



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #25**

District ID **34-25-00-01-0000**

Superintendent **DIANE FOLEY**

Telephone **(718) 281-7605**

Grades **K-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.

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

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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

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

	2004-05	2005-06	2006-07
Pre-K	773	724	879
Kindergarten	2178	2266	2096
Grade 1	2232	2228	2276
Grade 2	2179	2065	2080
Grade 3	2155	2040	1943
Grade 4	2177	2071	2002
Grade 5	2169	2075	2037
Grade 6	2272	2142	2087
Ungraded Elementary	828	918	1009
Grade 7	2118	2168	2197
Grade 8	2252	2125	2184
Grade 9	3696	3312	3032
Grade 10	2298	2341	1999
Grade 11	1400	1391	1486
Grade 12	1296	1154	1233
Ungraded Secondary	610	671	711
Total K-12	29860	28967	28372

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	24	24	24
Grade 8			
English	31	29	27
Mathematics	31	29	28
Science	30	29	29
Social Studies	31	29	29
Grade 10			
English	28	25	29
Mathematics	25	21	31
Science	27	23	30
Social Studies	27	27	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 #25

District ID 34-25-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	11033	37%	15586	54%	15744	55%
Reduced-Price Lunch	4928	17%	4808	17%	4280	15%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	5550	19%	5421	19%	5270	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	76	0%	86	0%	64	0%
Black or African American	3167	11%	3013	10%	2942	10%
Hispanic or Latino	8897	30%	8698	30%	8604	30%
Asian or Native Hawaiian/Other Pacific Islander	11719	39%	11482	40%	11429	40%
White	6001	20%	5688	20%	5333	19%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	1066	3%	556	2%	1027	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 #25

District ID 34-25-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	1944	1979	2011
Percent with No Valid Teaching Certificate	3%	2%	2%
Percent Teaching Out of Certification	13%	8%	7%
Percent with Fewer Than Three Years of Experience	13%	11%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	51%	52%	53%
Total Number of Core Classes*	N/A	7314	4085
Percent Not Taught by Highly Qualified Teachers	N/A	6%	8%
Total Number of Classes	4517	5176	5381
Percent Taught by Teachers Without Appropriate Certification	15%	11%	9%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	17%	15%
Turnover Rate of All Teachers	17%	13%	12%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff			0
Total Paraprofessionals*			0
Assistant Principals			0
Principals			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. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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 that 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 2006–07, 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: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2006–07 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 2003 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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 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, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's 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 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 2006–07 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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 (2007-08)

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

2005-06	2006-07	2007-08
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						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	5 of 8	7 of 8	0 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
(2007-08)

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 2008-09. [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 2006-07 2007-08
All Students (13483:12739)			99%		167	121	
Ethnicity							
American Indian or Alaska Native (31:31)		—	—		152	105	
Black or African American (1036:990)			98%		154	119	
Hispanic or Latino (3422:3219)			99%		155	120	
Asian or Native Hawaiian/Other Pacific Islander (6015:5587)			100%		173	121	
White (2978:2911)			99%		174	120	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2106:1998)			97%		123	120	
Limited English Proficient ⁵ (1995:2330)			100%		133	120	
Economically Disadvantaged (10053:9407)			99%		162	121	
Final AYP Determination	 9 of 9						

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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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
(2007–08)

Accountability Measures 9 of 9 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
All Students (13545:12934)			99%		183	85	
Ethnicity							
American Indian or Alaska Native (31:31)		—	—		181	69	
Black or African American (1034:982)			98%		164	83	
Hispanic or Latino (3438:3238)			99%		171	84	
Asian or Native Hawaiian/Other Pacific Islander (6060:5784)			100%		192	85	
White (2981:2898)			99%		183	84	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2111:1981)			97%		147	84	
Limited English Proficient ⁵ (2072:2618)			99%		177	84	
Economically Disadvantaged (10101:9612)			99%		180	85	
Final AYP Determination	 9 of 9						

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (4532:4272)		Qualified		98%		172	100	
Ethnicity								
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—	—
Black or African American (327:313)		Qualified		98%		156	100	
Hispanic or Latino (1113:1029)		Qualified		98%		159	100	
Asian or Native Hawaiian/Other Pacific Islander (2063:1955)		Qualified		99%		180	100	
White (1022:968)		Qualified		97%		177	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (678:621)		Qualified		93%		139	100	
Limited English Proficient ⁴ (719:865)		Qualified		98%		150	100	
Economically Disadvantaged (3357:3157)		Qualified		98%		168	100	
Final AYP Determination		1 of 1						

NOTES




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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 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
(2007–08)

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 2008-09. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (1507:1564)			99%		156	156	
Ethnicity							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (244:249)			100%		160	152	
Hispanic or Latino (551:587)			99%		139	154	138 [‡] 145
Asian or Native Hawaiian/Other Pacific Islander (479:503)			100%		162	154	
White (219:210)			99%		185	151	
Multiracial (11:13)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (109:78)			95%		131	148	124 [‡] 138
Limited English Proficient ⁴ (147:354)			99%		108	153	72 117
Economically Disadvantaged (1025:1124)			99%		152	156	155 157
Final AYP Determination		5 of 8					

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ 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
(2007–08)

Accountability Measures 7 of 8 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (1507:1564)			99%		166	149	
Ethnicity							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (244:249)			100%		151	145	
Hispanic or Latino (551:587)			99%		149	147	
Asian or Native Hawaiian/Other Pacific Islander (479:503)			100%		185	147	
White (219:210)			99%		182	144	
Multiracial (11:13)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (61:78)			95%		135	141	128 [‡] 142
Limited English Proficient ⁴ (147:354)			99%		159	146	
Economically Disadvantaged (1025:1124)			99%		165	149	
Final AYP Determination	 7 of 8						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ 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
(2007–08)

Accountability Measures 0 of 1 Student groups making AYP in Graduation Rate
 Did not make AYP

Prospective Status A district that fails to make AYP in Graduation Rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP in 2007-08, the district will be in good standing in 2008-09. [203]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (1815)			54%	55%	55%	55%
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (332)			49%	55%	54%	50%
Hispanic or Latino (626)			40%	55%	48%	41%
Asian or Native Hawaiian/Other Pacific Islander (548)			62%	55%		
White (308)			72%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (107)			24%	55%	31%	25%
Limited English Proficient ³ (12)		–	–	–		
Economically Disadvantaged (1170)			56%	55%		
Final AYP Determination		0 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ 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 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

▲ Good Standing

18 schools identified 45% of total

EAST-WEST SCHOOL OF INTERNATIONAL STUDIES
FLUSHING INTERNATIONAL HIGH SCHOOL
IS 250 THE ROBERT F KENNEDY MIDDLE SCHOOL
PS 120 QUEENS SCHOOL
PS 129 PATRICIA LARKIN SCHOOL
PS 154 QUEENS SCHOOL
PS 163 FLUSHING HEIGHTS SCHOOL
PS 164 QUEENS VALLEY SCHOOL
PS 165 EDITH K BERGTRAUM SCHOOL
PS 20 JOHN BOWNE SCHOOL
PS 200 THE POMONOK SCHOOL
PS 201 KISSENA SCHOOL
PS 21 EDWARD HART SCHOOL
PS 214 CADWALLADER COLDEN SCHOOL
PS 219 PAUL KLAPPER SCHOOL
PS 22 THOMAS JEFFERSON SCHOOL
PS 24 ANDREW JACKSON SCHOOL
PS 29 QUEENS SCHOOL

▲ Improvement (Year 1)

2 schools identified 5% of total

JHS 185 EDWARD BLEEKER SCHOOL
JOHN BOWNE HIGH SCHOOL

▲ Improvement (Year 2)

1 school identified 3% of total

JHS 189 DANIEL CARTER BEARD SCHOOL

▲ Corrective Action

2 schools identified 5% of total

FLUSHING HIGH SCHOOL
IS 237

New York State Status

■ Good Standing

16 schools identified 40% of total

IS 25 ADRIEN BLOCK SCHOOL
JHS 194 WILLIAM CARR SCHOOL
PS 107 THOMAS A DOOLEY
PS 130
PS 169 BAY TERRACE SCHOOL
PS 184 FLUSHING MANOR SCHOOL
PS 193 ALFRED J KENNEDY SCHOOL
PS 209 CLEARVIEW GARDENS SCHOOL
PS 242
PS 32 STATE STREET SCHOOL
PS 79 FRANCIS LEWIS SCHOOL
QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE & TECHNOLOGY
QUEENS SCHOOL OF INQUIRY
ROBERT F KENNEDY COMMUNITY HIGH SCHOOL
TOWNSEND HARRIS HIGH SCHOOL
WORLD JOURNALISM PREPARATORY

■ Requiring Academic Progress (Year 3)

1 school identified 3% of total

JHS 168 PARSONS SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #25

District ID 34-25-00-01-0000

Summary of 2006–07 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	73%			2032
Grade 4	76%			2072
Grade 5	74%			2121
Grade 6	75%			2142
Grade 7	64%			2238
Grade 8	61%			2218

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	94%			2096
Grade 4	91%			2165
Grade 5	88%			2199
Grade 6	89%			2227
Grade 7	79%			2332
Grade 8	69%			2291

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	88%			2153
Grade 8	64%			2245

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	67%			1886
Mathematics	66%			1886

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.

