



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #28**

District ID **342800010000**

Superintendent **DANIEL PURUS**

Telephone **(718) 557-2618**

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	566	573	587
Kindergarten	2314	2331	2292
Grade 1	2648	2586	2475
Grade 2	2470	2430	2458
Grade 3	2574	2396	2341
Grade 4	2409	2499	2322
Grade 5	2632	2459	2405
Grade 6	2531	2509	2343
Ungraded Elementary	762	808	974
Grade 7	2249	2145	2103
Grade 8	1965	2143	2077
Grade 9	4452	4174	4284
Grade 10	3700	3902	3662
Grade 11	2243	2583	2534
Grade 12	1945	2081	2383
Ungraded Secondary	890	858	830
<b>Total K-12</b>	<b>35784</b>	<b>35904</b>	<b>35483</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	24	26	26
<b>Grade 8</b>			
English	25	28	28
Mathematics	34	28	29
Science	22	29	28
Social Studies	27	28	29
<b>Grade 10</b>			
English	28	30	30
Mathematics	29	28	28
Science	30	31	30
Social Studies	30	31	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.

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	19591	55%	16241	45%	18023	51%
Reduced-Price Lunch	3507	10%	3612	10%	3772	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3648	10%	3887	11%	3836	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	163	0%	179	0%	189	1%
Black or African American	12067	34%	12112	34%	11740	33%
Hispanic or Latino	8387	23%	8551	24%	8437	24%
Asian or Native Hawaiian/Other Pacific Islander	9466	26%	9616	27%	9724	27%
White	5701	16%	5446	15%	5393	15%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	907	N/A	1449	4%	784	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.

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## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	2602	5498	8503
Percent Not Taught by Highly Qualified Teachers	14%	14%	8%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	126	83	64
Percent with No Valid Teaching Certificate	6%	4%	3%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	248	269	218
Percentage of Total	11%	12%	9%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	44%	43%	44%

## 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](http://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](http://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](http://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](http://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  Good Standing

Science  Good Standing

##### Secondary Level

ELA  Improvement (Year 1)

Math  Good Standing

Graduation Rate  Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

YES











































**2005–06**

YES




**2006–07**

YES













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

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

#### AYP Status

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

#### Accountability Status Levels


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



District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (14832:14186)			99%		148	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (82:79)			99%		146	111	
Black or African American (5044:4769)			98%		129	120	
Hispanic or Latino (3617:3431)			98%		141	120	
Asian or Native Hawaiian/Other Pacific Islander (4066:3939)			99%		169	120	
White (2023:1968)			99%		168	120	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2459:2294)			96%		88	120	94    99
Limited English Proficient (1387:1242)			96%		114	119	115    123
Economically Disadvantaged (10165:9763)			99%		157	121	
<b>Final AYP Determination</b>	 7 of 9						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

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## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 9 of 9  Student groups making AYP in Mathematics  
 Made AYP

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

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (14783:13973)			99%		160	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (85:78)			100%		163	75	
Black or African American (4979:4636)			98%		136	84	
Hispanic or Latino (3604:3392)			98%		156	84	
Asian or Native Hawaiian/Other Pacific Islander (4093:3909)			99%		182	84	
White (2022:1958)			99%		180	84	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2457:2261)			96%		100	84	
Limited English Proficient (1388:1270)			98%		131	83	
Economically Disadvantaged (10153:9611)			99%		170	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

<sup>1</sup> 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.




<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 #28**



















## 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (4748:4276)		Qualified		96%		158	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (32:28)	–	–	–	–	–	–	–	–
Black or African American (1609:1374)		Qualified		94%		137	100	
Hispanic or Latino (1147:1044)		Qualified		97%		152	100	
Asian or Native Hawaiian/Other Pacific Islander (1264:1172)		Qualified		98%		177	100	
White (696:658)		Qualified		98%		177	100	
<b>Other Groups</b>								
Students with Disabilities (788:682)		Qualified		91%		114	100	
Limited English Proficient (405:356)		Qualified		96%		113	100	
Economically Disadvantaged (3243:2935)		Qualified		98%		164	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> 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 #28**

## Secondary-Level English Language Arts


























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

**Accountability Measures** 6 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (2771:2700)			100%		173	152	
<b>Ethnicity</b>							
American Indian or Alaska Native (9:8)	–	–	–	–	–	–	–
Black or African American (931:911)			100%		166	150	
Hispanic or Latino (520:532)			99%		168	149	
Asian or Native Hawaiian/Other Pacific Islander (774:727)			100%		182	150	
White (537:522)			100%		180	149	
<b>Other Groups</b>							
Students with Disabilities (84:101)			100%		112	144	92 <sup>‡</sup> 121
Limited English Proficient (147:168)			97%		104	146	99 <sup>‡</sup> 114
Economically Disadvantaged (607:656)			100%		170	150	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

- <sup>1</sup> 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).
  - <sup>2</sup> 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.
  - <sup>3</sup> 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 #28**

## Secondary-Level Mathematics


























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

**Accountability Measures** 6 of 8 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (2771:2700)			100%		169	144	
<b>Ethnicity</b>							
American Indian or Alaska Native (9:8)	–	–	–	–	–	–	–
Black or African American (931:911)			99%		156	142	
Hispanic or Latino (520:532)			99%		161	141	
Asian or Native Hawaiian/Other Pacific Islander (774:727)			100%		183	142	
White (537:522)			100%		183	141	
<b>Other Groups</b>							
Students with Disabilities (84:101)			100%		115	136	97†    124
Limited English Proficient (147:168)			99%		128	138	122†    135
Economically Disadvantaged (607:656)			100%		170	142	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES




<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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 #28**











## 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) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2005–06	2006–07
<b>All Students</b> (2589)			71%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (13)		–	–	–	–	–
Black or African American (898)			64%	55%		
Hispanic or Latino (485)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (678)			79%	55%		
White (515)			81%	55%		
<b>Other Groups</b>						
Students with Disabilities (133)			34%	55%	39%	35%
Limited English Proficient (246)			49%	55%	55%	50%
Economically Disadvantaged (776)			74%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 #28**

## 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

26 schools identified 72% of total

GATEWAY TO HEALTH SCIENCE HIGH SCHOOL  
HS FOR LAW ENFORCEMENT AND PUBLIC SAFETY  
P.S. 30  
P.S. 48 WILLIAM WORDSWORTH SCHOOL  
P.S. 50 TALFOURD LAWN ES  
P.S. 54 HILLSIDE SCHOOL  
P.S. 55 THE MAURE SCHOOL  
P.S. 80 THURGOOD MARSHALL MAGNET  
P.S. 82 HAMMOND SCHOOL  
P.S. 99 KEW GARDENS SCHOOL  
P.S. 101 SCHOOL IN THE GARDEN  
P.S. 117 J. KELD-BRIARWOOD SCHOOL  
P.S. 121  
P.S. 139 REGO PARK SCHOOL  
P.S. 140 EDWARD K. ELLINGTON SCHOOL  
P.S. 144 COL. JEROMUS REMSEN SCHOOL  
P.S. 160 WALTER F. BISHOP SCHOOL  
P.S. 161 ARTHUR ASHE SCHOOL  
P.S. 174 WILLIAM SIDNEY MOUNT SCHOOL  
P.S. 175 LYNN GROSS DISCOVERY SCHOOL  
P.S. 182 SAMANTHA SMITH SCHOOL  
P.S. 196 GRAND CENTRAL PARKWAY SCHOOL  
P.S. 206 HORACE HARDING SCHOOL  
P.S. 220 EDWARD MANDEL SCHOOL  
QUEENS HIGH SCHOOL OF SCIENCE AT YORK COLLEGE  
THOMAS A. EDISON VOCATIONAL HIGH SCHOOL

