



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

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

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

Superintendent **MARTHA MADERA**

Telephone **(212) 521-3757**

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.

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 the district's accountability status.

3 Review an Overview of District Performance.

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

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

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

	2006-07	2007-08	2008-09
Pre-K	402	496	451
Kindergarten	1996	1934	1918
Grade 1	2365	2190	2056
Grade 2	2265	2230	2058
Grade 3	2401	2071	2063
Grade 4	2325	2277	1968
Grade 5	2282	2156	2143
Grade 6	2351	2101	2010
Ungraded Elementary	930	983	1097
Grade 7	2649	2406	2108
Grade 8	2621	2602	2405
Grade 9	1545	1434	1506
Grade 10	1266	1239	1270
Grade 11	941	840	850
Grade 12	1007	851	820
Ungraded Secondary	596	621	612
Total K-12	27540	25935	24884

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	26	25	23
Grade 8			
English	24	27	28
Mathematics	27	28	29
Science	29	30	30
Social Studies	29	30	30
Grade 10			
English	28	30	31
Mathematics	27	26	28
Science	27	30	30
Social Studies	28	29	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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	23017	84%	21619	83%	20842	84%
Reduced-Price Lunch	1380	5%	1401	5%	1472	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	10312	37%	9950	38%	9288	37%
Racial/Ethnic Origin						
American Indian or Alaska Native	48	0%	36	0%	29	0%
Black or African American	2082	8%	1938	7%	1849	7%
Hispanic or Latino	24371	88%	23093	89%	22098	89%
Asian or Native Hawaiian/Other Pacific Islander	391	1%	255	1%	255	1%
White	648	2%	613	2%	653	3%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate						0%
Student Suspensions	1141	4%	1141	4%	1117	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

	2006-07	2007-08	2008-09
Total Number of Teachers	2092	2064	2023
Percent with No Valid Teaching Certificate	8%	3%	3%
Percent Teaching Out of Certification	13%	12%	11%
Percent with Fewer Than Three Years of Experience	20%	19%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	34%	35%	36%
Total Number of Core Classes	3849	3645	3837
Percent Not Taught by Highly Qualified Teachers	14%	14%	10%
Total Number of Classes	4742	4284	4552
Percent Taught by Teachers Without Appropriate Certification	15%	14%	12%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%		22%
Turnover Rate of All Teachers	21%		17%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
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}	✓	—	✗	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 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

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending – Requires Special Evaluation

State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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 2008–09	2009–10
All Students (13946:13148)	✓	✓	99%	✓	154	143		
Ethnicity								
American Indian or Alaska Native (20:19)	—	—	—	—	—	—		—
Black or African American (889:830)	✓	✓	98%	✓	154	140		
Hispanic or Latino (12569:11861)	✓	✓	100%	✓	153	143		
Asian or Native Hawaiian/Other Pacific Islander (122:114)	✓	✓	99%	✓	181	134		
White (338:319)	✓	✓	97%	✓	181	138		
Multiracial (8:5)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (2470:2362)	✓ ^{SH}	✓	98%	✓ ^{SH}	120	142	111	128
Limited English Proficient ⁵ (5235:5896)	✓ ^{SH}	✓	100%	✓ ^{SH}	134	143	121	141
Economically Disadvantaged (13199:12471)	✓	✓	100%	✓	153	143		
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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 (2009–10)



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 2010-11. [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 2008–09 2009–10
All Students (14003:13376)	✓	✓	99%	✓	174	118	
Ethnicity							
American Indian or Alaska Native (20:19)	—	—	—	—	—	—	—
Black or African American (895:835)	✓	✓	99%	✓	165	115	
Hispanic or Latino (12619:12078)	✓	✓	100%	✓	174	118	
Asian or Native Hawaiian/Other Pacific Islander (124:117)	✓	✓	99%	✓	191	109	
White (338:320)	✓	✓	97%	✓	191	113	
Multiracial (7:7)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (2466:2338)	✓	✓	98%	✓	142	117	
Limited English Proficient ⁵ (5271:6167)	✓	✓	100%	✓	164	118	
Economically Disadvantaged (13238:12694)	✓	✓	100%	✓	174	118	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (4863:4549)		Qualified		98%		139	100	
Ethnicity								
American Indian or Alaska Native (7:6)		—	—	—	—	—	—	—
Black or African American (313:276)		Qualified		94%		143	100	
Hispanic or Latino (4387:4124)		Qualified		98%		138	100	
Asian or Native Hawaiian/Other Pacific Islander (49:46)		Qualified		100%		183	100	
White (107:97)		Qualified		94%		175	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (829:756)		Qualified		95%		115	100	
Limited English Proficient ⁴ (1781:1981)		Qualified		99%		118	100	
Economically Disadvantaged (4598:4329)		Qualified		98%		139	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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 (2009–10)



Good Standing

Accountability Measures

4 of 6

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (954:887)	✓	✓	99%	✓	176	167		
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—		—
Black or African American (124:106)	✓	✓	99%	✓	174	161		
Hispanic or Latino (803:756)	✓	✓	99%	✓	176	167		
Asian or Native Hawaiian/Other Pacific Islander (21:20)	—	—	—	—	—	—		—
White (2:1)	—	—	—	—	—	—		—
Multiracial (1:1)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (41:74)	✗	✓	95%	✗	104	160	110	114
Limited English Proficient ⁵ (221:266)	✗	✓	98%	✗	154	164	160	159
Economically Disadvantaged (744:705)	✓	✓	99%	✓	180	167		
Final AYP Determination	✗ 4 of 6							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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 (2009–10)



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 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (954:887)	✓	✓	100%	✓	179	162		
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—		—
Black or African American (124:106)	✓	✓	99%	✓	168	156		
Hispanic or Latino (803:756)	✓	✓	100%	✓	180	162		
Asian or Native Hawaiian/Other Pacific Islander (21:20)	—	—	—	—	—	—		—
White (2:1)	—	—	—	—	—	—		—
Multiracial (1:1)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (41:74)	✗	✓	98%	✗	89	155	112	100
Limited English Proficient ⁵ (221:266)	✓	✓	100%	✓	170	159		
Economically Disadvantaged (744:705)	✓	✓	100%	✓	184	162		
Final AYP Determination	✗ 5 of 6							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ¹	State Standard	Progress Target 2008–09 2009–10
All Students (1118) 			67%	55%	
Ethnicity					
American Indian or Alaska Native (3)		–	–	–	
Black or African American (187)			55%	55%	
Hispanic or Latino (910)			69%	55%	
Asian or Native Hawaiian/Other Pacific Islander (11)		–	–	–	
White (7)		–	–	–	
Multiracial (0)					
Other Groups					
Students with Disabilities (160)			24%	55%	15% 25%
Limited English Proficient ² (311)			61%	55%	
Economically Disadvantaged (834)			72%	55%	
Final AYP Determination  1 of 1					

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District NEW YORK CITY GEOGRAPHIC DISTRICT # 6

District ID 31-06-00-01-0000

Summary of 2008–09 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	56%			2137
Grade 4	54%			2078
Grade 5	67%			2235
Grade 6	62%			2102
Grade 7	61%			2187
Grade 8	46%			2465

Mathematics

Grade 3	88%		2216
Grade 4	78%		2171
Grade 5	82%		2311
Grade 6	68%		2192
Grade 7	78%		2273
Grade 8	66%		2577

Science

Grade 4	66%		2161
Grade 8	41%		2538

	Percentage of students that scored at or above Level 3			2005 Total Cohort
Secondary Level	0%	50%	100%	
English	77%			979
Mathematics	77%			979

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.

