



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #28**

District ID **34-28-00-01-0000**

Superintendent **JEANNETTE REED**

Telephone **(718) 557-2622**

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	601	598	625
Kindergarten	2205	2178	2298
Grade 1	2523	2400	2394
Grade 2	2271	2412	2307
Grade 3	2318	2172	2359
Grade 4	2211	2238	2136
Grade 5	2191	2123	2191
Grade 6	2220	2033	2081
Ungraded Elementary	1116	1272	1492
Grade 7	2064	2025	1874
Grade 8	2157	2007	2097
Grade 9	3988	3710	3318
Grade 10	3818	3665	3441
Grade 11	2608	2798	2918
Grade 12	2558	2411	2579
Ungraded Secondary	860	937	1012
Total K-12	35108	34381	34497

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	25	24	25
Grade 8			
English	29	28	26
Mathematics	29	27	27
Science	29	28	27
Social Studies	29	27	27
Grade 10			
English	31	31	29
Mathematics	29	27	29
Science	31	30	30
Social Studies	31	30	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 #28

District ID 34-28-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	17183	49%	16961	49%	19286	56%
Reduced-Price Lunch	3575	10%	3459	10%	4066	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3638	10%	3805	11%	3867	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	192	1%	197	1%	199	1%
Black or African American	11391	32%	10813	31%	10447	30%
Hispanic or Latino	8378	24%	8441	25%	8470	25%
Asian or Native Hawaiian/Other Pacific Islander	9935	28%	9807	29%	10159	29%
White	5212	15%	5123	15%	5222	15%
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	1326	4%	1326	4%	1703	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 #28

District ID 34-28-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	2307	2293	2262
Percent with No Valid Teaching Certificate	4%	2%	1%
Percent Teaching Out of Certification	8%	8%	7%
Percent with Fewer Than Three Years of Experience	10%	11%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	46%	47%	49%
Total Number of Core Classes	5161	5423	5293
Percent Not Taught by Highly Qualified Teachers	8%	9%	7%
Total Number of Classes	6646	6501	6395
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	18%		17%
Turnover Rate of All Teachers	13%		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)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial				—	—	
Other Groups						
Students with Disabilities	SH					
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	10 of 10	10 of 10	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 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 (14478:13770)			100%		173	143	
Ethnicity							
American Indian or Alaska Native (64:57)			98%		174	131	
Black or African American (4487:4285)			99%		161	142	
Hispanic or Latino (3550:3386)			100%		169	142	
Asian or Native Hawaiian/Other Pacific Islander (4169:3954)			100%		184	142	
White (2170:2055)			100%		181	142	
Multiracial (38:33)		—	—		176	127	
Other Groups							
Students with Disabilities ⁴ (2975:2845)			99%		134	142	126 141
Limited English Proficient ⁵ (1588:1905)			100%		150	142	
Economically Disadvantaged (12168:11581)			100%		171	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 (14539:13787)			100%		183	118	
Ethnicity							
American Indian or Alaska Native (66:57)			98%		182	106	
Black or African American (4494:4242)			99%		170	117	
Hispanic or Latino (3564:3394)			100%		181	117	
Asian or Native Hawaiian/Other Pacific Islander (4184:3992)			100%		193	117	
White (2184:2069)			100%		191	117	
Multiracial (47:33)			100%		191	102	
Other Groups							
Students with Disabilities ⁴ (2981:2812)			99%		152	117	
Limited English Proficient ⁵ (1621:2041)			100%		174	117	
Economically Disadvantaged (12222:11590)			100%		182	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 (4839:4487)		Qualified		98%		166	100	
Ethnicity								
American Indian or Alaska Native (20:15)	—	—	—	—	—	—	—	—
Black or African American (1558:1424)		Qualified		97%		149	100	
Hispanic or Latino (1129:1056)		Qualified		99%		161	100	
Asian or Native Hawaiian/Other Pacific Islander (1348:1254)		Qualified		99%		181	100	
White (770:729)		Qualified		99%		179	100	
Multiracial (14:9)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (958:874)		Qualified		96%		129	100	
Limited English Proficient ⁴ (487:573)		Qualified		98%		145	100	
Economically Disadvantaged (4024:3730)		Qualified		98%		164	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 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	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (3068:2982)			100%		177	169	
Ethnicity							
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–
Black or African American (1041:1027)			100%		172	168	
Hispanic or Latino (679:652)			100%		169	167	
Asian or Native Hawaiian/Other Pacific Islander (926:888)			100%		188	167	
White (413:406)			100%		183	166	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (184:226)			98%		106	164	110‡ 115
Limited English Proficient ⁵ (234:275)			100%		148	164	132‡ 153
Economically Disadvantaged (1461:1448)			100%		180	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
-  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	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
(12th Graders: 2005 Cohort) ¹							
All Students (3068:2982)			100%		177	164	
Ethnicity							
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—
Black or African American (1041:1027)			100%		166	163	
Hispanic or Latino (679:652)			99%		169	162	
Asian or Native Hawaiian/Other Pacific Islander (926:888)			100%		190	162	
White (413:406)			100%		186	161	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (184:226)			98%		109	159	115 [‡] 118
Limited English Proficient ⁵ (234:275)			99%		167	159	
Economically Disadvantaged (1461:1448)			100%		179	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
-  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 (3206)			68%	55%		
Ethnicity						
American Indian or Alaska Native (10)		–	–	–		
Black or African American (1155)			60%	55%		
Hispanic or Latino (739)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (847)			77%	55%		
White (449)			80%	55%		
Multiracial (6)						
Other Groups						
Students with Disabilities (334)			29%	55%	30%	30%
Limited English Proficient ² (361)			50%	55%	55%	51%
Economically Disadvantaged (934)			68%	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 #28

District ID 34-28-00-01-0000

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	73%			2541
Grade 4	74%			2365
Grade 5	78%			2430
Grade 6	80%			2277
Grade 7	77%			2083
Grade 8	64%			2270

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
Grade 3	92%			2591
Grade 4	87%			2414
Grade 5	87%			2468
Grade 6	83%			2333
Grade 7	85%			2123
Grade 8	75%			2324

Science	Percentage of students that scored at or above Level 3			Total Tested
Grade 4	84%			2402
Grade 8	54%			2106

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	77%			3285
Mathematics	76%			3285

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.

