



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 7**

District ID **32-07-00-01-0000**

Superintendent **ELVIRA BARONE**

Telephone **(718) 742-6500**

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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	533	545	566
Kindergarten	1144	1176	1110
Grade 1	1462	1362	1408
Grade 2	1327	1339	1316
Grade 3	1400	1247	1224
Grade 4	1287	1276	1189
Grade 5	1425	1273	1209
Grade 6	1479	1308	1243
Ungraded Elementary	904	993	1024
Grade 7	1524	1469	1370
Grade 8	1404	1445	1376
Grade 9	1774	1832	1755
Grade 10	1586	1715	1844
Grade 11	939	1195	1166
Grade 12	769	794	954
Ungraded Secondary	925	999	1067
<b>Total K-12</b>	<b>19349</b>	<b>19423</b>	<b>19255</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	23	23	20
<b>Grade 8</b>			
English	22	26	27
Mathematics	22	27	26
Science	24	28	27
Social Studies	24	28	27
<b>Grade 10</b>			
English	25	26	26
Mathematics	24	24	26
Science	26	24	26
Social Studies	26	26	28

### Enrollment Information

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

### Average Class Size Information

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

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District ID 32-07-00-01-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	16962	88%	16343	84%	15726	82%
Reduced-Price Lunch	1034	5%	1104	6%	1263	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3423	18%	3177	16%	3238	17%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	64	0%	54	0%	65	0%
Black or African American	5556	29%	5649	29%	5614	29%
Hispanic or Latino	13427	69%	13435	69%	13290	69%
Asian or Native Hawaiian/Other Pacific Islander	186	1%	175	1%	173	1%
White	116	1%	110	1%	113	1%
Multiracial**	N/A	N/A	0	0%	0	0%

\* Available only at the school level.

\*\* Multiracial enrollment data were not collected statewide in the 2005-06 school year.

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	781	4%	1316	7%	1282	7%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	1577	1571	1569
Percent with No Valid Teaching Certificate	8%	10%	5%
Percent Teaching Out of Certification	18%	16%	13%
Percent with Fewer Than Three Years of Experience	24%	24%	24%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	28%	28%
<b>Total Number of Core Classes</b>	4361	2562	3047
Percent Not Taught by Highly Qualified Teachers	15%	16%	14%
<b>Total Number of Classes</b>	3211	3443	3648
Percent Taught by Teachers Without Appropriate Certification	19%	18%	15%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	32%	29%	
Turnover Rate of All Teachers	23%	24%	

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff		0	0
Total Paraprofessionals*		0	0
Assistant Principals		0	0
Principals		0	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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

#### ▲ Improvement (Year 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

### Title I Part A Funding

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

2006–07	2007–08	2008–09
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>	✓ <sup>SH</sup>	✓	✓	✗	✗	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓ <sup>SH</sup>	✓	—	✗	✗	—
Hispanic or Latino	✓ <sup>SH</sup>	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	—	✗	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓	—	✗	✗	—
Economically Disadvantaged	✓ <sup>SH</sup>	✓	—	✗	✗	—
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 0 of 6	✗ 0 of 6	✓ 1 of 1

#### AYP Status

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


#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts










**Accountability Status for This Subject (2008–09)**  Improvement (Year 5)

**Accountability Measures** 8 of 8 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 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [220]

### 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 2007–08 2008–09
<b>All Students</b> (8895:8346)	 SH						
<b>Ethnicity</b>							
American Indian or Alaska Native (16:16)	—						
Black or African American (2550:2384)	 SH						
Hispanic or Latino (6193:5823)	 SH						
Asian or Native Hawaiian/Other Pacific Islander (58:53)							
White (49:44)							
Multiracial (29:26)	—						
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2361:2198)	 SH						
Limited English Proficient <sup>5</sup> (1701:1856)	 SH						
Economically Disadvantaged (8356:7865)							
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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**  
**(2008–09)**

**Accountability Measures** 8 of 8 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [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 2007–08 2008–09
<b>All Students</b> (8892:8338)			99%		145	101	
<b>Ethnicity</b>							
American Indian or Alaska Native (17:15)	—	—	—	—	—	—	—
Black or African American (2539:2354)			98%		140	100	
Hispanic or Latino (6196:5842)			99%		147	101	
Asian or Native Hawaiian/Other Pacific Islander (59:53)			97%		175	89	
White (52:47)			100%		145	88	
Multiracial (29:27)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2347:2162)			97%		105	100	
Limited English Proficient <sup>5</sup> (1712:1935)			99%		139	100	
Economically Disadvantaged (8336:7855)			99%		146	101	
<b>Final AYP Determination</b>		8 of 8					

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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**  
**(2008–09)**

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

**Prospective Status** This district will be in good standing in 2009-10. [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 2007–08 2008–09
<b>All Students</b> (3016:2725)		Qualified		96%		132	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—	—
Black or African American (842:748)		Qualified		95%		126	100	
Hispanic or Latino (2133:1942)		Qualified		96%		134	100	
Asian or Native Hawaiian/Other Pacific Islander (13:9)	—	—	—	—	—	—	—	—
White (17:16)	—	—	—	—	—	—	—	—
Multiracial (6:5)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (791:678)		Qualified		91%		100	100	
Limited English Proficient <sup>4</sup> (585:624)		Qualified		97%		122	100	
Economically Disadvantaged (2801:2558)		Qualified		96%		132	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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 (2008–09)**  Improvement (Year 5)

**Accountability Measures** 0 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 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [220]

### 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 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (1120:1299)</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native (5:8)	—						
Black or African American (371:432)							
Hispanic or Latino (717:827)							
Asian or Native Hawaiian/Other Pacific Islander (21:21)	—						
White (5:11)	—						
Multiracial (1:0)	—						
<b>Other Groups</b>							
Students with Disabilities (100:204)							
Limited English Proficient <sup>4</sup> (62:136)							
Economically Disadvantaged (856:1022)							
<b>Final AYP Determination</b>	 0 of 6						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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**  
**(2008–09)**

**Accountability Measures** 0 of 6 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09	
<b>All Students</b> (1120:1299)			99%		152	156	156	157
<b>Ethnicity</b>								
American Indian or Alaska Native (5:8)	—	—	—	—	—	—	—	—
Black or African American (371:432)			99%		147	154	152	152
Hispanic or Latino (717:827)			100%		154	155	155	159
Asian or Native Hawaiian/Other Pacific Islander (21:21)	—	—	—	—	—	—	—	—
White (5:11)	—	—	—	—	—	—	—	—
Multiracial (1:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (100:204)			98%		88	151	122	99
Limited English Proficient <sup>4</sup> (62:136)			97%		130	150	150	137
Economically Disadvantaged (856:1022)			99%		154	156	156	159
<b>Final AYP Determination</b>	 0 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.


