



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #23**

District ID **33-23-00-01-0000**

Superintendent **DONALD CONYERS**

Telephone **(718) 240-3677**

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	481	461	425
Kindergarten	774	848	802
Grade 1	1100	1091	963
Grade 2	1096	1061	932
Grade 3	1059	1046	923
Grade 4	966	998	879
Grade 5	1085	991	899
Grade 6	1216	1200	1226
Ungraded Elementary	663	731	731
Grade 7	1337	1274	1187
Grade 8	1335	1291	1233
Grade 9	524	546	544
Grade 10	439	454	614
Grade 11	282	301	362
Grade 12	135	287	311
Ungraded Secondary	402	450	510
Total K-12	12413	12569	12116

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	24	22	22
Grade 8			
English	24	23	26
Mathematics	26	25	28
Science	25	22	28
Social Studies	25	24	27
Grade 10			
English	26	28	30
Mathematics	25	26	24
Science	26	28	27
Social Studies	27	29	28

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #23

District ID 33-23-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	10096	81%	9796	78%	9123	75%
Reduced-Price Lunch	698	6%	777	6%	837	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	455	4%	470	4%	439	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	73	1%	61	0%	51	0%
Black or African American	10044	81%	10205	81%	9867	81%
Hispanic or Latino	2148	17%	2139	17%	2018	17%
Asian or Native Hawaiian/Other Pacific Islander	79	1%	94	1%	94	1%
White	69	1%	70	1%	86	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate						0%
Student Suspensions	601	5%	642	5%	629	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
Total Number of Teachers	951	979	942
Percent with No Valid Teaching Certificate	10%	4%	2%
Percent Teaching Out of Certification	14%	13%	11%
Percent with Fewer Than Three Years of Experience	21%	18%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	24%	25%	29%
Total Number of Core Classes	1592	1597	1744
Percent Not Taught by Highly Qualified Teachers	20%	13%	10%
Total Number of Classes	2070	2023	2159
Percent Taught by Teachers Without Appropriate Certification	21%	14%	12%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	29%		29%
Turnover Rate of All Teachers	22%		20%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	0	0

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2009–10)

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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities			—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	0 of 5	0 of 5	1 of 1

AYP Status

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

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |


























Elementary/Middle-Level English Language Arts

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

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 (7444:7050)			99%		155	143	
Ethnicity							
American Indian or Alaska Native (29:27)	—	—	—	—	—	—	—
Black or African American (6063:5780)			99%		156	143	
Hispanic or Latino (1247:1148)			99%		150	141	
Asian or Native Hawaiian/Other Pacific Islander (52:48)			98%		188	130	
White (45:39)			96%		149	128	
Multiracial (8:8)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1668:1519)			97%		113	141	107 122
Limited English Proficient ⁵ (296:315)			99%		134	138	120 141
Economically Disadvantaged (6703:6348)			99%		155	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  Good Standing
for This Subject
(2009–10)

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 (7438:6984)			99%		165	118	
Ethnicity							
American Indian or Alaska Native (28:27)	—	—	—	—	—	—	—
Black or African American (6059:5716)			99%		165	118	
Hispanic or Latino (1243:1144)			99%		164	116	
Asian or Native Hawaiian/Other Pacific Islander (55:50)			98%		192	106	
White (45:39)			96%		169	103	
Multiracial (8:8)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1658:1499)			97%		120	116	
Limited English Proficient ⁵ (302:332)			99%		153	113	
Economically Disadvantaged (6689:6288)			99%		164	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 (2473:2255)		Qualified		97%		138	100	
Ethnicity								
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—	—
Black or African American (2027:1852)		Qualified		97%		137	100	
Hispanic or Latino (400:359)		Qualified		97%		140	100	
Asian or Native Hawaiian/Other Pacific Islander (18:16)	—	—	—	—	—	—	—	—
White (15:15)	—	—	—	—	—	—	—	—
Multiracial (4:4)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (551:472)		Qualified		93%		105	100	
Limited English Proficient ⁴ (89:97)		Qualified		98%		123	100	
Economically Disadvantaged (2203:2012)		Qualified		97%		137	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  Good Standing
for This Subject
(2009–10)

Accountability Measures 0 of 5 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 (408:536)			97%		131	166	160	138
Ethnicity								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (331:438)			97%		132	166	162	139
Hispanic or Latino (69:90)			99%		131	161	145	138
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—	—
White (5:4)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (42:82)			95%		89	160	119	100
Limited English Proficient ⁵ (6:7)	—	—	—	—	—	—	—	—
Economically Disadvantaged (291:389)			97%		138	165	162	144
Final AYP Determination	 0 of 5							

NOTES

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

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

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

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

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


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

AYP Status

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

















Secondary-Level Mathematics

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

Accountability Measures 0 of 5 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 (408:536)			98%		138	161	161	144
Ethnicity								
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–	–
Black or African American (331:438)			98%		137	161	161	143
Hispanic or Latino (69:90)			99%		150	156	151	155
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–	–
White (5:4)	–	–	–	–	–	–	–	–
Multiracial (0:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (42:82)			98%		91	155	119	102
Limited English Proficient ⁵ (6:7)	–	–	–	–	–	–	–	–
Economically Disadvantaged (291:389)			99%		142	160	160	148
Final AYP Determination	 0 of 5							

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		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
All Students (413)			62%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (318)			62%	55%		
Hispanic or Latino (87)			62%	55%		
Asian or Native Hawaiian/Other Pacific Islander (1)		–	–	–		
White (5)		–	–	–		
Multiracial (0)						
Other Groups						
Students with Disabilities (80)			20%	55%	18%	21%
Limited English Proficient ² (12)		–	–	–		
Economically Disadvantaged (294)			64%	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 #23

District ID 33-23-00-01-0000

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	53%			1063
Grade 4	52%			1013
Grade 5	62%			1054
Grade 6	68%			1352
Grade 7	67%			1321
Grade 8	49%			1368

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	82%			1061
Grade 4	71%			1013
Grade 5	71%			1050
Grade 6	70%			1369
Grade 7	74%			1325
Grade 8	57%			1378

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	72%			997
Grade 8	33%			1303

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	52%			600
Mathematics	53%			600

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.

