



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 5**

District ID **31-05-00-01-0000**

Superintendent **YVONNE YOUNG**

Telephone **(212) 769-7500**

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	359	392	449
Kindergarten	857	856	813
Grade 1	1205	1098	1061
Grade 2	1161	1058	1010
Grade 3	1199	1089	981
Grade 4	1091	1039	987
Grade 5	1204	1087	1008
Grade 6	1352	1204	1005
Ungraded Elementary	636	648	720
Grade 7	1459	1363	1141
Grade 8	1159	1304	1261
Grade 9	869	934	984
Grade 10	511	735	813
Grade 11	404	415	558
Grade 12	319	367	388
Ungraded Secondary	314	304	352
<b>Total K-12</b>	<b>13740</b>	<b>13501</b>	<b>13082</b>

### Average Class Size

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

### 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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## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	10271	76%	8681	66%
Reduced-Price Lunch	0	0%	802	6%	681	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1403	10%	1511	11%	1489	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	49	0%	48	0%	50	0%
Black or African American	8934	65%	8551	63%	8031	61%
Hispanic or Latino	4536	33%	4652	34%	4768	36%
Asian or Native Hawaiian/Other Pacific Islander	113	1%	121	1%	121	1%
White	108	1%	129	1%	112	1%
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	357	3%	445	3%	535	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	1018	1068	1022
Percent with No Valid Teaching Certificate	7%	9%	8%
Percent Teaching Out of Certification	20%	19%	12%
Percent with Fewer Than Three Years of Experience	15%	21%	21%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	27%	29%
<b>Total Number of Core Classes*</b>	N/A	3458	1701
Percent Not Taught by Highly Qualified Teachers	N/A	16%	14%
<b>Total Number of Classes</b>	1516	2131	2079
Percent Taught by Teachers Without Appropriate Certification	23%	22%	17%

\* 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	40%	35%	28%
Turnover Rate of All Teachers	29%	23%	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:

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

### 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 1)

ELA	▲ Improvement (Year 1)	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 8	✗ 6 of 8	✓ 1 of 1	✗ 0 of 5	✗ 4 of 5	✗ 0 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 1)

**Accountability Measures** 7 of 8 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 2) 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 1) in 2008-09. [206]

### 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> (7540:7040)			97%		124	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (27:24)	—	—	—	—	—	—	—	
Black or African American (4578:4303)			98%		125	120		
Hispanic or Latino (2804:2608)			97%		124	120		
Asian or Native Hawaiian/Other Pacific Islander (62:57)			97%		156	109		
White (139:47)			95%		113	108		
Multiracial (5:1)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (3329:1507)			93%		83	119	85 <sup>‡</sup> 95	
Limited English Proficient <sup>5</sup> (979:1042)			97%		100	119	96 110	
Economically Disadvantaged (6922:6511)			98%		124	121		
<b>Final AYP Determination</b>	 7 of 8							

#### 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.


<sup>‡</sup> 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** 6 of 8 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> (7529:6993)			97%		139	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (26:25)	—	—	—	—	—	—	—
Black or African American (4564:4236)			98%		135	84	
Hispanic or Latino (2808:2619)			98%		146	84	
Asian or Native Hawaiian/Other Pacific Islander (60:58)			98%		171	73	
White (144:52)			90%		123	73	
Multiracial (5:3)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3323:1487)			94%		94	83	
Limited English Proficient <sup>5</sup> (992:1105)			97%		135	83	
Economically Disadvantaged (6903:6458)			98%		139	85	
<b>Final AYP Determination</b>		6 of 8					

#### 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> (2634:2368)		Qualified		95%		124	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—	—
Black or African American (1617:1450)		Qualified		95%		121	100	
Hispanic or Latino (966:873)		Qualified		96%		128	100	
Asian or Native Hawaiian/Other Pacific Islander (16:14)	—	—	—	—	—	—	—	—
White (24:22)	—	—	—	—	—	—	—	—
Multiracial (2:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (566:488)		Did not qualify		90%		90	100	95 91
Limited English Proficient <sup>4</sup> (366:373)		Qualified		97%		112	100	
Economically Disadvantaged (2415:2188)		Qualified		96%		122	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 1)

**Accountability Measures** 0 of 5 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 2) 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 1) in 2008-09. [206]

### 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 (495:547)</b>			97%		142	154	154‡    148	
<b>Ethnicity</b>								
American Indian or Alaska Native (4:2)	—	—	—	—	—	—	—	
Black or African American (381:404)			97%		147	154	154    152	
Hispanic or Latino (109:134)			97%		131	150	150‡    138	
Asian or Native Hawaiian/Other Pacific Islander (2:4)	—	—	—	—	—	—	—	
White (1:2)	—	—	—	—	—	—	—	
Multiracial (2:1)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities (101:132)			90%		83	150	100‡    95	
Limited English Proficient <sup>4</sup> (17:27)	—	—	—	—	—	—	—	
Economically Disadvantaged (440:493)			98%		144	154	154    150	
<b>Final AYP Determination</b>	 0 of 5							

#### 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

## Secondary-Level Mathematics

















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

**Accountability Measures** 4 of 5 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 (495:547)</b>			97%		151	147	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:2)	—	—	—	—	—	—	—
Black or African American (381:404)			97%		155	147	
Hispanic or Latino (109:134)			98%		145	143	
Asian or Native Hawaiian/Other Pacific Islander (2:4)	—	—	—	—	—	—	—
White (1:2)	—	—	—	—	—	—	—
Multiracial (2:1)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (101:132)			91%		93	143	97‡    104
Limited English Proficient <sup>4</sup> (17:27)	—	—	—	—	—	—	—
Economically Disadvantaged (440:493)			98%		153	147	
<b>Final AYP Determination</b>	 4 of 5						

#### 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** 0 of 1 Student groups making AYP in Graduation Rate  
 Did not make AYP

### Prospective Status

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

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

Student Group (Cohort Count) <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> (519)			53%	55%	55%	54%
<b>Ethnicity</b>						
American Indian or Alaska Native (2)	–	–	–	–	–	–
Black or African American (401)		–	56%	55%	–	–
Hispanic or Latino (113)		–	42%	55%	55%	43%
Asian or Native Hawaiian/Other Pacific Islander (0)	–	–	–	–	–	–
White (3)	–	–	–	–	–	–
Multiracial (0)	–	–	–	–	–	–
<b>Other Groups</b>						
Students with Disabilities (57)		–	18%	55%	23%	19%
Limited English Proficient <sup>3</sup> (3)	–	–	–	–	–	–
Economically Disadvantaged (362)		–	69%	55%	–	–
<b>Final AYP Determination</b>	 0 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 # 5**

