



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #25**

District ID **342500010000**

Superintendent **DIANE FOLEY**

Telephone **(718) 281-7605**

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	813	773	724
Kindergarten	2216	2178	2266
Grade 1	2340	2232	2228
Grade 2	2293	2179	2065
Grade 3	2267	2155	2040
Grade 4	2252	2177	2071
Grade 5	2300	2169	2075
Grade 6	2219	2272	2142
Ungraded Elementary	739	828	918
Grade 7	2318	2118	2168
Grade 8	2357	2252	2125
Grade 9	3918	3696	3312
Grade 10	2198	2298	2341
Grade 11	1388	1400	1391
Grade 12	1286	1296	1154
Ungraded Secondary	566	610	671
Total K-12	30657	29860	28967

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	24	24
Grade 8			
English	30	31	29
Mathematics	27	31	29
Science	32	30	29
Social Studies	29	31	29
Grade 10			
English	32	28	25
Mathematics	30	25	21
Science		27	23
Social Studies	31	27	27

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	15138	49%	11033	37%	15586	54%
Reduced-Price Lunch	4846	16%	4928	17%	4808	17%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	5389	18%	5550	19%	5421	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	69	0%	76	0%	86	0%
Black or African American	3266	11%	3167	11%	3013	10%
Hispanic or Latino	9065	30%	8897	30%	8698	30%
Asian or Native Hawaiian/Other Pacific Islander	11784	38%	11719	39%	11482	40%
White	6473	21%	6001	20%	5688	20%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	871	N/A	1066	3%	556	2%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #25

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2175	3898	7314
Percent Not Taught by Highly Qualified Teachers	17%	14%	6%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	117	49	42
Percent with No Valid Teaching Certificate	6%	3%	2%
Individuals Teaching Out of Certification			
Number of Teachers	319	262	162
Percentage of Total	16%	13%	8%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	53%	51%	52%

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)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

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	✓	✓	✓	✓ ^{SH}	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✓	✗	–
Hispanic or Latino	✓	✓	–	✓ ^{SH}	✓ ^{SH}	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	✓	✓	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✓	✓	–	✓ ^{SH}	✓ ^{SH}	–
Limited English Proficient	✓	✓	–	✗	✓ ^{SH}	–
Economically Disadvantaged	✓	✓	–	✓ ^{SH}	✓	–
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 7 of 8	✗ 7 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 #25**


























Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (13549:13087)			99%		160	121	
Ethnicity							
American Indian or Alaska Native (27:27)	–	–	–	–	–	–	–
Black or African American (1049:1014)			99%		138	119	
Hispanic or Latino (3496:3343)			99%		146	120	
Asian or Native Hawaiian/Other Pacific Islander (5934:5721)			99%		169	121	
White (3043:2982)			99%		168	120	
Other Groups							
Students with Disabilities ⁴ (2025:1938)			97%		104	120	106 114
Limited English Proficient (1909:1699)			97%		122	119	
Economically Disadvantaged (8193:7887)			99%		165	121	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**


























Elementary/Middle-Level Mathematics

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

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

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

How did students in each accountability group perform on 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 (13587:13025)			100%		174	85	
Ethnicity							
American Indian or Alaska Native (28:27)	–	–	–	–	–	–	–
Black or African American (1058:991)			99%		144	83	
Hispanic or Latino (3492:3316)			99%		160	84	
Asian or Native Hawaiian/Other Pacific Islander (5976:5725)			100%		187	85	
White (3033:2966)			99%		176	84	
Other Groups							
Students with Disabilities ⁴ (2023:1935)			98%		127	84	
Limited English Proficient (1913:1755)			99%		152	83	
Economically Disadvantaged (8243:7856)			100%		180	85	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**



















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 (4493:4202)		Qualified		98%		172	100	
Ethnicity								
American Indian or Alaska Native (7:5)	–	–	–	–	–	–	–	–
Black or African American (364:336)		Qualified		96%		153	100	
Hispanic or Latino (1158:1065)		Qualified		97%		162	100	
Asian or Native Hawaiian/Other Pacific Islander (1980:1861)		Qualified		98%		177	100	
White (984:935)		Qualified		97%		179	100	
Other Groups								
Students with Disabilities (636:584)		Qualified		95%		139	100	
Limited English Proficient (665:592)		Qualified		97%		126	100	
Economically Disadvantaged (2714:2533)		Qualified		98%		174	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 #25**

Secondary-Level English Language Arts


























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

Accountability Measures 7 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District 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 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 (1461:1633)			100%		150	151	148	155
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (252:295)			100%		150	148		
Hispanic or Latino (455:559)			100%		131	149	131	138
Asian or Native Hawaiian/Other Pacific Islander (494:516)			100%		152	149		
White (259:262)			100%		187	147		
Other Groups								
Students with Disabilities (48:75)			100%		115	143	93	124
Limited English Proficient (158:277)			100%		58	147	83	72
Economically Disadvantaged (917:1106)			100%		150	151	147	155
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 #25**

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 (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 (1461:1633)			100%		156	143		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (252:295)			100%		133	140	138†	140
Hispanic or Latino (455:559)			100%		139	141	124	145
Asian or Native Hawaiian/Other Pacific Islander (494:516)			100%		172	141		
White (259:262)			100%		185	139		
Other Groups								
Students with Disabilities (48:75)			100%		120	135	103	128
Limited English Proficient (158:277)			100%		126	139	126	133
Economically Disadvantaged (917:1106)			100%		161	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 #25**











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 (1671)			62%	55%		
Ethnicity						
American Indian or Alaska Native (7)		–	–	–	–	–
Black or African American (270)			53%	55%	55%	54%
Hispanic or Latino (615)			47%	55%	46%	48%
Asian or Native Hawaiian/Other Pacific Islander (520)			72%	55%		
White (259)			84%	55%		
Other Groups						
Students with Disabilities (63)			30%	55%	29%	31%
Limited English Proficient (312)			39%	55%	39%	40%
Economically Disadvantaged (951)			67%	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 #25**

