



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #26**

District ID **34-26-00-01-0000**

Superintendent **ANITA SAUNDERS**

Telephone **(718) 631-6982**

Grades **K-12, UE, US**

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

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

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

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

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

## District Profile

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

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	393	385	438
Kindergarten	1369	1503	1373
Grade 1	1554	1433	1543
Grade 2	1540	1539	1470
Grade 3	1638	1541	1579
Grade 4	1693	1642	1587
Grade 5	1729	1711	1678
Grade 6	1893	1888	1861
Ungraded Elementary	446	449	518
Grade 7	2030	1923	1860
Grade 8	1996	2043	1915
Grade 9	4899	4496	4555
Grade 10	4734	4758	4670
Grade 11	3358	3679	3903
Grade 12	2754	2773	3075
Ungraded Secondary	868	829	866
<b>Total K-12</b>	<b>32501</b>	<b>32207</b>	<b>32453</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	25	25	25
<b>Grade 8</b>			
English	32	33	33
Mathematics	32	33	33
Science	32	32	33
Social Studies	33	32	33
<b>Grade 10</b>			
English	31	31	30
Mathematics	30	31	32
Science	32	31	32
Social Studies	32	31	31

### Enrollment Information

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

### Average Class Size Information

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

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## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	7041	22%	7598	24%	8729	27%
Reduced-Price Lunch	3839	12%	4088	13%	4132	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2528	8%	2506	8%	2580	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	72	0%	71	0%	67	0%
Black or African American	5895	18%	5710	18%	5539	17%
Hispanic or Latino	4636	14%	4612	14%	4761	15%
Asian or Native Hawaiian/Other Pacific Islander	14508	45%	14803	46%	15330	47%
White	7390	23%	7011	22%	6756	21%
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	887	3%	569	2%	863	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.

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## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	1799	1849	1910
Percent with No Valid Teaching Certificate	3%	2%	3%
Percent Teaching Out of Certification	11%	8%	9%
Percent with Fewer Than Three Years of Experience	13%	11%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	54%	54%
<b>Total Number of Core Classes*</b>	N/A	6798	4962
Percent Not Taught by Highly Qualified Teachers	N/A	6%	8%
<b>Total Number of Classes</b>	5955	6055	6290
Percent Taught by Teachers Without Appropriate Certification	13%	9%	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%	12%	11%
Turnover Rate of All Teachers	16%	13%	10%

## 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)

#### ■ Good Standing

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

### Title I Part A Funding

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

2005-06	2006-07	2007-08
NO	NO	NO

### 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	✓	✓	✓	✓ <sup>SH</sup>	✓	✓
Economically Disadvantaged	✓	✓	✓	✓	✓	✓
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

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

**Accountability Measures** 8 of 8 Student groups making AYP in English Language Arts  
✓ Made AYP

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

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

Student Group (Total: Continuous Enrollment) <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> (10885:10447)	✓	✓	99%	✓	182	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (18:18)	—	—	—	—	—	—	—	
Black or African American (855:825)	✓	✓	99%	✓	172	118		
Hispanic or Latino (1282:1228)	✓	✓	99%	✓	172	119		
Asian or Native Hawaiian/Other Pacific Islander (6004:5718)	✓	✓	100%	✓	185	121		
White (2721:2654)	✓	✓	99%	✓	182	120		
Multiracial (5:4)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1315:1247)	✓	✓	97%	✓	139	119		
Limited English Proficient <sup>5</sup> (776:979)	✓	✓	99%	✓	147	118		
Economically Disadvantaged (5433:5119)	✓	✓	99%	✓	175	120		
<b>Final AYP Determination</b>	✓	8 of 8						

#### 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.
- ‡ 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** ■ Good Standing  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
✓ Made AYP

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08	
<b>All Students</b> (10911:10502)	✓	✓	99%	✓	191	85		
<b>Ethnicity</b>								
American Indian or Alaska Native (18:18)	—	—	—	—	—	—	—	
Black or African American (848:818)	✓	✓	99%	✓	177	82		
Hispanic or Latino (1287:1218)	✓	✓	99%	✓	182	83		
Asian or Native Hawaiian/Other Pacific Islander (6023:5802)	✓	✓	100%	✓	195	85		
White (2730:2641)	✓	✓	99%	✓	188	84		
Multiracial (5:5)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1313:1225)	✓	✓	96%	✓	164	83		
Limited English Proficient <sup>5</sup> (792:1103)	✓	✓	98%	✓	184	83		
Economically Disadvantaged (5444:5167)	✓	✓	99%	✓	188	84		
<b>Final AYP Determination</b>	✓	8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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> (3659:2960)	<span style="color: green;">✓</span>	Qualified	<span style="color: green;">✓</span>	84%	<span style="color: green;">✓</span>	184	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	—
Black or African American (299:254)		Qualified	<span style="color: green;">✓</span>	87%	<span style="color: green;">✓</span>	170	100	
Hispanic or Latino (428:361)		Qualified	<span style="color: green;">✓</span>	89%	<span style="color: green;">✓</span>	175	100	
Asian or Native Hawaiian/Other Pacific Islander (2042:1579)		Qualified	<span style="color: green;">✓</span>	81%	<span style="color: green;">✓</span>	187	100	
White (886:762)		Qualified	<span style="color: green;">✓</span>	88%	<span style="color: green;">✓</span>	186	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (441:408)		Qualified	<span style="color: green;">✓</span>	94%	<span style="color: green;">✓</span>	158	100	
Limited English Proficient <sup>4</sup> (283:343)		Qualified	<span style="color: green;">✓</span>	94%	<span style="color: green;">✓</span>	164	100	
Economically Disadvantaged (1837:1478)		Qualified	<span style="color: green;">✓</span>	85%	<span style="color: green;">✓</span>	179	100	
<b>Final AYP Determination</b>	<span style="color: green;">✓</span>	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
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

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

**Accountability Measures** 8 of 8 Student groups making AYP in English Language Arts  
✓ Made AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students</b> (3275:3670)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	181	157	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:2)	—	—	—	—	—	—	—
Black or African American (759:891)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	176	155	
Hispanic or Latino (451:522)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	99%	<span style="color: green;">✓</span>	174	154	
Asian or Native Hawaiian/Other Pacific Islander (1405:1550)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	182	156	
White (632:678)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	189	155	
Multiracial (23:27)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (66:77)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	97%	<span style="color: green;">✓</span>	152	148	
Limited English Proficient <sup>4</sup> (97:390)	<span style="color: green;">✓</span> SH	<span style="color: green;">✓</span>	99%	<span style="color: green;">✓</span> SH	146	153	107    151
Economically Disadvantaged (1128:1332)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	175	156	
<b>Final AYP Determination</b>	<span style="color: green;">✓</span> 8 of 8						

#### NOTES

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

## Secondary-Level Mathematics

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

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
✓ Made AYP

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

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students</b> (3275:3670)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	99%	<span style="color: green;">✓</span>	187	150	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:2)	—	—	—	—	—	—	—
Black or African American (759:891)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	177	148	
Hispanic or Latino (451:522)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	98%	<span style="color: green;">✓</span>	178	147	
Asian or Native Hawaiian/Other Pacific Islander (1405:1550)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	195	149	
White (632:678)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	99%	<span style="color: green;">✓</span>	189	148	
Multiracial (23:27)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (66:77)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	97%	<span style="color: green;">✓</span>	155	141	
Limited English Proficient <sup>4</sup> (97:390)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	188	146	
Economically Disadvantaged (1128:1332)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	100%	<span style="color: green;">✓</span>	186	149	
<b>Final AYP Determination</b>	<span style="color: green;">✓</span> 8 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
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (3381)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	76%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (5)		–	–	–		
Black or African American (753)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	66%	55%		
Hispanic or Latino (524)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	70%	55%		
Asian or Native Hawaiian/Other Pacific Islander (1409)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	81%	55%		
White (690)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	80%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (174)		<span style="color: red;">✗</span>	27%	55%	43%	28%
Limited English Proficient <sup>3</sup> (0)						
Economically Disadvantaged (682)	<span style="color: green;">✓</span>	<span style="color: green;">✓</span>	73%	55%		
<b>Final AYP Determination</b>	<span style="color: green;">✓</span>	1 of 1				