District ID **31-05-00-01-0000**

## 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

### New York State Status

#### Good Standing

17 schools identified 63% of total

ACADEMY OF COLLABORATIVE EDUCATION  
FREDERICK DOUGLASS ACADEMY  
KNOWLEDGE AND POWER PREP ACADEMY IV  
KNOWLEDGE AND POWER PREPARATORY ACADEMY II  
MANHATTAN THEATRE LAB HIGH SCHOOL  
MOTT HALL HIGH SCHOOL  
PS 123 MAHALIA JACKSON SCHOOL  
PS 129 JOHN H FINLEY SCHOOL  
PS 133 FRED R MOORE SCHOOL  
PS 154 HARRIET TUBMAN SCHOOL  
PS 175 HENRY H GARNET SCHOOL  
PS 194 COUNTEE CULLEN SCHOOL  
PS 197 JOHN B RUSSWURM SCHOOL  
PS 30 R HERNANDEZ/L HUGHES SCHOOL  
PS 36 MARGARET DOUGLAS SCHOOL  
THURGOOD MARSHALL ACADEMY FOR LEARNING & SOCIAL  
CHANGE  
THURGOOD MARSHALL ACADEMY LOWER SCHOOL

#### Improvement (Year 1)

4 schools identified 15% of total

BREAD & ROSES INTEGRATED ARTS HIGH SCHOOL  
CHOIR ACADEMY OF HARLEM  
PS 46 ARTHUR TAPPAN SCHOOL  
PS 92 MARY M BETHUNE SCHOOL

#### Improvement (Year 2)

2 schools identified 7% of total

PS 161 PEDRO ALBIZU CAMPOS SCHOOL  
PS 200 JAMES M SMITH SCHOOL

#### Planning for Restructuring

2 schools identified 7% of total

IS 286 RENAISSANCE MILITARY & LEADERSHIP ACADEMY  
POWELL MIDDLE SCHOOL FOR LAW AND SOCIAL JUSTICE

#### Restructuring (Year 3)

1 school identified 4% of total

PS 125 RALPH BUNCHE SCHOOL

#### Restructuring (Year 4)

1 school identified 4% of total

IS 195 ROBERTO CLEMENTE SCHOOL



District NEW YORK CITY GEOGRAPHIC DISTRICT # 5

District ID 31-05-00-01-0000

## 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	40%			1079
Grade 4	41%			1128
Grade 5	39%			1143
Grade 6	39%			1138
Grade 7	35%			1258
Grade 8	27%			1373
<b>Mathematics</b>				
Grade 3	69%			1080
Grade 4	58%			1137
Grade 5	59%			1152
Grade 6	56%			1166
Grade 7	46%			1274
Grade 8	33%			1395
<b>Science</b>				
Grade 4	52%			1136
Grade 8	29%			1326

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	57%			604
Mathematics	61%			604

### 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

	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	616-780	650-780	730-780			
2006 Mean Score: 639						
Number of Tested Students:	849	824	434	381	19	10

### 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>1079</b>	<b>79%</b>	<b>40%</b>	<b>2%</b>	<b>1061</b>	<b>78%</b>	<b>36%</b>	<b>1%</b>
Female	529	83%	48%	2%	526	82%	40%	2%
Male	550	75%	33%	1%	535	73%	32%	0%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	700	79%	42%	2%	768	77%	36%	1%
Hispanic or Latino	361	77%	37%	1%	274	80%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	50%	13%	6	-	-	-
White	6	-	-	-	11	73%	27%	0%
Multiracial								
Small Group Totals	10	70%	30%	0%	8	88%	50%	0%
General-Education Students	848	86%	46%	2%	831	86%	42%	1%
Students with Disabilities	231	52%	17%	0%	230	48%	15%	0%
English Proficient	913	81%	43%	2%	1028	79%	37%	1%
Limited English Proficient	166	67%	23%	0%	33	45%	9%	0%
Economically Disadvantaged	1009	78%	40%	2%	761	87%	42%	1%
Not Disadvantaged	70	83%	40%	0%	300	54%	19%	0%
Migrant								
Not Migrant	1079	79%	40%	2%	1061	78%	36%	1%

#### NOTES

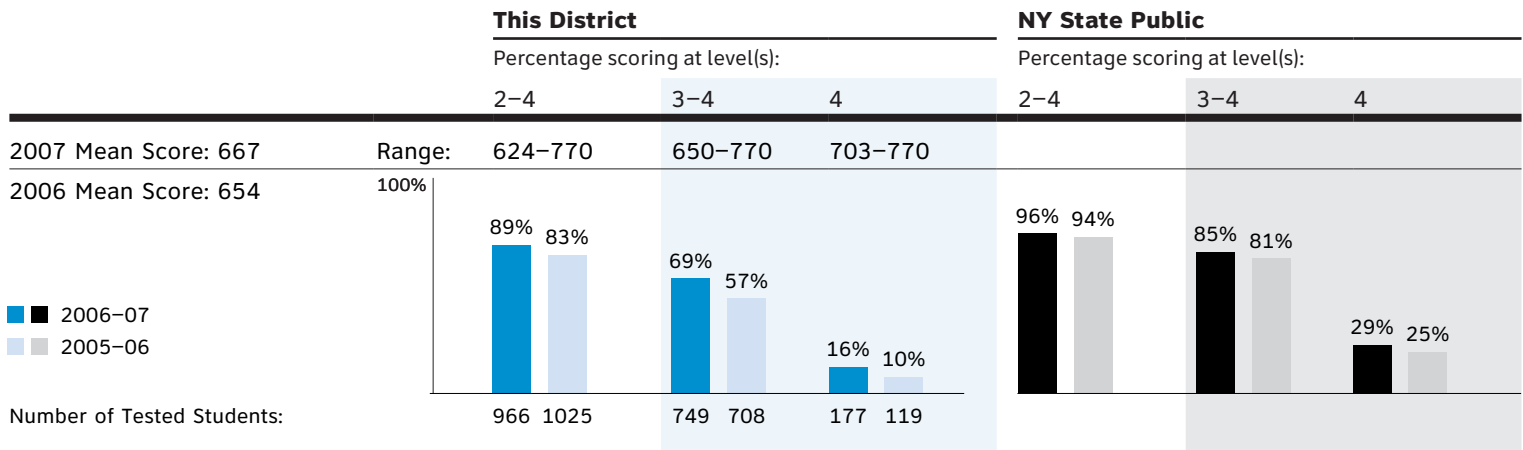
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 3 Equivalent	30	30	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 3	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 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>1080</b>	<b>89%</b>	<b>69%</b>	<b>16%</b>	<b>1236</b>	<b>83%</b>	<b>57%</b>	<b>10%</b>
Female	538	90%	68%	17%	613	85%	58%	9%
Male	542	89%	70%	15%	623	81%	57%	10%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	694	89%	67%	16%	796	82%	55%	8%
Hispanic or Latino	366	91%	73%	16%	417	84%	62%	12%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	8	-	-	-
White	9	78%	67%	0%	12	92%	67%	0%
Multiracial	1	-	-	-				
Small Group Totals	11	91%	73%	36%	11	100%	64%	27%
General-Education Students	849	93%	75%	20%	976	88%	64%	12%
Students with Disabilities	231	77%	49%	5%	260	62%	32%	2%
English Proficient	897	90%	71%	18%	1022	84%	58%	10%
Limited English Proficient	183	85%	61%	9%	214	79%	52%	7%
Economically Disadvantaged	1003	90%	70%	16%	897	89%	65%	12%
Not Disadvantaged	77	86%	60%	19%	339	67%	36%	4%
Migrant								
Not Migrant	1080	89%	69%	16%	1236	83%	57%	10%

