



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #23**

District ID **33-23-00-01-0000**

Superintendent **WALTER KYTE**

Telephone **(718) 922-4794**

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	455	457	481
Kindergarten	892	860	774
Grade 1	1233	1171	1100
Grade 2	1122	1094	1096
Grade 3	1227	1090	1059
Grade 4	1145	1080	966
Grade 5	1230	1124	1085
Grade 6	1468	1425	1216
Ungraded Elementary	584	611	663
Grade 7	1145	1358	1337
Grade 8	1163	1202	1335
Grade 9	385	572	524
Grade 10	146	411	439
Grade 11	56	131	282
Grade 12	68	124	135
Ungraded Secondary	298	331	402
<b>Total K-12</b>	<b>12162</b>	<b>12584</b>	<b>12413</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	25	24	24
<b>Grade 8</b>			
English	29	27	24
Mathematics	25	26	26
Science	27	26	25
Social Studies	27	26	25
<b>Grade 10</b>			
English	26	25	26
Mathematics	27	23	25
Science		27	26
Social Studies	29	26	27

### Enrollment Information

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

### Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #23

District ID 33-23-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	5370	44%	10232	81%	10096	81%
Reduced-Price Lunch	342	3%	828	7%	698	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	543	4%	501	4%	455	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	86	1%	83	1%	73	1%
Black or African American	9870	81%	10232	81%	10044	81%
Hispanic or Latino	2083	17%	2144	17%	2148	17%
Asian or Native Hawaiian/Other Pacific Islander	49	0%	49	0%	79	1%
White	74	1%	76	1%	69	1%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

\* Not available at the district level.

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

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	220	2%	295	2%	601	5%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	911	933	951
Percent with No Valid Teaching Certificate	7%	11%	10%
Percent Teaching Out of Certification	19%	21%	14%
Percent with Fewer Than Three Years of Experience	19%	20%	21%
Percentage with Master's Degree Plus 30 Hours or Doctorate	21%	22%	24%
<b>Total Number of Core Classes*</b>	N/A	3167	1592
Percent Not Taught by Highly Qualified Teachers	N/A	18%	20%
<b>Total Number of Classes</b>	1632	1994	2070
Percent Taught by Teachers Without Appropriate Certification	26%	26%	21%

\* 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	21%	30%	29%
Turnover Rate of All Teachers	23%	26%	22%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Cohort

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

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

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

#### ■ District Requiring Academic Progress (Year 3)

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

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

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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

## Summary

### Overall Accountability Status (2007–08)

#### ⬆ Improvement (Year 2)

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

### Title I Part A Funding

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

2005–06	2006–07	2007–08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✗	✗	✗	—
Hispanic or Latino	✓	✓	✗	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✗	✗	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓	✗	✗	✗	—
Limited English Proficient	✗	✓	—	—	—	—
Economically Disadvantaged	✓	✓	✗	✗	✗	—
<b>Student groups making AYP in each subject</b>	✗ 6 of 9	✗ 8 of 9	✓ 1 of 1	✗ 0 of 5	✗ 0 of 5	✗ 0 of 1

#### AYP Status

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


#### Accountability Status Levels

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






























## Elementary/Middle-Level English Language Arts

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

**Accountability Measures** 6 of 9 Student groups making AYP in English Language Arts  
 Did not make AYP

**Prospective Status** To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 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> (7962:7493)			98%		131	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (37:36)		—	—		119	106		
Black or African American (6500:6152)			98%		132	121		
Hispanic or Latino (1322:1217)			97%		127	119		
Asian or Native Hawaiian/Other Pacific Islander (47:46)			100%		163	108		
White (96:40)			88%		123	107		
Multiracial (5:2)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (2999:1343)			94%		77	119	85 <sup>‡</sup> 89	
Limited English Proficient <sup>5</sup> (291:312)			96%		99	116	100 109	
Economically Disadvantaged (7528:7093)			98%		130	121		
<b>Final AYP Determination</b>		6 of 9						

#### NOTES


- These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
  - Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
  - If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.
  - If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- <sup>‡</sup> This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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

## Elementary/Middle-Level Mathematics




























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

**Accountability Measures** 8 of 9 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08	
<b>All Students</b> (7929:7377)			98%		145	85		
<b>Ethnicity</b>								
American Indian or Alaska Native (38:35)		—	—		146	70		
Black or African American (6481:6051)			98%		144	85		
Hispanic or Latino (1313:1206)			98%		147	83		
Asian or Native Hawaiian/Other Pacific Islander (47:46)			100%		174	72		
White (90:37)			90%		149	70		
Multiracial (3:2)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1479:1319)			95%		84	83		
Limited English Proficient <sup>5</sup> (288:322)			98%		127	80		
Economically Disadvantaged (7490:6979)			98%		145	85		
<b>Final AYP Determination</b>		8 of 9						

#### NOTES

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

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




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

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


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


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

#### AYP Status

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















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (2627:2349)		Qualified		95%		131	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—	—
Black or African American (2144:1933)		Qualified		95%		131	100	
Hispanic or Latino (450:391)		Qualified		94%		134	100	
Asian or Native Hawaiian/Other Pacific Islander (13:11)	—	—	—	—	—	—	—	—
White (11:7)	—	—	—	—	—	—	—	—
Multiracial (1:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (486:411)		Did not qualify		90%		82	100	94 83
Limited English Proficient <sup>4</sup> (84:91)		Qualified		93%		111	100	
Economically Disadvantaged (2485:2226)		Qualified		95%		130	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** 0 of 5 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 Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		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 (207:285)</b>			95%		104	153	142‡	114
<b>Ethnicity</b>								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (241:208)			96%		105	151	149‡	115
Hispanic or Latino (59:68)			98%		104	147	125‡	114
Asian or Native Hawaiian/Other Pacific Islander (1:4)	—	—	—	—	—	—	—	—
White (2:2)	—	—	—	—	—	—	—	—
Multiracial (0:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (77:104)			87%		65	149	20‡	79
Limited English Proficient <sup>4</sup> (6:7)	—	—	—	—	—	—	—	—
Economically Disadvantaged (180:245)			95%		109	152	149	118
<b>Final AYP Determination</b>	 0 of 5							

#### NOTES

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




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

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

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


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

#### AYP Status

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

## Secondary-Level Mathematics

















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

**Accountability Measures** 0 of 5 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students (207:285)</b>			97%		111	146	142‡	120
<b>Ethnicity</b>								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (144:208)			97%		110	144	144‡	119
Hispanic or Latino (59:68)			98%		121	140	136‡	129
Asian or Native Hawaiian/Other Pacific Islander (1:4)	—	—	—	—	—	—	—	—
White (2:2)	—	—	—	—	—	—	—	—
Multiracial (0:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (77:104)			92%		76	142	20‡	88
Limited English Proficient <sup>4</sup> (6:7)	—	—	—	—	—	—	—	—
Economically Disadvantaged (180:245)			97%		114	145	145	123
<b>Final AYP Determination</b>		0 of 5						

#### NOTES

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




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

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


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


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

#### AYP Status

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

## Graduation Rate








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

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

### Prospective Status

A district that fails to make AYP in Graduation Rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP in 2007-08, the district will be in good standing in 2008-09. [203]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2006–07 2007–08	
<b>All Students</b> (329)			30%	55%	39%	31%
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (261)			30%	55%	38%	31%
Hispanic or Latino (64)			33%	55%	39%	34%
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (4)	–		–	–		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (40)			0%	55%	1%	1%
Limited English Proficient <sup>3</sup> (8)	–		–	–		
Economically Disadvantaged (103)			53%	55%	41%	54%
<b>Final AYP Determination</b>	 0 of 1					

