



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #29**
District ID **342900010000**
Superintendent **JOANNE JOYNER-WELLS**
Telephone **(718) 341-8280**
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 **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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	170	201	261
Kindergarten	2327	2253	2125
Grade 1	2702	2622	2543
Grade 2	2803	2568	2473
Grade 3	2769	2767	2563
Grade 4	2823	2668	2560
Grade 5	2919	2795	2663
Grade 6	2638	2601	2473
Ungraded Elementary	785	863	954
Grade 7	2663	2615	2500
Grade 8	2663	2683	2587
Grade 9	1490	1129	1182
Grade 10	1112	1056	911
Grade 11	354	488	479
Grade 12	553	516	492
Ungraded Secondary	543	476	439
Total K-12	29144	28100	26944

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	26	25
Grade 8			
English	34	33	30
Mathematics	39	32	30
Science	37	32	30
Social Studies	28	32	31
Grade 10			
English	27	29	30
Mathematics	20	24	28
Science	31	26	27
Social Studies	26	29	30

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	16998	58%	15141	54%	16210	60%
Reduced-Price Lunch	3025	10%	3253	12%	3370	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1821	6%	1885	7%	1889	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	168	1%	165	1%	173	1%
Black or African American	21749	75%	20673	74%	19609	73%
Hispanic or Latino	3598	12%	3608	13%	3425	13%
Asian or Native Hawaiian/Other Pacific Islander	3253	11%	3246	12%	3266	12%
White	376	1%	408	1%	471	2%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	547	N/A	1003	3%	507	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 #29

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1969	3104	5822
Percent Not Taught by Highly Qualified Teachers	20%	18%	8%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	133	54	50
Percent with No Valid Teaching Certificate	7%	3%	3%
Individuals Teaching Out of Certification			
Number of Teachers	308	232	182
Percentage of Total	17%	13%	10%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	39%	38%	39%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)


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

Summary

Overall Accountability Status (2006–07)

Improvement (Year 3)

Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 3)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES









































2005–06

YES




2006–07

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White				–	–	
Other Groups						
Students with Disabilities						
Limited English Proficient					 ^{SH}	
Economically Disadvantaged						
Student groups making AYP in each subject	 7 of 9	 9 of 9	 1 of 1	 1 of 7	 6 of 7	 0 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 #29**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 3)

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 4) 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 3) in 2007-08. [208]

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 (16664:15877)	✓	✓	98%	✓	137	121	
Ethnicity							
American Indian or Alaska Native (112:106)	✓	✓	99%	✓	125	112	
Black or African American (12128:11569)	✓	✓	98%	✓	135	121	
Hispanic or Latino (2141:2005)	✓	✓	98%	✓	136	120	
Asian or Native Hawaiian/Other Pacific Islander (2052:1980)	✓	✓	99%	✓	154	120	
White (231:217)	✓	✓	97%	✓	142	114	
Other Groups							
Students with Disabilities ⁴ (2454:2293)	✗	✓	96%	✗	83	120	90 95
Limited English Proficient (1392:858)	✗	✗	94%	✓ ^{SH}	110	118	105 119
Economically Disadvantaged (11424:10936)	✓	✓	99%	✓	146	121	
Final AYP Determination	✗						
		7 of 9					

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

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

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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



AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**





























Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (16652:15764)			99%		141	85	
Ethnicity							
American Indian or Alaska Native (111:105)			100%		134	76	
Black or African American (12112:11471)			99%		136	85	
Hispanic or Latino (2157:2015)			99%		148	84	
Asian or Native Hawaiian/Other Pacific Islander (2046:1963)			100%		167	84	
White (226:210)			97%		142	78	
Other Groups							
Students with Disabilities ⁴ (2457:2293)			97%		89	84	
Limited English Proficient (976:902)			99%		109	82	
Economically Disadvantaged (11428:10856)			99%		150	85	
Final AYP Determination	 9 of 9						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

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

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**




















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 (5562:5072)		Qualified		96%		148	100	
Ethnicity								
American Indian or Alaska Native (38:32)		–	–	–		153	100	
Black or African American (4009:3658)		Qualified		96%		145	100	
Hispanic or Latino (718:646)		Qualified		96%		149	100	
Asian or Native Hawaiian/Other Pacific Islander (722:666)		Qualified		97%		162	100	
White (75:70)		Qualified		96%		151	100	
Other Groups								
Students with Disabilities (858:746)		Qualified		92%		116	100	
Limited English Proficient (336:310)		Qualified		97%		112	100	
Economically Disadvantaged (3798:3504)		Qualified		97%		154	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

Secondary-Level English Language Arts



















Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 1 of 7 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 4) 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 3) in 2007-08. [208]




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 (614:695)			99%		140	150	142 [†]	146
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (523:580)			99%		139	149	141 [†]	145
Hispanic or Latino (39:53)		–	–		126	141	140 [†]	133
Asian or Native Hawaiian/Other Pacific Islander (34:41)		–	–		166	139		
White (14:17)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (26:72)		–	–		92	143	101 [†]	103
Limited English Proficient (18:34)		–	–		53	137	91	68
Economically Disadvantaged (159:210)			99%		144	146	146	150
Final AYP Determination	 1 of 7							

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 #29**

Secondary-Level Mathematics



















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

Accountability Measures 6 of 7 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

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




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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (614:695)			99%		145	142		
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (523:580)			99%		145	141		
Hispanic or Latino (39:53)		–	–		140	133		
Asian or Native Hawaiian/Other Pacific Islander (34:41)		–	–		171	131		
White (14:17)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (26:72)		–	–		89	135	87†	100
Limited English Proficient (18:34)		–	–		115	129	112	124
Economically Disadvantaged (159:210)			100%		143	138		
Final AYP Determination	 6 of 7							

NOTES

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


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**








Graduation Rate

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

Accountability Measures 0 of 1 Student groups making AYP in Graduation Rate
 Did not make AYP

Prospective Status A district that fails to make AYP in Graduation Rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP in 2006-07, the district will be in good standing in 2007-08. [203]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (692)			48%	55%	49%	49%
Ethnicity						
American Indian or Alaska Native (1)	–	–	–	–	–	–
Black or African American (601)		–	48%	55%	49%	49%
Hispanic or Latino (54)		–	43%	55%	55%	44%
Asian or Native Hawaiian/Other Pacific Islander (20)	–	–	–	–	–	–
White (16)	–	–	–	–	–	–
Other Groups						
Students with Disabilities (62)		–	6%	55%	23%	7%
Limited English Proficient (26)	–	–	–	–	–	–
Economically Disadvantaged (184)		–	52%	55%	47%	53%
Final AYP Determination	 0 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 #29**

