



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #20**

District ID **33-20-00-01-0000**

Superintendent **KARINA COSTANTINO**

Telephone **(718) 759-4912**

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	833	880	873
Kindergarten	2706	2867	2995
Grade 1	2849	2838	2955
Grade 2	2763	2820	2808
Grade 3	2744	2723	2827
Grade 4	2738	2673	2733
Grade 5	2815	2728	2693
Grade 6	2957	2951	2767
Ungraded Elementary	1317	1414	1504
Grade 7	3022	3101	3042
Grade 8	2981	3011	3175
Grade 9	3745	3697	3464
Grade 10	3782	3776	3646
Grade 11	1976	1883	1739
Grade 12	1779	1936	1830
Ungraded Secondary	1340	1481	1551
Total K-12	39514	39899	39729

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	24	23	24
Grade 8			
English	27	27	28
Mathematics	27	28	29
Science	28	28	28
Social Studies	28	29	29
Grade 10			
English	31	32	30
Mathematics	29	29	28
Science	30	30	30
Social Studies	30	29	30

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	24131	61%	22914	57%	26053	66%
Reduced-Price Lunch	3728	9%	3518	9%	3786	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	9130	23%	9665	24%	10165	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	89	0%	88	0%	79	0%
Black or African American	2111	5%	2123	5%	1925	5%
Hispanic or Latino	11470	29%	11668	29%	11485	29%
Asian or Native Hawaiian/Other Pacific Islander	13735	35%	14145	35%	14523	37%
White	12109	31%	11875	30%	11717	29%
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	1015	3%	1015	3%	1063	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	2689	2756	2799
Percent with No Valid Teaching Certificate	4%	2%	1%
Percent Teaching Out of Certification	10%	8%	8%
Percent with Fewer Than Three Years of Experience	12%	12%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	44%	46%	48%
Total Number of Core Classes	6043	6609	6659
Percent Not Taught by Highly Qualified Teachers	10%	9%	7%
Total Number of Classes	7731	7936	7934
Percent Taught by Teachers Without Appropriate Certification	12%	11%	9%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%		12%
Turnover Rate of All Teachers	12%		11%

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:

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

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2009–10)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓ ^{SH}	✗	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓ ^{SH}	✓ ^{SH}	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✓ ^{SH}	✗	—
Limited English Proficient	✓	✓	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 7 of 8	✗ 5 of 8	✓ 1 of 1

AYP Status

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

Accountability Status Levels

Federal

- 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)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (18761:17761)	✓	✓	100%	✓	173	143	
Ethnicity							
American Indian or Alaska Native (27:26)	—	—	—	—	—	—	—
Black or African American (750:703)	✓	✓	99%	✓	165	140	
Hispanic or Latino (4888:4692)	✓	✓	100%	✓	160	142	
Asian or Native Hawaiian/Other Pacific Islander (7547:7039)	✓	✓	100%	✓	178	143	
White (5541:5295)	✓	✓	99%	✓	178	142	
Multiracial (8:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2571:2468)	✓ ^{SH}	✓	98%	✓ ^{SH}	134	142	126 141
Limited English Proficient ⁵ (4103:4950)	✓	✓	99%	✓	147	142	
Economically Disadvantaged (16324:15409)	✓	✓	100%	✓	171	143	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (18845:18122)	✓	✓	100%	✓	187	118	
Ethnicity							
American Indian or Alaska Native (27:27)	–	–	–	–	–	–	–
Black or African American (746:699)	✓	✓	99%	✓	180	115	
Hispanic or Latino (4887:4702)	✓	✓	100%	✓	176	117	
Asian or Native Hawaiian/Other Pacific Islander (7619:7314)	✓	✓	100%	✓	195	118	
White (5557:5373)	✓	✓	99%	✓	188	118	
Multiracial (9:7)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (2570:2449)	✓	✓	98%	✓	159	117	
Limited English Proficient ⁵ (4167:5394)	✓	✓	100%	✓	179	118	
Economically Disadvantaged (16400:15763)	✓	✓	100%	✓	187	118	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status



















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (6483:6125)		Qualified		99%		169	100	
Ethnicity								
American Indian or Alaska Native (13:12)		—	—	—	—	—	—	—
Black or African American (252:219)		Qualified		95%		139	100	
Hispanic or Latino (1721:1623)		Qualified		98%		149	100	
Asian or Native Hawaiian/Other Pacific Islander (2597:2448)		Qualified		99%		181	100	
White (1897:1821)		Qualified		99%		174	100	
Multiracial (3:2)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (844:792)		Qualified		97%		135	100	
Limited English Proficient ⁴ (1408:1685)		Qualified		99%		145	100	
Economically Disadvantaged (5597:5271)		Qualified		99%		167	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)



Good Standing

Accountability Measures

7 of 8

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (2407:2550)	✓ SH	✓	99%	✓ SH	165	169	164	169
Ethnicity								
American Indian or Alaska Native (5:8)	—	—	—	—	—	—	—	—
Black or African American (179:188)	✓	✓	100%	✓	168	163		
Hispanic or Latino (730:836)	✓ SH	✓	99%	✓ SH	157	167	151	161
Asian or Native Hawaiian/Other Pacific Islander (807:786)	✓	✓	99%	✓	168	167		
White (686:714)	✓	✓	99%	✓	174	167		
Multiracial (0:18)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (186:277)	✓ SH	✓	98%	✓ SH	117	164	105	125
Limited English Proficient ⁵ (534:627)	✗	✓	99%	✗	141	167	143‡	147
Economically Disadvantaged (1384:1531)	✓	✓	99%	✓	170	168		
Final AYP Determination	✗ 7 of 8							

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

5 of 8

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (2407:2550)			99%		163	164	164	167
Ethnicity								
American Indian or Alaska Native (5:8)	—	—	—	—	—	—	—	—
Black or African American (179:188)			98%		161	158		
Hispanic or Latino (730:836)	SH		99%	SH	150	162	146	155
Asian or Native Hawaiian/Other Pacific Islander (807:786)			100%		178	162		
White (686:714)			99%		167	162		
Multiracial (0:18)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities ⁴ (186:277)			97%		105	159	106	115
Limited English Proficient ⁵ (534:627)			99%		151	162	160‡	156
Economically Disadvantaged (1384:1531)			100%		169	163		
Final AYP Determination	5 of 8							

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status



















Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ¹	State Standard	Progress Target 2008–09 2009–10
All Students (3082) 			59%	55%	
Ethnicity					
American Indian or Alaska Native (7)		–	–	–	
Black or African American (288)			58%	55%	
Hispanic or Latino (1008)			47%	55%	46% 48%
Asian or Native Hawaiian/Other Pacific Islander (919)			67%	55%	
White (857)			66%	55%	
Multiracial (3)					
Other Groups	–	–	–	–	
Students with Disabilities (391)			29%	55%	27% 30%
Limited English Proficient ² (673)			50%	55%	51% 51%
Economically Disadvantaged (1617)			57%	55%	
Final AYP Determination  1 of 1					

NOTES

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

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

Graduation Rate Information

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

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

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #20

District ID 33-20-00-01-0000

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
English Language Arts	0%	50%	100%	
Grade 3	78%			2924
Grade 4	74%			2879
Grade 5	82%			2819
Grade 6	77%			2901
Grade 7	76%			3090
Grade 8	63%			3223

Mathematics

Grade 3	95%		3035
Grade 4	91%		2975
Grade 5	92%		2911
Grade 6	85%		3036
Grade 7	88%		3230
Grade 8	81%		3371

Science

Grade 4	86%		2989
Grade 8	63%		3342

	Percentage of students that scored at or above Level 3			2005 Total Cohort
Secondary Level	0%	50%	100%	
English	70%			2976
Mathematics	69%			2976

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.

