



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #29**  
District ID **34-29-00-01-0000**  
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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	201	261	403
Kindergarten	2253	2125	2045
Grade 1	2622	2543	2423
Grade 2	2568	2473	2452
Grade 3	2767	2563	2448
Grade 4	2668	2560	2397
Grade 5	2795	2663	2586
Grade 6	2601	2473	2376
Ungraded Elementary	863	954	1034
Grade 7	2615	2500	2480
Grade 8	2683	2587	2478
Grade 9	1129	1182	1239
Grade 10	1056	911	917
Grade 11	488	479	501
Grade 12	516	492	470
Ungraded Secondary	476	439	417
<b>Total K-12</b>	<b>28100</b>	<b>26944</b>	<b>26263</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	26	25	25
<b>Grade 8</b>			
English	33	30	29
Mathematics	32	30	29
Science	32	30	30
Social Studies	32	31	29
<b>Grade 10</b>			
English	29	30	26
Mathematics	24	28	26
Science	26	27	27
Social Studies	29	30	25

### 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 #29

District ID 34-29-00-01-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	15141	54%	16210	60%	16464	63%
Reduced-Price Lunch	3253	12%	3370	13%	3383	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1885	7%	1889	7%	1799	7%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	165	1%	173	1%	187	1%
Black or African American	20673	74%	19609	73%	19005	72%
Hispanic or Latino	3608	13%	3425	13%	3290	13%
Asian or Native Hawaiian/Other Pacific Islander	3246	12%	3266	12%	3275	12%
White	408	1%	471	2%	506	2%
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	1003	3%	507	2%	897	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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District ID 34-29-00-01-0000

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	1797	1763	1800
Percent with No Valid Teaching Certificate	3%	3%	4%
Percent Teaching Out of Certification	13%	10%	8%
Percent with Fewer Than Three Years of Experience	12%	12%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	38%	39%	40%
<b>Total Number of Core Classes*</b>	N/A	5822	2992
Percent Not Taught by Highly Qualified Teachers	N/A	8%	9%
<b>Total Number of Classes</b>	3683	3831	3845
Percent Taught by Teachers Without Appropriate Certification	18%	15%	12%

\* 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	19%	21%	16%
Turnover Rate of All Teachers	22%	19%	16%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2007-08)

#### Improvement (Year 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 1)

### Title I Part A Funding

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		-	-	
Black or African American	✓	✓		✗	✓	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		-	-	
Multiracial	-	-		-	-	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✗	✓		-	-	
Economically Disadvantaged	✓	✓		✗	✓	
<b>Student groups making AYP in each subject</b>	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 6	✗ 4 of 6	✗ 0 of 1

#### AYP Status

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


#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts





























**Accountability Status for This Subject (2007-08)**  Improvement (Year 4)

**Accountability Measures** 8 of 9 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 5) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 4) in 2008-09. [209]

### 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> (16133:15360)			99%		147	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (112:104)			98%		144	112	
Black or African American (11630:11104)			99%		146	121	
Hispanic or Latino (2109:1978)			98%		142	120	
Asian or Native Hawaiian/Other Pacific Islander (2045:1957)			99%		159	120	
White (215:195)			97%		151	114	
Multiracial (22:22)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2511:2319)			95%		100	120	95 110
Limited English Proficient <sup>5</sup> (978:1128)			99%		116	119	119 124
Economically Disadvantaged (13549:12883)			99%		146	121	
<b>Final AYP Determination</b>	 8 of 9						

#### NOTES

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

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




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

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

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


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

#### AYP Status

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





























## Elementary/Middle-Level 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) <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> (16218:15253)			99%		156	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (112:103)			97%		160	76	
Black or African American (11680:10988)			99%		151	85	
Hispanic or Latino (2120:1986)			99%		159	84	
Asian or Native Hawaiian/Other Pacific Islander (2068:1959)			99%		177	84	
White (215:195)			97%		161	78	
Multiracial (23:22)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2527:2294)			96%		108	84	
Limited English Proficient <sup>5</sup> (993:1196)			99%		145	83	
Economically Disadvantaged (13593:12788)			99%		156	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

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

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




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

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


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

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

#### AYP Status

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



















## Elementary/Middle-Level Science

**Accountability Status**  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> (5361:4628)		Qualified		92%		153	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (26:20)	—	—	—	—	—	—	—	—
Black or African American (3880:3303)		Qualified		90%		151	100	
Hispanic or Latino (728:652)		Qualified		95%		150	100	
Asian or Native Hawaiian/Other Pacific Islander (659:593)		Qualified		96%		167	100	
White (62:54)		Qualified		97%		156	100	
Multiracial (6:6)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (787:675)		Qualified		90%		115	100	
Limited English Proficient <sup>4</sup> (334:375)		Qualified		96%		121	100	
Economically Disadvantaged (4417:3862)		Qualified		93%		152	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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


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

#### AYP Status

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

## Secondary-Level English Language Arts



















**Accountability Status for This Subject (2007–08)**  Improvement (Year 4)

**Accountability Measures** 1 of 6 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 5) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 4) in 2008-09. [209]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students</b> (641:666)			98%		145	155	146‡	151
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (528:539)			98%		146	154	145‡	151
Hispanic or Latino (58:67)			100%		136	147	133‡	142
Asian or Native Hawaiian/Other Pacific Islander (30:37)		—	—		146	143	—	—
White (15:13)	—	—	—	—	—	—	—	—
Multiracial (9:9)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (122:133)			92%		75	150	103	88
Limited English Proficient <sup>4</sup> (8:21)	—	—	—	—	—	—	—	—
Economically Disadvantaged (316:360)			98%		145	153	150	151
<b>Final AYP Determination</b>	 1 of 6							

#### NOTES

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

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

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

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


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

#### AYP Status

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



















## Secondary-Level Mathematics

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

**Accountability Measures** 4 of 6 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	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> (641:666)			98%		147	148	148‡	152
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (528:539)			98%		147	147		
Hispanic or Latino (58:67)			100%		140	140		
Asian or Native Hawaiian/Other Pacific Islander (30:37)		—	—		157	136		
White (15:13)	—	—	—	—	—	—	—	—
Multiracial (9:9)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (96:133)			95%		82	143	100	94
Limited English Proficient <sup>4</sup> (8:21)	—	—	—	—	—	—	—	—
Economically Disadvantaged (316:360)			99%		147	146		
<b>Final AYP Determination</b>		4 of 6						

#### NOTES

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




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

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

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


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

#### AYP Status

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










## Graduation Rate

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

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

**Prospective Status** To be removed from improvement status in Graduation Rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [211]

### 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> (860)			43%	55%	49%	44%
<b>Ethnicity</b>						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (691)			43%	55%	49%	44%
Hispanic or Latino (80)			33%	55%	44%	34%
Asian or Native Hawaiian/Other Pacific Islander (53)			60%	55%		
White (32)			41%	55%	1%	42%
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (94)			13%	55%	7%	14%
Limited English Proficient <sup>3</sup> (8)		–	–	–		
Economically Disadvantaged (213)			53%	55%	53%	54%
<b>Final AYP Determination</b>	 0 of 1					

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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



# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

## 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

22 schools identified 54% of total

CYNTHIA JENKINS SCHOOL  
EXCELSIOR PREPARATORY HIGH SCHOOL  
PS 118 LORRAINE HANSBERRY SCHOOL  
PS 131 ABIGAIL ADAMS SCHOOL  
PS 132 RALPH BUNCHE SCHOOL  
PS 134 HOLLIS SCHOOL  
PS 136 ROY WILKINS SCHOOL  
PS 138 SUNRISE SCHOOL  
PS 147 RONALD MCNAIR SCHOOL  
PS 15 JACKIE ROBINSON SCHOOL  
PS 176 CAMBRIA HEIGHTS SCHOOL  
PS 181 BROOKFIELD SCHOOL  
PS 195 WILLIAM HABERLE SCHOOL  
PS 268  
PS 33 EDWARD M FUNK SCHOOL  
PS 34 JOHN HARVARD SCHOOL  
PS 35 NATHANIEL WOODHULL SCHOOL  
PS 36 ST ALBANS SCHOOL  
PS 38 ROSEDALE SCHOOL  
PS 52  
PS 95 EASTWOOD SCHOOL  
THE BELLAIRE SCHOOL