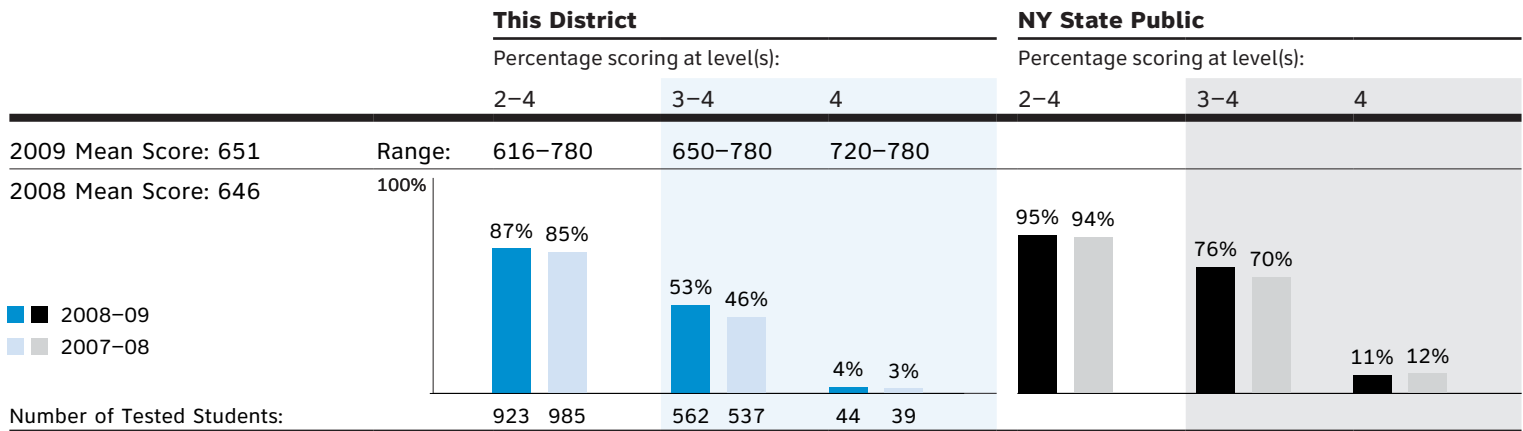
In this section, this district's performance is compared with that of public schools statewide.

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	1063	87%	53%	4%	1164	85%	46%	3%
Female	508	91%	61%	5%	590	88%	53%	4%
Male	555	83%	45%	4%	574	81%	40%	3%
American Indian or Alaska Native	7	-	-	-	7	86%	29%	0%
Black or African American	841	88%	54%	5%	954	85%	47%	3%
Hispanic or Latino	200	79%	48%	3%	194	80%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	0%	3	-	-	-
White	7	100%	43%	14%	3	-	-	-
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	8	88%	63%	0%	9	89%	44%	0%
General-Education Students	828	94%	62%	5%	931	92%	54%	4%
Students with Disabilities	235	61%	20%	0%	233	57%	15%	0%
English Proficient	1004	88%	54%	4%	1111	85%	47%	3%
Limited English Proficient	59	73%	39%	0%	53	74%	21%	4%
Economically Disadvantaged	970	87%	52%	4%	1089	84%	46%	3%
Not Disadvantaged	93	89%	57%	5%	75	93%	47%	4%
Migrant								
Not Migrant	1063	87%	53%	4%	1164	85%	46%	3%

NOTES

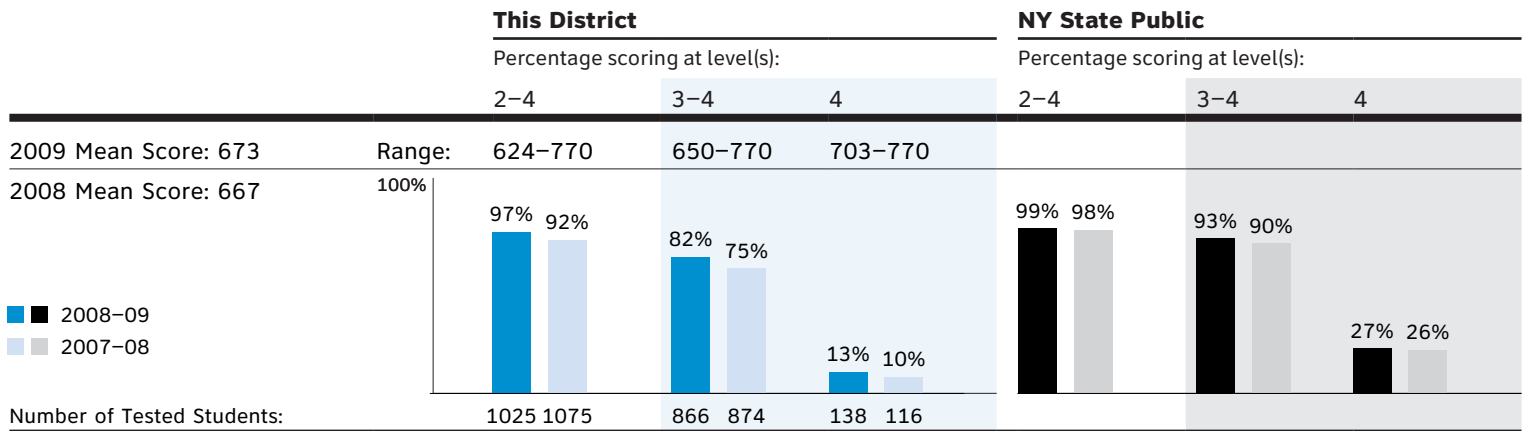
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	28	22	21	20	25	22	21	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	1	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	1061	97%	82%	13%	1165	92%	75%	10%
Female	504	98%	83%	15%	595	94%	77%	11%
Male	557	96%	80%	11%	570	91%	73%	8%
American Indian or Alaska Native	7	-	-	-	8	88%	63%	0%
Black or African American	841	96%	83%	12%	949	92%	75%	10%
Hispanic or Latino	196	98%	76%	16%	198	91%	74%	10%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	2	-	-	-
White	8	100%	100%	25%	5	100%	60%	20%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	8	100%	63%	13%	5	100%	60%	0%
General-Education Students	829	98%	88%	16%	933	97%	82%	12%
Students with Disabilities	232	91%	58%	4%	232	72%	47%	3%
English Proficient	999	96%	82%	13%	1112	92%	75%	10%
Limited English Proficient	62	98%	73%	18%	53	92%	68%	8%
Economically Disadvantaged	965	96%	81%	13%	1091	92%	75%	10%
Not Disadvantaged	96	99%	86%	15%	74	93%	78%	14%
Migrant								
Not Migrant	1061	97%	82%	13%	1165	92%	75%	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 3 Equivalent	28	26	23	19	25	25	24	17