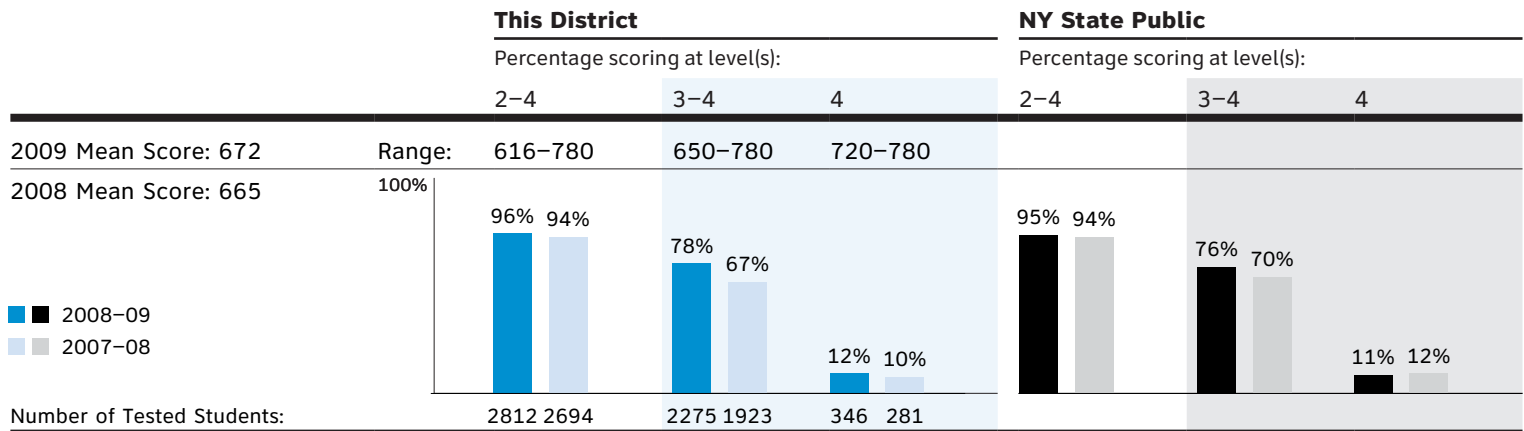
In this section, this district's performance is compared with that of public schools statewide.

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	2924	96%	78%	12%	2876	94%	67%	10%
Female	1457	97%	82%	14%	1346	96%	70%	10%
Male	1467	96%	74%	9%	1530	92%	64%	10%
American Indian or Alaska Native	5	—	—	—	4	—	—	—
Black or African American	46	93%	61%	13%	44	—	—	—
Hispanic or Latino	754	94%	65%	5%	733	89%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	1180	97%	84%	15%	1146	95%	71%	10%
White	935	96%	82%	14%	949	96%	75%	14%
Multiracial	4	—	—	—				
Small Group Totals	9	100%	78%	0%	48	96%	73%	4%
General-Education Students	2526	99%	84%	13%	2457	97%	73%	11%
Students with Disabilities	398	80%	39%	3%	419	74%	30%	2%
English Proficient	2158	98%	85%	15%	2152	97%	78%	13%
Limited English Proficient	766	90%	57%	2%	724	83%	33%	0%
Economically Disadvantaged	2607	96%	76%	10%	2507	93%	64%	7%
Not Disadvantaged	317	100%	91%	26%	369	96%	89%	30%
Migrant								
Not Migrant	2924	96%	78%	12%	2876	94%	67%	10%

NOTES

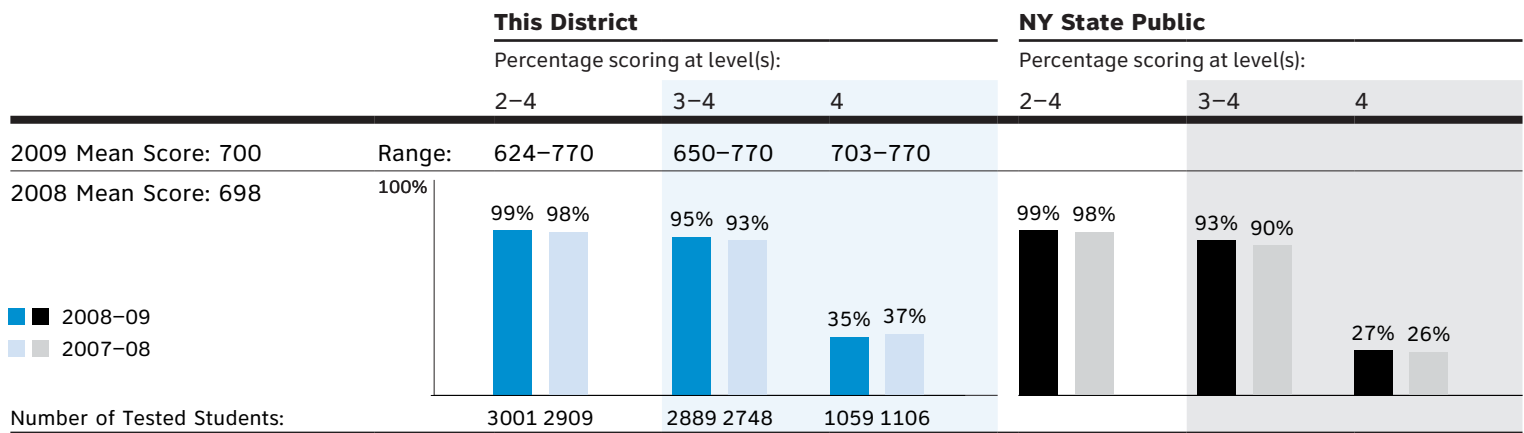
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	32	31	30	24	21	19	18	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	86	N/A	N/A	N/A	55	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	3035	99%	95%	35%	2961	98%	93%	37%
Female	1498	99%	95%	37%	1387	98%	94%	39%
Male	1537	99%	95%	33%	1574	98%	92%	36%
American Indian or Alaska Native	5	—	—	—	4	—	—	—
Black or African American	44	98%	89%	18%	47	—	—	—
Hispanic or Latino	766	98%	92%	15%	743	97%	86%	16%
Asian or Native Hawaiian/Other Pacific Islander	1260	99%	97%	48%	1199	99%	96%	51%
White	956	99%	95%	34%	968	98%	94%	38%
Multiracial	4	—	—	—				
Small Group Totals	9	100%	89%	22%	51	100%	88%	18%
General-Education Students	2635	100%	97%	39%	2540	99%	96%	42%
Students with Disabilities	400	95%	80%	11%	421	92%	73%	10%
English Proficient	2167	99%	97%	42%	2154	99%	96%	45%
Limited English Proficient	868	97%	90%	18%	807	96%	85%	16%
Economically Disadvantaged	2713	99%	95%	33%	2592	98%	92%	34%
Not Disadvantaged	322	100%	99%	54%	369	98%	96%	58%
Migrant								
Not Migrant	3035	99%	95%	35%	2961	98%	93%	37%