#### ▲ Improvement (Year 1)

1 school identified 2% of total

PS 116 WILLIAM C HUGHLEY SCHOOL

#### ▲ Restructuring (Year 2)

1 school identified 2% of total

IS 192 THE LINDEN SCHOOL

#### ▲ Restructuring (Year 4)

1 school identified 2% of total

IS 238 SUSAN B ANTHONY SCHOOL

### New York State Status

#### ■ Good Standing

11 schools identified 27% of total

GEORGE WASHINGTON CARVER HIGH SCHOOL  
HUMANITIES AND THE ARTS MAGNET HIGH SCHOOL  
MAGNET SCHOOL OF LAW/GOVERNMENT  
MATH/SCIENCE RESEARCH TECHNICAL CTR  
PATHWAYS COLLEGE PREPARATORY SCHOOL  
PREPARATORY ACADEMY FOR WRITERS  
PS 156 THE LAURELTON SCHOOL  
PS 251  
PS 270  
PS/IS 208  
QUEENS PREPARATORY ACADEMY

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

1 school identified 2% of total

BUSINESS/COMPUTER APPLICATION HIGH SCHOOL

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

1 school identified 2% of total

IS 59 SPRINGFIELD GARDENS SCHOOL

#### ■ Requiring Academic Progress (Year 5)

3 schools identified 7% of total















IS 231 MAGNETECH 2000  
JEAN NUZZI INTERMEDIATE SCHOOL  
SPRINGFIELD GARDENS HIGH SCHOOL



District NEW YORK CITY GEOGRAPHIC DISTRICT #29

District ID 34-29-00-01-0000

## 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	58%			2601
Grade 4	58%			2540
Grade 5	62%			2737
Grade 6	52%			2497
Grade 7	45%			2591
Grade 8	44%			2587
<b>Mathematics</b>				
Grade 3	81%			2635
Grade 4	72%			2591
Grade 5	70%			2778
Grade 6	65%			2531
Grade 7	52%			2625
Grade 8	44%			2615
<b>Science</b>				
Grade 4	74%			2564
Grade 8	45%			2265

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	55%			844
Mathematics	53%			844

### 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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 656	616-780	650-780	730-780			
2006 Mean Score: 656						
Number of Tested Students:	2302	2215	1513	1430	121	62

### 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>2601</b>	<b>89%</b>	<b>58%</b>	<b>5%</b>	<b>2507</b>	<b>88%</b>	<b>57%</b>	<b>2%</b>
Female	1306	92%	63%	5%	1219	92%	64%	3%
Male	1295	85%	53%	4%	1288	84%	50%	2%
American Indian or Alaska Native	17	100%	65%	0%	18	72%	44%	6%
Black or African American	1836	88%	57%	5%	1881	87%	53%	2%
Hispanic or Latino	340	89%	55%	3%	304	94%	68%	2%
Asian or Native Hawaiian/Other Pacific Islander	366	91%	67%	6%	274	96%	77%	9%
White	34	91%	53%	9%	30	83%	53%	0%
Multiracial	8	100%	75%	13%				
<b>Small Group Totals</b>								
General-Education Students	2218	94%	65%	5%	2191	93%	63%	3%
Students with Disabilities	383	57%	17%	1%	316	58%	19%	0%
English Proficient	2380	89%	61%	5%	2472	89%	57%	3%
Limited English Proficient	221	79%	29%	1%	35	60%	26%	0%
Economically Disadvantaged	2279	88%	57%	4%	1813	92%	61%	3%
Not Disadvantaged	322	92%	70%	8%	694	78%	47%	2%
Migrant								
Not Migrant	2601	89%	58%	5%	2507	88%	57%	2%

#### NOTES

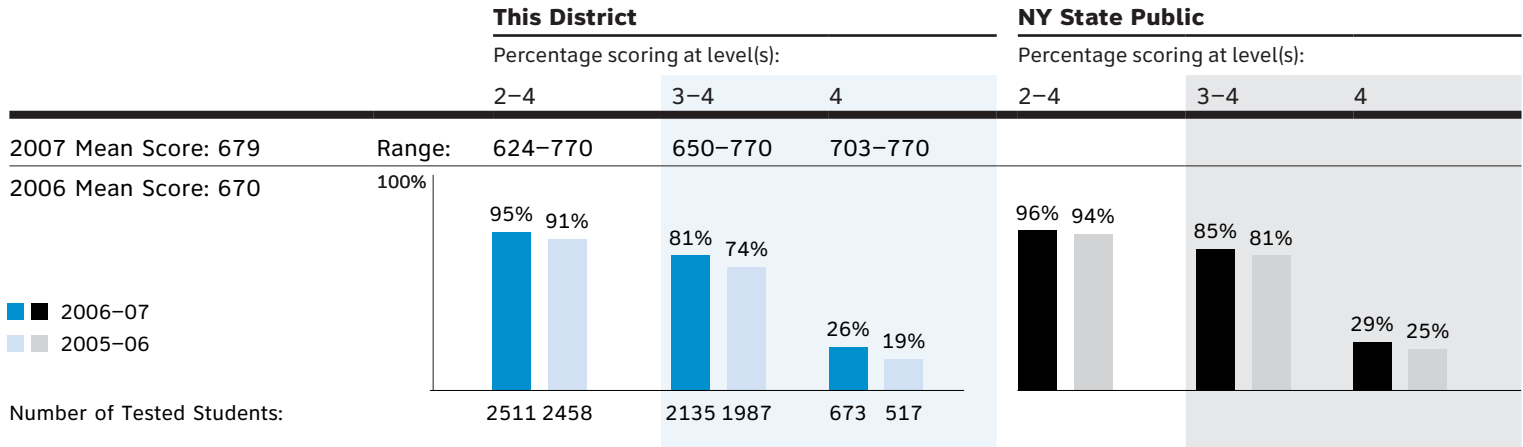
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	40	40	33	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 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>2635</b>	<b>95%</b>	<b>81%</b>	<b>26%</b>	<b>2701</b>	<b>91%</b>	<b>74%</b>	<b>19%</b>
Female	1327	96%	81%	26%	1310	93%	76%	21%
Male	1308	94%	81%	25%	1391	89%	71%	17%
American Indian or Alaska Native	17	100%	94%	24%	18	89%	78%	11%
Black or African American	1858	95%	79%	22%	1926	90%	70%	15%
Hispanic or Latino	347	95%	80%	23%	393	91%	78%	22%
Asian or Native Hawaiian/Other Pacific Islander	371	96%	89%	44%	332	96%	87%	40%
White	34	97%	91%	21%	32	88%	72%	25%
Multiracial	8	100%	100%	38%				
<b>Small Group Totals</b>								
General-Education Students	2247	97%	86%	29%	2363	94%	77%	21%
Students with Disabilities	388	85%	50%	7%	338	70%	46%	4%
English Proficient	2390	96%	82%	27%	2484	92%	75%	20%
Limited English Proficient	245	92%	69%	14%	217	79%	52%	7%
Economically Disadvantaged	2301	95%	80%	25%	1983	94%	76%	21%
Not Disadvantaged	334	96%	86%	31%	718	83%	66%	14%
Migrant								
Not Migrant	2635	95%	81%	26%	2701	91%	74%	19%

#### NOTES

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	40	39	36	30	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 655	612-775	650-775	716-775			
2006 Mean Score: 655						
Number of Tested Students:	2310	2285	1475	1505	97	109

