



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 4**

District ID **31-04-00-01-0000**

Superintendent **JORGE IZQUIERDO**

Telephone **(212) 828-3590**

Grades **K-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: RPTCARD@mail.nysed.gov

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

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

### **4** Review an Overview of District Performance.

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

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	297	329	425
Kindergarten	1012	1010	1001
Grade 1	1270	1134	1120
Grade 2	1139	1162	1073
Grade 3	1294	1093	1137
Grade 4	1189	1171	1042
Grade 5	1351	1132	1137
Grade 6	1337	1334	1023
Ungraded Elementary	774	844	827
Grade 7	1376	1312	1293
Grade 8	1358	1305	1260
Grade 9	965	1053	1024
Grade 10	964	867	962
Grade 11	735	678	661
Grade 12	610	671	579
Ungraded Secondary	458	523	622
<b>Total K-12</b>	<b>15832</b>	<b>15289</b>	<b>14761</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	25	25	24
<b>Grade 8</b>			
English	23	26	25
Mathematics	28	28	26
Science	27	28	27
Social Studies	28	27	27
<b>Grade 10</b>			
English	26	26	28
Mathematics	21	26	27
Science	29	31	29
Social Studies	30	26	31

### 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.

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District ID 31-04-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	11831	77%	11365	77%
Reduced-Price Lunch	0	0%	1033	7%	763	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1756	11%	1880	12%	1774	12%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	137	1%	129	1%	95	1%
Black or African American	5325	34%	5012	33%	4821	33%
Hispanic or Latino	9715	61%	9437	62%	9083	62%
Asian or Native Hawaiian/Other Pacific Islander	394	2%	443	3%	489	3%
White	261	2%	284	2%	273	2%
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	320	2%	450	3%	981	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.

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	1123	1193	1217
Percent with No Valid Teaching Certificate	6%	5%	7%
Percent Teaching Out of Certification	19%	16%	13%
Percent with Fewer Than Three Years of Experience	18%	21%	21%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	28%	28%
<b>Total Number of Core Classes*</b>	N/A	3855	2116
Percent Not Taught by Highly Qualified Teachers	N/A	13%	13%
<b>Total Number of Classes</b>	2171	2594	2680
Percent Taught by Teachers Without Appropriate Certification	22%	19%	15%

\* 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	34%	28%	28%
Turnover Rate of All Teachers	31%	21%	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 5)

ELA	▲ Improvement (Year 5)	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	✓ <sup>SH</sup>	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✗	✓	—
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 6	✗ 4 of 6	✓ 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 5)

**Accountability Measures** 7 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 6) 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 5) in 2008-09. [210]

### 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> (7885:7438)			98%		132	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (148:59)			94%		131	109	
Black or African American (2712:2558)			98%		133	120	
Hispanic or Latino (4819:4554)			98%		129	120	
Asian or Native Hawaiian/Other Pacific Islander (142:133)			100%		160	113	
White (135:123)			98%		156	113	
Multiracial (13:11)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1752:1605)			95%		89	119	90 100
Limited English Proficient <sup>5</sup> (964:1031)			98%		106	119	104 115
Economically Disadvantaged (7192:6811)			98%		130	121	
<b>Final AYP Determination</b>	 7 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 Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007-08)**

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

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

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

Student Group (Total: Continuous Enrollment) <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> (7872:7370)			98%		142	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (64:58)			95%		129	73	
Black or African American (2699:2511)			98%		139	84	
Hispanic or Latino (4817:4531)			98%		142	84	
Asian or Native Hawaiian/Other Pacific Islander (145:137)			100%		177	77	
White (133:121)			99%		170	77	
Multiracial (14:12)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1741:1572)			95%		99	83	
Limited English Proficient <sup>5</sup> (985:1064)			98%		132	83	
Economically Disadvantaged (7167:6747)			98%		141	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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> (2677:2309)		Qualified		91%		133	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (22:17)	—	—	—	—	—	—	—	—
Black or African American (919:794)		Qualified		90%		133	100	
Hispanic or Latino (1643:1437)		Qualified		92%		132	100	
Asian or Native Hawaiian/Other Pacific Islander (45:36)		Qualified		84%		169	100	
White (97:20)		—	—	—	—	—	—	—
Multiracial (8:5)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (568:487)		Qualified		90%		105	100	
Limited English Proficient <sup>4</sup> (368:363)		Qualified		95%		115	100	
Economically Disadvantaged (2402:2112)		Qualified		93%		134	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**  Improvement (Year 5)  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 1 of 6 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 6) 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 5) in 2008-09. [210]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		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 (706:788)</b>			98%		148	155	155	153
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (242:280)			97%		141	153	153 <sup>‡</sup>	147
Hispanic or Latino (396:446)			99%		146	154	154	151
Asian or Native Hawaiian/Other Pacific Islander (51:49)			100%		194	145		
White (13:10)	—	—	—	—	—	—	—	—
Multiracial (2:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (122:156)			94%		76	151	105 <sup>‡</sup>	88
Limited English Proficient <sup>4</sup> (8:17)	—	—	—	—	—	—	—	—
Economically Disadvantaged (636:701)			98%		153	155	155	158
<b>Final AYP Determination</b>	 1 of 6							

#### 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** 4 of 6 Student groups making AYP in Mathematics  
 Did not make AYP

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

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

Student Group	AYP	Participation <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 (706:788)</b>			99%		153	148	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—
Black or African American (242:280)			98%		144	146	146 <sup>‡</sup> 150
Hispanic or Latino (396:446)			99%		154	147	
Asian or Native Hawaiian/Other Pacific Islander (51:49)			100%		196	138	
White (13:10)	—	—	—	—	—	—	—
Multiracial (2:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (122:156)			95%		88	144	124 <sup>‡</sup> 99
Limited English Proficient <sup>4</sup> (8:17)	—	—	—	—	—	—	—
Economically Disadvantaged (636:701)			99%		158	148	
<b>Final AYP Determination</b>	 4 of 6						

#### 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









## 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		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2006–07 2007–08	
<b>All Students</b> (913)			60%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (312)			53%	55%	55%	54%
Hispanic or Latino (543)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (36)			83%	55%		
White (20)		–	–	–		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (108)			20%	55%	33%	21%
Limited English Proficient <sup>3</sup> (6)		–	–	–		
Economically Disadvantaged (720)			70%	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 # 4**