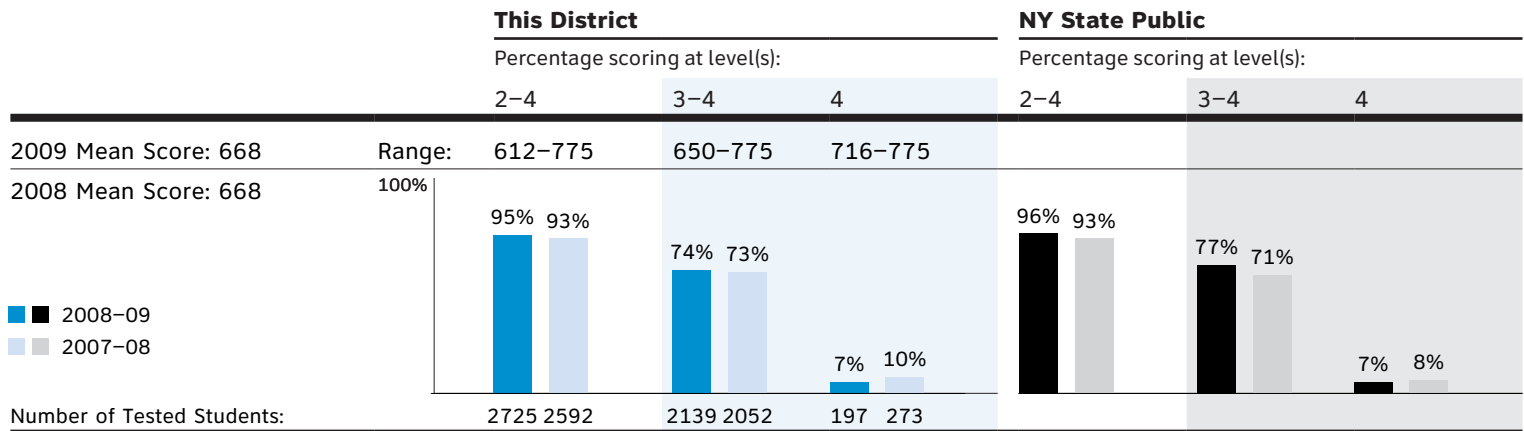
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Other Assessments

	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	32	32	30	21	21	20	20	14

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2879	95%	74%	7%	2792	93%	73%	10%
Female	1369	96%	78%	9%	1345	95%	79%	12%
Male	1510	93%	71%	5%	1447	90%	69%	7%
American Indian or Alaska Native	4	—	—	—	9	89%	78%	0%
Black or African American	44	89%	61%	2%	50	92%	66%	6%
Hispanic or Latino	716	90%	57%	2%	674	89%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	1174	97%	81%	9%	1096	94%	79%	10%
White	939	96%	80%	9%	963	94%	76%	13%
Multiracial	2	—	—	—				
Small Group Totals	6	100%	83%	0%				
General-Education Students	2450	98%	81%	8%	2426	96%	80%	11%
Students with Disabilities	429	78%	35%	0%	366	72%	31%	1%
English Proficient	2279	98%	84%	9%	2208	97%	84%	12%
Limited English Proficient	600	83%	38%	0%	584	76%	35%	0%
Economically Disadvantaged	2579	94%	72%	6%	2441	92%	71%	8%
Not Disadvantaged	300	97%	91%	15%	351	98%	90%	23%
Migrant								
Not Migrant	2879	95%	74%	7%	2792	93%	73%	10%

NOTES

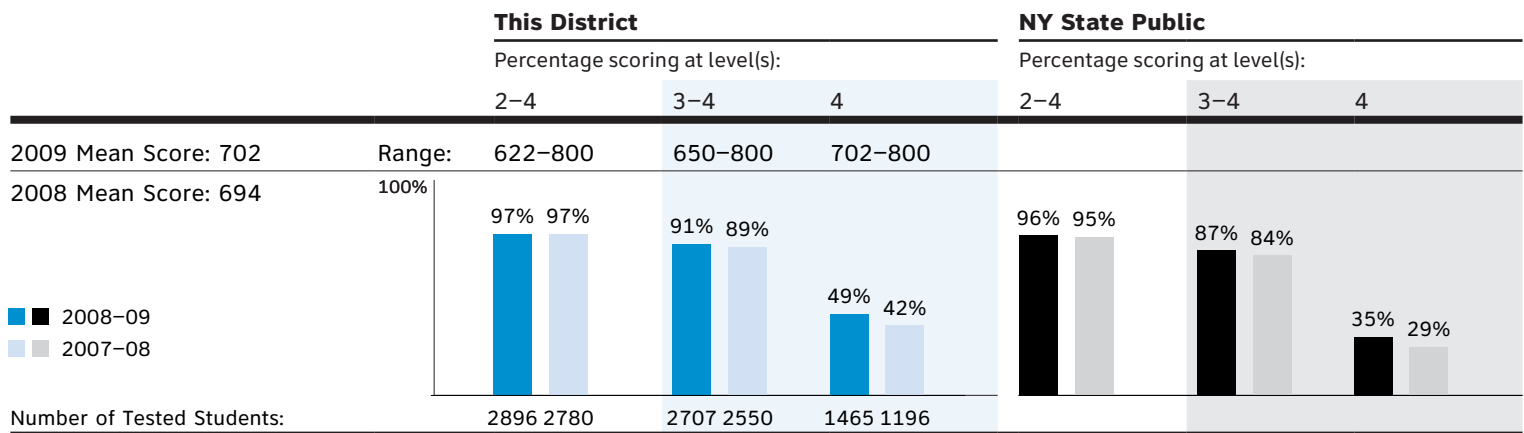
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Other Assessments

	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 4 Equivalent	29	29	29	21	28	26	22	19
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	96	N/A	N/A	N/A	63	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	2975	97%	91%	49%	2875	97%	89%	42%
Female	1398	98%	92%	50%	1384	97%	88%	41%
Male	1577	97%	90%	48%	1491	97%	89%	42%
American Indian or Alaska Native	5	—	—	—	10	100%	90%	10%
Black or African American	44	95%	86%	20%	51	96%	78%	14%
Hispanic or Latino	738	94%	80%	22%	680	94%	78%	19%
Asian or Native Hawaiian/Other Pacific Islander	1232	99%	97%	65%	1155	99%	95%	57%
White	954	98%	92%	51%	979	97%	89%	41%
Multiracial	2	—	—	—				
Small Group Totals	7	100%	100%	57%				
General-Education Students	2542	99%	95%	55%	2512	98%	93%	46%
Students with Disabilities	433	88%	68%	15%	363	86%	61%	10%
English Proficient	2274	99%	94%	57%	2202	98%	93%	50%
Limited English Proficient	701	94%	81%	25%	673	91%	74%	16%
Economically Disadvantaged	2672	97%	91%	47%	2523	96%	88%	39%
Not Disadvantaged	303	97%	95%	65%	352	100%	97%	61%
Migrant								
Not Migrant	2975	97%	91%	49%	2875	97%	89%	42%

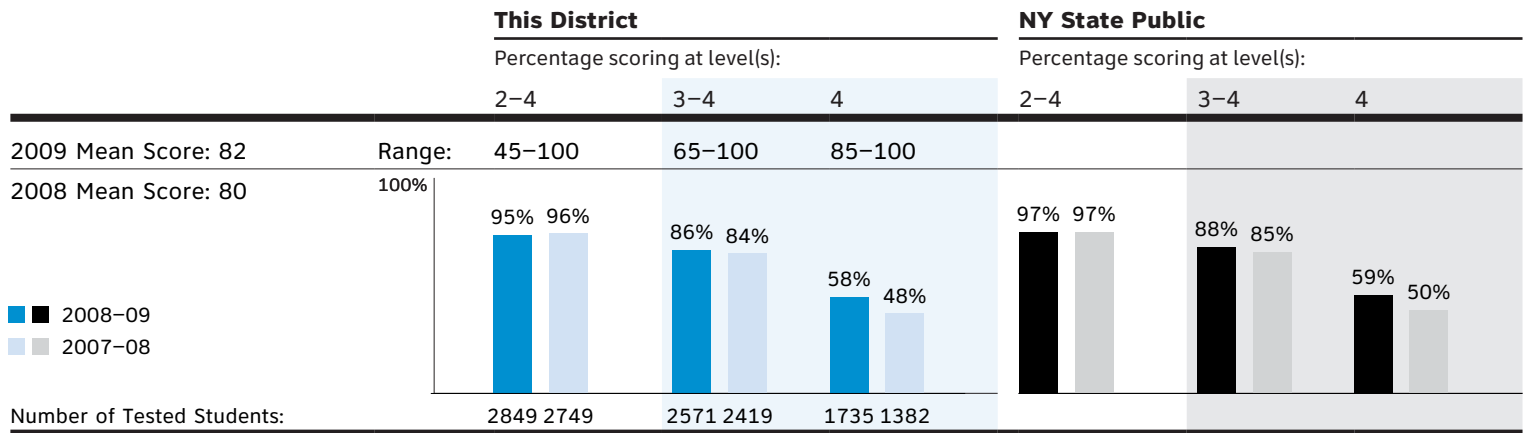
NOTES

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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	29	29	29	21	28	27	23	15