2006–07 Accountability Status of Schools in Your District

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

Federal Title I Status

New York State Status

▲ Good Standing

32 schools identified 84% of total

FLUSHING INTERNATIONAL HIGH SCHOOL
I.S. 25 ADRIEN BLOCK SCHOOL
IS 250 THE ROBERT F KENNEDY MIDDLE SCHOOL
J.H.S. 194 WILLIAM CARR SCHOOL
P.S. 20 JOHN BOWNE SCHOOL
P.S. 21 EDWARD HART SCHOOL
P.S. 22 THOMAS JEFFERSON SCHOOL
P.S. 24 ANDREW JACKSON SCHOOL
P.S. 29 QUEENS SCHOOL
P.S. 32 STATE STREET SCHOOL
P.S. 79 FRANCIS LEWIS SCHOOL
P.S. 107 THOMAS A. DOOLEY
P.S. 120 QUEENS SCHOOL
P.S. 129 PATRICIA LARKIN SCHOOL
P.S. 130
P.S. 154 QUEENS SCHOOL
P.S. 163 FLUSHING HEIGHTS SCHOOL
P.S. 164 QUEENS VALLEY SCHOOL
P.S. 165 EDITH K. BERGTRAUM SCHOOL
P.S. 169 BAY TERRACE SCHOOL
P.S. 184 FLUSHING MANOR SCHOOL
P.S. 193 ALFRED J. KENNEDY SCHOOL
P.S. 200 THE POMONOK SCHOOL
P.S. 201 KISSENA SCHOOL
P.S. 209 CLEARVIEW GARDENS SCHOOL
P.S. 214 CADWALLADER COLDEN SCHOOL
P.S. 219 PAUL KLAPPER SCHOOL
P.S. 242
QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE & TECHNOLOGY
QUEENS SCHOOL OF INQUIRY
ROBERT F. KENNEDY COLLABORATIVE HIGH SCHOOL
TOWNSEND HARRIS HIGH SCHOOL

▲ Improvement (Year 1)

1 school identified 3% of total

J.H.S. 189 DANIEL CARTER BEARD SCHOOL

▲ Improvement (Year 2)

3 schools identified 8% of total

FLUSHING HIGH SCHOOL
I.S. 237
J.H.S. 168 PARSONS SCHOOL

■ Requiring Academic Progress (Year 4)

2 schools identified 5% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

■ **Requiring Academic Progress (Year 4) (continued)**















J.H.S. 185 EDWARD BLEEKER SCHOOL



JOHN BOWNE HIGH SCHOOL


District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	77%			1815
Grade 4	76%			1957
Grade 5	74%			1969
Grade 6	71%			2067
Grade 7	61%			2087
Grade 8	49%			1951
Mathematics				
Grade 3	92%			2180
Grade 4	87%			2219
Grade 5	82%			2201
Grade 6	80%			2294
Grade 7	67%			2307
Grade 8	61%			2201
Science				
Grade 4	88%			2200
Grade 8	61%			2140

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	56%			2021
Mathematics	60%			2021

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	48%			2021

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:

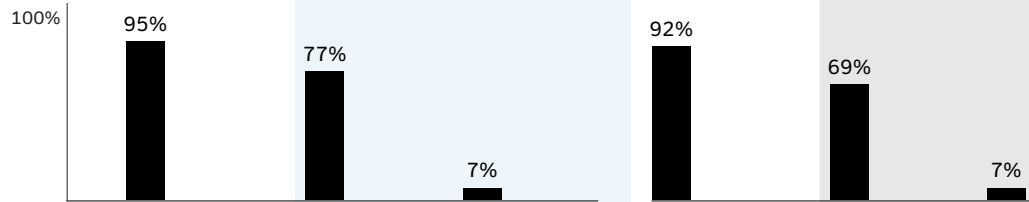
NYC Public Schools

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 #25**

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: 675	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1726	1405	126	1726	1405	126



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	1815	95%	77%	7%				
Female	846	98%	84%	9%				
Male	969	92%	72%	6%				
American Indian or Alaska Native	5	60%	60%	0%				
Black or African American	163	91%	60%	3%				
Hispanic or Latino	408	93%	67%	2%				
Asian or Native Hawaiian/Other Pacific Islander	759	98%	86%	10%				
White	480	95%	80%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1530	99%	85%	8%				
Students with Disabilities	285	74%	38%	1%				
English Proficient	1763	96%	79%	7%				
Limited English Proficient	52	69%	37%	2%				
Economically Disadvantaged	1018	99%	83%	7%				
Not Disadvantaged	797	90%	71%	7%				
Migrant								
Not Migrant	1815	95%	77%	7%				

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	23	23	22	19	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	341	217	149	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 #25**

This District's Results in Grade 3 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: 696	Range: 624-770	650-770	703-770			
Number of Students:	2128	1995	954			

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	2180	98%	92%	44%				
Female	1001	99%	92%	46%				
Male	1179	97%	91%	42%				
American Indian or Alaska Native	5	100%	100%	20%				
Black or African American	167	92%	78%	25%				
Hispanic or Latino	518	96%	86%	28%				
Asian or Native Hawaiian/Other Pacific Islander	996	99%	96%	56%				
White	494	98%	93%	42%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1838	99%	95%	49%				
Students with Disabilities	342	88%	73%	13%				
English Proficient	1779	98%	94%	48%				
Limited English Proficient	401	96%	83%	23%				
Economically Disadvantaged	1301	99%	94%	46%				
Not Disadvantaged	879	95%	87%	41%				
Migrant								
Not Migrant	2180	98%	92%	44%				

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	23	23	20	16	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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: 673	612-775	650-775	716-775			
Number of Students:	1845	1482	230			

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	1957	94%	76%	12%				
Female	983	96%	79%	14%				
Male	974	93%	73%	10%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	160	-	-	-				
Hispanic or Latino	476	92%	65%	5%				
Asian or Native Hawaiian/Other Pacific Islander	827	97%	84%	17%				
White	491	93%	77%	11%				
Small Group Totals	163	88%	62%	6%				
General-Education Students	1640	98%	84%	14%				
Students with Disabilities	317	74%	33%	0%				
English Proficient	1893	95%	78%	12%				
Limited English Proficient	64	73%	22%	0%				
Economically Disadvantaged	1143	98%	81%	11%				
Not Disadvantaged	814	89%	68%	12%				
Migrant								
Not Migrant	1957	94%	76%	12%				

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

NOTES

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Other Assessments

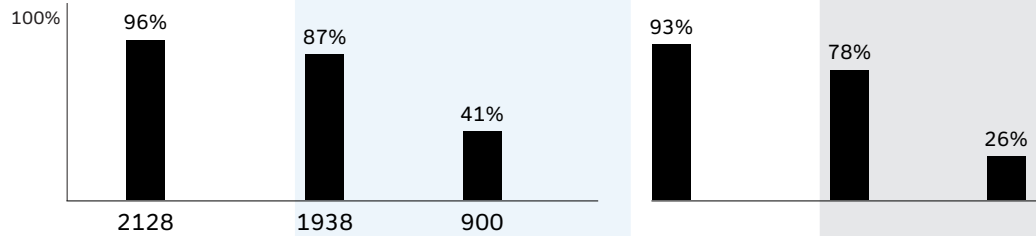
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	28	28	28	27	17	17	15	13
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	236	179	147	N/A	291	229	191	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 #25**

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: 691	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	2128	1938	900	2128	1938	900



