



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 1**

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

Superintendent **LESLIE ZACKMAN**

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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](mailto: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	387	350	409
Kindergarten	841	864	817
Grade 1	893	939	895
Grade 2	875	841	848
Grade 3	854	849	785
Grade 4	768	813	801
Grade 5	814	744	780
Grade 6	878	844	737
Ungraded Elementary	434	488	514
Grade 7	879	909	844
Grade 8	742	818	880
Grade 9	714	698	824
Grade 10	566	536	647
Grade 11	287	380	441
Grade 12	323	274	370
Ungraded Secondary	228	289	349
<b>Total K-12</b>	10096	10286	10532

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	24	23	23
<b>Grade 8</b>			
English	20	24	21
Mathematics	24	21	25
Science	24	21	22
Social Studies	22	20	24
<b>Grade 10</b>			
English	20	20	21
Mathematics	21	20	20
Science	21	23	23
Social Studies	22	21	21

### 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 # 1

District ID 31-01-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	6475	63%	5828	55%
Reduced-Price Lunch	0	0%	787	8%	749	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1434	14%	1352	13%	1070	10%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	71	1%	84	1%	62	1%
Black or African American	1800	18%	1905	19%	2006	19%
Hispanic or Latino	5336	53%	5397	52%	5401	51%
Asian or Native Hawaiian/Other Pacific Islander	1778	18%	1687	16%	1682	16%
White	1111	11%	1213	12%	1381	13%
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	156	2%	298	3%	614	6%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	770	823	875
Percent with No Valid Teaching Certificate	4%	6%	6%
Percent Teaching Out of Certification	17%	19%	13%
Percent with Fewer Than Three Years of Experience	21%	25%	25%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	33%	31%
<b>Total Number of Core Classes*</b>	N/A	2655	1449
Percent Not Taught by Highly Qualified Teachers	N/A	16%	20%
<b>Total Number of Classes</b>	1701	1857	1958
Percent Taught by Teachers Without Appropriate Certification	21%	22%	19%

\* 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	22%	23%	23%
Turnover Rate of All Teachers	26%	20%	21%

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 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](http://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)

#### Improvement (Year 3)

ELA	Improvement (Year 3)	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
<b>All Students</b>	✓	✓	✓	✗	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓				
Black or African American	✓	✓		✗	✓	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	-	-		-	-	
<b>Other Groups</b>						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✓	✓		-	-	
Economically Disadvantaged	✓	✓		✗	✓	
<b>Student groups making AYP in each subject</b>	✗ 8 of 9	✗ 8 of 9	✓ 1 of 1	✗ 2 of 7	✗ 6 of 7	✓ 1 of 1

#### AYP Status

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


#### 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 for This Subject (2007–08)**  Improvement (Year 3)

**Accountability Measures** 8 of 9 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 3) in 2008-09. [208]




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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (5282:4972)			98%		148	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (35:31)		—	—		152	105	
Black or African American (1032:957)			97%		135	118	
Hispanic or Latino (2798:2643)			98%		139	120	
Asian or Native Hawaiian/Other Pacific Islander (886:835)			98%		171	118	
White (518:495)			97%		184	117	
Multiracial (13:11)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2292:1011)			94%		103	119	101 113
Limited English Proficient <sup>5</sup> (625:803)			97%		128	118	
Economically Disadvantaged (4745:4476)			98%		143	120	
<b>Final AYP Determination</b>	 8 of 9						

#### NOTES


- 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.
  - 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.
  - 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.
  - 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.
  - 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** 8 of 9 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08	
<b>All Students</b> (5296:4970)			98%		158	84		
<b>Ethnicity</b>								
American Indian or Alaska Native (35:33)		—	—		152	69		
Black or African American (1017:939)			98%		139	82		
Hispanic or Latino (2811:2643)			98%		149	84		
Asian or Native Hawaiian/Other Pacific Islander (891:848)			98%		191	82		
White (529:496)			97%		185	81		
Multiracial (13:11)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (2286:1007)			94%		112	83		
Limited English Proficient <sup>5</sup> (634:842)			98%		157	82		
Economically Disadvantaged (4759:4475)			98%		154	84		
<b>Final AYP Determination</b>		8 of 9						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.




<sup>3</sup> 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.

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


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

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

#### AYP Status

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



















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
<b>All Students</b> (1823:1615)		Qualified		94%		151	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (11:10)	—	—	—	—	—	—	—	—
Black or African American (359:302)		Qualified		89%		135	100	
Hispanic or Latino (956:846)		Qualified		94%		141	100	
Asian or Native Hawaiian/Other Pacific Islander (296:278)		Qualified		98%		182	100	
White (197:176)		Qualified		95%		187	100	
Multiracial (4:3)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (359:312)		Qualified		90%		118	100	
Limited English Proficient <sup>4</sup> (214:262)		Qualified		95%		139	100	
Economically Disadvantaged (1643:1455)		Qualified		94%		147	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


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

#### AYP Status

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

## Secondary-Level English Language Arts























**Accountability Status for This Subject (2007–08)**  Improvement (Year 3)

**Accountability Measures** 2 of 7 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 3) in 2008-09. [208]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students (438:463)</b>			98%		152	154	154	157
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (73:79)			97%		142	148	148 <sup>‡</sup>	148
Hispanic or Latino (190:207)			98%		134	151	151 <sup>‡</sup>	141
Asian or Native Hawaiian/Other Pacific Islander (80:82)			99%		162	148		
White (79:79)			99%		192	148		
Multiracial (16:16)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (88:84)			93%		77	148	107	89
Limited English Proficient <sup>4</sup> (10:16)	—	—	—	—	—	—		—
Economically Disadvantaged (316:330)			98%		143	153	153	149
<b>Final AYP Determination</b>	 2 of 7							

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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.

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


<sup>‡</sup> 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** 6 of 7 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students</b> (438:463)			97%		161	147	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (73:79)			96%		144	141	
Hispanic or Latino (190:207)			95%		147	144	
Asian or Native Hawaiian/Other Pacific Islander (80:82)			100%		182	141	
White (79:79)			96%		184	141	
Multiracial (16:16)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (88:84)			92%		92	141	113    103
Limited English Proficient <sup>4</sup> (10:16)	—	—	—	—	—	—	—
Economically Disadvantaged (316:330)			97%		155	146	
<b>Final AYP Determination</b>		6 of 7					

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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.

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


‡ 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** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (405)			56%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (97)			54%	55%	55%	55%
Hispanic or Latino (181)			40%	55%	55%	41%
Asian or Native Hawaiian/Other Pacific Islander (68)			74%	55%		
White (59)			85%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (53)			40%	55%	32%	41%
Limited English Proficient <sup>3</sup> (4)	–		–	–		
Economically Disadvantaged (194)			65%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> 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.

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

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 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 # 1**

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

## 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

19 schools identified 68% of total

COLLABORATIVE ACAD OF SCIENCE, TECHNOLOGY AND LANGUAGE ARTS ED  
EAST SIDE COMMUNITY HIGH SCHOOL  
EAST VILLAGE COMMUNITY SCHOOL  
HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES  
PS 134 HENRIETTA SZOLD SCHOOL  
PS 137 JOHN L BERNSTEIN SCHOOL  
PS 142 AMALIA CASTRO SCHOOL  
PS 15 ROBERTO CLEMENTE SCHOOL  
PS 184 SHUANG WEN SCHOOL  
PS 188 ISLAND SCHOOL  
PS 19 ASHER LEVY SCHOOL  
PS 34 FRANKLIN D ROOSEVELT SCHOOL  
PS 63 WILLIAM MCKINLEY SCHOOL  
PS 64 ROBERT SIMON SCHOOL  
TECHNOLOGY ARTS AND SCIENCES STUDIO SCHOOL  
TOMPKINS SQUARE MIDDLE SCHOOL EXTENSION  
UNIVERSITY NEIGHBORHOOD HIGH SCHOOL  
UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL  
URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN

#### Improvement (Year 1)

1 school identified 4% of total

PS 140 NATHAN STRAUS SCHOOL

#### Improvement (Year 2)

1 school identified 4% of total

PS 20 ANNA SILVER SCHOOL

#### Restructuring (Year 4)

1 school identified 4% of total

MARTE VALLE SECONDARY SCHOOL

### New York State Status

#### Good Standing

6 schools identified 21% of total

BARD HIGH SCHOOL EARLY COLLEGE  
CHILDREN'S WORKSHOP SCHOOL  
EARTH SCHOOL  
NEIGHBORHOOD SCHOOL  
NEW EXPLORATIONS SCIENCE,TECH AND MATH SCHOOL  
PS 110 FLORENCE NIGHTINGALE SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 1