### 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>2540</b>	<b>91%</b>	<b>58%</b>	<b>4%</b>	<b>2577</b>	<b>89%</b>	<b>58%</b>	<b>4%</b>
Female	1252	95%	63%	5%	1291	92%	61%	6%
Male	1288	87%	53%	3%	1286	85%	55%	3%
American Indian or Alaska Native	16	-	-	-	23	91%	65%	0%
Black or African American	1808	90%	56%	3%	1851	88%	57%	4%
Hispanic or Latino	354	91%	57%	4%	306	89%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	337	95%	70%	8%	357	93%	71%	6%
White	24	92%	67%	8%	40	85%	60%	3%
Multiracial	1	-	-	-				
Small Group Totals	17	76%	59%	6%				
General-Education Students	2169	96%	65%	4%	2194	94%	65%	5%
Students with Disabilities	371	62%	20%	0%	383	60%	20%	0%
English Proficient	2394	92%	60%	4%	2540	89%	59%	4%
Limited English Proficient	146	76%	18%	1%	37	57%	8%	0%
Economically Disadvantaged	2217	90%	56%	3%	1866	93%	64%	5%
Not Disadvantaged	323	96%	70%	6%	711	77%	45%	3%
Migrant								
Not Migrant	2540	91%	58%	4%	2577	89%	58%	4%

#### NOTES

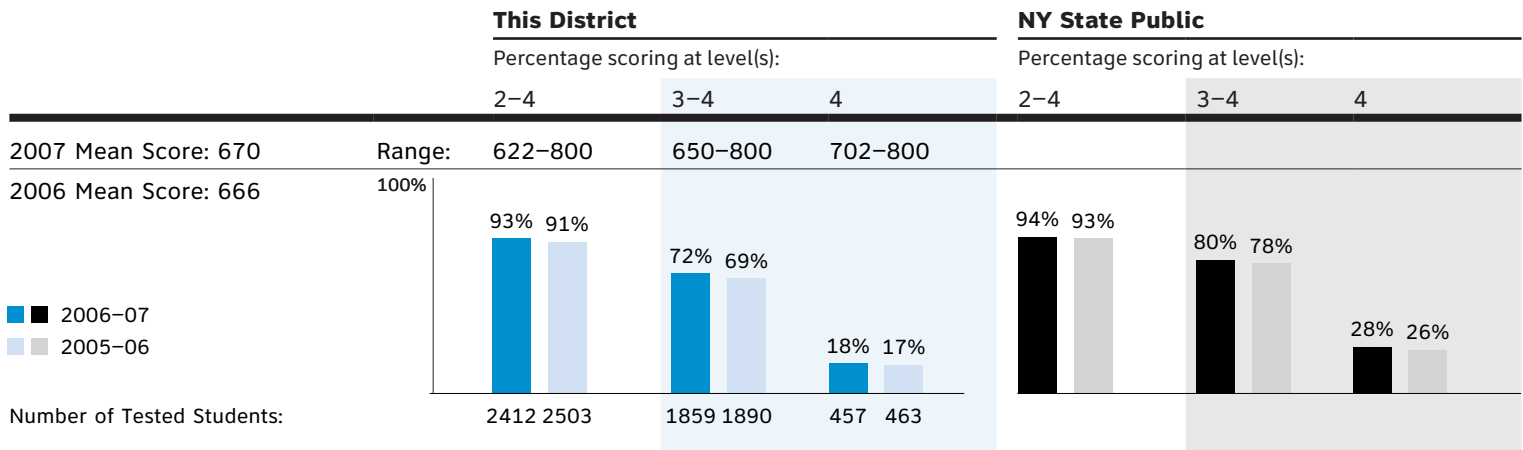
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	35	33	27	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 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>2591</b>	<b>93%</b>	<b>72%</b>	<b>18%</b>	<b>2741</b>	<b>91%</b>	<b>69%</b>	<b>17%</b>
Female	1275	95%	74%	18%	1367	92%	68%	17%
Male	1316	91%	70%	17%	1374	90%	70%	17%
American Indian or Alaska Native	16	-	-	-	24	92%	71%	8%
Black or African American	1829	92%	69%	14%	1888	91%	67%	13%
Hispanic or Latino	365	95%	72%	22%	388	90%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	355	96%	86%	32%	398	94%	82%	38%
White	25	96%	72%	24%	43	88%	65%	14%
Multiracial	1	-	-	-				
Small Group Totals	17	88%	71%	18%				
General-Education Students	2219	96%	78%	20%	2334	96%	75%	19%
Students with Disabilities	372	73%	33%	3%	407	67%	33%	2%
English Proficient	2415	94%	73%	18%	2546	92%	71%	18%
Limited English Proficient	176	83%	51%	6%	195	77%	45%	7%
Economically Disadvantaged	2261	93%	71%	16%	2007	95%	74%	19%
Not Disadvantaged	330	95%	79%	26%	734	81%	55%	12%
Migrant								
Not Migrant	2591	93%	72%	18%	2741	91%	69%	17%

#### NOTES

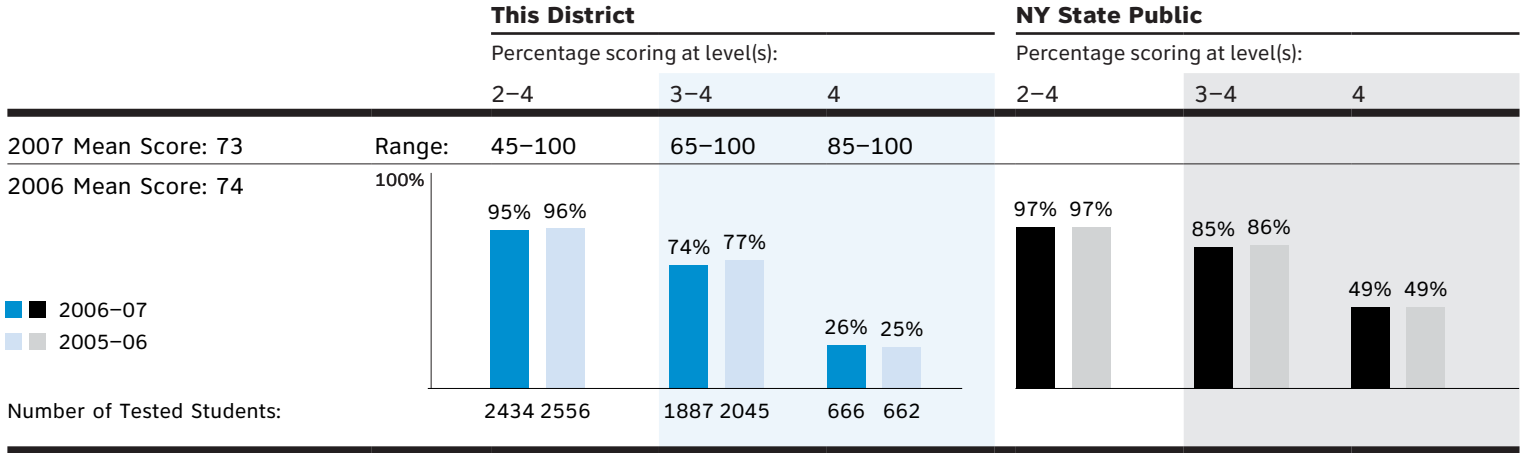
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	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	35	35	34	28	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

