



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #27**

District ID **34-27-00-01-0000**

Superintendent **MICHELLE LLOYD-BEY**

Telephone **(718) 642-5861**

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	939	954	962
Kindergarten	3145	3185	3200
Grade 1	3356	3415	3471
Grade 2	3331	3298	3367
Grade 3	3229	3275	3279
Grade 4	3124	3192	3203
Grade 5	3252	3086	3212
Grade 6	3259	3214	3139
Ungraded Elementary	1752	1772	1955
Grade 7	3462	3518	3412
Grade 8	3532	3360	3460
Grade 9	4288	4255	3717
Grade 10	3393	3292	3355
Grade 11	1989	2102	2296
Grade 12	1595	1634	1647
Ungraded Secondary	1586	1638	1597
Total K-12	44293	44236	44310

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	24	23	-
Grade 8			
English	29	29	27
Mathematics	27	27	28
Science	28	28	29
Social Studies	27	28	28
Grade 10			
English	32	31	30
Mathematics	29	30	31
Science	32	31	31
Social Studies	33	32	30

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 #27

District ID 34-27-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	31209	70%	30157	68%	31257	71%
Reduced-Price Lunch	5505	12%	5208	12%	5197	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4030	9%	4273	10%	4430	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	269	1%	285	1%	250	1%
Black or African American	14369	32%	14129	32%	13773	31%
Hispanic or Latino	15455	35%	15600	35%	15612	35%
Asian or Native Hawaiian/Other Pacific Islander	9818	22%	9862	22%	10231	23%
White	4382	10%	4360	10%	4444	10%
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	1787	4%	1787	4%	2054	5%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #27

District ID 34-27-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	3059	3130	3129
Percent with No Valid Teaching Certificate	4%	2%	1%
Percent Teaching Out of Certification	7%	7%	6%
Percent with Fewer Than Three Years of Experience	15%	15%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	38%	39%	41%
Total Number of Core Classes	5607	6307	6156
Percent Not Taught by Highly Qualified Teachers	9%	9%	7%
Total Number of Classes	7366	7865	7666
Percent Taught by Teachers Without Appropriate Certification	10%	9%	8%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%		15%
Turnover Rate of All Teachers	14%		13%

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)

Improvement (Year 1)

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓ ^{SH}	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✗	✓	
Multiracial	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✓ 10 of 10	✓ 10 of 10	✓ 1 of 1	✗ 3 of 9	✗ 3 of 9	✗ 0 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 10 of 10 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 (22416:21376)			100%		173	143	
Ethnicity							
American Indian or Alaska Native (100:98)			100%		167	134	
Black or African American (6590:6245)			99%		162	143	
Hispanic or Latino (7725:7322)			100%		170	143	
Asian or Native Hawaiian/Other Pacific Islander (5448:5224)			100%		184	142	
White (2475:2415)			100%		184	142	
Multiracial (78:72)			100%		181	133	
Other Groups							
Students with Disabilities ⁴ (4095:3876)	 SH		99%	 SH	134	142	123 141
Limited English Proficient ⁵ (1836:2223)			100%		151	142	
Economically Disadvantaged (19732:18779)			100%		172	143	
Final AYP Determination	 10 of 10						

NOTES

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

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




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

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

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


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

AYP Status

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
































Elementary/Middle-Level Mathematics

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

Accountability Measures 10 of 10 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 (22478:21350)			100%		183	118	
Ethnicity							
American Indian or Alaska Native (98:95)			100%		179	109	
Black or African American (6598:6186)			100%		172	118	
Hispanic or Latino (7736:7332)			100%		183	118	
Asian or Native Hawaiian/Other Pacific Islander (5486:5249)			100%		194	117	
White (2476:2416)			100%		192	117	
Multiracial (84:72)			100%		183	108	
Other Groups							
Students with Disabilities ⁴ (4098:3839)			99%		149	117	
Limited English Proficient ⁵ (1871:2362)			100%		175	117	
Economically Disadvantaged (19779:18757)			100%		183	118	
Final AYP Determination	 10 of 10						

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 (7570:7097)		Qualified		99%		168	100	
Ethnicity								
American Indian or Alaska Native (28:27)	—	—	—	—	—	—	—	—
Black or African American (2215:2040)		Qualified		98%		152	100	
Hispanic or Latino (2564:2391)		Qualified		99%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (1900:1806)		Qualified		99%		181	100	
White (840:816)		Qualified		99%		183	100	
Multiracial (23:17)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1329:1208)		Qualified		96%		136	100	
Limited English Proficient ⁴ (568:672)		Qualified		98%		147	100	
Economically Disadvantaged (6627:6204)		Qualified		99%		168	100	
Final AYP Determination		1 of 1						

NOTES

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

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


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


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

AYP Status

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




























Secondary-Level English Language Arts

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

Accountability Measures 3 of 9 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 (2225:2393)			99%		152	169	153‡	157
Ethnicity								
American Indian or Alaska Native (6:13)	—	—	—	—	—	—	—	—
Black or African American (830:941)			100%		147	167	146	152
Hispanic or Latino (734:822)			99%		148	167	152‡	153
Asian or Native Hawaiian/Other Pacific Islander (487:462)			100%		166	166	—	—
White (129:121)			98%		157	162	154‡	161
Multiracial (39:34)		—	—		176	154	—	—
Other Groups								
Students with Disabilities ⁴ (227:403)			99%		90	166	93	101
Limited English Proficient ⁵ (189:275)			98%		116	164	127‡	124
Economically Disadvantaged (1891:2096)			99%		153	169	154‡	158
Final AYP Determination	 3 of 9							

NOTES

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

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




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

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


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


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

AYP Status

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




























Secondary-Level Mathematics

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

Accountability Measures 3 of 9 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 (2225:2393)			100%		148	164	153‡	153
Ethnicity								
American Indian or Alaska Native (6:13)	–	–	–	–	–	–	–	–
Black or African American (830:941)			100%		139	162	146	145
Hispanic or Latino (734:822)			100%		145	162	151‡	151
Asian or Native Hawaiian/Other Pacific Islander (487:462)			100%		167	161		
White (129:121)			98%		159	157		
Multiracial (39:34)		–	–		179	149		
Other Groups								
Students with Disabilities ⁴ (227:403)			100%		88	161	95	99
Limited English Proficient ⁵ (189:275)			100%		133	159	136‡	140
Economically Disadvantaged (1891:2096)			100%		149	164	154‡	154
Final AYP Determination	 3 of 9							

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  Improvement (Year 1)
for This Indicator
(2009–10)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status To be removed from improvement status in Graduates, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2009-10, the district will be In Need of Improvement (Year 2) in 2010-11. If this district makes AYP in 2009-10, the district will remain In Need of Improvement (Year 1) in 2010-11. [211]

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 (3037)			45%	55%	47%	46%
Ethnicity						
American Indian or Alaska Native (15)		–	–	–		
Black or African American (1215)			44%	55%	41%	45%
Hispanic or Latino (984)			43%	55%	45%	44%
Asian or Native Hawaiian/Other Pacific Islander (547)			54%	55%	55%	55%
White (218)			41%	55%	50%	42%
Multiracial (58)						
Other Groups			47%	55%	55%	48%
Students with Disabilities (538)			17%	55%	13%	18%
Limited English Proficient ² (336)			40%	55%	44%	41%
Economically Disadvantaged (2511)			48%	55%	50%	49%
Final AYP Determination		0 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 #27

District ID 34-27-00-01-0000

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%			3567
Grade 4	76%			3495
Grade 5	78%			3601
Grade 6	79%			3497
Grade 7	76%			3729
Grade 8	64%			3822

Mathematics			
Grade 3	93%		3610
Grade 4	89%		3547
Grade 5	88%		3640
Grade 6	82%		3566
Grade 7	84%		3801
Grade 8	76%		3872

Science			
Grade 4	85%		3526
Grade 8	59%		3822

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	59%			3075
Mathematics	54%			3075

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.