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

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

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

### Federal Title I Status

### New York State Status

#### Good Standing

18 schools identified 75% of total

BROOKLYN COLLEGIATE-A COLLEGE BOARD SCHOOL  
FREDERICK DOUGLAS ACADEMY VII  
IS 392  
KNOWLEDGE AND POWER PREP ACADEMY V  
MOTT HALL IV  
PS 137 RACHAEL JEAN MITCHELL SCHOOL  
PS 150 CHRISTOPHER SCHOOL  
PS 156 WAVERLY SCHOOL  
PS 165 IDA R POSNER SCHOOL  
PS 178 SAINT CLAIR MCKELWAY SCHOOL  
PS 183 GEN D CHAPPIE JAMES SCHOOL  
PS 184 NEWPORT STREET SCHOOL  
PS 298 DR BETTY SHABAZZ SCHOOL  
PS 327 DR ROSE B ENGLISH SCHOOL  
PS 41 FRANCIS WHITE SCHOOL  
PS 73 THOMAS BOYLAND SCHOOL  
PS/IS 323  
TEACHERS' PREP SECONDARY SCHOOL

#### Improvement (Year 1)

3 schools identified 13% of total

PS 155 NICHOLAS HERKIMER SCHOOL  
PS 284 LEW WALLACE SCHOOL  
PS 332 CHARLES H HOUSTON SCHOOL

#### Corrective Action

1 school identified 4% of total

IS 55 OCEAN HILL BROWNSVILLE INTERMEDIATE SCHOOL

#### Planning for Restructuring

1 school identified 4% of total

IS 271 JOHN M COLEMAN SCHOOL

#### Restructuring (Year 2)

1 school identified 4% of total















E B C HIGH SCHOOL FOR PUBLIC SAFETY



District NEW YORK CITY GEOGRAPHIC DISTRICT #23

District ID 33-23-00-01-0000

## 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	43%			1142
Grade 4	41%			1075
Grade 5	42%			1215
Grade 6	42%			1315
Grade 7	39%			1446
Grade 8	40%			1431
<b>Mathematics</b>				
Grade 3	73%			1140
Grade 4	64%			1092
Grade 5	53%			1212
Grade 6	61%			1310
Grade 7	55%			1451
Grade 8	41%			1437
<b>Science</b>				
Grade 4	60%			1070
Grade 8	34%			1382

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	37%			330
Mathematics	36%			330

### 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.

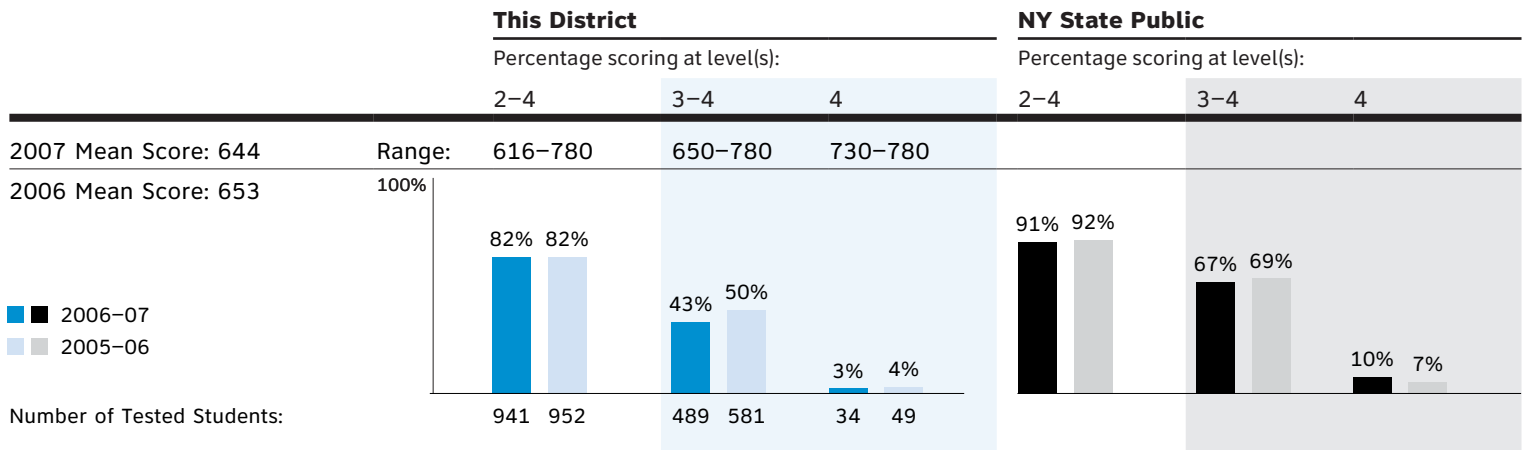
### This District's N/RC Category:

#### 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>1142</b>	<b>82%</b>	<b>43%</b>	<b>3%</b>	<b>1157</b>	<b>82%</b>	<b>50%</b>	<b>4%</b>
Female	569	88%	50%	4%	570	86%	59%	5%
Male	573	77%	36%	2%	587	78%	42%	3%
American Indian or Alaska Native	7	57%	14%	0%	5	60%	20%	0%
Black or African American	935	84%	43%	3%	980	82%	51%	4%
Hispanic or Latino	190	76%	41%	2%	167	82%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	3	-	-	-	3	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	10	80%	70%	0%	5	80%	20%	0%
General-Education Students	984	89%	48%	3%	985	89%	57%	5%
Students with Disabilities	158	44%	10%	0%	172	44%	10%	0%
English Proficient	1093	83%	44%	3%	1142	82%	51%	4%
Limited English Proficient	49	65%	24%	0%	15	67%	20%	0%
Economically Disadvantaged	1099	82%	42%	3%	932	89%	56%	5%
Not Disadvantaged	43	86%	51%	2%	225	56%	25%	1%
Migrant								
Not Migrant	1142	82%	43%	3%	1157	82%	50%	4%

