



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #32**

District ID **33-32-00-01-0000**

Superintendent **LILLIAN DRUCK**

Telephone **(718) 574-1100**

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	401	390	370
Kindergarten	1072	1160	1071
Grade 1	1443	1350	1317
Grade 2	1384	1306	1278
Grade 3	1351	1263	1141
Grade 4	1391	1231	1202
Grade 5	1434	1408	1236
Grade 6	1430	1502	1440
Ungraded Elementary	729	740	791
Grade 7	1537	1457	1424
Grade 8	1408	1437	1395
Grade 9	826	890	801
Grade 10	988	1078	1117
Grade 11	495	460	553
Grade 12	451	504	538
Ungraded Secondary	448	463	612
Total K-12	16387	16249	15916

Average Class Size

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

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 #32

District ID 33-32-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	13341	81%	14033	86%	13393	84%
Reduced-Price Lunch	858	5%	847	5%	924	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3096	19%	3080	19%	2931	18%
Racial/Ethnic Origin						
American Indian or Alaska Native	66	0%	61	0%	60	0%
Black or African American	4251	26%	4195	26%	4030	25%
Hispanic or Latino	11595	71%	11465	71%	11333	71%
Asian or Native Hawaiian/Other Pacific Islander	294	2%	296	2%	282	2%
White	181	1%	232	1%	211	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	864	5%	864	5%	1179	7%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #32

District ID 33-32-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1278	1271	1270
Percent with No Valid Teaching Certificate	7%	3%	2%
Percent Teaching Out of Certification	13%	12%	9%
Percent with Fewer Than Three Years of Experience	19%	16%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	29%	31%
Total Number of Core Classes	2659	2565	2693
Percent Not Taught by Highly Qualified Teachers	16%	11%	9%
Total Number of Classes	3460	3132	3322
Percent Taught by Teachers Without Appropriate Certification	15%	13%	10%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%		19%
Turnover Rate of All Teachers	17%		15%

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	SH					
Limited English Proficient	SH			SH		
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	1 of 6	0 of 6	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 9 of 9 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 (8974:8534)			99%		160	143	
Ethnicity							
American Indian or Alaska Native (35:34)		—	—		159	127	
Black or African American (2584:2478)			99%		168	142	
Hispanic or Latino (6070:5759)			99%		156	143	
Asian or Native Hawaiian/Other Pacific Islander (198:184)			99%		174	136	
White (81:75)			99%		143	133	
Multiracial (6:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1558:1456)			98%		119	141	109 127
Limited English Proficient ⁵ (1607:1860)			99%		133	141	121 140
Economically Disadvantaged (8110:7715)			99%		158	143	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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


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

AYP Status

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




























Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (8998:8524)			99%		176	118	
Ethnicity							
American Indian or Alaska Native (35:33)		—	—		155	102	
Black or African American (2577:2455)			100%		177	117	
Hispanic or Latino (6098:5776)			99%		175	118	
Asian or Native Hawaiian/Other Pacific Islander (200:183)			100%		194	111	
White (82:73)			98%		159	108	
Multiracial (6:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1550:1437)			98%		135	116	
Limited English Proficient ⁵ (1633:1915)			99%		168	117	
Economically Disadvantaged (8122:7696)			99%		176	118	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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

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

AYP Status

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

















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (3026:2804)		Qualified		98%		149	100	
Ethnicity								
American Indian or Alaska Native (13:12)	—	—	—	—	—	—	—	—
Black or African American (841:783)		Qualified		98%		157	100	
Hispanic or Latino (2070:1922)		Qualified		98%		144	100	
Asian or Native Hawaiian/Other Pacific Islander (70:64)		Qualified		99%		172	100	
White (27:22)	—	—	—	—	—	—	—	—
Multiracial (5:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (532:472)		Qualified		94%		108	100	
Limited English Proficient ⁴ (581:624)		Qualified		98%		130	100	
Economically Disadvantaged (2739:2550)		Qualified		98%		148	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 1 of 6 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	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (646:692)			98%		136	167	144	142
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (127:156)			98%		121	163	134‡	129
Hispanic or Latino (509:526)			98%		141	166	148	147
Asian or Native Hawaiian/Other Pacific Islander (5:6)	—	—	—	—	—	—	—	—
White (4:4)	—	—	—	—	—	—	—	—
Multiracial (1:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (107:105)			95%		86	161	96‡	97
Limited English Proficient ⁵ (91:113)			96%		125	161	124	133
Economically Disadvantaged (570:619)			98%		134	167	144	141
Final AYP Determination	 1 of 6							

NOTES

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

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

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

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


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


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

AYP Status

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




















Secondary-Level Mathematics

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

Accountability Measures 0 of 6 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (646:692)			99%		136	162	145	142
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (127:156)			99%		122	158	135‡	130
Hispanic or Latino (509:526)			99%		141	161	149	147
Asian or Native Hawaiian/Other Pacific Islander (5:6)	—	—	—	—	—	—	—	—
White (4:4)	—	—	—	—	—	—	—	—
Multiracial (1:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities ⁴ (66:105)			97%		96	156	96‡	106
Limited English Proficient ⁵ (91:113)			99%		128	156	131	135
Economically Disadvantaged (570:619)			99%		134	162	145	141
Final AYP Determination	 0 of 6							

NOTES

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

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

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

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

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


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

AYP Status

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









Graduation Rate

Accountability Status  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 (743)			55%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (206)			45%	55%	47%	46%
Hispanic or Latino (517)			58%	55%		
Asian or Native Hawaiian/Other Pacific Islander (11)		–	–	–		
White (5)		–	–	–		
Multiracial (2)		–	–	–		
Other Groups		–	–	–		
Students with Disabilities (120)			26%	55%	33%	27%
Limited English Proficient ² (99)			57%	55%		
Economically Disadvantaged (604)			55%	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 #32





District ID 33-32-00-01-0000

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	59%			1283
Grade 4	59%			1331
Grade 5	70%			1379
Grade 6	71%			1568
Grade 7	64%			1567
Grade 8	52%			1537

Mathematics

Grade 3	89%		1310
Grade 4	82%		1371
Grade 5	84%		1412
Grade 6	75%		1577
Grade 7	77%		1571
Grade 8	68%		1592

Science

Grade 4	76%		1359
Grade 8	44%		1564

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	55%			788
Mathematics	51%			788

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.

