



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #22**

District ID **332200010000**

Superintendent **MARIANNE FERRARA**

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

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District Profile

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

Enrollment

	2003-04	2004-05	2005-06
Pre-K	873	843	798
Kindergarten	2730	2488	2535
Grade 1	2919	2958	2671
Grade 2	2952	2734	2759
Grade 3	3010	2794	2592
Grade 4	2909	2840	2635
Grade 5	3017	2854	2710
Grade 6	2729	2446	2495
Ungraded Elementary	1195	1378	1437
Grade 7	2794	2677	2411
Grade 8	2756	2736	2590
Grade 9	4188	4384	4153
Grade 10	3508	3519	3604
Grade 11	2228	2391	2421
Grade 12	2288	2247	2341
Ungraded Secondary	861	913	1152
Total K-12	40084	39359	38506

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	25	25
Grade 8			
English	32	29	29
Mathematics	29	29	28
Science	30	28	27
Social Studies	30	30	29
Grade 10			
English	32	30	30
Mathematics	25	31	31
Science	34	30	30
Social Studies	29	30	31

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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #22

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	20657	52%	0	0%	20141	52%
Reduced-Price Lunch	3524	9%	0	0%	3443	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3646	9%	3717	9%	3506	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	112	0%	127	0%	141	0%
Black or African American	18418	46%	18327	47%	17957	47%
Hispanic or Latino	4797	12%	4736	12%	4801	12%
Asian or Native Hawaiian/Other Pacific Islander	5058	13%	5150	13%	5118	13%
White	11699	29%	11019	28%	10489	27%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	607	N/A	1270	3%	1033	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 #22

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2873	5437	8186
Percent Not Taught by Highly Qualified Teachers	13%	18%	10%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	100	75	70
Percent with No Valid Teaching Certificate	4%	3%	3%
Individuals Teaching Out of Certification			
Number of Teachers	263	350	275
Percentage of Total	11%	14%	11%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	45%	43%	42%

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.

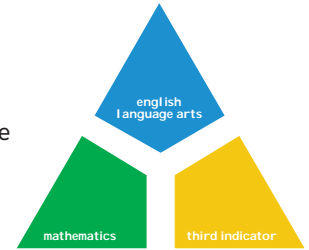
Staff Counts Information

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)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES

2005–06

YES

2006–07

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 5 of 8	✗ 5 of 8	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} 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 #22**





























Elementary/Middle-Level English Language Arts

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

Accountability Measures 9 of 9 Student groups making AYP in English Language Arts
 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 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 (17230:16646)			99%		151	121	
Ethnicity							
American Indian or Alaska Native (59:54)			95%		133	109	
Black or African American (8893:8586)			99%		139	121	
Hispanic or Latino (2074:1982)			99%		140	120	
Asian or Native Hawaiian/Other Pacific Islander (2034:1968)			99%		170	120	
White (4170:4056)			99%		171	120	
Other Groups							
Students with Disabilities ⁴ (2465:2293)			96%		92	120	91 103
Limited English Proficient (1358:1220)			97%		117	119	110 125
Economically Disadvantaged (11939:11586)			99%		157	121	
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 #22**





























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 (17247:16515)			99%		155	85	
Ethnicity							
American Indian or Alaska Native (60:54)			100%		124	73	
Black or African American (8909:8491)			99%		140	85	
Hispanic or Latino (2065:1960)			99%		148	84	
Asian or Native Hawaiian/Other Pacific Islander (2056:1976)			100%		184	84	
White (4157:4034)			99%		177	84	
Other Groups							
Students with Disabilities ⁴ (2455:2275)			97%		101	84	
Limited English Proficient (1353:1256)			99%		127	83	
Economically Disadvantaged (11986:11507)			100%		161	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 #22**



















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 (5853:5446)		Qualified		97%		164	100	
Ethnicity								
American Indian or Alaska Native (12:12)	–	–	–	–	–	–	–	–
Black or African American (3036:2822)		Qualified		97%		153	100	
Hispanic or Latino (694:637)		Qualified		96%		158	100	
Asian or Native Hawaiian/Other Pacific Islander (682:626)		Qualified		97%		185	100	
White (1429:1349)		Qualified		97%		180	100	
Other Groups								
Students with Disabilities (876:766)		Qualified		93%		124	100	
Limited English Proficient (437:357)		Qualified		89%		128	100	
Economically Disadvantaged (3949:3701)		Qualified		98%		169	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 #22**

Secondary-Level English Language Arts


























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

Accountability Measures 5 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts 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 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 (2685:2766)			99%		164	152		
Ethnicity								
American Indian or Alaska Native (4:5)	–	–	–	–	–	–	–	–
Black or African American (1086:1093)			99%		157	151		
Hispanic or Latino (227:251)			99%		140	147	147	146
Asian or Native Hawaiian/Other Pacific Islander (413:427)			99%		169	149		
White (955:990)			99%		176	151		
Other Groups								
Students with Disabilities (94:129)			97%		109	145	116‡	118
Limited English Proficient (280:152)			92%		78	146	102‡	90
Economically Disadvantaged (414:534)			99%		150	149		
Final AYP Determination	 5 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 #22**

Secondary-Level Mathematics


























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

Accountability Measures 5 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 (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 (2685:2766)			99%		163	144	
Ethnicity							
American Indian or Alaska Native (4:5)	–	–	–	–	–	–	–
Black or African American (1086:1093)			99%		152	143	
Hispanic or Latino (227:251)			99%		132	139	139 139
Asian or Native Hawaiian/Other Pacific Islander (413:427)			100%		179	141	
White (955:990)			99%		176	143	
Other Groups							
Students with Disabilities (94:129)			97%		104	137	107† 114
Limited English Proficient (100:152)			99%		99	138	128† 109
Economically Disadvantaged (414:534)			99%		148	141	
Final AYP Determination	 5 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 #22**











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 (2622)			71%	55%		
Ethnicity						
American Indian or Alaska Native (6)		–	–	–	–	–
Black or African American (922)			66%	55%		
Hispanic or Latino (233)			59%	55%		
Asian or Native Hawaiian/Other Pacific Islander (420)			74%	55%		
White (1041)			77%	55%		
Other Groups						
Students with Disabilities (128)			39%	55%	46%	40%
Limited English Proficient (187)			41%	55%	51%	42%
Economically Disadvantaged (463)			65%	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 #22**

