



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 8**

District ID **32-08-00-01-0000**

Superintendent **DOV ROKEACH**

Telephone **(718) 828-2665**

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	767	753	844
Kindergarten	1864	1954	1883
Grade 1	2327	2234	2271
Grade 2	2199	2148	2074
Grade 3	2180	2124	2085
Grade 4	2155	1969	2073
Grade 5	2161	2120	2047
Grade 6	2275	2069	2003
Ungraded Elementary	1658	1774	1823
Grade 7	2357	2320	2081
Grade 8	2303	2256	2259
Grade 9	2941	2786	3931
Grade 10	1826	2037	2849
Grade 11	696	933	1700
Grade 12	600	668	1315
Ungraded Secondary	1415	1458	2063
<b>Total K-12</b>	<b>28957</b>	<b>28850</b>	<b>32457</b>

### Average Class Size

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

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District NEW YORK CITY GEOGRAPHIC DISTRICT # 8

District ID 32-08-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	12712	44%	23155	80%	22097	68%
Reduced-Price Lunch	1119	4%	1941	7%	2757	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3074	11%	3432	12%	3650	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	129	0%	127	0%	146	0%
Black or African American	8827	30%	8658	30%	9240	28%
Hispanic or Latino	17667	61%	17709	61%	19928	61%
Asian or Native Hawaiian/Other Pacific Islander	816	3%	893	3%	1206	4%
White	1518	5%	1463	5%	1937	6%
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	1055	4%	907	3%	1436	5%

## 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>	1971	2290	2319
Percent with No Valid Teaching Certificate	7%	7%	7%
Percent Teaching Out of Certification	20%	18%	14%
Percent with Fewer Than Three Years of Experience	21%	22%	21%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	29%	30%
<b>Total Number of Core Classes*</b>	N/A	7759	4803
Percent Not Taught by Highly Qualified Teachers	N/A	16%	16%
<b>Total Number of Classes</b>	4613	6067	6031
Percent Taught by Teachers Without Appropriate Certification	23%	21%	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	24%	31%	25%
Turnover Rate of All Teachers	22%	23%	20%

## 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 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✗	✗	✗	✗
Hispanic or Latino	✓	✓	✗	✗	✗	✗
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	✓	✓	✓
White	✓	✓	✓	✓	✓	✓
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓	✗	✗	✗	✗
Limited English Proficient	✗	✓	✓ <sup>SH</sup>	✓ <sup>SH</sup>	✓ <sup>SH</sup>	✓ <sup>SH</sup>
Economically Disadvantaged	✓	✓	✗	✗	✓	✓
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 3 of 8	✗ 4 of 8	✗ 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**  Improvement (Year 5)  
**for This Subject**  
**(2007-08)**

**Accountability Measures** 7 of 9 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
<b>All Students</b> (14784:13791)			98%		128	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (63:61)			98%		128	110	
Black or African American (4266:3976)			97%		126	120	
Hispanic or Latino (8995:8366)			98%		124	121	
Asian or Native Hawaiian/Other Pacific Islander (590:560)			99%		158	117	
White (857:819)			99%		158	118	
Multiracial (13:9)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (6638:2984)			94%		82	120	84 94
Limited English Proficient <sup>5</sup> (1764:1816)			98%		92	119	97 103
Economically Disadvantaged (13523:12631)			98%		127	121	
<b>Final AYP Determination</b>	 7 of 9						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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


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

#### AYP Status

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





























## Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
<b>All Students</b> (14781:13681)			98%		144	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (62:59)			97%		147	73	
Black or African American (4238:3903)			97%		139	84	
Hispanic or Latino (9019:8341)			98%		142	85	
Asian or Native Hawaiian/Other Pacific Islander (590:560)			99%		181	81	
White (860:808)			99%		162	82	
Multiracial (12:10)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3301:2943)			95%		93	84	
Limited English Proficient <sup>5</sup> (1790:1933)			98%		125	84	
Economically Disadvantaged (13516:12539)			98%		143	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

#### AYP Status

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



















## Elementary/Middle-Level Science

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

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
<b>All Students</b> (5090:4465)		Qualified		93%		132	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (22:20)	—	—	—	—	—	—	—	—
Black or African American (1506:1318)		Qualified		93%		130	100	
Hispanic or Latino (3101:2732)		Qualified		93%		128	100	
Asian or Native Hawaiian/Other Pacific Islander (175:156)		Qualified		93%		162	100	
White (283:239)		Qualified		91%		162	100	
Multiracial (3:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (1133:993)		Qualified		93%		103	100	
Limited English Proficient <sup>4</sup> (627:644)		Qualified		95%		105	100	
Economically Disadvantaged (4563:4009)		Qualified		93%		130	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** 3 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 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students</b> (1620:1889)			98%		135	156	142‡	142
<b>Ethnicity</b>								
American Indian or Alaska Native (8:9)	—	—	—	—	—	—	—	—
Black or African American (527:606)			99%		131	155	142‡	138
Hispanic or Latino (877:1045)			98%		130	156	138‡	137
Asian or Native Hawaiian/Other Pacific Islander (82:79)			99%		173	148		
White (110:132)			98%		164	150		
Multiracial (16:18)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (223:185)			96%		97	151	103‡	107
Limited English Proficient <sup>4</sup> (204:224)			96%		101	152	79	111
Economically Disadvantaged (1135:1420)			99%		136	156	141‡	142
<b>Final AYP Determination</b>		3 of 8						

#### 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 8 Student groups making AYP in Mathematics  
 Did not make AYP

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




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

Student Group (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> (1620:1889)			99%		147	149	149‡	152
<b>Ethnicity</b>								
American Indian or Alaska Native (8:9)	—	—	—	—	—	—	—	—
Black or African American (527:606)			99%		144	148	148‡	150
Hispanic or Latino (877:1045)			99%		144	149	148‡	150
Asian or Native Hawaiian/Other Pacific Islander (82:79)			98%		184	141	—	—
White (110:132)			100%		161	143	—	—
Multiracial (16:18)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (125:185)			95%		108	144	118‡	117
Limited English Proficient <sup>4</sup> (92:224)			97%		141	145	124	147
Economically Disadvantaged (1135:1420)			99%		149	149	—	—
<b>Final AYP Determination</b>	 4 of 8							


#### 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		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (1927)			46%	55%	55%	47%
<b>Ethnicity</b>						
American Indian or Alaska Native (24)		–	–	–		
Black or African American (634)			45%	55%	55%	46%
Hispanic or Latino (1061)			43%	55%	54%	44%
Asian or Native Hawaiian/Other Pacific Islander (85)			61%	55%		
White (123)			54%	55%	55%	55%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (182)			15%	55%	33%	16%
Limited English Proficient <sup>3</sup> (15)		–	–	–		
Economically Disadvantaged (1480)			47%	55%	55%	48%
<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 # 8**

District ID **32-08-00-01-0000**

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

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

### Federal Title I Status

#### ▲ Good Standing

23 schools identified 49% of total

BRONX GUILD HIGH SCHOOL  
FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND PUBLIC POLICY  
GATEWAY SCHOOL FOR ENVIRONMENTAL RESEARCH AND TECHNOLOGY  
HOLCOMBE L RUCKER SCHOOL OF COMMUNITY RESEARCH  
HS FOR COMMUNITY RESEARCH AND LEARNING  
INTERNATIONAL COMMUNITY HIGH SCHOOL  
MILLENIUUM ART ACADEMY  
MS 101-P O EDWARD R BYRNE  
NEW SCHOOL #1 AT PS 60  
PABLO NERUDA ACADEMY FOR ARCHITECTURE AND WORLD STUDIES  
PEACE AND DIVERSITY ACADEMY  
PS 100 ISAAC CLASON SCHOOL  
PS 130 ABRAM STEVEN HEWITT SCHOOL  
PS 138 SAMUEL RANDALL SCHOOL  
PS 146 EDWARD J COLLINS SCHOOL  
PS 182  
PS 304-EARLY CHILDHOOD SCHOOL  
PS 36 UNIONPORT SCHOOL  
PS 62 INOCENSIO CASANOVA SCHOOL  
PS 69-THE NEW VISIONS SCHOOL  
RENAISSANCE HIGH SCHOOL FOR MUSICAL THEATER AND TECHNOLOGY  
SCHOOL FOR INQUIRY AND SOCIAL JUSTICE  
YOUNG WOMEN'S LEADERSHIP SCHOOL-BRONX CAMPUS

