



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 7**

District ID **32-07-00-01-0000**

Superintendent **ELVIRA BARONE**

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Grades **PK-12, UE, US**

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

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

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

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

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

## District Profile

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

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	536	533	545
Kindergarten	1211	1144	1176
Grade 1	1463	1462	1362
Grade 2	1459	1327	1339
Grade 3	1458	1400	1247
Grade 4	1436	1287	1276
Grade 5	1499	1425	1273
Grade 6	1581	1479	1308
Ungraded Elementary	899	904	993
Grade 7	1477	1524	1469
Grade 8	1369	1404	1445
Grade 9	2032	1774	1832
Grade 10	1226	1586	1715
Grade 11	877	939	1195
Grade 12	676	769	794
Ungraded Secondary	909	925	999
<b>Total K-12</b>	<b>19572</b>	<b>19349</b>	<b>19423</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	23	23	23
<b>Grade 8</b>			
English	30	22	26
Mathematics	28	22	27
Science	29	24	28
Social Studies	29	24	28
<b>Grade 10</b>			
English	23	25	26
Mathematics	23	24	24
Science	23	26	24
Social Studies	24	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.

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	16962	88%	16343	84%
Reduced-Price Lunch	0	0%	1034	5%	1104	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	3206	16%	3423	18%	3177	16%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	58	0%	64	0%	54	0%
Black or African American	5729	29%	5556	29%	5649	29%
Hispanic or Latino	13484	69%	13427	69%	13435	69%
Asian or Native Hawaiian/Other Pacific Islander	177	1%	186	1%	175	1%
White	124	1%	116	1%	110	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	1026	5%	781	4%	1316	7%

## 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>	1510	1577	1571
Percent with No Valid Teaching Certificate	7%	8%	10%
Percent Teaching Out of Certification	23%	18%	16%
Percent with Fewer Than Three Years of Experience	22%	24%	24%
Percentage with Master's Degree Plus 30 Hours or Doctorate	27%	26%	28%
<b>Total Number of Core Classes*</b>	N/A	4361	2562
Percent Not Taught by Highly Qualified Teachers	N/A	15%	16%
<b>Total Number of Classes</b>	2979	3211	3443
Percent Taught by Teachers Without Appropriate Certification	27%	19%	18%

\* 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	29%	32%	29%
Turnover Rate of All Teachers	24%	23%	24%

## 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:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Improvement (Year 4)	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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓ <sup>SH</sup>	✓	✓	✗	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓ <sup>SH</sup>	✓	—	✗	✓	—
Hispanic or Latino	✓ <sup>SH</sup>	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓ <sup>SH</sup>	—	✗	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓	—	✓ <sup>SH</sup>	✓	—
Economically Disadvantaged	✗	✓	—	✗	✓	—
<b>Student groups making AYP in each subject</b>	✗ 5 of 7	✓ 7 of 7	✓ 1 of 1	✗ 2 of 6	✗ 5 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

5 of 7

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 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> (9230:8578)	✓ <sup>SH</sup>	✓	97%	✓ <sup>SH</sup>	116	121	115	124
<b>Ethnicity</b>								
American Indian or Alaska Native (14:14)	—	—	—	—	—	—	—	—
Black or African American (2697:2479)	✓ <sup>SH</sup>	✓	96%	✓ <sup>SH</sup>	117	120	115	125
Hispanic or Latino (6403:5981)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	116	121	114	124
Asian or Native Hawaiian/Other Pacific Islander (59:52)	✓	✓	95%	✓	121	109		
White (31:26)	—	—	—	—	—	—	—	—
Multiracial (26:26)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (4180:1892)	✗	✗	93%	✓ <sup>SH</sup>	75	119	72	88
Limited English Proficient <sup>5</sup> (1756:1844)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	94	119	88	105
Economically Disadvantaged (8831:8246)	✗	✓	98%	✗	116	121	121	124
<b>Final AYP Determination</b>	✗ 5 of 7							

#### 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 for This Subject (2007-08)



Improvement (Year 4)

### Accountability Measures

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Student groups making AYP in Mathematics



Made AYP

### Prospective Status

To be removed from improvement status in Mathematics, 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 5) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [219]

### 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> (9305:8558)	✓	✓	98%	✓	127	85		
<b>Ethnicity</b>								
American Indian or Alaska Native (13:13)	—	—	—	—	—	—		—
Black or African American (2714:2446)	✓	✓	97%	✓	121	84		
Hispanic or Latino (6459:5995)	✓	✓	98%	✓	128	85		
Asian or Native Hawaiian/Other Pacific Islander (60:51)	✓	✓	95%	✓	159	73		
White (34:28)	—	—	—	—	—	—		—
Multiracial (25:25)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (2078:1872)	✓ <sup>SH</sup>	✓	95%	✓ <sup>SH</sup>	80	83	77	92
Limited English Proficient <sup>5</sup> (1794:1913)	✓	✓	99%	✓	120	84		
Economically Disadvantaged (8897:8227)	✓	✓	98%	✓	127	85		
<b>Final AYP Determination</b>	✓ 7 of 7							

#### 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 for This Subject (2007–08)



Good Standing

### 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> (3170:2799)	✓	Qualified	✓	95%	✓	118	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (6:5)		–	–	–	–	–	–	–
Black or African American (945:817)		Qualified	✓	94%	✓	114	100	
Hispanic or Latino (2181:1945)		Qualified	✓	96%	✓	119	100	
Asian or Native Hawaiian/Other Pacific Islander (22:18)		–	–	–	–	–	–	–
White (8:6)		–	–	–	–	–	–	–
Multiracial (8:8)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (695:596)		Qualified	✓	90%	✓	87	100	78 88
Limited English Proficient <sup>4</sup> (614:619)		Qualified	✓	97%	✓	106	100	
Economically Disadvantaged (3029:2696)		Qualified	✓	95%	✓	117	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 5)

### Accountability Measures

2 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 (12th Graders: 2003 Cohort) <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> (987:1109)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	151	156	156	156
<b>Ethnicity</b>								
American Indian or Alaska Native (1:4)	—	—	—	—	—	—	—	—
Black or African American (332:394)	<b>X</b>	<b>✓</b>	98%	<b>X</b>	143	153	149	149
Hispanic or Latino (623:681)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	156	155	—	—
Asian or Native Hawaiian/Other Pacific Islander (20:19)	—	—	—	—	—	—	—	—
White (9:7)	—	—	—	—	—	—	—	—
Multiracial (2:4)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (158:136)	<b>X</b>	<b>X</b>	94%	<b>X</b>	98	150	115	108
Limited English Proficient <sup>4</sup> (22:98)	<b>✓<sup>SH</sup></b>	—	—	<b>✓<sup>SH</sup></b>	120	149	118	128
Economically Disadvantaged (813:951)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	153	155	155	158
<b>Final AYP Determination</b>	<b>X</b> 2 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.

‡ 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 for This Subject (2007–08)



Improvement (Year 4)

### Accountability Measures

5 of 6

Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

To be removed from improvement status in Mathematics, 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 5) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [219]

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

Student Group (12th Graders: 2003 Cohort) <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> (987:1109)	✓	✓	98%	✓	155	149	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:4)	—	—	—	—	—	—	—
Black or African American (332:394)	✓	✓	98%	✓	147	146	
Hispanic or Latino (623:681)	✓	✓	99%	✓	160	148	
Asian or Native Hawaiian/Other Pacific Islander (20:19)	—	—	—	—	—	—	—
White (9:7)	—	—	—	—	—	—	—
Multiracial (2:4)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (158:136)	✗	✗	94%	✗	113	143	117 122
Limited English Proficient <sup>4</sup> (22:98)	✓	—	—	✓	147	142	
Economically Disadvantaged (813:951)	✓	✓	99%	✓	156	148	
<b>Final AYP Determination</b>	✗ 5 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.

