



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #17**

District ID **33-17-00-01-0000**

Superintendent **JACQUELINE PEEK-DAVIS**

Telephone **(718) 221-4372**

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

## This District's Report Card

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

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

### For more information:

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

## 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	368	461	551
Kindergarten	1722	1541	1476
Grade 1	2310	2159	2026
Grade 2	2235	2064	1987
Grade 3	2400	2174	1979
Grade 4	2101	1945	1875
Grade 5	2367	2033	1849
Grade 6	2521	2188	2055
Ungraded Elementary	1137	1185	1289
Grade 7	2669	2432	2156
Grade 8	2647	2376	2311
Grade 9	3277	2925	2858
Grade 10	2864	2613	2559
Grade 11	1825	1275	1627
Grade 12	1734	1599	1537
Ungraded Secondary	993	919	920
<b>Total K-12</b>	<b>32802</b>	<b>29428</b>	<b>28504</b>

### Average Class Size

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

### Enrollment Information

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

### Average Class Size Information

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

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## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	22257	76%	21118	74%
Reduced-Price Lunch	0	0%	2203	7%	2236	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2531	8%	2283	8%	2275	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	186	1%	166	1%	153	1%
Black or African American	28601	87%	25472	87%	24623	86%
Hispanic or Latino	3250	10%	3037	10%	2997	11%
Asian or Native Hawaiian/Other Pacific Islander	382	1%	407	1%	403	1%
White	383	1%	346	1%	328	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	992	3%	870	3%	1871	6%

## 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.

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## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	2215	2131	2118
Percent with No Valid Teaching Certificate	6%	7%	8%
Percent Teaching Out of Certification	20%	18%	13%
Percent with Fewer Than Three Years of Experience	14%	14%	16%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	35%	35%
<b>Total Number of Core Classes*</b>	N/A	6586	4218
Percent Not Taught by Highly Qualified Teachers	N/A	15%	14%
<b>Total Number of Classes</b>	4327	4808	5402
Percent Taught by Teachers Without Appropriate Certification	25%	20%	16%

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

## Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	28%	31%	24%
Turnover Rate of All Teachers	22%	23%	18%

## 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.

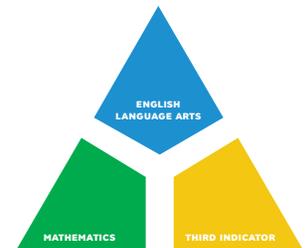
## Staff Counts Information

*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 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Improvement (Year 2)	Graduation Rate	Good Standing

### Title I Part A Funding

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✓	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✗	✓	—	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✗	—	—	—	—
Multiracial	✓	✓	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	✗	✗	✗	—
Limited English Proficient	✗	✓	—	✓ <sup>SH</sup>	✓ <sup>SH</sup>	—
Economically Disadvantaged	✓	✓	—	✗	✓	—
<b>Student groups making AYP in each subject</b>	✗ 9 of 10	✗ 9 of 10	✓ 1 of 1	✗ 2 of 6	✗ 5 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 2)

**Accountability Measures** 9 of 10 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 3) 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 2) in 2008-09. [207]

### 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> (13885:13095)			98%		132	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (71:69)			99%		125	110	
Black or African American (12125:11514)			99%		134	121	
Hispanic or Latino (1367:1232)			97%		120	119	
Asian or Native Hawaiian/Other Pacific Islander (130:112)			98%		116	112	
White (156:134)			97%		125	113	
Multiracial (36:34)		—	—		156	105	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2286:2079)			95%		83	120	83 95
Limited English Proficient <sup>5</sup> (1105:1094)			98%		98	119	107 108
Economically Disadvantaged (12903:12179)			99%		131	121	
<b>Final AYP Determination</b>	 9 of 10						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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

## Elementary/Middle-Level Mathematics

**Accountability Status for This Subject (2007-08)**  Improvement (Year 2)

**Accountability Measures** 9 of 10 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 3) 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 2) in 2008-09. [207]

### 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> (13888:12986)			98%		139	85		
<b>Ethnicity</b>								
American Indian or Alaska Native (69:68)			100%		138	74		
Black or African American (12109:11387)			98%		139	85		
Hispanic or Latino (1381:1241)			98%		139	83		
Asian or Native Hawaiian/Other Pacific Islander (135:121)			98%		140	77		
White (321:135)			94%		134	77		
Multiracial (36:34)		—	—		171	69		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (2284:2049)			95%		89	84		
Limited English Proficient <sup>5</sup> (1123:1184)			98%		125	83		
Economically Disadvantaged (12886:12075)			99%		138	85		
<b>Final AYP Determination</b>		9 of 10						

#### 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 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> (4738:4177)		Qualified		93%		136	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (30:28)	—	—	—	—	—	—	—	—
Black or African American (4113:3637)		Qualified		93%		136	100	
Hispanic or Latino (469:400)		Qualified		92%		141	100	
Asian or Native Hawaiian/Other Pacific Islander (54:49)		Qualified		96%		127	100	
White (56:48)		Qualified		91%		121	100	
Multiracial (16:15)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (746:640)		Qualified		91%		98	100	91 99
Limited English Proficient <sup>4</sup> (388:404)		Qualified		95%		116	100	
Economically Disadvantaged (4371:3891)		Qualified		94%		135	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 2)

**Accountability Measures** 2 of 6 Student groups making AYP in English Language Arts  
 Did not make AYP

**Prospective Status** To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 3) 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 2) in 2008-09. [207]

### 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 (1792:1719)</b>			97%		149	156	142‡	154
<b>Ethnicity</b>								
American Indian or Alaska Native (13:12)	—	—	—	—	—	—	—	—
Black or African American (1584:1514)			98%		148	156	141‡	153
Hispanic or Latino (140:147)			96%		152	150		
Asian or Native Hawaiian/Other Pacific Islander (26:24)	—	—	—	—	—	—	—	—
White (16:9)	—	—	—	—	—	—	—	—
Multiracial (13:13)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (166:179)			92%		78	151	84‡	90
Limited English Proficient <sup>4</sup> (35:109)		—	—		118	149	76	126
Economically Disadvantaged (1416:1371)			98%		148	156	146‡	153
<b>Final AYP Determination</b>	 2 of 6							

#### NOTES

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

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

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

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

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

#### AYP Status

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

## Secondary-Level Mathematics

**Accountability Status for This Subject (2007–08)**  Improvement (Year 2)

**Accountability Measures** 5 of 6 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 3) 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 2) in 2008-09. [207]

### 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 (1792:1719)</b>			98%		151	149		
<b>Ethnicity</b>								
American Indian or Alaska Native (13:12)	—	—	—	—	—	—	—	
Black or African American (1584:1514)			98%		151	149		
Hispanic or Latino (140:147)			96%		151	143		
Asian or Native Hawaiian/Other Pacific Islander (26:24)	—	—	—	—	—	—	—	
White (16:9)	—	—	—	—	—	—	—	
Multiracial (13:13)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities (166:179)			93%		85	144	97‡ 97	
Limited English Proficient <sup>4</sup> (35:109)		—	—		132	142	116 139	
Economically Disadvantaged (1416:1371)			98%		150	149		
<b>Final AYP Determination</b>		5 of 6						

