



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #32**

District ID **333200010000**

Superintendent **MATILDE TORRES-MALDONADO**

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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	393	310	338
Kindergarten	1248	1096	1170
Grade 1	1708	1593	1523
Grade 2	1699	1592	1477
Grade 3	1476	1584	1528
Grade 4	1589	1341	1382
Grade 5	1634	1616	1412
Grade 6	1792	1567	1530
Ungraded Elementary	573	609	651
Grade 7	1740	1747	1499
Grade 8	1752	1700	1708
Grade 9	1106	958	717
Grade 10	628	1249	1034
Grade 11	194	391	590
Grade 12	238	292	402
Ungraded Secondary	477	400	443
Total K-12	17854	17735	17066

Average Class Size

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

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 #32

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	14872	83%	14022	79%	14606	86%
Reduced-Price Lunch	1065	6%	965	5%	893	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3188	18%	3257	18%	3232	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	69	0%	66	0%	72	0%
Black or African American	5085	28%	4898	28%	4561	27%
Hispanic or Latino	12220	68%	12308	69%	11972	70%
Asian or Native Hawaiian/Other Pacific Islander	343	2%	314	2%	300	2%
White	137	1%	149	1%	161	1%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	488	N/A	746	4%	619	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 #32

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1575	2693	4353
Percent Not Taught by Highly Qualified Teachers	25%	33%	15%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	137	92	71
Percent with No Valid Teaching Certificate	11%	7%	6%
Individuals Teaching Out of Certification			
Number of Teachers	270	291	211
Percentage of Total	21%	22%	17%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	29%	29%	28%

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.

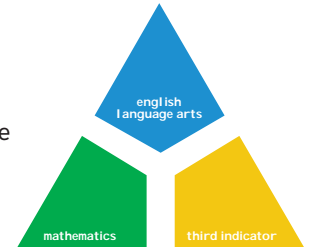
Staff Counts Information

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 1)

Elementary/Middle Level

ELA Improvement (Year 1)

Math Improvement (Year 1)

Science Good Standing

Secondary Level

ELA Improvement (Year 1)

Math Improvement (Year 1)

Graduation Rate Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES

2005–06

YES

2006–07

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White				–	–	
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	7 of 9	8 of 9	1 of 1	5 of 6	4 of 6	1 of 1

AYP Status

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


Accountability Status Levels

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

Elementary/Middle-Level English Language Arts





























Accountability Status for This Subject (2006–07)  Improvement (Year 1)

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 2) 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 1) in 2007-08. [206]

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 (10020:9435)			98%		121	121		
Ethnicity								
American Indian or Alaska Native (56:51)			95%		106	109	20	115
Black or African American (2971:2822)			98%		133	120		
Hispanic or Latino (6702:6291)			97%		115	121	113	124
Asian or Native Hawaiian/Other Pacific Islander (202:192)			99%		152	114		
White (89:79)			98%		108	111	20	117
Other Groups								
Students with Disabilities ⁴ (1896:1239)			92%		62	119	70†	76
Limited English Proficient (1769:1574)			96%		79	119	80†	91
Economically Disadvantaged (7891:7516)			99%		129	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
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District NEW YORK CITY GEOGRAPHIC DISTRICT #32

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

8 of 9

Student groups making AYP in Mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) 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 1) in 2007-08. [206]

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 (9989:9341)	✓	✓	98%	✓	129	85		
Ethnicity								
American Indian or Alaska Native (53:49)	✓	✓	96%	✓	110	72		
Black or African American (2943:2765)	✓	✓	98%	✓	131	84		
Hispanic or Latino (6703:6265)	✓	✓	98%	✓	127	85		
Asian or Native Hawaiian/Other Pacific Islander (204:188)	✓	✓	98%	✓	166	78		
White (86:74)	✓	✓	97%	✓	114	75		
Other Groups								
Students with Disabilities ⁴ (1882:1233)	✗	✗	93%	✗	68	83	56† 81	
Limited English Proficient (1761:1608)	✓	✓	98%	✓	98	83		
Economically Disadvantaged (7869:7453)	✓	✓	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
- ✓^{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 #32**

















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 (3445:3006)		Qualified		93%		135	100		
Ethnicity									
American Indian or Alaska Native (11:8)	–	–	–	–	–	–	–	–	–
Black or African American (1047:888)		Qualified		90%		148	100		
Hispanic or Latino (2293:2024)		Qualified		94%		129	100		
Asian or Native Hawaiian/Other Pacific Islander (73:67)		Qualified		100%		146	100		
White (21:19)	–	–	–	–	–	–	–	–	–
Other Groups									
Students with Disabilities (487:404)		Did not qualify		89%		81	100	83	82
Limited English Proficient (582:507)		Did not qualify		94%		96	100	100	97
Economically Disadvantaged (2698:2386)		Qualified		94%		142	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 #32**

Secondary-Level English Language Arts




















Accountability Status for This Subject (2006–07)  Improvement (Year 1)

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 2) 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 1) in 2007-08. [206]

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 (487:540)			100%		104	149	90	114
Ethnicity								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (83:107)			100%		90	144	80	101
Hispanic or Latino (386:412)			99%		107	149	90	116
Asian or Native Hawaiian/Other Pacific Islander (7:8)	–	–	–	–	–	–	–	–
White (9:10)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (45:52)			100%		73	141	44‡	86
Limited English Proficient (116:118)			99%		86	144	69	97
Economically Disadvantaged (229:321)			100%		102	148	95	112
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 #32**

Secondary-Level Mathematics




















Accountability Status for This Subject (2006–07)  Improvement (Year 1)

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

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) 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 1) in 2007-08. [206]

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 (487:540)			99%		107	141	98	116
Ethnicity								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (83:107)			99%		90	136	88	101
Hispanic or Latino (386:412)			99%		112	141	98	121
Asian or Native Hawaiian/Other Pacific Islander (7:8)	–	–	–	–	–	–	–	–
White (9:10)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (45:52)			98%		77	133	77‡	89
Limited English Proficient (116:118)			98%		98	136	88	108
Economically Disadvantaged (229:321)			98%		103	140	106	113
Final AYP Determination	 4 of 6							

NOTES




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

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

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

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

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**









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 State Standard	Progress Target	
	AYP	Met Criterion			2005–06	2006–07
All Students (368)			43%	55%	29%	44%
Ethnicity						
American Indian or Alaska Native (1)	–	–	–	–	–	–
Black or African American (79)			37%	55%	21%	38%
Hispanic or Latino (276)			42%	55%	30%	43%
Asian or Native Hawaiian/Other Pacific Islander (1)	–	–	–	–	–	–
White (11)	–	–	–	–	–	–
Other Groups						
Students with Disabilities (35)			14%	55%	40%	15%
Limited English Proficient (116)			37%	55%	33%	38%
Economically Disadvantaged (212)			58%	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 #32**

