



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #24**

District ID **34-24-00-01-0000**

Superintendent **CATHERINE POWIS**

Telephone **(718) 592-3357**

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	531	402	457
Kindergarten	3914	3967	4092
Grade 1	4133	4002	4136
Grade 2	3725	4005	3958
Grade 3	3569	3626	3835
Grade 4	3582	3482	3553
Grade 5	3569	3506	3450
Grade 6	3319	3188	3208
Ungraded Elementary	1721	1963	2172
Grade 7	3584	3627	3483
Grade 8	3584	3547	3623
Grade 9	4111	3903	4001
Grade 10	3362	3534	3425
Grade 11	2138	2559	2570
Grade 12	2245	2281	2677
Ungraded Secondary	1144	1267	1342
Total K-12	47700	48457	49525

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	30622	64%	29385	61%	32756	66%
Reduced-Price Lunch	6034	13%	5802	12%	5675	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	12011	25%	12670	26%	12880	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	98	0%	108	0%	100	0%
Black or African American	1970	4%	1997	4%	1988	4%
Hispanic or Latino	29022	61%	29652	61%	30435	61%
Asian or Native Hawaiian/Other Pacific Islander	8854	19%	8882	18%	9189	19%
White	7756	16%	7818	16%	7813	16%
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	1679	3%	1692	4%	2016	4%

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	3233	3312	3406
Percent with No Valid Teaching Certificate	4%	2%	1%
Percent Teaching Out of Certification	7%	7%	5%
Percent with Fewer Than Three Years of Experience	15%	15%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	40%	41%	42%
Total Number of Core Classes	6402	7583	7544
Percent Not Taught by Highly Qualified Teachers	9%	9%	6%
Total Number of Classes	8782	9262	9028
Percent Taught by Teachers Without Appropriate Certification	9%	9%	6%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%		11%
Turnover Rate of All Teachers	14%		11%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2009–10)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08

2008–09

2009–10

YES

YES

YES

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

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

AYP Status

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

Accountability Status Levels

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (23508:22393)	✓	✓	100%	✓	171	143	
Ethnicity							
American Indian or Alaska Native (31:29)	—	—	—	—	—	—	—
Black or African American (667:622)	✓	✓	99%	✓	168	140	
Hispanic or Latino (14115:13458)	✓	✓	100%	✓	164	143	
Asian or Native Hawaiian/Other Pacific Islander (4889:4602)	✓	✓	100%	✓	183	142	
White (3778:3657)	✓	✓	100%	✓	181	142	
Multiracial (28:25)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3731:3599)	✓ ^{SH}	✓	99%	✓ ^{SH}	132	142	122 139
Limited English Proficient ⁵ (5695:6827)	✓	✓	100%	✓	146	143	
Economically Disadvantaged (21203:20187)	✓	✓	100%	✓	170	143	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (23626:22693)	✓	✓	100%	✓	187	118	
Ethnicity							
American Indian or Alaska Native (31:29)	–	–	–	–	–	–	–
Black or African American (673:619)	✓	✓	99%	✓	177	115	
Hispanic or Latino (14183:13613)	✓	✓	100%	✓	183	118	
Asian or Native Hawaiian/Other Pacific Islander (4936:4718)	✓	✓	100%	✓	196	117	
White (3775:3689)	✓	✓	100%	✓	190	117	
Multiracial (28:25)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (3734:3575)	✓	✓	99%	✓	161	117	
Limited English Proficient ⁵ (5749:7219)	✓	✓	100%	✓	177	118	
Economically Disadvantaged (21303:20467)	✓	✓	100%	✓	187	118	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status



















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (7989:7558)		Qualified		99%		166	100	
Ethnicity								
American Indian or Alaska Native (13:12)		–	–	–	–	–	–	–
Black or African American (231:205)		Qualified		97%		153	100	
Hispanic or Latino (4813:4548)		Qualified		99%		158	100	
Asian or Native Hawaiian/Other Pacific Islander (1666:1569)		Qualified		100%		184	100	
White (1260:1218)		Qualified		99%		177	100	
Multiracial (6:6)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (1199:1113)		Qualified		97%		136	100	
Limited English Proficient ⁴ (1937:2268)		Qualified		99%		144	100	
Economically Disadvantaged (7209:6819)		Qualified		99%		165	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

5 of 8

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (3115:2927)	✓ ^{SH}	✓	99%	✓ ^{SH}	164	169	162	168
Ethnicity								
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—	—
Black or African American (277:274)	✓	✓	99%	✓	169	164		
Hispanic or Latino (1839:1721)	✓ ^{SH}	✓	98%	✓ ^{SH}	157	168	157	161
Asian or Native Hawaiian/Other Pacific Islander (576:511)	✓	✓	99%	✓	181	166		
White (409:412)	✓	✓	100%	✓	169	166		
Multiracial (10:6)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (190:280)	✗	✓	98%	✗	106	165	108	115
Limited English Proficient ⁵ (552:581)	✗	✓	97%	✗	129	166	139	136
Economically Disadvantaged (2169:2073)	✗	✓	99%	✗	166	169	167	169
Final AYP Determination	✗ 5 of 8							

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

7 of 8

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (3115:2927)	✓ SH	✓	99%	✓ SH	163	164	163	167
Ethnicity								
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—	—
Black or African American (277:274)	✓	✓	99%	✓	164	159		
Hispanic or Latino (1839:1721)	✓ SH	✓	99%	✓ SH	156	163	156	160
Asian or Native Hawaiian/Other Pacific Islander (576:511)	✓	✓	100%	✓	183	161		
White (409:412)	✓	✓	100%	✓	167	161		
Multiracial (10:6)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (190:280)	✓ SH	✓	99%	✓ SH	105	160	104	115
Limited English Proficient ⁵ (552:581)	✗	✓	99%	✗	140	161	150	146
Economically Disadvantaged (2169:2073)	✓	✓	100%	✓	167	164		
Final AYP Determination	✗ 7 of 8							

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status


Graduation Rate

Accountability Status  Good Standing

for This Indicator



















(2009–10)

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

 Made AYP

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

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (2945) 			59%	55%		
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (230)			57%	55%		
Hispanic or Latino (1814)			53%	55%	52%	54%
Asian or Native Hawaiian/Other Pacific Islander (437)			73%	55%		
White (445)			66%	55%		
Multiracial (16)						
Other Groups	–	–	–	–		
Students with Disabilities (315)			25%	55%	24%	26%
Limited English Proficient ² (650)			54%	55%	52%	55%
Economically Disadvantaged (1737)			61%	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 #24







District ID 34-24-00-01-0000

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	74%			4061
Grade 4	74%			3809
Grade 5	79%			3720
Grade 6	78%			3500
Grade 7	73%			3685
Grade 8	61%			3785

Mathematics

Grade 3	93%		4176
Grade 4	90%		3921
Grade 5	90%		3837
Grade 6	85%		3603
Grade 7	88%		3830
Grade 8	80%		3927

Science

Grade 4	84%		3925
Grade 8	58%		3895

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	70%			3319
Mathematics	66%			3319

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.

