



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #22**

District ID **33-22-00-01-0000**

Superintendent **MARIANNE FERRARA**

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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

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	843	798	920
Kindergarten	2488	2535	2460
Grade 1	2958	2671	2794
Grade 2	2734	2759	2604
Grade 3	2794	2592	2650
Grade 4	2840	2635	2535
Grade 5	2854	2710	2643
Grade 6	2446	2495	2330
Ungraded Elementary	1378	1437	1590
Grade 7	2677	2411	2451
Grade 8	2736	2590	2396
Grade 9	4384	4153	3843
Grade 10	3519	3604	3250
Grade 11	2391	2421	2434
Grade 12	2247	2341	2433
Ungraded Secondary	913	1152	1011
Total K-12	39359	38506	37424

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	25	25	26
Grade 8			
English	29	29	28
Mathematics	29	28	28
Science	28	27	28
Social Studies	30	29	29
Grade 10			
English	30	30	32
Mathematics	31	31	30
Science	30	30	31
Social Studies	30	31	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #22

District ID 33-22-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	20141	52%	19431	52%
Reduced-Price Lunch	0	0%	3443	9%	3399	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3717	9%	3506	9%	3374	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	127	0%	141	0%	130	0%
Black or African American	18327	47%	17957	47%	17361	46%
Hispanic or Latino	4736	12%	4801	12%	4777	13%
Asian or Native Hawaiian/Other Pacific Islander	5150	13%	5118	13%	5310	14%
White	11019	28%	10489	27%	9846	26%
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	1270	3%	1033	3%	1469	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	2444	2415	2520
Percent with No Valid Teaching Certificate	3%	3%	4%
Percent Teaching Out of Certification	14%	11%	8%
Percent with Fewer Than Three Years of Experience	14%	14%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	43%	42%	43%
Total Number of Core Classes*	N/A	8186	5067
Percent Not Taught by Highly Qualified Teachers	N/A	10%	9%
Total Number of Classes	6468	6557	6539
Percent Taught by Teachers Without Appropriate Certification	18%	14%	10%

* 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	18%	17%	16%
Turnover Rate of All Teachers	19%	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.



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2007-08)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				-	-	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial	-	-				
Other Groups						
Students with Disabilities	SH					
Limited English Proficient					SH	
Economically Disadvantaged						
Student groups making AYP in each subject	9 of 9	9 of 9	1 of 1	4 of 9	7 of 9	1 of 1

AYP Status


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

Accountability Status Levels

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





























Elementary/Middle-Level English Language Arts

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

Accountability Measures 9 of 9 Student groups making AYP in English Language Arts
 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 English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (16908:16217)			99%		155	121	
Ethnicity							
American Indian or Alaska Native (59:56)			98%		143	109	
Black or African American (8602:8268)			99%		145	121	
Hispanic or Latino (2170:2053)			99%		145	120	
Asian or Native Hawaiian/Other Pacific Islander (2109:2013)			100%		169	120	
White (3950:3809)			99%		176	120	
Multiracial (18:18)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2544:2371)			96%		103	120	103 113
Limited English Proficient ⁵ (1356:1689)			98%		120	119	
Economically Disadvantaged (13882:13260)			99%		151	121	
Final AYP Determination	 9 of 9						

NOTES

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

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




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

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

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


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

AYP Status

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





























Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (16918:16168)			99%		165	85	
Ethnicity							
American Indian or Alaska Native (57:56)			100%		157	73	
Black or African American (8589:8187)			99%		152	85	
Hispanic or Latino (2171:2056)			99%		160	84	
Asian or Native Hawaiian/Other Pacific Islander (2128:2045)			100%		186	84	
White (3954:3806)			99%		182	84	
Multiracial (19:18)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2544:2343)			96%		116	84	
Limited English Proficient ⁵ (1385:1804)			99%		150	83	
Economically Disadvantaged (13889:13230)			99%		162	85	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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

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

AYP Status

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



















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (5535:5230)		Qualified		98%		162	100	
Ethnicity								
American Indian or Alaska Native (18:17)	—	—	—	—	—	—	—	—
Black or African American (2840:2670)		Qualified		98%		150	100	
Hispanic or Latino (673:626)		Qualified		98%		155	100	
Asian or Native Hawaiian/Other Pacific Islander (697:660)		Qualified		100%		177	100	
White (1303:1253)		Qualified		99%		181	100	
Multiracial (4:4)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (825:759)		Qualified		96%		128	100	
Limited English Proficient ⁴ (471:612)		Qualified		99%		139	100	
Economically Disadvantaged (4534:4270)		Qualified		98%		159	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


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

AYP Status

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




























Secondary-Level English Language Arts

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

Accountability Measures 4 of 9 Student groups making AYP in English Language Arts
 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 English Language Arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (2874:3012)			99%		164	157	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (1199:1237)			99%		155	156	156 160
Hispanic or Latino (288:330)			98%		141	153	146‡ 147
Asian or Native Hawaiian/Other Pacific Islander (456:471)			100%		175	154	
White (894:935)			100%		176	155	
Multiracial (32:34)		—	—		188	142	
Other Groups							
Students with Disabilities (144:243)			95%		107	152	118‡ 116
Limited English Proficient ⁴ (187:296)			94%		130	153	90 137
Economically Disadvantaged (1041:1134)			99%		152	156	155‡ 157
Final AYP Determination		4 of 9					

NOTES

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

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

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

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


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

AYP Status

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




























Secondary-Level Mathematics

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

Accountability Measures 7 of 9 Student groups making AYP in Mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08	
All Students (2874:3012)			99%		164	150		
Ethnicity								
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—	
Black or African American (1199:1237)			99%		154	149		
Hispanic or Latino (288:330)			98%		132	146	139 [‡] 139	
Asian or Native Hawaiian/Other Pacific Islander (456:471)			100%		183	147		
White (894:935)			100%		178	148		
Multiracial (32:34)		—	—		179	135		
Other Groups								
Students with Disabilities (144:243)			95%		112	145	114 [‡] 121	
Limited English Proficient ⁴ (87:296)			98%		145	146	109 151	
Economically Disadvantaged (1041:1134)			99%		153	149		
Final AYP Determination		7 of 9						

NOTES

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




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

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


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


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

AYP Status

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










Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives			
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2006–07 2007–08	
All Students (2996)			64%	55%		
Ethnicity						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (1222)			57%	55%		
Hispanic or Latino (303)			44%	55%	55%	45%
Asian or Native Hawaiian/Other Pacific Islander (432)			75%	55%		
White (1032)			73%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (196)			20%	55%	40%	21%
Limited English Proficient ³ (8)		–	–	–		
Economically Disadvantaged (559)			53%	55%	55%	54%
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

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

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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

18 schools identified 45% of total

KINGSBOROUGH EARLY COLLEGE SCHOOL
PS 109
PS 119 THE AMERSFORT SCHOOL
PS 134
PS 193 GIL HODGES SCHOOL
PS 194 RAOUL WALLENBERG SCHOOL
PS 197
PS 198
PS 203 FLOYD BENNETT SCHOOL
PS 206 J F LAMB SCHOOL
PS 254 DAG HAMMARSKJOLD SCHOOL
PS 255 BARBARA REING SCHOOL
PS 269 NOSTRAND SCHOOL
PS 315
PS 326
PS 361
PS 52 SHEEPSHEAD BAY SCHOOL
SCHOOL OF SCIENCE AND TECHNOLOGY

▲ Improvement (Year 1)

2 schools identified 5% of total

PS 139 ALEXINE A FENTY SCHOOL
PS 251 PAEDERGAT SCHOOL

▲ Improvement (Year 2)

1 school identified 3% of total

JHS 234 ARTHUR W CUNNINGHAM

▲ Corrective Action

1 school identified 3% of total

JHS 14 SHELL BANK INTERMEDIATE SCHOOL

▲ Planning for Restructuring

1 school identified 3% of total

PS 217 COL DAVID MARCUS SCHOOL

New York State Status

■ Good Standing

13 schools identified 33% of total

BROOKLYN COLLEGE ACADEMY
COMPREHENSIVE NIGHT HIGH SCHOOL OF BROOKLYN
IS 240 A HUDDER INTERMEDIATE SCHOOL
IS 381
LEON M GOLDSTEIN HIGH SCHOOL-SCIENCES
MIDWOOD HIGH SCHOOL
PS 195 MANHATTAN BEACH SCHOOL
PS 207 ELIZABETH G LEARY SCHOOL
PS 222 KATHERINE R SNYDER SCHOOL
PS 236 MILL BASIN SCHOOL
PS 245
PS 277 GERRITSEN BEACH SCHOOL
PS 312 BERGEN BEACH SCHOOL

