



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #26**

District ID **342600010000**

Superintendent **ANITA SAUNDERS**

Telephone **(718) 631-6982**

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	352	393	385
Kindergarten	1506	1369	1503
Grade 1	1562	1554	1433
Grade 2	1613	1540	1539
Grade 3	1683	1638	1541
Grade 4	1714	1693	1642
Grade 5	1710	1729	1711
Grade 6	2068	1893	1888
Ungraded Elementary	444	446	449
Grade 7	1984	2030	1923
Grade 8	1976	1996	2043
Grade 9	4395	4899	4496
Grade 10	4305	4734	4758
Grade 11	3162	3358	3679
Grade 12	2598	2754	2773
Ungraded Secondary	885	868	829
Total K-12	31605	32501	32207

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	25	25
Grade 8			
English	33	32	33
Mathematics	33	32	33
Science	33	32	32
Social Studies	34	33	32
Grade 10			
English	31	31	31
Mathematics	28	30	31
Science	26	32	31
Social Studies	27	32	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 #26

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	6393	20%	7041	22%	7598	24%
Reduced-Price Lunch	3648	12%	3839	12%	4088	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2390	8%	2528	8%	2506	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	55	0%	72	0%	71	0%
Black or African American	5701	18%	5895	18%	5710	18%
Hispanic or Latino	4390	14%	4636	14%	4612	14%
Asian or Native Hawaiian/Other Pacific Islander	13785	44%	14508	45%	14803	46%
White	7674	24%	7390	23%	7011	22%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	604	N/A	887	3%	569	2%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District NEW YORK CITY GEOGRAPHIC DISTRICT #26

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1987	4926	6798
Percent Not Taught by Highly Qualified Teachers	12%	15%	6%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	84	45	38
Percent with No Valid Teaching Certificate	5%	3%	2%
Individuals Teaching Out of Certification			
Number of Teachers	159	200	144
Percentage of Total	9%	11%	8%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	55%	53%	54%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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

2005–06

2006–07

NO

NO

NO

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}	✓ ^{SH}	✓
Limited English Proficient	✓	✓	✓	✗	✓	✓
Economically Disadvantaged	✓	✓	✓	✓	✓	✓
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 7 of 8	✓ 8 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 #26

Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 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 (11098:10834)	✓	✓	100%	✓	179	121	
Ethnicity							
American Indian or Alaska Native (18:17)	–	–	–	–	–	–	–
Black or African American (989:972)	✓	✓	100%	✓	161	118	
Hispanic or Latino (1292:1259)	✓	✓	99%	✓	167	119	
Asian or Native Hawaiian/Other Pacific Islander (5948:5775)	✓	✓	100%	✓	184	121	
White (2851:2811)	✓	✓	100%	✓	178	120	
Other Groups							
Students with Disabilities ⁴ (1284:1243)	✓	✓	99%	✓	132	119	
Limited English Proficient (735:645)	✓	✓	98%	✓	154	118	
Economically Disadvantaged (4212:4064)	✓	✓	100%	✓	180	120	
Final AYP Determination	✓ 8 of 8						

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 #26**

Elementary/Middle-Level Mathematics

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

Accountability Measures 8 of 8 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 (11145:10788)	✓	✓	100%	✓	185	85	
Ethnicity							
American Indian or Alaska Native (17:16)	–	–	–	–	–	–	–
Black or African American (997:965)	✓	✓	100%	✓	164	82	
Hispanic or Latino (1300:1254)	✓	✓	100%	✓	170	83	
Asian or Native Hawaiian/Other Pacific Islander (5981:5752)	✓	✓	100%	✓	192	85	
White (2850:2801)	✓	✓	100%	✓	183	84	
Other Groups							
Students with Disabilities ⁴ (1286:1232)	✓	✓	99%	✓	148	83	
Limited English Proficient (737:660)	✓	✓	99%	✓	162	82	
Economically Disadvantaged (4245:4052)	✓	✓	100%	✓	187	84	
Final AYP Determination	✓	8 of 8					

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 #26**

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 (3815:3566)	✓	Qualified	✓	97%	✓	181	100	
Ethnicity								
American Indian or Alaska Native (7:7)	–	–	–	–	–	–	–	–
Black or African American (384:362)		Qualified	✓	97%	✓	159	100	
Hispanic or Latino (442:414)		Qualified	✓	98%	✓	172	100	
Asian or Native Hawaiian/Other Pacific Islander (2004:1866)		Qualified	✓	98%	✓	186	100	
White (978:917)		Qualified	✓	96%	✓	184	100	
Other Groups								
Students with Disabilities (418:393)		Qualified	✓	97%	✓	152	100	
Limited English Proficient (257:219)		Qualified	✓	98%	✓	137	100	
Economically Disadvantaged (1460:1357)		Qualified	✓	98%	✓	180	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
- ✓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 #26**

Secondary-Level English Language Arts

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

Accountability Measures 7 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 Requiring Academic Progress (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. [204]

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 (3235:3312)	✓	✓	100%	✓	178	152		
Ethnicity								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–	
Black or African American (688:731)	✓	✓	100%	✓	169	150		
Hispanic or Latino (481:511)	✓	✓	100%	✓	175	149		
Asian or Native Hawaiian/Other Pacific Islander (1393:1395)	✓	✓	100%	✓	179	151		
White (668:670)	✓	✓	99%	✓	185	150		
Other Groups								
Students with Disabilities (112:113)	✓ ^{SH}	✓	98%	✓ ^{SH}	123	144	115 131	
Limited English Proficient (122:152)	✗	✓	99%	✗	97	146	130 107	
Economically Disadvantaged (593:656)	✓	✓	100%	✓	173	150		
Final AYP Determination	✗	7 of 8						

NOTES

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

AYP Status

- ✓ Made AYP
- ✓^{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 #26**

Secondary-Level Mathematics

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

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
✓ Made AYP

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (3235:3312)	✓	✓	100%	✓	182	144		
Ethnicity								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–	
Black or African American (688:731)	✓	✓	100%	✓	169	142		
Hispanic or Latino (481:511)	✓	✓	100%	✓	177	141		
Asian or Native Hawaiian/Other Pacific Islander (1393:1395)	✓	✓	100%	✓	190	143		
White (668:670)	✓	✓	100%	✓	183	142		
Other Groups								
Students with Disabilities (112:113)	✓ ^{SH}	✓	100%	✓ ^{SH}	127	136	117 134	
Limited English Proficient (122:152)	✓	✓	98%	✓	164	138		
Economically Disadvantaged (593:656)	✓	✓	100%	✓	187	142		
Final AYP Determination	✓	8 of 8						

