



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #10**

District ID **32-10-00-01-0000**

Superintendent **JOEL DIBARTOLOMEO**

Telephone **(718) 741-7092**

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	294	309	445
Kindergarten	3880	3830	3873
Grade 1	4379	4231	4161
Grade 2	4141	4001	3946
Grade 3	4093	3878	3775
Grade 4	4018	3720	3603
Grade 5	4052	4018	3676
Grade 6	4146	3850	3862
Ungraded Elementary	2295	2435	2589
Grade 7	4123	4074	3779
Grade 8	4194	4083	3973
Grade 9	7902	7042	6216
Grade 10	5507	5501	5594
Grade 11	3103	3322	3435
Grade 12	2998	3019	3300
Ungraded Secondary	2535	2458	2365
<b>Total K-12</b>	<b>61366</b>	<b>59462</b>	<b>58147</b>

### Average Class Size

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

### 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 #10

District ID 32-10-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	34809	57%	45429	76%	43833	75%
Reduced-Price Lunch	3354	5%	3739	6%	4329	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	12887	21%	12786	22%	12348	21%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	291	0%	275	0%	248	0%
Black or African American	13615	22%	12920	22%	12627	22%
Hispanic or Latino	40305	66%	39225	66%	38243	66%
Asian or Native Hawaiian/Other Pacific Islander	3798	6%	3841	6%	3953	7%
White	3357	5%	3201	5%	3076	5%
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	1817	3%	1578	3%	2348	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #10

District ID 32-10-00-01-0000

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	4047	4191	4302
Percent with No Valid Teaching Certificate	7%	6%	7%
Percent Teaching Out of Certification	22%	18%	13%
Percent with Fewer Than Three Years of Experience	22%	22%	23%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	32%	32%
<b>Total Number of Core Classes*</b>	N/A	13696	8475
Percent Not Taught by Highly Qualified Teachers	N/A	16%	14%
<b>Total Number of Classes</b>	9896	11050	10564
Percent Taught by Teachers Without Appropriate Certification	24%	19%	16%

\* 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	27%	29%	26%
Turnover Rate of All Teachers	23%	23%	21%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff			0
Total Paraprofessionals*			0
Assistant Principals			0
Principals			0

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

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

### Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

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

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2007-08)

#### Improvement (Year 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

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

2005-06	2006-07	2007-08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✓	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	—	—		—	—	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✓ <sup>SH</sup>	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✓	
<b>Student groups making AYP in each subject</b>	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 3 of 8	✗ 6 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 for This Subject (2007–08)**  Improvement (Year 3)

**Accountability Measures** 9 of 9  Student groups making AYP in English Language Arts  
 Made AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]

### 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> (25488:23821)			98%		134	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (122:113)			98%		141	112	
Black or African American (5318:4995)			98%		135	120	
Hispanic or Latino (17764:16582)			98%		131	121	
Asian or Native Hawaiian/Other Pacific Islander (1168:1078)			98%		157	119	
White (1094:1034)			99%		166	119	
Multiracial (22:19)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (5200:4795)	 SH		95%	 SH	91	120	88    102
Limited English Proficient <sup>5</sup> (5709:6082)	 SH		99%	 SH	103	121	97    113
Economically Disadvantaged (22804:21356)			99%		131	121	
<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 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> (25561:23900)			98%		145	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (122:114)			98%		141	76	
Black or African American (5331:4941)			98%		139	84	
Hispanic or Latino (17807:16682)			98%		143	85	
Asian or Native Hawaiian/Other Pacific Islander (1185:1101)			98%		171	83	
White (1093:1041)			99%		170	83	
Multiracial (23:21)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (5205:4787)			96%		101	84	
Limited English Proficient <sup>5</sup> (5781:6403)			99%		129	85	
Economically Disadvantaged (22849:21440)			99%		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> (8553:7705)		Qualified		95%		132	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (25:22)	—	—	—	—	—	—	—	—
Black or African American (1833:1628)		Qualified		95%		127	100	
Hispanic or Latino (5939:5362)		Qualified		95%		129	100	
Asian or Native Hawaiian/Other Pacific Islander (376:345)		Qualified		97%		159	100	
White (374:342)		Qualified		95%		164	100	
Multiracial (6:6)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (1659:1466)		Qualified		91%		104	100	
Limited English Proficient <sup>4</sup> (1945:2047)		Qualified		96%		111	100	
Economically Disadvantaged (7598:6898)		Qualified		96%		129	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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


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

#### AYP Status

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

## Secondary-Level English Language Arts


























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

**Accountability Measures** 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 4) 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. [218]

### 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> (4133:4108)			99%		151	157	147‡	156
<b>Ethnicity</b>								
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—	—
Black or African American (1031:1046)			99%		156	156		
Hispanic or Latino (2297:2290)			98%		136	157	129‡	142
Asian or Native Hawaiian/Other Pacific Islander (460:432)			100%		193	154		
White (303:299)			100%		187	153		
Multiracial (27:26)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (350:256)			96%		102	152	96‡	112
Limited English Proficient <sup>4</sup> (428:812)			97%		108	155	70‡	117
Economically Disadvantaged (3068:3153)			99%		146	157	141‡	151
<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** 6 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	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> (4133:4108)			99%		161	150		
<b>Ethnicity</b>								
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—	
Black or African American (1031:1046)			99%		158	149		
Hispanic or Latino (2297:2290)			99%		151	150		
Asian or Native Hawaiian/Other Pacific Islander (460:432)			100%		196	147		
White (303:299)			100%		191	146		
Multiracial (27:26)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities (186:256)			96%		112	145	115 <sup>‡</sup> 121	
Limited English Proficient <sup>4</sup> (428:812)			98%		141	148	115 <sup>‡</sup> 147	
Economically Disadvantaged (3068:3153)			99%		158	150		
<b>Final AYP Determination</b>		6 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.


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

#### AYP Status

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











## Graduation Rate

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

**Accountability Measures** 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> (4515)			51%	55%	55%	52%
<b>Ethnicity</b>						
American Indian or Alaska Native (10)		–	–	–		
Black or African American (1191)			47%	55%	55%	48%
Hispanic or Latino (2502)			42%	55%	49%	43%
Asian or Native Hawaiian/Other Pacific Islander (445)			87%	55%		
White (367)			86%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (383)			19%	55%	25%	20%
Limited English Proficient <sup>3</sup> (52)			6%	55%	31%	7%
Economically Disadvantaged (3424)			50%	55%	55%	51%
<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 #10**

District ID **32-10-00-01-0000**

## 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

40 schools identified 51% of total

BELMONT PREP HIGH SCHOOL  
BRONX DANCE ACADEMY SCHOOL  
BRONX EARLY COLLEGE ACADEMY FOR TEACHING AND LEARNING  
BRONX ENGINEERING AND TECHNOLOGY ACADEMY  
BRONX HIGH SCHOOL-LAW AND COMMUNITY SERVICES  
BRONX SCHOOL OF LAW AND FINANCE  
BRONX THEATRE HIGH SCHOOL  
CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC SCHOOL  
DISCOVERY HIGH SCHOOL  
FORDHAM HIGH SCHOOL FOR THE ARTS  
FORDHAM LEADERSHIP ACADEMY  
HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS SCHOOL  
INTERNATIONAL SCHOOL FOR LIBERAL ARTS  
JONAS BRONCK ACADEMY  
KINGSBRIDGE INTERNATIONAL HIGH SCHOOL  
MARBLE HILL HIGH SCHOOL OF INTERNATIONAL STUDIES  
MARIE CURIE HIGH SCH-NURSING, MEDICINE & APPLIED HLTH PROF  
MS/HS 368 IN-TECH ACADEMY  
NEW SCHOOL FOR LEADERSHIP AND JOURNALISM  
PS 15-INST FOR ENVIRON LRNG SCHOOL  
PS 159-LUIS MUMMOZ MARIN BILING SCHOOL  
PS 20-GEORGE J WERDAN III SCHOOL  
PS 207  
PS 209  
PS 280-MOSHOLU PARKWAY  
PS 3-RAUL JULIA MICRO SOCIETY SCHOOL  
PS 307-EAMES PLACE  
PS 315 LAB SCHOOL  
PS 32 BELMONT SCHOOL  
PS 340  
PS 360  
PS 396  
PS 56 NORWOOD HEIGHTS SCHOOL  
PS 59-THE COMMUNITY SCHOOL OF TECHNOLOGY  
PS 79-CRESTON SCHOOL  
PS 86-KINGSBRIDGE HEIGHTS SCHOOL  
PS 91-BRONX SCHOOL  
THE BRONX SCHOOL OF SCIENCE INQUIRY & INVESTIGATION  
THEATRE ARTS PRODUCTION COMPANY SCHOOL  
URBAN ASSEMBLY FOR APPLIED MATH AND SCIENCE