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	2219	96%	87%	41%				
Female	1102	96%	87%	40%				
Male	1117	96%	87%	41%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	162	-	-	-				
Hispanic or Latino	556	94%	80%	25%				
Asian or Native Hawaiian/Other Pacific Islander	989	98%	94%	54%				
White	509	95%	88%	40%				
Small Group Totals	165	90%	71%	16%				
General-Education Students	1865	98%	93%	47%				
Students with Disabilities	354	83%	57%	9%				
English Proficient	1900	97%	90%	45%				
Limited English Proficient	319	90%	70%	16%				
Economically Disadvantaged	1350	98%	92%	43%				
Not Disadvantaged	869	92%	80%	37%				
Migrant								
Not Migrant	2219	96%	87%	41%				

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

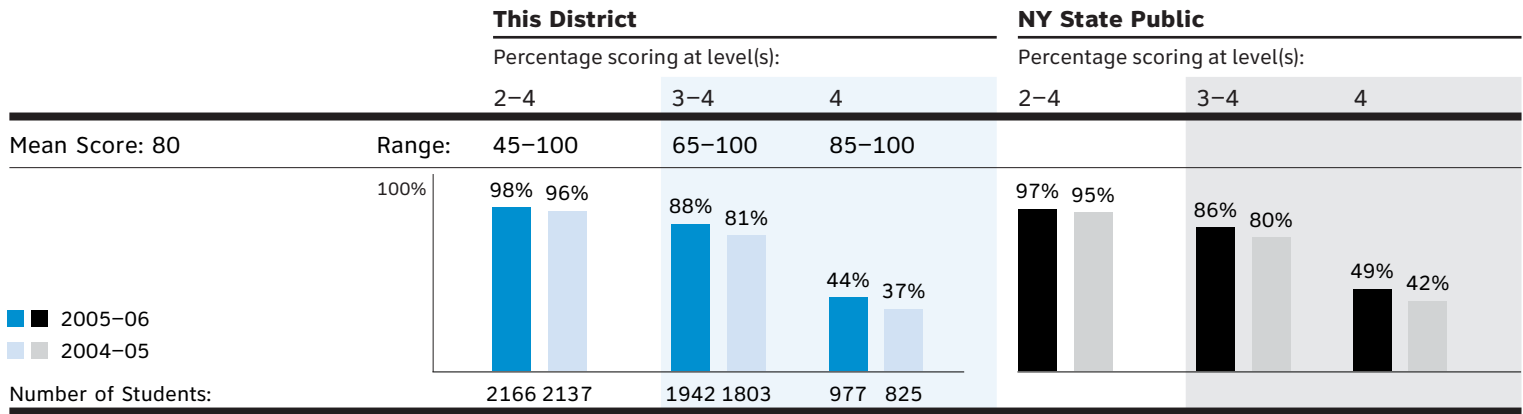
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Other Assessments

	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	24	24	24	23	17	17	15	15

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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	2200	98%	88%	44%	2228	96%	81%	37%
Female	1091	99%	88%	44%	1109	96%	80%	36%
Male	1109	98%	88%	45%	1119	96%	82%	38%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	157	-	-	-	144	-	-	-
Hispanic or Latino	550	98%	81%	32%	578	96%	78%	26%
Asian or Native Hawaiian/Other Pacific Islander	986	99%	91%	51%	1021	96%	85%	45%
White	504	98%	92%	50%	482	97%	79%	37%
Small Group Totals	160	98%	82%	30%	147	95%	67%	24%
General-Education Students	1853	99%	92%	49%	1933	97%	85%	41%
Students with Disabilities	347	96%	70%	18%	295	89%	57%	13%
English Proficient	1883	99%	92%	49%	1899	98%	86%	41%
Limited English Proficient	317	94%	66%	17%	329	82%	52%	11%
Economically Disadvantaged	1341	99%	90%	43%	1641	95%	78%	32%
Not Disadvantaged	859	98%	85%	46%	587	99%	90%	52%
Migrant								
Not Migrant	2200	98%	88%	44%	2228	96%	81%	37%

NOTES

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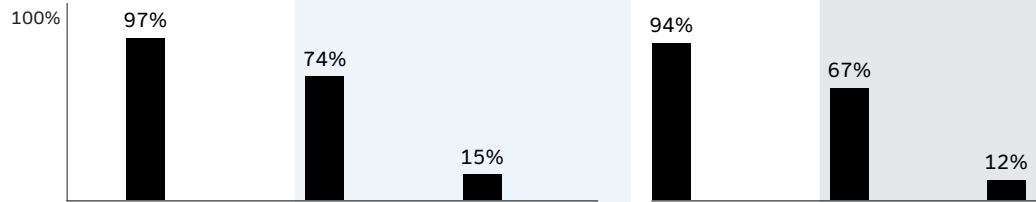
Other Assessments

	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	28	28	28	24	16	15	14	12

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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: 669	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	1902	1458	289	1902	1458	289



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	1969	97%	74%	15%				
Female	975	97%	77%	17%				
Male	994	96%	71%	13%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	152	-	-	-				
Hispanic or Latino	521	94%	63%	6%				
Asian or Native Hawaiian/Other Pacific Islander	853	98%	84%	21%				
White	439	98%	75%	16%	This test was not given in 2004-05.			
Small Group Totals	156	93%	55%	4%				
General-Education Students	1661	99%	82%	17%				
Students with Disabilities	308	83%	31%	2%				
English Proficient	1910	97%	75%	15%				
Limited English Proficient	59	75%	39%	2%				
Economically Disadvantaged	1186	99%	79%	13%				
Not Disadvantaged	783	93%	67%	17%				
Migrant								
Not Migrant	1969	97%	74%	15%				

NOTES

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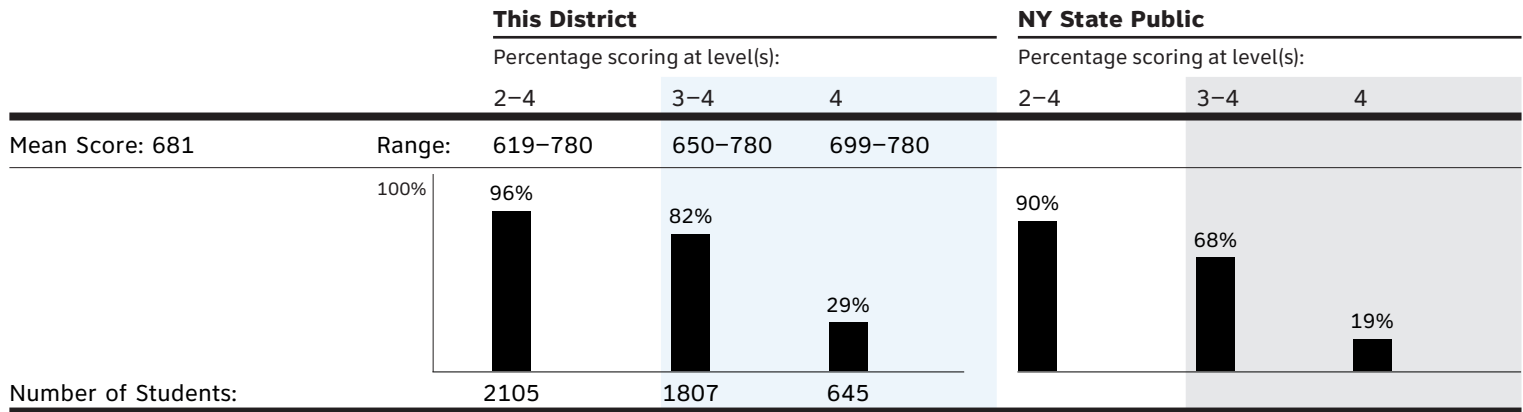
Other Assessments

