



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #26**

District ID **34-26-00-01-0000**

Superintendent **ANITA SAUNDERS**

Telephone **(718) 631-6982**

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	438	598	662
Kindergarten	1373	1405	1496
Grade 1	1543	1531	1430
Grade 2	1470	1635	1488
Grade 3	1579	1551	1615
Grade 4	1587	1575	1537
Grade 5	1678	1628	1592
Grade 6	1861	1788	1743
Ungraded Elementary	518	599	615
Grade 7	1860	1851	1841
Grade 8	1915	1913	1899
Grade 9	4555	4349	4023
Grade 10	4670	4439	4215
Grade 11	3903	3796	3811
Grade 12	3075	3246	3216
Ungraded Secondary	866	1085	1151
Total K-12	32453	32391	31672

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	25	24	25
Grade 8			
English	33	32	33
Mathematics	33	31	32
Science	33	32	33
Social Studies	33	32	33
Grade 10			
English	30	30	30
Mathematics	32	30	32
Science	32	31	33
Social Studies	31	30	32

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #26

District ID 34-26-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	8729	27%	8548	26%	9626	30%
Reduced-Price Lunch	4132	13%	3969	12%	3977	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2580	8%	2841	9%	2700	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	67	0%	69	0%	69	0%
Black or African American	5539	17%	5316	16%	4999	16%
Hispanic or Latino	4761	15%	4887	15%	4894	15%
Asian or Native Hawaiian/Other Pacific Islander	15330	47%	15639	48%	15456	49%
White	6756	21%	6480	20%	6254	20%
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	863	3%	863	3%	907	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1910	1949	1923
Percent with No Valid Teaching Certificate	3%	1%	1%
Percent Teaching Out of Certification	9%	7%	6%
Percent with Fewer Than Three Years of Experience	10%	11%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	53%	55%
Total Number of Core Classes	4962	5476	5162
Percent Not Taught by Highly Qualified Teachers	8%	8%	6%
Total Number of Classes	6290	6545	6093
Percent Taught by Teachers Without Appropriate Certification	9%	8%	8%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	11%		11%
Turnover Rate of All Teachers	10%		10%

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
NO	NO	NO

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	✓
Hispanic or Latino	✓	✓	✓	✓	✓	✓
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	✓	✓	✓
White	✓	✓	✓	✓	✓	✓
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓	✓	—	✗	✗	—
Limited English Proficient	✓	✓	—	✗	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 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 | State |
|---------------------------------------|--|
| Good Standing | ■ Good Standing |
| Improvement (Year 1) | ■ Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | ■ Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | ■ Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | ■ Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | ■ Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 Student groups making AYP in English language arts
✓ Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (10980:10598)	✓	✓	100%	✓	191	143	
Ethnicity							
American Indian or Alaska Native (20:18)	—	—	—	—	—	—	—
Black or African American (754:731)	✓	✓	99%	✓	189	140	
Hispanic or Latino (1337:1284)	✓	✓	100%	✓	187	141	
Asian or Native Hawaiian/Other Pacific Islander (6100:5857)	✓	✓	100%	✓	193	143	
White (2747:2689)	✓	✓	99%	✓	190	142	
Multiracial (22:19)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (1734:1667)	✓	✓	98%	✓	168	141	
Limited English Proficient ⁵ (695:1019)	✓	✓	99%	✓	172	141	
Economically Disadvantaged (5528:5284)	✓	✓	100%	✓	189	142	
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
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

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

Accountability Measures 8 of 8 Student groups making AYP in mathematics
✓ Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10	
All Students (11008:10666)	✓	✓	100%	✓	196	118		
Ethnicity								
American Indian or Alaska Native (19:17)	—	—	—	—	—	—	—	
Black or African American (748:723)	✓	✓	99%	✓	192	115		
Hispanic or Latino (1339:1287)	✓	✓	100%	✓	193	116		
Asian or Native Hawaiian/Other Pacific Islander (6137:5932)	✓	✓	100%	✓	199	118		
White (2742:2688)	✓	✓	99%	✓	194	117		
Multiracial (23:19)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities ⁴ (1730:1661)	✓	✓	98%	✓	182	116		
Limited English Proficient ⁵ (714:1127)	✓	✓	100%	✓	192	116		
Economically Disadvantaged (5553:5332)	✓	✓	100%	✓	196	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
- ✓^{SH} 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 (3676:3547)	✓	Qualified	✓	99%	✓	188	100	
Ethnicity								
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—	—
Black or African American (260:251)		Qualified	✓	99%	✓	177	100	
Hispanic or Latino (466:447)		Qualified	✓	99%	✓	177	100	
Asian or Native Hawaiian/Other Pacific Islander (2034:1955)		Qualified	✓	100%	✓	191	100	
White (902:880)		Qualified	✓	99%	✓	189	100	
Multiracial (7:7)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (566:539)		Qualified	✓	97%	✓	168	100	
Limited English Proficient ⁴ (232:347)		Qualified	✓	99%	✓	171	100	
Economically Disadvantaged (1838:1759)		Qualified	✓	100%	✓	184	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
- ✓^{SH} 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 6 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 (3647:3934)	✓	✓	99%	✓	181	169	
Ethnicity							
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–
Black or African American (817:919)	✓	✓	100%	✓	171	167	
Hispanic or Latino (598:655)	✓	✓	99%	✓	175	167	
Asian or Native Hawaiian/Other Pacific Islander (1600:1672)	✓	✓	100%	✓	186	168	
White (608:667)	✓	✓	99%	✓	185	167	
Multiracial (16:13)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (233:317)	✗	✓	98%	✗	126	165	124 [‡] 133
Limited English Proficient ⁵ (293:412)	✗	✓	98%	✗	151	166	159 156
Economically Disadvantaged (1385:1497)	✓	✓	100%	✓	182	168	
Final AYP Determination	✗ 6 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
- ✓^{SH} 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 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 (3647:3934)	✓	✓	100%	✓	186	164	
Ethnicity							
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—
Black or African American (817:919)	✓	✓	100%	✓	172	162	
Hispanic or Latino (598:655)	✓	✓	99%	✓	180	162	
Asian or Native Hawaiian/Other Pacific Islander (1600:1672)	✓	✓	100%	✓	195	163	
White (608:667)	✓	✓	99%	✓	185	162	
Multiracial (16:13)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (233:317)	✗	✓	98%	✗	129	160	125‡ 136
Limited English Proficient ⁵ (293:412)	✓	✓	100%	✓	184	161	
Economically Disadvantaged (1385:1497)	✓	✓	100%	✓	189	163	
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
- ✓^{SH} 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 (4317)	✓	✓	78%	55%		
Ethnicity						
American Indian or Alaska Native (12)		–	–	–		
Black or African American (1064)	✓	✓	71%	55%		
Hispanic or Latino (798)	✓	✓	73%	55%		
Asian or Native Hawaiian/Other Pacific Islander (1690)	✓	✓	85%	55%		
White (715)	✓	✓	80%	55%		
Multiracial (38)						
Other Groups	✓	✓	82%	55%		
Students with Disabilities (325)		✗	38%	55%	42%	39%
Limited English Proficient ² (469)	✓	✓	68%	55%		
Economically Disadvantaged (1079)	✓	✓	78%	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 #26

District ID 34-26-00-01-0000

Summary of 2008–09 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	92%			1684
Grade 4	93%			1597
Grade 5	94%			1662
Grade 6	92%			1834
Grade 7	93%			1925
Grade 8	85%			1971
Mathematics				
Grade 3	99%			1707
Grade 4	98%			1619
Grade 5	98%			1697
Grade 6	95%			1870
Grade 7	96%			1963
Grade 8	95%			2003
Science				
Grade 4	96%			1617
Grade 8	74%			1342

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	83%			4212
Mathematics	85%			4212

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.

