



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #10**

District ID **321000010000**

Superintendent **JOEL DIBARTOLOMEO**

Telephone **(718) 741-7092**

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	295	294	309
Kindergarten	4001	3880	3830
Grade 1	4489	4379	4231
Grade 2	4267	4141	4001
Grade 3	4386	4093	3878
Grade 4	4211	4018	3720
Grade 5	4256	4052	4018
Grade 6	4322	4146	3850
Ungraded Elementary	2289	2295	2435
Grade 7	4417	4123	4074
Grade 8	4191	4194	4083
Grade 9	7963	7902	7042
Grade 10	5381	5507	5501
Grade 11	3439	3103	3322
Grade 12	2377	2998	3019
Ungraded Secondary	2538	2535	2458
Total K-12	62527	61366	59462

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	48597	78%	34809	57%	45429	76%
Reduced-Price Lunch	3643	6%	3354	5%	3739	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	12106	19%	12887	21%	12786	22%
Racial/Ethnic Origin						
American Indian or Alaska Native	284	0%	291	0%	275	0%
Black or African American	14091	23%	13615	22%	12920	22%
Hispanic or Latino	40906	65%	40305	66%	39225	66%
Asian or Native Hawaiian/Other Pacific Islander	3699	6%	3798	6%	3841	6%
White	3547	6%	3357	5%	3201	5%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	1152	N/A	1817	3%	1578	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 #10

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	4788	8613	13696
Percent Not Taught by Highly Qualified Teachers	26%	25%	16%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	333	301	265
Percent with No Valid Teaching Certificate	8%	7%	6%
Individuals Teaching Out of Certification			
Number of Teachers	785	878	775
Percentage of Total	20%	22%	18%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	35%	33%	32%

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 3)

Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 3)

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					 SH	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Other Groups						
Students with Disabilities		 SH		 SH	 SH	
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	 7 of 9	 9 of 9	 1 of 1	 3 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 #10**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 3)

Accountability Measures

7 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 4) 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 3) in 2007-08. [208]

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 (26401:24716)	✓	✓	97%	✓	127	121	
Ethnicity							
American Indian or Alaska Native (133:129)	✓	✓	99%	✓	131	113	
Black or African American (5572:5279)	✓	✓	98%	✓	127	120	
Hispanic or Latino (18281:17004)	✓	✓	96%	✓	123	121	
Asian or Native Hawaiian/Other Pacific Islander (1203:1149)	✓	✓	98%	✓	149	119	
White (1212:1155)	✓	✓	97%	✓	162	119	
Other Groups							
Students with Disabilities ⁴ (6785:4582)	✗	✗	93%	✗	76	120	84 88
Limited English Proficient (7718:4694)	✗	✗	92%	✗	86	120	95† 97
Economically Disadvantaged (20042:18999)	✓	✓	98%	✓	140	121	
Final AYP Determination	✗						
		7 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
- ✓^{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 #10**





























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 (26440:24805)			98%		129	85	
Ethnicity							
American Indian or Alaska Native (134:130)			100%		125	77	
Black or African American (5558:5190)			98%		123	84	
Hispanic or Latino (18326:17172)			98%		126	85	
Asian or Native Hawaiian/Other Pacific Islander (1211:1153)			99%		160	83	
White (1211:1160)			99%		160	83	
Other Groups							
Students with Disabilities ⁴ (5066:4646)			96%		82	84	69 94
Limited English Proficient (5433:4999)			98%		98	84	
Economically Disadvantaged (20074:19040)			99%		141	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 #10**





















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 (8740:7836)		Qualified		95%		133	100		
Ethnicity									
American Indian or Alaska Native (43:39)		Qualified		98%		141	100		
Black or African American (1767:1568)		Qualified		94%		131	100		
Hispanic or Latino (6106:5471)		Qualified		95%		129	100		
Asian or Native Hawaiian/Other Pacific Islander (396:366)		Qualified		97%		157	100		
White (428:392)		Qualified		94%		161	100		
Other Groups									
Students with Disabilities (1673:1436)		Qualified		90%		102	100		
Limited English Proficient (1759:1575)		Did not qualify		96%		95	100	100	96
Economically Disadvantaged (6588:6023)		Qualified		96%		141	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 #10**

Secondary-Level English Language Arts


























Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 3 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 4) 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 3) in 2007-08. [208]

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 (3748:3793)			98%		141	152	142	147
Ethnicity								
American Indian or Alaska Native (11:11)	–	–	–	–	–	–	–	–
Black or African American (897:911)			99%		145	150	140†	151
Hispanic or Latino (2033:2075)			97%		121	152	125	129
Asian or Native Hawaiian/Other Pacific Islander (446:437)			99%		186	149		
White (361:359)			100%		188	148		
Other Groups								
Students with Disabilities (164:258)	 SH		100%	 SH	84	147	84	96
Limited English Proficient (980:608)			93%		56	150	77†	70
Economically Disadvantaged (2808:2993)			98%		134	152	137	141
Final AYP Determination	 3 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
-  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 #10**

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	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
(12th Graders: 2002 Cohort) ¹								
All Students (3748:3793)			99%		153	144		
Ethnicity								
American Indian or Alaska Native (11:11)	–	–	–	–	–	–	–	–
Black or African American (897:911)			99%		152	142		
Hispanic or Latino (2033:2075)			99%		140	144	129	146
Asian or Native Hawaiian/Other Pacific Islander (446:437)			100%		189	141		
White (361:359)			100%		188	140		
Other Groups								
Students with Disabilities (164:258)			98%		106	139	88	115
Limited English Proficient (497:608)			97%		105	142	105 [†]	115
Economically Disadvantaged (2808:2993)			99%		148	144		
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 #10**











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		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2005–06	2006–07
All Students (3734)			58%	55%		
Ethnicity						
American Indian or Alaska Native (8)		–	–	–	–	–
Black or African American (943)			54%	55%	55%	55%
Hispanic or Latino (2027)			48%	55%	48%	49%
Asian or Native Hawaiian/Other Pacific Islander (404)			89%	55%		
White (352)			85%	55%		
Other Groups						
Students with Disabilities (296)			24%	55%	21%	25%
Limited English Proficient (509)			30%	55%	35%	31%
Economically Disadvantaged (2826)			54%	55%	46%	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 #10**