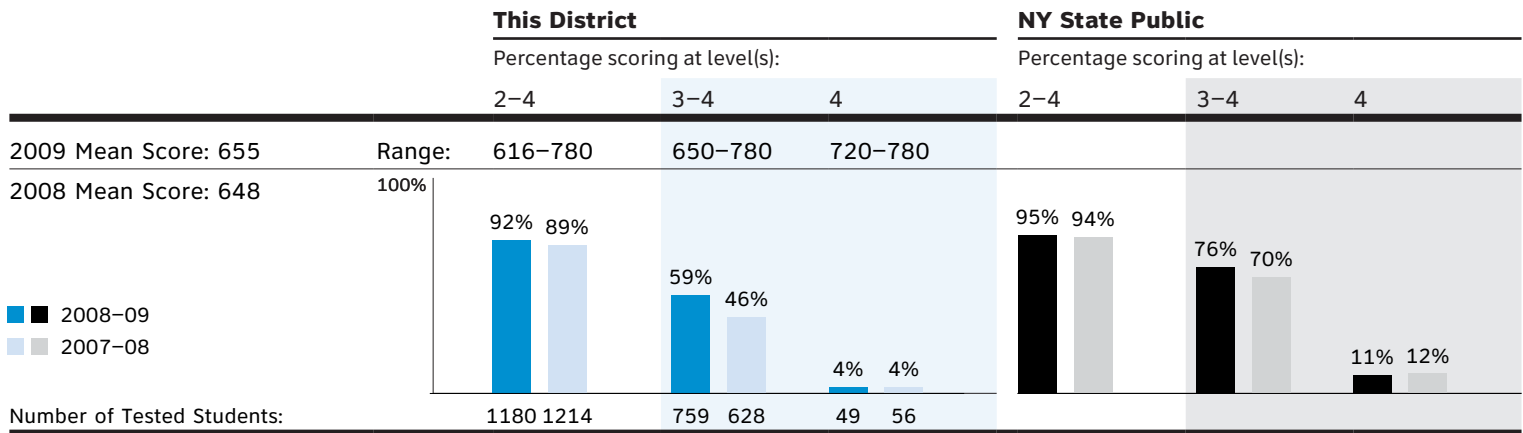
In this section, this district's performance is compared with that of public schools statewide.

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	1283	92%	59%	4%	1371	89%	46%	4%
Female	622	94%	66%	6%	674	92%	50%	4%
Male	661	90%	53%	2%	697	85%	42%	4%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	279	93%	58%	4%	323	89%	47%	3%
Hispanic or Latino	950	92%	59%	4%	1011	88%	45%	4%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	77%	13%	20	95%	60%	15%
White	20	-	-	-	9	89%	78%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	24	92%	71%	4%	8	88%	75%	25%
General-Education Students	1040	96%	66%	5%	1095	94%	51%	5%
Students with Disabilities	243	74%	30%	1%	276	66%	24%	0%
English Proficient	981	93%	64%	4%	1044	92%	54%	5%
Limited English Proficient	302	88%	45%	2%	327	76%	20%	0%
Economically Disadvantaged	1223	92%	60%	4%	1331	89%	45%	4%
Not Disadvantaged	60	88%	50%	3%	40	85%	65%	13%
Migrant								
Not Migrant	1283	92%	59%	4%	1371	89%	46%	4%

NOTES

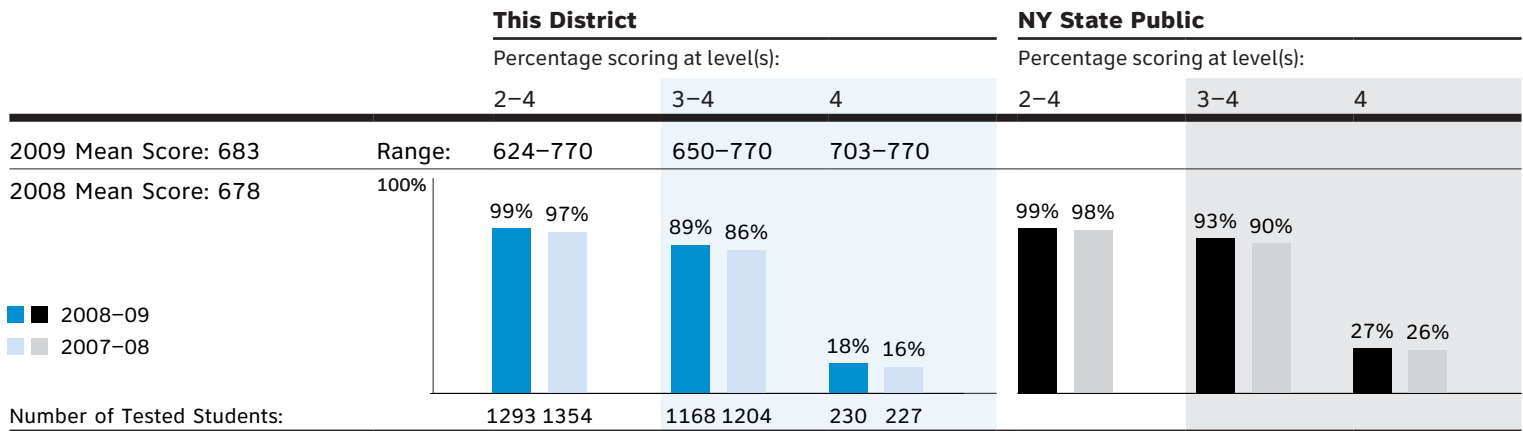
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	22	19	19	17	12	10	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	22	N/A	N/A	N/A	25	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	1310	99%	89%	18%	1400	97%	86%	16%
Female	633	99%	91%	20%	690	97%	88%	16%
Male	677	98%	87%	15%	710	96%	84%	16%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	274	98%	83%	9%	327	95%	82%	14%
Hispanic or Latino	979	99%	91%	19%	1036	97%	87%	16%
Asian or Native Hawaiian/Other Pacific Islander	32	100%	100%	41%	21	100%	100%	48%
White	21	-	-	-	9	100%	100%	22%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	25	100%	92%	32%	7	100%	86%	29%
General-Education Students	1069	100%	94%	21%	1129	99%	91%	18%
Students with Disabilities	241	95%	68%	3%	271	88%	66%	8%
English Proficient	983	99%	90%	20%	1053	97%	87%	19%
Limited English Proficient	327	98%	87%	12%	347	96%	82%	9%
Economically Disadvantaged	1241	99%	90%	18%	1359	97%	86%	16%
Not Disadvantaged	69	94%	72%	16%	41	93%	90%	22%
Migrant								
Not Migrant	1310	99%	89%	18%	1400	97%	86%	16%

