



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

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

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

Superintendent **FRANCESCA PENA**

Telephone **(212) 521-3716**

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

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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	317	402	496
Kindergarten	2067	1996	1934
Grade 1	2517	2365	2190
Grade 2	2552	2265	2230
Grade 3	2481	2401	2071
Grade 4	2429	2325	2277
Grade 5	2633	2282	2156
Grade 6	2594	2351	2101
Ungraded Elementary	904	930	983
Grade 7	2734	2649	2406
Grade 8	2721	2621	2602
Grade 9	1562	1545	1434
Grade 10	1310	1266	1239
Grade 11	1031	941	840
Grade 12	783	1007	851
Ungraded Secondary	579	596	621
Total K-12	28897	27540	25935

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	27	26	25
Grade 8			
English	28	24	27
Mathematics	29	27	28
Science	30	29	30
Social Studies	29	29	30
Grade 10			
English	29	28	30
Mathematics	28	27	26
Science	26	27	30
Social Studies	29	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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	24991	86%	23017	84%	21619	83%
Reduced-Price Lunch	1339	5%	1380	5%	1401	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	10973	38%	10312	37%	9950	38%
Racial/Ethnic Origin						
American Indian or Alaska Native	58	0%	48	0%	36	0%
Black or African American	2324	8%	2082	8%	1938	7%
Hispanic or Latino	25560	88%	24371	88%	23093	89%
Asian or Native Hawaiian/Other Pacific Islander	374	1%	391	1%	255	1%
White	581	2%	648	2%	613	2%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	573	2%	1141	4%	1141	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	2088	2092	2064
Percent with No Valid Teaching Certificate	7%	8%	3%
Percent Teaching Out of Certification	19%	13%	12%
Percent with Fewer Than Three Years of Experience	21%	20%	19%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	34%	35%
Total Number of Core Classes	5989	3849	3645
Percent Not Taught by Highly Qualified Teachers	15%	14%	14%
Total Number of Classes	4605	4742	4284
Percent Taught by Teachers Without Appropriate Certification	21%	15%	14%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	34%	31%	
Turnover Rate of All Teachers	25%	21%	

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff		0	0
Total Paraprofessionals*		0	0
Assistant Principals		0	0
Principals		0	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 who 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 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total 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:

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008–09)

▲ Improvement (Year 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

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

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)



Improvement (Year 5)

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 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [220]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (14755:13861)	✓						
Ethnicity							
American Indian or Alaska Native (20:19)	—						
Black or African American (980:916)	✓						
Hispanic or Latino (13306:12517)	✓						
Asian or Native Hawaiian/Other Pacific Islander (130:118)	✓						
White (319:291)	✓						
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (2648:2494)	✓ SH						
Limited English Proficient ⁵ (5382:6110)	✓ SH						
Economically Disadvantaged (13648:12863)	✓						
Final AYP Determination	✓ 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)



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 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (14790:14114)	✓	✓	99%	✓	159	101	
Ethnicity							
American Indian or Alaska Native (19:19)	—	—	—	—	—	—	—
Black or African American (978:899)	✓	✓	98%	✓	149	98	
Hispanic or Latino (13342:12784)	✓	✓	99%	✓	159	101	
Asian or Native Hawaiian/Other Pacific Islander (129:119)	✓	✓	97%	✓	187	92	
White (322:293)	✓	✓	95%	✓	184	96	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (2643:2464)	✓	✓	97%	✓	123	100	
Limited English Proficient ⁵ (5418:6407)	✓	✓	100%	✓	147	101	
Economically Disadvantaged (13670:13118)	✓	✓	100%	✓	159	101	
Final AYP Determination	✓ 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (5227:4947)		Qualified		98%		138	100	
Ethnicity								
American Indian or Alaska Native (9:9)		—	—	—	—	—	—	—
Black or African American (366:336)		Qualified		98%		138	100	
Hispanic or Latino (4690:4450)		Qualified		98%		136	100	
Asian or Native Hawaiian/Other Pacific Islander (40:37)		Qualified		100%		168	100	
White (122:115)		Qualified		98%		174	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (890:815)		Qualified		95%		109	100	
Limited English Proficient ⁴ (1850:2136)		Qualified		99%		118	100	
Economically Disadvantaged (4788:4559)		Qualified		99%		137	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)



Improvement (Year 5)

Accountability Measures

5 of 6

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 6) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [220]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (967:936)	✓						
Ethnicity							
American Indian or Alaska Native (1:1)	—						
Black or African American (147:144)	✓						
Hispanic or Latino (800:773)	✓						
Asian or Native Hawaiian/Other Pacific Islander (12:11)	—						
White (7:7)	—						
Multiracial (0:0)	—						
Other Groups							
Students with Disabilities (135:119)	✗						
Limited English Proficient ⁴ (202:259)	✓ ^{SH}						
Economically Disadvantaged (708:730)	✓						
Final AYP Determination	✗ 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

5 of 6

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (967:936)	✓	✓	99%	✓	169	155	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (147:144)	✓	✓	99%	✓	157	150	
Hispanic or Latino (800:773)	✓	✓	100%	✓	171	155	
Asian or Native Hawaiian/Other Pacific Islander (12:11)	—	—	—	—	—	—	—
White (7:7)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (56:119)	✗	✓	95%	✗	102	149	114# 112
Limited English Proficient ⁴ (202:259)	✓	✓	100%	✓	156	152	
Economically Disadvantaged (708:730)	✓	✓	100%	✓	174	155	
Final AYP Determination	✗ 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status














Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (1243) 			68%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (188)			63%	55%		
Hispanic or Latino (1003)			68%	55%		
Asian or Native Hawaiian/Other Pacific Islander (27)	–	–	–	–		
White (20)	–	–	–	–		
Multiracial (4)						
Other Groups	–	–	–	–		
Students with Disabilities (112)			14%	55%	15%	15%
Limited English Proficient ³ (346)			64%	55%		
Economically Disadvantaged (953)			70%	55%		
Final AYP Determination  1 of 1						

NOTES

- ¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.
- ² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.
- ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

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

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

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

▲ Good Standing

21 schools identified 47% of total

A PHILIP RANDOLPH CAMPUS HIGH SCHOOL
AMISTAD DUAL LANGUAGE SCHOOL
CITY COLLEGE ACADEMY OF THE ARTS
COMMUNITY HEALTH ACADEMY OF THE HEIGHTS
GREGORIO LUPERON HIGH SCH OF MATH & SCIENCE
HAMILTON HEIGHTS ACADEMY
HARBOR HEIGHTS MIDDLE SCHOOL
HEALTH CAREERS & SCIENCES HIGH SCHOOL
HIGH SCHOOL INTERNATIONAL-BUSINESS & FINANCE
HIGH SCHOOL-LAW & PUBLIC SERVICE
HIGH SCHOOL-MEDIA & COMMUNICATIONS
IS 223 MOTT HALL
IS 528 BEA FULLER ROGERS SCHOOL
MS 324 PATRIA MIRABAL
PROFESSOR JUAN BOSCH PUBLIC SCHOOL
PS 153 ADAM CLAYTON POWELL SCHOOL
PS 187 HUDSON CLIFFS SCHOOL
PS 325
PS 98 SHORAC KAPPOCK SCHOOL
PS/IS 278
WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL

▲ Improvement (Year 1)

7 schools identified 16% of total

MIDDLE SCHOOL 322
MS 319 MARIE TERESA
MS 321 MINERVA
MS 326 WRITERS TODAY & LEADERS TOMORROW
MS 328 MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY
PS 18 PARK TERRACE EARLY CHILDHOOD ACADEMY
PS 210 21ST CENTURY ACADEMY

▲ Improvement (Year 2)

2 schools identified 4% of total

PS 152 DYCKMAN VALLEY SCHOOL
PS 173

▲ Planning for Restructuring

2 schools identified 4% of total

PS 128 AUDUBON SCHOOL
PS 5 ELLEN LURIE SCHOOL

▲ Restructuring (Year 1)