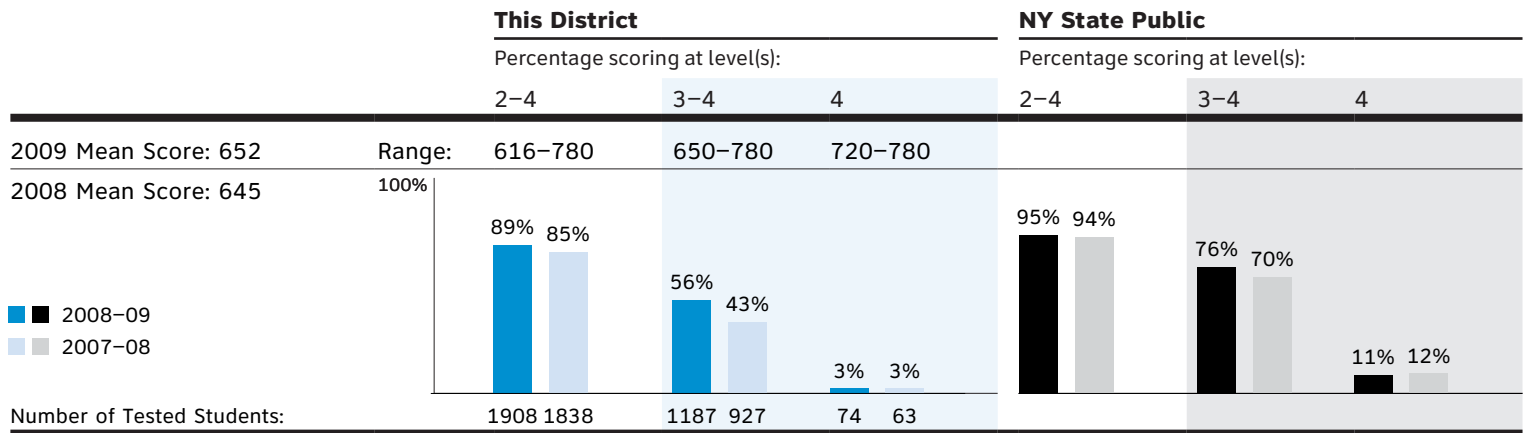
In this section, this district's performance is compared with that of public schools statewide.

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

	2008-09 School Year				2007-08 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	2137	89%	56%	3%	2154	85%	43%	3%
Female	1036	92%	63%	5%	1013	89%	48%	3%
Male	1101	87%	49%	2%	1141	82%	39%	2%
American Indian or Alaska Native	4	—	—	—	5	80%	0%	0%
Black or African American	131	92%	56%	7%	139	84%	45%	4%
Hispanic or Latino	1900	89%	54%	3%	1938	85%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	74%	17%	25	92%	72%	20%
White	74	99%	84%	11%	47	96%	68%	23%
Multiracial	5	—	—	—				
Small Group Totals	9	100%	56%	0%				
General-Education Students	1785	94%	62%	4%	1770	91%	49%	3%
Students with Disabilities	352	66%	24%	0%	384	60%	17%	1%
English Proficient	1145	96%	71%	6%	1143	94%	62%	5%
Limited English Proficient	992	82%	38%	0%	1011	76%	21%	1%
Economically Disadvantaged	1994	89%	55%	3%	1997	85%	41%	2%
Not Disadvantaged	143	93%	64%	5%	157	95%	63%	12%
Migrant								
Not Migrant	2137	89%	56%	3%	2154	85%	43%	3%

NOTES

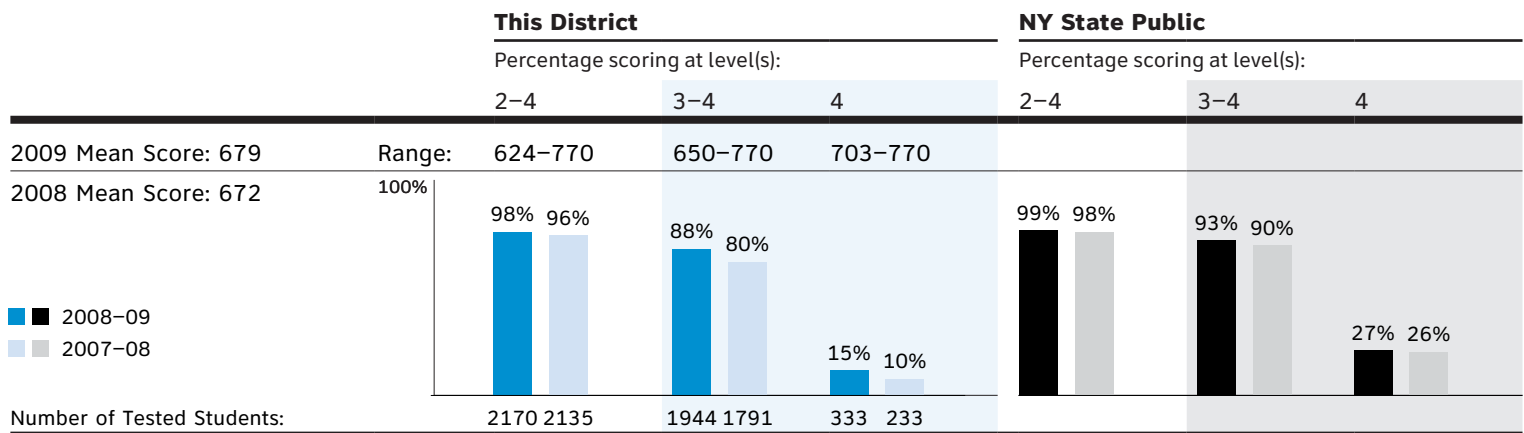
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	27	24	18	13	22	20	17	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	68	N/A	N/A	N/A	35	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

	2008-09 School Year				2007-08 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	2216	98%	88%	15%	2225	96%	80%	10%
Female	1082	98%	89%	17%	1045	97%	82%	12%
Male	1134	98%	87%	13%	1180	95%	79%	9%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	132	99%	87%	14%	140	96%	79%	6%
Hispanic or Latino	1974	98%	87%	14%	2002	96%	80%	10%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	92%	38%	29	—	—	—
White	76	100%	95%	39%	50	100%	94%	20%
Multiracial	6	—	—	—				
Small Group Totals	10	100%	80%	20%	33	91%	85%	21%
General-Education Students	1864	99%	91%	17%	1840	98%	85%	12%
Students with Disabilities	352	94%	69%	5%	385	87%	59%	4%
English Proficient	1154	99%	93%	23%	1147	98%	89%	16%
Limited English Proficient	1062	97%	82%	6%	1078	94%	71%	5%
Economically Disadvantaged	2070	98%	88%	15%	2056	96%	80%	10%
Not Disadvantaged	146	98%	90%	21%	169	96%	85%	14%
Migrant								
Not Migrant	2216	98%	88%	15%	2225	96%	80%	10%