■ Requiring Academic Progress (Year 3)

1 school identified 3% of total

JAMES MADISON HIGH SCHOOL

■ Requiring Academic Progress (Year 5)

3 schools identified 8% of total

JHS 278 MARINE PARK
JHS 78 ROY H MANN
SHEEPSHEAD BAY HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #22

District ID 33-22-00-01-0000

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	65%			2867
Grade 4	65%			2772
Grade 5	65%			2880
Grade 6	57%			2518
Grade 7	57%			2676
Grade 8	51%			2583
Mathematics				
Grade 3	88%			2908
Grade 4	80%			2812
Grade 5	79%			2934
Grade 6	66%			2528
Grade 7	63%			2698
Grade 8	49%			2613
Science				
Grade 4	83%			2799
Grade 8	51%			2574

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	73%			3334
Mathematics	72%			3334

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

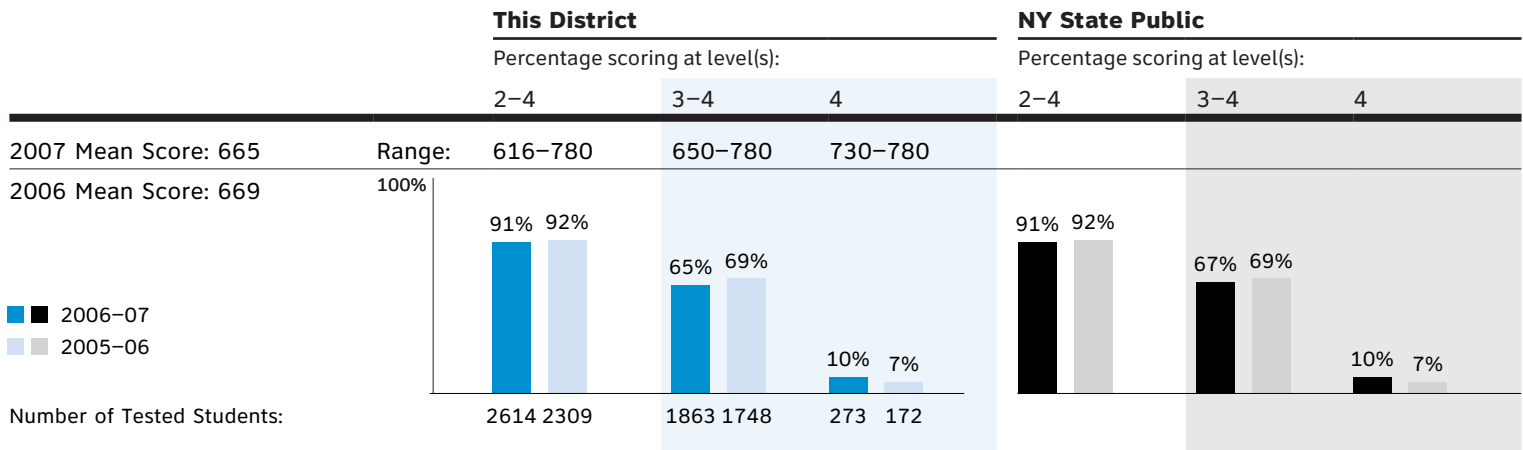
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2867	91%	65%	10%	2518	92%	69%	7%
Female	1435	94%	68%	10%	1257	94%	74%	9%
Male	1432	88%	62%	9%	1261	89%	65%	5%
American Indian or Alaska Native	15	-	-	-	11	91%	64%	9%
Black or African American	1407	89%	55%	5%	1311	88%	58%	3%
Hispanic or Latino	423	89%	57%	5%	270	91%	64%	6%
Asian or Native Hawaiian/Other Pacific Islander	346	94%	77%	12%	292	98%	88%	12%
White	675	96%	85%	21%	634	97%	86%	13%
Multiracial	1	-	-	-				
Small Group Totals	16	100%	56%	13%				
General-Education Students	2471	95%	71%	11%	2167	95%	75%	8%
Students with Disabilities	396	68%	29%	2%	351	68%	35%	1%
English Proficient	2572	93%	69%	11%	2496	92%	70%	7%
Limited English Proficient	295	74%	29%	0%	22	68%	27%	0%
Economically Disadvantaged	2371	90%	61%	7%	1767	95%	71%	6%
Not Disadvantaged	496	95%	83%	24%	751	85%	66%	10%
Migrant								
Not Migrant	2867	91%	65%	10%	2518	92%	69%	7%

NOTES

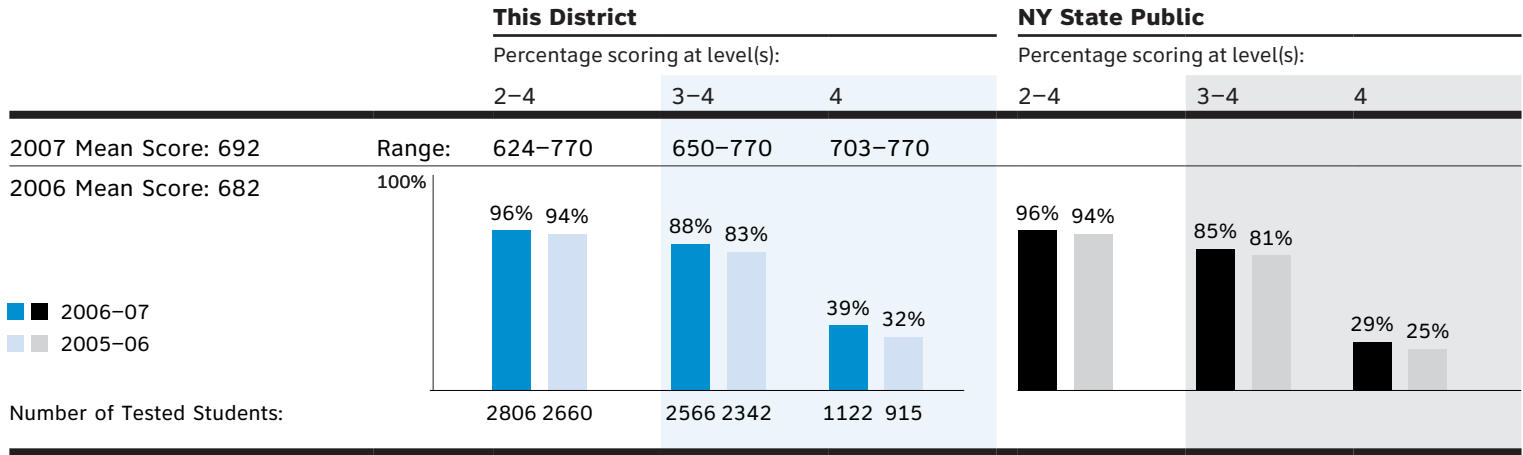
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 3 Equivalent	44	44	40	35	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	35	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2908	96%	88%	39%	2837	94%	83%	32%
Female	1454	97%	88%	40%	1394	95%	84%	33%
Male	1454	96%	88%	37%	1443	93%	81%	31%
American Indian or Alaska Native	15	-	-	-	12	100%	83%	33%
Black or African American	1414	96%	85%	26%	1362	92%	77%	20%
Hispanic or Latino	435	96%	86%	31%	369	92%	75%	24%
Asian or Native Hawaiian/Other Pacific Islander	359	98%	93%	57%	395	97%	90%	48%
White	684	98%	95%	60%	699	97%	93%	51%
Multiracial	1	-	-	-				
Small Group Totals	16	100%	94%	44%				
General-Education Students	2510	98%	92%	43%	2448	96%	86%	36%
Students with Disabilities	398	88%	66%	13%	389	79%	58%	11%
English Proficient	2575	98%	91%	41%	2524	95%	85%	35%
Limited English Proficient	333	87%	68%	18%	313	83%	63%	11%
Economically Disadvantaged	2411	96%	87%	35%	2035	95%	84%	30%
Not Disadvantaged	497	99%	96%	58%	802	89%	78%	37%
Migrant								
Not Migrant	2908	96%	88%	39%	2837	94%	83%	32%