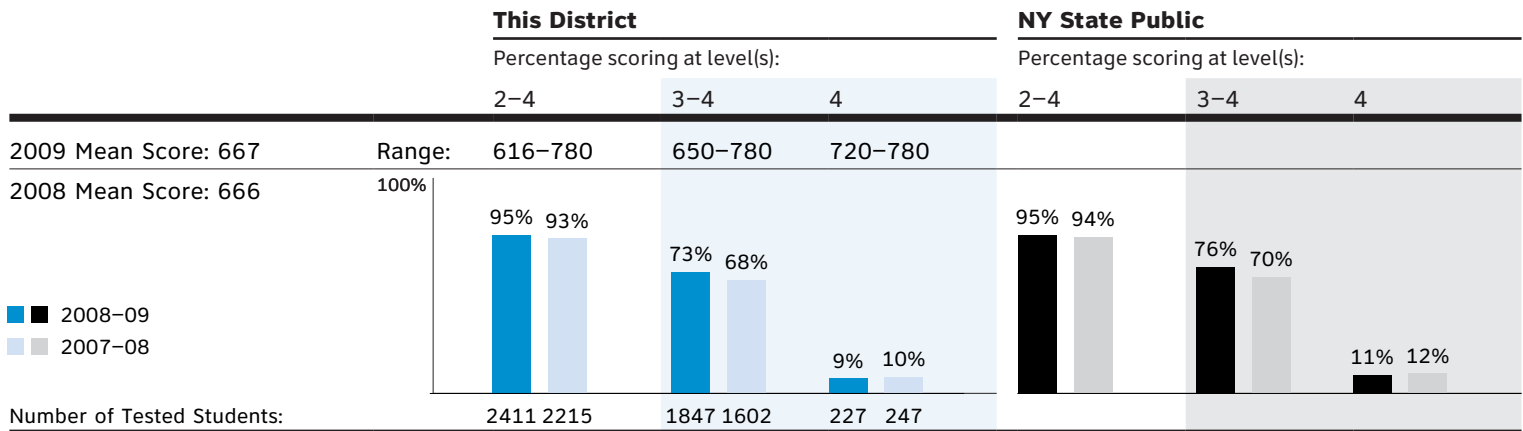
In this section, this district's performance is compared with that of public schools statewide.

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	2541	95%	73%	9%	2370	93%	68%	10%
Female	1247	96%	77%	11%	1148	95%	72%	11%
Male	1294	94%	69%	7%	1222	92%	64%	10%
American Indian or Alaska Native	13	77%	54%	8%	12	92%	42%	0%
Black or African American	706	92%	61%	4%	696	90%	56%	6%
Hispanic or Latino	608	94%	65%	5%	565	92%	63%	8%
Asian or Native Hawaiian/Other Pacific Islander	764	97%	84%	14%	673	97%	79%	13%
White	436	97%	83%	16%	416	96%	76%	17%
Multiracial	14	93%	79%	7%	8	88%	75%	0%
Small Group Totals								
General-Education Students	2085	98%	80%	11%	1915	98%	76%	12%
Students with Disabilities	456	81%	38%	2%	455	76%	33%	3%
English Proficient	2196	96%	77%	10%	2061	95%	73%	12%
Limited English Proficient	345	87%	45%	1%	309	83%	34%	1%
Economically Disadvantaged	2143	94%	70%	7%	1911	92%	64%	8%
Not Disadvantaged	398	98%	89%	21%	459	98%	83%	21%
Migrant								
Not Migrant	2541	95%	73%	9%	2370	93%	68%	10%

NOTES

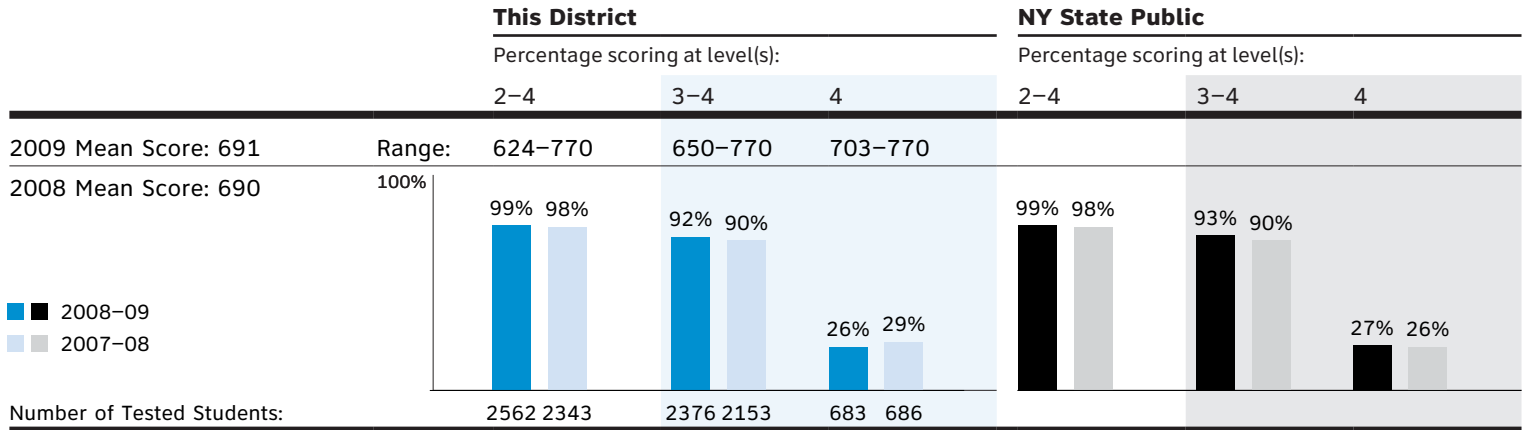
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	39	38	37	35	31	29	25	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	38	N/A	N/A	N/A	16	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	2591	99%	92%	26%	2399	98%	90%	29%
Female	1277	99%	92%	27%	1160	98%	91%	29%
Male	1314	99%	92%	26%	1239	97%	89%	28%
American Indian or Alaska Native	14	100%	86%	29%	11	91%	82%	9%
Black or African American	711	98%	86%	13%	708	96%	82%	14%
Hispanic or Latino	625	99%	89%	19%	570	98%	88%	22%
Asian or Native Hawaiian/Other Pacific Islander	778	100%	97%	43%	679	99%	95%	45%
White	447	99%	95%	30%	423	99%	97%	36%
Multiracial	16	94%	81%	19%	8	100%	88%	25%
Small Group Totals								
General-Education Students	2133	100%	95%	30%	1938	99%	95%	33%
Students with Disabilities	458	96%	76%	8%	461	91%	69%	10%
English Proficient	2201	99%	93%	29%	2067	98%	92%	32%
Limited English Proficient	390	98%	83%	12%	332	95%	79%	10%
Economically Disadvantaged	2184	99%	91%	23%	1933	97%	88%	25%
Not Disadvantaged	407	99%	95%	44%	466	98%	97%	43%
Migrant								
Not Migrant	2591	99%	92%	26%	2399	98%	90%	29%

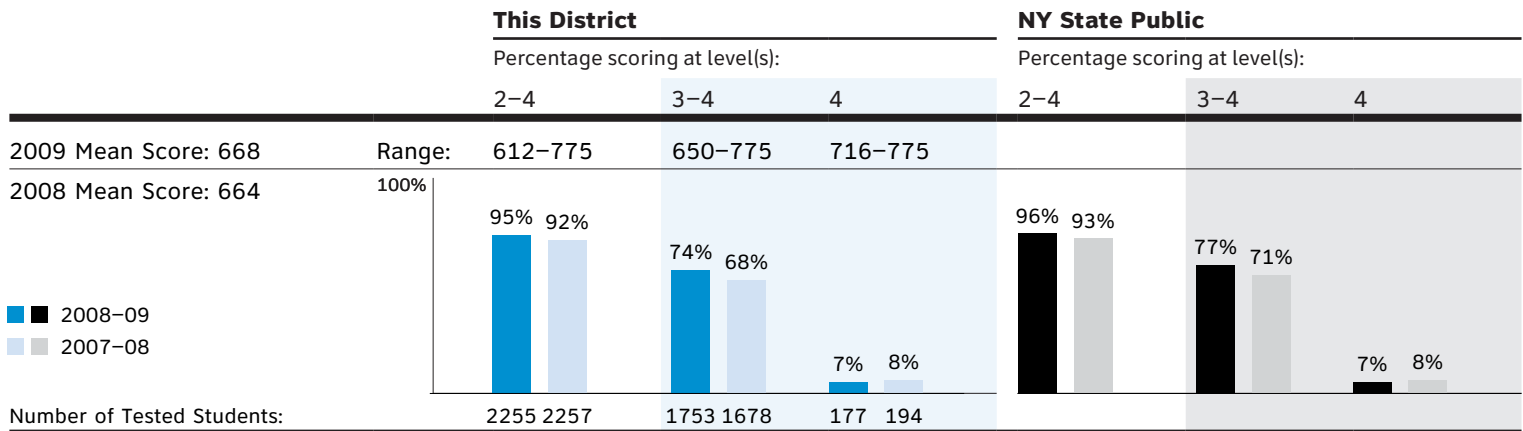
NOTES

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 3 Equivalent	39	38	37	29	33	32	26	22