#### 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	30	30	27	23	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: 641	612-775	650-775	716-775			
2006 Mean Score: 641						
Number of Tested Students:	941	460	20	92%	68%	8%
	877	434	7	91%	69%	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>1128</b>	<b>83%</b>	<b>41%</b>	<b>2%</b>	<b>1056</b>	<b>83%</b>	<b>41%</b>	<b>1%</b>
Female	561	86%	42%	3%	473	87%	45%	1%
Male	567	81%	39%	1%	583	80%	38%	0%
American Indian or Alaska Native	2	-	-	-				
Black or African American	722	86%	42%	2%	732	84%	42%	1%
Hispanic or Latino	386	80%	39%	2%	315	81%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	6	-	-	-
White	11	64%	27%	0%	3	-	-	-
Multiracial								
Small Group Totals	9	89%	56%	33%	9	78%	33%	0%
General-Education Students	863	92%	49%	2%	838	90%	47%	1%
Students with Disabilities	265	56%	14%	0%	218	57%	17%	0%
English Proficient	952	87%	45%	2%	1017	84%	42%	1%
Limited English Proficient	176	64%	20%	0%	39	49%	15%	0%
Economically Disadvantaged	1040	83%	40%	2%	753	91%	48%	1%
Not Disadvantaged	88	88%	53%	1%	303	63%	23%	0%
Migrant								
Not Migrant	1128	83%	41%	2%	1056	83%	41%	1%

#### NOTES

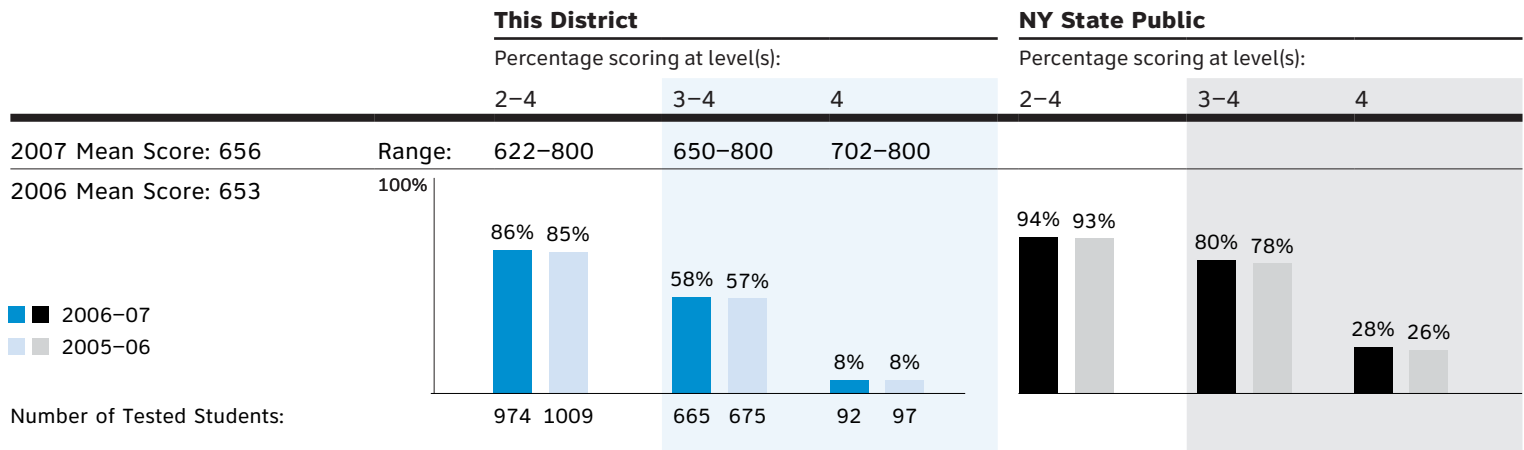
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 4 Equivalent	9	9	9	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 4	20	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>1137</b>	<b>86%</b>	<b>58%</b>	<b>8%</b>	<b>1189</b>	<b>85%</b>	<b>57%</b>	<b>8%</b>
Female	571	88%	59%	8%	529	86%	56%	7%
Male	566	84%	58%	9%	660	84%	58%	9%
American Indian or Alaska Native	3	-	-	-				
Black or African American	724	85%	56%	8%	737	86%	55%	6%
Hispanic or Latino	393	87%	63%	8%	436	83%	58%	12%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	10	90%	80%	40%
White	11	82%	55%	0%	6	100%	50%	17%
Multiracial								
Small Group Totals	9	78%	56%	22%				
General-Education Students	875	93%	68%	10%	938	91%	63%	10%
Students with Disabilities	262	61%	28%	1%	251	61%	32%	2%
English Proficient	943	87%	60%	9%	1014	87%	58%	9%
Limited English Proficient	194	80%	53%	3%	175	73%	47%	5%
Economically Disadvantaged	1043	86%	58%	8%	848	93%	64%	10%
Not Disadvantaged	94	85%	68%	10%	341	66%	39%	3%
Migrant								
Not Migrant	1137	86%	58%	8%	1189	85%	57%	8%