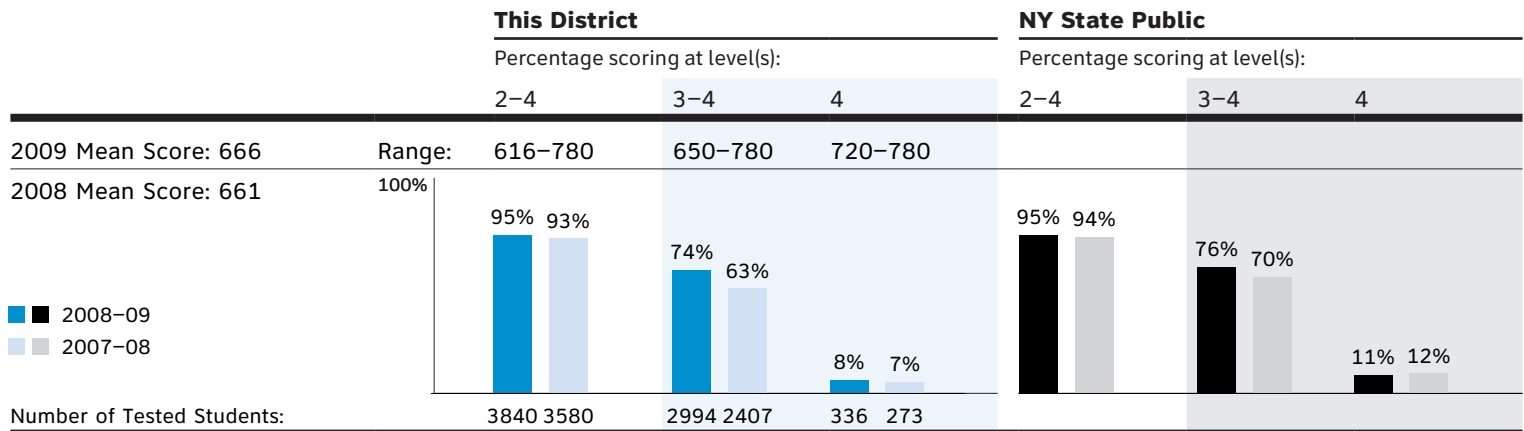
In this section, this district's performance is compared with that of public schools statewide.

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	4061	95%	74%	8%	3841	93%	63%	7%
Female	1943	95%	77%	10%	1885	95%	66%	8%
Male	2118	94%	71%	7%	1956	92%	60%	7%
American Indian or Alaska Native	4	—	—	—	12	—	—	—
Black or African American	88	93%	75%	7%	94	95%	66%	7%
Hispanic or Latino	2283	92%	66%	4%	2361	91%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	895	98%	84%	14%	745	98%	78%	13%
White	777	96%	83%	14%	627	96%	78%	13%
Multiracial	14	—	—	—	2	—	—	—
Small Group Totals	18	94%	78%	6%	14	79%	57%	14%
General-Education Students	3469	98%	80%	10%	3175	97%	69%	8%
Students with Disabilities	592	76%	37%	1%	666	77%	31%	2%
English Proficient	2773	98%	84%	12%	2669	97%	76%	10%
Limited English Proficient	1288	88%	51%	1%	1172	84%	32%	1%
Economically Disadvantaged	3651	94%	72%	7%	3432	93%	60%	6%
Not Disadvantaged	410	97%	86%	18%	409	99%	82%	16%
Migrant								
Not Migrant	4061	95%	74%	8%	3841	93%	63%	7%

NOTES

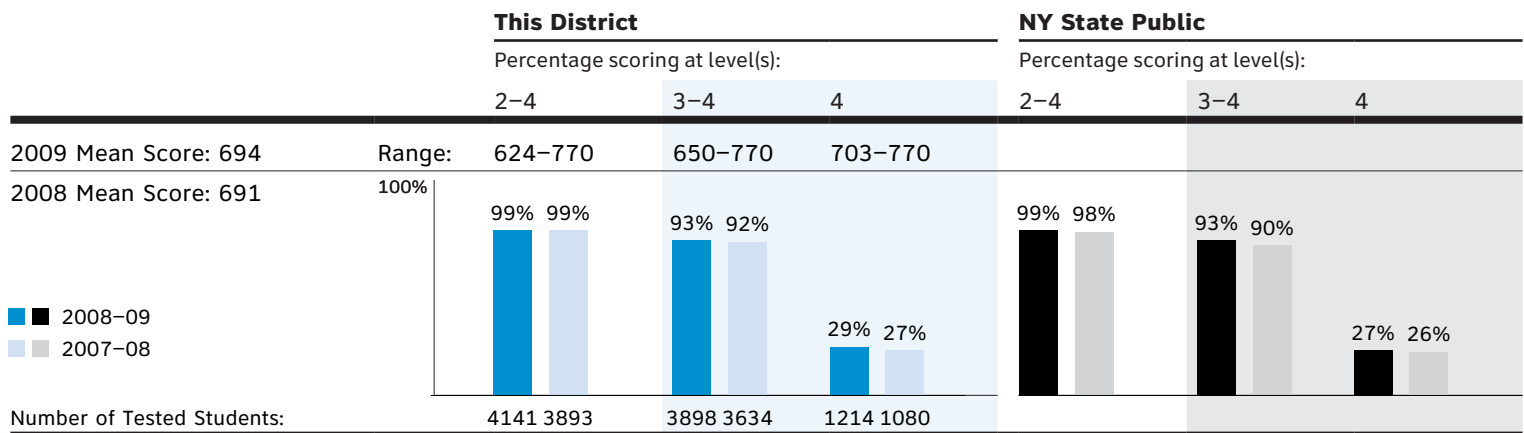
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	56	54	52	46	46	43	43	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	94	N/A	N/A	N/A	71	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	4176	99%	93%	29%	3949	99%	92%	27%
Female	1994	99%	94%	31%	1930	99%	93%	28%
Male	2182	99%	93%	27%	2019	98%	91%	27%
American Indian or Alaska Native	4	—	—	—	11	—	—	—
Black or African American	94	97%	85%	24%	94	96%	85%	16%
Hispanic or Latino	2351	99%	91%	19%	2404	99%	90%	19%
Asian or Native Hawaiian/Other Pacific Islander	925	100%	98%	47%	790	99%	97%	50%
White	788	99%	96%	38%	648	98%	94%	34%
Multiracial	14	—	—	—	2	—	—	—
Small Group Totals	18	94%	94%	33%	13	85%	77%	31%
General-Education Students	3584	100%	96%	33%	3289	99%	95%	31%
Students with Disabilities	592	97%	76%	6%	660	95%	77%	9%
English Proficient	2779	100%	97%	38%	2665	99%	96%	34%
Limited English Proficient	1397	98%	87%	11%	1284	97%	84%	13%
Economically Disadvantaged	3757	99%	93%	27%	3535	98%	92%	26%
Not Disadvantaged	419	99%	96%	43%	414	100%	96%	37%
Migrant								
Not Migrant	4176	99%	93%	29%	3949	99%	92%	27%

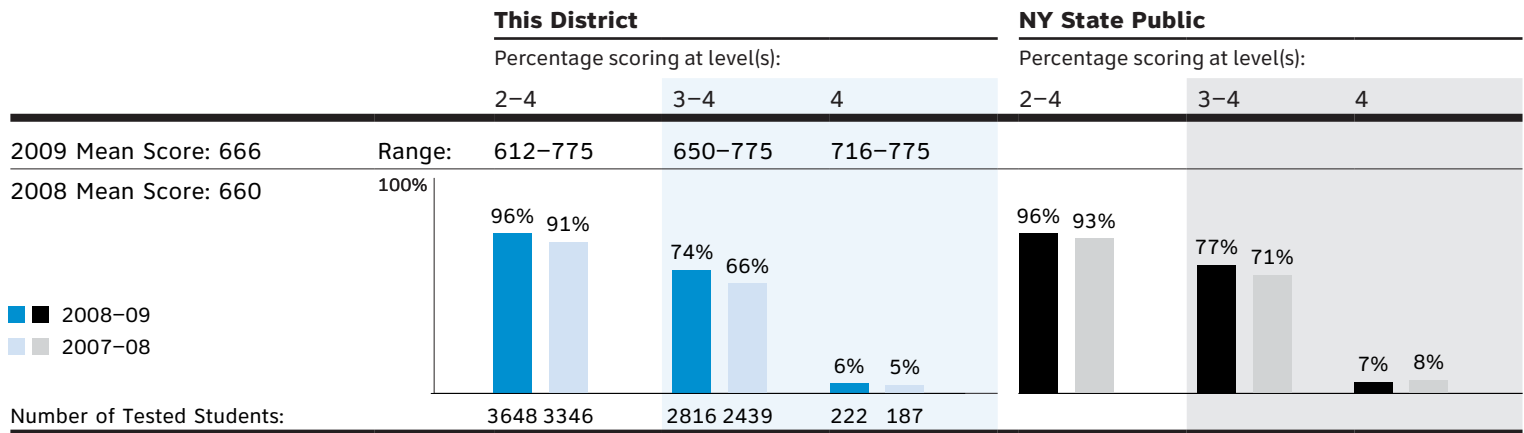
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	56	55	52	40	46	46	43	34