#### ▲ Improvement (Year 1)

4 schools identified 9% of total

BANANA KELLY HIGH SCHOOL  
HERBERT H LEHMAN HIGH SCHOOL  
PS 119  
PS 72-DR WILLIAM DORNEY SCHOOL

#### ▲ Improvement (Year 2)

2 schools identified 4% of total

JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS  
NEW SCHOOL #2 AT PS 60

#### ▲ Corrective Action

4 schools identified 9% of total

MS 201X-SCL THEATRE ARTS AND RES  
MS 301-PAUL L DUNBAR MIDDLE SCHOOL  
MS 302-LUISA DESSUS CRUZ MS

### New York State Status

#### ■ Good Standing

2 schools identified 4% of total

PS 14 SEN JOHN CALANDRA SCHOOL  
PS 71 ROSE E SCALA SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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

### Federal Title I Status

#### ▲ Corrective Action (continued)

PS 93-ALBERT G OLIVER SCHOOL

#### ▲ Planning for Restructuring

2 schools identified 4% of total

NEW SCHOOL FOR ARTS AND SCIENCES

PS 48 JOSEPH R DRAKE SCHOOL

#### ▲ Restructuring (Year 1)

1 school identified 2% of total

ADLAI E STEVENSON HIGH SCHOOL

#### ▲ Restructuring (Year 2)

2 schools identified 4% of total

PS 107

PS 152-EVERGREEN SCHOOL

#### ▲ Restructuring (Year 3)

4 schools identified 9% of total

JHS 123-JAMES M KIERNAN

JHS 131 ALBERT EINSTEIN SCHOOL

PS 140 EAGLE SCHOOL

PS 75

#### ▲ Restructuring (Year 4)

2 schools identified 4% of total

IS 174 EUGENE T MALESKA

JHS 125 HENRY HUDSON

### New York State Status

#### ■ Requiring Academic Progress (Year 6)

1 school identified 2% of total

IS 192 PIAGENTINI JONES SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 8

District ID 32-08-00-01-0000

## 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	48%			2269
Grade 4	50%			2357
Grade 5	46%			2298
Grade 6	37%			2306
Grade 7	34%			2302
Grade 8	25%			2494
<b>Mathematics</b>				
Grade 3	78%			2320
Grade 4	68%			2387
Grade 5	63%			2328
Grade 6	51%			2324
Grade 7	45%			2330
Grade 8	34%			2503
<b>Science</b>				
Grade 4	73%			2391
Grade 8	22%			2277

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	50%			2484
Mathematics	51%			2484

### About the Performance Level Descriptors

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

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

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

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

#### Level 3: Meeting Learning Standards.

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

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

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

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

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

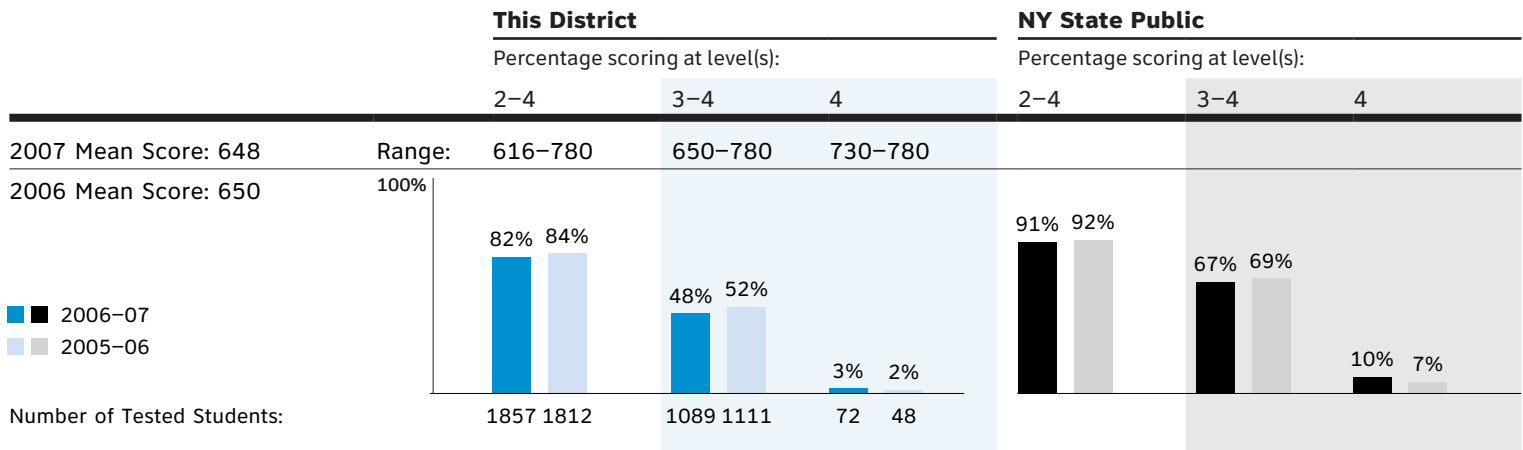
In this section, this district's performance is compared with that of public schools statewide.

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

#### NYC Public Schools

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

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2269</b>	<b>82%</b>	<b>48%</b>	<b>3%</b>	<b>2157</b>	<b>84%</b>	<b>52%</b>	<b>2%</b>
Female	1118	85%	53%	4%	1040	89%	58%	3%
Male	1151	78%	43%	3%	1117	79%	46%	2%
American Indian or Alaska Native	15	-	-	-	10	80%	60%	10%
Black or African American	654	80%	44%	2%	697	83%	46%	2%
Hispanic or Latino	1363	81%	46%	3%	1236	83%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	90	92%	76%	8%	66	98%	64%	3%
White	145	91%	70%	8%	148	90%	72%	8%
Multiracial	2	-	-	-				
Small Group Totals	17	76%	35%	6%				
General-Education Students	1822	89%	56%	4%	1664	93%	61%	3%
Students with Disabilities	447	52%	17%	1%	493	54%	20%	0%
English Proficient	1960	85%	52%	4%	2107	85%	52%	2%
Limited English Proficient	309	63%	25%	0%	50	34%	14%	0%
Economically Disadvantaged	2092	81%	47%	2%	1550	93%	61%	3%
Not Disadvantaged	177	92%	64%	12%	607	61%	28%	1%
Migrant								
Not Migrant	2269	82%	48%	3%	2157	84%	52%	2%

