



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #30**

District ID **343000010000**

Superintendent **PHILIP COMPOSTO**

Telephone **(718) 391-8323**

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	1033	1058	1101
Kindergarten	2879	2818	2842
Grade 1	3145	3041	2945
Grade 2	3116	2950	2863
Grade 3	3043	2956	2712
Grade 4	3037	2858	2747
Grade 5	2977	2961	2865
Grade 6	3219	3114	3044
Ungraded Elementary	1193	1279	1410
Grade 7	2905	2908	2863
Grade 8	2818	2924	2829
Grade 9	3556	3467	3379
Grade 10	2937	3144	2977
Grade 11	1808	1871	2103
Grade 12	1268	1493	1445
Ungraded Secondary	907	960	1093
Total K-12	38808	38744	38117

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	24	24
Grade 8			
English	30	26	26
Mathematics	28	27	28
Science	28	28	27
Social Studies	29	28	27
Grade 10			
English	30	32	27
Mathematics	30	26	27
Science	24	31	28
Social Studies	31	30	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #30

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	27178	70%	8875	23%	25370	67%
Reduced-Price Lunch	3790	10%	1005	3%	4097	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8516	22%	8712	22%	8620	23%
Racial/Ethnic Origin						
American Indian or Alaska Native	81	0%	99	0%	115	0%
Black or African American	4169	11%	4069	11%	3854	10%
Hispanic or Latino	20045	52%	20146	52%	19495	51%
Asian or Native Hawaiian/Other Pacific Islander	8623	22%	8631	22%	8711	23%
White	5890	15%	5799	15%	5942	16%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	500	N/A	820	2%	563	1%

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 #30

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	3430	5614	8562
Percent Not Taught by Highly Qualified Teachers	23%	22%	11%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	153	96	67
Percent with No Valid Teaching Certificate	6%	4%	3%
Individuals Teaching Out of Certification			
Number of Teachers	492	554	326
Percentage of Total	19%	21%	12%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	42%	41%	41%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

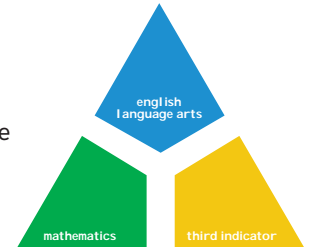
Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)


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

Summary

Overall Accountability Status (2006–07)

Improvement (Year 1)

Elementary/Middle Level

ELA  Improvement (Year 1)

Math  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
All Students						
Ethnicity						
American Indian or Alaska Native				–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Other Groups						
Students with Disabilities				 SH	 SH	
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	 7 of 9	 9 of 9	 1 of 1	 6 of 8	 7 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 #30**

Elementary/Middle-Level English Language Arts





























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

Accountability Measures 7 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (18506:17757)			99%		148	121	
Ethnicity							
American Indian or Alaska Native (44:41)			95%		132	107	
Black or African American (1886:1796)			99%		126	119	
Hispanic or Latino (9881:9448)			99%		138	121	
Asian or Native Hawaiian/Other Pacific Islander (4068:3912)			99%		171	120	
White (2627:2560)			99%		164	120	
Other Groups							
Students with Disabilities ⁴ (2377:2225)			97%		86	120	93 97
Limited English Proficient (3294:3010)			99%		110	120	113 119
Economically Disadvantaged (14638:14089)			99%		155	121	
Final AYP Determination	 7 of 9						

NOTES

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

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

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

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

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


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**





























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 (18539:17666)			99%		155	85	
Ethnicity							
American Indian or Alaska Native (43:41)			100%		139	71	
Black or African American (1883:1764)			98%		121	83	
Hispanic or Latino (9899:9408)			99%		147	85	
Asian or Native Hawaiian/Other Pacific Islander (4085:3904)			100%		178	84	
White (2629:2549)			99%		171	84	
Other Groups							
Students with Disabilities ⁴ (2371:2206)			97%		98	84	
Limited English Proficient (3315:3051)			99%		117	84	
Economically Disadvantaged (14684:14034)			100%		162	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 #30**



















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 (6065:5604)		Qualified		97%		158	100	
Ethnicity								
American Indian or Alaska Native (15:14)	–	–	–	–	–	–	–	–
Black or African American (595:544)		Qualified		95%		134	100	
Hispanic or Latino (3301:3063)		Qualified		97%		150	100	
Asian or Native Hawaiian/Other Pacific Islander (1305:1205)		Qualified		98%		176	100	
White (849:778)		Qualified		95%		174	100	
Other Groups								
Students with Disabilities (764:687)		Qualified		95%		113	100	
Limited English Proficient (1041:939)		Qualified		97%		115	100	
Economically Disadvantaged (4790:4469)		Qualified		98%		163	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 #30**

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) 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 (1878:2048)			99%		159	152	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (155:190)			97%		154	146	
Hispanic or Latino (877:988)			99%		150	151	146† 155
Asian or Native Hawaiian/Other Pacific Islander (475:490)			100%		161	149	
White (368:377)			100%		180	148	
Other Groups							
Students with Disabilities (63:75)			98%		115	143	101 124
Limited English Proficient (215:357)			99%		86	148	102† 97
Economically Disadvantaged (889:1085)			100%		164	151	
Final AYP Determination	 6 of 8						

NOTES




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

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

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

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


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

Secondary-Level Mathematics


























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

Accountability Measures 7 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	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
(12th Graders: 2002 Cohort) ¹							
All Students (1878:2048)			99%		163	144	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (155:190)			99%		145	138	
Hispanic or Latino (877:988)			99%		154	143	
Asian or Native Hawaiian/Other Pacific Islander (475:490)			100%		175	141	
White (368:377)			100%		182	140	
Other Groups							
Students with Disabilities (63:75)			100%		115	135	90 124
Limited English Proficient (215:357)			98%		127	140	132 [‡] 134
Economically Disadvantaged (889:1085)			100%		171	143	
Final AYP Determination	 7 of 8						

NOTES




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

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

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

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

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**











Graduation Rate

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

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2005–06	2006–07
All Students (2103)			59%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–	–	–
Black or African American (228)			58%	55%		
Hispanic or Latino (951)			50%	55%	51%	51%
Asian or Native Hawaiian/Other Pacific Islander (530)			68%	55%		
White (392)			68%	55%		
Other Groups						
Students with Disabilities (129)			26%	55%	20%	27%
Limited English Proficient (425)			39%	55%	47%	40%
Economically Disadvantaged (939)			65%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

