



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #20**

District ID **33-20-00-01-0000**

Superintendent **LAURA FEIJOO**

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

## Use this report to:

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

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

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

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

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

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

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

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

## District Profile

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

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	1000	988	833
Kindergarten	2760	2745	2706
Grade 1	2831	2779	2849
Grade 2	2790	2772	2763
Grade 3	2885	2745	2744
Grade 4	2799	2823	2738
Grade 5	2816	2751	2815
Grade 6	2872	3007	2957
Ungraded Elementary	1074	1171	1317
Grade 7	3124	2911	3022
Grade 8	3288	3090	2981
Grade 9	4657	4207	3745
Grade 10	3652	3754	3782
Grade 11	1755	1949	1976
Grade 12	1617	1611	1779
Ungraded Secondary	1315	1315	1340
<b>Total K-12</b>	<b>40235</b>	<b>39630</b>	<b>39514</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	24	23	24
<b>Grade 8</b>			
English	27	28	27
Mathematics	28	28	27
Science	29	29	28
Social Studies	28	28	28
<b>Grade 10</b>			
English	30	31	31
Mathematics	29	30	29
Science	31	30	30
Social Studies	31	31	30

### Enrollment Information

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

### Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #20

District ID 33-20-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	26690	67%	24131	61%
Reduced-Price Lunch	0	0%	3983	10%	3728	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	9223	23%	9035	23%	9130	23%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	111	0%	109	0%	89	0%
Black or African American	2359	6%	2205	6%	2111	5%
Hispanic or Latino	11211	28%	11266	28%	11470	29%
Asian or Native Hawaiian/Other Pacific Islander	13396	33%	13588	34%	13735	35%
White	13158	33%	12462	31%	12109	31%
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	920	2%	532	1%	1015	3%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #20

District ID 33-20-00-01-0000

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	2633	2594	2689
Percent with No Valid Teaching Certificate	4%	4%	4%
Percent Teaching Out of Certification	15%	12%	10%
Percent with Fewer Than Three Years of Experience	15%	14%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	43%	44%
<b>Total Number of Core Classes*</b>	N/A	9268	6043
Percent Not Taught by Highly Qualified Teachers	N/A	10%	10%
<b>Total Number of Classes</b>	7698	7592	7731
Percent Taught by Teachers Without Appropriate Certification	18%	14%	12%

\* 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	13%	16%	13%
Turnover Rate of All Teachers	17%	15%	12%

## 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	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	✓
Hispanic or Latino	✓	✓	✓	✗	✗	✓
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	✓	✓	✓
White	✓	✓	✓	✓	✓	✓
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	✓	✗	✗	✓
Limited English Proficient	✗	✓	✓	✓ <sup>SH</sup>	✓	✓
Economically Disadvantaged	✓	✓	✓	✓	✓	✓
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 8	✗ 6 of 8	✓ 1 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** 7 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 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> (18336:17295)			99%		153	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (30:27)	—	—	—	—	—	—	—
Black or African American (814:767)			99%		139	118	
Hispanic or Latino (4730:4486)			99%		133	120	
Asian or Native Hawaiian/Other Pacific Islander (6988:6500)			99%		161	121	
White (5774:5515)			99%		162	121	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1933:1809)			96%		100	119	100 110
Limited English Proficient <sup>5</sup> (3779:4268)			98%		113	120	116 122
Economically Disadvantaged (16169:15216)			99%		149	121	
<b>Final AYP Determination</b>	 7 of 8						

#### 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** 8 of 8 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> (18414:17605)			99%		173	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (30:28)	—	—	—	—	—	—	—
Black or African American (816:759)			98%		145	82	
Hispanic or Latino (4759:4502)			99%		152	84	
Asian or Native Hawaiian/Other Pacific Islander (7017:6712)			100%		189	85	
White (5792:5604)			99%		176	85	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1939:1794)			96%		126	83	
Limited English Proficient <sup>5</sup> (3854:4692)			99%		158	84	
Economically Disadvantaged (16247:15522)			99%		172	85	
<b>Final AYP Determination</b>	 8 of 8						

#### 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> (6131:5653)		Qualified		96%		164	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	—
Black or African American (303:272)		Qualified		95%		143	100	
Hispanic or Latino (1581:1447)		Qualified		96%		145	100	
Asian or Native Hawaiian/Other Pacific Islander (2350:2158)		Qualified		97%		176	100	
White (1893:1772)		Qualified		96%		170	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (672:609)		Qualified		94%		130	100	
Limited English Proficient <sup>4</sup> (1378:1590)		Qualified		98%		137	100	
Economically Disadvantaged (5389:4976)		Qualified		97%		162	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** 6 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 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</b> (2128:2438)			99%		162	157		
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	
Black or African American (151:197)			99%		171	151		
Hispanic or Latino (514:688)			100%		153	155	143 <sup>‡</sup> 158	
Asian or Native Hawaiian/Other Pacific Islander (762:772)			99%		163	155		
White (689:764)			99%		169	155		
Multiracial (9:14)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities (107:146)			95%		118	150	115 <sup>‡</sup> 126	
Limited English Proficient <sup>4</sup> (182:583)			97%		142	154	97    148	
Economically Disadvantaged (1795:2104)			99%		161	157		
<b>Final AYP Determination</b>		6 of 8						

#### NOTES

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

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

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

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

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

#### AYP Status

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

## Secondary-Level Mathematics

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

**Accountability Measures** 6 of 8 Student groups making AYP in Mathematics  
 Did not make AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students</b> (2128:2438)			100%		163	150	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (151:197)			99%		162	144	
Hispanic or Latino (514:688)			100%		144	148	138 <sup>‡</sup> 150
Asian or Native Hawaiian/Other Pacific Islander (762:772)			100%		181	148	
White (689:764)			99%		162	148	
Multiracial (9:14)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (107:146)			95%		116	143	124 <sup>‡</sup> 124
Limited English Proficient <sup>4</sup> (182:583)			99%		157	147	
Economically Disadvantaged (1795:2104)			100%		164	150	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

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

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

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

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

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

#### AYP Status

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

## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <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> (2373)			58%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (167)			51%	55%	55%	52%
Hispanic or Latino (625)			43%	55%	49%	44%
Asian or Native Hawaiian/Other Pacific Islander (773)			65%	55%		
White (802)			64%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (192)			23%	55%	34%	24%
Limited English Proficient <sup>3</sup> (2)		–	–	–		
Economically Disadvantaged (1546)			55%	55%		
<b>Final AYP Determination</b>		1 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 #20**

District ID **33-20-00-01-0000**

## 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

17 schools identified 47% of total

HIGH SCHOOL OF TELECOMMUNICATIONS  
PS 102 BAYVIEW SCHOOL  
PS 105 BLYTHEBOURNE SCHOOL  
PS 112 LEFFERTS PARK SCHOOL  
PS 127 MCKINLEY PARK SCHOOL  
PS 160 WILLIAM T SAMPSON SCHOOL  
PS 163 BATH BEACH SCHOOL  
PS 164 CAESAR RODNEY  
PS 170 LEXINGTON SCHOOL  
PS 200 BENSON SCHOOL  
PS 204 VINCE LOMBARDI SCHOOL  
PS 205 CLARION SCHOOL  
PS 247  
PS 48 MAPLETON SCHOOL  
PS 69 VINCENT D GRIPPO SCHOOL  
SCHOOL FOR DISCOVERY AND EXPLORATION  
SCHOOL OF JOURNALISM AND TECHNOLOGY

#### ▲ Improvement (Year 1)

5 schools identified 14% of total

JHS 259 WILLIAM MCKINLEY  
PS 176 THE OVERTON SCHOOL  
PS 179 THE KENSINGTON SCHOOL  
PS 186 DR IRVING A GLADSTONE SCHOOL  
PS 192

#### ▲ Restructuring (Year 1)

1 school identified 3% of total

JHS 227 EDWARD B SHALLOW

#### ▲ Restructuring (Year 3)

2 schools identified 6% of total

JHS 220 JOHN J PERSHING JUNIOR HIGH SCHOOL  
JHS 62 DITMAS JUNIOR HIGH SCHOOL

#### ▲ Restructuring (Year 4)

1 school identified 3% of total

JHS 223 MONTAUK JUNIOR HIGH SCHOOL

### New York State Status

#### ■ Good Standing

6 schools identified 17% of total

IS 187  
IS 30 MARY WHITE OVERTON  
PS 104 FORT HAMILTON SCHOOL  
PS 180 HOMEWOOD SCHOOL  
PS 185 WALTER KASSENBRACK SCHOOL  
PS 229 DYKER SCHOOL

