



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #12**

District ID **32-12-00-01-0000**

Superintendent **MYRNA RODRIGUEZ**

Telephone **(718) 328-2310**

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](mailto:RPTCARD@mail.nysed.gov)

## Use this report to:

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

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

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

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

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

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

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

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

## District Profile

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

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	636	673	735
Kindergarten	1613	1544	1517
Grade 1	1964	1694	1862
Grade 2	1869	1709	1694
Grade 3	1882	1754	1759
Grade 4	1723	1597	1679
Grade 5	1901	1611	1637
Grade 6	1893	1803	1477
Ungraded Elementary	1282	1302	1409
Grade 7	1688	1698	1775
Grade 8	1537	1544	1706
Grade 9	1181	1374	1561
Grade 10	945	931	1314
Grade 11	414	477	684
Grade 12	459	437	417
Ungraded Secondary	804	838	892
<b>Total K-12</b>	<b>21155</b>	<b>20313</b>	<b>21383</b>

### Average Class Size

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

### 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 #12

District ID 32-12-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	16843	80%	16476	81%	16957	79%
Reduced-Price Lunch	1334	6%	1039	5%	1117	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3723	18%	3674	18%	3714	17%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	91	0%	94	0%	108	1%
Black or African American	6557	31%	6157	30%	6669	31%
Hispanic or Latino	14000	66%	13557	67%	14088	66%
Asian or Native Hawaiian/Other Pacific Islander	352	2%	359	2%	353	2%
White	155	1%	146	1%	165	1%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

\* Not available at the district level.

\*\* Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	752	4%	509	2%	1060	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>	1604	1710	1744
Percent with No Valid Teaching Certificate	8%	7%	8%
Percent Teaching Out of Certification	20%	18%	15%
Percent with Fewer Than Three Years of Experience	22%	24%	25%
Percentage with Master's Degree Plus 30 Hours or Doctorate	24%	24%	27%
<b>Total Number of Core Classes*</b>	N/A	5795	3177
Percent Not Taught by Highly Qualified Teachers	N/A	15%	17%
<b>Total Number of Classes</b>	3290	4250	4010
Percent Taught by Teachers Without Appropriate Certification	25%	21%	19%

\* 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	28%	26%	28%
Turnover Rate of All Teachers	24%	22%	24%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2007-08)

#### ▲ Improvement (Year 5)

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

### Title I Part A Funding

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✗	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✗	✓		—	—	
Black or African American	✓	✓		✗	✓	
Hispanic or Latino	✗	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		—	—	
Multiracial	—	—		—	—	
<b>Other Groups</b>						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✓ <sup>SH</sup>	✓		✗	✗	
Economically Disadvantaged	✗	✓		✗	✗	
<b>Student groups making AYP in each subject</b>	✗ 4 of 9	✗ 8 of 9	✓ 1 of 1	✗ 0 of 6	✗ 1 of 6	✗ 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 5)

**Accountability Measures** 4 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> (11677:10863)			98%		118	121	121	126
<b>Ethnicity</b>								
American Indian or Alaska Native (53:51)			98%		108	109	109	117
Black or African American (3702:3445)			98%		122	120		
Hispanic or Latino (7598:7070)			98%		116	121	119	124
Asian or Native Hawaiian/Other Pacific Islander (231:213)			98%		137	114		
White (83:76)			99%		130	111		
Multiracial (10:8)	—	—	—	—	—	—		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (5131:2274)			93%		74	120	77	87
Limited English Proficient <sup>5</sup> (2026:2099)			98%		88	120	88	99
Economically Disadvantaged (11076:10340)			98%		118	121	121	126
<b>Final AYP Determination</b>	 4 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 for This Subject (2007–08)**  Good Standing

**Accountability Measures** 8 of 9 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (11688:10801)			98%		138	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (55:52)			100%		129	73	
Black or African American (3713:3403)			98%		134	84	
Hispanic or Latino (7595:7052)			98%		139	85	
Asian or Native Hawaiian/Other Pacific Islander (233:212)			97%		158	78	
White (82:73)			99%		152	75	
Multiracial (10:9)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (5124:2244)			94%		87	84	
Limited English Proficient <sup>5</sup> (2038:2187)			98%		124	84	
Economically Disadvantaged (11085:10276)			98%		137	85	
<b>Final AYP Determination</b>	 8 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> (3955:3561)		Qualified		95%		127	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (17:15)	—	—	—	—	—	—	—	—
Black or African American (1332:1187)		Qualified		94%		127	100	
Hispanic or Latino (2494:2260)		Qualified		96%		127	100	
Asian or Native Hawaiian/Other Pacific Islander (84:76)		Qualified		99%		150	100	
White (28:23)	—	—	—	—	—	—	—	—
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (862:741)		Qualified		90%		93	100	90 94
Limited English Proficient <sup>4</sup> (666:687)		Qualified		96%		107	100	
Economically Disadvantaged (3751:3387)		Qualified		95%		127	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** 0 of 6 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

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

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

Student Group	AYP	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 (888:947)</b>			99%		141	155	151 <sup>‡</sup>	147
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (330:337)			98%		145	153	153 <sup>‡</sup>	151
Hispanic or Latino (517:572)			99%		139	154	147 <sup>‡</sup>	145
Asian or Native Hawaiian/Other Pacific Islander (22:22)	—	—	—	—	—	—	—	—
White (10:7)	—	—	—	—	—	—	—	—
Multiracial (7:8)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (98:143)			96%		90	150	121 <sup>‡</sup>	101
Limited English Proficient <sup>4</sup> (79:221)			99%		127	152	115 <sup>‡</sup>	134
Economically Disadvantaged (820:898)			99%		142	155	149 <sup>‡</sup>	148
<b>Final AYP Determination</b>	 0 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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


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

#### AYP Status

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

## Secondary-Level Mathematics




















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

**Accountability Measures** 1 of 6 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students</b> (888:947)			99%		144	148	148‡	150
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (330:337)			98%		146	146	—	—
Hispanic or Latino (517:572)			99%		142	147	147‡	148
Asian or Native Hawaiian/Other Pacific Islander (22:22)	—	—	—	—	—	—	—	—
White (10:7)	—	—	—	—	—	—	—	—
Multiracial (7:8)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (98:143)			100%		91	143	123‡	102
Limited English Proficient <sup>4</sup> (79:221)			100%		142	145	143‡	148
Economically Disadvantaged (820:898)			99%		146	148	148‡	151
<b>Final AYP Determination</b>	 1 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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


‡ 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> (1058)			33%	55%	45%	34%
<b>Ethnicity</b>						
American Indian or Alaska Native (2)	–	–	–	–	–	–
Black or African American (414)		–	33%	55%	42%	34%
Hispanic or Latino (610)		–	34%	55%	46%	35%
Asian or Native Hawaiian/Other Pacific Islander (19)	–	–	–	–	–	–
White (13)	–	–	–	–	–	–
Multiracial (0)	–	–	–	–	–	–
<b>Other Groups</b>						
Students with Disabilities (88)		–	19%	55%	22%	20%
Limited English Proficient <sup>3</sup> (71)		–	8%	55%	21%	9%
Economically Disadvantaged (725)		–	37%	55%	52%	38%
<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 #12**

