



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #11**

District ID **32-11-00-01-0000**

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

## This District's Report Card

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

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

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](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	70	121	180
Kindergarten	2511	2576	2522
Grade 1	3000	2846	2933
Grade 2	2945	2894	2762
Grade 3	3108	2890	2883
Grade 4	2883	2959	2795
Grade 5	3073	2843	2931
Grade 6	2806	2678	2588
Ungraded Elementary	1794	1827	1932
Grade 7	3055	2806	2640
Grade 8	3111	3047	2753
Grade 9	6512	4019	3499
Grade 10	3731	3060	2794
Grade 11	2031	1516	1738
Grade 12	1595	1256	1519
Ungraded Secondary	2127	1849	1906
<b>Total K-12</b>	<b>44282</b>	<b>39066</b>	<b>38195</b>

### Average Class Size

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

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	24403	55%	27347	70%	26158	68%
Reduced-Price Lunch	3684	8%	3676	9%	3853	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	3698	8%	3539	9%	3629	10%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	344	1%	283	1%	282	1%
Black or African American	20686	47%	18767	48%	17846	47%
Hispanic or Latino	17420	39%	15181	39%	15276	40%
Asian or Native Hawaiian/Other Pacific Islander	2364	5%	2132	5%	2110	6%
White	3468	8%	2703	7%	2681	7%
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	1592	4%	880	2%	1680	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>	2828	2653	2659
Percent with No Valid Teaching Certificate	6%	5%	6%
Percent Teaching Out of Certification	18%	17%	12%
Percent with Fewer Than Three Years of Experience	21%	19%	18%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	31%	31%
<b>Total Number of Core Classes*</b>	N/A	9164	5562
Percent Not Taught by Highly Qualified Teachers	N/A	15%	15%
<b>Total Number of Classes</b>	5916	6477	6706
Percent Taught by Teachers Without Appropriate Certification	22%	20%	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	28%	25%	26%
Turnover Rate of All Teachers	26%	22%	20%

## 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 4)

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

### Title I Part A Funding

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

2005–06	2006–07	2007–08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English 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	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✗	✓		✓ <sup>SH</sup>	✓	
Economically Disadvantaged	✓	✓		✓ <sup>SH</sup>	✓	
<b>Student groups making AYP in each subject</b>	✗ 8 of 10	✓ 10 of 10	✓ 1 of 1	✗ 4 of 8	✗ 7 of 8	✗ 0 of 1

#### AYP Status

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

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

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



Improvement (Year 4)

### Accountability Measures

8 of 10

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2006–07	2007–08
<b>All Students</b> (19063:17983)	✓	✓	99%	✓	137	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (157:140)	✗	✓	97%	✗	112	113	113	121
Black or African American (9288:8849)	✓	✓	99%	✓	135	121		
Hispanic or Latino (6898:6422)	✓	✓	98%	✓	131	121		
Asian or Native Hawaiian/Other Pacific Islander (1198:1137)	✓	✓	100%	✓	158	119		
White (1473:1389)	✓	✓	99%	✓	158	119		
Multiracial (49:46)	✓	✓	100%	✓	143	108		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (3542:3267)	✓ <sup>SH</sup>	✓	96%	✓ <sup>SH</sup>	89	120	89	100
Limited English Proficient <sup>5</sup> (1550:1696)	✗	✓	98%	✗	105	119	108	115
Economically Disadvantaged (16184:15292)	✓	✓	99%	✓	134	121		
<b>Final AYP Determination</b>	✗ 8 of 10							

#### 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

10 of 10

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> (19116:17856)	✓	✓	99%	✓	149	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (158:138)	✓	✓	97%	✓	120	77	
Black or African American (9314:8746)	✓	✓	99%	✓	144	85	
Hispanic or Latino (6922:6383)	✓	✓	98%	✓	145	85	
Asian or Native Hawaiian/Other Pacific Islander (1202:1134)	✓	✓	100%	✓	178	83	
White (1471:1409)	✓	✓	99%	✓	175	83	
Multiracial (49:46)	✓	✓	100%	✓	178	72	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3561:3248)	✓	✓	96%	✓	97	84	
Limited English Proficient <sup>5</sup> (1574:1801)	✓	✓	98%	✓	138	83	
Economically Disadvantaged (16223:15176)	✓	✓	99%	✓	147	85	
<b>Final AYP Determination</b>	✓ 10 of 10						

#### 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 for This Subject (2007–08)



Good Standing

### Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

### Prospective Status

This district will be in good standing in 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> (6411:5860)	✓	Qualified	✓	97%	✓	142	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (53:44)		Qualified	✓	94%	✓	120	100	
Black or African American (3123:2838)		Qualified	✓	96%	✓	139	100	
Hispanic or Latino (2368:2161)		Qualified	✓	97%	✓	138	100	
Asian or Native Hawaiian/Other Pacific Islander (372:353)		Qualified	✓	99%	✓	159	100	
White (486:457)		Qualified	✓	98%	✓	160	100	
Multiracial (9:7)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (1212:1062)		Qualified	✓	92%	✓	111	100	
Limited English Proficient <sup>4</sup> (551:626)		Qualified	✓	98%	✓	121	100	
Economically Disadvantaged (5320:4890)		Qualified	✓	97%	✓	139	100	
<b>Final AYP Determination</b>	✓ 1 of 1							

#### NOTES

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

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



Improvement (Year 4)

### Accountability Measures

4 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 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) <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> (1948:2015)	<b>X</b>	<b>✓</b>	98%	<b>X</b>	150	157	151‡	155
<b>Ethnicity</b>								
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—	—
Black or African American (953:1004)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	156	156		
Hispanic or Latino (797:822)	<b>X</b>	<b>✓</b>	98%	<b>X</b>	143	155	146	149
Asian or Native Hawaiian/Other Pacific Islander (82:75)	<b>✓</b>	<b>✓</b>	99%	<b>✓</b>	156	148		
White (89:85)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	138	148	148	144
Multiracial (18:20)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (238:229)	<b>X</b>	<b>✓</b>	95%	<b>X</b>	111	152	113‡	120
Limited English Proficient <sup>4</sup> (118:217)	<b>✓</b> <sup>SH</sup>	<b>✓</b>	96%	<b>✓</b> <sup>SH</sup>	100	151	90	110
Economically Disadvantaged (1301:1399)	<b>✓</b> <sup>SH</sup>	<b>✓</b>	98%	<b>✓</b> <sup>SH</sup>	147	156	146	152
<b>Final AYP Determination</b>	<b>X</b> 4 of 8							

#### 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

7 of 8

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> (1948:2015)	✓	✓	99%	✓	155	150	
<b>Ethnicity</b>							
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—
Black or African American (953:1004)	✓	✓	99%	✓	156	149	
Hispanic or Latino (797:822)	✓	✓	98%	✓	151	148	
Asian or Native Hawaiian/Other Pacific Islander (82:75)	✓	✓	99%	✓	173	141	
White (89:85)	✓	✓	100%	✓	161	141	
Multiracial (18:20)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (146:229)	✗	✓	96%	✗	106	145	115*      115
Limited English Proficient <sup>4</sup> (118:217)	✓	✓	99%	✓	145	144	
Economically Disadvantaged (1301:1399)	✓	✓	99%	✓	155	149	
<b>Final AYP Determination</b>	✗ 7 of 8						

#### 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 for This Indicator (2007–08)



Improvement (Year 1)

### Accountability Measures

0 of 1

Student groups making AYP in Graduation Rate



Did not make AYP

### Prospective Status

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (1882)	<b>X</b>	<b>X</b>	47%	55%	51%	48%
<b>Ethnicity</b>						
American Indian or Alaska Native (11)		–	–	–		
Black or African American (910)	<b>X</b>		47%	55%	55%	48%
Hispanic or Latino (762)		✓	45%	55%	44%	46%
Asian or Native Hawaiian/Other Pacific Islander (99)	<b>X</b>		47%	55%	55%	48%
White (100)		✓	56%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (215)	<b>X</b>		17%	55%	21%	18%
Limited English Proficient <sup>3</sup> (8)		–	–	–		
Economically Disadvantaged (1292)		✓	49%	55%	47%	50%
<b>Final AYP Determination</b>						
<b>X</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 #11**

