



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #17**

District ID **33-17-00-01-0000**

Superintendent **RHONDA HURDLE TAYLOR**

Telephone **(718) 221-4372**

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	551	582	515
Kindergarten	1476	1425	1444
Grade 1	2026	1979	1953
Grade 2	1987	1871	1852
Grade 3	1979	1773	1758
Grade 4	1875	1796	1735
Grade 5	1849	1704	1666
Grade 6	2055	1759	1869
Ungraded Elementary	1289	1238	1256
Grade 7	2156	1965	1899
Grade 8	2311	1866	2050
Grade 9	2858	2703	2409
Grade 10	2559	2787	2773
Grade 11	1627	1732	1781
Grade 12	1537	1765	1717
Ungraded Secondary	920	1022	1102
Total K-12	28504	27385	27264

Average Class Size

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

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	21118	74%	20506	75%	21679	80%
Reduced-Price Lunch	2236	8%	2166	8%	2086	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2275	8%	2322	8%	2400	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	153	1%	142	1%	125	0%
Black or African American	24623	86%	23553	86%	23388	86%
Hispanic or Latino	2997	11%	2954	11%	3007	11%
Asian or Native Hawaiian/Other Pacific Islander	403	1%	418	2%	411	2%
White	328	1%	318	1%	333	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	1871	6%	1779	6%	2009	7%

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	2118	2090	2116
Percent with No Valid Teaching Certificate	8%	4%	2%
Percent Teaching Out of Certification	13%	11%	10%
Percent with Fewer Than Three Years of Experience	16%	16%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	35%	38%
Total Number of Core Classes	4218	4638	4729
Percent Not Taught by Highly Qualified Teachers	14%	12%	10%
Total Number of Classes	5402	5456	5667
Percent Taught by Teachers Without Appropriate Certification	16%	13%	12%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%		25%
Turnover Rate of All Teachers	18%		16%

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:

$$100 \times [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]$$

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

$$100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]$$

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:

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

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 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✗	✓	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓ ^{SH}	✓	
White	✓	✓		—	—	
Multiracial	✓	✓		—	—	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓	
Student groups making AYP in each subject	✓ 10 of 10	✓ 10 of 10	✓ 1 of 1	✗ 2 of 7	✗ 3 of 7	✓ 1 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)



Improvement (Year 3)

Accountability Measures

10 of 10

Student groups making AYP in English language arts



Made AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 4) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [218]

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 (12625:11969)	✓	✓	99%	✓	161	143		
Ethnicity								
American Indian or Alaska Native (58:57)	✓	✓	100%	✓	151	131		
Black or African American (10921:10414)	✓	✓	99%	✓	162	143		
Hispanic or Latino (1355:1238)	✓	✓	99%	✓	152	141		
Asian or Native Hawaiian/Other Pacific Islander (115:107)	✓	✓	100%	✓	153	134		
White (136:122)	✓	✓	99%	✓	154	135		
Multiracial (40:31)	✓	✓	100%	✓	155	127		
Other Groups								
Students with Disabilities ⁴ (2520:2369)	✓ ^{SH}	✓	98%	✓ ^{SH}	120	142	113	128
Limited English Proficient ⁵ (1171:1192)	✓ ^{SH}	✓	99%	✓ ^{SH}	138	141	127	144
Economically Disadvantaged (11662:11072)	✓	✓	99%	✓	160	143		
Final AYP Determination	✓ 10 of 10							

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 for This Subject (2009–10)



Good Standing

Accountability Measures

10 of 10

Student groups making AYP in mathematics



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) 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 (12683:11943)	✓	✓	99%	✓	171	118	
Ethnicity							
American Indian or Alaska Native (60:57)	✓	✓	100%	✓	160	106	
Black or African American (10971:10377)	✓	✓	99%	✓	172	118	
Hispanic or Latino (1362:1249)	✓	✓	99%	✓	169	116	
Asian or Native Hawaiian/Other Pacific Islander (115:107)	✓	✓	98%	✓	176	109	
White (134:122)	✓	✓	99%	✓	173	110	
Multiracial (41:31)	✓	✓	100%	✓	168	102	
Other Groups							
Students with Disabilities ⁴ (2519:2331)	✓	✓	98%	✓	133	117	
Limited English Proficient ⁵ (1186:1279)	✓	✓	99%	✓	159	116	
Economically Disadvantaged (11694:11043)	✓	✓	99%	✓	172	118	
Final AYP Determination	✓ 10 of 10						

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 (4345:3974)		Qualified		97%		145	100	
Ethnicity								
American Indian or Alaska Native (17:14)		—	—	—	—	—	—	—
Black or African American (3786:3469)		Qualified		97%		145	100	
Hispanic or Latino (446:407)		Qualified		98%		141	100	
Asian or Native Hawaiian/Other Pacific Islander (36:33)		Qualified	—	—		158	100	
White (49:43)		Qualified		100%		149	100	
Multiracial (11:8)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (822:723)		Qualified		93%		111	100	
Limited English Proficient ⁴ (379:397)		Qualified		98%		122	100	
Economically Disadvantaged (3965:3654)		Qualified		97%		145	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 for This Subject (2009–10)



Improvement (Year 3)

Accountability Measures

2 of 7

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 4) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [218]

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 (2125:2048)			99%		159	169	161	163
Ethnicity								
American Indian or Alaska Native (6:12)	—	—	—	—	—	—	—	—
Black or African American (1829:1754)			99%		162	168	163	166
Hispanic or Latino (213:213)			98%		144	163	151	150
Asian or Native Hawaiian/Other Pacific Islander (54:49)	SH		100%	SH	153	157	139	158
White (20:16)	—	—	—	—	—	—	—	—
Multiracial (3:4)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (261:193)			94%		96	163	99	106
Limited English Proficient ⁵ (136:161)			99%		117	163	124	125
Economically Disadvantaged (1668:1712)	SH		99%	SH	162	168	162	166
Final AYP Determination	2 of 7							

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 for This Subject (2009–10)



Good Standing

Accountability Measures

3 of 7

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 (2125:2048)			99%		163	164	164	167
Ethnicity								
American Indian or Alaska Native (6:12)	—	—	—	—	—	—	—	—
Black or African American (1829:1754)			99%		164	163		
Hispanic or Latino (213:213)			100%		156	158	158	160
Asian or Native Hawaiian/Other Pacific Islander (54:49)			100%		178	152		
White (20:16)	—	—	—	—	—	—	—	—
Multiracial (3:4)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (142:193)			99%		107	158	114	116
Limited English Proficient ⁵ (136:161)			100%		152	158	158	157
Economically Disadvantaged (1668:1712)			99%		166	163		
Final AYP Determination	3 of 7							

NOTES

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

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

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

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

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

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

AYP Status



Made AYP




Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

















Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ¹	State Standard	Progress Target 2008–09 2009–10
All Students (2231) 			64%	55%	
Ethnicity					
American Indian or Alaska Native (11)		–	–	–	
Black or African American (1891)			64%	55%	
Hispanic or Latino (229)			56%	55%	
Asian or Native Hawaiian/Other Pacific Islander (62)			66%	55%	
White (28)		–	–	–	
Multiracial (10)					
Other Groups		–	–	–	
Students with Disabilities (248)			24%	55%	16% 25%
Limited English Proficient ² (171)			56%	55%	
Economically Disadvantaged (1762)			65%	55%	
Final AYP Determination  1 of 1					

NOTES

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

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

Graduation Rate Information

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

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

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #17

District ID 33-17-00-01-0000

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	65%			1950
Grade 4	66%			1961
Grade 5	68%			1933
Grade 6	68%			2030
Grade 7	65%			2091
Grade 8	49%			2214

Mathematics

Grade 3	87%		1978
Grade 4	82%		1993
Grade 5	80%		1981
Grade 6	69%		2066
Grade 7	75%		2129
Grade 8	60%		2247

Science

Grade 4	77%		1977
Grade 8	34%		2025

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	68%			2300
Mathematics	68%			2300

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.

