



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 7**

District ID **320700010000**

Superintendent **ELVIRA BARONE**

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

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

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

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	526	536	533
Kindergarten	1252	1211	1144
Grade 1	1507	1463	1462
Grade 2	1549	1459	1327
Grade 3	1581	1458	1400
Grade 4	1567	1436	1287
Grade 5	1577	1499	1425
Grade 6	1587	1581	1479
Ungraded Elementary	905	899	904
Grade 7	1508	1477	1524
Grade 8	1448	1369	1404
Grade 9	2010	2032	1774
Grade 10	1283	1226	1586
Grade 11	710	877	939
Grade 12	612	676	769
Ungraded Secondary	922	909	925
Total K-12	20018	19572	19349

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	23	23
Grade 8			
English	27	30	22
Mathematics	28	28	22
Science	27	29	24
Social Studies	23	29	24
Grade 10			
English	24	23	25
Mathematics	30	23	24
Science	18	23	26
Social Studies	29	24	26

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

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	16557	83%	0	0%	16962	88%
Reduced-Price Lunch	843	4%	0	0%	1034	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3139	16%	3206	16%	3423	18%
Racial/Ethnic Origin						
American Indian or Alaska Native	61	0%	58	0%	64	0%
Black or African American	5981	30%	5729	29%	5556	29%
Hispanic or Latino	13669	68%	13484	69%	13427	69%
Asian or Native Hawaiian/Other Pacific Islander	175	1%	177	1%	186	1%
White	132	1%	124	1%	116	1%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	558	N/A	1026	5%	781	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT # 7

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1520	2394	4361
Percent Not Taught by Highly Qualified Teachers	28%	27%	15%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	133	110	127
Percent with No Valid Teaching Certificate	10%	7%	8%
Individuals Teaching Out of Certification			
Number of Teachers	333	351	280
Percentage of Total	24%	23%	18%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	27%	27%	26%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers			
Total Other Professional Staff			
Total Paraprofessionals*			
Assistant Principals			
Principals			

* Not available at the school level.

Teacher Qualifications Information

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. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 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 2001 graduation-rate cohort earning a local diploma by August 31, 2005 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

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 secondary-level AMO 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.

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

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 original 2005–06 safe harbor targets were calculated using the following equation:

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

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)


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


Summary

Overall Accountability Status (2006–07)

Improvement (Year 4)

Elementary/Middle Level

ELA  Improvement (Year 4)

Math  Improvement (Year 4)

Science  Good Standing

Secondary Level

ELA  Improvement (Year 4)

Math  Improvement (Year 4)

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES





































2005–06

YES




2006–07

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	 SH					
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	 SH		–			–
Hispanic or Latino	 SH		–			–
Asian or Native Hawaiian/Other Pacific Islander			–	–	–	–
White			–	–	–	–
Other Groups						
Students with Disabilities			–			–
Limited English Proficient			–			–
Economically Disadvantaged	 SH		–			–
Student groups making AYP in each subject	 5 of 8	 7 of 8	 1 of 1	 3 of 6	 4 of 6	 1 of 1

AYP Status

-  Made AYP
-  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)  |

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Elementary/Middle-Level English Language Arts

























Accountability Status for This Subject (2006–07)  Improvement (Year 4)

Accountability Measures 5 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 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

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 2005–06	2006–07
All Students (9662:9006)	 SH		96%	 SH	105	121	102	115
Ethnicity								
American Indian or Alaska Native (29:27)	–	–	–	–	–	–	–	–
Black or African American (2850:2688)	 SH		97%	 SH	106	120	101	115
Hispanic or Latino (6679:6198)	 SH		96%	 SH	104	121	102	114
Asian or Native Hawaiian/Other Pacific Islander (94:59)			94%		124	109		
White (37:34)		–	–		118	105		
Other Groups								
Students with Disabilities ⁴ (2860:1882)			91%		58	119	65‡	72
Limited English Proficient (2495:1542)			92%		75	119	77‡	88
Economically Disadvantaged (6651:6308)	 SH		98%	 SH	118	121	103	126
Final AYP Determination	 5 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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, 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.

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

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Improvement (Year 4)

Accountability Measures

7 of 8

Student groups making AYP in Mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, 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 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

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 2005–06 2006–07	
All Students (9629:8962)	✓	✓	98%	✓	109	85		
Ethnicity								
American Indian or Alaska Native (30:26)	–	–	–	–	–	–	–	
Black or African American (2823:2641)	✓	✓	98%	✓	104	84		
Hispanic or Latino (6672:6201)	✓	✓	98%	✓	111	85		
Asian or Native Hawaiian/Other Pacific Islander (66:61)	✓	✓	97%	✓	138	74		
White (38:33)	✓	–	–	✓	124	69		
Other Groups								
Students with Disabilities ⁴ (2835:1872)	✗	✗	92%	✗	63	83	52‡ 77	
Limited English Proficient (1771:1618)	✓	✓	97%	✓	93	83		
Economically Disadvantaged (6617:6285)	✓	✓	99%	✓	123	85		
Final AYP Determination	✗	7 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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, 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.

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

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [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 2005–06 2006–07
All Students (3114:2765)		Qualified		94%		113	100	
Ethnicity								
American Indian or Alaska Native (11:5)	–	–	–	–	–	–	–	–
Black or African American (885:779)		Qualified		93%		115	100	
Hispanic or Latino (2187:1956)		Qualified		95%		113	100	
Asian or Native Hawaiian/Other Pacific Islander (20:16)	–	–	–	–	–	–	–	–
White (11:9)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (726:603)		Did not qualify		88%		77	100	82 78
Limited English Proficient (539:476)		Did not qualify		96%		88	100	94 89
Economically Disadvantaged (2107:1929)		Qualified		97%		124	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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 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 schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Secondary-Level English Language Arts




















Accountability Status for This Subject (2006–07)  Improvement (Year 4)

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 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (898:992)			100%		151	151		
Ethnicity								
American Indian or Alaska Native (2:4)	–	–	–	–	–	–	–	–
Black or African American (281:306)			100%		143	148	148	149
Hispanic or Latino (587:653)			100%		154	150		
Asian or Native Hawaiian/Other Pacific Islander (12:13)	–	–	–	–	–	–	–	–
White (16:16)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (52:88)			100%		105	143	76‡	115
Limited English Proficient (59:94)			100%		109	144	111‡	118
Economically Disadvantaged (780:915)			100%		150	150		
Final AYP Determination	 3 of 6							

