



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #18**

District ID **33-18-00-01-0000**

Superintendent **FELICITA SANTIAGO**

Telephone **(718) 566-6008**

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	541	544	464
Kindergarten	1484	1365	1388
Grade 1	1843	1756	1673
Grade 2	1838	1785	1715
Grade 3	1935	1797	1691
Grade 4	1962	1849	1696
Grade 5	1937	1913	1841
Grade 6	1520	1390	1291
Ungraded Elementary	797	769	763
Grade 7	1582	1481	1398
Grade 8	1691	1570	1481
Grade 9	2861	2663	2071
Grade 10	1863	2073	1822
Grade 11	1001	948	870
Grade 12	914	977	1068
Ungraded Secondary	967	1070	1019
<b>Total K-12</b>	<b>24195</b>	<b>23406</b>	<b>21787</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	25	25	25
<b>Grade 8</b>			
English	28	28	28
Mathematics	26	28	27
Science	28	27	27
Social Studies	28	27	27
<b>Grade 10</b>			
English	32	31	30
Mathematics	35	29	29
Science	24	26	30
Social Studies	31	32	31

### 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%	12373	53%	11771	54%
Reduced-Price Lunch	0	0%	1680	7%	1785	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1016	4%	1002	4%	1128	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	77	0%	86	0%	82	0%
Black or African American	21837	90%	21116	90%	19644	90%
Hispanic or Latino	1594	7%	1549	7%	1456	7%
Asian or Native Hawaiian/Other Pacific Islander	303	1%	290	1%	261	1%
White	384	2%	365	2%	344	2%
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	1263	5%	740	3%	1359	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>	1502	1441	1488
Percent with No Valid Teaching Certificate	5%	4%	8%
Percent Teaching Out of Certification	16%	13%	12%
Percent with Fewer Than Three Years of Experience	12%	12%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	36%	40%
<b>Total Number of Core Classes*</b>	N/A	4541	2678
Percent Not Taught by Highly Qualified Teachers	N/A	12%	17%
<b>Total Number of Classes</b>	2716	3373	3351
Percent Taught by Teachers Without Appropriate Certification	22%	18%	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	20%	19%	17%
Turnover Rate of All Teachers	20%	18%	13%

## 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 4)

ELA Improvement (Year 4) Science Good Standing

Math Good Standing Graduation Rate Improvement (Year 2)

### Title I Part A Funding

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		-	-	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		-	-	
White	✗	✓		-	-	
Multiracial	-	-		-	-	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✗	✓		✓ <sup>SH</sup>	✓	
Economically Disadvantaged	✓	✓		✗	✗	
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 6	✗ 1 of 6	✗ 0 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing                         | Good Standing                                |
| Improvement (Year 1)                  | Requiring Academic Progress (Year 1)         |
| Improvement (Year 2)                  | Requiring Academic Progress (Year 2)         |
| Improvement (Year 3)                  | Requiring Academic Progress (Year 3)         |
| Improvement (Year 4)                  | Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above)          | Requiring Academic Progress (Year 5 & Above) |
| Pending - Requires Special Evaluation |  |



## Elementary/Middle-Level English Language Arts




























**Accountability Status for This Subject (2007–08)**  Improvement (Year 4)

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

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 5) 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 4) in 2008-09. [209]

### 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> (10367:9893)			99%		142	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (39:31)		—	—		126	105		
Black or African American (9478:9080)			99%		143	121		
Hispanic or Latino (576:542)			98%		128	117		
Asian or Native Hawaiian/Other Pacific Islander (123:114)			97%		160	112		
White (302:120)			94%		119	113		
Multiracial (6:6)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1551:1436)			96%		89	119	88 100	
Limited English Proficient <sup>5</sup> (748:385)			94%		101	116	116 111	
Economically Disadvantaged (8974:8566)			99%		140	121		
<b>Final AYP Determination</b>	 7 of 9							

#### NOTES

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

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




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

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

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


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

#### AYP Status

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





























## Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
<b>All Students</b> (10394:9839)			99%		152	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (42:32)			100%		141	69	
Black or African American (9496:9000)			99%		152	85	
Hispanic or Latino (580:548)			98%		149	81	
Asian or Native Hawaiian/Other Pacific Islander (127:119)			97%		171	76	
White (143:134)			97%		136	77	
Multiracial (6:6)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1545:1419)			96%		101	83	
Limited English Proficient <sup>5</sup> (388:448)			98%		119	81	
Economically Disadvantaged (8996:8522)			99%		151	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

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

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




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

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

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

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

#### AYP Status

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


















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (3502:3241)		Qualified		97%		151	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (15:10)	—	—	—	—	—	—	—	—
Black or African American (3196:2955)		Qualified		97%		152	100	
Hispanic or Latino (204:194)		Qualified		98%		146	100	
Asian or Native Hawaiian/Other Pacific Islander (39:36)	—	—	—	—		158	100	
White (46:44)		Qualified		100%		120	100	
Multiracial (2:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (498:458)		Qualified		95%		113	100	
Limited English Proficient <sup>4</sup> (142:147)		Qualified		96%		103	100	
Economically Disadvantaged (2996:2766)		Qualified		97%		149	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 4)

**Accountability Measures** 1 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 5) 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 4) in 2008-09. [209]




### 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 (1262:1490)</b>			98%		109	156	115 <sup>‡</sup>	118
<b>Ethnicity</b>								
American Indian or Alaska Native (1:3)	—	—	—	—	—	—	—	—
Black or African American (1123:1331)			98%		109	156	117 <sup>‡</sup>	118
Hispanic or Latino (101:121)			95%		103	150	95 <sup>‡</sup>	113
Asian or Native Hawaiian/Other Pacific Islander (14:17)	—	—	—	—	—	—	—	—
White (20:15)	—	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (142:139)			93%		86	150	77 <sup>‡</sup>	97
Limited English Proficient <sup>4</sup> (99:119)			96%		100	149	67	110
Economically Disadvantaged (510:681)			97%		105	155	107 <sup>‡</sup>	115
<b>Final AYP Determination</b>		1 of 6						


#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.
  - <sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- <sup>‡</sup> This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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




















## Secondary-Level Mathematics

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

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

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

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

Student Group (12th Graders: 2003 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
<b>All Students</b> (1262:1490)			97%		120	149	126‡	128
<b>Ethnicity</b>								
American Indian or Alaska Native (1:3)	—	—	—	—	—	—	—	—
Black or African American (1123:1331)			98%		120	149	128‡	128
Hispanic or Latino (175:121)			95%		113	143	106‡	122
Asian or Native Hawaiian/Other Pacific Islander (14:17)	—	—	—	—	—	—	—	—
White (20:15)	—	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (142:139)			94%		101	143	86‡	111
Limited English Proficient <sup>4</sup> (47:119)			100%		146	142	—	—
Economically Disadvantaged (510:681)			98%		117	148	119‡	125
<b>Final AYP Determination</b>	 1 of 6							

#### NOTES

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

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

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

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


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

#### AYP Status

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









## Graduation Rate

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

**Accountability Measures** 0 of 1 Student groups making AYP in Graduation Rate  
 Did not make AYP

**Prospective Status** To be removed from improvement status in Graduation Rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP in 2007-08, the district will remain In Need of Improvement (Year 2) in 2008-09. [212]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives			
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target	
					2006–07	2007–08
<b>All Students</b> (1637)			31%	55%	45%	32%
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (1415)			32%	55%	46%	33%
Hispanic or Latino (157)			22%	55%	40%	23%
Asian or Native Hawaiian/Other Pacific Islander (23)		–	–	–		
White (41)			27%	55%	51%	28%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (222)			9%	55%	14%	10%
Limited English Proficient <sup>3</sup> (2)		–	–	–		
Economically Disadvantaged (381)			25%	55%	41%	26%
<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 #18**

