



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 9**

District ID **320900010000**

Superintendent **YVONNE TORRES**

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

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

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

This section lists all schools in your district by 2006–07 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

	2003-04	2004-05	2005-06
Pre-K	417	386	380
Kindergarten	2777	2740	2706
Grade 1	3571	3435	3285
Grade 2	3389	3230	3032
Grade 3	3449	3215	2988
Grade 4	3216	2906	2753
Grade 5	3326	2967	2844
Grade 6	3228	3103	2730
Ungraded Elementary	1582	1570	1630
Grade 7	3296	3229	3020
Grade 8	3059	3159	3115
Grade 9	1600	1595	2037
Grade 10	1227	1165	1302
Grade 11	531	699	866
Grade 12	509	365	602
Ungraded Secondary	834	750	838
<b>Total K-12</b>	<b>35594</b>	<b>34128</b>	<b>33748</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	24	25	26
<b>Grade 8</b>			
English	26	27	29
Mathematics	24	27	28
Science	30	26	28
Social Studies	29	28	27
<b>Grade 10</b>			
English	23	27	28
Mathematics	27	22	29
Science	23	19	28
Social Studies	24	22	29

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	30621	86%	26131	77%	27393	81%
Reduced-Price Lunch	1192	3%	1442	4%	1646	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	7662	22%	7950	23%	7961	24%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	158	0%	176	1%	169	1%
Black or African American	12216	34%	11560	34%	11421	34%
Hispanic or Latino	22508	63%	21633	63%	21383	63%
Asian or Native Hawaiian/Other Pacific Islander	485	1%	528	2%	550	2%
White	227	1%	231	1%	225	1%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	528	N/A	902	3%	910	3%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	3077	4150	8002
Percent Not Taught by Highly Qualified Teachers	27%	30%	21%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	256	235	275
Percent with No Valid Teaching Certificate	10%	9%	11%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	537	584	588
Percentage of Total	21%	23%	23%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	27%	27%	28%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers			
Total Other Professional Staff			
Total Paraprofessionals*			
Assistant Principals			
Principals			

\* Not available at the school level.

## Teacher Qualifications Information

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

## 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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency 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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

### 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 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 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 2001 graduation-rate cohort earning a local diploma by August 31, 2005 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

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 secondary-level AMO 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).

### 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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

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

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, 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.



## Summary

### Overall Accountability Status (2006–07)

#### Improvement (Year 3)

##### Elementary/Middle Level

ELA Improvement (Year 3)

Math Improvement (Year 3)

Science Good Standing

##### Secondary Level

ELA Improvement (Year 3)

Math Improvement (Year 3)

Graduation Rate Good Standing

### Title I Part A Funding

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

2004–05

2005–06

2006–07

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✗	✓	✓	✓ <sup>SH</sup>	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✗	✓		–	–	
Black or African American	✗	✓		✓ <sup>SH</sup>	✓	
Hispanic or Latino	✗	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		–	–	
<b>Other Groups</b>						
Students with Disabilities	✗	✗		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Limited English Proficient	✗	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Economically Disadvantaged	✓	✓		✓ <sup>SH</sup>	✓	
<b>Student groups making AYP in each subject</b>	✗ 3 of 9	✗ 8 of 9	✓ 1 of 1	✓ 6 of 6	✓ 6 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

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)

##### State

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Improvement (Year 3)

### Accountability Measures

3 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 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### 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 2005–06	2006–07
<b>All Students</b> (19830:18381)	<b>X</b>	✓	96%	<b>X</b>	114	121	115	123
<b>Ethnicity</b>								
American Indian or Alaska Native (146:91)	<b>X</b>	<b>X</b>	93%	✓	114	112		
Black or African American (6563:6134)	<b>X</b>	✓	97%	<b>X</b>	117	121	118	125
Hispanic or Latino (12781:11798)	<b>X</b>	✓	96%	<b>X</b>	111	121	113	120
Asian or Native Hawaiian/Other Pacific Islander (285:268)	✓	✓	95%	✓	146	115		
White (98:90)	✓	✓	98%	✓	118	112		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (4672:3113)	<b>X</b>	<b>X</b>	91%	<b>X</b>	66	120	76‡	79
Limited English Proficient (4462:4001)	<b>X</b>	✓	95%	<b>X</b>	78	120	85	90
Economically Disadvantaged (14515:13629)	✓	✓	97%	✓	125	121		
<b>Final AYP Determination</b>	<b>X</b> 3 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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, 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.

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

#### AYP Status

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

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2006–07)



Improvement (Year 3)

### Accountability Measures

8 of 9

Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

To be removed from improvement status in Mathematics, 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 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### 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 2005–06      2006–07
<b>All Students</b> (19815:18355)	✓	✓	98%	✓	112	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (101:92)	✓	✓	95%	✓	123	76	
Black or African American (6549:6051)	✓	✓	98%	✓	108	85	
Hispanic or Latino (12779:11855)	✓	✓	98%	✓	113	85	
Asian or Native Hawaiian/Other Pacific Islander (287:270)	✓	✓	99%	✓	146	79	
White (99:87)	✓	✓	100%	✓	110	75	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4623:3122)	✗	✗	94%	✗	69	84	57‡      82
Limited English Proficient (4440:4123)	✓	✓	98%	✓	92	84	
Economically Disadvantaged (14515:13624)	✓	✓	99%	✓	123	85	
<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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, 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.

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

#### AYP Status

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

## Elementary/Middle-Level Science

Accountability Status  
for This Subject  
(2006–07)

Good Standing

## Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

## Prospective Status

This district will be in good standing in 2007-08. [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 2005–06	Target 2006–07
<b>All Students</b> (6715:5848)	✓	Qualified	✓	93%	✓	118	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (30:28)		–	–	–	–	–	–		–
Black or African American (2230:1916)		Qualified	✓	92%	✓	118	100		
Hispanic or Latino (4334:3803)		Qualified	✓	93%	✓	116	100		
Asian or Native Hawaiian/Other Pacific Islander (77:68)		Qualified	✓	95%	✓	153	100		
White (44:33)		Qualified	✓	98%	✓	118	100		
<b>Other Groups</b>									
Students with Disabilities (1205:988)		Did not qualify	✓	87%	✗	82	100	90	83
Limited English Proficient (1387:1247)		Qualified	✓	96%	✓	91	100	85	92
Economically Disadvantaged (4838:4313)		Qualified	✓	95%	✓	128	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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

## AYP Status

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

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Improvement (Year 3)

### Accountability Measures

6 of 6

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 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [218]

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

Student Group (12th Graders: 2002 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	
						2005–06	2006–07	
<b>All Students</b> (701:723)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	136	150	109	142
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (299:296)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	145	148	117	151
Hispanic or Latino (373:402)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	128	149	102	135
Asian or Native Hawaiian/Other Pacific Islander (15:13)	–	–	–	–	–	–	–	–
White (12:11)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (50:88)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	93	143	88	104
Limited English Proficient (89:121)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	75	145	62	88
Economically Disadvantaged (467:519)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	144	149	109	150
<b>Final AYP Determination</b>	✓ 6 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 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 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 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 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

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

#### AYP Status

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

## Secondary-Level Mathematics

### Accountability Status for This Subject (2006–07)



Improvement (Year 3)

### Accountability Measures

6 of 6

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

To be removed from improvement status in Mathematics, 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 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [218]

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

Student Group (12th Graders: 2002 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 2005–06	2006–07
<b>All Students</b> (701:723)	✓	✓	99%	✓	143	142		
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (299:296)	✓	✓	99%	✓	151	140		
Hispanic or Latino (373:402)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	135	141	106	142
Asian or Native Hawaiian/Other Pacific Islander (15:13)	–	–	–	–	–	–	–	–
White (12:11)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (50:88)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	98	135	86	108
Limited English Proficient (89:121)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	109	137	84	118
Economically Disadvantaged (467:519)	✓	✓	99%	✓	146	141		
<b>Final AYP Determination</b>	✓ 6 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 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 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 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 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

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

#### AYP Status

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









## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

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

**Prospective Status** This district will be in good standing in 2007-08. [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	2005–06	2006–07
<b>All Students</b> (676)			46%	55%	31%	47%
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–	–	–
Black or African American (249)			51%	55%	38%	52%
Hispanic or Latino (406)			41%	55%	27%	42%
Asian or Native Hawaiian/Other Pacific Islander (6)		–	–	–	–	–
White (13)		–	–	–	–	–
<b>Other Groups</b>						
Students with Disabilities (106)			15%	55%	11%	16%
Limited English Proficient (161)			29%	55%	14%	30%
Economically Disadvantaged (546)			53%	55%	31%	54%
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

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

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

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 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. 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. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