2 schools identified 4% of total

JHS 52 INWOOD
PS 132 JUAN PABLO DUARTE SCHOOL

New York State Status

■ Good Standing

2 schools identified 4% of total

MUSCOTA
WASHINGTON HEIGHTS ACADEMY

(continued)

3 School Accountability Status

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

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

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status

New York State Status

⬆ Restructuring (Year 1) (continued)

⬆ Restructuring (Year 2)

2 schools identified 4% of total

PS 28 WRIGHT BROTHERS SCHOOL

PS 8 LUIS BELLARD SCHOOL

⬆ Restructuring (Year 3)

3 schools identified 7% of total

JHS 143 E ROOSEVELT

PS 189

PS 48 PO MICHAEL J BUCZEK SCHOOL

⬆ Restructuring (Year 4)

4 schools identified 9% of total

IS 218 SALOME UKENA

PS 115 ALEXANDER HUMBOLDT SCHOOL

PS 192 JACOB H SCHIFF SCHOOL







PS 4 DUKE ELLINGTON SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 6







District ID 31-06-00-01-0000

Summary of 2007–08 District Performance



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



	Percentage of students that scored at or above Level 3			Total Tested
English Language Arts	0%	50%	100%	
Grade 3	43%			2154
Grade 4	50%			2324
Grade 5	58%			2251
Grade 6	37%			2175
Grade 7	45%			2463
Grade 8	27%			2577

Mathematics

Grade 3	80%		2225
Grade 4	71%		2395
Grade 5	68%		2319
Grade 6	63%		2269
Grade 7	62%		2564
Grade 8	51%		2738

Science

Grade 4	59%		2396
Grade 8	40%		2686

	Percentage of students that scored at or above Level 3			2004 Total Cohort
Secondary Level	0%	50%	100%	
English	70%			1099
Mathematics	69%			1099

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

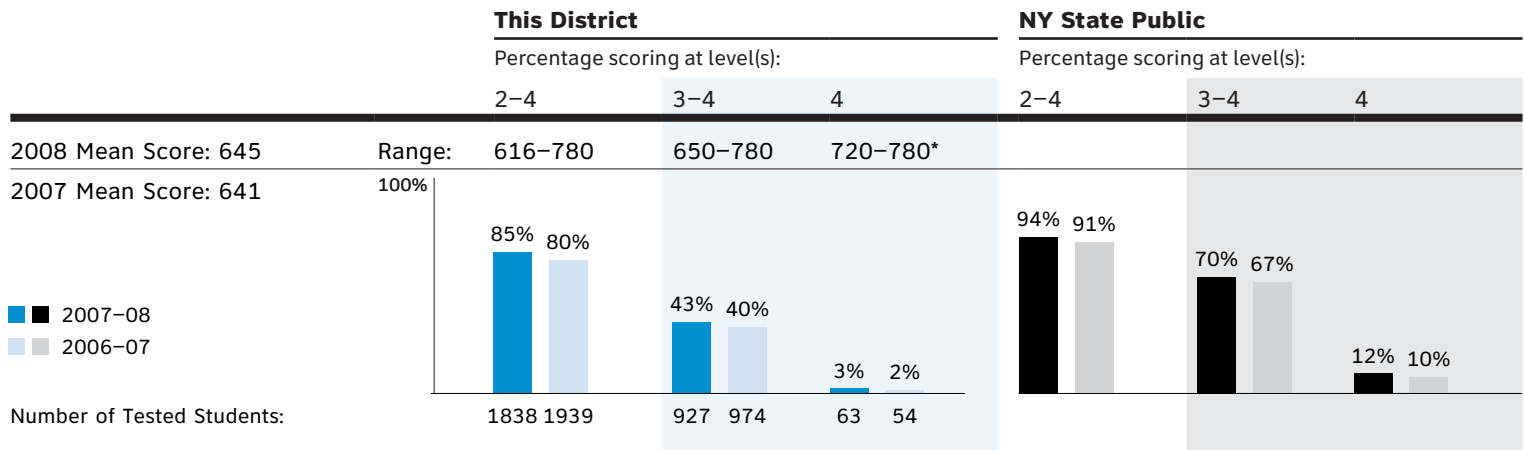
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2154	85%	43%	3%	2431	80%	40%	2%
Female	1013	89%	48%	3%	1204	83%	45%	3%
Male	1141	82%	39%	2%	1227	76%	35%	1%
American Indian or Alaska Native	5	80%	0%	0%	5	80%	40%	0%
Black or African American	139	84%	45%	4%	161	83%	43%	1%
Hispanic or Latino	1938	85%	42%	2%	2170	79%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	25	92%	72%	20%	17	88%	71%	18%
White	47	96%	68%	23%	78	94%	72%	24%
Multiracial								
Small Group Totals								
General-Education Students	1770	91%	49%	3%	2079	85%	44%	3%
Students with Disabilities	384	60%	17%	1%	352	51%	15%	1%
English Proficient	1143	94%	62%	5%	1271	92%	58%	4%
Limited English Proficient	1011	76%	21%	1%	1160	67%	21%	0%
Economically Disadvantaged	1997	85%	41%	2%	2269	79%	39%	2%
Not Disadvantaged	157	95%	63%	12%	162	86%	58%	12%
Migrant								
Not Migrant	2154	85%	43%	3%	2431	80%	40%	2%

NOTES

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

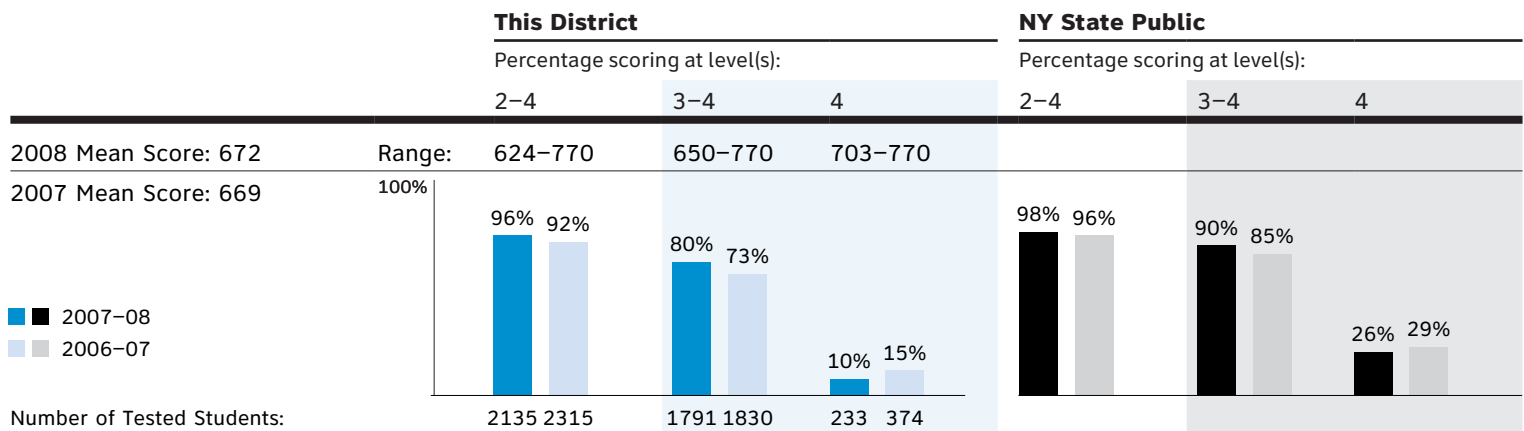
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	22	20	17	10	20	20	17	11
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	35	N/A	N/A	N/A	76	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2225	96%	80%	10%	2513	92%	73%	15%
Female	1045	97%	82%	12%	1250	93%	73%	16%
Male	1180	95%	79%	9%	1263	91%	73%	14%
American Indian or Alaska Native	4	—	—	—	5	100%	80%	40%
Black or African American	140	96%	79%	6%	158	92%	76%	13%
Hispanic or Latino	2002	96%	80%	10%	2254	92%	72%	14%
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—	18	100%	89%	44%
White	50	100%	94%	20%	78	99%	96%	46%
Multiracial								
Small Group Totals	33	91%	85%	21%				
General-Education Students	1840	98%	85%	12%	2162	95%	78%	17%
Students with Disabilities	385	87%	59%	4%	351	77%	43%	3%
English Proficient	1147	98%	89%	16%	1262	97%	85%	23%
Limited English Proficient	1078	94%	71%	5%	1251	87%	60%	7%
Economically Disadvantaged	2056	96%	80%	10%	2346	92%	72%	14%
Not Disadvantaged	169	96%	85%	14%	167	98%	83%	29%
Migrant								
Not Migrant	2225	96%	80%	10%	2513	92%	73%	15%