#### Improvement (Year 1)

7 schools identified 9% of total

### New York State Status

#### Good Standing

7 schools identified 9% of total

BRONX HIGH SCHOOL OF SCIENCE  
HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE  
LEADERSHIP INSTITUTE  
MS/HS 141-DA STEIN RIV/KINGS SCHOOL  
PS 24 SPUYTEN DUYVIL SCHOOL  
PS 51-BRONX NEW SCHOOL  
PS 81-ROBERT J CHRISTEN SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

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

### Federal Title I Status

### New York State Status

#### Improvement (Year 1) (continued)

IS 206-ANN MERSEREAU  
PS 205-FIORELLO LAQUARDI  
PS 226  
PS 291  
PS 33 TIMOTHY DWIGHT SCHOOL  
PS 37-MULTIPLE INTELLIGENCE SCHOOL  
WEST BRONX ACADEMY FOR THE FUTURE

#### Improvement (Year 2)

6 schools identified 8% of total  
  
IS 254  
PS 23-THE NEW CHILDREN'S SCHOOL  
PS 8-ISSAC VARIAN  
PS 85-GREAT EXPECTATIONS SCHOOL  
PS 94-KINGS COLLEGE SCHOOL  
PS 95-SHEILA MENCHER

#### Corrective Action

5 schools identified 6% of total  
  
JHS 45 THOMAS C GIORDANO SCHOOL  
PS 310-MARBLE HILL SCHOOL  
PS 7 KINGSBRIDGE SCHOOL  
PS/IS 54  
UNIVERSITY HEIGHTS SECONDARY SCHOOL

#### Planning for Restructuring

3 schools identified 4% of total  
  
DE WITT CLINTON HIGH SCHOOL  
GRACE H DODGE CAREER AND TECHNICAL HIGH SCHOOL  
PS 46 EDGAR ALLEN POE SCHOOL

#### Restructuring (Year 1)

3 schools identified 4% of total  
  
MS 390  
MS 391  
MS 399

#### Restructuring (Year 2)

3 schools identified 4% of total  
  
JOHN F KENNEDY HIGH SCHOOL  
PS 279-CAPT MANUEL RIVERA JR SCHOOL  
RYER AVENUE ELEMENTARY SCHOOL

#### Restructuring (Year 3)

2 schools identified 3% of total  
  
JHS 80 MOSHOLU PARKWAY  
PS 246-POE CENTER

#### Restructuring (Year 4)

3 schools identified 4% of total

(continued)



# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

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

### Federal Title I Status

### New York State Status

#### Restructuring (Year 4) (continued)

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JHS 118-WILLIAM W NILES SCHOOL

PS 306

WALTON HIGH SCHOOL















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District NEW YORK CITY GEOGRAPHIC DISTRICT #10

District ID 32-10-00-01-0000

## 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	47%			3970
Grade 4	48%			3879
Grade 5	45%			3986
Grade 6	45%			4127
Grade 7	41%			4009
Grade 8	41%			4210
<b>Mathematics</b>				
Grade 3	77%			4099
Grade 4	66%			3992
Grade 5	62%			4088
Grade 6	51%			4215
Grade 7	47%			4112
Grade 8	35%			4313
<b>Science</b>				
Grade 4	62%			3883
Grade 8	28%			4102

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	59%			5174
Mathematics	60%			5174

### 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).

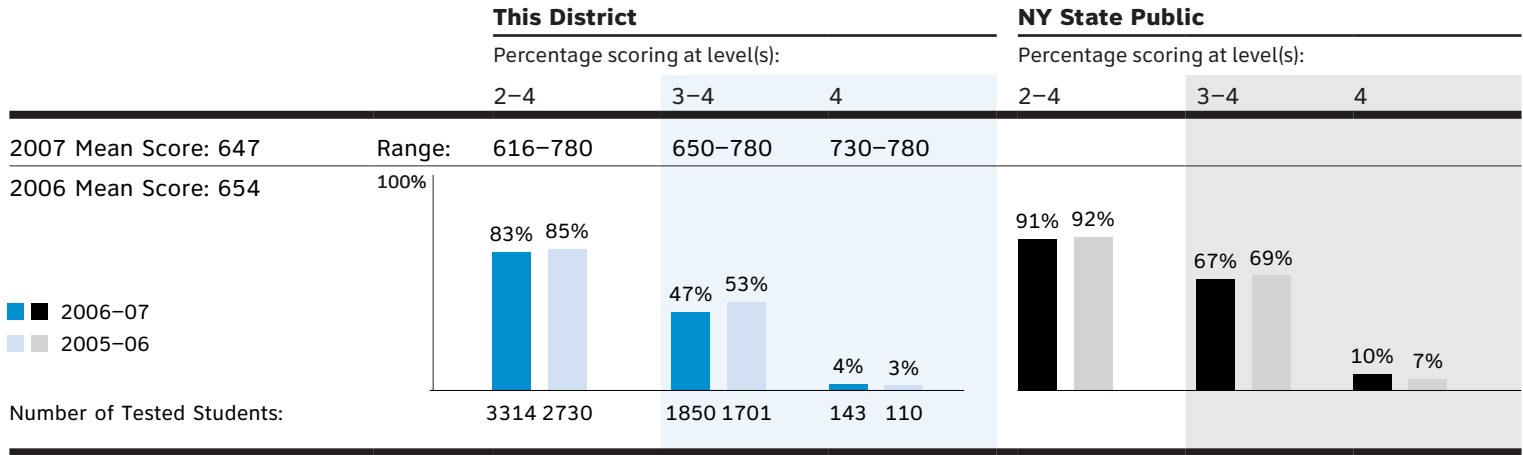
In this section, this district's performance is compared with that of public schools statewide.

### 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>3970</b>	<b>83%</b>	<b>47%</b>	<b>4%</b>	<b>3228</b>	<b>85%</b>	<b>53%</b>	<b>3%</b>
Female	1877	87%	51%	4%	1563	89%	58%	4%
Male	2093	80%	42%	3%	1665	80%	47%	3%
American Indian or Alaska Native	23	83%	65%	4%	8	75%	25%	0%
Black or African American	817	85%	46%	3%	880	80%	44%	2%
Hispanic or Latino	2785	82%	44%	3%	2011	85%	53%	3%
Asian or Native Hawaiian/Other Pacific Islander	155	94%	68%	6%	151	91%	66%	6%
White	183	95%	73%	14%	178	97%	79%	14%
Multiracial	7	100%	57%	14%				
<b>Small Group Totals</b>								
General-Education Students	3149	90%	53%	4%	2602	92%	61%	4%
Students with Disabilities	821	57%	21%	1%	626	52%	20%	0%
English Proficient	2858	89%	56%	5%	3050	85%	54%	4%
Limited English Proficient	1112	70%	23%	0%	178	69%	25%	0%
Economically Disadvantaged	3599	82%	44%	3%	2514	93%	61%	4%
Not Disadvantaged	371	93%	70%	14%	714	56%	24%	1%
Migrant								
Not Migrant	3970	83%	47%	4%	3228	85%	53%	3%

#### NOTES

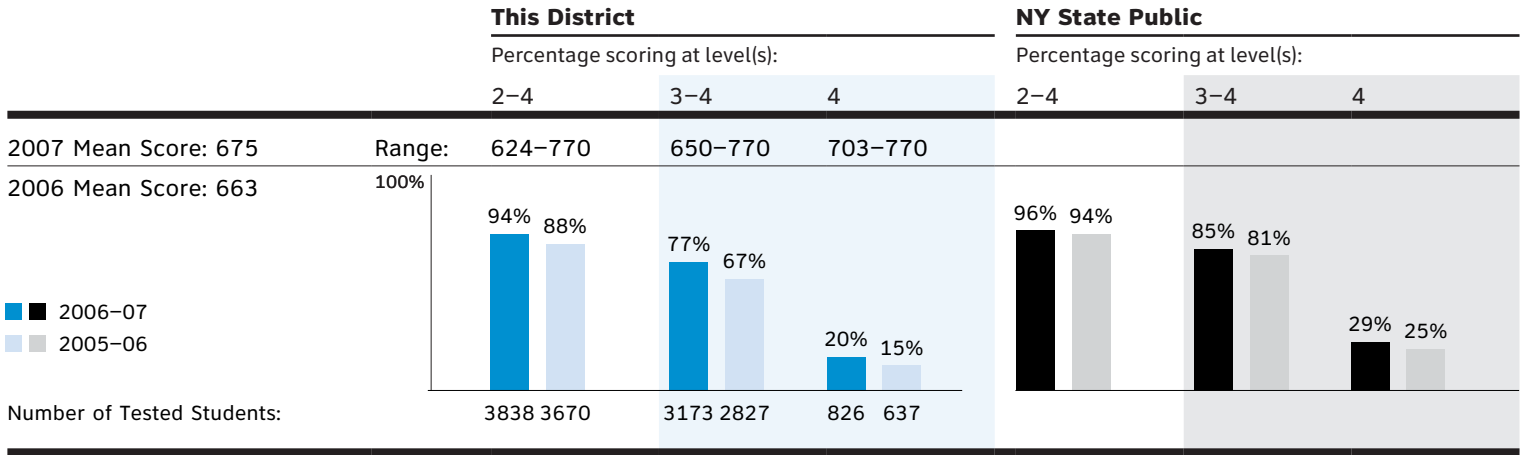
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	44	44	36	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	101	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

