



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 1**

District ID **310100010000**

Superintendent **LESLIE ZACKMAN**

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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 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	373	387	350
Kindergarten	768	841	864
Grade 1	970	893	939
Grade 2	874	875	841
Grade 3	818	854	849
Grade 4	855	768	813
Grade 5	811	814	744
Grade 6	840	878	844
Ungraded Elementary	425	434	488
Grade 7	763	879	909
Grade 8	773	742	818
Grade 9	613	714	698
Grade 10	358	566	536
Grade 11	339	287	380
Grade 12	268	323	274
Ungraded Secondary	251	228	289
Total K-12	9726	10096	10286

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	24	23
Grade 8			
English	25	20	24
Mathematics	24	24	21
Science	29	24	21
Social Studies	35	22	20
Grade 10			
English	35	20	20
Mathematics		21	20
Science	28	21	23
Social Studies		22	21

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	6705	69%	0	0%	6475	63%
Reduced-Price Lunch	966	10%	0	0%	787	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1402	14%	1434	14%	1352	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	79	1%	71	1%	84	1%
Black or African American	1728	18%	1800	18%	1905	19%
Hispanic or Latino	5353	55%	5336	53%	5397	52%
Asian or Native Hawaiian/Other Pacific Islander	1599	16%	1778	18%	1687	16%
White	967	10%	1111	11%	1213	12%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	117	N/A	156	2%	298	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 # 1

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	711	1434	2655
Percent Not Taught by Highly Qualified Teachers	22%	24%	16%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	29	32	49
Percent with No Valid Teaching Certificate	4%	4%	6%
Individuals Teaching Out of Certification			
Number of Teachers	89	134	157
Percentage of Total	14%	17%	19%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	43%	36%	33%

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.

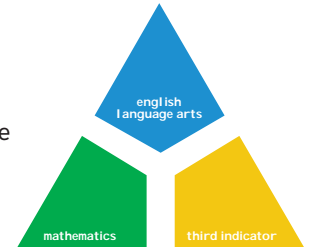
Staff Counts Information

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.


District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 2)

Elementary/Middle Level

ELA  Improvement (Year 2)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 2)

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				–	–	
Economically Disadvantaged						
Student groups making AYP in each subject	 9 of 9	 9 of 9	 1 of 1	 6 of 7	 6 of 7	 1 of 1

AYP Status

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



Accountability Status Levels

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

Elementary/Middle-Level English Language Arts




























Accountability Status for This Subject (2006–07)  Improvement (Year 2)

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 3) 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. [217]

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 (5442:5203)			98%		139	120	
Ethnicity							
American Indian or Alaska Native (36:35)		–	–		123	106	
Black or African American (1093:1038)			99%		124	119	
Hispanic or Latino (2944:2802)			97%		129	120	
Asian or Native Hawaiian/Other Pacific Islander (891:866)			99%		166	118	
White (478:462)			98%		181	117	
Other Groups							
Students with Disabilities ⁴ (1167:1078)			95%		90	119	91 101
Limited English Proficient (714:640)			95%		122	118	
Economically Disadvantaged (2952:2847)			99%		147	120	
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 # 1**




























Elementary/Middle-Level Mathematics

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

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 (5476:5167)			98%		146	84	
Ethnicity							
American Indian or Alaska Native (36:35)		–	–		126	70	
Black or African American (1114:1011)			98%		126	83	
Hispanic or Latino (2953:2795)			98%		135	84	
Asian or Native Hawaiian/Other Pacific Islander (891:864)			99%		187	82	
White (482:462)			99%		180	81	
Other Groups							
Students with Disabilities ⁴ (1168:1066)			95%		97	83	
Limited English Proficient (708:664)			98%		141	82	
Economically Disadvantaged (2983:2828)			99%		153	84	
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 # 1**



















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 (1797:1640)		Qualified		95%		148	100	
Ethnicity								
American Indian or Alaska Native (11:10)	–	–	–	–	–	–	–	–
Black or African American (350:313)		Qualified		95%		137	100	
Hispanic or Latino (1004:908)		Qualified		94%		138	100	
Asian or Native Hawaiian/Other Pacific Islander (297:278)		Qualified		98%		175	100	
White (135:131)		Qualified		98%		185	100	
Other Groups								
Students with Disabilities (393:340)		Qualified		92%		109	100	
Limited English Proficient (226:193)		Qualified		93%		126	100	
Economically Disadvantaged (990:915)		Qualified		97%		154	100	
Final AYP Determination		1 of 1						




NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 2)

Accountability Measures

6 of 7

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) 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 2) in 2007-08. [207]

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 (289:288)	✓	✓	99%	✓	164	148	
Ethnicity							
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–
Black or African American (67:66)	✓	✓	99%	✓	164	142	
Hispanic or Latino (113:113)	✓	✓	99%	✓	146	144	
Asian or Native Hawaiian/Other Pacific Islander (51:54)	✓	✓	100%	✓	170	141	
White (57:55)	✓	✓	96%	✓	193	141	
Other Groups							
Students with Disabilities (28:33)	✗	–	–	✗	97	137	97‡ 107
Limited English Proficient (13:13)	–	–	–	–	–	–	–
Economically Disadvantaged (176:185)	✓	✓	99%	✓	158	146	
Final AYP Determination	✗	6 of 7					

NOTES

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

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

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

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


AYP Status

- ✓ Made AYP
- ✓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 # 1**

Secondary-Level Mathematics






















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

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

Prospective Status

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




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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (289:288)			98%		170	140	
Ethnicity							
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–
Black or African American (67:66)			99%		167	134	
Hispanic or Latino (113:113)			98%		158	136	
Asian or Native Hawaiian/Other Pacific Islander (51:54)			100%		185	133	
White (57:55)			95%		187	133	
Other Groups							
Students with Disabilities (28:33)		–	–		103	129	97† 113
Limited English Proficient (13:13)	–	–	–	–	–	–	–
Economically Disadvantaged (176:185)			99%		166	138	
Final AYP Determination	 6 of 7						

NOTES

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


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**










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		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target	
				2005–06	2006–07	
All Students (332)			76%	55%		
Ethnicity						
American Indian or Alaska Native (3)		–	–	–	–	–
Black or African American (79)			73%	55%		
Hispanic or Latino (131)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (58)			91%	55%		
White (61)			93%	55%		
Other Groups						
Students with Disabilities (35)			31%	55%	48%	32%
Limited English Proficient (28)		–	–	–	–	–
Economically Disadvantaged (226)			76%	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 # 1**