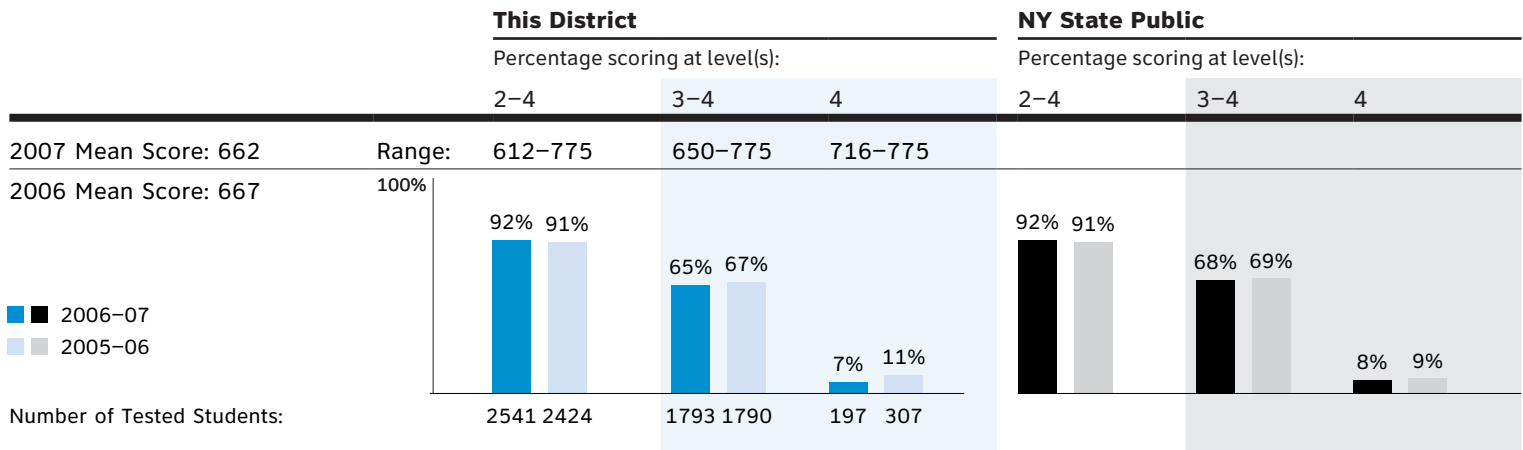
NOTES

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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	45	45	42	38	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
All Students	2772	92%	65%	7%	2673	91%	67%	11%
Female	1375	94%	69%	9%	1296	93%	71%	14%
Male	1397	90%	61%	6%	1377	89%	63%	9%
American Indian or Alaska Native	10	-	-	-	4	-	-	-
Black or African American	1352	89%	56%	3%	1331	88%	56%	6%
Hispanic or Latino	367	89%	51%	3%	335	86%	58%	6%
Asian or Native Hawaiian/Other Pacific Islander	382	94%	74%	13%	313	-	-	-
White	660	97%	84%	15%	690	95%	84%	21%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	64%	9%	317	99%	87%	21%
General-Education Students	2334	96%	71%	8%	2282	96%	74%	13%
Students with Disabilities	438	68%	30%	1%	391	62%	28%	2%
English Proficient	2542	94%	69%	8%	2631	91%	68%	12%
Limited English Proficient	230	67%	20%	0%	42	50%	19%	0%
Economically Disadvantaged	2324	91%	61%	5%	1824	95%	69%	9%
Not Disadvantaged	448	97%	84%	17%	849	81%	62%	17%
Migrant								
Not Migrant	2772	92%	65%	7%	2673	91%	67%	11%

NOTES

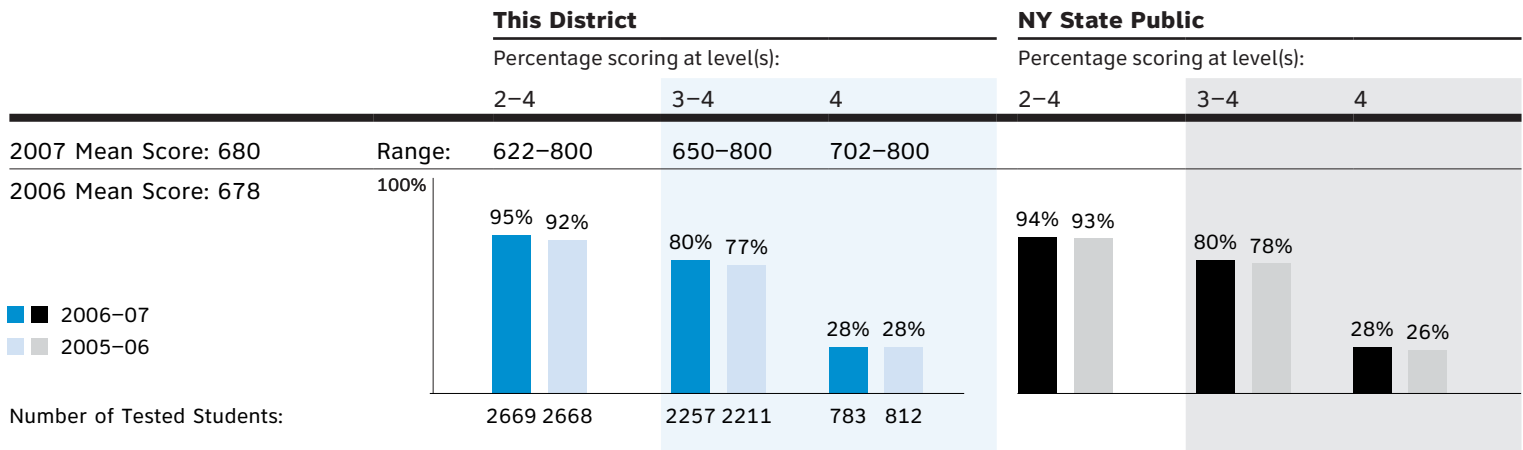
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Other Assessments

	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	36	35	34	28	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	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2812	95%	80%	28%	2886	92%	77%	28%
Female	1394	96%	80%	28%	1379	93%	77%	28%
Male	1418	94%	80%	28%	1507	92%	77%	28%
American Indian or Alaska Native	10	-	-	-	4	-	-	-
Black or African American	1362	93%	72%	16%	1387	89%	67%	14%
Hispanic or Latino	373	91%	76%	19%	376	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	393	98%	91%	49%	385	97%	90%	48%
White	673	98%	93%	45%	734	97%	90%	49%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	91%	36%	380	91%	74%	22%
General-Education Students	2372	97%	85%	31%	2465	96%	81%	32%
Students with Disabilities	440	83%	53%	10%	421	71%	48%	8%
English Proficient	2539	97%	83%	30%	2646	94%	79%	30%
Limited English Proficient	273	80%	54%	6%	240	78%	52%	8%
Economically Disadvantaged	2359	94%	78%	24%	2005	95%	78%	25%
Not Disadvantaged	453	98%	91%	48%	881	86%	73%	35%
Migrant								
Not Migrant	2812	95%	80%	28%	2886	92%	77%	28%