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

## 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

28 schools identified 90% of total

BENJAMIN N CARDOZO HIGH SCHOOL

IRWIN ALTMAN MIDDLE SCHOOL 172

JHS 158 MARIE CURIE

JHS 67 LOUIS PASTEUR

JHS 74 NATHANIEL HAWTHORNE

MARTIN VAN BUREN HIGH SCHOOL

PS 115 GLEN OAKS SCHOOL

PS 133

PS 159

PS 162 JOHN GOLDEN SCHOOL

PS 173 FRESH MEADOW SCHOOL

PS 178 HOLLISWOOD SCHOOL

PS 18 WINCHESTER SCHOOL

PS 186 CASTLEWOOD SCHOOL

PS 188 KINGSBURY SCHOOL

PS 191 MAYFLOWER SCHOOL

PS 203 OAKLAND GARDENS SCHOOL

PS 205 ALEXANDER GRAHAM BELL SCHOOL

PS 213 CARL ULMAN SCHOOL

PS 221 NORTH HILLS SCHOOL

PS 26 RUFUS KING SCHOOL

PS 31 BAYSIDE SCHOOL

PS 41 CROCHERON SCHOOL

PS 46 ALLEY POND SCHOOL

PS 94 DAVID D PORTER SCHOOL

PS 98 DOUGLASTON SCHOOL

PS/IS 266

QUEENS HIGH SCHOOL OF TEACHING

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

1 school identified 3% of total

BAYSIDE HIGH SCHOOL

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

1 school identified 3% of total

JHS 216 GEORGE J RYAN JUNIOR HIGH SCHOOL

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

1 school identified 3% of total















FRANCIS LEWIS HIGH SCHOOL


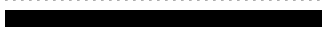
District NEW YORK CITY GEOGRAPHIC DISTRICT #26

District ID 34-26-00-01-0000

## 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	84%			1595
Grade 4	87%			1619
Grade 5	88%			1693
Grade 6	84%			1869
Grade 7	77%			1853
Grade 8	78%			1916
<b>Mathematics</b>				
Grade 3	97%			1629
Grade 4	96%			1648
Grade 5	95%			1721
Grade 6	92%			1915
Grade 7	88%			1875
Grade 8	82%			1952
<b>Science</b>				
Grade 4	95%			1556
Grade 8	74%			1489

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	82%			4109
Mathematics	85%			4109

### 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.

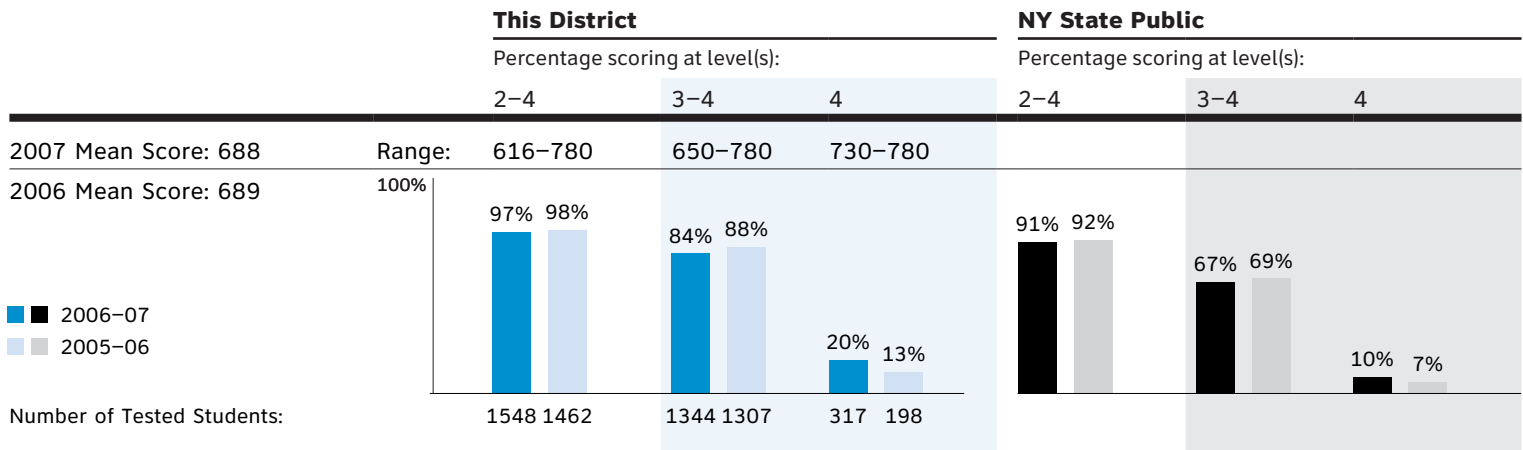
### This District's N/RC Category:

#### 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>1595</b>	<b>97%</b>	<b>84%</b>	<b>20%</b>	<b>1492</b>	<b>98%</b>	<b>88%</b>	<b>13%</b>
Female	755	98%	88%	22%	734	99%	90%	16%
Male	840	96%	81%	18%	758	97%	85%	11%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	102	98%	76%	9%	104	-	-	-
Hispanic or Latino	188	94%	74%	12%	166	96%	83%	6%
Asian or Native Hawaiian/Other Pacific Islander	860	98%	87%	23%	782	99%	91%	15%
White	437	95%	86%	20%	439	98%	87%	13%
Multiracial	3	-	-	-				
Small Group Totals	8	100%	88%	0%	105	96%	73%	10%
General-Education Students	1392	99%	89%	22%	1289	100%	92%	15%
Students with Disabilities	203	83%	54%	4%	203	88%	57%	2%
English Proficient	1474	98%	87%	21%	1471	98%	88%	13%
Limited English Proficient	121	87%	50%	1%	21	71%	33%	0%
Economically Disadvantaged	716	96%	79%	14%	488	99%	90%	13%
Not Disadvantaged	879	98%	89%	24%	1004	97%	86%	14%
Migrant								
Not Migrant	1595	97%	84%	20%	1492	98%	88%	13%

#### NOTES

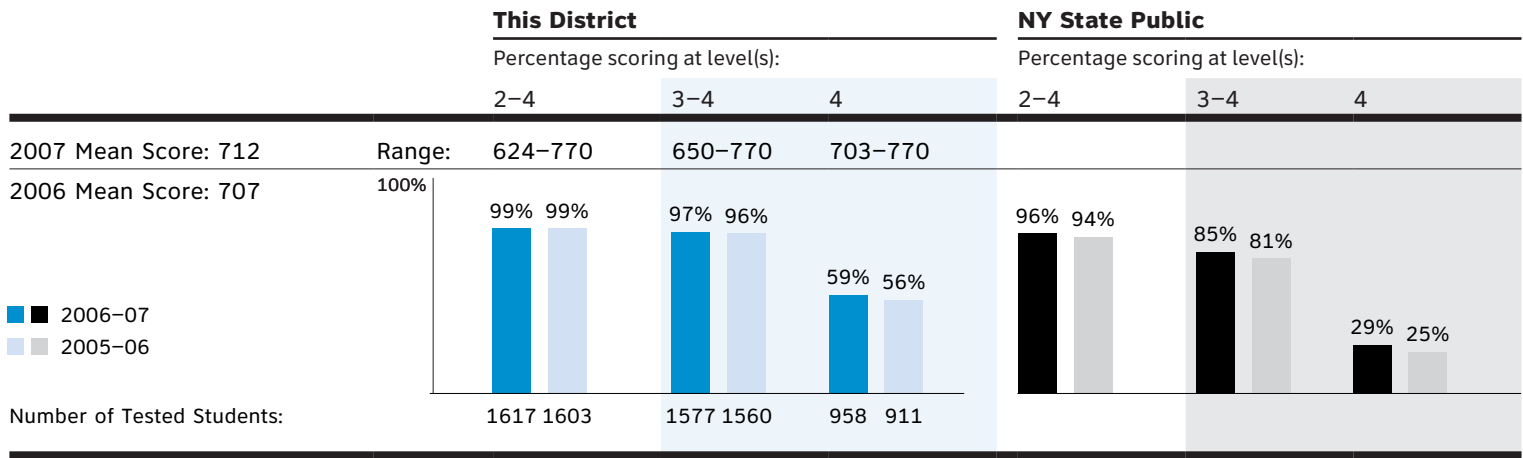
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	16	16	15	12	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	29	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>1629</b>	<b>99%</b>	<b>97%</b>	<b>59%</b>	<b>1617</b>	<b>99%</b>	<b>96%</b>	<b>56%</b>
Female	772	99%	97%	60%	782	99%	97%	57%
Male	857	99%	97%	58%	835	99%	96%	55%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	101	100%	98%	40%	108	-	-	-
Hispanic or Latino	193	98%	91%	39%	185	99%	91%	43%
Asian or Native Hawaiian/Other Pacific Islander	886	100%	99%	69%	877	99%	98%	66%
White	441	99%	95%	52%	446	99%	97%	49%
Multiracial	3	-	-	-				
Small Group Totals	8	100%	100%	63%	109	98%	90%	28%
General-Education Students	1426	100%	99%	63%	1397	100%	99%	61%
Students with Disabilities	203	95%	84%	28%	220	96%	81%	25%
English Proficient	1477	100%	98%	62%	1483	100%	97%	59%
Limited English Proficient	152	97%	89%	31%	134	95%	87%	25%
Economically Disadvantaged	742	99%	95%	52%	575	99%	98%	58%
Not Disadvantaged	887	100%	98%	65%	1042	99%	95%	55%
Migrant								
Not Migrant	1629	99%	97%	59%	1617	99%	96%	56%

