



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

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

District ID **32-09-00-01-0000**

Superintendent **YVONNE TORRES**

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

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	386	380	393
Kindergarten	2740	2706	2657
Grade 1	3435	3285	3198
Grade 2	3230	3032	2997
Grade 3	3215	2988	2745
Grade 4	2906	2753	2642
Grade 5	2967	2844	2747
Grade 6	3103	2730	2438
Ungraded Elementary	1570	1630	1761
Grade 7	3229	3020	2809
Grade 8	3159	3115	2899
Grade 9	1595	2037	2304
Grade 10	1165	1302	1754
Grade 11	699	866	987
Grade 12	365	602	623
Ungraded Secondary	750	838	1005
Total K-12	34128	33748	33566

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	25	26	24
Grade 8			
English	27	29	27
Mathematics	27	28	28
Science	26	28	28
Social Studies	28	27	27
Grade 10			
English	27	28	26
Mathematics	22	29	23
Science	19	28	26
Social Studies	22	29	27

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	26131	77%	27393	81%	27095	81%
Reduced-Price Lunch	1442	4%	1646	5%	1998	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	7950	23%	7961	24%	7890	24%
Racial/Ethnic Origin						
American Indian or Alaska Native	176	1%	169	1%	161	0%
Black or African American	11560	34%	11421	34%	11458	34%
Hispanic or Latino	21633	63%	21383	63%	21167	63%
Asian or Native Hawaiian/Other Pacific Islander	528	2%	550	2%	553	2%
White	231	1%	225	1%	227	1%
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	902	3%	910	3%	1870	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	2531	2604	2640
Percent with No Valid Teaching Certificate	9%	11%	8%
Percent Teaching Out of Certification	23%	23%	14%
Percent with Fewer Than Three Years of Experience	23%	21%	23%
Percentage with Master's Degree Plus 30 Hours or Doctorate	27%	28%	28%
Total Number of Core Classes*	N/A	8002	4288
Percent Not Taught by Highly Qualified Teachers	N/A	21%	16%
Total Number of Classes	4803	5283	5298
Percent Taught by Teachers Without Appropriate Certification	28%	27%	17%

* 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	33%	31%	28%
Turnover Rate of All Teachers	28%	23%	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.



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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.

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.

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2007–08)

Improvement (Year 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Improvement (Year 4)	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
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✗	✗		–	–	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓ ^{SH}	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		–	–	
Multiracial	–	–		–	–	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✓ ^{SH}	✓ ^{SH}	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 7 of 9	✗ 8 of 9	✓ 1 of 1	✗ 1 of 6	✗ 1 of 6	✗ 0 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)



Improvement (Year 4)

Accountability Measures

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Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2006–07	2007–08
All Students (18668:17136)	✓	✓	97%	✓	122	121		
Ethnicity								
American Indian or Alaska Native (189:74)	✗	✗	92%	✓	131	111		
Black or African American (6096:5659)	✓	✓	97%	✓	126	121		
Hispanic or Latino (12079:11034)	✓ ^{SH}	✓	97%	✓ ^{SH}	120	121	120	128
Asian or Native Hawaiian/Other Pacific Islander (295:273)	✓	✓	96%	✓	147	115		
White (102:86)	✓	✓	97%	✓	127	111		
Multiracial (10:10)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (7131:3268)	✗	✗	93%	✓ ^{SH}	79	120	79	91
Limited English Proficient ⁵ (4640:4616)	✓ ^{SH}	✓	98%	✓ ^{SH}	95	120	90	106
Economically Disadvantaged (17509:16113)	✓	✓	97%	✓	122	121		
Final AYP Determination	✗ 7 of 9							

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
- ⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.
- ⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status

- ✓ Made AYP
- ✓^{SH} 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)



Improvement (Year 4)

Accountability Measures

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (18749:17150)	✓	✓	97%	✓	132	85	
Ethnicity							
American Indian or Alaska Native (189:71)	✗	✗	94%	✓	128	75	
Black or African American (6115:5596)	✓	✓	97%	✓	129	85	
Hispanic or Latino (12142:11123)	✓	✓	98%	✓	133	85	
Asian or Native Hawaiian/Other Pacific Islander (577:266)	✓	✓	97%	✓	162	79	
White (104:85)	✓	✓	95%	✓	131	75	
Multiracial (10:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3627:3229)	✓	✓	95%	✓	84	84	
Limited English Proficient ⁵ (4707:4826)	✓	✓	98%	✓	121	84	
Economically Disadvantaged (17556:16132)	✓	✓	98%	✓	133	85	
Final AYP Determination	✗ 8 of 9						

NOTES

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

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (6482:5674)		Qualified		93%		118	100	
Ethnicity								
American Indian or Alaska Native (23:16)		–	–	–	–	–	–	–
Black or African American (2130:1859)		Qualified		93%		119	100	
Hispanic or Latino (4205:3693)		Qualified		94%		116	100	
Asian or Native Hawaiian/Other Pacific Islander (91:83)		Qualified		97%		148	100	
White (30:21)		–	–	–	–	–	–	–
Multiracial (3:2)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (1276:1063)		Qualified		88%		90	100	83 91
Limited English Proficient ⁴ (1705:1686)		Qualified		96%		100	100	
Economically Disadvantaged (6026:5298)		Qualified		94%		118	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2007-08)



Improvement (Year 4)

Accountability Measures

1 of 6

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2006-07	2007-08
All Students (513:598)	X	✓	97%	X	121	155	142‡	129
Ethnicity								
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—	—
Black or African American (222:264)	X	✓	97%	X	117	152	151‡	125
Hispanic or Latino (254:293)	X	✓	97%	X	116	153	135‡	124
Asian or Native Hawaiian/Other Pacific Islander (7:5)	—	—	—	—	—	—	—	—
White (5:10)	—	—	—	—	—	—	—	—
Multiracial (22:24)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (129:214)	X	✓	95%	X	80	151	104‡	92
Limited English Proficient ⁴ (28:70)	✓ ^{SH}	—	—	✓ ^{SH}	91	148	88	102
Economically Disadvantaged (441:518)	X	✓	98%	X	124	154	150‡	132
Final AYP Determination	X 1 of 6							

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)



Improvement (Year 4)

Accountability Measures

1 of 6

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

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07	2007–08
All Students (513:598)	X	✓	98%	X	128	148	148‡	135
Ethnicity								
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—	—
Black or African American (222:264)	X	✓	98%	X	125	145	145‡	133
Hispanic or Latino (254:293)	X	✓	98%	X	126	146	142‡	133
Asian or Native Hawaiian/Other Pacific Islander (7:5)	—	—	—	—	—	—	—	—
White (5:10)	—	—	—	—	—	—	—	—
Multiracial (22:24)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (129:214)	X	✓	98%	X	96	144	108‡	106
Limited English Proficient ⁴ (28:70)	✓ ^{SH}	—	—	✓ ^{SH}	119	141	118	127
Economically Disadvantaged (441:518)	X	✓	99%	X	132	147	147‡	139
Final AYP Determination	X 1 of 6							

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status


Graduation Rate

Accountability Status  Good Standing

for This Indicator








(2007–08)

Accountability Measures 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) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (1403)			29%	55%	47%	30%
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (583)			28%	55%	52%	29%
Hispanic or Latino (780)			29%	55%	42%	30%
Asian or Native Hawaiian/Other Pacific Islander (23)		–	–	–		
White (16)		–	–	–		
Multiracial (0)						
Other Groups						
Students with Disabilities (152)			14%	55%	16%	15%
Limited English Proficient ³ (28)		–	–	–		
Economically Disadvantaged (801)			39%	55%	54%	40%
Final AYP Determination  0 of 1						

NOTES

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

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

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

District ID **32-09-00-01-0000**

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

New York State Status

▲ Good Standing

36 schools identified 58% 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 HIGH SCHOOL
BRONX SCHOOL FOR LAW GOVERNMENT AND JUSTICE
DREAMYARD PREPARATORY SCHOOL
EAGLE ACADEMY FOR YOUNG MEN
EXIMIUS COLLEGE PREPARATORY ACADEMY
EXPLORATIONS ACADEMY
FREDERICK DOUGLAS ACADEMY III SECONDARY SCHOOL
HIGH SCHOOL FOR EXCELLENCE
HIGH SCHOOL FOR VIOLIN AND DANCE
JONATHAN LEVIN HS OF MEDIA AND COMMUNICATIONS
KAPPA
MOTT HALL BRONX HIGH SCHOOL
MOTT HALL III
MS 327 COMPREHENSIVE MODEL SCHOOL PROJECT
P/IS 218-R HERNANDEZ DUAL LANGUAGE MAGNET
PS 109 SEDGWICK SCHOOL
PS 11 HIGHBRIDGE SCHOOL
PS 110 THEO SCHOENFELD SCHOOL
PS 126 DR MARJORIE H DUNBAR SCHOOL
PS 163 ARTHUR A SCHOMBERG
PS 170
PS 204 MORRIS HEIGHTS SCHOOL
PS 230 DR ROLAND N PATTERSON
PS 236 LANGSTON HUGHES SCHOOL
PS 35 FRANZ SIEGEL SCHOOL
PS 58
PS 63-ARTHUR'S ACADEMY
PS 88 S SILVERSTEIN LITTLE SPARROW SCHOOL
URBAN ASSEMBLY ACAD-HISTORY AND CITIZENSHIP FOR YOUNG
MEN
VALIDUS PREPARATORY ACADEMY