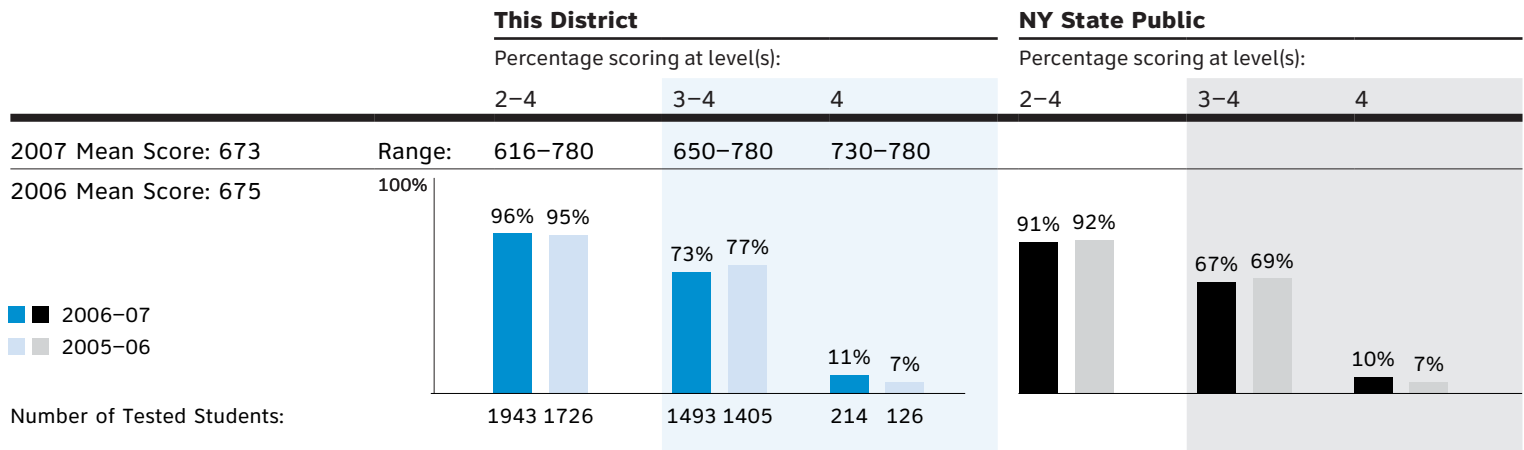
In this section, this district's performance is compared with that of public schools statewide.

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

	2006-07 School Year				2005-06 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	2032	96%	73%	11%	1815	95%	77%	7%
Female	974	97%	77%	12%	846	98%	84%	9%
Male	1058	95%	70%	9%	969	92%	72%	6%
American Indian or Alaska Native	7	86%	57%	0%	5	60%	60%	0%
Black or African American	164	94%	60%	7%	163	91%	60%	3%
Hispanic or Latino	511	94%	64%	6%	408	93%	67%	2%
Asian or Native Hawaiian/Other Pacific Islander	901	97%	79%	14%	759	98%	86%	10%
White	449	95%	78%	11%	480	95%	80%	7%
Multiracial								
Small Group Totals								
General-Education Students	1703	98%	80%	12%	1530	99%	85%	8%
Students with Disabilities	329	82%	39%	2%	285	74%	38%	1%
English Proficient	1678	97%	80%	12%	1763	96%	79%	7%
Limited English Proficient	354	90%	44%	2%	52	69%	37%	2%
Economically Disadvantaged	1509	95%	69%	8%	1018	99%	83%	7%
Not Disadvantaged	523	98%	86%	17%	797	90%	71%	7%
Migrant								
Not Migrant	2032	96%	73%	11%	1815	95%	77%	7%

NOTES

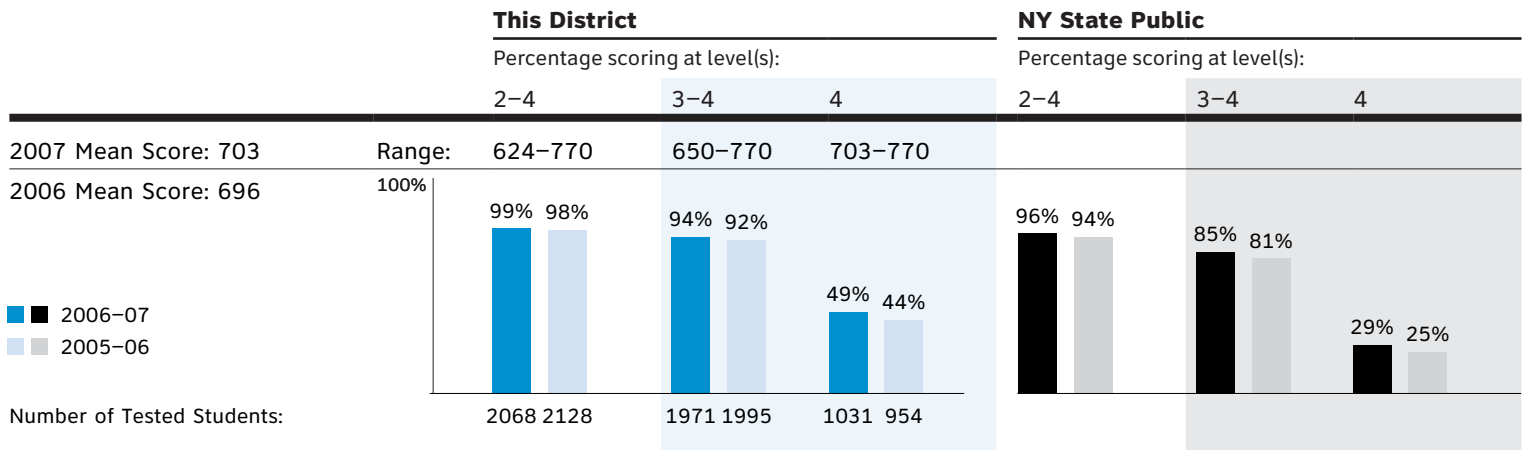
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	32	31	27	25	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	53	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 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	2096	99%	94%	49%	2180	98%	92%	44%
Female	1002	99%	93%	50%	1001	99%	92%	46%
Male	1094	99%	95%	48%	1179	97%	91%	42%
American Indian or Alaska Native	7	100%	100%	29%	5	100%	100%	20%
Black or African American	163	98%	85%	29%	167	92%	78%	25%
Hispanic or Latino	525	98%	91%	37%	518	96%	86%	28%
Asian or Native Hawaiian/Other Pacific Islander	949	99%	96%	62%	996	99%	96%	56%
White	452	98%	95%	44%	494	98%	93%	42%
Multiracial								
Small Group Totals								
General-Education Students	1765	100%	97%	55%	1838	99%	95%	49%
Students with Disabilities	331	94%	78%	19%	342	88%	73%	13%
English Proficient	1677	99%	96%	54%	1779	98%	94%	48%
Limited English Proficient	419	97%	87%	30%	401	96%	83%	23%
Economically Disadvantaged	1564	98%	93%	46%	1301	99%	94%	46%
Not Disadvantaged	532	100%	98%	58%	879	95%	87%	41%
Migrant								
Not Migrant	2096	99%	94%	49%	2180	98%	92%	44%

