



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #29**

District ID **34-29-00-01-0000**

Superintendent **LENON MURRAY**

Telephone **(718) 264-3146**

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](mailto: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	403	453	495
Kindergarten	2045	2104	2063
Grade 1	2423	2444	2497
Grade 2	2452	2347	2415
Grade 3	2448	2397	2412
Grade 4	2397	2377	2372
Grade 5	2586	2423	2403
Grade 6	2376	2401	2328
Ungraded Elementary	1034	1196	1359
Grade 7	2480	2424	2397
Grade 8	2478	2505	2398
Grade 9	1239	1198	1087
Grade 10	917	964	897
Grade 11	501	657	758
Grade 12	470	469	622
Ungraded Secondary	417	497	643
<b>Total K-12</b>	<b>26263</b>	<b>26403</b>	<b>26651</b>

### Average Class Size

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

### 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 #29

District ID 34-29-00-01-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	16464	63%	16419	62%	17253	65%
Reduced-Price Lunch	3383	13%	3041	12%	3001	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1799	7%	1834	7%	1895	7%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	187	1%	181	1%	188	1%
Black or African American	19005	72%	19014	72%	18948	71%
Hispanic or Latino	3290	13%	3334	13%	3417	13%
Asian or Native Hawaiian/Other Pacific Islander	3275	12%	3328	13%	3452	13%
White	506	2%	546	2%	646	2%
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	897	3%	893	3%	1094	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	1800	1864	1861
Percent with No Valid Teaching Certificate	4%	2%	1%
Percent Teaching Out of Certification	8%	8%	5%
Percent with Fewer Than Three Years of Experience	10%	10%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	40%	42%	45%
<b>Total Number of Core Classes</b>	2992	3344	3308
Percent Not Taught by Highly Qualified Teachers	9%	11%	6%
<b>Total Number of Classes</b>	3845	4171	4059
Percent Taught by Teachers Without Appropriate Certification	12%	11%	8%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%		13%
Turnover Rate of All Teachers	16%		12%

## 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](http://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](http://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 5)

ELA	▲ Improvement (Year 5)	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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✗	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		—	—	
Multiracial	✓	✓		—	—	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✓ 10 of 10	✓ 10 of 10	✓ 1 of 1	✗ 4 of 6	✗ 5 of 6	✓ 1 of 1

#### Accountability Status Levels

##### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

##### Federal

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

##### State

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

## Elementary/Middle-Level English Language Arts

**Accountability Status**  Improvement (Year 5)  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 10 of 10 Student groups making AYP in English language arts  
 Made AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 6) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [220]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (16280:15485)			99%		167	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (118:112)			99%		162	134	
Black or African American (11509:11009)			99%		166	143	
Hispanic or Latino (2204:2048)			99%		163	142	
Asian or Native Hawaiian/Other Pacific Islander (2105:1988)			100%		179	142	
White (291:276)			98%		171	137	
Multiracial (53:52)			100%		173	131	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3058:2853)			97%		128	142	121 135
Limited English Proficient <sup>5</sup> (1005:1203)			99%		144	141	
Economically Disadvantaged (13450:12810)			100%		167	143	
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (16290:15454)			99%		177	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (118:113)			100%		179	109	
Black or African American (11500:10937)			99%		174	118	
Hispanic or Latino (2216:2063)			98%		177	117	
Asian or Native Hawaiian/Other Pacific Islander (2115:2022)			100%		189	117	
White (288:267)			97%		182	112	
Multiracial (53:52)			100%		175	106	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3041:2801)			97%		142	117	
Limited English Proficient <sup>5</sup> (1033:1318)			99%		166	116	
Economically Disadvantaged (13442:12788)			100%		177	118	
<b>Final AYP Determination</b>	 10 of 10						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (5457:5047)		Qualified		97%		155	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (37:36)		Qualified	–	–		156	100	
Black or African American (3830:3553)		Qualified		97%		152	100	
Hispanic or Latino (738:665)		Qualified		96%		149	100	
Asian or Native Hawaiian/Other Pacific Islander (722:673)		Qualified		99%		171	100	
White (109:101)		Qualified		96%		166	100	
Multiracial (21:19)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (991:860)		Qualified		93%		124	100	
Limited English Proficient <sup>4</sup> (335:404)		Qualified		97%		134	100	
Economically Disadvantaged (4405:4092)		Qualified		98%		155	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

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

#### AYP Status

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

## Secondary-Level English Language Arts

**Accountability Status for This Subject (2009–10)**  Improvement (Year 5)

**Accountability Measures** 4 of 6 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 6) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [220]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students (725:755)</b>			99%		167	167	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:3)	–	–	–	–	–	–	–
Black or African American (589:615)			99%		165	167	167 169
Hispanic or Latino (66:76)			98%		171	160	
Asian or Native Hawaiian/Other Pacific Islander (46:44)			100%		180	156	
White (9:7)	–	–	–	–	–	–	–
Multiracial (11:10)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (119:119)			94%		113	161	122 122
Limited English Proficient <sup>5</sup> (13:21)	–	–	–	–	–	–	–
Economically Disadvantaged (409:443)			99%		179	166	
<b>Final AYP Determination</b>	 4 of 6						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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** 5 of 6 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (725:755)			99%		170	162	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:3)	–	–	–	–	–	–	–
Black or African American (589:615)			99%		168	162	
Hispanic or Latino (66:76)			98%		171	155	
Asian or Native Hawaiian/Other Pacific Islander (46:44)			100%		189	151	
White (9:7)	–	–	–	–	–	–	–
Multiracial (11:10)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (119:119)			96%		107	156	116 116
Limited English Proficient <sup>5</sup> (13:21)	–	–	–	–	–	–	–
Economically Disadvantaged (409:443)			99%		179	161	
<b>Final AYP Determination</b>	 5 of 6						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

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

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

#### AYP Status

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

## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2009–10)**

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

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

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

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2008–09	2009–10
<b>All Students</b> (614)			61%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (502)			62%	55%		
Hispanic or Latino (58)			55%	55%		
Asian or Native Hawaiian/Other Pacific Islander (34)			74%	55%		
White (12)		–	–	–		
Multiracial (4)						
<b>Other Groups</b>						
Students with Disabilities (114)			22%	55%	16%	23%
Limited English Proficient <sup>2</sup> (13)		–	–	–		
Economically Disadvantaged (313)			70%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</sup> 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 #29

District ID 34-29-00-01-0000

## 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	69%			2605
Grade 4	69%			2597
Grade 5	75%			2665
Grade 6	73%			2564
Grade 7	72%			2624
Grade 8	56%			2642

Mathematics			
Grade 3	91%		2631
Grade 4	83%		2628
Grade 5	82%		2685
Grade 6	75%		2606
Grade 7	80%		2650
Grade 8	64%		2669

Science			
Grade 4	77%		2615
Grade 8	46%		2557

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	70%			846
Mathematics	70%			846