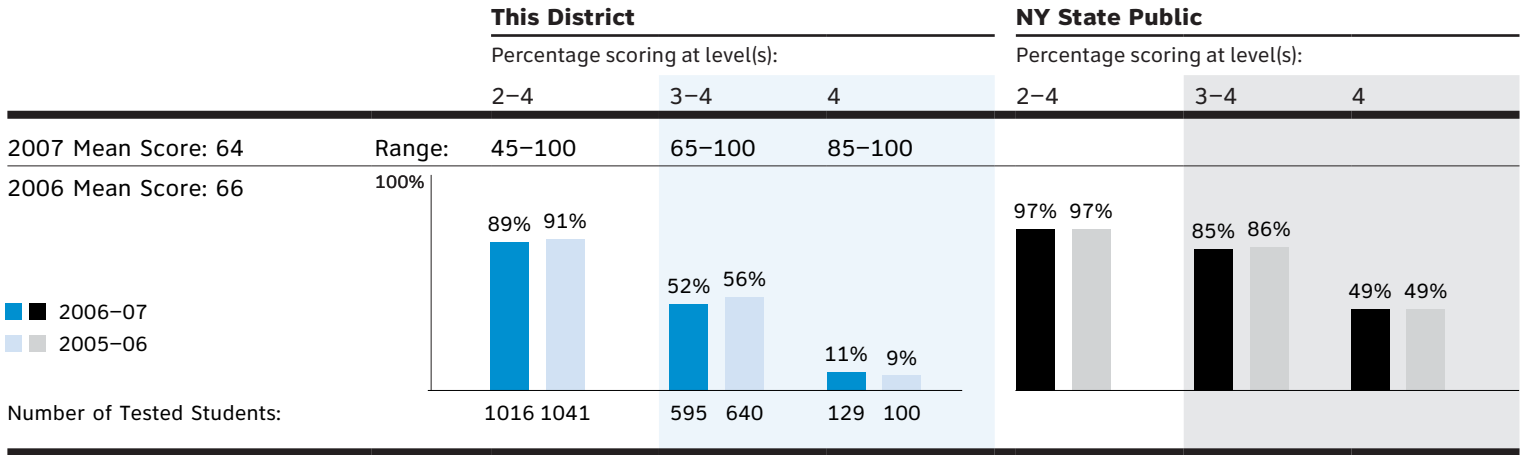
### NOTES

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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 4 Equivalent	9	9	9	9	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>1136</b>	<b>89%</b>	<b>52%</b>	<b>11%</b>	<b>1149</b>	<b>91%</b>	<b>56%</b>	<b>9%</b>
Female	572	90%	53%	11%	516	91%	56%	8%
Male	564	89%	51%	11%	633	90%	55%	10%
American Indian or Alaska Native	3	-	-	-				
Black or African American	713	91%	51%	11%	717	92%	56%	7%
Hispanic or Latino	400	87%	53%	12%	416	88%	54%	12%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	10	100%	70%	10%
White	13	92%	69%	15%	6	100%	67%	17%
Multiracial								
Small Group Totals	10	90%	70%	40%				
General-Education Students	875	93%	60%	14%	909	93%	62%	10%
Students with Disabilities	261	76%	28%	4%	240	82%	33%	2%
English Proficient	938	91%	56%	13%	980	92%	59%	9%
Limited English Proficient	198	80%	37%	3%	169	80%	38%	4%
Economically Disadvantaged	1043	89%	52%	11%	820	94%	62%	11%
Not Disadvantaged	93	92%	59%	15%	329	83%	40%	4%
Migrant								
Not Migrant	1136	89%	52%	11%	1149	91%	56%	9%

**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	10	10	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

	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: 642	608-795	650-795	711-795			
2006 Mean Score: 636						
Number of Tested Students:	1028	981	446	387	9	12

### 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>1143</b>	<b>90%</b>	<b>39%</b>	<b>1%</b>	<b>1134</b>	<b>87%</b>	<b>34%</b>	<b>1%</b>
Female	518	92%	42%	1%	515	90%	41%	2%
Male	625	89%	36%	1%	619	83%	28%	0%
American Indian or Alaska Native	3	-	-	-	9	78%	33%	0%
Black or African American	714	91%	41%	1%	767	87%	34%	1%
Hispanic or Latino	411	88%	36%	1%	340	84%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	36%	0%	7	100%	43%	14%
White	4	-	-	-	11	82%	36%	0%
Multiracial								
Small Group Totals	7	86%	14%	0%				
General-Education Students	879	96%	46%	1%	882	92%	40%	1%
Students with Disabilities	264	70%	16%	1%	252	67%	12%	0%
English Proficient	991	92%	42%	1%	1084	87%	35%	1%
Limited English Proficient	152	77%	18%	0%	50	66%	6%	0%
Economically Disadvantaged	1048	90%	38%	1%	785	93%	40%	1%
Not Disadvantaged	95	94%	47%	0%	349	73%	21%	1%
Migrant								
Not Migrant	1143	90%	39%	1%	1134	87%	34%	1%

#### NOTES

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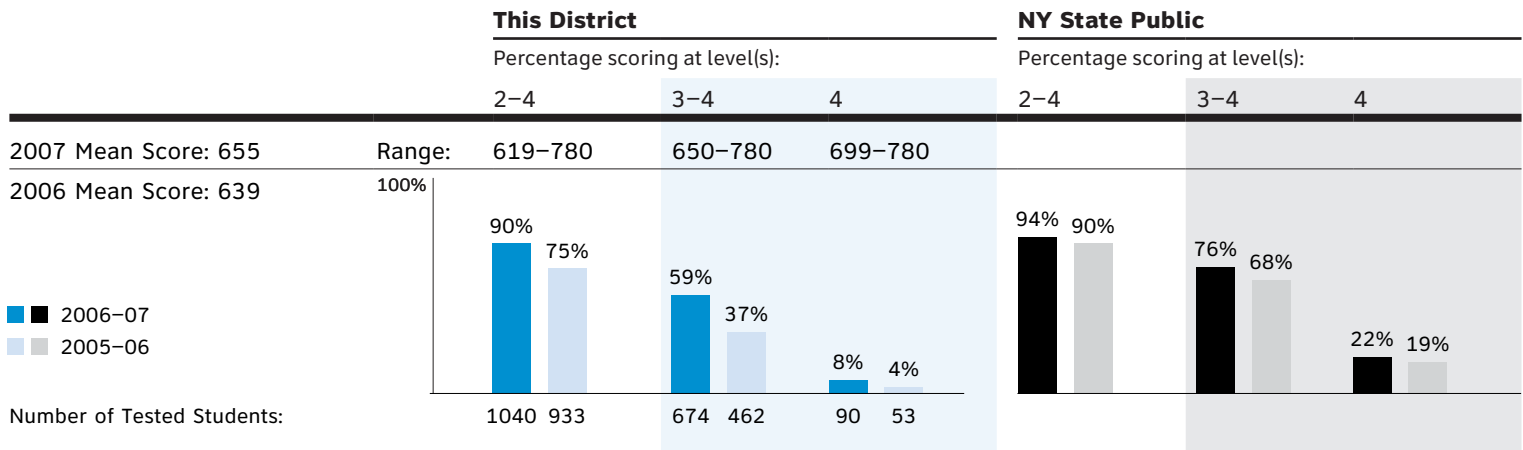
### Other Assessments