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


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

#### AYP Status

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









## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2008–09)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (1263)			59%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (432)			59%	55%		
Hispanic or Latino (797)			59%	55%		
Asian or Native Hawaiian/Other Pacific Islander (20)		–	–	–		
White (9)		–	–	–		
Multiracial (3)		–	–	–		
<b>Other Groups</b>						
Students with Disabilities (218)			24%	55%	21%	25%
Limited English Proficient <sup>3</sup> (153)			52%	55%	1%	53%
Economically Disadvantaged (1063)			60%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

<sup>2</sup> Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

<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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

### Federal Title I Status

#### ▲ Good Standing

21 schools identified 55% of total

ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY  
ACADEMY OF PUBLIC RELATIONS  
BRONX ACADEMY OF LETTERS  
COMMUNITY SCHOOL FOR SOCIAL JUSTICE  
FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES  
HEALTH OPPORTUNITIES HIGH SCHOOL  
HOSTOS LINCOLN ACADEMY OF SCIENCE  
JILL CHAIFETZ TRANSFER HIGH SCHOOL  
MOTT HAVEN VILLAGE PREP HIGH SCHOOL  
MS 223 THE LABORATORY SCHOOL OF FINANCE  
PS 154 JONATHAN D HYATT SCHOOL  
PS 157 GROVE HILL SCHOOL  
PS 161 PONCE DE LEON SCHOOL  
PS 179  
PS 5 PORT MORRIS SCHOOL  
PS/MS 29 MELROSE SCHOOL  
PS/MS 31 WILLIAM L GARRISON SCHOOL  
SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL  
SOUTH BRONX ACADEMY FOR APPLIED MEDIA  
SOUTH BRONX PREP SCHOOL  
URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS

#### ▲ Improvement (Year 1)

1 school identified 3% of total

NEW EXPLORERS HIGH SCHOOL

#### ▲ Improvement (Year 2)

3 schools identified 8% of total

CROTONA ACADEMY HIGH SCHOOL  
PS 277  
PS 49 WILLIS AVENUE SCHOOL

#### ▲ Corrective Action

3 schools identified 8% of total

MS 203  
PS 1 COURTLAND SCHOOL  
PS/IS 224

#### ▲ Planning for Restructuring

4 schools identified 11% of total

PS 18 JOHN PETER ZENGER SCHOOL  
PS 25 BILINGUAL SCHOOL  
PS 30 WILTON SCHOOL  
PS 65 MOTHER HALE ACADEMY

#### ▲ Restructuring (Year 1)

2 schools identified 5% of total

### New York State Status

#### ■ Good Standing

1 school identified 3% of total

PS 220 MOTT HAVEN VILLAGE SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 2008–09 Accountability Status of Schools in Your District Continued

### Federal Title I Status

#### ▲ Restructuring (Year 1) (continued)

ALFRED E SMITH CAREER AND TECHNICAL HIGH SCHOOL  
PS 43 JONAS BRONCK SCHOOL

#### ▲ Restructuring (Year 3)

1 school identified 3% of total

JHS 162 L RODRIGUEZ DE TIO SCHOOL

#### ▲ Restructuring (Year 4)

1 school identified 3% of total

JHS 151 HENRY LOU GEHRIG

### New York State Status

#### ■ Requiring Academic Progress (Year 7)

1 school identified 3% of total

PS 156 BENJAMIN BANNEKER SCHOOL



District NEW YORK CITY GEOGRAPHIC DISTRICT # 7

District ID 32-07-00-01-0000

## Summary of 2007–08 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	38%			1351
Grade 4	38%			1360
Grade 5	51%			1387
Grade 6	31%			1387
Grade 7	39%			1509
Grade 8	24%			1517
<b>Mathematics</b>				
Grade 3	78%			1357
Grade 4	63%			1384
Grade 5	60%			1412
Grade 6	51%			1418
Grade 7	47%			1539
Grade 8	40%			1551
<b>Science</b>				
Grade 4	61%			1371
Grade 8	29%			1488

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	59%			1517
Mathematics	57%			1517

### 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
2008 Mean Score: 642	616-780	650-780	720-780*			
2007 Mean Score: 637						
Number of Tested Students:	1131 1063	515 501	23 15			

### Results by Student Group

	2007-08 School Year			2006-07 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>1351</b>	<b>84%</b>	<b>38%</b>	<b>2%</b>	<b>1367</b>	<b>78%</b>	<b>37%</b>	<b>1%</b>
Female	686	87%	41%	2%	656	82%	39%	1%
Male	665	80%	35%	2%	711	74%	34%	2%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	367	85%	41%	3%	363	79%	38%	0%
Hispanic or Latino	957	83%	37%	1%	987	77%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	75%	25%	6	83%	67%	0%
White	10	90%	60%	0%	4	-	-	-
Multiracial	5	-	-	-	5	100%	80%	0%
Small Group Totals	9	100%	22%	0%	6	83%	17%	0%
General-Education Students	1029	93%	46%	2%	1072	86%	43%	1%
Students with Disabilities	322	56%	13%	0%	295	46%	13%	0%
English Proficient	1028	88%	43%	2%	1030	81%	41%	1%
Limited English Proficient	323	71%	23%	0%	337	68%	22%	0%
Economically Disadvantaged	1295	84%	37%	2%	1318	78%	36%	1%
Not Disadvantaged	56	80%	57%	2%	49	80%	41%	2%
Migrant								
Not Migrant	1351	84%	38%	2%	1367	78%	37%	1%

#### 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.

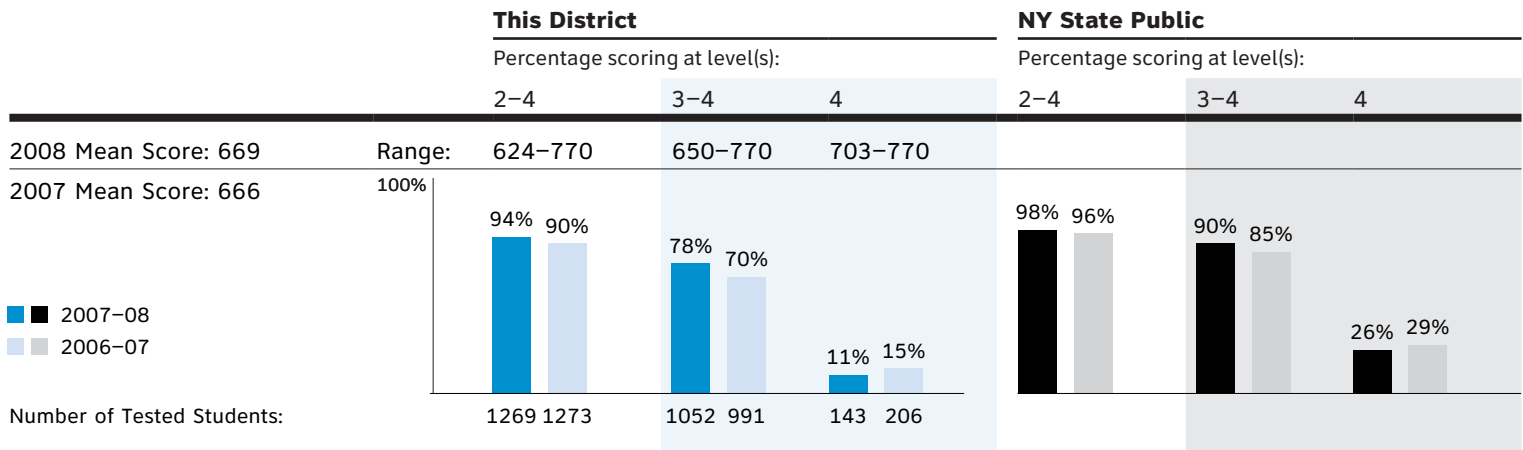
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year			2006-07 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	20	16	11	9	15	13	11	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	29	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