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	3809	96%	74%	6%	3693	91%	66%	5%
Female	1863	97%	78%	7%	1794	92%	71%	7%
Male	1946	95%	70%	4%	1899	89%	62%	3%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	104	95%	70%	6%	120	91%	61%	2%
Hispanic or Latino	2332	94%	67%	3%	2299	88%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	739	99%	86%	12%	672	96%	83%	10%
White	624	98%	85%	10%	595	94%	77%	11%
Multiracial	6	—	—	—	3	—	—	—
Small Group Totals	10	100%	60%	0%	7	100%	71%	0%
General-Education Students	3161	98%	81%	7%	3074	96%	74%	6%
Students with Disabilities	648	83%	39%	1%	619	66%	28%	0%
English Proficient	2792	98%	85%	8%	2746	96%	78%	7%
Limited English Proficient	1017	89%	44%	0%	947	74%	33%	0%
Economically Disadvantaged	3456	95%	73%	5%	3317	90%	64%	4%
Not Disadvantaged	353	99%	88%	13%	376	94%	81%	15%
Migrant								
Not Migrant	3809	96%	74%	6%	3693	91%	66%	5%

NOTES

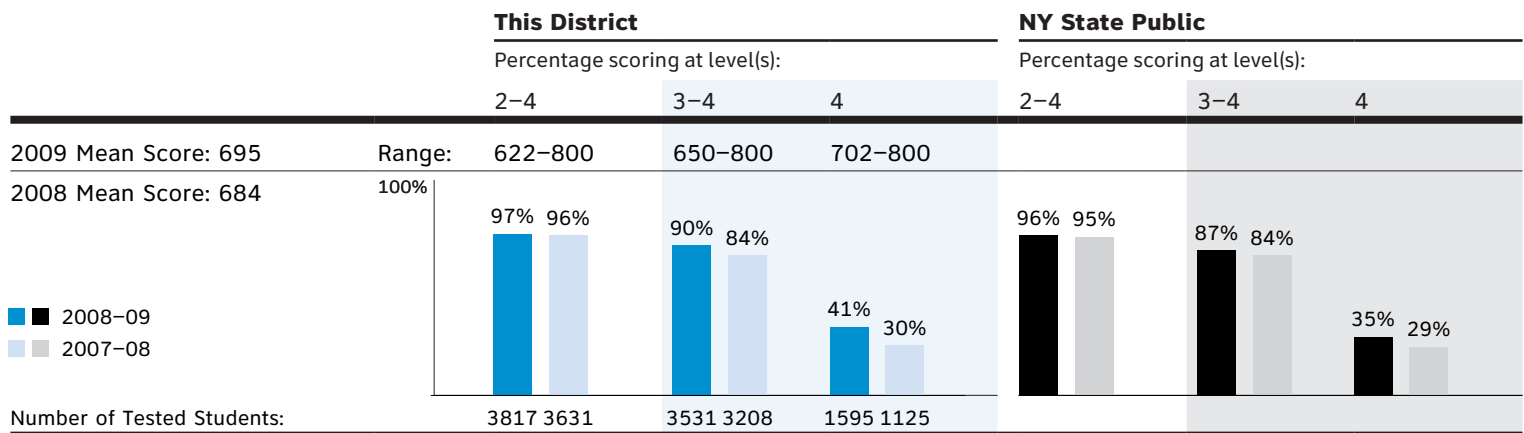
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Other Assessments

	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 4 Equivalent	49	48	46	39	46	44	43	41
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	90	N/A	N/A	N/A	77	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	3921	97%	90%	41%	3799	96%	84%	30%
Female	1911	98%	90%	41%	1849	96%	85%	29%
Male	2010	97%	90%	40%	1950	95%	84%	31%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	101	95%	86%	36%	122	93%	78%	12%
Hispanic or Latino	2403	96%	87%	31%	2353	95%	81%	20%
Asian or Native Hawaiian/Other Pacific Islander	775	99%	97%	64%	706	99%	94%	55%
White	632	98%	93%	50%	611	96%	88%	40%
Multiracial	6	—	—	—	3	—	—	—
Small Group Totals	10	100%	90%	30%	7	100%	100%	29%
General-Education Students	3264	99%	94%	46%	3181	98%	90%	34%
Students with Disabilities	657	90%	69%	15%	618	82%	55%	7%
English Proficient	2799	99%	94%	50%	2751	98%	91%	37%
Limited English Proficient	1122	94%	79%	18%	1048	89%	66%	9%
Economically Disadvantaged	3563	97%	90%	39%	3413	95%	84%	28%
Not Disadvantaged	358	98%	92%	54%	386	97%	91%	47%
Migrant								
Not Migrant	3921	97%	90%	41%	3799	96%	84%	30%

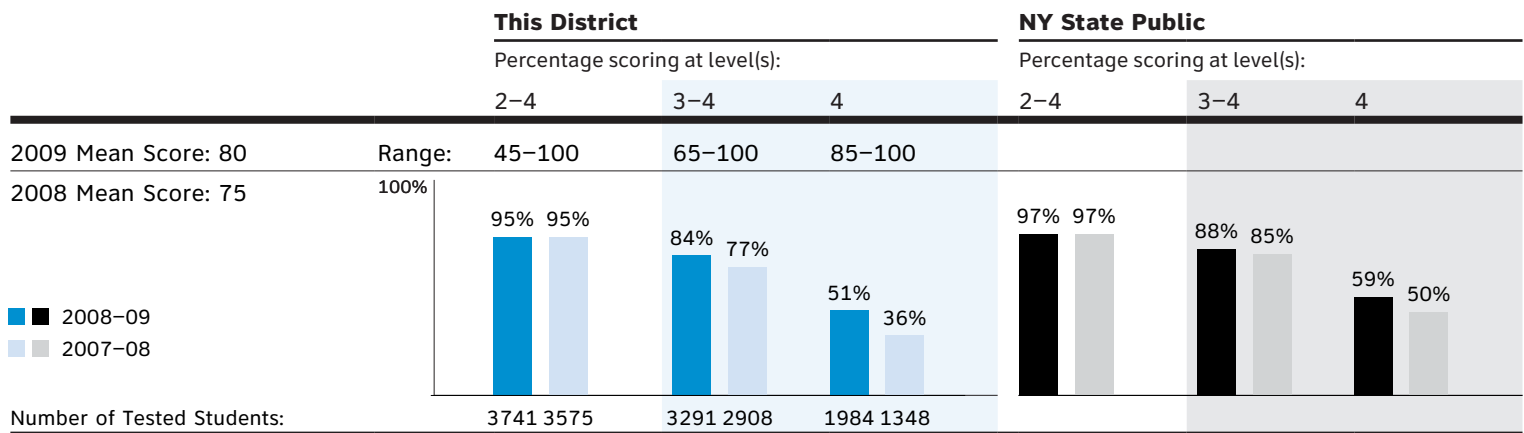
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Other Assessments