#### NOTES

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

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

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

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

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

#### AYP Status

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

## Graduation Rate

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

**Accountability Measures** 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> (2091)			49%	55%	55%	50%
<b>Ethnicity</b>						
American Indian or Alaska Native (13)		–	–	–		
Black or African American (1796)			49%	55%	55%	50%
Hispanic or Latino (180)			41%	55%	45%	42%
Asian or Native Hawaiian/Other Pacific Islander (33)			58%	55%		
White (69)			77%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (222)			8%	55%	21%	9%
Limited English Proficient <sup>3</sup> (10)		–	–	–		
Economically Disadvantaged (1153)			53%	55%	55%	54%
<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 #17**

District ID **33-17-00-01-0000**

## 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

36 schools identified 69% of total

ACAD FOR COLLEGE PREP & CAREER EXPLORATION: A COLLEGE BOARD SCH  
ACADEMY OF HOSPITALITY AND TOURISM  
BROOKLYN HS FOR MUSIC & THEATER  
BROOKLYN HS FOR SCIENCE AND THE ENVIRONMENT  
CLARA BARTON VOCATIONAL HIGH SCHOOL  
ELIJAH STROUD MIDDLE SCHOOL  
HIGH SCHOOL FOR GLOBAL CITIZENSHIP  
HIGH SCHOOL FOR SERVICE AND LEARNING  
HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT  
HS FOR PUBLIC SERVICE-HEROES OF TOMORROW  
INTERNATIONAL ARTS BUSINESS HIGH SCHOOL  
INTERNATIONAL HIGH SCHOOL AT PROSPECT HEIGHTS  
IS 340  
MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE  
MS 394K  
PS 161 THE CROWN SCHOOL  
PS 167 PARKWAY SCHOOL  
PS 181 BROOKLYN  
PS 189 LINCOLN TERRACE SCHOOL  
PS 191 PAUL ROBESON SCHOOL  
PS 22  
PS 221 TOSSAINT L'OUVERTURE  
PS 241 EMMA L JOHNSTON SCHOOL  
PS 249 CATON SCHOOL  
PS 289 GEORGE V BROWER SCHOOL  
PS 397 FOSTER LAURIE ELEMENTARY SCHOOL  
PS 399 STANLEY E CLARKE SCHOOL  
PS 6  
PS 91 ALBANY AVENUE SCHOOL  
PS 92 ADRIAN HEGEMAN SCHOOL  
RONALD EDMONDS LEARNING CTR II  
SCHOOL FOR DEMOCRACY AND LEADERSHIP  
SCHOOL OF INTEGRATED LEARNING  
SCIENCE, TECH & RESEARCH HIGH SCHOOL  
THE SCHOOL FOR HUMAN RIGHTS  
URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR YOUNG WOMEN

#### Improvement (Year 1)

4 schools identified 8% of total

EBBETTS FIELD MIDDLE SCHOOL  
MIDDLE SCHOOL FOR THE ARTS  
PS 138  
W E B DUBOIS ACADEMIC HIGH SCHOOL

(continued)

# 3 School Accountability Status

District NEW YORK CITY GEOGRAPHIC DISTRICT #17

District ID 33-17-00-01-0000

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

### Federal Title I Status

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

##### ▲ Improvement (Year 2)

2 schools identified 4% of total

PS 375 JACKIE ROBINSON SCHOOL

PS 398 WALTER WEAVER SCHOOL

##### ▲ Corrective Action

2 schools identified 4% of total

MS 2

PAUL ROBESON HIGH SCHOOL

##### ▲ Restructuring (Year 1)

1 school identified 2% of total

PS 12

##### ▲ Restructuring (Year 2)

1 school identified 2% of total

PS 316 ELIJAH G STROUD SCHOOL

##### ▲ Restructuring (Year 3)

1 school identified 2% of total

MS 61 GLADSTONE H ATWELL SCHOOL

##### ▲ Restructuring (Year 4)

1 school identified 2% of total

IS 246 WALT WHITMAN

### New York State Status

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

1 school identified 2% of total

MIDDLE COLLEGE HIGH SCHOOL AT MEDGAR EVERS

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

1 school identified 2% of total

ERASMUS CAMPUS-HUMANITIES

##### ■ Requiring Academic Progress (Year 5)

1 school identified 2% of total

ERASMUS CAMPUS-BUSINESS /TECHNOLOGY

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

1 school identified 2% of total

MS 390 MAGGIE L WALKER SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #17

District ID 33-17-00-01-0000

## Summary of 2006–07 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	49%			2140
Grade 4	49%			2083
Grade 5	46%			2066
Grade 6	40%			2217
Grade 7	34%			2316
Grade 8	34%			2474

### Mathematics

Grade 3	78%		2157
Grade 4	65%		2103
Grade 5	60%		2106
Grade 6	46%		2250
Grade 7	38%		2330
Grade 8	31%		2495

### Science

Grade 4	69%		2069
Grade 8	30%		2258

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	61%			1972
Mathematics	59%			1972

## 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).

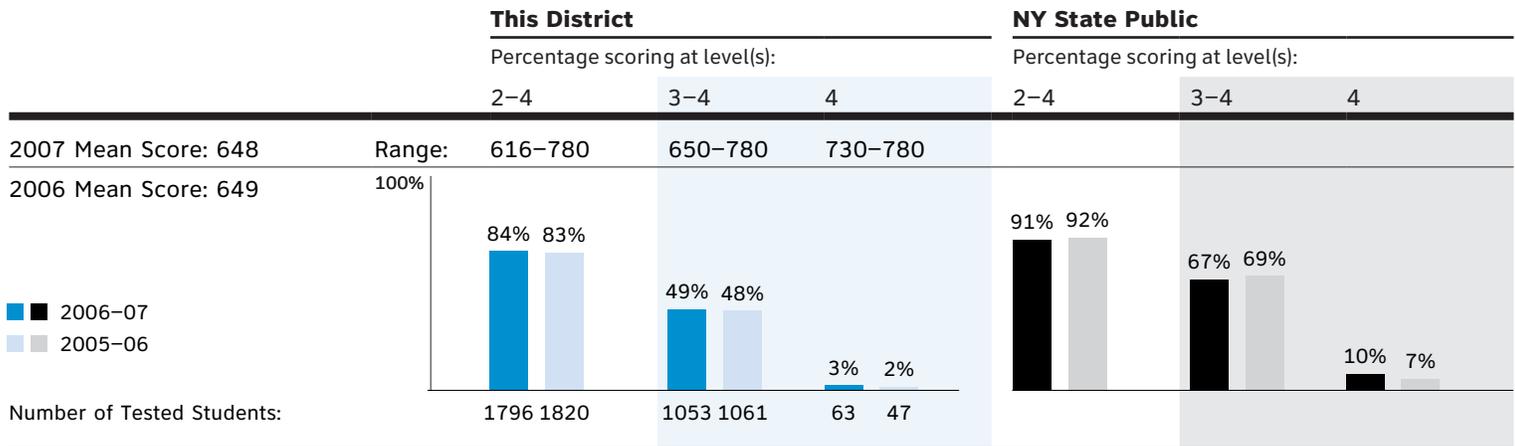
In this section, this district's performance is compared with that of public schools statewide.