District ID **32-11-00-01-0000**

## 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

29 schools identified 55% of total

ASPIRE PREPARATORY SCHOOL  
ASTOR COLLEGIATE HIGH SCHOOL  
BRONX ACADEMY OF HEALTH CAREERS  
BRONX AEROSPACE ACADEMY  
BRONX GREEN MIDDLE SCHOOL  
BRONX HEALTH SCIENCES HIGH SCHOOL  
BRONX HIGH SCHOOL FOR WRITING AND COMMUNICATION ARTS  
BRONX HIGH SCHOOL-VISUAL ARTS  
BRONX LAB SCHOOL  
COLLEGIATE INSTITUTE OF MATH AND SCIENCE  
FORWARD SCHOOL  
GLOBAL ENTERPRISES HIGH SCHOOL  
GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH  
HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY  
HIGH SCHOOL OF CONTEMPORARY ARTS  
NEW WORLD HIGH SCHOOL  
PELHAM PREP ACADEMY  
PS 121 THE THROOP SCHOOL  
PS 16 WAKEFIELD SCHOOL  
PS 21 PHILIP H SHERIDAN SCHOOL  
PS 41 GUN HILL ROAD SCHOOL  
PS 68  
PS 76 BENNINGTON SCHOOL  
PS 78 ANNE HUTCHINSON SCHOOL  
PS 83 DONALD HERTZ SCHOOL  
PS 87  
PS/IS 194  
SPORTS PROFESSIONS HIGH SCHOOL  
YOUNG SCHOLARS ACADEMY OF THE BRONX

#### ▲ Improvement (Year 1)

4 schools identified 8% of total

PS 105 SENATOR A BERNSTEIN SCHOOL  
PS 106 PARKCHESTER SCHOOL  
PS 96 RICHARD RODGERS SCHOOL  
PS 97

#### ▲ Improvement (Year 2)

2 schools identified 4% of total

PS 103 HECTOR FONTANEZ SCHOOL  
PS 111 SETON FALLS SCHOOL

#### ▲ Corrective Action

1 school identified 2% of total

PS 89 WILLIAMSBRIDGE SCHOOL

### New York State Status

#### ■ Good Standing

6 schools identified 11% of total

IS 180 DR DANIEL HALE WILLIAMS  
PS 108 PHILIP J ABINANTI SCHOOL  
PS 160 WALT DISNEY SCHOOL  
PS 175 CITY ISLAND SCHOOL  
PS 178 DR SELMAN WAXMAN SCHOOL  
PS 19 JUDITH K WEISS

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

1 school identified 2% of total

PS 153 HELEN KELLER SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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

### Federal Title I Status

#### ▲ Corrective Action (continued)

.....

.....  
2 schools identified 4% of total  
HARRY S TRUMAN HIGH SCHOOL  
IS 181 PABLO CASALS

#### ▲ Restructuring (Year 1)

.....  
2 schools identified 4% of total  
CHRISTOPHER COLUMBUS HIGH SCHOOL  
EVANDER CHILDS HIGH SCHOOL

#### ▲ Restructuring (Year 2)

.....  
1 school identified 2% of total  
JHS 144 MICHELANGELO

#### ▲ Restructuring (Year 3)

.....  
1 school identified 2% of total  
JHS 142 JOHN PHILIP SOUSA

#### ▲ Restructuring (Year 4)

.....  
3 schools identified 6% of total  
JHS 127 CASTLE HILL  
JHS 135 F D WHALEN  
PS 112 BRONXWOOD SCHOOL

### New York State Status

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

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

.....  
2 schools identified 4% of total  
HARRY S TRUMAN HIGH SCHOOL  
IS 181 PABLO CASALS

#### ■ Requiring Academic Progress (Year 6)

.....  
1 school identified 2% of total  
JHS 113 RICHARD R GREEN

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**District ID **32-11-00-01-0000**

## 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
<b>English Language Arts</b>	0%	50%	100%	
Grade 3	52%			3141
Grade 4	52%			3093
Grade 5	51%			3200
Grade 6	44%			2844
Grade 7	38%			2944
Grade 8	32%			3038

### Mathematics

Grade 3	83%		3186
Grade 4	72%		3126
Grade 5	66%		3256
Grade 6	54%		2874
Grade 7	48%		2991
Grade 8	33%		3061

### Science

Grade 4	75%		3105
Grade 8	30%		2992

	Percentage of students that scored at or above Level 3			2003 Total Cohort
<b>Secondary Level</b>	0%	50%	100%	
English	57%			2599
Mathematics	57%			2599

## 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).

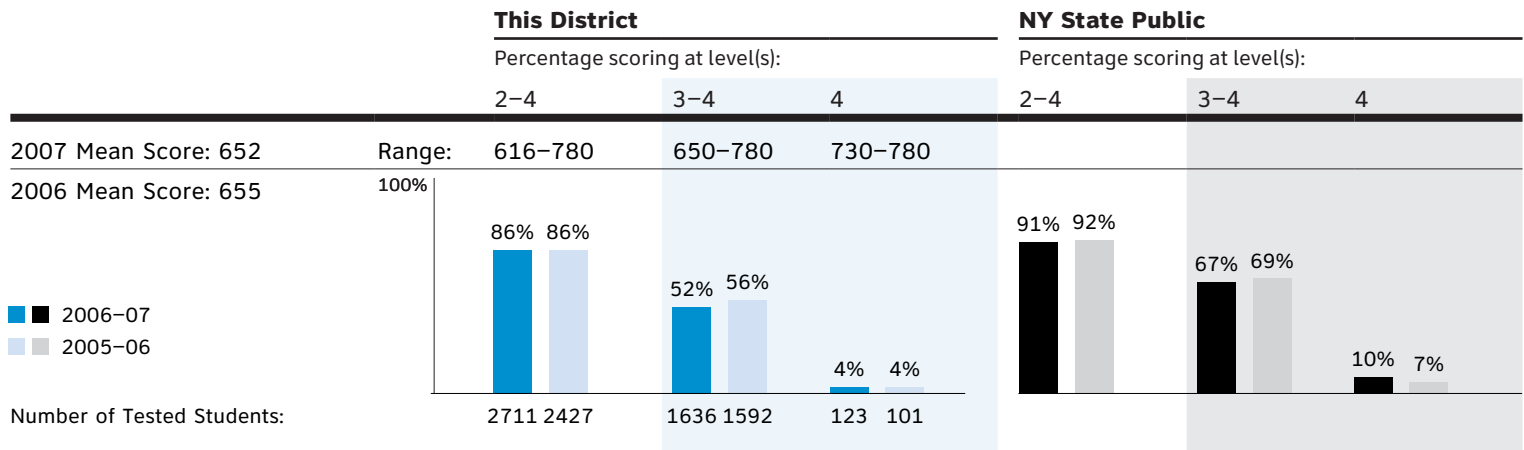
In this section, this district's performance is compared with that of public schools statewide.

## 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>3141</b>	<b>86%</b>	<b>52%</b>	<b>4%</b>	<b>2822</b>	<b>86%</b>	<b>56%</b>	<b>4%</b>
Female	1572	89%	56%	4%	1360	88%	62%	5%
Male	1569	84%	49%	4%	1462	84%	51%	3%
American Indian or Alaska Native	19	74%	37%	5%	24	71%	29%	0%
Black or African American	1535	86%	50%	3%	1532	85%	53%	3%
Hispanic or Latino	1116	84%	47%	3%	910	85%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	210	91%	73%	11%	138	93%	79%	10%
White	244	92%	72%	9%	218	93%	76%	6%
Multiracial	17	88%	41%	6%				
Small Group Totals								
General-Education Students	2637	92%	58%	5%	2361	93%	64%	4%
Students with Disabilities	504	59%	19%	0%	461	51%	18%	0%
English Proficient	2827	88%	55%	4%	2793	87%	57%	4%
Limited English Proficient	314	70%	25%	0%	29	28%	10%	0%
Economically Disadvantaged	2697	85%	50%	3%	2224	92%	63%	4%
Not Disadvantaged	444	92%	67%	10%	598	62%	32%	3%
Migrant								
Not Migrant	3141	86%	52%	4%	2822	86%	56%	4%

