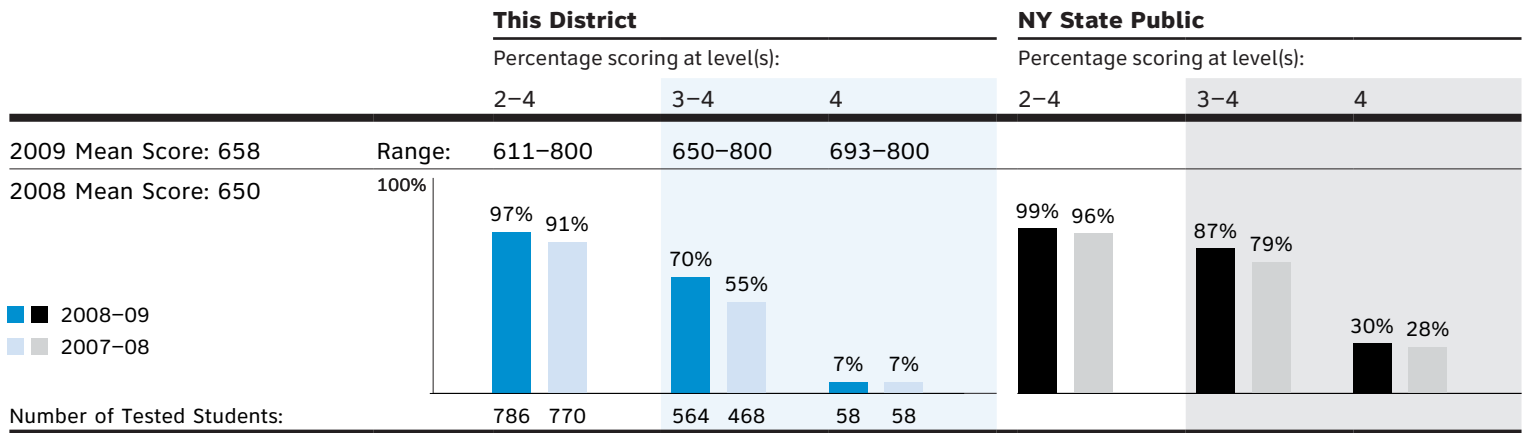
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	7	7	7	4	17	16	16	9
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	811	97%	70%	7%	844	91%	55%	7%
Female	396	98%	72%	8%	409	92%	60%	7%
Male	415	95%	67%	7%	435	90%	51%	7%
American Indian or Alaska Native	4	-	-	-	15	100%	40%	0%
Black or African American	673	97%	70%	7%	689	92%	56%	7%
Hispanic or Latino	121	96%	64%	5%	122	89%	55%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	25%	10	80%	70%	20%
White	4	-	-	-	8	50%	13%	0%
Multiracial	1	-	-	-				
Small Group Totals	9	89%	78%	22%				
General-Education Students	576	100%	82%	9%	627	98%	67%	9%
Students with Disabilities	235	90%	39%	3%	217	73%	24%	2%
English Proficient	782	97%	70%	7%	815	92%	56%	7%
Limited English Proficient	29	93%	55%	3%	29	79%	34%	3%
Economically Disadvantaged	698	97%	68%	6%	785	91%	56%	7%
Not Disadvantaged	113	98%	76%	12%	59	95%	53%	2%
Migrant								
Not Migrant	811	97%	70%	7%	844	91%	55%	7%

