



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #28**

District ID **34-28-00-01-0000**

Superintendent **DANIEL PURUS**

Telephone **(718) 557-2618**

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

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	573	587	601
Kindergarten	2331	2292	2205
Grade 1	2586	2475	2523
Grade 2	2430	2458	2271
Grade 3	2396	2341	2318
Grade 4	2499	2322	2211
Grade 5	2459	2405	2191
Grade 6	2509	2343	2220
Ungraded Elementary	808	974	1116
Grade 7	2145	2103	2064
Grade 8	2143	2077	2157
Grade 9	4174	4284	3988
Grade 10	3902	3662	3818
Grade 11	2583	2534	2608
Grade 12	2081	2383	2558
Ungraded Secondary	858	830	860
Total K-12	35904	35483	35108

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #28

District ID 34-28-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	16241	45%	18023	51%	17183	49%
Reduced-Price Lunch	3612	10%	3772	11%	3575	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3887	11%	3836	11%	3638	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	179	0%	189	1%	192	1%
Black or African American	12112	34%	11740	33%	11391	32%
Hispanic or Latino	8551	24%	8437	24%	8378	24%
Asian or Native Hawaiian/Other Pacific Islander	9616	27%	9724	27%	9935	28%
White	5446	15%	5393	15%	5212	15%
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	1449	4%	784	2%	1326	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	2281	2300	2307
Percent with No Valid Teaching Certificate	4%	3%	4%
Percent Teaching Out of Certification	12%	9%	8%
Percent with Fewer Than Three Years of Experience	15%	12%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	43%	44%	46%
Total Number of Core Classes*	N/A	8503	5161
Percent Not Taught by Highly Qualified Teachers	N/A	8%	8%
Total Number of Classes	6535	6919	6646
Percent Taught by Teachers Without Appropriate Certification	15%	12%	10%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	19%	18%
Turnover Rate of All Teachers	17%	14%	13%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2007–08)

▲ Improvement (Year 1)

ELA	▲ Improvement (Year 1)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	—
Hispanic or Latino	✓	✓	✓	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✗	✗	—
Limited English Proficient	✓	✓	—	✓ ^{SH}	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts





























Accountability Status  Improvement (Year 1)
for This Subject
(2007-08)

Accountability Measures 9 of 9 Student groups making AYP in English Language Arts
 Made 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 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]




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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (14412:13606)			99%		154	121	
Ethnicity							
American Indian or Alaska Native (84:79)			100%		149	111	
Black or African American (4663:4400)			98%		139	120	
Hispanic or Latino (3594:3348)			99%		147	120	
Asian or Native Hawaiian/Other Pacific Islander (4109:3911)			100%		171	120	
White (1946:1854)			99%		169	119	
Multiracial (16:14)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2525:2338)			96%		104	120	99 114
Limited English Proficient ⁵ (1461:1733)			99%		121	119	
Economically Disadvantaged (11952:11248)			99%		150	121	
Final AYP Determination	 9 of 9						

NOTES


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

AYP Status

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





























Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (14417:13559)			99%		168	85	
Ethnicity							
American Indian or Alaska Native (85:78)			100%		164	75	
Black or African American (4677:4329)			99%		147	84	
Hispanic or Latino (3582:3346)			99%		164	84	
Asian or Native Hawaiian/Other Pacific Islander (4111:3937)			100%		187	84	
White (1946:1855)			99%		184	83	
Multiracial (16:14)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2534:2322)			96%		119	84	
Limited English Proficient ⁵ (1483:1849)			99%		154	83	
Economically Disadvantaged (11957:11204)			99%		166	85	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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

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

AYP Status

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



















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (4804:4408)		Qualified		97%		160	100	
Ethnicity								
American Indian or Alaska Native (25:22)	—	—	—	—	—	—	—	—
Black or African American (1586:1412)		Qualified		96%		140	100	
Hispanic or Latino (1205:1113)		Qualified		97%		154	100	
Asian or Native Hawaiian/Other Pacific Islander (1336:1247)		Qualified		99%		179	100	
White (648:610)		Qualified		99%		175	100	
Multiracial (4:4)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (868:762)		Qualified		92%		121	100	
Limited English Proficient ⁴ (524:624)		Qualified		97%		140	100	
Economically Disadvantaged (3920:3581)		Qualified		97%		157	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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


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

AYP Status

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

Secondary-Level English Language Arts


























Accountability Status for This Subject (2007–08)  Improvement (Year 1)

Accountability Measures 7 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (2847:2839)			99%		170	157	
Ethnicity							
American Indian or Alaska Native (9:11)	—	—	—	—	—	—	—
Black or African American (1023:1054)			99%		162	156	
Hispanic or Latino (550:553)			98%		159	154	
Asian or Native Hawaiian/Other Pacific Islander (828:811)			100%		181	155	
White (431:405)			99%		180	154	
Multiracial (6:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (188:128)			96%		115	150	121* 124
Limited English Proficient ⁴ (232:268)			96%		131	152	114 138
Economically Disadvantaged (1114:1150)			99%		164	156	
Final AYP Determination	 7 of 8						

NOTES

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




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

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


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


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

AYP Status

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


























Secondary-Level Mathematics

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

Accountability Measures 7 of 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (2847:2839)			99%		170	150	
Ethnicity							
American Indian or Alaska Native (9:11)	—	—	—	—	—	—	—
Black or African American (1023:1054)			99%		159	149	
Hispanic or Latino (550:553)			99%		163	147	
Asian or Native Hawaiian/Other Pacific Islander (828:811)			100%		183	148	
White (431:405)			99%		183	147	
Multiracial (6:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (104:128)			95%		119	143	124 [‡] 127
Limited English Proficient ⁴ (85:268)			98%		154	145	
Economically Disadvantaged (1114:1150)			99%		167	149	
Final AYP Determination	 7 of 8						

NOTES

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

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

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

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

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

AYP Status

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










Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (2843)			69%	55%		
Ethnicity						
American Indian or Alaska Native (9)		–	–	–		
Black or African American (985)			62%	55%		
Hispanic or Latino (559)			62%	55%		
Asian or Native Hawaiian/Other Pacific Islander (747)			79%	55%		
White (543)			78%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (151)			21%	55%	35%	22%
Limited English Proficient ³ (4)		–	–	–		
Economically Disadvantaged (691)			69%	55%		
Final AYP Determination		1 of 1				

NOTES

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

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

2007–08 Accountability Status of Schools in Your District

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

Federal Title I Status

▲ Good Standing

17 schools identified 45% of total

PS 117 J KELD-BRIARWOOD SCHOOL
PS 121
PS 140 EDWARD K ELLINGTON SCHOOL
PS 160 WALTER F BISHOP SCHOOL
PS 161 ARTHUR ASHE SCHOOL
PS 175 LYNN GROSS DISCOVERY SCHOOL
PS 182 SAMANTHA SMITH SCHOOL
PS 206 HORACE HARDING SCHOOL
PS 220 EDWARD MANDEL SCHOOL
PS 40 SAMUEL HUNTINGTON SCHOOL
PS 48 WILLIAM WORDSWORTH SCHOOL
PS 50 TALFOURD LAWN ELEMENTARY SCHOOL
PS 55 THE MAURE SCHOOL
PS 80 THURGOOD MARSHALL MAGNET
PS 82 HAMMOND SCHOOL
PS 99 KEW GARDENS SCHOOL
YOUNG WOMEN'S LEADERSHIP SCHOOL OF QUEENS

▲ Improvement (Year 1)

4 schools identified 11% of total

JHS 8 RICHARD S GROSSLEY
PS 30
PS 54 HILLSIDE SCHOOL
PS 86

▲ Restructuring (Year 3)

1 school identified 3% of total

JHS 72 CATHERINE & COUNT BASIE

▲ Restructuring (Year 4)

1 school identified 3% of total

JHS 217 ROBERT A VANWYCK

New York State Status

■ Good Standing

10 schools identified 26% of total

GATEWAY TO HEALTH SCIENCE HIGH SCHOOL
HILLCREST HIGH SCHOOL
HS FOR LAW ENFORCEMENT AND PUBLIC SAFETY
PS 101 SCHOOL IN THE GARDEN
PS 139 REGO PARK SCHOOL
PS 174 WILLIAM SIDNEY MOUNT SCHOOL
PS 196 GRAND CENTRAL PARKWAY SCHOOL
QUEENS HIGH SCHOOL OF SCIENCE AT YORK COLLEGE
THOMAS A EDISON VOCATIONAL HIGH SCHOOL
YORK EARLY COLLEGE ACADEMY