38 schools identified 60% of total

BRONX CENTER FOR SCIENCE AND MATHEMATICS  
BRONX EXPEDITIONARY LEARNING HIGH SCHOOL  
BRONX HIGH SCHOOL OF BUSINESS  
BRONX HIGH SCHOOL OF MEDICAL SCIENCE  
BRONX INTERNATIONAL ACADEMY  
BRONX LEADERSHIP ACADEMY HIGH SCHOOL  
BRONX LEADERSHIP ACADEMY II  
BRONX SCHOOL FOR LAW GOVERNMENT AND JUSTICE  
EAGLE ACADEMY FOR YOUNG MEN  
EXIMIUS COLLEGE PREPARATORY ACADEMY  
EXPLORATIONS ACADEMY  
FREDERICK DOUGLAS ACADEMY III SECONDARY SCHOOL  
HIGH SCHOOL FOR EXCELLENCE  
HS FOR VIOLIN AND DANCE  
JONATHAN LEVIN HS OF MEDIA AND COMMUNICATIONS  
KAPPA  
LEADERSHIP INSTITUTE  
MOTT HALL BRONX HIGH SCHOOL  
MOTT HALL III  
MS 327 COMPREHENSIVE MODEL SCHOOL PROJECT  
NEW MILLENNIUM BUSINESS ACADEMY MIDDLE SCHOOL  
P.S. 2 MORRISANIA SCHOOL  
P.S. 11 HIGHBRIDGE SCHOOL  
P.S. 35 FRANZ SIEGEL SCHOOL  
P.S. 58  
P.S. 63-ARTHUR'S ACADEMY  
P.S. 88 S. SILVERSTEIN LITTLE SPARROW SCHOOL  
P.S. 109 SEDGWICK SCHOOL  
P.S. 110 THEO SCHOENFELD SCHOOL  
P.S. 126 DR. MARJORIE H. DUNBAR SCHOOL  
P.S. 163 ARTHUR A SCHOMBERG  
P.S. 170  
P.S. 204 MORRIS HEIGHTS SCHOOL  
P.S. 230 DR. ROLAND N. PATTERSON  
P.S. 236 LANGSTON HUGHES SCHOOL  
P/IS 218-R. HERNANDEZ DUAL LANGUAGE MAGNET  
URBAN ASSEMBLY ACADEMY FOR HISTORY AND CITIZENSHIP FOR  
YOUNG MEN  
VALIDUS PREPARATORY ACADEMY

#### Improvement (Year1)

3 schools identified 5% of total

BRONX WRITING ACADEMY  
I.S. 303-LEADERSHIP & COMM SERV SCHOOL  
URBAN SCIENCE ACADEMY

(continued)



# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## 2006–07 Accountability Status of Schools in Your District continued

### Federal Title I Status

### New York State Status

#### ▲ Improvement (Year1) (continued)

#### ▲ Improvement (Year 2)

2 schools identified 3% of total

I.S. 229 ROLAND PATTERSON

P.S. 199X-THE SHAKESPEARE SCHOOL

#### ▲ Corrective Action

1 school identified 2% of total

I.S. 232

#### ▲ Planning for Restructuring

5 schools identified 8% of total

I.S. 219-NEW VENTURE SCHOOL

I.S. 313-SCHOOL OF LEADERSHIP DEV.

I.S. 339-SCHOOL OF COMM TECH

P.S. 28 MT. HOPE SCHOOL

P.S. 114 LUIS LORENS TORRES SCHOOL

#### ▲ Restructuring (Year 2)

9 schools identified 14% of total

J.H.S. 22 JORDAN L. MOTT J.H.S.

JHS 166 ROBERTO CLEMENTE SCHOOL

P.S. 4 CROTONA PARK WEST

P.S. 42 CLAREMONT COMMUNITY SCHOOL

P.S. 53 BASHEER QUISIM

P.S. 55 BENJAMIN FRANKLIN SCHOOL

P.S. 70 MAX SCHOENFELD SCHOOL

P.S. 90 GEORGE MEANY SCHOOL

P.S. 132 GARRETT A. MORGAN SCHOOL

#### ▲ Restructuring (Year 3)

4 schools identified 6% of total

J.H.S. 117 JOSEPH H. WADE

J.H.S. 145 ARTURO TOSCANINI

P.S. 64 PURA BELPRE SCHOOL

P.S. 73-BRONX SCHOOL

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

1 school identified 2% of total

WILLIAM H. TAFT HIGH SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## Summary of 2005–06 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	45%			2422
Grade 4	43%			2576
Grade 5	36%			2790
Grade 6	33%			2756
Grade 7	29%			2966
Grade 8	24%			3113

### Mathematics

Grade 3	60%		3283
Grade 4	51%		3128
Grade 5	38%		3154
Grade 6	30%		3014
Grade 7	25%		3270
Grade 8	19%		3358

### Science

Grade 4	58%		3073
Grade 8	18%		3107

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	41%			1009
Mathematics	42%			1009

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	40%			1009

## 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.

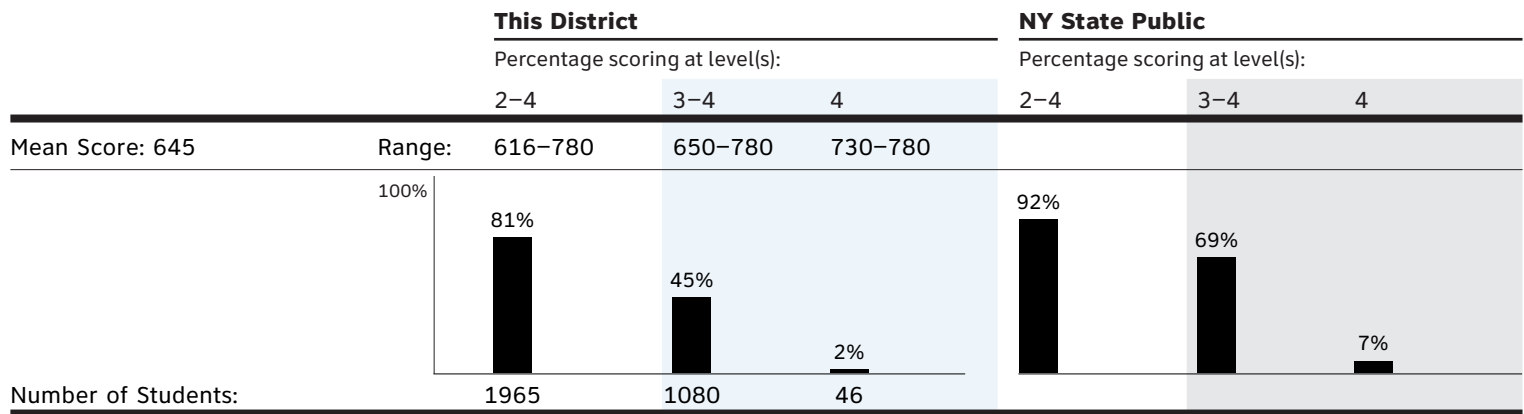
## This District's N/RC Category:

### NYC Public Schools

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 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>2422</b>	<b>81%</b>	<b>45%</b>	<b>2%</b>				
Female	1187	87%	51%	3%				
Male	1235	75%	38%	1%				
American Indian or Alaska Native	7	71%	57%	0%				
Black or African American	1021	79%	42%	1%				
Hispanic or Latino	1340	82%	46%	2%				
Asian or Native Hawaiian/Other Pacific Islander	44	93%	70%	9%				
White	10	70%	30%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2027	88%	51%	2%				
Students with Disabilities	395	47%	13%	0%				
English Proficient	2237	83%	46%	2%				
Limited English Proficient	185	61%	23%	0%				
Economically Disadvantaged	1904	89%	52%	2%				
Not Disadvantaged	518	53%	18%	0%				
Migrant								
Not Migrant	2422	81%	45%	2%				

### NOTES

The – symbol indicates that data for a group of students has 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.

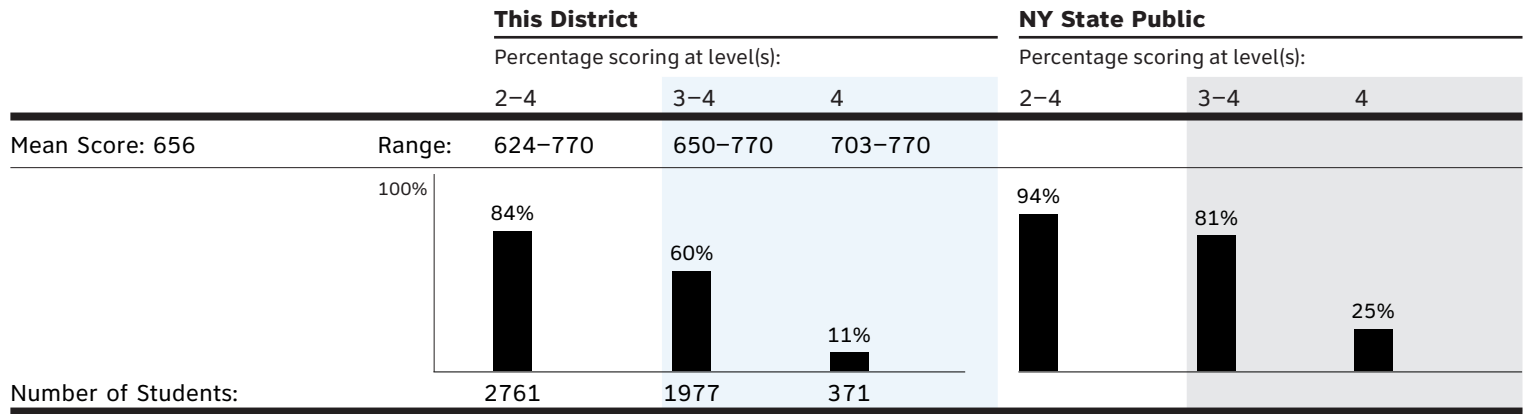
## Other Assessments

	2005-06 School Year				2004-05 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	33	32	31	28	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 3	773	288	186	N/A	N/A	N/A	N/A	N/A

<sup>†</sup> Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>3283</b>	<b>84%</b>	<b>60%</b>	<b>11%</b>				
Female	1562	86%	62%	12%				
Male	1721	82%	59%	11%				
American Indian or Alaska Native	7	86%	57%	43%				
Black or African American	1085	84%	60%	11%				
Hispanic or Latino	2120	84%	60%	11%				
Asian or Native Hawaiian/Other Pacific Islander	59	83%	69%	20%				
White	12	67%	50%	0%				
Small Group Totals								
General-Education Students	2747	88%	65%	13%				
Students with Disabilities	536	64%	34%	3%				
English Proficient	2313	87%	65%	14%				
Limited English Proficient	970	78%	49%	5%				
Economically Disadvantaged	2579	89%	66%	13%				
Not Disadvantaged	704	66%	38%	5%				
Migrant								
Not Migrant	3283	84%	60%	11%				

This test was not given in 2004-05.

