



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #31**

District ID **35-31-00-01-0000**

Superintendent **MARGARET SCHULTZ**

Telephone **(718) 420-5667**

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	1320	1456	1446
Kindergarten	3859	4036	4213
Grade 1	4058	3979	4201
Grade 2	3971	3974	3976
Grade 3	3914	3915	3914
Grade 4	3797	3792	3862
Grade 5	4020	3823	3793
Grade 6	3815	3786	3690
Ungraded Elementary	2556	2958	3251
Grade 7	3956	3867	3850
Grade 8	4104	3912	3871
Grade 9	4574	4754	4613
Grade 10	4405	4596	4329
Grade 11	3664	3687	3749
Grade 12	3163	3081	3263
Ungraded Secondary	1922	2167	2190
Total K-12	55778	56327	56765

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	24	23	-
Grade 8			
English	30	30	30
Mathematics	31	30	30
Science	30	29	30
Social Studies	30	29	30
Grade 10			
English	28	30	29
Mathematics	27	28	25
Science	29	29	29
Social Studies	29	29	30

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #31

District ID 35-31-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	20514	37%	20818	37%	22378	39%
Reduced-Price Lunch	5551	10%	5563	10%	5703	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3207	6%	3403	6%	3608	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	234	0%	225	0%	254	0%
Black or African American	8742	16%	8765	16%	8605	15%
Hispanic or Latino	11565	21%	12356	22%	12849	23%
Asian or Native Hawaiian/Other Pacific Islander	4413	8%	4517	8%	4637	8%
White	30824	55%	30464	54%	30420	54%
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	2460	4%	2465	4%	2490	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #31

District ID 35-31-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	3723	3862	3953
Percent with No Valid Teaching Certificate	4%	1%	0%
Percent Teaching Out of Certification	9%	7%	6%
Percent with Fewer Than Three Years of Experience	8%	7%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	53%	57%
Total Number of Core Classes	8113	8367	8667
Percent Not Taught by Highly Qualified Teachers	9%	9%	6%
Total Number of Classes	10392	10194	10597
Percent Taught by Teachers Without Appropriate Certification	11%	9%	7%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	9%		9%
Turnover Rate of All Teachers	10%		9%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2009–10)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial				—	—	
Other Groups						
Students with Disabilities	SH			SH	SH	
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	10 of 10	10 of 10	1 of 1	5 of 8	5 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 10 of 10 Student groups making AYP in English language arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (26737:25962)			100%		173	143	
Ethnicity							
American Indian or Alaska Native (97:93)			99%		170	134	
Black or African American (4129:3927)			99%		154	142	
Hispanic or Latino (5969:5717)			99%		161	143	
Asian or Native Hawaiian/Other Pacific Islander (2089:2012)			100%		186	142	
White (14399:14161)			100%		182	143	
Multiracial (54:52)			100%		179	131	
Other Groups							
Students with Disabilities ⁴ (6253:6011)			99%		135	143	127 142
Limited English Proficient ⁵ (1563:2008)			99%		143	142	
Economically Disadvantaged (14780:14191)			99%		164	143	
Final AYP Determination	 10 of 10						

NOTES

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

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

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

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

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


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

AYP Status

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
































Elementary/Middle-Level Mathematics

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

Accountability Measures 10 of 10 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (26792:25929)			100%		184	118	
Ethnicity							
American Indian or Alaska Native (98:92)			98%		182	109	
Black or African American (4148:3899)			100%		166	117	
Hispanic or Latino (5996:5720)			100%		176	118	
Asian or Native Hawaiian/Other Pacific Islander (2098:2029)			100%		195	117	
White (14398:14137)			100%		190	118	
Multiracial (54:52)			100%		183	106	
Other Groups							
Students with Disabilities ⁴ (6254:5980)			99%		155	118	
Limited English Proficient ⁵ (1568:2075)			99%		170	117	
Economically Disadvantaged (14820:14183)			100%		178	118	
Final AYP Determination	 10 of 10						

NOTES

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

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

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

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

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

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

AYP Status

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



















Elementary/Middle-Level Science

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

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (8943:8546)		Qualified		99%		171	100	
Ethnicity								
American Indian or Alaska Native (27:26)	—	—	—	—	—	—	—	—
Black or African American (1417:1301)		Qualified		98%		144	100	
Hispanic or Latino (1933:1804)		Qualified		99%		158	100	
Asian or Native Hawaiian/Other Pacific Islander (689:663)		Qualified		100%		188	100	
White (4862:4738)		Qualified		99%		180	100	
Multiracial (15:14)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1981:1849)		Qualified		98%		140	100	
Limited English Proficient ⁴ (470:596)		Qualified		99%		141	100	
Economically Disadvantaged (4857:4574)		Qualified		99%		161	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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


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

AYP Status

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


























Secondary-Level English Language Arts

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

Accountability Measures 5 of 8 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (3685:3921)			100%		178	169	
Ethnicity							
American Indian or Alaska Native (2:6)	–	–	–	–	–	–	–
Black or African American (558:632)			99%		160	167	160‡ 164
Hispanic or Latino (680:736)			100%		163	167	160‡ 167
Asian or Native Hawaiian/Other Pacific Islander (360:361)			100%		194	165	
White (2078:2178)			100%		185	169	
Multiracial (7:8)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (381:589)			98%		130	166	122 137
Limited English Proficient ⁵ (91:157)			99%		146	163	113‡ 151
Economically Disadvantaged (1159:1346)			100%		172	168	
Final AYP Determination	 5 of 8						

NOTES

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

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

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

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

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


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

AYP Status

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


























Secondary-Level Mathematics

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

Accountability Measures 5 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (3685:3921)			100%		174	164	
Ethnicity							
American Indian or Alaska Native (2:6)	–	–	–	–	–	–	–
Black or African American (558:632)			99%		155	162	158‡ 160
Hispanic or Latino (680:736)			100%		159	162	158‡ 163
Asian or Native Hawaiian/Other Pacific Islander (360:361)			100%		194	160	
White (2078:2178)			100%		181	164	
Multiracial (7:8)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (381:589)			99%		123	161	123 131
Limited English Proficient ⁵ (91:157)			100%		157	158	145‡ 161
Economically Disadvantaged (1159:1346)			100%		168	163	
Final AYP Determination	 5 of 8						

NOTES

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

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

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

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

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

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

AYP Status

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











Graduation Rate

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

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

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

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (4262)			69%	55%		
Ethnicity						
American Indian or Alaska Native (9)		–	–	–		
Black or African American (730)			53%	55%	55%	54%
Hispanic or Latino (864)			53%	55%	55%	54%
Asian or Native Hawaiian/Other Pacific Islander (368)			89%	55%		
White (2291)			76%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (756)			35%	55%	34%	36%
Limited English Proficient ² (174)			37%	55%	55%	38%
Economically Disadvantaged (1393)			59%	55%		
Final AYP Determination		1 of 1				

NOTES

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

² If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District NEW YORK CITY GEOGRAPHIC DISTRICT #31

District ID 35-31-00-01-0000

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	76%			4469
Grade 4	76%			4360
Grade 5	82%			4336
Grade 6	76%			4221
Grade 7	79%			4300
Grade 8	63%			4283

Mathematics			
Grade 3	93%		4515
Grade 4	88%		4381
Grade 5	91%		4361
Grade 6	81%		4266
Grade 7	85%		4341
Grade 8	75%		4319

Science			
Grade 4	85%		4390
Grade 8	62%		4277

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	78%			4416
Mathematics	73%			4416

