



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #24**

District ID **34-24-00-01-0000**

Superintendent **CATHERINE POWIS**

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

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

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

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

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

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

## District Profile

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

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	516	499	531
Kindergarten	3867	4011	3914
Grade 1	3967	3932	4133
Grade 2	3859	3715	3725
Grade 3	3884	3715	3569
Grade 4	3965	3635	3582
Grade 5	3816	3887	3569
Grade 6	3443	3318	3319
Ungraded Elementary	1216	1532	1721
Grade 7	3692	3635	3584
Grade 8	3911	3654	3584
Grade 9	4269	4386	4111
Grade 10	3648	3498	3362
Grade 11	1951	1961	2138
Grade 12	2034	2192	2245
Ungraded Secondary	959	1066	1144
<b>Total K-12</b>	<b>48481</b>	<b>48137</b>	<b>47700</b>

### Average Class Size

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

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	22921	47%	31339	65%	30622	64%
Reduced-Price Lunch	5227	11%	6392	13%	6034	13%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	12048	25%	11973	25%	12011	25%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	93	0%	103	0%	98	0%
Black or African American	2221	5%	2073	4%	1970	4%
Hispanic or Latino	29732	61%	28802	60%	29022	61%
Asian or Native Hawaiian/Other Pacific Islander	8764	18%	9275	19%	8854	19%
White	7671	16%	7884	16%	7756	16%
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	1418	3%	998	2%	1679	3%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	3157	3198	3233
Percent with No Valid Teaching Certificate	4%	3%	4%
Percent Teaching Out of Certification	14%	11%	7%
Percent with Fewer Than Three Years of Experience	16%	16%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	39%	39%	40%
<b>Total Number of Core Classes*</b>	N/A	10880	6402
Percent Not Taught by Highly Qualified Teachers	N/A	10%	9%
<b>Total Number of Classes</b>	7970	8122	8782
Percent Taught by Teachers Without Appropriate Certification	18%	14%	9%

\* 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%	15%
Turnover Rate of All Teachers	18%	15%	14%

## 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:

$$100 \times [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]$$

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

$$100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]$$

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:

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

### 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 5)

ELA	Improvement (Year 5)	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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✓	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✗	✓		–	–	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	–	–		–	–	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✗	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Economically Disadvantaged	✓	✓		✗	✓	
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 4 of 8	✗ 6 of 8	✗ 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

- Good Standing ✓
- Improvement (Year 1) ✓
- Improvement (Year 2) ✓
- Improvement (Year 3) ✓
- Improvement (Year 4) ✓
- Improvement (Year 5 & Above) ✓
- Pending – Requires Special Evaluation

##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2007–08)



Improvement (Year 5)

### Accountability Measures

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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 6) 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 5) in 2008-09. [210]

### 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> (22885:21540)	✓	✓	99%	✓	146	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (84:37)	✗	✗	94%	✓	157	106		
Black or African American (749:687)	✓	✓	98%	✓	140	118		
Hispanic or Latino (13927:13137)	✓	✓	99%	✓	135	121		
Asian or Native Hawaiian/Other Pacific Islander (4498:4182)	✓	✓	100%	✓	164	120		
White (3666:3495)	✓	✓	99%	✓	165	120		
Multiracial (3:2)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (2941:2755)	✓ <sup>SH</sup>	✓	97%	✓ <sup>SH</sup>	96	120	93	106
Limited English Proficient <sup>5</sup> (5239:5988)	✗	✓	99%	✗	109	121	113	118
Economically Disadvantaged (20321:19100)	✓	✓	99%	✓	143	121		
<b>Final AYP Determination</b>	✗ 7 of 9							

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
- <sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.
- <sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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)



Good Standing

### Accountability Measures

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Student groups making AYP in Mathematics



Made AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (22979:21908)	✓	✓	99%	✓	167	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (85:37)	✓	✓	96%	✓	168	70	
Black or African American (764:682)	✓	✓	98%	✓	147	82	
Hispanic or Latino (13974:13334)	✓	✓	99%	✓	159	85	
Asian or Native Hawaiian/Other Pacific Islander (4520:4321)	✓	✓	100%	✓	186	84	
White (3675:3532)	✓	✓	99%	✓	177	84	
Multiracial (3:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2960:2729)	✓	✓	97%	✓	122	84	
Limited English Proficient <sup>5</sup> (5327:6497)	✓	✓	99%	✓	150	85	
Economically Disadvantaged (20410:19469)	✓	✓	99%	✓	166	85	
<b>Final AYP Determination</b>	✓ 9 of 9						

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Science

### Accountability Status for This Subject (2007–08)



Good Standing

### 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> (7813:7352)	✓	Qualified	✓	99%	✓	153	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (18:13)		–	–	–	–	–	–	–
Black or African American (261:230)		Qualified	✓	98%	✓	140	100	
Hispanic or Latino (4706:4435)		Qualified	✓	99%	✓	144	100	
Asian or Native Hawaiian/Other Pacific Islander (1590:1493)		Qualified	✓	99%	✓	173	100	
White (1236:1180)		Qualified	✓	98%	✓	168	100	
Multiracial (2:1)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (974:895)		Qualified	✓	96%	✓	118	100	
Limited English Proficient <sup>4</sup> (1877:2253)		Qualified	✓	98%	✓	129	100	
Economically Disadvantaged (6898:6492)		Qualified	✓	99%	✓	151	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 5)

### Accountability Measures

4 of 8

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 6) 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 5) in 2008-09. [210]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2003 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
<b>All Students</b> (2567:2541)			99%		149	157	149‡	154
<b>Ethnicity</b>								
American Indian or Alaska Native (5:6)	—	—	—	—	—	—	—	—
Black or African American (201:210)			99%		170	151		
Hispanic or Latino (1498:1524)			99%		139	156	146‡	145
Asian or Native Hawaiian/Other Pacific Islander (504:455)			99%		164	154		
White (346:333)			100%		156	153		
Multiracial (13:13)	—	—	—	—	—	—		
<b>Other Groups</b>								
Students with Disabilities (186:125)			92%		103	150	97‡	113
Limited English Proficient <sup>4</sup> (285:615)	SH		96%	SH	121	155	82	129
Economically Disadvantaged (2095:2134)			99%		149	157	149‡	154
<b>Final AYP Determination</b>	4 of 8							

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Secondary-Level Mathematics

### Accountability Status for This Subject (2007–08)



Good Standing

### Accountability Measures

6 of 8

Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2003 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07      2007–08
<b>All Students</b> (2567:2541)	✓	✓	99%	✓	152	150	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:6)	—	—	—	—	—	—	—
Black or African American (201:210)	✓	✓	99%	✓	155	144	
Hispanic or Latino (1498:1524)	✗	✓	99%	✗	141	149	142‡      147
Asian or Native Hawaiian/Other Pacific Islander (504:455)	✓	✓	99%	✓	179	147	
White (346:333)	✓	✓	100%	✓	160	146	
Multiracial (13:13)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (100:125)	✗	✓	96%	✗	107	143	111‡      116
Limited English Proficient <sup>4</sup> (285:615)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	143	148	119      149
Economically Disadvantaged (2095:2134)	✓	✓	99%	✓	152	150	
<b>Final AYP Determination</b>	✗ 6 of 8						

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status


## Graduation Rate

**Accountability Status**  Good Standing

**for This Indicator**










**(2007–08)**

**Accountability Measures** 0 of 1 Student groups making AYP in Graduation Rate

 Did not make AYP

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (2779)			44%	55%	55%	45%
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (227)			39%	55%	47%	40%
Hispanic or Latino (1608)			42%	55%	55%	43%
Asian or Native Hawaiian/Other Pacific Islander (491)			52%	55%	55%	53%
White (451)			41%	55%	55%	42%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (199)			17%	55%	29%	18%
Limited English Proficient <sup>3</sup> (11)		–	–	–		
Economically Disadvantaged (2133)			44%	55%	55%	45%
<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 #24**

District ID **34-24-00-01-0000**

## 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

19 schools identified 45% of total

51ST AVENUE ACADEMY  
ACADEMY OF FINANCE AND ENTERPRISE  
AVIATION CAREER AND TECHNICAL HIGH SCHOOL  
HIGH SCHOOL FOR APPLIED COMMUNICATIONS  
HIGH SCHOOL FOR ARTS AND BUSINESS  
MIDDLE COLLEGE HIGH SCHOOL  
PS 102-BAYVIEW SCHOOL  
PS 113 ISAAC CHAUNCEY SCHOOL  
PS 13 CLEMENT C MOORE SCHOOL  
PS 16  
PS 199 MAURICE A FITZGERALD  
PS 239  
PS 28-THOMAS EMANUEL EARLY CHILDHOOD CENTER  
PS 68 CAMBRIDGE  
PS 71 FOREST SCHOOL  
PS 81 JEAN PAUL RICHTER SCHOOL  
PS 87 MIDDLE VILLAGE SCHOOL  
PS 88 SENECA SCHOOL  
ROBERT F WAGNER JR INSTITUTE FOR ARTS & TECHNOLOGY