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

32 schools identified 80% of total

BUSINESS/COMPUTER APPLICATION HIGH SCHOOL
CYNTHIA JENKINS SCHOOL
EXCELSIOR PREPARATORY HIGH SCHOOL
GEORGE WASHINGTON CARVER HIGH SCHOOL
MAGNET SCHOOL OF LAW/GOVERNMENT
P.S. 15 JACKIE ROBINSON SCHOOL
P.S. 33 EDWARD M. FUNK SCHOOL
P.S. 34 JOHN HARVARD SCHOOL
P.S. 35 NATHANIEL WOODHULL SCHOOL
P.S. 36 ST. ALBANS SCHOOL
P.S. 38 ROSEDALE SCHOOL
P.S. 52
P.S. 95 EASTWOOD SCHOOL
P.S. 116 WILLIAM C. HUGHLEY SCHOOL
P.S. 118 LORRAINE HANSBERRY SCHOOL
P.S. 131 ABIGAIL ADAMS SCHOOL
P.S. 132 RALPH BUNCHE SCHOOL
P.S. 134 HOLLIS SCHOOL
P.S. 136 ROY WILKINS SCHOOL
P.S. 138 SUNRISE SCHOOL
P.S. 147 RONALD MCNAIR SCHOOL
P.S. 156 THE LAURELTON SCHOOL
P.S. 176 CAMBRIA HEIGHTS SCHOOL
P.S. 181 BROOKFIELD SCHOOL
P.S. 195 WILLIAM HABERLE SCHOOL
P.S. 251
PATHWAYS COLLEGE PREPARATORY SCHOOL
PS 268
PS 270
PS/IS 208
QUEENS PREPARATORY ACADEMY
THE BELLAIRE SCHOOL

■ Requiring Academic Progress (Year 3)

1 school identified 3% of total

MATH/SCIENCE RESEARCH TECHNICAL CENTER

■ Requiring Academic Progress (Year 4)

2 schools identified 5% of total

I.S. 59 SPRINGFIELD GARDENS SCHOOL

JEAN NUZZI INTERMEDIATE SCHOOL

■ Requiring Academic Progress (Year 5)

3 schools identified 8% of total

HUMANITIES AND THE ARTS MAGNET HIGH SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

■ Requiring Academic Progress (Year 5) (continued)

I.S. 231 MAGNETECH 2000

SPRINGFIELD GARDENS HIGH SCHOOL

▲ Restructuring (Year 2)

1 school identified 3% of total

I.S. 192 THE LINDEN SCHOOL

▲ Restructuring (Year 3)

1 school identified 3% of total

I.S. 238 SUSAN B. ANTHONY SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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	57%			2507
Grade 4	58%			2577
Grade 5	56%			2745
Grade 6	46%			2538
Grade 7	43%			2564
Grade 8	28%			2572

Mathematics			
Grade 3	74%		2701
Grade 4	69%		2741
Grade 5	59%		2844
Grade 6	52%		2623
Grade 7	41%		2647
Grade 8	32%		2698

Science			
Grade 4	77%		2671
Grade 8	38%		2606

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	49%			913
Mathematics	50%			913

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	41%			913

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.

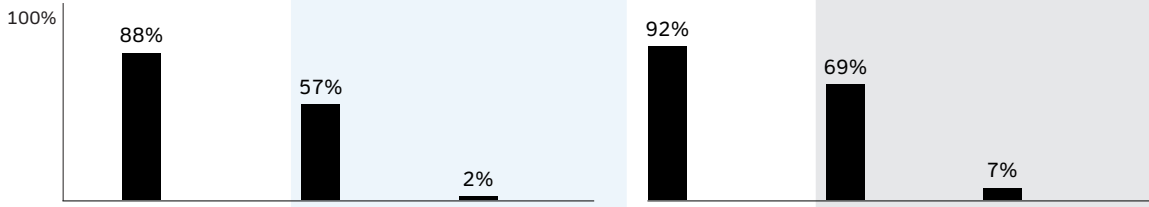
This District's N/RC Category:

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 #29**

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: 656	Range: 616-780	650-780	730-780			
						
Number of Students:	2215	1430	62			

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	2507	88%	57%	2%				
Female	1219	92%	64%	3%				
Male	1288	84%	50%	2%				
American Indian or Alaska Native	18	72%	44%	6%				
Black or African American	1881	87%	53%	2%				
Hispanic or Latino	304	94%	68%	2%				
Asian or Native Hawaiian/Other Pacific Islander	274	96%	77%	9%				
White	30	83%	53%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2191	93%	63%	3%				
Students with Disabilities	316	58%	19%	0%				
English Proficient	2472	89%	57%	3%				
Limited English Proficient	35	60%	26%	0%				
Economically Disadvantaged	1813	92%	61%	3%				
Not Disadvantaged	694	78%	47%	2%				
Migrant								
Not Migrant	2507	88%	57%	2%				

NOTES

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

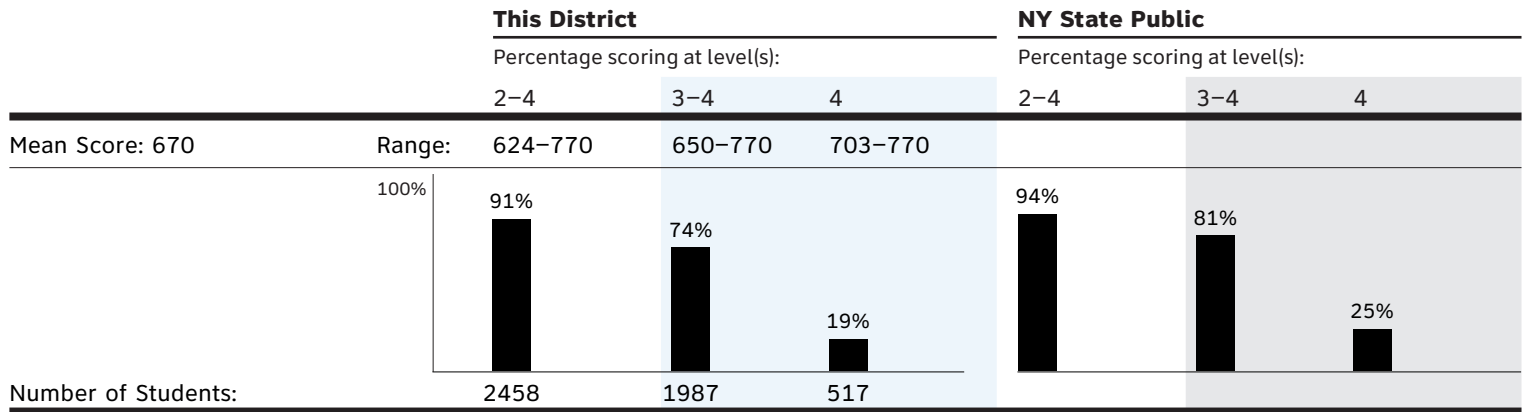
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	40	40	38	37	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	175	92	73	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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	2701	91%	74%	19%				
Female	1310	93%	76%	21%				
Male	1391	89%	71%	17%				
American Indian or Alaska Native	18	89%	78%	11%				
Black or African American	1926	90%	70%	15%				
Hispanic or Latino	393	91%	78%	22%				
Asian or Native Hawaiian/Other Pacific Islander	332	96%	87%	40%				
White	32	88%	72%	25%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2363	94%	77%	21%				
Students with Disabilities	338	70%	46%	4%				
English Proficient	2484	92%	75%	20%				
Limited English Proficient	217	79%	52%	7%				
Economically Disadvantaged	1983	94%	76%	21%				
Not Disadvantaged	718	83%	66%	14%				
Migrant								
Not Migrant	2701	91%	74%	19%				