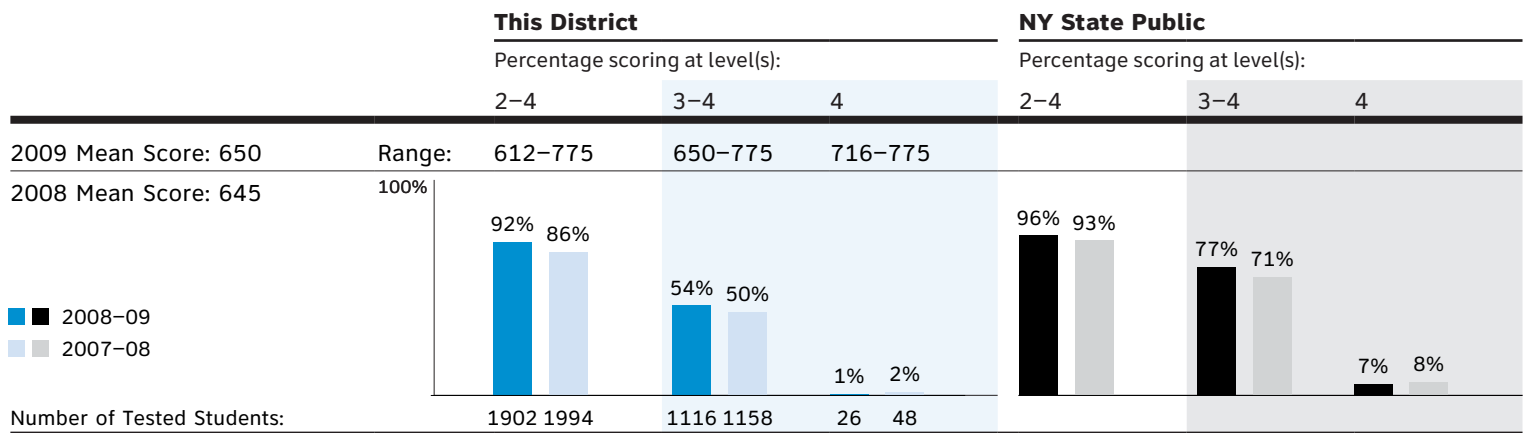
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	28	27	23	13	23	22	19	10

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2078	92%	54%	1%	2324	86%	50%	2%
Female	1008	93%	58%	2%	1165	89%	55%	3%
Male	1070	90%	50%	0%	1159	83%	45%	1%
American Indian or Alaska Native	5	100%	40%	0%	5	100%	60%	0%
Black or African American	132	91%	51%	2%	157	85%	50%	1%
Hispanic or Latino	1871	91%	53%	1%	2072	86%	49%	1%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	75%	4%	15	93%	87%	7%
White	46	96%	72%	9%	75	92%	77%	20%
Multiracial								
Small Group Totals								
General-Education Students	1698	96%	61%	1%	1913	91%	56%	2%
Students with Disabilities	380	71%	23%	1%	411	62%	19%	0%
English Proficient	1223	96%	71%	2%	1411	95%	65%	3%
Limited English Proficient	855	85%	29%	0%	913	72%	26%	0%
Economically Disadvantaged	1972	91%	53%	1%	2143	85%	49%	1%
Not Disadvantaged	106	93%	59%	3%	181	90%	64%	10%
Migrant								
Not Migrant	2078	92%	54%	1%	2324	86%	50%	2%

NOTES

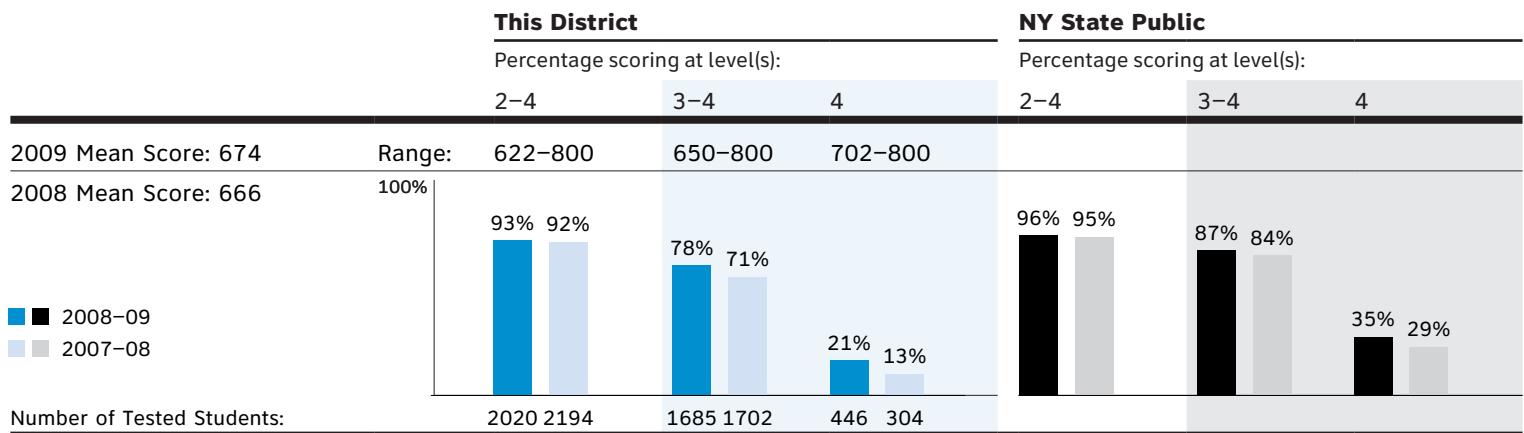
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Other Assessments

	2008-09 School Year				2007-08 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	24	21	21	20	14	12
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	78	N/A	N/A	N/A	51	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

	2008-09 School Year				2007-08 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	2171	93%	78%	21%	2395	92%	71%	13%
Female	1058	94%	78%	21%	1210	93%	71%	12%
Male	1113	92%	78%	20%	1185	91%	71%	13%
American Indian or Alaska Native	5	80%	60%	0%	5	100%	100%	40%
Black or African American	136	92%	74%	10%	158	92%	70%	13%
Hispanic or Latino	1959	93%	77%	20%	2141	91%	70%	11%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	96%	38%	15	93%	93%	33%
White	47	96%	89%	49%	76	97%	91%	46%
Multiracial								
Small Group Totals								
General-Education Students	1785	96%	83%	23%	1981	95%	77%	15%
Students with Disabilities	386	77%	53%	8%	414	76%	41%	3%
English Proficient	1232	96%	88%	28%	1401	97%	83%	18%
Limited English Proficient	939	89%	64%	10%	994	84%	55%	5%
Economically Disadvantaged	2063	93%	77%	20%	2209	91%	70%	11%
Not Disadvantaged	108	92%	83%	25%	186	93%	78%	28%
Migrant								
Not Migrant	2171	93%	78%	21%	2395	92%	71%	13%

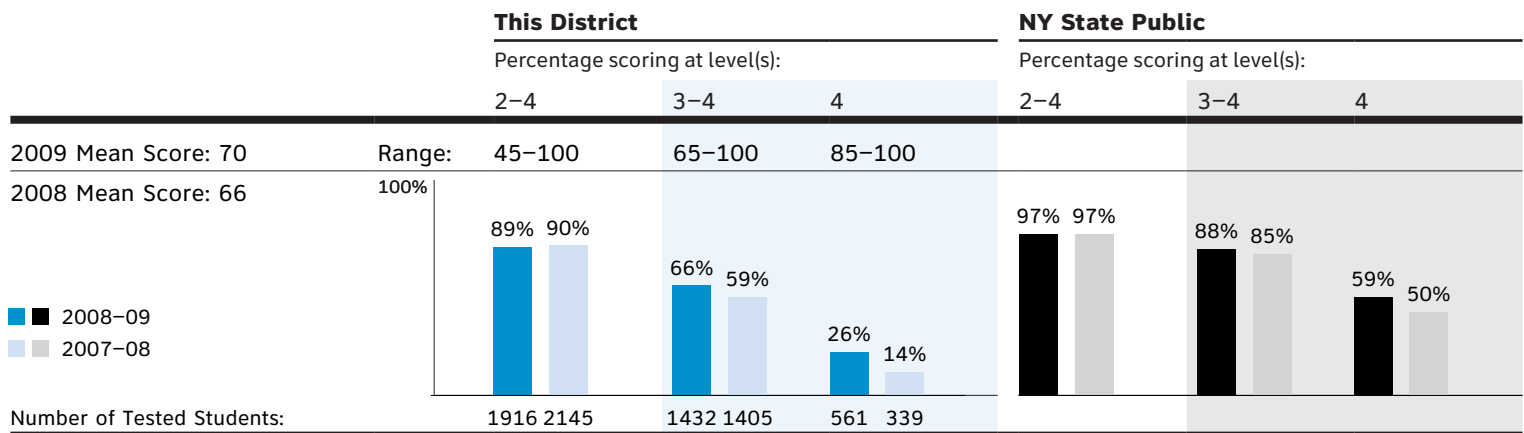
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Other Assessments