	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 5 Equivalent	28	28	27	27	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>1152</b>	<b>90%</b>	<b>59%</b>	<b>8%</b>	<b>1242</b>	<b>75%</b>	<b>37%</b>	<b>4%</b>
Female	520	91%	61%	9%	569	80%	39%	4%
Male	632	89%	57%	7%	673	71%	35%	5%
American Indian or Alaska Native	4	-	-	-	9	67%	22%	0%
Black or African American	709	91%	56%	6%	774	74%	34%	3%
Hispanic or Latino	423	90%	63%	11%	436	78%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	75%	25%	11	82%	55%	0%
White	4	-	-	-	12	58%	42%	8%
Multiracial								
Small Group Totals	8	75%	13%	13%				
General-Education Students	891	96%	66%	10%	969	82%	42%	5%
Students with Disabilities	261	70%	32%	1%	273	52%	21%	2%
English Proficient	985	92%	59%	7%	1087	76%	38%	4%
Limited English Proficient	167	83%	53%	11%	155	70%	32%	3%
Economically Disadvantaged	1051	90%	58%	8%	868	82%	42%	5%
Not Disadvantaged	101	89%	68%	2%	374	59%	26%	2%
Migrant								
Not Migrant	1152	90%	59%	8%	1242	75%	37%	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 5 Equivalent	30	30	28	26	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: 644	598-785	650-785	705-785			
2006 Mean Score: 631						
Number of Tested Students:	1083	1114	449	431	20	20

### 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>1138</b>	<b>95%</b>	<b>39%</b>	<b>2%</b>	<b>1309</b>	<b>85%</b>	<b>33%</b>	<b>2%</b>
Female	576	98%	46%	3%	652	90%	39%	3%
Male	562	93%	33%	0%	657	80%	27%	0%
American Indian or Alaska Native	6	83%	17%	0%	8	75%	50%	0%
Black or African American	672	95%	37%	1%	815	84%	32%	1%
Hispanic or Latino	443	96%	42%	3%	461	88%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	64%	0%	13	100%	46%	8%
White	6	83%	33%	0%	12	75%	33%	0%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	916	98%	46%	2%	1077	92%	38%	2%
Students with Disabilities	222	82%	11%	0%	232	53%	9%	0%
English Proficient	1036	96%	42%	2%	1242	86%	34%	2%
Limited English Proficient	102	85%	12%	0%	67	66%	4%	0%
Economically Disadvantaged	1049	95%	39%	2%	956	93%	39%	2%
Not Disadvantaged	89	96%	42%	1%	353	63%	17%	1%
Migrant								
Not Migrant	1138	95%	39%	2%	1309	85%	33%	2%

#### NOTES

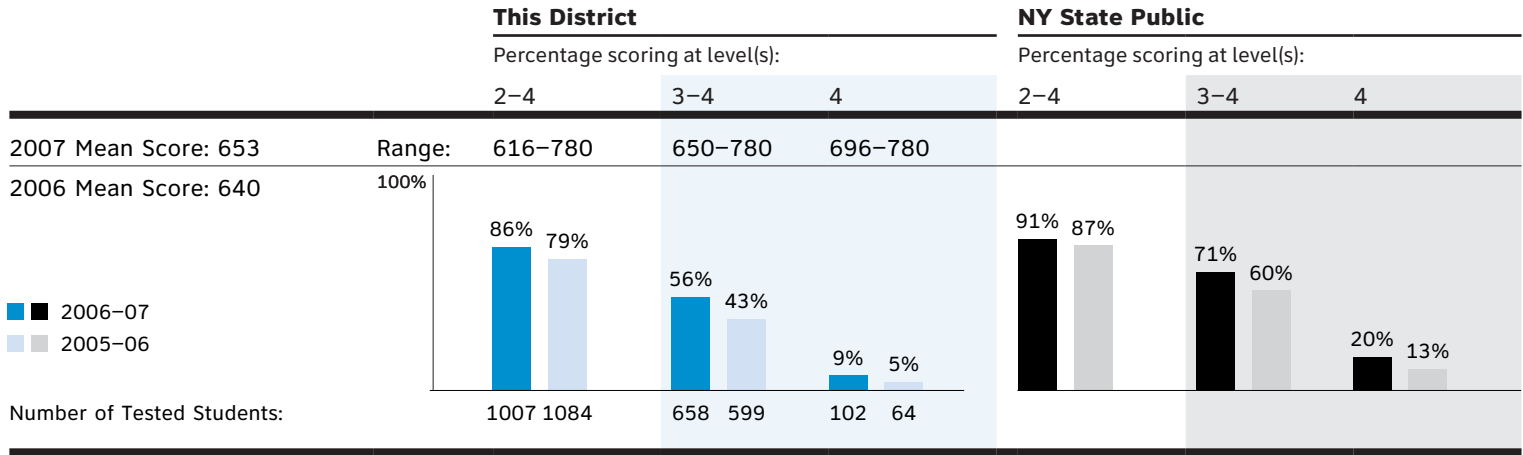
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### Other Assessments

	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	16	14	12	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 6	13	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>1166</b>	<b>86%</b>	<b>56%</b>	<b>9%</b>	<b>1380</b>	<b>79%</b>	<b>43%</b>	<b>5%</b>
Female	584	90%	63%	11%	677	84%	49%	5%
Male	582	82%	50%	6%	703	73%	38%	5%
American Indian or Alaska Native	6	-	-	-	7	71%	57%	14%
Black or African American	680	85%	53%	8%	838	76%	37%	3%
Hispanic or Latino	461	88%	61%	9%	507	83%	52%	7%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	33%	14	100%	86%	14%
White	6	83%	33%	0%	14	57%	29%	14%
Multiracial	1	-	-	-				
Small Group Totals	7	57%	29%	0%				
General-Education Students	942	92%	65%	11%	1141	85%	49%	5%
Students with Disabilities	224	63%	21%	1%	239	46%	16%	1%
English Proficient	1047	87%	58%	10%	1260	79%	45%	5%
Limited English Proficient	119	76%	41%	1%	120	69%	25%	4%
Economically Disadvantaged	1073	86%	57%	9%	1013	86%	50%	5%
Not Disadvantaged	93	86%	51%	3%	367	57%	25%	2%
Migrant								
Not Migrant	1166	86%	56%	9%	1380	79%	43%	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 6 Equivalent	15	13	12	8	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: 635	600-790	650-790	712-790			
2006 Mean Score: 625						
Number of Tested Students:	1111	1162	444	365	14	14

