



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 4**

District ID **310400010000**

Superintendent **JORGE IZQUIERDO**

Telephone **(212) 828-3590**

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	307	297	329
Kindergarten	1058	1012	1010
Grade 1	1186	1270	1134
Grade 2	1284	1139	1162
Grade 3	1321	1294	1093
Grade 4	1362	1189	1171
Grade 5	1419	1351	1132
Grade 6	1443	1337	1334
Ungraded Elementary	769	774	844
Grade 7	1438	1376	1312
Grade 8	1479	1358	1305
Grade 9	944	965	1053
Grade 10	1085	964	867
Grade 11	730	735	678
Grade 12	584	610	671
Ungraded Secondary	517	458	523
Total K-12	16619	15832	15289

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	25	25
Grade 8			
English	27	23	26
Mathematics	27	28	28
Science		27	28
Social Studies	24	28	27
Grade 10			
English		26	26
Mathematics	21	21	26
Science		29	31
Social Studies		30	26

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	13436	81%	0	0%	11831	77%
Reduced-Price Lunch	771	5%	0	0%	1033	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1487	9%	1756	11%	1880	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	150	1%	137	1%	129	1%
Black or African American	5721	34%	5325	34%	5012	33%
Hispanic or Latino	10088	61%	9715	61%	9437	62%
Asian or Native Hawaiian/Other Pacific Islander	376	2%	394	2%	443	3%
White	284	2%	261	2%	284	2%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	224	N/A	320	2%	450	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 # 4

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1094	1885	3855
Percent Not Taught by Highly Qualified Teachers	24%	22%	13%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	78	64	60
Percent with No Valid Teaching Certificate	8%	6%	5%
Individuals Teaching Out of Certification			
Number of Teachers	184	208	192
Percentage of Total	18%	19%	16%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	30%	28%	28%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)


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

Summary

Overall Accountability Status (2006–07)

Improvement (Year 4)

Elementary/Middle Level

ELA  Improvement (Year 4)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 4)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES









































2005–06

YES




2006–07

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White				–	–	
Other Groups						
Students with Disabilities					 SH	
Limited English Proficient	 SH					
Economically Disadvantaged						
Student groups making AYP in each subject	 8 of 9	 8 of 9	 1 of 1	 5 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 # 4**

Elementary/Middle-Level English Language Arts





























Accountability Status for This Subject (2006–07)  Improvement (Year 4)

Accountability Measures 8 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) 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 4) in 2007-08. [209]

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 (8368:7957)			98%		126	121	
Ethnicity							
American Indian or Alaska Native (84:78)			95%		112	111	
Black or African American (2942:2789)			98%		125	120	
Hispanic or Latino (5069:4831)			98%		125	120	
Asian or Native Hawaiian/Other Pacific Islander (131:125)			98%		161	113	
White (142:134)			97%		157	113	
Other Groups							
Students with Disabilities ⁴ (2356:1596)			94%		78	119	81 90
Limited English Proficient (962:899)			97%		93	118	93 104
Economically Disadvantaged (5104:4909)			99%		138	120	
Final AYP Determination	 8 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 # 4**

Elementary/Middle-Level Mathematics





























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

Accountability Measures 8 of 9 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 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 (8367:7873)			98%		131	85	
Ethnicity							
American Indian or Alaska Native (85:78)			95%		123	75	
Black or African American (2937:2745)			98%		125	84	
Hispanic or Latino (5072:4793)			98%		134	84	
Asian or Native Hawaiian/Other Pacific Islander (132:125)			99%		168	77	
White (141:132)			97%		155	77	
Other Groups							
Students with Disabilities ⁴ (2335:1572)			94%		86	83	
Limited English Proficient (961:902)			98%		113	82	
Economically Disadvantaged (5101:4866)			99%		143	84	
Final AYP Determination	 8 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 # 4**



















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 (2785:2464)		Qualified		92%		137	100	
Ethnicity								
American Indian or Alaska Native (24:23)	–	–	–	–	–	–	–	–
Black or African American (955:827)		Qualified		92%		133	100	
Hispanic or Latino (1705:1528)		Qualified		93%		138	100	
Asian or Native Hawaiian/Other Pacific Islander (44:38)		Qualified		91%		163	100	
White (57:48)		Qualified		88%		163	100	
Other Groups								
Students with Disabilities (573:481)		Qualified		88%		101	100	
Limited English Proficient (277:252)		Qualified		95%		115	100	
Economically Disadvantaged (1638:1485)		Qualified		94%		145	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 # 4**

Secondary-Level English Language Arts






















Accountability Status for This Subject (2006–07)  Improvement (Year 4)

Accountability Measures 5 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 5) 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 4) in 2007-08. [209]




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 (817:781)			99%		166	150		
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (263:244)			99%		158	147		
Hispanic or Latino (490:479)			99%		167	149		
Asian or Native Hawaiian/Other Pacific Islander (41:36)			100%		186	138		
White (21:20)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (47:67)			100%		94	142	108	105
Limited English Proficient (24:40)		–	–		65	139	136	79
Economically Disadvantaged (725:698)			99%		172	150		
Final AYP Determination	 5 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 # 4**

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	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
(12th Graders: 2002 Cohort) ¹								
All Students (817:781)			99%		170	142		
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (263:244)			100%		158	139		
Hispanic or Latino (490:479)			99%		173	141		
Asian or Native Hawaiian/Other Pacific Islander (41:36)			100%		194	130		
White (21:20)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (47:67)			100%		115	134	95	124
Limited English Proficient (24:40)		–	–		115	131	126	124
Economically Disadvantaged (725:698)			100%		177	142		
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










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 (743)			70%	55%		
Ethnicity						
American Indian or Alaska Native (1)	–	–	–	–	–	
Black or African American (238)			65%	55%		
Hispanic or Latino (438)			71%	55%		
Asian or Native Hawaiian/Other Pacific Islander (47)			87%	55%		
White (19)	–	–	–	–	–	
Other Groups						
Students with Disabilities (62)			32%	55%	25%	33%
Limited English Proficient (40)			58%	55%		
Economically Disadvantaged (633)			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 # 4**

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 72% of total

CENTRAL PARK EAST 1 SCHOOL
CENTRAL PARK EAST II SCHOOL
ENVIRONMENTAL SCIENCE SECONDARY SCHOOL
HERITAGE SCHOOL (THE)
ISAAC NEWTON JHS OF SCIENCE AND MATH
M.S. 224 MANHATTAN EAST CENTER
MANHATTAN CENTER - SCIENCE & MATHEMATICS
P.S. 38 ROBERTO CLEMENTE
P.S. 57 JAMES W. JOHNSON SCHOOL
P.S. 72
P.S. 83 LUIS MUNOZ RIVERA SCHOOL
P.S. 96 JOSEPH C. LANZETTA SCHOOL
P.S. 101 ANDREW DRAPER SCHOOL
P.S. 108 ASSEMBLY ANGELO DEL TORO SCHOOL
P.S. 112 JOSE C. BARBOSA SCHOOL
P.S. 146 ANNA M. SHORT SCHOOL
P.S. 171 PATRICK HENRY SCHOOL
P.S. 206 JOSE CELSO BARBOSA SCHOOL
PARK EAST HIGH SCHOOL
RIVER EAST SCHOOL
TAG YOUNG SCHOLARS JHS
THE BILINGUAL/BICULTURAL SCHOOL
YOUNG WOMEN'S LEADERSHIP HIGH SCHOOL