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status













## Graduation Rate

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

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (1158) 			57%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (4)		–	–	–	
Black or African American (371)			56%	55%	
Hispanic or Latino (753)			58%	55%	
Asian or Native Hawaiian/Other Pacific Islander (14)		–	–	–	
White (16)		–	–	–	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (142)			20%	55%	19% 21%
Limited English Proficient <sup>3</sup> (10)		–	–	–	
Economically Disadvantaged (953)			64%	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 # 7**

District ID **32-07-00-01-0000**

## 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

19 schools identified 50% of total

ACADEMY FOR PUBLIC RELATIONS  
ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY  
BRONX ACADEMY OF LETTERS  
COMMUNITY HIGH SCHOOL FOR SOCIAL JUSTICE  
FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES  
HEALTH OPPORTUNITIES PROGRAM  
HOSTOS-LINCOLN ACADEMY OF SCIENCE  
MOTT HAVEN VILLAGE PREP HIGH SCHOOL  
MS 223 THE LABRATORY SCHOOL OF FINANCE  
NEW EXPLORERS HIGH SCHOOL  
PS 154 JONATHAN D HYATT SCHOOL  
PS 179  
PS/MS 29 MELROSE SCHOOL  
PS/MS 31 WILLIAM L GARRISON SCHOOL  
SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL  
SOUTH BRONX ACADEMY FOR APPLIED MEDIA  
SOUTH BRONX PREP SCHOOL  
URBAN ASSEMBLY FOR THE PERFORMING ARTS  
URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS

#### ▲ Improvement (Year 1)

2 schools identified 5% of total

PS 277  
PS 49 WILLIS AVENUE SCHOOL

#### ▲ Improvement (Year 2)

5 schools identified 13% of total

MS 203  
PS 157 GROVE HILL SCHOOL  
PS 161 PONCE DE LEON SCHOOL  
PS 5 PORT MORRIS SCHOOL  
PS/IS 224

#### ▲ Corrective Action

4 schools identified 11% of total

PS 1 COURTLAND SCHOOL  
PS 18 JOHN PETER ZENGER SCHOOL  
PS 25 BILINGUAL SCHOOL  
PS 65 MOTHER HALE ACADEMY

#### ▲ Planning for Restructuring

4 schools identified 11% of total

ALFRED E SMITH VOCATIONAL HIGH SCHOOL  
PS 220 MOTT HAVEN VILLAGE SCHOOL  
PS 30 WILTON SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 2007–08 Accountability Status of Schools in Your District Continued

### Federal Title I Status

#### **Planning for Restructuring (continued)**

PS 43 JONAS BRONCK SCHOOL

#### **Restructuring (Year 3)**

3 schools identified 8% of total

JHS 151 HENRY LOU GEHRIG JUNIOR HIGH SCHOOL

JHS 162 L RODRIGUEZ DE TIO SCHOOL

PS 156 BENJAMIN BANNEKER SCHOOL

### New York State Status

#### **Requiring Academic Progress (Year 8)**

1 school identified 3% of total







IS 184 RAFAEL C Y MOLINA SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 7







District ID 32-07-00-01-0000

## 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	37%			1367
Grade 4	34%			1394
Grade 5	36%			1417
Grade 6	25%			1464
Grade 7	26%			1552
Grade 8	23%			1574

### Mathematics

Grade 3	70%		1411
Grade 4	54%		1453
Grade 5	51%		1465
Grade 6	38%		1492
Grade 7	33%		1587
Grade 8	22%		1594

### Science

Grade 4	53%		1445
Grade 8	20%		1526

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	58%			1345
Mathematics	56%			1345

## 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: 637	Range:		616-780		650-780							
2006 Mean Score: 641												
Number of Tested Students:	1063		934		501		474		15		11	

## Results by Student Group

Results by Student Group	2006–07 School Year				2005–06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	1367	78%	37%	1%	1188	79%	40%	1%
Female	656	82%	39%	1%	564	82%	43%	1%
Male	711	74%	34%	2%	624	76%	37%	1%
American Indian or Alaska Native	2	–	–	–	7	–	–	–
Black or African American	363	79%	38%	0%	438	77%	37%	1%
Hispanic or Latino	987	77%	36%	1%	734	79%	42%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	67%	0%	7	71%	43%	14%
White	4	–	–	–	2	–	–	–
Multiracial	5	100%	80%	0%				
Small Group Totals	6	83%	17%	0%	9	78%	44%	0%
General-Education Students	1072	86%	43%	1%	965	86%	46%	1%
Students with Disabilities	295	46%	13%	0%	223	45%	14%	0%
English Proficient	1030	81%	41%	1%	1105	80%	41%	1%
Limited English Proficient	337	68%	22%	0%	83	63%	22%	0%
Economically Disadvantaged	1318	78%	36%	1%	851	87%	45%	1%
Not Disadvantaged	49	80%	41%	2%	337	58%	26%	1%
Migrant								
Not Migrant	1367	78%	37%	1%	1188	79%	40%	1%

## NOTES

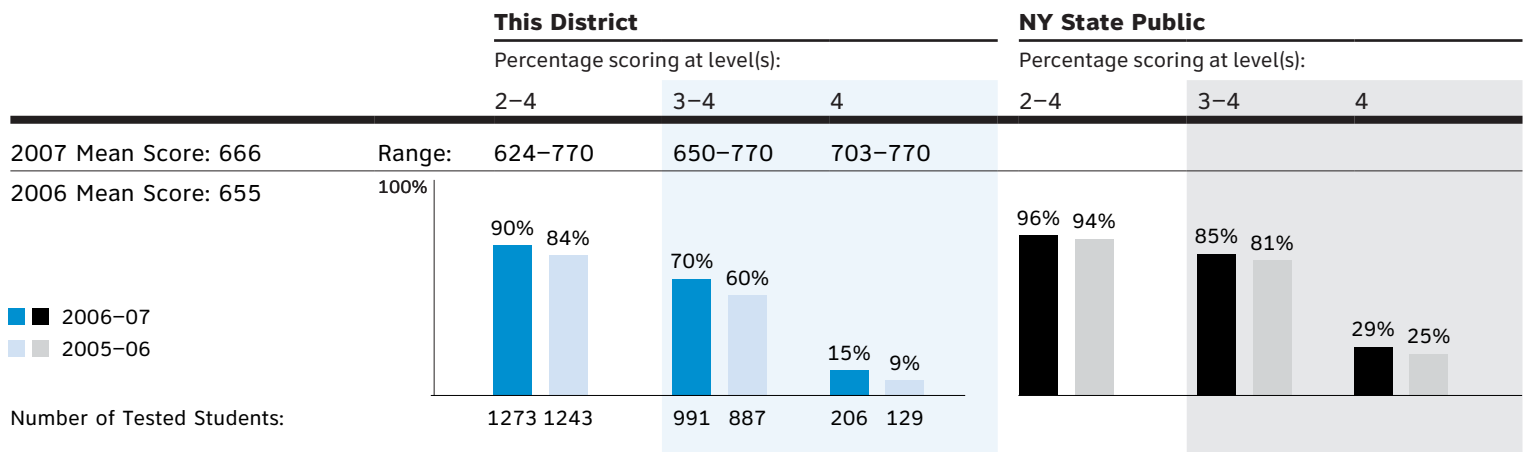
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

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	15	13	11	5	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	29	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>1411</b>	<b>90%</b>	<b>70%</b>	<b>15%</b>	<b>1479</b>	<b>84%</b>	<b>60%</b>	<b>9%</b>
Female	680	92%	73%	13%	725	84%	59%	9%
Male	731	88%	68%	16%	754	84%	61%	9%
American Indian or Alaska Native	2	—	—	—	5	—	—	—
Black or African American	369	91%	71%	14%	448	82%	58%	7%
Hispanic or Latino	1024	90%	70%	15%	1014	85%	61%	9%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	33%	10	70%	70%	30%
White	5	—	—	—	2	—	—	—
Multiracial	5	100%	80%	60%				
Small Group Totals	7	100%	86%	0%	7	100%	71%	0%
General-Education Students	1111	95%	78%	17%	1210	90%	66%	10%
Students with Disabilities	300	71%	40%	6%	269	58%	32%	2%
English Proficient	1037	92%	74%	16%	1108	85%	63%	10%
Limited English Proficient	374	84%	60%	11%	371	81%	51%	5%
Economically Disadvantaged	1359	90%	70%	15%	1075	90%	66%	10%
Not Disadvantaged	52	92%	73%	15%	404	68%	44%	5%
Migrant								
Not Migrant	1411	90%	70%	15%	1479	84%	60%	9%