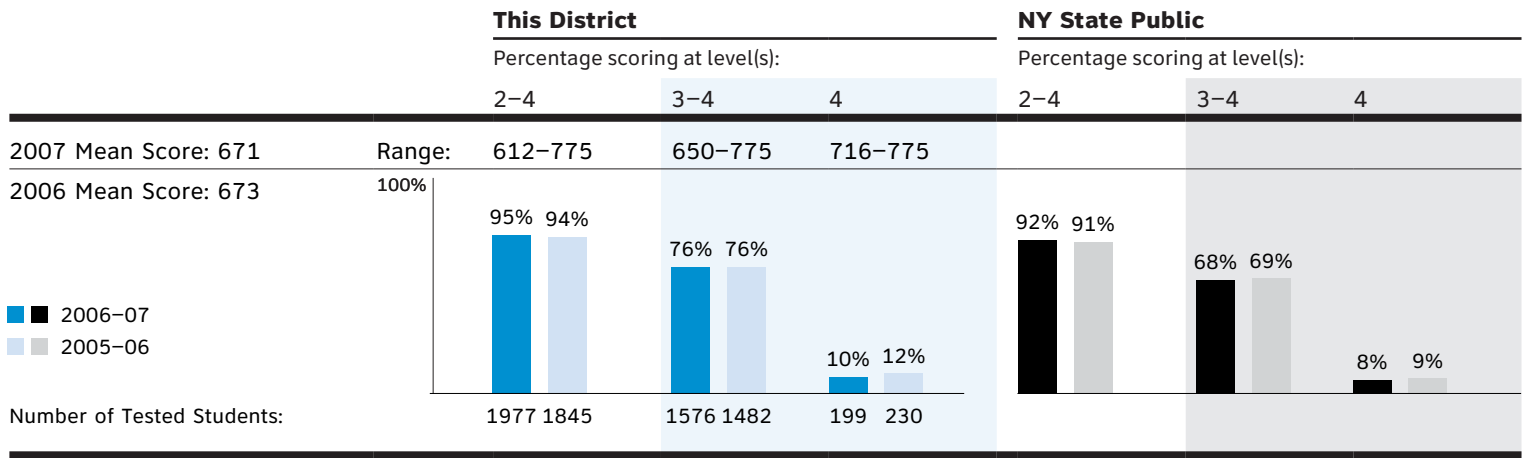
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	32	32	29	24	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	2072	95%	76%	10%	1957	94%	76%	12%
Female	958	97%	82%	13%	983	96%	79%	14%
Male	1114	94%	71%	7%	974	93%	73%	10%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	153	-	-	-	160	-	-	-
Hispanic or Latino	506	94%	64%	4%	476	92%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	947	96%	81%	13%	827	97%	84%	17%
White	463	96%	82%	12%	491	93%	77%	11%
Multiracial								
Small Group Totals	156	94%	65%	3%	163	88%	62%	6%
General-Education Students	1739	98%	83%	11%	1640	98%	84%	14%
Students with Disabilities	333	82%	40%	1%	317	74%	33%	0%
English Proficient	1768	97%	82%	11%	1893	95%	78%	12%
Limited English Proficient	304	84%	39%	1%	64	73%	22%	0%
Economically Disadvantaged	1531	95%	72%	8%	1143	98%	81%	11%
Not Disadvantaged	541	98%	87%	16%	814	89%	68%	12%
Migrant								
Not Migrant	2072	95%	76%	10%	1957	94%	76%	12%

NOTES

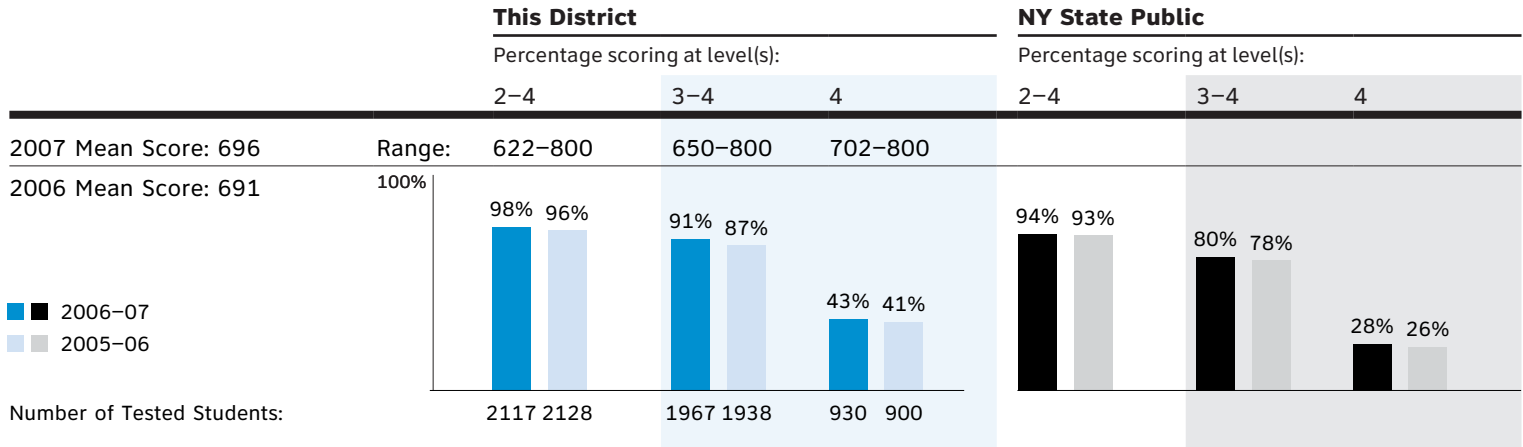
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Other Assessments

	2006-07 School Year				2005-06 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	21	21	18	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	73	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 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	2165	98%	91%	43%	2219	96%	87%	41%
Female	1003	98%	91%	43%	1102	96%	87%	40%
Male	1162	97%	91%	43%	1117	96%	87%	41%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	153	-	-	-	162	-	-	-
Hispanic or Latino	533	95%	83%	23%	556	94%	80%	25%
Asian or Native Hawaiian/Other Pacific Islander	1008	99%	96%	57%	989	98%	94%	54%
White	468	99%	93%	41%	509	95%	88%	40%
Multiracial								
Small Group Totals	156	95%	79%	24%	165	90%	71%	16%
General-Education Students	1831	99%	95%	48%	1865	98%	93%	47%
Students with Disabilities	334	90%	69%	13%	354	83%	57%	9%
English Proficient	1775	98%	93%	48%	1900	97%	90%	45%
Limited English Proficient	390	96%	82%	22%	319	90%	70%	16%
Economically Disadvantaged	1615	97%	89%	40%	1350	98%	92%	43%
Not Disadvantaged	550	99%	96%	53%	869	92%	80%	37%
Migrant								
Not Migrant	2165	98%	91%	43%	2219	96%	87%	41%