District ID **33-18-00-01-0000**

## 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

9 schools identified 41% of total

INTERNATIONAL HIGH SCHOOL  
PS 114 RYDER ELEMENTARY SCHOOL  
PS 115 DANIEL MUCATEL SCHOOL  
PS 135 SHELDON A BROOKNER SCHOOL  
PS 208 ELSA EBELING SCHOOL  
PS 219 KENNEDY-KING SCHOOL  
PS 233 LANGSTON HUGHES SCHOOL  
PS 244 RICHARD R GREEN SCHOOL  
PS 268 EMMA LAZARUS SCHOOL

#### Improvement (Year 1)

1 school identified 5% of total

PS 272 CURTIS ESTABROOK SCHOOL

#### Restructuring (Year 1)

1 school identified 5% of total

IS 252 ARTHUR S SOMMERS

#### Restructuring (Year 3)

3 schools identified 14% of total

IS 211 JOHN WILSON IS  
IS 232 WINTHROP  
IS 68 ISAAC BILDERSEE

### New York State Status

#### Good Standing

5 schools identified 23% of total

IS 285 MEYER LEVIN  
PS 235 LENOX SCHOOL  
PS 276 LOUIS MARSHALL ELEMENTARY SCHOOL  
PS 279 HERMAN SCHREIBER SCHOOL  
PS 66

#### Requiring Academic Progress (Year 5)

2 schools identified 9% of total

CANARSIE HIGH SCHOOL  
SOUTH SHORE HIGH SCHOOL

#### Requiring Academic Progress (Year 6)

1 school identified 5% of total

SAMUEL J TILDEN HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #18

District ID 33-18-00-01-0000

## 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	57%			1782
Grade 4	58%			1777
Grade 5	58%			1935
Grade 6	42%			1419
Grade 7	37%			1518
Grade 8	35%			1584

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	81%			1787
Grade 4	73%			1802
Grade 5	71%			1944
Grade 6	51%			1445
Grade 7	46%			1539
Grade 8	38%			1603

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	79%			1787
Grade 8	40%			1565

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	42%			1793
Mathematics	44%			1793

### 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.

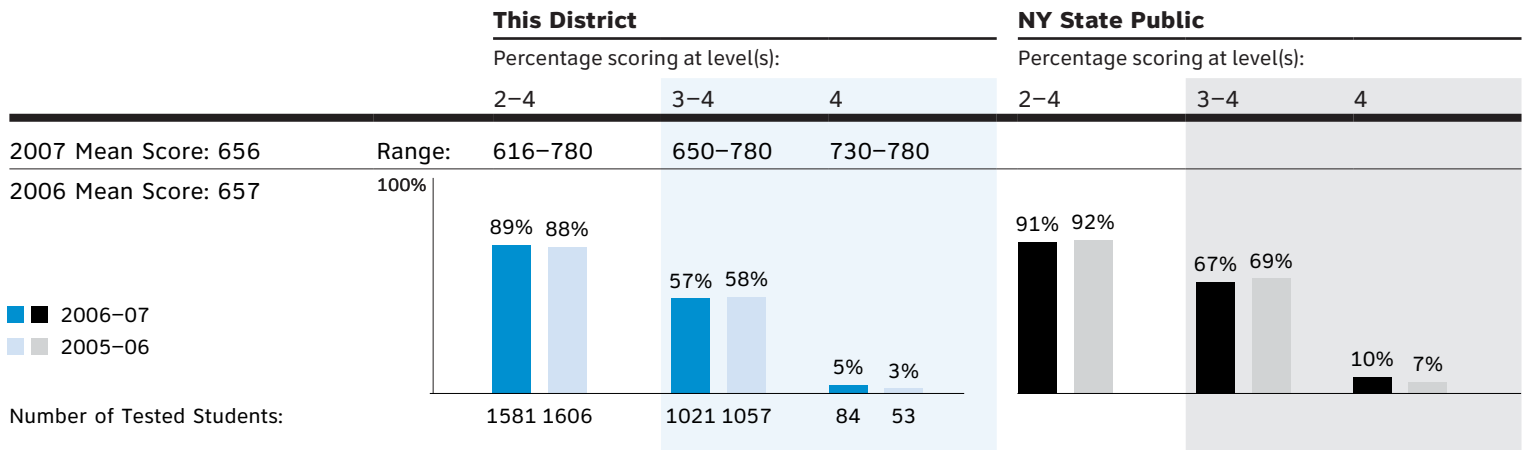
### This District's N/RC Category:

#### 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>1782</b>	<b>89%</b>	<b>57%</b>	<b>5%</b>	<b>1815</b>	<b>88%</b>	<b>58%</b>	<b>3%</b>
Female	867	92%	62%	6%	878	92%	63%	3%
Male	915	85%	53%	4%	937	85%	54%	2%
American Indian or Alaska Native	6	83%	83%	0%	6	83%	17%	0%
Black or African American	1646	89%	58%	4%	1690	89%	58%	3%
Hispanic or Latino	94	90%	52%	5%	85	82%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	75%	30%	18	100%	83%	6%
White	16	75%	13%	0%	16	94%	81%	0%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1539	93%	63%	5%	1599	94%	64%	3%
Students with Disabilities	243	61%	23%	0%	216	50%	16%	0%
English Proficient	1729	89%	58%	5%	1809	89%	58%	3%
Limited English Proficient	53	74%	25%	0%	6	50%	33%	0%
Economically Disadvantaged	1591	89%	57%	4%	1380	94%	64%	3%
Not Disadvantaged	191	87%	59%	7%	435	71%	39%	1%
Migrant								
Not Migrant	1782	89%	57%	5%	1815	88%	58%	3%

#### NOTES

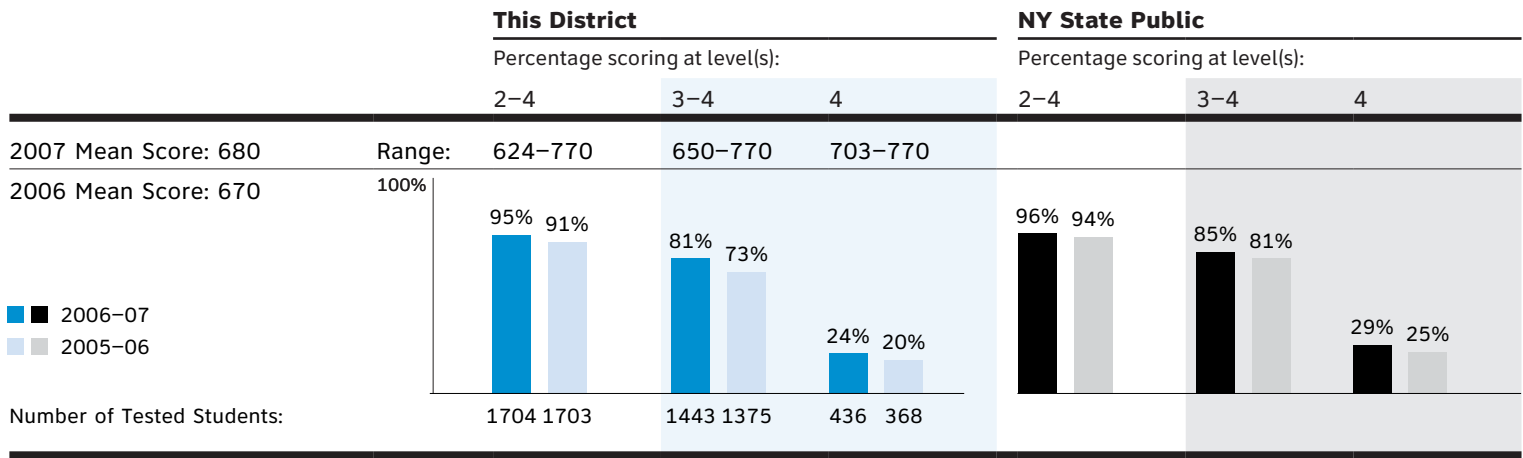
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	23	23	19	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 3	15	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>1787</b>	<b>95%</b>	<b>81%</b>	<b>24%</b>	<b>1871</b>	<b>91%</b>	<b>73%</b>	<b>20%</b>
Female	876	97%	83%	28%	905	93%	74%	22%
Male	911	94%	78%	21%	966	89%	73%	18%
American Indian or Alaska Native	7	100%	100%	29%	6	83%	17%	0%
Black or African American	1642	95%	81%	24%	1723	91%	74%	20%
Hispanic or Latino	98	94%	83%	27%	95	91%	66%	16%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	91%	64%	25	84%	72%	36%
White	18	89%	67%	6%	22	82%	68%	14%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1548	97%	85%	28%	1655	95%	79%	22%
Students with Disabilities	239	82%	54%	4%	216	60%	35%	3%
English Proficient	1718	96%	82%	25%	1798	92%	75%	20%
Limited English Proficient	69	80%	55%	6%	73	75%	36%	1%
Economically Disadvantaged	1596	95%	80%	24%	1426	95%	79%	22%
Not Disadvantaged	191	97%	85%	25%	445	77%	57%	12%
Migrant								
Not Migrant	1787	95%	81%	24%	1871	91%	73%	20%