#### Improvement (Year 1)

3 schools identified 8% of total

J.H.S. 8 RICHARD S. GROSSLEY  
P.S. 40 SAMUEL HUNTINGTON SCHOOL  
P.S. 86

#### Requiring Academic Progress (Year 1)

1 school identified 3% of total

J.H.S. 190 RUSSELL SAGE

#### Requiring Academic Progress (Year 4)

4 schools identified 11% of total

FOREST HILLS HIGH SCHOOL  
HILLCREST HIGH SCHOOL  
J.H.S. 157 STEPHEN A. HALSEY  
JAMAICA HIGH SCHOOL

#### Restructuring (Year 3)

2 schools identified 6% of total

J.H.S. 72 CATHERINE & COUNT BASIE  
J.H.S. 217 ROBERT A. VANWYCK

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	66%			2164
Grade 4	64%			2265
Grade 5	64%			2404
Grade 6	58%			2356
Grade 7	52%			2177
Grade 8	39%			2073

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	80%			2479
Grade 4	78%			2442
Grade 5	72%			2546
Grade 6	67%			2444
Grade 7	56%			2302
Grade 8	50%			2201

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	81%			2410
Grade 8	46%			2021

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	71%			3214
Mathematics	69%			3214

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	64%			3214

### 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](http://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

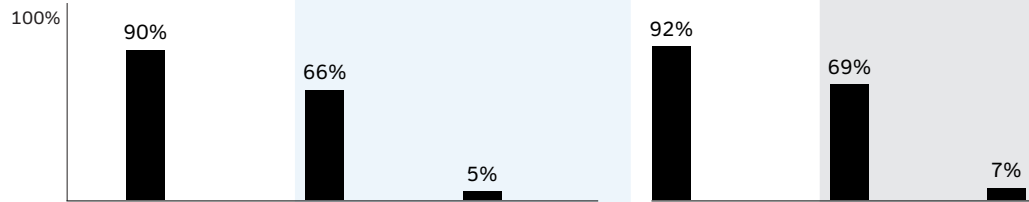
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.



District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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: 663	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1948	1424	110			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2164</b>	<b>90%</b>	<b>66%</b>	<b>5%</b>				
Female	1040	94%	71%	6%				
Male	1124	86%	61%	4%				
American Indian or Alaska Native	15	87%	53%	0%				
Black or African American	779	83%	49%	2%				
Hispanic or Latino	463	90%	66%	4%				
Asian or Native Hawaiian/Other Pacific Islander	627	96%	81%	8%				
White	280	96%	79%	9%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1801	96%	75%	6%				
Students with Disabilities	363	60%	22%	1%				
English Proficient	2137	90%	66%	5%				
Limited English Proficient	27	59%	15%	0%				
Economically Disadvantaged	1481	95%	72%	4%				
Not Disadvantaged	683	79%	52%	7%				
Migrant								
Not Migrant	2164	90%	66%	5%				

### NOTES

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

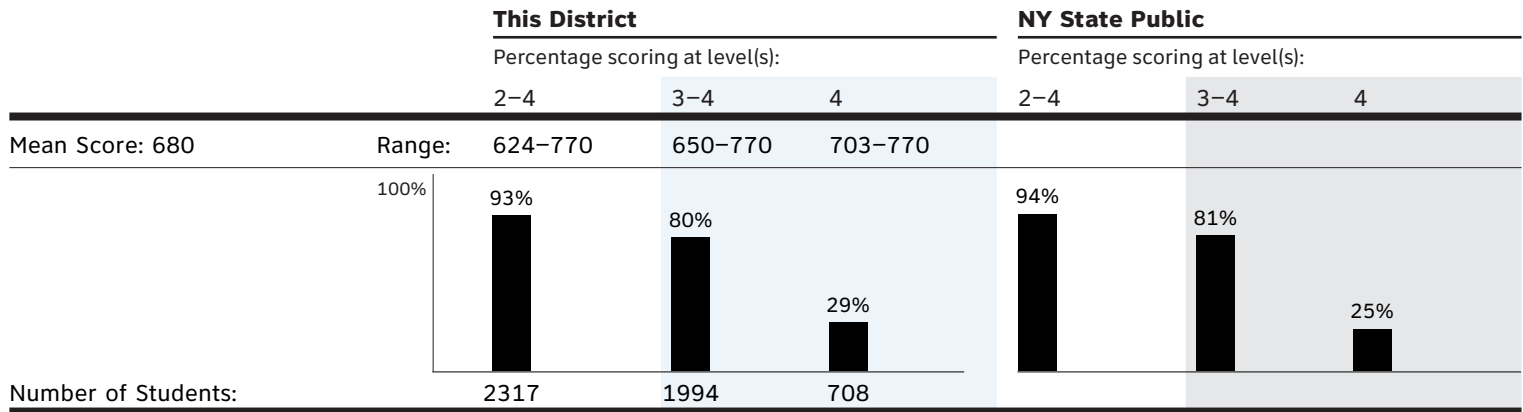
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	31	31	31	31	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	323	175	116	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 #28**

## 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
<b>All Students</b>	<b>2479</b>	<b>93%</b>	<b>80%</b>	<b>29%</b>				
Female	1192	95%	82%	30%				
Male	1287	92%	79%	27%				
American Indian or Alaska Native	17	88%	88%	24%				
Black or African American	771	89%	67%	15%				
Hispanic or Latino	635	92%	79%	19%				
Asian or Native Hawaiian/Other Pacific Islander	729	98%	91%	44%				
White	327	98%	91%	43%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2061	97%	88%	33%				
Students with Disabilities	418	76%	45%	4%				
English Proficient	2124	94%	82%	32%				
Limited English Proficient	355	90%	69%	11%				
Economically Disadvantaged	1735	97%	86%	29%				
Not Disadvantaged	744	86%	67%	27%				
Migrant								
Not Migrant	2479	93%	80%	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.

