



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #19**

District ID **33-19-00-01-0000**

Superintendent **MARTIN WEINSTEIN**

Telephone **(718) 342-3625**

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](mailto: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	673	667	653
Kindergarten	1876	1847	1702
Grade 1	2212	2298	2229
Grade 2	2135	2088	2158
Grade 3	2199	2067	2016
Grade 4	2060	2077	2020
Grade 5	2105	2018	1983
Grade 6	1764	1806	1753
Ungraded Elementary	1121	1176	1127
Grade 7	2082	1794	1733
Grade 8	2017	1945	1833
Grade 9	2396	2319	2178
Grade 10	2114	2065	2147
Grade 11	974	985	1061
Grade 12	1132	1043	1057
Ungraded Secondary	1232	1198	1109
<b>Total K-12</b>	<b>27419</b>	<b>26726</b>	<b>26106</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	23	21	23
<b>Grade 8</b>			
English	27	26	27
Mathematics	27	26	27
Science	26	25	26
Social Studies	26	25	27
<b>Grade 10</b>			
English	26	28	23
Mathematics	26	27	26
Science	28	28	26
Social Studies	26	29	26

### 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 #19

District ID 33-19-00-01-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	22987	84%	21442	80%	21180	81%
Reduced-Price Lunch	1531	6%	1471	6%	1529	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3289	12%	3371	13%	3275	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	127	0%	141	1%	159	1%
Black or African American	14617	53%	14286	53%	13808	53%
Hispanic or Latino	10837	40%	10441	39%	10305	39%
Asian or Native Hawaiian/Other Pacific Islander	1483	5%	1527	6%	1503	6%
White	355	1%	331	1%	331	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	1103	4%	1088	4%	1227	5%

## 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
<b>Total Number of Teachers</b>	2142	2052	2063
Percent with No Valid Teaching Certificate	7%	3%	2%
Percent Teaching Out of Certification	12%	11%	9%
Percent with Fewer Than Three Years of Experience	17%	15%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	32%	36%
<b>Total Number of Core Classes</b>	4167	4069	4125
Percent Not Taught by Highly Qualified Teachers	14%	12%	9%
<b>Total Number of Classes</b>	5157	4888	5023
Percent Taught by Teachers Without Appropriate Certification	14%	13%	12%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%		24%
Turnover Rate of All Teachers	19%		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](http://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](http://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 6)

ELA	▲ Improvement (Year 6)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✗	✗	✗	—
Hispanic or Latino	✓	✓	✗	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✗	✗	✓	—
White	✓	✓	—	—	—	—
Multiracial	✓	✓	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	✗	✗	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓	✗	✗	✗	—
Economically Disadvantaged	✓	✓	✗	✗	✗	—
<b>Student groups making AYP in each subject</b>	✓ 10 of 10	✓ 10 of 10	✓ 1 of 1	✗ 0 of 7	✗ 1 of 7	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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**  Improvement (Year 6)  
**for This Subject**  
**(2009–10)**

**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 7) 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (13211:12469)			99%		156	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (63:59)			100%		154	131	
Black or African American (7128:6765)			99%		154	143	
Hispanic or Latino (5089:4758)			99%		155	142	
Asian or Native Hawaiian/Other Pacific Islander (725:702)			100%		175	140	
White (163:146)			98%		142	135	
Multiracial (43:39)			100%		156	128	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2737:2552)			97%		116	142	109 124
Limited English Proficient <sup>5</sup> (1482:1649)			100%		138	141	126 144
Economically Disadvantaged (12138:11512)			99%		156	143	
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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** 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (13224:12402)			99%		171	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (63:58)			100%		169	106	
Black or African American (7136:6690)			99%		168	118	
Hispanic or Latino (5091:4779)			99%		173	117	
Asian or Native Hawaiian/Other Pacific Islander (728:692)			100%		190	115	
White (162:146)			99%		164	110	
Multiracial (44:37)			95%		189	103	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2730:2514)			98%		131	117	
Limited English Proficient <sup>5</sup> (1502:1714)			99%		165	116	
Economically Disadvantaged (12125:11443)			99%		172	118	
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (4514:4117)		Qualified		97%		144	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (22:20)	—	—	—	—	—	—	—	—
Black or African American (2417:2218)		Qualified		97%		140	100	
Hispanic or Latino (1740:1581)		Qualified		97%		146	100	
Asian or Native Hawaiian/Other Pacific Islander (271:249)		Qualified		99%		174	100	
White (50:38)		Qualified		88%		155	100	
Multiracial (14:11)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (941:842)		Qualified		96%		109	100	
Limited English Proficient <sup>4</sup> (507:545)		Qualified		98%		131	100	
Economically Disadvantaged (4034:3721)		Qualified		97%		146	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.


<sup>4</sup> 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 6)

**Accountability Measures** 0 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 7) 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	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>								
<b>All Students (1374:1456)</b>			99%		139	168	141	145
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (719:811)			99%		149	167	151	154
Hispanic or Latino (543:556)			99%		123	166	124 <sup>‡</sup>	131
Asian or Native Hawaiian/Other Pacific Islander (86:69)			100%		138	159	158	144
White (18:13)	—	—	—	—	—	—	—	—
Multiracial (5:4)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (280:227)			92%		75	164	86	88
Limited English Proficient <sup>5</sup> (177:206)			97%		75	163	95 <sup>‡</sup>	88
Economically Disadvantaged (915:1066)			99%		143	168	145	149
<b>Final AYP Determination</b>	 0 of 7							

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.




<sup>3</sup> 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.

<sup>4</sup> 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.

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


<sup>‡</sup> 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 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (1374:1456)			99%		149	163	151	154
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (719:811)			99%		150	162	156	155
Hispanic or Latino (543:556)			99%		148	161	142‡	153
Asian or Native Hawaiian/Other Pacific Islander (86:69)			100%		162	154	—	—
White (18:13)	—	—	—	—	—	—	—	—
Multiracial (5:4)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (130:227)			98%		85	159	99	97
Limited English Proficient <sup>5</sup> (177:206)			99%		134	158	130‡	141
Economically Disadvantaged (915:1066)			100%		153	163	154	158
<b>Final AYP Determination</b>	 1 of 7							

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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		Graduation Rate <sup>1</sup>	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2008–09	2009–10
<b>All Students</b> (1746)			46%	55%	44%	47%
<b>Ethnicity</b>						
American Indian or Alaska Native (6)	–	–	–	–	–	–
Black or African American (928)			52%	55%	45%	53%
Hispanic or Latino (700)	–		37%	55%	41%	38%
Asian or Native Hawaiian/Other Pacific Islander (85)			64%	55%	–	–
White (25)	–	–	–	–	–	–
Multiracial (2)	–	–	–	–	–	–
<b>Other Groups</b>						
Students with Disabilities (323)			16%	55%	14%	17%
Limited English Proficient <sup>2</sup> (230)	–		37%	55%	39%	38%
Economically Disadvantaged (1315)			48%	55%	44%	49%
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

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

<sup>2</sup> 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 #19

District ID 33-19-00-01-0000

## 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	63%			2227
Grade 4	59%			2230
Grade 5	65%			2176
Grade 6	66%			1957
Grade 7	57%			2006
Grade 8	43%			2079
<b>Mathematics</b>				
Grade 3	90%			2261
Grade 4	79%			2261
Grade 5	79%			2232
Grade 6	70%			1965
Grade 7	70%			2043
Grade 8	59%			2096
<b>Science</b>				
Grade 4	74%			2262
Grade 8	34%			2030