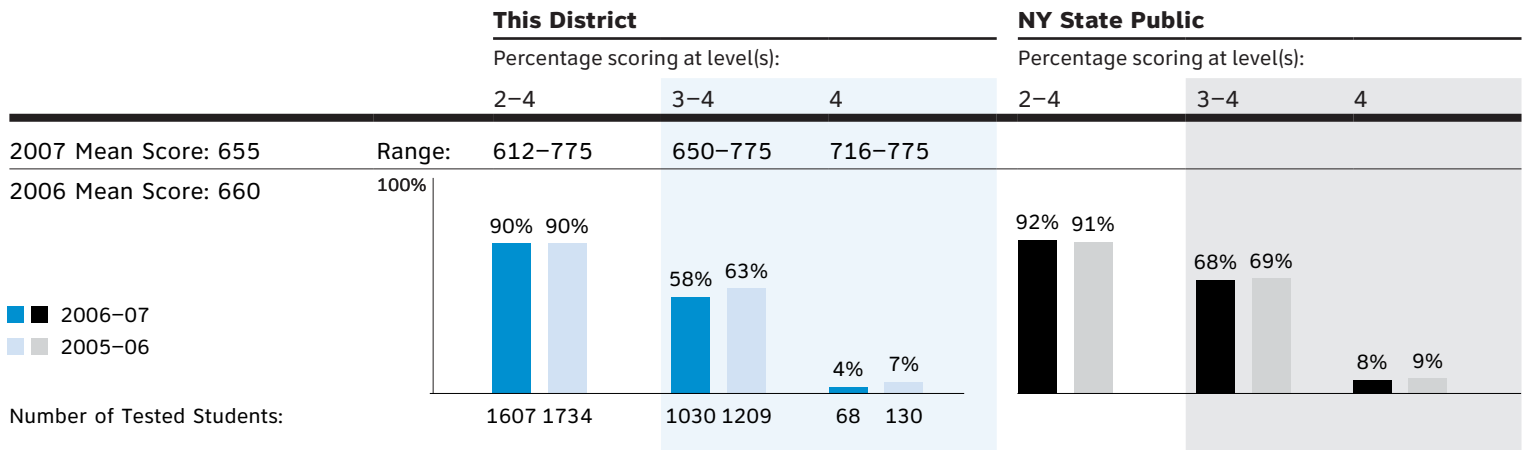
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	25	25	22	21	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1777</b>	<b>90%</b>	<b>58%</b>	<b>4%</b>	<b>1926</b>	<b>90%</b>	<b>63%</b>	<b>7%</b>
Female	864	94%	64%	5%	976	93%	69%	8%
Male	913	88%	52%	3%	950	87%	56%	5%
American Indian or Alaska Native	5	100%	80%	0%	6	67%	0%	0%
Black or African American	1641	91%	58%	4%	1773	90%	63%	7%
Hispanic or Latino	93	81%	47%	3%	104	90%	57%	4%
Asian or Native Hawaiian/Other Pacific Islander	19	84%	74%	0%	20	100%	85%	5%
White	19	74%	58%	0%	23	91%	52%	4%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1560	95%	64%	4%	1681	95%	69%	8%
Students with Disabilities	217	55%	15%	0%	245	53%	17%	0%
English Proficient	1720	91%	59%	4%	1903	90%	63%	7%
Limited English Proficient	57	65%	19%	0%	23	65%	30%	0%
Economically Disadvantaged	1559	90%	57%	4%	1468	96%	69%	8%
Not Disadvantaged	218	93%	68%	6%	458	72%	42%	3%
Migrant								
Not Migrant	1777	90%	58%	4%	1926	90%	63%	7%

#### NOTES

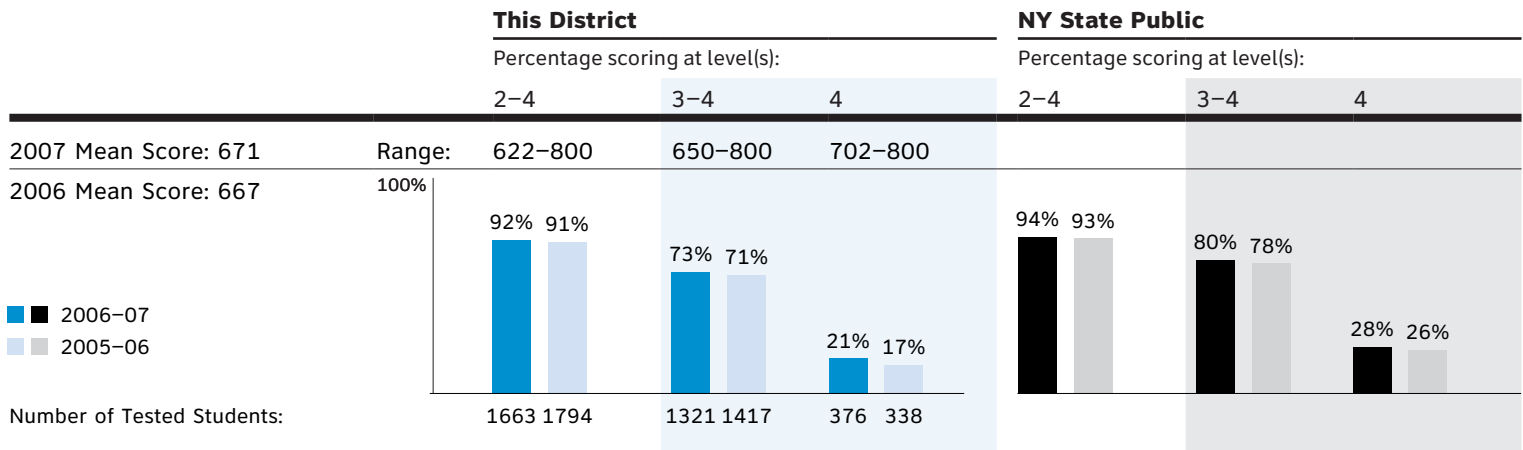
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	23	22	19	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 4	12	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>1802</b>	<b>92%</b>	<b>73%</b>	<b>21%</b>	<b>1982</b>	<b>91%</b>	<b>71%</b>	<b>17%</b>
Female	880	94%	74%	21%	1001	92%	73%	18%
Male	922	91%	73%	21%	981	89%	70%	16%
American Indian or Alaska Native	5	100%	80%	20%	7	86%	29%	0%
Black or African American	1663	93%	74%	21%	1813	91%	72%	18%
Hispanic or Latino	94	84%	64%	17%	114	85%	66%	13%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	53%	23	91%	83%	9%
White	21	81%	48%	19%	25	88%	64%	12%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1579	96%	79%	24%	1730	95%	77%	19%
Students with Disabilities	223	66%	32%	1%	252	59%	31%	3%
English Proficient	1732	93%	75%	22%	1913	91%	73%	18%
Limited English Proficient	70	71%	27%	3%	69	65%	36%	3%
Economically Disadvantaged	1585	92%	72%	19%	1513	95%	77%	19%
Not Disadvantaged	217	93%	81%	33%	469	75%	53%	10%
Migrant								
Not Migrant	1802	92%	73%	21%	1982	91%	71%	17%