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

23 schools identified 82% of total

BARD HIGH SCHOOL EARLY COLLEGE
CHILDREN'S WORKSHOP SCHOOL
EARTH SCHOOL
EAST VILLAGE COMMUNITY SCHOOL
HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES
NEIGHBORHOOD SCHOOL
NEW EXPLORATIONS SCIENCE,TECH AND MATH SCHOOL
P.S. 19 ASHER LEVY SCHOOL
P.S. 34 FRANKLIN D. ROOSEVELT SCHOOL
P.S. 63 WILLIAM MCKINLEY SCHOOL
P.S. 64 ROBERT SIMON SCHOOL
P.S. 110 FLORENCE NIGHTINGALE SCHOOL
P.S. 134 HENRIETTA SZOLD SCHOOL
P.S. 137 JOHN L. BERNSTEIN SCHOOL
P.S. 140 NATHAN STRAUS SCHOOL
P.S. 142 AMALIA CASTRO SCHOOL
P.S. 184 SHUANG WEN SCHOOL
P.S. 188 ISLAND SCHOOL
TECHNOLOGY ARTS AND SCIENCES STUDIO SCHOOL
TOMPKINS SQUARE MIDDLE SCHOOL EXTENSION
UNIVERSITY NEIGHBORHOOD HIGH SCHOOL
UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL
URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN

▲ Improvement (Year 1)

1 school identified 4% of total

P.S. 15 ROBERTO CLEMENTE SCHOOL

▲ Improvement (Year 2)

1 school identified 4% of total

P.S. 20 ANNA SILVER SCHOOL

▲ Corrective Action

1 school identified 4% of total

EAST SIDE COMMUNITY HIGH SCHOOL

■ Requiring Academic Progress (Year 6)

1 school identified 4% of total

J.H.S. 56 CORLEARS J.H.S.

▲ Restructuring (Year 3)







1 school identified 4% of total

C M S P - MARTE VALLE SECONDARY SCHOOL



District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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	62%			795
Grade 4	55%			794
Grade 5	53%			754
Grade 6	52%			859
Grade 7	44%			906
Grade 8	35%			819


Mathematics

Grade 3	74%		919
Grade 4	70%		870
Grade 5	57%		799
Grade 6	59%		918
Grade 7	47%		954
Grade 8	41%		869

Science

Grade 4	72%		855
Grade 8	40%		841

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	62%			353
Mathematics	66%			353

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	61%			353

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:

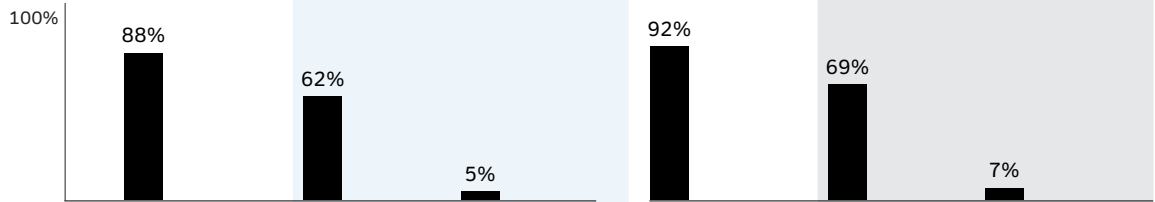
NYC Public Schools

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 # 1**

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: 662	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	696	492	40	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	795	88%	62%	5%				
Female	423	91%	68%	4%				
Male	372	84%	55%	6%				
American Indian or Alaska Native	5	40%	20%	0%				
Black or African American	184	83%	51%	1%				
Hispanic or Latino	400	86%	55%	2%				
Asian or Native Hawaiian/Other Pacific Islander	122	97%	84%	14%				
White	84	95%	92%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	642	94%	70%	6%				
Students with Disabilities	153	61%	26%	2%				
English Proficient	738	88%	62%	5%				
Limited English Proficient	57	86%	63%	7%				
Economically Disadvantaged	430	93%	67%	5%				
Not Disadvantaged	365	81%	56%	5%				
Migrant								
Not Migrant	795	88%	62%	5%				

NOTES

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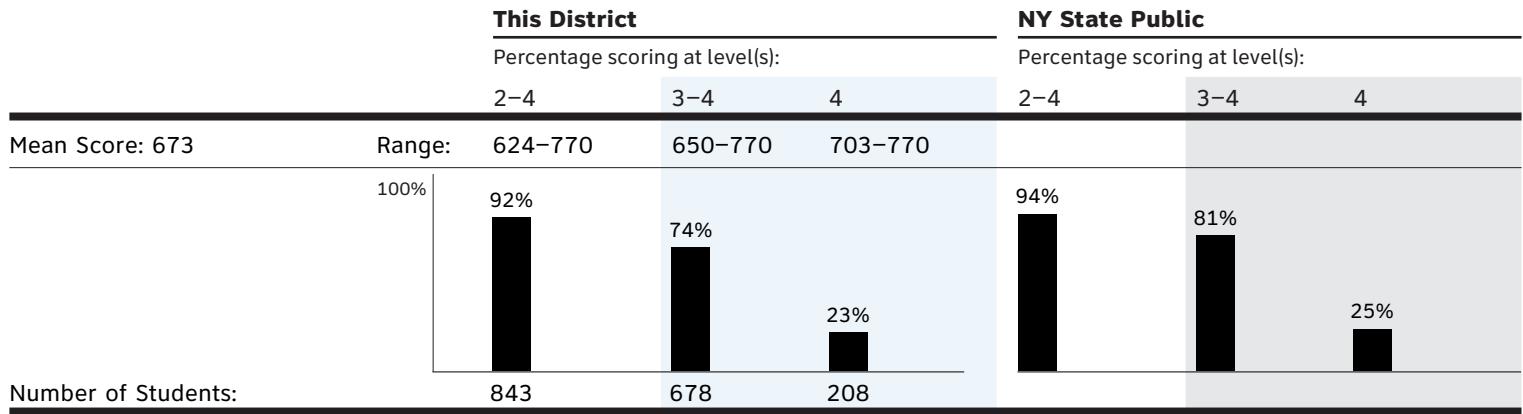
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	11	10	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	118	79	55	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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	919	92%	74%	23%				
Female	486	93%	74%	24%				
Male	433	90%	73%	21%				
American Indian or Alaska Native	6	67%	33%	17%				
Black or African American	190	88%	62%	7%				
Hispanic or Latino	471	90%	69%	15%				
Asian or Native Hawaiian/Other Pacific Islander	161	99%	96%	51%				
White	91	97%	90%	44%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	738	96%	81%	27%				
Students with Disabilities	181	73%	44%	4%				
English Proficient	739	92%	75%	23%				
Limited English Proficient	180	90%	69%	21%				
Economically Disadvantaged	494	95%	78%	23%				
Not Disadvantaged	425	88%	69%	23%				
Migrant								
Not Migrant	919	92%	74%	23%				

NOTES

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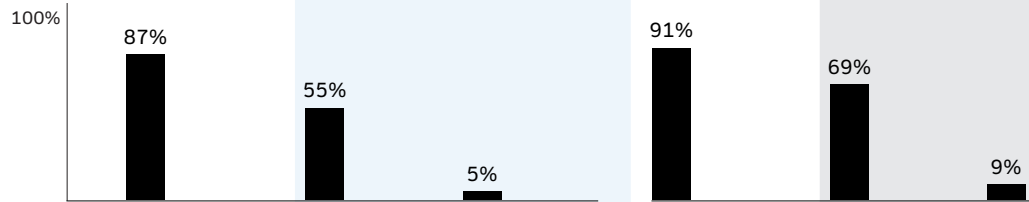
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	11	10	7	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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: 653	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	692	433	37			



