



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #18**

District ID **33-18-00-01-0000**

Superintendent **BEVERLY WILKINS**

Telephone **(718) 566-6008**

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	464	443	439
Kindergarten	1388	1266	1218
Grade 1	1673	1670	1544
Grade 2	1715	1629	1573
Grade 3	1691	1611	1619
Grade 4	1696	1671	1592
Grade 5	1841	1618	1571
Grade 6	1291	1285	1187
Ungraded Elementary	763	813	836
Grade 7	1398	1340	1328
Grade 8	1481	1374	1358
Grade 9	2071	1806	1399
Grade 10	1822	1411	1338
Grade 11	870	768	584
Grade 12	1068	974	881
Ungraded Secondary	1019	939	824
Total K-12	21787	20175	18852

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	25	22	24
Grade 8			
English	28	26	27
Mathematics	27	26	28
Science	27	26	29
Social Studies	27	25	27
Grade 10			
English	30	28	25
Mathematics	29	26	25
Science	30	27	26
Social Studies	31	30	25

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #18

District ID 33-18-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	11771	54%	12620	63%	12527	66%
Reduced-Price Lunch	1785	8%	1869	9%	1870	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1128	5%	1236	6%	1248	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	82	0%	76	0%	68	0%
Black or African American	19644	90%	18176	90%	16886	90%
Hispanic or Latino	1456	7%	1357	7%	1336	7%
Asian or Native Hawaiian/Other Pacific Islander	261	1%	252	1%	257	1%
White	344	2%	314	2%	305	2%
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	1359	6%	1359	6%	1337	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #18

District ID 33-18-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1488	1412	1403
Percent with No Valid Teaching Certificate	8%	3%	2%
Percent Teaching Out of Certification	12%	11%	7%
Percent with Fewer Than Three Years of Experience	12%	12%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	40%	42%	42%
Total Number of Core Classes	2678	2857	2557
Percent Not Taught by Highly Qualified Teachers	17%	12%	7%
Total Number of Classes	3351	3372	3104
Percent Taught by Teachers Without Appropriate Certification	17%	12%	9%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%		21%
Turnover Rate of All Teachers	13%		20%

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 5)

ELA ▲ Improvement (Year 5) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 3)

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

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

Accountability Status Levels

AYP Status

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

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)  Improvement (Year 5)

Accountability Measures 9 of 9 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 6) 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. [220]

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 (9796:9376)			100%		164	143	
Ethnicity							
American Indian or Alaska Native (34:34)		—	—		141	127	
Black or African American (8948:8605)			100%		164	143	
Hispanic or Latino (565:514)			100%		160	139	
Asian or Native Hawaiian/Other Pacific Islander (106:99)			100%		171	134	
White (132:115)			96%		139	134	
Multiracial (11:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1743:1647)			99%		122	141	117 130
Limited English Proficient ⁵ (436:433)			98%		131	139	128 138
Economically Disadvantaged (8054:7692)			100%		163	143	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (9816:9343)			100%		178	118	
Ethnicity							
American Indian or Alaska Native (34:34)		—	—		168	102	
Black or African American (8977:8577)			100%		178	118	
Hispanic or Latino (562:511)			100%		176	114	
Asian or Native Hawaiian/Other Pacific Islander (103:96)			100%		189	109	
White (129:116)			99%		167	109	
Multiracial (11:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1733:1632)			99%		140	116	
Limited English Proficient ⁵ (438:474)			100%		161	114	
Economically Disadvantaged (8061:7663)			100%		178	118	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (3330:3145)		Qualified		99%		155	100	
Ethnicity								
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—	—
Black or African American (3065:2906)		Qualified		99%		156	100	
Hispanic or Latino (179:158)		Qualified		99%		149	100	
Asian or Native Hawaiian/Other Pacific Islander (34:33)		Qualified	—	—		173	100	
White (43:39)		Qualified		98%		136	100	
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (561:513)		Qualified		96%		122	100	
Limited English Proficient ⁴ (159:166)		Qualified		99%		119	100	
Economically Disadvantaged (2701:2547)		Qualified		99%		156	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 5)

Accountability Measures 1 of 6 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 6) 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. [220]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (1208:1120)			97%		115	168	113‡	124
Ethnicity								
American Indian or Alaska Native (4:7)	–	–	–	–	–	–	–	–
Black or African American (1040:965)			97%		112	167	113‡	121
Hispanic or Latino (114:104)			95%		127	161	109‡	134
Asian or Native Hawaiian/Other Pacific Islander (24:23)	–	–	–	–	–	–	–	–
White (25:21)	–	–	–	–	–	–	–	–
Multiracial (1:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (256:196)			93%		74	163	72‡	87
Limited English Proficient ⁵ (169:165)			97%		112	163	104	121
Economically Disadvantaged (553:607)			98%		117	167	119	125
Final AYP Determination	 1 of 6							

NOTES

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

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

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

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

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

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

AYP Status

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

Secondary-Level Mathematics

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

Accountability Measures 1 of 6 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (1208:1120)			98%		129	163	126‡	136
Ethnicity								
American Indian or Alaska Native (4:7)	–	–	–	–	–	–	–	–
Black or African American (1040:965)			98%		127	162	126‡	134
Hispanic or Latino (114:104)			96%		128	156	121‡	135
Asian or Native Hawaiian/Other Pacific Islander (24:23)	–	–	–	–	–	–	–	–
White (25:21)	–	–	–	–	–	–	–	–
Multiracial (1:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (113:196)			95%		81	158	85‡	93
Limited English Proficient ⁵ (169:165)			99%		159	158	–	–
Economically Disadvantaged (553:607)			99%		131	162	134	138
Final AYP Determination	 1 of 6							

NOTES

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

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

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

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

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

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

AYP Status

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

Graduation Rate

Accountability Status  Improvement (Year 3)
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 4) in 2010-11. If this district makes AYP in 2009-10, the district will remain In Need of Improvement (Year 3) in 2010-11. [213]

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 (1632)			36%	55%	39%	37%
Ethnicity						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (1457)			37%	55%	39%	38%
Hispanic or Latino (130)			25%	55%	32%	26%
Asian or Native Hawaiian/Other Pacific Islander (15)		–	–	–		
White (21)		–	–	–		
Multiracial (3)		–	–	–		
Other Groups						
Students with Disabilities (291)			10%	55%	12%	11%
Limited English Proficient ² (153)			41%	55%	36%	42%
Economically Disadvantaged (696)			38%	55%	37%	39%
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.

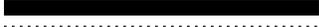
District NEW YORK CITY GEOGRAPHIC DISTRICT #18

District ID 33-18-00-01-0000

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	67%			1754
Grade 4	70%			1732
Grade 5	73%			1717
Grade 6	66%			1323
Grade 7	67%			1480
Grade 8	51%			1483

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	90%			1767
Grade 4	84%			1757
Grade 5	85%			1736
Grade 6	68%			1344
Grade 7	81%			1495
Grade 8	68%			1498

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	85%			1750
Grade 8	39%			1475

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	40%			1432
Mathematics	45%			1432

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.