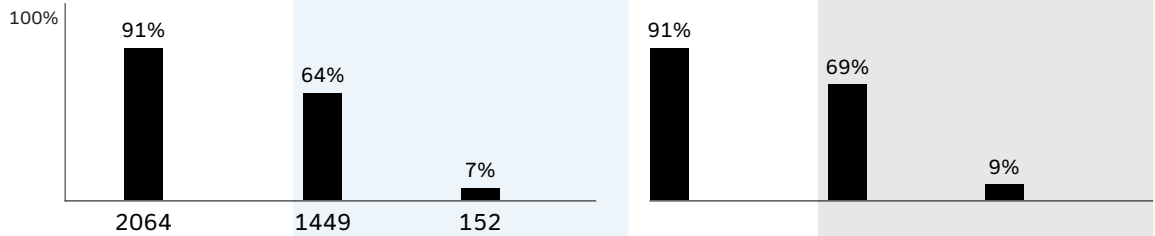
## Other Assessments

	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 3 Equivalent	29	28	28	28	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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: 661	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	2064	1449	152			



## 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
<b>All Students</b>	<b>2265</b>	<b>91%</b>	<b>64%</b>	<b>7%</b>				
Female	1136	93%	68%	8%				
Male	1129	89%	59%	5%				
American Indian or Alaska Native	20	100%	65%	10%				
Black or African American	757	85%	49%	3%				
Hispanic or Latino	513	90%	58%	4%				
Asian or Native Hawaiian/Other Pacific Islander	657	96%	77%	12%				
White	318	96%	81%	10%				
Small Group Totals								
General-Education Students	1897	96%	72%	8%				
Students with Disabilities	368	64%	20%	0%				
English Proficient	2233	92%	65%	7%				
Limited English Proficient	32	41%	3%	0%				
Economically Disadvantaged	1595	96%	69%	6%				
Not Disadvantaged	670	79%	51%	9%				
Migrant								
Not Migrant	2265	91%	64%	7%				

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

### NOTES

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

## Other Assessments

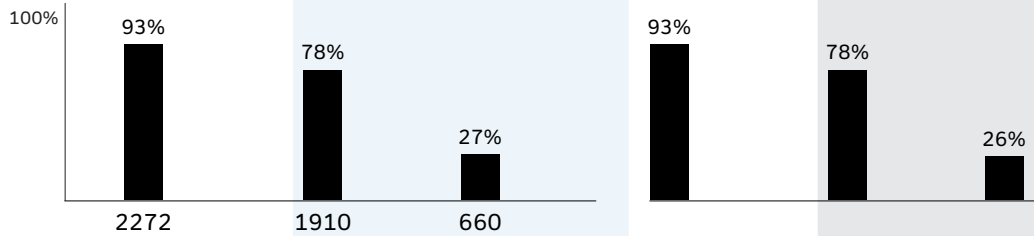
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	26	26	25	23	32	32	32	29
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	170	126	102	N/A	164	118	94	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 #28**

## This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 678	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	2272	1910	660			



## 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
<b>All Students</b>	<b>2442</b>	<b>93%</b>	<b>78%</b>	<b>27%</b>				
Female	1213	94%	79%	27%				
Male	1229	92%	78%	27%				
American Indian or Alaska Native	23	100%	78%	13%				
Black or African American	756	87%	63%	13%				
Hispanic or Latino	599	92%	75%	19%				
Asian or Native Hawaiian/Other Pacific Islander	725	97%	90%	42%				
White	339	99%	91%	42%				
<b>Small Group Totals</b>								
General-Education Students	2042	97%	85%	31%				
Students with Disabilities	400	73%	43%	7%				
English Proficient	2234	94%	80%	29%				
Limited English Proficient	208	81%	55%	10%				
Economically Disadvantaged	1722	97%	84%	26%				
Not Disadvantaged	720	84%	65%	29%				
Migrant								
Not Migrant	2442	93%	78%	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

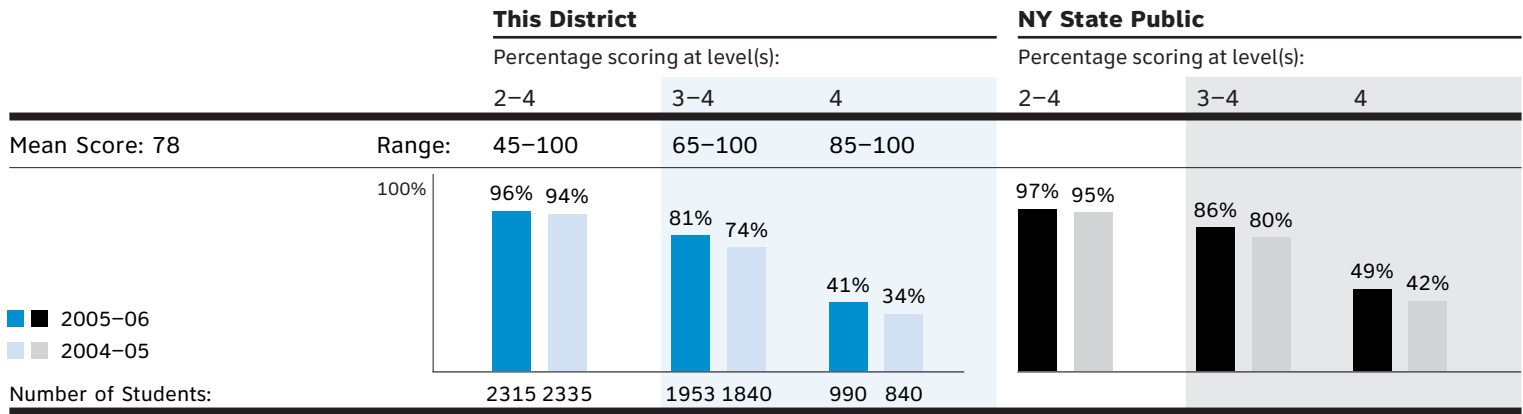
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	29	29	29	27	33	33	33	29

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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
<b>All Students</b>	<b>2410</b>	<b>96%</b>	<b>81%</b>	<b>41%</b>	<b>2478</b>	<b>94%</b>	<b>74%</b>	<b>34%</b>
Female	1206	96%	82%	41%	1128	95%	75%	34%
Male	1204	96%	80%	41%	1350	93%	73%	34%
American Indian or Alaska Native	22	100%	91%	55%	15	73%	40%	20%
Black or African American	739	93%	69%	24%	746	90%	61%	21%
Hispanic or Latino	594	96%	76%	32%	607	94%	71%	26%
Asian or Native Hawaiian/Other Pacific Islander	718	98%	92%	55%	737	98%	86%	47%
White	337	99%	93%	64%	373	97%	84%	50%
<b>Small Group Totals</b>								
General-Education Students	2021	98%	87%	46%	2114	97%	80%	38%
Students with Disabilities	389	85%	52%	14%	364	81%	42%	12%
English Proficient	2205	97%	83%	44%	2261	95%	77%	36%
Limited English Proficient	205	86%	56%	14%	217	81%	41%	7%
Economically Disadvantaged	1705	98%	85%	40%	2110	94%	71%	29%
Not Disadvantaged	705	91%	72%	43%	368	97%	90%	65%
<b>Migrant</b>								
Not Migrant	2410	96%	81%	41%	2478	94%	74%	34%

### NOTES

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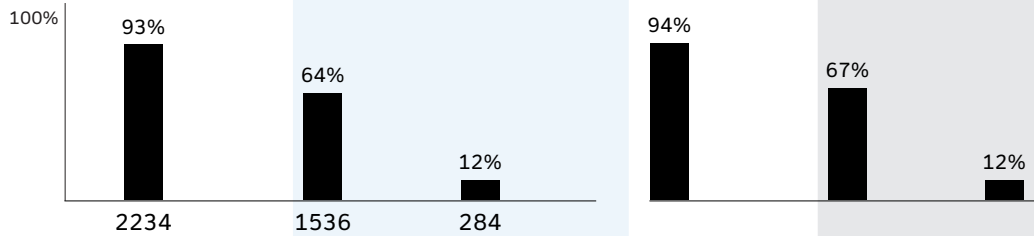
## Other Assessments

	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	29	29	28	27	30	29	28	25

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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: 661	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	2234	1536	284			