■ Requiring Academic Progress (Year 1)

2 schools identified 5% of total

JHS 190 RUSSELL SAGE
PS 144 COL JEROMUS REMSEN SCHOOL

■ Requiring Academic Progress (Year 4)

2 schools identified 5% of total

FOREST HILLS HIGH SCHOOL
JHS 157 STEPHEN A HALSEY

■ Requiring Academic Progress (Year 5)

1 school identified 3% of total















JAMAICA HIGH SCHOOL



District NEW YORK CITY GEOGRAPHIC DISTRICT #28

District ID 34-28-00-01-0000

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	62%			2450
Grade 4	64%			2352
Grade 5	67%			2301
Grade 6	60%			2340
Grade 7	54%			2175
Grade 8	50%			2236
Mathematics				
Grade 3	87%			2480
Grade 4	79%			2404
Grade 5	80%			2327
Grade 6	75%			2377
Grade 7	65%			2214
Grade 8	53%			2274
Science				
Grade 4	80%			2388
Grade 8	48%			2134

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	73%			3392
Mathematics	70%			3392

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

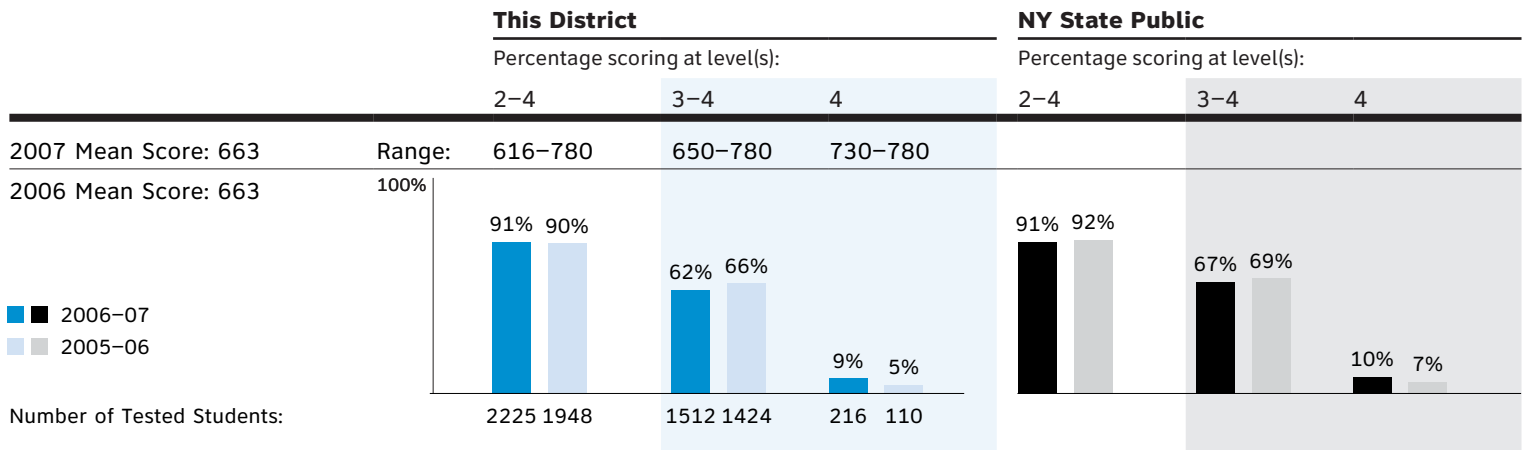
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2450	91%	62%	9%	2164	90%	66%	5%
Female	1166	94%	66%	10%	1040	94%	71%	6%
Male	1284	88%	58%	8%	1124	86%	61%	4%
American Indian or Alaska Native	14	-	-	-	15	87%	53%	0%
Black or African American	726	87%	52%	4%	779	83%	49%	2%
Hispanic or Latino	633	87%	55%	5%	463	90%	66%	4%
Asian or Native Hawaiian/Other Pacific Islander	721	96%	73%	13%	627	96%	81%	8%
White	354	96%	73%	18%	280	96%	79%	9%
Multiracial	2	-	-	-				
Small Group Totals	16	100%	44%	0%				
General-Education Students	2055	96%	69%	10%	1801	96%	75%	6%
Students with Disabilities	395	66%	24%	1%	363	60%	22%	1%
English Proficient	2100	93%	67%	10%	2137	90%	66%	5%
Limited English Proficient	350	78%	32%	0%	27	59%	15%	0%
Economically Disadvantaged	2069	89%	57%	6%	1481	95%	72%	4%
Not Disadvantaged	381	98%	87%	26%	683	79%	52%	7%
Migrant								
Not Migrant	2450	91%	62%	9%	2164	90%	66%	5%

NOTES

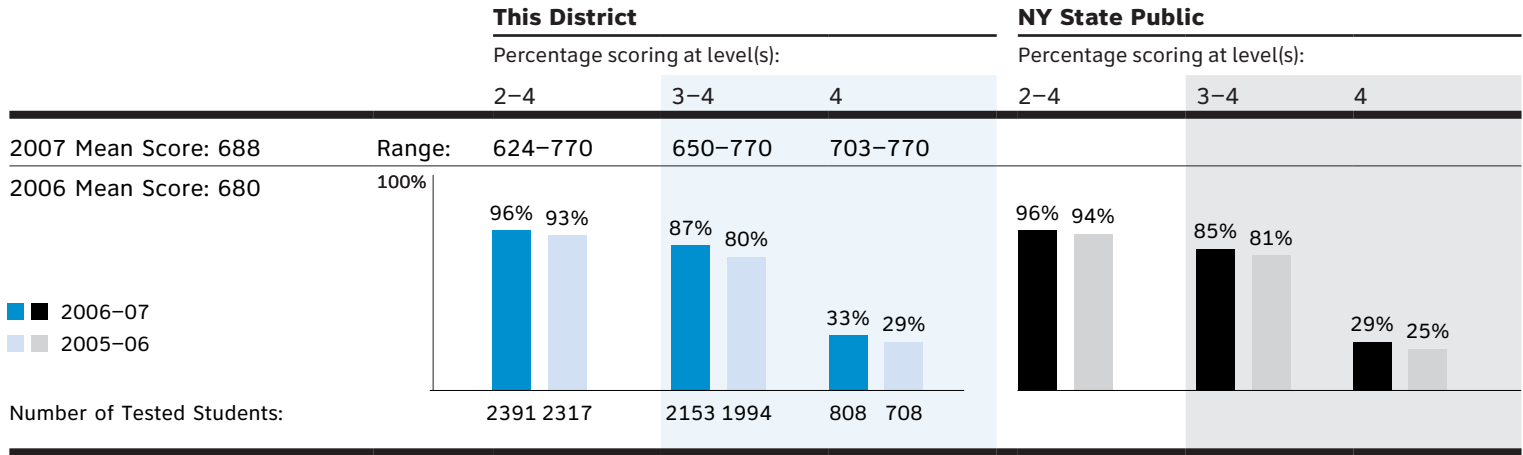
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	32	32	26	22	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	21	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2480	96%	87%	33%	2479	93%	80%	29%
Female	1174	98%	88%	33%	1192	95%	82%	30%
Male	1306	95%	85%	32%	1287	92%	79%	27%
American Indian or Alaska Native	13	-	-	-	17	88%	88%	24%
Black or African American	732	94%	79%	20%	771	89%	67%	15%
Hispanic or Latino	646	96%	83%	24%	635	92%	79%	19%
Asian or Native Hawaiian/Other Pacific Islander	733	98%	94%	48%	729	98%	91%	44%
White	354	99%	95%	42%	327	98%	91%	43%
Multiracial	2	-	-	-				
Small Group Totals	15	100%	100%	7%				
General-Education Students	2081	99%	92%	37%	2061	97%	88%	33%
Students with Disabilities	399	84%	59%	9%	418	76%	45%	4%
English Proficient	2100	97%	90%	37%	2124	94%	82%	32%
Limited English Proficient	380	91%	71%	11%	355	90%	69%	11%
Economically Disadvantaged	2097	96%	85%	29%	1735	97%	86%	29%
Not Disadvantaged	383	99%	97%	55%	744	86%	67%	27%
Migrant								
Not Migrant	2480	96%	87%	33%	2479	93%	80%	29%