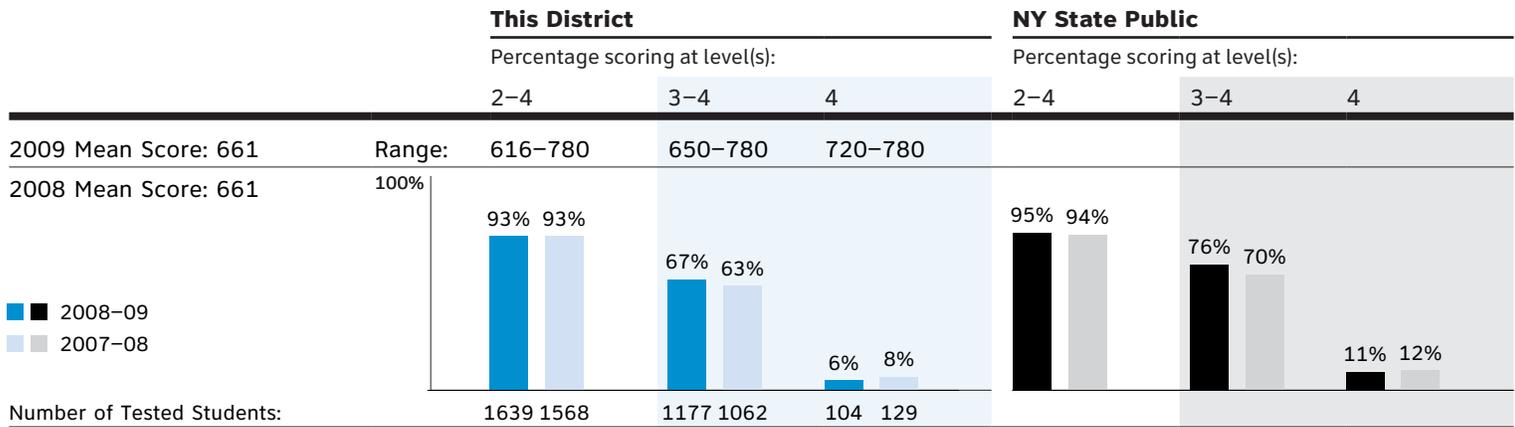
In this section, this district's performance is compared with that of public schools statewide.

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	1754	93%	67%	6%	1685	93%	63%	8%
Female	890	97%	74%	8%	846	95%	69%	9%
Male	864	90%	60%	3%	839	91%	57%	6%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	1595	94%	68%	6%	1555	94%	64%	8%
Hispanic or Latino	104	89%	59%	4%	89	84%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	72%	6%	11	91%	45%	9%
White	29	79%	45%	7%	25	84%	60%	4%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	8	100%	38%	0%	5	80%	60%	0%
General-Education Students	1482	98%	74%	7%	1448	97%	70%	9%
Students with Disabilities	272	71%	27%	1%	237	69%	20%	2%
English Proficient	1684	94%	68%	6%	1630	94%	64%	8%
Limited English Proficient	70	80%	34%	0%	55	78%	36%	4%
Economically Disadvantaged	1533	93%	66%	6%	1387	92%	61%	7%
Not Disadvantaged	221	94%	75%	8%	298	96%	70%	9%
Migrant								
Not Migrant	1754	93%	67%	6%	1685	93%	63%	8%

NOTES

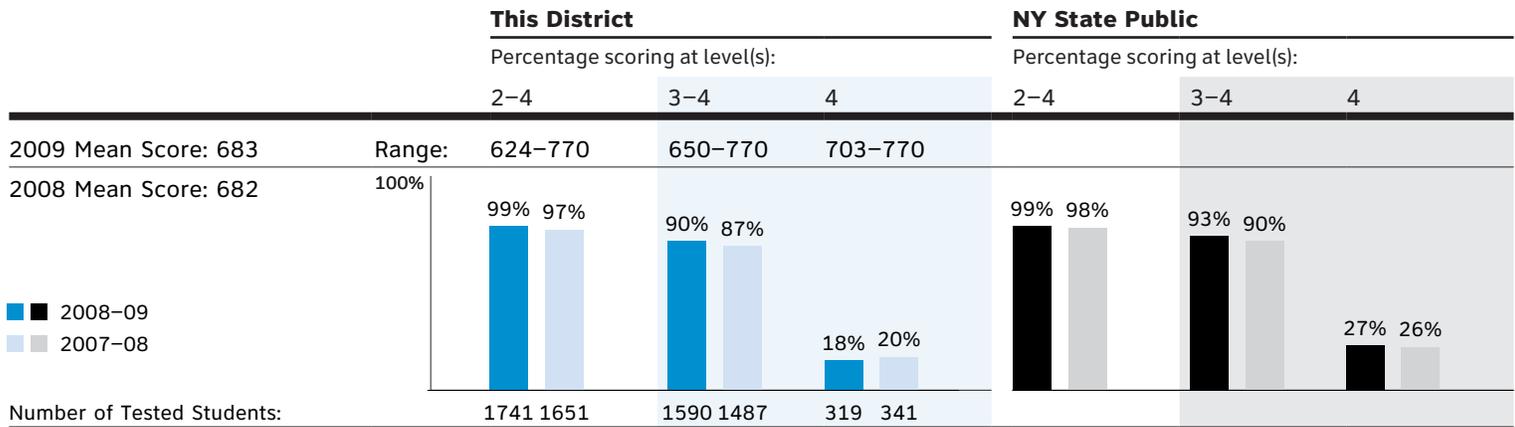
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	38	34	32	26	29	26	23	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	N/A	N/A	N/A	11	N/A	N/A	N/A

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

This District's Results in Grade 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	1767	99%	90%	18%	1703	97%	87%	20%
Female	897	99%	92%	21%	858	98%	90%	22%
Male	870	98%	88%	15%	845	96%	85%	18%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	1613	99%	90%	18%	1569	97%	88%	20%
Hispanic or Latino	101	95%	87%	13%	91	96%	77%	12%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	24%	12	100%	83%	33%
White	28	96%	71%	14%	26	88%	81%	27%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	8	100%	75%	0%	5	100%	100%	20%
General-Education Students	1497	99%	94%	21%	1468	99%	92%	23%
Students with Disabilities	270	94%	66%	4%	235	86%	57%	3%
English Proficient	1686	99%	91%	19%	1632	97%	88%	21%
Limited English Proficient	81	93%	69%	4%	71	86%	66%	6%
Economically Disadvantaged	1541	99%	90%	17%	1399	97%	86%	18%
Not Disadvantaged	226	98%	92%	24%	304	97%	92%	28%
Migrant								
Not Migrant	1767	99%	90%	18%	1703	97%	87%	20%