	2007-08 School Year				2006-07 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>1357</b>	<b>94%</b>	<b>78%</b>	<b>11%</b>	<b>1411</b>	<b>90%</b>	<b>70%</b>	<b>15%</b>
Female	691	94%	78%	11%	680	92%	73%	13%
Male	666	93%	77%	10%	731	88%	68%	16%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	362	93%	76%	8%	369	91%	71%	14%
Hispanic or Latino	967	93%	78%	11%	1024	90%	70%	15%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	56%	6	100%	67%	33%
White	11	100%	91%	9%	5	-	-	-
Multiracial	5	-	-	-	5	100%	80%	60%
Small Group Totals	8	100%	88%	0%	7	100%	86%	0%
General-Education Students	1035	98%	86%	13%	1111	95%	78%	17%
Students with Disabilities	322	80%	50%	4%	300	71%	40%	6%
English Proficient	1017	94%	81%	12%	1037	92%	74%	16%
Limited English Proficient	340	91%	68%	7%	374	84%	60%	11%
Economically Disadvantaged	1300	94%	78%	10%	1359	90%	70%	15%
Not Disadvantaged	57	88%	68%	12%	52	92%	73%	15%
Migrant								
Not Migrant	1357	94%	78%	11%	1411	90%	70%	15%

### 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

	2007-08 School Year				2006-07 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	18	15	11	8	14	13	13	8

## 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
2008 Mean Score: 636	612-775	650-775	716-775			
2007 Mean Score: 636						
Number of Tested Students:	1088	519	15			

	2007-08	2006-07
2-4	80%	82%
3-4	38%	34%
4	1%	0%

### Results by Student Group

	2007-08 School Year				2006-07 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>1360</b>	<b>80%</b>	<b>38%</b>	<b>1%</b>	<b>1394</b>	<b>82%</b>	<b>34%</b>	<b>0%</b>
Female	650	85%	42%	2%	701	85%	37%	1%
Male	710	76%	35%	1%	693	79%	31%	0%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	365	79%	38%	1%	405	81%	31%	0%
Hispanic or Latino	980	81%	38%	1%	968	83%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	9	89%	44%	0%
White	6	50%	33%	0%	2	-	-	-
Multiracial	3	-	-	-	7	100%	86%	0%
Small Group Totals	9	89%	44%	0%	5	60%	40%	0%
General-Education Students	1000	90%	46%	2%	1089	90%	40%	0%
Students with Disabilities	360	52%	18%	0%	305	55%	12%	0%
English Proficient	1056	83%	43%	1%	1078	86%	37%	0%
Limited English Proficient	304	69%	22%	0%	316	70%	23%	0%
Economically Disadvantaged	1307	80%	38%	1%	1346	82%	34%	0%
Not Disadvantaged	53	83%	47%	4%	48	88%	40%	0%
Migrant								
Not Migrant	1360	80%	38%	1%	1394	82%	34%	0%

#### NOTES

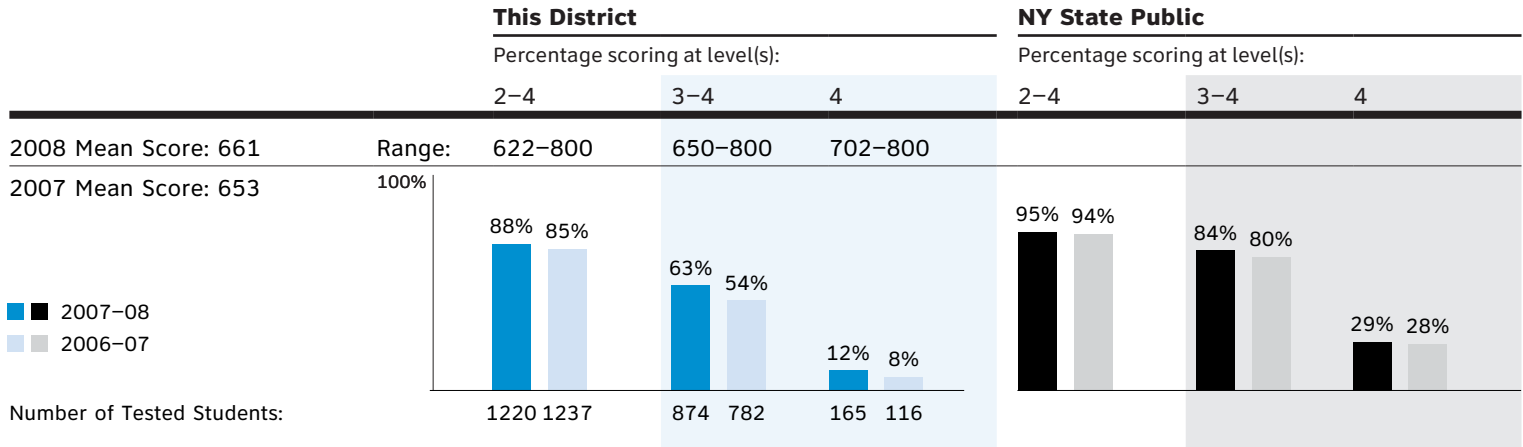
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	9	6	15	15	13	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	14	N/A	N/A	N/A	19	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

	2007-08 School Year				2006-07 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>1384</b>	<b>88%</b>	<b>63%</b>	<b>12%</b>	<b>1453</b>	<b>85%</b>	<b>54%</b>	<b>8%</b>
Female	661	89%	62%	11%	723	87%	53%	7%
Male	723	88%	64%	13%	730	83%	55%	9%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	365	88%	61%	9%	422	82%	46%	7%
Hispanic or Latino	1002	88%	64%	13%	1008	86%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	67%	33%	10	100%	80%	20%
White	6	83%	50%	0%	3	-	-	-
Multiracial	3	-	-	-	7	100%	100%	14%
Small Group Totals	5	80%	60%	0%	6	83%	50%	17%
General-Education Students	1025	94%	72%	15%	1144	92%	60%	10%
Students with Disabilities	359	70%	38%	4%	309	61%	31%	1%
English Proficient	1063	89%	66%	14%	1106	87%	57%	9%
Limited English Proficient	321	85%	54%	5%	347	78%	44%	5%
Economically Disadvantaged	1329	88%	63%	12%	1390	85%	54%	8%
Not Disadvantaged	55	85%	65%	15%	63	87%	54%	11%
Migrant								
Not Migrant	1384	88%	63%	12%	1453	85%	54%	8%