	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	15	15	13	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	202	152	128	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 #25**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2201	96%	82%	29%				
Female	1099	96%	81%	29%				
Male	1102	95%	83%	30%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	156	-	-	-				
Hispanic or Latino	579	94%	71%	14%				
Asian or Native Hawaiian/Other Pacific Islander	1012	97%	91%	42%				
White	450	96%	83%	27%	This test was not given in 2004-05.			
Small Group Totals	160	91%	61%	10%				
General-Education Students	1876	98%	88%	34%				
Students with Disabilities	325	84%	49%	4%				
English Proficient	1922	97%	84%	31%				
Limited English Proficient	279	88%	66%	15%				
Economically Disadvantaged	1385	97%	86%	29%				
Not Disadvantaged	816	93%	75%	30%				
Migrant								
Not Migrant	2201	96%	82%	29%				

NOTES

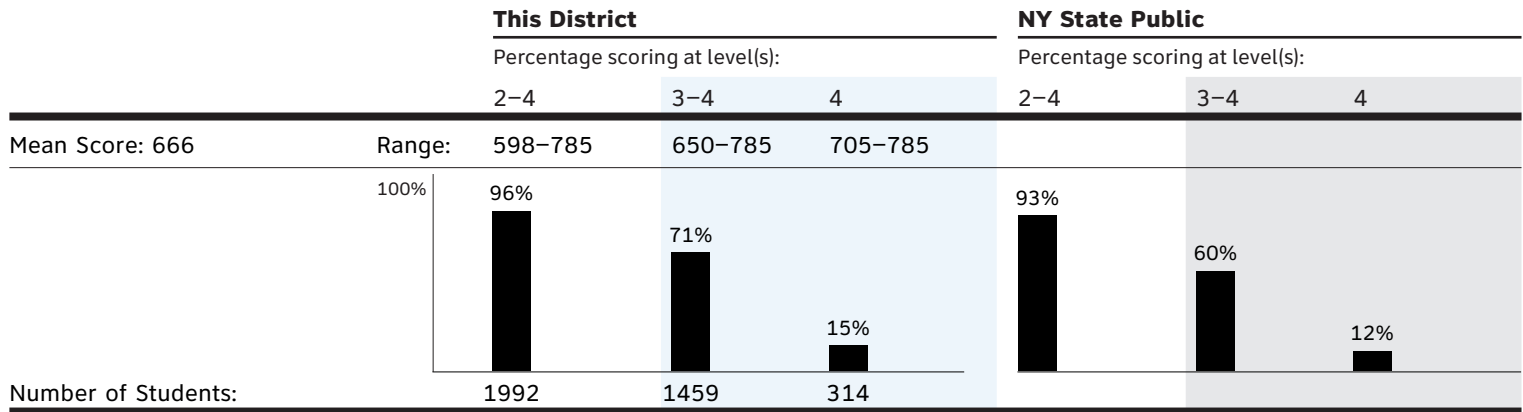
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Other Assessments

	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	14	14	13	11	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

This District's Results in Grade 6 English Language Arts



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	2067	96%	71%	15%				
Female	1016	97%	76%	18%				
Male	1051	95%	65%	13%				
American Indian or Alaska Native	8	88%	38%	0%				
Black or African American	180	91%	51%	6%				
Hispanic or Latino	571	95%	59%	7%				
Asian or Native Hawaiian/Other Pacific Islander	793	99%	80%	21%				
White	515	96%	76%	19%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1766	99%	78%	18%				
Students with Disabilities	301	79%	24%	1%				
English Proficient	2019	97%	72%	16%				
Limited English Proficient	48	77%	25%	2%				
Economically Disadvantaged	1229	99%	76%	14%				
Not Disadvantaged	838	92%	63%	16%				
Migrant								
Not Migrant	2067	96%	71%	15%				

NOTES

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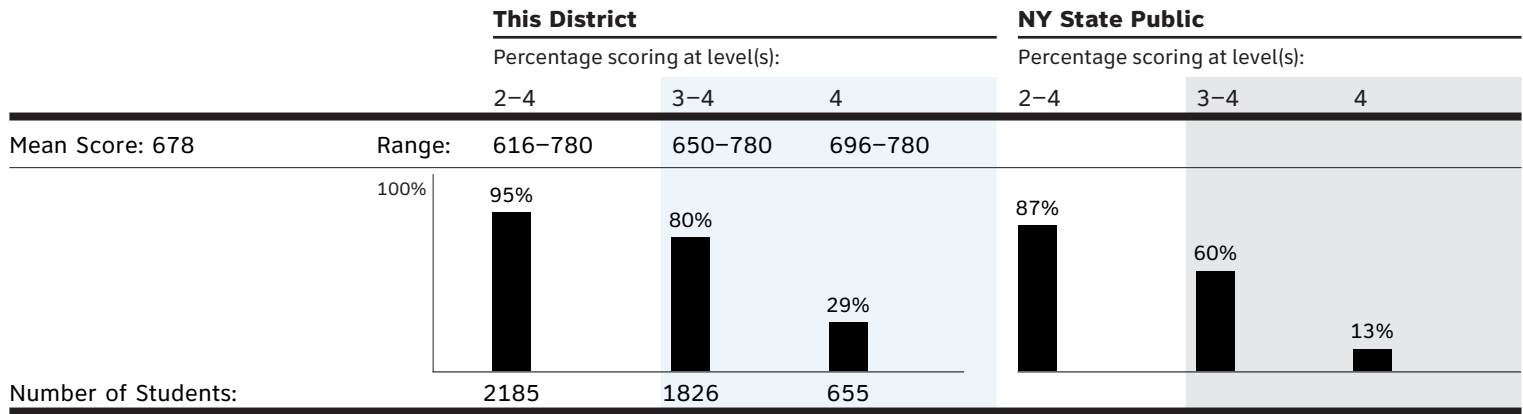
Other Assessments

	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	25	25	24	23	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	193	157	136	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 #25**