#### NOTES

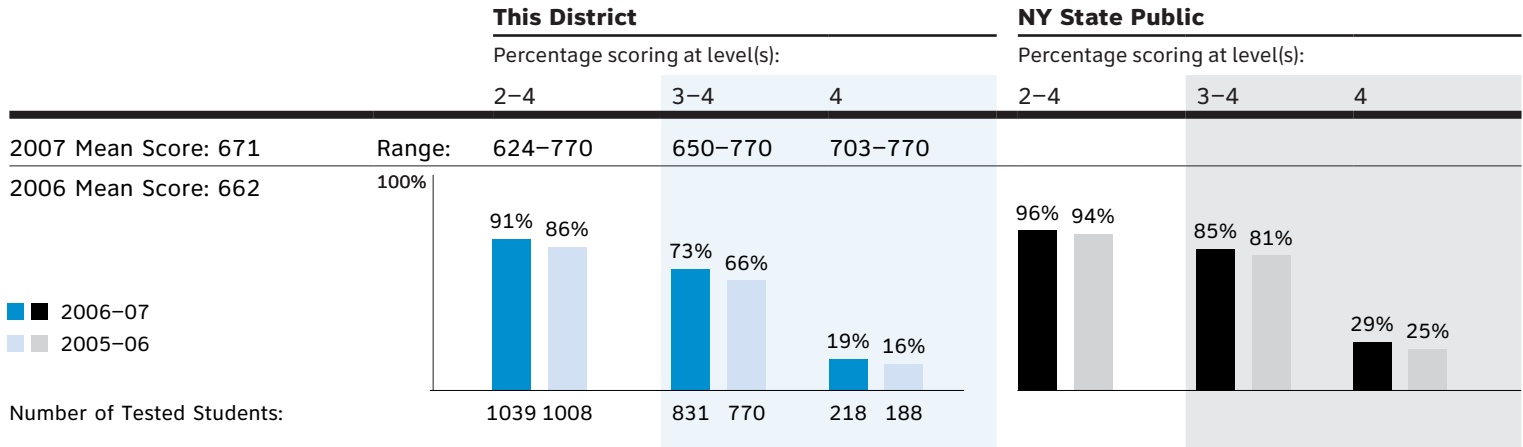
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	26	26	21	14	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	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>1140</b>	<b>91%</b>	<b>73%</b>	<b>19%</b>	<b>1171</b>	<b>86%</b>	<b>66%</b>	<b>16%</b>
Female	564	92%	76%	21%	584	88%	67%	17%
Male	576	91%	70%	18%	587	85%	64%	15%
American Indian or Alaska Native	8	88%	63%	0%	3	-	-	-
Black or African American	931	91%	74%	19%	971	86%	65%	16%
Hispanic or Latino	190	93%	69%	19%	192	87%	68%	17%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	67%	50%	2	-	-	-
White	4	-	-	-	3	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	5	80%	80%	20%	8	75%	50%	0%
General-Education Students	980	95%	79%	22%	991	92%	72%	19%
Students with Disabilities	160	69%	36%	3%	180	54%	29%	2%
English Proficient	1091	91%	74%	20%	1127	86%	66%	16%
Limited English Proficient	49	90%	55%	10%	44	77%	52%	16%
Economically Disadvantaged	1097	91%	73%	19%	942	91%	72%	18%
Not Disadvantaged	43	95%	81%	19%	229	65%	41%	7%
Migrant								
Not Migrant	1140	91%	73%	19%	1171	86%	66%	16%

### 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	26	26	21	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 640	612-775	650-775	716-775			
2006 Mean Score: 645						
Number of Tested Students:	898	939	438	519	14	36

Bar chart showing performance percentages for 2006-07 (dark blue) and 2005-06 (light blue) for This District and NY State Public. The Y-axis represents percentage scoring at level(s) from 0% to 100%.

Entity	Level	2006-07 (%)	2005-06 (%)
This District	2-4	84%	82%
	3-4	41%	45%
	4	1%	3%
NY State Public	2-4	92%	91%
	3-4	68%	69%
	4	8%	9%

### 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>1075</b>	<b>84%</b>	<b>41%</b>	<b>1%</b>	<b>1146</b>	<b>82%</b>	<b>45%</b>	<b>3%</b>
Female	538	89%	48%	2%	571	86%	50%	4%
Male	537	78%	34%	1%	575	78%	41%	2%
American Indian or Alaska Native					6	-	-	-
Black or African American	884	85%	41%	1%	975	81%	45%	3%
Hispanic or Latino	185	78%	41%	1%	157	88%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	4	-	-	-	6	83%	50%	0%
Multiracial								
Small Group Totals	6	67%	33%	0%	8	63%	13%	0%
General-Education Students	873	92%	48%	2%	940	90%	53%	4%
Students with Disabilities	202	46%	9%	0%	206	46%	11%	0%
English Proficient	1039	84%	41%	1%	1130	82%	46%	3%
Limited English Proficient	36	58%	25%	0%	16	69%	13%	0%
Economically Disadvantaged	1035	83%	41%	1%	871	90%	53%	4%
Not Disadvantaged	40	90%	40%	5%	275	57%	21%	1%
Migrant								
Not Migrant	1075	84%	41%	1%	1146	82%	45%	3%

#### NOTES

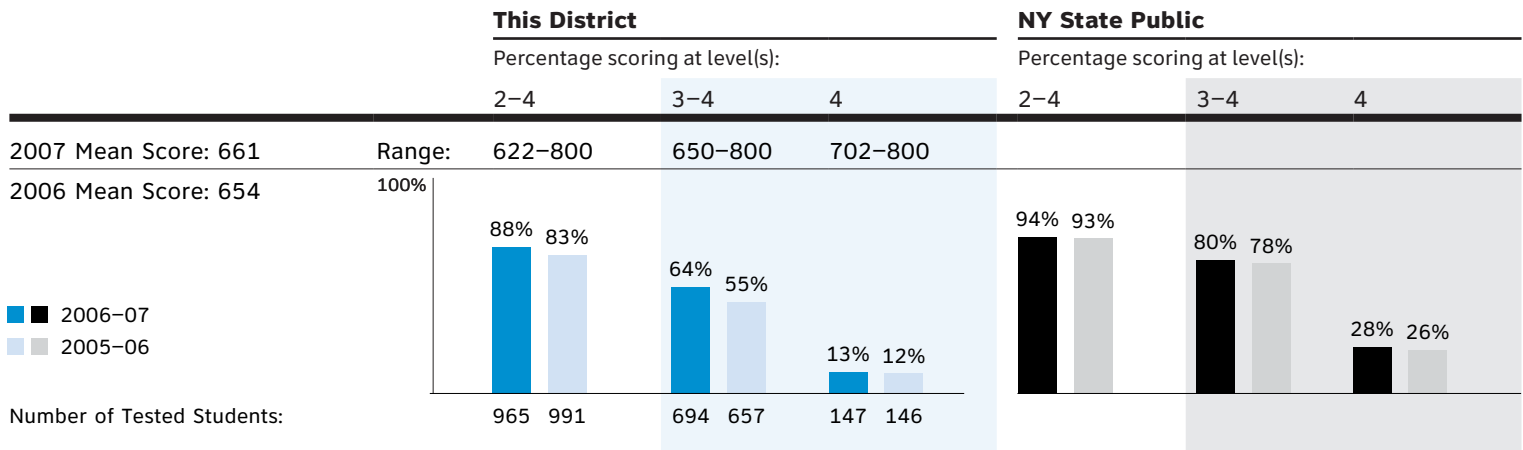
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	8	7	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	3	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>1092</b>	<b>88%</b>	<b>64%</b>	<b>13%</b>	<b>1198</b>	<b>83%</b>	<b>55%</b>	<b>12%</b>
Female	549	90%	66%	14%	599	86%	56%	13%
Male	543	86%	62%	13%	599	79%	54%	12%
American Indian or Alaska Native					6	-	-	-
Black or African American	896	89%	63%	13%	992	83%	54%	11%
Hispanic or Latino	191	88%	67%	15%	191	85%	59%	17%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	3	-	-	-	7	71%	71%	29%
Multiracial								
Small Group Totals	5	80%	60%	0%	8	63%	25%	13%
General-Education Students	889	95%	72%	16%	984	90%	62%	14%
Students with Disabilities	203	59%	26%	2%	214	49%	21%	4%
English Proficient	1049	89%	64%	14%	1142	83%	56%	13%
Limited English Proficient	43	77%	42%	7%	56	70%	34%	0%
Economically Disadvantaged	1051	88%	63%	13%	913	90%	62%	14%
Not Disadvantaged	41	98%	73%	17%	285	59%	31%	7%
Migrant								
Not Migrant	1092	88%	64%	13%	1198	83%	55%	12%