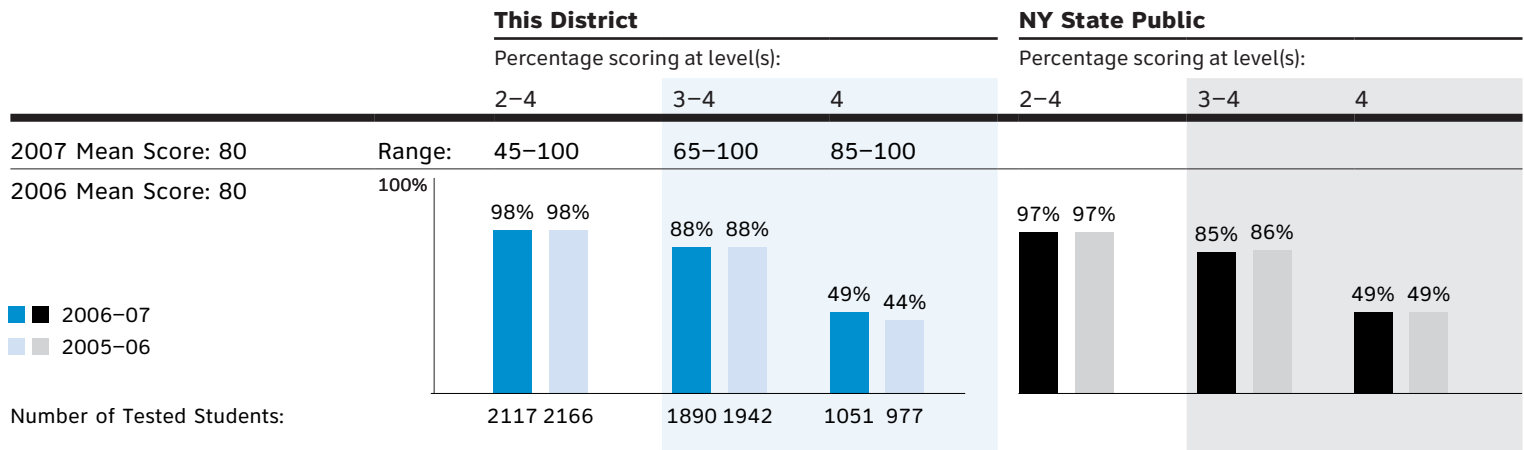
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	21	21	19	17	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 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	2153	98%	88%	49%	2200	98%	88%	44%
Female	996	99%	89%	49%	1091	99%	88%	44%
Male	1157	97%	87%	48%	1109	98%	88%	45%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	153	-	-	-	157	-	-	-
Hispanic or Latino	527	98%	79%	31%	550	98%	81%	32%
Asian or Native Hawaiian/Other Pacific Islander	1007	99%	91%	57%	986	99%	91%	51%
White	463	99%	92%	56%	504	98%	92%	50%
Multiracial								
Small Group Totals	156	96%	86%	38%	160	98%	82%	30%
General-Education Students	1826	99%	91%	54%	1853	99%	92%	49%
Students with Disabilities	327	94%	69%	19%	347	96%	70%	18%
English Proficient	1762	99%	92%	56%	1883	99%	92%	49%
Limited English Proficient	391	95%	68%	16%	317	94%	66%	17%
Economically Disadvantaged	1606	98%	85%	44%	1341	99%	90%	43%
Not Disadvantaged	547	99%	95%	63%	859	98%	85%	46%
Migrant								
Not Migrant	2153	98%	88%	49%	2200	98%	88%	44%

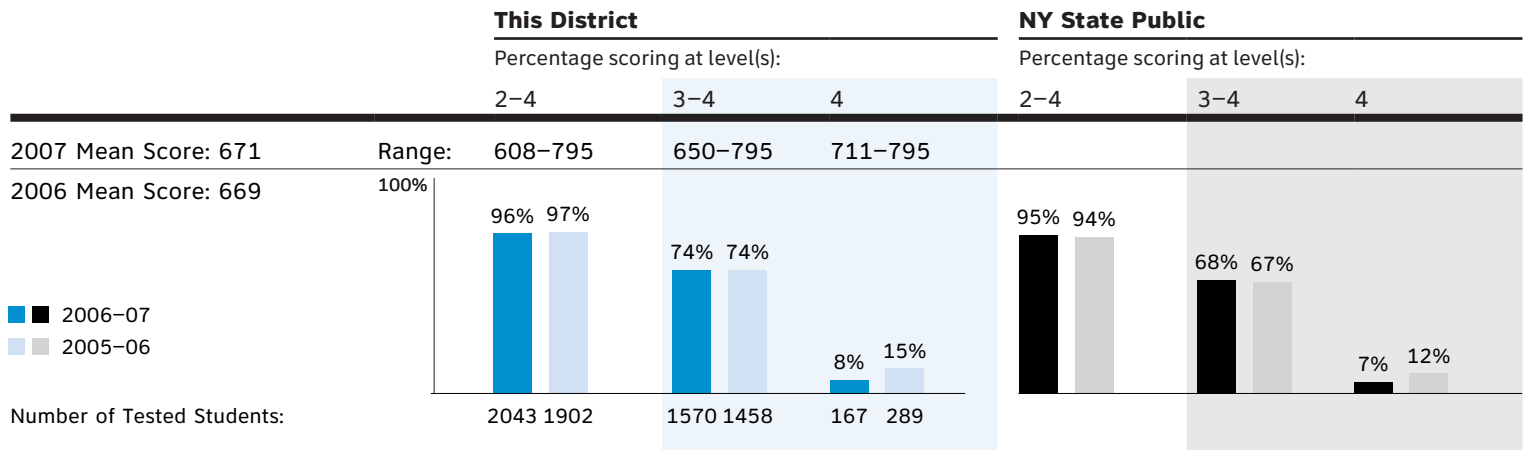
NOTES

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

	2006-07 School Year				2005-06 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	20	20	19	18	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	2121	96%	74%	8%	1969	97%	74%	15%
Female	1059	96%	76%	8%	975	97%	77%	17%
Male	1062	96%	72%	8%	994	96%	71%	13%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	167	-	-	-	152	-	-	-
Hispanic or Latino	529	93%	61%	3%	521	94%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	944	98%	79%	9%	853	98%	84%	21%
White	478	97%	81%	12%	439	98%	75%	16%
Multiracial								
Small Group Totals	170	95%	66%	3%	156	93%	55%	4%
General-Education Students	1768	99%	82%	9%	1661	99%	82%	17%
Students with Disabilities	353	85%	35%	1%	308	83%	31%	2%
English Proficient	1883	98%	80%	9%	1910	97%	75%	15%
Limited English Proficient	238	82%	28%	0%	59	75%	39%	2%
Economically Disadvantaged	1582	96%	70%	5%	1186	99%	79%	13%
Not Disadvantaged	539	99%	87%	17%	783	93%	67%	17%
Migrant								
Not Migrant	2121	96%	74%	8%	1969	97%	74%	15%

NOTES

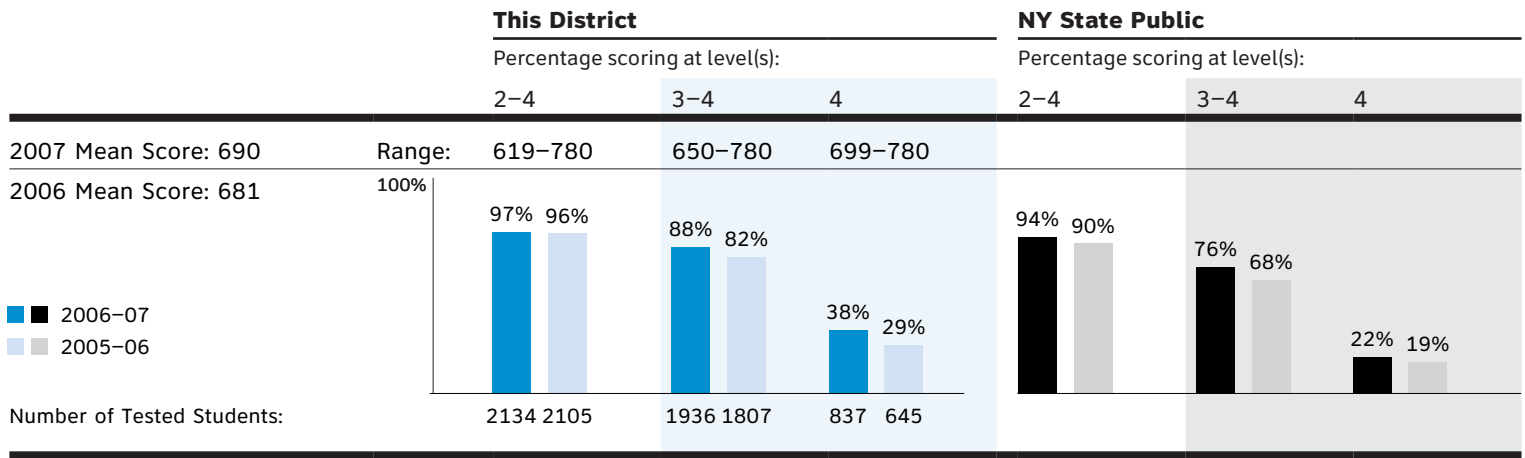
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Other Assessments

	2006-07 School Year				2005-06 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	24	24	23	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	67	N/A	N/A	N/A	N/A	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

