



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 8**

District ID **320800010000**

Superintendent **DOV ROKEACH**

Telephone **(718) 828-2665**

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	742	767	753
Kindergarten	2070	1864	1954
Grade 1	2348	2327	2234
Grade 2	2212	2199	2148
Grade 3	2316	2180	2124
Grade 4	2193	2155	1969
Grade 5	2327	2161	2120
Grade 6	2281	2275	2069
Ungraded Elementary	1593	1658	1774
Grade 7	2355	2357	2320
Grade 8	2229	2303	2256
Grade 9	2451	2941	2786
Grade 10	1660	1826	2037
Grade 11	568	696	933
Grade 12	589	600	668
Ungraded Secondary	1306	1415	1458
Total K-12	28498	28957	28850

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	25	24
Grade 8			
English	30	29	28
Mathematics	28	30	29
Science	29	30	30
Social Studies	26	30	29
Grade 10			
English	29	27	27
Mathematics	32	26	27
Science	31	27	27
Social Studies	28	29	29

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	23312	82%	12712	44%	23155	80%
Reduced-Price Lunch	1821	6%	1119	4%	1941	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2957	10%	3074	11%	3432	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	123	0%	129	0%	127	0%
Black or African American	8548	30%	8827	30%	8658	30%
Hispanic or Latino	17402	61%	17667	61%	17709	61%
Asian or Native Hawaiian/Other Pacific Islander	770	3%	816	3%	893	3%
White	1655	6%	1518	5%	1463	5%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	546	N/A	1055	4%	907	3%

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 # 8

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2233	4036	7759
Percent Not Taught by Highly Qualified Teachers	23%	22%	16%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	161	134	151
Percent with No Valid Teaching Certificate	8%	7%	7%
Individuals Teaching Out of Certification			
Number of Teachers	359	400	416
Percentage of Total	18%	20%	18%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	30%	30%	29%

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.


District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 4)

Elementary/Middle Level

ELA  Improvement (Year 4)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 4)

Math  Good Standing

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						
Ethnicity						
American Indian or Alaska Native				–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	 8 of 9	 9 of 9	 1 of 1	 7 of 8	 7 of 8	 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 # 8**

Elementary/Middle-Level English Language Arts





























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

Accountability Measures 8 of 9 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 (15204:14301)			98%		124	121	
Ethnicity							
American Indian or Alaska Native (62:58)			97%		133	109	
Black or African American (4443:4179)			98%		121	120	
Hispanic or Latino (9297:8714)			98%		120	121	115 128
Asian or Native Hawaiian/Other Pacific Islander (522:494)			98%		156	117	
White (880:856)			99%		151	118	
Other Groups							
Students with Disabilities ⁴ (3331:3038)			95%		71	120	74 [‡] 84
Limited English Proficient (1694:1461)			95%		86	119	85 97
Economically Disadvantaged (11182:10641)			99%		138	121	
Final AYP Determination	 8 of 9						

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**





























Elementary/Middle-Level Mathematics

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

Accountability Measures 9 of 9 Student groups making AYP in Mathematics
 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 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 (15256:14190)			98%		130	85	
Ethnicity							
American Indian or Alaska Native (64:58)			98%		133	73	
Black or African American (4454:4135)			98%		125	84	
Hispanic or Latino (9339:8657)			98%		128	85	
Asian or Native Hawaiian/Other Pacific Islander (519:493)			99%		167	81	
White (880:847)			99%		153	82	
Other Groups							
Students with Disabilities ⁴ (3336:3008)			96%		78	84	61 [‡] 90
Limited English Proficient (1688:1505)			98%		94	83	
Economically Disadvantaged (11243:10586)			99%		144	85	
Final AYP Determination	 9 of 9						

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**



















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 (5039:4388)		Qualified		92%		134	100	
Ethnicity								
American Indian or Alaska Native (20:15)	–	–	–	–	–	–	–	–
Black or African American (1498:1288)		Qualified		91%		130	100	
Hispanic or Latino (3064:2678)		Qualified		93%		132	100	
Asian or Native Hawaiian/Other Pacific Islander (151:134)		Qualified		93%		153	100	
White (306:273)		Qualified		92%		163	100	
Other Groups								
Students with Disabilities (1080:905)		Did not qualify		89%		98	100	100 99
Limited English Proficient (541:466)		Qualified		95%		100	100	
Economically Disadvantaged (3701:3274)		Qualified		94%		143	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

Secondary-Level English Language Arts


























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

Accountability Measures 7 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 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 (1489:1696)			99%		136	151	126	142
Ethnicity								
American Indian or Alaska Native (19:23)	–	–	–	–	–	–	–	–
Black or African American (474:536)			99%		136	149	127	142
Hispanic or Latino (791:932)			99%		131	150	125	138
Asian or Native Hawaiian/Other Pacific Islander (79:82)			100%		170	143		
White (126:123)			100%		154	145		
Other Groups								
Students with Disabilities (98:118)			100%		92	144	79	103
Limited English Proficient (112:154)			98%		66	146	74 [‡]	79
Economically Disadvantaged (1165:1395)			99%		134	151	128	141
Final AYP Determination	 7 of 8							

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 # 8**

Secondary-Level Mathematics


























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

Accountability Measures 7 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 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
(12th Graders: 2002 Cohort) ¹							
All Students (1489:1696)			100%		145	143	
Ethnicity							
American Indian or Alaska Native (19:23)	–	–	–	–	–	–	–
Black or African American (474:536)			100%		143	141	
Hispanic or Latino (791:932)			100%		142	142	
Asian or Native Hawaiian/Other Pacific Islander (79:82)			100%		178	135	
White (126:123)			98%		155	137	
Other Groups							
Students with Disabilities (98:118)			100%		109	136	82 118
Limited English Proficient (112:154)			100%		116	138	112 [‡] 124
Economically Disadvantaged (1165:1395)			100%		146	143	
Final AYP Determination	 7 of 8						

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











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		Objectives			
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target	
					2005–06	2006–07
All Students (1690)			56%	55%		
Ethnicity						
American Indian or Alaska Native (23)		–	–	–	–	–
Black or African American (489)			56%	55%		
Hispanic or Latino (912)			53%	55%	49%	54%
Asian or Native Hawaiian/Other Pacific Islander (93)			71%	55%		
White (173)			61%	55%		
Other Groups						
Students with Disabilities (163)			32%	55%	28%	33%
Limited English Proficient (172)			30%	55%	33%	31%
Economically Disadvantaged (1259)			57%	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 # 8**