District ID 31-01-00-01-0000

## 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	59%			812
Grade 4	59%			841
Grade 5	58%			834
Grade 6	51%			770
Grade 7	50%			887
Grade 8	46%			903

Mathematics				
Grade 3	84%			822
Grade 4	73%			853
Grade 5	70%			855
Grade 6	67%			783
Grade 7	56%			903
Grade 8	50%			912

Science				
Grade 4	70%			806
Grade 8	50%			879

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	63%			536
Mathematics	66%			536

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

#### Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

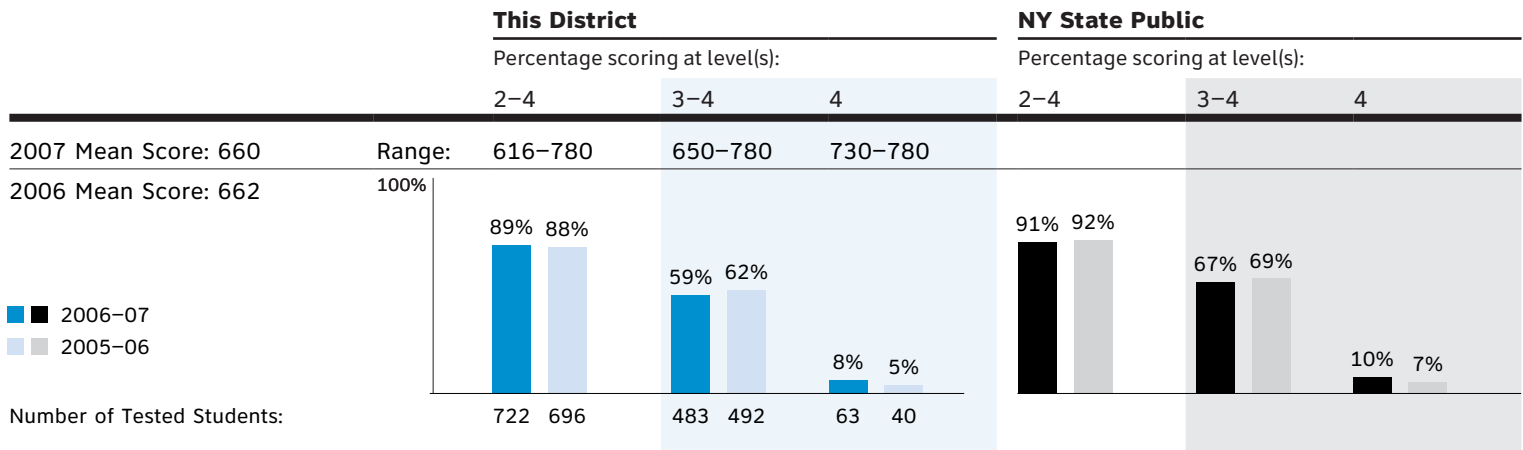
### This District's N/RC Category:

#### NYC Public Schools

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



## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	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
<b>All Students</b>	<b>812</b>	<b>89%</b>	<b>59%</b>	<b>8%</b>	<b>795</b>	<b>88%</b>	<b>62%</b>	<b>5%</b>
Female	403	94%	64%	8%	423	91%	68%	4%
Male	409	84%	55%	7%	372	84%	55%	6%
American Indian or Alaska Native	7	-	-	-	5	40%	20%	0%
Black or African American	147	84%	46%	5%	184	83%	51%	1%
Hispanic or Latino	436	87%	52%	3%	400	86%	55%	2%
Asian or Native Hawaiian/Other Pacific Islander	130	94%	75%	8%	122	97%	84%	14%
White	90	99%	93%	33%	84	95%	92%	18%
Multiracial	2	-	-	-				
Small Group Totals	9	78%	67%	11%				
General-Education Students	653	95%	67%	9%	642	94%	70%	6%
Students with Disabilities	159	64%	30%	3%	153	61%	26%	2%
English Proficient	672	91%	64%	9%	738	88%	62%	5%
Limited English Proficient	140	81%	39%	0%	57	86%	63%	7%
Economically Disadvantaged	709	88%	56%	5%	430	93%	67%	5%
Not Disadvantaged	103	96%	86%	28%	365	81%	56%	5%
Migrant								
Not Migrant	812	89%	59%	8%	795	88%	62%	5%

#### NOTES

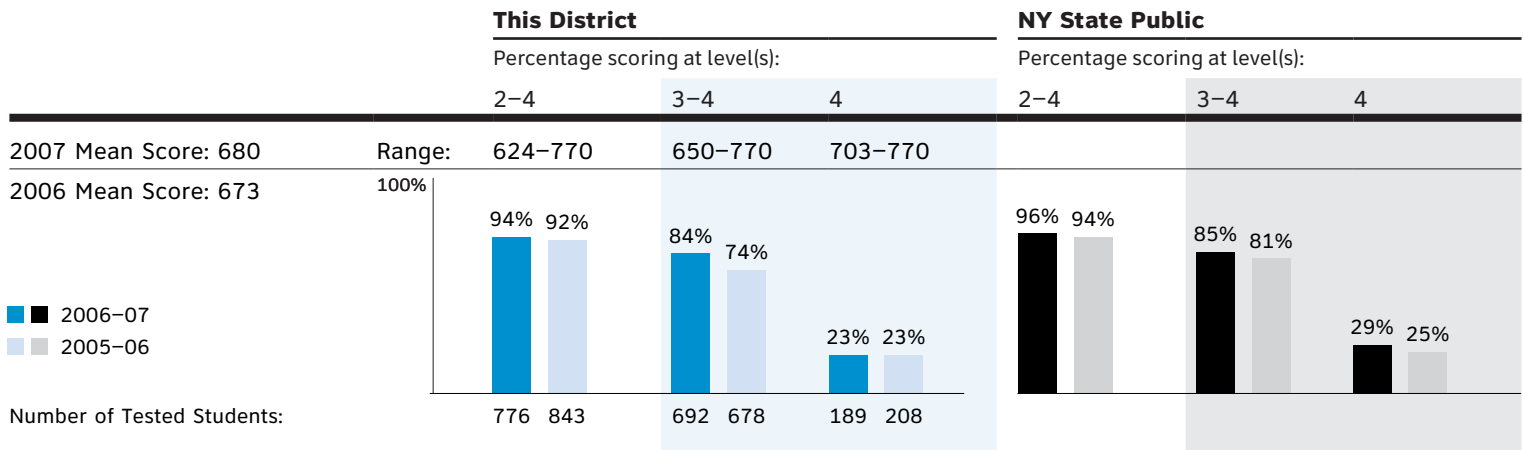
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	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	6	6	6	3	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	5	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
<b>All Students</b>	<b>822</b>	<b>94%</b>	<b>84%</b>	<b>23%</b>	<b>919</b>	<b>92%</b>	<b>74%</b>	<b>23%</b>
Female	409	95%	86%	24%	486	93%	74%	24%
Male	413	94%	83%	22%	433	90%	73%	21%
American Indian or Alaska Native	8	-	-	-	6	67%	33%	17%
Black or African American	145	90%	74%	16%	190	88%	62%	7%
Hispanic or Latino	438	94%	82%	13%	471	90%	69%	15%
Asian or Native Hawaiian/Other Pacific Islander	135	99%	96%	49%	161	99%	96%	51%
White	93	99%	96%	42%	91	97%	90%	44%
Multiracial	3	-	-	-				
Small Group Totals	11	91%	73%	27%				
General-Education Students	664	98%	90%	27%	738	96%	81%	27%
Students with Disabilities	158	81%	61%	6%	181	73%	44%	4%
English Proficient	674	95%	86%	25%	739	92%	75%	23%
Limited English Proficient	148	94%	76%	12%	180	90%	69%	21%
Economically Disadvantaged	720	94%	83%	20%	494	95%	78%	23%
Not Disadvantaged	102	99%	94%	41%	425	88%	69%	23%
Migrant								
Not Migrant	822	94%	84%	23%	919	92%	74%	23%