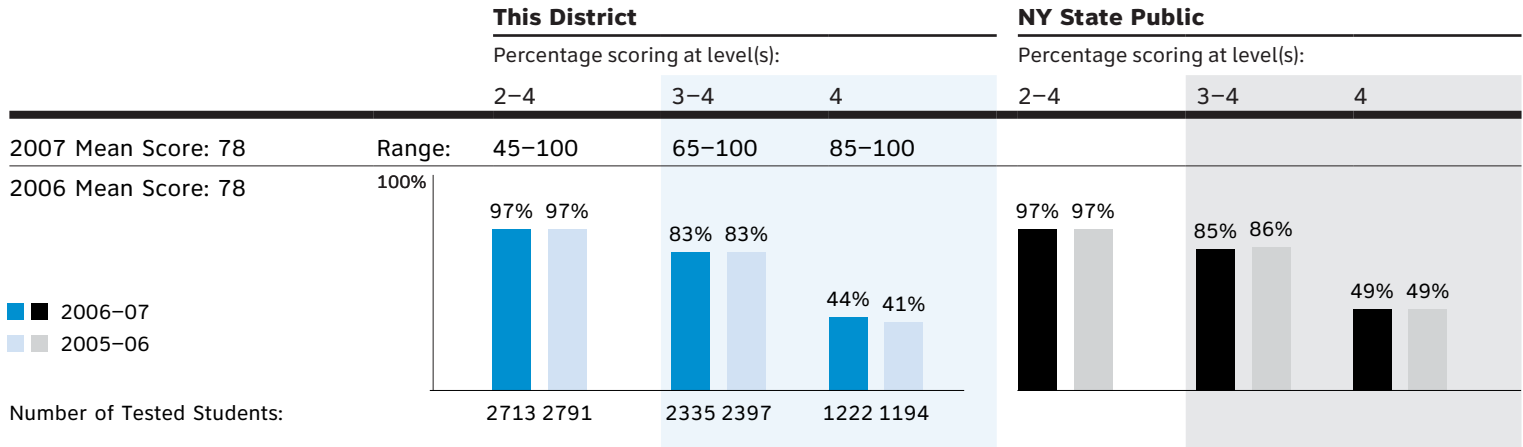
NOTES

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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	36	35	32	31	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2799	97%	83%	44%	2882	97%	83%	41%
Female	1390	97%	84%	44%	1381	97%	85%	43%
Male	1409	97%	83%	43%	1501	96%	81%	40%
American Indian or Alaska Native	10	-	-	-	4	-	-	-
Black or African American	1354	96%	78%	32%	1385	97%	77%	30%
Hispanic or Latino	373	96%	78%	35%	376	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	394	98%	88%	59%	384	98%	91%	60%
White	667	99%	96%	63%	733	98%	93%	59%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	82%	45%	380	95%	79%	30%
General-Education Students	2367	98%	87%	47%	2461	98%	87%	45%
Students with Disabilities	432	92%	63%	25%	421	88%	59%	18%
English Proficient	2523	99%	87%	47%	2642	98%	86%	44%
Limited English Proficient	276	82%	52%	10%	240	88%	54%	11%
Economically Disadvantaged	2349	97%	81%	39%	2002	98%	85%	40%
Not Disadvantaged	450	99%	94%	67%	880	94%	79%	46%
Migrant								
Not Migrant	2799	97%	83%	44%	2882	97%	83%	41%

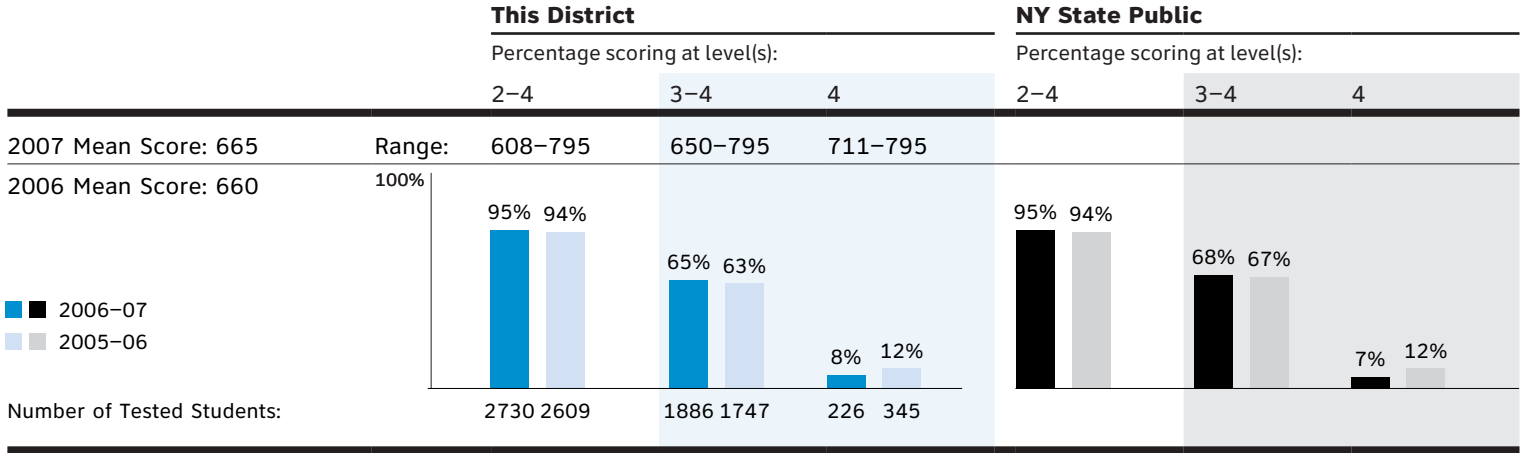
NOTES

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	36	34	30	29	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2880	95%	65%	8%	2787	94%	63%	12%
Female	1385	96%	69%	9%	1418	94%	65%	14%
Male	1495	94%	62%	7%	1369	93%	60%	11%
American Indian or Alaska Native	2	-	-	-	7	100%	57%	14%
Black or African American	1385	94%	57%	4%	1424	92%	52%	5%
Hispanic or Latino	395	91%	52%	4%	348	93%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	377	-	-	-	316	98%	75%	21%
White	721	97%	84%	17%	692	95%	80%	26%
Multiracial								
Small Group Totals	379	97%	76%	10%				
General-Education Students	2453	98%	72%	9%	2446	97%	69%	14%
Students with Disabilities	427	76%	27%	1%	341	70%	21%	3%
English Proficient	2713	96%	68%	8%	2705	94%	64%	13%
Limited English Proficient	167	77%	17%	0%	82	73%	15%	0%
Economically Disadvantaged	2361	94%	61%	5%	2016	97%	64%	11%
Not Disadvantaged	519	97%	84%	20%	771	86%	60%	16%
Migrant								
Not Migrant	2880	95%	65%	8%	2787	94%	63%	12%

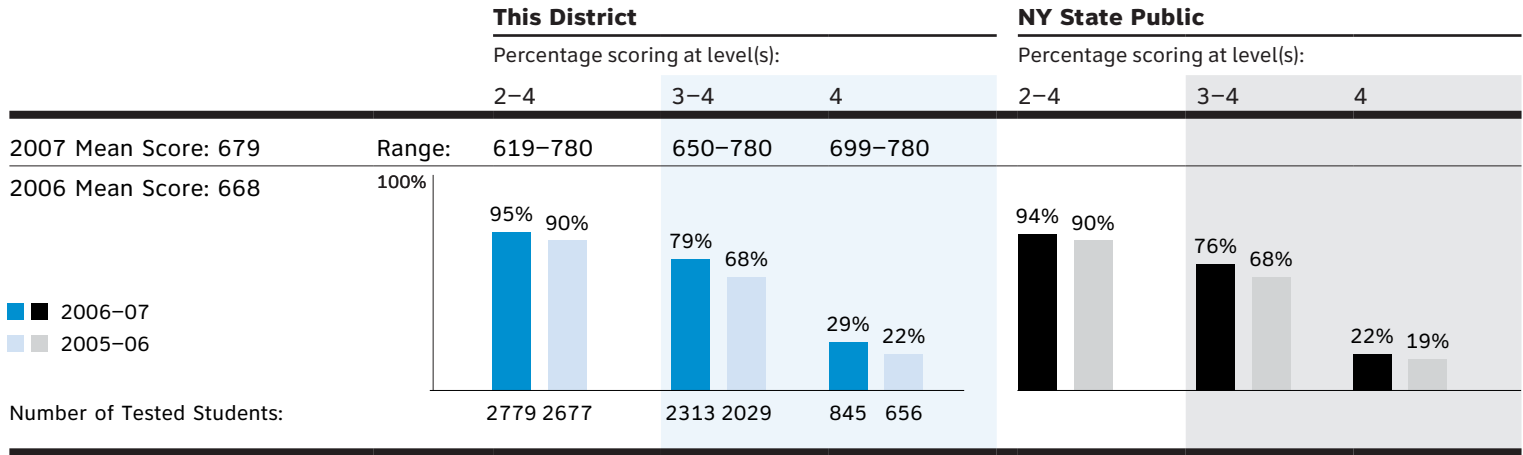
NOTES
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Other Assessments