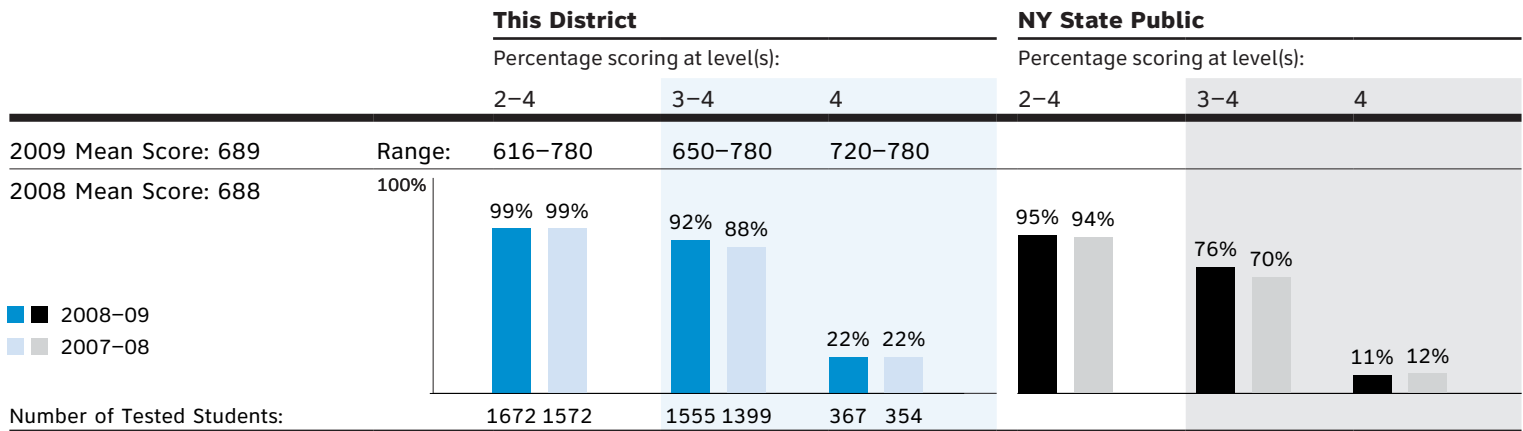
In this section, this district's performance is compared with that of public schools statewide.

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	1684	99%	92%	22%	1590	99%	88%	22%
Female	785	100%	95%	27%	768	99%	90%	25%
Male	899	99%	90%	17%	822	99%	86%	20%
American Indian or Alaska Native					1	-	-	-
Black or African American	83	100%	90%	13%	79	-	-	-
Hispanic or Latino	180	99%	91%	13%	201	97%	80%	14%
Asian or Native Hawaiian/Other Pacific Islander	951	99%	94%	28%	869	100%	89%	24%
White	464	99%	89%	14%	438	98%	90%	24%
Multiracial	6	100%	83%	17%	2	-	-	-
Small Group Totals					82	99%	83%	15%
General-Education Students	1398	100%	96%	25%	1318	100%	93%	25%
Students with Disabilities	286	96%	72%	6%	272	94%	62%	7%
English Proficient	1571	100%	94%	23%	1477	99%	90%	24%
Limited English Proficient	113	96%	73%	2%	113	95%	56%	2%
Economically Disadvantaged	768	99%	89%	19%	677	99%	83%	16%
Not Disadvantaged	916	100%	95%	24%	913	99%	91%	27%
Migrant								
Not Migrant	1684	99%	92%	22%	1590	99%	88%	22%

NOTES

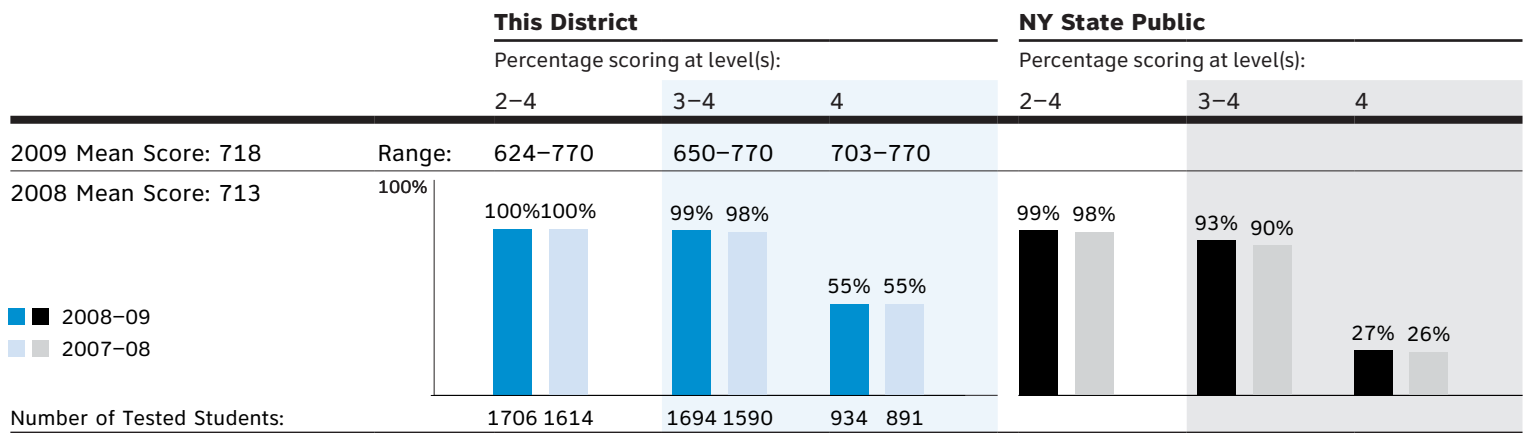
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	18	18	18	17	11	11	11	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	20	N/A	N/A	N/A	14	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	1707	100%	99%	55%	1622	100%	98%	55%
Female	792	100%	100%	58%	789	99%	98%	55%
Male	915	100%	99%	52%	833	100%	98%	55%
American Indian or Alaska Native					2	-	-	-
Black or African American	83	100%	100%	45%	80	-	-	-
Hispanic or Latino	182	100%	99%	38%	207	99%	94%	30%
Asian or Native Hawaiian/Other Pacific Islander	970	100%	100%	63%	894	100%	99%	64%
White	466	100%	98%	45%	437	99%	97%	54%
Multiracial	6	100%	100%	67%	2	-	-	-
Small Group Totals					84	99%	98%	25%
General-Education Students	1419	100%	100%	60%	1349	100%	99%	61%
Students with Disabilities	288	100%	95%	30%	273	97%	91%	23%
English Proficient	1572	100%	99%	56%	1482	99%	99%	57%
Limited English Proficient	135	100%	99%	39%	140	100%	93%	33%
Economically Disadvantaged	778	100%	99%	50%	696	100%	97%	48%
Not Disadvantaged	929	100%	99%	59%	926	99%	98%	60%
Migrant								
Not Migrant	1707	100%	99%	55%	1622	100%	98%	55%