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	54%			1767
Mathematics	56%			1767

### 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](http://www.emsc.nysed.gov/irts).

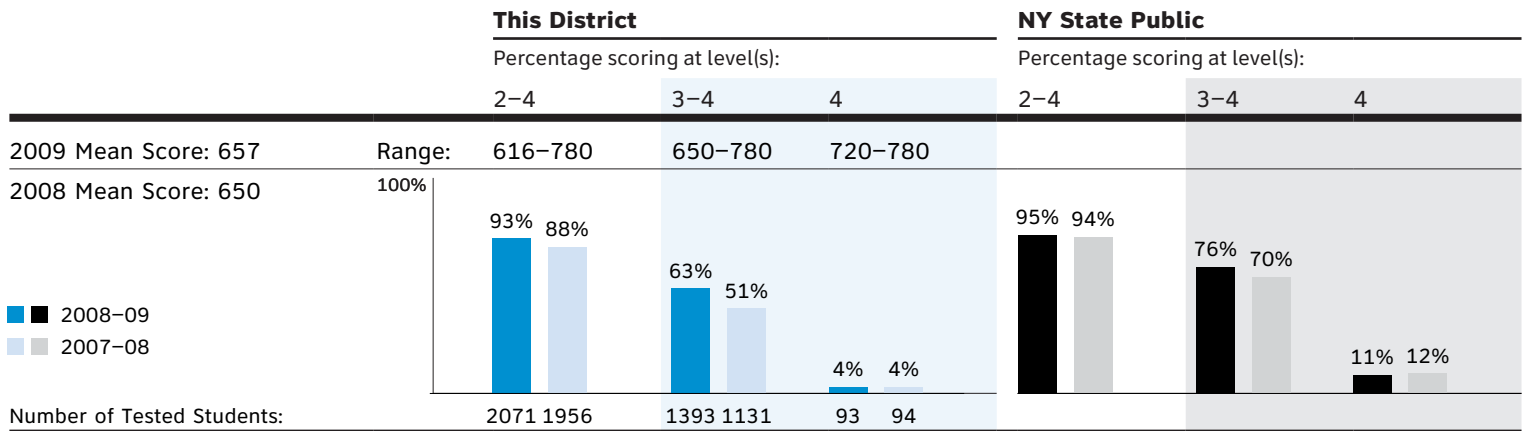
In this section, this district's performance is compared with that of public schools statewide.

### 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
<b>All Students</b>	<b>2227</b>	<b>93%</b>	<b>63%</b>	<b>4%</b>	<b>2229</b>	<b>88%</b>	<b>51%</b>	<b>4%</b>
Female	1110	96%	69%	5%	1055	91%	53%	4%
Male	1117	90%	56%	3%	1174	85%	48%	4%
American Indian or Alaska Native	13	92%	62%	23%	12	-	-	-
Black or African American	1200	93%	60%	3%	1138	88%	51%	4%
Hispanic or Latino	820	93%	63%	4%	890	86%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	147	96%	82%	8%	167	94%	69%	8%
White	31	65%	42%	10%	19	89%	53%	0%
Multiracial	16	100%	63%	0%	3	-	-	-
Small Group Totals					15	100%	40%	0%
General-Education Students	1847	97%	71%	5%	1839	93%	57%	5%
Students with Disabilities	380	73%	23%	1%	390	63%	21%	2%
English Proficient	1949	94%	65%	5%	1933	90%	54%	5%
Limited English Proficient	278	88%	48%	1%	296	74%	29%	1%
Economically Disadvantaged	2114	93%	62%	4%	2149	88%	50%	4%
Not Disadvantaged	113	92%	65%	3%	80	91%	58%	3%
Migrant								
Not Migrant	2227	93%	63%	4%	2229	88%	51%	4%

### NOTES

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

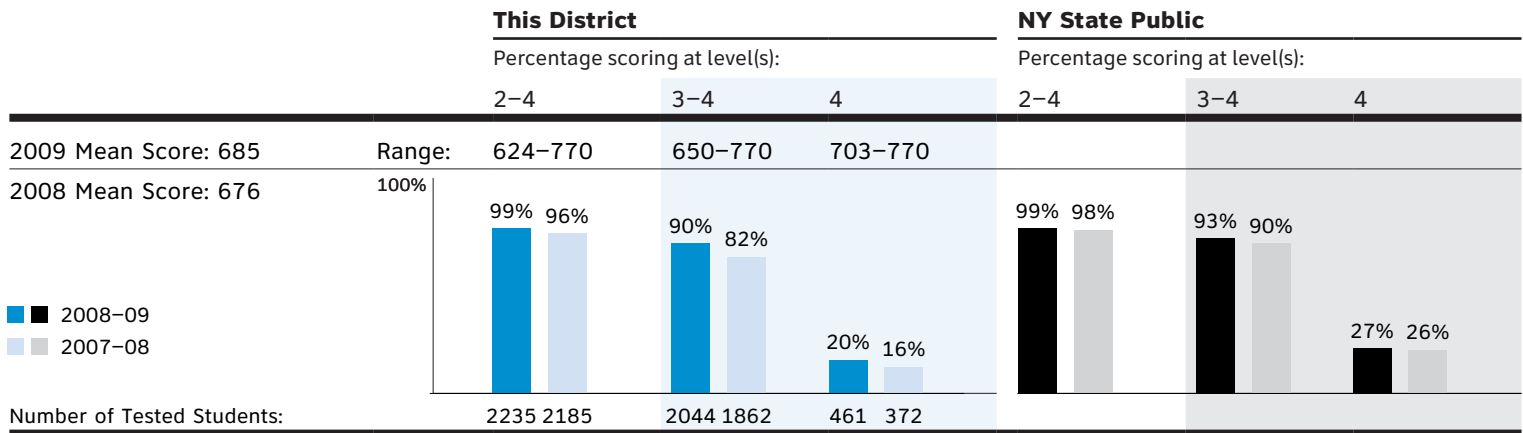
## Other Assessments

	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	35	34	32	23	28	28	26	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	19	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 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
<b>All Students</b>	<b>2261</b>	<b>99%</b>	<b>90%</b>	<b>20%</b>	<b>2281</b>	<b>96%</b>	<b>82%</b>	<b>16%</b>
Female	1133	99%	92%	21%	1080	97%	84%	17%
Male	1128	98%	89%	20%	1201	95%	80%	16%
American Indian or Alaska Native	13	100%	92%	38%	11	-	-	-
Black or African American	1208	98%	90%	16%	1149	95%	80%	15%
Hispanic or Latino	844	99%	92%	22%	924	96%	82%	15%
Asian or Native Hawaiian/Other Pacific Islander	151	100%	93%	46%	175	100%	92%	31%
White	29	93%	72%	14%	19	95%	84%	16%
Multiracial	16	100%	94%	13%	3	-	-	-
Small Group Totals	14	100%	93%	21%	14	100%	93%	21%
General-Education Students	1884	100%	95%	23%	1884	98%	88%	19%
Students with Disabilities	377	95%	69%	6%	397	83%	53%	4%
English Proficient	1955	99%	91%	22%	1952	96%	83%	18%
Limited English Proficient	306	99%	86%	12%	329	94%	73%	8%
Economically Disadvantaged	2140	99%	90%	21%	2201	96%	82%	16%
Not Disadvantaged	121	99%	91%	14%	80	95%	84%	14%
Migrant								
Not Migrant	2261	99%	90%	20%	2281	96%	82%	16%