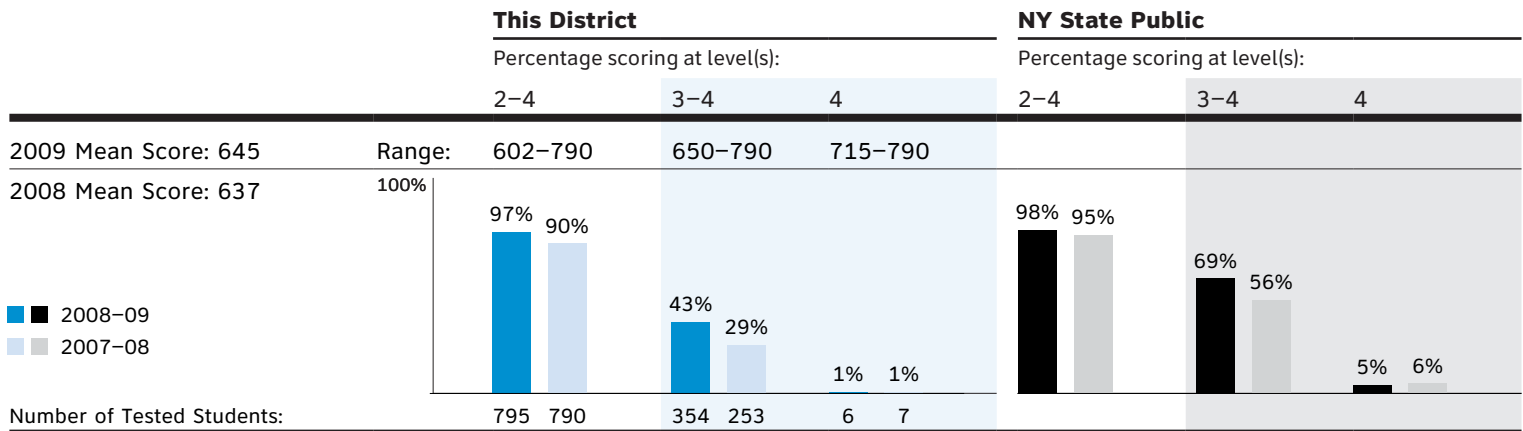
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	6	4	17	16	14	8

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	819	97%	43%	1%	876	90%	29%	1%
Female	396	97%	50%	1%	441	94%	38%	1%
Male	423	97%	37%	0%	435	86%	20%	0%
American Indian or Alaska Native	14	93%	43%	0%	18	89%	28%	0%
Black or African American	663	97%	46%	1%	725	91%	30%	1%
Hispanic or Latino	127	97%	34%	0%	119	87%	20%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	10%	0%	7	100%	14%	0%
White	5	100%	20%	0%	7	86%	43%	0%
Multiracial								
Small Group Totals								
General-Education Students	638	100%	52%	1%	653	98%	37%	1%
Students with Disabilities	181	88%	12%	0%	223	66%	6%	0%
English Proficient	787	97%	45%	1%	859	90%	29%	1%
Limited English Proficient	32	88%	6%	0%	17	76%	0%	0%
Economically Disadvantaged	703	97%	42%	1%	779	90%	27%	1%
Not Disadvantaged	116	96%	52%	1%	97	94%	40%	3%
Migrant								
Not Migrant	819	97%	43%	1%	876	90%	29%	1%

NOTES

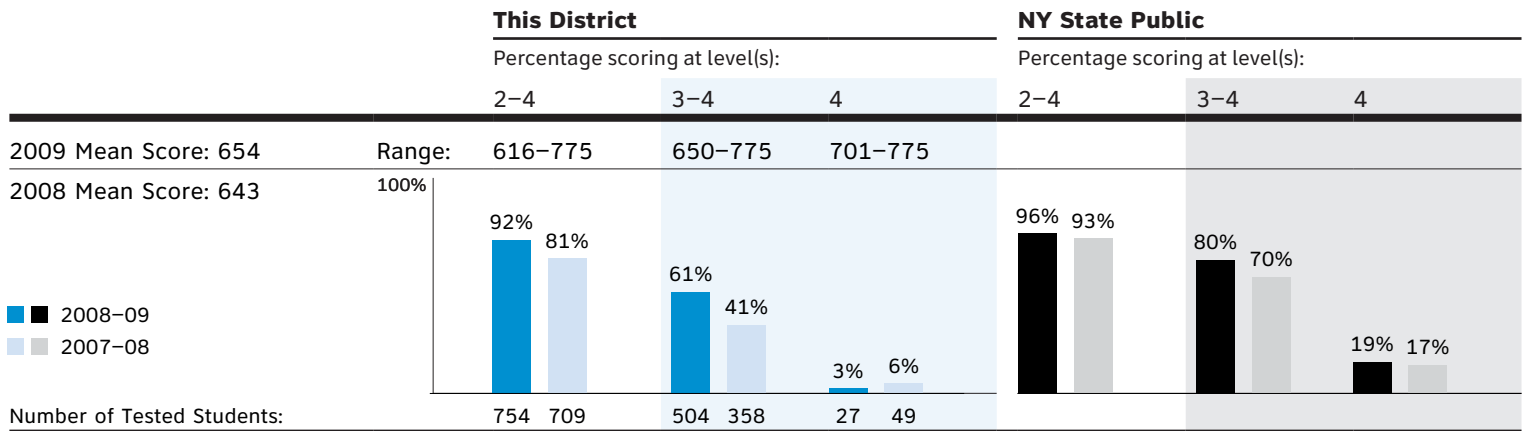
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Other Assessments