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	794	87%	55%	5%				
Female	364	90%	57%	5%				
Male	430	85%	53%	4%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	166	84%	45%	2%				
Hispanic or Latino	417	84%	44%	2%				
Asian or Native Hawaiian/Other Pacific Islander	131	95%	77%	9%				
White	76	-	-	-				
Small Group Totals	80	99%	91%	15%				
General-Education Students	614	94%	64%	6%				
Students with Disabilities	180	63%	24%	0%				
English Proficient	735	88%	54%	5%				
Limited English Proficient	59	81%	66%	3%				
Economically Disadvantaged	414	93%	59%	4%				
Not Disadvantaged	380	80%	49%	5%				
Migrant								
Not Migrant	794	87%	55%	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

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

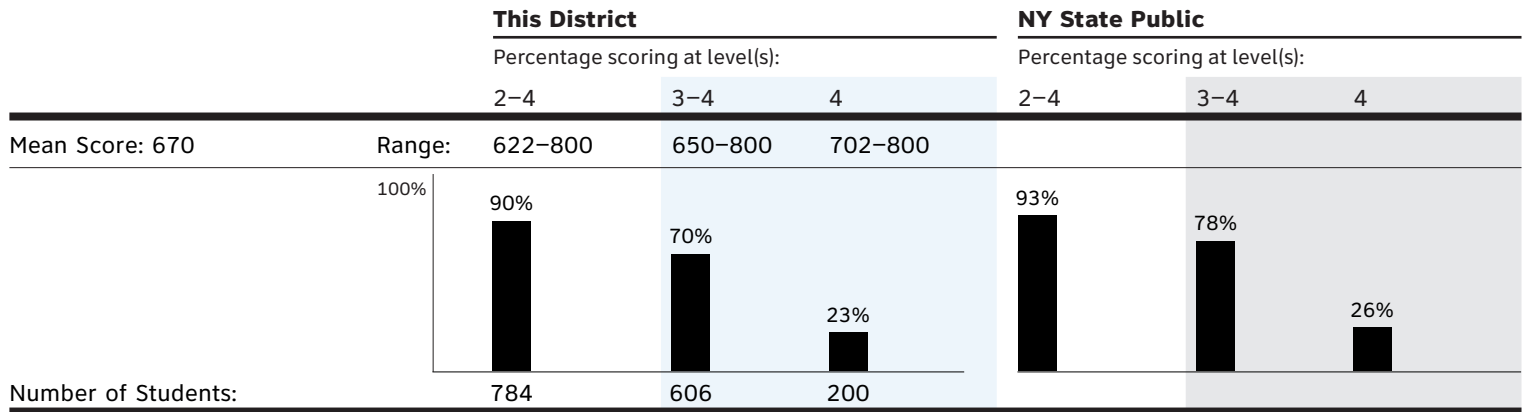
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	9	7	7	7	7	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	68	42	36	N/A	76	52	40	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 # 1**

This District's Results in Grade 4 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	870	90%	70%	23%				
Female	390	92%	72%	23%				
Male	480	89%	68%	23%				
American Indian or Alaska Native	5	100%	60%	20%				
Black or African American	172	86%	59%	9%				
Hispanic or Latino	462	88%	63%	13%				
Asian or Native Hawaiian/Other Pacific Islander	153	98%	93%	54%				
White	78	94%	90%	49%				
Small Group Totals								
General-Education Students	668	96%	80%	29%				
Students with Disabilities	202	72%	37%	3%				
English Proficient	742	91%	70%	24%				
Limited English Proficient	128	86%	67%	20%				
Economically Disadvantaged	449	95%	77%	27%				
Not Disadvantaged	421	85%	62%	19%				
Migrant								
Not Migrant	870	90%	70%	23%				

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

NOTES

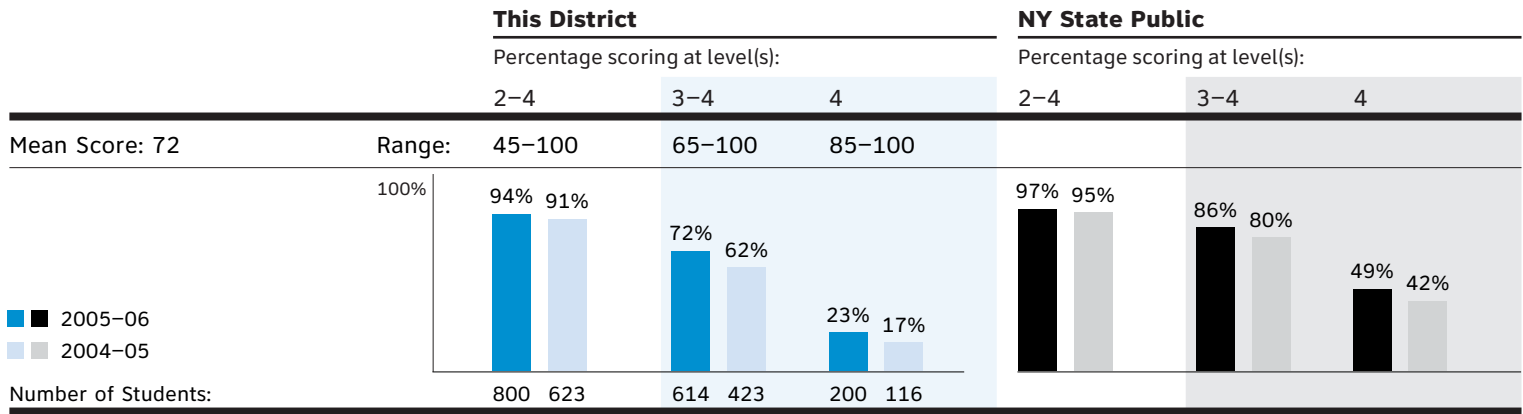
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	9	7	6	6	5	3

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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	855	94%	72%	23%	685	91%	62%	17%
Female	384	96%	72%	21%	325	95%	64%	14%
Male	471	92%	71%	25%	360	88%	59%	19%
American Indian or Alaska Native	5	100%	80%	20%	7	100%	100%	57%
Black or African American	168	89%	67%	14%	128	88%	48%	11%
Hispanic or Latino	452	94%	64%	14%	396	89%	56%	9%
Asian or Native Hawaiian/Other Pacific Islander	154	96%	87%	38%	94	99%	86%	41%
White	76	97%	96%	74%	60	95%	85%	40%
Small Group Totals								
General-Education Students	656	97%	80%	28%	543	94%	69%	19%
Students with Disabilities	199	81%	45%	8%	142	78%	35%	8%
English Proficient	729	95%	74%	26%	620	93%	65%	18%
Limited English Proficient	126	88%	57%	10%	65	75%	29%	6%
Economically Disadvantaged	442	97%	77%	24%	601	91%	60%	15%
Not Disadvantaged	413	90%	66%	23%	84	94%	75%	31%
Migrant					1	-	-	-
Not Migrant	855	94%	72%	23%	684	-	-	-