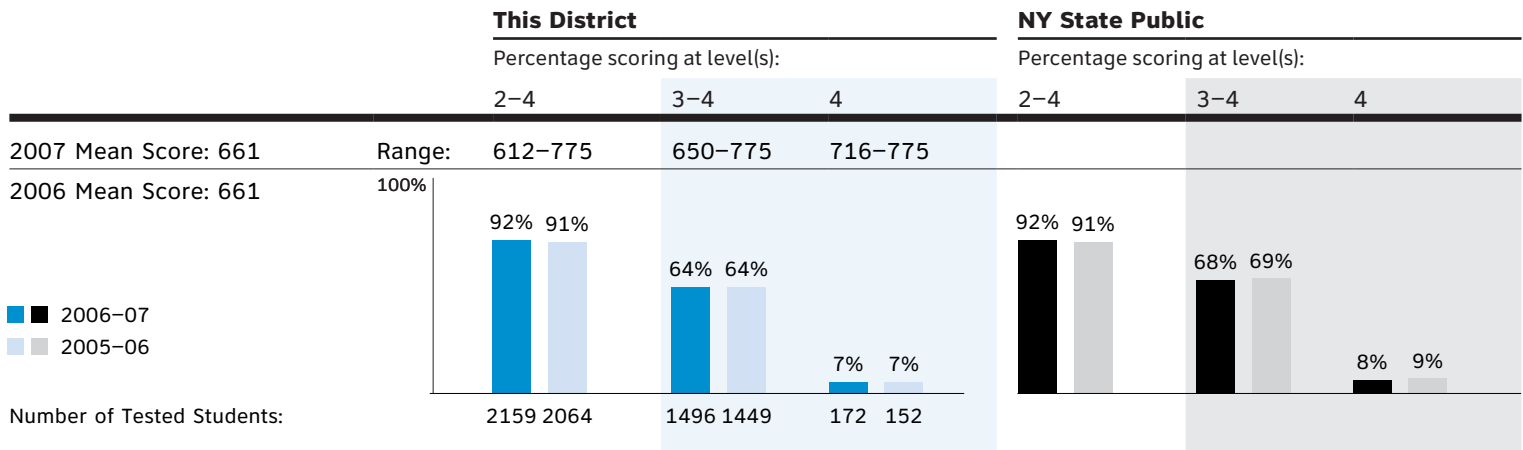
NOTES

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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 3 Equivalent	32	32	30	21	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2352	92%	64%	7%	2265	91%	64%	7%
Female	1147	95%	67%	8%	1136	93%	68%	8%
Male	1205	89%	61%	6%	1129	89%	59%	5%
American Indian or Alaska Native	13	-	-	-	20	100%	65%	10%
Black or African American	733	87%	50%	2%	757	85%	49%	3%
Hispanic or Latino	604	91%	60%	4%	513	90%	58%	4%
Asian or Native Hawaiian/Other Pacific Islander	704	96%	77%	13%	657	96%	77%	12%
White	297	95%	74%	14%	318	96%	81%	10%
Multiracial	1	-	-	-				
Small Group Totals	14	93%	57%	0%				
General-Education Students	1904	97%	72%	9%	1897	96%	72%	8%
Students with Disabilities	448	71%	26%	0%	368	64%	20%	0%
English Proficient	2097	94%	68%	8%	2233	92%	65%	7%
Limited English Proficient	255	76%	29%	1%	32	41%	3%	0%
Economically Disadvantaged	2027	91%	60%	5%	1595	96%	69%	6%
Not Disadvantaged	325	98%	84%	24%	670	79%	51%	9%
Migrant								
Not Migrant	2352	92%	64%	7%	2265	91%	64%	7%

NOTES

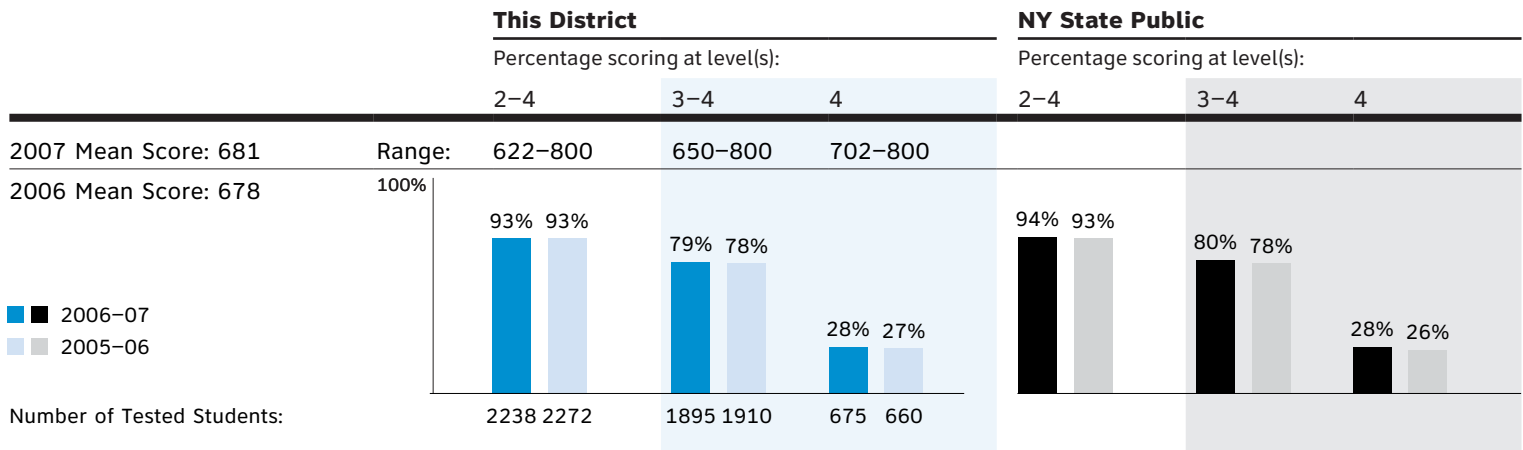
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	32	32	24	21	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	40	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2404	93%	79%	28%	2442	93%	78%	27%
Female	1162	94%	79%	28%	1213	94%	79%	27%
Male	1242	93%	79%	29%	1229	92%	78%	27%
American Indian or Alaska Native	13	-	-	-	23	100%	78%	13%
Black or African American	742	86%	64%	13%	756	87%	63%	13%
Hispanic or Latino	613	93%	77%	20%	599	92%	75%	19%
Asian or Native Hawaiian/Other Pacific Islander	725	98%	91%	46%	725	97%	90%	42%
White	310	98%	87%	40%	339	99%	91%	42%
Multiracial	1	-	-	-				
Small Group Totals	14	86%	86%	29%				
General-Education Students	1945	97%	87%	34%	2042	97%	85%	31%
Students with Disabilities	459	76%	44%	4%	400	73%	43%	7%
English Proficient	2104	94%	82%	31%	2234	94%	80%	29%
Limited English Proficient	300	86%	60%	7%	208	81%	55%	10%
Economically Disadvantaged	2075	93%	77%	24%	1722	97%	84%	26%
Not Disadvantaged	329	97%	91%	52%	720	84%	65%	29%
Migrant								
Not Migrant	2404	93%	79%	28%	2442	93%	78%	27%

