



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #21**

District ID **33-21-00-01-0000**

Superintendent **RICHARD D'AURIA**

Telephone **(718) 714-2502**

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	948	1016	1040
Kindergarten	1674	1682	1755
Grade 1	1758	1773	1747
Grade 2	1787	1707	1710
Grade 3	1800	1748	1681
Grade 4	1786	1758	1748
Grade 5	1828	1755	1718
Grade 6	2574	2525	2498
Ungraded Elementary	986	1129	1270
Grade 7	2685	2579	2543
Grade 8	3015	2655	2574
Grade 9	4703	4459	4014
Grade 10	3755	3859	3608
Grade 11	2169	2190	2050
Grade 12	1903	1940	2135
Ungraded Secondary	1420	1550	1587
<b>Total K-12</b>	<b>33843</b>	<b>33309</b>	<b>32638</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	25	23	24
<b>Grade 8</b>			
English	29	28	28
Mathematics	28	28	27
Science	28	29	29
Social Studies	29	29	29
<b>Grade 10</b>			
English	28	30	31
Mathematics	25	29	28
Science	31	30	31
Social Studies	29	32	32

### 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	21288	63%	17133	51%	20681	63%
Reduced-Price Lunch	3399	10%	2888	9%	3528	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	4900	14%	4989	15%	4990	15%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	85	0%	85	0%	90	0%
Black or African American	8142	24%	7605	23%	7191	22%
Hispanic or Latino	6996	21%	7141	21%	7136	22%
Asian or Native Hawaiian/Other Pacific Islander	7933	23%	8093	24%	8055	25%
White	10687	32%	10385	31%	10166	31%
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	1662	5%	1662	5%	1702	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>	2348	2309	2363
Percent with No Valid Teaching Certificate	5%	2%	1%
Percent Teaching Out of Certification	12%	9%	9%
Percent with Fewer Than Three Years of Experience	11%	10%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	50%	50%	52%
<b>Total Number of Core Classes</b>	5662	5762	5895
Percent Not Taught by Highly Qualified Teachers	12%	10%	10%
<b>Total Number of Classes</b>	7297	6828	7145
Percent Taught by Teachers Without Appropriate Certification	13%	10%	11%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%		14%
Turnover Rate of All Teachers	14%		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](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:

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

### 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
<b>All Students</b>	✓	✓	✓	✓ <sup>SH</sup>	✓	✓
<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	✓	✓	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✗	✓	—
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 3 of 8	✗ 4 of 8	✓ 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

- 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) <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> (14167:13535)	✓	✓	100%	✓	175	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (22:22)	—	—	—	—	—	—	—
Black or African American (1984:1895)	✓	✓	99%	✓	162	141	
Hispanic or Latino (3026:2909)	✓	✓	100%	✓	161	142	
Asian or Native Hawaiian/Other Pacific Islander (3952:3727)	✓	✓	100%	✓	182	142	
White (5168:4970)	✓	✓	100%	✓	183	142	
Multiracial (15:12)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2303:2207)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	130	142	120 137
Limited English Proficient <sup>5</sup> (2127:2628)	✓	✓	100%	✓	150	142	
Economically Disadvantaged (13041:12429)	✓	✓	100%	✓	174	143	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### 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 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) <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> (14211:13684)	✓	✓	100%	✓	187	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (22:22)	–	–	–	–	–	–	–
Black or African American (1983:1878)	✓	✓	99%	✓	176	116	
Hispanic or Latino (3020:2916)	✓	✓	100%	✓	178	117	
Asian or Native Hawaiian/Other Pacific Islander (3988:3820)	✓	✓	100%	✓	195	117	
White (5181:5037)	✓	✓	100%	✓	191	117	
Multiracial (17:11)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2299:2196)	✓	✓	99%	✓	154	117	
Limited English Proficient <sup>5</sup> (2169:2845)	✓	✓	100%	✓	179	117	
Economically Disadvantaged (13089:12580)	✓	✓	100%	✓	187	118	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### 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> (4798:4581)		Qualified		99%		169	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (9:9)		—	—	—	—	—	—	—
Black or African American (685:643)		Qualified		98%		144	100	
Hispanic or Latino (1049:982)		Qualified		99%		156	100	
Asian or Native Hawaiian/Other Pacific Islander (1272:1218)		Qualified		100%		179	100	
White (1780:1726)		Qualified		100%		179	100	
Multiracial (3:3)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (764:703)		Qualified		97%		132	100	
Limited English Proficient <sup>4</sup> (704:891)		Qualified		99%		146	100	
Economically Disadvantaged (4436:4227)		Qualified		99%		168	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)



Good Standing

### Accountability Measures

3 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) <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> (2598:2656)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	165	169	164	169
<b>Ethnicity</b>								
American Indian or Alaska Native (9:6)	—	—	—	—	—	—	—	—
Black or African American (903:928)	✗	✓	100%	✗	157	167	160‡	161
Hispanic or Latino (410:423)	✗	✓	100%	✗	154	166	147‡	159
Asian or Native Hawaiian/Other Pacific Islander (620:630)	✓	✓	99%	✓	174	167		
White (647:664)	✓	✓	100%	✓	175	167		
Multiracial (9:5)	—	—	—	—	—	—		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (199:303)	✗	✓	98%	✗	95	165	95‡	106
Limited English Proficient <sup>5</sup> (246:322)	✗	✓	98%	✗	128	165	130‡	135
Economically Disadvantaged (1844:1952)	✗	✓	100%	✗	168	169	164‡	171
<b>Final AYP Determination</b>	✗ 3 of 8							

#### 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

## Secondary-Level Mathematics

### Accountability Status for This Subject (2009–10)



Good Standing

### Accountability Measures

4 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) <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> (2598:2656)	✓	✓	100%	✓	166	164		
<b>Ethnicity</b>								
American Indian or Alaska Native (9:6)	—	—	—	—	—	—	—	—
Black or African American (903:928)	✗	✓	100%	✗	154	162	153‡	159
Hispanic or Latino (410:423)	✗	✓	100%	✗	152	161	144‡	157
Asian or Native Hawaiian/Other Pacific Islander (620:630)	✓	✓	100%	✓	185	162		
White (647:664)	✓	✓	100%	✓	176	162		
Multiracial (9:5)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (199:303)	✗	✓	100%	✗	97	160	100‡	107
Limited English Proficient <sup>5</sup> (246:322)	✗	✓	100%	✗	157	160	156‡	161
Economically Disadvantaged (1844:1952)	✓	✓	100%	✓	170	164		
<b>Final AYP Determination</b>	✗ 4 of 8							

#### 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		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>1</sup>	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (3183) 			56%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (10)		–	–	–	
Black or African American (1116)			48%	55%	52% 49%
Hispanic or Latino (588)			40%	55%	43% 41%
Asian or Native Hawaiian/Other Pacific Islander (657)			71%	55%	
White (806)			65%	55%	
Multiracial (6)					
<b>Other Groups</b>		–	–	–	
Students with Disabilities (442)			19%	55%	20% 20%
Limited English Proficient <sup>2</sup> (414)			45%	55%	55% 46%
Economically Disadvantaged (1678)			50%	55%	55% 51%
<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 #21







District ID 33-21-00-01-0000

## Summary of 2008–09 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	76%			1815
Grade 4	73%			1897
Grade 5	76%			1904
Grade 6	83%			2619
Grade 7	82%			2656
Grade 8	69%			2695

### Mathematics

Grade 3	93%		1879
Grade 4	89%		1941
Grade 5	89%		1938
Grade 6	89%		2695
Grade 7	90%		2737
Grade 8	84%		2772

### Science

Grade 4	85%		1944
Grade 8	67%		2749

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	71%			3069
Mathematics	70%			3069

