



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

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

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

Superintendent **MARTHA MADERA**

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

## This District's Report Card

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

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

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@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 the district's accountability status.

**3**

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

This section lists all schools in your district by 2011–12 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.

## 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

	2008-09	2009-10	2010-11
Pre-K	451	479	564
Kindergarten	1918	2118	2114
Grade 1	2056	2249	2279
Grade 2	2058	2134	2238
Grade 3	2063	2113	2138
Grade 4	1968	2161	2191
Grade 5	2143	1931	1904
Grade 6	2010	2153	1947
Ungraded Elementary	1097	107	100
Grade 7	2108	2234	2210
Grade 8	2405	2383	2336
Grade 9	1506	1852	1695
Grade 10	1270	1441	1640
Grade 11	850	911	1068
Grade 12	820	821	904
Ungraded Secondary	612	193	197
<b>Total K-12</b>	<b>24884</b>	<b>24801</b>	<b>24961</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	23	23	24
<b>Grade 8</b>			
English	28	26	28
Mathematics	29	29	28
Science	30	30	28
Social Studies	30	29	28
<b>Grade 10</b>			
English	31	27	26
Mathematics	28	28	28
Science	30	28	28
Social Studies	29	29	27

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	20842	84%	20985	85%	21299	85%
Reduced-Price Lunch	1472	6%	1106	4%	983	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	9288	37%	9008	36%	8850	35%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	29	0%	40	0%	33	0%
Black or African American	1849	7%	1888	8%	1880	8%
Hispanic or Latino	22098	89%	21963	89%	22061	88%
Asian or Native Hawaiian/Other Pacific Islander	255	1%	246	1%	238	1%
White	653	3%	664	3%	749	3%
Multiracial	0	0%	0	0%	0	0%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		0%		0%		0%
Student Suspensions	1117	4%	994	4%	873	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

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	2023	1894	1804
Percent with No Valid Teaching Certificate	3%	2%	1%
Percent Teaching Out of Certification	11%	7%	6%
Percent with Fewer Than Three Years of Experience	15%	8%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	39%	42%
<b>Total Number of Core Classes</b>	3837	3808	3365
Percent Not Taught by Highly Qualified Teachers in This District	10%	6%	6%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	4552	4536	4000
Percent Taught by Teachers Without Appropriate Certification	12%	7%	6%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	28%	27%
Turnover Rate of All Teachers	17%	17%	17%

## Staff Counts

	2008-09	2009-10	2010-11
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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSS process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## 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 2010–11, 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.p12.nysed.gov/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### 2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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.)

### Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

### 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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

### Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.



## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Progress Targets

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

**Science:** The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

**Graduation Rate:** The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$ .

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

### Safe Harbor Qualification (\*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “\*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

### State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

### Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

### Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

### Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

## 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.p12.nysed.gov/irs/accountability/>.

### 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 (2011–12)

#### ▲ Improvement (Year 1)

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

### Title I Part A Funding

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

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✗	✓	✓	✗	✓	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✗	✓ <sup>SH</sup>		✓	✓	
Hispanic or Latino	✗	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		—	—	
Multiracial	—	—				
<b>Other Groups</b>						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✗	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✗ 2 of 8	✗ 6 of 8	✓ 1 of 1	✗ 3 of 6	✗ 4 of 6	✗ 0 of 1

#### AYP Status


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

#### Accountability Status Levels

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

## Elementary/Middle-Level English Language Arts

**Accountability Status**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**




**Accountability Measures** 2 of 8 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
Accountability Groups								
All Students (13169:11972)	✗	✓	98%	✗	113	121	119	122
Ethnicity								
American Indian or Alaska Native (25:20)	—	—	—	—	—	—	—	
Black or African American (806:716)	✗	✓	98%	✗	110	118	116	119
Hispanic or Latino (11807:10759)	✗	✓	98%	✗	111	121	117	120
Asian or Native Hawaiian/Other Pacific Islander (105:91)	✓	✓	97%	✓	146	112		
White (409:371)	✓	✓	98%	✓	157	116		
Multiracial (17:15)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (2318:2267)	✗	✓	98%	✗	79	120	88	91
Limited English Proficient (4989:5371)	✗	✓	98%	✗	86	121	94	97
Economically Disadvantaged (12716:11571)	✗	✓	99%	✗	112	121	118	121
Final AYP Determination	✗ 2 of 8							
Non-Accountability Groups								
Female (6335:5758)			98%		120	121		
Male (6834:6214)			98%		105	121		
Migrant (0:0)								


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 6 of 8 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (13190:12379)			99%		138	136	
<b>Ethnicity</b>							
American Indian or Alaska Native (25:22)	—	—	—	—	—	—	—
Black or African American (805:718)			98%		130	133	130 137
Hispanic or Latino (11828:11151)			100%		137	136	
Asian or Native Hawaiian/Other Pacific Islander (105:95)			100%		164	127	
White (410:377)			99%		173	131	
Multiracial (17:16)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (2316:2262)			98%		106	135	109 115
Limited English Proficient (5002:5771)			100%		119	136	123 127
Economically Disadvantaged (12734:11973)			100%		138	136	
<b>Final AYP Determination</b>	 6 of 8						
<b>Non-Accountability Groups</b>							
Female (6347:5957)			100%		140	136	
Male (6843:6422)			99%		136	136	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Science

### Accountability Status for This Subject (2011–12)



Good Standing

### Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

### Prospective Status

This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target	
							2010–11	2011–12	
Accountability Groups									
All Students (4704:4326)	✓	Qualified	✓	98%	✓	150	100		
Ethnicity									
American Indian or Alaska Native (6:5)		–	–	–	–	–	–	–	
Black or African American (331:292)		Qualified	✓	94%	✓	143	100		
Hispanic or Latino (4191:3869)		Qualified	✓	98%	✓	149	100		
Asian or Native Hawaiian/Other Pacific Islander (38:33)		Qualified	–	–	✓	185	100		
White (132:121)		Qualified	✓	98%	✓	179	100		
Multiracial (6:6)		–	–	–	–	–	–	–	
Other Groups									
Students with Disabilities (839:785)		Qualified	✓	95%	✓	129	100		
Limited English Proficient (1765:1869)		Qualified	✓	98%	✓	129	100		
Economically Disadvantaged (4513:4164)		Qualified	✓	98%	✓	150	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (2299:2103)				98%		152	100		
Male (2405:2223)				98%		148	100		
Migrant (0:0)									

#### Symbols



Made AYP



Did not make AYP



Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2011–12)



Improvement (Year 1)

### Accountability Measures

3 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 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
Status		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010–11	2011–12
<b>Accountability Groups</b>								
<b>All Students</b> (994:1000)	✗	✓	100%	✗	178	180	180 <sup>‡</sup>	180
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (132:141)	✓	✓	99%	✓	175	174		
Hispanic or Latino (848:842)	✓	✓	100%	✓	179	179		
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—		—
White (8:11)	—	—	—	—	—	—		—
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (93:105)	✗	✓	96%	✗	117	173	124 <sup>‡</sup>	125
Limited English Proficient (218:289)	✗	✓	99%	✗	161	177	171 <sup>‡</sup>	165
Economically Disadvantaged (823:835)	✓	✓	99%	✓	180	179		
<b>Final AYP Determination</b>	✗ 3 of 6							
<b>Non-Accountability Groups</b>								
Female (531:533)			99%		182	178		
Male (463:467)			100%		175	178		
Migrant (0:0)								


#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.




















## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 4 of 6 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (994:1000)			100%		181	177	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (132:141)			100%		172	171	
Hispanic or Latino (848:842)			100%		183	176	
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—
White (8:11)	—	—	—	—	—	—	—
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (44:105)			100%		111	170	127 <sup>‡</sup> 120
Limited English Proficient (218:289)			100%		166	174	174 <sup>‡</sup> 169
Economically Disadvantaged (823:835)			100%		183	176	
<b>Final AYP Determination</b>	 4 of 6						
<b>Non-Accountability Groups</b>							
Female (531:533)			100%		183	175	
Male (463:467)			100%		179	175	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- <sup>‡</sup> Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



## Graduation Rate

### Accountability Status for This Indicator (2011–12)

Good Standing

### Accountability Measures

0 of 1 Student groups making AYP in graduation rate

**X** Did not make AYP

### Prospective Status

A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (1075)	<b>X</b>	<b>X</b>	71%	80%	74%
<b>Ethnicity</b>					
American Indian or Alaska Native (4)		—	—	—	
Black or African American (141)		<b>X</b>	68%	80%	74%
Hispanic or Latino (897)		<b>X</b>	72%	80%	74%
Asian or Native Hawaiian/Other Pacific Islander (19)		—	—	—	
White (14)		—	—	—	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (149)		<b>X</b>	28%	80%	30%
Limited English Proficient (317)		<b>X</b>	62%	80%	65%
Economically Disadvantaged (819)		<b>X</b>	75%	80%	78%
<b>Final AYP Determination</b>	<b>X</b> 0 of 1				
<b>Non-Accountability Groups</b>					
Female (523)			78%	80%	
Male (552)			65%	80%	
Migrant (0)					

#### Symbols

- ✓ Made AYP
- X** Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **73%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

## 2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

### In Good Standing

16 schools identified 35% of total

A PHILIP RANDOLPH CAMPUS HIGH SCHOOL  
 AMISTAD DUAL LANGUAGE SCHOOL  
 GREGORIO LUPERON HIGH SCH FOR SCIENCE AND MATHEMATICS  
 HAMILTON HEIGHTS SCHOOL  
 HIGH SCHOOL FOR EXCELLENCE AND INNOVATION  
 HIGH SCHOOL FOR INTERNATIONAL-BUSINESS & FINANCE  
 HIGH SCHOOL FOR LAW & PUBLIC SERVICE  
 HIGH SCHOOL FOR MEDIA & COMMUNICATIONS  
 MUSCOTA  
 PAULA HEDBAVNY SCHOOL  
 PROFESSOR JUAN BOSCH PUBLIC SCHOOL  
 PS 153 ADAM CLAYTON POWELL  
 PS 192 JACOB H SCHIFF  
 PS/IS 210 21ST CENTURY ACADEMY FOR COMMUNITY LDERSHIP  
 THE MOTT HALL SCHOOL  
 WASHINGTON HEIGHTS ACADEMY

### Improvement (year 1) Basic

3 schools identified 7% of total

CITY COLLEGE ACADEMY OF THE ARTS  
 HIGH SCHOOL FOR HEALTH CAREERS & SCIENCES  
 PS 48 PO MICHAEL J BUCZEK

### Improvement (year 1) Focused

3 schools identified 7% of total

PS 173  
 PS 189  
 PS/IS 187 HUDSON CLIFFS

### Improvement (year 1) Comprehensive

10 schools identified 22% of total

COMMUNITY HEALTH ACADEMY OF THE HEIGHTS  
 IS 528 BEA FULLER RODGERS SCHOOL  
 MS 319 MARIE TERESA  
 MS 324 PATRIA MIRABAL  
 MS 326 WRITERS TODAY & LEADERS TOMORROW  
 PS 132 JUAN PABLO DUARTE  
 PS 28 WRIGHT BROTHERS  
 PS 325  
 PS 5 ELLEN LURIE  
 WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL

### Improvement (year 2) Comprehensive

2 schools identified 4% of total

HARBOR HEIGHTS MIDDLE SCHOOL  
 PS 98 SHORAC KAPPOCK

### Corrective Action (year 1) Comprehensive

3 schools identified 7% of total

## 2011–12 Accountability Status of Schools in Your District (Continued)

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**Corrective Action (year 1) Comprehensive (continued)**

MS 321 MINERVA

MS 328 MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY

PS 18 PARK TERRACE

---

**Corrective Action (year 2) Comprehensive**

1 school identified 2% of total

MIDDLE SCHOOL 322

---

**Restructuring (year 1) Focused**

1 school identified 2% of total

PS 152 DYCKMAN VALLEY

---

**Restructuring (advanced) Comprehensive**

7 schools identified 15% of total

IS 218 SALOME URENA

JHS 143 ELEANOR ROOSEVELT

JHS 52 INWOOD

PS 115 ALEXANDER HUMBOLDT

PS 128 AUDUBON

PS 4 DUKE ELLINGTON

PS 8 LUIS BELLARD







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District NEW YORK CITY GEOGRAPHIC DISTRICT # 6

District ID 31-06-00-01-0000

## Summary of 2010–11 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	36%			2067
Grade 4	37%			2110
Grade 5	38%			1822
Grade 6	29%			1852
Grade 7	24%			2109
Grade 8	21%			2186

### Mathematics

Grade 3	41%		2159
Grade 4	53%		2242
Grade 5	51%		1953
Grade 6	45%		1976
Grade 7	49%		2209
Grade 8	47%		2339

### Science

Grade 4	71%		2233
Grade 8	45%		2271

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	76%			1160
Mathematics	78%			1160

## About the Performance Level Descriptors

### English Language Arts

#### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### Mathematics

#### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

#### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

#### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

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

### This District's N/RC Category:

#### NYC Public Schools

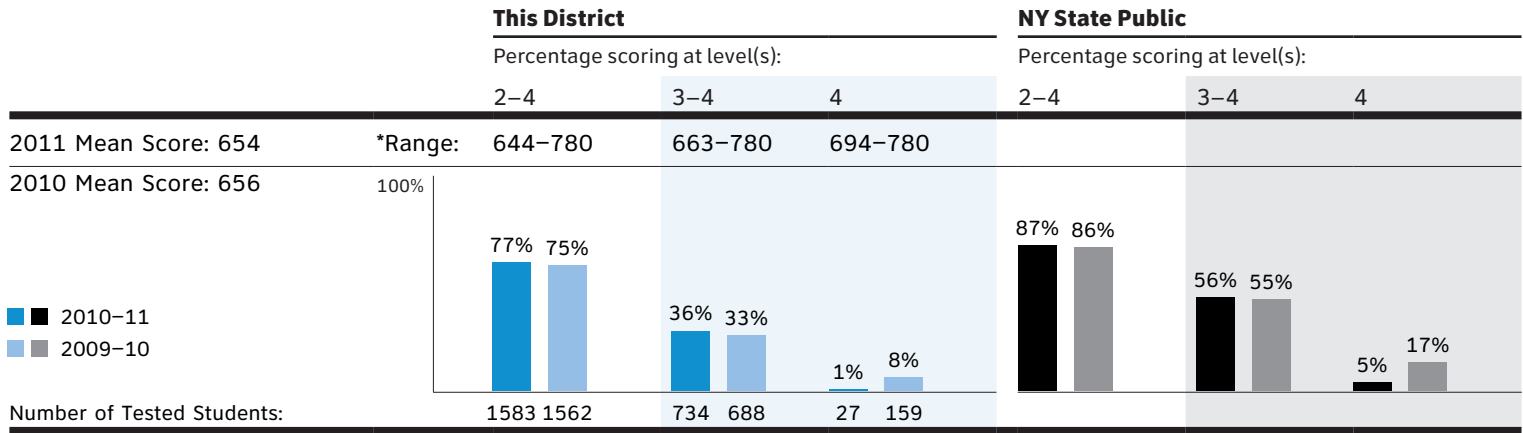
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

# 4 Overview of District Performance

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

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

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2067</b>	<b>77%</b>	<b>36%</b>	<b>1%</b>	<b>2072</b>	<b>75%</b>	<b>33%</b>	<b>8%</b>
Female	988	82%	41%	2%	1073	77%	34%	8%
Male	1079	72%	31%	1%	999	73%	32%	7%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	111	77%	25%	2%	150	76%	30%	9%
Hispanic or Latino	1831	76%	34%	1%	1812	74%	31%	7%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	20	95%	55%	30%
White	103	88%	61%	10%	83	92%	71%	19%
Multiracial	2	-	-	-	6	-	-	-
Small Group Totals	22	82%	59%	9%	7	100%	43%	29%
General-Education Students	1732	83%	40%	1%	1719	81%	37%	9%
Students with Disabilities	335	44%	11%	1%	353	47%	14%	1%
English Proficient	1292	87%	47%	2%	1212	86%	45%	11%
Limited English Proficient	775	59%	17%	0%	860	60%	16%	2%
Economically Disadvantaged	2006	76%	35%	1%	1998	75%	33%	7%
Not Disadvantaged	61	85%	61%	8%	74	84%	49%	14%
Migrant								
Not Migrant	2067	77%	36%	1%	2072	75%	33%	8%

#### NOTES

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

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	26	26	22	35	32	31	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	69	N/A	N/A	N/A	76	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	68	N/A	N/A	N/A	76	N/A	N/A	N/A