District ID **32-12-00-01-0000**

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

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

### Federal Title I Status

### New York State Status

#### **Good Standing**

30 schools identified 64% of total

ACADEMY FOR SCHOLARSHIP AND ENTRENEURSHIP  
ACCION ACADEMY  
BRONX COALITION COMMUNITY HIGH SCHOOL  
BRONX HIGH SCHOOL OF PERFORMANCE AND STAGECRAFT  
BRONX LATIN SCHOOL  
BRONX LITTLE SCHOOL  
BRONX STUDIO SCHOOL  
EAST BRONX ACADEMY FOR THE FUTURE  
FANNIE LOU HAMER FREEDOM SCHOOL  
FANNIE LOU HAMER MIDDLE SCHOOL  
FREDERICK DOUGLAS ACADEMY V MIDDLE SCHOOL  
IS 190  
KNOWLEDGE AND POWER PREPARATORY ACADEMY III  
METROPOLITAN HIGH SCHOOL  
MONROE ACADEMY FOR BUSINESS & LAW  
MONROE ACADEMY FOR VISUAL ARTS & DESIGN  
MORRIS COLLABORATIVE HIGH SCHOOL-TECHNOLOGY &  
HUMANITIES  
MOTT HALL V  
NEW DAY ACADEMY  
PS 134 GEORGE F BRISTOW SCHOOL  
PS 196  
PS 197  
PS 212  
PS 214  
PS 44 DAVID C FARRAGUT SCHOOL  
PS 47 JOHN RANDOLPH SCHOOL  
PS 67 MOHEGAN SCHOOL  
PS 92 BRONX SCHOOL  
SCHOOL OF SCIENCE AND APPLIED LEARNING  
WINGS ACADEMY

#### **Improvement (Year 1)**

1 school identified 2% of total

PS 61 FRANCISCO OLLER SCHOOL

#### **Corrective Action**

4 schools identified 9% of total

BUSINESS SCHOOL FOR ENTREPRENURIAL STUDIES  
PS 195  
PS 50 CLARA BARTON SCHOOL  
SCHOOL OF PERFORMING ARTS

#### **Planning for Restructuring**

2 schools identified 4% of total

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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

### Federal Title I Status

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

HIGH SCHOOL OF WORLD CULTURES  
IS 318 MATH, SCIENCE & TECH THROUGH ARTS SCHOOL

#### **Restructuring (Year 1)**

1 school identified 2% of total  
PS 129 TWINS PARKS UPPER SCHOOL

#### **Restructuring (Year 2)**

2 schools identified 4% of total  
PS 150 CHARLES JAMES FOX SCHOOL  
PS 66 SCHOOL OF HIGHER EXPECTATIONS

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

3 schools identified 6% of total  
JHS 98 HERMAN RIDDER SCHOOL  
PS 198  
PS 211

#### **Restructuring (Year 4)**

2 schools identified 4% of total  
PS 102 JOSEPH O LORETAN SCHOOL  
PS 6 WEST FARMS SCHOOL

### New York State Status

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

1 school identified 2% of total  
PS 57 CRESCENT SCHOOL

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














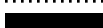
1 school identified 2% of total  
IS 158 THEODORE GATHINGS SCHOOL


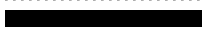
District NEW YORK CITY GEOGRAPHIC DISTRICT #12

District ID 32-12-00-01-0000

## Summary of 2006–07 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	40%			1918
Grade 4	40%			1864
Grade 5	37%			1809
Grade 6	31%			1669
Grade 7	26%			1927
Grade 8	24%			1874
<b>Mathematics</b>				
Grade 3	74%			1944
Grade 4	61%			1887
Grade 5	54%			1841
Grade 6	49%			1702
Grade 7	41%			1939
Grade 8	33%			1918
<b>Science</b>				
Grade 4	63%			1876
Grade 8	26%			1836

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	56%			1134
Mathematics	52%			1134

### 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).

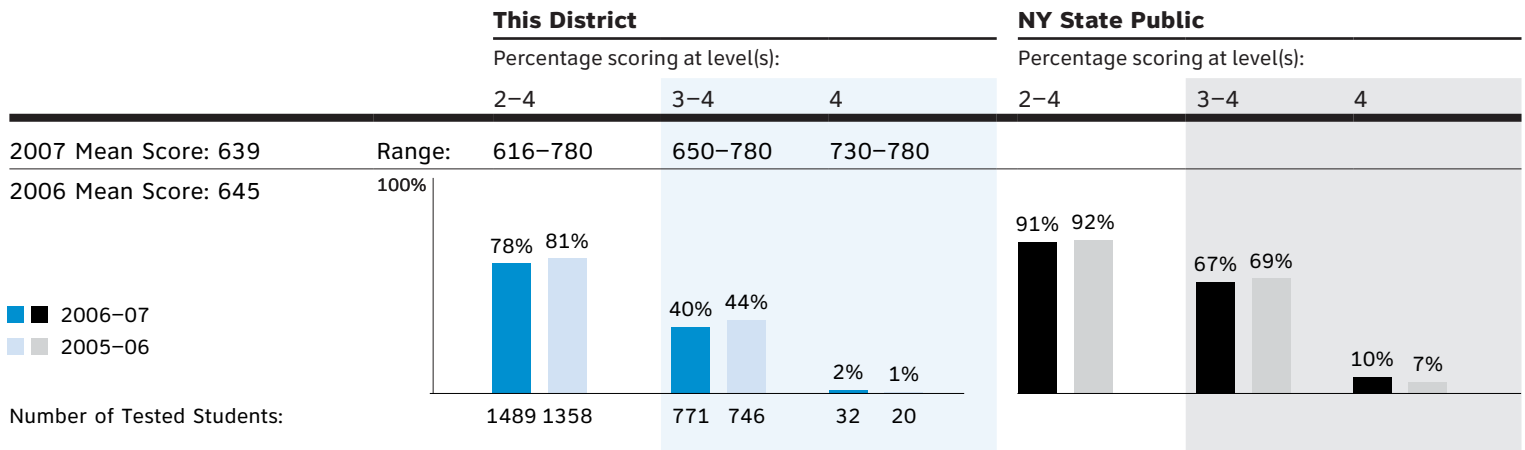
In this section, this district's performance is compared with that of public schools statewide.