## 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.

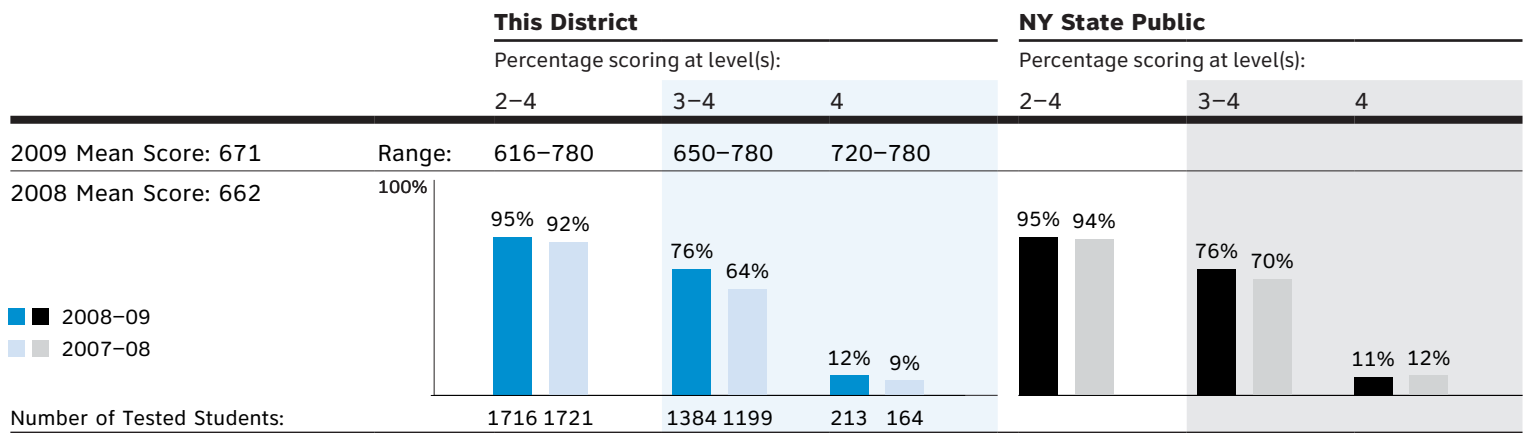
## This District's N/RC Category:

### 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>1815</b>	<b>95%</b>	<b>76%</b>	<b>12%</b>	<b>1875</b>	<b>92%</b>	<b>64%</b>	<b>9%</b>
Female	885	96%	82%	13%	892	95%	68%	10%
Male	930	93%	71%	10%	983	89%	60%	8%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	236	—	—	—	240	—	—	—
Hispanic or Latino	475	91%	66%	4%	495	88%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	530	96%	84%	16%	510	94%	68%	10%
White	570	96%	83%	17%	627	96%	75%	12%
Multiracial	1	—	—	—	2	—	—	—
Small Group Totals	240	95%	64%	5%	243	84%	51%	5%
General-Education Students	1461	98%	86%	14%	1502	97%	73%	10%
Students with Disabilities	354	80%	38%	2%	373	70%	26%	3%
English Proficient	1454	97%	83%	14%	1478	94%	70%	11%
Limited English Proficient	361	83%	50%	2%	397	83%	41%	1%
Economically Disadvantaged	1784	95%	76%	12%	1845	92%	64%	9%
Not Disadvantaged	31	94%	68%	13%	30	97%	67%	7%
Migrant								
Not Migrant	1815	95%	76%	12%	1875	92%	64%	9%

### NOTES

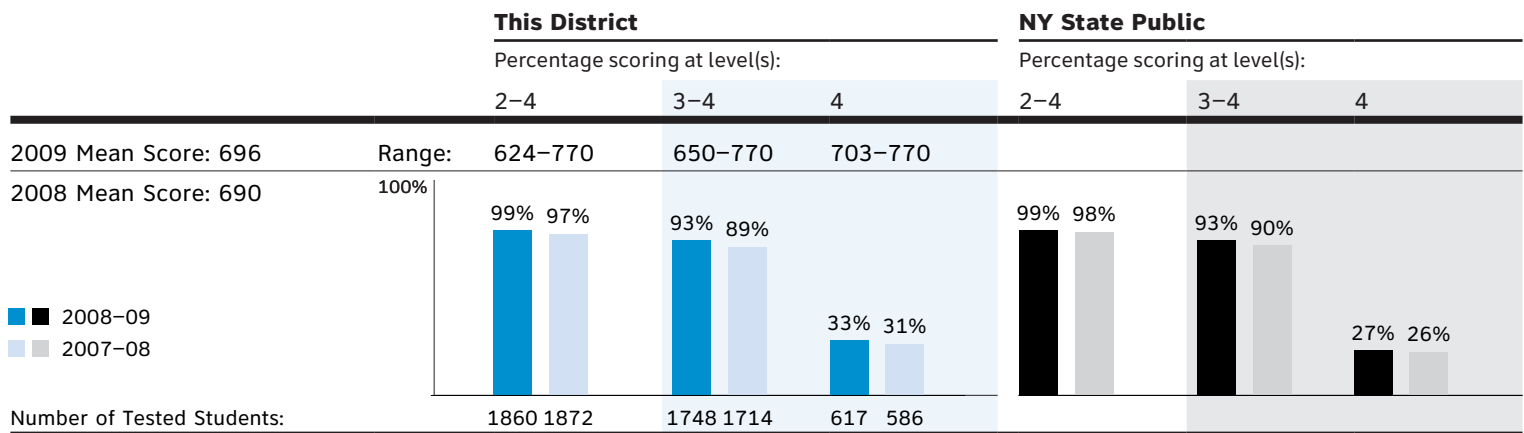
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	29	25	16	25	21	18	15
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	55	N/A	N/A	N/A	27	N/A	N/A	N/A

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

## This District's Results in Grade 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>1879</b>	<b>99%</b>	<b>93%</b>	<b>33%</b>	<b>1921</b>	<b>97%</b>	<b>89%</b>	<b>31%</b>
Female	919	99%	94%	34%	908	98%	91%	32%
Male	960	99%	93%	32%	1013	97%	88%	29%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	238	—	—	—	242	—	—	—
Hispanic or Latino	490	98%	89%	16%	506	97%	85%	17%
Asian or Native Hawaiian/Other Pacific Islander	553	99%	96%	47%	530	99%	94%	42%
White	594	99%	95%	41%	639	97%	92%	39%
Multiracial	1	—	—	—	2	—	—	—
Small Group Totals	242	100%	92%	16%	246	95%	80%	11%
General-Education Students	1525	99%	96%	38%	1544	99%	94%	36%
Students with Disabilities	354	97%	80%	10%	377	89%	69%	9%
English Proficient	1456	99%	96%	37%	1482	97%	92%	35%
Limited English Proficient	423	98%	83%	17%	439	97%	81%	15%
Economically Disadvantaged	1848	99%	93%	33%	1890	97%	89%	30%
Not Disadvantaged	31	94%	90%	35%	31	100%	100%	42%
Migrant								
Not Migrant	1879	99%	93%	33%	1921	97%	89%	31%