## 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>2140</b>	<b>84%</b>	<b>49%</b>	<b>3%</b>	<b>2195</b>	<b>83%</b>	<b>48%</b>	<b>2%</b>
Female	1060	89%	55%	4%	1052	88%	56%	3%
Male	1080	79%	44%	2%	1143	79%	42%	2%
American Indian or Alaska Native	8	63%	25%	0%	23	83%	57%	0%
Black or African American	1860	85%	50%	3%	1977	83%	48%	2%
Hispanic or Latino	226	76%	41%	0%	158	80%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	78%	56%	6%	14	100%	100%	0%
White	20	70%	50%	5%	23	83%	52%	0%
Multiracial	8	100%	50%	0%				
<b>Small Group Totals</b>								
General-Education Students	1817	90%	55%	3%	1883	89%	54%	2%
Students with Disabilities	323	50%	16%	0%	312	44%	13%	0%
English Proficient	1952	86%	51%	3%	2164	83%	49%	2%
Limited English Proficient	188	68%	27%	1%	31	52%	16%	0%
Economically Disadvantaged	2006	84%	49%	3%	1732	90%	55%	2%
Not Disadvantaged	134	84%	54%	6%	463	58%	25%	1%
Migrant								
Not Migrant	2140	84%	49%	3%	2195	83%	48%	2%

#### NOTES

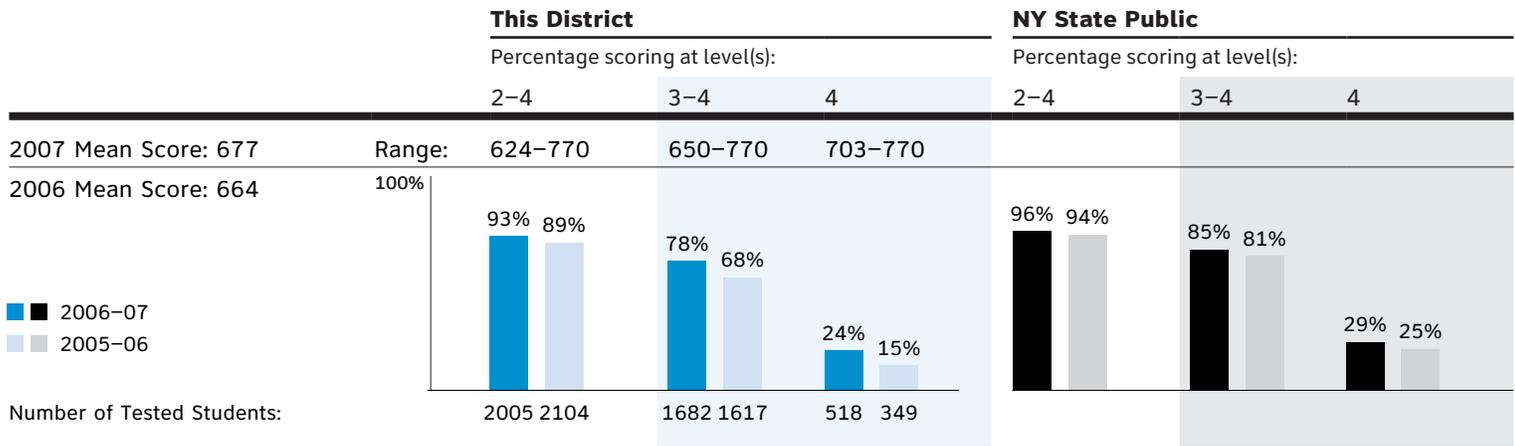
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	30	28	25	18	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	16	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>2157</b>	<b>93%</b>	<b>78%</b>	<b>24%</b>	<b>2370</b>	<b>89%</b>	<b>68%</b>	<b>15%</b>
Female	1071	95%	81%	26%	1132	90%	70%	15%
Male	1086	91%	75%	22%	1238	87%	67%	14%
American Indian or Alaska Native	8	100%	63%	0%	23	87%	61%	26%
Black or African American	1867	93%	78%	24%	2056	89%	69%	15%
Hispanic or Latino	231	90%	77%	23%	240	89%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	76%	29%	24	96%	83%	38%
White	22	91%	77%	23%	27	78%	56%	7%
Multiracial	8	100%	75%	25%				
<b>Small Group Totals</b>								
General-Education Students	1830	97%	84%	28%	2039	93%	74%	17%
Students with Disabilities	327	69%	42%	4%	331	65%	31%	3%
English Proficient	1942	94%	79%	25%	2173	89%	70%	16%
Limited English Proficient	215	88%	66%	12%	197	82%	50%	6%
Economically Disadvantaged	2012	93%	78%	24%	1883	93%	74%	16%
Not Disadvantaged	145	93%	78%	29%	487	73%	45%	8%
Migrant								
Not Migrant	2157	93%	78%	24%	2370	89%	68%	15%

#### NOTES

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	30	30	27	22	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: 646	612-775	650-775	716-775			
2006 Mean Score: 648						
Number of Tested Students:	1785 1748	1012 1050	39 65			

### 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>2083</b>	<b>86%</b>	<b>49%</b>	<b>2%</b>	<b>2084</b>	<b>84%</b>	<b>50%</b>	<b>3%</b>
Female	984	91%	57%	2%	984	88%	57%	4%
Male	1099	81%	41%	1%	1100	80%	45%	2%
American Indian or Alaska Native	16	88%	50%	6%	14	71%	57%	0%
Black or African American	1813	86%	50%	2%	1857	84%	50%	3%
Hispanic or Latino	205	79%	31%	1%	179	85%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	18	83%	56%	0%	15	80%	47%	0%
White	19	79%	53%	0%	19	74%	26%	0%
Multiracial	12	100%	75%	8%				
<b>Small Group Totals</b>								
General-Education Students	1738	93%	56%	2%	1771	91%	56%	4%
Students with Disabilities	345	49%	12%	0%	313	46%	16%	0%
English Proficient	1937	87%	51%	2%	2040	84%	51%	3%
Limited English Proficient	146	67%	18%	0%	44	61%	18%	0%
Economically Disadvantaged	1928	86%	48%	2%	1601	91%	57%	4%
Not Disadvantaged	155	87%	51%	3%	483	61%	30%	1%
Migrant								
Not Migrant	2083	86%	49%	2%	2084	84%	50%	3%