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 648	612-775	650-775	716-775			
2008 Mean Score: 647						
Number of Tested Students:	924	964	523	548	15	29

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	1013	91%	52%	1%	1114	87%	49%	3%
Female	506	95%	57%	2%	543	91%	58%	3%
Male	507	87%	46%	1%	571	83%	41%	2%
American Indian or Alaska Native	7	100%	14%	0%	6	50%	0%	0%
Black or African American	819	92%	52%	2%	903	87%	50%	2%
Hispanic or Latino	174	87%	51%	1%	193	85%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	86%	57%	14%
White	7	100%	43%	0%	4	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	100%	50%	0%	5	60%	20%	0%
General-Education Students	781	98%	61%	2%	910	93%	56%	3%
Students with Disabilities	232	69%	20%	0%	204	57%	18%	0%
English Proficient	973	92%	53%	2%	1065	87%	51%	3%
Limited English Proficient	40	83%	30%	0%	49	76%	20%	0%
Economically Disadvantaged	919	91%	51%	1%	1023	87%	48%	2%
Not Disadvantaged	94	90%	55%	5%	91	87%	66%	4%
Migrant								
Not Migrant	1013	91%	52%	1%	1114	87%	49%	3%

NOTES

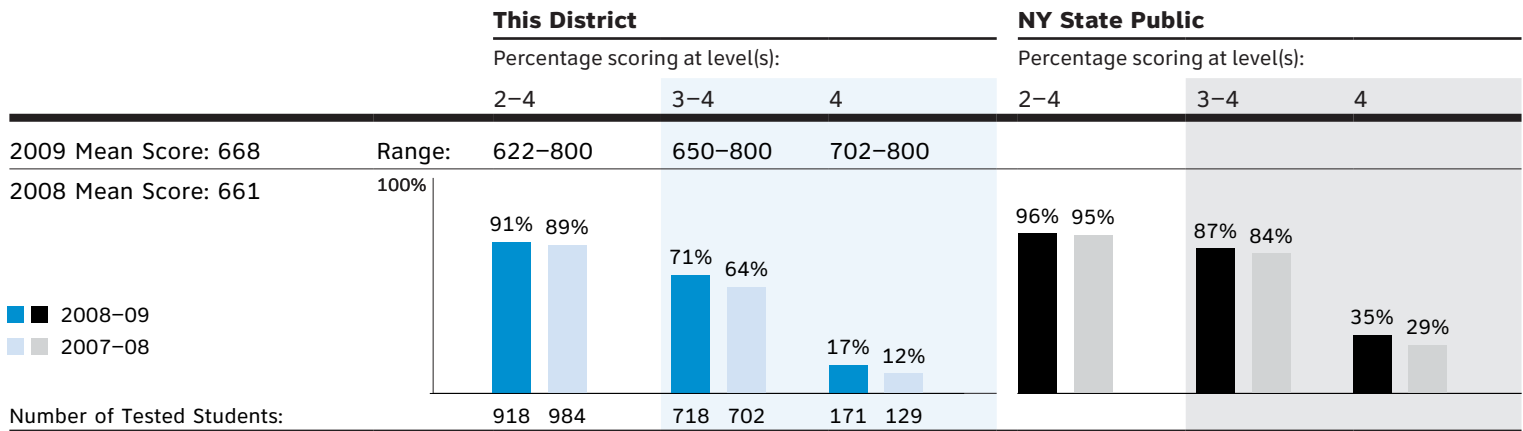
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	34	33	25	20	22	18	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	0	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	1013	91%	71%	17%	1104	89%	64%	12%
Female	504	92%	72%	20%	539	90%	64%	12%
Male	509	89%	70%	14%	565	88%	63%	11%
American Indian or Alaska Native	6	100%	83%	17%	6	33%	17%	0%
Black or African American	819	90%	70%	16%	896	89%	64%	12%
Hispanic or Latino	177	93%	74%	21%	190	91%	65%	11%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	7	100%	71%	43%
White	6	83%	67%	0%	4	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	5	80%	80%	40%	5	60%	40%	0%
General-Education Students	781	96%	79%	20%	902	95%	71%	14%
Students with Disabilities	232	72%	44%	5%	202	63%	31%	3%
English Proficient	969	91%	71%	17%	1055	89%	64%	12%
Limited English Proficient	44	86%	61%	7%	49	86%	51%	8%
Economically Disadvantaged	918	91%	70%	16%	1011	89%	63%	11%
Not Disadvantaged	95	87%	77%	21%	93	89%	74%	20%
Migrant								
Not Migrant	1013	91%	71%	17%	1104	89%	64%	12%

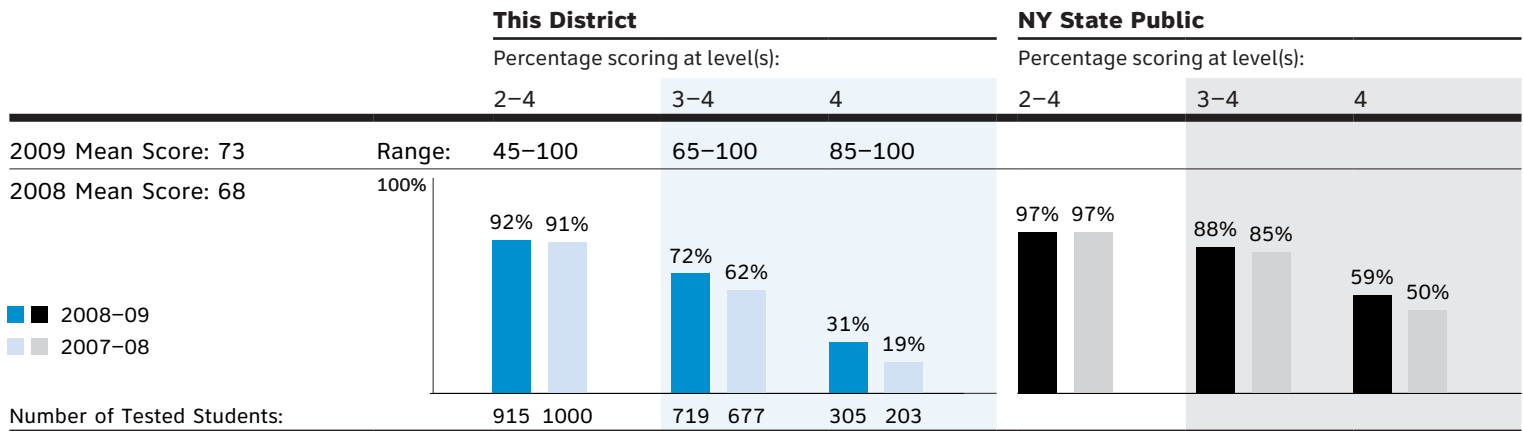
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	34	30	17	22	18	14	8

