



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #21**

District ID **33-21-00-01-0000**

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

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

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

This section lists all schools in your district by 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	911	881	948
Kindergarten	1730	1620	1674
Grade 1	1952	1849	1758
Grade 2	1867	1847	1787
Grade 3	1919	1838	1800
Grade 4	1889	1826	1786
Grade 5	2008	1877	1828
Grade 6	3074	2735	2574
Ungraded Elementary	707	911	986
Grade 7	3000	2971	2685
Grade 8	3131	2983	3015
Grade 9	5464	5342	4703
Grade 10	3898	3803	3755
Grade 11	2168	2100	2169
Grade 12	1990	2009	1903
Ungraded Secondary	1398	1435	1420
<b>Total K-12</b>	<b>36195</b>	<b>35146</b>	<b>33843</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	24	24	25
<b>Grade 8</b>			
English	29	28	29
Mathematics	29	28	28
Science	30	26	28
Social Studies	30	29	29
<b>Grade 10</b>			
English	31	31	28
Mathematics	28	28	25
Science	30	31	31
Social Studies	31	30	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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**District ID **33-21-00-01-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	22737	65%	21288	63%
Reduced-Price Lunch	0	0%	3987	11%	3399	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	5205	14%	5107	15%	4900	14%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	81	0%	87	0%	85	0%
Black or African American	8954	25%	8615	25%	8142	24%
Hispanic or Latino	7147	20%	7150	20%	6996	21%
Asian or Native Hawaiian/Other Pacific Islander	7789	22%	7873	22%	7933	23%
White	12224	34%	11421	32%	10687	32%
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	1384	4%	982	3%	1662	5%

## 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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**District ID **33-21-00-01-0000**

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	2351	2350	2348
Percent with No Valid Teaching Certificate	3%	3%	5%
Percent Teaching Out of Certification	17%	15%	12%
Percent with Fewer Than Three Years of Experience	12%	11%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	50%	49%	50%
<b>Total Number of Core Classes*</b>	N/A	8384	5662
Percent Not Taught by Highly Qualified Teachers	N/A	14%	12%
<b>Total Number of Classes</b>	6991	7502	7297
Percent Taught by Teachers Without Appropriate Certification	21%	18%	13%

\* 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	12%	16%	16%
Turnover Rate of All Teachers	16%	15%	14%

## 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:

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

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

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

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

### 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 1)

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

### Title I Part A Funding

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

2005–06	2006–07	2007–08
YES	YES	YES

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

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

#### AYP Status

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

#### Accountability Status Levels

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



## Elementary/Middle-Level English Language Arts

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



Improvement (Year 1)

### Accountability Measures

8 of 8

Student groups making AYP in English Language Arts



Made AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

### 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> (14791:14126)	✓	✓	99%	✓	154	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (29:27)	—	—	—	—	—	—		—
Black or African American (2435:2362)	✓	✓	99%	✓	135	120		
Hispanic or Latino (3003:2861)	✓	✓	99%	✓	130	120		
Asian or Native Hawaiian/Other Pacific Islander (3666:3490)	✓	✓	100%	✓	166	120		
White (5653:5381)	✓	✓	99%	✓	167	121		
Multiracial (5:5)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1972:1856)	✓	✓	96%	✗	92	119	94	103
Limited English Proficient <sup>5</sup> (1997:2451)	✓	✓	99%	✓	121	120		
Economically Disadvantaged (13357:12738)	✓	✓	99%	✓	150	121		
<b>Final AYP Determination</b>	✓ 8 of 8							

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Elementary/Middle-Level Mathematics

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



Good Standing

### Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (14829:14256)	✓	✓	99%	✓	170	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (28:26)	—	—	—	—	—	—	—
Black or African American (2429:2338)	✓	✓	99%	✓	149	84	
Hispanic or Latino (2999:2867)	✓	✓	99%	✓	152	84	
Asian or Native Hawaiian/Other Pacific Islander (3696:3557)	✓	✓	100%	✓	187	84	
White (5672:5463)	✓	✓	99%	✓	178	85	
Multiracial (5:5)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1976:1848)	✓	✓	97%	✓	113	83	
Limited English Proficient <sup>5</sup> (2052:2679)	✓	✓	99%	✓	158	84	
Economically Disadvantaged (13394:12871)	✓	✓	99%	✓	168	85	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Science

### Accountability Status 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> (5153:4921)	✓	Qualified	✓	99%	✓	160	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (10:9)		–	–	–	–	–	–	–
Black or African American (857:818)		Qualified	✓	98%	✓	139	100	
Hispanic or Latino (1044:995)		Qualified	✓	99%	✓	139	100	
Asian or Native Hawaiian/Other Pacific Islander (1290:1231)		Qualified	✓	99%	✓	174	100	
White (1951:1867)		Qualified	✓	99%	✓	172	100	
Multiracial (1:1)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (648:610)		Qualified	✓	97%	✓	116	100	
Limited English Proficient <sup>4</sup> (741:931)		Qualified	✓	98%	✓	136	100	
Economically Disadvantaged (4689:4473)		Qualified	✓	99%	✓	157	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 1)

### Accountability Measures

3 of 8

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

### 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> (2259:2597)	✓	✓	99%	✓	157	157		
<b>Ethnicity</b>								
American Indian or Alaska Native (5:6)	—	—	—	—	—	—		—
Black or African American (704:895)	✗	✓	99%	✗	151	155	154‡	156
Hispanic or Latino (350:418)	✗	✓	99%	✗	141	154	136‡	147
Asian or Native Hawaiian/Other Pacific Islander (527:576)	✓	✓	99%	✓	163	154		
White (670:700)	✓	✓	99%	✓	170	155		
Multiracial (3:2)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (79:145)	✗	✓	96%	✗	103	150	124‡	113
Limited English Proficient <sup>4</sup> (231:364)	✗	✗	94%	✓ <sup>SH</sup>	119	153	79	127
Economically Disadvantaged (1858:2118)	✗	✓	99%	✗	155	157	154‡	160
<b>Final AYP Determination</b>	✗ 3 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

6 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> (2259:2597)	✓	✓	99%	✓	162	150	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:6)	—	—	—	—	—	—	—
Black or African American (704:895)	✓	✓	99%	✓	148	148	
Hispanic or Latino (350:418)	✗	✓	98%	✗	144	147	131 <sup>‡</sup> 150
Asian or Native Hawaiian/Other Pacific Islander (527:576)	✓	✓	99%	✓	181	147	
White (670:700)	✓	✓	100%	✓	176	148	
Multiracial (3:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (79:145)	✗	✓	97%	✗	102	143	116 <sup>‡</sup> 112
Limited English Proficient <sup>4</sup> (101:364)	✓	✓	97%	✓	164	146	
Economically Disadvantaged (1858:2118)	✓	✓	99%	✓	161	150	
<b>Final AYP Determination</b>	✗ 6 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.

<sup>‡</sup> 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** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	Progress Target 2006–07 2007–08
<b>All Students</b> (2897) 				
<b>Ethnicity</b>				
American Indian or Alaska Native (10)				
Black or African American (919)				
Hispanic or Latino (547)				
Asian or Native Hawaiian/Other Pacific Islander (542)				
White (879)				
Multiracial (0)				
<b>Other Groups</b>				
Students with Disabilities (255)				
Limited English Proficient <sup>3</sup> (2)				
Economically Disadvantaged (2156)				
<b>Final AYP Determination</b>  1 of 1				

#### NOTES

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

<sup>2</sup> Percentage of the 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 #21**

District ID **33-21-00-01-0000**

## 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

15 schools identified 42% of total

HIGH SCHOOL OF SPORTS MANAGEMENT  
PS 100 CONEY ISLAND SCHOOL  
PS 121 NELSON A ROCKEFELLER SCHOOL  
PS 128 BENSONHURST SCHOOL  
PS 153 HOMECREST  
PS 177 MARLBORO SCHOOL  
PS 199 FREDERICK R WACHTEL SCHOOL  
PS 209 MARGARET MEAD SCHOOL  
PS 212 LADY DEBORAH MOODY SCHOOL  
PS 216-ARTURO TOSCANINI SCHOOL  
PS 253 OCEANVIEW SCHOOL  
PS 90 EDNA COHEN SCHOOL  
PS 95 GRAVESEND SCHOOL  
PS 99 ISAAC ASIMOV SCHOOL  
RACHEL CARSON SCHOOL OF COASTAL STUDIES

#### Improvement (Year 1)

5 schools identified 14% of total

PS 101 VERRAZANO SCHOOL  
PS 188 MICHAEL E BERDY SCHOOL  
PS 225 EILEEN E ZAGLIN SCHOOL  
PS 238 ANNE SULLIVAN SCHOOL  
PS 329 SURFSIDE SCHOOL