▲ Improvement (Year 1)

3 schools identified 5% of total

IS 303-LEADERSHIP & COMM SERV SCHOOL
NEW MILLENNIUM BUSINESS ACADEMY MIDDLE SCHOOL
PS 2 MORRISANIA SCHOOL

▲ Improvement (Year 2)

2 schools identified 3% of total

(continued)

3 School Accountability Status

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

District ID **32-09-00-01-0000**

2007–08 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

Improvement (Year 2) (continued)

BRONX WRITING ACADEMY

URBAN SCIENCE ACADEMY

Corrective Action

2 schools identified 3% of total

IS 229 ROLAND PATTERSON

PS 199X-THE SHAKESPEARE SCHOOL

Planning for Restructuring

1 school identified 2% of total

IS 232

Restructuring (Year 1)

5 schools identified 8% of total

IS 219-NEW VENTURE SCHOOL

IS 313-SCHOOL OF LEADERSHIP DEV

IS 339-SCHOOL OF COMM TECH

PS 114 LUIS LORENS TORRES SCHOOL

PS 28 MT HOPE SCHOOL

Restructuring (Year 2)

2 schools identified 3% of total

PS 132 GARRETT A MORGAN SCHOOL

PS 42 CLAREMONT COMMUNITY SCHOOL

Restructuring (Year 3)

7 schools identified 11% of total

JHS 166 ROBERTO CLEMENTE SCHOOL

JHS 22 JORDAN L MOTT

PS 53 BASHEER QUISIM

PS 55 BENJAMIN FRANKLIN SCHOOL

PS 70 MAX SCHOENFELD SCHOOL

PS 90 GEORGE MEANY SCHOOL

PS/MS 4 CROTONA PARK WEST

Restructuring (Year 4)

4 schools identified 6% of total

JHS 117 JOSEPH H WADE

JHS 145 ARTURO TOSCANINI

PS 64 PURA BELPRE SCHOOL

PS 73-BRONX SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 9

District ID 32-09-00-01-0000

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
English Language Arts	0%	50%	100%	
Grade 3	39%			2943
Grade 4	40%			2949
Grade 5	33%			2942
Grade 6	38%			2677
Grade 7	31%			2933
Grade 8	32%			3066

Mathematics

Grade 3	71%		3017
Grade 4	61%		3019
Grade 5	48%		3044
Grade 6	45%		2761
Grade 7	37%		2977
Grade 8	28%		3162

Science

Grade 4	59%		2953
Grade 8	18%		2982

	Percentage of students that scored at or above Level 3			2003 Total Cohort
Secondary Level	0%	50%	100%	
English	43%			820
Mathematics	42%			820

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

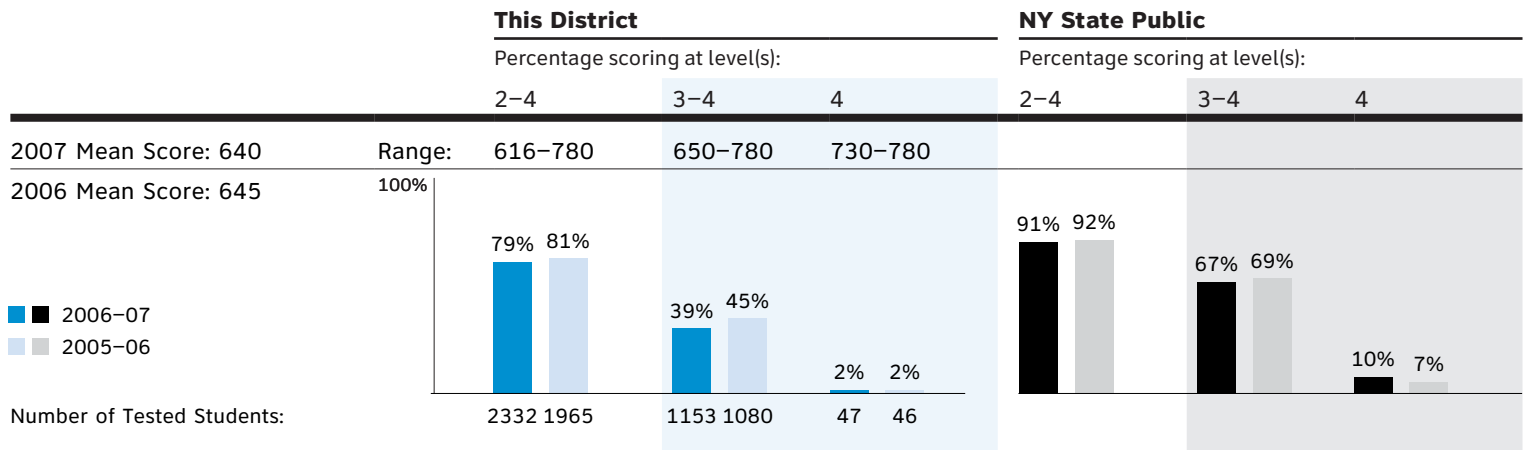
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2943	79%	39%	2%	2422	81%	45%	2%
Female	1409	84%	44%	2%	1187	87%	51%	3%
Male	1534	75%	35%	1%	1235	75%	38%	1%
American Indian or Alaska Native	8	—	—	—	7	71%	57%	0%
Black or African American	979	80%	41%	1%	1021	79%	42%	1%
Hispanic or Latino	1879	79%	38%	2%	1340	82%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	56	84%	46%	4%	44	93%	70%	9%
White	20	70%	50%	0%	10	70%	30%	0%
Multiracial	1	—	—	—				
Small Group Totals	9	56%	22%	0%				
General-Education Students	2425	86%	44%	2%	2027	88%	51%	2%
Students with Disabilities	518	50%	16%	0%	395	47%	13%	0%
English Proficient	2102	84%	47%	2%	2237	83%	46%	2%
Limited English Proficient	841	68%	21%	0%	185	61%	23%	0%
Economically Disadvantaged	2837	79%	39%	2%	1904	89%	52%	2%
Not Disadvantaged	106	80%	42%	4%	518	53%	18%	0%
Migrant								
Not Migrant	2943	79%	39%	2%	2422	81%	45%	2%