### 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](http://www.emsc.nysed.gov/irts).

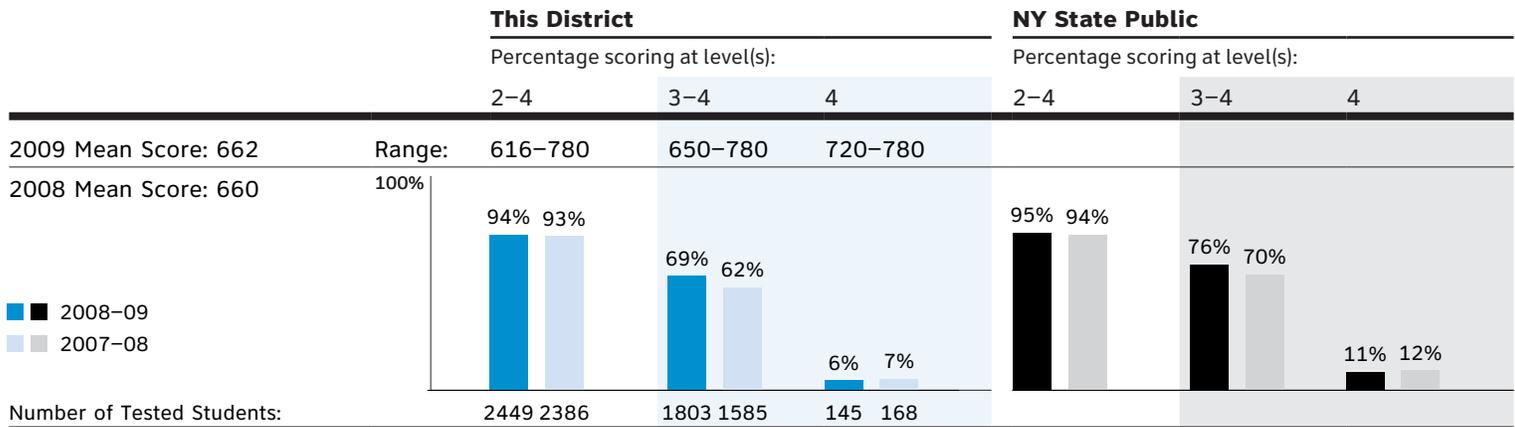
In this section, this district's performance is compared with that of public schools statewide.

### 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
<b>All Students</b>	<b>2605</b>	<b>94%</b>	<b>69%</b>	<b>6%</b>	<b>2568</b>	<b>93%</b>	<b>62%</b>	<b>7%</b>
Female	1281	96%	77%	7%	1267	96%	66%	7%
Male	1324	92%	62%	4%	1301	90%	58%	6%
American Indian or Alaska Native	21	86%	57%	10%	15	87%	53%	0%
Black or African American	1778	94%	68%	4%	1744	92%	59%	6%
Hispanic or Latino	329	91%	62%	6%	357	92%	55%	6%
Asian or Native Hawaiian/Other Pacific Islander	388	98%	82%	10%	367	97%	78%	10%
White	74	95%	69%	3%	71	90%	69%	3%
Multiracial	15	93%	60%	7%	14	100%	93%	7%
<b>Small Group Totals</b>								
General-Education Students	2190	98%	76%	6%	2170	97%	68%	8%
Students with Disabilities	415	75%	32%	1%	398	70%	26%	1%
English Proficient	2420	95%	71%	6%	2370	94%	64%	7%
Limited English Proficient	185	86%	43%	0%	198	84%	33%	0%
Economically Disadvantaged	2264	94%	68%	5%	2212	92%	60%	6%
Not Disadvantaged	341	96%	77%	7%	356	96%	72%	9%
Migrant								
Not Migrant	2605	94%	69%	6%	2568	93%	62%	7%

### NOTES

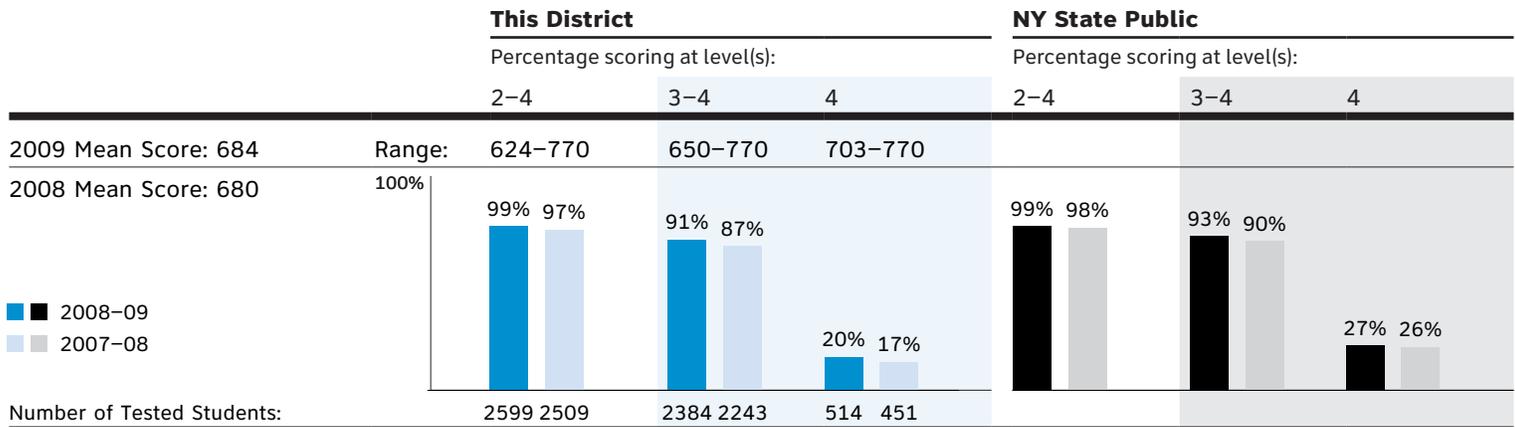
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	49	46	42	40	44	38	36	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	34	N/A	N/A	N/A	10	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
<b>All Students</b>	<b>2631</b>	<b>99%</b>	<b>91%</b>	<b>20%</b>	<b>2588</b>	<b>97%</b>	<b>87%</b>	<b>17%</b>
Female	1291	99%	92%	21%	1275	97%	89%	17%
Male	1340	98%	90%	18%	1313	97%	85%	17%
American Indian or Alaska Native	21	90%	86%	19%	15	100%	87%	20%
Black or African American	1783	99%	90%	16%	1753	96%	85%	14%
Hispanic or Latino	332	99%	90%	16%	362	98%	85%	16%
Asian or Native Hawaiian/Other Pacific Islander	406	100%	97%	37%	374	99%	95%	35%
White	74	99%	86%	20%	70	96%	89%	24%
Multiracial	15	93%	80%	7%	14	100%	100%	21%
<b>Small Group Totals</b>								
General-Education Students	2219	100%	94%	22%	2191	99%	91%	20%
Students with Disabilities	412	95%	73%	6%	397	87%	61%	4%
English Proficient	2412	99%	91%	20%	2372	97%	87%	18%
Limited English Proficient	219	96%	81%	10%	216	93%	79%	7%
Economically Disadvantaged	2290	99%	90%	19%	2233	97%	85%	16%
Not Disadvantaged	341	99%	94%	25%	355	98%	94%	25%
<b>Migrant</b>								
Not Migrant	2631	99%	91%	20%	2588	97%	87%	17%

