



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #30**

District ID **34-30-00-01-0000**

Superintendent **PHILIP COMPOSTO**

Telephone **(718) 391-8323**

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	1174	1235	1163
Kindergarten	2780	2758	2808
Grade 1	3002	2990	2937
Grade 2	2782	2849	2824
Grade 3	2794	2663	2714
Grade 4	2668	2716	2620
Grade 5	2756	2666	2714
Grade 6	2987	2914	2851
Ungraded Elementary	1559	1651	1813
Grade 7	2753	2740	2654
Grade 8	2815	2693	2753
Grade 9	2873	2639	2445
Grade 10	3013	2643	2610
Grade 11	1960	1945	1933
Grade 12	1726	1518	1501
Ungraded Secondary	1101	1132	1204
<b>Total K-12</b>	<b>37569</b>	<b>36517</b>	<b>36381</b>

### Average Class Size

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

District ID 34-30-00-01-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	25395	68%	24625	67%	26319	72%
Reduced-Price Lunch	4111	11%	4028	11%	4121	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8565	23%	8985	25%	8830	24%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	84	0%	85	0%	80	0%
Black or African American	3694	10%	3359	9%	3138	9%
Hispanic or Latino	19476	52%	19298	53%	19484	54%
Asian or Native Hawaiian/Other Pacific Islander	8357	22%	8156	22%	8095	22%
White	5958	16%	5619	15%	5584	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	1154	3%	1141	3%	1091	3%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	2662	2657	2644
Percent with No Valid Teaching Certificate	3%	1%	1%
Percent Teaching Out of Certification	8%	9%	6%
Percent with Fewer Than Three Years of Experience	11%	10%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	42%	46%
<b>Total Number of Core Classes</b>	5148	5260	5407
Percent Not Taught by Highly Qualified Teachers	9%	9%	5%
<b>Total Number of Classes</b>	7106	6740	6874
Percent Taught by Teachers Without Appropriate Certification	10%	10%	8%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%		15%
Turnover Rate of All Teachers	12%		11%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

**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
<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	SH					
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	9 of 9	9 of 9	1 of 1	3 of 8	6 of 8	1 of 1

#### AYP Status

- Made AYP
- 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** 9 of 9 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) <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> (18054:17269)			100%		173	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (36:34)		—	—		182	127	
Black or African American (1649:1583)			99%		161	141	
Hispanic or Latino (9515:9065)			100%		167	143	
Asian or Native Hawaiian/Other Pacific Islander (4204:4013)			100%		185	142	
White (2636:2560)			100%		184	142	
Multiracial (14:14)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2771:2673)			99%		133	142	123 140
Limited English Proficient <sup>5</sup> (3643:4606)			100%		149	142	
Economically Disadvantaged (17072:16350)			100%		173	143	
<b>Final AYP Determination</b>	 9 of 9						

#### 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** 9 of 9 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> (18098:17404)			100%		186	118	
<b>Ethnicity</b>							
American Indian or Alaska Native (37:35)		—	—		186	103	
Black or African American (1641:1570)			100%		171	116	
Hispanic or Latino (9547:9162)			100%		183	118	
Asian or Native Hawaiian/Other Pacific Islander (4211:4058)			100%		194	117	
White (2646:2565)			100%		193	117	
Multiracial (16:14)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2770:2648)			99%		154	117	
Limited English Proficient <sup>5</sup> (3696:4842)			100%		175	117	
Economically Disadvantaged (17113:16480)			100%		186	118	
<b>Final AYP Determination</b>	 9 of 9						

#### 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> (5946:5648)		Qualified		99%		167	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (7:6)	—	—	—	—	—	—	—	—
Black or African American (560:521)		Qualified		98%		149	100	
Hispanic or Latino (3220:3056)		Qualified		99%		161	100	
Asian or Native Hawaiian/Other Pacific Islander (1350:1286)		Qualified		99%		181	100	
White (802:773)		Qualified		99%		179	100	
Multiracial (7:6)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (863:809)		Qualified		97%		125	100	
Limited English Proficient <sup>4</sup> (1212:1498)		Qualified		99%		145	100	
Economically Disadvantaged (5573:5309)		Qualified		99%		167	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**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 3 of 8 Student groups making AYP in English language arts  
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) <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> (1999:2085)			100%		164	169	169	168
<b>Ethnicity</b>								
American Indian or Alaska Native (4:2)	–	–	–	–	–	–	–	–
Black or African American (211:267)			100%		146	164	160‡	151
Hispanic or Latino (982:1061)			100%		157	168	166	161
Asian or Native Hawaiian/Other Pacific Islander (534:471)			100%		179	166		
White (262:277)			100%		181	164		
Multiracial (6:7)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (113:265)			97%		88	164	111	99
Limited English Proficient <sup>5</sup> (403:495)			100%		139	166	156	145
Economically Disadvantaged (1637:1704)			100%		171	168		
<b>Final AYP Determination</b>	 3 of 8							

#### 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 for This Subject (2009–10)**  Good Standing

**Accountability Measures** 6 of 8 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) <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> (1999:2085)			100%		169	164	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:2)	–	–	–	–	–	–	–
Black or African American (211:267)			100%		146	159	159‡    151
Hispanic or Latino (982:1061)			100%		163	163	
Asian or Native Hawaiian/Other Pacific Islander (534:471)			100%		190	161	
White (262:277)			100%		180	159	
Multiracial (6:7)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (113:265)			99%		93	159	115    104
Limited English Proficient <sup>5</sup> (403:495)			100%		168	161	
Economically Disadvantaged (1637:1704)			100%		177	163	
<b>Final AYP Determination</b>	 6 of 8						

#### 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 for This Indicator (2009–10)**  Good Standing

**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 <sup>1</sup>	State Standard	2008–09	2009–10
<b>All Students</b> (2432)			59%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (286)			52%	55%	55%	53%
Hispanic or Latino (1205)			54%	55%	52%	55%
Asian or Native Hawaiian/Other Pacific Islander (589)			67%	55%		
White (343)			70%	55%		
Multiracial (5)						
<b>Other Groups</b>						
Students with Disabilities (278)			31%	55%	24%	32%
Limited English Proficient <sup>2</sup> (644)			52%	55%	52%	53%
Economically Disadvantaged (1289)			64%	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 #30

District ID 34-30-00-01-0000

## 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	75%			2886
Grade 4	73%			2818
Grade 5	78%			2913
Grade 6	79%			3049
Grade 7	78%			2803
Grade 8	67%			2880

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	94%			2968
Grade 4	88%			2866
Grade 5	89%			2970
Grade 6	84%			3129
Grade 7	88%			2904
Grade 8	81%			2990

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	82%			2863
Grade 8	60%			2871

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	70%			2453
Mathematics	72%			2453