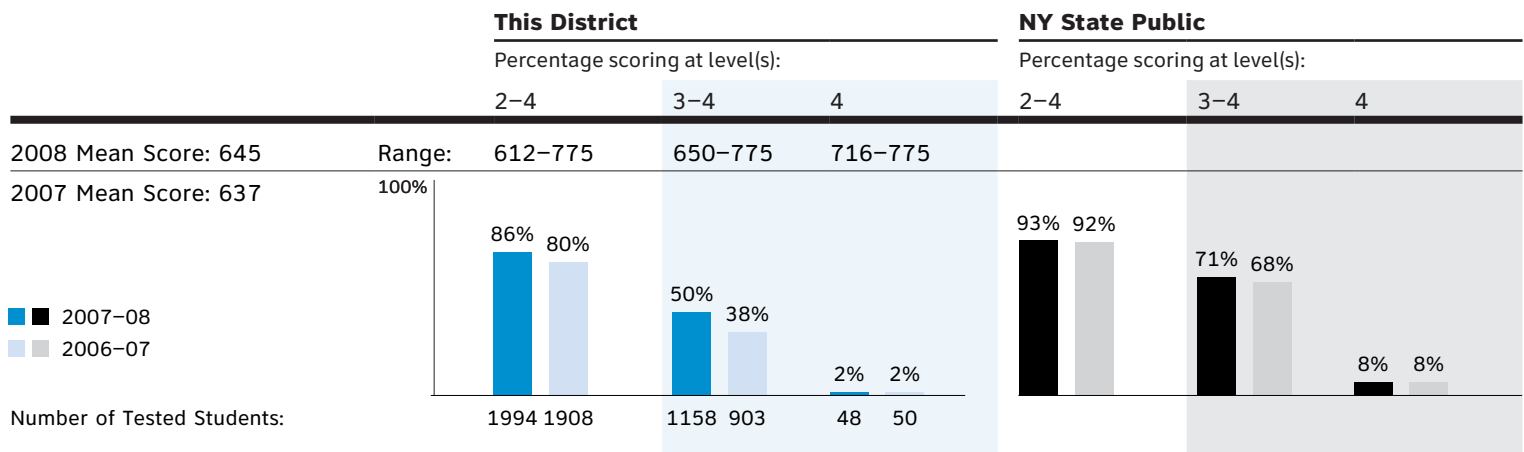
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	23	22	19	10	20	19	18	16

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2324	86%	50%	2%	2382	80%	38%	2%
Female	1165	89%	55%	3%	1130	84%	42%	3%
Male	1159	83%	45%	1%	1252	76%	34%	1%
American Indian or Alaska Native	5	100%	60%	0%				
Black or African American	157	85%	50%	1%	178	83%	35%	1%
Hispanic or Latino	2072	86%	49%	1%	2137	80%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	87%	7%	25	100%	88%	16%
White	75	92%	77%	20%	42	88%	74%	14%
Multiracial								
Small Group Totals								
General-Education Students	1913	91%	56%	2%	2008	84%	42%	2%
Students with Disabilities	411	62%	19%	0%	374	58%	14%	1%
English Proficient	1411	95%	65%	3%	1455	92%	53%	3%
Limited English Proficient	913	72%	26%	0%	927	62%	13%	0%
Economically Disadvantaged	2143	85%	49%	1%	2234	80%	37%	2%
Not Disadvantaged	181	90%	64%	10%	148	86%	53%	5%
Migrant								
Not Migrant	2324	86%	50%	2%	2382	80%	38%	2%

NOTES

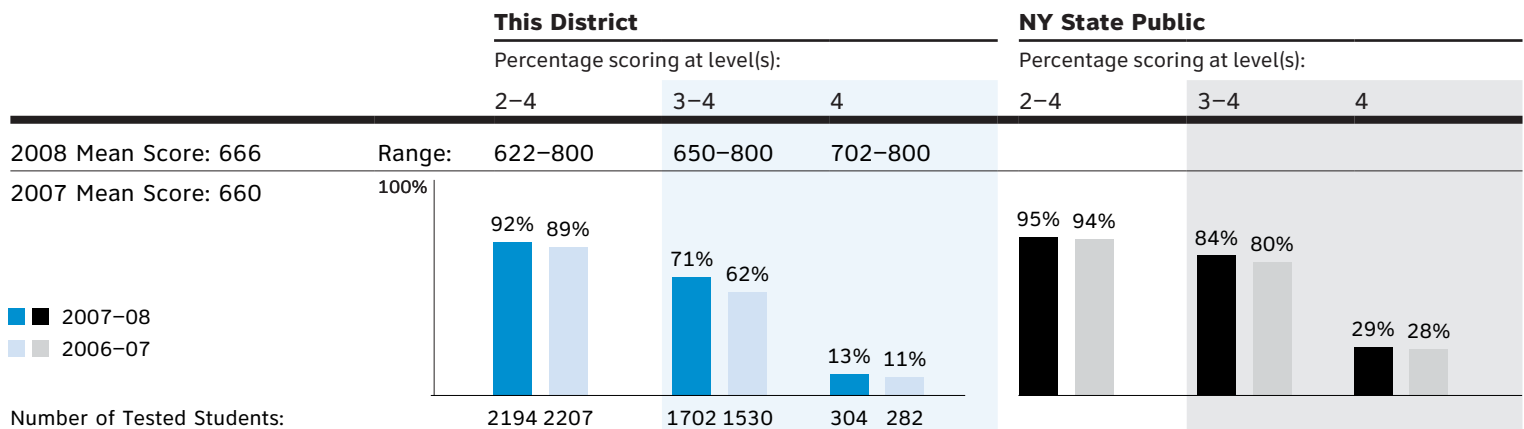
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Other Assessments

	2007-08 School Year				2006-07 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	21	20	14	12	26	26	24	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	51	N/A	N/A	N/A	82	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2395	92%	71%	13%	2487	89%	62%	11%
Female	1210	93%	71%	12%	1176	89%	61%	12%
Male	1185	91%	71%	13%	1311	88%	62%	10%
American Indian or Alaska Native	5	100%	100%	40%				
Black or African American	158	92%	70%	13%	180	87%	57%	4%
Hispanic or Latino	2141	91%	70%	11%	2236	89%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	93%	33%	24	100%	92%	50%
White	76	97%	91%	46%	47	96%	81%	32%
Multiracial								
Small Group Totals								
General-Education Students	1981	95%	77%	15%	2117	91%	66%	13%
Students with Disabilities	414	76%	41%	3%	370	75%	38%	3%
English Proficient	1401	97%	83%	18%	1457	95%	75%	17%
Limited English Proficient	994	84%	55%	5%	1030	80%	42%	3%
Economically Disadvantaged	2209	91%	70%	11%	2330	89%	61%	11%
Not Disadvantaged	186	93%	78%	28%	157	91%	71%	18%
Migrant								
Not Migrant	2395	92%	71%	13%	2487	89%	62%	11%