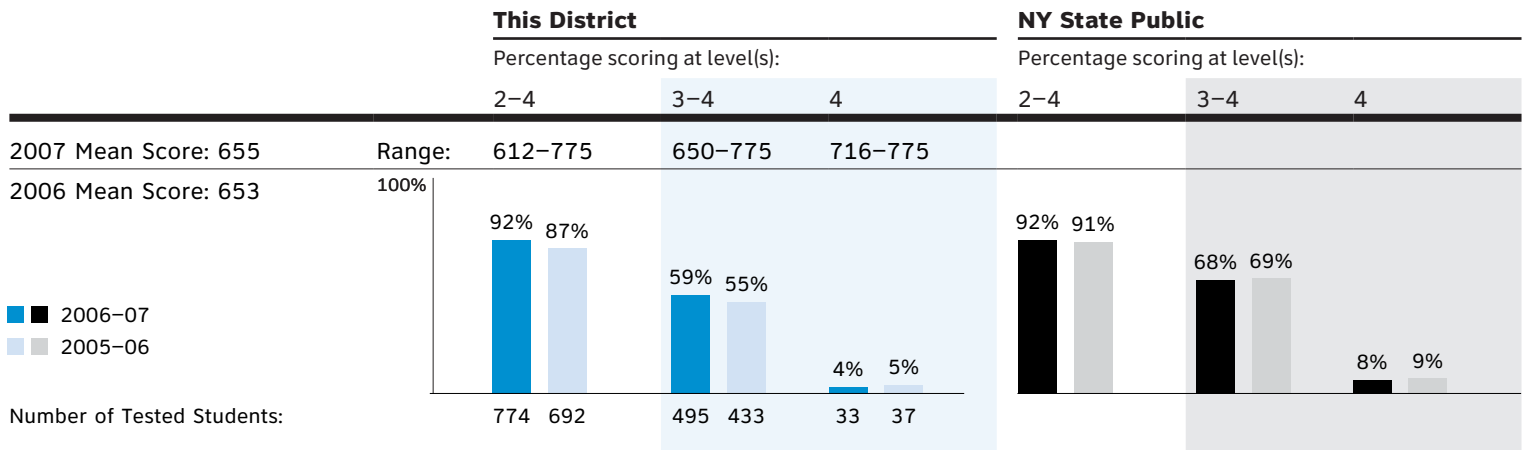
#### NOTES

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	6	6	6	4	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
<b>All Students</b>	<b>841</b>	<b>92%</b>	<b>59%</b>	<b>4%</b>	<b>794</b>	<b>87%</b>	<b>55%</b>	<b>5%</b>
Female	452	94%	63%	5%	364	90%	57%	5%
Male	389	89%	54%	3%	430	85%	53%	4%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	173	89%	47%	2%	166	84%	45%	2%
Hispanic or Latino	438	91%	51%	1%	417	84%	44%	2%
Asian or Native Hawaiian/Other Pacific Islander	143	98%	83%	10%	131	95%	77%	9%
White	81	96%	84%	15%	76	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	6	67%	67%	0%	80	99%	91%	15%
General-Education Students	663	97%	69%	5%	614	94%	64%	6%
Students with Disabilities	178	72%	20%	0%	180	63%	24%	0%
English Proficient	740	93%	62%	4%	735	88%	54%	5%
Limited English Proficient	101	85%	33%	1%	59	81%	66%	3%
Economically Disadvantaged	758	91%	55%	2%	414	93%	59%	4%
Not Disadvantaged	83	99%	95%	19%	380	80%	49%	5%
Migrant								
Not Migrant	841	92%	59%	4%	794	87%	55%	5%

#### NOTES

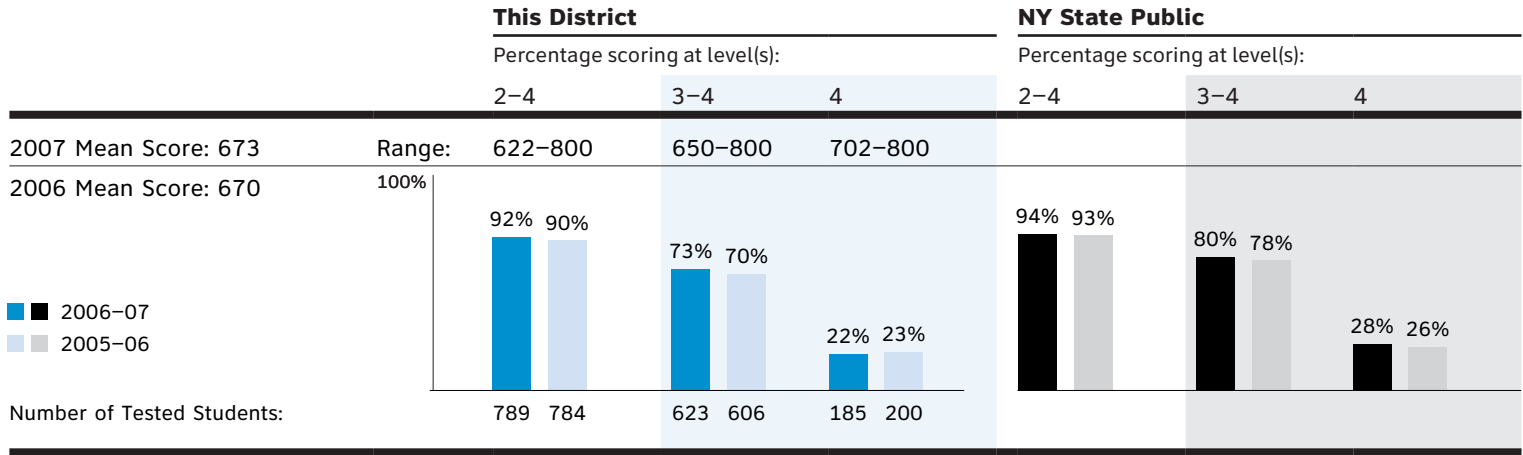
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### Other Assessments

	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 4 Equivalent	9	8	7	4	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	10	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
<b>All Students</b>	<b>853</b>	<b>92%</b>	<b>73%</b>	<b>22%</b>	<b>870</b>	<b>90%</b>	<b>70%</b>	<b>23%</b>
Female	449	94%	75%	21%	390	92%	72%	23%
Male	404	91%	71%	22%	480	89%	68%	23%
American Indian or Alaska Native	5	-	-	-	5	100%	60%	20%
Black or African American	170	87%	61%	7%	172	86%	59%	9%
Hispanic or Latino	445	91%	67%	12%	462	88%	63%	13%
Asian or Native Hawaiian/Other Pacific Islander	147	100%	97%	59%	153	98%	93%	54%
White	85	99%	91%	39%	78	94%	90%	49%
Multiracial	1	-	-	-				
Small Group Totals	6	50%	33%	0%				
General-Education Students	675	98%	82%	27%	668	96%	80%	29%
Students with Disabilities	178	73%	38%	2%	202	72%	37%	3%
English Proficient	743	94%	74%	24%	742	91%	70%	24%
Limited English Proficient	110	85%	65%	9%	128	86%	67%	20%
Economically Disadvantaged	770	92%	71%	18%	449	95%	77%	27%
Not Disadvantaged	83	99%	95%	55%	421	85%	62%	19%
Migrant								
Not Migrant	853	92%	73%	22%	870	90%	70%	23%