NOTES

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

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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 (3239)	✓	✓	77%	55%		
Ethnicity						
American Indian or Alaska Native (6)		–	–	–	–	–
Black or African American (754)	✓		71%	55%		
Hispanic or Latino (476)	✓		68%	55%		
Asian or Native Hawaiian/Other Pacific Islander (1298)	✓		82%	55%		
White (705)	✓		79%	55%		
Other Groups						
Students with Disabilities (151)	✓		42%	55%	31%	43%
Limited English Proficient (207)	✓		57%	55%		
Economically Disadvantaged (498)	✓		69%	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 #26**

2006–07 Accountability Status of Schools in Your District

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

Federal Title I Status

New York State Status

Good Standing

27 schools identified 87% of total

BENJAMIN N. CARDOZO HIGH SCHOOL
HIGH SCHOOL OF TEACHING, LIBERAL ARTS & SCIENCE
IRWIN ALTMAN MIDDLE SCHOOL 172
J.H.S. 67 LOUIS PASTEUR
J.H.S. 74 NATHANIEL HAWTHORNE
J.H.S. 158 MARIE CURIE
P.S. 18 WINCHESTER SCHOOL
P.S. 26 RUFUS KING SCHOOL
P.S. 31 BAYSIDE SCHOOL
P.S. 41 CROCHERON SCHOOL
P.S. 46 ALLEY POND SCHOOL
P.S. 94 DAVID D. PORTER SCHOOL
P.S. 98 DOUGLASTON SCHOOL
P.S. 115 GLEN OAKS SCHOOL
P.S. 133
P.S. 159
P.S. 162 JOHN GOLDEN SCHOOL
P.S. 173 FRESH MEADOW SCHOOL
P.S. 178 HOLLISWOOD SCHOOL
P.S. 186 CASTLEWOOD SCHOOL
P.S. 188 KINGSBURY SCHOOL
P.S. 191 MAYFLOWER SCHOOL
P.S. 203 OAKLAND GARDENS SCHOOL
P.S. 205 ALEXANDER GRAHAM BELL SCHOOL
P.S. 213 CARL ULMAN SCHOOL
P.S. 221 NORTH HILLS SCHOOL
PS/IS 266

Requiring Academic Progress (Year 1)

1 school identified 3% of total

BAYSIDE HIGH SCHOOL

Requiring Academic Progress (Year 3)

2 schools identified 6% of total

J.H.S. 216 GEORGE J. RYAN J.H.S.
MARTIN VAN BUREN HIGH SCHOOL

Requiring Academic Progress (Year 4)















1 school identified 3% of total


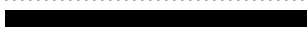
FRANCIS LEWIS HIGH SCHOOL


District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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	88%			1492
Grade 4	89%			1594
Grade 5	87%			1688
Grade 6	80%			1824
Grade 7	77%			1841
Grade 8	66%			1972
Mathematics				
Grade 3	96%			1617
Grade 4	94%			1704
Grade 5	93%			1767
Grade 6	85%			1927
Grade 7	82%			1938
Grade 8	75%			2102
Science				
Grade 4	94%			1664
Grade 8	65%			1535

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	77%			3756
Mathematics	80%			3756

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	70%			3756

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 #26**

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: 689	Range: 616-780			650-780			730-780
Number of Students:	1462	1307	198				

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	1492	98%	88%	13%				
Female	734	99%	90%	16%				
Male	758	97%	85%	11%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	104	-	-	-				
Hispanic or Latino	166	96%	83%	6%				
Asian or Native Hawaiian/Other Pacific Islander	782	99%	91%	15%				
White	439	98%	87%	13%	This test was not given in 2004-05.			
Small Group Totals	105	96%	73%	10%				
General-Education Students	1289	100%	92%	15%				
Students with Disabilities	203	88%	57%	2%				
English Proficient	1471	98%	88%	13%				
Limited English Proficient	21	71%	33%	0%				
Economically Disadvantaged	488	99%	90%	13%				
Not Disadvantaged	1004	97%	86%	14%				
Migrant								
Not Migrant	1492	98%	88%	13%				

NOTES

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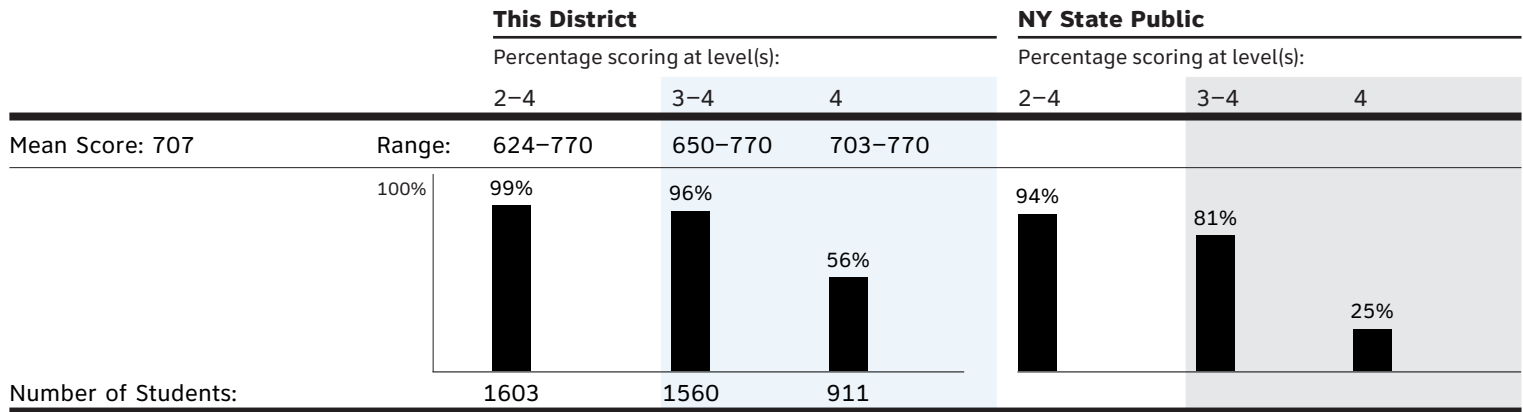
Other Assessments