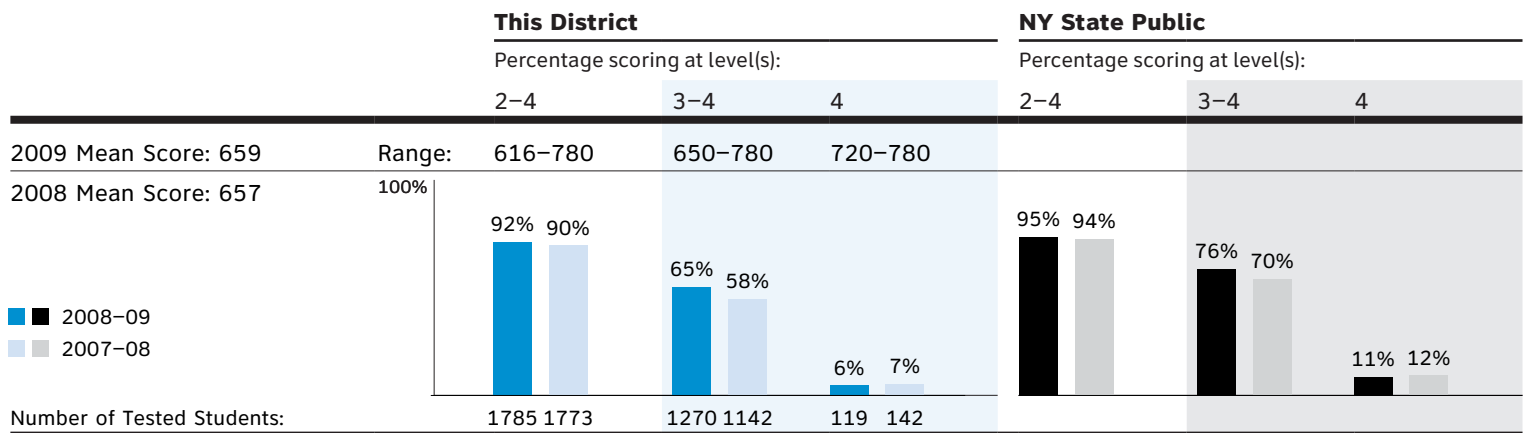
In this section, this district's performance is compared with that of public schools statewide.

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	1950	92%	65%	6%	1963	90%	58%	7%
Female	975	94%	70%	7%	906	93%	66%	9%
Male	975	89%	60%	5%	1057	88%	52%	6%
American Indian or Alaska Native	7	57%	43%	0%	12	—	—	—
Black or African American	1641	92%	66%	6%	1677	91%	60%	8%
Hispanic or Latino	239	92%	63%	5%	228	86%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	25	76%	60%	12%	13	69%	54%	0%
White	32	88%	69%	9%	29	97%	66%	7%
Multiracial	6	83%	67%	0%	4	—	—	—
Small Group Totals					16	88%	69%	0%
General-Education Students	1600	96%	73%	7%	1609	95%	66%	9%
Students with Disabilities	350	70%	29%	1%	354	69%	25%	1%
English Proficient	1735	93%	67%	7%	1782	91%	61%	8%
Limited English Proficient	215	83%	47%	2%	181	83%	33%	1%
Economically Disadvantaged	1838	91%	65%	6%	1857	90%	58%	7%
Not Disadvantaged	112	93%	68%	10%	106	92%	63%	8%
Migrant								
Not Migrant	1950	92%	65%	6%	1963	90%	58%	7%

NOTES

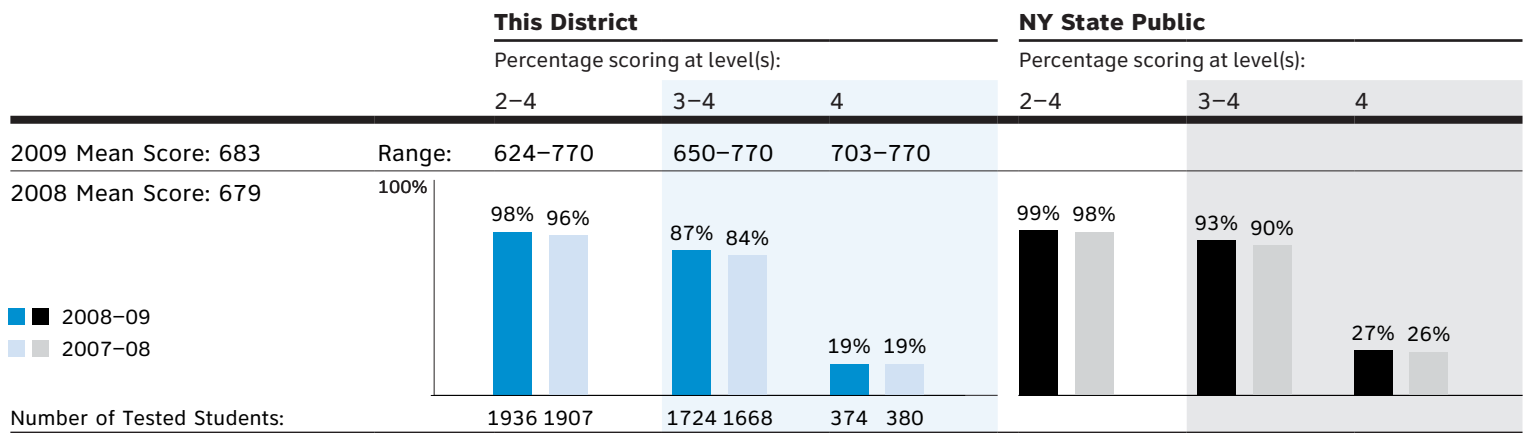
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	26	24	23	21	28	23	21	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	32	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	1978	98%	87%	19%	1989	96%	84%	19%
Female	986	98%	89%	19%	916	97%	86%	20%
Male	992	97%	85%	19%	1073	95%	82%	18%
American Indian or Alaska Native	7	100%	71%	14%	12	83%	67%	25%
Black or African American	1657	98%	87%	18%	1703	96%	84%	19%
Hispanic or Latino	248	100%	89%	19%	227	95%	81%	20%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	77%	31%	13	85%	69%	23%
White	33	97%	88%	33%	28	93%	89%	25%
Multiracial	7	100%	71%	14%	6	83%	83%	33%
Small Group Totals								
General-Education Students	1630	99%	92%	21%	1636	98%	90%	22%
Students with Disabilities	348	92%	64%	7%	353	85%	58%	7%
English Proficient	1728	98%	89%	20%	1778	97%	85%	20%
Limited English Proficient	250	96%	76%	8%	211	91%	75%	10%
Economically Disadvantaged	1863	98%	87%	19%	1876	96%	84%	19%
Not Disadvantaged	115	97%	90%	22%	113	96%	84%	18%
Migrant								
Not Migrant	1978	98%	87%	19%	1989	96%	84%	19%