#### Improvement (Year 1)

2 schools identified 5% of total

IS 125 THOMAS J MCCANN WOODSIDE  
PS 12 JAMES B COLGATE SCHOOL

#### Improvement (Year 2)

3 schools identified 7% of total

PS 143 LOUIS ARMSTRONG SCHOOL  
PS 19 MARINO P JEANTET SCHOOL  
PS 7 LOUIS SIMEONE SCHOOL

#### Corrective Action

1 school identified 2% of total

INTERNATIONAL HIGH SCHOOL AT LAGUARDIA

#### Planning for Restructuring

1 school identified 2% of total

PS 14 FAIRVIEW SCHOOL

#### Restructuring (Year 1)

1 school identified 2% of total

IS 73 THE FRANK SANSIVIERIS INTERMEIDATE SCHOOL

### New York State Status

#### Good Standing

5 schools identified 12% of total

IS 119 THE GLENDALE  
PS 128 JUNIPER VALLEY SCHOOL  
PS 153 MASPETH ELEMENTARY SCHOOL  
PS 49 DOROTHY BONAWIT KOLE  
PS 58 SCHOOL OF HEROES

#### Requiring Academic Progress (Year 2)

1 school identified 2% of total

PS 229 EMMANUEL KAPLAN SCHOOL

#### Requiring Academic Progress (Year 3)

1 school identified 2% of total

PS 91 RICHARD ARKWRIGHT SCHOOL

#### Requiring Academic Progress (Year 4)

1 school identified 2% of total

QUEENS VOCATIONAL HIGH SCHOOL

#### Requiring Academic Progress (Year 5)

1 school identified 2% of total

GROVER CLEVELAND HIGH SCHOOL

#### Requiring Academic Progress (Year 6)

1 school identified 2% of total

NEWTOWN HIGH SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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

### Federal Title I Status

### New York State Status

#### ■ Requiring Academic Progress (Year 6) (continued)

#### ⬆ Restructuring (Year 3)

3 schools identified 7% of total

IS 5-WALTER CROWLEY INTERMEDIATE SCHOOL

IS 61 LEONARDO DA VINCI

IS 93 RIDGEWOOD

#### ⬆ Restructuring (Year 4)

2 schools identified 5% of total

IS 77







PS 89 ELMHURST SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT #24







District ID 34-24-00-01-0000

## Summary of 2006–07 District Performance



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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	62%			3708
Grade 4	58%			3707
Grade 5	60%			3678
Grade 6	49%			3386
Grade 7	48%			3639
Grade 8	41%			3613

### Mathematics

Grade 3	87%		3829
Grade 4	81%		3842
Grade 5	79%		3827
Grade 6	71%		3540
Grade 7	64%		3767
Grade 8	52%		3779

### Science

Grade 4	76%		3853
Grade 8	45%		3772

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	66%			3273
Mathematics	62%			3273

## 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).

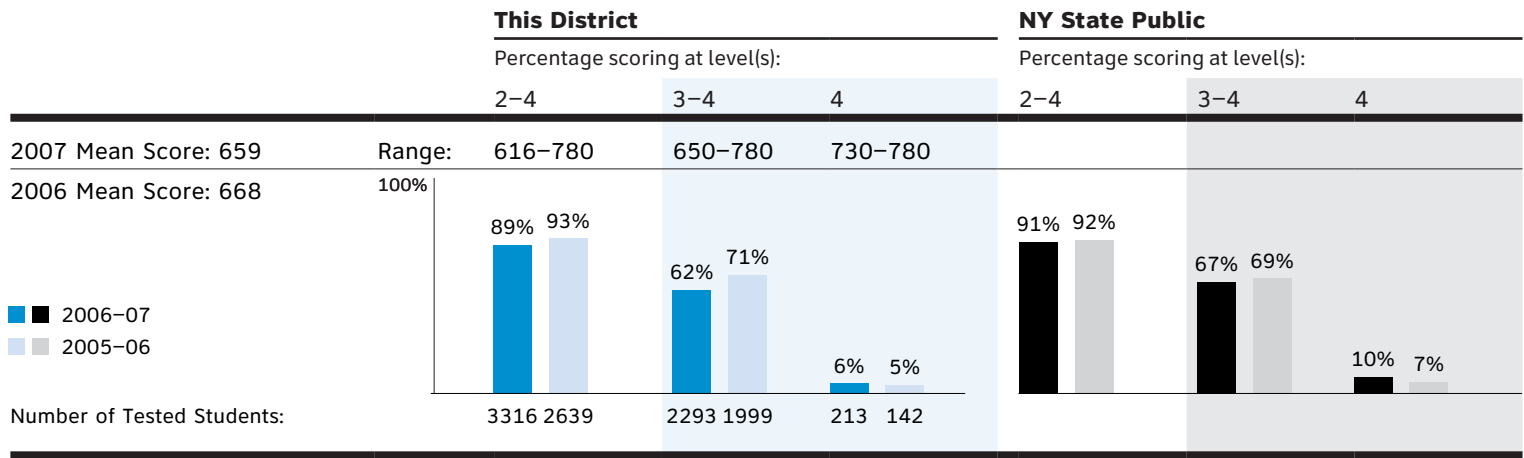
In this section, this district's performance is compared with that of public schools statewide.

## 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>3708</b>	<b>89%</b>	<b>62%</b>	<b>6%</b>	<b>2824</b>	<b>93%</b>	<b>71%</b>	<b>5%</b>
Female	1804	91%	66%	6%	1424	95%	75%	6%
Male	1904	88%	58%	6%	1400	92%	67%	4%
American Indian or Alaska Native	7	86%	86%	0%	6	100%	33%	0%
Black or African American	108	89%	53%	4%	106	86%	49%	1%
Hispanic or Latino	2317	86%	54%	3%	1540	92%	64%	2%
Asian or Native Hawaiian/Other Pacific Islander	667	95%	79%	10%	600	98%	84%	9%
White	609	95%	75%	12%	572	95%	80%	9%
Multiracial								
Small Group Totals								
General-Education Students	3176	94%	68%	7%	2475	97%	77%	6%
Students with Disabilities	532	61%	22%	1%	349	66%	28%	1%
English Proficient	2623	95%	74%	8%	2723	95%	73%	5%
Limited English Proficient	1085	76%	32%	0%	101	55%	20%	0%
Economically Disadvantaged	3348	89%	60%	5%	2058	97%	75%	5%
Not Disadvantaged	360	95%	82%	15%	766	83%	59%	6%
Migrant								
Not Migrant	3708	89%	62%	6%	2824	93%	71%	5%

#### NOTES

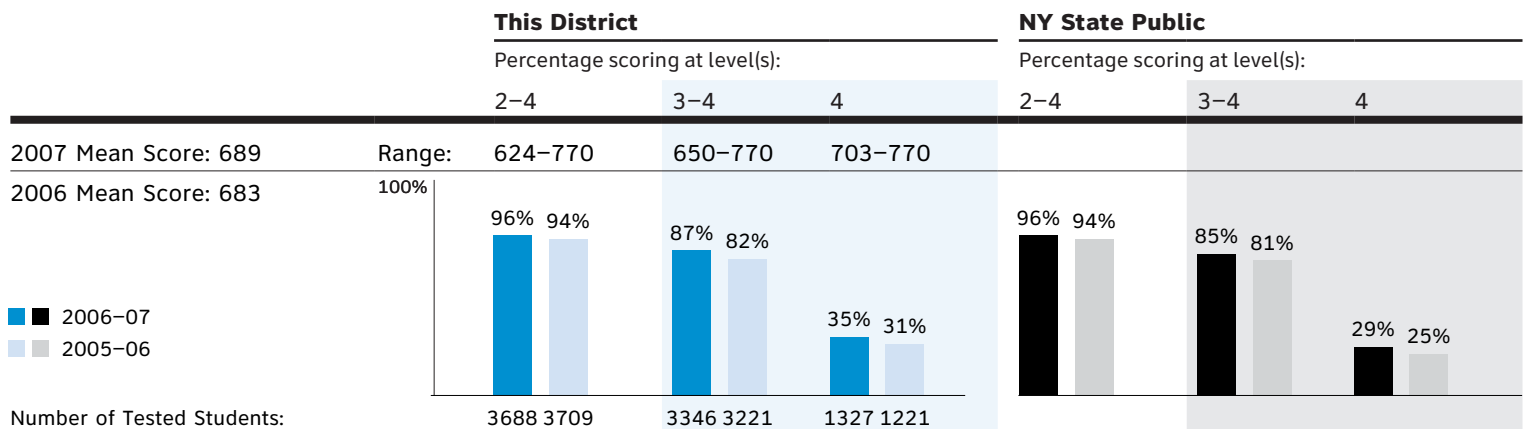
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	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	40	39	34	29	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	108	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>3829</b>	<b>96%</b>	<b>87%</b>	<b>35%</b>	<b>3942</b>	<b>94%</b>	<b>82%</b>	<b>31%</b>
Female	1877	97%	87%	35%	1943	93%	80%	30%
Male	1952	96%	88%	34%	1999	95%	83%	32%
American Indian or Alaska Native	7	100%	86%	43%	7	100%	86%	43%
Black or African American	111	95%	79%	23%	116	91%	72%	16%
Hispanic or Latino	2395	95%	85%	27%	2393	92%	77%	22%
Asian or Native Hawaiian/Other Pacific Islander	691	99%	95%	56%	796	98%	91%	51%
White	625	98%	90%	44%	630	97%	90%	42%
Multiracial								
Small Group Totals								
General-Education Students	3294	98%	92%	39%	3430	96%	86%	34%
Students with Disabilities	535	85%	62%	10%	512	79%	54%	9%
English Proficient	2623	99%	93%	43%	2729	98%	90%	40%
Limited English Proficient	1206	92%	75%	17%	1213	86%	63%	11%
Economically Disadvantaged	3461	96%	87%	33%	2973	96%	85%	32%
Not Disadvantaged	368	96%	92%	53%	969	88%	73%	28%
Migrant								
Not Migrant	3829	96%	87%	35%	3942	94%	82%	31%