	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	11	11	10	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	109	87	77	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 #26**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1617	99%	96%	56%				
Female	782	99%	97%	57%				
Male	835	99%	96%	55%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	108	-	-	-				
Hispanic or Latino	185	99%	91%	43%				
Asian or Native Hawaiian/Other Pacific Islander	877	99%	98%	66%				
White	446	99%	97%	49%	This test was not given in 2004-05.			
Small Group Totals	109	98%	90%	28%				
General-Education Students	1397	100%	99%	61%				
Students with Disabilities	220	96%	81%	25%				
English Proficient	1483	100%	97%	59%				
Limited English Proficient	134	95%	87%	25%				
Economically Disadvantaged	575	99%	98%	58%				
Not Disadvantaged	1042	99%	95%	55%				
Migrant								
Not Migrant	1617	99%	96%	56%				

NOTES

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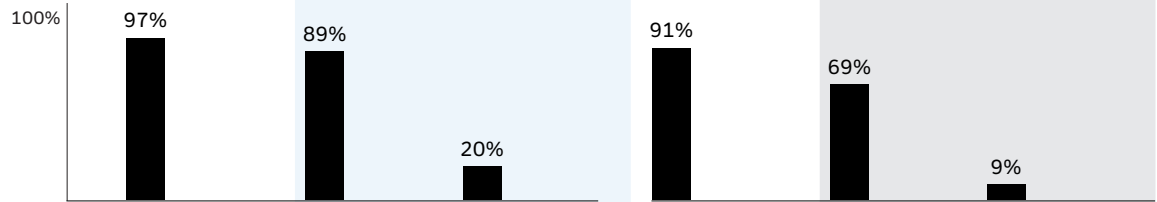
Other Assessments

	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	11	11	10	10	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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: 688	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1554	1425	314	1554	1425	314



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	1594	97%	89%	20%				
Female	787	98%	91%	22%				
Male	807	97%	88%	17%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	115	-	-	-				
Hispanic or Latino	190	97%	82%	12%				
Asian or Native Hawaiian/Other Pacific Islander	828	99%	94%	24%				
White	458	95%	86%	18%				
Small Group Totals	118	94%	79%	11%				
General-Education Students	1362	100%	95%	23%				
Students with Disabilities	232	83%	56%	1%				
English Proficient	1576	98%	90%	20%				
Limited English Proficient	18	72%	22%	0%				
Economically Disadvantaged	547	100%	93%	17%				
Not Disadvantaged	1047	96%	87%	21%				
Migrant								
Not Migrant	1594	97%	89%	20%				

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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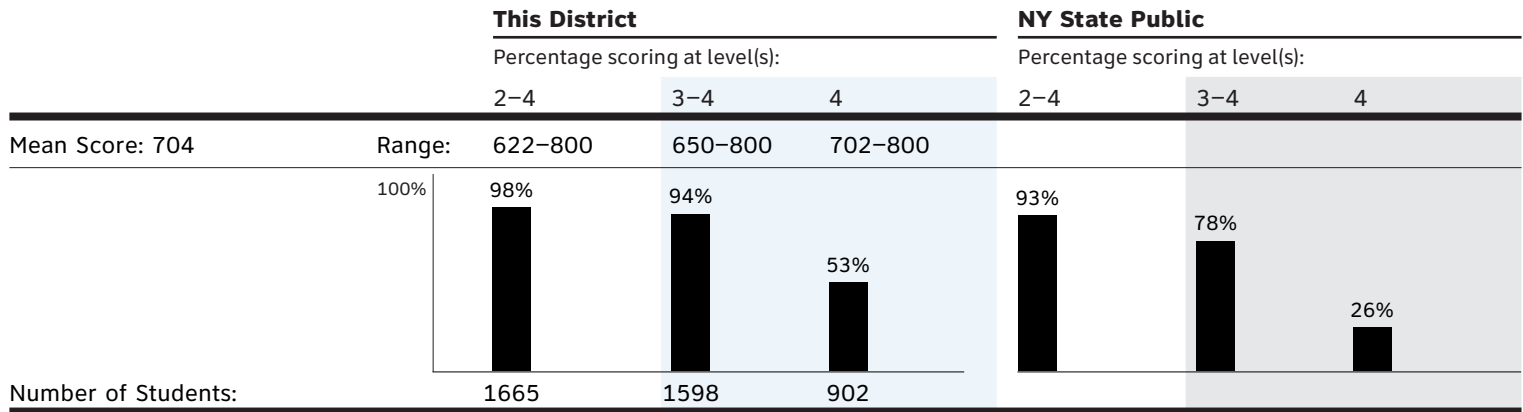
Other Assessments

	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	6	6	6	5	19	19	19	18
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	95	86	80	N/A	84	76	70	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 #26**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1704	98%	94%	53%				
Female	837	97%	93%	51%				
Male	867	98%	94%	55%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	118	-	-	-				
Hispanic or Latino	208	96%	89%	29%				
Asian or Native Hawaiian/Other Pacific Islander	910	99%	98%	64%				
White	465	96%	91%	48%				
Small Group Totals	121	96%	83%	29%				
General-Education Students	1458	99%	97%	59%				
Students with Disabilities	246	88%	74%	17%				
English Proficient	1588	98%	95%	55%				
Limited English Proficient	116	90%	75%	19%				
Economically Disadvantaged	605	99%	96%	54%				
Not Disadvantaged	1099	97%	93%	53%				
Migrant								
Not Migrant	1704	98%	94%	53%				

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

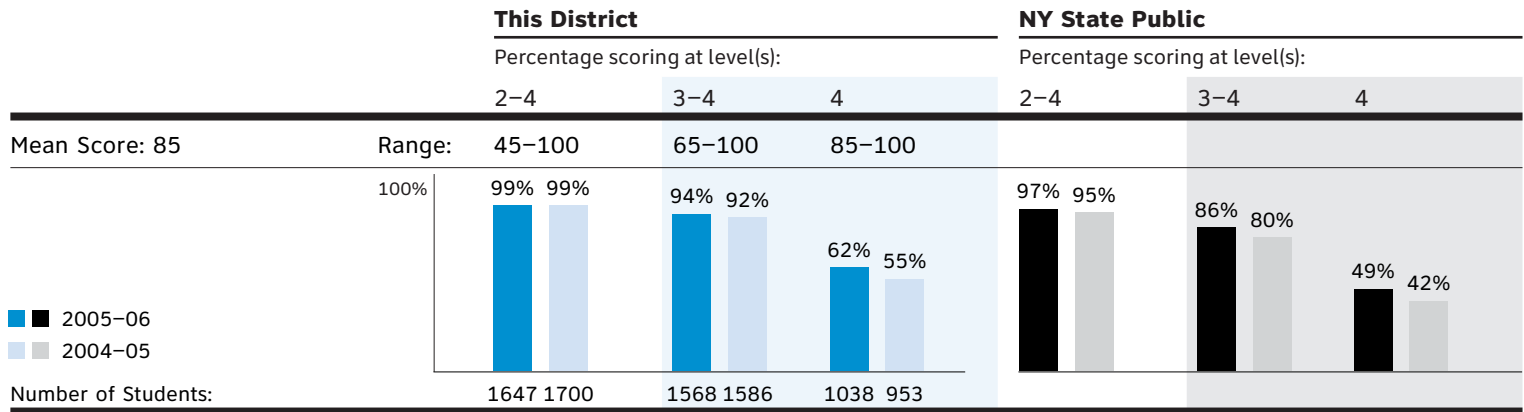
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Other Assessments