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	2294	95%	80%	29%				
Female	1116	97%	80%	30%				
Male	1178	94%	79%	27%				
American Indian or Alaska Native	8	63%	38%	13%				
Black or African American	191	87%	59%	12%				
Hispanic or Latino	627	92%	68%	12%				
Asian or Native Hawaiian/Other Pacific Islander	942	99%	91%	44%				
White	526	96%	81%	27%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1978	98%	87%	33%				
Students with Disabilities	316	76%	36%	4%				
English Proficient	2045	96%	81%	30%				
Limited English Proficient	249	90%	65%	20%				
Economically Disadvantaged	1422	98%	85%	30%				
Not Disadvantaged	872	90%	71%	27%				
Migrant								
Not Migrant	2294	95%	80%	29%				

NOTES

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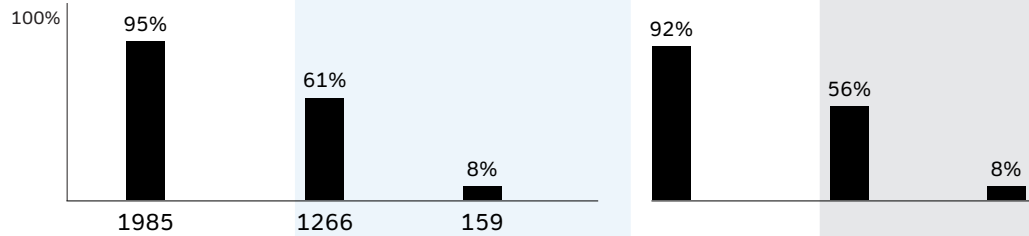
Other Assessments

	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	24	22	20	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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: 656	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1985	1266	159			



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	2087	95%	61%	8%				
Female	1024	97%	65%	10%				
Male	1063	93%	56%	6%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	170	-	-	-				
Hispanic or Latino	543	92%	49%	3%				
Asian or Native Hawaiian/Other Pacific Islander	833	98%	71%	11%				
White	537	95%	65%	9%	This test was not given in 2004-05.			
Small Group Totals	174	93%	37%	1%				
General-Education Students	1784	98%	68%	9%				
Students with Disabilities	303	76%	17%	0%				
English Proficient	2014	96%	62%	8%				
Limited English Proficient	73	63%	12%	0%				
Economically Disadvantaged	1216	98%	62%	6%				
Not Disadvantaged	871	91%	59%	10%				
Migrant								
Not Migrant	2087	95%	61%	8%				

NOTES

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Other Assessments

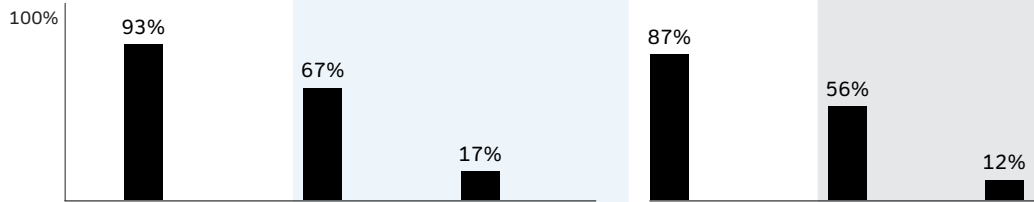
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	13	13	13	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	211	150	121	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 #25**

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: 663	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	2153	1553	390			



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	2307	93%	67%	17%				
Female	1133	94%	69%	18%				
Male	1174	93%	66%	16%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	166	-	-	-				
Hispanic or Latino	578	90%	52%	5%				
Asian or Native Hawaiian/Other Pacific Islander	1016	96%	81%	27%				
White	543	93%	67%	14%				
Small Group Totals	170	87%	41%	4%				
General-Education Students	1995	96%	74%	19%				
Students with Disabilities	312	74%	27%	0%				
English Proficient	2021	95%	70%	18%				
Limited English Proficient	286	79%	46%	8%				
Economically Disadvantaged	1409	96%	69%	16%				
Not Disadvantaged	898	90%	64%	19%				
Migrant								
Not Migrant	2307	93%	67%	17%				

This test was not given in 2004-05.

NOTES

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Other Assessments

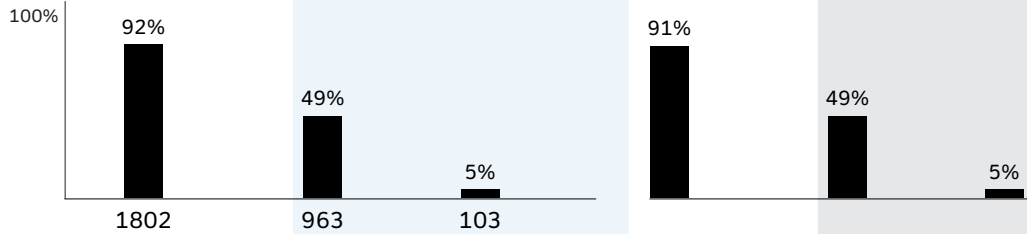
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	17	17	17	16				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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: 652	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1802	963	103			



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	1951	92%	49%	5%				
Female	947	95%	57%	6%				
Male	1004	90%	42%	5%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	193	-	-	-				
Hispanic or Latino	536	89%	36%	2%				
Asian or Native Hawaiian/Other Pacific Islander	773	95%	60%	7%				
White	446	95%	58%	8%				
Small Group Totals	196	85%	23%	1%				
General-Education Students	1732	97%	55%	6%				
Students with Disabilities	219	55%	6%	1%				
English Proficient	1871	94%	51%	6%				
Limited English Proficient	80	56%	6%	0%				
Economically Disadvantaged	1135	96%	49%	4%				
Not Disadvantaged	816	87%	50%	7%				
Migrant								
Not Migrant	1951	92%	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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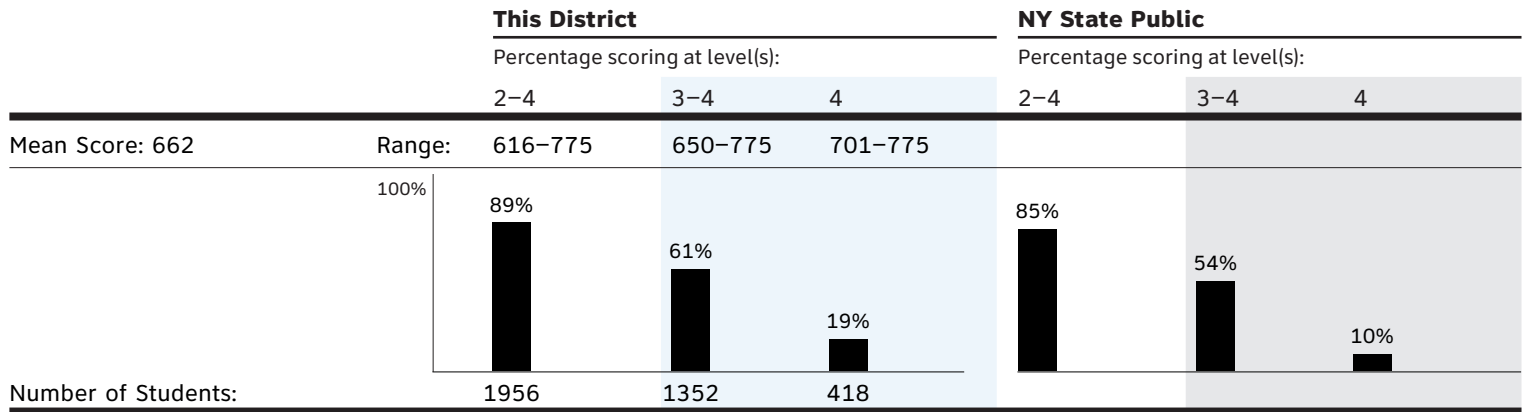
Other Assessments