	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	29	29	28	17	15	15	14	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	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	822	92%	61%	3%	874	81%	41%	6%
Female	400	94%	69%	4%	442	85%	45%	8%
Male	422	90%	54%	3%	432	77%	37%	3%
American Indian or Alaska Native	14	93%	43%	0%	18	72%	28%	0%
Black or African American	664	93%	62%	3%	720	83%	43%	6%
Hispanic or Latino	128	88%	63%	3%	122	74%	31%	4%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	60%	20%	7	86%	43%	14%
White	6	67%	17%	0%	7	57%	43%	14%
Multiracial								
Small Group Totals								
General-Education Students	637	98%	70%	4%	649	91%	51%	7%
Students with Disabilities	185	70%	30%	0%	225	52%	12%	0%
English Proficient	790	92%	62%	3%	856	82%	42%	6%
Limited English Proficient	32	84%	56%	0%	18	61%	11%	6%
Economically Disadvantaged	705	92%	60%	4%	775	80%	39%	5%
Not Disadvantaged	117	92%	68%	2%	99	90%	57%	9%
Migrant								
Not Migrant	822	92%	61%	3%	874	81%	41%	6%

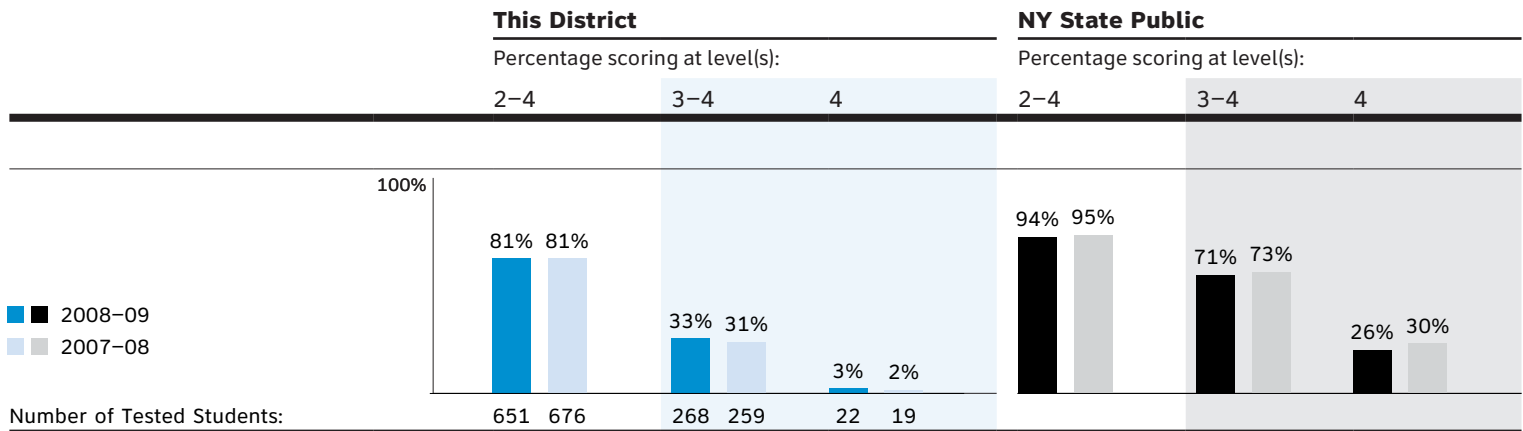
NOTES

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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	29	29	27	10	15	15	13	6

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	805	81%	33%	3%	836	81%	31%	2%
Female	394	85%	35%	3%	429	84%	32%	2%
Male	411	77%	31%	2%	407	77%	29%	2%
American Indian or Alaska Native	14	71%	14%	0%	16	75%	19%	0%
Black or African American	647	81%	32%	2%	695	82%	32%	2%
Hispanic or Latino	127	82%	41%	4%	112	75%	27%	4%
Asian or Native Hawaiian/Other Pacific Islander	11	55%	36%	9%	6	83%	50%	17%
White	6	83%	17%	0%	7	71%	29%	0%
Multiracial								
Small Group Totals								
General-Education Students	631	86%	40%	3%	630	89%	37%	3%
Students with Disabilities	174	61%	10%	1%	206	57%	13%	0%
English Proficient	774	81%	34%	3%	819	81%	32%	2%
Limited English Proficient	31	74%	26%	0%	17	53%	0%	0%
Economically Disadvantaged	687	80%	33%	3%	740	80%	29%	2%
Not Disadvantaged	118	86%	35%	3%	96	84%	43%	6%
Migrant								
Not Migrant	805	81%	33%	3%	836	81%	31%	2%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	28	28	24	16	15	15	13	9
Regents Science	0				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