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

29 schools identified 76% of total

BROOKLYN COLLEGE ACADEMY
I.S. 381
LEON M. GOLDSTEIN HIGH SCHOOL - SCIENCES
MIDWOOD HIGH SCHOOL
P.S. 52 SHEEPSHEAD BAY SCHOOL
P.S. 109
P.S. 119 THE AMERSFORT SCHOOL
P.S. 134
P.S. 139 ALEXINE A. FENTY SCH
P.S. 193 GIL HODGES SCHOOL
P.S. 194 RAOUL WALLEMBERG SCHOOL
P.S. 195 MANHATTAN BEACH SCHOOL
P.S. 197
P.S. 198
P.S. 203 FLOYD BENNETT SCHOOL
P.S. 206 J.F. LAMB SCHOOL
P.S. 207 ELIZABETH G. LEARY SCHOOL
P.S. 222 KATHERINE R. SNYDER SCHOOL
P.S. 236 MILL BASIN SCHOOL
P.S. 251 PAEDERGAT SCHOOL
P.S. 254 DAG HAMMARSKJOLD SCHOOL
P.S. 255 BARBARA REING SCHOOL
P.S. 269 NOSTRAND SCHOOL
P.S. 277 GERRITSEN BEACH SCHOOL
P.S. 312 BERGEN BEACH SCHOOL
P.S. 315
P.S. 326
P.S. 361
SCHOOL OF SCIENCE AND TECHNOLOGY

■ Requiring Academic Progress (Year 1)

1 school identified 3% of total

COMPREHENSIVE NIGHT HIGH SCHOOL OF BROOKLYN

▲ Improvement (Year 2)

1 school identified 3% of total

J.H.S. 234 ARTHUR W. CUNNINGHAM

▲ Corrective Action

2 schools identified 5% of total

J.H.S. 14 SHELL BANK INTERMEDIATE SCHOOL
P.S. 217 COL. DAVID MARCUS SCHOOL

■ Requiring Academic Progress (Year 3)

2 schools identified 5% of total

I.S. 240 A. HUDDE INTERMEDIATE SCHOOL
JAMES MADISON HIGH SCHOOL

■ Requiring Academic Progress (Year 4)

2 schools identified 5% of total

J.H.S. 78 ROY H. MANN

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

■ **Requiring Academic Progress (Year 4) (continued)**

.....
SHEEPSHEAD BAY HIGH SCHOOL
.....

■ **Requiring Academic Progress (Year 5)**







.....
1 school identified 3% of total
.....







J.H.S. 278 MARINE PARK



District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**



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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	69%			2518
Grade 4	67%			2673
Grade 5	63%			2787
Grade 6	59%			2645
Grade 7	54%			2549
Grade 8	44%			2720

Mathematics				
	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Grade 3	83%			2837
Grade 4	77%			2886
Grade 5	68%			2968
Grade 6	61%			2715
Grade 7	53%			2651
Grade 8	48%			2822

Science				
	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Grade 4	83%			2882
Grade 8	54%			2715

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	71%			3092
Mathematics	70%			3092

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	63%			3092

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.

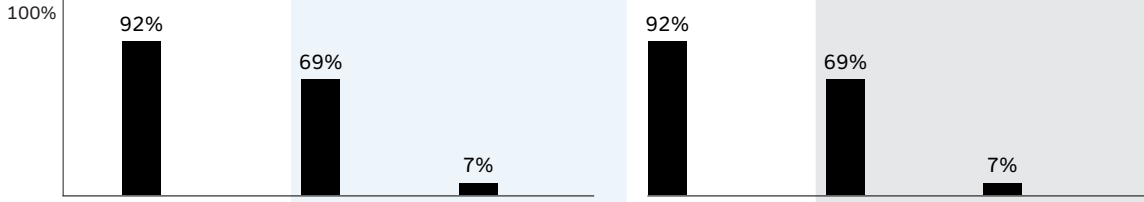
This District's N/RC Category:

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 #22**

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: 669	616-780	650-780	730-780			
						
Number of Students:	2309	1748	172			

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	2518	92%	69%	7%				
Female	1257	94%	74%	9%				
Male	1261	89%	65%	5%				
American Indian or Alaska Native	11	91%	64%	9%				
Black or African American	1311	88%	58%	3%				
Hispanic or Latino	270	91%	64%	6%				
Asian or Native Hawaiian/Other Pacific Islander	292	98%	88%	12%				
White	634	97%	86%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2167	95%	75%	8%				
Students with Disabilities	351	68%	35%	1%				
English Proficient	2496	92%	70%	7%				
Limited English Proficient	22	68%	27%	0%				
Economically Disadvantaged	1767	95%	71%	6%				
Not Disadvantaged	751	85%	66%	10%				
Migrant								
Not Migrant	2518	92%	69%	7%				

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

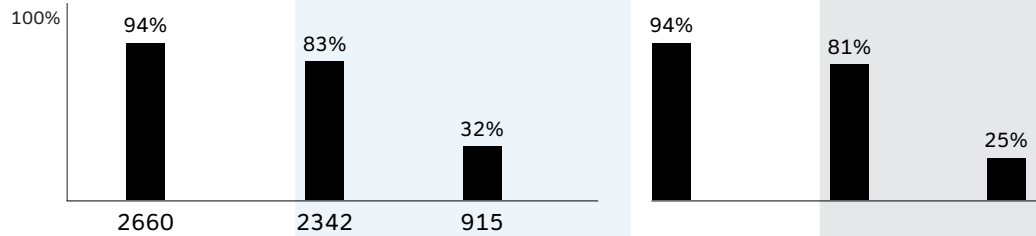
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	46	45	43	40	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	296	161	129	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 #22**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 682	624-770	650-770	703-770			
Range:	624-770	650-770	703-770			
	94%	83%	32%	94%	81%	25%
Number of Students:	2660	2342	915			



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	2837	94%	83%	32%				
Female	1394	95%	84%	33%				
Male	1443	93%	81%	31%				
American Indian or Alaska Native	12	100%	83%	33%				
Black or African American	1362	92%	77%	20%				
Hispanic or Latino	369	92%	75%	24%				
Asian or Native Hawaiian/Other Pacific Islander	395	97%	90%	48%				
White	699	97%	93%	51%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2448	96%	86%	36%				
Students with Disabilities	389	79%	58%	11%				
English Proficient	2524	95%	85%	35%				
Limited English Proficient	313	83%	63%	11%				
Economically Disadvantaged	2035	95%	84%	30%				
Not Disadvantaged	802	89%	78%	37%				
Migrant								
Not Migrant	2837	94%	83%	32%				