	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	51	50	48	39	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	41	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2934	95%	79%	29%	2968	90%	68%	22%
Female	1411	95%	81%	30%	1501	91%	68%	22%
Male	1523	94%	77%	28%	1467	89%	69%	23%
American Indian or Alaska Native	2	-	-	-	8	88%	50%	25%
Black or African American	1405	93%	72%	16%	1482	86%	56%	11%
Hispanic or Latino	403	93%	74%	20%	390	90%	65%	15%
Asian or Native Hawaiian/Other Pacific Islander	389	-	-	-	364	98%	87%	44%
White	734	97%	90%	47%	724	96%	86%	39%
Multiracial	1	-	-	-				
Small Group Totals	392	98%	89%	51%				
General-Education Students	2503	98%	85%	33%	2614	94%	73%	25%
Students with Disabilities	431	75%	45%	6%	354	65%	32%	4%
English Proficient	2718	96%	82%	31%	2717	92%	71%	23%
Limited English Proficient	216	79%	41%	6%	251	75%	43%	8%
Economically Disadvantaged	2419	94%	76%	24%	2183	93%	70%	21%
Not Disadvantaged	515	98%	92%	50%	785	83%	64%	25%
Migrant								
Not Migrant	2934	95%	79%	29%	2968	90%	68%	22%

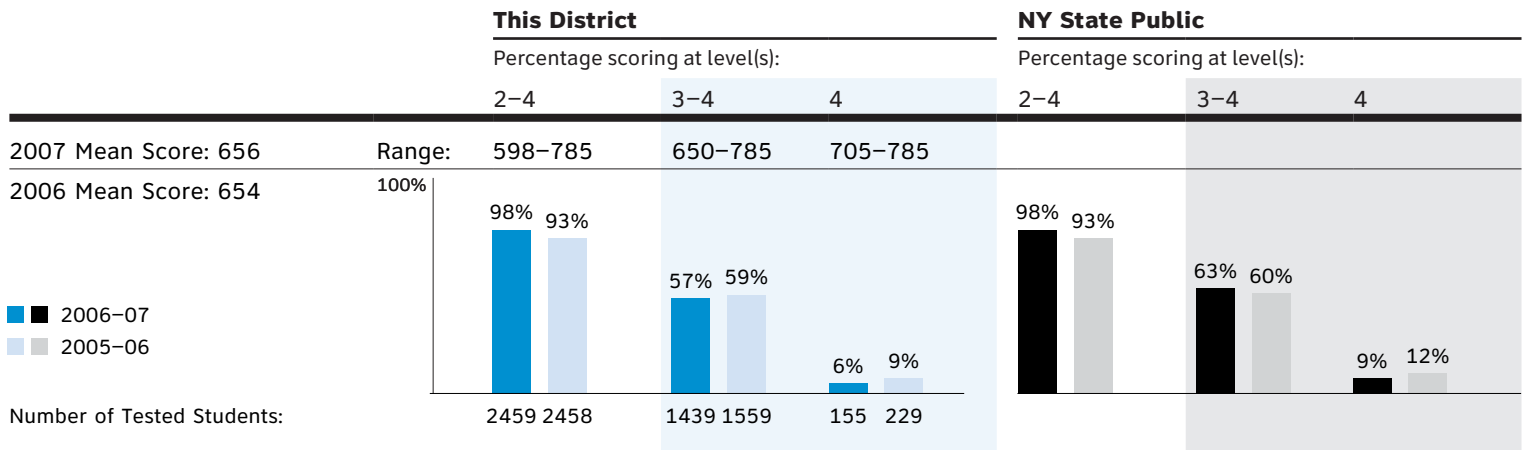
NOTES

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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	51	51	48	46	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
All Students	2518	98%	57%	6%	2645	93%	59%	9%
Female	1262	98%	62%	8%	1306	95%	65%	11%
Male	1256	97%	52%	4%	1339	91%	53%	7%
American Indian or Alaska Native	9	100%	44%	0%	14	93%	43%	0%
Black or African American	1346	97%	50%	4%	1446	91%	52%	6%
Hispanic or Latino	313	98%	53%	4%	293	89%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	306	98%	70%	10%	298	98%	77%	15%
White	538	98%	72%	11%	594	96%	71%	14%
Multiracial	6	100%	33%	0%				
Small Group Totals								
General-Education Students	2184	99%	64%	7%	2322	97%	65%	10%
Students with Disabilities	334	88%	13%	1%	323	63%	12%	0%
English Proficient	2383	98%	60%	7%	2578	94%	60%	9%
Limited English Proficient	135	87%	13%	0%	67	52%	4%	0%
Economically Disadvantaged	2051	97%	53%	5%	1876	97%	63%	8%
Not Disadvantaged	467	99%	74%	12%	769	83%	50%	10%
Migrant								
Not Migrant	2518	98%	57%	6%	2645	93%	59%	9%

NOTES

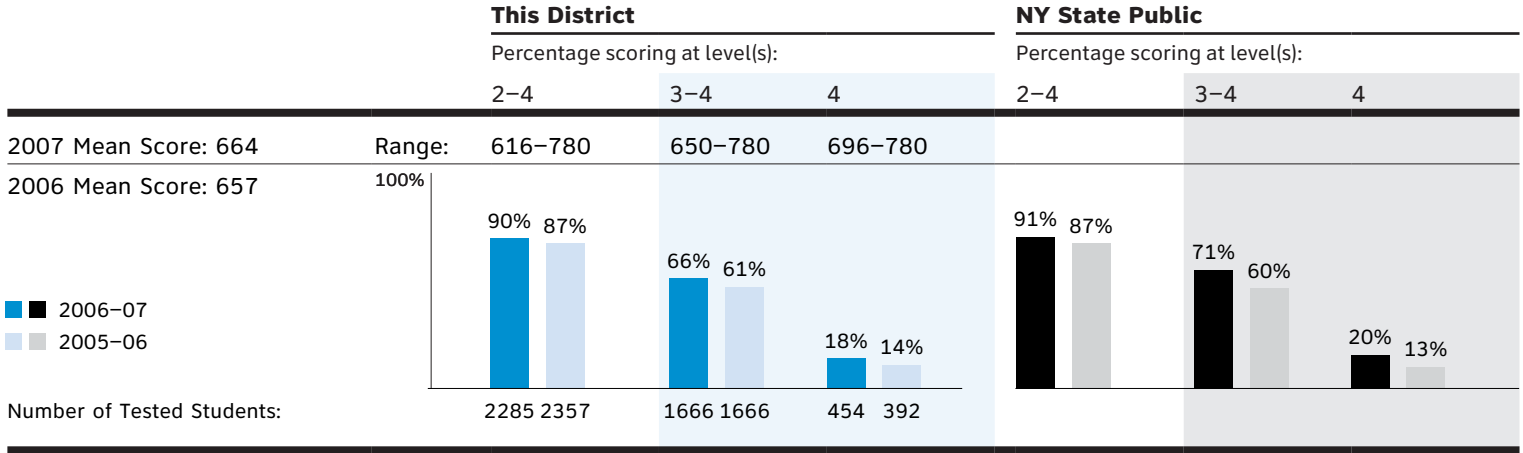
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Other Assessments

	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	46	45	44	33	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	23	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

