



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #31**

District ID **353100010000**

Superintendent **NANCY RAMOS**

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Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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	1343	1346	1353
Kindergarten	4010	3923	3944
Grade 1	4214	4104	4037
Grade 2	4188	3996	3949
Grade 3	4155	4158	3922
Grade 4	4254	4025	3974
Grade 5	4246	4169	4006
Grade 6	4388	4125	3981
Ungraded Elementary	1693	1925	2258
Grade 7	4431	4331	4084
Grade 8	4359	4391	4292
Grade 9	5028	4793	4828
Grade 10	4379	4231	4162
Grade 11	3064	3346	3371
Grade 12	2873	3105	3389
Ungraded Secondary	1617	1660	1718
Total K-12	56899	56282	55915

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	23	24	24
Grade 8			
English	30	30	29
Mathematics	31	30	30
Science	29	29	29
Social Studies	23	29	29
Grade 10			
English	31	31	30
Mathematics	31	29	30
Science	32	31	31
Social Studies	30	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 #31

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	19398	34%	0	0%	20430	37%
Reduced-Price Lunch	5415	10%	0	0%	5734	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2588	5%	2713	5%	3070	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	210	0%	213	0%	220	0%
Black or African American	9011	16%	8916	16%	8773	16%
Hispanic or Latino	10465	18%	10728	19%	11041	20%
Asian or Native Hawaiian/Other Pacific Islander	4090	7%	4186	7%	4286	8%
White	33123	58%	32239	57%	31595	57%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	1473	N/A	2202	4%	1574	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #31

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	4188	7755	12719
Percent Not Taught by Highly Qualified Teachers	18%	18%	9%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	181	101	85
Percent with No Valid Teaching Certificate	5%	3%	2%
Individuals Teaching Out of Certification			
Number of Teachers	450	480	376
Percentage of Total	13%	14%	11%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	53%	50%	51%

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	 <small>SH</small>					
Economically Disadvantaged						
Student groups making AYP in each subject	 9 of 9	 9 of 9	 1 of 1	 6 of 8	 6 of 8	 1 of 1

AYP Status

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



Accountability Status Levels

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

Elementary/Middle-Level English Language Arts





























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

Accountability Measures 9 of 9  Student groups making AYP in English Language Arts
 Made 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 be in good standing in 2007-08. [218]

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 (26914:26070)			99%		153	121	
Ethnicity							
American Indian or Alaska Native (103:100)			99%		137	112	
Black or African American (4252:4019)			98%		124	120	
Hispanic or Latino (5172:4927)			98%		133	120	
Asian or Native Hawaiian/Other Pacific Islander (2060:1995)			99%		172	120	
White (15327:15029)			99%		164	121	
Other Groups							
Students with Disabilities ⁴ (5045:4781)			97%		91	120	95 102
Limited English Proficient (1343:1219)	 SH		97%	 SH	101	119	101 111
Economically Disadvantaged (11564:11177)			99%		155	121	
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
-  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 #31**





























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 (26887:25876)			99%		157	85	
Ethnicity							
American Indian or Alaska Native (106:99)			98%		147	76	
Black or African American (4231:3956)			98%		120	84	
Hispanic or Latino (5176:4893)			98%		138	84	
Asian or Native Hawaiian/Other Pacific Islander (2070:2001)			100%		183	84	
White (15304:14927)			99%		169	85	
Other Groups							
Students with Disabilities ⁴ (5063:4711)			96%		99	84	
Limited English Proficient (1337:1243)			99%		117	83	
Economically Disadvantaged (11523:11097)			99%		158	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 #31**



















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 (9074:8462)		Qualified		97%		164	100	
Ethnicity								
American Indian or Alaska Native (24:22)	–	–	–	–	–	–	–	–
Black or African American (1380:1232)		Qualified		95%		135	100	
Hispanic or Latino (1703:1550)		Qualified		97%		149	100	
Asian or Native Hawaiian/Other Pacific Islander (706:667)		Qualified		98%		181	100	
White (5261:4991)		Qualified		98%		174	100	
Other Groups								
Students with Disabilities (1632:1454)		Qualified		93%		124	100	
Limited English Proficient (386:348)		Qualified		97%		107	100	
Economically Disadvantaged (3799:3562)		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 #31**

Secondary-Level English Language Arts


























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

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 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	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 (3452:3512)			99%		170	152		
Ethnicity								
American Indian or Alaska Native (7:3)	–	–	–	–	–	–	–	–
Black or African American (513:534)			97%		150	149		
Hispanic or Latino (498:542)			98%		152	149		
Asian or Native Hawaiian/Other Pacific Islander (312:303)			100%		183	148		
White (2122:2130)			99%		177	152		
Other Groups								
Students with Disabilities (254:276)			98%		121	147	100 [‡]	129
Limited English Proficient (93:117)			95%		79	144	85 [‡]	91
Economically Disadvantaged (790:869)			98%		161	150		
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 #31**

Secondary-Level Mathematics


























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

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

Prospective Status

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




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

Student Group	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 (3452:3512)			98%		166	144	
Ethnicity							
American Indian or Alaska Native (7:3)	–	–	–	–	–	–	–
Black or African American (513:534)			96%		142	141	
Hispanic or Latino (498:542)			98%		147	141	
Asian or Native Hawaiian/Other Pacific Islander (312:303)			100%		184	140	
White (2122:2130)			98%		174	144	
Other Groups							
Students with Disabilities (254:276)			95%		114	139	102 [‡] 123
Limited English Proficient (93:117)			97%		105	136	108 [‡] 115
Economically Disadvantaged (790:869)			96%		154	142	
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 #31**











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 (3310)			76%	55%		
Ethnicity						
American Indian or Alaska Native (7)		–	–	–	–	–
Black or African American (482)			59%	55%		
Hispanic or Latino (501)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (313)			85%	55%		
White (2007)			82%	55%		
Other Groups						
Students with Disabilities (283)			42%	55%	54%	43%
Limited English Proficient (101)			38%	55%	48%	39%
Economically Disadvantaged (666)			61%	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 #31**

