



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #13**

District ID **33-13-00-01-0000**

Superintendent **JAMES MACHEN**

Telephone **(718) 636-3204**

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	529	563	553
Kindergarten	954	978	927
Grade 1	1256	1240	1181
Grade 2	1222	1197	1144
Grade 3	1270	1230	1140
Grade 4	1150	1083	1121
Grade 5	1257	1146	1046
Grade 6	1177	1120	1097
Ungraded Elementary	712	655	639
Grade 7	1364	1123	1065
Grade 8	1163	1325	1067
Grade 9	3077	3209	3238
Grade 10	2316	2761	2986
Grade 11	1840	1809	2026
Grade 12	1431	1654	1730
Ungraded Secondary	424	428	524
Total K-12	20613	20958	20931

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	23	23	22
Grade 8			
English	25	26	26
Mathematics	25	27	27
Science	25	29	26
Social Studies	24	27	25
Grade 10			
English	28	28	26
Mathematics	26	26	25
Science	27	26	22
Social Studies	27	29	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 #13

District ID 33-13-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	12912	63%	12630	60%	12704	61%
Reduced-Price Lunch	1423	7%	1864	9%	2038	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	975	5%	791	4%	820	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	134	1%	120	1%	127	1%
Black or African American	13375	65%	13557	65%	13336	64%
Hispanic or Latino	3220	16%	3171	15%	3204	15%
Asian or Native Hawaiian/Other Pacific Islander	2461	12%	2713	13%	2962	14%
White	1423	7%	1397	7%	1302	6%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

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

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	449	2%	346	2%	566	3%

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
Total Number of Teachers	1394	1471	1485
Percent with No Valid Teaching Certificate	6%	6%	8%
Percent Teaching Out of Certification	20%	16%	14%
Percent with Fewer Than Three Years of Experience	19%	18%	17%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	31%	32%
Total Number of Core Classes*	N/A	4376	2765
Percent Not Taught by Highly Qualified Teachers	N/A	16%	15%
Total Number of Classes	3188	3442	3607
Percent Taught by Teachers Without Appropriate Certification	26%	21%	17%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	29%	24%	26%
Turnover Rate of All Teachers	25%	18%	20%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



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.

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.

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.

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
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	—	—		✓	✓	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✓ ^{SH}	✓	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 8 of 9	✗ 8 of 9	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} 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 8 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 4) 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 3) in 2008-09. [208]

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




Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08	
All Students (7374:6989)			98%		137	121		
Ethnicity								
American Indian or Alaska Native (67:63)			99%		121	110		
Black or African American (5687:5426)			98%		138	121		
Hispanic or Latino (1306:1224)			98%		133	119		
Asian or Native Hawaiian/Other Pacific Islander (148:129)			99%		136	113		
White (155:139)			96%		160	113		
Multiracial (11:8)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities ⁴ (2928:1305)			94%		87	119	88 [‡] 98	
Limited English Proficient ⁵ (305:368)			98%		104	116	103 114	
Economically Disadvantaged (6389:6050)			98%		134	121		
Final AYP Determination	 8 of 9							

NOTES

- 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.
- 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.
- 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.
- 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.
- 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (7377:6919)			98%		145	85	
Ethnicity							
American Indian or Alaska Native (68:64)			97%		120	74	
Black or African American (5689:5358)			98%		144	85	
Hispanic or Latino (1303:1211)			98%		146	83	
Asian or Native Hawaiian/Other Pacific Islander (151:137)			98%		164	77	
White (155:140)			96%		163	77	
Multiracial (11:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2925:1282)			95%		90	83	
Limited English Proficient ⁵ (308:386)			98%		132	80	
Economically Disadvantaged (6391:5993)			98%		144	85	
Final AYP Determination	 9 of 9						

NOTES

¹ 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.

² 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.

³ 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.

⁴ 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.

⁵ 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) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (2491:2259)		Qualified		95%		140	100	
Ethnicity								
American Indian or Alaska Native (26:24)	—	—	—	—	—	—	—	—
Black or African American (1930:1744)		Qualified		95%		138	100	
Hispanic or Latino (438:403)		Qualified		95%		146	100	
Asian or Native Hawaiian/Other Pacific Islander (44:40)		Qualified		100%		170	100	
White (49:45)		Qualified		98%		176	100	
Multiracial (4:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (498:426)		Did not qualify		88%		98	100	100 99
Limited English Proficient ⁴ (89:111)		Qualified		97%		127	100	
Economically Disadvantaged (2114:1927)		Qualified		95%		139	100	
Final AYP Determination		1 of 1						

NOTES

¹ 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.

² 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.

³ 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.


⁴ 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 8 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 4) 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 3) in 2008-09. [208]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (1853:1902)			98%		177	157	
Ethnicity							
American Indian or Alaska Native (2:5)	—	—	—	—	—	—	—
Black or African American (865:924)			99%		168	155	
Hispanic or Latino (200:214)			98%		159	151	
Asian or Native Hawaiian/Other Pacific Islander (493:475)			98%		193	154	
White (224:214)			98%		194	151	
Multiracial (69:70)			100%		200	148	
Other Groups							
Students with Disabilities (94:119)			89%		88	149	113 [‡] 99
Limited English Proficient ⁴ (28:83)		—	—		147	148	110 152
Economically Disadvantaged (1073:1164)			99%		176	156	
Final AYP Determination	 8 of 9						

NOTES

¹ 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).

² 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.

³ 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.

⁴ 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 8 of 9 Student groups making AYP in Mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (1853:1902)			99%		180	150	
Ethnicity							
American Indian or Alaska Native (2:5)	—	—	—	—	—	—	—
Black or African American (865:924)			98%		169	148	
Hispanic or Latino (200:214)			97%		164	144	
Asian or Native Hawaiian/Other Pacific Islander (493:475)			99%		198	147	
White (224:214)			99%		195	144	
Multiracial (69:70)			100%		200	141	
Other Groups							
Students with Disabilities (94:119)			90%		93	142	124 [‡] 104
Limited English Proficient ⁴ (28:83)		—	—		160	141	
Economically Disadvantaged (1073:1164)			99%		177	149	
Final AYP Determination		8 of 9					

NOTES

¹ 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).

² 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.

³ 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.