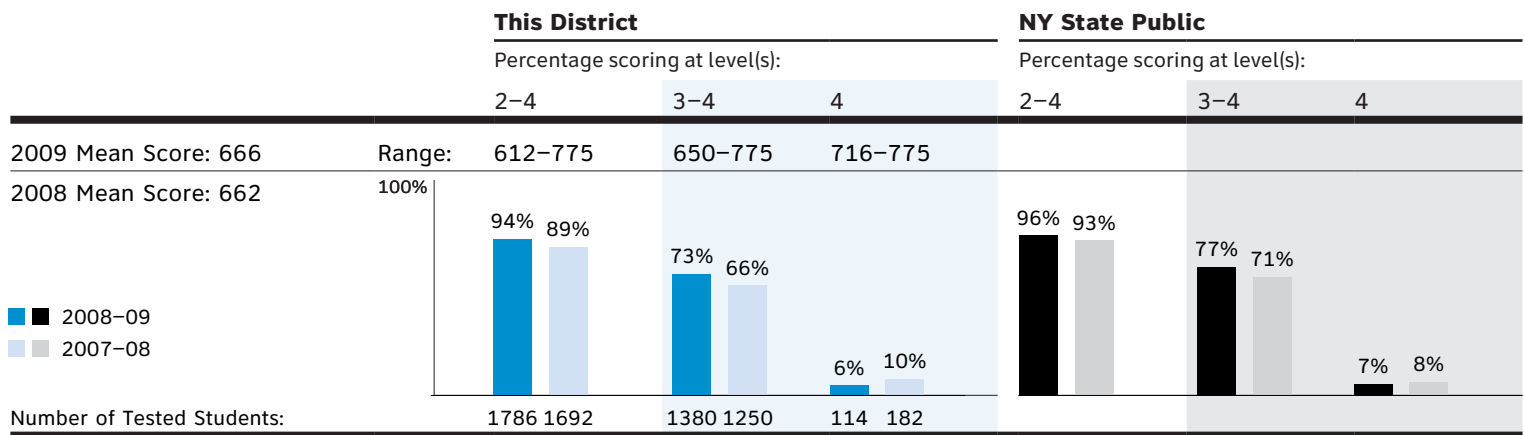
### NOTES

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	29	17	25	24	21	15

## 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
<b>All Students</b>	<b>1897</b>	<b>94%</b>	<b>73%</b>	<b>6%</b>	<b>1905</b>	<b>89%</b>	<b>66%</b>	<b>10%</b>
Female	898	96%	78%	8%	968	91%	70%	12%
Male	999	93%	68%	4%	937	86%	62%	7%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	236	88%	51%	1%	293	79%	43%	2%
Hispanic or Latino	511	91%	62%	3%	444	84%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	515	97%	82%	8%	492	93%	78%	12%
White	629	97%	82%	9%	670	93%	75%	14%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	6	83%	67%	0%	6	67%	67%	17%
General-Education Students	1521	98%	82%	7%	1526	96%	76%	12%
Students with Disabilities	376	77%	34%	0%	379	62%	25%	2%
English Proficient	1577	96%	79%	7%	1576	91%	72%	11%
Limited English Proficient	320	84%	44%	0%	329	76%	34%	2%
Economically Disadvantaged	1870	94%	73%	6%	1874	89%	66%	10%
Not Disadvantaged	27	85%	70%	22%	31	74%	52%	6%
Migrant								
Not Migrant	1897	94%	73%	6%	1905	89%	66%	10%

### NOTES

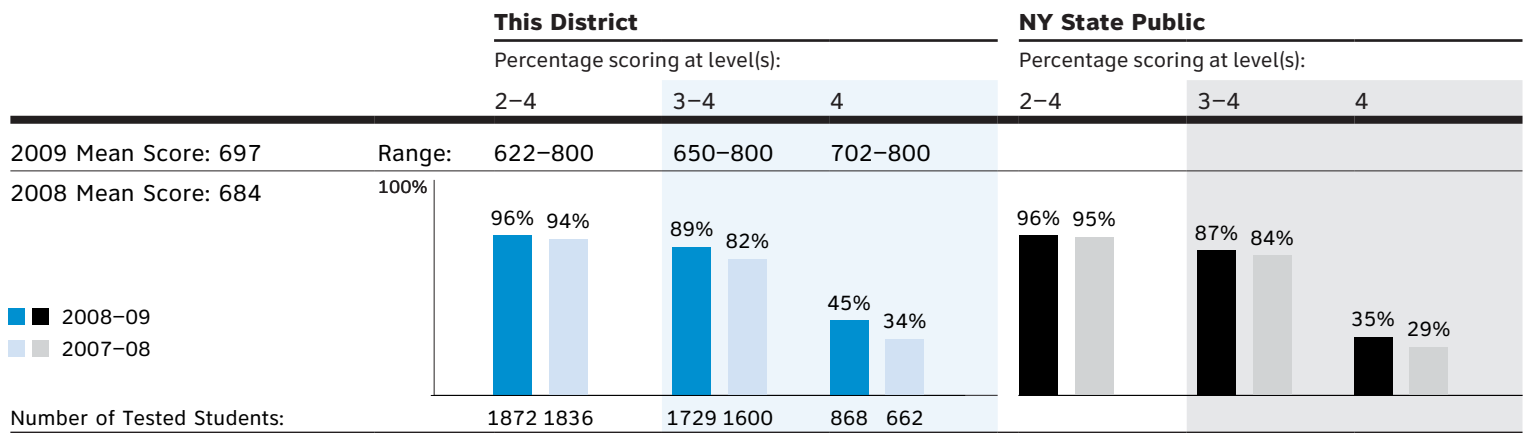
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## Other Assessments

	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	31	29	26	20	31	29	23	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	36	N/A	N/A	N/A	29	N/A	N/A	N/A

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

## This District's Results in Grade 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>1941</b>	<b>96%</b>	<b>89%</b>	<b>45%</b>	<b>1949</b>	<b>94%</b>	<b>82%</b>	<b>34%</b>
Female	917	97%	89%	45%	990	95%	83%	36%
Male	1024	96%	89%	45%	959	93%	82%	32%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	238	92%	75%	19%	292	88%	62%	11%
Hispanic or Latino	516	94%	83%	27%	455	91%	74%	20%
Asian or Native Hawaiian/Other Pacific Islander	536	99%	96%	64%	507	98%	93%	53%
White	645	98%	93%	52%	689	96%	89%	39%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	6	83%	83%	33%	6	67%	67%	50%
General-Education Students	1562	99%	94%	52%	1568	98%	90%	40%
Students with Disabilities	379	87%	67%	16%	381	80%	49%	8%
English Proficient	1583	97%	92%	50%	1578	96%	85%	39%
Limited English Proficient	358	92%	77%	23%	371	86%	68%	11%
Economically Disadvantaged	1915	96%	89%	45%	1918	94%	82%	34%
Not Disadvantaged	26	96%	85%	58%	31	84%	58%	35%
Migrant								
Not Migrant	1941	96%	89%	45%	1949	94%	82%	34%

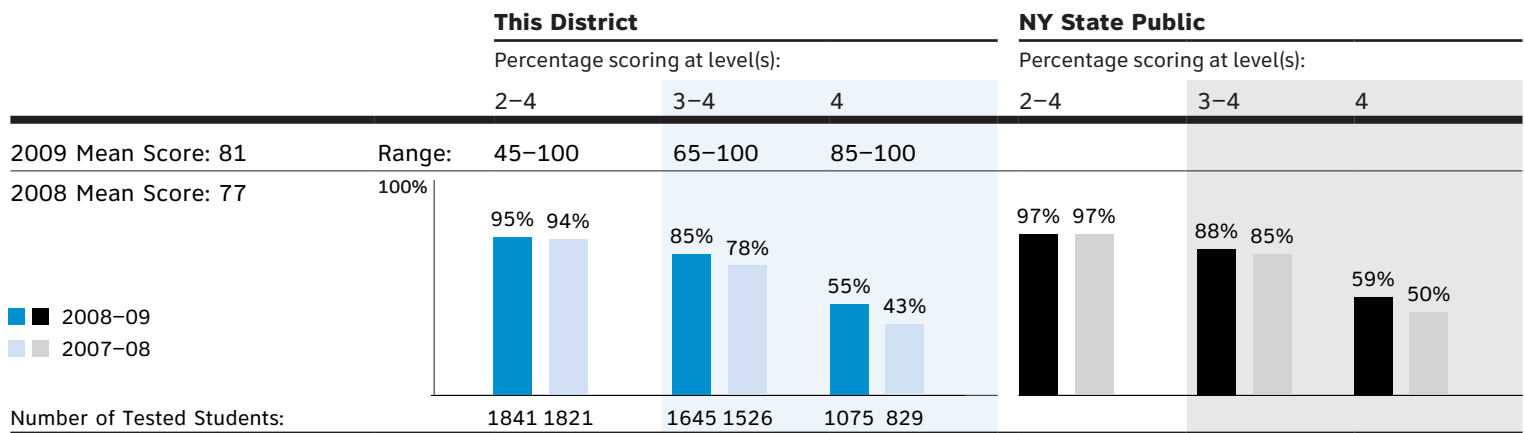
### NOTES

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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	31	30	24	15	32	31	27	18