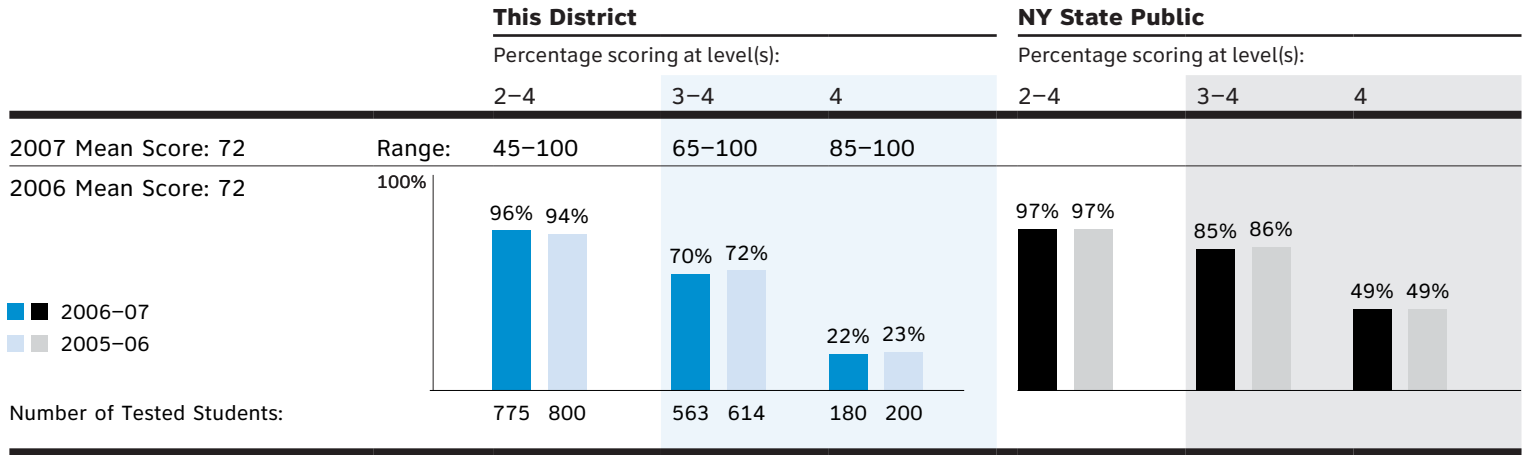
#### NOTES

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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	9	9	9	7	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
<b>All Students</b>	<b>806</b>	<b>96%</b>	<b>70%</b>	<b>22%</b>	<b>855</b>	<b>94%</b>	<b>72%</b>	<b>23%</b>
Female	426	96%	69%	23%	384	96%	72%	21%
Male	380	96%	71%	22%	471	92%	71%	25%
American Indian or Alaska Native	6	67%	33%	0%	5	100%	80%	20%
Black or African American	148	93%	59%	13%	168	89%	67%	14%
Hispanic or Latino	421	96%	64%	12%	452	94%	64%	14%
Asian or Native Hawaiian/Other Pacific Islander	144	99%	87%	47%	154	96%	87%	38%
White	87	100%	90%	48%	76	97%	96%	74%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	637	98%	76%	27%	656	97%	80%	28%
Students with Disabilities	169	89%	46%	6%	199	81%	45%	8%
English Proficient	701	97%	73%	25%	729	95%	74%	26%
Limited English Proficient	105	91%	48%	7%	126	88%	57%	10%
Economically Disadvantaged	717	96%	67%	18%	442	97%	77%	24%
Not Disadvantaged	89	99%	92%	60%	413	90%	66%	23%
Migrant								
Not Migrant	806	96%	70%	22%	855	94%	72%	23%

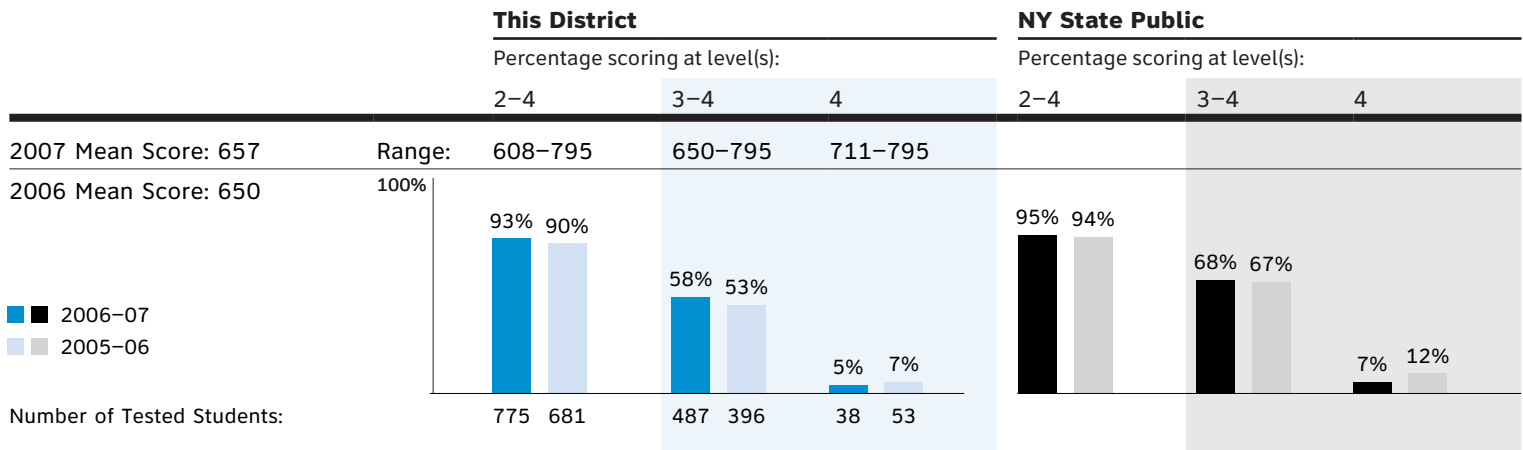
### NOTES

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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	9	9	9	7	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
<b>All Students</b>	<b>834</b>	<b>93%</b>	<b>58%</b>	<b>5%</b>	<b>754</b>	<b>90%</b>	<b>53%</b>	<b>7%</b>
Female	369	96%	60%	5%	358	92%	53%	6%
Male	465	91%	57%	4%	396	89%	52%	8%
American Indian or Alaska Native	7	-	-	-	6	100%	50%	17%
Black or African American	165	93%	53%	1%	155	86%	42%	3%
Hispanic or Latino	444	92%	47%	3%	424	89%	46%	4%
Asian or Native Hawaiian/Other Pacific Islander	145	92%	81%	7%	115	98%	79%	17%
White	72	99%	90%	19%	54	94%	78%	24%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	88%	0%				
General-Education Students	628	97%	68%	6%	572	96%	62%	9%
Students with Disabilities	206	81%	28%	0%	182	72%	23%	2%
English Proficient	745	95%	62%	5%	694	91%	54%	7%
Limited English Proficient	89	72%	28%	0%	60	83%	38%	7%
Economically Disadvantaged	744	92%	54%	3%	399	96%	61%	8%
Not Disadvantaged	90	99%	91%	20%	355	84%	43%	6%
Migrant								
Not Migrant	834	93%	58%	5%	754	90%	53%	7%

#### NOTES

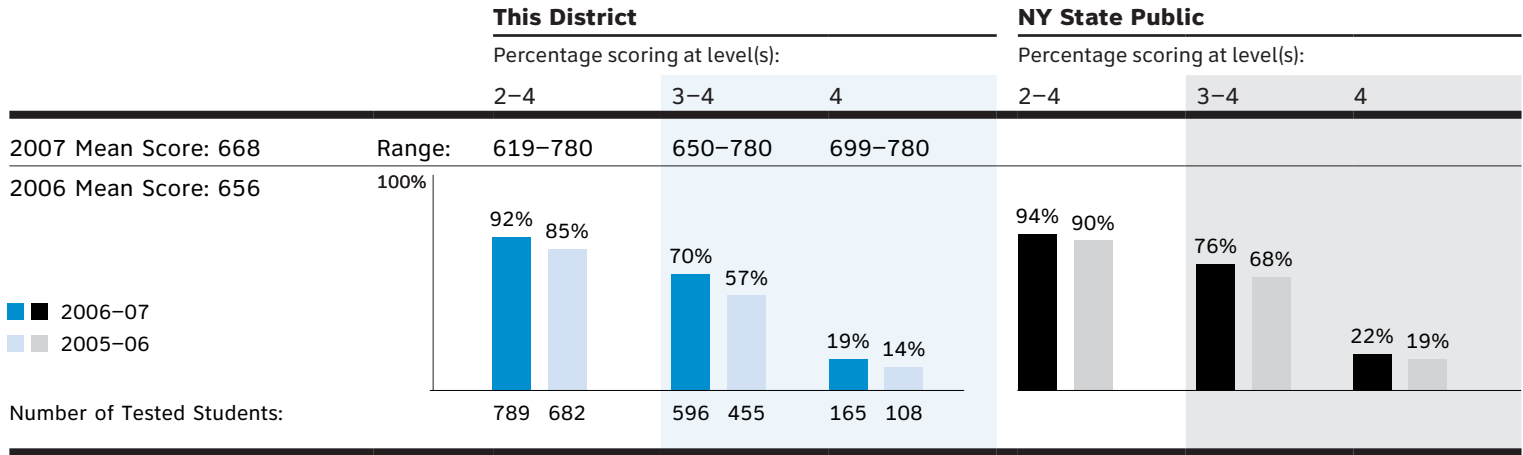
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 5 Equivalent	13	13	13	12	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	11	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
<b>All Students</b>	<b>855</b>	<b>92%</b>	<b>70%</b>	<b>19%</b>	<b>799</b>	<b>85%</b>	<b>57%</b>	<b>14%</b>
Female	380	94%	72%	21%	374	87%	55%	12%
Male	475	91%	68%	18%	425	84%	58%	15%
American Indian or Alaska Native	7	-	-	-	6	83%	83%	17%
Black or African American	167	89%	62%	6%	153	76%	37%	5%
Hispanic or Latino	455	91%	62%	10%	453	84%	51%	6%
Asian or Native Hawaiian/Other Pacific Islander	151	98%	93%	52%	130	97%	92%	47%
White	74	99%	89%	43%	57	93%	75%	25%
Multiracial	1	-	-	-				
Small Group Totals	8	100%	75%	0%				
General-Education Students	649	96%	81%	24%	612	92%	65%	17%
Students with Disabilities	206	79%	35%	3%	187	63%	31%	4%
English Proficient	754	94%	71%	21%	696	86%	57%	14%
Limited English Proficient	101	83%	56%	10%	103	83%	59%	14%
Economically Disadvantaged	766	92%	68%	16%	424	91%	63%	17%
Not Disadvantaged	89	97%	88%	47%	375	79%	50%	10%
Migrant								
Not Migrant	855	92%	70%	19%	799	85%	57%	14%

