

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-01-03-0010
 Name: Alverta B. Gray Schultz Middle School
 Principal: Julius Brown

Grade Range : 6-8

Fall Enrollment

| Grade | 2002-03 | 2003-04 | 2004-05 |
|-----------------------|---------|---------|---------|
| Pre-K | 0 | 0 | 0 |
| Kindergarten | 0 | 0 | 0 |
| First | 0 | 0 | 0 |
| Second | 0 | 0 | 0 |
| Third | 0 | 0 | 0 |
| Fourth | 0 | 0 | 0 |
| Fifth | 0 | 0 | 0 |
| Sixth | 202 | 294 | 510 |
| Ungraded Elementary | 0 | 0 | 0 |
| Seventh | 473 | 555 | 540 |
| Eighth | 484 | 453 | 495 |
| Ninth | 0 | 0 | 0 |
| Tenth | 0 | 0 | 0 |
| Eleventh | 0 | 0 | 0 |
| Twelfth | 0 | 0 | 0 |
| Ungraded Secondary | 67 | 0 | 0 |
| Total K-12 Enrollment | 1226 | 1302 | 1545 |

Student Racial/Ethnic Origin

| Race/Ethnicity | 2002-03 | | 2003-04 | | 2004-05 | |
|--|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| American Indian, Alaskan, Asian, or Pacific Islander | 3 | 0.2% | 2 | 0.2% | 4 | 0.3% |
| Black (Not Hispanic) | 780 | 63.6% | 784 | 60.2% | 914 | 59.2% |
| Hispanic | 433 | 35.3% | 510 | 39.2% | 624 | 40.4% |
| White (Not Hispanic) | 10 | 0.8% | 6 | 0.5% | 3 | 0.2% |

Average Class Size

| Grade Level | 2002-03 | 2003-04 | 2004-05 |
|-------------------------|---------|---------|---------|
| Kindergarten | 0 | 0 | 0 |
| Common Branch | 20 | 29 | 28 |
| English Grade 8 | 24 | 23 | 22 |
| Mathematics Grade 8 | 26 | 25 | 26 |
| Science Grade 8 | 27 | 26 | 26 |
| Social Studies Grade 8 | 26 | 26 | 25 |
| English Grade 10 | 0 | 0 | 0 |
| Mathematics Grade 10 | 0 | 0 | 0 |
| Science Grade 10 | 0 | 0 | 0 |
| Social Studies Grade 10 | 0 | 0 | 0 |

(Form - A)

District Need to Resource Capacity Category

| N/RC Category | Description |
|---------------|---|
| 3 | This is an urban or suburban school district with high student needs in relation to district resource capacity. |

Similar School Group and Description

| Similar School Group | Description |
|----------------------|---|
| 27 | All schools in this group are middle level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for middle level schools in these districts. |

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

| | 2002-03 | | 2003-04 | | 2004-05 | |
|----------------------------|---------|---------|---------|---------|---------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| Limited English Proficient | 111 | 9.1% | 122 | 9.4% | 152 | 9.8% |
| Eligible for Free Lunch | 871 | 71.0% | 881 | 67.7% | 1031 | 66.7% |

Attendance and Suspension

| | 2001-02 | | 2002-03 | | 2003-04 | |
|------------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| Annual Attendance Rate | | 92.6% | | 89.2% | | 92.1% |
| Student Suspensions | 295 | 21.7% | 171 | 14.0% | 284 | 21.8% |

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

| | 2002-03 | 2003-04 | 2004-05 |
|-------------------|---------|---------|---------|
| Reduced Lunch | 14.9% | 9.7% | 11.5% |
| Public Assistance | 81-90% | 81-90% | 51-60% |
| Student Stability | 92% | 94% | 87% |

Staff Counts

| Staff | 2004-05 |
|--------------------------------|---------|
| Total Teachers | 121 |
| Total Other Professional Staff | 18 |
| Total Paraprofessionals | NA |
| Teaching Out of Certification* | 12 |