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

2 schools identified 6% of total

JHS 201 DYKER HEIGHTS JUNIOR HIGH SCHOOL  
NEW UTRECHT HIGH SCHOOL

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

2 schools identified 6% of total

FORT HAMILTON HIGH SCHOOL  
FRANKLIN D ROOSEVELT HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #20

District ID 33-20-00-01-0000

## Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	67%			2793
Grade 4	66%			2812
Grade 5	66%			2891
Grade 6	56%			2984
Grade 7	56%			3001
Grade 8	46%			2904
<b>Mathematics</b>				
Grade 3	90%			2876
Grade 4	87%			2910
Grade 5	86%			2990
Grade 6	75%			3131
Grade 7	70%			3104
Grade 8	62%			3068
<b>Science</b>				
Grade 4	84%			2879
Grade 8	57%			2964

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	67%			3060
Mathematics	68%			3060

### 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).

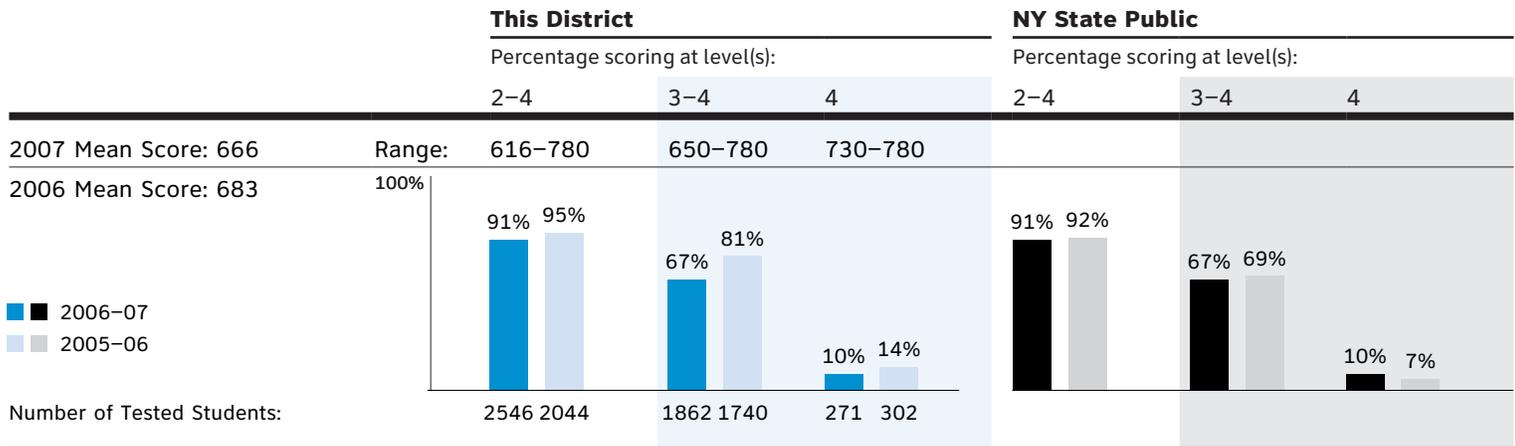
In this section, this district's performance is compared with that of public schools statewide.

### 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>2793</b>	<b>91%</b>	<b>67%</b>	<b>10%</b>	<b>2158</b>	<b>95%</b>	<b>81%</b>	<b>14%</b>
Female	1349	93%	71%	12%	1078	97%	85%	15%
Male	1444	89%	63%	8%	1080	93%	77%	13%
American Indian or Alaska Native	9	78%	56%	0%	4	-	-	-
Black or African American	58	95%	57%	7%	60	-	-	-
Hispanic or Latino	666	85%	51%	3%	484	91%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	1081	94%	73%	11%	734	98%	91%	20%
White	979	93%	72%	13%	876	94%	81%	15%
Multiracial								
Small Group Totals					64	92%	73%	5%
General-Education Students	2490	94%	72%	11%	1908	98%	87%	16%
Students with Disabilities	303	65%	22%	1%	250	68%	31%	0%
English Proficient	2050	95%	78%	13%	2123	95%	82%	14%
Limited English Proficient	743	79%	37%	1%	35	63%	14%	3%
Economically Disadvantaged	2484	90%	64%	8%	1622	98%	86%	13%
Not Disadvantaged	309	97%	84%	25%	536	85%	64%	16%
Migrant								
Not Migrant	2793	91%	67%	10%	2158	95%	81%	14%

#### NOTES

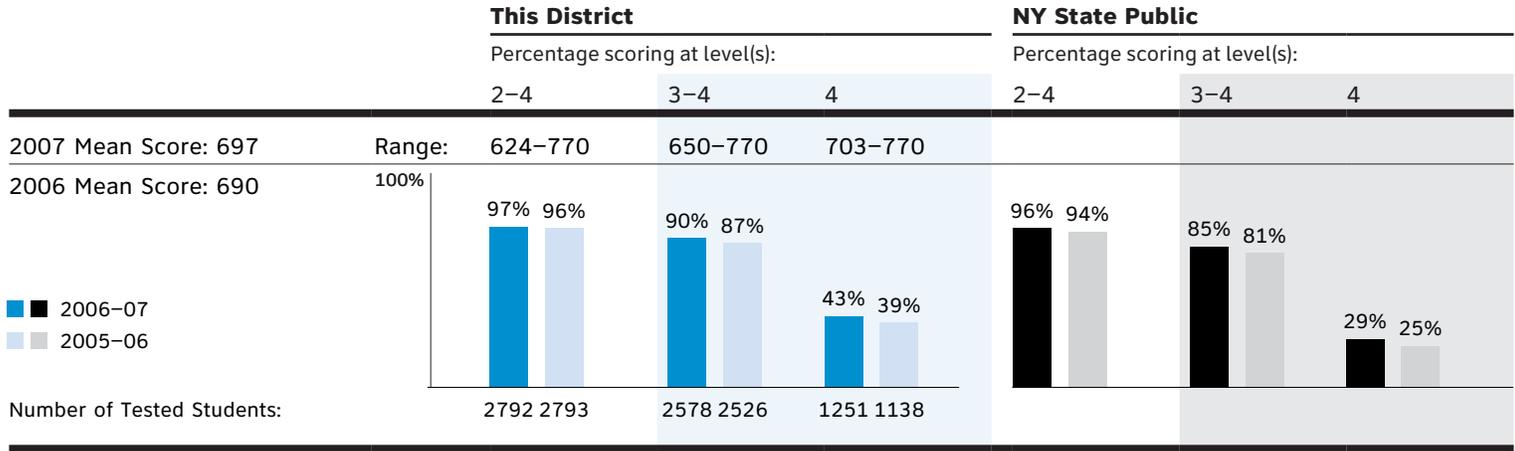
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	33	33	25	15	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	80	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>2876</b>	<b>97%</b>	<b>90%</b>	<b>43%</b>	<b>2920</b>	<b>96%</b>	<b>87%</b>	<b>39%</b>
Female	1375	97%	90%	47%	1433	96%	87%	40%
Male	1501	97%	89%	40%	1487	95%	86%	38%
American Indian or Alaska Native	9	89%	78%	22%	5	100%	60%	0%
Black or African American	59	95%	85%	22%	65	94%	85%	29%
Hispanic or Latino	677	95%	81%	26%	689	92%	75%	19%
Asian or Native Hawaiian/Other Pacific Islander	1127	99%	95%	57%	1128	98%	92%	53%
White	1004	97%	90%	42%	1033	96%	88%	38%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2569	99%	93%	48%	2592	97%	90%	43%
Students with Disabilities	307	84%	60%	10%	328	82%	56%	10%
English Proficient	2053	99%	94%	52%	2135	98%	93%	48%
Limited English Proficient	823	93%	79%	23%	785	91%	69%	13%
Economically Disadvantaged	2562	97%	89%	41%	2295	97%	89%	40%
Not Disadvantaged	314	99%	96%	63%	625	90%	76%	35%
Migrant								
Not Migrant	2876	97%	90%	43%	2920	96%	87%	39%