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	2365	95%	74%	7%	2450	92%	68%	8%
Female	1139	96%	78%	8%	1175	95%	73%	10%
Male	1226	95%	71%	7%	1275	90%	64%	6%
American Indian or Alaska Native	7	100%	71%	0%	10	100%	70%	0%
Black or African American	712	93%	61%	3%	746	88%	58%	3%
Hispanic or Latino	547	94%	71%	5%	610	91%	63%	5%
Asian or Native Hawaiian/Other Pacific Islander	676	97%	86%	12%	733	96%	80%	12%
White	417	98%	81%	12%	345	96%	76%	15%
Multiracial	6	100%	67%	0%	6	100%	67%	0%
Small Group Totals								
General-Education Students	1887	99%	83%	9%	1949	97%	78%	10%
Students with Disabilities	478	81%	38%	1%	501	72%	31%	0%
English Proficient	2135	96%	78%	8%	2153	94%	73%	9%
Limited English Proficient	230	87%	39%	0%	297	79%	39%	0%
Economically Disadvantaged	1979	95%	71%	5%	2004	91%	64%	6%
Not Disadvantaged	386	97%	88%	18%	446	99%	87%	18%
Migrant								
Not Migrant	2365	95%	74%	7%	2450	92%	68%	8%

NOTES

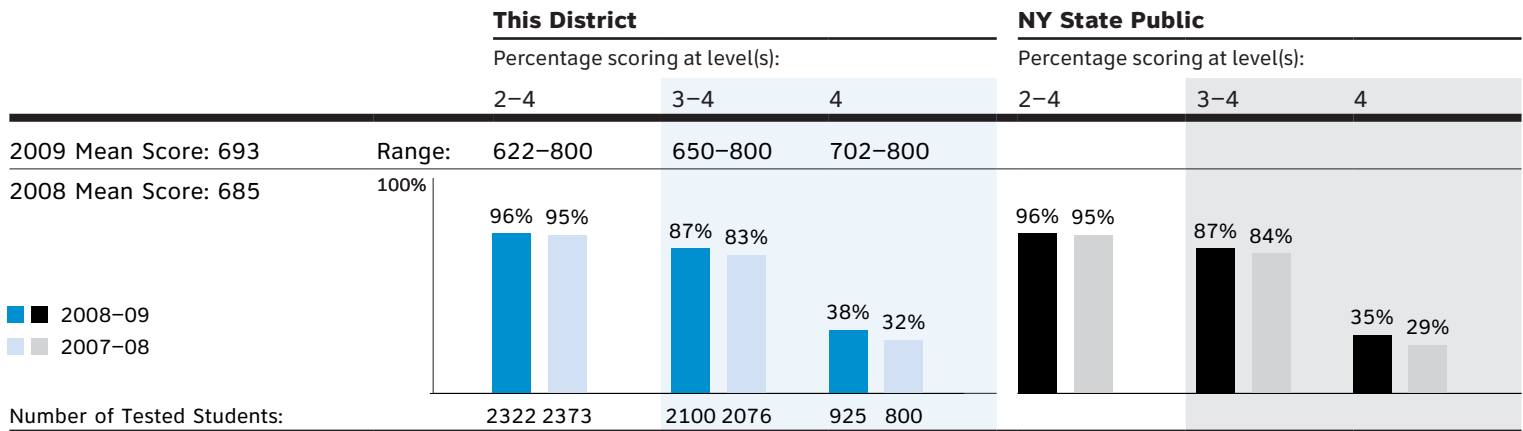
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	41	39	39	34	28	26	23	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	43	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 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	2414	96%	87%	38%	2491	95%	83%	32%
Female	1160	97%	87%	38%	1193	96%	84%	31%
Male	1254	96%	87%	38%	1298	95%	82%	33%
American Indian or Alaska Native	8	100%	88%	38%	10	100%	90%	10%
Black or African American	714	93%	76%	18%	748	92%	74%	17%
Hispanic or Latino	556	96%	85%	32%	622	94%	78%	23%
Asian or Native Hawaiian/Other Pacific Islander	702	99%	95%	59%	750	99%	94%	48%
White	428	98%	95%	46%	355	97%	92%	46%
Multiracial	6	100%	100%	17%	6	100%	50%	0%
Small Group Totals								
General-Education Students	1936	99%	93%	45%	1988	98%	90%	38%
Students with Disabilities	478	87%	63%	11%	503	83%	55%	8%
English Proficient	2139	97%	89%	41%	2159	96%	86%	35%
Limited English Proficient	275	90%	73%	17%	332	89%	64%	12%
Economically Disadvantaged	2016	96%	86%	35%	2034	94%	81%	27%
Not Disadvantaged	398	98%	94%	56%	457	99%	95%	54%
Migrant								
Not Migrant	2414	96%	87%	38%	2491	95%	83%	32%