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

40 schools identified 67% of total

CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES
P.S. 1 TOTTEVILLE SCHOOL
P.S. 3 MARGARET GIOIOSA SCHOOL
P.S. 4 MAURICE WOLLIN SCHOOL
P.S. 5 HUGUENOT SCHOOL
P.S. 6 CPL ALLAN F. KIVLEHAN SCHOOL
P.S. 8 SHIRLEY SOLOMON SCHOOL
P.S. 11 THOMAS DONGAN SCHOOL
P.S. 13 M. L. LINDENMEYER SCHOOL
P.S. 14 CORNELIUS VANDERBILT SCHOOL
P.S. 19 THE CURTIS SCHOOL
P.S. 21 MARGARET EMERY-ELM PARK SCHOOL
P.S. 22 GRANITEVILLE SCHOOL
P.S. 23 RICHMONDTOWN SCHOOL
P.S. 26 CARTERET SCHOOL
P.S. 29 BARDWELL SCHOOL
P.S. 30 THE WESTERLEIGH SCHOOL
P.S. 31 WILLIAM T. DAVIS SCHOOL
P.S. 32 THE GIFFORD SCHOOL
P.S. 35 CLOVE VALLEY SCHOOL
P.S. 36 JOHN C. DRUMGOOLE SCHOOL
P.S. 38 GEORGE CROMWELL SCHOOL
P.S. 39 FRANCIS J. MURPHY JR. SCHOOL
P.S. 41 THE NEW DORP SCHOOL
P.S. 42 ELTINGVILLE SCHOOL
P.S. 45 JOHN TYLER SCHOOL
P.S. 46 ALBERT V. MANISCALCO SCHOOL
P.S. 48 WILLIAM G. WILCOX SCHOOL
P.S. 50 FRANK HANKINSON SCHOOL
P.S. 52 JOHN C. THOMPSON SCHOOL
P.S. 53 BAY TERRACE SCHOOL
P.S. 54 CHARLES W. LENG SCHOOL
P.S. 55 HENRY M. BOEHM SCHOOL
P.S. 56 LOUIS DESARIO SCHOOL
P.S. 57 HUBERT H. HUMPHREY SCHOOL
P.S. 60 ALICE AUSTEN SCHOOL
P.S. 69 DANIEL D. TOMPKINS SCHOOL
PS 80 MICHAEL J. PETRIDES SCHOOL
SS COLUMBIA SCHOOL
STATEN ISLAND TECHNICAL HIGH SCHOOL

Improvement (Year1)

5 schools identified 8% of total

CURTIS HIGH SCHOOL
I.S. 72 ROCCO LAURIE INTERMEDIATE SCHOOL

Requiring Academic Progress (Year 1)

2 schools identified 3% of total

I.S. 34 TOTTEVILLE
I.S. 75 FRANK D. PAULO

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

Improvement (Year 1) (continued)

P.S. 18 JOHN G. WHITTIER SCHOOL
P.S. 44 THOMAS C. BROWN SCHOOL
RALPH MCKEE HIGH SCHOOL

Improvement (Year 2)

4 schools identified 7% of total

I.S. 2 GEORGE L. EGBERT
I.S. 27 ANNING S. PRALL
I.S. 51 EDWIN MARKHAM
I.S. 61 WILLIAM A. MORRIS SCHOOL

Restructuring (Year 1)

1 school identified 2% of total

P.S. 20 PORT RICHMOND SCHOOL

Restructuring (Year 2)

2 schools identified 3% of total

I.S. 49 BERTHA A. DREYFUS INTERMEDIATE SCHOOL
P.S. 16 JOHN J. DRISCOLL SCHOOL

New York State Status

Requiring Academic Progress (Year 1) (continued)

Requiring Academic Progress (Year 2)

2 schools identified 3% of total

I.S. 7 ELIAS BERNSTEIN SCHOOL
I.S. 24 MYRA S. BARNES

Requiring Academic Progress (Year 3)

1 school identified 2% of total

TOTTENVILLE HIGH SCHOOL

Requiring Academic Progress (Year 4)

3 schools identified 5% of total

NEW DORP HIGH SCHOOL
PORT RICHMOND HIGH SCHOOL
SUSAN E. WAGNER HIGH SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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	70%			4053
Grade 4	68%			4133
Grade 5	70%			4266
Grade 6	57%			4221
Grade 7	56%			4216
Grade 8	49%			4459

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	82%			4359
Grade 4	81%			4331
Grade 5	74%			4387
Grade 6	59%			4296
Grade 7	55%			4319
Grade 8	48%			4524

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	83%			4294
Grade 8	56%			4314

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	69%			4096
Mathematics	67%			4096

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	67%			4096

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:

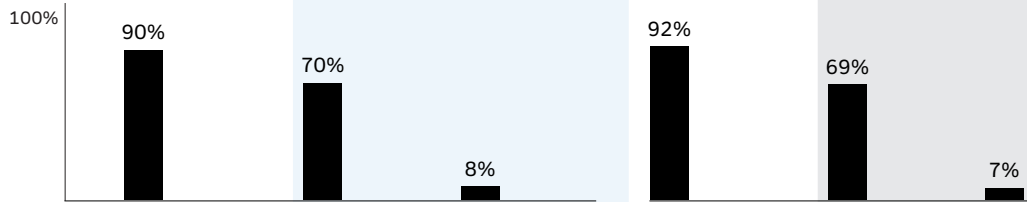
NYC Public Schools

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 #31**

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: 670	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	3658	2845	320	3658	2845	320



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	4053	90%	70%	8%				
Female	1948	93%	75%	10%				
Male	2105	88%	66%	6%				
American Indian or Alaska Native	17	94%	82%	12%				
Black or African American	657	80%	49%	2%				
Hispanic or Latino	717	85%	58%	4%				
Asian or Native Hawaiian/Other Pacific Islander	294	96%	84%	11%				
White	2368	94%	78%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3244	97%	81%	10%				
Students with Disabilities	809	62%	27%	1%				
English Proficient	4008	91%	71%	8%				
Limited English Proficient	45	44%	13%	0%				
Economically Disadvantaged	1712	96%	74%	6%				
Not Disadvantaged	2341	86%	67%	9%				
Migrant								
Not Migrant	4053	90%	70%	8%				

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.

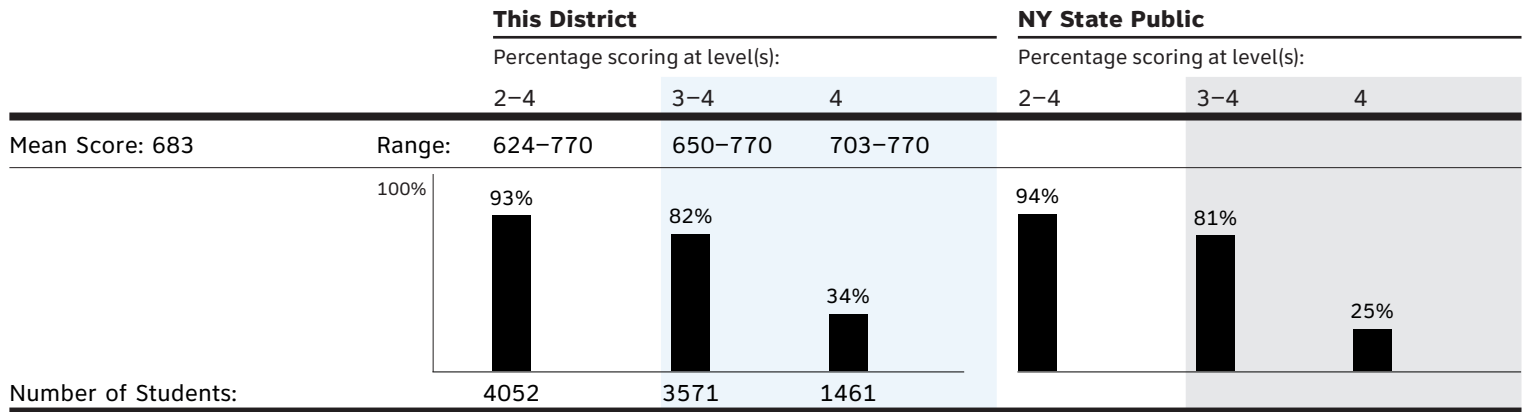
Other Assessments

	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	57	57	52	44	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	328	164	125	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 #31**