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

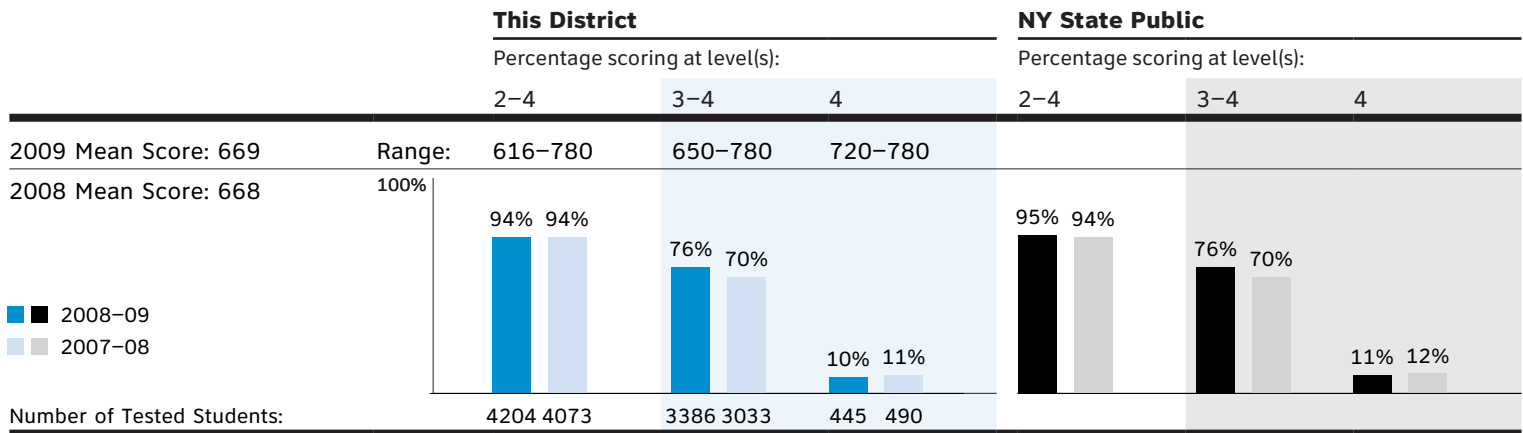
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4469	94%	76%	10%	4352	94%	70%	11%
Female	2149	96%	82%	12%	2061	95%	73%	12%
Male	2320	92%	70%	8%	2291	92%	67%	10%
American Indian or Alaska Native	15	93%	67%	13%	18	100%	44%	6%
Black or African American	662	88%	57%	4%	677	89%	49%	4%
Hispanic or Latino	1049	90%	63%	4%	997	86%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	351	98%	89%	16%	302	98%	83%	15%
White	2379	97%	85%	13%	2358	97%	81%	15%
Multiracial	13	92%	92%	8%				
Small Group Totals								
General-Education Students	3411	99%	86%	12%	3357	98%	80%	14%
Students with Disabilities	1058	79%	42%	2%	995	78%	36%	3%
English Proficient	4108	95%	78%	11%	4025	95%	73%	12%
Limited English Proficient	361	83%	45%	1%	327	79%	30%	1%
Economically Disadvantaged	2671	91%	68%	6%	2549	90%	59%	7%
Not Disadvantaged	1798	98%	87%	16%	1803	98%	84%	17%
Migrant								
Not Migrant	4469	94%	76%	10%	4352	94%	70%	11%

NOTES

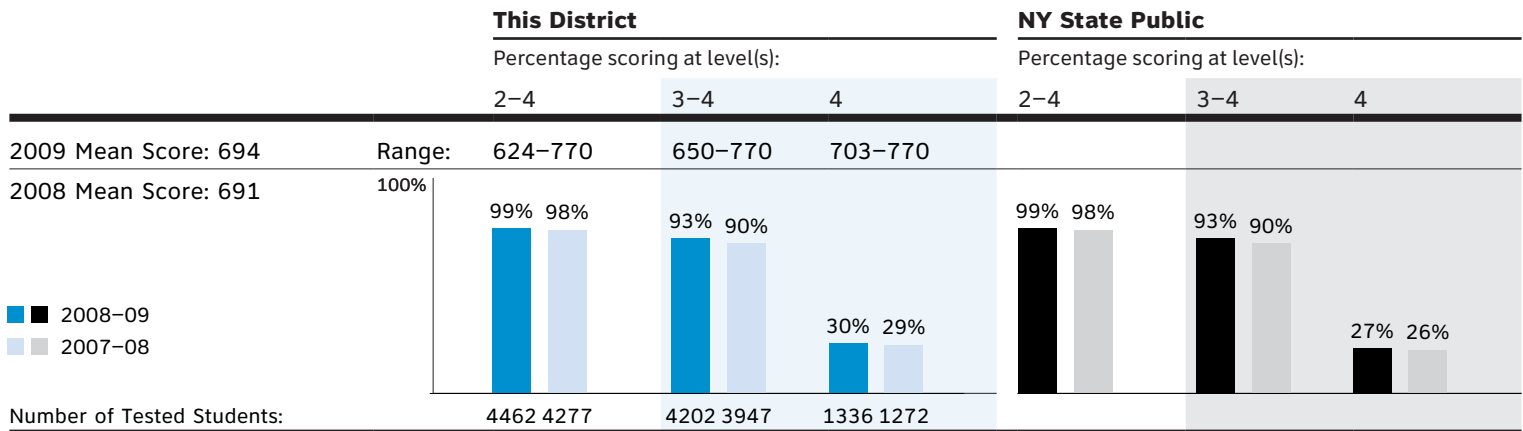
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 3 Equivalent	70	69	68	59	80	71	59	48
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	28	N/A	N/A	N/A	16	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4515	99%	93%	30%	4378	98%	90%	29%
Female	2171	99%	94%	32%	2073	98%	91%	29%
Male	2344	98%	92%	28%	2305	97%	90%	29%
American Indian or Alaska Native	15	93%	80%	27%	18	100%	89%	17%
Black or African American	675	97%	83%	12%	684	94%	79%	11%
Hispanic or Latino	1062	99%	90%	16%	1006	96%	84%	17%
Asian or Native Hawaiian/Other Pacific Islander	361	99%	98%	53%	309	99%	97%	50%
White	2388	99%	97%	37%	2361	99%	95%	37%
Multiracial	14	100%	93%	21%				
Small Group Totals								
General-Education Students	3459	100%	98%	36%	3382	99%	95%	35%
Students with Disabilities	1056	96%	78%	9%	996	92%	73%	9%
English Proficient	4128	99%	94%	31%	4029	98%	91%	31%
Limited English Proficient	387	98%	87%	10%	349	94%	77%	11%
Economically Disadvantaged	2706	98%	90%	22%	2571	97%	85%	21%
Not Disadvantaged	1809	100%	97%	41%	1807	99%	97%	41%
Migrant								
Not Migrant	4515	99%	93%	30%	4378	98%	90%	29%