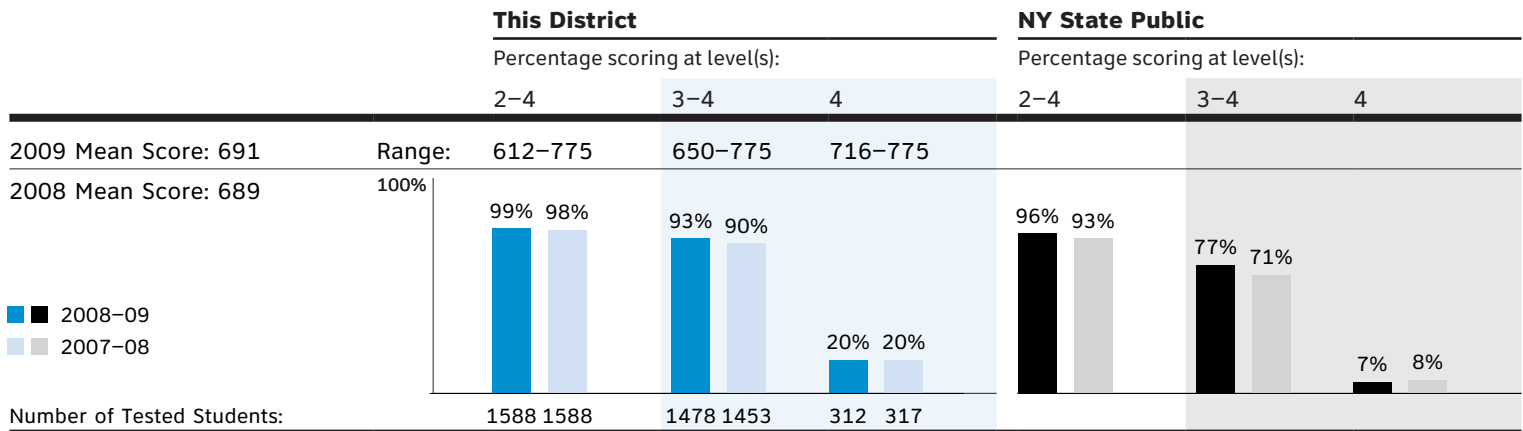
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Other Assessments

	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	18	18	16	16	11	11	11	10

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	1597	99%	93%	20%	1618	98%	90%	20%
Female	765	100%	94%	24%	751	99%	94%	23%
Male	832	99%	92%	15%	867	98%	87%	16%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	85	100%	87%	7%	99	96%	85%	11%
Hispanic or Latino	204	99%	86%	11%	195	98%	83%	9%
Asian or Native Hawaiian/Other Pacific Islander	876	100%	95%	24%	885	99%	93%	25%
White	422	99%	93%	18%	432	97%	88%	16%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	10	100%	80%	20%	7	100%	100%	14%
General-Education Students	1311	100%	97%	23%	1367	100%	95%	23%
Students with Disabilities	286	97%	73%	3%	251	89%	59%	0%
English Proficient	1508	99%	94%	21%	1532	99%	92%	21%
Limited English Proficient	89	99%	69%	0%	86	88%	52%	1%
Economically Disadvantaged	722	100%	89%	15%	707	98%	86%	14%
Not Disadvantaged	875	99%	95%	23%	911	99%	93%	24%
Migrant								
Not Migrant	1597	99%	93%	20%	1618	98%	90%	20%

NOTES

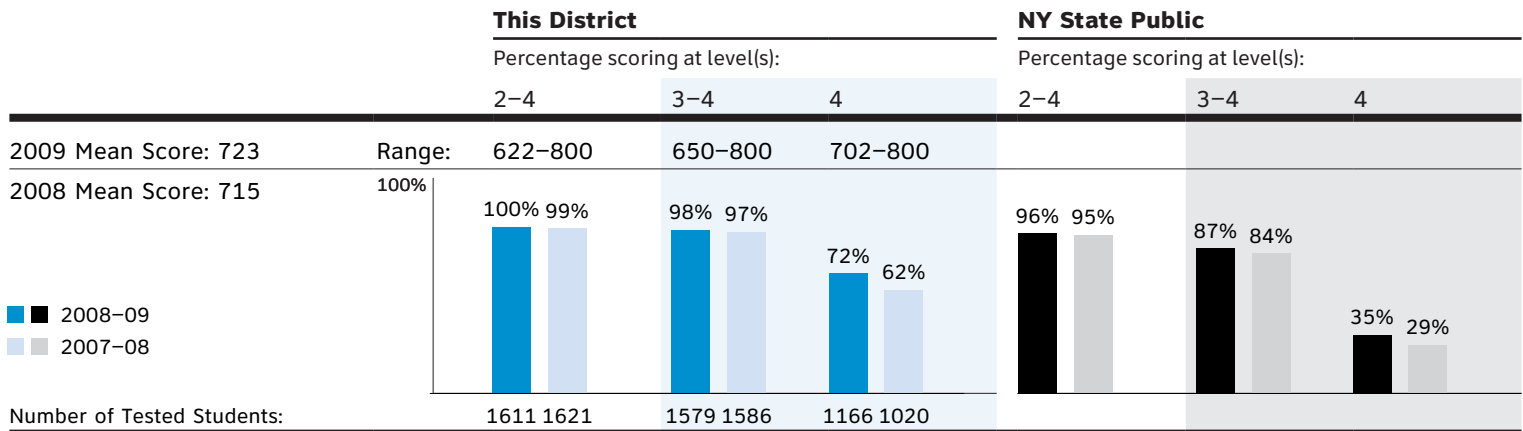
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Other Assessments

	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	16	16	15	14	12	12	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	20	N/A	N/A	N/A	7	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	1619	100%	98%	72%	1634	99%	97%	62%
Female	775	100%	98%	73%	753	99%	97%	63%
Male	844	99%	97%	71%	881	99%	97%	62%
American Indian or Alaska Native	3	-	-	-	5	-	-	-
Black or African American	84	99%	94%	43%	101	98%	94%	39%
Hispanic or Latino	207	99%	94%	47%	199	98%	95%	43%
Asian or Native Hawaiian/Other Pacific Islander	896	100%	99%	82%	896	100%	99%	74%
White	423	99%	96%	70%	431	98%	94%	53%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	9	100%	89%	78%	7	100%	100%	71%
General-Education Students	1332	100%	100%	80%	1380	100%	99%	69%
Students with Disabilities	287	98%	88%	36%	254	95%	87%	27%
English Proficient	1511	100%	98%	74%	1530	99%	98%	64%
Limited English Proficient	108	99%	94%	44%	104	95%	90%	40%
Economically Disadvantaged	739	100%	97%	65%	720	99%	95%	56%
Not Disadvantaged	880	99%	98%	78%	914	100%	99%	67%
Migrant								
Not Migrant	1619	100%	98%	72%	1634	99%	97%	62%

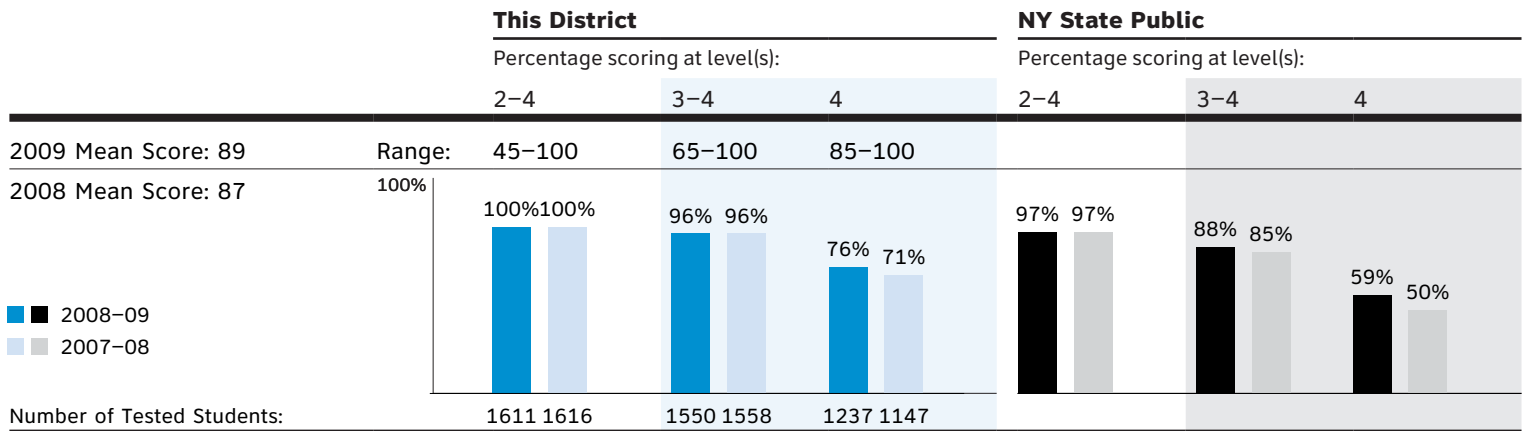
NOTES

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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	16	15	11	14	12	12	11