▲ Improvement (Year 1)

2 schools identified 6% of total

P.S. 7 M. SAMUEL STERN SCHOOL
P.S. 102 JACQUES CARTIER SCHOOL

▲ Improvement (Year 2)

1 school identified 3% of total

P.S. 155 WILLIAM PACA SCHOOL

▲ Corrective Action

1 school identified 3% of total

URBAN PEACE ACADEMY

■ Requiring Academic Progress (Year 4)

1 school identified 3% of total

CENTRAL PARK EAST SECONDARY SCHOOL

▲ Restructuring (Year 2)

4 schools identified 13% of total

J.H.S. 13 JACKIE ROBINSON J.H.S.
J.H.S. 45 J. C. ROBERTS J.H.S.
P.S. 50 VITO MARCANTONIO SCHOOL

(continued)


3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status







 **Restructuring (Year 2) (continued)**







TITO PUENTO EDUCATION COMPLEX



District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**



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	58%			1079
Grade 4	47%			1190
Grade 5	50%			1210
Grade 6	42%			1429
Grade 7	31%			1390
Grade 8	23%			1376

Mathematics				
	0%	50%	100%	Total Tested
Grade 3	69%			1206
Grade 4	66%			1289
Grade 5	55%			1277
Grade 6	52%			1485
Grade 7	26%			1432
Grade 8	27%			1399

Science				
	0%	50%	100%	Total Tested
Grade 4	64%			1272
Grade 8	30%			1212

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	67%			920
Mathematics	69%			920

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	61%			920

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:

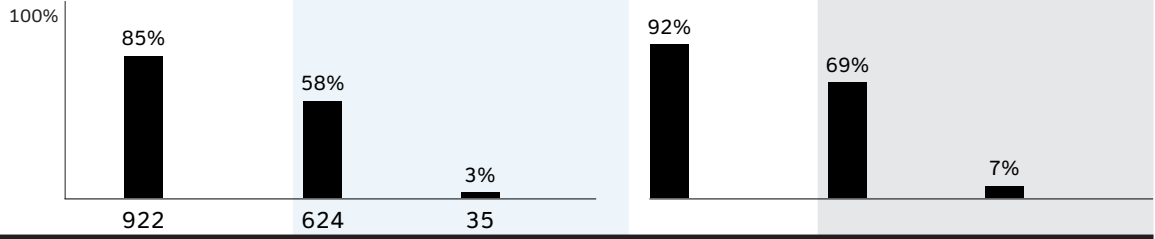
NYC Public Schools

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 # 4**

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: 655	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	922	624	35	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	1079	85%	58%	3%				
Female	505	89%	61%	4%				
Male	574	82%	55%	3%				
American Indian or Alaska Native	6	100%	67%	0%				
Black or African American	444	84%	54%	2%				
Hispanic or Latino	593	86%	59%	4%				
Asian or Native Hawaiian/Other Pacific Islander	21	95%	71%	10%				
White	15	93%	80%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	855	93%	67%	4%				
Students with Disabilities	224	55%	21%	0%				
English Proficient	1006	86%	59%	3%				
Limited English Proficient	73	77%	42%	1%				
Economically Disadvantaged	674	93%	66%	4%				
Not Disadvantaged	405	73%	43%	2%				
Migrant								
Not Migrant	1079	85%	58%	3%				

NOTES

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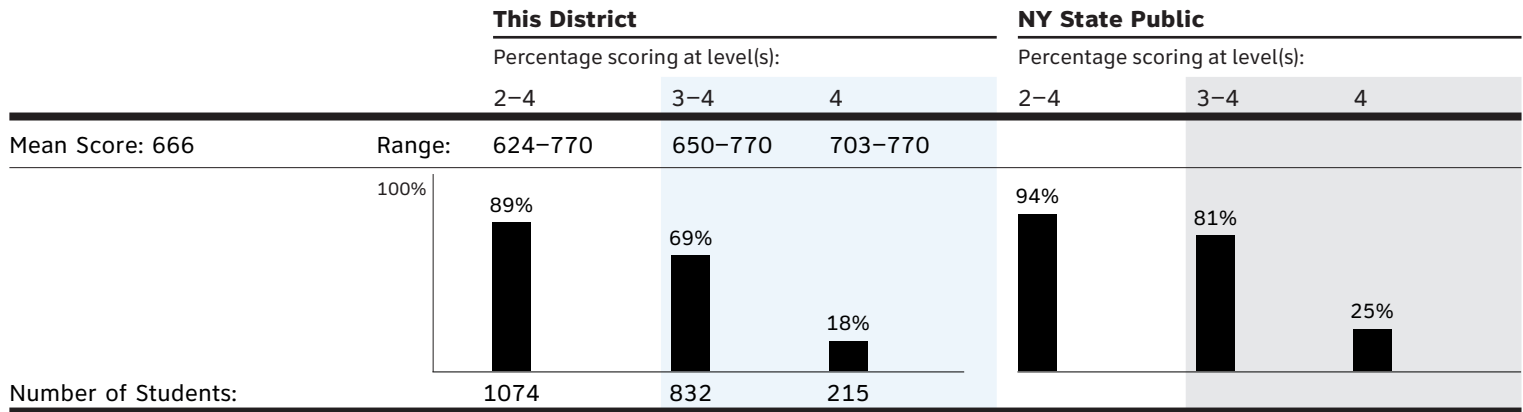
Other Assessments

	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	13	13	13	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	130	54	35	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 # 4**

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	1206	89%	69%	18%				
Female	575	91%	69%	19%				
Male	631	88%	69%	17%				
American Indian or Alaska Native	7	100%	100%	14%				
Black or African American	445	87%	66%	17%				
Hispanic or Latino	714	90%	69%	17%				
Asian or Native Hawaiian/Other Pacific Islander	24	92%	92%	42%				
White	16	88%	81%	44%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	963	94%	77%	22%				
Students with Disabilities	243	71%	39%	2%				
English Proficient	1006	90%	72%	20%				
Limited English Proficient	200	85%	52%	5%				
Economically Disadvantaged	774	94%	75%	20%				
Not Disadvantaged	432	81%	57%	13%				
Migrant								
Not Migrant	1206	89%	69%	18%				