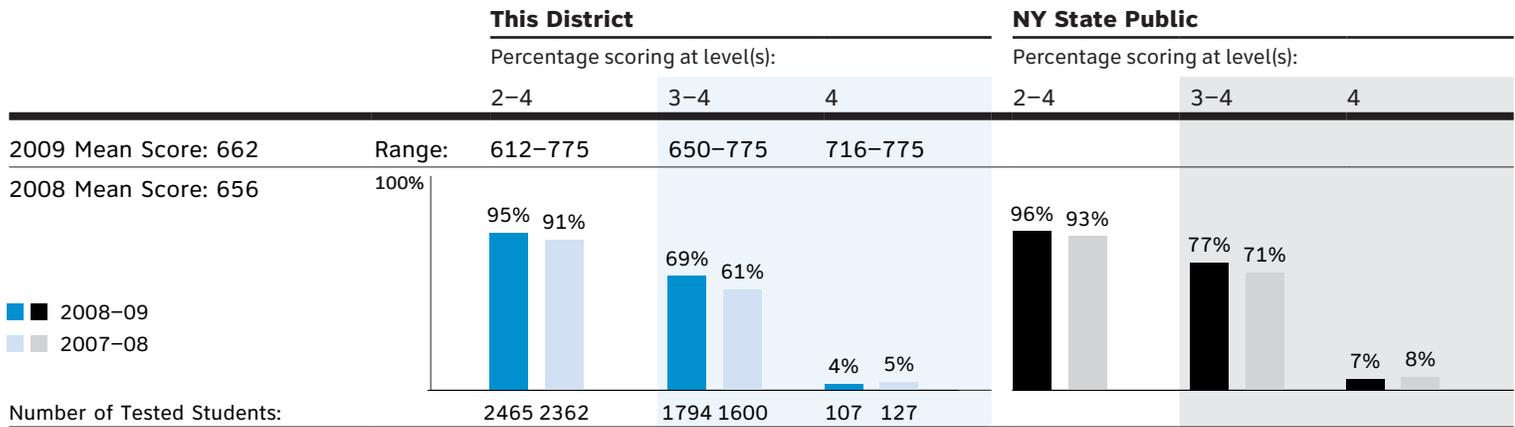
### NOTES

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

	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	50	49	46	36	45	43	42	32

## 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
<b>All Students</b>	<b>2597</b>	<b>95%</b>	<b>69%</b>	<b>4%</b>	<b>2607</b>	<b>91%</b>	<b>61%</b>	<b>5%</b>
Female	1297	97%	74%	5%	1299	94%	67%	6%
Male	1300	93%	64%	3%	1308	88%	55%	4%
American Indian or Alaska Native	20	90%	60%	5%	18	94%	56%	6%
Black or African American	1781	94%	68%	3%	1854	90%	60%	4%
Hispanic or Latino	348	95%	66%	3%	335	90%	60%	6%
Asian or Native Hawaiian/Other Pacific Islander	369	98%	78%	10%	355	93%	73%	10%
White	66	95%	79%	3%	37	92%	57%	3%
Multiracial	13	92%	77%	0%	8	100%	63%	0%
<b>Small Group Totals</b>								
General-Education Students	2169	99%	77%	5%	2130	96%	70%	6%
Students with Disabilities	428	75%	30%	0%	477	67%	23%	0%
English Proficient	2449	95%	71%	4%	2446	92%	63%	5%
Limited English Proficient	148	86%	37%	0%	161	76%	31%	1%
Economically Disadvantaged	2281	95%	69%	4%	2245	90%	59%	5%
Not Disadvantaged	316	96%	72%	4%	362	94%	74%	7%
Migrant								
Not Migrant	2597	95%	69%	4%	2607	91%	61%	5%

### NOTES

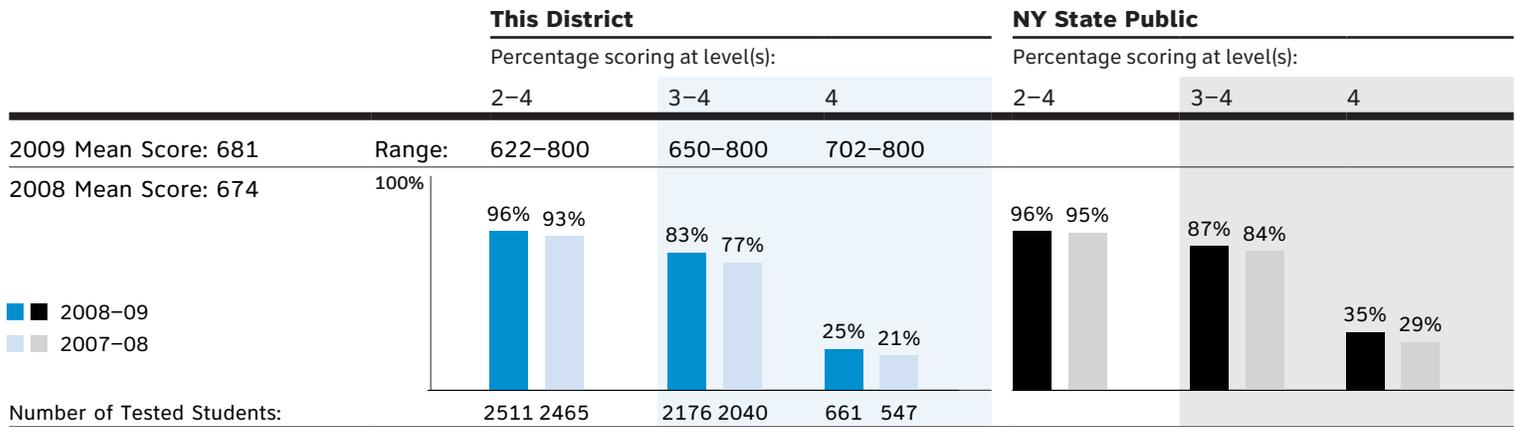
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 4 Equivalent	54	53	51	49	44	38	34	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	28	N/A	N/A	N/A	18	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
<b>All Students</b>	<b>2628</b>	<b>96%</b>	<b>83%</b>	<b>25%</b>	<b>2646</b>	<b>93%</b>	<b>77%</b>	<b>21%</b>
Female	1313	96%	85%	26%	1317	95%	78%	20%
Male	1315	95%	81%	25%	1329	92%	77%	21%
American Indian or Alaska Native	20	95%	80%	15%	19	89%	68%	26%
Black or African American	1791	95%	80%	21%	1868	93%	74%	16%
Hispanic or Latino	356	96%	85%	25%	350	93%	77%	19%
Asian or Native Hawaiian/Other Pacific Islander	384	99%	94%	43%	362	97%	91%	44%
White	64	95%	88%	28%	39	95%	77%	23%
Multiracial	13	92%	85%	46%	8	100%	88%	13%
<b>Small Group Totals</b>								
General-Education Students	2199	98%	88%	29%	2170	97%	84%	24%
Students with Disabilities	429	81%	55%	5%	476	77%	47%	6%
English Proficient	2444	96%	84%	26%	2457	94%	79%	21%
Limited English Proficient	184	89%	72%	11%	189	87%	57%	11%
Economically Disadvantaged	2310	96%	83%	25%	2282	93%	76%	20%
Not Disadvantaged	318	95%	84%	29%	364	95%	82%	25%
Migrant								
Not Migrant	2628	96%	83%	25%	2646	93%	77%	21%