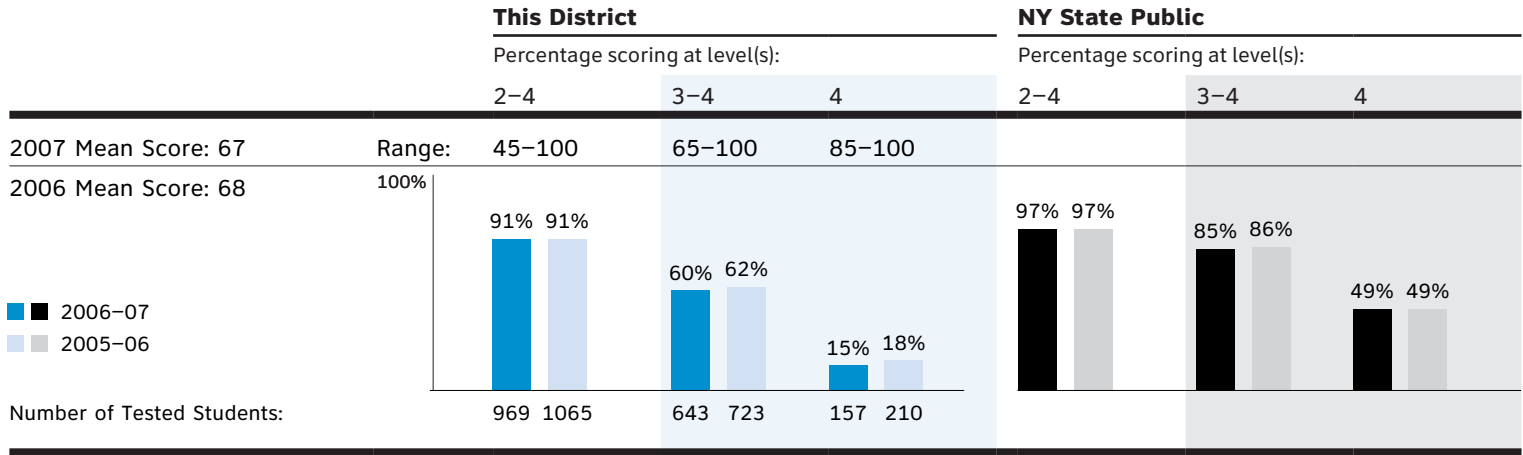
#### NOTES

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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 4 Equivalent	13	11	11	8	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>1070</b>	<b>91%</b>	<b>60%</b>	<b>15%</b>	<b>1166</b>	<b>91%</b>	<b>62%</b>	<b>18%</b>
Female	540	94%	65%	16%	578	93%	66%	19%
Male	530	87%	55%	13%	588	89%	58%	17%
American Indian or Alaska Native					6	-	-	-
Black or African American	878	90%	60%	15%	963	91%	61%	18%
Hispanic or Latino	187	93%	62%	14%	187	92%	66%	18%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	3	-	-	-	8	100%	88%	38%
Multiracial								
Small Group Totals	5	80%	40%	0%	8	63%	25%	25%
General-Education Students	877	96%	67%	17%	959	95%	68%	21%
Students with Disabilities	193	66%	28%	4%	207	73%	33%	4%
English Proficient	1026	91%	61%	15%	1114	92%	63%	19%
Limited English Proficient	44	91%	45%	9%	52	79%	44%	0%
Economically Disadvantaged	1028	90%	60%	15%	888	95%	68%	20%
Not Disadvantaged	42	98%	57%	14%	278	78%	41%	10%
Migrant								
Not Migrant	1070	91%	60%	15%	1166	91%	62%	18%

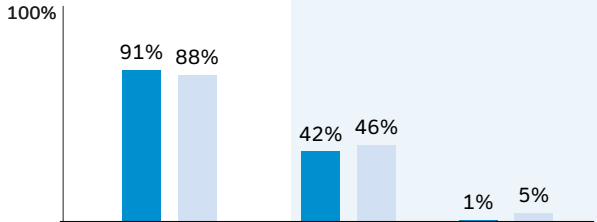
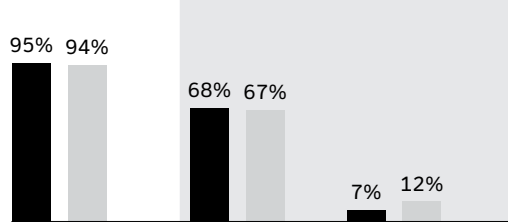
### NOTES

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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	13	12	12	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 645	608-795	650-795	711-795			
2006 Mean Score: 645						
						
Number of Tested Students:	1100	1079	509	571	18	65

### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1215</b>	<b>91%</b>	<b>42%</b>	<b>1%</b>	<b>1228</b>	<b>88%</b>	<b>46%</b>	<b>5%</b>
Female	600	94%	46%	2%	606	91%	54%	7%
Male	615	87%	38%	1%	622	85%	40%	4%
American Indian or Alaska Native	6	67%	33%	0%	12	92%	67%	25%
Black or African American	991	91%	42%	2%	1032	89%	47%	5%
Hispanic or Latino	200	91%	41%	0%	170	83%	41%	4%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	78%	22%	7	86%	57%	0%
White	9	100%	44%	0%	7	57%	43%	0%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	964	97%	49%	2%	1017	95%	54%	6%
Students with Disabilities	251	66%	13%	0%	211	55%	11%	0%
English Proficient	1170	91%	43%	2%	1199	88%	47%	5%
Limited English Proficient	45	76%	7%	0%	29	69%	24%	0%
Economically Disadvantaged	1161	91%	41%	1%	932	95%	54%	6%
Not Disadvantaged	54	89%	57%	7%	296	67%	22%	2%
Migrant								
Not Migrant	1215	91%	42%	1%	1228	88%	46%	5%