	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	5	5	5	5	22	22	21	19

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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	1664	99%	94%	62%	1725	99%	92%	55%
Female	813	99%	94%	61%	848	98%	91%	53%
Male	851	99%	94%	64%	877	99%	92%	58%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	113	-	-	-	137	-	-	-
Hispanic or Latino	202	99%	92%	47%	199	97%	86%	43%
Asian or Native Hawaiian/Other Pacific Islander	899	99%	96%	66%	920	99%	95%	60%
White	447	99%	94%	66%	466	98%	91%	56%
Small Group Totals	116	97%	82%	45%	140	99%	86%	36%
General-Education Students	1427	100%	96%	68%	1521	100%	95%	60%
Students with Disabilities	237	95%	83%	30%	204	91%	70%	22%
English Proficient	1550	99%	96%	65%	1620	99%	93%	57%
Limited English Proficient	114	94%	75%	22%	105	90%	69%	23%
Economically Disadvantaged	600	100%	94%	59%	732	97%	89%	44%
Not Disadvantaged	1064	99%	94%	64%	993	99%	94%	64%
Migrant								
Not Migrant	1664	99%	94%	62%	1725	99%	92%	55%

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	5	5	5	4	22	22	20	19

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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: 687	Range: 608-795			650-795 711-795		
Number of Students:	1665	1471	482			

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	1688	99%	87%	29%				
Female	828	99%	88%	30%				
Male	860	99%	87%	27%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	139	-	-	-				
Hispanic or Latino	192	98%	81%	21%				
Asian or Native Hawaiian/Other Pacific Islander	882	99%	91%	33%				
White	472	98%	86%	27%	This test was not given in 2004-05.			
Small Group Totals	142	99%	75%	17%				
General-Education Students	1477	100%	92%	32%				
Students with Disabilities	211	91%	54%	1%				
English Proficient	1658	99%	88%	29%				
Limited English Proficient	30	70%	20%	0%				
Economically Disadvantaged	597	100%	89%	25%				
Not Disadvantaged	1091	98%	86%	31%				
Migrant								
Not Migrant	1688	99%	87%	29%				

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	23	23	22	22	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	74	68	63	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 #26**

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: 700	Range: 619-780	650-780	699-780			
	99%	93%	49%	90%	68%	19%
Number of Students:	1743	1635	869			

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	1767	99%	93%	49%				
Female	865	99%	92%	49%				
Male	902	98%	93%	49%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	141	-	-	-				
Hispanic or Latino	198	98%	86%	30%				
Asian or Native Hawaiian/Other Pacific Islander	947	99%	97%	61%				
White	478	97%	90%	42%	This test was not given in 2004-05.			
Small Group Totals	144	99%	81%	22%				
General-Education Students	1555	99%	95%	54%				
Students with Disabilities	212	92%	71%	12%				
English Proficient	1668	99%	94%	51%				
Limited English Proficient	99	92%	76%	23%				
Economically Disadvantaged	652	100%	95%	49%				
Not Disadvantaged	1115	98%	91%	49%				
Migrant								
Not Migrant	1767	99%	93%	49%				

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	23	23	22	20	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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: 678	598-785	650-785	705-785			
	98%	80%	23%	93%	60%	12%
Number of Students:	1795	1458	427			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1824	98%	80%	23%				
Female	876	99%	82%	27%				
Male	948	98%	78%	20%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	152	-	-	-				
Hispanic or Latino	215	96%	69%	12%				
Asian or Native Hawaiian/Other Pacific Islander	972	99%	86%	30%				
White	482	98%	77%	19%	This test was not given in 2004-05.			
Small Group Totals	155	99%	63%	11%				
General-Education Students	1625	100%	85%	26%				
Students with Disabilities	199	87%	35%	2%				
English Proficient	1805	99%	80%	24%				
Limited English Proficient	19	68%	26%	0%				
Economically Disadvantaged	688	100%	80%	18%				
Not Disadvantaged	1136	98%	80%	27%				
Migrant								
Not Migrant	1824	98%	80%	23%				

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	12	12	12	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	91	88	79	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 #26**

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: 685	616-780	650-780	696-780			
Range:						
Number of Students:	1874	1647	676			

Level(s)	This District (%)	NY State Public (%)
2-4	97%	87%
3-4	85%	60%
4	35%	13%

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	1927	97%	85%	35%				
Female	926	97%	85%	34%				
Male	1001	98%	86%	36%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	156	-	-	-				
Hispanic or Latino	221	92%	69%	18%				
Asian or Native Hawaiian/Other Pacific Islander	1066	99%	93%	45%				
White	481	97%	83%	27%				
Small Group Totals	159	95%	66%	17%				
General-Education Students	1728	99%	90%	38%				
Students with Disabilities	199	83%	45%	7%				
English Proficient	1818	98%	87%	36%				
Limited English Proficient	109	90%	68%	16%				
Economically Disadvantaged	769	99%	87%	31%				
Not Disadvantaged	1158	96%	84%	38%				
Migrant								
Not Migrant	1927	97%	85%	35%				

This test was not given in 2004-05.