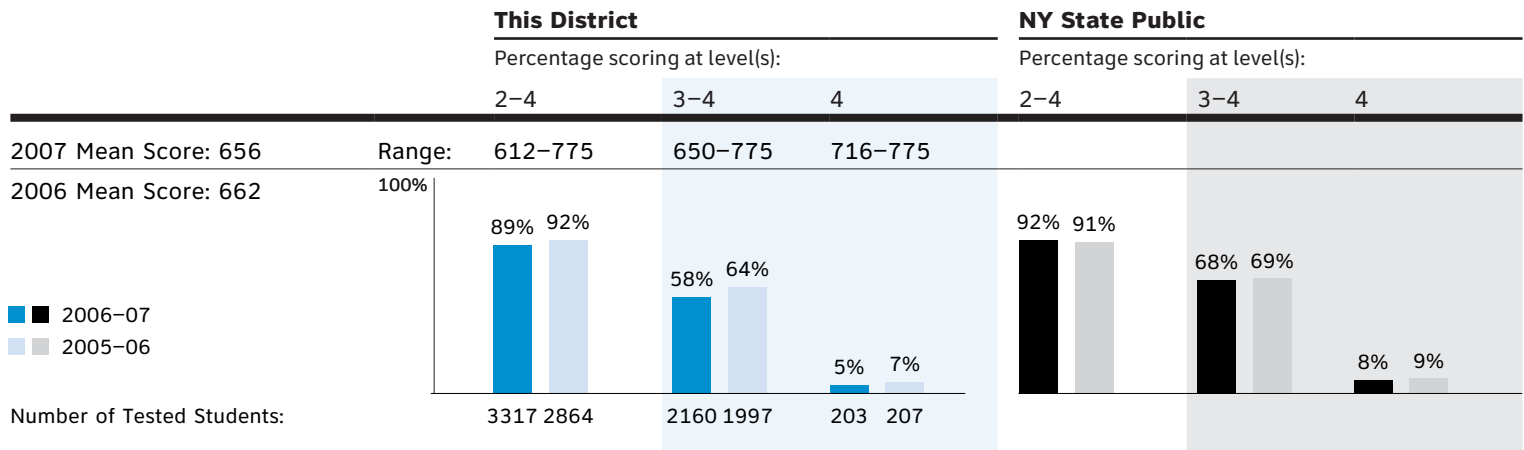
#### NOTES

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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	41	41	38	36	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3707</b>	<b>89%</b>	<b>58%</b>	<b>5%</b>	<b>3124</b>	<b>92%</b>	<b>64%</b>	<b>7%</b>
Female	1847	91%	60%	6%	1562	95%	67%	7%
Male	1860	88%	56%	5%	1562	88%	60%	6%
American Indian or Alaska Native	8	—	—	—	6	67%	50%	0%
Black or African American	113	91%	54%	0%	102	84%	53%	4%
Hispanic or Latino	2249	86%	49%	2%	1807	90%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander	746	95%	73%	11%	630	97%	80%	12%
White	590	94%	77%	13%	579	93%	71%	11%
Multiracial	1	—	—	—				
Small Group Totals	9	89%	44%	11%				
General-Education Students	3185	94%	64%	6%	2744	96%	70%	7%
Students with Disabilities	522	61%	22%	0%	380	59%	19%	1%
English Proficient	2826	96%	70%	7%	2989	93%	66%	7%
Limited English Proficient	881	69%	20%	0%	135	59%	14%	0%
Economically Disadvantaged	3339	89%	56%	4%	2327	96%	69%	6%
Not Disadvantaged	368	96%	83%	15%	797	80%	50%	7%
Migrant								
Not Migrant	3707	89%	58%	5%	3124	92%	64%	7%

#### NOTES

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

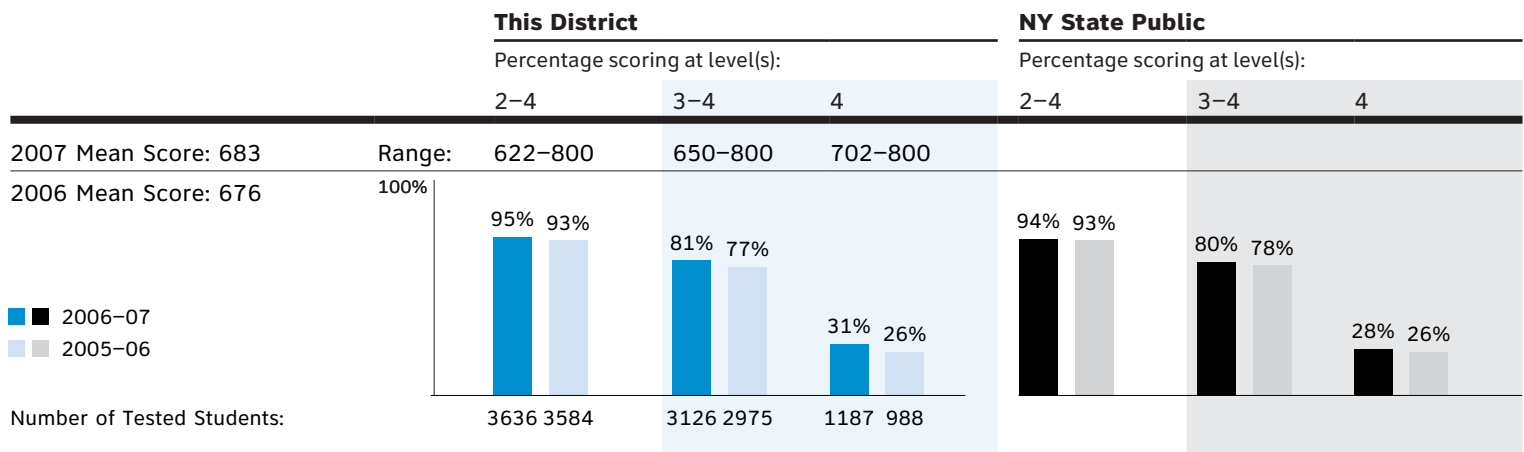
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	47	46	42	37	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	117	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>3842</b>	<b>95%</b>	<b>81%</b>	<b>31%</b>	<b>3854</b>	<b>93%</b>	<b>77%</b>	<b>26%</b>
Female	1909	95%	80%	28%	1899	94%	76%	25%
Male	1933	94%	83%	33%	1955	92%	78%	27%
American Indian or Alaska Native	9	—	—	—	6	83%	83%	17%
Black or African American	114	89%	73%	15%	104	89%	65%	13%
Hispanic or Latino	2313	94%	76%	22%	2328	91%	71%	16%
Asian or Native Hawaiian/Other Pacific Islander	799	98%	91%	52%	779	98%	90%	47%
White	606	96%	89%	40%	637	95%	85%	37%
Multiracial	1	—	—	—				
Small Group Totals	10	80%	70%	20%				
General-Education Students	3314	97%	86%	35%	3390	96%	81%	28%
Students with Disabilities	528	78%	52%	6%	464	73%	46%	6%
English Proficient	2822	98%	89%	39%	3023	96%	84%	31%
Limited English Proficient	1020	87%	60%	8%	831	81%	52%	7%
Economically Disadvantaged	3473	94%	80%	29%	2915	95%	80%	25%
Not Disadvantaged	369	98%	94%	51%	939	86%	68%	26%
Migrant								
Not Migrant	3842	95%	81%	31%	3854	93%	77%	26%