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	997	92%	72%	31%	1096	91%	62%	19%
Female	499	93%	73%	33%	532	93%	65%	21%
Male	498	91%	71%	28%	564	90%	59%	16%
American Indian or Alaska Native	5	100%	100%	0%	7	-	-	-
Black or African American	805	92%	72%	31%	890	91%	62%	18%
Hispanic or Latino	177	90%	72%	28%	188	91%	59%	17%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	7	100%	86%	71%
White	5	100%	100%	80%	3	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	5	100%	60%	40%	11	91%	45%	18%
General-Education Students	778	96%	79%	37%	899	96%	68%	22%
Students with Disabilities	219	79%	46%	8%	197	71%	32%	3%
English Proficient	953	92%	73%	32%	1045	92%	63%	19%
Limited English Proficient	44	86%	61%	9%	51	80%	37%	8%
Economically Disadvantaged	902	92%	72%	30%	1005	91%	60%	17%
Not Disadvantaged	95	93%	77%	37%	91	99%	77%	35%
Migrant								
Not Migrant	997	92%	72%	31%	1096	91%	62%	19%

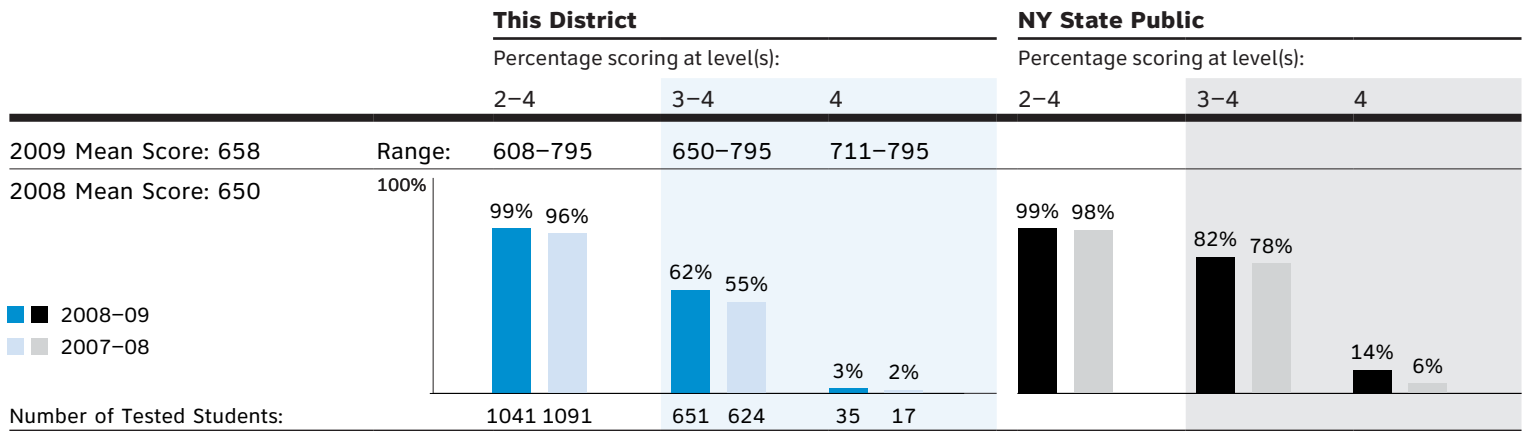
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	33	30	30	26	20	15	15	12

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	1054	99%	62%	3%	1132	96%	55%	2%
Female	512	99%	66%	4%	589	98%	61%	2%
Male	542	99%	57%	2%	543	95%	49%	1%
American Indian or Alaska Native	5	100%	40%	0%				
Black or African American	839	99%	63%	3%	924	97%	55%	2%
Hispanic or Latino	198	98%	58%	4%	197	92%	56%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	0%	4	-	-	-
White	5	100%	20%	0%	5	100%	60%	0%
Multiracial					2	-	-	-
Small Group Totals					6	100%	67%	0%
General-Education Students	813	100%	70%	4%	898	99%	63%	2%
Students with Disabilities	241	95%	33%	1%	234	85%	24%	0%
English Proficient	1003	99%	63%	3%	1097	97%	56%	2%
Limited English Proficient	51	96%	31%	0%	35	83%	26%	0%
Economically Disadvantaged	955	99%	62%	3%	1040	96%	55%	2%
Not Disadvantaged	99	99%	62%	4%	92	98%	62%	1%
Migrant								
Not Migrant	1054	99%	62%	3%	1132	96%	55%	2%