#### Improvement (Year 2)

2 schools identified 6% of total

IS 281 JOSEPH B CAVALLARO  
PS 226 ALFRED DE B MASON SCHOOL

#### Corrective Action

2 schools identified 6% of total

IS 228 DAVID A BOODY  
LAFAYETTE HIGH SCHOOL

#### Planning for Restructuring

3 schools identified 8% of total

IS 303 HERBERT S EISENBERG  
IS 96 SETH LOW  
WILLIAM E GRADY VOCATIONAL HIGH SCHOOL

#### Restructuring (Year 1)

1 school identified 3% of total

PS 288 SHIRLEY TANYHILL SCHOOL

### New York State Status

#### Good Standing

5 schools identified 14% of total

BROOKLYN STUDIO SCHOOL  
IS 239 MARK TWAIN SCHOOL  
IS 98 BAY ACADEMY  
PS 215 MORRIS H WEISS SCHOOL  
PS 97 HIGHLAWN SCHOOL

#### Requiring Academic Progress (Year 1)

1 school identified 3% of total

JOHN DEWEY HIGH SCHOOL

#### Requiring Academic Progress (Year 4)

1 school identified 3% of total

EDWARD R MURROW HIGH SCHOOL

#### Requiring Academic Progress (Year 5)







1 school identified 3% of total

ABRAHAM LINCOLN HIGH SCHOOL







District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**District ID **33-21-00-01-0000**

## 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	60%			1914
Grade 4	60%			1876
Grade 5	63%			1913
Grade 6	63%			2640
Grade 7	62%			2756
Grade 8	54%			3067

### Mathematics

Grade 3	85%		1961
Grade 4	79%		1919
Grade 5	83%		1965
Grade 6	78%		2717
Grade 7	74%		2823
Grade 8	63%		3131

### Science

Grade 4	77%		1916
Grade 8	61%		3101

	Percentage of students that scored at or above Level 3			2003 Total Cohort
<b>Secondary Level</b>	0%	50%	100%	
English	65%			3180
Mathematics	66%			3180

## 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).

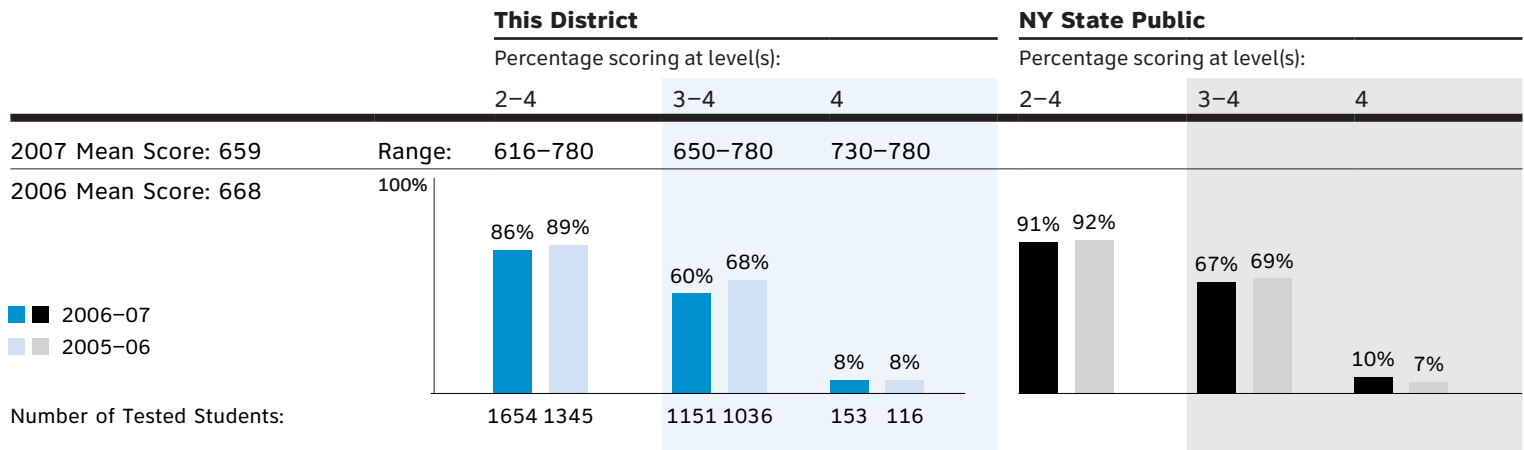
In this section, this district's performance is compared with that of public schools statewide.

## 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>1914</b>	<b>86%</b>	<b>60%</b>	<b>8%</b>	<b>1518</b>	<b>89%</b>	<b>68%</b>	<b>8%</b>
Female	979	90%	64%	10%	759	92%	73%	8%
Male	935	83%	56%	6%	759	85%	63%	7%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	311	77%	36%	3%	292	—	—	—
Hispanic or Latino	444	80%	44%	3%	314	82%	58%	1%
Asian or Native Hawaiian/Other Pacific Islander	474	94%	74%	12%	367	99%	87%	12%
White	680	89%	72%	11%	544	93%	77%	12%
Multiracial	2	—	—	—				
Small Group Totals	5	80%	60%	0%	293	74%	40%	1%
General-Education Students	1596	93%	68%	9%	1286	95%	77%	9%
Students with Disabilities	318	52%	19%	1%	232	53%	19%	1%
English Proficient	1535	89%	66%	10%	1490	89%	69%	8%
Limited English Proficient	379	77%	38%	1%	28	61%	29%	0%
Economically Disadvantaged	1885	86%	60%	8%	1143	95%	77%	9%
Not Disadvantaged	29	83%	48%	7%	375	68%	40%	4%
Migrant								
Not Migrant	1914	86%	60%	8%	1518	89%	68%	8%

#### NOTES

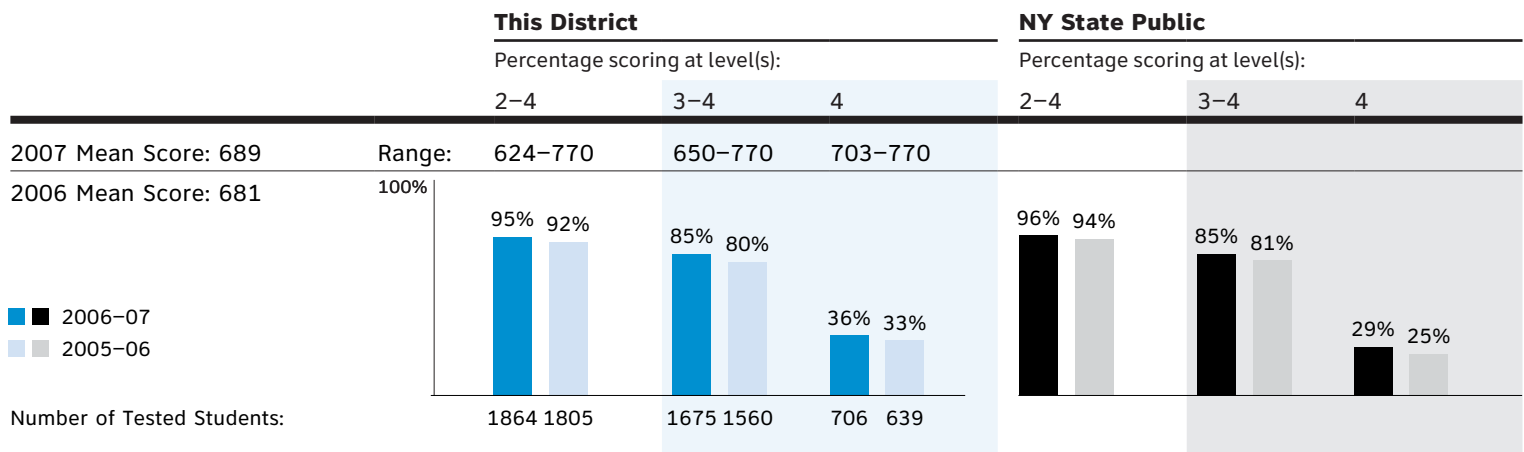
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	31	30	26	17	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	44	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>1961</b>	<b>95%</b>	<b>85%</b>	<b>36%</b>	<b>1961</b>	<b>92%</b>	<b>80%</b>	<b>33%</b>
Female	1008	96%	86%	38%	970	92%	80%	33%
Male	953	94%	84%	34%	991	92%	79%	32%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	313	91%	72%	12%	297	—	—	—
Hispanic or Latino	459	93%	80%	22%	444	88%	68%	17%
Asian or Native Hawaiian/Other Pacific Islander	488	98%	95%	57%	531	97%	92%	51%
White	696	96%	89%	41%	688	95%	86%	38%
Multiracial	2	—	—	—				
Small Group Totals	5	100%	80%	40%	298	82%	59%	11%
General-Education Students	1640	98%	92%	41%	1664	97%	86%	37%
Students with Disabilities	321	81%	54%	8%	297	67%	42%	7%
English Proficient	1534	96%	88%	39%	1510	93%	83%	39%
Limited English Proficient	427	93%	76%	24%	451	88%	67%	12%
Economically Disadvantaged	1931	95%	85%	36%	1484	97%	87%	37%
Not Disadvantaged	30	93%	80%	23%	477	78%	58%	18%
Migrant								
Not Migrant	1961	95%	85%	36%	1961	92%	80%	33%