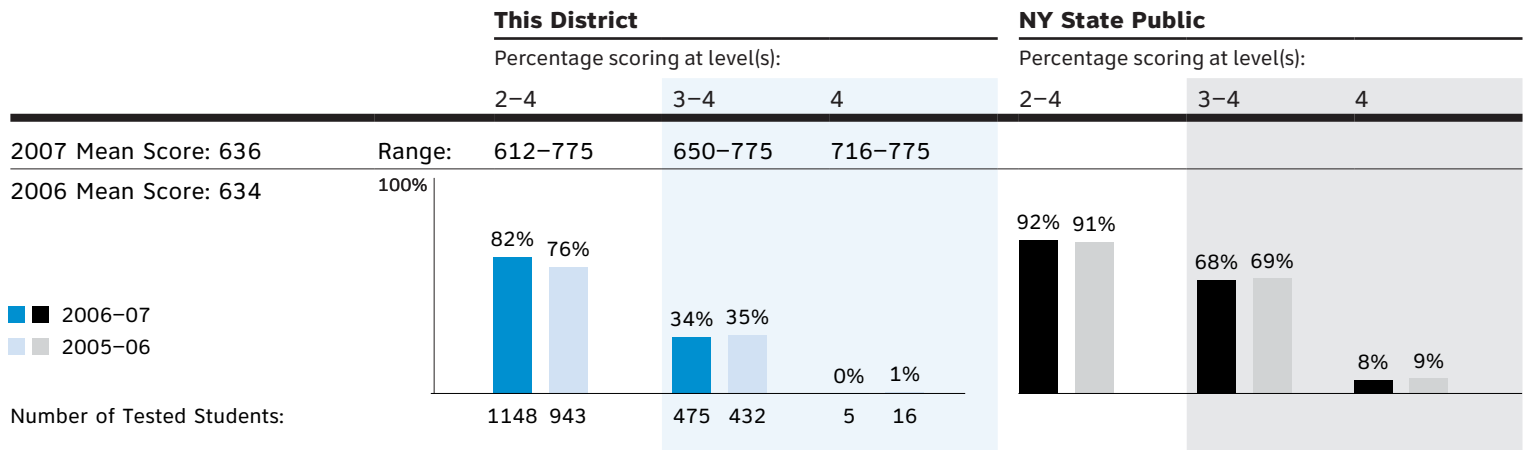
### NOTES

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	14	13	13	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1394</b>	<b>82%</b>	<b>34%</b>	<b>0%</b>	<b>1238</b>	<b>76%</b>	<b>35%</b>	<b>1%</b>
Female	701	85%	37%	1%	639	80%	38%	1%
Male	693	79%	31%	0%	599	72%	32%	1%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	405	81%	31%	0%	387	76%	35%	1%
Hispanic or Latino	968	83%	35%	0%	837	76%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	44%	0%	8	100%	38%	0%
White	2	—	—	—	5	—	—	—
Multiracial	7	100%	86%	0%				
Small Group Totals	5	60%	40%	0%	6	50%	33%	0%
General-Education Students	1089	90%	40%	0%	959	86%	42%	2%
Students with Disabilities	305	55%	12%	0%	279	43%	10%	0%
English Proficient	1078	86%	37%	0%	1143	78%	37%	1%
Limited English Proficient	316	70%	23%	0%	95	49%	9%	0%
Economically Disadvantaged	1346	82%	34%	0%	864	86%	41%	2%
Not Disadvantaged	48	88%	40%	0%	374	54%	20%	1%
Migrant								
Not Migrant	1394	82%	34%	0%	1238	76%	35%	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.

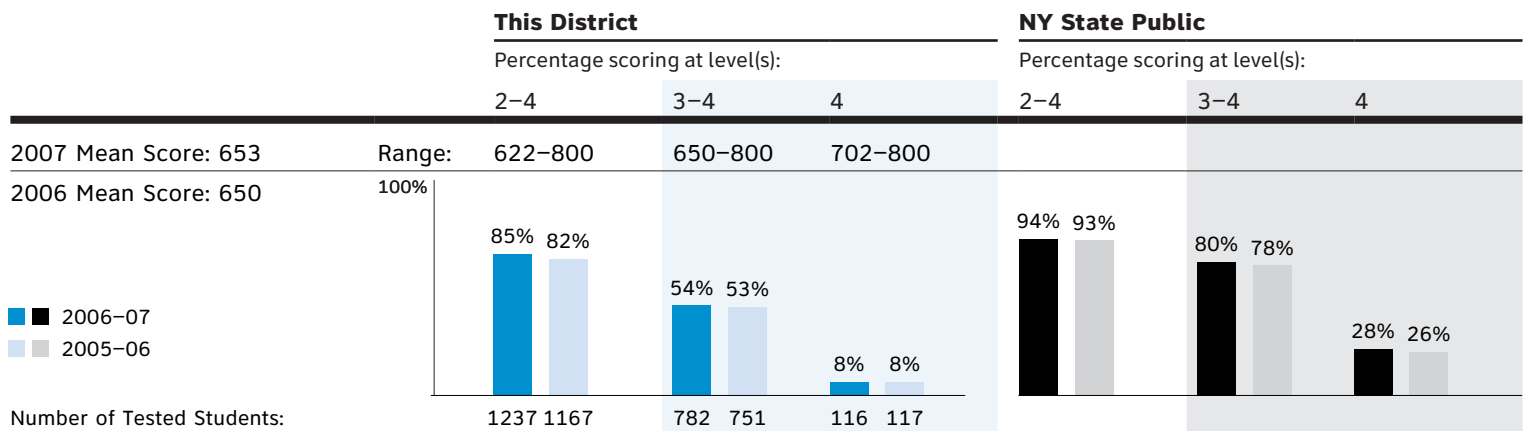
### Other Assessments

	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	15	15	13	9	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	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 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>1453</b>	<b>85%</b>	<b>54%</b>	<b>8%</b>	<b>1423</b>	<b>82%</b>	<b>53%</b>	<b>8%</b>
Female	723	87%	53%	7%	725	86%	54%	7%
Male	730	83%	55%	9%	698	78%	52%	10%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	422	82%	46%	7%	387	82%	52%	8%
Hispanic or Latino	1008	86%	56%	8%	1015	82%	52%	8%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	20%	13	92%	85%	23%
White	3	—	—	—	7	—	—	—
Multiracial	7	100%	100%	14%				
Small Group Totals	6	83%	50%	17%	8	88%	75%	13%
General-Education Students	1144	92%	60%	10%	1091	91%	62%	10%
Students with Disabilities	309	61%	31%	1%	332	51%	24%	1%
English Proficient	1106	87%	57%	9%	1140	85%	56%	9%
Limited English Proficient	347	78%	44%	5%	283	71%	40%	4%
Economically Disadvantaged	1390	85%	54%	8%	985	92%	61%	10%
Not Disadvantaged	63	87%	54%	11%	438	61%	34%	5%
Migrant								
Not Migrant	1453	85%	54%	8%	1423	82%	53%	8%