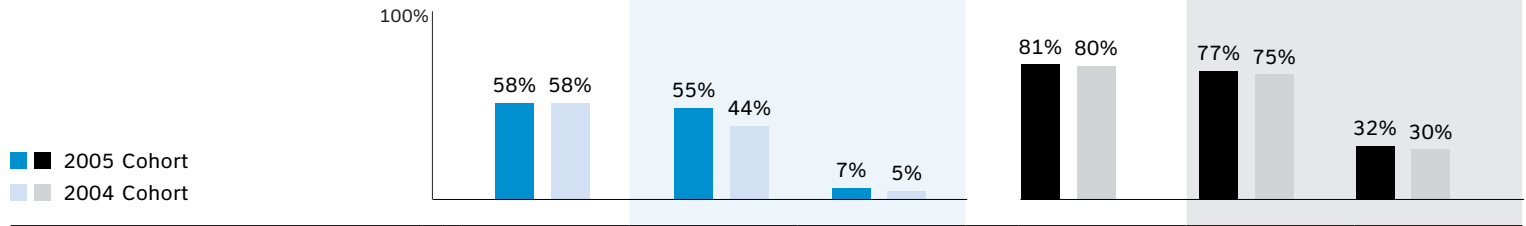
NY State Public

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	949	58%	55%	7%	1079	58%	44%	5%
Female	415	67%	64%	9%	501	68%	55%	7%
Male	534	51%	48%	6%	578	49%	36%	3%
American Indian or Alaska Native	12	42%	42%	8%	8	25%	25%	0%
Black or African American	854	60%	56%	8%	963	60%	46%	5%
Hispanic or Latino	75	43%	40%	4%	94	40%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	8	63%	63%	13%
White	4	-	-	-	5	-	-	-
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	50%	38%	13%	6	50%	17%	0%
General-Education Students	720	72%	68%	10%	848	69%	54%	6%
Students with Disabilities	229	15%	12%	0%	231	14%	9%	0%
English Proficient	934	59%	55%	7%	1066	58%	45%	5%
Limited English Proficient	15	20%	20%	0%	13	38%	8%	0%
Economically Disadvantaged	662	60%	56%	8%	722	64%	49%	5%
Not Disadvantaged	287	56%	52%	7%	357	45%	35%	5%
Migrant								
Not Migrant	949	58%	55%	7%	1079	58%	44%	5%

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*.

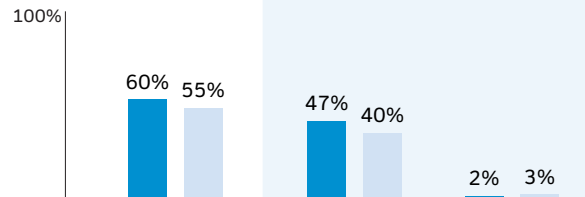
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

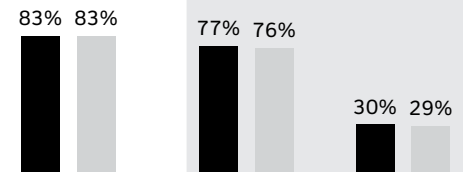


■ 2005 Cohort
■ 2004 Cohort

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	949	60%	47%	2%	1079	55%	40%	3%
Female	415	68%	52%	2%	501	64%	48%	4%
Male	534	55%	43%	2%	578	46%	33%	3%
American Indian or Alaska Native	12	50%	33%	0%	8	25%	25%	0%
Black or African American	854	62%	48%	2%	963	57%	41%	4%
Hispanic or Latino	75	44%	37%	0%	94	35%	22%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	8	63%	63%	0%
White	4	–	–	–	5	–	–	–
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	8	50%	38%	0%	6	50%	50%	0%
General-Education Students	720	74%	59%	2%	848	66%	48%	4%
Students with Disabilities	229	17%	9%	0%	231	13%	8%	0%
English Proficient	934	61%	47%	2%	1066	55%	40%	3%
Limited English Proficient	15	20%	13%	0%	13	38%	23%	0%
Economically Disadvantaged	662	63%	48%	2%	722	61%	43%	4%
Not Disadvantaged	287	54%	43%	1%	357	43%	34%	3%
Migrant								
Not Migrant	949	60%	47%	2%	1079	55%	40%	3%

NOTES

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

Other Assessments

2005 Cohort

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

2004 Cohort

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

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

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

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

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