



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 5**

District ID **310500010000**

Superintendent **YVONNE YOUNG**

Telephone **(212) 769-7500**

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	362	359	392
Kindergarten	839	857	856
Grade 1	1227	1205	1098
Grade 2	1210	1161	1058
Grade 3	1221	1199	1089
Grade 4	1157	1091	1039
Grade 5	1301	1204	1087
Grade 6	1348	1352	1204
Ungraded Elementary	680	636	648
Grade 7	1338	1459	1363
Grade 8	1060	1159	1304
Grade 9	547	869	934
Grade 10	461	511	735
Grade 11	325	404	415
Grade 12	308	319	367
Ungraded Secondary	329	314	304
Total K-12	13351	13740	13501

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	25	25
Grade 8			
English	30	29	28
Mathematics	29	30	28
Science	29	31	29
Social Studies	30	29	28
Grade 10			
English		29	27
Mathematics		29	27
Science		26	26
Social Studies	25	27	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	10687	80%	0	0%	10271	76%
Reduced-Price Lunch	939	7%	0	0%	802	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1350	10%	1403	10%	1511	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	38	0%	49	0%	48	0%
Black or African American	8920	67%	8934	65%	8551	63%
Hispanic or Latino	4187	31%	4536	33%	4652	34%
Asian or Native Hawaiian/Other Pacific Islander	88	1%	113	1%	121	1%
White	118	1%	108	1%	129	1%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	245	N/A	357	3%	445	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 # 5**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1024	1356	3458
Percent Not Taught by Highly Qualified Teachers	25%	27%	16%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	90	76	96
Percent with No Valid Teaching Certificate	9%	7%	9%
Individuals Teaching Out of Certification			
Number of Teachers	183	201	203
Percentage of Total	19%	20%	19%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	26%	28%	27%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

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	✓ ^{SH}	✗		–	–	
Other Groups						
Students with Disabilities	✗	✗		✗	✓ ^{SH}	
Limited English Proficient	✗	✓		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 4 of 9	✗ 7 of 9	✓ 1 of 1	✗ 4 of 5	✓ 5 of 5	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

Elementary/Middle-Level English Language Arts




























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

Accountability Measures 4 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

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

How did students in each accountability group perform on 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 (8332:7768)			96%		113	121	114	122
Ethnicity								
American Indian or Alaska Native (32:31)		–	–		110	105		
Black or African American (5195:4890)			97%		113	120	114	122
Hispanic or Latino (2963:2714)			95%		113	120	114	122
Asian or Native Hawaiian/Other Pacific Islander (67:62)			99%		137	110		
White (75:71)			99%		97	111	20	107
Other Groups								
Students with Disabilities ⁴ (2211:1483)			92%		72	119	80‡	85
Limited English Proficient (1292:849)			91%		84	118	94	96
Economically Disadvantaged (5915:5617)			98%		124	121		
Final AYP Determination	 4 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 # 5**

Elementary/Middle-Level Mathematics




























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

Accountability Measures 7 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 (8274:7678)			97%		120	85	
Ethnicity							
American Indian or Alaska Native (32:30)		–	–		103	69	
Black or African American (5136:4775)			97%		115	84	
Hispanic or Latino (2958:2742)			97%		128	84	
Asian or Native Hawaiian/Other Pacific Islander (70:64)			100%		148	74	
White (99:67)			90%		109	74	
Other Groups							
Students with Disabilities ⁴ (2195:1486)			93%		79	83	67† 91
Limited English Proficient (977:913)			98%		107	82	
Economically Disadvantaged (5876:5551)			99%		132	85	
Final AYP Determination	 7 of 9						

NOTES

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




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

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

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

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

AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**















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 (2711:2386)		Qualified		92%		122	100	
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (1694:1488)		Qualified		92%		121	100	
Hispanic or Latino (961:852)		Qualified		93%		123	100	
Asian or Native Hawaiian/Other Pacific Islander (24:21)	–	–	–	–	–	–	–	–
White (28:21)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (519:435)		Did not qualify		89%		94	100	100 95
Limited English Proficient (312:288)		Qualified		96%		97	100	93 98
Economically Disadvantaged (1941:1768)		Qualified		95%		129	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 # 5**

Secondary-Level English Language Arts
















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

Accountability Measures 4 of 5 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