### 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	35	35	32	25	28	27	26	15

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
2009 Mean Score: 654	Range: 612-775			650-775			716-775
2008 Mean Score: 648							
Number of Tested Students:	2057	1997	1322	1191	47	63	

## 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
<b>All Students</b>	<b>2230</b>	<b>92%</b>	<b>59%</b>	<b>2%</b>	<b>2286</b>	<b>87%</b>	<b>52%</b>	<b>3%</b>
Female	1077	96%	64%	3%	1146	91%	58%	4%
Male	1153	89%	55%	1%	1140	84%	47%	2%
American Indian or Alaska Native	7	71%	29%	0%	13	92%	54%	0%
Black or African American	1151	92%	58%	2%	1254	87%	51%	2%
Hispanic or Latino	873	92%	57%	1%	877	87%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	167	97%	80%	5%	122	89%	69%	10%
White	18	94%	44%	0%	20	75%	50%	5%
Multiracial	14	100%	71%	0%				
<b>Small Group Totals</b>								
General-Education Students	1837	97%	66%	3%	1861	94%	60%	3%
Students with Disabilities	393	70%	26%	0%	425	59%	19%	0%
English Proficient	1982	93%	62%	2%	2039	89%	55%	3%
Limited English Proficient	248	83%	35%	0%	247	74%	30%	0%
Economically Disadvantaged	2111	92%	59%	2%	2205	87%	52%	3%
Not Disadvantaged	119	90%	56%	0%	81	86%	65%	7%
Migrant								
Not Migrant	2230	92%	59%	2%	2286	87%	52%	3%

### NOTES

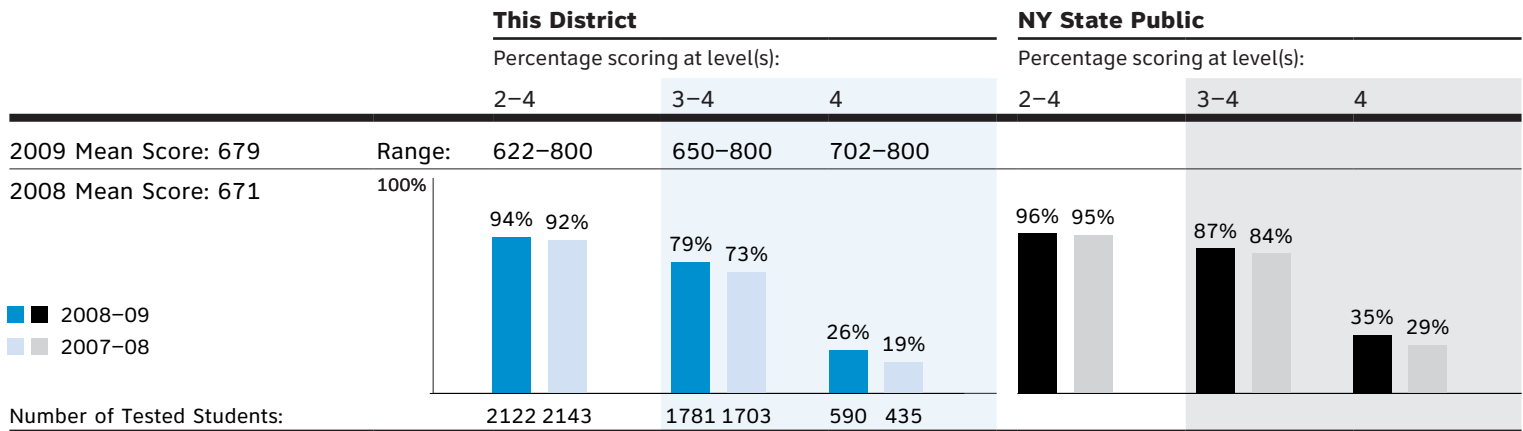
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## Other Assessments

	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	45	44	40	26	33	30	27	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	23	N/A	N/A	N/A	13	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
<b>All Students</b>	<b>2261</b>	<b>94%</b>	<b>79%</b>	<b>26%</b>	<b>2332</b>	<b>92%</b>	<b>73%</b>	<b>19%</b>
Female	1087	95%	81%	28%	1168	93%	74%	19%
Male	1174	93%	77%	24%	1164	91%	72%	18%
American Indian or Alaska Native	7	86%	57%	29%	13	100%	92%	15%
Black or African American	1158	93%	76%	22%	1266	91%	71%	16%
Hispanic or Latino	891	94%	80%	27%	908	92%	74%	20%
Asian or Native Hawaiian/Other Pacific Islander	173	98%	94%	49%	124	95%	89%	40%
White	19	89%	74%	11%	21	90%	62%	10%
Multiracial	13	100%	85%	54%				
<b>Small Group Totals</b>								
General-Education Students	1866	98%	85%	30%	1900	96%	80%	22%
Students with Disabilities	395	76%	49%	8%	432	73%	42%	5%
English Proficient	1986	95%	80%	28%	2052	93%	75%	20%
Limited English Proficient	275	89%	67%	12%	280	86%	62%	6%
Economically Disadvantaged	2140	94%	79%	26%	2250	92%	73%	18%
Not Disadvantaged	121	89%	82%	23%	82	91%	80%	29%
Migrant								
Not Migrant	2261	94%	79%	26%	2332	92%	73%	19%

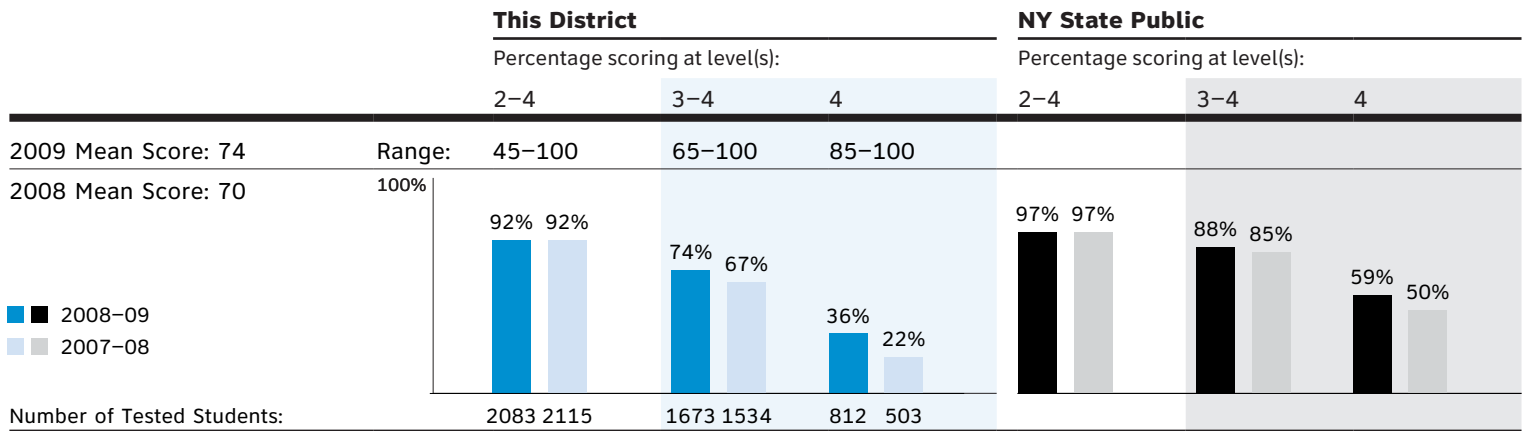
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	44	39	23	34	29	25	17