District ID **31-04-00-01-0000**

## 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 59% of total

CENTRAL PARK EAST II SCHOOL  
ENVIRONMENTAL SCIENCE SECONDARY SCHOOL  
HERITAGE SCHOOL (THE)  
ISAAC NEWTON JHS OF SCIENCE AND MATH  
JAMES WELDON JOHNSON SCHOOL  
MANHATTAN CENTER-SCIENCE & MATHEMATICS  
PARK EAST HIGH SCHOOL  
PS 108 ASSEMBLY ANGELO DEL TORO SCHOOL  
PS 112 JOSE C BARBOSA SCHOOL  
PS 146 ANNA M SHORT SCHOOL  
PS 171 PATRICK HENRY SCHOOL  
PS 206 JOSE CELSO BARBOSA SCHOOL  
PS 38 ROBERTO CLEMENTE  
PS 72  
PS 83 LUIS MUNOZ RIVERA SCHOOL  
PS 96 JOSEPH C LANZETTA SCHOOL  
RIVER EAST SCHOOL  
THE BILINGUAL/BICULTURAL SCHOOL  
YOUNG WOMEN'S LEADERSHIP SCHOOL

#### ▲ Improvement (Year 1)

2 schools identified 6% of total

PS 101 ANDREW DRAPER SCHOOL  
PS 7 M SAMUEL STERN SCHOOL

#### ▲ Improvement (Year 2)

2 schools identified 6% of total

PS 102 JACQUES CARTIER SCHOOL  
PS 155 WILLIAM PACA SCHOOL

#### ▲ Planning for Restructuring

1 school identified 3% of total

URBAN PEACE ACADEMY

#### ▲ Restructuring (Year 3)

4 schools identified 13% of total

JHS 13 JACKIE ROBINSON JHS  
JHS 45 J C ROBERTS JHS  
PS 50 VITO MARCANTONIO SCHOOL  
TITO PUENTO EDUCATION COMPLEX

### New York State Status

#### ■ Good Standing

3 schools identified 9% of total

CENTRAL PARK EAST 1 SCHOOL  
MS 224 MANHATTAN EAST SCHOOL  
TAG YOUNG SCHOLARS JUNIOR HIGH SCHOOL

#### ■ Requiring Academic Progress (Year 4)

1 school identified 3% of total

CENTRAL PARK EAST SECONDARY SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 4

District ID 31-04-00-01-0000

## 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	50%			1206
Grade 4	47%			1164
Grade 5	50%			1243
Grade 6	35%			1153
Grade 7	34%			1366
Grade 8	30%			1398

Mathematics				
Grade 3	79%			1221
Grade 4	65%			1181
Grade 5	65%			1251
Grade 6	49%			1168
Grade 7	46%			1373
Grade 8	27%			1396

Science				
Grade 4	64%			1173
Grade 8	30%			1218

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	62%			901
Mathematics	61%			901

### 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.

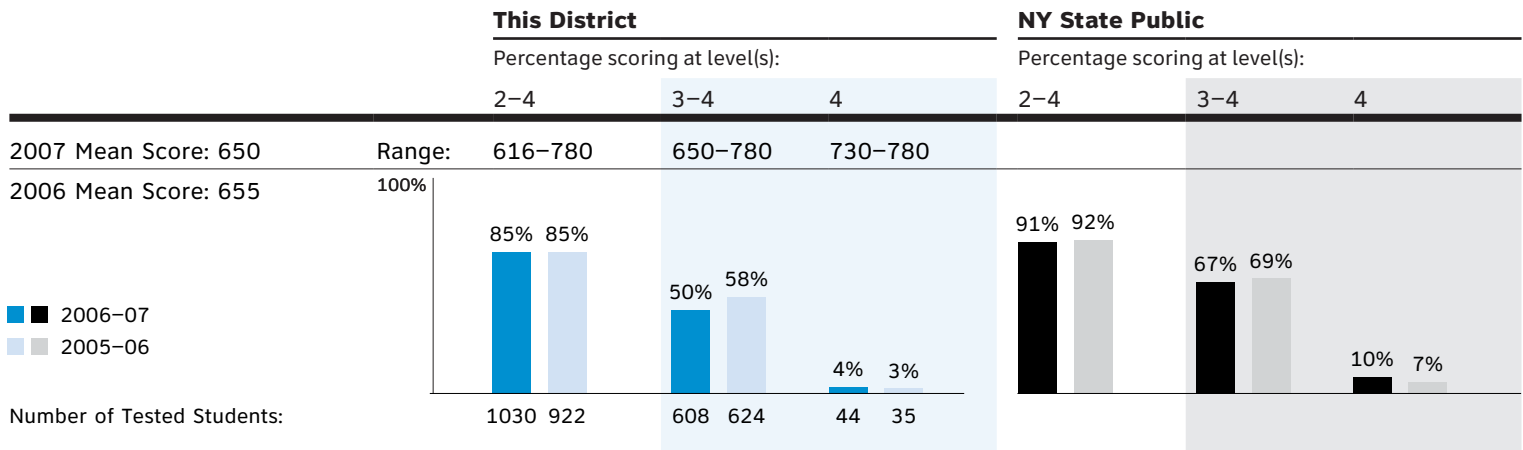
### This District's N/RC Category:

#### 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>1206</b>	<b>85%</b>	<b>50%</b>	<b>4%</b>	<b>1079</b>	<b>85%</b>	<b>58%</b>	<b>3%</b>
Female	576	90%	58%	4%	505	89%	61%	4%
Male	630	81%	43%	3%	574	82%	55%	3%
American Indian or Alaska Native	6	100%	67%	0%	6	100%	67%	0%
Black or African American	382	83%	51%	3%	444	84%	54%	2%
Hispanic or Latino	763	86%	49%	3%	593	86%	59%	4%
Asian or Native Hawaiian/Other Pacific Islander	32	94%	72%	9%	21	95%	71%	10%
White	23	87%	57%	13%	15	93%	80%	7%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	962	93%	59%	5%	855	93%	67%	4%
Students with Disabilities	244	56%	18%	0%	224	55%	21%	0%
English Proficient	1018	86%	52%	4%	1006	86%	59%	3%
Limited English Proficient	188	80%	43%	0%	73	77%	42%	1%
Economically Disadvantaged	1147	85%	50%	3%	674	93%	66%	4%
Not Disadvantaged	59	90%	64%	10%	405	73%	43%	2%
Migrant								
Not Migrant	1206	85%	50%	4%	1079	85%	58%	3%