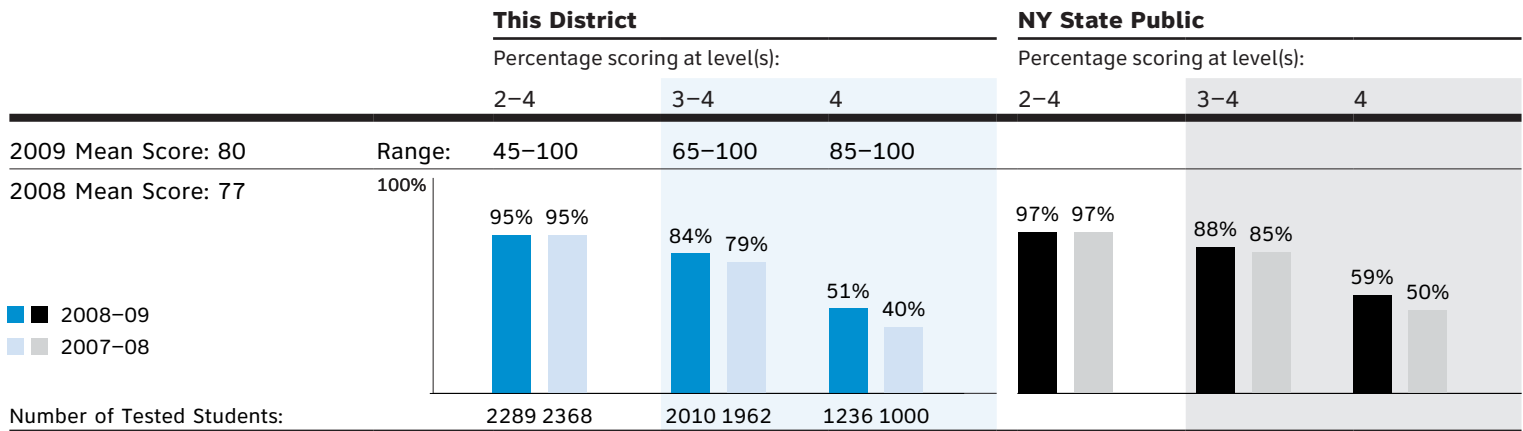
NOTES

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	40	40	38	32	29	28	24	18

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	2402	95%	84%	51%	2496	95%	79%	40%
Female	1149	95%	84%	52%	1194	95%	79%	40%
Male	1253	95%	83%	51%	1302	95%	78%	40%
American Indian or Alaska Native	10	100%	90%	40%	10	100%	70%	20%
Black or African American	698	93%	73%	32%	753	94%	69%	24%
Hispanic or Latino	559	94%	82%	46%	620	92%	75%	29%
Asian or Native Hawaiian/Other Pacific Islander	703	97%	90%	67%	750	97%	87%	56%
White	426	98%	91%	66%	357	97%	88%	61%
Multiracial	6	100%	83%	17%	6	100%	83%	17%
Small Group Totals								
General-Education Students	1930	98%	89%	59%	1996	97%	85%	47%
Students with Disabilities	472	86%	61%	22%	500	85%	53%	12%
English Proficient	2130	97%	87%	55%	2165	97%	83%	45%
Limited English Proficient	272	85%	61%	24%	331	84%	50%	11%
Economically Disadvantaged	2000	95%	82%	47%	2035	94%	75%	33%
Not Disadvantaged	402	99%	94%	73%	461	99%	93%	72%
Migrant								
Not Migrant	2402	95%	84%	51%	2496	95%	79%	40%

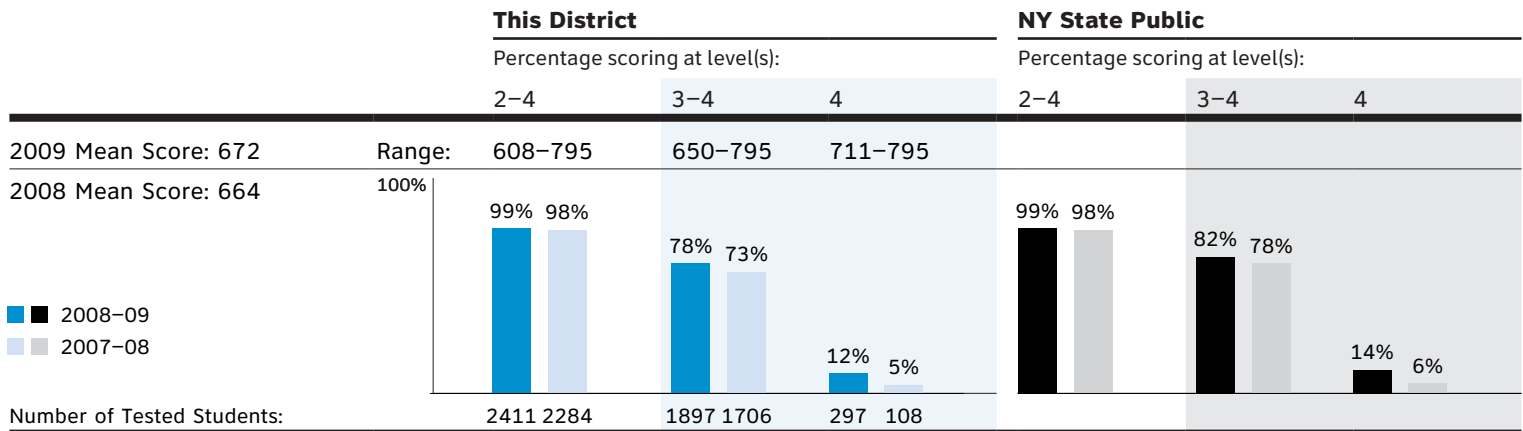
NOTES

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	40	38	38	36	27	25	25	24

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	2430	99%	78%	12%	2328	98%	73%	5%
Female	1161	99%	81%	13%	1118	99%	78%	5%
Male	1269	99%	76%	12%	1210	97%	69%	4%
American Indian or Alaska Native	12	100%	75%	8%	12	100%	58%	0%
Black or African American	737	99%	72%	4%	731	97%	60%	1%
Hispanic or Latino	603	98%	73%	7%	596	97%	73%	3%
Asian or Native Hawaiian/Other Pacific Islander	726	100%	86%	20%	696	100%	83%	9%
White	344	100%	83%	21%	293	100%	82%	6%
Multiracial	8	100%	88%	0%				
Small Group Totals								
General-Education Students	1933	100%	87%	15%	1835	99%	82%	6%
Students with Disabilities	497	97%	45%	2%	493	93%	41%	0%
English Proficient	2180	100%	83%	14%	2095	99%	77%	5%
Limited English Proficient	250	96%	37%	1%	233	91%	36%	0%
Economically Disadvantaged	2070	99%	76%	9%	1960	98%	71%	3%
Not Disadvantaged	360	100%	90%	34%	368	100%	88%	15%
Migrant								
Not Migrant	2430	99%	78%	12%	2328	98%	73%	5%