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	2989	95%	86%	58%	2870	96%	84%	48%
Female	1407	96%	87%	58%	1388	96%	85%	49%
Male	1582	95%	85%	58%	1482	95%	84%	47%
American Indian or Alaska Native	5	—	—	—	10	90%	80%	20%
Black or African American	45	89%	78%	38%	53	96%	74%	28%
Hispanic or Latino	739	91%	75%	34%	675	94%	72%	27%
Asian or Native Hawaiian/Other Pacific Islander	1244	97%	91%	67%	1155	97%	89%	58%
White	954	97%	88%	65%	977	96%	88%	52%
Multiracial	2	—	—	—				
Small Group Totals	7	100%	86%	57%				
General-Education Students	2562	97%	90%	64%	2511	97%	88%	53%
Students with Disabilities	427	85%	64%	23%	359	89%	58%	15%
English Proficient	2290	98%	92%	68%	2207	99%	92%	57%
Limited English Proficient	699	86%	65%	26%	663	86%	58%	17%
Economically Disadvantaged	2687	95%	85%	55%	2518	95%	83%	45%
Not Disadvantaged	302	97%	95%	84%	352	99%	96%	73%
Migrant								
Not Migrant	2989	95%	86%	58%	2870	96%	84%	48%

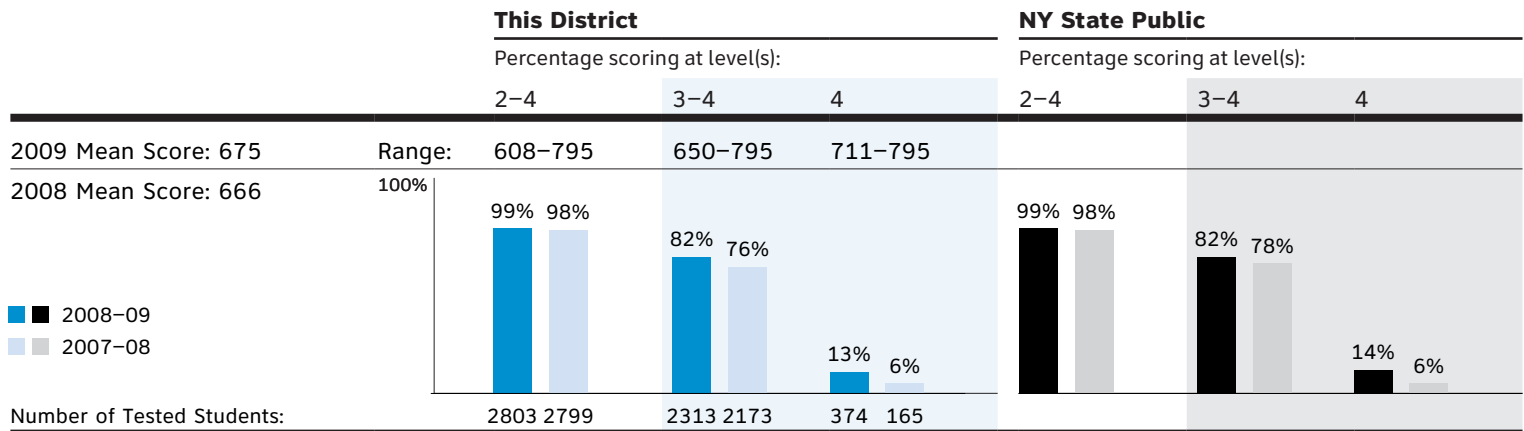
NOTES

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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	29	29	29	27	28	27	27	22

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	2819	99%	82%	13%	2861	98%	76%	6%
Female	1377	99%	84%	14%	1405	98%	79%	6%
Male	1442	99%	80%	12%	1456	97%	73%	5%
American Indian or Alaska Native	6	100%	67%	17%				
Black or African American	49	98%	63%	6%	64	97%	73%	0%
Hispanic or Latino	672	99%	73%	6%	673	97%	61%	2%
Asian or Native Hawaiian/Other Pacific Islander	1143	99%	86%	16%	1152	98%	82%	6%
White	949	100%	85%	16%	972	98%	80%	8%
Multiracial								
Small Group Totals								
General-Education Students	2449	100%	87%	15%	2472	98%	82%	7%
Students with Disabilities	370	98%	48%	2%	389	95%	38%	1%
English Proficient	2329	100%	90%	16%	2381	99%	85%	7%
Limited English Proficient	490	98%	44%	1%	480	90%	30%	0%
Economically Disadvantaged	2538	99%	81%	12%	2504	98%	73%	5%
Not Disadvantaged	281	100%	94%	24%	357	99%	94%	15%
Migrant								
Not Migrant	2819	99%	82%	13%	2861	98%	76%	6%

NOTES

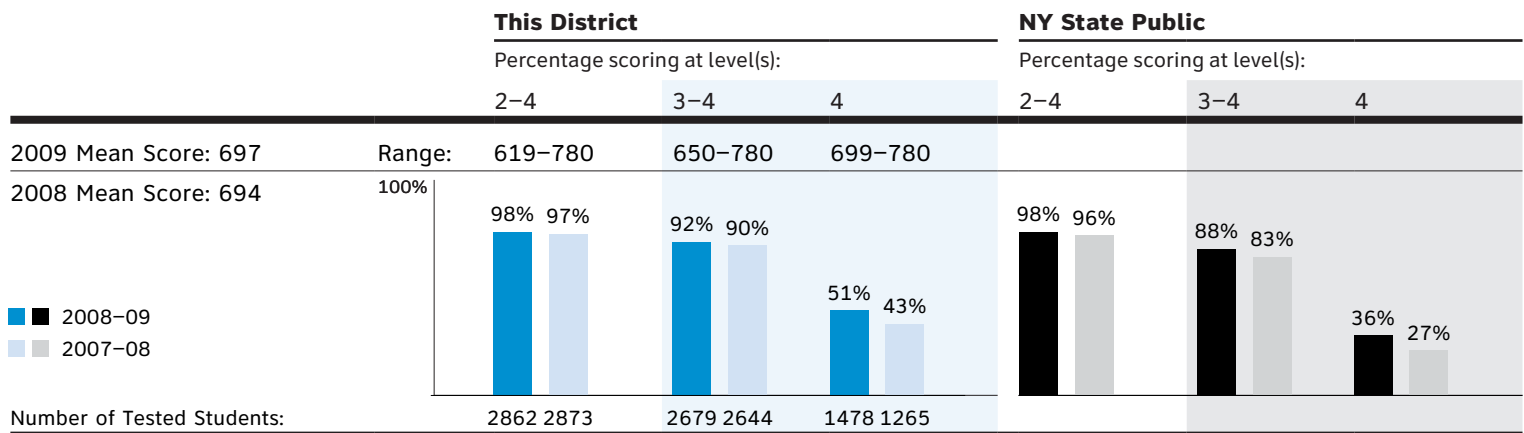
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Other Assessments