## 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>1944</b>	<b>95%</b>	<b>85%</b>	<b>55%</b>	<b>1944</b>	<b>94%</b>	<b>78%</b>	<b>43%</b>
Female	916	96%	85%	57%	989	94%	79%	42%
Male	1028	94%	84%	54%	955	93%	78%	43%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	241	89%	70%	32%	292	91%	66%	21%
Hispanic or Latino	517	93%	78%	42%	454	93%	70%	27%
Asian or Native Hawaiian/Other Pacific Islander	538	96%	91%	66%	508	94%	86%	56%
White	642	97%	91%	66%	684	95%	84%	52%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	6	83%	83%	33%	6	67%	67%	67%
General-Education Students	1567	97%	90%	63%	1565	96%	85%	49%
Students with Disabilities	377	86%	63%	24%	379	82%	51%	16%
English Proficient	1585	97%	89%	62%	1573	97%	84%	49%
Limited English Proficient	359	85%	66%	26%	371	81%	54%	15%
Economically Disadvantaged	1918	95%	85%	55%	1913	94%	79%	43%
Not Disadvantaged	26	100%	88%	69%	31	90%	61%	42%
Migrant								
Not Migrant	1944	95%	85%	55%	1944	94%	78%	43%

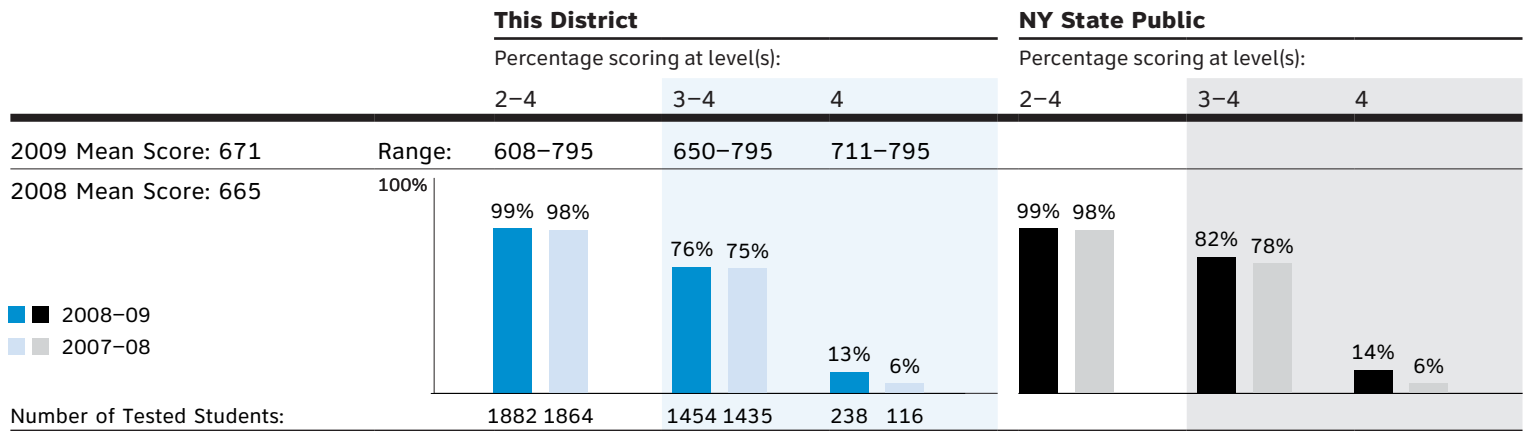
### NOTES

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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 4 Equivalent	31	30	28	24	29	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
<b>All Students</b>	<b>1904</b>	<b>99%</b>	<b>76%</b>	<b>13%</b>	<b>1909</b>	<b>98%</b>	<b>75%</b>	<b>6%</b>
Female	976	99%	78%	13%	943	98%	77%	7%
Male	928	98%	74%	12%	966	98%	73%	6%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	285	98%	55%	2%	253	—	—	—
Hispanic or Latino	442	98%	69%	6%	436	96%	62%	2%
Asian or Native Hawaiian/Other Pacific Islander	501	99%	84%	20%	565	98%	80%	8%
White	670	99%	84%	15%	651	98%	84%	9%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	6	100%	83%	33%	257	97%	63%	1%
General-Education Students	1540	100%	84%	15%	1563	99%	83%	7%
Students with Disabilities	364	95%	43%	1%	346	90%	39%	1%
English Proficient	1622	99%	82%	14%	1616	99%	82%	7%
Limited English Proficient	282	96%	44%	1%	293	91%	35%	0%
Economically Disadvantaged	1877	99%	76%	12%	1876	98%	75%	6%
Not Disadvantaged	27	100%	74%	19%	33	94%	73%	3%
Migrant								
Not Migrant	1904	99%	76%	13%	1909	98%	75%	6%

### NOTES

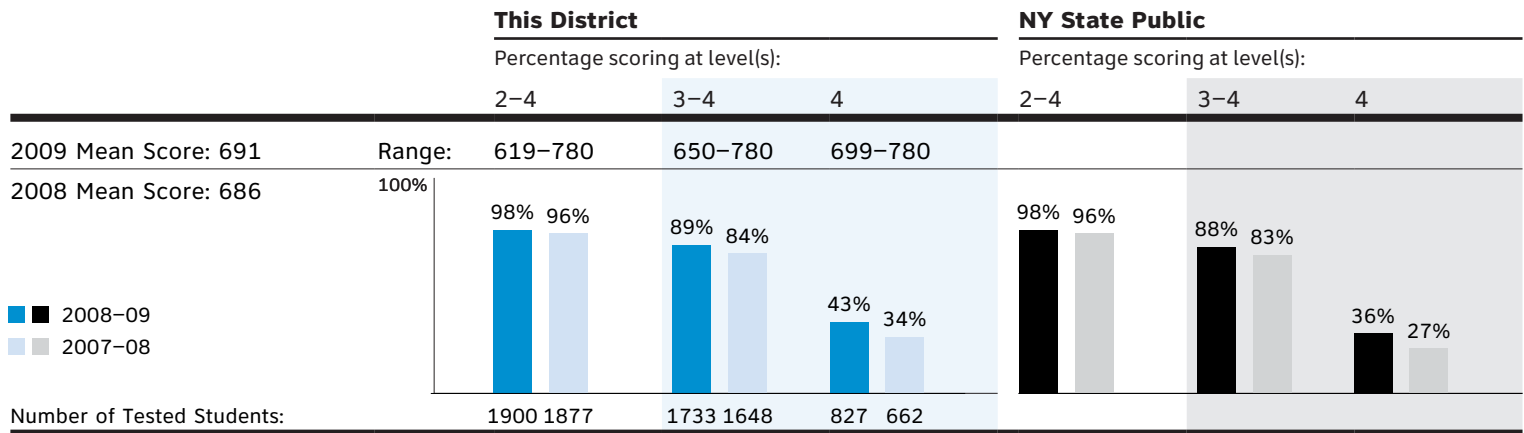
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## Other Assessments