NOTES

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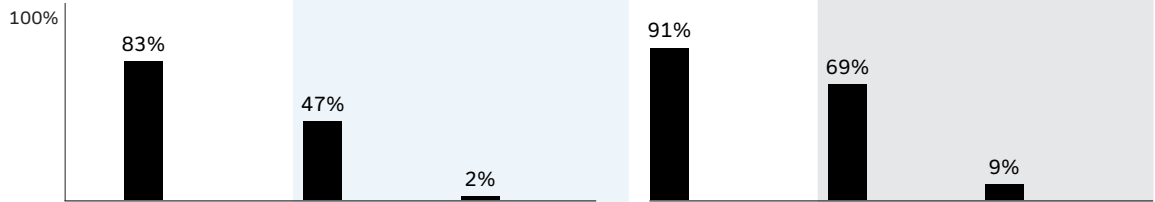
Other Assessments

	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	17	15	14	12	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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: 645	612-775	650-775	716-775			
Range:						
	992	557	29	91%	69%	9%



Number of Students:

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	1190	83%	47%	2%				
Female	595	88%	51%	3%				
Male	595	79%	43%	2%				
American Indian or Alaska Native	7	71%	29%	0%				
Black or African American	416	83%	44%	2%				
Hispanic or Latino	728	83%	48%	3%				
Asian or Native Hawaiian/Other Pacific Islander	20	95%	80%	5%				
White	19	84%	53%	0%				
Small Group Totals								
General-Education Students	937	92%	56%	3%				
Students with Disabilities	253	52%	11%	0%				
English Proficient	1124	84%	48%	3%				
Limited English Proficient	66	80%	30%	0%				
Economically Disadvantaged	747	91%	56%	3%				
Not Disadvantaged	443	70%	32%	2%				
Migrant								
Not Migrant	1190	83%	47%	2%				

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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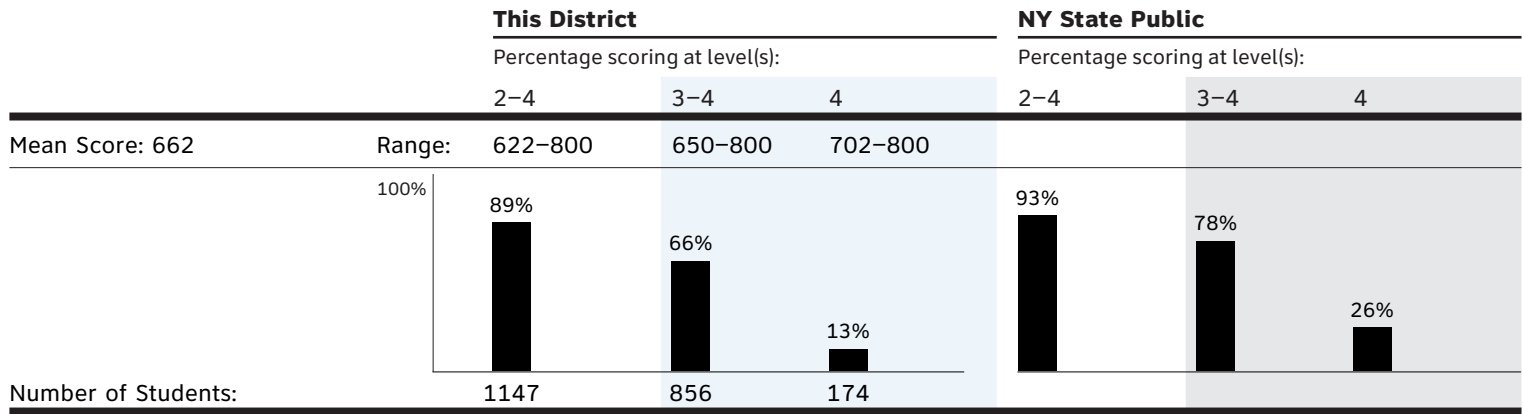
Other Assessments

	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	17	17	16	15	12	12	9	7
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	86	53	44	N/A	97	52	35	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 # 4**

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	1289	89%	66%	13%				
Female	640	89%	65%	13%				
Male	649	89%	68%	14%				
American Indian or Alaska Native	7	57%	29%	14%				
Black or African American	425	87%	62%	12%				
Hispanic or Latino	816	90%	68%	13%				
Asian or Native Hawaiian/Other Pacific Islander	22	95%	95%	50%				
White	19	84%	74%	11%				
Small Group Totals								
General-Education Students	1021	95%	75%	17%				
Students with Disabilities	268	66%	34%	1%				
English Proficient	1131	89%	67%	14%				
Limited English Proficient	158	90%	65%	8%				
Economically Disadvantaged	818	95%	74%	16%				
Not Disadvantaged	471	79%	53%	9%				
Migrant								
Not Migrant	1289	89%	66%	13%				

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

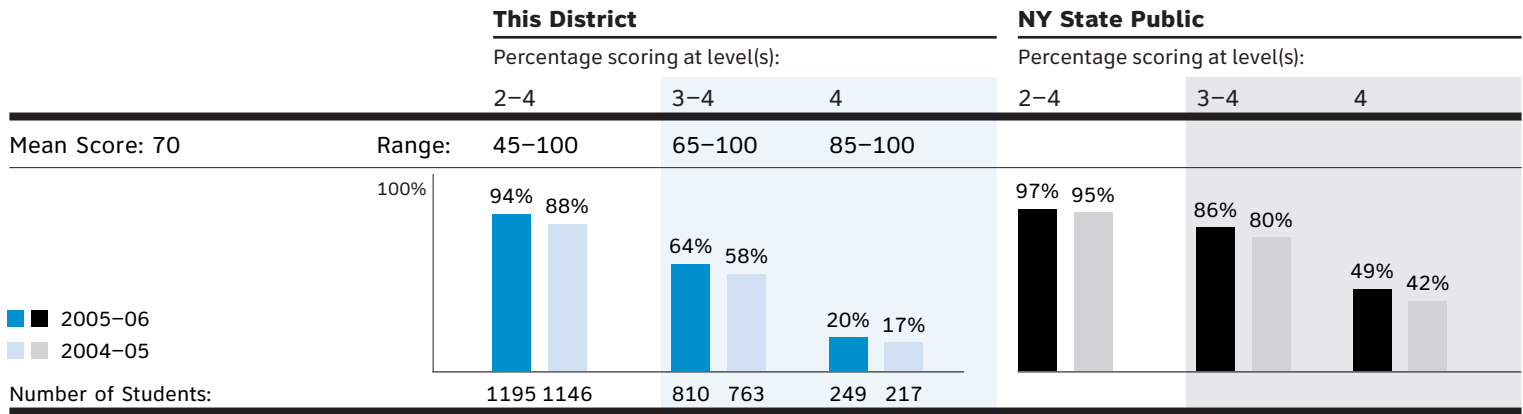
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Other Assessments