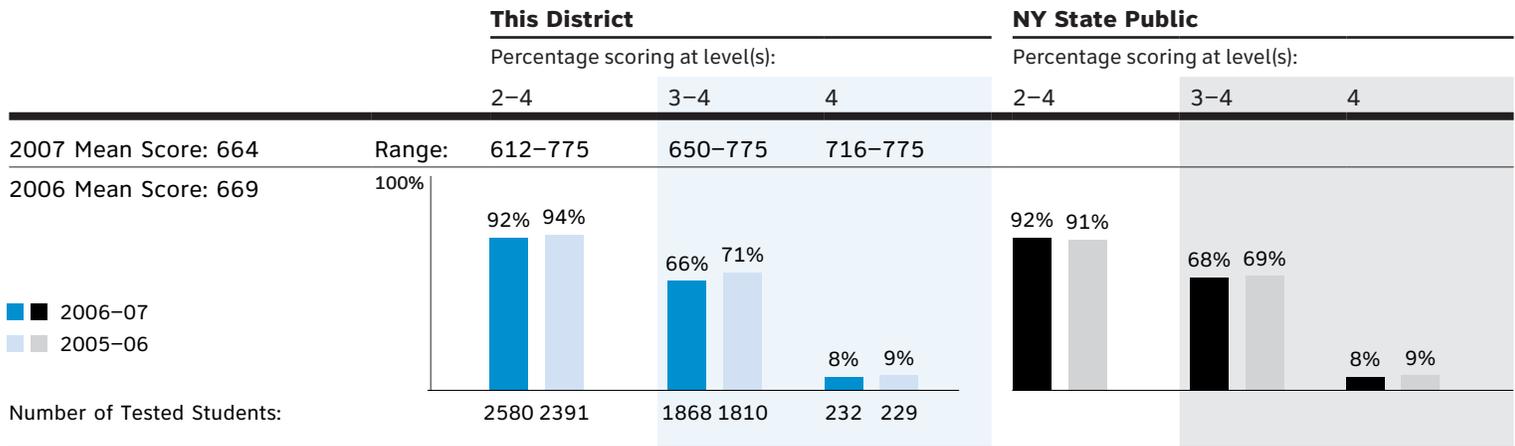
#### NOTES

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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	33	33	30	17	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>2812</b>	<b>92%</b>	<b>66%</b>	<b>8%</b>	<b>2537</b>	<b>94%</b>	<b>71%</b>	<b>9%</b>
Female	1363	95%	71%	9%	1217	97%	75%	10%
Male	1449	89%	62%	7%	1320	92%	68%	8%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	60	-	-	-	59	-	-	-
Hispanic or Latino	658	84%	50%	2%	564	89%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	1114	94%	73%	10%	939	98%	82%	12%
White	977	94%	70%	11%	971	94%	73%	11%
Multiracial								
Small Group Totals	63	86%	63%	2%	63	92%	62%	3%
General-Education Students	2483	95%	72%	9%	2277	97%	77%	10%
Students with Disabilities	329	67%	23%	1%	260	66%	22%	1%
English Proficient	2220	97%	77%	10%	2461	95%	73%	9%
Limited English Proficient	592	74%	27%	0%	76	57%	16%	0%
Economically Disadvantaged	2498	91%	63%	6%	1975	98%	75%	8%
Not Disadvantaged	314	97%	90%	23%	562	83%	58%	13%
Migrant								
Not Migrant	2812	92%	66%	8%	2537	94%	71%	9%

#### NOTES

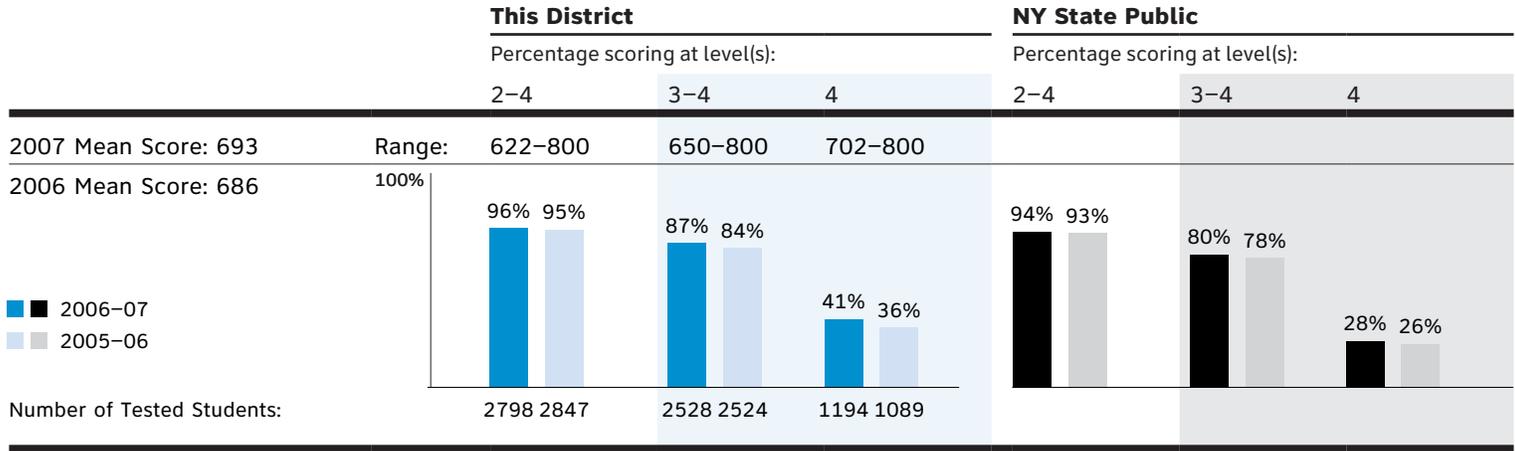
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### Other Assessments

	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	35	35	26	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 4	96	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>2910</b>	<b>96%</b>	<b>87%</b>	<b>41%</b>	<b>2996</b>	<b>95%</b>	<b>84%</b>	<b>36%</b>
Female	1416	97%	87%	39%	1427	96%	84%	35%
Male	1494	95%	87%	43%	1569	94%	84%	37%
American Indian or Alaska Native	3	-	-	-	5	100%	100%	20%
Black or African American	60	-	-	-	59	97%	73%	12%
Hispanic or Latino	671	91%	73%	19%	679	89%	69%	17%
Asian or Native Hawaiian/Other Pacific Islander	1170	99%	94%	57%	1182	98%	93%	51%
White	1006	97%	89%	39%	1071	95%	85%	33%
Multiracial								
Small Group Totals	63	95%	73%	14%				
General-Education Students	2581	98%	91%	45%	2684	97%	88%	40%
Students with Disabilities	329	84%	54%	10%	312	78%	49%	4%
English Proficient	2218	98%	93%	49%	2470	97%	89%	42%
Limited English Proficient	692	89%	68%	16%	526	85%	60%	12%
Economically Disadvantaged	2595	96%	86%	39%	2369	97%	88%	38%
Not Disadvantaged	315	98%	95%	61%	627	89%	72%	30%
Migrant								
Not Migrant	2910	96%	87%	41%	2996	95%	84%	36%