2006–07 Accountability Status of Schools in Your District

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

Federal Title I Status

New York State Status

▲ Good Standing

29 schools identified 73% of total

ACADEMY OF AMERICAN STUDIES HIGH SCHOOL
BACCALAUREATE SCHOOL OF GLOBAL EDUCATION
CHRISTOPHER A. SANTORA SCHOOL
FRANK SINATRA HIGH SCHOOL
HS FOR INFORMATION TECHNOLOGY
I.S. 10 H. GREELEY SCHOOL
I.S. 227 LOUIS ARMSTRONG SCHOOL
P.S. 2 ALFRED ZIMBERG SCHOOL
P.S. 11 KATHRYN PHELAN SCHOOL
P.S. 17 HENRY DAVID THOREAU SCHOOL
P.S. 69 JACKSON HEIGHTS SCHOOL
P.S. 70
P.S. 76 WILLIAM HALLETT SCHOOL
P.S. 78
P.S. 84 STEINWAY SCHOOL
P.S. 85 JUDGE CHARLES VALLONE
P.S. 92 HARRY T. STEWART SR.
P.S. 112 DUTCH KILLS SCHOOL
P.S. 122 MAMIE FAY SCHOOL
P.S. 127 AEROSPACE SCIENCE MAGNET SCHOOL
P.S. 148
P.S. 149 CHRISTA MCAULIFFE SCHOOL
P.S. 150
P.S. 152 GWENDOLINE N. ALLEYNE SCHOOL
P.S. 166 HENRY GRADSTEIN SCHOOL
P.S. 171 PETER G. VAN ALST SCHOOL
P.S. 212
P.S. 228-ECC
PS 234

▲ Improvement (Year1)

2 schools identified 5% of total

NEWCOMERS HIGH SCHOOL-ACADEMY AMERICAN STUDIES
P.S. 151 MARY D. CARTER SCHOOL

▲ Corrective Action

3 schools identified 8% of total

ACADEMY OF NEW AMERICANS
I.S. 230
P.S. 111 JACOB BLACKWELL SCHOOL

▲ Planning for Restructuring

1 school identified 3% of total

LONG ISLAND CITY HIGH SCHOOL

■ Requiring Academic Progress (Year 5)

1 school identified 3% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

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

WILLIAM CULLEN BRYANT HIGH SCHOOL

▲ **Restructuring (Year 3)**

4 schools identified 10% of total

ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS

I.S. 141 THE STEINWAY SCHOOL

I.S. 145 JOSEPH PULITZER

I.S. 204 OLIVER W. HOLMES SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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	71%			2164
Grade 4	65%			2502
Grade 5	64%			2817
Grade 6	57%			2933
Grade 7	51%			2741
Grade 8	43%			2661

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	81%			2978
Grade 4	77%			2947
Grade 5	69%			3080
Grade 6	62%			3193
Grade 7	53%			3045
Grade 8	45%			3024

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	79%			2942
Grade 8	49%			2888

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	62%			2513
Mathematics	66%			2513

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	49%			2513

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:

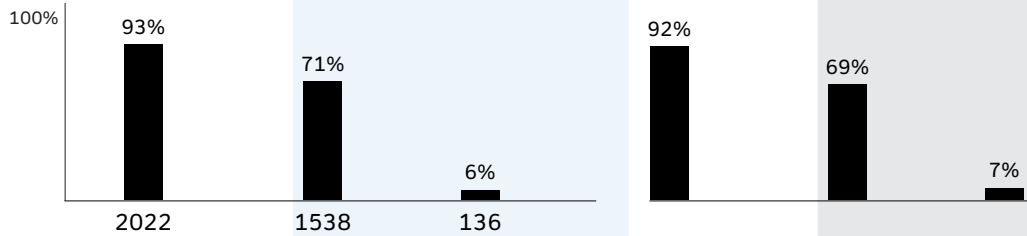
NYC Public Schools

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 #30**

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: 668	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	2022	1538	136	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2164	93%	71%	6%				
Female	1071	96%	76%	8%				
Male	1093	91%	66%	4%				
American Indian or Alaska Native	7	86%	57%	0%				
Black or African American	257	80%	40%	3%				
Hispanic or Latino	1019	95%	69%	4%				
Asian or Native Hawaiian/Other Pacific Islander	535	98%	86%	10%				
White	346	94%	77%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1864	97%	78%	7%				
Students with Disabilities	300	69%	27%	1%				
English Proficient	2114	94%	72%	6%				
Limited English Proficient	50	54%	14%	0%				
Economically Disadvantaged	1723	97%	78%	6%				
Not Disadvantaged	441	78%	45%	6%				
Migrant								
Not Migrant	2164	93%	71%	6%				

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.

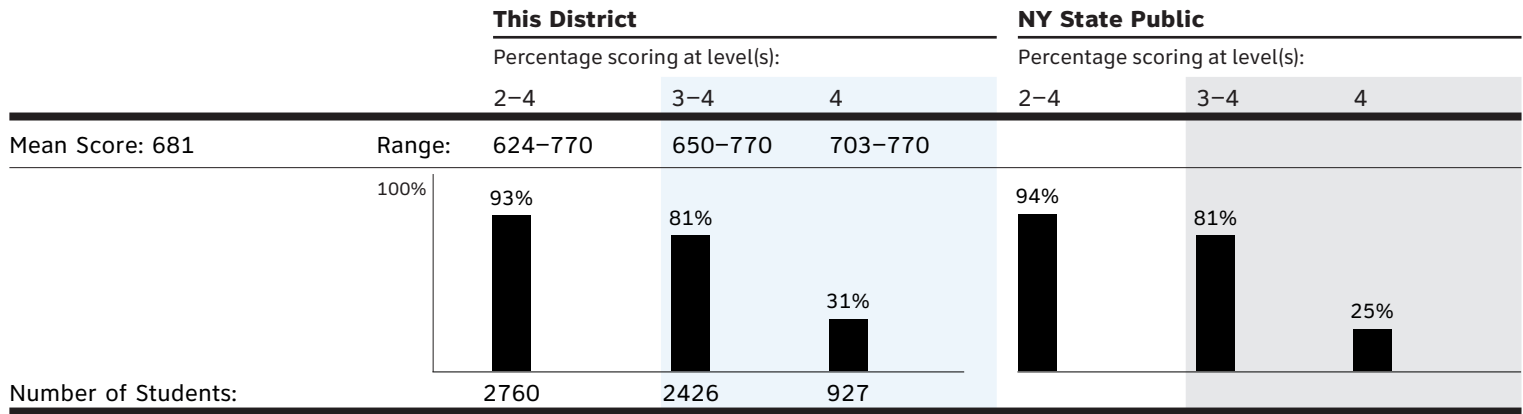
Other Assessments

	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	34	34	33	32	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	779	437	285	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 #30**