### NOTES

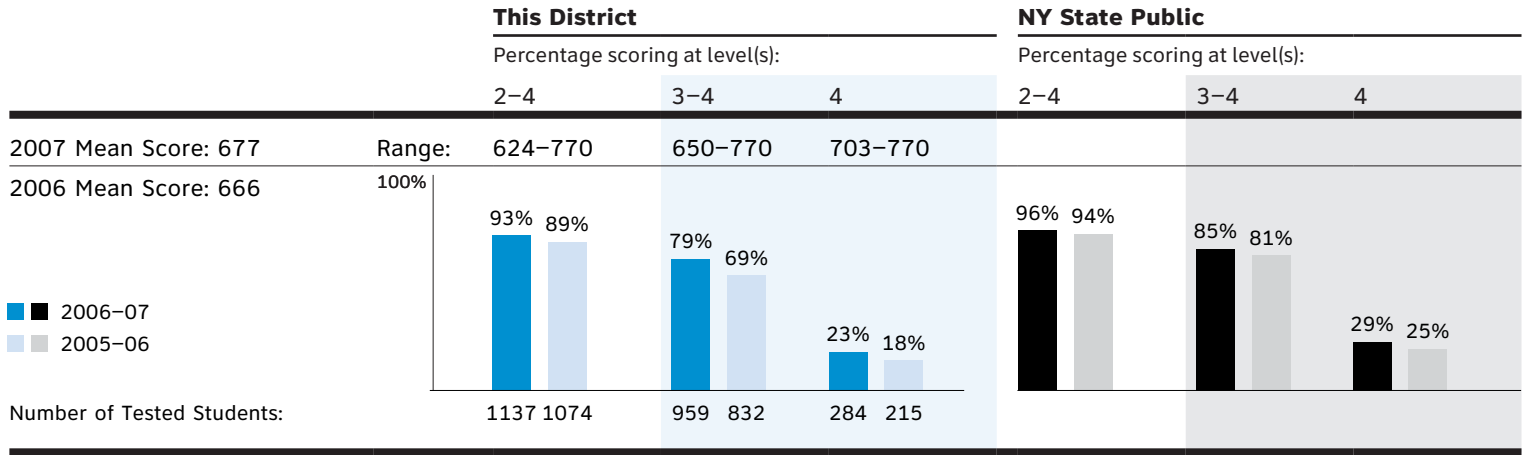
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	26	25	22	13	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	19	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>1221</b>	<b>93%</b>	<b>79%</b>	<b>23%</b>	<b>1206</b>	<b>89%</b>	<b>69%</b>	<b>18%</b>
Female	575	95%	83%	25%	575	91%	69%	19%
Male	646	92%	75%	22%	631	88%	69%	17%
American Indian or Alaska Native	6	100%	83%	17%	7	100%	100%	14%
Black or African American	380	93%	76%	21%	445	87%	66%	17%
Hispanic or Latino	776	93%	79%	23%	714	90%	69%	17%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	89%	57%	24	92%	92%	42%
White	24	88%	79%	21%	16	88%	81%	44%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	976	97%	85%	28%	963	94%	77%	22%
Students with Disabilities	245	79%	55%	5%	243	71%	39%	2%
English Proficient	1014	93%	79%	24%	1006	90%	72%	20%
Limited English Proficient	207	94%	78%	21%	200	85%	52%	5%
Economically Disadvantaged	1160	93%	78%	23%	774	94%	75%	20%
Not Disadvantaged	61	95%	85%	28%	432	81%	57%	13%
Migrant								
Not Migrant	1221	93%	79%	23%	1206	89%	69%	18%

#### 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	27	26	23	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 646	612-775	650-775	716-775			
2006 Mean Score: 645						
Number of Tested Students:	1015	992	548	557	15	29

Bar chart showing performance percentages for 2006-07 (dark blue) and 2005-06 (light blue) for This District and NY State Public. The Y-axis represents percentage scoring at level(s).

Entity	Level	2006-07 (%)	2005-06 (%)
This District	2-4	87%	83%
	3-4	47%	47%
	4	1%	2%
NY State Public	2-4	92%	91%
	3-4	68%	69%
	4	8%	9%

### 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>1164</b>	<b>87%</b>	<b>47%</b>	<b>1%</b>	<b>1190</b>	<b>83%</b>	<b>47%</b>	<b>2%</b>
Female	560	90%	50%	2%	595	88%	51%	3%
Male	604	85%	44%	1%	595	79%	43%	2%
American Indian or Alaska Native	5	-	-	-	7	71%	29%	0%
Black or African American	418	88%	47%	1%	416	83%	44%	2%
Hispanic or Latino	699	86%	46%	1%	728	83%	48%	3%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	65%	9%	20	95%	80%	5%
White	17	94%	65%	6%	19	84%	53%	0%
Multiracial	2	-	-	-				
Small Group Totals	7	100%	57%	0%				
General-Education Students	902	95%	57%	2%	937	92%	56%	3%
Students with Disabilities	262	59%	14%	0%	253	52%	11%	0%
English Proficient	1000	90%	52%	1%	1124	84%	48%	3%
Limited English Proficient	164	73%	19%	1%	66	80%	30%	0%
Economically Disadvantaged	1099	87%	46%	1%	747	91%	56%	3%
Not Disadvantaged	65	91%	66%	0%	443	70%	32%	2%
Migrant								
Not Migrant	1164	87%	47%	1%	1190	83%	47%	2%

#### NOTES

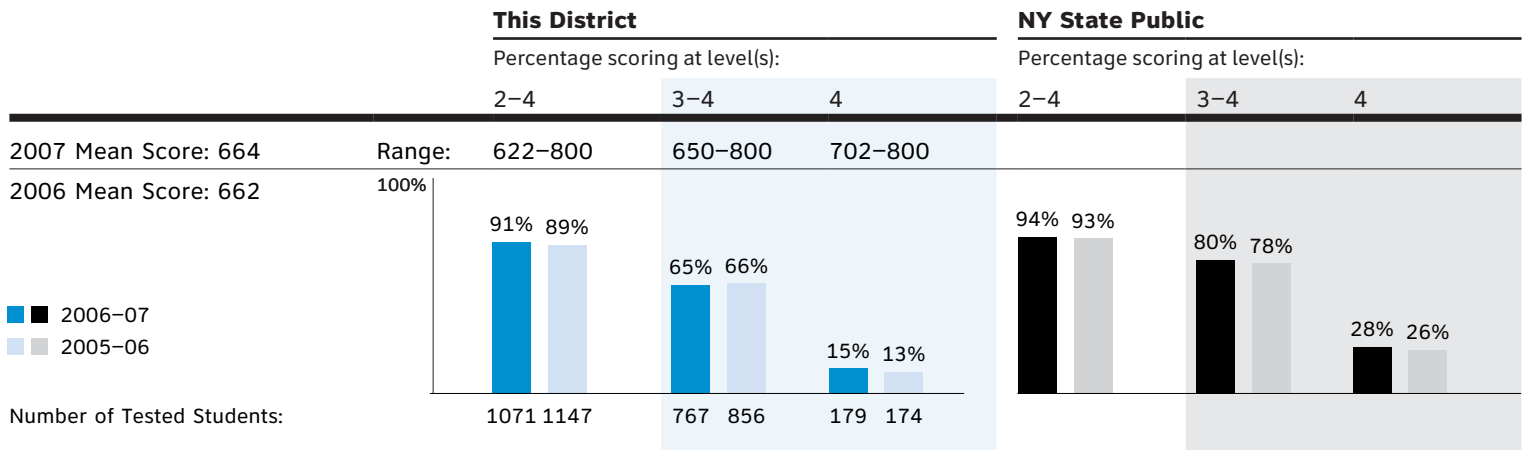
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	20	20	14	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 4	8	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>1181</b>	<b>91%</b>	<b>65%</b>	<b>15%</b>	<b>1289</b>	<b>89%</b>	<b>66%</b>	<b>13%</b>
Female	566	90%	62%	12%	640	89%	65%	13%
Male	615	92%	67%	18%	649	89%	68%	14%
American Indian or Alaska Native	6	-	-	-	7	57%	29%	14%
Black or African American	414	90%	60%	11%	425	87%	62%	12%
Hispanic or Latino	717	91%	66%	16%	816	90%	68%	13%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	96%	42%	22	95%	95%	50%
White	18	89%	78%	22%	19	84%	74%	11%
Multiracial	2	-	-	-				
Small Group Totals	8	100%	88%	25%				
General-Education Students	919	96%	73%	18%	1021	95%	75%	17%
Students with Disabilities	262	72%	36%	3%	268	66%	34%	1%
English Proficient	1001	92%	67%	17%	1131	89%	67%	14%
Limited English Proficient	180	82%	53%	7%	158	90%	65%	8%
Economically Disadvantaged	1113	90%	64%	14%	818	95%	74%	16%
Not Disadvantaged	68	99%	75%	28%	471	79%	53%	9%
Migrant								
Not Migrant	1181	91%	65%	15%	1289	89%	66%	13%