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

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

AYP Status

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










Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (1926)			75%	55%		
Ethnicity						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (876)			65%	55%		
Hispanic or Latino (226)			60%	55%		
Asian or Native Hawaiian/Other Pacific Islander (496)			91%	55%		
White (322)			91%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (112)			16%	55%	29%	17%
Limited English Proficient ³ (2)		–	–	–		
Economically Disadvantaged (853)			76%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ 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.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ 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 #13**

District ID **33-13-00-01-0000**

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

29 schools identified 71% of total

ACORN COMMUNITY HIGH SCHOOL
BROOKLYN COMMUNITY HIGH SCH-COMMUNICATION, ARTS & MEDIA
BROOKLYN INTERNATIONAL HIGH SCHOOL
BROOKLYN PREPARATORY HIGH SCHOOL
FREEDOM ACADEMY HIGH SCHOOL
JHS 265 SUSAN S MCKINNEY
MS 266 PARK PLACE COMMUNITY MIDDLE SCHOOL
MS 571
PS 11 PURVIS J BEHAN SCHOOL
PS 133 WILLIAM A BUTLER SCHOOL
PS 20 CLINTON HILL SCHOOL
PS 256 BENJAMIN BANNEKER SCHOOL
PS 270 JOANNE DEKALB SCHOOL
PS 287 BAILEY K ASHFORD SCHOOL
PS 3 BEDFORD VILLAGE SCHOOL
PS 305 DR PETER RAY SCHOOL
PS 307 DANIEL HALE WILLIAMS SCHOOL
PS 44 MARCUS GARVEY
PS 46 EDWARD C BLUM SCHOOL
PS 54 SAMUEL C BARNES SCHOOL
PS 56 LEWIS H LATIMER SCHOOL
PS 9 TEUNIS G BERGEN SCHOOL
PS 93 WILLIAM H PRESCOTT SCHOOL
SATELLITE EAST MIDDLE SCHOOL
SATELLITE III
SATELLITE WEST MIDDLE SCHOOL
URBAN ASSEMBLY ACADEMY OF BUSINESS AND COMMUNITY DEVELOPMENT
URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE
URBAN ASSEMBLY SCHOOL OF MUSIC AND ART

New York State Status

■ Good Standing

6 schools identified 15% of total

BEDFORD ACADEMY HIGH SCHOOL
BENJAMIN BANNEKER ACADEMY
BROOKLYN TECHNICAL HIGH SCHOOL
PS 282 PARK SLOPE ELEMENTARY SCHOOL
PS 8 ROBERT FULTON SCHOOL
URBAN ASSEMBLY ACADEMY OF ARTS AND LETTERS

■ Requiring Academic Progress (Year 1)

1 school identified 2% of total

SCIENCE SKILLS CENTER HIGH SCHOOL

▲ Corrective Action

1 school identified 2% of total

GEORGE WESTINGHOUSE CAREER & TECHNICAL ED HIGH SCHOOL

▲ Planning for Restructuring

1 school identified 2% of total

JHS 113/OLD 294 EDMONDS CENTER

▲ Restructuring (Year 3)

2 schools identified 5% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

▲ Restructuring (Year 3) (continued)

JHS 117 FRANCIS SCOTT KEY

PS 67 CHARLES A DORSEY SCHOOL

▲ Restructuring (Year 4)

1 school identified 2% of total















JHS 258 DAVID RUGGLES


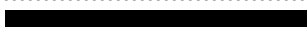
District NEW YORK CITY GEOGRAPHIC DISTRICT #13

District ID 33-13-00-01-0000

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%	
English Language Arts				
Grade 3	52%			1225
Grade 4	51%			1219
Grade 5	53%			1141
Grade 6	40%			1198
Grade 7	37%			1148
Grade 8	39%			1163
Mathematics				
Grade 3	80%			1229
Grade 4	70%			1218
Grade 5	66%			1148
Grade 6	50%			1202
Grade 7	39%			1152
Grade 8	37%			1178
Science				
Grade 4	67%			1210
Grade 8	34%			1122

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	81%			2053
Mathematics	81%			2053

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.

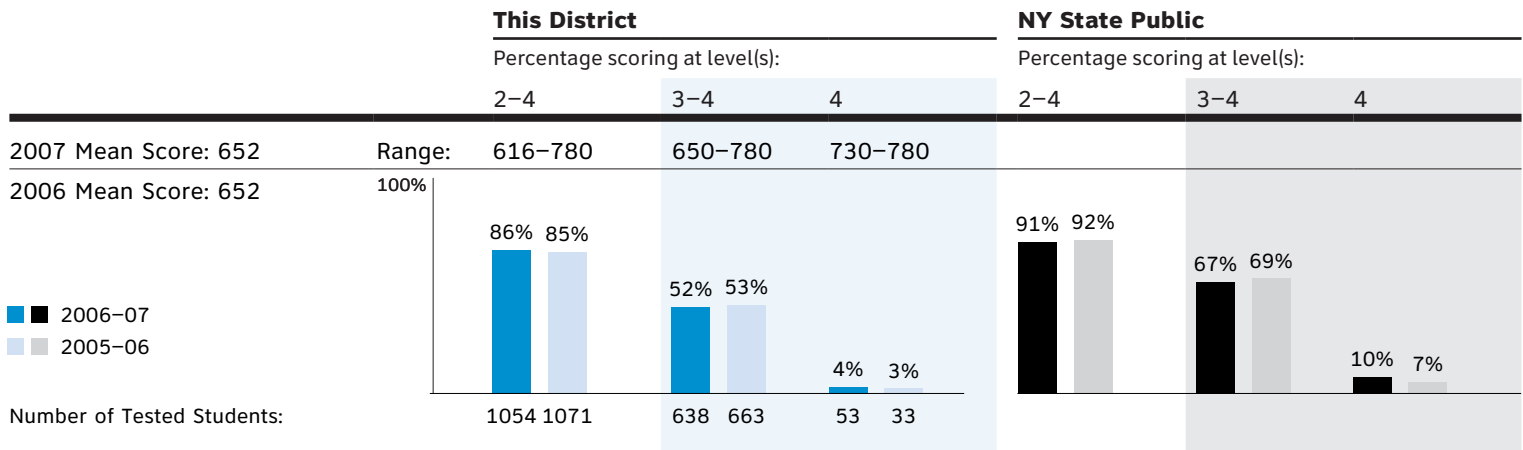
In this section, this district's performance is compared with that of public schools statewide.

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
All Students	1225	86%	52%	4%	1254	85%	53%	3%
Female	583	90%	59%	7%	637	89%	59%	4%
Male	642	82%	46%	2%	617	82%	47%	1%
American Indian or Alaska Native	6	-	-	-	9	78%	44%	0%
Black or African American	959	87%	52%	4%	995	85%	51%	3%
Hispanic or Latino	202	81%	48%	3%	200	86%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	25	92%	60%	8%	21	100%	67%	5%
White	31	97%	84%	19%	29	100%	97%	7%
Multiracial	2	-	-	-				
Small Group Totals	8	88%	38%	13%				
General-Education Students	1018	92%	58%	5%	1070	91%	59%	3%
Students with Disabilities	207	57%	21%	1%	184	52%	20%	0%
English Proficient	1179	87%	53%	4%	1244	85%	53%	3%
Limited English Proficient	46	74%	22%	0%	10	80%	40%	0%
Economically Disadvantaged	1092	85%	51%	4%	1002	91%	59%	3%
Not Disadvantaged	133	95%	65%	7%	252	63%	30%	0%
Migrant								
Not Migrant	1225	86%	52%	4%	1254	85%	53%	3%