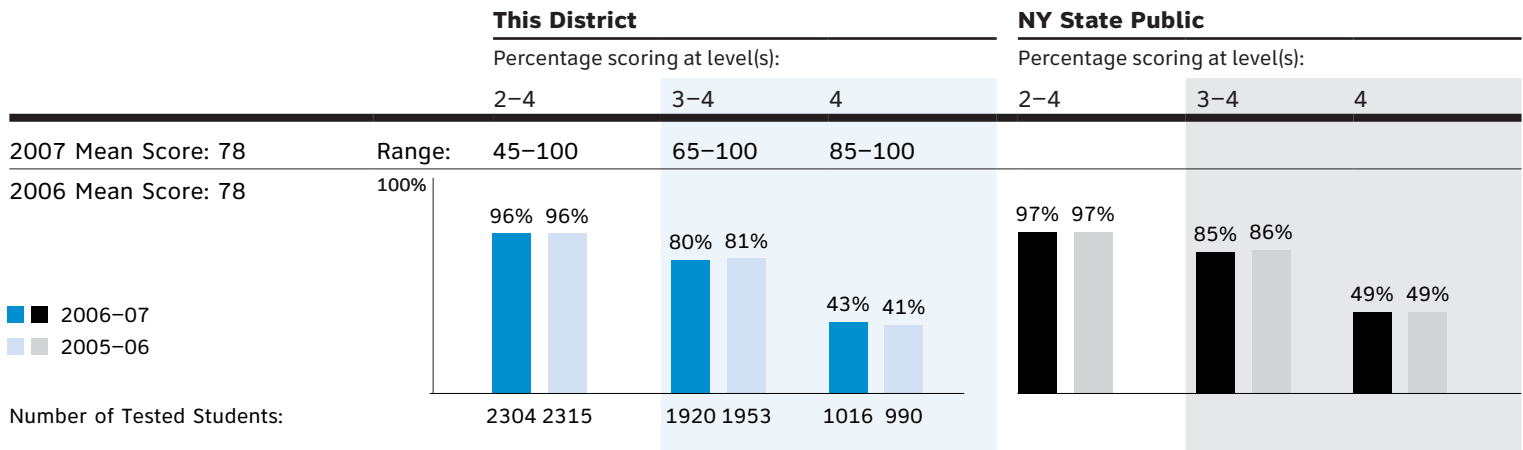
NOTES

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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 4 Equivalent	32	32	29	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2388	96%	80%	43%	2410	96%	81%	41%
Female	1162	97%	80%	41%	1206	96%	82%	41%
Male	1226	96%	81%	44%	1204	96%	80%	41%
American Indian or Alaska Native	13	92%	92%	38%	22	100%	91%	55%
Black or African American	726	95%	71%	24%	739	93%	69%	24%
Hispanic or Latino	612	96%	74%	35%	594	96%	76%	32%
Asian or Native Hawaiian/Other Pacific Islander	728	98%	90%	59%	718	98%	92%	55%
White	309	97%	91%	63%	337	99%	93%	64%
Multiracial								
Small Group Totals								
General-Education Students	1942	98%	87%	49%	2021	98%	87%	46%
Students with Disabilities	446	89%	52%	12%	389	85%	52%	14%
English Proficient	2091	98%	84%	47%	2205	97%	83%	44%
Limited English Proficient	297	89%	52%	11%	205	86%	56%	14%
Economically Disadvantaged	2057	96%	78%	37%	1705	98%	85%	40%
Not Disadvantaged	331	99%	95%	74%	705	91%	72%	43%
Migrant								
Not Migrant	2388	96%	80%	43%	2410	96%	81%	41%

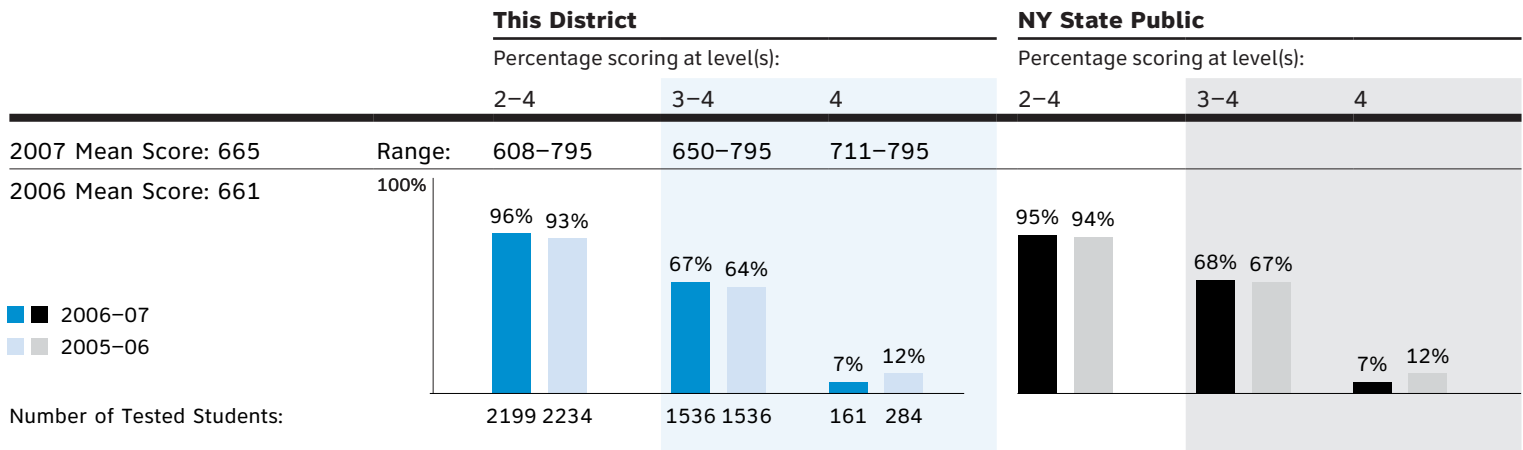
NOTES

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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	32	31	30	27	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2301	96%	67%	7%	2404	93%	64%	12%
Female	1139	97%	69%	8%	1085	95%	69%	13%
Male	1162	94%	64%	6%	1319	91%	59%	11%
American Indian or Alaska Native	24	-	-	-	16	81%	56%	0%
Black or African American	713	94%	56%	3%	809	90%	49%	5%
Hispanic or Latino	558	94%	61%	4%	542	92%	60%	6%
Asian or Native Hawaiian/Other Pacific Islander	687	98%	76%	10%	697	96%	76%	18%
White	317	97%	81%	15%	340	96%	79%	25%
Multiracial	2	-	-	-				
Small Group Totals	26	100%	50%	4%				
General-Education Students	1914	98%	75%	8%	2024	97%	72%	13%
Students with Disabilities	387	82%	27%	1%	380	73%	21%	3%
English Proficient	2135	97%	71%	8%	2335	94%	65%	12%
Limited English Proficient	166	75%	17%	0%	69	71%	20%	1%
Economically Disadvantaged	1999	95%	64%	5%	1700	97%	69%	9%
Not Disadvantaged	302	98%	88%	23%	704	84%	51%	17%
Migrant								
Not Migrant	2301	96%	67%	7%	2404	93%	64%	12%

NOTES

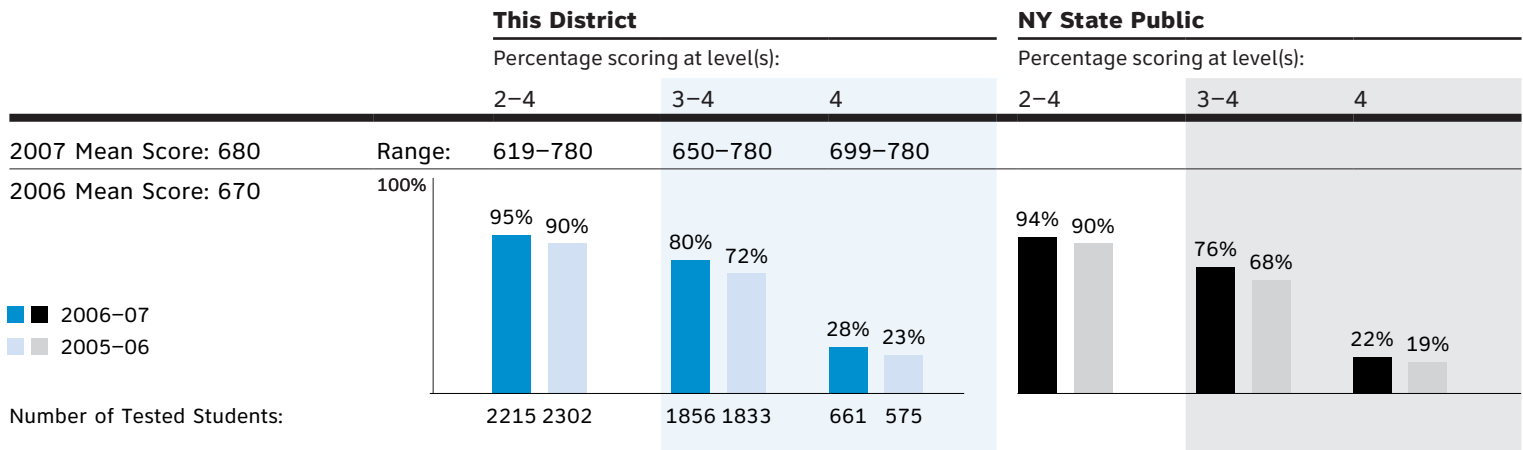
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	34	33	31	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 5	35	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2327	95%	80%	28%	2546	90%	72%	23%
Female	1143	96%	80%	30%	1147	92%	74%	23%
Male	1184	95%	79%	27%	1399	89%	70%	22%
American Indian or Alaska Native	24	-	-	-	16	81%	38%	0%
Black or African American	715	92%	66%	14%	810	82%	57%	9%
Hispanic or Latino	563	93%	77%	20%	611	91%	69%	14%
Asian or Native Hawaiian/Other Pacific Islander	705	98%	90%	43%	746	96%	85%	36%
White	318	98%	92%	44%	363	95%	87%	41%
Multiracial	2	-	-	-				
Small Group Totals	26	96%	73%	35%				
General-Education Students	1936	98%	86%	33%	2157	95%	79%	26%
Students with Disabilities	391	81%	47%	6%	389	66%	33%	4%
English Proficient	2128	96%	82%	30%	2335	92%	74%	24%
Limited English Proficient	199	83%	51%	11%	211	76%	47%	8%
Economically Disadvantaged	2019	95%	78%	25%	1821	94%	77%	22%
Not Disadvantaged	308	98%	94%	52%	725	80%	60%	25%
Migrant								
Not Migrant	2327	95%	80%	28%	2546	90%	72%	23%