NOTES

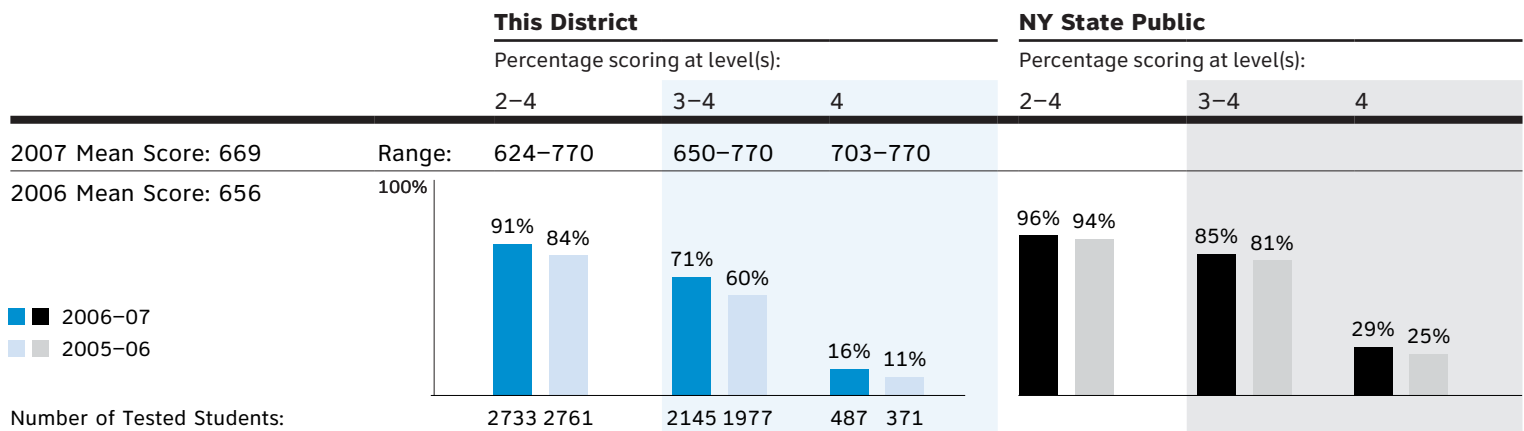
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 3 Equivalent	32	32	30	24	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	56	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3017	91%	71%	16%	3283	84%	60%	11%
Female	1457	93%	73%	16%	1562	86%	62%	12%
Male	1560	88%	69%	17%	1721	82%	59%	11%
American Indian or Alaska Native	7	—	—	—	7	86%	57%	43%
Black or African American	984	89%	70%	15%	1085	84%	60%	11%
Hispanic or Latino	1948	91%	72%	17%	2120	84%	60%	11%
Asian or Native Hawaiian/Other Pacific Islander	56	96%	80%	21%	59	83%	69%	20%
White	20	90%	80%	25%	12	67%	50%	0%
Multiracial	2	—	—	—				
Small Group Totals	9	89%	67%	11%				
General-Education Students	2500	95%	77%	18%	2747	88%	65%	13%
Students with Disabilities	517	72%	43%	5%	536	64%	34%	3%
English Proficient	2105	92%	75%	19%	2313	87%	65%	14%
Limited English Proficient	912	87%	61%	10%	970	78%	49%	5%
Economically Disadvantaged	2907	91%	71%	16%	2579	89%	66%	13%
Not Disadvantaged	110	87%	67%	23%	704	66%	38%	5%
Migrant								
Not Migrant	3017	91%	71%	16%	3283	84%	60%	11%

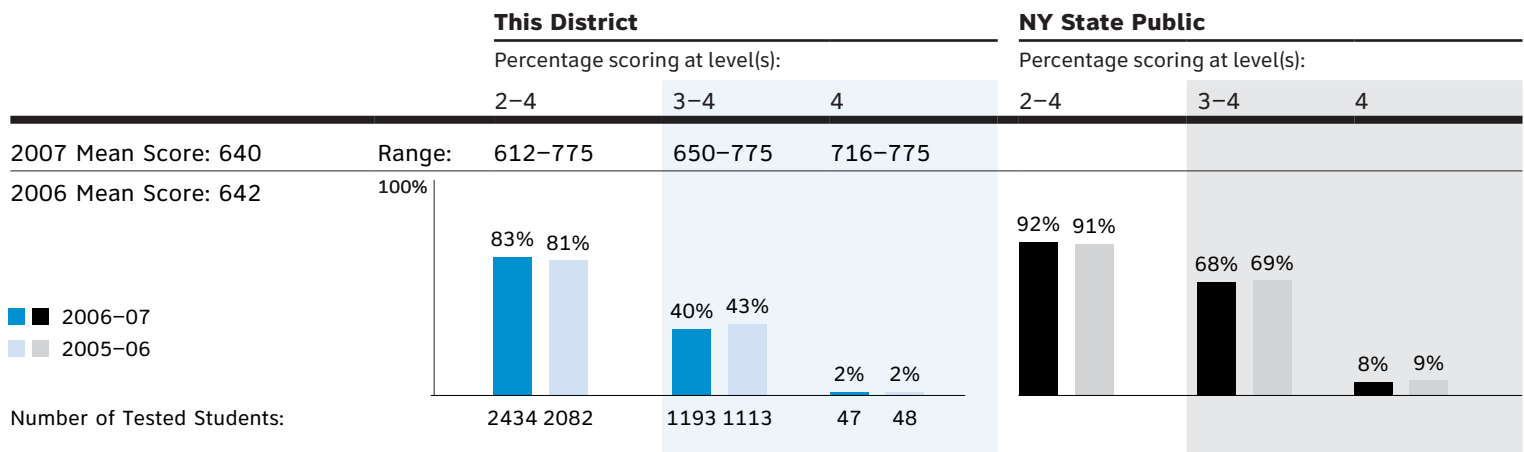
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	32	32	32	28	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2949	83%	40%	2%	2576	81%	43%	2%
Female	1441	87%	46%	2%	1281	86%	46%	2%
Male	1508	78%	35%	1%	1295	76%	41%	2%
American Indian or Alaska Native	9	—	—	—	9	78%	22%	11%
Black or African American	943	86%	43%	2%	979	82%	41%	3%
Hispanic or Latino	1930	81%	39%	1%	1538	80%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	52	88%	65%	6%	33	94%	55%	0%
White	14	64%	21%	0%	17	88%	71%	0%
Multiracial	1	—	—	—				
Small Group Totals	10	90%	40%	0%				
General-Education Students	2355	90%	47%	2%	2105	89%	50%	2%
Students with Disabilities	594	53%	13%	0%	471	45%	13%	0%
English Proficient	2116	88%	49%	2%	2323	83%	46%	2%
Limited English Proficient	833	68%	19%	0%	253	62%	21%	0%
Economically Disadvantaged	2811	82%	40%	1%	1988	89%	51%	2%
Not Disadvantaged	138	84%	52%	4%	588	52%	18%	0%
Migrant								
Not Migrant	2949	83%	40%	2%	2576	81%	43%	2%

NOTES

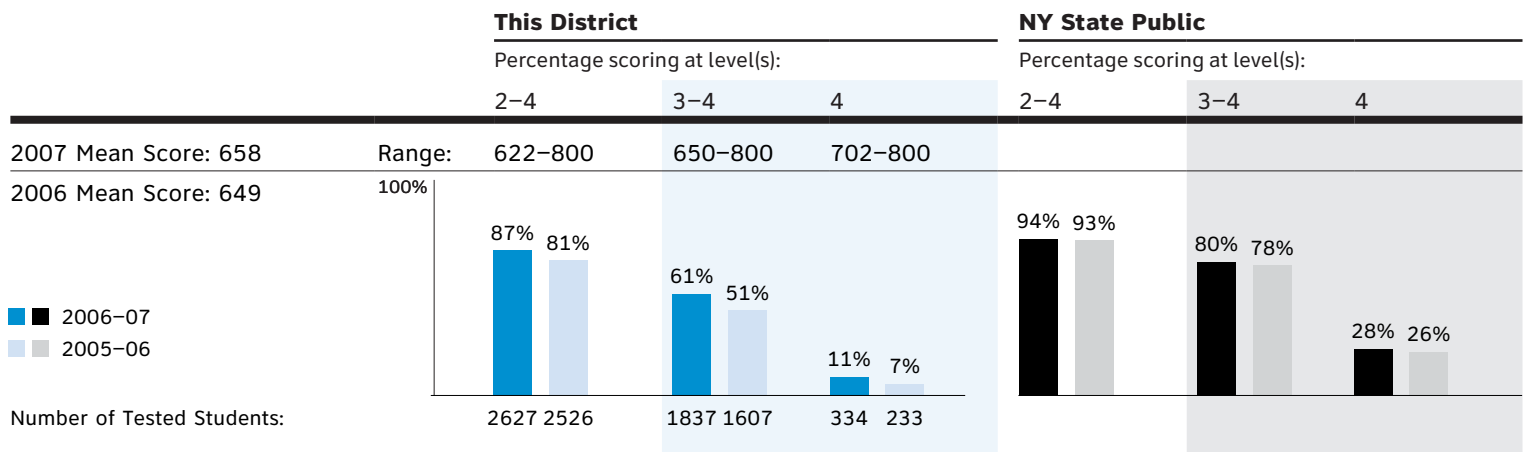
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	42	42	36	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	50	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3019	87%	61%	11%	3128	81%	51%	7%
Female	1479	89%	61%	11%	1513	82%	50%	7%
Male	1540	85%	61%	11%	1615	79%	53%	8%
American Indian or Alaska Native	9	—	—	—	12	92%	75%	8%
Black or African American	968	87%	60%	11%	1017	81%	52%	7%
Hispanic or Latino	1977	87%	61%	10%	2039	80%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	50	90%	76%	30%	41	93%	76%	15%
White	14	71%	36%	7%	19	89%	63%	5%
Multiracial	1	—	—	—				
Small Group Totals	10	80%	70%	10%				
General-Education Students	2419	93%	68%	13%	2571	87%	57%	9%
Students with Disabilities	600	64%	33%	2%	557	53%	24%	1%
English Proficient	2127	91%	67%	14%	2360	85%	57%	10%
Limited English Proficient	892	78%	47%	4%	768	69%	34%	1%
Economically Disadvantaged	2873	87%	61%	11%	2427	87%	58%	9%
Not Disadvantaged	146	85%	63%	14%	701	58%	30%	3%
Migrant								
Not Migrant	3019	87%	61%	11%	3128	81%	51%	7%