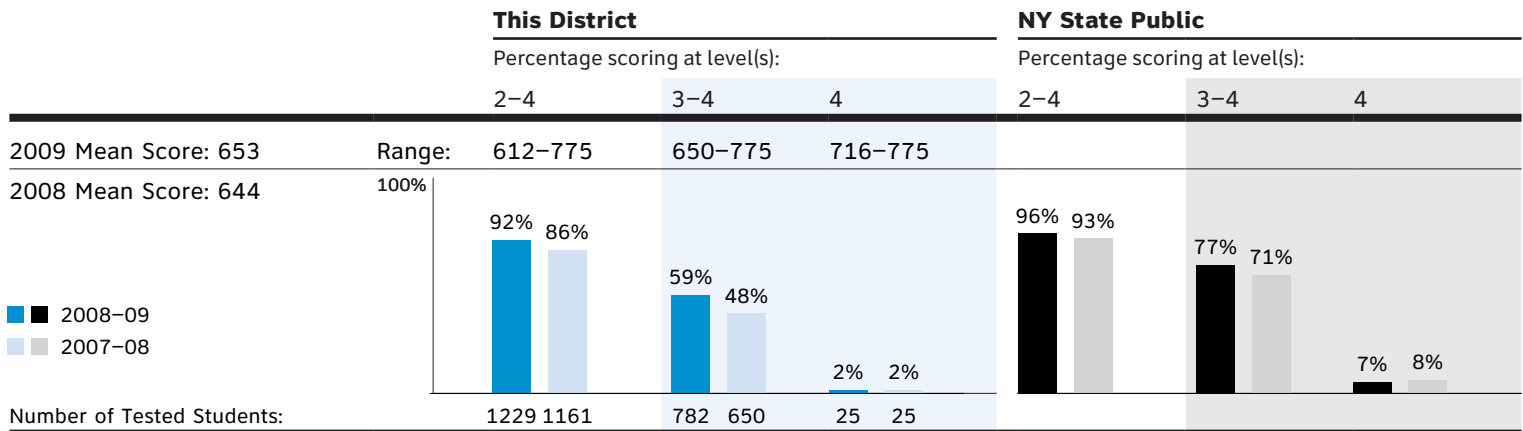
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Other Assessments

	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	22	20	19	15	13	13	13	8

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1331	92%	59%	2%	1354	86%	48%	2%
Female	659	94%	61%	3%	638	89%	52%	3%
Male	672	91%	57%	1%	716	83%	44%	1%
American Indian or Alaska Native	6	-	-	-	1	-	-	-
Black or African American	310	91%	62%	1%	305	90%	48%	3%
Hispanic or Latino	980	93%	58%	2%	1011	85%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	55%	14%	22	95%	73%	5%
White	11	91%	55%	0%	15	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	8	100%	50%	25%	16	63%	31%	0%
General-Education Students	1083	96%	65%	2%	1089	92%	56%	2%
Students with Disabilities	248	77%	30%	0%	265	61%	17%	0%
English Proficient	1061	95%	67%	2%	1064	90%	56%	2%
Limited English Proficient	270	84%	27%	0%	290	71%	20%	0%
Economically Disadvantaged	1280	93%	58%	2%	1308	86%	48%	2%
Not Disadvantaged	51	88%	71%	2%	46	85%	52%	2%
Migrant								
Not Migrant	1331	92%	59%	2%	1354	86%	48%	2%

NOTES

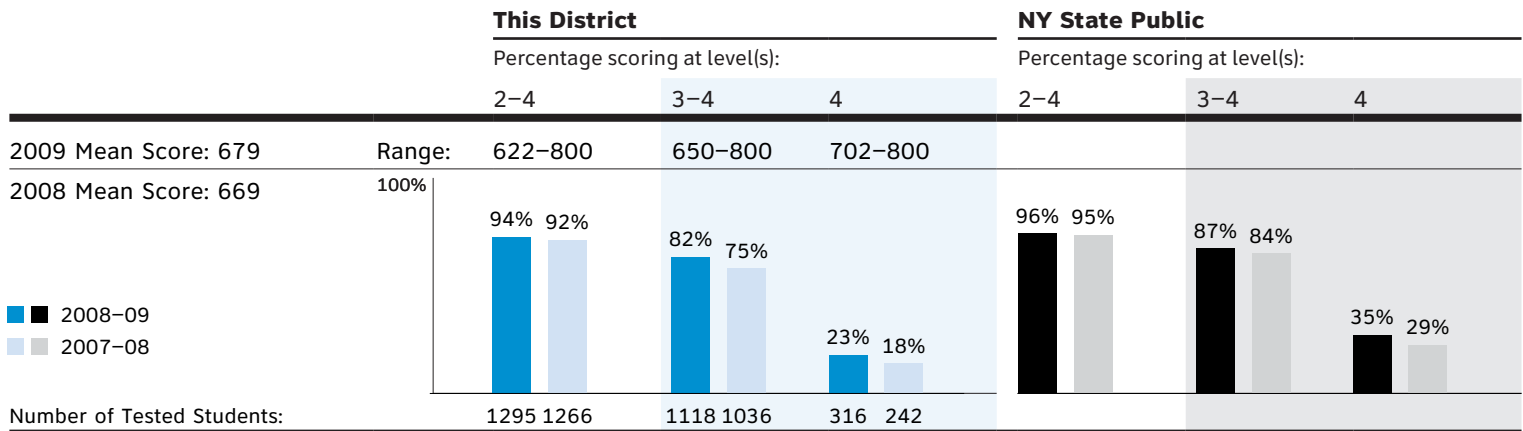
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Other Assessments

	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 4 Equivalent	18	17	16	15	24	24	20	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	27	N/A	N/A	N/A	25	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	1371	94%	82%	23%	1382	92%	75%	18%
Female	671	95%	84%	23%	652	92%	75%	17%
Male	700	94%	80%	24%	730	91%	75%	18%
American Indian or Alaska Native	7	-	-	-	1	-	-	-
Black or African American	313	92%	79%	18%	305	92%	75%	17%
Hispanic or Latino	1014	95%	82%	24%	1038	92%	74%	17%
Asian or Native Hawaiian/Other Pacific Islander	24	88%	83%	38%	23	96%	96%	30%
White	11	91%	82%	9%	15	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	9	100%	78%	22%	16	75%	75%	25%
General-Education Students	1120	97%	87%	27%	1119	95%	80%	21%
Students with Disabilities	251	82%	58%	6%	263	76%	53%	5%
English Proficient	1067	95%	84%	27%	1065	94%	80%	21%
Limited English Proficient	304	92%	72%	10%	317	85%	59%	7%
Economically Disadvantaged	1312	95%	82%	23%	1335	92%	75%	18%
Not Disadvantaged	59	86%	73%	20%	47	91%	74%	15%
Migrant								
Not Migrant	1371	94%	82%	23%	1382	92%	75%	18%