	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 5 Equivalent	40	39	36	18	33	31	24	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	75	N/A	N/A	N/A	61	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	2911	98%	92%	51%	2948	97%	90%	43%
Female	1415	99%	92%	52%	1436	98%	90%	42%
Male	1496	98%	92%	49%	1512	96%	89%	43%
American Indian or Alaska Native	6	100%	83%	33%	1	—	—	—
Black or African American	48	98%	94%	27%	64	—	—	—
Hispanic or Latino	681	98%	85%	27%	686	95%	78%	21%
Asian or Native Hawaiian/Other Pacific Islander	1201	99%	97%	68%	1209	99%	96%	61%
White	975	98%	91%	47%	988	97%	91%	38%
Multiracial								
Small Group Totals					65	97%	85%	14%
General-Education Students	2535	99%	95%	57%	2555	98%	93%	48%
Students with Disabilities	376	93%	69%	11%	393	92%	67%	12%
English Proficient	2332	99%	95%	57%	2373	99%	95%	49%
Limited English Proficient	579	95%	78%	25%	575	91%	70%	19%
Economically Disadvantaged	2627	98%	92%	49%	2590	97%	89%	40%
Not Disadvantaged	284	99%	97%	71%	358	99%	97%	62%
Migrant								
Not Migrant	2911	98%	92%	51%	2948	97%	90%	43%

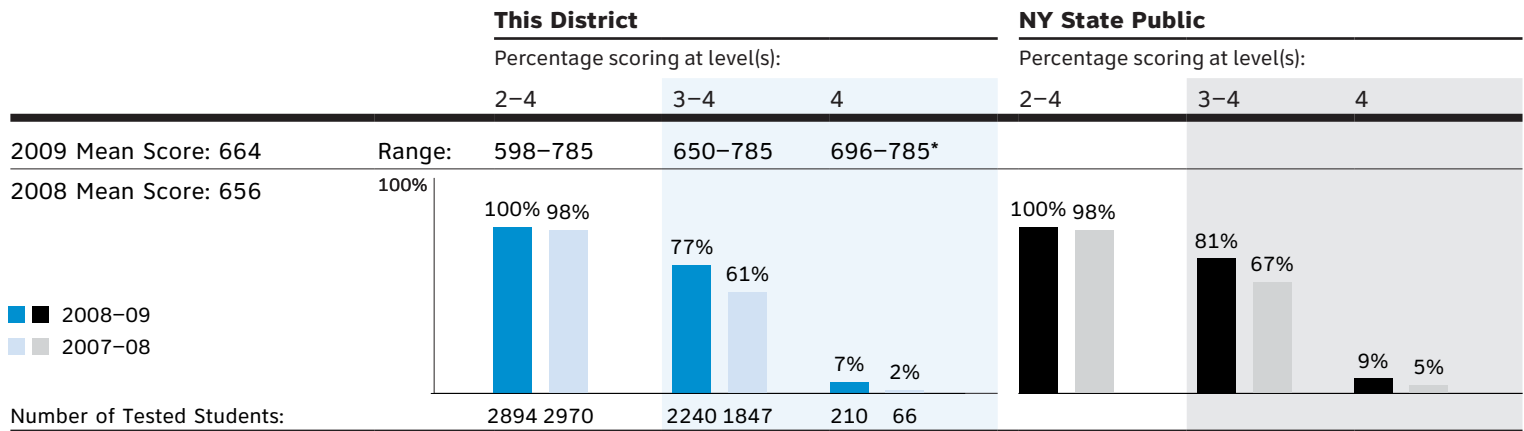
NOTES

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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	40	40	36	23	34	30	28	18

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	2901	100%	77%	7%	3037	98%	61%	2%
Female	1426	100%	81%	10%	1420	99%	65%	3%
Male	1475	100%	74%	5%	1617	97%	57%	2%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	157	-	-	-	213	-	-	-
Hispanic or Latino	841	100%	64%	3%	823	97%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	1136	100%	84%	10%	1177	98%	69%	4%
White	765	100%	82%	8%	821	98%	66%	2%
Multiracial								
Small Group Totals	159	100%	74%	3%	216	100%	59%	1%
General-Education Students	2490	100%	84%	8%	2658	98%	66%	2%
Students with Disabilities	411	100%	39%	1%	379	93%	22%	0%
English Proficient	2390	100%	86%	9%	2570	99%	70%	3%
Limited English Proficient	511	99%	34%	0%	467	89%	12%	0%
Economically Disadvantaged	2510	100%	75%	6%	2578	98%	58%	2%
Not Disadvantaged	391	100%	88%	14%	459	99%	78%	5%
Migrant								
Not Migrant	2901	100%	77%	7%	3037	98%	61%	2%

NOTES

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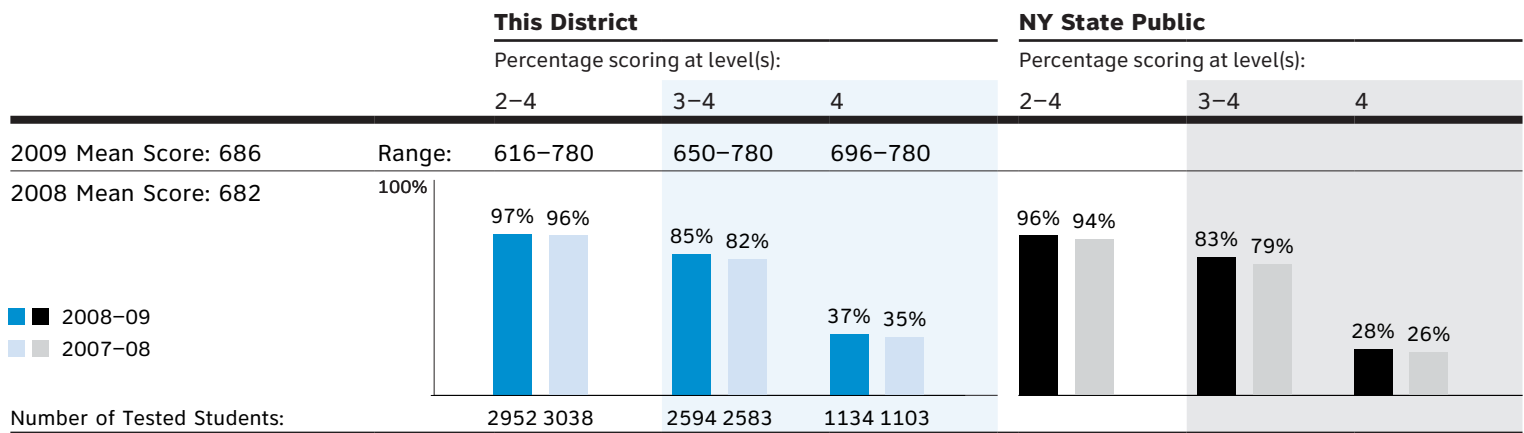
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	36	34	28	22	20	19	14	9
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	103	N/A	N/A	N/A	91	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	3036	97%	85%	37%	3160	96%	82%	35%
Female	1484	98%	87%	37%	1468	96%	83%	36%
Male	1552	97%	84%	37%	1692	96%	81%	34%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	164	—	—	—	221	—	—	—
Hispanic or Latino	859	95%	75%	16%	826	92%	67%	15%
Asian or Native Hawaiian/Other Pacific Islander	1223	99%	93%	55%	1270	99%	93%	52%
White	787	97%	87%	38%	840	96%	82%	34%
Multiracial	1	—	—	—				
Small Group Totals	167	98%	75%	13%	224	99%	75%	16%
General-Education Students	2625	98%	90%	42%	2782	98%	86%	39%
Students with Disabilities	411	89%	57%	11%	378	86%	53%	6%
English Proficient	2400	99%	92%	43%	2560	98%	87%	41%
Limited English Proficient	636	91%	62%	16%	600	88%	59%	11%
Economically Disadvantaged	2635	97%	84%	35%	2700	96%	80%	32%
Not Disadvantaged	401	99%	94%	50%	460	99%	89%	51%
Migrant								
Not Migrant	3036	97%	85%	37%	3160	96%	82%	35%