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 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 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 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 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ 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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Secondary-Level Mathematics




















Accountability Status for This Subject (2006–07)  Improvement (Year 4)

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

Prospective Status

To be removed from improvement status in Mathematics, 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 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]




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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (898:992)			100%		156	143		
Ethnicity								
American Indian or Alaska Native (2:4)	–	–	–	–	–	–	–	–
Black or African American (281:306)			99%		150	140		
Hispanic or Latino (587:653)			100%		158	142		
Asian or Native Hawaiian/Other Pacific Islander (12:13)	–	–	–	–	–	–	–	–
White (16:16)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (52:88)			98%		108	135	88†	117
Limited English Proficient (59:94)			100%		135	136	126†	142
Economically Disadvantaged (780:915)			100%		157	142		
Final AYP Determination	 4 of 6							

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 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 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 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 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- † 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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (845)			64%	55%		
Ethnicity						
American Indian or Alaska Native (5)		–	–	–	–	–
Black or African American (279)			63%	55%		
Hispanic or Latino (530)			64%	55%		
Asian or Native Hawaiian/Other Pacific Islander (16)		–	–	–	–	–
White (15)		–	–	–	–	–
Other Groups						
Students with Disabilities (100)			18%	55%	19%	19%
Limited English Proficient (81)			52%	55%	53%	53%
Economically Disadvantaged (665)			71%	55%		
Final AYP Determination		1 of 1				

NOTES

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

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

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 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

▲ Good Standing

18 schools identified 49% of total

ACADEMY FOR CAREERS IN SPORTS
ACADEMY FOR PUBLIC RELATIONS
BRONX ACADEMY OF LETTERS
COMMUNITY HIGH SCHOOL FOR SOCIAL JUSTICE
FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES
HEALTH OPPORTUNITIES PROGRAM
LINCOLN ACADEMY/HOSTOS
MOTT HAVEN VILLAGE PREP HIGH SCHOOL
MS 223 THE LABRATORY SCHOOL OF FIN.
NEW EXPLORERS HS
P.S. 29 MELROSE SCHOOL
P.S. 31 WILLIAM L GARRISON SCHOOL
P.S. 49 WILLIS AVENUE SCHOOL
P.S. 154 JONATHAN D. HYATT SCHOOL
P.S. 277
PS 179
SOUTH BRONX ACADEMY FOR APPLIED MEDIA
SOUTH BRONX PREP SCHOOL

▲ Improvement (Year 1)

2 schools identified 5% of total

MS 203
PS/IS 224

▲ Improvement (Year 2)

7 schools identified 19% of total

P.S. 1 COURTLAND SCHOOL
P.S. 5 PORT MORRIS SCHOOL
P.S. 18 JOHN PETER ZENGER SCHOOL
P.S. 25 BILINGUAL SCHOOL
P.S. 65 MOTHER HALE ACADEMY
P.S. 157 GROVE HILL SCHOOL
P.S. 161 PONCE DE LEON SCHOOL

▲ Corrective Action

3 schools identified 8% of total

P.S. 30 WILTON SCHOOL
P.S. 43 JONAS BRONCK SCHOOL
SAMUEL GOMPERS VOCATIONAL HIGH SCHOOL

▲ Planning for Restructuring

2 schools identified 5% of total

ALFRED E. SMITH VOCATIONAL HIGH SCHOOL
P.S. 220 MOTT HAVEN VILLAGE SCHOOL

■ Requiring Academic Progress (Year 4)

1 school identified 3% of total

IS 222

▲ Restructuring (Year 2)

3 schools identified 8% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

⬆ Restructuring (Year 2) (continued)

J.H.S. 151 HENRY LOU GEHRIG JUNIOR HIGH SCHOOL

JHS 162 L. RODRIGUEZ DE TIO SCHOOL

P.S. 156 BENJAMIN BANNEKER SCHOOL

⬆ Restructuring (Year 3)

1 school identified 3% of total

I.S. 184 RAFAEL C. Y. MOLINA SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Summary of 2005–06 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	40%			1188
Grade 4	35%			1238
Grade 5	32%			1501
Grade 6	23%			1507
Grade 7	21%			1542
Grade 8	16%			1470

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	60%			1479
Grade 4	53%			1423
Grade 5	39%			1604
Grade 6	27%			1596
Grade 7	22%			1641
Grade 8	16%			1556

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	54%			1420
Grade 8	17%			1490

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	48%			1260
Mathematics	53%			1260

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	53%			1260

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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 641	Range: 616-780	650-780	730-780			
Number of Students:	934	474	11			

Results by Student Group

	2005-06 School Year				2004-05 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	1188	79%	40%	1%				
Female	564	82%	43%	1%				
Male	624	76%	37%	1%				
American Indian or Alaska Native	7	-	-	-				
Black or African American	438	77%	37%	1%				
Hispanic or Latino	734	79%	42%	1%				
Asian or Native Hawaiian/Other Pacific Islander	7	71%	43%	14%				
White	2	-	-	-	This test was not given in 2004-05.			
Small Group Totals	9	78%	44%	0%				
General-Education Students	965	86%	46%	1%				
Students with Disabilities	223	45%	14%	0%				
English Proficient	1105	80%	41%	1%				
Limited English Proficient	83	63%	22%	0%				
Economically Disadvantaged	851	87%	45%	1%				
Not Disadvantaged	337	58%	26%	1%				
Migrant								
Not Migrant	1188	79%	40%	1%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	7	7	7	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	289	116	77	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 3 Mathematics

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 655	Range: 624-770			650-770			703-770
Number of Students:	1243	887	129				