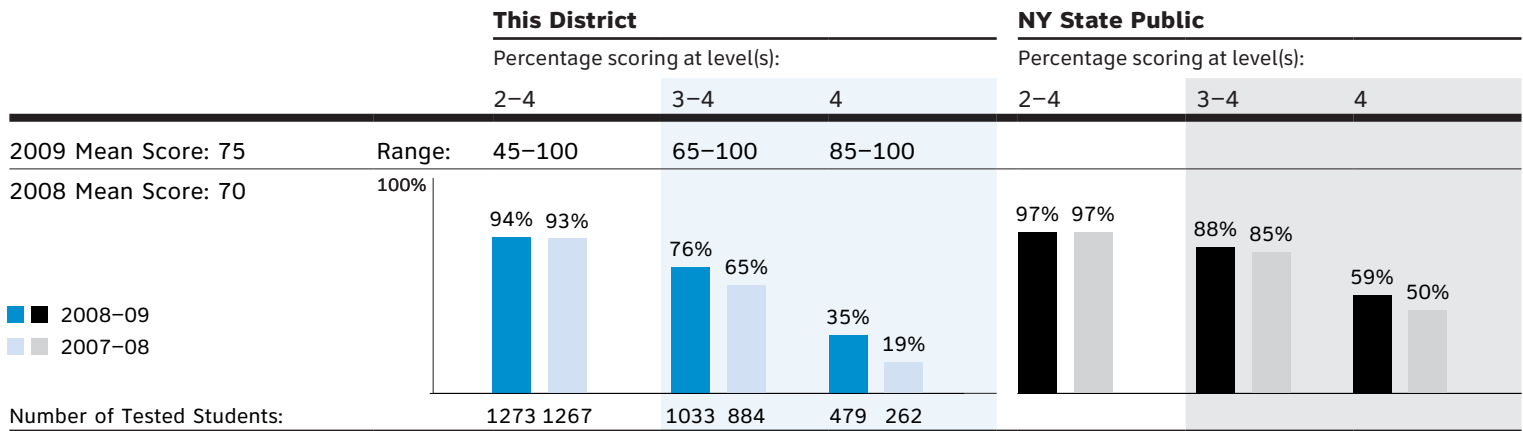
NOTES

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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	18	17	16	12	24	24	22	13

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	1359	94%	76%	35%	1368	93%	65%	19%
Female	665	94%	75%	35%	643	93%	64%	19%
Male	694	94%	77%	36%	725	93%	65%	20%
American Indian or Alaska Native	7	-	-	-	1	-	-	-
Black or African American	309	94%	79%	38%	298	94%	65%	18%
Hispanic or Latino	1006	94%	75%	34%	1032	92%	64%	19%
Asian or Native Hawaiian/Other Pacific Islander	24	92%	88%	46%	23	100%	83%	35%
White	12	92%	83%	33%	14	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	8	88%	88%	38%	15	93%	67%	20%
General-Education Students	1115	96%	81%	40%	1113	95%	70%	22%
Students with Disabilities	244	84%	51%	14%	255	84%	42%	7%
English Proficient	1059	96%	82%	42%	1053	96%	72%	23%
Limited English Proficient	300	86%	54%	12%	315	82%	42%	5%
Economically Disadvantaged	1298	94%	76%	35%	1323	93%	65%	19%
Not Disadvantaged	61	90%	75%	36%	45	96%	62%	20%
Migrant								
Not Migrant	1359	94%	76%	35%	1368	93%	65%	19%

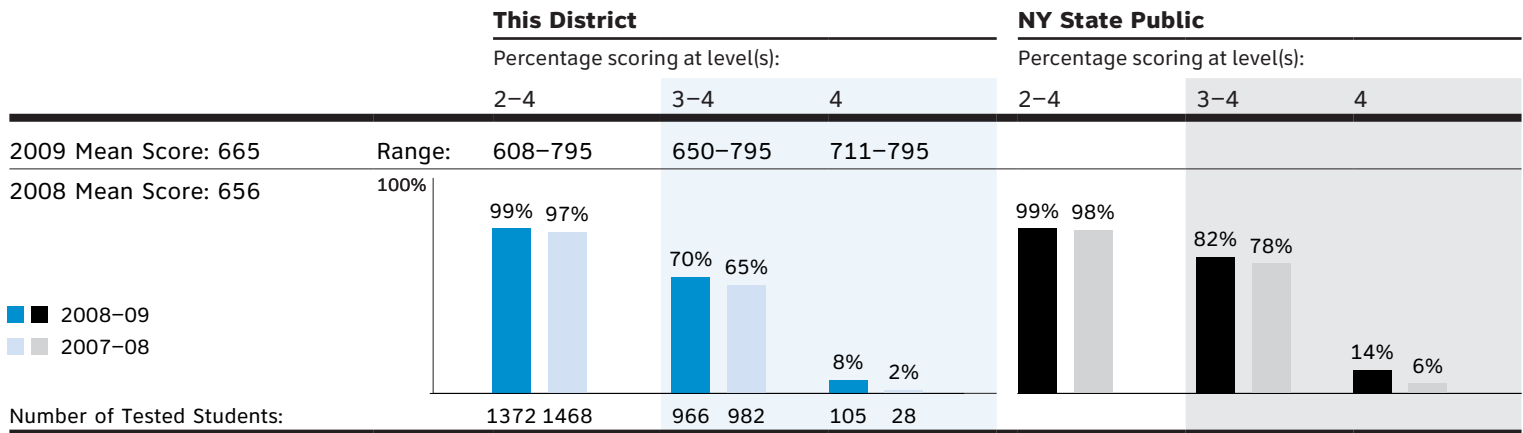
NOTES

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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	16	15	14	13	23	22	22	18

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	1379	99%	70%	8%	1513	97%	65%	2%
Female	664	100%	73%	8%	742	98%	67%	2%
Male	715	99%	67%	7%	771	96%	63%	2%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	372	99%	77%	12%	377	98%	69%	2%
Hispanic or Latino	968	99%	68%	6%	1098	97%	63%	2%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	75%	13%	23	96%	83%	0%
White	12	-	-	-	10	90%	40%	10%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	15	100%	40%	7%	5	100%	60%	0%
General-Education Students	1139	100%	77%	9%	1279	99%	71%	2%
Students with Disabilities	240	98%	37%	2%	234	88%	31%	1%
English Proficient	1140	100%	77%	9%	1246	99%	72%	2%
Limited English Proficient	239	98%	36%	0%	267	88%	33%	0%
Economically Disadvantaged	1283	100%	70%	7%	1436	97%	64%	2%
Not Disadvantaged	96	98%	74%	16%	77	99%	81%	5%
Migrant								
Not Migrant	1379	99%	70%	8%	1513	97%	65%	2%

NOTES

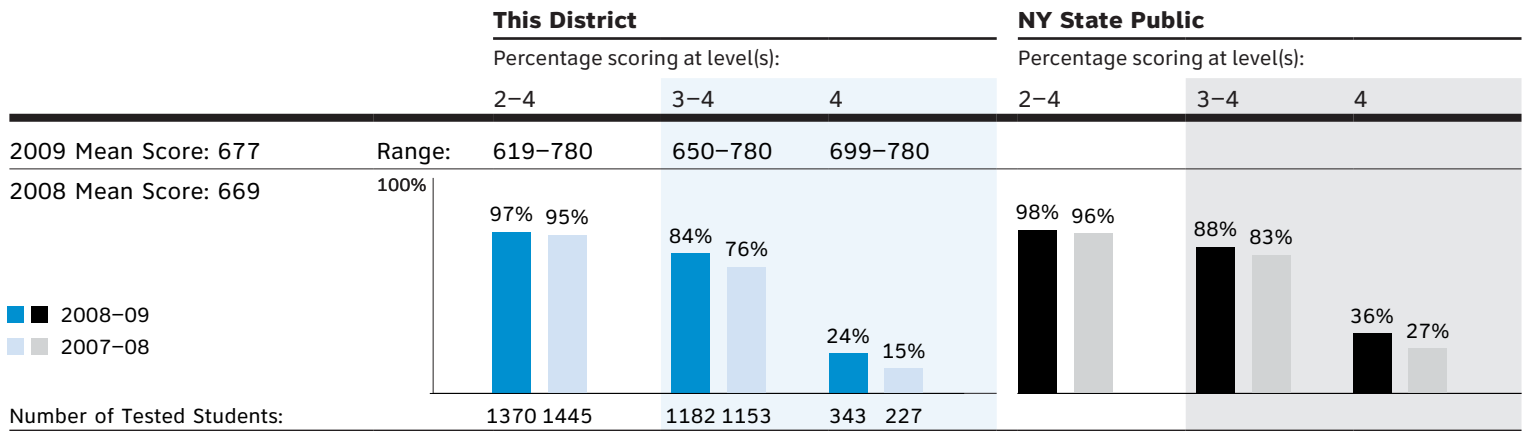
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Other Assessments