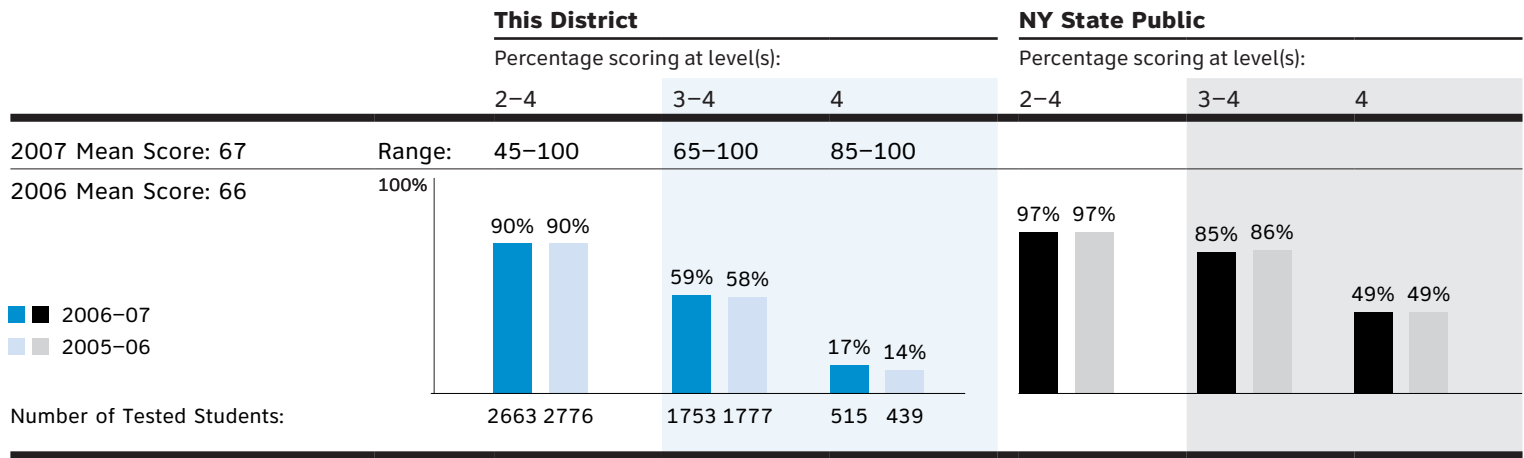
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	42	40	36	26	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2953	90%	59%	17%	3073	90%	58%	14%
Female	1438	93%	63%	17%	1489	92%	57%	14%
Male	1515	87%	56%	18%	1584	88%	58%	15%
American Indian or Alaska Native	10	—	—	—	12	92%	50%	17%
Black or African American	941	91%	63%	20%	998	92%	62%	15%
Hispanic or Latino	1939	90%	57%	16%	2000	90%	55%	14%
Asian or Native Hawaiian/Other Pacific Islander	51	94%	75%	31%	42	93%	81%	26%
White	10	90%	60%	10%	21	95%	62%	0%
Multiracial	2	—	—	—				
Small Group Totals	12	92%	75%	17%				
General-Education Students	2382	94%	65%	21%	2533	94%	63%	16%
Students with Disabilities	571	76%	36%	4%	540	74%	35%	4%
English Proficient	2064	94%	68%	22%	2327	93%	65%	17%
Limited English Proficient	889	82%	39%	6%	746	81%	35%	5%
Economically Disadvantaged	2813	90%	59%	17%	2392	94%	63%	17%
Not Disadvantaged	140	92%	64%	29%	681	76%	38%	6%
Migrant								
Not Migrant	2953	90%	59%	17%	3073	90%	58%	14%

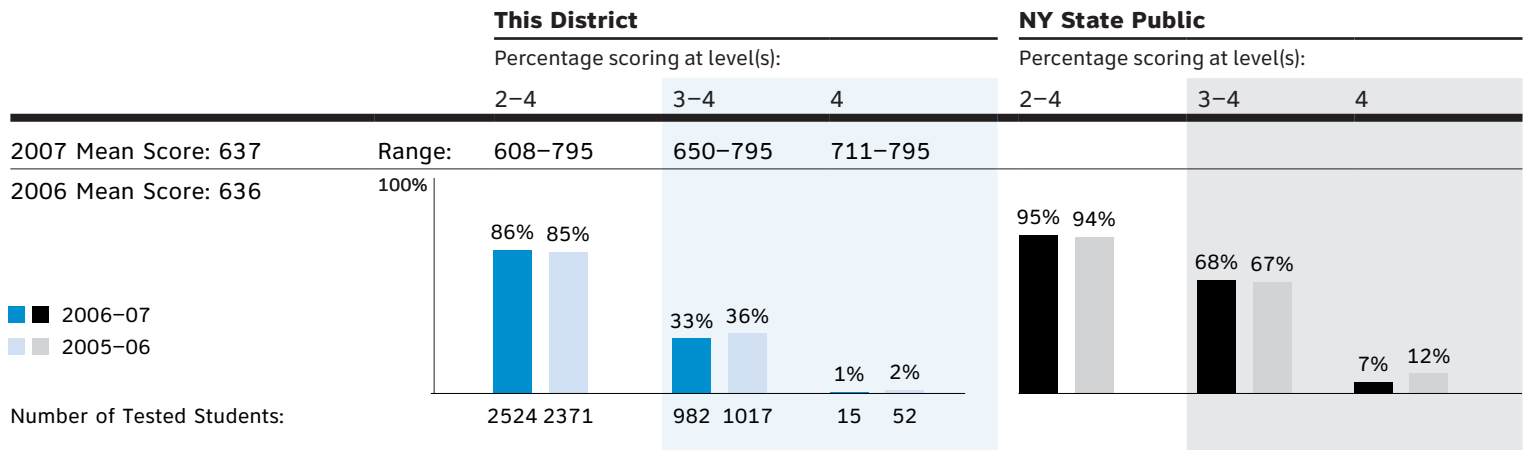
NOTES

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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	41	41	40	31	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2942	86%	33%	1%	2790	85%	36%	2%
Female	1423	90%	35%	1%	1410	88%	39%	2%
Male	1519	82%	32%	0%	1380	82%	34%	2%
American Indian or Alaska Native	9	—	—	—	29	93%	31%	3%
Black or African American	992	90%	34%	1%	969	85%	36%	2%
Hispanic or Latino	1880	83%	32%	1%	1728	84%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	39	95%	59%	0%	52	90%	60%	4%
White	20	100%	45%	0%	12	83%	42%	0%
Multiracial	2	—	—	—				
Small Group Totals	11	82%	55%	0%				
General-Education Students	2378	92%	39%	1%	2336	90%	41%	2%
Students with Disabilities	564	61%	11%	0%	454	57%	12%	0%
English Proficient	2280	91%	40%	1%	2402	88%	40%	2%
Limited English Proficient	662	67%	10%	0%	388	65%	13%	0%
Economically Disadvantaged	2788	86%	33%	1%	2181	91%	42%	2%
Not Disadvantaged	154	84%	32%	0%	609	62%	16%	0%
Migrant								
Not Migrant	2942	86%	33%	1%	2790	85%	36%	2%