NOTES

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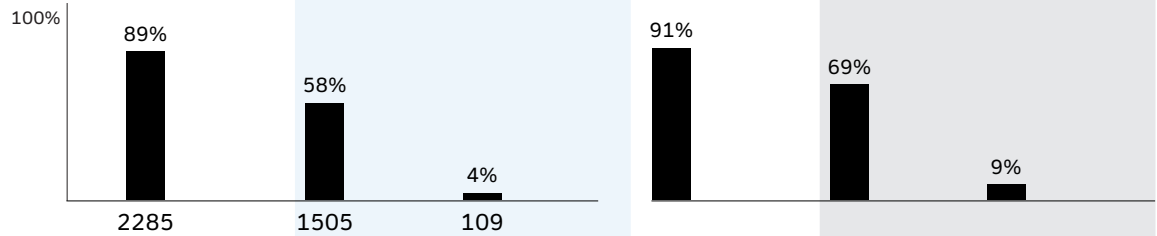
Other Assessments

	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	41	41	38	35	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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: 655	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	2285	1505	109			



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	2577	89%	58%	4%				
Female	1291	92%	61%	6%				
Male	1286	85%	55%	3%				
American Indian or Alaska Native	23	91%	65%	0%				
Black or African American	1851	88%	57%	4%				
Hispanic or Latino	306	89%	55%	5%				
Asian or Native Hawaiian/Other Pacific Islander	357	93%	71%	6%				
White	40	85%	60%	3%				
Small Group Totals								
General-Education Students	2194	94%	65%	5%				
Students with Disabilities	383	60%	20%	0%				
English Proficient	2540	89%	59%	4%				
Limited English Proficient	37	57%	8%	0%				
Economically Disadvantaged	1866	93%	64%	5%				
Not Disadvantaged	711	77%	45%	3%				
Migrant								
Not Migrant	2577	89%	58%	4%				

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

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	35	34	34	39	39	38	35
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	146	103	78	N/A	148	88	61	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 #29**

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: 666	Range: 622-800			650-800 702-800		
Number of Students:	2503	1890	463			

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	2741	91%	69%	17%				
Female	1367	92%	68%	17%				
Male	1374	90%	70%	17%				
American Indian or Alaska Native	24	92%	71%	8%				
Black or African American	1888	91%	67%	13%				
Hispanic or Latino	388	90%	66%	14%				
Asian or Native Hawaiian/Other Pacific Islander	398	94%	82%	38%				
White	43	88%	65%	14%				
Small Group Totals								
General-Education Students	2334	96%	75%	19%				
Students with Disabilities	407	67%	33%	2%				
English Proficient	2546	92%	71%	18%				
Limited English Proficient	195	77%	45%	7%				
Economically Disadvantaged	2007	95%	74%	19%				
Not Disadvantaged	734	81%	55%	12%				
Migrant								
Not Migrant	2741	91%	69%	17%				

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

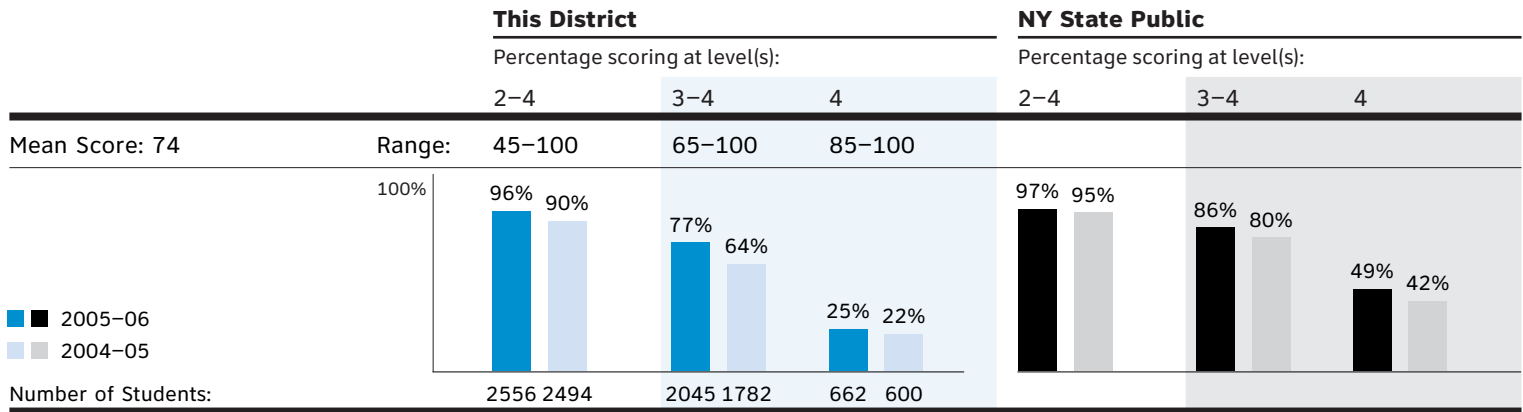
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	40	40	38	35	36	36	34	30

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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	2671	96%	77%	25%	2780	90%	64%	22%
Female	1332	97%	77%	24%	1411	91%	66%	24%
Male	1339	94%	76%	25%	1369	88%	62%	19%
American Indian or Alaska Native	23	96%	78%	9%	17	88%	53%	18%
Black or African American	1837	96%	77%	24%	1973	90%	63%	20%
Hispanic or Latino	379	96%	72%	17%	380	87%	58%	18%
Asian or Native Hawaiian/Other Pacific Islander	391	95%	81%	36%	359	91%	78%	32%
White	41	98%	76%	34%	51	82%	67%	27%
Small Group Totals								
General-Education Students	2281	98%	81%	27%	2455	92%	68%	23%
Students with Disabilities	390	85%	49%	9%	325	69%	34%	9%
English Proficient	2474	97%	79%	27%	2581	91%	67%	23%
Limited English Proficient	197	85%	50%	3%	199	67%	22%	3%
Economically Disadvantaged	1963	97%	80%	26%	2406	89%	62%	19%
Not Disadvantaged	708	91%	66%	21%	374	95%	77%	37%
Migrant								
Not Migrant	2671	96%	77%	25%	2780	90%	64%	22%