NOTES

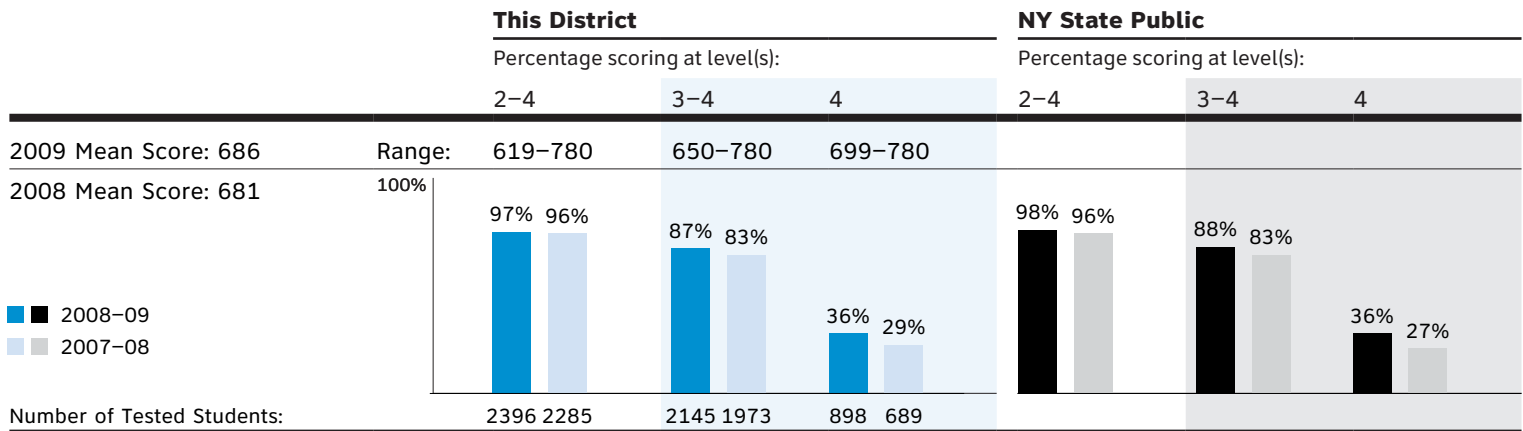
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	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	34	34	32	28	30	28	27	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	30	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 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	2468	97%	87%	36%	2377	96%	83%	29%
Female	1183	98%	88%	36%	1140	97%	85%	29%
Male	1285	97%	86%	37%	1237	95%	81%	29%
American Indian or Alaska Native	12	100%	100%	33%	12	100%	83%	17%
Black or African American	736	95%	79%	18%	733	93%	69%	12%
Hispanic or Latino	617	97%	83%	26%	608	96%	84%	20%
Asian or Native Hawaiian/Other Pacific Islander	743	99%	95%	56%	724	98%	94%	47%
White	352	99%	93%	54%	300	99%	88%	44%
Multiracial	8	100%	100%	13%				
Small Group Totals								
General-Education Students	1970	99%	93%	44%	1879	99%	90%	35%
Students with Disabilities	498	89%	63%	6%	498	86%	56%	6%
English Proficient	2179	98%	89%	40%	2100	97%	86%	32%
Limited English Proficient	289	92%	71%	10%	277	90%	63%	10%
Economically Disadvantaged	2100	97%	86%	32%	2001	96%	81%	25%
Not Disadvantaged	368	99%	95%	62%	376	98%	93%	52%
Migrant								
Not Migrant	2468	97%	87%	36%	2377	96%	83%	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	34	31	28	27	30	26	25	21

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: 668	598-785	650-785	696-785*			
2008 Mean Score: 659						
	100%	99%	80%	100%	98%	81%
		65%	12%		67%	9%
			3%			5%
Number of Tested Students:	2275 2182	1832 1432	263 75			

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	2277	100%	80%	12%	2213	99%	65%	3%
Female	1089	100%	85%	13%	1087	99%	70%	5%
Male	1188	100%	76%	10%	1126	98%	59%	2%
American Indian or Alaska Native	13	-	-	-	18	-	-	-
Black or African American	671	100%	68%	4%	670	98%	53%	1%
Hispanic or Latino	608	100%	81%	7%	556	98%	59%	1%
Asian or Native Hawaiian/Other Pacific Islander	695	100%	91%	21%	673	100%	76%	7%
White	286	100%	83%	17%	294	99%	75%	4%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	17	100%	82%	0%	20	100%	70%	5%
General-Education Students	1806	100%	88%	14%	1786	99%	75%	4%
Students with Disabilities	471	100%	50%	2%	427	95%	24%	0%
English Proficient	2074	100%	84%	13%	2057	99%	68%	4%
Limited English Proficient	203	100%	45%	0%	156	93%	19%	1%
Economically Disadvantaged	1894	100%	78%	8%	1806	98%	61%	3%
Not Disadvantaged	383	100%	90%	28%	407	99%	79%	7%
Migrant								
Not Migrant	2277	100%	80%	12%	2213	99%	65%	3%

NOTES

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

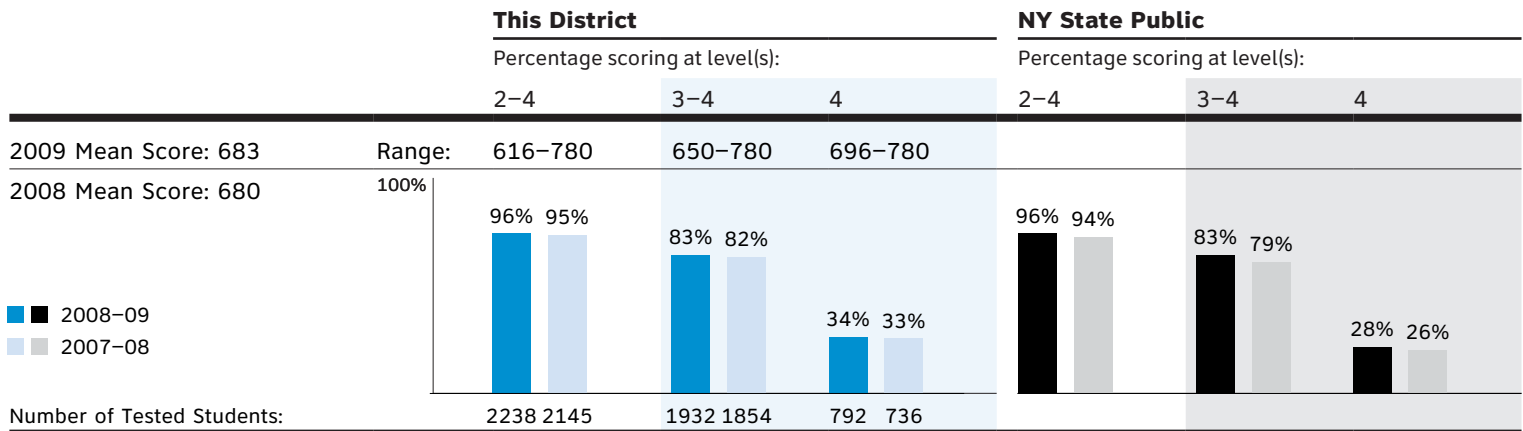
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	33	31	30	26	41	39	37	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	39	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 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	2333	96%	83%	34%	2250	95%	82%	33%
Female	1120	98%	85%	37%	1108	97%	86%	36%
Male	1213	94%	81%	31%	1142	94%	79%	30%
American Indian or Alaska Native	13	92%	77%	31%	18	-	-	-
Black or African American	679	93%	68%	15%	677	91%	70%	17%
Hispanic or Latino	621	96%	83%	27%	567	96%	81%	22%
Asian or Native Hawaiian/Other Pacific Islander	724	98%	94%	56%	687	98%	92%	53%
White	291	98%	90%	38%	299	97%	91%	41%
Multiracial	5	80%	40%	20%	2	-	-	-
Small Group Totals	20	100%	90%	55%	20	100%	90%	55%
General-Education Students	1858	98%	90%	41%	1826	99%	90%	39%
Students with Disabilities	475	87%	55%	5%	424	82%	51%	6%
English Proficient	2081	97%	85%	37%	2067	96%	84%	35%
Limited English Proficient	252	88%	63%	13%	183	88%	59%	10%
Economically Disadvantaged	1942	96%	82%	31%	1840	95%	81%	29%
Not Disadvantaged	391	98%	89%	51%	410	97%	88%	50%
Migrant								
Not Migrant	2333	96%	83%	34%	2250	95%	82%	33%