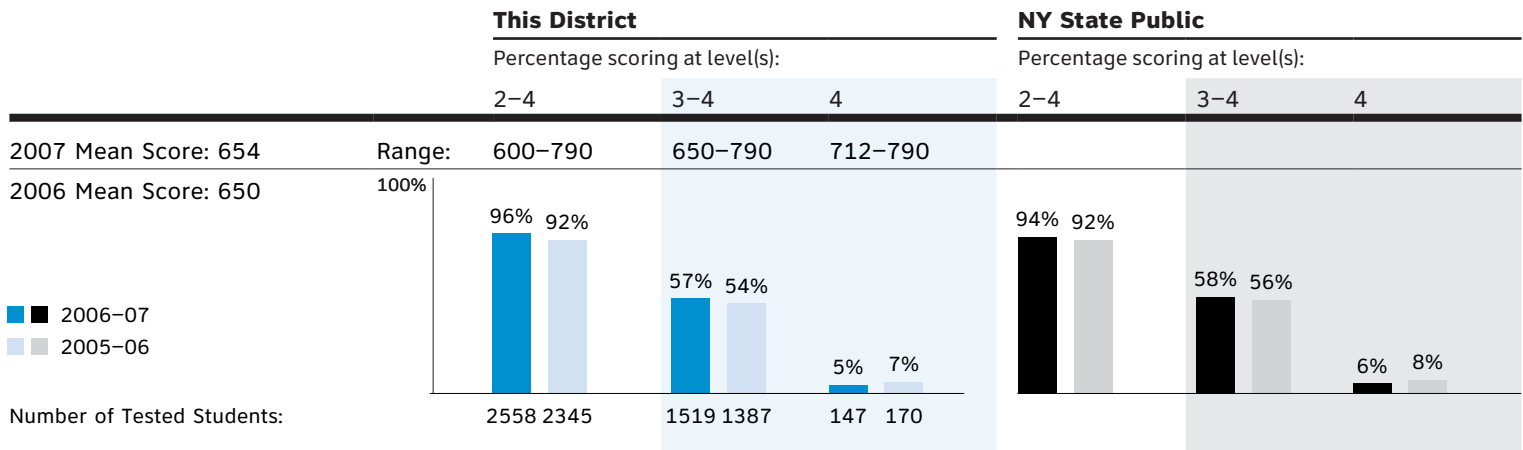
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2528	90%	66%	18%	2715	87%	61%	14%
Female	1273	91%	67%	19%	1342	89%	63%	16%
Male	1255	90%	64%	17%	1373	85%	60%	13%
American Indian or Alaska Native	8	63%	63%	13%	15	67%	60%	7%
Black or African American	1338	87%	56%	9%	1461	83%	53%	8%
Hispanic or Latino	320	89%	63%	13%	301	82%	51%	8%
Asian or Native Hawaiian/Other Pacific Islander	313	96%	86%	42%	322	96%	84%	32%
White	543	95%	80%	30%	616	93%	75%	24%
Multiracial	6	100%	50%	0%				
Small Group Totals								
General-Education Students	2196	95%	73%	20%	2389	92%	67%	16%
Students with Disabilities	332	61%	22%	3%	326	50%	18%	2%
English Proficient	2369	92%	68%	19%	2575	88%	63%	15%
Limited English Proficient	159	70%	36%	3%	140	72%	34%	4%
Economically Disadvantaged	2061	89%	63%	16%	1945	91%	65%	14%
Not Disadvantaged	467	96%	79%	28%	770	77%	53%	17%
Migrant								
Not Migrant	2528	90%	66%	18%	2715	87%	61%	14%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	46	46	42	36	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
All Students	2676	96%	57%	5%	2549	92%	54%	7%
Female	1308	97%	64%	7%	1211	95%	59%	8%
Male	1368	94%	49%	4%	1338	89%	50%	5%
American Indian or Alaska Native	10	100%	20%	0%	11	82%	27%	0%
Black or African American	1437	95%	49%	3%	1419	91%	46%	3%
Hispanic or Latino	300	92%	53%	2%	272	88%	46%	5%
Asian or Native Hawaiian/Other Pacific Islander	335	98%	72%	10%	259	95%	71%	15%
White	587	97%	70%	11%	588	96%	72%	13%
Multiracial	7	100%	57%	0%				
Small Group Totals								
General-Education Students	2352	98%	63%	6%	2223	96%	60%	8%
Students with Disabilities	324	78%	14%	0%	326	65%	14%	1%
English Proficient	2564	97%	59%	6%	2471	93%	56%	7%
Limited English Proficient	112	67%	11%	0%	78	62%	8%	0%
Economically Disadvantaged	2196	95%	54%	4%	1744	96%	57%	6%
Not Disadvantaged	480	98%	70%	12%	805	84%	48%	8%
Migrant								
Not Migrant	2676	96%	57%	5%	2549	92%	54%	7%

NOTES

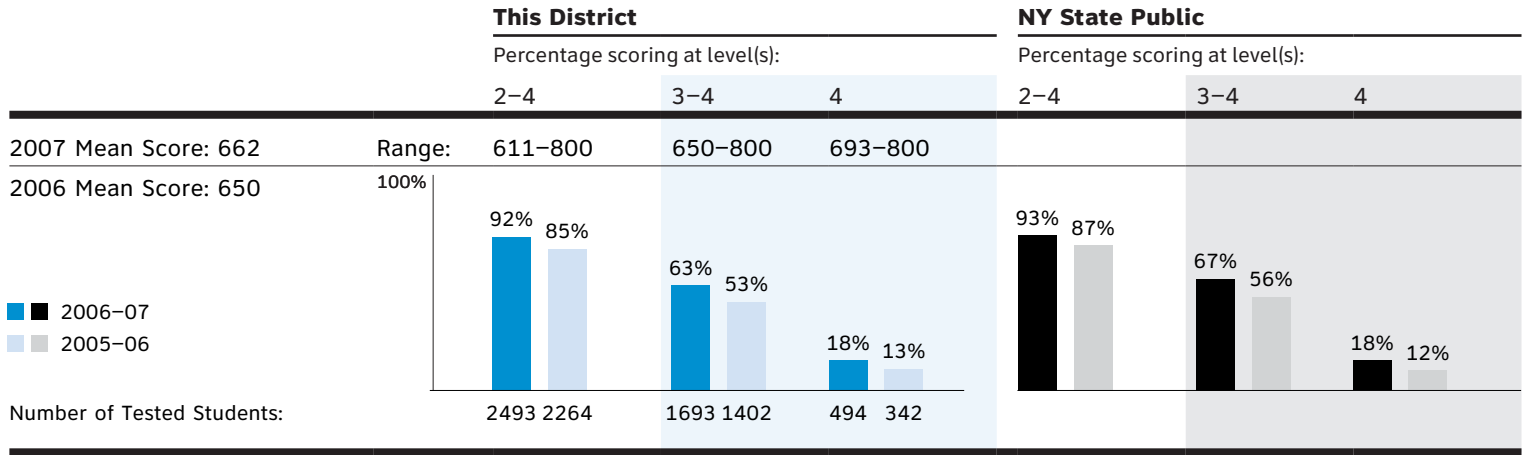
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Other Assessments

	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	46	44	40	36	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	32	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2698	92%	63%	18%	2651	85%	53%	13%
Female	1325	94%	66%	19%	1273	88%	54%	12%
Male	1373	91%	60%	17%	1378	83%	52%	13%
American Indian or Alaska Native	12	83%	42%	8%	13	62%	31%	8%
Black or African American	1439	90%	53%	9%	1445	81%	39%	4%
Hispanic or Latino	300	90%	54%	8%	286	81%	47%	5%
Asian or Native Hawaiian/Other Pacific Islander	352	98%	85%	42%	287	95%	83%	34%
White	588	96%	78%	33%	620	94%	74%	27%
Multiracial	7	100%	71%	29%				
Small Group Totals								
General-Education Students	2374	96%	69%	21%	2323	91%	58%	15%
Students with Disabilities	324	67%	20%	2%	328	48%	15%	1%
English Proficient	2550	93%	64%	19%	2470	86%	54%	14%
Limited English Proficient	148	76%	33%	6%	181	71%	33%	3%
Economically Disadvantaged	2214	92%	61%	15%	1843	90%	56%	12%
Not Disadvantaged	484	96%	73%	32%	808	75%	46%	15%
Migrant								
Not Migrant	2698	92%	63%	18%	2651	85%	53%	13%