	2008-09 School Year				2007-08 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	27	18	22	22	17	10

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	2161	89%	66%	26%	2396	90%	59%	14%
Female	1051	89%	66%	25%	1208	90%	57%	13%
Male	1110	89%	67%	26%	1188	89%	60%	15%
American Indian or Alaska Native	5	100%	60%	40%	5	100%	80%	20%
Black or African American	128	92%	66%	20%	158	96%	61%	17%
Hispanic or Latino	1954	88%	66%	25%	2139	89%	57%	13%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	80%	64%	17	82%	82%	29%
White	49	98%	82%	53%	77	97%	87%	48%
Multiracial								
Small Group Totals								
General-Education Students	1778	91%	71%	29%	1985	92%	63%	16%
Students with Disabilities	383	77%	45%	11%	411	76%	37%	7%
English Proficient	1218	97%	82%	38%	1400	96%	75%	22%
Limited English Proficient	943	78%	46%	10%	996	80%	36%	3%
Economically Disadvantaged	2056	88%	66%	25%	2206	89%	58%	13%
Not Disadvantaged	105	95%	81%	42%	190	92%	68%	30%
Migrant								
Not Migrant	2161	89%	66%	26%	2396	90%	59%	14%

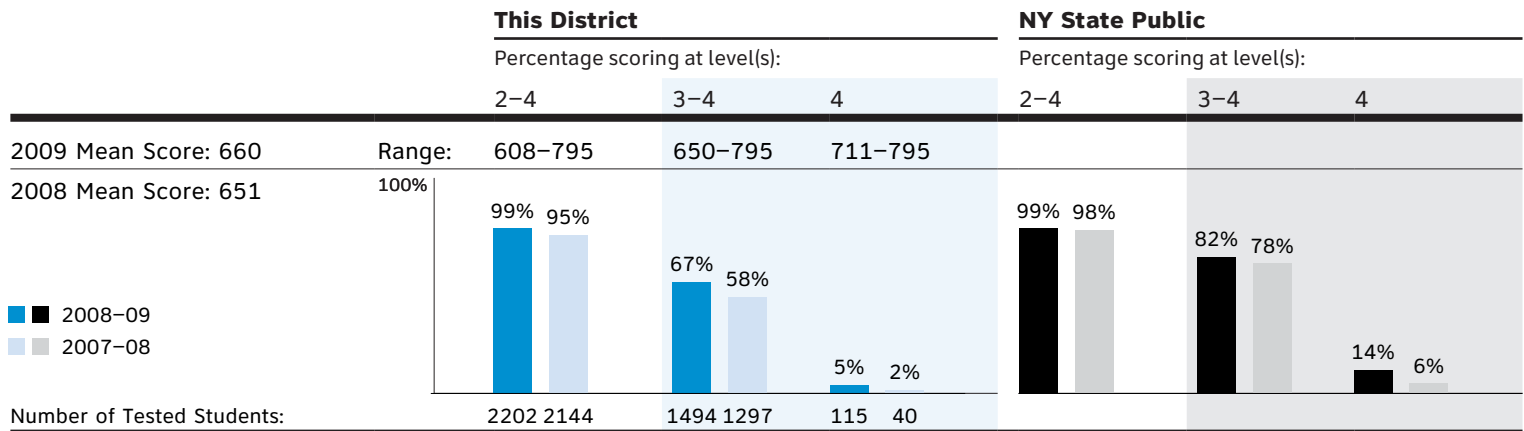
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	22	22	21	20	14

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2235	99%	67%	5%	2251	95%	58%	2%
Female	1110	99%	68%	6%	1050	96%	60%	2%
Male	1125	98%	65%	4%	1201	95%	55%	1%
American Indian or Alaska Native	5	100%	80%	20%	1	—	—	—
Black or African American	149	100%	69%	7%	163	100%	67%	2%
Hispanic or Latino	1994	98%	66%	4%	2023	95%	56%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	14%	18	—	—	—
White	73	100%	89%	29%	46	100%	72%	4%
Multiracial								
Small Group Totals	19	100%	95%	16%				
General-Education Students	1850	99%	73%	6%	1832	96%	63%	2%
Students with Disabilities	385	96%	37%	2%	419	92%	32%	0%
English Proficient	1479	100%	81%	7%	1501	99%	73%	3%
Limited English Proficient	756	96%	40%	1%	750	87%	26%	0%
Economically Disadvantaged	2109	98%	67%	5%	2104	95%	57%	2%
Not Disadvantaged	126	99%	72%	10%	147	93%	69%	3%
Migrant								
Not Migrant	2235	99%	67%	5%	2251	95%	58%	2%

NOTES

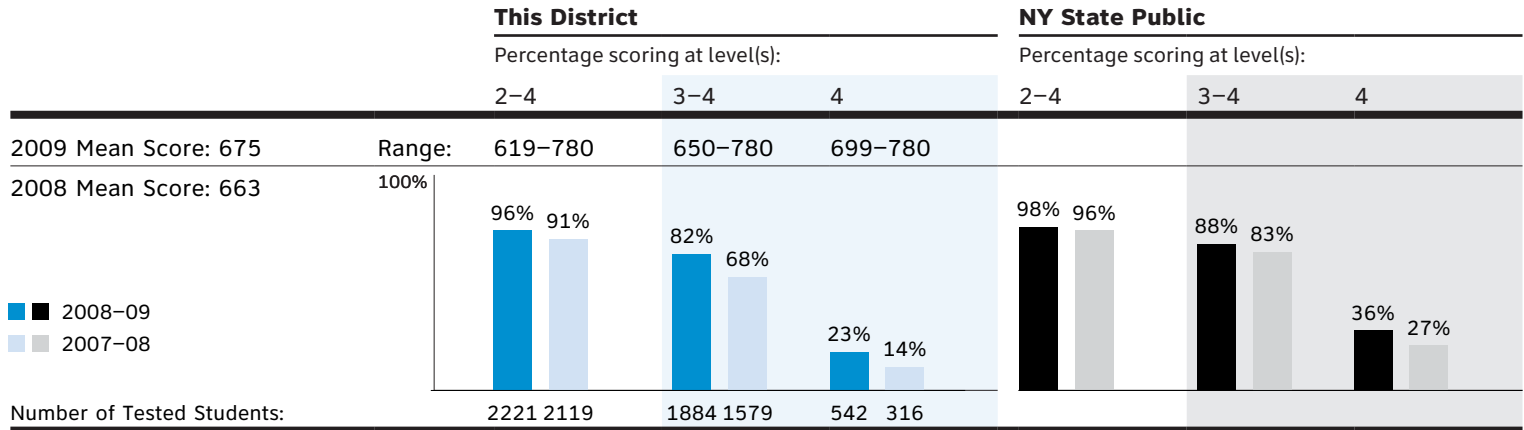
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Other Assessments

	2008-09 School Year				2007-08 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	27	26	26	21	26	25	23	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	75	N/A	N/A	N/A	56	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