#### NOTES

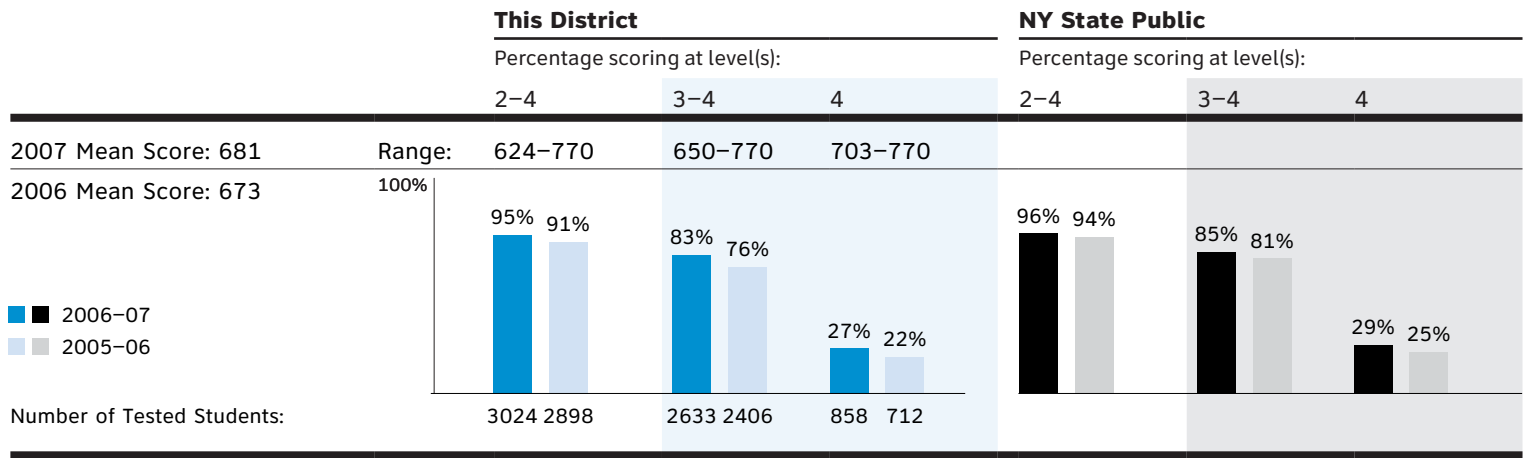
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	63	63	52	33	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	27	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>3186</b>	<b>95%</b>	<b>83%</b>	<b>27%</b>	<b>3180</b>	<b>91%</b>	<b>76%</b>	<b>22%</b>
Female	1587	96%	83%	28%	1538	93%	77%	23%
Male	1599	94%	82%	26%	1642	90%	75%	22%
American Indian or Alaska Native	20	95%	70%	20%	22	82%	55%	18%
Black or African American	1551	94%	81%	23%	1551	92%	76%	20%
Hispanic or Latino	1133	94%	81%	24%	1166	89%	71%	19%
Asian or Native Hawaiian/Other Pacific Islander	216	98%	93%	55%	188	98%	87%	51%
White	249	99%	95%	43%	253	94%	87%	34%
Multiracial	17	100%	82%	12%				
Small Group Totals								
General-Education Students	2673	98%	88%	31%	2670	95%	82%	25%
Students with Disabilities	513	80%	54%	7%	510	70%	44%	6%
English Proficient	2839	95%	84%	29%	2811	93%	78%	24%
Limited English Proficient	347	92%	71%	14%	369	79%	55%	9%
Economically Disadvantaged	2742	95%	81%	25%	2527	95%	81%	25%
Not Disadvantaged	444	97%	90%	38%	653	76%	54%	13%
Migrant								
Not Migrant	3186	95%	83%	27%	3180	91%	76%	22%

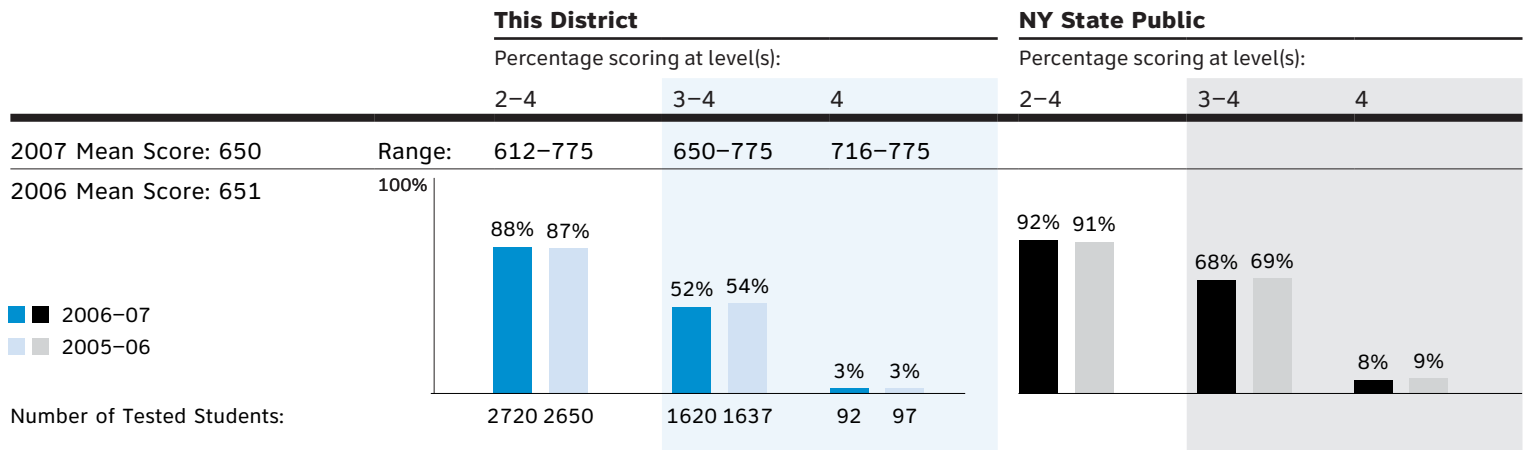
#### NOTES

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	62	62	56	43	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>3093</b>	<b>88%</b>	<b>52%</b>	<b>3%</b>	<b>3054</b>	<b>87%</b>	<b>54%</b>	<b>3%</b>
Female	1489	90%	56%	4%	1450	91%	59%	4%
Male	1604	86%	49%	2%	1604	83%	48%	2%
American Indian or Alaska Native	20	60%	25%	0%	26	73%	35%	8%
Black or African American	1492	90%	52%	2%	1591	87%	52%	2%
Hispanic or Latino	1142	84%	48%	2%	990	83%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	178	93%	72%	8%	202	94%	75%	7%
White	253	91%	62%	8%	245	93%	66%	7%
Multiracial	8	100%	63%	13%				
Small Group Totals								
General-Education Students	2559	94%	59%	4%	2549	94%	61%	4%
Students with Disabilities	534	57%	19%	0%	505	50%	17%	0%
English Proficient	2792	90%	56%	3%	3001	87%	54%	3%
Limited English Proficient	301	65%	22%	0%	53	58%	17%	0%
Economically Disadvantaged	2653	87%	50%	2%	2351	94%	60%	4%
Not Disadvantaged	440	94%	68%	7%	703	63%	31%	2%
Migrant								
Not Migrant	3093	88%	52%	3%	3054	87%	54%	3%

#### NOTES

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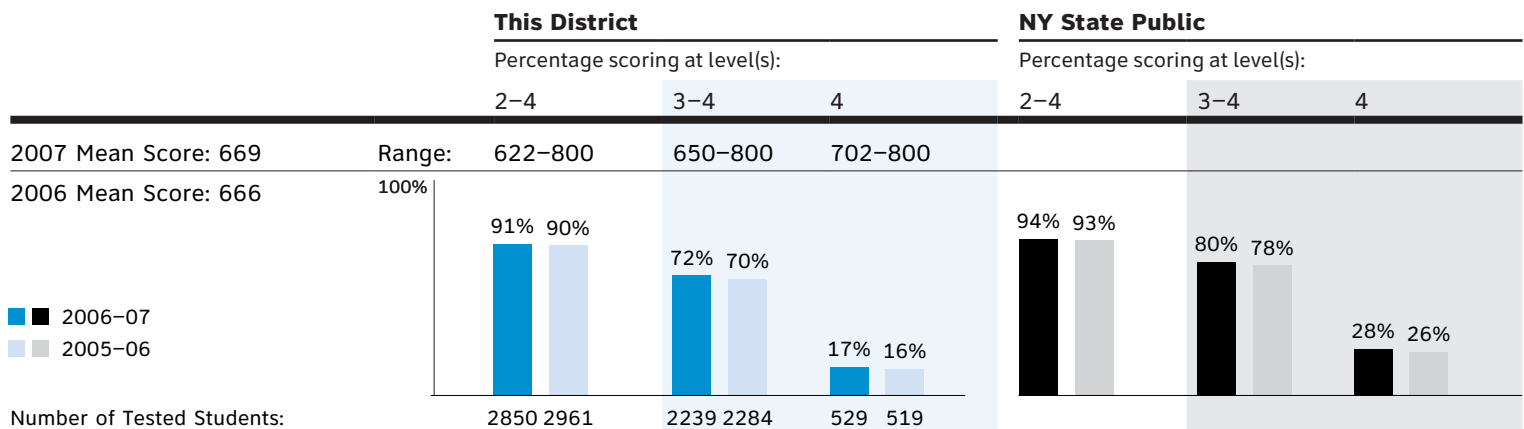
### Other Assessments

	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 4 Equivalent	52	51	45	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 4	25	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>3126</b>	<b>91%</b>	<b>72%</b>	<b>17%</b>	<b>3275</b>	<b>90%</b>	<b>70%</b>	<b>16%</b>
Female	1513	92%	72%	17%	1549	91%	70%	15%
Male	1613	91%	72%	17%	1726	90%	70%	17%
American Indian or Alaska Native	20	85%	65%	0%	28	82%	43%	7%
Black or African American	1499	91%	70%	14%	1612	90%	69%	13%
Hispanic or Latino	1155	90%	69%	13%	1128	90%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	180	97%	88%	46%	227	95%	86%	37%
White	264	94%	82%	29%	280	93%	81%	28%
Multiracial	8	100%	88%	13%				
<b>Small Group Totals</b>								
General-Education Students	2587	96%	79%	20%	2731	95%	76%	18%
Students with Disabilities	539	66%	38%	3%	544	68%	38%	4%
English Proficient	2796	92%	74%	18%	3025	91%	72%	17%
Limited English Proficient	330	81%	48%	7%	250	80%	48%	4%
Economically Disadvantaged	2681	91%	70%	15%	2529	95%	76%	18%
Not Disadvantaged	445	95%	81%	27%	746	75%	49%	9%
Migrant								
Not Migrant	3126	91%	72%	17%	3275	90%	70%	16%