#### NOTES

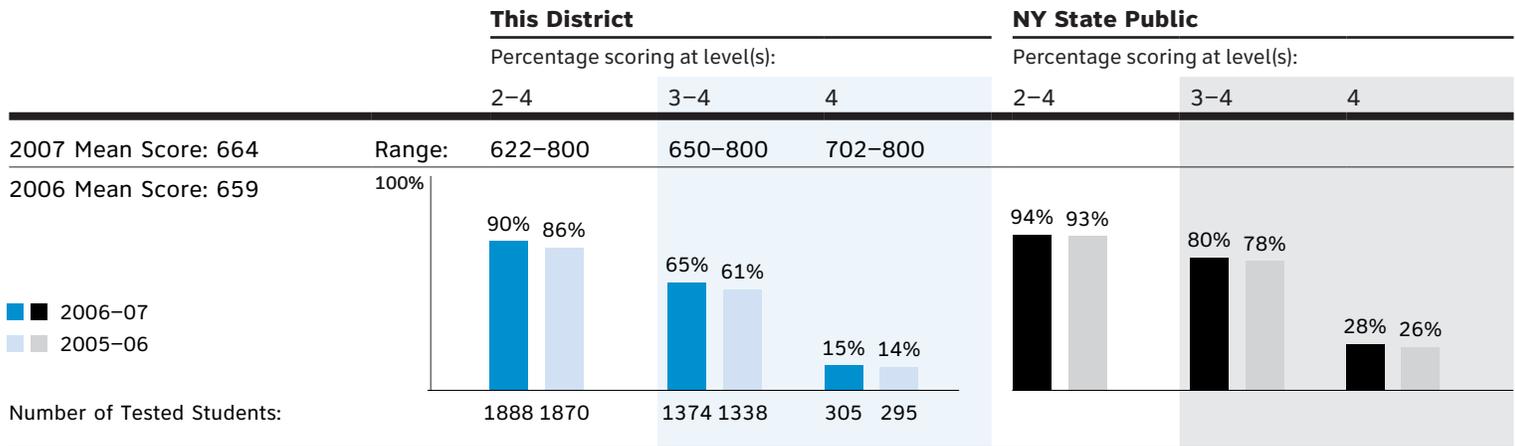
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	31	27	23	17	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	22	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>2103</b>	<b>90%</b>	<b>65%</b>	<b>15%</b>	<b>2176</b>	<b>86%</b>	<b>61%</b>	<b>14%</b>
Female	986	92%	67%	15%	1023	88%	63%	15%
Male	1117	87%	64%	14%	1153	84%	60%	13%
American Indian or Alaska Native	16	81%	63%	6%	14	86%	64%	7%
Black or African American	1819	90%	66%	15%	1901	86%	61%	14%
Hispanic or Latino	213	85%	61%	11%	220	85%	65%	14%
Asian or Native Hawaiian/Other Pacific Islander	20	85%	60%	15%	17	76%	59%	18%
White	22	86%	64%	9%	24	67%	42%	0%
Multiracial	13	92%	77%	15%				
<b>Small Group Totals</b>								
General-Education Students	1755	95%	72%	17%	1847	92%	68%	16%
Students with Disabilities	348	66%	29%	2%	329	54%	25%	1%
English Proficient	1937	91%	67%	15%	2025	87%	63%	14%
Limited English Proficient	166	77%	47%	7%	151	68%	44%	1%
Economically Disadvantaged	1943	90%	65%	15%	1674	92%	68%	16%
Not Disadvantaged	160	88%	65%	13%	502	67%	41%	5%
Migrant								
Not Migrant	2103	90%	65%	15%	2176	86%	61%	14%

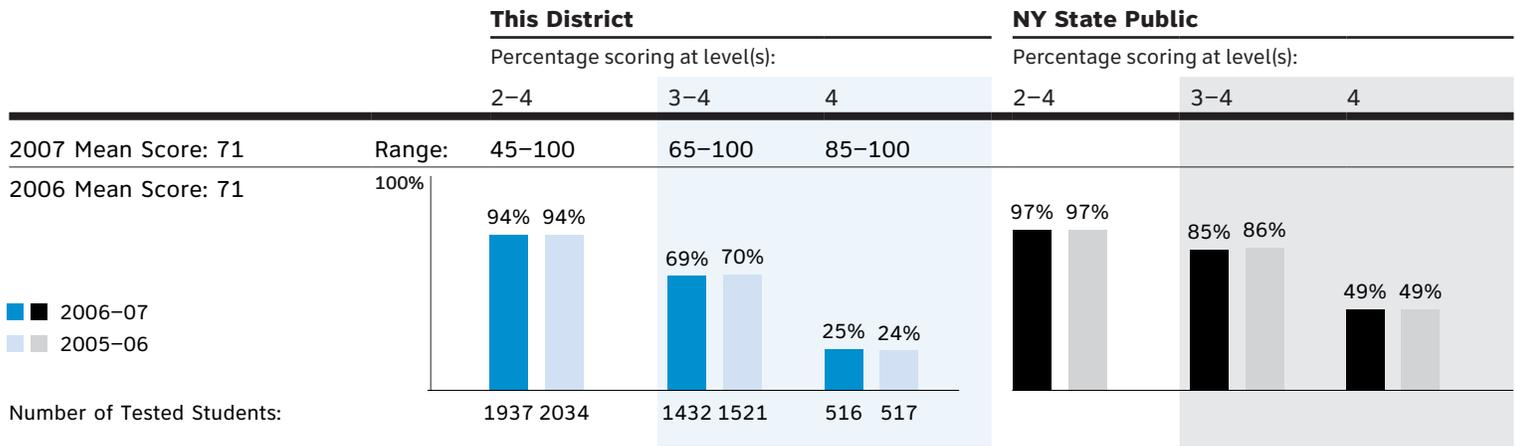
#### NOTES

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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	31	31	29	22	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>2069</b>	<b>94%</b>	<b>69%</b>	<b>25%</b>	<b>2170</b>	<b>94%</b>	<b>70%</b>	<b>24%</b>
Female	974	95%	72%	26%	1013	95%	73%	26%
Male	1095	92%	67%	24%	1157	92%	68%	22%
American Indian or Alaska Native	15	87%	73%	13%	14	93%	71%	36%
Black or African American	1790	94%	70%	25%	1893	94%	71%	24%
Hispanic or Latino	209	92%	63%	21%	222	94%	68%	27%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	75%	30%	18	94%	61%	17%
White	22	86%	55%	27%	23	83%	39%	4%
Multiracial	13	100%	85%	23%				
<b>Small Group Totals</b>								
General-Education Students	1735	96%	75%	29%	1843	96%	76%	27%
Students with Disabilities	334	79%	38%	5%	327	80%	38%	5%
English Proficient	1904	95%	71%	26%	2020	94%	72%	25%
Limited English Proficient	165	82%	47%	8%	150	86%	47%	9%
Economically Disadvantaged	1907	94%	69%	25%	1671	97%	76%	27%
Not Disadvantaged	162	92%	68%	28%	499	84%	51%	13%
Migrant								
Not Migrant	2069	94%	69%	25%	2170	94%	70%	24%