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

15 schools identified 56% of total

ALL CITY LEADERSHIP SECONDARY SCHOOL
BUSHWICK COMMUNITY HIGH SCHOOL
BUSHWICK HS FOR SOCIAL JUSTICE
BUSHWICK LEADERS' HS FOR ACADEMIC EXCELLENCE
HIGH SCHOOL OF URBAN PLANNING
J.H.S. 383 PHILIPPA SCHUYLER JUNIOR HIGH SCHOOL
NEW YORK HARBOR HIGH SCHOOL
P.S. 45 HORACE E. GREENE SCHOOL
P.S. 75 MAYDA CORTIELLA SCHOOL
P.S. 86 IRVINGTON SCHOOL
P.S. 151 LYNDON B. JOHNSON SCHOOL
P.S. 274 KOSCIUSKO SCHOOL
P.S. 376 FELISA RINCON DE GAUTIER
P.S. 377-ALEJANDINA BENITEZ DE GAUTIER
P.S. 384 FRANCES E. CARTER SCHOOL

Improvement (Year 1)

4 schools identified 15% of total

EBC FOR PUBLIC SERVICE-BUSHWICK
P.S. 106 EDWARD EVERETT HALE
P.S. 123 SUYDAM SCHOOL
P.S. 299 THOMAS WARREN FIELD SCHOOL

Improvement (Year 2)

3 schools identified 11% of total

I.S. 347 SCHOOL OF HUMANITIES
P.S. 116 ELIZABETH L. FARRELL SCHOOL
P.S. 145 ANDREW JACKSON SCHOOL

Corrective Action

1 school identified 4% of total

I.S. 349 SCHOOL FOR MATH, SCIENCE AND TECH

Planning for Restructuring

1 school identified 4% of total

I.S. 291 ROLAND HAYES

Restructuring (Year 1)

1 school identified 4% of total

J.H.S. 296 THE HALSEY

Requiring Academic Progress (Year 6)

1 school identified 4% of total

BUSHWICK HIGH SCHOOL

Restructuring (Year 3)

1 school identified 4% of total

(continued)


3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

 **Restructuring (Year 3) (continued)**

J.H.S. 162 WILLOUGHBY

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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	46%			1288
Grade 4	45%			1321
Grade 5	48%			1402
Grade 6	42%			1523
Grade 7	33%			1484
Grade 8	31%			1629
Mathematics				
Grade 3	69%			1612
Grade 4	59%			1548
Grade 5	52%			1551
Grade 6	44%			1620
Grade 7	31%			1612
Grade 8	31%			1792
Science				
Grade 4	64%			1498
Grade 8	36%			1667

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	28%			722
Mathematics	29%			722

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	41%			722

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:

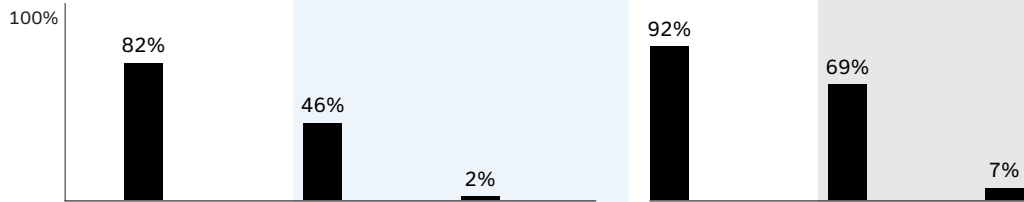
NYC Public Schools

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 #32**

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: 647	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1058	591	23	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	1288	82%	46%	2%				
Female	602	87%	50%	3%				
Male	686	78%	42%	1%				
American Indian or Alaska Native	6	67%	33%	0%				
Black or African American	395	80%	41%	2%				
Hispanic or Latino	854	83%	48%	2%				
Asian or Native Hawaiian/Other Pacific Islander	22	91%	64%	0%				
White	11	64%	27%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1120	88%	50%	2%				
Students with Disabilities	168	45%	15%	0%				
English Proficient	1212	84%	47%	2%				
Limited English Proficient	76	54%	21%	0%				
Economically Disadvantaged	1062	89%	51%	2%				
Not Disadvantaged	226	52%	22%	0%				
Migrant								
Not Migrant	1288	82%	46%	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

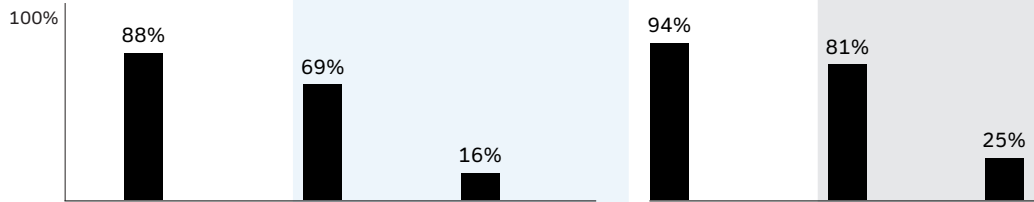
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	7	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	317	137	91	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 #32**

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: 665	624-770	650-770	703-770			
Range:	624-770	650-770	703-770			
	88%	69%	16%	94%	81%	25%
Number of Students:	1422	1108	253			



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	1612	88%	69%	16%				
Female	759	89%	69%	16%				
Male	853	88%	69%	16%				
American Indian or Alaska Native	6	100%	67%	0%				
Black or African American	396	84%	62%	10%				
Hispanic or Latino	1177	90%	71%	18%				
Asian or Native Hawaiian/Other Pacific Islander	23	96%	87%	26%				
White	10	90%	60%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1415	91%	73%	17%				
Students with Disabilities	197	67%	39%	4%				
English Proficient	1215	90%	73%	18%				
Limited English Proficient	397	84%	57%	9%				
Economically Disadvantaged	1345	91%	73%	18%				
Not Disadvantaged	267	74%	48%	4%				
Migrant								
Not Migrant	1612	88%	69%	16%				