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




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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (354:366)			98%		160	148	
Ethnicity							
American Indian or Alaska Native (4:2)	–	–	–	–	–	–	–
Black or African American (279:286)			99%		165	148	
Hispanic or Latino (67:75)			96%		145	143	
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–
White (4:3)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (14:35)		–	–		89	138	97 100
Limited English Proficient (9:18)	–	–	–	–	–	–	–
Economically Disadvantaged (343:344)			98%		164	148	
Final AYP Determination	 4 of 5						

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 # 5**
















Secondary-Level Mathematics

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

Accountability Measures 5 of 5 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 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 (354:366)			99%		164	140	
Ethnicity							
American Indian or Alaska Native (4:2)	–	–	–	–	–	–	–
Black or African American (279:286)			99%		168	140	
Hispanic or Latino (67:75)			100%		151	135	
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–
White (4:3)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (14:35)		–	–		86	130	68 97
Limited English Proficient (9:18)	–	–	–	–	–	–	–
Economically Disadvantaged (343:344)			99%		169	140	
Final AYP Determination	 5 of 5						

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 # 5**








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 (334)			75%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (257)			76%	55%	
Hispanic or Latino (72)			71%	55%	
Asian or Native Hawaiian/Other Pacific Islander (1)	–		–	–	–
White (4)	–		–	–	–
Other Groups					
Students with Disabilities (32)			22%	55%	1% 23%
Limited English Proficient (6)	–		–	–	–
Economically Disadvantaged (296)			78%	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 # 5**

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

18 schools identified 67% of total

BREAD & ROSES INTEGRATED ARTS HIGH SCHOOL
FREDERICK DOUGLASS SECONDARY SCHOOL
KNOWLEDGE AND POWER PREP ACADEMY IV
KNOWLEDGE AND POWER PREPARATORY ACADEMY II
MANHATTAN THEATRE LAB HIGH SCHOOL
MOTT HALL HIGH SCHOOL
P.S. 30 R. HERNANDEZ/L. HUGHES SCHOOL
P.S. 36 MARGARET DOUGLAS SCHOOL
P.S. 46 ARTHUR TAPPAN SCHOOL
P.S. 92 MARY M. BETHUNE SCHOOL
P.S. 129 JOHN H. FINLEY SCHOOL
P.S. 133 FRED R. MOORE SCHOOL
P.S. 154 HARRIET TUBMAN SCHOOL
P.S. 175 HENRY H. GARNET SCHOOL
P.S. 194 COUNTEE CULLEN SCHOOL
P.S. 197 JOHN B. RUSSWURM SCHOOL
THURGOOD MARSHALL ACADEMY FOR LEARNING & SOCIAL
CHANGE
THURGOOD MARSHALL ACADEMY LOWER SCHOOL

Improvement (Year 1)

4 schools identified 15% of total

CHOIR ACADEMY OF HARLEM
P.S. 123 MAHALIA JACKSON SCHOOL
P.S. 161 PEDRO ALBIZU CAMPOS SCHOOL
P.S. 200 JAMES M. SMITH SCHOOL

Corrective Action

2 schools identified 7% of total

IS 286 RENAISSANCE MILITARY & LEADERSHIP ACADEMY
POWELL MIDDLE SCHOOL FOR LAW AND SOCIAL JUSTICE

Restructuring (Year 2)

1 school identified 4% of total

P.S. 125 RALPH BUNCHE SCHOOL

Requiring Academic Progress (Year 6)

1 school identified 4% of total

I.S. 275

Restructuring (Year 3)

1 school identified 4% of total

I.S. 195 ROBERTO CLEMENTE SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

Summary of 2005–06 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	36%			1061
Grade 4	41%			1056
Grade 5	34%			1134
Grade 6	33%			1309
Grade 7	25%			1451
Grade 8	21%			1370

Mathematics				
Grade 3	57%			1236
Grade 4	57%			1189
Grade 5	37%			1242
Grade 6	43%			1380
Grade 7	32%			1492
Grade 8	25%			1413

Science				
Grade 4	56%			1149
Grade 8	25%			1328

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	60%			429
Mathematics	65%			429

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	60%			429

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:

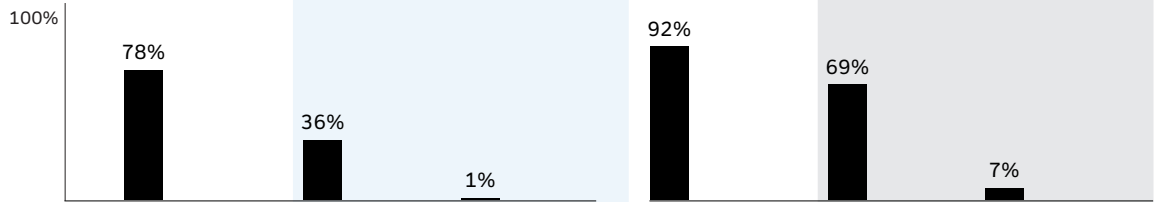
NYC Public Schools

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 # 5**

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: 639	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	824	381	10	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	1061	78%	36%	1%				
Female	526	82%	40%	2%				
Male	535	73%	32%	0%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	768	77%	36%	1%				
Hispanic or Latino	274	80%	37%	1%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	11	73%	27%	0%	This test was not given in 2004-05.			
Small Group Totals	8	88%	50%	0%				
General-Education Students	831	86%	42%	1%				
Students with Disabilities	230	48%	15%	0%				
English Proficient	1028	79%	37%	1%				
Limited English Proficient	33	45%	9%	0%				
Economically Disadvantaged	761	87%	42%	1%				
Not Disadvantaged	300	54%	19%	0%				
Migrant								
Not Migrant	1061	78%	36%	1%				

NOTES

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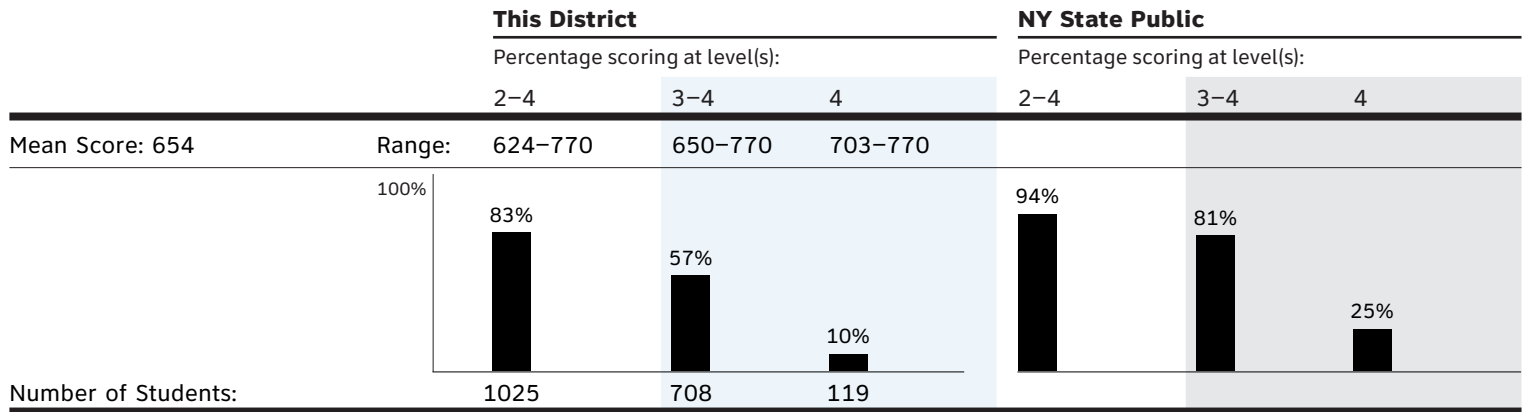
Other Assessments

	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 3 Equivalent	15	15	15	13	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	177	78	53	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 # 5**

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	1236	83%	57%	10%				
Female	613	85%	58%	9%				
Male	623	81%	57%	10%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	796	82%	55%	8%				
Hispanic or Latino	417	84%	62%	12%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	12	92%	67%	0%	This test was not given in 2004-05.			
Small Group Totals	11	100%	64%	27%				
General-Education Students	976	88%	64%	12%				
Students with Disabilities	260	62%	32%	2%				
English Proficient	1022	84%	58%	10%				
Limited English Proficient	214	79%	52%	7%				
Economically Disadvantaged	897	89%	65%	12%				
Not Disadvantaged	339	67%	36%	4%				
Migrant								
Not Migrant	1236	83%	57%	10%				