	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	16	16	15	14	24	23	20	16
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	258	169	133	N/A	248	196	159	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 #25**

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	2201	89%	61%	19%				
Female	1064	91%	66%	21%				
Male	1137	87%	57%	17%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	197	-	-	-				
Hispanic or Latino	586	83%	45%	6%				
Asian or Native Hawaiian/Other Pacific Islander	965	94%	78%	32%				
White	449	92%	64%	16%				
Small Group Totals	201	74%	27%	2%				
General-Education Students	1978	93%	67%	21%				
Students with Disabilities	223	48%	9%	0%				
English Proficient	1867	91%	64%	21%				
Limited English Proficient	334	78%	46%	9%				
Economically Disadvantaged	1357	93%	64%	18%				
Not Disadvantaged	844	83%	57%	20%				
Migrant								
Not Migrant	2201	89%	61%	19%				

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

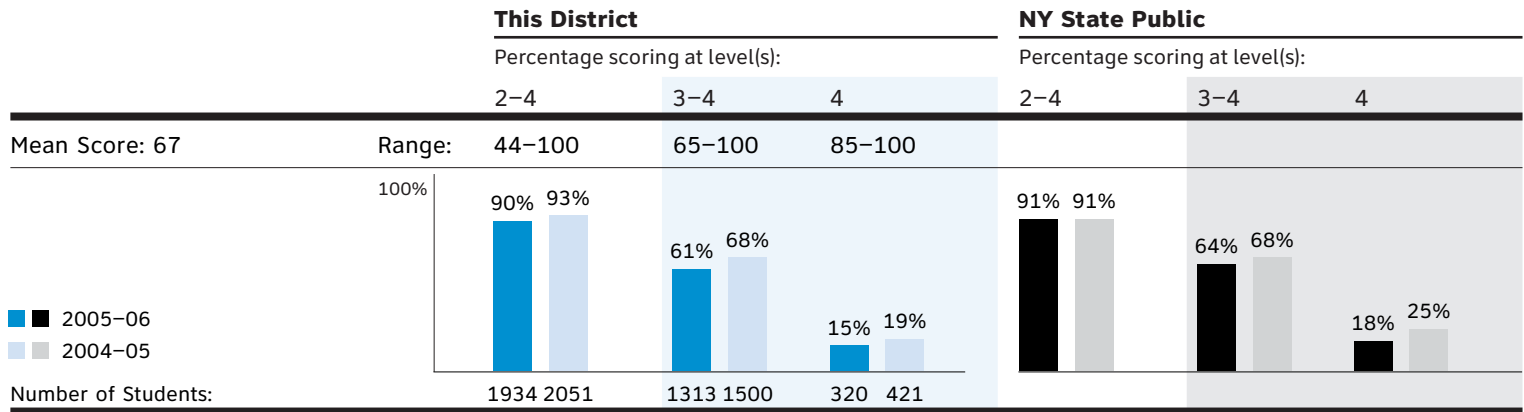
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Other Assessments

	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	17	17	17	13	24	22	18	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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	2140	90%	61%	15%	2203	93%	68%	19%
Female	1035	91%	60%	14%	1058	94%	67%	18%
Male	1105	90%	62%	16%	1145	92%	69%	20%
American Indian or Alaska Native	3	-	-	-	5	100%	40%	0%
Black or African American	190	-	-	-	186	91%	53%	4%
Hispanic or Latino	564	87%	53%	8%	534	93%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	947	91%	68%	22%	969	93%	74%	27%
White	436	95%	68%	15%	509	95%	75%	22%
Small Group Totals	193	86%	39%	2%				
General-Education Students	1924	93%	67%	17%	1979	95%	73%	21%
Students with Disabilities	216	63%	15%	0%	224	78%	29%	1%
English Proficient	1817	95%	68%	18%	1902	97%	74%	22%
Limited English Proficient	323	66%	24%	0%	301	70%	30%	3%
Economically Disadvantaged	1315	92%	62%	14%	1578	92%	63%	15%
Not Disadvantaged	825	87%	60%	17%	625	96%	81%	29%
Migrant								
Not Migrant	2140	90%	61%	15%	2203	93%	68%	19%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	17	15	14	22	19	18	12
Regents Science	0				1	-	-	-

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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

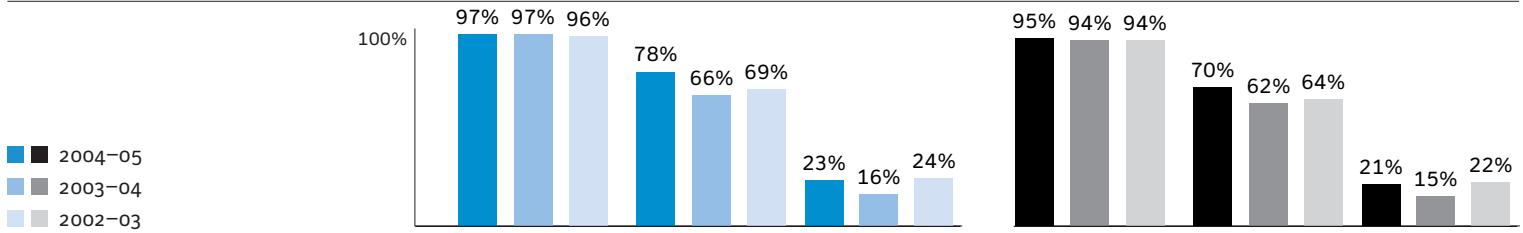
Percentage scoring at level(s):

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	50	386	1097	449	1982	671
Feb 2004	71	636	1051	332	2090	660
Feb 2003	88	619	1016	554	2277	664