NOTES

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Other Assessments

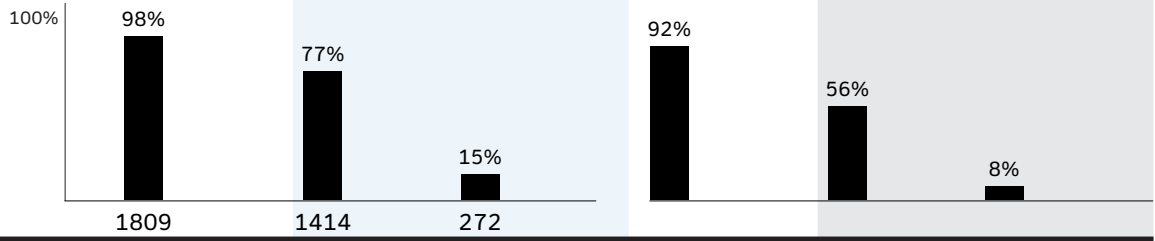
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	12	12	12	10				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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: 672	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
	98%	77%	15%	92%	56%	8%
Number of Students:	1809	1414	272			



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	1841	98%	77%	15%				
Female	923	99%	81%	18%				
Male	918	98%	72%	12%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	201	-	-	-				
Hispanic or Latino	221	98%	66%	9%				
Asian or Native Hawaiian/Other Pacific Islander	982	98%	81%	18%				
White	433	98%	79%	13%				
Small Group Totals	205	99%	62%	9%				
General-Education Students	1677	100%	81%	16%				
Students with Disabilities	164	85%	32%	2%				
English Proficient	1822	99%	77%	15%				
Limited English Proficient	19	74%	26%	0%				
Economically Disadvantaged	716	99%	75%	10%				
Not Disadvantaged	1125	98%	78%	18%				
Migrant								
Not Migrant	1841	98%	77%	15%				

This test was not given in 2004-05.

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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	12	11	10	10				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	95	83	71	N/A	N/A	N/A	N/A	N/A

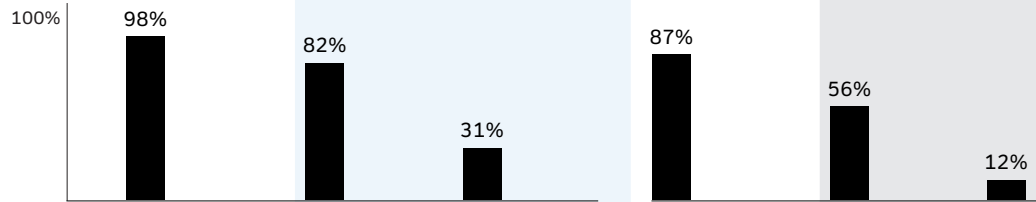
This test was not given in 2004-05.

† 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 #26**

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: 677	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	1890	1591	601	1890	1591	601



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	1938	98%	82%	31%				
Female	972	98%	84%	33%				
Male	966	97%	80%	29%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	201	-	-	-				
Hispanic or Latino	236	96%	69%	12%				
Asian or Native Hawaiian/Other Pacific Islander	1062	99%	90%	43%				
White	436	97%	77%	21%				
Small Group Totals	204	93%	66%	10%				
General-Education Students	1768	99%	86%	34%				
Students with Disabilities	170	86%	44%	2%				
English Proficient	1821	98%	83%	32%				
Limited English Proficient	117	85%	68%	18%				
Economically Disadvantaged	785	98%	83%	29%				
Not Disadvantaged	1153	97%	81%	33%				
Migrant								
Not Migrant	1938	98%	82%	31%				

This test was not given in 2004-05.

NOTES

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Other Assessments

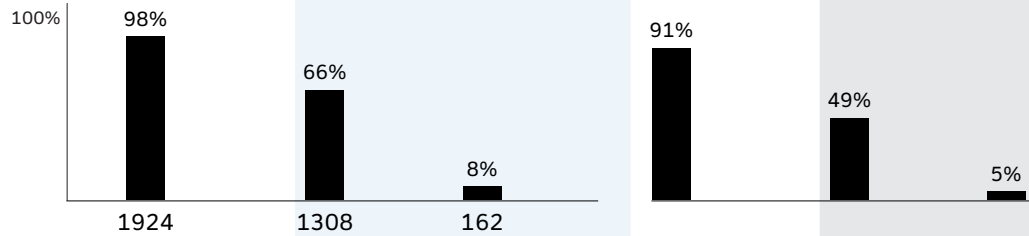
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	10	10	10	8				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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: 666	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1924	1308	162			



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	1972	98%	66%	8%				
Female	959	99%	71%	10%				
Male	1013	96%	62%	7%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	262	96%	48%	3%				
Hispanic or Latino	218	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	985	98%	75%	10%				
White	503	98%	67%	9%				
Small Group Totals	222	95%	49%	5%				
General-Education Students	1814	99%	71%	9%				
Students with Disabilities	158	79%	11%	0%				
English Proficient	1947	98%	67%	8%				
Limited English Proficient	25	56%	8%	0%				
Economically Disadvantaged	758	99%	66%	6%				
Not Disadvantaged	1214	97%	66%	10%				
Migrant								
Not Migrant	1972	98%	66%	8%				

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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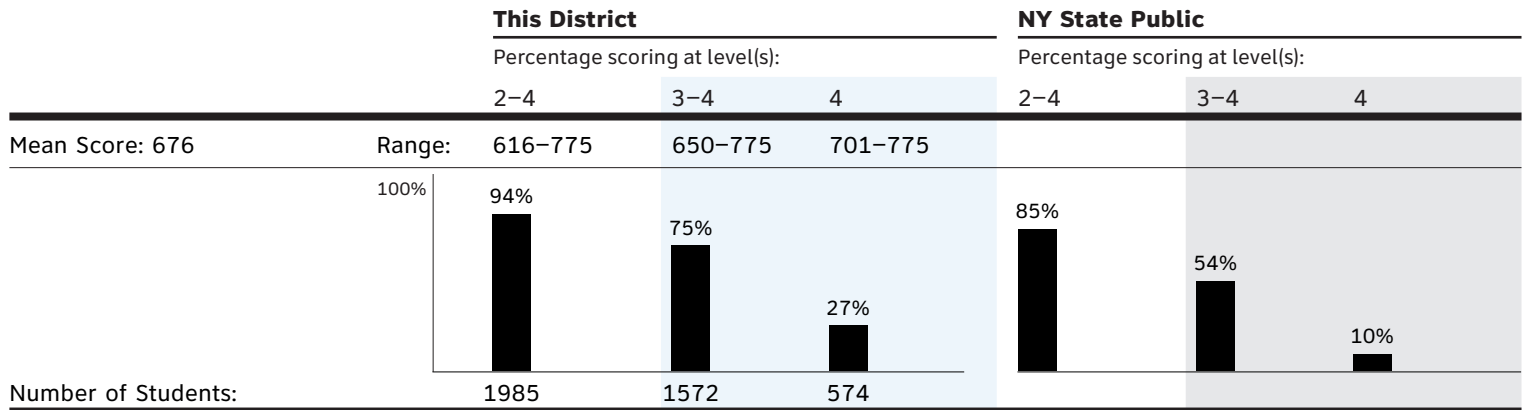
Other Assessments