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	1617	100%	96%	76%	1624	100%	96%	71%
Female	774	100%	97%	77%	747	99%	97%	71%
Male	843	100%	95%	76%	877	100%	95%	70%
American Indian or Alaska Native	3	-	-	-	5	-	-	-
Black or African American	83	99%	89%	51%	100	98%	96%	61%
Hispanic or Latino	208	100%	92%	61%	198	98%	94%	60%
Asian or Native Hawaiian/Other Pacific Islander	894	100%	97%	82%	892	100%	97%	77%
White	423	100%	96%	78%	427	100%	93%	64%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	9	100%	100%	89%	7	100%	100%	86%
General-Education Students	1332	100%	98%	83%	1375	100%	98%	76%
Students with Disabilities	285	98%	86%	48%	249	97%	84%	39%
English Proficient	1509	100%	96%	79%	1521	100%	97%	73%
Limited English Proficient	108	97%	87%	42%	103	96%	83%	37%
Economically Disadvantaged	738	99%	94%	69%	714	99%	94%	62%
Not Disadvantaged	879	100%	97%	83%	910	100%	98%	78%
Migrant								
Not Migrant	1617	100%	96%	76%	1624	100%	96%	71%

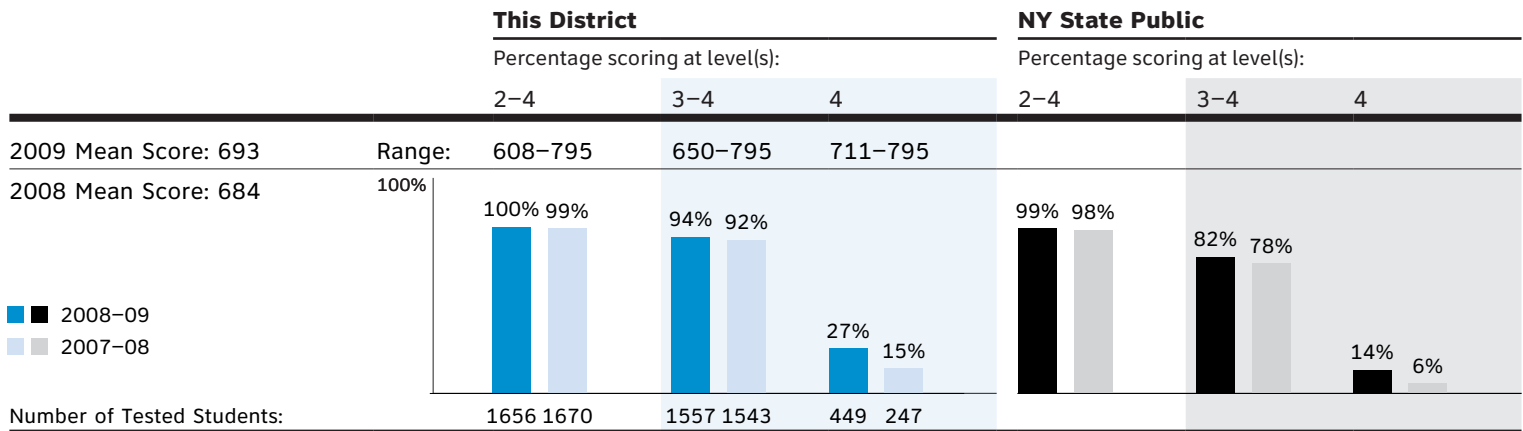
NOTES

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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	16	16	15	14	12	12	11

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	1662	100%	94%	27%	1680	99%	92%	15%
Female	763	100%	95%	28%	817	100%	93%	17%
Male	899	99%	92%	26%	863	99%	91%	12%
American Indian or Alaska Native	5	100%	80%	20%	1	-	-	-
Black or African American	113	100%	92%	19%	112	-	-	-
Hispanic or Latino	206	99%	87%	15%	186	99%	92%	8%
Asian or Native Hawaiian/Other Pacific Islander	897	100%	96%	32%	938	99%	92%	17%
White	434	100%	93%	24%	443	99%	93%	14%
Multiracial	7	100%	100%	14%				
Small Group Totals					113	99%	84%	7%
General-Education Students	1389	100%	98%	31%	1417	100%	96%	17%
Students with Disabilities	273	98%	74%	5%	263	97%	70%	2%
English Proficient	1602	100%	95%	28%	1604	100%	94%	15%
Limited English Proficient	60	93%	48%	2%	76	92%	43%	0%
Economically Disadvantaged	766	99%	93%	20%	745	99%	88%	12%
Not Disadvantaged	896	100%	95%	33%	935	100%	95%	17%
Migrant								
Not Migrant	1662	100%	94%	27%	1680	99%	92%	15%

NOTES

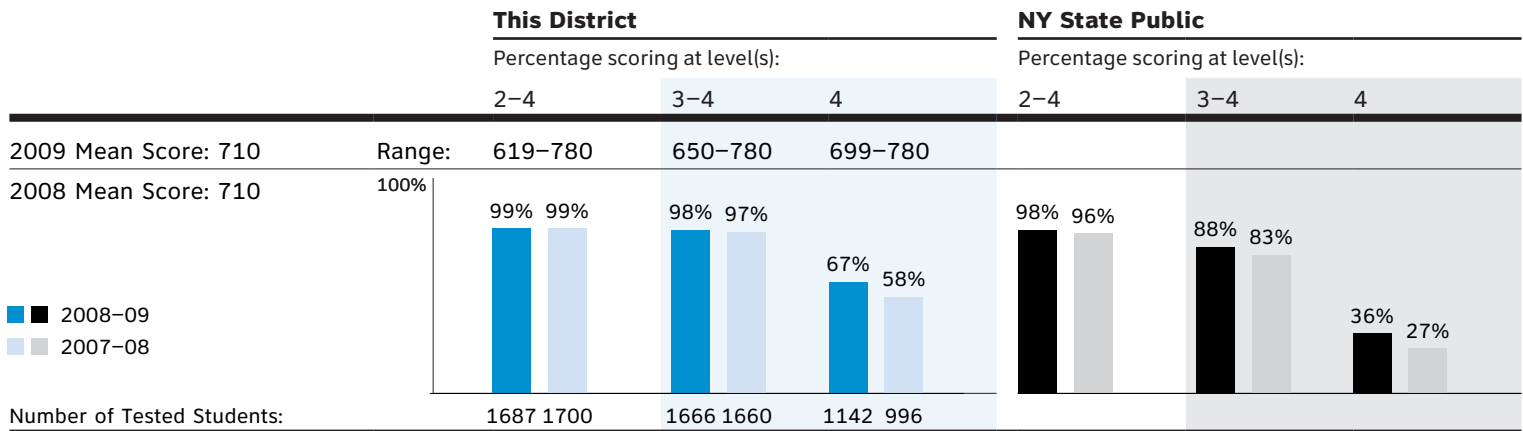
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Other Assessments