Grade 8

This School

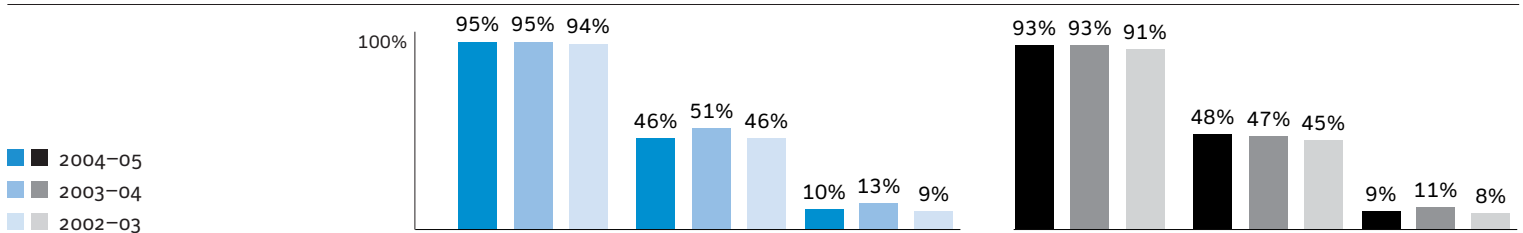
Percentage scoring at level(s):

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
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	104	1019	755	213	2091	698
Jan 2004	110	927	828	271	2136	703
Jan 2003	123	1029	815	184	2151	697

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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

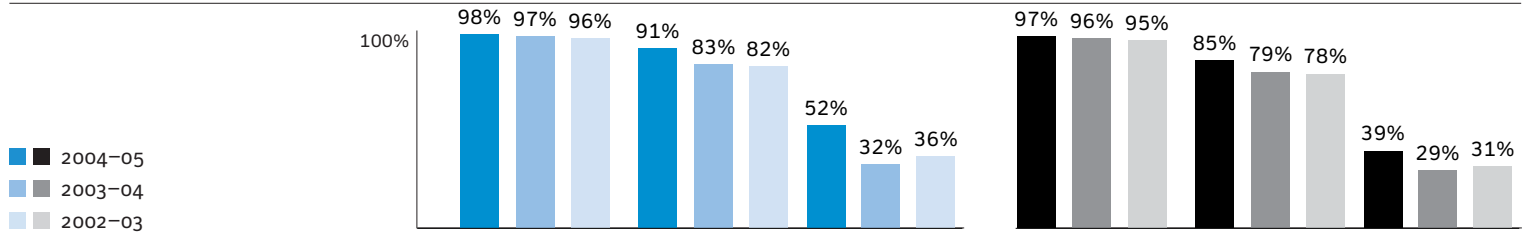
Percentage scoring at level(s):

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	36	158	896	1161	2251	681
May 2004	63	319	1185	744	2311	665
May 2003	95	360	1124	887	2466	666

Grade 8

This School

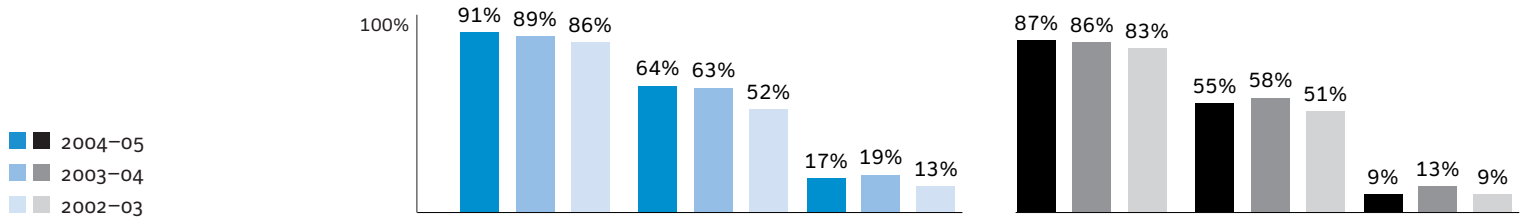
Percentage scoring at level(s):

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	211	613	1098	384	2306	727
May 2004	266	617	1067	460	2410	726
May 2003	334	828	968	308	2438	718

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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

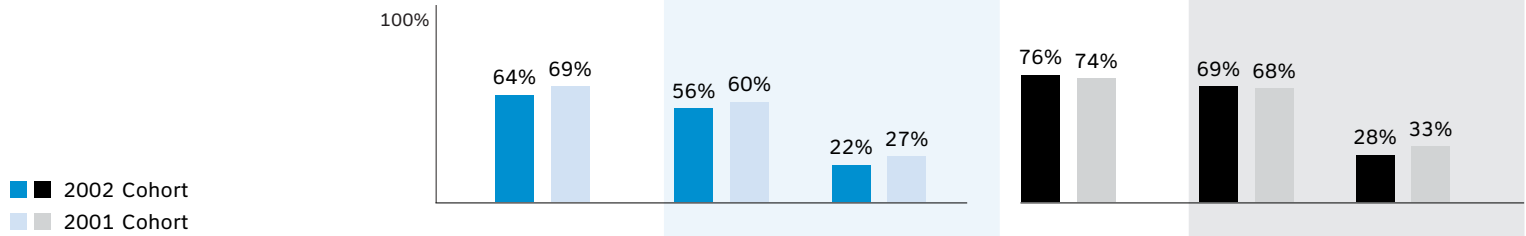
NY State Public

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	2021	64%	56%	22%	1919	69%	60%	27%
Female	1059	72%	64%	30%	1039	76%	68%	35%
Male	962	56%	47%	14%	880	60%	51%	17%
American Indian or Alaska Native	3	–	–	–	7	71%	71%	14%
Black or African American	380	62%	54%	12%	311	69%	58%	17%
Hispanic or Latino	745	54%	45%	10%	737	57%	49%	14%
Asian or Native Hawaiian/Other Pacific Islander	592	69%	59%	28%	585	74%	63%	31%
White	301	–	–	–	279	89%	87%	61%
Small Group Totals	304	84%	80%	53%				
General-Education Students	1885	67%	59%	24%	1800	72%	63%	28%
Students with Disabilities	136	27%	21%	3%	119	25%	18%	2%
English Proficient	1632	74%	67%	27%	1494	77%	70%	33%
Limited English Proficient	389	22%	9%	2%	425	40%	25%	4%
Economically Disadvantaged	1312	67%	56%	17%				
Not Disadvantaged	709	60%	56%	31%				
Migrant								
Not Migrant	2021	64%	56%	22%				

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	9	5
	9	5
	7	1
	6	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 #25**