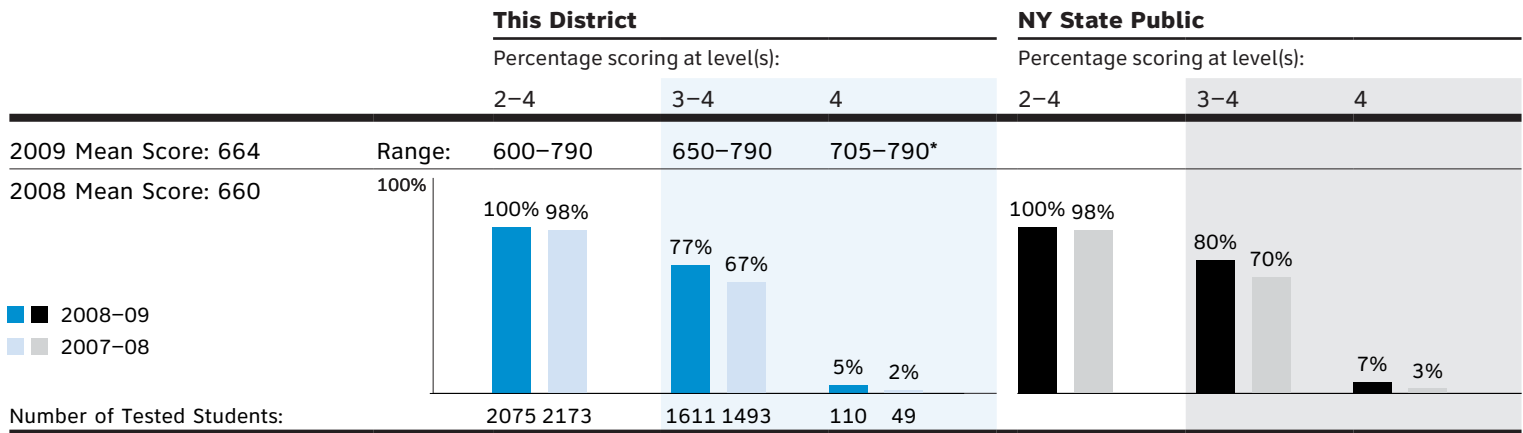
NOTES

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 6 Equivalent	33	32	32	23	41	41	34	29

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	2083	100%	77%	5%	2215	98%	67%	2%
Female	1012	100%	80%	6%	1051	98%	74%	3%
Male	1071	99%	75%	4%	1164	98%	61%	1%
American Indian or Alaska Native	8	-	-	-	13	-	-	-
Black or African American	712	100%	71%	2%	784	97%	59%	1%
Hispanic or Latino	525	99%	72%	2%	533	97%	64%	1%
Asian or Native Hawaiian/Other Pacific Islander	561	100%	86%	11%	581	99%	78%	4%
White	276	100%	85%	9%	302	99%	76%	4%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	9	100%	78%	0%	15	100%	67%	0%
General-Education Students	1671	100%	86%	7%	1813	99%	76%	3%
Students with Disabilities	412	98%	42%	0%	402	93%	30%	0%
English Proficient	1946	100%	81%	6%	2074	99%	71%	2%
Limited English Proficient	137	98%	30%	0%	141	92%	20%	0%
Economically Disadvantaged	1793	100%	76%	5%	1709	98%	65%	2%
Not Disadvantaged	290	100%	83%	6%	506	98%	77%	4%
Migrant								
Not Migrant	2083	100%	77%	5%	2215	98%	67%	2%

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.

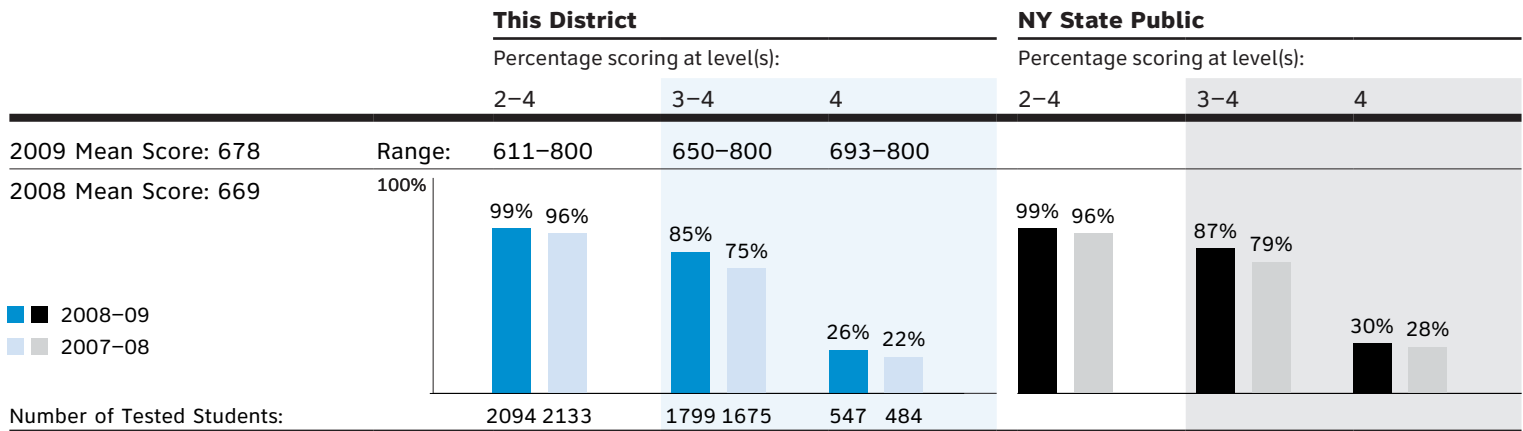
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	46	45	41	37	27	27	26	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	33	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 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	2123	99%	85%	26%	2233	96%	75%	22%
Female	1021	99%	87%	27%	1061	97%	77%	24%
Male	1102	98%	83%	25%	1172	95%	73%	20%
American Indian or Alaska Native	8	-	-	-	12	-	-	-
Black or African American	715	98%	77%	14%	785	93%	62%	9%
Hispanic or Latino	536	99%	84%	18%	537	96%	71%	12%
Asian or Native Hawaiian/Other Pacific Islander	573	99%	93%	42%	589	98%	89%	41%
White	287	100%	91%	38%	308	98%	88%	34%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	12	92%	67%	25%	14	93%	79%	7%
General-Education Students	1709	99%	91%	31%	1841	98%	82%	26%
Students with Disabilities	414	95%	58%	4%	392	83%	40%	3%
English Proficient	1954	99%	87%	27%	2067	96%	78%	23%
Limited English Proficient	169	97%	61%	7%	166	90%	43%	5%
Economically Disadvantaged	1829	99%	84%	25%	1726	95%	72%	18%
Not Disadvantaged	294	99%	89%	33%	507	97%	84%	34%
Migrant								
Not Migrant	2123	99%	85%	26%	2233	96%	75%	22%