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

48 schools identified 62% of total

BELMONT PREP HIGH SCHOOL
BRONX DANCE ACADEMY SCHOOL
BRONX ENGINEERING AND TECHNOLOGY ACADEMY
BRONX HIGH SCHOOL - LAW AND COMMUNITY SERVICES
BRONX HIGH SCHOOL OF MUSIC SCHOOL
BRONX HIGH SCHOOL OF SCIENCE SCHOOL
BRONX SCHOOL OF LAW AND FINANCE
BRONX THEATRE HS
DISCOVERY HS
FORDHAM HIGH SCHOOL OF THE ARTS
FORDHAM LEADERSHIP ACADEMY
HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS SCHOOL
HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE
I.S. 206-ANN MERSEREAU
JONAS BRONCK ACADEMY
KINGSBRIDGE INTERNATIONAL HIGH SCHOOL
M.S./H.S. 141-DA STEIN RIV/KINGS SCHOOL
M.S./H.S. 368-INFO & NETWORK TECH SCHOOL
MARBLE HILL HIGH SCHOOL OF INTERNATIONAL STUDIES
MARIE CURIE HIGH SCHOOL FOR NURSING, MEDICINE & APPLIED
HLTH PROF
NEW SCHOOL FOR LEADERSHIP AND JOURNALISM
P.S. 24 SPUYTEN DUYVIL SCHOOL
P.S. 32 BELMONT SCHOOL
P.S. 33 TIMOTHY DWIGHT SCHOOL
P.S. 51-BRONX NEW SCHOOL
P.S. 56 NORWOOD HEIGHTS SCHOOL
P.S. 59-THE COMMUNITY SCHOOL OF TECHNOLOGY
P.S. 79-CRESTON SCHOOL
P.S. 81-ROBERT J. CHRISTEN SCHOOL
P.S. 86-KINGSBRIDGE HEIGHTS SCHOOL
P.S. 91-BRONX SCHOOL
P.S. 15-INST FOR ENVIRON LRNG SCHOOL
P.S. 159-LUIS MUMMOZ MARIN BILING SCHOOL
P.S. 207
P.S. 209
P.S. 280-MOSHOLU PARKWAY
P.S. 291
P.S. 315 LAB SCHOOL
P.S. 340
P.S. 360
P.S. 37-MULTIPLE INTELLIGENCE SCHOOL
P.S. 396
PS 3-RAUL JULIA MICRO SOCIETY SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

▲ Good Standing (continued)

PS 307-EAMES PLACE
THE BRONX SCHOOL OF SCIENCE IN QUIRY & INVESTIGATION
THEATRE ARTS PRODUCTION COMPANY SCHOOL
URBAN ASSEMBLY FOR APPLIED MATH AND SCIENCE
WEST BRONX ACADEMY FOR THE FUTURE

▲ Improvement (Year 1)

5 schools identified 6% of total
P.S. 94-KINGS COLLEGE SCHOOL
P.S. 205-FIORELLO LAQUARDI
P.S. 226
P.S. 8 - ISSAC VARIAN
P.S. 95-SHEILA MENCHER

▲ Improvement (Year 2)

4 schools identified 5% of total
I.S. 254
P.S. 7 KINGSBRIDGE SCHOOL
P.S. 23-THE NEW CHILDREN'S SCHOOL
P.S. 85-GREAT EXPECTATIONS SCHOOL

▲ Corrective Action

5 schools identified 6% of total
GRACE H. DODGE VOCATIONAL HIGH SCHOOL
P.S. 46 EDGAR ALLEN POE SCHOOL
P.S. 310-MARBLE HILL SCHOOL
P.S./I.S. 54
UNIVERSITY HEIGHTS HIGH SCHOOL

▲ Planning for Restructuring

5 schools identified 6% of total
DE WITT CLINTON HIGH SCHOOL
M.S. 390
M.S. 391
M.S. 399
P.S. 20-GEORGE J. WERDAN III SCHOOL

■ Requiring Academic Progress (Year 4)

1 school identified 1% of total
THEODORE ROOSEVELT HIGH SCHOOL

▲ Restructuring (Year 1)

1 school identified 1% of total
J.H.S. 45 THOMAS C. GIORDANO SCHOOL

▲ Restructuring (Year 2)

5 schools identified 6% of total
J.H.S. 80 MOSHOLU PARKWAY
JOHN F. KENNEDY HIGH SCHOOL
P.S. 246-POE CENTER
P.S. 279-CAPT MANUEL RIVERA JR. SCHOOL
RYER AVENUE ELEMENTARY SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

▲ Restructuring (Year 2) (continued)

▲ Restructuring (Year 3)

3 schools identified 4% of total

J.H.S. 118-WILLIAM W. NILES SCHOOL

P.S. 306

WALTON HIGH SCHOOL

New York State Status

■ Requiring Academic Progress (Year 7)

1 school identified 1% of total

J.H.S. 143-JOHN PETER TETARD SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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	53%			3228
Grade 4	51%			3365
Grade 5	48%			3815
Grade 6	45%			3869
Grade 7	39%			3978
Grade 8	30%			4008

Mathematics			
Grade 3	67%		4192
Grade 4	61%		4100
Grade 5	49%		4418
Grade 6	40%		4235
Grade 7	35%		4354
Grade 8	29%		4424

Science			
Grade 4	64%		4060
Grade 8	28%		4133

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	48%			4834
Mathematics	55%			4834

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	47%			4834

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:

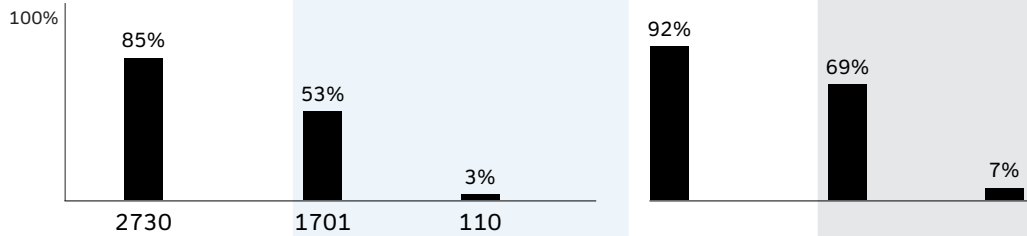
NYC Public Schools

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 #10**

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: 654	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	2730	1701	110	2730	1701	110



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	3228	85%	53%	3%				
Female	1563	89%	58%	4%				
Male	1665	80%	47%	3%				
American Indian or Alaska Native	8	75%	25%	0%				
Black or African American	880	80%	44%	2%				
Hispanic or Latino	2011	85%	53%	3%				
Asian or Native Hawaiian/Other Pacific Islander	151	91%	66%	6%				
White	178	97%	79%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2602	92%	61%	4%				
Students with Disabilities	626	52%	20%	0%				
English Proficient	3050	85%	54%	4%				
Limited English Proficient	178	69%	25%	0%				
Economically Disadvantaged	2514	93%	61%	4%				
Not Disadvantaged	714	56%	24%	1%				
Migrant								
Not Migrant	3228	85%	53%	3%				