### 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>1918</b>	<b>78%</b>	<b>40%</b>	<b>2%</b>	<b>1685</b>	<b>81%</b>	<b>44%</b>	<b>1%</b>
Female	967	82%	44%	2%	818	85%	49%	1%
Male	951	73%	36%	1%	867	76%	40%	1%
American Indian or Alaska Native	9	-	-	-	6	83%	33%	0%
Black or African American	591	81%	42%	2%	654	79%	44%	1%
Hispanic or Latino	1266	75%	39%	2%	969	81%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	35	94%	46%	0%	43	79%	56%	5%
White	14	100%	43%	0%	13	100%	38%	8%
Multiracial	3	-	-	-				
Small Group Totals	12	92%	50%	0%				
General-Education Students	1558	86%	47%	2%	1369	88%	52%	1%
Students with Disabilities	360	43%	12%	0%	316	47%	12%	0%
English Proficient	1533	82%	46%	2%	1615	81%	46%	1%
Limited English Proficient	385	62%	18%	0%	70	61%	11%	0%
Economically Disadvantaged	1865	77%	40%	2%	1242	89%	51%	1%
Not Disadvantaged	53	87%	47%	2%	443	58%	25%	0%
Migrant								
Not Migrant	1918	78%	40%	2%	1685	81%	44%	1%

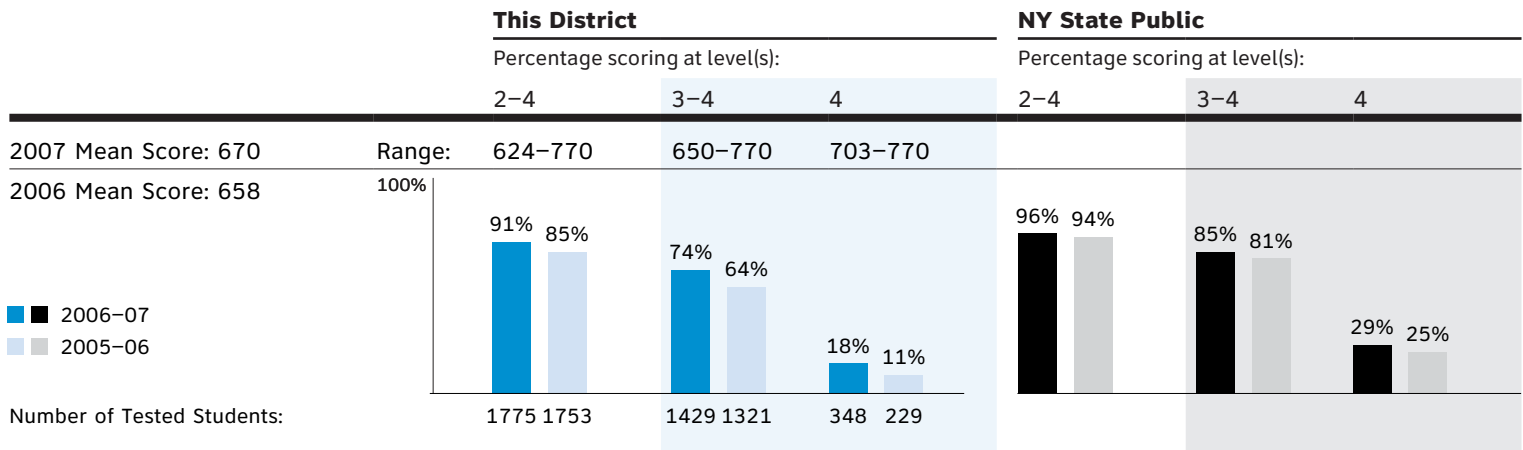
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	22	22	18	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	30	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>1944</b>	<b>91%</b>	<b>74%</b>	<b>18%</b>	<b>2058</b>	<b>85%</b>	<b>64%</b>	<b>11%</b>
Female	966	93%	73%	18%	999	87%	66%	10%
Male	978	90%	74%	18%	1059	83%	63%	12%
American Indian or Alaska Native	10	-	-	-	7	86%	43%	14%
Black or African American	595	89%	72%	17%	681	86%	64%	10%
Hispanic or Latino	1287	92%	74%	18%	1310	84%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	91%	26%	46	89%	76%	35%
White	14	100%	86%	43%	14	100%	86%	36%
Multiracial	3	-	-	-				
Small Group Totals	13	85%	85%	15%				
General-Education Students	1582	96%	81%	21%	1677	91%	71%	13%
Students with Disabilities	362	71%	40%	5%	381	60%	32%	2%
English Proficient	1531	93%	76%	21%	1647	89%	69%	13%
Limited English Proficient	413	86%	64%	8%	411	72%	44%	3%
Economically Disadvantaged	1889	91%	74%	18%	1514	91%	72%	13%
Not Disadvantaged	55	87%	73%	20%	544	68%	43%	7%
Migrant								
Not Migrant	1944	91%	74%	18%	2058	85%	64%	11%

### NOTES

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

## Other Assessments

	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	23	23	16	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 639	612-775	650-775	716-775			
2006 Mean Score: 639						
Number of Tested Students:	1511	742	17	1297	689	21

Bar chart showing performance percentages for 2006-07 (dark blue) and 2005-06 (light blue) for This District and NY State Public. The Y-axis represents the percentage of students scoring at each level (2-4, 3-4, 4).

Entity	Level	2006-07 (%)	2005-06 (%)
This District	2-4	81%	79%
	3-4	40%	42%
	4	1%	1%
NY State Public	2-4	92%	91%
	3-4	68%	69%
	4	8%	9%

### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1864</b>	<b>81%</b>	<b>40%</b>	<b>1%</b>	<b>1635</b>	<b>79%</b>	<b>42%</b>	<b>1%</b>
Female	906	84%	43%	1%	848	82%	44%	2%
Male	958	78%	37%	1%	787	76%	40%	1%
American Indian or Alaska Native	8	-	-	-	9	89%	33%	11%
Black or African American	625	82%	41%	1%	541	77%	40%	1%
Hispanic or Latino	1171	80%	38%	1%	1023	80%	42%	1%
Asian or Native Hawaiian/Other Pacific Islander	43	86%	65%	2%	48	85%	65%	4%
White	16	94%	25%	6%	14	57%	43%	0%
Multiracial	1	-	-	-				
Small Group Totals	9	78%	33%	0%				
General-Education Students	1474	89%	47%	1%	1296	87%	50%	2%
Students with Disabilities	390	51%	13%	0%	339	48%	11%	0%
English Proficient	1552	85%	45%	1%	1534	80%	44%	1%
Limited English Proficient	312	60%	16%	0%	101	62%	14%	1%
Economically Disadvantaged	1805	81%	40%	1%	1170	87%	50%	2%
Not Disadvantaged	59	78%	37%	3%	465	60%	22%	1%
Migrant								
Not Migrant	1864	81%	40%	1%	1635	79%	42%	1%

#### NOTES

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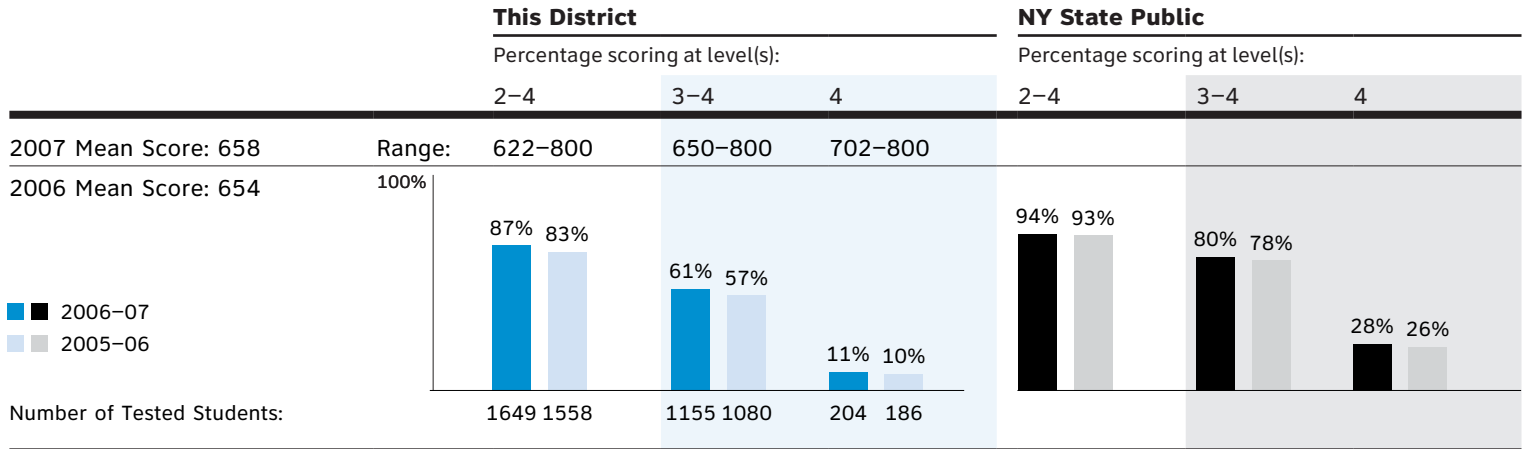
### Other Assessments