	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	16	16	16	15	12	11	10	4

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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	1272	94%	64%	20%	1308	88%	58%	17%
Female	637	95%	65%	20%	649	88%	61%	18%
Male	635	93%	63%	19%	659	87%	56%	15%
American Indian or Alaska Native	7	86%	43%	14%	12	83%	67%	25%
Black or African American	421	92%	62%	19%	455	89%	60%	16%
Hispanic or Latino	802	95%	64%	19%	805	87%	57%	16%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	82%	45%	25	92%	68%	36%
White	20	90%	65%	25%	11	100%	64%	27%
Small Group Totals								
General-Education Students	1011	97%	71%	23%	1071	91%	64%	20%
Students with Disabilities	261	84%	37%	5%	237	70%	31%	3%
English Proficient	1117	94%	65%	22%	1101	90%	63%	19%
Limited English Proficient	155	92%	51%	4%	207	73%	33%	1%
Economically Disadvantaged	812	97%	69%	22%	1225	87%	57%	16%
Not Disadvantaged	460	89%	54%	15%	83	93%	76%	28%
Migrant								
Not Migrant	1272	94%	64%	20%	1308	88%	58%	17%

NOTES

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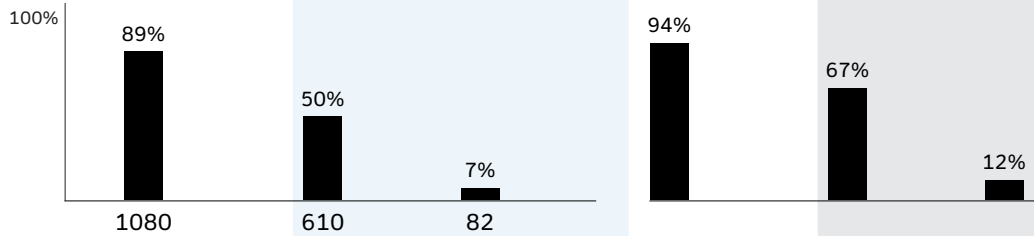
Other Assessments

	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 4 Equivalent	16	16	16	15	11	10	9	7

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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: 649	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	1080	610	82	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	1210	89%	50%	7%				
Female	620	92%	53%	8%				
Male	590	86%	48%	5%				
American Indian or Alaska Native	10	70%	30%	10%				
Black or African American	439	89%	48%	5%				
Hispanic or Latino	731	89%	51%	7%				
Asian or Native Hawaiian/Other Pacific Islander	21	100%	81%	14%				
White	9	89%	56%	11%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	959	96%	59%	8%				
Students with Disabilities	251	65%	18%	1%				
English Proficient	1110	91%	53%	7%				
Limited English Proficient	100	71%	19%	0%				
Economically Disadvantaged	768	96%	58%	9%				
Not Disadvantaged	442	78%	37%	4%				
Migrant								
Not Migrant	1210	89%	50%	7%				

NOTES

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Other Assessments

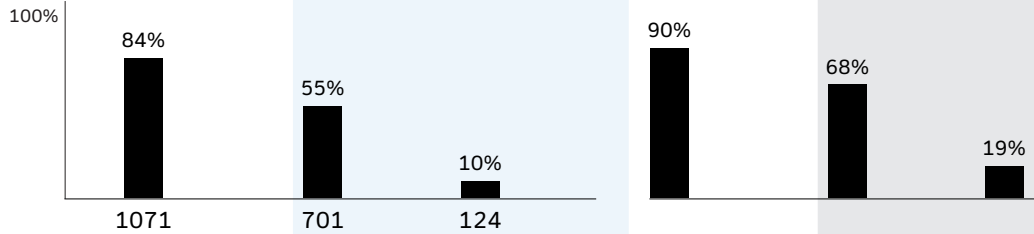
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	10	10	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	62	45	33	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 # 4**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 653	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	1071	701	124	90%	68%	19%



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	1277	84%	55%	10%				
Female	652	86%	56%	11%				
Male	625	81%	54%	9%				
American Indian or Alaska Native	10	50%	30%	0%				
Black or African American	437	83%	49%	6%				
Hispanic or Latino	797	85%	58%	11%				
Asian or Native Hawaiian/Other Pacific Islander	25	92%	80%	32%				
White	8	63%	63%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1020	91%	63%	12%				
Students with Disabilities	257	57%	24%	2%				
English Proficient	1111	85%	57%	11%				
Limited English Proficient	166	74%	40%	2%				
Economically Disadvantaged	825	92%	63%	11%				
Not Disadvantaged	452	70%	40%	7%				
Migrant								
Not Migrant	1277	84%	55%	10%				

NOTES

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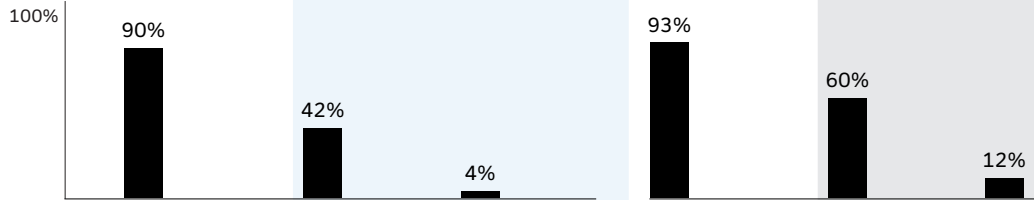
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	14	13	13	9	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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: 641	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1279	601	57			



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	1429	90%	42%	4%				
Female	717	93%	47%	6%				
Male	712	86%	37%	2%				
American Indian or Alaska Native	21	81%	33%	5%				
Black or African American	539	89%	40%	3%				
Hispanic or Latino	825	90%	42%	4%				
Asian or Native Hawaiian/Other Pacific Islander	16	100%	63%	13%				
White	28	93%	79%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1151	94%	49%	5%				
Students with Disabilities	278	69%	14%	0%				
English Proficient	1349	90%	44%	4%				
Limited English Proficient	80	76%	15%	0%				
Economically Disadvantaged	894	96%	48%	4%				
Not Disadvantaged	535	79%	33%	4%				
Migrant								
Not Migrant	1429	90%	42%	4%				