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

26 schools identified 57% of total

M.S. 101-P.O. EDWARD R BYRNE
BANANA KELLY HIGH SCHOOL
BRONX GUILD HIGH SCHOOL
BRONX STUDIO SCHOOL
FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND PUBLIC
POLICY
GATEWAY SCHOOL FOR ENVIRONMENTAL RESEARCH AND
TECHNOLOGY
HS FOR COMMUNITY RESEARCH AND LEARNING
MILLENIUM ART ACADEMY
NEW SCHOOL #1 AT PS 60
P.S. 14 SEN. JOHN CALANDRA SCHOOL
P.S. 36 UNIONPORT SCHOOL
P.S. 62 INOCENSIO CASANOVA SCHOOL
P.S. 69-THE NEW VISIONS SCHOOL
P.S. 71 ROSE E. SCALA SCHOOL
P.S. 100 ISAAC CLASON SCHOOL
P.S. 130 ABRAM STEVEN HEWITT SCHOOL
P.S. 138 SAMUEL RANDALL SCHOOL
P.S. 146 EDWARD J. COLLINS SCHOOL
P.S. 182
PABLO NERUDA ACADEMY FOR ARCHITECTURE AND WORLD
STUDIES
PEACE AND DIVERSITY ACADEMY
PS 119
PS 304-EARLY CHILDHOOD SCHOOL
RENAISSANCE HIGH SCHOOL FOR MUSICAL THEATER AND
TECHNOLOGY
SCHOOL FOR INQUIRY AND SOCIAL JUSTICE
YOUNG WOMEN'S LEADERSHIP ACADEMY-BRONX CAMPUS

Improvement (Year1)

3 schools identified 7% of total

JANE ADDAMS VOCATIONAL HIGH SCHOOL
NEW SCHOOL #2 AT PS 60
P.S. 72-DR. WILLIAM DORNEY SCHOOL

Improvement (Year 2)

4 schools identified 9% of total

M.S. 201X-SCL THEATRE ARTS AND RES
MS 301-PAUL L. DUNBAR MS
MS 302-LUISA DESSUS CRUZ MS
P.S. 93-ALBERT G. OLIVER SCHOOL

Corrective Action

1 school identified 2% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

▲ Corrective Action (continued)

P.S. 48 JOSEPH R. DRAKE SCHOOL

▲ Planning for Restructuring

2 schools identified 4% of total

ADLAI E. STEVENSON HIGH SCHOOL

NEW SCHOOL FOR ARTS AND SCIENCES

▲ Restructuring (Year 1)

1 school identified 2% of total

P.S. 152-EVERGREEN SCHOOL

▲ Restructuring (Year 2)

4 schools identified 9% of total

JHS 123-JAMES M. KIERNAN

P.S. 75

P.S. 107

P.S. 140 EAGLE SCHOOL

▲ Restructuring (Year 3)

3 schools identified 7% of total

I.S. 174 EUGENE T. MALESKA

J.H.S. 125 HENRY HUDSON

JHS 131 ALBERT EINSTEIN SCHOOL

New York State Status

■ Requiring Academic Progress (Year 4)

1 school identified 2% of total

HERBERT H. LEHMAN HIGH SCHOOL

■ Requiring Academic Progress (Year 5)

1 school identified 2% of total

I.S. 192 PIAGENTINI JONES SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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	52%			2157
Grade 4	51%			2073
Grade 5	43%			2342
Grade 6	36%			2216
Grade 7	32%			2450
Grade 8	26%			2439

Mathematics			
Grade 3	70%		2489
Grade 4	66%		2286
Grade 5	50%		2485
Grade 6	40%		2351
Grade 7	34%		2594
Grade 8	29%		2563

Science			
Grade 4	73%		2262
Grade 8	21%		2211

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	45%			2257
Mathematics	48%			2257

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	41%			2257

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:

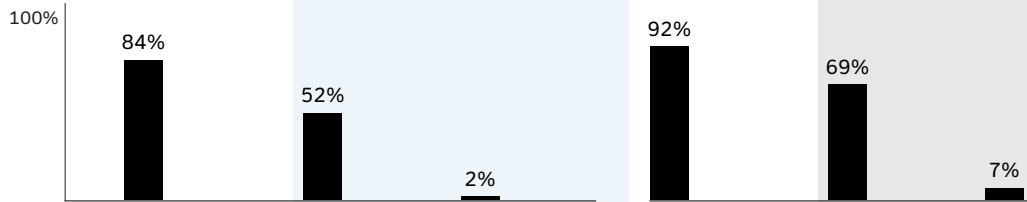
NYC Public Schools

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 # 8**

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: 650	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1812	1111	48	92%	69%	7%



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	2157	84%	52%	2%				
Female	1040	89%	58%	3%				
Male	1117	79%	46%	2%				
American Indian or Alaska Native	10	80%	60%	10%				
Black or African American	697	83%	46%	2%				
Hispanic or Latino	1236	83%	51%	2%				
Asian or Native Hawaiian/Other Pacific Islander	66	98%	64%	3%				
White	148	90%	72%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1664	93%	61%	3%				
Students with Disabilities	493	54%	20%	0%				
English Proficient	2107	85%	52%	2%				
Limited English Proficient	50	34%	14%	0%				
Economically Disadvantaged	1550	93%	61%	3%				
Not Disadvantaged	607	61%	28%	1%				
Migrant								
Not Migrant	2157	84%	52%	2%				

NOTES

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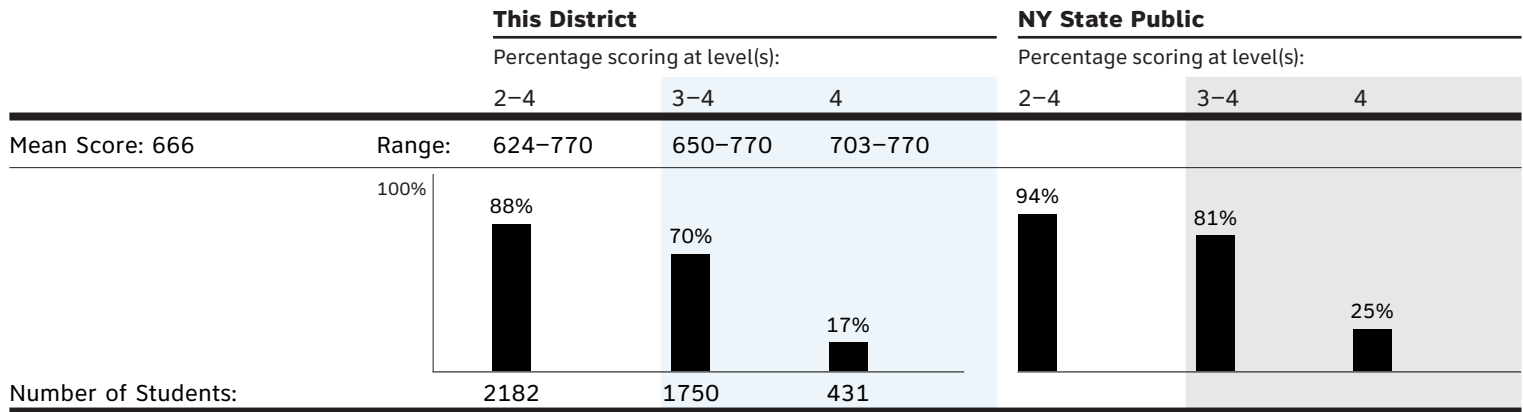
Other Assessments

	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	39	39	38	32	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	294	128	94	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 # 8**