NOTES

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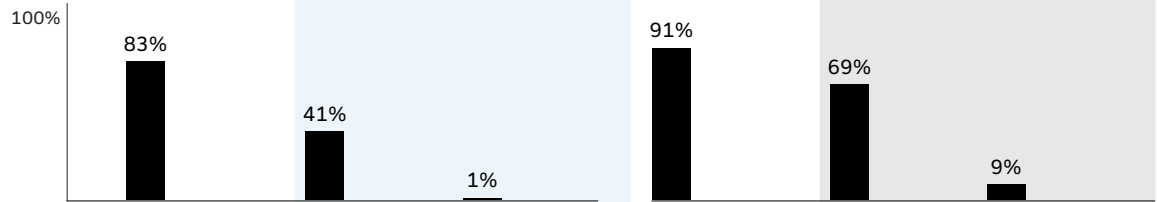
Other Assessments

	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 3 Equivalent	18	17	15	13	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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: 641	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	877	434	7	91%	69%	9%



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	1056	83%	41%	1%				
Female	473	87%	45%	1%				
Male	583	80%	38%	0%				
American Indian or Alaska Native								
Black or African American	732	84%	42%	1%				
Hispanic or Latino	315	81%	39%	1%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	3	-	-	-				
Small Group Totals	9	78%	33%	0%				
General-Education Students	838	90%	47%	1%				
Students with Disabilities	218	57%	17%	0%				
English Proficient	1017	84%	42%	1%				
Limited English Proficient	39	49%	15%	0%				
Economically Disadvantaged	753	91%	48%	1%				
Not Disadvantaged	303	63%	23%	0%				
Migrant								
Not Migrant	1056	83%	41%	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

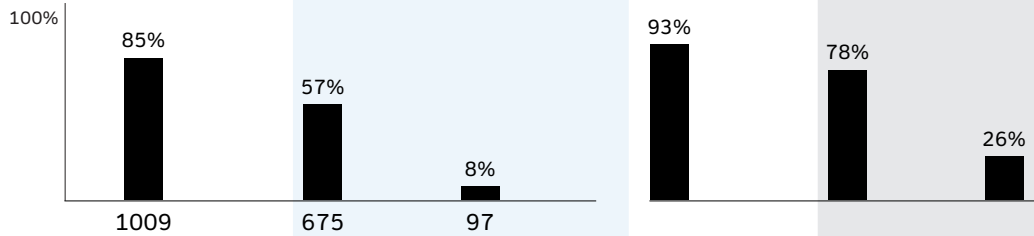
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	17	17	16	14	20	19	16	11
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	115	73	61	N/A	102	53	30	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 # 5**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 653	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	1009	675	97	93%	78%	26%



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	1189	85%	57%	8%				
Female	529	86%	56%	7%				
Male	660	84%	58%	9%				
American Indian or Alaska Native								
Black or African American	737	86%	55%	6%				
Hispanic or Latino	436	83%	58%	12%				
Asian or Native Hawaiian/Other Pacific Islander	10	90%	80%	40%				
White	6	100%	50%	17%				
Small Group Totals								
General-Education Students	938	91%	63%	10%				
Students with Disabilities	251	61%	32%	2%				
English Proficient	1014	87%	58%	9%				
Limited English Proficient	175	73%	47%	5%				
Economically Disadvantaged	848	93%	64%	10%				
Not Disadvantaged	341	66%	39%	3%				
Migrant								
Not Migrant	1189	85%	57%	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