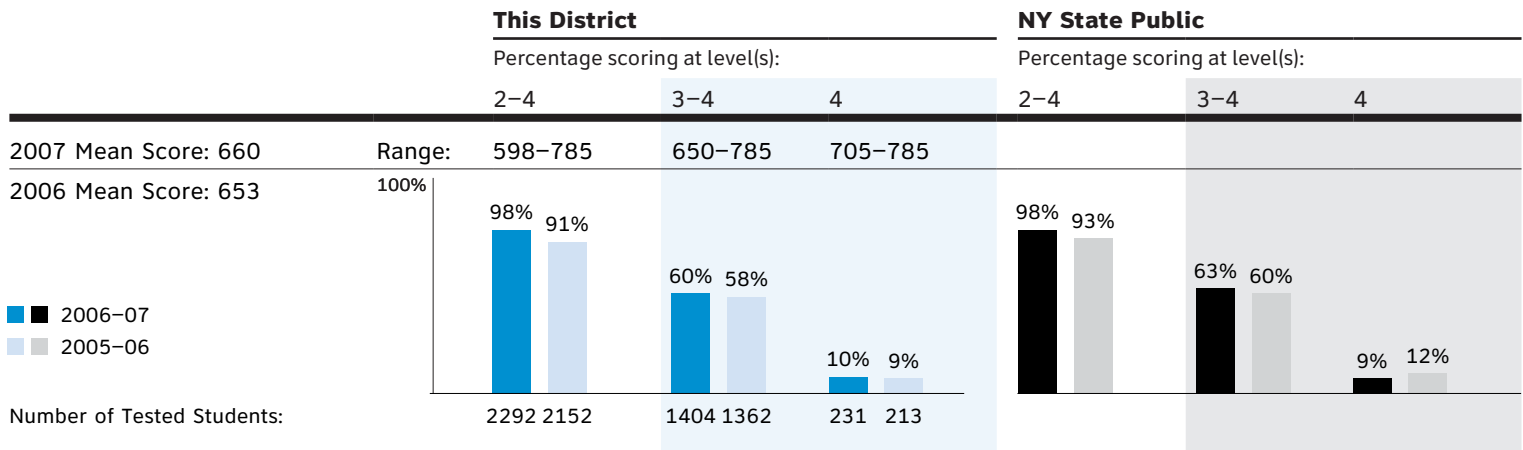
NOTES

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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 5 Equivalent	34	34	33	30	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2340	98%	60%	10%	2356	91%	58%	9%
Female	1075	98%	66%	13%	1163	94%	63%	12%
Male	1265	98%	55%	7%	1193	89%	53%	6%
American Indian or Alaska Native	13	100%	38%	8%	9	100%	67%	11%
Black or African American	748	98%	47%	3%	834	87%	41%	2%
Hispanic or Latino	564	97%	54%	5%	546	90%	54%	6%
Asian or Native Hawaiian/Other Pacific Islander	680	99%	74%	18%	691	96%	74%	15%
White	330	98%	71%	16%	276	96%	77%	19%
Multiracial	5	100%	60%	0%				
Small Group Totals								
General-Education Students	1977	99%	68%	12%	2003	96%	65%	11%
Students with Disabilities	363	93%	19%	0%	353	65%	15%	0%
English Proficient	2191	99%	63%	10%	2303	92%	59%	9%
Limited English Proficient	149	87%	14%	1%	53	49%	11%	0%
Economically Disadvantaged	2003	98%	57%	7%	1623	96%	62%	7%
Not Disadvantaged	337	99%	80%	26%	733	81%	49%	13%
Migrant								
Not Migrant	2340	98%	60%	10%	2356	91%	58%	9%

NOTES

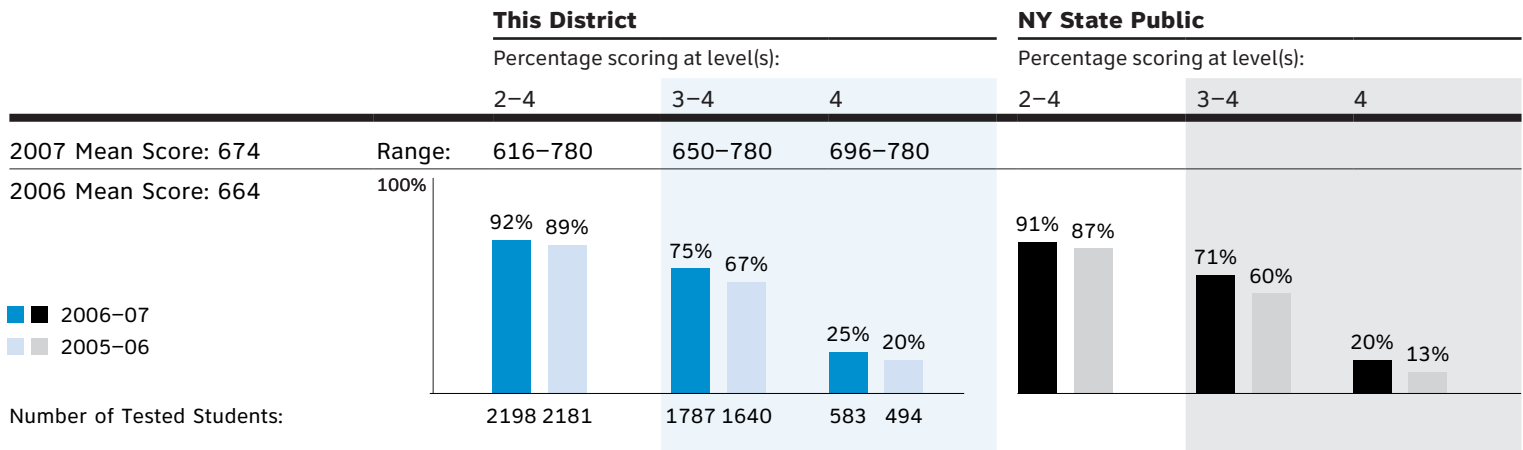
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	31	31	30	30	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	22	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2377	92%	75%	25%	2444	89%	67%	20%
Female	1095	94%	78%	28%	1200	91%	70%	21%
Male	1282	91%	73%	22%	1244	87%	65%	20%
American Indian or Alaska Native	13	85%	31%	0%	8	100%	88%	13%
Black or African American	761	86%	58%	13%	827	82%	49%	7%
Hispanic or Latino	576	92%	73%	15%	591	87%	64%	12%
Asian or Native Hawaiian/Other Pacific Islander	690	98%	91%	43%	722	97%	84%	37%
White	332	97%	87%	31%	296	96%	82%	31%
Multiracial	5	80%	80%	60%				
Small Group Totals								
General-Education Students	2011	96%	83%	28%	2100	94%	75%	23%
Students with Disabilities	366	72%	34%	3%	344	58%	20%	2%
English Proficient	2199	94%	77%	26%	2266	90%	69%	21%
Limited English Proficient	178	78%	48%	6%	178	74%	40%	4%
Economically Disadvantaged	2028	92%	73%	22%	1715	94%	72%	19%
Not Disadvantaged	349	96%	86%	41%	729	78%	56%	22%
Migrant								
Not Migrant	2377	92%	75%	25%	2444	89%	67%	20%