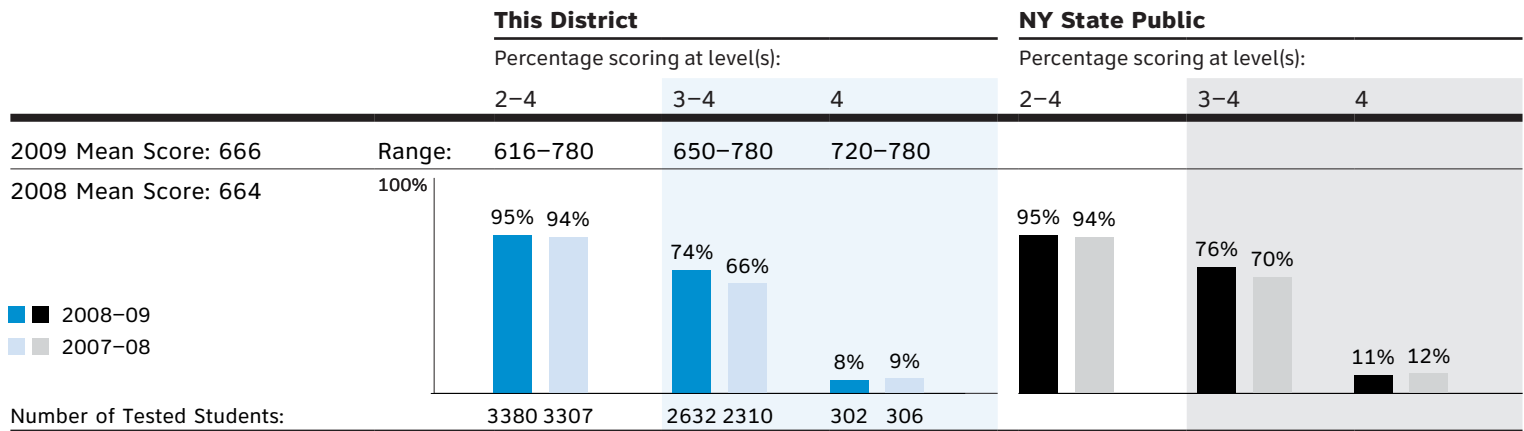
In this section, this district's performance is compared with that of public schools statewide.

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	3567	95%	74%	8%	3517	94%	66%	9%
Female	1721	97%	77%	10%	1731	95%	69%	9%
Male	1846	93%	71%	7%	1786	93%	62%	8%
American Indian or Alaska Native	16	94%	56%	0%	20	95%	65%	10%
Black or African American	1045	92%	62%	6%	1035	91%	53%	5%
Hispanic or Latino	1233	93%	70%	8%	1205	94%	65%	7%
Asian or Native Hawaiian/Other Pacific Islander	830	98%	88%	11%	858	97%	75%	12%
White	427	98%	86%	13%	392	97%	80%	17%
Multiracial	16	100%	75%	0%	7	100%	100%	0%
Small Group Totals								
General-Education Students	3013	99%	80%	10%	2944	98%	73%	10%
Students with Disabilities	554	74%	37%	3%	573	76%	30%	2%
English Proficient	3203	96%	76%	9%	3211	95%	69%	9%
Limited English Proficient	364	84%	50%	2%	306	82%	33%	1%
Economically Disadvantaged	3275	95%	73%	8%	3074	94%	64%	8%
Not Disadvantaged	292	97%	80%	10%	443	95%	76%	15%
Migrant								
Not Migrant	3567	95%	74%	8%	3517	94%	66%	9%

NOTES

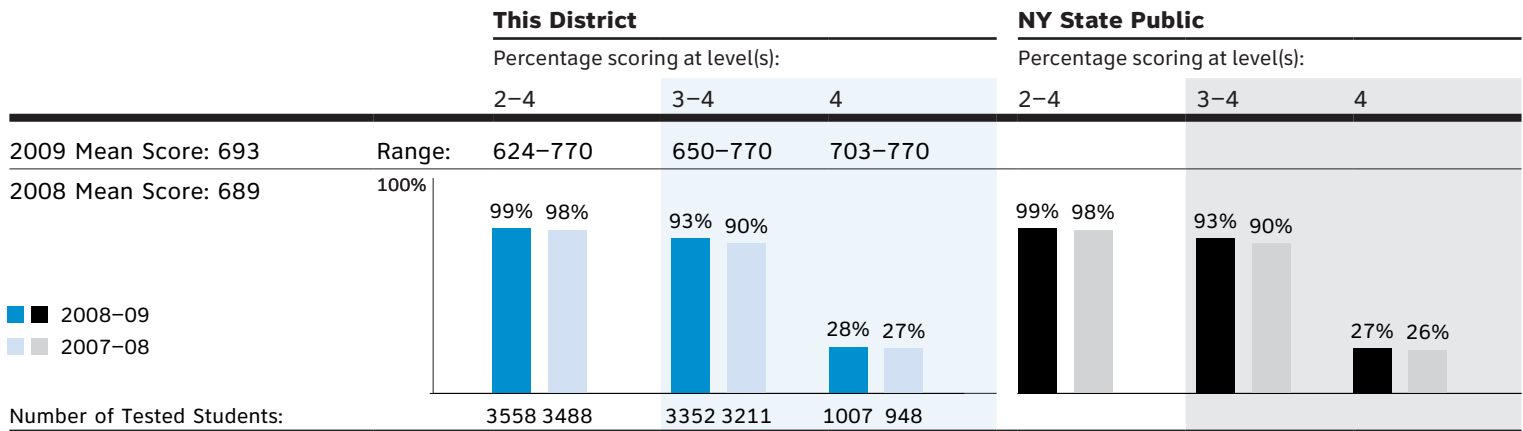
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	62	60	56	50	58	45	38	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	43	N/A	N/A	N/A	23	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	3610	99%	93%	28%	3570	98%	90%	27%
Female	1737	99%	93%	29%	1751	98%	91%	28%
Male	1873	99%	93%	27%	1819	97%	89%	25%
American Indian or Alaska Native	16	94%	81%	19%	20	100%	100%	45%
Black or African American	1040	98%	88%	16%	1048	96%	81%	15%
Hispanic or Latino	1248	99%	92%	26%	1230	98%	91%	26%
Asian or Native Hawaiian/Other Pacific Islander	856	99%	97%	43%	872	99%	97%	38%
White	430	100%	98%	34%	393	99%	95%	32%
Multiracial	20	100%	90%	20%	7	100%	100%	29%
Small Group Totals								
General-Education Students	3052	100%	97%	32%	2992	99%	94%	30%
Students with Disabilities	558	93%	72%	8%	578	91%	69%	8%
English Proficient	3203	99%	93%	29%	3223	98%	91%	28%
Limited English Proficient	407	96%	88%	17%	347	96%	82%	10%
Economically Disadvantaged	3317	98%	93%	28%	3127	98%	90%	26%
Not Disadvantaged	293	99%	97%	28%	443	97%	89%	32%
Migrant								
Not Migrant	3610	99%	93%	28%	3570	98%	90%	27%