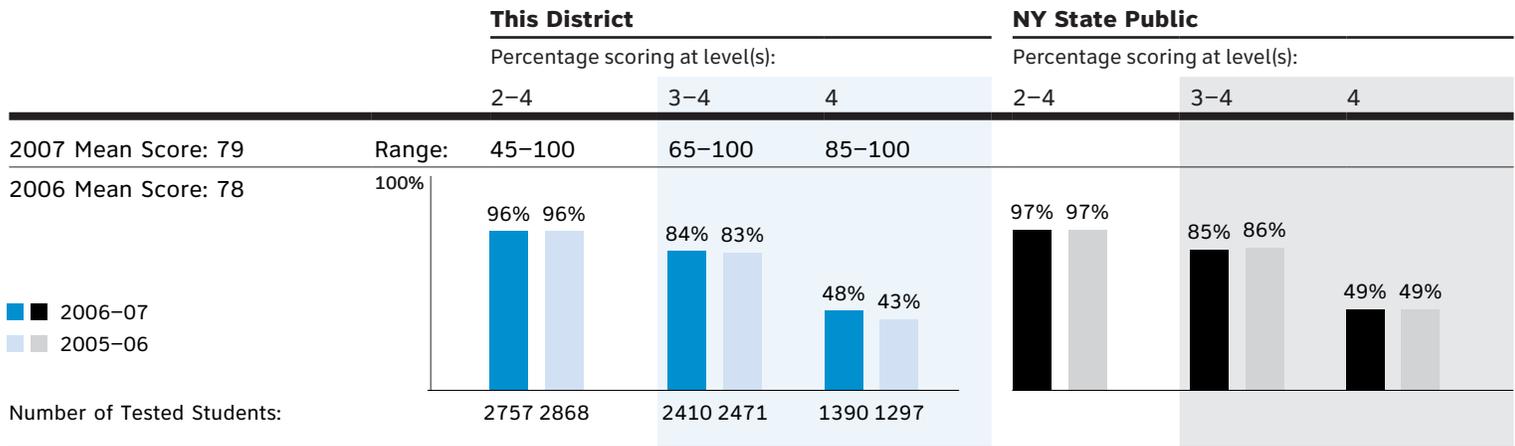
### NOTES

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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	35	35	31	25	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>2879</b>	<b>96%</b>	<b>84%</b>	<b>48%</b>	<b>2985</b>	<b>96%</b>	<b>83%</b>	<b>43%</b>
Female	1402	96%	84%	48%	1427	97%	84%	42%
Male	1477	95%	83%	49%	1558	95%	82%	45%
American Indian or Alaska Native	3	-	-	-	6	100%	100%	33%
Black or African American	64	-	-	-	59	95%	83%	29%
Hispanic or Latino	669	93%	74%	30%	673	95%	73%	23%
Asian or Native Hawaiian/Other Pacific Islander	1165	96%	88%	58%	1179	97%	86%	53%
White	978	97%	86%	51%	1068	96%	85%	47%
Multiracial								
Small Group Totals	67	96%	78%	31%				
General-Education Students	2545	97%	87%	52%	2679	98%	87%	47%
Students with Disabilities	334	88%	57%	17%	306	83%	46%	9%
English Proficient	2169	99%	93%	59%	2472	98%	90%	50%
Limited English Proficient	710	87%	56%	15%	513	85%	50%	11%
Economically Disadvantaged	2581	96%	83%	45%	2366	97%	86%	45%
Not Disadvantaged	298	98%	93%	73%	619	91%	71%	38%
Migrant								
Not Migrant	2879	96%	84%	48%	2985	96%	83%	43%

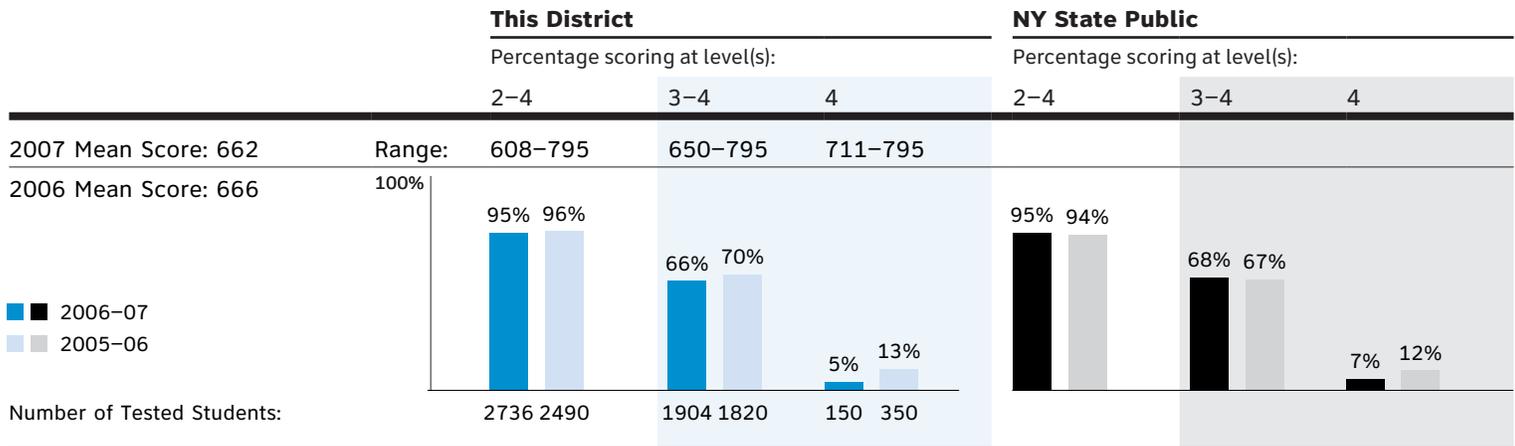
### NOTES

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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	35	35	32	24	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>2891</b>	<b>95%</b>	<b>66%</b>	<b>5%</b>	<b>2606</b>	<b>96%</b>	<b>70%</b>	<b>13%</b>
Female	1359	96%	68%	6%	1261	96%	72%	15%
Male	1532	94%	64%	4%	1345	95%	68%	12%
American Indian or Alaska Native	5	100%	80%	0%	9	100%	78%	22%
Black or African American	56	98%	55%	0%	67	94%	46%	1%
Hispanic or Latino	652	92%	49%	2%	632	90%	52%	6%
Asian or Native Hawaiian/Other Pacific Islander	1153	95%	70%	6%	916	98%	80%	16%
White	1025	96%	72%	7%	982	97%	73%	17%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2569	97%	71%	6%	2323	98%	76%	15%
Students with Disabilities	322	79%	25%	0%	283	73%	20%	1%
English Proficient	2469	98%	74%	6%	2447	97%	73%	14%
Limited English Proficient	422	75%	17%	0%	159	72%	18%	1%
Economically Disadvantaged	2571	94%	63%	4%	1986	98%	74%	13%
Not Disadvantaged	320	99%	85%	14%	620	88%	57%	16%
Migrant								
Not Migrant	2891	95%	66%	5%	2606	96%	70%	13%

#### NOTES

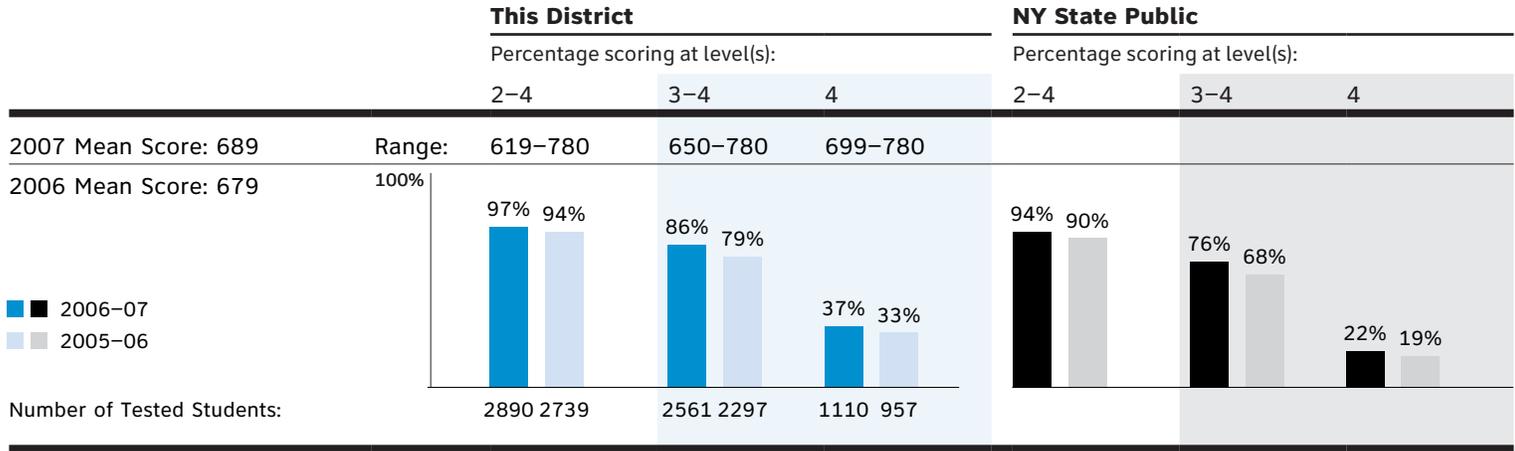
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### Other Assessments