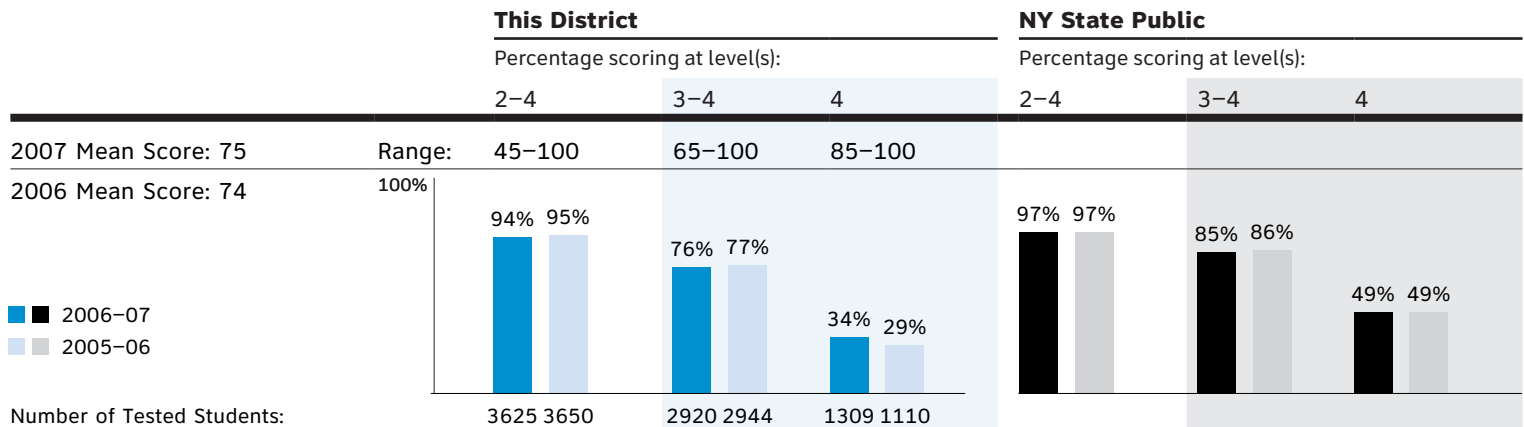
#### NOTES

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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	47	45	44	41	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>3853</b>	<b>94%</b>	<b>76%</b>	<b>34%</b>	<b>3846</b>	<b>95%</b>	<b>77%</b>	<b>29%</b>
Female	1910	94%	75%	32%	1898	95%	78%	28%
Male	1943	94%	77%	36%	1948	95%	75%	29%
American Indian or Alaska Native	9	—	—	—	5	100%	80%	20%
Black or African American	115	91%	70%	18%	103	95%	74%	26%
Hispanic or Latino	2323	93%	69%	25%	2320	94%	71%	20%
Asian or Native Hawaiian/Other Pacific Islander	802	96%	86%	52%	779	97%	88%	50%
White	603	97%	89%	49%	639	97%	85%	38%
Multiracial	1	—	—	—				
Small Group Totals	10	100%	80%	30%				
General-Education Students	3324	96%	80%	38%	3387	97%	81%	32%
Students with Disabilities	529	83%	47%	9%	459	83%	45%	9%
English Proficient	2819	98%	87%	44%	3019	98%	85%	35%
Limited English Proficient	1034	82%	45%	8%	827	83%	46%	8%
Economically Disadvantaged	3486	94%	74%	32%	2916	96%	79%	28%
Not Disadvantaged	367	98%	92%	57%	930	91%	68%	31%
Migrant								
Not Migrant	3853	94%	76%	34%	3846	95%	77%	29%

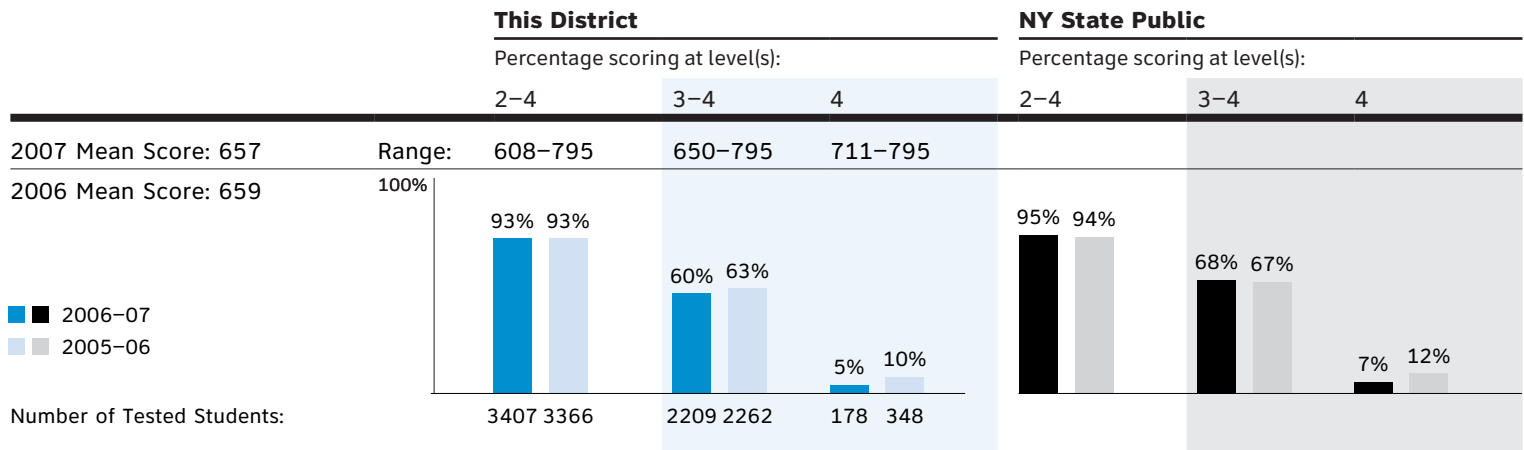
### NOTES

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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	47	47	43	42	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3678</b>	<b>93%</b>	<b>60%</b>	<b>5%</b>	<b>3610</b>	<b>93%</b>	<b>63%</b>	<b>10%</b>
Female	1811	94%	62%	6%	1764	95%	65%	9%
Male	1867	91%	59%	4%	1846	91%	60%	10%
American Indian or Alaska Native	5	—	—	—	10	100%	70%	10%
Black or African American	107	99%	63%	3%	123	88%	46%	8%
Hispanic or Latino	2237	90%	51%	2%	2173	91%	55%	6%
Asian or Native Hawaiian/Other Pacific Islander	740	96%	76%	8%	664	98%	78%	18%
White	588	97%	76%	11%	640	96%	75%	16%
Multiracial	1	—	—	—				
Small Group Totals	6	100%	67%	0%				
General-Education Students	3189	95%	66%	6%	3206	97%	68%	11%
Students with Disabilities	489	75%	21%	0%	404	67%	20%	1%
English Proficient	3031	97%	70%	6%	3266	96%	68%	11%
Limited English Proficient	647	70%	16%	0%	344	66%	12%	0%
Economically Disadvantaged	3300	92%	58%	4%	2751	96%	66%	10%
Not Disadvantaged	378	98%	79%	12%	859	83%	51%	10%
Migrant								
Not Migrant	3678	93%	60%	5%	3610	93%	63%	10%

#### NOTES

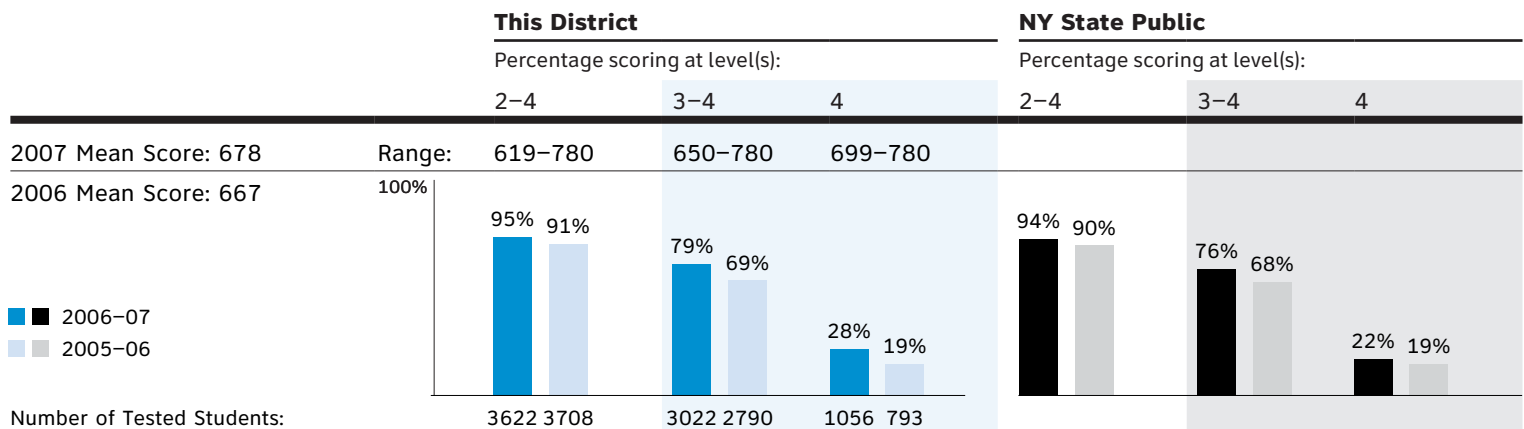
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### Other Assessments