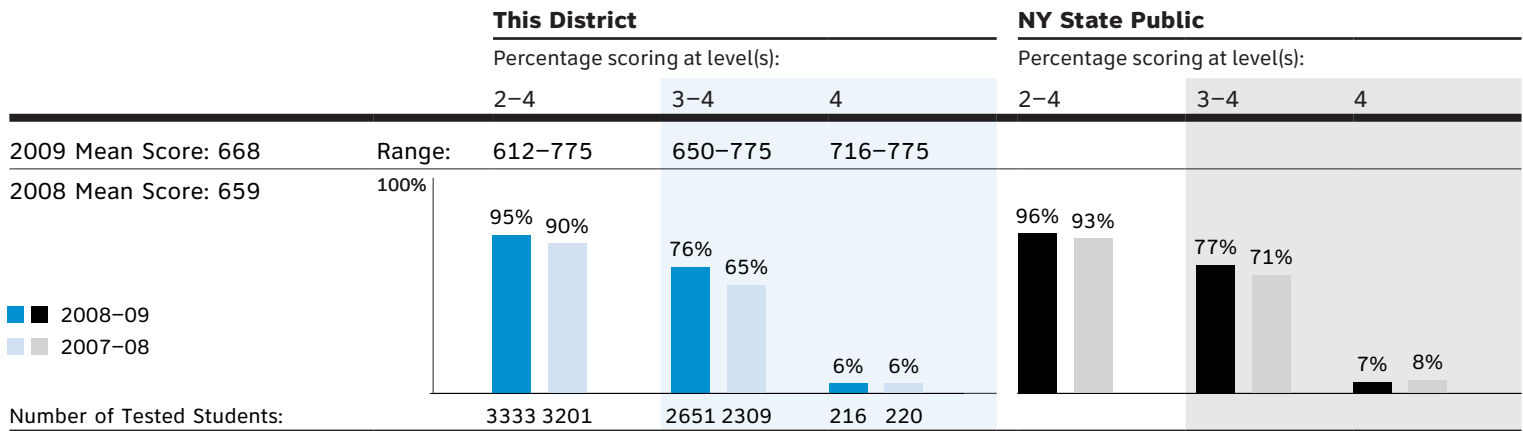
NOTES

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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	62	61	60	46	58	58	49	31

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	3495	95%	76%	6%	3544	90%	65%	6%
Female	1707	97%	81%	7%	1718	94%	72%	8%
Male	1788	94%	71%	5%	1826	87%	59%	4%
American Indian or Alaska Native	18	94%	94%	6%	17	88%	65%	6%
Black or African American	975	92%	63%	2%	1033	85%	53%	3%
Hispanic or Latino	1234	95%	75%	4%	1215	91%	63%	5%
Asian or Native Hawaiian/Other Pacific Islander	861	98%	87%	10%	883	93%	76%	9%
White	397	97%	86%	13%	388	94%	81%	13%
Multiracial	10	90%	90%	10%	8	100%	63%	25%
Small Group Totals								
General-Education Students	2931	99%	83%	7%	2855	96%	74%	8%
Students with Disabilities	564	78%	38%	0%	689	66%	27%	0%
English Proficient	3225	96%	78%	7%	3248	92%	68%	7%
Limited English Proficient	270	87%	46%	1%	296	77%	31%	0%
Economically Disadvantaged	3181	95%	75%	6%	3154	90%	64%	5%
Not Disadvantaged	314	96%	83%	13%	390	94%	77%	12%
Migrant								
Not Migrant	3495	95%	76%	6%	3544	90%	65%	6%

NOTES

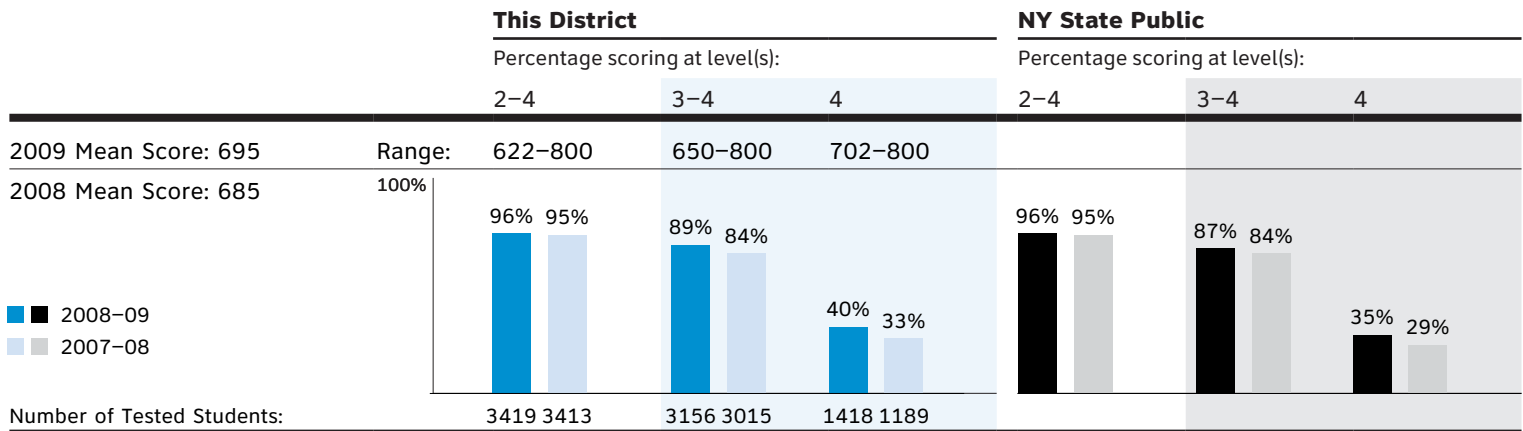
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	69	66	62	52	54	48	45	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	36	N/A	N/A	N/A	29	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3547	96%	89%	40%	3599	95%	84%	33%
Female	1726	97%	90%	42%	1754	96%	85%	33%
Male	1821	96%	88%	38%	1845	94%	83%	33%
American Indian or Alaska Native	17	94%	94%	53%	17	94%	94%	24%
Black or African American	984	94%	81%	24%	1040	91%	73%	19%
Hispanic or Latino	1258	96%	88%	38%	1250	95%	84%	30%
Asian or Native Hawaiian/Other Pacific Islander	879	99%	96%	55%	894	98%	93%	48%
White	397	98%	94%	52%	389	97%	90%	45%
Multiracial	12	92%	83%	17%	9	100%	89%	33%
Small Group Totals								
General-Education Students	2978	99%	93%	45%	2914	98%	90%	39%
Students with Disabilities	569	84%	66%	14%	685	81%	56%	10%
English Proficient	3234	97%	90%	42%	3247	96%	86%	35%
Limited English Proficient	313	91%	75%	18%	352	87%	68%	11%
Economically Disadvantaged	3230	96%	89%	39%	3210	95%	83%	32%
Not Disadvantaged	317	96%	90%	46%	389	96%	88%	41%
Migrant								
Not Migrant	3547	96%	89%	40%	3599	95%	84%	33%