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	4359	93%	82%	34%				
Female	2079	94%	83%	34%				
Male	2280	92%	81%	33%				
American Indian or Alaska Native	19	89%	84%	21%				
Black or African American	654	85%	65%	13%				
Hispanic or Latino	903	88%	70%	20%				
Asian or Native Hawaiian/Other Pacific Islander	344	97%	91%	53%				
White	2439	96%	89%	41%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3485	98%	90%	40%				
Students with Disabilities	874	74%	49%	9%				
English Proficient	3988	94%	84%	36%				
Limited English Proficient	371	82%	56%	7%				
Economically Disadvantaged	1918	96%	84%	30%				
Not Disadvantaged	2441	90%	80%	36%				
Migrant								
Not Migrant	4359	93%	82%	34%				

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	54	54	46	44	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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: 664	612-775	650-775	716-775			
Number of Students:	3804	2830	290			

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	4133	92%	68%	7%				
Female	2033	95%	72%	9%				
Male	2100	89%	65%	5%				
American Indian or Alaska Native	11	100%	45%	18%				
Black or African American	606	84%	48%	3%				
Hispanic or Latino	745	88%	59%	5%				
Asian or Native Hawaiian/Other Pacific Islander	303	97%	81%	13%				
White	2468	95%	75%	8%				
Small Group Totals								
General-Education Students	3383	98%	77%	8%				
Students with Disabilities	750	66%	28%	0%				
English Proficient	4086	92%	69%	7%				
Limited English Proficient	47	66%	17%	0%				
Economically Disadvantaged	1740	97%	69%	5%				
Not Disadvantaged	2393	89%	68%	8%				
Migrant								
Not Migrant	4133	92%	68%	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

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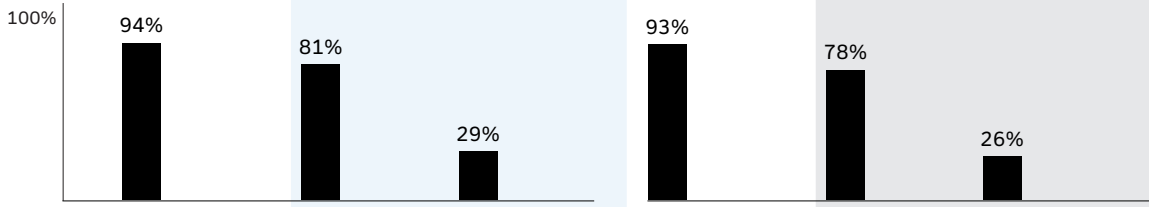
Other Assessments

	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	57	57	53	40	66	66	61	51
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	174	107	82	N/A	163	97	66	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 #31**

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: 680	Range: 622-800			650-800 702-800		
						
Number of Students:	4059	3491	1256			

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	4331	94%	81%	29%				
Female	2128	95%	82%	28%				
Male	2203	93%	80%	30%				
American Indian or Alaska Native	11	100%	55%	36%				
Black or African American	621	86%	61%	10%				
Hispanic or Latino	869	90%	69%	17%				
Asian or Native Hawaiian/Other Pacific Islander	331	97%	92%	47%				
White	2499	96%	88%	36%				
Small Group Totals								
General-Education Students	3527	98%	88%	34%				
Students with Disabilities	804	76%	48%	5%				
English Proficient	4100	95%	82%	30%				
Limited English Proficient	231	77%	50%	4%				
Economically Disadvantaged	1853	97%	82%	24%				
Not Disadvantaged	2478	91%	79%	33%				
Migrant								
Not Migrant	4331	94%	81%	29%				

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

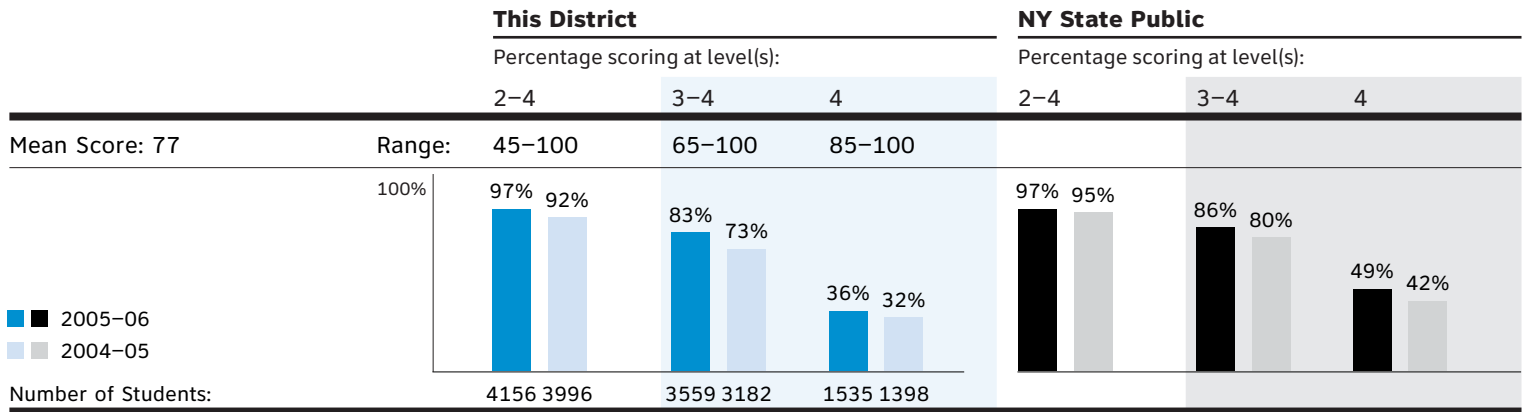
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Other Assessments

	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	46	46	44	41	62	62	61	51

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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	4294	97%	83%	36%	4347	92%	73%	32%
Female	2115	98%	85%	35%	2130	93%	74%	31%
Male	2179	96%	81%	36%	2217	90%	73%	33%
American Indian or Alaska Native	11	100%	82%	45%	23	74%	61%	13%
Black or African American	610	93%	68%	16%	669	82%	51%	13%
Hispanic or Latino	869	94%	71%	22%	805	87%	61%	19%
Asian or Native Hawaiian/Other Pacific Islander	324	98%	93%	54%	311	96%	87%	52%
White	2480	99%	89%	43%	2539	96%	81%	39%
Small Group Totals								
General-Education Students	3512	99%	89%	41%	3598	96%	81%	37%
Students with Disabilities	782	89%	57%	11%	749	71%	38%	9%
English Proficient	4065	98%	85%	37%	4135	93%	76%	34%
Limited English Proficient	229	83%	39%	5%	212	67%	28%	6%
Economically Disadvantaged	1845	98%	84%	29%	2446	88%	63%	22%
Not Disadvantaged	2449	96%	82%	40%	1901	97%	87%	46%
Migrant					2	-	-	-
Not Migrant	4294	97%	83%	36%	4345	-	-	-