	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	15	13	13	10	15	14	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	33	N/A	N/A	N/A	21	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	1697	99%	98%	67%	1711	99%	97%	58%
Female	778	99%	98%	69%	832	100%	97%	59%
Male	919	99%	98%	66%	879	99%	97%	57%
American Indian or Alaska Native	5	100%	100%	40%	1	-	-	-
Black or African American	111	99%	98%	47%	112	-	-	-
Hispanic or Latino	208	98%	95%	51%	190	99%	95%	41%
Asian or Native Hawaiian/Other Pacific Islander	932	100%	100%	79%	963	100%	99%	69%
White	434	100%	97%	56%	445	98%	96%	50%
Multiracial	7	100%	100%	86%				
Small Group Totals					113	99%	93%	33%
General-Education Students	1425	100%	100%	73%	1450	100%	99%	64%
Students with Disabilities	272	97%	90%	36%	261	97%	86%	24%
English Proficient	1602	100%	99%	69%	1601	100%	98%	60%
Limited English Proficient	95	95%	92%	40%	110	97%	90%	29%
Economically Disadvantaged	793	99%	98%	64%	763	99%	97%	54%
Not Disadvantaged	904	100%	98%	71%	948	99%	97%	61%
Migrant								
Not Migrant	1697	99%	98%	67%	1711	99%	97%	58%

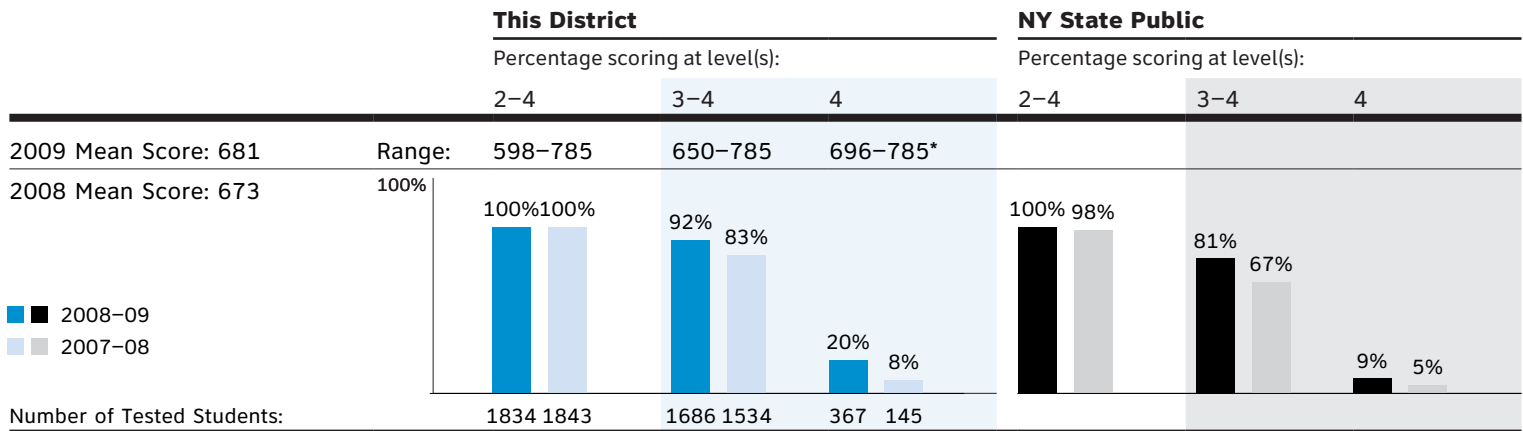
NOTES

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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	15	15	15	10	14	13	12	11

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	1834	100%	92%	20%	1849	100%	83%	8%
Female	891	100%	95%	27%	893	100%	87%	10%
Male	943	100%	89%	14%	956	99%	79%	6%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	141	-	-	-	137	-	-	-
Hispanic or Latino	219	100%	87%	12%	225	100%	75%	5%
Asian or Native Hawaiian/Other Pacific Islander	1051	100%	93%	24%	1030	100%	86%	10%
White	421	100%	91%	17%	453	99%	82%	7%
Multiracial					1	-	-	-
Small Group Totals	143	100%	92%	11%	141	100%	77%	3%
General-Education Students	1566	100%	96%	23%	1607	100%	89%	9%
Students with Disabilities	268	100%	69%	3%	242	98%	45%	1%
English Proficient	1743	100%	94%	21%	1779	100%	85%	8%
Limited English Proficient	91	100%	51%	1%	70	97%	24%	0%
Economically Disadvantaged	1005	100%	91%	16%	867	100%	78%	6%
Not Disadvantaged	829	100%	93%	25%	982	100%	87%	10%
Migrant								
Not Migrant	1834	100%	92%	20%	1849	100%	83%	8%

NOTES

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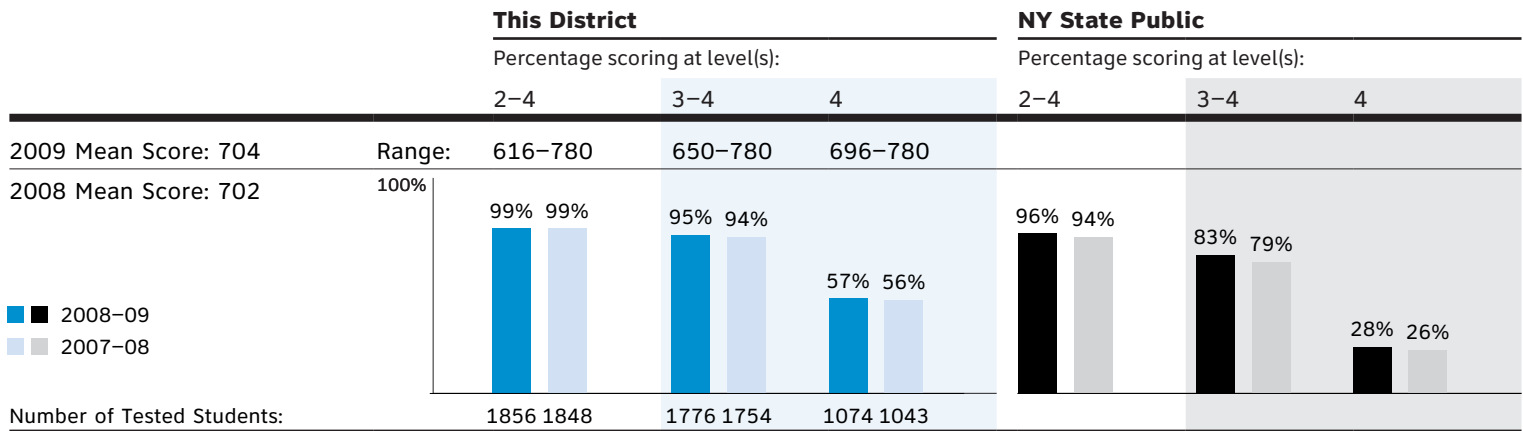
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	17	17	16	15	16	16	16	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	27	N/A	N/A	N/A	24	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	1870	99%	95%	57%	1870	99%	94%	56%
Female	899	100%	97%	59%	898	99%	95%	56%
Male	971	99%	93%	56%	972	98%	93%	56%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	141	-	-	-	133	-	-	-
Hispanic or Latino	223	99%	90%	34%	225	98%	89%	29%
Asian or Native Hawaiian/Other Pacific Islander	1081	100%	97%	69%	1053	100%	97%	69%
White	423	99%	93%	50%	455	98%	91%	44%
Multiracial					1	-	-	-
Small Group Totals	143	99%	91%	29%	137	96%	84%	39%
General-Education Students	1602	100%	98%	64%	1628	100%	97%	62%
Students with Disabilities	268	96%	80%	18%	242	93%	73%	17%
English Proficient	1746	99%	96%	59%	1769	99%	95%	57%
Limited English Proficient	124	97%	81%	30%	101	93%	73%	30%
Economically Disadvantaged	1034	99%	95%	53%	886	99%	92%	49%
Not Disadvantaged	836	99%	95%	63%	984	99%	95%	61%
Migrant								
Not Migrant	1870	99%	95%	57%	1870	99%	94%	56%