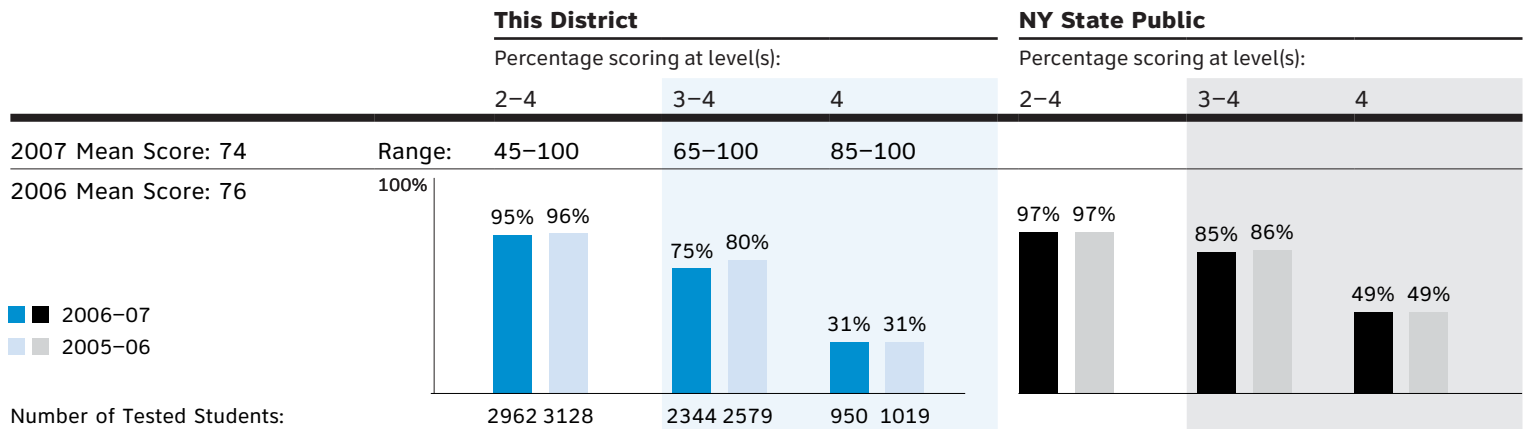
#### NOTES

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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	52	51	49	42	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>3105</b>	<b>95%</b>	<b>75%</b>	<b>31%</b>	<b>3244</b>	<b>96%</b>	<b>80%</b>	<b>31%</b>
Female	1508	96%	75%	30%	1535	97%	81%	30%
Male	1597	95%	76%	31%	1709	96%	78%	32%
American Indian or Alaska Native	20	100%	60%	15%	26	96%	65%	19%
Black or African American	1493	96%	75%	29%	1600	97%	80%	31%
Hispanic or Latino	1145	94%	73%	26%	1113	96%	78%	29%
Asian or Native Hawaiian/Other Pacific Islander	177	96%	85%	56%	226	97%	88%	45%
White	262	95%	80%	41%	279	95%	77%	35%
Multiracial	8	100%	88%	50%				
Small Group Totals								
General-Education Students	2573	97%	81%	35%	2712	98%	84%	35%
Students with Disabilities	532	87%	51%	10%	532	90%	59%	13%
English Proficient	2780	97%	79%	33%	3000	97%	82%	33%
Limited English Proficient	325	83%	47%	10%	244	85%	50%	7%
Economically Disadvantaged	2654	95%	74%	28%	2516	97%	83%	34%
Not Disadvantaged	451	98%	84%	45%	728	93%	67%	22%
Migrant								
Not Migrant	3105	95%	75%	31%	3244	96%	80%	31%

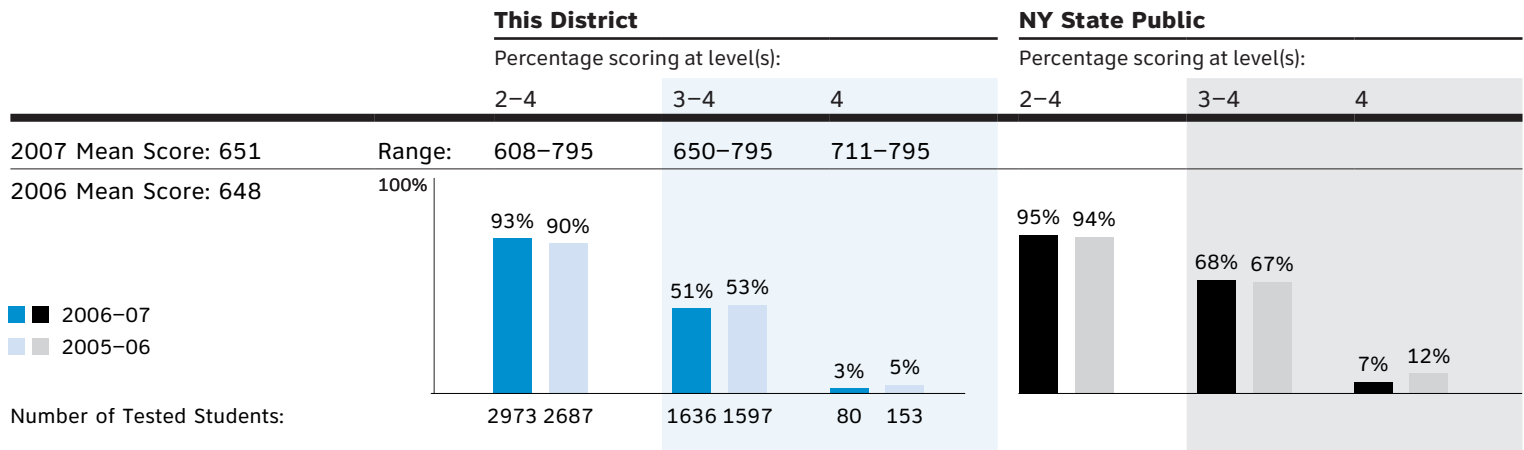
#### NOTES

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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	51	51	49	41	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>3200</b>	<b>93%</b>	<b>51%</b>	<b>3%</b>	<b>2990</b>	<b>90%</b>	<b>53%</b>	<b>5%</b>
Female	1516	94%	54%	3%	1468	93%	58%	6%
Male	1684	92%	49%	2%	1522	87%	49%	4%
American Indian or Alaska Native	25	84%	28%	0%	34	85%	56%	6%
Black or African American	1597	94%	50%	2%	1520	91%	51%	4%
Hispanic or Latino	1091	90%	47%	2%	1017	87%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	214	98%	64%	7%	197	93%	66%	10%
White	256	95%	67%	8%	222	95%	74%	12%
Multiracial	17	100%	59%	6%				
Small Group Totals								
General-Education Students	2658	97%	58%	3%	2525	95%	60%	6%
Students with Disabilities	542	73%	19%	0%	465	62%	17%	0%
English Proficient	3020	94%	53%	3%	2876	91%	55%	5%
Limited English Proficient	180	76%	21%	0%	114	68%	22%	0%
Economically Disadvantaged	2708	92%	49%	2%	2378	95%	59%	5%
Not Disadvantaged	492	97%	65%	5%	612	69%	30%	6%
Migrant								
Not Migrant	3200	93%	51%	3%	2990	90%	53%	5%