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	2978	93%	81%	31%				
Female	1430	93%	82%	31%				
Male	1548	92%	81%	31%				
American Indian or Alaska Native	8	88%	88%	0%				
Black or African American	260	81%	60%	10%				
Hispanic or Latino	1601	92%	79%	24%				
Asian or Native Hawaiian/Other Pacific Islander	709	96%	91%	50%				
White	400	96%	89%	42%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2564	96%	86%	35%				
Students with Disabilities	414	74%	51%	5%				
English Proficient	2134	95%	88%	39%				
Limited English Proficient	844	87%	65%	11%				
Economically Disadvantaged	2400	96%	86%	35%				
Not Disadvantaged	578	81%	62%	17%				
Migrant								
Not Migrant	2978	93%	81%	31%				

NOTES

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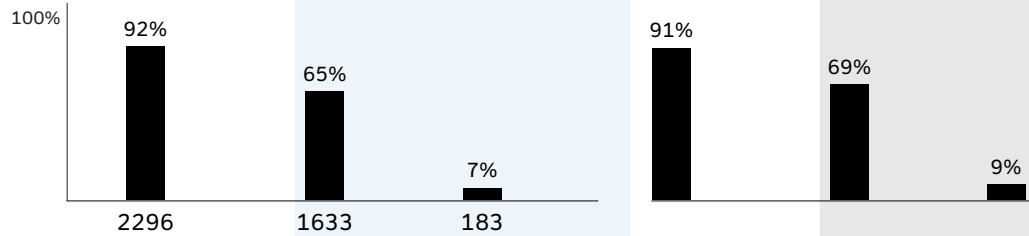
Other Assessments

	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	32	32	27	26	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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: 663	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	2296	1633	183			



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	2502	92%	65%	7%				
Female	1193	94%	69%	8%				
Male	1309	90%	61%	7%				
American Indian or Alaska Native	11	73%	45%	0%				
Black or African American	259	83%	49%	2%				
Hispanic or Latino	1299	91%	60%	4%				
Asian or Native Hawaiian/Other Pacific Islander	567	97%	85%	16%				
White	366	95%	68%	8%				
Small Group Totals								
General-Education Students	2154	97%	72%	8%				
Students with Disabilities	348	60%	21%	0%				
English Proficient	2404	93%	67%	8%				
Limited English Proficient	98	51%	13%	0%				
Economically Disadvantaged	1979	97%	72%	8%				
Not Disadvantaged	523	72%	38%	4%				
Migrant								
Not Migrant	2502	92%	65%	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	25	25	24	20	18	18	17	13
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	431	322	269	N/A	494	357	267	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 #30**

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: 675	Range: 622-800			650-800			702-800		
Number of Students:	2715			2268			696		

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	2947	92%	77%	24%				
Female	1408	92%	75%	21%				
Male	1539	92%	78%	26%				
American Indian or Alaska Native	11	73%	55%	18%				
Black or African American	261	84%	57%	7%				
Hispanic or Latino	1611	91%	73%	16%				
Asian or Native Hawaiian/Other Pacific Islander	681	96%	90%	46%				
White	383	95%	86%	29%				
Small Group Totals								
General-Education Students	2551	95%	82%	27%				
Students with Disabilities	396	73%	45%	3%				
English Proficient	2415	95%	83%	28%				
Limited English Proficient	532	79%	51%	5%				
Economically Disadvantaged	2363	95%	82%	26%				
Not Disadvantaged	584	80%	58%	13%				
Migrant								
Not Migrant	2947	92%	77%	24%				

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

NOTES

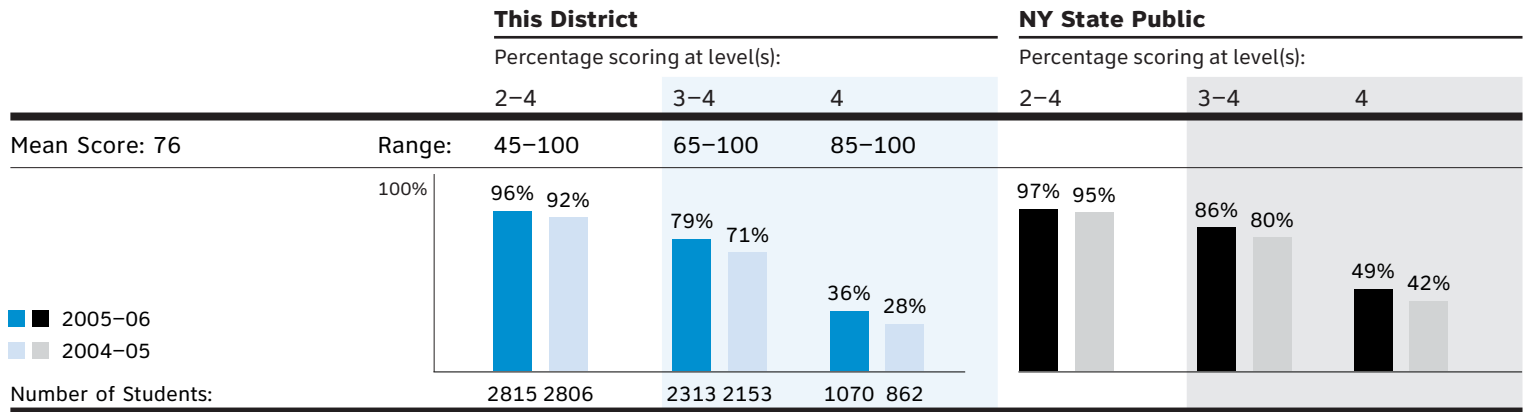
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	22	22	21	16	18	18	18	15

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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	2942	96%	79%	36%	3050	92%	71%	28%
Female	1408	96%	79%	35%	1467	92%	69%	25%
Male	1534	95%	78%	38%	1583	92%	72%	31%
American Indian or Alaska Native	11	91%	64%	9%	5	100%	80%	40%
Black or African American	257	92%	65%	21%	291	87%	57%	18%
Hispanic or Latino	1613	95%	75%	29%	1646	91%	66%	21%
Asian or Native Hawaiian/Other Pacific Islander	679	97%	88%	58%	716	94%	81%	42%
White	382	98%	88%	42%	392	95%	80%	41%
Small Group Totals								
General-Education Students	2548	97%	83%	41%	2690	94%	74%	31%
Students with Disabilities	394	85%	50%	9%	360	76%	44%	8%
English Proficient	2419	98%	85%	43%	2451	96%	80%	34%
Limited English Proficient	523	86%	48%	8%	599	74%	34%	3%
Economically Disadvantaged	2360	97%	83%	40%	2906	92%	70%	27%
Not Disadvantaged	582	89%	62%	24%	144	95%	84%	49%
Migrant					1	-	-	-
Not Migrant	2942	96%	79%	36%	3049	-	-	-