NOTES

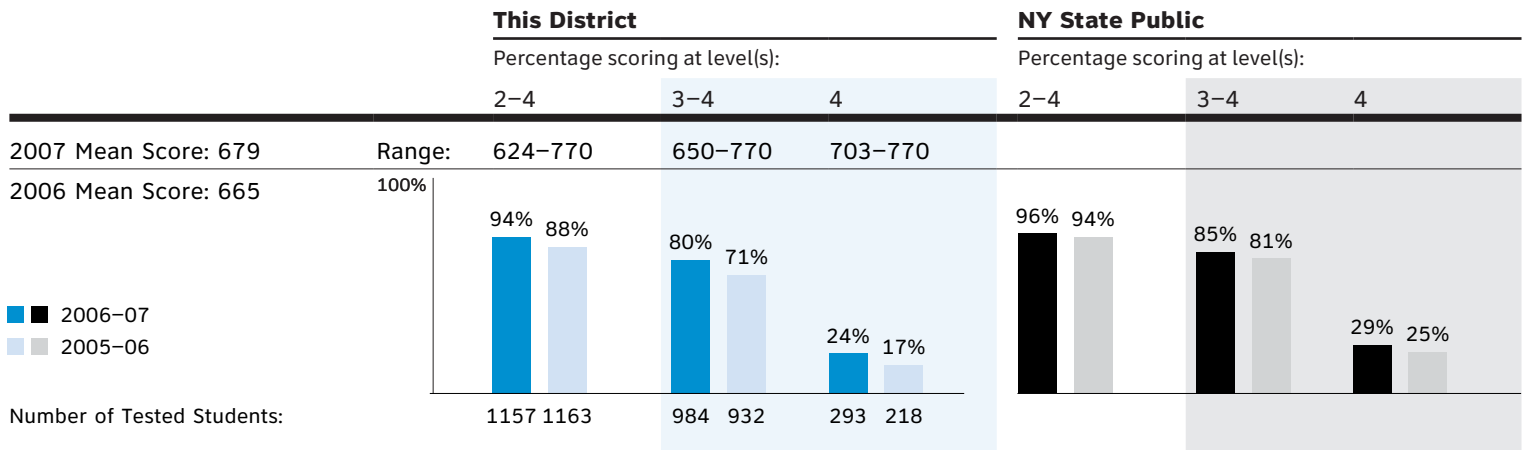
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	18	18	15	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	8	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
All Students	1229	94%	80%	24%	1319	88%	71%	17%
Female	587	96%	82%	27%	669	88%	73%	17%
Male	642	93%	78%	21%	650	88%	69%	16%
American Indian or Alaska Native	7	-	-	-	10	80%	50%	20%
Black or African American	957	94%	79%	24%	1000	89%	70%	17%
Hispanic or Latino	206	93%	80%	18%	251	86%	72%	15%
Asian or Native Hawaiian/Other Pacific Islander	27	96%	93%	37%	27	89%	85%	22%
White	30	100%	90%	47%	31	97%	84%	26%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	78%	22%				
General-Education Students	1022	98%	87%	28%	1119	93%	76%	19%
Students with Disabilities	207	74%	47%	5%	200	62%	41%	5%
English Proficient	1174	94%	80%	25%	1248	89%	72%	17%
Limited English Proficient	55	93%	73%	5%	71	73%	52%	3%
Economically Disadvantaged	1099	94%	79%	23%	1051	93%	76%	19%
Not Disadvantaged	130	95%	86%	34%	268	69%	50%	7%
Migrant								
Not Migrant	1229	94%	80%	24%	1319	88%	71%	17%

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	18	18	18	14	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: 650	612-775	650-775	716-775			
2006 Mean Score: 648						
Number of Tested Students:	1087	986	625	592	47	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
All Students	1219	89%	51%	4%	1165	85%	51%	3%
Female	640	91%	55%	5%	598	88%	54%	2%
Male	579	87%	47%	3%	567	81%	47%	3%
American Indian or Alaska Native	10	-	-	-	5	60%	40%	0%
Black or African American	913	89%	50%	4%	913	86%	52%	3%
Hispanic or Latino	244	88%	52%	2%	213	82%	44%	2%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	67%	4%	13	85%	69%	0%
White	27	100%	78%	11%	21	81%	62%	10%
Multiracial	1	-	-	-				
Small Group Totals	11	73%	55%	9%				
General-Education Students	1018	95%	58%	4%	950	91%	58%	3%
Students with Disabilities	201	59%	19%	1%	215	55%	18%	1%
English Proficient	1171	90%	52%	4%	1146	85%	51%	3%
Limited English Proficient	48	75%	27%	0%	19	47%	16%	0%
Economically Disadvantaged	1052	88%	49%	3%	896	91%	57%	3%
Not Disadvantaged	167	95%	66%	10%	269	63%	29%	1%
Migrant								
Not Migrant	1219	89%	51%	4%	1165	85%	51%	3%

NOTES

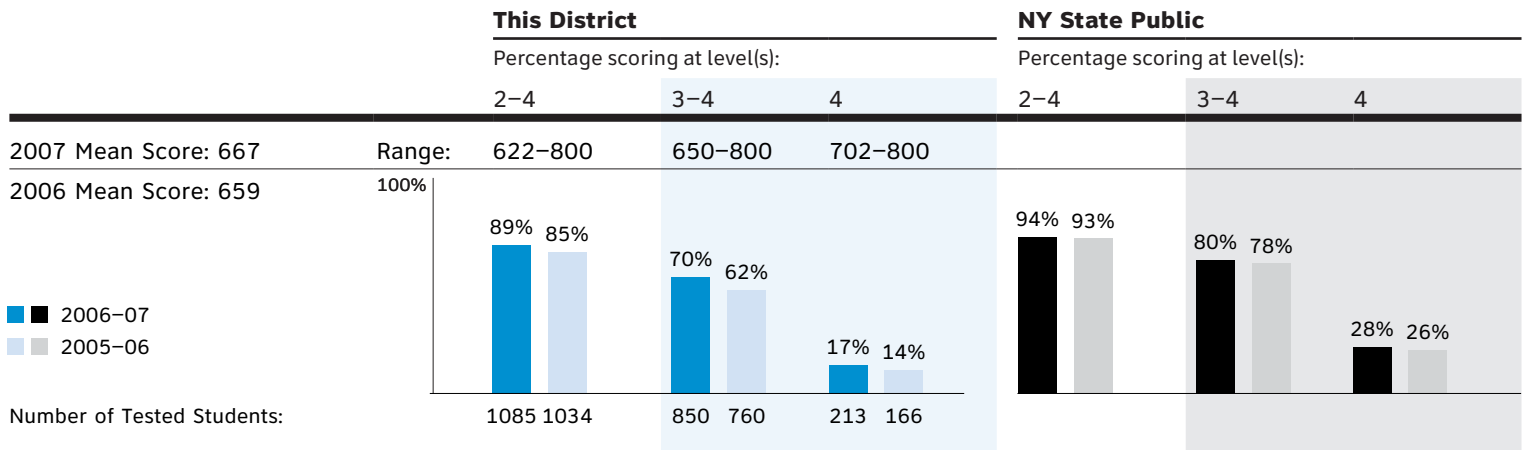
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 4 Equivalent	14	13	12	8	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	2	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
All Students	1218	89%	70%	17%	1220	85%	62%	14%
Female	640	88%	70%	17%	628	86%	64%	13%
Male	578	90%	70%	19%	592	83%	61%	14%
American Indian or Alaska Native	10	-	-	-	5	100%	40%	0%
Black or African American	913	88%	68%	16%	921	86%	63%	14%
Hispanic or Latino	239	91%	73%	19%	245	80%	59%	11%
Asian or Native Hawaiian/Other Pacific Islander	25	92%	88%	36%	26	85%	65%	19%
White	29	93%	86%	34%	23	74%	65%	26%
Multiracial	2	-	-	-				
Small Group Totals	12	83%	50%	17%				
General-Education Students	1021	94%	76%	20%	988	91%	70%	16%
Students with Disabilities	197	65%	35%	6%	232	57%	31%	3%
English Proficient	1167	90%	70%	18%	1150	86%	64%	14%
Limited English Proficient	51	75%	55%	10%	70	60%	31%	1%
Economically Disadvantaged	1053	89%	68%	16%	930	91%	69%	16%
Not Disadvantaged	165	91%	81%	27%	290	64%	39%	7%
Migrant								
Not Migrant	1218	89%	70%	17%	1220	85%	62%	14%