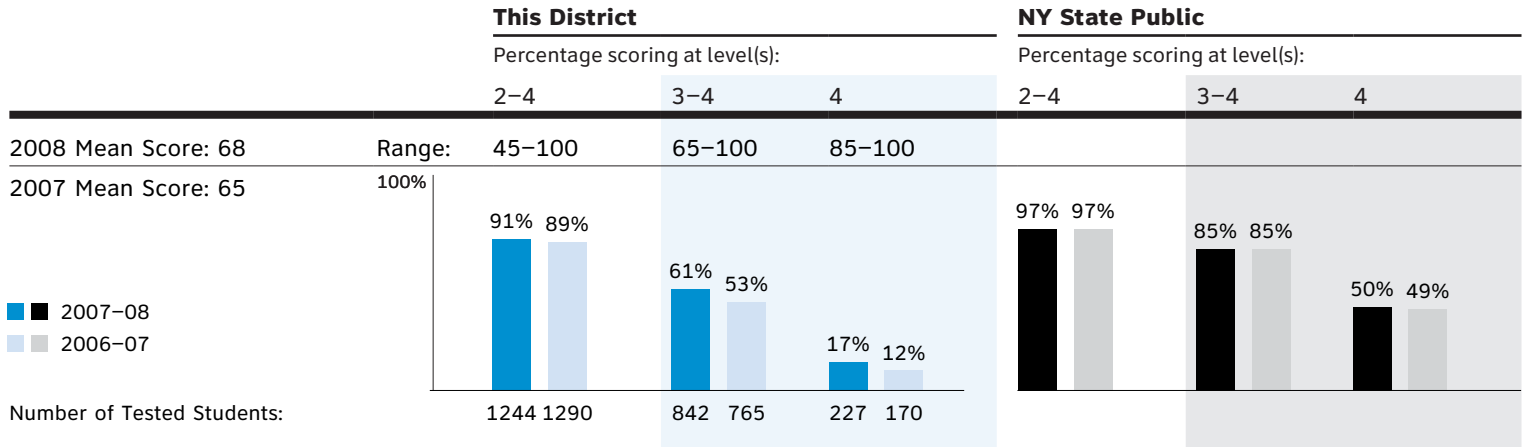
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	12	11	6	15	15	12	9

## This District's Results in Grade 4 Science



## Results by Student Group

	2007-08 School Year				2006-07 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>1371</b>	<b>91%</b>	<b>61%</b>	<b>17%</b>	<b>1445</b>	<b>89%</b>	<b>53%</b>	<b>12%</b>
Female	656	91%	60%	14%	720	90%	53%	11%
Male	715	91%	63%	19%	725	88%	53%	13%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	355	92%	60%	16%	420	89%	50%	9%
Hispanic or Latino	1000	90%	62%	17%	1000	89%	54%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	11	100%	91%	9%
White	6	100%	50%	17%	4	-	-	-
Multiracial	2	-	-	-	7	100%	100%	43%
Small Group Totals	10	90%	70%	20%	7	71%	43%	29%
General-Education Students	1021	95%	68%	20%	1134	93%	59%	14%
Students with Disabilities	350	79%	41%	7%	311	77%	31%	4%
English Proficient	1053	93%	66%	20%	1098	92%	59%	14%
Limited English Proficient	318	83%	45%	6%	347	80%	34%	6%
Economically Disadvantaged	1315	91%	61%	16%	1381	89%	53%	12%
Not Disadvantaged	56	93%	64%	23%	64	88%	48%	17%
Migrant								
Not Migrant	1371	91%	61%	17%	1445	89%	53%	12%

### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	13	8	15	15	15	11

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 648	608-795	650-795	711-795			
2007 Mean Score: 638						
	95%	86%		98%	95%	
		51%	36%	78%	68%	
			1%	6%	7%	0%
Number of Tested Students:	1324	1221	710	513	11	4

### Results by Student Group

	2007-08 School Year				2006-07 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>1387</b>	<b>95%</b>	<b>51%</b>	<b>1%</b>	<b>1417</b>	<b>86%</b>	<b>36%</b>	<b>0%</b>
Female	691	97%	52%	1%	735	90%	38%	1%
Male	696	94%	50%	1%	682	82%	34%	0%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	418	96%	49%	0%	406	89%	37%	0%
Hispanic or Latino	945	95%	52%	1%	989	85%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	0%	12	100%	25%	0%
White	5	-	-	-	5	80%	40%	0%
Multiracial	7	100%	71%	0%	4	-	-	-
Small Group Totals	7	71%	29%	0%	5	100%	40%	0%
General-Education Students	1004	98%	61%	1%	1085	94%	44%	0%
Students with Disabilities	383	88%	26%	0%	332	62%	12%	0%
English Proficient	1142	97%	56%	1%	1185	90%	40%	0%
Limited English Proficient	245	88%	31%	0%	232	65%	17%	0%
Economically Disadvantaged	1319	95%	52%	1%	1356	86%	36%	0%
Not Disadvantaged	68	96%	40%	1%	61	92%	38%	2%
Migrant								
Not Migrant	1387	95%	51%	1%	1417	86%	36%	0%

#### NOTES

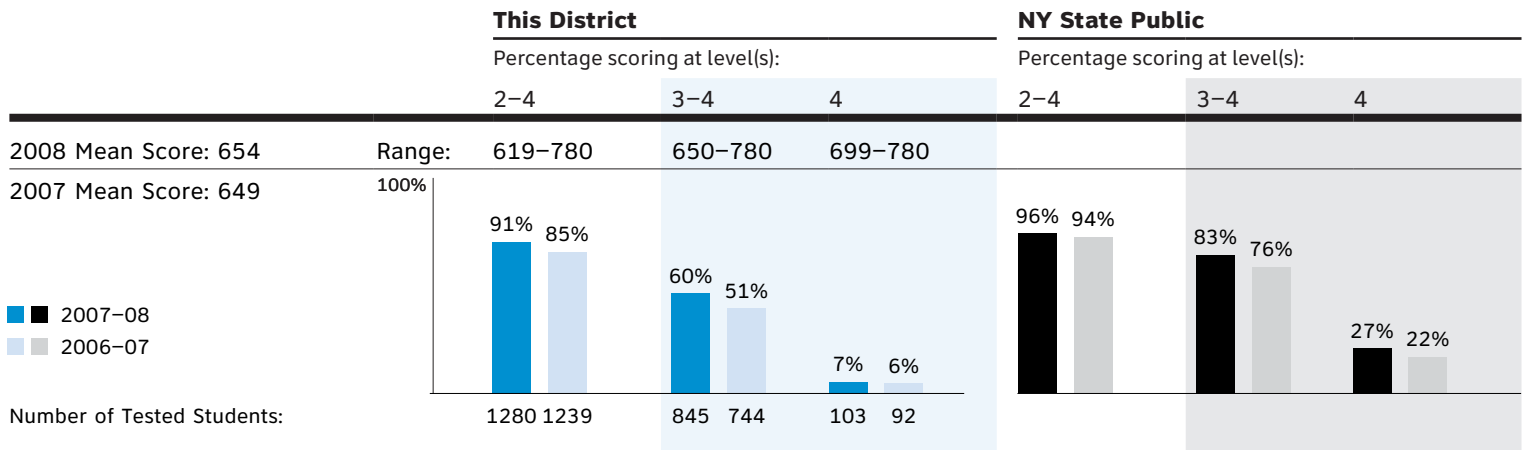
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	13	10	10	6	16	16	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	16	N/A	N/A	N/A	26	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