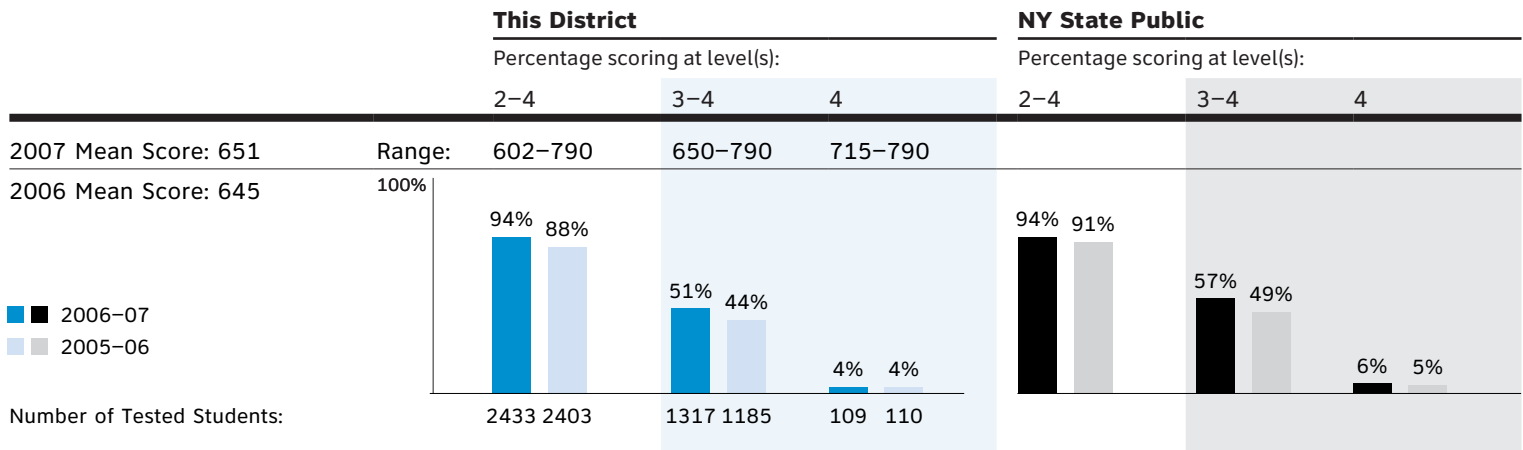
NOTES

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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	47	46	41	33	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
All Students	2583	94%	51%	4%	2720	88%	44%	4%
Female	1243	96%	58%	5%	1335	92%	49%	5%
Male	1340	92%	44%	4%	1385	85%	39%	3%
American Indian or Alaska Native	9	-	-	-	8	88%	25%	0%
Black or African American	1416	93%	42%	2%	1552	86%	35%	2%
Hispanic or Latino	282	93%	45%	3%	295	87%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	282	94%	63%	7%	255	92%	66%	10%
White	591	97%	69%	8%	610	94%	61%	9%
Multiracial	3	-	-	-				
Small Group Totals	12	83%	33%	8%				
General-Education Students	2274	98%	57%	5%	2383	94%	49%	5%
Students with Disabilities	309	68%	8%	0%	337	52%	8%	0%
English Proficient	2452	95%	53%	4%	2648	90%	45%	4%
Limited English Proficient	131	75%	10%	0%	72	43%	0%	0%
Economically Disadvantaged	2059	93%	47%	3%	1836	93%	47%	4%
Not Disadvantaged	524	97%	65%	7%	884	78%	37%	5%
Migrant								
Not Migrant	2583	94%	51%	4%	2720	88%	44%	4%

NOTES

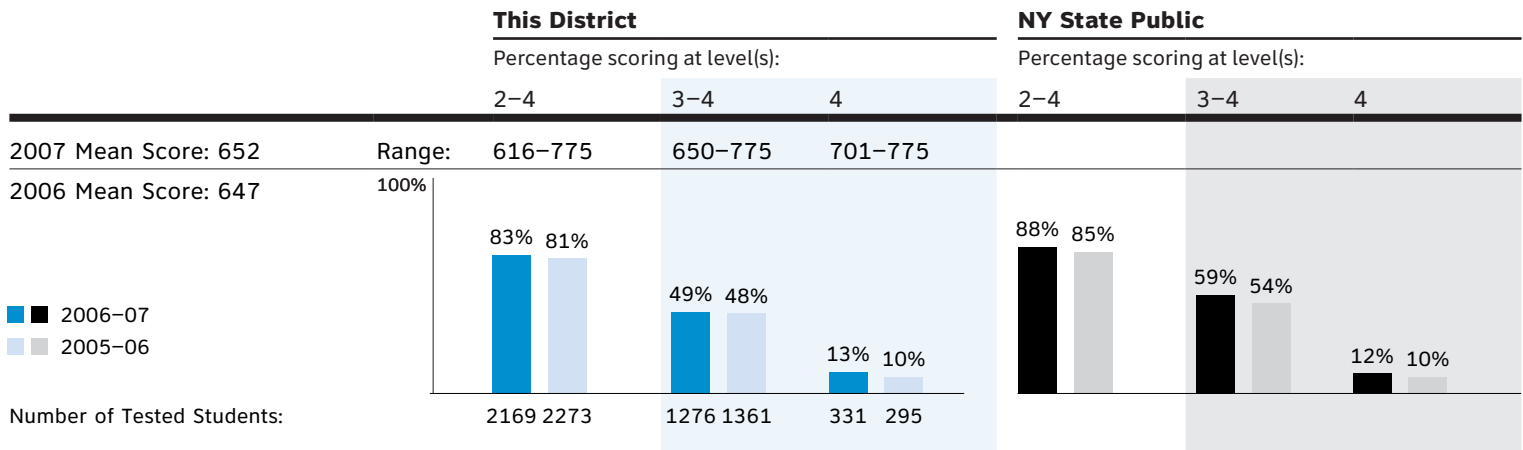
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Other Assessments

	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	37	35	34	28	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	34	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2613	83%	49%	13%	2822	81%	48%	10%
Female	1252	85%	51%	13%	1381	83%	51%	11%
Male	1361	81%	47%	12%	1441	78%	45%	10%
American Indian or Alaska Native	8	-	-	-	8	38%	0%	0%
Black or African American	1406	78%	36%	4%	1573	75%	37%	4%
Hispanic or Latino	290	77%	39%	6%	301	76%	39%	5%
Asian or Native Hawaiian/Other Pacific Islander	298	95%	79%	35%	286	91%	78%	33%
White	608	93%	70%	24%	654	92%	67%	18%
Multiracial	3	-	-	-				
Small Group Totals	11	73%	36%	18%				
General-Education Students	2306	88%	54%	14%	2481	86%	53%	12%
Students with Disabilities	307	48%	10%	1%	341	43%	11%	0%
English Proficient	2443	84%	50%	13%	2644	82%	49%	11%
Limited English Proficient	170	67%	36%	6%	178	66%	37%	6%
Economically Disadvantaged	2082	81%	46%	11%	1928	85%	51%	11%
Not Disadvantaged	531	89%	61%	19%	894	71%	42%	10%
Migrant								
Not Migrant	2613	83%	49%	13%	2822	81%	48%	10%

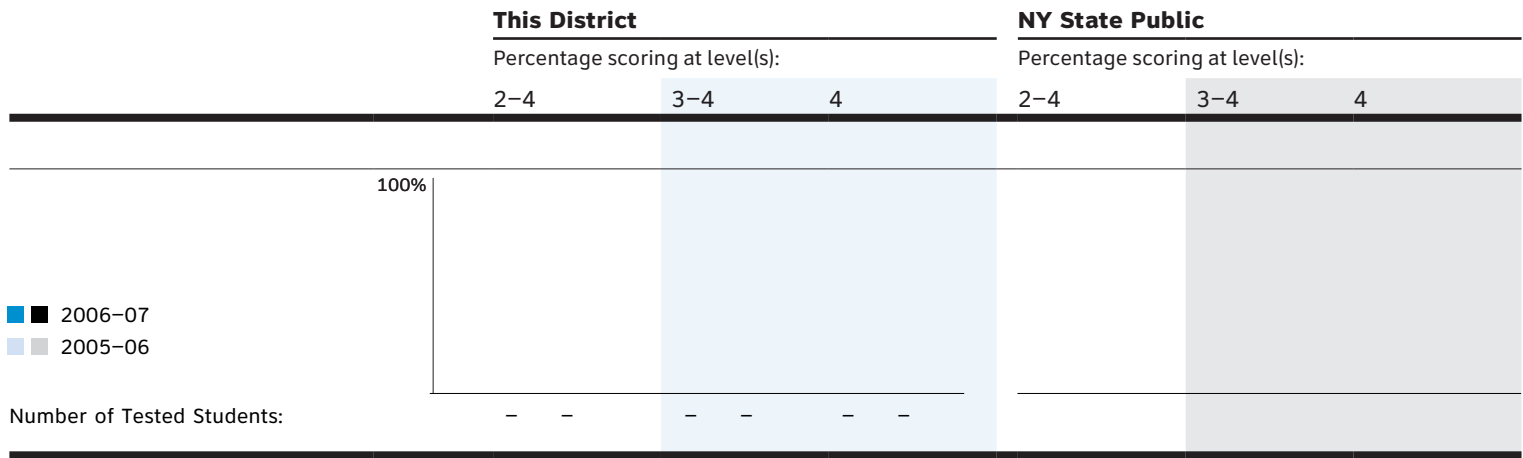
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	37	36	35	24	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