## 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
<b>All Students</b>	<b>2404</b>	<b>93%</b>	<b>64%</b>	<b>12%</b>				
Female	1085	95%	69%	13%				
Male	1319	91%	59%	11%				
American Indian or Alaska Native	16	81%	56%	0%				
Black or African American	809	90%	49%	5%				
Hispanic or Latino	542	92%	60%	6%				
Asian or Native Hawaiian/Other Pacific Islander	697	96%	76%	18%				
White	340	96%	79%	25%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2024	97%	72%	13%				
Students with Disabilities	380	73%	21%	3%				
English Proficient	2335	94%	65%	12%				
Limited English Proficient	69	71%	20%	1%				
Economically Disadvantaged	1700	97%	69%	9%				
Not Disadvantaged	704	84%	51%	17%				
Migrant								
Not Migrant	2404	93%	64%	12%				

### NOTES

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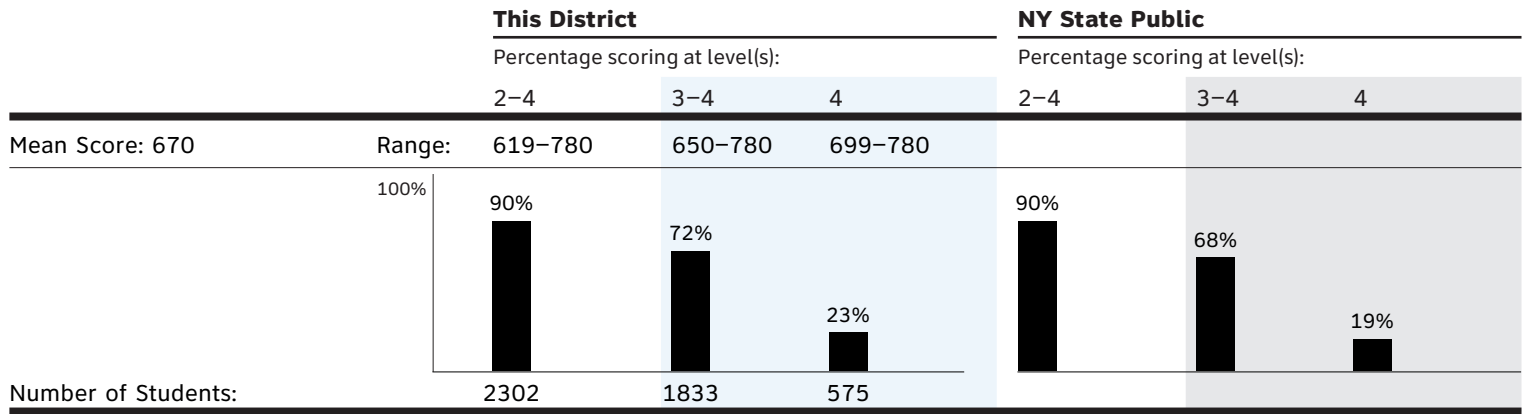
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	30	30	28	26	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	133	100	87	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 #28**

## 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
<b>All Students</b>	<b>2546</b>	<b>90%</b>	<b>72%</b>	<b>23%</b>				
Female	1147	92%	74%	23%				
Male	1399	89%	70%	22%				
American Indian or Alaska Native	16	81%	38%	0%				
Black or African American	810	82%	57%	9%				
Hispanic or Latino	611	91%	69%	14%				
Asian or Native Hawaiian/Other Pacific Islander	746	96%	85%	36%				
White	363	95%	87%	41%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2157	95%	79%	26%				
Students with Disabilities	389	66%	33%	4%				
English Proficient	2335	92%	74%	24%				
Limited English Proficient	211	76%	47%	8%				
Economically Disadvantaged	1821	94%	77%	22%				
Not Disadvantaged	725	80%	60%	25%				
Migrant								
Not Migrant	2546	90%	72%	23%				

### NOTES

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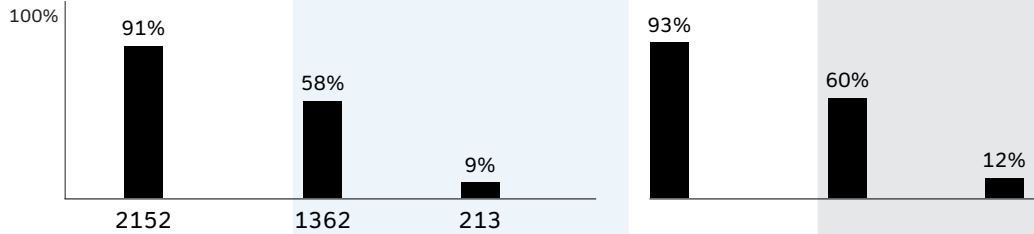
## Other Assessments

	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 5 Equivalent	31	30	30	25	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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: 653	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	2152	1362	213			



## 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
<b>All Students</b>	<b>2356</b>	<b>91%</b>	<b>58%</b>	<b>9%</b>				
Female	1163	94%	63%	12%				
Male	1193	89%	53%	6%				
American Indian or Alaska Native	9	100%	67%	11%				
Black or African American	834	87%	41%	2%				
Hispanic or Latino	546	90%	54%	6%				
Asian or Native Hawaiian/Other Pacific Islander	691	96%	74%	15%				
White	276	96%	77%	19%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2003	96%	65%	11%				
Students with Disabilities	353	65%	15%	0%				
English Proficient	2303	92%	59%	9%				
Limited English Proficient	53	49%	11%	0%				
Economically Disadvantaged	1623	96%	62%	7%				
Not Disadvantaged	733	81%	49%	13%				
Migrant								
Not Migrant	2356	91%	58%	9%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	28	28	28	24	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	129	113	103	N/A	N/A	N/A	N/A	N/A

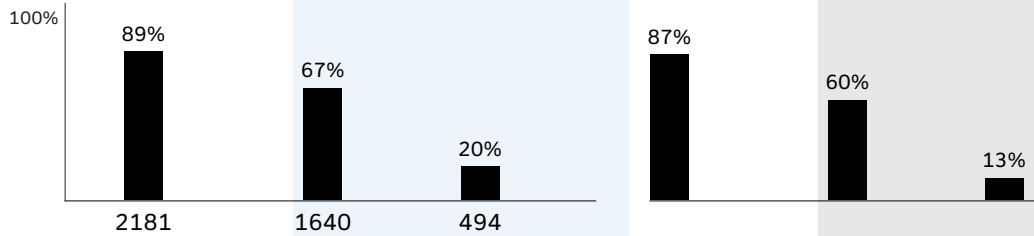
† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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: 664	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	2181	1640	494	2181	1640	494



## 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
<b>All Students</b>	<b>2444</b>	<b>89%</b>	<b>67%</b>	<b>20%</b>				
Female	1200	91%	70%	21%				
Male	1244	87%	65%	20%				
American Indian or Alaska Native	8	100%	88%	13%				
Black or African American	827	82%	49%	7%				
Hispanic or Latino	591	87%	64%	12%				
Asian or Native Hawaiian/Other Pacific Islander	722	97%	84%	37%				
White	296	96%	82%	31%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2100	94%	75%	23%				
Students with Disabilities	344	58%	20%	2%				
English Proficient	2266	90%	69%	21%				
Limited English Proficient	178	74%	40%	4%				
Economically Disadvantaged	1715	94%	72%	19%				
Not Disadvantaged	729	78%	56%	22%				
Migrant								
Not Migrant	2444	89%	67%	20%				