	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	6	6	6	6	14	14	13	10
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	110	94	87	N/A	114	102	88	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 #26**

This District's Results in Grade 8 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	2102	94%	75%	27%				
Female	1022	95%	75%	29%				
Male	1080	94%	74%	25%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	265	90%	53%	9%				
Hispanic or Latino	237	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1089	98%	86%	37%				
White	507	93%	75%	23%				
Small Group Totals	241	85%	49%	13%				
General-Education Students	1943	97%	79%	29%				
Students with Disabilities	159	64%	22%	2%				
English Proficient	1964	95%	76%	28%				
Limited English Proficient	138	86%	61%	12%				
Economically Disadvantaged	856	96%	75%	24%				
Not Disadvantaged	1246	93%	75%	29%				
Migrant								
Not Migrant	2102	94%	75%	27%				

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

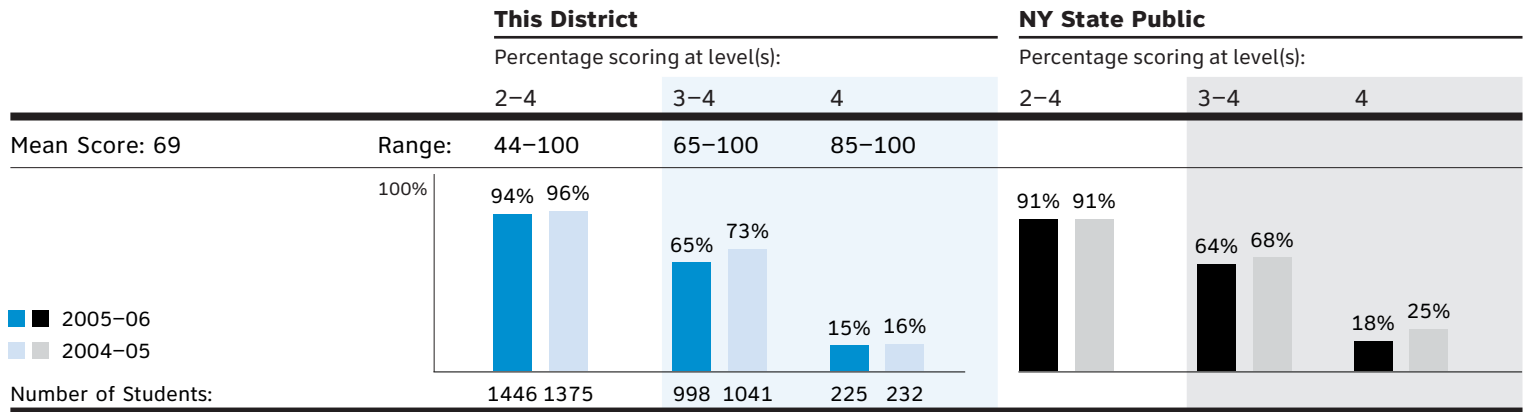
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Other Assessments

	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	4	-	-	-	14	14	12	11

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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	1535	94%	65%	15%	1425	96%	73%	16%
Female	724	95%	61%	14%	665	98%	70%	15%
Male	811	94%	69%	15%	760	96%	76%	18%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	225	90%	52%	7%	222	95%	62%	9%
Hispanic or Latino	204	-	-	-	193	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	739	95%	69%	15%	647	97%	76%	20%
White	363	96%	69%	21%	362	97%	76%	17%
Small Group Totals	208	91%	55%	10%	194	96%	69%	11%
General-Education Students	1378	96%	69%	16%	1268	98%	78%	18%
Students with Disabilities	157	81%	27%	2%	157	87%	34%	1%
English Proficient	1402	96%	69%	16%	1298	98%	75%	17%
Limited English Proficient	133	76%	27%	1%	127	86%	49%	5%
Economically Disadvantaged	655	94%	64%	10%	672	95%	68%	13%
Not Disadvantaged	880	94%	66%	18%	753	97%	77%	20%
Migrant								
Not Migrant	1535	94%	65%	15%	1425	96%	73%	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 8 Equivalent	6	6	6	6	13	13	13	8
Regents Science	497	497	497	217	579	576	553	252

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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

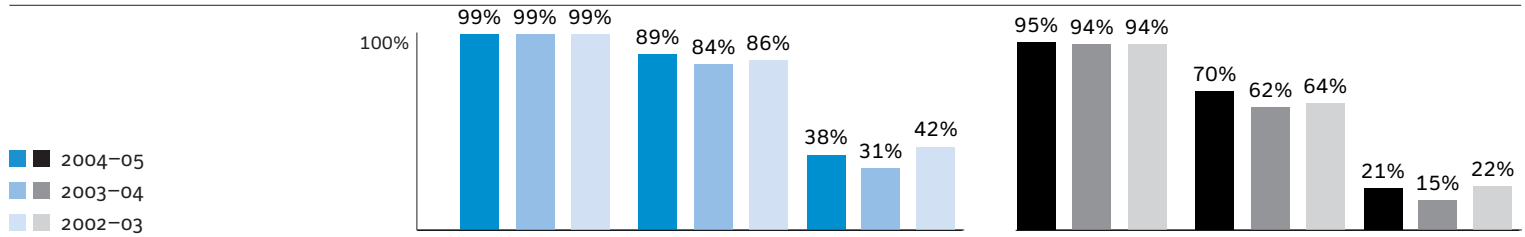
Percentage scoring at level(s):

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	14	171	840	639	1664	689
Feb 2004	16	245	884	524	1669	680
Feb 2003	19	210	732	687	1648	684

Grade 8

This School

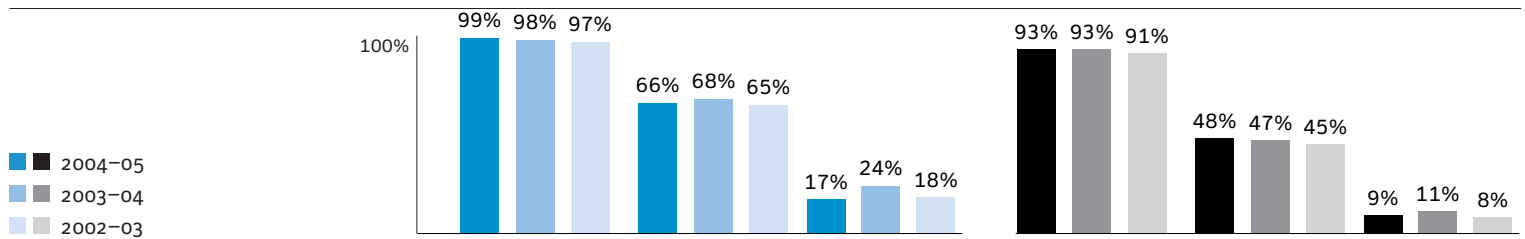
Percentage scoring at level(s):