NOTES

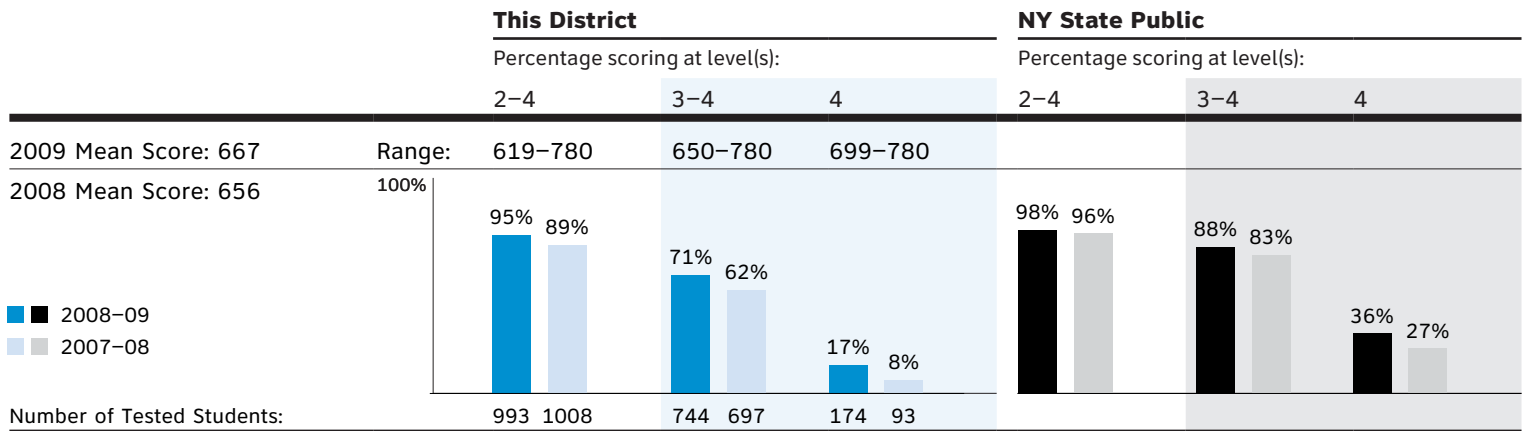
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	29	26	20	12	18	17	14	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	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	1050	95%	71%	17%	1132	89%	62%	8%
Female	512	96%	75%	19%	589	91%	64%	9%
Male	538	93%	67%	14%	543	87%	59%	8%
American Indian or Alaska Native	5	100%	60%	0%				
Black or African American	831	94%	71%	16%	926	90%	61%	7%
Hispanic or Latino	200	95%	71%	19%	196	86%	64%	13%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	44%	4	-	-	-
White	5	80%	40%	0%	4	-	-	-
Multiracial					2	-	-	-
Small Group Totals					10	90%	70%	20%
General-Education Students	813	98%	79%	21%	898	95%	69%	10%
Students with Disabilities	237	82%	43%	1%	234	67%	31%	1%
English Proficient	996	95%	71%	17%	1097	89%	63%	8%
Limited English Proficient	54	91%	61%	4%	35	77%	31%	11%
Economically Disadvantaged	950	95%	71%	16%	1037	89%	62%	8%
Not Disadvantaged	100	92%	70%	20%	95	86%	61%	13%
Migrant								
Not Migrant	1050	95%	71%	17%	1132	89%	62%	8%

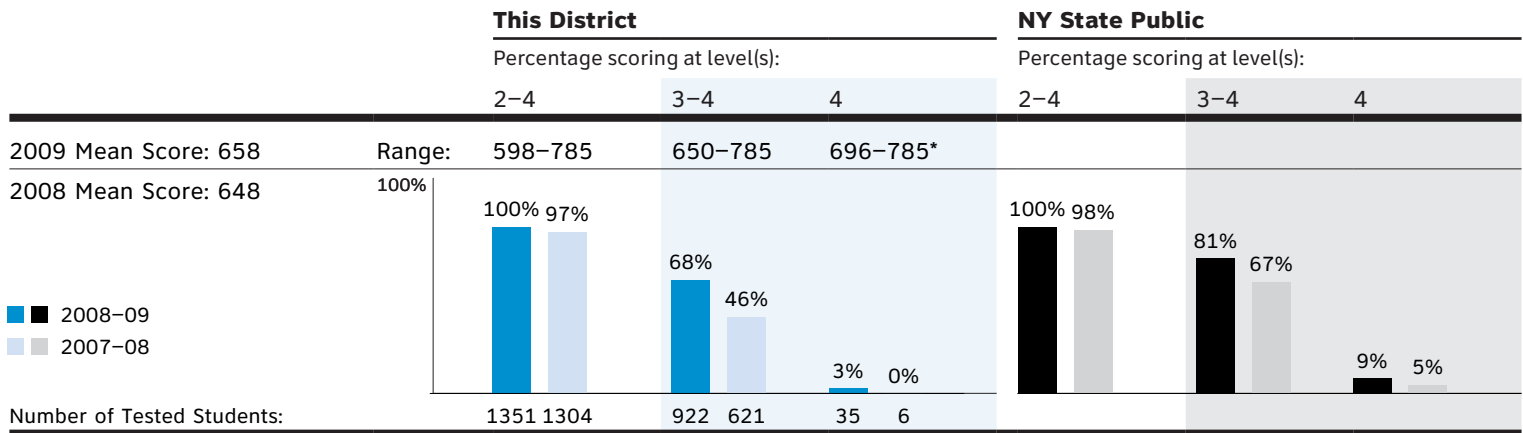
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	29	28	22	13	19	15	13	6

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	1352	100%	68%	3%	1339	97%	46%	0%
Female	690	100%	74%	3%	649	99%	52%	1%
Male	662	100%	62%	2%	690	96%	41%	0%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	1128	100%	69%	2%	1103	98%	47%	0%
Hispanic or Latino	210	100%	66%	3%	209	96%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	12	100%	83%	0%
White	6	100%	50%	0%	8	100%	50%	13%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	100%	88%	25%	7	100%	57%	14%
General-Education Students	1097	100%	77%	3%	1086	100%	54%	1%
Students with Disabilities	255	100%	31%	0%	253	88%	12%	0%
English Proficient	1317	100%	69%	3%	1295	98%	48%	0%
Limited English Proficient	35	97%	23%	0%	44	93%	11%	0%
Economically Disadvantaged	1224	100%	67%	3%	1198	97%	46%	0%
Not Disadvantaged	128	100%	79%	2%	141	98%	50%	1%
Migrant								
Not Migrant	1352	100%	68%	3%	1339	97%	46%	0%