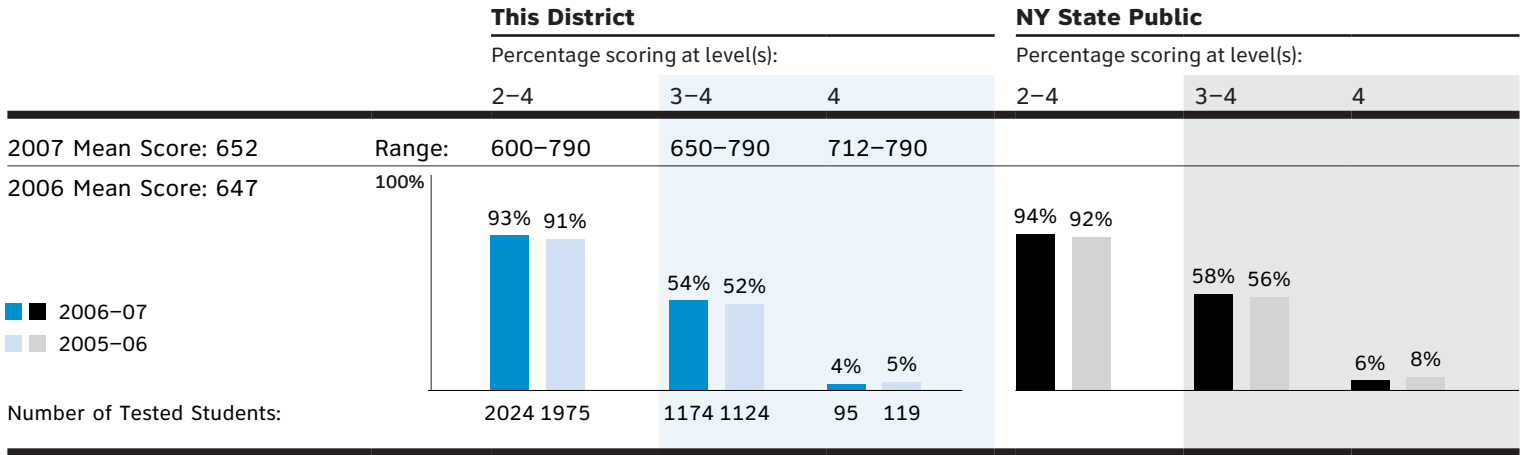
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	31	31	30	29	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2175	93%	54%	4%	2177	91%	52%	5%
Female	1059	95%	60%	6%	1062	93%	55%	6%
Male	1116	91%	48%	3%	1115	88%	49%	4%
American Indian or Alaska Native	7	-	-	-	9	78%	33%	0%
Black or African American	775	92%	41%	2%	839	86%	37%	3%
Hispanic or Latino	523	90%	47%	2%	511	90%	51%	4%
Asian or Native Hawaiian/Other Pacific Islander	615	96%	71%	8%	531	97%	68%	10%
White	253	95%	67%	8%	287	95%	65%	9%
Multiracial	2	-	-	-				
Small Group Totals	9	89%	33%	0%				
General-Education Students	1843	96%	61%	5%	1852	95%	59%	6%
Students with Disabilities	332	77%	15%	0%	325	68%	12%	1%
English Proficient	2039	95%	57%	5%	2104	92%	53%	6%
Limited English Proficient	136	66%	13%	0%	73	56%	8%	0%
Economically Disadvantaged	1679	92%	51%	3%	1472	95%	56%	4%
Not Disadvantaged	496	95%	65%	9%	705	83%	43%	8%
Migrant								
Not Migrant	2175	93%	54%	4%	2177	91%	52%	5%

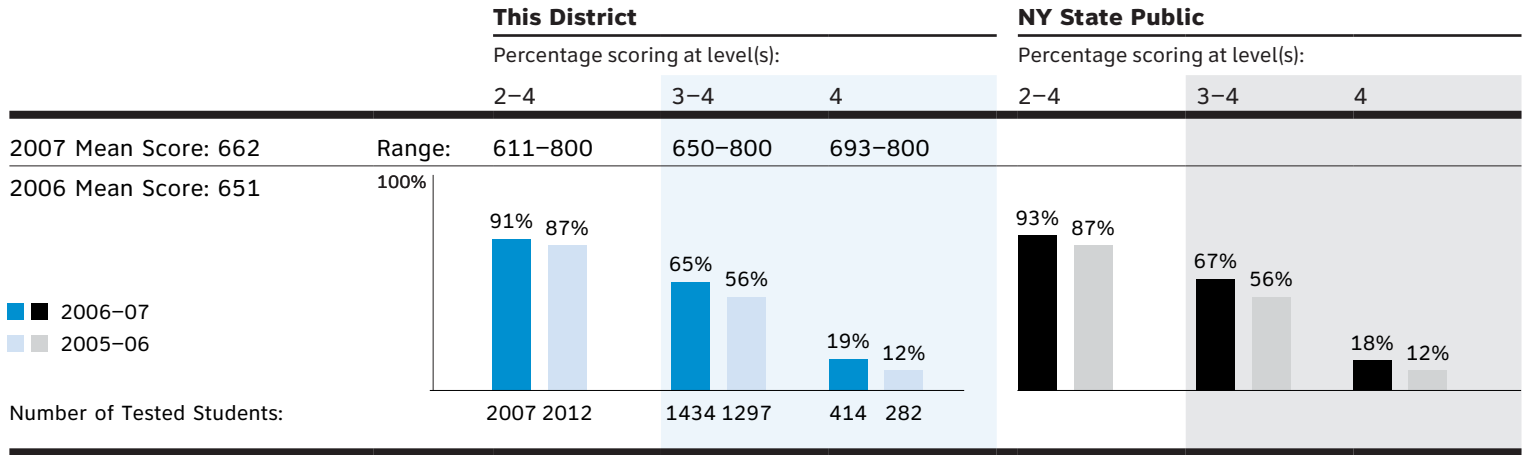
NOTES
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Other Assessments

	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	39	38	36	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 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
All Students	2214	91%	65%	19%	2302	87%	56%	12%
Female	1078	93%	69%	22%	1116	88%	58%	11%
Male	1136	88%	61%	16%	1186	86%	55%	13%
American Indian or Alaska Native	10	-	-	-	11	91%	27%	0%
Black or African American	779	85%	47%	4%	843	79%	38%	4%
Hispanic or Latino	541	91%	59%	12%	556	88%	53%	7%
Asian or Native Hawaiian/Other Pacific Islander	625	96%	86%	36%	582	95%	76%	26%
White	257	95%	80%	33%	310	95%	75%	17%
Multiracial	2	-	-	-				
Small Group Totals	12	100%	75%	25%				
General-Education Students	1877	95%	73%	22%	1970	92%	64%	14%
Students with Disabilities	337	69%	22%	1%	332	58%	14%	0%
English Proficient	2036	92%	67%	20%	2111	89%	59%	13%
Limited English Proficient	178	76%	34%	4%	191	69%	26%	4%
Economically Disadvantaged	1717	90%	62%	15%	1580	92%	61%	11%
Not Disadvantaged	497	93%	73%	30%	722	77%	47%	15%
Migrant								
Not Migrant	2214	91%	65%	19%	2302	87%	56%	12%