Results by Student Group

	2005-06 School Year				2004-05 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	1479	84%	60%	9%				
Female	725	84%	59%	9%				
Male	754	84%	61%	9%				
American Indian or Alaska Native	5	-	-	-				
Black or African American	448	82%	58%	7%				
Hispanic or Latino	1014	85%	61%	9%				
Asian or Native Hawaiian/Other Pacific Islander	10	70%	70%	30%				
White	2	-	-	-	This test was not given in 2004-05.			
Small Group Totals	7	100%	71%	0%				
General-Education Students	1210	90%	66%	10%				
Students with Disabilities	269	58%	32%	2%				
English Proficient	1108	85%	63%	10%				
Limited English Proficient	371	81%	51%	5%				
Economically Disadvantaged	1075	90%	66%	10%				
Not Disadvantaged	404	68%	44%	5%				
Migrant								
Not Migrant	1479	84%	60%	9%				

NOTES

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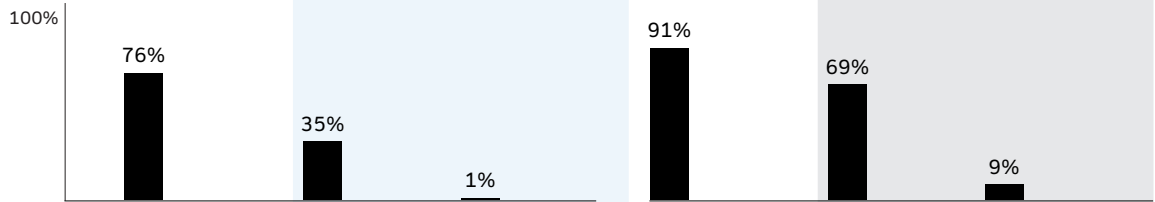
Other Assessments

	2005-06 School Year				2004-05 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	12	12	12	10	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 634	612-775	650-775	716-775			
Range:						
	943	432	16	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 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	1238	76%	35%	1%				
Female	639	80%	38%	1%				
Male	599	72%	32%	1%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	387	76%	35%	1%				
Hispanic or Latino	837	76%	35%	1%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	38%	0%				
White	5	-	-	-				
Small Group Totals	6	50%	33%	0%				
General-Education Students	959	86%	42%	2%				
Students with Disabilities	279	43%	10%	0%				
English Proficient	1143	78%	37%	1%				
Limited English Proficient	95	49%	9%	0%				
Economically Disadvantaged	864	86%	41%	2%				
Not Disadvantaged	374	54%	20%	1%				
Migrant								
Not Migrant	1238	76%	35%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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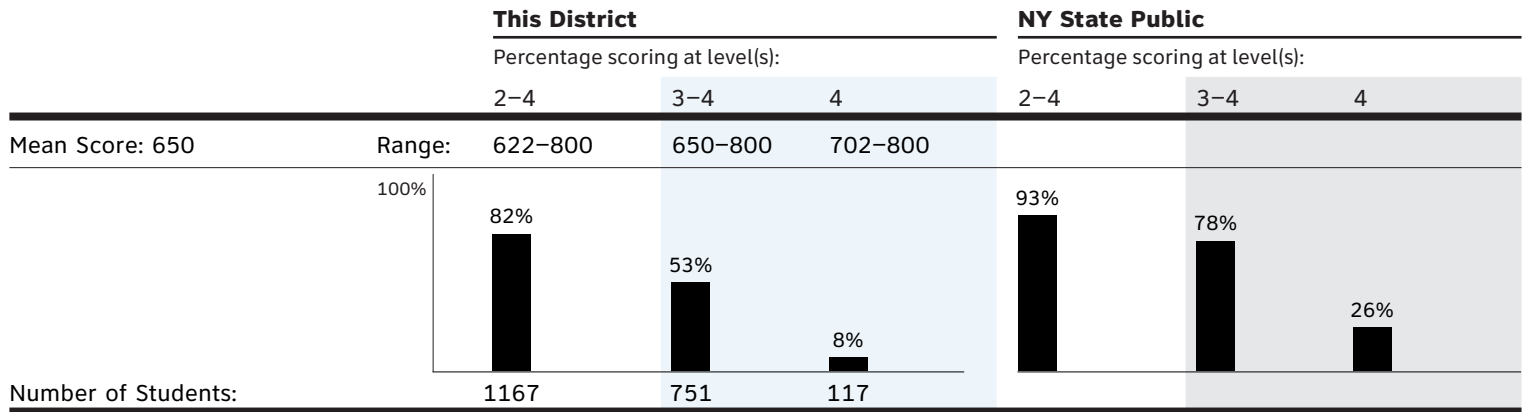
Other Assessments

	2005-06 School Year				2004-05 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	16	16	16	13	12	12	12	10
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	182	103	76	N/A	183	83	50	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	1423	82%	53%	8%				
Female	725	86%	54%	7%				
Male	698	78%	52%	10%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	387	82%	52%	8%				
Hispanic or Latino	1015	82%	52%	8%				
Asian or Native Hawaiian/Other Pacific Islander	13	92%	85%	23%				
White	7	-	-	-				
Small Group Totals	8	88%	75%	13%				
General-Education Students	1091	91%	62%	10%				
Students with Disabilities	332	51%	24%	1%				
English Proficient	1140	85%	56%	9%				
Limited English Proficient	283	71%	40%	4%				
Economically Disadvantaged	985	92%	61%	10%				
Not Disadvantaged	438	61%	34%	5%				
Migrant								
Not Migrant	1423	82%	53%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