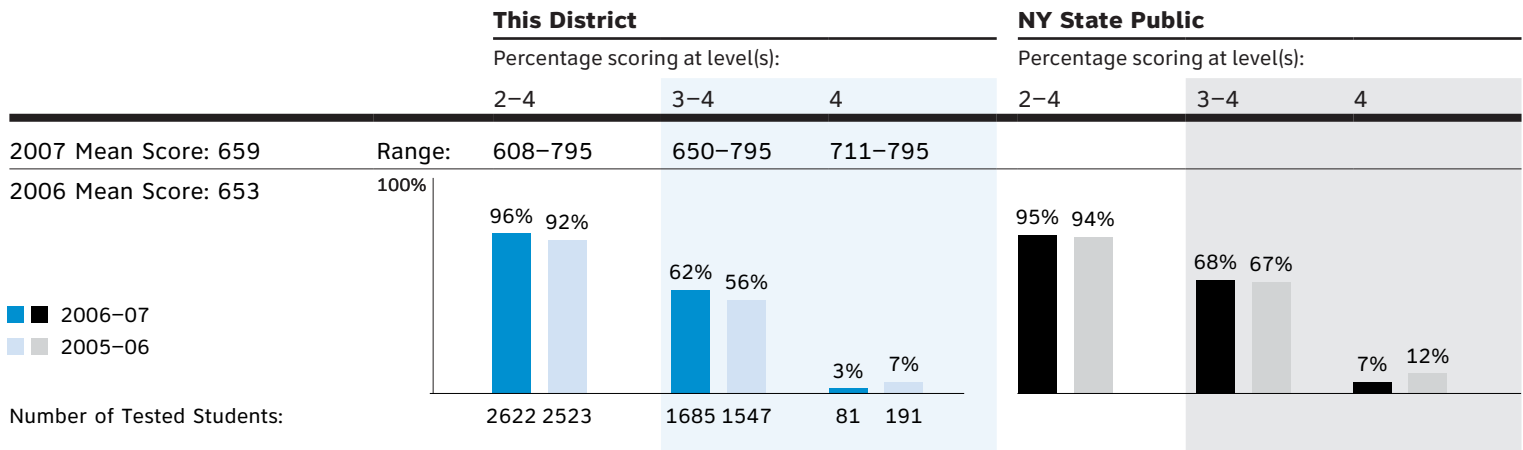
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2564</b>	<b>95%</b>	<b>74%</b>	<b>26%</b>	<b>2671</b>	<b>96%</b>	<b>77%</b>	<b>25%</b>
Female	1261	96%	74%	26%	1332	97%	77%	24%
Male	1303	94%	73%	26%	1339	94%	76%	25%
American Indian or Alaska Native	11	-	-	-	23	96%	78%	9%
Black or African American	1815	95%	72%	23%	1837	96%	77%	24%
Hispanic or Latino	367	95%	72%	28%	379	96%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	344	97%	83%	39%	391	95%	81%	36%
White	26	88%	88%	31%	41	98%	76%	34%
Multiracial	1	-	-	-				
Small Group Totals	12	83%	83%	33%				
General-Education Students	2197	97%	78%	29%	2281	98%	81%	27%
Students with Disabilities	367	83%	48%	9%	390	85%	49%	9%
English Proficient	2384	96%	76%	27%	2474	97%	79%	27%
Limited English Proficient	180	82%	42%	8%	197	85%	50%	3%
Economically Disadvantaged	2238	95%	72%	25%	1963	97%	80%	26%
Not Disadvantaged	326	97%	83%	36%	708	91%	66%	21%
Migrant								
Not Migrant	2564	95%	74%	26%	2671	96%	77%	25%

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	35	34	29	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2737</b>	<b>96%</b>	<b>62%</b>	<b>3%</b>	<b>2745</b>	<b>92%</b>	<b>56%</b>	<b>7%</b>
Female	1350	96%	64%	3%	1390	94%	61%	9%
Male	1387	95%	60%	3%	1355	90%	52%	5%
American Indian or Alaska Native	24	-	-	-	18	83%	50%	6%
Black or African American	1905	96%	61%	3%	1986	91%	55%	6%
Hispanic or Latino	373	93%	57%	2%	349	93%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	392	96%	71%	4%	353	96%	69%	13%
White	42	98%	67%	12%	39	92%	62%	5%
Multiracial	1	-	-	-				
Small Group Totals	25	100%	56%	0%				
General-Education Students	2314	98%	67%	3%	2367	96%	62%	8%
Students with Disabilities	423	82%	29%	0%	378	66%	19%	1%
English Proficient	2600	97%	64%	3%	2670	92%	57%	7%
Limited English Proficient	137	77%	23%	0%	75	83%	24%	0%
Economically Disadvantaged	2361	95%	60%	3%	1987	96%	62%	8%
Not Disadvantaged	376	99%	74%	5%	758	81%	42%	4%
Migrant								
Not Migrant	2737	96%	62%	3%	2745	92%	56%	7%

#### NOTES

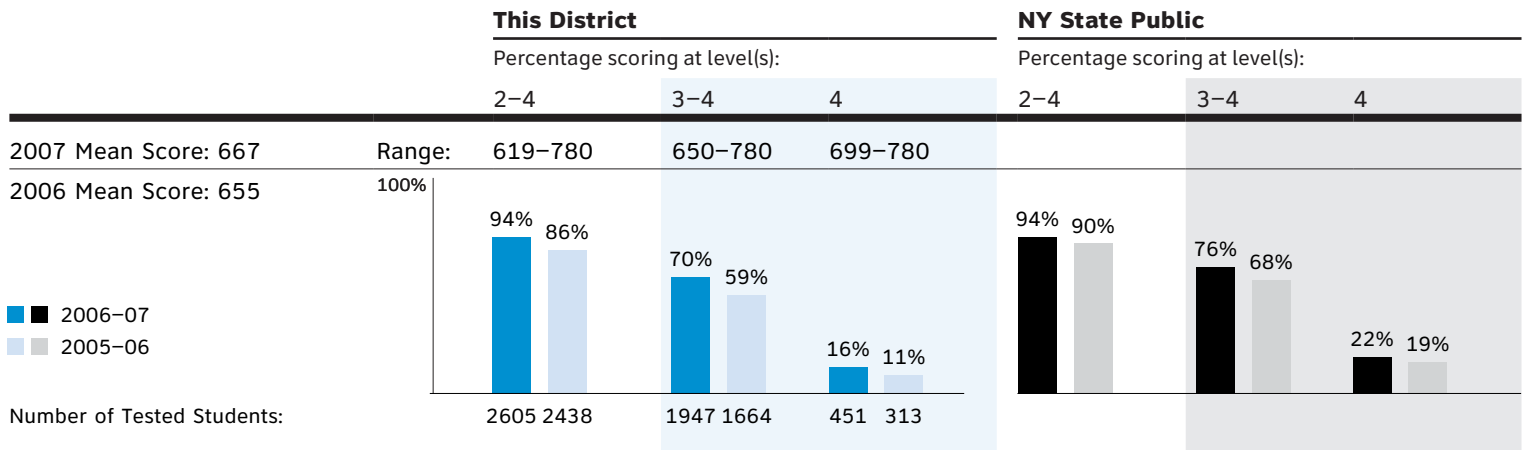
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	44	44	42	37	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	23	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>2778</b>	<b>94%</b>	<b>70%</b>	<b>16%</b>	<b>2844</b>	<b>86%</b>	<b>59%</b>	<b>11%</b>
Female	1367	95%	70%	16%	1440	88%	62%	12%
Male	1411	92%	70%	17%	1404	83%	55%	10%
American Indian or Alaska Native	24	-	-	-	19	84%	63%	11%
Black or African American	1920	93%	66%	13%	2014	84%	54%	9%
Hispanic or Latino	387	94%	73%	16%	397	87%	61%	9%
Asian or Native Hawaiian/Other Pacific Islander	402	97%	85%	32%	372	93%	77%	24%
White	43	95%	72%	21%	42	93%	60%	17%
Multiracial	2	-	-	-				
Small Group Totals	26	96%	81%	12%				
General-Education Students	2348	97%	76%	19%	2466	91%	64%	13%
Students with Disabilities	430	78%	36%	2%	378	54%	23%	1%
English Proficient	2615	94%	71%	17%	2677	86%	60%	12%
Limited English Proficient	163	87%	48%	2%	167	75%	40%	1%
Economically Disadvantaged	2396	93%	69%	16%	2078	91%	64%	13%
Not Disadvantaged	382	96%	76%	19%	766	73%	44%	6%
Migrant								
Not Migrant	2778	94%	70%	16%	2844	86%	59%	11%