NOTES

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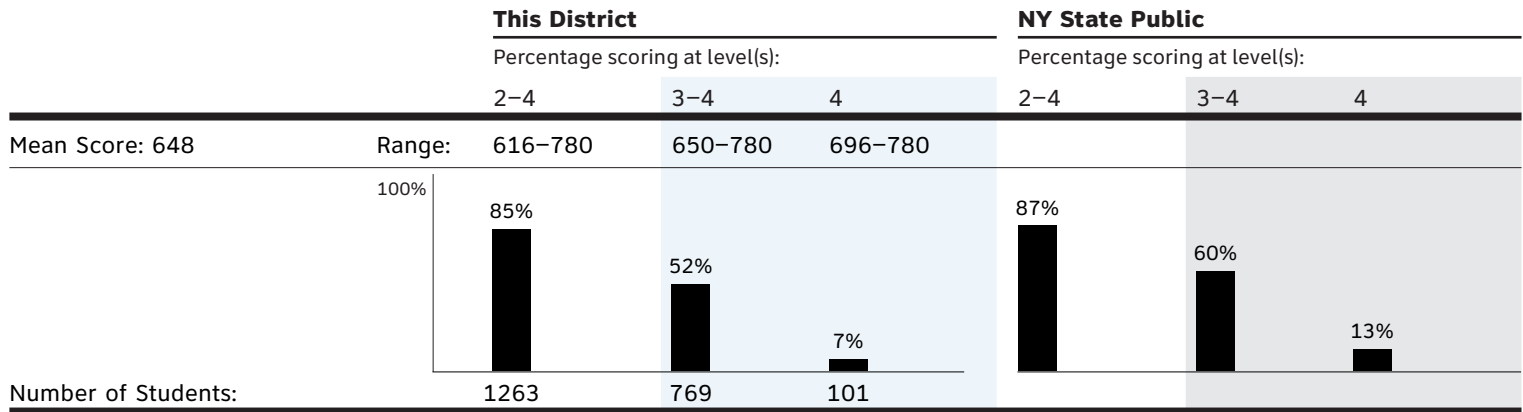
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	20	19	18	16	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	47	28	18	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 # 4**

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	1485	85%	52%	7%				
Female	745	87%	54%	7%				
Male	740	83%	49%	6%				
American Indian or Alaska Native	22	86%	50%	14%				
Black or African American	543	83%	45%	6%				
Hispanic or Latino	872	86%	55%	7%				
Asian or Native Hawaiian/Other Pacific Islander	16	94%	69%	13%				
White	32	91%	75%	16%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1201	91%	58%	8%				
Students with Disabilities	284	59%	25%	1%				
English Proficient	1354	86%	53%	7%				
Limited English Proficient	131	73%	36%	2%				
Economically Disadvantaged	936	92%	57%	7%				
Not Disadvantaged	549	73%	44%	6%				
Migrant								
Not Migrant	1485	85%	52%	7%				

NOTES

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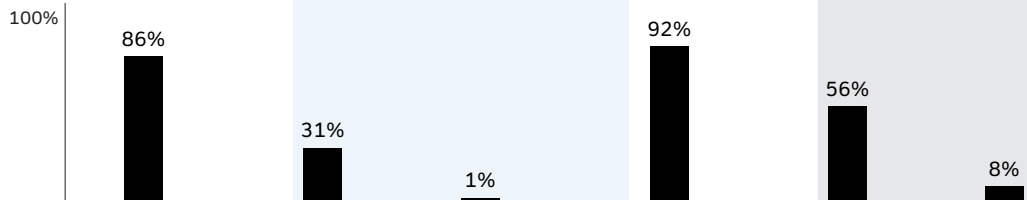
Other Assessments

	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 6 Equivalent	22	20	20	18	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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: 631	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1193	428	16	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	1390	86%	31%	1%				
Female	668	88%	36%	2%				
Male	722	84%	26%	1%				
American Indian or Alaska Native	18	89%	22%	0%				
Black or African American	482	87%	28%	1%				
Hispanic or Latino	845	85%	31%	1%				
Asian or Native Hawaiian/Other Pacific Islander	22	95%	59%	5%				
White	23	87%	61%	4%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1135	92%	35%	1%				
Students with Disabilities	255	58%	10%	0%				
English Proficient	1271	88%	33%	1%				
Limited English Proficient	119	65%	3%	0%				
Economically Disadvantaged	859	92%	34%	1%				
Not Disadvantaged	531	76%	26%	1%				
Migrant								
Not Migrant	1390	86%	31%	1%				

NOTES

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Other Assessments

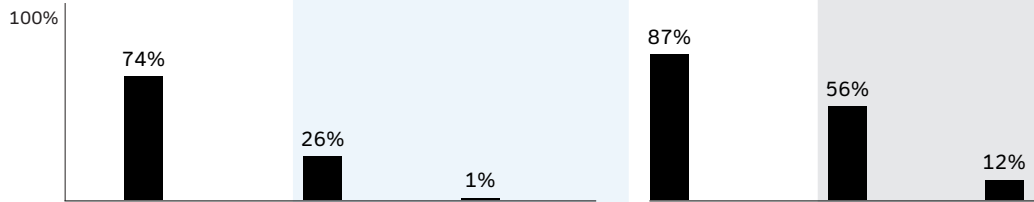
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	22	21	20	18	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	48	28	21	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 # 4**

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: 627	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	74%	26%	1%	87%	56%	12%
Number of Students:	1055	375	15			



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	1432	74%	26%	1%				
Female	695	76%	27%	1%				
Male	737	72%	26%	1%				
American Indian or Alaska Native	16	75%	25%	6%				
Black or African American	481	70%	22%	0%				
Hispanic or Latino	888	75%	27%	1%				
Asian or Native Hawaiian/Other Pacific Islander	22	91%	68%	14%				
White	25	84%	56%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1187	80%	30%	1%				
Students with Disabilities	245	44%	7%	0%				
English Proficient	1269	75%	28%	1%				
Limited English Proficient	163	61%	10%	0%				
Economically Disadvantaged	905	80%	27%	1%				
Not Disadvantaged	527	63%	24%	1%				
Migrant								
Not Migrant	1432	74%	26%	1%				

NOTES

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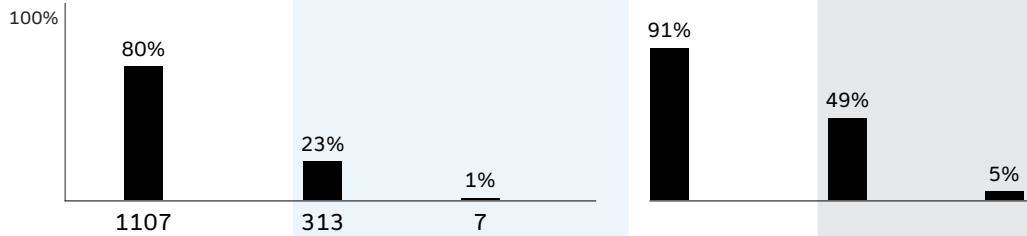
Other Assessments

	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	22	21	20	20	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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: 626	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1107	313	7	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	1376	80%	23%	1%				
Female	684	85%	28%	1%				
Male	692	76%	17%	0%				
American Indian or Alaska Native	16	69%	19%	0%				
Black or African American	491	78%	20%	0%				
Hispanic or Latino	813	81%	22%	0%				
Asian or Native Hawaiian/Other Pacific Islander	20	85%	50%	0%				
White	36	94%	72%	3%				
Small Group Totals								
General-Education Students	1130	87%	27%	1%				
Students with Disabilities	246	51%	3%	0%				
English Proficient	1286	82%	24%	1%				
Limited English Proficient	90	57%	3%	0%				
Economically Disadvantaged	769	87%	25%	1%				
Not Disadvantaged	607	72%	19%	0%				
Migrant								
Not Migrant	1376	80%	23%	1%				