NOTES

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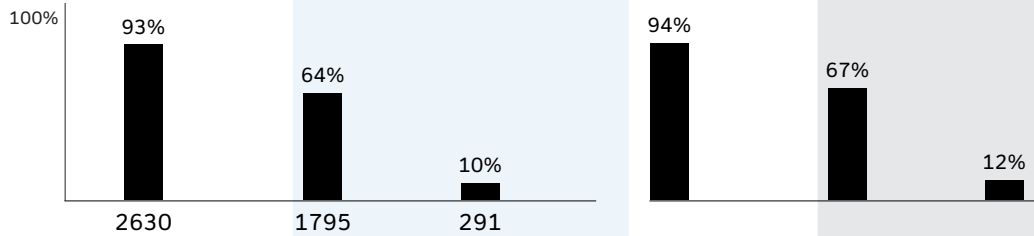
Other Assessments

	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	26	26	25	22	18	18	17	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 660	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	2630	1795	291	2630	1795	291



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	2817	93%	64%	10%				
Female	1363	94%	63%	10%				
Male	1454	93%	64%	10%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	315	-	-	-				
Hispanic or Latino	1461	92%	57%	6%				
Asian or Native Hawaiian/Other Pacific Islander	635	96%	79%	20%				
White	403	95%	77%	16%	This test was not given in 2004-05.			
Small Group Totals	318	90%	49%	4%				
General-Education Students	2449	97%	70%	12%				
Students with Disabilities	368	71%	21%	1%				
English Proficient	2567	96%	69%	11%				
Limited English Proficient	250	67%	14%	0%				
Economically Disadvantaged	2219	97%	69%	11%				
Not Disadvantaged	598	81%	45%	8%				
Migrant								
Not Migrant	2817	93%	64%	10%				

NOTES

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Other Assessments

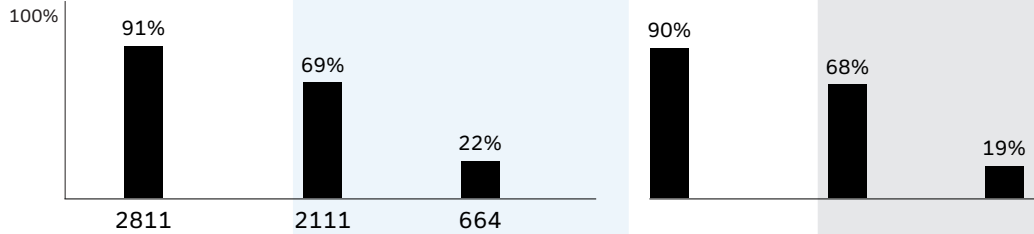
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	21	21	19	19	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	255	199	166	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 #30**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 668	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	2811	2111	664			



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	3080	91%	69%	22%				
Female	1490	92%	67%	19%				
Male	1590	91%	70%	24%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	316	-	-	-				
Hispanic or Latino	1638	90%	64%	14%				
Asian or Native Hawaiian/Other Pacific Islander	702	95%	84%	39%				
White	421	94%	77%	30%	This test was not given in 2004-05.			
Small Group Totals	319	85%	48%	9%				
General-Education Students	2697	95%	74%	24%				
Students with Disabilities	383	67%	29%	2%				
English Proficient	2571	95%	75%	25%				
Limited English Proficient	509	73%	33%	3%				
Economically Disadvantaged	2460	95%	73%	23%				
Not Disadvantaged	620	78%	49%	16%				
Migrant								
Not Migrant	3080	91%	69%	22%				

NOTES

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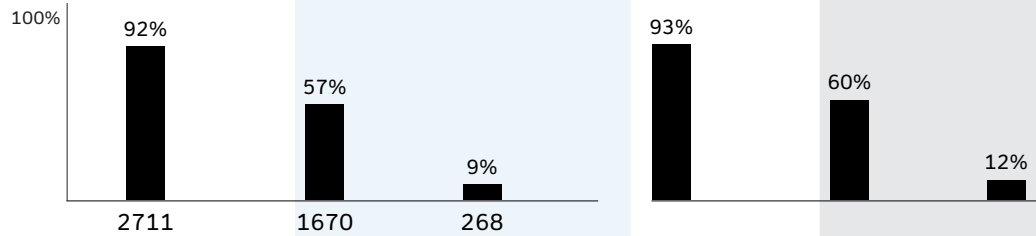
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	21	21	21	20	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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:	2711	1670	268			



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	2933	92%	57%	9%				
Female	1412	95%	60%	11%				
Male	1521	90%	54%	7%				
American Indian or Alaska Native	9	89%	67%	22%				
Black or African American	315	86%	40%	5%				
Hispanic or Latino	1507	91%	48%	4%				
Asian or Native Hawaiian/Other Pacific Islander	652	97%	76%	17%				
White	450	96%	73%	17%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2599	96%	63%	10%				
Students with Disabilities	334	66%	13%	0%				
English Proficient	2793	94%	59%	10%				
Limited English Proficient	140	66%	10%	1%				
Economically Disadvantaged	2347	96%	61%	9%				
Not Disadvantaged	586	78%	40%	9%				
Migrant								
Not Migrant	2933	92%	57%	9%				

NOTES

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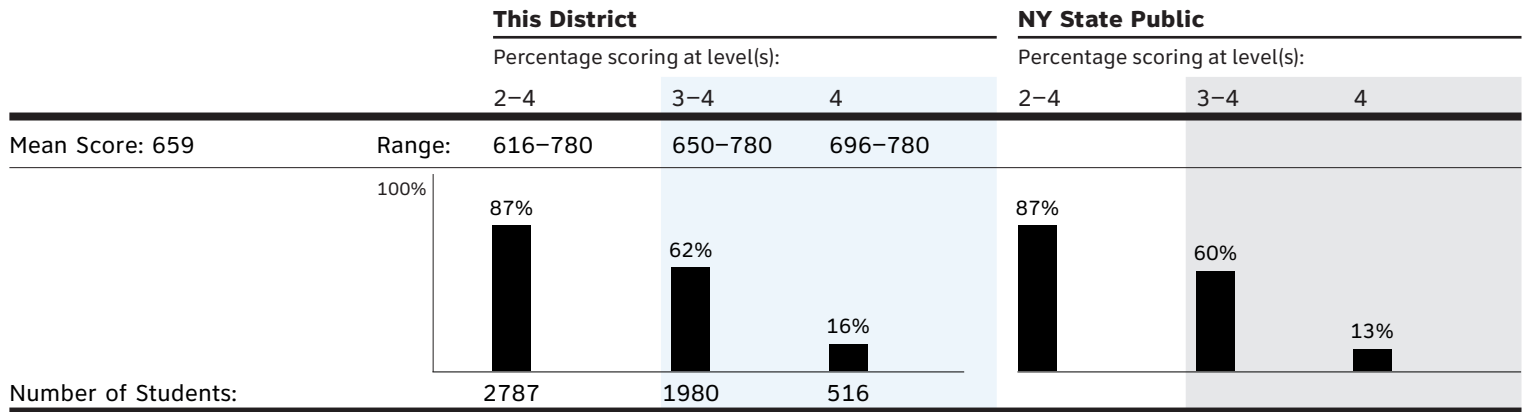
Other Assessments