	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 5 Equivalent	35	35	33	32	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	130	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>3827</b>	<b>95%</b>	<b>79%</b>	<b>28%</b>	<b>4072</b>	<b>91%</b>	<b>69%</b>	<b>19%</b>
Female	1882	95%	79%	27%	1979	91%	68%	18%
Male	1945	94%	79%	28%	2093	91%	69%	21%
American Indian or Alaska Native	5	—	—	—	11	100%	73%	9%
Black or African American	112	94%	65%	12%	125	91%	56%	10%
Hispanic or Latino	2323	93%	74%	19%	2469	88%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	784	98%	91%	52%	779	97%	85%	38%
White	602	97%	86%	34%	688	94%	79%	30%
Multiracial	1	—	—	—				
Small Group Totals	6	83%	67%	17%				
General-Education Students	3331	97%	84%	31%	3643	94%	73%	21%
Students with Disabilities	496	79%	45%	5%	429	70%	31%	2%
English Proficient	3044	98%	86%	32%	3286	95%	76%	23%
Limited English Proficient	783	83%	53%	9%	786	76%	36%	3%
Economically Disadvantaged	3442	94%	78%	26%	3132	93%	71%	20%
Not Disadvantaged	385	98%	89%	43%	940	84%	59%	17%
Migrant								
Not Migrant	3827	95%	79%	28%	4072	91%	69%	19%

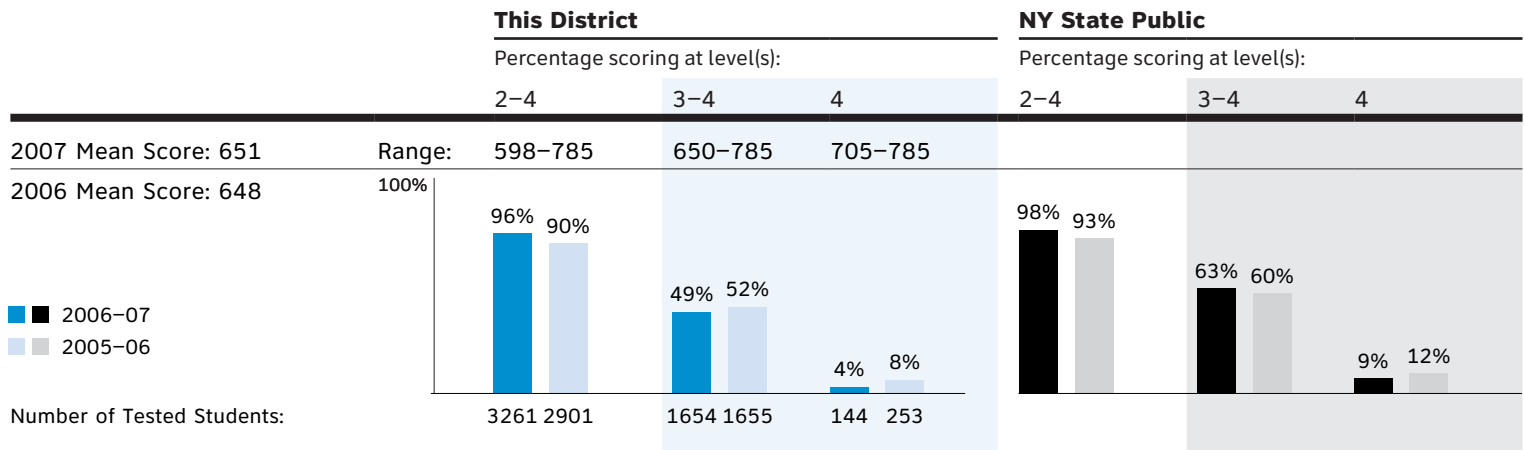
#### NOTES

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

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3386</b>	<b>96%</b>	<b>49%</b>	<b>4%</b>	<b>3207</b>	<b>90%</b>	<b>52%</b>	<b>8%</b>
Female	1648	97%	52%	5%	1513	93%	55%	9%
Male	1738	96%	46%	4%	1694	89%	48%	7%
American Indian or Alaska Native	8	100%	63%	0%	3	—	—	—
Black or African American	108	94%	37%	2%	127	—	—	—
Hispanic or Latino	2034	95%	40%	2%	2001	88%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	665	97%	65%	9%	514	96%	72%	18%
White	571	99%	64%	6%	562	94%	65%	15%
Multiracial								
Small Group Totals					130	88%	40%	5%
General-Education Students	2999	98%	54%	5%	2820	95%	57%	9%
Students with Disabilities	387	85%	8%	0%	387	57%	10%	1%
English Proficient	2858	99%	57%	5%	2905	94%	56%	9%
Limited English Proficient	528	81%	5%	0%	302	52%	6%	0%
Economically Disadvantaged	2962	96%	46%	4%	2537	95%	55%	7%
Not Disadvantaged	424	98%	67%	9%	670	74%	38%	10%
Migrant								
Not Migrant	3386	96%	49%	4%	3207	90%	52%	8%

#### NOTES

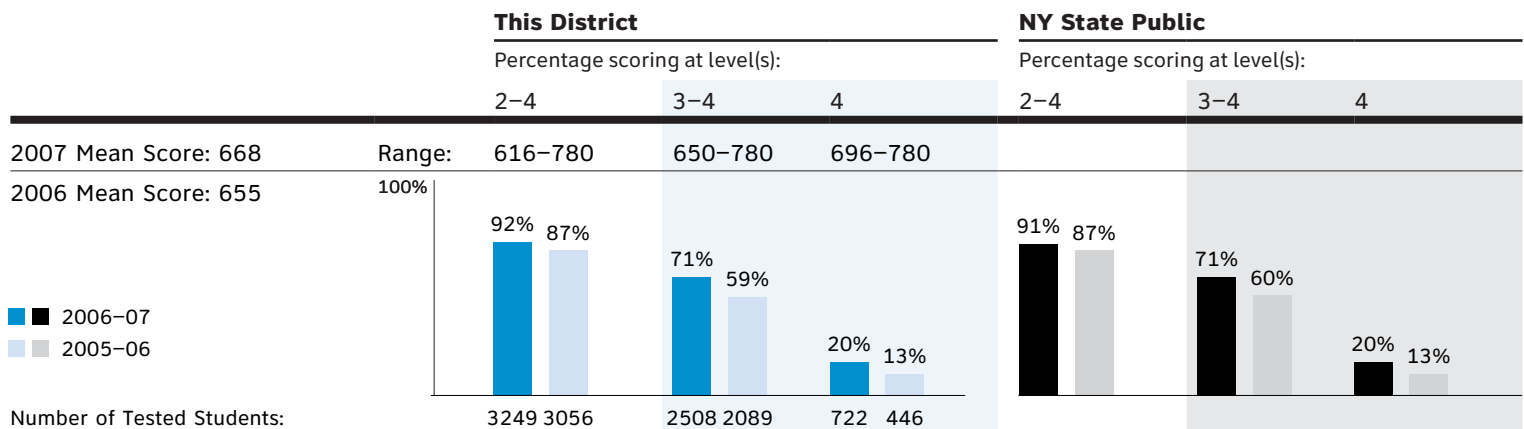
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### Other Assessments

	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 6 Equivalent	42	42	40	31	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	125	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>3540</b>	<b>92%</b>	<b>71%</b>	<b>20%</b>	<b>3525</b>	<b>87%</b>	<b>59%</b>	<b>13%</b>
Female	1719	92%	72%	20%	1680	86%	59%	12%
Male	1821	91%	70%	21%	1845	88%	60%	13%
American Indian or Alaska Native	8	100%	88%	25%	4	—	—	—
Black or African American	115	88%	53%	8%	119	—	—	—
Hispanic or Latino	2124	90%	63%	12%	2195	83%	51%	6%
Asian or Native Hawaiian/Other Pacific Islander	707	96%	87%	43%	604	97%	81%	31%
White	586	96%	82%	27%	603	92%	71%	20%
Multiracial								
Small Group Totals					123	80%	43%	3%
General-Education Students	3142	95%	76%	23%	3130	91%	64%	14%
Students with Disabilities	398	70%	29%	2%	395	53%	19%	3%
English Proficient	2862	96%	79%	24%	2921	91%	66%	15%
Limited English Proficient	678	73%	36%	5%	604	66%	28%	3%
Economically Disadvantaged	3111	91%	69%	19%	2843	91%	63%	12%
Not Disadvantaged	429	94%	81%	31%	682	71%	44%	13%
Migrant								
Not Migrant	3540	92%	71%	20%	3525	87%	59%	13%

