



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #12**

District ID **321200010000**

Superintendent **MYRNA RODRIGUEZ**

Telephone **(718) 328-2310**

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	625	636	673
Kindergarten	1712	1613	1544
Grade 1	2010	1964	1694
Grade 2	2007	1869	1709
Grade 3	1948	1882	1754
Grade 4	1939	1723	1597
Grade 5	1860	1901	1611
Grade 6	1885	1893	1803
Ungraded Elementary	1218	1282	1302
Grade 7	1685	1688	1698
Grade 8	1515	1537	1544
Grade 9	976	1181	1374
Grade 10	710	945	931
Grade 11	360	414	477
Grade 12	363	459	437
Ungraded Secondary	726	804	838
Total K-12	20914	21155	20313

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	22	22
Grade 8			
English	26	27	26
Mathematics	26	27	25
Science	26	22	26
Social Studies	26	28	27
Grade 10			
English	28	28	26
Mathematics	28	26	26
Science		25	28
Social Studies	32	27	25

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	18306	88%	16843	80%	16476	81%
Reduced-Price Lunch	763	4%	1334	6%	1039	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3479	17%	3723	18%	3674	18%
Racial/Ethnic Origin						
American Indian or Alaska Native	91	0%	91	0%	94	0%
Black or African American	6624	32%	6557	31%	6157	30%
Hispanic or Latino	13691	65%	14000	66%	13557	67%
Asian or Native Hawaiian/Other Pacific Islander	360	2%	352	2%	359	2%
White	148	1%	155	1%	146	1%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	541	N/A	752	4%	509	2%

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 #12**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1859	2848	5795
Percent Not Taught by Highly Qualified Teachers	26%	25%	15%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	144	130	118
Percent with No Valid Teaching Certificate	9%	8%	7%
Individuals Teaching Out of Certification			
Number of Teachers	323	328	300
Percentage of Total	20%	20%	18%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	24%	24%	24%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner’s Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State’s learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group’s PI not to be considered significantly different from the AMO for that subject. If an accountability group’s PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Target

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

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)


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

Summary

Overall Accountability Status (2006–07)

Improvement (Year 4)

Elementary/Middle Level

ELA  Improvement (Year 4)

Math  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	 SH			 SH		
Ethnicity						
American Indian or Alaska Native	 SH			–	–	
Black or African American	 SH					
Hispanic or Latino	 SH			 SH		
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White				–	–	
Other Groups						
Students with Disabilities				 SH	 SH	
Limited English Proficient						
Economically Disadvantaged				 SH		
Student groups making AYP in each subject	 7 of 9	 8 of 9	 1 of 1	 5 of 6	 6 of 6	 1 of 1

AYP Status

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


Accountability Status Levels

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

Elementary/Middle-Level English Language Arts





























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

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 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 (12110:11322)	 SH		97%	 SH	113	121	111	122
Ethnicity								
American Indian or Alaska Native (57:54)	 SH		98%	 SH	107	109	20	116
Black or African American (3881:3663)	 SH		97%	 SH	116	120	112	124
Hispanic or Latino (7849:7299)	 SH		97%	 SH	110	121	109	119
Asian or Native Hawaiian/Other Pacific Islander (233:222)			98%		136	115		
White (90:84)			97%		114	111		
Other Groups								
Students with Disabilities ⁴ (3529:2348)			93%		63	120	68 [‡]	77
Limited English Proficient (2083:1844)			96%		76	119	80	88
Economically Disadvantaged (8348:7918)			98%		125	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 #12**

Elementary/Middle-Level Mathematics





























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

Accountability Measures 8 of 9 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 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 (12092:11199)			98%		123	85	
Ethnicity							
American Indian or Alaska Native (59:54)			100%		113	73	
Black or African American (3875:3606)			98%		121	84	
Hispanic or Latino (7835:7240)			98%		124	85	
Asian or Native Hawaiian/Other Pacific Islander (235:219)			99%		151	78	
White (88:80)			97%		124	75	
Other Groups							
Students with Disabilities ⁴ (3493:2321)			93%		71	84	60 [‡] 84
Limited English Proficient (2081:1872)			98%		97	83	
Economically Disadvantaged (8341:7838)			99%		137	85	
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 #12**

















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 (3795:3348)		Qualified		94%		128	100	
Ethnicity								
American Indian or Alaska Native (20:18)	–	–	–	–	–	–	–	–
Black or African American (1175:1042)		Qualified		93%		125	100	
Hispanic or Latino (2496:2197)		Qualified		94%		129	100	
Asian or Native Hawaiian/Other Pacific Islander (73:65)		Qualified		97%		158	100	
White (31:26)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (879:738)		Did not qualify		89%		89	100	94 90
Limited English Proficient (673:589)		Qualified		93%		107	100	
Economically Disadvantaged (2540:2303)		Qualified		96%		139	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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 #12**

Secondary-Level English Language Arts



















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

Accountability Measures 5 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (527:474)			100%		146	149	122	151
Ethnicity								
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–	–
Black or African American (173:161)			100%		155	146		
Hispanic or Latino (342:299)			100%		141	148	122	147
Asian or Native Hawaiian/Other Pacific Islander (7:5)	–	–	–	–	–	–	–	–
White (4:7)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (31:59)		–	–		112	141	86	121
Limited English Proficient (99:100)			99%		106	144	92 [‡]	115
Economically Disadvantaged (345:352)			100%		143	148	126	149
Final AYP Determination		5 of 6						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**



















Secondary-Level Mathematics

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

Accountability Measures 6 of 6 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 secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (527:474)			99%		151	141	
Ethnicity							
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–
Black or African American (173:161)			97%		155	138	
Hispanic or Latino (342:299)			100%		150	140	
Asian or Native Hawaiian/Other Pacific Islander (7:5)	–	–	–	–	–	–	–
White (4:7)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (31:59)	 SH	–	–	 SH	114	133	92 123
Limited English Proficient (99:100)			99%		137	136	
Economically Disadvantaged (345:352)			99%		150	140	
Final AYP Determination	 6 of 6						

NOTES


- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**









Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (509)			44%	55%	43%	45%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (164)			41%	55%	46%	42%
Hispanic or Latino (335)			45%	55%	42%	46%
Asian or Native Hawaiian/Other Pacific Islander (4)		–	–	–	–	–
White (6)		–	–	–	–	–
Other Groups						
Students with Disabilities (63)			21%	55%	19%	22%
Limited English Proficient (103)			20%	55%	39%	21%
Economically Disadvantaged (351)			51%	55%	39%	52%
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 #12**