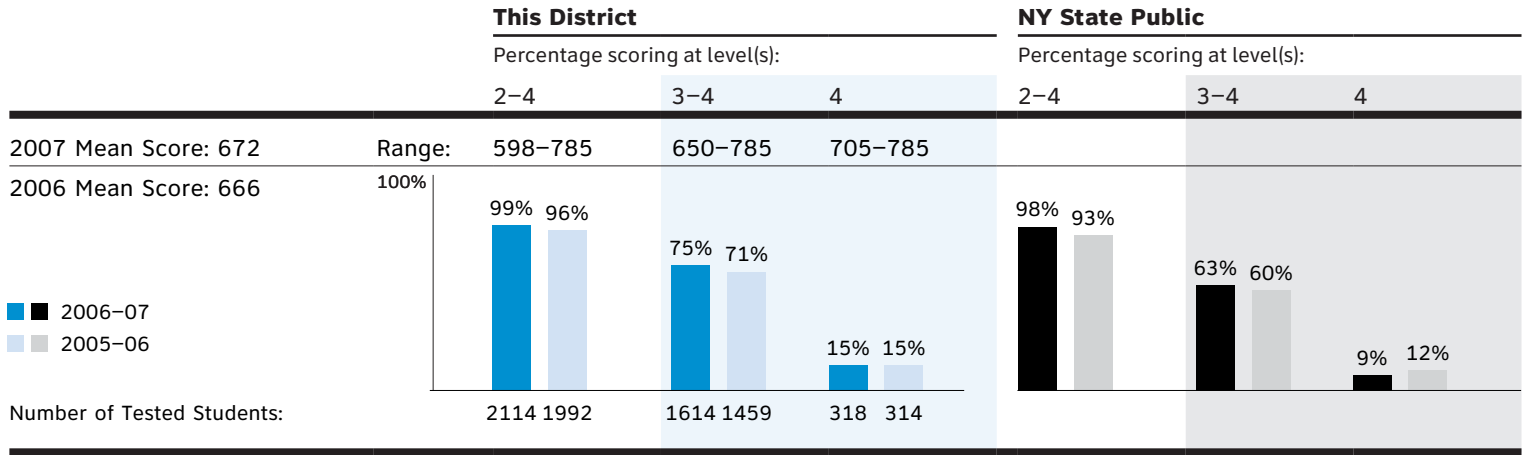
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2199	97%	88%	38%	2201	96%	82%	29%
Female	1086	97%	87%	38%	1099	96%	81%	29%
Male	1113	97%	89%	39%	1102	95%	83%	30%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	169	-	-	-	156	-	-	-
Hispanic or Latino	556	94%	76%	18%	579	94%	71%	14%
Asian or Native Hawaiian/Other Pacific Islander	991	99%	96%	54%	1012	97%	91%	42%
White	480	97%	91%	36%	450	96%	83%	27%
Multiracial								
Small Group Totals	172	95%	72%	15%	160	91%	61%	10%
General-Education Students	1842	99%	93%	44%	1876	98%	88%	34%
Students with Disabilities	357	87%	62%	7%	325	84%	49%	4%
English Proficient	1879	98%	91%	41%	1922	97%	84%	31%
Limited English Proficient	320	92%	72%	21%	279	88%	66%	15%
Economically Disadvantaged	1653	96%	86%	35%	1385	97%	86%	29%
Not Disadvantaged	546	99%	95%	47%	816	93%	75%	30%
Migrant								
Not Migrant	2199	97%	88%	38%	2201	96%	82%	29%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	24	24	24	21	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	2142	99%	75%	15%	2067	96%	71%	15%
Female	1081	99%	78%	18%	1016	97%	76%	18%
Male	1061	98%	73%	11%	1051	95%	65%	13%
American Indian or Alaska Native	5	-	-	-	8	88%	38%	0%
Black or African American	145	99%	63%	7%	180	91%	51%	6%
Hispanic or Latino	580	98%	68%	7%	571	95%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	975	99%	81%	21%	793	99%	80%	21%
White	436	99%	75%	15%	515	96%	76%	19%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	83%	17%				
General-Education Students	1837	99%	82%	17%	1766	99%	78%	18%
Students with Disabilities	305	94%	33%	1%	301	79%	24%	1%
English Proficient	1941	100%	81%	16%	2019	97%	72%	16%
Limited English Proficient	201	91%	23%	0%	48	77%	25%	2%
Economically Disadvantaged	1622	99%	72%	12%	1229	99%	76%	14%
Not Disadvantaged	520	99%	85%	25%	838	92%	63%	16%
Migrant								
Not Migrant	2142	99%	75%	15%	2067	96%	71%	15%

NOTES

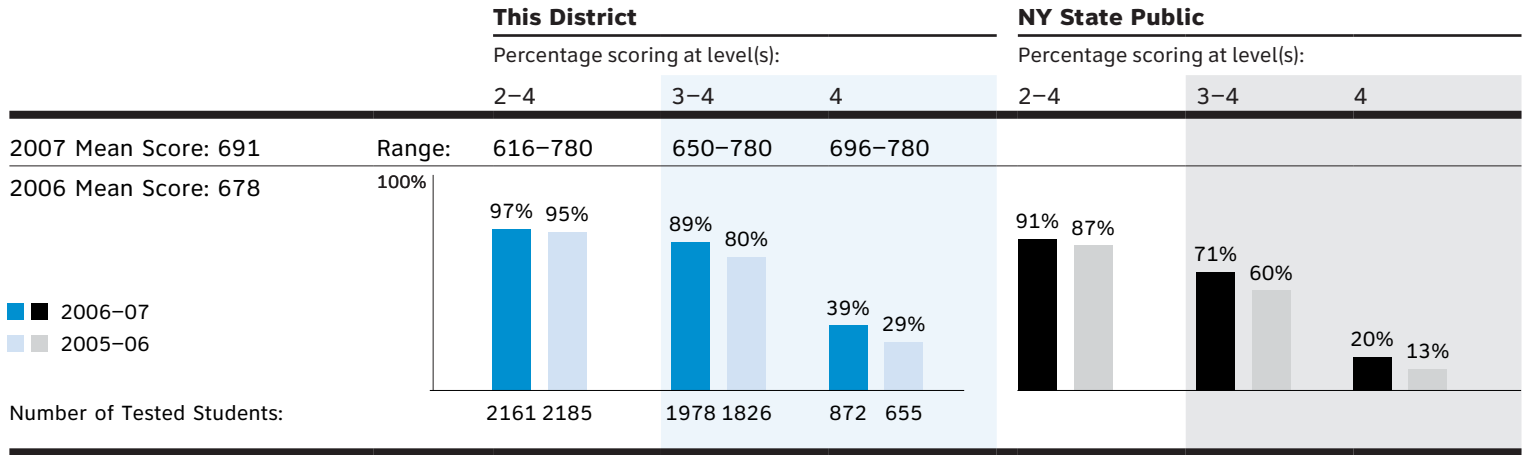
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Other Assessments

	2006-07 School Year				2005-06 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	29	29	28	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	69	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 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	2227	97%	89%	39%	2294	95%	80%	29%
Female	1124	98%	89%	40%	1116	97%	80%	30%
Male	1103	96%	88%	38%	1178	94%	79%	27%
American Indian or Alaska Native	5	-	-	-	8	63%	38%	13%
Black or African American	149	95%	77%	18%	191	87%	59%	12%
Hispanic or Latino	592	96%	83%	21%	627	92%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	1044	98%	94%	54%	942	99%	91%	44%
White	436	97%	88%	35%	526	96%	81%	27%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	100%	50%				
General-Education Students	1915	99%	93%	44%	1978	98%	87%	33%
Students with Disabilities	312	86%	61%	8%	316	76%	36%	4%
English Proficient	1944	98%	91%	42%	2045	96%	81%	30%
Limited English Proficient	283	89%	76%	20%	249	90%	65%	20%
Economically Disadvantaged	1699	97%	88%	36%	1422	98%	85%	30%
Not Disadvantaged	528	98%	92%	51%	872	90%	71%	27%
Migrant								
Not Migrant	2227	97%	89%	39%	2294	95%	80%	29%