This District's Results in Grade 3 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	2489	88%	70%	17%				
Female	1188	90%	73%	18%				
Male	1301	86%	68%	17%				
American Indian or Alaska Native	11	73%	64%	36%				
Black or African American	714	87%	67%	14%				
Hispanic or Latino	1531	87%	70%	15%				
Asian or Native Hawaiian/Other Pacific Islander	78	95%	88%	44%				
White	155	94%	86%	37%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1912	93%	79%	21%				
Students with Disabilities	577	69%	41%	5%				
English Proficient	2140	90%	74%	19%				
Limited English Proficient	349	71%	47%	6%				
Economically Disadvantaged	1786	94%	80%	21%				
Not Disadvantaged	703	73%	47%	8%				
Migrant								
Not Migrant	2489	88%	70%	17%				

NOTES

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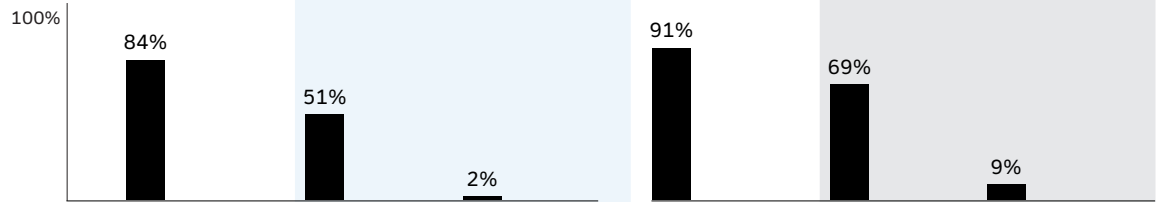
Other Assessments

	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	39	38	34	28	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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: 648	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1743	1060	48			



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	2073	84%	51%	2%				
Female	1028	88%	54%	3%				
Male	1045	80%	48%	2%				
American Indian or Alaska Native	7	86%	86%	0%				
Black or African American	639	83%	50%	2%				
Hispanic or Latino	1201	84%	49%	2%				
Asian or Native Hawaiian/Other Pacific Islander	61	92%	77%	10%				
White	165	87%	58%	5%				
Small Group Totals								
General-Education Students	1633	93%	61%	3%				
Students with Disabilities	440	50%	15%	0%				
English Proficient	2005	85%	52%	2%				
Limited English Proficient	68	59%	18%	0%				
Economically Disadvantaged	1523	94%	61%	3%				
Not Disadvantaged	550	57%	25%	1%				
Migrant								
Not Migrant	2073	84%	51%	2%				

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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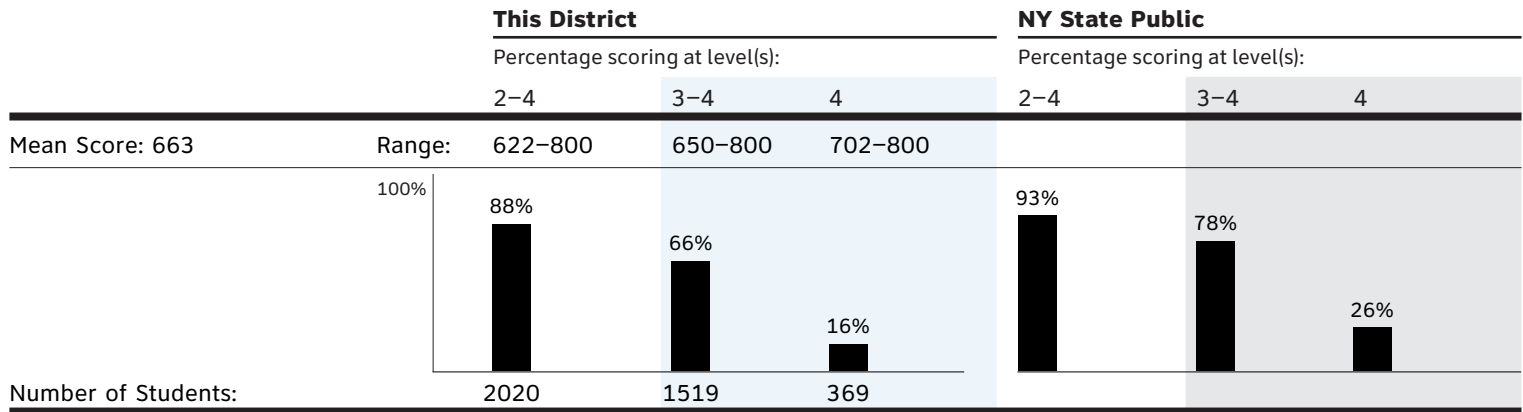
Other Assessments

	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	55	55	51	43	32	32	27	15
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	199	142	117	N/A	169	82	59	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 # 8**

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	2286	88%	66%	16%				
Female	1115	90%	66%	16%				
Male	1171	87%	67%	16%				
American Indian or Alaska Native	7	86%	71%	0%				
Black or African American	645	89%	63%	14%				
Hispanic or Latino	1385	88%	66%	15%				
Asian or Native Hawaiian/Other Pacific Islander	81	91%	81%	41%				
White	168	90%	73%	23%				
Small Group Totals								
General-Education Students	1808	96%	76%	20%				
Students with Disabilities	478	61%	31%	3%				
English Proficient	2015	90%	70%	18%				
Limited English Proficient	271	77%	42%	4%				
Economically Disadvantaged	1692	96%	76%	19%				
Not Disadvantaged	594	67%	39%	7%				
Migrant								
Not Migrant	2286	88%	66%	16%				

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

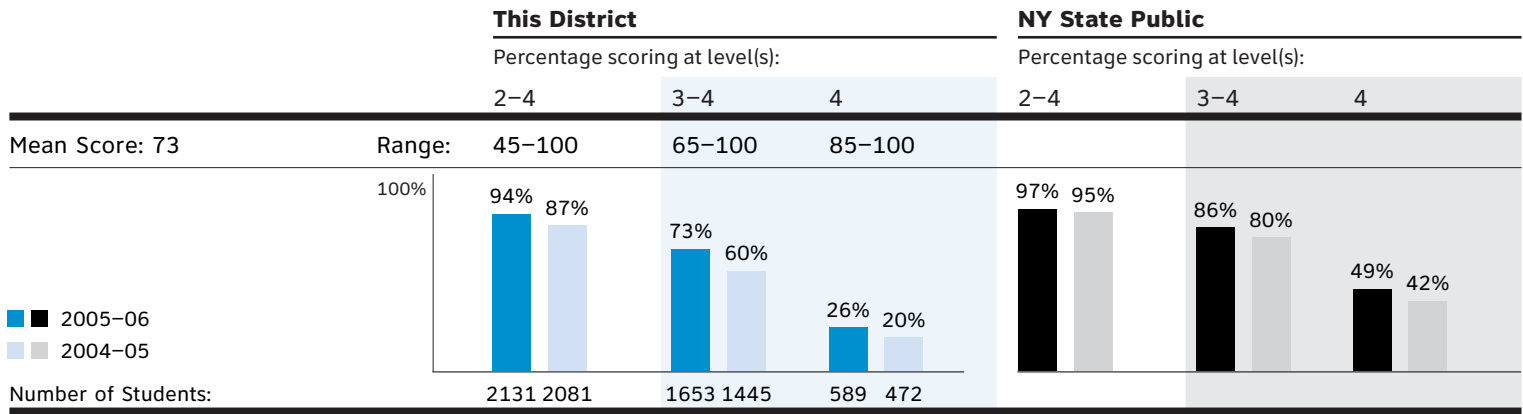
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Other Assessments