	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	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	84	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>2990</b>	<b>97%</b>	<b>86%</b>	<b>37%</b>	<b>2924</b>	<b>94%</b>	<b>79%</b>	<b>33%</b>
Female	1392	98%	87%	38%	1409	94%	78%	33%
Male	1598	96%	84%	37%	1515	94%	79%	33%
American Indian or Alaska Native	5	100%	100%	40%	9	89%	67%	22%
Black or African American	56	96%	75%	21%	68	84%	65%	15%
Hispanic or Latino	663	95%	72%	16%	703	88%	62%	14%
Asian or Native Hawaiian/Other Pacific Islander	1203	99%	94%	54%	1079	98%	91%	50%
White	1063	95%	85%	31%	1065	94%	78%	30%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	2671	98%	90%	41%	2620	96%	84%	36%
Students with Disabilities	319	86%	52%	4%	304	71%	34%	4%
English Proficient	2466	98%	91%	42%	2443	96%	84%	37%
Limited English Proficient	524	89%	63%	14%	481	80%	51%	13%
Economically Disadvantaged	2664	96%	85%	36%	2276	96%	83%	35%
Not Disadvantaged	326	99%	92%	49%	648	85%	64%	26%
Migrant								
Not Migrant	2990	97%	86%	37%	2924	94%	79%	33%

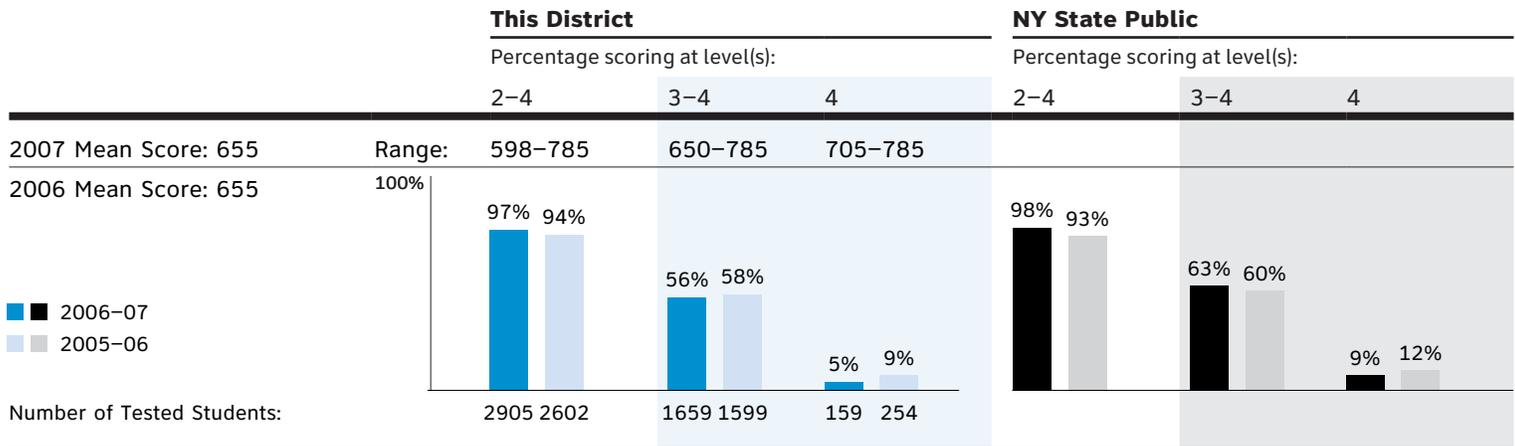
#### NOTES

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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.			

## 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>2984</b>	<b>97%</b>	<b>56%</b>	<b>5%</b>	<b>2757</b>	<b>94%</b>	<b>58%</b>	<b>9%</b>
Female	1437	98%	60%	8%	1362	95%	63%	11%
Male	1547	97%	52%	3%	1395	94%	53%	7%
American Indian or Alaska Native	7	100%	71%	0%	3	-	-	-
Black or African American	179	98%	44%	2%	192	-	-	-
Hispanic or Latino	872	97%	41%	2%	808	91%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	1064	97%	65%	8%	934	97%	72%	14%
White	862	98%	61%	6%	820	95%	68%	13%
Multiracial								
Small Group Totals					195	92%	32%	2%
General-Education Students	2699	98%	60%	6%	2541	96%	62%	10%
Students with Disabilities	285	90%	13%	0%	216	71%	14%	0%
English Proficient	2582	99%	63%	6%	2608	96%	61%	10%
Limited English Proficient	402	84%	8%	0%	149	67%	3%	0%
Economically Disadvantaged	2628	97%	52%	4%	2181	96%	59%	8%
Not Disadvantaged	356	100%	82%	17%	576	88%	55%	14%
Migrant								
Not Migrant	2984	97%	56%	5%	2757	94%	58%	9%

#### NOTES

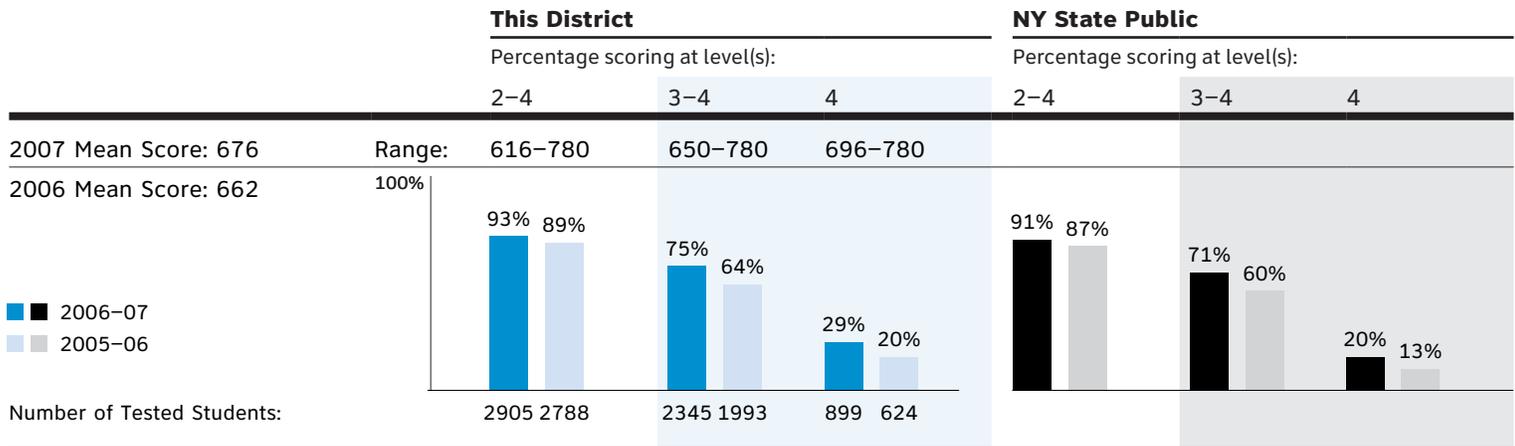
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### Other Assessments

	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	27	26	24	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 6	114	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>3131</b>	<b>93%</b>	<b>75%</b>	<b>29%</b>	<b>3136</b>	<b>89%</b>	<b>64%</b>	<b>20%</b>
Female	1493	93%	75%	30%	1525	89%	62%	19%
Male	1638	93%	75%	27%	1611	89%	65%	21%
American Indian or Alaska Native	8	88%	38%	25%	3	-	-	-
Black or African American	183	88%	54%	14%	200	-	-	-
Hispanic or Latino	902	87%	61%	11%	906	80%	40%	6%
Asian or Native Hawaiian/Other Pacific Islander	1151	97%	89%	47%	1151	94%	81%	34%
White	887	94%	76%	26%	876	92%	70%	19%
Multiracial								
Small Group Totals					203	86%	41%	4%
General-Education Students	2841	95%	79%	31%	2907	91%	67%	21%
Students with Disabilities	290	72%	33%	2%	229	59%	17%	1%
English Proficient	2592	96%	81%	33%	2640	93%	68%	22%
Limited English Proficient	539	75%	45%	8%	496	69%	37%	6%
Economically Disadvantaged	2772	92%	73%	26%	2542	90%	65%	20%
Not Disadvantaged	359	98%	87%	46%	594	83%	58%	21%
Migrant								
Not Migrant	3131	93%	75%	29%	3136	89%	64%	20%