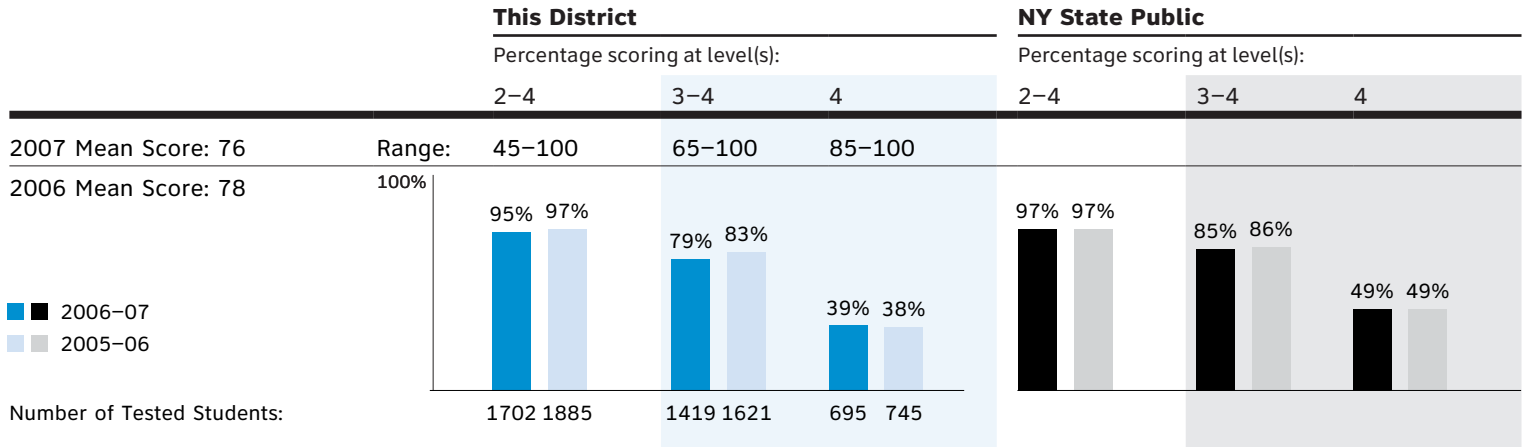
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	23	21	20	18	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>1787</b>	<b>95%</b>	<b>79%</b>	<b>39%</b>	<b>1950</b>	<b>97%</b>	<b>83%</b>	<b>38%</b>
Female	865	96%	81%	40%	983	97%	86%	41%
Male	922	94%	78%	38%	967	96%	80%	35%
American Indian or Alaska Native	5	100%	100%	40%	8	75%	38%	13%
Black or African American	1643	96%	80%	40%	1780	97%	84%	39%
Hispanic or Latino	98	93%	67%	21%	112	94%	77%	30%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	76%	62%	23	91%	91%	39%
White	20	70%	50%	25%	27	85%	67%	19%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1563	97%	85%	43%	1708	98%	88%	42%
Students with Disabilities	224	81%	40%	9%	242	85%	50%	10%
English Proficient	1713	96%	81%	40%	1885	97%	84%	39%
Limited English Proficient	74	74%	31%	3%	65	78%	51%	11%
Economically Disadvantaged	1570	95%	78%	38%	1490	99%	88%	43%
Not Disadvantaged	217	94%	88%	47%	460	91%	67%	22%
Migrant								
Not Migrant	1787	95%	79%	39%	1950	97%	83%	38%

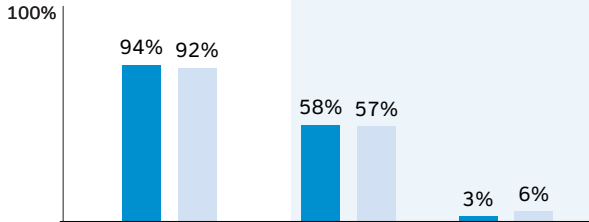
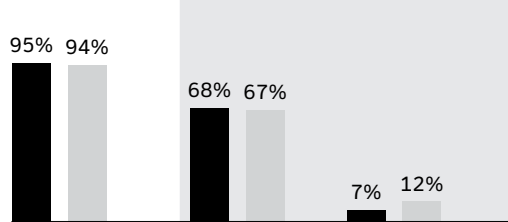
### NOTES

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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	23	22	21	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 657	608-795	650-795	711-795			
2006 Mean Score: 653						
						
Number of Tested Students:	1828 1824	1117 1125	64 127			

### 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>1935</b>	<b>94%</b>	<b>58%</b>	<b>3%</b>	<b>1972</b>	<b>92%</b>	<b>57%</b>	<b>6%</b>
Female	963	96%	63%	3%	1035	95%	63%	7%
Male	972	93%	53%	3%	937	89%	50%	6%
American Indian or Alaska Native	11	-	-	-	4	-	-	-
Black or African American	1767	95%	59%	3%	1848	92%	57%	6%
Hispanic or Latino	110	91%	45%	5%	77	94%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	67%	4%	27	100%	74%	15%
White	22	82%	55%	0%	16	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	12	92%	8%	0%	20	100%	65%	25%
General-Education Students	1693	98%	64%	4%	1731	96%	63%	7%
Students with Disabilities	242	71%	17%	0%	241	66%	15%	1%
English Proficient	1881	95%	59%	3%	1950	93%	57%	7%
Limited English Proficient	54	72%	11%	0%	22	59%	32%	0%
Economically Disadvantaged	1717	94%	57%	3%	1501	96%	63%	8%
Not Disadvantaged	218	95%	66%	5%	471	80%	38%	3%
Migrant								
Not Migrant	1935	94%	58%	3%	1972	92%	57%	6%