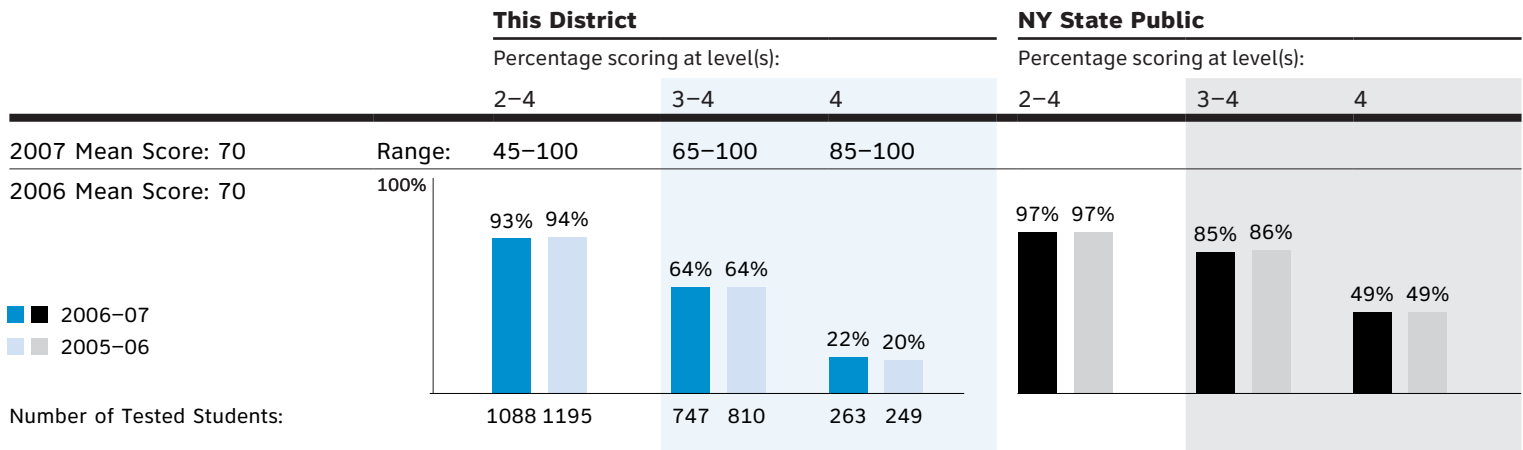
### NOTES

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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	20	19	16	13	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>1173</b>	<b>93%</b>	<b>64%</b>	<b>22%</b>	<b>1272</b>	<b>94%</b>	<b>64%</b>	<b>20%</b>
Female	561	93%	61%	21%	637	95%	65%	20%
Male	612	93%	66%	24%	635	93%	63%	19%
American Indian or Alaska Native	6	-	-	-	7	86%	43%	14%
Black or African American	418	90%	62%	22%	421	92%	62%	19%
Hispanic or Latino	708	94%	64%	22%	802	95%	64%	19%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	78%	39%	22	95%	82%	45%
White	16	100%	81%	31%	20	90%	65%	25%
Multiracial	2	-	-	-				
Small Group Totals	8	100%	75%	25%				
General-Education Students	915	95%	69%	27%	1011	97%	71%	23%
Students with Disabilities	258	84%	44%	7%	261	84%	37%	5%
English Proficient	995	94%	68%	25%	1117	94%	65%	22%
Limited English Proficient	178	88%	41%	7%	155	92%	51%	4%
Economically Disadvantaged	1107	92%	63%	22%	812	97%	69%	22%
Not Disadvantaged	66	98%	80%	30%	460	89%	54%	15%
Migrant								
Not Migrant	1173	93%	64%	22%	1272	94%	64%	20%

### 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	20	19	17	14	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 651	608-795	650-795	711-795			
2006 Mean Score: 649						
Number of Tested Students:	1153	1080	616	610	23	82

### 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>1243</b>	<b>93%</b>	<b>50%</b>	<b>2%</b>	<b>1210</b>	<b>89%</b>	<b>50%</b>	<b>7%</b>
Female	626	96%	53%	2%	620	92%	53%	8%
Male	617	90%	46%	1%	590	86%	48%	5%
American Indian or Alaska Native	6	-	-	-	10	70%	30%	10%
Black or African American	397	92%	52%	2%	439	89%	48%	5%
Hispanic or Latino	798	93%	48%	2%	731	89%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	68%	9%	21	100%	81%	14%
White	18	94%	61%	0%	9	89%	56%	11%
Multiracial	2	-	-	-				
Small Group Totals	8	100%	25%	0%				
General-Education Students	951	98%	60%	2%	959	96%	59%	8%
Students with Disabilities	292	76%	15%	0%	251	65%	18%	1%
English Proficient	1120	94%	53%	2%	1110	91%	53%	7%
Limited English Proficient	123	79%	20%	0%	100	71%	19%	0%
Economically Disadvantaged	1168	92%	48%	2%	768	96%	58%	9%
Not Disadvantaged	75	99%	71%	3%	442	78%	37%	4%
Migrant								
Not Migrant	1243	93%	50%	2%	1210	89%	50%	7%