#### NOTES

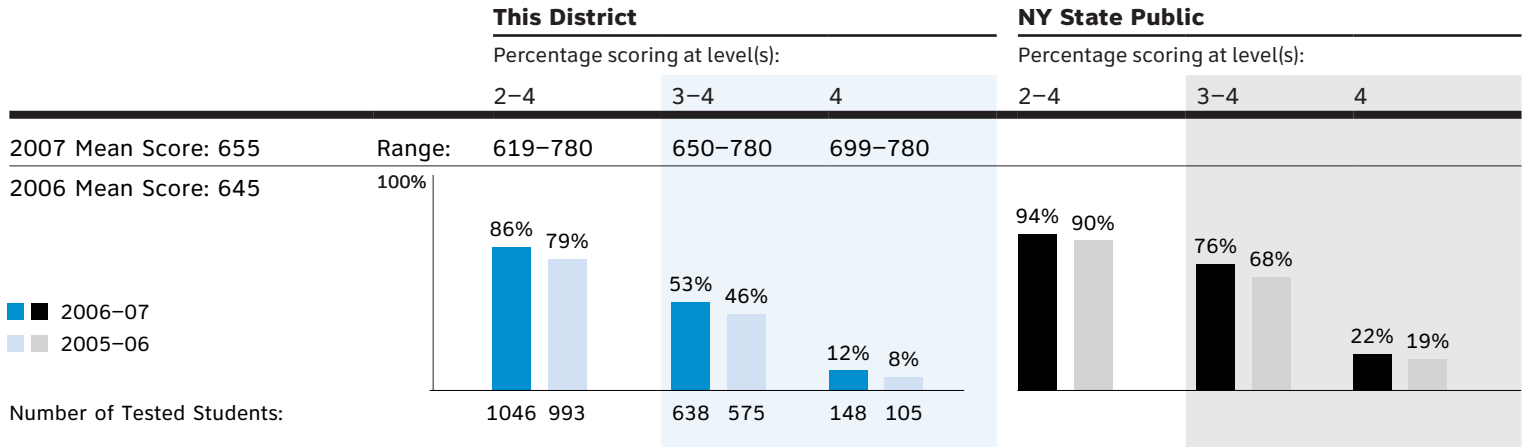
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	23	22	19	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 5	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>1212</b>	<b>86%</b>	<b>53%</b>	<b>12%</b>	<b>1251</b>	<b>79%</b>	<b>46%</b>	<b>8%</b>
Female	600	90%	56%	12%	615	83%	50%	8%
Male	612	83%	50%	13%	636	75%	42%	9%
American Indian or Alaska Native	6	100%	17%	17%	12	100%	50%	17%
Black or African American	990	86%	52%	11%	1041	80%	47%	8%
Hispanic or Latino	198	86%	53%	14%	187	76%	40%	9%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	88%	75%	5	100%	40%	20%
White	10	80%	60%	0%	6	67%	50%	17%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	964	94%	61%	15%	1032	88%	53%	10%
Students with Disabilities	248	58%	19%	1%	219	40%	11%	1%
English Proficient	1162	87%	54%	13%	1206	80%	46%	9%
Limited English Proficient	50	78%	26%	2%	45	73%	33%	2%
Economically Disadvantaged	1158	86%	52%	12%	948	87%	53%	10%
Not Disadvantaged	54	85%	70%	26%	303	54%	24%	5%
Migrant								
Not Migrant	1212	86%	53%	12%	1251	79%	46%	8%

### 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	24	23	23	15	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 645	598-785	650-785	705-785			
2006 Mean Score: 643						
Number of Tested Students:	1244	1348	548	714	30	65

### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1315</b>	<b>95%</b>	<b>42%</b>	<b>2%</b>	<b>1502</b>	<b>90%</b>	<b>48%</b>	<b>4%</b>
Female	644	97%	46%	3%	727	92%	50%	5%
Male	671	92%	37%	1%	775	87%	46%	4%
American Indian or Alaska Native	6	-	-	-	9	89%	44%	11%
Black or African American	1085	95%	41%	2%	1250	90%	47%	4%
Hispanic or Latino	201	94%	41%	2%	233	86%	48%	4%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	73%	7%	7	-	-	-
White	7	86%	29%	14%	3	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	7	86%	57%	0%	10	80%	70%	0%
General-Education Students	1103	99%	49%	3%	1282	96%	54%	5%
Students with Disabilities	212	74%	6%	0%	220	55%	9%	0%
English Proficient	1274	95%	43%	2%	1467	91%	48%	4%
Limited English Proficient	41	80%	15%	0%	35	54%	9%	0%
Economically Disadvantaged	1237	94%	40%	2%	1151	96%	54%	5%
Not Disadvantaged	78	97%	62%	8%	351	69%	25%	4%
Migrant								
Not Migrant	1315	95%	42%	2%	1502	90%	48%	4%

#### NOTES

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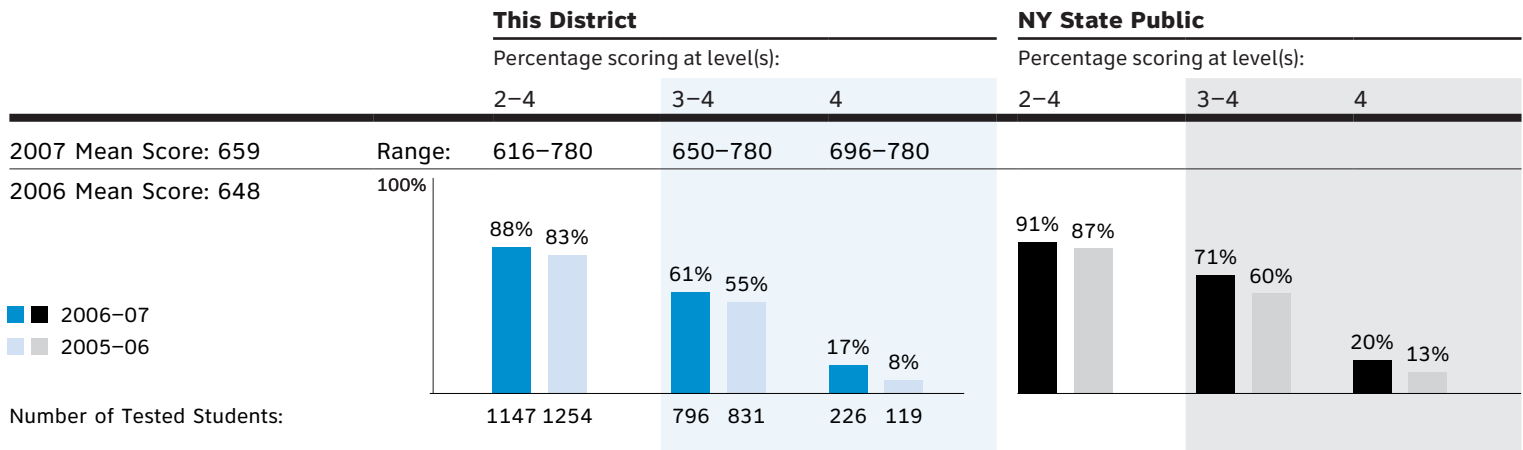
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	30	30	27	22	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1310</b>	<b>88%</b>	<b>61%</b>	<b>17%</b>	<b>1510</b>	<b>83%</b>	<b>55%</b>	<b>8%</b>
Female	636	92%	66%	19%	724	84%	57%	8%
Male	674	84%	56%	15%	786	82%	53%	8%
American Indian or Alaska Native	6	83%	83%	50%	10	100%	60%	10%
Black or African American	1078	88%	60%	16%	1252	83%	54%	8%
Hispanic or Latino	203	85%	61%	19%	237	81%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	53%	7	-	-	-
White	8	75%	63%	13%	4	-	-	-
Multiracial								
Small Group Totals					11	82%	64%	18%
General-Education Students	1102	94%	70%	20%	1288	90%	62%	9%
Students with Disabilities	208	55%	13%	1%	222	44%	15%	0%
English Proficient	1262	88%	62%	18%	1464	84%	56%	8%
Limited English Proficient	48	67%	38%	6%	46	61%	35%	4%
Economically Disadvantaged	1230	87%	60%	17%	1153	90%	62%	8%
Not Disadvantaged	80	91%	76%	29%	357	60%	33%	7%
Migrant								
Not Migrant	1310	88%	61%	17%	1510	83%	55%	8%