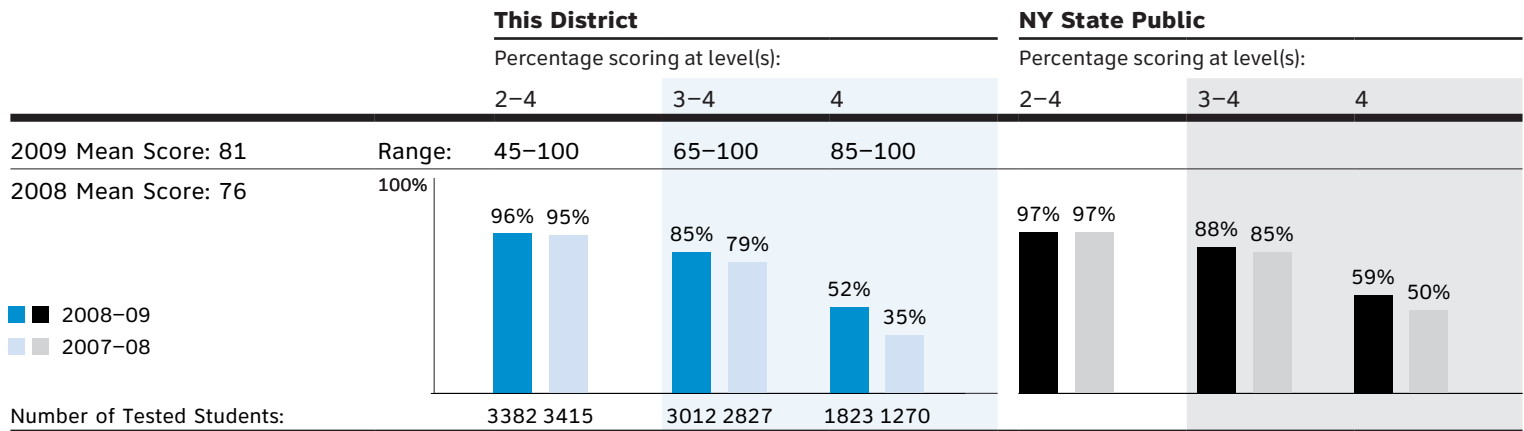
NOTES

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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 4 Equivalent	70	68	63	48	53	52	43	28

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	3526	96%	85%	52%	3586	95%	79%	35%
Female	1718	96%	86%	53%	1756	96%	80%	36%
Male	1808	95%	85%	51%	1830	95%	78%	35%
American Indian or Alaska Native	17	94%	88%	59%	19	95%	74%	21%
Black or African American	978	93%	76%	35%	1032	93%	68%	24%
Hispanic or Latino	1246	96%	85%	52%	1248	95%	77%	31%
Asian or Native Hawaiian/Other Pacific Islander	878	98%	93%	62%	891	97%	89%	45%
White	395	98%	93%	70%	387	99%	90%	58%
Multiracial	12	83%	83%	75%	9	100%	89%	33%
Small Group Totals								
General-Education Students	2971	97%	89%	56%	2911	97%	84%	41%
Students with Disabilities	555	88%	68%	28%	675	86%	55%	11%
English Proficient	3221	97%	88%	55%	3239	96%	82%	38%
Limited English Proficient	305	86%	62%	21%	347	84%	50%	11%
Economically Disadvantaged	3210	96%	85%	50%	3195	95%	78%	33%
Not Disadvantaged	316	97%	90%	66%	391	97%	86%	54%
Migrant								
Not Migrant	3526	96%	85%	52%	3586	95%	79%	35%

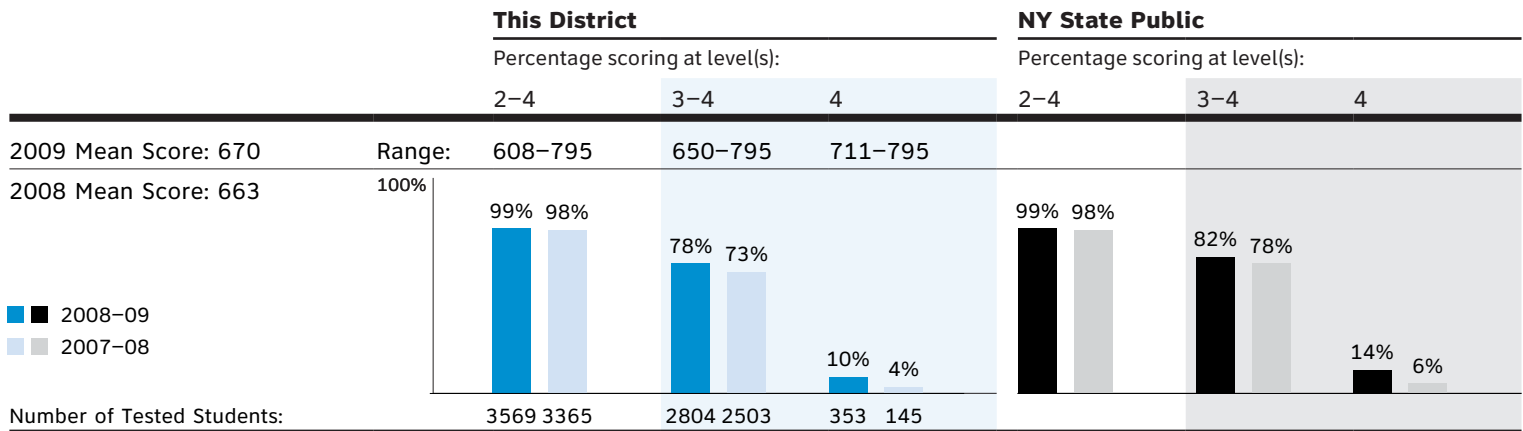
NOTES

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

	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	69	68	65	60	52	48	47	42

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	3601	99%	78%	10%	3420	98%	73%	4%
Female	1726	99%	80%	9%	1670	99%	76%	5%
Male	1875	99%	76%	10%	1750	98%	71%	4%
American Indian or Alaska Native	19	100%	74%	5%	11	-	-	-
Black or African American	1028	99%	67%	5%	998	98%	62%	1%
Hispanic or Latino	1260	99%	78%	9%	1272	98%	74%	5%
Asian or Native Hawaiian/Other Pacific Islander	897	100%	85%	13%	760	100%	83%	6%
White	383	99%	88%	17%	377	98%	81%	7%
Multiracial	14	100%	79%	14%	2	-	-	-
Small Group Totals					13	100%	69%	15%
General-Education Students	2923	100%	85%	11%	2799	99%	81%	5%
Students with Disabilities	678	96%	49%	3%	621	93%	38%	0%
English Proficient	3334	99%	80%	10%	3166	99%	76%	5%
Limited English Proficient	267	96%	46%	2%	254	94%	37%	0%
Economically Disadvantaged	3315	99%	77%	9%	2943	98%	73%	4%
Not Disadvantaged	286	99%	83%	15%	477	99%	77%	7%
Migrant								
Not Migrant	3601	99%	78%	10%	3420	98%	73%	4%