NOTES

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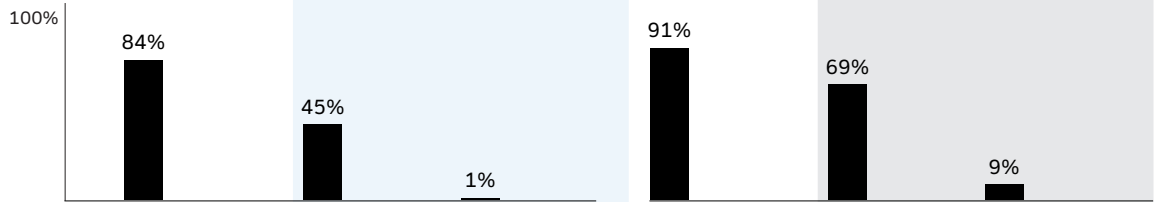
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	7	7	7	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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: 645	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1108	591	19	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1321	84%	45%	1%				
Female	651	86%	48%	1%				
Male	670	81%	42%	1%				
American Indian or Alaska Native	7	71%	43%	0%				
Black or African American	363	83%	44%	2%				
Hispanic or Latino	914	84%	44%	1%				
Asian or Native Hawaiian/Other Pacific Islander	27	96%	78%	0%				
White	10	50%	40%	0%				
Small Group Totals								
General-Education Students	1127	91%	50%	2%				
Students with Disabilities	194	44%	11%	0%				
English Proficient	1246	86%	47%	2%				
Limited English Proficient	75	51%	9%	0%				
Economically Disadvantaged	1070	91%	50%	2%				
Not Disadvantaged	251	53%	21%	0%				
Migrant								
Not Migrant	1321	84%	45%	1%				

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

NOTES

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Other Assessments

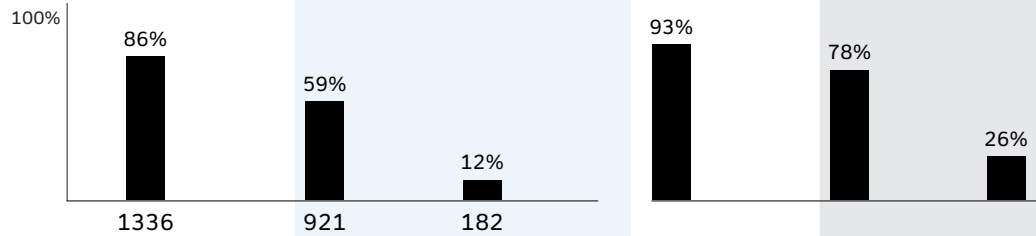
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	12	9	9	14	14	11	10
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	206	115	83	N/A	195	90	47	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 #32**

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: 657	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	1336	921	182	1336	921	182



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	1548	86%	59%	12%				
Female	771	87%	57%	11%				
Male	777	86%	62%	13%				
American Indian or Alaska Native	7	71%	57%	29%				
Black or African American	370	86%	55%	13%				
Hispanic or Latino	1129	87%	61%	10%				
Asian or Native Hawaiian/Other Pacific Islander	31	94%	81%	48%				
White	11	64%	18%	0%				
Small Group Totals								
General-Education Students	1323	92%	66%	14%				
Students with Disabilities	225	52%	23%	0%				
English Proficient	1265	89%	65%	14%				
Limited English Proficient	283	73%	37%	3%				
Economically Disadvantaged	1260	92%	66%	13%				
Not Disadvantaged	288	60%	32%	5%				
Migrant								
Not Migrant	1548	86%	59%	12%				

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

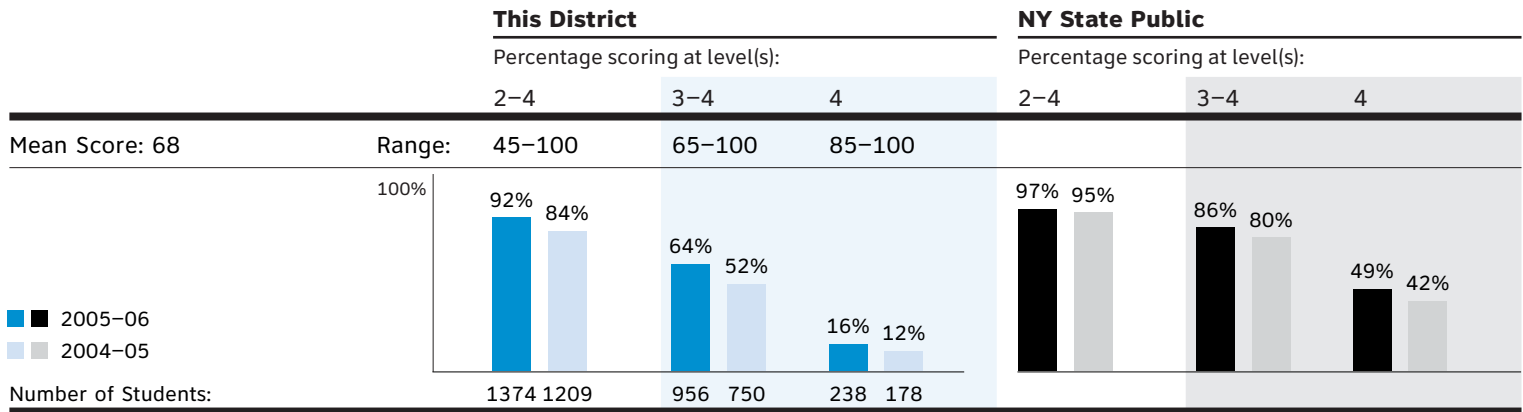
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Other Assessments

	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	12	12	11	9	14	14	12	10

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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	1498	92%	64%	16%	1443	84%	52%	12%
Female	744	93%	65%	16%	706	85%	56%	13%
Male	754	90%	63%	16%	737	82%	48%	12%
American Indian or Alaska Native	6	83%	33%	0%	11	82%	73%	27%
Black or African American	338	93%	66%	20%	331	85%	51%	13%
Hispanic or Latino	1113	91%	63%	14%	1059	83%	52%	12%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	90%	50%	29	93%	72%	24%
White	11	73%	45%	0%	13	77%	46%	15%
Small Group Totals								
General-Education Students	1272	96%	70%	18%	1226	89%	58%	14%
Students with Disabilities	226	69%	31%	3%	217	53%	21%	2%
English Proficient	1218	94%	71%	19%	1142	88%	58%	15%
Limited English Proficient	280	81%	31%	2%	301	67%	31%	3%
Economically Disadvantaged	1209	96%	70%	18%	1370	84%	52%	12%
Not Disadvantaged	289	75%	40%	6%	73	85%	52%	10%
Migrant					1	-	-	-
Not Migrant	1498	92%	64%	16%	1442	-	-	-