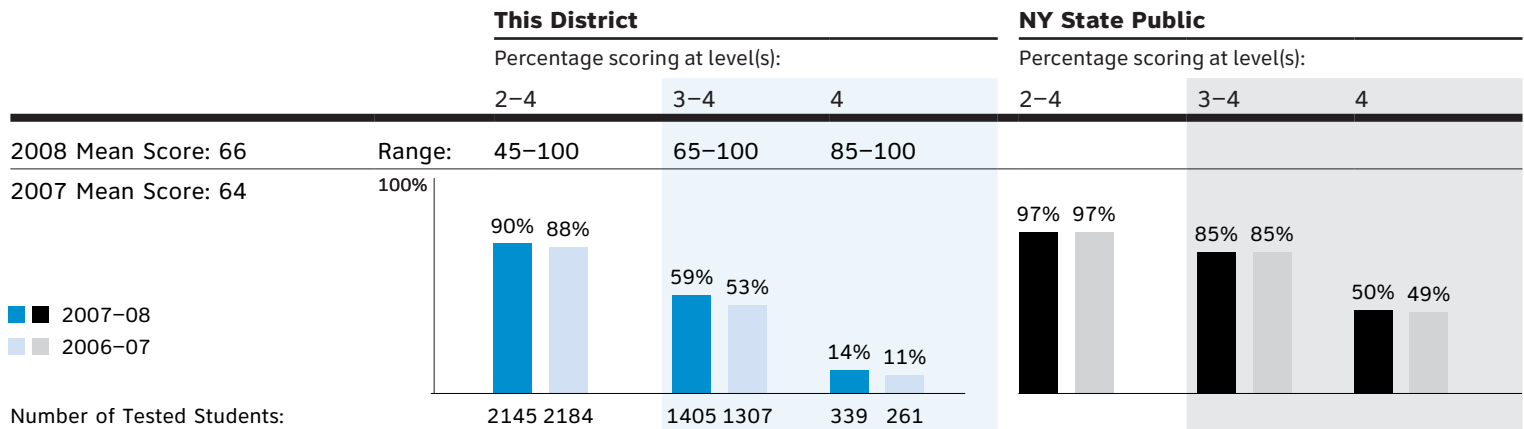
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	22	22	17	10	26	25	25	24

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2396	90%	59%	14%	2482	88%	53%	11%
Female	1208	90%	57%	13%	1175	88%	52%	10%
Male	1188	89%	60%	15%	1307	88%	53%	11%
American Indian or Alaska Native	5	100%	80%	20%				
Black or African American	158	96%	61%	17%	176	91%	53%	5%
Hispanic or Latino	2139	89%	57%	13%	2235	88%	52%	10%
Asian or Native Hawaiian/Other Pacific Islander	17	82%	82%	29%	25	100%	96%	36%
White	77	97%	87%	48%	46	91%	83%	39%
Multiracial								
Small Group Totals								
General-Education Students	1985	92%	63%	16%	2110	89%	55%	12%
Students with Disabilities	411	76%	37%	7%	372	81%	37%	4%
English Proficient	1400	96%	75%	22%	1448	96%	71%	16%
Limited English Proficient	996	80%	36%	3%	1034	77%	28%	2%
Economically Disadvantaged	2206	89%	58%	13%	2324	88%	52%	10%
Not Disadvantaged	190	92%	68%	30%	158	89%	68%	21%
Migrant								
Not Migrant	2396	90%	59%	14%	2482	88%	53%	11%

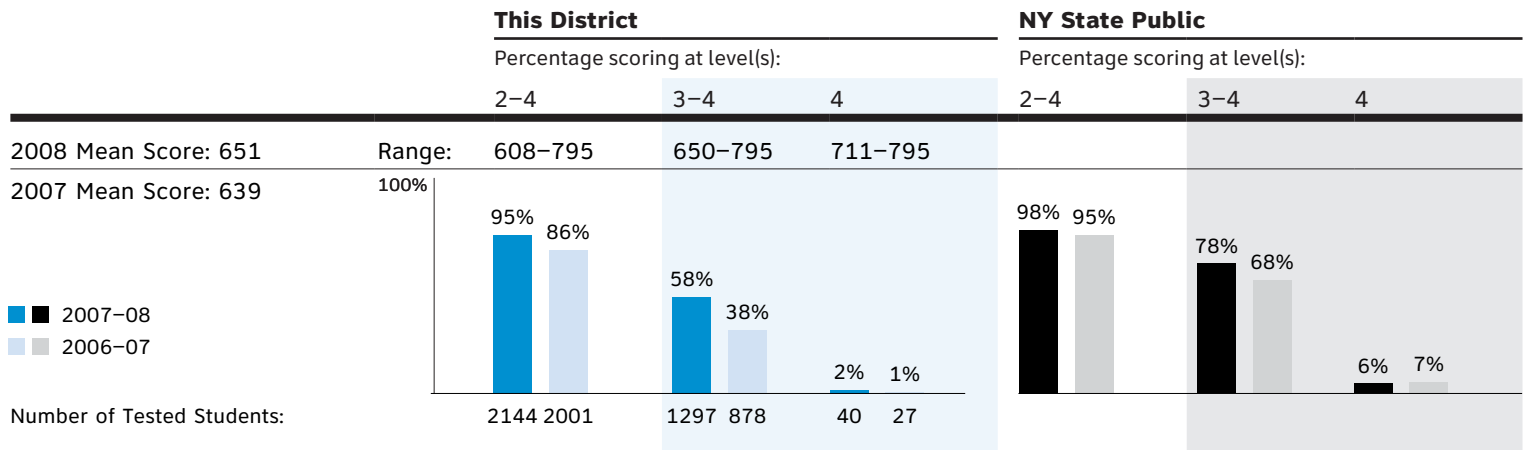
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	22	21	20	14	26	26	24	22

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2251	95%	58%	2%	2333	86%	38%	1%
Female	1050	96%	60%	2%	1187	88%	41%	1%
Male	1201	95%	55%	1%	1146	83%	34%	1%
American Indian or Alaska Native	1	—	—	—	5	100%	20%	0%
Black or African American	163	100%	67%	2%	145	92%	34%	1%
Hispanic or Latino	2023	95%	56%	2%	2115	85%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	23	100%	87%	0%
White	46	100%	72%	4%	45	91%	76%	4%
Multiracial								
Small Group Totals	19	100%	95%	16%				
General-Education Students	1832	96%	63%	2%	1998	90%	42%	1%
Students with Disabilities	419	92%	32%	0%	335	62%	11%	0%
English Proficient	1501	99%	73%	3%	1537	97%	52%	2%
Limited English Proficient	750	87%	26%	0%	796	65%	9%	0%
Economically Disadvantaged	2104	95%	57%	2%	2202	85%	36%	1%
Not Disadvantaged	147	93%	69%	3%	131	95%	63%	5%
Migrant								
Not Migrant	2251	95%	58%	2%	2333	86%	38%	1%

NOTES

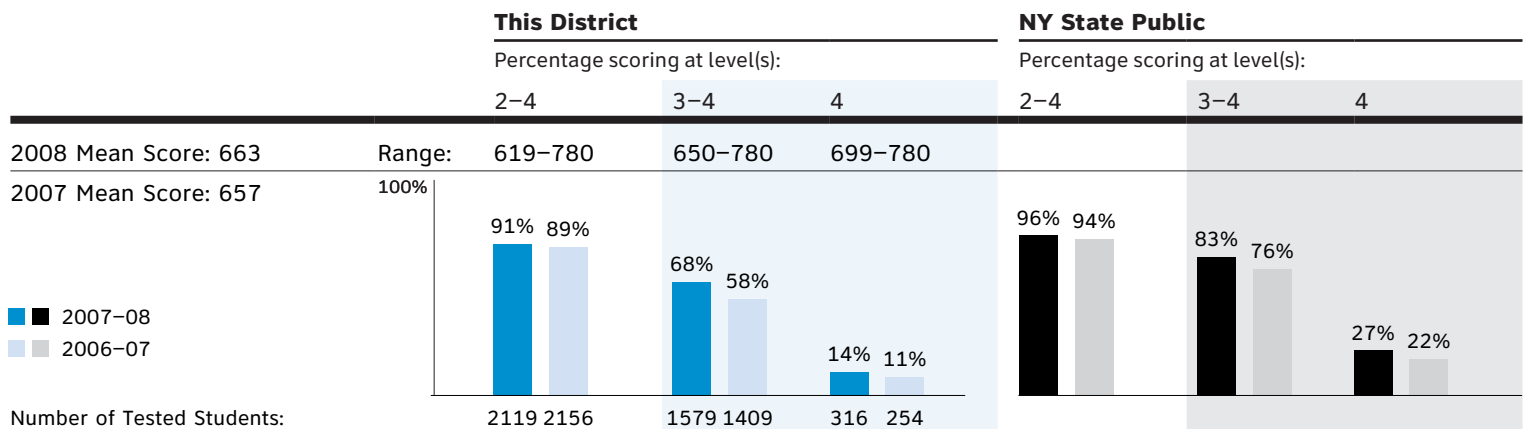
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	26	25	23	16	25	25	24	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	56	N/A	N/A	N/A	70	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2319	91%	68%	14%	2410	89%	58%	11%
Female	1079	92%	68%	14%	1221	90%	57%	11%
Male	1240	91%	68%	13%	1189	89%	59%	10%
American Indian or Alaska Native	1	—	—	—	5	80%	60%	20%
Black or African American	158	93%	70%	9%	144	85%	48%	6%
Hispanic or Latino	2096	91%	67%	13%	2192	90%	58%	10%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	23	100%	91%	74%
White	46	96%	91%	28%	46	98%	83%	39%
Multiracial								
Small Group Totals	19	100%	95%	58%				
General-Education Students	1906	93%	72%	16%	2074	93%	64%	12%
Students with Disabilities	413	84%	49%	3%	336	67%	27%	1%
English Proficient	1490	96%	79%	19%	1533	96%	72%	16%
Limited English Proficient	829	82%	49%	3%	877	78%	36%	2%
Economically Disadvantaged	2172	91%	68%	13%	2274	89%	58%	10%
Not Disadvantaged	147	90%	66%	20%	136	96%	68%	21%
Migrant								
Not Migrant	2319	91%	68%	14%	2410	89%	58%	11%