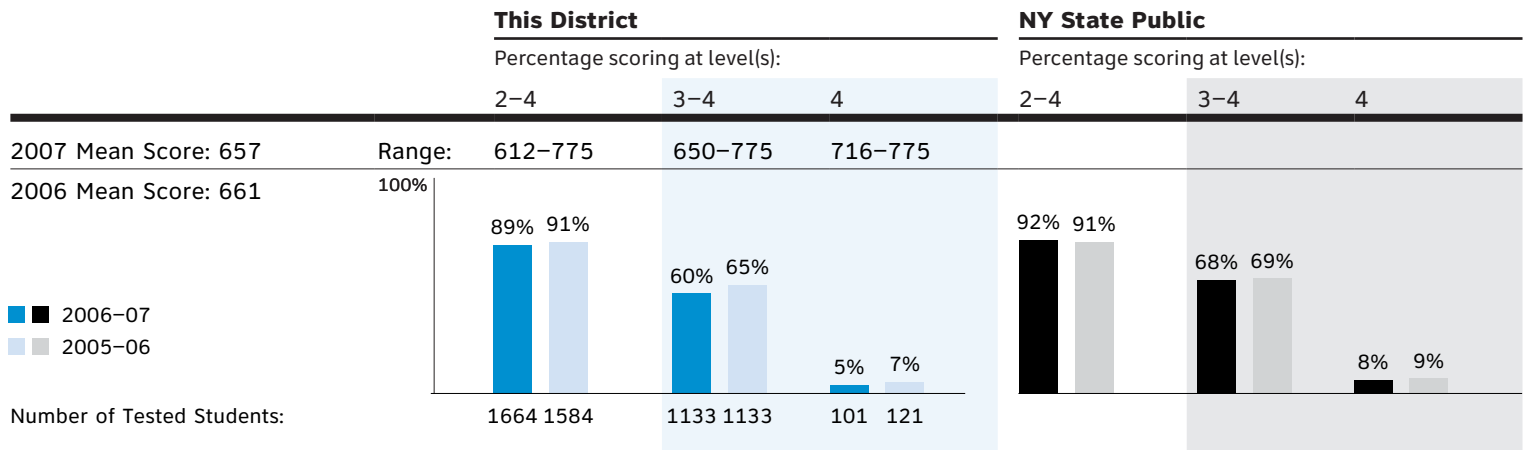
### NOTES

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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 3 Equivalent	31	31	31	24	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>1876</b>	<b>89%</b>	<b>60%</b>	<b>5%</b>	<b>1747</b>	<b>91%</b>	<b>65%</b>	<b>7%</b>
Female	930	90%	63%	6%	840	93%	68%	7%
Male	946	87%	58%	5%	907	89%	62%	7%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	254	—	—	—	257	—	—	—
Hispanic or Latino	431	79%	39%	0%	390	86%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	535	95%	75%	8%	444	98%	80%	10%
White	652	93%	72%	9%	652	93%	72%	10%
Multiracial	1	—	—	—				
Small Group Totals	258	82%	36%	0%	261	80%	42%	2%
General-Education Students	1587	94%	68%	6%	1476	97%	73%	8%
Students with Disabilities	289	57%	18%	1%	271	57%	23%	0%
English Proficient	1524	93%	68%	7%	1685	92%	67%	7%
Limited English Proficient	352	71%	26%	0%	62	61%	15%	0%
Economically Disadvantaged	1847	89%	61%	5%	1304	97%	73%	8%
Not Disadvantaged	29	72%	38%	7%	443	72%	41%	4%
Migrant								
Not Migrant	1876	89%	60%	5%	1747	91%	65%	7%

#### NOTES

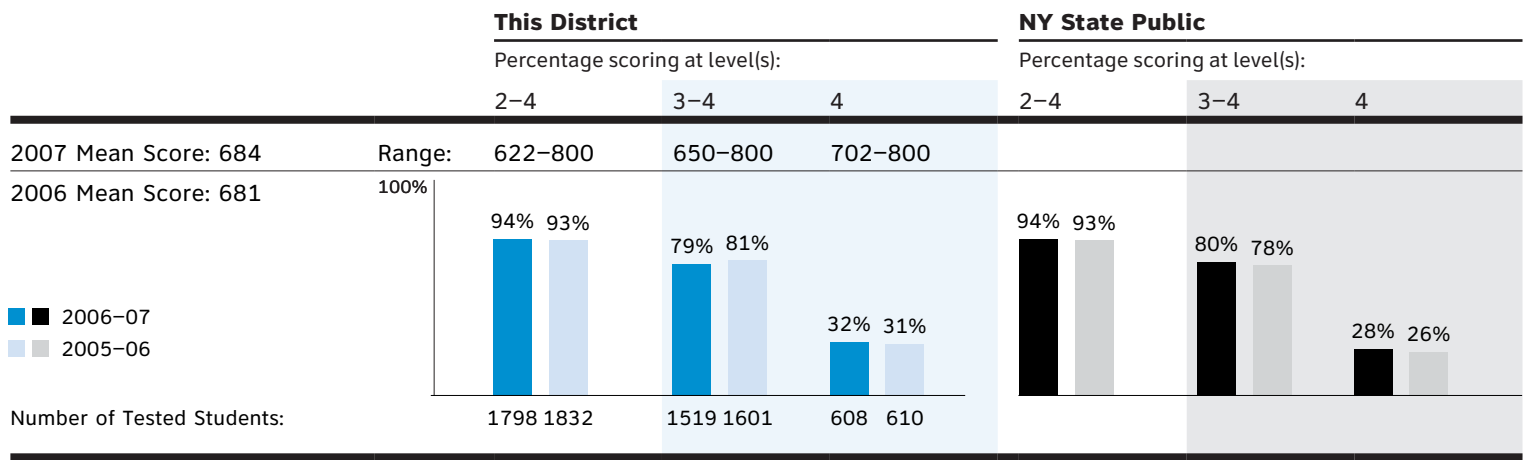
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### Other Assessments

	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	28	28	25	20	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	41	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>1919</b>	<b>94%</b>	<b>79%</b>	<b>32%</b>	<b>1976</b>	<b>93%</b>	<b>81%</b>	<b>31%</b>
Female	947	94%	77%	30%	936	94%	82%	30%
Male	972	94%	81%	33%	1040	91%	80%	32%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	250	—	—	—	266	—	—	—
Hispanic or Latino	437	89%	66%	14%	460	87%	69%	14%
Asian or Native Hawaiian/Other Pacific Islander	557	97%	90%	50%	522	97%	93%	51%
White	671	97%	86%	36%	724	95%	86%	35%
Multiracial	1	—	—	—				
Small Group Totals	254	87%	60%	10%	270	87%	65%	10%
General-Education Students	1629	97%	86%	36%	1673	97%	88%	36%
Students with Disabilities	290	73%	42%	5%	303	69%	40%	5%
English Proficient	1515	96%	84%	38%	1704	94%	84%	34%
Limited English Proficient	404	87%	62%	9%	272	83%	64%	11%
Economically Disadvantaged	1890	94%	79%	32%	1483	97%	89%	36%
Not Disadvantaged	29	83%	66%	24%	493	80%	58%	15%
Migrant								
Not Migrant	1919	94%	79%	32%	1976	93%	81%	31%

