



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 6**

District ID **31-06-00-01-0000**

Superintendent **FRANCESCA PENA**

Telephone **(212) 521-3716**

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

## This District's Report Card

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

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

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](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 2007–08 accountability status.

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

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

## District Profile

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

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	284	317	402
Kindergarten	2260	2067	1996
Grade 1	2856	2517	2365
Grade 2	2660	2552	2265
Grade 3	2721	2481	2401
Grade 4	2774	2429	2325
Grade 5	2926	2633	2282
Grade 6	2735	2594	2351
Ungraded Elementary	867	904	930
Grade 7	2810	2734	2649
Grade 8	2918	2721	2621
Grade 9	1783	1562	1545
Grade 10	1358	1310	1266
Grade 11	986	1031	941
Grade 12	771	783	1007
Ungraded Secondary	603	579	596
<b>Total K-12</b>	<b>31028</b>	<b>28897</b>	<b>27540</b>

### Average Class Size

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

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	24991	86%	23017	84%
Reduced-Price Lunch	0	0%	1339	5%	1380	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	10716	35%	10973	38%	10312	37%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	59	0%	58	0%	48	0%
Black or African American	2768	9%	2324	8%	2082	8%
Hispanic or Latino	27320	88%	25560	88%	24371	88%
Asian or Native Hawaiian/Other Pacific Islander	351	1%	374	1%	391	1%
White	530	2%	581	2%	648	2%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

\* Not available at the district level.

\*\* Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	901	3%	573	2%	1141	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	2079	2088	2092
Percent with No Valid Teaching Certificate	7%	7%	8%
Percent Teaching Out of Certification	24%	19%	13%
Percent with Fewer Than Three Years of Experience	23%	21%	20%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	33%	34%
<b>Total Number of Core Classes*</b>	N/A	5989	3849
Percent Not Taught by Highly Qualified Teachers	N/A	15%	14%
<b>Total Number of Classes</b>	3903	4605	4742
Percent Taught by Teachers Without Appropriate Certification	26%	21%	15%

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

## Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	34%	31%
Turnover Rate of All Teachers	26%	25%	21%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Cohort

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

### Performance Index (PI)

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

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### Science Progress Target

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

### Science Standard

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



## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2007–08)

#### ▲ Improvement (Year 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

2005–06	2006–07	2007–08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✗	✓	✓	✓	✓	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✗	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	✗	✓	—
Economically Disadvantaged	✗	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✗ 3 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 6	✗ 5 of 6	✗ 0 of 1

#### AYP Status

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

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2007–08)



Improvement (Year 5)

### Accountability Measures

3 of 8

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
<b>All Students</b> (15712:14703)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	119	121	121	127
<b>Ethnicity</b>								
American Indian or Alaska Native (22:20)	—	—	—	—	—	—	—	—
Black or African American (1066:996)	<b>✓</b>	<b>✓</b>	97%	<b>✓</b>	120	119		
Hispanic or Latino (14184:13269)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	118	121	121	126
Asian or Native Hawaiian/Other Pacific Islander (132:123)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	171	113		
White (308:295)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	160	116		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (2328:2199)	<b>X</b>	<b>✓</b>	97%	<b>X</b>	82	120	86	94
Limited English Proficient <sup>5</sup> (5776:6193)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	90	121	92	101
Economically Disadvantaged (14708:13788)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	118	121	121	126
<b>Final AYP Determination</b>	<b>X</b> 3 of 8							

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2007–08)



Good Standing

### Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (15773:14961)	✓	✓	99%	✓	142	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (22:22)	—	—	—	—	—	—	—
Black or African American (1060:983)	✓	✓	97%	✓	127	83	
Hispanic or Latino (14241:13532)	✓	✓	99%	✓	142	85	
Asian or Native Hawaiian/Other Pacific Islander (133:123)	✓	✓	99%	✓	182	77	
White (317:301)	✓	✓	99%	✓	178	80	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2332:2181)	✓	✓	96%	✓	100	84	
Limited English Proficient <sup>5</sup> (5857:6553)	✓	✓	99%	✓	126	85	
Economically Disadvantaged (14758:14038)	✓	✓	99%	✓	142	85	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status



















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (5378:4972)		Qualified		97%		124	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)		—	—	—	—	—	—	—
Black or African American (389:353)		Qualified		94%		125	100	
Hispanic or Latino (4847:4491)		Qualified		97%		123	100	
Asian or Native Hawaiian/Other Pacific Islander (47:45)		Qualified		100%		180	100	
White (92:80)		Qualified		95%		165	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (782:715)		Qualified		94%		105	100	
Limited English Proficient <sup>4</sup> (1943:2161)		Qualified		98%		101	100	
Economically Disadvantaged (5019:4664)		Qualified		97%		124	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

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

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

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

#### AYP Status

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

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2007-08)



Improvement (Year 5)

### Accountability Measures

4 of 6

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

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

Student Group (12th Graders: 2003 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 2006-07      2007-08
<b>All Students</b> (1167:1173)	✓	✓	99%	✓	160	156	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—
Black or African American (161:170)	✓	✓	100%	✓	164	151	
Hispanic or Latino (953:950)	✓	✓	99%	✓	158	155	
Asian or Native Hawaiian/Other Pacific Islander (29:28)	—	—	—	—	—	—	—
White (19:19)	—	—	—	—	—	—	—
Multiracial (5:5)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (79:134)	✗	✓	95%	✗	84	150	97*      96
Limited English Proficient <sup>4</sup> (178:306)	✗	✓	96%	✗	134	153	106*      141
Economically Disadvantaged (904:921)	✓	✓	99%	✓	158	155	
<b>Final AYP Determination</b>	✗ 4 of 6						

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Secondary-Level Mathematics

### Accountability Status for This Subject (2007–08)



Good Standing

### Accountability Measures

5 of 6

Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2003 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 2006–07      2007–08
<b>All Students</b> (1167:1173)	✓	✓	99%	✓	166	149	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—
Black or African American (161:170)	✓	✓	99%	✓	162	144	
Hispanic or Latino (953:950)	✓	✓	99%	✓	165	148	
Asian or Native Hawaiian/Other Pacific Islander (29:28)	—	—	—	—	—	—	—
White (19:19)	—	—	—	—	—	—	—
Multiracial (5:5)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (100:134)	✗	✗	93%	✗	104	143	97‡      114
Limited English Proficient <sup>4</sup> (178:306)	✓	✓	96%	✓	148	146	
Economically Disadvantaged (904:921)	✓	✓	99%	✓	165	148	
<b>Final AYP Determination</b>	✗ 5 of 6						

#### NOTES

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status


## Graduation Rate

**Accountability Status**  Good Standing

**for This Indicator**










**(2007–08)**

**Accountability Measures** 0 of 1 Student groups making AYP in Graduation Rate

 Did not make AYP

**Prospective Status** A district that fails to make AYP in Graduation Rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP in 2007-08, the district will be in good standing in 2008-09. [203]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (1176)			46%	55%	55%	47%
<b>Ethnicity</b>						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (253)			44%	55%	55%	45%
Hispanic or Latino (851)			49%	55%	55%	50%
Asian or Native Hawaiian/Other Pacific Islander (41)			22%	55%	1%	23%
White (28)		–	–	–		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (90)			14%	55%	24%	15%
Limited English Proficient <sup>3</sup> (55)			0%	55%	50%	1%
Economically Disadvantaged (779)			60%	55%		
<b>Final AYP Determination</b>  0 of 1						

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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



# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

District ID **31-06-00-01-0000**

## 2007–08 Accountability Status of Schools in Your District

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

### Federal Title I Status

#### ▲ Good Standing

23 schools identified 52% of total

A PHILIP RANDOLPH CAMPUS HIGH SCHOOL  
AMISTAD DUAL LANGUAGE SCHOOL  
CITY COLLEGE ACADEMY OF THE ARTS  
COMMUNITY HEALTH ACADEMY OF THE HEIGHTS  
HARBOR HEIGHTS MIDDLE SCHOOL  
HEALTH CAREERS & SCIENCES HIGH SCHOOL  
HIGH SCHOOL INTERNATIONAL-BUSINESS & FINANCE  
HIGH SCHOOL-LAW & PUBLIC SERVICE  
HIGH SCHOOL-MEDIA & COMMUNICATIONS  
IS 223 MOTT HALL  
IS 528 BEA FULLER ROGERS SCHOOL  
MS 321 MINERVA  
MS 324 PATRIA  
MS 328 MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY  
PROFESSOR JUAN BOSCH PUBLIC SCHOOL  
PS 153 ADAM CLAYTON POWELL SCHOOL  
PS 18 PARK TERRACE EARLY CHILDHOOD ACADEMY  
PS 187 HUDSON CLIFFS SCHOOL  
PS 210 21ST CENTURY ACADEMY  
PS 325  
PS 98 SHORAC KAPOCK SCHOOL  
PS/IS 278  
WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL

#### ▲ Improvement (Year 1)

4 schools identified 9% of total

GREGORIO LUPERON HIGH SCH OF MATH & SCIENCE  
MIDDLE SCHOOL 322  
MS 319 MARIE TERESA  
MS 326 WRITERS TODAY & LEADERS TOMORROW

#### ▲ Improvement (Year 2)

2 schools identified 5% of total

PS 152 DYCKMAN VALLEY SCHOOL  
PS 173

#### ▲ Planning for Restructuring

2 schools identified 5% of total

PS 128 AUDUBON SCHOOL  
PS 5 ELLEN LURIE SCHOOL

#### ▲ Restructuring (Year 1)

2 schools identified 5% of total

JHS 52 INWOOD JUNIOR HIGH SCHOOL  
PS 132 JUAN PABLO DUARTE SCHOOL

#### ▲ Restructuring (Year 2)

2 schools identified 5% of total

### New York State Status

#### ■ Good Standing

2 schools identified 5% of total

HIGH SCHOOL MATH SCIENCE AND ENGINEERING AT CCNY  
MUSCOTA

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

District ID **31-06-00-01-0000**

## 2007–08 Accountability Status of Schools in Your District Continued

### Federal Title I Status

### New York State Status

#### Restructuring (Year 2) (continued)

PS 28 WRIGHT BROTHERS SCHOOL

PS 8 LUIS BELLARD SCHOOL

#### Restructuring (Year 3)

4 schools identified 9% of total

JHS 143 E ROOSEVELT JUNIOR HIGH SCHOOL

PS 189

PS 4 DUKE ELLINGTON SCHOOL

PS 48 PO MICHAEL J BUCZEK SCHOOL

#### Restructuring (Year 4)

3 schools identified 7% of total

IS 218 SALOME UKENA

PS 115 ALEXANDER HUMBOLDT SCHOOL

PS 192 JACOB H SCHIFF SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 6

District ID 31-06-00-01-0000

## Summary of 2006–07 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	40%			2431
Grade 4	38%			2382
Grade 5	38%			2333
Grade 6	33%			2366
Grade 7	28%			2678
Grade 8	29%			2657

### Mathematics

Grade 3	73%		2513
Grade 4	62%		2487
Grade 5	58%		2410
Grade 6	50%		2483
Grade 7	45%		2775
Grade 8	36%		2771

### Science

Grade 4	53%		2482
Grade 8	30%		2658

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	67%			1389
Mathematics	67%			1389

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

### Level 4: Meeting Learning Standards with Distinction.

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

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

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

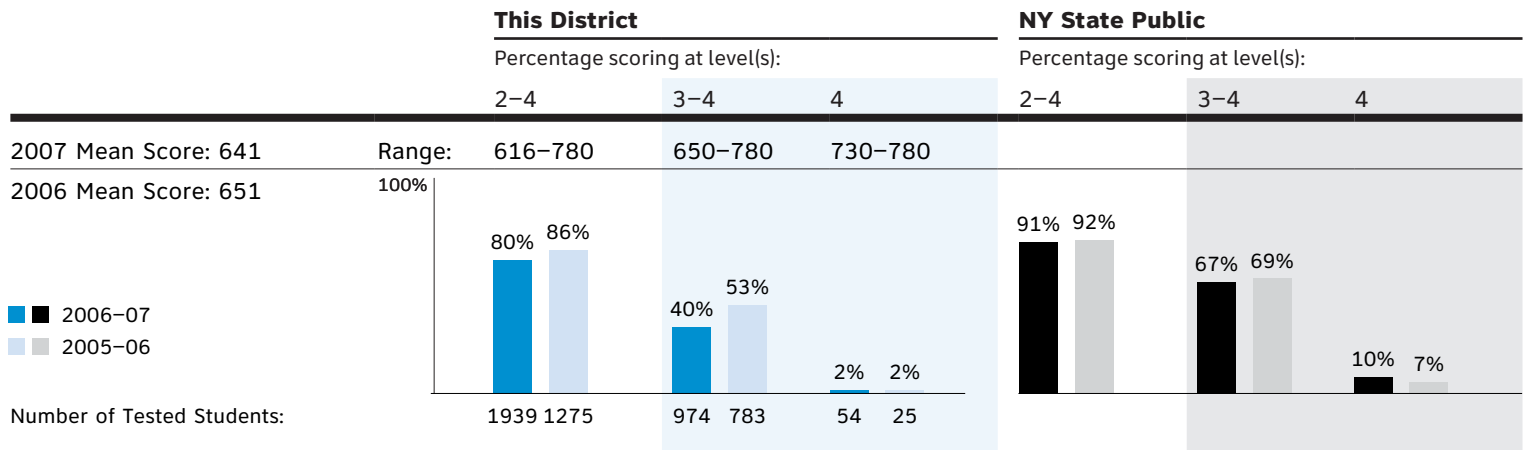
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### NYC Public Schools

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

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2431</b>	<b>80%</b>	<b>40%</b>	<b>2%</b>	<b>1475</b>	<b>86%</b>	<b>53%</b>	<b>2%</b>
Female	1204	83%	45%	3%	708	89%	59%	2%
Male	1227	76%	35%	1%	767	84%	48%	1%
American Indian or Alaska Native	5	80%	40%	0%	2	—	—	—
Black or African American	161	83%	43%	1%	199	81%	42%	1%
Hispanic or Latino	2170	79%	38%	1%	1212	87%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	71%	18%	23	—	—	—
White	78	94%	72%	24%	39	90%	72%	0%
Multiracial								
Small Group Totals					25	92%	76%	8%
General-Education Students	2079	85%	44%	3%	1270	91%	59%	2%
Students with Disabilities	352	51%	15%	1%	205	57%	20%	0%
English Proficient	1271	92%	58%	4%	1394	89%	55%	2%
Limited English Proficient	1160	67%	21%	0%	81	51%	17%	1%
Economically Disadvantaged	2269	79%	39%	2%	1150	91%	57%	2%
Not Disadvantaged	162	86%	58%	12%	325	70%	38%	2%
Migrant								
Not Migrant	2431	80%	40%	2%	1475	86%	53%	2%