	2008-09 School Year				2007-08 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	2311	96%	82%	23%	2319	91%	68%	14%
Female	1150	97%	82%	23%	1079	92%	68%	14%
Male	1161	96%	81%	24%	1240	91%	68%	13%
American Indian or Alaska Native	5	—	—	—	1	—	—	—
Black or African American	150	96%	82%	21%	158	93%	70%	9%
Hispanic or Latino	2064	96%	81%	22%	2096	91%	67%	13%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	88%	56%	18	—	—	—
White	75	97%	91%	56%	46	96%	91%	28%
Multiracial	1	—	—	—				
Small Group Totals	6	100%	100%	33%	19	100%	95%	58%
General-Education Students	1935	97%	86%	26%	1906	93%	72%	16%
Students with Disabilities	376	89%	60%	8%	413	84%	49%	3%
English Proficient	1477	99%	90%	31%	1490	96%	79%	19%
Limited English Proficient	834	92%	67%	10%	829	82%	49%	3%
Economically Disadvantaged	2182	96%	81%	23%	2172	91%	68%	13%
Not Disadvantaged	129	98%	82%	29%	147	90%	66%	20%
Migrant								
Not Migrant	2311	96%	82%	23%	2319	91%	68%	14%

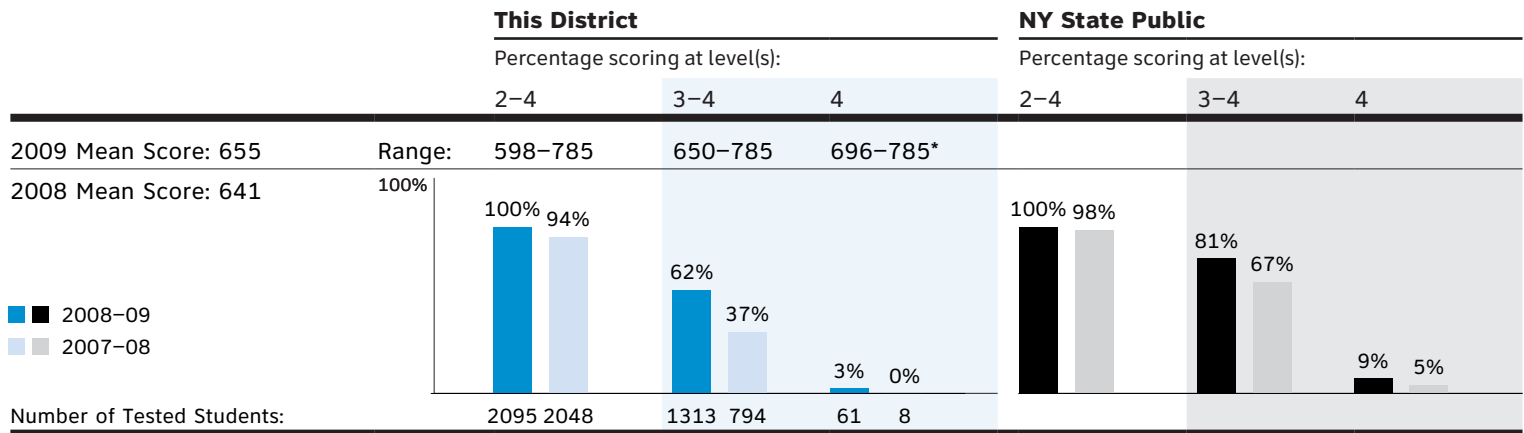
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	26	26	26	21	26	23	22	15

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2102	100%	62%	3%	2175	94%	37%	0%
Female	976	100%	68%	4%	1074	95%	41%	1%
Male	1126	100%	58%	2%	1101	93%	32%	0%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	128	100%	56%	2%	128	96%	33%	0%
Hispanic or Latino	1918	100%	62%	3%	1991	94%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	18	-	-	-
White	40	100%	83%	13%	36	97%	75%	8%
Multiracial								
Small Group Totals	16	100%	88%	25%	20	100%	80%	10%
General-Education Students	1716	100%	69%	3%	1786	96%	42%	0%
Students with Disabilities	386	99%	34%	0%	389	86%	10%	0%
English Proficient	1437	100%	78%	4%	1469	99%	50%	1%
Limited English Proficient	665	99%	30%	0%	706	84%	9%	0%
Economically Disadvantaged	2028	100%	62%	3%	2045	94%	36%	0%
Not Disadvantaged	74	99%	64%	0%	130	94%	46%	2%
Migrant								
Not Migrant	2102	100%	62%	3%	2175	94%	37%	0%

NOTES

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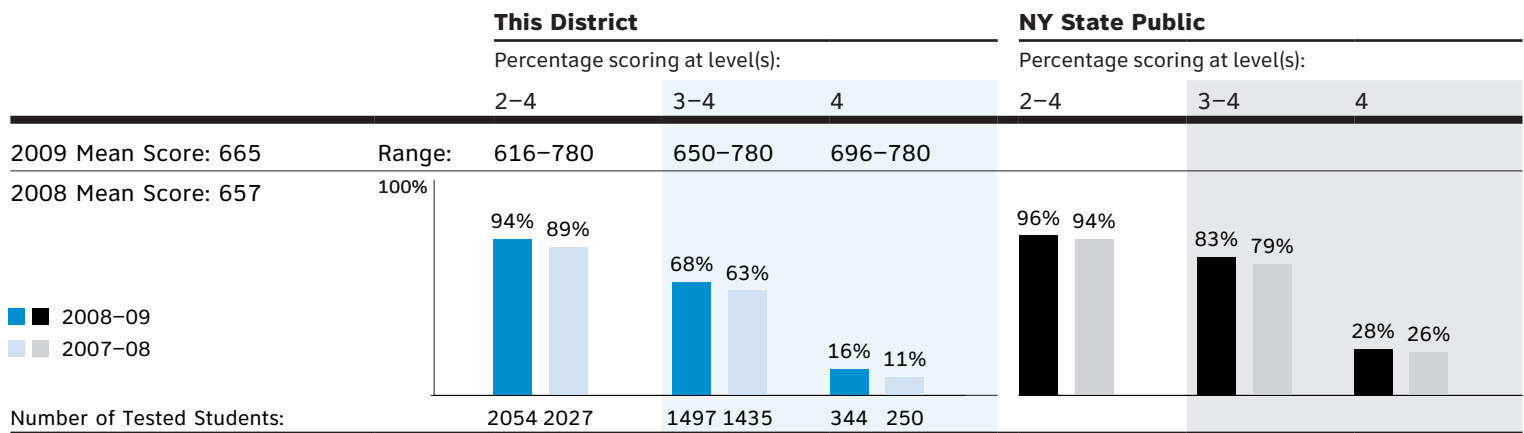
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	32	32	29	25	28	27	26	20
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	90	N/A	N/A	N/A	71	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

	2008-09 School Year				2007-08 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	2192	94%	68%	16%	2269	89%	63%	11%
Female	1013	95%	72%	19%	1119	91%	65%	10%
Male	1179	93%	65%	13%	1150	88%	61%	12%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	133	89%	56%	10%	130	84%	45%	7%
Hispanic or Latino	2004	94%	68%	15%	2084	90%	64%	10%
Asian or Native Hawaiian/Other								
Pacific Islander	15	—	—	—	17	—	—	—
White	38	97%	92%	53%	36	92%	92%	56%
Multiracial								
Small Group Totals	17	100%	94%	47%	19	100%	89%	74%
General-Education Students	1808	96%	74%	18%	1881	93%	69%	13%
Students with Disabilities	384	84%	43%	3%	388	72%	34%	2%
English Proficient	1434	97%	81%	23%	1485	94%	74%	16%
Limited English Proficient	758	88%	45%	3%	784	80%	44%	2%
Economically Disadvantaged	2111	94%	68%	16%	2134	90%	63%	10%
Not Disadvantaged	81	88%	67%	12%	135	84%	66%	19%
Migrant								
Not Migrant	2192	94%	68%	16%	2269	89%	63%	11%