## 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
<b>All Students</b>	<b>2262</b>	<b>92%</b>	<b>74%</b>	<b>36%</b>	<b>2302</b>	<b>92%</b>	<b>67%</b>	<b>22%</b>
Female	1087	94%	76%	37%	1156	93%	68%	24%
Male	1175	90%	72%	35%	1146	90%	66%	20%
American Indian or Alaska Native	7	86%	71%	43%	12	100%	75%	17%
Black or African American	1164	91%	71%	31%	1255	92%	65%	20%
Hispanic or Latino	882	92%	74%	35%	892	92%	68%	24%
Asian or Native Hawaiian/Other Pacific Islander	176	97%	90%	68%	122	93%	73%	31%
White	20	95%	75%	35%	21	86%	57%	19%
Multiracial	13	92%	85%	46%				
<b>Small Group Totals</b>								
General-Education Students	1865	95%	79%	41%	1883	95%	73%	25%
Students with Disabilities	397	79%	52%	14%	419	79%	39%	8%
English Proficient	1991	93%	76%	38%	2028	93%	69%	23%
Limited English Proficient	271	83%	58%	17%	274	82%	48%	12%
Economically Disadvantaged	2137	92%	74%	36%	2217	92%	66%	21%
Not Disadvantaged	125	89%	71%	33%	85	89%	72%	33%
Migrant								
Not Migrant	2262	92%	74%	36%	2302	92%	67%	22%

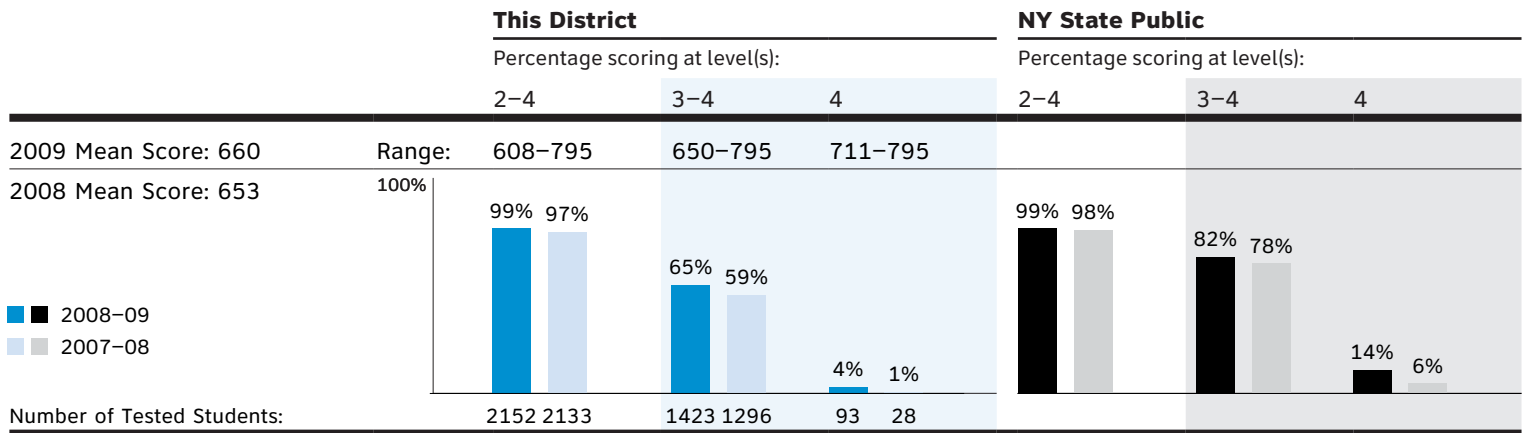
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	43	43	42	33	29	27	27	25

## 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
<b>All Students</b>	<b>2176</b>	<b>99%</b>	<b>65%</b>	<b>4%</b>	<b>2204</b>	<b>97%</b>	<b>59%</b>	<b>1%</b>
Female	1103	99%	70%	5%	1058	98%	61%	2%
Male	1073	99%	61%	3%	1146	96%	57%	1%
American Indian or Alaska Native	10	100%	90%	0%	9	89%	56%	0%
Black or African American	1188	99%	65%	4%	1193	97%	57%	1%
Hispanic or Latino	831	99%	64%	5%	846	97%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	117	99%	78%	6%	133	98%	77%	2%
White	20	100%	55%	0%	23	100%	70%	0%
Multiracial	10	100%	50%	10%				
<b>Small Group Totals</b>								
General-Education Students	1781	100%	74%	5%	1778	99%	65%	2%
Students with Disabilities	395	96%	28%	0%	426	88%	34%	0%
English Proficient	1965	99%	68%	4%	1990	98%	62%	1%
Limited English Proficient	211	97%	36%	2%	214	89%	33%	0%
Economically Disadvantaged	2081	99%	65%	4%	2129	97%	59%	1%
Not Disadvantaged	95	99%	68%	2%	75	95%	57%	3%
Migrant								
Not Migrant	2176	99%	65%	4%	2204	97%	59%	1%

### NOTES

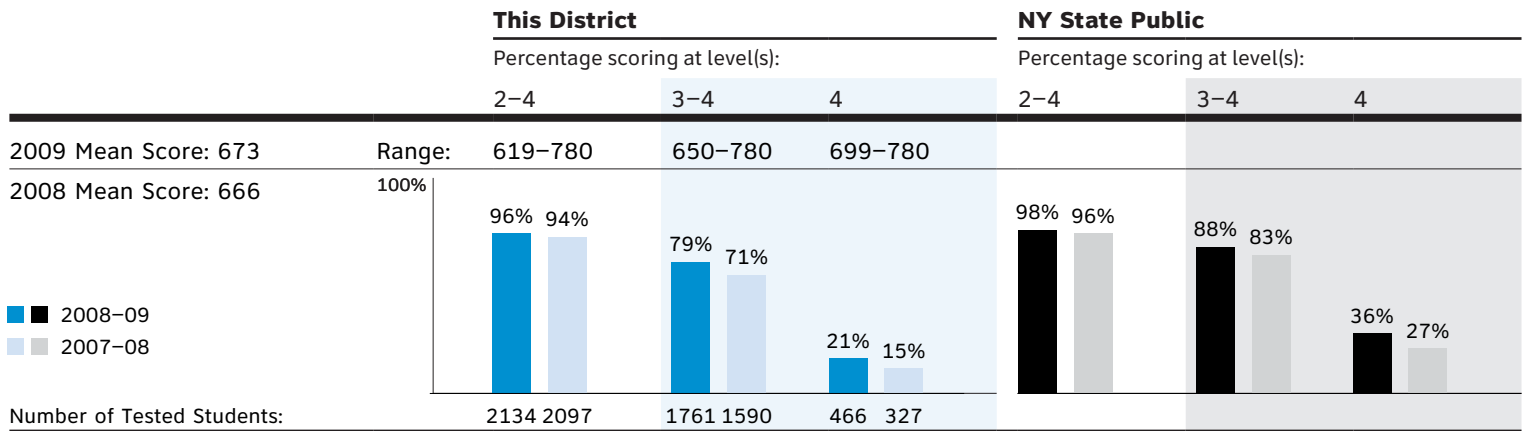
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## Other Assessments