	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 4 Equivalent	19	18	13	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	30	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

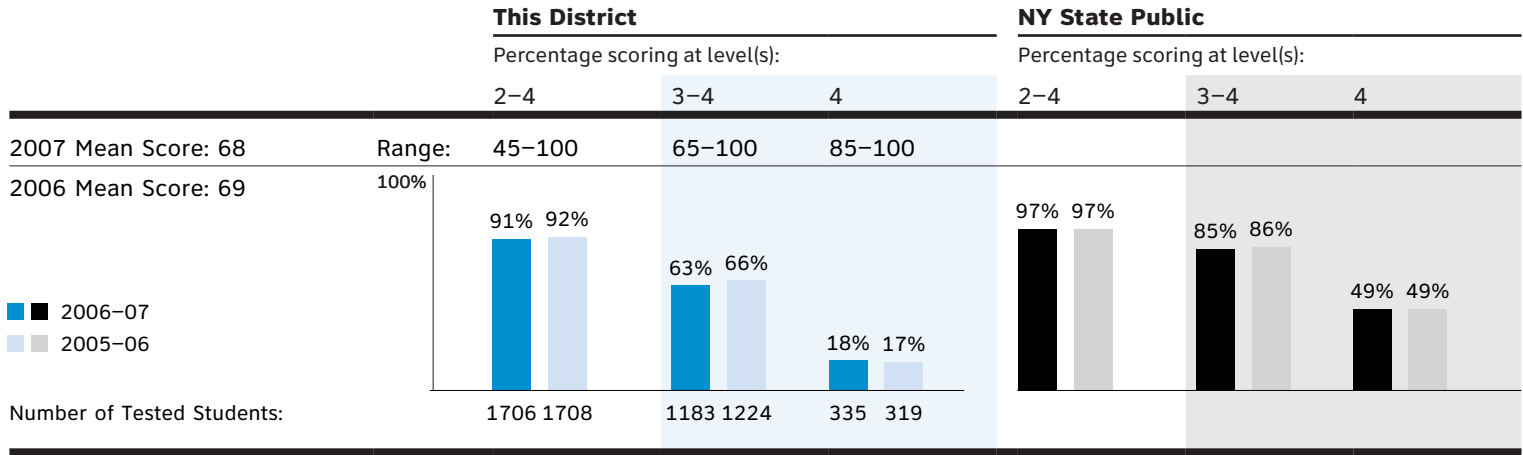
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1887</b>	<b>87%</b>	<b>61%</b>	<b>11%</b>	<b>1883</b>	<b>83%</b>	<b>57%</b>	<b>10%</b>
Female	917	89%	61%	11%	971	83%	57%	10%
Male	970	86%	61%	11%	912	82%	58%	10%
American Indian or Alaska Native	8	-	-	-	9	100%	78%	11%
Black or African American	632	86%	58%	9%	557	82%	55%	7%
Hispanic or Latino	1184	88%	62%	11%	1245	83%	58%	10%
Asian or Native Hawaiian/Other Pacific Islander	46	87%	67%	28%	55	89%	78%	29%
White	16	100%	81%	13%	17	76%	53%	6%
Multiracial	1	-	-	-				
Small Group Totals	9	89%	67%	22%				
General-Education Students	1494	94%	69%	13%	1490	90%	66%	12%
Students with Disabilities	393	62%	32%	3%	393	53%	24%	1%
English Proficient	1546	90%	66%	13%	1541	86%	61%	11%
Limited English Proficient	341	76%	41%	3%	342	68%	42%	5%
Economically Disadvantaged	1825	88%	61%	11%	1347	90%	66%	12%
Not Disadvantaged	62	82%	63%	18%	536	64%	36%	4%
Migrant								
Not Migrant	1887	87%	61%	11%	1883	83%	57%	10%

**NOTES**  
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	19	17	16	13	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



## Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1876</b>	<b>91%</b>	<b>63%</b>	<b>18%</b>	<b>1860</b>	<b>92%</b>	<b>66%</b>	<b>17%</b>
Female	909	92%	63%	17%	960	93%	66%	17%
Male	967	90%	63%	19%	900	91%	65%	18%
American Indian or Alaska Native	9	89%	56%	33%	8	100%	88%	38%
Black or African American	627	90%	65%	17%	553	91%	65%	16%
Hispanic or Latino	1178	91%	62%	17%	1228	92%	65%	17%
Asian or Native Hawaiian/Other Pacific Islander	45	89%	73%	33%	54	93%	78%	28%
White	17	100%	71%	12%	17	88%	59%	29%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1476	95%	70%	21%	1470	96%	74%	20%
Students with Disabilities	400	76%	39%	7%	390	77%	37%	5%
English Proficient	1540	93%	68%	21%	1525	94%	69%	19%
Limited English Proficient	336	82%	38%	4%	335	82%	49%	7%
Economically Disadvantaged	1812	91%	63%	17%	1334	96%	73%	19%
Not Disadvantaged	64	88%	73%	30%	526	82%	47%	11%
Migrant								
Not Migrant	1876	91%	63%	18%	1860	92%	66%	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 4 Equivalent	19	19	18	9	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: 640	608-795	650-795	711-795			
2006 Mean Score: 636						
Number of Tested Students:	1566 1512	668 704	19 30			

### 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>1809</b>	<b>87%</b>	<b>37%</b>	<b>1%</b>	<b>1803</b>	<b>84%</b>	<b>39%</b>	<b>2%</b>
Female	940	88%	38%	1%	849	86%	44%	2%
Male	869	85%	36%	1%	954	82%	35%	1%
American Indian or Alaska Native	6	-	-	-	9	56%	33%	0%
Black or African American	551	88%	37%	1%	585	86%	37%	1%
Hispanic or Latino	1191	86%	36%	1%	1166	84%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	44	80%	57%	2%	30	80%	53%	10%
White	14	93%	36%	0%	13	62%	31%	0%
Multiracial	3	-	-	-				
Small Group Totals	9	89%	33%	0%				
General-Education Students	1425	93%	44%	1%	1407	92%	47%	2%
Students with Disabilities	384	64%	12%	0%	396	56%	11%	1%
English Proficient	1494	90%	42%	1%	1620	86%	42%	2%
Limited English Proficient	315	69%	13%	0%	183	64%	12%	0%
Economically Disadvantaged	1713	87%	37%	1%	1300	92%	47%	2%
Not Disadvantaged	96	85%	43%	2%	503	63%	19%	1%
Migrant								
Not Migrant	1809	87%	37%	1%	1803	84%	39%	2%