NOTES

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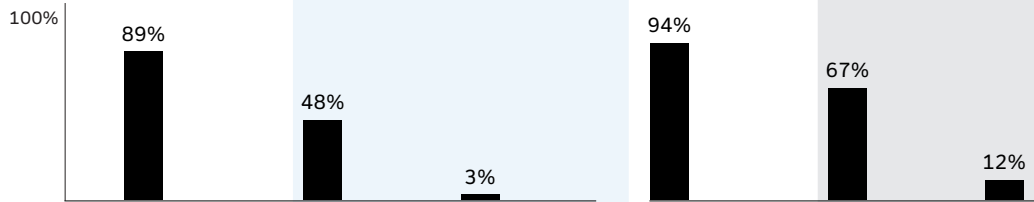
Other Assessments

	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	11	11	10	10	15	15	13	12

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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: 643	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	1250	668	41	1250	668	41



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	1402	89%	48%	3%				
Female	707	92%	54%	3%				
Male	695	86%	41%	3%				
American Indian or Alaska Native	12	83%	58%	0%				
Black or African American	403	90%	50%	5%				
Hispanic or Latino	938	89%	46%	2%				
Asian or Native Hawaiian/Other Pacific Islander	32	97%	69%	9%				
White	17	82%	35%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1202	94%	53%	3%				
Students with Disabilities	200	62%	16%	1%				
English Proficient	1262	91%	51%	3%				
Limited English Proficient	140	70%	14%	1%				
Economically Disadvantaged	1130	94%	53%	3%				
Not Disadvantaged	272	69%	26%	2%				
Migrant								
Not Migrant	1402	89%	48%	3%				

NOTES

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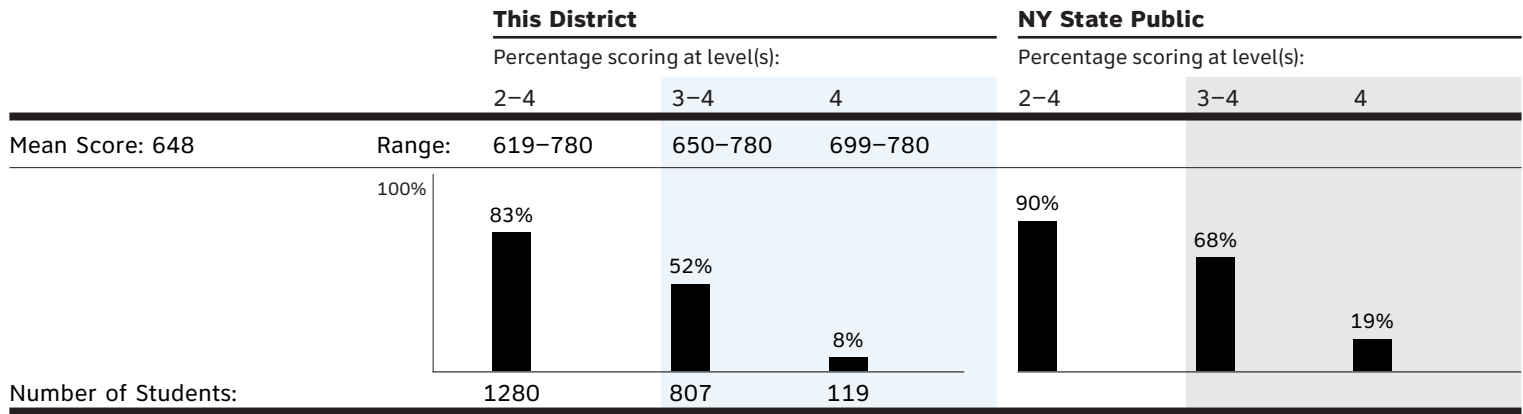
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	15	13	13	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	130	80	61	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 #32**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1551	83%	52%	8%				
Female	773	86%	55%	10%				
Male	778	79%	49%	6%				
American Indian or Alaska Native	11	100%	45%	18%				
Black or African American	407	79%	48%	6%				
Hispanic or Latino	1081	83%	53%	8%				
Asian or Native Hawaiian/Other Pacific Islander	34	100%	79%	24%				
White	18	67%	39%	6%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1333	88%	58%	9%				
Students with Disabilities	218	49%	18%	0%				
English Proficient	1262	85%	56%	9%				
Limited English Proficient	289	70%	33%	1%				
Economically Disadvantaged	1254	88%	58%	9%				
Not Disadvantaged	297	59%	28%	2%				
Migrant								
Not Migrant	1551	83%	52%	8%				

NOTES

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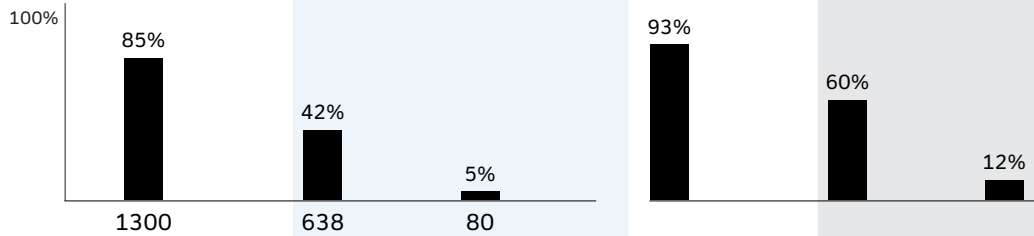
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	15	13	12	11	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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: 639	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1300	638	80	93%	60%	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	1523	85%	42%	5%				
Female	744	90%	45%	7%				
Male	779	81%	39%	4%				
American Indian or Alaska Native	6	67%	17%	0%				
Black or African American	547	90%	56%	9%				
Hispanic or Latino	913	83%	33%	3%				
Asian or Native Hawaiian/Other Pacific Islander	39	95%	54%	18%				
White	18	78%	39%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1336	90%	47%	6%				
Students with Disabilities	187	49%	3%	0%				
English Proficient	1419	88%	45%	6%				
Limited English Proficient	104	48%	3%	0%				
Economically Disadvantaged	1177	91%	45%	5%				
Not Disadvantaged	346	68%	30%	7%				
Migrant								
Not Migrant	1523	85%	42%	5%				