NOTES

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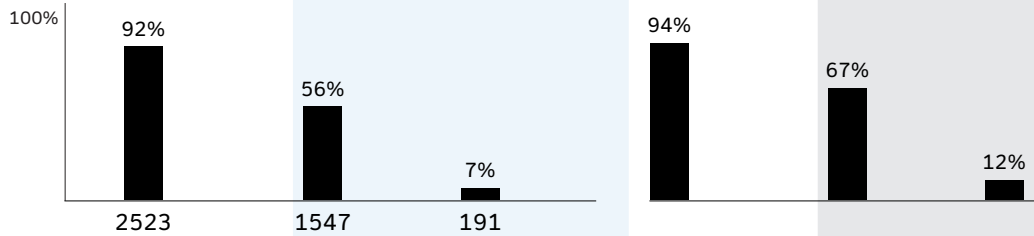
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	40	38	32	38	38	36	32

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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: 653	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	2523	1547	191	2523	1547	191



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	2745	92%	56%	7%				
Female	1390	94%	61%	9%				
Male	1355	90%	52%	5%				
American Indian or Alaska Native	18	83%	50%	6%				
Black or African American	1986	91%	55%	6%				
Hispanic or Latino	349	93%	52%	4%				
Asian or Native Hawaiian/Other Pacific Islander	353	96%	69%	13%				
White	39	92%	62%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2367	96%	62%	8%				
Students with Disabilities	378	66%	19%	1%				
English Proficient	2670	92%	57%	7%				
Limited English Proficient	75	83%	24%	0%				
Economically Disadvantaged	1987	96%	62%	8%				
Not Disadvantaged	758	81%	42%	4%				
Migrant								
Not Migrant	2745	92%	56%	7%				

NOTES

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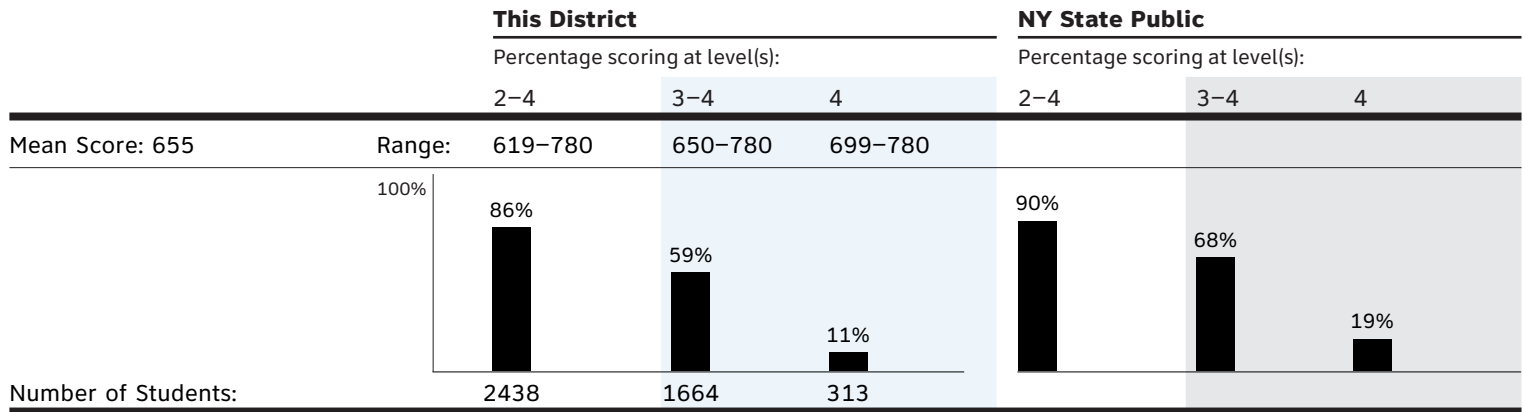
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	45	45	41	33	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	84	70	55	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2844	86%	59%	11%				
Female	1440	88%	62%	12%				
Male	1404	83%	55%	10%				
American Indian or Alaska Native	19	84%	63%	11%				
Black or African American	2014	84%	54%	9%				
Hispanic or Latino	397	87%	61%	9%				
Asian or Native Hawaiian/Other Pacific Islander	372	93%	77%	24%				
White	42	93%	60%	17%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2466	91%	64%	13%				
Students with Disabilities	378	54%	23%	1%				
English Proficient	2677	86%	60%	12%				
Limited English Proficient	167	75%	40%	1%				
Economically Disadvantaged	2078	91%	64%	13%				
Not Disadvantaged	766	73%	44%	6%				
Migrant								
Not Migrant	2844	86%	59%	11%				

NOTES

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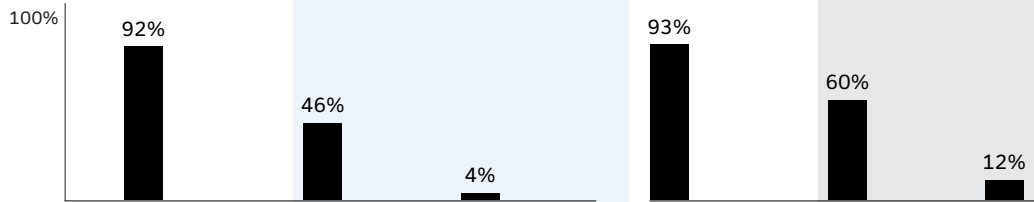
Other Assessments

	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	47	47	43	34	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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: 644	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	2329	1159	101			



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	2538	92%	46%	4%				
Female	1276	94%	52%	6%				
Male	1262	90%	39%	2%				
American Indian or Alaska Native	18	94%	17%	0%				
Black or African American	1909	92%	45%	3%				
Hispanic or Latino	264	91%	41%	3%				
Asian or Native Hawaiian/Other Pacific Islander	316	94%	56%	9%				
White	31	84%	58%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2202	96%	51%	5%				
Students with Disabilities	336	65%	10%	0%				
English Proficient	2491	92%	46%	4%				
Limited English Proficient	47	74%	6%	0%				
Economically Disadvantaged	1735	96%	50%	4%				
Not Disadvantaged	803	83%	36%	3%				
Migrant								
Not Migrant	2538	92%	46%	4%				