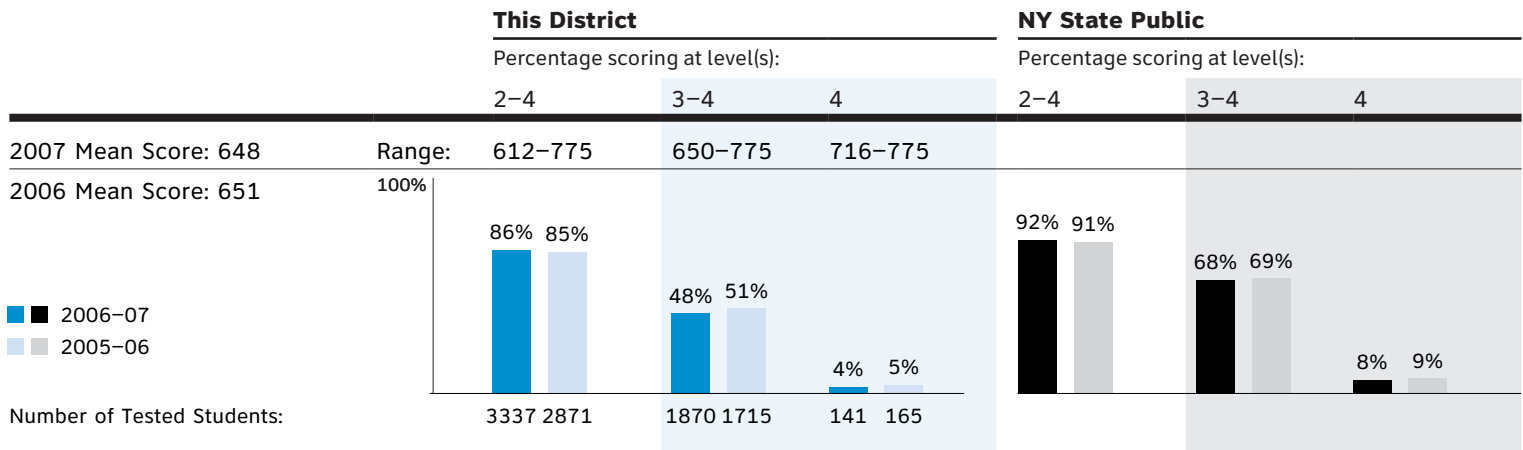
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>4099</b>	<b>94%</b>	<b>77%</b>	<b>20%</b>	<b>4192</b>	<b>88%</b>	<b>67%</b>	<b>15%</b>
Female	1922	95%	79%	21%	2024	88%	67%	14%
Male	2177	93%	76%	19%	2168	88%	68%	16%
American Indian or Alaska Native	24	92%	88%	25%	9	89%	67%	11%
Black or African American	843	91%	73%	17%	907	85%	63%	11%
Hispanic or Latino	2873	94%	77%	19%	2879	87%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	165	97%	89%	35%	189	96%	82%	35%
White	187	98%	93%	42%	208	96%	89%	37%
Multiracial	7	100%	100%	29%				
<b>Small Group Totals</b>								
General-Education Students	3278	97%	84%	23%	3412	92%	73%	17%
Students with Disabilities	821	82%	53%	9%	780	69%	42%	5%
English Proficient	2873	95%	82%	25%	3074	90%	73%	19%
Limited English Proficient	1226	90%	66%	10%	1118	80%	52%	5%
Economically Disadvantaged	3719	93%	76%	18%	3298	92%	73%	18%
Not Disadvantaged	380	97%	88%	38%	894	72%	46%	6%
Migrant								
Not Migrant	4099	94%	77%	20%	4192	88%	67%	15%

**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	45	45	45	33	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>3879</b>	<b>86%</b>	<b>48%</b>	<b>4%</b>	<b>3365</b>	<b>85%</b>	<b>51%</b>	<b>5%</b>
Female	1872	89%	53%	5%	1618	90%	55%	7%
Male	2007	84%	44%	3%	1747	81%	47%	3%
American Indian or Alaska Native	8	-	-	-	14	93%	57%	0%
Black or African American	825	86%	45%	3%	808	85%	47%	4%
Hispanic or Latino	2684	85%	46%	2%	2181	84%	49%	4%
Asian or Native Hawaiian/Other Pacific Islander	176	93%	64%	11%	174	89%	63%	9%
White	182	97%	79%	20%	188	93%	74%	19%
Multiracial	4	-	-	-				
Small Group Totals	12	75%	42%	8%				
General-Education Students	3053	93%	55%	4%	2718	93%	59%	6%
Students with Disabilities	826	60%	21%	0%	647	52%	18%	0%
English Proficient	2979	90%	56%	5%	3149	87%	53%	5%
Limited English Proficient	900	72%	23%	0%	216	56%	18%	0%
Economically Disadvantaged	3530	85%	46%	2%	2629	93%	59%	6%
Not Disadvantaged	349	95%	75%	17%	736	57%	21%	1%
Migrant								
Not Migrant	3879	86%	48%	4%	3365	85%	51%	5%

#### NOTES

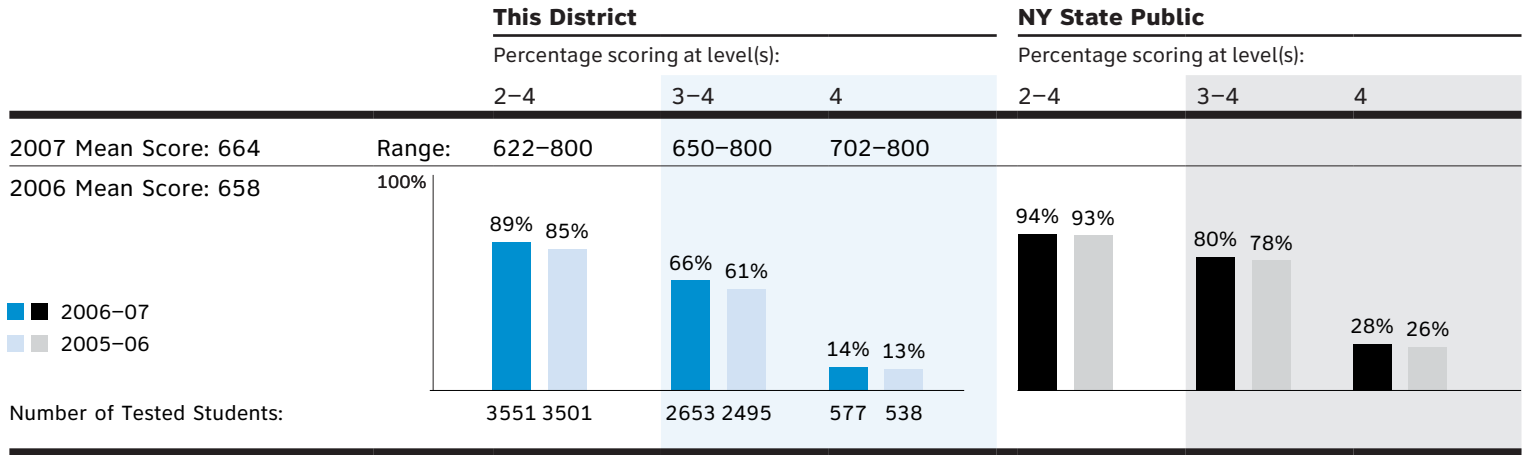
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	45	39	26	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	95	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>3992</b>	<b>89%</b>	<b>66%</b>	<b>14%</b>	<b>4100</b>	<b>85%</b>	<b>61%</b>	<b>13%</b>
Female	1920	88%	66%	13%	1935	87%	61%	13%
Male	2072	89%	67%	16%	2165	84%	61%	13%
American Indian or Alaska Native	9	-	-	-	15	80%	60%	7%
Black or African American	828	87%	62%	9%	821	87%	60%	10%
Hispanic or Latino	2781	88%	65%	13%	2836	84%	59%	11%
Asian or Native Hawaiian/Other Pacific Islander	184	97%	82%	36%	219	92%	77%	33%
White	186	98%	90%	38%	209	91%	77%	33%
Multiracial	4	-	-	-				
Small Group Totals	13	92%	62%	15%				
General-Education Students	3157	94%	73%	17%	3298	90%	68%	16%
Students with Disabilities	835	70%	40%	4%	802	66%	33%	3%
English Proficient	2980	91%	72%	18%	3191	90%	68%	16%
Limited English Proficient	1012	82%	49%	5%	909	70%	36%	3%
Economically Disadvantaged	3626	89%	65%	13%	3178	91%	68%	16%
Not Disadvantaged	366	93%	80%	30%	922	67%	37%	4%
Migrant								
Not Migrant	3992	89%	66%	14%	4100	85%	61%	13%