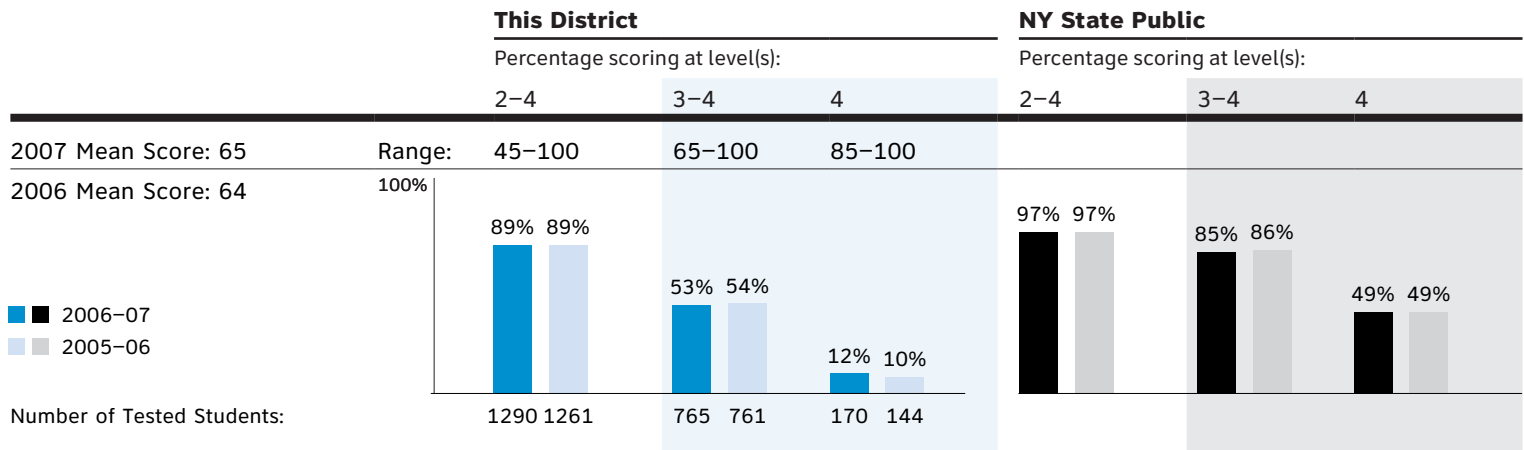
### NOTES

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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	15	15	12	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>1445</b>	<b>89%</b>	<b>53%</b>	<b>12%</b>	<b>1420</b>	<b>89%</b>	<b>54%</b>	<b>10%</b>
Female	720	90%	53%	11%	723	93%	55%	9%
Male	725	88%	53%	13%	697	85%	52%	11%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	420	89%	50%	9%	382	90%	55%	9%
Hispanic or Latino	1000	89%	54%	13%	1019	89%	53%	11%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	9%	11	82%	45%	9%
White	4	—	—	—	7	—	—	—
Multiracial	7	100%	100%	43%				
Small Group Totals	7	71%	43%	29%	8	100%	63%	13%
General-Education Students	1134	93%	59%	14%	1094	95%	60%	12%
Students with Disabilities	311	77%	31%	4%	326	67%	31%	2%
English Proficient	1098	92%	59%	14%	1138	91%	58%	12%
Limited English Proficient	347	80%	34%	6%	282	80%	37%	4%
Economically Disadvantaged	1381	89%	53%	12%	988	95%	59%	12%
Not Disadvantaged	64	88%	48%	17%	432	74%	40%	6%
Migrant								
Not Migrant	1445	89%	53%	12%	1420	89%	54%	10%

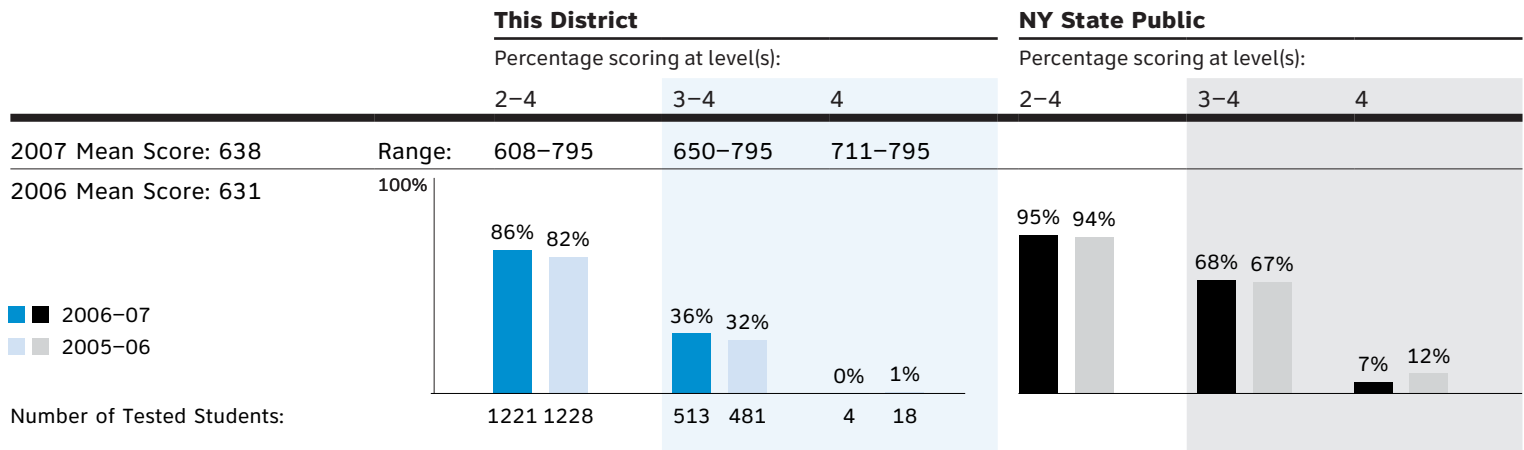
### NOTES

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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 4 Equivalent	15	15	15	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1417</b>	<b>86%</b>	<b>36%</b>	<b>0%</b>	<b>1501</b>	<b>82%</b>	<b>32%</b>	<b>1%</b>
Female	735	90%	38%	1%	736	85%	35%	2%
Male	682	82%	34%	0%	765	79%	30%	1%
American Indian or Alaska Native	1	—	—	—	6	—	—	—
Black or African American	406	89%	37%	0%	487	85%	33%	1%
Hispanic or Latino	989	85%	36%	0%	986	80%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	25%	0%	18	83%	44%	6%
White	5	80%	40%	0%	4	—	—	—
Multiracial	4	—	—	—				
Small Group Totals	5	100%	40%	0%	10	100%	60%	0%
General-Education Students	1085	94%	44%	0%	1175	91%	39%	2%
Students with Disabilities	332	62%	12%	0%	326	50%	7%	0%
English Proficient	1185	90%	40%	0%	1289	85%	36%	1%
Limited English Proficient	232	65%	17%	0%	212	63%	11%	0%
Economically Disadvantaged	1356	86%	36%	0%	1038	91%	39%	2%
Not Disadvantaged	61	92%	38%	2%	463	62%	16%	0%
Migrant								
Not Migrant	1417	86%	36%	0%	1501	82%	32%	1%

#### NOTES

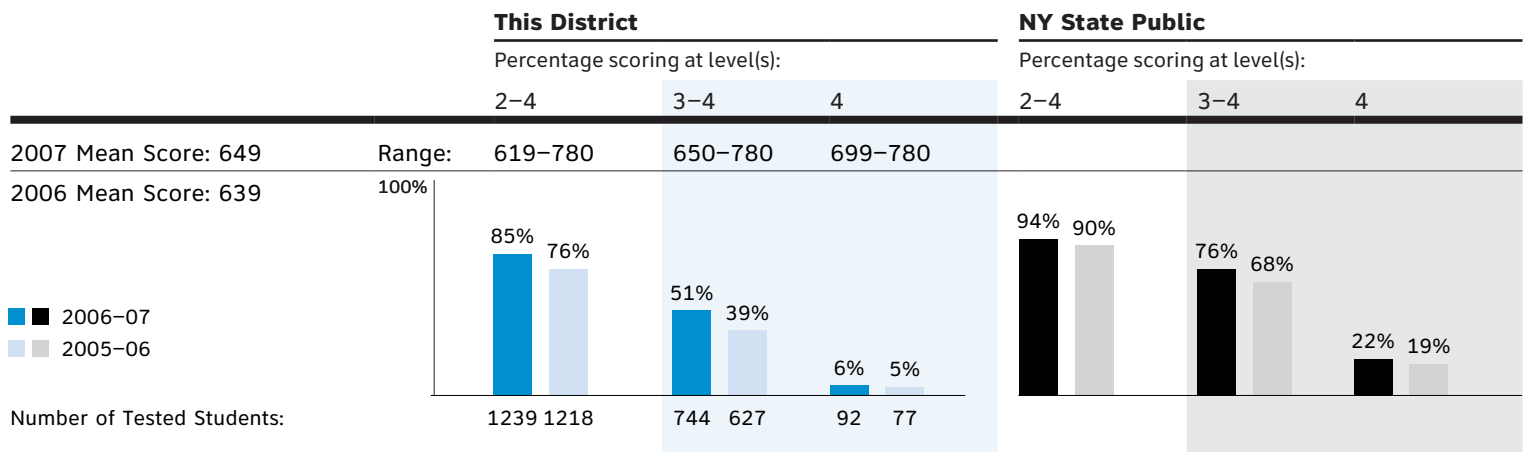
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### Other Assessments