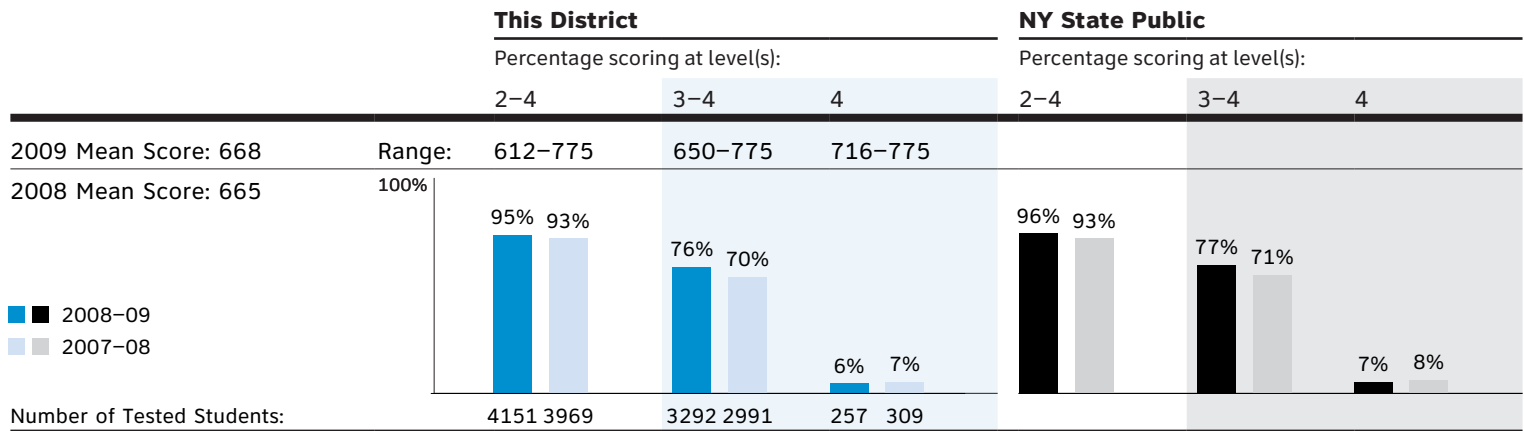
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Other Assessments

	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	70	70	68	53	77	73	68	45

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4360	95%	76%	6%	4285	93%	70%	7%
Female	2078	97%	79%	8%	2073	94%	74%	9%
Male	2282	94%	72%	4%	2212	91%	66%	6%
American Indian or Alaska Native	12	100%	83%	0%	20	-	-	-
Black or African American	669	90%	55%	3%	664	85%	48%	3%
Hispanic or Latino	985	92%	64%	3%	976	88%	56%	3%
Asian or Native Hawaiian/Other Pacific Islander	314	99%	85%	15%	335	97%	86%	15%
White	2373	98%	85%	7%	2289	96%	80%	9%
Multiracial	7	100%	57%	0%	1	-	-	-
Small Group Totals					21	71%	48%	0%
General-Education Students	3380	99%	85%	8%	3268	98%	81%	9%
Students with Disabilities	980	82%	42%	0%	1017	75%	34%	1%
English Proficient	4108	96%	78%	6%	4044	94%	72%	8%
Limited English Proficient	252	83%	34%	0%	241	76%	29%	0%
Economically Disadvantaged	2558	93%	68%	3%	2482	89%	59%	4%
Not Disadvantaged	1802	98%	87%	9%	1803	98%	84%	12%
Migrant								
Not Migrant	4360	95%	76%	6%	4285	93%	70%	7%

NOTES

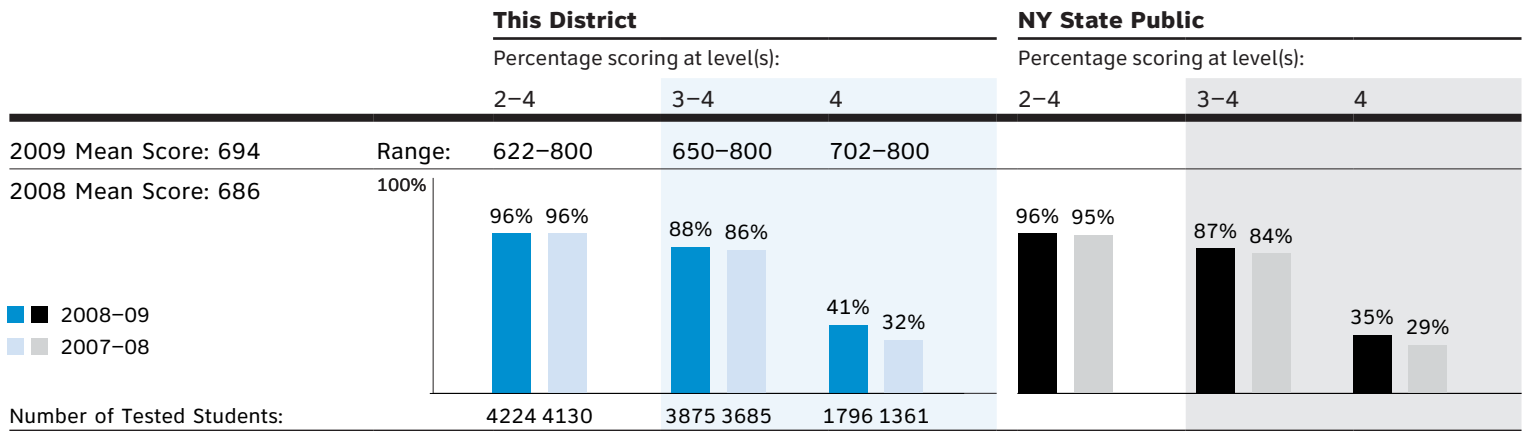
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Other Assessments

	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	97	97	92	75	83	81	70	57
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	25	N/A	N/A	N/A	17	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4381	96%	88%	41%	4305	96%	86%	32%
Female	2089	96%	88%	41%	2081	96%	86%	31%
Male	2292	96%	89%	41%	2224	96%	85%	33%
American Indian or Alaska Native	13	100%	92%	31%	20	-	-	-
Black or African American	671	92%	76%	19%	664	92%	71%	12%
Hispanic or Latino	1001	94%	83%	27%	988	94%	78%	19%
Asian or Native Hawaiian/Other Pacific Islander	320	99%	95%	68%	339	98%	95%	56%
White	2369	98%	93%	50%	2293	98%	92%	39%
Multiracial	7	100%	71%	43%	1	-	-	-
Small Group Totals					21	76%	67%	29%
General-Education Students	3402	99%	95%	49%	3292	99%	93%	39%
Students with Disabilities	979	88%	66%	12%	1013	86%	60%	8%
English Proficient	4103	97%	90%	43%	4039	97%	87%	33%
Limited English Proficient	278	89%	66%	14%	266	87%	62%	8%
Economically Disadvantaged	2579	95%	84%	32%	2497	94%	79%	21%
Not Disadvantaged	1802	98%	94%	54%	1808	98%	94%	46%
Migrant								
Not Migrant	4381	96%	88%	41%	4305	96%	86%	32%

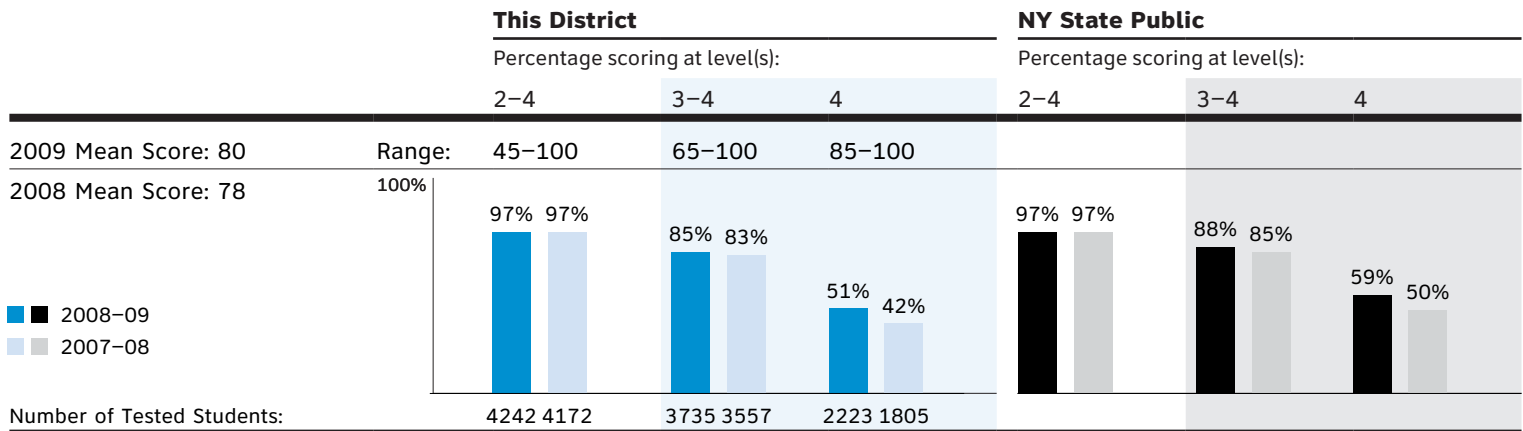
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Other Assessments