NOTES

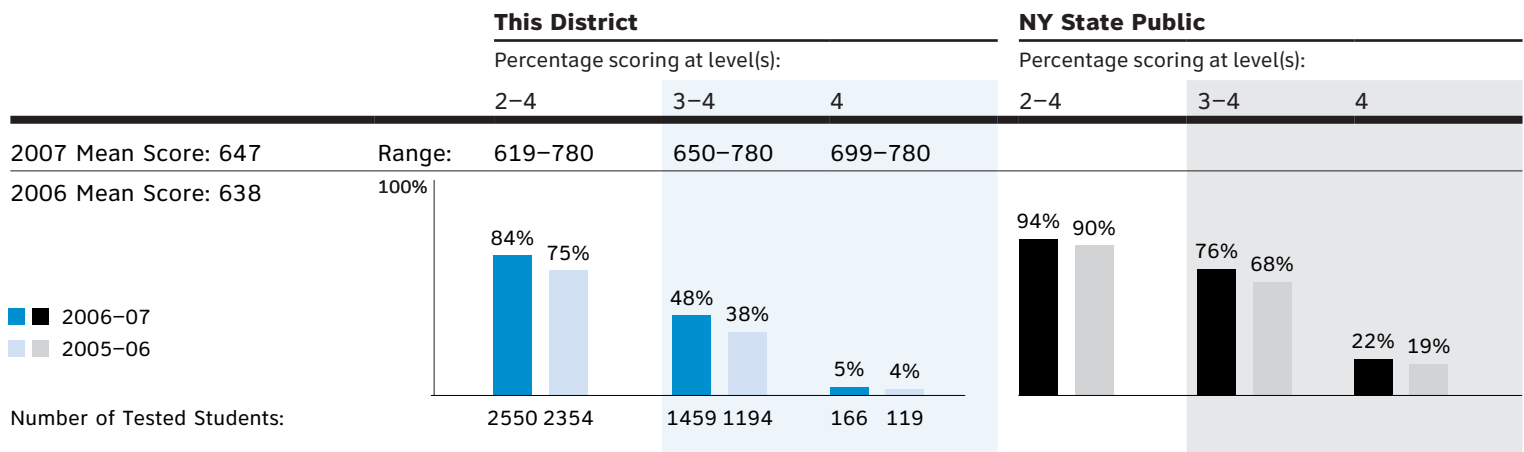
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	41	41	39	35	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
All Students	3044	84%	48%	5%	3154	75%	38%	4%
Female	1483	86%	48%	5%	1586	76%	37%	3%
Male	1561	82%	48%	6%	1568	73%	38%	4%
American Indian or Alaska Native	10	—	—	—	28	86%	61%	0%
Black or African American	992	84%	47%	5%	1004	73%	35%	3%
Hispanic or Latino	1979	83%	48%	5%	2052	75%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	40	88%	73%	15%	58	84%	55%	12%
White	21	90%	62%	5%	12	75%	50%	8%
Multiracial	2	—	—	—				
Small Group Totals	12	83%	58%	8%				
General-Education Students	2471	89%	54%	6%	2654	80%	42%	4%
Students with Disabilities	573	60%	22%	1%	500	46%	16%	1%
English Proficient	2285	88%	54%	7%	2424	79%	42%	5%
Limited English Proficient	759	70%	30%	1%	730	61%	22%	1%
Economically Disadvantaged	2874	84%	48%	5%	2473	81%	43%	5%
Not Disadvantaged	170	81%	44%	8%	681	52%	20%	1%
Migrant								
Not Migrant	3044	84%	48%	5%	3154	75%	38%	4%

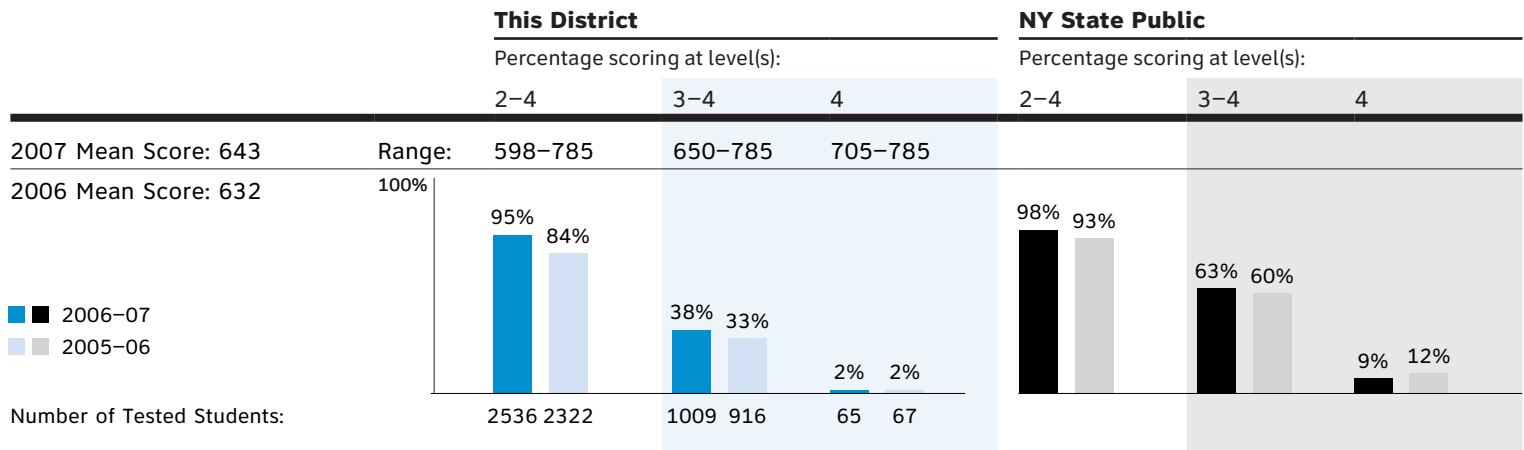
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	41	40	39	30	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2677	95%	38%	2%	2756	84%	33%	2%
Female	1353	97%	41%	3%	1349	88%	37%	3%
Male	1324	93%	35%	2%	1407	80%	29%	2%
American Indian or Alaska Native	19	100%	26%	5%	20	80%	40%	0%
Black or African American	841	97%	39%	3%	961	85%	32%	3%
Hispanic or Latino	1762	94%	37%	2%	1711	84%	34%	2%
Asian or Native Hawaiian/Other Pacific Islander	46	91%	50%	2%	45	87%	51%	2%
White	9	89%	67%	11%	19	84%	21%	0%
Multiracial								
Small Group Totals								
General-Education Students	2174	97%	44%	3%	2280	91%	38%	3%
Students with Disabilities	503	84%	11%	0%	476	54%	9%	0%
English Proficient	2143	97%	45%	3%	2399	87%	37%	3%
Limited English Proficient	534	85%	9%	0%	357	65%	11%	0%
Economically Disadvantaged	2532	95%	38%	2%	1978	91%	39%	3%
Not Disadvantaged	145	94%	40%	1%	778	66%	18%	1%
Migrant								
Not Migrant	2677	95%	38%	2%	2756	84%	33%	2%

NOTES

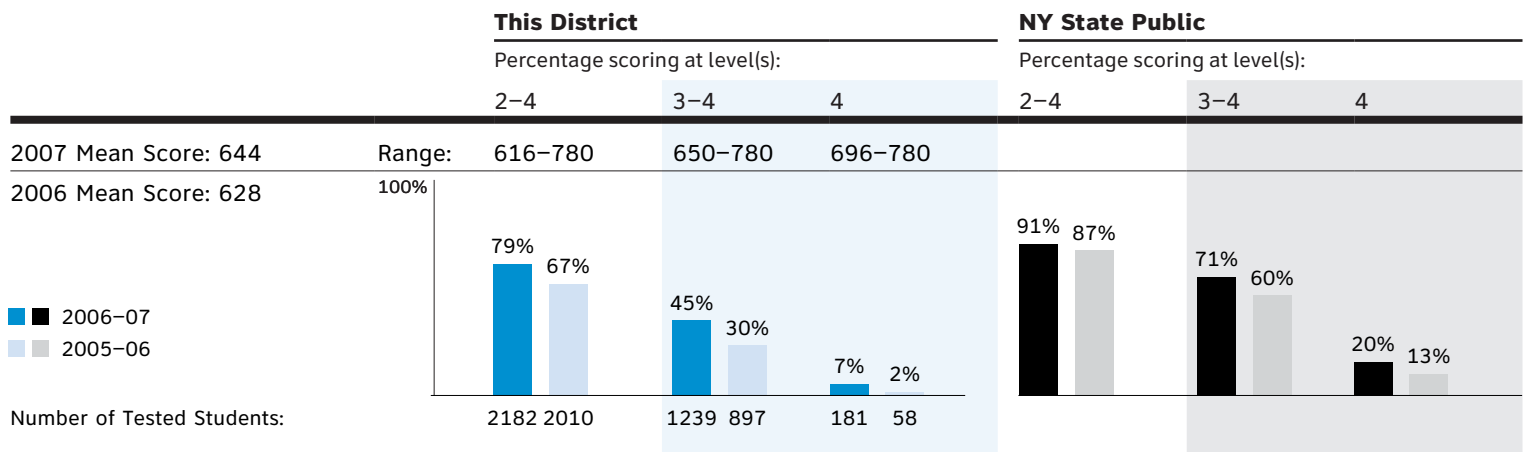
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	42	41	38	34	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	56	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2761	79%	45%	7%	3014	67%	30%	2%
Female	1388	81%	47%	7%	1467	70%	31%	2%
Male	1373	77%	43%	6%	1547	64%	28%	2%
American Indian or Alaska Native	20	75%	30%	5%	21	62%	33%	5%
Black or African American	860	78%	43%	7%	973	66%	28%	1%
Hispanic or Latino	1824	79%	46%	6%	1953	67%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	47	81%	64%	21%	49	78%	49%	2%
White	10	80%	50%	10%	18	83%	11%	6%
Multiracial								
Small Group Totals								
General-Education Students	2253	86%	51%	8%	2515	73%	34%	2%
Students with Disabilities	508	47%	16%	1%	499	35%	9%	1%
English Proficient	2163	82%	49%	8%	2441	70%	33%	2%
Limited English Proficient	598	69%	29%	2%	573	51%	16%	0%
Economically Disadvantaged	2611	79%	45%	7%	2175	74%	35%	2%
Not Disadvantaged	150	77%	43%	7%	839	48%	17%	1%
Migrant								
Not Migrant	2761	79%	45%	7%	3014	67%	30%	2%