#### NOTES

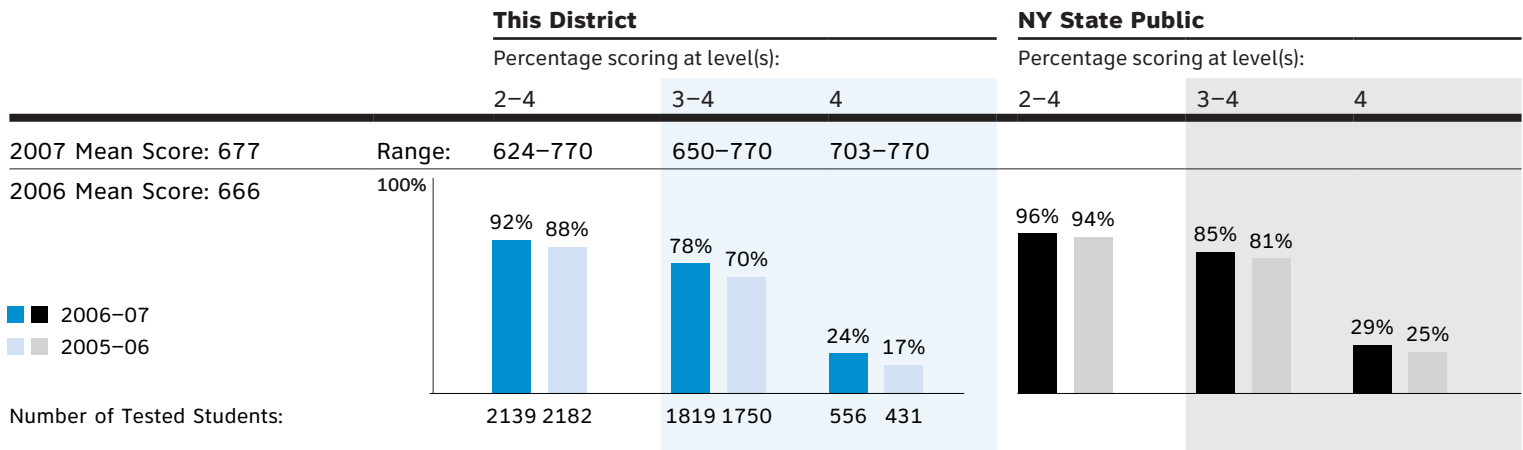
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	44	44	39	28	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	22	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>2320</b>	<b>92%</b>	<b>78%</b>	<b>24%</b>	<b>2489</b>	<b>88%</b>	<b>70%</b>	<b>17%</b>
Female	1132	93%	80%	24%	1188	90%	73%	18%
Male	1188	91%	77%	24%	1301	86%	68%	17%
American Indian or Alaska Native	15	-	-	-	11	73%	64%	36%
Black or African American	656	90%	76%	20%	714	87%	67%	14%
Hispanic or Latino	1411	93%	77%	22%	1531	87%	70%	15%
Asian or Native Hawaiian/Other Pacific Islander	91	98%	97%	63%	78	95%	88%	44%
White	146	96%	89%	33%	155	94%	86%	37%
Multiracial	1	-	-	-				
Small Group Totals	16	81%	81%	19%				
General-Education Students	1860	97%	85%	28%	1912	93%	79%	21%
Students with Disabilities	460	72%	50%	8%	577	69%	41%	5%
English Proficient	1978	93%	81%	26%	2140	90%	74%	19%
Limited English Proficient	342	87%	62%	12%	349	71%	47%	6%
Economically Disadvantaged	2138	92%	78%	23%	1786	94%	80%	21%
Not Disadvantaged	182	96%	85%	36%	703	73%	47%	8%
Migrant								
Not Migrant	2320	92%	78%	24%	2489	88%	70%	17%

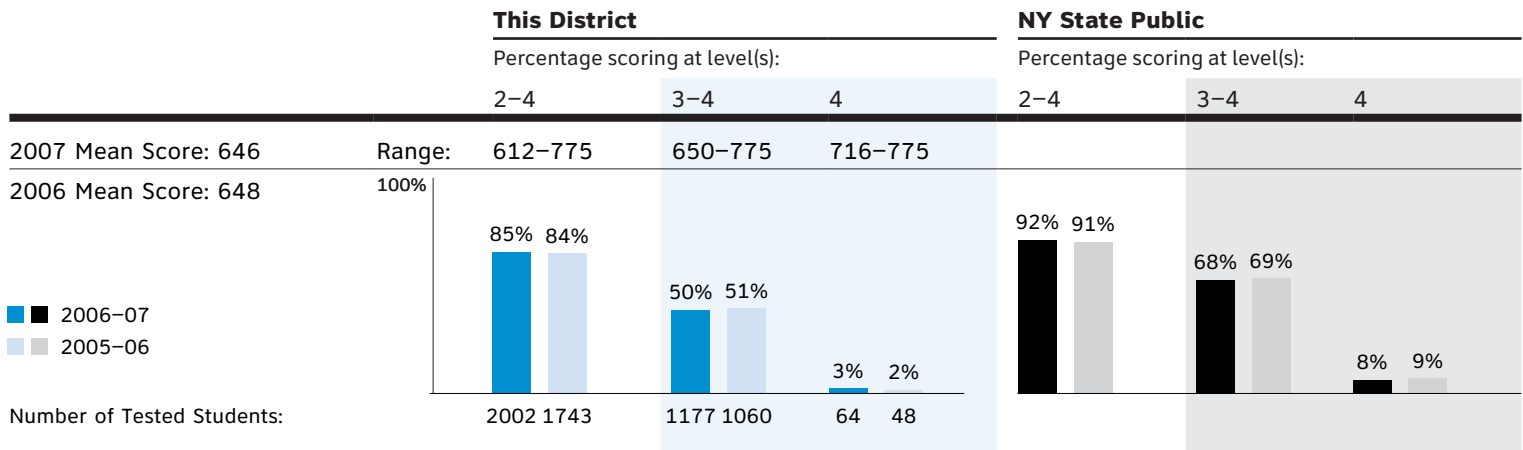
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	44	44	41	32	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>2357</b>	<b>85%</b>	<b>50%</b>	<b>3%</b>	<b>2073</b>	<b>84%</b>	<b>51%</b>	<b>2%</b>
Female	1121	90%	55%	4%	1028	88%	54%	3%
Male	1236	81%	45%	2%	1045	80%	48%	2%
American Indian or Alaska Native	15	73%	53%	0%	7	86%	86%	0%
Black or African American	681	85%	45%	1%	639	83%	50%	2%
Hispanic or Latino	1438	84%	48%	2%	1201	84%	49%	2%
Asian or Native Hawaiian/Other Pacific Islander	84	93%	71%	7%	61	92%	77%	10%
White	139	91%	78%	11%	165	87%	58%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1792	94%	59%	4%	1633	93%	61%	3%
Students with Disabilities	565	56%	21%	0%	440	50%	15%	0%
English Proficient	2089	89%	54%	3%	2005	85%	52%	2%
Limited English Proficient	268	57%	15%	0%	68	59%	18%	0%
Economically Disadvantaged	2156	84%	48%	2%	1523	94%	61%	3%
Not Disadvantaged	201	93%	66%	7%	550	57%	25%	1%
Migrant								
Not Migrant	2357	85%	50%	3%	2073	84%	51%	2%