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

27 schools identified 59% of total

ACADEMY FOR SCHOLARSHIP AND ENTRENEURSHIP
ACCION ACADEMY
BRONX COALITION COMMUNITY HIGH SCHOOL
BRONX HIGH SCHOOL OF PERFORMANCE AND STAGECRAFT
BRONX LATIN SCHOOL
BRONX LITTLE SCHOOL
EAST BRONX ACADEMY FOR THE FUTURE
FANNIE LOU HAMER FREEDOM SCHOOL
FANNIE LOU HAMER MIDDLE SCHOOL
FREDERICK DOUGLAS ACADEMY V MIDDLE SCHOOL
IS 190
KNOWLEDGE AND POWER PREPARATORY ACADEMY III
METROPOLITAN HIGH SCHOOL
MORRIS COLLABORATIVE HIGH SCHOOL FOR TECHNOLOGY AND HUMANITIES
MOTT HALL V
NEW DAY ACADEMY
P.S. 44 DAVID C. FARRAGUT SCHOOL
P.S. 47 JOHN RANDOLPH SCHOOL
P.S. 67 MOHEGAN SCHOOL
P.S. 92 BRONX SCHOOL
P.S. 134 GEORGE F. BRISTOW SCHOOL
P.S. 196
P.S. 197
P.S. 212
P.S. 214
SCHOOL OF SCIENCE AND APPLIED LEARNING
WINGS ACADEMY

Improvement (Year 1)

1 school identified 2% of total

P.S. 61 FRANCISCO OLLER SCHOOL

Improvement (Year 2)

5 schools identified 11% of total

BUSINESS SCHOOL FOR ENTREPRENURIAL STUDIES
MONROE ACADEMY FOR VISUAL ARTS & DESIGN
P.S. 50 CLARA BARTON SCHOOL
P.S. 195
SCHOOL OF PERFORMING ARTS

Corrective Action

2 schools identified 4% of total

I.S. 318 MATH, SCIENCE & TECH THROUGH ARTS SCHOOL
MONROE ACADEMY FOR BUSINESS & LAW

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status


 **Corrective Action (continued)**

 **Planning for Restructuring**

2 schools identified 4% of total

HIGH SCHOOL OF WORLD CULTURES


P.S. 129 TWINS PARKS UPPER SCHOOL

 **Restructuring (Year 1)**

2 schools identified 4% of total

P.S. 66 SCHOOL OF HIGHER EXPECTATIONS

P.S. 150 CHARLES JAMES FOX SCHOOL

 **Requiring Academic Progress (Year 5)**

1 school identified 2% of total

P.S. 57 CRESCENT SCHOOL


 **Restructuring (Year 2)**

3 schools identified 7% of total

J.H.S. 98 HERMAN RIDDER SCHOOL

P.S. 198

P.S. 211

 **Restructuring (Year 3)**

3 schools identified 7% of total

I.S. 158 THEODORE GATHINGS SCHOOL

P.S. 6 WEST FARMS SCHOOL

P.S. 102 JOSEPH O. LORETAN SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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	44%			1685
Grade 4	42%			1635
Grade 5	39%			1803
Grade 6	32%			1912
Grade 7	24%			1824
Grade 8	19%			1640

Mathematics				
Grade 3	64%			2058
Grade 4	57%			1883
Grade 5	45%			1944
Grade 6	42%			2045
Grade 7	26%			1960
Grade 8	25%			1751

Science				
Grade 4	66%			1860
Grade 8	21%			1611

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	46%			657
Mathematics	49%			657

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	39%			657

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:

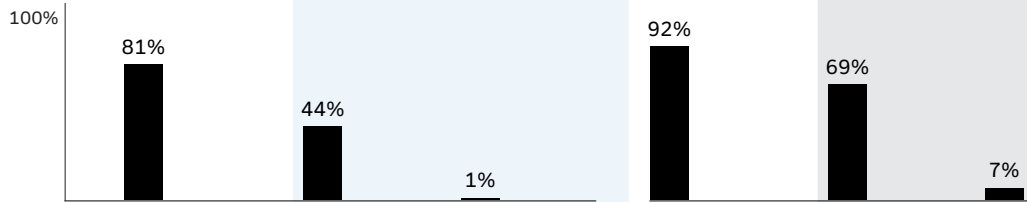
NYC Public Schools

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 #12**

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: 645	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1358	746	20	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	1685	81%	44%	1%				
Female	818	85%	49%	1%				
Male	867	76%	40%	1%				
American Indian or Alaska Native	6	83%	33%	0%				
Black or African American	654	79%	44%	1%				
Hispanic or Latino	969	81%	44%	1%				
Asian or Native Hawaiian/Other Pacific Islander	43	79%	56%	5%				
White	13	100%	38%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1369	88%	52%	1%				
Students with Disabilities	316	47%	12%	0%				
English Proficient	1615	81%	46%	1%				
Limited English Proficient	70	61%	11%	0%				
Economically Disadvantaged	1242	89%	51%	1%				
Not Disadvantaged	443	58%	25%	0%				
Migrant								
Not Migrant	1685	81%	44%	1%				

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.

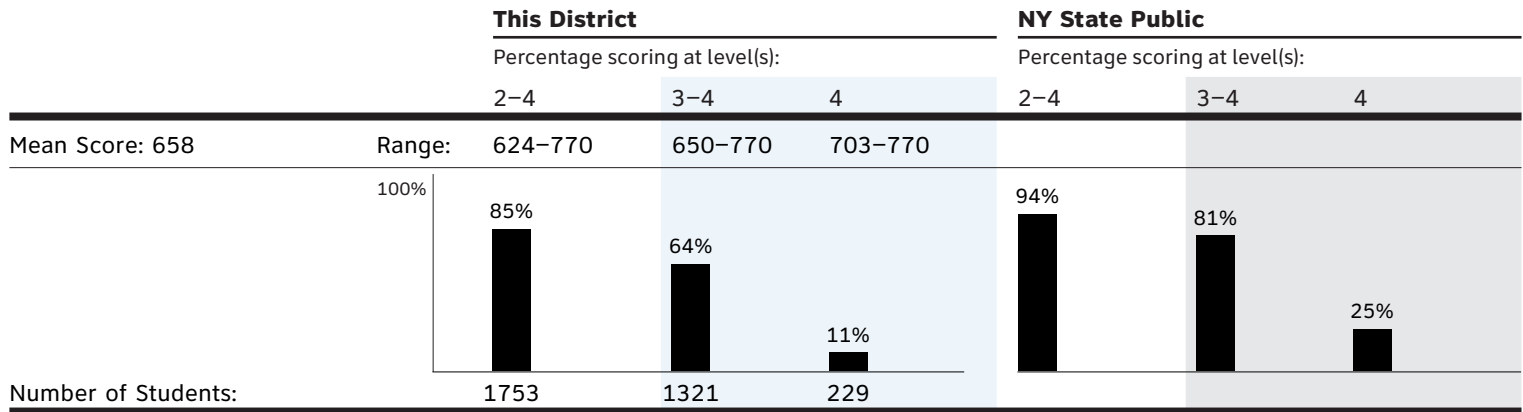
Other Assessments

	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	25	22	21	20	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	341	136	92	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 #12**