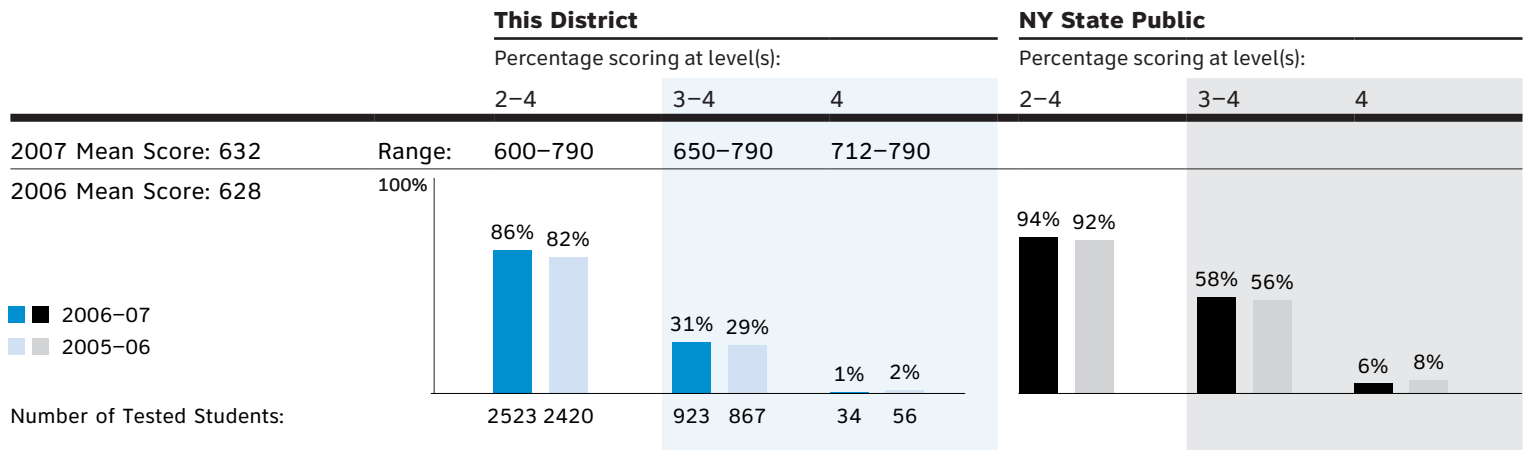
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	42	41	37	32	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2933	86%	31%	1%	2966	82%	29%	2%
Female	1442	89%	37%	2%	1484	86%	34%	2%
Male	1491	83%	26%	1%	1482	77%	25%	2%
American Indian or Alaska Native	20	75%	40%	0%	10	80%	10%	0%
Black or African American	975	90%	29%	1%	1100	80%	29%	2%
Hispanic or Latino	1870	84%	32%	1%	1809	83%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	46	93%	52%	7%	35	94%	57%	9%
White	18	—	—	—	12	75%	42%	8%
Multiracial	4	—	—	—				
Small Group Totals	22	86%	32%	0%				
General-Education Students	2424	91%	36%	1%	2504	87%	33%	2%
Students with Disabilities	509	61%	10%	0%	462	52%	7%	0%
English Proficient	2393	91%	37%	1%	2535	84%	33%	2%
Limited English Proficient	540	62%	9%	0%	431	68%	4%	0%
Economically Disadvantaged	2707	86%	31%	1%	2141	87%	34%	2%
Not Disadvantaged	226	90%	33%	2%	825	66%	16%	1%
Migrant								
Not Migrant	2933	86%	31%	1%	2966	82%	29%	2%

NOTES

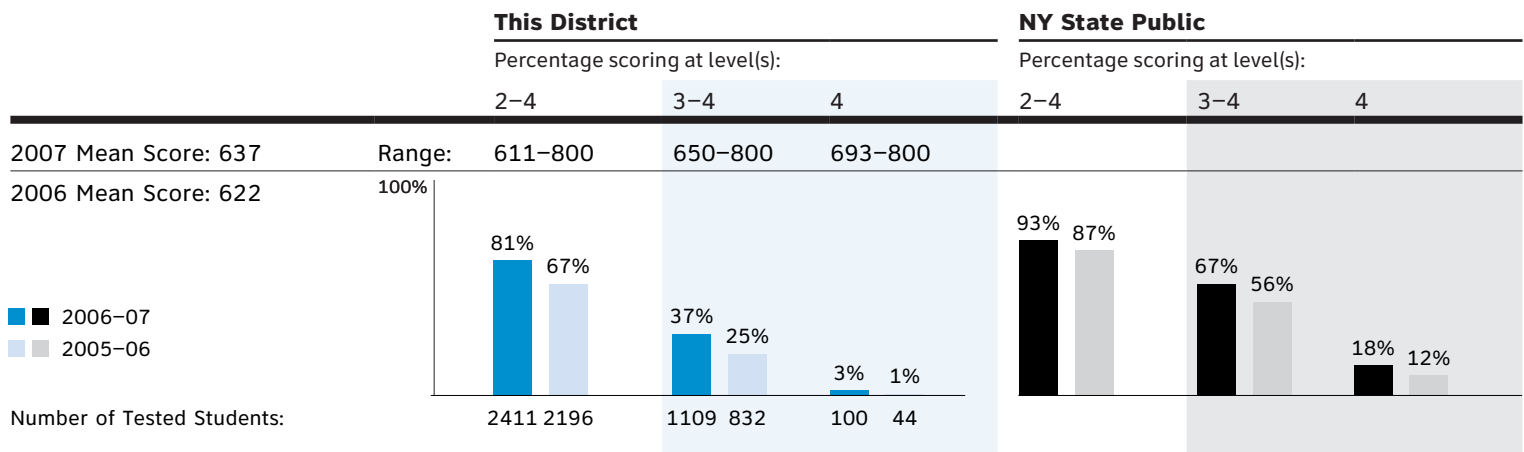
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	60	60	57	47	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	54	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2977	81%	37%	3%	3270	67%	25%	1%
Female	1461	85%	41%	3%	1619	70%	27%	1%
Male	1516	77%	34%	3%	1651	65%	24%	2%
American Indian or Alaska Native	20	75%	30%	5%	10	50%	20%	10%
Black or African American	984	80%	35%	2%	1124	64%	23%	1%
Hispanic or Latino	1909	81%	38%	4%	2084	69%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	43	95%	63%	16%	39	82%	54%	13%
White	17	—	—	—	13	46%	31%	8%
Multiracial	4	—	—	—				
Small Group Totals	21	76%	29%	0%				
General-Education Students	2475	87%	43%	4%	2772	73%	29%	2%
Students with Disabilities	502	52%	11%	1%	498	35%	7%	0%
English Proficient	2367	84%	41%	4%	2569	71%	29%	2%
Limited English Proficient	610	70%	21%	0%	701	54%	11%	1%
Economically Disadvantaged	2737	81%	37%	3%	2362	74%	30%	2%
Not Disadvantaged	240	80%	35%	4%	908	49%	14%	1%
Migrant								
Not Migrant	2977	81%	37%	3%	3270	67%	25%	1%