### NOTES

The – symbol indicates that data for a group of students has 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.

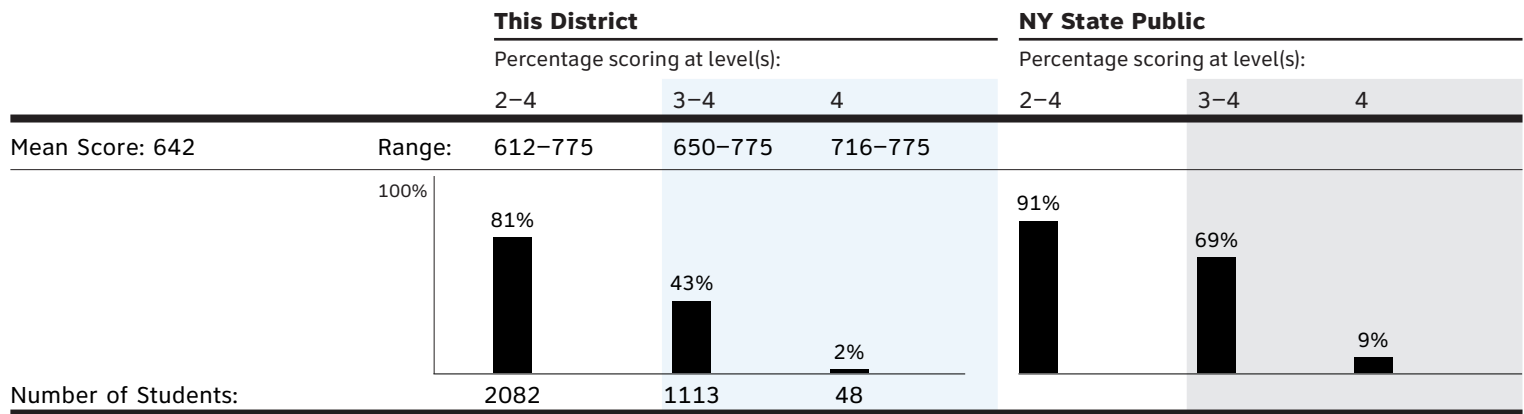
## Other Assessments

	2005-06 School Year				2004-05 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	33	31	23	19				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

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



## Results by Student Group

	2005-06 School Year				2004-05 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>2576</b>	<b>81%</b>	<b>43%</b>	<b>2%</b>				
Female	1281	86%	46%	2%				
Male	1295	76%	41%	2%				
American Indian or Alaska Native	9	78%	22%	11%				
Black or African American	979	82%	41%	3%				
Hispanic or Latino	1538	80%	44%	1%				
Asian or Native Hawaiian/Other Pacific Islander	33	94%	55%	0%				
White	17	88%	71%	0%				
Small Group Totals								
General-Education Students	2105	89%	50%	2%				
Students with Disabilities	471	45%	13%	0%				
English Proficient	2323	83%	46%	2%				
Limited English Proficient	253	62%	21%	0%				
Economically Disadvantaged	1988	89%	51%	2%				
Not Disadvantaged	588	52%	18%	0%				
Migrant								
Not Migrant	2576	81%	43%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The – symbol indicates that data for a group of students has 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.

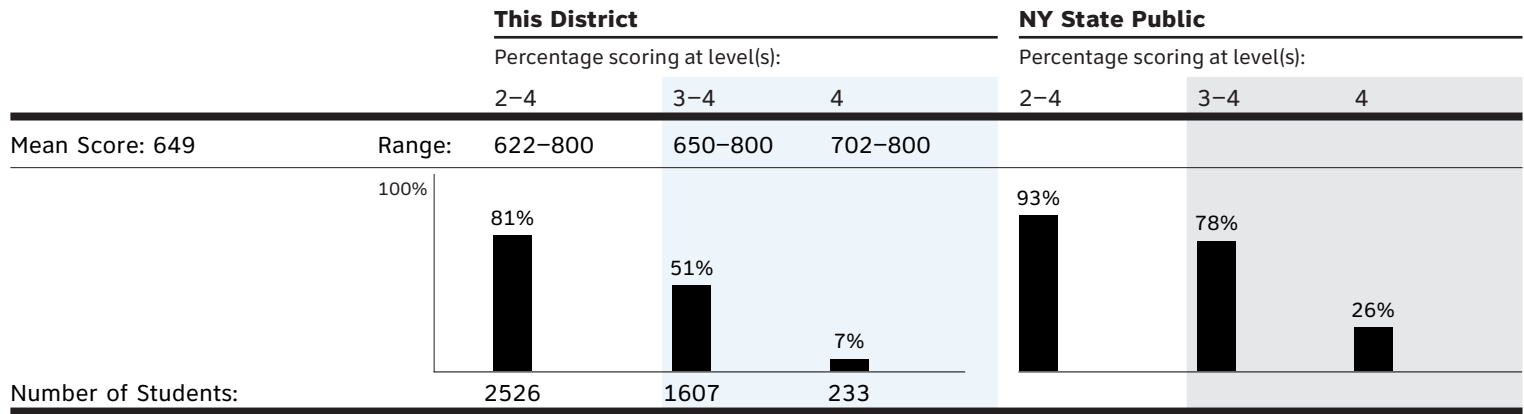
## Other Assessments

	2005-06 School Year				2004-05 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	28	28	26	20	36	36	31	25
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	464	256	186	N/A	515	227	138	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>3128</b>	<b>81%</b>	<b>51%</b>	<b>7%</b>				
Female	1513	82%	50%	7%				
Male	1615	79%	53%	8%				
American Indian or Alaska Native	12	92%	75%	8%				
Black or African American	1017	81%	52%	7%				
Hispanic or Latino	2039	80%	50%	8%				
Asian or Native Hawaiian/Other Pacific Islander	41	93%	76%	15%				
White	19	89%	63%	5%				
Small Group Totals								
General-Education Students	2571	87%	57%	9%				
Students with Disabilities	557	53%	24%	1%				
English Proficient	2360	85%	57%	10%				
Limited English Proficient	768	69%	34%	1%				
Economically Disadvantaged	2427	87%	58%	9%				
Not Disadvantaged	701	58%	30%	3%				
Migrant								
Not Migrant	3128	81%	51%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

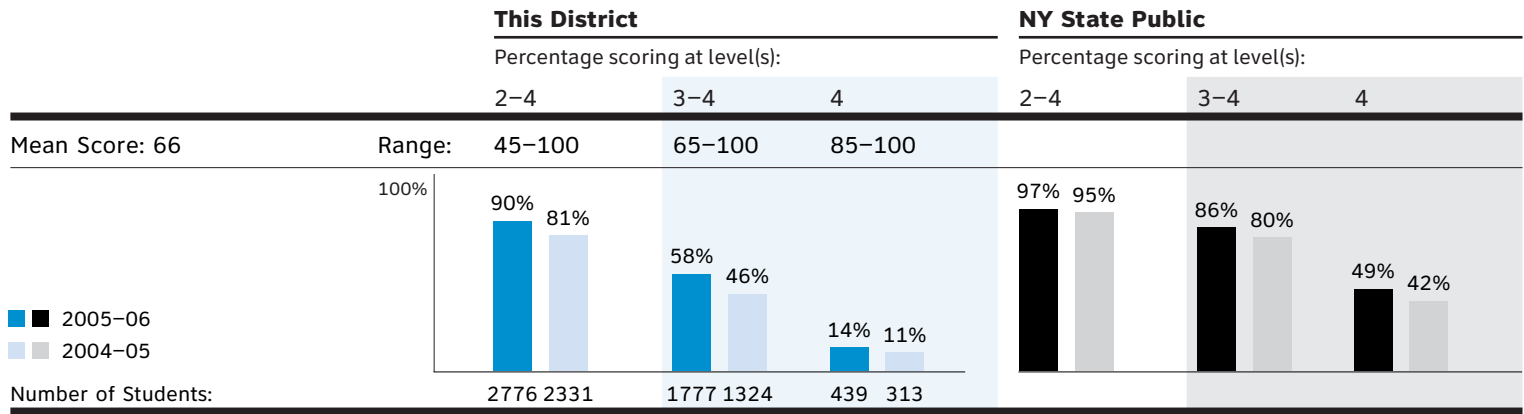
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## Other Assessments

	2005-06 School Year				2004-05 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	30	28	26	21	36	35	32	24