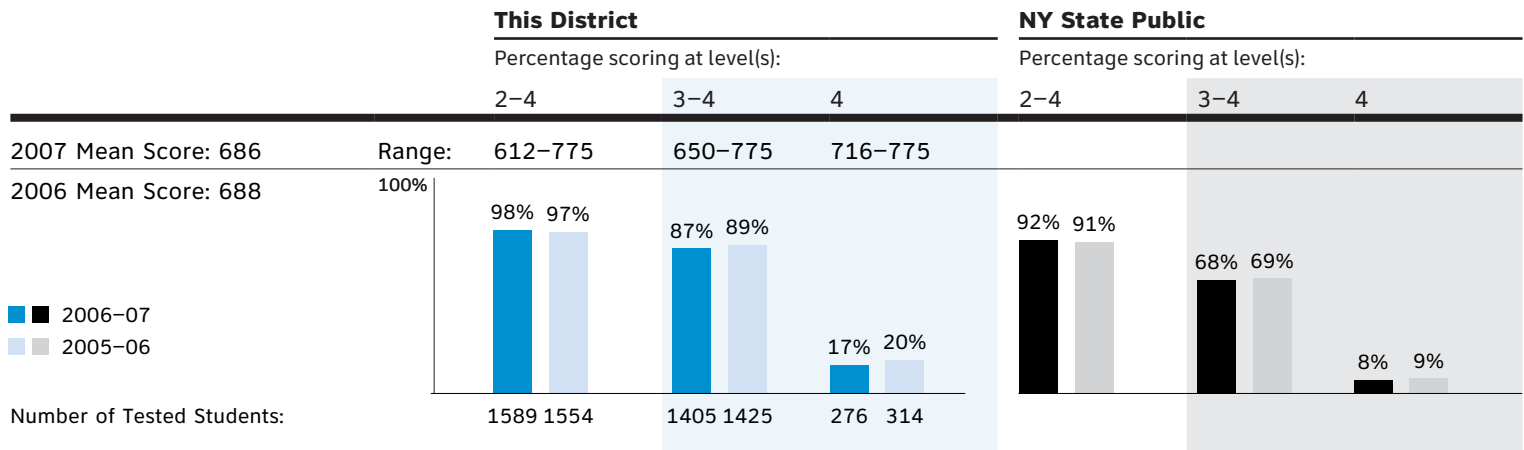
### NOTES

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	16	16	14	14	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>1619</b>	<b>98%</b>	<b>87%</b>	<b>17%</b>	<b>1594</b>	<b>97%</b>	<b>89%</b>	<b>20%</b>
Female	796	99%	90%	21%	787	98%	91%	22%
Male	823	98%	84%	13%	807	97%	88%	17%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	110	-	-	-	115	-	-	-
Hispanic or Latino	192	97%	79%	10%	190	97%	82%	12%
Asian or Native Hawaiian/Other Pacific Islander	892	99%	90%	21%	828	99%	94%	24%
White	424	98%	87%	15%	458	95%	86%	18%
Multiracial								
Small Group Totals	111	95%	75%	10%	118	94%	79%	11%
General-Education Students	1381	100%	93%	20%	1362	100%	95%	23%
Students with Disabilities	238	89%	50%	2%	232	83%	56%	1%
English Proficient	1526	99%	89%	18%	1576	98%	90%	20%
Limited English Proficient	93	86%	47%	1%	18	72%	22%	0%
Economically Disadvantaged	783	97%	82%	14%	547	100%	93%	17%
Not Disadvantaged	836	99%	91%	20%	1047	96%	87%	21%
Migrant								
Not Migrant	1619	98%	87%	17%	1594	97%	89%	20%

#### NOTES

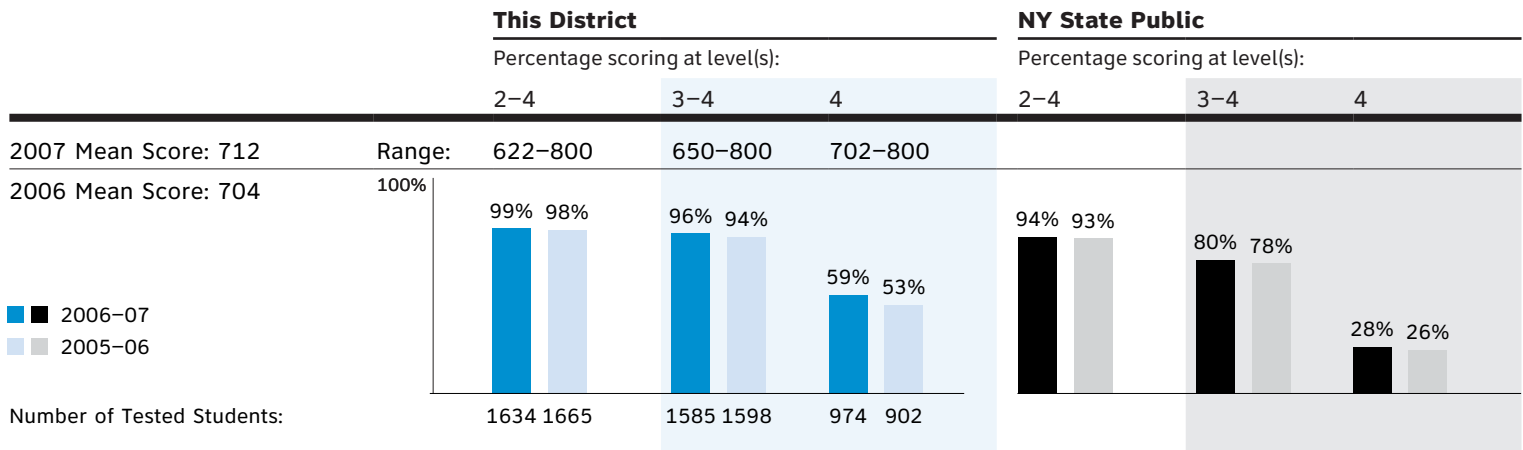
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	12	10	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	30	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>1648</b>	<b>99%</b>	<b>96%</b>	<b>59%</b>	<b>1704</b>	<b>98%</b>	<b>94%</b>	<b>53%</b>
Female	809	99%	96%	58%	837	97%	93%	51%
Male	839	99%	96%	60%	867	98%	94%	55%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	110	-	-	-	118	-	-	-
Hispanic or Latino	193	99%	94%	37%	208	96%	89%	29%
Asian or Native Hawaiian/Other Pacific Islander	915	100%	98%	71%	910	99%	98%	64%
White	429	99%	96%	52%	465	96%	91%	48%
Multiracial								
Small Group Totals	111	96%	85%	30%	121	96%	83%	29%
General-Education Students	1408	100%	98%	66%	1458	99%	97%	59%
Students with Disabilities	240	95%	84%	21%	246	88%	74%	17%
English Proficient	1527	99%	97%	62%	1588	98%	95%	55%
Limited English Proficient	121	96%	90%	27%	116	90%	75%	19%
Economically Disadvantaged	801	99%	95%	54%	605	99%	96%	54%
Not Disadvantaged	847	100%	98%	64%	1099	97%	93%	53%
Migrant								
Not Migrant	1648	99%	96%	59%	1704	98%	94%	53%