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	2058	85%	64%	11%				
Female	999	87%	66%	10%				
Male	1059	83%	63%	12%				
American Indian or Alaska Native	7	86%	43%	14%				
Black or African American	681	86%	64%	10%				
Hispanic or Latino	1310	84%	64%	11%				
Asian or Native Hawaiian/Other Pacific Islander	46	89%	76%	35%				
White	14	100%	86%	36%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1677	91%	71%	13%				
Students with Disabilities	381	60%	32%	2%				
English Proficient	1647	89%	69%	13%				
Limited English Proficient	411	72%	44%	3%				
Economically Disadvantaged	1514	91%	72%	13%				
Not Disadvantaged	544	68%	43%	7%				
Migrant								
Not Migrant	2058	85%	64%	11%				

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.

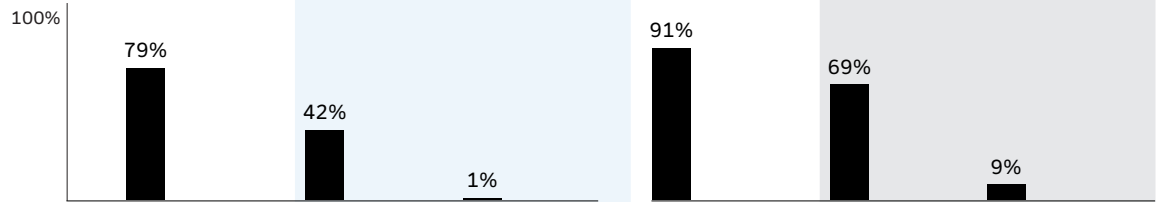
Other Assessments

	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	26	23	21	18	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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: 639	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1297	689	21			



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	1635	79%	42%	1%				
Female	848	82%	44%	2%				
Male	787	76%	40%	1%				
American Indian or Alaska Native	9	89%	33%	11%				
Black or African American	541	77%	40%	1%				
Hispanic or Latino	1023	80%	42%	1%				
Asian or Native Hawaiian/Other Pacific Islander	48	85%	65%	4%				
White	14	57%	43%	0%				
Small Group Totals								
General-Education Students	1296	87%	50%	2%				
Students with Disabilities	339	48%	11%	0%				
English Proficient	1534	80%	44%	1%				
Limited English Proficient	101	62%	14%	1%				
Economically Disadvantaged	1170	87%	50%	2%				
Not Disadvantaged	465	60%	22%	1%				
Migrant								
Not Migrant	1635	79%	42%	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

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 4 Equivalent	35	34	29	20	41	40	36	29
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	225	119	97	N/A	214	108	72	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 #12**

This District's Results in Grade 4 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: 654	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
	83%	57%	10%	93%	78%	26%
Number of Students:	1558	1080	186			

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	1883	83%	57%	10%				
Female	971	83%	57%	10%				
Male	912	82%	58%	10%				
American Indian or Alaska Native	9	100%	78%	11%				
Black or African American	557	82%	55%	7%				
Hispanic or Latino	1245	83%	58%	10%				
Asian or Native Hawaiian/Other Pacific Islander	55	89%	78%	29%				
White	17	76%	53%	6%				
Small Group Totals								
General-Education Students	1490	90%	66%	12%				
Students with Disabilities	393	53%	24%	1%				
English Proficient	1541	86%	61%	11%				
Limited English Proficient	342	68%	42%	5%				
Economically Disadvantaged	1347	90%	66%	12%				
Not Disadvantaged	536	64%	36%	4%				
Migrant								
Not Migrant	1883	83%	57%	10%				

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

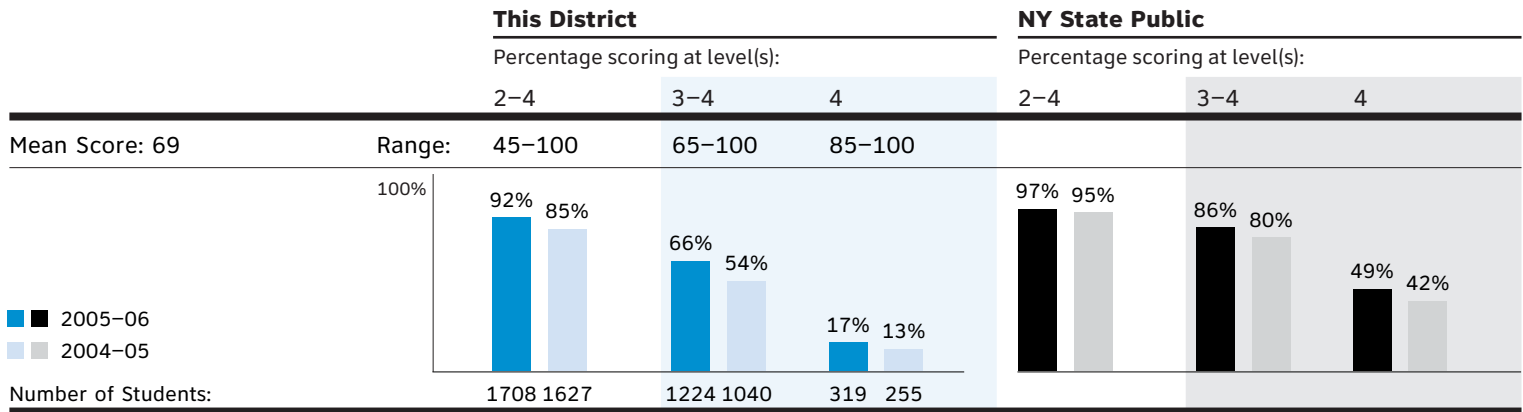
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 4 Equivalent	36	35	31	23	39	37	34	21