	2007-08 School Year				2006-07 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>1412</b>	<b>91%</b>	<b>60%</b>	<b>7%</b>	<b>1465</b>	<b>85%</b>	<b>51%</b>	<b>6%</b>
Female	706	93%	59%	6%	751	87%	52%	6%
Male	706	88%	61%	9%	714	82%	49%	7%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	421	88%	52%	5%	417	82%	49%	5%
Hispanic or Latino	965	92%	63%	8%	1025	85%	51%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	73%	36%	11	100%	91%	27%
White	7	-	-	-	7	100%	86%	29%
Multiracial	7	100%	100%	0%	4	-	-	-
Small Group Totals	8	75%	38%	0%	5	100%	40%	20%
General-Education Students	1035	95%	67%	9%	1129	93%	60%	8%
Students with Disabilities	377	80%	39%	2%	336	57%	21%	1%
English Proficient	1144	92%	63%	8%	1204	87%	53%	7%
Limited English Proficient	268	83%	46%	3%	261	74%	39%	4%
Economically Disadvantaged	1338	91%	61%	7%	1399	85%	51%	6%
Not Disadvantaged	74	84%	47%	11%	66	85%	50%	8%
Migrant								
Not Migrant	1412	91%	60%	7%	1465	85%	51%	6%

#### NOTES

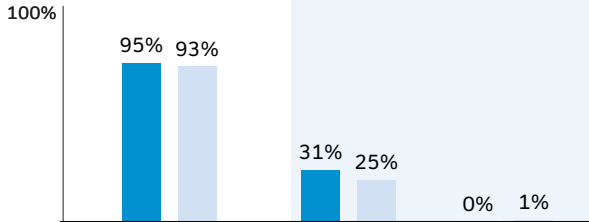
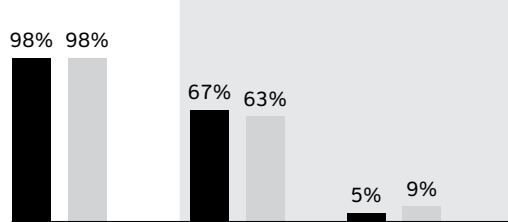
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### Other Assessments

	2007-08 School Year				2006-07 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	12	9	9	4	16	16	14	12



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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 638	598-785	650-785	705-785			
2007 Mean Score: 634						
						
Number of Tested Students:	1311	1355	429 366	3	10	

### Results by Student Group

	2007-08 School Year				2006-07 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>1387</b>	<b>95%</b>	<b>31%</b>	<b>0%</b>	<b>1464</b>	<b>93%</b>	<b>25%</b>	<b>1%</b>
Female	707	97%	34%	0%	716	95%	29%	1%
Male	680	92%	27%	0%	748	91%	21%	0%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	397	96%	32%	0%	451	93%	25%	1%
Hispanic or Latino	965	94%	30%	0%	987	92%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	46%	0%	13	92%	46%	8%
White	7	57%	43%	0%	5	100%	40%	0%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	5	100%	20%	0%	8	100%	25%	0%
General-Education Students	1027	98%	38%	0%	1118	97%	31%	1%
Students with Disabilities	360	84%	9%	0%	346	78%	7%	0%
English Proficient	1180	96%	34%	0%	1229	94%	29%	1%
Limited English Proficient	207	86%	11%	0%	235	83%	6%	0%
Economically Disadvantaged	1294	95%	31%	0%	1408	92%	25%	1%
Not Disadvantaged	93	94%	28%	0%	56	96%	30%	4%
Migrant								
Not Migrant	1387	95%	31%	0%	1464	93%	25%	1%

#### NOTES

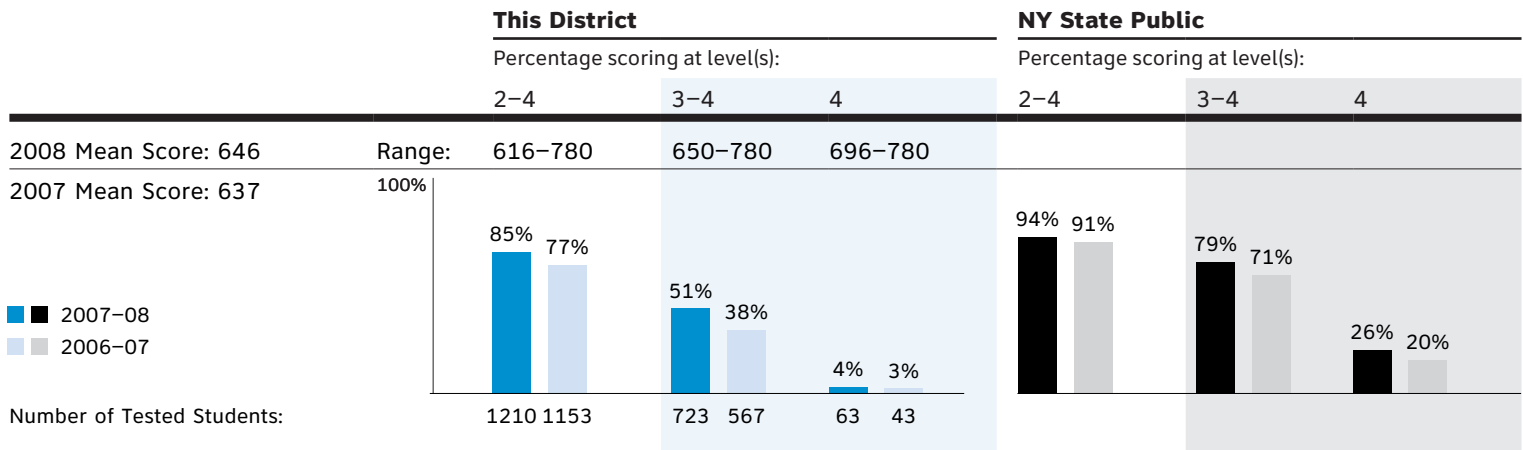
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### Other Assessments

	2007-08 School Year				2006-07 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	25	25	20	14	20	19	18	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	18	N/A	N/A	N/A	7	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