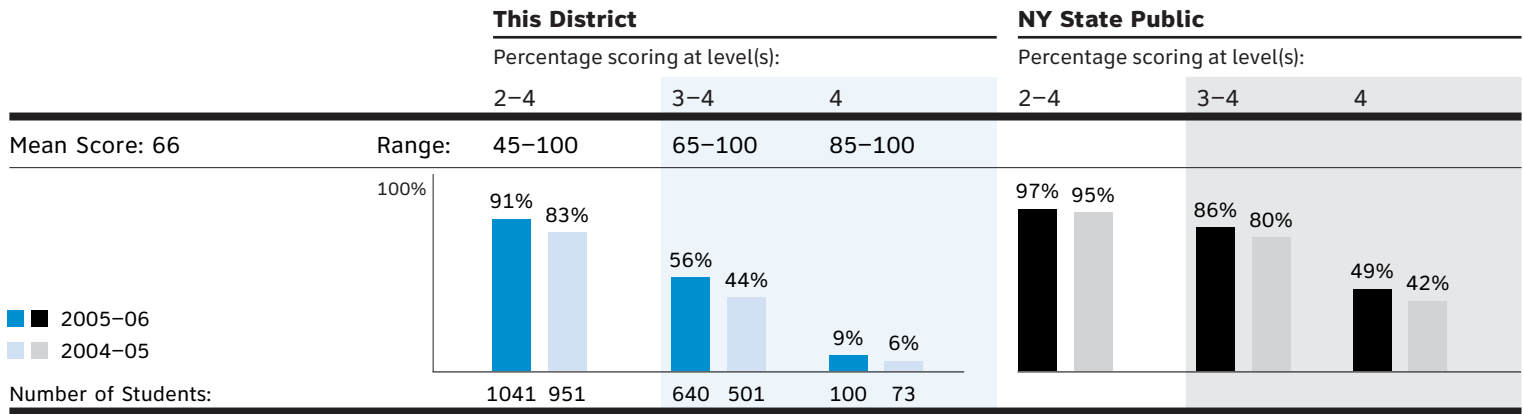
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Other Assessments

	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 4 Equivalent	17	16	15	11	19	18	16	12

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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	1149	91%	56%	9%	1145	83%	44%	6%
Female	516	91%	56%	8%	550	85%	46%	7%
Male	633	90%	55%	10%	595	81%	42%	6%
American Indian or Alaska Native					9	89%	67%	0%
Black or African American	717	92%	56%	7%	724	84%	45%	7%
Hispanic or Latino	416	88%	54%	12%	396	81%	40%	6%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	10%	9	100%	78%	22%
White	6	100%	67%	17%	7	71%	43%	14%
Small Group Totals								
General-Education Students	909	93%	62%	10%	957	86%	47%	7%
Students with Disabilities	240	82%	33%	2%	188	66%	27%	4%
English Proficient	980	92%	59%	9%	980	86%	47%	7%
Limited English Proficient	169	80%	38%	4%	165	64%	25%	0%
Economically Disadvantaged	820	94%	62%	11%	1098	83%	43%	6%
Not Disadvantaged	329	83%	40%	4%	47	83%	55%	9%
Migrant								
Not Migrant	1149	91%	56%	9%	1145	83%	44%	6%

NOTES

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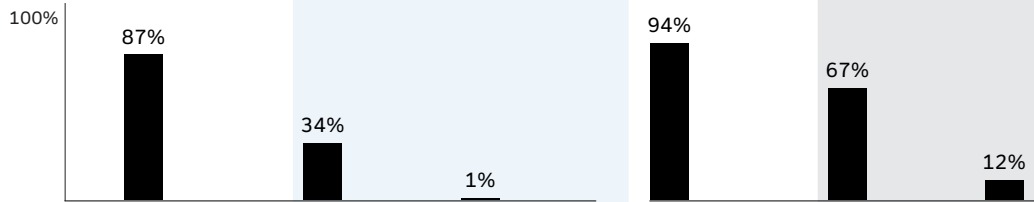
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	14	12	12	11	21	20	17	9

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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: 636	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	981	387	12	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	1134	87%	34%	1%				
Female	515	90%	41%	2%				
Male	619	83%	28%	0%				
American Indian or Alaska Native	9	78%	33%	0%				
Black or African American	767	87%	34%	1%				
Hispanic or Latino	340	84%	34%	1%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	43%	14%				
White	11	82%	36%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	882	92%	40%	1%				
Students with Disabilities	252	67%	12%	0%				
English Proficient	1084	87%	35%	1%				
Limited English Proficient	50	66%	6%	0%				
Economically Disadvantaged	785	93%	40%	1%				
Not Disadvantaged	349	73%	21%	1%				
Migrant								
Not Migrant	1134	87%	34%	1%				