### 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).

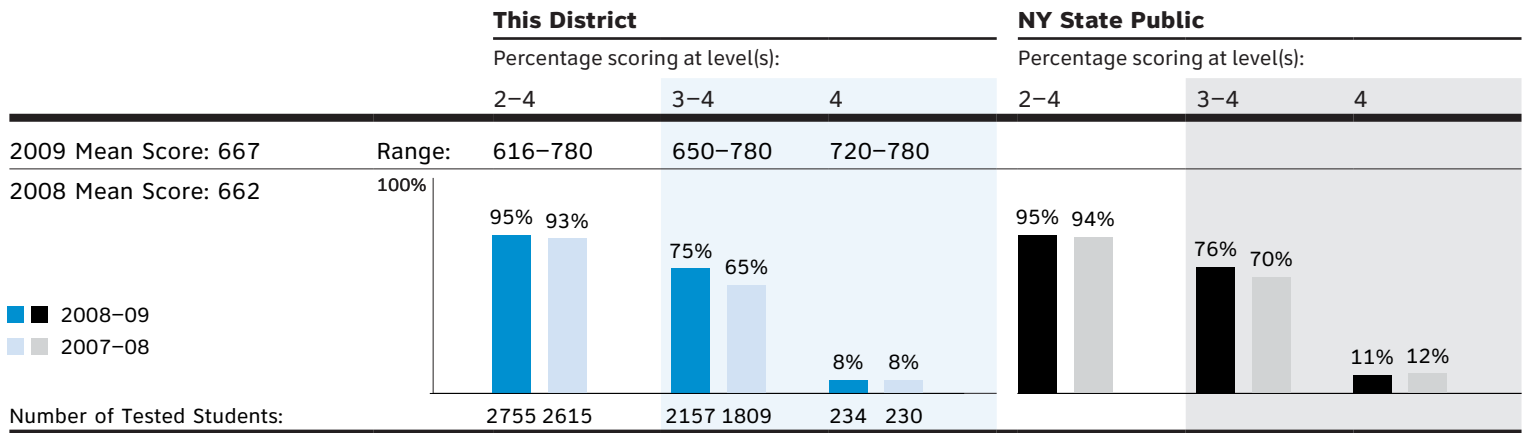
In this section, this district's performance is compared with that of public schools statewide.

### 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>2886</b>	<b>95%</b>	<b>75%</b>	<b>8%</b>	<b>2802</b>	<b>93%</b>	<b>65%</b>	<b>8%</b>
Female	1409	97%	77%	10%	1385	95%	66%	8%
Male	1477	94%	72%	6%	1417	92%	63%	8%
American Indian or Alaska Native	7	-	-	-	6	-	-	-
Black or African American	218	86%	53%	3%	257	88%	53%	3%
Hispanic or Latino	1329	95%	69%	4%	1485	92%	58%	5%
Asian or Native Hawaiian/Other Pacific Islander	770	98%	84%	13%	683	96%	75%	13%
White	558	97%	83%	13%	368	98%	80%	14%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	11	100%	82%	9%	9	78%	44%	0%
General-Education Students	2463	99%	81%	9%	2353	97%	71%	10%
Students with Disabilities	423	77%	38%	1%	449	74%	30%	1%
English Proficient	2116	97%	83%	11%	2020	97%	76%	11%
Limited English Proficient	770	91%	53%	0%	782	84%	35%	1%
Economically Disadvantaged	2769	95%	74%	7%	2630	93%	64%	8%
Not Disadvantaged	117	95%	85%	24%	172	95%	76%	14%
Migrant								
Not Migrant	2886	95%	75%	8%	2802	93%	65%	8%

### NOTES

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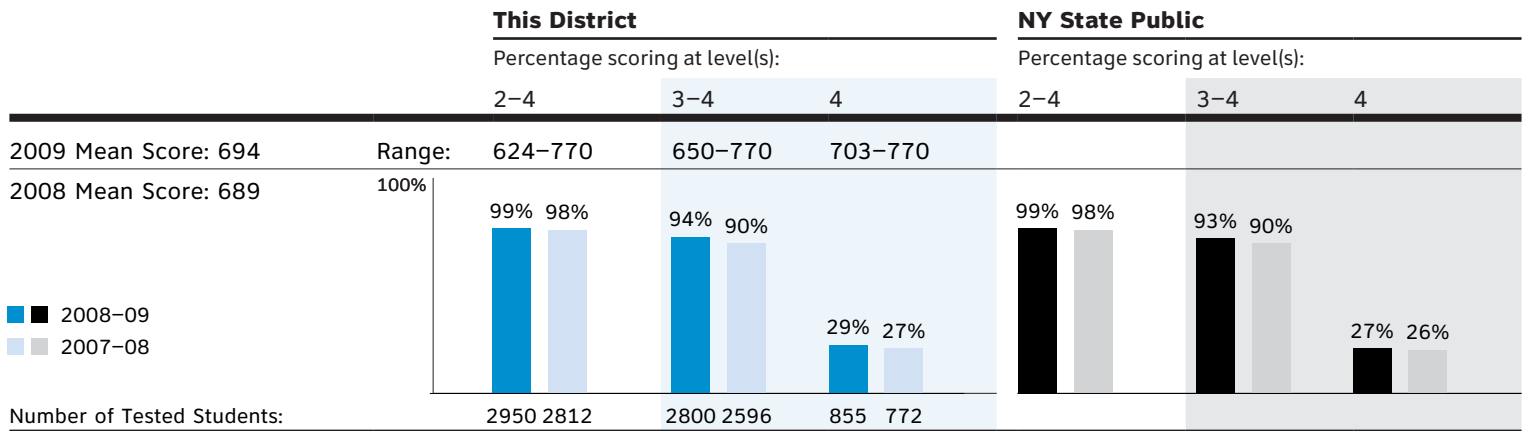
## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	35	33	31	27	27	26	24	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	63	N/A	N/A	N/A	54	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>2968</b>	<b>99%</b>	<b>94%</b>	<b>29%</b>	<b>2883</b>	<b>98%</b>	<b>90%</b>	<b>27%</b>
Female	1450	100%	95%	30%	1431	98%	90%	27%
Male	1518	99%	94%	27%	1452	97%	90%	27%
American Indian or Alaska Native	8	100%	100%	13%	6	-	-	-
Black or African American	219	99%	86%	10%	259	95%	80%	9%
Hispanic or Latino	1378	99%	93%	21%	1536	97%	89%	20%
Asian or Native Hawaiian/Other Pacific Islander	785	100%	97%	42%	709	99%	94%	42%
White	573	99%	96%	38%	370	98%	95%	39%
Multiracial	5	100%	100%	0%	3	-	-	-
Small Group Totals					9	100%	78%	22%
General-Education Students	2543	100%	97%	32%	2433	99%	95%	30%
Students with Disabilities	425	97%	77%	8%	450	89%	66%	9%
English Proficient	2127	100%	97%	35%	2023	99%	94%	34%
Limited English Proficient	841	99%	89%	12%	860	95%	81%	11%
Economically Disadvantaged	2850	99%	94%	28%	2702	98%	90%	26%
Not Disadvantaged	118	98%	92%	37%	181	97%	91%	35%
Migrant								
Not Migrant	2968	99%	94%	29%	2883	98%	90%	27%