NOTES

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Other Assessments

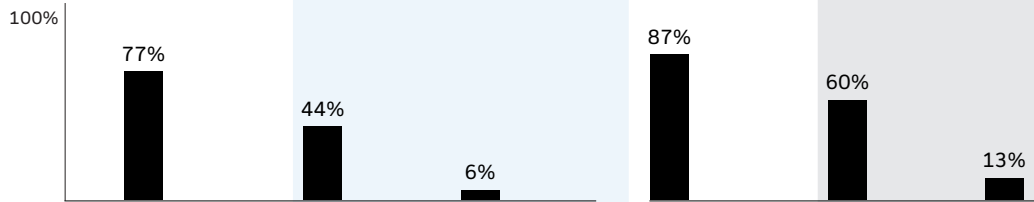
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	11	11	10	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	100	44	33	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 #32**

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: 642	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	1250	713	102	1250	713	102



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	1620	77%	44%	6%				
Female	791	80%	43%	6%				
Male	829	75%	45%	6%				
American Indian or Alaska Native	5	100%	40%	0%				
Black or African American	539	82%	57%	11%				
Hispanic or Latino	1015	74%	37%	4%				
Asian or Native Hawaiian/Other Pacific Islander	41	93%	66%	17%				
White	20	75%	35%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1429	83%	49%	7%				
Students with Disabilities	191	34%	7%	0%				
English Proficient	1417	81%	48%	7%				
Limited English Proficient	203	52%	13%	1%				
Economically Disadvantaged	1270	83%	47%	6%				
Not Disadvantaged	350	58%	34%	6%				
Migrant								
Not Migrant	1620	77%	44%	6%				

NOTES

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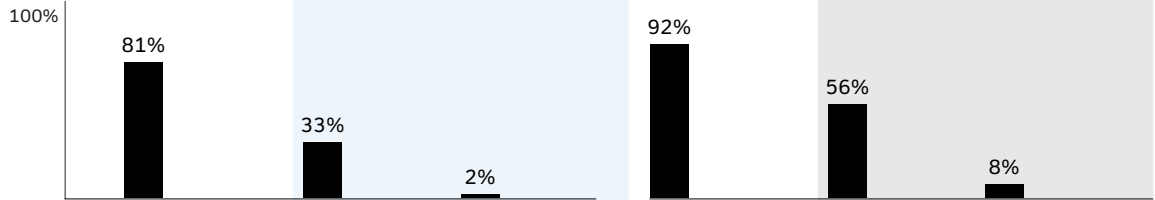
Other Assessments

	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	15	15	13	12	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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: 629	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1197	491	25	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	1484	81%	33%	2%				
Female	710	87%	37%	2%				
Male	774	75%	30%	2%				
American Indian or Alaska Native	14	71%	14%	7%				
Black or African American	521	84%	45%	2%				
Hispanic or Latino	905	79%	26%	1%				
Asian or Native Hawaiian/Other Pacific Islander	29	93%	52%	10%				
White	15	53%	20%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1288	86%	38%	2%				
Students with Disabilities	196	47%	3%	0%				
English Proficient	1373	83%	35%	2%				
Limited English Proficient	111	50%	4%	0%				
Economically Disadvantaged	1158	85%	37%	2%				
Not Disadvantaged	326	64%	19%	2%				
Migrant								
Not Migrant	1484	81%	33%	2%				

NOTES

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Other Assessments

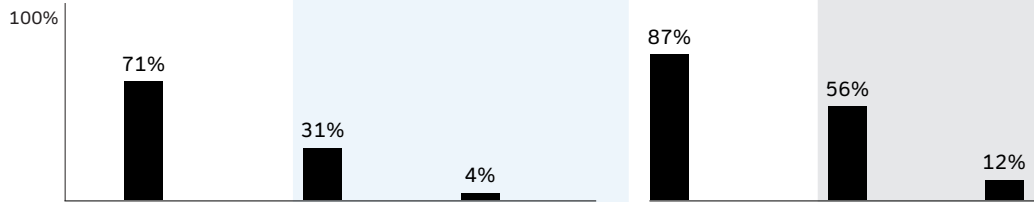
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	10	10	10	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	151	83	55	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 #32**

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: 628	611-800	650-800	693-800			
Range:						
	71%	31%	4%	87%	56%	12%
Number of Students:	1138	507	59			



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	1612	71%	31%	4%				
Female	787	74%	34%	4%				
Male	825	67%	29%	3%				
American Indian or Alaska Native	15	40%	13%	0%				
Black or African American	510	72%	38%	6%				
Hispanic or Latino	1046	70%	28%	2%				
Asian or Native Hawaiian/Other Pacific Islander	28	93%	68%	21%				
White	13	31%	15%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1418	76%	36%	4%				
Students with Disabilities	194	28%	2%	0%				
English Proficient	1349	73%	36%	4%				
Limited English Proficient	263	57%	8%	1%				
Economically Disadvantaged	1273	76%	35%	4%				
Not Disadvantaged	339	49%	17%	2%				
Migrant								
Not Migrant	1612	71%	31%	4%				

NOTES

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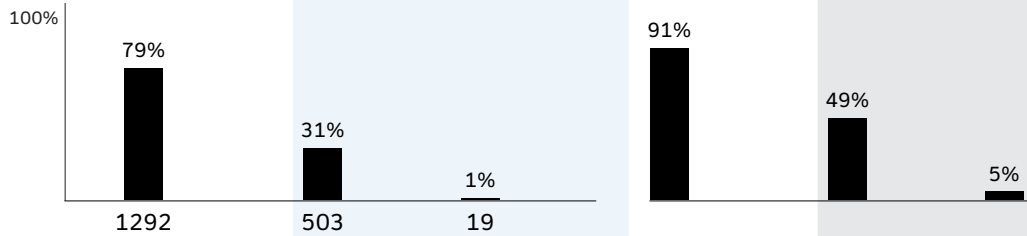
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	10	9	9	9	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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: 631	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1292	503	19	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	1629	79%	31%	1%				
Female	875	83%	37%	2%				
Male	754	75%	24%	0%				
American Indian or Alaska Native	6	83%	33%	0%				
Black or African American	650	85%	44%	3%				
Hispanic or Latino	928	75%	21%	0%				
Asian or Native Hawaiian/Other Pacific Islander	37	89%	49%	0%				
White	8	75%	25%	0%				
Small Group Totals								
General-Education Students	1433	85%	35%	1%				
Students with Disabilities	196	40%	2%	0%				
English Proficient	1502	83%	33%	1%				
Limited English Proficient	127	36%	1%	0%				
Economically Disadvantaged	1260	84%	33%	1%				
Not Disadvantaged	369	65%	25%	2%				
Migrant								
Not Migrant	1629	79%	31%	1%				