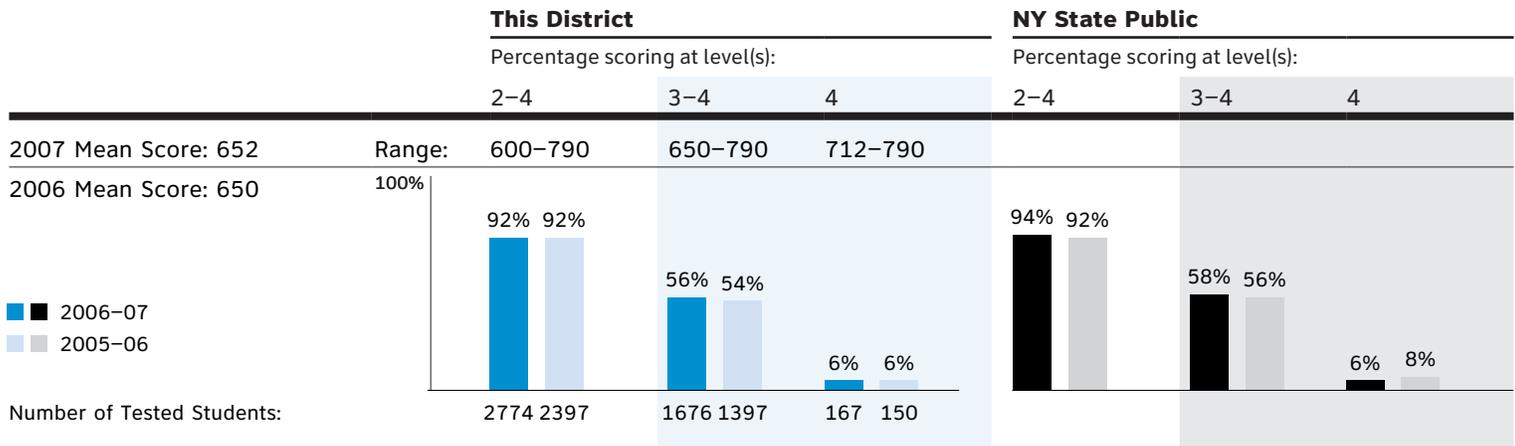
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	27	26	25	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3001</b>	<b>92%</b>	<b>56%</b>	<b>6%</b>	<b>2611</b>	<b>92%</b>	<b>54%</b>	<b>6%</b>
Female	1456	94%	60%	7%	1317	93%	58%	6%
Male	1545	91%	52%	4%	1294	91%	49%	5%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	204	-	-	-	232	-	-	-
Hispanic or Latino	852	90%	39%	2%	771	87%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	1109	91%	63%	8%	844	95%	67%	9%
White	834	96%	67%	7%	762	94%	59%	7%
Multiracial								
Small Group Totals	206	98%	40%	1%	234	89%	37%	2%
General-Education Students	2781	94%	59%	6%	2355	95%	58%	6%
Students with Disabilities	220	75%	16%	0%	256	63%	10%	0%
English Proficient	2593	98%	64%	6%	2413	94%	58%	6%
Limited English Proficient	408	56%	5%	0%	198	61%	4%	0%
Economically Disadvantaged	2616	91%	52%	4%	2009	95%	55%	5%
Not Disadvantaged	385	99%	80%	13%	602	82%	50%	7%
Migrant								
Not Migrant	3001	92%	56%	6%	2611	92%	54%	6%

#### NOTES

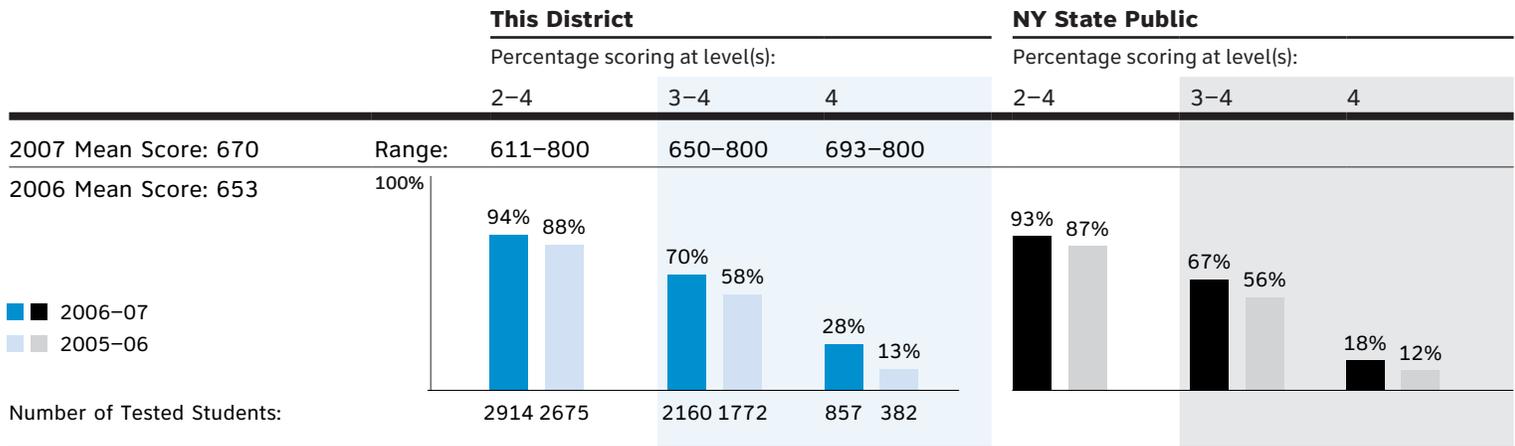
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### Other Assessments

	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 7 Equivalent	25	25	23	19	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	96	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>3104</b>	<b>94%</b>	<b>70%</b>	<b>28%</b>	<b>3033</b>	<b>88%</b>	<b>58%</b>	<b>13%</b>
Female	1498	94%	70%	28%	1504	89%	59%	13%
Male	1606	93%	69%	27%	1529	88%	58%	13%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	203	-	-	-	243	-	-	-
Hispanic or Latino	873	91%	48%	8%	884	80%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	1167	96%	84%	45%	1066	94%	77%	24%
White	858	94%	76%	29%	838	91%	62%	12%
Multiracial								
Small Group Totals	206	91%	51%	8%	245	82%	35%	2%
General-Education Students	2886	95%	73%	30%	2768	91%	63%	14%
Students with Disabilities	218	74%	22%	1%	265	57%	12%	1%
English Proficient	2576	97%	75%	31%	2450	92%	64%	15%
Limited English Proficient	528	78%	41%	9%	583	73%	35%	4%
Economically Disadvantaged	2722	93%	68%	25%	2410	90%	60%	13%
Not Disadvantaged	382	98%	84%	47%	623	80%	51%	12%
Migrant								
Not Migrant	3104	94%	70%	28%	3033	88%	58%	13%