#### NOTES

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

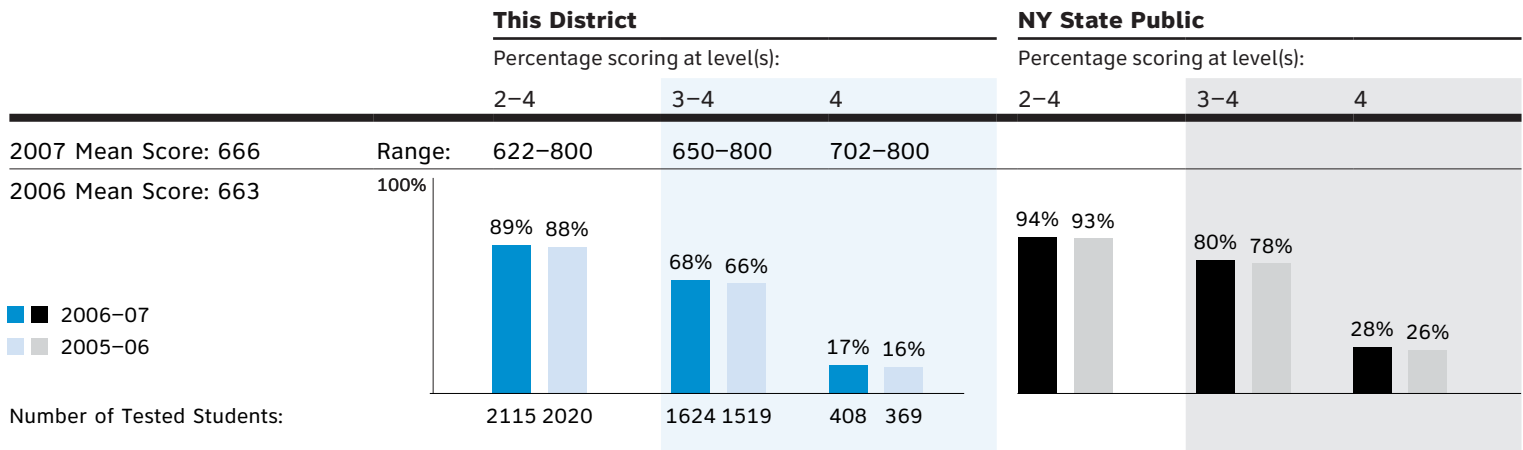
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	37	37	31	22	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	31	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>2387</b>	<b>89%</b>	<b>68%</b>	<b>17%</b>	<b>2286</b>	<b>88%</b>	<b>66%</b>	<b>16%</b>
Female	1127	91%	70%	16%	1115	90%	66%	16%
Male	1260	87%	66%	18%	1171	87%	67%	16%
American Indian or Alaska Native	15	73%	47%	27%	7	86%	71%	0%
Black or African American	680	88%	64%	13%	645	89%	63%	14%
Hispanic or Latino	1468	88%	67%	16%	1385	88%	66%	15%
Asian or Native Hawaiian/Other Pacific Islander	86	97%	94%	55%	81	91%	81%	41%
White	138	91%	82%	28%	168	90%	73%	23%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1823	95%	79%	21%	1808	96%	76%	20%
Students with Disabilities	564	67%	33%	4%	478	61%	31%	3%
English Proficient	2085	91%	72%	19%	2015	90%	70%	18%
Limited English Proficient	302	72%	43%	5%	271	77%	42%	4%
Economically Disadvantaged	2186	88%	67%	16%	1692	96%	76%	19%
Not Disadvantaged	201	97%	82%	29%	594	67%	39%	7%
Migrant								
Not Migrant	2387	89%	68%	17%	2286	88%	66%	16%

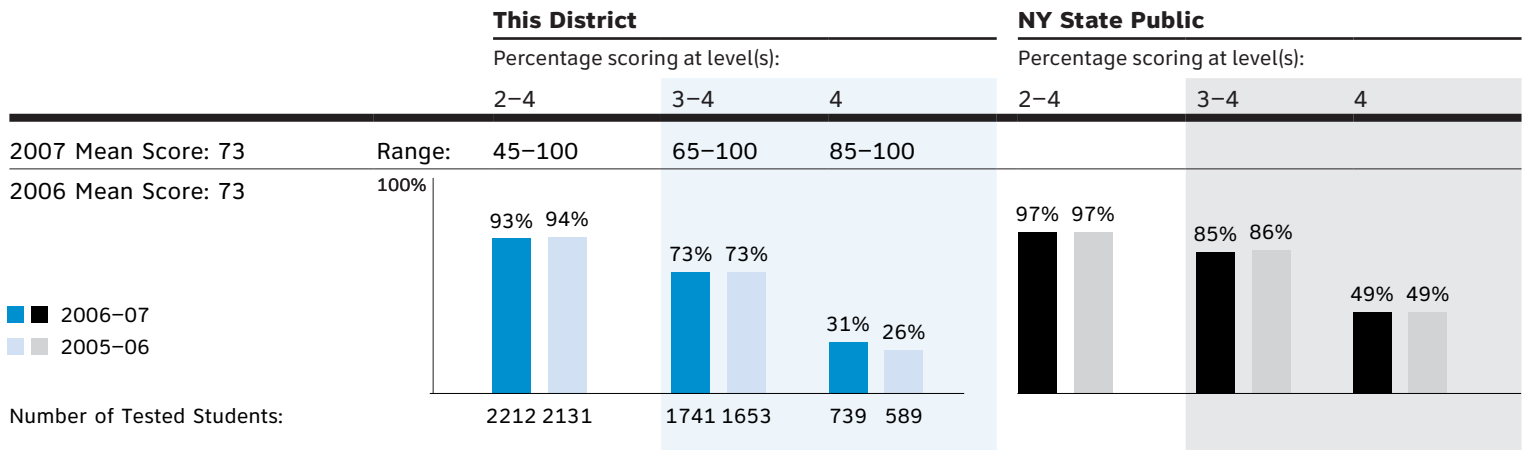
### NOTES

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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	38	38	36	30	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>2391</b>	<b>93%</b>	<b>73%</b>	<b>31%</b>	<b>2262</b>	<b>94%</b>	<b>73%</b>	<b>26%</b>
Female	1125	94%	75%	31%	1110	95%	73%	25%
Male	1266	91%	71%	31%	1152	93%	73%	27%
American Indian or Alaska Native	14	-	-	-	7	100%	86%	43%
Black or African American	677	93%	71%	24%	632	94%	72%	26%
Hispanic or Latino	1470	92%	71%	29%	1377	94%	72%	24%
Asian or Native Hawaiian/Other Pacific Islander	87	98%	92%	62%	78	96%	83%	42%
White	142	98%	89%	58%	168	97%	85%	34%
Multiracial	1	-	-	-				
Small Group Totals	15	87%	80%	40%				
General-Education Students	1823	96%	80%	37%	1790	98%	80%	31%
Students with Disabilities	568	81%	49%	12%	472	80%	45%	6%
English Proficient	2087	94%	77%	34%	1988	95%	77%	28%
Limited English Proficient	304	79%	43%	9%	274	85%	48%	9%
Economically Disadvantaged	2190	92%	72%	29%	1679	98%	80%	31%
Not Disadvantaged	201	98%	86%	49%	583	83%	52%	13%
Migrant								
Not Migrant	2391	93%	73%	31%	2262	94%	73%	26%

### 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	37	37	36	28	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: 647	608-795	650-795	711-795			
2006 Mean Score: 641						
	90%	87%		95%	94%	
	46%	43%		68%	67%	
	2%		4%	7%		12%
Number of Tested Students:	2072	2032	1047	1017	35	92

### 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>2298</b>	<b>90%</b>	<b>46%</b>	<b>2%</b>	<b>2342</b>	<b>87%</b>	<b>43%</b>	<b>4%</b>
Female	1147	93%	47%	2%	1160	89%	45%	4%
Male	1151	88%	44%	1%	1182	84%	42%	4%
American Indian or Alaska Native	4	-	-	-	13	92%	46%	8%
Black or African American	648	93%	44%	1%	646	84%	38%	2%
Hispanic or Latino	1381	88%	43%	1%	1427	87%	42%	3%
Asian or Native Hawaiian/Other Pacific Islander	99	93%	68%	5%	98	94%	68%	12%
White	165	95%	62%	6%	158	92%	62%	11%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	40%	0%				
General-Education Students	1823	95%	54%	2%	1820	94%	52%	5%
Students with Disabilities	475	70%	15%	0%	522	60%	14%	0%
English Proficient	2076	93%	49%	2%	2234	88%	45%	4%
Limited English Proficient	222	66%	12%	0%	108	54%	8%	0%
Economically Disadvantaged	2158	90%	45%	2%	1754	95%	52%	5%
Not Disadvantaged	140	93%	49%	1%	588	63%	18%	1%
Migrant								
Not Migrant	2298	90%	46%	2%	2342	87%	43%	4%