	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	49	49	46	38	47	46	43	37

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	3925	95%	84%	51%	3782	95%	77%	36%
Female	1918	96%	84%	50%	1836	95%	77%	35%
Male	2007	95%	83%	51%	1946	94%	77%	36%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	96	96%	83%	44%	119	93%	75%	24%
Hispanic or Latino	2406	94%	79%	41%	2342	93%	71%	27%
Asian or Native Hawaiian/Other Pacific Islander	778	98%	92%	70%	706	97%	89%	55%
White	635	98%	92%	63%	608	98%	86%	48%
Multiracial	6	—	—	—	3	—	—	—
Small Group Totals	10	100%	80%	50%	7	100%	86%	29%
General-Education Students	3270	97%	88%	56%	3169	97%	82%	40%
Students with Disabilities	655	88%	63%	24%	613	83%	50%	11%
English Proficient	2812	98%	92%	62%	2740	98%	87%	46%
Limited English Proficient	1113	88%	64%	23%	1042	85%	51%	10%
Economically Disadvantaged	3565	95%	83%	49%	3405	94%	76%	33%
Not Disadvantaged	360	98%	92%	64%	377	99%	88%	57%
Migrant								
Not Migrant	3925	95%	84%	51%	3782	95%	77%	36%

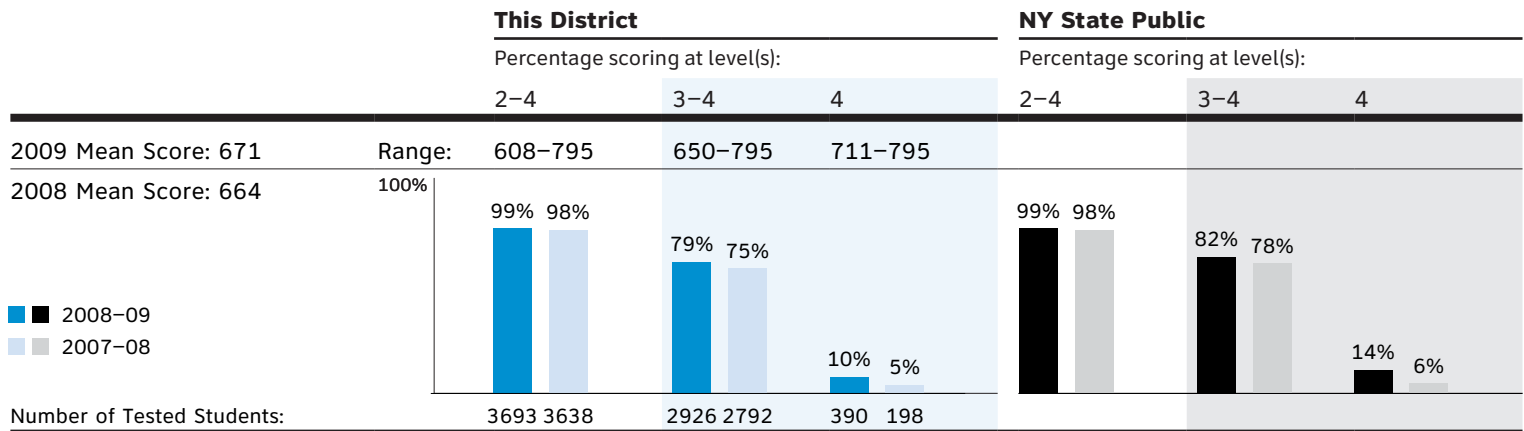
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Other Assessments

	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	49	47	47	42	46	42	42	41

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	3720	99%	79%	10%	3730	98%	75%	5%
Female	1813	99%	81%	12%	1857	98%	76%	6%
Male	1907	99%	77%	9%	1873	97%	74%	5%
American Indian or Alaska Native	4	—	—	—	5	—	—	—
Black or African American	119	100%	76%	2%	108	95%	76%	2%
Hispanic or Latino	2318	99%	74%	7%	2289	97%	69%	3%
Asian or Native Hawaiian/Other Pacific Islander	690	99%	89%	19%	747	98%	84%	11%
White	583	100%	85%	18%	579	99%	84%	8%
Multiracial	6	—	—	—	2	—	—	—
Small Group Totals	10	100%	80%	20%	7	86%	71%	0%
General-Education Students	3077	100%	85%	12%	3114	99%	82%	6%
Students with Disabilities	643	97%	47%	2%	616	91%	41%	0%
English Proficient	2916	100%	88%	13%	2969	99%	84%	7%
Limited English Proficient	804	97%	46%	0%	761	90%	37%	0%
Economically Disadvantaged	3349	99%	78%	9%	3330	97%	73%	4%
Not Disadvantaged	371	99%	86%	20%	400	99%	87%	13%
Migrant								
Not Migrant	3720	99%	79%	10%	3730	98%	75%	5%

NOTES

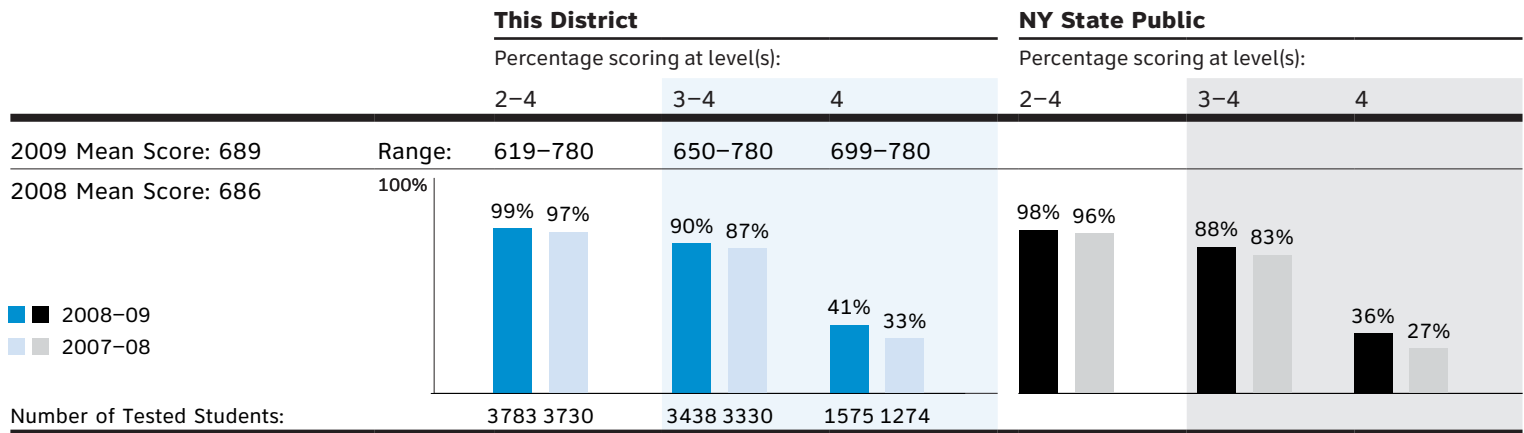
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Other Assessments

	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 5 Equivalent	47	44	44	32	50	46	44	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	107	N/A	N/A	N/A	74	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	3837	99%	90%	41%	3837	97%	87%	33%
Female	1870	99%	90%	41%	1899	98%	87%	31%
Male	1967	98%	89%	41%	1938	97%	87%	35%
American Indian or Alaska Native	4	—	—	—	5	—	—	—
Black or African American	118	99%	85%	24%	111	94%	82%	16%
Hispanic or Latino	2392	98%	87%	32%	2348	97%	84%	24%
Asian or Native Hawaiian/Other Pacific Islander	722	99%	96%	68%	782	98%	93%	56%
White	595	99%	92%	47%	589	98%	92%	43%
Multiracial	6	—	—	—	2	—	—	—
Small Group Totals	10	100%	90%	20%	7	71%	71%	29%
General-Education Students	3194	99%	93%	47%	3222	98%	91%	38%
Students with Disabilities	643	95%	70%	13%	615	91%	64%	10%
English Proficient	2920	99%	95%	49%	2971	99%	92%	40%
Limited English Proficient	917	96%	74%	17%	866	91%	68%	11%
Economically Disadvantaged	3455	99%	89%	40%	3434	97%	86%	32%
Not Disadvantaged	382	99%	92%	54%	403	99%	93%	47%
Migrant								
Not Migrant	3837	99%	90%	41%	3837	97%	87%	33%