NOTES

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Other Assessments

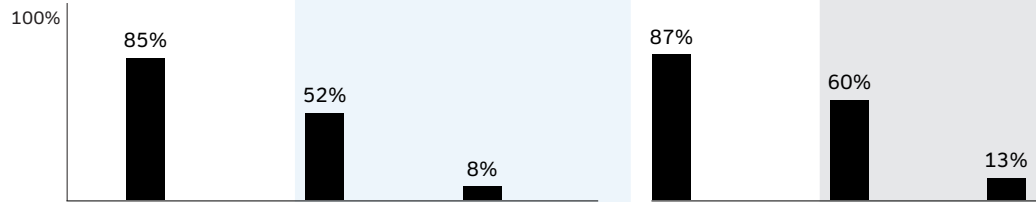
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	38	38	31	29	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	59	48	37	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 #29**

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: 649	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	2224	1358	207	2224	1358	207



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	2623	85%	52%	8%				
Female	1312	87%	54%	8%				
Male	1311	82%	49%	7%				
American Indian or Alaska Native	18	78%	22%	0%				
Black or African American	1964	84%	48%	6%				
Hispanic or Latino	285	85%	56%	8%				
Asian or Native Hawaiian/Other Pacific Islander	324	93%	73%	20%				
White	32	69%	38%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2272	90%	57%	9%				
Students with Disabilities	351	50%	16%	0%				
English Proficient	2514	85%	53%	8%				
Limited English Proficient	109	73%	25%	3%				
Economically Disadvantaged	1790	90%	56%	8%				
Not Disadvantaged	833	74%	43%	7%				
Migrant								
Not Migrant	2623	85%	52%	8%				

NOTES

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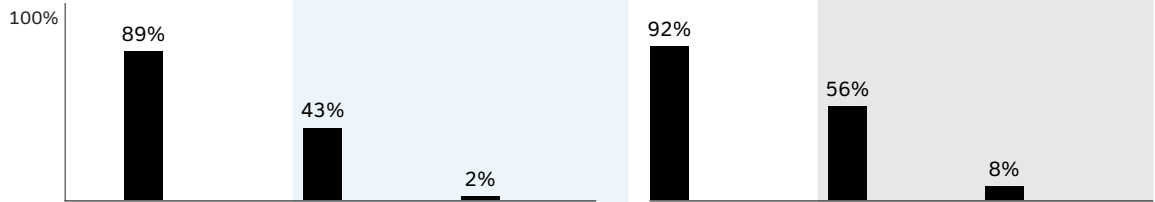
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	40	40	36	32	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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: 640	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	2290	1103	63	2290	1103	63



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	2564	89%	43%	2%				
Female	1238	92%	50%	3%				
Male	1326	87%	37%	2%				
American Indian or Alaska Native	13	77%	23%	0%				
Black or African American	1951	89%	41%	2%				
Hispanic or Latino	298	89%	44%	2%				
Asian or Native Hawaiian/Other Pacific Islander	273	91%	55%	4%				
White	29	90%	41%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2242	93%	47%	3%				
Students with Disabilities	322	67%	13%	0%				
English Proficient	2504	90%	44%	3%				
Limited English Proficient	60	62%	10%	0%				
Economically Disadvantaged	1665	93%	46%	3%				
Not Disadvantaged	899	83%	37%	2%				
Migrant								
Not Migrant	2564	89%	43%	2%				

NOTES

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Other Assessments

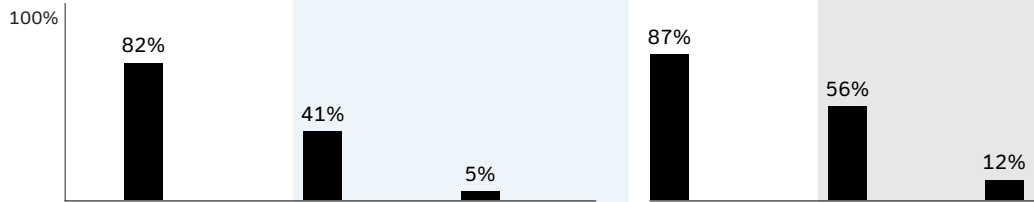
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	46	46	45	39	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	69	55	45	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 #29**

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: 638	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	2161	1079	127	2161	1079	127



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	2647	82%	41%	5%				
Female	1281	85%	45%	6%				
Male	1366	79%	37%	4%				
American Indian or Alaska Native	13	62%	23%	0%				
Black or African American	1984	80%	38%	3%				
Hispanic or Latino	331	84%	45%	6%				
Asian or Native Hawaiian/Other Pacific Islander	289	89%	57%	12%				
White	30	80%	53%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2327	86%	45%	5%				
Students with Disabilities	320	50%	12%	1%				
English Proficient	2511	83%	42%	5%				
Limited English Proficient	136	55%	18%	0%				
Economically Disadvantaged	1737	86%	44%	6%				
Not Disadvantaged	910	74%	34%	3%				
Migrant								
Not Migrant	2647	82%	41%	5%				

NOTES

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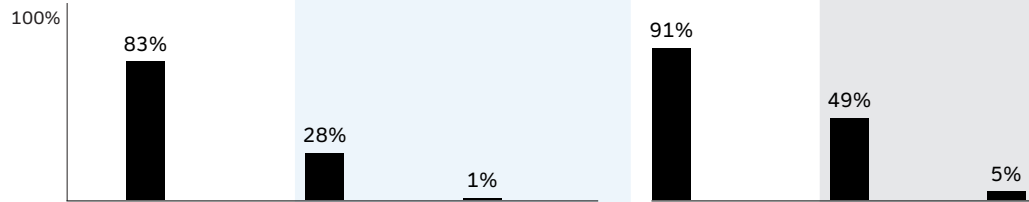
Other Assessments

	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	44	44	40	34	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 631	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	2145	718	24	2145	718	24



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	2572	83%	28%	1%				
Female	1244	89%	36%	1%				
Male	1328	78%	20%	0%				
American Indian or Alaska Native	15	60%	0%	0%				
Black or African American	1958	83%	25%	1%				
Hispanic or Latino	272	86%	29%	1%				
Asian or Native Hawaiian/Other Pacific Islander	298	85%	44%	3%				
White	29	76%	38%	0%				
Small Group Totals								
General-Education Students	2229	88%	32%	1%				
Students with Disabilities	343	51%	3%	0%				
English Proficient	2519	84%	28%	1%				
Limited English Proficient	53	34%	6%	0%				
Economically Disadvantaged	1683	88%	30%	1%				
Not Disadvantaged	889	75%	24%	1%				
Migrant								
Not Migrant	2572	83%	28%	1%				