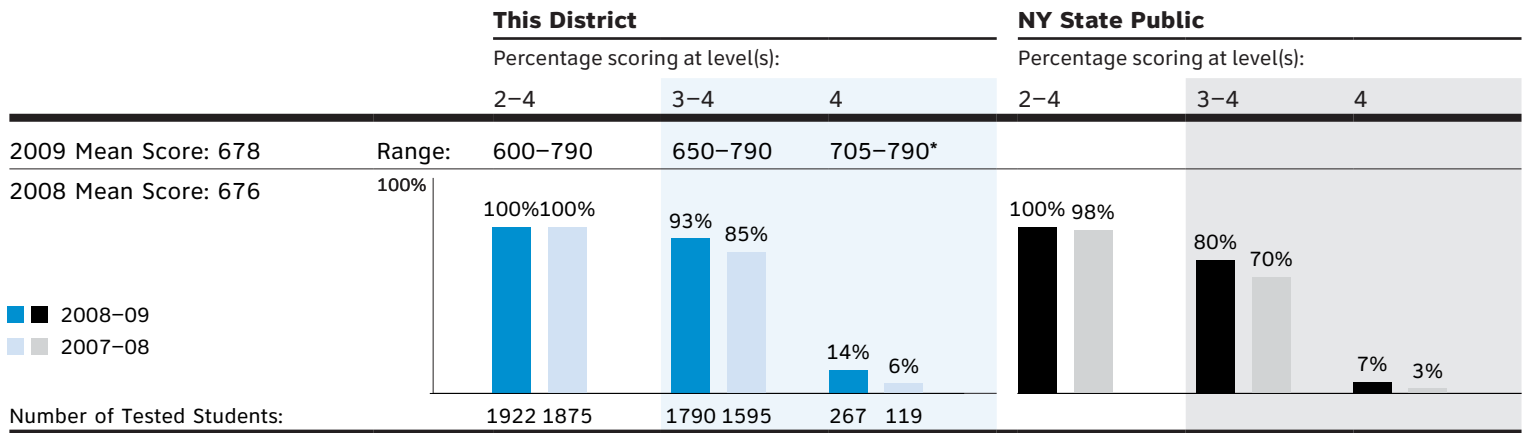
NOTES

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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	17	17	17	16	16	16	16	15

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	1925	100%	93%	14%	1881	100%	85%	6%
Female	921	100%	95%	16%	907	100%	88%	8%
Male	1004	100%	91%	12%	974	99%	82%	5%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	143	-	-	-	169	-	-	-
Hispanic or Latino	243	100%	92%	5%	226	100%	75%	4%
Asian or Native Hawaiian/Other Pacific Islander	1054	100%	94%	17%	1042	100%	87%	8%
White	481	100%	92%	14%	441	99%	87%	6%
Multiracial	1	-	-	-				
Small Group Totals	147	100%	91%	5%	172	99%	78%	1%
General-Education Students	1682	100%	96%	16%	1669	100%	89%	7%
Students with Disabilities	243	100%	71%	2%	212	99%	54%	1%
English Proficient	1856	100%	95%	14%	1787	100%	88%	7%
Limited English Proficient	69	97%	33%	0%	94	98%	26%	0%
Economically Disadvantaged	1045	100%	92%	10%	889	100%	80%	4%
Not Disadvantaged	880	100%	94%	19%	992	99%	89%	8%
Migrant								
Not Migrant	1925	100%	93%	14%	1881	100%	85%	6%

NOTES

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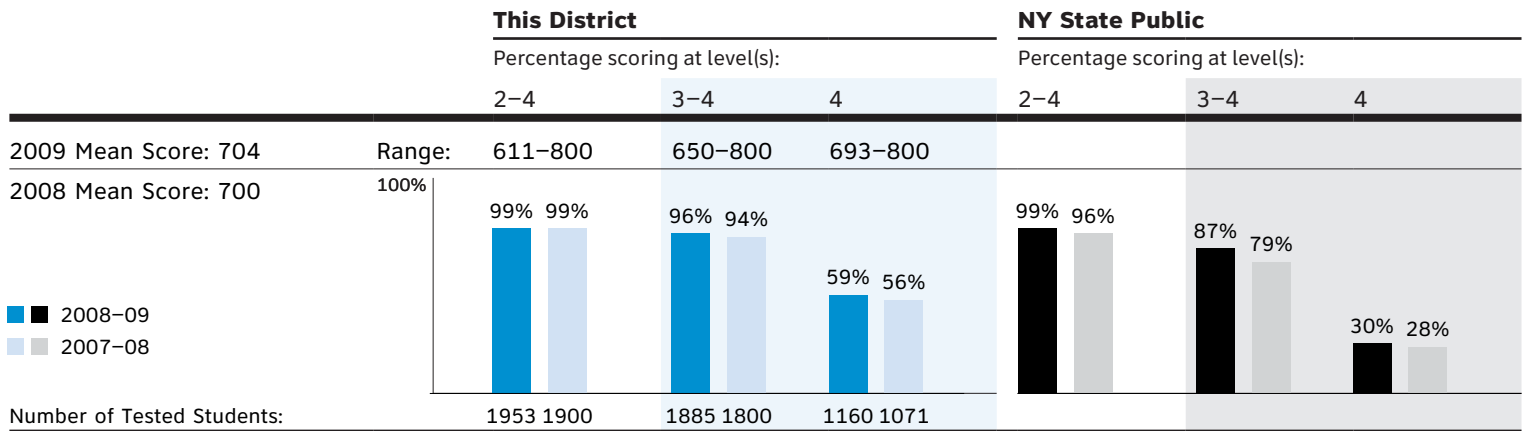
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	19	19	19	18	16	16	14	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	32	N/A	N/A	N/A	31	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	1963	99%	96%	59%	1916	99%	94%	56%
Female	938	99%	96%	61%	921	100%	94%	56%
Male	1025	100%	96%	58%	995	99%	94%	56%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	142	-	-	-	169	-	-	-
Hispanic or Latino	249	99%	93%	34%	235	99%	86%	34%
Asian or Native Hawaiian/Other Pacific Islander	1090	100%	98%	71%	1070	100%	98%	67%
White	478	100%	94%	51%	439	98%	92%	49%
Multiracial	1	-	-	-				
Small Group Totals	146	99%	90%	41%	172	98%	88%	30%
General-Education Students	1719	100%	99%	66%	1704	100%	97%	62%
Students with Disabilities	244	97%	78%	14%	212	95%	69%	10%
English Proficient	1858	100%	97%	61%	1784	99%	95%	57%
Limited English Proficient	105	95%	85%	30%	132	95%	82%	36%
Economically Disadvantaged	1075	99%	96%	56%	912	99%	94%	53%
Not Disadvantaged	888	100%	96%	63%	1004	99%	94%	59%
Migrant								
Not Migrant	1963	99%	96%	59%	1916	99%	94%	56%