#### NOTES

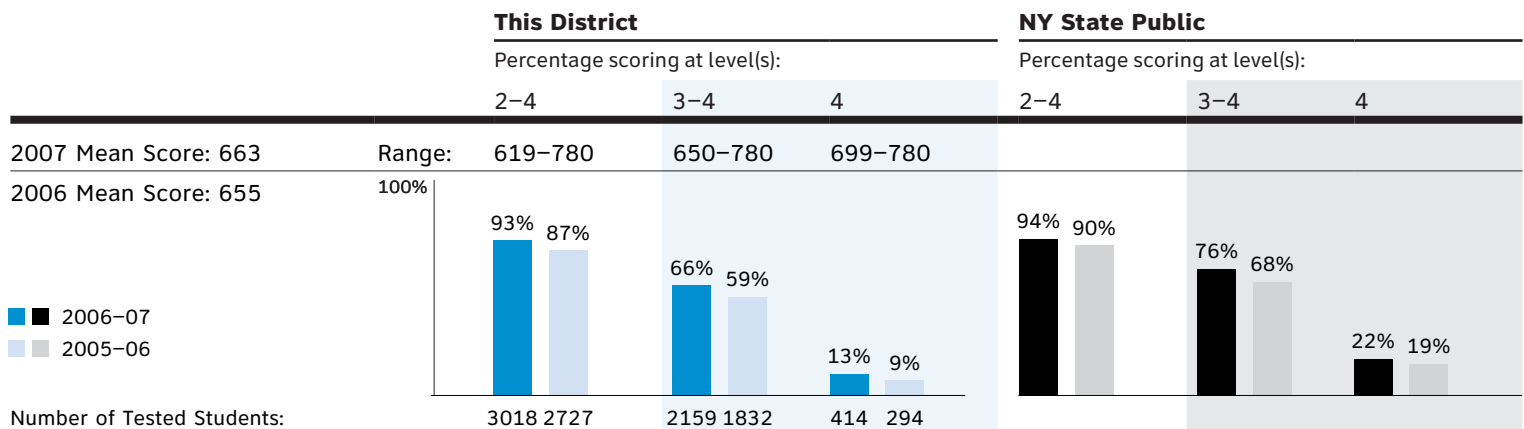
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### Other Assessments

	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 5 Equivalent	55	55	51	42	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	33	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>3256</b>	<b>93%</b>	<b>66%</b>	<b>13%</b>	<b>3119</b>	<b>87%</b>	<b>59%</b>	<b>9%</b>
Female	1553	94%	67%	12%	1514	89%	61%	10%
Male	1703	91%	65%	13%	1605	86%	56%	9%
American Indian or Alaska Native	25	80%	28%	4%	33	85%	55%	6%
Black or African American	1605	93%	65%	10%	1541	87%	55%	6%
Hispanic or Latino	1126	91%	63%	10%	1086	86%	56%	9%
Asian or Native Hawaiian/Other Pacific Islander	222	97%	85%	34%	217	93%	79%	24%
White	261	97%	79%	23%	242	94%	74%	22%
Multiracial	17	100%	82%	29%				
Small Group Totals								
General-Education Students	2694	97%	74%	15%	2638	93%	65%	11%
Students with Disabilities	562	73%	30%	2%	481	58%	23%	0%
English Proficient	3035	94%	68%	13%	2898	88%	60%	10%
Limited English Proficient	221	80%	46%	5%	221	75%	38%	3%
Economically Disadvantaged	2755	92%	65%	12%	2491	93%	65%	10%
Not Disadvantaged	501	96%	76%	18%	628	66%	35%	7%
Migrant								
Not Migrant	3256	93%	66%	13%	3119	87%	59%	9%

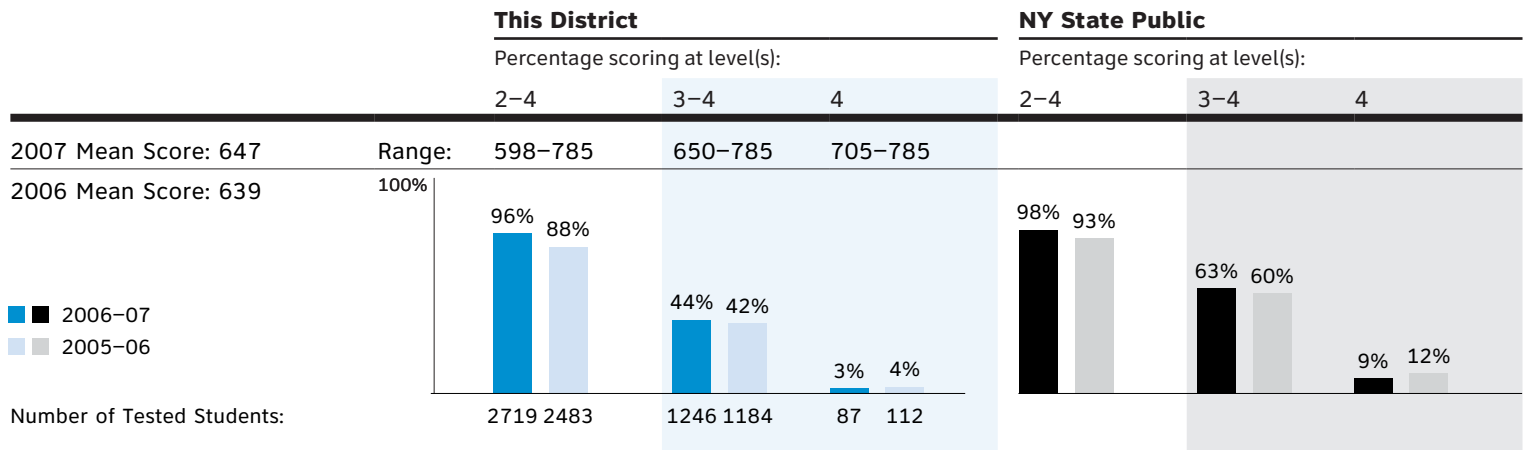
#### NOTES

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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 5 Equivalent	55	55	53	42	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>2844</b>	<b>96%</b>	<b>44%</b>	<b>3%</b>	<b>2826</b>	<b>88%</b>	<b>42%</b>	<b>4%</b>
Female	1366	97%	49%	4%	1385	92%	47%	6%
Male	1478	94%	39%	2%	1441	83%	37%	2%
American Indian or Alaska Native	26	88%	38%	0%	32	84%	28%	0%
Black or African American	1377	96%	41%	2%	1452	87%	42%	3%
Hispanic or Latino	1026	94%	41%	2%	951	86%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	191	97%	60%	3%	175	93%	56%	13%
White	219	99%	64%	11%	216	95%	58%	7%
Multiracial	5	100%	20%	0%				
Small Group Totals								
General-Education Students	2354	99%	51%	4%	2343	94%	48%	5%
Students with Disabilities	490	81%	11%	0%	483	58%	11%	0%
English Proficient	2686	96%	46%	3%	2735	89%	43%	4%
Limited English Proficient	158	86%	10%	0%	91	60%	4%	0%
Economically Disadvantaged	2490	95%	42%	2%	1969	94%	48%	4%
Not Disadvantaged	354	97%	60%	9%	857	74%	28%	4%
Migrant								
Not Migrant	2844	96%	44%	3%	2826	88%	42%	4%

#### NOTES

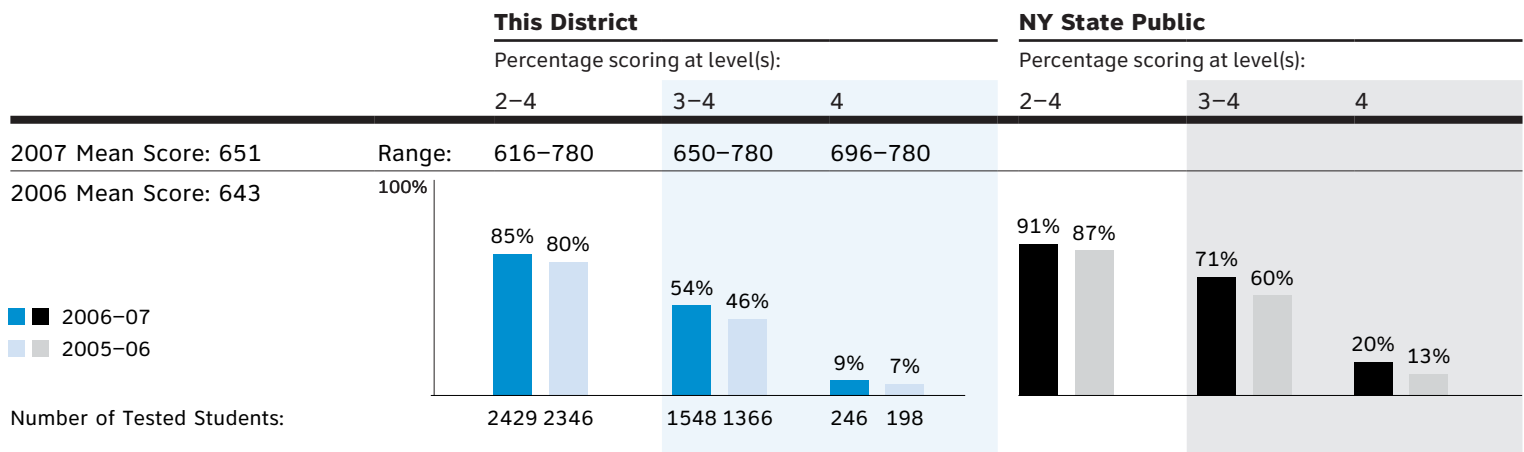
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	66	65	60	45	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	29	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 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>2874</b>	<b>85%</b>	<b>54%</b>	<b>9%</b>	<b>2945</b>	<b>80%</b>	<b>46%</b>	<b>7%</b>
Female	1375	87%	57%	9%	1437	82%	48%	7%
Male	1499	82%	51%	8%	1508	78%	45%	6%
American Indian or Alaska Native	28	57%	39%	7%	32	75%	34%	0%
Black or African American	1377	84%	49%	5%	1466	79%	42%	5%
Hispanic or Latino	1046	82%	52%	7%	1027	77%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	191	93%	79%	24%	185	89%	77%	23%
White	227	93%	74%	23%	235	90%	69%	14%
Multiracial	5	100%	40%	0%				
Small Group Totals								
General-Education Students	2386	92%	62%	10%	2450	87%	52%	8%
Students with Disabilities	488	50%	16%	1%	495	45%	17%	2%
English Proficient	2683	86%	56%	9%	2752	81%	48%	7%
Limited English Proficient	191	68%	30%	5%	193	55%	19%	1%
Economically Disadvantaged	2516	83%	52%	8%	2071	87%	53%	7%
Not Disadvantaged	358	92%	68%	15%	874	62%	31%	5%
Migrant								
Not Migrant	2874	85%	54%	9%	2945	80%	46%	7%