	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	32	31	29	23	26	25	23	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	26	N/A	N/A	N/A	33	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>1938</b>	<b>98%</b>	<b>89%</b>	<b>43%</b>	<b>1954</b>	<b>96%</b>	<b>84%</b>	<b>34%</b>
Female	988	98%	91%	46%	956	96%	85%	33%
Male	950	98%	88%	39%	998	96%	84%	35%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	286	97%	72%	11%	255	—	—	—
Hispanic or Latino	446	98%	87%	26%	441	94%	74%	13%
Asian or Native Hawaiian/Other Pacific Islander	511	99%	96%	66%	585	97%	92%	52%
White	687	98%	94%	49%	669	98%	90%	41%
Multiracial	5	—	—	—	2	—	—	—
Small Group Totals	8	63%	50%	38%	259	91%	69%	10%
General-Education Students	1569	99%	95%	50%	1606	98%	90%	40%
Students with Disabilities	369	93%	66%	11%	348	87%	57%	5%
English Proficient	1626	99%	92%	47%	1614	98%	89%	39%
Limited English Proficient	312	93%	77%	18%	340	89%	64%	12%
Economically Disadvantaged	1912	98%	90%	43%	1920	96%	84%	34%
Not Disadvantaged	26	96%	77%	50%	34	94%	79%	44%
Migrant								
Not Migrant	1938	98%	89%	43%	1954	96%	84%	34%

### NOTES

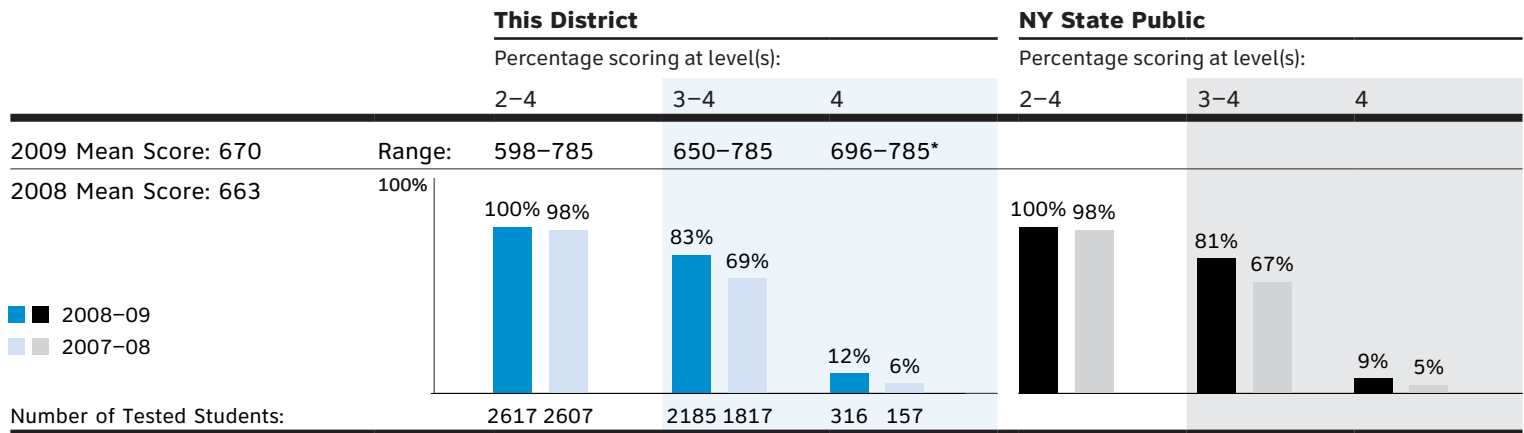
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## Other Assessments

	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	32	32	30	20	26	25	23	20



## 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
<b>All Students</b>	<b>2619</b>	<b>100%</b>	<b>83%</b>	<b>12%</b>	<b>2649</b>	<b>98%</b>	<b>69%</b>	<b>6%</b>
Female	1332	100%	86%	14%	1323	99%	73%	7%
Male	1287	100%	81%	10%	1326	98%	65%	5%
American Indian or Alaska Native	4	—	—	—	2	—	—	—
Black or African American	365	100%	74%	5%	379	—	—	—
Hispanic or Latino	473	100%	68%	2%	515	98%	49%	2%
Asian or Native Hawaiian/Other Pacific Islander	779	100%	88%	18%	736	98%	76%	9%
White	994	100%	91%	15%	1015	99%	77%	7%
Multiracial	4	—	—	—	2	—	—	—
Small Group Totals	8	100%	75%	0%	383	98%	57%	3%
General-Education Students	2287	100%	89%	14%	2320	99%	76%	7%
Students with Disabilities	332	100%	43%	1%	329	92%	19%	0%
English Proficient	2347	100%	89%	13%	2413	99%	74%	7%
Limited English Proficient	272	99%	39%	0%	236	91%	16%	0%
Economically Disadvantaged	2300	100%	82%	10%	2168	98%	64%	4%
Not Disadvantaged	319	100%	96%	30%	481	99%	91%	15%
Migrant								
Not Migrant	2619	100%	83%	12%	2649	98%	69%	6%

### NOTES

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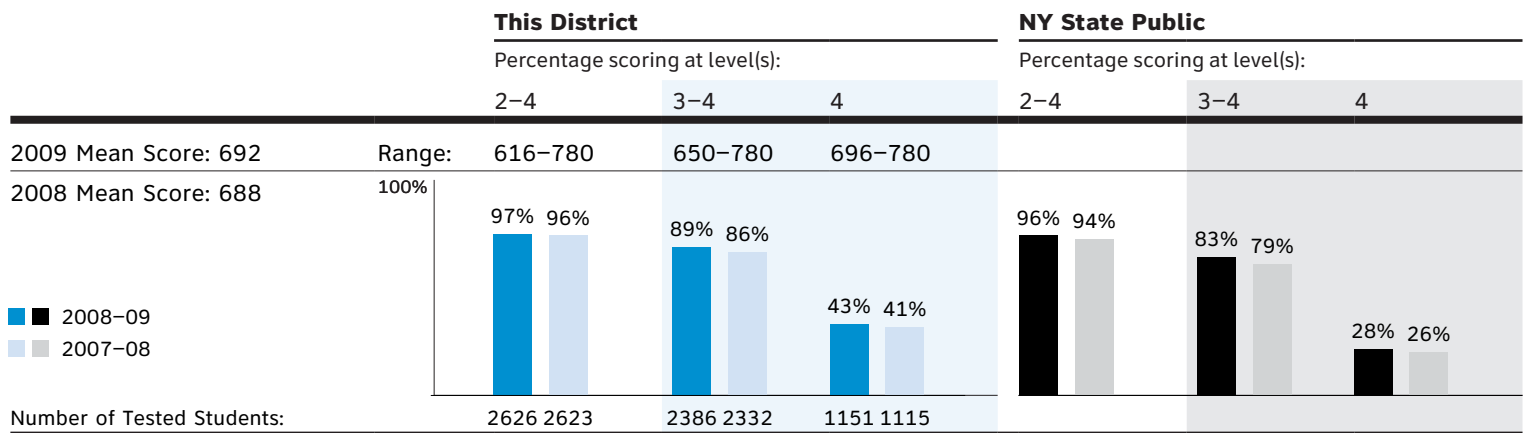
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	29	27	25	22	39	38	33	30
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	57	N/A	N/A	N/A	52	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>2695</b>	<b>97%</b>	<b>89%</b>	<b>43%</b>	<b>2723</b>	<b>96%</b>	<b>86%</b>	<b>41%</b>
Female	1372	98%	89%	44%	1355	97%	88%	41%
Male	1323	97%	88%	42%	1368	96%	83%	41%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	367	95%	80%	22%	378	93%	73%	20%
Hispanic or Latino	479	96%	78%	20%	519	93%	74%	17%
Asian or Native Hawaiian/Other Pacific Islander	831	98%	94%	57%	780	99%	95%	61%
White	1009	98%	93%	49%	1041	97%	89%	46%
Multiracial	5	—	—	—	2	—	—	—
Small Group Totals	9	100%	67%	33%	5	100%	80%	40%
General-Education Students	2360	99%	94%	48%	2394	99%	91%	46%
Students with Disabilities	335	87%	53%	7%	329	80%	45%	4%
English Proficient	2353	99%	92%	47%	2415	97%	88%	45%
Limited English Proficient	342	90%	66%	15%	308	89%	66%	10%
Economically Disadvantaged	2373	97%	88%	40%	2240	96%	84%	35%
Not Disadvantaged	322	99%	96%	65%	483	99%	95%	69%
Migrant								
Not Migrant	2695	97%	89%	43%	2723	96%	86%	41%