	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	23	23	20	16	20	17	16	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	22	N/A	N/A	N/A	19	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	1412	97%	84%	24%	1525	95%	76%	15%
Female	678	98%	84%	25%	747	95%	76%	15%
Male	734	96%	84%	24%	778	94%	75%	15%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	375	98%	83%	17%	374	95%	75%	13%
Hispanic or Latino	996	97%	84%	27%	1113	94%	75%	15%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	88%	44%	24	100%	92%	25%
White	13	-	-	-	9	100%	78%	11%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	16	94%	69%	13%	5	100%	60%	20%
General-Education Students	1169	99%	89%	28%	1291	97%	81%	17%
Students with Disabilities	243	90%	59%	7%	234	81%	47%	5%
English Proficient	1142	98%	87%	28%	1238	97%	80%	17%
Limited English Proficient	270	94%	69%	10%	287	87%	55%	5%
Economically Disadvantaged	1315	97%	84%	25%	1446	95%	75%	15%
Not Disadvantaged	97	98%	79%	19%	79	97%	85%	14%
Migrant								
Not Migrant	1412	97%	84%	24%	1525	95%	76%	15%

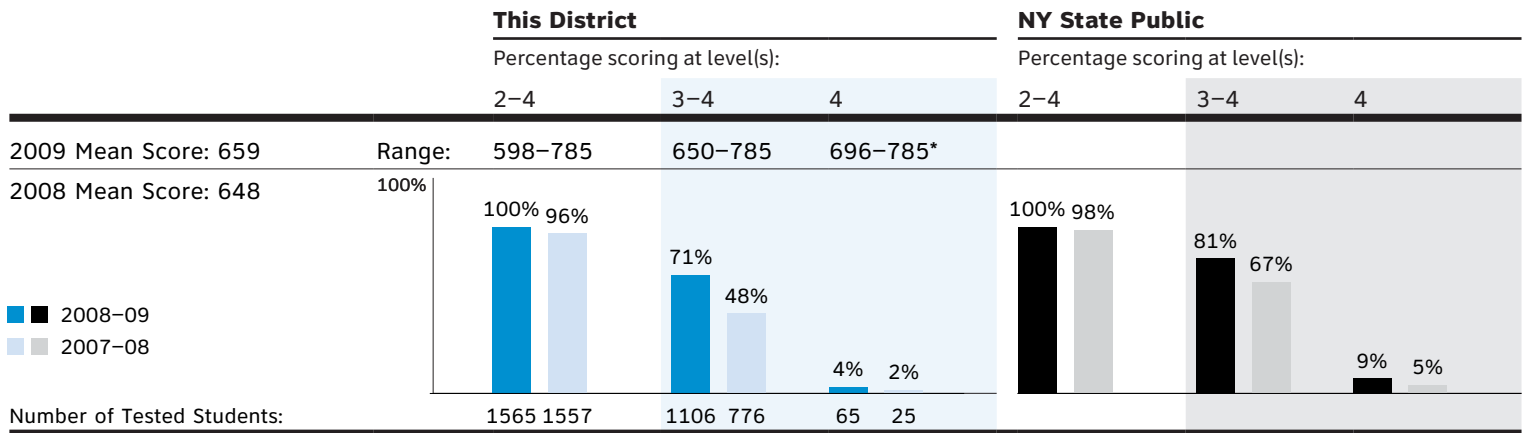
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	23	23	20	16	20	20	18	13

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	1568	100%	71%	4%	1616	96%	48%	2%
Female	768	100%	74%	7%	817	97%	52%	2%
Male	800	100%	67%	2%	799	95%	44%	1%
American Indian or Alaska Native	5	100%	40%	0%	9	100%	33%	0%
Black or African American	524	100%	78%	6%	559	99%	61%	3%
Hispanic or Latino	996	100%	66%	3%	1004	95%	40%	1%
Asian or Native Hawaiian/Other Pacific Islander	32	100%	84%	9%	36	97%	81%	0%
White	11	100%	64%	9%	8	100%	25%	0%
Multiracial								
Small Group Totals								
General-Education Students	1352	100%	77%	5%	1365	99%	55%	2%
Students with Disabilities	216	99%	31%	0%	251	82%	10%	0%
English Proficient	1360	100%	78%	5%	1408	98%	54%	2%
Limited English Proficient	208	99%	24%	0%	208	87%	9%	0%
Economically Disadvantaged	1370	100%	68%	3%	1491	96%	46%	1%
Not Disadvantaged	198	100%	85%	13%	125	98%	76%	3%
Migrant								
Not Migrant	1568	100%	71%	4%	1616	96%	48%	2%

NOTES

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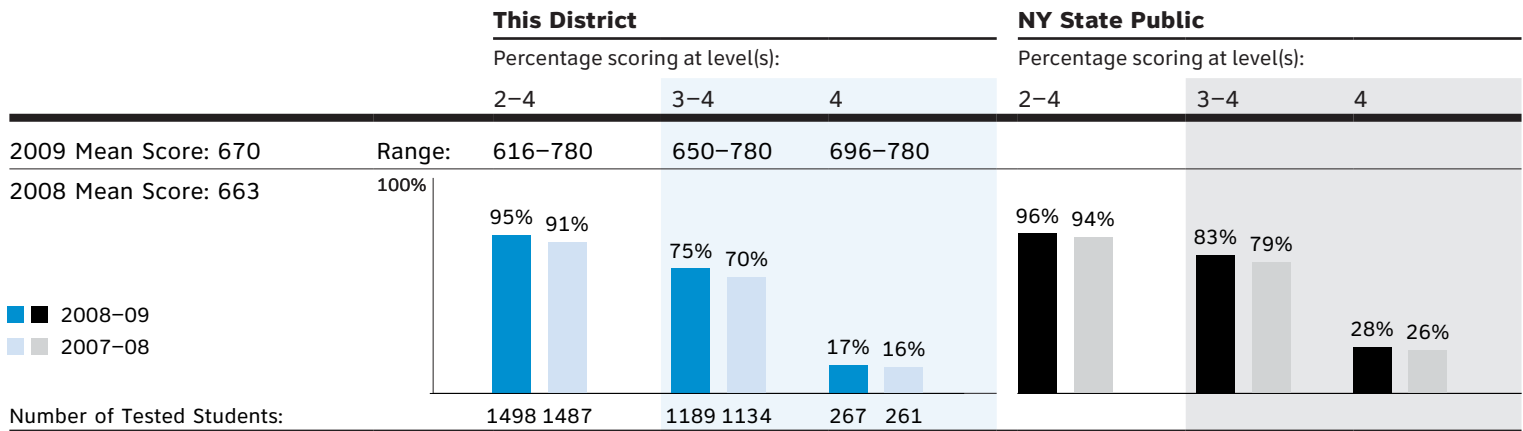
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	19	19	18	13	7	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	11	N/A	N/A	N/A	13	N/A	N/A	N/A