#### NOTES

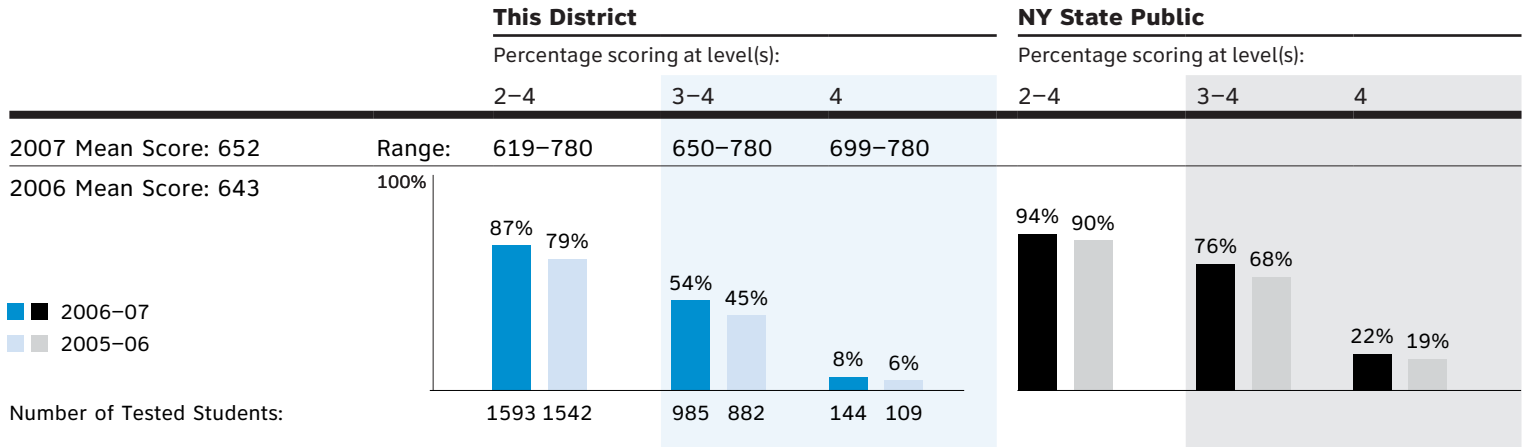
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### Other Assessments

	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 5 Equivalent	35	34	33	23	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	23	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>1841</b>	<b>87%</b>	<b>54%</b>	<b>8%</b>	<b>1944</b>	<b>79%</b>	<b>45%</b>	<b>6%</b>
Female	952	87%	54%	8%	913	83%	47%	5%
Male	889	86%	53%	8%	1031	76%	44%	6%
American Indian or Alaska Native	6	-	-	-	10	50%	20%	0%
Black or African American	556	85%	51%	6%	594	77%	43%	5%
Hispanic or Latino	1217	87%	54%	9%	1293	81%	46%	6%
Asian or Native Hawaiian/Other Pacific Islander	45	89%	69%	18%	34	68%	62%	9%
White	14	93%	43%	7%	13	69%	38%	0%
Multiracial	3	-	-	-				
Small Group Totals	9	100%	33%	0%				
General-Education Students	1446	93%	62%	10%	1538	87%	53%	7%
Students with Disabilities	395	63%	22%	1%	406	51%	16%	1%
English Proficient	1501	89%	58%	9%	1633	82%	48%	6%
Limited English Proficient	340	76%	34%	2%	311	65%	30%	2%
Economically Disadvantaged	1742	87%	53%	8%	1421	87%	54%	7%
Not Disadvantaged	99	87%	66%	10%	523	58%	23%	3%
Migrant								
Not Migrant	1841	87%	54%	8%	1944	79%	45%	6%

### 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	34	33	26	23	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: 637	598-785	650-785	705-785			
2006 Mean Score: 631						
Number of Tested Students:	1545	522	14	1622	614	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>1669</b>	<b>93%</b>	<b>31%</b>	<b>1%</b>	<b>1912</b>	<b>85%</b>	<b>32%</b>	<b>1%</b>
Female	784	96%	37%	1%	948	89%	35%	2%
Male	885	90%	26%	1%	964	81%	29%	1%
American Indian or Alaska Native	9	67%	22%	0%	14	71%	29%	0%
Black or African American	522	94%	32%	1%	643	86%	35%	2%
Hispanic or Latino	1098	92%	31%	1%	1204	84%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	27	89%	33%	4%	40	90%	43%	0%
White	13	85%	31%	0%	11	73%	36%	9%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1297	97%	38%	1%	1577	92%	38%	2%
Students with Disabilities	372	76%	8%	0%	335	52%	6%	0%
English Proficient	1448	95%	35%	1%	1721	88%	35%	2%
Limited English Proficient	221	79%	7%	0%	191	58%	7%	0%
Economically Disadvantaged	1584	92%	31%	1%	1372	92%	36%	2%
Not Disadvantaged	85	94%	38%	0%	540	67%	21%	1%
Migrant								
Not Migrant	1669	93%	31%	1%	1912	85%	32%	1%

#### NOTES

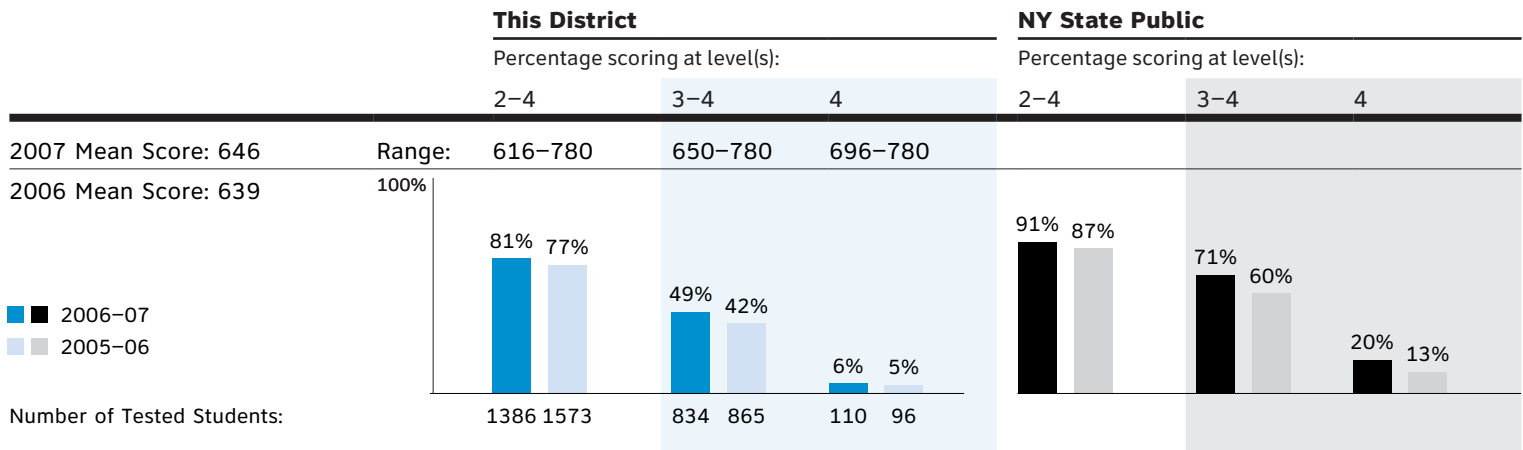
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	34	31	29	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 6	24	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>1702</b>	<b>81%</b>	<b>49%</b>	<b>6%</b>	<b>2045</b>	<b>77%</b>	<b>42%</b>	<b>5%</b>
Female	799	84%	52%	7%	1010	79%	41%	5%
Male	903	79%	46%	6%	1035	75%	43%	5%
American Indian or Alaska Native	10	40%	30%	0%	14	64%	21%	7%
Black or African American	532	83%	51%	6%	651	78%	41%	5%
Hispanic or Latino	1120	82%	48%	6%	1322	76%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	27	70%	52%	26%	42	90%	60%	14%
White	13	62%	38%	8%	16	50%	44%	6%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1333	90%	58%	8%	1695	84%	48%	5%
Students with Disabilities	369	51%	16%	1%	350	42%	15%	1%
English Proficient	1453	84%	52%	7%	1733	80%	45%	5%
Limited English Proficient	249	69%	31%	2%	312	57%	25%	3%
Economically Disadvantaged	1616	81%	49%	7%	1474	84%	47%	5%
Not Disadvantaged	86	86%	52%	5%	571	58%	30%	5%
Migrant								
Not Migrant	1702	81%	49%	6%	2045	77%	42%	5%