	2007-08 School Year				2006-07 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>1418</b>	<b>85%</b>	<b>51%</b>	<b>4%</b>	<b>1492</b>	<b>77%</b>	<b>38%</b>	<b>3%</b>
Female	718	88%	53%	4%	727	77%	38%	3%
Male	700	83%	49%	5%	765	77%	38%	3%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	410	84%	49%	4%	459	77%	36%	3%
Hispanic or Latino	982	86%	52%	5%	1007	77%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	12	83%	75%	0%	13	85%	62%	8%
White	7	71%	43%	0%	6	100%	67%	0%
Multiracial	5	-	-	-	4	-	-	-
Small Group Totals	7	86%	43%	14%	7	100%	57%	0%
General-Education Students	1053	94%	60%	6%	1144	87%	46%	4%
Students with Disabilities	365	62%	24%	1%	348	46%	13%	1%
English Proficient	1187	87%	54%	5%	1234	80%	41%	3%
Limited English Proficient	231	76%	36%	3%	258	63%	22%	1%
Economically Disadvantaged	1319	86%	51%	4%	1436	77%	38%	3%
Not Disadvantaged	99	82%	48%	6%	56	82%	30%	9%
Migrant								
Not Migrant	1418	85%	51%	4%	1492	77%	38%	3%

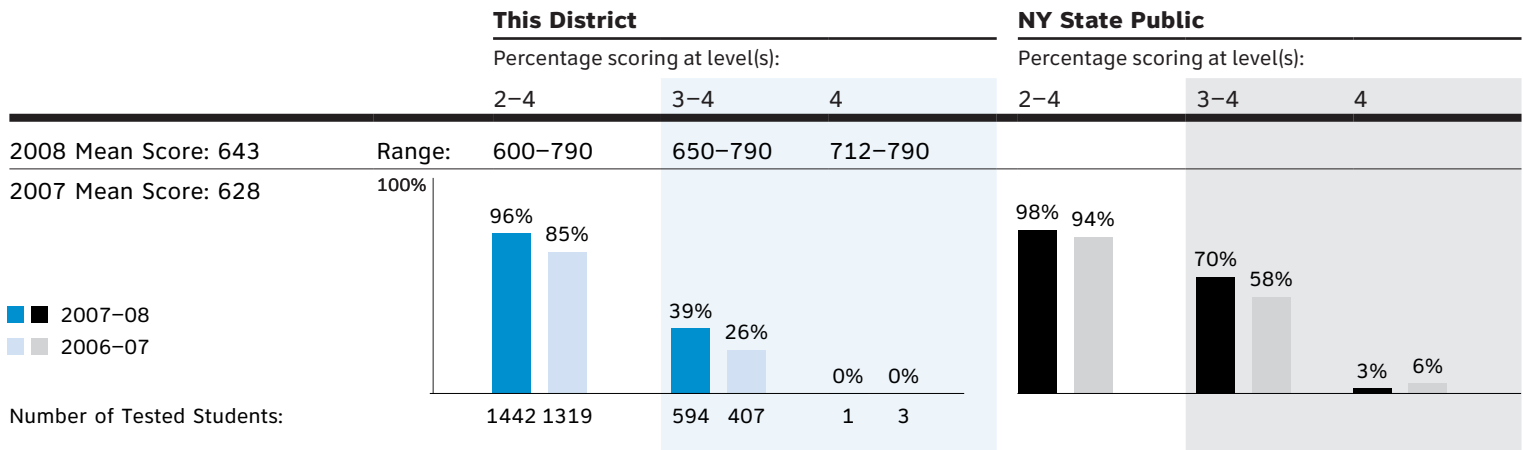
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	25	25	21	13	20	19	18	15

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 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>1509</b>	<b>96%</b>	<b>39%</b>	<b>0%</b>	<b>1552</b>	<b>85%</b>	<b>26%</b>	<b>0%</b>
Female	741	97%	46%	0%	781	89%	30%	0%
Male	768	94%	33%	0%	771	81%	23%	0%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	451	96%	41%	0%	450	88%	25%	0%
Hispanic or Latino	1028	95%	39%	0%	1082	84%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	46%	8%	5	-	-	-
White	8	100%	50%	0%	8	100%	25%	0%
Multiracial	5	-	-	-	5	100%	60%	0%
Small Group Totals	9	89%	33%	0%	7	86%	43%	0%
General-Education Students	1138	99%	48%	0%	1246	91%	31%	0%
Students with Disabilities	371	87%	13%	0%	306	60%	6%	0%
English Proficient	1269	96%	44%	0%	1311	90%	30%	0%
Limited English Proficient	240	93%	17%	0%	241	57%	6%	0%
Economically Disadvantaged	1411	96%	39%	0%	1492	85%	26%	0%
Not Disadvantaged	98	95%	44%	1%	60	90%	28%	0%
Migrant								
Not Migrant	1509	96%	39%	0%	1552	85%	26%	0%

#### NOTES

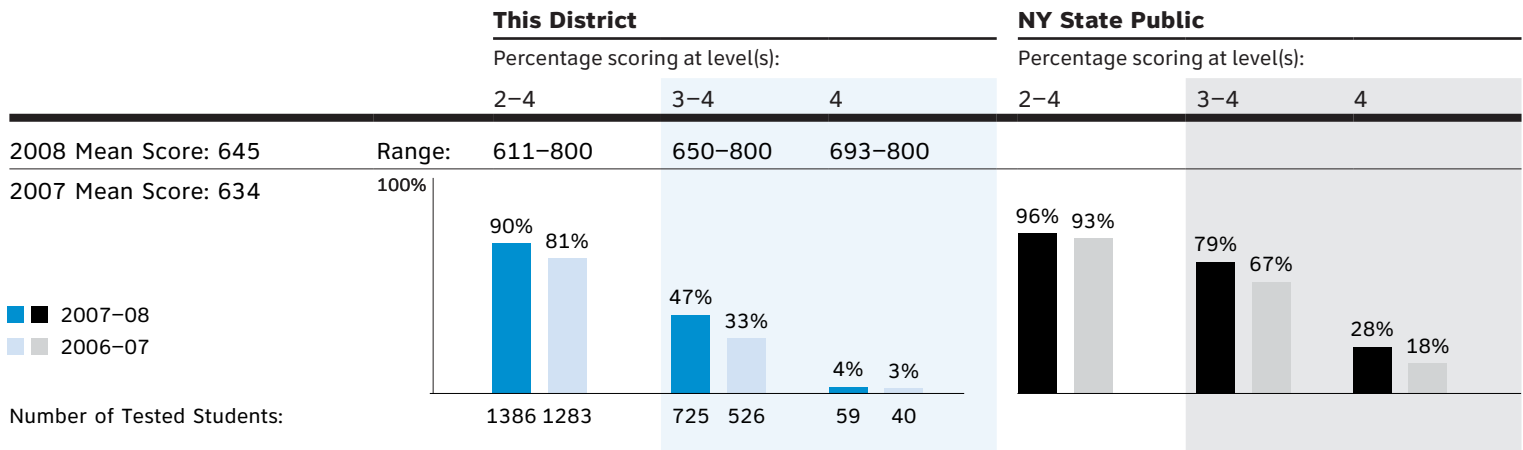
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### Other Assessments