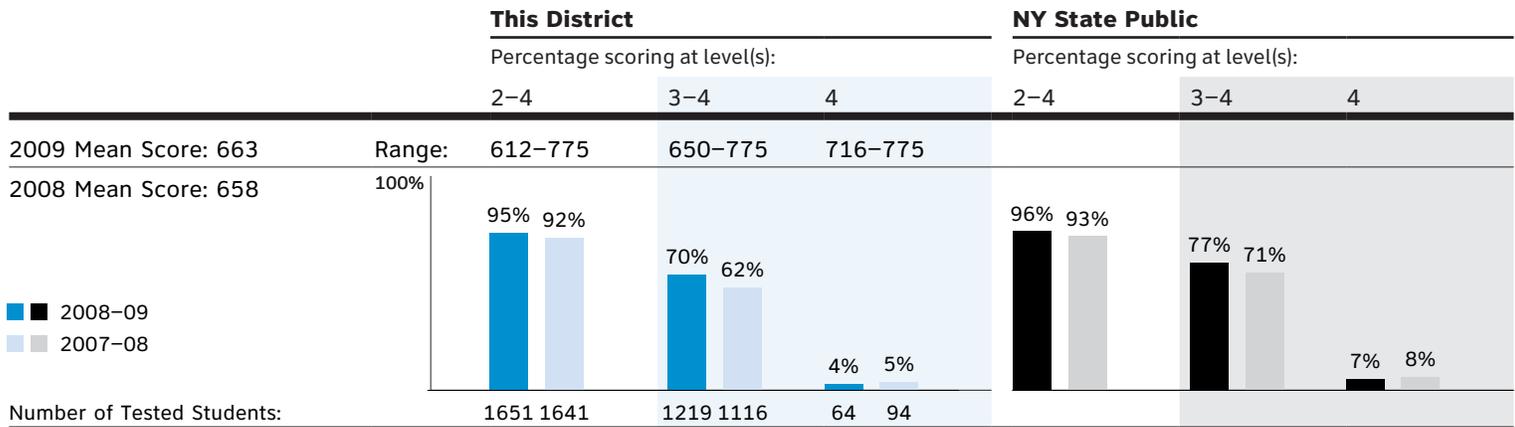
NOTES

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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 3 Equivalent	39	38	36	25	28	27	27	18

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1732	95%	70%	4%	1786	92%	62%	5%
Female	896	97%	78%	5%	890	95%	69%	8%
Male	836	93%	63%	3%	896	89%	56%	3%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	1600	95%	71%	4%	1651	92%	63%	5%
Hispanic or Latino	90	97%	62%	6%	93	90%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	45%	0%	18	100%	89%	11%
White	24	79%	58%	4%	16	81%	38%	0%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	100%	71%	0%	8	100%	75%	0%
General-Education Students	1494	98%	78%	4%	1501	96%	70%	6%
Students with Disabilities	238	78%	25%	0%	285	71%	24%	0%
English Proficient	1674	96%	72%	4%	1727	93%	64%	5%
Limited English Proficient	58	84%	33%	0%	59	73%	29%	0%
Economically Disadvantaged	1468	95%	69%	3%	1532	92%	62%	5%
Not Disadvantaged	264	96%	79%	5%	254	91%	67%	6%
Migrant								
Not Migrant	1732	95%	70%	4%	1786	92%	62%	5%

NOTES

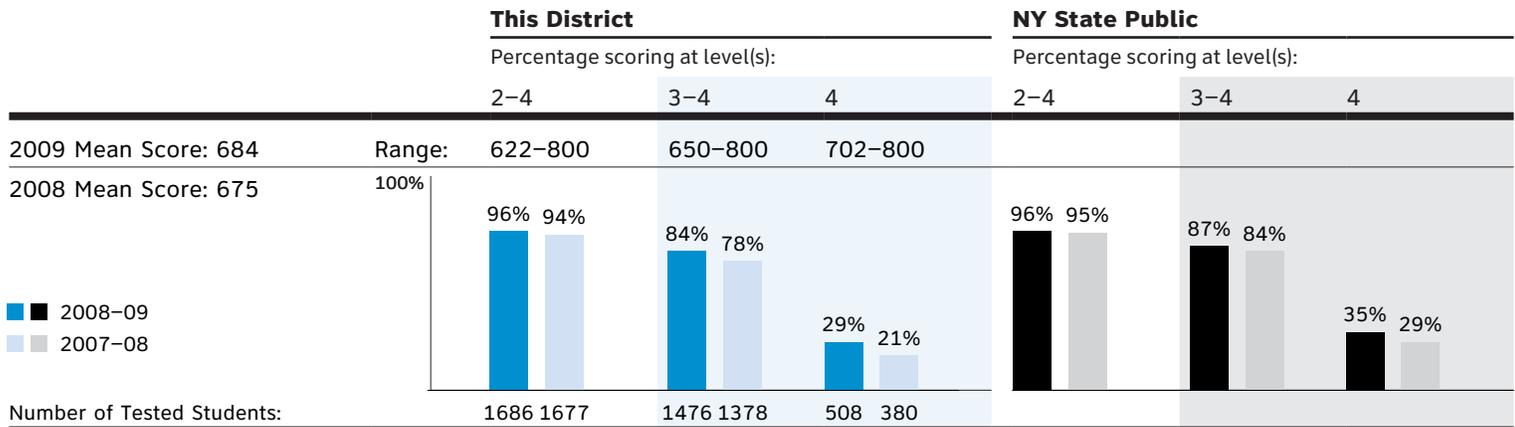
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	34	31	25	30	29	27	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	19	N/A	N/A	N/A	5	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	1757	96%	84%	29%	1775	94%	78%	21%
Female	905	98%	88%	32%	883	96%	80%	23%
Male	852	94%	80%	26%	892	93%	75%	20%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	1622	96%	84%	29%	1637	95%	78%	21%
Hispanic or Latino	93	90%	82%	25%	94	94%	78%	21%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	45%	18	100%	100%	56%
White	24	88%	75%	17%	17	76%	65%	18%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	7	100%	100%	43%	9	100%	78%	11%
General-Education Students	1518	98%	89%	32%	1496	98%	84%	25%
Students with Disabilities	239	82%	51%	6%	279	76%	42%	5%
English Proficient	1678	97%	85%	30%	1707	95%	79%	22%
Limited English Proficient	79	81%	66%	11%	68	81%	51%	3%
Economically Disadvantaged	1488	96%	84%	27%	1524	95%	77%	21%
Not Disadvantaged	269	96%	87%	38%	251	93%	79%	23%
Migrant								
Not Migrant	1757	96%	84%	29%	1775	94%	78%	21%

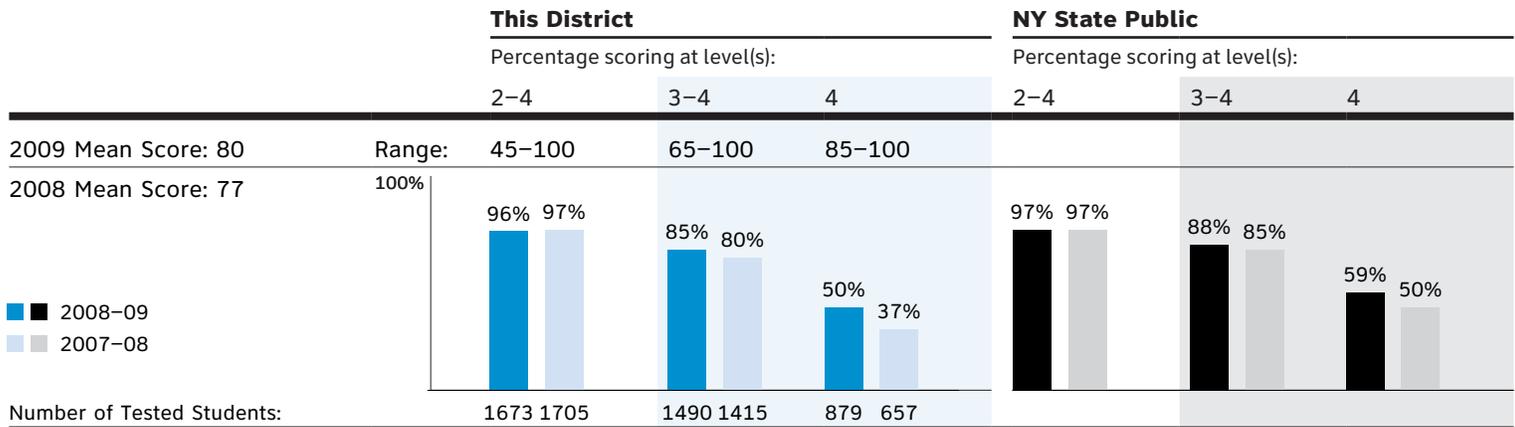
NOTES

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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	37	37	34	20	31	30	28	21