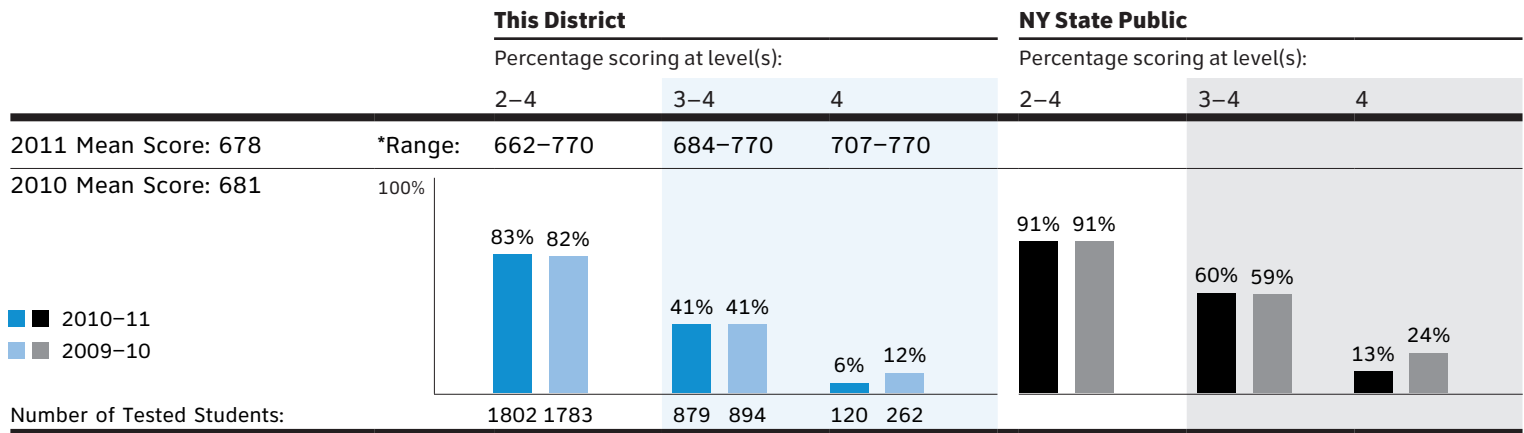
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

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

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2159</b>	<b>83%</b>	<b>41%</b>	<b>6%</b>	<b>2172</b>	<b>82%</b>	<b>41%</b>	<b>12%</b>
Female	1041	85%	40%	5%	1121	83%	40%	11%
Male	1118	82%	41%	7%	1051	81%	43%	13%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	112	80%	37%	6%	151	74%	28%	8%
Hispanic or Latino	1920	83%	39%	4%	1911	82%	41%	11%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	21	100%	67%	29%
White	105	93%	70%	22%	82	94%	68%	38%
Multiracial	2	—	—	—	6	—	—	—
Small Group Totals	22	86%	59%	32%	7	86%	43%	29%
General-Education Students	1826	87%	44%	6%	1817	86%	46%	14%
Students with Disabilities	333	65%	22%	2%	355	61%	19%	4%
English Proficient	1297	90%	53%	8%	1219	90%	55%	18%
Limited English Proficient	862	74%	23%	1%	953	72%	24%	4%
Economically Disadvantaged	2097	83%	40%	5%	2096	82%	41%	12%
Not Disadvantaged	62	94%	58%	10%	76	89%	50%	20%
Migrant								
Not Migrant	2159	83%	41%	6%	2172	82%	41%	12%

#### 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	27	26	22	35	34	28	20

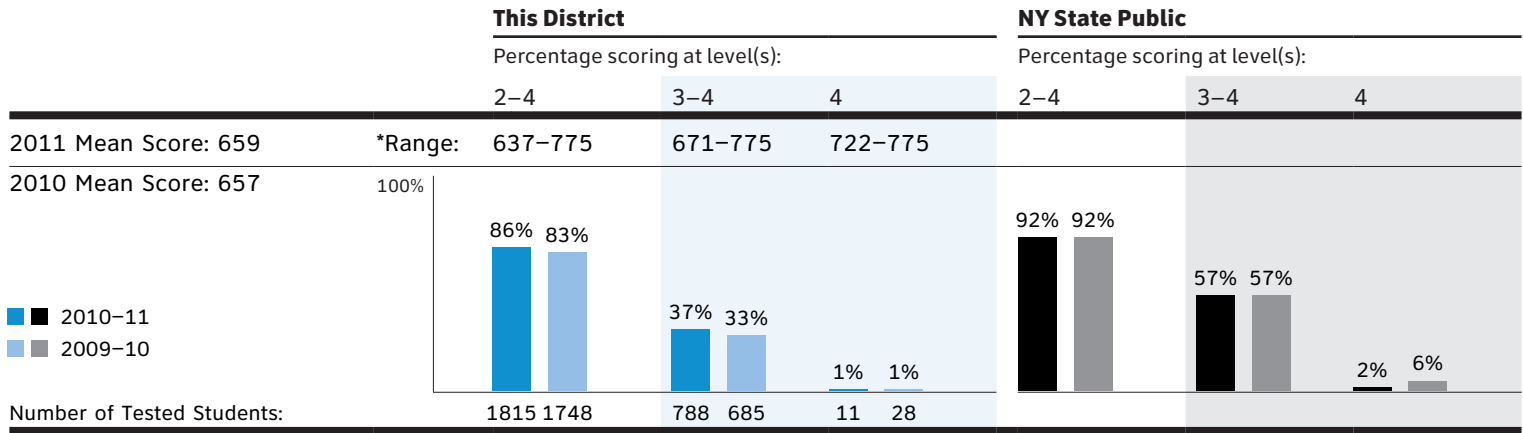


# 4 Overview of District Performance

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

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

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2110</b>	<b>86%</b>	<b>37%</b>	<b>1%</b>	<b>2107</b>	<b>83%</b>	<b>33%</b>	<b>1%</b>
Female	1096	89%	42%	1%	1051	86%	35%	2%
Male	1014	83%	33%	0%	1056	80%	30%	1%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	153	86%	33%	1%	138	85%	32%	1%
Hispanic or Latino	1854	85%	36%	0%	1861	82%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	53%	12%	22	91%	45%	9%
White	79	99%	75%	4%	76	93%	62%	12%
Multiracial	5	—	—	—	6	—	—	—
Small Group Totals	7	86%	57%	14%	10	90%	30%	0%
General-Education Students	1744	91%	42%	1%	1755	88%	37%	2%
Students with Disabilities	366	63%	14%	0%	352	58%	11%	0%
English Proficient	1317	95%	51%	1%	1219	91%	46%	2%
Limited English Proficient	793	72%	15%	0%	888	71%	15%	0%
Economically Disadvantaged	2043	86%	37%	1%	2047	83%	32%	1%
Not Disadvantaged	67	93%	63%	0%	60	90%	53%	2%
Migrant								
Not Migrant	2110	86%	37%	1%	2107	83%	33%	1%

#### NOTES

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

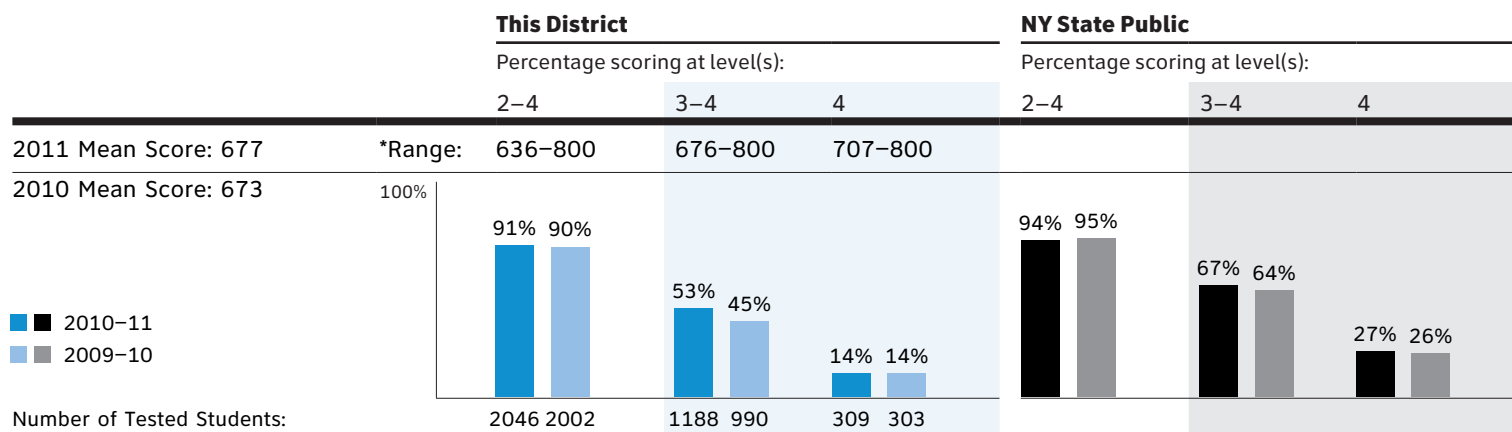
\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	40	38	35	26	29	24	23	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	93	N/A	N/A	N/A	80	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	94	N/A	N/A	N/A	79	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