#### NOTES

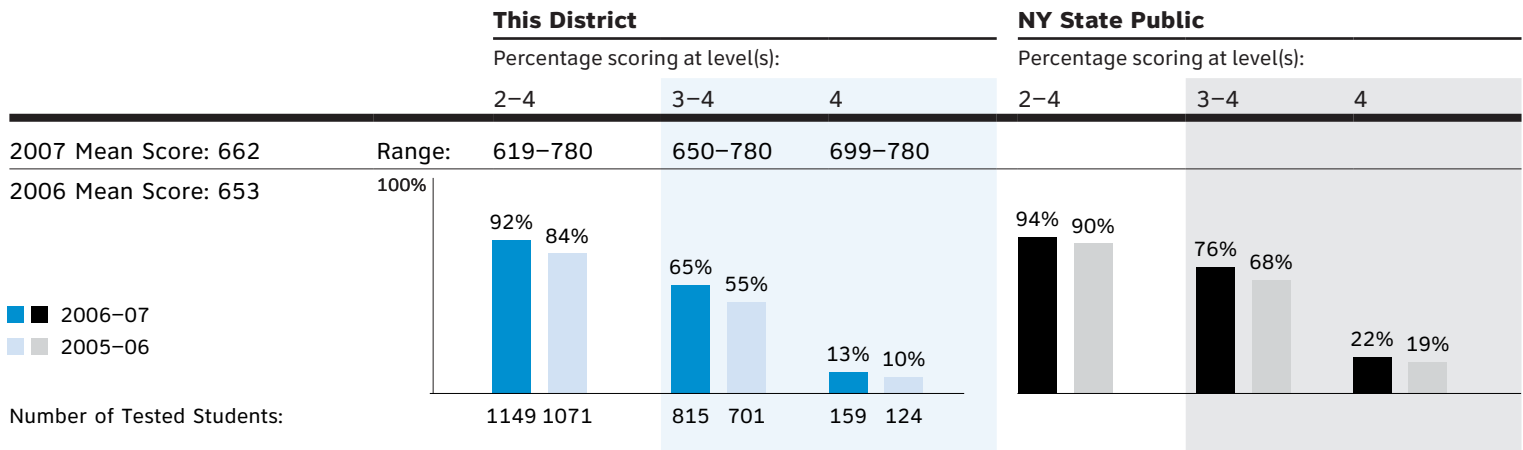
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### Other Assessments

	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	28	28	28	21	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	6	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>1251</b>	<b>92%</b>	<b>65%</b>	<b>13%</b>	<b>1277</b>	<b>84%</b>	<b>55%</b>	<b>10%</b>
Female	631	94%	66%	13%	652	86%	56%	11%
Male	620	90%	64%	13%	625	81%	54%	9%
American Indian or Alaska Native	7	-	-	-	10	50%	30%	0%
Black or African American	398	91%	60%	11%	437	83%	49%	6%
Hispanic or Latino	803	92%	67%	13%	797	85%	58%	11%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	87%	30%	25	92%	80%	32%
White	18	100%	78%	11%	8	63%	63%	13%
Multiracial	2	-	-	-				
Small Group Totals	9	89%	44%	0%				
General-Education Students	962	97%	75%	16%	1020	91%	63%	12%
Students with Disabilities	289	76%	31%	2%	257	57%	24%	2%
English Proficient	1119	93%	67%	14%	1111	85%	57%	11%
Limited English Proficient	132	83%	52%	5%	166	74%	40%	2%
Economically Disadvantaged	1172	92%	65%	13%	825	92%	63%	11%
Not Disadvantaged	79	94%	70%	9%	452	70%	40%	7%
Migrant								
Not Migrant	1251	92%	65%	13%	1277	84%	55%	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 5 Equivalent	27	26	26	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 641	598-785	650-785	705-785			
2006 Mean Score: 641						
Number of Tested Students:	1099	1279	408	601	13	57

### 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>1153</b>	<b>95%</b>	<b>35%</b>	<b>1%</b>	<b>1429</b>	<b>90%</b>	<b>42%</b>	<b>4%</b>
Female	587	97%	42%	2%	717	93%	47%	6%
Male	566	93%	29%	1%	712	86%	37%	2%
American Indian or Alaska Native	8	-	-	-	21	81%	33%	5%
Black or African American	410	96%	37%	1%	539	89%	40%	3%
Hispanic or Latino	692	95%	33%	1%	825	90%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	52%	0%	16	100%	63%	13%
White	18	100%	72%	0%	28	93%	79%	18%
Multiracial	2	-	-	-				
Small Group Totals	10	100%	20%	0%				
General-Education Students	903	98%	43%	1%	1151	94%	49%	5%
Students with Disabilities	250	86%	8%	0%	278	69%	14%	0%
English Proficient	1040	97%	39%	1%	1349	90%	44%	4%
Limited English Proficient	113	81%	5%	0%	80	76%	15%	0%
Economically Disadvantaged	1047	95%	33%	1%	894	96%	48%	4%
Not Disadvantaged	106	100%	63%	6%	535	79%	33%	4%
Migrant								
Not Migrant	1153	95%	35%	1%	1429	90%	42%	4%

#### NOTES

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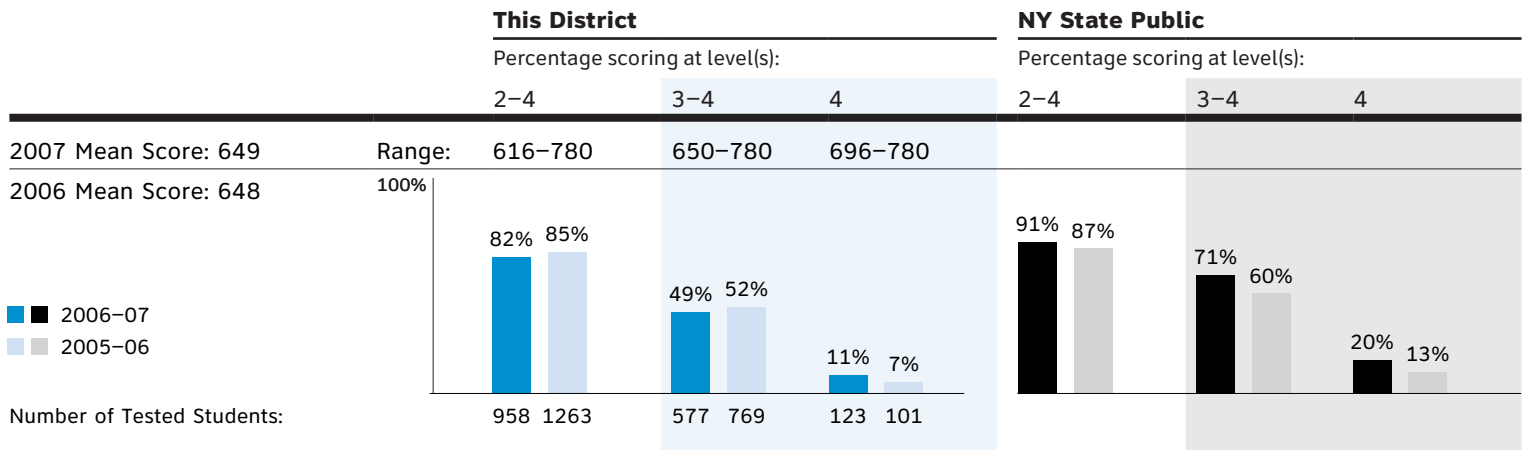
### Other Assessments