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	1750	96%	85%	50%	1765	97%	80%	37%
Female	905	98%	88%	53%	874	97%	81%	40%
Male	845	93%	82%	47%	891	96%	79%	35%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	1618	96%	86%	51%	1627	97%	81%	37%
Hispanic or Latino	91	91%	79%	42%	93	96%	75%	37%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	82%	55%	18	100%	100%	78%
White	24	83%	71%	38%	18	83%	56%	22%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	6	83%	83%	33%	9	78%	67%	33%
General-Education Students	1515	97%	89%	55%	1489	98%	86%	43%
Students with Disabilities	235	86%	59%	18%	276	89%	47%	9%
English Proficient	1670	97%	87%	52%	1697	97%	82%	38%
Limited English Proficient	80	68%	50%	20%	68	75%	43%	15%
Economically Disadvantaged	1481	96%	85%	49%	1513	96%	80%	37%
Not Disadvantaged	269	96%	88%	59%	252	97%	82%	41%
Migrant								
Not Migrant	1750	96%	85%	50%	1765	97%	80%	37%

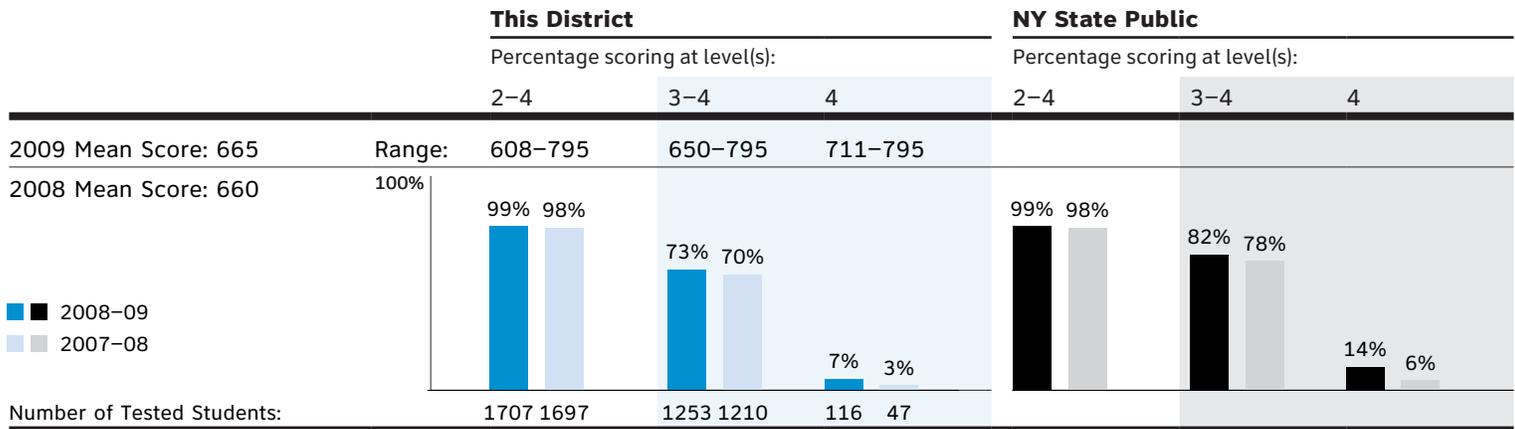
NOTES

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

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	35	35	31	30	29	29	24

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	1717	99%	73%	7%	1731	98%	70%	3%
Female	839	100%	77%	8%	847	99%	73%	3%
Male	878	99%	69%	5%	884	97%	67%	2%
American Indian or Alaska Native	7	-	-	-	7	100%	71%	0%
Black or African American	1574	99%	74%	7%	1594	98%	70%	3%
Hispanic or Latino	96	99%	68%	5%	86	97%	67%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	85%	15%	25	88%	72%	12%
White	18	100%	39%	0%	19	84%	42%	0%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	67%	0%				
General-Education Students	1439	100%	80%	8%	1486	99%	76%	3%
Students with Disabilities	278	98%	37%	0%	245	91%	33%	0%
English Proficient	1655	100%	75%	7%	1679	98%	71%	3%
Limited English Proficient	62	97%	24%	0%	52	87%	25%	0%
Economically Disadvantaged	1464	99%	73%	7%	1428	98%	68%	2%
Not Disadvantaged	253	99%	74%	8%	303	98%	77%	4%
Migrant								
Not Migrant	1717	99%	73%	7%	1731	98%	70%	3%

NOTES

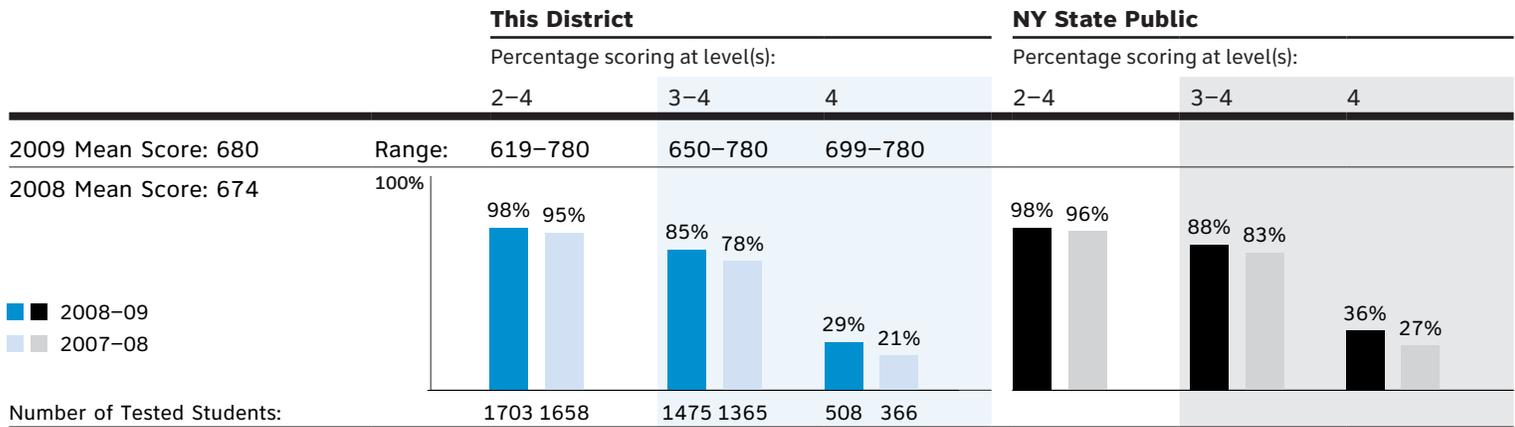
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	25	25	22	14	21	20	17	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	11	N/A	N/A	N/A	6	N/A	N/A	N/A