	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 5 Equivalent	49	45	40	28	28	26	23	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	27	N/A	N/A	N/A	15	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
<b>All Students</b>	<b>2232</b>	<b>96%</b>	<b>79%</b>	<b>21%</b>	<b>2225</b>	<b>94%</b>	<b>71%</b>	<b>15%</b>
Female	1123	97%	81%	23%	1071	94%	72%	14%
Male	1109	94%	76%	19%	1154	94%	71%	15%
American Indian or Alaska Native	10	100%	100%	10%	9	89%	67%	22%
Black or African American	1210	96%	76%	17%	1193	94%	68%	12%
Hispanic or Latino	862	96%	81%	23%	863	94%	74%	15%
Asian or Native Hawaiian/Other Pacific Islander	120	97%	90%	51%	139	98%	86%	35%
White	20	90%	65%	10%	21	100%	71%	24%
Multiracial	10	100%	90%	10%				
<b>Small Group Totals</b>								
General-Education Students	1828	98%	85%	24%	1797	97%	78%	17%
Students with Disabilities	404	84%	50%	6%	428	81%	43%	4%
English Proficient	1992	96%	81%	22%	1992	95%	73%	16%
Limited English Proficient	240	88%	63%	11%	233	88%	57%	8%
Economically Disadvantaged	2129	96%	79%	21%	2149	95%	72%	15%
Not Disadvantaged	103	95%	76%	20%	76	86%	67%	14%
Migrant								
Not Migrant	2232	96%	79%	21%	2225	94%	71%	15%

### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	49	48	46	32	27	26	25	9

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 656	598-785	650-785	696-785*			
2008 Mean Score: 643						
Number of Tested Students:	1948	1968	1287	787	53	10

## 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
<b>All Students</b>	<b>1957</b>	<b>100%</b>	<b>66%</b>	<b>3%</b>	<b>2057</b>	<b>96%</b>	<b>38%</b>	<b>0%</b>
Female	946	100%	71%	4%	990	97%	42%	0%
Male	1011	99%	61%	2%	1067	94%	35%	1%
American Indian or Alaska Native	9	-	-	-	11	-	-	-
Black or African American	1091	100%	65%	2%	1130	96%	38%	1%
Hispanic or Latino	745	99%	64%	3%	786	95%	38%	0%
Asian or Native Hawaiian/Other Pacific Islander	92	100%	85%	7%	93	100%	53%	1%
White	18	100%	56%	6%	36	94%	31%	0%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	11	91%	64%	0%	12	100%	58%	0%
General-Education Students	1566	100%	74%	3%	1592	99%	46%	1%
Students with Disabilities	391	98%	35%	0%	465	85%	12%	0%
English Proficient	1777	100%	69%	3%	1880	96%	41%	1%
Limited English Proficient	180	98%	30%	0%	177	89%	8%	0%
Economically Disadvantaged	1816	100%	66%	3%	1938	96%	38%	0%
Not Disadvantaged	141	100%	60%	2%	119	96%	42%	2%
Migrant								
Not Migrant	1957	100%	66%	3%	2057	96%	38%	0%

### NOTES

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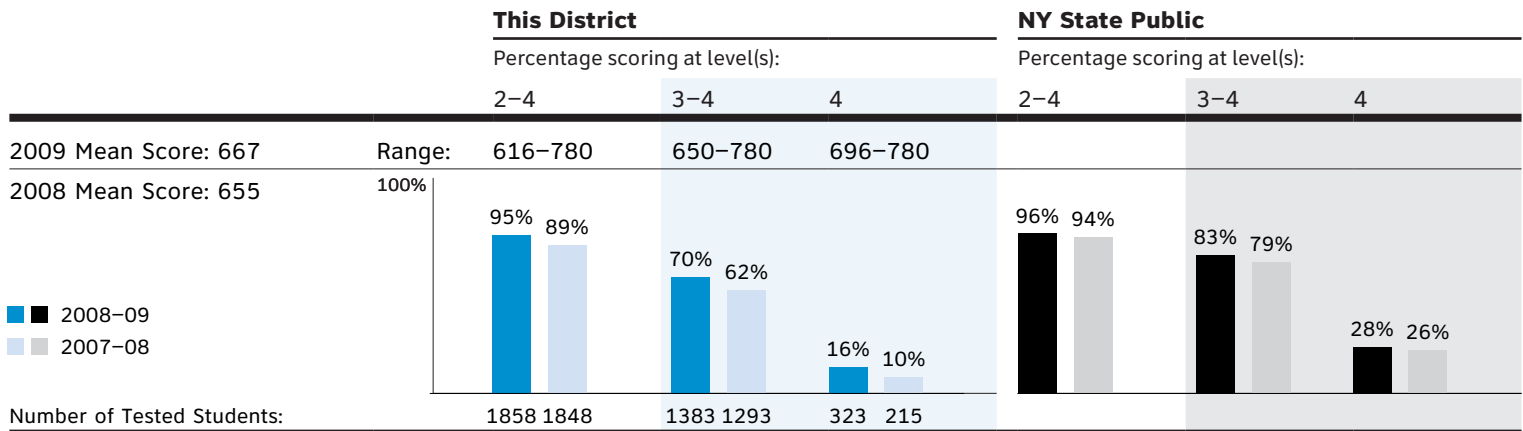
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	33	31	27	21	27	26	23	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	25	N/A	N/A	N/A	17	N/A	N/A	N/A

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

## This District's Results in Grade 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
<b>All Students</b>	<b>1965</b>	<b>95%</b>	<b>70%</b>	<b>16%</b>	<b>2077</b>	<b>89%</b>	<b>62%</b>	<b>10%</b>
Female	950	95%	74%	18%	1011	91%	65%	11%
Male	1015	94%	67%	15%	1066	87%	60%	10%
American Indian or Alaska Native	10	-	-	-	11	-	-	-
Black or African American	1079	95%	69%	14%	1126	88%	60%	9%
Hispanic or Latino	767	94%	72%	17%	811	89%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	89	99%	87%	37%	94	94%	76%	23%
White	18	100%	67%	22%	34	94%	62%	9%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	12	83%	42%	17%	12	100%	75%	25%
General-Education Students	1579	97%	78%	20%	1620	95%	71%	13%
Students with Disabilities	386	83%	39%	3%	457	67%	30%	1%
English Proficient	1759	96%	73%	18%	1881	90%	64%	11%
Limited English Proficient	206	84%	50%	5%	196	78%	43%	2%
Economically Disadvantaged	1815	95%	71%	16%	1957	89%	62%	10%
Not Disadvantaged	150	91%	69%	17%	120	82%	62%	13%
Migrant								
Not Migrant	1965	95%	70%	16%	2077	89%	62%	10%