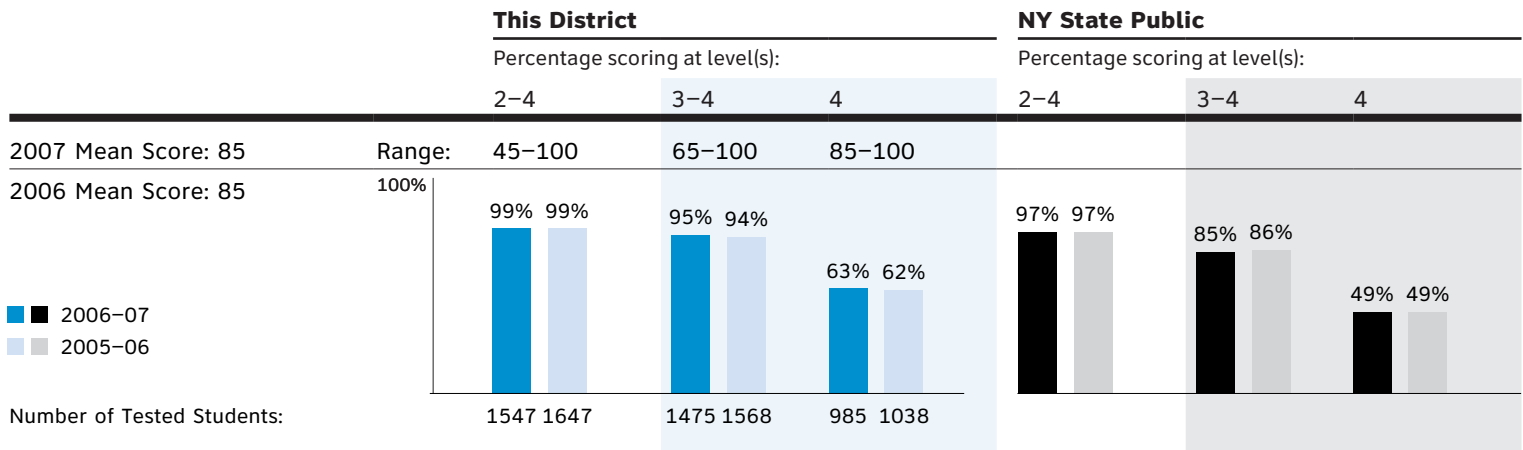
### NOTES

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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	12	12	12	11	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>1556</b>	<b>99%</b>	<b>95%</b>	<b>63%</b>	<b>1664</b>	<b>99%</b>	<b>94%</b>	<b>62%</b>
Female	753	100%	95%	64%	813	99%	94%	61%
Male	803	99%	94%	63%	851	99%	94%	64%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	98	-	-	-	113	-	-	-
Hispanic or Latino	179	100%	91%	46%	202	99%	92%	47%
Asian or Native Hawaiian/Other Pacific Islander	859	99%	96%	69%	899	99%	96%	66%
White	419	99%	95%	62%	447	99%	94%	66%
Multiracial								
Small Group Totals	99	99%	93%	49%	116	97%	82%	45%
General-Education Students	1330	100%	97%	69%	1427	100%	96%	68%
Students with Disabilities	226	98%	80%	32%	237	95%	83%	30%
English Proficient	1441	100%	96%	66%	1550	99%	96%	65%
Limited English Proficient	115	95%	78%	30%	114	94%	75%	22%
Economically Disadvantaged	735	99%	93%	55%	600	100%	94%	59%
Not Disadvantaged	821	100%	96%	71%	1064	99%	94%	64%
Migrant								
Not Migrant	1556	99%	95%	63%	1664	99%	94%	62%

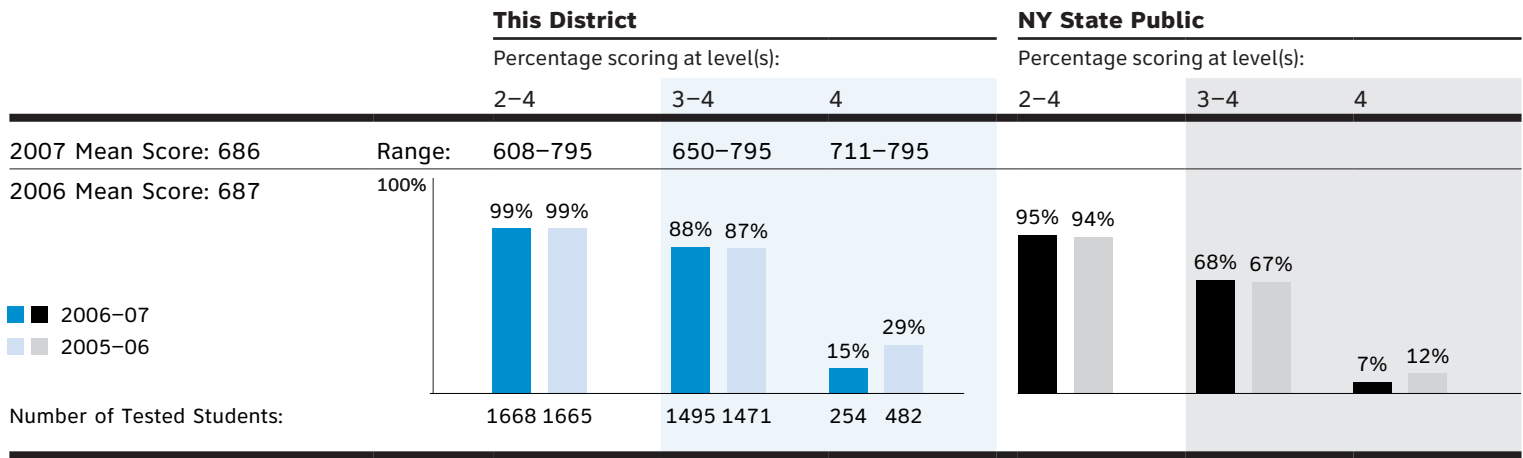
### NOTES

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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	13	12	11	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>1693</b>	<b>99%</b>	<b>88%</b>	<b>15%</b>	<b>1688</b>	<b>99%</b>	<b>87%</b>	<b>29%</b>
Female	824	99%	90%	17%	828	99%	88%	30%
Male	869	98%	86%	13%	860	99%	87%	27%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	113	-	-	-	139	-	-	-
Hispanic or Latino	205	98%	81%	10%	192	98%	81%	21%
Asian or Native Hawaiian/Other Pacific Islander	914	99%	90%	16%	882	99%	91%	33%
White	458	98%	89%	16%	472	98%	86%	27%
Multiracial								
Small Group Totals	116	99%	84%	10%	142	99%	75%	17%
General-Education Students	1466	100%	92%	17%	1477	100%	92%	32%
Students with Disabilities	227	92%	61%	1%	211	91%	54%	1%
English Proficient	1624	99%	91%	16%	1658	99%	88%	29%
Limited English Proficient	69	84%	33%	0%	30	70%	20%	0%
Economically Disadvantaged	812	98%	85%	11%	597	100%	89%	25%
Not Disadvantaged	881	99%	92%	19%	1091	98%	86%	31%
Migrant								
Not Migrant	1693	99%	88%	15%	1688	99%	87%	29%

#### NOTES

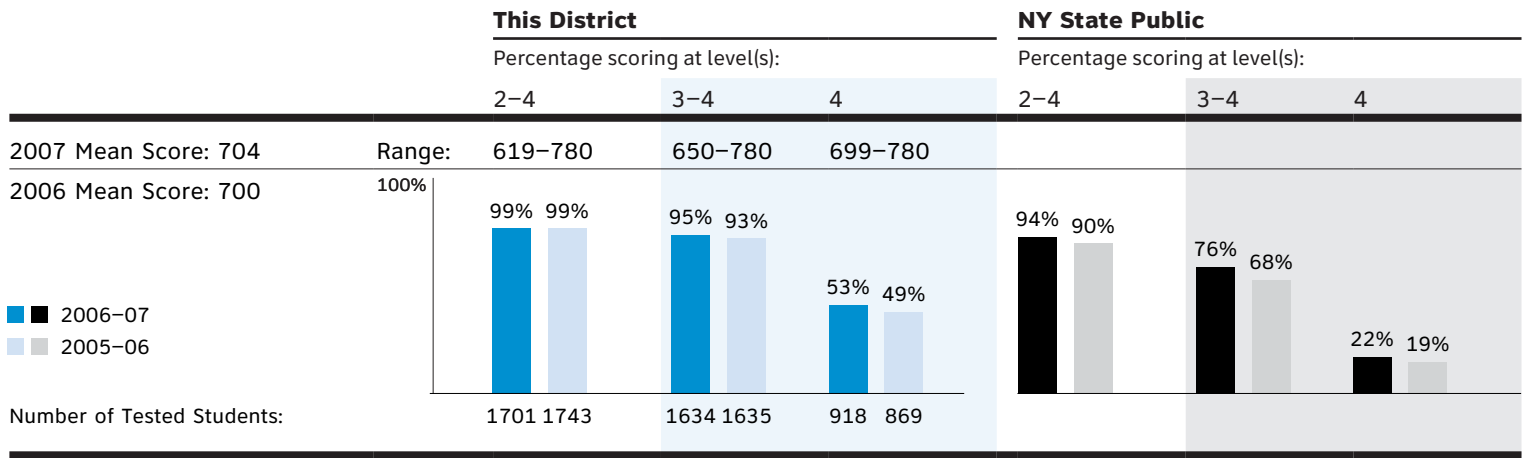
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### Other Assessments