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 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>3073</b>	<b>90%</b>	<b>58%</b>	<b>14%</b>	<b>2895</b>	<b>81%</b>	<b>46%</b>	<b>11%</b>
Female	1489	92%	57%	14%	1417	83%	47%	11%
Male	1584	88%	58%	15%	1478	78%	45%	11%
American Indian or Alaska Native	12	92%	50%	17%	15	73%	33%	0%
Black or African American	998	92%	62%	15%	963	83%	50%	11%
Hispanic or Latino	2000	90%	55%	14%	1857	79%	43%	10%
Asian or Native Hawaiian/Other Pacific Islander	42	93%	81%	26%	45	93%	67%	20%
White	21	95%	62%	0%	15	87%	60%	27%
Small Group Totals								
General-Education Students	2533	94%	63%	16%	2475	85%	50%	12%
Students with Disabilities	540	74%	35%	4%	420	57%	23%	2%
English Proficient	2327	93%	65%	17%	2155	87%	55%	14%
Limited English Proficient	746	81%	35%	5%	740	61%	20%	2%
Economically Disadvantaged	2392	94%	63%	17%	2812	81%	46%	11%
Not Disadvantaged	681	76%	38%	6%	83	81%	51%	7%
Migrant								
Not Migrant	3073	90%	58%	14%	2895	81%	46%	11%

### NOTES

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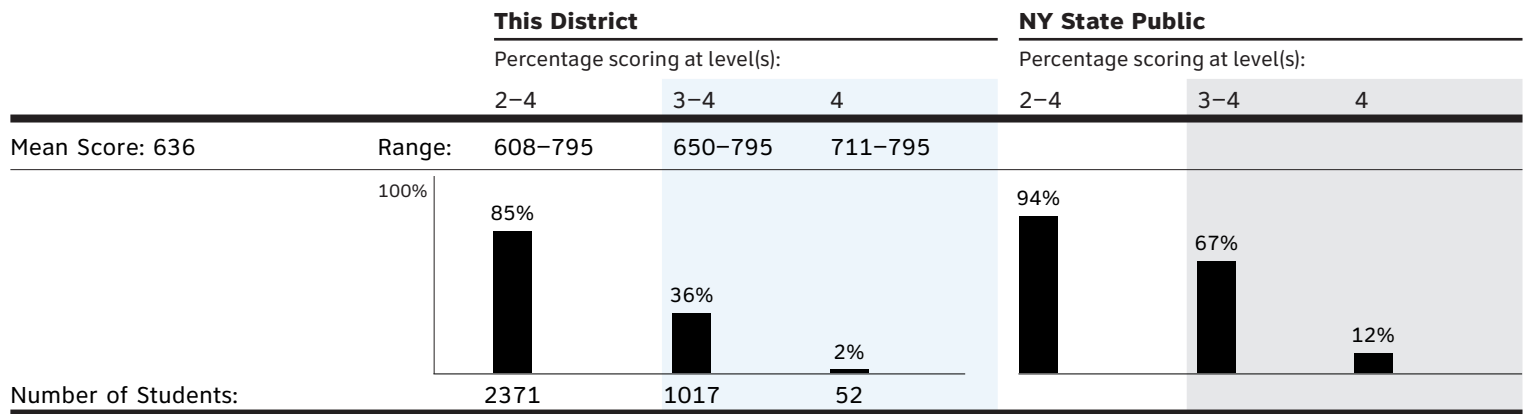
## Other Assessments

	2005-06 School Year				2004-05 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	28	27	26	19	34	34	27	23



District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

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



### Results by Student Group

	2005-06 School Year				2004-05 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>2790</b>	<b>85%</b>	<b>36%</b>	<b>2%</b>				
Female	1410	88%	39%	2%				
Male	1380	82%	34%	2%				
American Indian or Alaska Native	29	93%	31%	3%				
Black or African American	969	85%	36%	2%				
Hispanic or Latino	1728	84%	36%	2%				
Asian or Native Hawaiian/Other Pacific Islander	52	90%	60%	4%				
White	12	83%	42%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2336	90%	41%	2%				
Students with Disabilities	454	57%	12%	0%				
English Proficient	2402	88%	40%	2%				
Limited English Proficient	388	65%	13%	0%				
Economically Disadvantaged	2181	91%	42%	2%				
Not Disadvantaged	609	62%	16%	0%				
Migrant								
Not Migrant	2790	85%	36%	2%				

#### NOTES

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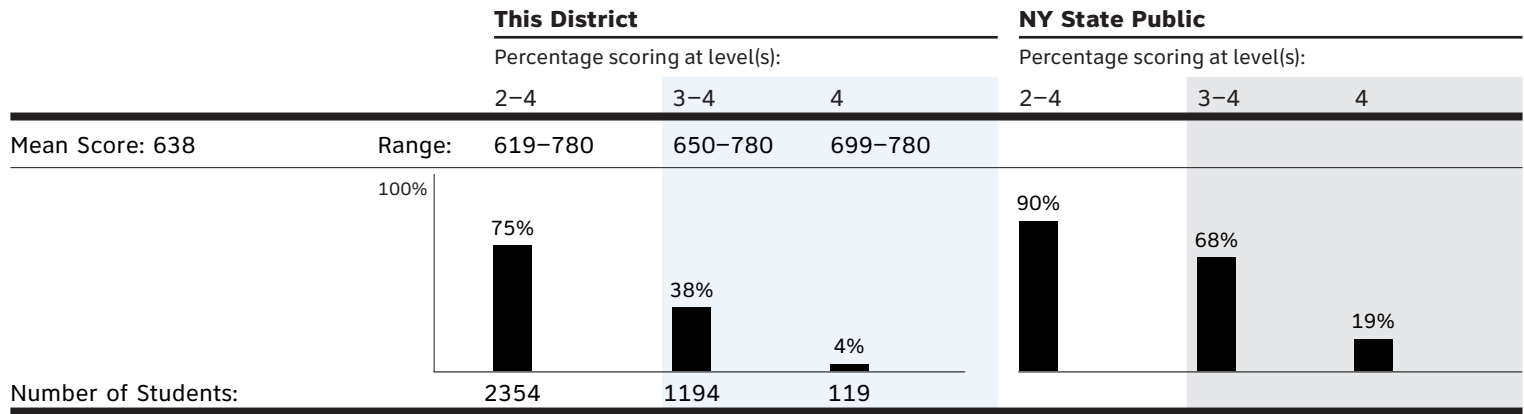
### Other Assessments

	2005-06 School Year				2004-05 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	42	40	33	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	304	163	116	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>3154</b>	<b>75%</b>	<b>38%</b>	<b>4%</b>				
Female	1586	76%	37%	3%				
Male	1568	73%	38%	4%				
American Indian or Alaska Native	28	86%	61%	0%				
Black or African American	1004	73%	35%	3%				
Hispanic or Latino	2052	75%	39%	4%				
Asian or Native Hawaiian/Other Pacific Islander	58	84%	55%	12%				
White	12	75%	50%	8%				
Small Group Totals								
General-Education Students	2654	80%	42%	4%				
Students with Disabilities	500	46%	16%	1%				
English Proficient	2424	79%	42%	5%				
Limited English Proficient	730	61%	22%	1%				
Economically Disadvantaged	2473	81%	43%	5%				
Not Disadvantaged	681	52%	20%	1%				
Migrant								
Not Migrant	3154	75%	38%	4%				

This test was not given in 2004-05.

### NOTES

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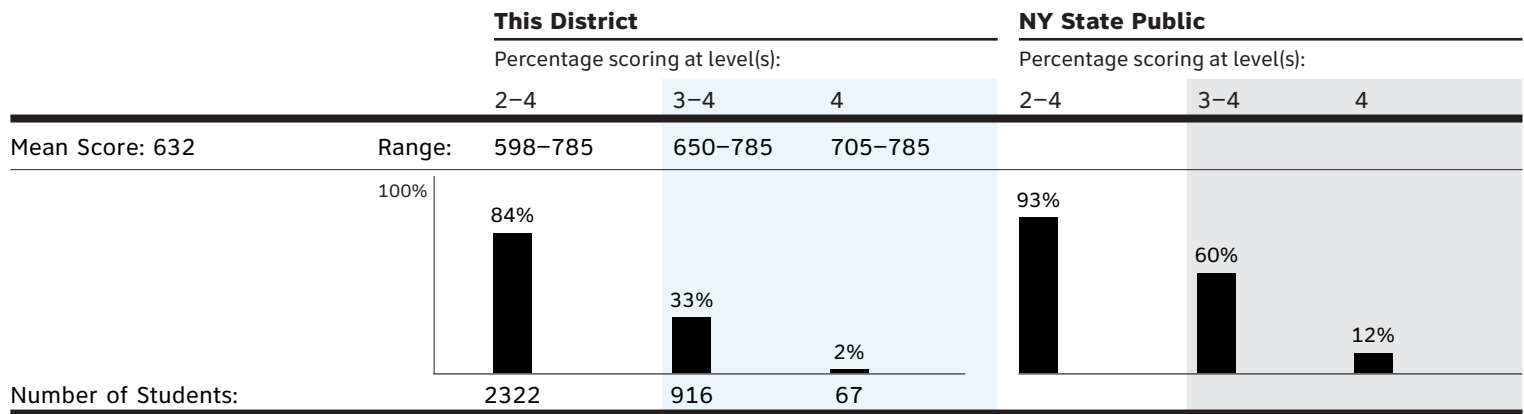
## Other Assessments

	2005-06 School Year				2004-05 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	41	40	38	30				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

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



## Results by Student Group

	2005-06 School Year				2004-05 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>2756</b>	<b>84%</b>	<b>33%</b>	<b>2%</b>				
Female	1349	88%	37%	3%				
Male	1407	80%	29%	2%				
American Indian or Alaska Native	20	80%	40%	0%				
Black or African American	961	85%	32%	3%				
Hispanic or Latino	1711	84%	34%	2%				
Asian or Native Hawaiian/Other Pacific Islander	45	87%	51%	2%				
White	19	84%	21%	0%				
Small Group Totals								
General-Education Students	2280	91%	38%	3%				
Students with Disabilities	476	54%	9%	0%				
English Proficient	2399	87%	37%	3%				
Limited English Proficient	357	65%	11%	0%				
Economically Disadvantaged	1978	91%	39%	3%				
Not Disadvantaged	778	66%	18%	1%				
Migrant								
Not Migrant	2756	84%	33%	2%				

This test was not given in 2004-05.