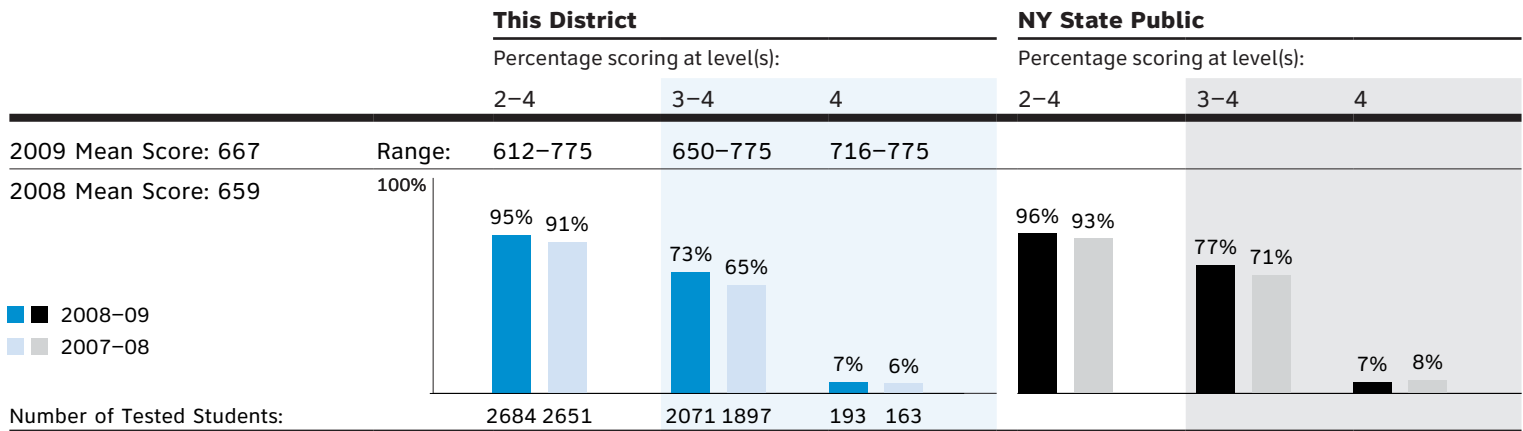
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	35	35	32	29	27	27	25	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
<b>All Students</b>	<b>2818</b>	<b>95%</b>	<b>73%</b>	<b>7%</b>	<b>2910</b>	<b>91%</b>	<b>65%</b>	<b>6%</b>
Female	1400	96%	76%	9%	1452	94%	69%	7%
Male	1418	94%	71%	5%	1458	88%	61%	4%
American Indian or Alaska Native	3	-	-	-	7	-	-	-
Black or African American	259	94%	57%	2%	260	88%	45%	1%
Hispanic or Latino	1505	93%	69%	4%	1559	89%	59%	3%
Asian or Native Hawaiian/Other Pacific Islander	688	99%	85%	13%	687	95%	79%	11%
White	358	97%	85%	11%	396	93%	78%	10%
Multiracial	5	-	-	-	1	-	-	-
Small Group Totals	8	100%	50%	0%	8	100%	75%	0%
General-Education Students	2372	99%	81%	8%	2409	96%	73%	7%
Students with Disabilities	446	77%	33%	0%	501	65%	28%	0%
English Proficient	2165	98%	82%	9%	2248	95%	76%	7%
Limited English Proficient	653	86%	44%	1%	662	77%	29%	0%
Economically Disadvantaged	2706	95%	73%	7%	2741	91%	65%	5%
Not Disadvantaged	112	93%	79%	11%	169	88%	72%	12%
Migrant								
Not Migrant	2818	95%	73%	7%	2910	91%	65%	6%

### NOTES

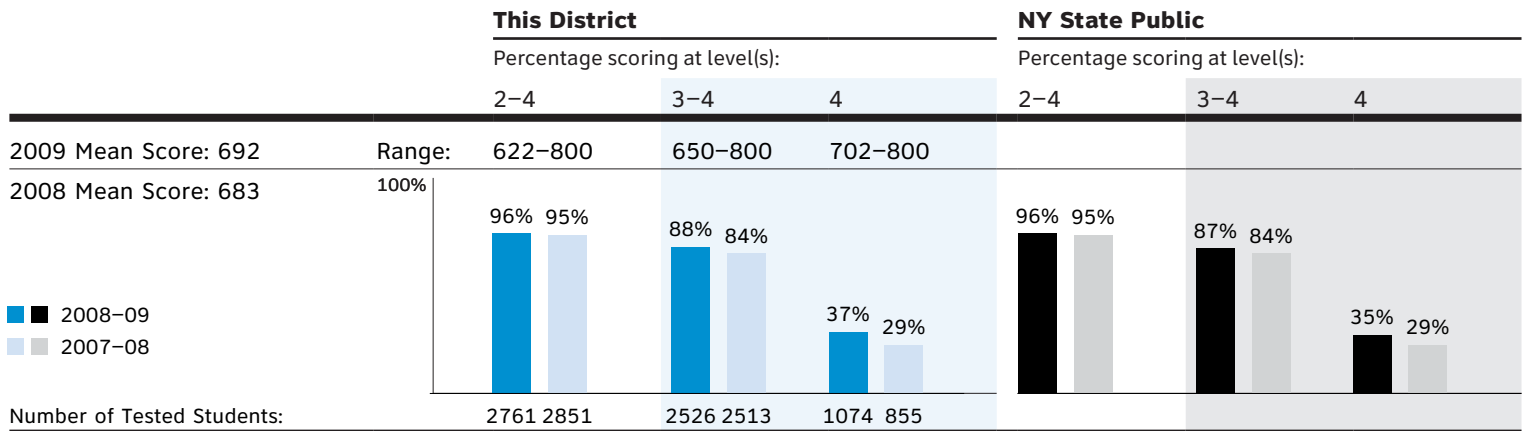
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	31	31	30	28	30	27	25	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	52	N/A	N/A	N/A	54	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>2866</b>	<b>96%</b>	<b>88%</b>	<b>37%</b>	<b>2989</b>	<b>95%</b>	<b>84%</b>	<b>29%</b>
Female	1430	96%	87%	36%	1492	96%	84%	27%
Male	1436	97%	89%	39%	1497	95%	84%	31%
American Indian or Alaska Native	4	-	-	-	7	100%	86%	14%
Black or African American	258	90%	73%	14%	261	91%	70%	12%
Hispanic or Latino	1542	96%	86%	29%	1609	95%	81%	20%
Asian or Native Hawaiian/Other Pacific Islander	692	99%	96%	59%	712	97%	93%	48%
White	365	98%	95%	48%	400	95%	90%	39%
Multiracial	5	-	-	-				
Small Group Totals	9	78%	78%	33%				
General-Education Students	2418	99%	93%	42%	2484	98%	90%	33%
Students with Disabilities	448	83%	61%	11%	505	82%	56%	7%
English Proficient	2156	98%	93%	45%	2247	98%	90%	35%
Limited English Proficient	710	92%	75%	14%	742	88%	65%	8%
Economically Disadvantaged	2749	96%	88%	37%	2816	96%	84%	28%
Not Disadvantaged	117	93%	82%	40%	173	91%	81%	31%
Migrant								
Not Migrant	2866	96%	88%	37%	2989	95%	84%	29%

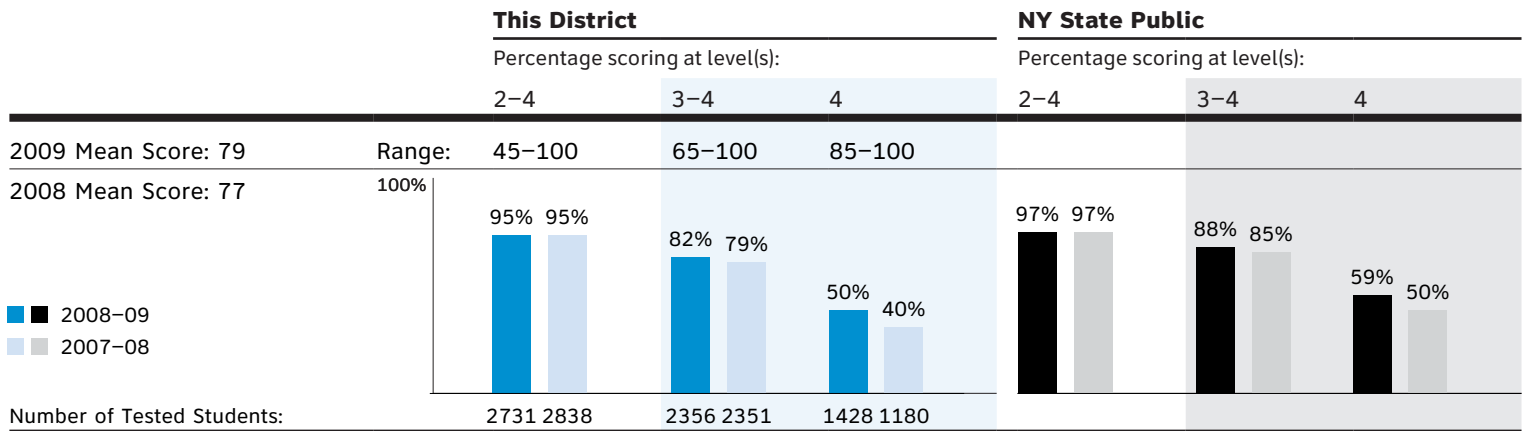
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	31	31	28	25	31	30	29	21