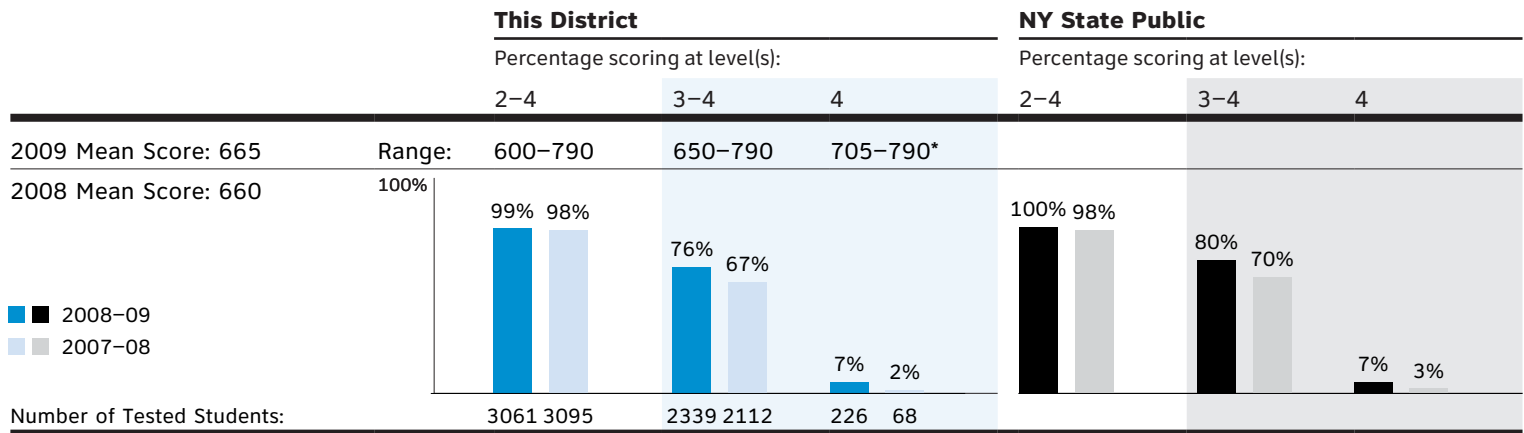
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Other Assessments

	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	36	35	33	26	21	21	19	13

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	3090	99%	76%	7%	3154	98%	67%	2%
Female	1455	99%	80%	10%	1511	98%	72%	3%
Male	1635	99%	72%	5%	1643	98%	62%	2%
American Indian or Alaska Native	2	—	—	—	9	100%	67%	11%
Black or African American	225	—	—	—	193	99%	65%	0%
Hispanic or Latino	809	100%	65%	2%	959	98%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	1239	98%	79%	10%	1138	98%	73%	3%
White	815	100%	82%	9%	855	99%	73%	3%
Multiracial								
Small Group Totals	227	99%	75%	3%				
General-Education Students	2729	99%	80%	8%	2792	99%	72%	2%
Students with Disabilities	361	99%	40%	0%	362	94%	31%	0%
English Proficient	2604	100%	86%	9%	2670	100%	76%	3%
Limited English Proficient	486	95%	23%	0%	484	89%	15%	0%
Economically Disadvantaged	2614	99%	74%	6%	2596	98%	63%	1%
Not Disadvantaged	476	100%	87%	15%	558	99%	84%	5%
Migrant								
Not Migrant	3090	99%	76%	7%	3154	98%	67%	2%

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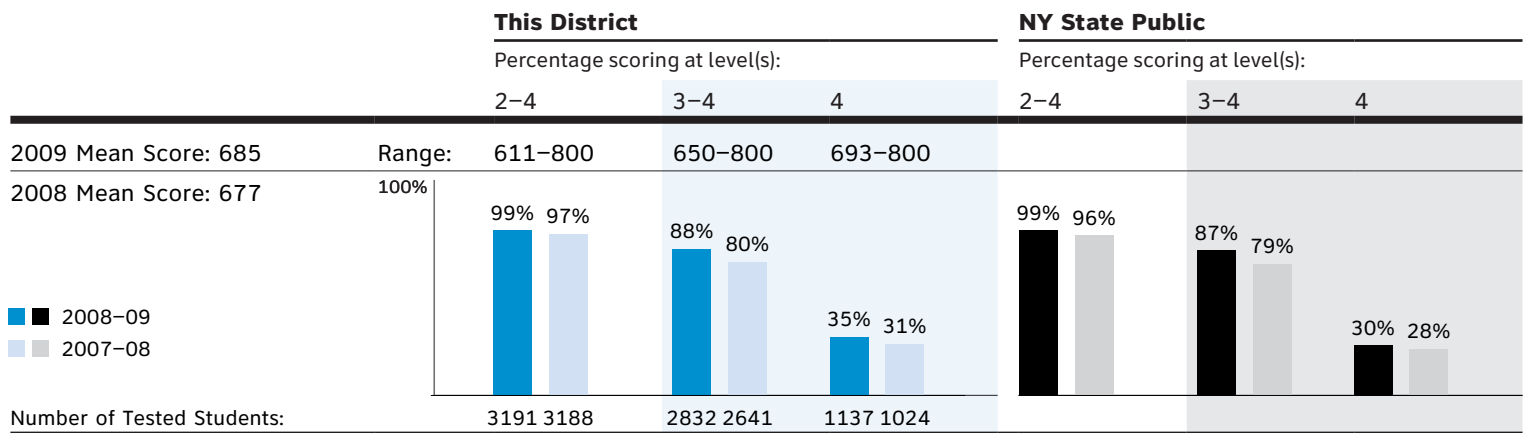
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	37	31	31	30	29	25	24
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	130	N/A	N/A	N/A	118	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	3230	99%	88%	35%	3303	97%	80%	31%
Female	1529	99%	88%	36%	1579	96%	80%	33%
Male	1701	99%	87%	35%	1724	97%	80%	30%
American Indian or Alaska Native	2	—	—	—	9	89%	33%	22%
Black or African American	227	—	—	—	204	96%	70%	10%
Hispanic or Latino	821	98%	77%	13%	970	94%	66%	11%
Asian or Native Hawaiian/Other Pacific Islander	1333	99%	94%	53%	1242	98%	92%	50%
White	846	99%	89%	35%	878	97%	82%	31%
Multiracial	1	—	—	—				
Small Group Totals	230	99%	85%	10%				
General-Education Students	2872	99%	91%	39%	2944	97%	84%	34%
Students with Disabilities	358	96%	62%	6%	359	89%	45%	4%
English Proficient	2611	100%	92%	41%	2666	99%	85%	36%
Limited English Proficient	619	96%	68%	12%	637	88%	57%	12%
Economically Disadvantaged	2746	99%	87%	33%	2744	96%	78%	28%
Not Disadvantaged	484	99%	93%	50%	559	98%	89%	46%
Migrant								
Not Migrant	3230	99%	88%	35%	3303	97%	80%	31%

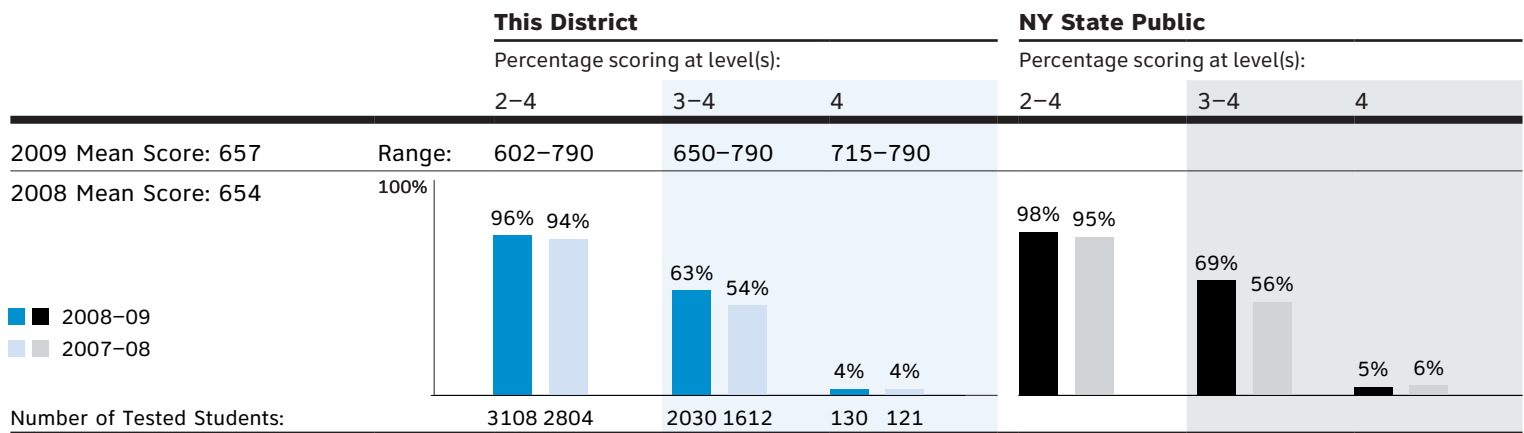
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Other Assessments