#### NOTES

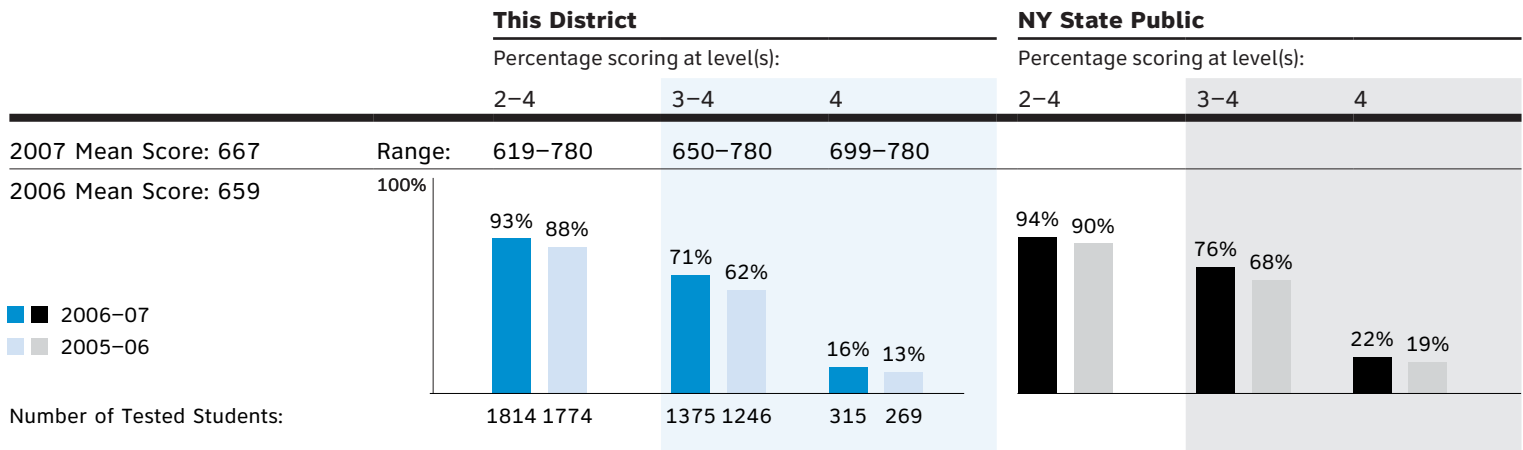
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### Other Assessments

	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	30	30	29	25	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	11	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>1944</b>	<b>93%</b>	<b>71%</b>	<b>16%</b>	<b>2022</b>	<b>88%</b>	<b>62%</b>	<b>13%</b>
Female	968	93%	73%	17%	1052	92%	67%	15%
Male	976	93%	69%	15%	970	83%	56%	12%
American Indian or Alaska Native	12	-	-	-	5	100%	40%	0%
Black or African American	1769	94%	71%	16%	1884	88%	61%	13%
Hispanic or Latino	114	86%	67%	17%	81	84%	60%	11%
Asian or Native Hawaiian/Other Pacific Islander	23	87%	78%	17%	29	93%	86%	45%
White	25	84%	64%	16%	23	74%	57%	22%
Multiracial	1	-	-	-				
Small Group Totals	13	85%	46%	8%				
General-Education Students	1708	97%	76%	18%	1777	92%	67%	15%
Students with Disabilities	236	70%	30%	3%	245	57%	20%	2%
English Proficient	1878	94%	72%	17%	1957	89%	63%	14%
Limited English Proficient	66	73%	41%	5%	65	60%	31%	2%
Economically Disadvantaged	1723	93%	70%	16%	1537	92%	68%	16%
Not Disadvantaged	221	92%	74%	18%	485	74%	41%	4%
Migrant								
Not Migrant	1944	93%	71%	16%	2022	88%	62%	13%

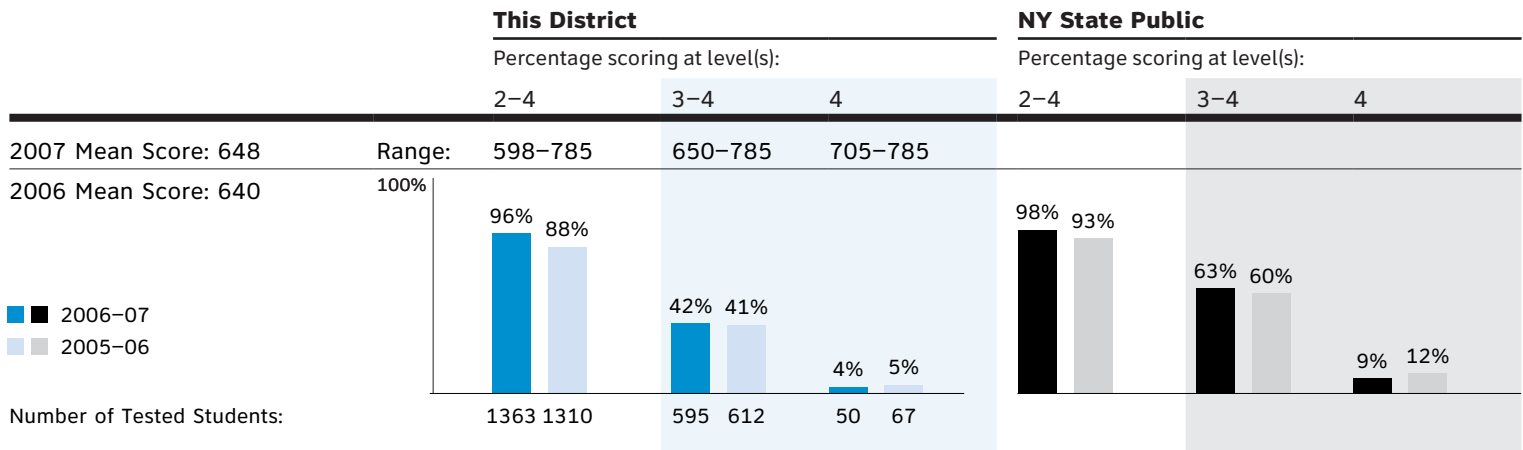
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	30	30	29	27	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1419</b>	<b>96%</b>	<b>42%</b>	<b>4%</b>	<b>1487</b>	<b>88%</b>	<b>41%</b>	<b>5%</b>
Female	682	98%	50%	4%	739	92%	45%	6%
Male	737	94%	35%	3%	748	84%	37%	3%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	1319	96%	43%	3%	1363	89%	42%	4%
Hispanic or Latino	68	99%	31%	3%	83	81%	24%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	44%	6%	15	-	-	-
White	13	-	-	-	22	59%	14%	5%
Multiracial								
Small Group Totals	14	86%	29%	14%	19	95%	63%	16%
General-Education Students	1201	99%	48%	4%	1272	95%	47%	5%
Students with Disabilities	218	81%	10%	0%	215	48%	8%	1%
English Proficient	1381	96%	43%	4%	1474	88%	41%	5%
Limited English Proficient	38	84%	11%	0%	13	62%	8%	0%
Economically Disadvantaged	1201	96%	40%	3%	1057	95%	48%	6%
Not Disadvantaged	218	96%	50%	6%	430	70%	24%	1%
Migrant								
Not Migrant	1419	96%	42%	4%	1487	88%	41%	5%