NOTES

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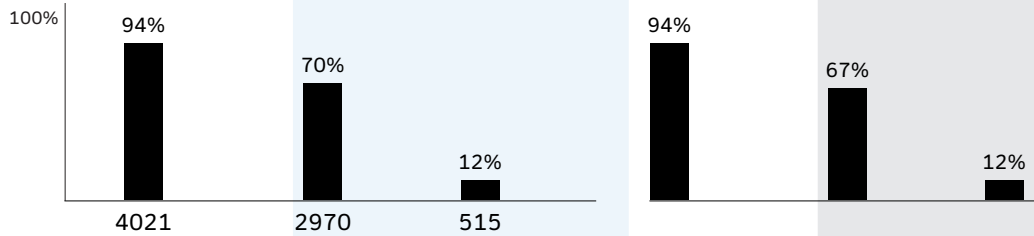
Other Assessments

	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	55	55	53	40	64	64	59	47

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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: 664	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	4021	2970	515			



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	4266	94%	70%	12%				
Female	2105	96%	72%	13%				
Male	2161	93%	68%	11%				
American Indian or Alaska Native	17	82%	41%	0%				
Black or African American	689	89%	48%	4%				
Hispanic or Latino	759	92%	58%	6%				
Asian or Native Hawaiian/Other Pacific Islander	312	97%	84%	18%				
White	2489	96%	77%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3500	99%	79%	15%				
Students with Disabilities	766	73%	25%	1%				
English Proficient	4173	95%	71%	12%				
Limited English Proficient	93	74%	16%	0%				
Economically Disadvantaged	1794	98%	70%	9%				
Not Disadvantaged	2472	91%	69%	14%				
Migrant								
Not Migrant	4266	94%	70%	12%				

NOTES

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Other Assessments

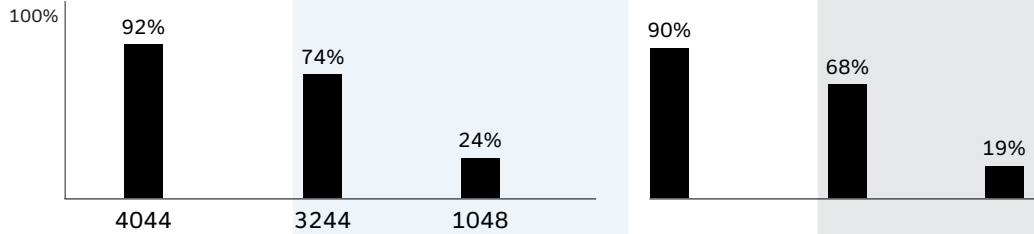
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	77	75	66	59	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	102	79	68	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 #31**

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: 672	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	4044	3244	1048			



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	4387	92%	74%	24%				
Female	2161	93%	74%	23%				
Male	2226	92%	74%	24%				
American Indian or Alaska Native	17	88%	65%	0%				
Black or African American	696	81%	51%	7%				
Hispanic or Latino	826	90%	64%	11%				
Asian or Native Hawaiian/Other Pacific Islander	330	98%	91%	46%				
White	2518	95%	82%	30%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3610	97%	83%	28%				
Students with Disabilities	777	69%	32%	3%				
English Proficient	4185	93%	75%	25%				
Limited English Proficient	202	81%	46%	8%				
Economically Disadvantaged	1885	96%	76%	20%				
Not Disadvantaged	2502	90%	72%	27%				
Migrant								
Not Migrant	4387	92%	74%	24%				

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	71	70	64	56	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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			
Number of Students:	3844	2400	453			

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	4221	91%	57%	11%				
Female	2019	94%	61%	13%				
Male	2202	89%	53%	9%				
American Indian or Alaska Native	16	88%	56%	13%				
Black or African American	682	83%	33%	3%				
Hispanic or Latino	795	84%	41%	5%				
Asian or Native Hawaiian/Other Pacific Islander	316	97%	75%	22%				
White	2412	95%	66%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3506	97%	66%	13%				
Students with Disabilities	715	64%	11%	0%				
English Proficient	4139	92%	58%	11%				
Limited English Proficient	82	52%	7%	0%				
Economically Disadvantaged	1863	95%	55%	8%				
Not Disadvantaged	2358	88%	58%	13%				
Migrant								
Not Migrant	4221	91%	57%	11%				

NOTES

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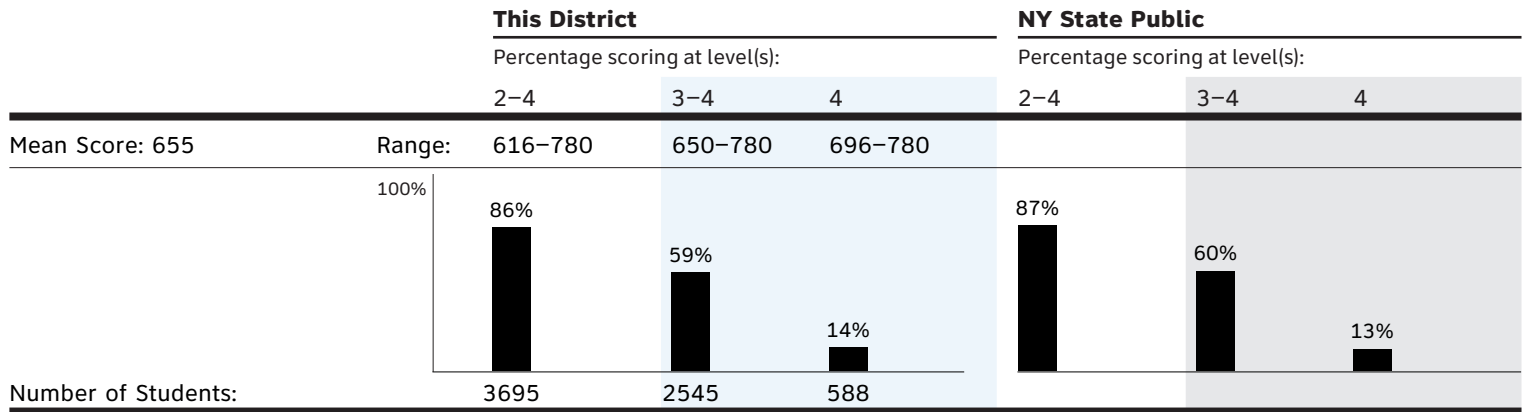
Other Assessments

	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 6 Equivalent	69	67	63	52	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	72	56	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 #31**

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	4296	86%	59%	14%				
Female	2051	87%	60%	14%				
Male	2245	85%	59%	14%				
American Indian or Alaska Native	15	73%	47%	27%				
Black or African American	690	69%	31%	4%				
Hispanic or Latino	833	77%	42%	6%				
Asian or Native Hawaiian/Other Pacific Islander	333	97%	83%	32%				
White	2425	93%	70%	16%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3575	93%	68%	16%				
Students with Disabilities	721	52%	15%	1%				
English Proficient	4143	87%	61%	14%				
Limited English Proficient	153	56%	22%	2%				
Economically Disadvantaged	1924	89%	57%	11%				
Not Disadvantaged	2372	84%	61%	16%				
Migrant								
Not Migrant	4296	86%	59%	14%				