	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 5 Equivalent	13	12	12	10	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	24	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>1721</b>	<b>99%</b>	<b>95%</b>	<b>53%</b>	<b>1767</b>	<b>99%</b>	<b>93%</b>	<b>49%</b>
Female	833	99%	96%	53%	865	99%	92%	49%
Male	888	99%	94%	54%	902	98%	93%	49%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	111	-	-	-	141	-	-	-
Hispanic or Latino	206	99%	90%	33%	198	98%	86%	30%
Asian or Native Hawaiian/Other Pacific Islander	942	99%	98%	64%	947	99%	97%	61%
White	459	98%	93%	46%	478	97%	90%	42%
Multiracial								
Small Group Totals	114	97%	87%	29%	144	99%	81%	22%
General-Education Students	1496	100%	98%	58%	1555	99%	95%	54%
Students with Disabilities	225	93%	76%	19%	212	92%	71%	12%
English Proficient	1625	99%	96%	55%	1668	99%	94%	51%
Limited English Proficient	96	94%	85%	24%	99	92%	76%	23%
Economically Disadvantaged	832	99%	94%	47%	652	100%	95%	49%
Not Disadvantaged	889	99%	96%	59%	1115	98%	91%	49%
Migrant								
Not Migrant	1721	99%	95%	53%	1767	99%	93%	49%

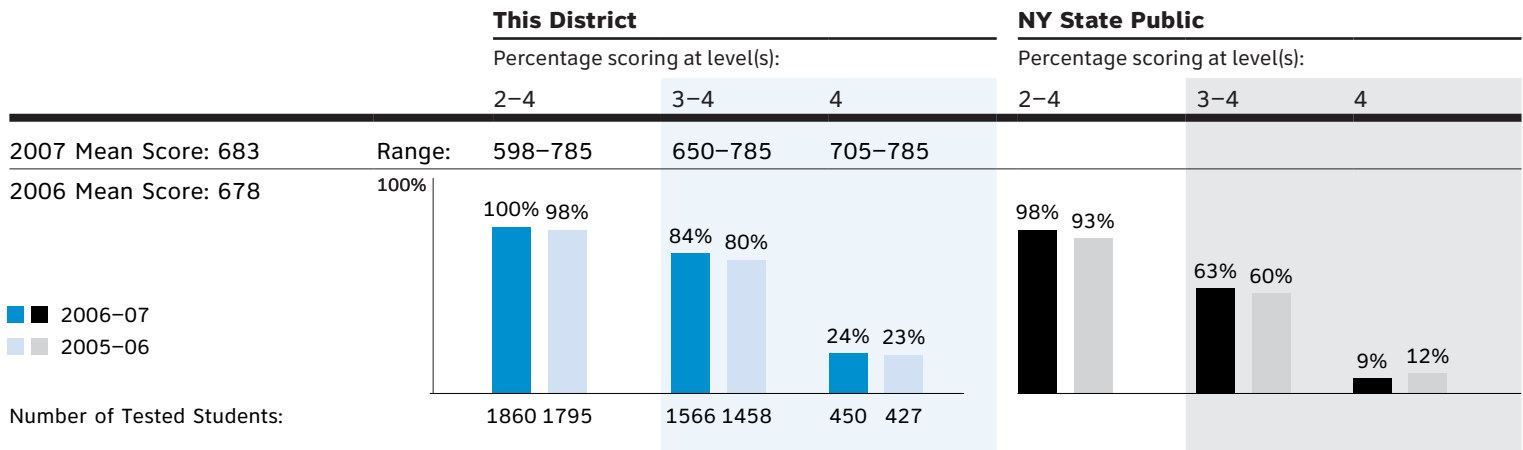
### NOTES

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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	13	13	11	11	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>1869</b>	<b>100%</b>	<b>84%</b>	<b>24%</b>	<b>1824</b>	<b>98%</b>	<b>80%</b>	<b>23%</b>
Female	911	100%	86%	27%	876	99%	82%	27%
Male	958	99%	82%	22%	948	98%	78%	20%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	163	-	-	-	152	-	-	-
Hispanic or Latino	216	99%	78%	16%	215	96%	69%	12%
Asian or Native Hawaiian/Other Pacific Islander	1025	100%	87%	28%	972	99%	86%	30%
White	461	99%	82%	21%	482	98%	77%	19%
Multiracial	1	-	-	-				
Small Group Totals	167	100%	75%	17%	155	99%	63%	11%
General-Education Students	1679	100%	89%	27%	1625	100%	85%	26%
Students with Disabilities	190	96%	38%	2%	199	87%	35%	2%
English Proficient	1798	100%	86%	25%	1805	99%	80%	24%
Limited English Proficient	71	96%	27%	0%	19	68%	26%	0%
Economically Disadvantaged	961	99%	78%	19%	688	100%	80%	18%
Not Disadvantaged	908	100%	90%	30%	1136	98%	80%	27%
Migrant								
Not Migrant	1869	100%	84%	24%	1824	98%	80%	23%

#### NOTES

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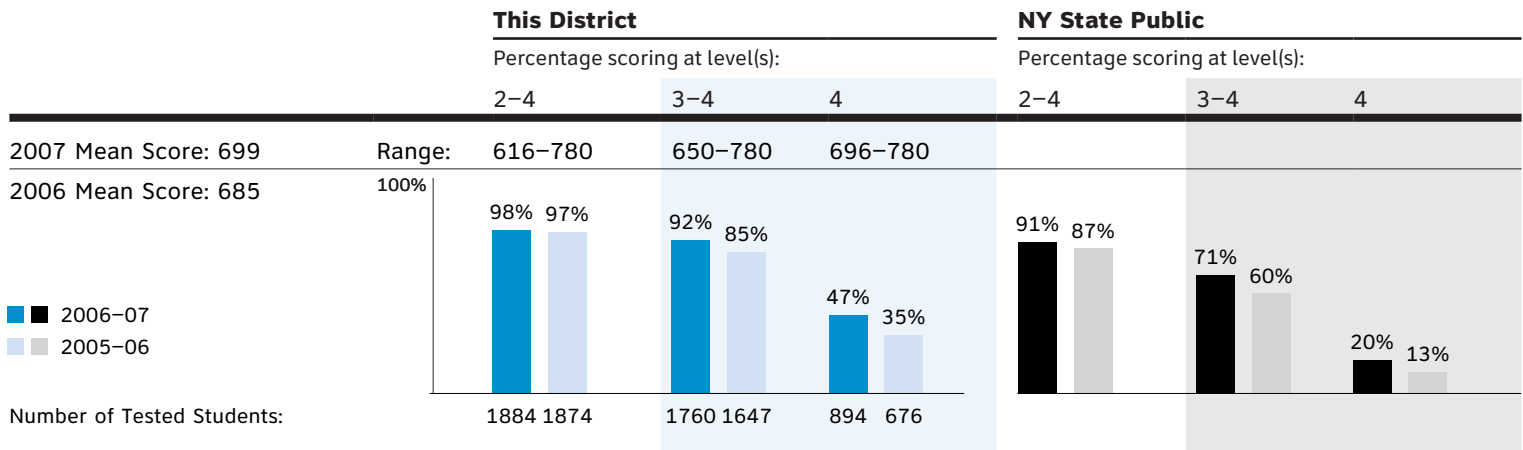
### Other Assessments

	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	10	10	10	9	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	37	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>1915</b>	<b>98%</b>	<b>92%</b>	<b>47%</b>	<b>1927</b>	<b>97%</b>	<b>85%</b>	<b>35%</b>
Female	928	98%	91%	46%	926	97%	85%	34%
Male	987	98%	92%	47%	1001	98%	86%	36%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	164	-	-	-	156	-	-	-
Hispanic or Latino	221	98%	83%	29%	221	92%	69%	18%
Asian or Native Hawaiian/Other Pacific Islander	1065	99%	96%	58%	1066	99%	93%	45%
White	461	97%	90%	37%	481	97%	83%	27%
Multiracial	1	-	-	-				
Small Group Totals	168	96%	83%	23%	159	95%	66%	17%
General-Education Students	1724	99%	95%	51%	1728	99%	90%	38%
Students with Disabilities	191	91%	63%	8%	199	83%	45%	7%
English Proficient	1800	99%	93%	48%	1818	98%	87%	36%
Limited English Proficient	115	92%	78%	22%	109	90%	68%	16%
Economically Disadvantaged	998	98%	90%	40%	769	99%	87%	31%
Not Disadvantaged	917	99%	94%	54%	1158	96%	84%	38%
Migrant								
Not Migrant	1915	98%	92%	47%	1927	97%	85%	35%