#### NOTES

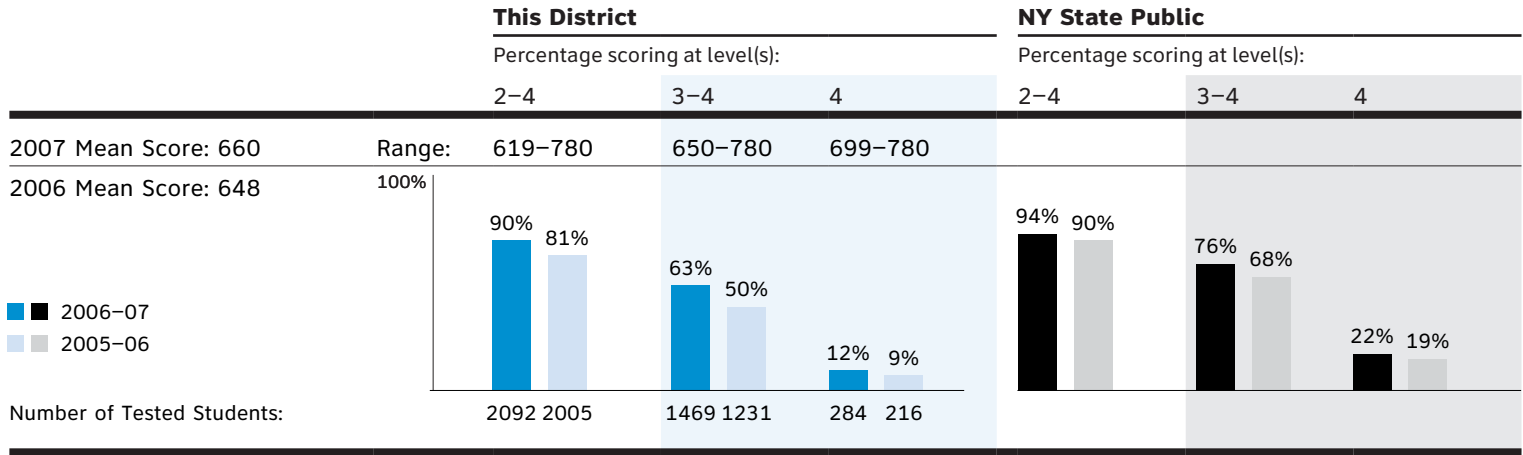
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### Other Assessments

	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	41	38	38	29	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	38	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>2328</b>	<b>90%</b>	<b>63%</b>	<b>12%</b>	<b>2485</b>	<b>81%</b>	<b>50%</b>	<b>9%</b>
Female	1164	91%	64%	12%	1221	82%	48%	8%
Male	1164	89%	63%	13%	1264	79%	51%	9%
American Indian or Alaska Native	4	-	-	-	16	100%	69%	0%
Black or African American	644	89%	59%	9%	651	80%	43%	5%
Hispanic or Latino	1411	89%	62%	11%	1550	81%	49%	8%
Asian or Native Hawaiian/Other Pacific Islander	102	96%	92%	41%	107	88%	74%	28%
White	166	92%	71%	17%	161	80%	61%	18%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	20%				
General-Education Students	1851	96%	72%	15%	1956	89%	58%	11%
Students with Disabilities	477	66%	29%	3%	529	52%	18%	1%
English Proficient	2062	92%	66%	13%	2243	83%	53%	9%
Limited English Proficient	266	76%	42%	3%	242	58%	20%	2%
Economically Disadvantaged	2190	90%	63%	12%	1886	89%	58%	11%
Not Disadvantaged	138	92%	58%	13%	599	54%	23%	2%
Migrant								
Not Migrant	2328	90%	63%	12%	2485	81%	50%	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 5 Equivalent	42	41	40	34	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 641	598-785	650-785	705-785			
2006 Mean Score: 634						
Number of Tested Students:	2147	1873	862	804	44	64

### 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>2306</b>	<b>93%</b>	<b>37%</b>	<b>2%</b>	<b>2216</b>	<b>85%</b>	<b>36%</b>	<b>3%</b>
Female	1094	96%	42%	3%	1044	89%	39%	4%
Male	1212	91%	33%	1%	1172	80%	33%	2%
American Indian or Alaska Native	11	-	-	-	9	100%	78%	33%
Black or African American	595	93%	32%	1%	686	84%	35%	3%
Hispanic or Latino	1454	92%	36%	1%	1324	83%	33%	1%
Asian or Native Hawaiian/Other Pacific Islander	107	95%	55%	7%	89	94%	63%	9%
White	136	98%	58%	6%	108	94%	60%	12%
Multiracial	3	-	-	-				
Small Group Totals	14	93%	36%	7%				
General-Education Students	1798	97%	46%	2%	1751	92%	44%	4%
Students with Disabilities	508	79%	8%	0%	465	55%	8%	0%
English Proficient	2092	95%	41%	2%	2091	86%	38%	3%
Limited English Proficient	214	71%	6%	0%	125	57%	5%	0%
Economically Disadvantaged	2143	93%	37%	2%	1684	93%	44%	3%
Not Disadvantaged	163	97%	46%	1%	532	58%	12%	2%
Migrant								
Not Migrant	2306	93%	37%	2%	2216	85%	36%	3%

#### NOTES

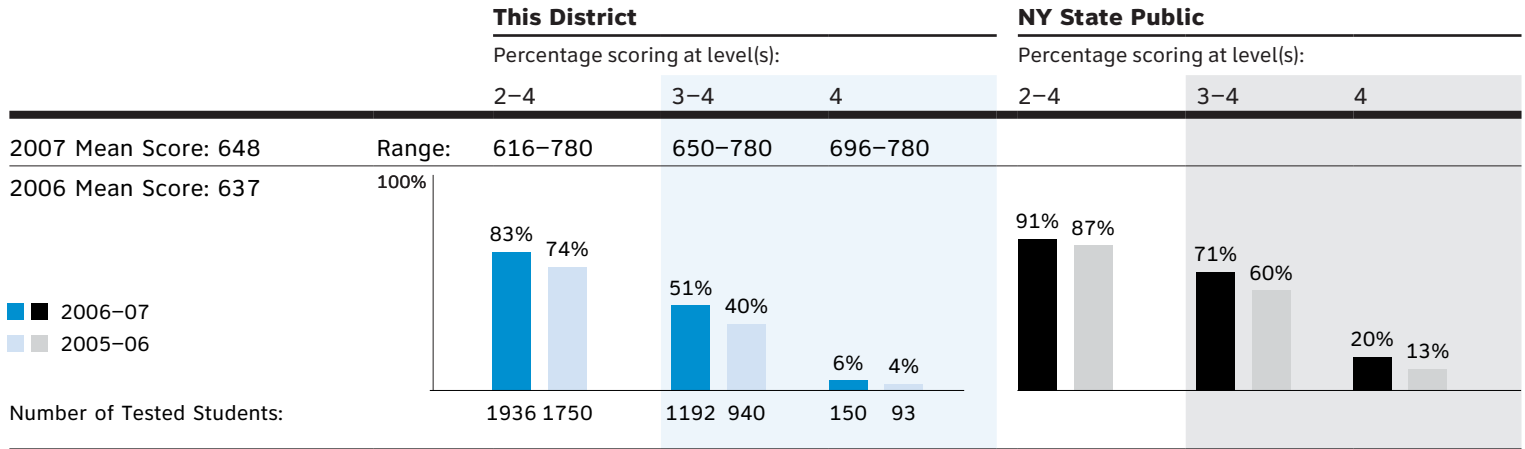
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### Other Assessments