#### NOTES

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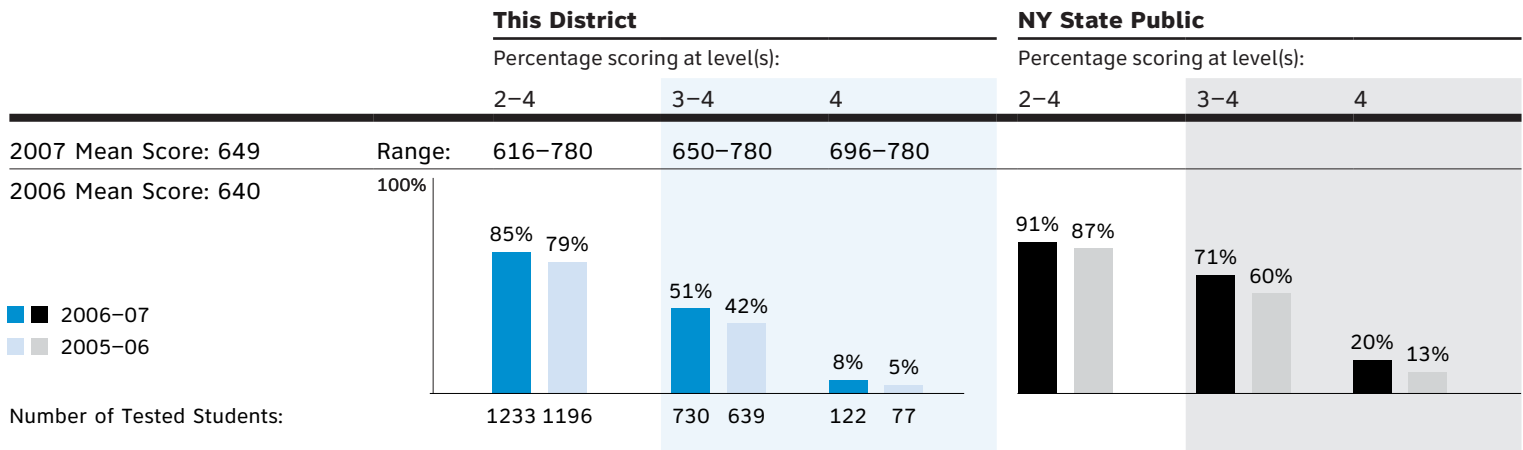
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	35	34	32	29	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	4	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>1445</b>	<b>85%</b>	<b>51%</b>	<b>8%</b>	<b>1505</b>	<b>79%</b>	<b>42%</b>	<b>5%</b>
Female	692	90%	57%	11%	739	84%	46%	6%
Male	753	81%	45%	6%	766	75%	39%	4%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	1338	85%	50%	8%	1367	80%	43%	5%
Hispanic or Latino	69	84%	54%	9%	90	79%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	19	79%	79%	32%	17	-	-	-
White	17	-	-	-	27	56%	7%	0%
Multiracial								
Small Group Totals	19	89%	53%	11%	21	81%	71%	24%
General-Education Students	1229	90%	56%	10%	1292	86%	48%	6%
Students with Disabilities	216	58%	20%	0%	213	40%	9%	0%
English Proficient	1392	86%	52%	9%	1470	80%	43%	5%
Limited English Proficient	53	62%	25%	2%	35	46%	14%	3%
Economically Disadvantaged	1223	85%	49%	8%	1070	87%	50%	7%
Not Disadvantaged	222	87%	58%	14%	435	60%	25%	2%
Migrant								
Not Migrant	1445	85%	51%	8%	1505	79%	42%	5%

#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	35	35	34	29	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: 640	600-790	650-790	712-790			
2006 Mean Score: 632						
Number of Tested Students:	1390	1326	568	538	22	33

### 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>1518</b>	<b>92%</b>	<b>37%</b>	<b>1%</b>	<b>1555</b>	<b>85%</b>	<b>35%</b>	<b>2%</b>
Female	737	94%	45%	1%	719	89%	42%	3%
Male	781	90%	30%	1%	836	82%	28%	1%
American Indian or Alaska Native	6	-	-	-	10	80%	20%	0%
Black or African American	1389	92%	38%	2%	1423	85%	35%	2%
Hispanic or Latino	82	87%	29%	0%	87	83%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	16	88%	63%	0%	15	100%	67%	13%
White	22	68%	14%	5%	20	85%	30%	5%
Multiracial	3	-	-	-				
Small Group Totals	9	78%	33%	0%				
General-Education Students	1308	96%	43%	2%	1345	91%	39%	2%
Students with Disabilities	210	65%	4%	0%	210	51%	8%	0%
English Proficient	1489	92%	38%	1%	1543	85%	35%	2%
Limited English Proficient	29	45%	10%	0%	12	58%	0%	0%
Economically Disadvantaged	1293	91%	36%	1%	1093	91%	39%	3%
Not Disadvantaged	225	97%	47%	5%	462	71%	25%	0%
Migrant								
Not Migrant	1518	92%	37%	1%	1555	85%	35%	2%

#### NOTES

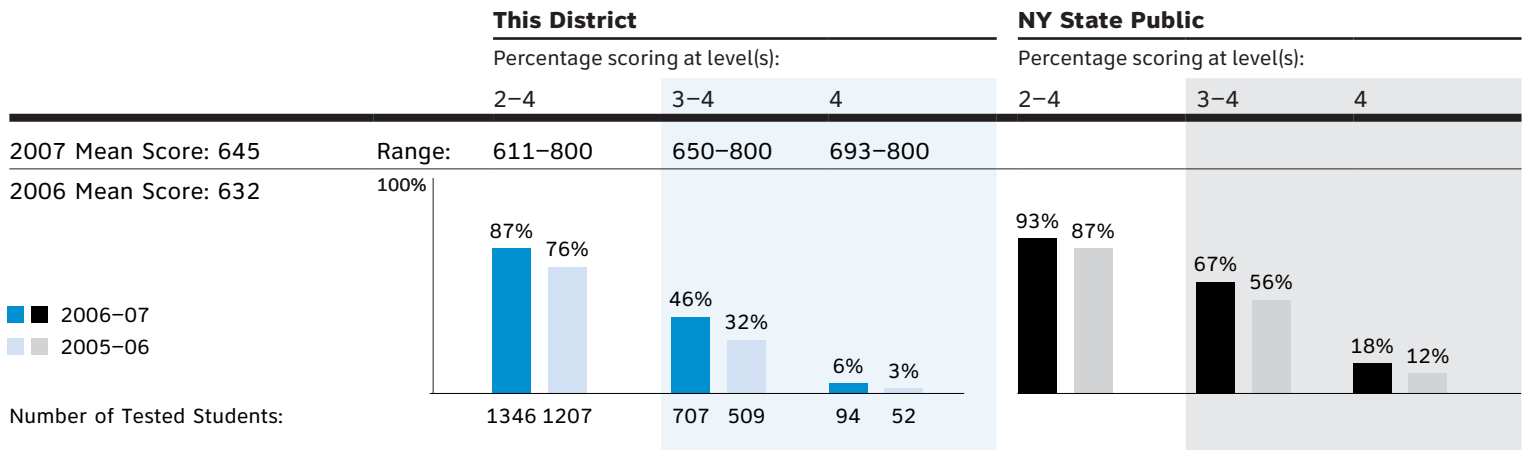
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### Other Assessments

	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	27	26	26	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 7	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 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>1539</b>	<b>87%</b>	<b>46%</b>	<b>6%</b>	<b>1584</b>	<b>76%</b>	<b>32%</b>	<b>3%</b>
Female	753	90%	51%	8%	735	81%	37%	5%
Male	786	85%	41%	4%	849	72%	28%	2%
American Indian or Alaska Native	6	-	-	-	9	78%	33%	0%
Black or African American	1401	88%	46%	6%	1446	76%	32%	3%
Hispanic or Latino	85	89%	46%	5%	94	70%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	19	89%	68%	32%	15	93%	73%	33%
White	25	60%	20%	4%	20	75%	40%	10%
Multiracial	3	-	-	-				
Small Group Totals	9	89%	44%	11%				
General-Education Students	1330	92%	51%	7%	1386	81%	36%	4%
Students with Disabilities	209	61%	11%	0%	198	41%	6%	0%
English Proficient	1496	88%	47%	6%	1538	77%	33%	3%
Limited English Proficient	43	60%	19%	2%	46	46%	13%	0%
Economically Disadvantaged	1312	87%	44%	5%	1124	82%	37%	5%
Not Disadvantaged	227	91%	55%	13%	460	62%	20%	0%
Migrant								
Not Migrant	1539	87%	46%	6%	1584	76%	32%	3%

### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	27	25	25	20	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: 639	602-790	650-790	715-790			
2006 Mean Score: 633						
Number of Tested Students:	1429	550	22			
	1393	505	15			