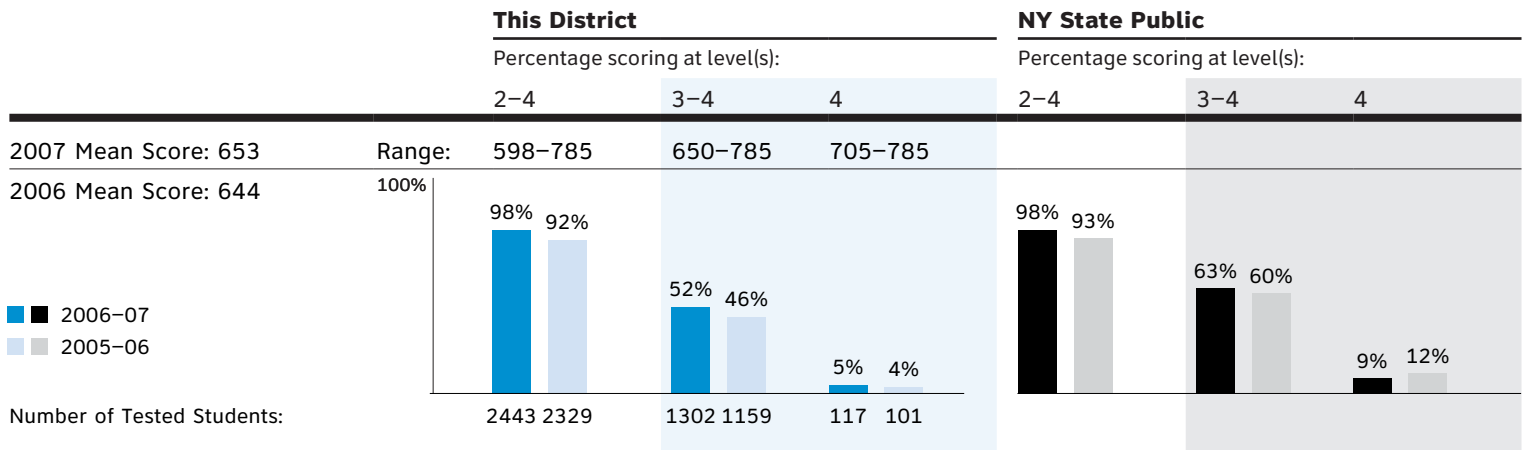
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	44	44	44	40	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>2497</b>	<b>98%</b>	<b>52%</b>	<b>5%</b>	<b>2538</b>	<b>92%</b>	<b>46%</b>	<b>4%</b>
Female	1249	99%	59%	7%	1276	94%	52%	6%
Male	1248	97%	46%	2%	1262	90%	39%	2%
American Indian or Alaska Native	17	-	-	-	18	94%	17%	0%
Black or African American	1829	98%	52%	4%	1909	92%	45%	3%
Hispanic or Latino	321	97%	45%	2%	264	91%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	286	98%	59%	8%	316	94%	56%	9%
White	40	93%	50%	3%	31	84%	58%	0%
Multiracial	4	-	-	-				
Small Group Totals	21	100%	67%	14%				
General-Education Students	2145	99%	58%	5%	2202	96%	51%	5%
Students with Disabilities	352	90%	17%	0%	336	65%	10%	0%
English Proficient	2383	98%	54%	5%	2491	92%	46%	4%
Limited English Proficient	114	87%	11%	0%	47	74%	6%	0%
Economically Disadvantaged	2103	98%	50%	4%	1735	96%	50%	4%
Not Disadvantaged	394	99%	63%	6%	803	83%	36%	3%
Migrant								
Not Migrant	2497	98%	52%	5%	2538	92%	46%	4%

#### NOTES

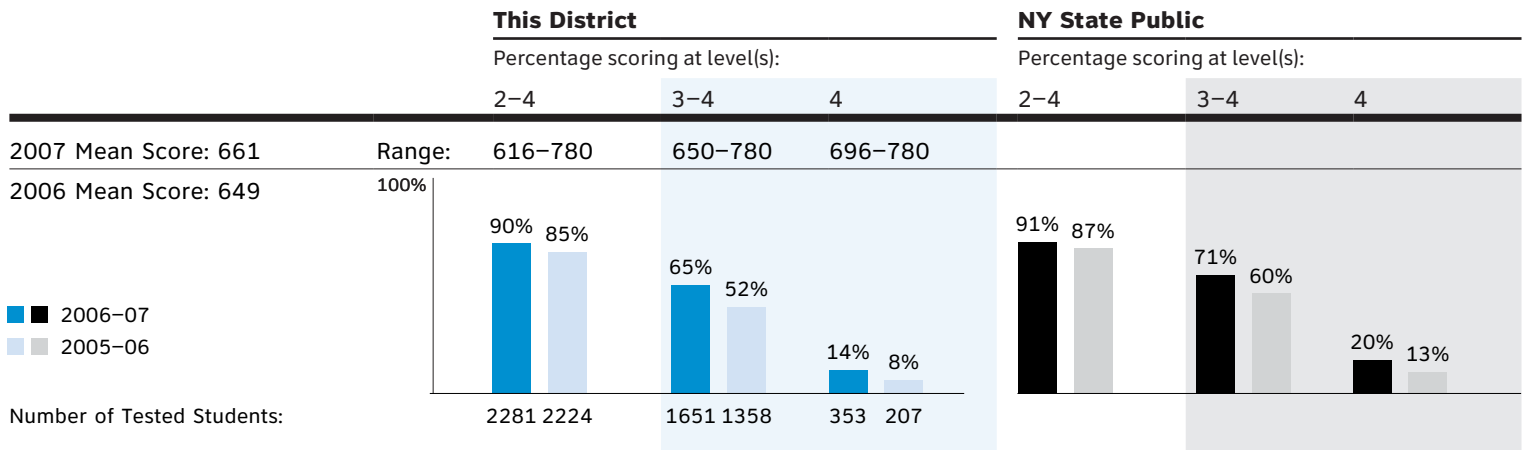
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	41	40	40	39	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 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