#### NOTES

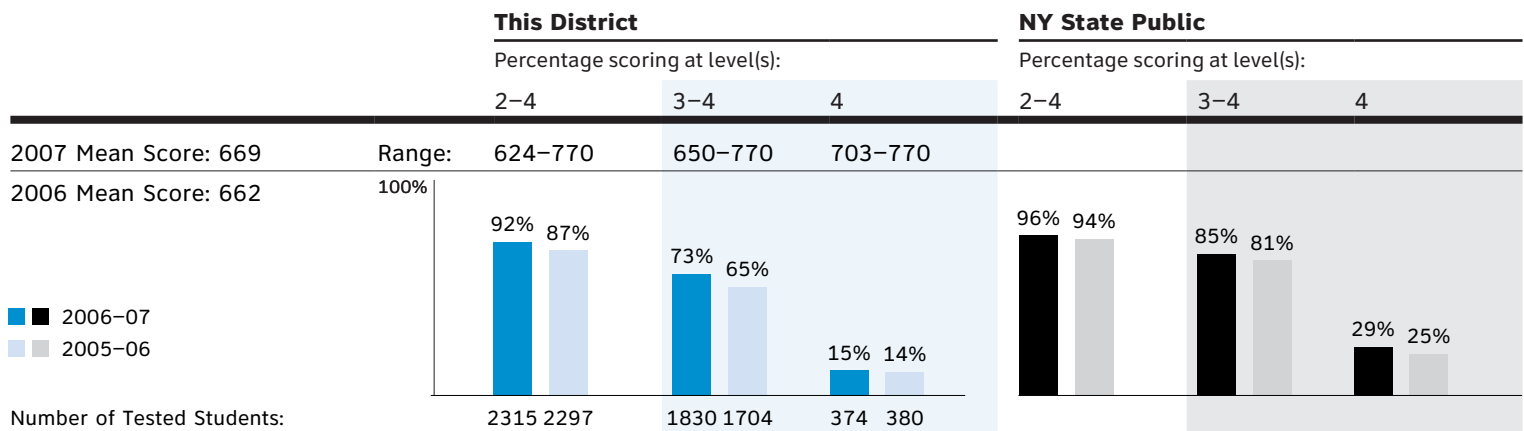
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	20	20	17	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	76	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2513</b>	<b>92%</b>	<b>73%</b>	<b>15%</b>	<b>2632</b>	<b>87%</b>	<b>65%</b>	<b>14%</b>
Female	1250	93%	73%	16%	1263	87%	66%	16%
Male	1263	91%	73%	14%	1369	87%	64%	13%
American Indian or Alaska Native	5	100%	80%	40%	2	—	—	—
Black or African American	158	92%	76%	13%	209	89%	64%	11%
Hispanic or Latino	2254	92%	72%	14%	2347	87%	64%	14%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	89%	44%	27	—	—	—
White	78	99%	96%	46%	47	94%	85%	34%
Multiracial								
Small Group Totals					29	93%	90%	41%
General-Education Students	2162	95%	78%	17%	2279	90%	68%	16%
Students with Disabilities	351	77%	43%	3%	353	71%	41%	3%
English Proficient	1262	97%	85%	23%	1425	93%	77%	22%
Limited English Proficient	1251	87%	60%	7%	1207	80%	50%	5%
Economically Disadvantaged	2346	92%	72%	14%	2111	90%	68%	16%
Not Disadvantaged	167	98%	83%	29%	521	75%	50%	9%
Migrant								
Not Migrant	2513	92%	73%	15%	2632	87%	65%	14%

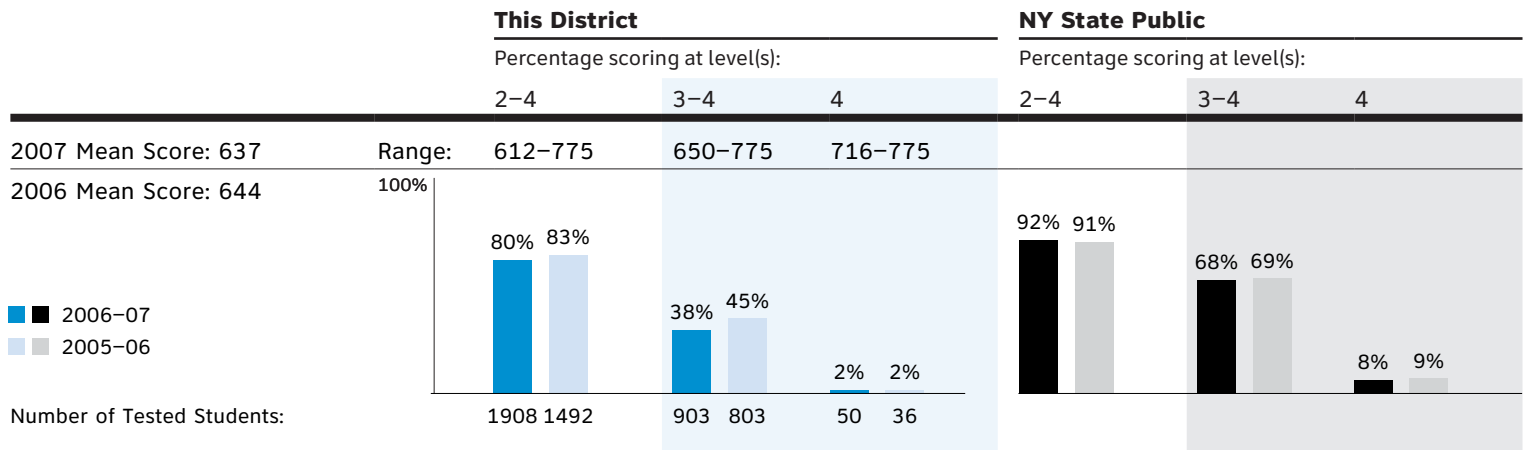
#### NOTES

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	20	19	18	16	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2382</b>	<b>80%</b>	<b>38%</b>	<b>2%</b>	<b>1801</b>	<b>83%</b>	<b>45%</b>	<b>2%</b>
Female	1130	84%	42%	3%	911	86%	49%	3%
Male	1252	76%	34%	1%	890	80%	40%	1%
American Indian or Alaska Native					5	60%	20%	0%
Black or African American	178	83%	35%	1%	164	75%	31%	1%
Hispanic or Latino	2137	80%	37%	2%	1565	83%	45%	2%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	88%	16%	21	100%	95%	14%
White	42	88%	74%	14%	46	89%	70%	13%
Multiracial								
Small Group Totals								
General-Education Students	2008	84%	42%	2%	1566	88%	49%	2%
Students with Disabilities	374	58%	14%	1%	235	46%	12%	0%
English Proficient	1455	92%	53%	3%	1610	88%	49%	2%
Limited English Proficient	927	62%	13%	0%	191	43%	6%	0%
Economically Disadvantaged	2234	80%	37%	2%	1441	88%	48%	2%
Not Disadvantaged	148	86%	53%	5%	360	61%	33%	4%
Migrant								
Not Migrant	2382	80%	38%	2%	1801	83%	45%	2%

#### NOTES

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

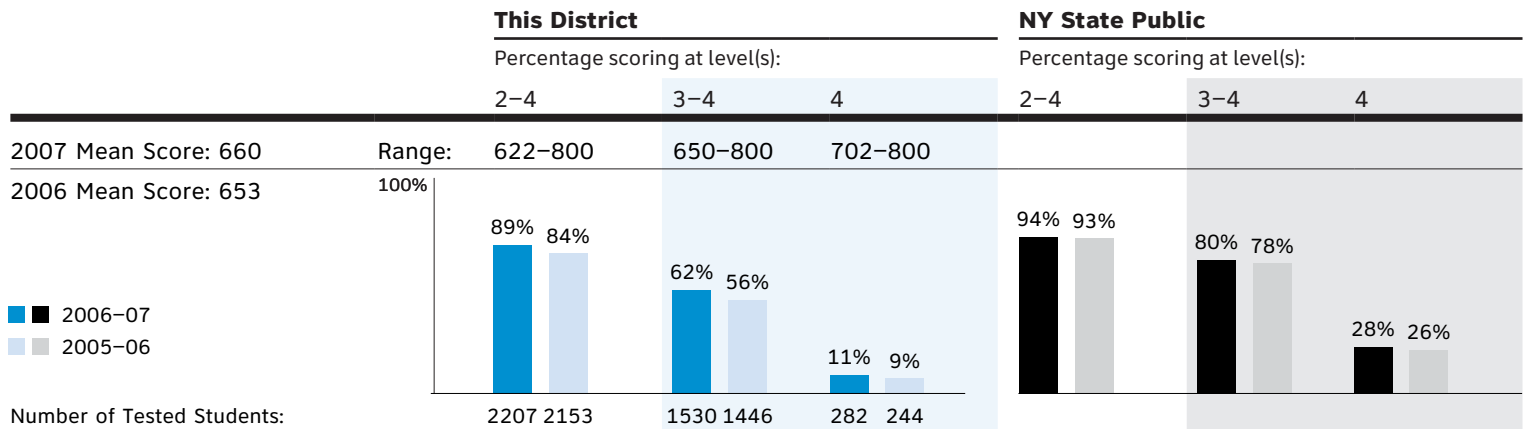
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	26	26	24	19	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	82	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2487</b>	<b>89%</b>	<b>62%</b>	<b>11%</b>	<b>2576</b>	<b>84%</b>	<b>56%</b>	<b>9%</b>
Female	1176	89%	61%	12%	1280	84%	56%	10%
Male	1311	88%	62%	10%	1296	83%	57%	9%
American Indian or Alaska Native					5	100%	40%	20%
Black or African American	180	87%	57%	4%	172	77%	42%	4%
Hispanic or Latino	2236	89%	61%	11%	2328	84%	57%	9%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	92%	50%	24	100%	83%	63%
White	47	96%	81%	32%	47	94%	74%	30%
Multiracial								
Small Group Totals								
General-Education Students	2117	91%	66%	13%	2227	88%	61%	11%
Students with Disabilities	370	75%	38%	3%	349	53%	26%	2%
English Proficient	1457	95%	75%	17%	1617	91%	67%	14%
Limited English Proficient	1030	80%	42%	3%	959	71%	38%	2%
Economically Disadvantaged	2330	89%	61%	11%	2072	89%	60%	9%
Not Disadvantaged	157	91%	71%	18%	504	63%	39%	12%
Migrant								
Not Migrant	2487	89%	62%	11%	2576	84%	56%	9%