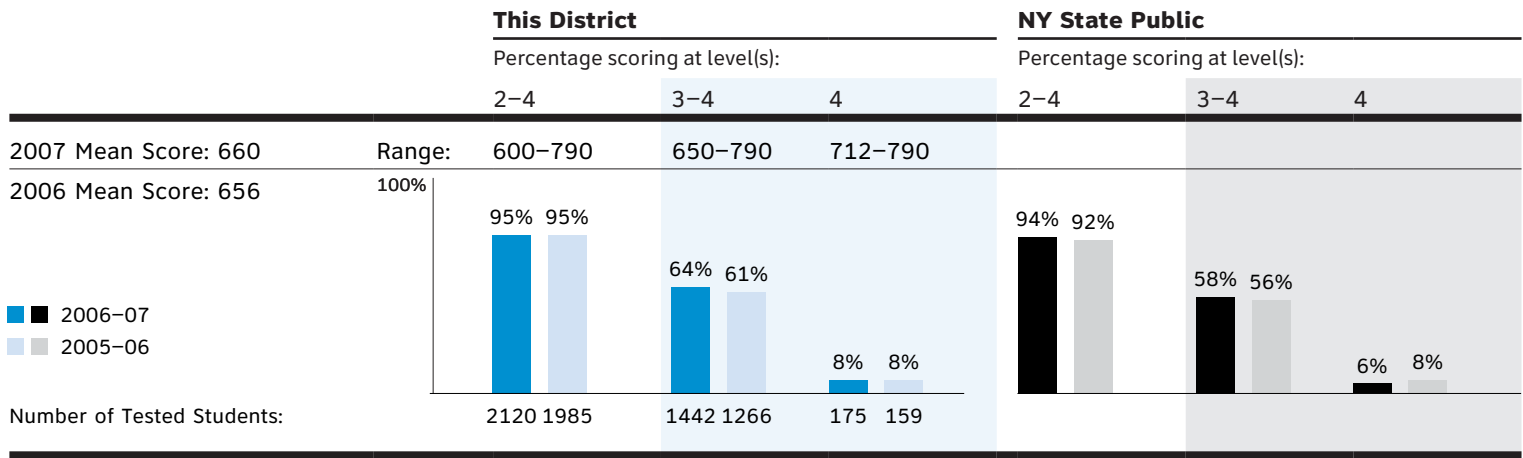
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	29	29	27	24	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	2238	95%	64%	8%	2087	95%	61%	8%
Female	1077	96%	69%	11%	1024	97%	65%	10%
Male	1161	93%	60%	5%	1063	93%	56%	6%
American Indian or Alaska Native	9	100%	33%	0%	4	-	-	-
Black or African American	207	92%	52%	2%	170	-	-	-
Hispanic or Latino	610	95%	53%	3%	543	92%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	890	94%	70%	10%	833	98%	71%	11%
White	522	97%	73%	11%	537	95%	65%	9%
Multiracial								
Small Group Totals					174	93%	37%	1%
General-Education Students	1912	96%	72%	9%	1784	98%	68%	9%
Students with Disabilities	326	85%	23%	0%	303	76%	17%	0%
English Proficient	2049	98%	69%	9%	2014	96%	62%	8%
Limited English Proficient	189	62%	15%	0%	73	63%	12%	0%
Economically Disadvantaged	1633	93%	59%	6%	1216	98%	62%	6%
Not Disadvantaged	605	98%	80%	12%	871	91%	59%	10%
Migrant								
Not Migrant	2238	95%	64%	8%	2087	95%	61%	8%

NOTES

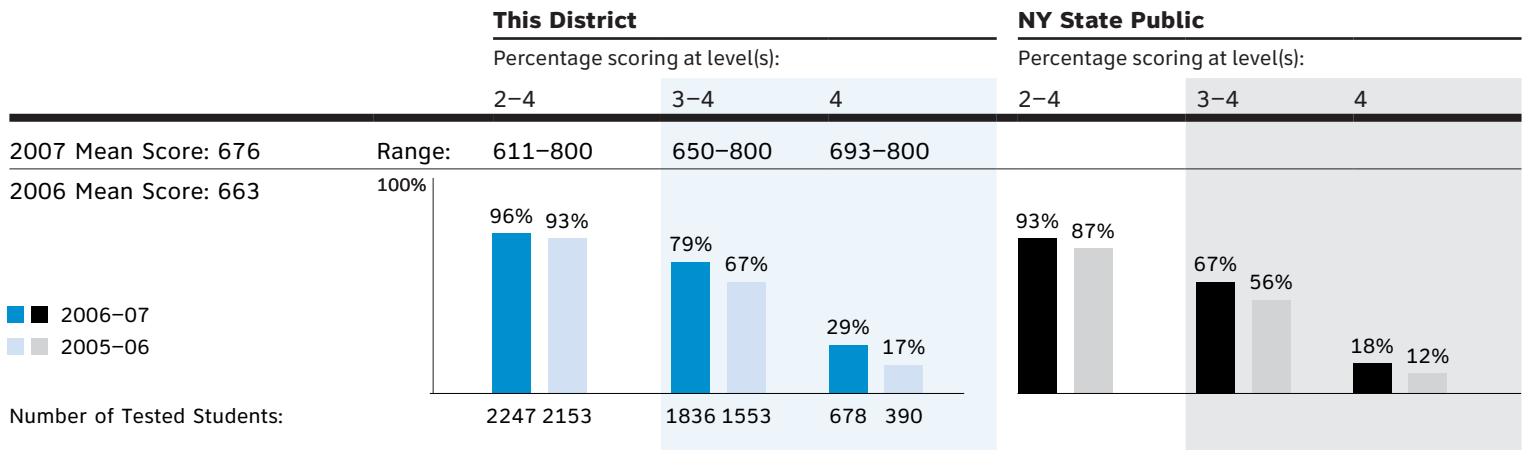
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Other Assessments

	2006-07 School Year				2005-06 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	16	16	15	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	91	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 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	2332	96%	79%	29%	2307	93%	67%	17%
Female	1128	97%	80%	32%	1133	94%	69%	18%
Male	1204	95%	77%	27%	1174	93%	66%	16%
American Indian or Alaska Native	9	89%	56%	11%	4	-	-	-
Black or African American	201	89%	57%	11%	166	-	-	-
Hispanic or Latino	622	95%	66%	12%	578	90%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	975	99%	90%	44%	1016	96%	81%	27%
White	525	97%	82%	29%	543	93%	67%	14%
Multiracial								
Small Group Totals					170	87%	41%	4%
General-Education Students	2010	99%	85%	33%	1995	96%	74%	19%
Students with Disabilities	322	82%	37%	2%	312	74%	27%	0%
English Proficient	2040	97%	81%	31%	2021	95%	70%	18%
Limited English Proficient	292	91%	63%	15%	286	79%	46%	8%
Economically Disadvantaged	1721	96%	76%	26%	1409	96%	69%	16%
Not Disadvantaged	611	98%	86%	37%	898	90%	64%	19%
Migrant								
Not Migrant	2332	96%	79%	29%	2307	93%	67%	17%