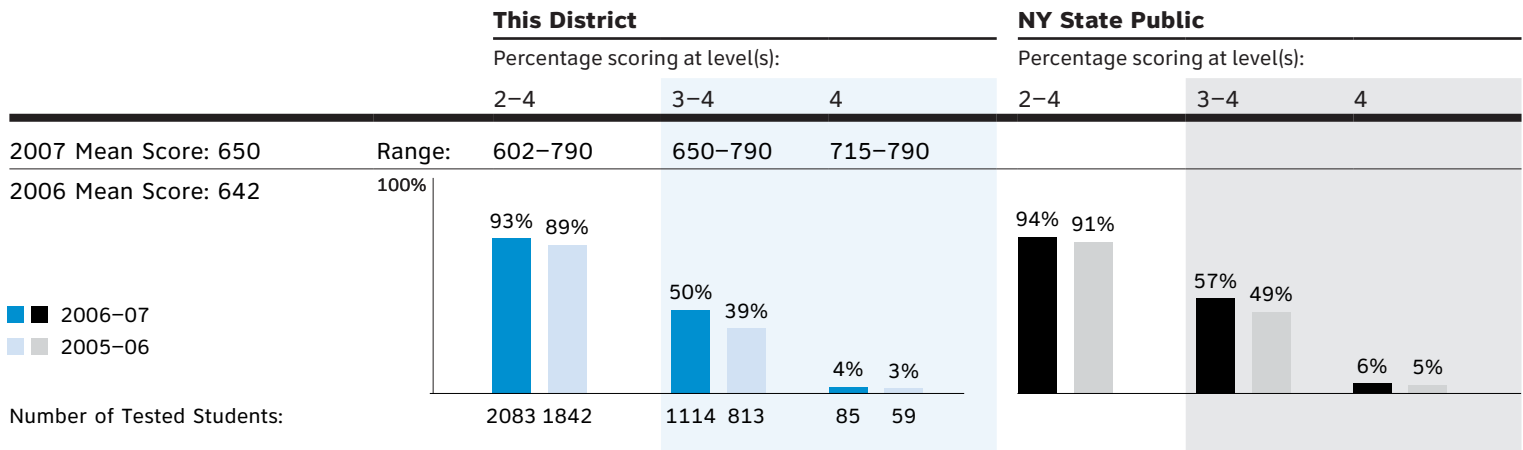
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	39	39	36	33	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2236	93%	50%	4%	2073	89%	39%	3%
Female	1099	95%	54%	3%	1000	92%	45%	4%
Male	1137	92%	46%	4%	1073	86%	34%	2%
American Indian or Alaska Native	12	-	-	-	6	50%	17%	0%
Black or African American	797	92%	37%	1%	788	83%	24%	1%
Hispanic or Latino	548	91%	46%	2%	474	90%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	568	96%	67%	8%	479	94%	60%	6%
White	307	97%	60%	6%	326	95%	57%	4%
Multiracial	4	-	-	-				
Small Group Totals	16	94%	38%	0%				
General-Education Students	1920	96%	57%	4%	1781	94%	45%	3%
Students with Disabilities	316	74%	9%	0%	292	59%	5%	0%
English Proficient	2077	95%	53%	4%	2005	90%	40%	3%
Limited English Proficient	159	64%	6%	0%	68	47%	9%	1%
Economically Disadvantaged	1700	92%	46%	2%	1393	93%	41%	2%
Not Disadvantaged	536	96%	62%	8%	680	79%	36%	4%
Migrant								
Not Migrant	2236	93%	50%	4%	2073	89%	39%	3%

NOTES

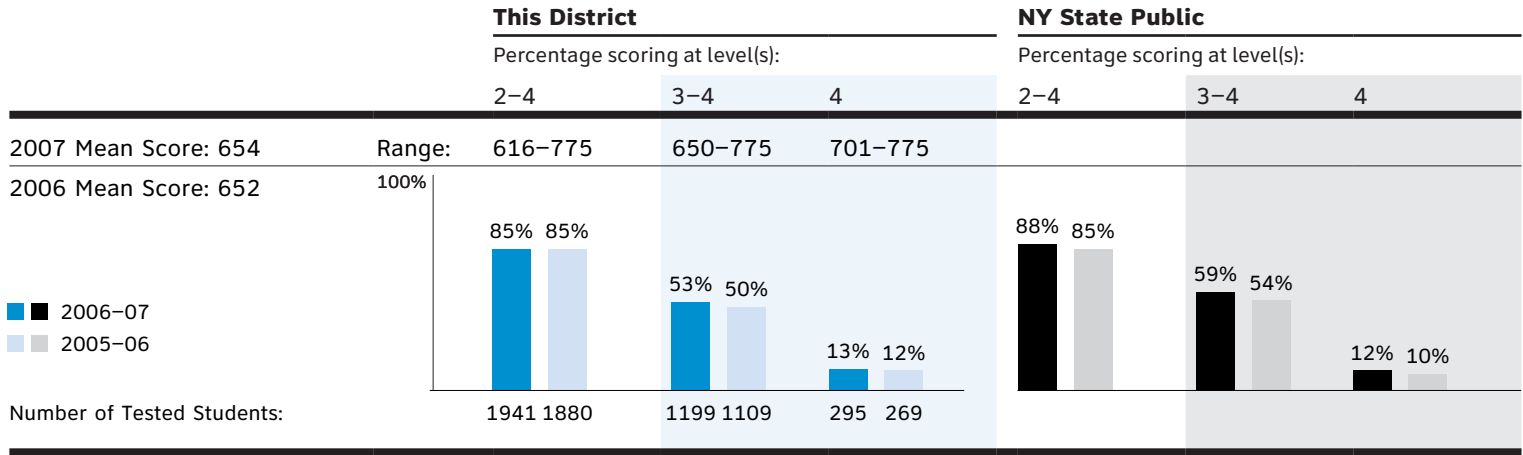
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	36	35	33	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	36	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2274	85%	53%	13%	2201	85%	50%	12%
Female	1114	87%	53%	12%	1046	87%	52%	13%
Male	1160	84%	53%	14%	1155	84%	49%	12%
American Indian or Alaska Native	12	-	-	-	8	88%	25%	0%
Black or African American	797	77%	35%	5%	798	78%	32%	4%
Hispanic or Latino	557	84%	45%	6%	523	82%	43%	5%
Asian or Native Hawaiian/Other Pacific Islander	590	93%	76%	27%	528	94%	74%	27%
White	314	94%	70%	19%	344	94%	68%	22%
Multiracial	4	-	-	-				
Small Group Totals	16	81%	25%	6%				
General-Education Students	1960	90%	59%	15%	1900	92%	57%	14%
Students with Disabilities	314	54%	14%	0%	301	46%	6%	0%
English Proficient	2076	87%	55%	13%	2009	87%	52%	13%
Limited English Proficient	198	69%	31%	8%	192	72%	35%	4%
Economically Disadvantaged	1736	85%	49%	11%	1506	92%	55%	11%
Not Disadvantaged	538	87%	65%	21%	695	72%	41%	15%
Migrant								
Not Migrant	2274	85%	53%	13%	2201	85%	50%	12%

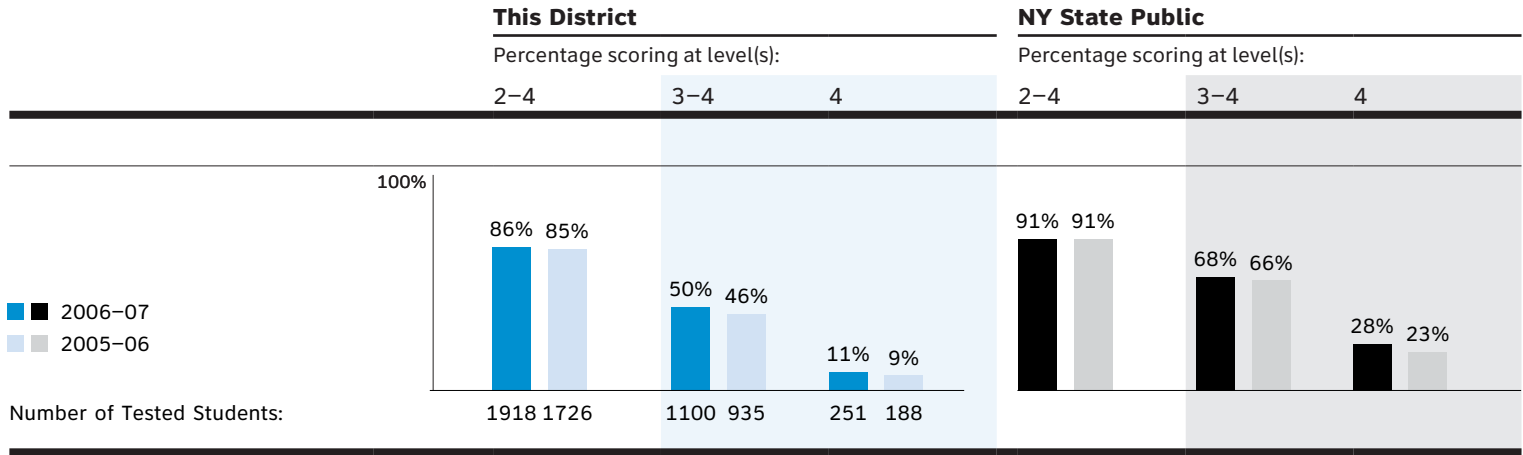
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	35	35	34	28	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2134	86%	48%	11%	2021	85%	46%	9%
Female	1037	86%	46%	10%	951	88%	46%	9%
Male	1097	86%	50%	12%	1070	83%	47%	10%
American Indian or Alaska Native	12	-	-	-	8	75%	38%	0%
Black or African American	732	78%	30%	4%	693	77%	28%	2%
Hispanic or Latino	523	85%	44%	6%	489	85%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	552	94%	66%	20%	499	91%	65%	21%
White	311	93%	63%	22%	332	94%	65%	17%
Multiracial	4	-	-	-				
Small Group Totals	16	75%	19%	13%				
General-Education Students	1835	91%	53%	13%	1754	90%	52%	11%
Students with Disabilities	299	57%	12%	1%	267	53%	6%	0%
English Proficient	1938	88%	50%	12%	1840	88%	49%	10%
Limited English Proficient	196	64%	20%	1%	181	61%	15%	1%
Economically Disadvantaged	1632	84%	43%	8%	1389	90%	48%	8%
Not Disadvantaged	502	91%	62%	21%	632	76%	44%	12%
Migrant								
Not Migrant	2134	86%	48%	11%	2021	85%	46%	9%