NOTES

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Other Assessments

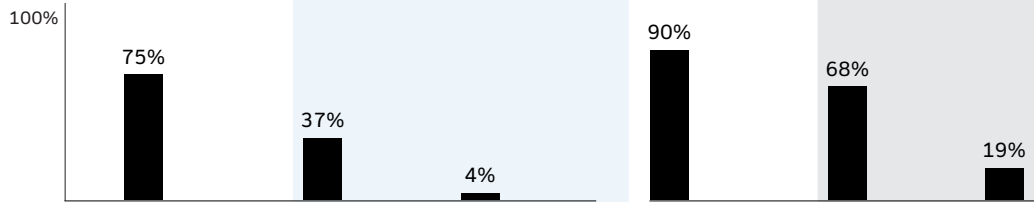
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	18	18	17	15	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	71	40	26	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 # 5**

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: 639	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	933	462	53	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	1242	75%	37%	4%				
Female	569	80%	39%	4%				
Male	673	71%	35%	5%				
American Indian or Alaska Native	9	67%	22%	0%				
Black or African American	774	74%	34%	3%				
Hispanic or Latino	436	78%	42%	6%				
Asian or Native Hawaiian/Other Pacific Islander	11	82%	55%	0%				
White	12	58%	42%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	969	82%	42%	5%				
Students with Disabilities	273	52%	21%	2%				
English Proficient	1087	76%	38%	4%				
Limited English Proficient	155	70%	32%	3%				
Economically Disadvantaged	868	82%	42%	5%				
Not Disadvantaged	374	59%	26%	2%				
Migrant								
Not Migrant	1242	75%	37%	4%				

NOTES

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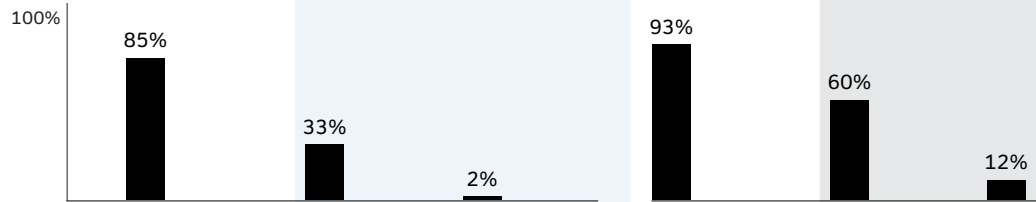
Other Assessments

	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 5 Equivalent	18	16	13	12	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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: 631	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1114	431	20			



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	1309	85%	33%	2%				
Female	652	90%	39%	3%				
Male	657	80%	27%	0%				
American Indian or Alaska Native	8	75%	50%	0%				
Black or African American	815	84%	32%	1%				
Hispanic or Latino	461	88%	33%	2%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	46%	8%				
White	12	75%	33%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1077	92%	38%	2%				
Students with Disabilities	232	53%	9%	0%				
English Proficient	1242	86%	34%	2%				
Limited English Proficient	67	66%	4%	0%				
Economically Disadvantaged	956	93%	39%	2%				
Not Disadvantaged	353	63%	17%	1%				
Migrant								
Not Migrant	1309	85%	33%	2%				

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	19	19	18	17	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	50	26	13	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 # 5**

This District's Results in Grade 6 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: 640	Range: 616-780	650-780	696-780			
Number of Students:	1084	599	64			

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	1380	79%	43%	5%				
Female	677	84%	49%	5%				
Male	703	73%	38%	5%				
American Indian or Alaska Native	7	71%	57%	14%				
Black or African American	838	76%	37%	3%				
Hispanic or Latino	507	83%	52%	7%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	14%				
White	14	57%	29%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1141	85%	49%	5%				
Students with Disabilities	239	46%	16%	1%				
English Proficient	1260	79%	45%	5%				
Limited English Proficient	120	69%	25%	4%				
Economically Disadvantaged	1013	86%	50%	5%				
Not Disadvantaged	367	57%	25%	2%				
Migrant								
Not Migrant	1380	79%	43%	5%				

NOTES

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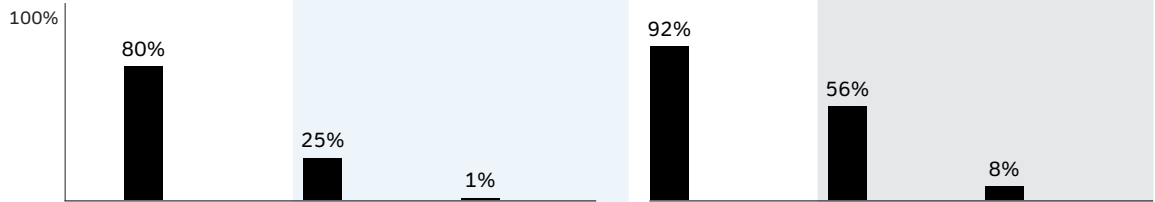
Other Assessments