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2242</b>	<b>91%</b>	<b>53%</b>	<b>14%</b>	<b>2217</b>	<b>90%</b>	<b>45%</b>	<b>14%</b>
Female	1166	91%	53%	13%	1101	92%	44%	15%
Male	1076	92%	53%	14%	1116	89%	45%	13%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	157	90%	39%	10%	140	86%	39%	11%
Hispanic or Latino	1977	91%	53%	13%	1969	90%	44%	13%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	70%	35%	22	95%	59%	36%
White	80	99%	83%	40%	76	97%	75%	36%
Multiracial	6	—	—	—	6	—	—	—
Small Group Totals	8	88%	75%	38%	10	100%	50%	30%
General-Education Students	1873	94%	58%	16%	1864	93%	48%	15%
Students with Disabilities	369	78%	27%	5%	353	77%	25%	5%
English Proficient	1324	97%	65%	20%	1225	95%	58%	21%
Limited English Proficient	918	84%	35%	4%	992	84%	28%	5%
Economically Disadvantaged	2171	91%	52%	13%	2155	90%	44%	13%
Not Disadvantaged	71	94%	69%	35%	62	94%	52%	23%
Migrant								
Not Migrant	2242	91%	53%	14%	2217	90%	45%	14%

#### 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.

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### Other Assessments

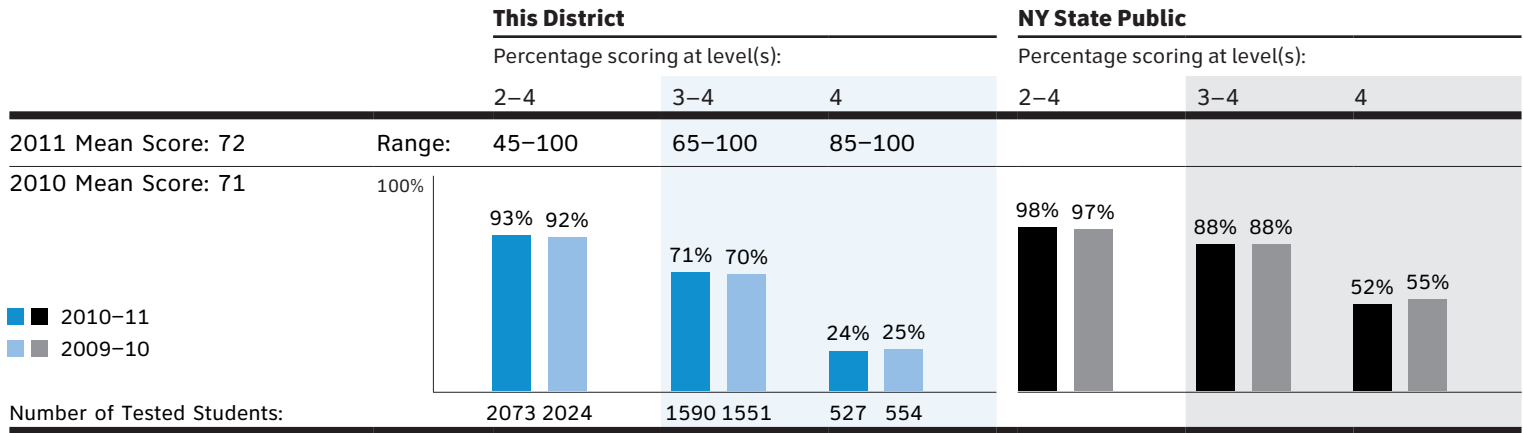
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	40	36	28	29	28	25	17

# 4 Overview of District Performance

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

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

## This District's Results in Grade 4 Science



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2233</b>	<b>93%</b>	<b>71%</b>	<b>24%</b>	<b>2208</b>	<b>92%</b>	<b>70%</b>	<b>25%</b>
Female	1159	93%	71%	24%	1097	92%	71%	25%
Male	1074	93%	71%	24%	1111	91%	70%	25%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	154	94%	72%	19%	140	97%	69%	29%
Hispanic or Latino	1971	92%	70%	22%	1962	91%	69%	23%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	75%	35%	22	95%	82%	41%
White	80	99%	90%	56%	74	100%	91%	59%
Multiracial	6	—	—	—	6	—	—	—
Small Group Totals	8	100%	88%	38%	10	100%	80%	30%
General-Education Students	1866	94%	75%	26%	1855	93%	74%	27%
Students with Disabilities	367	86%	52%	9%	353	84%	53%	14%
English Proficient	1320	98%	84%	36%	1220	98%	85%	38%
Limited English Proficient	913	85%	52%	6%	988	84%	52%	9%
Economically Disadvantaged	2162	93%	71%	23%	2146	92%	70%	25%
Not Disadvantaged	71	96%	86%	44%	62	95%	84%	32%
Migrant								
Not Migrant	2233	93%	71%	24%	2208	92%	70%	25%

### 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

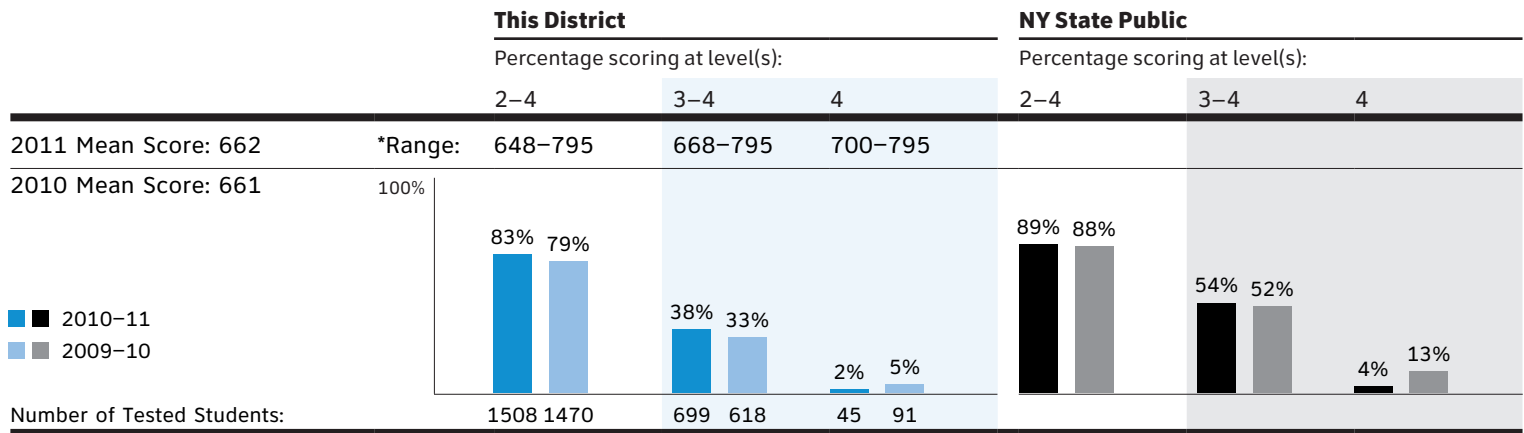
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	38	37	32	29	27	27	24

# 4 Overview of District Performance

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

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

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1822</b>	<b>83%</b>	<b>38%</b>	<b>2%</b>	<b>1860</b>	<b>79%</b>	<b>33%</b>	<b>5%</b>
Female	883	85%	43%	3%	888	81%	38%	6%
Male	939	81%	34%	2%	972	77%	28%	4%
American Indian or Alaska Native	7	—	—	—	5	—	—	—
Black or African American	105	85%	38%	4%	89	76%	26%	7%
Hispanic or Latino	1625	82%	37%	2%	1695	79%	32%	4%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	56%	11%	23	83%	70%	26%
White	64	97%	67%	16%	44	91%	66%	18%
Multiracial	3	—	—	—	4	—	—	—
Small Group Totals	10	90%	50%	10%	9	78%	44%	11%
General-Education Students	1522	87%	43%	3%	1519	84%	37%	6%
Students with Disabilities	300	61%	15%	0%	341	56%	14%	1%
English Proficient	1149	94%	53%	4%	1144	89%	46%	7%
Limited English Proficient	673	63%	14%	0%	716	63%	13%	1%
Economically Disadvantaged	1770	83%	38%	2%	1795	79%	33%	5%
Not Disadvantaged	52	87%	44%	8%	65	83%	46%	6%
Migrant								
Not Migrant	1822	83%	38%	2%	1860	79%	33%	5%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 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	37	36	34	20	34	33	33	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	89	N/A	N/A	N/A	86	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	88	N/A	N/A	N/A	88	N/A	N/A	N/A