NOTES

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

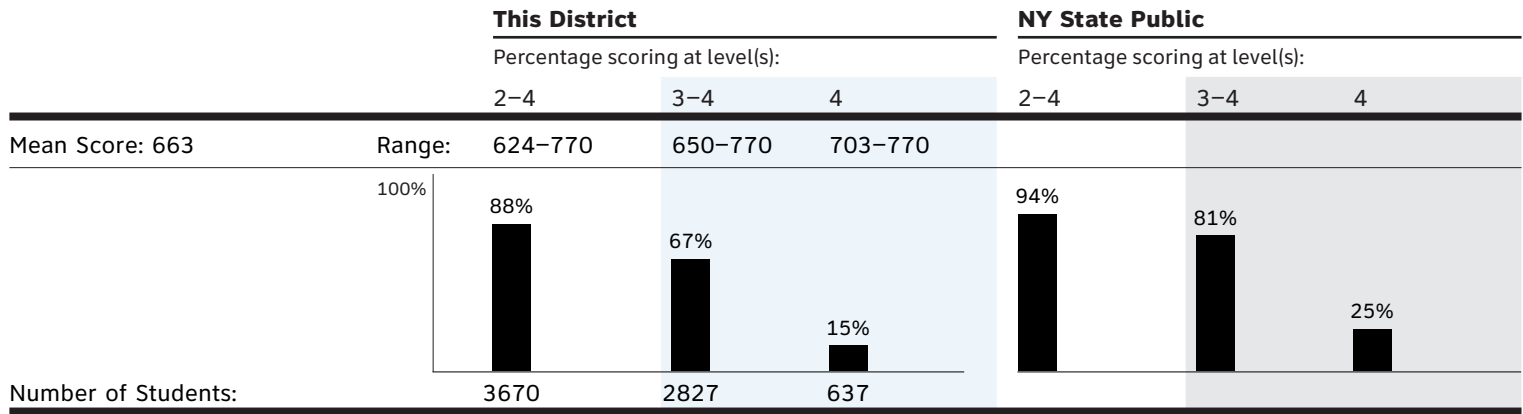
Other Assessments

	2005-06 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	37	36	33	29	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	922	404	256	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 #10**

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	4192	88%	67%	15%				
Female	2024	88%	67%	14%				
Male	2168	88%	68%	16%				
American Indian or Alaska Native	9	89%	67%	11%				
Black or African American	907	85%	63%	11%				
Hispanic or Latino	2879	87%	66%	14%				
Asian or Native Hawaiian/Other Pacific Islander	189	96%	82%	35%				
White	208	96%	89%	37%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3412	92%	73%	17%				
Students with Disabilities	780	69%	42%	5%				
English Proficient	3074	90%	73%	19%				
Limited English Proficient	1118	80%	52%	5%				
Economically Disadvantaged	3298	92%	73%	18%				
Not Disadvantaged	894	72%	46%	6%				
Migrant								
Not Migrant	4192	88%	67%	15%				

NOTES

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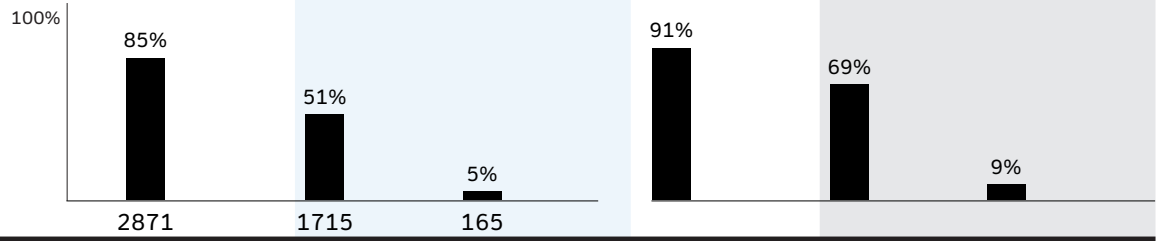
Other Assessments

	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	37	35	33	27	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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: 651	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	2871	1715	165			



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	3365	85%	51%	5%				
Female	1618	90%	55%	7%				
Male	1747	81%	47%	3%				
American Indian or Alaska Native	14	93%	57%	0%				
Black or African American	808	85%	47%	4%				
Hispanic or Latino	2181	84%	49%	4%				
Asian or Native Hawaiian/Other Pacific Islander	174	89%	63%	9%				
White	188	93%	74%	19%				
Small Group Totals								
General-Education Students	2718	93%	59%	6%				
Students with Disabilities	647	52%	18%	0%				
English Proficient	3149	87%	53%	5%				
Limited English Proficient	216	56%	18%	0%				
Economically Disadvantaged	2629	93%	59%	6%				
Not Disadvantaged	736	57%	21%	1%				
Migrant								
Not Migrant	3365	85%	51%	5%				

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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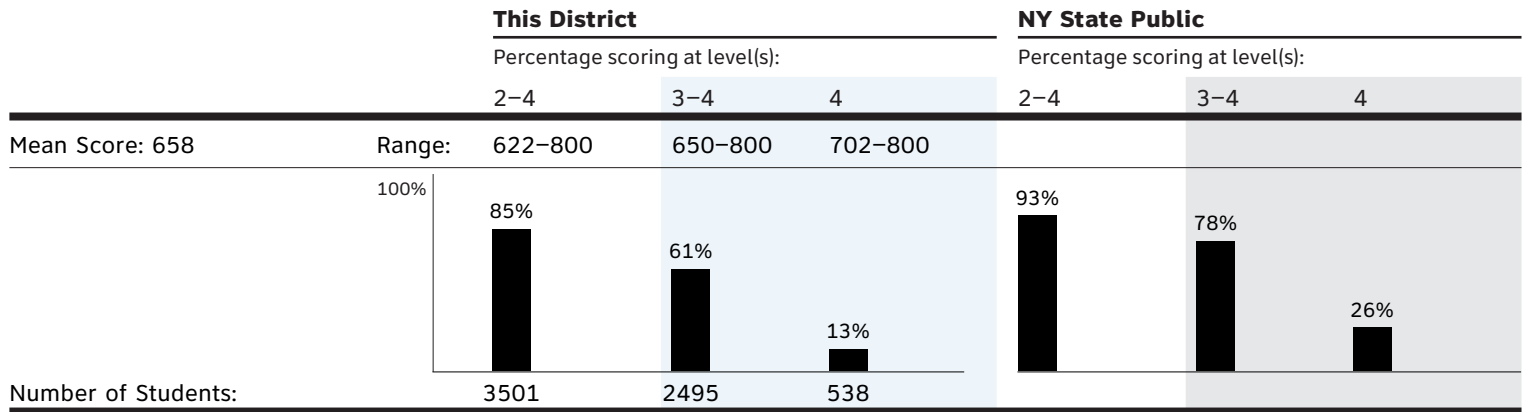
Other Assessments

	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	49	49	45	30	57	54	47	38
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	624	335	250	N/A	691	386	261	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 #10**

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	4100	85%	61%	13%				
Female	1935	87%	61%	13%				
Male	2165	84%	61%	13%				
American Indian or Alaska Native	15	80%	60%	7%				
Black or African American	821	87%	60%	10%				
Hispanic or Latino	2836	84%	59%	11%				
Asian or Native Hawaiian/Other Pacific Islander	219	92%	77%	33%				
White	209	91%	77%	33%				
Small Group Totals								
General-Education Students	3298	90%	68%	16%				
Students with Disabilities	802	66%	33%	3%				
English Proficient	3191	90%	68%	16%				
Limited English Proficient	909	70%	36%	3%				
Economically Disadvantaged	3178	91%	68%	16%				
Not Disadvantaged	922	67%	37%	4%				
Migrant								
Not Migrant	4100	85%	61%	13%				