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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	1860	92%	66%	17%	1917	85%	54%	13%
Female	960	93%	66%	17%	909	88%	56%	13%
Male	900	91%	65%	18%	1008	82%	53%	14%
American Indian or Alaska Native	8	100%	88%	38%	9	89%	44%	11%
Black or African American	553	91%	65%	16%	575	86%	59%	12%
Hispanic or Latino	1228	92%	65%	17%	1278	84%	52%	13%
Asian or Native Hawaiian/Other Pacific Islander	54	93%	78%	28%	45	84%	69%	24%
White	17	88%	59%	29%	10	80%	60%	20%
Small Group Totals								
General-Education Students	1470	96%	74%	20%	1548	91%	62%	15%
Students with Disabilities	390	77%	37%	5%	369	59%	24%	4%
English Proficient	1525	94%	69%	19%	1550	89%	61%	15%
Limited English Proficient	335	82%	49%	7%	367	67%	27%	4%
Economically Disadvantaged	1334	96%	73%	19%	1838	85%	54%	13%
Not Disadvantaged	526	82%	47%	11%	79	90%	62%	18%
Migrant								
Not Migrant	1860	92%	66%	17%	1917	85%	54%	13%

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.

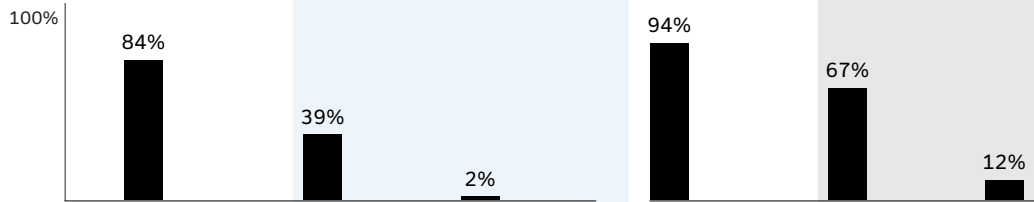
Other Assessments

	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 4 Equivalent	29	29	24	19	40	40	35	26

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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: 636	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	1512	704	30	94%	67%	12%



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	1803	84%	39%	2%				
Female	849	86%	44%	2%				
Male	954	82%	35%	1%				
American Indian or Alaska Native	9	56%	33%	0%				
Black or African American	585	86%	37%	1%				
Hispanic or Latino	1166	84%	40%	2%				
Asian or Native Hawaiian/Other Pacific Islander	30	80%	53%	10%				
White	13	62%	31%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1407	92%	47%	2%				
Students with Disabilities	396	56%	11%	1%				
English Proficient	1620	86%	42%	2%				
Limited English Proficient	183	64%	12%	0%				
Economically Disadvantaged	1300	92%	47%	2%				
Not Disadvantaged	503	63%	19%	1%				
Migrant								
Not Migrant	1803	84%	39%	2%				

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

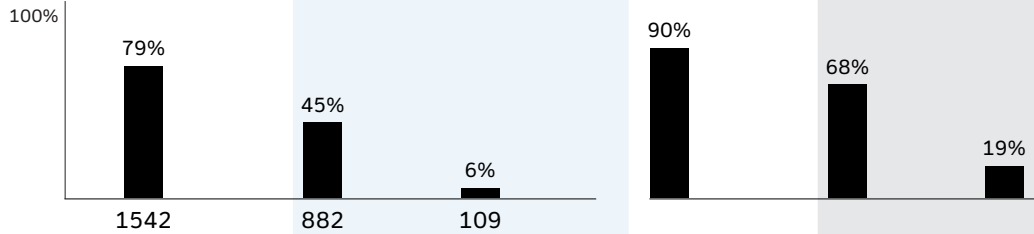
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	37	37	34	28	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	118	62	46	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 #12**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	1542	882	109	90%	68%	19%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1944	79%	45%	6%				
Female	913	83%	47%	5%				
Male	1031	76%	44%	6%				
American Indian or Alaska Native	10	50%	20%	0%				
Black or African American	594	77%	43%	5%				
Hispanic or Latino	1293	81%	46%	6%				
Asian or Native Hawaiian/Other Pacific Islander	34	68%	62%	9%				
White	13	69%	38%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1538	87%	53%	7%				
Students with Disabilities	406	51%	16%	1%				
English Proficient	1633	82%	48%	6%				
Limited English Proficient	311	65%	30%	2%				
Economically Disadvantaged	1421	87%	54%	7%				
Not Disadvantaged	523	58%	23%	3%				
Migrant								
Not Migrant	1944	79%	45%	6%				

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.

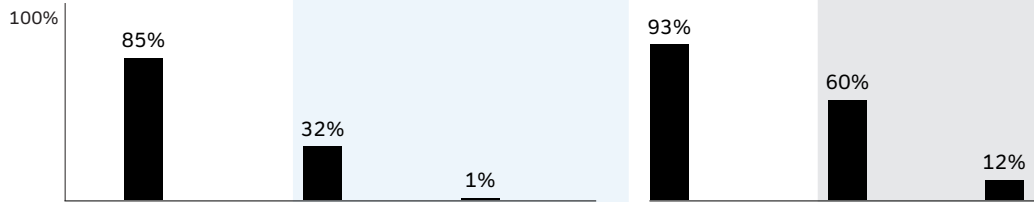
Other Assessments

	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 5 Equivalent	39	39	37	30	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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: 631	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1622	614	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	1912	85%	32%	1%				
Female	948	89%	35%	2%				
Male	964	81%	29%	1%				
American Indian or Alaska Native	14	71%	29%	0%				
Black or African American	643	86%	35%	2%				
Hispanic or Latino	1204	84%	30%	1%				
Asian or Native Hawaiian/Other Pacific Islander	40	90%	43%	0%				
White	11	73%	36%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1577	92%	38%	2%				
Students with Disabilities	335	52%	6%	0%				
English Proficient	1721	88%	35%	2%				
Limited English Proficient	191	58%	7%	0%				
Economically Disadvantaged	1372	92%	36%	2%				
Not Disadvantaged	540	67%	21%	1%				
Migrant								
Not Migrant	1912	85%	32%	1%				

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

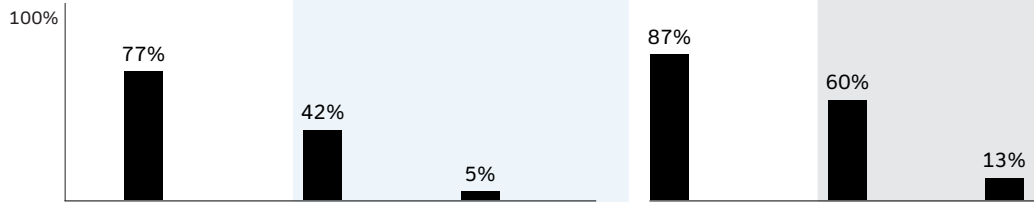
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	30	29	27	22	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	116	52	39	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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: 639	616-780	650-780	696-780			
Range:						
	1573	865	96	87%	60%	13%