	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	97	97	91	70	81	81	71	48

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4390	97%	85%	51%	4309	97%	83%	42%
Female	2096	97%	84%	50%	2093	97%	83%	41%
Male	2294	97%	86%	52%	2216	97%	82%	42%
American Indian or Alaska Native	13	100%	85%	31%	20	-	-	-
Black or African American	679	94%	67%	26%	662	92%	64%	21%
Hispanic or Latino	1005	94%	78%	35%	990	95%	74%	29%
Asian or Native Hawaiian/Other Pacific Islander	323	98%	93%	73%	341	98%	91%	63%
White	2363	98%	92%	61%	2295	99%	91%	51%
Multiracial	7	100%	86%	57%	1	-	-	-
Small Group Totals					21	95%	57%	29%
General-Education Students	3404	98%	90%	58%	3291	99%	89%	50%
Students with Disabilities	986	90%	67%	24%	1018	91%	61%	15%
English Proficient	4110	98%	87%	53%	4042	97%	85%	44%
Limited English Proficient	280	83%	55%	13%	267	88%	51%	11%
Economically Disadvantaged	2586	95%	80%	40%	2499	95%	75%	31%
Not Disadvantaged	1804	99%	93%	66%	1810	99%	93%	57%
Migrant								
Not Migrant	4390	97%	85%	51%	4309	97%	83%	42%

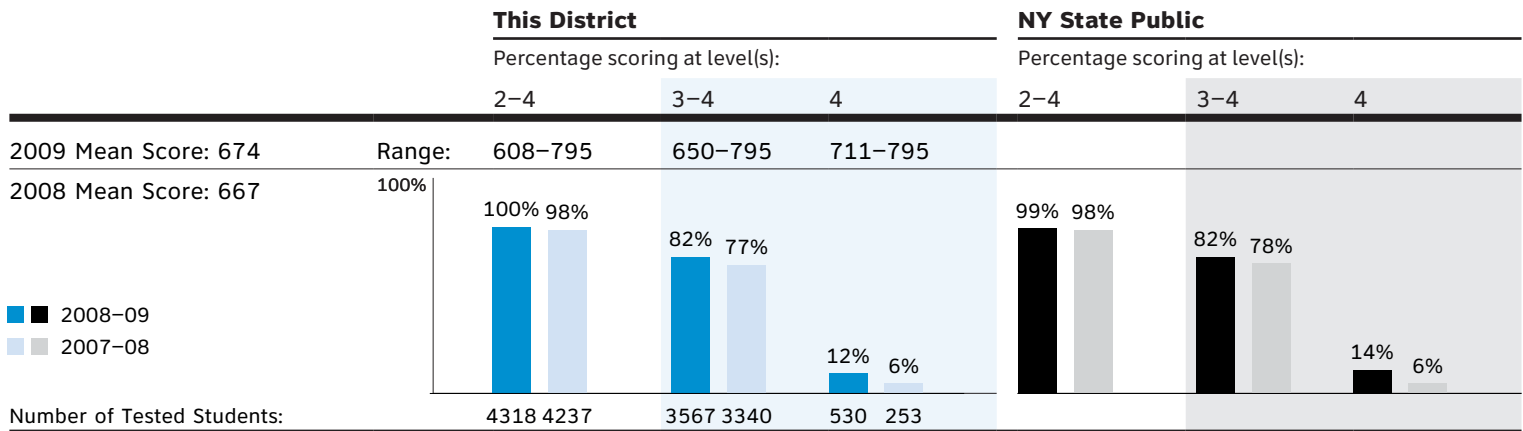
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	97	96	96	88	82	77	75	64

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4336	100%	82%	12%	4319	98%	77%	6%
Female	2095	100%	83%	13%	2054	99%	79%	6%
Male	2241	99%	81%	12%	2265	98%	75%	5%
American Indian or Alaska Native	16	100%	75%	19%	17	100%	82%	0%
Black or African American	667	99%	67%	4%	639	96%	60%	1%
Hispanic or Latino	1015	99%	74%	8%	925	97%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	343	100%	92%	23%	351	99%	88%	9%
White	2290	100%	89%	15%	2387	99%	85%	8%
Multiracial	5	100%	100%	20%				
Small Group Totals								
General-Education Students	3347	100%	91%	15%	3319	100%	87%	8%
Students with Disabilities	989	98%	51%	2%	1000	93%	44%	0%
English Proficient	4110	100%	84%	13%	4079	99%	80%	6%
Limited English Proficient	226	99%	45%	1%	240	88%	27%	0%
Economically Disadvantaged	2470	99%	75%	8%	2513	97%	70%	3%
Not Disadvantaged	1866	100%	92%	18%	1806	99%	88%	9%
Migrant								
Not Migrant	4336	100%	82%	12%	4319	98%	77%	6%

NOTES

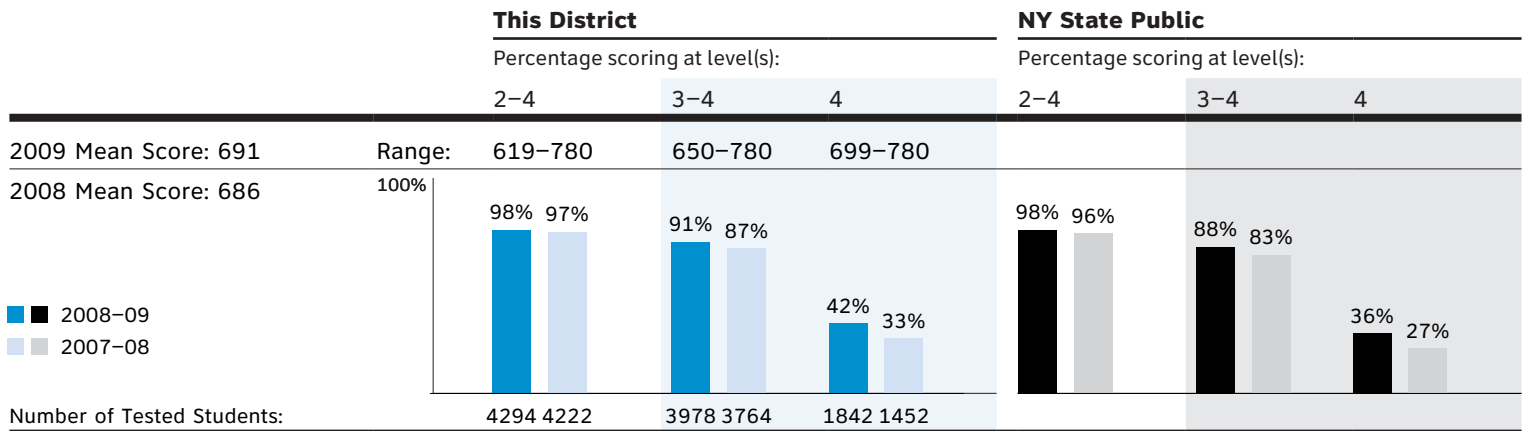
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Other Assessments