#### NOTES

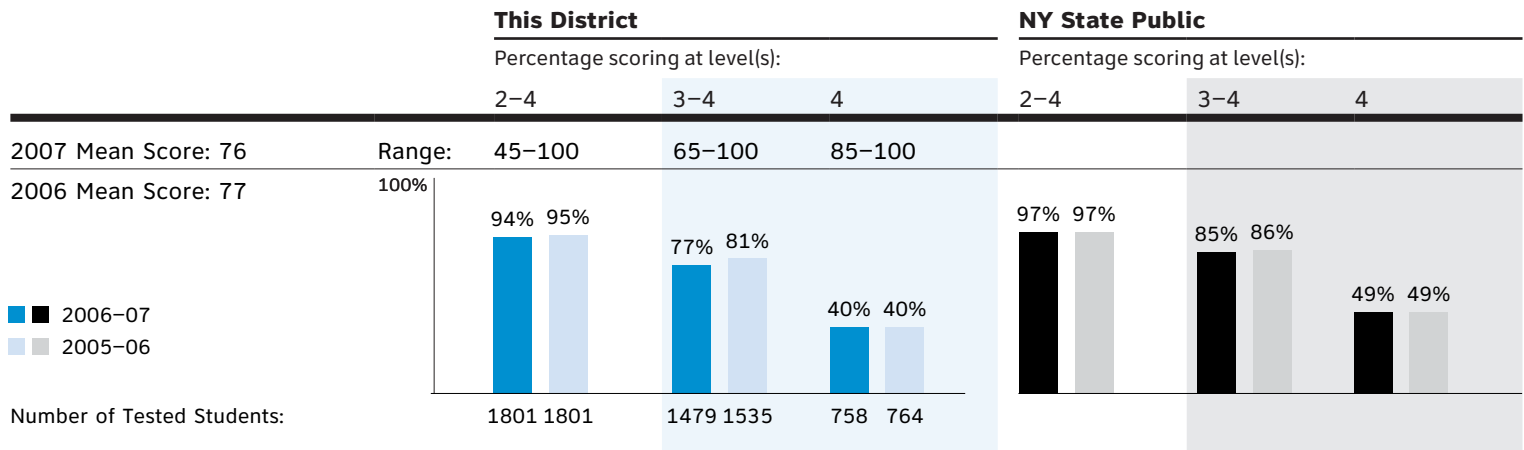
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### Other Assessments

	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	28	28	25	18	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>1916</b>	<b>94%</b>	<b>77%</b>	<b>40%</b>	<b>1898</b>	<b>95%</b>	<b>81%</b>	<b>40%</b>
Female	947	95%	76%	39%	902	96%	82%	39%
Male	969	93%	78%	40%	996	94%	80%	41%
American Indian or Alaska Native	3	—	—	—	4	—	—	—
Black or African American	249	—	—	—	255	—	—	—
Hispanic or Latino	439	90%	64%	23%	447	92%	70%	24%
Asian or Native Hawaiian/Other Pacific Islander	554	95%	86%	55%	502	96%	87%	54%
White	670	96%	83%	44%	690	96%	87%	47%
Multiracial	1	—	—	—				
Small Group Totals	253	93%	62%	23%	259	95%	72%	24%
General-Education Students	1629	96%	83%	44%	1602	98%	87%	46%
Students with Disabilities	287	83%	47%	12%	296	81%	46%	9%
English Proficient	1515	97%	85%	47%	1642	97%	85%	44%
Limited English Proficient	401	81%	49%	11%	256	82%	55%	15%
Economically Disadvantaged	1888	94%	77%	40%	1415	98%	88%	47%
Not Disadvantaged	28	96%	82%	36%	483	87%	60%	20%
Migrant								
Not Migrant	1916	94%	77%	40%	1898	95%	81%	40%

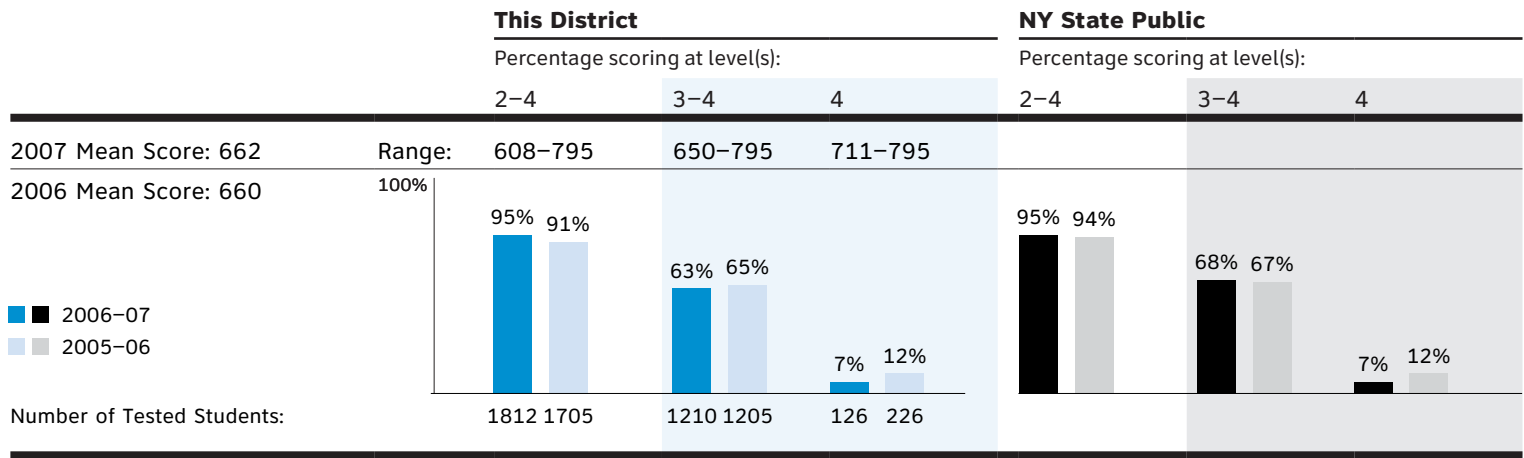
### NOTES

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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	28	28	28	21	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>1913</b>	<b>95%</b>	<b>63%</b>	<b>7%</b>	<b>1865</b>	<b>91%</b>	<b>65%</b>	<b>12%</b>
Female	935	96%	64%	7%	945	92%	66%	14%
Male	978	94%	62%	6%	920	90%	63%	11%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	265	—	—	—	309	—	—	—
Hispanic or Latino	444	91%	46%	1%	423	90%	51%	4%
Asian or Native Hawaiian/Other Pacific Islander	513	97%	75%	8%	442	97%	83%	17%
White	689	96%	73%	11%	688	94%	74%	18%
Multiracial								
Small Group Totals	267	91%	44%	1%	312	80%	37%	3%
General-Education Students	1636	98%	70%	8%	1571	96%	73%	14%
Students with Disabilities	277	77%	24%	0%	294	64%	20%	1%
English Proficient	1697	97%	68%	7%	1793	93%	66%	13%
Limited English Proficient	216	79%	24%	1%	72	61%	19%	0%
Economically Disadvantaged	1884	95%	63%	7%	1387	97%	74%	14%
Not Disadvantaged	29	100%	79%	10%	478	75%	38%	6%
Migrant								
Not Migrant	1913	95%	63%	7%	1865	91%	65%	12%

#### NOTES

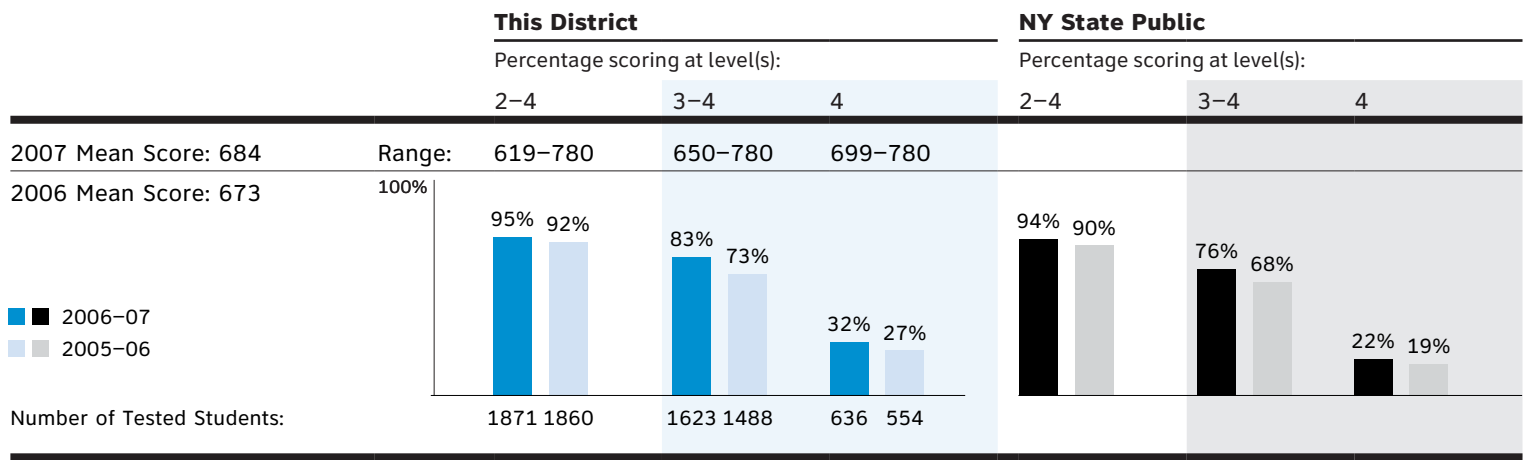
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### Other Assessments