### 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>1258</b>	<b>88%</b>	<b>35%</b>	<b>1%</b>	<b>1451</b>	<b>80%</b>	<b>25%</b>	<b>1%</b>
Female	616	92%	42%	2%	717	84%	27%	1%
Male	642	85%	29%	1%	734	77%	23%	1%
American Indian or Alaska Native	4	-	-	-	8	88%	13%	0%
Black or African American	716	89%	35%	1%	924	78%	24%	0%
Hispanic or Latino	514	88%	35%	1%	505	84%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	60%	10%	8	88%	63%	0%
White	13	85%	31%	0%	6	67%	33%	0%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	60%	0%				
General-Education Students	1023	94%	41%	1%	1215	85%	29%	1%
Students with Disabilities	235	62%	9%	0%	236	54%	8%	0%
English Proficient	1149	91%	38%	1%	1359	81%	26%	1%
Limited English Proficient	109	61%	6%	0%	92	65%	7%	0%
Economically Disadvantaged	1176	88%	35%	1%	1062	87%	29%	1%
Not Disadvantaged	82	93%	39%	0%	389	61%	14%	1%
Migrant								
Not Migrant	1258	88%	35%	1%	1451	80%	25%	1%

#### NOTES

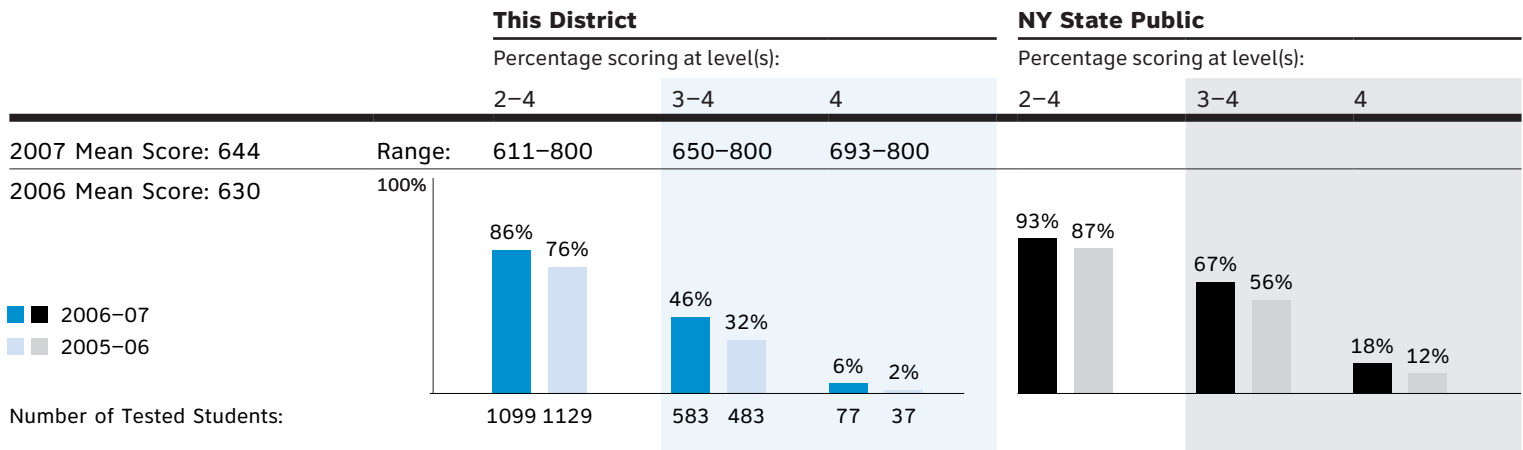
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### Other Assessments

	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	25	24	22	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	16	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>1274</b>	<b>86%</b>	<b>46%</b>	<b>6%</b>	<b>1492</b>	<b>76%</b>	<b>32%</b>	<b>2%</b>
Female	626	91%	50%	7%	736	77%	35%	3%
Male	648	82%	41%	5%	756	74%	29%	2%
American Indian or Alaska Native	4	-	-	-	8	75%	25%	0%
Black or African American	722	85%	42%	5%	914	74%	28%	2%
Hispanic or Latino	522	89%	51%	8%	551	79%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	10%	12	83%	58%	8%
White	15	67%	27%	7%	7	71%	29%	0%
Multiracial	1	-	-	-				
Small Group Totals	5	60%	40%	0%				
General-Education Students	1039	92%	52%	7%	1261	81%	37%	3%
Students with Disabilities	235	60%	17%	0%	231	47%	8%	0%
English Proficient	1148	88%	48%	7%	1333	77%	34%	3%
Limited English Proficient	126	74%	23%	1%	159	63%	18%	0%
Economically Disadvantaged	1190	86%	46%	6%	1103	83%	38%	3%
Not Disadvantaged	84	89%	38%	5%	389	56%	16%	1%
Migrant								
Not Migrant	1274	86%	46%	6%	1492	76%	32%	2%

#### 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	25	25	20	17	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: 631	602-790	650-790	715-790			
2006 Mean Score: 624						
Number of Tested Students:	1174	1075	369	294	14	5

### 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>86%</b>	<b>27%</b>	<b>1%</b>	<b>1370</b>	<b>78%</b>	<b>21%</b>	<b>0%</b>
Female	689	89%	31%	1%	676	83%	26%	1%
Male	684	82%	23%	1%	694	74%	17%	0%
American Indian or Alaska Native	6	83%	0%	0%	4	-	-	-
Black or African American	831	85%	25%	1%	897	76%	20%	0%
Hispanic or Latino	518	86%	29%	0%	443	84%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	0%	12	-	-	-
White	9	78%	11%	0%	14	79%	36%	0%
Multiracial								
Small Group Totals					16	88%	19%	0%
General-Education Students	1116	91%	32%	1%	1158	84%	25%	0%
Students with Disabilities	257	63%	3%	0%	212	47%	3%	0%
English Proficient	1249	88%	29%	1%	1302	80%	22%	0%
Limited English Proficient	124	57%	3%	0%	68	57%	4%	0%
Economically Disadvantaged	1272	85%	26%	1%	1014	87%	26%	0%
Not Disadvantaged	101	90%	37%	0%	356	55%	9%	0%
Migrant								
Not Migrant	1373	86%	27%	1%	1370	78%	21%	0%