	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	53	52	50	45	29	29	23	16

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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	2262	94%	73%	26%	2404	87%	60%	20%
Female	1110	95%	73%	25%	1210	86%	59%	19%
Male	1152	93%	73%	27%	1194	87%	61%	20%
American Indian or Alaska Native	7	100%	86%	43%	14	93%	71%	43%
Black or African American	632	94%	72%	26%	654	85%	56%	17%
Hispanic or Latino	1377	94%	72%	24%	1482	86%	60%	19%
Asian or Native Hawaiian/Other Pacific Islander	78	96%	83%	42%	86	91%	77%	40%
White	168	97%	85%	34%	168	92%	71%	26%
Small Group Totals								
General-Education Students	1790	98%	80%	31%	1920	92%	68%	24%
Students with Disabilities	472	80%	45%	6%	484	67%	31%	4%
English Proficient	1988	95%	77%	28%	2131	89%	64%	22%
Limited English Proficient	274	85%	48%	9%	273	66%	33%	4%
Economically Disadvantaged	1679	98%	80%	31%	2303	87%	60%	19%
Not Disadvantaged	583	83%	52%	13%	101	83%	54%	25%
Migrant								
Not Migrant	2262	94%	73%	26%	2404	87%	60%	20%

NOTES

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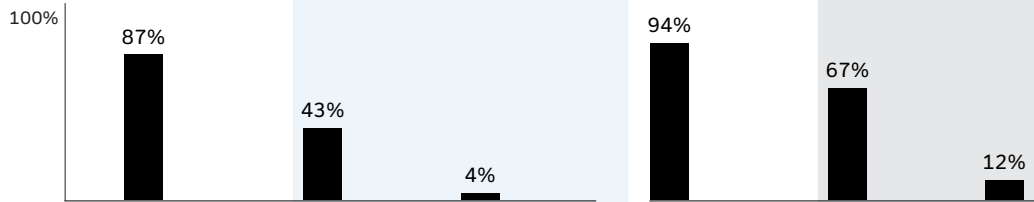
Other Assessments

	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	54	53	47	41	33	32	24	16

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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: 641	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	2032	1017	92	2032	1017	92



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	2342	87%	43%	4%				
Female	1160	89%	45%	4%				
Male	1182	84%	42%	4%				
American Indian or Alaska Native	13	92%	46%	8%				
Black or African American	646	84%	38%	2%				
Hispanic or Latino	1427	87%	42%	3%				
Asian or Native Hawaiian/Other Pacific Islander	98	94%	68%	12%				
White	158	92%	62%	11%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1820	94%	52%	5%				
Students with Disabilities	522	60%	14%	0%				
English Proficient	2234	88%	45%	4%				
Limited English Proficient	108	54%	8%	0%				
Economically Disadvantaged	1754	95%	52%	5%				
Not Disadvantaged	588	63%	18%	1%				
Migrant								
Not Migrant	2342	87%	43%	4%				

NOTES

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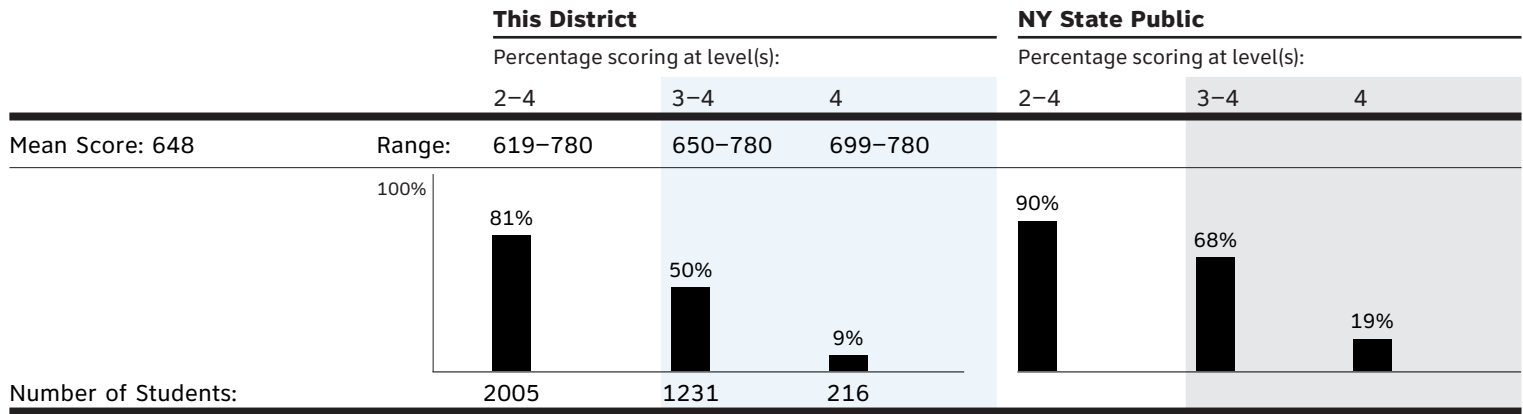
Other Assessments

	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	37	37	36	30	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	120	67	50	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 # 8**

This District's Results in Grade 5 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	2485	81%	50%	9%				
Female	1221	82%	48%	8%				
Male	1264	79%	51%	9%				
American Indian or Alaska Native	16	100%	69%	0%				
Black or African American	651	80%	43%	5%				
Hispanic or Latino	1550	81%	49%	8%				
Asian or Native Hawaiian/Other Pacific Islander	107	88%	74%	28%				
White	161	80%	61%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1956	89%	58%	11%				
Students with Disabilities	529	52%	18%	1%				
English Proficient	2243	83%	53%	9%				
Limited English Proficient	242	58%	20%	2%				
Economically Disadvantaged	1886	89%	58%	11%				
Not Disadvantaged	599	54%	23%	2%				
Migrant								
Not Migrant	2485	81%	50%	9%				

NOTES

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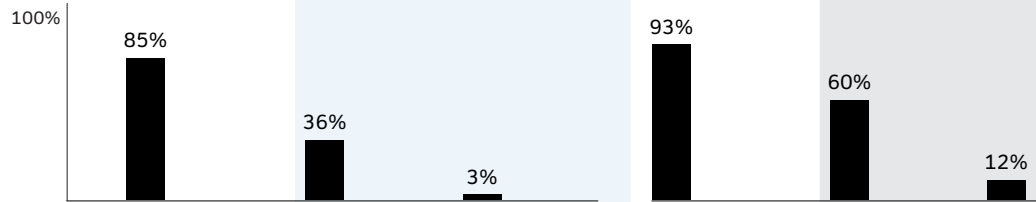
Other Assessments