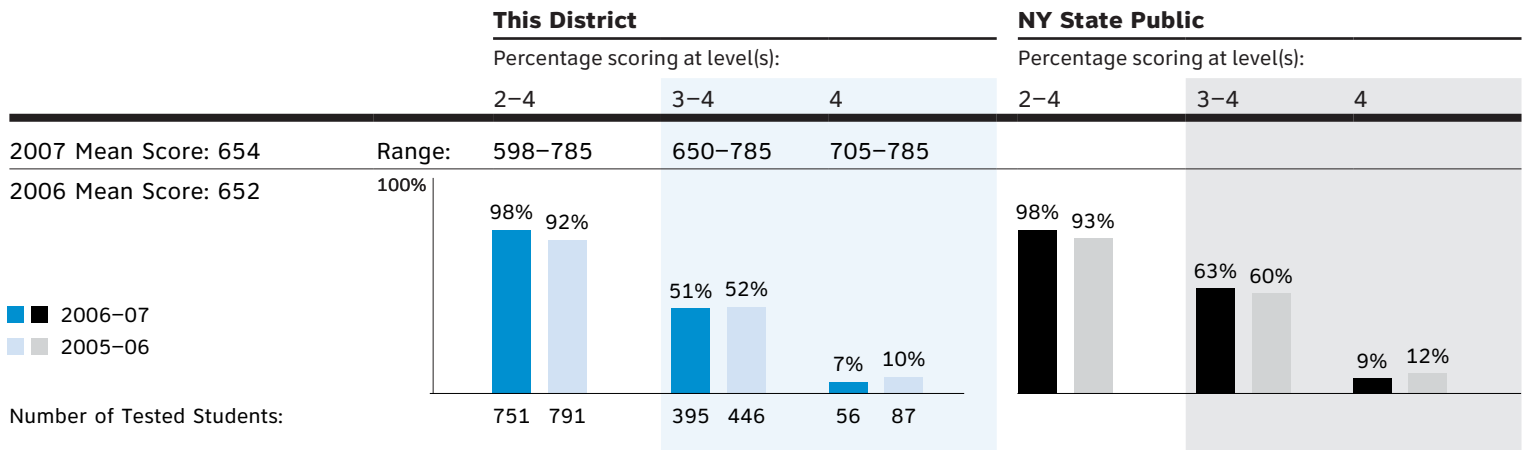
#### NOTES

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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	13	13	12	9	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
<b>All Students</b>	<b>770</b>	<b>98%</b>	<b>51%</b>	<b>7%</b>	<b>859</b>	<b>92%</b>	<b>52%</b>	<b>10%</b>
Female	372	99%	56%	11%	429	92%	53%	11%
Male	398	96%	47%	4%	430	92%	51%	9%
American Indian or Alaska Native	3	-	-	-	5	100%	20%	0%
Black or African American	134	97%	34%	1%	200	90%	36%	2%
Hispanic or Latino	421	97%	44%	2%	435	90%	44%	5%
Asian or Native Hawaiian/Other Pacific Islander	132	98%	72%	12%	133	96%	80%	26%
White	79	-	-	-	86	99%	86%	34%
Multiracial	1	-	-	-				
Small Group Totals	83	100%	84%	36%				
General-Education Students	600	99%	61%	9%	689	97%	61%	12%
Students with Disabilities	170	93%	18%	0%	170	74%	14%	1%
English Proficient	715	98%	55%	8%	804	93%	52%	10%
Limited English Proficient	55	87%	9%	0%	55	82%	51%	7%
Economically Disadvantaged	701	97%	47%	3%	464	95%	55%	9%
Not Disadvantaged	69	100%	99%	46%	395	88%	48%	12%
Migrant								
Not Migrant	770	98%	51%	7%	859	92%	52%	10%

#### NOTES

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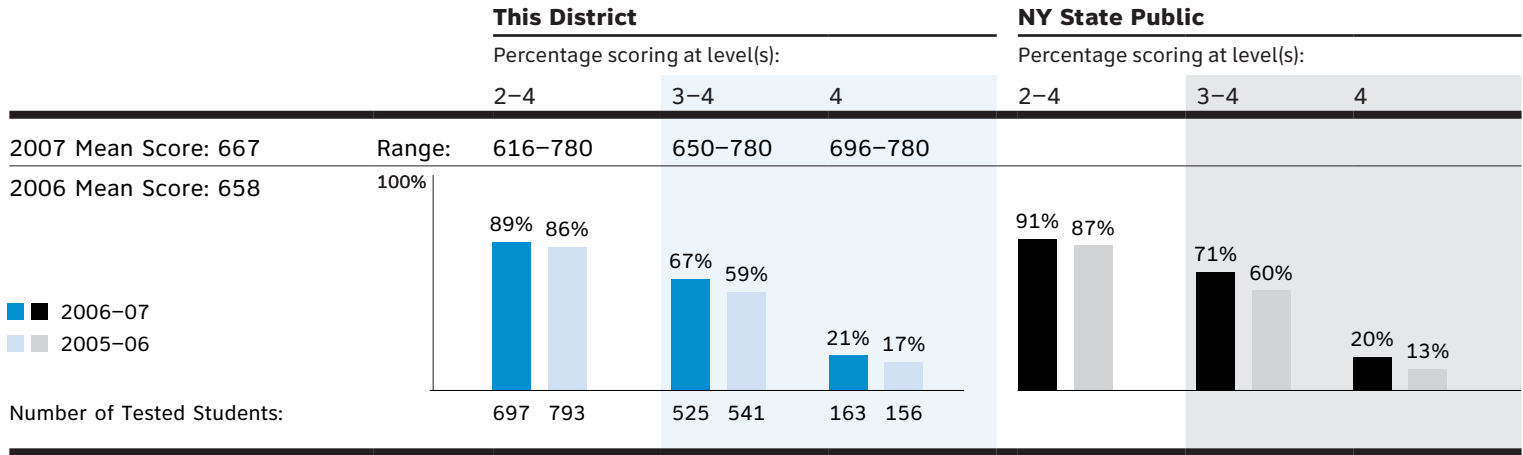
### Other Assessments

	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	11	10	10	7	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	11	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
<b>All Students</b>	<b>783</b>	<b>89%</b>	<b>67%</b>	<b>21%</b>	<b>918</b>	<b>86%</b>	<b>59%</b>	<b>17%</b>
Female	378	92%	69%	24%	457	84%	57%	16%
Male	405	86%	65%	18%	461	88%	61%	18%
American Indian or Alaska Native	4	-	-	-	6	100%	33%	0%
Black or African American	132	80%	49%	6%	205	80%	40%	5%
Hispanic or Latino	431	87%	60%	6%	464	83%	52%	6%
Asian or Native Hawaiian/Other Pacific Islander	134	99%	93%	53%	154	99%	93%	51%
White	80	96%	89%	73%	89	100%	82%	43%
Multiracial	2	-	-	-				
Small Group Totals	6	83%	67%	17%				
General-Education Students	610	96%	77%	26%	747	92%	68%	21%
Students with Disabilities	173	65%	34%	2%	171	64%	20%	1%
English Proficient	714	91%	69%	22%	821	87%	59%	17%
Limited English Proficient	69	67%	49%	7%	97	77%	55%	14%
Economically Disadvantaged	713	88%	64%	14%	501	91%	63%	17%
Not Disadvantaged	70	100%	96%	87%	417	81%	53%	18%
Migrant								
Not Migrant	783	89%	67%	21%	918	86%	59%	17%