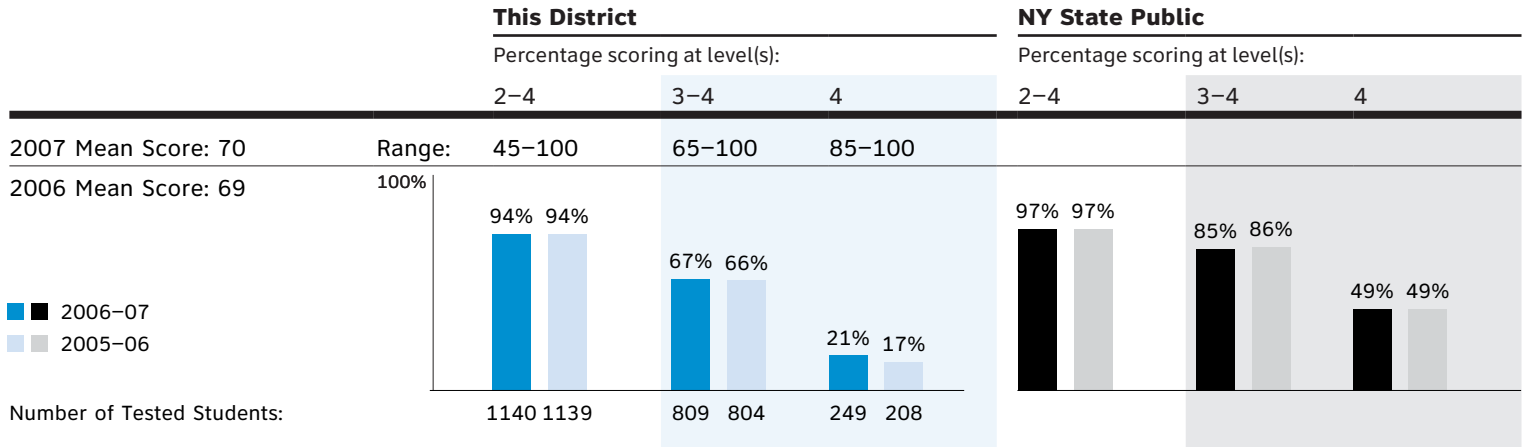
NOTES

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

Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	14	14	12	10	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
All Students	1210	94%	67%	21%	1212	94%	66%	17%
Female	634	95%	68%	21%	625	95%	68%	17%
Male	576	94%	66%	20%	587	93%	65%	17%
American Indian or Alaska Native	9	-	-	-	5	100%	60%	0%
Black or African American	908	94%	65%	19%	916	95%	67%	18%
Hispanic or Latino	237	94%	69%	20%	242	91%	63%	14%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	88%	38%	26	81%	50%	8%
White	28	100%	96%	50%	23	87%	74%	30%
Multiracial	2	-	-	-				
Small Group Totals	11	91%	55%	18%				
General-Education Students	1010	96%	74%	23%	983	97%	71%	20%
Students with Disabilities	200	85%	33%	6%	229	83%	45%	7%
English Proficient	1159	95%	68%	21%	1142	96%	68%	18%
Limited English Proficient	51	82%	47%	8%	70	69%	31%	3%
Economically Disadvantaged	1046	94%	66%	18%	925	96%	71%	20%
Not Disadvantaged	164	97%	75%	38%	287	86%	53%	8%
Migrant								
Not Migrant	1210	94%	67%	21%	1212	94%	66%	17%

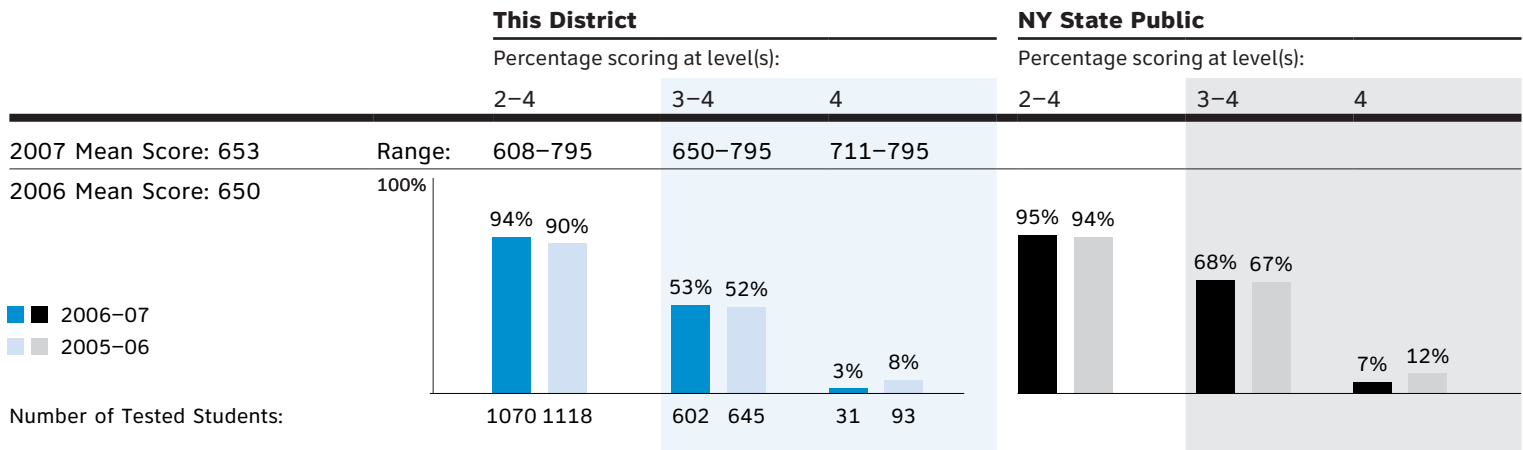
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	14	13	13	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1141	94%	53%	3%	1240	90%	52%	8%
Female	586	96%	56%	3%	658	92%	57%	9%
Male	555	91%	50%	3%	582	88%	47%	6%
American Indian or Alaska Native	8	75%	38%	13%	13	92%	31%	0%
Black or African American	862	96%	55%	3%	979	91%	52%	7%
Hispanic or Latino	226	89%	47%	2%	203	87%	54%	10%
Asian or Native Hawaiian/Other Pacific Islander	25	84%	44%	0%	23	83%	52%	13%
White	20	90%	45%	0%	22	100%	68%	18%
Multiracial								
Small Group Totals								
General-Education Students	936	97%	59%	3%	1027	95%	58%	8%
Students with Disabilities	205	77%	22%	0%	213	65%	22%	3%
English Proficient	1091	95%	55%	3%	1214	91%	53%	7%
Limited English Proficient	50	68%	8%	0%	26	69%	23%	8%
Economically Disadvantaged	1011	93%	50%	2%	975	95%	59%	9%
Not Disadvantaged	130	99%	74%	5%	265	71%	28%	4%
Migrant								
Not Migrant	1141	94%	53%	3%	1240	90%	52%	8%