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	25	640	945	325	1935	712
Jan 2004	32	573	846	460	1911	718
Jan 2003	49	582	853	316	1800	710

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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

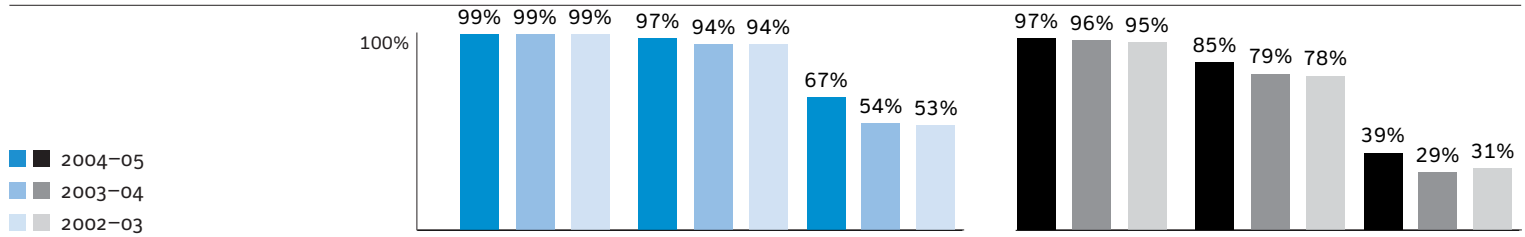
Percentage scoring at level(s):

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	10	50	524	1169	1753	696
May 2004	16	98	695	945	1754	683
May 2003	19	87	695	903	1704	682

Grade 8

This School

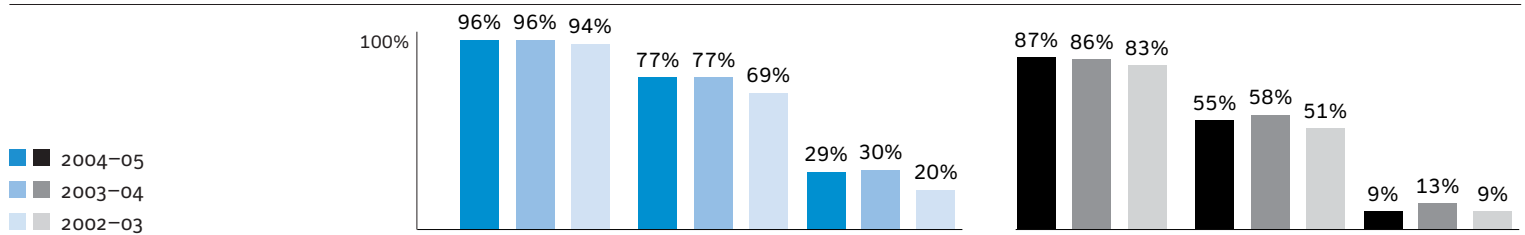
Percentage scoring at level(s):

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	82	341	901	551	1875	742
May 2004	88	380	923	607	1998	741
May 2003	121	478	933	383	1915	731

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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

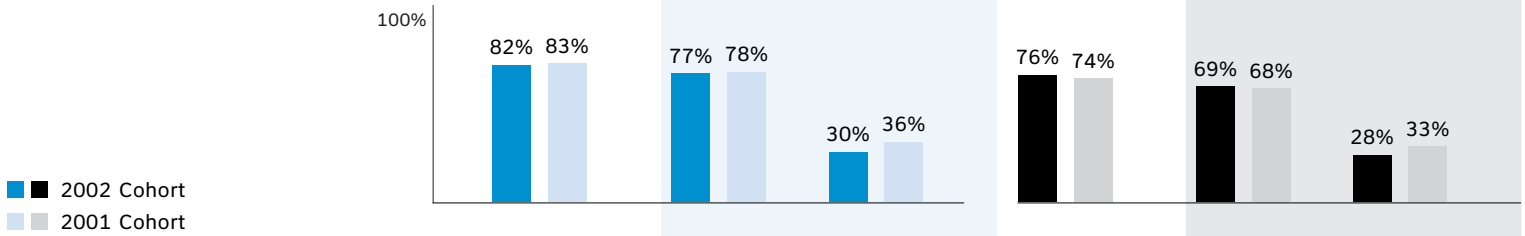
NY State Public

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	3756	82%	77%	30%	3536	83%	78%	36%
Female	1996	87%	82%	36%	1846	88%	82%	43%
Male	1760	77%	71%	22%	1690	79%	73%	30%
American Indian or Alaska Native	7	71%	71%	14%	8	88%	50%	13%
Black or African American	858	78%	69%	18%	841	77%	68%	24%
Hispanic or Latino	624	76%	71%	22%	531	78%	73%	27%
Asian or Native Hawaiian/Other Pacific Islander	1507	86%	81%	34%	1398	88%	83%	44%
White	760	85%	82%	41%	758	85%	82%	43%
Small Group Totals								
General-Education Students	3497	87%	81%	32%	3307	87%	82%	39%
Students with Disabilities	259	27%	20%	2%	229	32%	22%	3%
English Proficient	3544	85%	80%	31%	3253	85%	81%	39%
Limited English Proficient	212	39%	28%	5%	283	61%	45%	8%
Economically Disadvantaged	778	77%	70%	21%				
Not Disadvantaged	2978	84%	79%	32%				
Migrant								
Not Migrant	3756	82%	77%	30%				

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	15	5

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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