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	47	46	44	40	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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: 667	612-775	650-775	716-775			
Number of Students:	2424	1790	307			

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	2673	91%	67%	11%				
Female	1296	93%	71%	14%				
Male	1377	89%	63%	9%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	1331	88%	56%	6%				
Hispanic or Latino	335	86%	58%	6%				
Asian or Native Hawaiian/Other Pacific Islander	313	-	-	-				
White	690	95%	84%	21%				
Small Group Totals	317	99%	87%	21%				
General-Education Students	2282	96%	74%	13%				
Students with Disabilities	391	62%	28%	2%				
English Proficient	2631	91%	68%	12%				
Limited English Proficient	42	50%	19%	0%				
Economically Disadvantaged	1824	95%	69%	9%				
Not Disadvantaged	849	81%	62%	17%				
Migrant								
Not Migrant	2673	91%	67%	11%				

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	36	36	30	34	34	26	19
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	187	143	116	N/A	214	137	104	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 #22**

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: 678	Range: 622-800			650-800			702-800		
Number of Students:	2668			2211			812		

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	2886	92%	77%	28%				
Female	1379	93%	77%	28%				
Male	1507	92%	77%	28%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	1387	89%	67%	14%				
Hispanic or Latino	376	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	385	97%	90%	48%				
White	734	97%	90%	49%				
Small Group Totals	380	91%	74%	22%				
General-Education Students	2465	96%	81%	32%				
Students with Disabilities	421	71%	48%	8%				
English Proficient	2646	94%	79%	30%				
Limited English Proficient	240	78%	52%	8%				
Economically Disadvantaged	2005	95%	78%	25%				
Not Disadvantaged	881	86%	73%	35%				
Migrant								
Not Migrant	2886	92%	77%	28%				

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

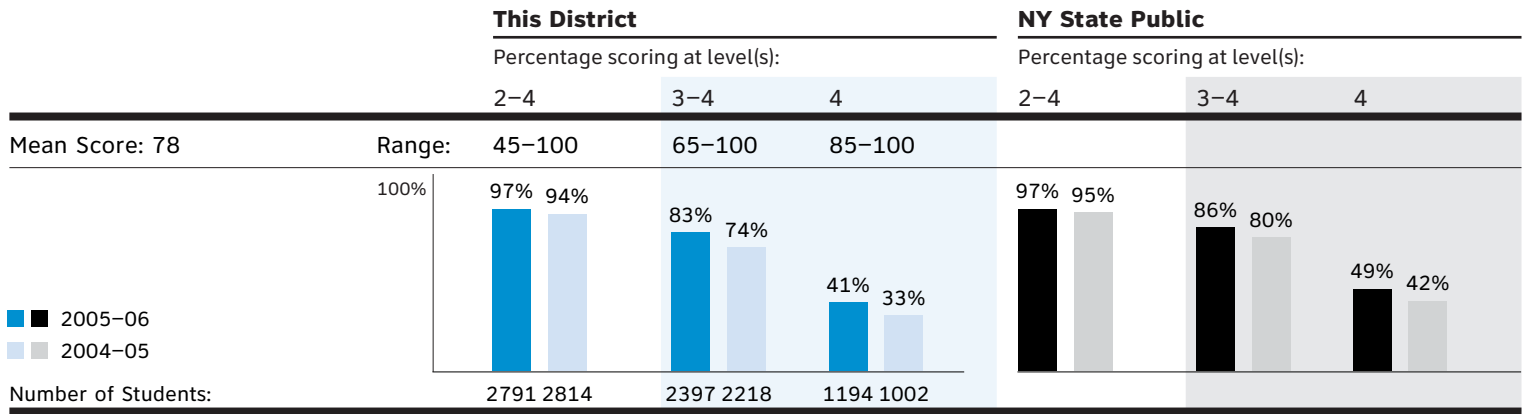
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Other Assessments

	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	39	37	35	31	34	32	25	17

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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	2882	97%	83%	41%	3000	94%	74%	33%
Female	1381	97%	85%	43%	1518	94%	75%	33%
Male	1501	96%	81%	40%	1482	93%	73%	34%
American Indian or Alaska Native	4	-	-	-	7	86%	71%	57%
Black or African American	1385	97%	77%	30%	1466	92%	68%	24%
Hispanic or Latino	376	-	-	-	397	91%	67%	26%
Asian or Native Hawaiian/Other Pacific Islander	384	98%	91%	60%	372	95%	82%	43%
White	733	98%	93%	59%	758	97%	86%	51%
Small Group Totals	380	95%	79%	30%				
General-Education Students	2461	98%	87%	45%	2664	96%	78%	37%
Students with Disabilities	421	88%	59%	18%	336	75%	40%	8%
English Proficient	2642	98%	86%	44%	2726	96%	78%	36%
Limited English Proficient	240	88%	54%	11%	274	72%	30%	6%
Economically Disadvantaged	2002	98%	85%	40%	2484	93%	70%	28%
Not Disadvantaged	880	94%	79%	46%	516	99%	93%	61%
Migrant					1	-	-	-
Not Migrant	2882	97%	83%	41%	2999	-	-	-

NOTES

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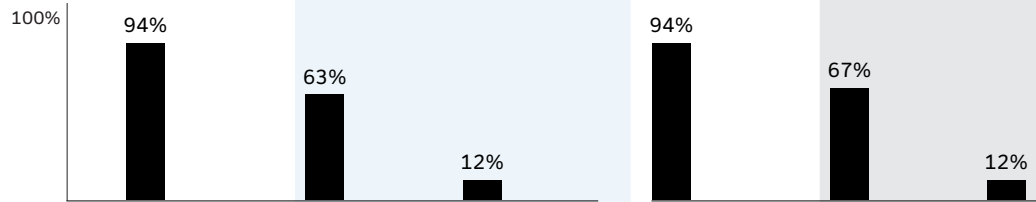
Other Assessments

	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	35	35	32	28	33	30	27	20

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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: 660	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	2609	1747	345			