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

NOTES

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Other Assessments

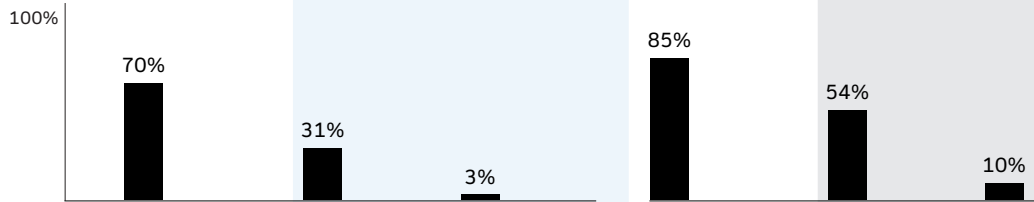
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	16	14	13	11	11	11	11
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	162	81	57	N/A	170	96	62	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 #32**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 631	616-775	650-775	701-775			
Range:						
Number of Students:	1263	548	47			



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	1792	70%	31%	3%				
Female	956	73%	33%	4%				
Male	836	68%	28%	1%				
American Indian or Alaska Native	6	83%	0%	0%				
Black or African American	649	77%	42%	5%				
Hispanic or Latino	1086	66%	22%	1%				
Asian or Native Hawaiian/Other Pacific Islander	42	76%	57%	10%				
White	9	78%	67%	0%				
Small Group Totals								
General-Education Students	1589	76%	34%	3%				
Students with Disabilities	203	31%	4%	0%				
English Proficient	1499	74%	35%	3%				
Limited English Proficient	293	50%	8%	0%				
Economically Disadvantaged	1413	74%	32%	2%				
Not Disadvantaged	379	56%	25%	4%				
Migrant								
Not Migrant	1792	70%	31%	3%				

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

NOTES

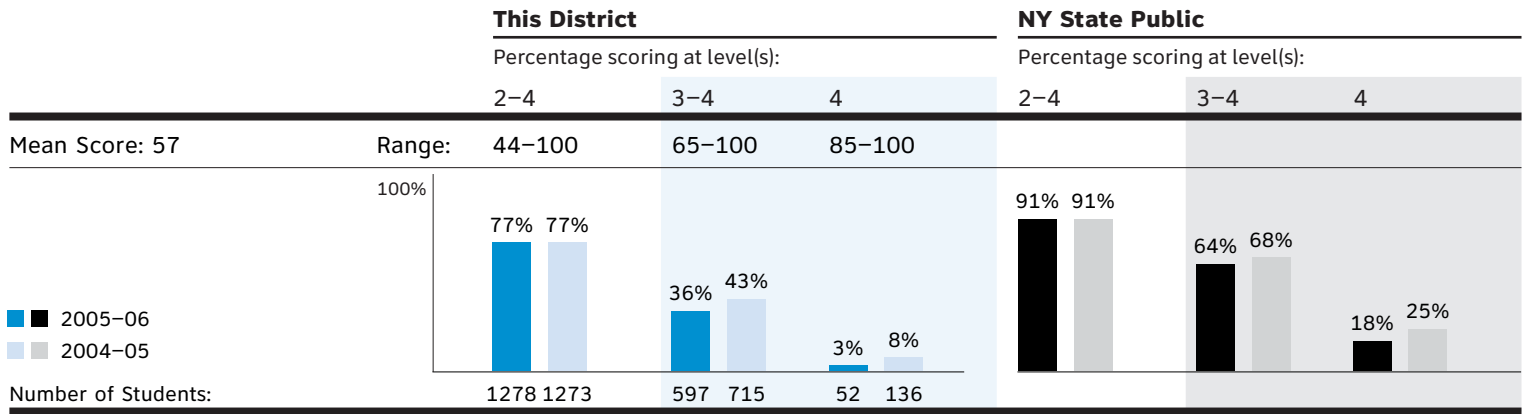
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	18	17	15	13	13	13	11

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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	1667	77%	36%	3%	1659	77%	43%	8%
Female	910	80%	38%	3%	893	82%	46%	8%
Male	757	73%	33%	3%	766	71%	40%	9%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	597	85%	54%	7%	664	83%	59%	15%
Hispanic or Latino	1016	72%	25%	1%	945	72%	32%	3%
Asian or Native Hawaiian/Other Pacific Islander	42	74%	36%	12%	37	81%	54%	22%
White	9	-	-	-	10	-	-	-
Small Group Totals	12	67%	50%	8%	13	77%	23%	0%
General-Education Students	1486	81%	40%	3%	1496	82%	47%	9%
Students with Disabilities	181	37%	4%	0%	163	29%	6%	0%
English Proficient	1395	80%	40%	4%	1406	80%	47%	10%
Limited English Proficient	272	60%	13%	0%	253	60%	19%	0%
Economically Disadvantaged	1319	81%	37%	3%	1504	75%	40%	7%
Not Disadvantaged	348	61%	33%	5%	155	90%	73%	20%
Migrant								
Not Migrant	1667	77%	36%	3%	1659	77%	43%	8%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	18	18	15	14	14	14	12
Regents Science	0				12	9	9	2

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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):

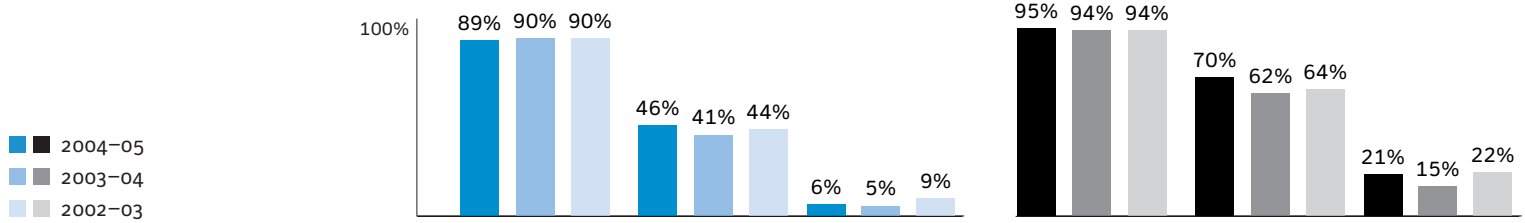
2-4 3-4 4

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	145	550	502	79	1276	639
Feb 2004	150	776	568	72	1566	638
Feb 2003	170	739	575	147	1631	641

Grade 8

This School

Percentage scoring at level(s):