### NOTES

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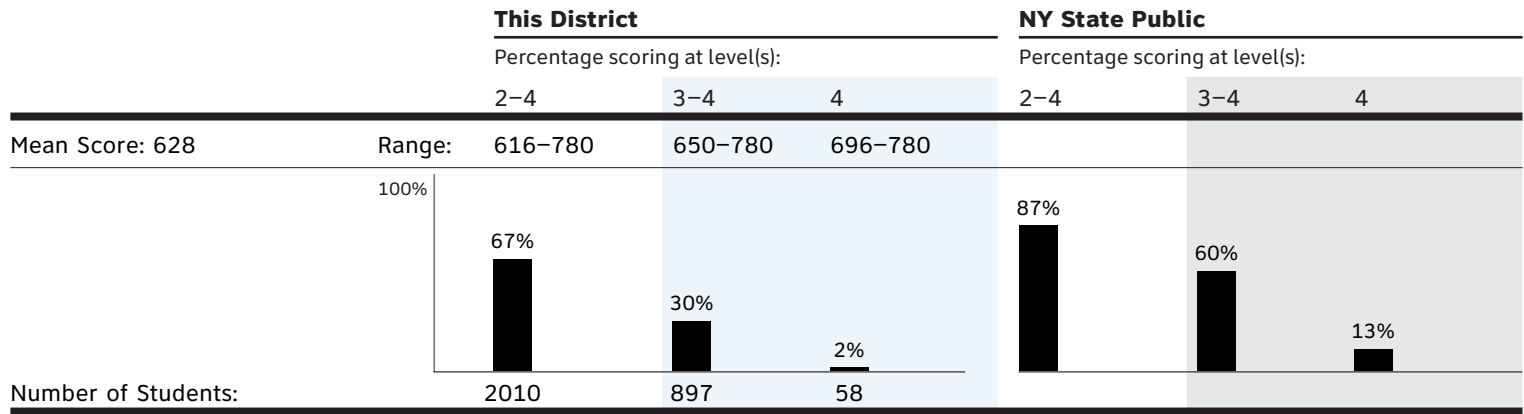
## Other Assessments

	2005-06 School Year				2004-05 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	39	37	34				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	209	88	67	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>3014</b>	<b>67%</b>	<b>30%</b>	<b>2%</b>				
Female	1467	70%	31%	2%				
Male	1547	64%	28%	2%				
American Indian or Alaska Native	21	62%	33%	5%				
Black or African American	973	66%	28%	1%				
Hispanic or Latino	1953	67%	30%	2%				
Asian or Native Hawaiian/Other Pacific Islander	49	78%	49%	2%				
White	18	83%	11%	6%				
Small Group Totals								
General-Education Students	2515	73%	34%	2%				
Students with Disabilities	499	35%	9%	1%				
English Proficient	2441	70%	33%	2%				
Limited English Proficient	573	51%	16%	0%				
Economically Disadvantaged	2175	74%	35%	2%				
Not Disadvantaged	839	48%	17%	1%				
Migrant								
Not Migrant	3014	67%	30%	2%				

This test was not given in 2004-05.

### NOTES

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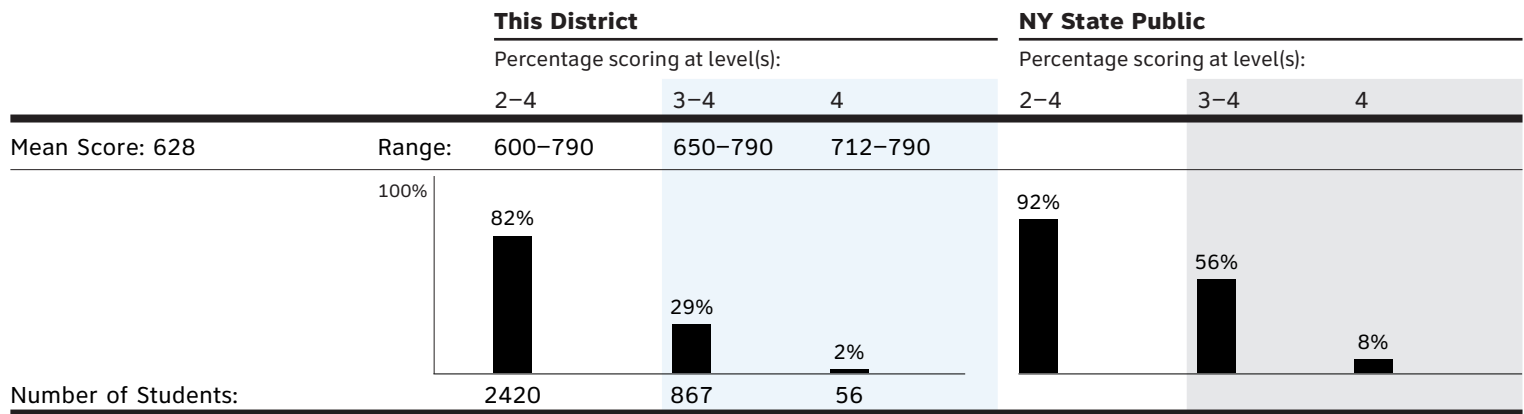
## Other Assessments

	2005-06 School Year				2004-05 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	40	39	35	30				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

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



## Results by Student Group

	2005-06 School Year				2004-05 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>2966</b>	<b>82%</b>	<b>29%</b>	<b>2%</b>				
Female	1484	86%	34%	2%				
Male	1482	77%	25%	2%				
American Indian or Alaska Native	10	80%	10%	0%				
Black or African American	1100	80%	29%	2%				
Hispanic or Latino	1809	83%	29%	2%				
Asian or Native Hawaiian/Other Pacific Islander	35	94%	57%	9%				
White	12	75%	42%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2504	87%	33%	2%				
Students with Disabilities	462	52%	7%	0%				
English Proficient	2535	84%	33%	2%				
Limited English Proficient	431	68%	4%	0%				
Economically Disadvantaged	2141	87%	34%	2%				
Not Disadvantaged	825	66%	16%	1%				
Migrant								
Not Migrant	2966	82%	29%	2%				

### NOTES

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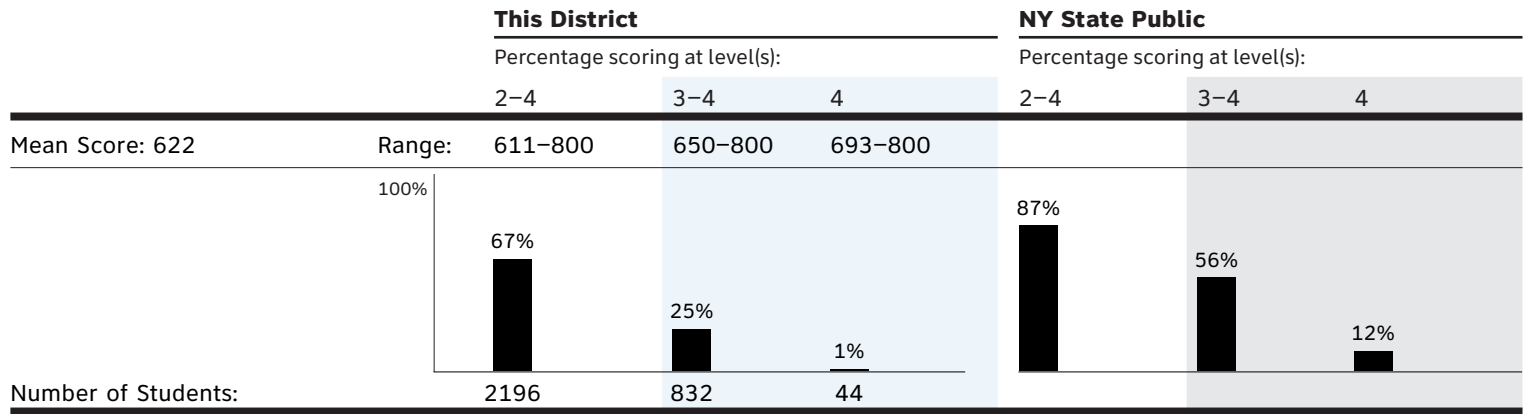
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	39	39	39	37	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	264	124	83	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>3270</b>	<b>67%</b>	<b>25%</b>	<b>1%</b>				
Female	1619	70%	27%	1%				
Male	1651	65%	24%	2%				
American Indian or Alaska Native	10	50%	20%	10%				
Black or African American	1124	64%	23%	1%				
Hispanic or Latino	2084	69%	26%	1%				
Asian or Native Hawaiian/Other Pacific Islander	39	82%	54%	13%				
White	13	46%	31%	8%				
Small Group Totals								
General-Education Students	2772	73%	29%	2%				
Students with Disabilities	498	35%	7%	0%				
English Proficient	2569	71%	29%	2%				
Limited English Proficient	701	54%	11%	1%				
Economically Disadvantaged	2362	74%	30%	2%				
Not Disadvantaged	908	49%	14%	1%				
Migrant								
Not Migrant	3270	67%	25%	1%				

This test was not given in 2004-05.