	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	19	19	17	14	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	14	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>1168</b>	<b>82%</b>	<b>49%</b>	<b>11%</b>	<b>1485</b>	<b>85%</b>	<b>52%</b>	<b>7%</b>
Female	591	85%	51%	11%	745	87%	54%	7%
Male	577	79%	48%	10%	740	83%	49%	6%
American Indian or Alaska Native	8	-	-	-	22	86%	50%	14%
Black or African American	415	82%	49%	10%	543	83%	45%	6%
Hispanic or Latino	702	81%	48%	10%	872	86%	55%	7%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	78%	30%	16	94%	69%	13%
White	18	94%	83%	39%	32	91%	75%	16%
Multiracial	2	-	-	-				
Small Group Totals	10	80%	30%	0%				
General-Education Students	917	89%	57%	13%	1201	91%	58%	8%
Students with Disabilities	251	58%	21%	1%	284	59%	25%	1%
English Proficient	1039	85%	53%	12%	1354	86%	53%	7%
Limited English Proficient	129	58%	20%	1%	131	73%	36%	2%
Economically Disadvantaged	1057	81%	47%	9%	936	92%	57%	7%
Not Disadvantaged	111	91%	69%	25%	549	73%	44%	6%
Migrant								
Not Migrant	1168	82%	49%	11%	1485	85%	52%	7%

### 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	20	20	17	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 638	600-790	650-790	712-790			
2006 Mean Score: 631						
Number of Tested Students:	1243	464	12	1193	428	16

### 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>1366</b>	<b>91%</b>	<b>34%</b>	<b>1%</b>	<b>1390</b>	<b>86%</b>	<b>31%</b>	<b>1%</b>
Female	702	93%	40%	1%	668	88%	36%	2%
Male	664	89%	28%	0%	722	84%	26%	1%
American Indian or Alaska Native	17	94%	24%	6%	18	89%	22%	0%
Black or African American	510	91%	33%	1%	482	87%	28%	1%
Hispanic or Latino	792	91%	33%	1%	845	85%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	22	95%	59%	5%
White	31	97%	65%	3%	23	87%	61%	4%
Multiracial	2	-	-	-				
Small Group Totals	16	88%	50%	0%				
General-Education Students	1084	95%	40%	1%	1135	92%	35%	1%
Students with Disabilities	282	76%	12%	0%	255	58%	10%	0%
English Proficient	1264	93%	36%	1%	1271	88%	33%	1%
Limited English Proficient	102	64%	10%	0%	119	65%	3%	0%
Economically Disadvantaged	1225	90%	33%	1%	859	92%	34%	1%
Not Disadvantaged	141	96%	44%	1%	531	76%	26%	1%
Migrant								
Not Migrant	1366	91%	34%	1%	1390	86%	31%	1%

#### NOTES

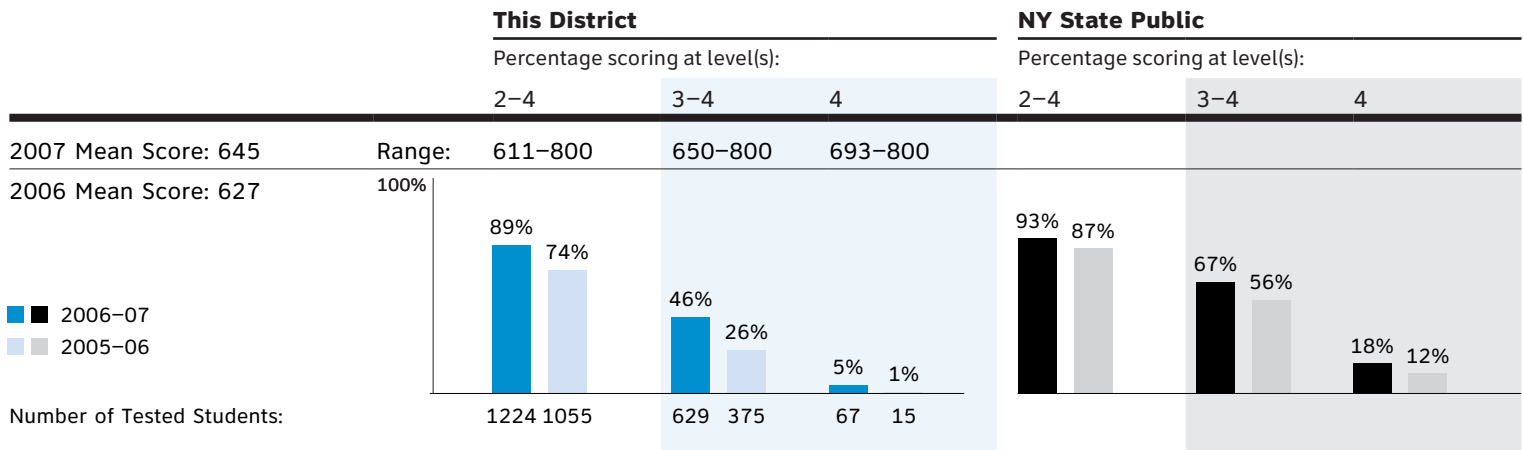
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### Other Assessments

	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	19	19	14	11	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	14	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>1373</b>	<b>89%</b>	<b>46%</b>	<b>5%</b>	<b>1432</b>	<b>74%</b>	<b>26%</b>	<b>1%</b>
Female	703	91%	49%	5%	695	76%	27%	1%
Male	670	87%	43%	4%	737	72%	26%	1%
American Indian or Alaska Native	18	89%	50%	6%	16	75%	25%	6%
Black or African American	505	89%	41%	4%	481	70%	22%	0%
Hispanic or Latino	801	89%	47%	5%	888	75%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	22	91%	68%	14%
White	30	93%	83%	20%	25	84%	56%	8%
Multiracial	2	-	-	-				
Small Group Totals	19	95%	63%	11%				
General-Education Students	1090	94%	53%	6%	1187	80%	30%	1%
Students with Disabilities	283	70%	19%	0%	245	44%	7%	0%
English Proficient	1257	90%	48%	5%	1269	75%	28%	1%
Limited English Proficient	116	75%	23%	0%	163	61%	10%	0%
Economically Disadvantaged	1230	89%	45%	4%	905	80%	27%	1%
Not Disadvantaged	143	90%	54%	9%	527	63%	24%	1%
Migrant								
Not Migrant	1373	89%	46%	5%	1432	74%	26%	1%

### 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	19	19	17	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 634	602-790	650-790	715-790			
2006 Mean Score: 626						
Number of Tested Students:	1244	1107	417	313	8	7