## 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>2863</b>	<b>95%</b>	<b>82%</b>	<b>50%</b>	<b>2979</b>	<b>95%</b>	<b>79%</b>	<b>40%</b>
Female	1431	95%	82%	49%	1487	95%	79%	39%
Male	1432	95%	83%	51%	1492	95%	79%	40%
American Indian or Alaska Native	4	-	-	-	7	100%	71%	14%
Black or African American	253	94%	68%	30%	259	93%	66%	20%
Hispanic or Latino	1543	94%	79%	41%	1601	95%	75%	31%
Asian or Native Hawaiian/Other Pacific Islander	694	97%	91%	70%	710	96%	88%	57%
White	364	98%	92%	66%	402	97%	88%	54%
Multiracial	5	-	-	-				
Small Group Totals	9	89%	78%	33%				
General-Education Students	2415	98%	88%	55%	2477	97%	84%	45%
Students with Disabilities	448	83%	54%	20%	502	85%	53%	11%
English Proficient	2153	98%	90%	61%	2244	98%	87%	49%
Limited English Proficient	710	88%	60%	17%	735	87%	53%	10%
Economically Disadvantaged	2745	96%	82%	49%	2802	95%	79%	39%
Not Disadvantaged	118	92%	85%	59%	177	93%	81%	43%
Migrant								
Not Migrant	2863	95%	82%	50%	2979	95%	79%	40%

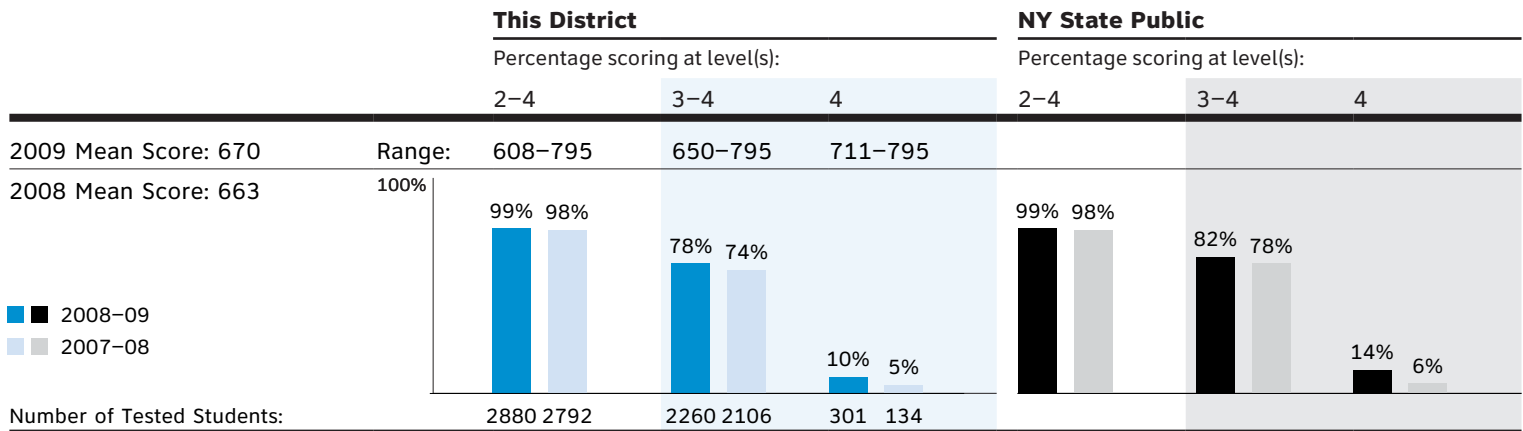
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	31	31	31	27	29	29	29	28

## 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>2913</b>	<b>99%</b>	<b>78%</b>	<b>10%</b>	<b>2851</b>	<b>98%</b>	<b>74%</b>	<b>5%</b>
Female	1460	99%	79%	10%	1398	98%	75%	5%
Male	1453	99%	76%	11%	1453	98%	73%	4%
American Indian or Alaska Native	6	-	-	-	7	86%	57%	14%
Black or African American	272	100%	68%	7%	265	97%	56%	1%
Hispanic or Latino	1542	99%	73%	6%	1509	97%	68%	2%
Asian or Native Hawaiian/Other Pacific Islander	684	100%	86%	16%	684	100%	87%	10%
White	406	98%	89%	18%	386	99%	85%	7%
Multiracial	3	-	-	-				
Small Group Totals	9	100%	89%	0%				
General-Education Students	2459	100%	83%	12%	2389	99%	80%	6%
Students with Disabilities	454	95%	47%	2%	462	91%	40%	0%
English Proficient	2371	99%	86%	13%	2339	99%	83%	6%
Limited English Proficient	542	96%	41%	1%	512	92%	34%	0%
Economically Disadvantaged	2830	99%	78%	10%	2640	98%	73%	4%
Not Disadvantaged	83	96%	80%	22%	211	98%	85%	12%
Migrant								
Not Migrant	2913	99%	78%	10%	2851	98%	74%	5%

### NOTES

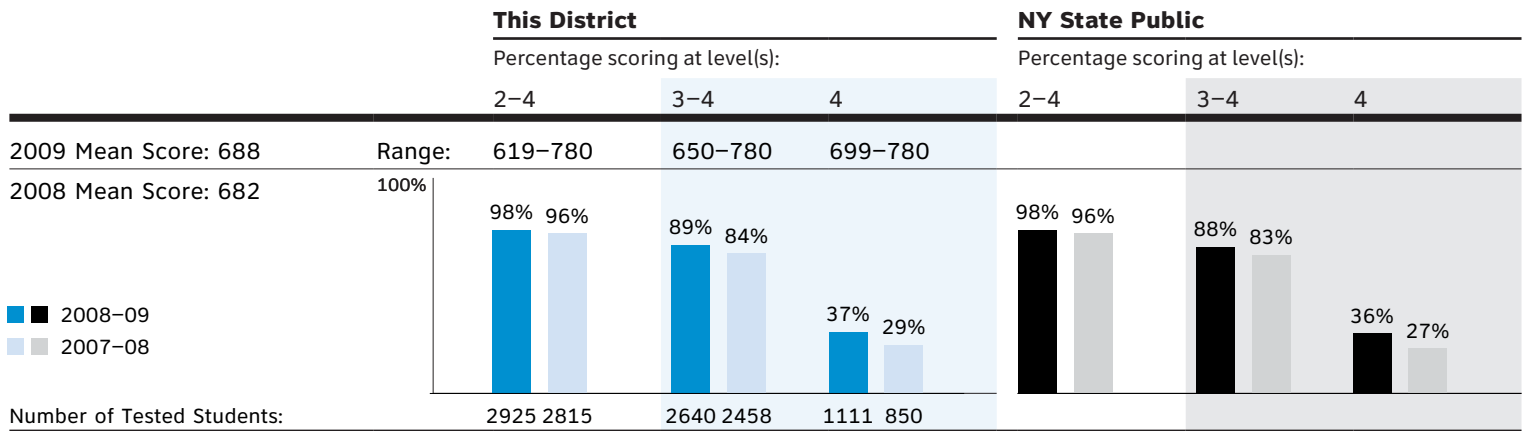
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	44	43	43	32	30	30	29	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	47	N/A	N/A	N/A	58	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>2970</b>	<b>98%</b>	<b>89%</b>	<b>37%</b>	<b>2928</b>	<b>96%</b>	<b>84%</b>	<b>29%</b>
Female	1490	99%	89%	37%	1443	96%	84%	28%
Male	1480	98%	88%	38%	1485	96%	84%	30%
American Indian or Alaska Native	6	-	-	-	7	86%	71%	43%
Black or African American	273	97%	78%	21%	262	91%	67%	11%
Hispanic or Latino	1564	99%	87%	27%	1560	95%	81%	20%
Asian or Native Hawaiian/Other Pacific Islander	710	99%	94%	60%	706	99%	93%	49%
White	414	99%	94%	48%	393	97%	91%	39%
Multiracial	3	-	-	-				
Small Group Totals	9	100%	100%	33%				
General-Education Students	2518	99%	93%	43%	2460	98%	90%	33%
Students with Disabilities	452	94%	65%	9%	468	85%	53%	6%
English Proficient	2375	99%	93%	44%	2332	98%	90%	34%
Limited English Proficient	595	96%	72%	12%	596	89%	61%	8%
Economically Disadvantaged	2883	99%	89%	37%	2711	96%	84%	28%
Not Disadvantaged	87	93%	80%	44%	217	97%	88%	42%
Migrant								
Not Migrant	2970	98%	89%	37%	2928	96%	84%	29%