NOTES

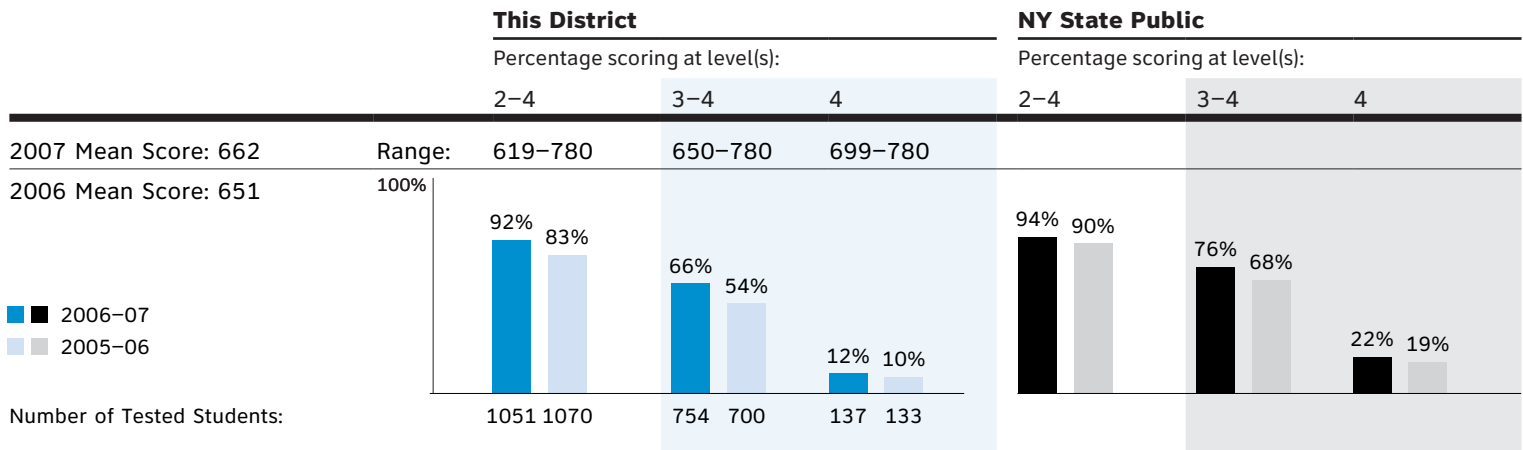
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 5 Equivalent	18	18	18	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 5	5	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
All Students	1148	92%	66%	12%	1285	83%	54%	10%
Female	585	94%	70%	12%	677	86%	56%	10%
Male	563	89%	62%	12%	608	81%	53%	11%
American Indian or Alaska Native	8	88%	25%	0%	13	54%	23%	15%
Black or African American	867	92%	66%	12%	992	84%	54%	8%
Hispanic or Latino	228	88%	62%	11%	223	82%	60%	17%
Asian or Native Hawaiian/Other Pacific Islander	25	92%	84%	24%	31	94%	55%	23%
White	20	95%	65%	25%	26	77%	42%	15%
Multiracial								
Small Group Totals								
General-Education Students	939	97%	75%	14%	1062	89%	61%	12%
Students with Disabilities	209	67%	25%	0%	223	55%	22%	1%
English Proficient	1095	93%	67%	12%	1229	84%	56%	11%
Limited English Proficient	53	68%	36%	4%	56	57%	27%	4%
Economically Disadvantaged	1015	91%	64%	11%	1011	89%	61%	12%
Not Disadvantaged	133	96%	75%	23%	274	61%	30%	4%
Migrant								
Not Migrant	1148	92%	66%	12%	1285	83%	54%	10%

NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	18	18	18	15	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: 645	598-785	650-785	705-785			
2006 Mean Score: 635						
Number of Tested Students:	1145	1002	485	439	38	34

Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1198	96%	40%	3%	1192	84%	37%	3%
Female	614	97%	44%	4%	584	88%	41%	4%
Male	584	94%	36%	2%	608	80%	33%	2%
American Indian or Alaska Native	11	-	-	-	12	75%	25%	0%
Black or African American	935	96%	40%	3%	957	83%	36%	3%
Hispanic or Latino	201	96%	41%	5%	192	88%	39%	1%
Asian or Native Hawaiian/Other Pacific Islander	28	89%	36%	0%	12	83%	67%	25%
White	20	90%	55%	0%	19	95%	58%	11%
Multiracial	3	-	-	-				
Small Group Totals	14	100%	36%	0%				
General-Education Students	988	98%	47%	4%	968	92%	44%	3%
Students with Disabilities	210	82%	10%	0%	224	50%	7%	1%
English Proficient	1154	96%	42%	3%	1174	85%	37%	3%
Limited English Proficient	44	77%	5%	0%	18	39%	22%	0%
Economically Disadvantaged	1026	95%	38%	3%	839	92%	45%	3%
Not Disadvantaged	172	98%	52%	5%	353	64%	17%	2%
Migrant								
Not Migrant	1198	96%	40%	3%	1192	84%	37%	3%

NOTES

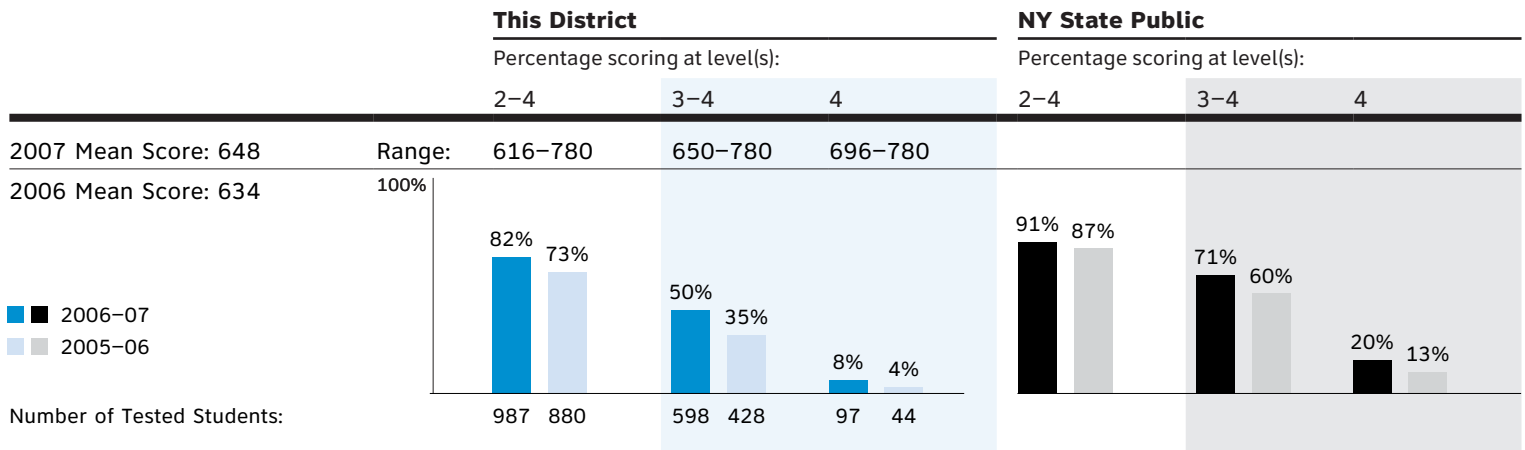
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 6 Equivalent	16	16	14	8	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	6	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
All Students	1202	82%	50%	8%	1210	73%	35%	4%
Female	618	83%	52%	7%	589	75%	38%	3%
Male	584	81%	47%	9%	621	71%	33%	4%
American Indian or Alaska Native	12	-	-	-	11	45%	18%	0%
Black or African American	933	83%	50%	8%	962	73%	33%	3%
Hispanic or Latino	202	77%	50%	11%	200	74%	42%	7%
Asian or Native Hawaiian/Other Pacific Islander	31	84%	55%	3%	16	88%	81%	25%
White	21	86%	62%	10%	21	71%	52%	10%
Multiracial	3	-	-	-				
Small Group Totals	15	80%	27%	0%				
General-Education Students	994	90%	57%	10%	985	81%	41%	4%
Students with Disabilities	208	45%	14%	1%	225	36%	9%	2%
English Proficient	1150	83%	51%	8%	1178	73%	36%	4%
Limited English Proficient	52	58%	25%	0%	32	50%	19%	0%
Economically Disadvantaged	1031	81%	48%	8%	848	82%	42%	4%
Not Disadvantaged	171	89%	60%	11%	362	51%	20%	3%
Migrant								
Not Migrant	1202	82%	50%	8%	1210	73%	35%	4%