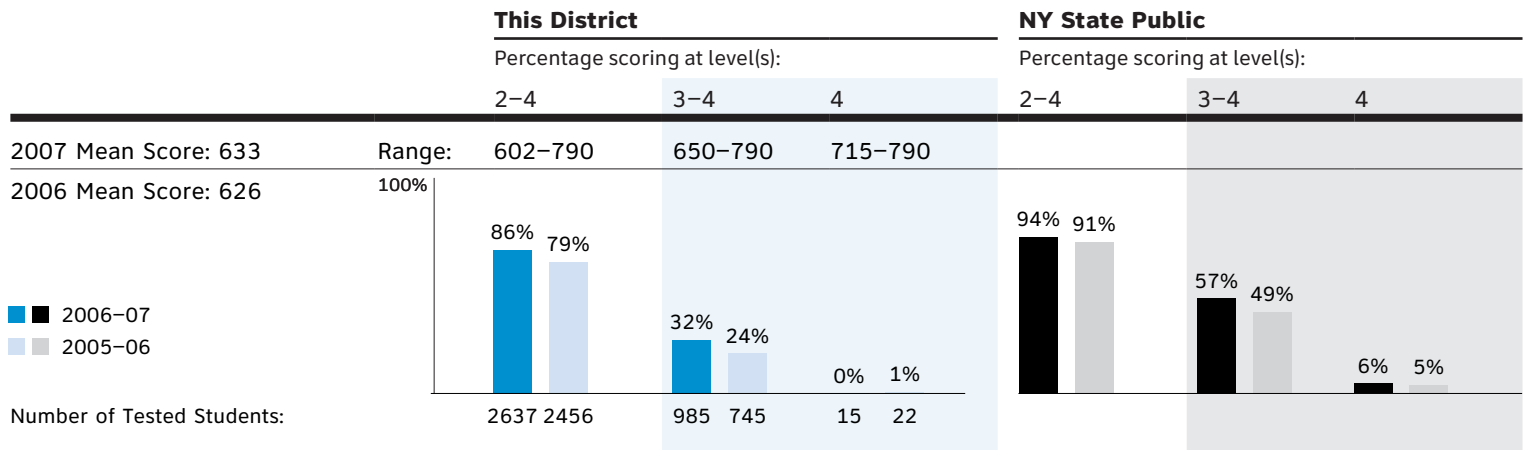
NOTES

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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	61	59	55	44	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3066	86%	32%	0%	3113	79%	24%	1%
Female	1515	91%	39%	1%	1616	84%	29%	1%
Male	1551	81%	25%	0%	1497	74%	19%	1%
American Indian or Alaska Native	10	—	—	—	15	73%	20%	0%
Black or African American	1055	89%	35%	0%	1110	80%	24%	1%
Hispanic or Latino	1951	84%	30%	1%	1935	78%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	35	94%	66%	3%	30	90%	43%	7%
White	13	85%	38%	0%	23	74%	26%	4%
Multiracial	2	—	—	—				
Small Group Totals	12	83%	50%	0%				
General-Education Students	2539	92%	37%	1%	2604	86%	28%	1%
Students with Disabilities	527	58%	6%	0%	509	41%	4%	0%
English Proficient	2424	91%	39%	1%	2684	83%	27%	1%
Limited English Proficient	642	66%	5%	0%	429	55%	2%	0%
Economically Disadvantaged	2802	86%	32%	1%	2146	87%	29%	1%
Not Disadvantaged	264	91%	37%	0%	967	61%	13%	0%
Migrant								
Not Migrant	3066	86%	32%	0%	3113	79%	24%	1%

NOTES

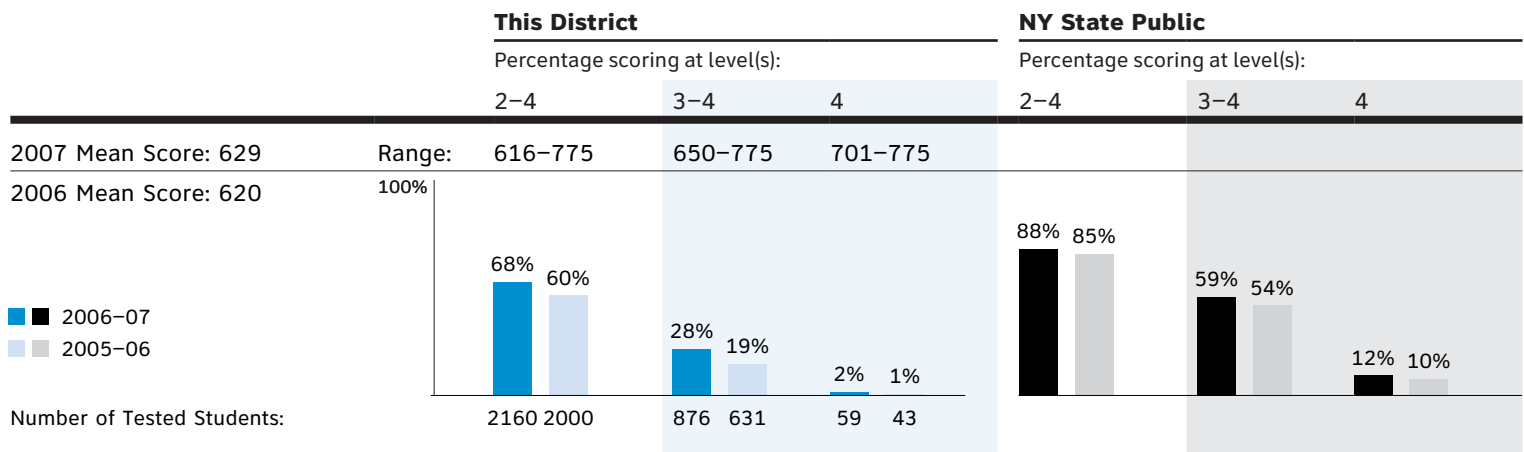
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Other Assessments

	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	46	46	38	30	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	84	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3162	68%	28%	2%	3358	60%	19%	1%
Female	1548	71%	29%	2%	1722	62%	20%	1%
Male	1614	66%	26%	2%	1636	57%	17%	1%
American Indian or Alaska Native	10	—	—	—	17	65%	29%	0%
Black or African American	1066	66%	25%	2%	1131	56%	15%	1%
Hispanic or Latino	2033	69%	29%	2%	2152	61%	20%	1%
Asian or Native Hawaiian/Other Pacific Islander	36	89%	64%	8%	34	76%	47%	12%
White	16	56%	25%	6%	24	58%	29%	0%
Multiracial	1	—	—	—				
Small Group Totals	11	55%	18%	0%				
General-Education Students	2627	75%	32%	2%	2848	65%	22%	1%
Students with Disabilities	535	35%	6%	0%	510	28%	4%	0%
English Proficient	2422	72%	32%	2%	2692	62%	21%	1%
Limited English Proficient	740	57%	15%	0%	666	49%	10%	0%
Economically Disadvantaged	2893	68%	27%	2%	2346	66%	22%	1%
Not Disadvantaged	269	70%	30%	1%	1012	46%	11%	1%
Migrant								
Not Migrant	3162	68%	28%	2%	3358	60%	19%	1%