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

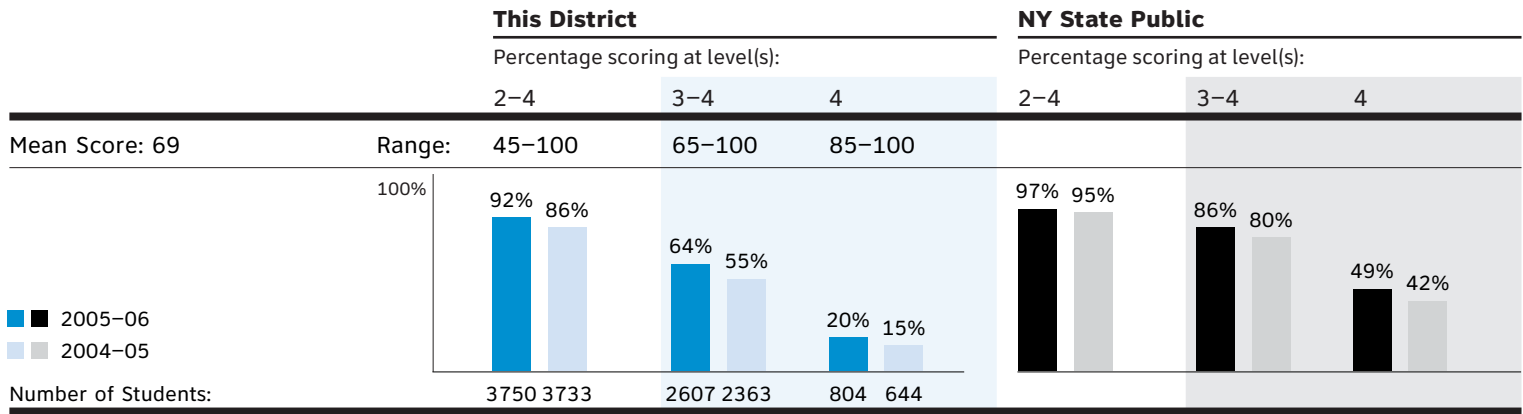
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Other Assessments

	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	47	47	43	34	56	53	44	37

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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	4060	92%	64%	20%	4318	86%	55%	15%
Female	1910	94%	66%	20%	2082	87%	55%	16%
Male	2150	91%	63%	19%	2236	86%	54%	14%
American Indian or Alaska Native	15	100%	87%	33%	38	84%	68%	21%
Black or African American	815	93%	63%	18%	883	86%	54%	12%
Hispanic or Latino	2803	92%	62%	17%	2981	86%	53%	14%
Asian or Native Hawaiian/Other Pacific Islander	218	93%	72%	33%	234	88%	65%	22%
White	209	96%	83%	48%	182	95%	74%	38%
Small Group Totals								
General-Education Students	3276	95%	69%	23%	3598	90%	59%	17%
Students with Disabilities	784	83%	43%	7%	720	68%	32%	3%
English Proficient	3164	95%	72%	24%	3250	92%	64%	19%
Limited English Proficient	896	82%	38%	5%	1068	70%	26%	2%
Economically Disadvantaged	3158	95%	70%	23%	4240	87%	55%	15%
Not Disadvantaged	902	83%	45%	8%	78	81%	54%	13%
Migrant								
Not Migrant	4060	92%	64%	20%	4318	86%	55%	15%

NOTES

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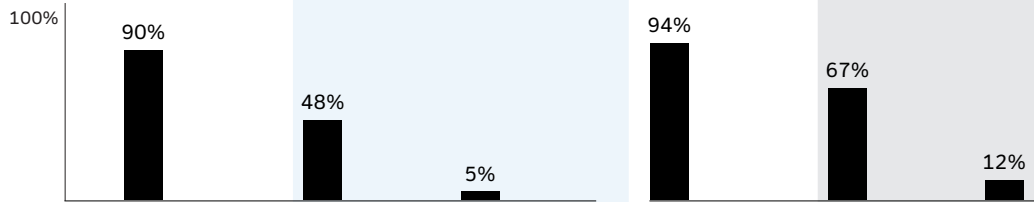
Other Assessments

	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	47	47	42	33	60	55	47	35

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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: 646	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	3416	1825	184	3416	1825	184



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	3815	90%	48%	5%				
Female	1867	92%	52%	6%				
Male	1948	87%	44%	4%				
American Indian or Alaska Native	28	93%	46%	11%				
Black or African American	867	88%	44%	3%				
Hispanic or Latino	2557	90%	46%	4%				
Asian or Native Hawaiian/Other Pacific Islander	198	89%	54%	9%				
White	165	99%	81%	20%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3070	95%	55%	6%				
Students with Disabilities	745	68%	17%	1%				
English Proficient	3488	92%	51%	5%				
Limited English Proficient	327	67%	17%	0%				
Economically Disadvantaged	2971	95%	56%	6%				
Not Disadvantaged	844	70%	20%	1%				
Migrant								
Not Migrant	3815	90%	48%	5%				

NOTES

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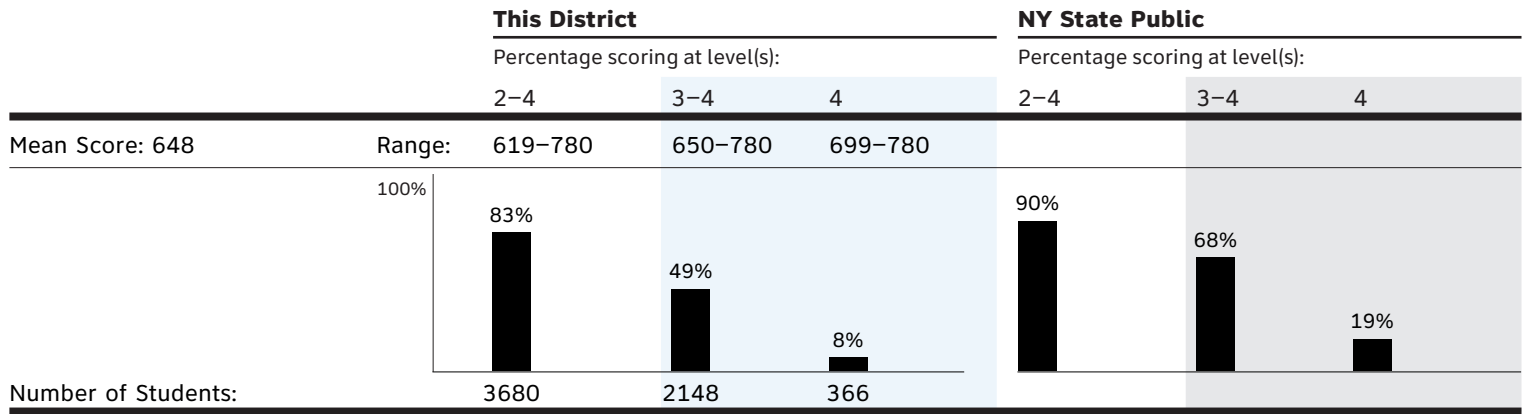
Other Assessments

	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	51	49	40	30	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	394	241	186	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 #10**

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	4418	83%	49%	8%				
Female	2147	84%	49%	9%				
Male	2271	82%	48%	8%				
American Indian or Alaska Native	30	87%	57%	20%				
Black or African American	892	80%	43%	5%				
Hispanic or Latino	3087	83%	48%	7%				
Asian or Native Hawaiian/Other Pacific Islander	225	87%	65%	24%				
White	184	94%	73%	27%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3584	89%	54%	10%				
Students with Disabilities	834	59%	24%	1%				
English Proficient	3513	86%	54%	10%				
Limited English Proficient	905	71%	30%	2%				
Economically Disadvantaged	3472	89%	55%	10%				
Not Disadvantaged	946	61%	26%	2%				
Migrant								
Not Migrant	4418	83%	49%	8%				