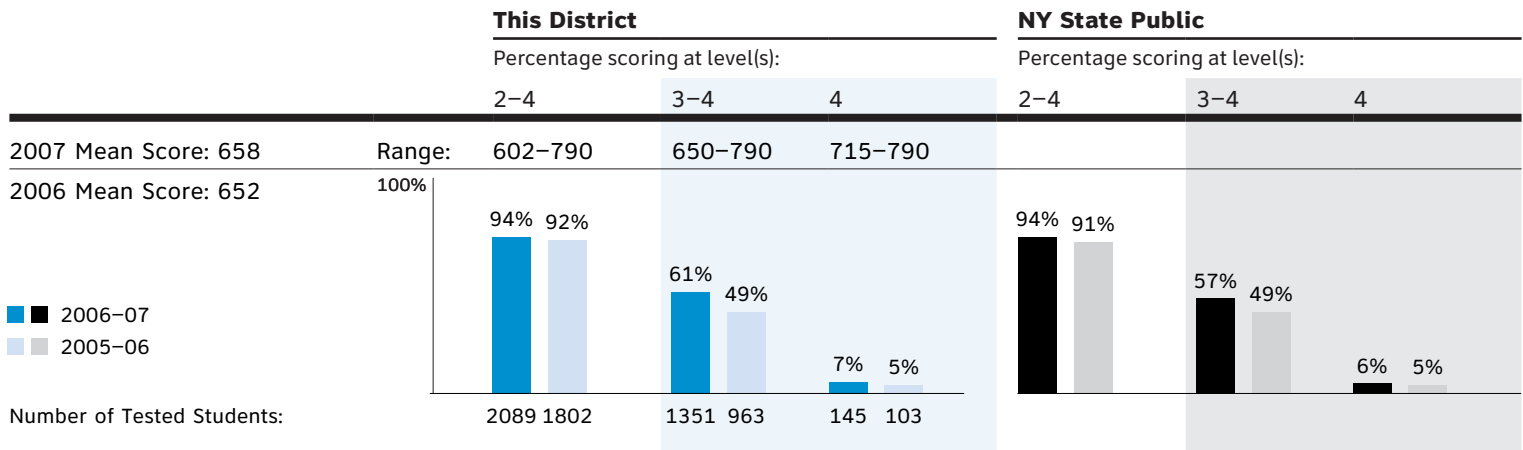
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	16	16	14	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	2218	94%	61%	7%	1951	92%	49%	5%
Female	1095	96%	68%	8%	947	95%	57%	6%
Male	1123	92%	54%	5%	1004	90%	42%	5%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	166	-	-	-	193	-	-	-
Hispanic or Latino	549	93%	51%	3%	536	89%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	970	93%	65%	9%	773	95%	60%	7%
White	530	97%	68%	7%	446	95%	58%	8%
Multiracial								
Small Group Totals	169	95%	43%	2%	196	85%	23%	1%
General-Education Students	1932	95%	67%	8%	1732	97%	55%	6%
Students with Disabilities	286	85%	19%	0%	219	55%	6%	1%
English Proficient	2007	98%	67%	7%	1871	94%	51%	6%
Limited English Proficient	211	56%	5%	0%	80	56%	6%	0%
Economically Disadvantaged	1606	93%	55%	5%	1135	96%	49%	4%
Not Disadvantaged	612	98%	76%	11%	816	87%	50%	7%
Migrant								
Not Migrant	2218	94%	61%	7%	1951	92%	49%	5%

NOTES

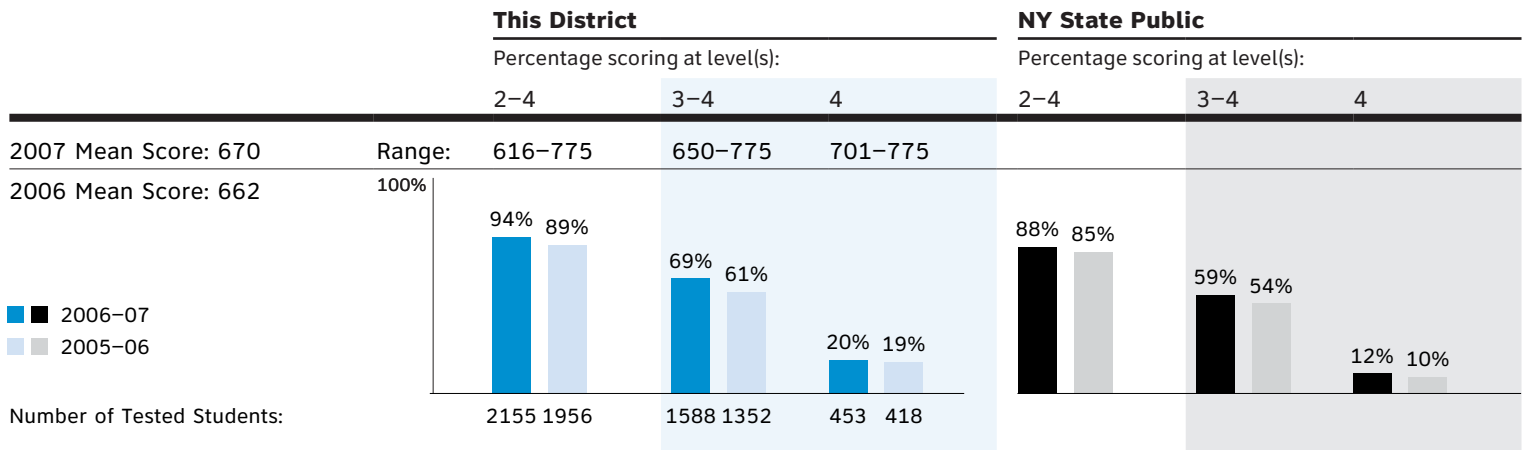
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Other Assessments

	2006-07 School Year				2005-06 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	27	27	26	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	74	N/A	N/A	N/A	N/A	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

	2006-07 School Year				2005-06 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	2291	94%	69%	20%	2201	89%	61%	19%
Female	1129	94%	71%	21%	1064	91%	66%	21%
Male	1162	94%	68%	18%	1137	87%	57%	17%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	166	-	-	-	197	-	-	-
Hispanic or Latino	563	89%	50%	6%	586	83%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	1031	98%	85%	34%	965	94%	78%	32%
White	528	95%	66%	11%	449	92%	64%	16%
Multiracial								
Small Group Totals	169	87%	46%	4%	201	74%	27%	2%
General-Education Students	2013	97%	76%	22%	1978	93%	67%	21%
Students with Disabilities	278	75%	24%	0%	223	48%	9%	0%
English Proficient	1999	96%	71%	21%	1867	91%	64%	21%
Limited English Proficient	292	83%	59%	10%	334	78%	46%	9%
Economically Disadvantaged	1680	93%	67%	19%	1357	93%	64%	18%
Not Disadvantaged	611	97%	75%	23%	844	83%	57%	20%
Migrant								
Not Migrant	2291	94%	69%	20%	2201	89%	61%	19%

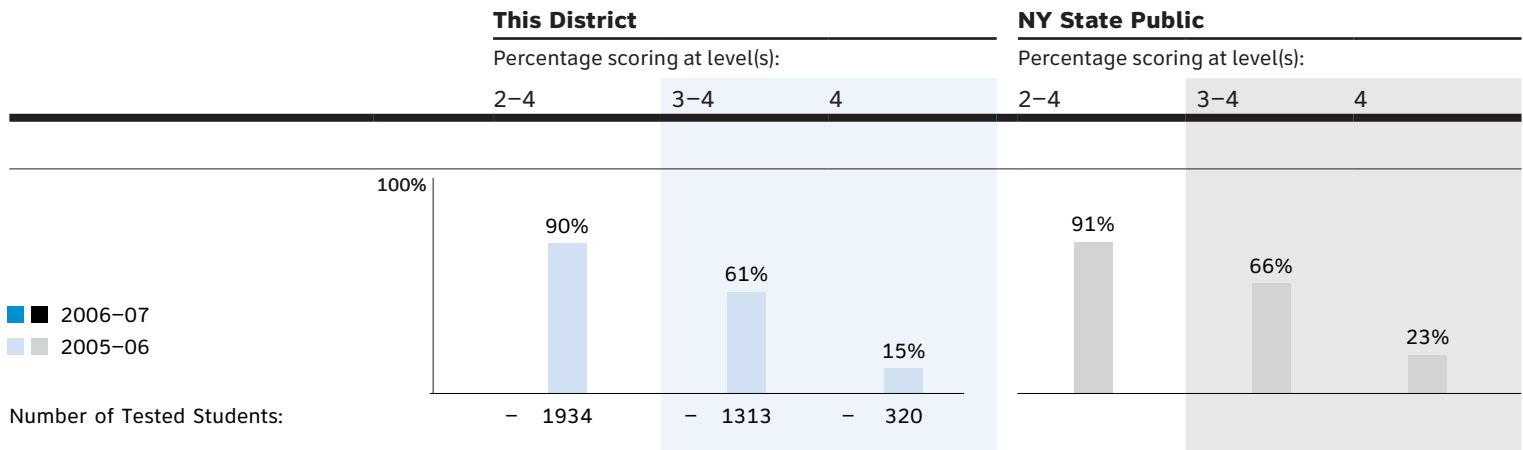
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	27	27	25	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 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	2245	93%	64%	23%	2140	90%	61%	15%
Female	1115	93%	63%	22%	1035	91%	60%	14%
Male	1130	92%	66%	23%	1105	90%	62%	16%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	164	-	-	-	190	-	-	-
Hispanic or Latino	549	90%	50%	10%	564	87%	53%	8%
Asian or Native Hawaiian/Other Pacific Islander	1018	94%	74%	33%	947	91%	68%	22%
White	511	95%	67%	21%	436	95%	68%	15%
Multiracial								
Small Group Totals	167	85%	41%	6%	193	86%	39%	2%
General-Education Students	1979	95%	70%	25%	1924	93%	67%	17%
Students with Disabilities	266	77%	21%	3%	216	63%	15%	0%
English Proficient	1954	96%	70%	25%	1817	95%	68%	18%
Limited English Proficient	291	71%	29%	3%	323	66%	24%	0%
Economically Disadvantaged	1655	91%	60%	19%	1315	92%	62%	14%
Not Disadvantaged	590	97%	75%	32%	825	87%	60%	17%
Migrant								
Not Migrant	2245	93%	64%	23%	2140	90%	61%	15%