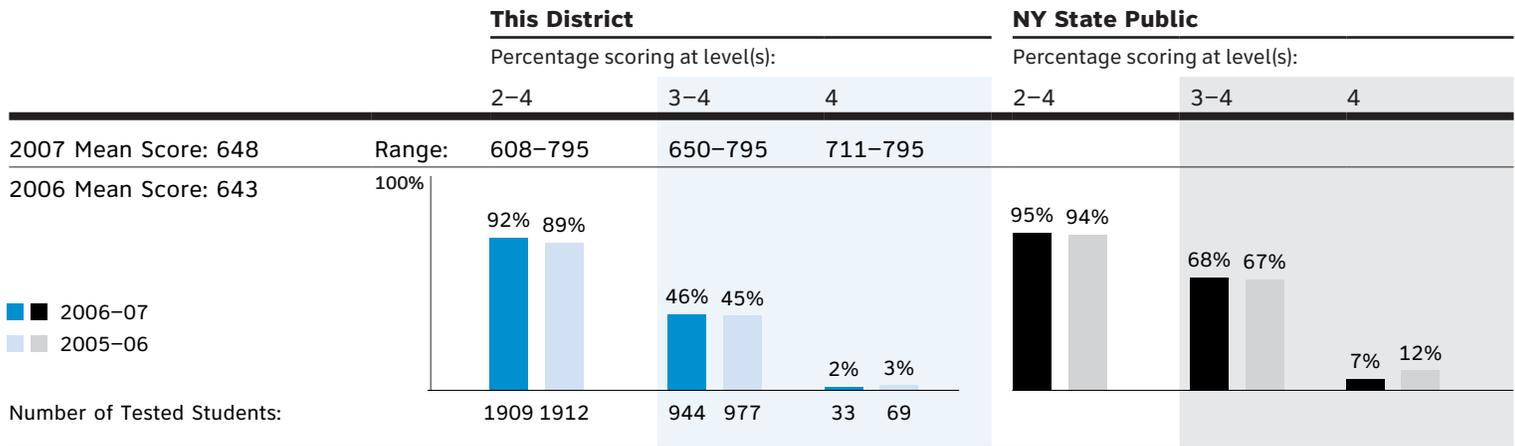
### NOTES

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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	31	29	25	23	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2066</b>	<b>92%</b>	<b>46%</b>	<b>2%</b>	<b>2154</b>	<b>89%</b>	<b>45%</b>	<b>3%</b>
Female	972	94%	49%	2%	1073	92%	49%	4%
Male	1094	91%	42%	1%	1081	86%	41%	2%
American Indian or Alaska Native	12	92%	33%	0%	12	83%	50%	8%
Black or African American	1802	93%	46%	2%	1924	89%	46%	3%
Hispanic or Latino	211	87%	45%	1%	180	83%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	67%	33%	0%	17	94%	53%	0%
White	20	80%	30%	0%	21	76%	29%	5%
Multiracial	6	100%	67%	0%				
<b>Small Group Totals</b>								
General-Education Students	1717	96%	52%	2%	1853	93%	50%	4%
Students with Disabilities	349	75%	16%	0%	301	63%	14%	0%
English Proficient	1928	94%	47%	2%	2080	89%	46%	3%
Limited English Proficient	138	75%	23%	0%	74	73%	19%	0%
Economically Disadvantaged	1919	92%	45%	2%	1657	93%	50%	4%
Not Disadvantaged	147	95%	51%	1%	497	76%	30%	2%
Migrant								
Not Migrant	2066	92%	46%	2%	2154	89%	45%	3%

#### NOTES

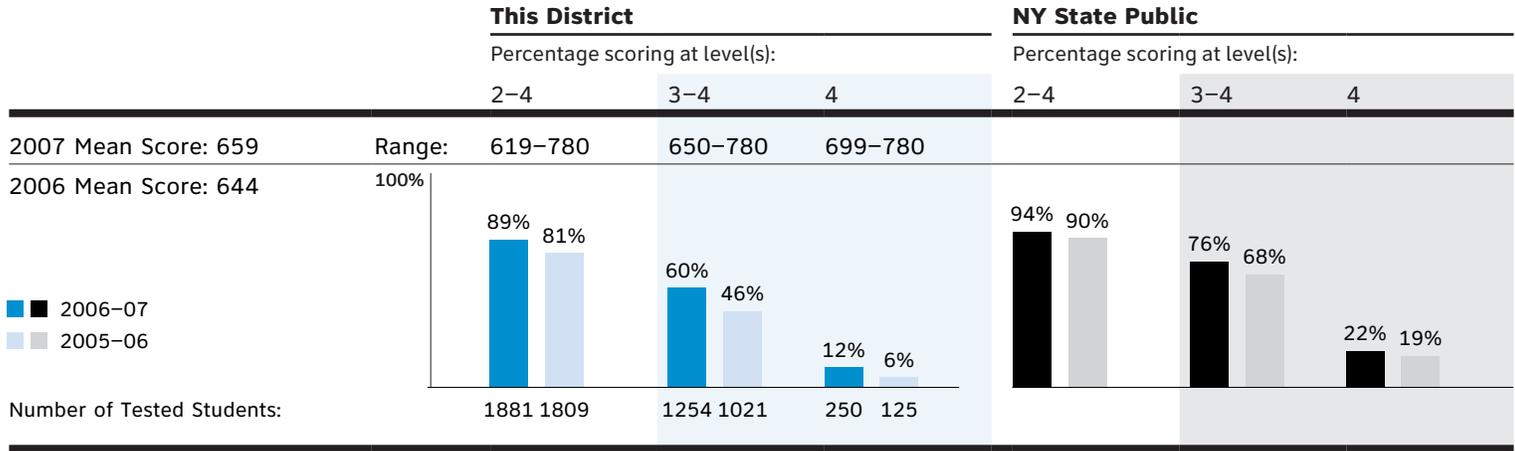
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	30	30	28	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	32	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>2106</b>	<b>89%</b>	<b>60%</b>	<b>12%</b>	<b>2241</b>	<b>81%</b>	<b>46%</b>	<b>6%</b>
Female	991	91%	60%	14%	1112	84%	46%	6%
Male	1115	88%	59%	10%	1129	78%	45%	5%
American Indian or Alaska Native	12	100%	50%	0%	11	73%	27%	9%
Black or African American	1827	90%	60%	12%	1962	81%	46%	5%
Hispanic or Latino	225	85%	57%	14%	220	76%	44%	7%
Asian or Native Hawaiian/Other Pacific Islander	19	84%	42%	11%	23	83%	57%	13%
White	17	88%	59%	12%	25	68%	32%	4%
Multiracial	6	100%	100%	0%				
<b>Small Group Totals</b>								
General-Education Students	1750	93%	66%	14%	1933	85%	50%	6%
Students with Disabilities	356	70%	29%	1%	308	52%	15%	1%
English Proficient	1934	91%	61%	13%	2084	81%	46%	6%
Limited English Proficient	172	74%	38%	4%	157	76%	36%	1%
Economically Disadvantaged	1954	89%	59%	12%	1727	85%	50%	6%
Not Disadvantaged	152	91%	67%	9%	514	65%	30%	3%
Migrant								
Not Migrant	2106	89%	60%	12%	2241	81%	46%	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	29	29	27	22	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: 644	598-785	650-785	705-785			
2006 Mean Score: 634						
Number of Tested Students:	2115 1928	885 818	39 63			

### 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>2217</b>	<b>95%</b>	<b>40%</b>	<b>2%</b>	<b>2246</b>	<b>86%</b>	<b>36%</b>	<b>3%</b>
Female	1096	97%	46%	2%	1100	90%	41%	4%
Male	1121	94%	34%	1%	1146	82%	32%	2%
American Indian or Alaska Native	11	-	-	-	8	88%	25%	0%
Black or African American	1979	96%	41%	2%	2019	86%	37%	3%
Hispanic or Latino	182	89%	31%	1%	189	87%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	50%	11%	12	83%	42%	17%
White	24	92%	25%	0%	18	67%	28%	0%
Multiracial	3	-	-	-				
Small Group Totals	14	86%	50%	14%				
General-Education Students	1868	98%	46%	2%	1937	91%	41%	3%
Students with Disabilities	349	81%	9%	0%	309	52%	7%	0%
English Proficient	2089	96%	42%	2%	2196	86%	37%	3%
Limited English Proficient	128	81%	12%	0%	50	62%	14%	0%
Economically Disadvantaged	2072	95%	39%	2%	1583	92%	41%	3%
Not Disadvantaged	145	95%	52%	3%	663	72%	26%	2%
Migrant								
Not Migrant	2217	95%	40%	2%	2246	86%	36%	3%