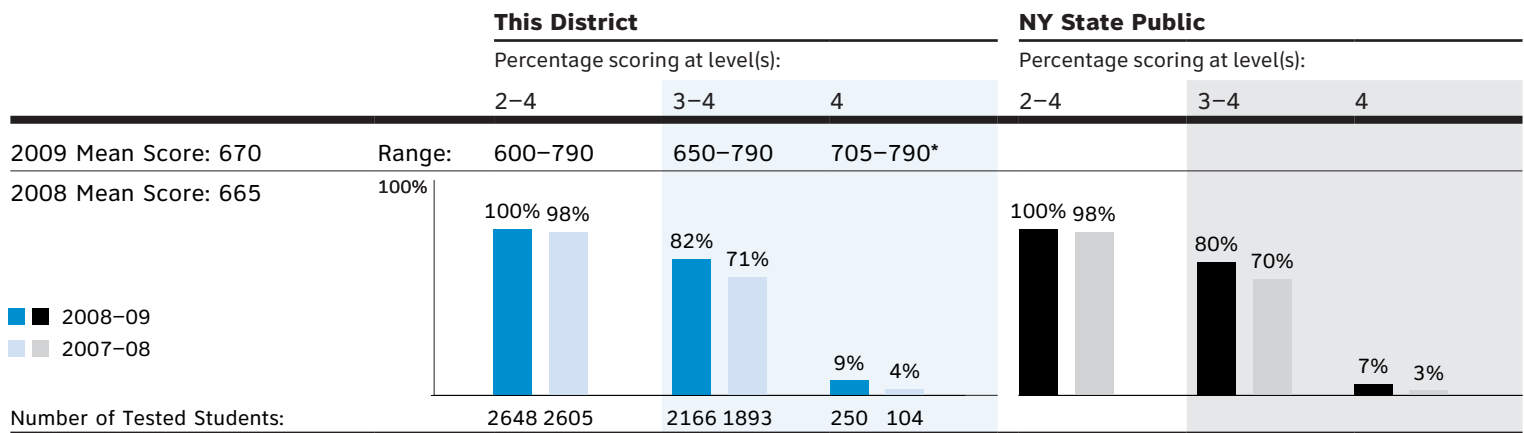
### NOTES

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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	29	28	25	22	39	37	32	31

## 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>2656</b>	<b>100%</b>	<b>82%</b>	<b>9%</b>	<b>2651</b>	<b>98%</b>	<b>71%</b>	<b>4%</b>
Female	1306	100%	86%	11%	1339	99%	76%	5%
Male	1350	100%	77%	8%	1312	98%	67%	3%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	378	100%	76%	3%	430	—	—	—
Hispanic or Latino	506	100%	69%	2%	490	98%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	751	99%	84%	14%	667	98%	77%	5%
White	1015	100%	88%	12%	1060	99%	80%	6%
Multiracial	3	—	—	—				
Small Group Totals	6	100%	67%	0%	434	97%	61%	1%
General-Education Students	2341	100%	87%	11%	2312	99%	78%	4%
Students with Disabilities	315	99%	38%	0%	339	92%	24%	0%
English Proficient	2408	100%	87%	10%	2419	99%	77%	4%
Limited English Proficient	248	98%	27%	0%	232	91%	15%	0%
Economically Disadvantaged	2312	100%	80%	7%	2165	98%	67%	2%
Not Disadvantaged	344	100%	95%	24%	486	99%	91%	12%
Migrant								
Not Migrant	2656	100%	82%	9%	2651	98%	71%	4%

### NOTES

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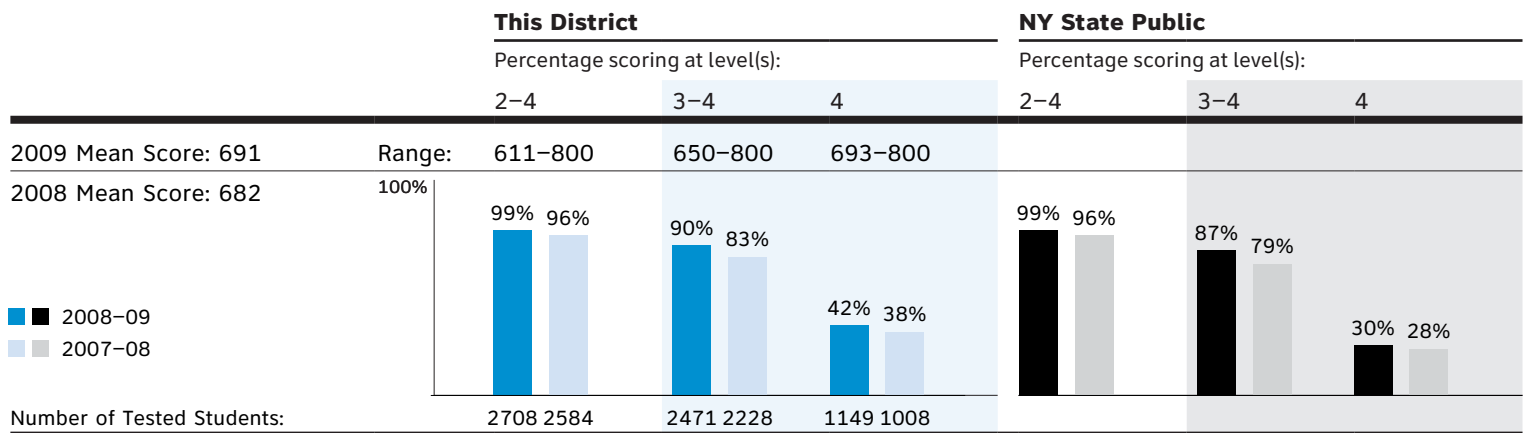
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	50	50	47	47	28	28	27	26
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	86	N/A	N/A	N/A	49	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>2737</b>	<b>99%</b>	<b>90%</b>	<b>42%</b>	<b>2684</b>	<b>96%</b>	<b>83%</b>	<b>38%</b>
Female	1337	99%	92%	43%	1347	98%	85%	39%
Male	1400	99%	88%	41%	1337	95%	81%	36%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	376	99%	85%	18%	429	—	—	—
Hispanic or Latino	512	99%	81%	17%	493	95%	72%	14%
Asian or Native Hawaiian/Other Pacific Islander	801	99%	96%	59%	682	97%	92%	53%
White	1042	99%	93%	50%	1076	98%	88%	45%
Multiracial	3	—	—	—				
Small Group Totals	6	83%	83%	33%	433	91%	69%	20%
General-Education Students	2423	99%	95%	47%	2349	99%	89%	43%
Students with Disabilities	314	95%	58%	5%	335	79%	40%	3%
English Proficient	2396	99%	93%	46%	2386	98%	87%	41%
Limited English Proficient	341	96%	74%	11%	298	86%	52%	6%
Economically Disadvantaged	2391	99%	89%	38%	2201	96%	80%	31%
Not Disadvantaged	346	99%	96%	70%	483	99%	96%	66%
Migrant								
Not Migrant	2737	99%	90%	42%	2684	96%	83%	38%