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

This District's Results in Grade 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	1577	95%	75%	17%	1629	91%	70%	16%
Female	771	96%	77%	19%	822	93%	72%	17%
Male	806	94%	73%	15%	807	89%	68%	15%
American Indian or Alaska Native	6	67%	50%	17%	10	60%	30%	30%
Black or African American	521	96%	81%	19%	560	93%	75%	20%
Hispanic or Latino	1006	95%	72%	16%	1014	91%	67%	13%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	91%	32%	37	100%	84%	54%
White	10	100%	60%	0%	8	75%	13%	0%
Multiracial								
Small Group Totals								
General-Education Students	1360	98%	81%	19%	1372	97%	78%	19%
Students with Disabilities	217	78%	39%	3%	257	61%	23%	2%
English Proficient	1357	96%	80%	19%	1405	93%	73%	18%
Limited English Proficient	220	87%	45%	4%	224	79%	46%	4%
Economically Disadvantaged	1374	95%	73%	17%	1503	91%	69%	15%
Not Disadvantaged	203	96%	90%	19%	126	91%	83%	24%
Migrant								
Not Migrant	1577	95%	75%	17%	1629	91%	70%	16%

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	18	10	7	7	5	3

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: 656	600-790	650-790	705-790*			
2008 Mean Score: 650						
Number of Tested Students:	1556	1487	1001	788	24	17

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	1567	99%	64%	2%	1528	97%	52%	1%
Female	777	99%	67%	1%	788	99%	59%	2%
Male	790	99%	61%	2%	740	96%	44%	1%
American Indian or Alaska Native	9	100%	44%	0%	7	-	-	-
Black or African American	534	99%	74%	3%	505	98%	68%	2%
Hispanic or Latino	977	99%	58%	1%	963	97%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	83%	0%	41	100%	71%	5%
White	11	100%	36%	0%	11	91%	27%	0%
Multiracial					1	-	-	-
Small Group Totals					8	100%	50%	0%
General-Education Students	1333	100%	71%	2%	1314	98%	57%	1%
Students with Disabilities	234	96%	22%	0%	214	91%	16%	0%
English Proficient	1379	99%	70%	2%	1319	99%	58%	1%
Limited English Proficient	188	98%	16%	0%	209	89%	11%	0%
Economically Disadvantaged	1361	99%	61%	1%	1385	97%	48%	1%
Not Disadvantaged	206	98%	83%	3%	143	99%	83%	4%
Migrant								
Not Migrant	1567	99%	64%	2%	1528	97%	52%	1%

NOTES

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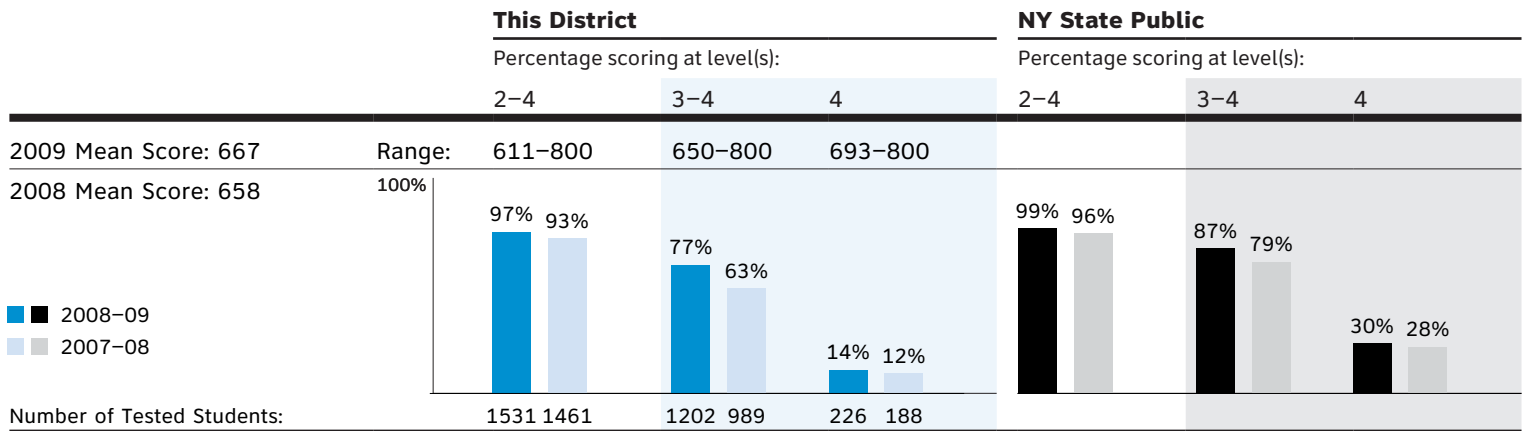
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	7	6	5	14	14	13	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	25	N/A	N/A	N/A	28	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	1571	97%	77%	14%	1569	93%	63%	12%
Female	778	98%	77%	14%	812	95%	69%	14%
Male	793	97%	76%	15%	757	91%	57%	10%
American Indian or Alaska Native	8	75%	38%	38%	7	-	-	-
Black or African American	533	97%	81%	19%	511	95%	72%	17%
Hispanic or Latino	982	98%	74%	11%	995	92%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	38	100%	95%	37%	44	100%	89%	39%
White	10	100%	50%	0%	11	64%	18%	0%
Multiracial					1	-	-	-
Small Group Totals					8	88%	75%	13%
General-Education Students	1345	99%	84%	17%	1352	97%	70%	14%
Students with Disabilities	226	86%	33%	1%	217	72%	21%	1%
English Proficient	1357	98%	80%	16%	1324	95%	67%	14%
Limited English Proficient	214	97%	57%	2%	245	84%	40%	2%
Economically Disadvantaged	1364	97%	75%	13%	1423	93%	61%	11%
Not Disadvantaged	207	99%	85%	25%	146	98%	85%	25%
Migrant								
Not Migrant	1571	97%	77%	14%	1569	93%	63%	12%