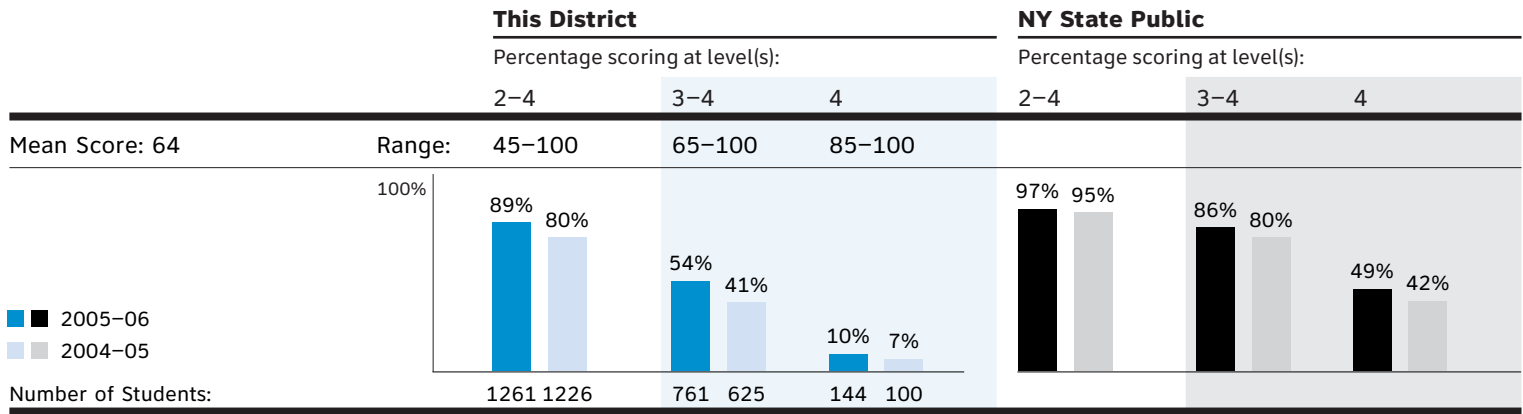
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Other Assessments

	2005-06 School Year				2004-05 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	14	14	14	14	11	11	9	8

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 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	1420	89%	54%	10%	1538	80%	41%	7%
Female	723	93%	55%	9%	766	81%	40%	6%
Male	697	85%	52%	11%	772	78%	42%	7%
American Indian or Alaska Native	1	-	-	-	7	100%	71%	29%
Black or African American	382	90%	55%	9%	465	83%	42%	6%
Hispanic or Latino	1019	89%	53%	11%	1040	78%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	82%	45%	9%	18	94%	72%	28%
White	7	-	-	-	8	88%	50%	0%
Small Group Totals	8	100%	63%	13%				
General-Education Students	1094	95%	60%	12%	1264	85%	45%	8%
Students with Disabilities	326	67%	31%	2%	274	55%	23%	1%
English Proficient	1138	91%	58%	12%	1192	84%	45%	8%
Limited English Proficient	282	80%	37%	4%	346	64%	26%	1%
Economically Disadvantaged	988	95%	59%	12%	1462	79%	40%	6%
Not Disadvantaged	432	74%	40%	6%	76	88%	55%	13%
Migrant								
Not Migrant	1420	89%	54%	10%	1538	80%	41%	7%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	14	14	14	14	11	11	9	7

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 631	608-795	650-795	711-795			
Number of Students:	1228	481	18			

Results by Student Group

	2005-06 School Year				2004-05 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	1501	82%	32%	1%				
Female	736	85%	35%	2%				
Male	765	79%	30%	1%				
American Indian or Alaska Native	6	-	-	-				
Black or African American	487	85%	33%	1%				
Hispanic or Latino	986	80%	31%	1%				
Asian or Native Hawaiian/Other Pacific Islander	18	83%	44%	6%				
White	4	-	-	-	This test was not given in 2004-05.			
Small Group Totals	10	100%	60%	0%				
General-Education Students	1175	91%	39%	2%				
Students with Disabilities	326	50%	7%	0%				
English Proficient	1289	85%	36%	1%				
Limited English Proficient	212	63%	11%	0%				
Economically Disadvantaged	1038	91%	39%	2%				
Not Disadvantaged	463	62%	16%	0%				
Migrant								
Not Migrant	1501	82%	32%	1%				

NOTES

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Other Assessments

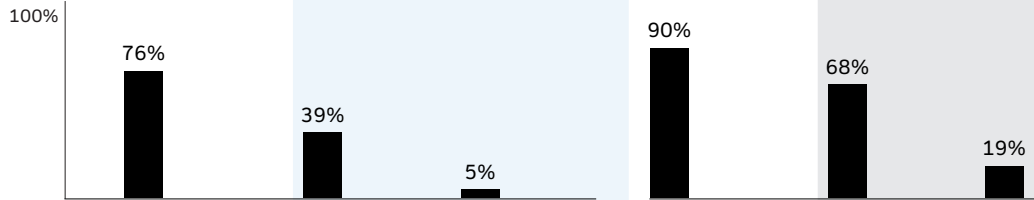
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	16	16	12	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	90	57	39	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 639	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	1218	627	77	90%	68%	19%



Results by Student Group

	2005-06 School Year				2004-05 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	1604	76%	39%	5%				
Female	797	79%	37%	5%				
Male	807	73%	42%	5%				
American Indian or Alaska Native	6	100%	33%	0%				
Black or African American	494	75%	37%	4%				
Hispanic or Latino	1081	76%	39%	5%				
Asian or Native Hawaiian/Other Pacific Islander	18	78%	61%	11%				
White	5	80%	60%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1260	84%	46%	6%				
Students with Disabilities	344	46%	15%	1%				
English Proficient	1296	79%	42%	6%				
Limited English Proficient	308	64%	25%	1%				
Economically Disadvantaged	1112	85%	46%	6%				
Not Disadvantaged	492	56%	22%	2%				
Migrant								
Not Migrant	1604	76%	39%	5%				

NOTES

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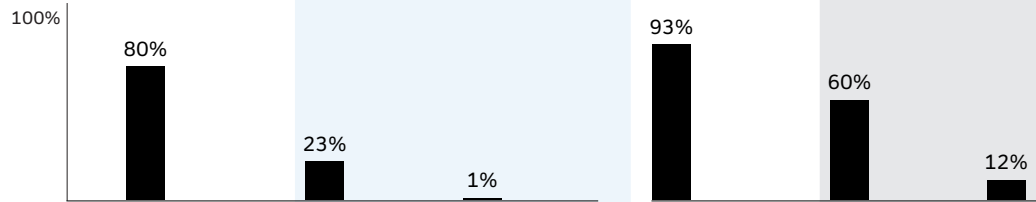
Other Assessments

	2005-06 School Year				2004-05 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	17	17	15	14	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 623	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1210	340	17			