	2007-08 School Year				2006-07 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	20	20	20	19	19	19	17	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	14	N/A	N/A	N/A	17	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

	2007-08 School Year				2006-07 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>1539</b>	<b>90%</b>	<b>47%</b>	<b>4%</b>	<b>1587</b>	<b>81%</b>	<b>33%</b>	<b>3%</b>
Female	759	92%	49%	3%	808	82%	33%	2%
Male	780	88%	45%	4%	779	79%	33%	3%
American Indian or Alaska Native	5	100%	80%	0%	2	-	-	-
Black or African American	450	91%	47%	4%	463	79%	28%	3%
Hispanic or Latino	1057	89%	46%	4%	1104	81%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	77%	23%	6	100%	67%	33%
White	9	100%	67%	0%	8	88%	50%	13%
Multiracial	5	100%	60%	0%	4	-	-	-
Small Group Totals					6	100%	67%	17%
General-Education Students	1164	95%	55%	5%	1272	88%	39%	3%
Students with Disabilities	375	74%	22%	0%	315	53%	9%	0%
English Proficient	1276	91%	50%	5%	1325	83%	36%	3%
Limited English Proficient	263	84%	33%	0%	262	70%	20%	0%
Economically Disadvantaged	1438	90%	47%	4%	1525	81%	33%	3%
Not Disadvantaged	101	90%	48%	8%	62	81%	40%	2%
Migrant								
Not Migrant	1539	90%	47%	4%	1587	81%	33%	3%

#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 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	21	20	18	12	20	20	18	12

## 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
2008 Mean Score: 632	602-790	650-790	715-790			
2007 Mean Score: 629						
Number of Tested Students:	1332	1358	357	360	6	12

### Results by Student Group

	2007-08 School Year			2006-07 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>1517</b>	<b>88%</b>	<b>24%</b>	<b>0%</b>	<b>1574</b>	<b>86%</b>	<b>23%</b>	<b>1%</b>
Female	758	92%	30%	1%	770	90%	25%	1%
Male	759	84%	17%	0%	804	83%	21%	0%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	443	90%	21%	0%	475	88%	19%	1%
Hispanic or Latino	1055	87%	25%	0%	1082	86%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	40%	0%	10	50%	20%	0%
White	8	88%	0%	0%	4	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	100%	50%	0%	7	100%	71%	0%
General-Education Students	1143	95%	30%	1%	1267	93%	27%	1%
Students with Disabilities	374	66%	4%	0%	307	58%	4%	0%
English Proficient	1290	92%	27%	0%	1361	90%	26%	1%
Limited English Proficient	227	63%	2%	0%	213	62%	6%	0%
Economically Disadvantaged	1392	88%	23%	0%	1514	86%	23%	1%
Not Disadvantaged	125	91%	25%	1%	60	88%	32%	0%
Migrant								
Not Migrant	1517	88%	24%	0%	1574	86%	23%	1%

#### NOTES

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### Other Assessments

	2007-08 School Year			2006-07 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	11	11	10	9	24	24	24	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	16	N/A	N/A	N/A	20	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

	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
2008 Mean Score: 640	616-775	650-775	701-775			
2007 Mean Score: 627						
Number of Tested Students:	1273	1091	614	352	42	15

### Results by Student Group

	2007-08 School Year				2006-07 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>1551</b>	<b>82%</b>	<b>40%</b>	<b>3%</b>	<b>1594</b>	<b>68%</b>	<b>22%</b>	<b>1%</b>
Female	764	85%	41%	3%	773	69%	22%	1%
Male	787	80%	38%	3%	821	68%	22%	1%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	446	78%	30%	1%	473	66%	15%	0%
Hispanic or Latino	1084	84%	43%	3%	1104	70%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	40%	10	60%	40%	10%
White	10	80%	30%	0%	4	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	100%	67%	17%	7	86%	29%	0%
General-Education Students	1180	90%	47%	3%	1291	76%	26%	1%
Students with Disabilities	371	57%	17%	0%	303	35%	4%	0%
English Proficient	1298	84%	40%	3%	1351	70%	23%	1%
Limited English Proficient	253	74%	37%	1%	243	58%	16%	2%
Economically Disadvantaged	1421	83%	40%	3%	1533	68%	22%	1%
Not Disadvantaged	130	73%	33%	2%	61	67%	21%	0%
Migrant								
Not Migrant	1551	82%	40%	3%	1594	68%	22%	1%

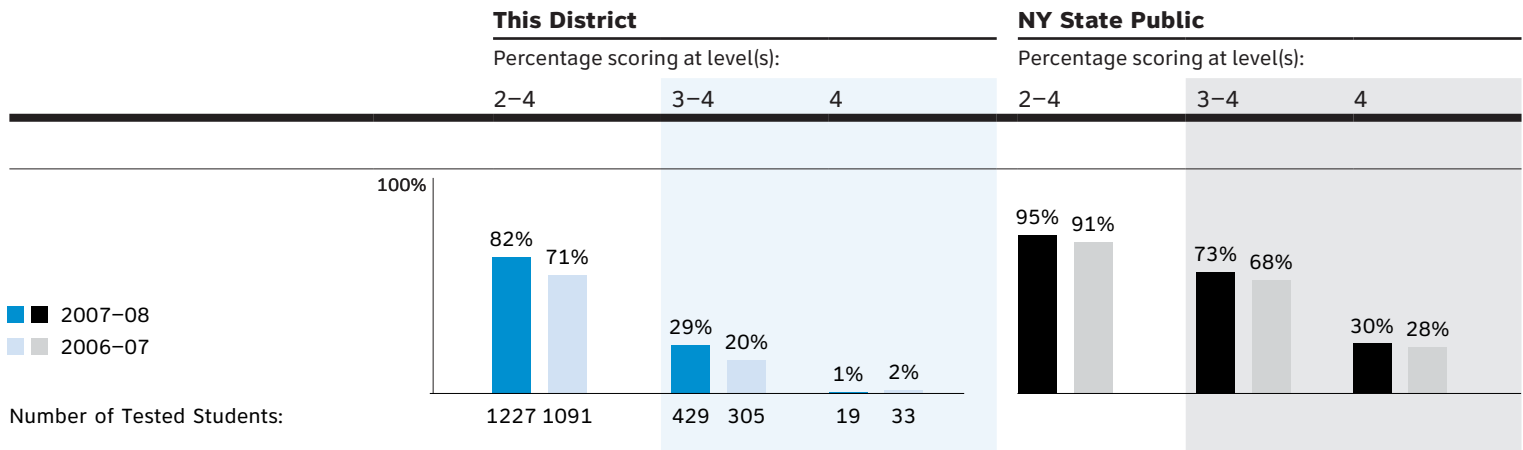
#### NOTES

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

	2007-08 School Year				2006-07 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	11	11	10	7	25	24	23	14