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

NOTES

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Other Assessments

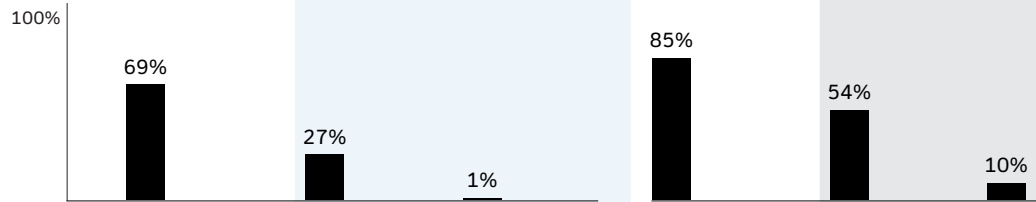
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	16	16	15	21	21	21	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	36	19	12	N/A	48	33	27	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 # 4**

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: 627	616-775	650-775	701-775			
Range:						
	69%	27%	1%	85%	54%	10%
Number of Students:	964	373	18			



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	1399	69%	27%	1%				
Female	701	72%	29%	2%				
Male	698	65%	24%	1%				
American Indian or Alaska Native	17	65%	41%	6%				
Black or African American	496	65%	23%	1%				
Hispanic or Latino	831	71%	26%	1%				
Asian or Native Hawaiian/Other Pacific Islander	20	70%	55%	10%				
White	35	89%	66%	11%				
Small Group Totals								
General-Education Students	1162	76%	31%	2%				
Students with Disabilities	237	36%	5%	0%				
English Proficient	1272	71%	28%	1%				
Limited English Proficient	127	51%	9%	0%				
Economically Disadvantaged	799	76%	30%	2%				
Not Disadvantaged	600	60%	22%	1%				
Migrant								
Not Migrant	1399	69%	27%	1%				

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

NOTES

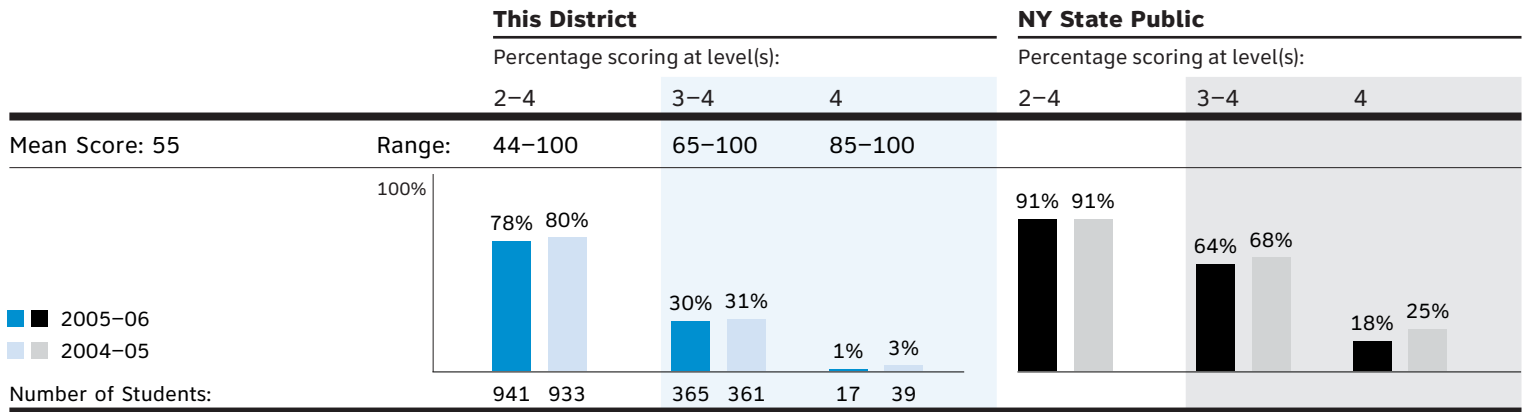
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	17	15	13	22	22	21	17

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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	1212	78%	30%	1%	1163	80%	31%	3%
Female	611	81%	31%	1%	581	83%	31%	4%
Male	601	75%	29%	1%	582	77%	31%	3%
American Indian or Alaska Native	16	63%	25%	0%	9	67%	11%	0%
Black or African American	422	73%	29%	1%	414	76%	26%	2%
Hispanic or Latino	751	81%	31%	1%	710	83%	34%	4%
Asian or Native Hawaiian/Other Pacific Islander	12	75%	42%	8%	19	74%	32%	11%
White	11	73%	9%	0%	11	91%	64%	9%
Small Group Totals								
General-Education Students	996	83%	35%	2%	947	86%	36%	4%
Students with Disabilities	216	51%	7%	0%	216	55%	11%	0%
English Proficient	1096	79%	32%	2%	1011	83%	33%	4%
Limited English Proficient	116	64%	11%	0%	152	64%	20%	0%
Economically Disadvantaged	707	83%	35%	2%	987	79%	30%	3%
Not Disadvantaged	505	70%	23%	1%	176	88%	39%	3%
Migrant								
Not Migrant	1212	78%	30%	1%	1163	80%	31%	3%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	15	15	12	20	20	19	16
Regents Science	58	58	58	11	76	68	59	11

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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):

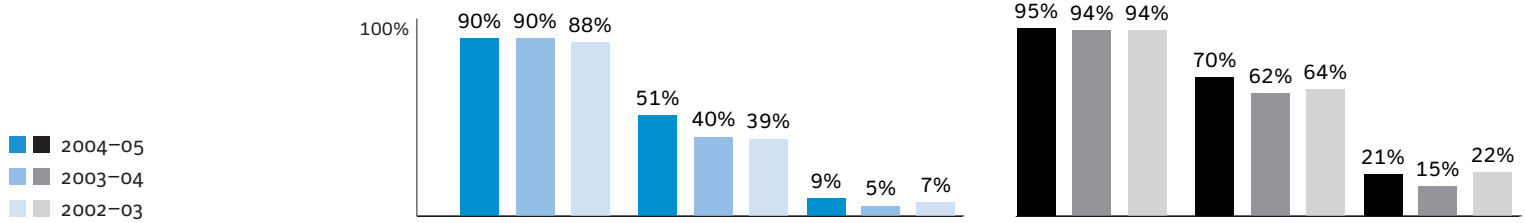
2-4 3-4 4

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	122	482	511	107	1222	644
Feb 2004	147	731	508	66	1452	638
Feb 2003	169	731	462	103	1465	638