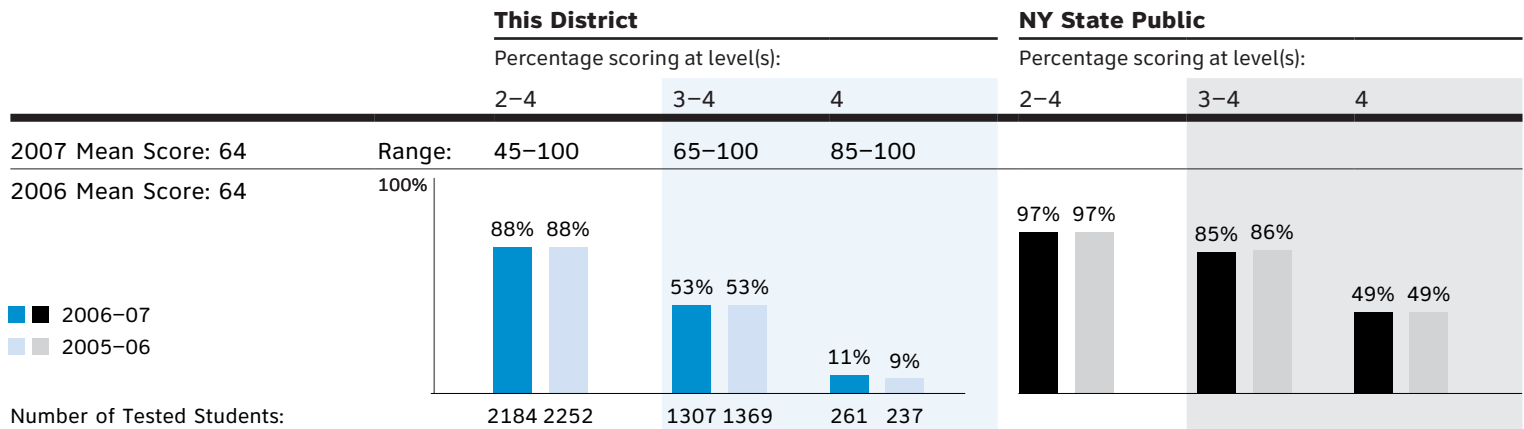
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	26	25	25	24	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



## Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2482</b>	<b>88%</b>	<b>53%</b>	<b>11%</b>	<b>2559</b>	<b>88%</b>	<b>53%</b>	<b>9%</b>
Female	1175	88%	52%	10%	1284	89%	56%	9%
Male	1307	88%	53%	11%	1275	87%	51%	10%
American Indian or Alaska Native					5	100%	40%	20%
Black or African American	176	91%	53%	5%	168	88%	48%	4%
Hispanic or Latino	2235	88%	52%	10%	2312	88%	53%	9%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	96%	36%	25	96%	88%	56%
White	46	91%	83%	39%	49	92%	71%	31%
Multiracial								
Small Group Totals								
General-Education Students	2110	89%	55%	12%	2220	91%	57%	10%
Students with Disabilities	372	81%	37%	4%	339	70%	29%	2%
English Proficient	1448	96%	71%	16%	1613	95%	67%	13%
Limited English Proficient	1034	77%	28%	2%	946	77%	31%	2%
Economically Disadvantaged	2324	88%	52%	10%	2068	91%	56%	9%
Not Disadvantaged	158	89%	68%	21%	491	77%	43%	9%
Migrant								
Not Migrant	2482	88%	53%	11%	2559	88%	53%	9%

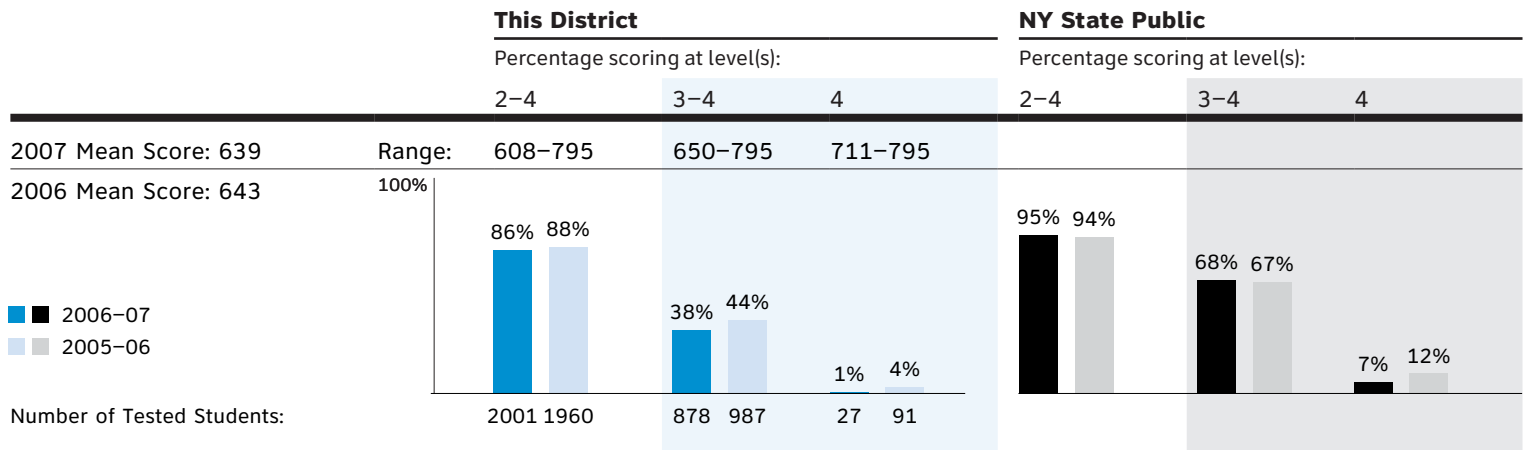
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	26	26	24	22	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2333</b>	<b>86%</b>	<b>38%</b>	<b>1%</b>	<b>2226</b>	<b>88%</b>	<b>44%</b>	<b>4%</b>
Female	1187	88%	41%	1%	1084	90%	48%	5%
Male	1146	83%	34%	1%	1142	86%	41%	3%
American Indian or Alaska Native	5	100%	20%	0%	2	—	—	—
Black or African American	145	92%	34%	1%	172	84%	38%	2%
Hispanic or Latino	2115	85%	37%	1%	1985	88%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	87%	0%	18	—	—	—
White	45	91%	76%	4%	49	94%	65%	27%
Multiracial								
Small Group Totals					20	95%	95%	15%
General-Education Students	1998	90%	42%	1%	1920	93%	49%	5%
Students with Disabilities	335	62%	11%	0%	306	57%	12%	1%
English Proficient	1537	97%	52%	2%	1822	95%	52%	5%
Limited English Proficient	796	65%	9%	0%	404	58%	11%	0%
Economically Disadvantaged	2202	85%	36%	1%	1699	93%	48%	3%
Not Disadvantaged	131	95%	63%	5%	527	72%	33%	6%
Migrant								
Not Migrant	2333	86%	38%	1%	2226	88%	44%	4%