### NOTES

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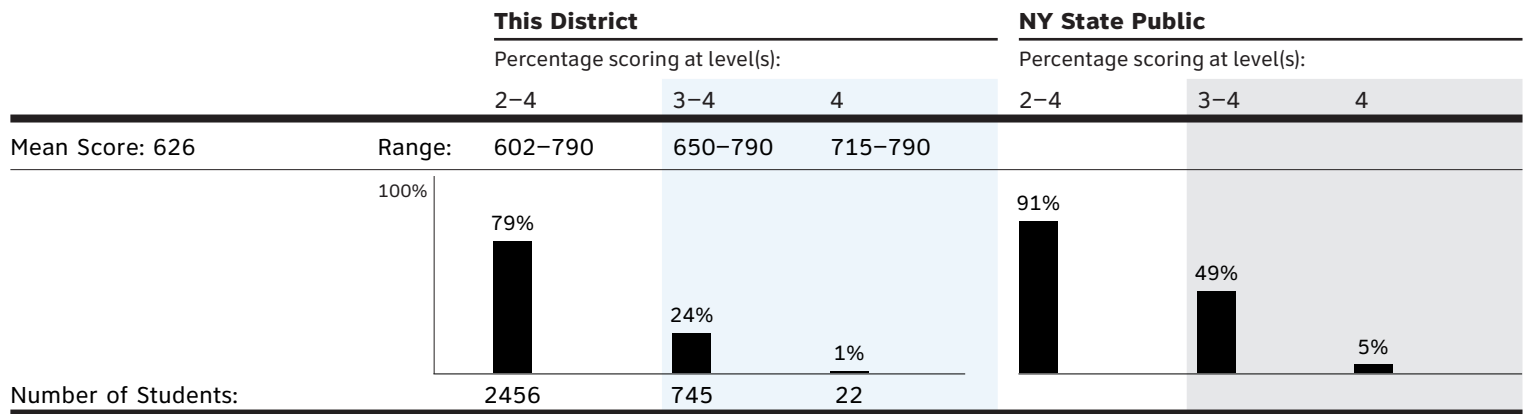
## Other Assessments

	2005-06 School Year				2004-05 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	37	37	36	33				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

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



## Results by Student Group

	2005-06 School Year				2004-05 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>3113</b>	<b>79%</b>	<b>24%</b>	<b>1%</b>				
Female	1616	84%	29%	1%				
Male	1497	74%	19%	1%				
American Indian or Alaska Native	15	73%	20%	0%				
Black or African American	1110	80%	24%	1%				
Hispanic or Latino	1935	78%	23%	1%				
Asian or Native Hawaiian/Other Pacific Islander	30	90%	43%	7%				
White	23	74%	26%	4%				
Small Group Totals								
General-Education Students	2604	86%	28%	1%				
Students with Disabilities	509	41%	4%	0%				
English Proficient	2684	83%	27%	1%				
Limited English Proficient	429	55%	2%	0%				
Economically Disadvantaged	2146	87%	29%	1%				
Not Disadvantaged	967	61%	13%	0%				
Migrant								
Not Migrant	3113	79%	24%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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## Other Assessments

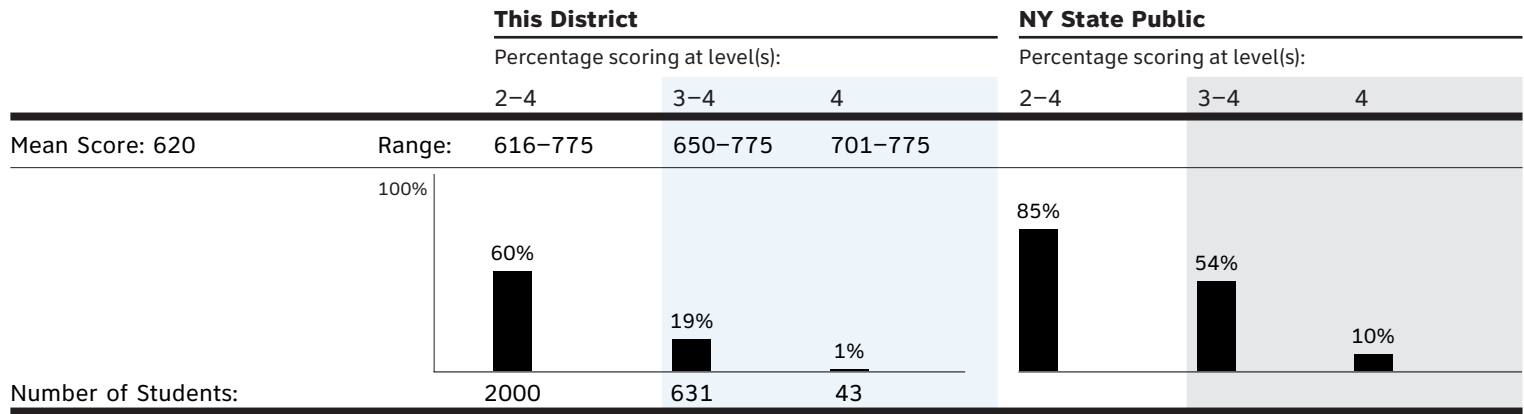
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	32	27	18	44	44	38	32
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 8	231	91	69	N/A	299	181	126	N/A

<sup>†</sup> Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>3358</b>	<b>60%</b>	<b>19%</b>	<b>1%</b>				
Female	1722	62%	20%	1%				
Male	1636	57%	17%	1%				
American Indian or Alaska Native	17	65%	29%	0%				
Black or African American	1131	56%	15%	1%				
Hispanic or Latino	2152	61%	20%	1%				
Asian or Native Hawaiian/Other Pacific Islander	34	76%	47%	12%				
White	24	58%	29%	0%				
Small Group Totals								
General-Education Students	2848	65%	22%	1%				
Students with Disabilities	510	28%	4%	0%				
English Proficient	2692	62%	21%	1%				
Limited English Proficient	666	49%	10%	0%				
Economically Disadvantaged	2346	66%	22%	1%				
Not Disadvantaged	1012	46%	11%	1%				
Migrant								
Not Migrant	3358	60%	19%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

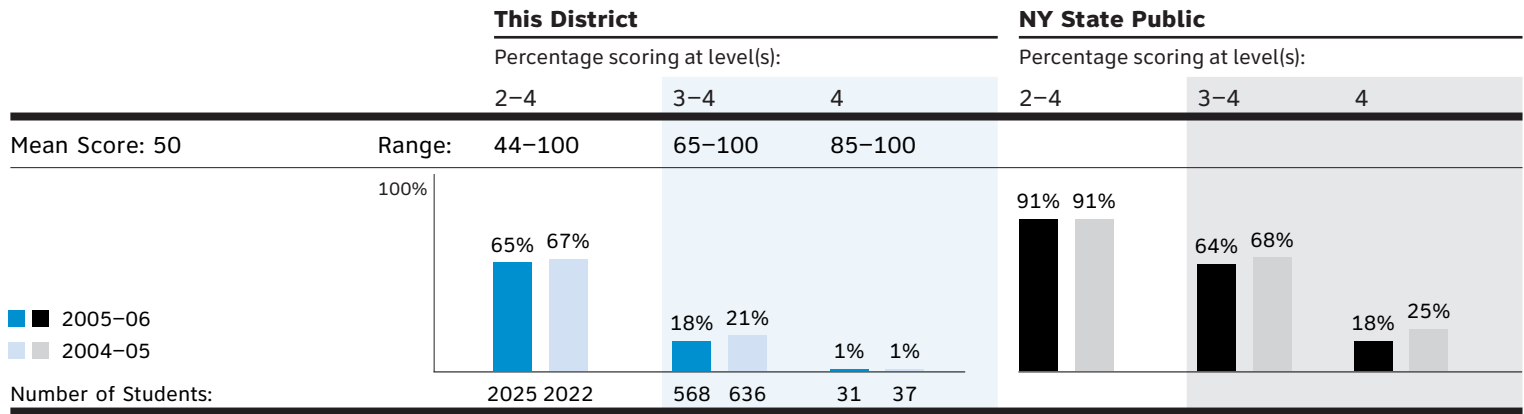
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## Other Assessments

	2005-06 School Year				2004-05 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	32	31	28	22	35	35	29	27

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 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>3107</b>	<b>65%</b>	<b>18%</b>	<b>1%</b>	<b>3037</b>	<b>67%</b>	<b>21%</b>	<b>1%</b>
Female	1613	67%	19%	1%	1492	73%	21%	1%
Male	1494	63%	18%	1%	1545	60%	21%	1%
American Indian or Alaska Native	17	59%	24%	0%	21	90%	38%	5%
Black or African American	1036	65%	18%	1%	987	67%	19%	1%
Hispanic or Latino	2002	65%	18%	1%	1975	66%	21%	1%
Asian or Native Hawaiian/Other Pacific Islander	30	80%	40%	7%	42	81%	31%	5%
White	22	55%	41%	0%	12	67%	33%	8%
Small Group Totals								
General-Education Students	2652	70%	21%	1%	2633	72%	23%	1%
Students with Disabilities	455	36%	2%	0%	404	32%	7%	0%
English Proficient	2475	71%	22%	1%	2341	74%	25%	2%
Limited English Proficient	632	44%	5%	0%	696	43%	7%	0%
Economically Disadvantaged	2186	70%	22%	1%	2743	67%	21%	1%
Not Disadvantaged	921	54%	10%	0%	294	65%	23%	3%
Migrant					1	—	—	—
Not Migrant	3107	65%	18%	1%	3036	—	—	—