## This District's Results in Grade 8 Science



## Results by Student Group

	2007-08 School Year				2006-07 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>1488</b>	<b>82%</b>	<b>29%</b>	<b>1%</b>	<b>1526</b>	<b>71%</b>	<b>20%</b>	<b>2%</b>
Female	733	83%	26%	1%	741	70%	17%	2%
Male	755	82%	31%	1%	785	73%	22%	3%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	429	78%	23%	1%	449	71%	15%	2%
Hispanic or Latino	1038	84%	31%	1%	1060	72%	22%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	60%	20%	10	40%	20%	10%
White	10	70%	40%	0%	3	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	6	100%	67%	17%	7	71%	57%	14%
General-Education Students	1144	89%	34%	2%	1244	77%	24%	3%
Students with Disabilities	344	60%	13%	0%	282	46%	4%	0%
English Proficient	1240	85%	31%	2%	1292	74%	22%	2%
Limited English Proficient	248	69%	18%	0%	234	56%	8%	0%
Economically Disadvantaged	1360	82%	28%	1%	1467	71%	20%	2%
Not Disadvantaged	128	85%	34%	4%	59	93%	31%	5%
Migrant								
Not Migrant	1488	82%	29%	1%	1526	71%	20%	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

	2007-08 School Year				2006-07 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	11	10	9	8	24	24	24	19
Regents Science	0				0			

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

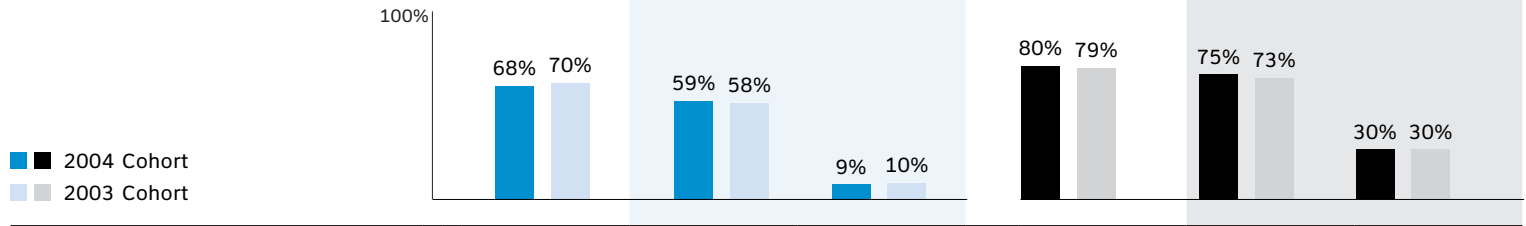
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students | Percentage scoring at level(s):  
2-4 | 3-4 | 4

### 2003 Cohort\*\*

Number of Students | Percentage scoring at level(s):  
2-4 | 3-4 | 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1517</b>	<b>68%</b>	<b>59%</b>	<b>9%</b>	<b>1345</b>	<b>70%</b>	<b>58%</b>	<b>10%</b>
Female	646	78%	68%	13%	583	77%	65%	13%
Male	871	61%	52%	6%	762	64%	52%	7%
American Indian or Alaska Native	8	75%	75%	0%	4	-	-	-
Black or African American	499	67%	57%	9%	472	68%	55%	10%
Hispanic or Latino	974	68%	59%	9%	837	70%	58%	10%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	91%	13%	20	90%	85%	30%
White	13	31%	31%	0%	8	88%	88%	13%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	8	63%	25%	13%	8	63%	25%	13%
General-Education Students	1234	78%	69%	11%	1121	78%	65%	12%
Students with Disabilities	283	25%	17%	1%	224	27%	19%	1%
English Proficient	1390	71%	62%	10%	1302	71%	59%	10%
Limited English Proficient	127	37%	25%	0%	43	44%	28%	2%
Economically Disadvantaged	1188	70%	61%	10%	1129	72%	60%	10%
Not Disadvantaged	329	60%	53%	6%	216	59%	48%	10%
Migrant								
Not Migrant	1517	68%	59%	9%				

### 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

### 2004 Cohort

Number of Students | Number scoring at level(s):  
2-4 | 3-4 | 4

### 2003 Cohort

Number of Students | Number scoring at level(s):  
2-4 | 3-4 | 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

\* 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.

\*\* 2003 cohort data are those reported in the 2006-07 *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

### This District

Percentage scoring at level(s):

2-4

3-4

4

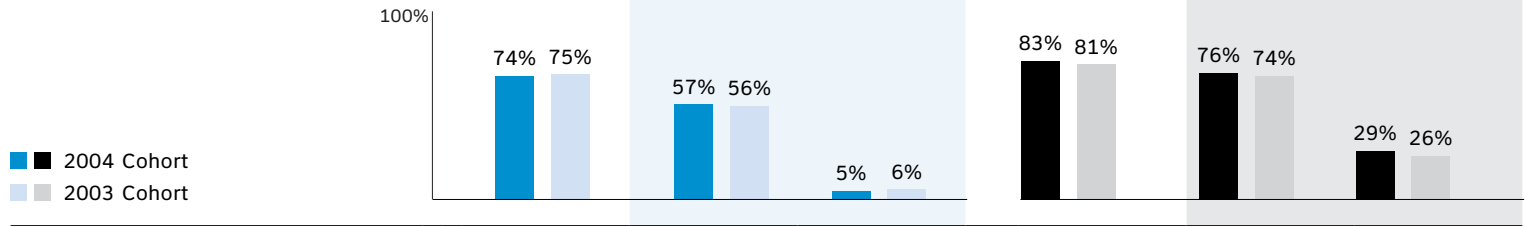
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

### 2003 Cohort\*\*

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1517</b>	<b>74%</b>	<b>57%</b>	<b>5%</b>	<b>1345</b>	<b>75%</b>	<b>56%</b>	<b>6%</b>
Female	646	80%	63%	6%	583	81%	60%	7%
Male	871	69%	53%	5%	762	71%	53%	5%
American Indian or Alaska Native	8	75%	75%	13%	4	-	-	-
Black or African American	499	72%	54%	3%	472	74%	53%	4%
Hispanic or Latino	974	75%	58%	6%	837	76%	57%	6%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	83%	26%	20	90%	85%	30%
White	13	23%	15%	0%	8	88%	63%	0%
Multiracial					4	-	-	-
Small Group Totals					8	63%	38%	0%
General-Education Students	1234	83%	66%	6%	1121	83%	63%	7%
Students with Disabilities	283	32%	17%	1%	224	37%	20%	0%
English Proficient	1390	76%	59%	6%	1302	75%	57%	6%
Limited English Proficient	127	56%	37%	0%	43	70%	33%	7%
Economically Disadvantaged	1188	76%	58%	5%	1129	78%	57%	6%
Not Disadvantaged	329	67%	55%	6%	216	63%	51%	5%
Migrant								
Not Migrant	1517	74%	57%	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

### 2004 Cohort

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

### 2003 Cohort

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			
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\* 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.

\*\* 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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