NOTES

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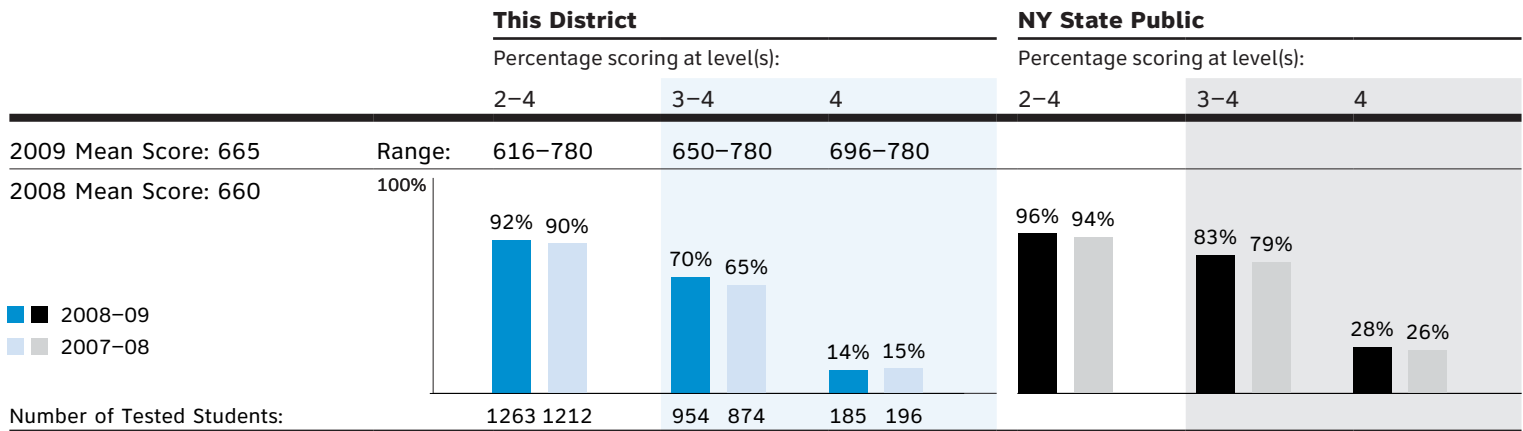
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	19	17	8	19	17	13	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	6	N/A	N/A	N/A	4	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	1369	92%	70%	14%	1342	90%	65%	15%
Female	688	94%	73%	14%	647	93%	70%	15%
Male	681	91%	67%	14%	695	88%	61%	14%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	1139	92%	69%	13%	1101	91%	66%	14%
Hispanic or Latino	215	91%	70%	15%	213	85%	61%	13%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	29%	13	100%	100%	69%
White	6	-	-	-	8	88%	75%	25%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	100%	88%	13%	7	100%	43%	14%
General-Education Students	1112	97%	78%	16%	1089	96%	75%	18%
Students with Disabilities	257	70%	34%	4%	253	66%	25%	1%
English Proficient	1326	93%	71%	14%	1295	91%	66%	15%
Limited English Proficient	43	74%	42%	5%	47	79%	43%	0%
Economically Disadvantaged	1237	92%	69%	14%	1198	90%	65%	14%
Not Disadvantaged	132	95%	75%	13%	144	90%	67%	17%
Migrant								
Not Migrant	1369	92%	70%	14%	1342	90%	65%	15%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	19	16	11	21	19	15	10

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 657	600-790	650-790	705-790*			
2008 Mean Score: 651						
	100%	98%	67%	100%	98%	80%
		53%	2%		70%	7%
			0%			3%
Number of Tested Students:	1315	1364	884	741	23	4

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	1321	100%	67%	2%	1396	98%	53%	0%
Female	638	100%	73%	2%	679	98%	60%	0%
Male	683	99%	62%	1%	717	97%	47%	0%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	1092	100%	68%	1%	1167	98%	53%	0%
Hispanic or Latino	204	100%	59%	2%	205	95%	54%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	17%	13	100%	69%	0%
White	6	100%	100%	0%	6	100%	33%	17%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	0%	5	100%	60%	0%
General-Education Students	1081	100%	75%	2%	1149	99%	60%	0%
Students with Disabilities	240	98%	28%	0%	247	91%	22%	0%
English Proficient	1278	100%	68%	2%	1355	98%	54%	0%
Limited English Proficient	43	98%	35%	0%	41	85%	17%	0%
Economically Disadvantaged	1190	100%	66%	2%	1250	98%	53%	0%
Not Disadvantaged	131	99%	76%	3%	146	97%	53%	0%
Migrant								
Not Migrant	1321	100%	67%	2%	1396	98%	53%	0%

NOTES

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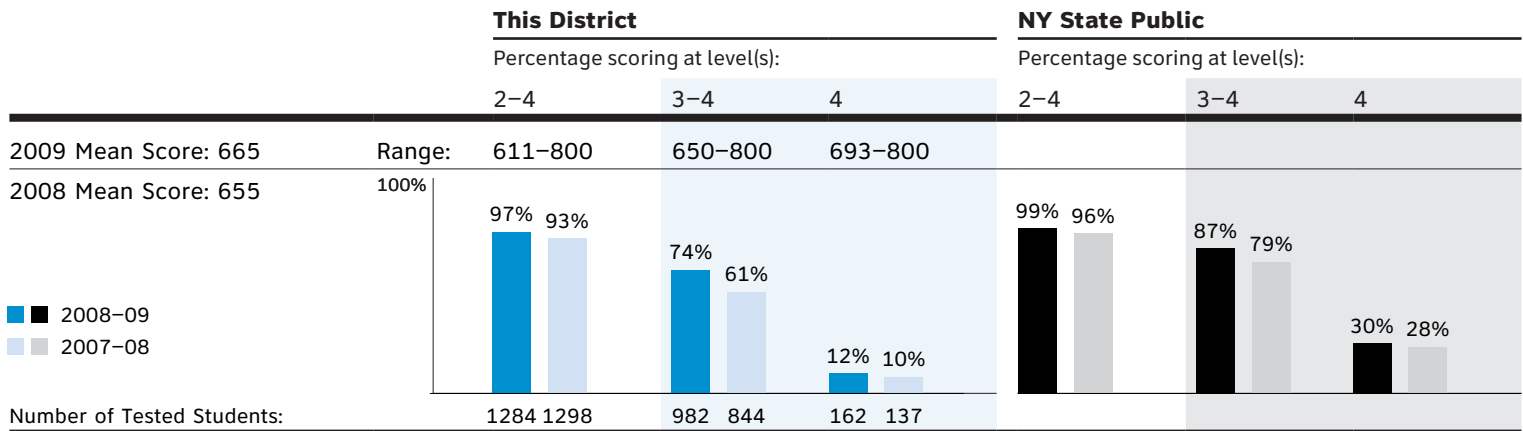
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	30	27	26	19	35	35	30	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	3	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	1325	97%	74%	12%	1392	93%	61%	10%
Female	639	98%	77%	13%	677	96%	66%	11%
Male	686	96%	72%	11%	715	90%	56%	9%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	1094	97%	75%	12%	1155	94%	60%	9%
Hispanic or Latino	206	95%	68%	12%	213	90%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	67%	12	100%	92%	50%
White	6	100%	83%	17%	7	86%	29%	14%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	100%	57%	14%	5	100%	80%	20%
General-Education Students	1087	99%	82%	15%	1145	98%	69%	12%
Students with Disabilities	238	86%	37%	1%	247	73%	21%	0%
English Proficient	1275	97%	75%	13%	1349	94%	62%	10%
Limited English Proficient	50	84%	48%	2%	43	70%	28%	0%
Economically Disadvantaged	1194	97%	74%	12%	1243	94%	61%	10%
Not Disadvantaged	131	97%	78%	18%	149	91%	60%	7%
Migrant								
Not Migrant	1325	97%	74%	12%	1392	93%	61%	10%