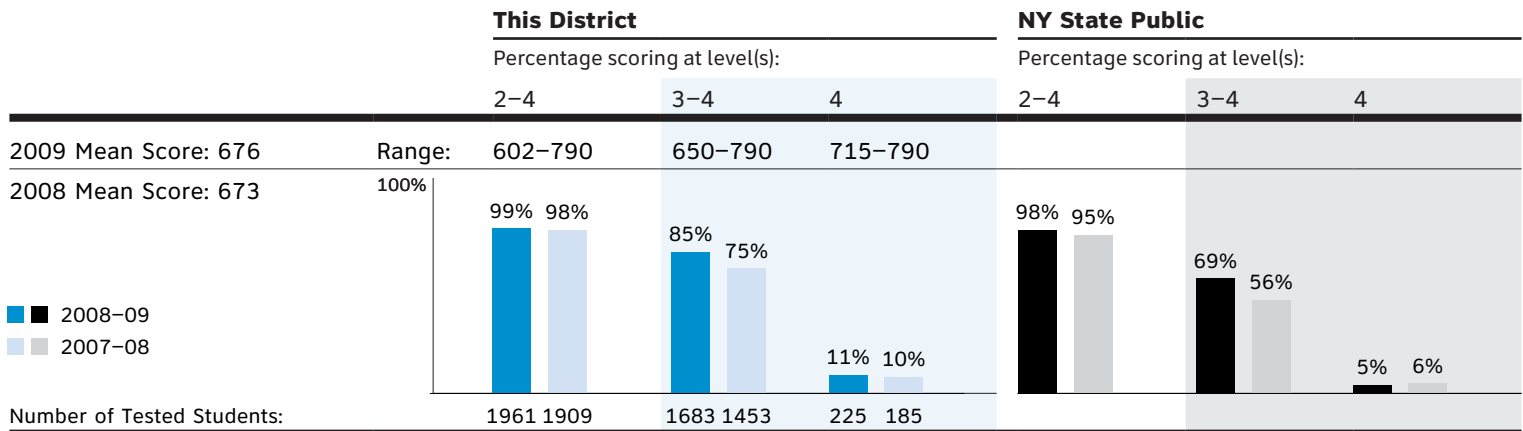
NOTES

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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	19	19	18	16	16	16	16	12

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	1971	99%	85%	11%	1941	98%	75%	10%
Female	940	100%	89%	16%	934	99%	81%	13%
Male	1031	99%	82%	8%	1007	98%	69%	6%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	174	99%	80%	6%	167	99%	67%	5%
Hispanic or Latino	246	100%	77%	6%	234	99%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	1092	100%	88%	15%	1079	98%	79%	12%
White	454	99%	85%	8%	456	99%	76%	9%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	100%	60%	20%	5	100%	40%	0%
General-Education Students	1744	100%	91%	13%	1727	99%	81%	11%
Students with Disabilities	227	97%	46%	1%	214	93%	27%	1%
English Proficient	1883	100%	88%	12%	1836	99%	78%	10%
Limited English Proficient	88	94%	30%	0%	105	81%	19%	0%
Economically Disadvantaged	1054	100%	82%	9%	905	98%	70%	7%
Not Disadvantaged	917	99%	89%	14%	1036	99%	79%	11%
Migrant								
Not Migrant	1971	99%	85%	11%	1941	98%	75%	10%

NOTES

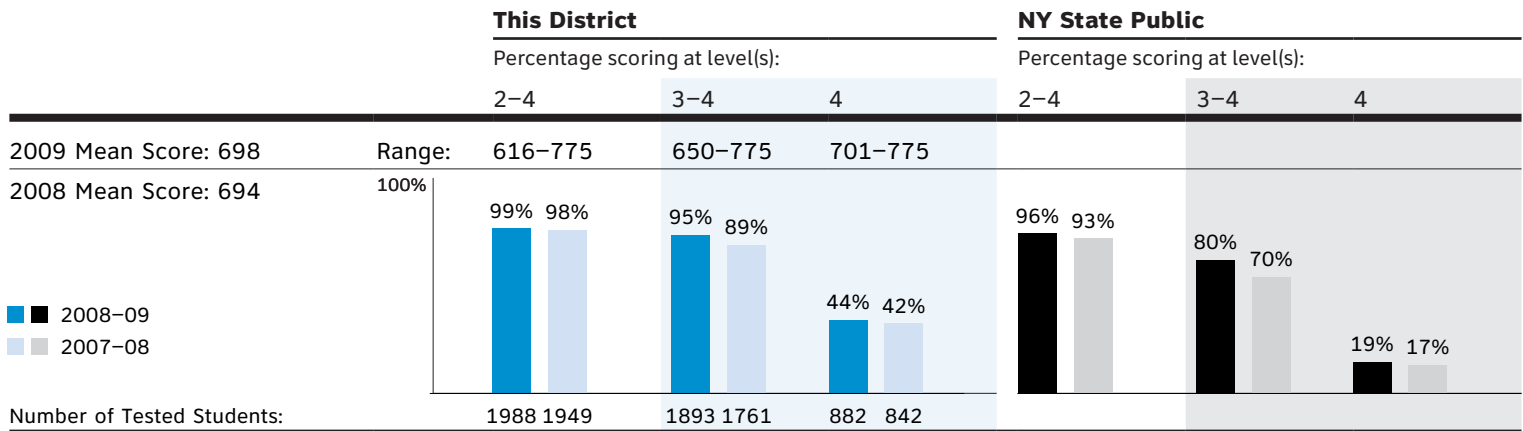
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	19	19	19	19	13	13	12	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	22	N/A	N/A	N/A	33	N/A	N/A	N/A

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

This District's Results in Grade 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	2003	99%	95%	44%	1986	98%	89%	42%
Female	955	99%	95%	45%	952	98%	89%	44%
Male	1048	99%	94%	43%	1034	98%	88%	41%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	172	100%	88%	21%	168	98%	74%	15%
Hispanic or Latino	250	99%	90%	23%	236	95%	74%	21%
Asian or Native Hawaiian/Other Pacific Islander	1121	100%	98%	57%	1117	99%	95%	55%
White	454	98%	91%	32%	460	97%	87%	33%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	100%	83%	17%	5	100%	80%	20%
General-Education Students	1779	100%	98%	49%	1770	99%	93%	47%
Students with Disabilities	224	94%	67%	5%	216	87%	51%	7%
English Proficient	1886	99%	95%	45%	1838	98%	89%	44%
Limited English Proficient	117	97%	86%	30%	148	96%	82%	25%
Economically Disadvantaged	1076	100%	95%	42%	932	98%	88%	39%
Not Disadvantaged	927	98%	94%	47%	1054	98%	89%	46%
Migrant								
Not Migrant	2003	99%	95%	44%	1986	98%	89%	42%