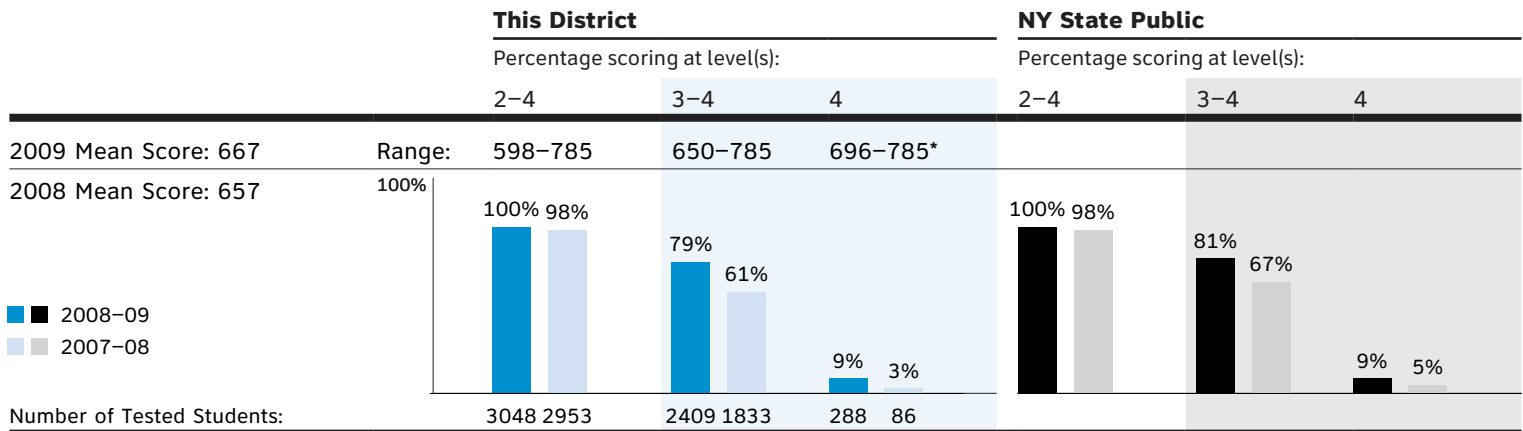
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	44	41	38	35	30	28	28	23

## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3049</b>	<b>100%</b>	<b>79%</b>	<b>9%</b>	<b>3010</b>	<b>98%</b>	<b>61%</b>	<b>3%</b>
Female	1524	100%	82%	11%	1467	99%	65%	3%
Male	1525	100%	76%	8%	1543	97%	57%	2%
American Indian or Alaska Native	9	100%	67%	11%	7	100%	86%	0%
Black or African American	284	100%	64%	2%	271	96%	53%	1%
Hispanic or Latino	1608	100%	75%	6%	1684	98%	52%	1%
Asian or Native Hawaiian/Other Pacific Islander	725	100%	88%	19%	663	99%	78%	7%
White	423	100%	87%	12%	385	99%	73%	4%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2600	100%	85%	11%	2599	99%	67%	3%
Students with Disabilities	449	100%	46%	0%	411	90%	20%	0%
English Proficient	2542	100%	87%	11%	2640	99%	68%	3%
Limited English Proficient	507	100%	41%	0%	370	91%	13%	0%
Economically Disadvantaged	2890	100%	79%	9%	2680	98%	59%	2%
Not Disadvantaged	159	100%	84%	24%	330	99%	74%	7%
Migrant								
Not Migrant	3049	100%	79%	9%	3010	98%	61%	3%

### NOTES

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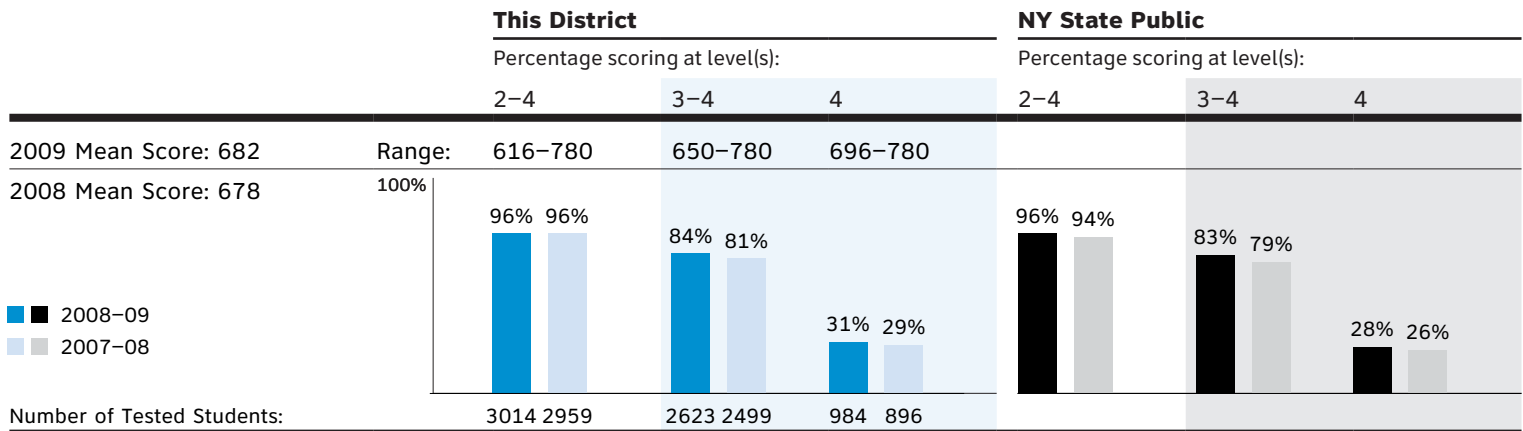
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	37	35	32	30	38	37	35	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	78	N/A	N/A	N/A	61	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>3129</b>	<b>96%</b>	<b>84%</b>	<b>31%</b>	<b>3095</b>	<b>96%</b>	<b>81%</b>	<b>29%</b>
Female	1559	98%	86%	32%	1509	96%	82%	27%
Male	1570	95%	82%	31%	1586	95%	79%	30%
American Indian or Alaska Native	9	89%	67%	22%	7	-	-	-
Black or African American	283	93%	71%	10%	268	93%	69%	12%
Hispanic or Latino	1662	96%	80%	22%	1731	95%	76%	19%
Asian or Native Hawaiian/Other Pacific Islander	742	98%	94%	53%	694	98%	92%	55%
White	433	98%	90%	45%	394	96%	90%	37%
Multiracial					1	-	-	-
Small Group Totals					8	100%	63%	0%
General-Education Students	2677	98%	90%	36%	2683	98%	86%	33%
Students with Disabilities	452	84%	49%	4%	412	83%	48%	3%
English Proficient	2539	98%	90%	37%	2650	98%	86%	33%
Limited English Proficient	590	88%	58%	7%	445	82%	49%	5%
Economically Disadvantaged	2965	96%	84%	31%	2757	96%	80%	28%
Not Disadvantaged	164	96%	84%	43%	338	95%	86%	41%
Migrant								
Not Migrant	3129	96%	84%	31%	3095	96%	81%	29%