Number of Students:

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	2045	77%	42%	5%				
Female	1010	79%	41%	5%				
Male	1035	75%	43%	5%				
American Indian or Alaska Native	14	64%	21%	7%				
Black or African American	651	78%	41%	5%				
Hispanic or Latino	1322	76%	42%	4%				
Asian or Native Hawaiian/Other Pacific Islander	42	90%	60%	14%				
White	16	50%	44%	6%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1695	84%	48%	5%				
Students with Disabilities	350	42%	15%	1%				
English Proficient	1733	80%	45%	5%				
Limited English Proficient	312	57%	25%	3%				
Economically Disadvantaged	1474	84%	47%	5%				
Not Disadvantaged	571	58%	30%	5%				
Migrant								
Not Migrant	2045	77%	42%	5%				

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.

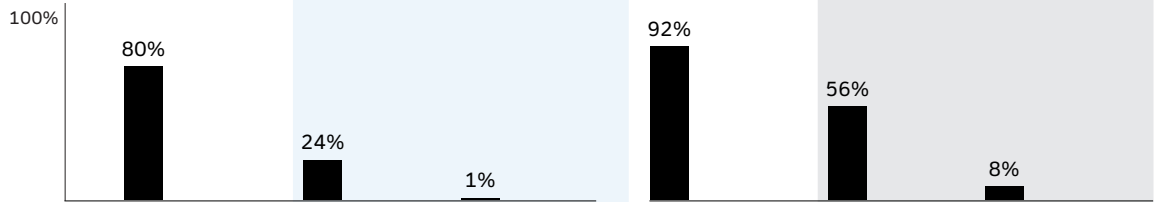
Other Assessments

	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 6 Equivalent	24	23	20	19	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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: 624	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1467	430	13	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	1824	80%	24%	1%				
Female	909	86%	28%	1%				
Male	915	75%	19%	0%				
American Indian or Alaska Native	6	100%	33%	0%				
Black or African American	666	82%	23%	1%				
Hispanic or Latino	1107	79%	23%	0%				
Asian or Native Hawaiian/Other Pacific Islander	34	91%	32%	6%				
White	11	73%	36%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1461	88%	28%	1%				
Students with Disabilities	363	50%	6%	0%				
English Proficient	1622	83%	26%	1%				
Limited English Proficient	202	60%	5%	0%				
Economically Disadvantaged	1219	87%	26%	1%				
Not Disadvantaged	605	67%	19%	1%				
Migrant								
Not Migrant	1824	80%	24%	1%				

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

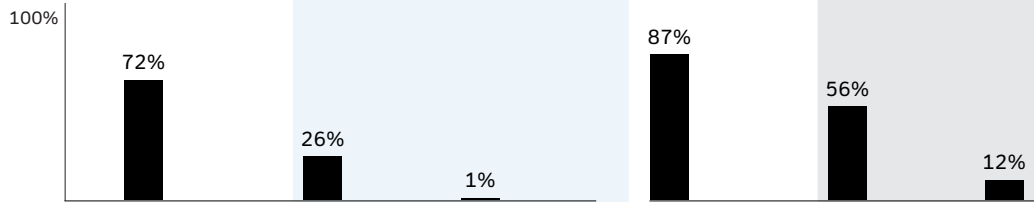
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	25	24	21	17	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	120	52	36	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 #12**

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: 626	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	1418	519	21	87%	56%	12%



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	1960	72%	26%	1%				
Female	979	75%	28%	2%				
Male	981	70%	25%	1%				
American Indian or Alaska Native	7	71%	29%	0%				
Black or African American	676	72%	26%	1%				
Hispanic or Latino	1231	72%	26%	1%				
Asian or Native Hawaiian/Other Pacific Islander	35	83%	40%	9%				
White	11	73%	36%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1578	79%	31%	1%				
Students with Disabilities	382	44%	7%	0%				
English Proficient	1635	75%	29%	1%				
Limited English Proficient	325	57%	12%	0%				
Economically Disadvantaged	1315	79%	29%	1%				
Not Disadvantaged	645	58%	21%	1%				
Migrant								
Not Migrant	1960	72%	26%	1%				

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.

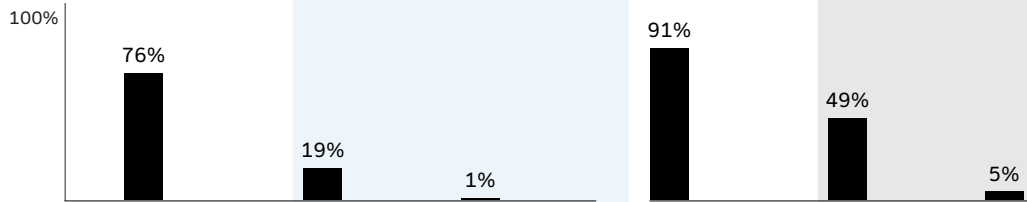
Other Assessments

	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 7 Equivalent	25	24	22	17	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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: 620	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1240	304	10	91%	49%	5%



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	1640	76%	19%	1%				
Female	800	81%	26%	1%				
Male	840	70%	12%	0%				
American Indian or Alaska Native	10	80%	30%	0%				
Black or African American	552	76%	17%	1%				
Hispanic or Latino	1047	75%	19%	1%				
Asian or Native Hawaiian/Other Pacific Islander	19	89%	37%	0%				
White	12	83%	25%	0%				
Small Group Totals								
General-Education Students	1275	86%	23%	1%				
Students with Disabilities	365	40%	3%	0%				
English Proficient	1437	79%	21%	1%				
Limited English Proficient	203	50%	1%	0%				
Economically Disadvantaged	1076	85%	22%	1%				
Not Disadvantaged	564	58%	11%	1%				
Migrant								
Not Migrant	1640	76%	19%	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

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

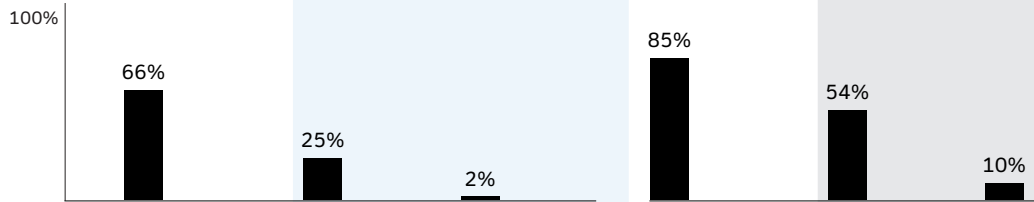
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	32	27	21	39	39	32	25
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	134	68	53	N/A	147	77	60	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 #12**