### NOTES

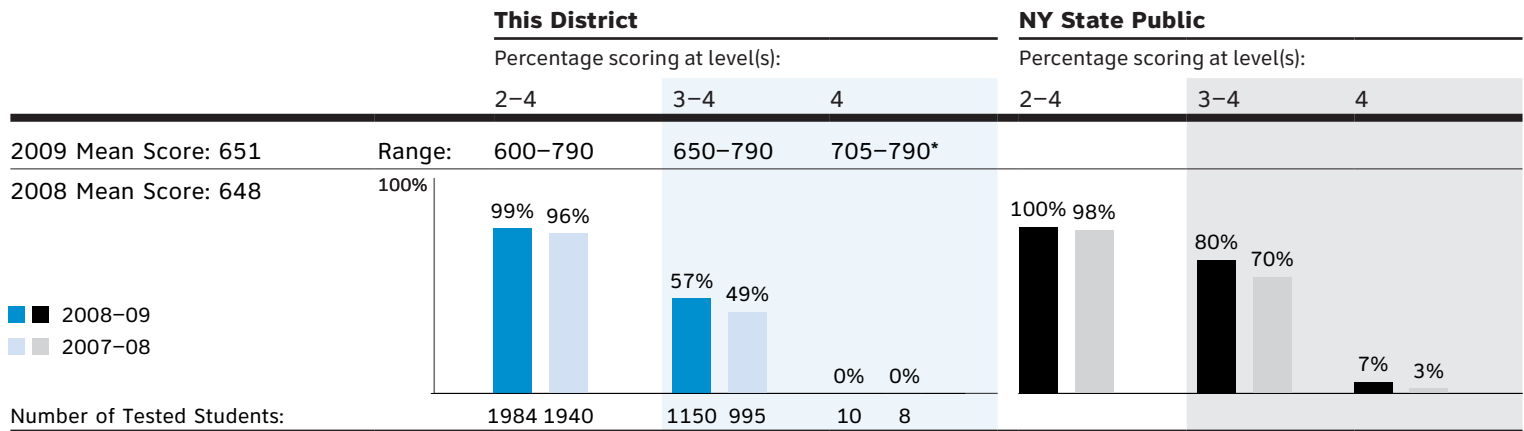
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## Other Assessments

	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	32	32	30	27	28	28	25	19



## 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
<b>All Students</b>	<b>2006</b>	<b>99%</b>	<b>57%</b>	<b>0%</b>	<b>2017</b>	<b>96%</b>	<b>49%</b>	<b>0%</b>
Female	978	99%	62%	1%	980	98%	57%	0%
Male	1028	99%	53%	0%	1037	95%	42%	1%
American Indian or Alaska Native	7	100%	71%	0%	11	100%	36%	0%
Black or African American	1085	99%	56%	0%	1144	97%	48%	0%
Hispanic or Latino	787	99%	58%	0%	750	96%	51%	0%
Asian or Native Hawaiian/Other Pacific Islander	94	100%	65%	3%	85	95%	58%	0%
White	33	100%	52%	0%	27	85%	52%	0%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1583	99%	65%	1%	1593	99%	57%	1%
Students with Disabilities	423	97%	27%	0%	424	87%	21%	0%
English Proficient	1822	99%	61%	1%	1837	97%	52%	0%
Limited English Proficient	184	97%	22%	0%	180	88%	17%	0%
Economically Disadvantaged	1799	99%	58%	1%	1839	96%	49%	0%
Not Disadvantaged	207	100%	55%	0%	178	97%	56%	1%
Migrant								
Not Migrant	2006	99%	57%	0%	2017	96%	49%	0%

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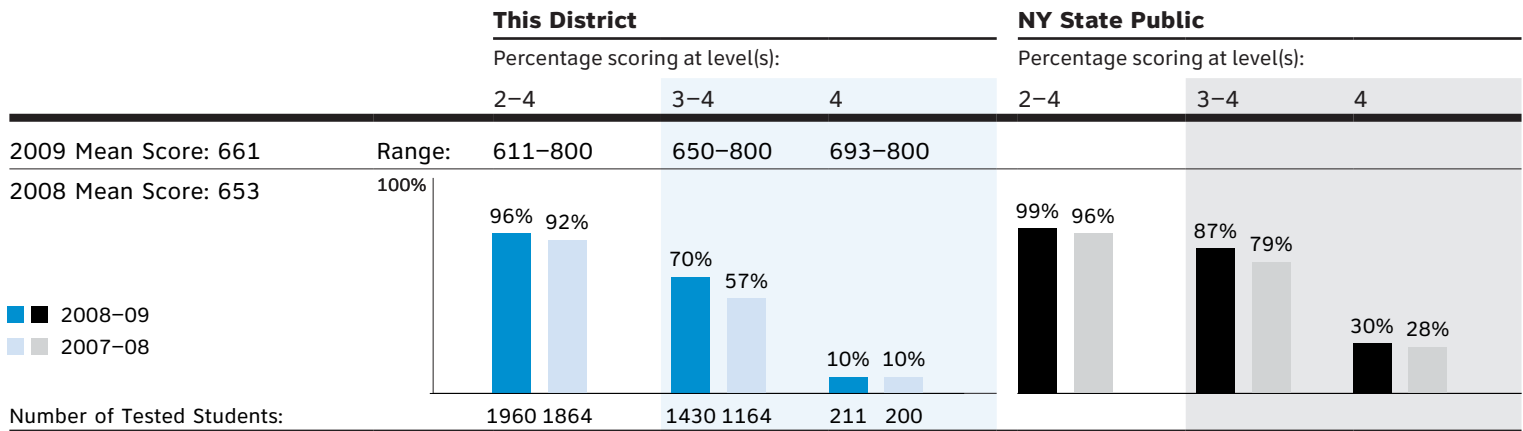
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	39	39	36	33	40	37	30	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	28	N/A	N/A	N/A	16	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2043</b>	<b>96%</b>	<b>70%</b>	<b>10%</b>	<b>2028</b>	<b>92%</b>	<b>57%</b>	<b>10%</b>
Female	995	97%	71%	10%	986	94%	61%	11%
Male	1048	95%	69%	11%	1042	90%	54%	9%
American Indian or Alaska Native	7	100%	86%	29%	11	82%	55%	0%
Black or African American	1095	96%	69%	8%	1145	91%	54%	7%
Hispanic or Latino	807	95%	70%	11%	757	93%	61%	13%
Asian or Native Hawaiian/Other Pacific Islander	97	99%	84%	31%	88	98%	75%	23%
White	37	95%	70%	8%	27	81%	41%	11%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1619	98%	79%	13%	1604	97%	66%	12%
Students with Disabilities	424	87%	37%	1%	424	74%	25%	2%
English Proficient	1829	96%	72%	11%	1834	93%	59%	11%
Limited English Proficient	214	92%	50%	4%	194	86%	47%	2%
Economically Disadvantaged	1825	96%	71%	11%	1846	92%	57%	10%
Not Disadvantaged	218	95%	60%	7%	182	91%	57%	13%
Migrant								
Not Migrant	2043	96%	70%	10%	2028	92%	57%	10%