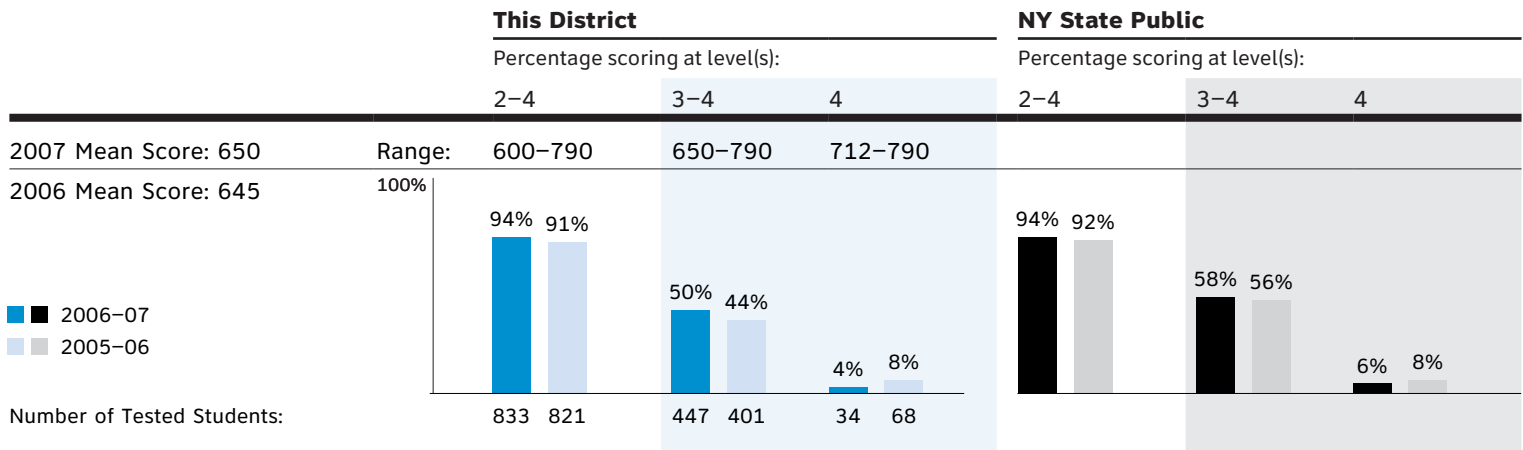
### NOTES

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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 6 Equivalent	11	11	10	6	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
<b>All Students</b>	<b>887</b>	<b>94%</b>	<b>50%</b>	<b>4%</b>	<b>906</b>	<b>91%</b>	<b>44%</b>	<b>8%</b>
Female	443	95%	52%	4%	437	91%	46%	9%
Male	444	93%	48%	3%	469	90%	42%	6%
American Indian or Alaska Native	4	-	-	-	7	86%	43%	0%
Black or African American	191	94%	36%	0%	186	89%	32%	2%
Hispanic or Latino	467	94%	45%	1%	485	88%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	149	94%	69%	8%	125	95%	72%	12%
White	73	97%	84%	23%	103	99%	81%	36%
Multiracial	3	-	-	-				
Small Group Totals	7	86%	43%	0%				
General-Education Students	730	96%	59%	5%	733	96%	52%	9%
Students with Disabilities	157	83%	11%	0%	173	69%	13%	1%
English Proficient	816	96%	53%	4%	853	92%	46%	8%
Limited English Proficient	71	70%	17%	0%	53	74%	15%	0%
Economically Disadvantaged	816	94%	47%	2%	528	95%	46%	4%
Not Disadvantaged	71	97%	93%	28%	378	85%	42%	13%
Migrant								
Not Migrant	887	94%	50%	4%	906	91%	44%	8%

#### NOTES

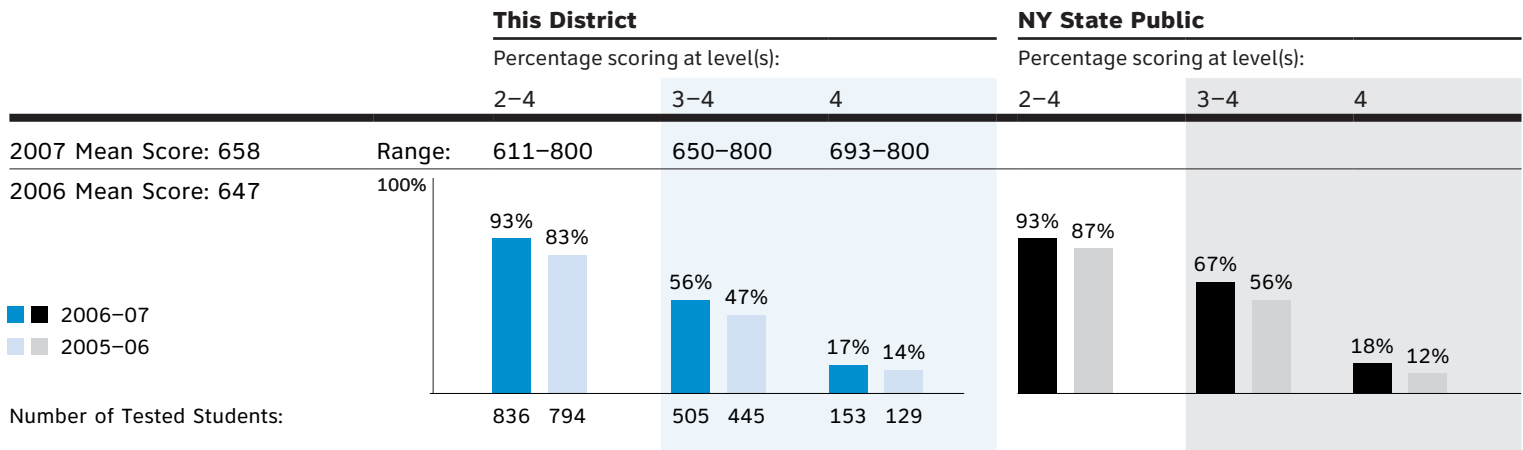
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### Other Assessments

	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	11	11	11	10	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	7	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
<b>All Students</b>	<b>903</b>	<b>93%</b>	<b>56%</b>	<b>17%</b>	<b>954</b>	<b>83%</b>	<b>47%</b>	<b>14%</b>
Female	446	91%	55%	18%	468	83%	49%	16%
Male	457	94%	56%	16%	486	84%	45%	12%
American Indian or Alaska Native	4	-	-	-	7	86%	57%	0%
Black or African American	192	88%	39%	5%	189	80%	32%	2%
Hispanic or Latino	479	92%	48%	7%	508	78%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	152	99%	89%	46%	148	95%	85%	42%
White	73	97%	81%	52%	102	98%	80%	49%
Multiracial	3	-	-	-				
Small Group Totals	7	100%	57%	14%				
General-Education Students	741	95%	63%	21%	786	89%	54%	16%
Students with Disabilities	162	80%	23%	0%	168	57%	14%	1%
English Proficient	823	93%	57%	18%	860	85%	47%	14%
Limited English Proficient	80	86%	43%	5%	94	70%	40%	6%
Economically Disadvantaged	831	92%	53%	12%	564	88%	47%	11%
Not Disadvantaged	72	97%	90%	75%	390	76%	46%	17%
Migrant								
Not Migrant	903	93%	56%	17%	954	83%	47%	14%