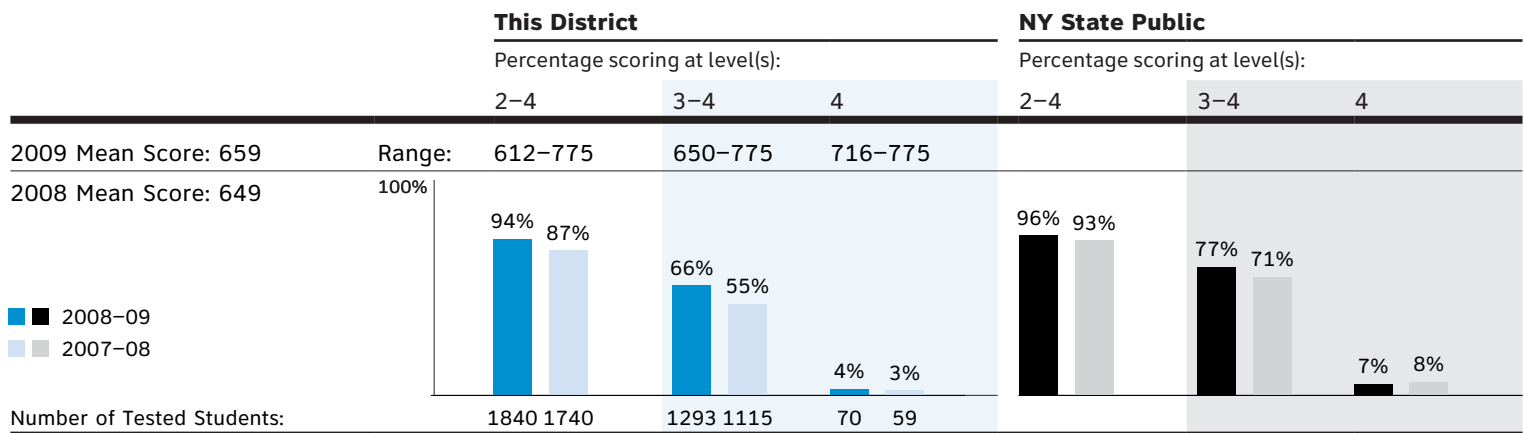
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Other Assessments

	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	26	26	24	21	28	27	24	14

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	1961	94%	66%	4%	2011	87%	55%	3%
Female	925	96%	73%	5%	1009	90%	61%	4%
Male	1036	92%	60%	3%	1002	83%	50%	2%
American Indian or Alaska Native	7	100%	57%	0%	10	70%	40%	0%
Black or African American	1703	95%	67%	4%	1746	87%	57%	3%
Hispanic or Latino	208	88%	55%	1%	214	82%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	43%	0%	15	93%	60%	7%
White	23	91%	65%	0%	20	80%	40%	0%
Multiracial	6	83%	83%	0%	6	83%	50%	17%
Small Group Totals								
General-Education Students	1611	98%	73%	4%	1588	95%	65%	4%
Students with Disabilities	350	76%	31%	1%	423	56%	19%	0%
English Proficient	1805	95%	68%	4%	1864	88%	58%	3%
Limited English Proficient	156	83%	42%	1%	147	73%	22%	0%
Economically Disadvantaged	1836	94%	66%	4%	1863	87%	55%	3%
Not Disadvantaged	125	94%	67%	4%	148	80%	57%	3%
Migrant								
Not Migrant	1961	94%	66%	4%	2011	87%	55%	3%

NOTES

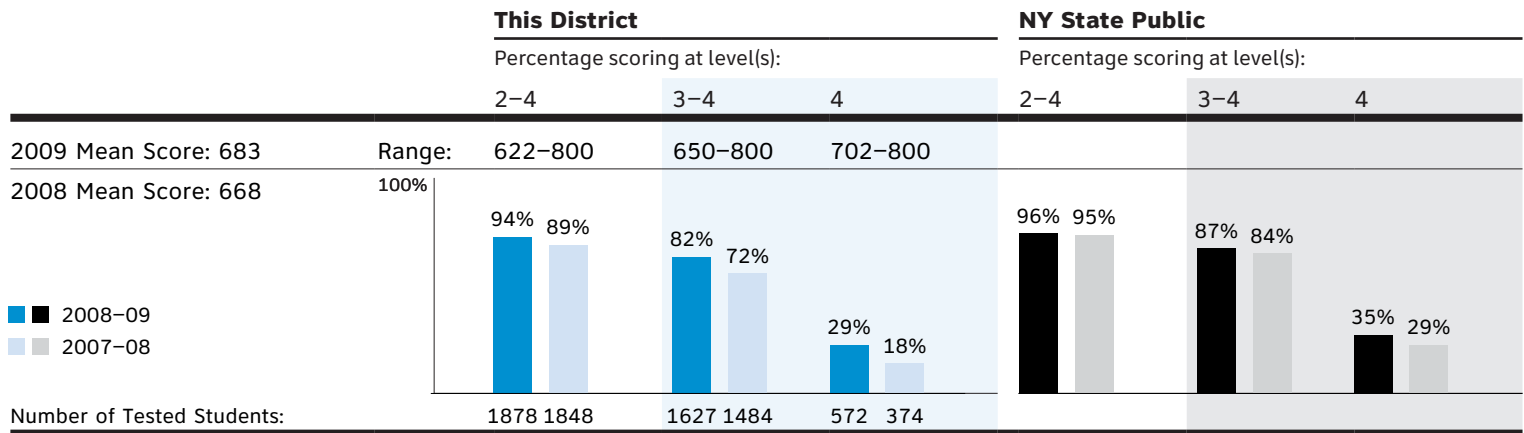
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Other Assessments

	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	36	31	24	18	30	28	24	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	27	N/A	N/A	N/A	27	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	1993	94%	82%	29%	2070	89%	72%	18%
Female	938	96%	85%	31%	1035	91%	74%	19%
Male	1055	93%	79%	27%	1035	87%	69%	17%
American Indian or Alaska Native	7	71%	71%	29%	10	90%	40%	0%
Black or African American	1722	95%	83%	30%	1796	90%	72%	18%
Hispanic or Latino	221	92%	72%	20%	217	85%	70%	14%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	71%	36%	16	94%	88%	6%
White	23	91%	87%	17%	24	83%	67%	29%
Multiracial	6	100%	83%	67%	7	86%	71%	43%
Small Group Totals								
General-Education Students	1640	97%	88%	33%	1639	95%	81%	22%
Students with Disabilities	353	80%	54%	9%	431	66%	38%	4%
English Proficient	1804	95%	84%	30%	1881	91%	74%	19%
Limited English Proficient	189	88%	63%	12%	189	76%	52%	5%
Economically Disadvantaged	1861	94%	82%	29%	1917	90%	72%	18%
Not Disadvantaged	132	93%	83%	31%	153	84%	69%	20%
Migrant								
Not Migrant	1993	94%	82%	29%	2070	89%	72%	18%

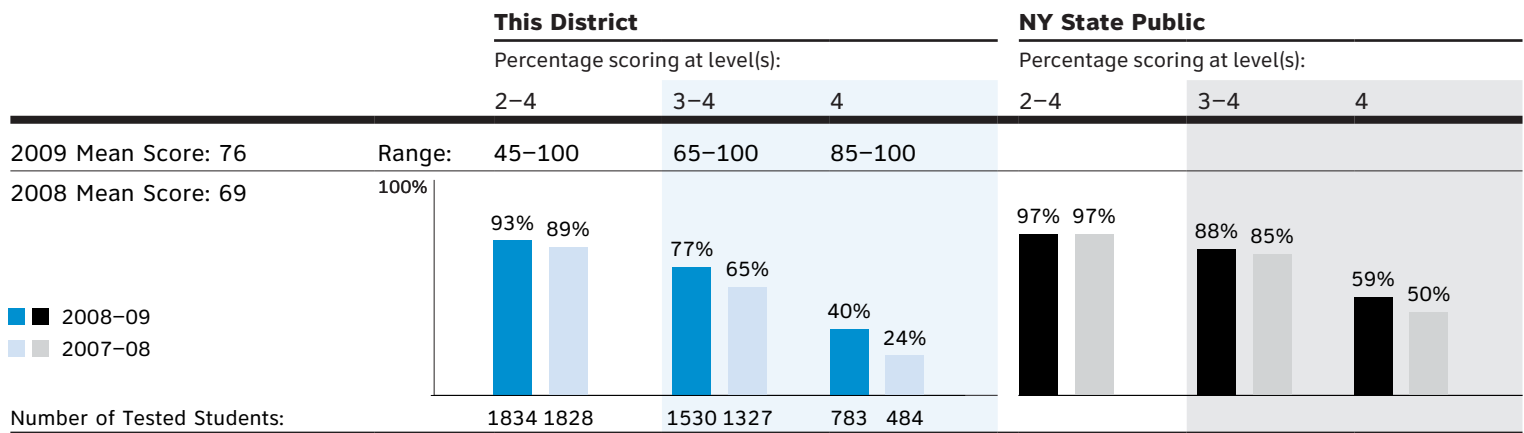
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	36	35	27	16	30	29	25	16