	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	24	23	21	19	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	259	189	165	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 #30**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3193	87%	62%	16%				
Female	1532	88%	62%	17%				
Male	1661	86%	62%	16%				
American Indian or Alaska Native	10	70%	50%	20%				
Black or African American	315	76%	40%	5%				
Hispanic or Latino	1657	86%	55%	9%				
Asian or Native Hawaiian/Other Pacific Islander	736	92%	79%	32%				
White	475	92%	73%	24%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2856	91%	67%	18%				
Students with Disabilities	337	56%	18%	0%				
English Proficient	2791	91%	67%	18%				
Limited English Proficient	402	63%	26%	1%				
Economically Disadvantaged	2589	91%	67%	16%				
Not Disadvantaged	604	71%	43%	15%				
Migrant								
Not Migrant	3193	87%	62%	16%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	24	23	20	17	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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: 649	600-790	650-790	712-790			
Number of Students:	2521	1409	165			

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	92%	51%	6%				
Female	1346	93%	54%	7%				
Male	1395	91%	49%	6%				
American Indian or Alaska Native	6	67%	33%	0%				
Black or African American	359	83%	39%	2%				
Hispanic or Latino	1417	91%	43%	3%				
Asian or Native Hawaiian/Other Pacific Islander	522	97%	72%	14%				
White	437	97%	67%	11%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2421	96%	57%	7%				
Students with Disabilities	320	63%	9%	0%				
English Proficient	2553	94%	55%	6%				
Limited English Proficient	188	68%	7%	0%				
Economically Disadvantaged	2132	96%	54%	5%				
Not Disadvantaged	609	79%	41%	9%				
Migrant								
Not Migrant	2741	92%	51%	6%				

NOTES

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Other Assessments

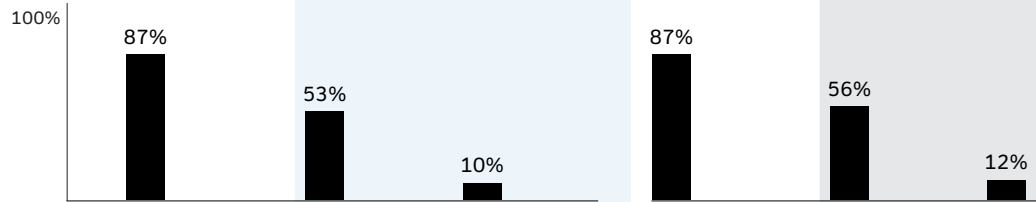
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	27	27	26	22	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	277	199	161	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 #30**

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: 649	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	2639	1614	309	2639	1614	309



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	3045	87%	53%	10%				
Female	1485	88%	54%	9%				
Male	1560	85%	52%	11%				
American Indian or Alaska Native	6	67%	33%	0%				
Black or African American	363	73%	34%	2%				
Hispanic or Latino	1613	85%	46%	5%				
Asian or Native Hawaiian/Other Pacific Islander	601	94%	73%	25%				
White	462	95%	67%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2723	90%	58%	11%				
Students with Disabilities	322	56%	13%	1%				
English Proficient	2569	90%	59%	12%				
Limited English Proficient	476	67%	22%	1%				
Economically Disadvantaged	2426	90%	56%	10%				
Not Disadvantaged	619	72%	42%	11%				
Migrant								
Not Migrant	3045	87%	53%	10%				

NOTES

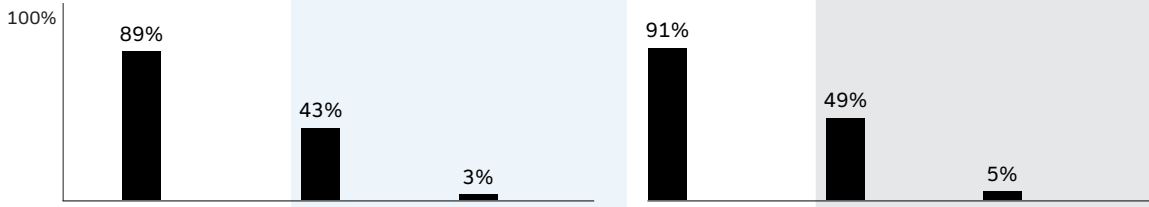
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Other Assessments

	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	27	27	26	21	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	602-790	650-790	715-790			
						
Number of Students:	2373	1151	88			

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	2661	89%	43%	3%				
Female	1318	92%	49%	5%				
Male	1343	87%	37%	2%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	315	-	-	-				
Hispanic or Latino	1392	87%	35%	1%				
Asian or Native Hawaiian/Other Pacific Islander	523	97%	63%	8%				
White	428	94%	57%	6%				
Small Group Totals	318	81%	28%	1%				
General-Education Students	2365	93%	48%	4%				
Students with Disabilities	296	55%	5%	0%				
English Proficient	2488	92%	46%	4%				
Limited English Proficient	173	55%	3%	0%				
Economically Disadvantaged	2067	93%	45%	3%				
Not Disadvantaged	594	76%	36%	5%				
Migrant								
Not Migrant	2661	89%	43%	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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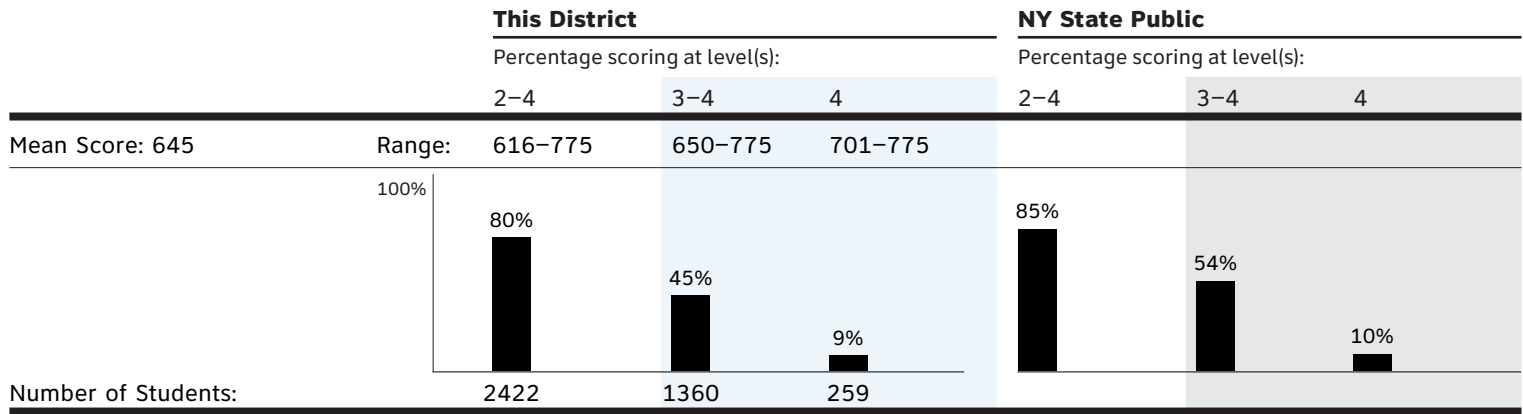
Other Assessments