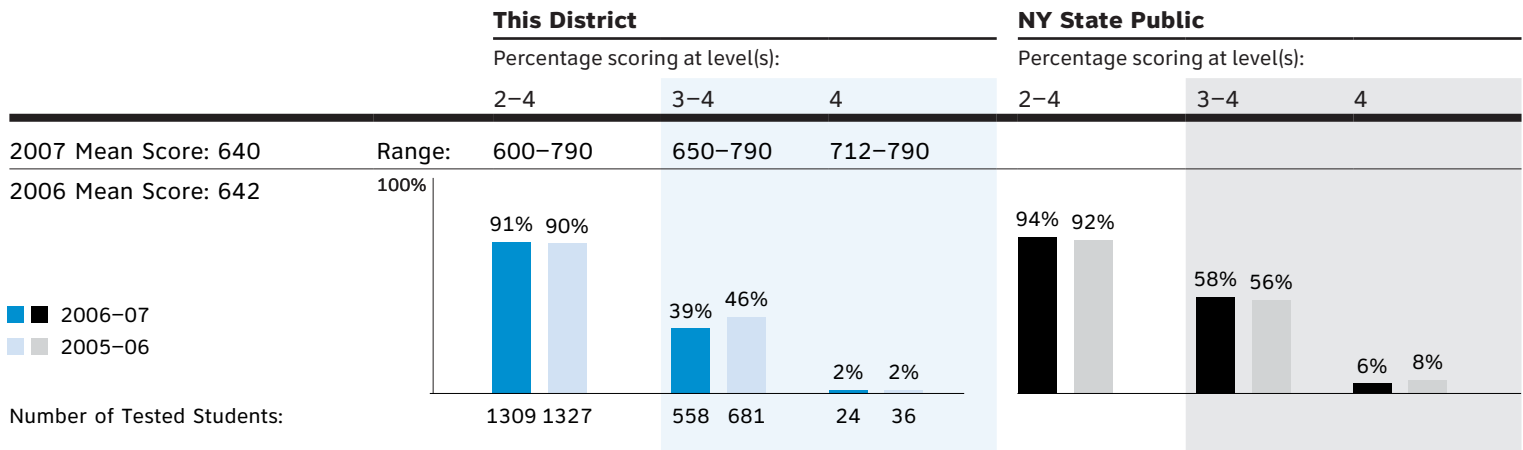
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### Other Assessments

	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	30	30	29	21	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>1446</b>	<b>91%</b>	<b>39%</b>	<b>2%</b>	<b>1472</b>	<b>90%</b>	<b>46%</b>	<b>2%</b>
Female	698	95%	45%	3%	699	93%	49%	3%
Male	748	87%	33%	1%	773	88%	44%	2%
American Indian or Alaska Native	10	90%	50%	0%	7	100%	43%	0%
Black or African American	1185	92%	39%	2%	1222	90%	47%	3%
Hispanic or Latino	236	85%	35%	1%	225	92%	44%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	9	89%	44%	11%
White	7	71%	29%	0%	9	56%	0%	0%
Multiracial	2	-	-	-				
Small Group Totals	8	88%	50%	13%				
General-Education Students	1211	96%	45%	2%	1238	96%	53%	3%
Students with Disabilities	235	60%	8%	0%	234	61%	9%	0%
English Proficient	1402	92%	40%	2%	1431	90%	47%	3%
Limited English Proficient	44	55%	0%	0%	41	80%	17%	0%
Economically Disadvantaged	1344	90%	37%	2%	1107	96%	53%	3%
Not Disadvantaged	102	95%	55%	3%	365	72%	25%	1%
Migrant								
Not Migrant	1446	91%	39%	2%	1472	90%	46%	2%

#### NOTES

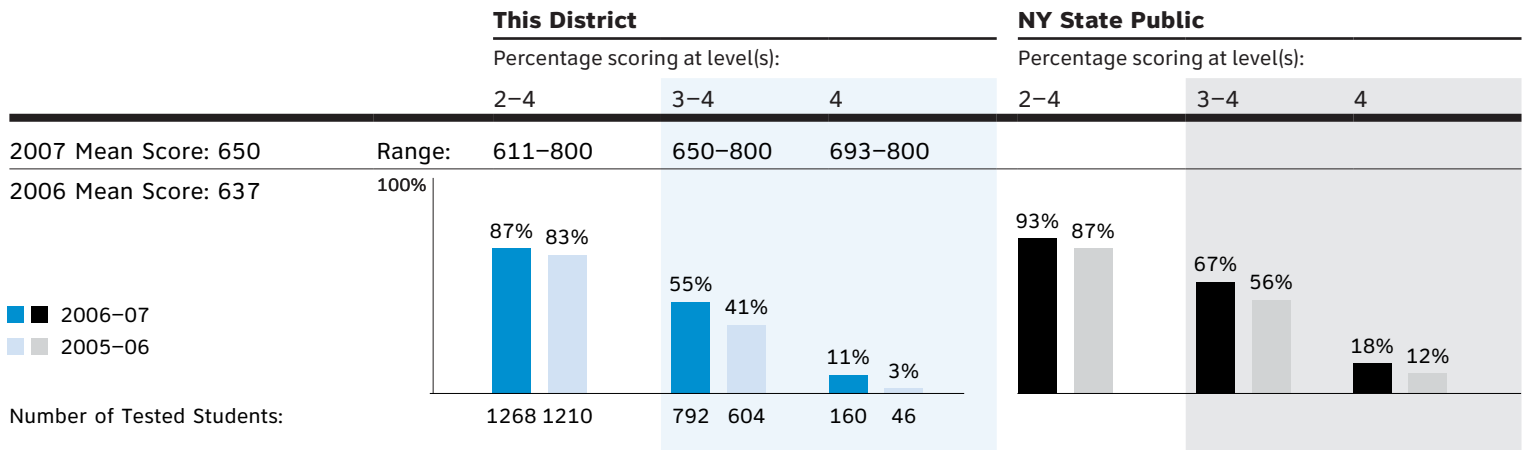
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	28	28	25	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1451</b>	<b>87%</b>	<b>55%</b>	<b>11%</b>	<b>1465</b>	<b>83%</b>	<b>41%</b>	<b>3%</b>
Female	705	91%	56%	12%	687	84%	43%	4%
Male	746	84%	53%	10%	778	81%	39%	3%
American Indian or Alaska Native	10	100%	70%	20%	6	100%	33%	17%
Black or African American	1190	88%	54%	11%	1211	82%	41%	3%
Hispanic or Latino	238	86%	56%	11%	230	83%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	9	89%	44%	22%
White	6	83%	67%	17%	9	89%	11%	0%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	14%				
General-Education Students	1218	93%	62%	13%	1235	90%	48%	4%
Students with Disabilities	233	56%	14%	2%	230	42%	7%	0%
English Proficient	1404	88%	56%	11%	1413	83%	42%	3%
Limited English Proficient	47	68%	17%	0%	52	60%	27%	0%
Economically Disadvantaged	1347	87%	54%	11%	1105	91%	48%	4%
Not Disadvantaged	104	90%	60%	16%	360	57%	20%	1%
Migrant								
Not Migrant	1451	87%	55%	11%	1465	83%	41%	3%

### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	28	28	24	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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 643	602-790	650-790	715-790			
2006 Mean Score: 637						
Number of Tested Students:	1316	1094	577	466	26	14

### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1431</b>	<b>92%</b>	<b>40%</b>	<b>2%</b>	<b>1287</b>	<b>85%</b>	<b>36%</b>	<b>1%</b>
Female	681	95%	48%	2%	644	89%	42%	2%
Male	750	89%	33%	1%	643	81%	30%	0%
American Indian or Alaska Native	7	86%	29%	0%	9	78%	22%	0%
Black or African American	1175	92%	41%	2%	1091	86%	36%	1%
Hispanic or Latino	236	93%	38%	1%	176	84%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	57%	0%	3	-	-	-
White	6	100%	0%	0%	8	-	-	-
Multiracial								
Small Group Totals					11	55%	27%	0%
General-Education Students	1219	97%	46%	2%	1066	92%	42%	1%
Students with Disabilities	212	60%	5%	0%	221	52%	7%	0%
English Proficient	1397	92%	41%	2%	1255	86%	37%	1%
Limited English Proficient	34	74%	15%	0%	32	47%	6%	0%
Economically Disadvantaged	1340	92%	40%	2%	984	92%	42%	1%
Not Disadvantaged	91	95%	49%	2%	303	63%	18%	1%
Migrant								
Not Migrant	1431	92%	40%	2%	1287	85%	36%	1%