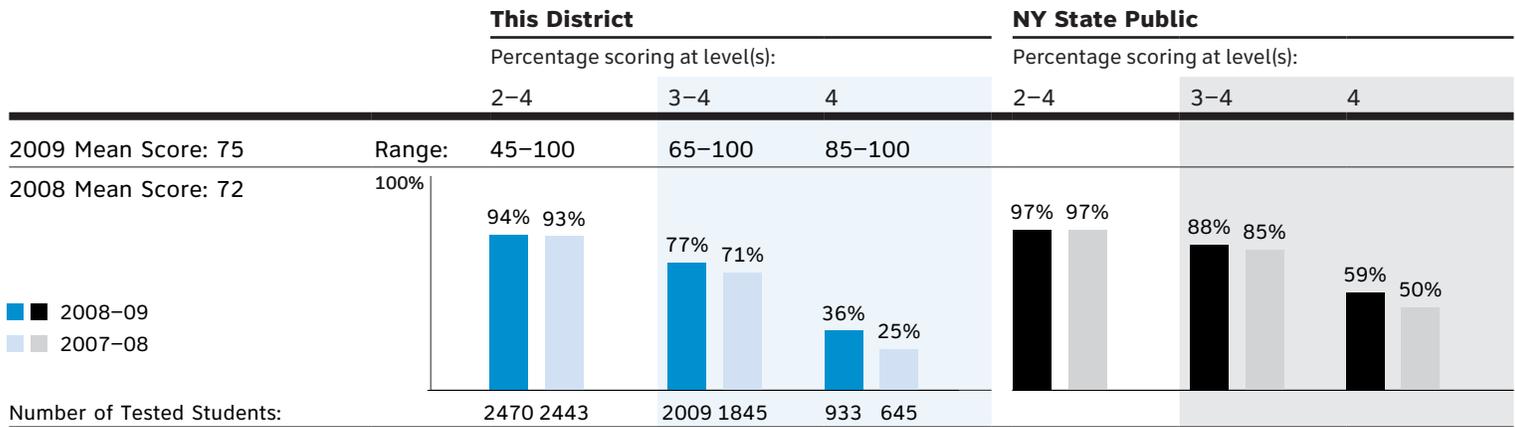
### NOTES

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

	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	54	53	51	42	45	43	39	26

## 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
<b>All Students</b>	<b>2615</b>	<b>94%</b>	<b>77%</b>	<b>36%</b>	<b>2615</b>	<b>93%</b>	<b>71%</b>	<b>25%</b>
Female	1303	95%	78%	36%	1315	94%	71%	26%
Male	1312	94%	75%	35%	1300	93%	70%	24%
American Indian or Alaska Native	20	85%	65%	30%	19	95%	74%	26%
Black or African American	1778	94%	74%	31%	1844	93%	68%	22%
Hispanic or Latino	350	95%	77%	34%	344	93%	69%	25%
Asian or Native Hawaiian/Other Pacific Islander	390	96%	88%	56%	363	96%	82%	36%
White	64	97%	88%	44%	38	95%	79%	26%
Multiracial	13	92%	77%	46%	7	100%	71%	43%
<b>Small Group Totals</b>								
General-Education Students	2195	96%	81%	40%	2145	96%	76%	28%
Students with Disabilities	420	87%	54%	15%	470	81%	44%	8%
English Proficient	2433	95%	78%	37%	2427	94%	73%	26%
Limited English Proficient	182	84%	58%	15%	188	81%	41%	6%
Economically Disadvantaged	2300	94%	76%	35%	2249	93%	69%	23%
Not Disadvantaged	315	95%	83%	41%	366	95%	80%	35%
Migrant								
Not Migrant	2615	94%	77%	36%	2615	93%	71%	25%

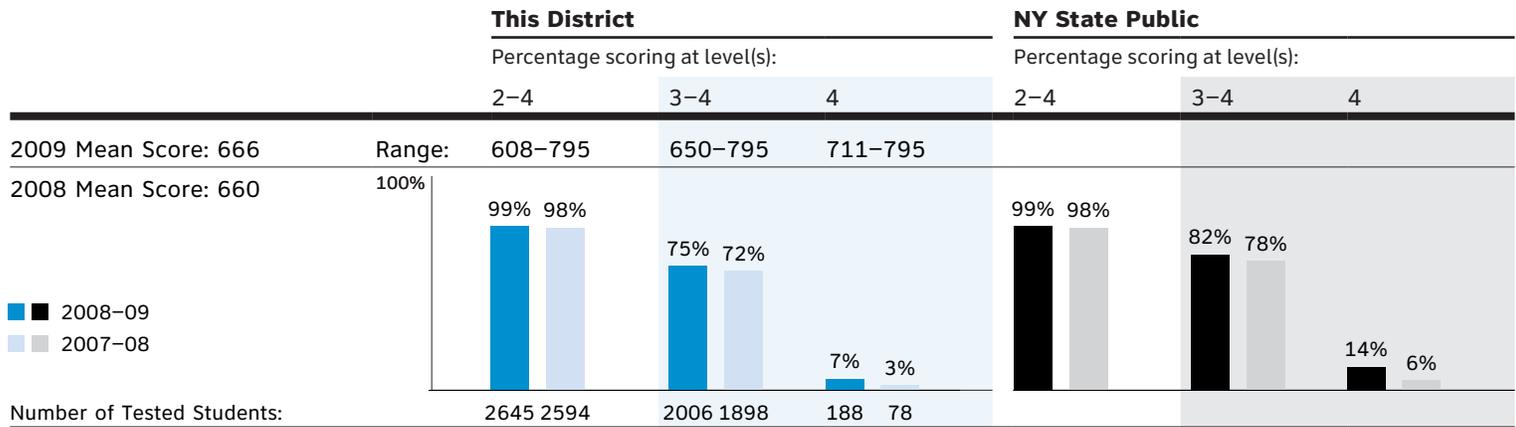
### NOTES

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	54	54	53	51	44	38	37	37

## 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
<b>All Students</b>	<b>2665</b>	<b>99%</b>	<b>75%</b>	<b>7%</b>	<b>2646</b>	<b>98%</b>	<b>72%</b>	<b>3%</b>
Female	1328	99%	79%	8%	1308	99%	74%	4%
Male	1337	99%	72%	6%	1338	97%	69%	2%
American Indian or Alaska Native	18	100%	78%	6%	16	-	-	-
Black or African American	1873	99%	74%	6%	1867	98%	70%	3%
Hispanic or Latino	351	98%	71%	8%	370	97%	72%	2%
Asian or Native Hawaiian/Other Pacific Islander	373	100%	83%	11%	367	99%	81%	4%
White	38	100%	84%	8%	25	96%	76%	8%
Multiracial	12	100%	92%	8%	1	-	-	-
Small Group Totals					17	94%	53%	6%
General-Education Students	2184	100%	82%	8%	2166	100%	79%	4%
Students with Disabilities	481	96%	44%	1%	480	91%	40%	0%
English Proficient	2524	99%	77%	7%	2514	98%	74%	3%
Limited English Proficient	141	96%	41%	0%	132	92%	34%	0%
Economically Disadvantaged	2318	99%	75%	7%	2229	98%	71%	3%
Not Disadvantaged	347	99%	77%	8%	417	99%	75%	5%
Migrant								
Not Migrant	2665	99%	75%	7%	2646	98%	72%	3%