Results by Student Group

	2005-06 School Year				2004-05 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	1507	80%	23%	1%				
Female	750	84%	27%	2%				
Male	757	77%	18%	1%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	459	78%	21%	1%				
Hispanic or Latino	1029	81%	23%	1%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	9	78%	22%	0%	This test was not given in 2004-05.			
Small Group Totals	10	90%	60%	0%				
General-Education Students	1188	89%	28%	1%				
Students with Disabilities	319	48%	4%	0%				
English Proficient	1342	83%	25%	1%				
Limited English Proficient	165	57%	2%	0%				
Economically Disadvantaged	1044	90%	28%	2%				
Not Disadvantaged	463	59%	10%	0%				
Migrant								
Not Migrant	1507	80%	23%	1%				

NOTES

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Other Assessments

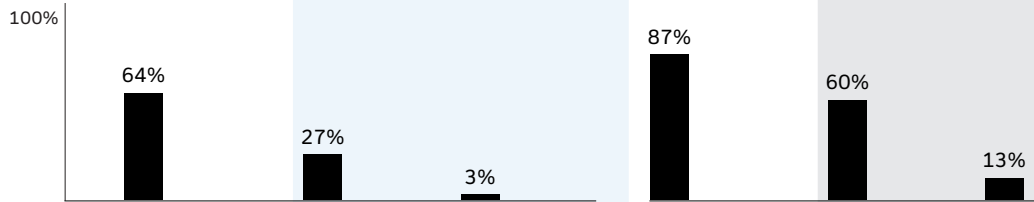
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	14	14	13	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	72	25	19	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 626	616-780	650-780	696-780			
Range:						
Number of Students:	1028	431	42			



Results by Student Group

	2005-06 School Year				2004-05 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	1596	64%	27%	3%				
Female	785	66%	26%	3%				
Male	811	63%	28%	3%				
American Indian or Alaska Native	5	60%	20%	0%				
Black or African American	460	63%	24%	2%				
Hispanic or Latino	1114	65%	28%	3%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	33%				
White	11	73%	27%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1277	72%	32%	3%				
Students with Disabilities	319	34%	7%	1%				
English Proficient	1339	68%	30%	3%				
Limited English Proficient	257	45%	11%	0%				
Economically Disadvantaged	1112	73%	34%	3%				
Not Disadvantaged	484	44%	12%	1%				
Migrant								
Not Migrant	1596	64%	27%	3%				

NOTES

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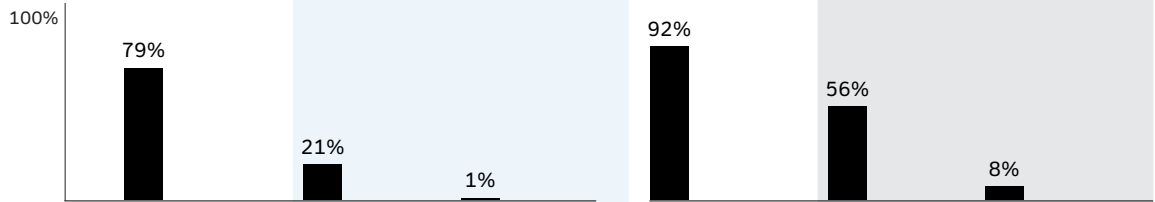
Other Assessments

	2005-06 School Year				2004-05 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	14	14	13	11	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 621	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1212	327	10	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 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	1542	79%	21%	1%				
Female	751	82%	23%	1%				
Male	791	75%	19%	0%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	475	83%	19%	0%				
Hispanic or Latino	1050	77%	22%	1%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	8	50%	38%	0%	This test was not given in 2004-05.			
Small Group Totals	9	78%	33%	0%				
General-Education Students	1258	85%	25%	1%				
Students with Disabilities	284	49%	5%	0%				
English Proficient	1374	81%	23%	1%				
Limited English Proficient	168	58%	4%	0%				
Economically Disadvantaged	1120	86%	26%	1%				
Not Disadvantaged	422	58%	9%	0%				
Migrant								
Not Migrant	1542	79%	21%	1%				

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Other Assessments

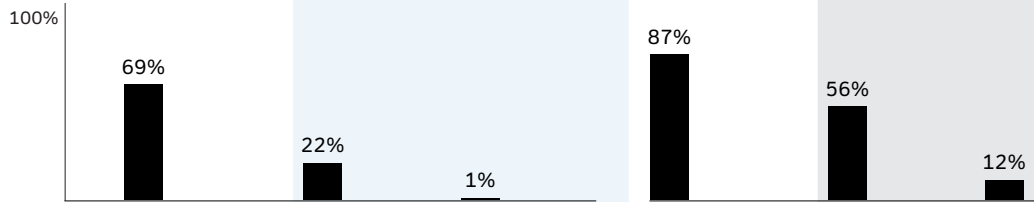
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	18	17	15	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	62	32	25	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 622	611-800	650-800	693-800			
Range:						
	69%	22%	1%	87%	56%	12%
Number of Students:	1125	360	20			



Results by Student Group

	2005-06 School Year				2004-05 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	1641	69%	22%	1%				
Female	793	70%	21%	2%				
Male	848	67%	22%	1%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	481	64%	15%	1%				
Hispanic or Latino	1143	71%	25%	1%				
Asian or Native Hawaiian/Other Pacific Islander	9	44%	22%	11%				
White	6	-	-	-	This test was not given in 2004-05.			
Small Group Totals	8	63%	0%	0%				
General-Education Students	1351	75%	25%	1%				
Students with Disabilities	290	37%	6%	1%				
English Proficient	1379	71%	23%	1%				
Limited English Proficient	262	56%	16%	0%				
Economically Disadvantaged	1192	77%	27%	2%				
Not Disadvantaged	449	46%	10%	0%				
Migrant								
Not Migrant	1641	69%	22%	1%				

NOTES

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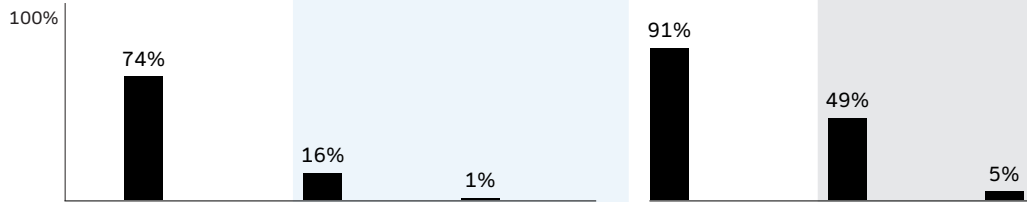
Other Assessments