### NOTES

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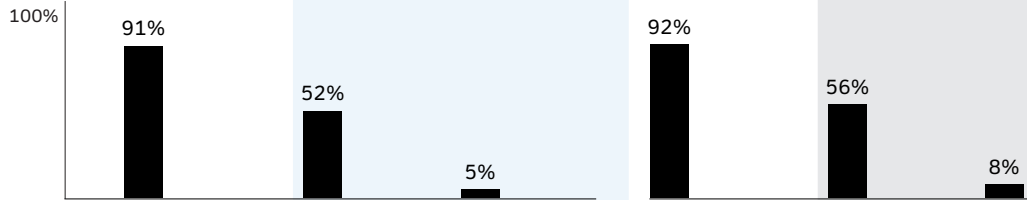
## Other Assessments

	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	28	28	28	24	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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: 647	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1975	1124	119			



## 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
<b>All Students</b>	<b>2177</b>	<b>91%</b>	<b>52%</b>	<b>5%</b>				
Female	1062	93%	55%	6%				
Male	1115	88%	49%	4%				
American Indian or Alaska Native	9	78%	33%	0%				
Black or African American	839	86%	37%	3%				
Hispanic or Latino	511	90%	51%	4%				
Asian or Native Hawaiian/Other Pacific Islander	531	97%	68%	10%				
White	287	95%	65%	9%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1852	95%	59%	6%				
Students with Disabilities	325	68%	12%	1%				
English Proficient	2104	92%	53%	6%				
Limited English Proficient	73	56%	8%	0%				
Economically Disadvantaged	1472	95%	56%	4%				
Not Disadvantaged	705	83%	43%	8%				
Migrant								
Not Migrant	2177	91%	52%	5%				

### NOTES

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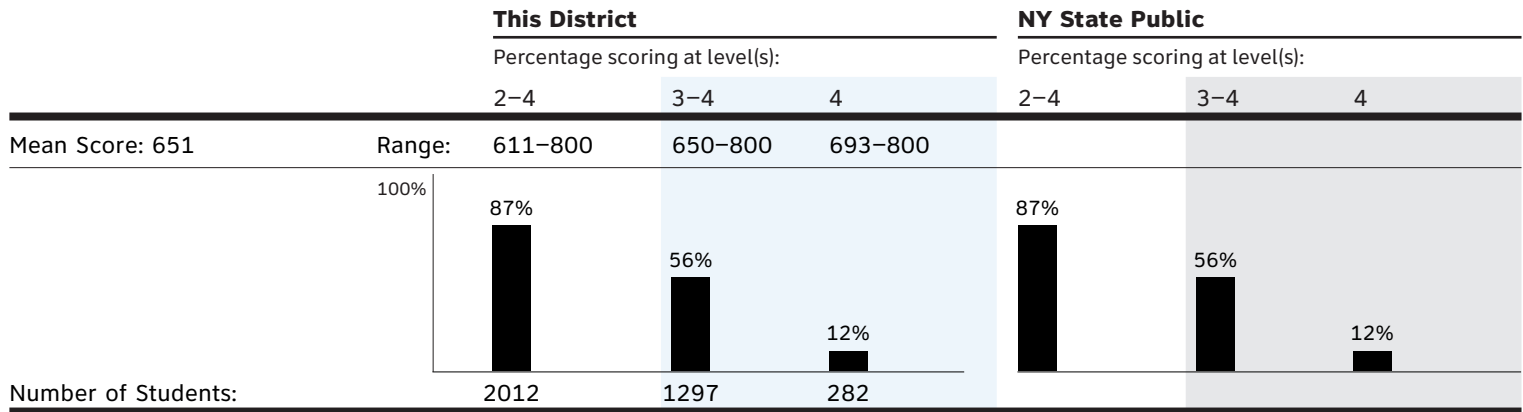
## Other Assessments

	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 7 Equivalent	31	31	30	26	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	117	98	89	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 #28**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2302</b>	<b>87%</b>	<b>56%</b>	<b>12%</b>				
Female	1116	88%	58%	11%				
Male	1186	86%	55%	13%				
American Indian or Alaska Native	11	91%	27%	0%				
Black or African American	843	79%	38%	4%				
Hispanic or Latino	556	88%	53%	7%				
Asian or Native Hawaiian/Other Pacific Islander	582	95%	76%	26%				
White	310	95%	75%	17%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1970	92%	64%	14%				
Students with Disabilities	332	58%	14%	0%				
English Proficient	2111	89%	59%	13%				
Limited English Proficient	191	69%	26%	4%				
Economically Disadvantaged	1580	92%	61%	11%				
Not Disadvantaged	722	77%	47%	15%				
Migrant								
Not Migrant	2302	87%	56%	12%				

### NOTES

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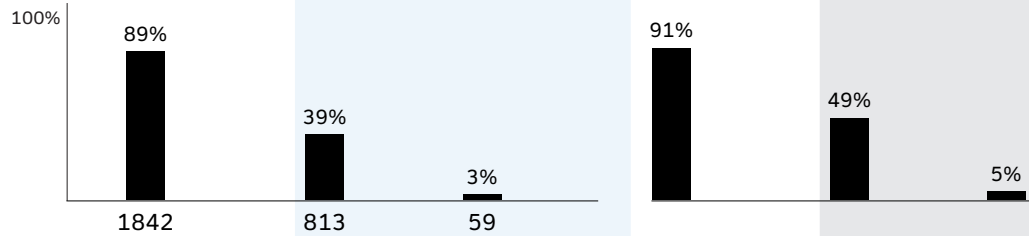
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	32	31	28	25	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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: 642	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1842	813	59	1842	813	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
<b>All Students</b>	<b>2073</b>	<b>89%</b>	<b>39%</b>	<b>3%</b>				
Female	1000	92%	45%	4%				
Male	1073	86%	34%	2%				
American Indian or Alaska Native	6	50%	17%	0%				
Black or African American	788	83%	24%	1%				
Hispanic or Latino	474	90%	31%	2%				
Asian or Native Hawaiian/Other Pacific Islander	479	94%	60%	6%				
White	326	95%	57%	4%				
Small Group Totals								
General-Education Students	1781	94%	45%	3%				
Students with Disabilities	292	59%	5%	0%				
English Proficient	2005	90%	40%	3%				
Limited English Proficient	68	47%	9%	1%				
Economically Disadvantaged	1393	93%	41%	2%				
Not Disadvantaged	680	79%	36%	4%				
Migrant								
Not Migrant	2073	89%	39%	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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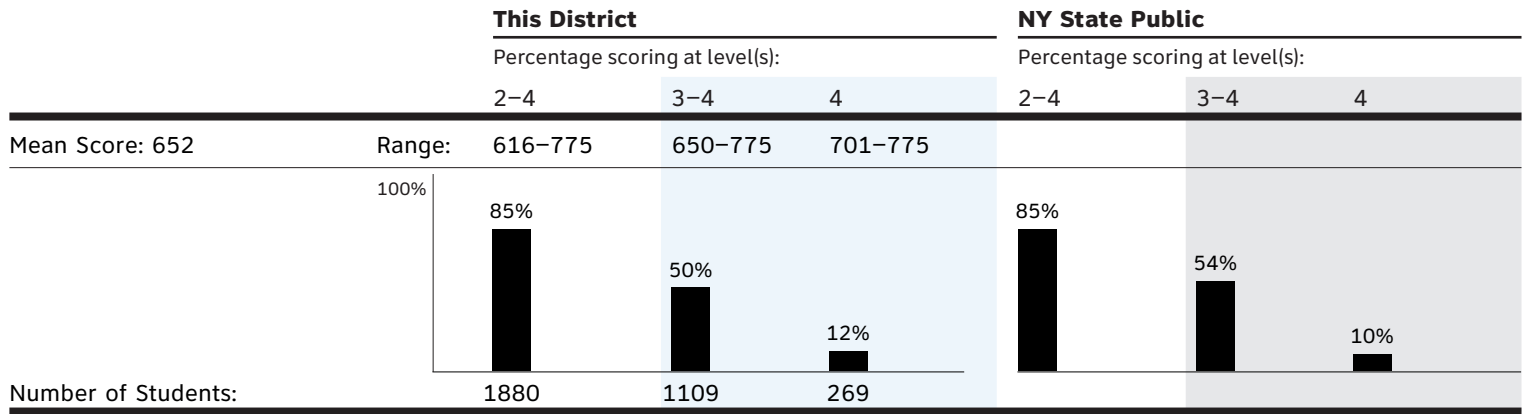
## Other Assessments