	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	57	55	53	43	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	27	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>2324</b>	<b>83%</b>	<b>51%</b>	<b>6%</b>	<b>2351</b>	<b>74%</b>	<b>40%</b>	<b>4%</b>
Female	1111	86%	51%	7%	1109	75%	40%	4%
Male	1213	81%	51%	6%	1242	74%	40%	4%
American Indian or Alaska Native	10	-	-	-	9	78%	67%	11%
Black or African American	592	81%	46%	4%	699	74%	39%	3%
Hispanic or Latino	1470	84%	50%	6%	1440	72%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	112	92%	79%	27%	94	96%	78%	20%
White	136	84%	60%	11%	109	88%	68%	19%
Multiracial	4	-	-	-				
Small Group Totals	14	93%	71%	0%				
General-Education Students	1812	91%	60%	8%	1864	83%	48%	5%
Students with Disabilities	512	56%	19%	1%	487	40%	11%	1%
English Proficient	2072	86%	55%	7%	2113	77%	43%	4%
Limited English Proficient	252	62%	23%	0%	238	48%	13%	0%
Economically Disadvantaged	2164	83%	51%	7%	1794	84%	48%	5%
Not Disadvantaged	160	88%	58%	2%	557	44%	14%	1%
Migrant								
Not Migrant	2324	83%	51%	6%	2351	74%	40%	4%

**NOTES**  
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	57	56	54	47	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: 630						
Number of Tested Students:	2024 2058	779 790	35 48			

### 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>2302</b>	<b>88%</b>	<b>34%</b>	<b>2%</b>	<b>2450</b>	<b>84%</b>	<b>32%</b>	<b>2%</b>
Female	1128	90%	39%	2%	1248	87%	35%	3%
Male	1174	86%	28%	1%	1202	81%	29%	1%
American Indian or Alaska Native	8	-	-	-	4	-	-	-
Black or African American	720	88%	32%	1%	786	86%	31%	1%
Hispanic or Latino	1361	87%	31%	1%	1459	82%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	104	94%	61%	6%	76	-	-	-
White	108	96%	56%	9%	125	91%	54%	9%
Multiracial	1	-	-	-				
Small Group Totals	9	78%	44%	11%	80	94%	61%	13%
General-Education Students	1842	94%	41%	2%	2028	91%	38%	2%
Students with Disabilities	460	64%	5%	0%	422	49%	5%	0%
English Proficient	2098	91%	37%	2%	2294	86%	34%	2%
Limited English Proficient	204	58%	3%	0%	156	56%	4%	0%
Economically Disadvantaged	2114	87%	33%	2%	1896	92%	38%	2%
Not Disadvantaged	188	94%	42%	2%	554	58%	14%	1%
Migrant								
Not Migrant	2302	88%	34%	2%	2450	84%	32%	2%

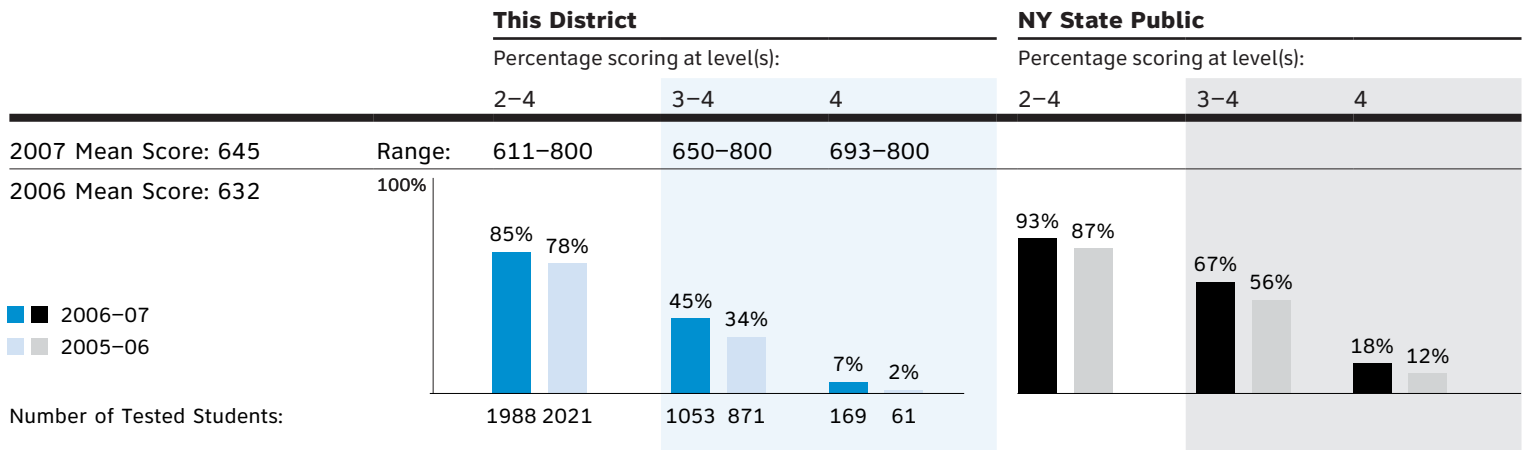
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### Other Assessments

	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	45	45	42	38	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	44	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>2330</b>	<b>85%</b>	<b>45%</b>	<b>7%</b>	<b>2594</b>	<b>78%</b>	<b>34%</b>	<b>2%</b>
Female	1141	87%	46%	7%	1320	80%	34%	3%
Male	1189	84%	45%	7%	1274	76%	33%	2%
American Indian or Alaska Native	8	-	-	-	4	-	-	-
Black or African American	718	86%	43%	5%	785	77%	31%	1%
Hispanic or Latino	1389	84%	42%	5%	1591	77%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	103	95%	80%	32%	81	-	-	-
White	110	93%	69%	27%	133	87%	51%	2%
Multiracial	2	-	-	-				
Small Group Totals	10	80%	50%	10%	85	94%	62%	24%
General-Education Students	1878	92%	52%	9%	2164	85%	39%	3%
Students with Disabilities	452	56%	15%	1%	430	43%	6%	0%
English Proficient	2078	87%	49%	8%	2308	80%	36%	3%
Limited English Proficient	252	68%	17%	2%	286	61%	14%	1%
Economically Disadvantaged	2134	85%	45%	7%	2033	85%	39%	3%
Not Disadvantaged	196	93%	51%	10%	561	52%	14%	1%
Migrant								
Not Migrant	2330	85%	45%	7%	2594	78%	34%	2%

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	45	45	44	31	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: 630	602-790	650-790	715-790			
2006 Mean Score: 628						
Number of Tested Students:	2157	1986	619	624	19	28

### 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>2494</b>	<b>86%</b>	<b>25%</b>	<b>1%</b>	<b>2439</b>	<b>81%</b>	<b>26%</b>	<b>1%</b>
Female	1269	89%	29%	1%	1209	87%	31%	1%
Male	1225	83%	20%	0%	1230	76%	21%	1%
American Indian or Alaska Native	5	-	-	-	12	50%	17%	0%
Black or African American	771	88%	24%	0%	775	79%	22%	1%
Hispanic or Latino	1500	85%	22%	1%	1460	82%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	85	96%	52%	0%	61	84%	41%	7%
White	131	93%	43%	3%	131	89%	47%	3%
Multiracial	2	-	-	-				
Small Group Totals	7	100%	29%	0%				
General-Education Students	2057	92%	29%	1%	1995	90%	31%	1%
Students with Disabilities	437	60%	5%	0%	444	44%	3%	0%
English Proficient	2231	90%	27%	1%	2285	83%	27%	1%
Limited English Proficient	263	61%	4%	0%	154	51%	0%	0%
Economically Disadvantaged	2199	86%	24%	1%	1852	90%	31%	1%
Not Disadvantaged	295	88%	33%	1%	587	53%	9%	0%
Migrant								
Not Migrant	2494	86%	25%	1%	2439	81%	26%	1%