NOTES

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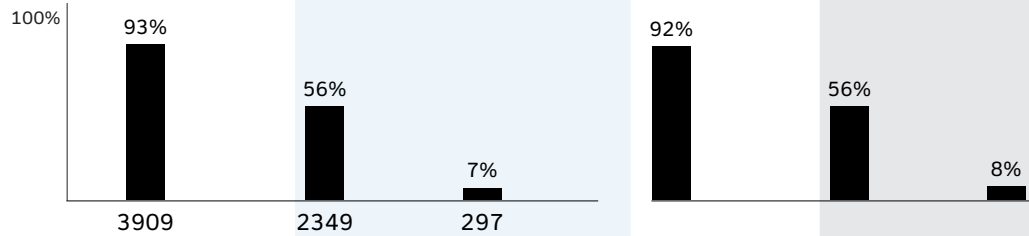
Other Assessments

	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	68	67	61	48	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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: 652	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	3909	2349	297	3909	2349	297



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	4216	93%	56%	7%				
Female	2053	94%	59%	8%				
Male	2163	91%	53%	6%				
American Indian or Alaska Native	29	90%	48%	7%				
Black or African American	697	84%	31%	2%				
Hispanic or Latino	758	89%	42%	2%				
Asian or Native Hawaiian/Other Pacific Islander	313	98%	74%	15%				
White	2419	96%	65%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3532	97%	64%	8%				
Students with Disabilities	684	71%	15%	1%				
English Proficient	4123	93%	57%	7%				
Limited English Proficient	93	60%	12%	0%				
Economically Disadvantaged	1882	95%	54%	5%				
Not Disadvantaged	2334	91%	57%	8%				
Migrant								
Not Migrant	4216	93%	56%	7%				

NOTES

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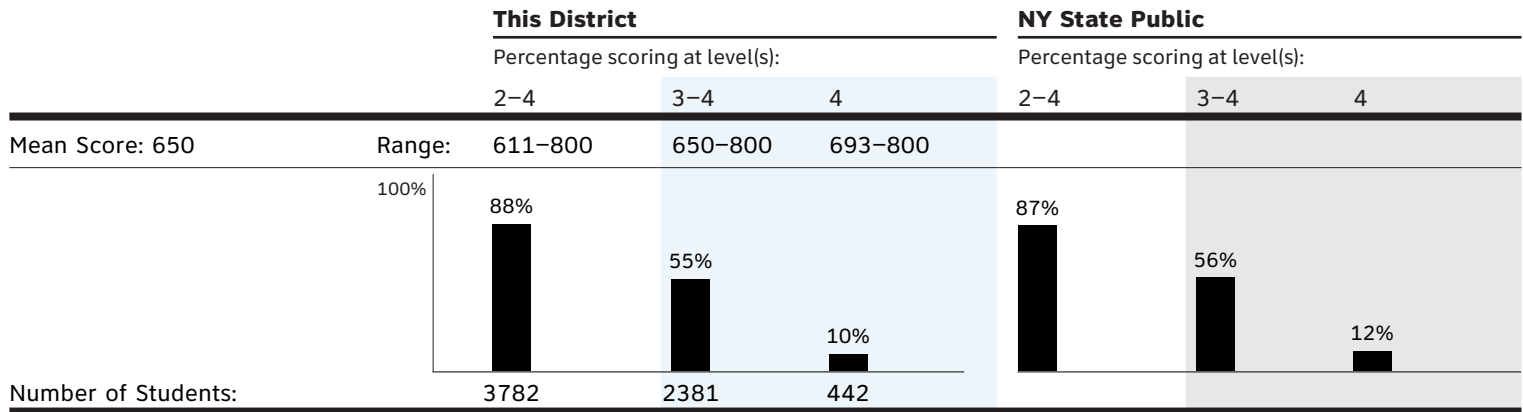
Other Assessments

	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 7 Equivalent	50	49	47	33	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	92	62	48	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 #31**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4319	88%	55%	10%				
Female	2099	88%	56%	10%				
Male	2220	87%	55%	10%				
American Indian or Alaska Native	30	87%	67%	3%				
Black or African American	701	72%	27%	3%				
Hispanic or Latino	820	80%	37%	3%				
Asian or Native Hawaiian/Other Pacific Islander	330	98%	81%	26%				
White	2438	93%	66%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3636	93%	63%	12%				
Students with Disabilities	683	58%	14%	1%				
English Proficient	4129	89%	57%	11%				
Limited English Proficient	190	64%	24%	2%				
Economically Disadvantaged	1959	89%	52%	8%				
Not Disadvantaged	2360	86%	58%	13%				
Migrant								
Not Migrant	4319	88%	55%	10%				

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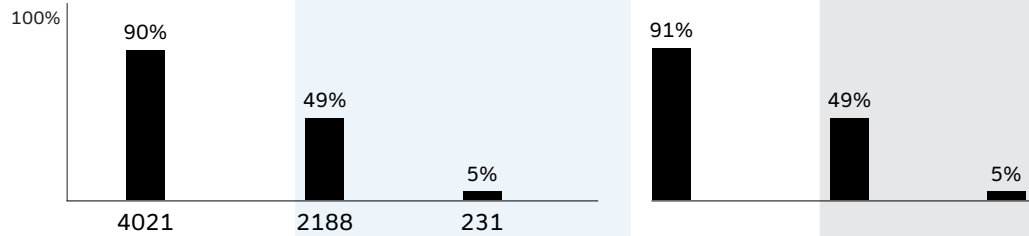
Other Assessments

	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	48	44	41	34	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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: 650	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	4021	2188	231	4021	2188	231



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	4459	90%	49%	5%				
Female	2076	92%	55%	7%				
Male	2383	88%	44%	4%				
American Indian or Alaska Native	11	82%	18%	0%				
Black or African American	714	78%	26%	2%				
Hispanic or Latino	744	87%	32%	2%				
Asian or Native Hawaiian/Other Pacific Islander	351	94%	68%	11%				
White	2639	94%	58%	6%				
Small Group Totals								
General-Education Students	3757	96%	56%	6%				
Students with Disabilities	702	61%	10%	0%				
English Proficient	4398	91%	50%	5%				
Limited English Proficient	61	49%	5%	0%				
Economically Disadvantaged	1850	93%	46%	4%				
Not Disadvantaged	2609	88%	51%	6%				
Migrant								
Not Migrant	4459	90%	49%	5%				