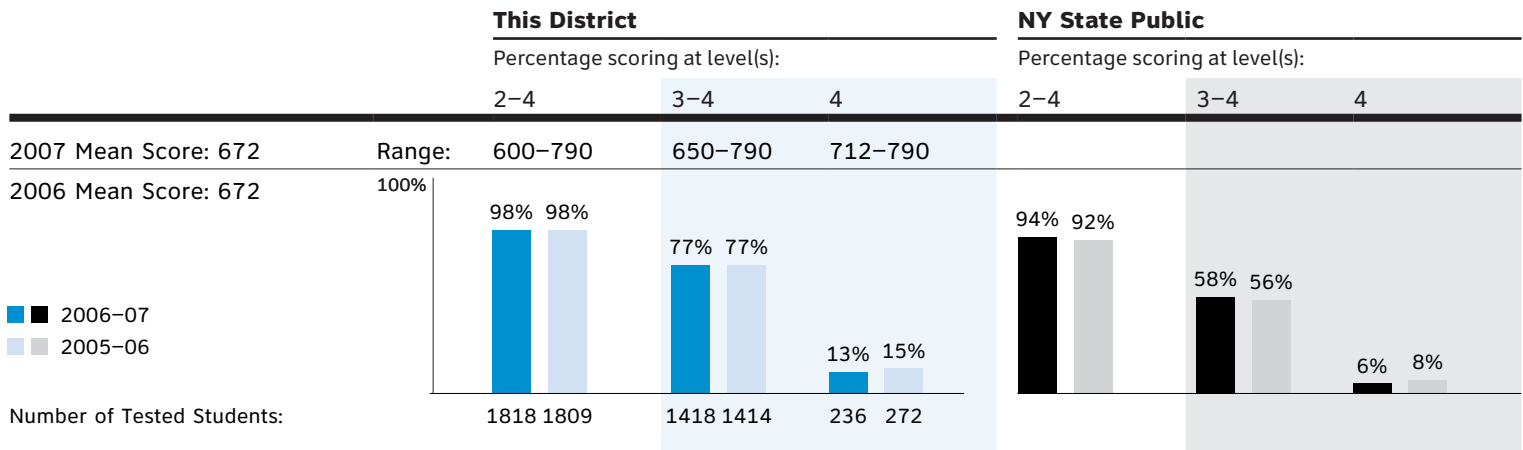
#### NOTES

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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	10	10	10	8	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>1853</b>	<b>98%</b>	<b>77%</b>	<b>13%</b>	<b>1841</b>	<b>98%</b>	<b>77%</b>	<b>15%</b>
Female	899	98%	81%	14%	923	99%	81%	18%
Male	954	98%	73%	11%	918	98%	72%	12%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	163	-	-	-	201	-	-	-
Hispanic or Latino	223	98%	65%	5%	221	98%	66%	9%
Asian or Native Hawaiian/Other Pacific Islander	1022	98%	81%	15%	982	98%	81%	18%
White	442	97%	77%	13%	433	98%	79%	13%
Multiracial								
Small Group Totals	166	98%	67%	7%	205	99%	62%	9%
General-Education Students	1679	99%	81%	14%	1677	100%	81%	16%
Students with Disabilities	174	89%	30%	0%	164	85%	32%	2%
English Proficient	1767	99%	80%	13%	1822	99%	77%	15%
Limited English Proficient	86	79%	14%	0%	19	74%	26%	0%
Economically Disadvantaged	947	98%	71%	10%	716	99%	75%	10%
Not Disadvantaged	906	99%	82%	16%	1125	98%	78%	18%
Migrant								
Not Migrant	1853	98%	77%	13%	1841	98%	77%	15%

#### NOTES

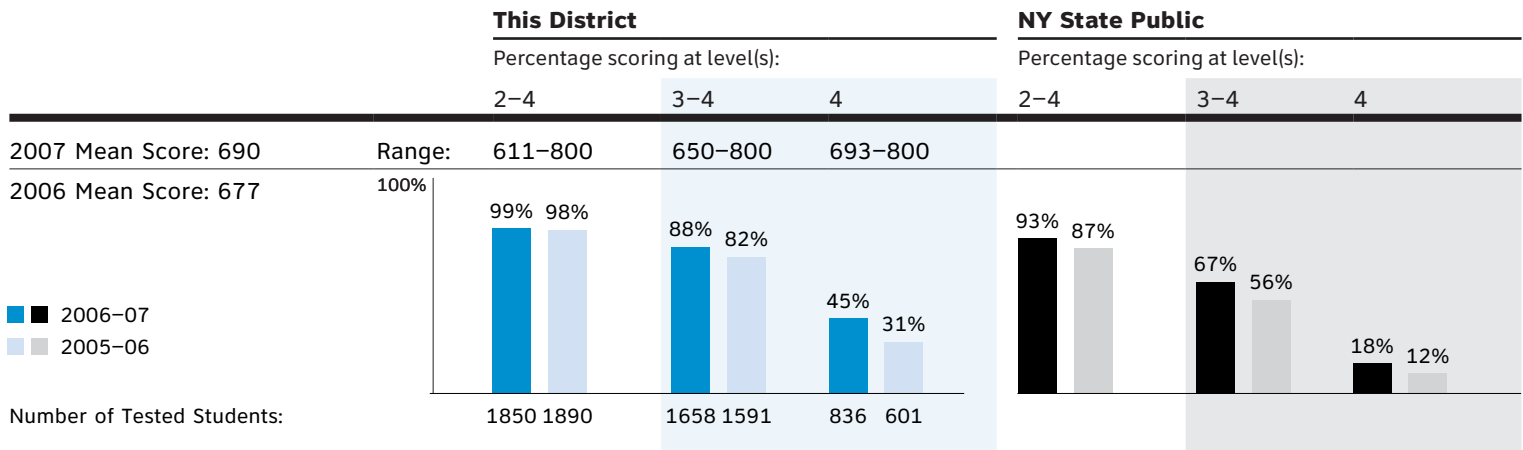
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### Other Assessments

	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	18	18	16	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	39	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>1875</b>	<b>99%</b>	<b>88%</b>	<b>45%</b>	<b>1938</b>	<b>98%</b>	<b>82%</b>	<b>31%</b>
Female	904	99%	89%	45%	972	98%	84%	33%
Male	971	98%	88%	44%	966	97%	80%	29%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	161	-	-	-	201	-	-	-
Hispanic or Latino	223	97%	77%	22%	236	96%	69%	12%
Asian or Native Hawaiian/Other Pacific Islander	1047	100%	95%	57%	1062	99%	90%	43%
White	440	98%	86%	38%	436	97%	77%	21%
Multiracial	1	-	-	-				
Small Group Totals	165	96%	71%	17%	204	93%	66%	10%
General-Education Students	1720	99%	91%	48%	1768	99%	86%	34%
Students with Disabilities	155	90%	56%	7%	170	86%	44%	2%
English Proficient	1754	99%	89%	46%	1821	98%	83%	32%
Limited English Proficient	121	94%	74%	21%	117	85%	68%	18%
Economically Disadvantaged	964	98%	86%	39%	785	98%	83%	29%
Not Disadvantaged	911	99%	91%	50%	1153	97%	81%	33%
Migrant								
Not Migrant	1875	99%	88%	45%	1938	98%	82%	31%