#### NOTES

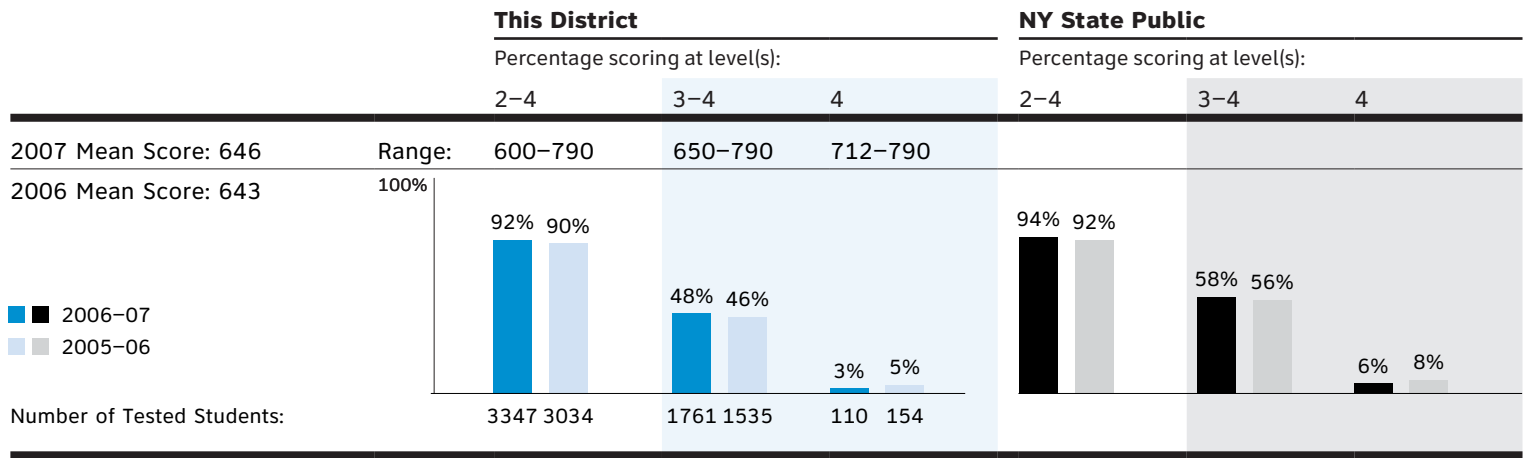
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### Other Assessments

	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 6 Equivalent	41	40	35	28	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>3639</b>	<b>92%</b>	<b>48%</b>	<b>3%</b>	<b>3364</b>	<b>90%</b>	<b>46%</b>	<b>5%</b>
Female	1719	92%	53%	4%	1694	93%	50%	6%
Male	1920	92%	44%	2%	1670	88%	41%	4%
American Indian or Alaska Native	4	—	—	—	9	100%	78%	0%
Black or African American	137	—	—	—	148	82%	35%	1%
Hispanic or Latino	2241	90%	42%	2%	2035	88%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	688	93%	63%	5%	613	95%	67%	9%
White	569	97%	61%	8%	559	95%	57%	8%
Multiracial								
Small Group Totals	141	94%	36%	1%				
General-Education Students	3275	94%	52%	3%	3005	94%	50%	5%
Students with Disabilities	364	73%	16%	0%	359	62%	11%	0%
English Proficient	3087	97%	56%	4%	3033	93%	50%	5%
Limited English Proficient	552	62%	8%	0%	331	67%	7%	0%
Economically Disadvantaged	3201	91%	46%	2%	2833	94%	49%	5%
Not Disadvantaged	438	97%	65%	7%	531	73%	29%	4%
Migrant								
Not Migrant	3639	92%	48%	3%	3364	90%	46%	5%

#### NOTES

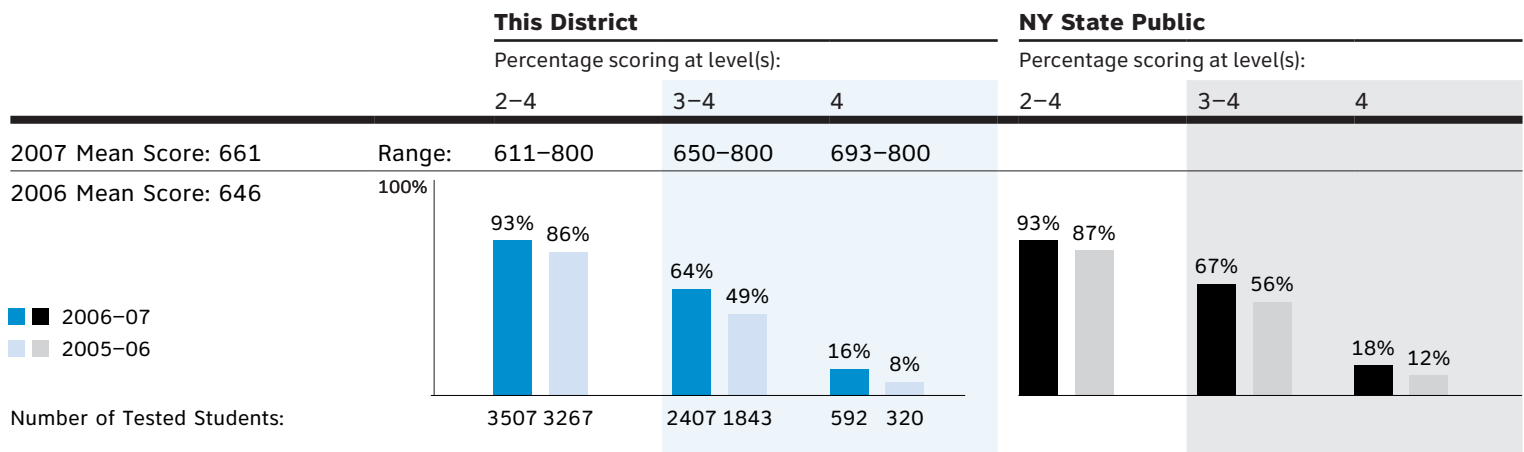
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### Other Assessments

	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 7 Equivalent	32	32	31	26	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	122	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>3767</b>	<b>93%</b>	<b>64%</b>	<b>16%</b>	<b>3796</b>	<b>86%</b>	<b>49%</b>	<b>8%</b>
Female	1781	93%	65%	17%	1887	88%	50%	9%
Male	1986	93%	63%	15%	1909	84%	47%	8%
American Indian or Alaska Native	4	—	—	—	10	90%	60%	10%
Black or African American	140	—	—	—	147	73%	27%	1%
Hispanic or Latino	2303	92%	56%	8%	2321	83%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	734	96%	84%	38%	719	95%	74%	22%
White	586	95%	73%	22%	599	91%	61%	13%
Multiracial								
Small Group Totals	144	84%	42%	4%				
General-Education Students	3396	95%	68%	17%	3428	89%	52%	9%
Students with Disabilities	371	74%	23%	1%	368	56%	12%	1%
English Proficient	3077	96%	70%	18%	3036	90%	55%	10%
Limited English Proficient	690	80%	35%	3%	760	70%	23%	1%
Economically Disadvantaged	3323	93%	63%	15%	3254	89%	52%	9%
Not Disadvantaged	444	95%	73%	24%	542	67%	30%	7%
Migrant								
Not Migrant	3767	93%	64%	16%	3796	86%	49%	8%