	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	16	16	15	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	26	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>1465</b>	<b>85%</b>	<b>51%</b>	<b>6%</b>	<b>1604</b>	<b>76%</b>	<b>39%</b>	<b>5%</b>
Female	751	87%	52%	6%	797	79%	37%	5%
Male	714	82%	49%	7%	807	73%	42%	5%
American Indian or Alaska Native	1	—	—	—	6	100%	33%	0%
Black or African American	417	82%	49%	5%	494	75%	37%	4%
Hispanic or Latino	1025	85%	51%	6%	1081	76%	39%	5%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	27%	18	78%	61%	11%
White	7	100%	86%	29%	5	80%	60%	0%
Multiracial	4	—	—	—				
Small Group Totals	5	100%	40%	20%				
General-Education Students	1129	93%	60%	8%	1260	84%	46%	6%
Students with Disabilities	336	57%	21%	1%	344	46%	15%	1%
English Proficient	1204	87%	53%	7%	1296	79%	42%	6%
Limited English Proficient	261	74%	39%	4%	308	64%	25%	1%
Economically Disadvantaged	1399	85%	51%	6%	1112	85%	46%	6%
Not Disadvantaged	66	85%	50%	8%	492	56%	22%	2%
Migrant								
Not Migrant	1465	85%	51%	6%	1604	76%	39%	5%

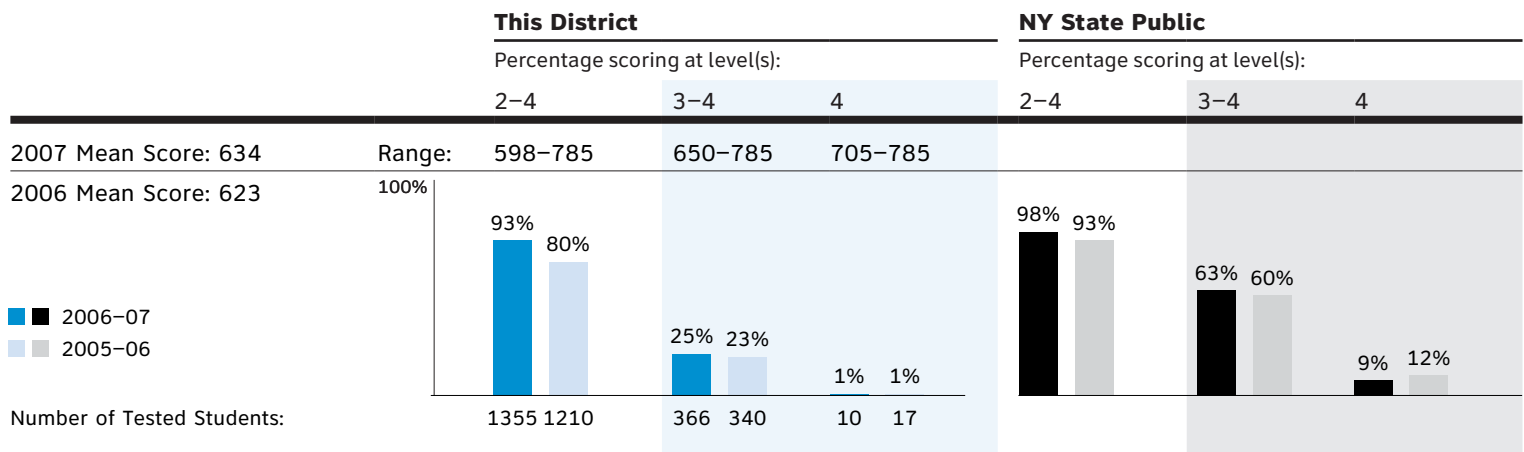
#### NOTES

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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 5 Equivalent	16	16	14	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1464</b>	<b>93%</b>	<b>25%</b>	<b>1%</b>	<b>1507</b>	<b>80%</b>	<b>23%</b>	<b>1%</b>
Female	716	95%	29%	1%	750	84%	27%	2%
Male	748	91%	21%	0%	757	77%	18%	1%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	451	93%	25%	1%	459	78%	21%	1%
Hispanic or Latino	987	92%	25%	1%	1029	81%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	46%	8%	6	—	—	—
White	5	100%	40%	0%	9	78%	22%	0%
Multiracial	4	—	—	—				
Small Group Totals	8	100%	25%	0%	10	90%	60%	0%
General-Education Students	1118	97%	31%	1%	1188	89%	28%	1%
Students with Disabilities	346	78%	7%	0%	319	48%	4%	0%
English Proficient	1229	94%	29%	1%	1342	83%	25%	1%
Limited English Proficient	235	83%	6%	0%	165	57%	2%	0%
Economically Disadvantaged	1408	92%	25%	1%	1044	90%	28%	2%
Not Disadvantaged	56	96%	30%	4%	463	59%	10%	0%
Migrant								
Not Migrant	1464	93%	25%	1%	1507	80%	23%	1%

#### NOTES

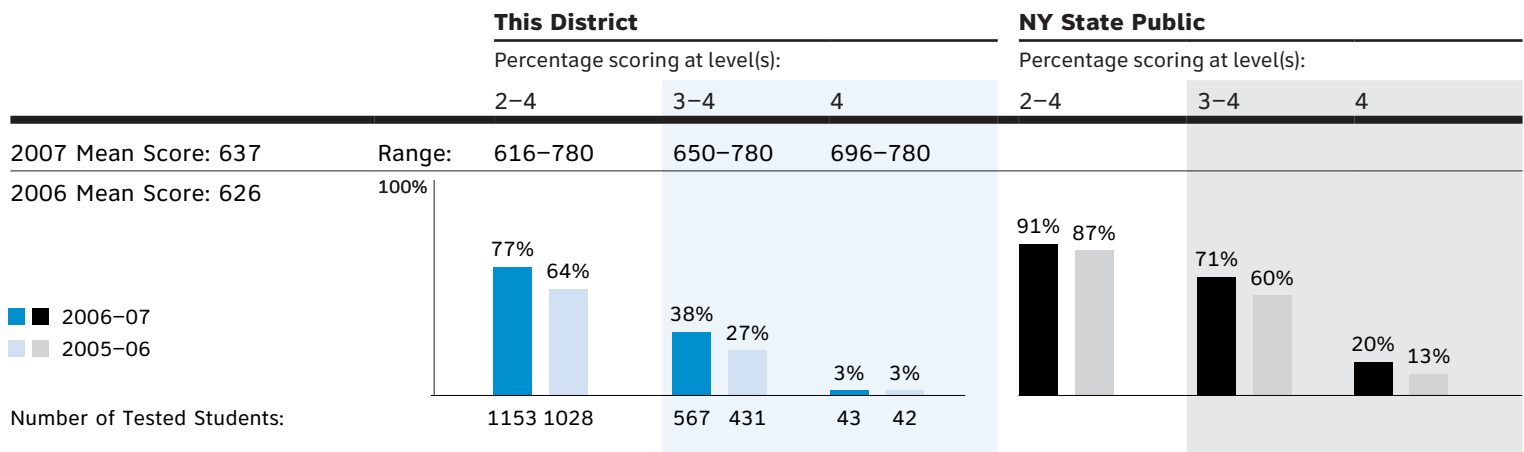
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### Other Assessments

	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 6 Equivalent	20	19	18	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 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>1492</b>	<b>77%</b>	<b>38%</b>	<b>3%</b>	<b>1596</b>	<b>64%</b>	<b>27%</b>	<b>3%</b>
Female	727	77%	38%	3%	785	66%	26%	3%
Male	765	77%	38%	3%	811	63%	28%	3%
American Indian or Alaska Native	3	—	—	—	5	60%	20%	0%
Black or African American	459	77%	36%	3%	460	63%	24%	2%
Hispanic or Latino	1007	77%	38%	3%	1114	65%	28%	3%
Asian or Native Hawaiian/Other Pacific Islander	13	85%	62%	8%	6	100%	83%	33%
White	6	100%	67%	0%	11	73%	27%	0%
Multiracial	4	—	—	—				
Small Group Totals	7	100%	57%	0%				
General-Education Students	1144	87%	46%	4%	1277	72%	32%	3%
Students with Disabilities	348	46%	13%	1%	319	34%	7%	1%
English Proficient	1234	80%	41%	3%	1339	68%	30%	3%
Limited English Proficient	258	63%	22%	1%	257	45%	11%	0%
Economically Disadvantaged	1436	77%	38%	3%	1112	73%	34%	3%
Not Disadvantaged	56	82%	30%	9%	484	44%	12%	1%
Migrant								
Not Migrant	1492	77%	38%	3%	1596	64%	27%	3%