### NOTES

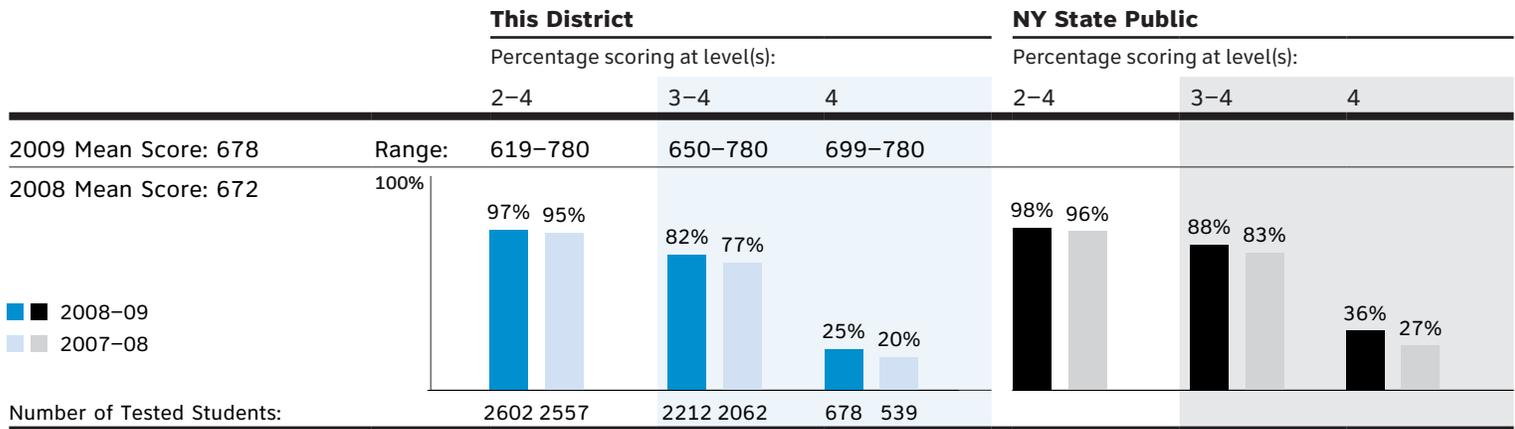
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	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	48	43	42	33	32	29	27	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	24	N/A	N/A	N/A	21	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2685</b>	<b>97%</b>	<b>82%</b>	<b>25%</b>	<b>2684</b>	<b>95%</b>	<b>77%</b>	<b>20%</b>
Female	1329	98%	84%	26%	1323	96%	79%	21%
Male	1356	96%	80%	24%	1361	94%	75%	19%
American Indian or Alaska Native	18	94%	89%	22%	16	-	-	-
Black or African American	1877	96%	80%	21%	1887	95%	73%	16%
Hispanic or Latino	358	98%	84%	25%	381	96%	81%	23%
Asian or Native Hawaiian/Other Pacific Islander	382	98%	93%	48%	373	98%	89%	36%
White	38	97%	89%	26%	26	96%	85%	31%
Multiracial	12	92%	83%	17%	1	-	-	-
Small Group Totals					17	82%	76%	18%
General-Education Students	2207	99%	88%	29%	2200	98%	84%	23%
Students with Disabilities	478	88%	55%	6%	484	83%	46%	5%
English Proficient	2519	97%	83%	27%	2530	96%	78%	21%
Limited English Proficient	166	94%	67%	6%	154	88%	57%	7%
Economically Disadvantaged	2332	97%	82%	25%	2261	95%	76%	20%
Not Disadvantaged	353	96%	82%	24%	423	96%	80%	22%
Migrant								
Not Migrant	2685	97%	82%	25%	2684	95%	77%	20%

### 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	47	44	42	32	33	29	28	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: 661	598-785	650-785	696-785*			
2008 Mean Score: 652						
Number of Tested Students:	2557	2509	1873	1374	116	29

## 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
<b>All Students</b>	<b>2564</b>	<b>100%</b>	<b>73%</b>	<b>5%</b>	<b>2556</b>	<b>98%</b>	<b>54%</b>	<b>1%</b>
Female	1267	100%	80%	6%	1262	99%	59%	2%
Male	1297	100%	66%	3%	1294	97%	49%	1%
American Indian or Alaska Native	16	-	-	-	22	-	-	-
Black or African American	1897	100%	72%	4%	1883	98%	53%	1%
Hispanic or Latino	342	100%	72%	4%	333	97%	49%	1%
Asian or Native Hawaiian/Other Pacific Islander	287	100%	82%	11%	287	98%	62%	1%
White	19	95%	68%	0%	30	90%	50%	3%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	19	95%	63%	5%	23	100%	65%	0%
General-Education Students	2106	100%	80%	5%	2095	100%	61%	1%
Students with Disabilities	458	98%	42%	0%	461	92%	23%	0%
English Proficient	2466	100%	75%	5%	2436	98%	56%	1%
Limited English Proficient	98	100%	33%	0%	120	92%	13%	0%
Economically Disadvantaged	2133	100%	72%	4%	2114	98%	52%	1%
Not Disadvantaged	431	99%	77%	5%	442	99%	62%	2%
Migrant								
Not Migrant	2564	100%	73%	5%	2556	98%	54%	1%

### 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.

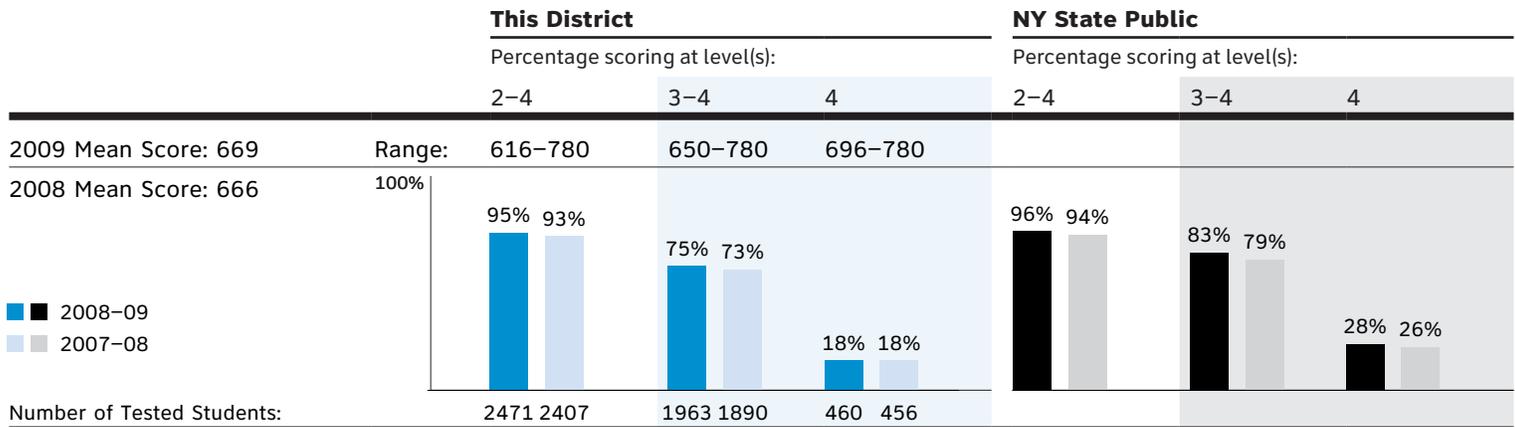
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	39	37	35	29	38	37	33	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	30	N/A	N/A	N/A	24	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2606</b>	<b>95%</b>	<b>75%</b>	<b>18%</b>	<b>2592</b>	<b>93%</b>	<b>73%</b>	<b>18%</b>
Female	1283	96%	80%	20%	1283	94%	76%	20%
Male	1323	93%	71%	16%	1309	92%	70%	15%
American Indian or Alaska Native	16	-	-	-	23	-	-	-
Black or African American	1913	95%	74%	14%	1889	93%	72%	15%
Hispanic or Latino	357	94%	75%	19%	347	92%	71%	18%
Asian or Native Hawaiian/Other Pacific Islander	297	95%	87%	36%	303	95%	84%	35%
White	20	90%	80%	20%	29	86%	59%	10%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	19	84%	63%	21%	24	92%	75%	29%
General-Education Students	2151	97%	83%	21%	2129	96%	79%	21%
Students with Disabilities	455	83%	40%	2%	463	77%	43%	3%
English Proficient	2471	96%	78%	18%	2443	94%	75%	18%
Limited English Proficient	135	72%	35%	2%	149	79%	42%	4%
Economically Disadvantaged	2168	95%	75%	17%	2149	92%	72%	17%
Not Disadvantaged	438	96%	78%	21%	443	95%	79%	18%
Migrant								
Not Migrant	2606	95%	75%	18%	2592	93%	73%	18%