	2005-06 School Year				2004-05 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	19	18	16	15	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 619	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
	74%	16%	1%	91%	49%	5%
Number of Students:	1095	233	9			



Results by Student Group

	2005-06 School Year				2004-05 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	1470	74%	16%	1%				
Female	725	79%	18%	1%				
Male	745	70%	13%	0%				
American Indian or Alaska Native	8	38%	0%	0%				
Black or African American	453	75%	13%	0%				
Hispanic or Latino	1000	75%	17%	1%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	3	-	-	-				
Small Group Totals	9	67%	0%	0%				
General-Education Students	1158	84%	20%	1%				
Students with Disabilities	312	39%	2%	0%				
English Proficient	1279	78%	18%	1%				
Limited English Proficient	191	48%	2%	0%				
Economically Disadvantaged	1016	85%	20%	1%				
Not Disadvantaged	454	52%	7%	0%				
Migrant								
Not Migrant	1470	74%	16%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	17	17	16	12	24	24	22	16
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	64	38	25	N/A	77	47	30	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 8 Mathematics

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 616	Range: 616-775			650-775			701-775		
Number of Students:	902	242	9						

Results by Student Group

	2005-06 School Year				2004-05 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	1556	58%	16%	1%				
Female	780	59%	16%	1%				
Male	776	57%	15%	1%				
American Indian or Alaska Native	9	33%	0%	0%				
Black or African American	455	57%	14%	0%				
Hispanic or Latino	1083	59%	16%	1%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	3	-	-	-				
Small Group Totals	9	56%	22%	11%				
General-Education Students	1246	66%	19%	1%				
Students with Disabilities	310	25%	1%	0%				
English Proficient	1281	61%	17%	1%				
Limited English Proficient	275	42%	9%	0%				
Economically Disadvantaged	1087	67%	20%	1%				
Not Disadvantaged	469	38%	5%	0%				
Migrant								
Not Migrant	1556	58%	16%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	19	19	15	12	22	22	18	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

This District's Results in Grade 8 Science

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 50	Range: 44-100	65-100	85-100			
Number of Students:	986	258	7	890	293	14

Results by Student Group

	2005-06 School Year				2004-05 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	1490	66%	17%	0%	1374	65%	21%	1%
Female	744	68%	16%	0%	659	69%	20%	0%
Male	746	65%	18%	1%	715	61%	22%	2%
American Indian or Alaska Native	7	43%	0%	0%	3	-	-	-
Black or African American	429	69%	17%	0%	406	57%	15%	0%
Hispanic or Latino	1046	65%	17%	1%	954	68%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	7	71%	43%	0%
White	3	-	-	-	4	-	-	-
Small Group Totals	8	63%	25%	13%	7	57%	14%	0%
General-Education Students	1206	73%	20%	1%	1084	74%	26%	1%
Students with Disabilities	284	38%	4%	0%	290	29%	4%	0%
English Proficient	1221	71%	20%	0%	1096	69%	24%	1%
Limited English Proficient	269	44%	4%	0%	278	49%	11%	0%
Economically Disadvantaged	1051	73%	21%	0%	1302	65%	22%	1%
Not Disadvantaged	439	50%	9%	0%	72	54%	7%	1%
Migrant								
Not Migrant	1490	66%	17%	0%	1374	65%	21%	1%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	18	16	15	13	24	24	20	17
Regents Science	0				2	-	-	-

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

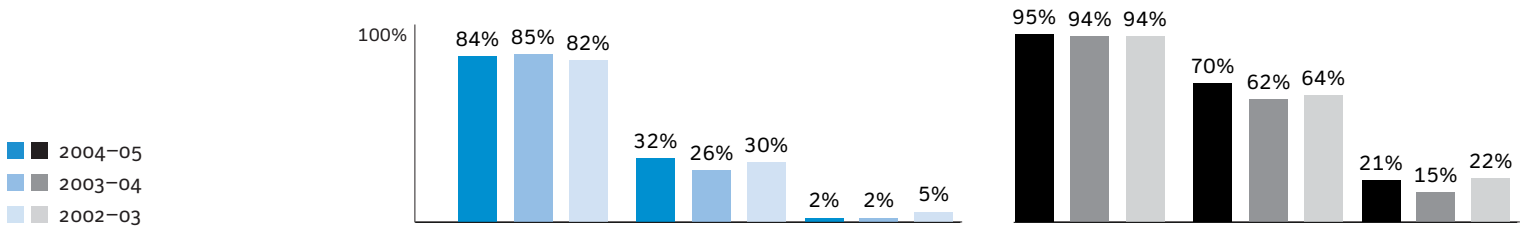
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	220	715	415	32	1382	628
Feb 2004	233	941	384	26	1584	627
Feb 2003	248	709	347	66	1370	630

Grade 8

This School

Percentage scoring at level(s):

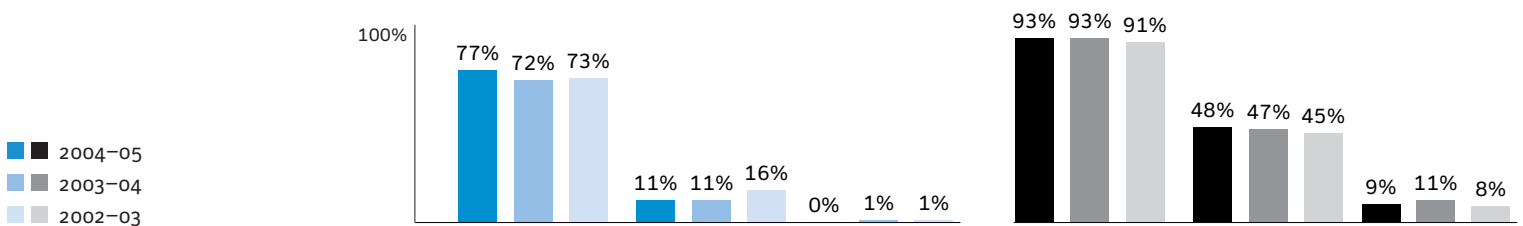
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	346	989	151	7	1493	669
Jan 2004	447	951	165	9	1572	668
Jan 2003	326	697	180	8	1211	671