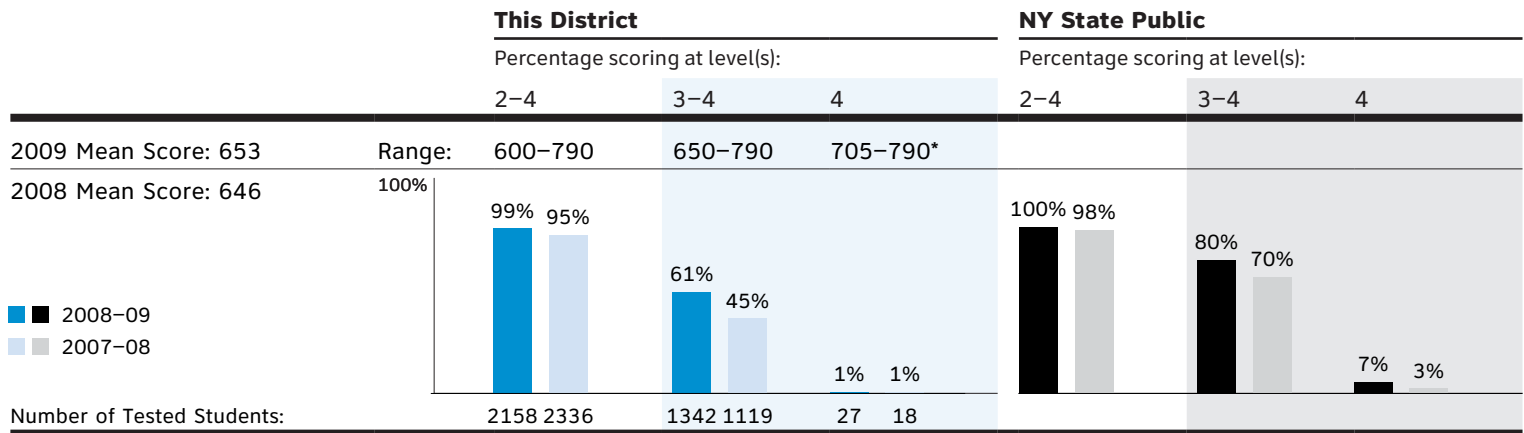
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Other Assessments

	2008-09 School Year				2007-08 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	32	32	31	22	27	27	24	18

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2187	99%	61%	1%	2463	95%	45%	1%
Female	1073	99%	65%	2%	1148	97%	53%	1%
Male	1114	98%	58%	1%	1315	93%	39%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	136	99%	65%	1%	155	96%	34%	0%
Hispanic or Latino	1999	99%	60%	1%	2238	95%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	21	-	-	-
White	35	100%	89%	20%	48	98%	75%	6%
Multiracial	1	-	-	-				
Small Group Totals	17	100%	88%	12%	22	100%	82%	5%
General-Education Students	1811	99%	67%	1%	2064	96%	50%	1%
Students with Disabilities	376	97%	32%	0%	399	87%	21%	0%
English Proficient	1505	100%	78%	2%	1743	98%	57%	1%
Limited English Proficient	682	96%	25%	0%	720	86%	16%	0%
Economically Disadvantaged	2091	99%	61%	1%	2286	95%	45%	1%
Not Disadvantaged	96	99%	60%	3%	177	93%	49%	2%
Migrant								
Not Migrant	2187	99%	61%	1%	2463	95%	45%	1%

NOTES

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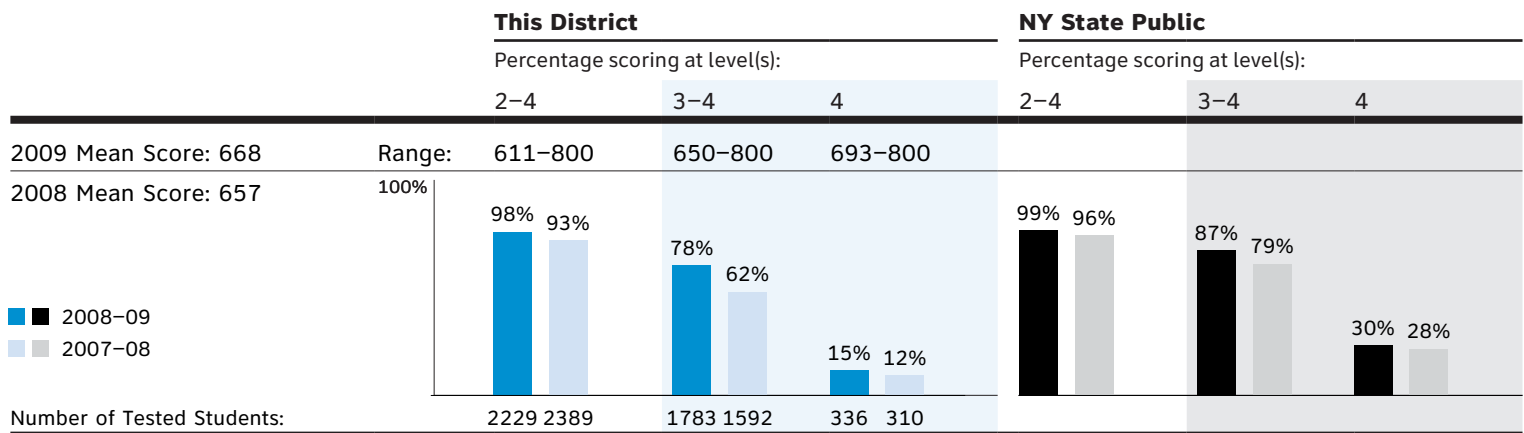
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	34	32	30	34	33	28	22
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	76	N/A	N/A	N/A	72	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

	2008-09 School Year				2007-08 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	2273	98%	78%	15%	2564	93%	62%	12%
Female	1116	98%	79%	15%	1186	95%	65%	14%
Male	1157	98%	78%	15%	1378	92%	60%	11%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	141	96%	67%	11%	157	92%	48%	5%
Hispanic or Latino	2080	98%	79%	14%	2332	93%	62%	11%
Asian or Native Hawaiian/Other								
Pacific Islander	16	—	—	—	21	—	—	—
White	35	97%	94%	49%	52	98%	79%	40%
Multiracial								
Small Group Totals	17	100%	94%	76%	23	100%	83%	57%
General-Education Students	1896	99%	84%	17%	2167	95%	67%	14%
Students with Disabilities	377	93%	48%	3%	397	81%	37%	3%
English Proficient	1508	99%	87%	21%	1755	97%	71%	17%
Limited English Proficient	765	96%	62%	3%	809	85%	43%	2%
Economically Disadvantaged	2172	98%	79%	15%	2384	93%	62%	12%
Not Disadvantaged	101	97%	71%	16%	180	92%	64%	17%
Migrant								
Not Migrant	2273	98%	78%	15%	2564	93%	62%	12%

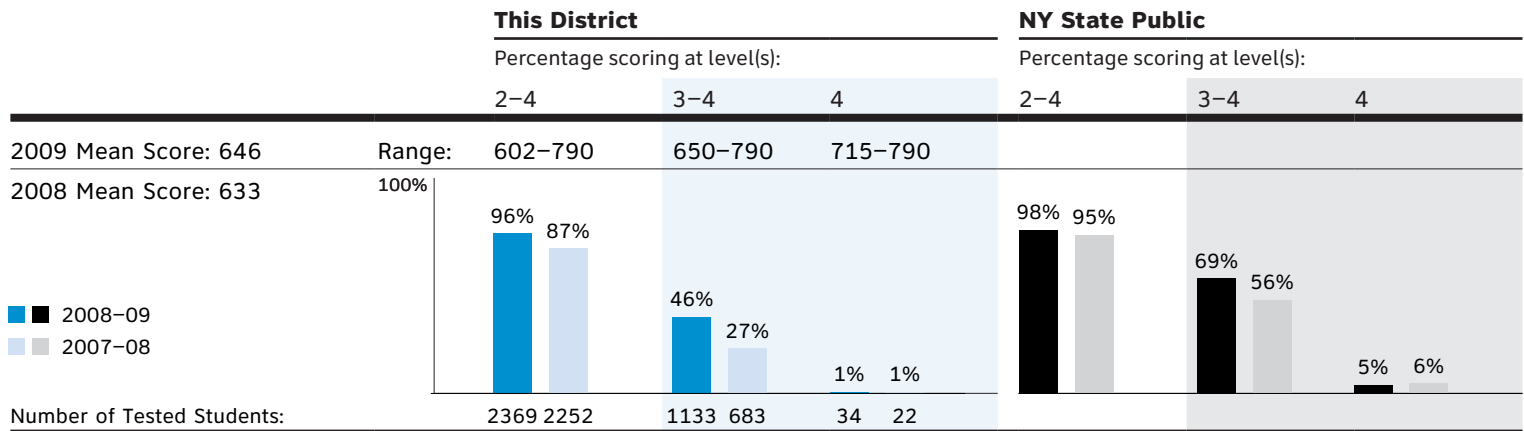
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Other Assessments