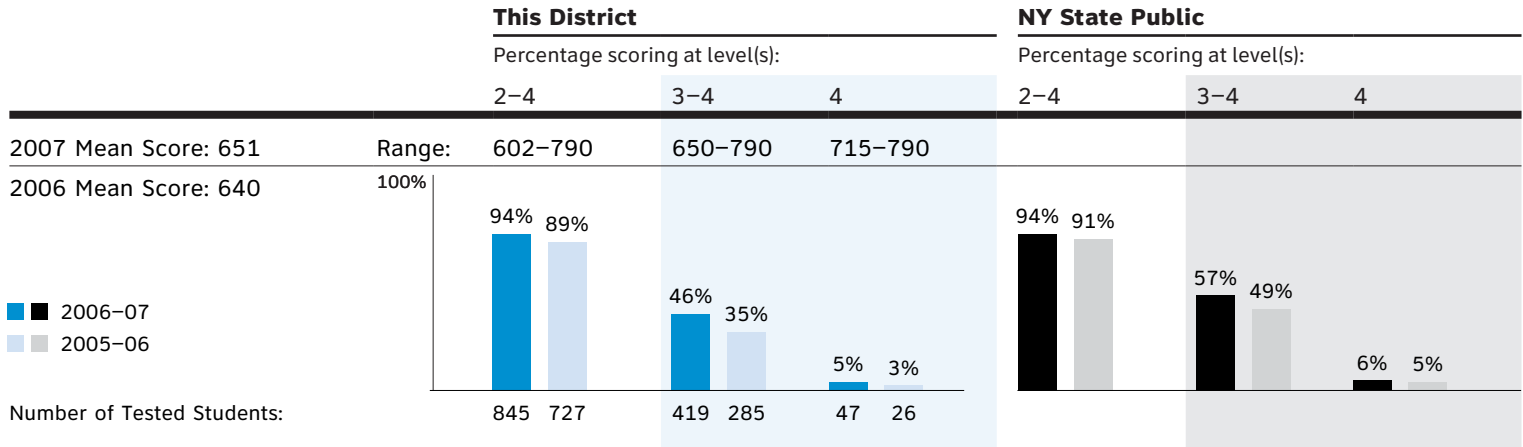
#### NOTES

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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	11	11	10	9	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
<b>All Students</b>	<b>903</b>	<b>94%</b>	<b>46%</b>	<b>5%</b>	<b>819</b>	<b>89%</b>	<b>35%</b>	<b>3%</b>
Female	448	94%	51%	6%	415	92%	40%	5%
Male	455	93%	42%	4%	404	86%	29%	1%
American Indian or Alaska Native	5	-	-	-	5	60%	20%	20%
Black or African American	176	94%	38%	1%	163	83%	21%	1%
Hispanic or Latino	482	91%	36%	2%	487	89%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	137	97%	70%	8%	107	94%	65%	7%
White	100	100%	79%	26%	57	100%	72%	12%
Multiracial	3	-	-	-				
Small Group Totals	8	88%	38%	0%				
General-Education Students	756	97%	54%	6%	669	94%	41%	4%
Students with Disabilities	147	77%	9%	0%	150	66%	8%	0%
English Proficient	823	96%	50%	6%	780	90%	36%	3%
Limited English Proficient	80	73%	10%	0%	39	59%	8%	0%
Economically Disadvantaged	825	93%	42%	2%	493	93%	38%	3%
Not Disadvantaged	78	100%	97%	37%	326	83%	31%	4%
Migrant								
Not Migrant	903	94%	46%	5%	819	89%	35%	3%

#### NOTES

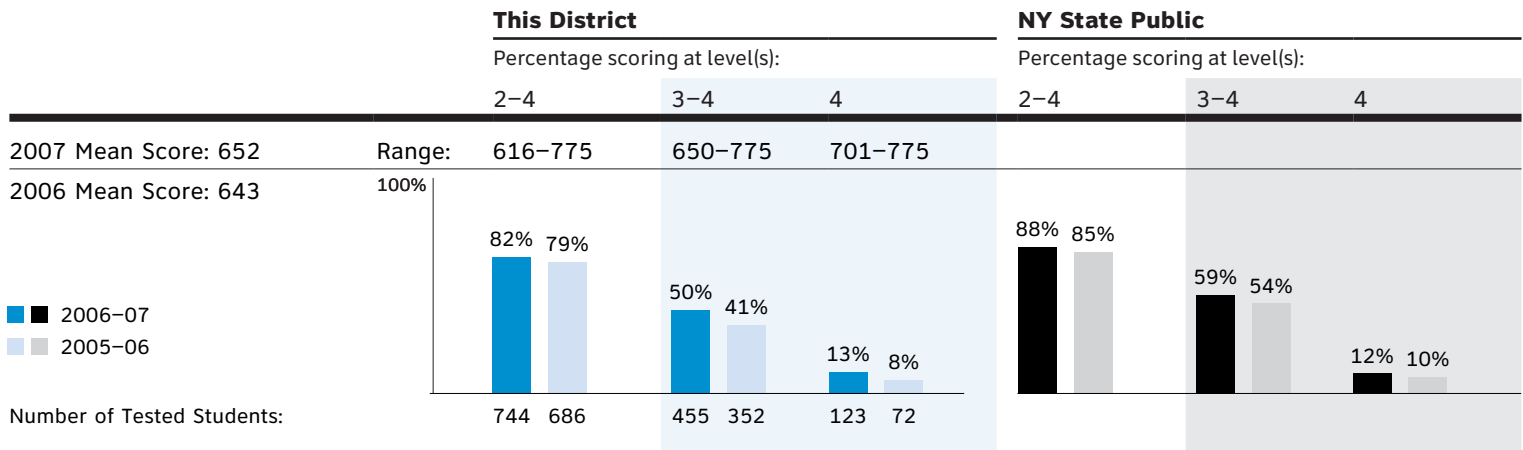
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### Other Assessments

	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	10	10	10	7	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	9	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
<b>All Students</b>	<b>912</b>	<b>82%</b>	<b>50%</b>	<b>13%</b>	<b>869</b>	<b>79%</b>	<b>41%</b>	<b>8%</b>
Female	448	83%	52%	15%	444	83%	42%	9%
Male	464	80%	48%	12%	425	75%	39%	8%
American Indian or Alaska Native	5	-	-	-	5	20%	20%	20%
Black or African American	173	78%	34%	2%	168	77%	25%	1%
Hispanic or Latino	484	77%	38%	3%	509	75%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	144	96%	88%	45%	130	94%	78%	38%
White	103	91%	80%	41%	57	88%	79%	19%
Multiracial	3	-	-	-				
Small Group Totals	8	75%	63%	0%				
General-Education Students	766	87%	56%	16%	719	87%	47%	10%
Students with Disabilities	146	52%	16%	1%	150	40%	9%	0%
English Proficient	819	83%	51%	14%	783	80%	41%	9%
Limited English Proficient	93	66%	37%	8%	86	66%	33%	6%
Economically Disadvantaged	833	80%	46%	9%	527	85%	42%	9%
Not Disadvantaged	79	96%	94%	58%	342	69%	38%	7%
Migrant								
Not Migrant	912	82%	50%	13%	869	79%	41%	8%

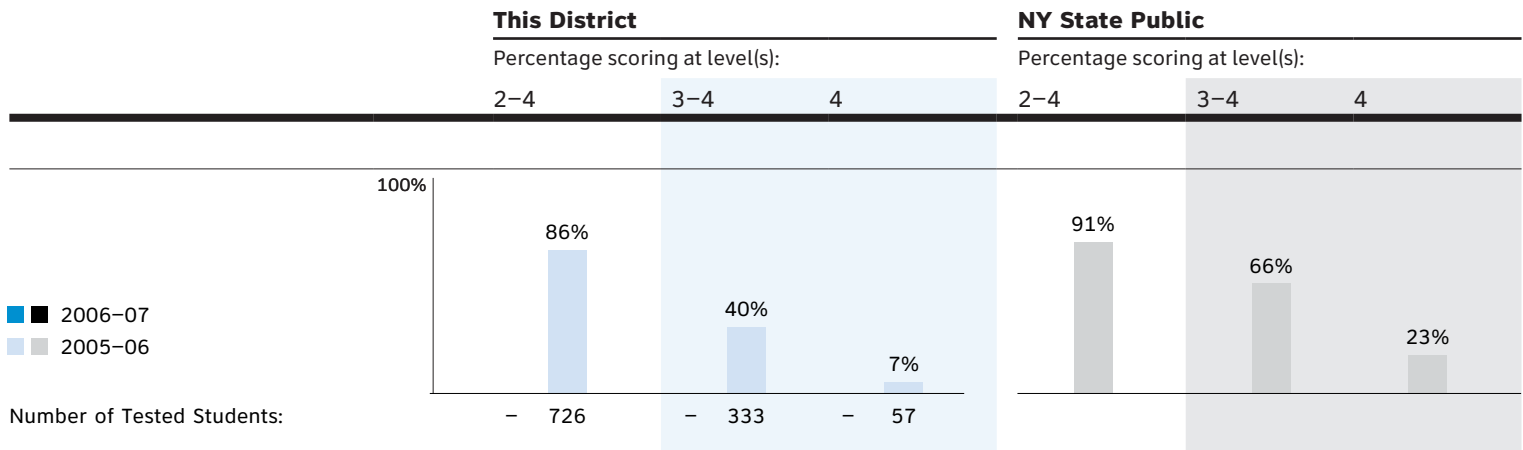
### NOTES

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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 8 Equivalent	10	10	10	7	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
<b>All Students</b>	<b>879</b>	<b>85%</b>	<b>50%</b>	<b>18%</b>	<b>841</b>	<b>86%</b>	<b>40%</b>	<b>7%</b>
Female	434	83%	48%	19%	436	90%	39%	7%
Male	445	87%	51%	18%	405	82%	40%	7%
American Indian or Alaska Native	5	-	-	-	5	80%	20%	20%
Black or African American	164	82%	34%	7%	160	85%	24%	1%
Hispanic or Latino	462	81%	39%	6%	486	83%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	145	97%	79%	48%	134	96%	66%	16%
White	100	96%	86%	54%	56	95%	79%	43%
Multiracial	3	-	-	-				
Small Group Totals	8	63%	38%	0%				
General-Education Students	740	89%	55%	21%	698	93%	45%	8%
Students with Disabilities	139	66%	19%	2%	143	56%	11%	1%
English Proficient	788	87%	53%	20%	759	88%	42%	7%
Limited English Proficient	91	68%	21%	5%	82	70%	16%	2%
Economically Disadvantaged	801	84%	45%	13%	514	92%	43%	6%
Not Disadvantaged	78	99%	97%	77%	327	77%	34%	8%
Migrant								
Not Migrant	879	85%	50%	18%	841	86%	40%	7%