	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	19	19	15	13	30	30	26	20
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	327	257	209	N/A	334	254	202	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 #30**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3024	80%	45%	9%				
Female	1483	80%	46%	10%				
Male	1541	80%	44%	7%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	314	-	-	-				
Hispanic or Latino	1647	76%	35%	3%				
Asian or Native Hawaiian/Other Pacific Islander	610	90%	69%	23%				
White	450	92%	64%	12%				
Small Group Totals	317	64%	24%	3%				
General-Education Students	2719	85%	49%	9%				
Students with Disabilities	305	39%	6%	0%				
English Proficient	2518	84%	50%	10%				
Limited English Proficient	506	63%	20%	1%				
Economically Disadvantaged	2405	84%	46%	8%				
Not Disadvantaged	619	66%	39%	9%				
Migrant								
Not Migrant	3024	80%	45%	9%				

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

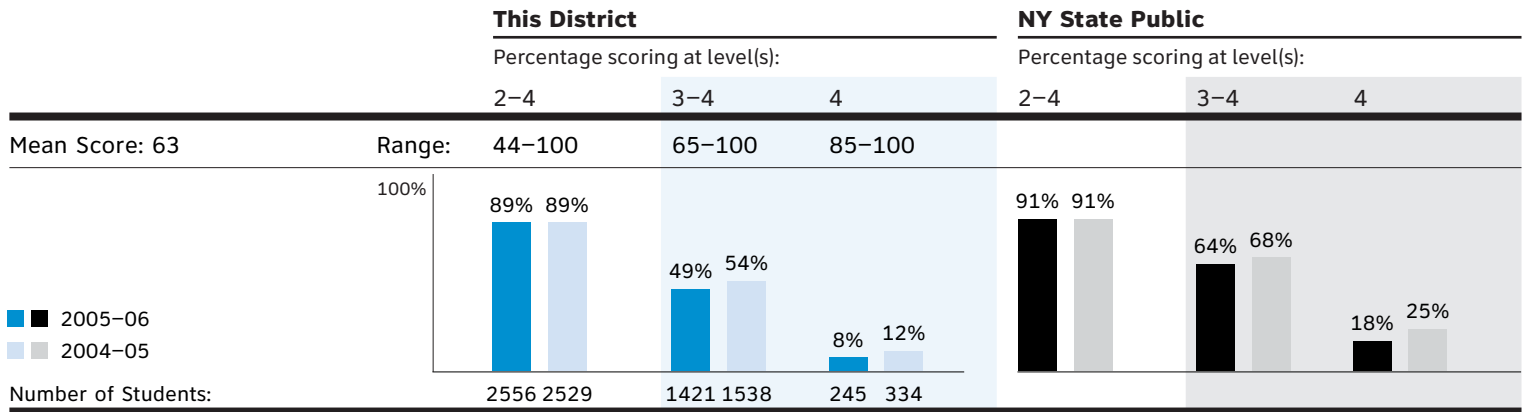
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Other Assessments

	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	15	15	13	12	31	31	28	24

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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	2888	89%	49%	8%	2848	89%	54%	12%
Female	1416	90%	47%	7%	1354	89%	52%	9%
Male	1472	87%	51%	10%	1494	89%	55%	14%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	301	-	-	-	354	-	-	-
Hispanic or Latino	1584	87%	42%	4%	1494	88%	49%	7%
Asian or Native Hawaiian/Other Pacific Islander	586	93%	67%	19%	547	93%	69%	23%
White	413	94%	66%	14%	449	93%	64%	20%
Small Group Totals	305	82%	30%	3%	358	82%	41%	4%
General-Education Students	2601	92%	54%	9%	2542	92%	59%	13%
Students with Disabilities	287	58%	9%	0%	306	63%	16%	0%
English Proficient	2395	92%	56%	10%	2397	93%	59%	14%
Limited English Proficient	493	71%	18%	1%	451	68%	26%	2%
Economically Disadvantaged	2326	92%	52%	8%	2593	88%	52%	10%
Not Disadvantaged	562	76%	39%	10%	255	97%	75%	25%
Migrant								
Not Migrant	2888	89%	49%	8%	2848	89%	54%	12%

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	17	15	13	33	32	32	26
Regents Science	0				76	74	74	25

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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):

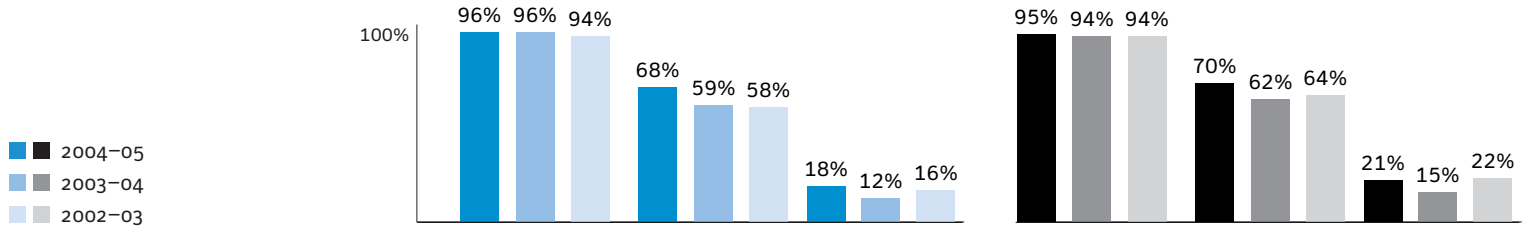
2-4 3-4 4

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	108	729	1297	458	2592	661
Feb 2004	122	1085	1353	357	2917	654
Feb 2003	179	1016	1185	457	2837	654

Grade 8

This School

Percentage scoring at level(s):