#### NOTES

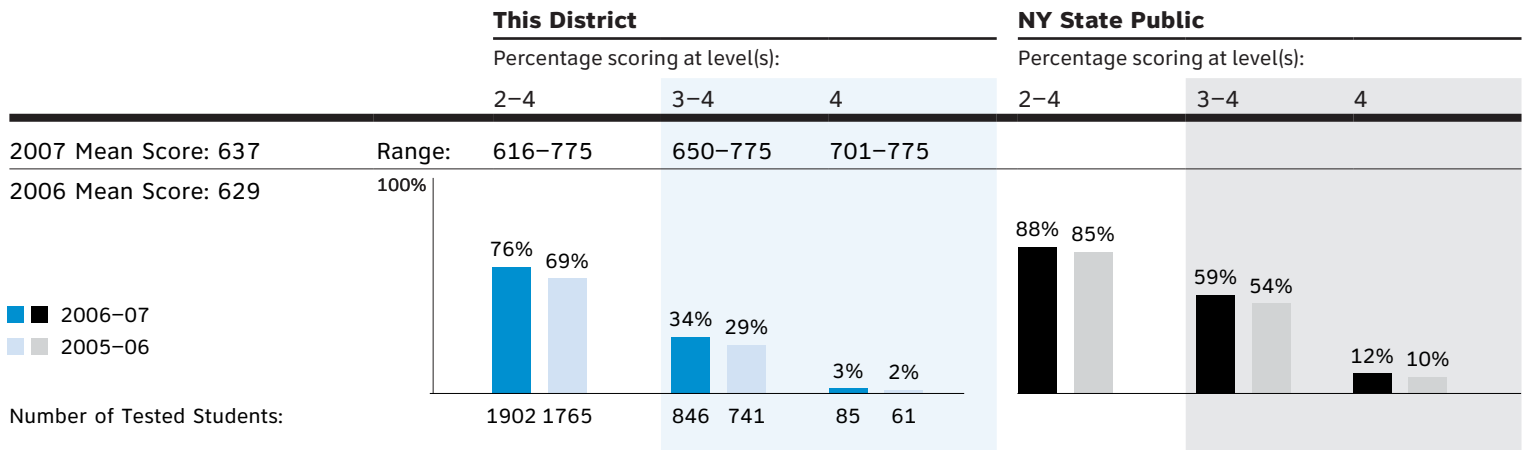
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	33	33	33	25	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	27	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>2503</b>	<b>76%</b>	<b>34%</b>	<b>3%</b>	<b>2563</b>	<b>69%</b>	<b>29%</b>	<b>2%</b>
Female	1270	78%	35%	3%	1261	72%	32%	3%
Male	1233	74%	32%	4%	1302	66%	26%	2%
American Indian or Alaska Native	4	-	-	-	12	50%	17%	0%
Black or African American	767	74%	29%	2%	795	64%	25%	2%
Hispanic or Latino	1512	76%	33%	3%	1558	70%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	85	93%	67%	26%	68	84%	57%	12%
White	133	79%	44%	5%	130	74%	42%	5%
Multiracial	2	-	-	-				
Small Group Totals	6	83%	33%	0%				
General-Education Students	2062	83%	39%	4%	2113	77%	34%	3%
Students with Disabilities	441	43%	11%	0%	450	32%	4%	0%
English Proficient	2209	77%	35%	4%	2305	70%	30%	3%
Limited English Proficient	294	70%	24%	1%	258	55%	19%	0%
Economically Disadvantaged	2210	76%	34%	3%	1973	78%	35%	3%
Not Disadvantaged	293	80%	35%	3%	590	39%	8%	0%
Migrant								
Not Migrant	2503	76%	34%	3%	2563	69%	29%	2%

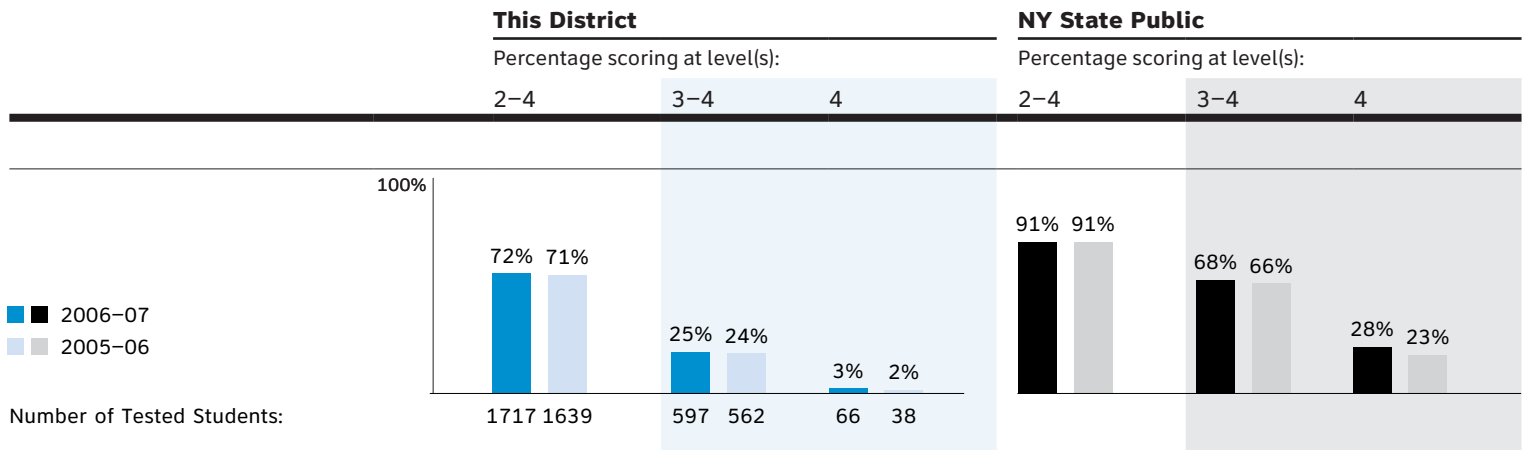
#### NOTES

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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 8 Equivalent	33	33	30	19	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>2277</b>	<b>71%</b>	<b>22%</b>	<b>2%</b>	<b>2211</b>	<b>70%</b>	<b>21%</b>	<b>1%</b>
Female	1161	73%	21%	2%	1057	73%	21%	1%
Male	1116	69%	23%	3%	1154	67%	21%	1%
American Indian or Alaska Native	4	-	-	-	9	44%	44%	0%
Black or African American	701	72%	22%	2%	673	69%	19%	1%
Hispanic or Latino	1388	69%	19%	2%	1386	70%	21%	1%
Asian or Native Hawaiian/Other Pacific Islander	75	-	-	-	55	71%	40%	4%
White	109	82%	39%	4%	88	75%	35%	2%
Multiracial								
Small Group Totals	79	85%	41%	9%				
General-Education Students	1845	78%	26%	3%	1812	77%	25%	1%
Students with Disabilities	432	43%	6%	0%	399	38%	6%	0%
English Proficient	1999	74%	24%	3%	1974	73%	23%	1%
Limited English Proficient	278	49%	10%	0%	237	46%	5%	0%
Economically Disadvantaged	2004	70%	20%	2%	1695	77%	25%	1%
Not Disadvantaged	273	82%	33%	5%	516	46%	9%	1%
Migrant								
Not Migrant	2277	71%	22%	2%	2211	70%	21%	1%