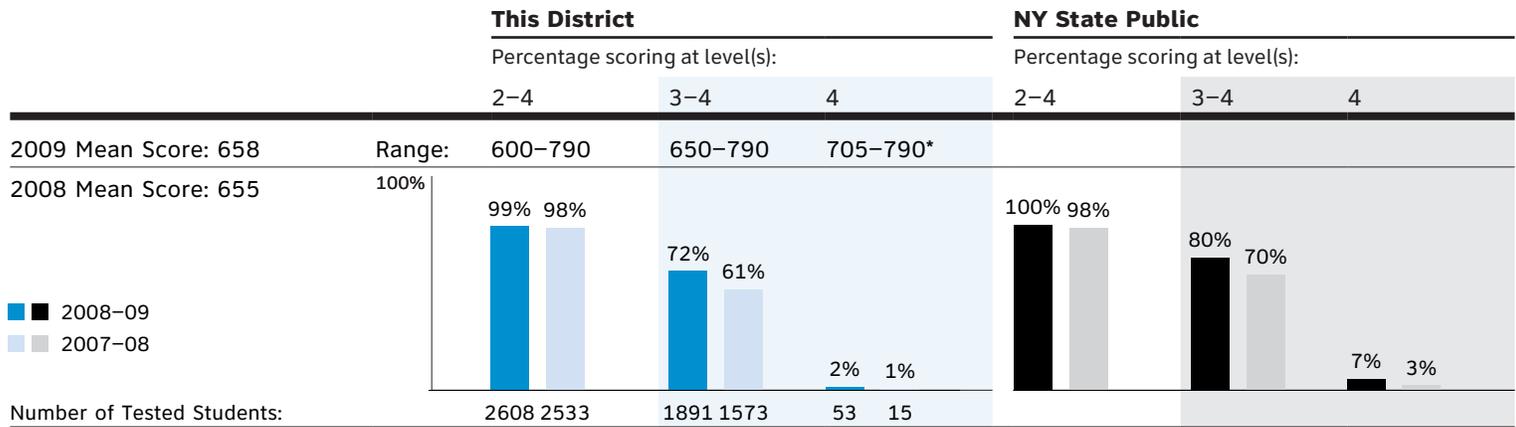
### NOTES

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 6 Equivalent	39	39	37	32	38	38	31	25

## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2624</b>	<b>99%</b>	<b>72%</b>	<b>2%</b>	<b>2589</b>	<b>98%</b>	<b>61%</b>	<b>1%</b>
Female	1253	100%	78%	3%	1271	99%	70%	1%
Male	1371	99%	67%	1%	1318	97%	52%	1%
American Indian or Alaska Native	22	-	-	-	17	100%	59%	0%
Black or African American	1904	99%	71%	2%	1904	98%	60%	0%
Hispanic or Latino	370	98%	71%	2%	335	97%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	294	100%	78%	3%	290	99%	73%	2%
White	32	100%	75%	0%	38	97%	63%	3%
Multiracial	2	-	-	-	5	100%	80%	0%
Small Group Totals	24	100%	83%	4%				
General-Education Students	2162	100%	79%	2%	2152	99%	67%	1%
Students with Disabilities	462	98%	39%	0%	437	92%	28%	0%
English Proficient	2489	100%	74%	2%	2478	98%	63%	1%
Limited English Proficient	135	95%	27%	0%	111	89%	16%	0%
Economically Disadvantaged	2075	99%	71%	2%	1927	98%	59%	0%
Not Disadvantaged	549	99%	76%	2%	662	98%	65%	1%
Migrant								
Not Migrant	2624	99%	72%	2%	2589	98%	61%	1%

### 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.

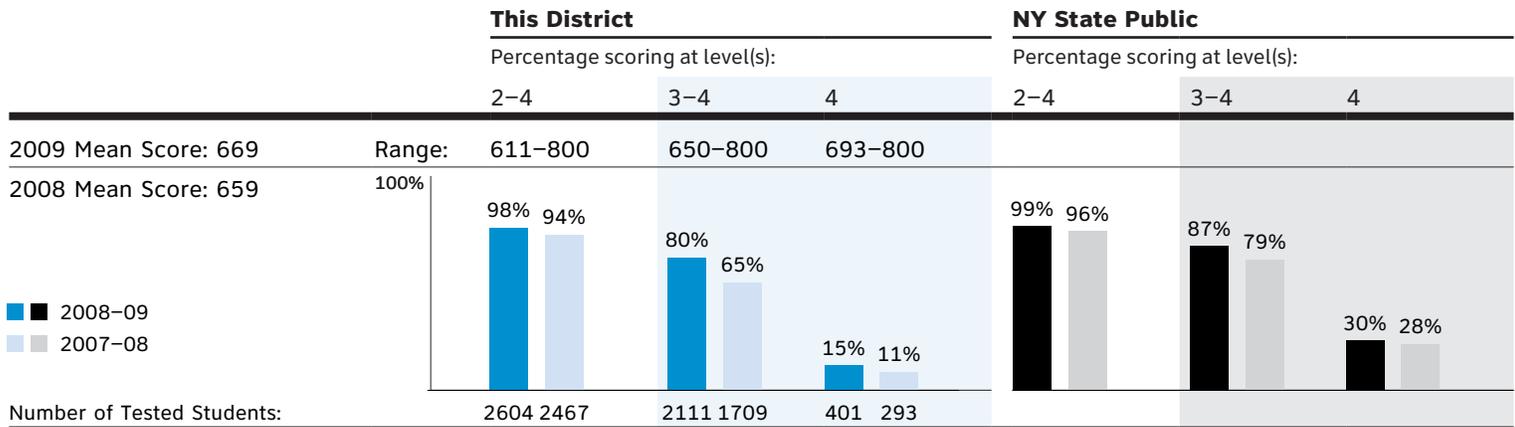
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	43	42	36	36	46	46	42	40
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	20	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
<b>All Students</b>	<b>2650</b>	<b>98%</b>	<b>80%</b>	<b>15%</b>	<b>2623</b>	<b>94%</b>	<b>65%</b>	<b>11%</b>
Female	1273	99%	81%	17%	1283	96%	69%	12%
Male	1377	98%	79%	13%	1340	92%	61%	10%
American Indian or Alaska Native	22	-	-	-	16	100%	81%	19%
Black or African American	1906	98%	78%	12%	1916	94%	63%	9%
Hispanic or Latino	387	98%	79%	17%	351	91%	64%	9%
Asian or Native Hawaiian/Other Pacific Islander	303	99%	87%	32%	298	97%	80%	27%
White	30	100%	87%	27%	37	92%	62%	27%
Multiracial	2	-	-	-	5	100%	100%	40%
Small Group Totals	24	100%	92%	25%				
General-Education Students	2191	99%	85%	18%	2185	97%	71%	13%
Students with Disabilities	459	95%	52%	3%	438	80%	34%	2%
English Proficient	2488	99%	81%	16%	2485	95%	67%	12%
Limited English Proficient	162	92%	54%	5%	138	79%	31%	4%
Economically Disadvantaged	2094	98%	79%	15%	1955	94%	65%	11%
Not Disadvantaged	556	98%	82%	16%	668	95%	67%	11%
Migrant								
Not Migrant	2650	98%	80%	15%	2623	94%	65%	11%