NOTES

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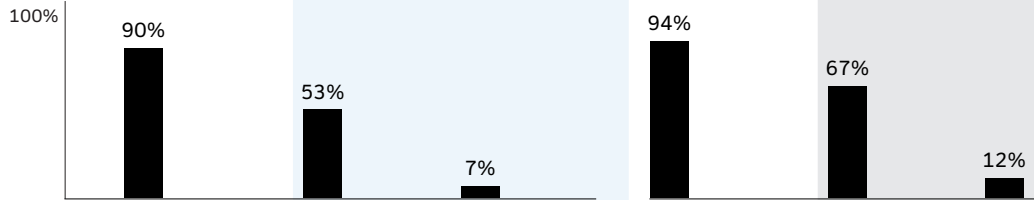
Other Assessments

	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	7	7	7	6	7	7	5	5

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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: 650	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	681	396	53	94%	67%	12%



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	754	90%	53%	7%				
Female	358	92%	53%	6%				
Male	396	89%	52%	8%				
American Indian or Alaska Native	6	100%	50%	17%				
Black or African American	155	86%	42%	3%				
Hispanic or Latino	424	89%	46%	4%				
Asian or Native Hawaiian/Other Pacific Islander	115	98%	79%	17%				
White	54	94%	78%	24%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	572	96%	62%	9%				
Students with Disabilities	182	72%	23%	2%				
English Proficient	694	91%	54%	7%				
Limited English Proficient	60	83%	38%	7%				
Economically Disadvantaged	399	96%	61%	8%				
Not Disadvantaged	355	84%	43%	6%				
Migrant								
Not Migrant	754	90%	53%	7%				

NOTES

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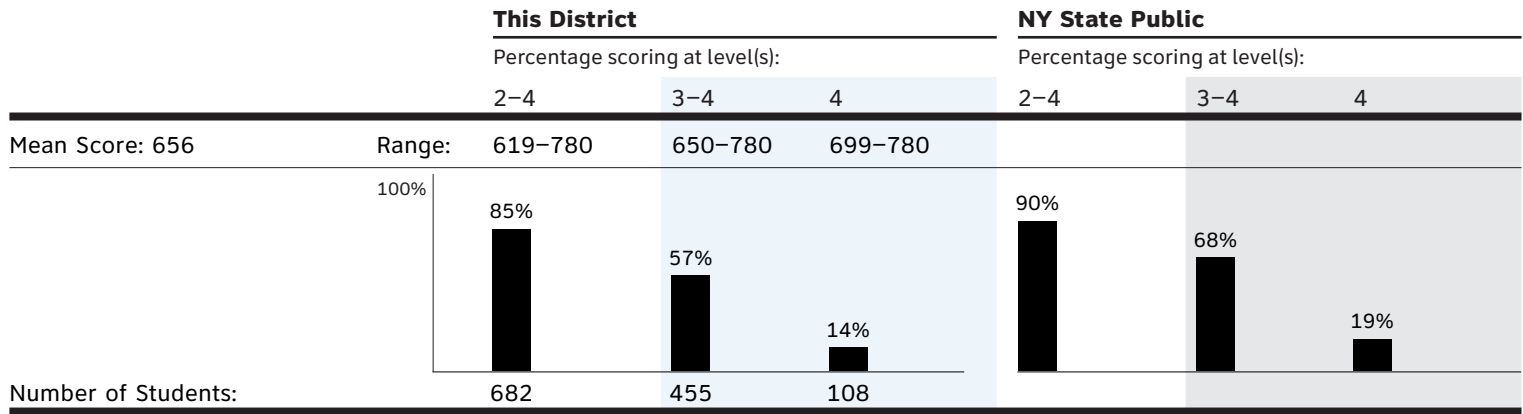
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	6	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	34	27	25	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 # 1**

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	799	85%	57%	14%				
Female	374	87%	55%	12%				
Male	425	84%	58%	15%				
American Indian or Alaska Native	6	83%	83%	17%				
Black or African American	153	76%	37%	5%				
Hispanic or Latino	453	84%	51%	6%				
Asian or Native Hawaiian/Other Pacific Islander	130	97%	92%	47%				
White	57	93%	75%	25%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	612	92%	65%	17%				
Students with Disabilities	187	63%	31%	4%				
English Proficient	696	86%	57%	14%				
Limited English Proficient	103	83%	59%	14%				
Economically Disadvantaged	424	91%	63%	17%				
Not Disadvantaged	375	79%	50%	10%				
Migrant								
Not Migrant	799	85%	57%	14%				

NOTES

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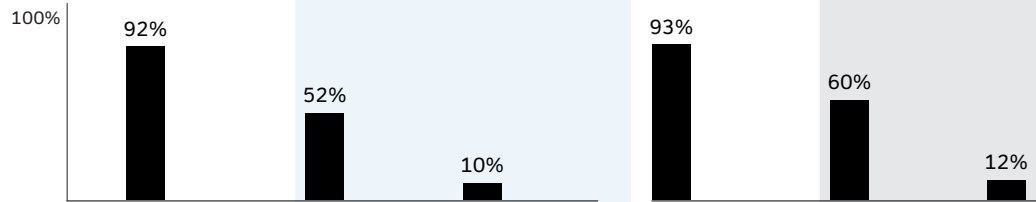
Other Assessments

	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 5 Equivalent	7	7	6	6	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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: 652	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	791	446	87			



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	859	92%	52%	10%				
Female	429	92%	53%	11%				
Male	430	92%	51%	9%				
American Indian or Alaska Native	5	100%	20%	0%				
Black or African American	200	90%	36%	2%				
Hispanic or Latino	435	90%	44%	5%				
Asian or Native Hawaiian/Other Pacific Islander	133	96%	80%	26%				
White	86	99%	86%	34%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	689	97%	61%	12%				
Students with Disabilities	170	74%	14%	1%				
English Proficient	804	93%	52%	10%				
Limited English Proficient	55	82%	51%	7%				
Economically Disadvantaged	464	95%	55%	9%				
Not Disadvantaged	395	88%	48%	12%				
Migrant								
Not Migrant	859	92%	52%	10%				