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

NOTES

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Other Assessments

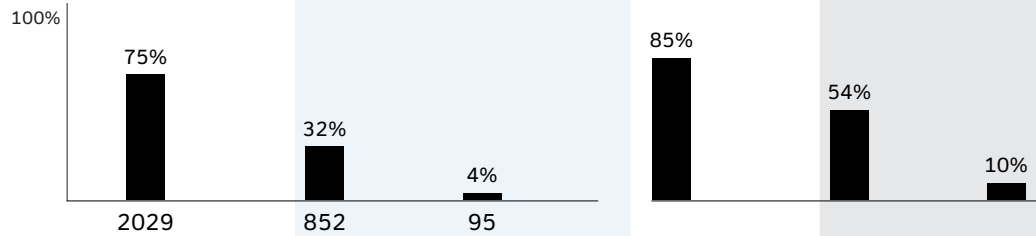
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	33	33	32	31	36	36	34	25
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	78	57	48	N/A	75	64	48	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 #29**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 635	616-775	650-775	701-775			
Range:						
Number of Students:	2029	852	95			



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	2698	75%	32%	4%				
Female	1310	78%	37%	5%				
Male	1388	73%	27%	2%				
American Indian or Alaska Native	14	71%	21%	7%				
Black or African American	2034	73%	26%	2%				
Hispanic or Latino	311	79%	40%	6%				
Asian or Native Hawaiian/Other Pacific Islander	310	87%	58%	12%				
White	29	76%	31%	7%				
Small Group Totals								
General-Education Students	2344	80%	35%	4%				
Students with Disabilities	354	45%	6%	0%				
English Proficient	2561	76%	33%	4%				
Limited English Proficient	137	60%	13%	1%				
Economically Disadvantaged	1775	80%	34%	4%				
Not Disadvantaged	923	67%	26%	3%				
Migrant								
Not Migrant	2698	75%	32%	4%				

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

NOTES

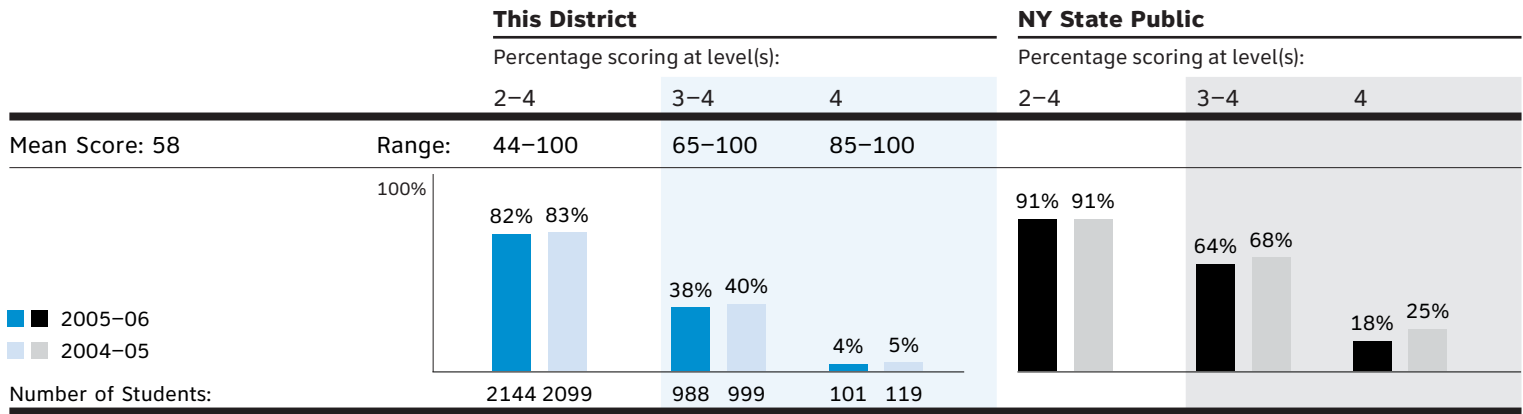
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	32	32	27	37	37	35	28

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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	2606	82%	38%	4%	2529	83%	40%	5%
Female	1275	85%	41%	4%	1250	87%	41%	4%
Male	1331	80%	35%	4%	1279	79%	38%	5%
American Indian or Alaska Native	14	79%	21%	0%	13	77%	15%	0%
Black or African American	1953	82%	35%	3%	1917	82%	37%	3%
Hispanic or Latino	304	81%	40%	5%	283	81%	40%	5%
Asian or Native Hawaiian/Other Pacific Islander	307	88%	55%	9%	291	91%	57%	15%
White	28	79%	39%	14%	25	84%	40%	4%
Small Group Totals								
General-Education Students	2273	85%	41%	4%	2203	87%	44%	5%
Students with Disabilities	333	61%	15%	0%	326	59%	11%	0%
English Proficient	2474	83%	40%	4%	2377	84%	41%	5%
Limited English Proficient	132	62%	8%	0%	152	63%	17%	1%
Economically Disadvantaged	1734	85%	39%	4%	1788	83%	39%	4%
Not Disadvantaged	872	78%	35%	4%	741	84%	40%	5%
Migrant								
Not Migrant	2606	82%	38%	4%	2529	83%	40%	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 8 Equivalent	29	29	28	25	38	38	36	29
Regents Science	0				3	–	–	–

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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):

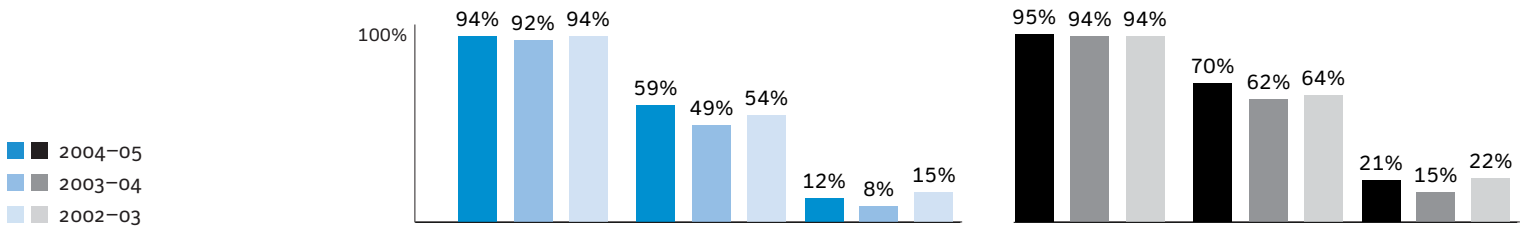
2-4 3-4 4

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	163	926	1248	311	2648	653
Feb 2004	235	1223	1167	220	2845	645
Feb 2003	172	1180	1169	431	2952	651

Grade 8

This School

Percentage scoring at level(s):