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 6 Equivalent	16	16	15	9	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: 638	600-790	650-790	712-790			
2006 Mean Score: 633						
Number of Tested Students:	1026	1058	423	439	15	25

Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1148	89%	37%	1%	1232	86%	36%	2%
Female	565	93%	46%	2%	601	90%	40%	2%
Male	583	86%	28%	0%	631	82%	31%	2%
American Indian or Alaska Native	12	-	-	-	13	85%	23%	0%
Black or African American	902	91%	37%	1%	995	86%	35%	2%
Hispanic or Latino	190	84%	35%	1%	195	85%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	71%	35%	0%	13	77%	54%	0%
White	25	92%	56%	0%	16	88%	56%	6%
Multiracial	2	-	-	-				
Small Group Totals	14	86%	36%	0%				
General-Education Students	935	95%	44%	2%	980	93%	43%	2%
Students with Disabilities	213	65%	8%	0%	252	57%	6%	0%
English Proficient	1109	91%	38%	1%	1212	87%	36%	2%
Limited English Proficient	39	44%	3%	0%	20	30%	5%	0%
Economically Disadvantaged	996	89%	35%	1%	818	94%	44%	2%
Not Disadvantaged	152	94%	47%	3%	414	69%	19%	1%
Migrant								
Not Migrant	1148	89%	37%	1%	1232	86%	36%	2%

NOTES

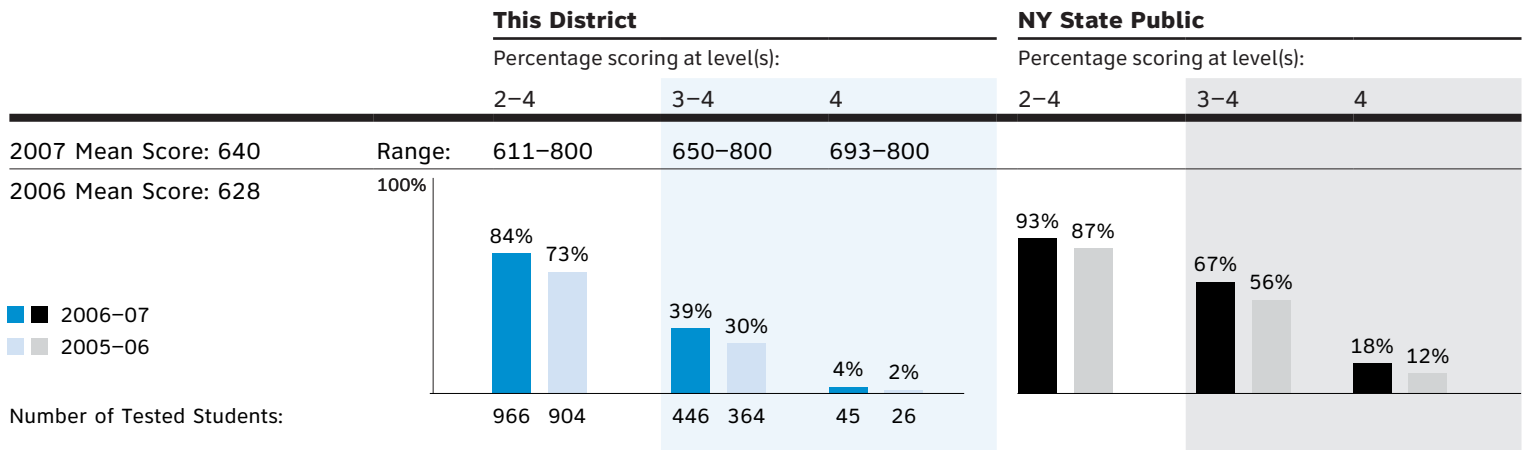
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	14	11	8	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	6	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
All Students	1152	84%	39%	4%	1233	73%	30%	2%
Female	567	89%	46%	6%	599	76%	33%	2%
Male	585	79%	32%	2%	634	70%	26%	2%
American Indian or Alaska Native	12	-	-	-	13	62%	15%	0%
Black or African American	900	83%	37%	4%	985	73%	29%	2%
Hispanic or Latino	189	87%	43%	4%	201	75%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	23	83%	57%	13%	17	76%	59%	12%
White	26	92%	46%	8%	17	76%	59%	18%
Multiracial	2	-	-	-				
Small Group Totals	14	71%	29%	0%				
General-Education Students	940	91%	44%	5%	981	82%	35%	3%
Students with Disabilities	212	54%	15%	0%	252	40%	7%	0%
English Proficient	1106	85%	40%	4%	1199	75%	30%	2%
Limited English Proficient	46	63%	17%	0%	34	29%	6%	0%
Economically Disadvantaged	1001	83%	38%	4%	821	83%	37%	3%
Not Disadvantaged	151	88%	44%	3%	412	53%	15%	1%
Migrant								
Not Migrant	1152	84%	39%	4%	1233	73%	30%	2%

NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
2-4		3-4	4	2-4		3-4	4	
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	14	10	7	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: 640	602-790	650-790	715-790			
2006 Mean Score: 632						
Number of Tested Students:	1040	1134	459	385	18	14

Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1163	89%	39%	2%	1358	84%	28%	1%
Female	570	92%	45%	2%	711	89%	33%	1%
Male	593	87%	34%	1%	647	78%	23%	1%
American Indian or Alaska Native	15	-	-	-	22	91%	32%	0%
Black or African American	928	90%	39%	1%	1098	83%	27%	1%
Hispanic or Latino	189	85%	39%	2%	203	86%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	53%	0%	20	95%	45%	5%
White	15	93%	60%	0%	15	80%	33%	0%
Multiracial	1	-	-	-				
Small Group Totals	16	94%	19%	6%				
General-Education Students	931	96%	48%	2%	1153	89%	33%	1%
Students with Disabilities	232	64%	5%	0%	205	54%	4%	0%
English Proficient	1139	90%	40%	2%	1337	84%	29%	1%
Limited English Proficient	24	46%	8%	0%	21	67%	0%	0%
Economically Disadvantaged	975	88%	38%	1%	972	89%	35%	1%
Not Disadvantaged	188	96%	47%	5%	386	69%	12%	0%
Migrant								
Not Migrant	1163	89%	39%	2%	1358	84%	28%	1%