NOTES

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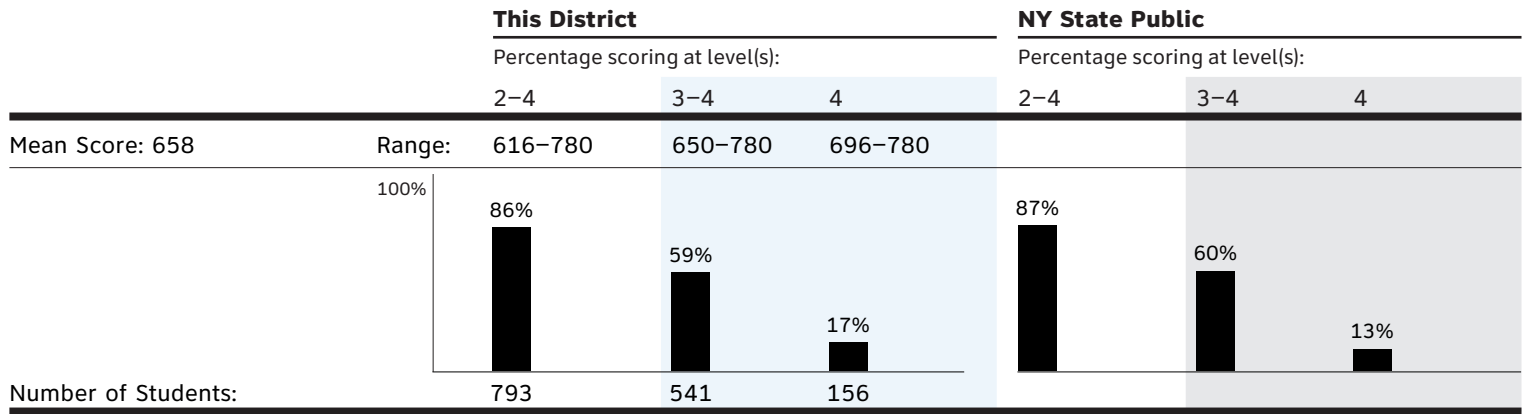
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	37	25	20	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 # 1**

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	918	86%	59%	17%				
Female	457	84%	57%	16%				
Male	461	88%	61%	18%				
American Indian or Alaska Native	6	100%	33%	0%				
Black or African American	205	80%	40%	5%				
Hispanic or Latino	464	83%	52%	6%				
Asian or Native Hawaiian/Other Pacific Islander	154	99%	93%	51%				
White	89	100%	82%	43%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	747	92%	68%	21%				
Students with Disabilities	171	64%	20%	1%				
English Proficient	821	87%	59%	17%				
Limited English Proficient	97	77%	55%	14%				
Economically Disadvantaged	501	91%	63%	17%				
Not Disadvantaged	417	81%	53%	18%				
Migrant								
Not Migrant	918	86%	59%	17%				

NOTES

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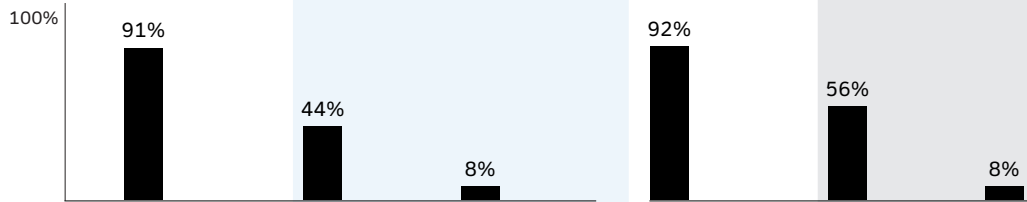
Other Assessments

	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	6	6	6	4	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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: 645	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	821	401	68	92%	56%	8%



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	906	91%	44%	8%				
Female	437	91%	46%	9%				
Male	469	90%	42%	6%				
American Indian or Alaska Native	7	86%	43%	0%				
Black or African American	186	89%	32%	2%				
Hispanic or Latino	485	88%	34%	3%				
Asian or Native Hawaiian/Other Pacific Islander	125	95%	72%	12%				
White	103	99%	81%	36%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	733	96%	52%	9%				
Students with Disabilities	173	69%	13%	1%				
English Proficient	853	92%	46%	8%				
Limited English Proficient	53	74%	15%	0%				
Economically Disadvantaged	528	95%	46%	4%				
Not Disadvantaged	378	85%	42%	13%				
Migrant								
Not Migrant	906	91%	44%	8%				

NOTES

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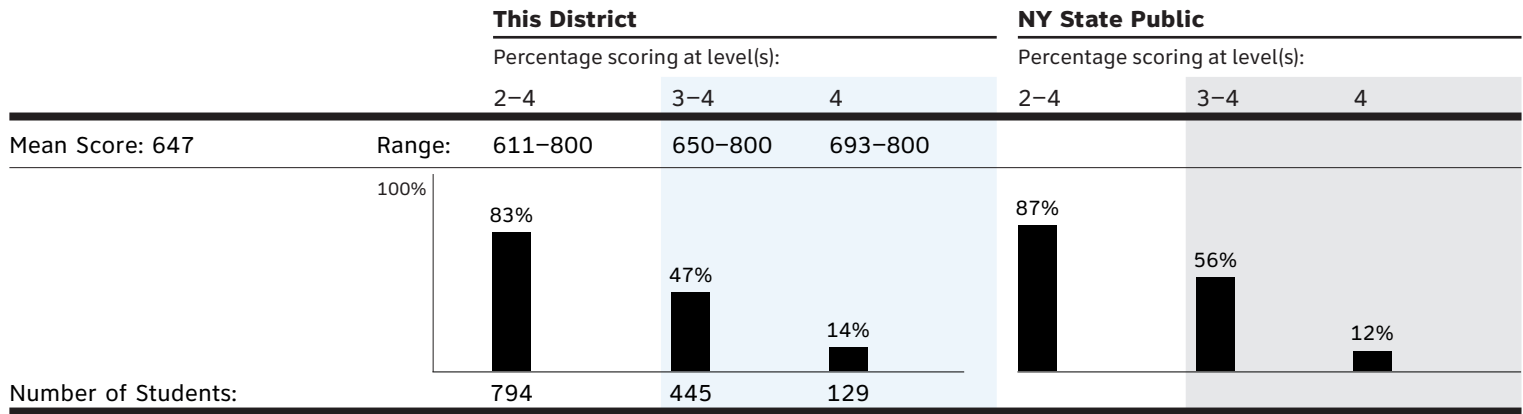
Other Assessments

	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	11	11	10	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	42	29	20	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 # 1**

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	954	83%	47%	14%				
Female	468	83%	49%	16%				
Male	486	84%	45%	12%				
American Indian or Alaska Native	7	86%	57%	0%				
Black or African American	189	80%	32%	2%				
Hispanic or Latino	508	78%	34%	3%				
Asian or Native Hawaiian/Other Pacific Islander	148	95%	85%	42%				
White	102	98%	80%	49%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	786	89%	54%	16%				
Students with Disabilities	168	57%	14%	1%				
English Proficient	860	85%	47%	14%				
Limited English Proficient	94	70%	40%	6%				
Economically Disadvantaged	564	88%	47%	11%				
Not Disadvantaged	390	76%	46%	17%				
Migrant								
Not Migrant	954	83%	47%	14%				