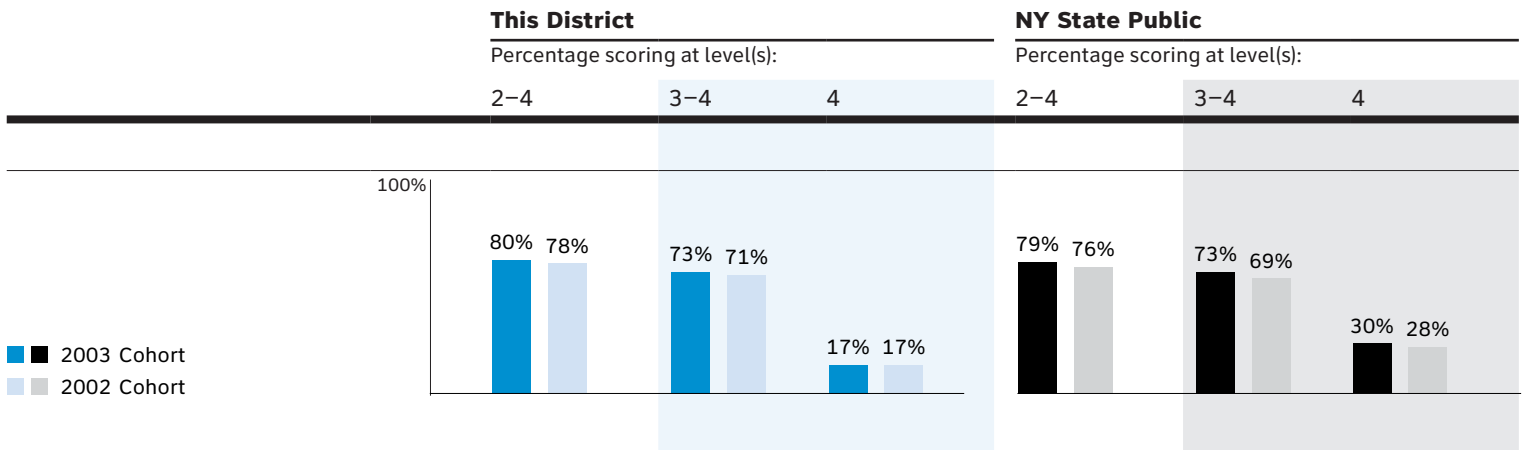
NOTES

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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	34	31	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	87	86	83	13	0			

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3392	80%	73%	17%	3214	78%	71%	17%
Female	1709	85%	79%	21%	1553	83%	77%	22%
Male	1683	75%	67%	12%	1661	74%	66%	14%
American Indian or Alaska Native	13	69%	69%	15%	12	75%	33%	8%
Black or African American	1292	77%	68%	13%	1129	72%	64%	11%
Hispanic or Latino	693	73%	65%	11%	647	74%	66%	13%
Asian or Native Hawaiian/Other Pacific Islander	900	88%	84%	25%	811	86%	82%	29%
White	489	81%	76%	19%	615	85%	77%	20%
Multiracial	5	60%	60%	0%				
Small Group Totals								
General-Education Students	3136	84%	77%	18%	2969	83%	76%	19%
Students with Disabilities	256	28%	20%	0%	245	23%	16%	1%
English Proficient	3260	81%	74%	17%	2993	81%	74%	19%
Limited English Proficient	132	55%	37%	1%	221	48%	32%	1%
Economically Disadvantaged	1311	79%	72%	15%	843	71%	65%	18%
Not Disadvantaged	2081	80%	73%	17%	2371	81%	73%	17%
Migrant								
Not Migrant					3214	78%	71%	17%

NOTES

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

Other Assessments

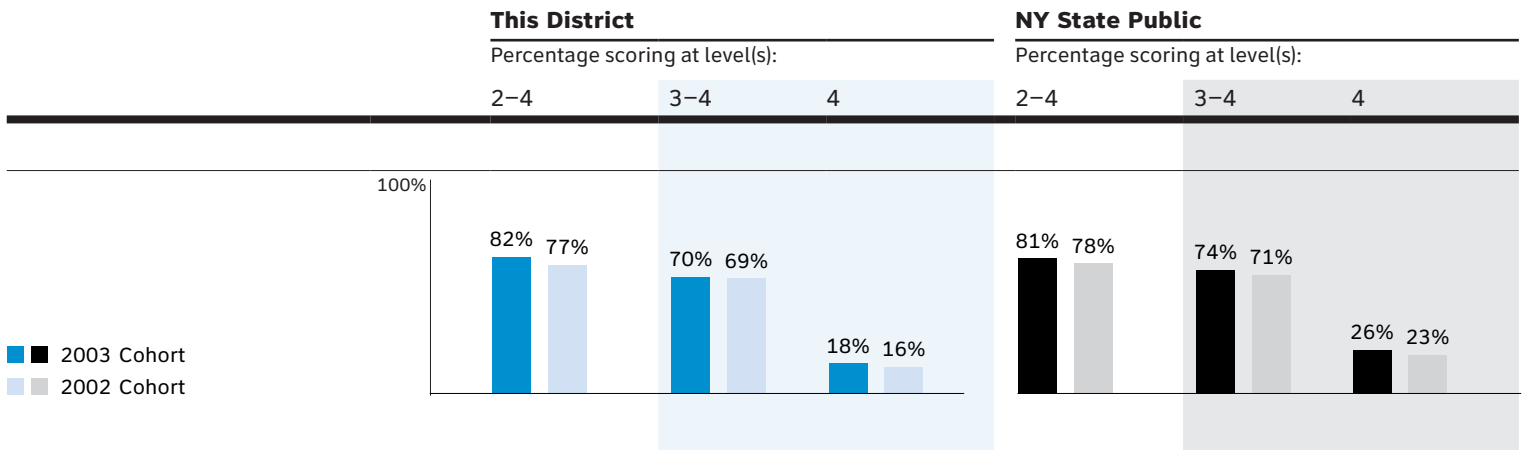
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				25	24	22	19

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

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

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3392	82%	70%	18%	3214	77%	69%	16%
Female	1709	86%	74%	18%	1553	81%	72%	16%
Male	1683	77%	67%	17%	1661	74%	66%	17%
American Indian or Alaska Native	13	85%	77%	23%	12	58%	42%	0%
Black or African American	1292	78%	62%	8%	1129	70%	58%	6%
Hispanic or Latino	693	76%	64%	11%	647	72%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	900	89%	83%	31%	811	87%	82%	31%
White	489	85%	79%	26%	615	83%	79%	23%
Multiracial	5	80%	60%	20%				
Small Group Totals								
General-Education Students	3136	86%	75%	19%	2969	82%	73%	18%
Students with Disabilities	256	29%	17%	1%	245	24%	17%	1%
English Proficient	3260	82%	71%	18%	2993	79%	71%	17%
Limited English Proficient	132	77%	48%	10%	221	58%	44%	7%
Economically Disadvantaged	1311	81%	70%	20%	843	72%	64%	15%
Not Disadvantaged	2081	82%	71%	16%	2371	79%	71%	17%
Migrant								
Not Migrant					3214	77%	69%	16%

NOTES

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

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				22	21	20	18

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

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

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