NOTES

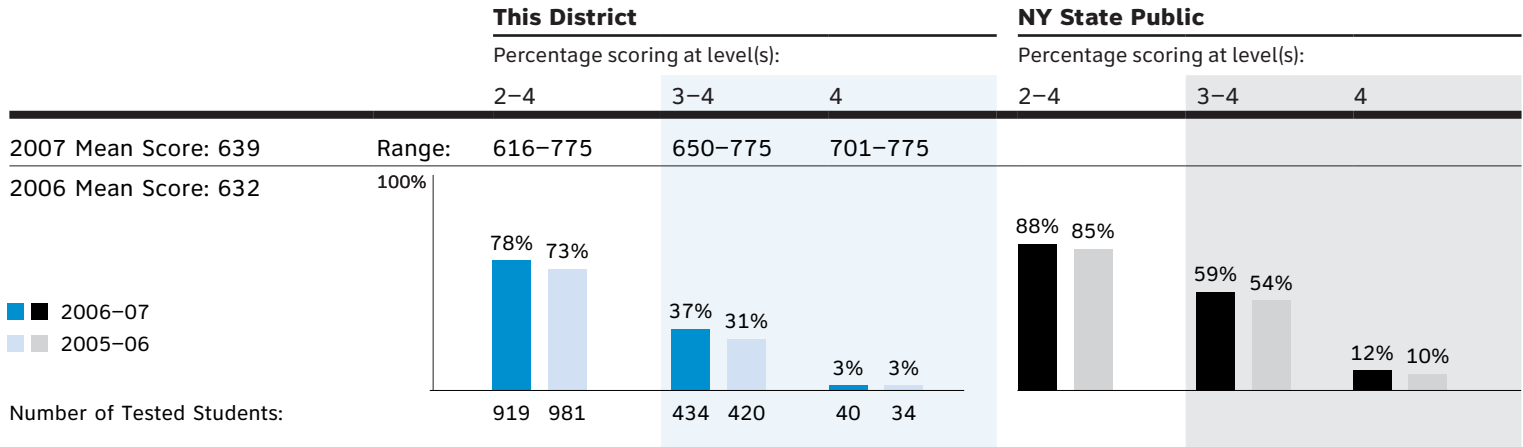
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	19	19	18	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 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
All Students	1178	78%	37%	3%	1339	73%	31%	3%
Female	580	81%	42%	4%	704	77%	34%	2%
Male	598	75%	32%	3%	635	69%	29%	3%
American Indian or Alaska Native	15	-	-	-	23	57%	35%	0%
Black or African American	936	78%	36%	2%	1067	74%	30%	2%
Hispanic or Latino	192	78%	38%	5%	206	74%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	65%	29%	23	78%	57%	22%
White	16	81%	38%	6%	20	60%	30%	0%
Multiracial	2	-	-	-				
Small Group Totals	17	82%	41%	12%				
General-Education Students	945	85%	44%	4%	1133	80%	36%	3%
Students with Disabilities	233	52%	9%	0%	206	38%	8%	0%
English Proficient	1147	79%	37%	3%	1299	74%	32%	3%
Limited English Proficient	31	55%	23%	3%	40	43%	23%	0%
Economically Disadvantaged	984	77%	37%	4%	961	81%	37%	3%
Not Disadvantaged	194	86%	38%	3%	378	54%	17%	1%
Migrant								
Not Migrant	1178	78%	37%	3%	1339	73%	31%	3%

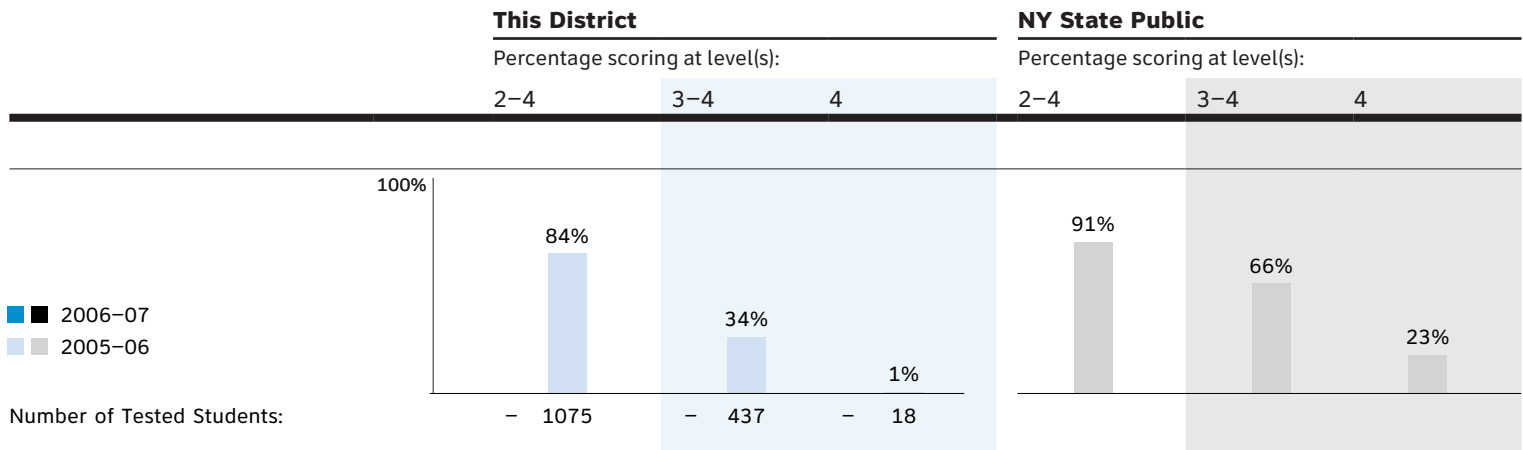
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	19	18	17	9	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
All Students	1122	81%	34%	4%	1278	84%	34%	1%
Female	554	83%	33%	2%	673	87%	34%	1%
Male	568	80%	35%	5%	605	81%	35%	2%
American Indian or Alaska Native	15	-	-	-	22	86%	36%	5%
Black or African American	894	81%	32%	3%	1012	84%	33%	1%
Hispanic or Latino	176	81%	40%	5%	200	87%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	83%	61%	17%	24	79%	58%	8%
White	17	88%	53%	6%	20	65%	40%	5%
Multiracial	2	-	-	-				
Small Group Totals	17	76%	18%	6%				
General-Education Students	909	88%	40%	4%	1091	88%	38%	2%
Students with Disabilities	213	54%	9%	1%	187	59%	12%	1%
English Proficient	1092	82%	34%	4%	1239	85%	35%	1%
Limited English Proficient	30	47%	13%	0%	39	51%	3%	0%
Economically Disadvantaged	936	81%	33%	3%	923	89%	39%	2%
Not Disadvantaged	186	85%	38%	5%	355	72%	23%	1%
Migrant								
Not Migrant	1122	81%	34%	4%	1278	84%	34%	1%