	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	38	31	26	18	30	29	28	17

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	3223	96%	63%	4%	2990	94%	54%	4%
Female	1526	98%	68%	5%	1448	95%	60%	6%
Male	1697	95%	58%	3%	1542	93%	48%	2%
American Indian or Alaska Native	7	—	—	—	3	—	—	—
Black or African American	194	98%	52%	2%	194	—	—	—
Hispanic or Latino	949	97%	51%	1%	835	93%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	1214	95%	69%	7%	1127	92%	59%	5%
White	858	97%	69%	4%	831	97%	64%	7%
Multiracial	1	—	—	—				
Small Group Totals	8	100%	75%	0%	197	96%	46%	1%
General-Education Students	2898	97%	67%	4%	2736	95%	58%	4%
Students with Disabilities	325	94%	24%	0%	254	82%	11%	1%
English Proficient	2688	100%	73%	5%	2570	99%	62%	5%
Limited English Proficient	535	81%	10%	0%	420	63%	5%	0%
Economically Disadvantaged	2687	96%	60%	3%	2408	93%	49%	3%
Not Disadvantaged	536	99%	80%	9%	582	98%	73%	8%
Migrant								
Not Migrant	3223	96%	63%	4%	2990	94%	54%	4%

NOTES

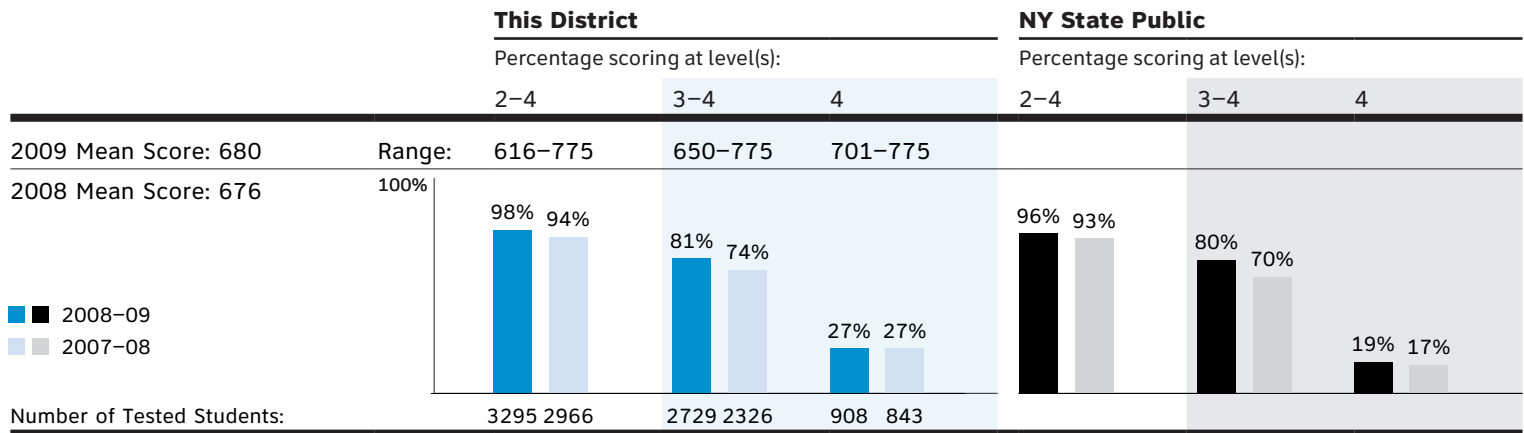
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Other Assessments

	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	44	44	41	33	32	31	31	27
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	124	N/A	N/A	N/A	119	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	3371	98%	81%	27%	3141	94%	74%	27%
Female	1590	98%	80%	29%	1505	95%	76%	29%
Male	1781	98%	82%	25%	1636	94%	73%	25%
American Indian or Alaska Native	7	—	—	—	3	—	—	—
Black or African American	197	97%	70%	10%	197	—	—	—
Hispanic or Latino	956	96%	68%	9%	858	91%	54%	7%
Asian or Native Hawaiian/Other Pacific Islander	1317	99%	92%	45%	1230	97%	89%	44%
White	893	97%	81%	23%	853	94%	76%	26%
Multiracial	1	—	—	—				
Small Group Totals	8	100%	88%	38%	200	94%	59%	8%
General-Education Students	3047	98%	84%	30%	2891	96%	78%	29%
Students with Disabilities	324	91%	49%	3%	250	74%	30%	2%
English Proficient	2690	99%	85%	31%	2562	97%	78%	31%
Limited English Proficient	681	93%	64%	13%	579	83%	56%	11%
Economically Disadvantaged	2833	98%	79%	25%	2552	94%	72%	25%
Not Disadvantaged	538	98%	89%	38%	589	98%	84%	37%
Migrant								
Not Migrant	3371	98%	81%	27%	3141	94%	74%	27%

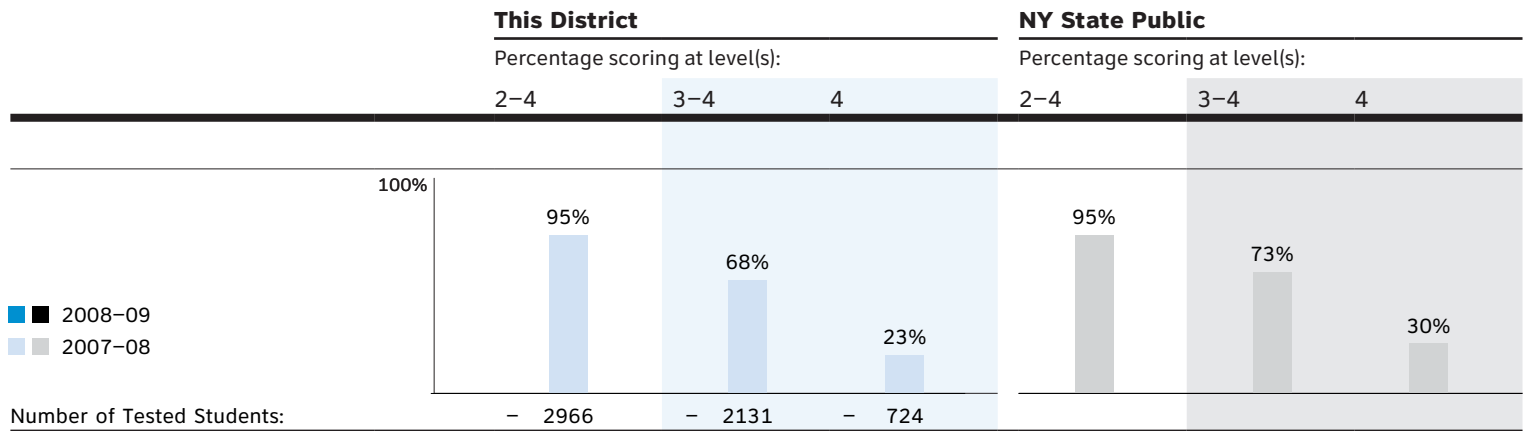
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Other Assessments