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

| High School Graduates and Completers | | 2002-03 | 2003-04 | 2004-05 |
|--------------------------------------|--|---------|---------|---------|
| General-Education Students | Total Graduates* | 0 | 0 | 0 |
| | Regents Diplomas | 0 | 0 | 0 |
| | % Regents Diplomas | 0% | 0% | 0% |
| | Regents Diplomas with Advanced Designation** | | | 0 |
| | % Regents Diplomas with Advanced Designation | | | 0% |
| | IEP Diplomas or Local Certificates | | | |
| Students with Disabilities | Total Graduates* | 0 | 0 | 0 |
| | Regents Diplomas | 0 | 0 | 0 |
| | % Regents Diplomas | 0% | 0% | 0% |
| | Regents Diplomas with Advanced Designation** | | | 0 |
| | % Regents Diplomas with Advanced Designation | | | 0% |
| | IEP Diplomas or Local Certificates | 0 | 0 | 0 |
| All Students | Total Graduates* | 0 | 0 | 0 |
| | Regents Diplomas | 0 | 0 | 0 |
| | % Regents Diplomas | 0% | 0% | 0% |
| | Regents Diplomas with Advanced Designation** | | | 0 |
| | % Regents Diplomas with Advanced Designation | | | 0% |
| | IEP Diplomas or Local Certificates | 0 | 0 | 0 |

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

| | | 4-year College | 2-year College | Other Post-Secondary | Military | Employment | Adult Services | Plan Unknown | Other Known Plan |
|-----------------------------------|----------------|----------------|----------------|----------------------|----------|------------|----------------|--------------|------------------|
| General-Education Students | Number | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Percent | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Students with Disabilities | Number | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Percent | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| All Students | Number | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Percent | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

High School Noncompletion Rates

| | | 2002-03 | | 2003-04 | | 2004-05 | |
|-----------------------------------|----------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| General-Education Students | Dropped Out | 0 | | 1 | 0.0% | 0 | 0.0% |
| | Entered GED Program* | 0 | | 0 | 0.0% | 0 | 0.0% |
| | Total Noncompleters | 0 | | 1 | 0.0% | 0 | 0.0% |
| Students with Disabilities | Dropped Out | 0 | | 0 | 0.0% | 0 | 0.0% |
| | Entered GED Program* | 0 | | 0 | 0.0% | 0 | 0.0% |
| | Total Noncompleters | 0 | | 0 | 0.0% | 0 | 0.0% |
| All Students | Dropped Out | 0 | 0.0% | 1 | 0.0% | 0 | 0.0% |
| | Entered GED Program* | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | Total Noncompleters | 0 | 0.0% | 1 | 0.0% | 0 | 0.0% |

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Second Language Proficiency Examinations

General-Education Students

| Test | 2002-03 | | 2003-04 | | 2004-05 | |
|---------|------------|-----------|------------|-----------|------------|-----------|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| French | 46 | 91% | 50 | 70% | 25 | 100% |
| German | 0 | 0% | 0 | 0% | 0 | 0% |
| Italian | 0 | 0% | 0 | 0% | 0 | 0% |
| Latin | 0 | 0% | 0 | 0% | 0 | 0% |
| Spanish | 78 | 91% | 58 | 86% | 50 | 100% |

Students with Disabilities

| Test | 2002-03 | | 2003-04 | | 2004-05 | |
|---------|------------|-----------|------------|-----------|------------|-----------|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| French | 0 | 0% | 0 | 0% | 1 | # |
| German | 0 | 0% | 0 | 0% | 0 | 0% |
| Italian | 0 | 0% | 0 | 0% | 0 | 0% |
| Latin | 0 | 0% | 0 | 0% | 0 | 0% |
| Spanish | 0 | 0% | 0 | 0% | 1 | # |

Regents Competency Tests

General-Education Students

| Test | 2002-03 | | 2003-04 | | 2004-05 | |
|-------------------|------------|-----------|------------|-----------|------------|-----------|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| Mathematics | 0 | 0% | 0 | 0% | 0 | 0% |
| Science | 0 | 0% | 0 | 0% | 0 | 0% |
| Reading | 0 | 0% | 0 | 0% | 0 | 0% |
| Writing | 0 | 0% | 0 | 0% | 0 | 0% |
| Global Studies | 0 | 0% | 0 | 0% | 0 | 0% |
| U.S. Hist & Gov't | 0 | 0% | 0 | 0% | 0 | 0% |

Students with Disabilities

| Test | 2002-03 | | 2003-04 | | 2004-05 | |
|-------------------|------------|-----------|------------|-----------|------------|-----------|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| Mathematics | 0 | 0% | 0 | 0% | 0 | 0% |
| Science | 0 | 0% | 0 | 0% | 0 | 0% |
| Reading | 0 | 0% | 0 | 0% | 0 | 0% |
| Writing | 0 | 0% | 0 | 0% | 0 | 0% |
| Global Studies | 0 | 0% | 0 | 0% | 0 | 0% |
| U.S. Hist & Gov't | 0 | 0% | 0 | 0% | 0 | 0% |