	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 6 Equivalent	18	16	15	11	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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: 625	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1162	365	14	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	1451	80%	25%	1%				
Female	717	84%	27%	1%				
Male	734	77%	23%	1%				
American Indian or Alaska Native	8	88%	13%	0%				
Black or African American	924	78%	24%	0%				
Hispanic or Latino	505	84%	27%	2%				
Asian or Native Hawaiian/Other Pacific Islander	8	88%	63%	0%				
White	6	67%	33%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1215	85%	29%	1%				
Students with Disabilities	236	54%	8%	0%				
English Proficient	1359	81%	26%	1%				
Limited English Proficient	92	65%	7%	0%				
Economically Disadvantaged	1062	87%	29%	1%				
Not Disadvantaged	389	61%	14%	1%				
Migrant								
Not Migrant	1451	80%	25%	1%				

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Other Assessments

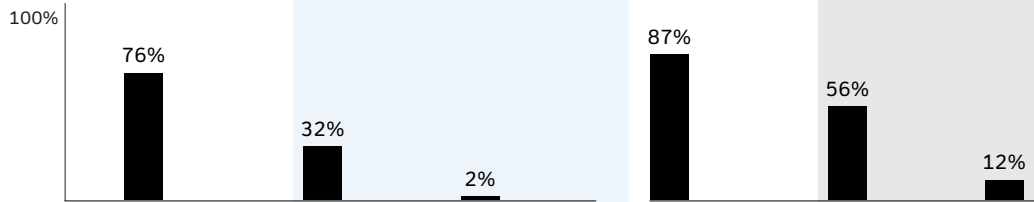
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	14	14	13	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	63	30	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 # 5**

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: 630	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	76%	32%	2%	87%	56%	12%
Number of Students:	1129	483	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	1492	76%	32%	2%				
Female	736	77%	35%	3%				
Male	756	74%	29%	2%				
American Indian or Alaska Native	8	75%	25%	0%				
Black or African American	914	74%	28%	2%				
Hispanic or Latino	551	79%	38%	3%				
Asian or Native Hawaiian/Other Pacific Islander	12	83%	58%	8%				
White	7	71%	29%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1261	81%	37%	3%				
Students with Disabilities	231	47%	8%	0%				
English Proficient	1333	77%	34%	3%				
Limited English Proficient	159	63%	18%	0%				
Economically Disadvantaged	1103	83%	38%	3%				
Not Disadvantaged	389	56%	16%	1%				
Migrant								
Not Migrant	1492	76%	32%	2%				

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	13	12	11	10	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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: 624	602-790	650-790	715-790			
Number of Students:	1075	294	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	1370	78%	21%	0%				
Female	676	83%	26%	1%				
Male	694	74%	17%	0%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	897	76%	20%	0%				
Hispanic or Latino	443	84%	24%	1%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	14	79%	36%	0%				
Small Group Totals	16	88%	19%	0%				
General-Education Students	1158	84%	25%	0%				
Students with Disabilities	212	47%	3%	0%				
English Proficient	1302	80%	22%	0%				
Limited English Proficient	68	57%	4%	0%				
Economically Disadvantaged	1014	87%	26%	0%				
Not Disadvantaged	356	55%	9%	0%				
Migrant								
Not Migrant	1370	78%	21%	0%				

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

NOTES

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Other Assessments

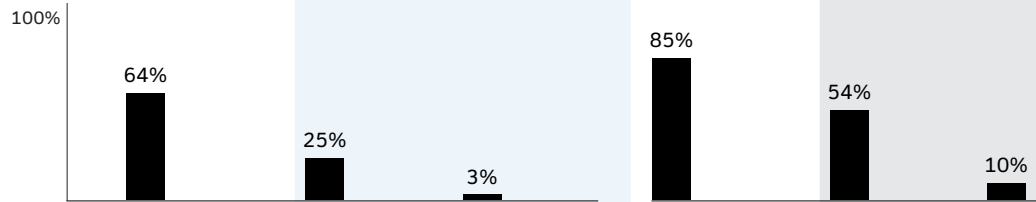
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	15	14	12	21	21	19	13
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	76	39	27	N/A	49	37	31	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 # 5**