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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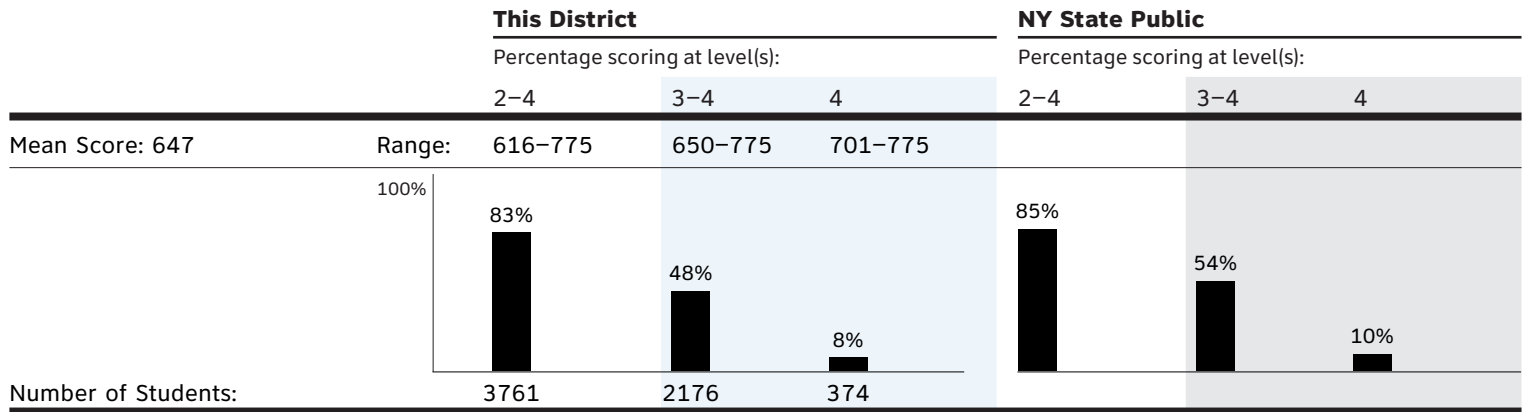
Other Assessments

	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	58	58	58	52	44	42	39	30
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	85	70	63	N/A	112	80	60	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 #31**

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	4524	83%	48%	8%				
Female	2107	83%	49%	9%				
Male	2417	83%	47%	8%				
American Indian or Alaska Native	12	67%	42%	0%				
Black or African American	706	63%	20%	1%				
Hispanic or Latino	786	73%	30%	3%				
Asian or Native Hawaiian/Other Pacific Islander	370	94%	75%	31%				
White	2650	90%	57%	9%				
Small Group Totals								
General-Education Students	3833	89%	55%	10%				
Students with Disabilities	691	50%	10%	0%				
English Proficient	4373	84%	49%	8%				
Limited English Proficient	151	63%	23%	3%				
Economically Disadvantaged	1917	84%	43%	7%				
Not Disadvantaged	2607	83%	52%	9%				
Migrant								
Not Migrant	4524	83%	48%	8%				

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

NOTES

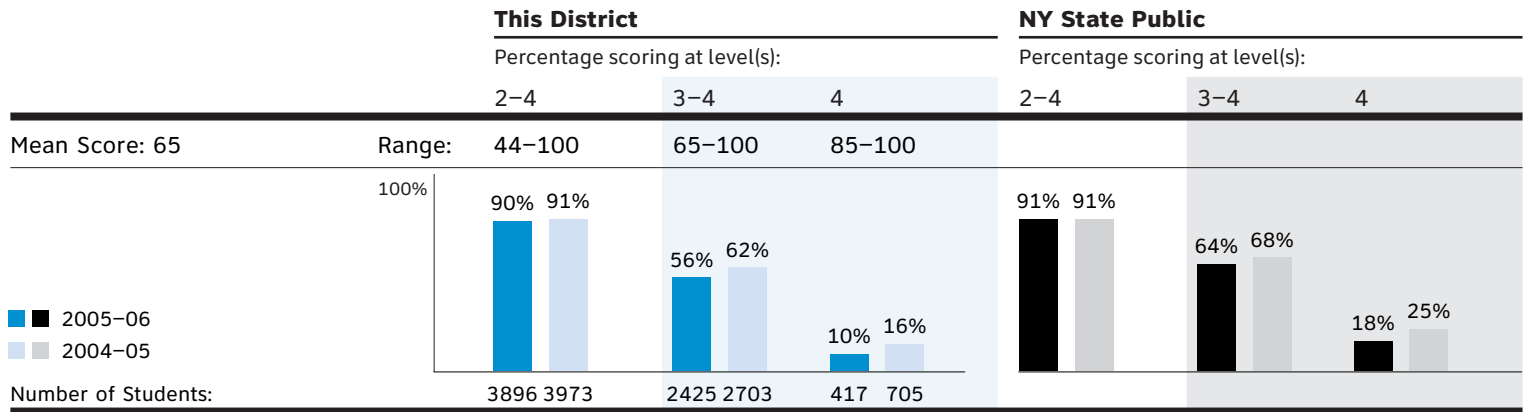
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	57	57	57	52	42	42	36	31

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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	4314	90%	56%	10%	4376	91%	62%	16%
Female	2012	91%	54%	8%	2145	92%	60%	14%
Male	2302	90%	58%	11%	2231	90%	63%	18%
American Indian or Alaska Native	11	91%	55%	0%	10	80%	40%	0%
Black or African American	668	77%	31%	2%	642	78%	34%	4%
Hispanic or Latino	747	84%	42%	4%	796	86%	47%	7%
Asian or Native Hawaiian/Other Pacific Islander	357	96%	74%	20%	330	95%	79%	33%
White	2531	95%	65%	12%	2598	95%	71%	20%
Small Group Totals								
General-Education Students	3668	94%	63%	11%	3807	95%	68%	18%
Students with Disabilities	646	68%	19%	3%	569	64%	23%	4%
English Proficient	4167	91%	58%	10%	4196	92%	64%	17%
Limited English Proficient	147	65%	15%	1%	180	59%	18%	2%
Economically Disadvantaged	1854	91%	53%	6%	2453	86%	51%	9%
Not Disadvantaged	2460	90%	59%	12%	1923	96%	76%	25%
Migrant								
Not Migrant	4314	90%	56%	10%	4376	91%	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 8 Equivalent	57	57	56	53	41	40	35	30
Regents Science	0				1	–	–	–

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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):

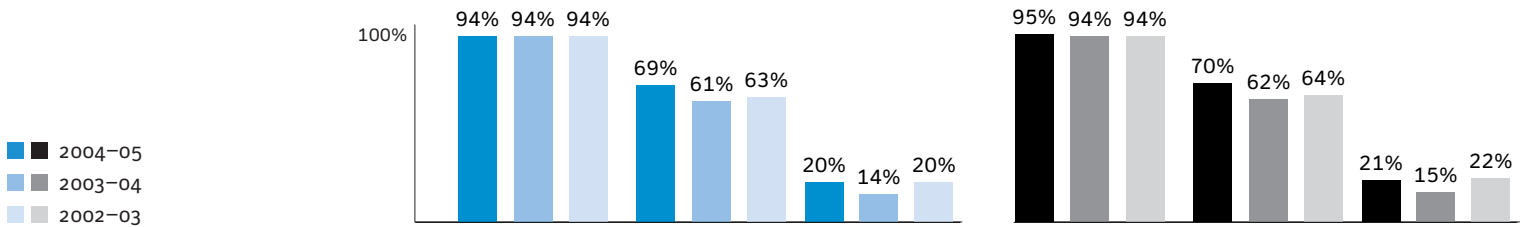
2-4 3-4 4

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	247	1071	2064	822	4204	663
Feb 2004	286	1449	2094	625	4454	654
Feb 2003	272	1308	1822	870	4272	658