(Form – E)

Regents Examinations

| | All Students | | | Students with Disabilities | | |
|-------------------------------------|--------------|---------|---------|----------------------------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Comprehensive English | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics A | | | | | | |
| Number Tested | 25 | 24 | 23 | 0 | 0 | 0 |
| Number Scoring 55-100 | 25 | 21 | 23 | 0 | 0 | 0 |
| Number Scoring 65-100 | 25 | 15 | 23 | 0 | 0 | 0 |
| Number Scoring 85-100 | 19 | 2 | 20 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 100% | 88% | 100% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 100% | 62% | 100% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 76% | 8% | 87% | 0% | 0% | 0% |
| Mathematics B | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Global History and Geography | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| U.S. History and Government | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |

(Form – F)

Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---------------------------------------|--------------|---------|---------|----------------------------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Living Environment | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Physical Setting/Earth Science | | | | | | |
| Number Tested | 26 | 24 | 1 | 0 | 0 | 0 |
| Number Scoring 55-100 | 25 | 24 | # | 0 | 0 | 0 |
| Number Scoring 65-100 | 22 | 20 | # | 0 | 0 | 0 |
| Number Scoring 85-100 | 9 | 8 | # | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 96% | 100% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 85% | 83% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 35% | 33% | # | 0% | 0% | 0% |
| Physical Setting/Chemistry | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Physical Setting/Physics | | | | | | |
| Number Tested | | 0 | 0 | | 0 | 0 |
| Number Scoring 55-100 | | 0 | 0 | | 0 | 0 |
| Number Scoring 65-100 | | 0 | 0 | | 0 | 0 |
| Number Scoring 85-100 | | 0 | 0 | | 0 | 0 |
| Percentage of Tested Scoring 55-100 | | 0% | 0% | | 0% | 0% |
| Percentage of Tested Scoring 65-100 | | 0% | 0% | | 0% | 0% |
| Percentage of Tested Scoring 85-100 | | 0% | 0% | | 0% | 0% |

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

| | All Students | | | Students with Disabilities | | |
|-------------------------------------|--------------|---------|---------|----------------------------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Comprehensive French | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Comprehensive Italian | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Comprehensive German | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Comprehensive Hebrew | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Comprehensive Spanish | | | | | | |
| Number Tested | 0 | 0 | 1 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | # | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | # | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | # | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | # | 0% | 0% | 0% |
| Comprehensive Latin | | | | | | |
| Number Tested | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85-100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65-100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85-100 | 0% | 0% | 0% | 0% | 0% | 0% |

(Form – H)

Elementary-Level Social Studies

| | | Number Tested | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 |
|-----------------|----------------------------|---------------|--------------|--------------|--------------|--------------|
| Nov 2004 | General-Education Students | 0 | 0% | 0% | 0% | 0% |
| | Students with Disabilities | 0 | 0% | 0% | 0% | 0% |
| | All Students | 0 | 0% | 0% | 0% | 0% |

Middle-Level Social Studies

| | | Number Tested | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 |
|------------------|----------------------------|---------------|--------------|--------------|--------------|--------------|
| June 2005 | General-Education Students | 398 | 5% | 56% | 36% | 3% |
| | Students with Disabilities | 35 | 17% | 54% | 29% | 0% |
| | All Students | 433 | 6% | 55% | 36% | 3% |

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

| Test | Count of Students | | | | | |
|-------------------------|-------------------|------------|---------|---------|---------|---------|
| | Tested | Not Tested | Level 1 | Level 2 | Level 3 | Level 4 |
| Elementary Level | | | | | | |
| Social Studies | 0 | 0 | 0 | 0 | 0 | 0 |
| Middle Level | | | | | | |
| Social Studies | 1 | 0 | # | # | # | # |
| Secondary Level | | | | | | |
| English Language Arts | 0 | 0 | 0 | 0 | 0 | 0 |
| Social Studies | 0 | 0 | 0 | 0 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 0 | 0 | 0 |
| Science | 0 | 0 | 0 | 0 | 0 | 0 |