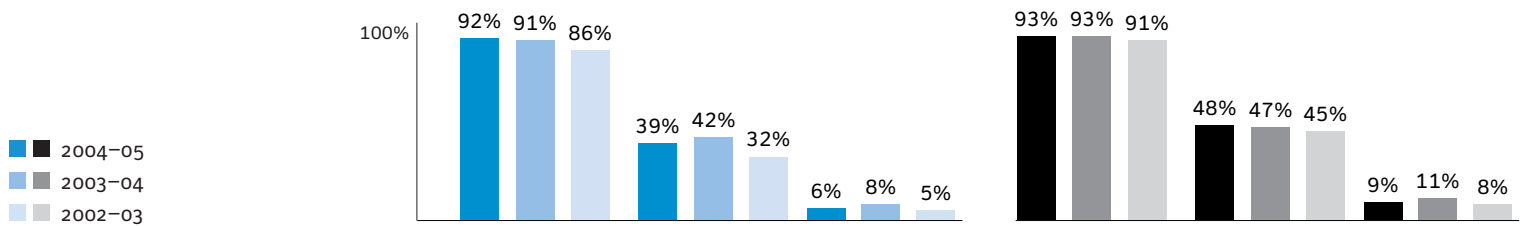
2-4 3-4 4

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	223	1451	907	176	2757	692
Jan 2004	223	1286	898	199	2606	695
Jan 2003	305	1158	584	112	2159	686

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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):

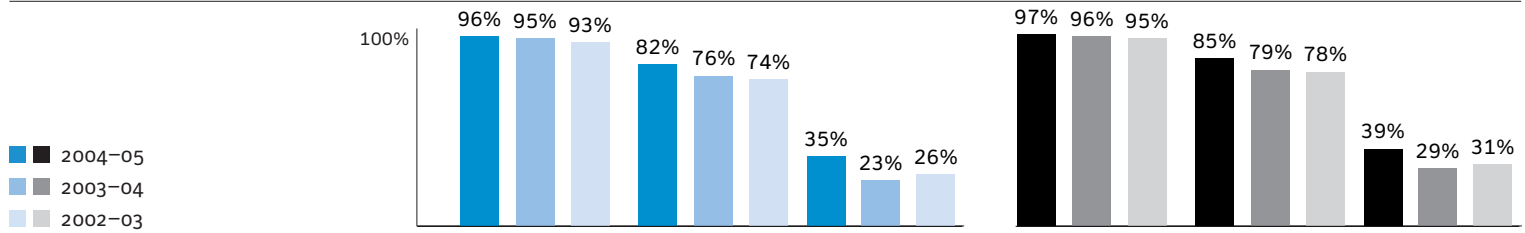
2-4 3-4 4

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	120	436	1433	1080	3069	666
May 2004	168	595	1717	735	3215	656
May 2003	207	605	1510	810	3132	655

Grade 8

This School

Percentage scoring at level(s):

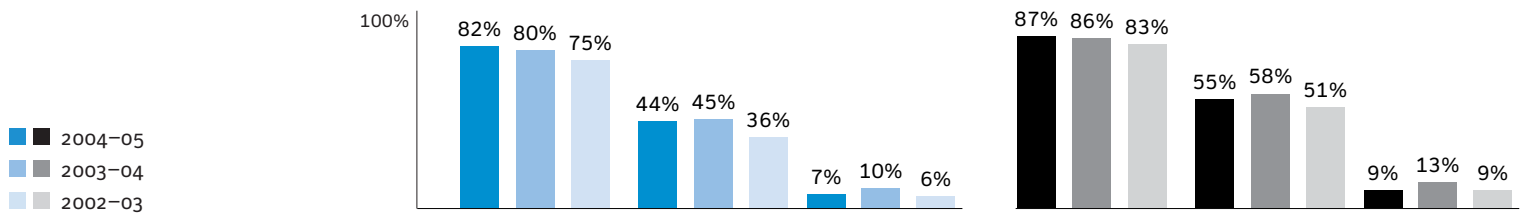
2-4 3-4 4

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	542	1166	1145	211	3064	710
May 2004	584	1025	1036	283	2928	709
May 2003	642	965	754	160	2521	700

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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

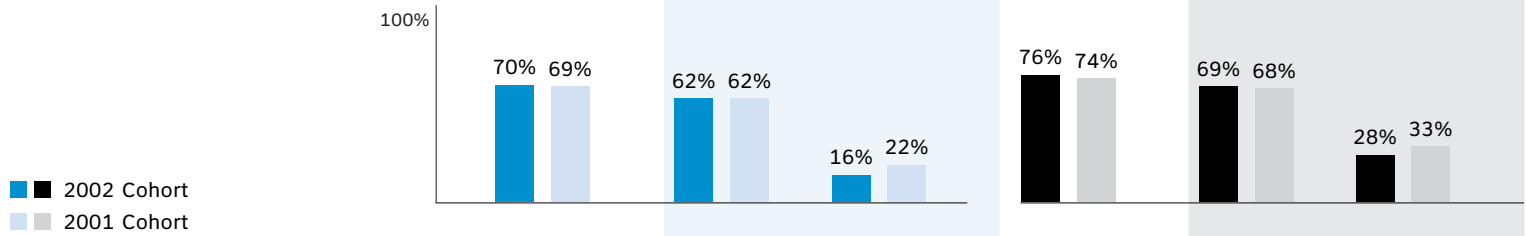
NY State Public

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	2513	70%	62%	16%	2399	69%	62%	22%
Female	1266	76%	68%	20%	1252	74%	68%	27%
Male	1247	63%	56%	11%	1147	64%	56%	17%
American Indian or Alaska Native	3	–	–	–	3	–	–	–
Black or African American	267	–	–	–	270	–	–	–
Hispanic or Latino	1229	65%	57%	13%	1096	64%	57%	17%
Asian or Native Hawaiian/Other Pacific Islander	558	76%	68%	17%	569	76%	67%	27%
White	456	80%	74%	26%	461	75%	69%	32%
Small Group Totals	270	60%	53%	6%	273	65%	60%	16%
General-Education Students	2328	73%	66%	17%	2188	73%	66%	24%
Students with Disabilities	185	22%	14%	2%	211	26%	19%	1%
English Proficient	2027	77%	71%	19%	1816	77%	72%	28%
Limited English Proficient	486	38%	24%	3%	583	45%	30%	3%
Economically Disadvantaged	1275	74%	67%	17%				
Not Disadvantaged	1238	65%	57%	14%				
Migrant								
Not Migrant	2513	70%	62%	16%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	15	1