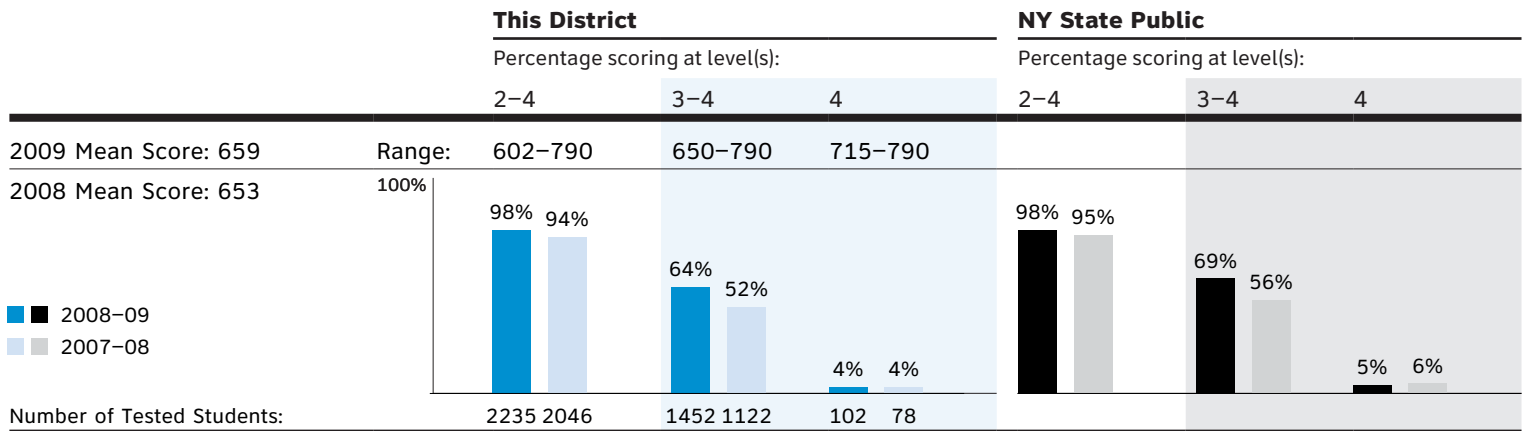
NOTES

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 7 Equivalent	46	46	45	30	27	27	27	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	2270	98%	64%	4%	2170	94%	52%	4%
Female	1093	99%	71%	6%	1061	96%	59%	5%
Male	1177	98%	58%	3%	1109	92%	45%	2%
American Indian or Alaska Native	9	-	-	-	12	-	-	-
Black or African American	809	98%	54%	2%	746	94%	39%	1%
Hispanic or Latino	533	99%	60%	3%	538	90%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	600	99%	75%	8%	604	98%	69%	7%
White	316	100%	76%	8%	267	96%	62%	7%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	12	83%	58%	0%	15	100%	53%	7%
General-Education Students	1877	99%	73%	5%	1804	97%	60%	4%
Students with Disabilities	393	94%	23%	0%	366	81%	12%	0%
English Proficient	2121	99%	67%	5%	2017	96%	55%	4%
Limited English Proficient	149	94%	17%	0%	153	69%	10%	0%
Economically Disadvantaged	1894	99%	63%	4%	1523	93%	48%	2%
Not Disadvantaged	376	97%	70%	8%	647	96%	60%	7%
Migrant								
Not Migrant	2270	98%	64%	4%	2170	94%	52%	4%

NOTES

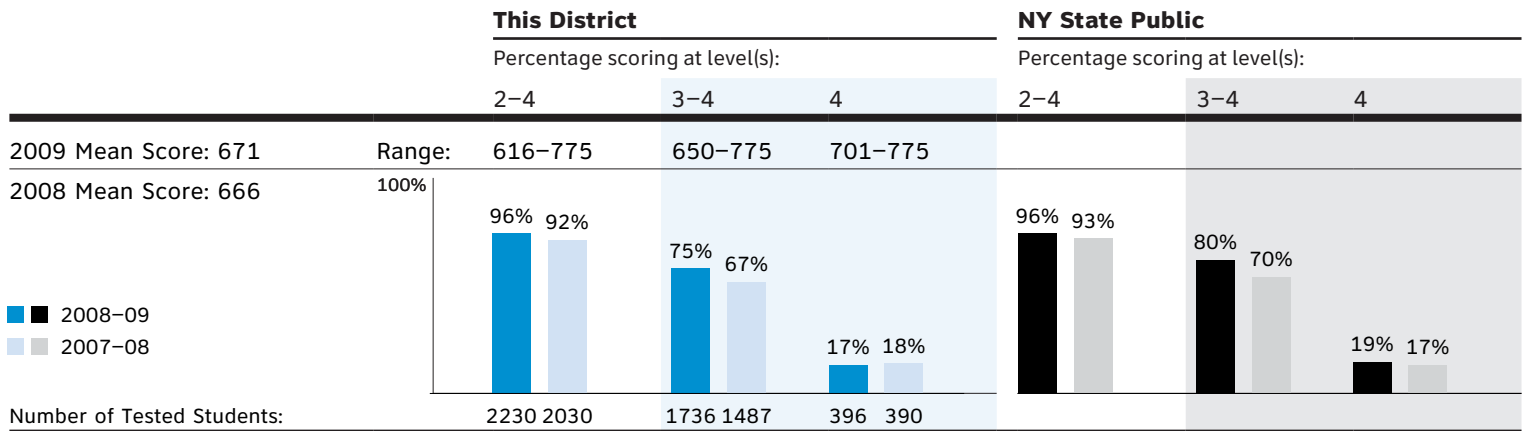
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	34	32	32	29	42	42	35	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	44	N/A	N/A	N/A	34	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	2324	96%	75%	17%	2217	92%	67%	18%
Female	1124	97%	78%	19%	1083	93%	69%	19%
Male	1200	95%	71%	15%	1134	90%	65%	16%
American Indian or Alaska Native	9	89%	44%	11%	15	-	-	-
Black or African American	804	93%	65%	8%	753	86%	54%	6%
Hispanic or Latino	551	96%	71%	8%	550	91%	60%	10%
Asian or Native Hawaiian/Other Pacific Islander	623	99%	84%	33%	626	97%	83%	37%
White	330	97%	88%	25%	270	95%	81%	24%
Multiracial	7	100%	29%	0%	3	-	-	-
Small Group Totals					18	89%	61%	6%
General-Education Students	1935	98%	81%	20%	1843	96%	75%	21%
Students with Disabilities	389	84%	44%	1%	374	71%	30%	2%
English Proficient	2124	97%	77%	18%	2022	93%	70%	19%
Limited English Proficient	200	90%	52%	4%	195	79%	40%	7%
Economically Disadvantaged	1939	96%	75%	17%	1561	91%	64%	14%
Not Disadvantaged	385	95%	74%	18%	656	94%	74%	26%
Migrant								
Not Migrant	2324	96%	75%	17%	2217	92%	67%	18%