	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	40	39	37	27	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	45	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>1965</b>	<b>95%</b>	<b>83%</b>	<b>32%</b>	<b>2030</b>	<b>92%</b>	<b>73%</b>	<b>27%</b>
Female	961	96%	84%	31%	1012	92%	73%	27%
Male	1004	94%	82%	34%	1018	91%	74%	28%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	268	—	—	—	306	—	—	—
Hispanic or Latino	450	93%	69%	14%	465	91%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	531	98%	94%	56%	502	96%	89%	51%
White	714	96%	88%	35%	754	94%	81%	31%
Multiracial								
Small Group Totals	270	91%	70%	8%	309	80%	43%	5%
General-Education Students	1686	98%	88%	37%	1719	96%	81%	32%
Students with Disabilities	279	79%	49%	5%	311	67%	32%	4%
English Proficient	1696	97%	86%	36%	1797	93%	76%	29%
Limited English Proficient	269	84%	61%	12%	233	83%	55%	11%
Economically Disadvantaged	1936	95%	82%	32%	1529	96%	81%	33%
Not Disadvantaged	29	97%	93%	48%	501	78%	49%	11%
Migrant								
Not Migrant	1965	95%	83%	32%	2030	92%	73%	27%

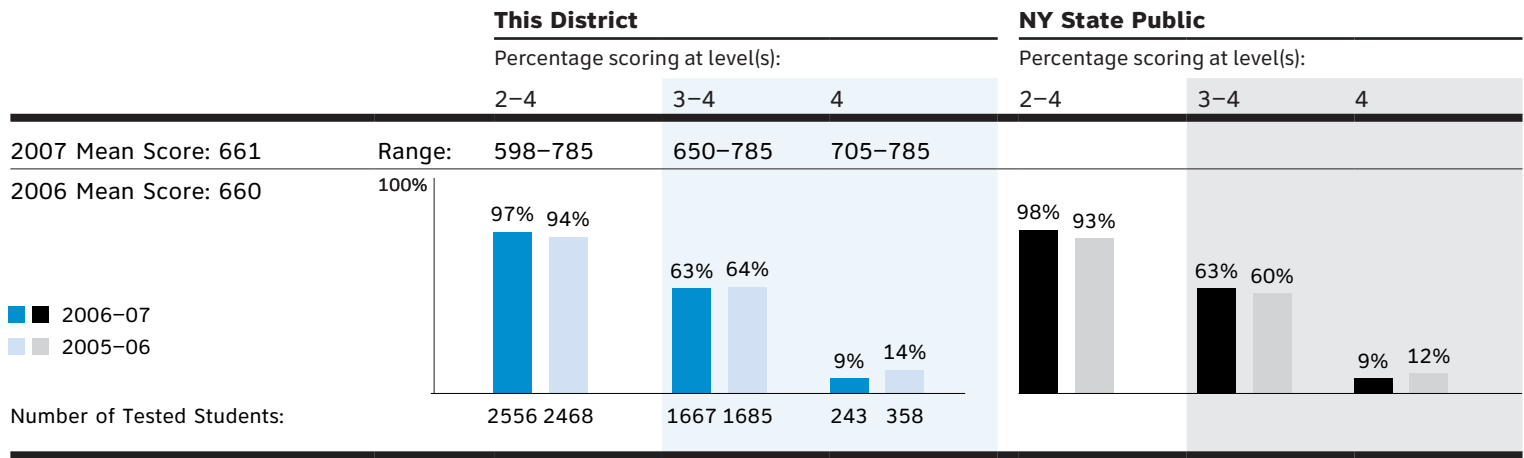
### NOTES

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## Other Assessments

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	40	40	37	32	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>2640</b>	<b>97%</b>	<b>63%</b>	<b>9%</b>	<b>2632</b>	<b>94%</b>	<b>64%</b>	<b>14%</b>
Female	1337	98%	67%	11%	1283	96%	67%	17%
Male	1303	96%	60%	8%	1349	92%	61%	10%
American Indian or Alaska Native	7	—	—	—	8	75%	38%	13%
Black or African American	451	95%	48%	5%	506	87%	51%	8%
Hispanic or Latino	480	96%	45%	3%	460	92%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	649	97%	71%	13%	582	97%	75%	18%
White	1051	98%	73%	12%	1076	96%	73%	18%
Multiracial	2	—	—	—				
Small Group Totals	9	100%	56%	11%				
General-Education Students	2344	99%	70%	10%	2368	97%	70%	15%
Students with Disabilities	296	81%	11%	0%	264	62%	13%	0%
English Proficient	2440	98%	68%	10%	2563	94%	66%	14%
Limited English Proficient	200	82%	10%	0%	69	70%	9%	1%
Economically Disadvantaged	2202	96%	58%	6%	2031	97%	68%	12%
Not Disadvantaged	438	100%	89%	24%	601	82%	51%	18%
Migrant								
Not Migrant	2640	97%	63%	9%	2632	94%	64%	14%

#### NOTES

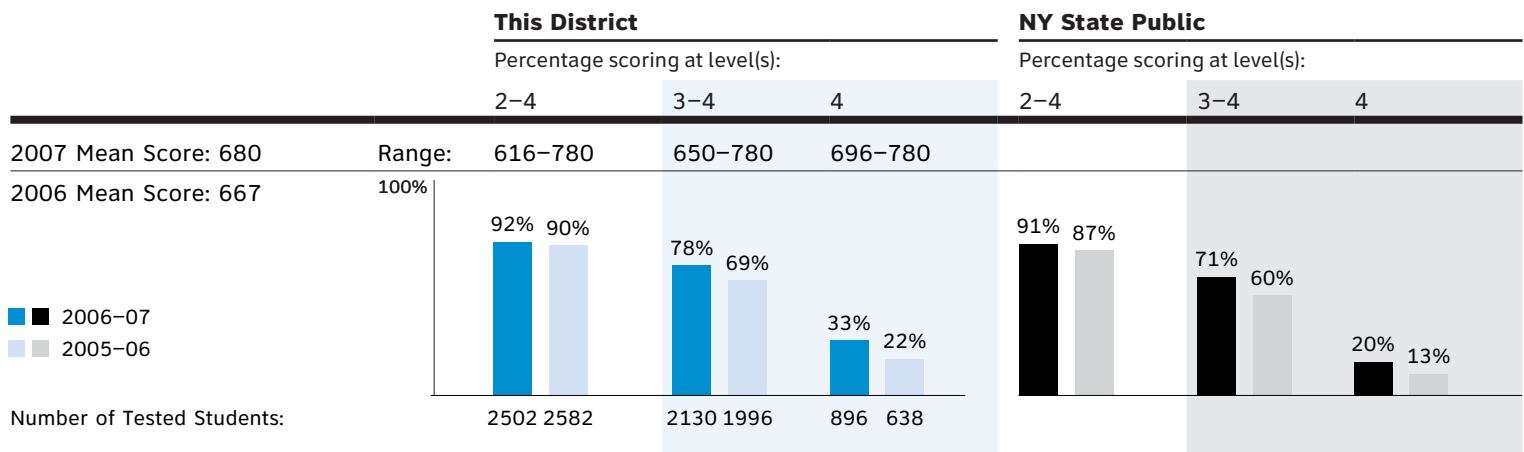
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### Other Assessments

	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 6 Equivalent	30	28	24	23	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	53	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>2717</b>	<b>92%</b>	<b>78%</b>	<b>33%</b>	<b>2872</b>	<b>90%</b>	<b>69%</b>	<b>22%</b>
Female	1366	94%	80%	34%	1396	92%	71%	22%
Male	1351	90%	77%	32%	1476	88%	68%	22%
American Indian or Alaska Native	7	—	—	—	8	63%	38%	0%
Black or African American	454	85%	62%	14%	517	83%	53%	10%
Hispanic or Latino	490	86%	64%	12%	509	82%	50%	7%
Asian or Native Hawaiian/Other Pacific Islander	677	96%	91%	49%	668	95%	83%	34%
White	1087	95%	84%	40%	1170	93%	77%	28%
Multiracial	2	—	—	—				
Small Group Totals	9	89%	67%	22%				
General-Education Students	2415	96%	84%	37%	2591	94%	75%	24%
Students with Disabilities	302	61%	31%	2%	281	51%	23%	2%
English Proficient	2448	94%	82%	36%	2583	92%	73%	24%
Limited English Proficient	269	72%	48%	5%	289	69%	37%	5%
Economically Disadvantaged	2278	91%	75%	27%	2246	94%	73%	22%
Not Disadvantaged	439	100%	96%	62%	626	75%	56%	24%
Migrant								
Not Migrant	2717	92%	78%	33%	2872	90%	69%	22%