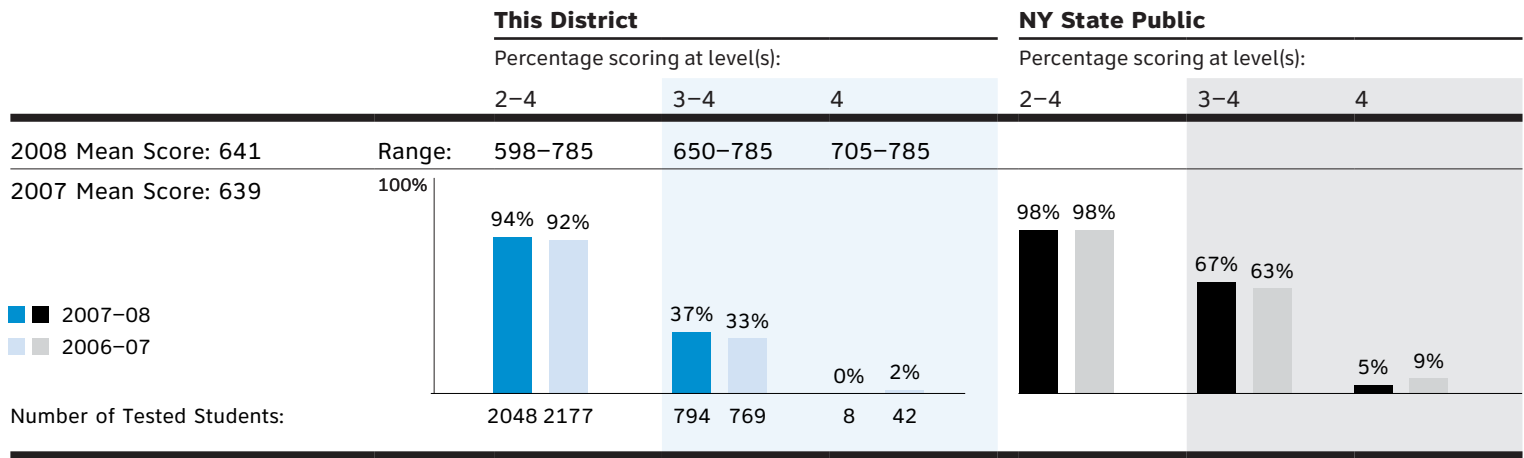
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	26	23	22	15	26	26	24	23

This District's Results in Grade 6 English Language Arts



Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2175	94%	37%	0%	2366	92%	33%	2%
Female	1074	95%	41%	1%	1117	94%	36%	2%
Male	1101	93%	32%	0%	1249	91%	30%	1%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	128	96%	33%	0%	134	90%	19%	1%
Hispanic or Latino	1991	94%	36%	0%	2159	92%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	22	—	—	—
White	36	97%	75%	8%	50	98%	62%	12%
Multiracial								
Small Group Totals	20	100%	80%	10%	23	96%	74%	13%
General-Education Students	1786	96%	42%	0%	2025	95%	37%	2%
Students with Disabilities	389	86%	10%	0%	341	77%	7%	0%
English Proficient	1469	99%	50%	1%	1630	98%	45%	3%
Limited English Proficient	706	84%	9%	0%	736	79%	6%	0%
Economically Disadvantaged	2045	94%	36%	0%	2261	92%	32%	1%
Not Disadvantaged	130	94%	46%	2%	105	94%	49%	10%
Migrant								
Not Migrant	2175	94%	37%	0%	2366	92%	33%	2%

NOTES

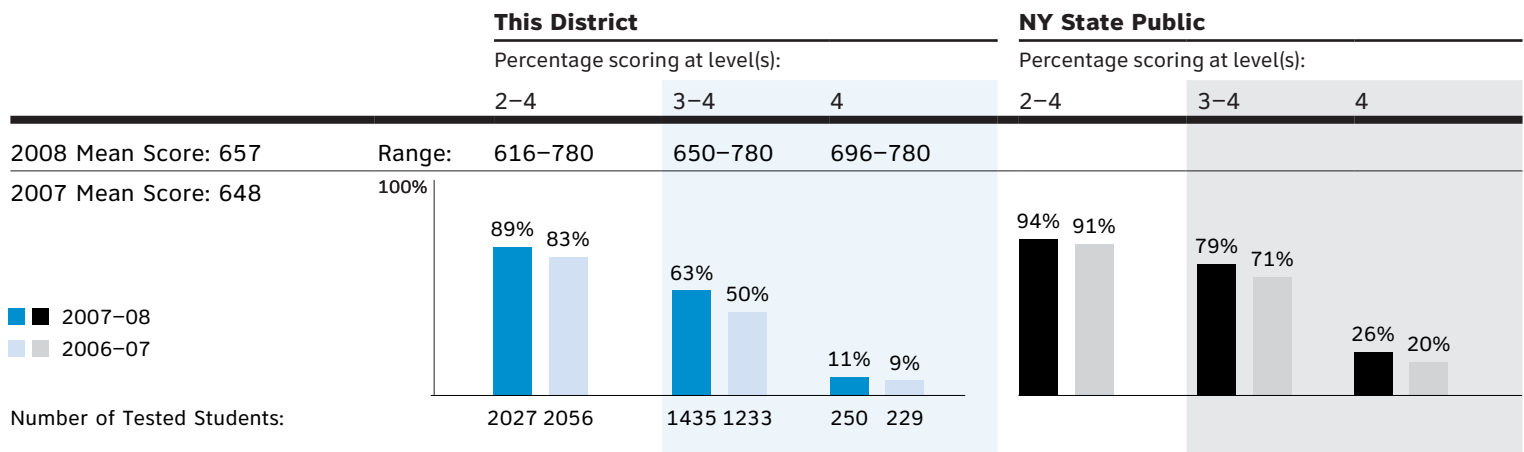
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Other Assessments

	2007-08 School Year				2006-07 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	28	27	26	20	31	31	29	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	71	N/A	N/A	N/A	98	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2269	89%	63%	11%	2483	83%	50%	9%
Female	1119	91%	65%	10%	1167	85%	51%	10%
Male	1150	88%	61%	12%	1316	81%	48%	9%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	130	84%	45%	7%	131	73%	27%	3%
Hispanic or Latino	2084	90%	64%	10%	2275	83%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	24	-	-	-
White	36	92%	92%	56%	52	98%	75%	42%
Multiracial								
Small Group Totals	19	100%	89%	74%	25	96%	84%	52%
General-Education Students	1881	93%	69%	13%	2139	87%	55%	11%
Students with Disabilities	388	72%	34%	2%	344	56%	19%	1%
English Proficient	1485	94%	74%	16%	1630	92%	60%	13%
Limited English Proficient	784	80%	44%	2%	853	66%	30%	2%
Economically Disadvantaged	2134	90%	63%	10%	2372	83%	49%	9%
Not Disadvantaged	135	84%	66%	19%	111	87%	60%	20%
Migrant								
Not Migrant	2269	89%	63%	11%	2483	83%	50%	9%