### NOTES

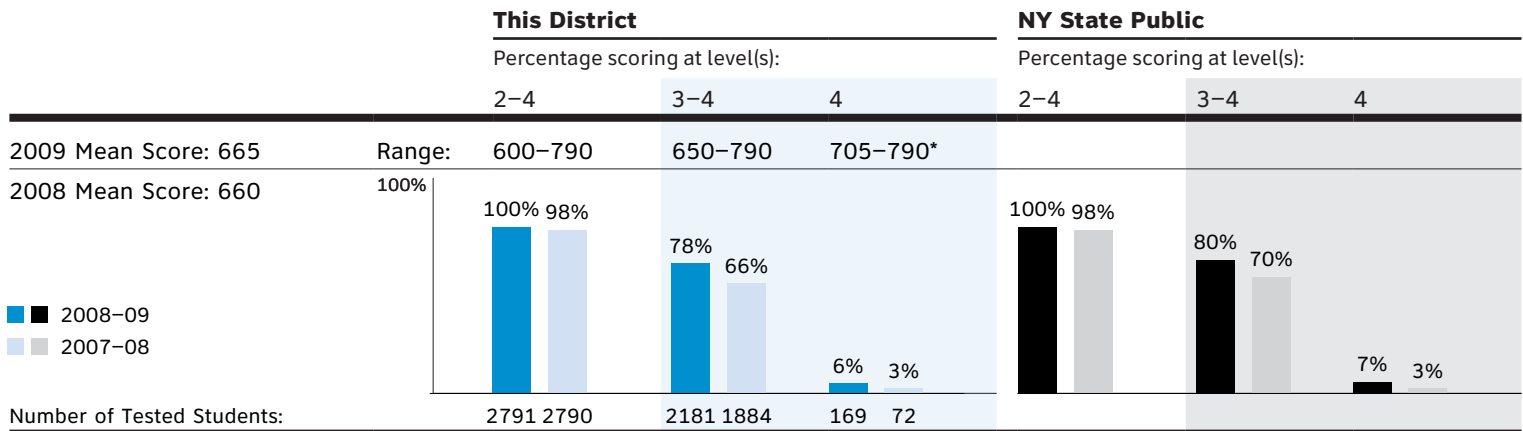
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	37	37	36	33	38	38	37	31



## 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>2803</b>	<b>100%</b>	<b>78%</b>	<b>6%</b>	<b>2842</b>	<b>98%</b>	<b>66%</b>	<b>3%</b>
Female	1363	100%	82%	6%	1404	98%	70%	3%
Male	1440	100%	74%	6%	1438	98%	63%	2%
American Indian or Alaska Native	7	-	-	-	2	-	-	-
Black or African American	277	100%	68%	2%	296	-	-	-
Hispanic or Latino	1555	100%	73%	3%	1525	98%	59%	1%
Asian or Native Hawaiian/Other Pacific Islander	570	100%	88%	15%	585	98%	79%	6%
White	393	99%	91%	9%	434	99%	79%	6%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	75%	0%	298	99%	58%	0%
General-Education Students	2403	100%	84%	7%	2472	99%	72%	3%
Students with Disabilities	400	99%	41%	0%	370	94%	28%	0%
English Proficient	2492	100%	85%	7%	2483	100%	74%	3%
Limited English Proficient	311	97%	24%	0%	359	89%	15%	0%
Economically Disadvantaged	2609	100%	78%	6%	2481	98%	65%	2%
Not Disadvantaged	194	99%	80%	12%	361	98%	78%	5%
Migrant								
Not Migrant	2803	100%	78%	6%	2842	98%	66%	3%

### NOTES

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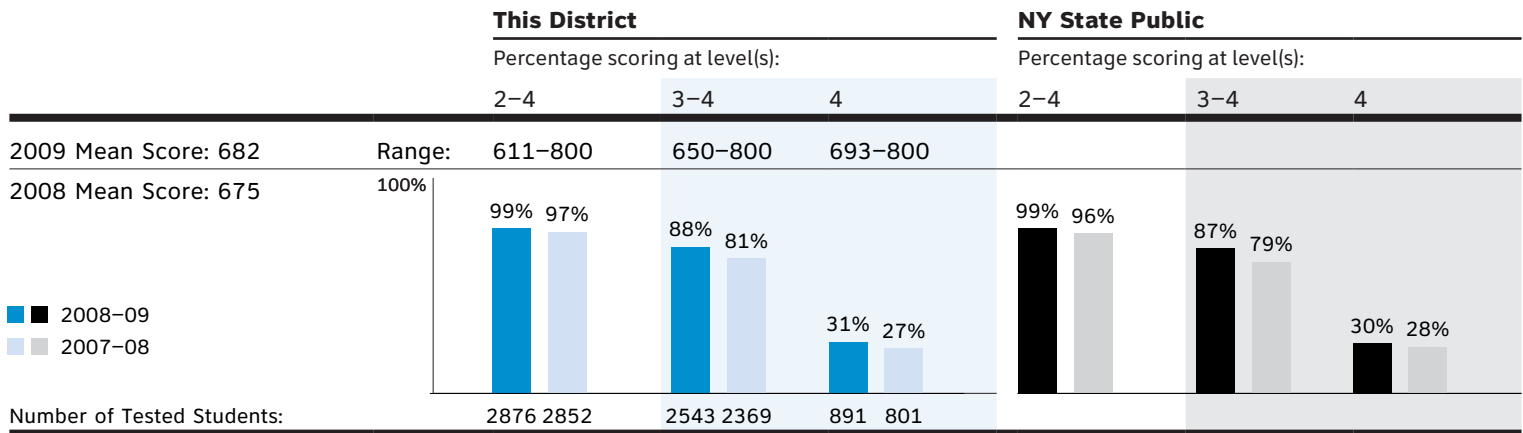
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	42	42	41	37	26	26	25	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	88	N/A	N/A	N/A	83	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>2904</b>	<b>99%</b>	<b>88%</b>	<b>31%</b>	<b>2938</b>	<b>97%</b>	<b>81%</b>	<b>27%</b>
Female	1417	99%	88%	30%	1450	98%	82%	27%
Male	1487	99%	87%	31%	1488	96%	79%	27%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	276	99%	76%	15%	292	-	-	-
Hispanic or Latino	1628	99%	86%	22%	1597	97%	78%	18%
Asian or Native Hawaiian/Other Pacific Islander	594	99%	94%	55%	608	98%	90%	50%
White	398	99%	94%	42%	438	97%	91%	40%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	75%	13%	295	95%	62%	11%
General-Education Students	2507	99%	92%	35%	2585	99%	86%	31%
Students with Disabilities	397	97%	60%	4%	353	86%	43%	2%
English Proficient	2491	100%	92%	35%	2477	99%	87%	32%
Limited English Proficient	413	95%	62%	3%	461	89%	48%	4%
Economically Disadvantaged	2702	99%	88%	30%	2578	97%	80%	26%
Not Disadvantaged	202	97%	81%	33%	360	98%	85%	39%
Migrant								
Not Migrant	2904	99%	88%	31%	2938	97%	81%	27%