#### NOTES

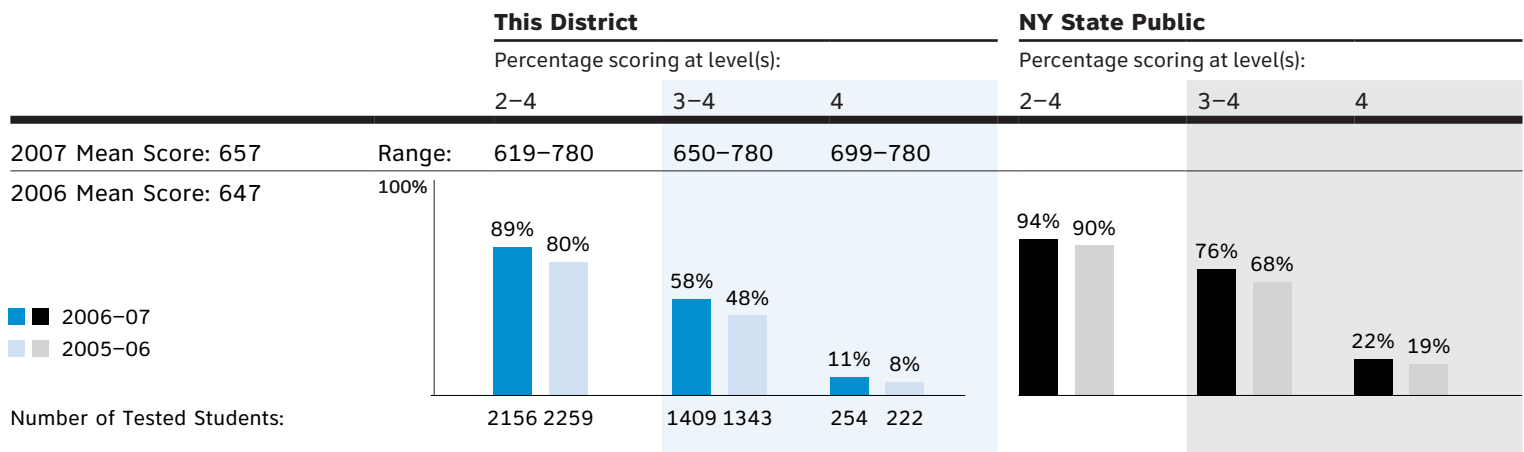
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	25	25	24	17	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	70	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2410</b>	<b>89%</b>	<b>58%</b>	<b>11%</b>	<b>2810</b>	<b>80%</b>	<b>48%</b>	<b>8%</b>
Female	1221	90%	57%	11%	1328	81%	48%	8%
Male	1189	89%	59%	10%	1482	79%	48%	8%
American Indian or Alaska Native	5	80%	60%	20%	2	—	—	—
Black or African American	144	85%	48%	6%	180	71%	36%	4%
Hispanic or Latino	2192	90%	58%	10%	2547	81%	48%	7%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	91%	74%	25	—	—	—
White	46	98%	83%	39%	56	96%	73%	30%
Multiracial								
Small Group Totals					27	89%	78%	37%
General-Education Students	2074	93%	64%	12%	2455	84%	51%	9%
Students with Disabilities	336	67%	27%	1%	355	55%	22%	1%
English Proficient	1533	96%	72%	16%	1841	89%	60%	11%
Limited English Proficient	877	78%	36%	2%	969	64%	25%	2%
Economically Disadvantaged	2274	89%	58%	10%	2215	83%	50%	7%
Not Disadvantaged	136	96%	68%	21%	595	69%	40%	11%
Migrant								
Not Migrant	2410	89%	58%	11%	2810	80%	48%	8%

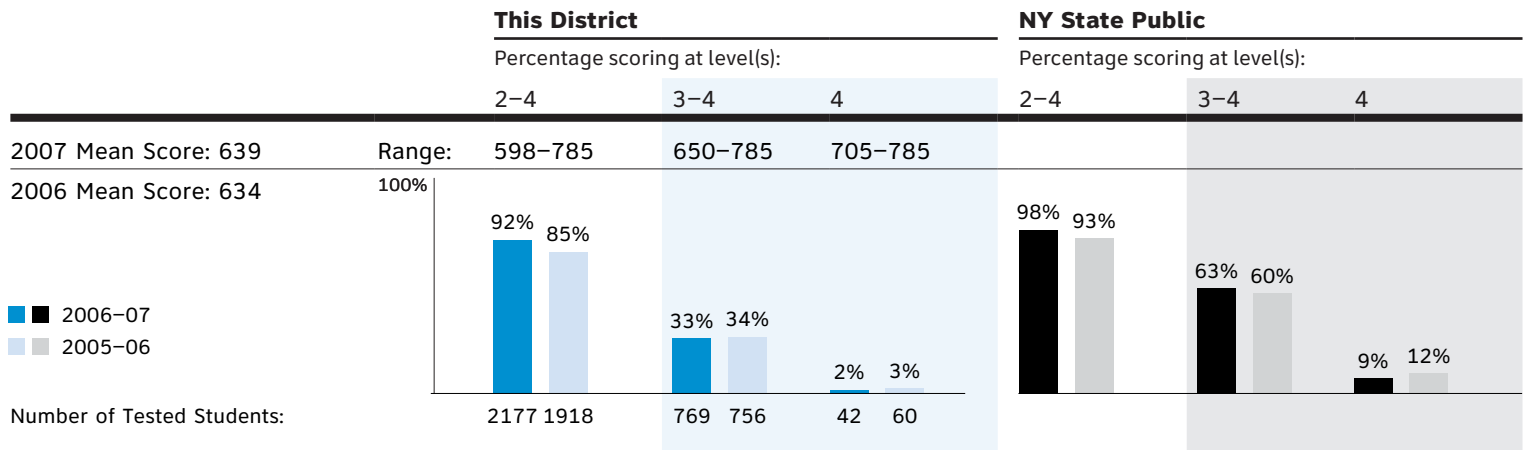
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	26	26	24	23	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2366</b>	<b>92%</b>	<b>33%</b>	<b>2%</b>	<b>2246</b>	<b>85%</b>	<b>34%</b>	<b>3%</b>
Female	1117	94%	36%	2%	1057	89%	39%	4%
Male	1249	91%	30%	1%	1189	82%	29%	2%
American Indian or Alaska Native	1	—	—	—	8	88%	75%	0%
Black or African American	134	90%	19%	1%	193	81%	22%	1%
Hispanic or Latino	2159	92%	32%	1%	1987	86%	34%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	—	—	—	19	84%	58%	16%
White	50	98%	62%	12%	39	95%	69%	18%
Multiracial								
Small Group Totals	23	96%	74%	13%				
General-Education Students	2025	95%	37%	2%	1914	89%	38%	3%
Students with Disabilities	341	77%	7%	0%	332	62%	11%	0%
English Proficient	1630	98%	45%	3%	1904	90%	39%	3%
Limited English Proficient	736	79%	6%	0%	342	61%	6%	0%
Economically Disadvantaged	2261	92%	32%	1%	1687	89%	35%	2%
Not Disadvantaged	105	94%	49%	10%	559	74%	29%	4%
Migrant								
Not Migrant	2366	92%	33%	2%	2246	85%	34%	3%