2001 Cohort Performance on Regents Examinations after Four Years

| | General-Education Students | | | Students with Disabilities | | | All Students | | |
|-----------------------|-----------------------------|----------------------------|---------|-----------------------------|----------------------------|---------|-----------------------------|----------------------------|---------|
| | Global History & Geo. | U.S. History & Gov't | Science | Global History & Geo. | U.S. History & Gov't | Science | Global History & Geo. | U.S. History & Gov't | Science |
| Cohort Enrollment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 55–64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 65–84 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number Scoring 85–100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Approved Alternatives | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

| | All Students | | | Students with Disabilities | | |
|---|--------------|---------|---------|----------------------------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Listening and Speaking (Grade K-1) | | | | | | |
| Number Tested | | 0 | 0 | | 0 | 0 |
| Beginning | | 0 | 0 | | 0 | 0 |
| Intermediate | | 0 | 0 | | 0 | 0 |
| Advanced | | 0 | 0 | | 0 | 0 |
| Proficient | | 0 | 0 | | 0 | 0 |
| Reading and Writing (Grade K-1) | | | | | | |
| Number Tested | | 0 | 0 | | 0 | 0 |
| Beginning | | 0 | 0 | | 0 | 0 |
| Intermediate | | 0 | 0 | | 0 | 0 |
| Advanced | | 0 | 0 | | 0 | 0 |
| Proficient | | 0 | 0 | | 0 | 0 |
| Listening and Speaking (Grade 2-4) | | | | | | |
| Number Tested | | 0 | 0 | | 0 | 0 |
| Beginning | | 0 | 0 | | 0 | 0 |
| Intermediate | | 0 | 0 | | 0 | 0 |
| Advanced | | 0 | 0 | | 0 | 0 |
| Proficient | | 0 | 0 | | 0 | 0 |
| Reading and Writing (Grade 2-4) | | | | | | |
| Number Tested | | 0 | 0 | | 0 | 0 |
| Beginning | | 0 | 0 | | 0 | 0 |
| Intermediate | | 0 | 0 | | 0 | 0 |
| Advanced | | 0 | 0 | | 0 | 0 |
| Proficient | | 0 | 0 | | 0 | 0 |
| Listening and Speaking (Grade 5-6) | | | | | | |
| Number Tested | | 27 | 70 | | 1 | 3 |
| Beginning | | 5 | 13 | | # | # |
| Intermediate | | 8 | 17 | | # | # |
| Advanced | | 6 | 34 | | # | # |
| Proficient | | 8 | 6 | | # | # |
| Reading and Writing (Grade 5-6) | | | | | | |
| Number Tested | | 29 | 67 | | 1 | 2 |
| Beginning | | 9 | 20 | | # | # |
| Intermediate | | 17 | 24 | | # | # |
| Advanced | | 1 | 16 | | # | # |
| Proficient | | 2 | 7 | | # | # |

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

| | All Students | | | Students with Disabilities | | |
|--|--------------|---------|---------|----------------------------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Listening and Speaking (Grade 7-8) | | | | | | |
| Number Tested | | 66 | 101 | | 1 | 0 |
| Beginning | | 12 | 16 | | # | 0 |
| Intermediate | | 24 | 44 | | # | 0 |
| Advanced | | 29 | 34 | | # | 0 |
| Proficient | | 1 | 7 | | # | 0 |
| Reading and Writing (Grade 7-8) | | | | | | |
| Number Tested | | 72 | 106 | | 1 | 0 |
| Beginning | | 12 | 43 | | # | 0 |
| Intermediate | | 46 | 38 | | # | 0 |
| Advanced | | 14 | 18 | | # | 0 |
| Proficient | | 0 | 7 | | # | 0 |
| Listening and Speaking (Grade 9-12) | | | | | | |
| Number Tested | | 0 | 0 | | 0 | 0 |
| Beginning | | 0 | 0 | | 0 | 0 |
| Intermediate | | 0 | 0 | | 0 | 0 |
| Advanced | | 0 | 0 | | 0 | 0 |
| Proficient | | 0 | 0 | | 0 | 0 |
| Reading and Writing (Grade 9-12) | | | | | | |
| Number Tested | | 0 | 0 | | 0 | 0 |
| Beginning | | 0 | 0 | | 0 | 0 |
| Intermediate | | 0 | 0 | | 0 | 0 |
| Advanced | | 0 | 0 | | 0 | 0 |
| Proficient | | 0 | 0 | | 0 | 0 |

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)