### 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>1398</b>	<b>89%</b>	<b>30%</b>	<b>1%</b>	<b>1376</b>	<b>80%</b>	<b>23%</b>	<b>1%</b>
Female	679	90%	37%	1%	684	85%	28%	1%
Male	719	88%	23%	0%	692	76%	17%	0%
American Indian or Alaska Native	15	-	-	-	16	69%	19%	0%
Black or African American	462	92%	27%	1%	491	78%	20%	0%
Hispanic or Latino	875	87%	30%	0%	813	81%	22%	0%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	62%	5%	20	85%	50%	0%
White	22	95%	50%	5%	36	94%	72%	3%
Multiracial	3	-	-	-				
Small Group Totals	18	94%	22%	0%				
General-Education Students	1129	94%	35%	1%	1130	87%	27%	1%
Students with Disabilities	269	67%	7%	0%	246	51%	3%	0%
English Proficient	1244	92%	33%	1%	1286	82%	24%	1%
Limited English Proficient	154	62%	5%	0%	90	57%	3%	0%
Economically Disadvantaged	1217	88%	27%	0%	769	87%	25%	1%
Not Disadvantaged	181	92%	48%	1%	607	72%	19%	0%
Migrant								
Not Migrant	1398	89%	30%	1%	1376	80%	23%	1%

#### 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	23	20	17	14	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	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 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 630	616-775	650-775	701-775			
2006 Mean Score: 627						
Number of Tested Students:	991	964	372	373	18	18

### 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>1396</b>	<b>71%</b>	<b>27%</b>	<b>1%</b>	<b>1399</b>	<b>69%</b>	<b>27%</b>	<b>1%</b>
Female	681	73%	29%	1%	701	72%	29%	2%
Male	715	69%	24%	1%	698	65%	24%	1%
American Indian or Alaska Native	14	71%	14%	0%	17	65%	41%	6%
Black or African American	456	70%	25%	1%	496	65%	23%	1%
Hispanic or Latino	878	71%	26%	1%	831	71%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	22	82%	73%	23%	20	70%	55%	10%
White	21	71%	57%	10%	35	89%	66%	11%
Multiracial	5	60%	40%	0%				
<b>Small Group Totals</b>								
General-Education Students	1133	79%	31%	2%	1162	76%	31%	2%
Students with Disabilities	263	38%	6%	0%	237	36%	5%	0%
English Proficient	1225	73%	28%	1%	1272	71%	28%	1%
Limited English Proficient	171	60%	14%	1%	127	51%	9%	0%
Economically Disadvantaged	1209	70%	26%	1%	799	76%	30%	2%
Not Disadvantaged	187	75%	33%	4%	600	60%	22%	1%
Migrant								
Not Migrant	1396	71%	27%	1%	1399	69%	27%	1%

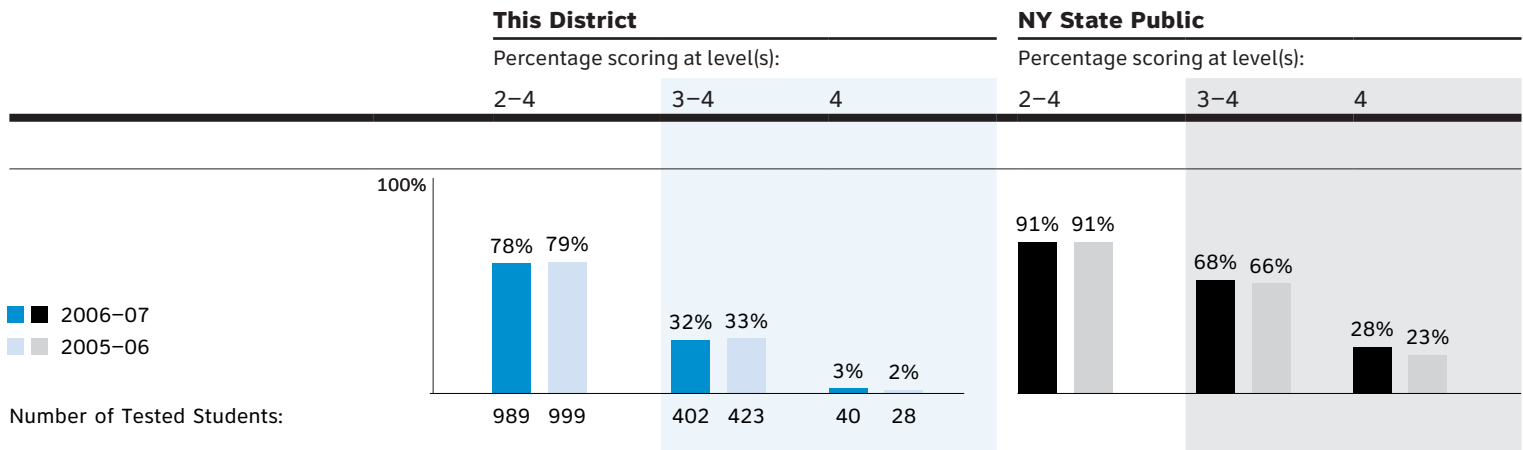
#### NOTES

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	22	21	16	11	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>1218</b>	<b>78%</b>	<b>30%</b>	<b>3%</b>	<b>1212</b>	<b>78%</b>	<b>30%</b>	<b>1%</b>
Female	602	79%	31%	2%	611	81%	31%	1%
Male	616	76%	28%	3%	601	75%	29%	1%
American Indian or Alaska Native	13	77%	31%	0%	16	63%	25%	0%
Black or African American	397	77%	30%	4%	422	73%	29%	1%
Hispanic or Latino	782	78%	29%	2%	751	81%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	60%	33%	12	75%	42%	8%
White	7	-	-	-	11	73%	9%	0%
Multiracial	4	-	-	-				
Small Group Totals	11	55%	18%	0%				
General-Education Students	980	84%	34%	3%	996	83%	35%	2%
Students with Disabilities	238	50%	10%	1%	216	51%	7%	0%
English Proficient	1058	79%	32%	3%	1096	79%	32%	2%
Limited English Proficient	160	68%	12%	0%	116	64%	11%	0%
Economically Disadvantaged	1078	78%	30%	3%	707	83%	35%	2%
Not Disadvantaged	140	77%	25%	4%	505	70%	23%	1%
Migrant								
Not Migrant	1218	78%	30%	3%	1212	78%	30%	1%