#### NOTES

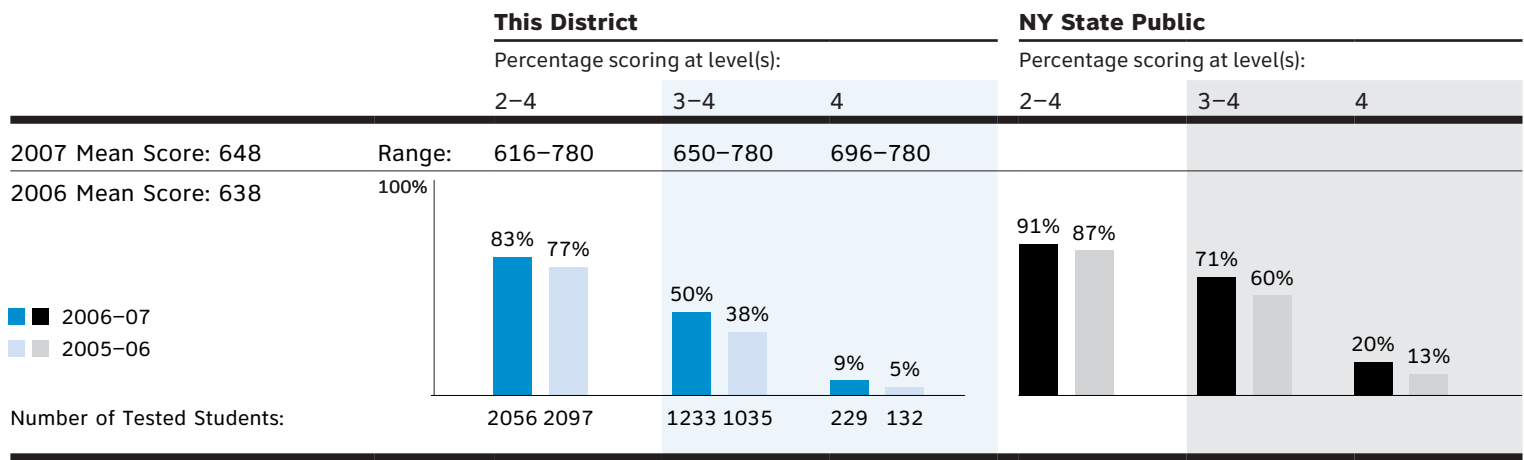
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	31	31	29	19	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	98	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2483</b>	<b>83%</b>	<b>50%</b>	<b>9%</b>	<b>2741</b>	<b>77%</b>	<b>38%</b>	<b>5%</b>
Female	1167	85%	51%	10%	1288	79%	40%	5%
Male	1316	81%	48%	9%	1453	74%	35%	4%
American Indian or Alaska Native	1	—	—	—	8	63%	50%	0%
Black or African American	131	73%	27%	3%	210	70%	28%	1%
Hispanic or Latino	2275	83%	50%	8%	2463	77%	38%	4%
Asian or Native Hawaiian/Other Pacific Islander	24	—	—	—	21	81%	67%	33%
White	52	98%	75%	42%	39	90%	77%	36%
Multiracial								
Small Group Totals	25	96%	84%	52%				
General-Education Students	2139	87%	55%	11%	2389	80%	41%	6%
Students with Disabilities	344	56%	19%	1%	352	55%	16%	0%
English Proficient	1630	92%	60%	13%	1950	84%	47%	6%
Limited English Proficient	853	66%	30%	2%	791	57%	15%	1%
Economically Disadvantaged	2372	83%	49%	9%	2125	80%	40%	4%
Not Disadvantaged	111	87%	60%	20%	616	65%	31%	8%
Migrant								
Not Migrant	2483	83%	50%	9%	2741	77%	38%	5%

#### NOTES

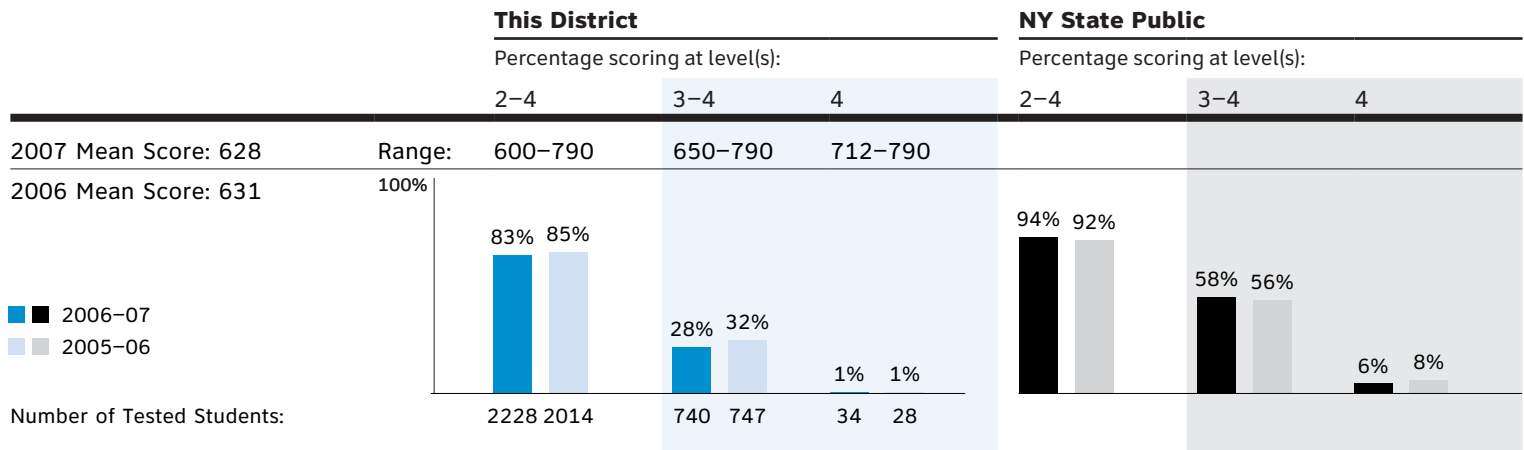
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	31	31	30	19	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			



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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2678</b>	<b>83%</b>	<b>28%</b>	<b>1%</b>	<b>2363</b>	<b>85%</b>	<b>32%</b>	<b>1%</b>
Female	1269	85%	33%	1%	1154	90%	33%	1%
Male	1409	81%	23%	1%	1209	80%	30%	1%
American Indian or Alaska Native	6	100%	50%	0%	3	—	—	—
Black or African American	201	91%	22%	0%	203	81%	26%	1%
Hispanic or Latino	2408	82%	27%	1%	2107	86%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	55%	10%	16	—	—	—
White	43	88%	53%	23%	34	88%	65%	6%
Multiracial								
Small Group Totals					19	84%	58%	5%
General-Education Students	2302	86%	31%	1%	2057	89%	35%	1%
Students with Disabilities	376	65%	8%	0%	306	61%	7%	0%
English Proficient	1964	94%	37%	2%	1899	90%	38%	1%
Limited English Proficient	714	52%	3%	0%	464	65%	7%	0%
Economically Disadvantaged	2474	83%	27%	1%	1801	89%	34%	1%
Not Disadvantaged	204	84%	34%	1%	562	72%	25%	1%
Migrant								
Not Migrant	2678	83%	28%	1%	2363	85%	32%	1%