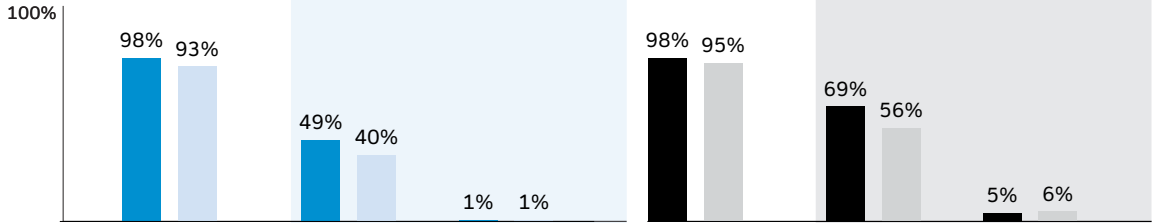
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	29	25	23	16	35	35	31	12

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 649	602-790	650-790	715-790			
2008 Mean Score: 644						
						
Number of Tested Students:	1338	1328	672	566	14	15

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	1368	98%	49%	1%	1426	93%	40%	1%
Female	667	99%	57%	1%	713	95%	43%	2%
Male	701	97%	42%	1%	713	91%	36%	0%
American Indian or Alaska Native	4	-	-	-	10	80%	30%	0%
Black or African American	1137	98%	49%	1%	1169	94%	41%	1%
Hispanic or Latino	204	98%	47%	1%	234	90%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	0%	9	-	-	-
White	8	88%	38%	13%	4	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	5	100%	60%	0%	13	85%	69%	0%
General-Education Students	1131	99%	57%	1%	1176	97%	47%	1%
Students with Disabilities	237	90%	13%	0%	250	73%	6%	0%
English Proficient	1334	98%	50%	1%	1383	94%	41%	1%
Limited English Proficient	34	94%	15%	0%	43	67%	0%	0%
Economically Disadvantaged	1215	98%	48%	1%	1253	93%	39%	1%
Not Disadvantaged	153	99%	57%	1%	173	91%	42%	1%
Migrant								
Not Migrant	1368	98%	49%	1%	1426	93%	40%	1%

NOTES

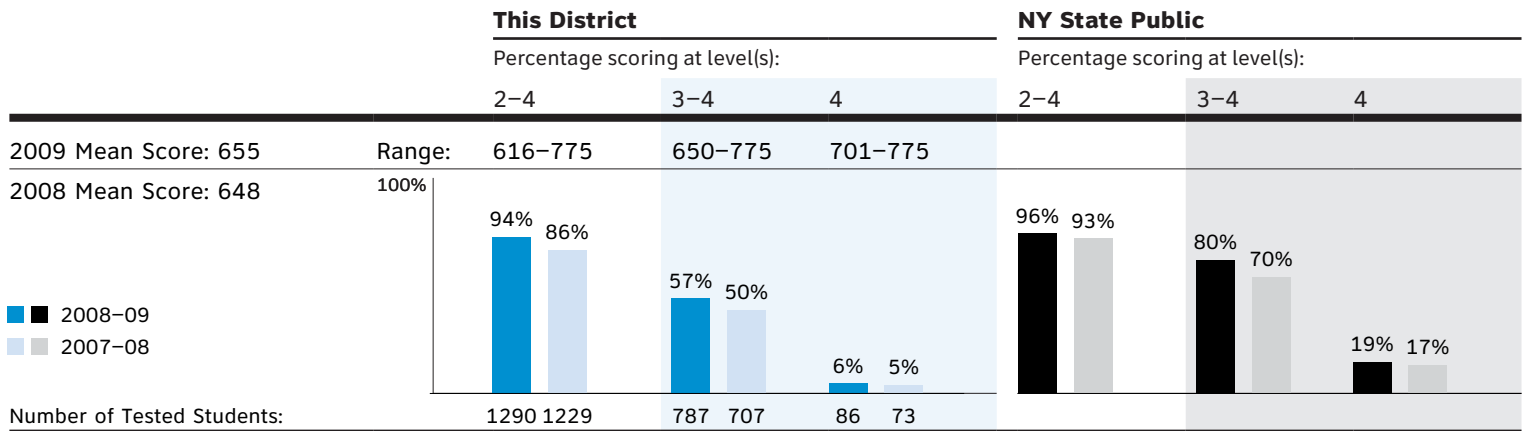
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	36	34	25	29	29	28	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	2	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	1378	94%	57%	6%	1422	86%	50%	5%
Female	678	95%	61%	7%	708	87%	51%	5%
Male	700	93%	53%	6%	714	86%	49%	5%
American Indian or Alaska Native	4	-	-	-	10	-	-	-
Black or African American	1143	94%	56%	6%	1169	87%	49%	5%
Hispanic or Latino	207	91%	59%	7%	229	86%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	20%	10	90%	70%	20%
White	8	88%	63%	13%	4	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	0%	14	86%	64%	14%
General-Education Students	1139	98%	65%	7%	1175	93%	56%	6%
Students with Disabilities	239	74%	18%	0%	247	57%	20%	2%
English Proficient	1337	94%	58%	6%	1376	87%	50%	5%
Limited English Proficient	41	78%	34%	0%	46	72%	28%	2%
Economically Disadvantaged	1222	93%	56%	6%	1251	87%	50%	5%
Not Disadvantaged	156	95%	63%	9%	171	84%	49%	6%
Migrant								
Not Migrant	1378	94%	57%	6%	1422	86%	50%	5%