NOTES

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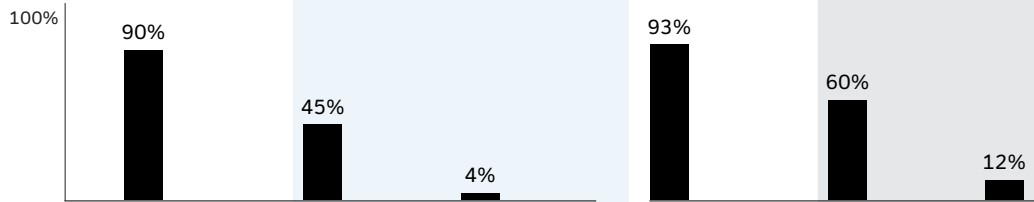
Other Assessments

	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	49	46	41	31	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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: 643	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	3463	1749	166	3463	1749	166



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	3869	90%	45%	4%				
Female	1901	92%	49%	5%				
Male	1968	87%	41%	4%				
American Indian or Alaska Native	27	89%	59%	4%				
Black or African American	882	89%	42%	4%				
Hispanic or Latino	2601	89%	43%	3%				
Asian or Native Hawaiian/Other Pacific Islander	184	93%	66%	13%				
White	175	95%	64%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3158	96%	52%	5%				
Students with Disabilities	711	61%	14%	0%				
English Proficient	3485	92%	49%	5%				
Limited English Proficient	384	65%	9%	0%				
Economically Disadvantaged	2945	96%	53%	5%				
Not Disadvantaged	924	68%	19%	1%				
Migrant								
Not Migrant	3869	90%	45%	4%				

NOTES

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Other Assessments

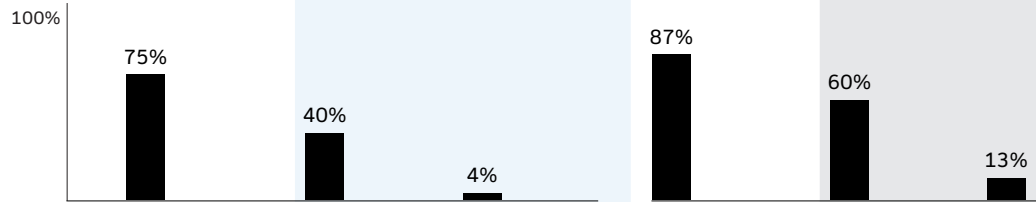
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	44	43	40	33	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	302	169	131	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 #10**

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:						
Number of Students:	3166	1692	190			



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	4235	75%	40%	4%				
Female	2065	76%	40%	5%				
Male	2170	73%	40%	4%				
American Indian or Alaska Native	30	77%	33%	7%				
Black or African American	894	74%	35%	2%				
Hispanic or Latino	2921	73%	38%	4%				
Asian or Native Hawaiian/Other Pacific Islander	199	85%	64%	18%				
White	191	87%	63%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3492	81%	46%	5%				
Students with Disabilities	743	44%	13%	1%				
English Proficient	3525	80%	45%	5%				
Limited English Proficient	710	50%	17%	1%				
Economically Disadvantaged	3233	83%	47%	6%				
Not Disadvantaged	1002	49%	16%	1%				
Migrant								
Not Migrant	4235	75%	40%	4%				

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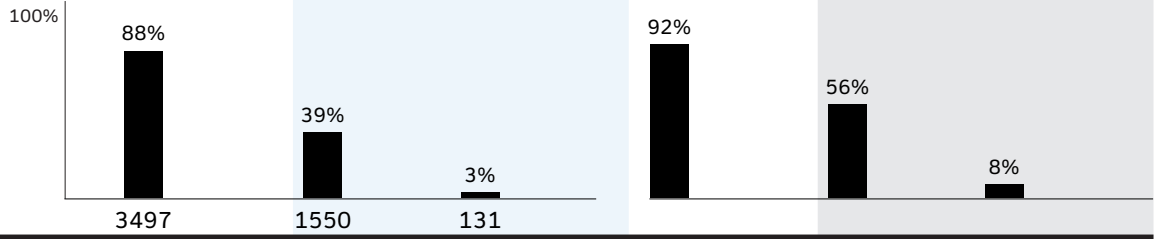
Other Assessments

	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	45	44	38	36	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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: 638	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	3497	1550	131	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	3978	88%	39%	3%				
Female	1997	91%	42%	4%				
Male	1981	84%	35%	3%				
American Indian or Alaska Native	23	91%	26%	0%				
Black or African American	966	89%	37%	3%				
Hispanic or Latino	2643	87%	37%	3%				
Asian or Native Hawaiian/Other Pacific Islander	171	94%	54%	9%				
White	175	95%	67%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3303	94%	45%	4%				
Students with Disabilities	675	58%	9%	0%				
English Proficient	3505	91%	43%	4%				
Limited English Proficient	473	67%	11%	0%				
Economically Disadvantaged	3032	94%	46%	4%				
Not Disadvantaged	946	67%	17%	1%				
Migrant								
Not Migrant	3978	88%	39%	3%				

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Other Assessments

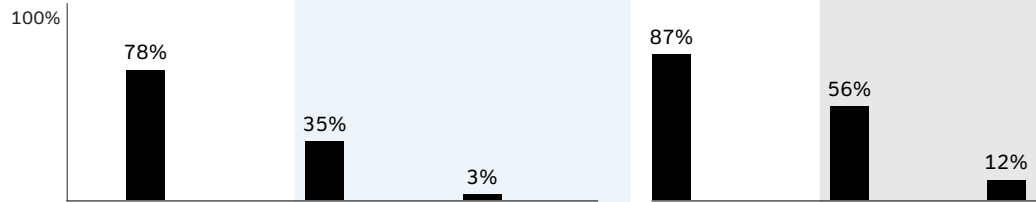
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	48	48	44	39	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	348	163	120	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 #10**

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: 633	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	3378	1515	138	3378	1515	138



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	4354	78%	35%	3%				
Female	2181	79%	35%	3%				
Male	2173	76%	34%	3%				
American Indian or Alaska Native	22	64%	36%	0%				
Black or African American	975	77%	31%	1%				
Hispanic or Latino	2982	76%	33%	2%				
Asian or Native Hawaiian/Other Pacific Islander	187	93%	68%	16%				
White	188	89%	59%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3648	85%	40%	4%				
Students with Disabilities	706	41%	8%	0%				
English Proficient	3546	81%	39%	4%				
Limited English Proficient	808	61%	15%	1%				
Economically Disadvantaged	3338	86%	41%	4%				
Not Disadvantaged	1016	51%	14%	0%				
Migrant								
Not Migrant	4354	78%	35%	3%				