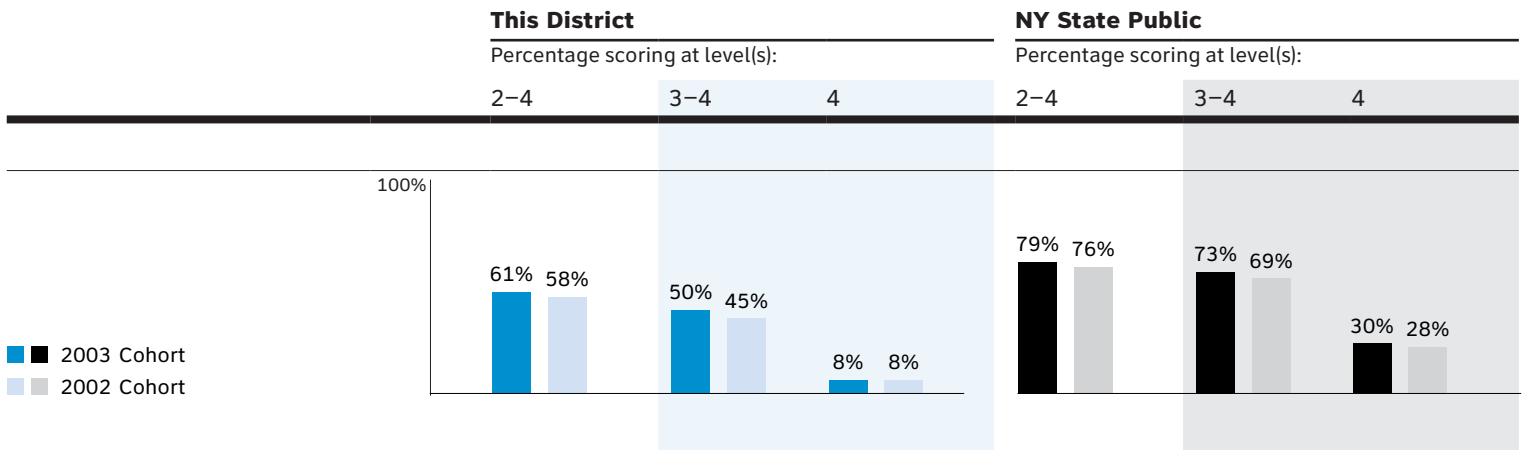
#### NOTES

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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 8 Equivalent	33	33	33	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	118	101	99	13	93	93	93	14

## 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>2484</b>	<b>61%</b>	<b>50%</b>	<b>8%</b>	<b>2257</b>	<b>58%</b>	<b>45%</b>	<b>8%</b>
Female	1232	67%	56%	10%	1174	62%	48%	10%
Male	1252	54%	44%	6%	1083	53%	41%	6%
American Indian or Alaska Native	9	89%	67%	22%	26	77%	69%	15%
Black or African American	777	62%	49%	7%	717	58%	43%	7%
Hispanic or Latino	1412	58%	47%	7%	1256	55%	42%	7%
Asian or Native Hawaiian/Other Pacific Islander	93	86%	73%	23%	93	82%	68%	23%
White	174	64%	60%	18%	165	64%	56%	15%
Multiracial	19	84%	68%	5%				
<b>Small Group Totals</b>								
General-Education Students	2113	68%	56%	10%	1952	65%	51%	10%
Students with Disabilities	371	22%	15%	1%	305	13%	8%	0%
English Proficient	2355	61%	51%	9%	2015	62%	49%	9%
Limited English Proficient	129	48%	27%	0%	242	24%	14%	0%
Economically Disadvantaged	1823	62%	51%	8%	1786	59%	45%	8%
Not Disadvantaged	661	57%	47%	10%	471	52%	44%	8%
Migrant								
Not Migrant					2257	58%	45%	8%

#### 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				22	22	22	18

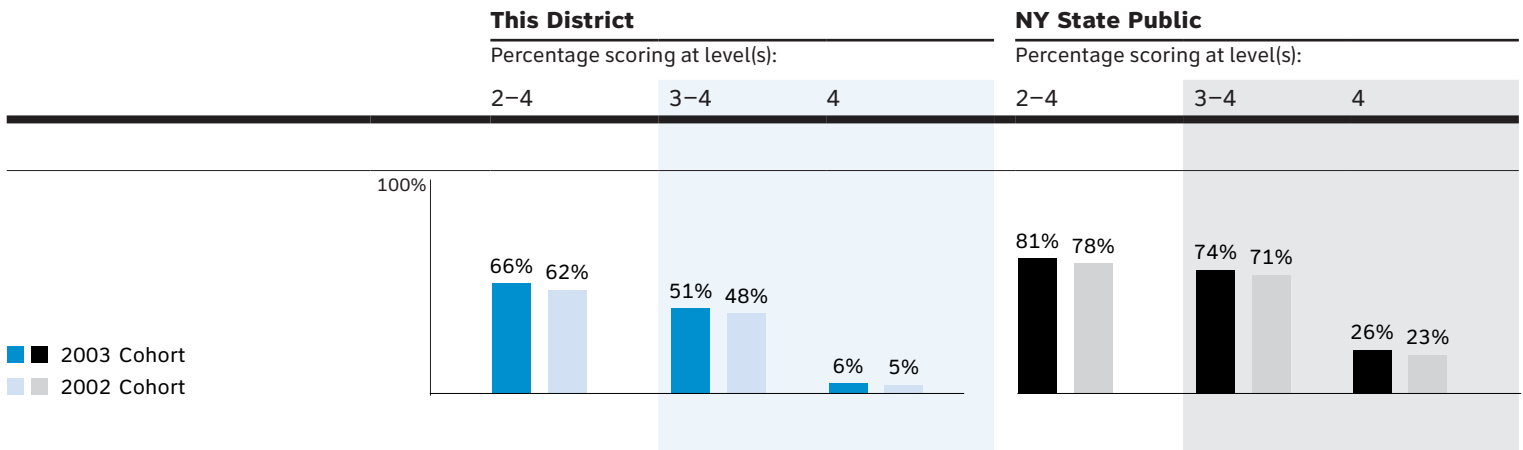
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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>2484</b>	<b>66%</b>	<b>51%</b>	<b>6%</b>	<b>2257</b>	<b>62%</b>	<b>48%</b>	<b>5%</b>
Female	1232	71%	55%	7%	1174	67%	51%	5%
Male	1252	60%	46%	6%	1083	55%	46%	6%
American Indian or Alaska Native	9	89%	78%	22%	26	73%	58%	8%
Black or African American	777	67%	49%	4%	717	61%	46%	4%
Hispanic or Latino	1412	63%	48%	6%	1256	60%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	93	85%	77%	18%	93	82%	76%	17%
White	174	66%	58%	10%	165	65%	56%	11%
Multiracial	19	89%	79%	5%				
<b>Small Group Totals</b>								
General-Education Students	2113	73%	58%	7%	1952	69%	54%	6%
Students with Disabilities	371	24%	12%	1%	305	15%	9%	0%
English Proficient	2355	66%	51%	6%	2015	64%	50%	6%
Limited English Proficient	129	66%	43%	6%	242	43%	30%	4%
Economically Disadvantaged	1823	67%	52%	7%	1786	64%	50%	6%
Not Disadvantaged	661	61%	47%	5%	471	51%	39%	3%
Migrant								
Not Migrant					2257	62%	48%	5%

#### 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				20	20	19	15

\* 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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