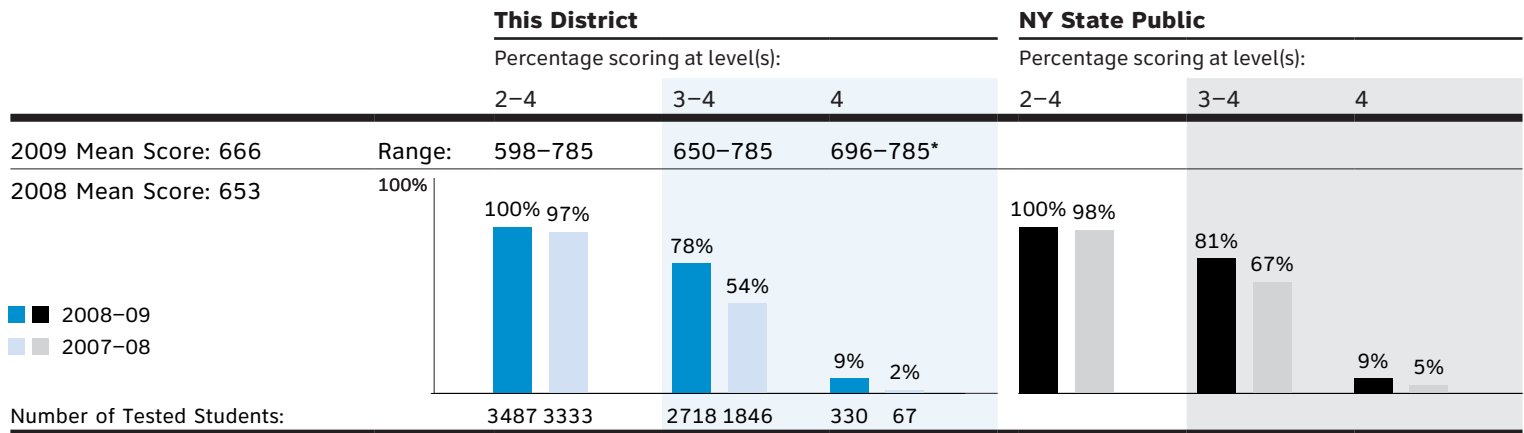
NOTES

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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	47	45	45	30	50	42	40	30

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	3500	100%	78%	9%	3420	97%	54%	2%
Female	1710	100%	81%	12%	1642	99%	58%	3%
Male	1790	99%	75%	7%	1778	96%	50%	1%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	98	99%	79%	3%	99	—	—	—
Hispanic or Latino	2180	100%	73%	4%	2041	97%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	695	100%	87%	24%	720	98%	71%	4%
White	521	100%	85%	14%	558	99%	66%	4%
Multiracial	1	—	—	—				
Small Group Totals	6	100%	83%	17%	101	96%	41%	1%
General-Education Students	2935	100%	85%	11%	2874	99%	61%	2%
Students with Disabilities	565	99%	41%	0%	546	92%	16%	0%
English Proficient	2882	100%	86%	11%	2818	99%	63%	2%
Limited English Proficient	618	98%	37%	0%	602	89%	13%	0%
Economically Disadvantaged	3177	100%	77%	9%	2952	97%	51%	1%
Not Disadvantaged	323	100%	86%	14%	468	99%	73%	6%
Migrant								
Not Migrant	3500	100%	78%	9%	3420	97%	54%	2%

NOTES

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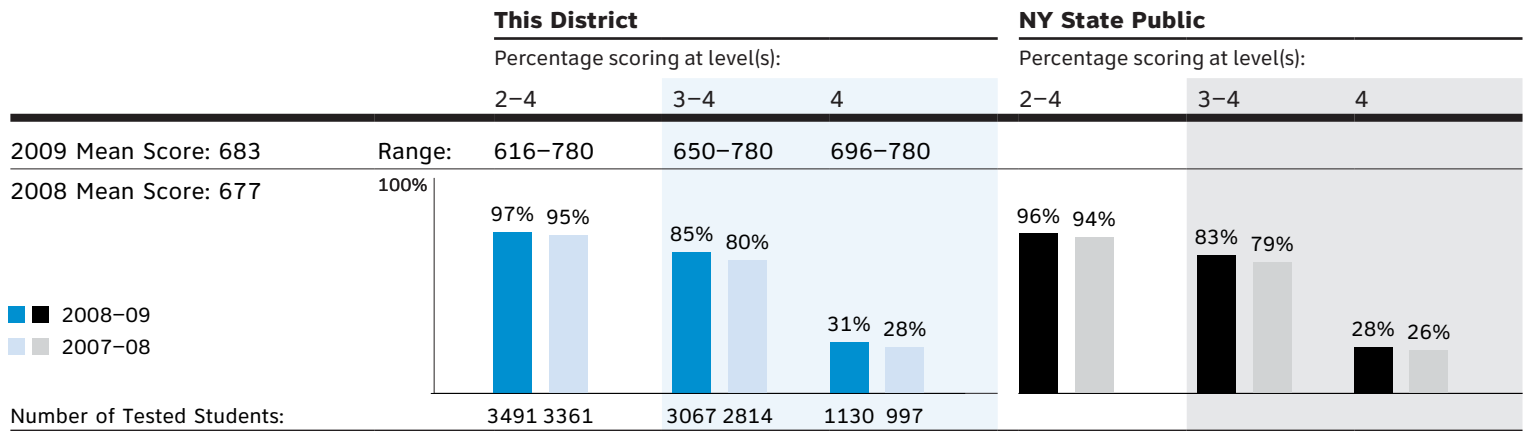
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	51	49	44	36	38	34	31	24
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	84	N/A	N/A	N/A	81	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	3603	97%	85%	31%	3525	95%	80%	28%
Female	1763	97%	86%	31%	1698	96%	82%	29%
Male	1840	97%	85%	31%	1827	95%	78%	27%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	100	92%	76%	9%	98	—	—	—
Hispanic or Latino	2243	96%	82%	22%	2102	94%	75%	18%
Asian or Native Hawaiian/Other Pacific Islander	725	99%	94%	59%	750	98%	92%	56%
White	529	98%	89%	40%	573	97%	85%	32%
Multiracial	1	—	—	—				
Small Group Totals	6	100%	83%	33%	100	93%	64%	11%
General-Education Students	3037	98%	90%	36%	2974	98%	86%	32%
Students with Disabilities	566	90%	57%	5%	551	83%	49%	6%
English Proficient	2895	99%	91%	37%	2826	98%	87%	34%
Limited English Proficient	708	90%	62%	8%	699	85%	52%	7%
Economically Disadvantaged	3269	97%	85%	30%	3045	95%	79%	26%
Not Disadvantaged	334	96%	88%	44%	480	97%	88%	43%
Migrant								
Not Migrant	3603	97%	85%	31%	3525	95%	80%	28%