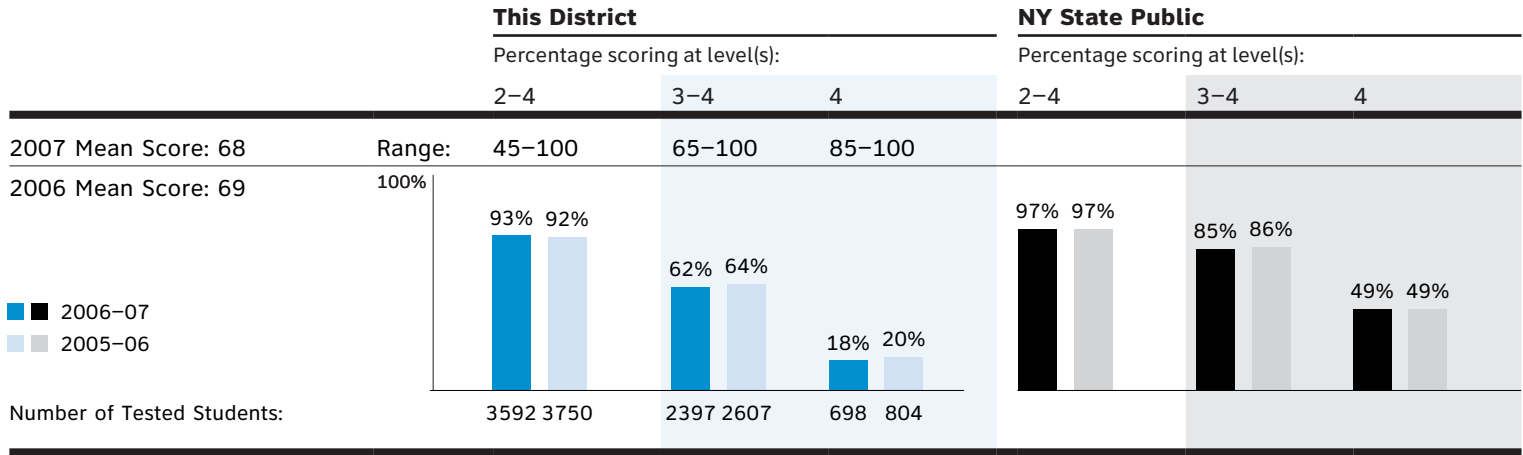
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
2-4		3-4	4	2-4		3-4	4	
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	46	46	41	36	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>3883</b>	<b>93%</b>	<b>62%</b>	<b>18%</b>	<b>4060</b>	<b>92%</b>	<b>64%</b>	<b>20%</b>
Female	1867	93%	61%	18%	1910	94%	66%	20%
Male	2016	92%	62%	18%	2150	91%	63%	19%
American Indian or Alaska Native	9	-	-	-	15	100%	87%	33%
Black or African American	802	91%	58%	13%	815	93%	63%	18%
Hispanic or Latino	2705	92%	61%	16%	2803	92%	62%	17%
Asian or Native Hawaiian/Other Pacific Islander	179	96%	72%	38%	218	93%	72%	33%
White	184	98%	83%	46%	209	96%	83%	48%
Multiracial	4	-	-	-				
Small Group Totals	13	100%	69%	23%				
General-Education Students	3073	95%	67%	21%	3276	95%	69%	23%
Students with Disabilities	810	83%	43%	7%	784	83%	43%	7%
English Proficient	2900	95%	69%	23%	3164	95%	72%	24%
Limited English Proficient	983	85%	40%	4%	896	82%	38%	5%
Economically Disadvantaged	3520	92%	60%	16%	3158	95%	70%	23%
Not Disadvantaged	363	95%	80%	40%	902	83%	45%	8%
Migrant								
Not Migrant	3883	93%	62%	18%	4060	92%	64%	20%

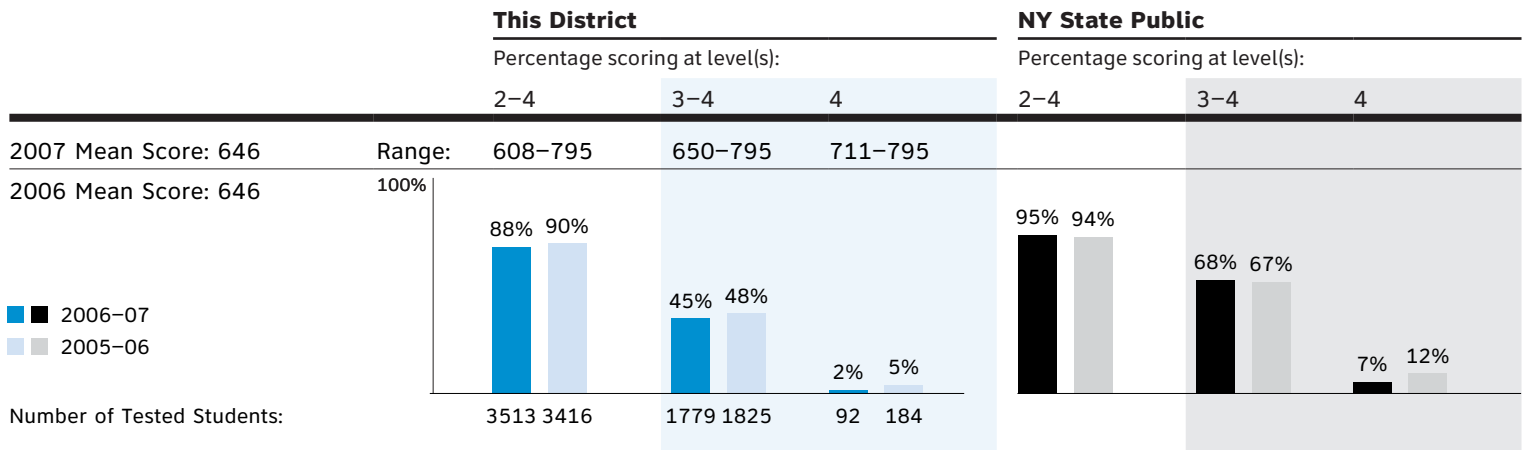
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	45	45	39	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>3986</b>	<b>88%</b>	<b>45%</b>	<b>2%</b>	<b>3815</b>	<b>90%</b>	<b>48%</b>	<b>5%</b>
Female	1879	90%	46%	3%	1867	92%	52%	6%
Male	2107	86%	43%	2%	1948	87%	44%	4%
American Indian or Alaska Native	15	-	-	-	28	93%	46%	11%
Black or African American	803	92%	45%	2%	867	88%	44%	3%
Hispanic or Latino	2775	87%	41%	2%	2557	90%	46%	4%
Asian or Native Hawaiian/Other Pacific Islander	205	88%	61%	3%	198	89%	54%	9%
White	185	94%	75%	13%	165	99%	81%	20%
Multiracial	3	-	-	-				
Small Group Totals	18	83%	44%	0%				
General-Education Students	3130	93%	52%	3%	3070	95%	55%	6%
Students with Disabilities	856	69%	16%	0%	745	68%	17%	1%
English Proficient	3211	93%	52%	3%	3488	92%	51%	5%
Limited English Proficient	775	66%	14%	0%	327	67%	17%	0%
Economically Disadvantaged	3578	87%	42%	2%	2971	95%	56%	6%
Not Disadvantaged	408	94%	66%	7%	844	70%	20%	1%
Migrant								
Not Migrant	3986	88%	45%	2%	3815	90%	48%	5%