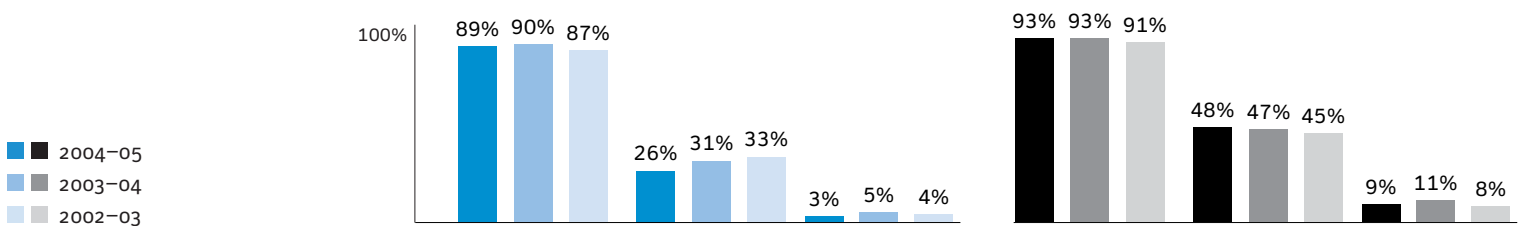
2-4 3-4 4

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	299	1728	625	77	2729	683
Jan 2004	281	1590	696	127	2694	688
Jan 2003	366	1537	826	102	2831	686

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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

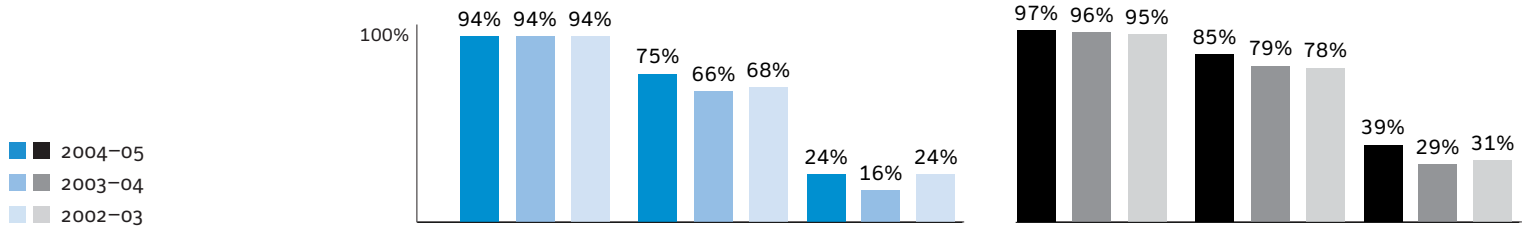
Percentage scoring at level(s):

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
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	160	553	1421	670	2804	656
May 2004	186	804	1484	477	2951	648
May 2003	195	768	1331	729	3023	653

Grade 8

This School

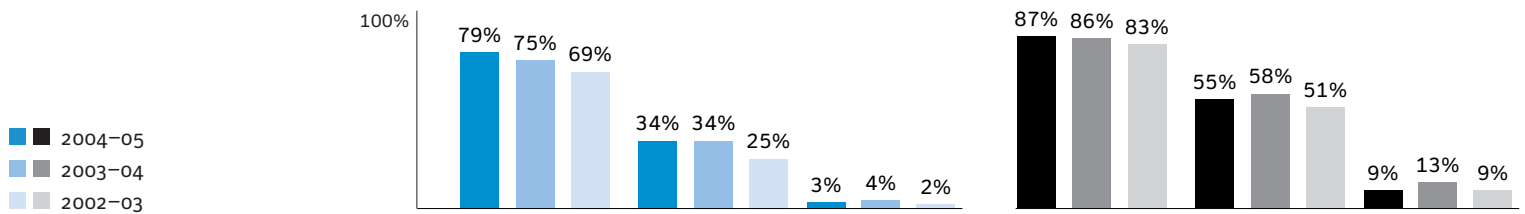
Percentage scoring at level(s):

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
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	576	1244	875	83	2778	703
May 2004	693	1154	831	101	2779	699
May 2003	896	1274	666	48	2884	692

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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

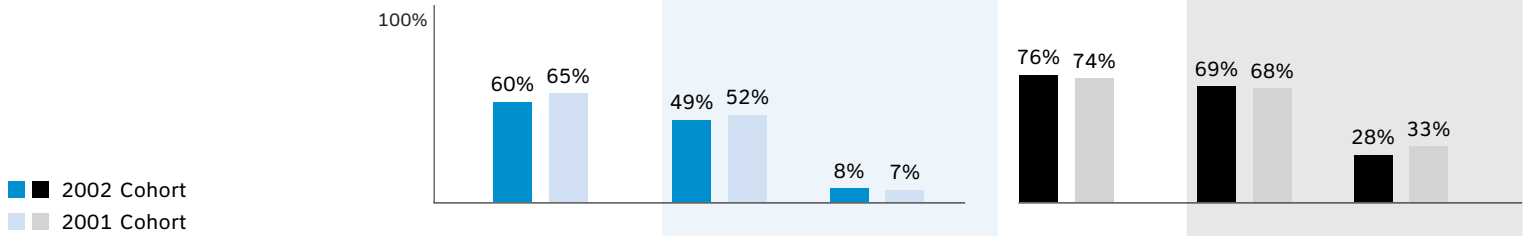
NY State Public

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	913	60%	49%	8%	780	65%	52%	7%
Female	423	70%	59%	12%	396	73%	60%	9%
Male	490	52%	39%	4%	384	58%	43%	5%
American Indian or Alaska Native	5	60%	20%	0%	-	-	-	-
Black or African American	765	61%	48%	7%	673	66%	51%	7%
Hispanic or Latino	77	47%	39%	13%	57	65%	47%	7%
Asian or Native Hawaiian/Other Pacific Islander	47	72%	68%	17%	29	62%	62%	10%
White	19	63%	58%	11%	21	67%	67%	14%
Small Group Totals								
General-Education Students	791	68%	55%	9%	724	68%	54%	7%
Students with Disabilities	122	12%	7%	1%	56	29%	14%	2%
English Proficient	863	62%	51%	8%	743	66%	53%	7%
Limited English Proficient	50	24%	16%	0%	37	54%	19%	3%
Economically Disadvantaged	282	53%	49%	11%	-	-	-	-
Not Disadvantaged	631	63%	49%	6%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	913	60%	49%	8%	-	-	-	-

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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	30	2