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: 625	616-775	650-775	701-775			
Range:						
	66%	25%	2%	85%	54%	10%
Number of Students:	1160	441	34			



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	1751	66%	25%	2%				
Female	849	71%	26%	2%				
Male	902	62%	24%	2%				
American Indian or Alaska Native	10	80%	20%	0%				
Black or African American	554	62%	21%	2%				
Hispanic or Latino	1157	68%	27%	2%				
Asian or Native Hawaiian/Other Pacific Islander	19	84%	63%	21%				
White	11	55%	27%	9%				
Small Group Totals								
General-Education Students	1387	76%	31%	2%				
Students with Disabilities	364	29%	4%	0%				
English Proficient	1417	68%	27%	2%				
Limited English Proficient	334	60%	16%	1%				
Economically Disadvantaged	1173	76%	30%	2%				
Not Disadvantaged	578	46%	15%	1%				
Migrant								
Not Migrant	1751	66%	25%	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

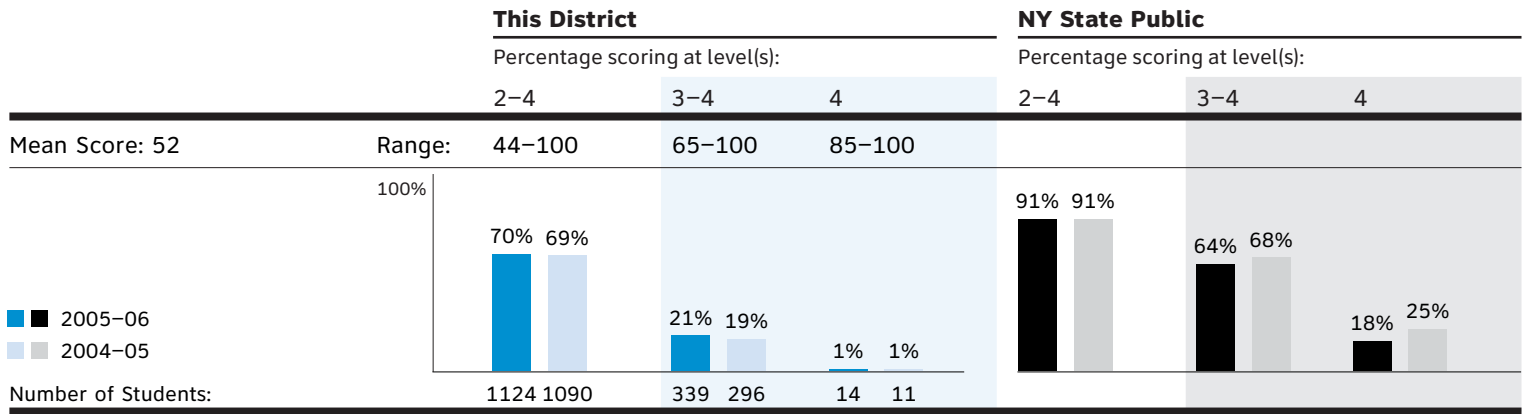
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 8 Equivalent	30	29	26	21	36	35	29	20

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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	1611	70%	21%	1%	1587	69%	19%	1%
Female	790	74%	23%	1%	762	74%	17%	1%
Male	821	66%	19%	1%	825	64%	20%	1%
American Indian or Alaska Native	11	82%	27%	0%	8	50%	13%	0%
Black or African American	521	66%	21%	1%	532	64%	17%	1%
Hispanic or Latino	1052	71%	21%	1%	1022	71%	20%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	71%	53%	6%	15	93%	27%	0%
White	10	80%	0%	0%	10	50%	0%	0%
Small Group Totals								
General-Education Students	1278	78%	25%	1%	1277	77%	22%	1%
Students with Disabilities	333	37%	5%	0%	310	35%	4%	0%
English Proficient	1306	72%	24%	1%	1273	73%	22%	1%
Limited English Proficient	305	61%	9%	0%	314	52%	7%	0%
Economically Disadvantaged	1080	78%	24%	1%	1452	68%	18%	1%
Not Disadvantaged	531	53%	16%	1%	135	76%	23%	2%
Migrant					1	-	-	-
Not Migrant	1611	70%	21%	1%	1586	-	-	-

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 8 Equivalent	31	30	26	23	36	36	28	21
Regents Science	0				36	29	28	1

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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):

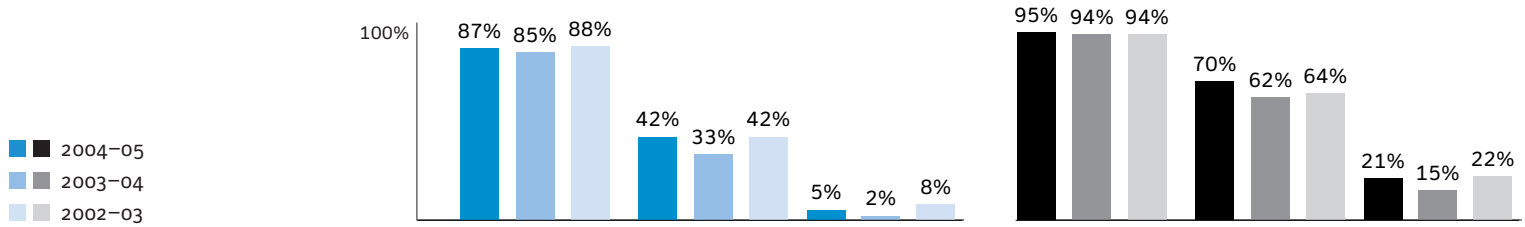
2-4 3-4 4

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	224	771	642	79	1716	636
Feb 2004	279	1010	586	35	1910	630
Feb 2003	148	588	444	97	1277	640

Grade 8

This School

Percentage scoring at level(s):