#### NOTES

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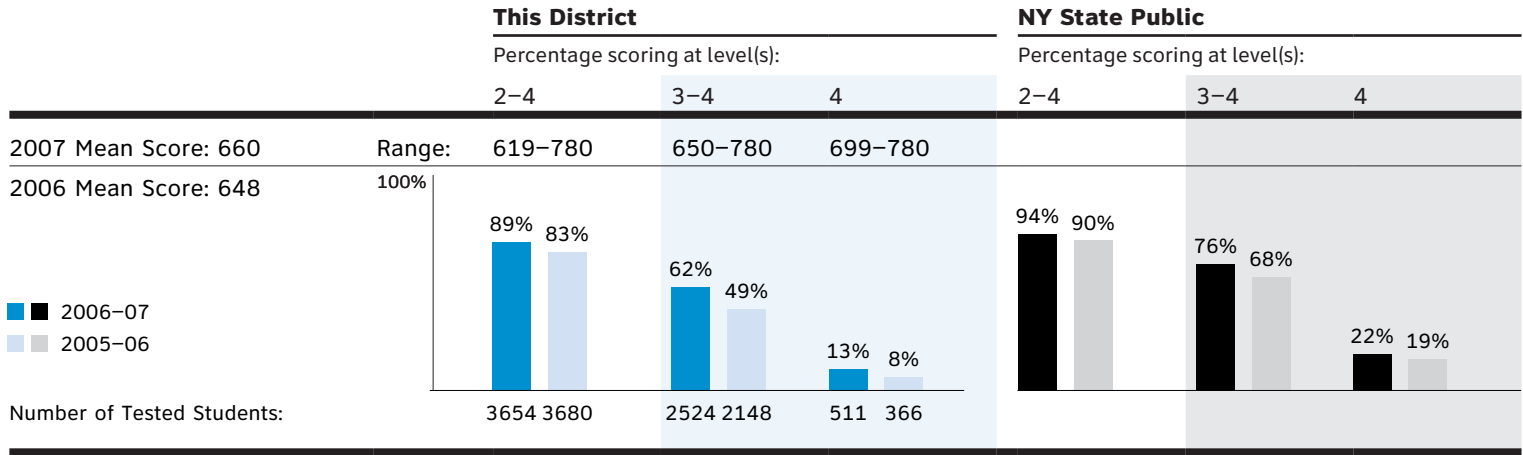
### Other Assessments

	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	57	56	53	39	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	87	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>4088</b>	<b>89%</b>	<b>62%</b>	<b>13%</b>	<b>4418</b>	<b>83%</b>	<b>49%</b>	<b>8%</b>
Female	1924	91%	63%	13%	2147	84%	49%	9%
Male	2164	88%	61%	12%	2271	82%	48%	8%
American Indian or Alaska Native	14	-	-	-	30	87%	57%	20%
Black or African American	816	89%	59%	9%	892	80%	43%	5%
Hispanic or Latino	2852	89%	60%	10%	3087	83%	48%	7%
Asian or Native Hawaiian/Other Pacific Islander	210	92%	77%	36%	225	87%	65%	24%
White	193	94%	81%	33%	184	94%	73%	27%
Multiracial	3	-	-	-				
Small Group Totals	17	76%	59%	6%				
General-Education Students	3217	94%	70%	15%	3584	89%	54%	10%
Students with Disabilities	871	72%	32%	2%	834	59%	24%	1%
English Proficient	3219	93%	68%	15%	3513	86%	54%	10%
Limited English Proficient	869	77%	38%	3%	905	71%	30%	2%
Economically Disadvantaged	3673	89%	60%	11%	3472	89%	55%	10%
Not Disadvantaged	415	92%	74%	26%	946	61%	26%	2%
Migrant								
Not Migrant	4088	89%	62%	13%	4418	83%	49%	8%

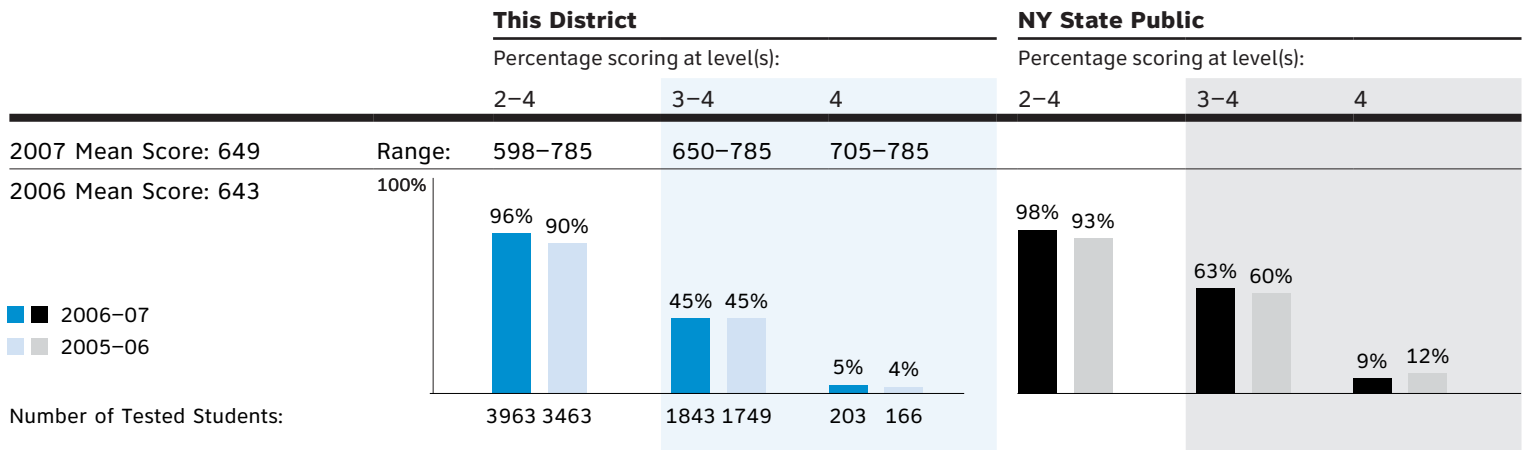
#### NOTES

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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 5 Equivalent	56	55	53	44	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>4127</b>	<b>96%</b>	<b>45%</b>	<b>5%</b>	<b>3869</b>	<b>90%</b>	<b>45%</b>	<b>4%</b>
Female	1966	98%	50%	7%	1901	92%	49%	5%
Male	2161	95%	40%	3%	1968	87%	41%	4%
American Indian or Alaska Native	35	-	-	-	27	89%	59%	4%
Black or African American	854	97%	43%	4%	882	89%	42%	4%
Hispanic or Latino	2892	95%	43%	4%	2601	89%	43%	3%
Asian or Native Hawaiian/Other Pacific Islander	194	97%	61%	12%	184	93%	66%	13%
White	149	99%	72%	21%	175	95%	64%	13%
Multiracial	3	-	-	-				
Small Group Totals	38	97%	50%	13%				
General-Education Students	3319	98%	52%	6%	3158	96%	52%	5%
Students with Disabilities	808	87%	13%	0%	711	61%	14%	0%
English Proficient	3366	98%	52%	6%	3485	92%	49%	5%
Limited English Proficient	761	87%	11%	0%	384	65%	9%	0%
Economically Disadvantaged	3741	96%	42%	4%	2945	96%	53%	5%
Not Disadvantaged	386	99%	66%	16%	924	68%	19%	1%
Migrant								
Not Migrant	4127	96%	45%	5%	3869	90%	45%	4%

#### NOTES

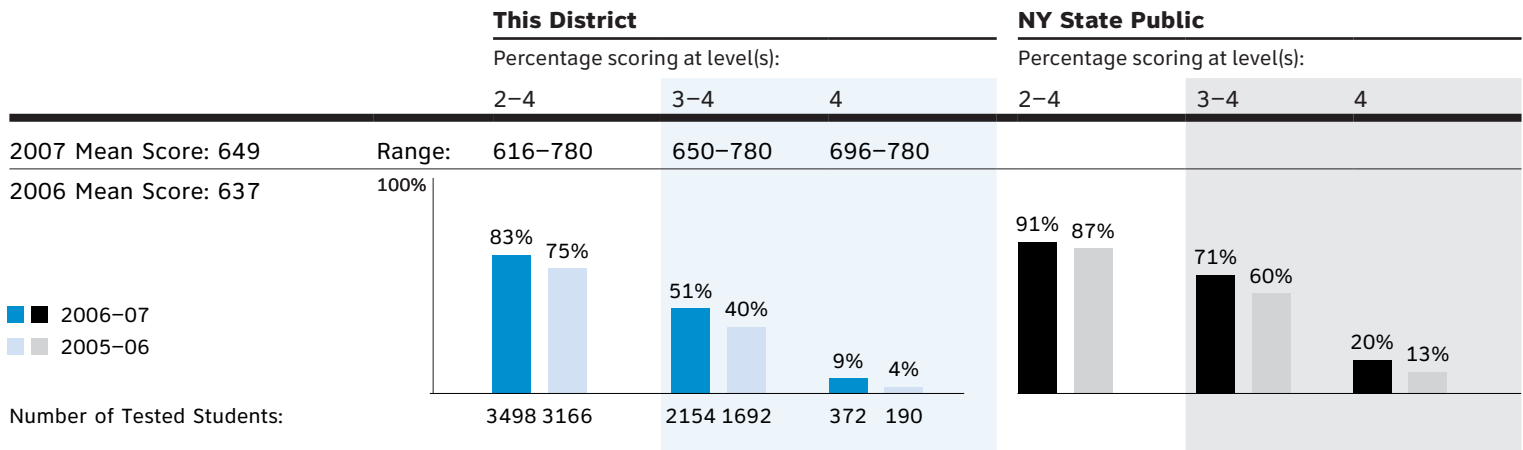
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### Other Assessments