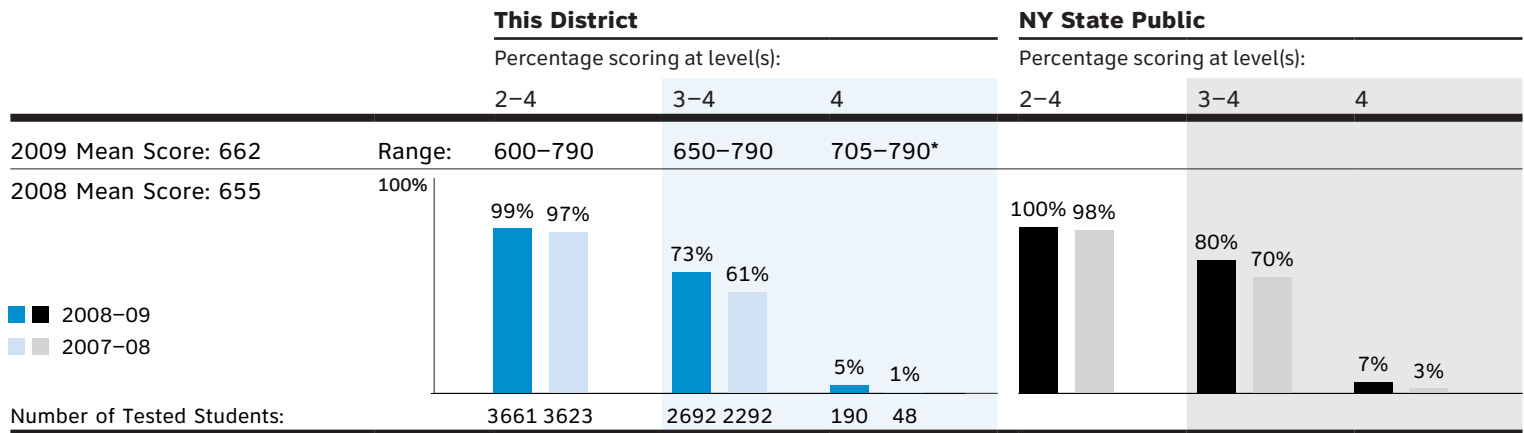
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Other Assessments

	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	51	51	50	40	40	39	35	25

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3685	99%	73%	5%	3727	97%	61%	1%
Female	1774	99%	77%	6%	1827	98%	66%	2%
Male	1911	99%	70%	4%	1900	96%	57%	1%
American Indian or Alaska Native	5	100%	40%	0%	7	100%	71%	0%
Black or African American	108	100%	63%	1%	115	98%	50%	1%
Hispanic or Latino	2211	99%	67%	2%	2253	97%	54%	1%
Asian or Native Hawaiian/Other Pacific Islander	809	99%	85%	11%	778	98%	76%	3%
White	552	100%	84%	9%	574	98%	74%	2%
Multiracial								
Small Group Totals								
General-Education Students	3160	99%	80%	6%	3284	98%	67%	1%
Students with Disabilities	525	99%	34%	0%	443	92%	23%	0%
English Proficient	3104	100%	82%	6%	3097	99%	71%	2%
Limited English Proficient	581	96%	23%	0%	630	86%	14%	0%
Economically Disadvantaged	3333	99%	72%	5%	3277	97%	60%	1%
Not Disadvantaged	352	100%	82%	7%	450	98%	73%	2%
Migrant								
Not Migrant	3685	99%	73%	5%	3727	97%	61%	1%

NOTES

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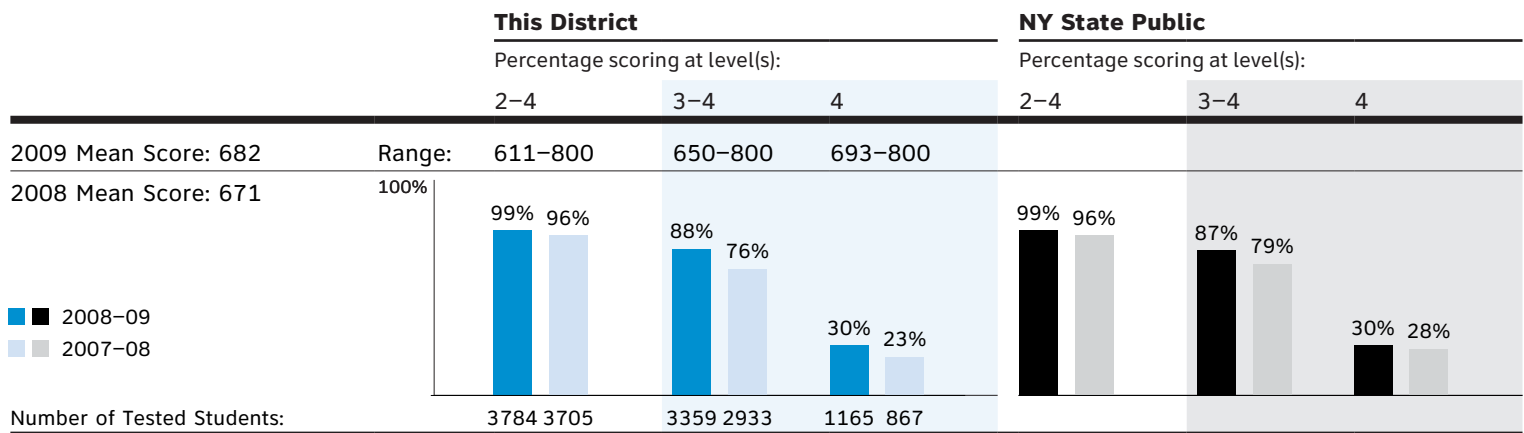
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	38	37	35	33	42	41	32	26
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	125	N/A	N/A	N/A	112	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	3830	99%	88%	30%	3853	96%	76%	23%
Female	1822	99%	89%	31%	1871	97%	78%	22%
Male	2008	98%	87%	30%	1982	95%	75%	23%
American Indian or Alaska Native	5	—	—	—	7	100%	71%	0%
Black or African American	111	96%	77%	13%	116	92%	55%	9%
Hispanic or Latino	2282	98%	84%	19%	2319	95%	70%	12%
Asian or Native Hawaiian/Other Pacific Islander	868	100%	95%	58%	832	98%	90%	47%
White	563	99%	93%	37%	579	98%	85%	31%
Multiracial	1	—	—	—				
Small Group Totals	6	100%	67%	17%				
General-Education Students	3307	99%	92%	34%	3410	97%	80%	25%
Students with Disabilities	523	96%	61%	6%	443	86%	44%	3%
English Proficient	3118	100%	93%	35%	3096	98%	84%	27%
Limited English Proficient	712	96%	63%	8%	757	87%	46%	5%
Economically Disadvantaged	3464	99%	87%	30%	3401	96%	76%	21%
Not Disadvantaged	366	99%	92%	39%	452	95%	81%	31%
Migrant								
Not Migrant	3830	99%	88%	30%	3853	96%	76%	23%

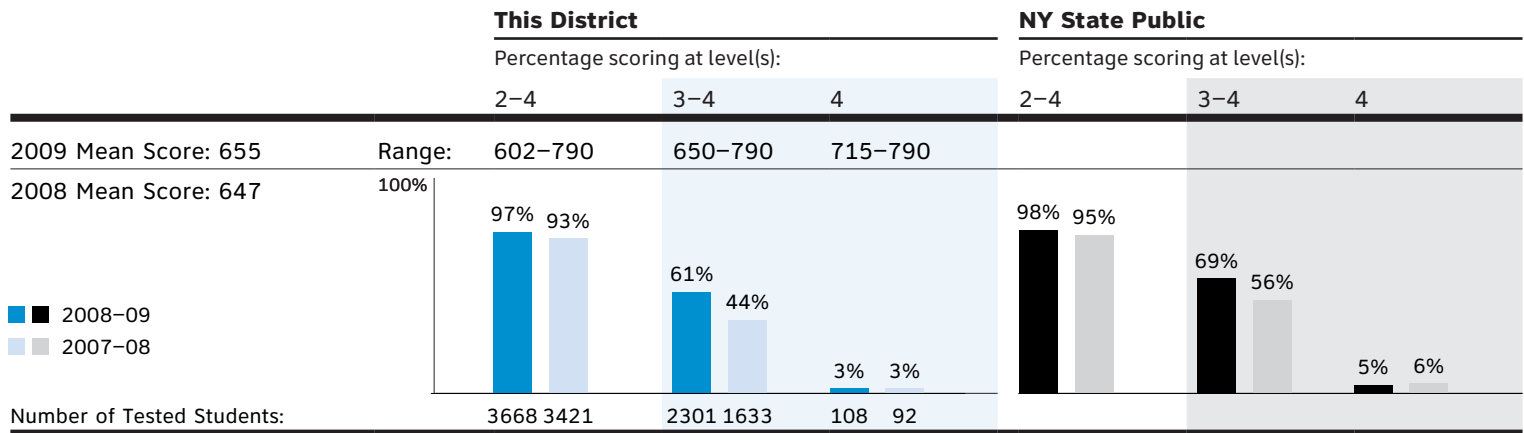
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	38	36	35	20	43	38	36	21