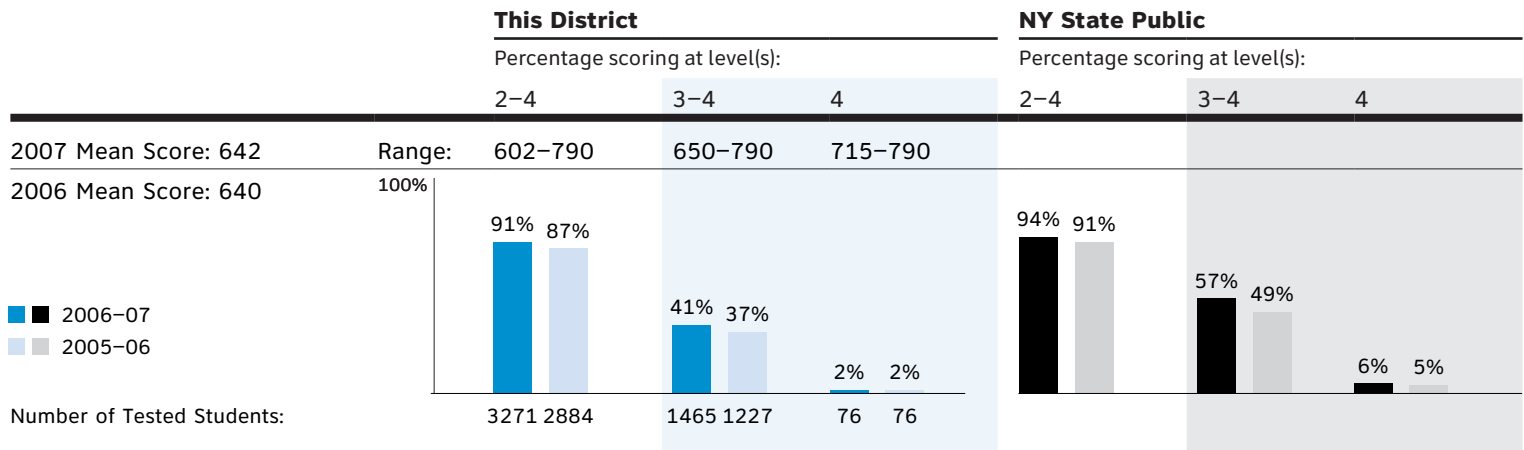
#### NOTES

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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 7 Equivalent	32	31	28	24	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3613</b>	<b>91%</b>	<b>41%</b>	<b>2%</b>	<b>3301</b>	<b>87%</b>	<b>37%</b>	<b>2%</b>
Female	1820	92%	47%	2%	1606	89%	41%	3%
Male	1793	89%	34%	2%	1695	86%	34%	2%
American Indian or Alaska Native	6	—	—	—	3	—	—	—
Black or African American	127	90%	35%	2%	140	—	—	—
Hispanic or Latino	2195	89%	32%	1%	1912	84%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	706	92%	57%	5%	648	94%	59%	5%
White	578	96%	54%	4%	598	92%	46%	3%
Multiracial	1	—	—	—				
Small Group Totals	7	100%	43%	0%	143	84%	26%	1%
General-Education Students	3267	93%	44%	2%	3005	91%	40%	3%
Students with Disabilities	346	71%	8%	0%	296	52%	4%	0%
English Proficient	3023	97%	48%	3%	3011	92%	41%	3%
Limited English Proficient	590	60%	4%	0%	290	41%	2%	0%
Economically Disadvantaged	3113	90%	38%	2%	2837	91%	40%	2%
Not Disadvantaged	500	95%	57%	4%	464	66%	20%	3%
Migrant								
Not Migrant	3613	91%	41%	2%	3301	87%	37%	2%

#### NOTES

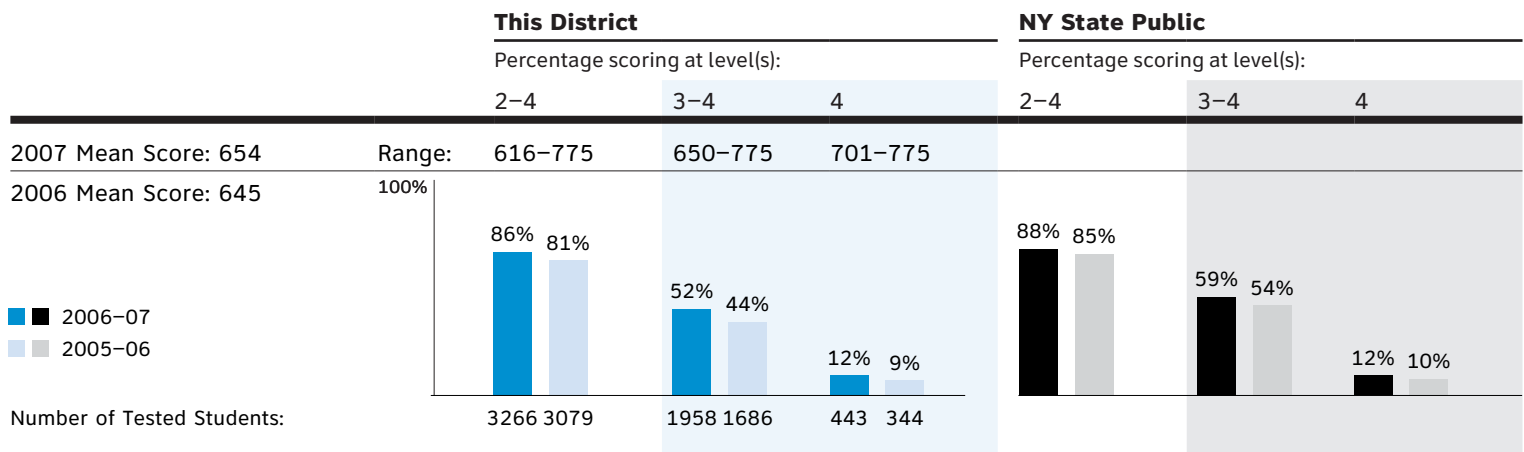
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### Other Assessments

	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 8 Equivalent	34	34	32	27	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	158	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>3779</b>	<b>86%</b>	<b>52%</b>	<b>12%</b>	<b>3803</b>	<b>81%</b>	<b>44%</b>	<b>9%</b>
Female	1894	87%	53%	13%	1850	82%	44%	9%
Male	1885	86%	51%	11%	1953	80%	44%	9%
American Indian or Alaska Native	6	—	—	—	4	—	—	—
Black or African American	138	72%	30%	3%	143	—	—	—
Hispanic or Latino	2284	83%	42%	5%	2217	76%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	757	96%	78%	34%	790	95%	75%	28%
White	593	90%	60%	12%	649	84%	48%	7%
Multiracial	1	—	—	—				
Small Group Totals	7	86%	57%	0%	147	68%	24%	1%
General-Education Students	3439	89%	56%	13%	3498	84%	47%	10%
Students with Disabilities	340	56%	12%	0%	305	50%	10%	1%
English Proficient	3034	90%	57%	14%	3026	85%	49%	11%
Limited English Proficient	745	73%	32%	3%	777	63%	27%	2%
Economically Disadvantaged	3275	86%	50%	11%	3327	84%	48%	10%
Not Disadvantaged	504	91%	62%	17%	476	60%	21%	3%
Migrant								
Not Migrant	3779	86%	52%	12%	3803	81%	44%	9%