	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	53	51	48	42	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	76	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>4215</b>	<b>83%</b>	<b>51%</b>	<b>9%</b>	<b>4235</b>	<b>75%</b>	<b>40%</b>	<b>4%</b>
Female	2004	84%	54%	10%	2065	76%	40%	5%
Male	2211	82%	48%	8%	2170	73%	40%	4%
American Indian or Alaska Native	34	-	-	-	30	77%	33%	7%
Black or African American	858	81%	46%	5%	894	74%	35%	2%
Hispanic or Latino	2963	83%	50%	8%	2921	73%	38%	4%
Asian or Native Hawaiian/Other Pacific Islander	202	91%	69%	25%	199	85%	64%	18%
White	154	87%	67%	23%	191	87%	63%	15%
Multiracial	4	-	-	-				
Small Group Totals	38	79%	45%	16%				
General-Education Students	3391	89%	58%	11%	3492	81%	46%	5%
Students with Disabilities	824	58%	21%	1%	743	44%	13%	1%
English Proficient	3360	87%	57%	10%	3525	80%	45%	5%
Limited English Proficient	855	68%	29%	2%	710	50%	17%	1%
Economically Disadvantaged	3824	82%	50%	8%	3233	83%	47%	6%
Not Disadvantaged	391	91%	64%	19%	1002	49%	16%	1%
Migrant								
Not Migrant	4215	83%	51%	9%	4235	75%	40%	4%

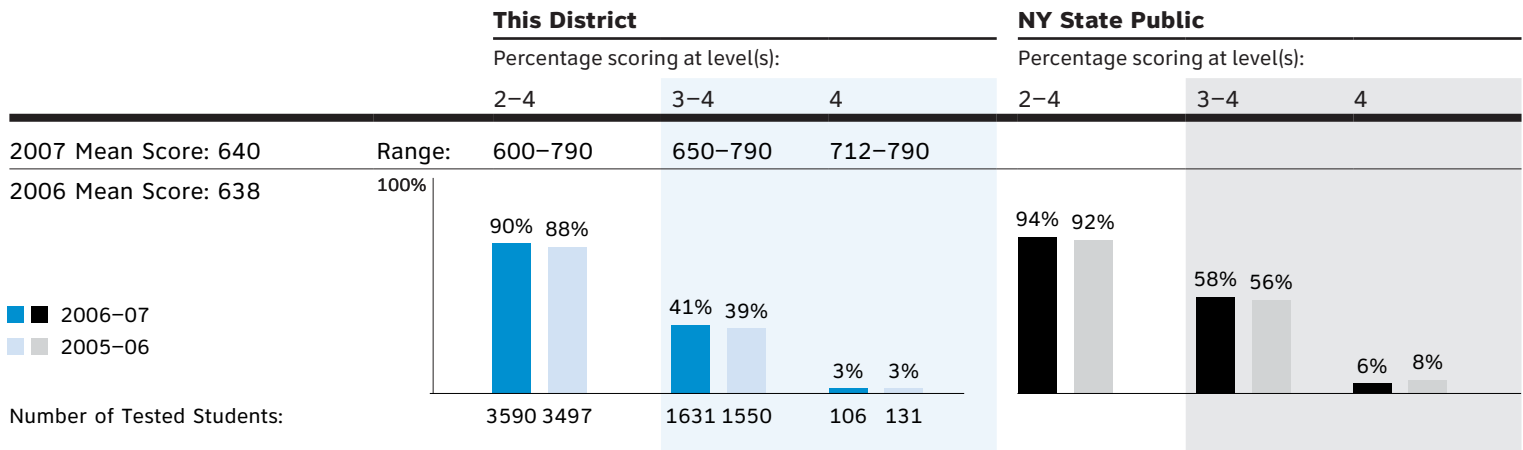
#### NOTES

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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	55	55	51	43	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>4009</b>	<b>90%</b>	<b>41%</b>	<b>3%</b>	<b>3978</b>	<b>88%</b>	<b>39%</b>	<b>3%</b>
Female	1944	92%	47%	3%	1997	91%	42%	4%
Male	2065	87%	35%	2%	1981	84%	35%	3%
American Indian or Alaska Native	21	-	-	-	23	91%	26%	0%
Black or African American	867	92%	40%	2%	966	89%	37%	3%
Hispanic or Latino	2771	88%	38%	2%	2643	87%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	180	92%	60%	7%	171	94%	54%	9%
White	169	95%	59%	11%	175	95%	67%	10%
Multiracial	1	-	-	-				
Small Group Totals	22	86%	55%	0%				
General-Education Students	3317	94%	47%	3%	3303	94%	45%	4%
Students with Disabilities	692	69%	12%	0%	675	58%	9%	0%
English Proficient	3357	95%	47%	3%	3505	91%	43%	4%
Limited English Proficient	652	63%	8%	0%	473	67%	11%	0%
Economically Disadvantaged	3555	89%	38%	2%	3032	94%	46%	4%
Not Disadvantaged	454	96%	60%	8%	946	67%	17%	1%
Migrant								
Not Migrant	4009	90%	41%	3%	3978	88%	39%	3%

#### NOTES

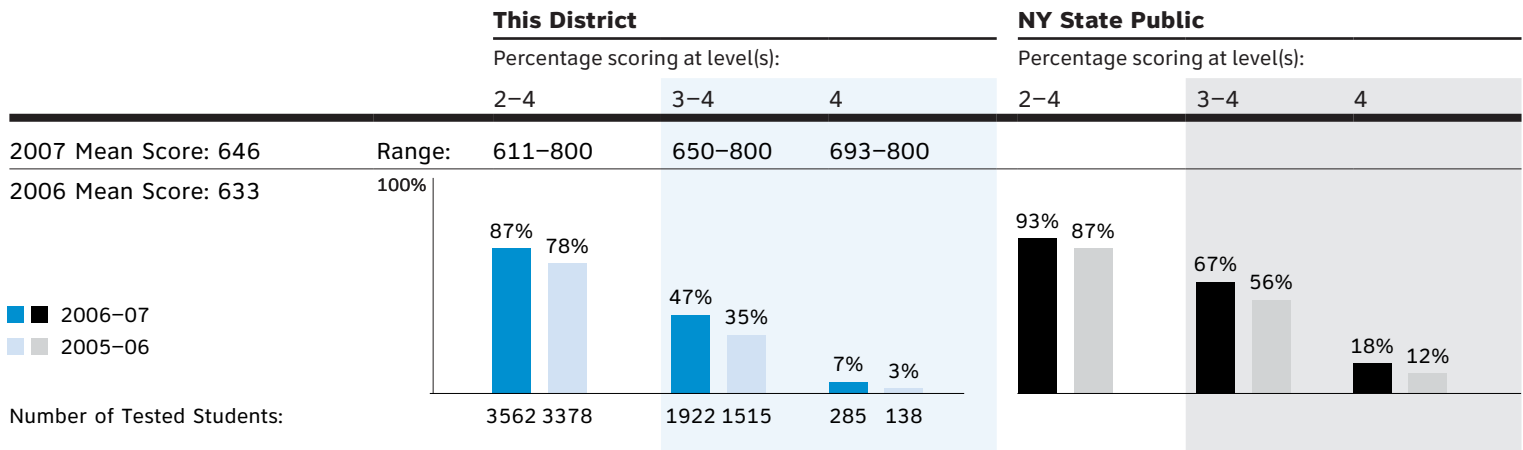
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### Other Assessments