	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 5 Equivalent	91	91	88	57	85	77	71	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	20	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 5 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4361	98%	91%	42%	4350	97%	87%	33%
Female	2102	99%	92%	42%	2062	98%	88%	33%
Male	2259	98%	90%	42%	2288	97%	86%	34%
American Indian or Alaska Native	16	94%	81%	38%	17	94%	76%	12%
Black or African American	665	96%	82%	20%	644	93%	73%	13%
Hispanic or Latino	1023	98%	87%	30%	945	95%	77%	17%
Asian or Native Hawaiian/Other Pacific Islander	352	99%	96%	64%	358	99%	94%	59%
White	2300	99%	95%	51%	2386	99%	93%	42%
Multiracial	5	100%	100%	60%				
Small Group Totals								
General-Education Students	3369	100%	97%	51%	3348	99%	94%	41%
Students with Disabilities	992	94%	72%	12%	1002	89%	62%	7%
English Proficient	4115	99%	92%	44%	4082	98%	88%	35%
Limited English Proficient	246	96%	76%	12%	268	88%	57%	8%
Economically Disadvantaged	2496	98%	88%	32%	2539	96%	81%	23%
Not Disadvantaged	1865	100%	96%	57%	1811	99%	95%	48%
Migrant								
Not Migrant	4361	98%	91%	42%	4350	97%	87%	33%

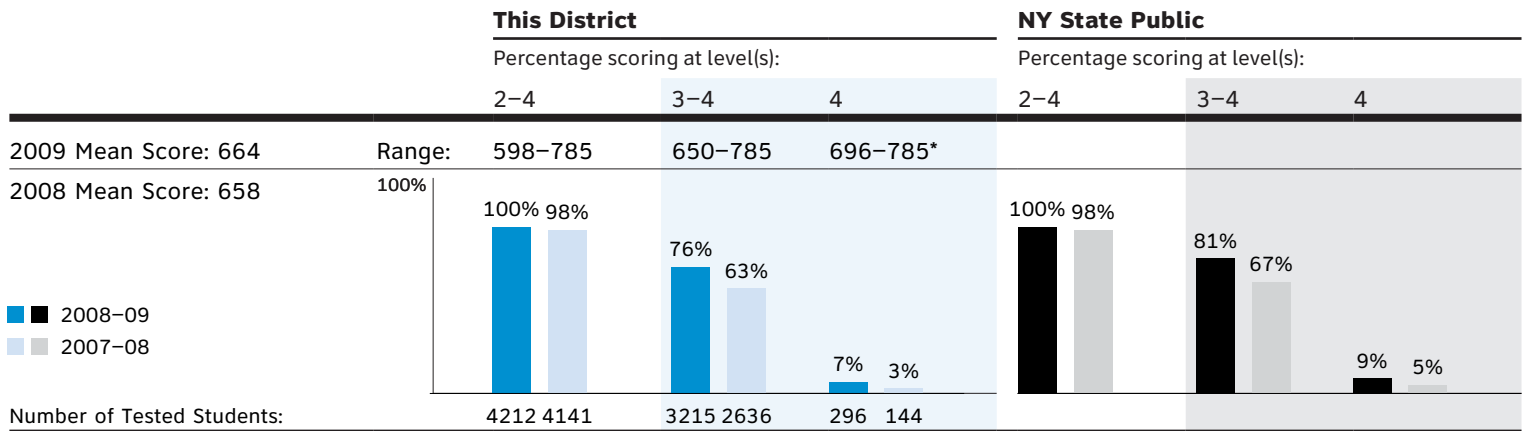
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	90	90	90	65	85	83	77	47

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4221	100%	76%	7%	4217	98%	63%	3%
Female	1995	100%	81%	9%	2081	99%	68%	4%
Male	2226	100%	72%	5%	2136	97%	57%	2%
American Indian or Alaska Native	20	95%	75%	5%	13	-	-	-
Black or African American	645	100%	56%	2%	644	96%	42%	0%
Hispanic or Latino	926	100%	64%	3%	908	97%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	347	100%	86%	14%	302	99%	76%	8%
White	2272	100%	85%	9%	2349	99%	72%	4%
Multiracial	11	100%	82%	9%	1	-	-	-
Small Group Totals					14	100%	50%	7%
General-Education Students	3269	100%	87%	9%	3308	99%	73%	4%
Students with Disabilities	952	99%	40%	0%	909	94%	24%	0%
English Proficient	4015	100%	79%	7%	4039	99%	65%	4%
Limited English Proficient	206	99%	20%	0%	178	85%	6%	0%
Economically Disadvantaged	2287	100%	68%	4%	2211	97%	50%	2%
Not Disadvantaged	1934	100%	86%	11%	2006	100%	76%	5%
Migrant								
Not Migrant	4221	100%	76%	7%	4217	98%	63%	3%

NOTES

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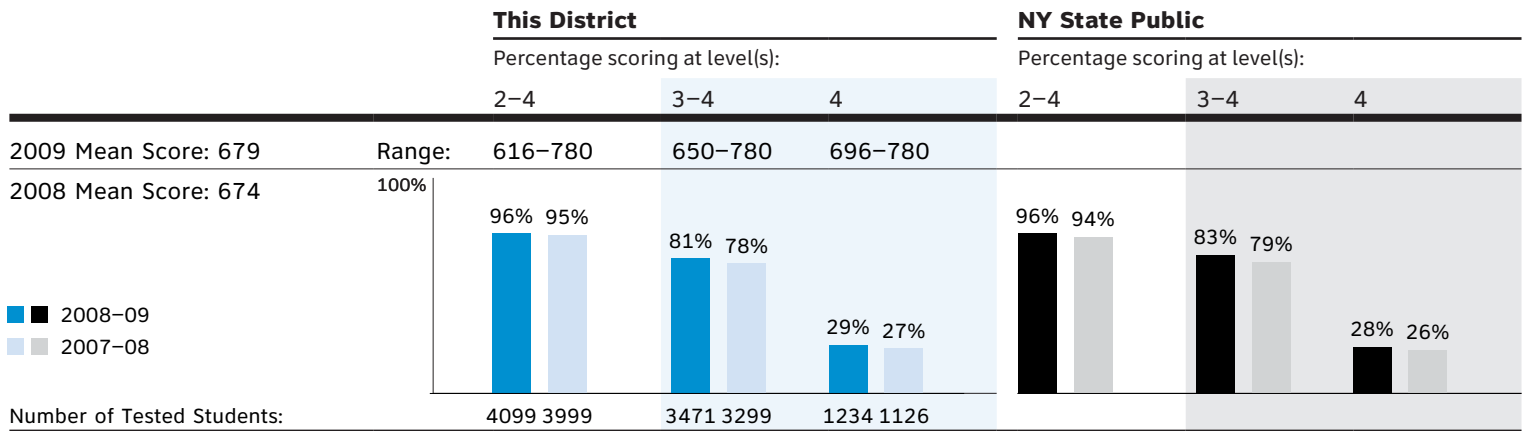
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	93	93	86	66	79	77	65	49
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	15	N/A	N/A	N/A	13	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4266	96%	81%	29%	4231	95%	78%	27%
Female	2007	97%	83%	28%	2096	96%	80%	27%
Male	2259	95%	80%	30%	2135	93%	76%	26%
American Indian or Alaska Native	19	100%	79%	21%	15	-	-	-
Black or African American	661	92%	61%	8%	640	88%	55%	9%
Hispanic or Latino	946	92%	70%	15%	914	92%	66%	13%
Asian or Native Hawaiian/Other Pacific Islander	353	98%	92%	57%	310	98%	91%	49%
White	2276	99%	90%	36%	2351	97%	87%	34%
Multiracial	11	91%	82%	18%	1	-	-	-
Small Group Totals					16	88%	63%	31%
General-Education Students	3304	99%	90%	36%	3326	99%	87%	33%
Students with Disabilities	962	87%	53%	5%	905	80%	44%	4%
English Proficient	4042	97%	84%	30%	4037	95%	80%	28%
Limited English Proficient	224	79%	42%	2%	194	78%	37%	0%
Economically Disadvantaged	2326	94%	73%	19%	2228	92%	68%	16%
Not Disadvantaged	1940	98%	91%	41%	2003	98%	89%	39%
Migrant								
Not Migrant	4266	96%	81%	29%	4231	95%	78%	27%