#### NOTES

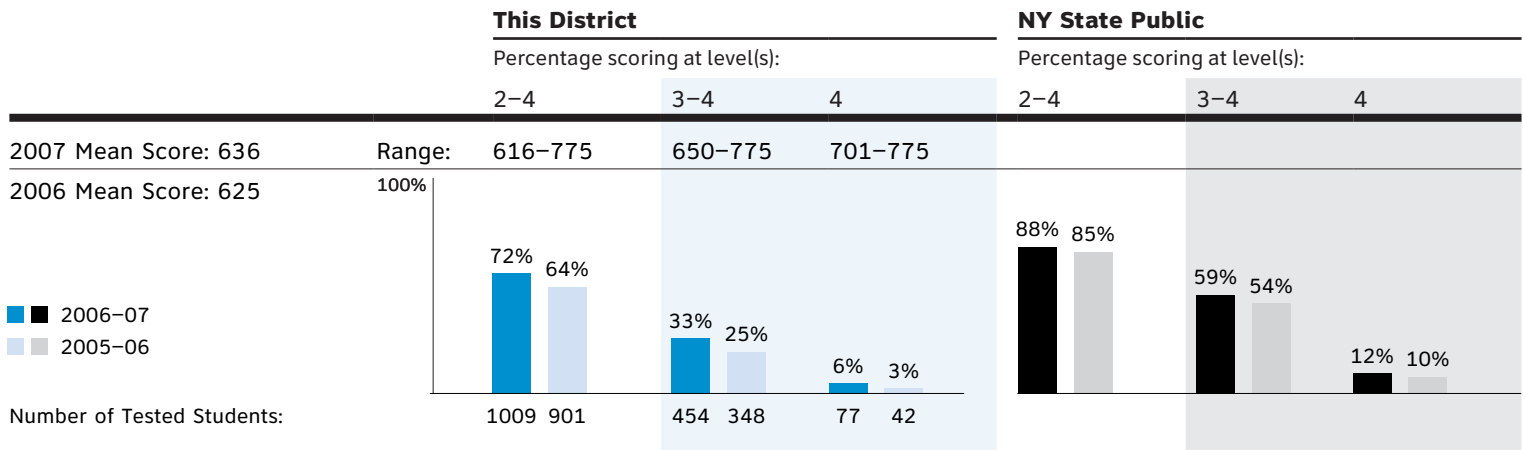
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### Other Assessments

	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	28	28	22	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	20	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>1395</b>	<b>72%</b>	<b>33%</b>	<b>6%</b>	<b>1413</b>	<b>64%</b>	<b>25%</b>	<b>3%</b>
Female	685	76%	35%	6%	692	64%	25%	3%
Male	710	69%	30%	5%	721	63%	25%	3%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	835	70%	28%	5%	881	60%	22%	2%
Hispanic or Latino	533	76%	39%	6%	495	70%	29%	4%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	44%	33%	13	-	-	-
White	10	50%	30%	0%	20	65%	35%	0%
Multiracial	2	-	-	-				
Small Group Totals	8	63%	38%	0%	17	59%	24%	0%
General-Education Students	1139	80%	38%	7%	1196	69%	28%	3%
Students with Disabilities	256	40%	6%	0%	217	35%	7%	0%
English Proficient	1245	74%	34%	6%	1268	65%	26%	3%
Limited English Proficient	150	61%	21%	1%	145	52%	16%	0%
Economically Disadvantaged	1288	72%	32%	6%	1060	71%	29%	4%
Not Disadvantaged	107	78%	34%	6%	353	41%	12%	1%
Migrant								
Not Migrant	1395	72%	33%	6%	1413	64%	25%	3%

#### NOTES

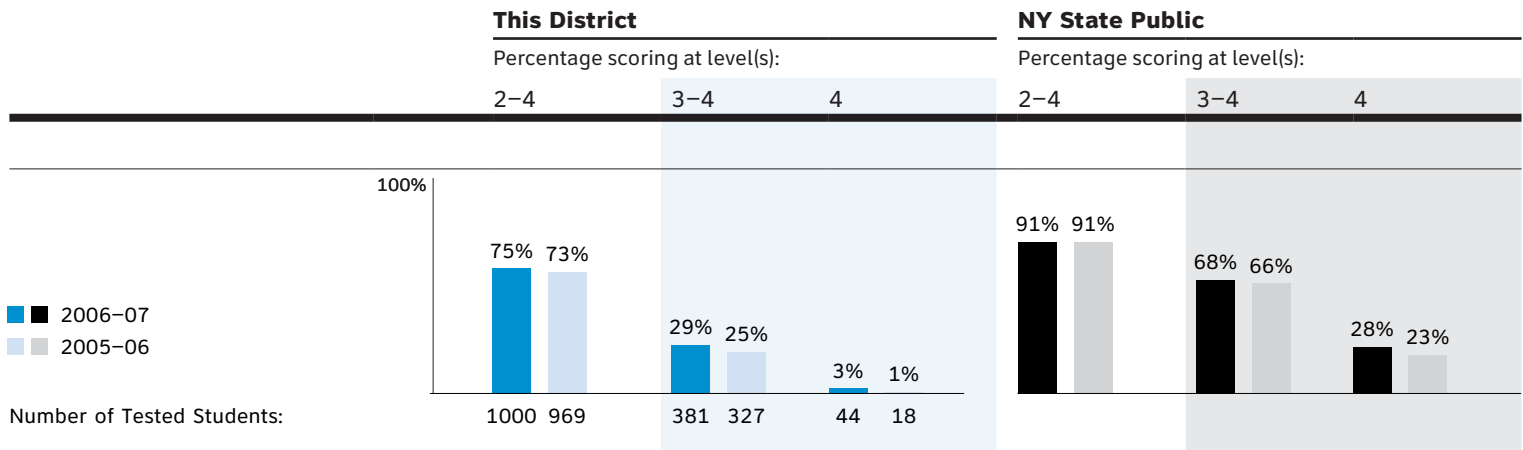
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 8 Equivalent	26	25	15	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>1326</b>	<b>75%</b>	<b>29%</b>	<b>3%</b>	<b>1328</b>	<b>73%</b>	<b>25%</b>	<b>1%</b>
Female	655	78%	30%	3%	660	75%	24%	1%
Male	671	73%	28%	3%	668	71%	25%	1%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	787	71%	25%	3%	819	72%	23%	1%
Hispanic or Latino	513	81%	33%	4%	474	74%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	75%	25%	13	-	-	-
White	10	70%	20%	10%	18	67%	44%	11%
Multiracial	2	-	-	-				
Small Group Totals	8	63%	38%	0%	17	76%	35%	0%
General-Education Students	1099	80%	33%	4%	1131	77%	27%	2%
Students with Disabilities	227	51%	5%	0%	197	50%	9%	1%
English Proficient	1176	77%	31%	4%	1187	75%	26%	2%
Limited English Proficient	150	65%	14%	0%	141	53%	11%	0%
Economically Disadvantaged	1226	74%	28%	3%	1026	78%	28%	2%
Not Disadvantaged	100	85%	40%	5%	302	57%	14%	1%
Migrant								
Not Migrant	1326	75%	29%	3%	1328	73%	25%	1%