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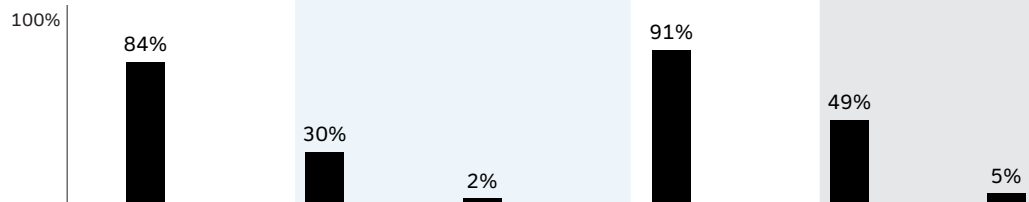
Other Assessments

	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	45	44	33	27	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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: 634	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	3374	1222	62	3374	1222	62



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	4008	84%	30%	2%				
Female	1976	89%	37%	2%				
Male	2032	80%	24%	2%				
American Indian or Alaska Native	26	85%	42%	0%				
Black or African American	878	84%	27%	1%				
Hispanic or Latino	2764	83%	29%	1%				
Asian or Native Hawaiian/Other Pacific Islander	147	88%	57%	7%				
White	193	92%	50%	6%				
Small Group Totals								
General-Education Students	3312	91%	36%	2%				
Students with Disabilities	696	50%	5%	0%				
English Proficient	3481	88%	35%	2%				
Limited English Proficient	527	61%	4%	0%				
Economically Disadvantaged	3036	92%	37%	2%				
Not Disadvantaged	972	61%	10%	0%				
Migrant								
Not Migrant	4008	84%	30%	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

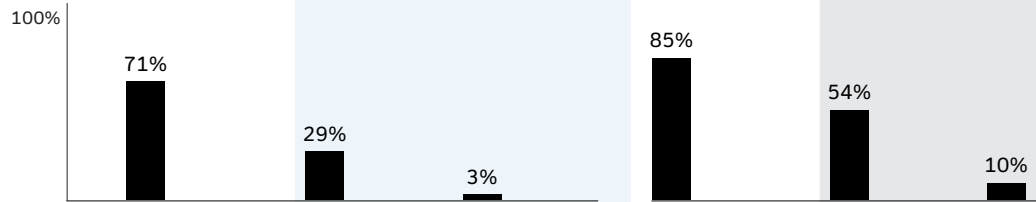
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	37	37	34	24	58	58	55	43
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	376	206	145	N/A	411	272	195	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 #10**

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: 631	616-775	650-775	701-775			
Range:						
Number of Students:	3132	1294	130			



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	4424	71%	29%	3%				
Female	2177	71%	30%	3%				
Male	2247	70%	29%	3%				
American Indian or Alaska Native	26	69%	38%	15%				
Black or African American	899	66%	24%	2%				
Hispanic or Latino	3128	70%	28%	2%				
Asian or Native Hawaiian/Other Pacific Islander	164	87%	62%	16%				
White	207	82%	46%	6%				
Small Group Totals								
General-Education Students	3711	77%	34%	3%				
Students with Disabilities	713	38%	6%	0%				
English Proficient	3500	75%	33%	4%				
Limited English Proficient	924	57%	15%	0%				
Economically Disadvantaged	3376	79%	36%	4%				
Not Disadvantaged	1048	46%	9%	0%				
Migrant								
Not Migrant	4424	71%	29%	3%				

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

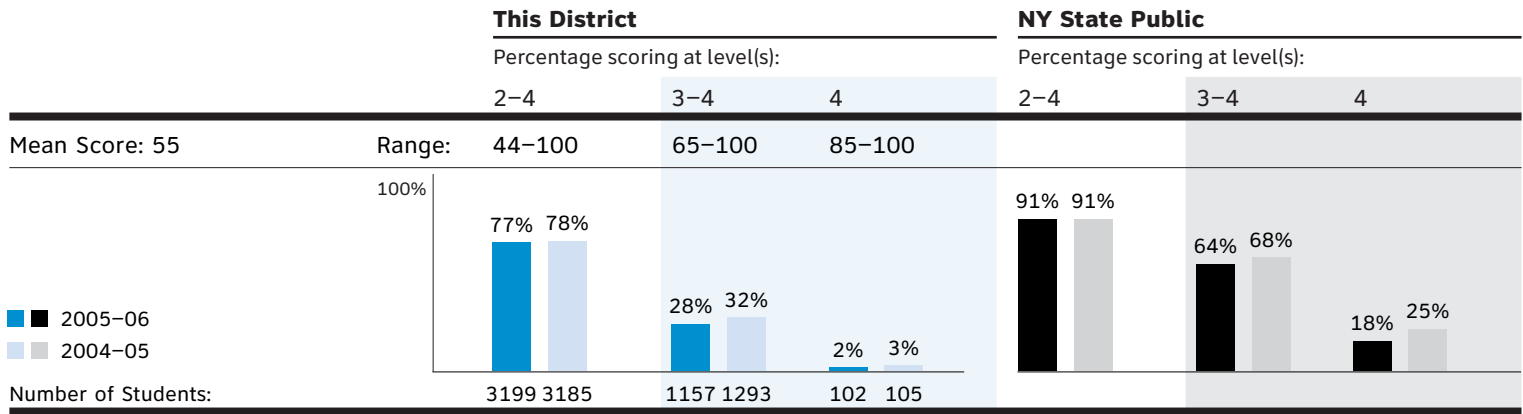
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Other Assessments

	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	42	42	38	28	55	55	47	38

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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	4133	77%	28%	2%	4092	78%	32%	3%
Female	1993	80%	28%	2%	2024	81%	29%	2%
Male	2140	75%	28%	3%	2068	75%	34%	3%
American Indian or Alaska Native	26	73%	42%	4%	11	73%	45%	0%
Black or African American	822	78%	25%	1%	868	77%	30%	2%
Hispanic or Latino	2935	76%	26%	2%	2874	77%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	158	88%	53%	11%	170	83%	59%	9%
White	192	91%	46%	10%	169	85%	43%	5%
Small Group Totals								
General-Education Students	3495	82%	32%	3%	3497	82%	35%	3%
Students with Disabilities	638	52%	7%	0%	595	51%	9%	0%
English Proficient	3252	83%	34%	3%	3172	84%	37%	3%
Limited English Proficient	881	56%	7%	0%	920	58%	11%	0%
Economically Disadvantaged	3182	83%	33%	3%	3944	77%	31%	2%
Not Disadvantaged	951	60%	11%	1%	148	87%	37%	7%
Migrant					2	-	-	-
Not Migrant	4133	77%	28%	2%	4090	-	-	-

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	32	25	53	53	45	34
Regents Science	1	-	-	-	96	88	78	23

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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

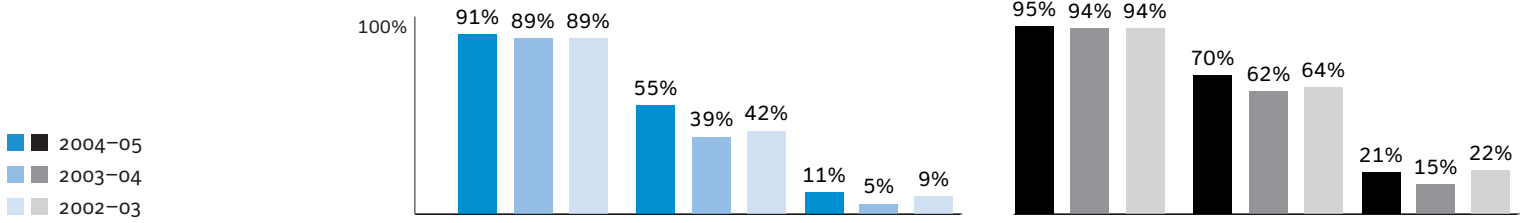
Percentage scoring at level(s):