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	1977	93%	77%	40%	2047	89%	65%	24%
Female	934	94%	79%	40%	1032	91%	67%	24%
Male	1043	92%	76%	39%	1015	88%	62%	23%
American Indian or Alaska Native	6	83%	83%	50%	9	56%	44%	11%
Black or African American	1707	93%	78%	40%	1776	90%	66%	24%
Hispanic or Latino	221	89%	70%	35%	215	86%	62%	21%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	79%	57%	17	88%	59%	29%
White	23	91%	87%	43%	23	74%	52%	35%
Multiracial	6	100%	83%	83%	7	71%	57%	43%
Small Group Totals								
General-Education Students	1635	95%	83%	44%	1630	94%	72%	28%
Students with Disabilities	342	81%	53%	20%	417	72%	36%	7%
English Proficient	1791	94%	80%	41%	1862	91%	67%	25%
Limited English Proficient	186	81%	55%	22%	185	72%	38%	9%
Economically Disadvantaged	1840	93%	77%	40%	1895	89%	65%	23%
Not Disadvantaged	137	95%	78%	41%	152	89%	67%	28%
Migrant								
Not Migrant	1977	93%	77%	40%	2047	89%	65%	24%

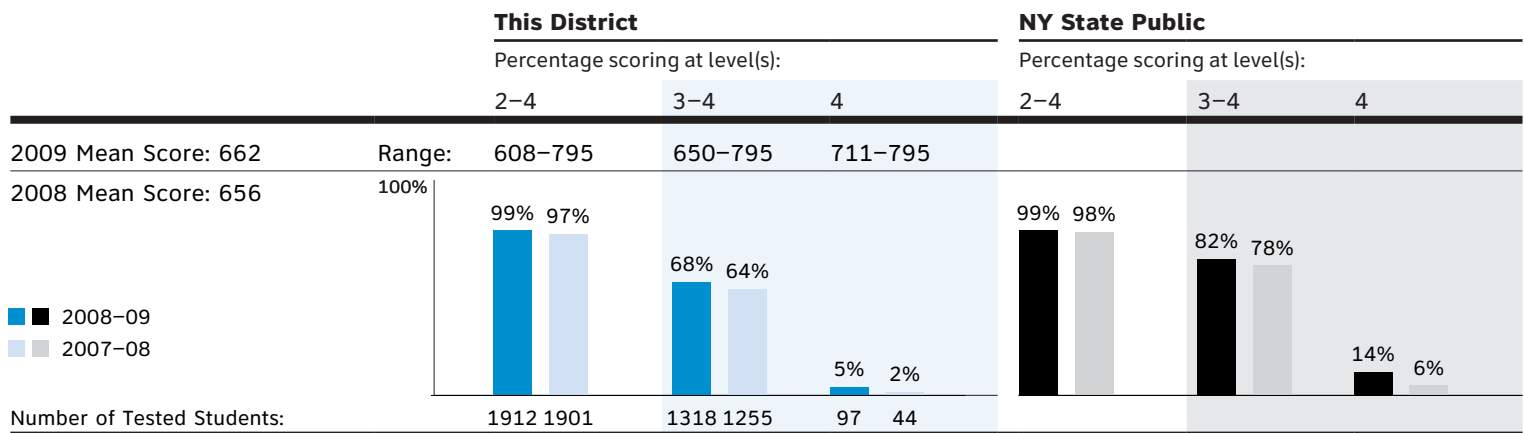
NOTES

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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	35	33	31	20	30	26	26	20

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	1933	99%	68%	5%	1962	97%	64%	2%
Female	979	99%	72%	5%	926	98%	69%	2%
Male	954	99%	65%	5%	1036	96%	59%	2%
American Indian or Alaska Native	8	100%	63%	0%	16	100%	75%	0%
Black or African American	1683	99%	69%	5%	1685	97%	65%	2%
Hispanic or Latino	198	97%	65%	5%	205	94%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	68%	11%	21	90%	62%	0%
White	18	100%	61%	6%	23	96%	48%	0%
Multiracial	7	86%	57%	0%	12	92%	83%	0%
Small Group Totals								
General-Education Students	1544	100%	77%	6%	1543	99%	72%	3%
Students with Disabilities	389	96%	32%	2%	419	89%	33%	0%
English Proficient	1777	99%	70%	5%	1825	98%	66%	2%
Limited English Proficient	156	96%	42%	2%	137	88%	38%	1%
Economically Disadvantaged	1792	99%	68%	5%	1826	97%	64%	2%
Not Disadvantaged	141	99%	71%	6%	136	97%	64%	2%
Migrant								
Not Migrant	1933	99%	68%	5%	1962	97%	64%	2%

NOTES

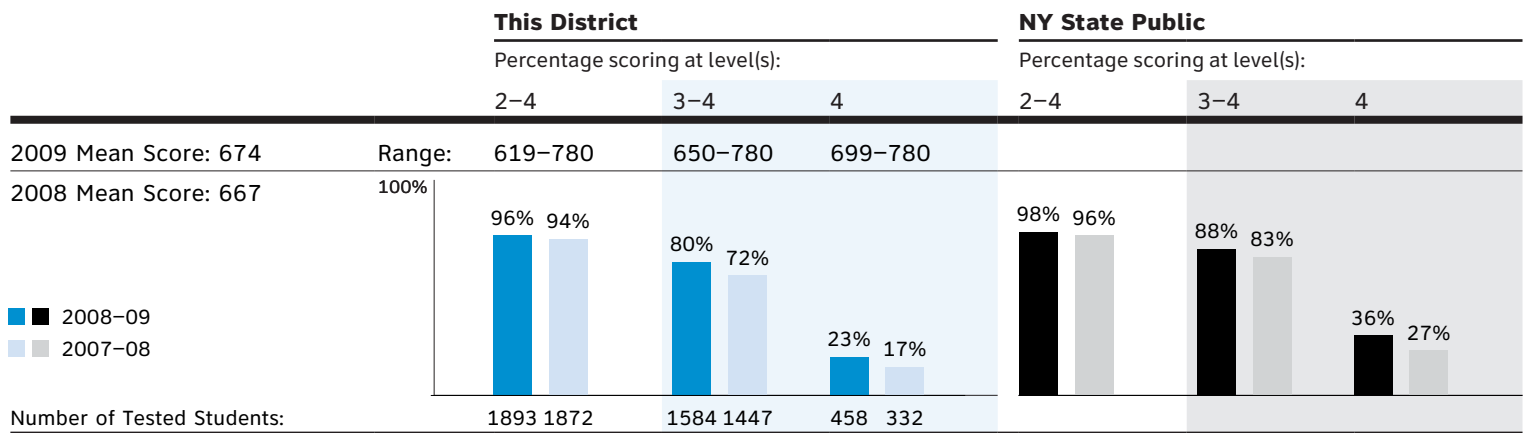
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Other Assessments

	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	31	29	23	13	31	28	26	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	32	N/A	N/A	N/A	25	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	1981	96%	80%	23%	1996	94%	72%	17%
Female	1006	95%	82%	23%	941	96%	75%	18%
Male	975	96%	78%	23%	1055	92%	70%	16%
American Indian or Alaska Native	8	88%	88%	25%	16	94%	69%	19%
Black or African American	1713	96%	80%	23%	1711	94%	73%	16%
Hispanic or Latino	212	95%	79%	26%	211	93%	68%	19%
Asian or Native Hawaiian/Other Pacific Islander	21	90%	76%	24%	22	91%	82%	18%
White	19	89%	74%	26%	24	88%	71%	8%
Multiracial	8	63%	63%	0%	12	92%	83%	17%
Small Group Totals								
General-Education Students	1589	98%	88%	28%	1577	97%	81%	20%
Students with Disabilities	392	86%	49%	5%	419	82%	42%	5%
English Proficient	1787	97%	82%	24%	1829	95%	74%	17%
Limited English Proficient	194	86%	60%	13%	167	82%	54%	10%
Economically Disadvantaged	1832	96%	81%	23%	1856	94%	73%	17%
Not Disadvantaged	149	93%	72%	25%	140	94%	71%	18%
Migrant								
Not Migrant	1981	96%	80%	23%	1996	94%	72%	17%