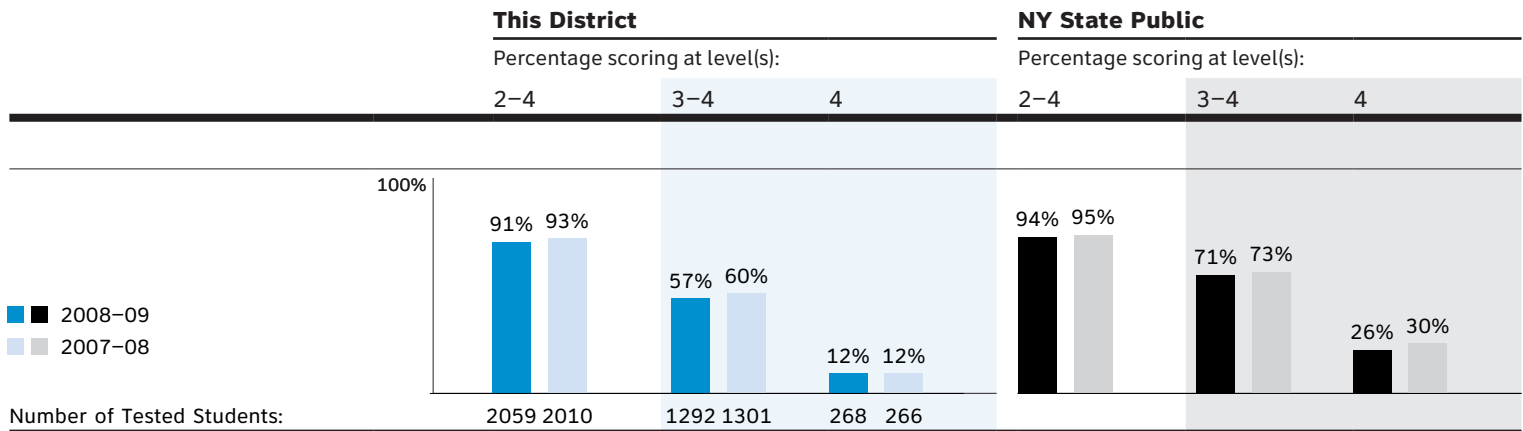
NOTES

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 8 Equivalent	34	33	31	25	41	38	38	27

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	2106	90%	54%	9%	1980	92%	57%	9%
Female	1006	90%	53%	9%	952	94%	56%	9%
Male	1100	89%	54%	9%	1028	91%	57%	9%
American Indian or Alaska Native	9	67%	22%	11%	15	-	-	-
Black or African American	735	84%	41%	3%	698	88%	45%	4%
Hispanic or Latino	519	91%	48%	6%	512	93%	54%	6%
Asian or Native Hawaiian/Other Pacific Islander	535	95%	69%	16%	523	97%	72%	17%
White	301	94%	67%	17%	229	94%	64%	15%
Multiracial	7	86%	29%	0%	3	-	-	-
Small Group Totals					18	94%	56%	0%
General-Education Students	1737	93%	60%	11%	1631	95%	63%	11%
Students with Disabilities	369	73%	22%	1%	349	77%	26%	2%
English Proficient	1912	91%	57%	10%	1791	93%	60%	10%
Limited English Proficient	194	75%	16%	1%	189	80%	29%	2%
Economically Disadvantaged	1743	90%	53%	8%	1434	91%	54%	8%
Not Disadvantaged	363	90%	57%	14%	546	95%	64%	13%
Migrant								
Not Migrant	2106	90%	54%	9%	1980	92%	57%	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 8 Equivalent	34	31	30	28	40	35	35	32
Regents Science	169	168	164	76	187	185	181	86

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

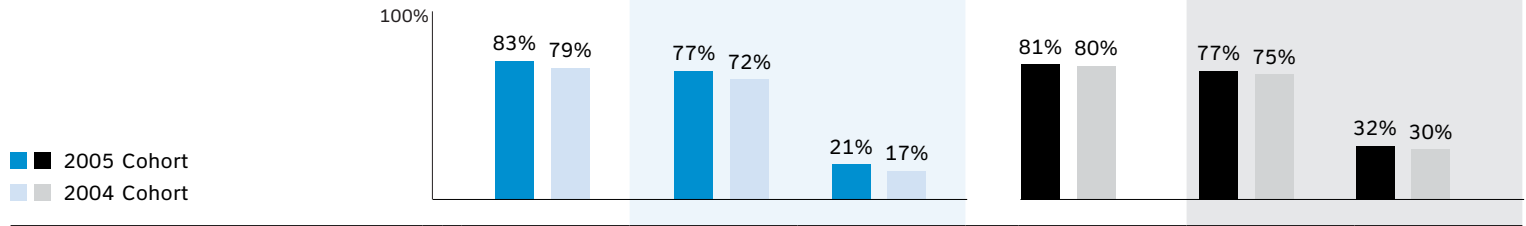
NY State Public

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	3285	83%	77%	21%	3139	79%	72%	17%
Female	1630	88%	82%	26%	1535	83%	77%	23%
Male	1655	78%	72%	16%	1604	75%	66%	12%
American Indian or Alaska Native	10	–	–	–	11	64%	64%	0%
Black or African American	1151	79%	73%	13%	1128	73%	65%	11%
Hispanic or Latino	734	78%	70%	18%	722	74%	65%	14%
Asian or Native Hawaiian/Other Pacific Islander	943	92%	87%	32%	834	87%	82%	27%
White	446	86%	80%	23%	439	86%	79%	22%
Multiracial	1	–	–	–	5	80%	40%	0%
Small Group Totals	11	82%	64%	9%				
General-Education Students	2993	88%	83%	23%	2810	84%	77%	19%
Students with Disabilities	292	31%	20%	2%	329	31%	24%	1%
English Proficient	3052	85%	80%	22%	2856	81%	75%	19%
Limited English Proficient	233	60%	46%	3%	283	56%	36%	1%
Economically Disadvantaged	1537	88%	82%	24%	922	77%	69%	20%
Not Disadvantaged	1748	79%	74%	18%	2217	79%	73%	16%
Migrant								
Not Migrant	3285	83%	77%	21%	3139	79%	72%	17%

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*.

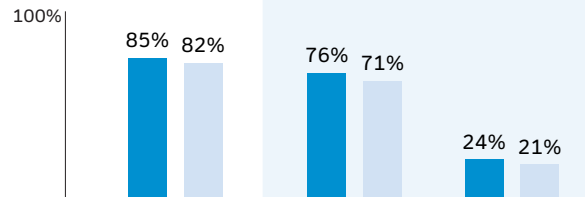
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

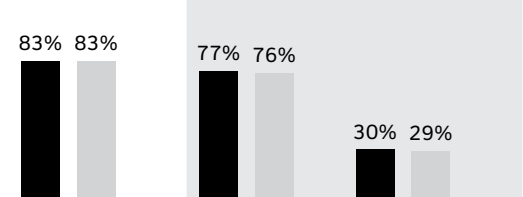


■ 2005 Cohort
■ 2004 Cohort

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	3285	85%	76%	24%	3139	82%	71%	21%
Female	1630	88%	79%	25%	1535	85%	74%	21%
Male	1655	81%	74%	23%	1604	78%	69%	20%
American Indian or Alaska Native	10	–	–	–	11	82%	82%	0%
Black or African American	1151	79%	68%	11%	1128	77%	61%	9%
Hispanic or Latino	734	81%	70%	16%	722	77%	65%	15%
Asian or Native Hawaiian/Other Pacific Islander	943	93%	88%	43%	834	90%	84%	38%
White	446	88%	84%	33%	439	88%	83%	29%
Multiracial	1	–	–	–	5	80%	40%	0%
Small Group Totals	11	82%	73%	9%				
General-Education Students	2993	89%	82%	26%	2810	87%	77%	23%
Students with Disabilities	292	35%	21%	2%	329	35%	24%	1%
English Proficient	3052	86%	78%	25%	2856	83%	73%	21%
Limited English Proficient	233	73%	58%	9%	283	71%	52%	12%
Economically Disadvantaged	1537	89%	80%	28%	922	80%	70%	26%
Not Disadvantaged	1748	81%	74%	21%	2217	82%	72%	18%
Migrant								
Not Migrant	3285	85%	76%	24%	3139	82%	71%	21%

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.