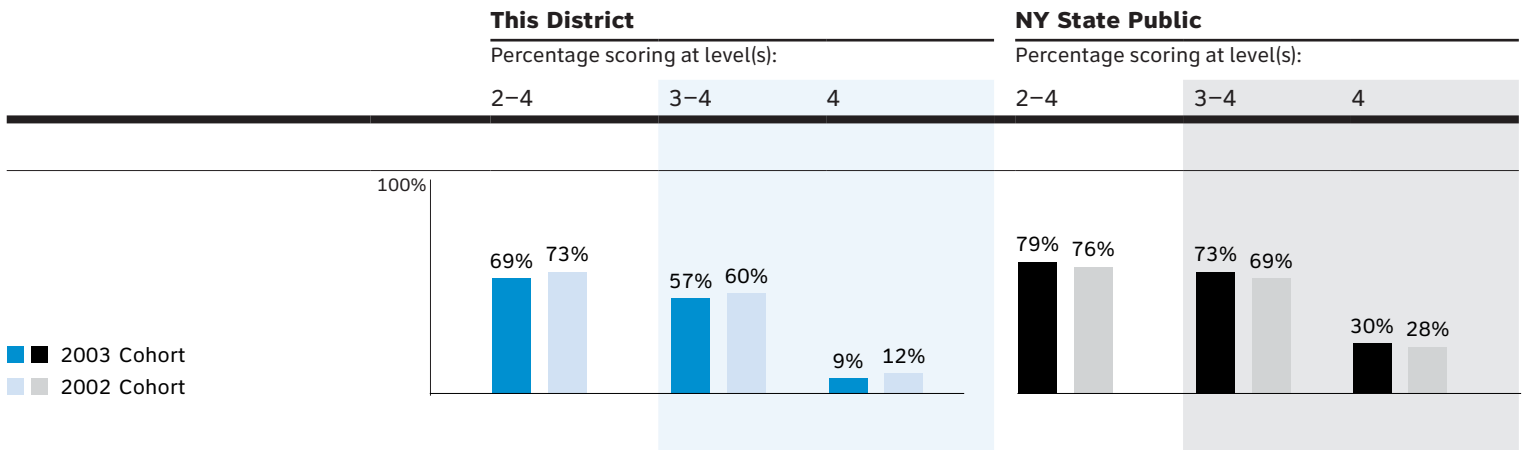
#### NOTES

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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	28	28	22	17	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	5	2	1	0	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>604</b>	<b>69%</b>	<b>57%</b>	<b>9%</b>	<b>429</b>	<b>73%</b>	<b>60%</b>	<b>12%</b>
Female	315	75%	63%	10%	236	78%	65%	15%
Male	289	62%	51%	8%	193	66%	54%	8%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	436	72%	61%	9%	334	76%	63%	12%
Hispanic or Latino	159	60%	47%	9%	87	62%	52%	11%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	2	-	-	-	5	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	9	44%	44%	0%	8	38%	25%	0%
General-Education Students	446	83%	70%	12%	371	82%	68%	14%
Students with Disabilities	158	28%	18%	0%	58	16%	12%	0%
English Proficient	575	70%	59%	10%	408	75%	62%	12%
Limited English Proficient	29	34%	17%	0%	21	29%	29%	5%
Economically Disadvantaged	531	71%	59%	10%	394	76%	63%	12%
Not Disadvantaged	73	53%	41%	5%	35	31%	29%	9%
Migrant								
Not Migrant					429	73%	60%	12%

#### NOTES

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### Other Assessments

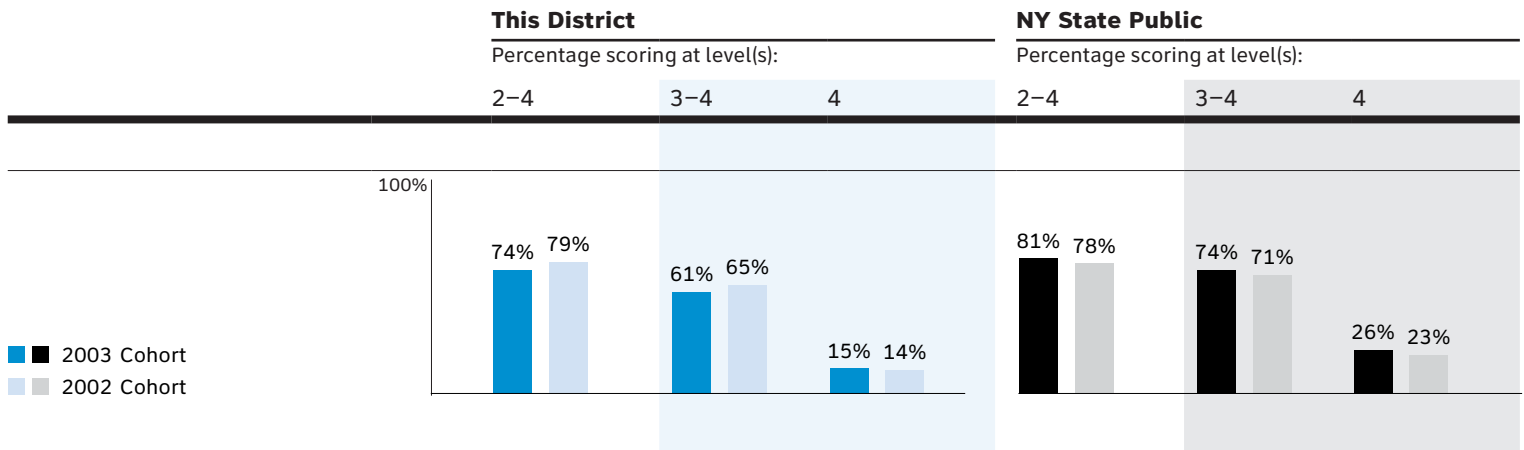
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				13	11	10	9

\* 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>604</b>	<b>74%</b>	<b>61%</b>	<b>15%</b>	<b>429</b>	<b>79%</b>	<b>65%</b>	<b>14%</b>
Female	315	79%	66%	16%	236	82%	68%	13%
Male	289	69%	54%	13%	193	74%	62%	16%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	436	77%	64%	16%	334	81%	67%	16%
Hispanic or Latino	159	67%	53%	11%	87	72%	60%	11%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	2	-	-	-	5	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	9	44%	33%	11%	8	63%	38%	0%
General-Education Students	446	88%	75%	20%	371	88%	74%	16%
Students with Disabilities	158	36%	19%	1%	58	16%	10%	2%
English Proficient	575	75%	62%	15%	408	80%	67%	14%
Limited English Proficient	29	59%	38%	0%	21	57%	33%	14%
Economically Disadvantaged	531	76%	62%	16%	394	83%	69%	16%
Not Disadvantaged	73	59%	49%	3%	35	26%	20%	0%
Migrant								
Not Migrant					429	79%	65%	14%

#### 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				14	13	12	11

\* 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.