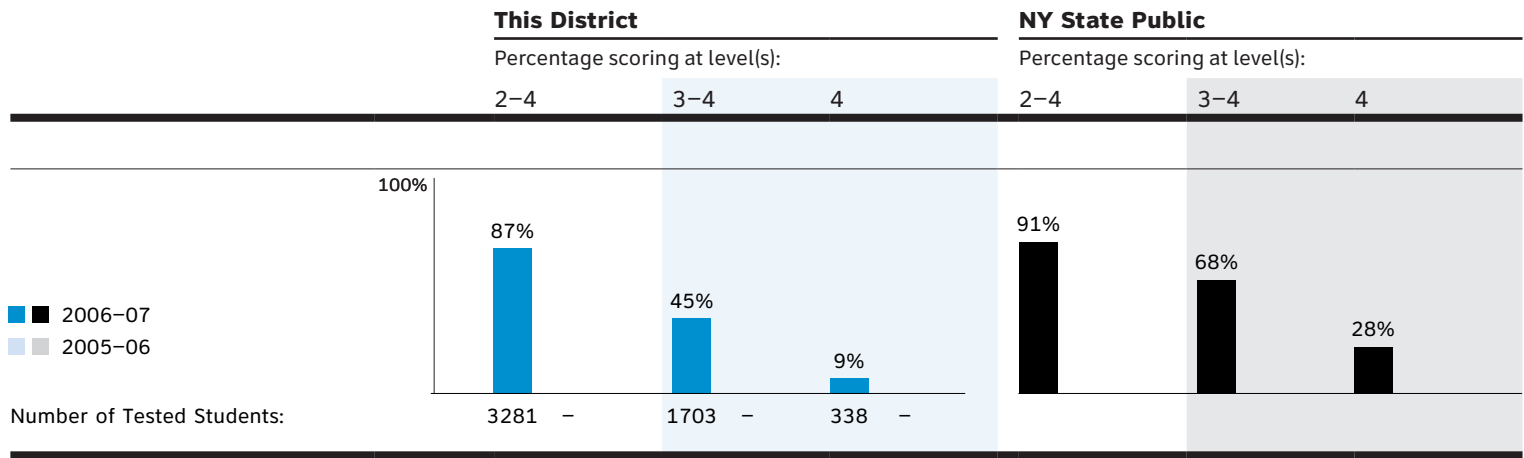
#### NOTES

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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 8 Equivalent	34	34	33	23	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>3772</b>	<b>87%</b>	<b>45%</b>	<b>9%</b>	<b>3723</b>	<b>86%</b>	<b>45%</b>	<b>7%</b>
Female	1884	88%	44%	9%	1818	86%	42%	6%
Male	1888	86%	46%	9%	1905	85%	48%	8%
American Indian or Alaska Native	6	-	-	-	3	-	-	-
Black or African American	137	78%	32%	4%	143	-	-	-
Hispanic or Latino	2268	85%	36%	4%	2159	82%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	767	92%	68%	22%	791	92%	65%	17%
White	593	91%	55%	11%	627	92%	55%	8%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	7	100%	43%	0%	146	77%	29%	3%
General-Education Students	3429	90%	48%	10%	3432	88%	48%	8%
Students with Disabilities	343	62%	16%	2%	291	62%	15%	1%
English Proficient	3019	92%	53%	11%	2987	91%	53%	9%
Limited English Proficient	753	68%	15%	0%	736	64%	15%	0%
Economically Disadvantaged	3261	86%	43%	8%	3261	88%	48%	8%
Not Disadvantaged	511	91%	61%	15%	462	72%	26%	2%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	3772	87%	45%	9%	3723	86%	45%	7%

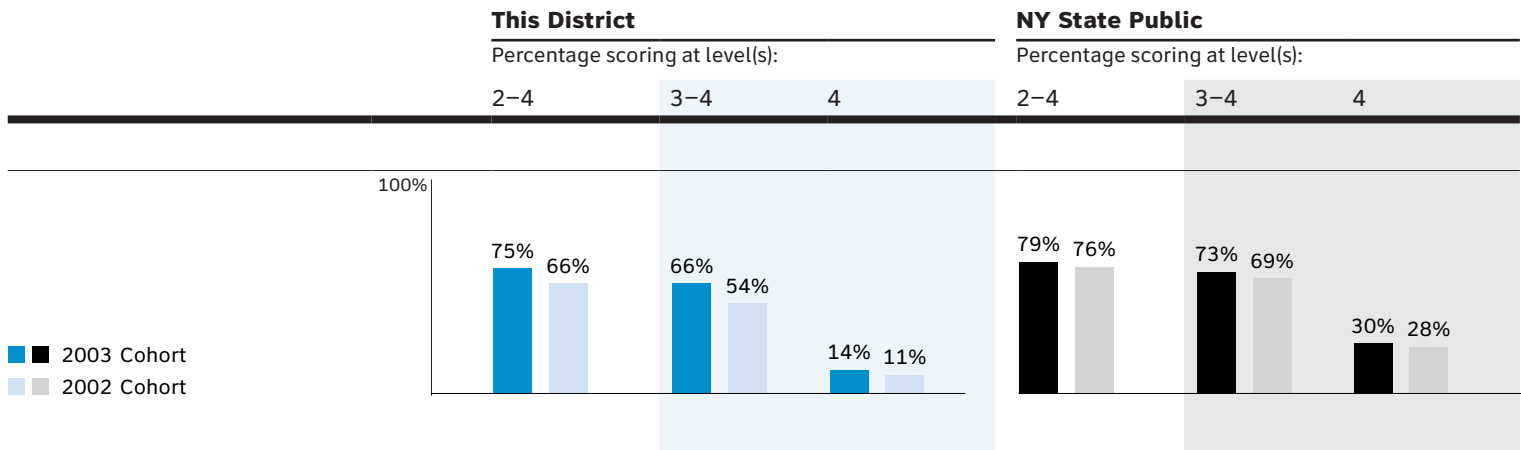
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### Other Assessments

	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	34	34	31	27	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0	-	-	-	1	-	-	-

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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3273</b>	<b>75%</b>	<b>66%</b>	<b>14%</b>	<b>3008</b>	<b>66%</b>	<b>54%</b>	<b>11%</b>
Female	1340	80%	70%	14%	1301	70%	58%	10%
Male	1933	71%	63%	14%	1707	62%	51%	12%
American Indian or Alaska Native	7	71%	71%	29%	2	—	—	—
Black or African American	291	78%	72%	16%	241	—	—	—
Hispanic or Latino	1958	71%	61%	10%	1748	64%	53%	9%
Asian or Native Hawaiian/Other Pacific Islander	554	86%	79%	23%	495	74%	60%	14%
White	446	73%	65%	20%	522	63%	54%	15%
Multiracial	17	88%	88%	12%				
Small Group Totals					243	65%	51%	11%
General-Education Students	3000	79%	70%	16%	2733	70%	58%	12%
Students with Disabilities	273	25%	17%	0%	275	21%	12%	1%
English Proficient	2901	76%	68%	16%	2239	71%	62%	14%
Limited English Proficient	372	66%	47%	3%	769	50%	32%	2%
Economically Disadvantaged	2639	76%	67%	14%	2297	67%	55%	11%
Not Disadvantaged	634	67%	59%	16%	711	60%	51%	11%
Migrant								
Not Migrant					3008	66%	54%	11%

#### NOTES

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### Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				12	12	10	9

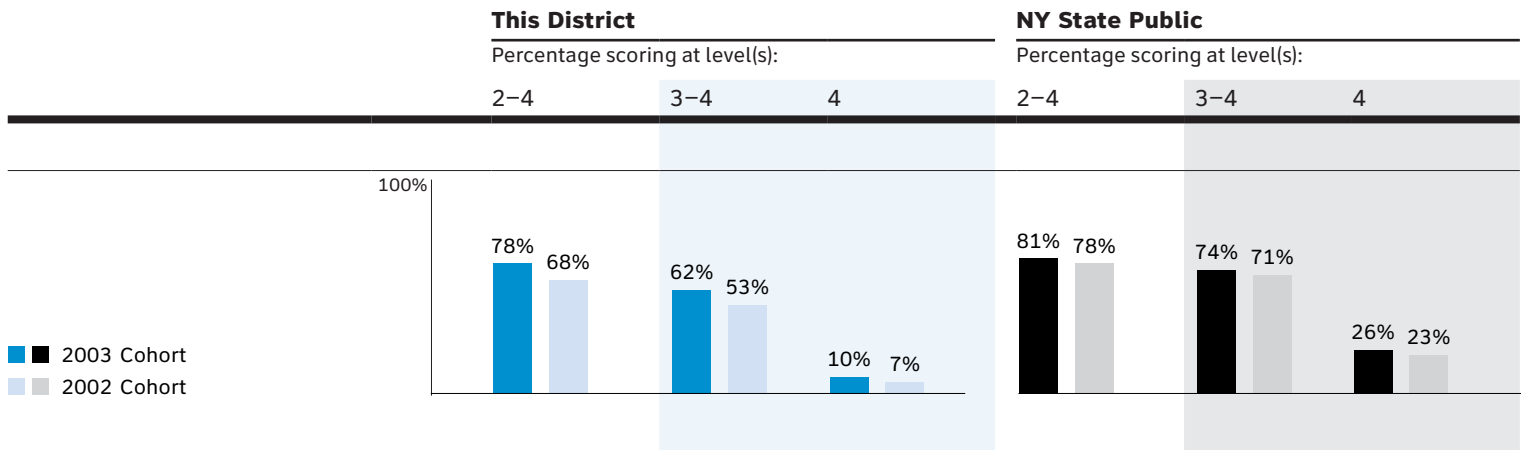
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred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

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

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



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



### Results by Student Group

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	3273	78%	62%	10%	3008	68%	53%	7%
Female	1340	82%	63%	9%	1301	71%	53%	7%
Male	1933	75%	62%	11%	1707	66%	54%	7%
American Indian or Alaska Native	7	71%	71%	14%	2	–	–	–
Black or African American	291	77%	61%	5%	241	–	–	–
Hispanic or Latino	1958	74%	56%	5%	1748	65%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	554	91%	83%	25%	495	83%	74%	22%
White	446	78%	64%	14%	522	66%	55%	8%
Multiracial	17	88%	76%	0%				
Small Group Totals					243	61%	43%	4%
General-Education Students	3000	83%	67%	11%	2733	73%	58%	8%
Students with Disabilities	273	26%	13%	0%	275	19%	12%	0%
English Proficient	2901	78%	63%	10%	2239	70%	57%	8%
Limited English Proficient	372	80%	53%	8%	769	63%	44%	6%
Economically Disadvantaged	2639	80%	63%	10%	2297	70%	56%	8%
Not Disadvantaged	634	71%	58%	9%	711	61%	45%	6%
Migrant								
Not Migrant					3008	68%	53%	7%

#### NOTES

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### Other Assessments

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				17	17	16	12

\* 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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