* 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 #30**

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

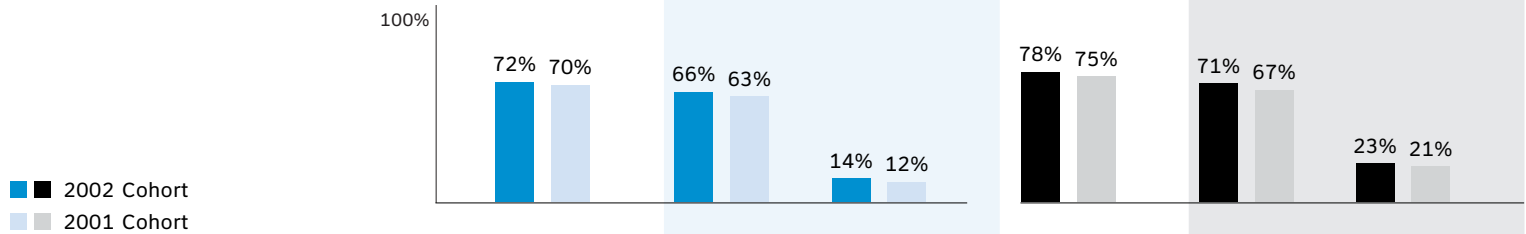
NY State Public

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	2513	72%	66%	14%	2399	70%	63%	12%
Female	1266	78%	71%	15%	1252	74%	67%	13%
Male	1247	67%	60%	12%	1147	65%	59%	12%
American Indian or Alaska Native	3	–	–	–	3	–	–	–
Black or African American	267	–	–	–	270	–	–	–
Hispanic or Latino	1229	68%	60%	8%	1096	64%	57%	7%
Asian or Native Hawaiian/Other Pacific Islander	558	83%	78%	26%	569	83%	78%	26%
White	456	81%	75%	17%	461	72%	66%	13%
Small Group Totals	270	57%	49%	6%	273	62%	53%	7%
General-Education Students	2328	76%	70%	14%	2188	75%	68%	14%
Students with Disabilities	185	22%	15%	2%	211	18%	10%	1%
English Proficient	2027	76%	70%	15%	1816	73%	67%	13%
Limited English Proficient	486	55%	45%	6%	583	58%	51%	10%
Economically Disadvantaged	1275	78%	73%	15%				
Not Disadvantaged	1238	66%	58%	12%				
Migrant								
Not Migrant	2513	72%	66%	14%				

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	14	1

* 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.

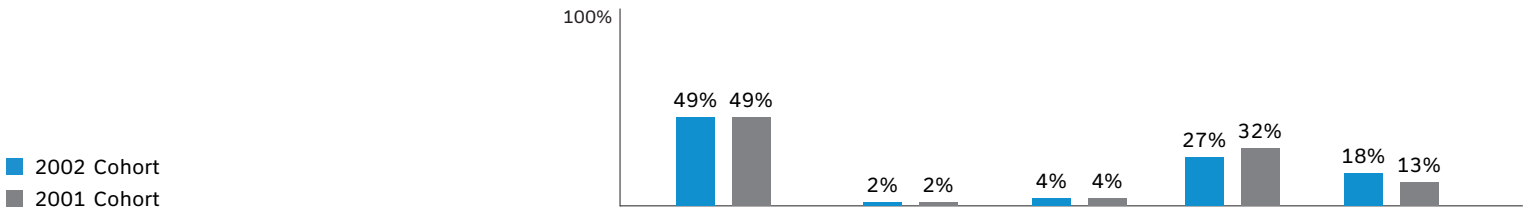
District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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	2513	49%	2%	4%	27%	18%
	2001	2399	49%	2%	4%	32%	13%
Female	2002	1266	56%	2%	4%	25%	14%
	2001	1252	56%	2%	3%	28%	11%
Male	2002	1247	42%	3%	4%	29%	22%
	2001	1147	41%	2%	4%	37%	15%
American Indian or Alaska Native	2002	3	–	–	–	–	–
	2001	3	–	–	–	–	–
Black or African American	2002	267	–	–	–	–	–
	2001	270	–	–	–	–	–
Hispanic or Latino	2002	1229	44%	2%	4%	29%	22%
	2001	1096	40%	2%	5%	38%	15%
Asian or Native Hawaiian/Other Pacific Islander	2002	558	59%	1%	2%	27%	11%
	2001	569	61%	1%	2%	25%	11%
White	2002	456	63%	2%	4%	18%	13%
	2001	461	58%	3%	3%	25%	11%
Small Group Totals	2002	270	31%	8%	6%	32%	23%
	2001	273	47%	4%	3%	33%	14%
General-Education Students	2002	2328	52%	0%	4%	27%	17%
	2001	2188	52%	0%	4%	32%	12%
Students with Disabilities	2002	185	19%	29%	3%	18%	30%
	2001	211	19%	26%	3%	29%	23%
English Proficient	2002	2027	55%	2%	3%	24%	15%
	2001	1816	56%	2%	3%	29%	10%
Limited English Proficient	2002	486	24%	2%	8%	37%	28%
	2001	583	28%	3%	5%	42%	22%
Economically Disadvantaged	2002	1275	52%	2%	5%	29%	11%
	2001	1238	46%	2%	3%	24%	24%
Not Disadvantaged	2002	1238	46%	2%	3%	24%	24%
	2001	1238	46%	2%	3%	24%	24%
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	2513	49%	2%	4%	27%	18%
	2001	2399	49%	2%	4%	32%	13%

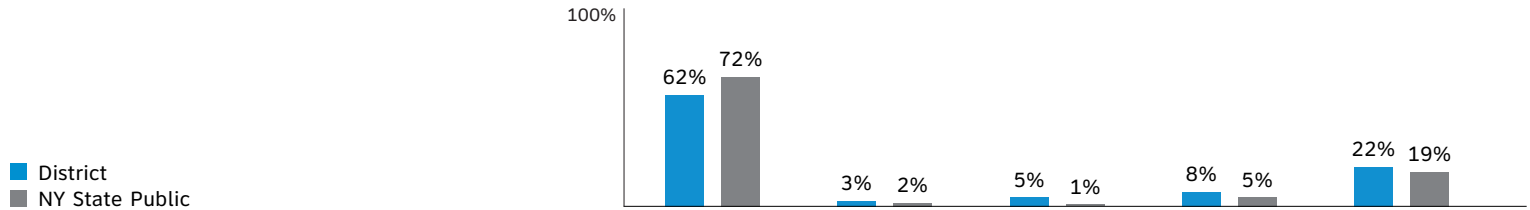
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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	2316	62%	3%	5%	8%	22%
Female	1206	69%	3%	4%	6%	18%
Male	1110	55%	3%	6%	10%	26%
American Indian or Alaska Native	3	–	–	–	–	–
Black or African American	263	–	–	–	–	–
Hispanic or Latino	1064	55%	3%	6%	11%	25%
Asian or Native Hawaiian/Other Pacific Islander	543	74%	1%	3%	5%	16%
White	443	66%	5%	4%	6%	19%
Small Group Totals	266	58%	6%	3%	8%	25%
General-Education Students	2109	66%	0%	5%	8%	21%
Students with Disabilities	207	21%	36%	4%	7%	33%
English Proficient	1840	67%	2%	4%	8%	19%
Limited English Proficient	476	42%	6%	7%	11%	34%
Economically Disadvantaged	1045	66%	4%	5%	8%	16%
Not Disadvantaged	1271	58%	2%	5%	9%	26%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2316	62%	3%	5%	8%	22%

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.