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

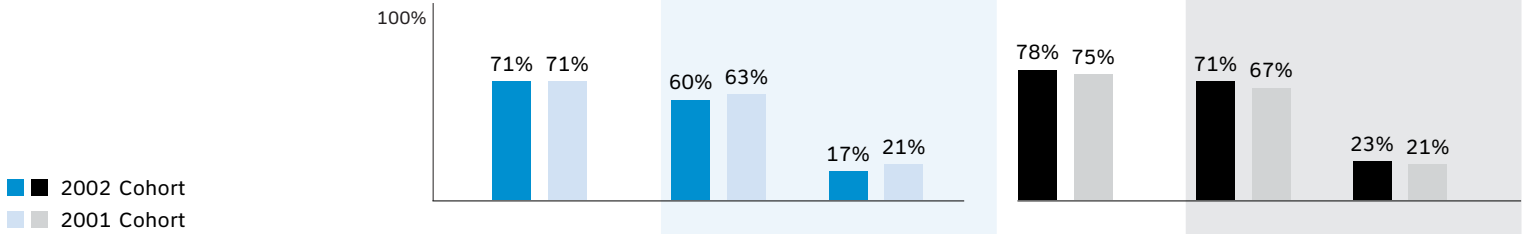
NY State Public

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	2021	71%	60%	17%	1919	71%	63%	21%
Female	1059	77%	66%	20%	1039	77%	67%	26%
Male	962	64%	53%	13%	880	65%	57%	15%
American Indian or Alaska Native	3	–	–	–	7	71%	71%	14%
Black or African American	380	61%	46%	5%	311	64%	51%	8%
Hispanic or Latino	745	62%	47%	4%	737	56%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	592	81%	74%	29%	585	86%	81%	36%
White	301	–	–	–	279	88%	84%	45%
Small Group Totals	304	84%	80%	38%				
General-Education Students	1885	73%	62%	18%	1800	75%	66%	22%
Students with Disabilities	136	34%	22%	0%	119	23%	15%	1%
English Proficient	1632	75%	64%	19%	1494	75%	66%	24%
Limited English Proficient	389	54%	41%	7%	425	60%	50%	10%
Economically Disadvantaged	1312	76%	63%	13%				
Not Disadvantaged	709	61%	54%	24%				
Migrant								
Not Migrant	2021	71%	60%	17%				

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	10	6
	8	6
	7	2
	6	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.

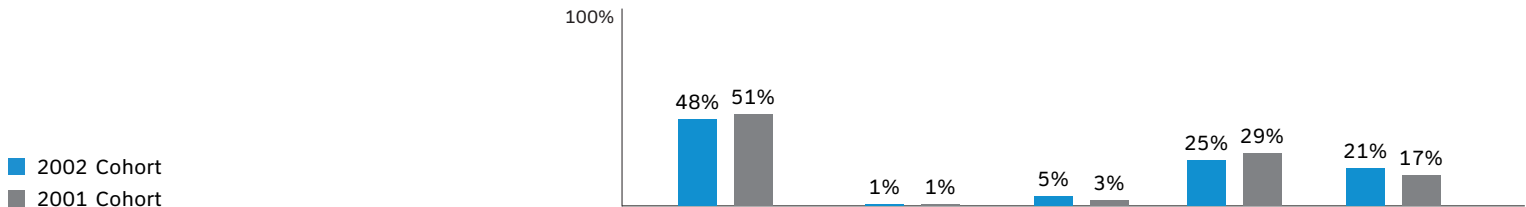
District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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:



	Number of Students		Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
	Cohort						
All Students	2002	2021	48%	1%	5%	25%	21%
	2001	1919	51%	1%	3%	29%	17%
Female	2002	1059	59%	1%	5%	21%	15%
	2001	1039	60%	1%	2%	25%	13%
Male	2002	962	37%	1%	6%	29%	27%
	2001	880	40%	1%	3%	35%	21%
American Indian or Alaska Native	2002	3	–	–	–	–	–
	2001	7	71%	0%	0%	14%	14%
Black or African American	2002	380	44%	1%	8%	25%	22%
	2001	311	43%	1%	5%	33%	18%
Hispanic or Latino	2002	745	33%	1%	6%	33%	27%
	2001	737	36%	1%	4%	34%	25%
Asian or Native Hawaiian/Other Pacific Islander	2002	592	57%	1%	3%	21%	18%
	2001	585	60%	1%	0%	27%	12%
White	2002	301	–	–	–	–	–
	2001	279	77%	1%	1%	15%	5%
Small Group Totals	2002	304	72%	2%	6%	12%	10%
General-Education Students	2002	1885	50%	0%	5%	25%	20%
	2001	1800	53%	0%	2%	30%	15%
Students with Disabilities	2002	136	21%	17%	8%	24%	30%
	2001	119	16%	16%	6%	23%	39%
English Proficient	2002	1632	56%	1%	6%	21%	17%
	2001	1494	57%	1%	3%	25%	14%
Limited English Proficient	2002	389	15%	3%	4%	41%	37%
	2001	425	29%	2%	0%	42%	27%
Economically Disadvantaged	2002	1312	50%	2%	5%	29%	15%
	2001	1212	53%	2%	3%	30%	16%
Not Disadvantaged	2002	709	45%	0%	6%	17%	32%
	2001	697	48%	0%	4%	19%	29%
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	2021	48%	1%	5%	25%	21%
	2001	1919	51%	1%	3%	29%	17%

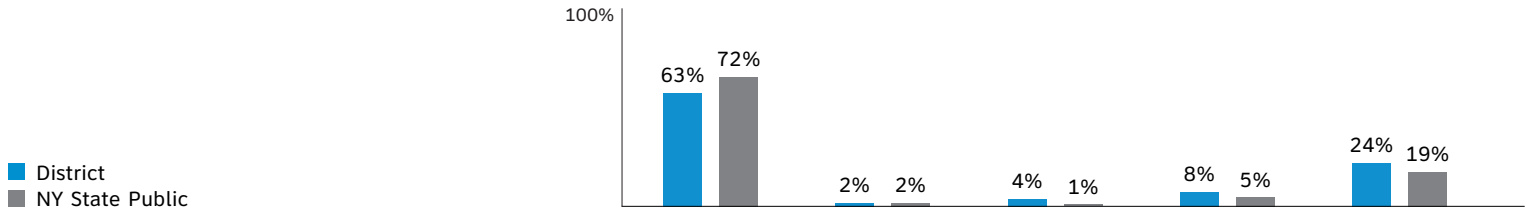
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

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	1856	63%	2%	4%	8%	24%
Female	998	72%	1%	3%	6%	18%
Male	858	53%	2%	5%	11%	30%
American Indian or Alaska Native	7	71%	0%	0%	0%	29%
Black or African American	300	55%	1%	7%	8%	28%
Hispanic or Latino	690	50%	2%	5%	11%	32%
Asian or Native Hawaiian/Other Pacific Islander	577	73%	1%	1%	7%	18%
White	282	83%	2%	3%	3%	8%
Small Group Totals						
General-Education Students	1733	66%	0%	3%	8%	22%
Students with Disabilities	123	17%	23%	8%	5%	47%
English Proficient	1490	69%	1%	4%	7%	19%
Limited English Proficient	366	39%	4%	2%	15%	42%
Economically Disadvantaged	1049	68%	2%	4%	8%	17%
Not Disadvantaged	807	56%	1%	3%	9%	32%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1856	63%	2%	4%	8%	24%

NOTES

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