#### NOTES

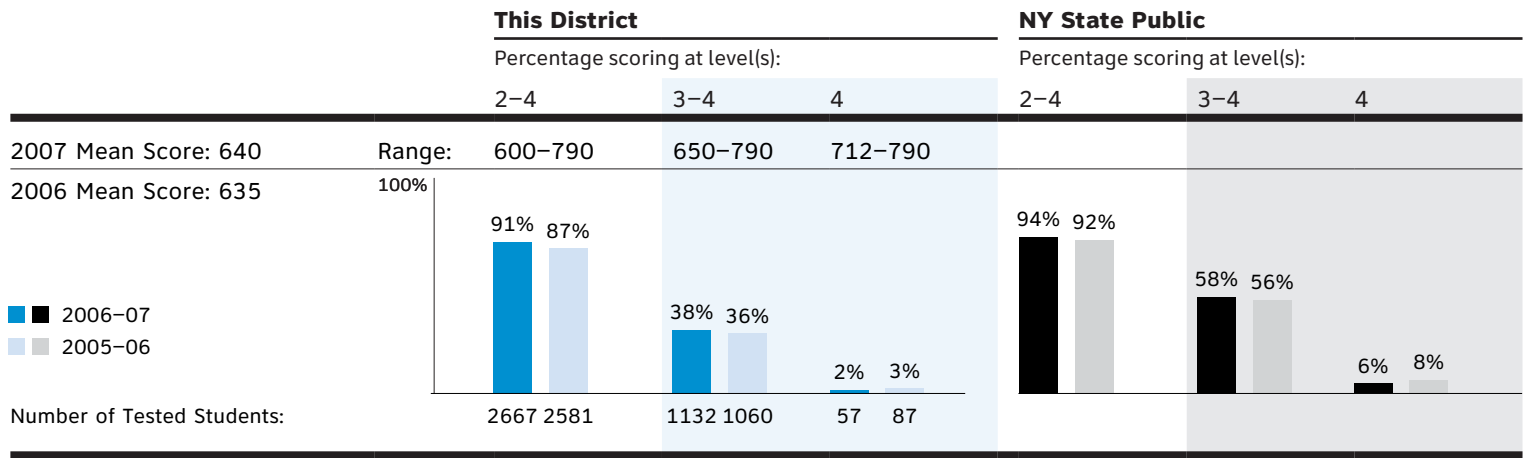
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### Other Assessments

	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 6 Equivalent	66	64	59	47	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>2944</b>	<b>91%</b>	<b>38%</b>	<b>2%</b>	<b>2983</b>	<b>87%</b>	<b>36%</b>	<b>3%</b>
Female	1403	95%	46%	3%	1386	91%	40%	3%
Male	1541	87%	32%	1%	1597	83%	32%	3%
American Indian or Alaska Native	29	—	—	—	24	88%	21%	0%
Black or African American	1471	91%	39%	2%	1524	86%	33%	2%
Hispanic or Latino	1031	88%	32%	1%	1081	86%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	185	90%	56%	5%	161	91%	60%	12%
White	227	96%	55%	4%	193	95%	61%	8%
Multiracial	1	—	—	—				
Small Group Totals	30	87%	23%	3%				
General-Education Students	2434	95%	44%	2%	2471	92%	41%	4%
Students with Disabilities	510	70%	10%	0%	512	60%	8%	0%
English Proficient	2769	92%	40%	2%	2866	88%	37%	3%
Limited English Proficient	175	63%	6%	0%	117	57%	9%	1%
Economically Disadvantaged	2504	90%	36%	1%	2151	92%	40%	3%
Not Disadvantaged	440	95%	54%	5%	832	72%	23%	3%
Migrant								
Not Migrant	2944	91%	38%	2%	2983	87%	36%	3%

#### NOTES

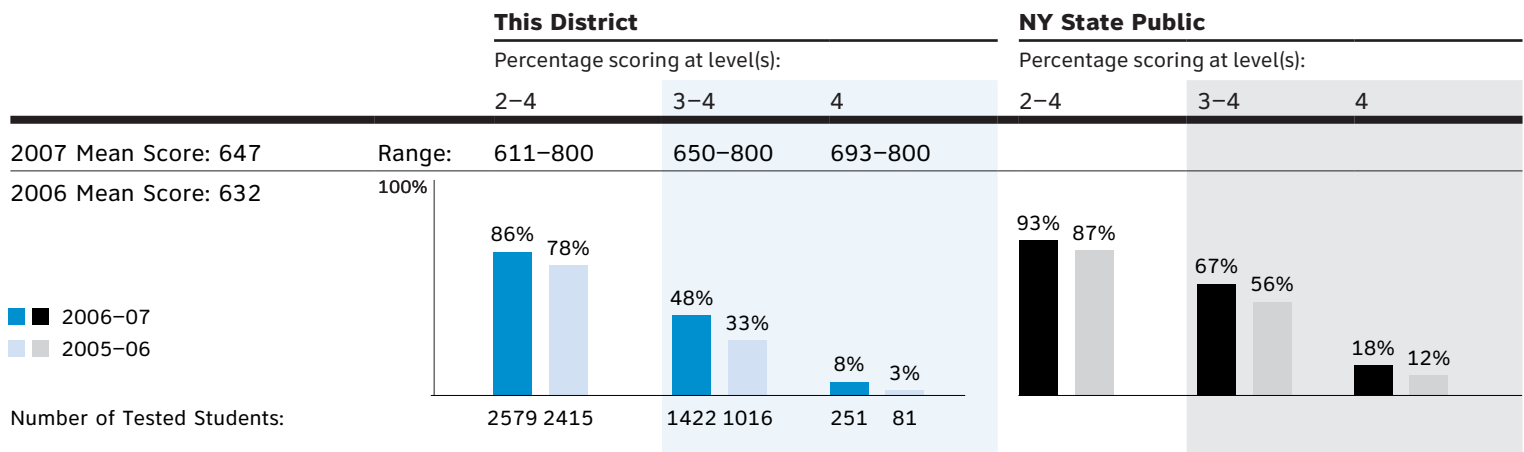
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### Other Assessments

	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	55	55	51	43	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	30	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>2991</b>	<b>86%</b>	<b>48%</b>	<b>8%</b>	<b>3091</b>	<b>78%</b>	<b>33%</b>	<b>3%</b>
Female	1432	89%	50%	9%	1440	81%	35%	2%
Male	1559	83%	45%	7%	1651	76%	31%	3%
American Indian or Alaska Native	29	—	—	—	24	63%	8%	0%
Black or African American	1486	86%	43%	6%	1529	76%	29%	1%
Hispanic or Latino	1052	84%	43%	6%	1154	77%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	190	92%	74%	28%	183	89%	58%	17%
White	233	94%	77%	22%	201	92%	60%	7%
Multiracial	1	—	—	—				
Small Group Totals	30	83%	50%	3%				
General-Education Students	2467	92%	54%	10%	2567	85%	38%	3%
Students with Disabilities	524	58%	18%	2%	524	43%	8%	0%
English Proficient	2779	88%	49%	9%	2879	80%	34%	3%
Limited English Proficient	212	67%	27%	1%	212	59%	13%	1%
Economically Disadvantaged	2551	85%	45%	7%	2236	85%	37%	3%
Not Disadvantaged	440	91%	65%	16%	855	60%	21%	2%
Migrant								
Not Migrant	2991	86%	48%	8%	3091	78%	33%	3%