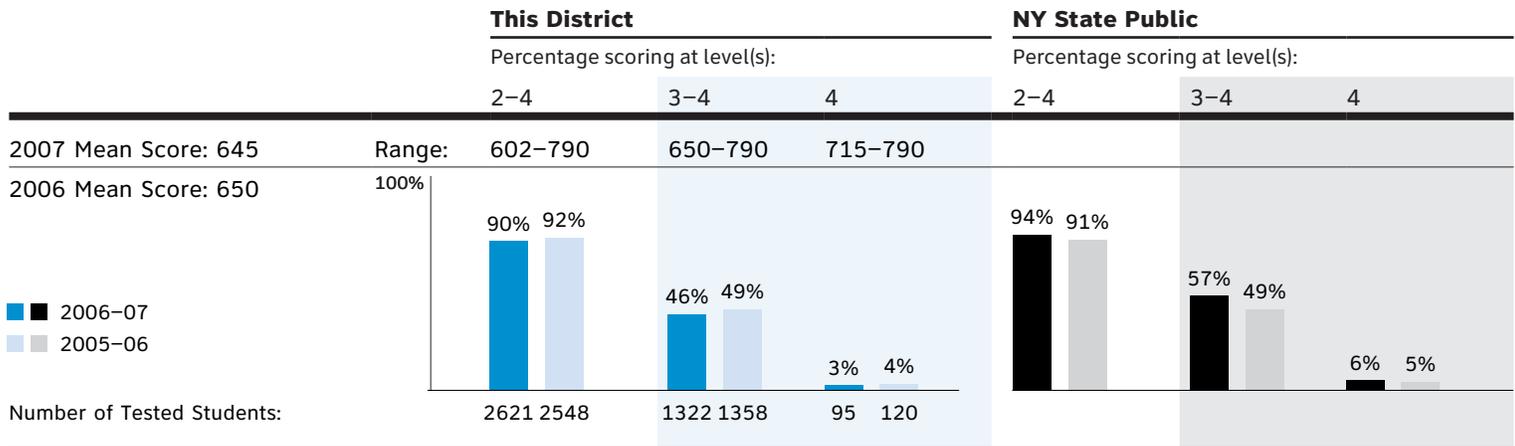
#### NOTES

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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 7 Equivalent	25	25	22	18	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 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>2904</b>	<b>90%</b>	<b>46%</b>	<b>3%</b>	<b>2770</b>	<b>92%</b>	<b>49%</b>	<b>4%</b>
Female	1436	92%	52%	4%	1341	94%	55%	6%
Male	1468	89%	39%	3%	1429	90%	43%	3%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	230	-	-	-	252	-	-	-
Hispanic or Latino	848	87%	30%	1%	768	88%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	1021	90%	55%	4%	934	96%	64%	6%
White	804	93%	54%	5%	813	93%	55%	7%
Multiracial								
Small Group Totals	231	94%	30%	0%	255	87%	26%	1%
General-Education Students	2648	93%	49%	4%	2538	95%	53%	5%
Students with Disabilities	256	66%	8%	0%	232	62%	6%	0%
English Proficient	2443	96%	53%	4%	2576	94%	52%	5%
Limited English Proficient	461	59%	5%	0%	194	63%	5%	0%
Economically Disadvantaged	2515	89%	42%	2%	2145	94%	49%	4%
Not Disadvantaged	389	97%	70%	10%	625	85%	48%	7%
Migrant								
Not Migrant	2904	90%	46%	3%	2770	92%	49%	4%

#### NOTES

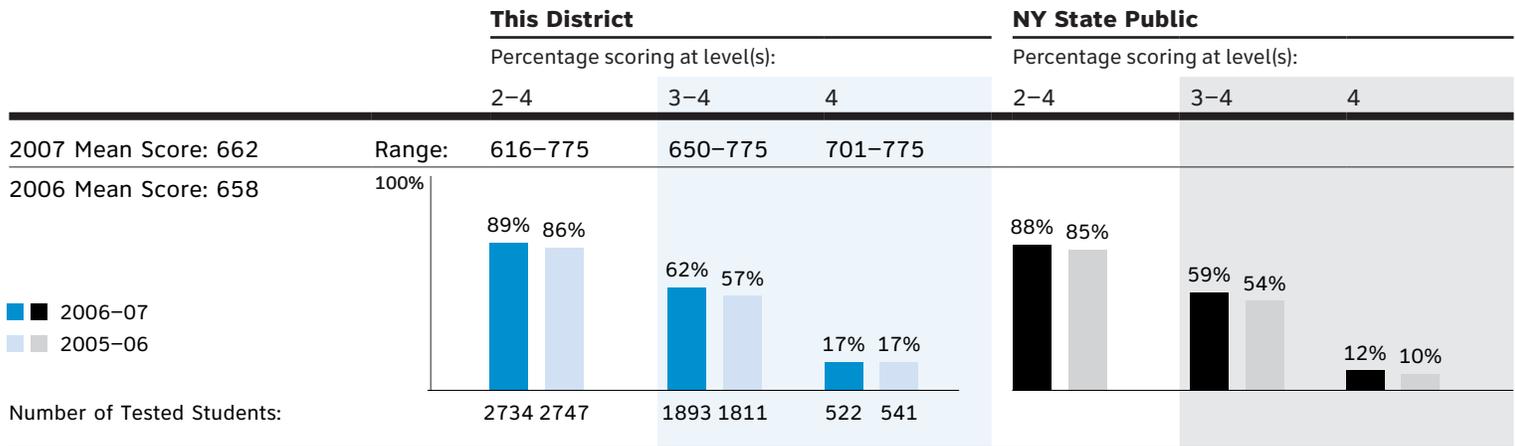
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### Other Assessments

	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	30	30	29	24	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	127	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>3068</b>	<b>89%</b>	<b>62%</b>	<b>17%</b>	<b>3197</b>	<b>86%</b>	<b>57%</b>	<b>17%</b>
Female	1500	91%	63%	19%	1545	86%	58%	18%
Male	1568	87%	61%	15%	1652	85%	55%	16%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	234	-	-	-	263	-	-	-
Hispanic or Latino	877	81%	39%	4%	865	75%	32%	4%
Asian or Native Hawaiian/Other Pacific Islander	1135	96%	83%	30%	1175	95%	78%	31%
White	821	91%	62%	17%	891	88%	59%	15%
Multiracial								
Small Group Totals	235	83%	40%	2%	266	74%	31%	2%
General-Education Students	2811	92%	66%	18%	2955	89%	60%	18%
Students with Disabilities	257	58%	15%	1%	242	52%	10%	1%
English Proficient	2449	91%	66%	20%	2598	88%	61%	20%
Limited English Proficient	619	80%	46%	7%	599	75%	40%	5%
Economically Disadvantaged	2671	88%	60%	16%	2560	88%	58%	17%
Not Disadvantaged	397	94%	75%	25%	637	79%	51%	17%
Migrant								
Not Migrant	3068	89%	62%	17%	3197	86%	57%	17%

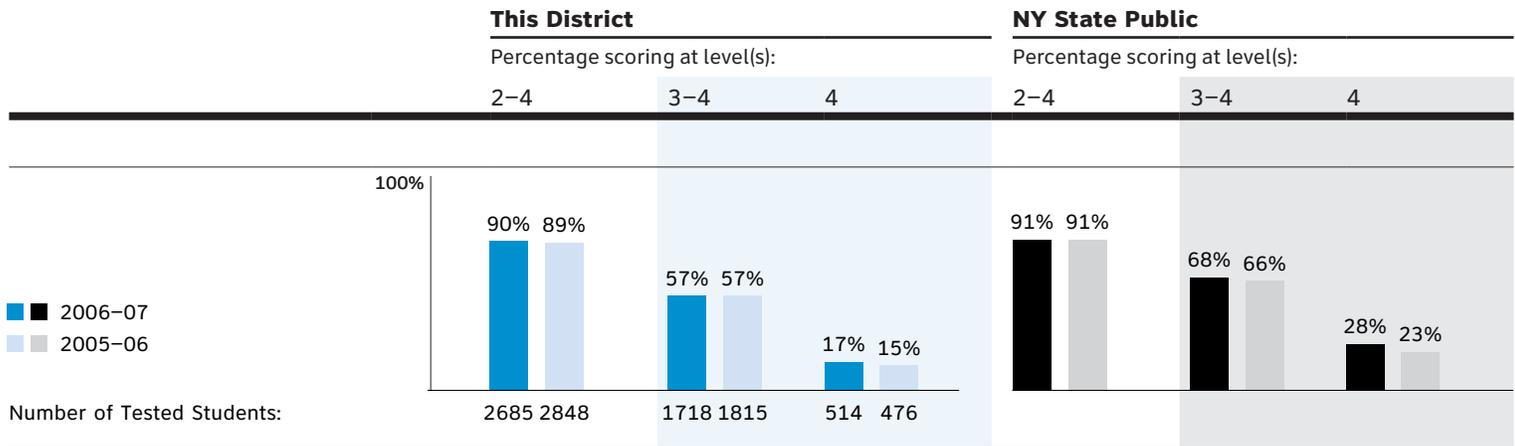
#### NOTES

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	30	30	28	20	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>2964</b>	<b>89%</b>	<b>57%</b>	<b>17%</b>	<b>3162</b>	<b>89%</b>	<b>57%</b>	<b>15%</b>
Female	1439	90%	55%	16%	1521	90%	56%	14%
Male	1525	89%	58%	18%	1641	88%	57%	16%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	222	-	-	-	252	-	-	-
Hispanic or Latino	843	84%	40%	5%	848	85%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	1101	93%	70%	26%	1168	93%	69%	22%
White	797	90%	60%	21%	891	90%	62%	18%
Multiracial								
Small Group Totals	223	89%	44%	6%	255	84%	35%	3%
General-Education Students	2720	91%	60%	18%	2922	91%	60%	16%
Students with Disabilities	244	70%	20%	1%	240	69%	15%	1%
English Proficient	2344	95%	65%	21%	2575	94%	65%	18%
Limited English Proficient	620	70%	25%	3%	587	68%	19%	1%
Economically Disadvantaged	2576	89%	54%	14%	2525	90%	56%	13%
Not Disadvantaged	388	95%	76%	34%	637	87%	57%	21%
Migrant								
Not Migrant	2964	89%	57%	17%	3162	89%	57%	15%