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	2787	94%	63%	12%				
Female	1418	94%	65%	14%				
Male	1369	93%	60%	11%				
American Indian or Alaska Native	7	100%	57%	14%				
Black or African American	1424	92%	52%	5%				
Hispanic or Latino	348	93%	59%	7%				
Asian or Native Hawaiian/Other Pacific Islander	316	98%	75%	21%				
White	692	95%	80%	26%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2446	97%	69%	14%				
Students with Disabilities	341	70%	21%	3%				
English Proficient	2705	94%	64%	13%				
Limited English Proficient	82	73%	15%	0%				
Economically Disadvantaged	2016	97%	64%	11%				
Not Disadvantaged	771	86%	60%	16%				
Migrant								
Not Migrant	2787	94%	63%	12%				

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	36	36	34	25	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	154	121	105	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 #22**

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: 668	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	2677	2029	656			

Level	This District (%)	NY State Public (%)
2-4	90%	90%
3-4	68%	68%
4	22%	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	2968	90%	68%	22%				
Female	1501	91%	68%	22%				
Male	1467	89%	69%	23%				
American Indian or Alaska Native	8	88%	50%	25%				
Black or African American	1482	86%	56%	11%				
Hispanic or Latino	390	90%	65%	15%				
Asian or Native Hawaiian/Other Pacific Islander	364	98%	87%	44%				
White	724	96%	86%	39%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2614	94%	73%	25%				
Students with Disabilities	354	65%	32%	4%				
English Proficient	2717	92%	71%	23%				
Limited English Proficient	251	75%	43%	8%				
Economically Disadvantaged	2183	93%	70%	21%				
Not Disadvantaged	785	83%	64%	25%				
Migrant								
Not Migrant	2968	90%	68%	22%				

NOTES

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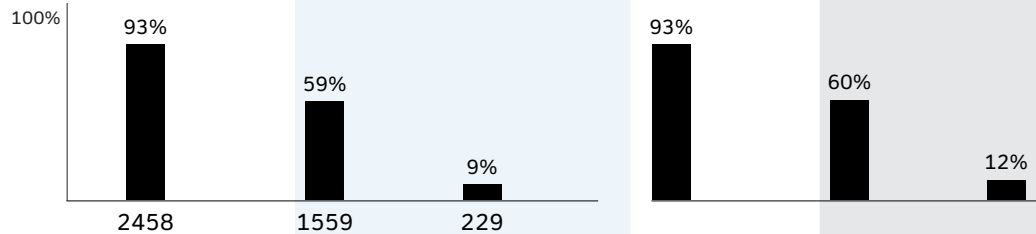
Other Assessments

	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	35	35	32	26	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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: 654	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	2458	1559	229			



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	2645	93%	59%	9%				
Female	1306	95%	65%	11%				
Male	1339	91%	53%	7%				
American Indian or Alaska Native	14	93%	43%	0%				
Black or African American	1446	91%	52%	6%				
Hispanic or Latino	293	89%	52%	5%				
Asian or Native Hawaiian/Other Pacific Islander	298	98%	77%	15%				
White	594	96%	71%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2322	97%	65%	10%				
Students with Disabilities	323	63%	12%	0%				
English Proficient	2578	94%	60%	9%				
Limited English Proficient	67	52%	4%	0%				
Economically Disadvantaged	1876	97%	63%	8%				
Not Disadvantaged	769	83%	50%	10%				
Migrant								
Not Migrant	2645	93%	59%	9%				

NOTES

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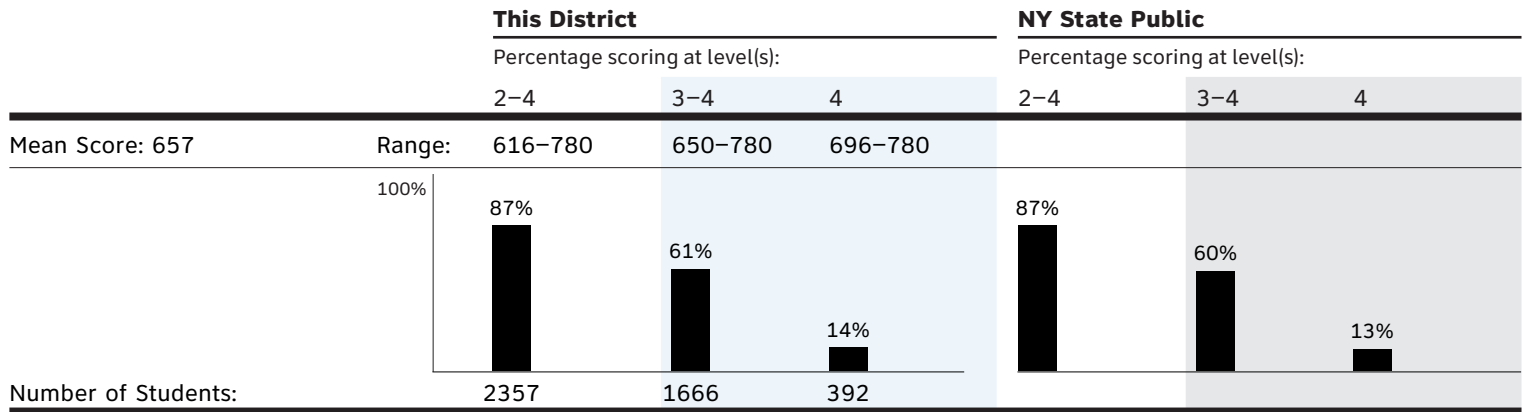
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	30	30	30	27	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	72	62	52	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 #22**

This District's Results in Grade 6 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	2715	87%	61%	14%				
Female	1342	89%	63%	16%				
Male	1373	85%	60%	13%				
American Indian or Alaska Native	15	67%	60%	7%				
Black or African American	1461	83%	53%	8%				
Hispanic or Latino	301	82%	51%	8%				
Asian or Native Hawaiian/Other Pacific Islander	322	96%	84%	32%				
White	616	93%	75%	24%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2389	92%	67%	16%				
Students with Disabilities	326	50%	18%	2%				
English Proficient	2575	88%	63%	15%				
Limited English Proficient	140	72%	34%	4%				
Economically Disadvantaged	1945	91%	65%	14%				
Not Disadvantaged	770	77%	53%	17%				
Migrant								
Not Migrant	2715	87%	61%	14%				

NOTES

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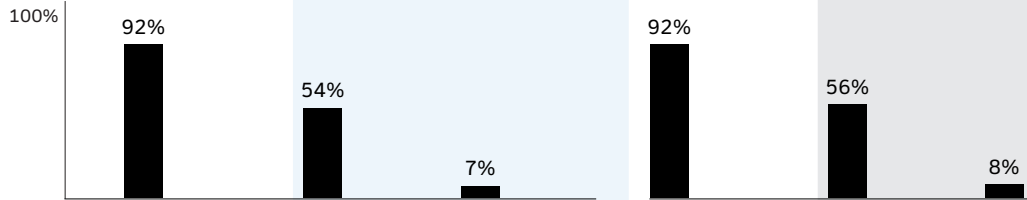
Other Assessments