#### NOTES

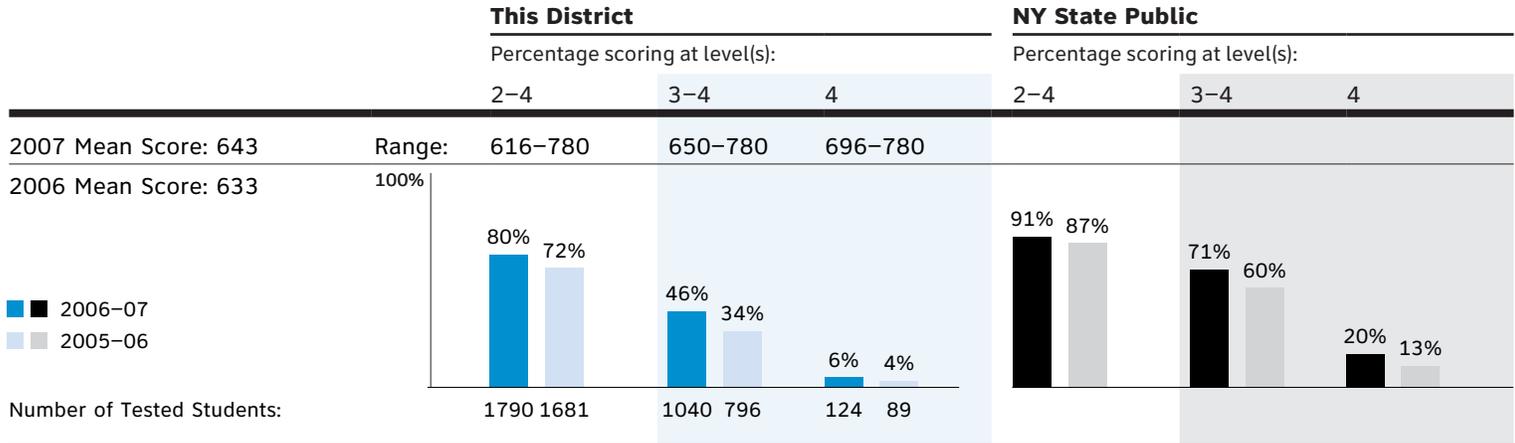
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	40	37	33	27	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	22	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>2250</b>	<b>80%</b>	<b>46%</b>	<b>6%</b>	<b>2336</b>	<b>72%</b>	<b>34%</b>	<b>4%</b>
Female	1114	81%	49%	6%	1146	75%	37%	4%
Male	1136	78%	44%	5%	1190	69%	32%	3%
American Indian or Alaska Native	11	-	-	-	8	75%	13%	0%
Black or African American	1997	80%	46%	5%	2072	72%	34%	3%
Hispanic or Latino	195	73%	45%	8%	215	74%	37%	7%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	75%	20%	18	78%	39%	17%
White	24	71%	17%	0%	23	65%	30%	0%
Multiracial	3	-	-	-				
Small Group Totals	14	86%	50%	14%				
General-Education Students	1895	86%	52%	6%	2027	78%	37%	4%
Students with Disabilities	355	46%	13%	0%	309	34%	12%	0%
English Proficient	2099	81%	47%	6%	2205	73%	35%	4%
Limited English Proficient	151	60%	32%	3%	131	62%	24%	3%
Economically Disadvantaged	2105	79%	45%	5%	1645	78%	38%	4%
Not Disadvantaged	145	83%	59%	8%	691	56%	25%	2%
Migrant								
Not Migrant	2250	80%	46%	6%	2336	72%	34%	4%

#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	39	37	29	26	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: 637	600-790	650-790	712-790			
2006 Mean Score: 634						
	2088	2107	781	892	20	46

	2006-07	2005-06
2007 Mean Score: 637	90%	86%
2006 Mean Score: 634	34%	36%
	1%	2%
Number of Tested Students:	2088	2107

### 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>2316</b>	<b>90%</b>	<b>34%</b>	<b>1%</b>	<b>2449</b>	<b>86%</b>	<b>36%</b>	<b>2%</b>
Female	1120	92%	40%	2%	1213	90%	42%	3%
Male	1196	88%	28%	0%	1236	83%	31%	1%
American Indian or Alaska Native	8	-	-	-	14	93%	29%	0%
Black or African American	2049	91%	34%	1%	2188	86%	37%	2%
Hispanic or Latino	219	85%	31%	0%	206	81%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	78%	28%	0%	20	95%	40%	5%
White	19	63%	21%	0%	21	95%	52%	0%
Multiracial	3	-	-	-				
Small Group Totals	11	100%	36%	0%				
General-Education Students	2003	94%	38%	1%	2153	90%	41%	2%
Students with Disabilities	313	67%	7%	0%	296	57%	5%	0%
English Proficient	2179	92%	36%	1%	2361	87%	38%	2%
Limited English Proficient	137	61%	4%	0%	88	60%	2%	0%
Economically Disadvantaged	2153	90%	33%	1%	1751	91%	40%	2%
Not Disadvantaged	163	91%	46%	4%	698	75%	28%	1%
Migrant								
Not Migrant	2316	90%	34%	1%	2449	86%	36%	2%

#### NOTES

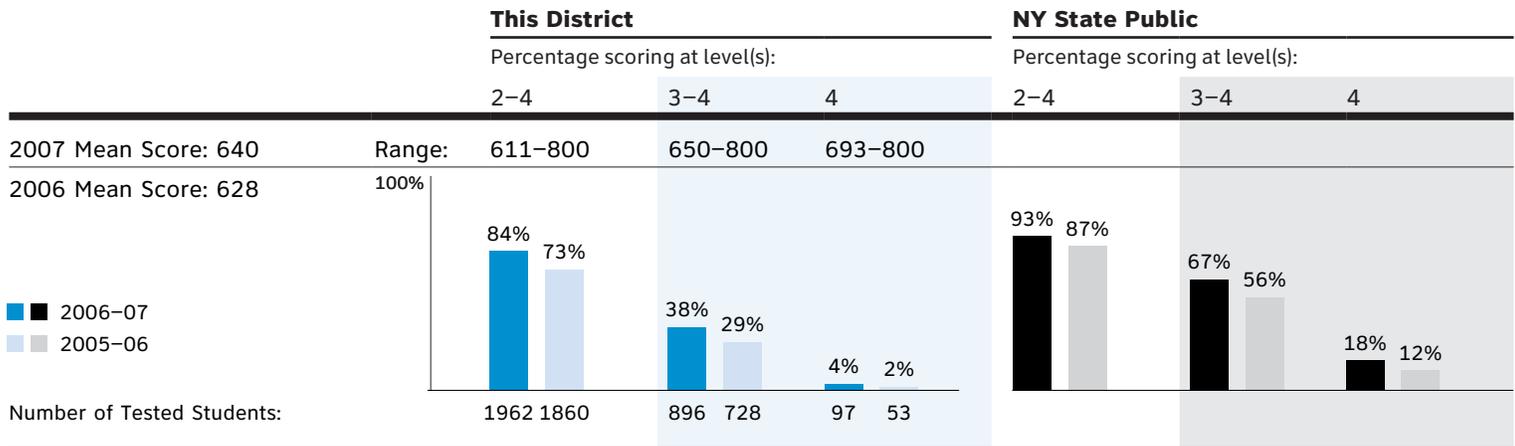
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### Other Assessments

	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 7 Equivalent	43	40	35	30	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	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 7 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2330</b>	<b>84%</b>	<b>38%</b>	<b>4%</b>	<b>2539</b>	<b>73%</b>	<b>29%</b>	<b>2%</b>
Female	1122	87%	42%	5%	1254	76%	33%	3%
Male	1208	82%	35%	3%	1285	70%	25%	2%
American Indian or Alaska Native	8	-	-	-	15	80%	20%	7%
Black or African American	2055	84%	38%	4%	2235	73%	28%	2%
Hispanic or Latino	225	82%	39%	5%	237	77%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	21	81%	38%	19%	26	65%	31%	8%
White	18	83%	33%	0%	26	77%	31%	0%
Multiracial	3	-	-	-				
Small Group Totals	11	82%	45%	0%				
General-Education Students	2023	89%	43%	5%	2238	78%	32%	2%
Students with Disabilities	307	54%	10%	0%	301	35%	6%	0%
English Proficient	2167	86%	40%	4%	2349	75%	30%	2%
Limited English Proficient	163	67%	21%	1%	190	52%	12%	0%
Economically Disadvantaged	2165	84%	38%	4%	1814	80%	32%	2%
Not Disadvantaged	165	85%	46%	12%	725	58%	20%	2%
Migrant								
Not Migrant	2330	84%	38%	4%	2539	73%	29%	2%