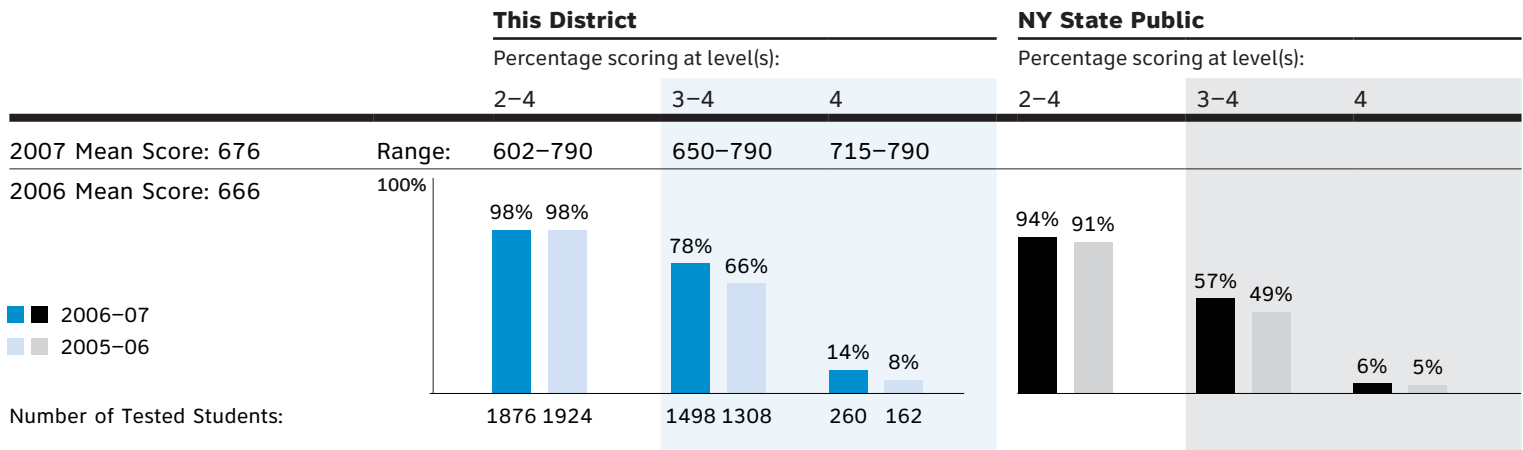
### NOTES

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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 7 Equivalent	18	18	18	16	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>1916</b>	<b>98%</b>	<b>78%</b>	<b>14%</b>	<b>1972</b>	<b>98%</b>	<b>66%</b>	<b>8%</b>
Female	963	99%	85%	17%	959	99%	71%	10%
Male	953	97%	71%	10%	1013	96%	62%	7%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	186	-	-	-	262	96%	48%	3%
Hispanic or Latino	226	97%	68%	6%	218	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1074	97%	81%	16%	985	98%	75%	10%
White	427	100%	82%	14%	503	98%	67%	9%
Multiracial								
Small Group Totals	189	98%	68%	7%	222	95%	49%	5%
General-Education Students	1758	99%	83%	15%	1814	99%	71%	9%
Students with Disabilities	158	89%	28%	1%	158	79%	11%	0%
English Proficient	1809	99%	82%	14%	1947	98%	67%	8%
Limited English Proficient	107	72%	18%	0%	25	56%	8%	0%
Economically Disadvantaged	982	96%	71%	10%	758	99%	66%	6%
Not Disadvantaged	934	100%	85%	17%	1214	97%	66%	10%
Migrant								
Not Migrant	1916	98%	78%	14%	1972	98%	66%	8%

#### NOTES

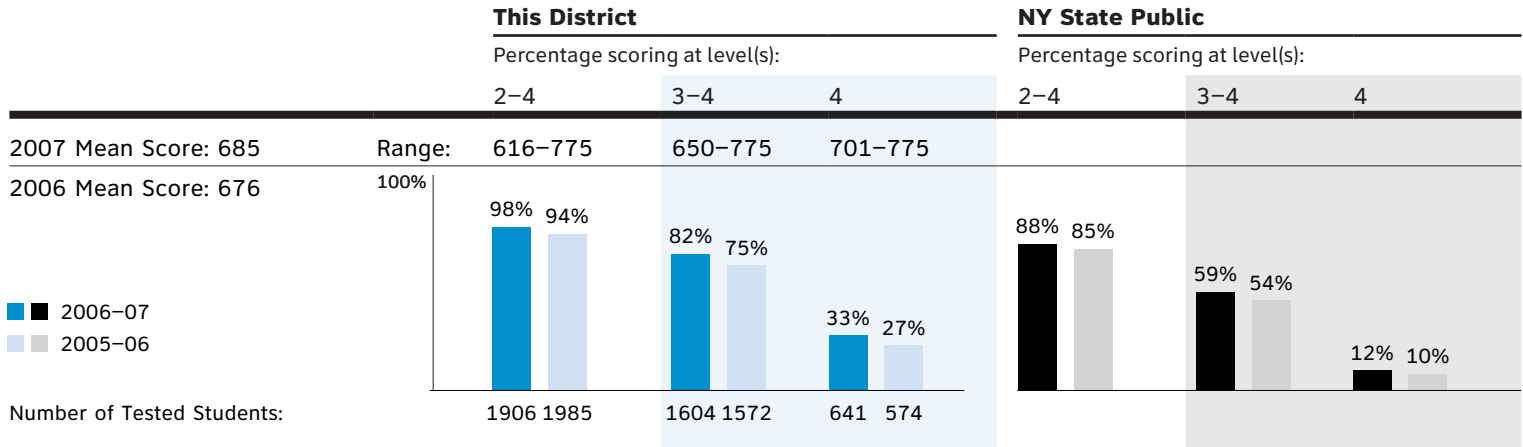
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### Other Assessments

	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 8 Equivalent	18	18	17	17	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	30	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>1952</b>	<b>98%</b>	<b>82%</b>	<b>33%</b>	<b>2102</b>	<b>94%</b>	<b>75%</b>	<b>27%</b>
Female	982	98%	84%	36%	1022	95%	75%	29%
Male	970	97%	80%	30%	1080	94%	74%	25%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	184	-	-	-	265	90%	53%	9%
Hispanic or Latino	226	97%	67%	11%	237	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1110	99%	90%	44%	1089	98%	86%	37%
White	429	97%	78%	24%	507	93%	75%	23%
Multiracial								
Small Group Totals	187	94%	64%	11%	241	85%	49%	13%
General-Education Students	1790	99%	86%	35%	1943	97%	79%	29%
Students with Disabilities	162	85%	39%	5%	159	64%	22%	2%
English Proficient	1812	98%	83%	34%	1964	95%	76%	28%
Limited English Proficient	140	91%	70%	15%	138	86%	61%	12%
Economically Disadvantaged	1011	97%	80%	29%	856	96%	75%	24%
Not Disadvantaged	941	98%	84%	37%	1246	93%	75%	29%
Migrant								
Not Migrant	1952	98%	82%	33%	2102	94%	75%	27%

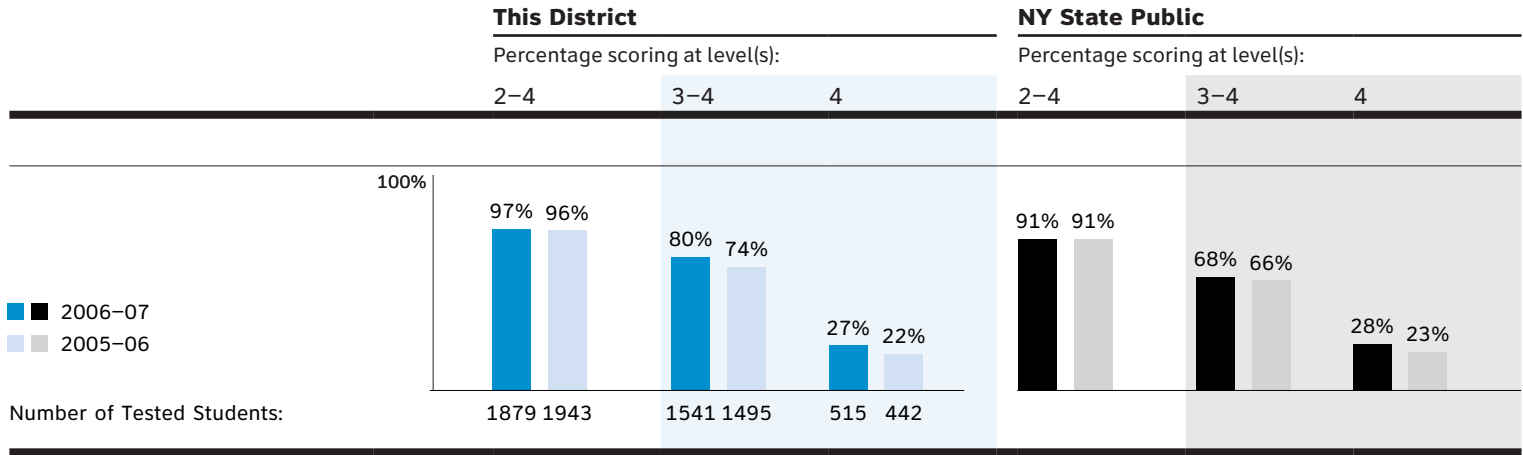
### NOTES

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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	18	18	18	13	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>1489</b>	<b>97%</b>	<b>74%</b>	<b>21%</b>	<b>1535</b>	<b>94%</b>	<b>65%</b>	<b>15%</b>
Female	721	96%	73%	20%	724	95%	61%	14%
Male	768	97%	75%	23%	811	94%	69%	15%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	158	-	-	-	225	90%	52%	7%
Hispanic or Latino	195	96%	63%	9%	204	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	790	96%	78%	26%	739	95%	69%	15%
White	343	99%	76%	25%	363	96%	69%	21%
Multiracial								
Small Group Totals	161	96%	60%	7%	208	91%	55%	10%
General-Education Students	1330	98%	78%	23%	1378	96%	69%	16%
Students with Disabilities	159	87%	36%	6%	157	81%	27%	2%
English Proficient	1348	98%	77%	23%	1402	96%	69%	16%
Limited English Proficient	141	79%	39%	4%	133	76%	27%	1%
Economically Disadvantaged	802	95%	69%	16%	655	94%	64%	10%
Not Disadvantaged	687	98%	79%	28%	880	94%	66%	18%
Migrant								
Not Migrant	1489	97%	74%	21%	1535	94%	65%	15%