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3785	97%	61%	3%	3671	93%	44%	3%
Female	1830	98%	65%	4%	1719	94%	50%	3%
Male	1955	96%	57%	2%	1952	93%	39%	2%
American Indian or Alaska Native	8	100%	75%	13%	4	—	—	—
Black or African American	117	99%	50%	2%	144	—	—	—
Hispanic or Latino	2277	96%	54%	1%	2241	93%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	800	96%	75%	6%	705	93%	62%	6%
White	583	99%	71%	5%	577	97%	55%	4%
Multiracial								
Small Group Totals					148	90%	35%	2%
General-Education Students	3361	97%	66%	3%	3246	96%	49%	3%
Students with Disabilities	424	93%	18%	0%	425	75%	10%	0%
English Proficient	3125	100%	71%	3%	3108	98%	52%	3%
Limited English Proficient	660	84%	11%	0%	563	69%	5%	0%
Economically Disadvantaged	3414	97%	60%	3%	3196	93%	43%	2%
Not Disadvantaged	371	97%	67%	3%	475	96%	57%	5%
Migrant								
Not Migrant	3785	97%	61%	3%	3671	93%	44%	3%

NOTES

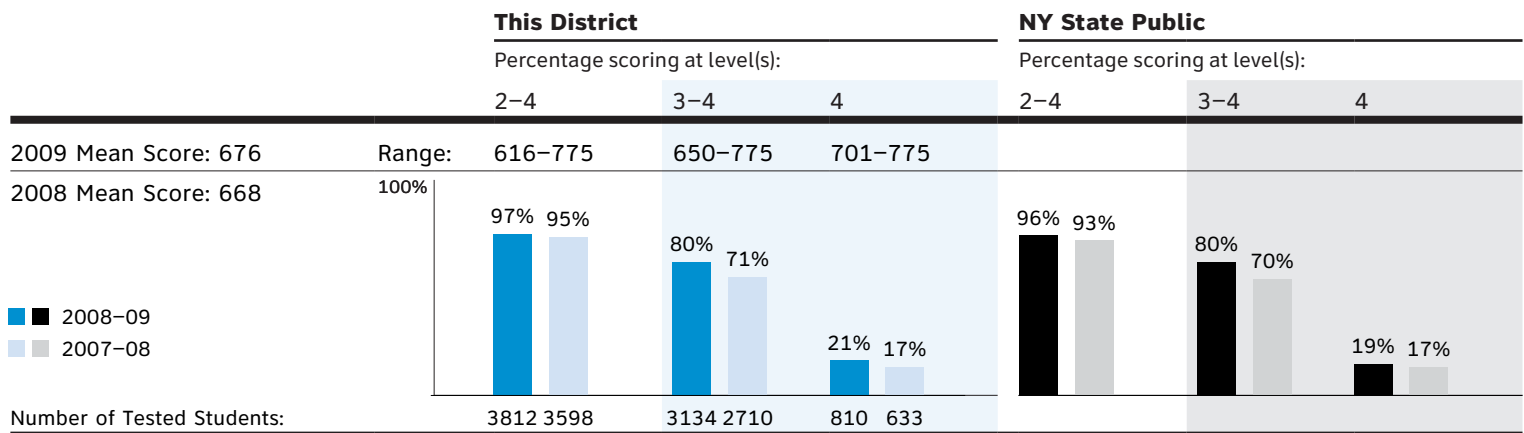
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Other Assessments

	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 8 Equivalent	43	43	41	33	36	33	28	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	103	N/A	N/A	N/A	119	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3927	97%	80%	21%	3801	95%	71%	17%
Female	1896	97%	81%	21%	1785	95%	72%	17%
Male	2031	97%	79%	20%	2016	94%	71%	16%
American Indian or Alaska Native	8	100%	88%	13%	2	—	—	—
Black or African American	122	94%	56%	7%	144	—	—	—
Hispanic or Latino	2342	96%	75%	11%	2320	93%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	856	99%	93%	47%	751	98%	89%	41%
White	599	97%	83%	23%	584	96%	75%	19%
Multiracial								
Small Group Totals					146	88%	58%	10%
General-Education Students	3499	98%	84%	23%	3386	97%	76%	18%
Students with Disabilities	428	89%	48%	3%	415	77%	34%	3%
English Proficient	3146	99%	85%	24%	3101	96%	76%	19%
Limited English Proficient	781	91%	60%	6%	700	87%	53%	6%
Economically Disadvantaged	3545	97%	80%	21%	3321	95%	71%	16%
Not Disadvantaged	382	95%	80%	21%	480	95%	76%	21%
Migrant								
Not Migrant	3927	97%	80%	21%	3801	95%	71%	17%

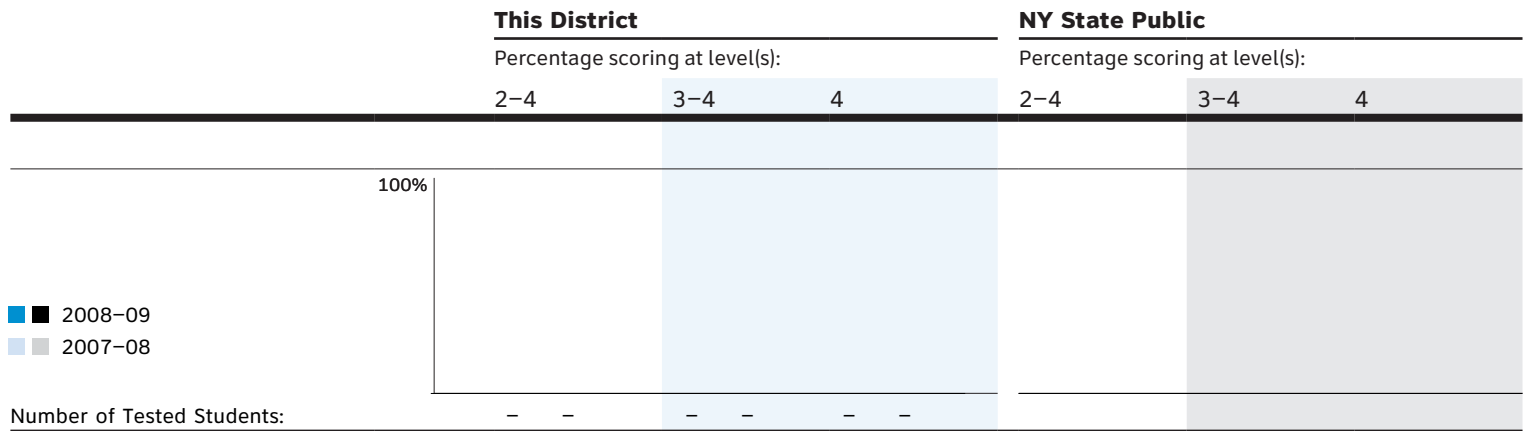
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	44	42	40	26	36	35	34	20