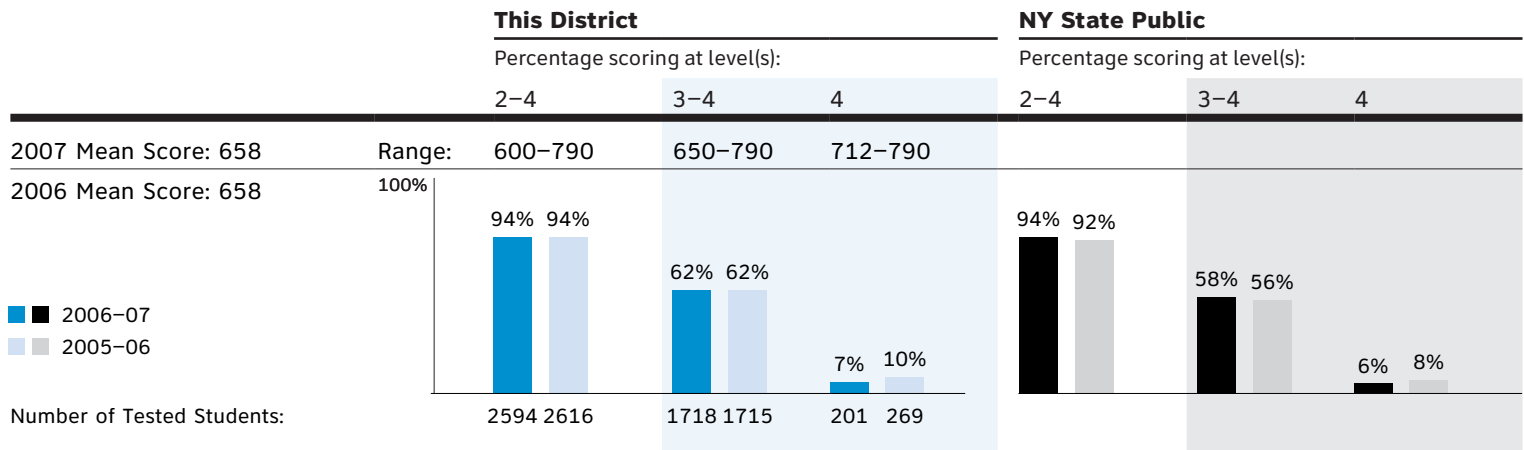
#### NOTES

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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	30	30	24	22	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>2756</b>	<b>94%</b>	<b>62%</b>	<b>7%</b>	<b>2784</b>	<b>94%</b>	<b>62%</b>	<b>10%</b>
Female	1365	96%	68%	9%	1409	94%	65%	10%
Male	1391	92%	57%	5%	1375	94%	58%	9%
American Indian or Alaska Native	7	86%	29%	0%	5	80%	20%	0%
Black or African American	498	92%	51%	3%	596	90%	46%	4%
Hispanic or Latino	497	91%	45%	4%	496	88%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	649	95%	67%	8%	593	97%	73%	13%
White	1105	96%	73%	11%	1094	98%	74%	14%
Multiracial								
Small Group Totals								
General-Education Students	2482	97%	68%	8%	2540	97%	66%	11%
Students with Disabilities	274	68%	15%	0%	244	64%	11%	0%
English Proficient	2537	97%	67%	8%	2713	95%	63%	10%
Limited English Proficient	219	65%	9%	0%	71	69%	13%	0%
Economically Disadvantaged	2327	93%	58%	5%	2198	97%	64%	9%
Not Disadvantaged	429	100%	88%	21%	586	83%	52%	14%
Migrant								
Not Migrant	2756	94%	62%	7%	2784	94%	62%	10%

#### NOTES

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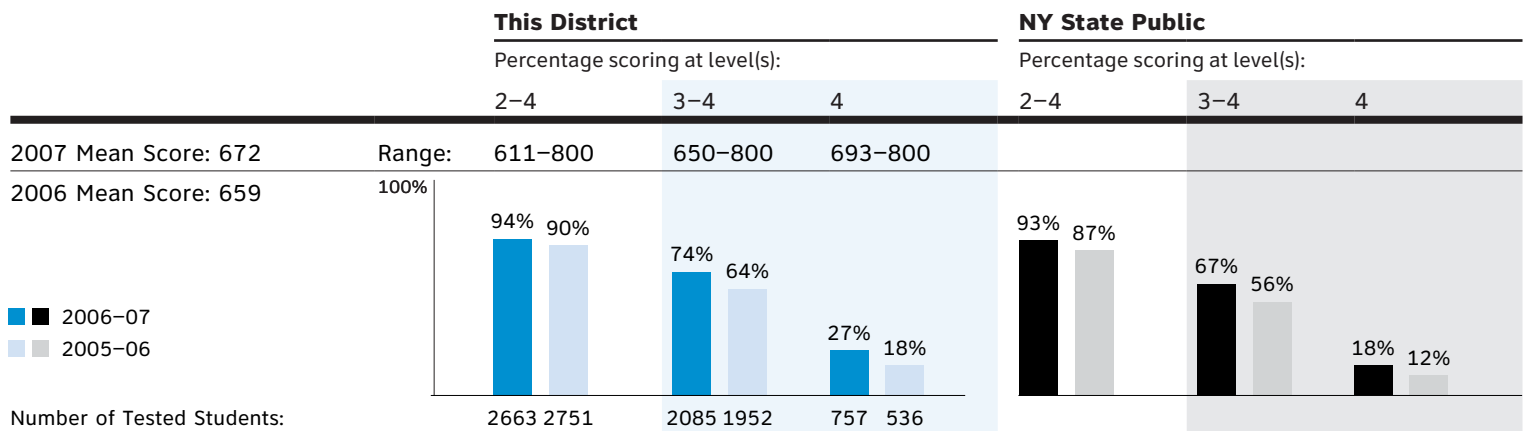
### Other Assessments

	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	40	40	37	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 7	55	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>2823</b>	<b>94%</b>	<b>74%</b>	<b>27%</b>	<b>3042</b>	<b>90%</b>	<b>64%</b>	<b>18%</b>
Female	1398	96%	76%	27%	1516	91%	64%	16%
Male	1425	93%	72%	26%	1526	90%	65%	19%
American Indian or Alaska Native	7	57%	43%	14%	7	71%	14%	0%
Black or African American	497	92%	60%	13%	596	86%	46%	6%
Hispanic or Latino	511	90%	56%	10%	547	80%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	677	97%	85%	42%	696	94%	80%	29%
White	1131	96%	81%	32%	1196	95%	76%	23%
Multiracial								
Small Group Totals								
General-Education Students	2548	97%	79%	30%	2783	93%	69%	19%
Students with Disabilities	275	69%	24%	1%	259	58%	17%	1%
English Proficient	2534	96%	78%	29%	2722	93%	67%	19%
Limited English Proficient	289	80%	42%	6%	320	72%	37%	5%
Economically Disadvantaged	2394	93%	70%	21%	2439	93%	66%	17%
Not Disadvantaged	429	99%	96%	59%	603	80%	56%	20%
Migrant								
Not Migrant	2823	94%	74%	27%	3042	90%	64%	18%