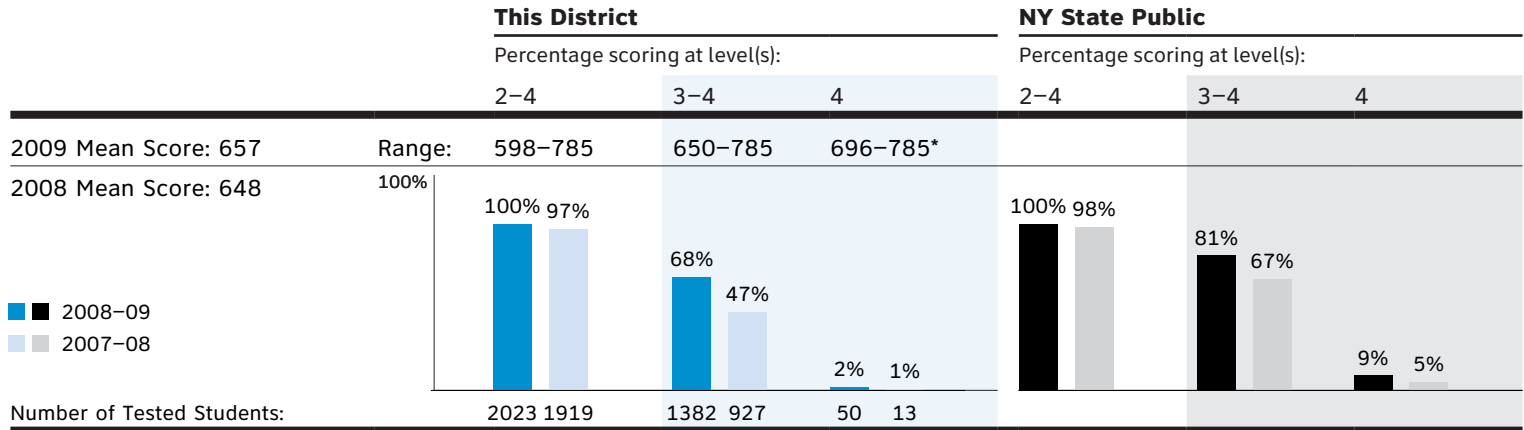
NOTES

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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 5 Equivalent	29	28	21	16	31	27	24	12

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	2030	100%	68%	2%	1972	97%	47%	1%
Female	990	100%	75%	3%	940	98%	51%	1%
Male	1040	99%	61%	2%	1032	97%	44%	0%
American Indian or Alaska Native	12	100%	92%	8%	16	94%	19%	6%
Black or African American	1767	100%	69%	2%	1725	98%	48%	1%
Hispanic or Latino	202	100%	58%	3%	198	94%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	75%	6%	18	94%	39%	0%
White	21	100%	67%	0%	13	—	—	—
Multiracial	12	92%	67%	0%	2	—	—	—
Small Group Totals					15	93%	33%	0%
General-Education Students	1629	100%	77%	3%	1575	99%	55%	1%
Students with Disabilities	401	99%	30%	0%	397	90%	16%	0%
English Proficient	1883	100%	70%	3%	1854	98%	49%	1%
Limited English Proficient	147	99%	41%	0%	118	86%	11%	0%
Economically Disadvantaged	1866	100%	68%	2%	1841	97%	46%	1%
Not Disadvantaged	164	100%	74%	4%	131	98%	54%	2%
Migrant								
Not Migrant	2030	100%	68%	2%	1972	97%	47%	1%

NOTES

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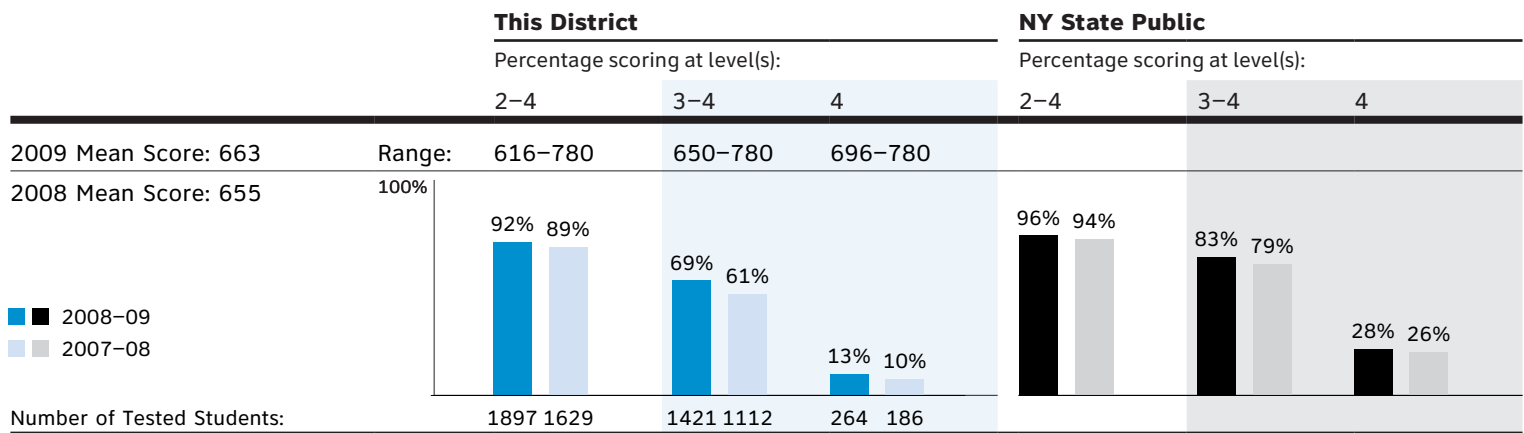
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	36	33	26	19	30	26	20	15
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	31	N/A	N/A	N/A	22	N/A	N/A	N/A

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

This District's Results in Grade 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	2066	92%	69%	13%	1826	89%	61%	10%
Female	1007	95%	73%	14%	875	91%	65%	10%
Male	1059	89%	65%	11%	951	87%	57%	10%
American Indian or Alaska Native	12	92%	75%	25%	15	—	—	—
Black or African American	1793	92%	68%	12%	1582	90%	61%	10%
Hispanic or Latino	209	91%	71%	18%	196	86%	62%	12%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	19%	16	100%	63%	19%
White	23	96%	83%	9%	15	93%	40%	0%
Multiracial	13	85%	62%	0%	2	—	—	—
Small Group Totals					17	76%	29%	0%
General-Education Students	1667	96%	76%	15%	1441	94%	69%	12%
Students with Disabilities	399	75%	38%	4%	385	70%	32%	2%
English Proficient	1889	93%	70%	13%	1678	90%	63%	11%
Limited English Proficient	177	79%	52%	11%	148	75%	38%	6%
Economically Disadvantaged	1897	92%	69%	13%	1702	89%	61%	10%
Not Disadvantaged	169	95%	66%	8%	124	89%	63%	9%
Migrant								
Not Migrant	2066	92%	69%	13%	1826	89%	61%	10%