### NOTES

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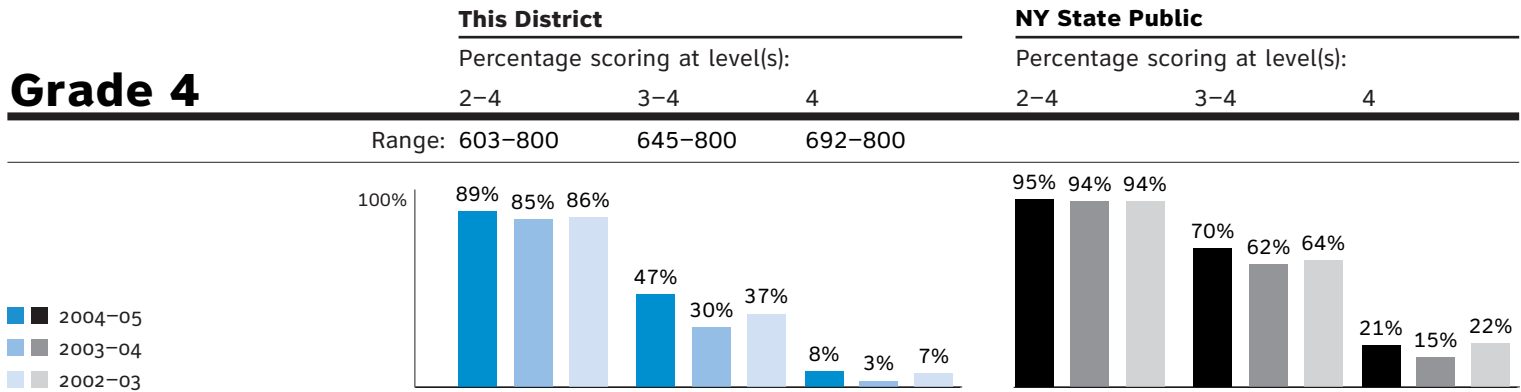
## Other Assessments

	2005-06 School Year				2004-05 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	28	27	25	20	37	37	30	25
Regents Science	0				3	—	—	—

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

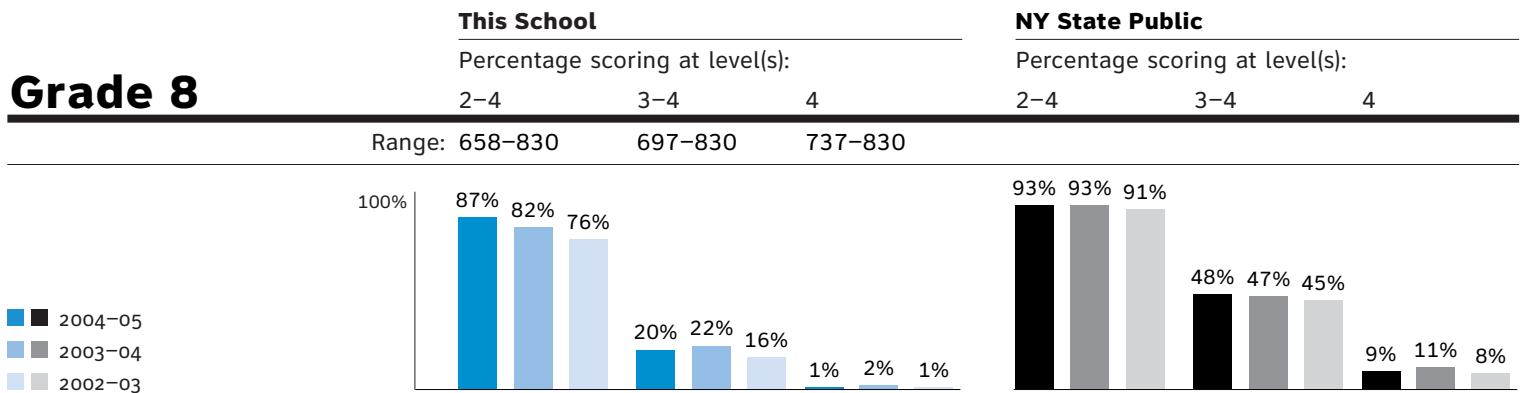
## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.



### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	292	1110	1019	218	2639	641
Feb 2004	448	1706	842	87	3083	630
Feb 2003	385	1318	825	186	2714	635



### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	418	2074	567	44	3103	678
Jan 2004	529	1827	574	74	3004	679
Jan 2003	515	1311	319	28	2173	673

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

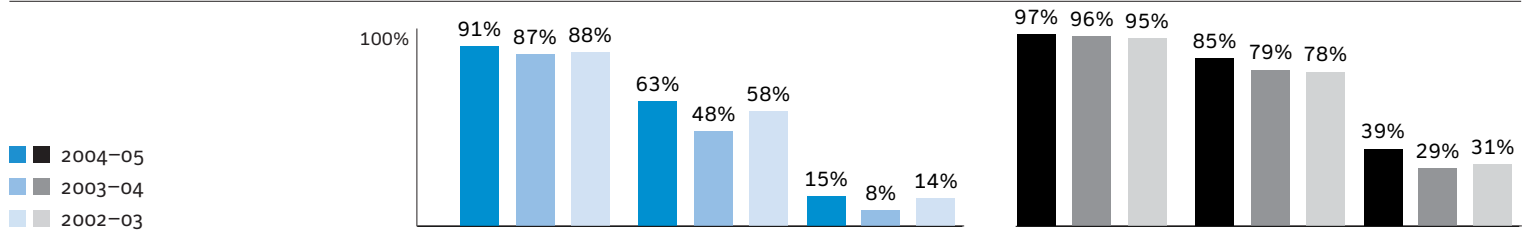
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	286	886	1510	471	3153	644
May 2004	457	1310	1368	279	3414	634
May 2003	380	913	1352	431	3076	640

#### This School

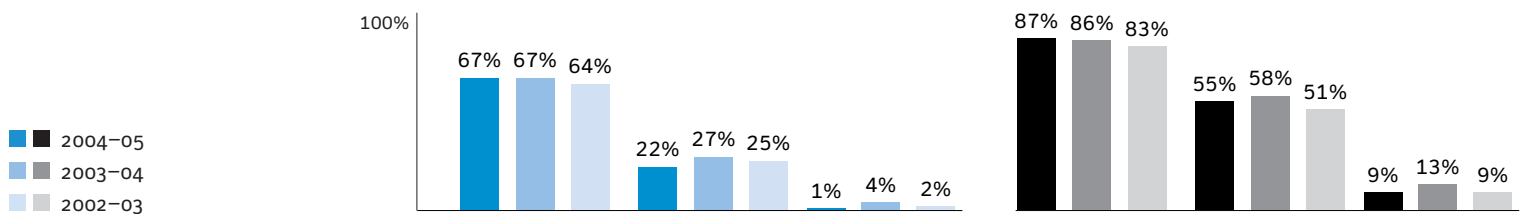
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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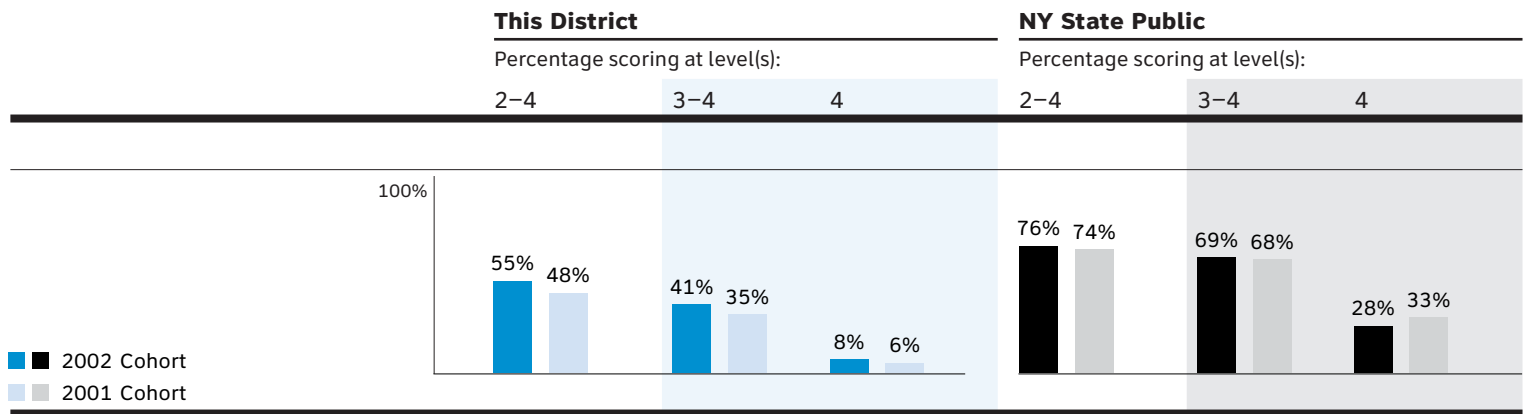


#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	1131	1520	696	32	3379	691
May 2004	1052	1261	756	114	3183	689
May 2003	872	950	544	52	2418	687

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

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



### Results by Student Group

	2002 Cohort*				2001 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>1009</b>	<b>55%</b>	<b>41%</b>	<b>8%</b>	<b>700</b>	<b>48%</b>	<b>35%</b>	<b>6%</b>
Female	562	63%	48%	9%	402	53%	41%	7%
Male	447	46%	32%	6%	298	41%	26%	5%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	399	59%	46%	9%	266	53%	38%	7%
Hispanic or Latino	578	52%	37%	7%	405	44%	31%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	73%	53%	0%	9	—	—	—
White	15	—	—	—	17	71%	65%	18%
Small Group Totals	17	65%	59%	0%	12	67%	42%	8%
General-Education Students	814	65%	49%	10%	577	56%	41%	7%
Students with Disabilities	195	14%	9%	1%	123	13%	7%	1%
English Proficient	827	63%	47%	9%	536	56%	42%	8%
Limited English Proficient	182	23%	15%	1%	164	23%	12%	0%
Economically Disadvantaged	736	56%	43%	9%				
Not Disadvantaged	273	53%	38%	4%				
Migrant								
Not Migrant	1009	55%	41%	8%				

#### NOTES

The — symbol indicates that data for a group of students has 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.