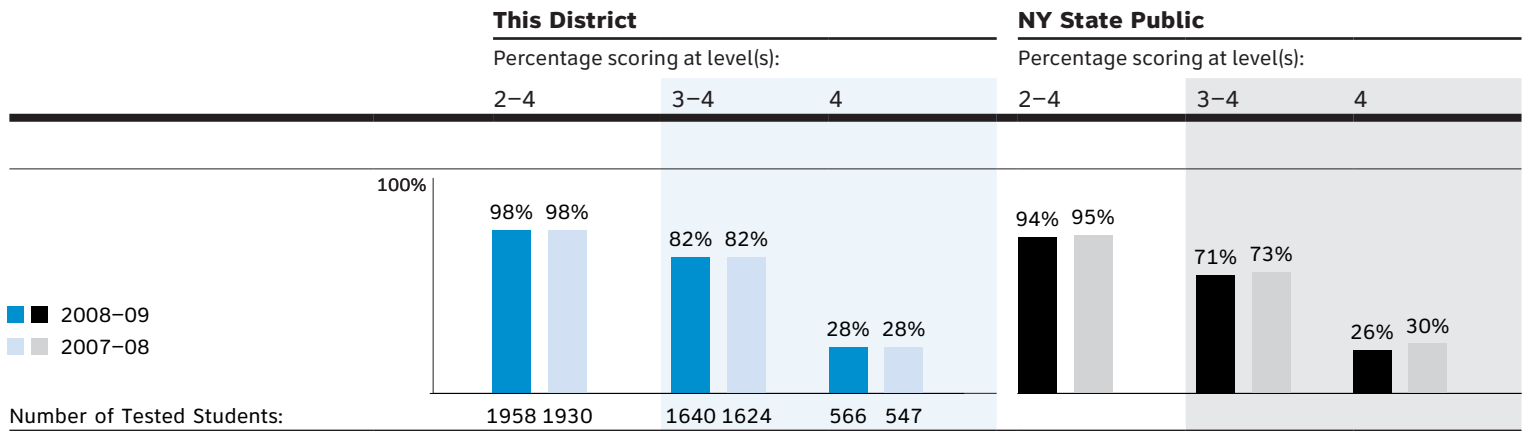
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Other Assessments

	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	19	19	19	16	13	13	13	8

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	1342	97%	74%	15%	1329	98%	76%	20%
Female	611	98%	71%	10%	589	98%	72%	17%
Male	731	97%	76%	18%	740	97%	79%	22%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	143	-	-	-	134	-	-	-
Hispanic or Latino	201	97%	58%	9%	190	97%	62%	12%
Asian or Native Hawaiian/Other Pacific Islander	684	97%	78%	19%	704	97%	81%	25%
White	310	98%	77%	12%	297	98%	78%	16%
Multiracial	1	-	-	-				
Small Group Totals	147	96%	69%	9%	138	97%	67%	9%
General-Education Students	1122	98%	78%	16%	1127	98%	81%	22%
Students with Disabilities	220	91%	51%	7%	202	94%	49%	7%
English Proficient	1229	98%	77%	16%	1184	98%	80%	21%
Limited English Proficient	113	88%	44%	5%	145	90%	47%	6%
Economically Disadvantaged	836	97%	73%	13%	695	98%	74%	18%
Not Disadvantaged	506	97%	76%	18%	634	98%	79%	22%
Migrant								
Not Migrant	1342	97%	74%	15%	1329	98%	76%	20%

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	19	18	18	18	13	12	12	8
Regents Science	656	654	648	368	641	633	610	285

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

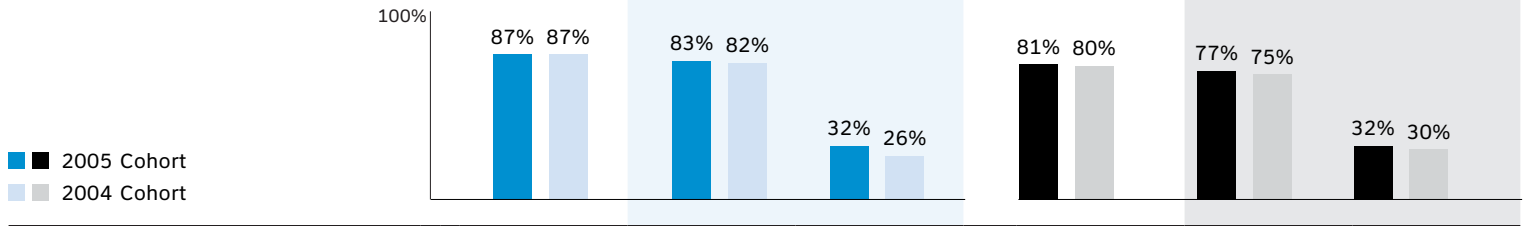
NY State Public

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	4212	87%	83%	32%	4267	87%	82%	26%
Female	2138	91%	89%	40%	2145	91%	87%	32%
Male	2074	82%	77%	23%	2122	82%	78%	20%
American Indian or Alaska Native	11	64%	64%	27%	11	64%	64%	9%
Black or African American	1016	81%	75%	19%	1044	81%	75%	17%
Hispanic or Latino	722	82%	78%	29%	779	83%	78%	21%
Asian or Native Hawaiian/Other Pacific Islander	1743	91%	89%	37%	1685	92%	88%	31%
White	707	88%	86%	42%	710	86%	83%	35%
Multiracial	13	92%	85%	23%	38	92%	89%	16%
Small Group Totals								
General-Education Students	3828	91%	88%	35%	3952	90%	86%	28%
Students with Disabilities	384	48%	39%	3%	315	39%	30%	2%
English Proficient	3865	88%	85%	35%	3947	88%	84%	28%
Limited English Proficient	347	67%	58%	3%	320	71%	55%	3%
Economically Disadvantaged	1561	90%	86%	32%	1079	86%	79%	19%
Not Disadvantaged	2651	85%	81%	32%	3188	87%	83%	29%
Migrant								
Not Migrant	4212	87%	83%	32%	4267	87%	82%	26%

NOTES

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Other Assessments

2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

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

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

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

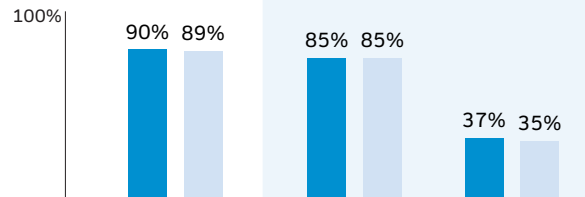
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

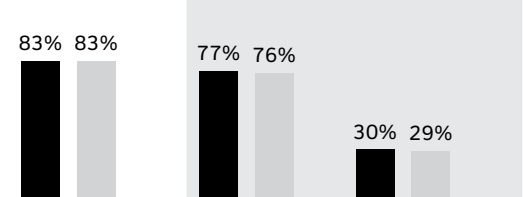


■ 2005 Cohort
■ 2004 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	4212	90%	85%	37%	4267	89%	85%	35%
Female	2138	92%	89%	39%	2145	92%	88%	36%
Male	2074	86%	81%	35%	2122	86%	82%	35%
American Indian or Alaska Native	11	73%	64%	36%	11	73%	64%	18%
Black or African American	1016	82%	74%	14%	1044	83%	76%	12%
Hispanic or Latino	722	85%	80%	22%	779	85%	80%	24%
Asian or Native Hawaiian/Other Pacific Islander	1743	96%	94%	57%	1685	95%	94%	56%
White	707	89%	85%	37%	710	89%	85%	36%
Multiracial	13	92%	85%	23%	38	97%	92%	18%
Small Group Totals								
General-Education Students	3828	94%	90%	41%	3952	93%	90%	38%
Students with Disabilities	384	49%	35%	2%	315	41%	28%	3%
English Proficient	3865	90%	86%	37%	3947	90%	86%	35%
Limited English Proficient	347	84%	81%	33%	320	83%	79%	38%
Economically Disadvantaged	1561	92%	89%	43%	1079	89%	85%	39%
Not Disadvantaged	2651	88%	83%	33%	3188	89%	85%	34%
Migrant								
Not Migrant	4212	90%	85%	37%	4267	89%	85%	35%

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.