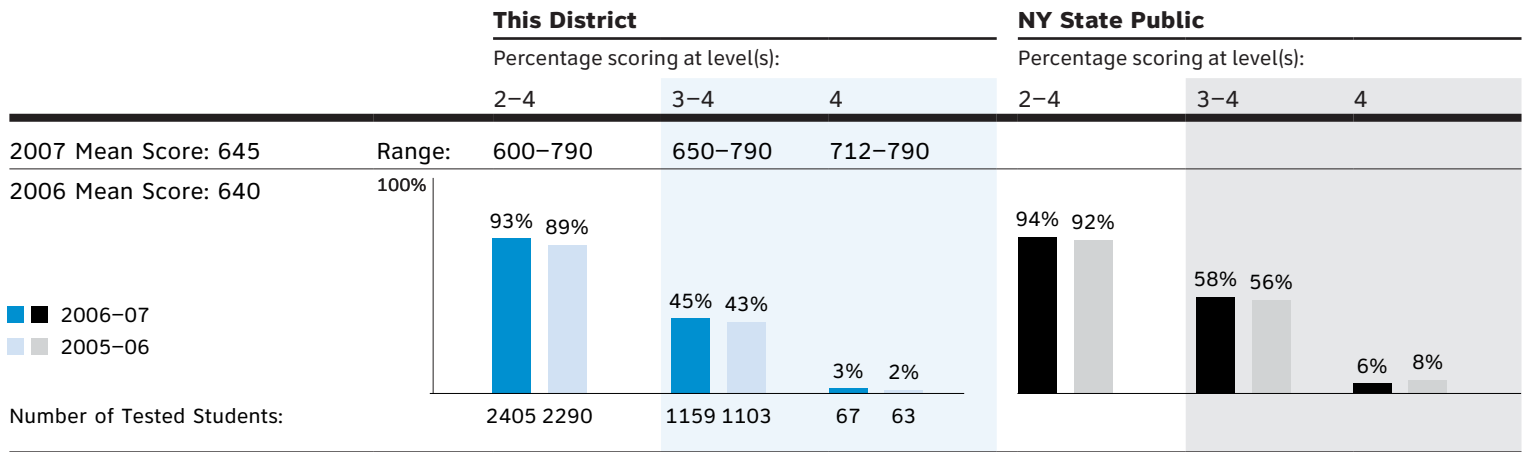
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2531</b>	<b>90%</b>	<b>65%</b>	<b>14%</b>	<b>2623</b>	<b>85%</b>	<b>52%</b>	<b>8%</b>
Female	1256	93%	68%	16%	1312	87%	54%	8%
Male	1275	87%	63%	12%	1311	82%	49%	7%
American Indian or Alaska Native	17	-	-	-	18	78%	22%	0%
Black or African American	1853	90%	64%	12%	1964	84%	48%	6%
Hispanic or Latino	329	89%	60%	12%	285	85%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	289	95%	81%	31%	324	93%	73%	20%
White	39	79%	64%	15%	32	69%	38%	9%
Multiracial	4	-	-	-				
Small Group Totals	21	100%	71%	14%				
General-Education Students	2171	94%	71%	16%	2272	90%	57%	9%
Students with Disabilities	360	66%	28%	2%	351	50%	16%	0%
English Proficient	2395	91%	67%	15%	2514	85%	53%	8%
Limited English Proficient	136	68%	33%	2%	109	73%	25%	3%
Economically Disadvantaged	2124	89%	63%	13%	1790	90%	56%	8%
Not Disadvantaged	407	94%	75%	17%	833	74%	43%	7%
Migrant								
Not Migrant	2531	90%	65%	14%	2623	85%	52%	8%

**NOTES**  
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	42	41	36	32	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>2591</b>	<b>93%</b>	<b>45%</b>	<b>3%</b>	<b>2564</b>	<b>89%</b>	<b>43%</b>	<b>2%</b>
Female	1268	96%	54%	4%	1238	92%	50%	3%
Male	1323	90%	36%	2%	1326	87%	37%	2%
American Indian or Alaska Native	21	-	-	-	13	77%	23%	0%
Black or African American	1929	93%	44%	2%	1951	89%	41%	2%
Hispanic or Latino	292	88%	41%	2%	298	89%	44%	2%
Asian or Native Hawaiian/Other Pacific Islander	321	94%	55%	6%	273	91%	55%	4%
White	25	92%	36%	0%	29	90%	41%	0%
Multiracial	3	-	-	-				
Small Group Totals	24	88%	25%	0%				
General-Education Students	2256	95%	49%	3%	2242	93%	47%	3%
Students with Disabilities	335	77%	13%	0%	322	67%	13%	0%
English Proficient	2502	94%	46%	3%	2504	90%	44%	3%
Limited English Proficient	89	66%	8%	0%	60	62%	10%	0%
Economically Disadvantaged	2097	92%	43%	2%	1665	93%	46%	3%
Not Disadvantaged	494	96%	52%	4%	899	83%	37%	2%
Migrant								
Not Migrant	2591	93%	45%	3%	2564	89%	43%	2%

**NOTES**  
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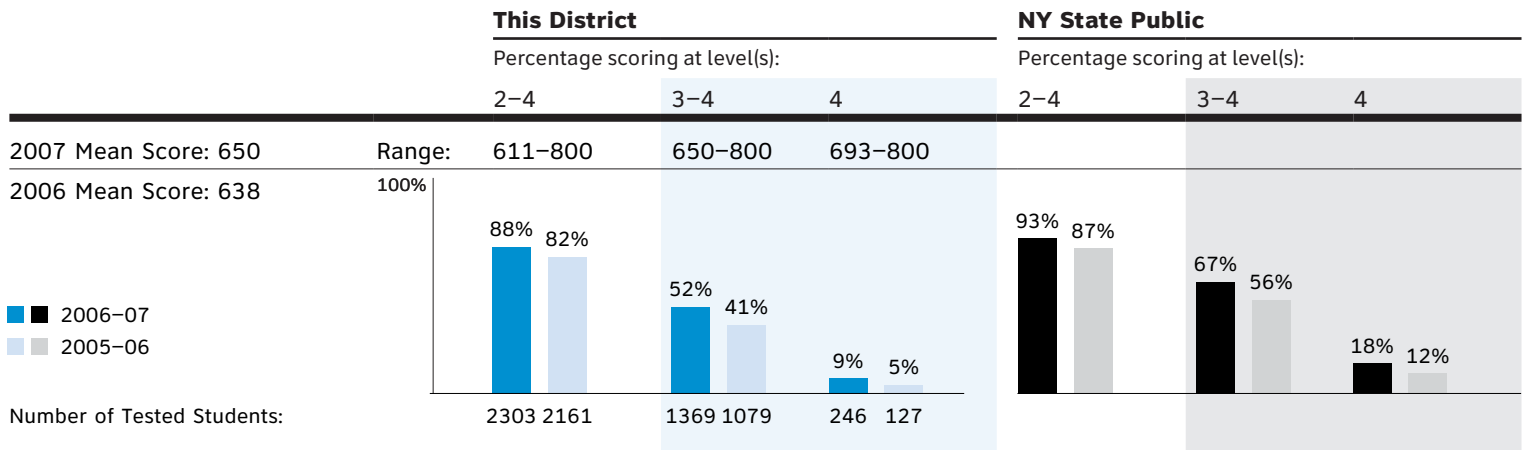
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	44	44	37	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 7	15	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>2625</b>	<b>88%</b>	<b>52%</b>	<b>9%</b>	<b>2647</b>	<b>82%</b>	<b>41%</b>	<b>5%</b>
Female	1276	91%	57%	12%	1281	85%	45%	6%
Male	1349	85%	47%	7%	1366	79%	37%	4%
American Indian or Alaska Native	20	-	-	-	13	62%	23%	0%
Black or African American	1947	87%	50%	7%	1984	80%	38%	3%
Hispanic or Latino	299	89%	53%	11%	331	84%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	330	92%	68%	25%	289	89%	57%	12%
White	26	85%	42%	12%	30	80%	53%	7%
Multiracial	3	-	-	-				
Small Group Totals	23	78%	35%	4%				
General-Education Students	2280	91%	57%	11%	2327	86%	45%	5%
Students with Disabilities	345	63%	18%	1%	320	50%	12%	1%
English Proficient	2519	88%	53%	10%	2511	83%	42%	5%
Limited English Proficient	106	72%	23%	2%	136	55%	18%	0%
Economically Disadvantaged	2115	87%	50%	9%	1737	86%	44%	6%
Not Disadvantaged	510	90%	60%	11%	910	74%	34%	3%
Migrant								
Not Migrant	2625	88%	52%	9%	2647	82%	41%	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	44	42	39	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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 645	602-790	650-790	715-790			
2006 Mean Score: 631						
Number of Tested Students:	2433	2145	1149	718	37	24