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
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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
Feb 2005	334	1291	1593	406	3624	649
Feb 2004	437	2022	1379	216	4054	638
Feb 2003	459	1980	1376	356	4171	640

Grade 8

This School

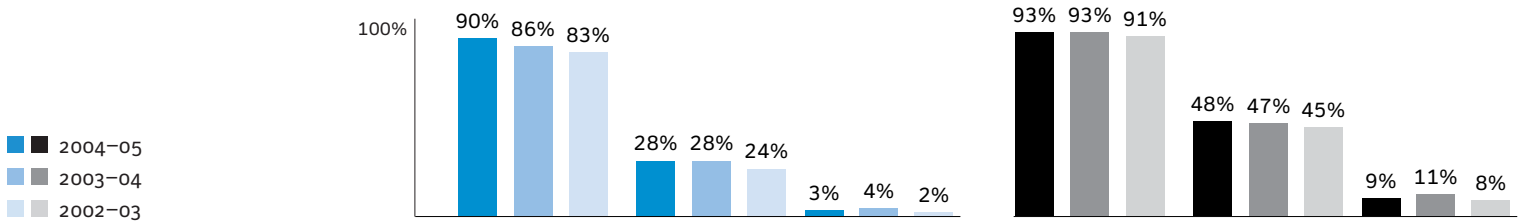
Percentage scoring at level(s):

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
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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
Jan 2005	424	2556	1043	140	4163	685
Jan 2004	594	2394	969	169	4126	684
Jan 2003	643	2242	842	88	3815	680

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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

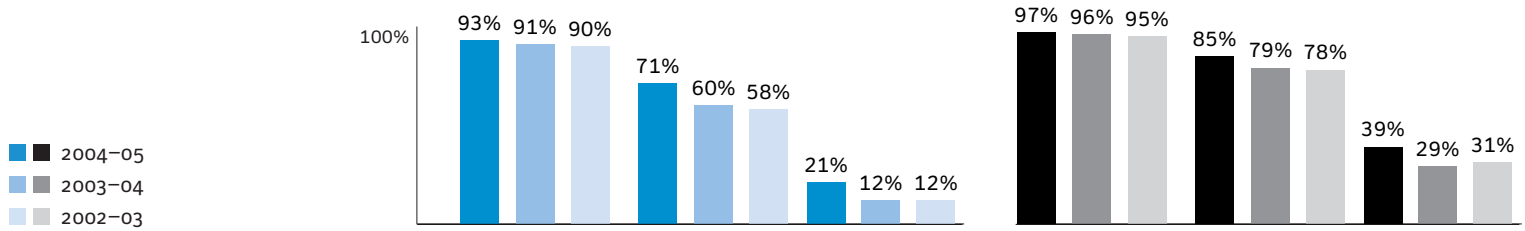
Percentage scoring at level(s):

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	302	947	2219	903	4371	652
May 2004	400	1417	2170	539	4526	643
May 2003	450	1464	2065	553	4532	641

Grade 8

This School

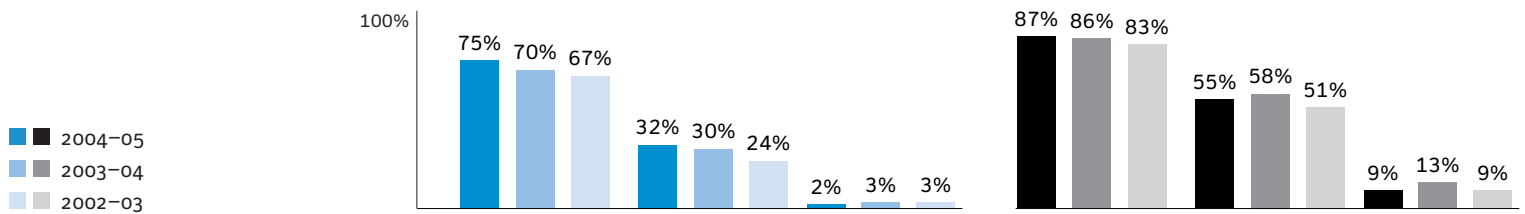
Percentage scoring at level(s):

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	1131	1943	1373	80	4527	699
May 2004	1336	1746	1184	140	4406	692
May 2003	1386	1783	913	108	4190	691

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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

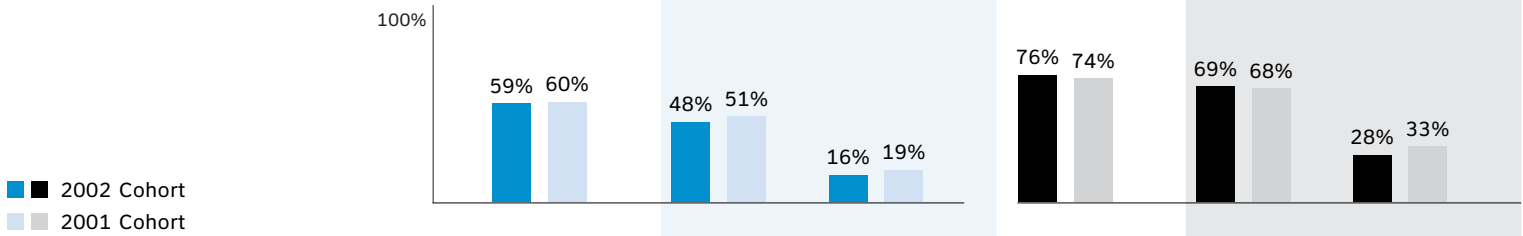
NY State Public

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	4834	59%	48%	16%	4307	60%	51%	19%
Female	2405	64%	53%	17%	2209	65%	57%	21%
Male	2429	54%	44%	15%	2098	54%	46%	17%
American Indian or Alaska Native	17	71%	59%	35%	10	70%	70%	20%
Black or African American	1202	59%	46%	9%	1095	60%	49%	11%
Hispanic or Latino	2766	49%	37%	5%	2402	51%	41%	8%
Asian or Native Hawaiian/Other Pacific Islander	453	90%	88%	61%	422	90%	86%	62%
White	396	86%	83%	60%	378	85%	80%	62%
Small Group Totals								
General-Education Students	4262	65%	54%	18%	3816	66%	57%	21%
Students with Disabilities	572	13%	8%	0%	491	14%	8%	1%
English Proficient	3937	67%	57%	20%	3558	67%	59%	23%
Limited English Proficient	897	20%	11%	1%	749	27%	15%	1%
Economically Disadvantaged	3775	57%	46%	11%				
Not Disadvantaged	1059	64%	57%	34%				
Migrant								
Not Migrant	4834	59%	48%	16%				