### NOTES

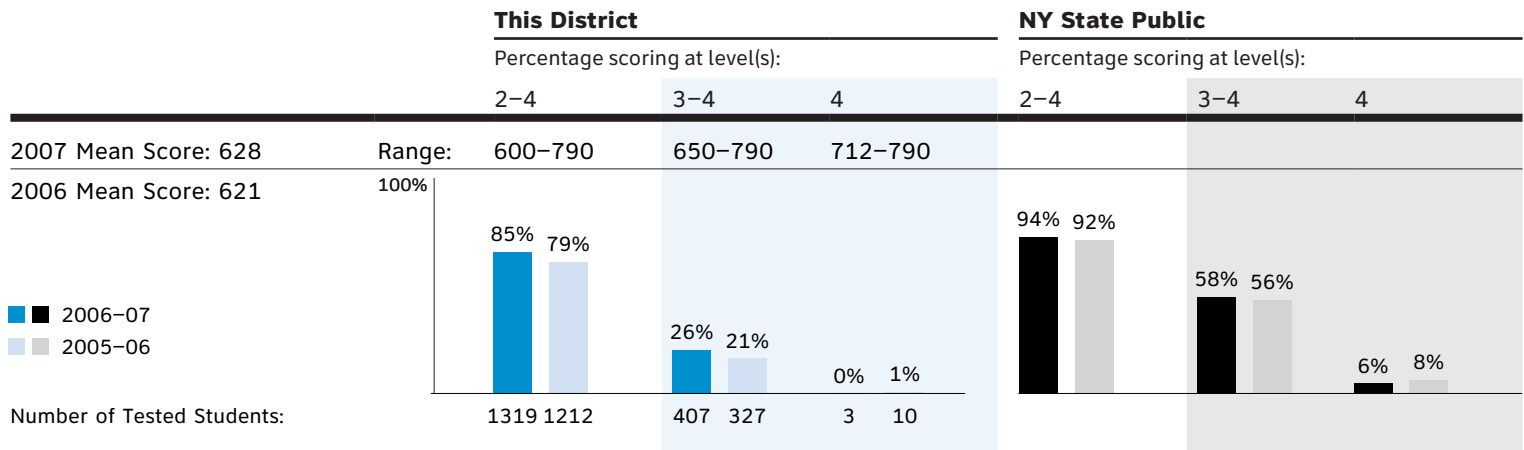
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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	20	19	18	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			



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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1552</b>	<b>85%</b>	<b>26%</b>	<b>0%</b>	<b>1542</b>	<b>79%</b>	<b>21%</b>	<b>1%</b>
Female	781	89%	30%	0%	751	82%	23%	1%
Male	771	81%	23%	0%	791	75%	19%	0%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	450	88%	25%	0%	475	83%	19%	0%
Hispanic or Latino	1082	84%	27%	0%	1050	77%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	7	—	—	—
White	8	100%	25%	0%	8	50%	38%	0%
Multiracial	5	100%	60%	0%				
Small Group Totals	7	86%	43%	0%	9	78%	33%	0%
General-Education Students	1246	91%	31%	0%	1258	85%	25%	1%
Students with Disabilities	306	60%	6%	0%	284	49%	5%	0%
English Proficient	1311	90%	30%	0%	1374	81%	23%	1%
Limited English Proficient	241	57%	6%	0%	168	58%	4%	0%
Economically Disadvantaged	1492	85%	26%	0%	1120	86%	26%	1%
Not Disadvantaged	60	90%	28%	0%	422	58%	9%	0%
Migrant								
Not Migrant	1552	85%	26%	0%	1542	79%	21%	1%

#### NOTES

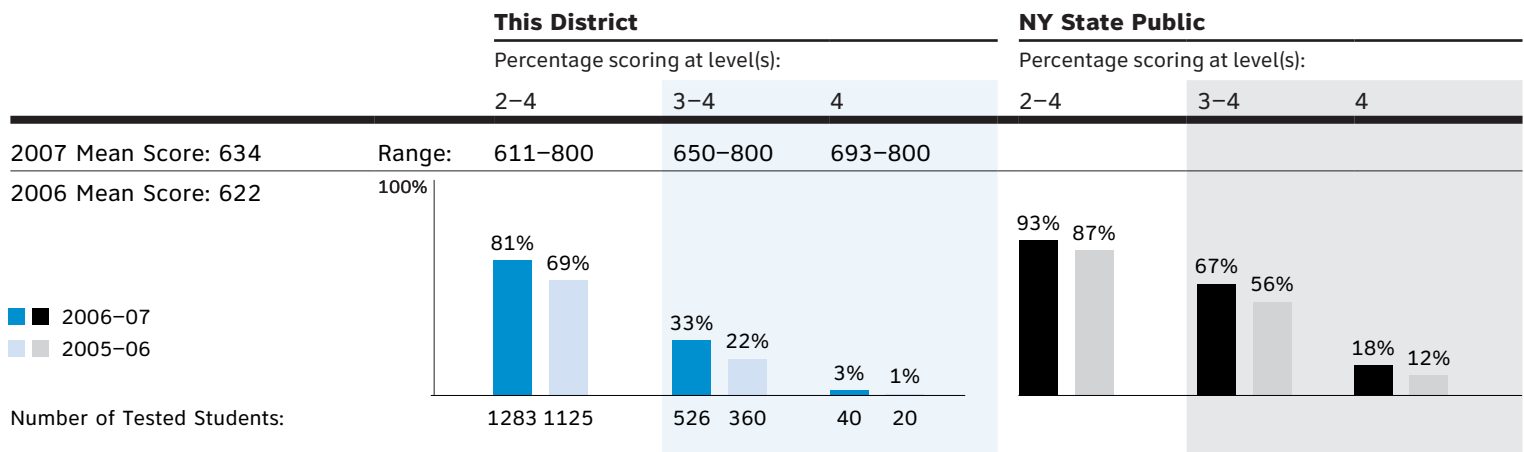
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### Other Assessments

	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	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	17	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>1587</b>	<b>81%</b>	<b>33%</b>	<b>3%</b>	<b>1641</b>	<b>69%</b>	<b>22%</b>	<b>1%</b>
Female	808	82%	33%	2%	793	70%	21%	2%
Male	779	79%	33%	3%	848	67%	22%	1%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	463	79%	28%	3%	481	64%	15%	1%
Hispanic or Latino	1104	81%	35%	2%	1143	71%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	33%	9	44%	22%	11%
White	8	88%	50%	13%	6	—	—	—
Multiracial	4	—	—	—				
Small Group Totals	6	100%	67%	17%	8	63%	0%	0%
General-Education Students	1272	88%	39%	3%	1351	75%	25%	1%
Students with Disabilities	315	53%	9%	0%	290	37%	6%	1%
English Proficient	1325	83%	36%	3%	1379	71%	23%	1%
Limited English Proficient	262	70%	20%	0%	262	56%	16%	0%
Economically Disadvantaged	1525	81%	33%	3%	1192	77%	27%	2%
Not Disadvantaged	62	81%	40%	2%	449	46%	10%	0%
Migrant								
Not Migrant	1587	81%	33%	3%	1641	69%	22%	1%