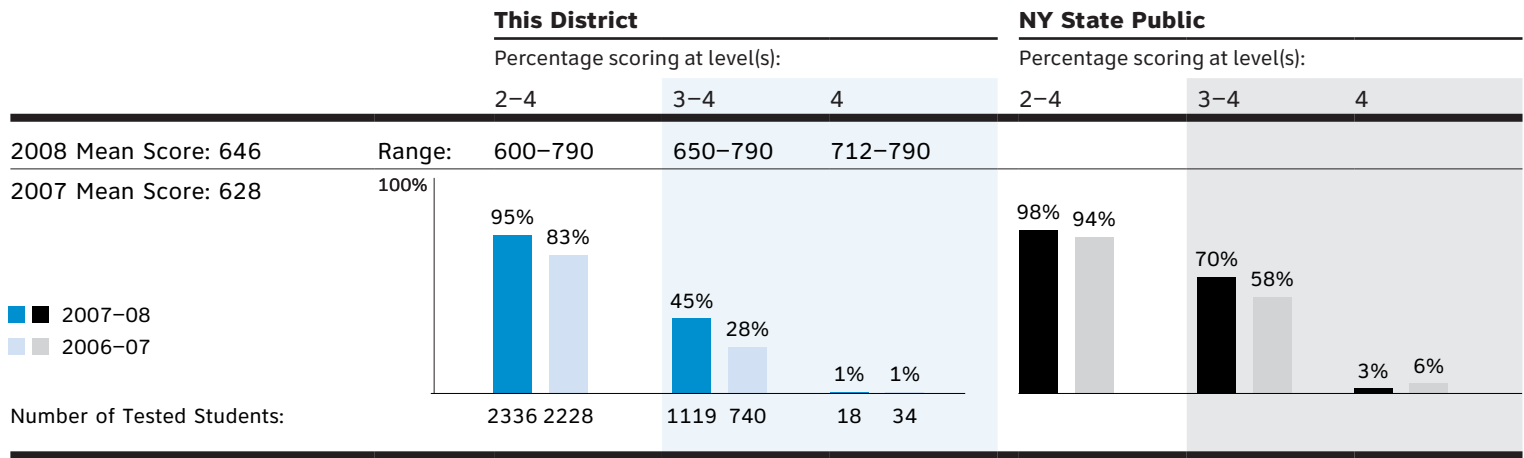
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	27	27	24	18	31	31	30	19

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2463	95%	45%	1%	2678	83%	28%	1%
Female	1148	97%	53%	1%	1269	85%	33%	1%
Male	1315	93%	39%	1%	1409	81%	23%	1%
American Indian or Alaska Native	1	—	—	—	6	100%	50%	0%
Black or African American	155	96%	34%	0%	201	91%	22%	0%
Hispanic or Latino	2238	95%	45%	1%	2408	82%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	20	95%	55%	10%
White	48	98%	75%	6%	43	88%	53%	23%
Multiracial								
Small Group Totals	22	100%	82%	5%				
General-Education Students	2064	96%	50%	1%	2302	86%	31%	1%
Students with Disabilities	399	87%	21%	0%	376	65%	8%	0%
English Proficient	1743	98%	57%	1%	1964	94%	37%	2%
Limited English Proficient	720	86%	16%	0%	714	52%	3%	0%
Economically Disadvantaged	2286	95%	45%	1%	2474	83%	27%	1%
Not Disadvantaged	177	93%	49%	2%	204	84%	34%	1%
Migrant								
Not Migrant	2463	95%	45%	1%	2678	83%	28%	1%

NOTES

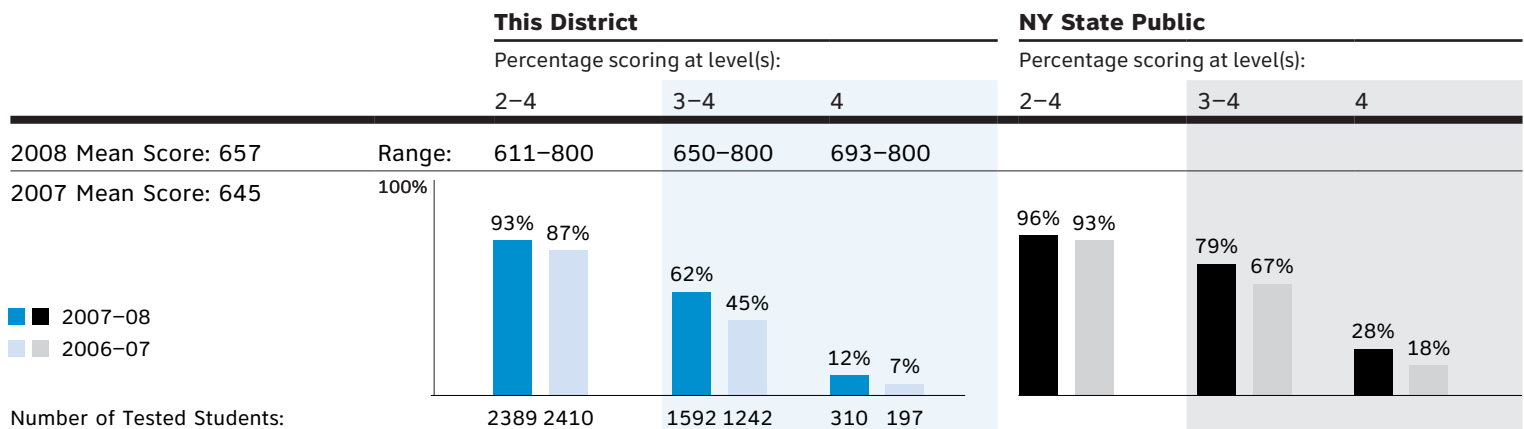
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Other Assessments

	2007-08 School Year				2006-07 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	34	33	28	22	29	29	27	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	72	N/A	N/A	N/A	100	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2564	93%	62%	12%	2775	87%	45%	7%
Female	1186	95%	65%	14%	1313	88%	48%	9%
Male	1378	92%	60%	11%	1462	85%	42%	6%
American Indian or Alaska Native	2	—	—	—	7	71%	57%	14%
Black or African American	157	92%	48%	5%	201	82%	32%	1%
Hispanic or Latino	2332	93%	62%	11%	2502	87%	45%	7%
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	20	95%	75%	45%
White	52	98%	79%	40%	45	93%	73%	42%
Multiracial								
Small Group Totals	23	100%	83%	57%				
General-Education Students	2167	95%	67%	14%	2399	90%	49%	8%
Students with Disabilities	397	81%	37%	3%	376	67%	20%	2%
English Proficient	1755	97%	71%	17%	1950	93%	54%	10%
Limited English Proficient	809	85%	43%	2%	825	73%	22%	1%
Economically Disadvantaged	2384	93%	62%	12%	2564	87%	45%	7%
Not Disadvantaged	180	92%	64%	17%	211	84%	43%	11%
Migrant								
Not Migrant	2564	93%	62%	12%	2775	87%	45%	7%