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

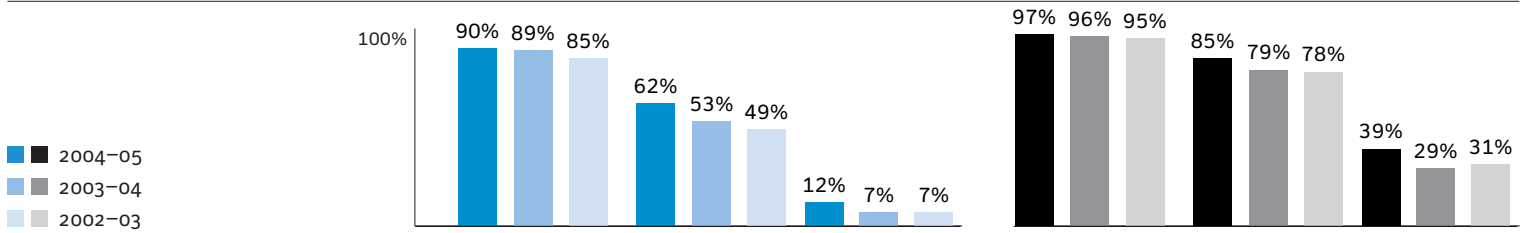
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	150	455	773	194	1572	642
May 2004	192	600	784	126	1702	636
May 2003	223	525	603	109	1460	631

Grade 8

This School

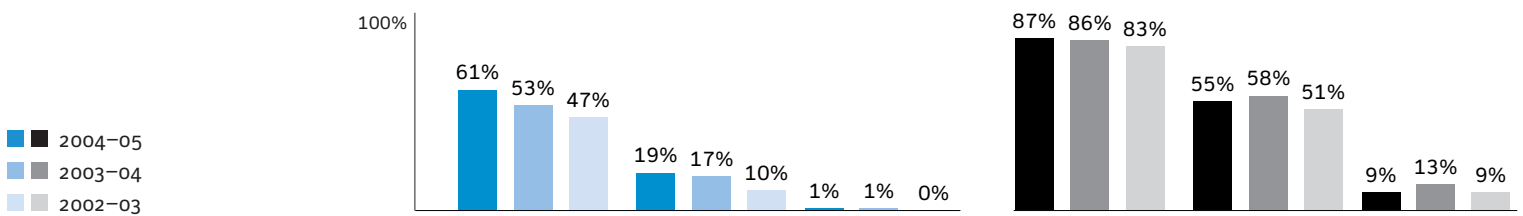
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	603	646	287	10	1546	686
May 2004	755	588	253	16	1612	672
May 2003	680	470	129	1	1280	674

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

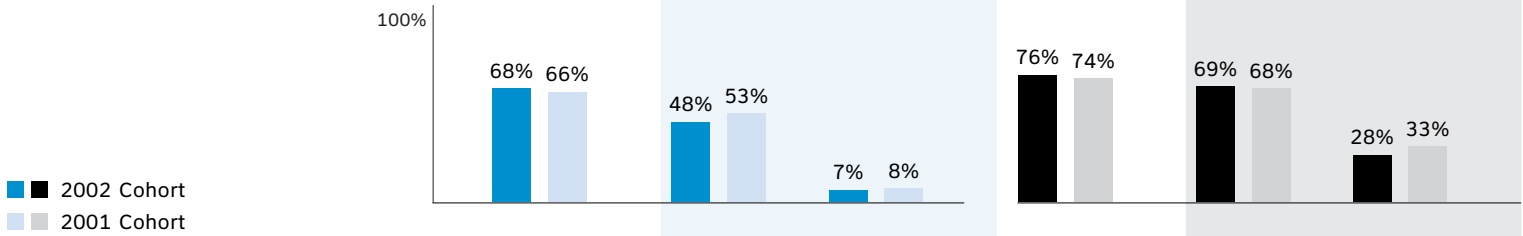
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1260	68%	48%	7%	992	66%	53%	8%
Female	456	82%	60%	9%	345	80%	65%	12%
Male	804	61%	42%	5%	647	59%	47%	5%
American Indian or Alaska Native	5	60%	60%	20%	6	67%	50%	17%
Black or African American	407	64%	43%	7%	329	66%	53%	7%
Hispanic or Latino	813	70%	51%	7%	622	66%	51%	8%
Asian or Native Hawaiian/Other Pacific Islander	18	56%	44%	11%	19	84%	84%	11%
White	17	94%	65%	12%	16	81%	75%	6%
Small Group Totals								
General-Education Students	1037	78%	57%	8%	812	79%	64%	9%
Students with Disabilities	223	24%	10%	0%	180	11%	5%	1%
English Proficient	1123	72%	52%	7%	883	69%	57%	8%
Limited English Proficient	137	43%	18%	2%	109	40%	19%	1%
Economically Disadvantaged	1125	71%	50%	7%				
Not Disadvantaged	135	49%	40%	7%				
Migrant								
Not Migrant	1260	68%	48%	7%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	20	7
	20 18 12	6 6 5

* 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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

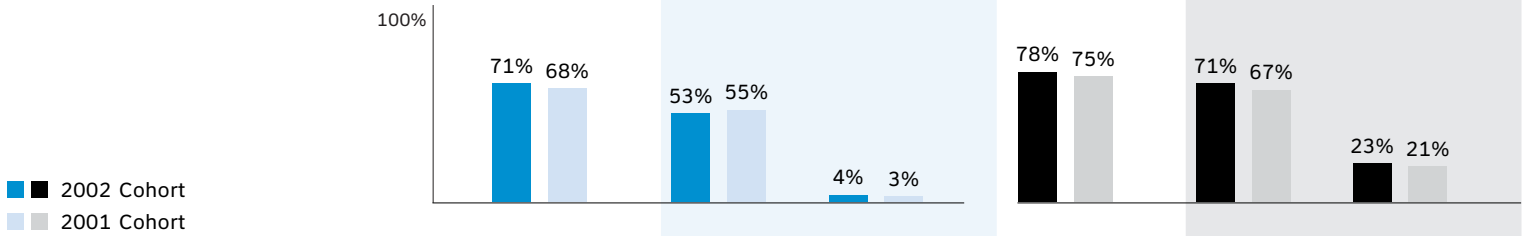
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1260	71%	53%	4%	992	68%	55%	3%
Female	456	83%	59%	4%	345	82%	65%	4%
Male	804	64%	50%	4%	647	61%	49%	3%
American Indian or Alaska Native	5	80%	40%	0%	6	67%	33%	17%
Black or African American	407	67%	48%	2%	329	68%	54%	2%
Hispanic or Latino	813	73%	55%	4%	622	67%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	18	72%	61%	17%	19	79%	74%	5%
White	17	88%	76%	6%	16	81%	75%	0%
Small Group Totals								
General-Education Students	1037	82%	62%	5%	812	80%	66%	4%
Students with Disabilities	223	20%	11%	0%	180	13%	6%	0%
English Proficient	1123	73%	56%	4%	883	71%	57%	4%
Limited English Proficient	137	50%	31%	1%	109	47%	32%	0%
Economically Disadvantaged	1125	74%	55%	4%				
Not Disadvantaged	135	48%	39%	3%				
Migrant								
Not Migrant	1260	71%	53%	4%				