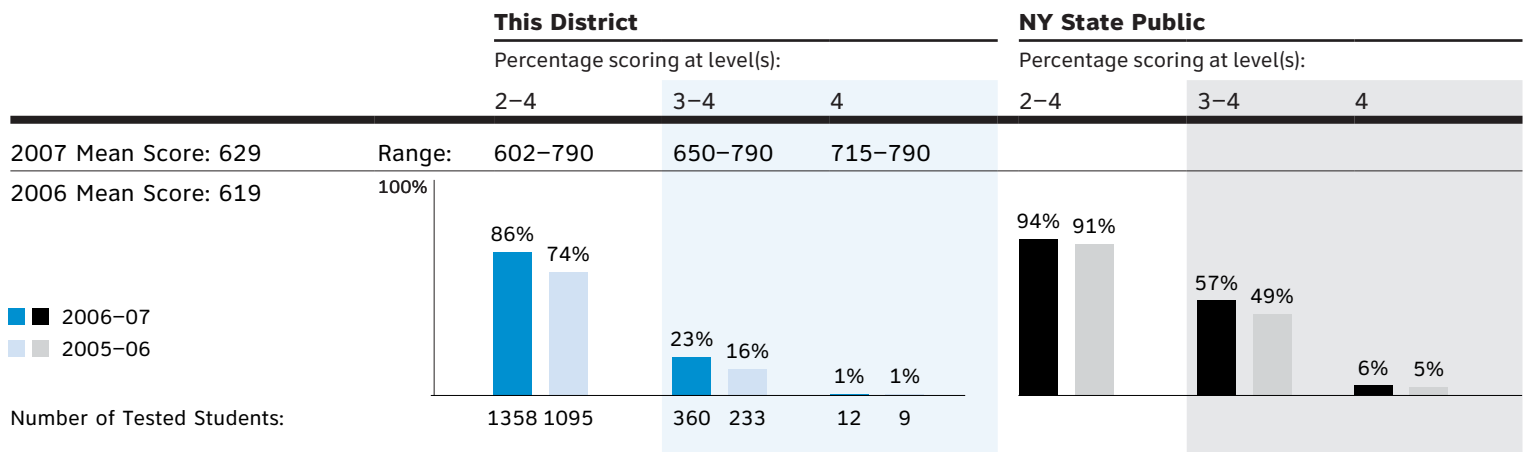
#### NOTES

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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	20	20	18	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1574</b>	<b>86%</b>	<b>23%</b>	<b>1%</b>	<b>1470</b>	<b>74%</b>	<b>16%</b>	<b>1%</b>
Female	770	90%	25%	1%	725	79%	18%	1%
Male	804	83%	21%	0%	745	70%	13%	0%
American Indian or Alaska Native	2	—	—	—	8	38%	0%	0%
Black or African American	475	88%	19%	1%	453	75%	13%	0%
Hispanic or Latino	1082	86%	24%	1%	1000	75%	17%	1%
Asian or Native Hawaiian/Other Pacific Islander	10	50%	20%	0%	6	—	—	—
White	4	—	—	—	3	—	—	—
Multiracial	1	—	—	—				
Small Group Totals	7	100%	71%	0%	9	67%	0%	0%
General-Education Students	1267	93%	27%	1%	1158	84%	20%	1%
Students with Disabilities	307	58%	4%	0%	312	39%	2%	0%
English Proficient	1361	90%	26%	1%	1279	78%	18%	1%
Limited English Proficient	213	62%	6%	0%	191	48%	2%	0%
Economically Disadvantaged	1514	86%	23%	1%	1016	85%	20%	1%
Not Disadvantaged	60	88%	32%	0%	454	52%	7%	0%
Migrant								
Not Migrant	1574	86%	23%	1%	1470	74%	16%	1%

#### NOTES

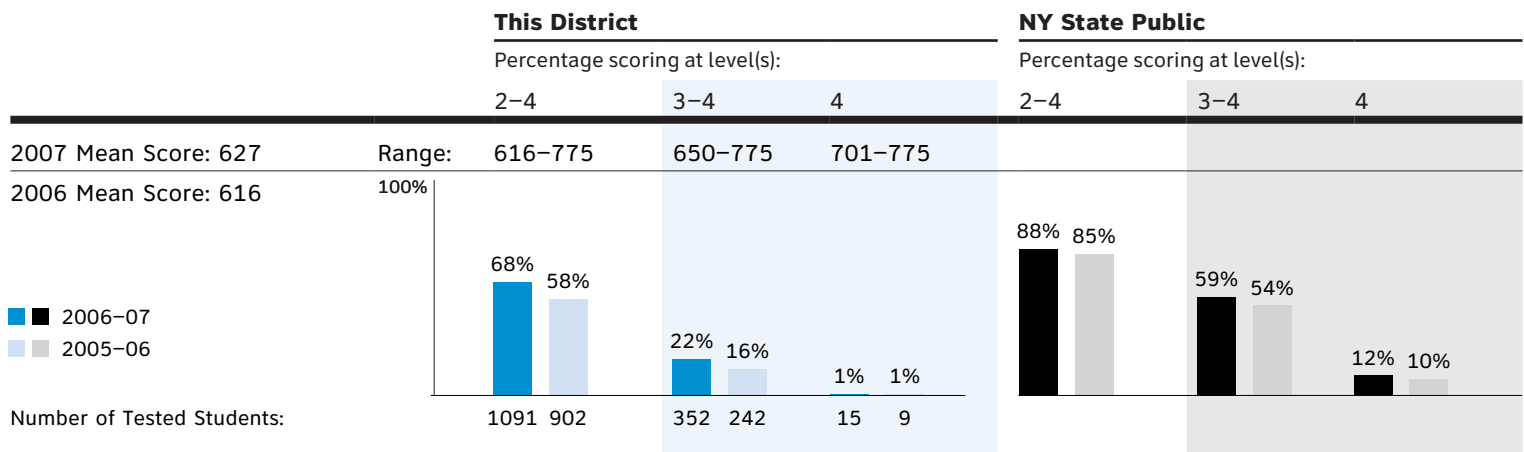
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### Other Assessments

	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	24	24	24	17	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>1594</b>	<b>68%</b>	<b>22%</b>	<b>1%</b>	<b>1556</b>	<b>58%</b>	<b>16%</b>	<b>1%</b>
Female	773	69%	22%	1%	780	59%	16%	1%
Male	821	68%	22%	1%	776	57%	15%	1%
American Indian or Alaska Native	2	—	—	—	9	33%	0%	0%
Black or African American	473	66%	15%	0%	455	57%	14%	0%
Hispanic or Latino	1104	70%	25%	1%	1083	59%	16%	1%
Asian or Native Hawaiian/Other Pacific Islander	10	60%	40%	10%	6	—	—	—
White	4	—	—	—	3	—	—	—
Multiracial	1	—	—	—				
Small Group Totals	7	86%	29%	0%	9	56%	22%	11%
General-Education Students	1291	76%	26%	1%	1246	66%	19%	1%
Students with Disabilities	303	35%	4%	0%	310	25%	1%	0%
English Proficient	1351	70%	23%	1%	1281	61%	17%	1%
Limited English Proficient	243	58%	16%	2%	275	42%	9%	0%
Economically Disadvantaged	1533	68%	22%	1%	1087	67%	20%	1%
Not Disadvantaged	61	67%	21%	0%	469	38%	5%	0%
Migrant								
Not Migrant	1594	68%	22%	1%	1556	58%	16%	1%