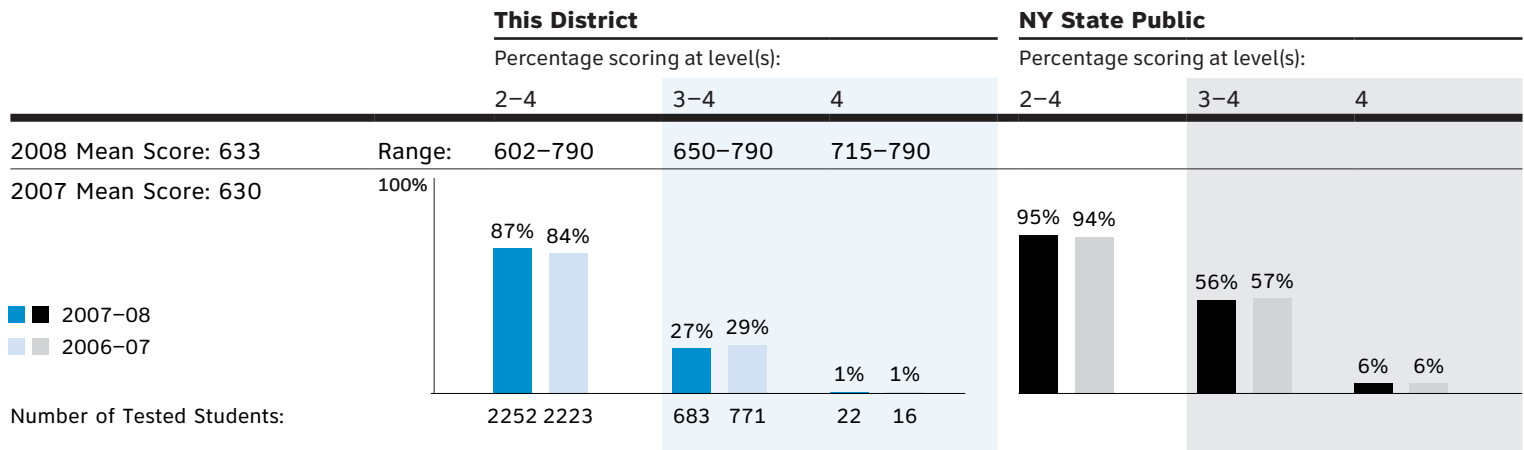
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	35	29	27	18	30	29	26	18

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2577	87%	27%	1%	2657	84%	29%	1%
Female	1232	90%	32%	1%	1290	88%	33%	0%
Male	1345	85%	21%	0%	1367	80%	25%	1%
American Indian or Alaska Native	4	—	—	—	2	—	—	—
Black or African American	197	94%	18%	1%	192	86%	30%	1%
Hispanic or Latino	2315	87%	26%	1%	2409	83%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	—	—	—	19	—	—	—
White	41	93%	54%	15%	35	94%	63%	3%
Multiracial								
Small Group Totals	24	96%	58%	8%	21	81%	67%	0%
General-Education Students	2184	90%	30%	1%	2333	86%	32%	1%
Students with Disabilities	393	76%	9%	0%	324	65%	6%	0%
English Proficient	1889	97%	35%	1%	1918	95%	39%	1%
Limited English Proficient	688	60%	3%	0%	739	53%	3%	0%
Economically Disadvantaged	2355	87%	26%	1%	2489	83%	29%	1%
Not Disadvantaged	222	90%	31%	1%	168	86%	27%	1%
Migrant								
Not Migrant	2577	87%	27%	1%	2657	84%	29%	1%

NOTES

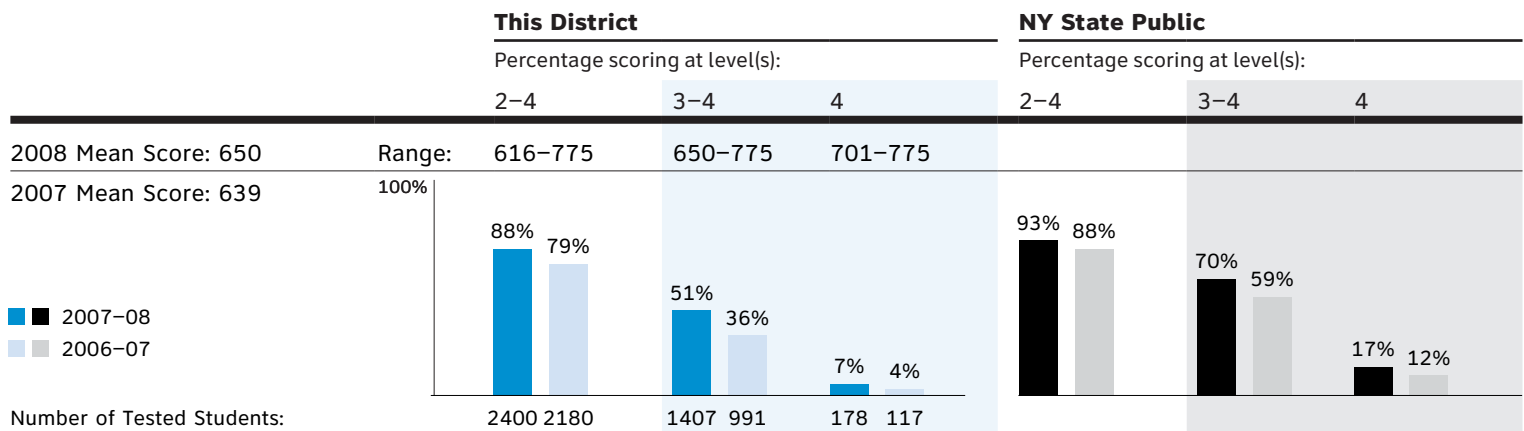
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Other Assessments

	2007-08 School Year				2006-07 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	35	35	34	27	47	46	44	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	94	N/A	N/A	N/A	107	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2738	88%	51%	7%	2771	79%	36%	4%
Female	1311	89%	54%	7%	1340	81%	37%	4%
Male	1427	86%	49%	6%	1431	76%	34%	4%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	199	82%	40%	3%	194	69%	27%	2%
Hispanic or Latino	2469	88%	52%	6%	2513	79%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	20	—	—	—
White	43	93%	74%	33%	41	85%	63%	24%
Multiracial								
Small Group Totals	27	93%	70%	33%	23	78%	65%	17%
General-Education Students	2344	91%	56%	7%	2446	83%	39%	5%
Students with Disabilities	394	67%	23%	2%	325	50%	10%	0%
English Proficient	1928	92%	59%	9%	1913	86%	44%	6%
Limited English Proficient	810	78%	34%	1%	858	62%	17%	0%
Economically Disadvantaged	2513	88%	51%	6%	2602	79%	36%	4%
Not Disadvantaged	225	89%	55%	8%	169	73%	29%	3%
Migrant								
Not Migrant	2738	88%	51%	7%	2771	79%	36%	4%

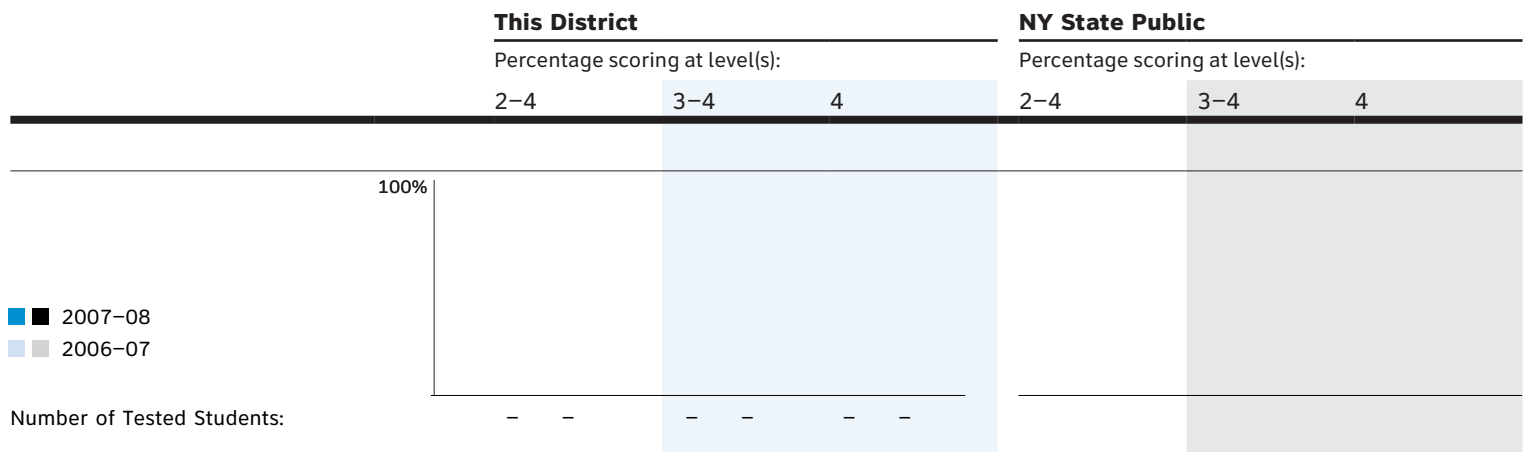
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Other Assessments