	2008-09 School Year				2007-08 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	31	30	21	35	29	27	18

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2465	96%	46%	1%	2577	87%	27%	1%
Female	1154	98%	52%	2%	1232	90%	32%	1%
Male	1311	95%	40%	1%	1345	85%	21%	0%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	154	97%	42%	1%	197	94%	18%	1%
Hispanic or Latino	2240	96%	45%	1%	2315	87%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	20	—	—	—
White	47	98%	68%	11%	41	93%	54%	15%
Multiracial								
Small Group Totals	24	100%	75%	13%	24	96%	58%	8%
General-Education Students	2117	97%	51%	2%	2184	90%	30%	1%
Students with Disabilities	348	92%	17%	0%	393	76%	9%	0%
English Proficient	1771	99%	60%	2%	1889	97%	35%	1%
Limited English Proficient	694	88%	11%	0%	688	60%	3%	0%
Economically Disadvantaged	2350	96%	46%	1%	2355	87%	26%	1%
Not Disadvantaged	115	95%	44%	0%	222	90%	31%	1%
Migrant								
Not Migrant	2465	96%	46%	1%	2577	87%	27%	1%

NOTES

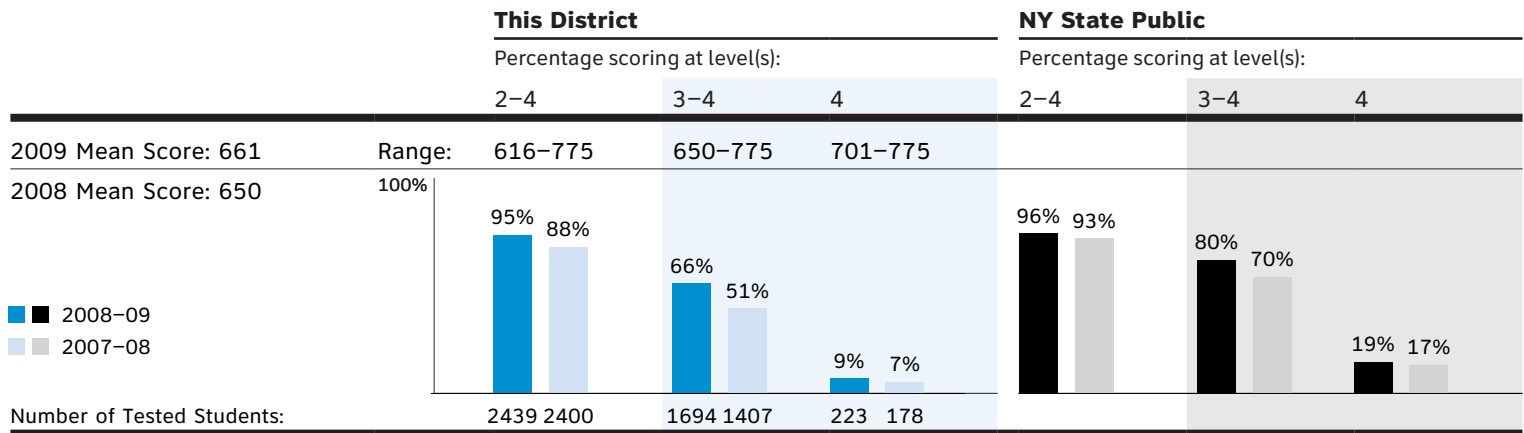
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Other Assessments

	2008-09 School Year				2007-08 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	41	41	38	36	35	35	34	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	92	N/A	N/A	N/A	94	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

	2008-09 School Year				2007-08 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	95%	66%	9%	2738	88%	51%	7%
Female	1206	95%	67%	10%	1311	89%	54%	7%
Male	1371	94%	65%	7%	1427	86%	49%	6%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	164	89%	53%	4%	199	82%	40%	3%
Hispanic or Latino	2341	95%	66%	8%	2469	88%	52%	6%
Asian or Native Hawaiian/Other								
Pacific Islander	23	—	—	—	23	—	—	—
White	48	96%	88%	38%	43	93%	74%	33%
Multiracial								
Small Group Totals	24	100%	83%	42%	27	93%	70%	33%
General-Education Students	2230	97%	70%	10%	2344	91%	56%	7%
Students with Disabilities	347	83%	36%	1%	394	67%	23%	2%
English Proficient	1780	97%	73%	12%	1928	92%	59%	9%
Limited English Proficient	797	89%	49%	2%	810	78%	34%	1%
Economically Disadvantaged	2448	95%	66%	9%	2513	88%	51%	6%
Not Disadvantaged	129	91%	58%	4%	225	89%	55%	8%
Migrant								
Not Migrant	2577	95%	66%	9%	2738	88%	51%	7%

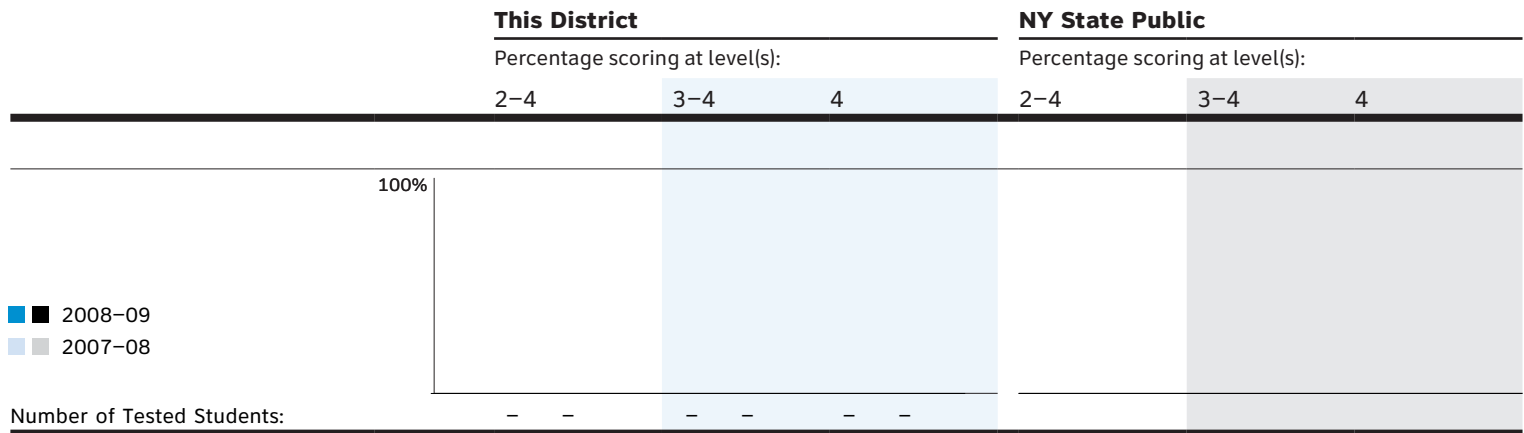
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Other Assessments