### 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	42	39	37	23	46	43	42	29

## This District's Results in Grade 8 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: 652	602-790	650-790	715-790			
2008 Mean Score: 645						
Number of Tested Students:	2596	2503	1470	1093	38	43

## 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
<b>All Students</b>	<b>2642</b>	<b>98%</b>	<b>56%</b>	<b>1%</b>	<b>2660</b>	<b>94%</b>	<b>41%</b>	<b>2%</b>
Female	1285	99%	65%	2%	1304	97%	52%	2%
Male	1357	98%	46%	1%	1356	92%	31%	1%
American Indian or Alaska Native	16	100%	56%	0%	21	-	-	-
Black or African American	1920	98%	55%	1%	1979	95%	40%	1%
Hispanic or Latino	353	97%	48%	1%	294	92%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	305	99%	69%	5%	340	92%	50%	4%
White	40	100%	50%	3%	24	88%	42%	0%
Multiracial	8	100%	63%	0%	2	-	-	-
Small Group Totals					23	78%	26%	0%
General-Education Students	2202	100%	62%	2%	2262	97%	46%	2%
Students with Disabilities	440	92%	21%	0%	398	80%	11%	0%
English Proficient	2529	99%	58%	2%	2565	95%	42%	2%
Limited English Proficient	113	91%	11%	0%	95	68%	3%	0%
Economically Disadvantaged	1979	98%	54%	1%	1884	93%	40%	1%
Not Disadvantaged	663	98%	59%	2%	776	96%	43%	2%
Migrant								
Not Migrant	2642	98%	56%	1%	2660	94%	41%	2%

### NOTES

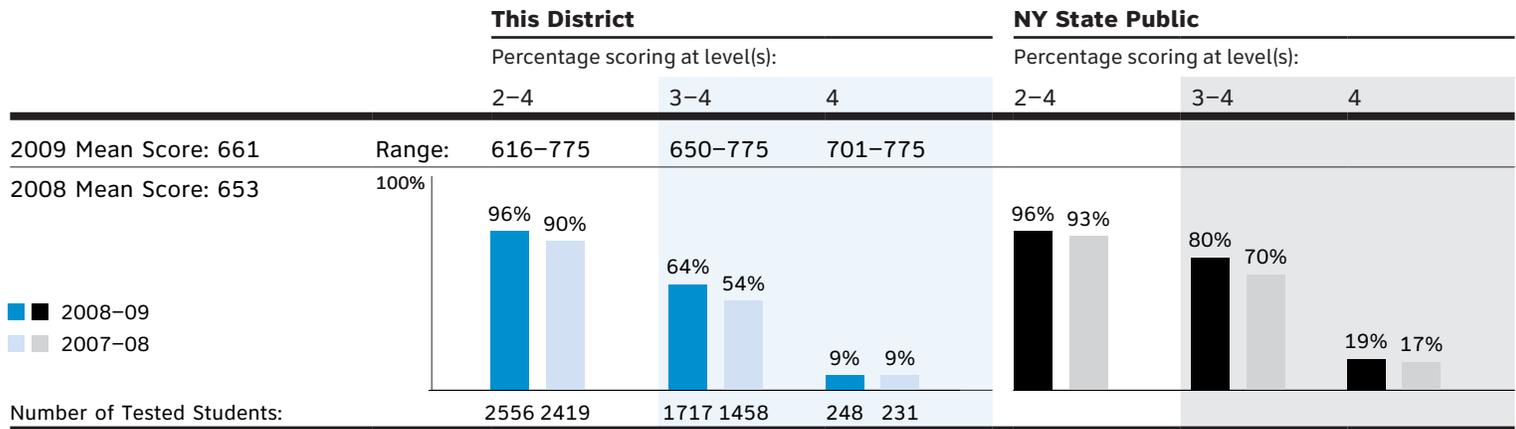
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	46	44	44	40	38	37	34	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	28	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 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
<b>All Students</b>	<b>2669</b>	<b>96%</b>	<b>64%</b>	<b>9%</b>	<b>2701</b>	<b>90%</b>	<b>54%</b>	<b>9%</b>
Female	1297	97%	68%	11%	1328	92%	57%	10%
Male	1372	94%	61%	8%	1373	88%	51%	7%
American Indian or Alaska Native	17	100%	82%	6%	22	-	-	-
Black or African American	1928	96%	63%	7%	1997	89%	51%	6%
Hispanic or Latino	358	95%	60%	8%	301	86%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	318	97%	79%	25%	352	93%	68%	22%
White	40	90%	65%	13%	26	85%	46%	12%
Multiracial	8	100%	63%	25%	3	-	-	-
Small Group Totals					25	88%	52%	0%
General-Education Students	2234	98%	70%	11%	2305	93%	60%	10%
Students with Disabilities	435	85%	33%	0%	396	71%	21%	1%
English Proficient	2526	96%	66%	10%	2572	90%	55%	9%
Limited English Proficient	143	89%	43%	3%	129	79%	32%	3%
Economically Disadvantaged	1999	96%	65%	10%	1928	89%	54%	9%
Not Disadvantaged	670	94%	64%	7%	773	91%	54%	9%
Migrant								
Not Migrant	2669	96%	64%	9%	2701	90%	54%	9%