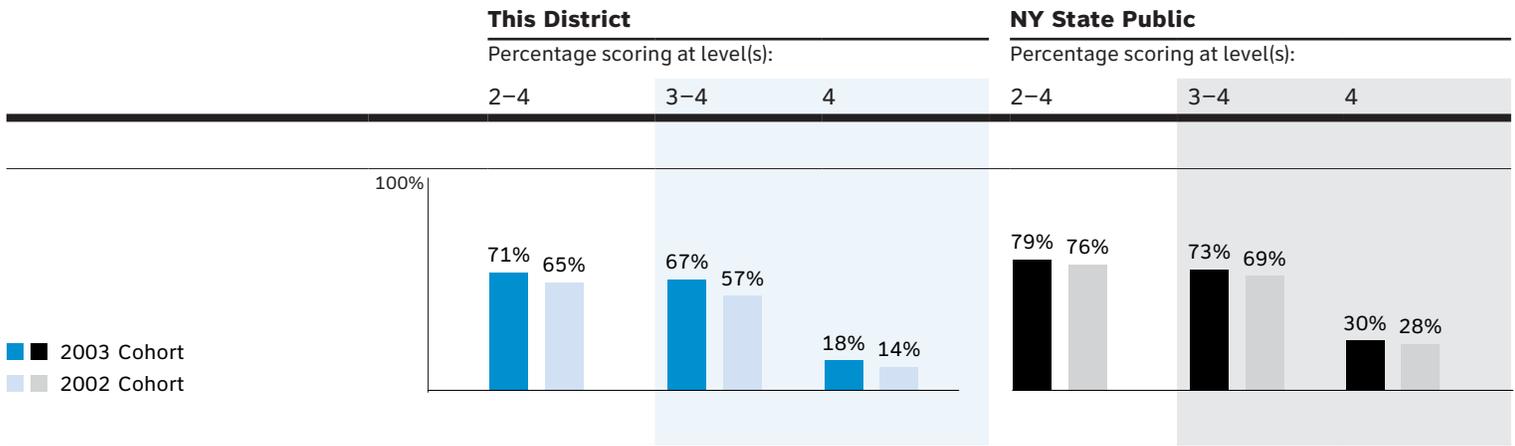
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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	30	30	29	25	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	34	34	34	11	26	26	26	11

## 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>3060</b>	<b>71%</b>	<b>67%</b>	<b>18%</b>	<b>2876</b>	<b>65%</b>	<b>57%</b>	<b>14%</b>
Female	1361	78%	73%	24%	1350	72%	64%	19%
Male	1699	66%	61%	14%	1526	59%	51%	10%
American Indian or Alaska Native	3	–	–	–	6	67%	50%	0%
Black or African American	250	77%	70%	20%	202	59%	49%	9%
Hispanic or Latino	915	62%	58%	13%	823	53%	47%	9%
Asian or Native Hawaiian/Other Pacific Islander	928	77%	72%	20%	873	74%	66%	17%
White	950	73%	69%	21%	972	67%	60%	18%
Multiracial	14	–	–	–				
Small Group Totals	17	94%	88%	29%				
General-Education Students	2747	76%	71%	20%	2565	70%	62%	16%
Students with Disabilities	313	28%	24%	2%	311	22%	15%	1%
English Proficient	2735	72%	68%	20%	2337	72%	65%	17%
Limited English Proficient	325	64%	52%	5%	539	32%	23%	2%
Economically Disadvantaged	2513	74%	69%	18%	1824	64%	56%	15%
Not Disadvantaged	547	58%	55%	21%	1052	66%	59%	13%
Migrant								
Not Migrant					2876	65%	57%	14%

#### NOTES

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

### Other Assessments

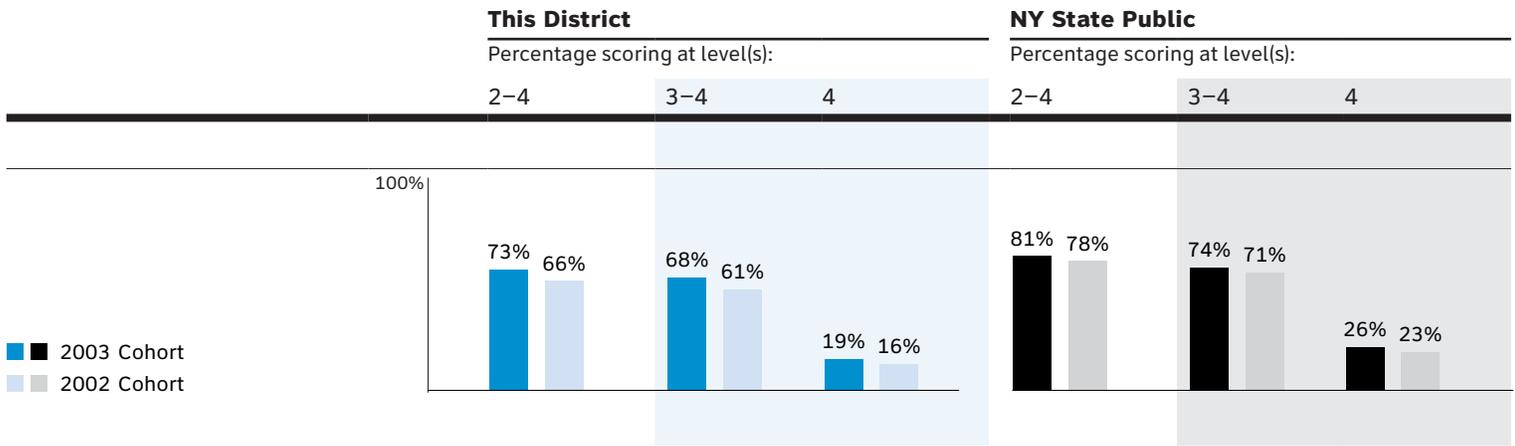
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				14	14	11	9

\* 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>3060</b>	<b>73%</b>	<b>68%</b>	<b>19%</b>	<b>2876</b>	<b>66%</b>	<b>61%</b>	<b>16%</b>
Female	1361	78%	72%	20%	1350	73%	67%	16%
Male	1699	68%	64%	18%	1526	60%	55%	15%
American Indian or Alaska Native	3	–	–	–	6	67%	67%	0%
Black or African American	250	75%	68%	14%	202	57%	51%	9%
Hispanic or Latino	915	62%	54%	8%	823	51%	44%	7%
Asian or Native Hawaiian/Other Pacific Islander	928	83%	80%	34%	873	80%	77%	30%
White	950	73%	68%	16%	972	68%	62%	13%
Multiracial	14	–	–	–				
Small Group Totals	17	94%	88%	29%				
General-Education Students	2747	78%	73%	21%	2565	71%	67%	18%
Students with Disabilities	313	30%	20%	3%	311	23%	14%	1%
English Proficient	2735	73%	68%	19%	2337	72%	66%	17%
Limited English Proficient	325	73%	64%	21%	539	42%	37%	9%
Economically Disadvantaged	2513	76%	70%	20%	1824	66%	62%	16%
Not Disadvantaged	547	58%	55%	16%	1052	66%	60%	15%
Migrant								
Not Migrant					2876	66%	61%	16%

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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				14	14	11	9

\* 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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