NOTES

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

Other Assessments

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	30	10
	30	10
	28	10
	25	4

* 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 #10**

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

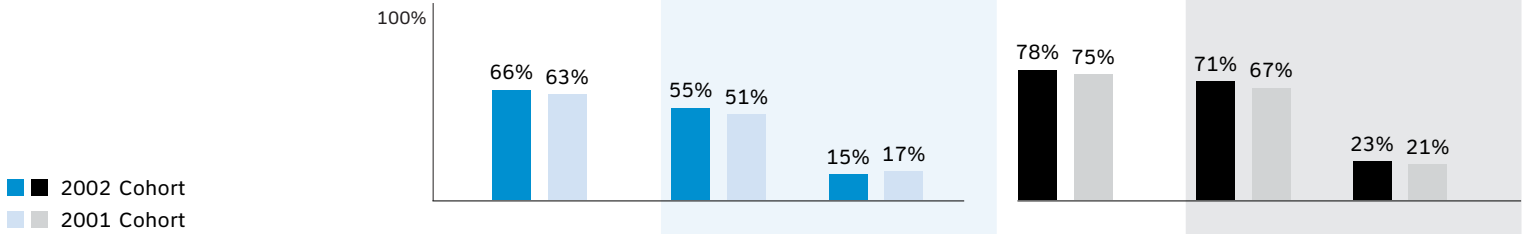
NY State Public

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	4834	66%	55%	15%	4307	63%	51%	17%
Female	2405	71%	58%	15%	2209	67%	54%	16%
Male	2429	62%	51%	16%	2098	58%	48%	18%
American Indian or Alaska Native	17	76%	76%	24%	10	60%	50%	30%
Black or African American	1202	65%	52%	6%	1095	60%	46%	7%
Hispanic or Latino	2766	59%	46%	5%	2402	56%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	453	94%	89%	66%	422	92%	88%	69%
White	396	88%	83%	58%	378	85%	81%	62%
Small Group Totals								
General-Education Students	4262	73%	60%	18%	3816	69%	57%	19%
Students with Disabilities	572	19%	12%	0%	491	10%	6%	0%
English Proficient	3937	72%	61%	19%	3558	67%	56%	20%
Limited English Proficient	897	43%	27%	1%	749	43%	28%	2%
Economically Disadvantaged	3775	66%	53%	10%				
Not Disadvantaged	1059	67%	62%	35%				
Migrant								
Not Migrant	4834	66%	55%	15%				

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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	31	9

* 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.

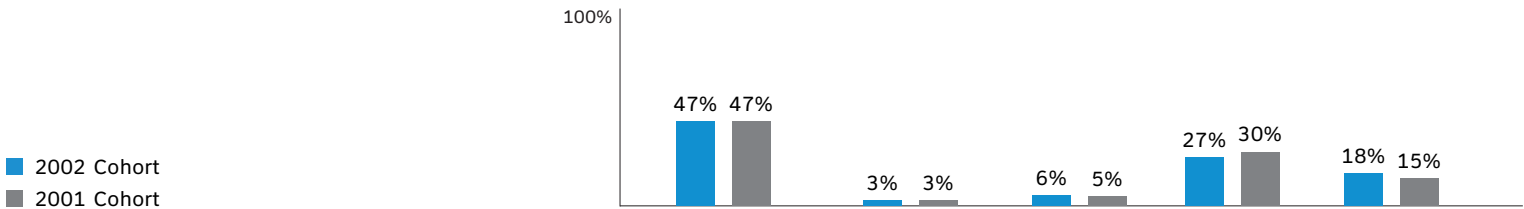
District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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	4834	47%	3%	6%	27%	18%
	2001	4307	47%	3%	5%	30%	15%
Female	2002	2405	52%	2%	5%	25%	16%
	2001	2209	52%	2%	5%	29%	13%
Male	2002	2429	42%	3%	6%	28%	20%
	2001	2098	41%	4%	6%	32%	17%
American Indian or Alaska Native	2002	17	53%	0%	0%	24%	24%
	2001	10	70%	0%	0%	0%	30%
Black or African American	2002	1202	44%	4%	5%	28%	18%
	2001	1095	44%	3%	6%	32%	15%
Hispanic or Latino	2002	2766	37%	3%	7%	32%	21%
	2001	2402	37%	4%	6%	36%	18%
Asian or Native Hawaiian/Other Pacific Islander	2002	453	85%	0%	2%	8%	5%
	2001	422	83%	0%	1%	12%	4%
White	2002	396	81%	1%	2%	10%	6%
	2001	378	79%	1%	2%	12%	6%
Small Group Totals							
General-Education Students	2002	4262	51%	0%	6%	27%	16%
	2001	3816	51%	0%	5%	31%	13%
Students with Disabilities	2002	572	16%	21%	6%	23%	34%
	2001	491	17%	26%	7%	22%	29%
English Proficient	2002	3937	54%	2%	5%	23%	15%
	2001	3558	53%	2%	6%	26%	14%
Limited English Proficient	2002	897	15%	6%	8%	43%	29%
	2001	749	19%	7%	4%	49%	21%
Economically Disadvantaged	2002	3775	45%	3%	6%	29%	18%
	2001	3407	45%	3%	6%	31%	17%
Not Disadvantaged	2002	1059	55%	4%	5%	18%	18%
	2001	900	55%	4%	5%	18%	18%
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	4834	47%	3%	6%	27%	18%
	2001	4307	47%	3%	5%	30%	15%

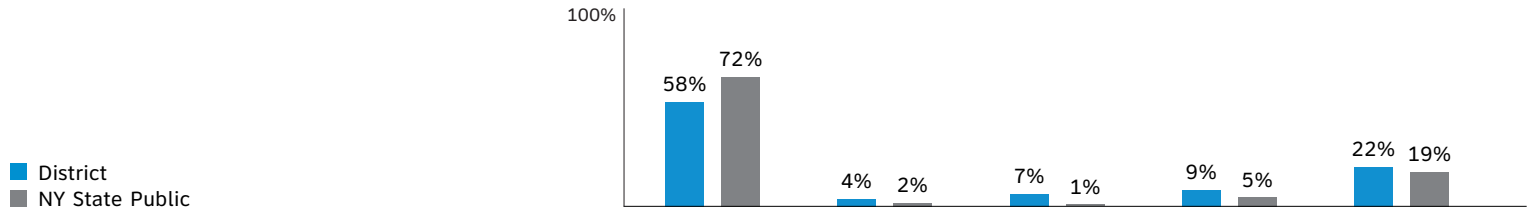
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

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	4230	58%	4%	7%	9%	22%
Female	2163	63%	3%	6%	9%	19%
Male	2067	53%	5%	8%	10%	24%
American Indian or Alaska Native	11	55%	0%	0%	9%	36%
Black or African American	1095	55%	4%	8%	10%	23%
Hispanic or Latino	2336	50%	4%	8%	11%	26%
Asian or Native Hawaiian/Other Pacific Islander	418	89%	1%	1%	3%	6%
White	370	84%	3%	3%	3%	8%
Small Group Totals						
General-Education Students	3738	63%	0%	7%	10%	20%
Students with Disabilities	492	18%	33%	7%	5%	37%
English Proficient	3603	63%	3%	7%	8%	19%
Limited English Proficient	627	31%	11%	6%	16%	35%
Economically Disadvantaged	3218	56%	4%	8%	11%	22%
Not Disadvantaged	1012	64%	4%	6%	5%	21%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	4230	58%	4%	7%	9%	22%

NOTES

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