### 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>2587</b>	<b>94%</b>	<b>44%</b>	<b>1%</b>	<b>2572</b>	<b>83%</b>	<b>28%</b>	<b>1%</b>
Female	1265	96%	52%	2%	1244	89%	36%	1%
Male	1322	92%	37%	1%	1328	78%	20%	0%
American Indian or Alaska Native	12	92%	33%	0%	15	60%	0%	0%
Black or African American	1940	94%	43%	1%	1958	83%	25%	1%
Hispanic or Latino	321	90%	42%	1%	272	86%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	279	96%	55%	2%	298	85%	44%	3%
White	30	93%	40%	3%	29	76%	38%	0%
Multiracial	5	100%	20%	0%				
<b>Small Group Totals</b>								
General-Education Students	2265	97%	49%	2%	2229	88%	32%	1%
Students with Disabilities	322	75%	11%	0%	343	51%	3%	0%
English Proficient	2475	95%	46%	1%	2519	84%	28%	1%
Limited English Proficient	112	73%	4%	0%	53	34%	6%	0%
Economically Disadvantaged	2004	94%	43%	1%	1683	88%	30%	1%
Not Disadvantaged	583	96%	50%	2%	889	75%	24%	1%
Migrant								
Not Migrant	2587	94%	44%	1%	2572	83%	28%	1%

#### NOTES

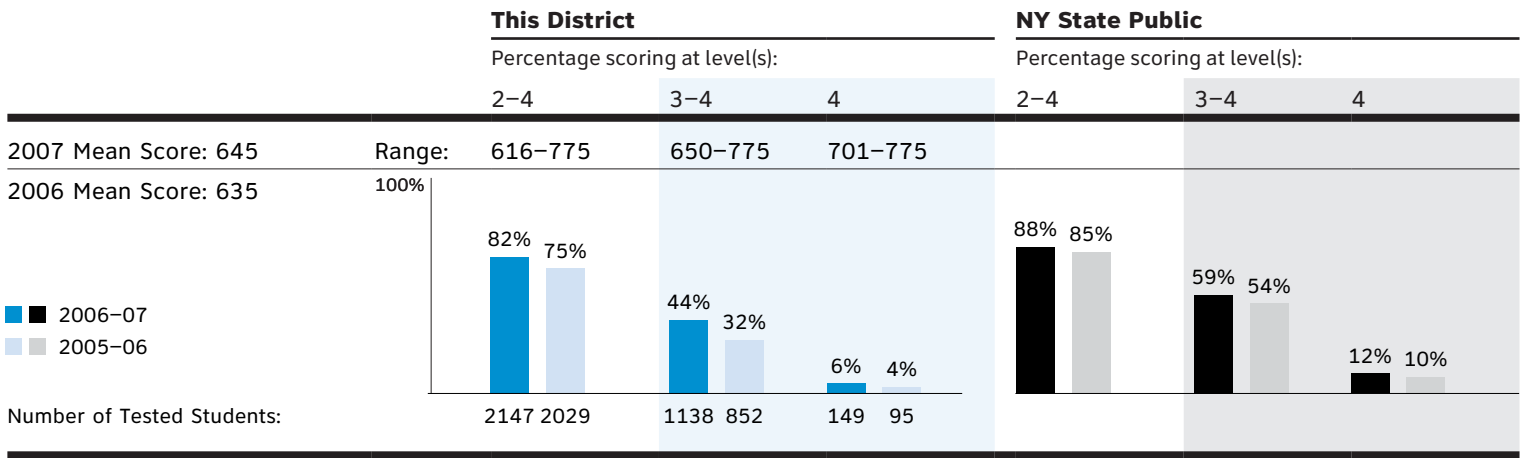
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	44	44	38	34	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	16	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

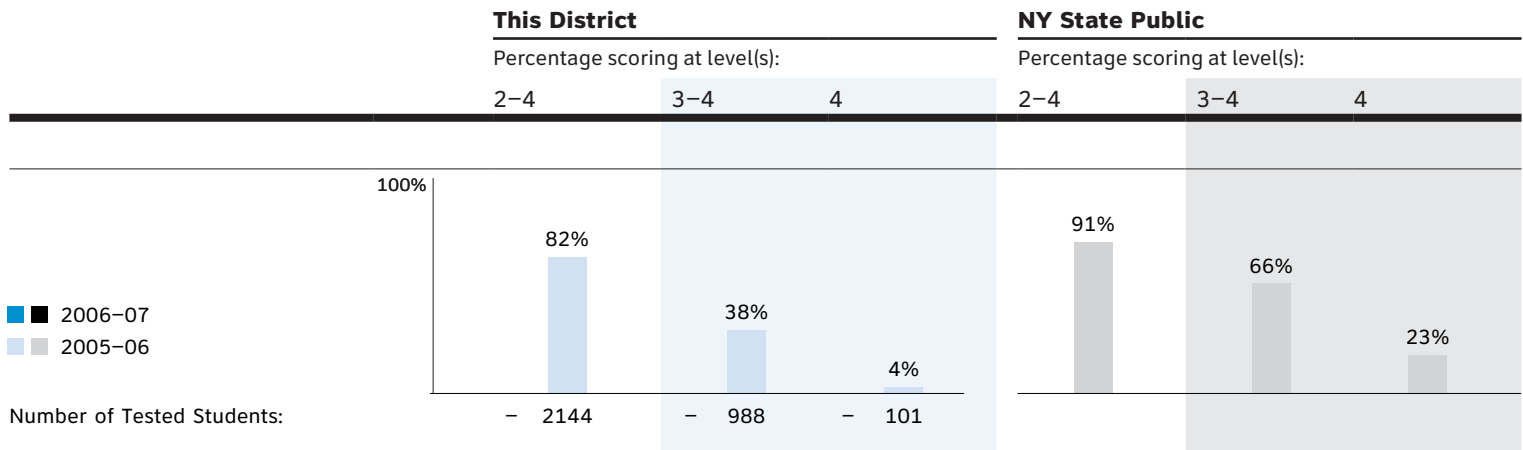
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2615</b>	<b>82%</b>	<b>44%</b>	<b>6%</b>	<b>2698</b>	<b>75%</b>	<b>32%</b>	<b>4%</b>
Female	1274	85%	47%	7%	1310	78%	37%	5%
Male	1341	79%	40%	5%	1388	73%	27%	2%
American Indian or Alaska Native	12	92%	33%	8%	14	71%	21%	7%
Black or African American	1942	80%	39%	3%	2034	73%	26%	2%
Hispanic or Latino	337	82%	50%	8%	311	79%	40%	6%
Asian or Native Hawaiian/Other Pacific Islander	289	93%	67%	18%	310	87%	58%	12%
White	30	77%	50%	7%	29	76%	31%	7%
Multiracial	5	100%	60%	20%				
<b>Small Group Totals</b>								
General-Education Students	2297	86%	47%	6%	2344	80%	35%	4%
Students with Disabilities	318	53%	16%	0%	354	45%	6%	0%
English Proficient	2479	83%	44%	6%	2561	76%	33%	4%
Limited English Proficient	136	68%	36%	1%	137	60%	13%	1%
Economically Disadvantaged	2034	82%	44%	6%	1775	80%	34%	4%
Not Disadvantaged	581	83%	42%	5%	923	67%	26%	3%
Migrant								
Not Migrant	2615	82%	44%	6%	2698	75%	32%	4%

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	44	42	41	30	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>2265</b>	<b>85%</b>	<b>45%</b>	<b>7%</b>	<b>2606</b>	<b>82%</b>	<b>38%</b>	<b>4%</b>
Female	1128	89%	45%	6%	1275	85%	41%	4%
Male	1137	81%	46%	7%	1331	80%	35%	4%
American Indian or Alaska Native	10	80%	50%	10%	14	79%	21%	0%
Black or African American	1626	85%	43%	6%	1953	82%	35%	3%
Hispanic or Latino	313	80%	43%	5%	304	81%	40%	5%
Asian or Native Hawaiian/Other Pacific Islander	283	88%	58%	11%	307	88%	55%	9%
White	28	79%	46%	4%	28	79%	39%	14%
Multiracial	5	100%	40%	0%				
<b>Small Group Totals</b>								
General-Education Students	1987	89%	49%	8%	2273	85%	41%	4%
Students with Disabilities	278	56%	15%	1%	333	61%	15%	0%
English Proficient	2138	87%	47%	7%	2474	83%	40%	4%
Limited English Proficient	127	55%	14%	0%	132	62%	8%	0%
Economically Disadvantaged	1790	84%	44%	7%	1734	85%	39%	4%
Not Disadvantaged	475	88%	50%	7%	872	78%	35%	4%
Migrant								
Not Migrant	2265	85%	45%	7%	2606	82%	38%	4%