	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	29	28	27	25	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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: 650	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	2345	1387	170	2345	1387	170



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	2549	92%	54%	7%				
Female	1211	95%	59%	8%				
Male	1338	89%	50%	5%				
American Indian or Alaska Native	11	82%	27%	0%				
Black or African American	1419	91%	46%	3%				
Hispanic or Latino	272	88%	46%	5%				
Asian or Native Hawaiian/Other Pacific Islander	259	95%	71%	15%				
White	588	96%	72%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2223	96%	60%	8%				
Students with Disabilities	326	65%	14%	1%				
English Proficient	2471	93%	56%	7%				
Limited English Proficient	78	62%	8%	0%				
Economically Disadvantaged	1744	96%	57%	6%				
Not Disadvantaged	805	84%	48%	8%				
Migrant								
Not Migrant	2549	92%	54%	7%				

NOTES

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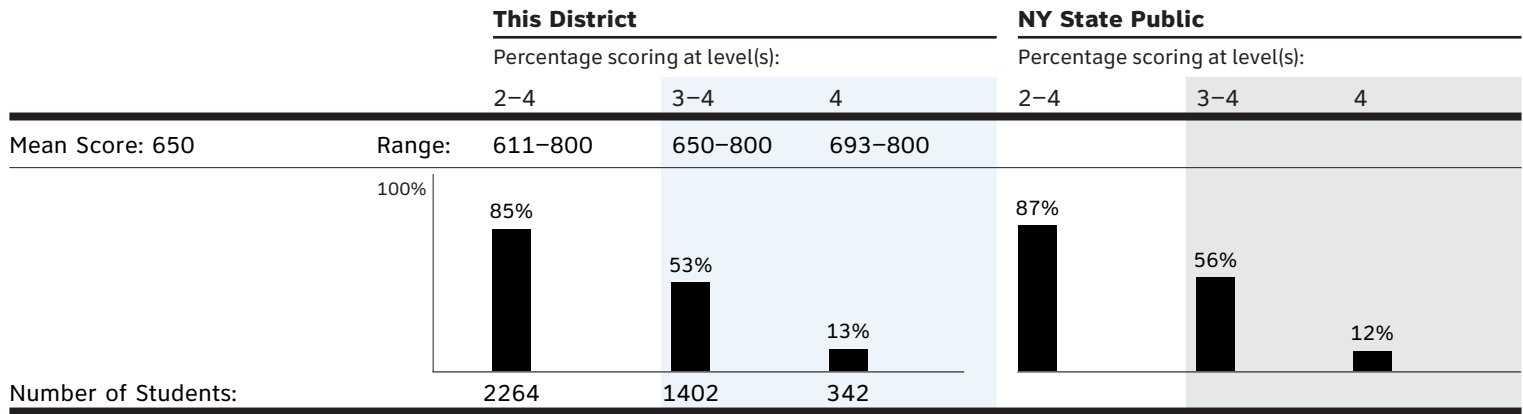
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	34	34	32	26	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	99	87	73	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 #22**

This District's Results in Grade 7 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	2651	85%	53%	13%				
Female	1273	88%	54%	12%				
Male	1378	83%	52%	13%				
American Indian or Alaska Native	13	62%	31%	8%				
Black or African American	1445	81%	39%	4%				
Hispanic or Latino	286	81%	47%	5%				
Asian or Native Hawaiian/Other Pacific Islander	287	95%	83%	34%				
White	620	94%	74%	27%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2323	91%	58%	15%				
Students with Disabilities	328	48%	15%	1%				
English Proficient	2470	86%	54%	14%				
Limited English Proficient	181	71%	33%	3%				
Economically Disadvantaged	1843	90%	56%	12%				
Not Disadvantaged	808	75%	46%	15%				
Migrant								
Not Migrant	2651	85%	53%	13%				

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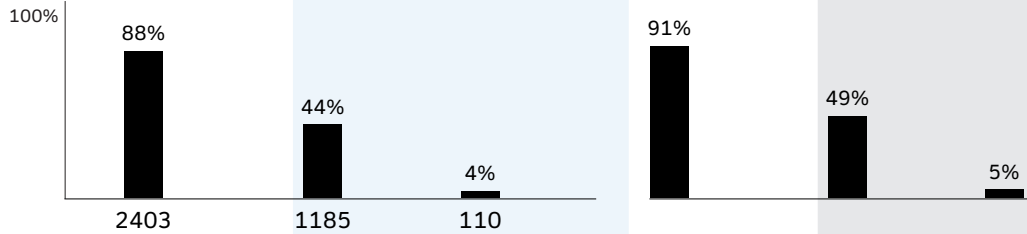
Other Assessments

	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	39	38	37	32	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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: 645	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	2403	1185	110	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	2720	88%	44%	4%				
Female	1335	92%	49%	5%				
Male	1385	85%	39%	3%				
American Indian or Alaska Native	8	88%	25%	0%				
Black or African American	1552	86%	35%	2%				
Hispanic or Latino	295	87%	36%	2%				
Asian or Native Hawaiian/Other Pacific Islander	255	92%	66%	10%				
White	610	94%	61%	9%				
Small Group Totals								
General-Education Students	2383	94%	49%	5%				
Students with Disabilities	337	52%	8%	0%				
English Proficient	2648	90%	45%	4%				
Limited English Proficient	72	43%	0%	0%				
Economically Disadvantaged	1836	93%	47%	4%				
Not Disadvantaged	884	78%	37%	5%				
Migrant								
Not Migrant	2720	88%	44%	4%				

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	35	35	34	32	31	31	29	24
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	106	89	79	N/A	137	122	103	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 #22**

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: 647	616-775	650-775	701-775			
Range:						
	2273	1361	295			

Performance Level	This District (%)	NY State Public (%)
2-4	81%	85%
3-4	48%	54%
4	10%	10%