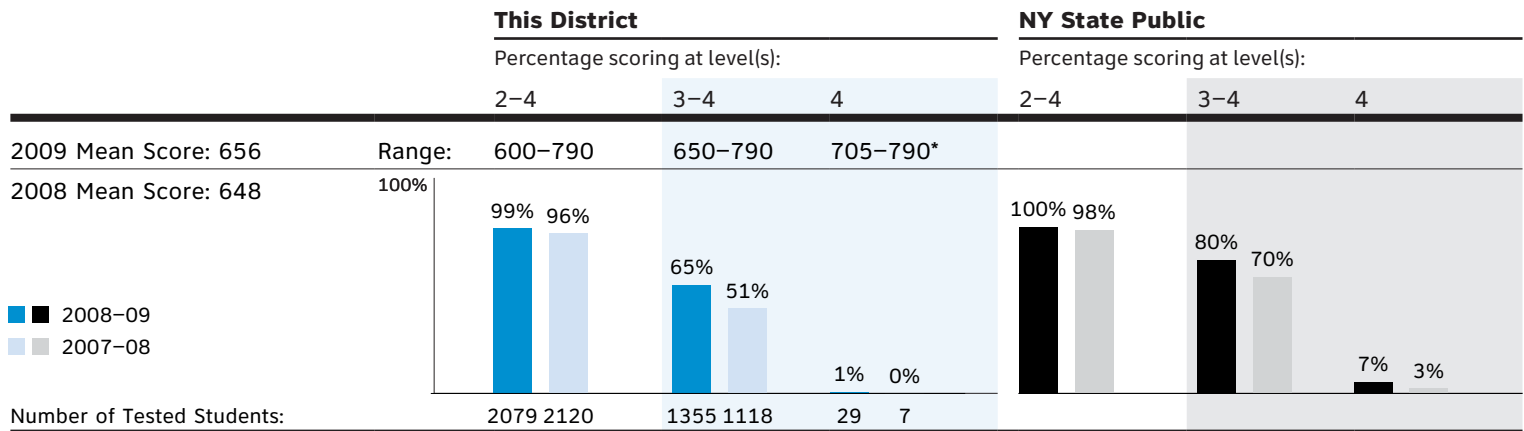
NOTES

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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	35	34	31	22	29	29	24	17

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	2091	99%	65%	1%	2199	96%	51%	0%
Female	1003	99%	70%	2%	1087	98%	60%	0%
Male	1088	100%	60%	1%	1112	95%	42%	0%
American Indian or Alaska Native	13	100%	38%	0%	10	—	—	—
Black or African American	1845	100%	66%	1%	1938	97%	52%	0%
Hispanic or Latino	208	99%	60%	1%	206	95%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	47%	0%	20	90%	55%	0%
White	9	—	—	—	22	95%	32%	0%
Multiracial	1	—	—	—	3	—	—	—
Small Group Totals	10	90%	30%	0%	13	85%	54%	0%
General-Education Students	1697	100%	73%	2%	1773	99%	58%	0%
Students with Disabilities	394	98%	28%	0%	426	86%	23%	0%
English Proficient	1946	99%	68%	1%	2057	97%	53%	0%
Limited English Proficient	145	99%	26%	1%	142	87%	17%	0%
Economically Disadvantaged	1938	99%	64%	1%	2011	96%	51%	0%
Not Disadvantaged	153	99%	69%	1%	188	97%	52%	1%
Migrant								
Not Migrant	2091	99%	65%	1%	2199	96%	51%	0%

NOTES

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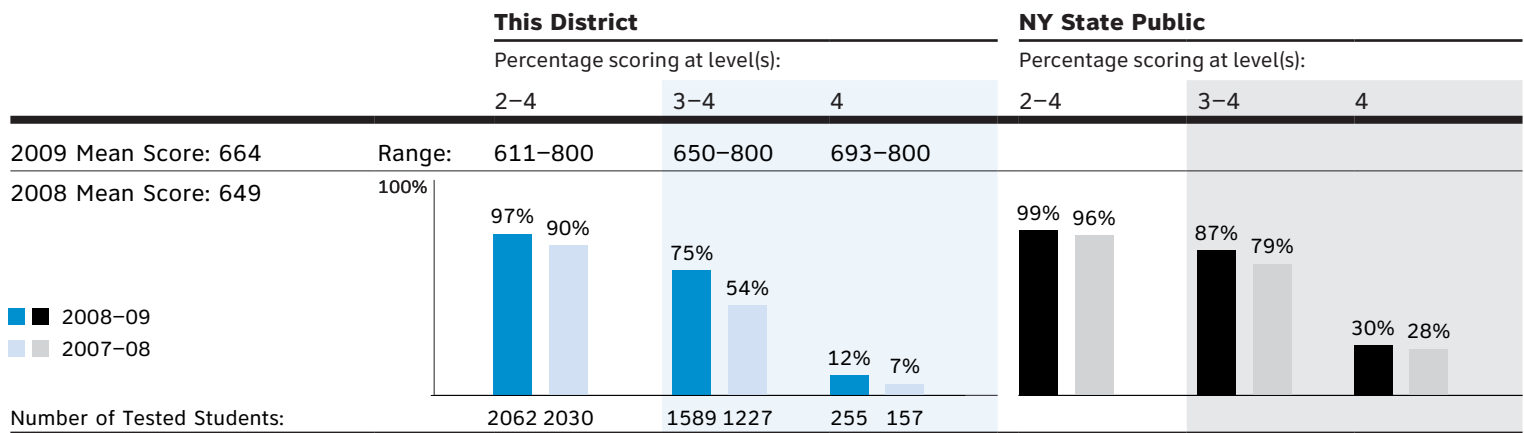
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	26	25	22	16	35	34	23	21
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	28	N/A	N/A	N/A	29	N/A	N/A	N/A

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

This District's Results in Grade 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	2129	97%	75%	12%	2253	90%	54%	7%
Female	1028	97%	76%	13%	1119	93%	58%	8%
Male	1101	97%	74%	11%	1134	88%	51%	6%
American Indian or Alaska Native	15	93%	67%	13%	10	—	—	—
Black or African American	1871	97%	75%	12%	1980	91%	55%	7%
Hispanic or Latino	219	96%	70%	12%	213	85%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	14%	23	83%	57%	17%
White	8	—	—	—	24	88%	50%	0%
Multiracial	2	—	—	—	3	—	—	—
Small Group Totals	10	90%	70%	0%	13	92%	62%	15%
General-Education Students	1731	98%	81%	14%	1828	95%	62%	9%
Students with Disabilities	398	91%	45%	2%	425	69%	23%	0%
English Proficient	1958	97%	77%	12%	2062	92%	56%	8%
Limited English Proficient	171	91%	52%	6%	191	72%	37%	0%
Economically Disadvantaged	1971	97%	75%	12%	2060	90%	54%	7%
Not Disadvantaged	158	95%	74%	10%	193	91%	56%	10%
Migrant								
Not Migrant	2129	97%	75%	12%	2253	90%	54%	7%

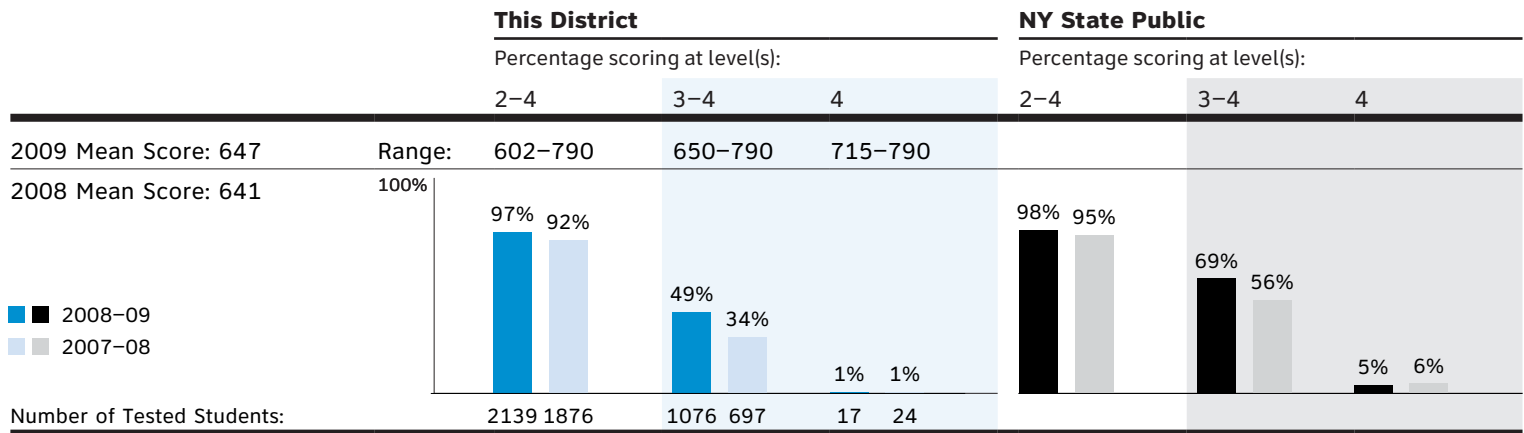
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Other Assessments