### 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>1584</b>	<b>90%</b>	<b>35%</b>	<b>1%</b>	<b>1652</b>	<b>84%</b>	<b>31%</b>	<b>1%</b>
Female	755	92%	43%	3%	782	88%	38%	1%
Male	829	89%	28%	0%	870	81%	24%	1%
American Indian or Alaska Native	9	-	-	-	3	-	-	-
Black or African American	1443	91%	35%	1%	1504	84%	30%	1%
Hispanic or Latino	93	81%	25%	1%	103	86%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	64%	14%	19	-	-	-
White	23	83%	39%	4%	23	78%	30%	0%
Multiracial	2	-	-	-				
Small Group Totals	11	91%	27%	18%	22	86%	36%	9%
General-Education Students	1375	94%	39%	2%	1416	90%	35%	1%
Students with Disabilities	209	67%	7%	0%	236	48%	5%	0%
English Proficient	1536	92%	36%	1%	1634	85%	31%	1%
Limited English Proficient	48	44%	4%	0%	18	33%	11%	0%
Economically Disadvantaged	1314	90%	32%	1%	1086	92%	37%	1%
Not Disadvantaged	270	93%	46%	3%	566	70%	19%	0%
Migrant								
Not Migrant	1584	90%	35%	1%	1652	84%	31%	1%

#### NOTES

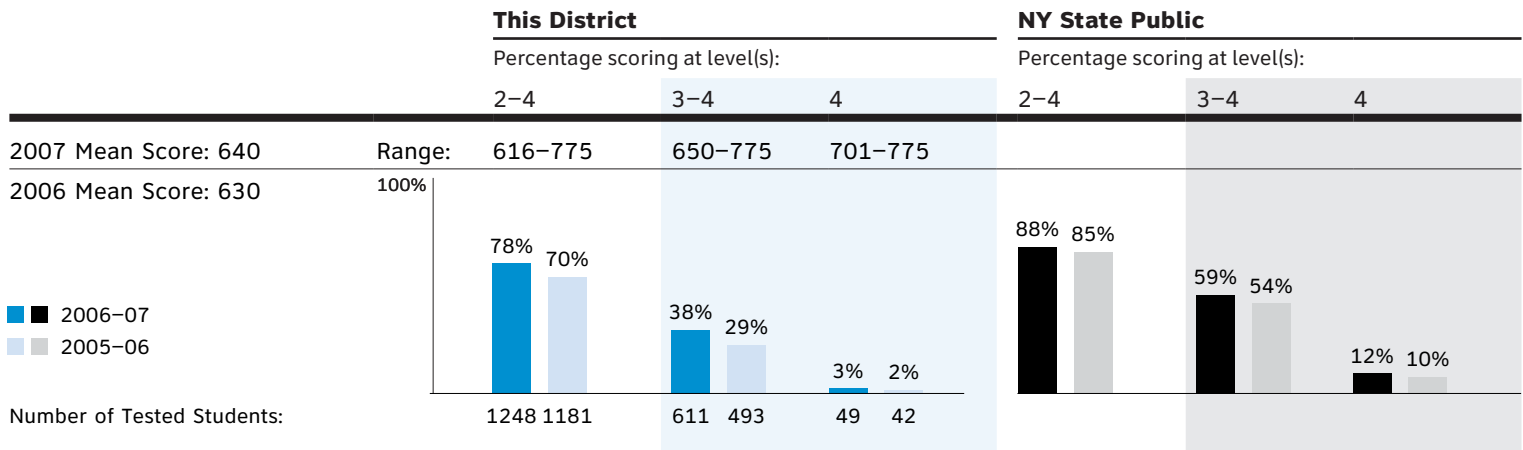
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### Other Assessments

	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	32	32	31	23	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1603</b>	<b>78%</b>	<b>38%</b>	<b>3%</b>	<b>1688</b>	<b>70%</b>	<b>29%</b>	<b>2%</b>
Female	765	80%	40%	4%	799	73%	32%	3%
Male	838	76%	36%	2%	889	67%	26%	2%
American Indian or Alaska Native	10	-	-	-	3	-	-	-
Black or African American	1455	78%	37%	3%	1530	70%	29%	2%
Hispanic or Latino	95	77%	44%	3%	108	70%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	82%	59%	24%	23	-	-	-
White	24	75%	50%	8%	24	63%	42%	13%
Multiracial	2	-	-	-				
Small Group Totals	12	67%	33%	8%	26	73%	35%	15%
General-Education Students	1392	82%	42%	3%	1453	76%	33%	3%
Students with Disabilities	211	51%	14%	0%	235	32%	6%	0%
English Proficient	1541	79%	39%	3%	1628	71%	30%	3%
Limited English Proficient	62	48%	13%	2%	60	32%	7%	0%
Economically Disadvantaged	1329	77%	36%	2%	1120	78%	34%	3%
Not Disadvantaged	274	81%	50%	6%	568	55%	19%	1%
Migrant								
Not Migrant	1603	78%	38%	3%	1688	70%	29%	2%

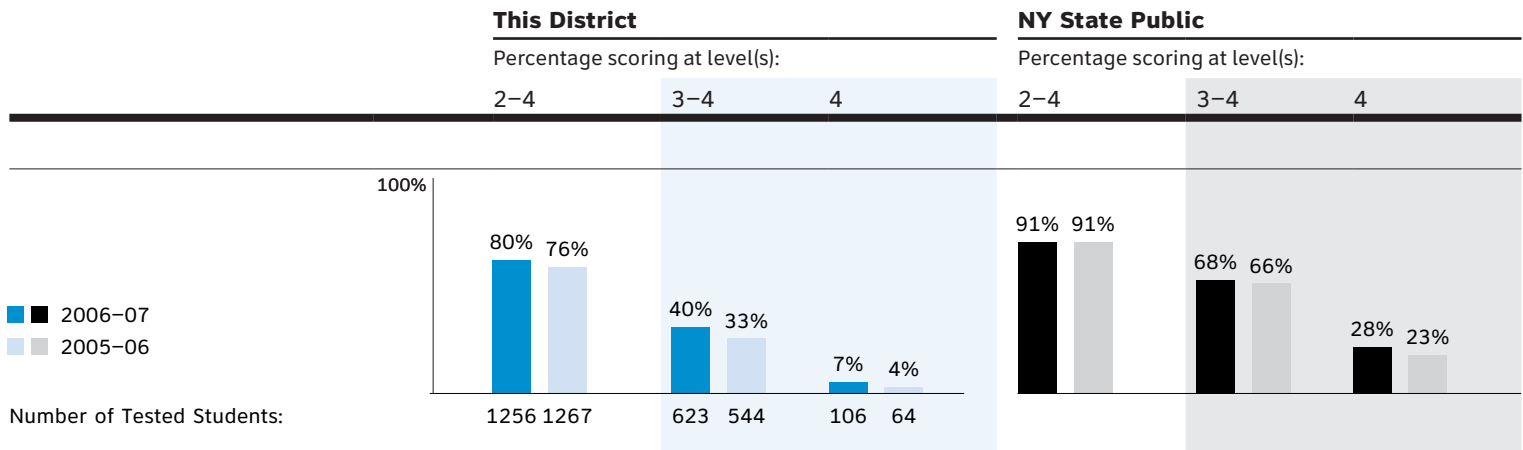
#### NOTES

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 8 Equivalent	32	32	30	15	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>1565</b>	<b>80%</b>	<b>40%</b>	<b>7%</b>	<b>1657</b>	<b>76%</b>	<b>33%</b>	<b>4%</b>
Female	749	82%	39%	9%	791	79%	33%	3%
Male	816	78%	41%	5%	866	75%	33%	5%
American Indian or Alaska Native	9	-	-	-	3	-	-	-
Black or African American	1423	80%	39%	7%	1503	77%	33%	4%
Hispanic or Latino	92	79%	42%	5%	104	72%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	53%	27%	23	-	-	-
White	24	67%	46%	13%	24	63%	33%	8%
Multiracial	2	-	-	-				
Small Group Totals	11	91%	27%	0%	26	69%	46%	15%
General-Education Students	1366	83%	43%	8%	1432	82%	37%	4%
Students with Disabilities	199	62%	21%	1%	225	43%	5%	0%
English Proficient	1507	82%	41%	7%	1598	78%	34%	4%
Limited English Proficient	58	43%	16%	0%	59	31%	3%	0%
Economically Disadvantaged	1299	79%	37%	5%	1101	83%	38%	6%
Not Disadvantaged	266	87%	56%	16%	556	63%	22%	1%
Migrant								
Not Migrant	1565	80%	40%	7%	1657	76%	33%	4%