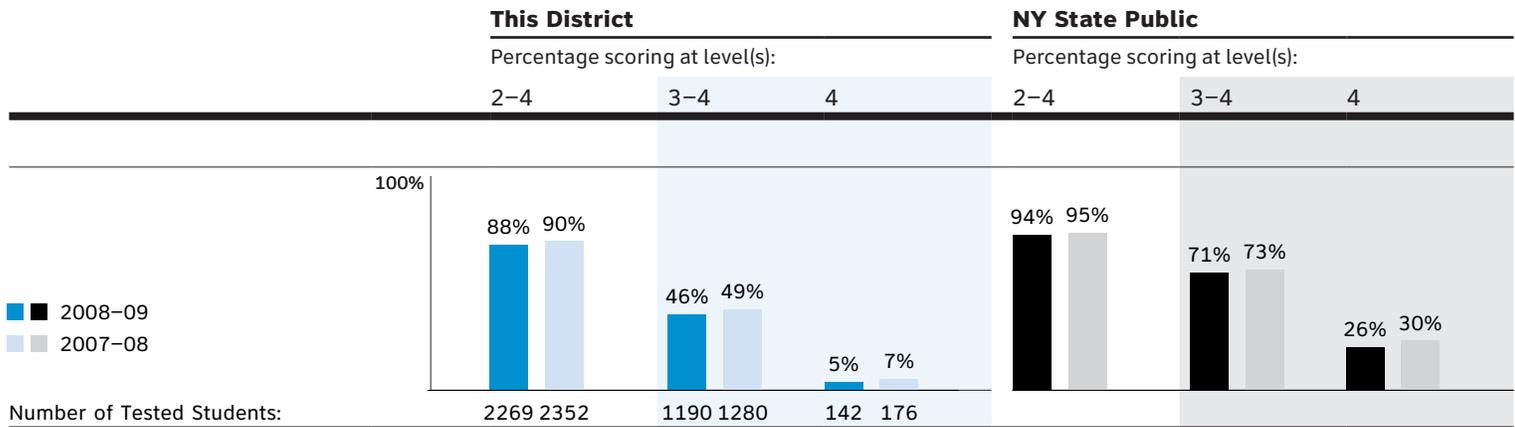
### NOTES

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	47	45	43	34	39	34	33	20

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2557</b>	<b>88%</b>	<b>46%</b>	<b>6%</b>	<b>2581</b>	<b>90%</b>	<b>49%</b>	<b>7%</b>
Female	1248	90%	48%	5%	1273	92%	49%	7%
Male	1309	86%	44%	6%	1308	88%	48%	6%
American Indian or Alaska Native	17	94%	59%	12%	21	-	-	-
Black or African American	1832	88%	45%	5%	1898	90%	47%	5%
Hispanic or Latino	348	85%	39%	3%	289	86%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	315	91%	57%	10%	348	93%	59%	15%
White	38	82%	47%	11%	22	82%	50%	18%
Multiracial	7	86%	71%	0%	3	-	-	-
Small Group Totals					24	79%	29%	8%
General-Education Students	2161	92%	51%	6%	2206	93%	54%	8%
Students with Disabilities	396	69%	20%	1%	375	75%	17%	1%
English Proficient	2419	89%	48%	6%	2453	91%	50%	7%
Limited English Proficient	138	64%	12%	0%	128	70%	12%	1%
Economically Disadvantaged	1913	88%	46%	5%	1835	90%	48%	6%
Not Disadvantaged	644	89%	47%	7%	746	91%	50%	8%
Migrant								
Not Migrant	2557	88%	46%	6%	2581	90%	49%	7%

### NOTES

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

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	47	41	40	37	39	36	34	30
Regents Science	28	18	14	1	37	28	27	4

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

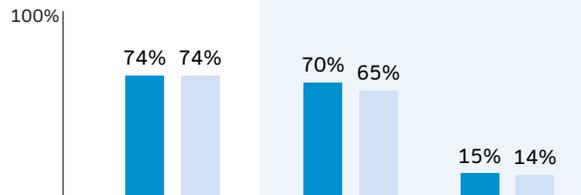
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

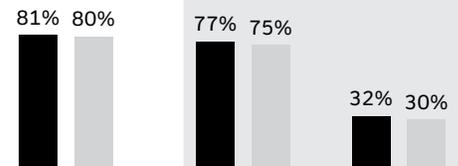
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>846</b>	<b>74%</b>	<b>70%</b>	<b>15%</b>	<b>594</b>	<b>74%</b>	<b>65%</b>	<b>14%</b>
Female	419	81%	77%	19%	285	78%	71%	19%
Male	427	68%	63%	10%	309	70%	61%	10%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	691	74%	69%	14%	488	75%	67%	14%
Hispanic or Latino	87	70%	68%	11%	54	67%	56%	15%
Asian or Native Hawaiian/Other Pacific Islander	46	87%	83%	28%	33	85%	76%	30%
White	8	–	–	–	12	42%	42%	8%
Multiracial	10	100%	100%	30%	4	–	–	–
Small Group Totals	12	75%	75%	8%	7	86%	57%	0%
General-Education Students	695	85%	81%	18%	486	84%	76%	17%
Students with Disabilities	151	24%	19%	0%	108	28%	17%	1%
English Proficient	821	75%	71%	15%	581	75%	66%	15%
Limited English Proficient	25	48%	40%	0%	13	46%	38%	0%
Economically Disadvantaged	477	83%	78%	16%	307	80%	69%	16%
Not Disadvantaged	369	63%	60%	13%	287	68%	62%	12%
Migrant								
Not Migrant	846	74%	70%	15%	594	74%	65%	14%

### 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

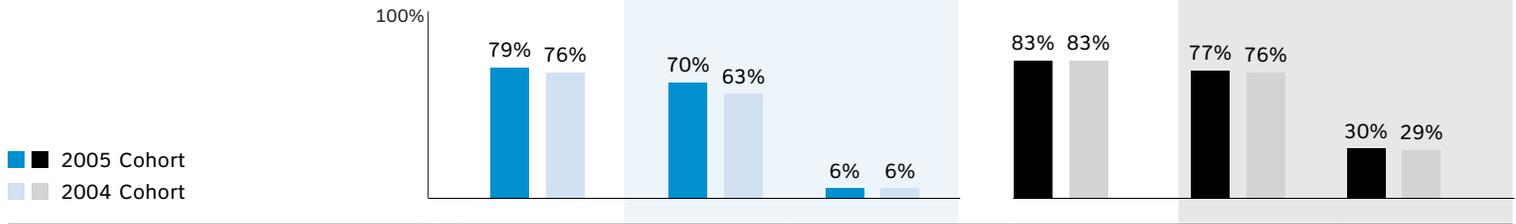
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>846</b>	<b>79%</b>	<b>70%</b>	<b>6%</b>	<b>594</b>	<b>76%</b>	<b>63%</b>	<b>6%</b>
Female	419	83%	73%	5%	285	78%	65%	6%
Male	427	75%	67%	7%	309	73%	60%	6%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	691	78%	69%	6%	488	77%	62%	5%
Hispanic or Latino	87	72%	63%	6%	54	65%	57%	9%
Asian or Native Hawaiian/Other Pacific Islander	46	96%	93%	11%	33	91%	82%	18%
White	8	–	–	–	12	42%	42%	8%
Multiracial	10	100%	100%	10%	4	–	–	–
Small Group Totals	12	83%	67%	8%	7	86%	86%	0%
General-Education Students	695	90%	82%	7%	486	87%	74%	7%
Students with Disabilities	151	26%	15%	1%	108	25%	10%	0%
English Proficient	821	79%	70%	6%	581	76%	63%	6%
Limited English Proficient	25	64%	60%	0%	13	54%	54%	0%
Economically Disadvantaged	477	85%	77%	6%	307	82%	65%	6%
Not Disadvantaged	369	71%	61%	5%	287	69%	60%	6%
Migrant								
Not Migrant	846	79%	70%	6%	594	76%	63%	6%

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

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

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

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