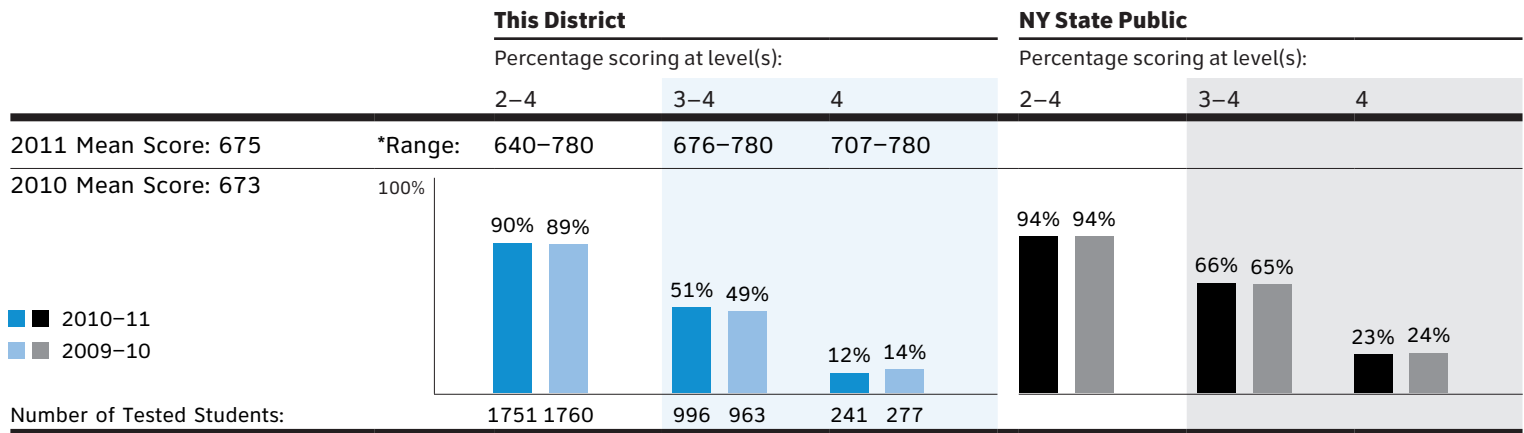
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

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

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1953</b>	<b>90%</b>	<b>51%</b>	<b>12%</b>	<b>1968</b>	<b>89%</b>	<b>49%</b>	<b>14%</b>
Female	946	91%	52%	12%	940	90%	48%	15%
Male	1007	88%	50%	13%	1028	89%	50%	14%
American Indian or Alaska Native	7	—	—	—	5	—	—	—
Black or African American	107	91%	46%	13%	93	89%	40%	10%
Hispanic or Latino	1746	89%	50%	11%	1796	89%	49%	14%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	61%	39%	25	92%	64%	44%
White	67	99%	79%	40%	45	96%	76%	27%
Multiracial	3	—	—	—	4	—	—	—
Small Group Totals	10	90%	60%	20%	9	89%	44%	22%
General-Education Students	1653	92%	55%	13%	1623	92%	54%	16%
Students with Disabilities	300	75%	29%	6%	345	76%	25%	5%
English Proficient	1163	96%	67%	18%	1148	95%	63%	22%
Limited English Proficient	790	81%	27%	4%	820	82%	30%	4%
Economically Disadvantaged	1899	90%	51%	12%	1900	89%	48%	14%
Not Disadvantaged	54	87%	43%	20%	68	91%	63%	15%
Migrant								
Not Migrant	1953	90%	51%	12%	1968	89%	49%	14%

### NOTES

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## Other Assessments

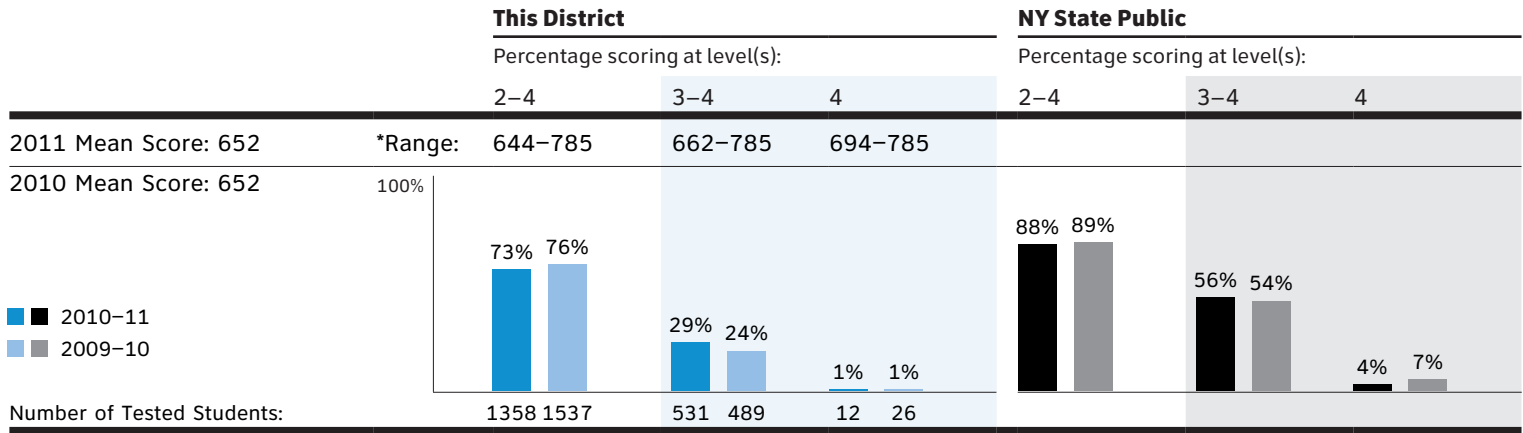
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	37	37	34	26	34	33	30	27

# 4 Overview of District Performance

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

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

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1852</b>	<b>73%</b>	<b>29%</b>	<b>1%</b>	<b>2027</b>	<b>76%</b>	<b>24%</b>	<b>1%</b>
Female	849	78%	32%	1%	1008	79%	27%	2%
Male	1003	70%	26%	1%	1019	73%	21%	1%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	101	69%	30%	1%	120	74%	19%	0%
Hispanic or Latino	1691	73%	27%	0%	1837	75%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	63%	0%	12	92%	58%	8%
White	39	85%	59%	8%	53	89%	57%	15%
Multiracial	3	—	—	—	3	—	—	—
Small Group Totals	5	100%	100%	0%	5	100%	40%	0%
General-Education Students	1523	78%	33%	1%	1673	82%	28%	1%
Students with Disabilities	329	50%	11%	1%	354	48%	6%	0%
English Proficient	1188	89%	41%	1%	1426	89%	33%	2%
Limited English Proficient	664	46%	6%	0%	601	44%	2%	0%
Economically Disadvantaged	1810	73%	29%	1%	1984	76%	24%	1%
Not Disadvantaged	42	79%	36%	2%	43	81%	26%	2%
Migrant								
Not Migrant	1852	73%	29%	1%	2027	76%	24%	1%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 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	43	41	35	32	37	36	31	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	106	N/A	N/A	N/A	114	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	110	N/A	N/A	N/A	119	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.