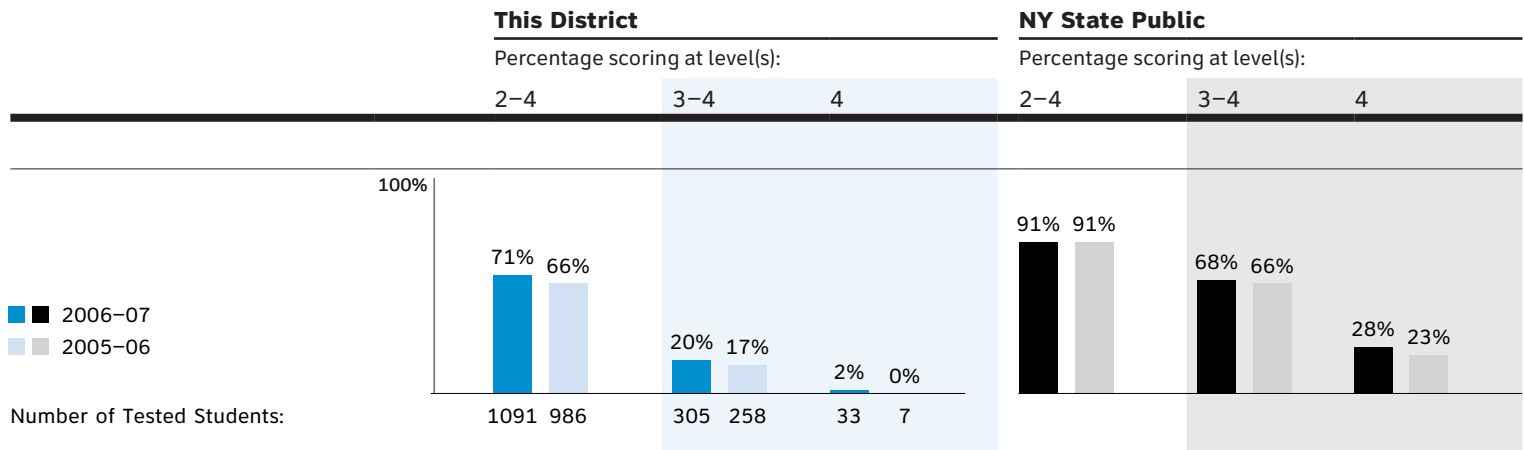
#### NOTES

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	25	24	23	14	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>1526</b>	<b>71%</b>	<b>20%</b>	<b>2%</b>	<b>1490</b>	<b>66%</b>	<b>17%</b>	<b>0%</b>
Female	741	70%	17%	2%	744	68%	16%	0%
Male	785	73%	22%	3%	746	65%	18%	1%
American Indian or Alaska Native	3	—	—	—	7	43%	0%	0%
Black or African American	449	71%	15%	2%	429	69%	17%	0%
Hispanic or Latino	1060	72%	22%	2%	1046	65%	17%	1%
Asian or Native Hawaiian/Other Pacific Islander	10	40%	20%	10%	5	—	—	—
White	3	—	—	—	3	—	—	—
Multiracial	1	—	—	—				
Small Group Totals	7	71%	57%	14%	8	63%	25%	13%
General-Education Students	1244	77%	24%	3%	1206	73%	20%	1%
Students with Disabilities	282	46%	4%	0%	284	38%	4%	0%
English Proficient	1292	74%	22%	2%	1221	71%	20%	0%
Limited English Proficient	234	56%	8%	0%	269	44%	4%	0%
Economically Disadvantaged	1467	71%	20%	2%	1051	73%	21%	0%
Not Disadvantaged	59	93%	31%	5%	439	50%	9%	0%
Migrant								
Not Migrant	1526	71%	20%	2%	1490	66%	17%	0%

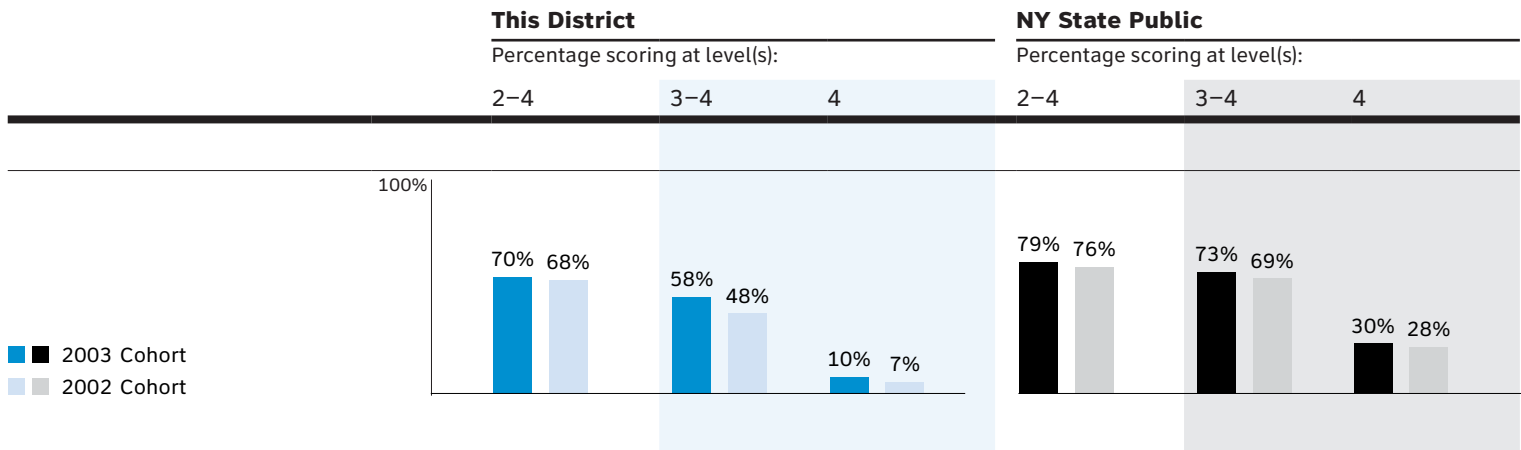
#### NOTES

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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	24	24	24	19	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



### Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	1345	70%	58%	10%	1260	68%	48%	7%
Female	583	77%	65%	13%	456	82%	60%	9%
Male	762	64%	52%	7%	804	61%	42%	5%
American Indian or Alaska Native	4	–	–	–	5	60%	60%	20%
Black or African American	472	68%	55%	10%	407	64%	43%	7%
Hispanic or Latino	837	70%	58%	10%	813	70%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	85%	30%	18	56%	44%	11%
White	8	88%	88%	13%	17	94%	65%	12%
Multiracial	4	–	–	–				
Small Group Totals	8	63%	25%	13%				
General-Education Students	1121	78%	65%	12%	1037	78%	57%	8%
Students with Disabilities	224	27%	19%	1%	223	24%	10%	0%
English Proficient	1302	71%	59%	10%	1123	72%	52%	7%
Limited English Proficient	43	44%	28%	2%	137	43%	18%	2%
Economically Disadvantaged	1129	72%	60%	10%	1125	71%	50%	7%
Not Disadvantaged	216	59%	48%	10%	135	49%	40%	7%
Migrant								
Not Migrant					1260	68%	48%	7%

#### NOTES

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### Other Assessments

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				20	20	18	12

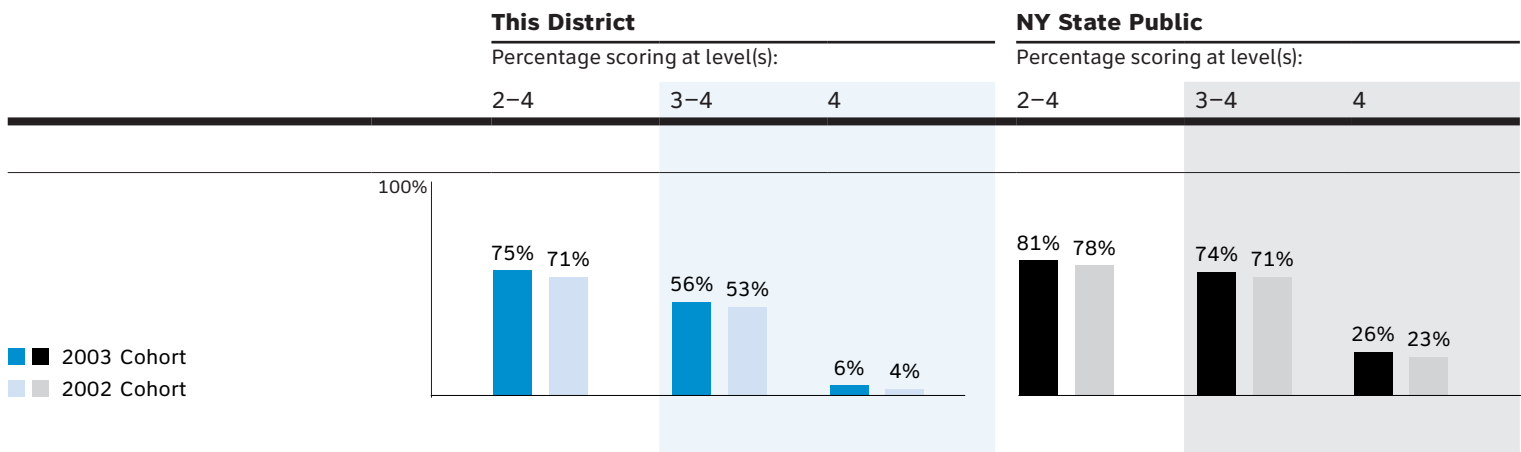
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	1345	75%	56%	6%	1260	71%	53%	4%
Female	583	81%	60%	7%	456	83%	59%	4%
Male	762	71%	53%	5%	804	64%	50%	4%
American Indian or Alaska Native	4	–	–	–	5	80%	40%	0%
Black or African American	472	74%	53%	4%	407	67%	48%	2%
Hispanic or Latino	837	76%	57%	6%	813	73%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	85%	30%	18	72%	61%	17%
White	8	88%	63%	0%	17	88%	76%	6%
Multiracial	4	–	–	–				
Small Group Totals	8	63%	38%	0%				
General-Education Students	1121	83%	63%	7%	1037	82%	62%	5%
Students with Disabilities	224	37%	20%	0%	223	20%	11%	0%
English Proficient	1302	75%	57%	6%	1123	73%	56%	4%
Limited English Proficient	43	70%	33%	7%	137	50%	31%	1%
Economically Disadvantaged	1129	78%	57%	6%	1125	74%	55%	4%
Not Disadvantaged	216	63%	51%	5%	135	48%	39%	3%
Migrant								
Not Migrant					1260	71%	53%	4%

#### NOTES

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### Other Assessments

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				19	18	17	14

\* 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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