Grade 8

This School

Percentage scoring at level(s):

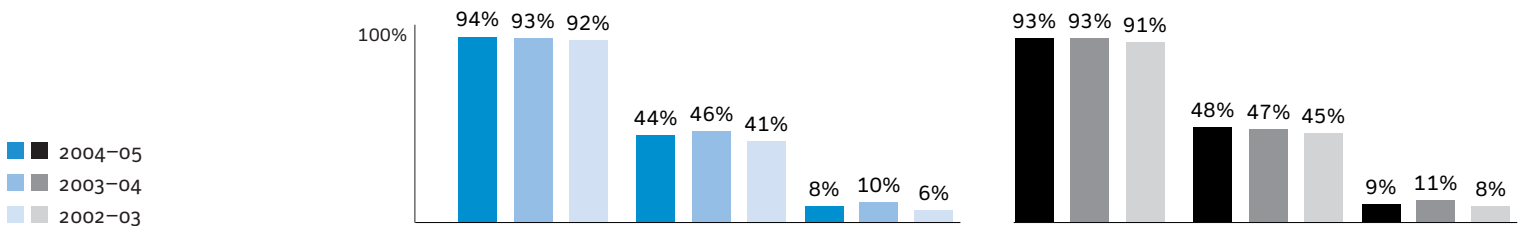
2-4 3-4 4

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	266	2265	1655	349	4535	695
Jan 2004	331	2130	1617	459	4537	698
Jan 2003	360	2232	1567	246	4405	692

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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):

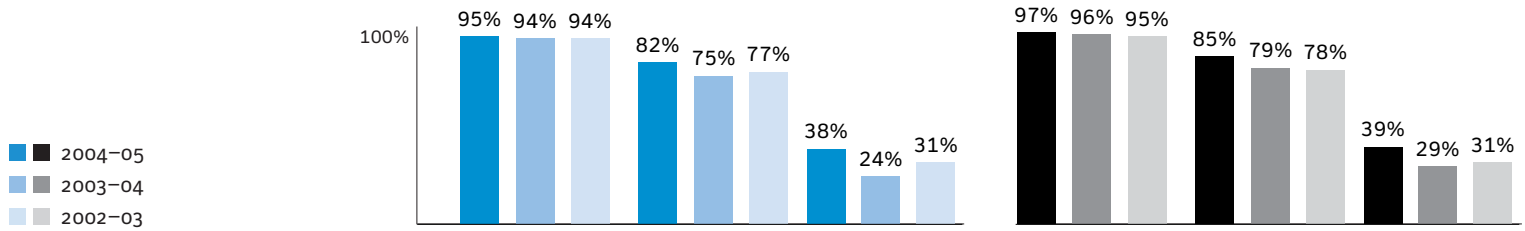
2-4 3-4 4

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	208	573	1924	1674	4379	667
May 2004	257	885	2299	1115	4556	656
May 2003	257	728	2018	1352	4355	660

Grade 8

This School

Percentage scoring at level(s):

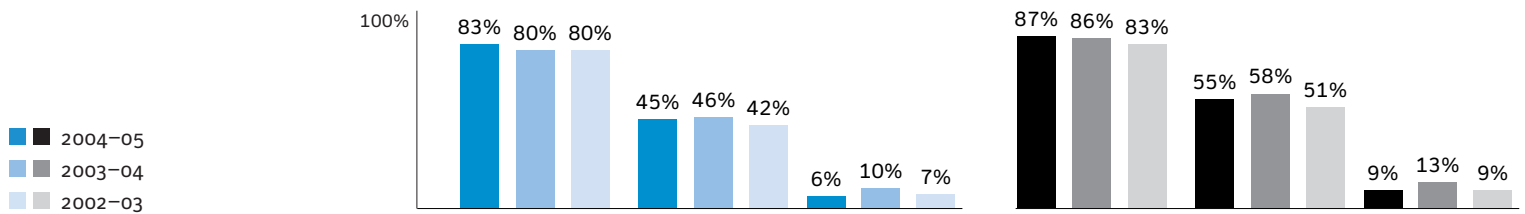
2-4 3-4 4

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	783	1760	1781	288	4612	710
May 2004	916	1563	1643	467	4589	708
May 2003	892	1711	1598	323	4524	708

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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

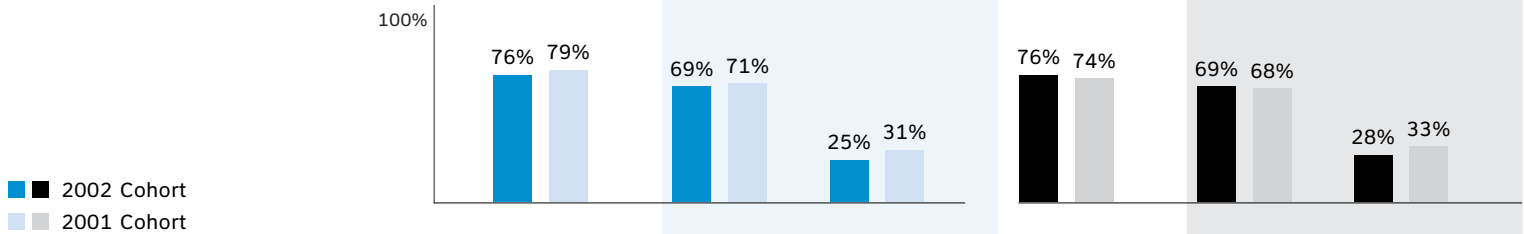
NY State Public

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	4096	76%	69%	25%	3575	79%	71%	31%
Female	2005	80%	75%	30%	1708	83%	77%	39%
Male	2091	73%	64%	20%	1867	75%	67%	23%
American Indian or Alaska Native	8	50%	50%	25%	10	50%	50%	10%
Black or African American	675	63%	55%	12%	532	66%	54%	14%
Hispanic or Latino	700	63%	57%	14%	547	68%	62%	21%
Asian or Native Hawaiian/Other Pacific Islander	319	90%	85%	40%	332	89%	82%	43%
White	2394	83%	75%	30%	2154	84%	77%	35%
Small Group Totals								
General-Education Students	3576	83%	76%	28%	3189	84%	78%	34%
Students with Disabilities	520	33%	23%	2%	386	36%	22%	3%
English Proficient	3935	78%	71%	26%	3428	81%	74%	32%
Limited English Proficient	161	32%	22%	2%	147	39%	24%	3%
Economically Disadvantaged	1131	66%	57%	14%				
Not Disadvantaged	2965	81%	74%	29%				
Migrant								
Not Migrant	4096	76%	69%	25%				

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	33	0

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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