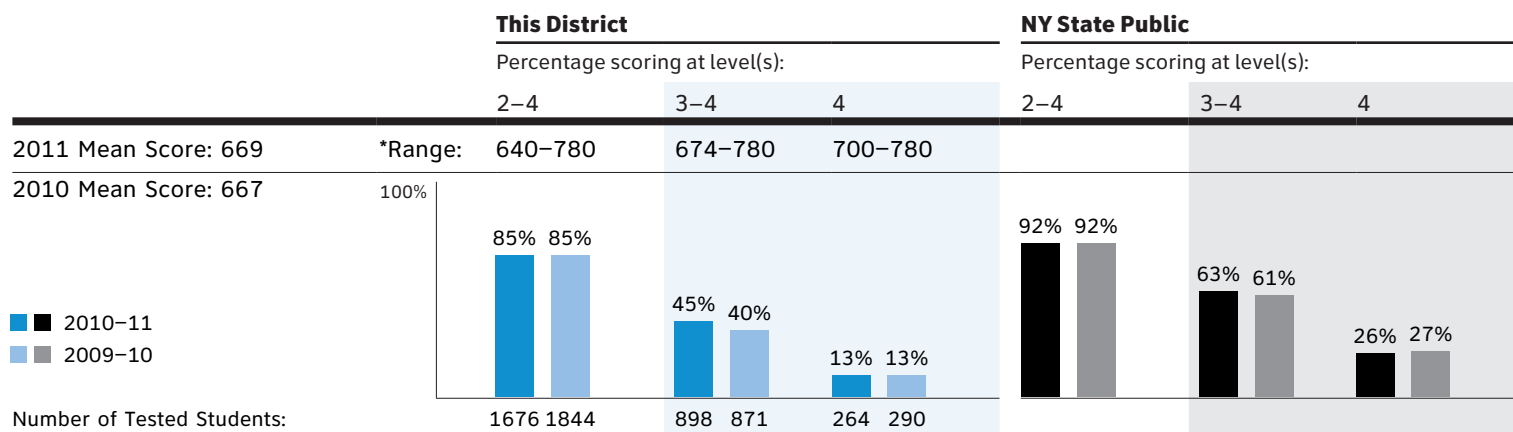


# 4 Overview of District Performance

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

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

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1976</b>	<b>85%</b>	<b>45%</b>	<b>13%</b>	<b>2170</b>	<b>85%</b>	<b>40%</b>	<b>13%</b>
Female	909	87%	49%	15%	1063	87%	43%	14%
Male	1067	83%	43%	12%	1107	83%	38%	13%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	103	82%	42%	11%	121	83%	36%	12%
Hispanic or Latino	1809	85%	45%	13%	1973	85%	39%	13%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	65%	47%	12	92%	83%	42%
White	41	95%	78%	37%	57	93%	67%	37%
Multiracial	3	—	—	—	5	—	—	—
Small Group Totals	6	83%	83%	17%	7	100%	57%	14%
General-Education Students	1651	88%	50%	15%	1812	89%	45%	15%
Students with Disabilities	325	67%	22%	4%	358	64%	14%	3%
English Proficient	1197	93%	59%	20%	1428	93%	53%	19%
Limited English Proficient	779	73%	25%	3%	742	70%	16%	2%
Economically Disadvantaged	1936	85%	45%	13%	2124	85%	40%	13%
Not Disadvantaged	40	100%	60%	30%	46	91%	46%	13%
Migrant								
Not Migrant	1976	85%	45%	13%	2170	85%	40%	13%

### NOTES

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## Other Assessments

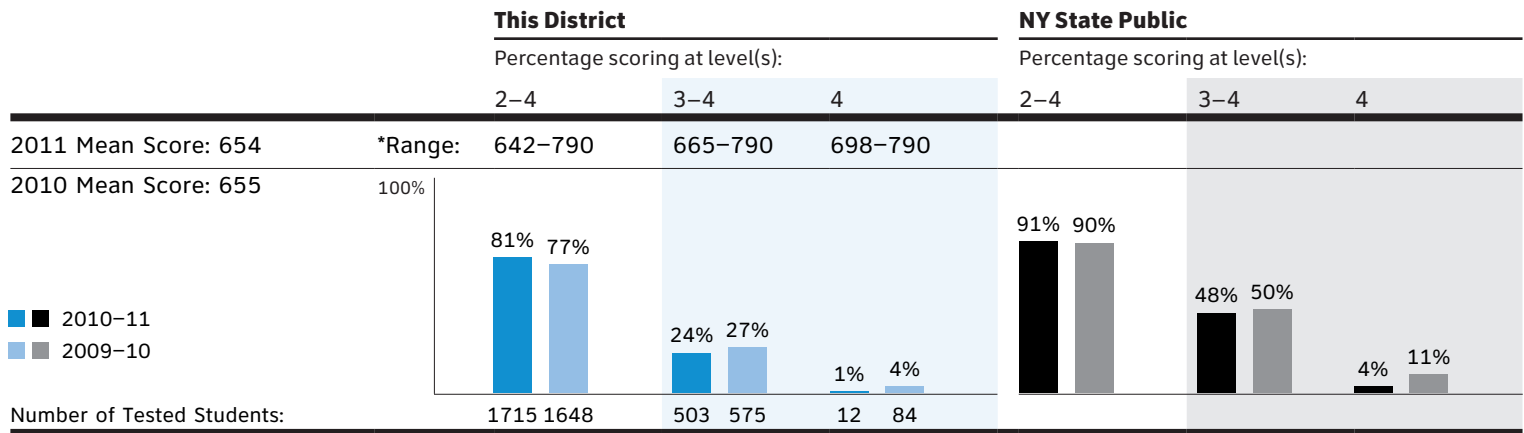
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	43	43	38	28	36	36	34	28

# 4 Overview of District Performance

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

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

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2109</b>	<b>81%</b>	<b>24%</b>	<b>1%</b>	<b>2128</b>	<b>77%</b>	<b>27%</b>	<b>4%</b>
Female	1041	85%	28%	1%	989	82%	33%	6%
Male	1068	78%	20%	0%	1139	73%	22%	3%
American Indian or Alaska Native	4	—	—	—	2	—	—	—
Black or African American	120	85%	29%	1%	135	79%	16%	1%
Hispanic or Latino	1919	81%	22%	0%	1941	77%	27%	4%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	57%	0%	12	—	—	—
White	56	91%	55%	4%	37	95%	57%	14%
Multiracial	3	—	—	—	1	—	—	—
Small Group Totals	7	100%	43%	0%	15	93%	60%	7%
General-Education Students	1768	85%	27%	1%	1763	82%	31%	5%
Students with Disabilities	341	63%	5%	0%	365	55%	7%	1%
English Proficient	1479	94%	33%	1%	1493	90%	37%	6%
Limited English Proficient	630	51%	3%	0%	635	48%	3%	0%
Economically Disadvantaged	2049	81%	24%	1%	2063	78%	27%	4%
Not Disadvantaged	60	88%	33%	0%	65	75%	28%	2%
Migrant								
Not Migrant	2109	81%	24%	1%	2128	77%	27%	4%

#### NOTES

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

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	40	40	35	31	32	32	30	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	85	N/A	N/A	N/A	112	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	86	N/A	N/A	N/A	115	N/A	N/A	N/A

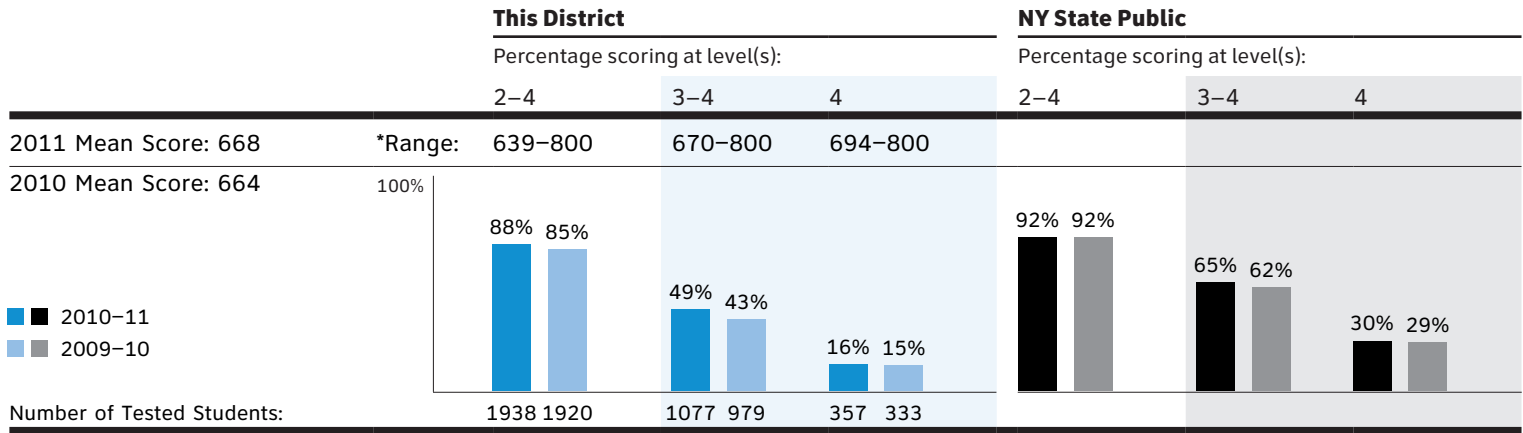
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

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

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2209</b>	<b>88%</b>	<b>49%</b>	<b>16%</b>	<b>2263</b>	<b>85%</b>	<b>43%</b>	<b>15%</b>
Female	1092	89%	50%	17%	1055	85%	46%	18%
Male	1117	87%	48%	15%	1208	85%	41%	12%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	121	88%	50%	17%	139	83%	44%	9%
Hispanic or Latino	2014	88%	48%	15%	2069	85%	42%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	57%	12	100%	83%	75%
White	59	93%	75%	44%	38	95%	82%	50%
Multiracial	3	—	—	—	3	—	—	—
Small Group Totals	8	88%	75%	50%	5	60%	60%	40%
General-Education Students	1870	91%	54%	19%	1890	88%	48%	17%
Students with Disabilities	339	70%	20%	3%	373	68%	21%	3%
English Proficient	1490	95%	61%	22%	1501	92%	56%	21%
Limited English Proficient	719	73%	24%	3%	762	70%	19%	2%
Economically Disadvantaged	2144	88%	49%	16%	2191	85%	44%	15%
Not Disadvantaged	65	82%	52%	22%	72	76%	35%	11%
Migrant								
Not Migrant	2209	88%	49%	16%	2263	85%	43%	15%