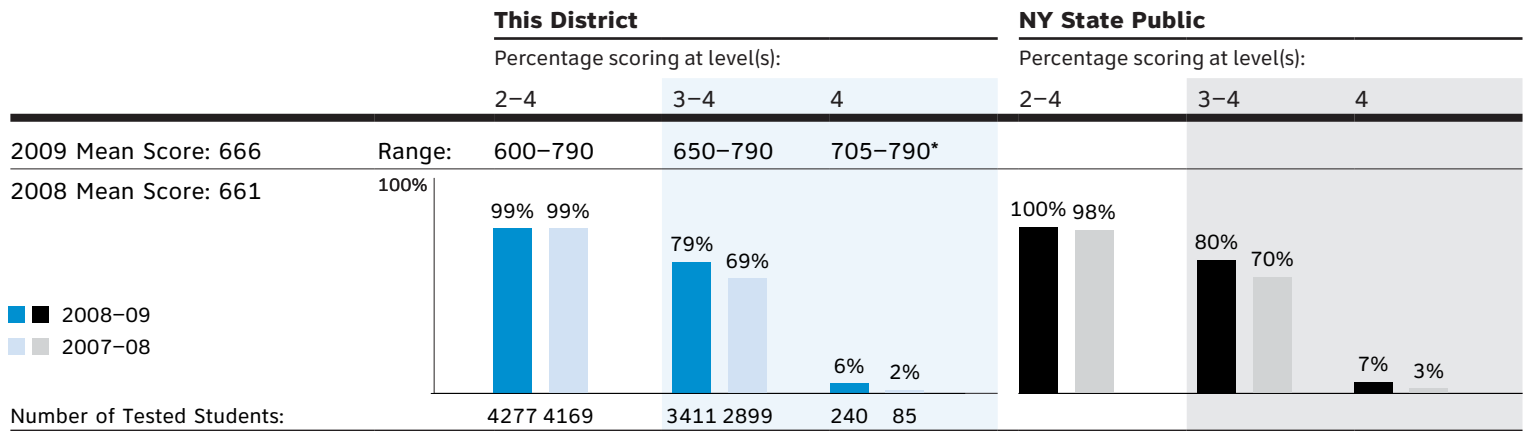
NOTES

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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 6 Equivalent	94	94	92	72	81	81	78	62

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4300	99%	79%	6%	4228	99%	69%	2%
Female	2132	100%	83%	7%	2043	99%	74%	3%
Male	2168	99%	76%	4%	2185	98%	63%	1%
American Indian or Alaska Native	18	100%	72%	17%	12	-	-	-
Black or African American	669	99%	62%	1%	674	97%	49%	0%
Hispanic or Latino	944	99%	68%	3%	829	98%	56%	1%
Asian or Native Hawaiian/Other Pacific Islander	319	99%	90%	10%	332	99%	82%	6%
White	2339	100%	87%	7%	2378	99%	77%	2%
Multiracial	11	100%	91%	0%	3	-	-	-
Small Group Totals					15	93%	47%	0%
General-Education Students	3404	100%	88%	7%	3431	100%	78%	2%
Students with Disabilities	896	98%	46%	0%	797	94%	29%	0%
English Proficient	4116	100%	82%	6%	4095	99%	70%	2%
Limited English Proficient	184	95%	23%	0%	133	90%	15%	0%
Economically Disadvantaged	2200	99%	70%	2%	2127	98%	57%	1%
Not Disadvantaged	2100	100%	89%	9%	2101	99%	80%	3%
Migrant								
Not Migrant	4300	99%	79%	6%	4228	99%	69%	2%

NOTES

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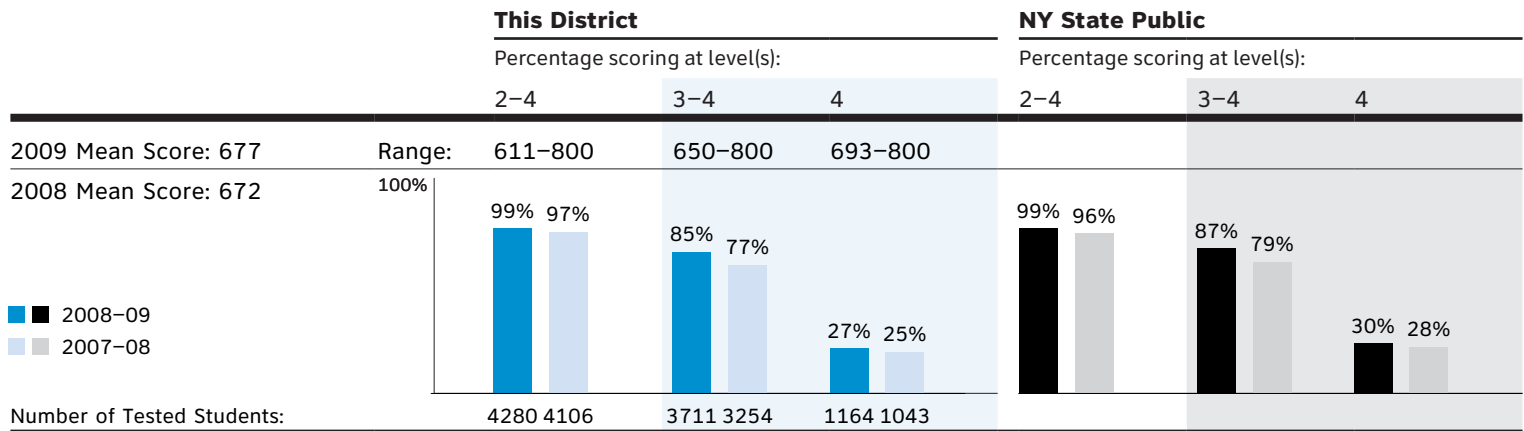
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	81	80	75	70	75	75	69	63
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	24	N/A	N/A	N/A	11	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4341	99%	85%	27%	4252	97%	77%	25%
Female	2142	99%	87%	28%	2068	98%	78%	25%
Male	2199	98%	84%	25%	2184	95%	75%	25%
American Indian or Alaska Native	18	94%	78%	22%	12	-	-	-
Black or African American	672	96%	68%	8%	674	91%	51%	6%
Hispanic or Latino	960	99%	77%	12%	841	96%	64%	12%
Asian or Native Hawaiian/Other Pacific Islander	333	99%	94%	50%	335	99%	93%	50%
White	2348	99%	93%	35%	2387	98%	86%	31%
Multiracial	10	100%	90%	40%	3	-	-	-
Small Group Totals					15	93%	73%	7%
General-Education Students	3439	100%	93%	33%	3450	99%	84%	29%
Students with Disabilities	902	95%	58%	4%	802	87%	42%	3%
English Proficient	4135	99%	87%	28%	4099	97%	78%	25%
Limited English Proficient	206	95%	53%	2%	153	86%	40%	3%
Economically Disadvantaged	2230	98%	78%	16%	2152	95%	66%	14%
Not Disadvantaged	2111	99%	93%	39%	2100	98%	87%	35%
Migrant								
Not Migrant	4341	99%	85%	27%	4252	97%	77%	25%