Grade 8

This School

Percentage scoring at level(s):

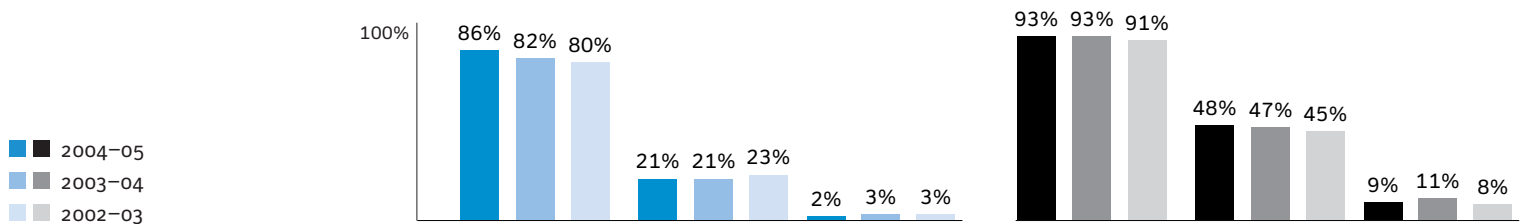
2-4 3-4 4

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	203	910	265	27	1405	679
Jan 2004	269	945	274	45	1533	679
Jan 2003	276	787	285	39	1387	679

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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):

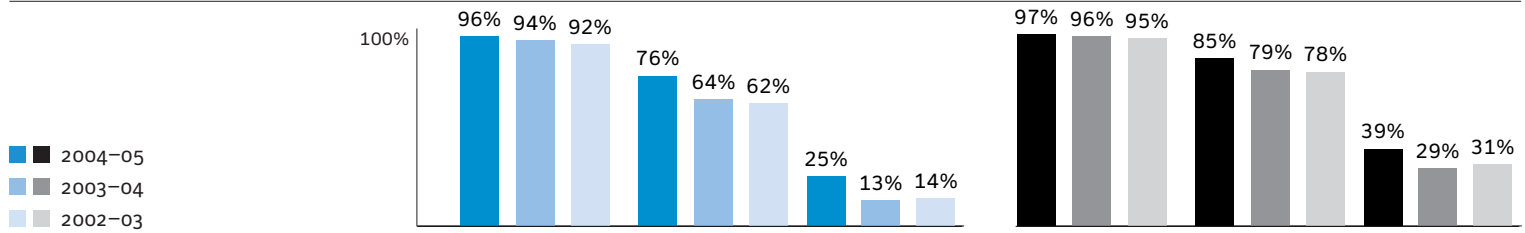
2-4 3-4 4

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	58	265	671	329	1323	656
May 2004	94	442	777	190	1503	646
May 2003	122	455	723	218	1518	644

Grade 8

This School

Percentage scoring at level(s):

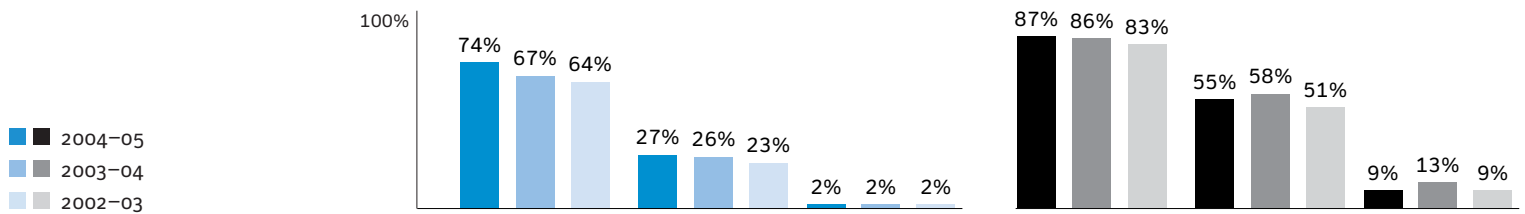
2-4 3-4 4

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	369	671	360	31	1431	698
May 2004	514	641	372	33	1560	689
May 2003	518	597	303	25	1443	688

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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

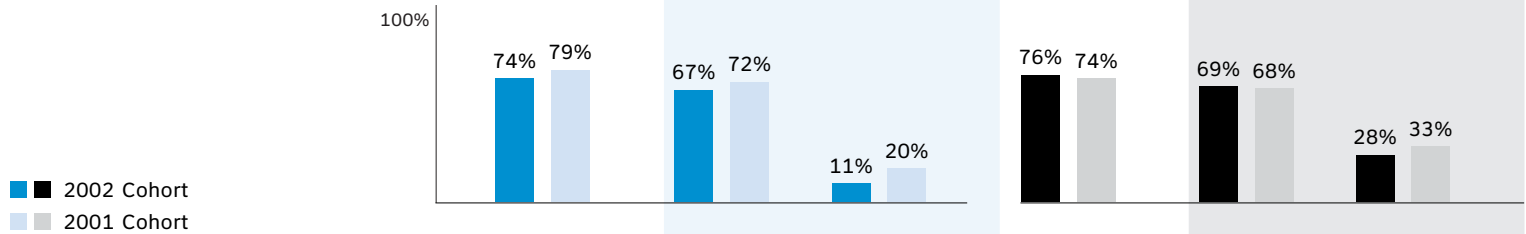
NY State Public

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	920	74%	67%	11%	812	79%	72%	20%
Female	471	81%	74%	16%	469	83%	77%	27%
Male	449	66%	60%	5%	343	73%	64%	11%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	297	68%	61%	8%	261	77%	67%	18%
Hispanic or Latino	559	75%	68%	11%	480	79%	72%	22%
Asian or Native Hawaiian/Other Pacific Islander	38	89%	87%	24%	49	92%	92%	20%
White	23	–	–	–	20	–	–	–
Small Group Totals	26	85%	85%	12%	22	77%	68%	23%
General-Education Students	790	82%	76%	12%	724	86%	78%	22%
Students with Disabilities	130	20%	15%	1%	88	20%	16%	3%
English Proficient	862	77%	71%	11%	756	81%	74%	21%
Limited English Proficient	58	22%	16%	2%	56	48%	43%	5%
Economically Disadvantaged	797	78%	72%	12%				
Not Disadvantaged	123	45%	37%	5%				
Migrant								
Not Migrant	920	74%	67%	11%				

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	2

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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