	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 7 Equivalent	60	58	52	39	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	83	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>4112</b>	<b>87%</b>	<b>47%</b>	<b>7%</b>	<b>4354</b>	<b>78%</b>	<b>35%</b>	<b>3%</b>
Female	1996	89%	49%	7%	2181	79%	35%	3%
Male	2116	85%	44%	7%	2173	76%	34%	3%
American Indian or Alaska Native	22	-	-	-	22	64%	36%	0%
Black or African American	873	87%	42%	4%	975	77%	31%	1%
Hispanic or Latino	2849	86%	46%	5%	2982	76%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	193	90%	69%	28%	187	93%	68%	16%
White	173	92%	63%	19%	188	89%	59%	12%
Multiracial	2	-	-	-				
Small Group Totals	24	83%	63%	17%				
General-Education Students	3413	92%	53%	8%	3648	85%	40%	4%
Students with Disabilities	699	61%	16%	0%	706	41%	8%	0%
English Proficient	3357	91%	53%	8%	3546	81%	39%	4%
Limited English Proficient	755	68%	20%	1%	808	61%	15%	1%
Economically Disadvantaged	3645	86%	45%	6%	3338	86%	41%	4%
Not Disadvantaged	467	92%	58%	11%	1016	51%	14%	0%
Migrant								
Not Migrant	4112	87%	47%	7%	4354	78%	35%	3%

#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	60	56	52	36	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: 641	602-790	650-790	715-790			
2006 Mean Score: 634						
Number of Tested Students:	3813	1727	60			

### 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>4210</b>	<b>91%</b>	<b>41%</b>	<b>1%</b>	<b>4008</b>	<b>84%</b>	<b>30%</b>	<b>2%</b>
Female	2137	92%	46%	2%	1976	89%	37%	2%
Male	2073	89%	36%	1%	2032	80%	24%	2%
American Indian or Alaska Native	16	-	-	-	26	85%	42%	0%
Black or African American	928	94%	42%	1%	878	84%	27%	1%
Hispanic or Latino	2916	89%	38%	1%	2764	83%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	174	98%	64%	7%	147	88%	57%	7%
White	174	97%	60%	6%	193	92%	50%	6%
Multiracial	2	-	-	-				
Small Group Totals	18	89%	44%	0%				
General-Education Students	3540	94%	47%	2%	3312	91%	36%	2%
Students with Disabilities	670	70%	12%	0%	696	50%	5%	0%
English Proficient	3429	96%	48%	2%	3481	88%	35%	2%
Limited English Proficient	781	69%	10%	0%	527	61%	4%	0%
Economically Disadvantaged	3698	90%	39%	1%	3036	92%	37%	2%
Not Disadvantaged	512	94%	56%	4%	972	61%	10%	0%
Migrant								
Not Migrant	4210	91%	41%	1%	4008	84%	30%	2%

#### NOTES

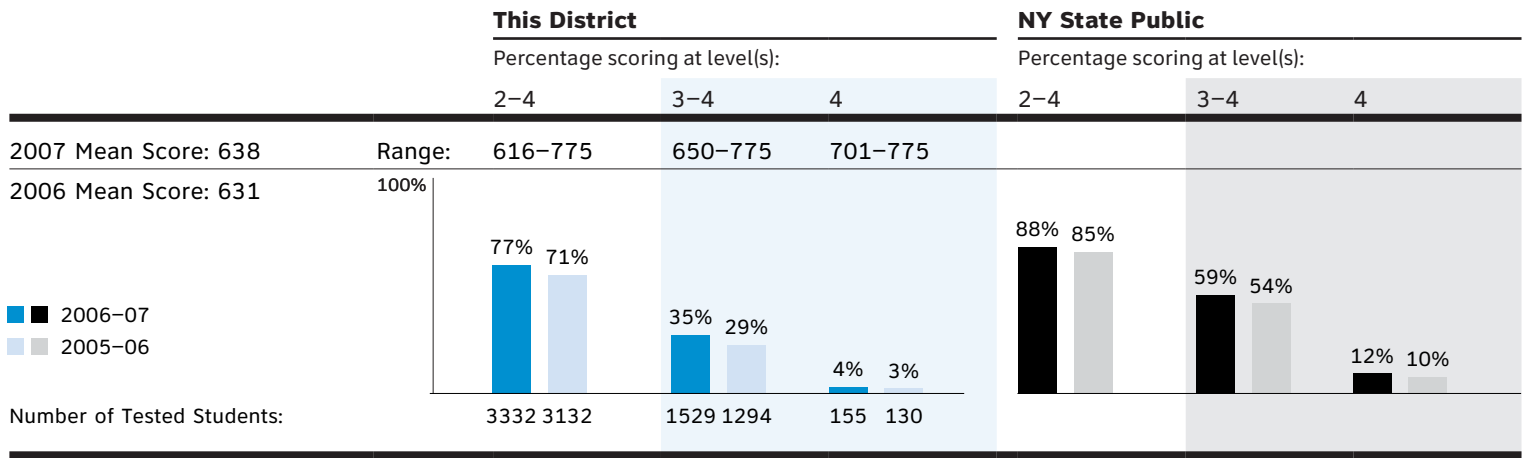
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### Other Assessments

	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	64	64	54	47	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	80	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>4313</b>	<b>77%</b>	<b>35%</b>	<b>4%</b>	<b>4424</b>	<b>71%</b>	<b>29%</b>	<b>3%</b>
Female	2183	78%	36%	4%	2177	71%	30%	3%
Male	2130	77%	35%	3%	2247	70%	29%	3%
American Indian or Alaska Native	16	-	-	-	26	69%	38%	15%
Black or African American	944	74%	33%	2%	899	66%	24%	2%
Hispanic or Latino	2992	77%	33%	3%	3128	70%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	184	92%	71%	22%	164	87%	62%	16%
White	175	89%	55%	6%	207	82%	46%	6%
Multiracial	2	-	-	-				
Small Group Totals	18	67%	39%	11%				
General-Education Students	3632	83%	41%	4%	3711	77%	34%	3%
Students with Disabilities	681	46%	9%	0%	713	38%	6%	0%
English Proficient	3442	81%	40%	4%	3500	75%	33%	4%
Limited English Proficient	871	62%	19%	0%	924	57%	15%	0%
Economically Disadvantaged	3796	77%	34%	3%	3376	79%	36%	4%
Not Disadvantaged	517	82%	44%	6%	1048	46%	9%	0%
Migrant								
Not Migrant	4313	77%	35%	4%	4424	71%	29%	3%

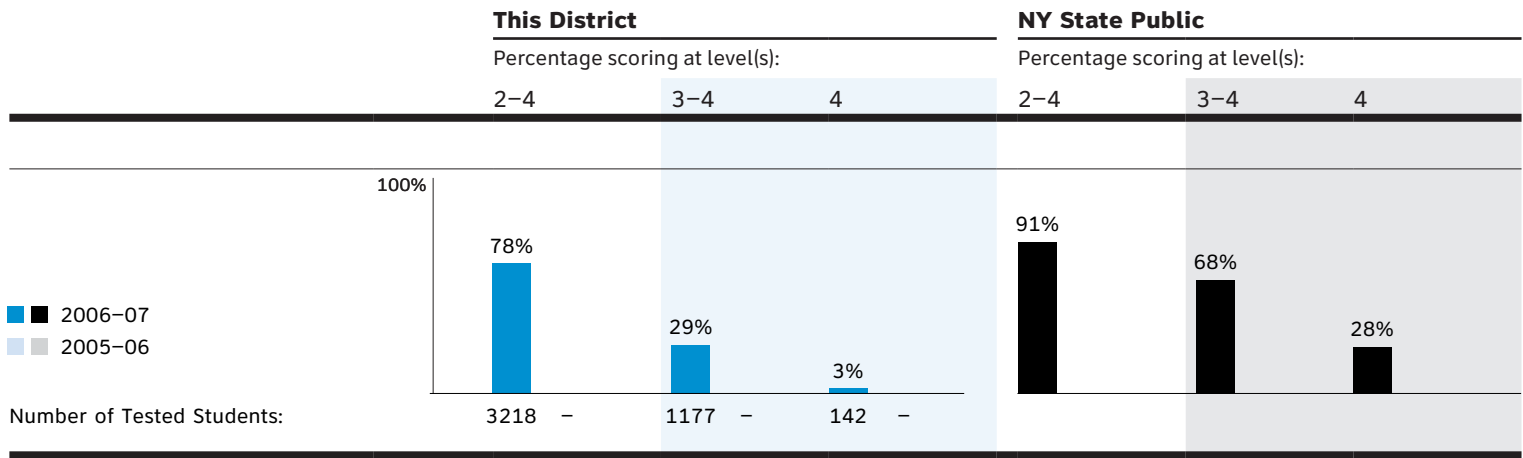
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	64	62	55	39	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>4102</b>	<b>78%</b>	<b>28%</b>	<b>3%</b>	<b>4133</b>	<b>77%</b>	<b>28%</b>	<b>2%</b>
Female	2070	78%	27%	3%	1993	80%	28%	2%
Male	2032	78%	30%	4%	2140	75%	28%	3%
American Indian or Alaska Native	15	-	-	-	26	73%	42%	4%
Black or African American	894	77%	25%	3%	822	78%	25%	1%
Hispanic or Latino	2846	77%	26%	3%	2935	76%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	180	90%	54%	14%	158	88%	53%	11%
White	165	89%	50%	8%	192	91%	46%	10%
Multiracial	2	-	-	-				
Small Group Totals	17	71%	35%	12%				
General-Education Students	3478	82%	32%	4%	3495	82%	32%	3%
Students with Disabilities	624	53%	8%	0%	638	52%	7%	0%
English Proficient	3254	83%	33%	4%	3252	83%	34%	3%
Limited English Proficient	848	59%	9%	0%	881	56%	7%	0%
Economically Disadvantaged	3627	77%	26%	3%	3182	83%	33%	3%
Not Disadvantaged	475	84%	42%	8%	951	60%	11%	1%
Migrant								
Not Migrant	4102	78%	28%	3%	4133	77%	28%	2%