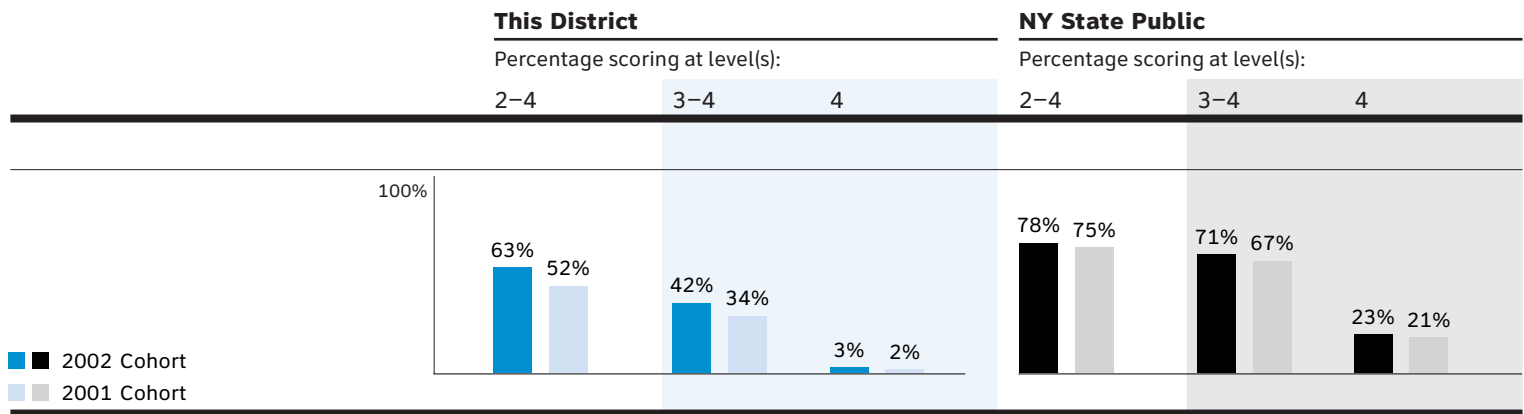
### Other Assessments

	2002 Cohort*				2001 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	38	38	37	34	13	13	12	5

\* 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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

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



## Results by Student Group

	2002 Cohort*				2001 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>1009</b>	<b>63%</b>	<b>42%</b>	<b>3%</b>	<b>700</b>	<b>52%</b>	<b>34%</b>	<b>2%</b>
Female	562	70%	48%	3%	402	56%	38%	2%
Male	447	54%	35%	3%	298	46%	30%	3%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	399	66%	47%	3%	266	54%	37%	2%
Hispanic or Latino	578	60%	38%	3%	405	49%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	13%	9	—	—	—
White	15	—	—	—	17	82%	65%	6%
Small Group Totals	17	65%	53%	0%	12	58%	50%	17%
General-Education Students	814	74%	50%	4%	577	61%	41%	3%
Students with Disabilities	195	15%	8%	1%	123	8%	4%	0%
English Proficient	827	67%	47%	4%	536	57%	38%	2%
Limited English Proficient	182	43%	23%	1%	164	37%	21%	1%
Economically Disadvantaged	736	63%	43%	3%				
Not Disadvantaged	273	63%	40%	3%				
Migrant								
Not Migrant	1009	63%	42%	3%				

### NOTES

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## Other Assessments

	2002 Cohort*				2001 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	41	41	39	34	14	14	12	3

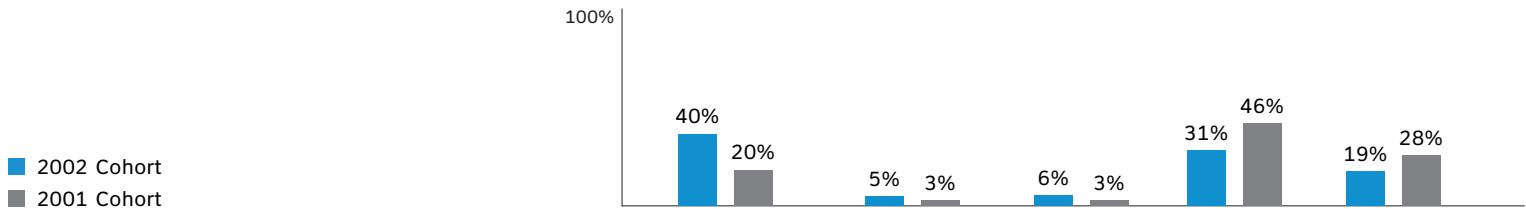
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>1009</b>	<b>40%</b>	<b>5%</b>	<b>6%</b>	<b>31%</b>	<b>19%</b>
	<b>2001</b>	<b>700</b>	<b>20%</b>	<b>3%</b>	<b>3%</b>	<b>46%</b>	<b>28%</b>
Female	2002	562	46%	3%	5%	30%	16%
	2001	402	23%	2%	2%	46%	26%
Male	2002	447	31%	7%	7%	32%	23%
	2001	298	15%	4%	3%	47%	30%
American Indian or Alaska Native	2002	2	—	—	—	—	—
	2001	3	—	—	—	—	—
Black or African American	2002	399	39%	7%	5%	33%	16%
	2001	266	20%	5%	2%	51%	23%
Hispanic or Latino	2002	578	39%	3%	6%	29%	22%
	2001	405	20%	2%	3%	43%	31%
Asian or Native Hawaiian/Other Pacific Islander	2002	15	—	—	—	—	—
	2001	9	—	—	—	—	—
White	2002	15	47%	7%	7%	27%	13%
	2001	17	12%	0%	0%	71%	18%
Small Group Totals	2002	17	53%	0%	0%	41%	6%
	2001	12	17%	8%	8%	42%	25%
General-Education Students	2002	814	46%	0%	6%	32%	16%
	2001	577	23%	0%	3%	48%	26%
Students with Disabilities	2002	195	12%	25%	5%	25%	34%
	2001	123	6%	18%	3%	37%	36%
English Proficient	2002	827	44%	4%	5%	29%	18%
	2001	536	21%	3%	3%	48%	25%
Limited English Proficient	2002	182	20%	8%	8%	37%	27%
	2001	164	16%	4%	2%	43%	36%
Economically Disadvantaged	2002	736	43%	4%	6%	26%	21%
Not Disadvantaged	2002	273	30%	5%	5%	44%	15%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1009	40%	5%	6%	31%	19%

### NOTES

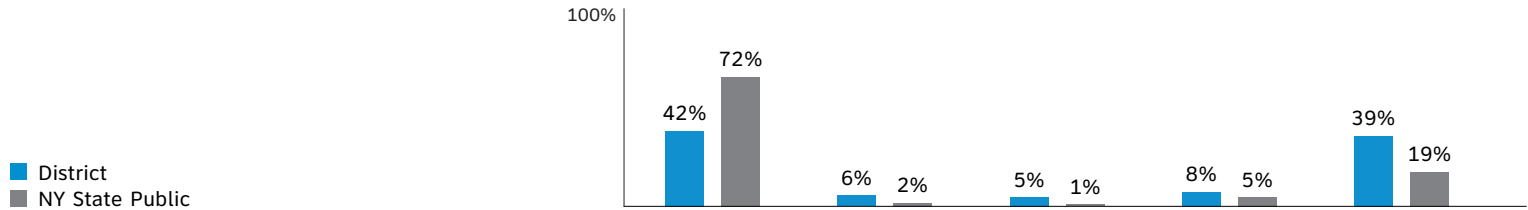
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>863</b>	<b>42%</b>	<b>6%</b>	<b>5%</b>	<b>8%</b>	<b>39%</b>
Female	455	48%	5%	4%	6%	37%
Male	408	35%	8%	6%	11%	41%
American Indian or Alaska Native	3	—	—	—	—	—
Black or African American	324	47%	9%	3%	9%	33%
Hispanic or Latino	509	38%	5%	5%	8%	43%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—
White	18	72%	0%	6%	0%	22%
Small Group Totals	12	42%	8%	8%	8%	33%
General-Education Students	668	51%	0%	5%	10%	34%
Students with Disabilities	195	10%	28%	5%	2%	55%
English Proficient	671	46%	5%	5%	8%	37%
Limited English Proficient	192	29%	11%	4%	11%	45%
Economically Disadvantaged	659	50%	5%	4%	5%	36%
Not Disadvantaged	204	17%	9%	8%	20%	46%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	863	42%	6%	5%	8%	39%

### NOTES

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