NOTES

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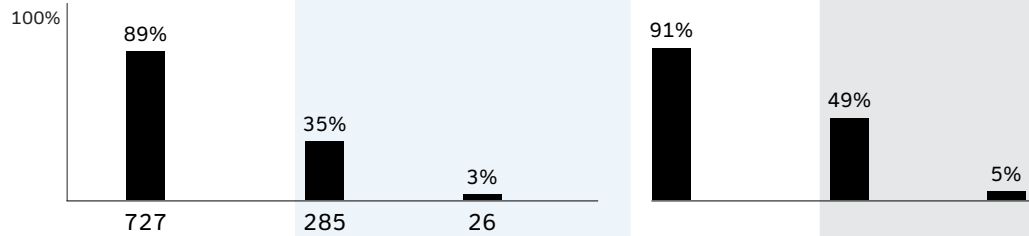
Other Assessments

	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 7 Equivalent	12	11	11	8	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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: 640	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	727	285	26	91%	49%	5%



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	819	89%	35%	3%				
Female	415	92%	40%	5%				
Male	404	86%	29%	1%				
American Indian or Alaska Native	5	60%	20%	20%				
Black or African American	163	83%	21%	1%				
Hispanic or Latino	487	89%	28%	2%				
Asian or Native Hawaiian/Other Pacific Islander	107	94%	65%	7%				
White	57	100%	72%	12%				
Small Group Totals								
General-Education Students	669	94%	41%	4%				
Students with Disabilities	150	66%	8%	0%				
English Proficient	780	90%	36%	3%				
Limited English Proficient	39	59%	8%	0%				
Economically Disadvantaged	493	93%	38%	3%				
Not Disadvantaged	326	83%	31%	4%				
Migrant								
Not Migrant	819	89%	35%	3%				

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

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	9	7	20	20	18	15
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	47	27	24	N/A	59	32	21	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 # 1**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	616-775	650-775	701-775			
Range:						
	79%	41%	8%	85%	54%	10%
Number of Students:	686	352	72			

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	869	79%	41%	8%				
Female	444	83%	42%	9%				
Male	425	75%	39%	8%				
American Indian or Alaska Native	5	20%	20%	20%				
Black or African American	168	77%	25%	1%				
Hispanic or Latino	509	75%	32%	2%				
Asian or Native Hawaiian/Other Pacific Islander	130	94%	78%	38%				
White	57	88%	79%	19%				
Small Group Totals								
General-Education Students	719	87%	47%	10%				
Students with Disabilities	150	40%	9%	0%				
English Proficient	783	80%	41%	9%				
Limited English Proficient	86	66%	33%	6%				
Economically Disadvantaged	527	85%	42%	9%				
Not Disadvantaged	342	69%	38%	7%				
Migrant								
Not Migrant	869	79%	41%	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

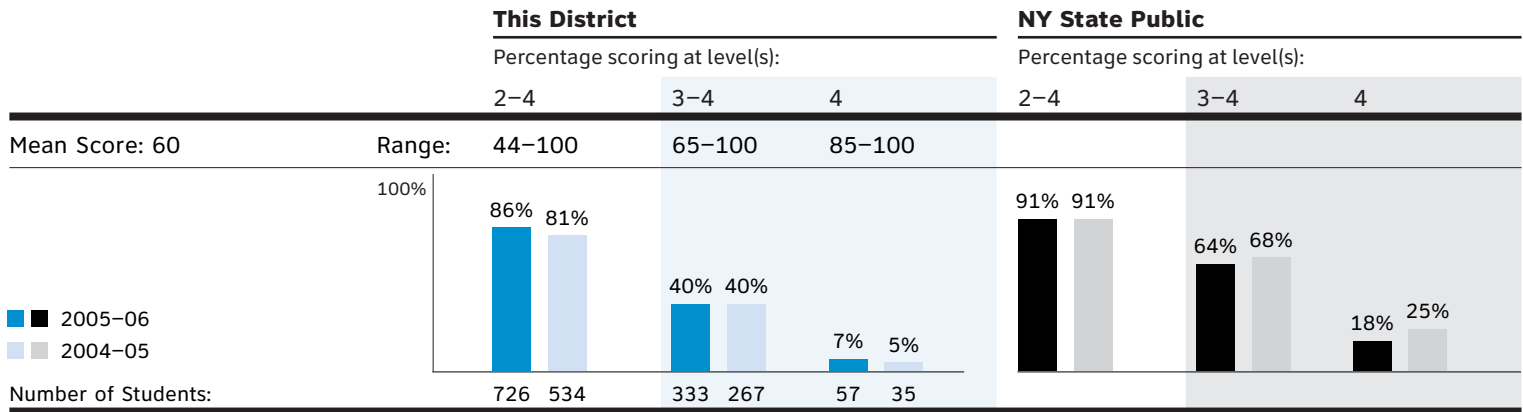
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Other Assessments

	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	11	11	8	4	21	20	17	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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	841	86%	40%	7%	662	81%	40%	5%
Female	436	90%	39%	7%	332	84%	42%	6%
Male	405	82%	40%	7%	330	78%	39%	5%
American Indian or Alaska Native	5	80%	20%	20%	1	-	-	-
Black or African American	160	85%	24%	1%	109	72%	28%	3%
Hispanic or Latino	486	83%	33%	2%	391	77%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	134	96%	66%	16%	112	96%	75%	17%
White	56	95%	79%	43%	49	-	-	-
Small Group Totals					50	92%	70%	18%
General-Education Students	698	93%	45%	8%	551	86%	46%	6%
Students with Disabilities	143	56%	11%	1%	111	56%	14%	0%
English Proficient	759	88%	42%	7%	570	84%	42%	5%
Limited English Proficient	82	70%	16%	2%	92	60%	28%	5%
Economically Disadvantaged	514	92%	43%	6%	612	80%	38%	4%
Not Disadvantaged	327	77%	34%	8%	50	92%	72%	18%
Migrant								
Not Migrant	841	86%	40%	7%	662	81%	40%	5%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	9	6	16	16	12	8
Regents Science	0				1	-	-	-

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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):

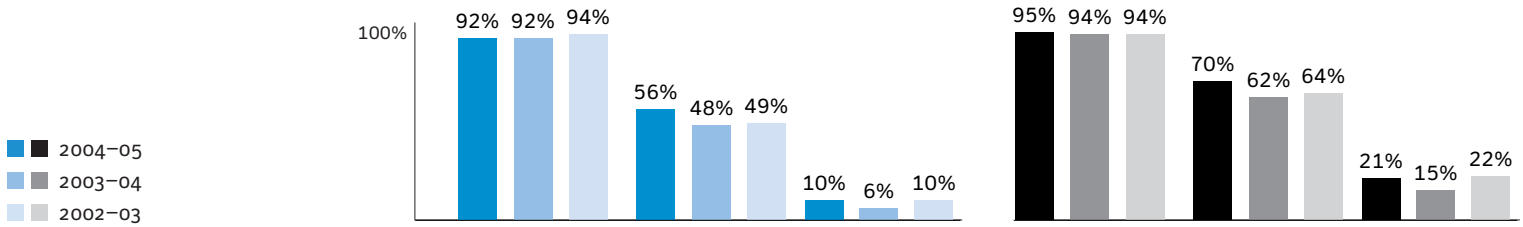
2-4 3-4 4

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	58	265	343	74	740	650
Feb 2004	66	365	350	49	830	644
Feb 2003	54	372	320	86	832	647