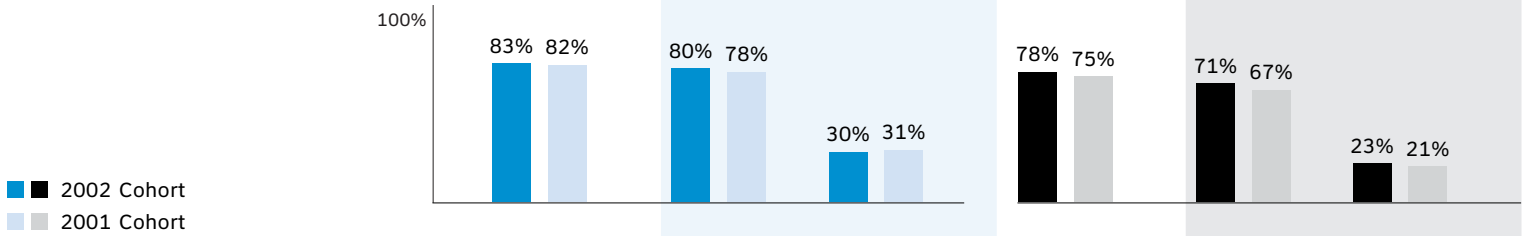
NY State Public

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	3756	83%	80%	30%	3536	82%	78%	31%
Female	1996	87%	84%	32%	1846	86%	82%	32%
Male	1760	79%	75%	28%	1690	79%	75%	29%
American Indian or Alaska Native	7	71%	71%	29%	8	75%	63%	0%
Black or African American	858	78%	71%	15%	841	74%	66%	13%
Hispanic or Latino	624	75%	71%	20%	531	75%	70%	18%
Asian or Native Hawaiian/Other Pacific Islander	1507	90%	89%	45%	1398	91%	89%	47%
White	760	83%	80%	25%	758	82%	78%	30%
Small Group Totals								
General-Education Students	3497	88%	84%	32%	3307	86%	82%	33%
Students with Disabilities	259	25%	18%	3%	229	28%	20%	2%
English Proficient	3544	85%	81%	30%	3253	83%	79%	31%
Limited English Proficient	212	60%	57%	24%	283	75%	72%	27%
Economically Disadvantaged	778	82%	79%	35%				
Not Disadvantaged	2978	84%	80%	28%				
Migrant								
Not Migrant	3756	83%	80%	30%				

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	14	4

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

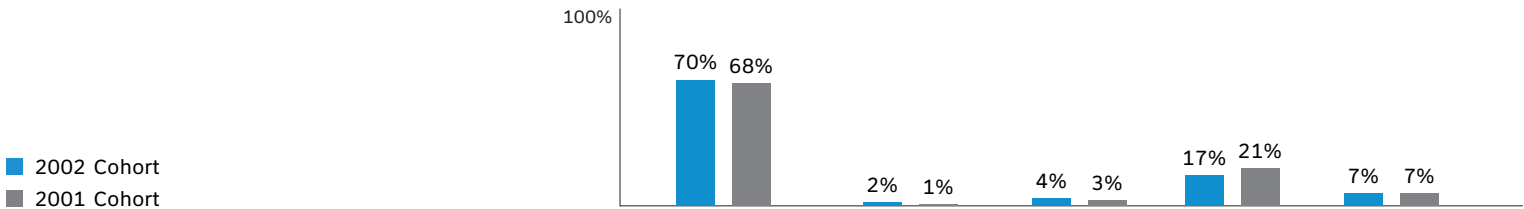
District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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	3756	70%	2%	4%	17%	7%
	2001	3536	68%	1%	3%	21%	7%
Female	2002	1996	77%	2%	3%	13%	5%
	2001	1846	74%	1%	2%	18%	5%
Male	2002	1760	62%	2%	5%	21%	10%
	2001	1690	63%	1%	3%	24%	9%
American Indian or Alaska Native	2002	7	57%	14%	14%	14%	0%
	2001	8	75%	0%	0%	25%	0%
Black or African American	2002	858	60%	2%	6%	23%	9%
	2001	841	61%	2%	4%	24%	9%
Hispanic or Latino	2002	624	61%	2%	5%	20%	12%
	2001	531	60%	1%	5%	27%	8%
Asian or Native Hawaiian/Other Pacific Islander	2002	1507	77%	1%	3%	14%	5%
	2001	1398	74%	0%	2%	19%	4%
White	2002	760	74%	2%	4%	13%	6%
	2001	758	72%	2%	3%	16%	7%
Small Group Totals							
General-Education Students	2002	3497	73%	0%	4%	17%	6%
	2001	3307	71%	0%	3%	21%	6%
Students with Disabilities	2002	259	30%	23%	4%	20%	23%
	2001	229	33%	19%	4%	22%	22%
English Proficient	2002	3544	73%	1%	4%	16%	6%
	2001	3253	71%	1%	3%	19%	6%
Limited English Proficient	2002	212	26%	7%	3%	40%	24%
	2001	283	43%	3%	0%	42%	12%
Economically Disadvantaged	2002	778	65%	2%	7%	21%	6%
	2001	778	65%	2%	7%	21%	6%
Not Disadvantaged	2002	2978	71%	1%	4%	16%	8%
	2001	2978	71%	1%	4%	16%	8%
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	3756	70%	2%	4%	17%	7%
	2001	3536	68%	1%	3%	21%	7%

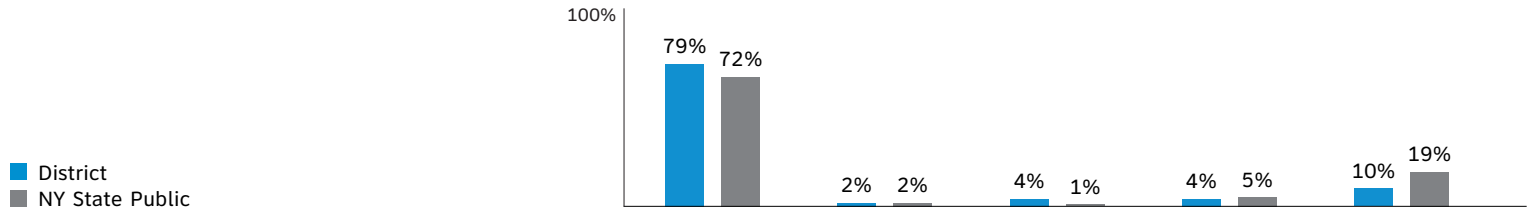
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

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	3441	79%	2%	4%	4%	10%
Female	1785	84%	2%	3%	3%	8%
Male	1656	74%	2%	6%	5%	13%
American Indian or Alaska Native	6	100%	0%	0%	0%	0%
Black or African American	800	73%	3%	5%	6%	13%
Hispanic or Latino	522	70%	2%	6%	8%	14%
Asian or Native Hawaiian/Other Pacific Islander	1352	86%	1%	3%	3%	7%
White	761	81%	2%	5%	2%	11%
Small Group Totals						
General-Education Students	3208	82%	0%	4%	4%	9%
Students with Disabilities	233	39%	27%	4%	4%	26%
English Proficient	3208	80%	1%	5%	4%	10%
Limited English Proficient	233	64%	7%	3%	6%	19%
Economically Disadvantaged	567	68%	4%	11%	5%	11%
Not Disadvantaged	2874	81%	1%	3%	4%	10%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	3441	79%	2%	4%	4%	10%

NOTES

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