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	19	4
	18	–
	17	–
	14	–

* 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.

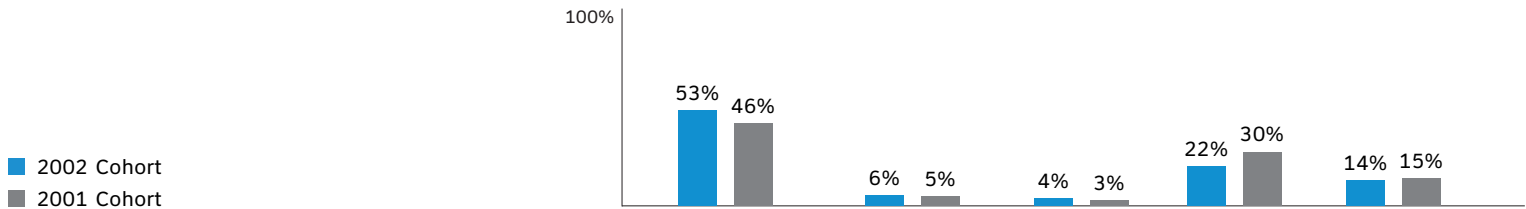
District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	1260	53%	6%	4%	22%	14%
	2001	992	46%	5%	3%	30%	15%
Female	2002	456	65%	5%	3%	22%	6%
	2001	345	56%	3%	1%	32%	8%
Male	2002	804	47%	7%	5%	23%	19%
	2001	647	41%	7%	4%	29%	19%
American Indian or Alaska Native	2002	5	40%	0%	0%	60%	0%
	2001	6	50%	0%	0%	33%	17%
Black or African American	2002	407	51%	6%	5%	21%	16%
	2001	329	49%	6%	4%	26%	15%
Hispanic or Latino	2002	813	54%	6%	4%	22%	14%
	2001	622	44%	5%	3%	32%	15%
Asian or Native Hawaiian/Other Pacific Islander	2002	18	28%	0%	11%	50%	11%
	2001	19	42%	0%	0%	47%	11%
White	2002	17	76%	0%	0%	18%	6%
	2001	16	63%	0%	0%	38%	0%
Small Group Totals							
General-Education Students	2002	1037	61%	0%	3%	23%	12%
	2001	812	54%	0%	3%	33%	11%
Students with Disabilities	2002	223	15%	33%	8%	18%	26%
	2001	180	12%	30%	6%	19%	33%
English Proficient	2002	1123	56%	5%	4%	22%	13%
	2001	883	48%	4%	4%	31%	14%
Limited English Proficient	2002	137	31%	15%	3%	28%	23%
	2001	109	35%	16%	2%	25%	23%
Economically Disadvantaged	2002	1125	55%	5%	4%	22%	14%
	2001	883	48%	4%	4%	31%	14%
Not Disadvantaged	2002	135	36%	12%	7%	24%	21%
	2001	109	35%	16%	2%	25%	23%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1260	53%	6%	4%	22%	14%
	2001	992	46%	5%	3%	30%	15%

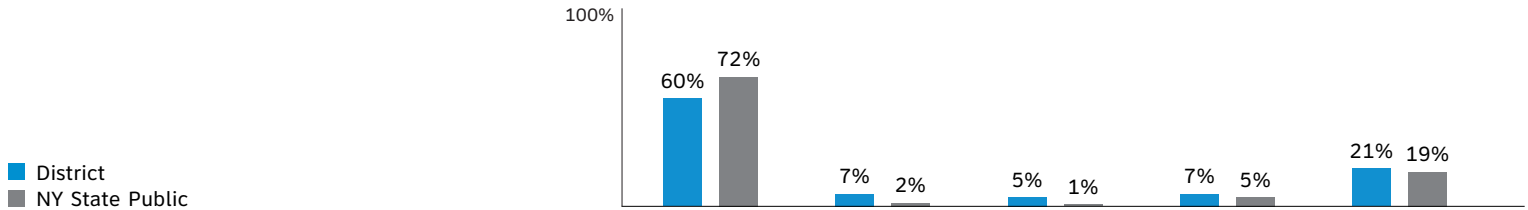
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	999	60%	7%	5%	7%	21%
Female	349	75%	4%	3%	5%	13%
Male	650	52%	8%	6%	7%	26%
American Indian or Alaska Native	8	38%	13%	0%	25%	25%
Black or African American	337	59%	7%	6%	7%	22%
Hispanic or Latino	618	61%	7%	4%	6%	22%
Asian or Native Hawaiian/Other Pacific Islander	19	79%	0%	0%	0%	21%
White	17	71%	6%	6%	6%	12%
Small Group Totals						
General-Education Students	804	72%	0%	4%	7%	17%
Students with Disabilities	195	12%	36%	6%	6%	41%
English Proficient	897	62%	5%	5%	7%	21%
Limited English Proficient	102	43%	25%	2%	2%	28%
Economically Disadvantaged	771	67%	5%	4%	6%	18%
Not Disadvantaged	228	39%	13%	6%	9%	32%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	999	60%	7%	5%	7%	21%

NOTES

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