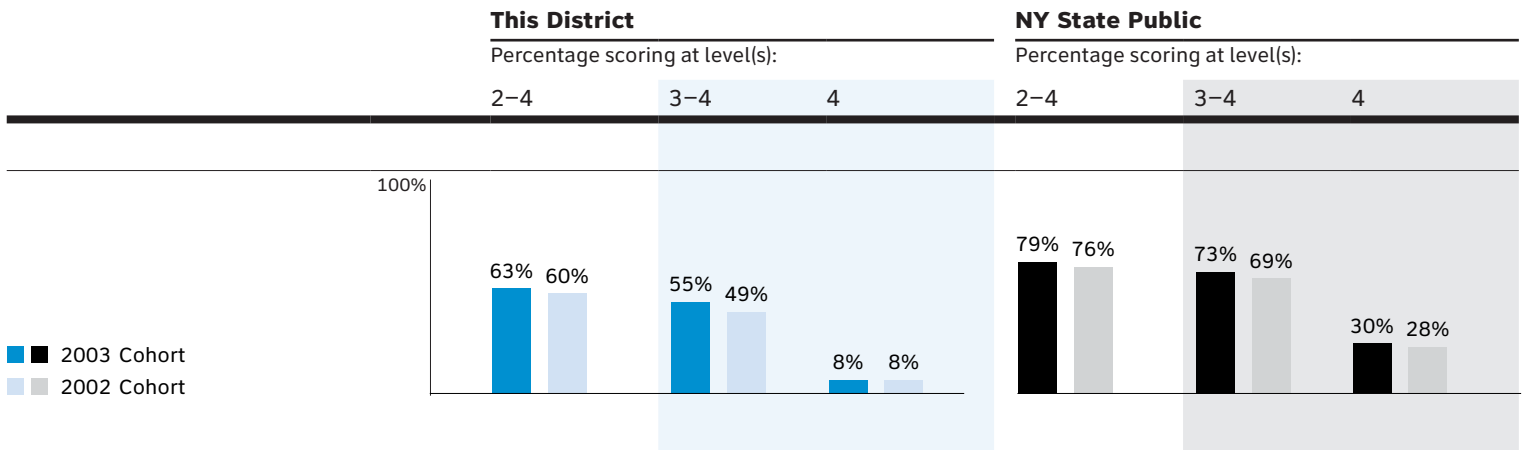
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	43	43	38	36	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	-	-	-	0			

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



### Results by Student Group

	2003 Cohort			2002 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>844</b>	<b>63%</b>	<b>55%</b>	<b>8%</b>	<b>913</b>	<b>60%</b>	<b>49%</b>	<b>8%</b>
Female	354	71%	63%	13%	423	70%	59%	12%
Male	490	57%	48%	5%	490	52%	39%	4%
American Indian or Alaska Native	2	-	-	-	5	60%	20%	0%
Black or African American	689	64%	55%	8%	765	61%	48%	7%
Hispanic or Latino	85	54%	48%	11%	77	47%	39%	13%
Asian or Native Hawaiian/Other Pacific Islander	43	67%	63%	16%	47	72%	68%	17%
White	16	25%	19%	0%	19	63%	58%	11%
Multiracial	9	-	-	-				
Small Group Totals	11	91%	82%	18%				
General-Education Students	642	76%	67%	11%	791	68%	55%	9%
Students with Disabilities	202	20%	14%	1%	122	12%	7%	1%
English Proficient	823	63%	55%	9%	863	62%	51%	8%
Limited English Proficient	21	48%	29%	5%	50	24%	16%	0%
Economically Disadvantaged	422	68%	58%	9%	282	53%	49%	11%
Not Disadvantaged	422	58%	51%	7%	631	63%	49%	6%
Migrant								
Not Migrant					913	60%	49%	8%

#### 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

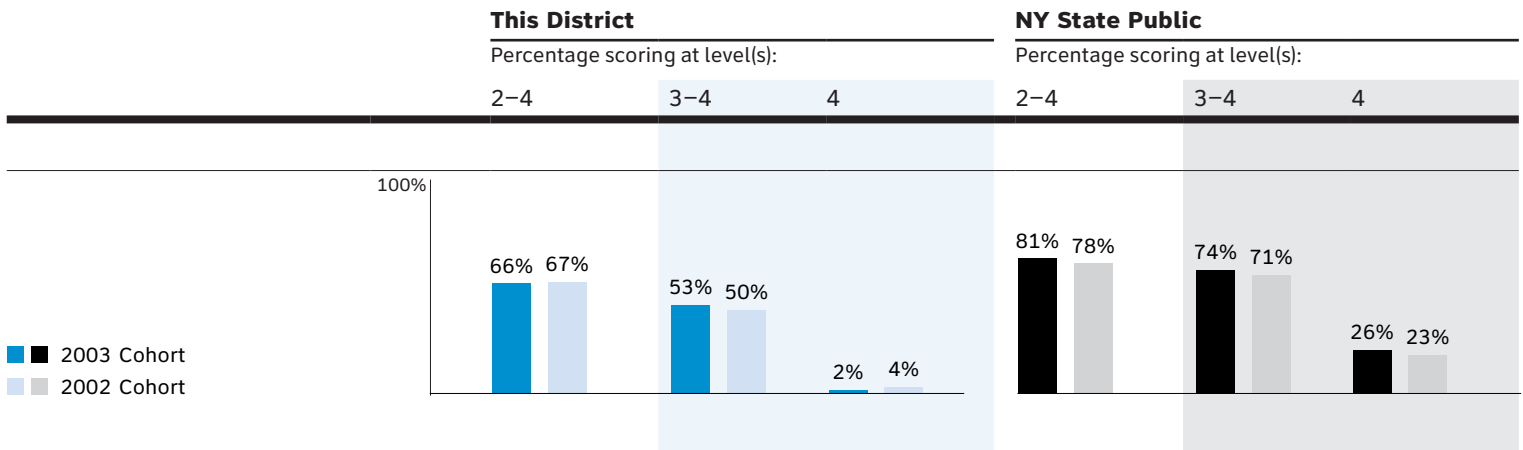
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				30	29	26	20

\* 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>844</b>	<b>66%</b>	<b>53%</b>	<b>2%</b>	<b>913</b>	<b>67%</b>	<b>50%</b>	<b>4%</b>
Female	354	72%	59%	2%	423	73%	56%	6%
Male	490	62%	48%	2%	490	61%	44%	2%
American Indian or Alaska Native	2	–	–	–	5	40%	40%	0%
Black or African American	689	67%	53%	2%	765	67%	49%	3%
Hispanic or Latino	85	61%	48%	4%	77	55%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	43	74%	63%	2%	47	81%	70%	17%
White	16	25%	25%	6%	19	68%	58%	16%
Multiracial	9	–	–	–				
Small Group Totals	11	91%	64%	0%				
General-Education Students	642	81%	66%	3%	791	74%	56%	5%
Students with Disabilities	202	21%	10%	0%	122	17%	8%	1%
English Proficient	823	67%	53%	2%	863	68%	51%	4%
Limited English Proficient	21	57%	43%	0%	50	52%	32%	2%
Economically Disadvantaged	422	70%	57%	2%	282	57%	46%	6%
Not Disadvantaged	422	63%	49%	2%	631	71%	51%	3%
Migrant								
Not Migrant					913	67%	50%	4%

#### NOTES

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

### Other Assessments

	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				23	23	19	15

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

\*\* 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.