#### NOTES

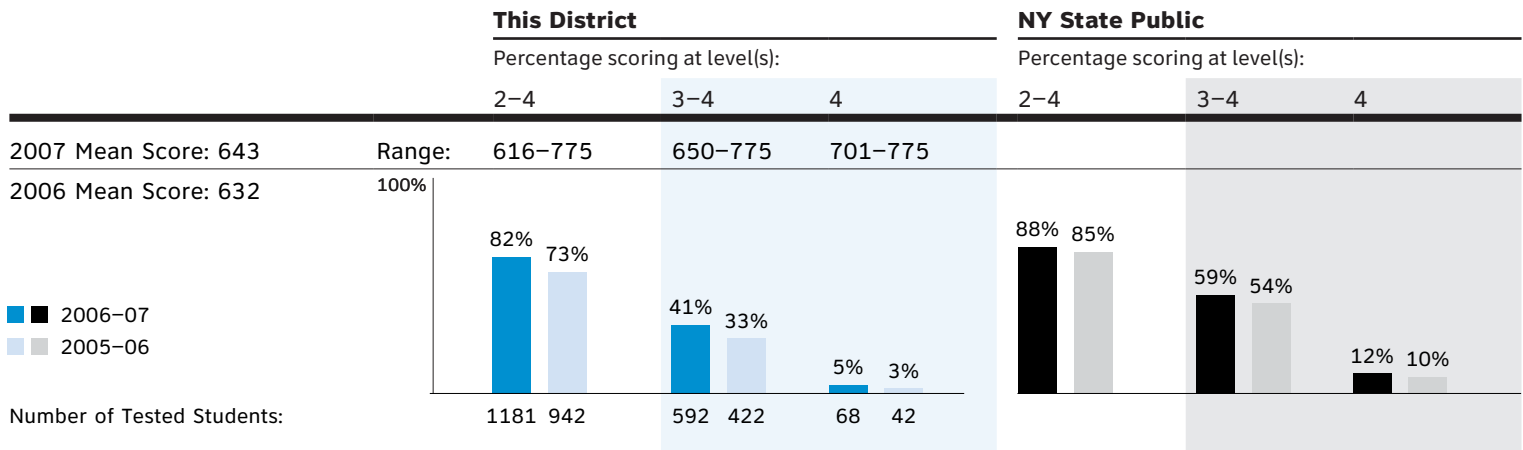
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	30	29	25	18	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	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>1437</b>	<b>82%</b>	<b>41%</b>	<b>5%</b>	<b>1287</b>	<b>73%</b>	<b>33%</b>	<b>3%</b>
Female	683	85%	42%	6%	640	76%	37%	5%
Male	754	80%	40%	4%	647	70%	29%	2%
American Indian or Alaska Native	7	71%	14%	0%	9	-	-	-
Black or African American	1174	82%	41%	5%	1084	74%	33%	3%
Hispanic or Latino	243	82%	45%	4%	182	67%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	8	75%	50%	25%	3	-	-	-
White	5	80%	0%	0%	9	56%	22%	0%
Multiracial								
Small Group Totals					12	67%	42%	0%
General-Education Students	1220	89%	47%	6%	1064	80%	38%	4%
Students with Disabilities	217	45%	7%	0%	223	40%	10%	0%
English Proficient	1402	83%	42%	5%	1247	74%	34%	3%
Limited English Proficient	35	63%	26%	3%	40	35%	8%	0%
Economically Disadvantaged	1343	82%	41%	5%	983	80%	37%	4%
Not Disadvantaged	94	82%	43%	6%	304	51%	18%	1%
Migrant								
Not Migrant	1437	82%	41%	5%	1287	73%	33%	3%

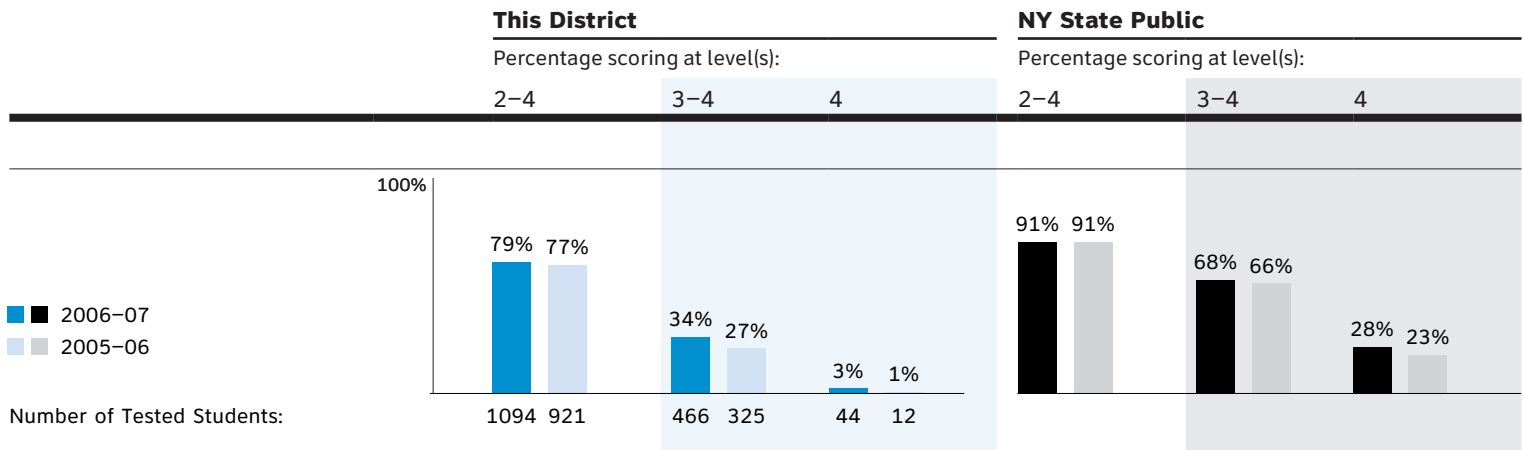
#### NOTES

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	30	29	27	16	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>1382</b>	<b>79%</b>	<b>34%</b>	<b>3%</b>	<b>1194</b>	<b>77%</b>	<b>27%</b>	<b>1%</b>
Female	666	80%	35%	3%	604	80%	30%	1%
Male	716	78%	32%	3%	590	74%	24%	1%
American Indian or Alaska Native	7	71%	0%	0%	9	56%	22%	0%
Black or African American	1131	79%	34%	3%	1007	77%	26%	1%
Hispanic or Latino	230	80%	34%	3%	167	78%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	75%	63%	25%	3	-	-	-
White	6	67%	17%	0%	8	-	-	-
Multiracial								
Small Group Totals					11	73%	27%	0%
General-Education Students	1176	85%	39%	4%	1010	84%	31%	1%
Students with Disabilities	206	44%	5%	0%	184	40%	8%	0%
English Proficient	1350	80%	34%	3%	1159	78%	28%	1%
Limited English Proficient	32	56%	16%	0%	35	57%	17%	0%
Economically Disadvantaged	1291	78%	33%	3%	937	84%	31%	1%
Not Disadvantaged	91	90%	44%	9%	257	52%	15%	2%
Migrant								
Not Migrant	1382	79%	34%	3%	1194	77%	27%	1%