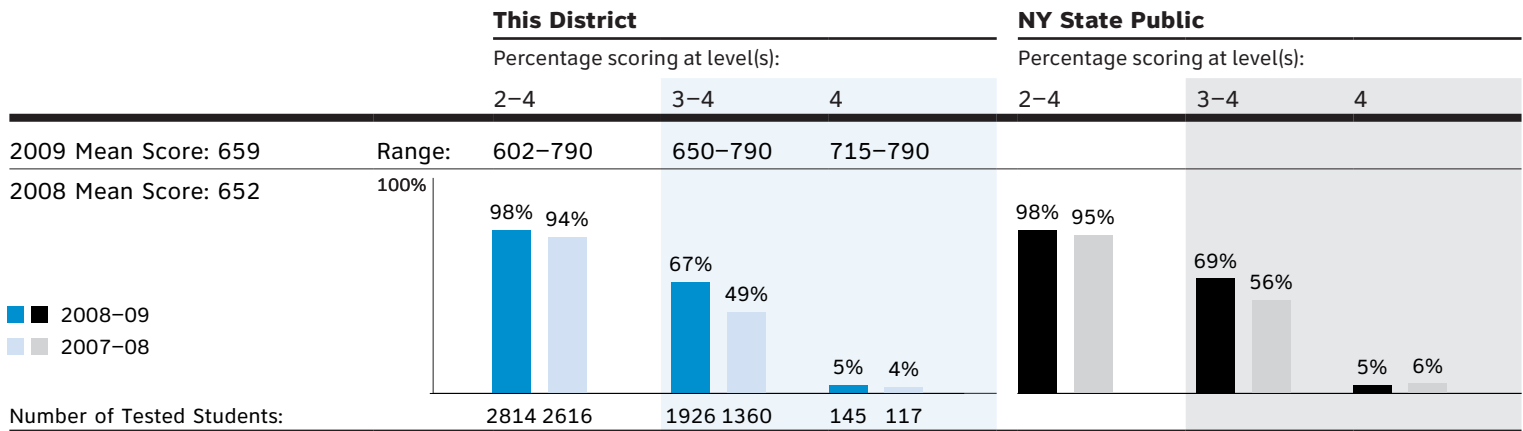
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	42	41	40	31	26	24	23	16

## 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
<b>All Students</b>	<b>2880</b>	<b>98%</b>	<b>67%</b>	<b>5%</b>	<b>2779</b>	<b>94%</b>	<b>49%</b>	<b>4%</b>
Female	1412	98%	71%	6%	1345	96%	56%	6%
Male	1468	97%	63%	4%	1434	92%	42%	3%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	289	-	-	-	296	95%	36%	1%
Hispanic or Latino	1571	97%	60%	2%	1462	92%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	596	98%	80%	11%	599	97%	66%	9%
White	420	99%	78%	8%	415	96%	68%	9%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	293	100%	62%	2%	7	86%	71%	0%
General-Education Students	2540	98%	73%	6%	2427	96%	55%	5%
Students with Disabilities	340	94%	24%	1%	352	79%	9%	0%
English Proficient	2519	100%	75%	6%	2482	97%	54%	5%
Limited English Proficient	361	84%	11%	0%	297	67%	5%	0%
Economically Disadvantaged	2661	98%	67%	5%	2388	94%	47%	3%
Not Disadvantaged	219	98%	66%	10%	391	94%	59%	10%
Migrant								
Not Migrant	2880	98%	67%	5%	2779	94%	49%	4%

### NOTES

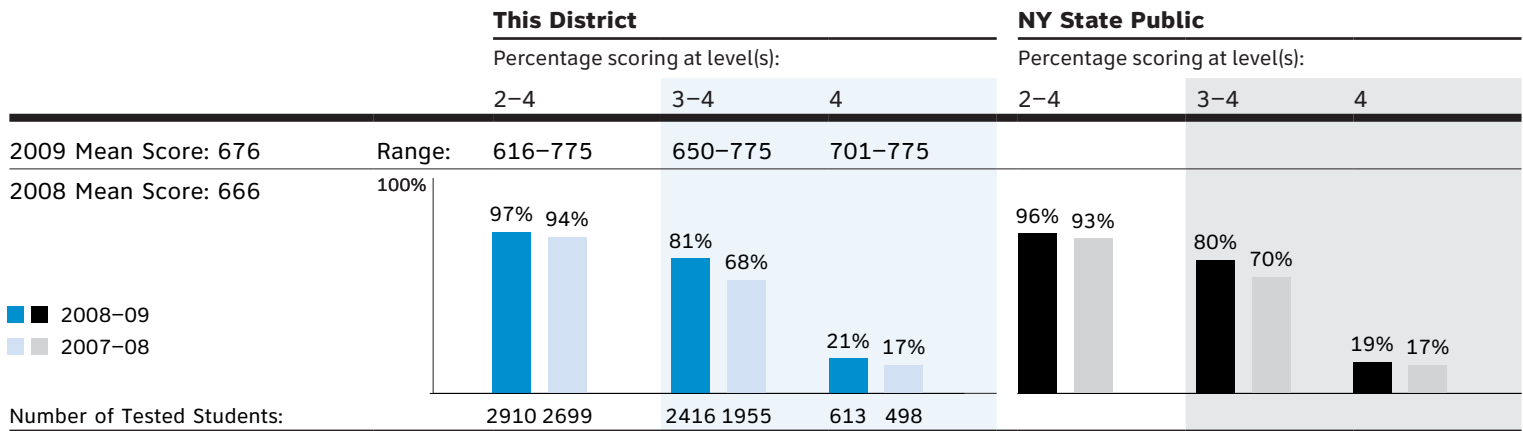
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	32	32	28	28	28	26	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	105	N/A	N/A	N/A	87	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>2990</b>	<b>97%</b>	<b>81%</b>	<b>21%</b>	<b>2883</b>	<b>94%</b>	<b>68%</b>	<b>17%</b>
Female	1461	98%	82%	21%	1402	95%	70%	18%
Male	1529	97%	79%	20%	1481	92%	66%	16%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	288	95%	65%	10%	298	87%	49%	7%
Hispanic or Latino	1638	97%	77%	12%	1528	93%	60%	8%
Asian or Native Hawaiian/Other Pacific Islander	635	98%	90%	40%	627	96%	86%	38%
White	424	99%	91%	31%	423	97%	82%	26%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	5	100%	100%	40%	7	100%	71%	43%
General-Education Students	2648	98%	85%	23%	2535	97%	74%	20%
Students with Disabilities	342	90%	46%	1%	348	72%	25%	1%
English Proficient	2515	99%	86%	24%	2475	95%	73%	19%
Limited English Proficient	475	90%	54%	3%	408	82%	37%	4%
Economically Disadvantaged	2769	97%	81%	21%	2486	94%	67%	17%
Not Disadvantaged	221	95%	76%	17%	397	94%	70%	20%
Migrant								
Not Migrant	2990	97%	81%	21%	2883	94%	68%	17%