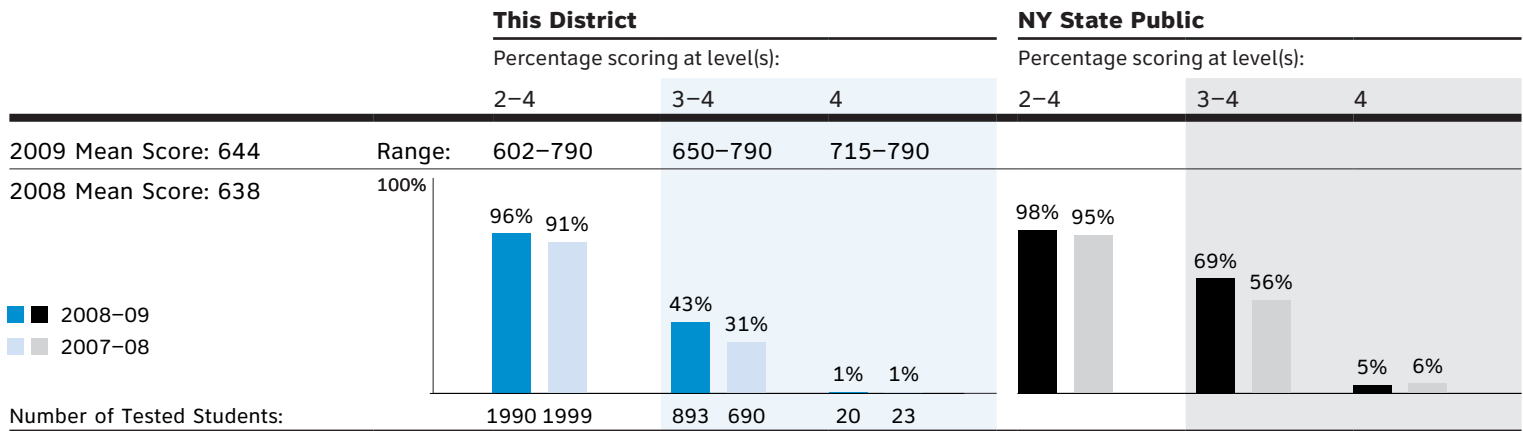
### NOTES

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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 7 Equivalent	39	36	35	27	40	38	32	22

## 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
<b>All Students</b>	<b>2079</b>	<b>96%</b>	<b>43%</b>	<b>1%</b>	<b>2202</b>	<b>91%</b>	<b>31%</b>	<b>1%</b>
Female	995	98%	50%	2%	1076	94%	36%	1%
Male	1084	94%	36%	0%	1126	88%	27%	1%
American Indian or Alaska Native	14	-	-	-	16	81%	31%	6%
Black or African American	1167	97%	42%	1%	1205	92%	31%	1%
Hispanic or Latino	784	94%	43%	1%	848	89%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	90	100%	61%	3%	105	95%	45%	3%
White	23	96%	39%	0%	28	79%	32%	4%
Multiracial	1	-	-	-				
Small Group Totals	15	87%	27%	0%				
General-Education Students	1653	99%	51%	1%	1741	96%	38%	1%
Students with Disabilities	426	85%	12%	0%	461	71%	7%	0%
English Proficient	1881	97%	46%	1%	1990	93%	34%	1%
Limited English Proficient	198	85%	14%	0%	212	68%	7%	0%
Economically Disadvantaged	1786	96%	43%	1%	1998	91%	31%	1%
Not Disadvantaged	293	94%	41%	1%	204	93%	36%	1%
Migrant								
Not Migrant	2079	96%	43%	1%	2202	91%	31%	1%

### NOTES

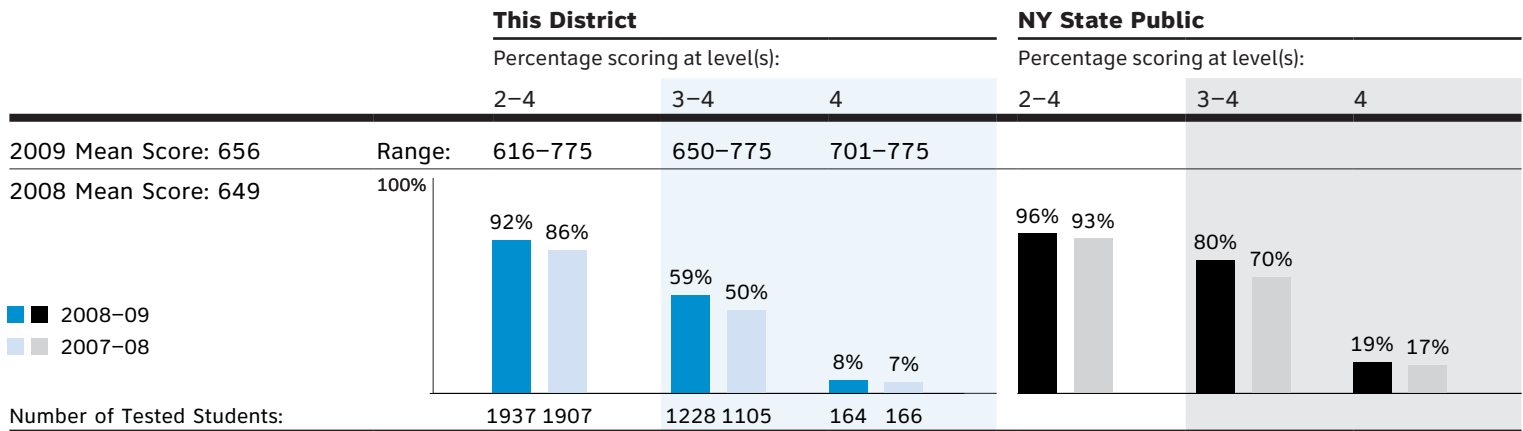
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## Other Assessments

	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	52	51	43	31	34	30	24	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	25	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 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
<b>All Students</b>	<b>2096</b>	<b>92%</b>	<b>59%</b>	<b>8%</b>	<b>2227</b>	<b>86%</b>	<b>50%</b>	<b>7%</b>
Female	1005	94%	62%	10%	1087	88%	55%	9%
Male	1091	91%	56%	6%	1140	83%	45%	6%
American Indian or Alaska Native	14	-	-	-	15	93%	40%	0%
Black or African American	1163	92%	57%	6%	1199	85%	49%	6%
Hispanic or Latino	803	92%	60%	9%	879	85%	49%	8%
Asian or Native Hawaiian/Other Pacific Islander	91	100%	80%	21%	107	95%	72%	20%
White	24	96%	54%	8%	27	74%	37%	15%
Multiracial	1	-	-	-				
Small Group Totals	15	80%	40%	0%				
General-Education Students	1670	97%	66%	10%	1764	92%	58%	9%
Students with Disabilities	426	76%	30%	1%	463	60%	18%	1%
English Proficient	1874	93%	60%	8%	1982	87%	52%	8%
Limited English Proficient	222	90%	46%	2%	245	75%	31%	2%
Economically Disadvantaged	1784	93%	60%	8%	2019	86%	50%	7%
Not Disadvantaged	312	91%	53%	5%	208	84%	50%	7%
Migrant								
Not Migrant	2096	92%	59%	8%	2227	86%	50%	7%