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

This District's Results in Grade 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	1736	98%	85%	29%	1740	95%	78%	21%
Female	844	98%	88%	32%	851	96%	79%	23%
Male	892	98%	83%	26%	889	94%	78%	20%
American Indian or Alaska Native	7	-	-	-	7	100%	57%	14%
Black or African American	1589	98%	85%	29%	1600	96%	79%	21%
Hispanic or Latino	97	97%	85%	24%	87	92%	70%	15%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	90%	55%	25	88%	88%	56%
White	19	100%	68%	16%	21	86%	57%	14%
Multiracial	4	-	-	-				
Small Group Totals	11	91%	73%	36%				
General-Education Students	1459	100%	90%	33%	1489	98%	85%	24%
Students with Disabilities	277	90%	57%	8%	251	77%	38%	2%
English Proficient	1664	98%	86%	30%	1682	96%	80%	22%
Limited English Proficient	72	93%	53%	6%	58	79%	36%	3%
Economically Disadvantaged	1476	98%	85%	29%	1433	95%	78%	19%
Not Disadvantaged	260	96%	87%	30%	307	95%	81%	28%
Migrant								
Not Migrant	1736	98%	85%	29%	1740	95%	78%	21%

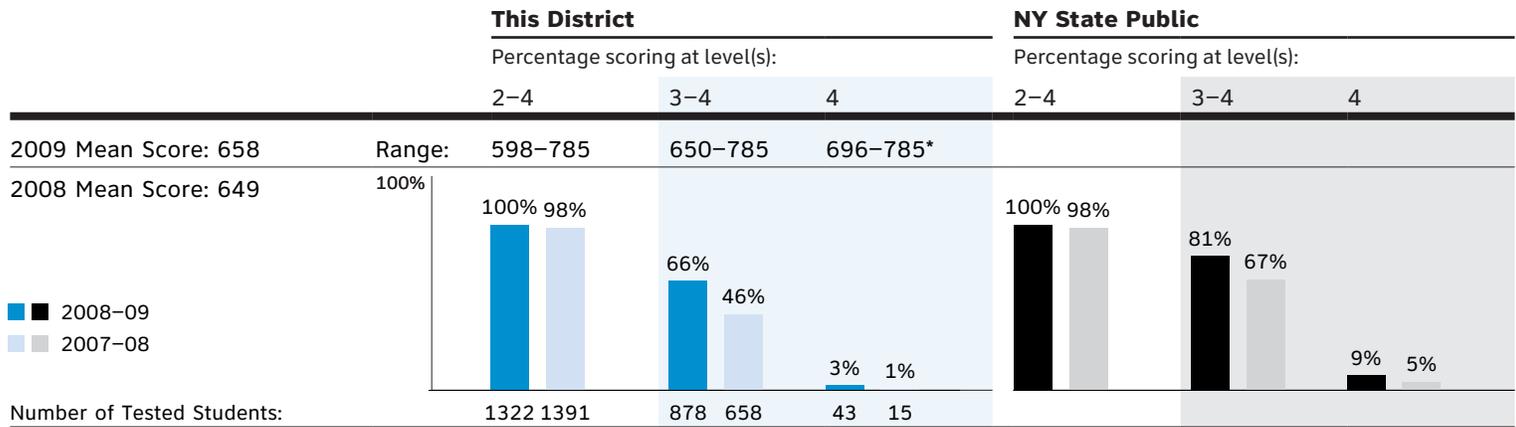
NOTES

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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	25	24	23	15	21	20	18	11

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	1323	100%	66%	3%	1421	98%	46%	1%
Female	631	100%	74%	4%	670	99%	52%	1%
Male	692	100%	60%	3%	751	97%	41%	1%
American Indian or Alaska Native	7	-	-	-	8	75%	0%	0%
Black or African American	1204	100%	66%	3%	1295	98%	47%	1%
Hispanic or Latino	75	100%	72%	3%	84	100%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	67%	6%	17	94%	53%	0%
White	18	100%	39%	0%	17	100%	35%	0%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	63%	0%				
General-Education Students	1076	100%	74%	4%	1168	99%	53%	1%
Students with Disabilities	247	100%	35%	0%	253	92%	15%	0%
English Proficient	1278	100%	68%	3%	1366	98%	48%	1%
Limited English Proficient	45	100%	29%	0%	55	91%	11%	0%
Economically Disadvantaged	1066	100%	65%	3%	1168	98%	45%	1%
Not Disadvantaged	257	100%	73%	5%	253	98%	50%	2%
Migrant								
Not Migrant	1323	100%	66%	3%	1421	98%	46%	1%

NOTES

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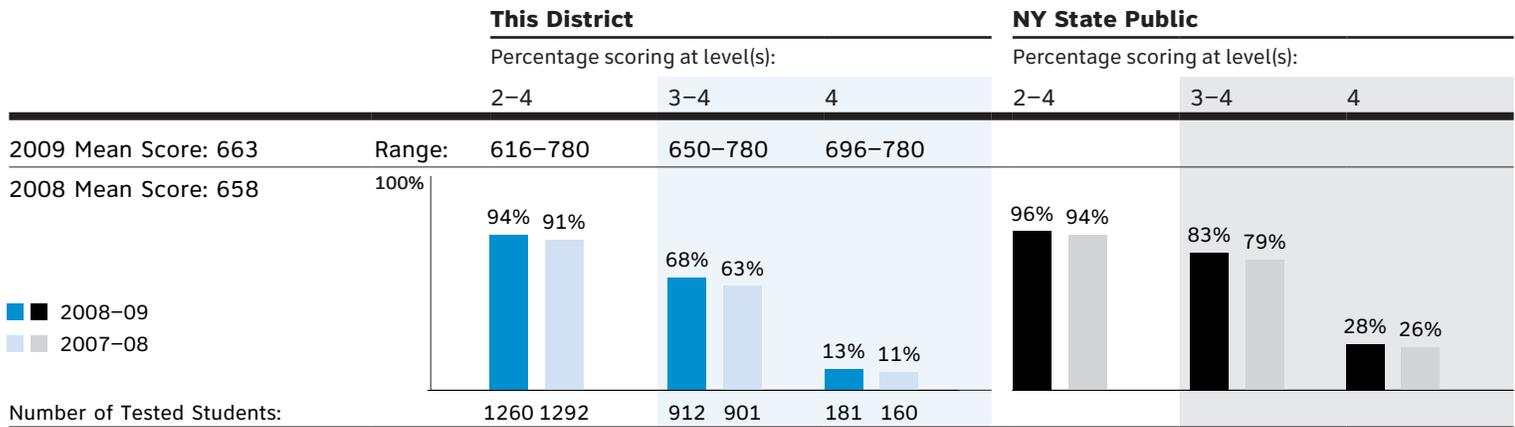
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	23	21	17	13	32	29	24	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	15	N/A	N/A	N/A	9	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	1344	94%	68%	13%	1426	91%	63%	11%
Female	640	96%	70%	14%	674	93%	66%	13%
Male	704	92%	66%	13%	752	88%	60%	10%
American Indian or Alaska Native	7	-	-	-	8	88%	63%	0%
Black or African American	1222	94%	68%	13%	1304	91%	63%	11%
Hispanic or Latino	76	96%	68%	17%	79	89%	58%	10%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	72%	50%	17	88%	76%	18%
White	20	95%	55%	5%	18	83%	61%	6%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	63%	0%				
General-Education Students	1098	97%	76%	16%	1180	94%	69%	13%
Students with Disabilities	246	77%	32%	3%	246	72%	33%	2%
English Proficient	1284	95%	70%	14%	1364	91%	64%	12%
Limited English Proficient	60	77%	32%	2%	62	71%	37%	2%
Economically Disadvantaged	1085	93%	66%	12%	1172	90%	62%	10%
Not Disadvantaged	259	95%	76%	22%	254	95%	67%	15%
Migrant								
Not Migrant	1344	94%	68%	13%	1426	91%	63%	11%