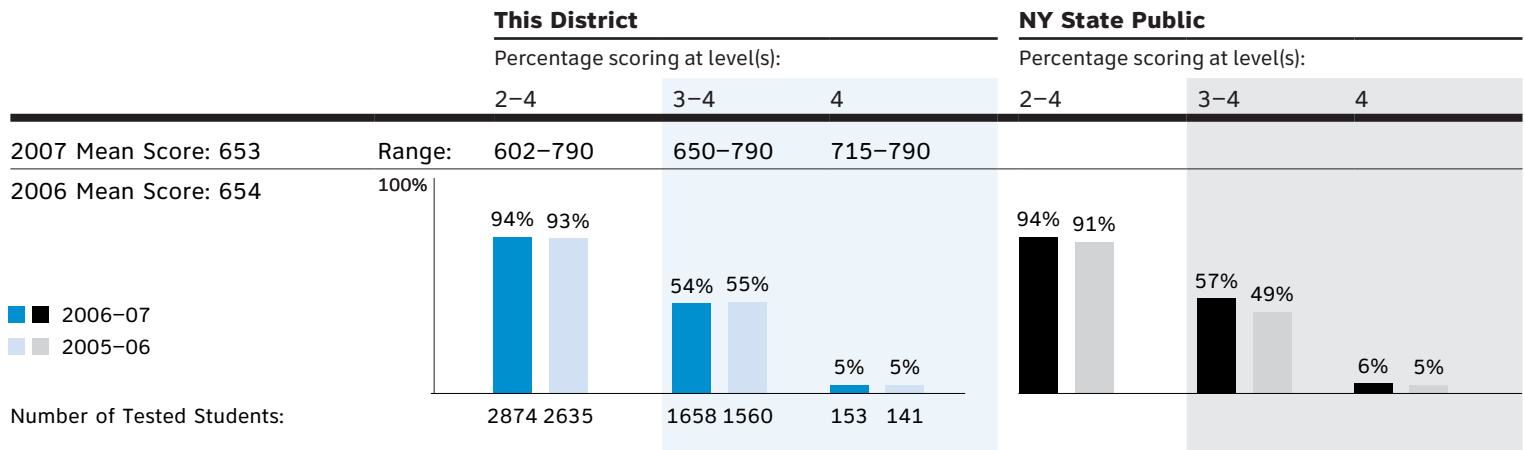
#### NOTES

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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	39	39	36	28	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>3067</b>	<b>94%</b>	<b>54%</b>	<b>5%</b>	<b>2831</b>	<b>93%</b>	<b>55%</b>	<b>5%</b>
Female	1517	96%	60%	5%	1393	96%	62%	6%
Male	1550	92%	49%	5%	1438	90%	48%	4%
American Indian or Alaska Native	7	100%	14%	0%	3	—	—	—
Black or African American	586	94%	41%	2%	578	86%	37%	1%
Hispanic or Latino	576	87%	31%	1%	473	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	698	94%	64%	7%	610	98%	70%	9%
White	1200	96%	66%	7%	1167	96%	66%	7%
Multiracial								
Small Group Totals					476	89%	31%	1%
General-Education Students	2782	96%	59%	5%	2579	96%	60%	5%
Students with Disabilities	285	69%	8%	0%	252	58%	7%	0%
English Proficient	2814	96%	59%	5%	2762	94%	56%	5%
Limited English Proficient	253	65%	4%	0%	69	59%	4%	0%
Economically Disadvantaged	2649	93%	48%	3%	2220	96%	57%	5%
Not Disadvantaged	418	99%	90%	16%	611	82%	47%	7%
Migrant								
Not Migrant	3067	94%	54%	5%	2831	93%	55%	5%

#### NOTES

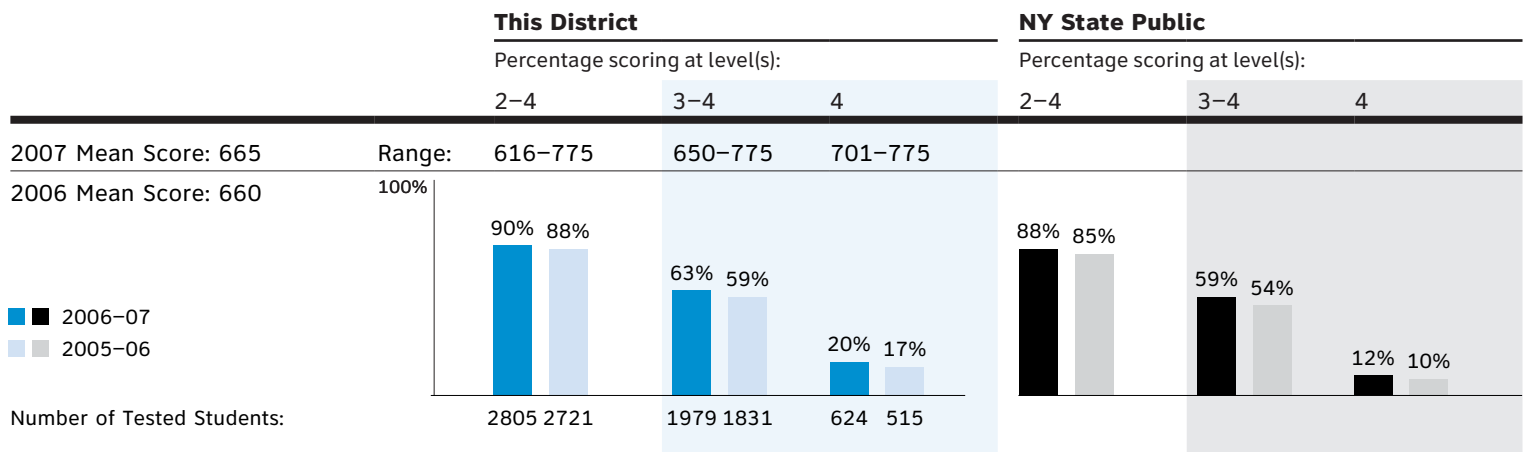
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### Other Assessments

	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 8 Equivalent	39	39	36	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 8	58	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>3131</b>	<b>90%</b>	<b>63%</b>	<b>20%</b>	<b>3093</b>	<b>88%</b>	<b>59%</b>	<b>17%</b>
Female	1553	90%	64%	21%	1529	90%	61%	17%
Male	1578	89%	63%	19%	1564	86%	58%	16%
American Indian or Alaska Native	6	67%	0%	0%	3	—	—	—
Black or African American	582	83%	46%	7%	582	78%	38%	3%
Hispanic or Latino	583	79%	39%	4%	530	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	727	95%	81%	38%	713	95%	75%	32%
White	1233	95%	73%	23%	1265	93%	71%	20%
Multiracial								
Small Group Totals					533	77%	35%	4%
General-Education Students	2846	93%	68%	22%	2843	92%	64%	18%
Students with Disabilities	285	54%	14%	0%	250	42%	10%	0%
English Proficient	2807	91%	66%	22%	2779	89%	62%	18%
Limited English Proficient	324	77%	41%	4%	314	76%	30%	2%
Economically Disadvantaged	2711	88%	59%	16%	2478	91%	61%	16%
Not Disadvantaged	420	99%	93%	47%	615	74%	50%	21%
Migrant								
Not Migrant	3131	90%	63%	20%	3093	88%	59%	17%

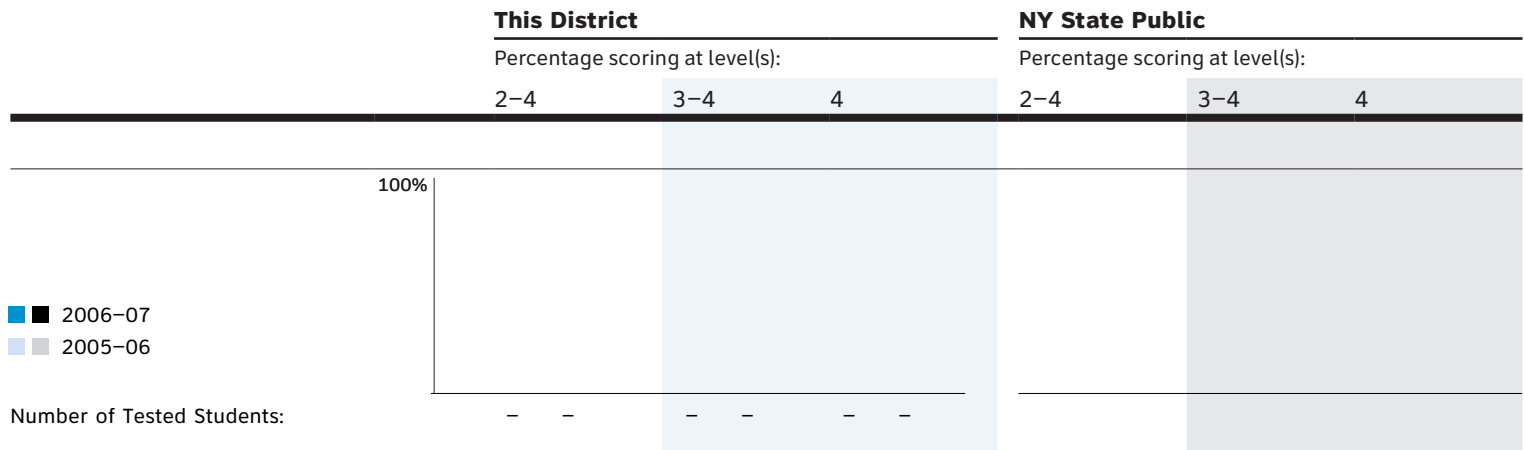
#### NOTES

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	39	38	36	31	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>3101</b>	<b>90%</b>	<b>61%</b>	<b>23%</b>	<b>3055</b>	<b>90%</b>	<b>61%</b>	<b>18%</b>
Female	1536	91%	59%	21%	1516	91%	61%	17%
Male	1565	89%	63%	25%	1539	89%	61%	19%
American Indian or Alaska Native	7	86%	29%	0%	3	-	-	-
Black or African American	572	84%	46%	10%	570	84%	43%	5%
Hispanic or Latino	577	84%	40%	4%	515	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	718	92%	73%	36%	712	92%	70%	27%
White	1227	95%	71%	30%	1255	94%	72%	24%
Multiracial								
Small Group Totals					518	84%	42%	5%
General-Education Students	2813	93%	65%	25%	2814	92%	65%	19%
Students with Disabilities	288	63%	19%	1%	241	61%	16%	0%
English Proficient	2788	92%	65%	25%	2743	93%	66%	20%
Limited English Proficient	313	70%	24%	1%	312	65%	18%	1%
Economically Disadvantaged	2681	89%	56%	18%	2455	92%	62%	17%
Not Disadvantaged	420	99%	91%	55%	600	83%	55%	23%
Migrant								
Not Migrant	3101	90%	61%	23%	3055	90%	61%	18%