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	3895	92%	58%	12%	3774	94%	60%	12%
Female	1877	92%	56%	10%	1768	95%	58%	11%
Male	2018	91%	59%	14%	2006	94%	62%	14%
American Indian or Alaska Native	8	88%	63%	25%	4	-	-	-
Black or African American	118	89%	36%	2%	142	-	-	-
Hispanic or Latino	2314	90%	49%	6%	2299	93%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	863	95%	79%	29%	754	97%	78%	29%
White	592	94%	66%	15%	575	96%	68%	15%
Multiracial								
Small Group Totals					146	92%	49%	9%
General-Education Students	3481	93%	62%	14%	3372	96%	64%	13%
Students with Disabilities	414	79%	20%	0%	402	79%	26%	3%
English Proficient	3132	96%	66%	15%	3073	97%	68%	15%
Limited English Proficient	763	74%	23%	1%	701	81%	28%	1%
Economically Disadvantaged	3512	92%	57%	12%	3294	94%	59%	11%
Not Disadvantaged	383	93%	64%	17%	480	96%	70%	19%
Migrant								
Not Migrant	3895	92%	58%	12%	3774	94%	60%	12%

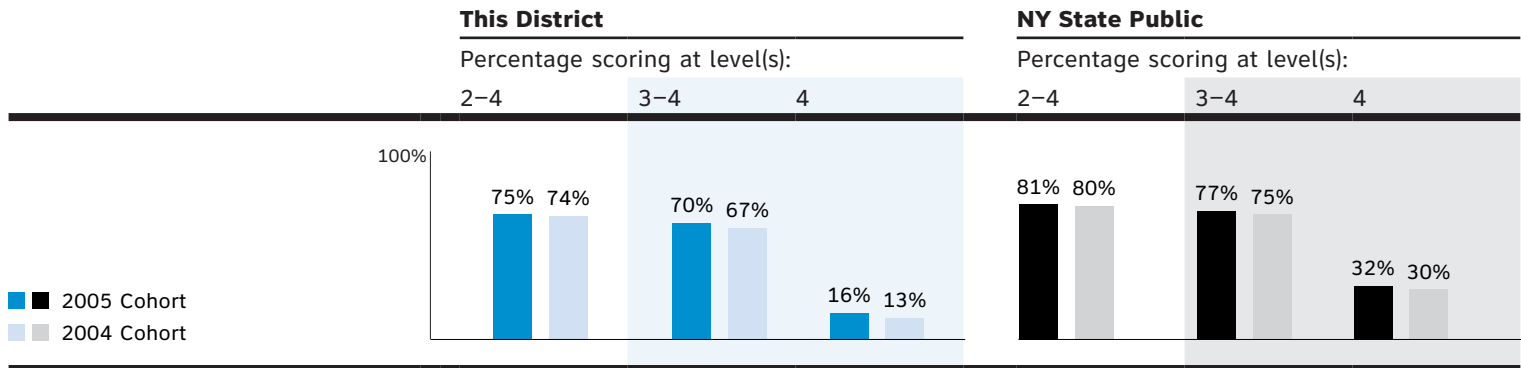
NOTES

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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 8 Equivalent	44	40	35	33	34	31	28	26
Regents Science	1	-	-	-	1	-	-	-

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3319	75%	70%	16%	2882	74%	67%	13%
Female	1377	79%	75%	18%	1281	78%	72%	14%
Male	1942	71%	67%	14%	1601	71%	64%	12%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	309	77%	72%	13%	225	75%	68%	9%
Hispanic or Latino	1956	71%	67%	14%	1770	70%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	558	87%	83%	23%	432	86%	82%	19%
White	485	73%	69%	19%	436	78%	71%	18%
Multiracial	7	—	—	—	16	—	—	—
Small Group Totals	11	82%	82%	27%	19	79%	79%	21%
General-Education Students	2956	80%	76%	18%	2576	79%	72%	14%
Students with Disabilities	363	31%	26%	1%	306	31%	25%	1%
English Proficient	2722	79%	76%	19%	2373	77%	71%	15%
Limited English Proficient	597	54%	44%	2%	509	60%	49%	4%
Economically Disadvantaged	2274	78%	74%	17%	1719	76%	68%	13%
Not Disadvantaged	1045	66%	63%	13%	1163	72%	66%	13%
Migrant								
Not Migrant	3319	75%	70%	16%	2882	74%	67%	13%

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Other Assessments

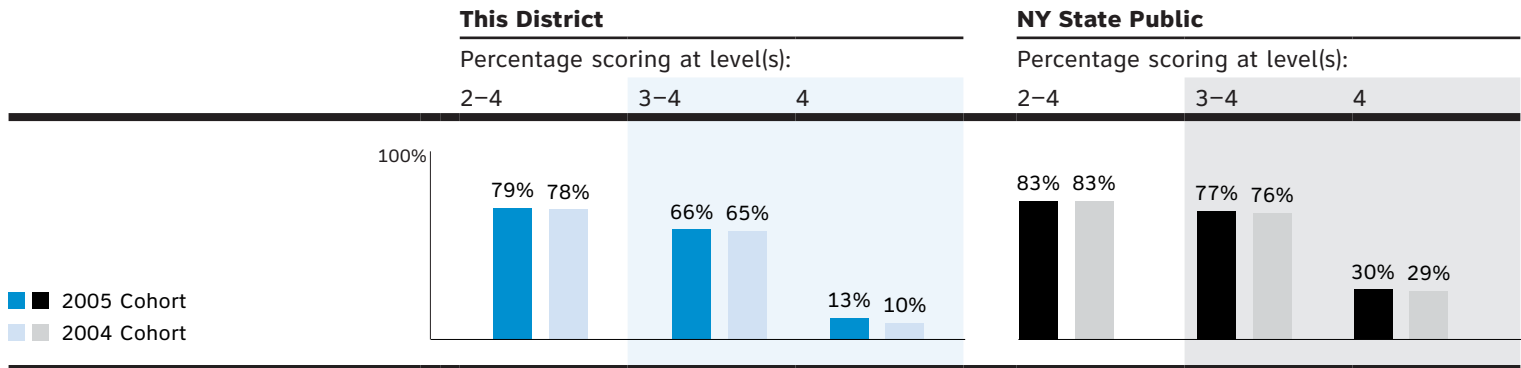
Other Assessments	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

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

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

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

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3319	79%	66%	13%	2882	78%	65%	10%
Female	1377	83%	68%	11%	1281	81%	67%	10%
Male	1942	77%	65%	14%	1601	75%	63%	10%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	309	83%	67%	7%	225	76%	61%	7%
Hispanic or Latino	1956	77%	61%	8%	1770	74%	59%	6%
Asian or Native Hawaiian/Other Pacific Islander	558	91%	84%	27%	432	92%	87%	26%
White	485	75%	67%	15%	436	81%	69%	14%
Multiracial	7	—	—	—	16	—	—	—
Small Group Totals	11	82%	73%	18%	19	89%	63%	16%
General-Education Students	2956	85%	72%	14%	2576	83%	70%	11%
Students with Disabilities	363	36%	23%	1%	306	35%	18%	0%
English Proficient	2722	82%	71%	14%	2373	79%	68%	11%
Limited English Proficient	597	68%	46%	6%	509	72%	51%	7%
Economically Disadvantaged	2274	83%	70%	14%	1719	80%	67%	11%
Not Disadvantaged	1045	71%	58%	10%	1163	75%	62%	9%
Migrant								
Not Migrant	3319	79%	66%	13%	2882	78%	65%	10%

NOTES

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

Other Assessments

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

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

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

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