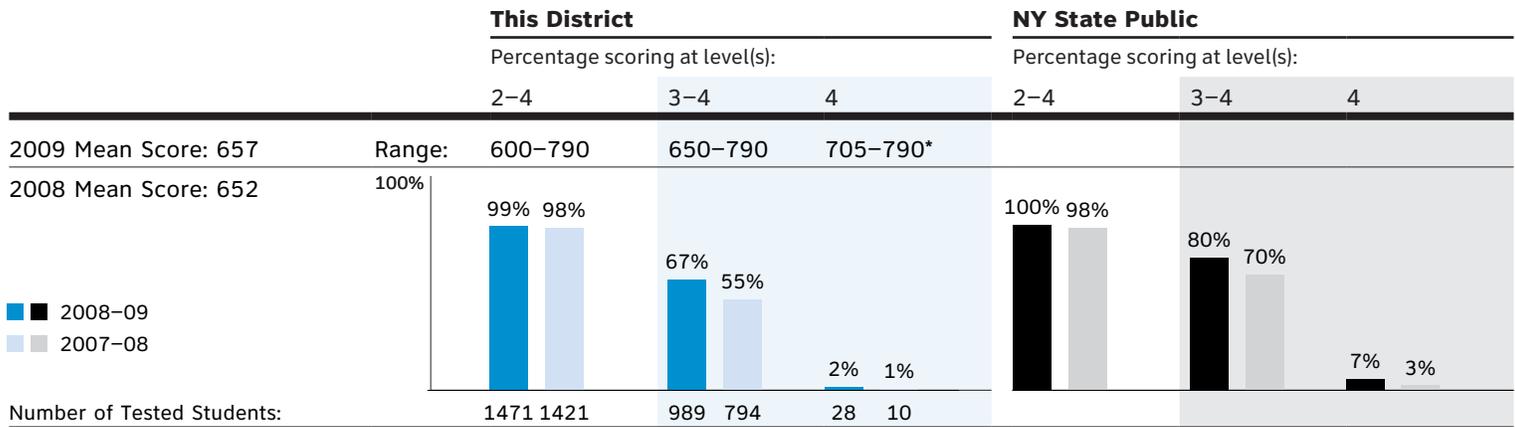
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Other Assessments

	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	23	21	19	15	31	28	26	24

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	1480	99%	67%	2%	1455	98%	55%	1%
Female	708	100%	74%	2%	682	99%	65%	1%
Male	772	99%	61%	2%	773	97%	45%	1%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	1348	99%	68%	2%	1339	98%	55%	1%
Hispanic or Latino	95	100%	59%	2%	77	95%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	67%	0%	22	95%	55%	0%
White	14	100%	50%	0%	14	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	8	88%	38%	13%	17	88%	29%	0%
General-Education Students	1239	100%	72%	2%	1189	99%	61%	1%
Students with Disabilities	241	97%	38%	0%	266	91%	27%	0%
English Proficient	1429	100%	69%	2%	1413	98%	55%	1%
Limited English Proficient	51	96%	20%	0%	42	86%	24%	0%
Economically Disadvantaged	1149	100%	66%	1%	1143	98%	55%	0%
Not Disadvantaged	331	98%	69%	3%	312	98%	54%	2%
Migrant								
Not Migrant	1480	99%	67%	2%	1455	98%	55%	1%

NOTES

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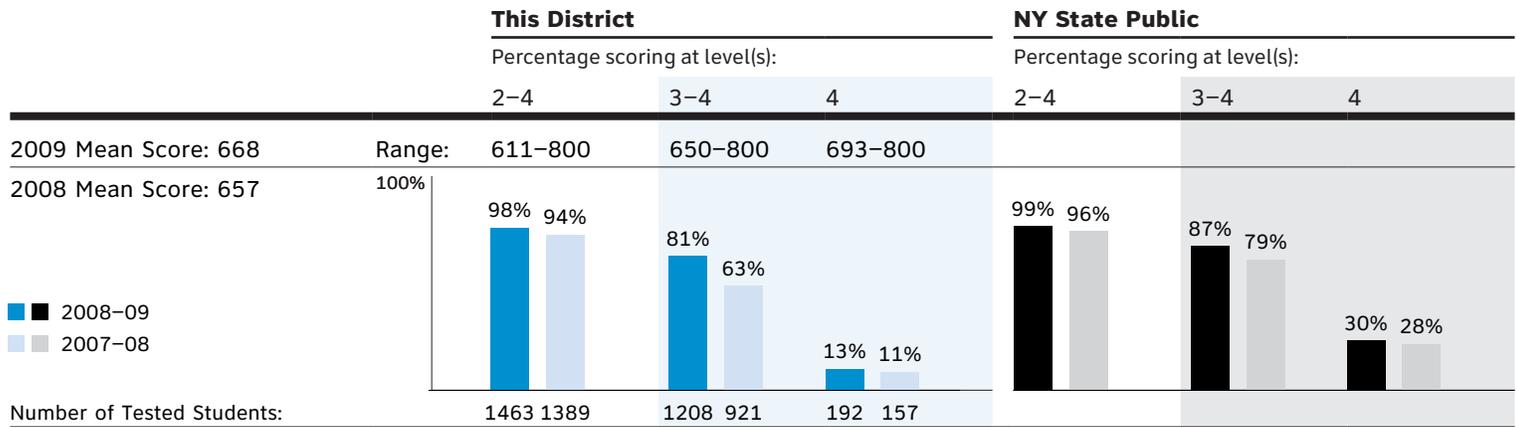
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	40	38	34	32	28	28	25	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	7	N/A	N/A	N/A	14	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	1495	98%	81%	13%	1472	94%	63%	11%
Female	713	99%	83%	15%	688	97%	69%	12%
Male	782	97%	78%	11%	784	92%	57%	9%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	1362	98%	81%	13%	1355	95%	62%	10%
Hispanic or Latino	97	99%	76%	9%	78	90%	68%	9%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	93%	21%	22	95%	77%	36%
White	14	100%	64%	14%	14	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	8	100%	63%	0%	17	94%	29%	6%
General-Education Students	1254	99%	86%	15%	1209	97%	69%	12%
Students with Disabilities	241	90%	53%	3%	263	81%	32%	2%
English Proficient	1432	98%	82%	13%	1414	95%	64%	11%
Limited English Proficient	63	87%	43%	0%	58	81%	28%	2%
Economically Disadvantaged	1160	98%	80%	11%	1159	94%	62%	10%
Not Disadvantaged	335	98%	82%	18%	313	95%	65%	13%
Migrant								
Not Migrant	1495	98%	81%	13%	1472	94%	63%	11%