	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 5 Equivalent	38	37	31	26	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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: 634	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1873	804	64	1873	804	64



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	2216	85%	36%	3%				
Female	1044	89%	39%	4%				
Male	1172	80%	33%	2%				
American Indian or Alaska Native	9	100%	78%	33%				
Black or African American	686	84%	35%	3%				
Hispanic or Latino	1324	83%	33%	1%				
Asian or Native Hawaiian/Other Pacific Islander	89	94%	63%	9%				
White	108	94%	60%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1751	92%	44%	4%				
Students with Disabilities	465	55%	8%	0%				
English Proficient	2091	86%	38%	3%				
Limited English Proficient	125	57%	5%	0%				
Economically Disadvantaged	1684	93%	44%	3%				
Not Disadvantaged	532	58%	12%	2%				
Migrant								
Not Migrant	2216	85%	36%	3%				

NOTES

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Other Assessments

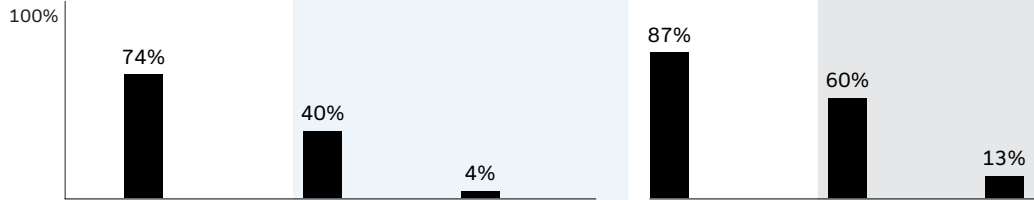
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	30	30	30	29	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	107	60	41	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 # 8**

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: 637	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
	74%	40%	4%	87%	60%	13%
Number of Students:	1750	940	93			



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	2351	74%	40%	4%				
Female	1109	75%	40%	4%				
Male	1242	74%	40%	4%				
American Indian or Alaska Native	9	78%	67%	11%				
Black or African American	699	74%	39%	3%				
Hispanic or Latino	1440	72%	36%	2%				
Asian or Native Hawaiian/Other Pacific Islander	94	96%	78%	20%				
White	109	88%	68%	19%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1864	83%	48%	5%				
Students with Disabilities	487	40%	11%	1%				
English Proficient	2113	77%	43%	4%				
Limited English Proficient	238	48%	13%	0%				
Economically Disadvantaged	1794	84%	48%	5%				
Not Disadvantaged	557	44%	14%	1%				
Migrant								
Not Migrant	2351	74%	40%	4%				

NOTES

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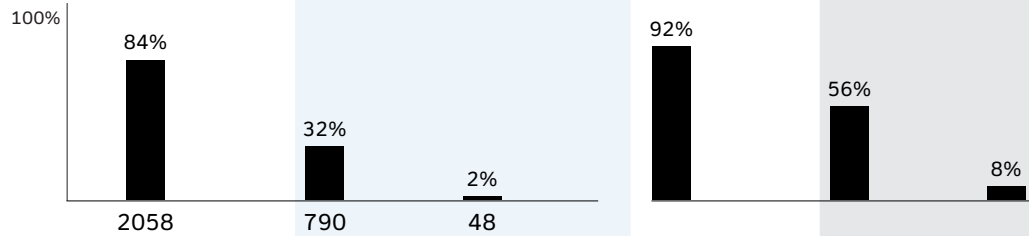
Other Assessments

	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	32	32	29	26	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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: 630	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	2058	790	48	2058	790	48



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	2450	84%	32%	2%				
Female	1248	87%	35%	3%				
Male	1202	81%	29%	1%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	786	86%	31%	1%				
Hispanic or Latino	1459	82%	29%	1%				
Asian or Native Hawaiian/Other Pacific Islander	76	-	-	-				
White	125	91%	54%	9%	This test was not given in 2004-05.			
Small Group Totals	80	94%	61%	13%				
General-Education Students	2028	91%	38%	2%				
Students with Disabilities	422	49%	5%	0%				
English Proficient	2294	86%	34%	2%				
Limited English Proficient	156	56%	4%	0%				
Economically Disadvantaged	1896	92%	38%	2%				
Not Disadvantaged	554	58%	14%	1%				
Migrant								
Not Migrant	2450	84%	32%	2%				

NOTES

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Other Assessments

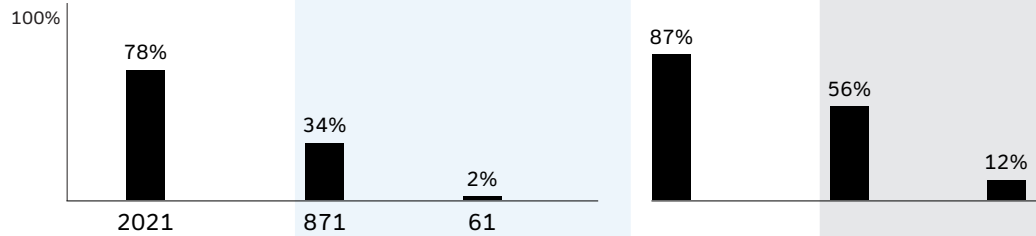
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	44	43	41	35	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	123	79	60	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 # 8**

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: 632	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	2021	871	61			



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	2594	78%	34%	2%				
Female	1320	80%	34%	3%				
Male	1274	76%	33%	2%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	785	77%	31%	1%				
Hispanic or Latino	1591	77%	32%	2%				
Asian or Native Hawaiian/Other Pacific Islander	81	-	-	-				
White	133	87%	51%	2%	This test was not given in 2004-05.			
Small Group Totals	85	94%	62%	24%				
General-Education Students	2164	85%	39%	3%				
Students with Disabilities	430	43%	6%	0%				
English Proficient	2308	80%	36%	3%				
Limited English Proficient	286	61%	14%	1%				
Economically Disadvantaged	2033	85%	39%	3%				
Not Disadvantaged	561	52%	14%	1%				
Migrant								
Not Migrant	2594	78%	34%	2%				

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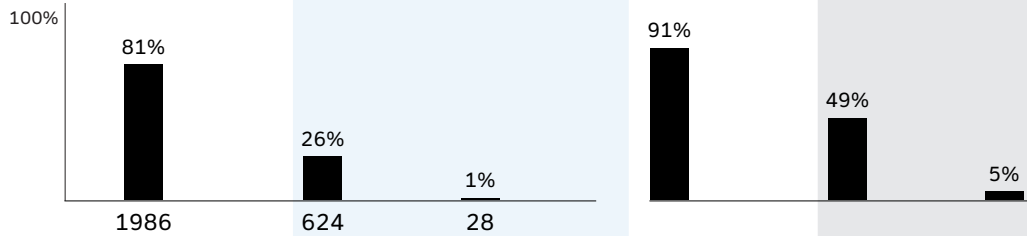
Other Assessments

	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	44	44	40	35	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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: 628	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1986	624	28			