#### NOTES

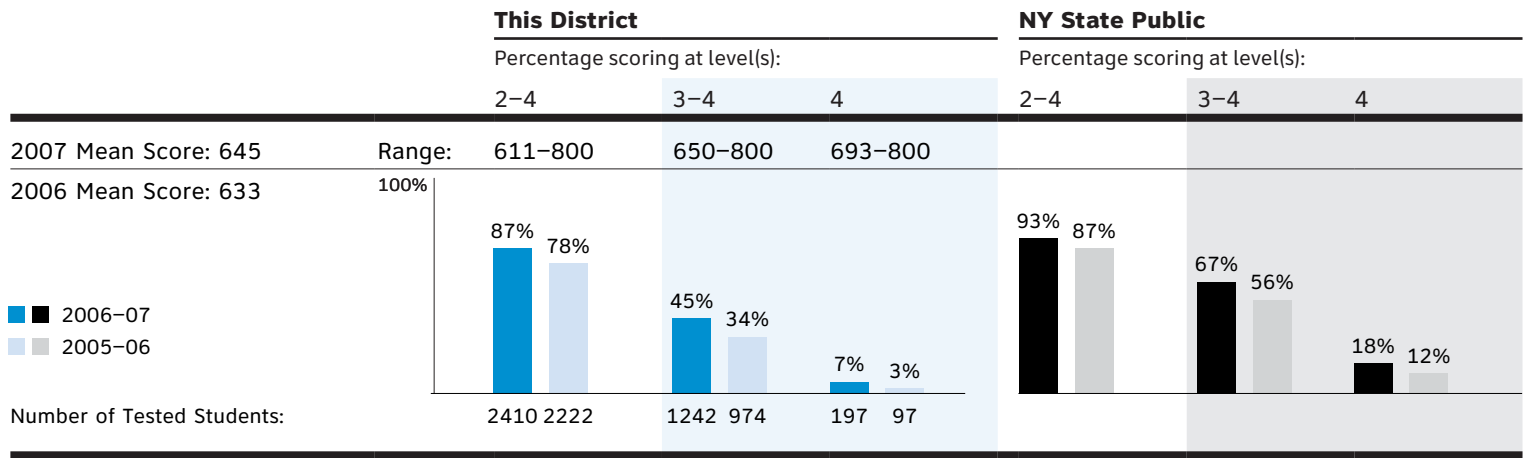
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	29	29	27	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2775</b>	<b>87%</b>	<b>45%</b>	<b>7%</b>	<b>2852</b>	<b>78%</b>	<b>34%</b>	<b>3%</b>
Female	1313	88%	48%	9%	1375	81%	34%	4%
Male	1462	85%	42%	6%	1477	75%	34%	3%
American Indian or Alaska Native	7	71%	57%	14%	4	—	—	—
Black or African American	201	82%	32%	1%	213	63%	25%	4%
Hispanic or Latino	2502	87%	45%	7%	2577	79%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	75%	45%	18	—	—	—
White	45	93%	73%	42%	40	88%	63%	20%
Multiracial								
Small Group Totals					22	82%	50%	14%
General-Education Students	2399	90%	49%	8%	2527	81%	37%	4%
Students with Disabilities	376	67%	20%	2%	325	50%	8%	0%
English Proficient	1950	93%	54%	10%	1932	85%	43%	5%
Limited English Proficient	825	73%	22%	1%	920	62%	16%	0%
Economically Disadvantaged	2564	87%	45%	7%	2220	82%	37%	3%
Not Disadvantaged	211	84%	43%	11%	632	64%	25%	6%
Migrant								
Not Migrant	2775	87%	45%	7%	2852	78%	34%	3%

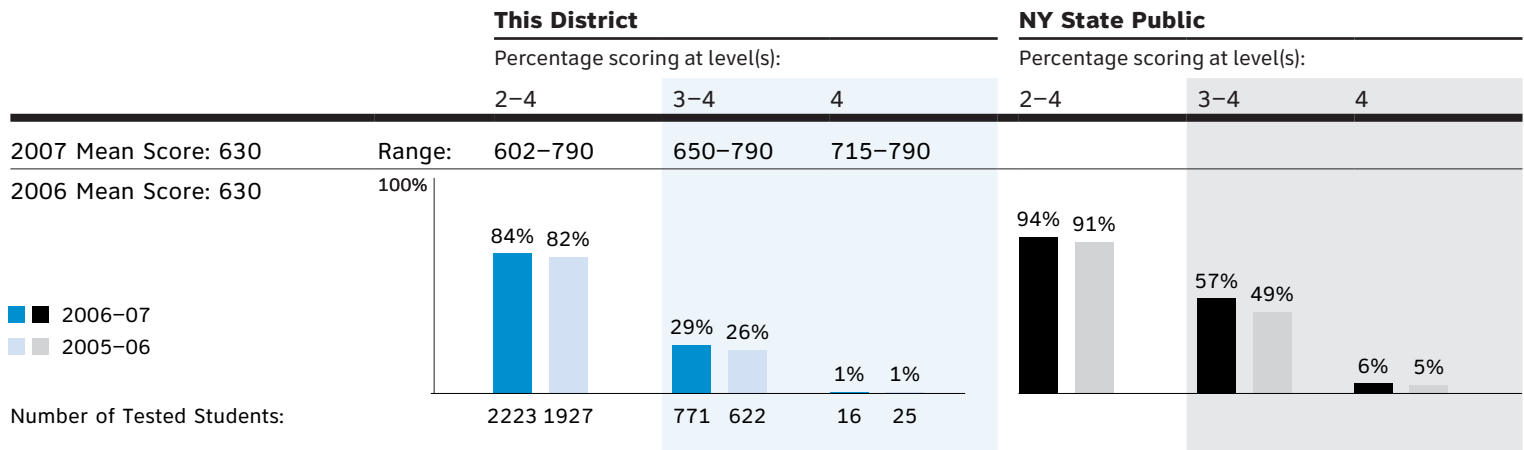
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	30	29	26	18	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2657</b>	<b>84%</b>	<b>29%</b>	<b>1%</b>	<b>2350</b>	<b>82%</b>	<b>26%</b>	<b>1%</b>
Female	1290	88%	33%	0%	1174	87%	33%	1%
Male	1367	80%	25%	1%	1176	77%	20%	1%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	192	86%	30%	1%	187	74%	27%	1%
Hispanic or Latino	2409	83%	28%	1%	2104	83%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—	16	—	—	—
White	35	94%	63%	3%	39	82%	46%	8%
Multiracial								
Small Group Totals	21	81%	67%	0%	20	90%	45%	5%
General-Education Students	2333	86%	32%	1%	2050	87%	30%	1%
Students with Disabilities	324	65%	6%	0%	300	47%	4%	0%
English Proficient	1918	95%	39%	1%	1948	89%	31%	1%
Limited English Proficient	739	53%	3%	0%	402	49%	3%	0%
Economically Disadvantaged	2489	83%	29%	1%	1755	87%	28%	1%
Not Disadvantaged	168	86%	27%	1%	595	66%	22%	2%
Migrant								
Not Migrant	2657	84%	29%	1%	2350	82%	26%	1%

#### NOTES

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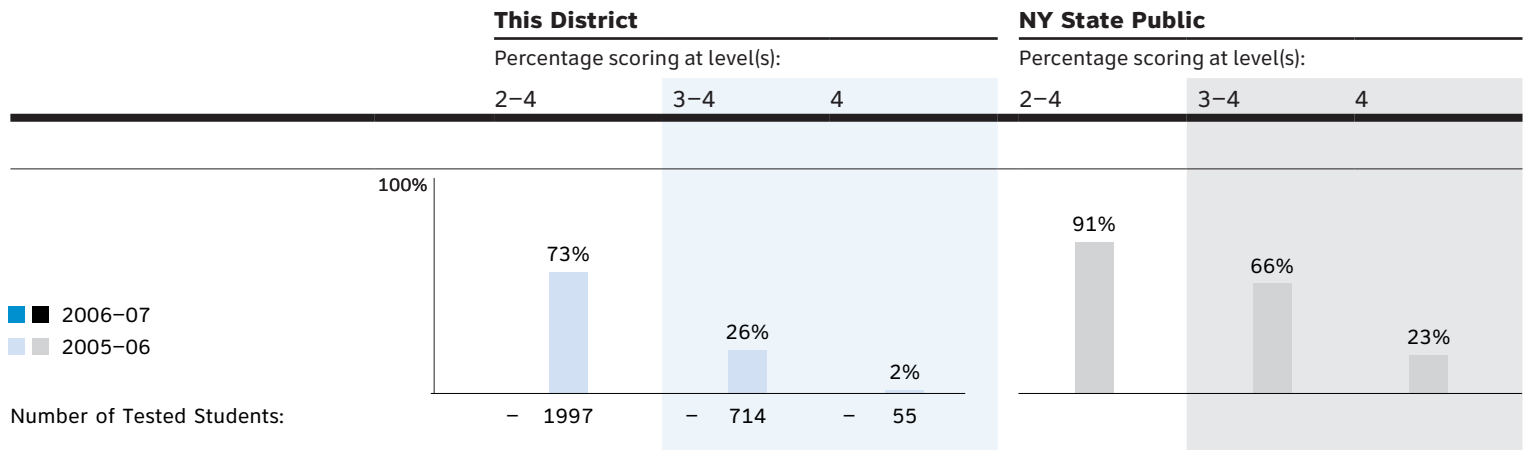
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	47	46	44	39	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	107	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