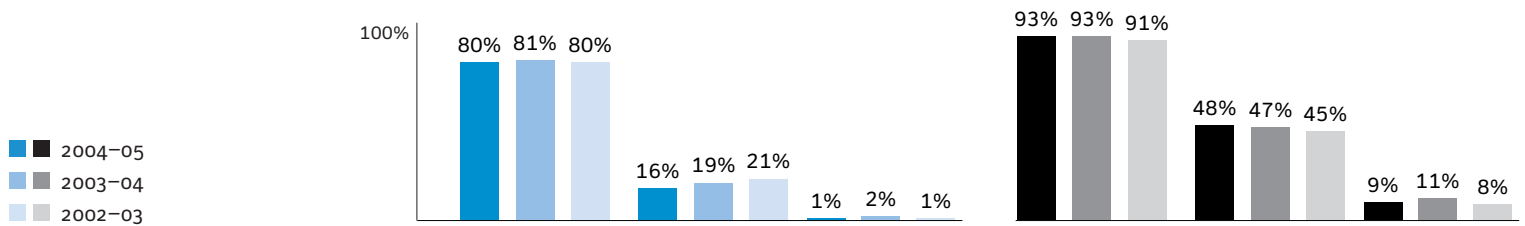
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	341	1066	260	13	1680	673
Jan 2004	304	995	277	32	1608	677
Jan 2003	206	597	205	10	1018	677

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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

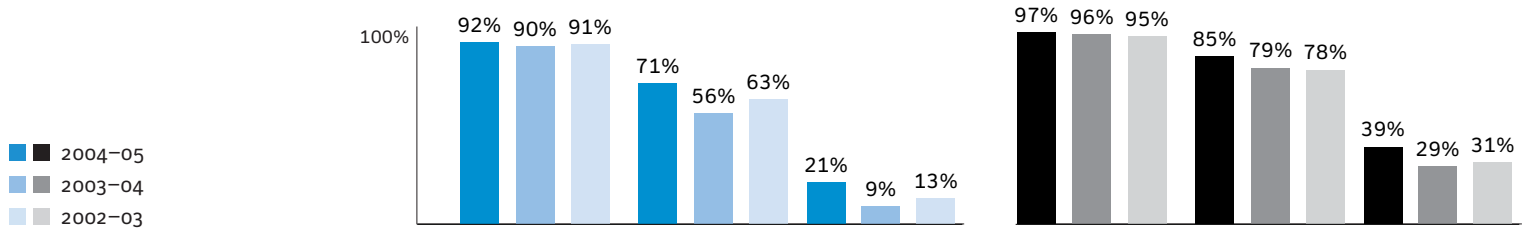
Percentage scoring at level(s):

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	163	402	957	413	1935	651
May 2004	207	717	998	196	2118	639
May 2003	124	397	697	186	1404	644

Grade 8

This School

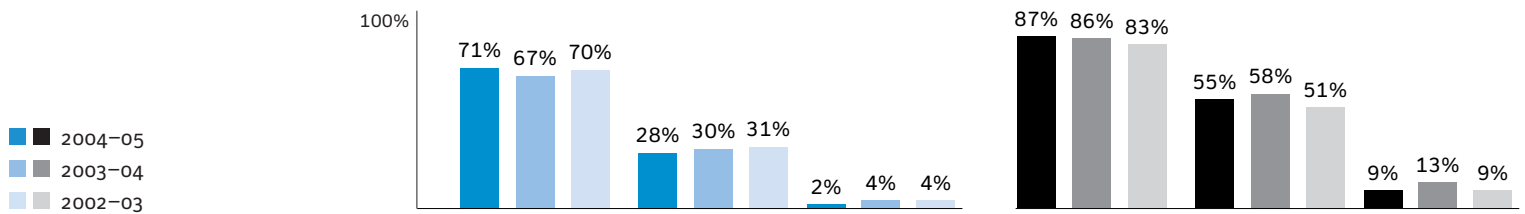
Percentage scoring at level(s):

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	520	775	464	35	1794	694
May 2004	556	637	442	62	1697	689
May 2003	337	445	302	45	1129	693

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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

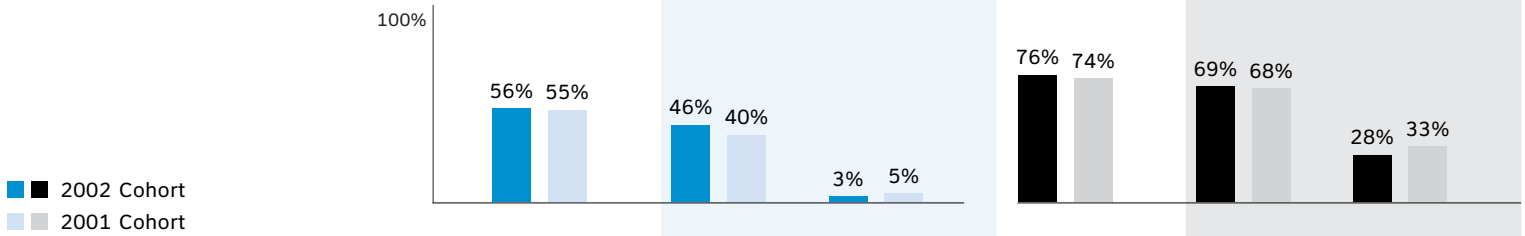
NY State Public

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	657	56%	46%	3%	733	55%	40%	5%
Female	320	63%	52%	3%	354	60%	46%	6%
Male	337	50%	41%	3%	379	51%	34%	3%
American Indian or Alaska Native	3	–	–	–				
Black or African American	219	59%	52%	6%	235	57%	44%	6%
Hispanic or Latino	418	54%	44%	1%	483	54%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	8	50%	38%	0%
White	11	64%	45%	9%	7	71%	71%	29%
Small Group Totals	9	56%	33%	0%				
General-Education Students	542	64%	53%	4%	626	62%	45%	5%
Students with Disabilities	115	17%	14%	1%	107	16%	10%	0%
English Proficient	525	60%	51%	4%	547	61%	45%	6%
Limited English Proficient	132	40%	27%	1%	186	39%	24%	1%
Economically Disadvantaged	462	56%	45%	2%				
Not Disadvantaged	195	55%	49%	5%				
Migrant								
Not Migrant	657	56%	46%	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