	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	27	22	18	5	36	28	28	13

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	2214	97%	49%	1%	2049	92%	34%	1%
Female	1093	98%	56%	1%	984	94%	42%	2%
Male	1121	96%	42%	0%	1065	89%	27%	1%
American Indian or Alaska Native	10	—	—	—	6	100%	33%	0%
Black or African American	1947	97%	50%	1%	1815	92%	34%	1%
Hispanic or Latino	214	94%	40%	0%	194	90%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	60%	0%	12	75%	33%	8%
White	20	90%	35%	0%	22	59%	27%	0%
Multiracial	3	—	—	—				
Small Group Totals	13	92%	46%	8%				
General-Education Students	1828	99%	55%	1%	1705	96%	39%	1%
Students with Disabilities	386	88%	18%	0%	344	71%	10%	0%
English Proficient	2050	97%	51%	1%	1935	93%	36%	1%
Limited English Proficient	164	86%	13%	0%	114	67%	5%	0%
Economically Disadvantaged	2003	96%	49%	1%	1887	92%	34%	1%
Not Disadvantaged	211	99%	49%	2%	162	86%	35%	2%
Migrant								
Not Migrant	2214	97%	49%	1%	2049	92%	34%	1%

NOTES

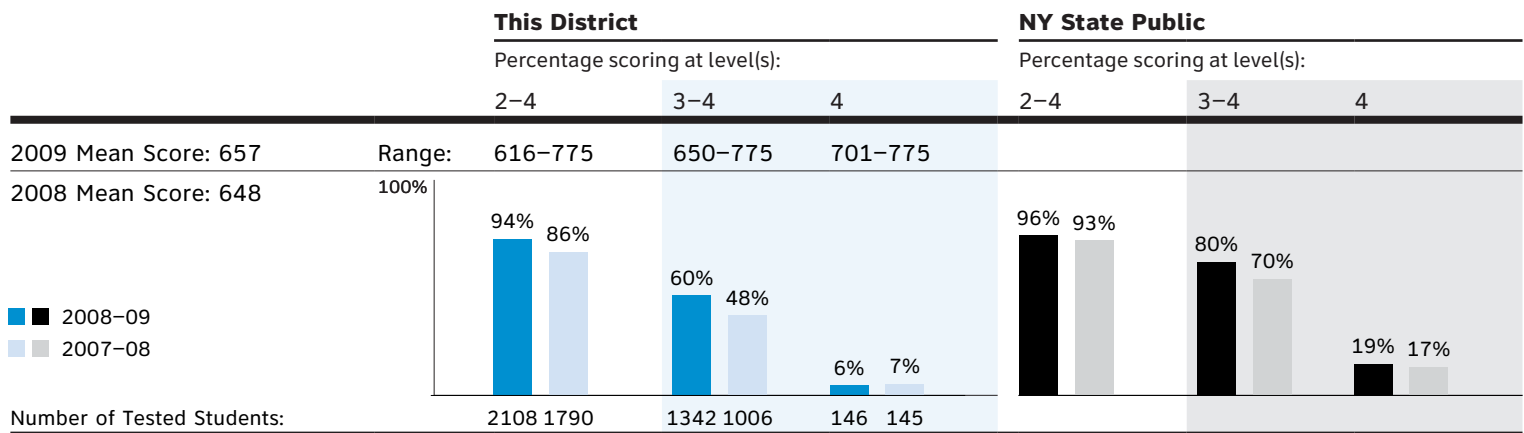
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Other Assessments

	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	39	39	37	28	34	34	32	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	17	N/A	N/A	N/A	19	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	2247	94%	60%	6%	2093	86%	48%	7%
Female	1120	94%	63%	8%	1000	89%	53%	8%
Male	1127	94%	56%	5%	1093	83%	44%	6%
American Indian or Alaska Native	10	100%	50%	10%	6	—	—	—
Black or African American	1974	94%	61%	6%	1849	86%	48%	7%
Hispanic or Latino	218	92%	54%	7%	203	87%	48%	7%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	74%	21%	12	83%	67%	8%
White	21	95%	38%	5%	22	77%	45%	0%
Multiracial	5	60%	20%	0%	1	—	—	—
Small Group Totals					7	86%	43%	0%
General-Education Students	1861	97%	66%	8%	1754	91%	54%	8%
Students with Disabilities	386	78%	27%	1%	339	57%	19%	1%
English Proficient	2062	95%	61%	7%	1948	86%	48%	7%
Limited English Proficient	185	83%	47%	3%	145	80%	45%	3%
Economically Disadvantaged	2029	94%	60%	7%	1928	86%	48%	7%
Not Disadvantaged	218	94%	55%	5%	165	80%	45%	8%
Migrant								
Not Migrant	2247	94%	60%	6%	2093	86%	48%	7%

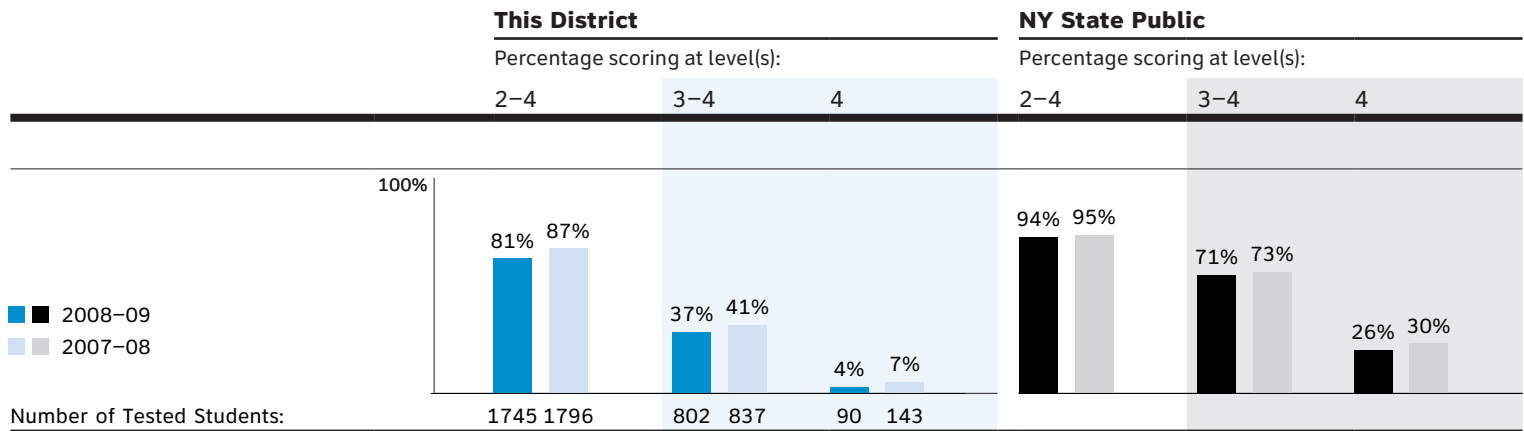
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Other Assessments