	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	36	36	34	29	35	35	32	24
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	117	83	70	N/A	146	118	99	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 #28**

## 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
<b>All Students</b>	<b>2201</b>	<b>85%</b>	<b>50%</b>	<b>12%</b>				
Female	1046	87%	52%	13%				
Male	1155	84%	49%	12%				
American Indian or Alaska Native	8	88%	25%	0%				
Black or African American	798	78%	32%	4%				
Hispanic or Latino	523	82%	43%	5%				
Asian or Native Hawaiian/Other Pacific Islander	528	94%	74%	27%				
White	344	94%	68%	22%				
<b>Small Group Totals</b>								
General-Education Students	1900	92%	57%	14%				
Students with Disabilities	301	46%	6%	0%				
English Proficient	2009	87%	52%	13%				
Limited English Proficient	192	72%	35%	4%				
Economically Disadvantaged	1506	92%	55%	11%				
Not Disadvantaged	695	72%	41%	15%				
Migrant								
Not Migrant	2201	85%	50%	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

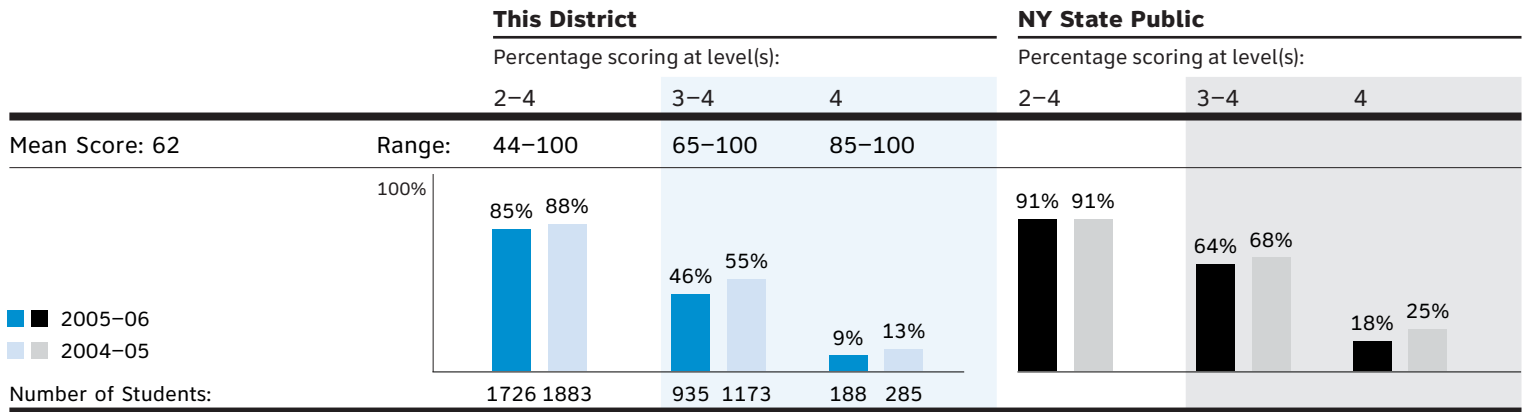
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## Other Assessments

	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 8 Equivalent	36	36	34	32	37	37	36	30

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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
<b>All Students</b>	<b>2021</b>	<b>85%</b>	<b>46%</b>	<b>9%</b>	<b>2148</b>	<b>88%</b>	<b>55%</b>	<b>13%</b>
Female	951	88%	46%	9%	1025	90%	57%	13%
Male	1070	83%	47%	10%	1123	86%	52%	13%
American Indian or Alaska Native	8	75%	38%	0%	9	89%	33%	11%
Black or African American	693	77%	28%	2%	742	79%	34%	3%
Hispanic or Latino	489	85%	40%	3%	504	87%	50%	7%
Asian or Native Hawaiian/Other Pacific Islander	499	91%	65%	21%	549	95%	75%	24%
White	332	94%	65%	17%	344	95%	73%	26%
<b>Small Group Totals</b>								
General-Education Students	1754	90%	52%	11%	1823	93%	62%	15%
Students with Disabilities	267	53%	6%	0%	325	57%	15%	1%
English Proficient	1840	88%	49%	10%	1926	89%	58%	14%
Limited English Proficient	181	61%	15%	1%	222	76%	29%	4%
Economically Disadvantaged	1389	90%	48%	8%	1713	87%	50%	10%
Not Disadvantaged	632	76%	44%	12%	435	92%	73%	27%
Migrant					2	-	-	-
Not Migrant	2021	85%	46%	9%	2146	-	-	-

### 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	30	30	29	25	37	37	33	29
Regents Science	0				97	88	75	12

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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):

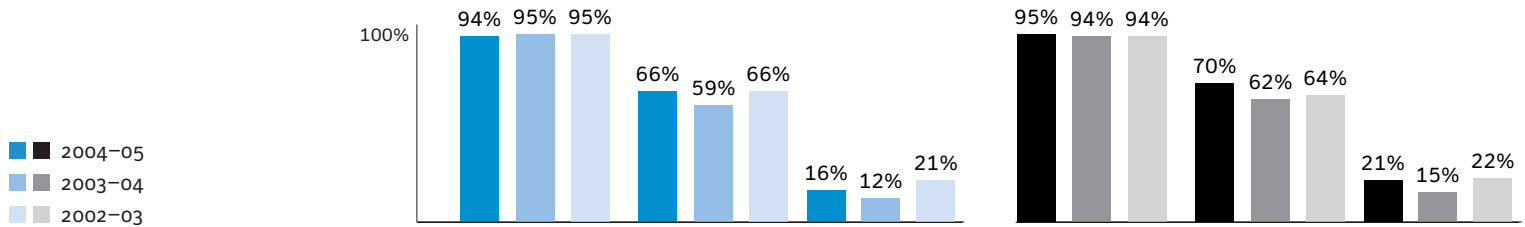
2-4                      3-4                      4

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	144	676	1229	381	2430	659
Feb 2004	130	843	1122	281	2376	653
Feb 2003	114	734	1100	510	2458	660

### Grade 8

#### This School

Percentage scoring at level(s):