NOTES

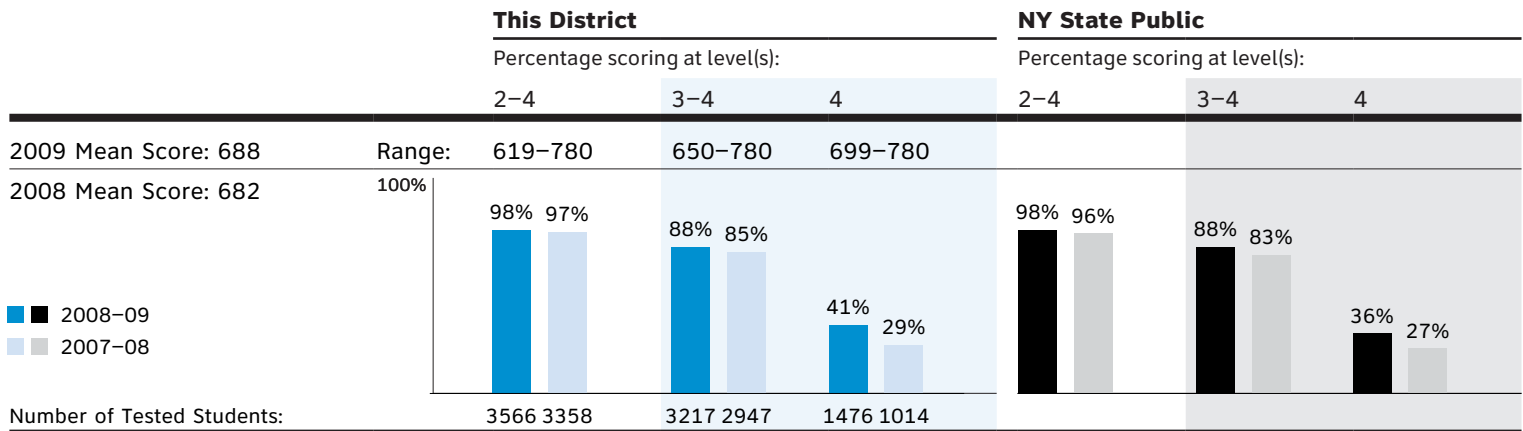
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	64	63	61	34	51	49	44	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	35	N/A	N/A	N/A	22	N/A	N/A	N/A

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

This District's Results in Grade 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	3640	98%	88%	41%	3464	97%	85%	29%
Female	1749	98%	91%	42%	1690	97%	87%	29%
Male	1891	98%	86%	39%	1774	97%	84%	29%
American Indian or Alaska Native	19	100%	89%	42%	12	-	-	-
Black or African American	1038	96%	78%	25%	1009	95%	75%	13%
Hispanic or Latino	1273	98%	89%	39%	1290	97%	86%	29%
Asian or Native Hawaiian/Other Pacific Islander	912	99%	96%	55%	771	99%	94%	47%
White	384	99%	94%	52%	380	98%	90%	36%
Multiracial	14	100%	79%	36%	2	-	-	-
Small Group Totals					14	100%	71%	21%
General-Education Students	2969	100%	93%	46%	2846	99%	91%	34%
Students with Disabilities	671	90%	66%	15%	618	88%	59%	6%
English Proficient	3334	98%	90%	43%	3173	97%	87%	31%
Limited English Proficient	306	96%	76%	15%	291	91%	66%	9%
Economically Disadvantaged	3347	98%	88%	40%	2985	97%	85%	29%
Not Disadvantaged	293	98%	89%	48%	479	97%	86%	32%
Migrant								
Not Migrant	3640	98%	88%	41%	3464	97%	85%	29%

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 5 Equivalent	64	63	61	37	51	48	47	30

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 666	598-785	650-785	696-785*			
2008 Mean Score: 655						
Number of Tested Students:	3494	3503	2775	2083	290	79

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	3497	100%	79%	8%	3575	98%	58%	2%
Female	1704	100%	83%	11%	1758	98%	65%	3%
Male	1793	100%	76%	6%	1817	98%	52%	2%
American Indian or Alaska Native	12	100%	67%	0%	13	-	-	-
Black or African American	1030	100%	73%	4%	1143	97%	46%	1%
Hispanic or Latino	1278	100%	79%	7%	1143	98%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	789	100%	87%	12%	876	99%	70%	3%
White	371	99%	83%	16%	398	98%	76%	6%
Multiracial	17	100%	88%	35%	2	-	-	-
Small Group Totals					15	100%	60%	7%
General-Education Students	2883	100%	87%	10%	2890	99%	66%	3%
Students with Disabilities	614	100%	43%	0%	685	92%	24%	0%
English Proficient	3271	100%	82%	9%	3364	98%	61%	2%
Limited English Proficient	226	99%	47%	0%	211	93%	17%	0%
Economically Disadvantaged	2975	100%	79%	7%	2998	98%	58%	2%
Not Disadvantaged	522	100%	81%	14%	577	98%	61%	1%
Migrant								
Not Migrant	3497	100%	79%	8%	3575	98%	58%	2%

NOTES

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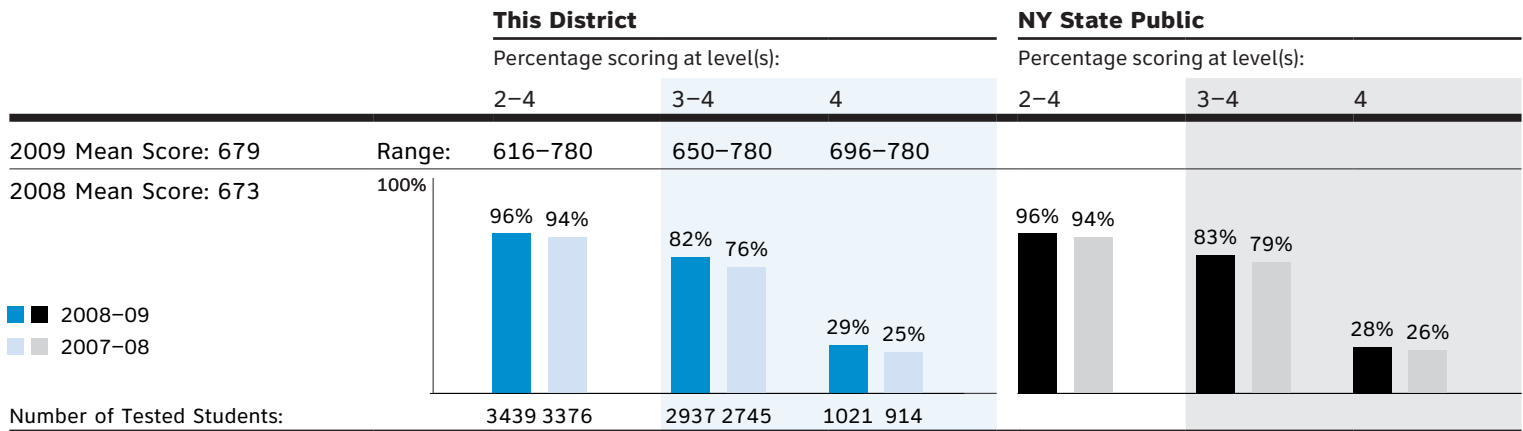
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	61	60	51	36	57	55	49	41
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	41	N/A	N/A	N/A	26	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	3566	96%	82%	29%	3606	94%	76%	25%
Female	1735	97%	85%	29%	1769	95%	80%	27%
Male	1831	96%	80%	29%	1837	92%	73%	24%
American Indian or Alaska Native	12	100%	67%	25%	13	-	-	-
Black or African American	1037	95%	71%	14%	1150	89%	63%	14%
Hispanic or Latino	1319	96%	82%	26%	1170	93%	74%	20%
Asian or Native Hawaiian/Other Pacific Islander	805	99%	94%	43%	876	99%	92%	42%
White	376	97%	89%	45%	395	96%	87%	37%
Multiracial	17	100%	100%	53%	2	-	-	-
Small Group Totals					15	93%	73%	27%
General-Education Students	2946	99%	89%	34%	2924	97%	83%	30%
Students with Disabilities	620	86%	51%	5%	682	78%	46%	5%
English Proficient	3284	97%	85%	30%	3357	95%	78%	27%
Limited English Proficient	282	88%	57%	7%	249	82%	52%	9%
Economically Disadvantaged	3040	96%	81%	26%	3022	94%	76%	26%
Not Disadvantaged	526	97%	90%	42%	584	94%	77%	24%
Migrant								
Not Migrant	3566	96%	82%	29%	3606	94%	76%	25%