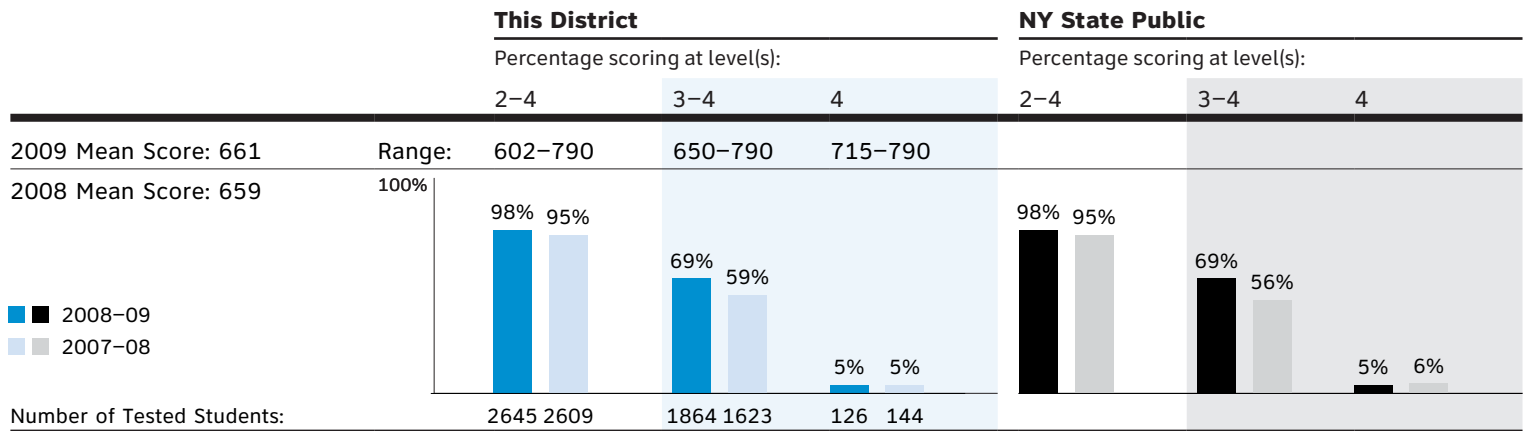
### NOTES

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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	51	49	48	44	29	27	27	21

## 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>2695</b>	<b>98%</b>	<b>69%</b>	<b>5%</b>	<b>2738</b>	<b>95%</b>	<b>59%</b>	<b>5%</b>
Female	1353	99%	75%	6%	1352	97%	66%	7%
Male	1342	97%	63%	3%	1386	94%	53%	3%
American Indian or Alaska Native	6	100%	33%	0%	5	80%	40%	0%
Black or African American	425	97%	56%	1%	464	94%	48%	2%
Hispanic or Latino	512	97%	52%	0%	506	92%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	686	98%	77%	7%	660	96%	68%	6%
White	1066	100%	78%	7%	1103	97%	68%	8%
Multiracial								
Small Group Totals								
General-Education Students	2382	99%	76%	5%	2440	98%	65%	6%
Students with Disabilities	313	92%	19%	0%	298	76%	15%	0%
English Proficient	2436	99%	74%	5%	2500	97%	64%	6%
Limited English Proficient	259	89%	19%	0%	238	73%	10%	0%
Economically Disadvantaged	2381	98%	66%	3%	2264	95%	54%	3%
Not Disadvantaged	314	99%	91%	14%	474	99%	86%	15%
Migrant								
Not Migrant	2695	98%	69%	5%	2738	95%	59%	5%

### NOTES

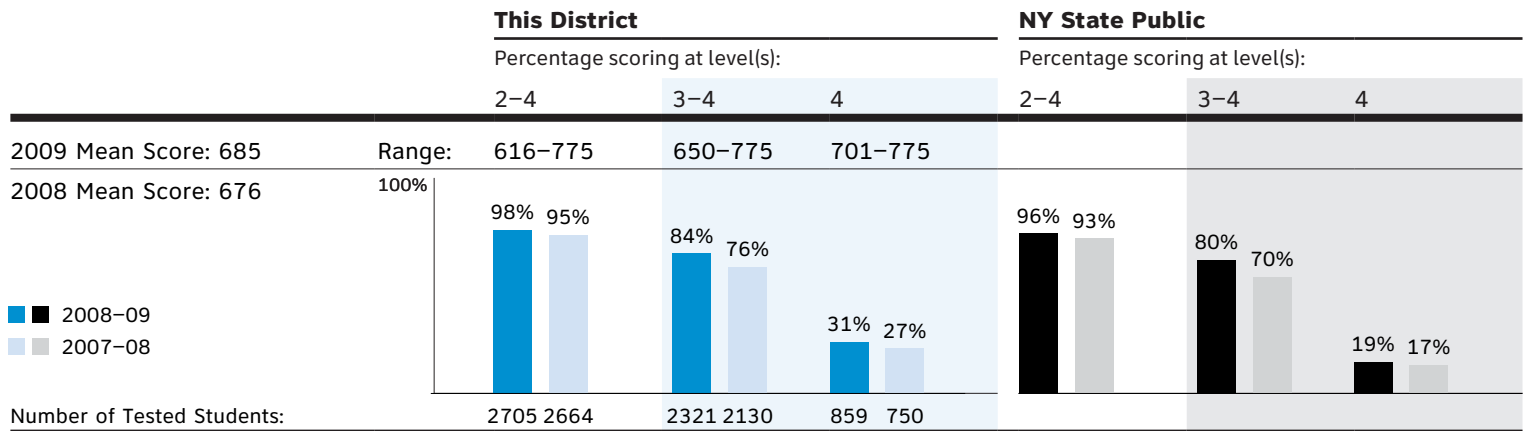
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	34	33	33	28	41	41	41	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	64	N/A	N/A	N/A	60	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>2772</b>	<b>98%</b>	<b>84%</b>	<b>31%</b>	<b>2814</b>	<b>95%</b>	<b>76%</b>	<b>27%</b>
Female	1397	98%	85%	34%	1387	96%	78%	29%
Male	1375	97%	82%	28%	1427	93%	73%	24%
American Indian or Alaska Native	6	100%	67%	33%	6	50%	33%	17%
Black or African American	425	95%	70%	13%	465	89%	60%	10%
Hispanic or Latino	518	96%	70%	12%	511	89%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	725	99%	93%	46%	699	99%	89%	45%
White	1098	99%	90%	37%	1133	97%	82%	31%
Multiracial								
Small Group Totals								
General-Education Students	2458	99%	89%	35%	2516	98%	81%	30%
Students with Disabilities	314	86%	42%	2%	298	70%	31%	2%
English Proficient	2440	98%	86%	34%	2501	96%	78%	29%
Limited English Proficient	332	93%	69%	9%	313	88%	55%	7%
Economically Disadvantaged	2460	97%	82%	28%	2340	94%	72%	21%
Not Disadvantaged	312	98%	94%	56%	474	99%	95%	54%
Migrant								
Not Migrant	2772	98%	84%	31%	2814	95%	76%	27%

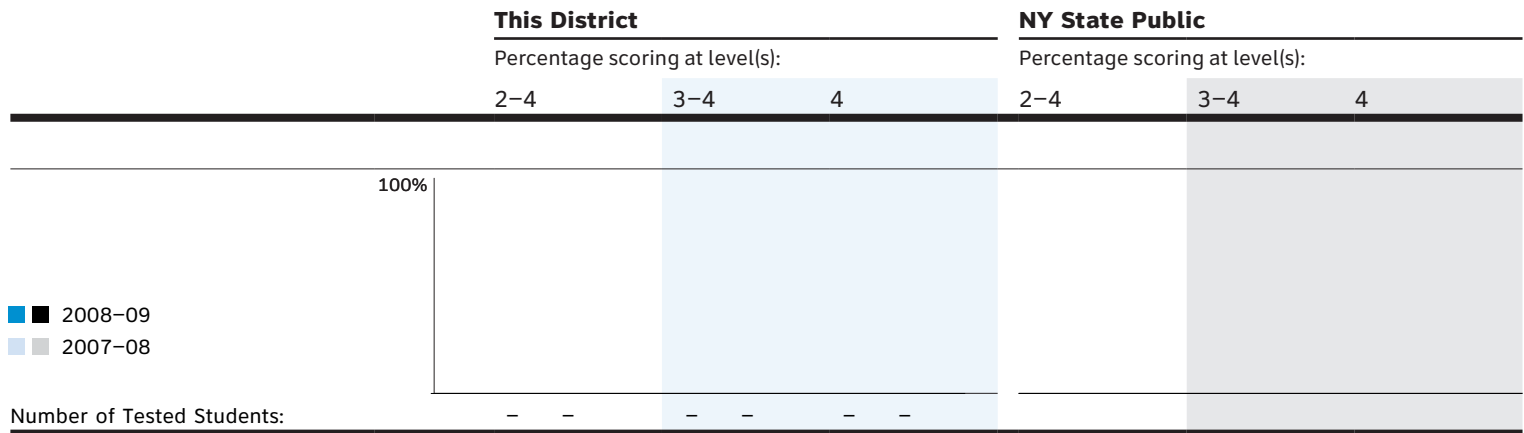
### NOTES

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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	34	33	30	26	41	39	35	30