	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	44	39	34	19	27	26	24	18

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	3342	91%	63%	17%	3102	95%	68%	23%
Female	1576	91%	60%	17%	1482	96%	68%	22%
Male	1766	91%	65%	18%	1620	94%	68%	24%
American Indian or Alaska Native	8	—	—	—	3	—	—	—
Black or African American	189	88%	40%	5%	188	—	—	—
Hispanic or Latino	942	87%	46%	7%	832	93%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	1321	94%	76%	25%	1228	96%	79%	36%
White	881	92%	66%	20%	851	96%	74%	23%
Multiracial	1	—	—	—				
Small Group Totals	9	100%	67%	22%	191	95%	50%	6%
General-Education Students	3025	93%	67%	19%	2858	96%	71%	25%
Students with Disabilities	317	79%	25%	2%	244	86%	32%	2%
English Proficient	2664	96%	71%	21%	2522	98%	76%	27%
Limited English Proficient	678	73%	31%	2%	580	81%	34%	5%
Economically Disadvantaged	2804	90%	59%	15%	2521	94%	65%	21%
Not Disadvantaged	538	96%	82%	31%	581	98%	82%	34%
Migrant								
Not Migrant	3342	91%	63%	17%	3102	95%	68%	23%

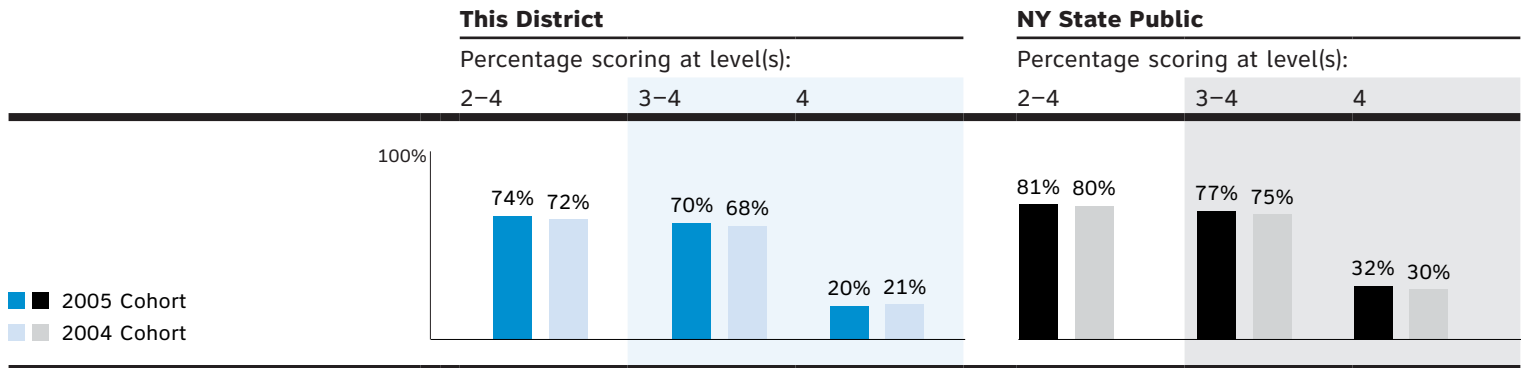
NOTES

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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	45	42	33	27	29	28	24	21
Regents Science	1	—	—	—	21	21	20	6

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2976	74%	70%	20%	3056	72%	68%	21%
Female	1360	80%	76%	26%	1349	79%	75%	28%
Male	1616	70%	65%	16%	1707	67%	62%	16%
American Indian or Alaska Native	9	33%	22%	0%	7	—	—	—
Black or African American	221	73%	69%	19%	283	73%	67%	17%
Hispanic or Latino	1030	67%	63%	16%	991	63%	58%	17%
Asian or Native Hawaiian/Other Pacific Islander	880	80%	76%	20%	917	79%	76%	22%
White	818	79%	76%	27%	855	76%	72%	27%
Multiracial	18	11%	11%	0%	3	—	—	—
Small Group Totals					10	50%	50%	30%
General-Education Students	2612	79%	75%	23%	2671	78%	74%	24%
Students with Disabilities	364	40%	32%	3%	385	36%	26%	3%
English Proficient	2261	78%	76%	26%	2487	75%	71%	25%
Limited English Proficient	715	62%	53%	4%	569	61%	53%	4%
Economically Disadvantaged	1739	78%	73%	20%	1604	70%	66%	20%
Not Disadvantaged	1237	69%	66%	21%	1452	74%	71%	23%
Migrant								
Not Migrant	2976	74%	70%	20%	3056	72%	68%	21%

NOTES

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Other Assessments

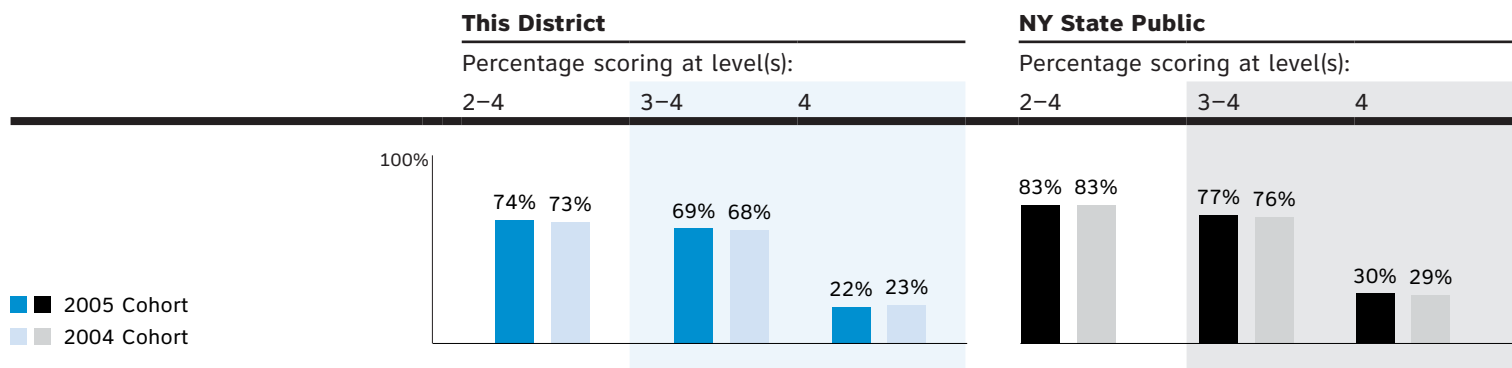
	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

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

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

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

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2976	74%	69%	22%	3056	73%	68%	23%
Female	1360	79%	74%	23%	1349	79%	74%	24%
Male	1616	70%	65%	21%	1707	68%	63%	21%
American Indian or Alaska Native	9	56%	33%	11%	7	—	—	—
Black or African American	221	75%	63%	8%	283	70%	62%	12%
Hispanic or Latino	1030	64%	58%	11%	991	60%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	880	84%	82%	43%	917	85%	83%	41%
White	818	77%	71%	18%	855	76%	70%	22%
Multiracial	18	6%	6%	0%	3	—	—	—
Small Group Totals					10	60%	60%	20%
General-Education Students	2612	79%	75%	25%	2671	78%	75%	26%
Students with Disabilities	364	35%	23%	3%	385	35%	24%	1%
English Proficient	2261	76%	71%	21%	2487	74%	69%	22%
Limited English Proficient	715	67%	61%	24%	569	68%	64%	24%
Economically Disadvantaged	1739	78%	73%	27%	1604	71%	67%	24%
Not Disadvantaged	1237	68%	63%	16%	1452	75%	70%	22%
Migrant								
Not Migrant	2976	74%	69%	22%	3056	73%	68%	23%

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

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

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

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