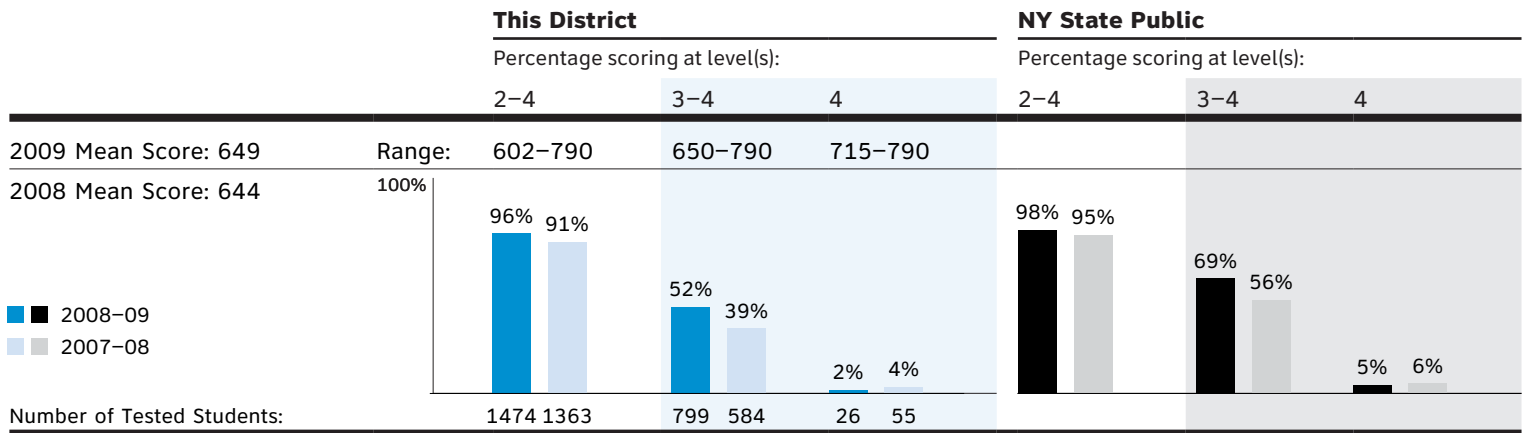
NOTES

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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 7 Equivalent	8	7	7	5	14	13	13	7

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1537	96%	52%	2%	1502	91%	39%	4%
Female	784	97%	61%	3%	738	93%	44%	6%
Male	753	95%	42%	1%	764	88%	34%	2%
American Indian or Alaska Native	7	-	-	-	4	-	-	-
Black or African American	511	98%	65%	4%	510	96%	55%	9%
Hispanic or Latino	962	95%	44%	1%	930	88%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	44	95%	73%	0%	38	100%	61%	3%
White	12	83%	42%	0%	18	94%	33%	0%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	8	100%	63%	0%	6	100%	67%	0%
General-Education Students	1309	98%	59%	2%	1303	94%	44%	4%
Students with Disabilities	228	85%	11%	0%	199	68%	6%	0%
English Proficient	1310	98%	59%	2%	1320	95%	44%	4%
Limited English Proficient	227	82%	9%	0%	182	60%	1%	0%
Economically Disadvantaged	1330	96%	49%	1%	1364	90%	35%	3%
Not Disadvantaged	207	98%	69%	5%	138	97%	80%	14%
Migrant								
Not Migrant	1537	96%	52%	2%	1502	91%	39%	4%

NOTES

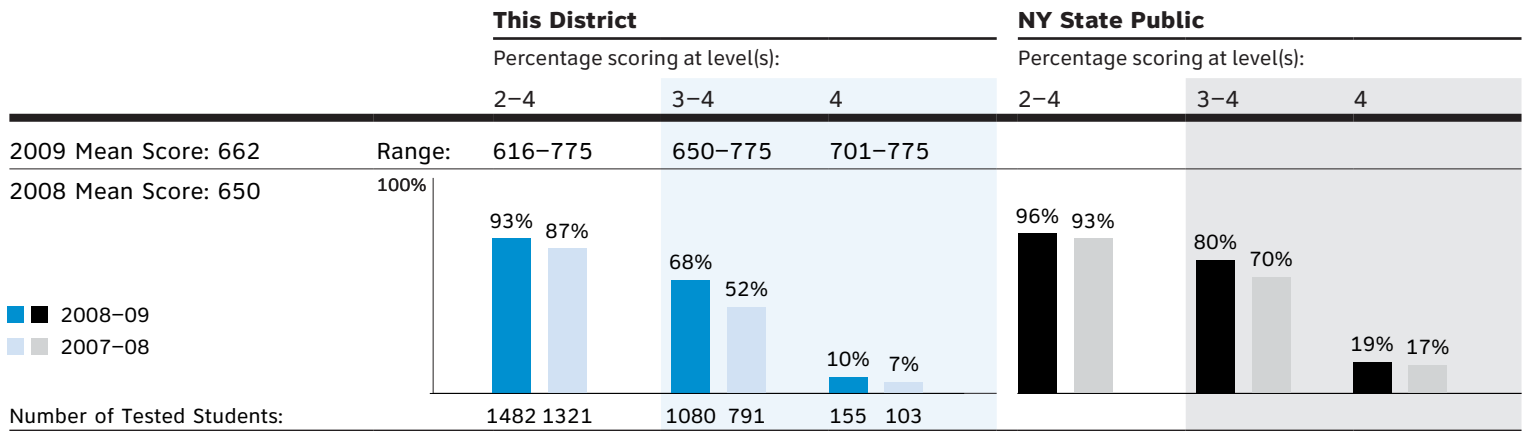
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Other Assessments

	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	22	22	20	19	25	25	23	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	29	N/A	N/A	N/A	22	N/A	N/A	N/A

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

This District's Results in Grade 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	1592	93%	68%	10%	1522	87%	52%	7%
Female	815	95%	74%	12%	753	89%	53%	8%
Male	777	91%	62%	7%	769	84%	51%	6%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	517	95%	74%	13%	508	90%	58%	10%
Hispanic or Latino	1009	92%	64%	7%	952	85%	48%	4%
Asian or Native Hawaiian/Other Pacific Islander	45	98%	89%	31%	38	97%	76%	21%
White	13	77%	38%	15%	19	74%	47%	5%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	8	88%	75%	0%	5	100%	60%	20%
General-Education Students	1361	97%	75%	11%	1325	92%	58%	8%
Students with Disabilities	231	69%	25%	1%	197	53%	15%	0%
English Proficient	1329	95%	71%	11%	1311	89%	55%	8%
Limited English Proficient	263	86%	50%	2%	211	73%	34%	1%
Economically Disadvantaged	1378	93%	67%	9%	1383	86%	50%	5%
Not Disadvantaged	214	94%	76%	15%	139	92%	76%	21%
Migrant								
Not Migrant	1592	93%	68%	10%	1522	87%	52%	7%