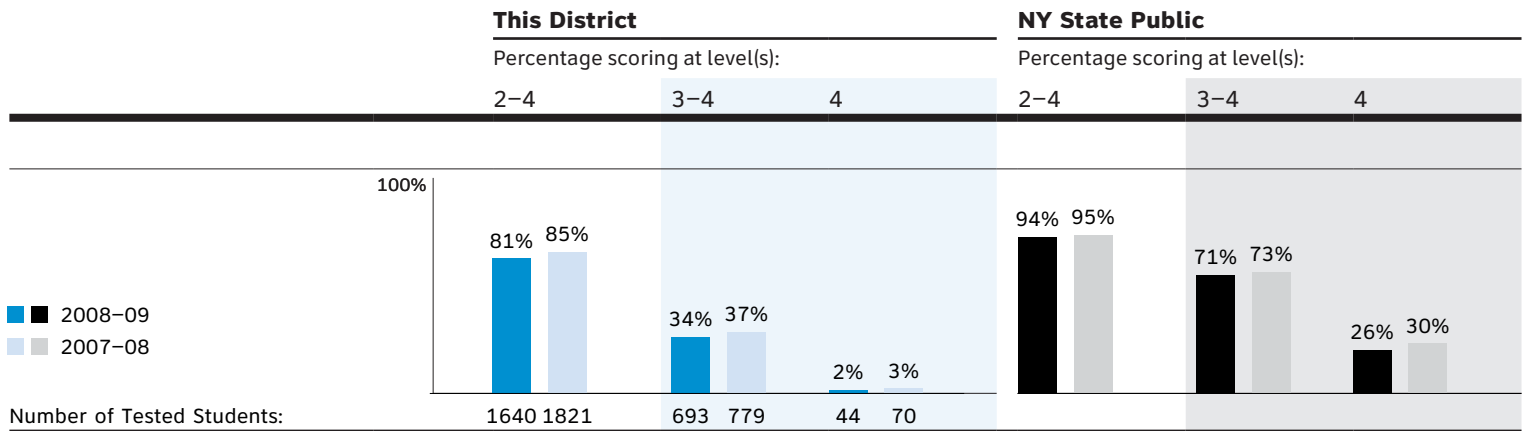
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	53	47	40	21	34	29	25	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
<b>All Students</b>	<b>2030</b>	<b>81%</b>	<b>34%</b>	<b>2%</b>	<b>2134</b>	<b>85%</b>	<b>37%</b>	<b>3%</b>
Female	974	85%	35%	3%	1051	88%	35%	3%
Male	1056	77%	33%	2%	1083	82%	37%	4%
American Indian or Alaska Native	14	-	-	-	15	80%	27%	0%
Black or African American	1132	80%	32%	2%	1144	83%	34%	2%
Hispanic or Latino	771	82%	36%	2%	844	88%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	92	84%	48%	11%	108	90%	51%	8%
White	20	75%	45%	0%	23	83%	39%	9%
Multiracial	1	-	-	-				
Small Group Totals	15	87%	27%	0%				
General-Education Students	1621	86%	40%	3%	1709	90%	43%	4%
Students with Disabilities	409	59%	12%	0%	425	66%	12%	1%
English Proficient	1815	82%	36%	2%	1893	87%	38%	4%
Limited English Proficient	215	68%	14%	0%	241	76%	21%	0%
Economically Disadvantaged	1720	82%	35%	2%	1938	86%	36%	3%
Not Disadvantaged	310	75%	29%	2%	196	83%	38%	5%
Migrant								
Not Migrant	2030	81%	34%	2%	2134	85%	37%	3%

### NOTES

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

## Other Assessments

	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	53	45	39	33	35	33	29	21
Regents Science	0				0			

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

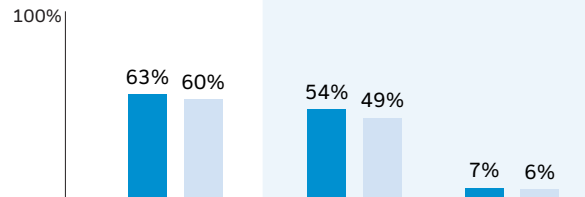
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

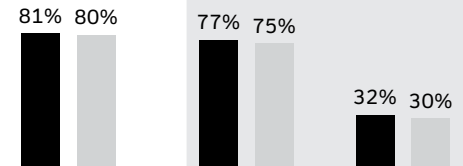
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1767</b>	<b>63%</b>	<b>54%</b>	<b>7%</b>	<b>1709</b>	<b>60%</b>	<b>49%</b>	<b>6%</b>
Female	827	68%	61%	8%	801	64%	53%	7%
Male	940	58%	49%	6%	908	56%	46%	6%
American Indian or Alaska Native	6	33%	33%	0%	6	-	-	-
Black or African American	977	66%	59%	8%	900	66%	56%	7%
Hispanic or Latino	680	57%	48%	5%	688	50%	40%	5%
Asian or Native Hawaiian/Other Pacific Islander	78	68%	59%	14%	87	77%	60%	14%
White	21	52%	48%	10%	26	42%	42%	0%
Multiracial	5	100%	80%	0%	2	-	-	-
Small Group Totals					8	63%	50%	0%
General-Education Students	1456	72%	63%	8%	1398	69%	58%	8%
Students with Disabilities	311	19%	14%	1%	311	18%	10%	1%
English Proficient	1533	67%	59%	8%	1507	63%	52%	7%
Limited English Proficient	234	35%	23%	1%	202	38%	26%	2%
Economically Disadvantaged	1267	66%	58%	8%	1291	61%	50%	7%
Not Disadvantaged	500	55%	47%	5%	418	55%	46%	5%
Migrant								
Not Migrant	1767	63%	54%	7%	1709	60%	49%	6%

### NOTES

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## Other Assessments

### 2005 Cohort

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

### 2004 Cohort

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

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

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

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

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

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

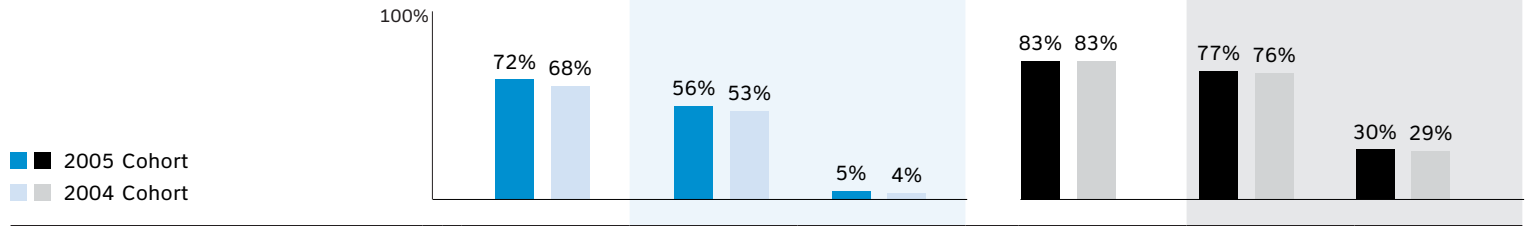
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1767</b>	<b>72%</b>	<b>56%</b>	<b>5%</b>	<b>1709</b>	<b>68%</b>	<b>53%</b>	<b>4%</b>
Female	827	77%	61%	4%	801	70%	54%	3%
Male	940	67%	52%	6%	908	67%	52%	5%
American Indian or Alaska Native	6	33%	17%	0%	6	–	–	–
Black or African American	977	71%	56%	5%	900	71%	55%	3%
Hispanic or Latino	680	72%	56%	4%	688	63%	48%	3%
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White	21	52%	38%	19%	26	58%	38%	8%
Multiracial	5	80%	80%	0%	2	–	–	–
Small Group Totals					8	75%	38%	0%
General-Education Students	1456	82%	65%	6%	1398	78%	61%	5%
Students with Disabilities	311	23%	13%	0%	311	26%	14%	0%
English Proficient	1533	72%	57%	5%	1507	69%	54%	4%
Limited English Proficient	234	68%	49%	3%	202	64%	46%	2%
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Migrant								
Not Migrant	1767	72%	56%	5%	1709	68%	53%	4%

### NOTES

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

## Other Assessments

### 2005 Cohort

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

### 2004 Cohort

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

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

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

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

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