## 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>2749</b>	<b>92%</b>	<b>67%</b>	<b>22%</b>	<b>2793</b>	<b>94%</b>	<b>69%</b>	<b>23%</b>
Female	1393	92%	67%	20%	1381	95%	68%	23%
Male	1356	92%	67%	23%	1412	93%	69%	24%
American Indian or Alaska Native	6	100%	50%	17%	6	67%	50%	17%
Black or African American	415	85%	47%	7%	455	89%	54%	10%
Hispanic or Latino	509	89%	48%	6%	500	92%	49%	8%
Asian or Native Hawaiian/Other Pacific Islander	724	93%	76%	32%	698	97%	79%	34%
White	1095	96%	77%	28%	1134	95%	77%	29%
Multiracial								
Small Group Totals								
General-Education Students	2450	94%	72%	24%	2507	96%	73%	26%
Students with Disabilities	299	74%	22%	2%	286	78%	27%	3%
English Proficient	2425	95%	72%	24%	2485	96%	74%	26%
Limited English Proficient	324	72%	27%	1%	308	80%	28%	2%
Economically Disadvantaged	2436	92%	64%	17%	2318	93%	64%	17%
Not Disadvantaged	313	96%	90%	55%	475	99%	93%	55%
Migrant								
Not Migrant	2749	92%	67%	22%	2793	94%	69%	23%

### NOTES

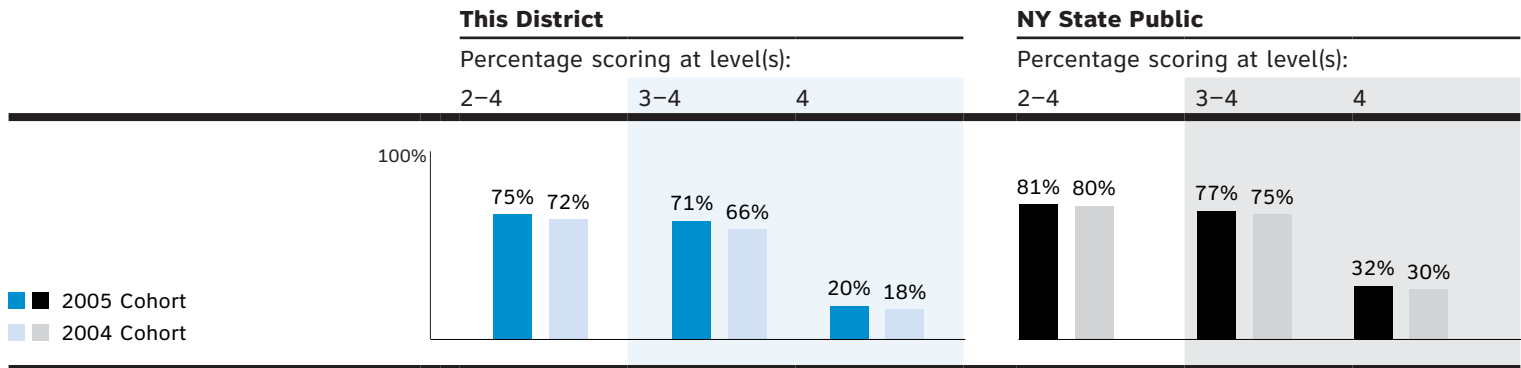
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	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	34	32	28	25	40	37	34	31
Regents Science	1	-	-	-	2	-	-	-



## 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
<b>All Students</b>	<b>3069</b>	<b>75%</b>	<b>71%</b>	<b>20%</b>	<b>3114</b>	<b>72%</b>	<b>66%</b>	<b>18%</b>
Female	1525	81%	77%	27%	1520	78%	73%	24%
Male	1544	70%	64%	14%	1594	66%	60%	13%
American Indian or Alaska Native	6	67%	33%	0%	10	60%	40%	0%
Black or African American	1072	71%	65%	14%	1083	69%	62%	13%
Hispanic or Latino	533	65%	60%	12%	581	58%	52%	9%
Asian or Native Hawaiian/Other Pacific Islander	701	85%	80%	22%	642	86%	80%	25%
White	750	81%	79%	33%	793	76%	72%	28%
Multiracial	7	71%	57%	0%	5	60%	40%	0%
Small Group Totals								
General-Education Students	2660	82%	78%	23%	2680	80%	74%	21%
Students with Disabilities	409	33%	25%	1%	434	26%	18%	1%
English Proficient	2748	78%	75%	22%	2808	74%	70%	20%
Limited English Proficient	321	51%	38%	2%	306	52%	35%	4%
Economically Disadvantaged	2191	78%	74%	23%	1649	67%	61%	15%
Not Disadvantaged	878	68%	62%	12%	1465	78%	73%	22%
Migrant								
Not Migrant	3069	75%	71%	20%	3114	72%	66%	18%

### NOTES

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## Other Assessments

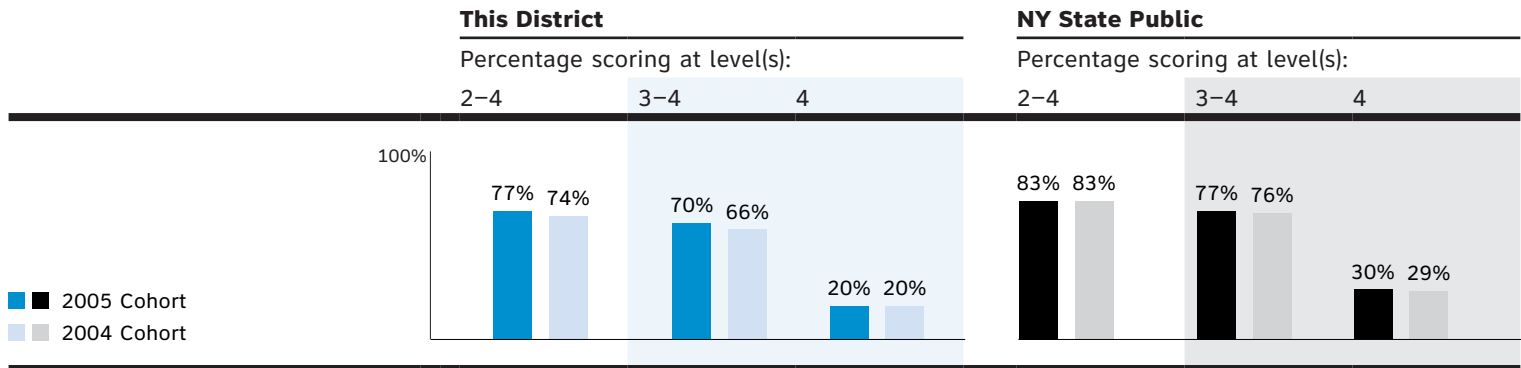
	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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
<b>All Students</b>	<b>3069</b>	<b>77%</b>	<b>70%</b>	<b>20%</b>	<b>3114</b>	<b>74%</b>	<b>66%</b>	<b>20%</b>
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## Other Assessments

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	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
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