#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
2-4		3-4	4	2-4		3-4	4	
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	34	32	30	23	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: 628	600-790	650-790	712-790			
2006 Mean Score: 624						
Number of Tested Students:	1624	1467	507	430	9	13

### 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>1927</b>	<b>84%</b>	<b>26%</b>	<b>0%</b>	<b>1824</b>	<b>80%</b>	<b>24%</b>	<b>1%</b>
Female	943	87%	30%	1%	909	86%	28%	1%
Male	984	81%	23%	0%	915	75%	19%	0%
American Indian or Alaska Native	13	69%	23%	0%	6	100%	33%	0%
Black or African American	608	88%	29%	1%	666	82%	23%	1%
Hispanic or Latino	1259	83%	25%	0%	1107	79%	23%	0%
Asian or Native Hawaiian/Other Pacific Islander	33	85%	33%	0%	34	91%	32%	6%
White	12	-	-	-	11	73%	36%	0%
Multiracial	2	-	-	-				
Small Group Totals	14	86%	43%	0%				
General-Education Students	1566	90%	31%	1%	1461	88%	28%	1%
Students with Disabilities	361	61%	6%	0%	363	50%	6%	0%
English Proficient	1646	89%	30%	1%	1622	83%	26%	1%
Limited English Proficient	281	56%	4%	0%	202	60%	5%	0%
Economically Disadvantaged	1814	84%	25%	0%	1219	87%	26%	1%
Not Disadvantaged	113	90%	41%	1%	605	67%	19%	1%
Migrant								
Not Migrant	1927	84%	26%	0%	1824	80%	24%	1%

#### NOTES

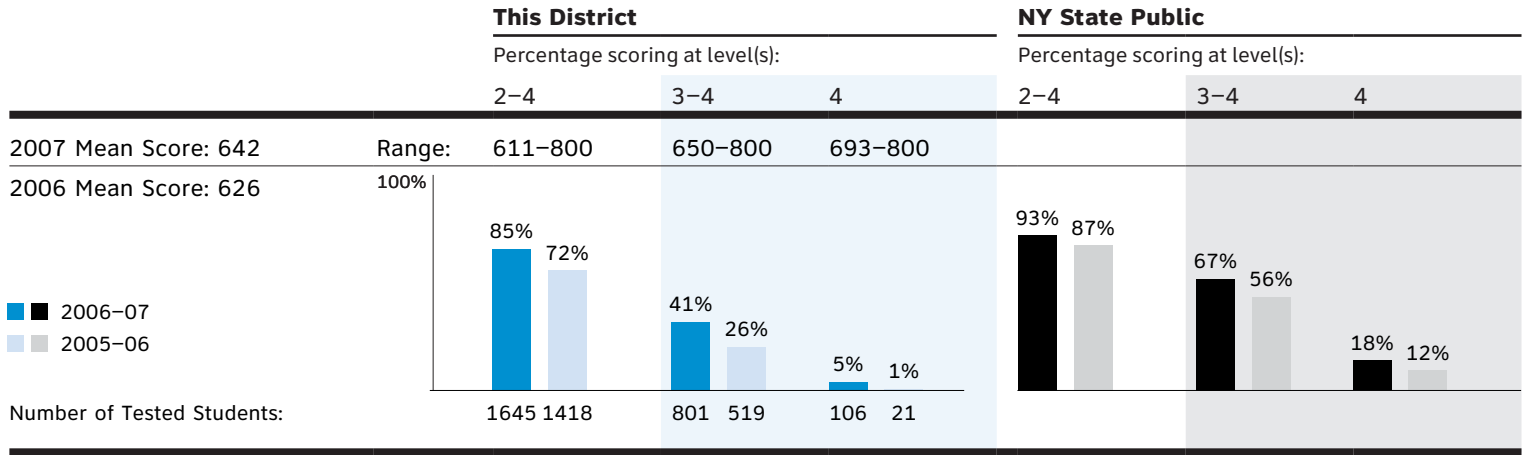
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	40	40	36	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 7	26	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>1939</b>	<b>85%</b>	<b>41%</b>	<b>5%</b>	<b>1960</b>	<b>72%</b>	<b>26%</b>	<b>1%</b>
Female	952	86%	42%	5%	979	75%	28%	2%
Male	987	83%	41%	6%	981	70%	25%	1%
American Indian or Alaska Native	13	77%	54%	8%	7	71%	29%	0%
Black or African American	609	83%	39%	5%	676	72%	26%	1%
Hispanic or Latino	1269	86%	42%	5%	1231	72%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	33	91%	58%	21%	35	83%	40%	9%
White	12	-	-	-	11	73%	36%	9%
Multiracial	3	-	-	-				
Small Group Totals	15	73%	47%	7%				
General-Education Students	1589	90%	47%	7%	1578	79%	31%	1%
Students with Disabilities	350	61%	15%	0%	382	44%	7%	0%
English Proficient	1626	87%	44%	6%	1635	75%	29%	1%
Limited English Proficient	313	74%	25%	2%	325	57%	12%	0%
Economically Disadvantaged	1821	85%	41%	5%	1315	79%	29%	1%
Not Disadvantaged	118	88%	47%	8%	645	58%	21%	1%
Migrant								
Not Migrant	1939	85%	41%	5%	1960	72%	26%	1%

#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	40	40	36	29	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: 627	602-790	650-790	715-790			
2006 Mean Score: 620						
Number of Tested Students:	1561	1240	443	304	10	10

### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1874</b>	<b>83%</b>	<b>24%</b>	<b>1%</b>	<b>1640</b>	<b>76%</b>	<b>19%</b>	<b>1%</b>
Female	924	87%	30%	1%	800	81%	26%	1%
Male	950	79%	17%	0%	840	70%	12%	0%
American Indian or Alaska Native	5	80%	0%	0%	10	80%	30%	0%
Black or African American	637	86%	24%	0%	552	76%	17%	1%
Hispanic or Latino	1185	82%	23%	0%	1047	75%	19%	1%
Asian or Native Hawaiian/Other Pacific Islander	38	92%	42%	8%	19	89%	37%	0%
White	9	78%	33%	0%	12	83%	25%	0%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1521	90%	28%	1%	1275	86%	23%	1%
Students with Disabilities	353	56%	4%	0%	365	40%	3%	0%
English Proficient	1609	88%	27%	1%	1437	79%	21%	1%
Limited English Proficient	265	56%	3%	0%	203	50%	1%	0%
Economically Disadvantaged	1752	83%	23%	1%	1076	85%	22%	1%
Not Disadvantaged	122	90%	33%	0%	564	58%	11%	1%
Migrant								
Not Migrant	1874	83%	24%	1%	1640	76%	19%	1%

#### NOTES

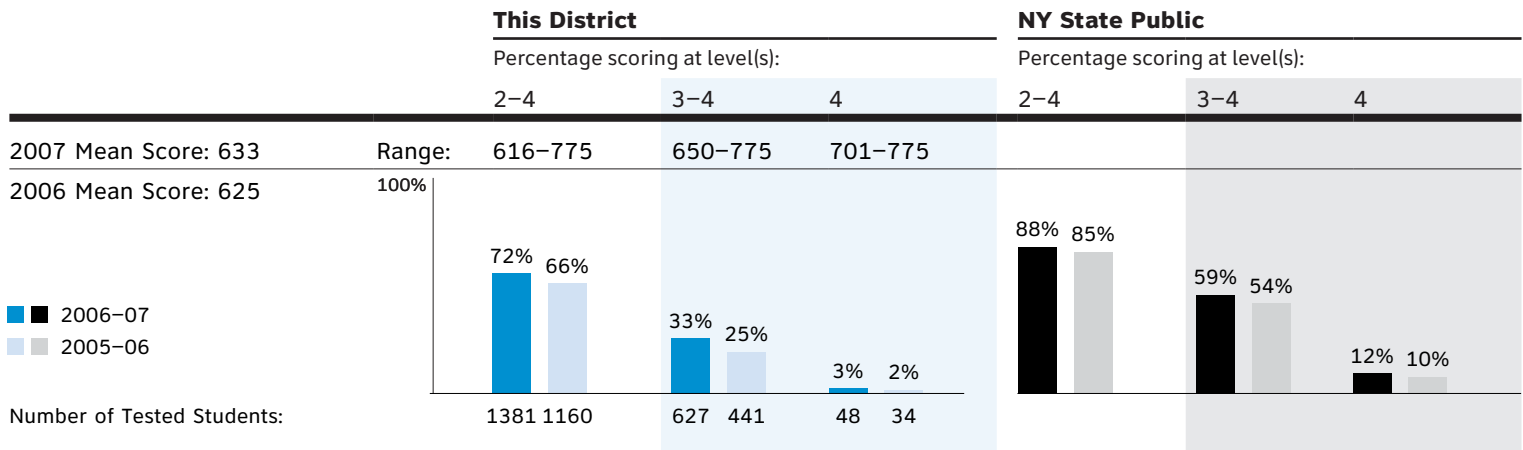
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### Other Assessments

	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	30	29	27	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 8	36	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>1918</b>	<b>72%</b>	<b>33%</b>	<b>3%</b>	<b>1751</b>	<b>66%</b>	<b>25%</b>	<b>2%</b>
Female	945	75%	35%	3%	849	71%	26%	2%
Male	973	69%	31%	2%	902	62%	24%	2%
American Indian or Alaska Native	6	83%	17%	0%	10	80%	20%	0%
Black or African American	642	69%	31%	2%	554	62%	21%	2%
Hispanic or Latino	1223	73%	33%	2%	1157	68%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	38	89%	63%	18%	19	84%	63%	21%
White	9	67%	56%	22%	11	55%	27%	9%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1551	80%	38%	3%	1387	76%	31%	2%
Students with Disabilities	367	39%	10%	1%	364	29%	4%	0%
English Proficient	1615	74%	35%	3%	1417	68%	27%	2%
Limited English Proficient	303	64%	18%	1%	334	60%	16%	1%
Economically Disadvantaged	1796	71%	32%	2%	1173	76%	30%	2%
Not Disadvantaged	122	83%	41%	5%	578	46%	15%	1%
Migrant								
Not Migrant	1918	72%	33%	3%	1751	66%	25%	2%