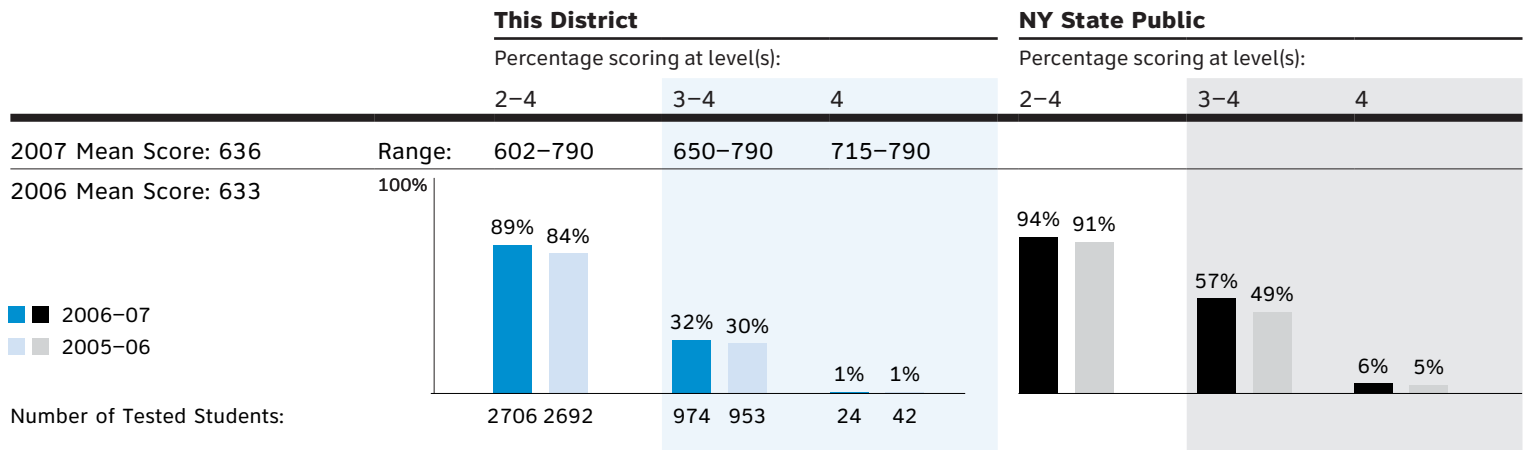
#### NOTES

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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	55	55	51	39	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>3038</b>	<b>89%</b>	<b>32%</b>	<b>1%</b>	<b>3195</b>	<b>84%</b>	<b>30%</b>	<b>1%</b>
Female	1410	93%	39%	1%	1552	88%	36%	2%
Male	1628	86%	26%	1%	1643	80%	24%	1%
American Indian or Alaska Native	29	—	—	—	17	71%	18%	0%
Black or African American	1500	88%	30%	1%	1703	83%	27%	1%
Hispanic or Latino	1126	89%	29%	1%	1094	84%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	178	91%	50%	3%	165	90%	48%	4%
White	204	96%	51%	1%	216	94%	56%	4%
Multiracial	1	—	—	—				
Small Group Totals	30	80%	23%	0%				
General-Education Students	2522	94%	37%	1%	2631	91%	35%	2%
Students with Disabilities	516	63%	6%	0%	564	52%	6%	0%
English Proficient	2875	90%	34%	1%	3087	85%	31%	1%
Limited English Proficient	163	66%	5%	0%	108	61%	2%	0%
Economically Disadvantaged	2480	88%	29%	1%	2235	91%	35%	1%
Not Disadvantaged	558	93%	44%	2%	960	68%	18%	1%
Migrant								
Not Migrant	3038	89%	32%	1%	3195	84%	30%	1%

#### NOTES

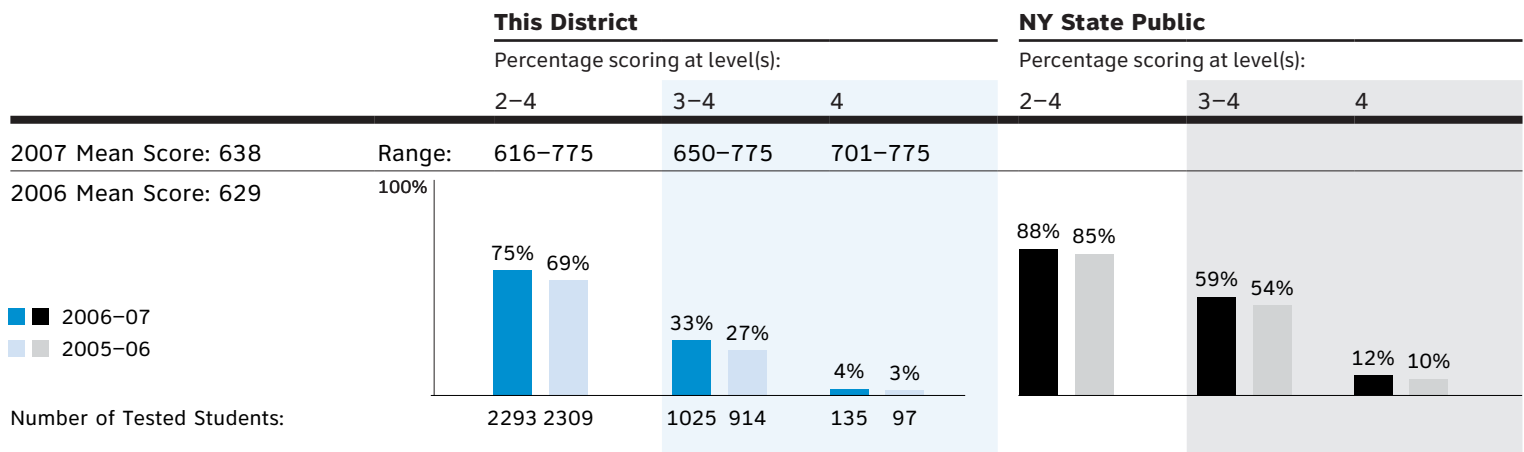
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### Other Assessments

	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	63	63	61	42	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	22	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



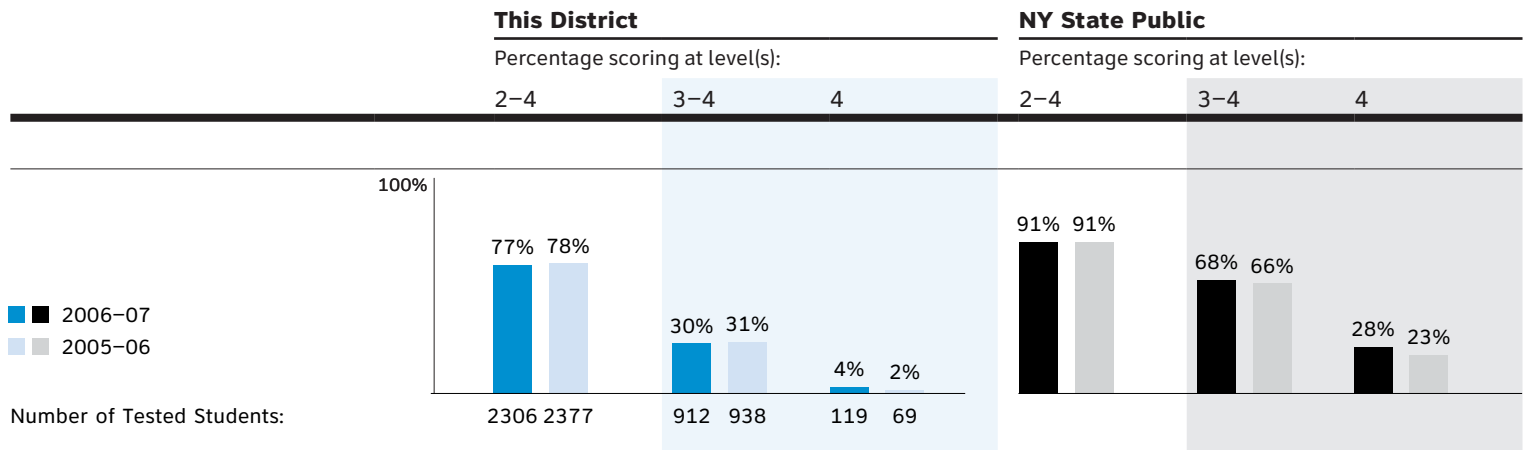
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3061</b>	<b>75%</b>	<b>33%</b>	<b>4%</b>	<b>3334</b>	<b>69%</b>	<b>27%</b>	<b>3%</b>
Female	1428	76%	36%	4%	1617	72%	29%	4%
Male	1633	74%	32%	4%	1717	66%	26%	2%
American Indian or Alaska Native	28	—	—	—	17	53%	24%	6%
Black or African American	1505	71%	28%	3%	1712	66%	24%	2%
Hispanic or Latino	1134	75%	30%	2%	1168	69%	23%	2%
Asian or Native Hawaiian/Other Pacific Islander	185	92%	66%	25%	195	81%	49%	11%
White	208	90%	63%	14%	242	86%	56%	8%
Multiracial	1	—	—	—				
Small Group Totals	29	66%	7%	0%				
General-Education Students	2548	82%	39%	5%	2767	75%	32%	3%
Students with Disabilities	513	40%	8%	0%	567	40%	7%	0%
English Proficient	2868	75%	34%	5%	3101	71%	28%	3%
Limited English Proficient	193	67%	22%	1%	233	52%	15%	1%
Economically Disadvantaged	2483	74%	32%	3%	2361	75%	31%	3%
Not Disadvantaged	578	80%	41%	9%	973	56%	20%	2%
Migrant								
Not Migrant	3061	75%	33%	4%	3334	69%	27%	3%