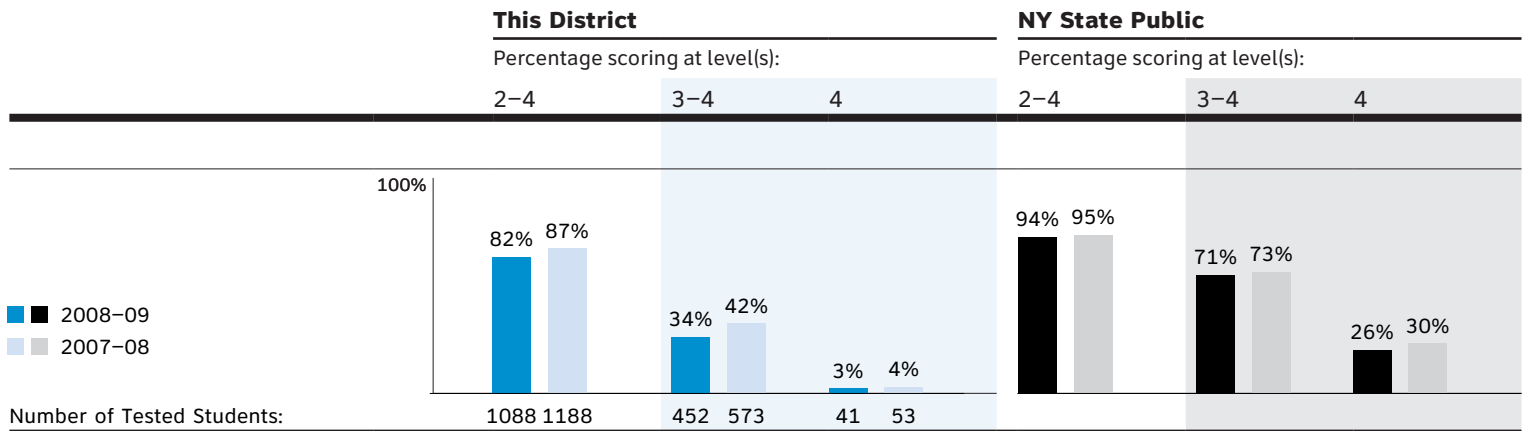
NOTES

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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	37	34	29	18	29	23	22	9

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	1303	81%	33%	3%	1359	87%	42%	4%
Female	649	85%	33%	3%	689	88%	39%	3%
Male	654	78%	33%	4%	670	87%	45%	5%
American Indian or Alaska Native	4	-	-	-	9	-	-	-
Black or African American	1076	81%	32%	3%	1121	87%	42%	4%
Hispanic or Latino	198	81%	35%	3%	215	87%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	16	88%	56%	19%	10	100%	70%	40%
White	8	100%	38%	13%	4	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	5	100%	60%	20%	13	92%	54%	15%
General-Education Students	1080	88%	38%	4%	1137	93%	48%	4%
Students with Disabilities	223	52%	9%	0%	222	57%	10%	1%
English Proficient	1261	82%	34%	3%	1318	88%	43%	4%
Limited English Proficient	42	64%	14%	0%	41	66%	15%	0%
Economically Disadvantaged	1153	81%	33%	3%	1196	87%	40%	4%
Not Disadvantaged	150	88%	33%	3%	163	90%	55%	7%
Migrant								
Not Migrant	1303	81%	33%	3%	1359	87%	42%	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	35	31	27	22	25	25	19	16
Regents Science	28	27	20	0	0			

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

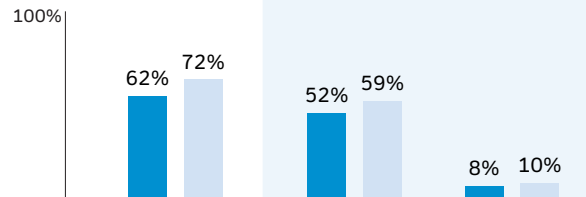
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

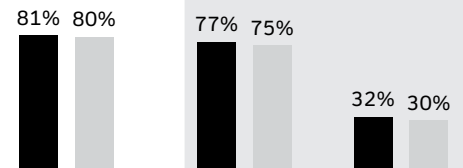
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	600	62%	52%	8%	403	72%	59%	10%
Female	325	69%	60%	9%	230	80%	70%	15%
Male	275	53%	43%	5%	173	62%	45%	4%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	485	62%	54%	8%	310	74%	61%	9%
Hispanic or Latino	106	59%	49%	8%	85	69%	52%	11%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	5	-	-	-	5	-	-	-
Multiracial								
Small Group Totals	9	44%	22%	0%	8	63%	63%	38%
General-Education Students	499	70%	61%	9%	327	82%	70%	13%
Students with Disabilities	101	22%	12%	1%	76	32%	14%	0%
English Proficient	590	63%	53%	8%	391	73%	60%	10%
Limited English Proficient	10	10%	10%	0%	12	42%	33%	0%
Economically Disadvantaged	431	65%	55%	9%	288	75%	61%	11%
Not Disadvantaged	169	54%	45%	4%	115	67%	55%	8%
Migrant								
Not Migrant	600	62%	52%	8%	403	72%	59%	10%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

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

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

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

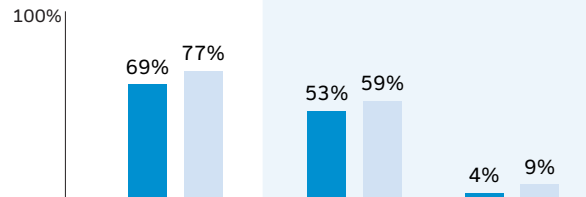
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

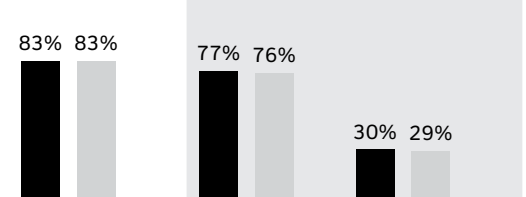


■ 2005 Cohort
■ 2004 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	600	69%	53%	4%	403	77%	59%	9%
Female	325	77%	58%	3%	230	85%	70%	12%
Male	275	59%	47%	5%	173	65%	45%	5%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	485	68%	52%	4%	310	78%	61%	9%
Hispanic or Latino	106	72%	58%	2%	85	74%	51%	6%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	5	–	–	–	5	–	–	–
Multiracial								
Small Group Totals	9	67%	22%	0%	8	63%	50%	38%
General-Education Students	499	77%	62%	5%	327	87%	70%	11%
Students with Disabilities	101	26%	9%	0%	76	32%	12%	0%
English Proficient	590	69%	54%	4%	391	77%	60%	9%
Limited English Proficient	10	20%	0%	0%	12	50%	25%	0%
Economically Disadvantaged	431	70%	54%	5%	288	77%	59%	11%
Not Disadvantaged	169	64%	50%	1%	115	76%	57%	4%
Migrant								
Not Migrant	600	69%	53%	4%	403	77%	59%	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

2005 Cohort

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

2004 Cohort

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

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

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

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

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