#### 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

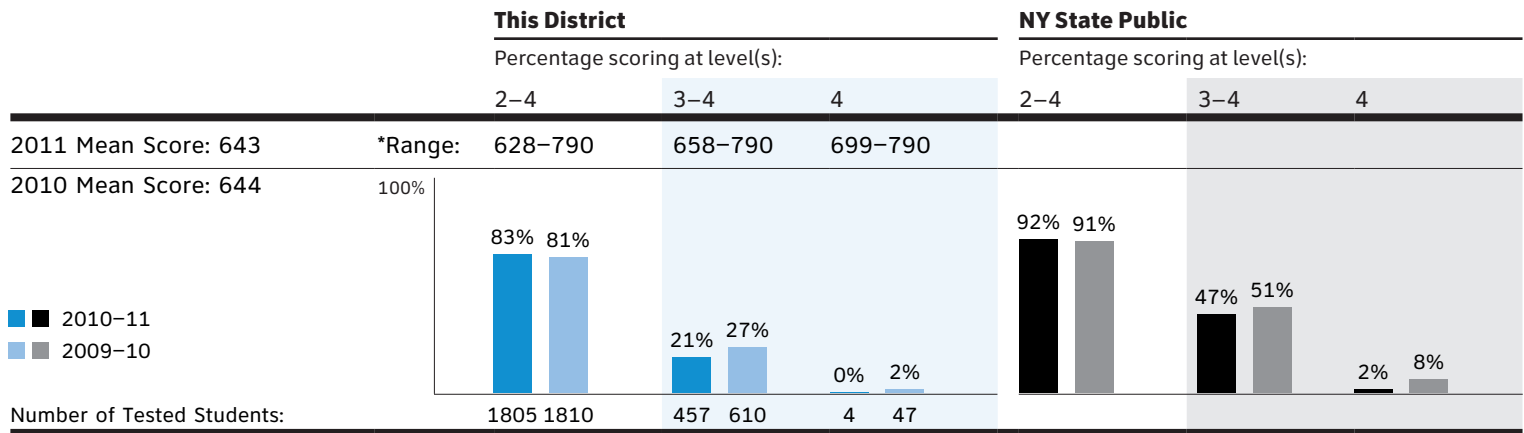
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	42	42	41	30	32	32	30	23

# 4 Overview of District Performance

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

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

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2186</b>	<b>83%</b>	<b>21%</b>	<b>0%</b>	<b>2242</b>	<b>81%</b>	<b>27%</b>	<b>2%</b>
Female	1028	86%	26%	0%	1110	83%	33%	3%
Male	1158	80%	16%	0%	1132	78%	21%	1%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	155	84%	14%	0%	136	85%	22%	1%
Hispanic or Latino	1973	82%	21%	0%	2054	80%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	15	—	—	—
White	42	93%	45%	0%	36	92%	67%	11%
Multiracial								
Small Group Totals	16	94%	44%	0%	16	100%	88%	0%
General-Education Students	1827	86%	24%	0%	1904	85%	31%	2%
Students with Disabilities	359	66%	4%	0%	338	57%	7%	0%
English Proficient	1530	94%	29%	0%	1606	94%	38%	3%
Limited English Proficient	656	56%	2%	0%	636	48%	1%	0%
Economically Disadvantaged	2107	82%	21%	0%	2178	81%	27%	2%
Not Disadvantaged	79	85%	25%	0%	64	83%	38%	3%
Migrant								
Not Migrant	2186	83%	21%	0%	2242	81%	27%	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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	49	49	44	39	40	38	37	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	127	N/A	N/A	N/A	121	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	132	N/A	N/A	N/A	123	N/A	N/A	N/A

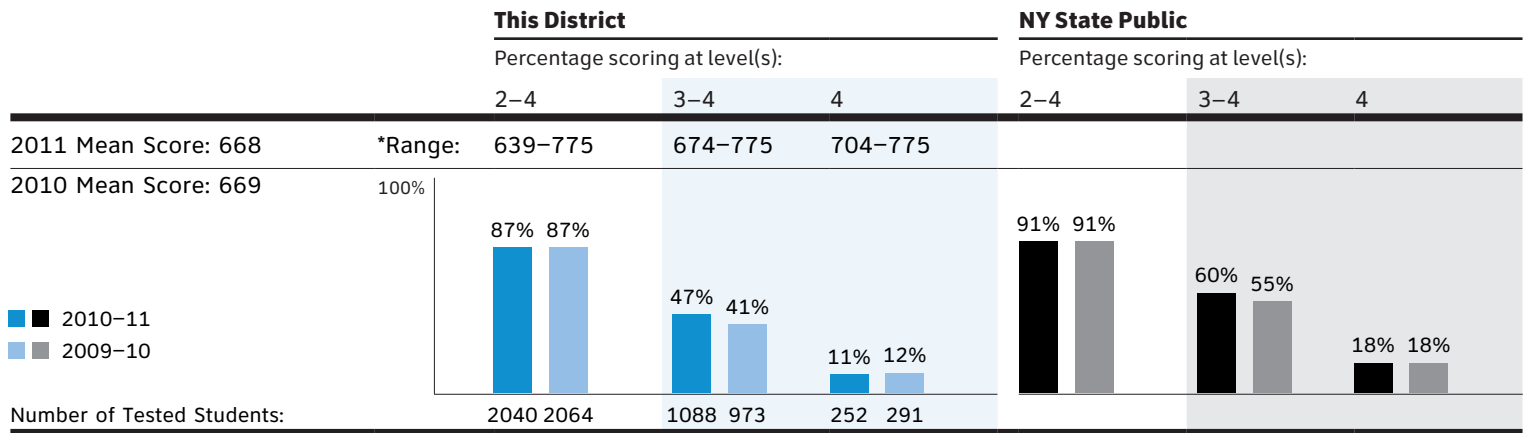
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

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

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2339</b>	<b>87%</b>	<b>47%</b>	<b>11%</b>	<b>2361</b>	<b>87%</b>	<b>41%</b>	<b>12%</b>
Female	1098	88%	49%	13%	1162	89%	44%	13%
Male	1241	87%	44%	9%	1199	86%	39%	12%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	156	84%	40%	8%	133	81%	32%	11%
Hispanic or Latino	2119	87%	46%	10%	2172	88%	41%	12%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	16	-	-	-
White	45	93%	76%	24%	39	92%	72%	38%
Multiracial								
Small Group Totals	19	89%	74%	42%	17	94%	88%	53%
General-Education Students	1980	90%	50%	12%	2022	90%	46%	14%
Students with Disabilities	359	72%	27%	1%	339	70%	14%	1%
English Proficient	1541	93%	57%	16%	1603	93%	51%	17%
Limited English Proficient	798	77%	27%	2%	758	76%	20%	2%
Economically Disadvantaged	2254	87%	47%	11%	2292	88%	41%	12%
Not Disadvantaged	85	91%	40%	7%	69	80%	36%	10%
Migrant								
Not Migrant	2339	87%	47%	11%	2361	87%	41%	12%

### 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.

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## Other Assessments

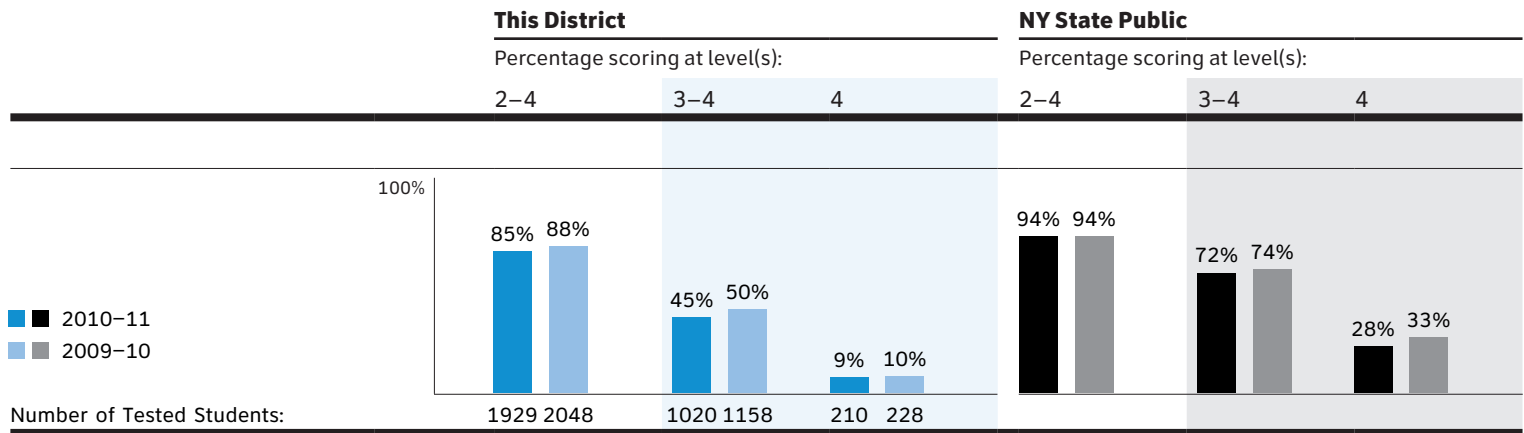
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	49	48	48	41	41	39	38	30