* 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 #29**

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

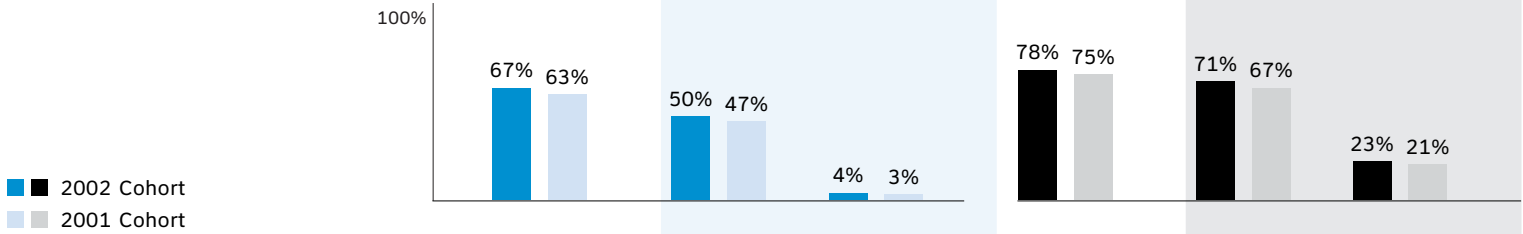
NY State Public

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	913	67%	50%	4%	780	63%	47%	3%
Female	423	73%	56%	6%	396	67%	52%	3%
Male	490	61%	44%	2%	384	59%	42%	4%
American Indian or Alaska Native	5	40%	40%	0%				
Black or African American	765	67%	49%	3%	673	63%	47%	3%
Hispanic or Latino	77	55%	42%	4%	57	61%	39%	5%
Asian or Native Hawaiian/Other Pacific Islander	47	81%	70%	17%	29	66%	59%	10%
White	19	68%	58%	16%	21	67%	67%	0%
Small Group Totals								
General-Education Students	791	74%	56%	5%	724	67%	50%	4%
Students with Disabilities	122	17%	8%	1%	56	16%	5%	0%
English Proficient	863	68%	51%	4%	743	63%	48%	3%
Limited English Proficient	50	52%	32%	2%	37	68%	41%	3%
Economically Disadvantaged	282	57%	46%	6%				
Not Disadvantaged	631	71%	51%	3%				
Migrant								
Not Migrant	913	67%	50%	4%				

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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	23	2
	23	–
	19	–
	15	–

* 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.

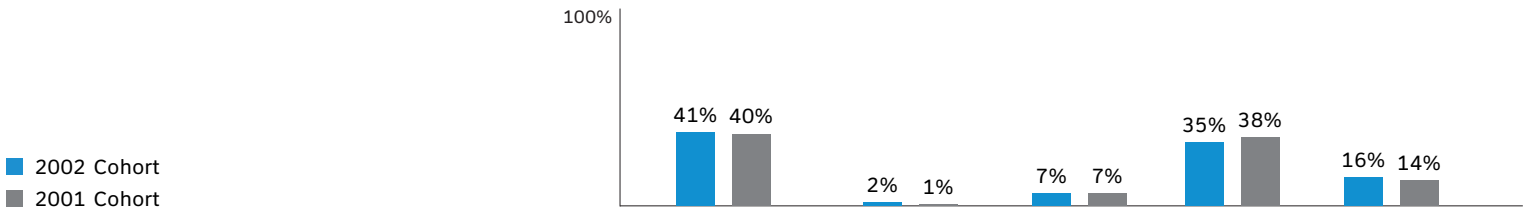
District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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	913	41%	2%	7%	35%	16%
	2001	780	40%	1%	7%	38%	14%
Female	2002	423	50%	2%	5%	28%	14%
	2001	396	47%	1%	5%	35%	12%
Male	2002	490	32%	1%	9%	40%	18%
	2001	384	32%	2%	10%	41%	16%
American Indian or Alaska Native	2002	5	40%	20%	20%	20%	0%
Black or African American	2002	765	40%	1%	8%	35%	16%
	2001	673	39%	1%	7%	39%	13%
Hispanic or Latino	2002	77	34%	1%	6%	32%	26%
	2001	57	40%	0%	5%	32%	23%
Asian or Native Hawaiian/Other Pacific Islander	2002	47	57%	2%	2%	30%	9%
White	2002	19	42%	5%	0%	37%	16%
	2001	21	38%	5%	5%	29%	24%
Small Group Totals							
General-Education Students	2002	791	46%	0%	7%	32%	15%
	2001	724	42%	0%	7%	38%	13%
Students with Disabilities	2002	122	7%	12%	10%	48%	22%
	2001	56	5%	14%	11%	34%	36%
English Proficient	2002	863	42%	1%	7%	34%	16%
	2001	743	41%	1%	7%	37%	14%
Limited English Proficient	2002	50	18%	6%	10%	48%	18%
	2001	37	22%	0%	3%	59%	16%
Economically Disadvantaged	2002	282	39%	3%	10%	33%	15%
	2001	282	39%	3%	10%	33%	15%
Not Disadvantaged	2002	631	41%	1%	6%	35%	16%
	2001	631	41%	1%	6%	35%	16%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	913	41%	2%	7%	35%	16%

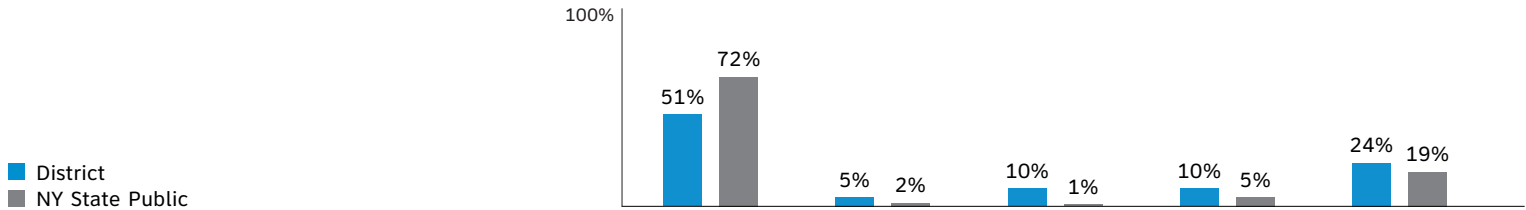
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

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	804	51%	5%	10%	10%	24%
Female	388	60%	3%	8%	7%	22%
Male	416	42%	7%	13%	12%	26%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	689	51%	4%	11%	10%	24%
Hispanic or Latino	62	47%	8%	10%	6%	29%
Asian or Native Hawaiian/Other Pacific Islander	29	52%	7%	10%	14%	17%
White	23	–	–	–	–	–
Small Group Totals	24	42%	13%	4%	8%	33%
General-Education Students	702	57%	0%	11%	10%	22%
Students with Disabilities	102	5%	40%	7%	9%	39%
English Proficient	771	51%	5%	11%	9%	24%
Limited English Proficient	33	30%	15%	9%	18%	27%
Economically Disadvantaged	228	48%	13%	14%	5%	21%
Not Disadvantaged	576	52%	2%	9%	11%	26%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	804	51%	5%	10%	10%	24%

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