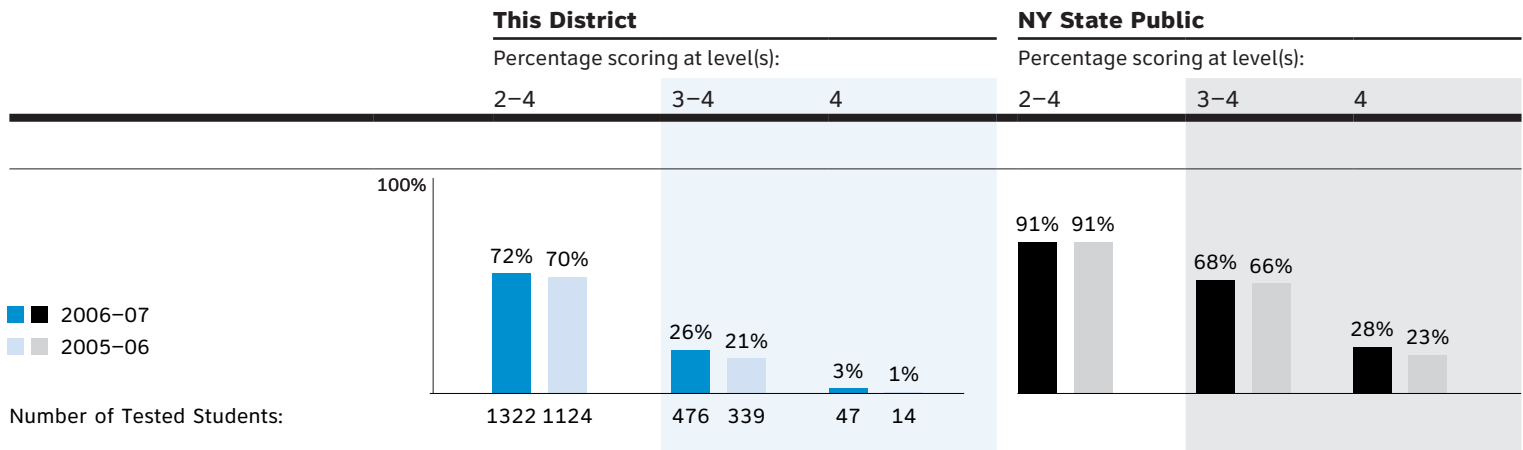
#### NOTES

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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	30	30	28	18	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>1836</b>	<b>72%</b>	<b>26%</b>	<b>3%</b>	<b>1611</b>	<b>70%</b>	<b>21%</b>	<b>1%</b>
Female	912	75%	26%	3%	790	74%	23%	1%
Male	924	69%	26%	3%	821	66%	19%	1%
American Indian or Alaska Native	6	83%	0%	0%	11	82%	27%	0%
Black or African American	606	71%	26%	3%	521	66%	21%	1%
Hispanic or Latino	1179	72%	25%	2%	1052	71%	21%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	81%	54%	16%	17	71%	53%	6%
White	8	75%	50%	13%	10	80%	0%	0%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1502	78%	30%	3%	1278	78%	25%	1%
Students with Disabilities	334	43%	9%	0%	333	37%	5%	0%
English Proficient	1543	75%	29%	3%	1306	72%	24%	1%
Limited English Proficient	293	55%	10%	0%	305	61%	9%	0%
Economically Disadvantaged	1715	71%	25%	2%	1080	78%	24%	1%
Not Disadvantaged	121	80%	33%	5%	531	53%	16%	1%
Migrant								
Not Migrant	1836	72%	26%	3%	1611	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	30	30	26	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	5	1	1	0	0			

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

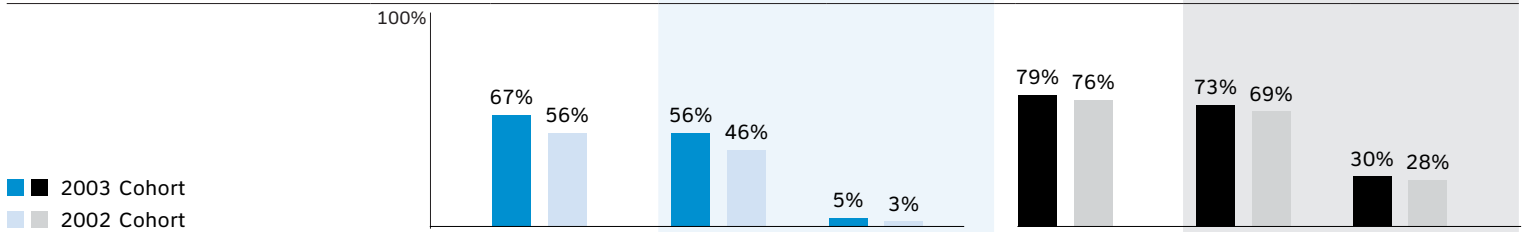
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2003 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2002 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2003 Cohort			2002 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1134</b>	<b>67%</b>	<b>56%</b>	<b>5%</b>	<b>657</b>	<b>56%</b>	<b>46%</b>	<b>3%</b>
Female	580	73%	62%	7%	320	63%	52%	3%
Male	554	61%	49%	4%	337	50%	41%	3%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	388	71%	58%	5%	219	59%	52%	6%
Hispanic or Latino	705	65%	54%	6%	418	54%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	23	61%	52%	0%	6	–	–	–
White	6	–	–	–	11	64%	45%	9%
Multiracial	8	88%	63%	0%				
Small Group Totals	10	60%	50%	20%	9	56%	33%	0%
General-Education Students	925	77%	64%	7%	542	64%	53%	4%
Students with Disabilities	209	23%	16%	0%	115	17%	14%	1%
English Proficient	1017	68%	58%	6%	525	60%	51%	4%
Limited English Proficient	117	59%	38%	0%	132	40%	27%	1%
Economically Disadvantaged	1038	69%	58%	6%	462	56%	45%	2%
Not Disadvantaged	96	39%	34%	1%	195	55%	49%	5%
Migrant								
Not Migrant					657	56%	46%	3%

### NOTES

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## Other Assessments

### 2003 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

### 2002 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

	2003 Cohort	2002 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	24

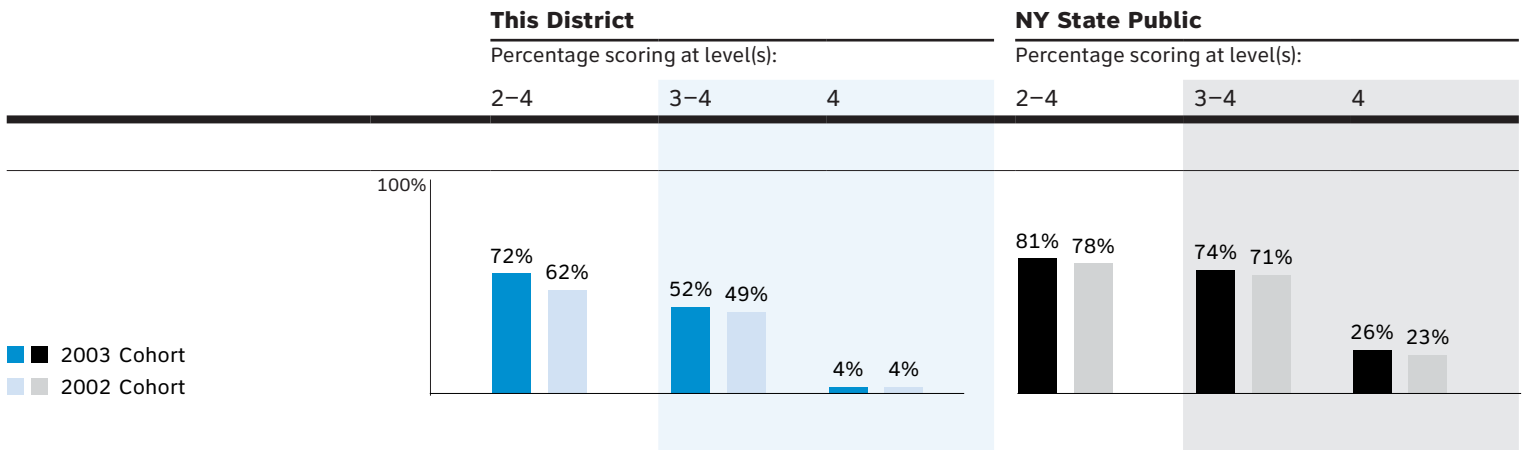
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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>1134</b>	<b>72%</b>	<b>52%</b>	<b>4%</b>	<b>657</b>	<b>62%</b>	<b>49%</b>	<b>4%</b>
Female	580	75%	54%	5%	320	66%	52%	6%
Male	554	69%	49%	3%	337	58%	46%	3%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	388	74%	54%	4%	219	63%	52%	5%
Hispanic or Latino	705	70%	50%	4%	418	62%	48%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	74%	70%	0%	6	–	–	–
White	6	–	–	–	11	64%	36%	9%
Multiracial	8	88%	50%	0%				
Small Group Totals	10	70%	50%	10%	9	44%	44%	0%
General-Education Students	925	81%	60%	5%	542	71%	57%	5%
Students with Disabilities	209	31%	14%	0%	115	17%	12%	1%
English Proficient	1017	71%	54%	5%	525	62%	51%	5%
Limited English Proficient	117	74%	37%	0%	132	64%	41%	3%
Economically Disadvantaged	1038	74%	54%	4%	462	64%	48%	4%
Not Disadvantaged	96	43%	29%	1%	195	57%	51%	6%
Migrant								
Not Migrant					657	62%	49%	4%

#### 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				23	23	19	16

\* 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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\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.