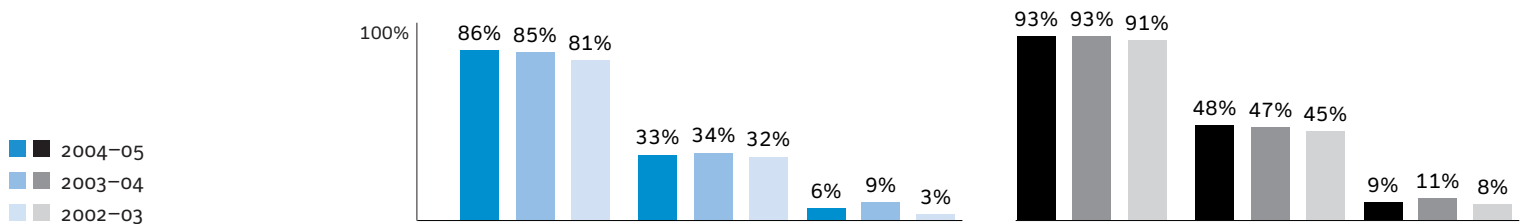
2-4 3-4 4

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	241	885	453	93	1672	686
Jan 2004	253	886	446	151	1736	688
Jan 2003	308	768	474	42	1592	682

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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

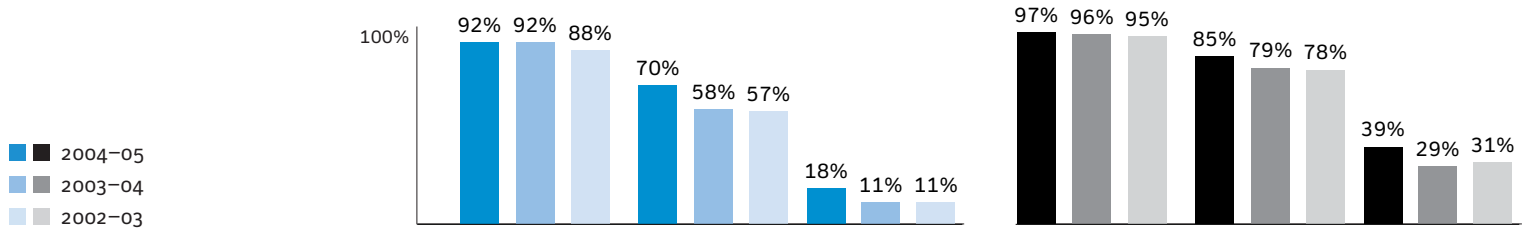
Percentage scoring at level(s):

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	121	320	751	270	1462	650
May 2004	135	561	790	184	1670	642
May 2003	213	551	803	194	1761	639

Grade 8

This School

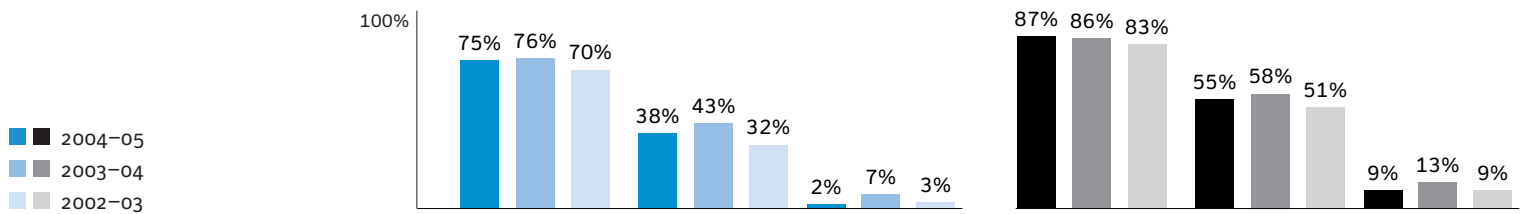
Percentage scoring at level(s):

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	451	673	644	43	1811	701
May 2004	431	606	662	120	1819	703
May 2003	529	654	510	47	1740	693

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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

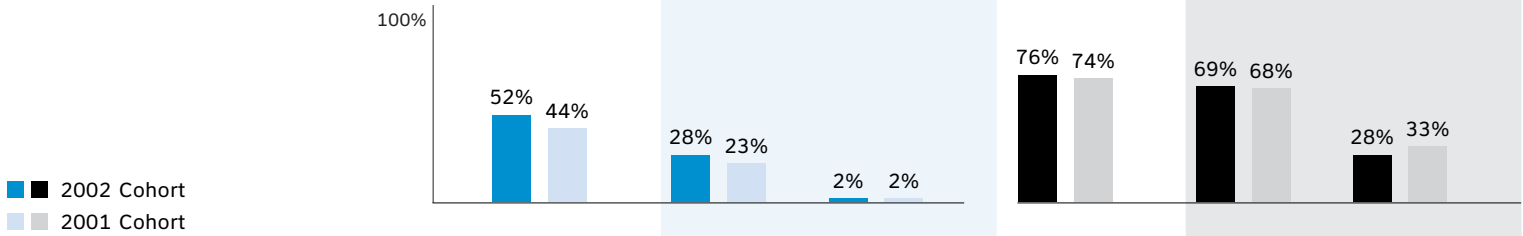
NY State Public

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	722	52%	28%	2%	491	44%	23%	2%
Female	377	55%	32%	3%	258	50%	27%	2%
Male	345	48%	23%	1%	233	37%	18%	1%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	163	42%	20%	2%	111	41%	19%	0%
Hispanic or Latino	533	55%	29%	2%	363	43%	23%	2%
Asian or Native Hawaiian/Other Pacific Islander	13	62%	38%	8%	1	–	–	–
White	10	–	–	–	15	–	–	–
Small Group Totals	13	62%	38%	8%	17	65%	47%	6%
General-Education Students	603	61%	33%	2%	416	50%	27%	2%
Students with Disabilities	119	7%	0%	0%	75	9%	0%	0%
English Proficient	549	54%	30%	3%	354	48%	27%	2%
Limited English Proficient	173	44%	18%	1%	137	31%	13%	0%
Economically Disadvantaged	425	54%	26%	2%				
Not Disadvantaged	297	49%	29%	2%				
Migrant								
Not Migrant	722	52%	28%	2%				

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	8	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 #32**