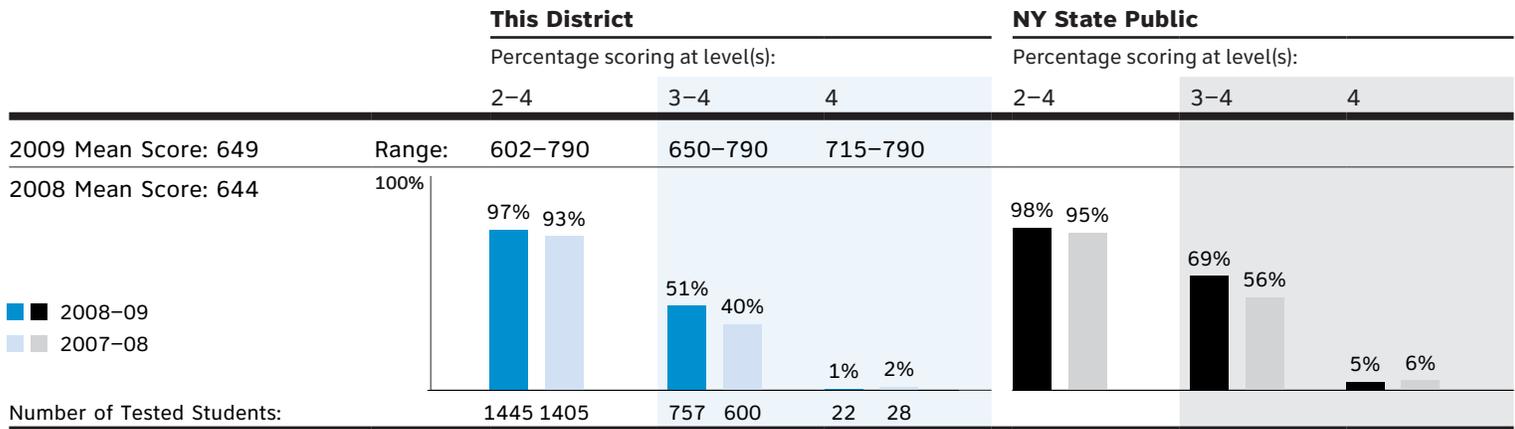
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	39	37	37	25	28	27	25	18

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	1483	97%	51%	1%	1510	93%	40%	2%
Female	702	99%	60%	2%	732	96%	48%	3%
Male	781	96%	43%	1%	778	90%	32%	1%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	1363	97%	51%	1%	1382	94%	40%	2%
Hispanic or Latino	83	98%	46%	1%	77	91%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	75%	5%	20	80%	50%	15%
White	14	-	-	-	22	59%	18%	5%
Multiracial					3	-	-	-
Small Group Totals	17	94%	29%	0%	9	89%	44%	0%
General-Education Students	1227	99%	58%	2%	1281	97%	45%	2%
Students with Disabilities	256	89%	18%	0%	229	73%	8%	0%
English Proficient	1427	98%	53%	2%	1473	94%	41%	2%
Limited English Proficient	56	88%	7%	0%	37	57%	3%	0%
Economically Disadvantaged	1146	97%	50%	1%	1146	93%	39%	2%
Not Disadvantaged	337	99%	55%	2%	364	93%	43%	2%
Migrant								
Not Migrant	1483	97%	51%	1%	1510	93%	40%	2%

NOTES

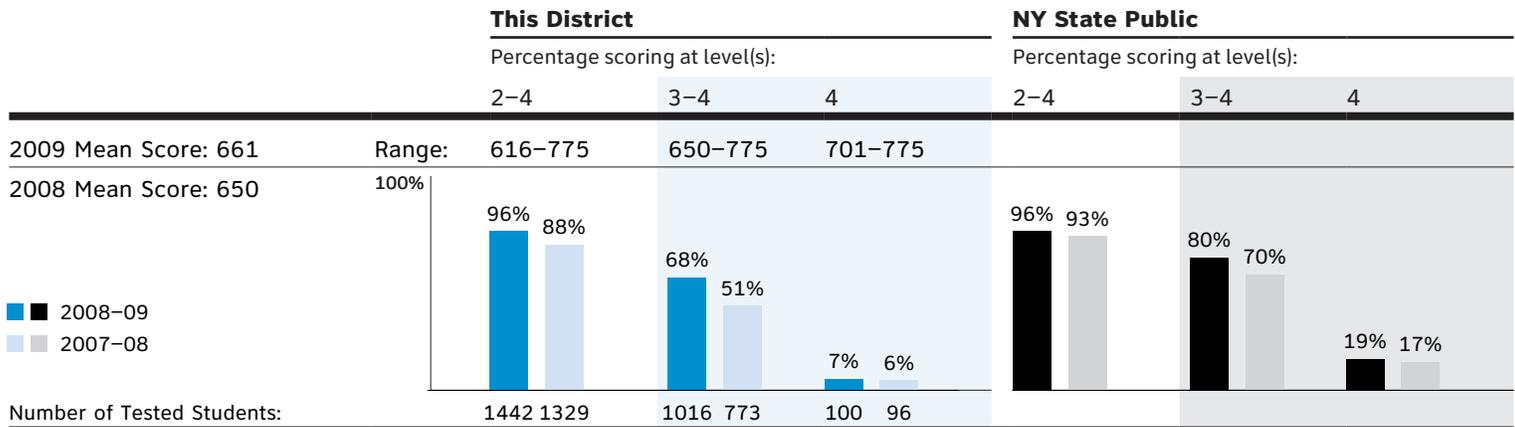
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Other Assessments

	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	25	23	22	21	33	33	29	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	13	N/A	N/A	N/A	8	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	1498	96%	68%	7%	1516	88%	51%	6%
Female	708	96%	73%	7%	737	90%	57%	8%
Male	790	96%	63%	6%	779	85%	45%	5%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	1373	96%	68%	6%	1386	88%	51%	6%
Hispanic or Latino	84	98%	64%	7%	77	87%	51%	5%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	90%	43%	21	86%	71%	29%
White	17	-	-	-	23	74%	17%	0%
Multiracial					3	-	-	-
Small Group Totals	20	95%	60%	15%	9	89%	56%	22%
General-Education Students	1244	98%	74%	8%	1292	93%	57%	7%
Students with Disabilities	254	85%	37%	1%	224	59%	17%	1%
English Proficient	1425	96%	68%	7%	1468	88%	52%	6%
Limited English Proficient	73	95%	63%	7%	48	81%	31%	2%
Economically Disadvantaged	1162	96%	68%	7%	1155	87%	50%	6%
Not Disadvantaged	336	97%	67%	7%	361	89%	53%	8%
Migrant								
Not Migrant	1498	96%	68%	7%	1516	88%	51%	6%