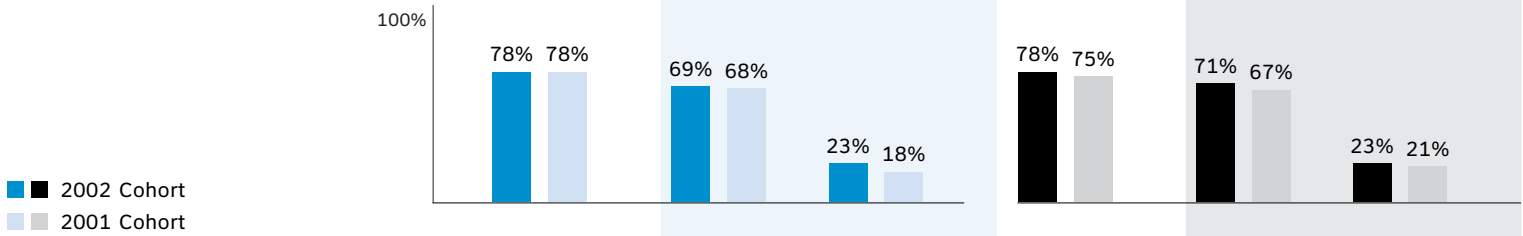
NY State Public

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	920	78%	69%	23%	812	78%	68%	18%
Female	471	83%	73%	23%	469	82%	72%	16%
Male	449	72%	65%	22%	343	73%	63%	20%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	297	71%	60%	16%	261	76%	64%	13%
Hispanic or Latino	559	79%	72%	24%	480	78%	68%	17%
Asian or Native Hawaiian/Other Pacific Islander	38	95%	95%	53%	49	96%	96%	51%
White	23	–	–	–	20	–	–	–
Small Group Totals	26	85%	85%	38%	22	77%	64%	18%
General-Education Students	790	86%	78%	26%	724	86%	76%	20%
Students with Disabilities	130	25%	16%	2%	88	16%	7%	0%
English Proficient	862	80%	71%	24%	756	80%	70%	18%
Limited English Proficient	58	43%	33%	5%	56	50%	39%	9%
Economically Disadvantaged	797	82%	75%	26%				
Not Disadvantaged	123	46%	30%	2%				
Migrant								
Not Migrant	920	78%	69%	23%				

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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*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	10	10	10	8	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.

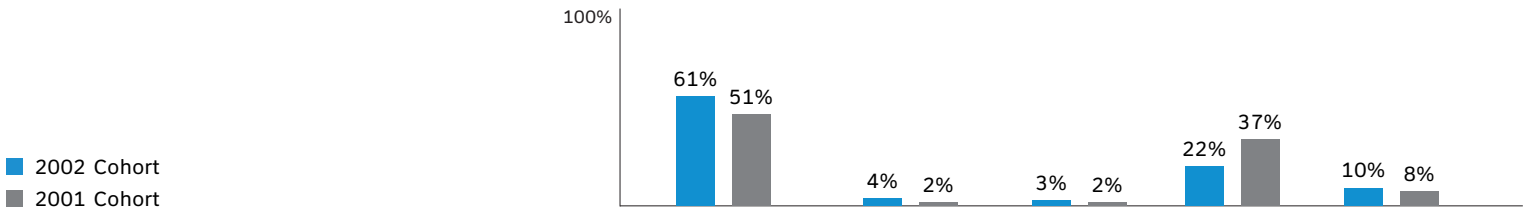
District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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	920	61%	4%	3%	22%	10%
	2001	812	51%	2%	2%	37%	8%
Female	2002	471	70%	3%	3%	16%	9%
	2001	469	57%	1%	1%	33%	7%
Male	2002	449	51%	5%	4%	28%	12%
	2001	343	43%	3%	4%	42%	8%
American Indian or Alaska Native	2002	3	–	–	–	–	–
	2001	2	–	–	–	–	–
Black or African American	2002	297	56%	5%	3%	23%	13%
	2001	261	43%	2%	2%	45%	8%
Hispanic or Latino	2002	559	62%	3%	3%	22%	10%
	2001	480	53%	2%	3%	34%	8%
Asian or Native Hawaiian/Other Pacific Islander	2002	38	79%	0%	3%	13%	5%
	2001	49	67%	0%	0%	27%	6%
White	2002	23	–	–	–	–	–
	2001	20	–	–	–	–	–
Small Group Totals	2002	26	65%	4%	8%	23%	0%
	2001	22	59%	0%	5%	32%	5%
General-Education Students	2002	790	67%	0%	3%	21%	9%
	2001	724	55%	0%	2%	37%	6%
Students with Disabilities	2002	130	22%	25%	3%	29%	21%
	2001	88	18%	18%	5%	39%	20%
English Proficient	2002	862	63%	2%	3%	21%	10%
	2001	756	52%	1%	2%	37%	8%
Limited English Proficient	2002	58	17%	21%	3%	38%	21%
	2001	56	36%	11%	4%	39%	11%
Economically Disadvantaged	2002	797	64%	3%	3%	21%	8%
	2001	724	55%	0%	2%	37%	6%
Not Disadvantaged	2002	123	35%	6%	6%	27%	27%
	2001	88	18%	18%	5%	39%	20%
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	920	61%	4%	3%	22%	10%
	2001	812	51%	2%	2%	37%	8%

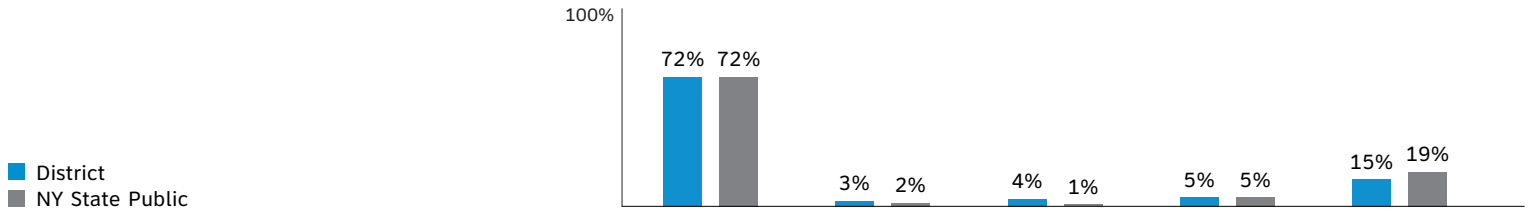
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

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	798	72%	3%	4%	5%	15%
Female	459	78%	2%	3%	3%	15%
Male	339	64%	5%	5%	9%	17%
American Indian or Alaska Native	2	–	–	–	–	–
Black or African American	257	67%	3%	4%	8%	18%
Hispanic or Latino	470	73%	4%	4%	4%	15%
Asian or Native Hawaiian/Other Pacific Islander	48	88%	0%	0%	6%	6%
White	21	–	–	–	–	–
Small Group Totals	23	83%	0%	4%	9%	4%
General-Education Students	700	79%	0%	4%	4%	13%
Students with Disabilities	98	20%	28%	4%	12%	36%
English Proficient	751	73%	2%	4%	5%	15%
Limited English Proficient	47	51%	21%	4%	2%	21%
Economically Disadvantaged	675	77%	3%	3%	4%	13%
Not Disadvantaged	123	43%	7%	10%	11%	30%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	798	72%	3%	4%	5%	15%

NOTES

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