	2008-09 School Year				2007-08 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	41	41	40	25	37	34	32	20

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	2538	80%	41%	7%	2686	85%	40%	5%
Female	1189	83%	41%	7%	1288	88%	39%	4%
Male	1349	77%	41%	6%	1398	82%	42%	5%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	154	83%	38%	3%	196	83%	40%	2%
Hispanic or Latino	2313	79%	40%	6%	2422	85%	40%	5%
Asian or Native Hawaiian/Other	23	—	—	—	23	—	—	—
Pacific Islander	47	94%	68%	28%	41	83%	71%	20%
Multiracial	24	96%	88%	33%	27	89%	56%	19%
Small Group Totals	2205	83%	43%	7%	2309	87%	43%	5%
General-Education Students	333	63%	24%	2%	377	69%	23%	1%
Students with Disabilities	1755	89%	51%	9%	1894	91%	49%	6%
English Proficient	783	60%	18%	1%	792	70%	19%	2%
Limited English Proficient	2412	80%	41%	7%	2471	85%	40%	4%
Economically Disadvantaged	126	76%	32%	5%	215	85%	44%	7%
Not Disadvantaged	2538	80%	41%	7%	2686	85%	40%	5%
Migrant								
Not Migrant								

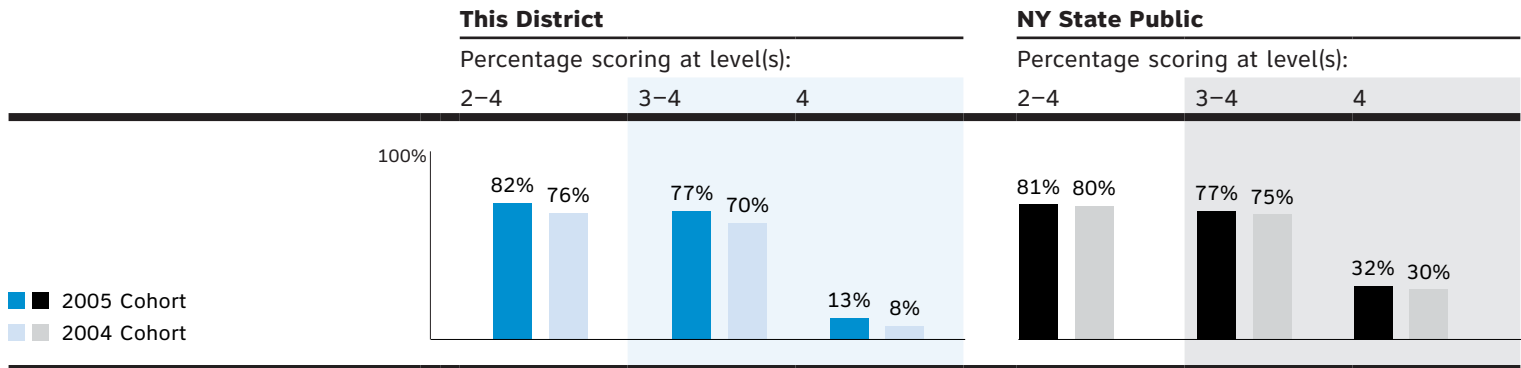
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	40	40	39	33	37	35	34	27
Regents Science	1	—	—	—	1	—	—	—

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



Results by Student Group

Results by Student Group	2005 Cohort				2004 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	979	82%	77%	13%	1099	76%	70%	8%
Female	506	88%	83%	17%	513	82%	76%	9%
Male	473	76%	70%	8%	586	71%	65%	6%
American Indian or Alaska Native	3	–	–	–	3	–	–	–
Black or African American	118	81%	74%	21%	181	69%	63%	9%
Hispanic or Latino	835	82%	77%	11%	897	78%	72%	7%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	100%	45%	11	100%	100%	27%
White	2	–	–	–	7	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	6	83%	83%	17%	10	50%	40%	0%
General-Education Students	866	90%	85%	15%	940	85%	79%	9%
Students with Disabilities	113	24%	16%	1%	159	27%	20%	0%
English Proficient	724	87%	83%	17%	840	80%	75%	10%
Limited English Proficient	255	68%	60%	0%	259	66%	54%	1%
Economically Disadvantaged	763	85%	80%	13%	828	81%	75%	8%
Not Disadvantaged	216	72%	65%	11%	271	61%	56%	6%
Migrant								
Not Migrant	979	82%	77%	13%	1099	76%	70%	8%

NOTES

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Other Assessments

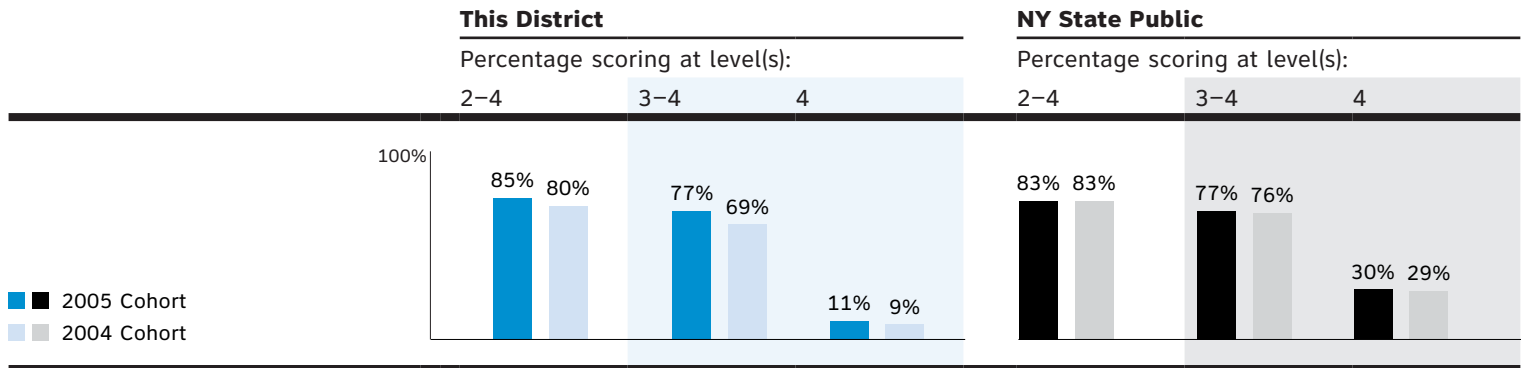
Other Assessments	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* 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.

** 2004 cohort data are those reported in the 2007-08 *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

	2005 Cohort				2004 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	979	85%	77%	11%	1099	80%	69%	9%
Female	506	89%	81%	11%	513	85%	73%	11%
Male	473	81%	72%	12%	586	75%	65%	7%
American Indian or Alaska Native	3	–	–	–	3	–	–	–
Black or African American	118	79%	71%	19%	181	71%	59%	7%
Hispanic or Latino	835	86%	77%	9%	897	81%	70%	9%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	95%	45%	11	100%	100%	55%
White	2	–	–	–	7	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	6	83%	83%	33%	10	60%	40%	0%
General-Education Students	866	93%	86%	12%	940	88%	77%	10%
Students with Disabilities	113	22%	10%	1%	159	29%	18%	1%
English Proficient	724	87%	80%	14%	840	82%	73%	11%
Limited English Proficient	255	80%	67%	3%	259	73%	54%	2%
Economically Disadvantaged	763	89%	81%	12%	828	84%	73%	10%
Not Disadvantaged	216	73%	63%	8%	271	66%	55%	5%
Migrant								
Not Migrant	979	85%	77%	11%	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

	2005 Cohort				2004 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 ***								

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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