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	2822	81%	48%	10%				
Female	1381	83%	51%	11%				
Male	1441	78%	45%	10%				
American Indian or Alaska Native	8	38%	0%	0%				
Black or African American	1573	75%	37%	4%				
Hispanic or Latino	301	76%	39%	5%				
Asian or Native Hawaiian/Other Pacific Islander	286	91%	78%	33%				
White	654	92%	67%	18%				
Small Group Totals								
General-Education Students	2481	86%	53%	12%				
Students with Disabilities	341	43%	11%	0%				
English Proficient	2644	82%	49%	11%				
Limited English Proficient	178	66%	37%	6%				
Economically Disadvantaged	1928	85%	51%	11%				
Not Disadvantaged	894	71%	42%	10%				
Migrant								
Not Migrant	2822	81%	48%	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

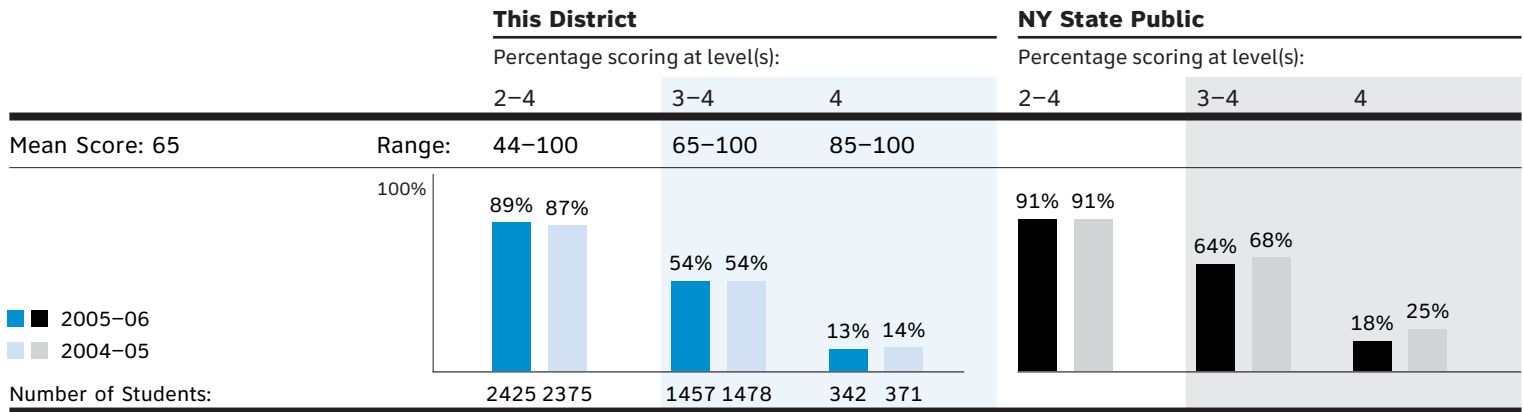
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Other Assessments

	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	35	30	29	29	23	16

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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	2715	89%	54%	13%	2738	87%	54%	14%
Female	1330	92%	53%	11%	1339	89%	57%	12%
Male	1385	87%	54%	14%	1399	84%	51%	15%
American Indian or Alaska Native	8	88%	13%	0%	8	88%	25%	0%
Black or African American	1523	86%	45%	7%	1481	83%	44%	8%
Hispanic or Latino	288	88%	46%	8%	281	86%	55%	13%
Asian or Native Hawaiian/Other Pacific Islander	271	94%	76%	27%	302	92%	71%	26%
White	625	96%	68%	22%	666	94%	68%	21%
Small Group Totals								
General-Education Students	2390	93%	59%	14%	2425	90%	59%	15%
Students with Disabilities	325	61%	13%	1%	313	59%	17%	3%
English Proficient	2573	90%	56%	13%	2531	88%	57%	15%
Limited English Proficient	142	69%	15%	3%	207	66%	21%	2%
Economically Disadvantaged	1855	93%	58%	13%	2238	86%	53%	13%
Not Disadvantaged	860	81%	45%	12%	500	91%	59%	15%
Migrant					1	-	-	-
Not Migrant	2715	89%	54%	13%	2737	-	-	-

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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	33	33	32	26	31	31	27	19
Regents Science	2	-	-	-	7	6	6	1

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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):

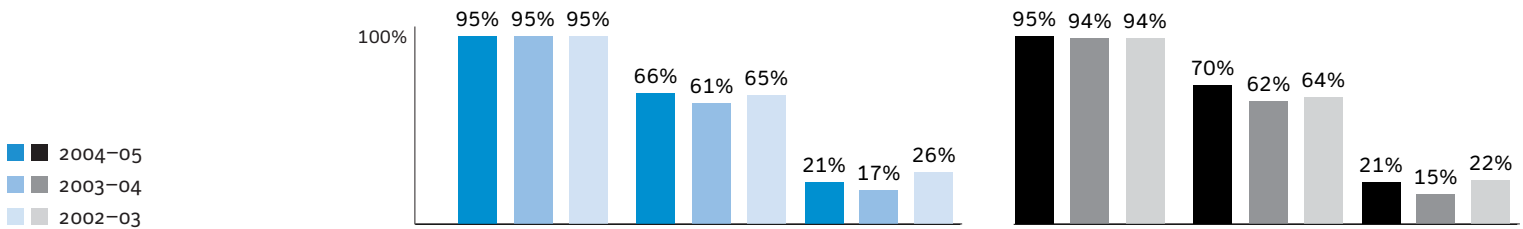
2-4 3-4 4

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	147	817	1258	591	2813	663
Feb 2004	147	982	1283	500	2912	658
Feb 2003	160	883	1173	796	3012	665

Grade 8

This School

Percentage scoring at level(s):

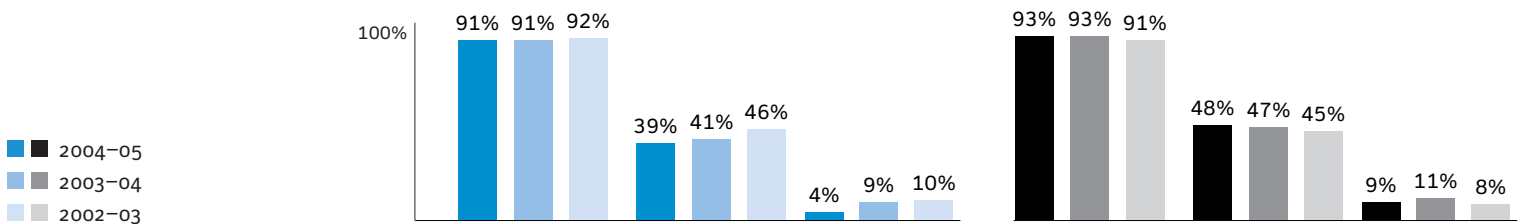
2-4 3-4 4

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	258	1441	980	120	2799	690
Jan 2004	245	1434	904	242	2825	694
Jan 2003	212	1236	972	274	2694	696