	2007-08 School Year				2006-07 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	37	34	32	20	47	46	44	31

This District's Results in Grade 8 Science



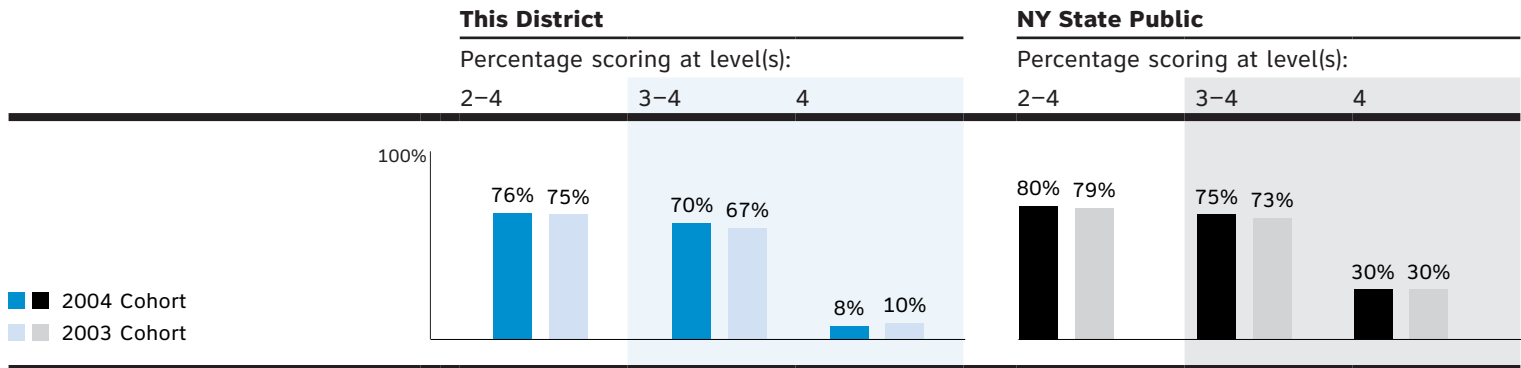
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2686	85%	40%	5%	2658	74%	30%	5%
Female	1288	88%	39%	4%	1288	75%	28%	4%
Male	1398	82%	42%	5%	1370	73%	32%	6%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	196	83%	40%	2%	179	75%	28%	3%
Hispanic or Latino	2422	85%	40%	5%	2418	74%	29%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	20	-	-	-
White	41	83%	71%	20%	38	84%	61%	32%
Multiracial								
Small Group Totals	27	89%	56%	19%	23	83%	61%	17%
General-Education Students	2309	87%	43%	5%	2363	77%	32%	5%
Students with Disabilities	377	69%	23%	1%	295	54%	11%	1%
English Proficient	1894	91%	49%	6%	1833	85%	39%	7%
Limited English Proficient	792	70%	19%	2%	825	51%	9%	1%
Economically Disadvantaged	2471	85%	40%	4%	2497	74%	30%	5%
Not Disadvantaged	215	85%	44%	7%	161	71%	24%	5%
Migrant								
Not Migrant	2686	85%	40%	5%	2658	74%	30%	5%

NOTES

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Other Assessments	2007-08 School Year				2006-07 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	37	35	34	27	50	49	48	37
Regents Science	1	-	-	-	1	-	-	-

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



Results by Student Group

	2004 Cohort				2003 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	1099	76%	70%	8%	1389	75%	67%	10%
Female	513	82%	76%	9%	673	80%	72%	10%
Male	586	71%	65%	6%	716	71%	62%	9%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	181	69%	63%	9%	206	72%	67%	15%
Hispanic or Latino	897	78%	72%	7%	1129	75%	66%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	27%	29	93%	93%	66%
White	7	—	—	—	20	90%	90%	60%
Multiracial	4	—	—	—	4	—	—	—
Small Group Totals	10	50%	40%	0%	5	80%	80%	60%
General-Education Students	940	85%	79%	9%	1194	83%	75%	11%
Students with Disabilities	159	27%	20%	0%	195	27%	18%	1%
English Proficient	840	80%	75%	10%	1192	78%	70%	11%
Limited English Proficient	259	66%	54%	1%	197	63%	49%	2%
Economically Disadvantaged	828	81%	75%	8%	1075	76%	67%	7%
Not Disadvantaged	271	61%	56%	6%	314	72%	68%	20%
Migrant								
Not Migrant	1099	76%	70%	8%				

NOTES

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Other Assessments

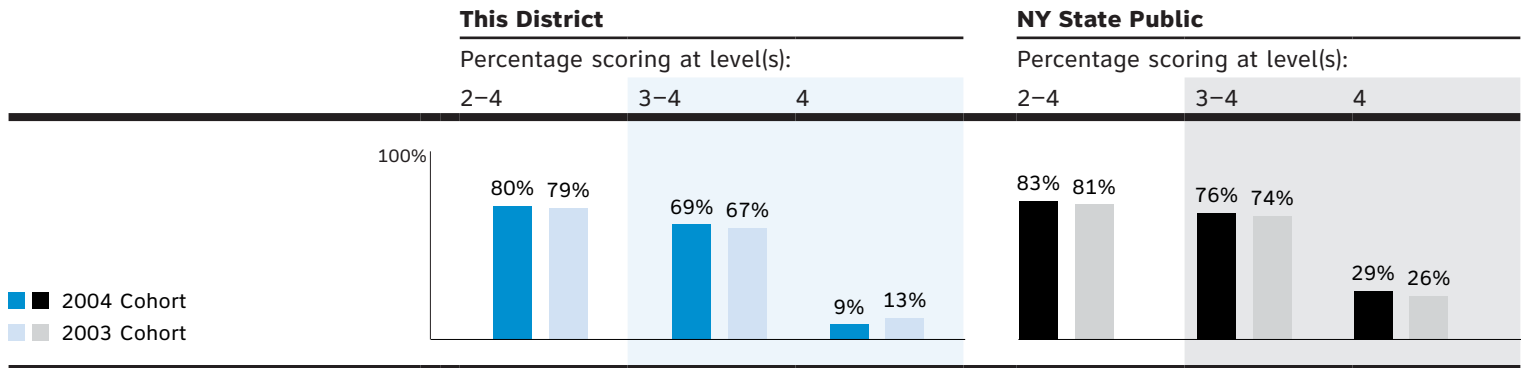
	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 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	2004 Cohort				2003 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	1099	80%	69%	9%	1389	79%	67%	13%
Female	513	85%	73%	11%	673	83%	70%	12%
Male	586	75%	65%	7%	716	75%	64%	14%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	181	71%	59%	7%	206	71%	63%	17%
Hispanic or Latino	897	81%	70%	9%	1129	80%	67%	9%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	55%	29	93%	90%	79%
White	7	–	–	–	20	90%	90%	85%
Multiracial					4	–	–	–
Small Group Totals	10	60%	40%	0%	5	80%	80%	60%
General-Education Students	940	88%	77%	10%	1194	87%	75%	15%
Students with Disabilities	159	29%	18%	1%	195	32%	21%	1%
English Proficient	840	82%	73%	11%	1192	80%	70%	14%
Limited English Proficient	259	73%	54%	2%	197	74%	51%	2%
Economically Disadvantaged	828	84%	73%	10%	1075	80%	68%	9%
Not Disadvantaged	271	66%	55%	5%	314	75%	65%	25%
Migrant								
Not Migrant	1099	80%	69%	9%				

NOTES

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

Other Assessments

Other Assessments	2004 Cohort				2003 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				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

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