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	61	59	57	47	57	57	52	42

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 664	600-790	650-790	705-790*			
2008 Mean Score: 658						
	100%	98%	76%	100%	98%	80%
		64%	5%		70%	7%
			2%			3%
Number of Tested Students:	3718	3739	2846	2446	185	63

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	3729	100%	76%	5%	3816	98%	64%	2%
Female	1842	100%	81%	6%	1854	99%	70%	2%
Male	1887	100%	72%	4%	1962	97%	58%	1%
American Indian or Alaska Native	21	95%	95%	5%	12	100%	50%	0%
Black or African American	1154	100%	68%	1%	1213	98%	55%	1%
Hispanic or Latino	1208	100%	73%	3%	1216	98%	61%	1%
Asian or Native Hawaiian/Other Pacific Islander	952	100%	85%	8%	954	99%	74%	3%
White	386	100%	91%	15%	415	98%	77%	3%
Multiracial	8	100%	63%	0%	6	100%	67%	0%
Small Group Totals								
General-Education Students	3094	100%	83%	6%	3172	99%	72%	2%
Students with Disabilities	635	99%	45%	0%	644	92%	26%	0%
English Proficient	3516	100%	79%	5%	3617	99%	66%	2%
Limited English Proficient	213	98%	30%	0%	199	88%	22%	0%
Economically Disadvantaged	3165	100%	75%	4%	3204	98%	63%	2%
Not Disadvantaged	564	100%	85%	11%	612	98%	68%	1%
Migrant								
Not Migrant	3729	100%	76%	5%	3816	98%	64%	2%

NOTES

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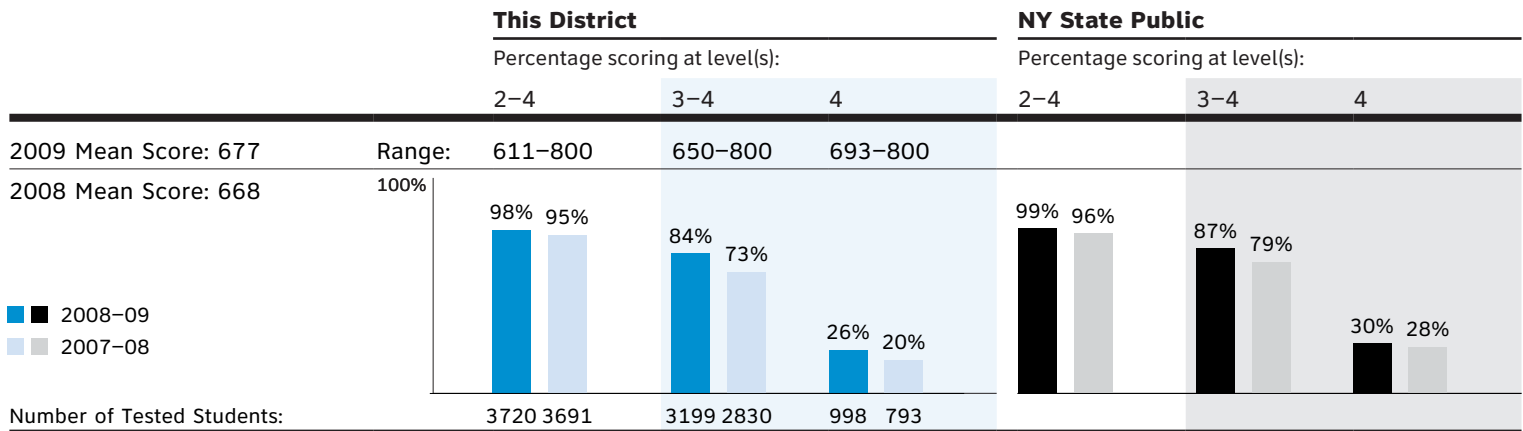
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	60	56	54	48	49	48	44	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	50	N/A	N/A	N/A	25	N/A	N/A	N/A

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

This District's Results in Grade 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	3801	98%	84%	26%	3875	95%	73%	20%
Female	1888	98%	85%	28%	1883	96%	74%	21%
Male	1913	98%	83%	24%	1992	94%	72%	20%
American Indian or Alaska Native	21	95%	95%	38%	12	92%	75%	17%
Black or African American	1161	97%	76%	11%	1221	92%	60%	10%
Hispanic or Latino	1242	98%	82%	20%	1244	95%	71%	17%
Asian or Native Hawaiian/Other Pacific Islander	980	99%	94%	43%	973	98%	86%	31%
White	389	98%	93%	48%	419	98%	85%	38%
Multiracial	8	100%	88%	0%	6	100%	83%	0%
Small Group Totals								
General-Education Students	3160	99%	90%	31%	3227	98%	80%	24%
Students with Disabilities	641	92%	56%	4%	648	81%	37%	3%
English Proficient	3532	98%	87%	28%	3637	96%	75%	22%
Limited English Proficient	269	91%	53%	4%	238	84%	46%	4%
Economically Disadvantaged	3229	98%	83%	24%	3244	95%	72%	20%
Not Disadvantaged	572	99%	90%	40%	631	96%	76%	21%
Migrant								
Not Migrant	3801	98%	84%	26%	3875	95%	73%	20%