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	2439	81%	26%	1%				
Female	1209	87%	31%	1%				
Male	1230	76%	21%	1%				
American Indian or Alaska Native	12	50%	17%	0%				
Black or African American	775	79%	22%	1%				
Hispanic or Latino	1460	82%	25%	1%				
Asian or Native Hawaiian/Other Pacific Islander	61	84%	41%	7%				
White	131	89%	47%	3%				
Small Group Totals								
General-Education Students	1995	90%	31%	1%				
Students with Disabilities	444	44%	3%	0%				
English Proficient	2285	83%	27%	1%				
Limited English Proficient	154	51%	0%	0%				
Economically Disadvantaged	1852	90%	31%	1%				
Not Disadvantaged	587	53%	9%	0%				
Migrant								
Not Migrant	2439	81%	26%	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

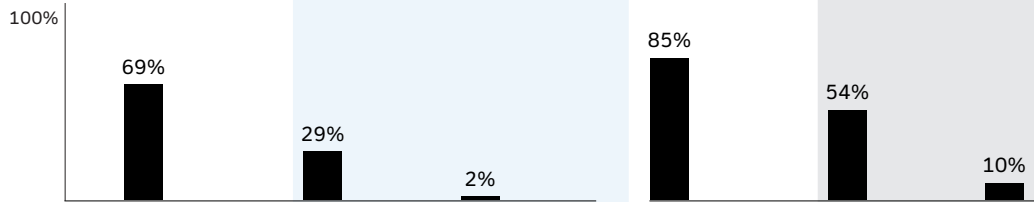
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	38	38	33	29	32	31	25	18
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	97	66	55	N/A	118	74	56	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 # 8**

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: 629	616-775	650-775	701-775			
Range:						
	69%	29%	2%	85%	54%	10%
Number of Students:	1765	741	61			



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	2563	69%	29%	2%				
Female	1261	72%	32%	3%				
Male	1302	66%	26%	2%				
American Indian or Alaska Native	12	50%	17%	0%				
Black or African American	795	64%	25%	2%				
Hispanic or Latino	1558	70%	29%	2%				
Asian or Native Hawaiian/Other Pacific Islander	68	84%	57%	12%				
White	130	74%	42%	5%				
Small Group Totals								
General-Education Students	2113	77%	34%	3%				
Students with Disabilities	450	32%	4%	0%				
English Proficient	2305	70%	30%	3%				
Limited English Proficient	258	55%	19%	0%				
Economically Disadvantaged	1973	78%	35%	3%				
Not Disadvantaged	590	39%	8%	0%				
Migrant								
Not Migrant	2563	69%	29%	2%				

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

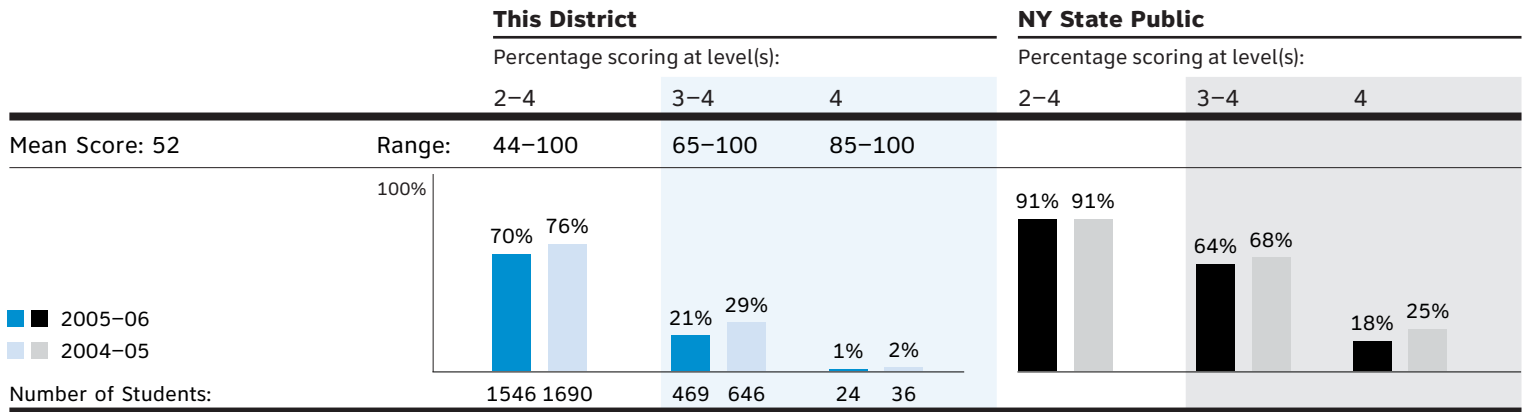
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Other Assessments

	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	37	37	33	29	33	31	27	22

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

This District's Results in Grade 8 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	2211	70%	21%	1%	2212	76%	29%	2%
Female	1057	73%	21%	1%	1050	80%	29%	1%
Male	1154	67%	21%	1%	1162	73%	29%	2%
American Indian or Alaska Native	9	44%	44%	0%	12	33%	0%	0%
Black or African American	673	69%	19%	1%	643	76%	25%	1%
Hispanic or Latino	1386	70%	21%	1%	1385	76%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	55	71%	40%	4%	51	92%	65%	12%
White	88	75%	35%	2%	121	79%	40%	1%
Small Group Totals								
General-Education Students	1812	77%	25%	1%	1809	85%	34%	2%
Students with Disabilities	399	38%	6%	0%	403	39%	6%	0%
English Proficient	1974	73%	23%	1%	1950	80%	32%	2%
Limited English Proficient	237	46%	5%	0%	262	52%	8%	0%
Economically Disadvantaged	1695	77%	25%	1%	2056	76%	29%	2%
Not Disadvantaged	516	46%	9%	1%	156	78%	30%	1%
Migrant								
Not Migrant	2211	70%	21%	1%	2212	76%	29%	2%

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	36	36	31	29	35	34	28	21
Regents Science	93	93	93	14	114	88	65	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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):

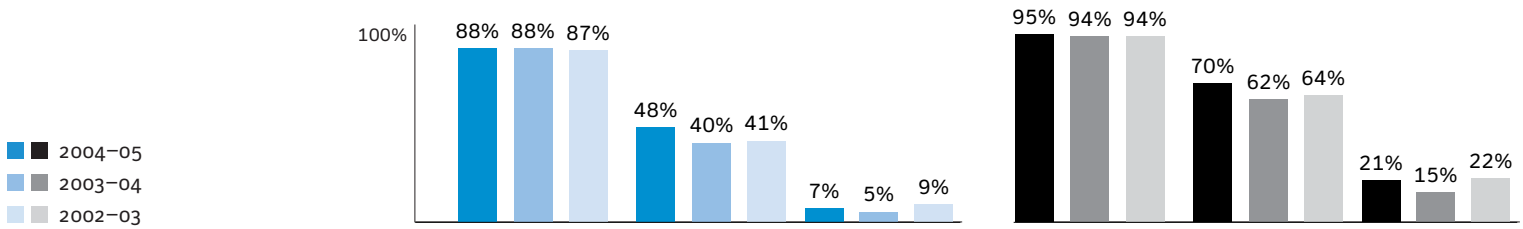
2-4 3-4 4

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	268	919	938	158	2283	640
Feb 2004	281	1123	842	106	2352	637
Feb 2003	323	1144	804	220	2491	639