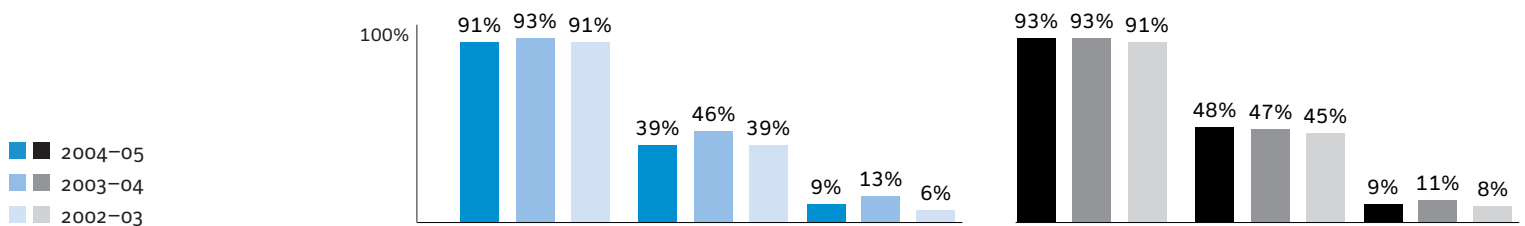
2-4                      3-4                      4

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	186	1148	659	189	2182	693
Jan 2004	140	906	647	255	1948	700
Jan 2003	162	959	604	106	1831	691

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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

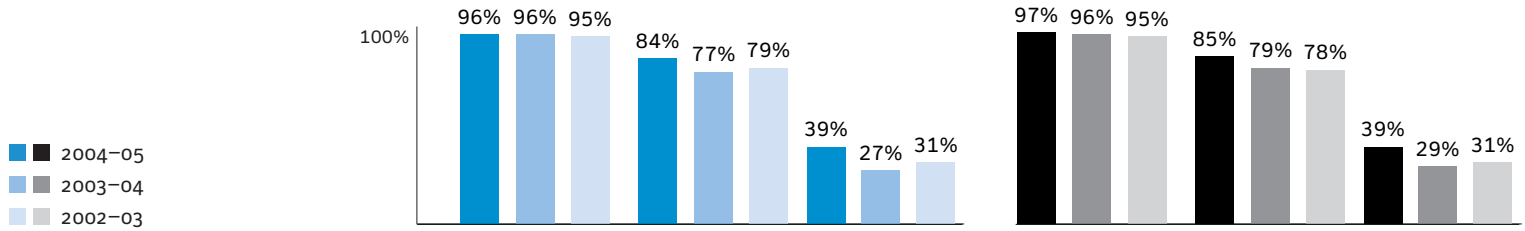
Percentage scoring at level(s):

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	94	324	1164	1001	2583	670
May 2004	113	457	1283	670	2523	659
May 2003	135	423	1243	813	2614	661

### Grade 8

#### This School

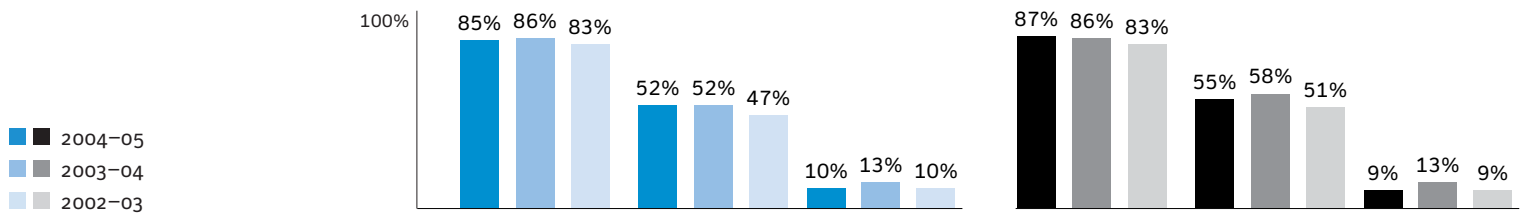
Percentage scoring at level(s):

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	332	760	952	234	2278	715
May 2004	299	724	823	264	2110	715
May 2003	337	730	740	190	1997	711



District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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

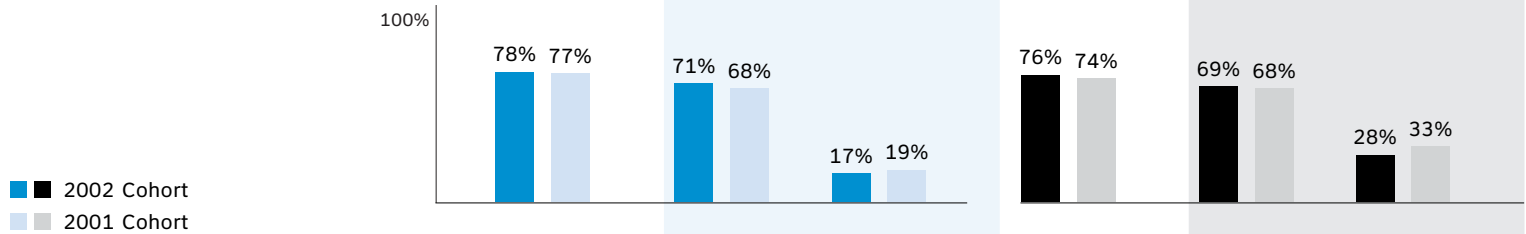
### NY State Public

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
<b>All Students</b>	<b>3214</b>	<b>78%</b>	<b>71%</b>	<b>17%</b>	<b>2885</b>	<b>77%</b>	<b>68%</b>	<b>19%</b>
Female	1553	83%	77%	22%	1412	82%	74%	24%
Male	1661	74%	66%	14%	1473	71%	62%	14%
American Indian or Alaska Native	12	75%	33%	8%	19	58%	47%	11%
Black or African American	1129	72%	64%	11%	1008	72%	63%	15%
Hispanic or Latino	647	74%	66%	13%	535	71%	64%	17%
Asian or Native Hawaiian/Other Pacific Islander	811	86%	82%	29%	739	83%	76%	24%
White	615	85%	77%	20%	584	82%	71%	22%
<b>Small Group Totals</b>								
General-Education Students	2969	83%	76%	19%	2699	80%	72%	20%
Students with Disabilities	245	23%	16%	1%	186	25%	15%	1%
English Proficient	2993	81%	74%	19%	2569	80%	72%	21%
Limited English Proficient	221	48%	32%	1%	316	49%	32%	1%
Economically Disadvantaged	843	71%	65%	18%				
Not Disadvantaged	2371	81%	73%	17%				
<b>Migrant</b>								
Not Migrant	3214	78%	71%	17%				

### NOTES

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

## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	25	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 #28**