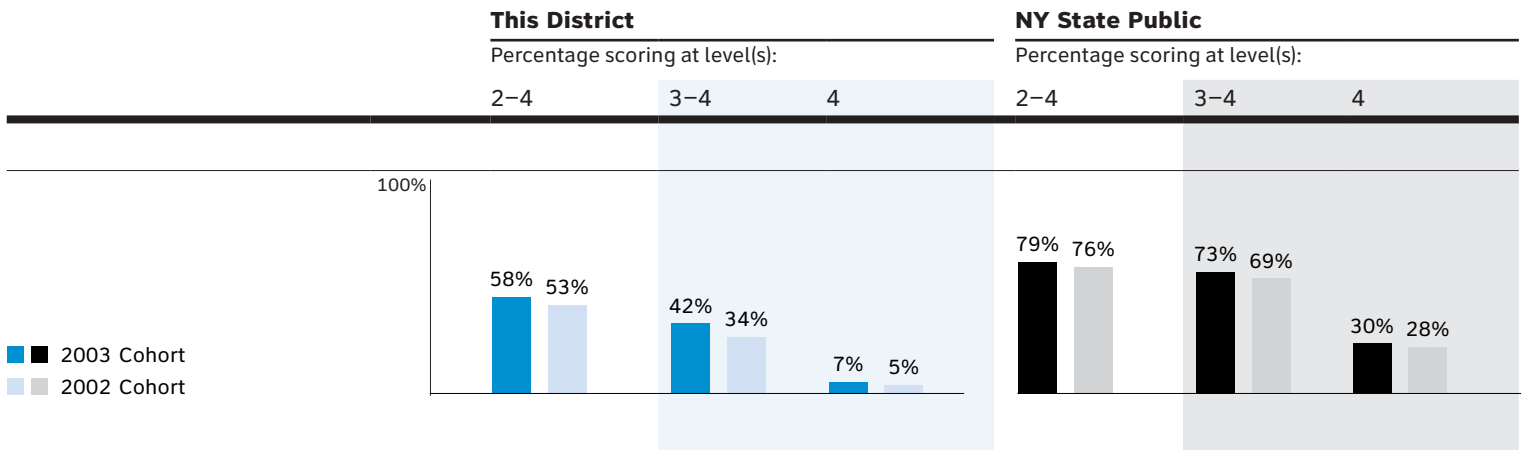
### NOTES

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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 8 Equivalent	32	32	31	23	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				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
<b>All Students</b>	<b>1793</b>	<b>58%</b>	<b>42%</b>	<b>7%</b>	<b>1791</b>	<b>53%</b>	<b>34%</b>	<b>5%</b>
Female	835	64%	48%	10%	798	58%	39%	6%
Male	958	54%	37%	4%	993	48%	30%	4%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	1586	59%	43%	7%	1567	54%	35%	5%
Hispanic or Latino	159	49%	35%	9%	158	40%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	82%	65%	6%	25	-	-	-
White	24	46%	29%	4%	40	45%	35%	0%
Multiracial	3	-	-	-				
Small Group Totals	7	57%	43%	14%	26	46%	15%	0%
General-Education Students	1563	63%	46%	8%	1551	59%	38%	5%
Students with Disabilities	230	25%	12%	0%	240	10%	6%	0%
English Proficient	1717	58%	42%	7%	1675	54%	35%	5%
Limited English Proficient	76	66%	37%	0%	116	29%	13%	1%
Economically Disadvantaged	791	56%	40%	7%	478	41%	26%	4%
Not Disadvantaged	1002	60%	44%	7%	1313	57%	37%	5%
Migrant								
Not Migrant					1791	53%	34%	5%

#### 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				21	21	21	15

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

\*\* 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

### This District

Percentage scoring at level(s):

2-4

3-4

4

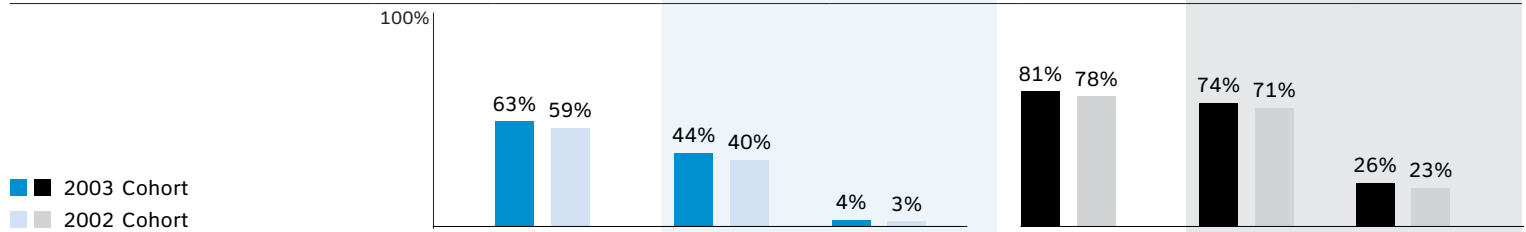
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2003 Cohort

Number of Students      Percentage scoring at level(s):

2-4

3-4

4

### 2002 Cohort\*\*

Number of Students      Percentage scoring at level(s):

2-4

3-4

4

	2003 Cohort			2002 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1793</b>	<b>63%</b>	<b>44%</b>	<b>4%</b>	<b>1791</b>	<b>59%</b>	<b>40%</b>	<b>3%</b>
Female	835	66%	46%	4%	798	62%	43%	3%
Male	958	60%	42%	3%	993	56%	38%	3%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	1586	64%	45%	4%	1567	60%	41%	3%
Hispanic or Latino	159	52%	37%	1%	158	46%	30%	5%
Asian or Native Hawaiian/Other Pacific Islander	17	71%	65%	0%	25	-	-	-
White	24	46%	25%	4%	40	53%	38%	0%
Multiracial	3	-	-	-				
Small Group Totals	7	86%	43%	0%	26	58%	38%	8%
General-Education Students	1563	68%	48%	4%	1551	65%	45%	4%
Students with Disabilities	230	30%	15%	1%	240	20%	8%	0%
English Proficient	1717	62%	44%	3%	1675	60%	41%	3%
Limited English Proficient	76	83%	55%	4%	116	47%	34%	7%
Economically Disadvantaged	791	62%	43%	4%	478	47%	31%	3%
Not Disadvantaged	1002	64%	45%	3%	1313	63%	44%	4%
Migrant								
Not Migrant					1791	59%	40%	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

### 2003 Cohort

Number of Students      Number scoring at level(s):

2-4

3-4

4

### 2002 Cohort

Number of Students      Number scoring at level(s):

2-4

3-4

4

	2003 Cohort	2002 Cohort		
	Number of Students	2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	21	19	14

\* 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.