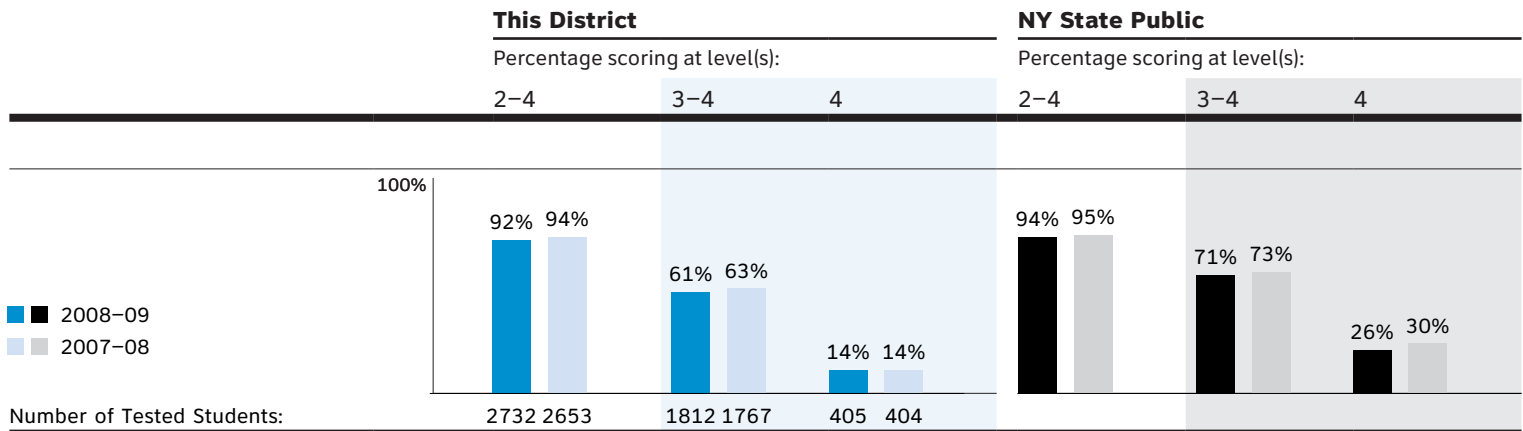
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	31	29	22	28	25	25	15

## 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>2871</b>	<b>92%</b>	<b>60%</b>	<b>13%</b>	<b>2728</b>	<b>94%</b>	<b>62%</b>	<b>14%</b>
Female	1410	92%	58%	11%	1309	95%	61%	13%
Male	1461	92%	62%	15%	1419	94%	63%	15%
American Indian or Alaska Native	3	-	-	-	5	-	-	-
Black or African American	279	-	-	-	284	89%	44%	7%
Hispanic or Latino	1592	91%	55%	8%	1464	94%	57%	10%
Asian or Native Hawaiian/Other Pacific Islander	604	95%	73%	23%	597	96%	76%	25%
White	392	95%	71%	22%	377	98%	73%	19%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	283	87%	46%	6%	6	100%	83%	17%
General-Education Students	2544	94%	65%	14%	2388	97%	68%	16%
Students with Disabilities	327	75%	20%	2%	340	78%	22%	1%
English Proficient	2407	95%	67%	15%	2325	96%	67%	16%
Limited English Proficient	464	76%	23%	2%	403	84%	36%	4%
Economically Disadvantaged	2648	92%	60%	13%	2362	94%	61%	13%
Not Disadvantaged	223	91%	64%	17%	366	96%	67%	21%
Migrant								
Not Migrant	2871	92%	60%	13%	2728	94%	62%	14%

### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	30	29	24	28	27	24	22
Regents Science	90	90	90	33	80	76	70	19

## 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

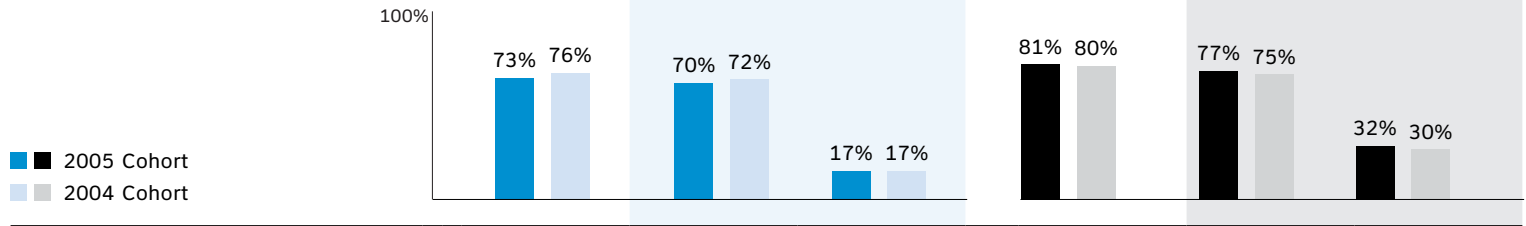
### NY State Public

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
<b>All Students</b>	<b>2453</b>	<b>73%</b>	<b>70%</b>	<b>17%</b>	<b>2369</b>	<b>76%</b>	<b>72%</b>	<b>17%</b>
Female	1079	82%	80%	24%	1139	82%	78%	23%
Male	1374	67%	62%	12%	1230	71%	66%	11%
American Indian or Alaska Native	3	–	–	–	4	–	–	–
Black or African American	327	63%	60%	10%	281	67%	62%	14%
Hispanic or Latino	1259	69%	66%	14%	1160	72%	68%	11%
Asian or Native Hawaiian/Other Pacific Islander	527	86%	83%	23%	586	85%	81%	22%
White	329	79%	76%	26%	334	80%	77%	30%
Multiracial	8	–	–	–	4	–	–	–
Small Group Totals	11	82%	64%	9%	8	100%	100%	13%
General-Education Students	2103	81%	78%	20%	2098	81%	77%	19%
Students with Disabilities	350	28%	25%	2%	271	38%	33%	1%
English Proficient	1931	77%	75%	21%	1860	78%	75%	20%
Limited English Proficient	522	59%	51%	2%	509	69%	59%	5%
Economically Disadvantaged	1879	81%	77%	19%	1283	80%	76%	17%
Not Disadvantaged	574	47%	45%	11%	1086	72%	67%	17%
Migrant								
Not Migrant	2453	73%	70%	17%	2369	76%	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

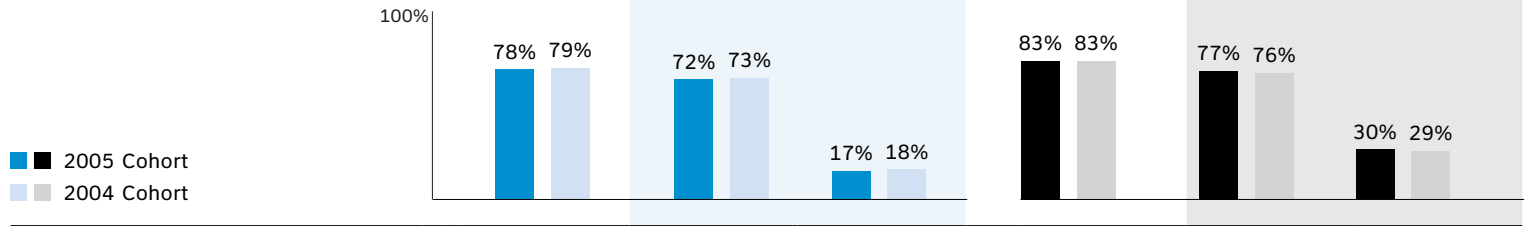
### NY State Public

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>2453</b>	<b>78%</b>	<b>72%</b>	<b>17%</b>	<b>2369</b>	<b>79%</b>	<b>73%</b>	<b>18%</b>
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American Indian or Alaska Native	3	–	–	–	4	–	–	–
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Asian or Native Hawaiian/Other Pacific Islander	527	92%	88%	36%	586	90%	87%	35%
White	329	81%	76%	26%	334	83%	78%	22%
Multiracial	8	–	–	–	4	–	–	–
Small Group Totals	11	82%	73%	18%	8	100%	100%	38%
General-Education Students	2103	85%	80%	20%	2098	84%	79%	20%
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Migrant								
Not Migrant	2453	78%	72%	17%	2369	79%	73%	18%

### NOTES

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## Other Assessments

### 2005 Cohort

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

### 2004 Cohort

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

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

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