#### NOTES

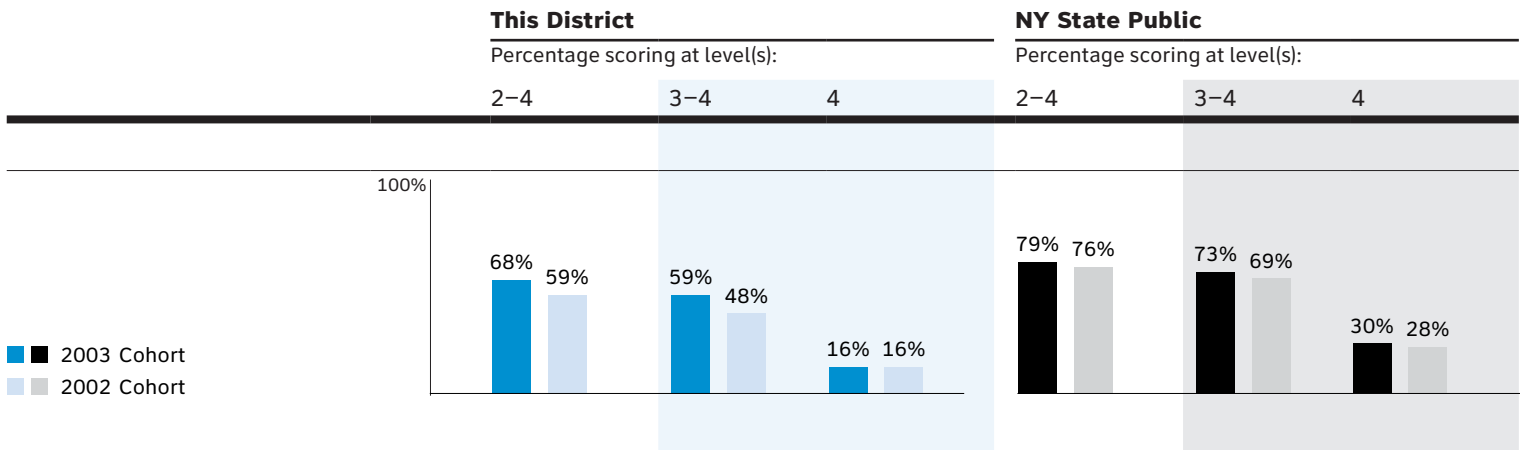
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### Other Assessments

	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	63	62	52	45	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	24	24	20	2	1	-	-	-



## 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>5174</b>	<b>68%</b>	<b>59%</b>	<b>16%</b>	<b>4834</b>	<b>59%</b>	<b>48%</b>	<b>16%</b>
Female	2613	73%	64%	18%	2405	64%	53%	17%
Male	2561	64%	54%	14%	2429	54%	44%	15%
American Indian or Alaska Native	18	78%	78%	28%	17	71%	59%	35%
Black or African American	1329	68%	60%	11%	1202	59%	46%	9%
Hispanic or Latino	3038	62%	50%	8%	2766	49%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	443	98%	95%	59%	453	90%	88%	61%
White	320	90%	86%	58%	396	86%	83%	60%
Multiracial	26	92%	88%	62%				
<b>Small Group Totals</b>								
General-Education Students	4586	75%	65%	18%	4262	65%	54%	18%
Students with Disabilities	588	20%	14%	1%	572	13%	8%	0%
English Proficient	4654	70%	62%	18%	3937	67%	57%	20%
Limited English Proficient	520	58%	32%	0%	897	20%	11%	1%
Economically Disadvantaged	4012	67%	56%	12%	3775	57%	46%	11%
Not Disadvantaged	1162	73%	68%	32%	1059	64%	57%	34%
Migrant								
Not Migrant					4834	59%	48%	16%

#### NOTES

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### Other Assessments

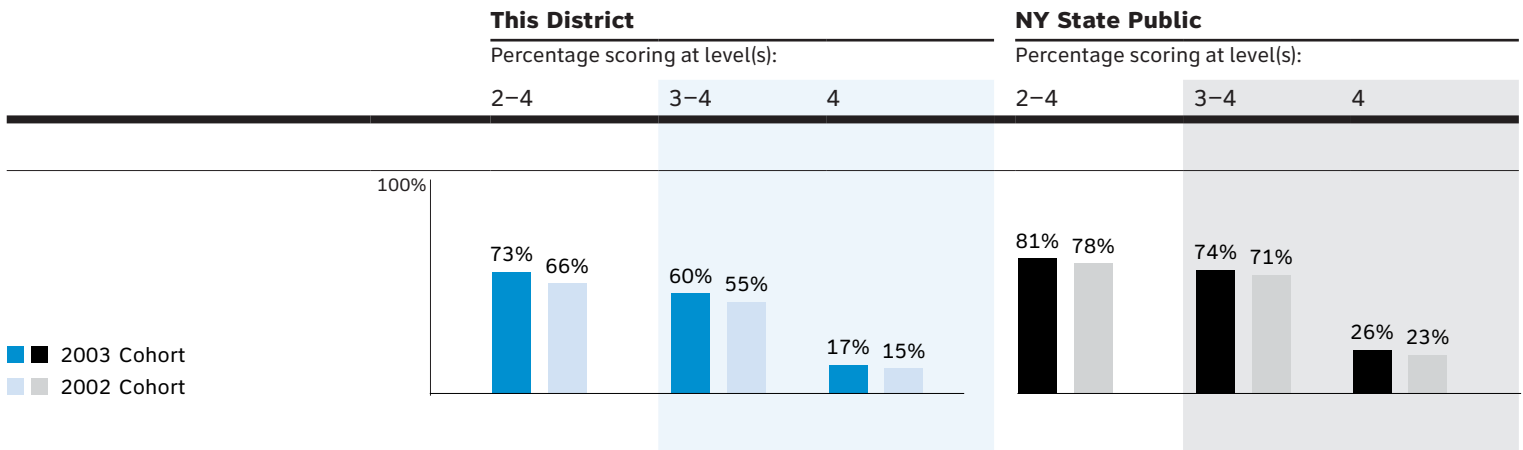
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				30	30	28	25

\* 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>5174</b>	<b>73%</b>	<b>60%</b>	<b>17%</b>	<b>4834</b>	<b>66%</b>	<b>55%</b>	<b>15%</b>
Female	2613	77%	63%	17%	2405	71%	58%	15%
Male	2561	68%	57%	18%	2429	62%	51%	16%
American Indian or Alaska Native	18	72%	67%	22%	17	76%	76%	24%
Black or African American	1329	72%	58%	10%	1202	65%	52%	6%
Hispanic or Latino	3038	67%	52%	8%	2766	59%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	443	98%	95%	74%	453	94%	89%	66%
White	320	93%	88%	59%	396	88%	83%	58%
Multiracial	26	92%	85%	65%				
<b>Small Group Totals</b>								
General-Education Students	4586	79%	66%	20%	4262	73%	60%	18%
Students with Disabilities	588	25%	14%	0%	572	19%	12%	0%
English Proficient	4654	73%	62%	19%	3937	72%	61%	19%
Limited English Proficient	520	74%	40%	1%	897	43%	27%	1%
Economically Disadvantaged	4012	72%	58%	12%	3775	66%	53%	10%
Not Disadvantaged	1162	75%	67%	35%	1059	67%	62%	35%
Migrant								
Not Migrant					4834	66%	55%	15%

#### 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				31	31	30	28

\* 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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