## This District's Results in Grade 8 Science



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2658</b>	<b>74%</b>	<b>30%</b>	<b>5%</b>	<b>2736</b>	<b>73%</b>	<b>26%</b>	<b>2%</b>
Female	1288	75%	28%	4%	1350	78%	27%	3%
Male	1370	73%	32%	6%	1386	68%	25%	2%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	179	75%	28%	3%	156	74%	29%	3%
Hispanic or Latino	2418	74%	29%	4%	2521	73%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	—	—	—	16	—	—	—
White	38	84%	61%	32%	39	77%	38%	21%
Multiracial								
Small Group Totals	23	83%	61%	17%	20	85%	55%	10%
General-Education Students	2363	77%	32%	5%	2457	76%	28%	2%
Students with Disabilities	295	54%	11%	1%	279	44%	9%	1%
English Proficient	1833	85%	39%	7%	1849	83%	35%	3%
Limited English Proficient	825	51%	9%	1%	887	52%	8%	0%
Economically Disadvantaged	2497	74%	30%	5%	2146	76%	27%	1%
Not Disadvantaged	161	71%	24%	5%	590	61%	24%	5%
Migrant								
Not Migrant	2658	74%	30%	5%	2736	73%	26%	2%

#### NOTES

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

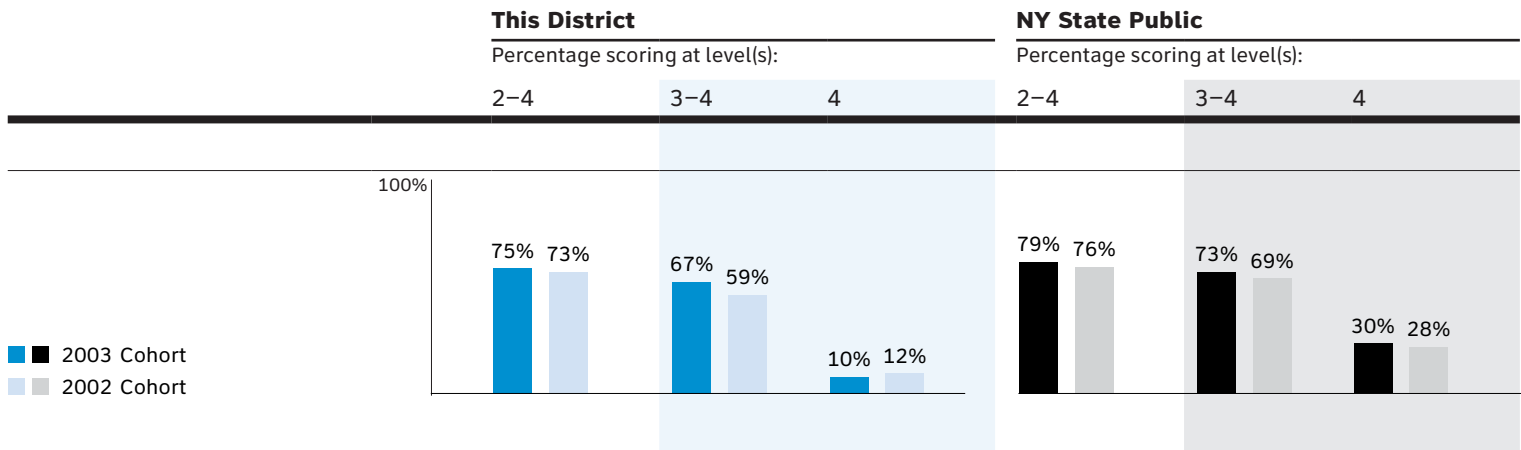
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	50	49	48	37	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	—	—	—	0			

District NEW YORK CITY GEOGRAPHIC DISTRICT # 6

District ID 31-06-00-01-0000

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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1389</b>	<b>75%</b>	<b>67%</b>	<b>10%</b>	<b>1114</b>	<b>73%</b>	<b>59%</b>	<b>12%</b>
Female	673	80%	72%	10%	561	76%	62%	13%
Male	716	71%	62%	9%	553	69%	56%	12%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	206	72%	67%	15%	232	71%	58%	13%
Hispanic or Latino	1129	75%	66%	6%	810	71%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	29	93%	93%	66%	41	100%	100%	71%
White	20	90%	90%	60%	28	—	—	—
Multiracial	4	—	—	—				
Small Group Totals	5	80%	80%	60%	31	81%	81%	52%
General-Education Students	1194	83%	75%	11%	1000	79%	65%	14%
Students with Disabilities	195	27%	18%	1%	114	15%	8%	2%
English Proficient	1192	78%	70%	11%	869	82%	69%	16%
Limited English Proficient	197	63%	49%	2%	245	39%	23%	0%
Economically Disadvantaged	1075	76%	67%	7%	830	75%	61%	9%
Not Disadvantaged	314	72%	68%	20%	284	64%	54%	22%
Migrant								
Not Migrant					1114	73%	59%	12%

#### NOTES

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

### Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				28	24	23	19

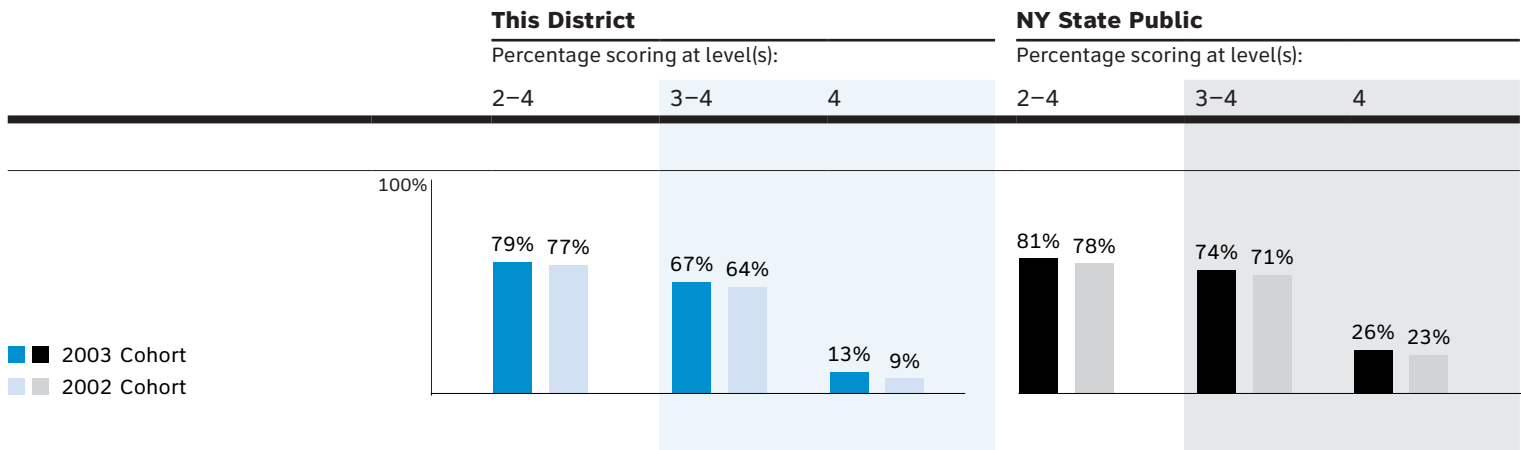
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred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

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

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



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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1389</b>	<b>79%</b>	<b>67%</b>	<b>13%</b>	<b>1114</b>	<b>77%</b>	<b>64%</b>	<b>9%</b>
Female	673	83%	70%	12%	561	81%	65%	8%
Male	716	75%	64%	14%	553	73%	63%	10%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	206	71%	63%	17%	232	74%	63%	11%
Hispanic or Latino	1129	80%	67%	9%	810	76%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	29	93%	90%	79%	41	98%	98%	56%
White	20	90%	90%	85%	28	—	—	—
Multiracial	4	—	—	—				
Small Group Totals	5	80%	80%	60%	31	84%	81%	45%
General-Education Students	1194	87%	75%	15%	1000	84%	71%	10%
Students with Disabilities	195	32%	21%	1%	114	16%	5%	1%
English Proficient	1192	80%	70%	14%	869	84%	73%	11%
Limited English Proficient	197	74%	51%	2%	245	52%	31%	2%
Economically Disadvantaged	1075	80%	68%	9%	830	79%	67%	7%
Not Disadvantaged	314	75%	65%	25%	284	69%	56%	16%
Migrant								
Not Migrant					1114	77%	64%	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

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

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

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

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