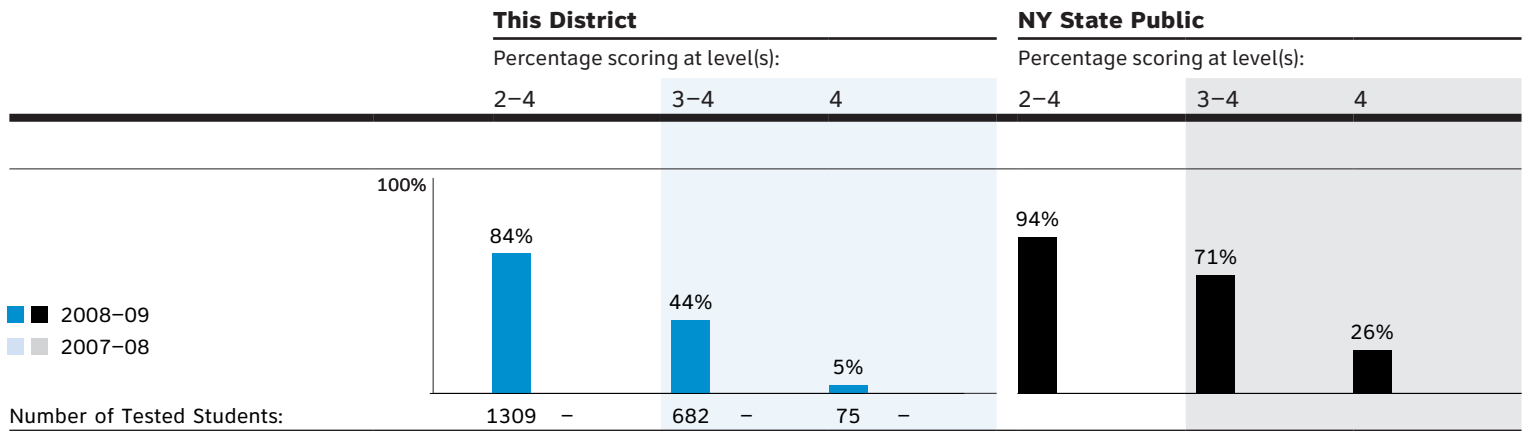
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	22	20	20	10	25	24	23	13

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1564	84%	44%	5%	1465	89%	46%	8%
Female	809	87%	49%	6%	721	91%	43%	7%
Male	755	80%	38%	4%	744	87%	48%	8%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	508	87%	58%	8%	493	92%	61%	13%
Hispanic or Latino	991	82%	35%	3%	912	86%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	45	87%	69%	24%	37	97%	68%	16%
White	12	92%	50%	0%	17	88%	47%	18%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	75%	63%	0%	6	100%	50%	17%
General-Education Students	1348	89%	49%	5%	1274	92%	51%	9%
Students with Disabilities	216	51%	10%	0%	191	64%	12%	0%
English Proficient	1307	86%	49%	6%	1262	91%	50%	9%
Limited English Proficient	257	70%	18%	1%	203	77%	17%	2%
Economically Disadvantaged	1352	83%	41%	4%	1330	88%	42%	6%
Not Disadvantaged	212	89%	61%	10%	135	96%	79%	23%
Migrant								
Not Migrant	1564	84%	44%	5%	1465	89%	46%	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 8 Equivalent	23	22	21	19	25	24	23	20
Regents Science	0				1	-	-	-

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

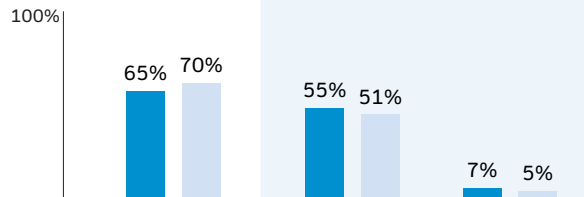
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

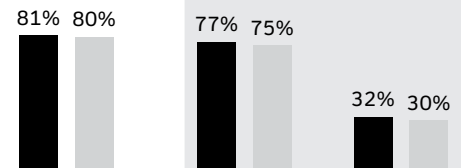
NY State Public

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	788	65%	55%	7%	734	70%	51%	5%
Female	379	72%	63%	10%	352	76%	62%	6%
Male	409	58%	47%	3%	382	64%	42%	4%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	185	57%	46%	6%	205	62%	45%	5%
Hispanic or Latino	590	68%	58%	7%	509	73%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	11	73%	64%	18%
White	6	67%	33%	17%	5	–	–	–
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	7	43%	29%	14%	9	67%	56%	11%
General-Education Students	652	72%	62%	8%	616	77%	58%	6%
Students with Disabilities	136	30%	18%	1%	118	31%	16%	1%
English Proficient	687	66%	56%	8%	650	71%	54%	5%
Limited English Proficient	101	55%	44%	1%	84	62%	36%	1%
Economically Disadvantaged	678	68%	57%	7%	597	72%	52%	5%
Not Disadvantaged	110	48%	43%	7%	137	62%	51%	4%
Migrant								
Not Migrant	788	65%	55%	7%	734	70%	51%	5%

NOTES

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Other Assessments

2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

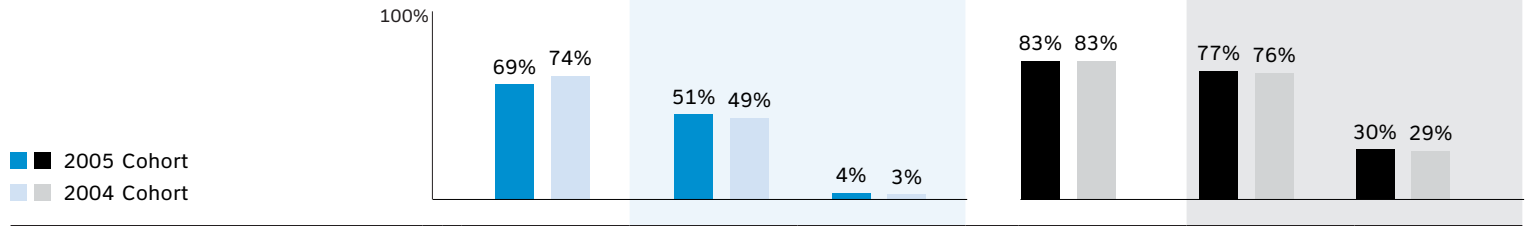
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2005 Cohort				2004 Cohort**			
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	788	69%	51%	4%	734	74%	49%	3%
Female	379	74%	54%	4%	352	78%	52%	3%
Male	409	64%	48%	3%	382	70%	46%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	185	59%	43%	2%	205	67%	41%	1%
Hispanic or Latino	590	72%	54%	5%	509	76%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	11	82%	73%	9%
White	6	83%	67%	0%	5	-	-	-
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	7	43%	43%	0%	9	67%	56%	11%
General-Education Students	652	77%	58%	5%	616	81%	56%	3%
Students with Disabilities	136	32%	19%	1%	118	37%	14%	0%
English Proficient	687	69%	53%	4%	650	74%	51%	3%
Limited English Proficient	101	68%	38%	1%	84	74%	35%	0%
Economically Disadvantaged	678	71%	53%	4%	597	75%	50%	3%
Not Disadvantaged	110	58%	43%	3%	137	69%	46%	3%
Migrant								
Not Migrant	788	69%	51%	4%	734	74%	49%	3%

NOTES

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

Other Assessments

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.