Grade 8

This School

Percentage scoring at level(s):

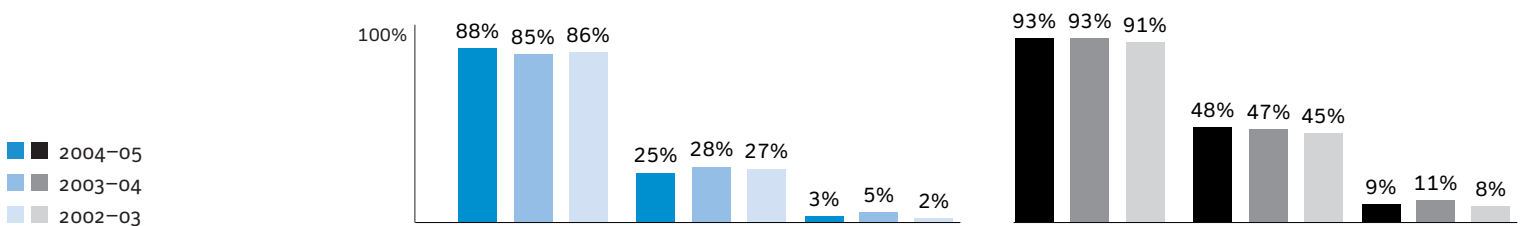
2-4 3-4 4

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	88	459	166	21	734	683
Jan 2004	112	439	174	41	766	686
Jan 2003	72	314	129	12	527	682

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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

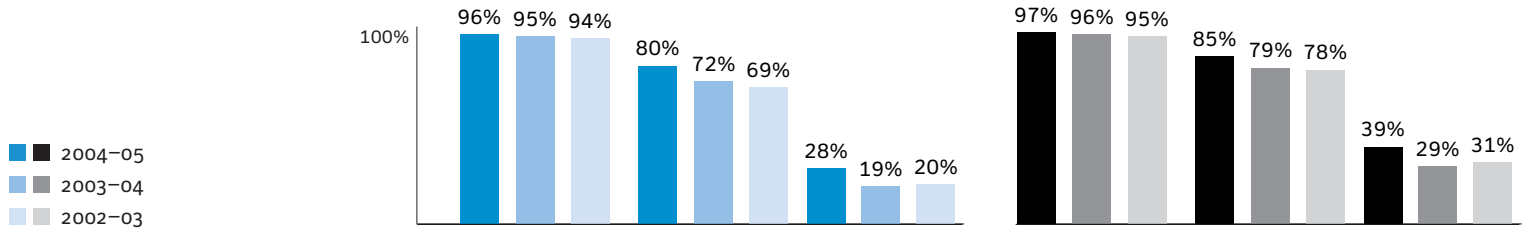
Percentage scoring at level(s):

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	32	132	429	225	818	662
May 2004	42	213	472	172	899	653
May 2003	56	216	438	173	883	652

Grade 8

This School

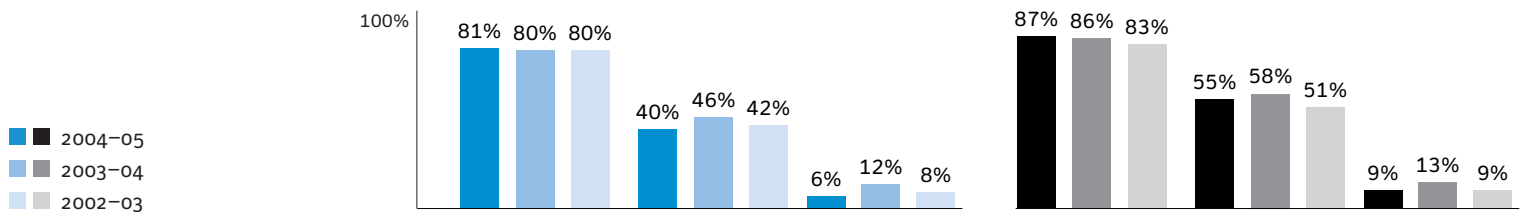
Percentage scoring at level(s):

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	152	317	266	45	780	707
May 2004	156	263	267	97	783	711
May 2003	112	217	195	47	571	707

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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

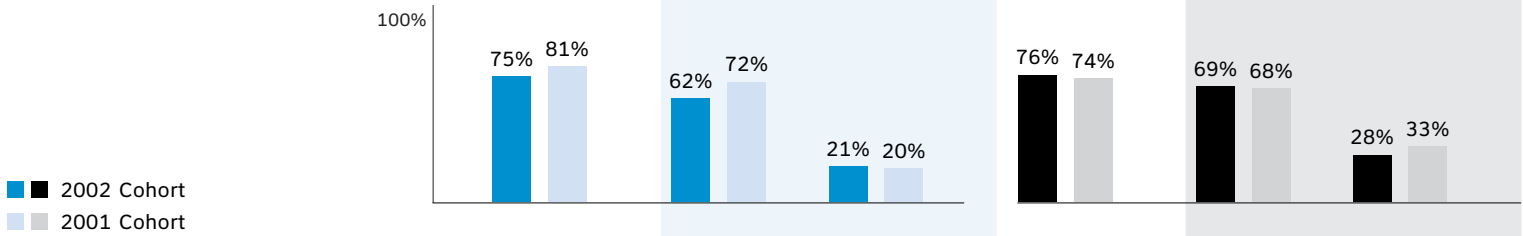
NY State Public

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	353	75%	62%	21%	358	81%	72%	20%
Female	199	83%	71%	26%	191	84%	77%	21%
Male	154	66%	50%	14%	167	77%	65%	19%
American Indian or Alaska Native					3	-	-	-
Black or African American	87	74%	62%	25%	80	84%	75%	14%
Hispanic or Latino	154	66%	47%	10%	147	71%	57%	14%
Asian or Native Hawaiian/Other Pacific Islander	56	86%	73%	21%	58	-	-	-
White	56	93%	93%	43%	70	87%	86%	40%
Small Group Totals					61	93%	85%	18%
General-Education Students	284	86%	75%	26%	317	86%	79%	22%
Students with Disabilities	69	32%	10%	0%	41	37%	15%	2%
English Proficient	327	78%	66%	22%	328	82%	74%	22%
Limited English Proficient	26	38%	15%	4%	30	67%	40%	0%
Economically Disadvantaged	230	76%	58%	15%				
Not Disadvantaged	123	74%	70%	32%				
Migrant								
Not Migrant	353	75%	62%	21%				

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	4	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 # 1**