## 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.

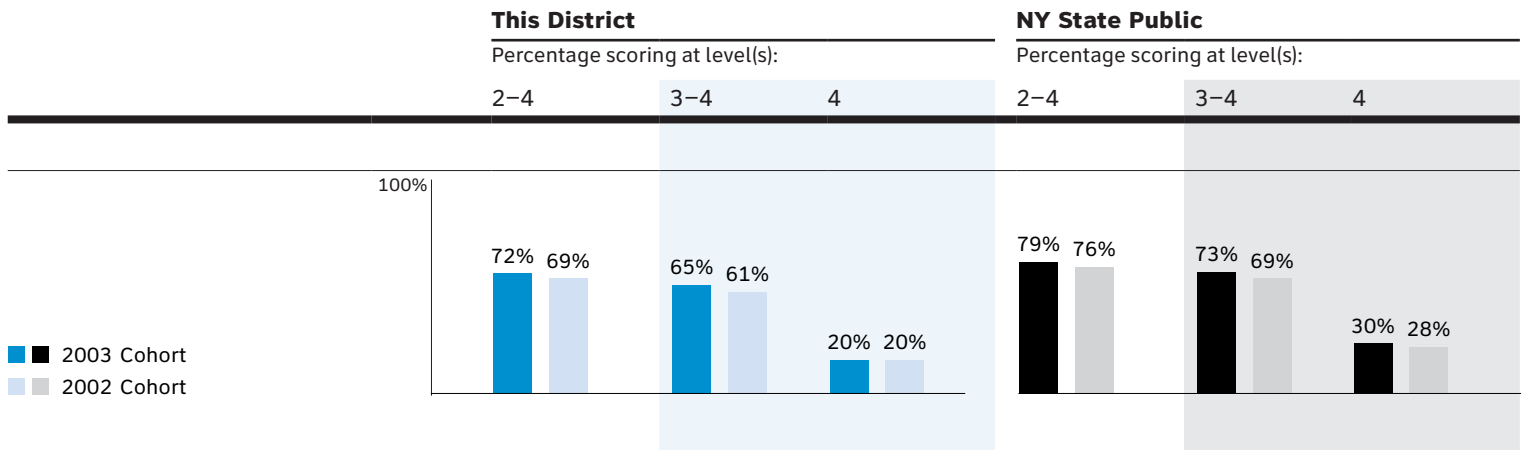
## Other Assessments

	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	39	39	36	29	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	2	-	-	-	2	-	-	-

District NEW YORK CITY GEOGRAPHIC DISTRICT #21

District ID 33-21-00-01-0000

## 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	3180	72%	65%	20%	3291	69%	61%	20%
Female	1621	78%	72%	27%	1654	76%	70%	26%
Male	1559	66%	58%	13%	1637	62%	52%	13%
American Indian or Alaska Native	9	–	–	–	12	42%	42%	25%
Black or African American	1112	69%	61%	13%	1086	66%	55%	14%
Hispanic or Latino	560	60%	51%	15%	627	54%	46%	10%
Asian or Native Hawaiian/Other Pacific Islander	645	82%	74%	19%	598	77%	70%	20%
White	852	78%	73%	32%	968	78%	73%	32%
Multiracial	2	–	–	–				
Small Group Totals	11	73%	73%	45%				
General-Education Students	2868	77%	70%	22%	2931	74%	67%	22%
Students with Disabilities	312	24%	17%	2%	360	25%	17%	2%
English Proficient	2985	73%	68%	21%	2954	74%	66%	22%
Limited English Proficient	195	53%	29%	1%	337	26%	19%	2%
Economically Disadvantaged	2617	71%	63%	17%	2530	67%	58%	14%
Not Disadvantaged	563	76%	74%	35%	761	76%	73%	38%
Migrant								
Not Migrant					3291	69%	61%	20%

#### NOTES

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### Other Assessments

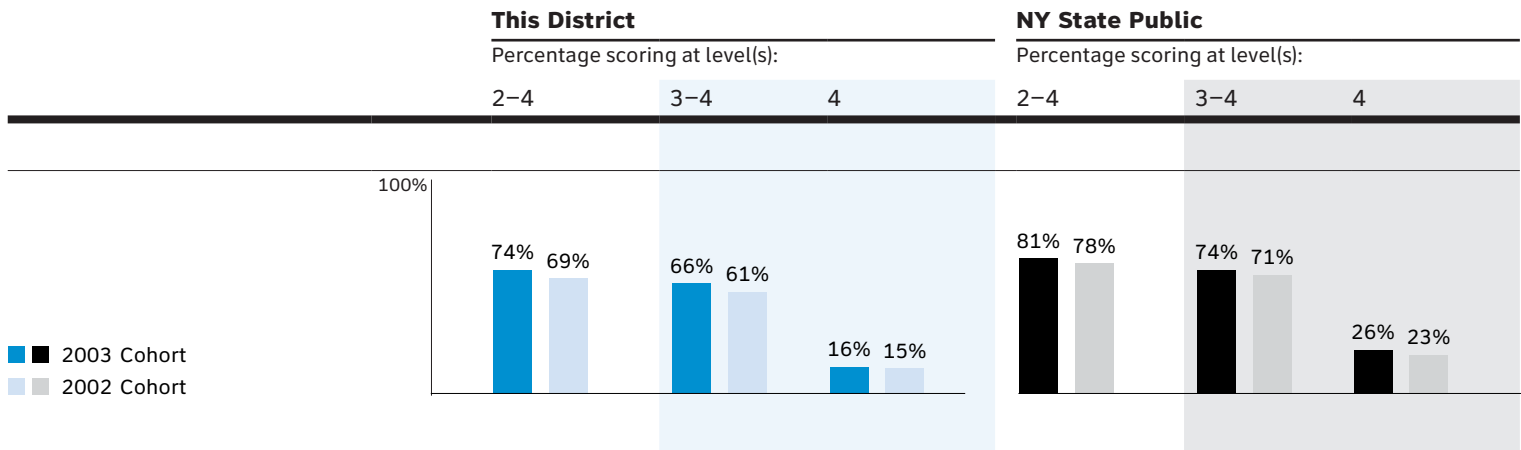
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				17	17	14	12

\* 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	3180	74%	66%	16%	3291	69%	61%	15%
Female	1621	79%	71%	17%	1654	75%	68%	16%
Male	1559	68%	61%	15%	1637	63%	54%	13%
American Indian or Alaska Native	9	–	–	–	12	50%	42%	8%
Black or African American	1112	68%	56%	6%	1086	64%	51%	6%
Hispanic or Latino	560	60%	51%	7%	627	52%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	645	87%	85%	33%	598	83%	80%	28%
White	852	80%	75%	21%	968	77%	72%	21%
Multiracial	2	–	–	–				
Small Group Totals	11	64%	64%	18%				
General-Education Students	2868	79%	72%	17%	2931	75%	67%	16%
Students with Disabilities	312	25%	17%	2%	360	22%	12%	1%
English Proficient	2985	74%	66%	16%	2954	72%	64%	15%
Limited English Proficient	195	73%	66%	15%	337	43%	36%	7%
Economically Disadvantaged	2617	73%	65%	15%	2530	67%	57%	13%
Not Disadvantaged	563	77%	74%	18%	761	75%	72%	19%
Migrant								
Not Migrant					3291	69%	61%	15%

### 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				16	15	12	10

\* 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*.

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