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

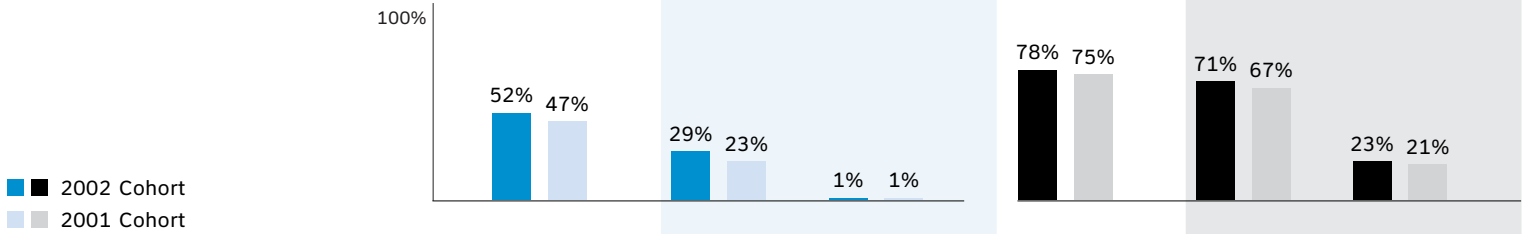
NY State Public

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	722	52%	29%	1%	491	47%	23%	1%
Female	377	56%	32%	0%	258	50%	25%	0%
Male	345	49%	26%	2%	233	43%	21%	1%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	163	39%	20%	1%	111	44%	21%	0%
Hispanic or Latino	533	56%	32%	2%	363	47%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	62%	46%	0%	1	–	–	–
White	10	–	–	–	15	–	–	–
Small Group Totals	13	54%	31%	0%	17	65%	47%	0%
General-Education Students	603	62%	35%	1%	416	53%	26%	1%
Students with Disabilities	119	6%	2%	0%	75	12%	4%	0%
English Proficient	549	53%	32%	1%	354	45%	27%	1%
Limited English Proficient	173	52%	20%	1%	137	51%	13%	0%
Economically Disadvantaged	425	52%	28%	2%				
Not Disadvantaged	297	53%	31%	1%				
Migrant								
Not Migrant	722	52%	29%	1%				

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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	8	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.

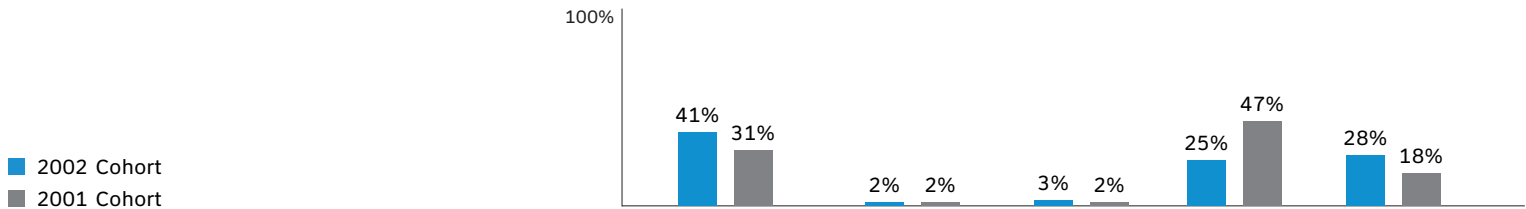
District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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	722	41%	2%	3%	25%	28%
	2001	491	31%	2%	2%	47%	18%
Female	2002	377	44%	2%	3%	27%	24%
	2001	258	35%	2%	1%	47%	15%
Male	2002	345	37%	3%	3%	24%	33%
	2001	233	25%	2%	3%	48%	22%
American Indian or Alaska Native	2002	3	–	–	–	–	–
	2001	1	–	–	–	–	–
Black or African American	2002	163	27%	2%	2%	31%	38%
	2001	111	27%	0%	2%	49%	23%
Hispanic or Latino	2002	533	44%	3%	3%	24%	25%
	2001	363	30%	3%	2%	48%	17%
Asian or Native Hawaiian/Other Pacific Islander	2002	13	62%	0%	0%	0%	38%
	2001	1	–	–	–	–	–
White	2002	10	–	–	–	–	–
	2001	15	–	–	–	–	–
Small Group Totals	2002	13	54%	0%	0%	23%	23%
	2001	17	65%	0%	0%	24%	12%
General-Education Students	2002	603	46%	0%	2%	25%	26%
	2001	416	34%	0%	2%	51%	13%
Students with Disabilities	2002	119	16%	14%	4%	27%	39%
	2001	75	9%	15%	3%	27%	47%
English Proficient	2002	549	41%	1%	3%	27%	28%
	2001	354	32%	1%	2%	47%	18%
Limited English Proficient	2002	173	42%	8%	3%	20%	28%
	2001	137	27%	6%	1%	47%	19%
Economically Disadvantaged	2002	425	37%	3%	3%	35%	22%
	2001	297	46%	2%	2%	11%	38%
Not Disadvantaged	2002	297	46%	2%	2%	11%	38%
	2001	297	46%	2%	2%	11%	38%
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	722	41%	2%	3%	25%	28%
	2001	491	31%	2%	2%	47%	18%

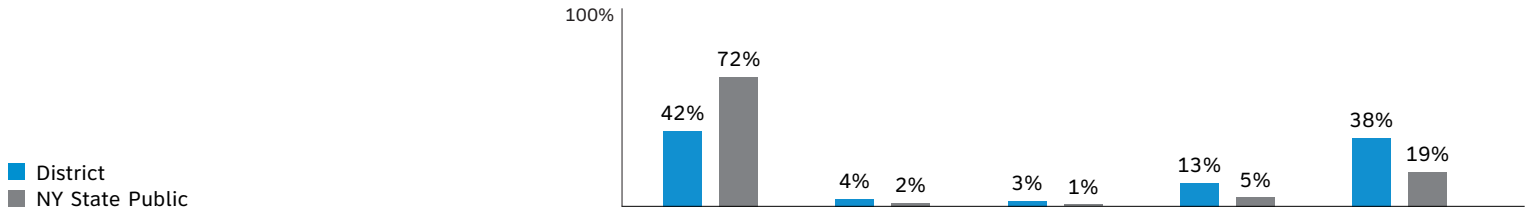
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

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	563	42%	4%	3%	13%	38%
Female	291	47%	3%	2%	15%	33%
Male	272	38%	4%	4%	11%	43%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	137	33%	1%	4%	19%	43%
Hispanic or Latino	410	44%	5%	3%	11%	37%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–
White	14	–	–	–	–	–
Small Group Totals	16	81%	0%	0%	6%	13%
General-Education Students	474	48%	0%	3%	15%	35%
Students with Disabilities	89	13%	24%	2%	4%	56%
English Proficient	421	41%	2%	3%	16%	38%
Limited English Proficient	142	48%	8%	1%	5%	37%
Economically Disadvantaged	341	46%	5%	3%	18%	29%
Not Disadvantaged	222	36%	2%	3%	6%	52%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	563	42%	4%	3%	13%	38%

NOTES

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