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	24	6

* 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 #12**

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

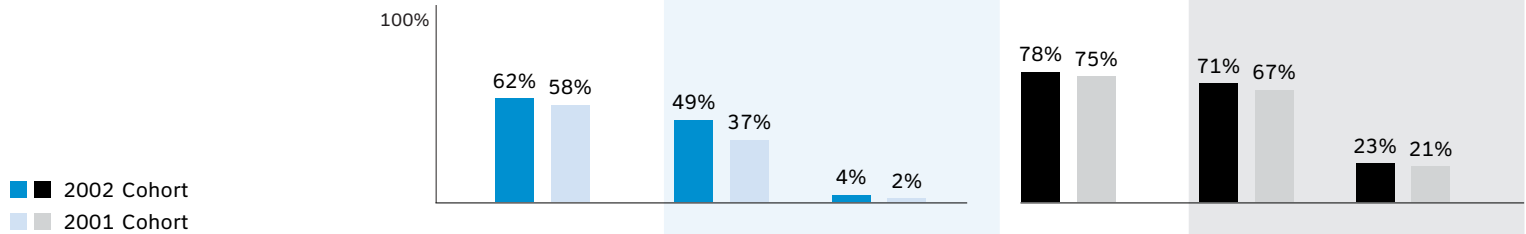
NY State Public

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	657	62%	49%	4%	733	58%	37%	2%
Female	320	66%	52%	6%	354	64%	39%	2%
Male	337	58%	46%	3%	379	51%	35%	3%
American Indian or Alaska Native	3	–	–	–				
Black or African American	219	63%	52%	5%	235	57%	37%	2%
Hispanic or Latino	418	62%	48%	4%	483	58%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	8	63%	38%	13%
White	11	64%	36%	9%	7	86%	71%	29%
Small Group Totals	9	44%	44%	0%				
General-Education Students	542	71%	57%	5%	626	66%	42%	3%
Students with Disabilities	115	17%	12%	1%	107	10%	4%	0%
English Proficient	525	62%	51%	5%	547	59%	40%	2%
Limited English Proficient	132	64%	41%	3%	186	53%	28%	5%
Economically Disadvantaged	462	64%	48%	4%				
Not Disadvantaged	195	57%	51%	6%				
Migrant								
Not Migrant	657	62%	49%	4%				

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	23	7
	23 19 16	7 6 3

* 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.

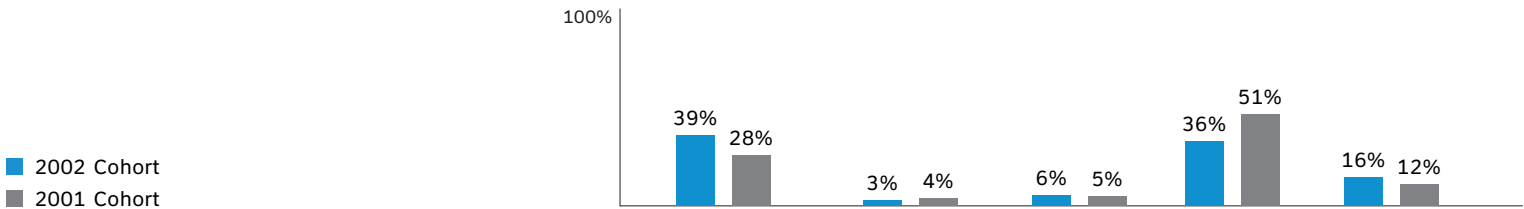
District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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	657	39%	3%	6%	36%	16%
	2001	733	28%	4%	5%	51%	12%
Female	2002	320	43%	4%	6%	33%	14%
	2001	354	30%	3%	4%	51%	12%
Male	2002	337	35%	2%	7%	39%	17%
	2001	379	26%	4%	6%	51%	12%
American Indian or Alaska Native	2002	3	–	–	–	–	–
Black or African American	2002	219	44%	3%	6%	33%	15%
	2001	235	32%	6%	5%	45%	11%
Hispanic or Latino	2002	418	38%	3%	6%	37%	16%
	2001	483	26%	3%	5%	53%	12%
Asian or Native Hawaiian/Other Pacific Islander	2002	6	–	–	–	–	–
White	2002	11	18%	0%	18%	45%	18%
	2001	7	29%	0%	14%	57%	0%
Small Group Totals	2002	9	22%	11%	0%	44%	22%
General-Education Students	2002	542	42%	0%	7%	38%	13%
	2001	626	30%	0%	6%	53%	11%
Students with Disabilities	2002	115	23%	17%	4%	27%	28%
	2001	107	15%	26%	1%	38%	20%
English Proficient	2002	525	41%	3%	7%	32%	17%
	2001	547	31%	3%	5%	48%	12%
Limited English Proficient	2002	132	31%	5%	5%	50%	10%
	2001	186	19%	7%	4%	60%	10%
Economically Disadvantaged	2002	462	39%	3%	7%	40%	12%
	2001	547	26%	4%	6%	53%	11%
Not Disadvantaged	2002	195	41%	4%	5%	26%	25%
	2001	186	19%	7%	4%	60%	10%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	657	39%	3%	6%	36%	16%

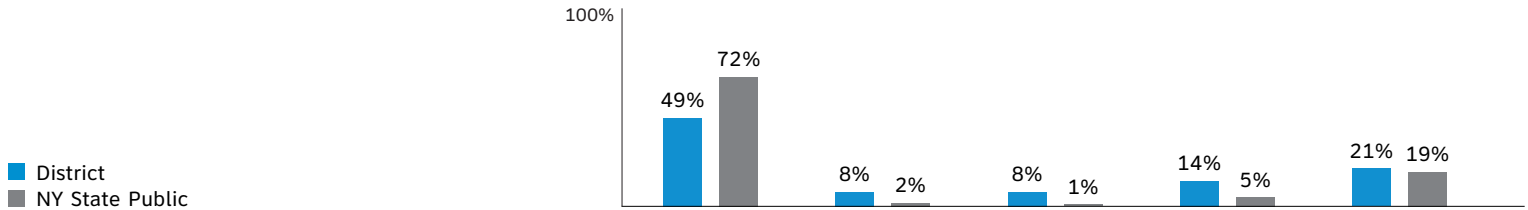
NOTES

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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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	559	49%	8%	8%	14%	21%
Female	279	56%	6%	5%	14%	18%
Male	280	43%	9%	10%	14%	24%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	174	48%	11%	7%	11%	22%
Hispanic or Latino	371	50%	6%	8%	16%	20%
Asian or Native Hawaiian/Other Pacific Islander	7	43%	14%	0%	14%	29%
White	6	–	–	–	–	–
Small Group Totals	7	71%	0%	0%	14%	14%
General-Education Students	465	56%	0%	9%	16%	18%
Students with Disabilities	94	15%	46%	1%	3%	35%
English Proficient	457	54%	6%	8%	12%	20%
Limited English Proficient	102	29%	15%	8%	22%	26%
Economically Disadvantaged	393	53%	8%	7%	16%	16%
Not Disadvantaged	166	41%	8%	8%	10%	33%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	559	49%	8%	8%	14%	21%

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.