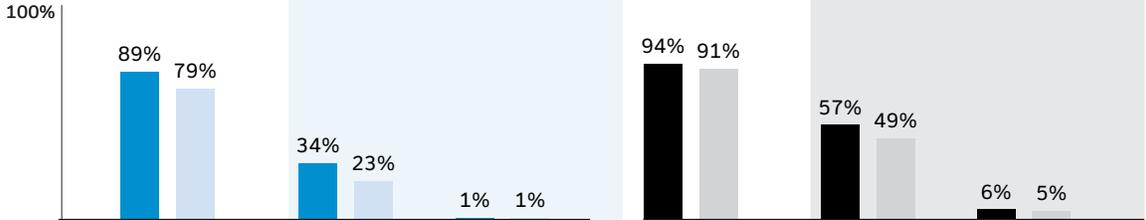
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	43	40	38	30	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: 637	602-790	650-790	715-790			
2006 Mean Score: 626						
						
Number of Tested Students:	2213	1928	839	569	20	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
<b>All Students</b>	<b>2474</b>	<b>89%</b>	<b>34%</b>	<b>1%</b>	<b>2434</b>	<b>79%</b>	<b>23%</b>	<b>1%</b>
Female	1233	93%	42%	1%	1175	84%	29%	1%
Male	1241	85%	26%	0%	1259	75%	18%	0%
American Indian or Alaska Native	14	-	-	-	19	95%	21%	0%
Black or African American	2182	90%	34%	1%	2170	79%	24%	1%
Hispanic or Latino	223	85%	34%	0%	212	80%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	27	67%	19%	0%	18	89%	44%	6%
White	25	92%	48%	4%	15	67%	20%	0%
Multiracial	3	-	-	-				
Small Group Totals	17	88%	29%	0%				
General-Education Students	2165	93%	38%	1%	2103	86%	27%	1%
Students with Disabilities	309	62%	6%	0%	331	36%	3%	0%
English Proficient	2302	91%	36%	1%	2346	80%	24%	1%
Limited English Proficient	172	68%	6%	0%	88	49%	8%	0%
Economically Disadvantaged	2302	89%	32%	1%	1625	87%	28%	1%
Not Disadvantaged	172	90%	55%	2%	809	63%	14%	0%
Migrant								
Not Migrant	2474	89%	34%	1%	2434	79%	23%	1%

#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	40	40	36	27	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	34	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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 635	616-775	650-775	701-775			
2006 Mean Score: 623						
Number of Tested Students:	1791 1617	779 602	97 28			

### Results by Student Group

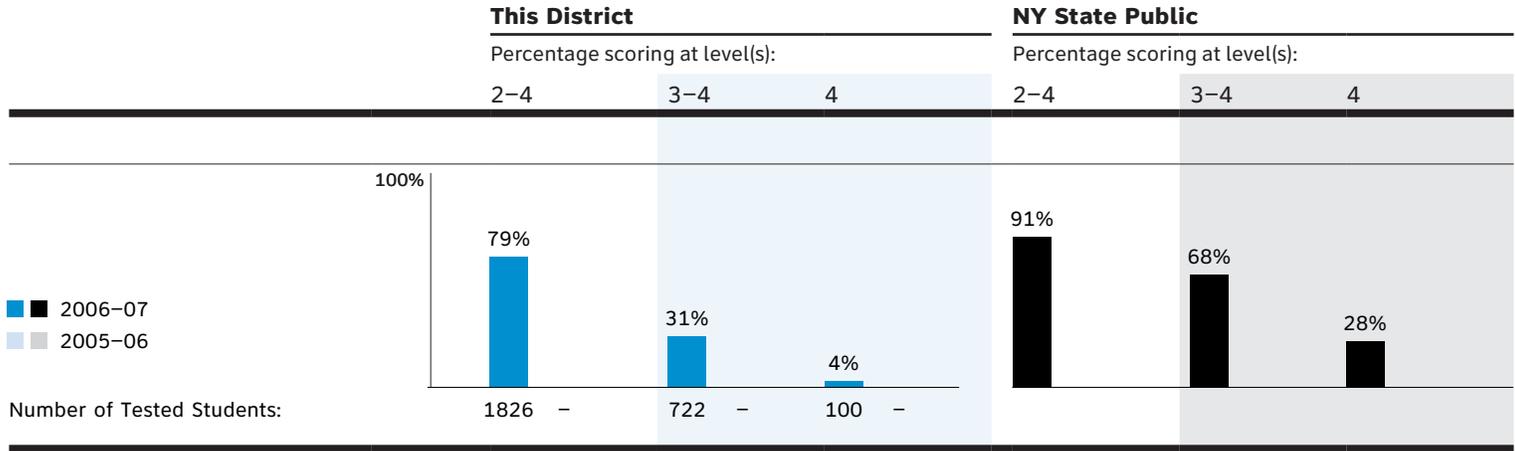
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2495</b>	<b>72%</b>	<b>31%</b>	<b>4%</b>	<b>2543</b>	<b>64%</b>	<b>24%</b>	<b>1%</b>
Female	1241	75%	35%	4%	1224	67%	27%	1%
Male	1254	69%	27%	3%	1319	60%	21%	1%
American Indian or Alaska Native	13	-	-	-	22	45%	14%	0%
Black or African American	2180	72%	30%	3%	2224	64%	23%	1%
Hispanic or Latino	238	73%	40%	9%	255	61%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	31	71%	26%	10%	25	76%	40%	12%
White	30	67%	37%	0%	17	47%	6%	0%
Multiracial	3	-	-	-				
Small Group Totals	16	81%	38%	0%				
General-Education Students	2193	77%	34%	4%	2215	69%	26%	1%
Students with Disabilities	302	36%	8%	0%	328	29%	5%	0%
English Proficient	2286	73%	32%	4%	2338	64%	24%	1%
Limited English Proficient	209	63%	27%	2%	205	55%	25%	1%
Economically Disadvantaged	2320	71%	30%	3%	1691	70%	28%	1%
Not Disadvantaged	175	78%	43%	9%	852	50%	15%	1%
Migrant								
Not Migrant	2495	72%	31%	4%	2543	64%	24%	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	40	38	34	21	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>2258</b>	<b>79%</b>	<b>30%</b>	<b>4%</b>	<b>2243</b>	<b>72%</b>	<b>25%</b>	<b>1%</b>
Female	1102	82%	31%	4%	1069	76%	25%	1%
Male	1156	77%	29%	4%	1174	69%	26%	1%
American Indian or Alaska Native	12	-	-	-	20	70%	0%	0%
Black or African American	1970	79%	29%	4%	1955	73%	25%	1%
Hispanic or Latino	216	82%	40%	9%	231	69%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	32	69%	28%	9%	21	67%	33%	10%
White	25	68%	24%	8%	16	56%	19%	0%
Multiracial	3	-	-	-				
Small Group Totals	15	80%	20%	0%				
General-Education Students	1976	84%	34%	5%	1943	77%	28%	2%
Students with Disabilities	282	47%	6%	0%	300	41%	5%	0%
English Proficient	2060	80%	31%	4%	2051	74%	26%	1%
Limited English Proficient	198	65%	23%	5%	192	49%	22%	2%
Economically Disadvantaged	2127	79%	29%	4%	1494	79%	30%	2%
Not Disadvantaged	131	85%	50%	8%	749	60%	15%	1%
Migrant								
Not Migrant	2258	79%	30%	4%	2243	72%	25%	1%