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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

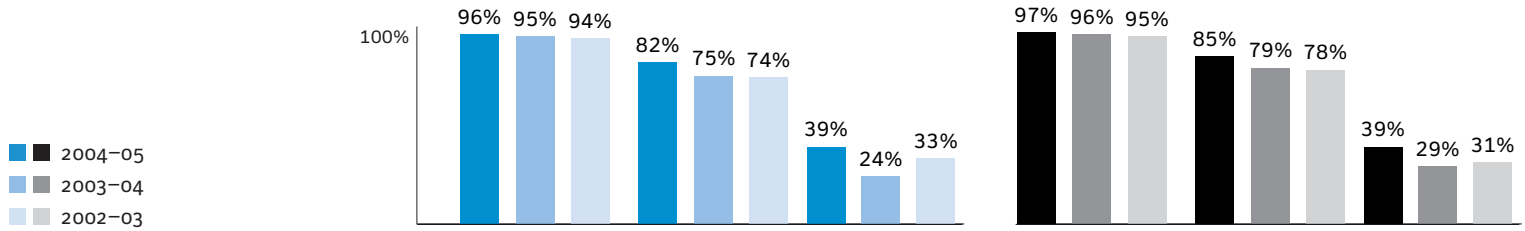
Percentage scoring at level(s):

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	114	420	1300	1170	3004	669
May 2004	161	622	1567	747	3097	657
May 2003	183	640	1292	1038	3153	662

Grade 8

This School

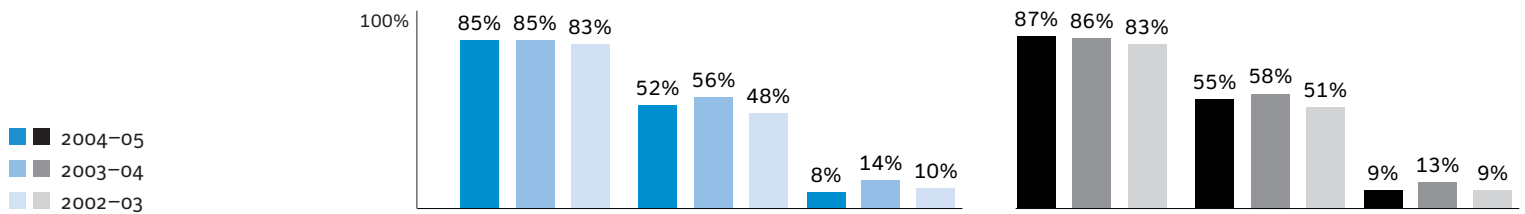
Percentage scoring at level(s):

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	429	972	1275	246	2922	715
May 2004	417	851	1183	406	2857	719
May 2003	480	994	1063	279	2816	713

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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

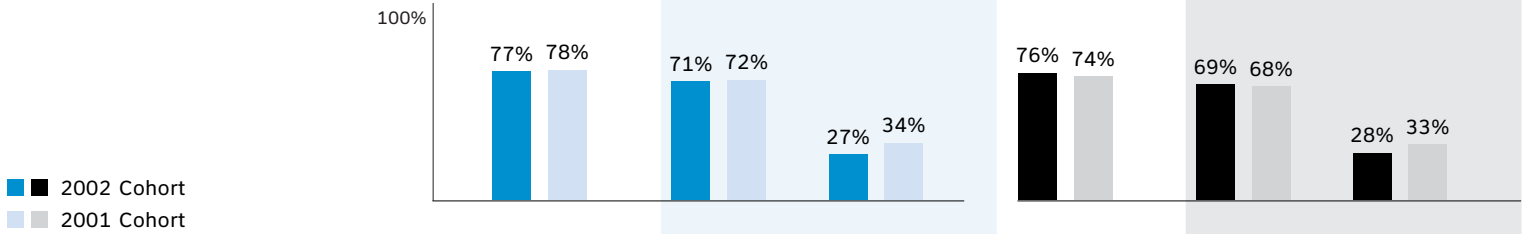
NY State Public

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	3092	77%	71%	27%	2841	78%	72%	34%
Female	1569	81%	75%	33%	1493	83%	77%	39%
Male	1523	73%	66%	21%	1348	72%	66%	28%
American Indian or Alaska Native	8	25%	25%	25%	7	71%	71%	14%
Black or African American	1224	75%	65%	14%	1004	76%	66%	20%
Hispanic or Latino	303	64%	55%	16%	267	68%	63%	28%
Asian or Native Hawaiian/Other Pacific Islander	451	83%	79%	39%	451	77%	73%	40%
White	1106	81%	79%	40%	1112	82%	78%	45%
Small Group Totals								
General-Education Students	2850	81%	75%	29%	2655	80%	75%	36%
Students with Disabilities	242	29%	21%	3%	186	41%	31%	4%
English Proficient	2884	80%	74%	29%	2578	81%	76%	37%
Limited English Proficient	208	33%	25%	2%	263	44%	32%	2%
Economically Disadvantaged	643	65%	58%	19%				
Not Disadvantaged	2449	80%	74%	29%				
Migrant								
Not Migrant	3092	77%	71%	27%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	26	0