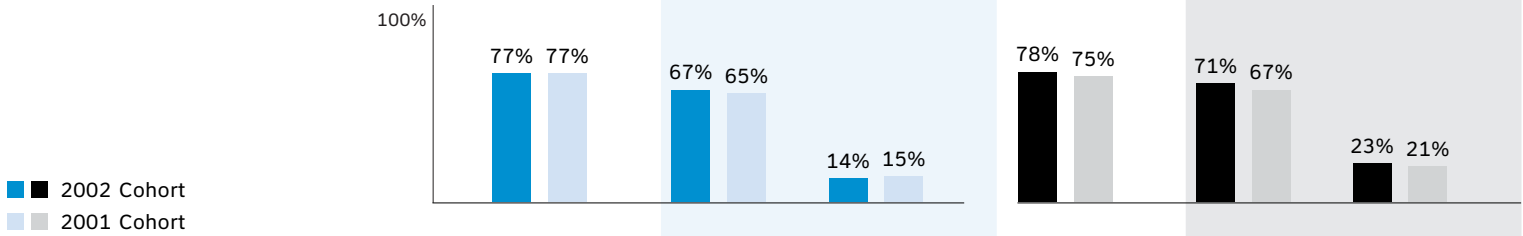
NY State Public

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	4096	77%	67%	14%	3575	77%	65%	15%
Female	2005	80%	69%	14%	1708	81%	68%	17%
Male	2091	74%	64%	13%	1867	74%	63%	14%
American Indian or Alaska Native	8	50%	25%	25%	10	40%	40%	0%
Black or African American	675	63%	49%	4%	532	62%	45%	4%
Hispanic or Latino	700	63%	53%	6%	547	69%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	319	92%	86%	32%	332	91%	84%	33%
White	2394	83%	73%	16%	2154	81%	71%	18%
Small Group Totals								
General-Education Students	3576	84%	74%	15%	3189	84%	72%	17%
Students with Disabilities	520	31%	17%	1%	386	24%	13%	1%
English Proficient	3935	78%	68%	14%	3428	78%	67%	16%
Limited English Proficient	161	45%	35%	4%	147	49%	31%	7%
Economically Disadvantaged	1131	64%	54%	7%				
Not Disadvantaged	2965	82%	71%	16%				
Migrant								
Not Migrant	4096	77%	67%	14%				

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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	33	0

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

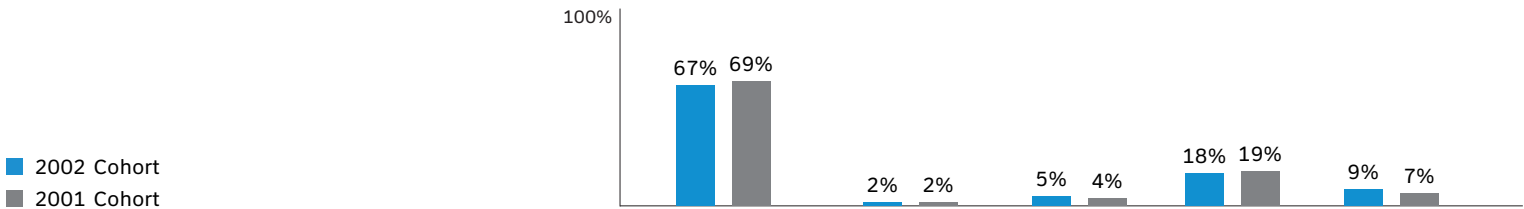
District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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	4096	67%	2%	5%	18%	9%
	2001	3575	69%	2%	4%	19%	7%
Female	2002	2005	72%	2%	4%	15%	8%
	2001	1708	75%	2%	3%	16%	5%
Male	2002	2091	62%	2%	6%	20%	10%
	2001	1867	64%	2%	4%	21%	8%
American Indian or Alaska Native	2002	8	38%	0%	13%	13%	38%
	2001	10	30%	0%	10%	60%	0%
Black or African American	2002	675	50%	4%	5%	28%	14%
	2001	532	50%	4%	5%	31%	10%
Hispanic or Latino	2002	700	51%	3%	8%	24%	15%
	2001	547	56%	3%	4%	27%	10%
Asian or Native Hawaiian/Other Pacific Islander	2002	319	84%	1%	2%	10%	4%
	2001	332	78%	1%	1%	17%	4%
White	2002	2394	74%	1%	4%	14%	6%
	2001	2154	76%	2%	3%	14%	5%
Small Group Totals							
General-Education Students	2002	3576	71%	0%	4%	17%	7%
	2001	3189	73%	0%	4%	18%	5%
Students with Disabilities	2002	520	34%	16%	8%	25%	18%
	2001	386	35%	19%	3%	24%	19%
English Proficient	2002	3935	68%	2%	5%	17%	8%
	2001	3428	71%	2%	4%	17%	6%
Limited English Proficient	2002	161	29%	5%	6%	36%	24%
	2001	147	25%	7%	0%	50%	18%
Economically Disadvantaged	2002	1131	53%	3%	9%	23%	11%
	2001	1000	55%	3%	8%	24%	10%
Not Disadvantaged	2002	2965	72%	2%	3%	16%	8%
	2001	2575	74%	2%	3%	16%	7%
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	4096	67%	2%	5%	18%	9%
	2001	3575	69%	2%	4%	19%	7%

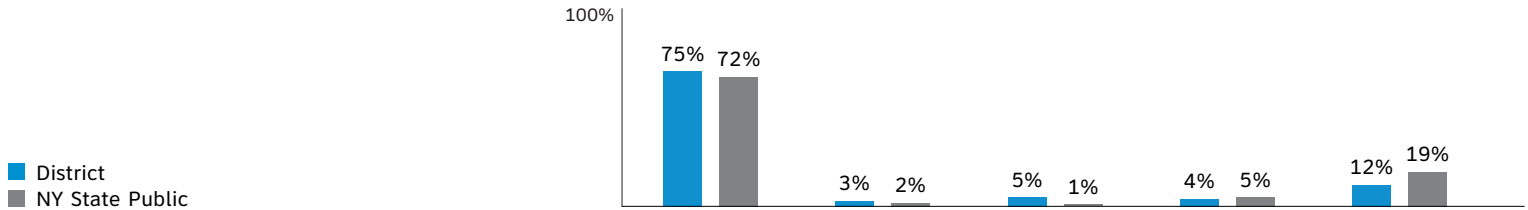
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

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	3582	75%	3%	5%	4%	12%
Female	1698	81%	3%	4%	4%	9%
Male	1884	71%	3%	6%	5%	15%
American Indian or Alaska Native	8	50%	0%	13%	13%	25%
Black or African American	542	61%	6%	7%	7%	19%
Hispanic or Latino	554	63%	4%	6%	10%	17%
Asian or Native Hawaiian/Other Pacific Islander	325	87%	2%	2%	3%	6%
White	2153	81%	3%	5%	2%	10%
Small Group Totals						
General-Education Students	3142	81%	0%	5%	4%	10%
Students with Disabilities	440	38%	26%	5%	7%	25%
English Proficient	3460	77%	3%	5%	4%	11%
Limited English Proficient	122	39%	12%	4%	15%	30%
Economically Disadvantaged	800	58%	7%	13%	6%	17%
Not Disadvantaged	2782	80%	2%	3%	4%	11%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	3582	75%	3%	5%	4%	12%

NOTES

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