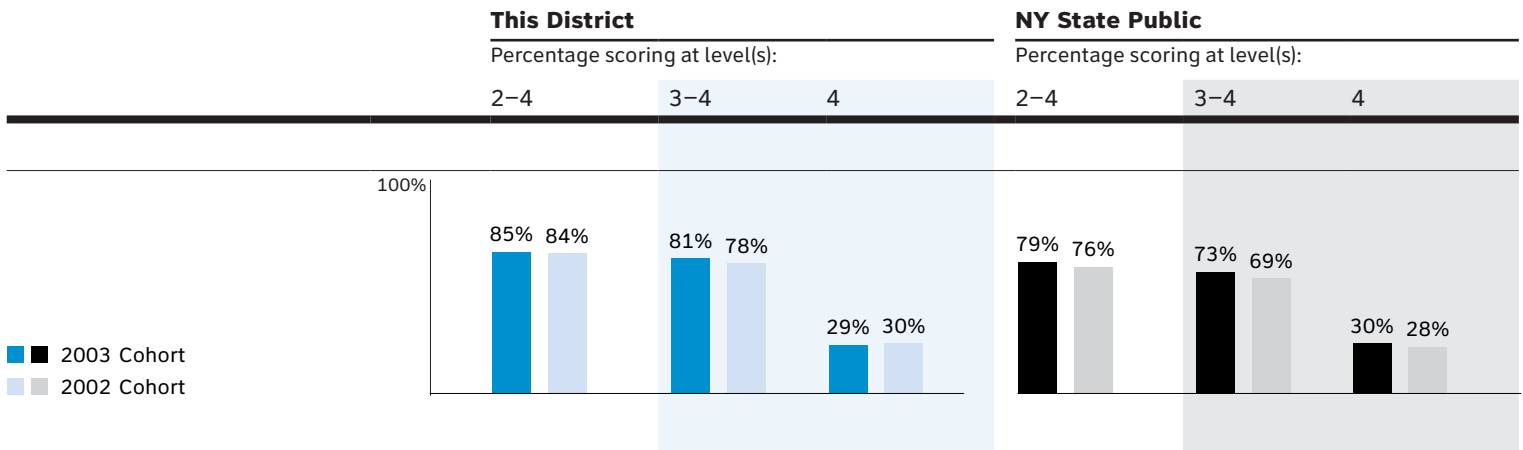
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	19	19	19	18	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	-	-	-	0			

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2053	85%	81%	29%	1922	84%	78%	30%
Female	942	88%	84%	35%	838	85%	80%	35%
Male	1111	82%	78%	25%	1084	82%	77%	26%
American Indian or Alaska Native	5	40%	20%	20%	4	-	-	-
Black or African American	1030	80%	73%	16%	876	75%	67%	16%
Hispanic or Latino	246	73%	68%	16%	222	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	480	97%	96%	49%	499	96%	94%	45%
White	223	94%	93%	58%	321	96%	94%	53%
Multiracial	69	100%	100%	43%				
Small Group Totals					226	70%	64%	18%
General-Education Students	1882	90%	87%	32%	1795	88%	83%	32%
Students with Disabilities	171	25%	17%	2%	127	14%	10%	1%
English Proficient	2017	85%	81%	30%	1853	85%	80%	31%
Limited English Proficient	36	61%	42%	0%	69	38%	22%	1%
Economically Disadvantaged	1236	85%	81%	26%	927	78%	71%	20%
Not Disadvantaged	817	85%	81%	34%	995	89%	85%	39%
Migrant								
Not Migrant					1922	84%	78%	30%

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

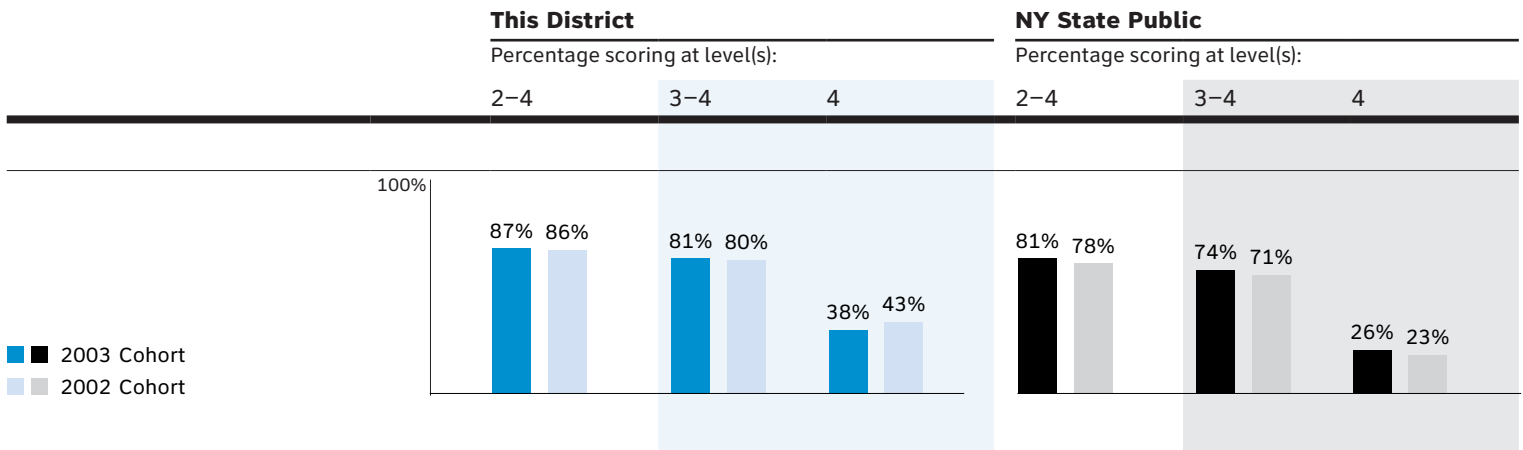
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				16	16	14	12

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2053	87%	81%	38%	1922	86%	80%	43%
Female	942	90%	84%	35%	838	89%	82%	40%
Male	1111	85%	79%	40%	1084	85%	79%	46%
American Indian or Alaska Native	5	80%	80%	0%	4	–	–	–
Black or African American	1030	81%	72%	14%	876	78%	69%	16%
Hispanic or Latino	246	76%	67%	22%	222	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	480	99%	99%	77%	499	99%	98%	79%
White	223	94%	94%	71%	321	98%	95%	78%
Multiracial	69	100%	100%	67%				
Small Group Totals					226	73%	65%	24%
General-Education Students	1882	92%	87%	41%	1795	91%	85%	46%
Students with Disabilities	171	27%	15%	2%	127	20%	12%	2%
English Proficient	2017	87%	82%	38%	1853	87%	82%	45%
Limited English Proficient	36	64%	44%	6%	69	59%	41%	6%
Economically Disadvantaged	1236	86%	80%	32%	927	83%	74%	31%
Not Disadvantaged	817	88%	83%	47%	995	90%	86%	56%
Migrant								
Not Migrant					1922	86%	80%	43%

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

	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				15	15	15	11

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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