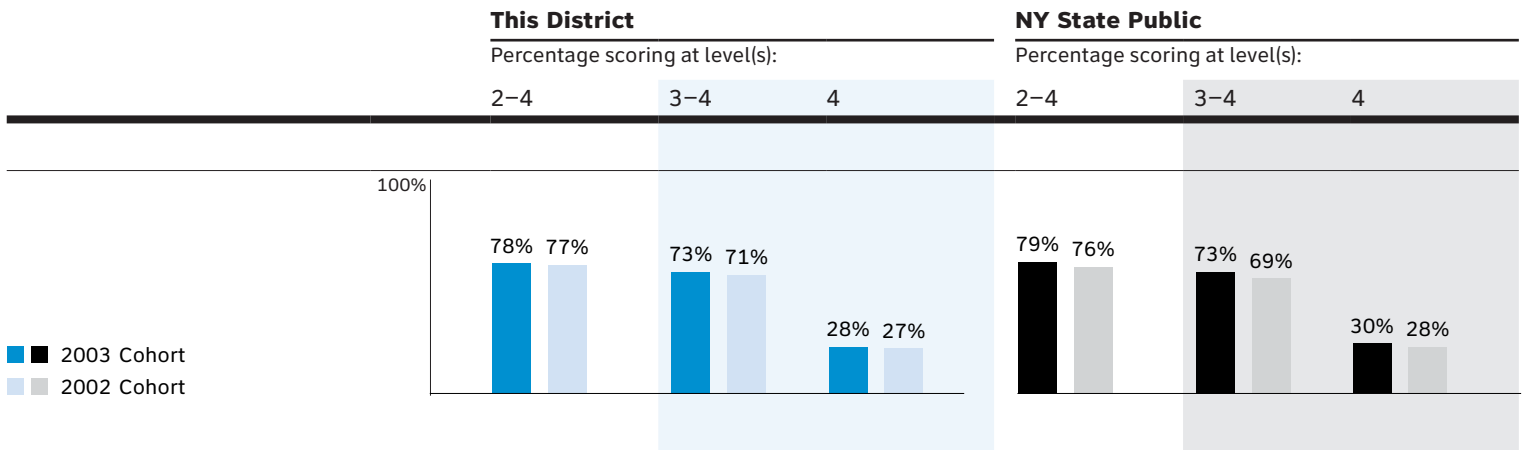
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2574	87%	51%	16%	2715	89%	54%	13%
Female	1246	87%	50%	15%	1330	92%	53%	11%
Male	1328	86%	52%	17%	1385	87%	54%	14%
American Indian or Alaska Native	8	-	-	-	8	88%	13%	0%
Black or African American	1385	83%	41%	9%	1523	86%	45%	7%
Hispanic or Latino	280	84%	45%	13%	288	88%	46%	8%
Asian or Native Hawaiian/Other Pacific Islander	298	91%	69%	31%	271	94%	76%	27%
White	600	95%	70%	26%	625	96%	68%	22%
Multiracial	3	-	-	-				
Small Group Totals	11	73%	36%	9%				
General-Education Students	2277	91%	57%	18%	2390	93%	59%	14%
Students with Disabilities	297	58%	11%	1%	325	61%	13%	1%
English Proficient	2407	88%	53%	17%	2573	90%	56%	13%
Limited English Proficient	167	63%	20%	2%	142	69%	15%	3%
Economically Disadvantaged	2053	85%	48%	14%	1855	93%	58%	13%
Not Disadvantaged	521	92%	64%	21%	860	81%	45%	12%
Migrant								
Not Migrant	2574	87%	51%	16%	2715	89%	54%	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 8 Equivalent	37	37	36	31	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	-	-	-	2	-	-	-

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3334	78%	73%	28%	3092	77%	71%	27%
Female	1667	85%	80%	35%	1569	81%	75%	33%
Male	1667	71%	66%	20%	1523	73%	66%	21%
American Indian or Alaska Native	6	83%	83%	33%	8	25%	25%	25%
Black or African American	1358	76%	68%	15%	1224	75%	65%	14%
Hispanic or Latino	371	68%	62%	15%	303	64%	55%	16%
Asian or Native Hawaiian/Other Pacific Islander	506	86%	82%	36%	451	83%	79%	39%
White	1055	80%	78%	45%	1106	81%	79%	40%
Multiracial	38	95%	95%	34%				
Small Group Totals								
General-Education Students	2982	84%	79%	31%	2850	81%	75%	29%
Students with Disabilities	352	33%	25%	3%	242	29%	21%	3%
English Proficient	3187	79%	75%	29%	2884	80%	74%	29%
Limited English Proficient	147	51%	35%	0%	208	33%	25%	2%
Economically Disadvantaged	1231	74%	67%	23%	643	65%	58%	19%
Not Disadvantaged	2103	81%	76%	31%	2449	80%	74%	29%
Migrant								
Not Migrant					3092	77%	71%	27%

NOTES

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Other Assessments

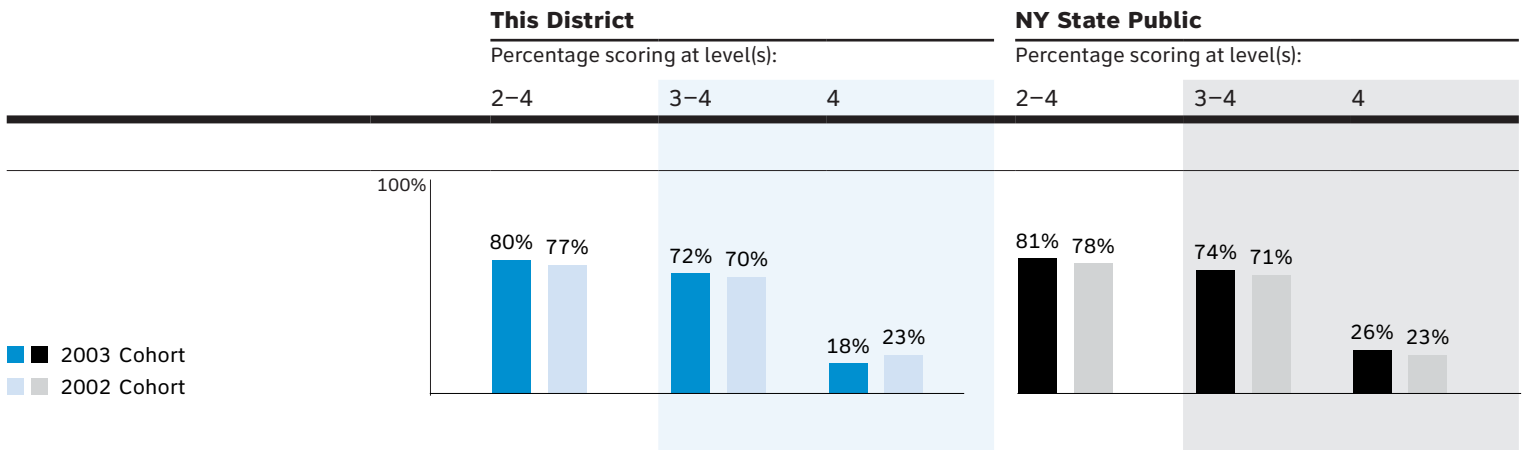
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				26	25	23	17

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

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

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3334	80%	72%	18%	3092	77%	70%	23%
Female	1667	86%	78%	21%	1569	81%	73%	25%
Male	1667	74%	66%	16%	1523	74%	67%	22%
American Indian or Alaska Native	6	83%	83%	17%	8	25%	25%	13%
Black or African American	1358	77%	64%	8%	1224	74%	62%	10%
Hispanic or Latino	371	68%	55%	9%	303	61%	51%	11%
Asian or Native Hawaiian/Other Pacific Islander	506	90%	87%	40%	451	88%	84%	46%
White	1055	83%	79%	24%	1106	82%	79%	32%
Multiracial	38	95%	92%	21%				
Small Group Totals								
General-Education Students	2982	85%	77%	20%	2850	82%	75%	25%
Students with Disabilities	352	35%	23%	2%	242	25%	16%	2%
English Proficient	3187	81%	73%	18%	2884	80%	73%	24%
Limited English Proficient	147	65%	49%	10%	208	44%	33%	11%
Economically Disadvantaged	1231	76%	66%	18%	643	66%	57%	16%
Not Disadvantaged	2103	83%	75%	18%	2449	81%	74%	25%
Migrant								
Not Migrant					3092	77%	70%	23%

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				22	22	18	18

* 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.