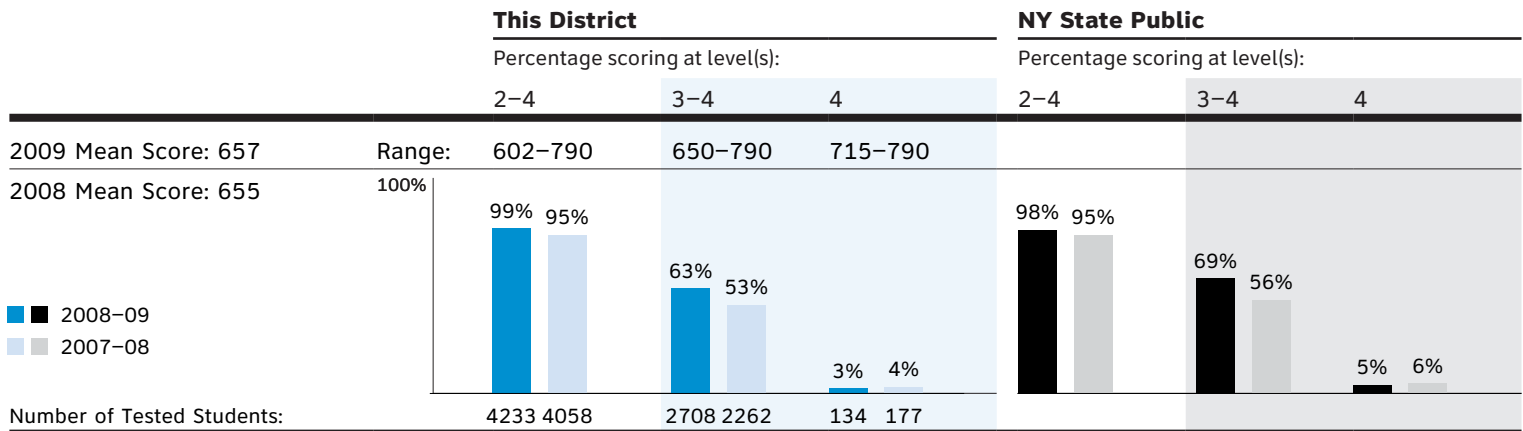
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	81	78	77	51	75	68	68	46

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4283	99%	63%	3%	4268	95%	53%	4%
Female	2074	99%	69%	4%	2040	97%	61%	5%
Male	2209	98%	57%	2%	2228	94%	46%	3%
American Indian or Alaska Native	12	100%	50%	0%	12	-	-	-
Black or African American	669	98%	43%	0%	673	91%	33%	1%
Hispanic or Latino	858	98%	48%	1%	855	91%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	351	99%	80%	8%	348	98%	70%	9%
White	2386	99%	72%	4%	2378	97%	61%	5%
Multiracial	7	100%	57%	0%	2	-	-	-
Small Group Totals					14	100%	57%	14%
General-Education Students	3501	100%	73%	4%	3482	98%	62%	5%
Students with Disabilities	782	95%	19%	0%	786	80%	12%	1%
English Proficient	4134	99%	65%	3%	4123	96%	55%	4%
Limited English Proficient	149	88%	11%	0%	145	64%	6%	0%
Economically Disadvantaged	2116	98%	52%	1%	2017	92%	41%	2%
Not Disadvantaged	2167	99%	75%	5%	2251	98%	64%	6%
Migrant								
Not Migrant	4283	99%	63%	3%	4268	95%	53%	4%

NOTES

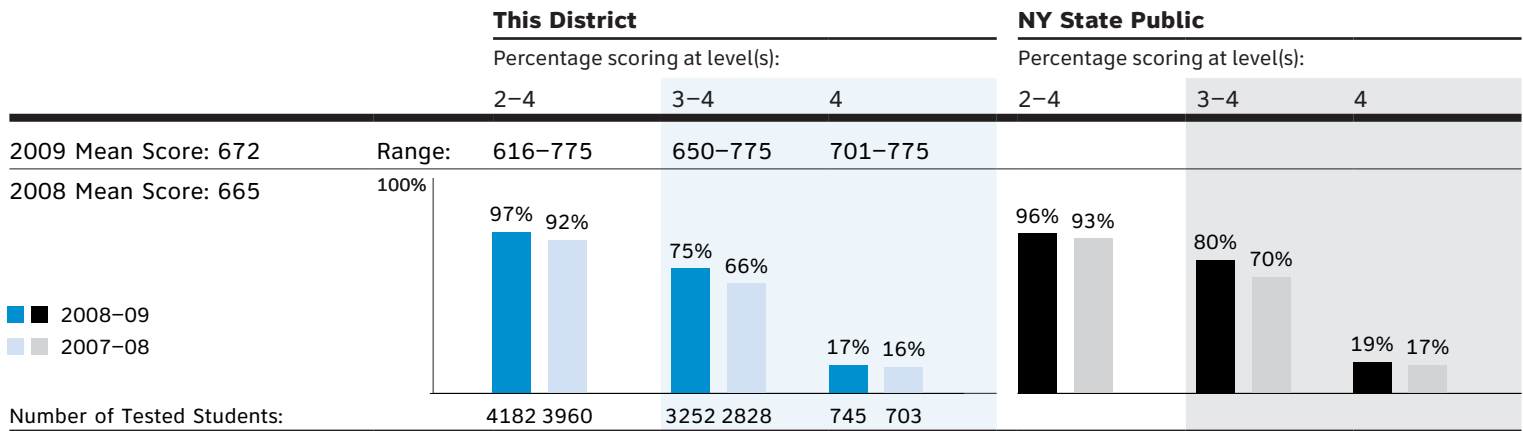
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Other Assessments

	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	82	82	70	67	113	110	106	90
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	17	N/A	N/A	N/A	17	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4319	97%	75%	17%	4293	92%	66%	16%
Female	2092	98%	78%	18%	2048	94%	67%	18%
Male	2227	96%	73%	16%	2245	91%	64%	15%
American Indian or Alaska Native	12	100%	83%	8%	12	-	-	-
Black or African American	682	91%	49%	4%	659	83%	40%	5%
Hispanic or Latino	871	95%	61%	7%	875	87%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	357	99%	92%	39%	357	98%	90%	39%
White	2390	99%	85%	22%	2389	96%	76%	20%
Multiracial	7	100%	71%	0%	1	-	-	-
Small Group Totals					13	85%	54%	15%
General-Education Students	3529	99%	83%	21%	3520	97%	75%	20%
Students with Disabilities	790	88%	41%	1%	773	71%	26%	2%
English Proficient	4151	97%	77%	18%	4116	93%	67%	17%
Limited English Proficient	168	89%	45%	1%	177	77%	37%	4%
Economically Disadvantaged	2145	95%	64%	10%	2039	88%	53%	9%
Not Disadvantaged	2174	98%	86%	24%	2254	96%	78%	23%
Migrant								
Not Migrant	4319	97%	75%	17%	4293	92%	66%	16%