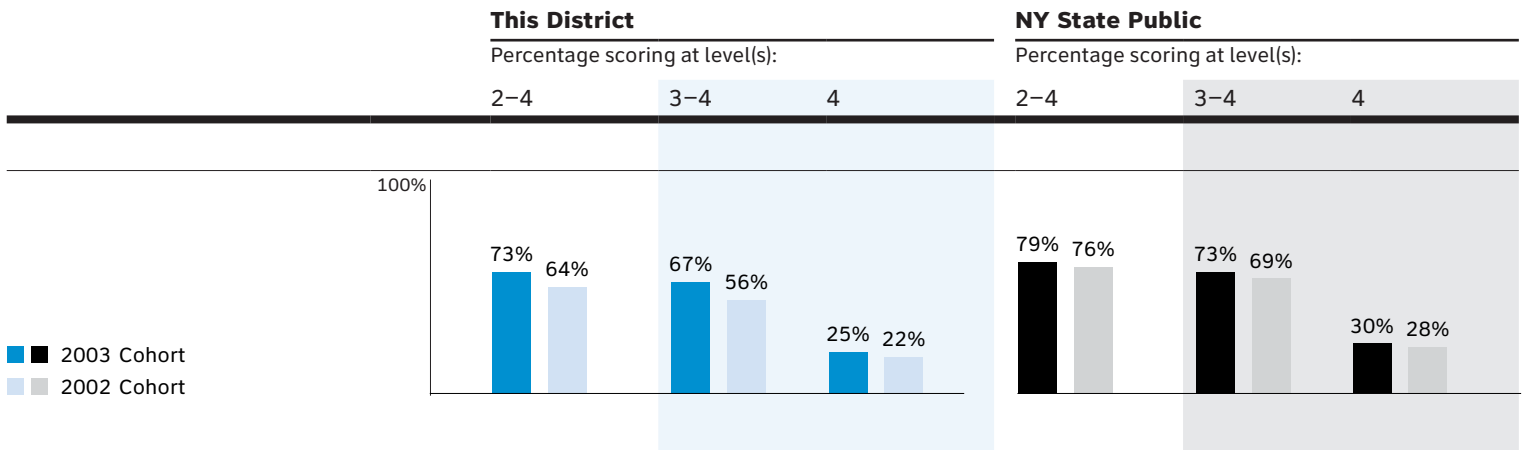
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	26	25	25	22	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	-	-	-	0			

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1886	73%	67%	25%	2021	64%	56%	22%
Female	949	81%	75%	33%	1059	72%	64%	30%
Male	937	66%	58%	17%	962	56%	47%	14%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	324	69%	60%	18%	380	62%	54%	12%
Hispanic or Latino	730	67%	59%	15%	745	54%	45%	10%
Asian or Native Hawaiian/Other Pacific Islander	575	78%	73%	29%	592	69%	59%	28%
White	240	84%	81%	54%	301	-	-	-
Multiracial	15	-	-	-				
Small Group Totals	17	88%	82%	29%	304	84%	80%	53%
General-Education Students	1741	77%	70%	27%	1885	67%	59%	24%
Students with Disabilities	145	32%	23%	2%	136	27%	21%	3%
English Proficient	1676	75%	69%	28%	1632	74%	67%	27%
Limited English Proficient	210	58%	46%	1%	389	22%	9%	2%
Economically Disadvantaged	1279	77%	69%	19%	1312	67%	56%	17%
Not Disadvantaged	607	65%	61%	36%	709	60%	56%	31%
Migrant								
Not Migrant					2021	64%	56%	22%

NOTES

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Other Assessments

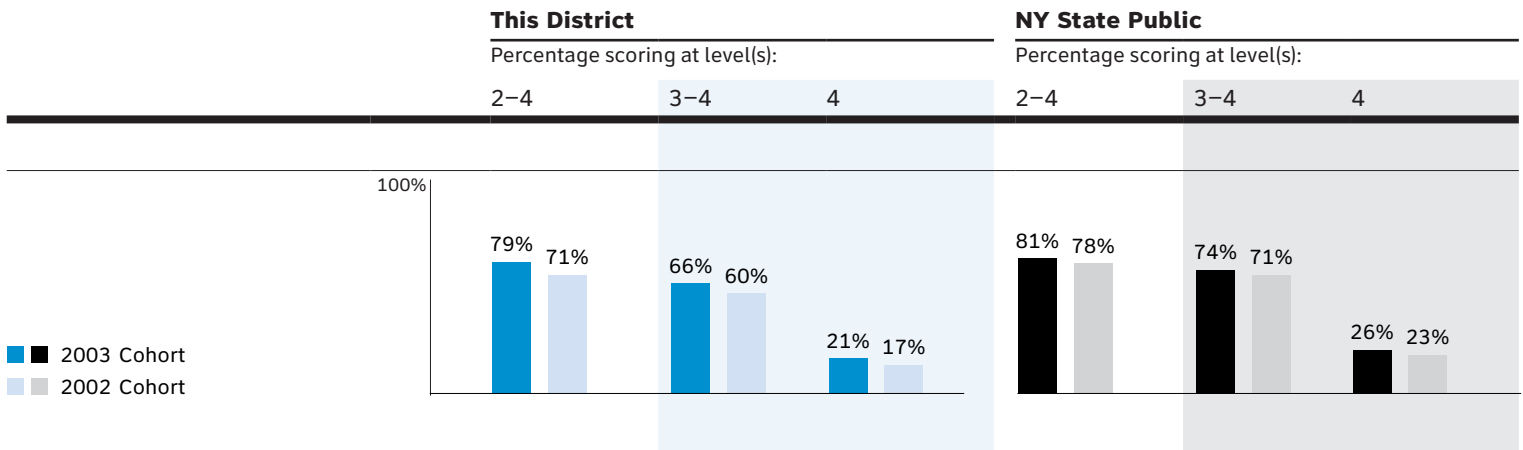
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				9	9	7	6

* 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.

** 2002 cohort data are those reported in the 2005-06 *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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1886	79%	66%	21%	2021	71%	60%	17%
Female	949	84%	70%	25%	1059	77%	66%	20%
Male	937	73%	62%	18%	962	64%	53%	13%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	324	72%	54%	8%	380	61%	46%	5%
Hispanic or Latino	730	72%	55%	8%	745	62%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	575	87%	83%	37%	592	81%	74%	29%
White	240	87%	78%	45%	301	-	-	-
Multiracial	15	-	-	-				
Small Group Totals	17	94%	76%	12%	304	84%	80%	38%
General-Education Students	1741	82%	70%	23%	1885	73%	62%	18%
Students with Disabilities	145	33%	21%	3%	136	34%	22%	0%
English Proficient	1676	78%	67%	22%	1632	75%	64%	19%
Limited English Proficient	210	82%	60%	14%	389	54%	41%	7%
Economically Disadvantaged	1279	82%	68%	17%	1312	76%	63%	13%
Not Disadvantaged	607	71%	62%	30%	709	61%	54%	24%
Migrant								
Not Migrant					2021	71%	60%	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

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				10	8	7	6

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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