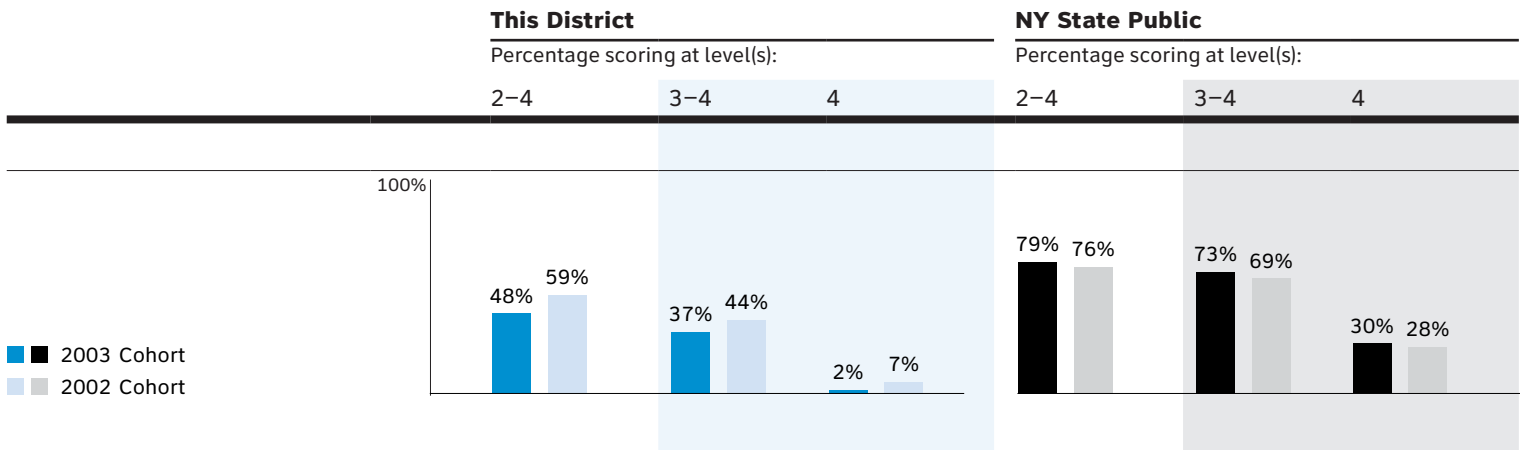
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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	30	30	28	23	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



### Results by Student Group

	2003 Cohort			2002 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>330</b>	<b>48%</b>	<b>37%</b>	<b>2%</b>	<b>197</b>	<b>59%</b>	<b>44%</b>	<b>7%</b>
Female	159	58%	48%	3%	97	69%	51%	7%
Male	171	40%	26%	2%	100	50%	38%	7%
American Indian or Alaska Native	3	–	–	–				
Black or African American	239	49%	38%	2%	145	63%	48%	9%
Hispanic or Latino	80	51%	38%	4%	48	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	40%	20%	0%				
White	3	–	–	–	4	–	–	–
Multiracial								
Small Group Totals	6	17%	0%	0%	52	50%	33%	2%
General-Education Students	199	69%	54%	4%	152	76%	57%	9%
Students with Disabilities	131	18%	11%	0%	45	4%	0%	0%
English Proficient	323	49%	37%	2%	187	61%	46%	7%
Limited English Proficient	7	14%	0%	0%	10	20%	10%	0%
Economically Disadvantaged	274	53%	40%	3%	116	62%	48%	9%
Not Disadvantaged	56	27%	20%	0%	81	56%	38%	4%
Migrant								
Not Migrant					197	59%	44%	7%

#### NOTES

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### Other Assessments

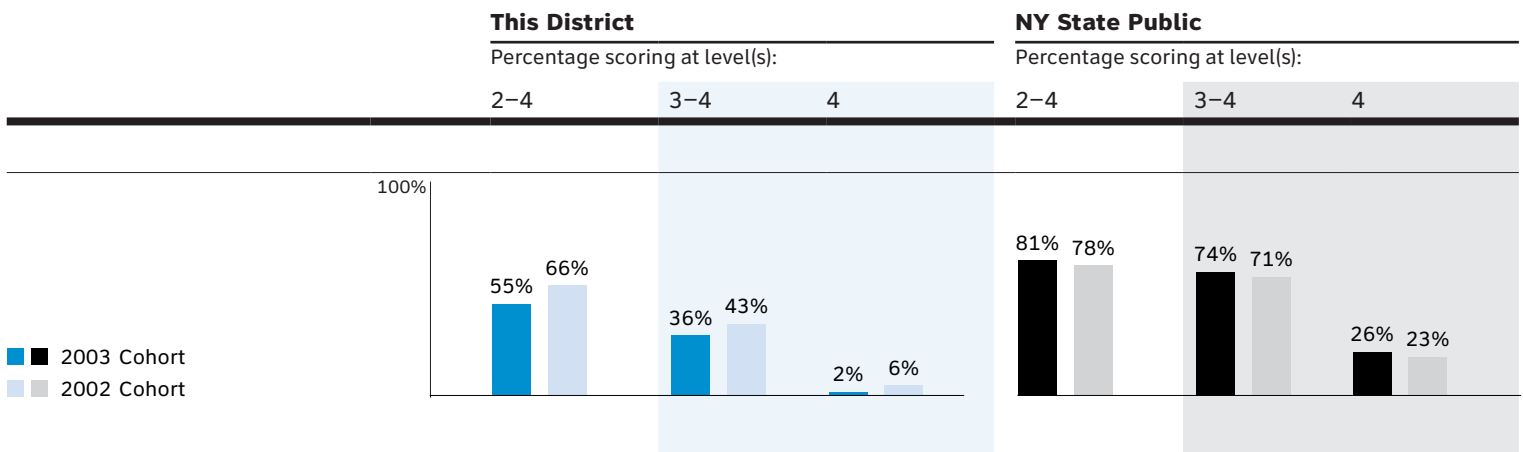
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				20	20	20	15

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

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

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

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



### 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>330</b>	<b>55%</b>	<b>36%</b>	<b>2%</b>	<b>197</b>	<b>66%</b>	<b>43%</b>	<b>6%</b>
Female	159	63%	42%	4%	97	72%	47%	5%
Male	171	47%	31%	1%	100	60%	38%	7%
American Indian or Alaska Native	3	–	–	–				
Black or African American	239	54%	35%	3%	145	65%	43%	7%
Hispanic or Latino	80	61%	41%	0%	48	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	40%	20%	0%				
White	3	–	–	–	4	–	–	–
Multiracial								
Small Group Totals	6	17%	17%	0%	52	69%	40%	4%
General-Education Students	199	74%	53%	4%	152	82%	54%	8%
Students with Disabilities	131	24%	11%	0%	45	11%	4%	0%
English Proficient	323	55%	37%	2%	187	66%	43%	6%
Limited English Proficient	7	29%	14%	0%	10	60%	30%	0%
Economically Disadvantaged	274	59%	38%	3%	116	66%	48%	9%
Not Disadvantaged	56	34%	29%	2%	81	67%	35%	2%
Migrant								
Not Migrant					197	66%	43%	6%

#### 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				19	19	19	15

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

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