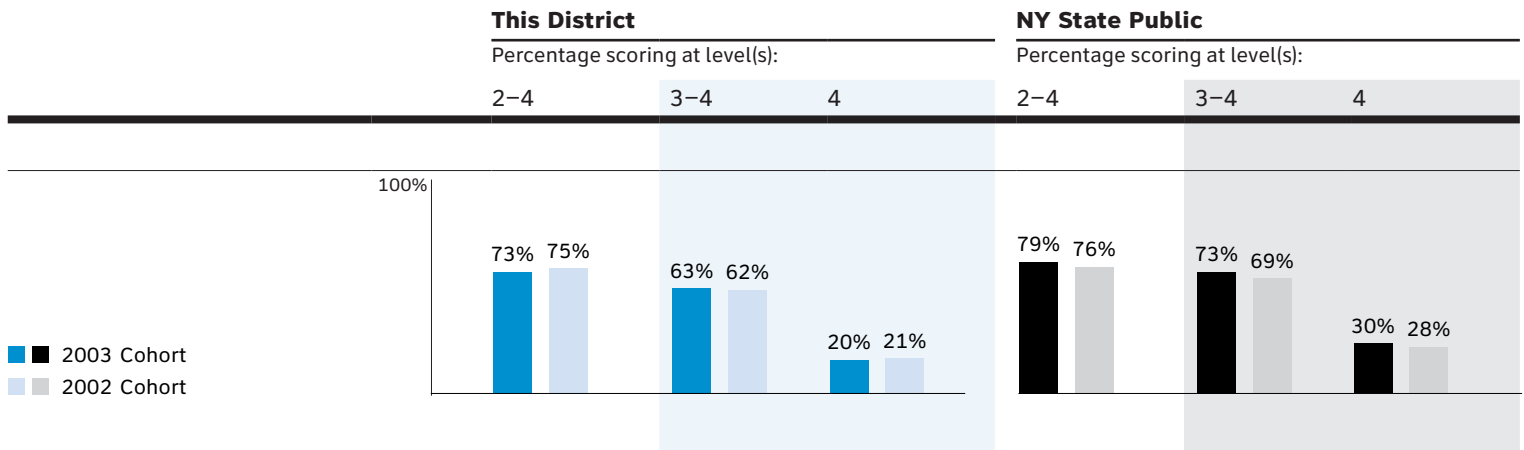
#### NOTES

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 8 Equivalent	10	10	8	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	2	-	-	-	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
<b>All Students</b>	<b>536</b>	<b>73%</b>	<b>63%</b>	<b>20%</b>	<b>353</b>	<b>75%</b>	<b>62%</b>	<b>21%</b>
Female	285	82%	74%	27%	199	83%	71%	26%
Male	251	62%	50%	12%	154	66%	50%	14%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	88	64%	57%	22%	87	74%	62%	25%
Hispanic or Latino	256	64%	50%	11%	154	66%	47%	10%
Asian or Native Hawaiian/Other Pacific Islander	88	88%	74%	15%	56	86%	73%	21%
White	88	89%	88%	44%	56	93%	93%	43%
Multiracial	16	100%	100%	69%	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	420	85%	75%	25%	284	86%	75%	26%
Students with Disabilities	116	28%	16%	3%	69	32%	10%	0%
English Proficient	520	74%	64%	21%	327	78%	66%	22%
Limited English Proficient	16	31%	13%	0%	26	38%	15%	4%
Economically Disadvantaged	377	71%	58%	12%	230	76%	58%	15%
Not Disadvantaged	159	76%	74%	40%	123	74%	70%	32%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	-	-	-	-	353	75%	62%	21%

#### NOTES

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

### Other Assessments

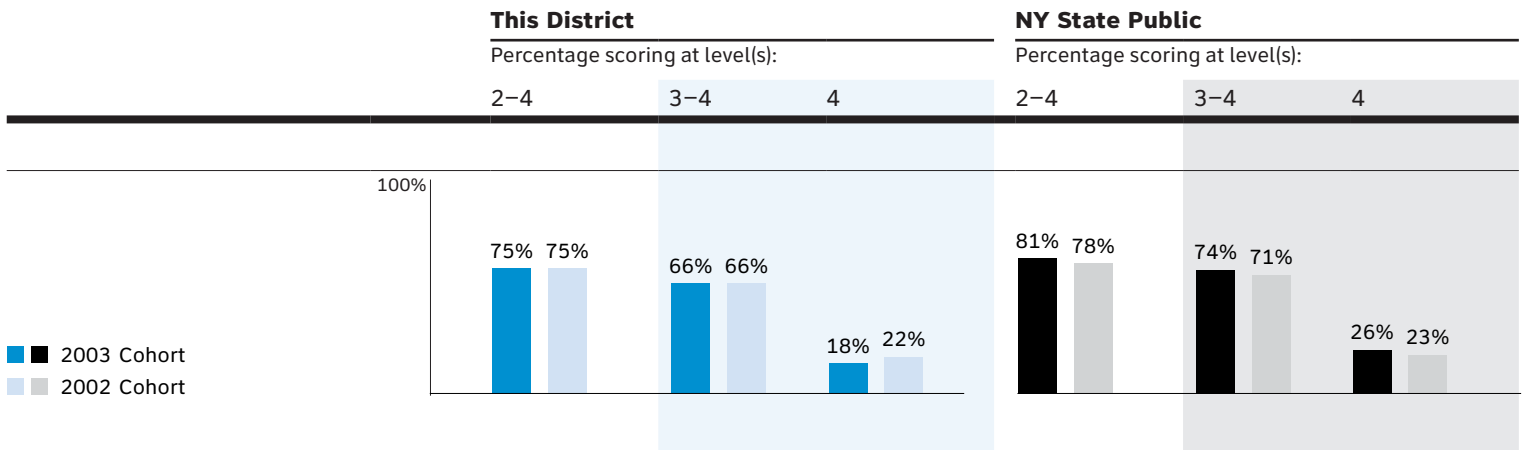
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	-	-	-	4	-	-	-

\* 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
<b>All Students</b>	<b>536</b>	<b>75%</b>	<b>66%</b>	<b>18%</b>	<b>353</b>	<b>75%</b>	<b>66%</b>	<b>22%</b>
Female	285	83%	73%	19%	199	80%	72%	24%
Male	251	66%	58%	17%	154	68%	58%	20%
American Indian or Alaska Native								
Black or African American	88	69%	57%	8%	87	74%	62%	20%
Hispanic or Latino	256	66%	54%	11%	154	64%	53%	15%
Asian or Native Hawaiian/Other Pacific Islander	88	90%	85%	28%	56	91%	88%	39%
White	88	88%	85%	31%	56	91%	89%	30%
Multiracial	16	100%	100%	50%				
<b>Small Group Totals</b>								
General-Education Students	420	86%	79%	23%	284	88%	79%	27%
Students with Disabilities	116	36%	19%	0%	69	20%	14%	3%
English Proficient	520	76%	67%	18%	327	78%	69%	24%
Limited English Proficient	16	56%	38%	13%	26	35%	27%	4%
Economically Disadvantaged	377	75%	62%	14%	230	74%	63%	18%
Not Disadvantaged	159	75%	74%	28%	123	76%	72%	30%
Migrant								
Not Migrant					353	75%	66%	22%

#### 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				4	-	-	-

\* 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.