	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	39	35	30	21	35	27	25	12

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	2025	80%	34%	3%	1976	87%	39%	6%
Female	1004	81%	33%	2%	933	89%	40%	6%
Male	1021	79%	34%	4%	1043	86%	38%	7%
American Indian or Alaska Native	7	—	—	—	6	—	—	—
Black or African American	1769	80%	34%	3%	1736	87%	38%	6%
Hispanic or Latino	205	80%	33%	5%	196	87%	43%	12%
Asian or Native Hawaiian/Other Pacific Islander	16	81%	44%	19%	13	92%	54%	0%
White	24	79%	29%	0%	23	83%	52%	9%
Multiracial	4	—	—	—	2	—	—	—
Small Group Totals	11	82%	45%	0%	8	88%	50%	0%
General-Education Students	1675	84%	38%	3%	1650	91%	43%	7%
Students with Disabilities	350	59%	14%	0%	326	68%	18%	2%
English Proficient	1846	82%	35%	3%	1833	88%	40%	7%
Limited English Proficient	179	56%	20%	4%	143	78%	29%	5%
Economically Disadvantaged	1836	80%	34%	3%	1826	88%	39%	6%
Not Disadvantaged	189	79%	32%	2%	150	83%	35%	7%
Migrant								
Not Migrant	2025	80%	34%	3%	1976	87%	39%	6%

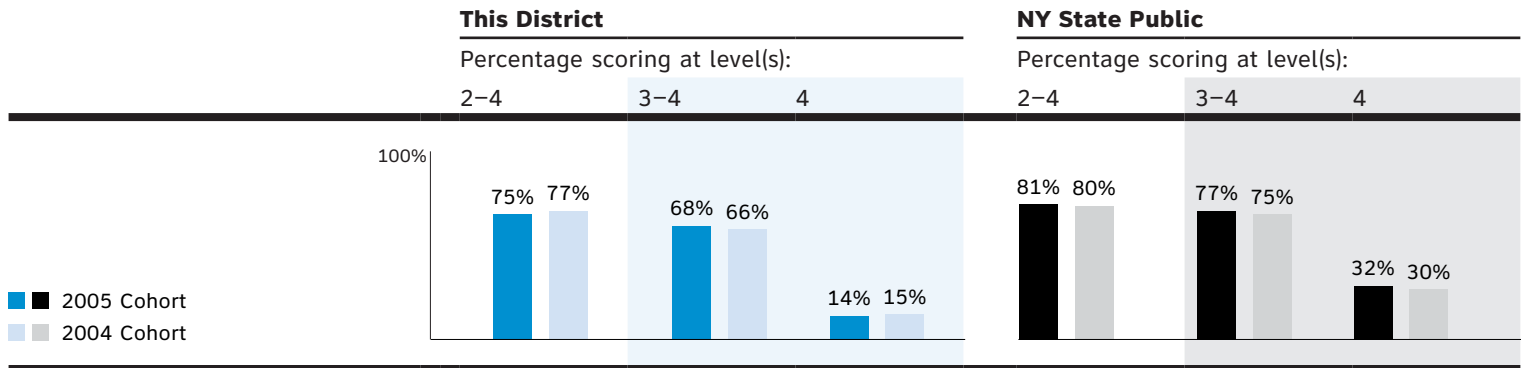
NOTES

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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	39	34	29	26	32	26	23	19
Regents Science	129	123	119	32	77	72	67	15

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2300	75%	68%	14%	2188	77%	66%	15%
Female	1330	81%	75%	17%	1250	83%	73%	18%
Male	970	67%	59%	9%	938	69%	57%	10%
American Indian or Alaska Native	13	—	—	—	11	73%	73%	0%
Black or African American	1961	77%	70%	14%	1858	78%	67%	15%
Hispanic or Latino	245	68%	57%	10%	222	69%	59%	15%
Asian or Native Hawaiian/Other Pacific Islander	57	72%	67%	16%	61	69%	51%	16%
White	20	50%	25%	5%	27	67%	59%	11%
Multiracial	4	—	—	—	9	100%	100%	22%
Small Group Totals	17	59%	53%	6%				
General-Education Students	2050	81%	74%	15%	1944	83%	73%	16%
Students with Disabilities	250	29%	22%	0%	244	26%	14%	1%
English Proficient	2137	77%	71%	15%	2057	78%	68%	16%
Limited English Proficient	163	53%	35%	1%	131	59%	29%	2%
Economically Disadvantaged	1885	78%	71%	14%	1730	78%	67%	14%
Not Disadvantaged	415	63%	56%	13%	458	71%	64%	17%
Migrant								
Not Migrant	2300	75%	68%	14%	2188	77%	66%	15%

NOTES

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Other Assessments

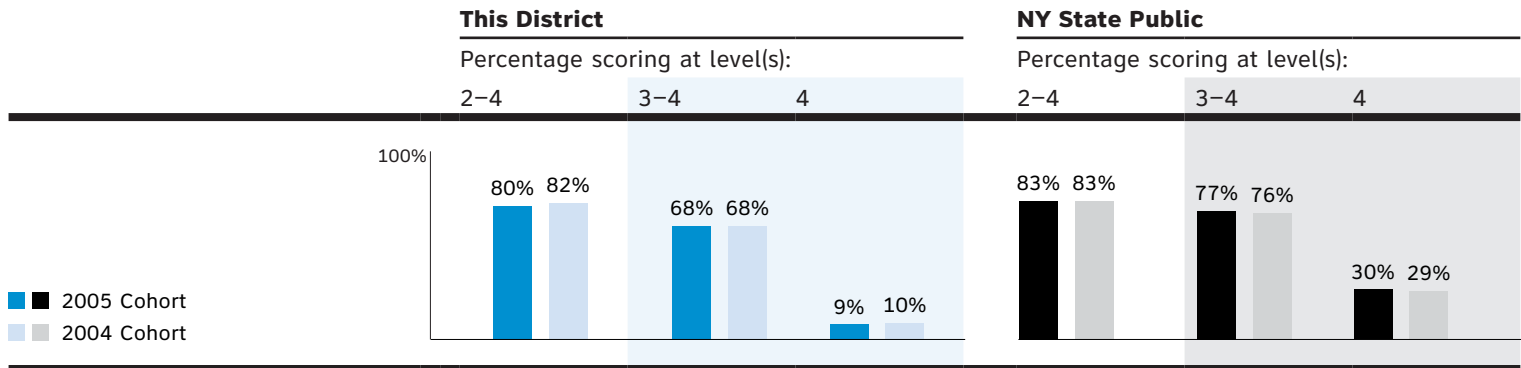
Other Assessments	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

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

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

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

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



Results by Student Group

Results by Student Group	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	2300	80%	68%	9%	2188	82%	68%	10%
Female	1330	84%	73%	10%	1250	86%	73%	10%
Male	970	75%	62%	8%	938	77%	61%	8%
American Indian or Alaska Native	13	–	–	–	11	73%	73%	18%
Black or African American	1961	81%	69%	9%	1858	83%	68%	9%
Hispanic or Latino	245	74%	63%	10%	222	76%	61%	9%
Asian or Native Hawaiian/Other Pacific Islander	57	91%	79%	25%	61	89%	75%	23%
White	20	60%	35%	5%	27	81%	67%	11%
Multiracial	4	–	–	–	9	100%	100%	11%
Small Group Totals	17	71%	53%	12%				
General-Education Students	2050	86%	74%	10%	1944	88%	74%	11%
Students with Disabilities	250	35%	22%	1%	244	35%	18%	0%
English Proficient	2137	81%	69%	9%	2057	82%	69%	10%
Limited English Proficient	163	72%	58%	6%	131	78%	54%	7%
Economically Disadvantaged	1885	83%	71%	9%	1730	84%	69%	10%
Not Disadvantaged	415	67%	55%	8%	458	77%	63%	8%
Migrant								
Not Migrant	2300	80%	68%	9%	2188	82%	68%	10%

NOTES

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

Other Assessments

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

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

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

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