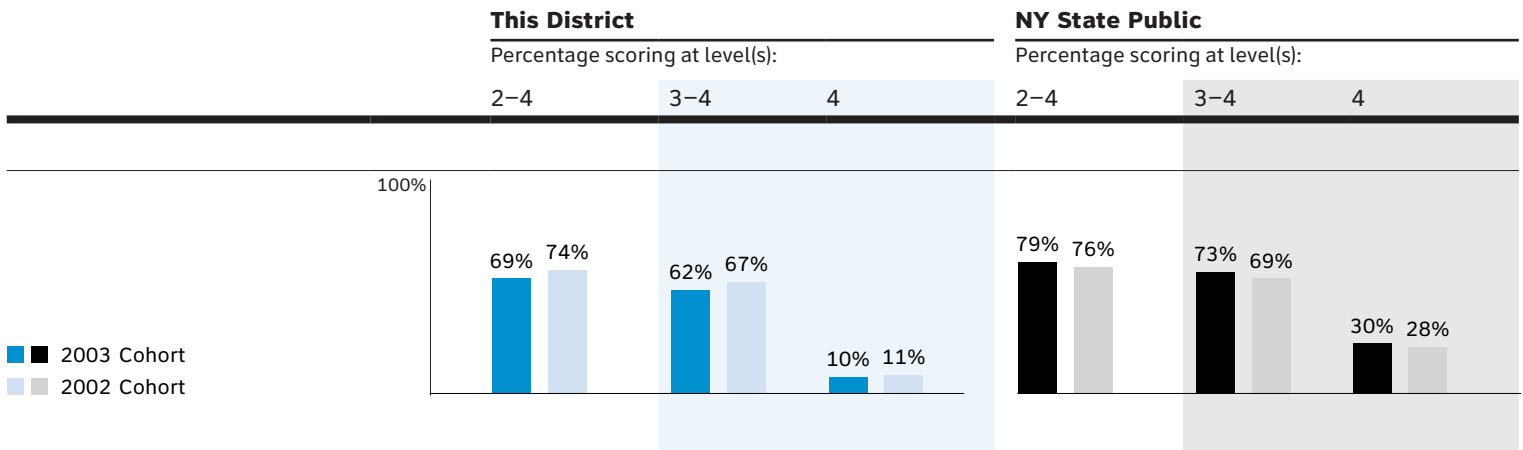
#### NOTES

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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	22	21	19	18	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	42	42	42	7	58	58	58	11

## 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>901</b>	<b>69%</b>	<b>62%</b>	<b>10%</b>	<b>920</b>	<b>74%</b>	<b>67%</b>	<b>11%</b>
Female	463	80%	73%	14%	471	81%	74%	16%
Male	438	58%	50%	6%	449	66%	60%	5%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	314	67%	58%	8%	297	68%	61%	8%
Hispanic or Latino	521	68%	60%	8%	559	75%	68%	11%
Asian or Native Hawaiian/Other Pacific Islander	51	94%	92%	37%	38	89%	87%	24%
White	11	-	-	-	23	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	15	80%	80%	27%	26	85%	85%	12%
General-Education Students	689	84%	76%	13%	790	82%	76%	12%
Students with Disabilities	212	22%	14%	0%	130	20%	15%	1%
English Proficient	884	70%	63%	10%	862	77%	71%	11%
Limited English Proficient	17	18%	12%	0%	58	22%	16%	2%
Economically Disadvantaged	787	73%	65%	11%	797	78%	72%	12%
Not Disadvantaged	114	46%	36%	5%	123	45%	37%	5%
Migrant								
Not Migrant					920	74%	67%	11%

#### NOTES

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

### Other Assessments

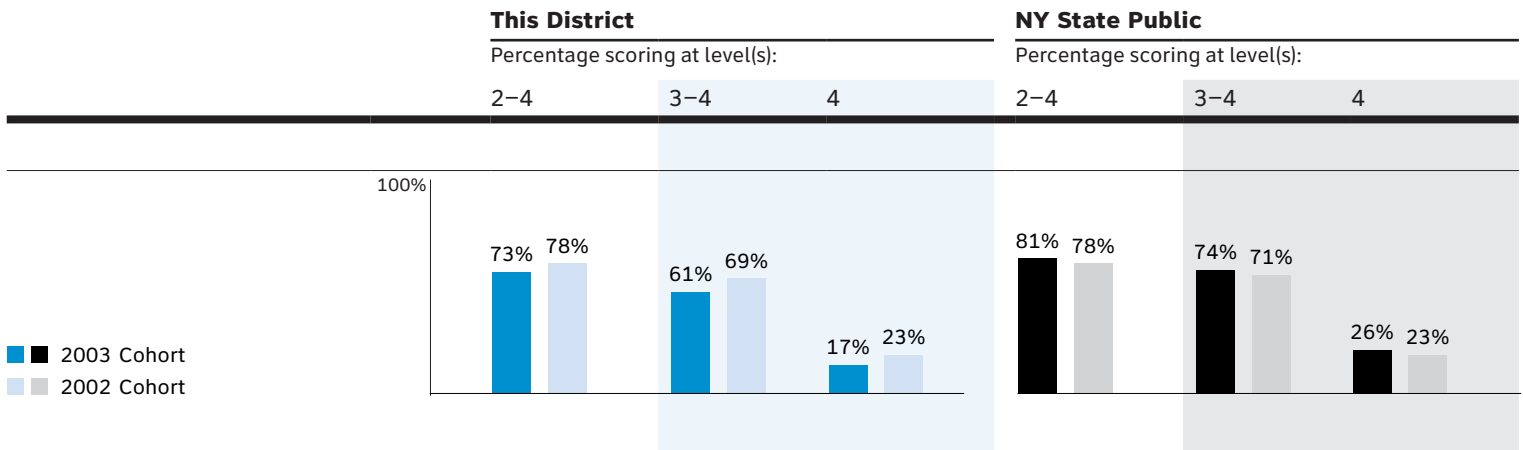
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				9	8	8	8

\* 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>901</b>	<b>73%</b>	<b>61%</b>	<b>17%</b>	<b>920</b>	<b>78%</b>	<b>69%</b>	<b>23%</b>
Female	463	83%	71%	19%	471	83%	73%	23%
Male	438	64%	50%	14%	449	72%	65%	22%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	314	73%	54%	12%	297	71%	60%	16%
Hispanic or Latino	521	71%	61%	17%	559	79%	72%	24%
Asian or Native Hawaiian/Other Pacific Islander	51	96%	92%	45%	38	95%	95%	53%
White	11	-	-	-	23	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	15	80%	73%	13%	26	85%	85%	38%
General-Education Students	689	86%	76%	21%	790	86%	78%	26%
Students with Disabilities	212	33%	12%	1%	130	25%	16%	2%
English Proficient	884	74%	62%	17%	862	80%	71%	24%
Limited English Proficient	17	35%	18%	0%	58	43%	33%	5%
Economically Disadvantaged	787	76%	65%	18%	797	82%	75%	26%
Not Disadvantaged	114	52%	34%	4%	123	46%	30%	2%
Migrant								
Not Migrant					920	78%	69%	23%

#### NOTES

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### Other Assessments

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

\* 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.

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