Grade 8

This School

Percentage scoring at level(s):

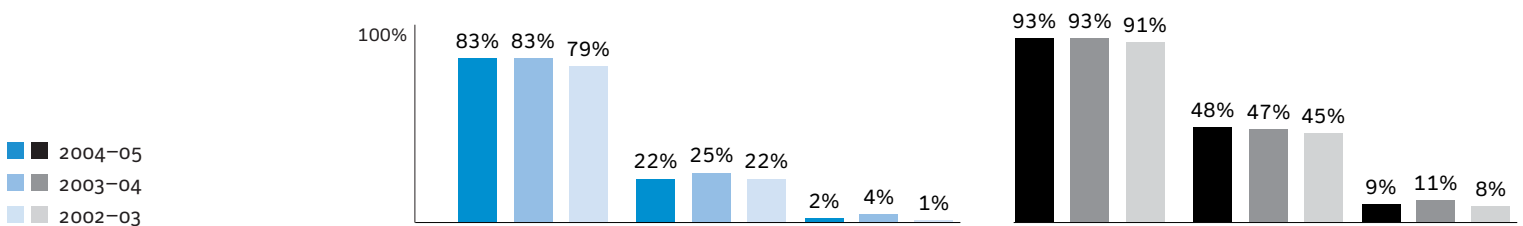
2-4 3-4 4

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	417	1537	492	58	2504	677
Jan 2004	415	1375	508	91	2389	681
Jan 2003	458	1237	438	32	2165	677

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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

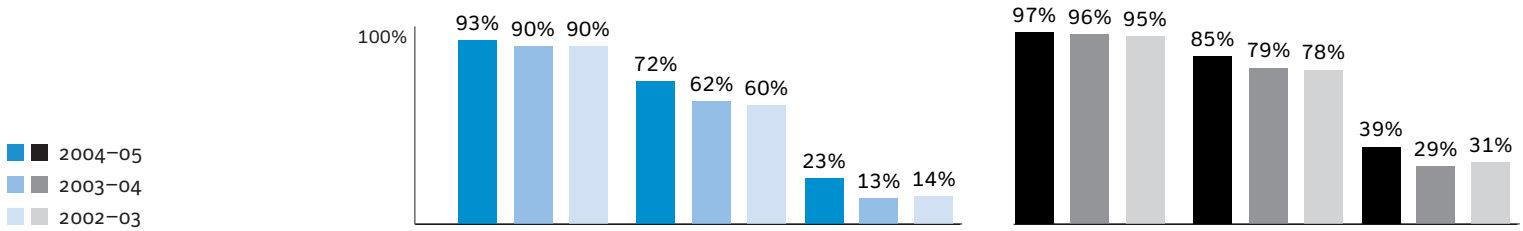
Percentage scoring at level(s):

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



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	175	512	1181	564	2432	654
May 2004	253	677	1195	327	2452	643
May 2003	272	761	1189	374	2596	641

Grade 8

This School

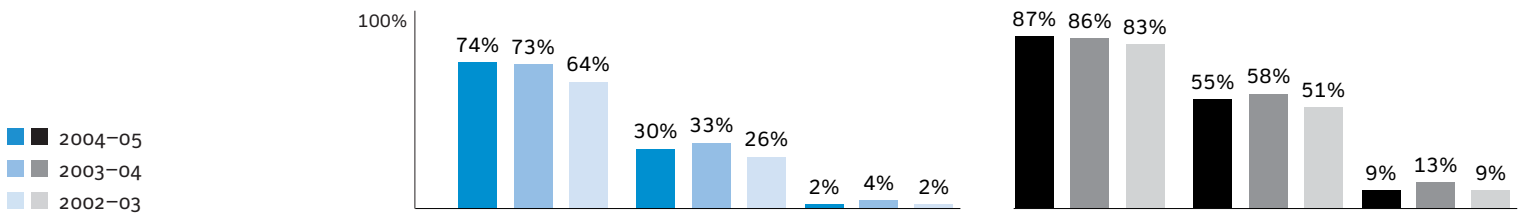
Percentage scoring at level(s):

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



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	663	1113	731	47	2554	697
May 2004	677	983	717	107	2484	695
May 2003	806	879	531	51	2267	689

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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

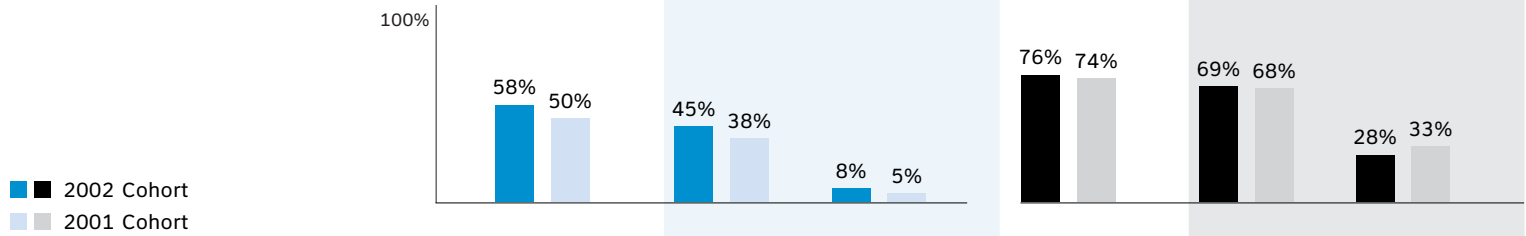
NY State Public

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	2257	58%	45%	8%	1202	50%	38%	5%
Female	1174	62%	48%	10%	704	56%	45%	6%
Male	1083	53%	41%	6%	498	42%	28%	3%
American Indian or Alaska Native	26	77%	69%	15%	4	–	–	–
Black or African American	717	58%	43%	7%	421	54%	38%	4%
Hispanic or Latino	1256	55%	42%	7%	728	48%	37%	6%
Asian or Native Hawaiian/Other Pacific Islander	93	82%	68%	23%	29	69%	52%	14%
White	165	64%	56%	15%	20	–	–	–
Small Group Totals					24	38%	33%	0%
General-Education Students	1952	65%	51%	10%	999	59%	45%	6%
Students with Disabilities	305	13%	8%	0%	203	9%	4%	0%
English Proficient	2015	62%	49%	9%	1016	55%	43%	6%
Limited English Proficient	242	24%	14%	0%	186	24%	12%	1%
Economically Disadvantaged	1786	59%	45%	8%				
Not Disadvantaged	471	52%	44%	8%				
Migrant								
Not Migrant	2257	58%	45%	8%				

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	22	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 # 8**