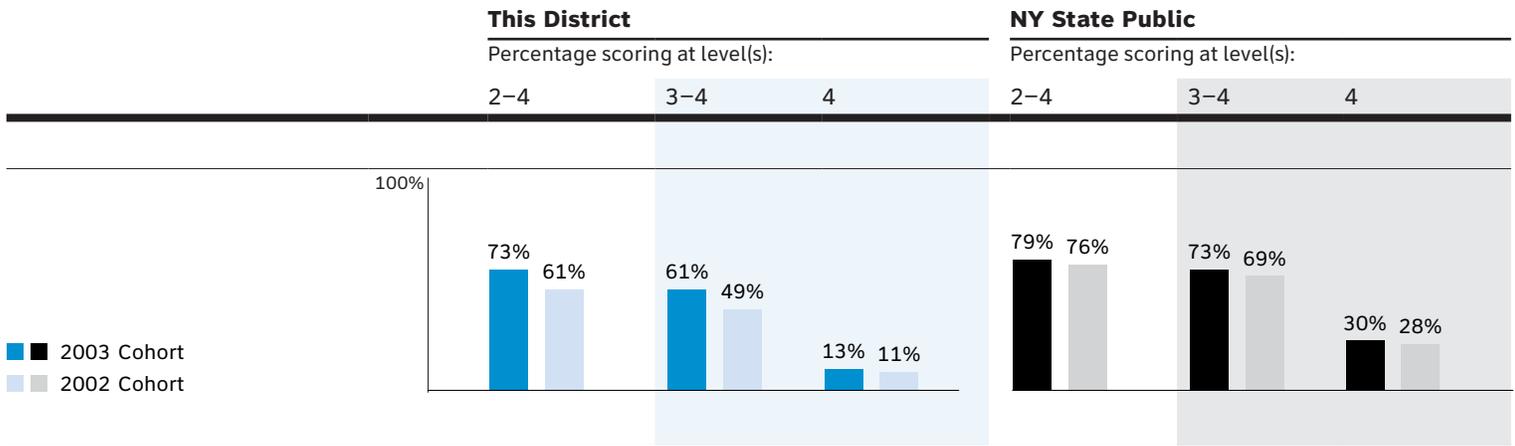
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## Other Assessments

	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	41	41	34	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	40	39	39	7	1	-	-	-

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



### Results by Student Group

	2003 Cohort			2002 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1972</b>	<b>73%</b>	<b>61%</b>	<b>13%</b>	<b>2303</b>	<b>61%</b>	<b>49%</b>	<b>11%</b>
Female	1129	82%	70%	18%	1267	69%	57%	13%
Male	843	61%	49%	7%	1036	52%	39%	8%
American Indian or Alaska Native	13	69%	62%	8%	14	43%	29%	0%
Black or African American	1731	73%	60%	14%	1991	61%	48%	11%
Hispanic or Latino	177	67%	60%	11%	185	56%	43%	10%
Asian or Native Hawaiian/Other Pacific Islander	24	88%	79%	8%	37	65%	54%	11%
White	14	43%	43%	7%	76	82%	72%	13%
Multiracial	13	100%	92%	23%				
<b>Small Group Totals</b>								
General-Education Students	1681	82%	69%	15%	2029	68%	55%	12%
Students with Disabilities	291	20%	11%	0%	274	12%	5%	1%
English Proficient	1928	74%	62%	14%	2150	64%	51%	12%
Limited English Proficient	44	41%	16%	0%	153	29%	15%	2%
Economically Disadvantaged	1512	75%	62%	13%	1371	62%	51%	10%
Not Disadvantaged	460	67%	58%	14%	932	60%	46%	12%
Migrant								
Not Migrant					2303	61%	49%	11%

#### NOTES

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### Other Assessments

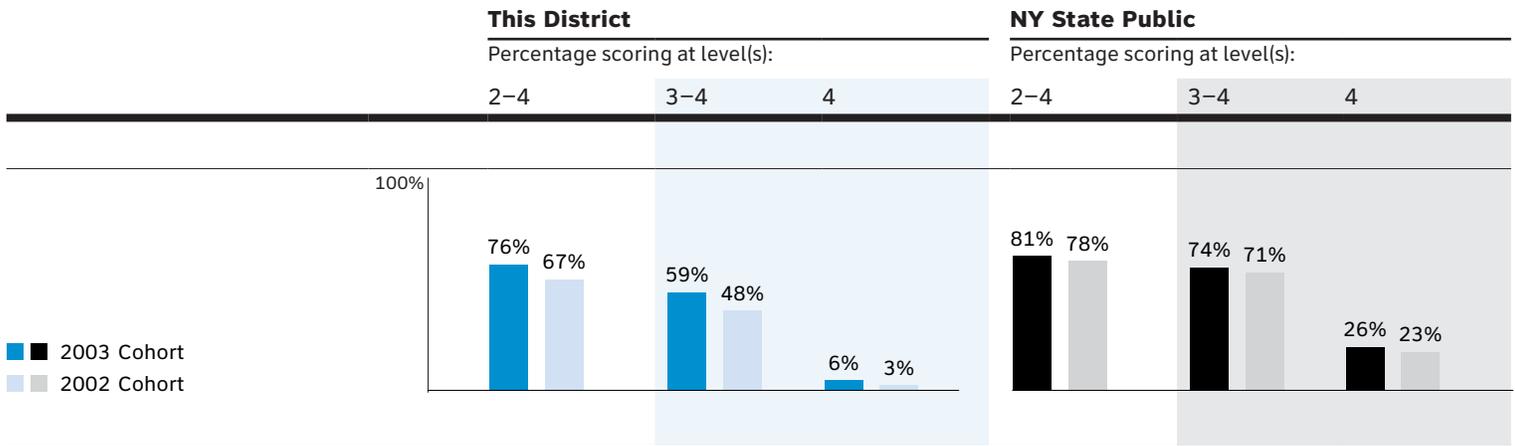
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				28	27	26	19

\* 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>1972</b>	<b>76%</b>	<b>59%</b>	<b>6%</b>	<b>2303</b>	<b>67%</b>	<b>48%</b>	<b>3%</b>
Female	1129	85%	67%	8%	1267	74%	54%	4%
Male	843	65%	49%	3%	1036	59%	42%	2%
American Indian or Alaska Native	13	77%	62%	23%	14	50%	29%	0%
Black or African American	1731	77%	59%	6%	1991	68%	48%	3%
Hispanic or Latino	177	69%	59%	6%	185	60%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	24	88%	75%	17%	37	78%	62%	19%
White	14	50%	21%	0%	76	80%	68%	9%
Multiracial	13	100%	77%	0%				
<b>Small Group Totals</b>								
General-Education Students	1681	85%	67%	7%	2029	74%	54%	4%
Students with Disabilities	291	24%	12%	1%	274	16%	4%	0%
English Proficient	1928	77%	60%	6%	2150	68%	50%	3%
Limited English Proficient	44	45%	25%	0%	153	55%	28%	0%
Economically Disadvantaged	1512	79%	59%	6%	1371	67%	48%	4%
Not Disadvantaged	460	68%	57%	8%	932	68%	49%	2%
Migrant								
Not Migrant					2303	67%	48%	3%

#### 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				27	26	22	20

\* 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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