### NOTES

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

Other Assessments	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	63	63	60	32	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 Science



### Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2992</b>	<b>77%</b>	<b>30%</b>	<b>4%</b>	<b>3065</b>	<b>78%</b>	<b>31%</b>	<b>2%</b>
Female	1393	79%	28%	4%	1509	82%	31%	2%
Male	1599	76%	32%	4%	1556	73%	30%	2%
American Indian or Alaska Native	28	—	—	—	12	83%	25%	0%
Black or African American	1459	75%	28%	3%	1595	76%	28%	2%
Hispanic or Latino	1107	77%	27%	2%	1055	77%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	188	83%	52%	13%	183	85%	45%	5%
White	209	87%	50%	12%	220	88%	51%	8%
Multiracial	1	—	—	—				
Small Group Totals	29	76%	21%	0%				
General-Education Students	2506	82%	35%	5%	2555	82%	35%	3%
Students with Disabilities	486	52%	8%	0%	510	54%	11%	0%
English Proficient	2796	79%	32%	4%	2854	79%	32%	2%
Limited English Proficient	196	53%	9%	0%	211	54%	11%	0%
Economically Disadvantaged	2414	76%	28%	3%	2181	82%	33%	2%
Not Disadvantaged	578	82%	40%	8%	884	67%	24%	3%
Migrant								
Not Migrant	2992	77%	30%	4%	3065	78%	31%	2%

#### NOTES

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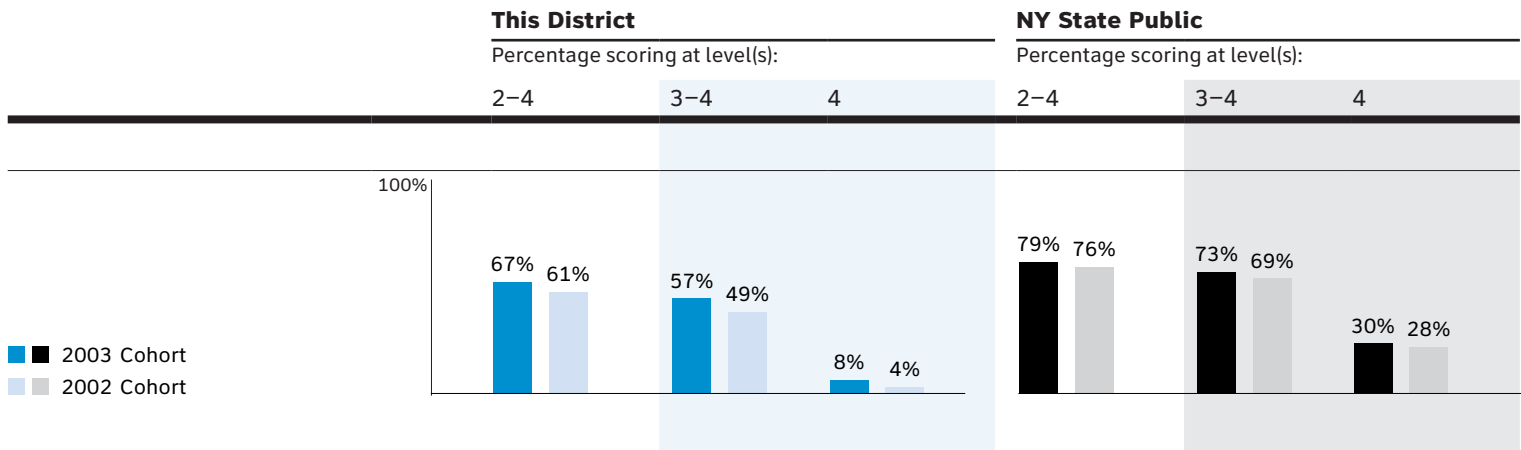
### Other Assessments

	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 8 Equivalent	63	63	58	40	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

District NEW YORK CITY GEOGRAPHIC DISTRICT #11

District ID 32-11-00-01-0000

## This District's Total Cohort\* Results in Secondary-Level English 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	2599	67%	57%	8%	2187	61%	49%	4%
Female	1183	73%	63%	9%	968	69%	57%	6%
Male	1416	62%	52%	7%	1219	55%	43%	3%
American Indian or Alaska Native	16	50%	50%	0%	9	89%	56%	0%
Black or African American	1254	71%	61%	8%	1049	64%	53%	4%
Hispanic or Latino	1105	62%	52%	8%	907	57%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	88	76%	68%	15%	105	64%	51%	2%
White	115	64%	48%	10%	117	60%	51%	5%
Multiracial	21	76%	71%	19%				
Small Group Totals								
General-Education Students	2175	75%	65%	9%	1833	70%	57%	5%
Students with Disabilities	424	25%	17%	1%	354	16%	10%	0%
English Proficient	2452	68%	59%	9%	1949	65%	53%	5%
Limited English Proficient	147	52%	28%	0%	238	32%	15%	0%
Economically Disadvantaged	1786	66%	55%	8%	1634	60%	47%	4%
Not Disadvantaged	813	69%	62%	8%	553	64%	56%	6%
Migrant								
Not Migrant					2187	61%	49%	4%

#### NOTES

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### Other Assessments

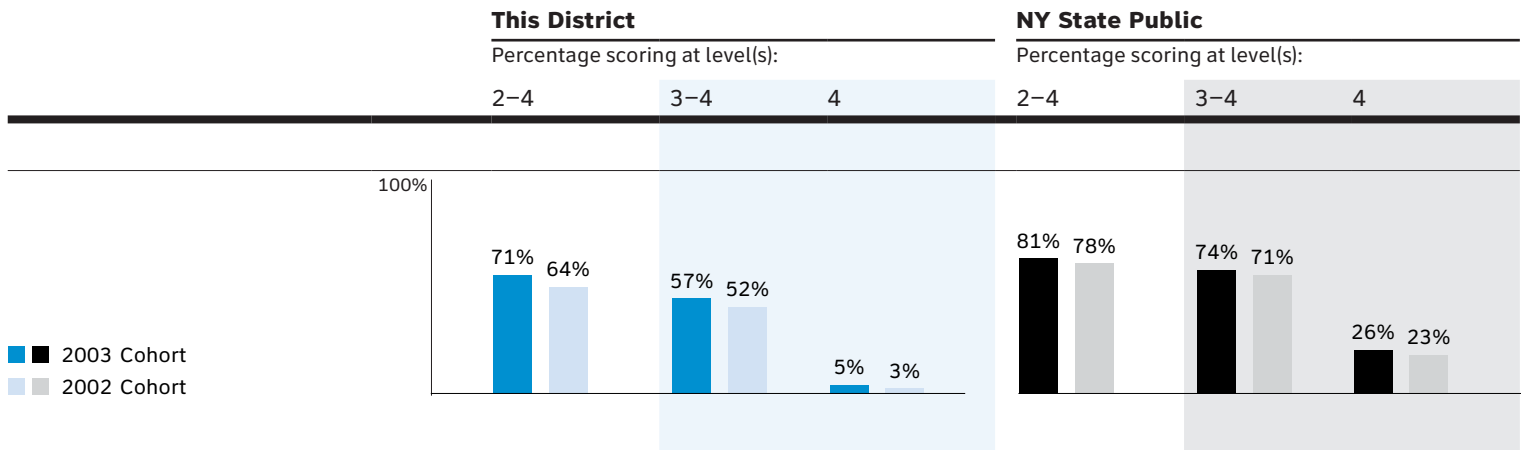
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				30	30	29	26

\* 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	2599	71%	57%	5%	2187	64%	52%	3%
Female	1183	76%	60%	5%	968	72%	59%	2%
Male	1416	66%	54%	6%	1219	58%	47%	3%
American Indian or Alaska Native	16	50%	44%	0%	9	78%	33%	0%
Black or African American	1254	74%	59%	4%	1049	66%	53%	2%
Hispanic or Latino	1105	67%	53%	6%	907	62%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	88	78%	74%	15%	105	70%	62%	9%
White	115	67%	54%	8%	117	64%	56%	3%
Multiracial	21	86%	81%	14%				
Small Group Totals								
General-Education Students	2175	79%	66%	6%	1833	74%	61%	3%
Students with Disabilities	424	29%	12%	1%	354	17%	10%	0%
English Proficient	2452	70%	57%	6%	1949	66%	54%	3%
Limited English Proficient	147	76%	51%	1%	238	50%	35%	1%
Economically Disadvantaged	1786	70%	56%	6%	1634	64%	52%	2%
Not Disadvantaged	813	73%	58%	4%	553	65%	54%	3%
Migrant								
Not Migrant					2187	64%	52%	3%

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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				28	28	28	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.

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