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

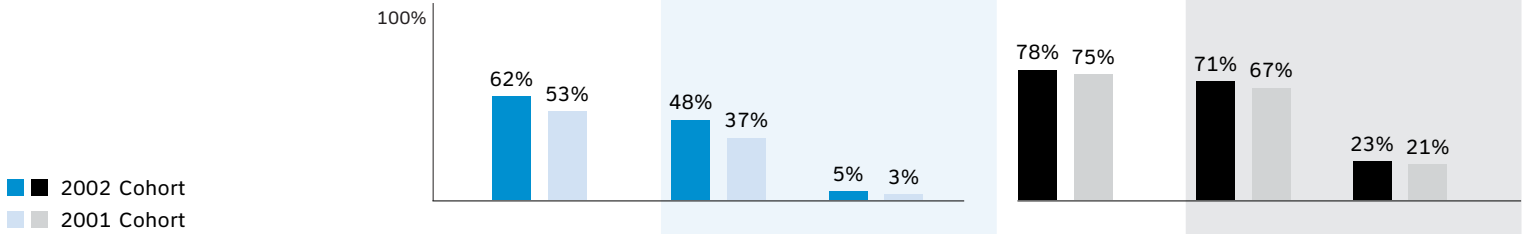
NY State Public

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	2257	62%	48%	5%	1202	53%	37%	3%
Female	1174	67%	51%	5%	704	58%	40%	4%
Male	1083	55%	46%	6%	498	46%	32%	3%
American Indian or Alaska Native	26	73%	58%	8%	4	–	–	–
Black or African American	717	61%	46%	4%	421	53%	37%	2%
Hispanic or Latino	1256	60%	46%	5%	728	52%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	93	82%	76%	17%	29	69%	62%	14%
White	165	65%	56%	11%	20	–	–	–
Small Group Totals					24	42%	25%	4%
General-Education Students	1952	69%	54%	6%	999	62%	44%	4%
Students with Disabilities	305	15%	9%	0%	203	10%	5%	0%
English Proficient	2015	64%	50%	6%	1016	55%	38%	3%
Limited English Proficient	242	43%	30%	4%	186	39%	32%	6%
Economically Disadvantaged	1786	64%	50%	6%				
Not Disadvantaged	471	51%	39%	3%				
Migrant								
Not Migrant	2257	62%	48%	5%				

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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	6
	20 19 15	6 4 2

* 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.

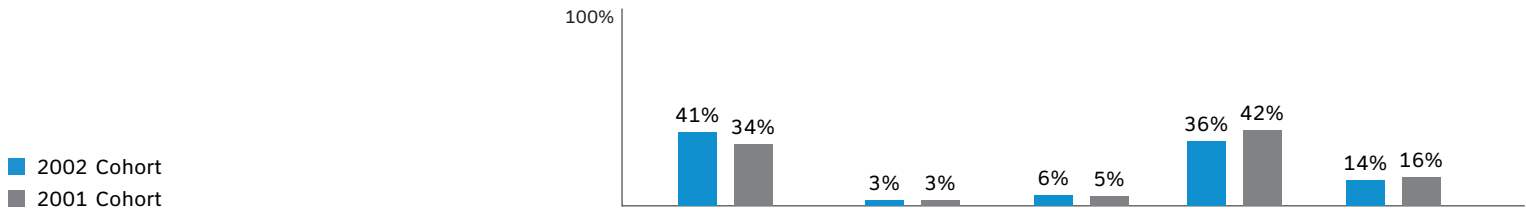
District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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	2257	41%	3%	6%	36%	14%
	2001	1202	34%	3%	5%	42%	16%
Female	2002	1174	46%	3%	5%	34%	12%
	2001	704	41%	3%	5%	38%	13%
Male	2002	1083	35%	2%	7%	39%	17%
	2001	498	24%	4%	5%	47%	20%
American Indian or Alaska Native	2002	26	65%	0%	0%	27%	8%
	2001	4	–	–	–	–	–
Black or African American	2002	717	41%	3%	6%	35%	15%
	2001	421	36%	3%	5%	41%	15%
Hispanic or Latino	2002	1256	38%	3%	7%	38%	15%
	2001	728	33%	3%	5%	42%	17%
Asian or Native Hawaiian/Other Pacific Islander	2002	93	57%	2%	3%	33%	4%
	2001	29	52%	0%	7%	34%	7%
White	2002	165	47%	1%	1%	34%	17%
	2001	20	–	–	–	–	–
Small Group Totals	2001	24	25%	8%	4%	54%	8%
General-Education Students	2002	1952	44%	0%	6%	38%	12%
	2001	999	39%	0%	6%	42%	13%
Students with Disabilities	2002	305	20%	19%	5%	24%	32%
	2001	203	9%	18%	3%	38%	31%
English Proficient	2002	2015	44%	2%	6%	35%	14%
	2001	1016	38%	2%	5%	39%	16%
Limited English Proficient	2002	242	20%	8%	6%	46%	20%
	2001	186	16%	7%	5%	54%	18%
Economically Disadvantaged	2002	1786	41%	3%	6%	38%	12%
	2001	1016	38%	2%	5%	39%	16%
Not Disadvantaged	2002	471	39%	3%	3%	30%	25%
	2001	203	9%	18%	3%	38%	31%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	2257	41%	3%	6%	36%	14%

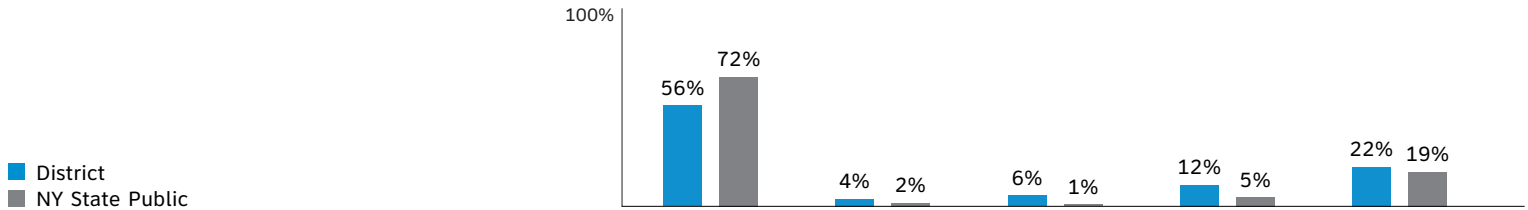
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

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	2076	56%	4%	6%	12%	22%
Female	1121	61%	2%	5%	12%	20%
Male	955	51%	6%	8%	12%	24%
American Indian or Alaska Native	24	67%	0%	4%	17%	13%
Black or African American	626	56%	4%	7%	13%	20%
Hispanic or Latino	1130	53%	4%	7%	12%	24%
Asian or Native Hawaiian/Other Pacific Islander	94	78%	0%	4%	4%	14%
White	202	67%	3%	4%	11%	15%
Small Group Totals						
General-Education Students	1775	61%	0%	7%	13%	19%
Students with Disabilities	301	26%	27%	4%	5%	38%
English Proficient	1854	59%	3%	6%	12%	20%
Limited English Proficient	222	36%	12%	7%	10%	35%
Economically Disadvantaged	1516	59%	4%	7%	12%	19%
Not Disadvantaged	560	50%	4%	6%	13%	28%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2076	56%	4%	6%	12%	22%

NOTES

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