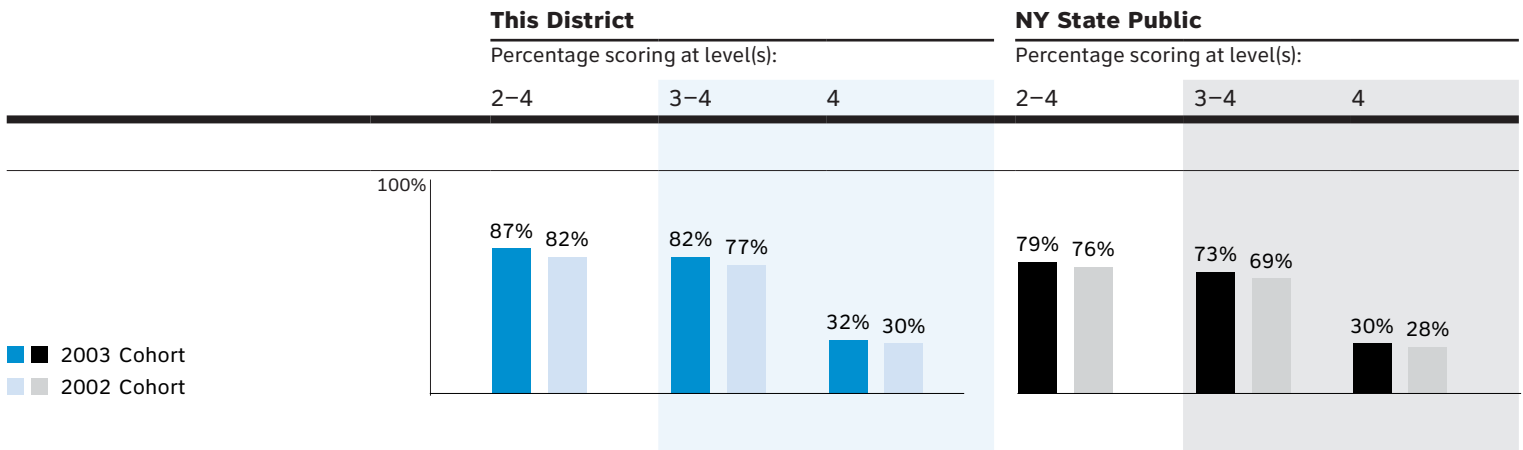
#### NOTES

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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	18	18	18	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	442	442	442	196	497	497	497	217

## 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>4109</b>	<b>87%</b>	<b>82%</b>	<b>32%</b>	<b>3756</b>	<b>82%</b>	<b>77%</b>	<b>30%</b>
Female	2162	90%	86%	38%	1996	87%	82%	36%
Male	1947	83%	78%	25%	1760	77%	71%	22%
American Indian or Alaska Native	2	-	-	-	7	71%	71%	14%
Black or African American	1041	84%	77%	19%	858	78%	69%	18%
Hispanic or Latino	615	80%	75%	28%	624	76%	71%	22%
Asian or Native Hawaiian/Other Pacific Islander	1653	91%	87%	37%	1507	86%	81%	34%
White	771	86%	83%	43%	760	85%	82%	41%
Multiracial	27	-	-	-				
Small Group Totals	29	97%	83%	14%				
General-Education Students	3913	89%	85%	33%	3497	87%	81%	32%
Students with Disabilities	196	35%	24%	4%	259	27%	20%	2%
English Proficient	3944	88%	83%	33%	3544	85%	80%	31%
Limited English Proficient	165	72%	47%	4%	212	39%	28%	5%
Economically Disadvantaged	1451	87%	80%	27%	778	77%	70%	21%
Not Disadvantaged	2658	87%	83%	35%	2978	84%	79%	32%
Migrant								
Not Migrant					3756	82%	77%	30%

#### NOTES

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### Other Assessments

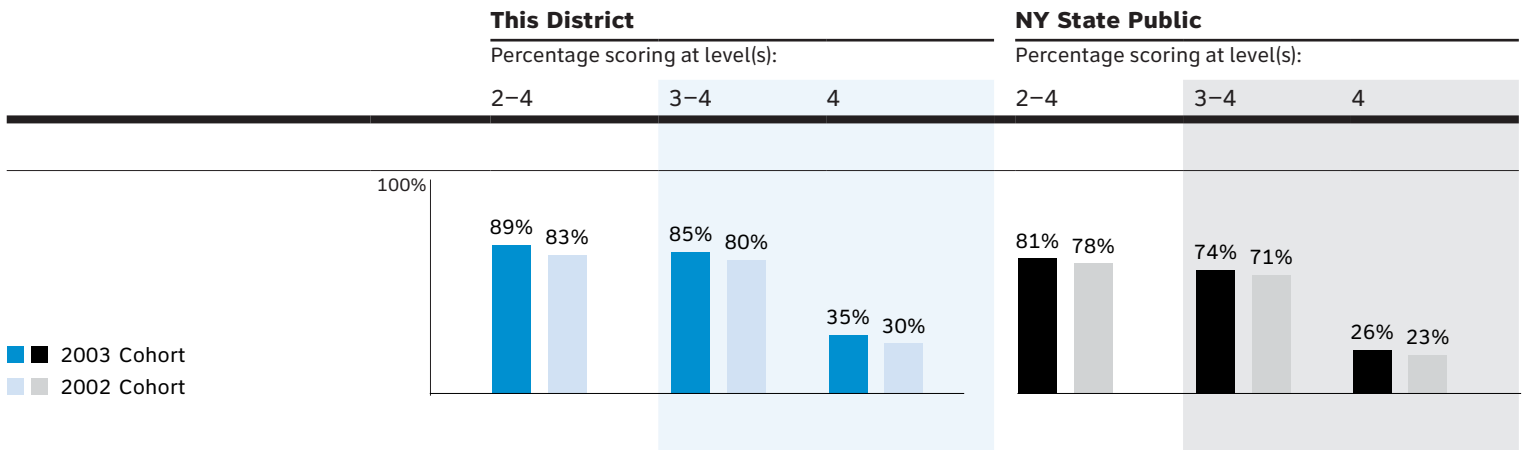
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				15	15	14	11

\* 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>4109</b>	<b>89%</b>	<b>85%</b>	<b>35%</b>	<b>3756</b>	<b>83%</b>	<b>80%</b>	<b>30%</b>
Female	2162	92%	87%	35%	1996	87%	84%	32%
Male	1947	86%	82%	34%	1760	79%	75%	28%
American Indian or Alaska Native	2	–	–	–	7	71%	71%	29%
Black or African American	1041	84%	76%	13%	858	78%	71%	15%
Hispanic or Latino	615	84%	77%	23%	624	75%	71%	20%
Asian or Native Hawaiian/Other Pacific Islander	1653	95%	94%	53%	1507	90%	89%	45%
White	771	87%	84%	34%	760	83%	80%	25%
Multiracial	27	–	–	–				
Small Group Totals	29	93%	79%	10%				
General-Education Students	3913	92%	88%	36%	3497	88%	84%	32%
Students with Disabilities	196	33%	23%	2%	259	25%	18%	3%
English Proficient	3944	89%	85%	35%	3544	85%	81%	30%
Limited English Proficient	165	91%	86%	34%	212	60%	57%	24%
Economically Disadvantaged	1451	90%	86%	37%	778	82%	79%	35%
Not Disadvantaged	2658	89%	84%	33%	2978	84%	80%	28%
Migrant								
Not Migrant					3756	83%	80%	30%

#### 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				14	14	13	10

\* 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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