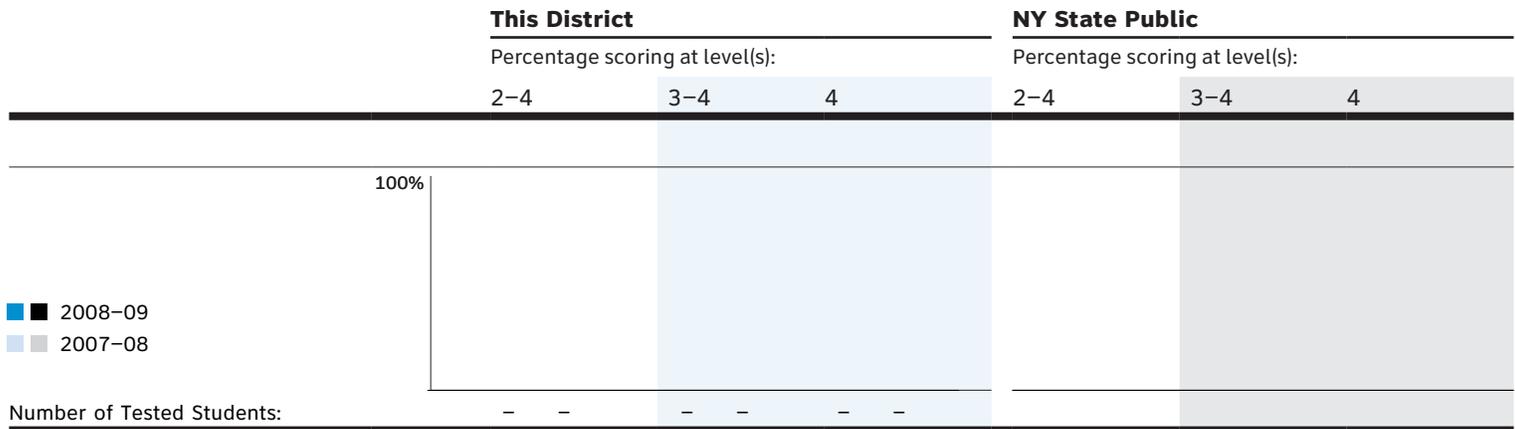
NOTES

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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	25	23	22	15	33	33	29	13

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1475	82%	39%	6%	1416	87%	42%	6%
Female	703	86%	42%	6%	685	89%	43%	6%
Male	772	79%	36%	5%	731	85%	41%	6%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	1355	82%	39%	5%	1300	87%	42%	6%
Hispanic or Latino	81	84%	35%	4%	69	93%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	75%	30%	19	89%	58%	37%
White	16	-	-	-	20	70%	25%	0%
Multiracial					2	-	-	-
Small Group Totals	19	68%	16%	5%	8	88%	38%	13%
General-Education Students	1235	86%	44%	7%	1207	90%	46%	7%
Students with Disabilities	240	63%	16%	0%	209	68%	19%	1%
English Proficient	1404	83%	41%	6%	1371	88%	43%	6%
Limited English Proficient	71	65%	4%	0%	45	76%	7%	2%
Economically Disadvantaged	1143	82%	39%	5%	1076	87%	42%	6%
Not Disadvantaged	332	83%	40%	7%	340	87%	42%	8%
Migrant								
Not Migrant	1475	82%	39%	6%	1416	87%	42%	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	25	24	23	21	32	28	23	21
Regents Science	2	-	-	-	3	-	-	-

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

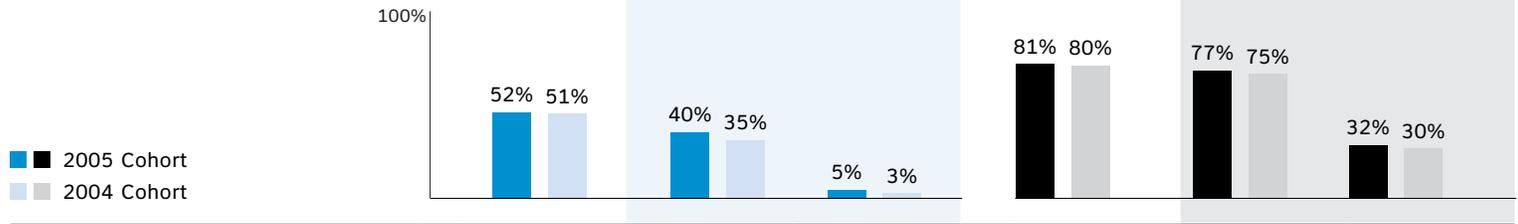
NY State Public

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	1432	52%	40%	5%	1575	51%	35%	3%
Female	678	55%	45%	5%	696	59%	42%	4%
Male	754	49%	36%	4%	879	44%	29%	2%
American Indian or Alaska Native	11	–	–	–	6	–	–	–
Black or African American	1231	51%	40%	5%	1409	51%	35%	3%
Hispanic or Latino	132	52%	42%	4%	123	44%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	25	80%	68%	0%	15	60%	60%	0%
White	30	60%	47%	3%	20	40%	25%	0%
Multiracial	3	–	–	–	2	–	–	–
Small Group Totals	14	43%	36%	0%	8	75%	75%	25%
General-Education Students	1173	60%	47%	5%	1300	58%	40%	4%
Students with Disabilities	259	14%	10%	1%	275	16%	9%	0%
English Proficient	1270	51%	41%	5%	1442	51%	35%	3%
Limited English Proficient	162	56%	36%	2%	133	49%	28%	2%
Economically Disadvantaged	740	53%	43%	6%	663	53%	37%	5%
Not Disadvantaged	692	51%	38%	3%	912	49%	33%	2%
Migrant								
Not Migrant	1432	52%	40%	5%	1575	51%	35%	3%

NOTES

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Other Assessments

2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

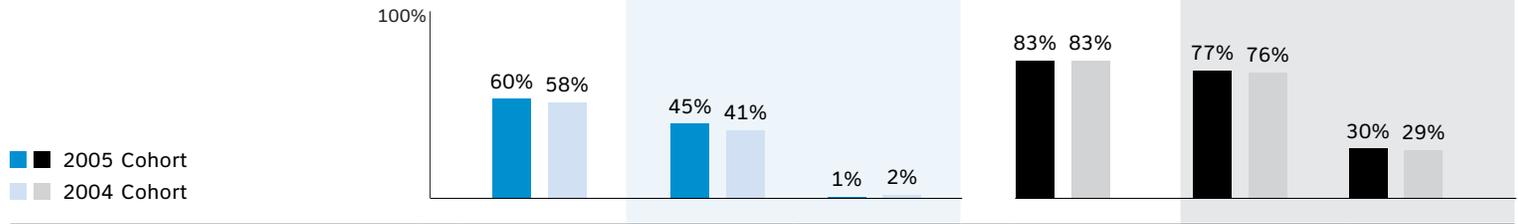
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1432	60%	45%	1%	1575	58%	41%	2%
Female	678	62%	47%	1%	696	64%	43%	2%
Male	754	57%	43%	1%	879	53%	39%	2%
American Indian or Alaska Native	11	-	-	-	6	-	-	-
Black or African American	1231	60%	45%	1%	1409	58%	41%	2%
Hispanic or Latino	132	54%	41%	1%	123	49%	33%	1%
Asian or Native Hawaiian/Other Pacific Islander	25	76%	60%	8%	15	67%	53%	20%
White	30	63%	57%	0%	20	55%	40%	10%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	14	57%	50%	0%	8	88%	63%	0%
General-Education Students	1173	68%	52%	1%	1300	65%	47%	3%
Students with Disabilities	259	22%	12%	0%	275	22%	11%	0%
English Proficient	1270	58%	42%	1%	1442	56%	40%	2%
Limited English Proficient	162	75%	64%	1%	133	74%	53%	5%
Economically Disadvantaged	740	61%	47%	1%	663	61%	45%	4%
Not Disadvantaged	692	58%	43%	1%	912	56%	38%	1%
Migrant								
Not Migrant	1432	60%	45%	1%	1575	58%	41%	2%

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.