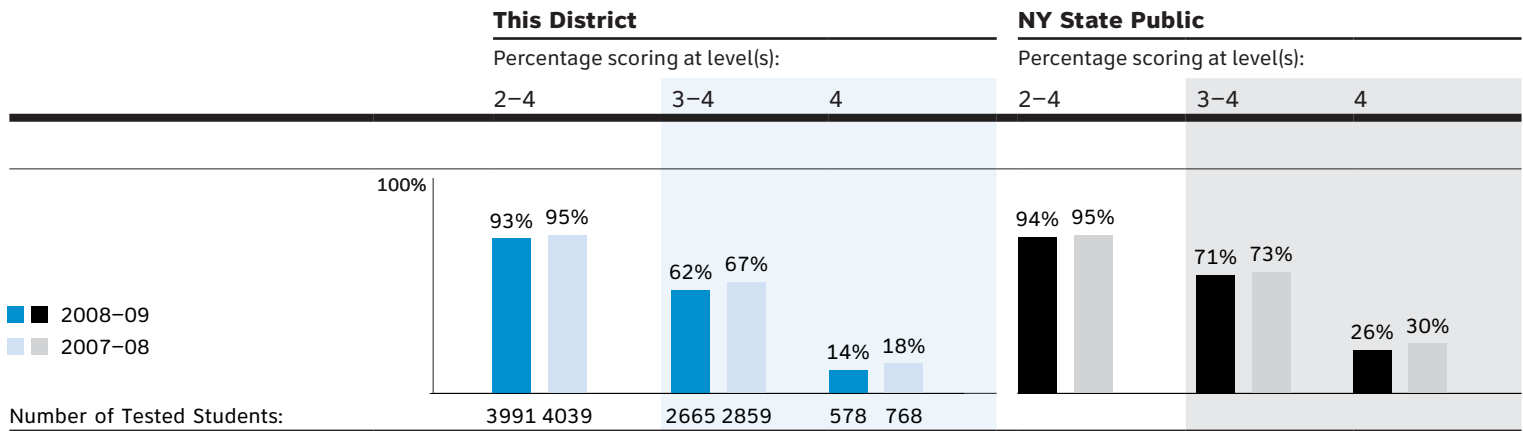
NOTES

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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	82	81	81	62	112	97	94	58

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4277	93%	62%	14%	4167	95%	67%	18%
Female	2071	94%	62%	12%	1998	95%	65%	16%
Male	2206	93%	62%	15%	2169	95%	69%	20%
American Indian or Alaska Native	11	100%	55%	0%	12	-	-	-
Black or African American	671	84%	37%	4%	640	89%	43%	5%
Hispanic or Latino	860	89%	47%	6%	851	92%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	355	98%	84%	31%	346	99%	87%	41%
White	2372	97%	72%	17%	2317	97%	75%	22%
Multiracial	8	100%	38%	0%	1	-	-	-
Small Group Totals					13	100%	69%	15%
General-Education Students	3510	97%	71%	16%	3422	98%	75%	22%
Students with Disabilities	767	78%	23%	1%	745	82%	31%	2%
English Proficient	4111	94%	64%	14%	3995	96%	69%	19%
Limited English Proficient	166	72%	16%	0%	172	81%	23%	2%
Economically Disadvantaged	2112	90%	49%	8%	1991	92%	54%	10%
Not Disadvantaged	2165	97%	75%	19%	2176	98%	79%	25%
Migrant								
Not Migrant	4277	93%	62%	14%	4167	95%	67%	18%

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	82	81	78	77	113	107	101	82
Regents Science	0				90	82	70	12

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

This District

Percentage scoring at level(s):

2-4

3-4

4

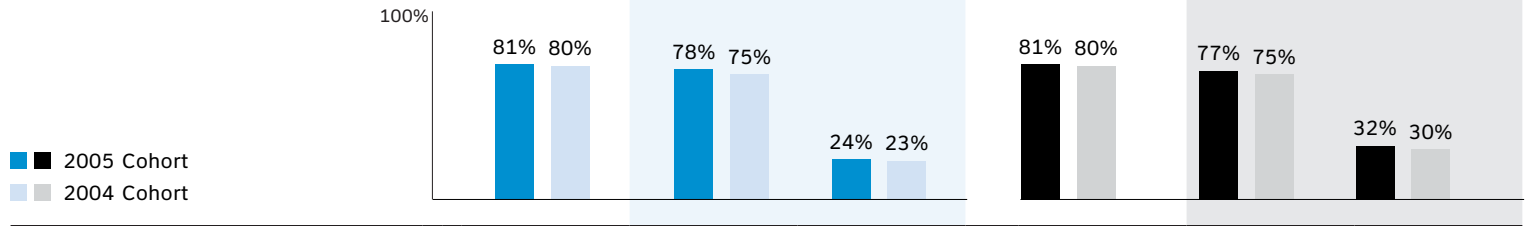
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	4416	81%	78%	24%	4110	80%	75%	23%
Female	2201	85%	83%	30%	2037	85%	81%	28%
Male	2215	77%	73%	18%	2073	76%	70%	18%
American Indian or Alaska Native	8	50%	38%	0%	8	88%	63%	13%
Black or African American	767	70%	66%	12%	685	70%	66%	12%
Hispanic or Latino	900	70%	66%	11%	818	70%	64%	12%
Asian or Native Hawaiian/Other Pacific Islander	376	94%	93%	38%	366	94%	91%	37%
White	2356	87%	84%	30%	2233	85%	80%	28%
Multiracial	9	89%	89%	0%				
Small Group Totals								
General-Education Students	3650	89%	86%	28%	3404	88%	84%	27%
Students with Disabilities	766	45%	40%	3%	706	41%	33%	2%
English Proficient	4238	82%	79%	24%	3980	81%	77%	24%
Limited English Proficient	178	48%	44%	1%	130	42%	32%	1%
Economically Disadvantaged	1546	77%	73%	16%	1333	75%	69%	16%
Not Disadvantaged	2870	83%	80%	28%	2777	83%	79%	26%
Migrant								
Not Migrant	4416	81%	78%	24%	4110	80%	75%	23%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

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

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

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

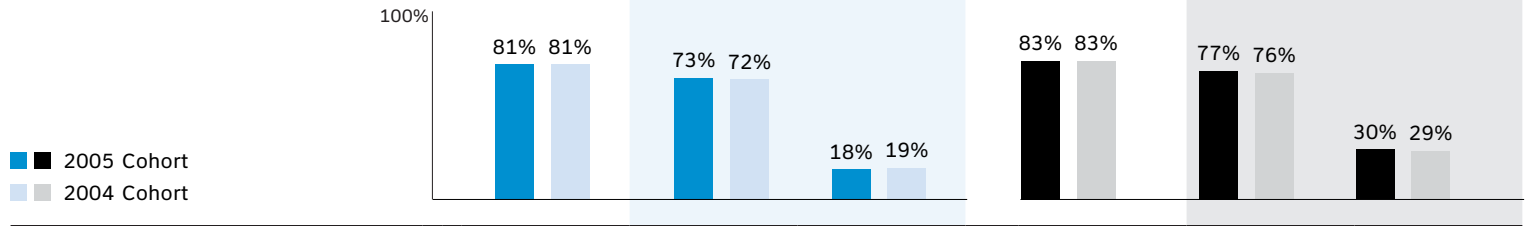
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	4416	81%	73%	18%	4110	81%	72%	19%
Female	2201	84%	76%	19%	2037	85%	76%	20%
Male	2215	78%	70%	17%	2073	77%	68%	17%
American Indian or Alaska Native	8	75%	75%	0%	8	75%	50%	0%
Black or African American	767	71%	59%	4%	685	71%	60%	7%
Hispanic or Latino	900	71%	61%	6%	818	70%	60%	7%
Asian or Native Hawaiian/Other Pacific Islander	376	95%	91%	42%	366	95%	91%	45%
White	2356	86%	79%	23%	2233	86%	77%	22%
Multiracial	9	89%	78%	11%				
Small Group Totals								
General-Education Students	3650	89%	82%	21%	3404	89%	81%	22%
Students with Disabilities	766	45%	30%	1%	706	42%	27%	2%
English Proficient	4238	82%	74%	18%	3980	81%	73%	19%
Limited English Proficient	178	59%	46%	3%	130	63%	43%	8%
Economically Disadvantaged	1546	77%	68%	10%	1333	75%	65%	13%
Not Disadvantaged	2870	83%	76%	22%	2777	84%	75%	21%
Migrant								
Not Migrant	4416	81%	73%	18%	4110	81%	72%	19%

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.