## 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

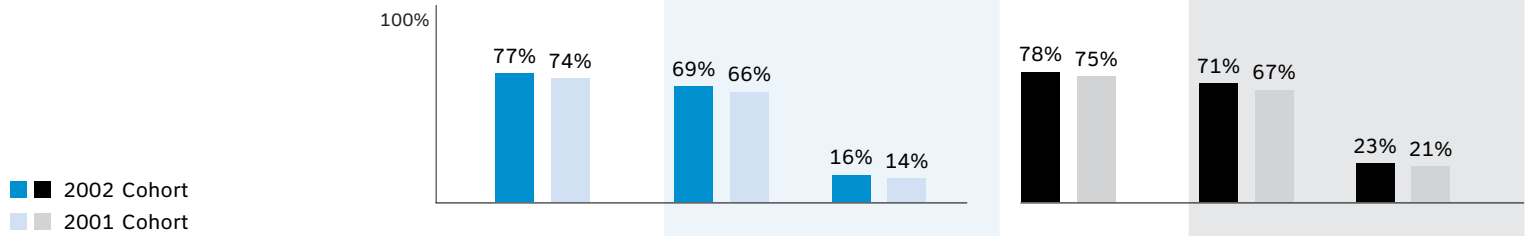
### NY State Public

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
<b>All Students</b>	<b>3214</b>	<b>77%</b>	<b>69%</b>	<b>16%</b>	<b>2885</b>	<b>74%</b>	<b>66%</b>	<b>14%</b>
Female	1553	81%	72%	16%	1412	79%	70%	15%
Male	1661	74%	66%	17%	1473	70%	63%	12%
American Indian or Alaska Native	12	58%	42%	0%	19	58%	53%	0%
Black or African American	1129	70%	58%	6%	1008	68%	58%	7%
Hispanic or Latino	647	72%	63%	11%	535	66%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	811	87%	82%	31%	739	84%	78%	24%
White	615	83%	79%	23%	584	81%	74%	18%
<b>Small Group Totals</b>								
General-Education Students	2969	82%	73%	18%	2699	78%	70%	15%
Students with Disabilities	245	24%	17%	1%	186	25%	15%	2%
English Proficient	2993	79%	71%	17%	2569	76%	69%	15%
Limited English Proficient	221	58%	44%	7%	316	57%	46%	8%
Economically Disadvantaged	843	72%	64%	15%				
Not Disadvantaged	2371	79%	71%	17%				
<b>Migrant</b>								
Not Migrant	3214	77%	69%	16%				

### NOTES

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

## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

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

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

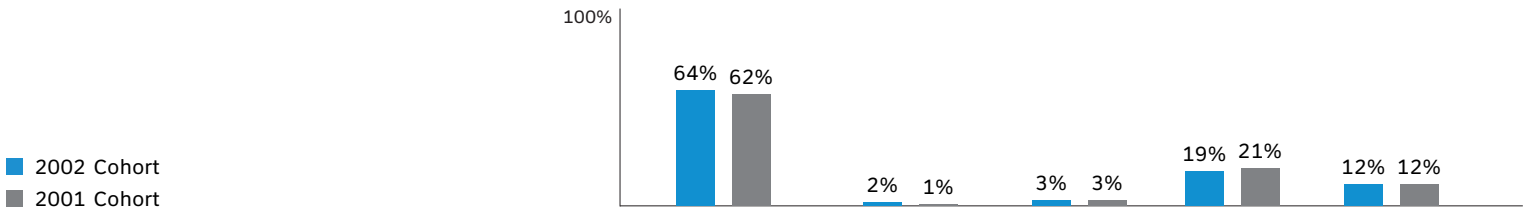
District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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
<b>All Students</b>	<b>2002</b>	<b>3214</b>	<b>64%</b>	<b>2%</b>	<b>3%</b>	<b>19%</b>	<b>12%</b>
	<b>2001</b>	<b>2885</b>	<b>62%</b>	<b>1%</b>	<b>3%</b>	<b>21%</b>	<b>12%</b>
Female	2002	1553	69%	1%	3%	16%	10%
	2001	1412	67%	1%	2%	20%	10%
Male	2002	1661	58%	2%	3%	22%	14%
	2001	1473	58%	1%	4%	23%	15%
American Indian or Alaska Native	2002	12	50%	0%	8%	17%	25%
	2001	19	47%	0%	11%	21%	21%
Black or African American	2002	1129	55%	3%	5%	23%	14%
	2001	1008	55%	1%	3%	25%	15%
Hispanic or Latino	2002	647	55%	1%	4%	24%	16%
	2001	535	55%	1%	3%	24%	17%
Asian or Native Hawaiian/Other Pacific Islander	2002	811	76%	1%	1%	14%	8%
	2001	739	71%	0%	3%	17%	8%
White	2002	615	72%	1%	2%	15%	10%
	2001	584	71%	1%	3%	17%	8%
Small Group Totals							
General-Education Students	2002	2969	67%	0%	3%	20%	11%
	2001	2699	64%	0%	3%	22%	11%
Students with Disabilities	2002	245	28%	21%	4%	16%	31%
	2001	186	39%	15%	3%	12%	30%
English Proficient	2002	2993	66%	1%	3%	18%	11%
	2001	2569	65%	1%	3%	19%	11%
Limited English Proficient	2002	221	35%	4%	1%	36%	24%
	2001	316	38%	1%	3%	38%	21%
Economically Disadvantaged	2002	843	60%	2%	5%	19%	14%
	2001	843	60%	2%	5%	19%	14%
Not Disadvantaged	2002	2371	65%	1%	3%	20%	11%
	2001	2371	65%	1%	3%	20%	11%
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	3214	64%	2%	3%	19%	12%
	2001	2885	62%	1%	3%	21%	12%

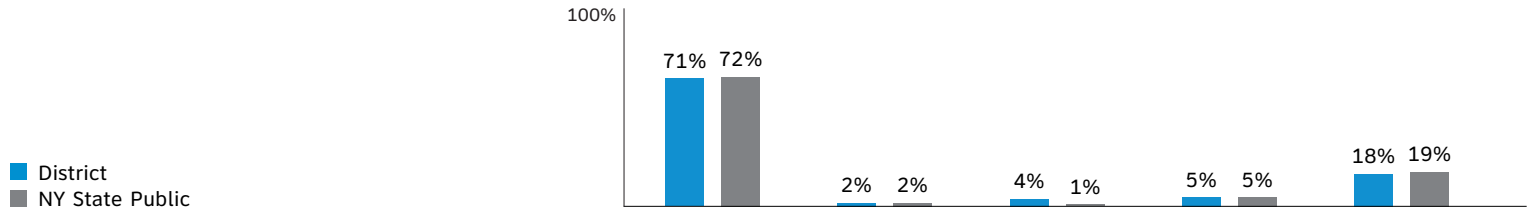
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

## 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
<b>All Students</b>	<b>2862</b>	<b>71%</b>	<b>2%</b>	<b>4%</b>	<b>5%</b>	<b>18%</b>
Female	1396	76%	1%	3%	5%	15%
Male	1466	66%	3%	6%	5%	21%
American Indian or Alaska Native	18	50%	0%	11%	0%	39%
Black or African American	1011	64%	3%	5%	6%	22%
Hispanic or Latino	541	62%	2%	4%	6%	26%
Asian or Native Hawaiian/Other Pacific Islander	728	80%	1%	4%	5%	11%
White	564	81%	2%	3%	3%	11%
<b>Small Group Totals</b>						
General-Education Students	2648	74%	0%	4%	5%	17%
Students with Disabilities	214	34%	27%	3%	2%	34%
English Proficient	2581	73%	2%	4%	4%	16%
Limited English Proficient	281	46%	4%	4%	13%	33%
Economically Disadvantaged	886	69%	3%	7%	3%	18%
Not Disadvantaged	1976	72%	1%	3%	6%	18%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2862	71%	2%	4%	5%	18%

### 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.