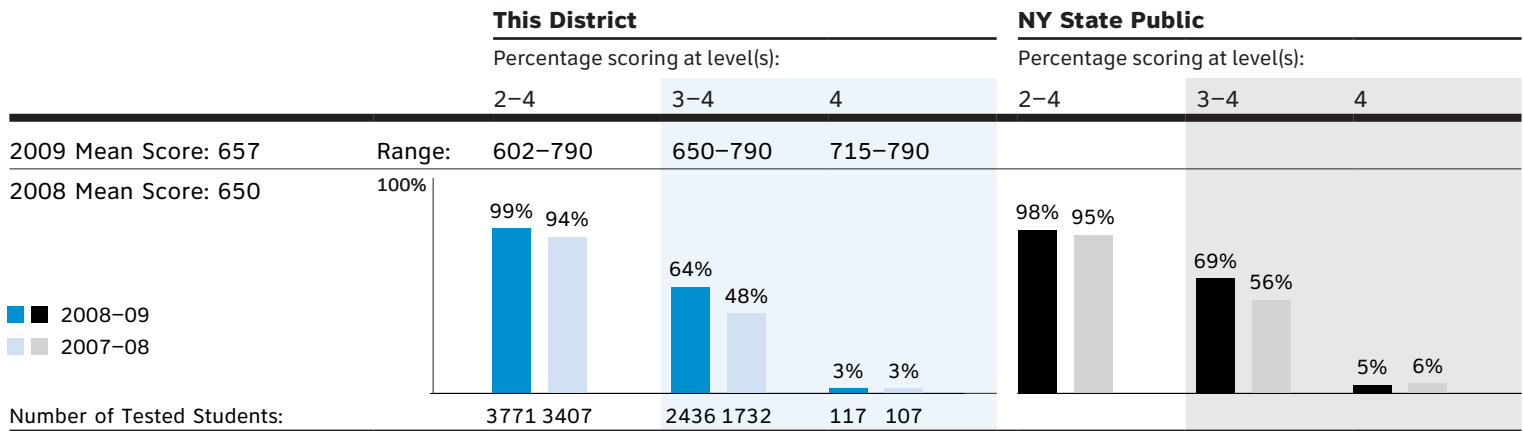
NOTES

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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 7 Equivalent	60	55	52	36	49	45	39	23

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	3822	99%	64%	3%	3631	94%	48%	3%
Female	1868	99%	70%	4%	1728	97%	55%	5%
Male	1954	98%	58%	2%	1903	91%	41%	1%
American Indian or Alaska Native	13	92%	31%	0%	20	95%	40%	0%
Black or African American	1167	98%	54%	1%	1121	92%	36%	1%
Hispanic or Latino	1232	99%	61%	2%	1278	93%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	980	100%	73%	5%	861	97%	64%	5%
White	420	99%	77%	6%	351	96%	60%	5%
Multiracial	10	100%	80%	0%				
Small Group Totals								
General-Education Students	3205	100%	72%	4%	3052	97%	55%	3%
Students with Disabilities	617	94%	23%	0%	579	75%	10%	0%
English Proficient	3624	99%	66%	3%	3432	95%	50%	3%
Limited English Proficient	198	94%	19%	0%	199	70%	7%	0%
Economically Disadvantaged	3241	98%	62%	2%	2936	94%	48%	3%
Not Disadvantaged	581	100%	75%	7%	695	94%	48%	3%
Migrant								
Not Migrant	3822	99%	64%	3%	3631	94%	48%	3%

NOTES

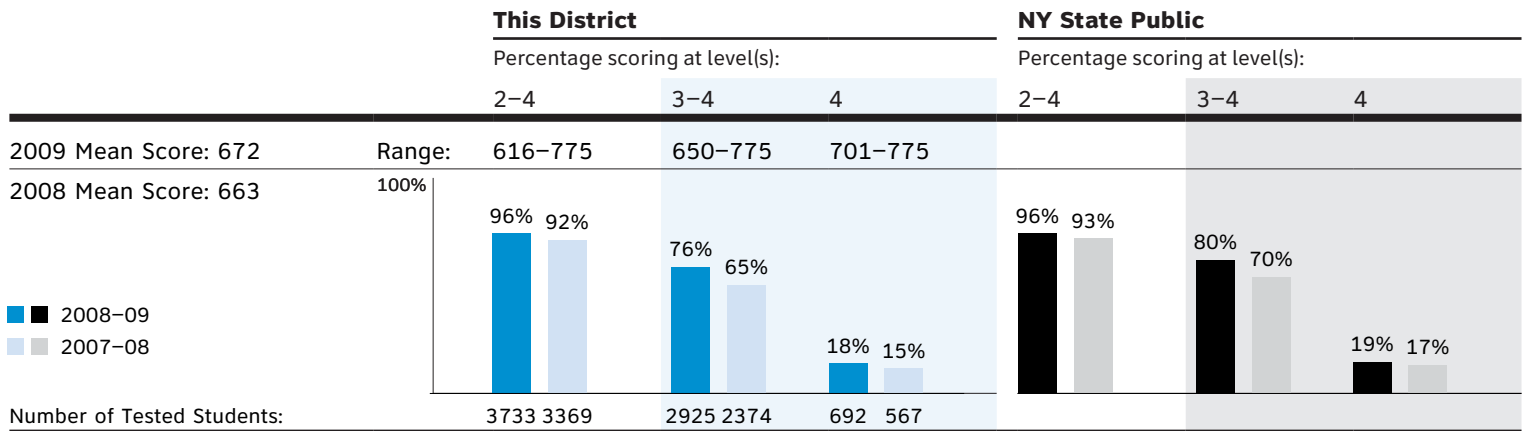
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Other Assessments

	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	57	56	51	42	46	46	43	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	43	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	3872	96%	76%	18%	3678	92%	65%	15%
Female	1881	97%	78%	19%	1745	94%	68%	16%
Male	1991	96%	73%	17%	1933	90%	62%	15%
American Indian or Alaska Native	12	83%	67%	17%	20	75%	45%	5%
Black or African American	1177	94%	62%	8%	1118	87%	52%	7%
Hispanic or Latino	1256	97%	75%	13%	1307	91%	59%	11%
Asian or Native Hawaiian/Other Pacific Islander	994	99%	88%	30%	872	97%	84%	30%
White	423	98%	87%	30%	361	95%	79%	23%
Multiracial	10	90%	60%	30%				
Small Group Totals								
General-Education Students	3251	99%	82%	21%	3103	96%	72%	18%
Students with Disabilities	621	84%	40%	1%	575	70%	26%	1%
English Proficient	3628	97%	77%	19%	3428	93%	66%	16%
Limited English Proficient	244	89%	60%	5%	250	79%	40%	3%
Economically Disadvantaged	3281	96%	74%	16%	2963	92%	66%	16%
Not Disadvantaged	591	98%	83%	27%	715	89%	59%	14%
Migrant								
Not Migrant	3872	96%	76%	18%	3678	92%	65%	15%

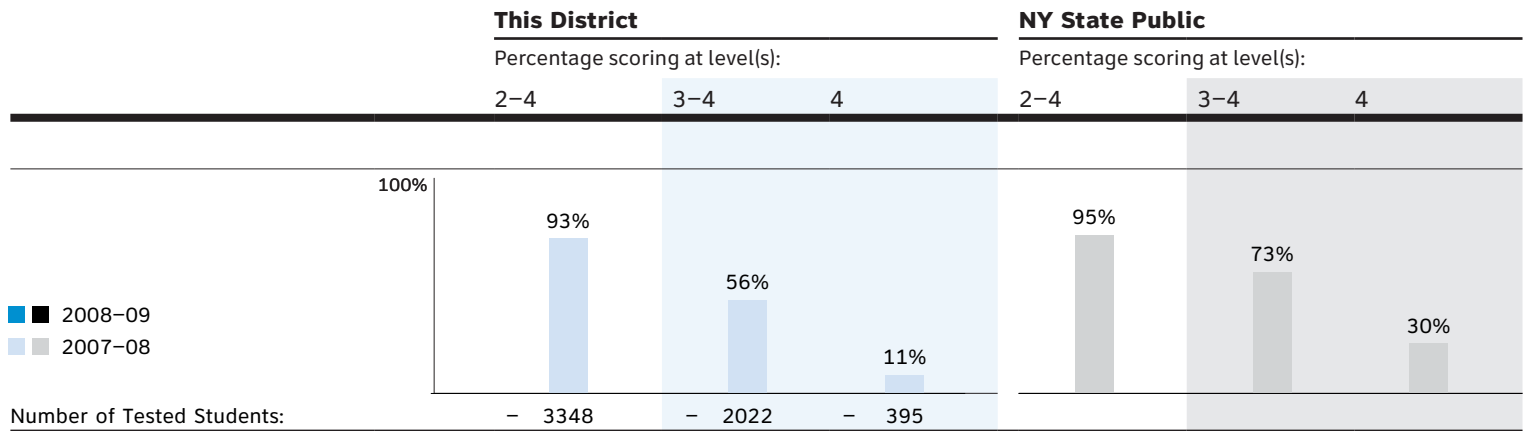
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	57	56	50	30	46	42	38	29