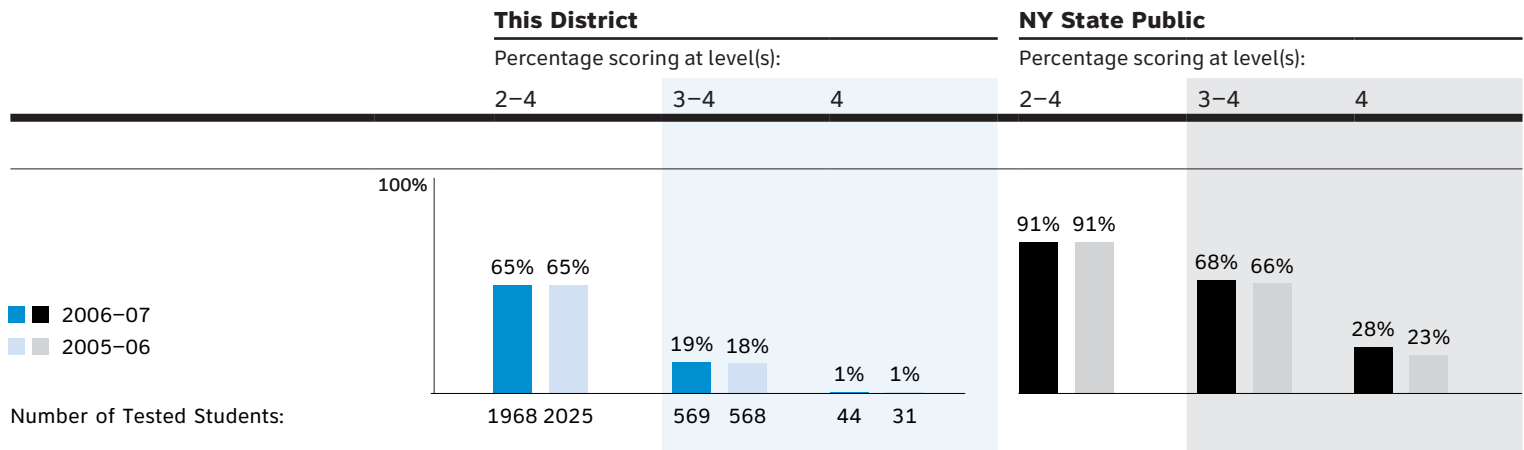
NOTES

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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	46	44	36	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2982	65%	18%	1%	3107	65%	18%	1%
Female	1470	67%	17%	1%	1613	67%	19%	1%
Male	1512	63%	19%	2%	1494	63%	18%	1%
American Indian or Alaska Native	9	—	—	—	17	59%	24%	0%
Black or African American	998	63%	19%	1%	1036	65%	18%	1%
Hispanic or Latino	1923	65%	17%	1%	2002	65%	18%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	84%	38%	8%	30	80%	40%	7%
White	14	93%	21%	14%	22	55%	41%	0%
Multiracial	1	—	—	—				
Small Group Totals	10	70%	30%	0%				
General-Education Students	2502	69%	21%	2%	2652	70%	21%	1%
Students with Disabilities	480	41%	5%	0%	455	36%	2%	0%
English Proficient	2269	71%	22%	2%	2475	71%	22%	1%
Limited English Proficient	713	46%	5%	0%	632	44%	5%	0%
Economically Disadvantaged	2727	65%	18%	1%	2186	70%	22%	1%
Not Disadvantaged	255	68%	21%	2%	921	54%	10%	0%
Migrant								
Not Migrant	2982	65%	18%	1%	3107	65%	18%	1%

NOTES

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

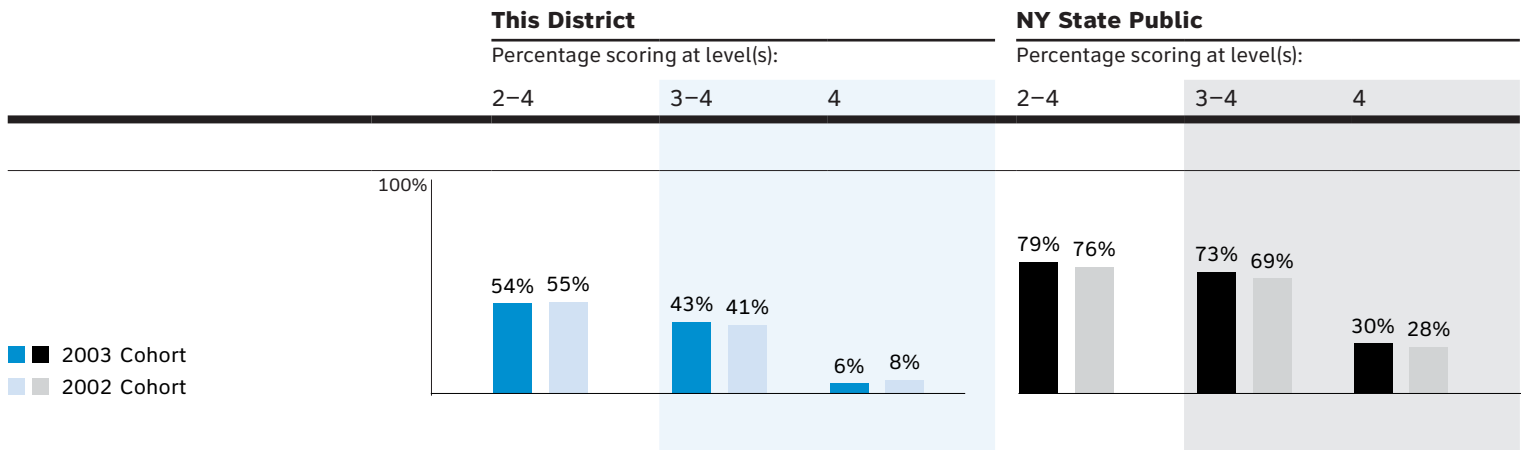
Other Assessments

	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	42	33	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	36	33	28	0	0			

District NEW YORK CITY GEOGRAPHIC DISTRICT # 9

District ID 32-09-00-01-0000

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
All Students	820	54%	43%	6%	1009	55%	41%	8%
Female	405	66%	54%	9%	562	63%	48%	9%
Male	415	43%	33%	3%	447	46%	32%	6%
American Indian or Alaska Native	4	—	—	—	2	—	—	—
Black or African American	364	55%	44%	6%	399	59%	46%	9%
Hispanic or Latino	408	51%	39%	4%	578	52%	37%	7%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	15	73%	53%	0%
White	13	69%	69%	8%	15	—	—	—
Multiracial	24	96%	92%	25%				
Small Group Totals	11	64%	55%	9%	17	65%	59%	0%
General-Education Students	501	73%	61%	9%	814	65%	49%	10%
Students with Disabilities	319	25%	15%	1%	195	14%	9%	1%
English Proficient	781	56%	45%	6%	827	63%	47%	9%
Limited English Proficient	39	18%	8%	0%	182	23%	15%	1%
Economically Disadvantaged	684	55%	43%	6%	736	56%	43%	9%
Not Disadvantaged	136	51%	43%	6%	273	53%	38%	4%
Migrant								
Not Migrant					1009	55%	41%	8%

NOTES

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Other Assessments

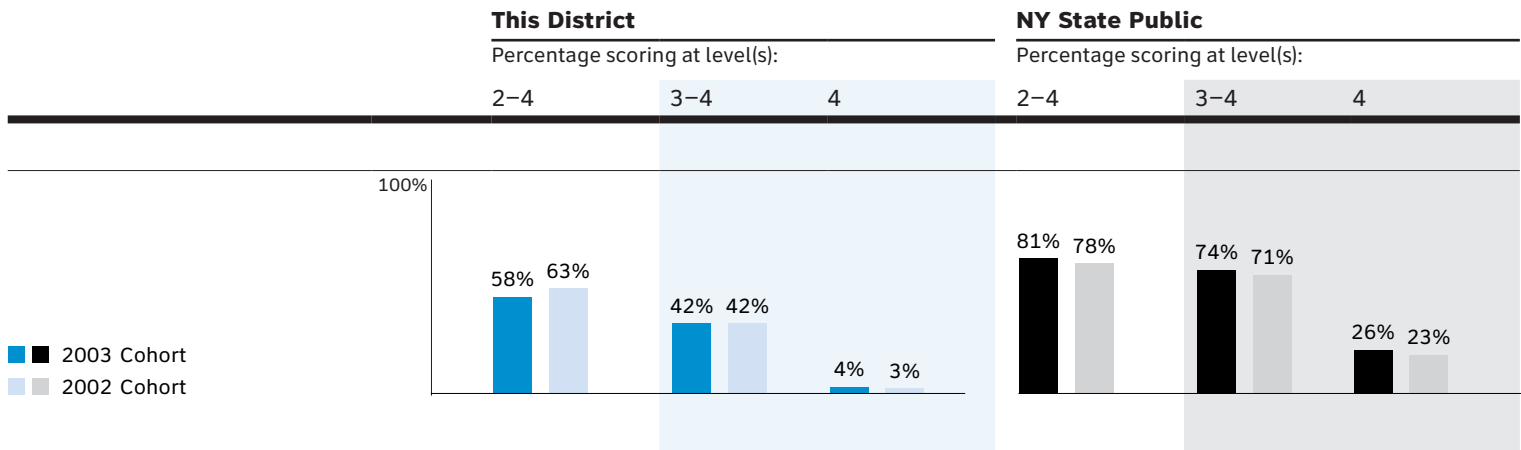
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				38	38	37	34

* 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

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	820	58%	42%	4%	1009	63%	42%	3%
Female	405	68%	49%	4%	562	70%	48%	3%
Male	415	48%	35%	4%	447	54%	35%	3%
American Indian or Alaska Native	4	–	–	–	2	–	–	–
Black or African American	364	57%	41%	4%	399	66%	47%	3%
Hispanic or Latino	408	56%	40%	4%	578	60%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	15	100%	80%	13%
White	13	62%	54%	8%	15	–	–	–
Multiracial	24	96%	88%	13%				
Small Group Totals	11	64%	36%	9%	17	65%	53%	0%
General-Education Students	501	75%	58%	7%	814	74%	50%	4%
Students with Disabilities	319	31%	17%	0%	195	15%	8%	1%
English Proficient	781	59%	43%	4%	827	67%	47%	4%
Limited English Proficient	39	41%	15%	0%	182	43%	23%	1%
Economically Disadvantaged	684	59%	42%	4%	736	63%	43%	3%
Not Disadvantaged	136	54%	43%	6%	273	63%	40%	3%
Migrant								
Not Migrant					1009	63%	42%	3%

NOTES

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Other Assessments

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				41	41	39	34

* 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.