* 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 #22**

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

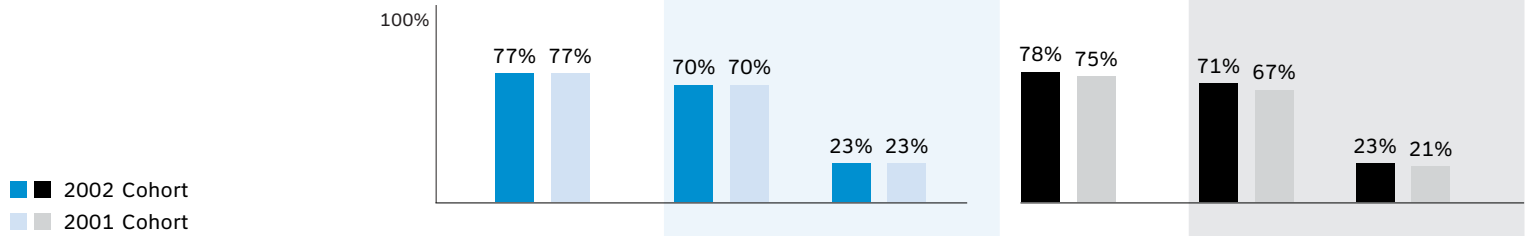
NY State Public

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	3092	77%	70%	23%	2841	77%	70%	23%
Female	1569	81%	73%	25%	1493	82%	75%	25%
Male	1523	74%	67%	22%	1348	72%	65%	22%
American Indian or Alaska Native	8	25%	25%	13%	7	71%	71%	0%
Black or African American	1224	74%	62%	10%	1004	73%	60%	8%
Hispanic or Latino	303	61%	51%	11%	267	66%	60%	13%
Asian or Native Hawaiian/Other Pacific Islander	451	88%	84%	46%	451	83%	80%	45%
White	1106	82%	79%	32%	1112	82%	78%	31%
Small Group Totals								
General-Education Students	2850	82%	75%	25%	2655	81%	74%	25%
Students with Disabilities	242	25%	16%	2%	186	29%	22%	1%
English Proficient	2884	80%	73%	24%	2578	79%	72%	24%
Limited English Proficient	208	44%	33%	11%	263	58%	49%	12%
Economically Disadvantaged	643	66%	57%	16%				
Not Disadvantaged	2449	81%	74%	25%				
Migrant								
Not Migrant	3092	77%	70%	23%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	22	0

* 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.

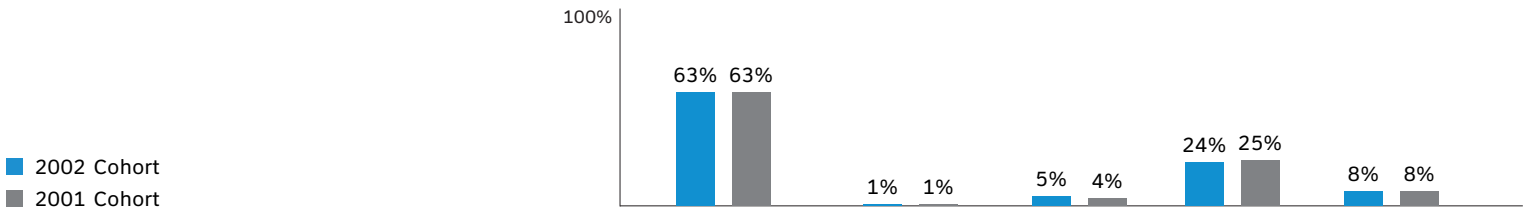
District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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	3092	63%	1%	5%	24%	8%
	2001	2841	63%	1%	4%	25%	8%
Female	2002	1569	68%	1%	4%	21%	7%
	2001	1493	69%	0%	3%	22%	6%
Male	2002	1523	57%	2%	5%	27%	9%
	2001	1348	55%	1%	6%	28%	10%
American Indian or Alaska Native	2002	8	38%	13%	0%	38%	13%
	2001	7	43%	0%	29%	29%	0%
Black or African American	2002	1224	58%	2%	4%	29%	7%
	2001	1004	57%	1%	3%	33%	5%
Hispanic or Latino	2002	303	43%	2%	7%	34%	14%
	2001	267	49%	1%	6%	32%	12%
Asian or Native Hawaiian/Other Pacific Islander	2002	451	73%	0%	3%	19%	5%
	2001	451	66%	0%	3%	25%	6%
White	2002	1106	69%	0%	5%	17%	8%
	2001	1112	70%	0%	5%	16%	9%
Small Group Totals							
General-Education Students	2002	2850	66%	0%	4%	23%	7%
	2001	2655	64%	0%	4%	25%	7%
Students with Disabilities	2002	242	25%	15%	7%	29%	24%
	2001	186	40%	11%	7%	22%	20%
English Proficient	2002	2884	66%	1%	5%	22%	7%
	2001	2578	66%	1%	4%	22%	6%
Limited English Proficient	2002	208	17%	5%	5%	52%	21%
	2001	263	30%	2%	2%	49%	18%
Economically Disadvantaged	2002	643	48%	2%	7%	31%	12%
	2001	643	48%	2%	7%	31%	12%
Not Disadvantaged	2002	2449	66%	1%	4%	22%	7%
	2001	2449	66%	1%	4%	22%	7%
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	3092	63%	1%	5%	24%	8%
	2001	2841	63%	1%	4%	25%	8%

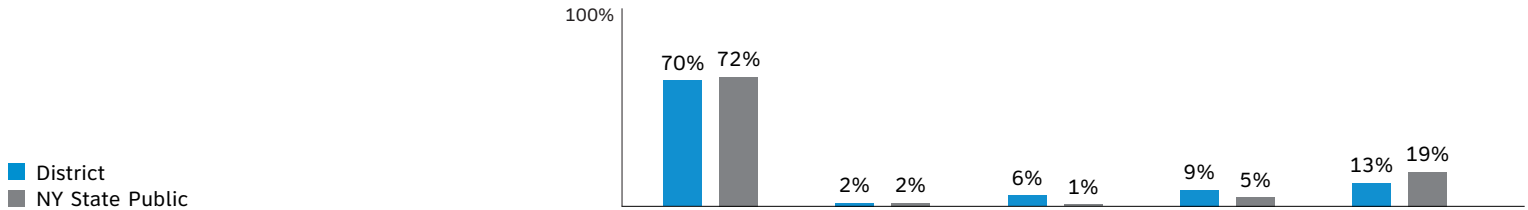
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

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	2917	70%	2%	6%	9%	13%
Female	1521	76%	1%	4%	8%	10%
Male	1396	63%	2%	8%	10%	16%
American Indian or Alaska Native	7	71%	0%	29%	0%	0%
Black or African American	1079	65%	3%	6%	14%	13%
Hispanic or Latino	270	59%	2%	8%	13%	18%
Asian or Native Hawaiian/Other Pacific Islander	440	76%	1%	4%	8%	11%
White	1121	75%	1%	7%	4%	13%
Small Group Totals						
General-Education Students	2700	73%	0%	6%	9%	12%
Students with Disabilities	217	38%	20%	6%	6%	29%
English Proficient	2692	73%	1%	6%	8%	11%
Limited English Proficient	225	42%	4%	3%	17%	35%
Economically Disadvantaged	554	62%	4%	7%	12%	16%
Not Disadvantaged	2363	72%	1%	6%	8%	13%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2917	70%	2%	6%	9%	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.