# 4 Overview of District Performance

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

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

## This District's Results in Grade 8 Science



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2271</b>	<b>85%</b>	<b>45%</b>	<b>9%</b>	<b>2333</b>	<b>88%</b>	<b>49%</b>	<b>10%</b>
Female	1070	86%	46%	9%	1156	90%	49%	10%
Male	1201	83%	44%	9%	1177	86%	50%	10%
American Indian or Alaska Native	4	—	—	—	2	—	—	—
Black or African American	146	78%	40%	7%	130	88%	48%	11%
Hispanic or Latino	2063	85%	44%	9%	2148	87%	49%	9%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	16	—	—	—
White	43	88%	58%	28%	37	97%	86%	32%
Multiracial								
Small Group Totals	19	95%	74%	21%	18	94%	89%	39%
General-Education Students	1935	86%	48%	10%	2007	90%	53%	11%
Students with Disabilities	336	74%	25%	4%	326	71%	26%	1%
English Proficient	1497	92%	58%	11%	1579	94%	60%	13%
Limited English Proficient	774	70%	20%	5%	754	73%	27%	3%
Economically Disadvantaged	2190	85%	45%	9%	2264	88%	49%	10%
Not Disadvantaged	81	85%	40%	11%	69	88%	54%	14%
Migrant								
Not Migrant	2271	85%	45%	9%	2333	88%	49%	10%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 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	49	45	43	41	40	39	38	35
Regents Science	10	9	6	0	5	4	4	0

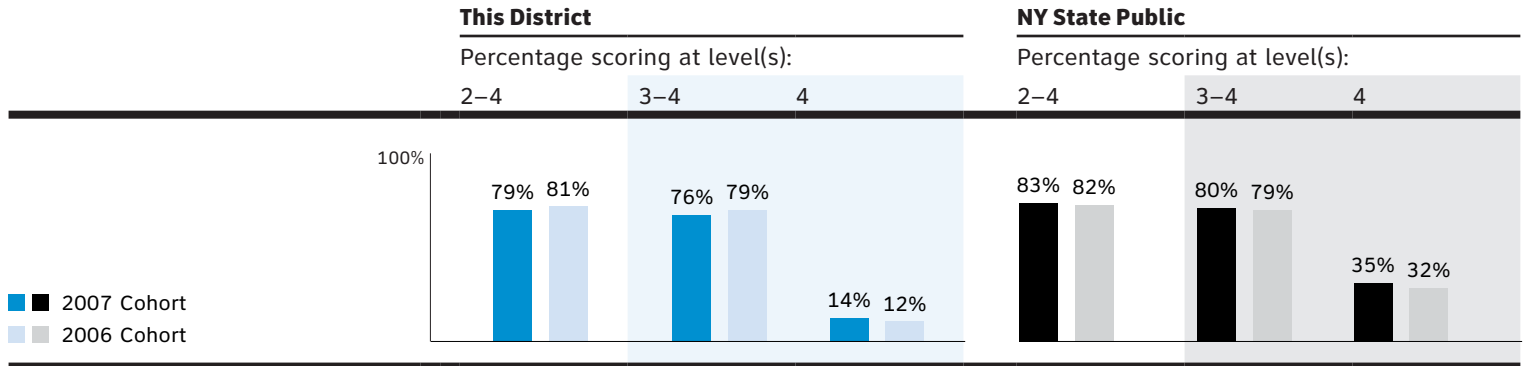


# 4 Overview of District Performance

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

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

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



## Results by Student Group

	2007 Cohort				2006 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
<b>All Students</b>	<b>1160</b>	<b>79%</b>	<b>76%</b>	<b>14%</b>	<b>1079</b>	<b>81%</b>	<b>79%</b>	<b>12%</b>
Female	574	87%	83%	17%	524	87%	86%	16%
Male	586	72%	69%	10%	555	75%	72%	9%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	166	75%	73%	19%	141	76%	74%	18%
Hispanic or Latino	971	81%	77%	13%	901	82%	80%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	19	74%	74%	21%
White	13	54%	54%	8%	14	—	—	—
Multiracial								
Small Group Totals	10	60%	60%	20%	18	67%	67%	17%
General-Education Students	978	89%	87%	16%	936	89%	87%	14%
Students with Disabilities	182	26%	19%	2%	143	29%	24%	0%
English Proficient	868	87%	85%	18%	812	86%	84%	16%
Limited English Proficient	292	57%	50%	2%	267	68%	61%	3%
Economically Disadvantaged	940	83%	79%	13%	823	84%	82%	12%
Not Disadvantaged	220	66%	63%	15%	256	71%	69%	14%
Migrant								
Not Migrant	1160	79%	76%	14%	1079	81%	79%	12%

### 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.

\* 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.

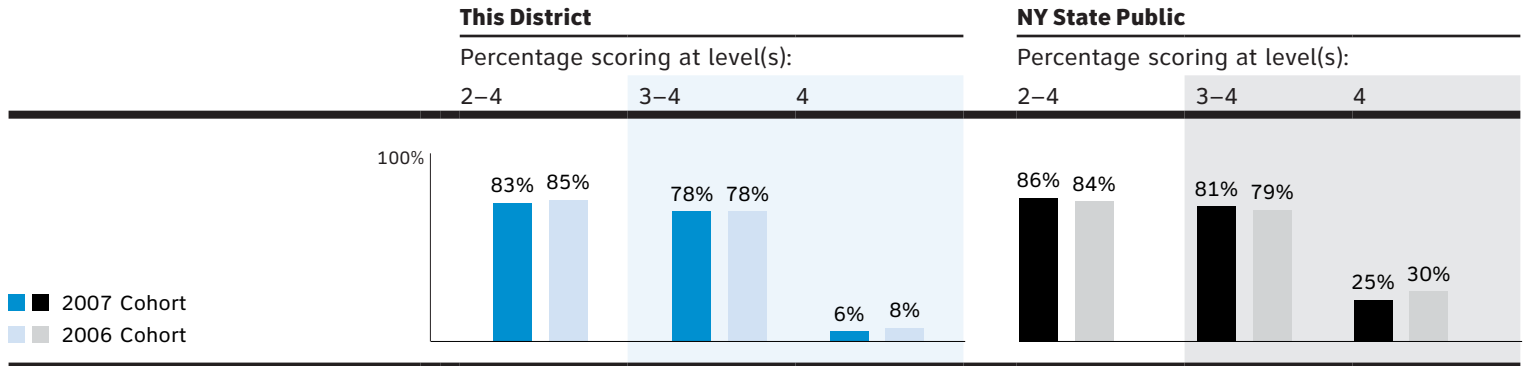
\*\* 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

# 4 Overview of District Performance

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

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

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



## Results by Student Group

	2007 Cohort				2006 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
<b>All Students</b>	<b>1160</b>	<b>83%</b>	<b>78%</b>	<b>6%</b>	<b>1079</b>	<b>85%</b>	<b>78%</b>	<b>8%</b>
Female	574	89%	84%	6%	524	90%	84%	7%
Male	586	78%	72%	6%	555	80%	72%	9%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	166	78%	71%	9%	141	77%	70%	7%
Hispanic or Latino	971	85%	79%	5%	901	86%	79%	8%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	19	84%	79%	16%
White	13	54%	54%	8%	14	—	—	—
Multiracial								
Small Group Totals	10	60%	60%	10%	18	72%	67%	22%
General-Education Students	978	94%	89%	7%	936	92%	87%	9%
Students with Disabilities	182	27%	19%	1%	143	36%	20%	2%
English Proficient	868	89%	86%	8%	812	88%	82%	10%
Limited English Proficient	292	67%	54%	1%	267	76%	66%	3%
Economically Disadvantaged	940	86%	80%	6%	823	88%	81%	8%
Not Disadvantaged	220	71%	68%	6%	256	75%	68%	8%
Migrant								
Not Migrant	1160	83%	78%	6%	1079	85%	78%	8%

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