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

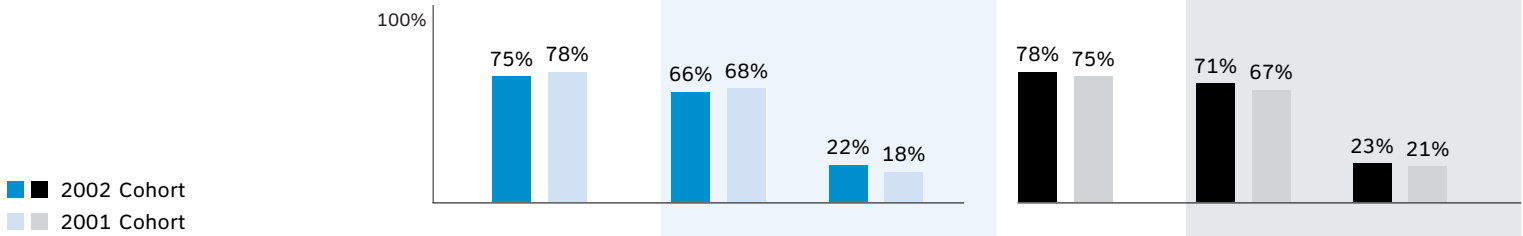
NY State Public

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	353	75%	66%	22%	358	78%	68%	18%
Female	199	80%	72%	24%	191	79%	72%	16%
Male	154	68%	58%	20%	167	77%	65%	19%
American Indian or Alaska Native					3	-	-	-
Black or African American	87	74%	62%	20%	80	78%	69%	19%
Hispanic or Latino	154	64%	53%	15%	147	69%	56%	7%
Asian or Native Hawaiian/Other Pacific Islander	56	91%	88%	39%	58	-	-	-
White	56	91%	89%	30%	70	81%	77%	30%
Small Group Totals					61	95%	89%	28%
General-Education Students	284	88%	79%	27%	317	85%	76%	20%
Students with Disabilities	69	20%	14%	3%	41	22%	10%	0%
English Proficient	327	78%	69%	24%	328	78%	70%	19%
Limited English Proficient	26	35%	27%	4%	30	70%	57%	3%
Economically Disadvantaged	230	74%	63%	18%				
Not Disadvantaged	123	76%	72%	30%				
Migrant								
Not Migrant	353	75%	66%	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	4	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.

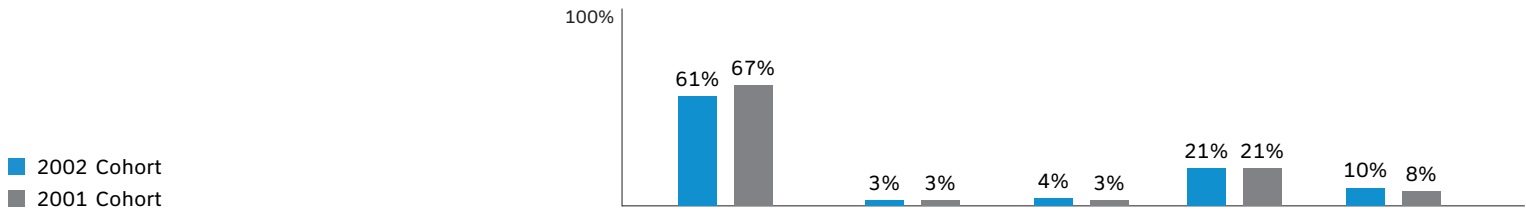
District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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	353	61%	3%	4%	21%	10%
	2001	358	67%	3%	3%	21%	8%
Female	2002	199	71%	2%	5%	15%	8%
	2001	191	73%	3%	2%	16%	6%
Male	2002	154	49%	6%	4%	28%	14%
	2001	167	60%	2%	3%	26%	9%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	3	–	–	–	–	–
Black or African American	2002	87	61%	6%	6%	18%	9%
	2001	80	71%	4%	4%	16%	5%
Hispanic or Latino	2002	154	45%	4%	6%	28%	17%
	2001	147	51%	3%	2%	30%	14%
Asian or Native Hawaiian/Other Pacific Islander	2002	56	80%	2%	2%	13%	4%
	2001	58	–	–	–	–	–
White	2002	56	88%	0%	0%	13%	0%
	2001	70	80%	3%	3%	14%	0%
Small Group Totals							
	2001	61	84%	0%	2%	11%	3%
General-Education Students	2002	284	69%	0%	5%	21%	5%
	2001	317	72%	0%	3%	19%	7%
Students with Disabilities	2002	69	32%	17%	3%	17%	30%
	2001	41	27%	22%	2%	34%	15%
English Proficient	2002	327	64%	2%	5%	20%	9%
	2001	328	69%	2%	3%	19%	8%
Limited English Proficient	2002	26	31%	23%	0%	23%	23%
	2001	30	47%	7%	0%	40%	7%
Economically Disadvantaged	2002	230	59%	3%	5%	22%	12%
Not Disadvantaged	2002	123	66%	5%	3%	19%	7%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	353	61%	3%	4%	21%	10%

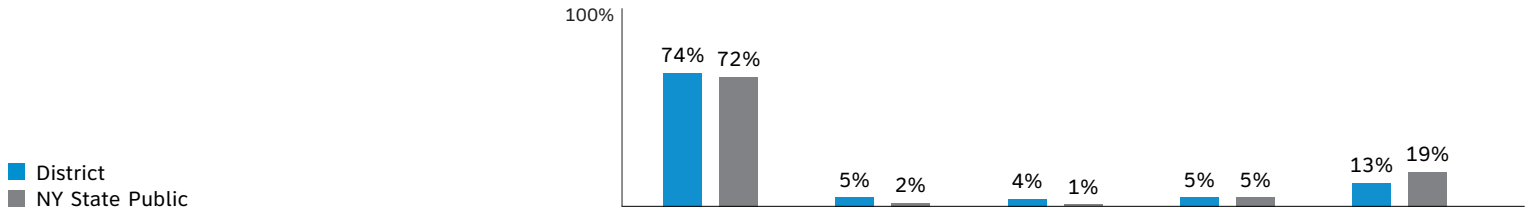
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

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	369	74%	5%	4%	5%	13%
Female	191	77%	5%	3%	4%	10%
Male	178	70%	4%	5%	5%	16%
American Indian or Alaska Native	3	–	–	–	–	–
Black or African American	86	72%	3%	8%	3%	13%
Hispanic or Latino	152	63%	7%	3%	5%	22%
Asian or Native Hawaiian/Other Pacific Islander	61	–	–	–	–	–
White	67	85%	3%	3%	7%	1%
Small Group Totals	64	91%	2%	2%	2%	5%
General-Education Students	314	82%	0%	4%	5%	10%
Students with Disabilities	55	27%	31%	7%	2%	33%
English Proficient	337	75%	3%	4%	4%	12%
Limited English Proficient	32	56%	19%	0%	6%	19%
Economically Disadvantaged	249	76%	5%	4%	2%	12%
Not Disadvantaged	120	69%	4%	3%	9%	14%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	369	74%	5%	4%	5%	13%

NOTES

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