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	3822	93%	59%	13%	3612	93%	56%	11%
Female	1871	93%	60%	12%	1727	93%	55%	10%
Male	1951	92%	59%	14%	1885	92%	57%	12%
American Indian or Alaska Native	11	64%	36%	9%	17	82%	47%	6%
Black or African American	1154	89%	44%	6%	1076	89%	41%	5%
Hispanic or Latino	1240	93%	58%	10%	1289	93%	53%	7%
Asian or Native Hawaiian/Other Pacific Islander	989	96%	73%	19%	879	96%	73%	19%
White	418	97%	77%	26%	351	95%	72%	20%
Multiracial	10	70%	60%	20%				
Small Group Totals								
General-Education Students	3224	96%	66%	15%	3069	96%	62%	13%
Students with Disabilities	598	78%	24%	1%	543	76%	19%	1%
English Proficient	3587	94%	62%	14%	3363	94%	58%	12%
Limited English Proficient	235	77%	26%	0%	249	81%	26%	3%
Economically Disadvantaged	3240	92%	57%	11%	2902	93%	57%	11%
Not Disadvantaged	582	96%	71%	25%	710	92%	53%	10%
Migrant								
Not Migrant	3822	93%	59%	13%	3612	93%	56%	11%

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	57	55	52	40	46	44	39	35
Regents Science	2	-	-	-	0			

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

This District

Percentage scoring at level(s):

2-4

3-4

4

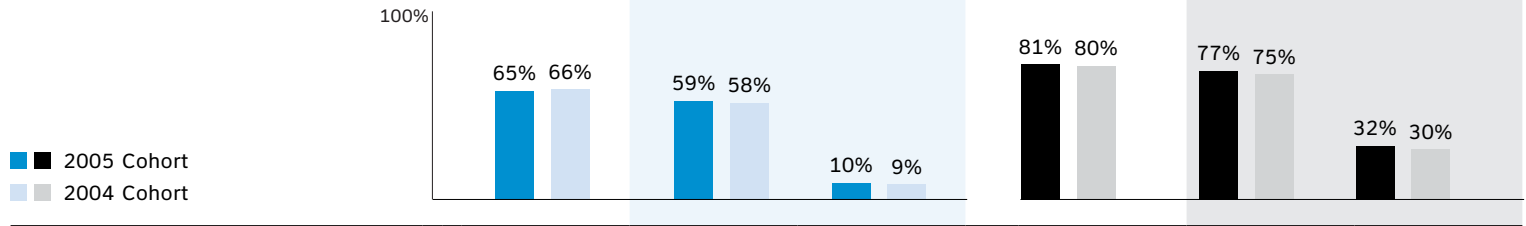
NY State Public

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	3075	65%	59%	10%	2942	66%	58%	9%
Female	1441	73%	68%	15%	1336	75%	69%	13%
Male	1634	58%	51%	7%	1606	59%	49%	6%
American Indian or Alaska Native	17	41%	41%	6%	15	67%	67%	0%
Black or African American	1218	63%	56%	7%	1185	64%	51%	5%
Hispanic or Latino	1078	61%	56%	9%	951	64%	59%	10%
Asian or Native Hawaiian/Other Pacific Islander	546	75%	72%	21%	534	77%	71%	15%
White	169	66%	63%	12%	201	64%	56%	12%
Multiracial	47	70%	66%	13%	56	68%	63%	13%
Small Group Totals								
General-Education Students	2524	73%	67%	13%	2421	75%	67%	11%
Students with Disabilities	551	28%	21%	1%	521	26%	17%	1%
English Proficient	2757	67%	62%	11%	2682	68%	60%	10%
Limited English Proficient	318	44%	36%	3%	260	46%	40%	2%
Economically Disadvantaged	2592	68%	62%	11%	2454	69%	60%	10%
Not Disadvantaged	483	48%	44%	8%	488	52%	46%	6%
Migrant								
Not Migrant	3075	65%	59%	10%	2942	66%	58%	9%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

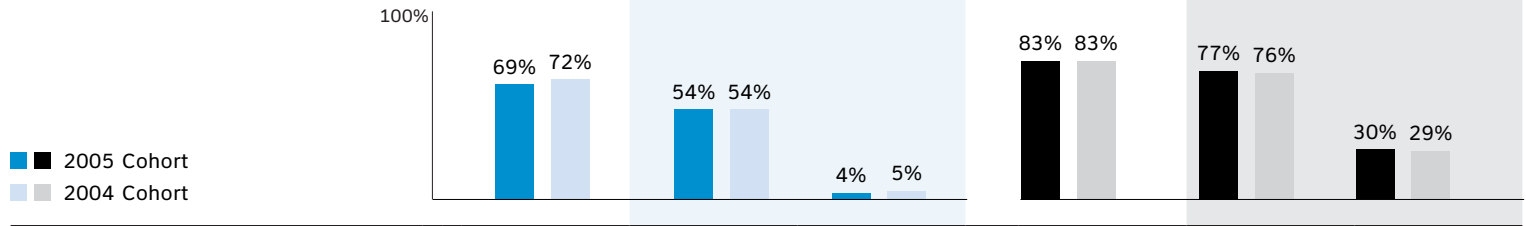
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	3075	69%	54%	4%	2942	72%	54%	5%
Female	1441	75%	60%	5%	1336	78%	61%	6%
Male	1634	63%	49%	4%	1606	67%	49%	4%
American Indian or Alaska Native	17	53%	35%	6%	15	73%	47%	0%
Black or African American	1218	65%	49%	3%	1185	67%	48%	3%
Hispanic or Latino	1078	66%	51%	3%	951	71%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	546	82%	71%	10%	534	84%	69%	10%
White	169	71%	60%	7%	201	72%	58%	5%
Multiracial	47	77%	64%	6%	56	84%	68%	13%
Small Group Totals								
General-Education Students	2524	77%	62%	5%	2421	81%	63%	6%
Students with Disabilities	551	30%	17%	0%	521	30%	13%	1%
English Proficient	2757	70%	55%	5%	2682	73%	56%	5%
Limited English Proficient	318	60%	42%	1%	260	59%	39%	3%
Economically Disadvantaged	2592	71%	57%	5%	2454	74%	57%	6%
Not Disadvantaged	483	55%	41%	3%	488	61%	43%	2%
Migrant								
Not Migrant	3075	69%	54%	4%	2942	72%	54%	5%

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.