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: 625	616-775	650-775	701-775			
Range:						
Number of Students:	901	348	42			



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	1413	64%	25%	3%				
Female	692	64%	25%	3%				
Male	721	63%	25%	3%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	881	60%	22%	2%				
Hispanic or Latino	495	70%	29%	4%				
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-				
White	20	65%	35%	0%				
Small Group Totals	17	59%	24%	0%				
General-Education Students	1196	69%	28%	3%				
Students with Disabilities	217	35%	7%	0%				
English Proficient	1268	65%	26%	3%				
Limited English Proficient	145	52%	16%	0%				
Economically Disadvantaged	1060	71%	29%	4%				
Not Disadvantaged	353	41%	12%	1%				
Migrant								
Not Migrant	1413	64%	25%	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

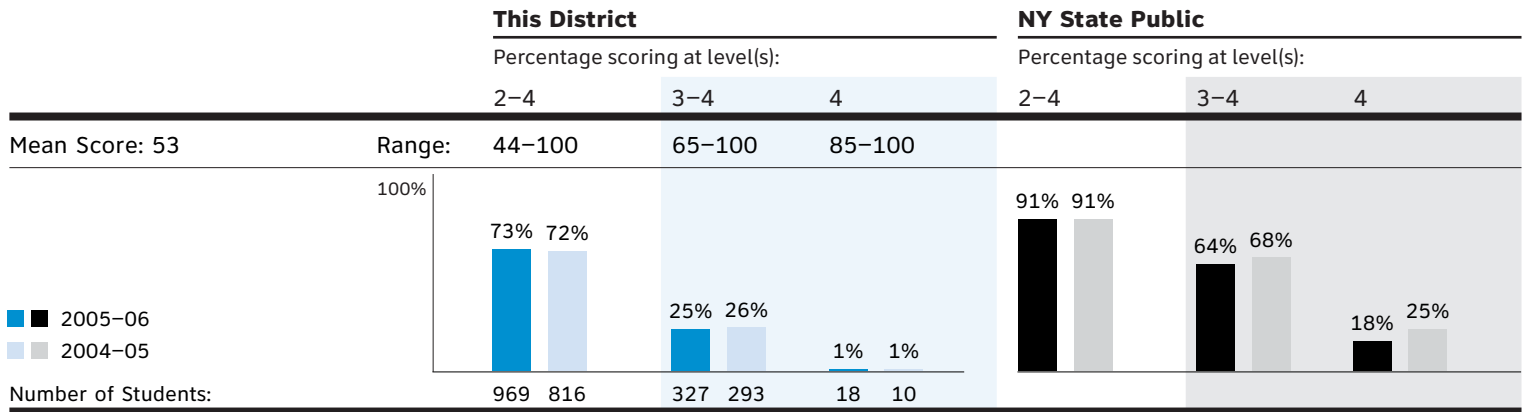
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Other Assessments

	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	14	14	13	13	21	21	18	15

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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	1328	73%	25%	1%	1137	72%	26%	1%
Female	660	75%	24%	1%	560	77%	26%	1%
Male	668	71%	25%	1%	577	67%	25%	1%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	819	72%	23%	1%	746	69%	23%	1%
Hispanic or Latino	474	74%	26%	2%	376	79%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	5	-	-	-
White	18	67%	44%	11%	7	43%	14%	0%
Small Group Totals	17	76%	35%	0%	8	50%	25%	0%
General-Education Students	1131	77%	27%	2%	942	78%	29%	1%
Students with Disabilities	197	50%	9%	1%	195	44%	10%	0%
English Proficient	1187	75%	26%	2%	1031	74%	27%	1%
Limited English Proficient	141	53%	11%	0%	106	54%	14%	0%
Economically Disadvantaged	1026	78%	28%	2%	1083	72%	26%	1%
Not Disadvantaged	302	57%	14%	1%	54	67%	20%	0%
Migrant								
Not Migrant	1328	73%	25%	1%	1137	72%	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 8 Equivalent	13	13	12	11	22	21	19	15
Regents Science	0				7	4	3	0

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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):

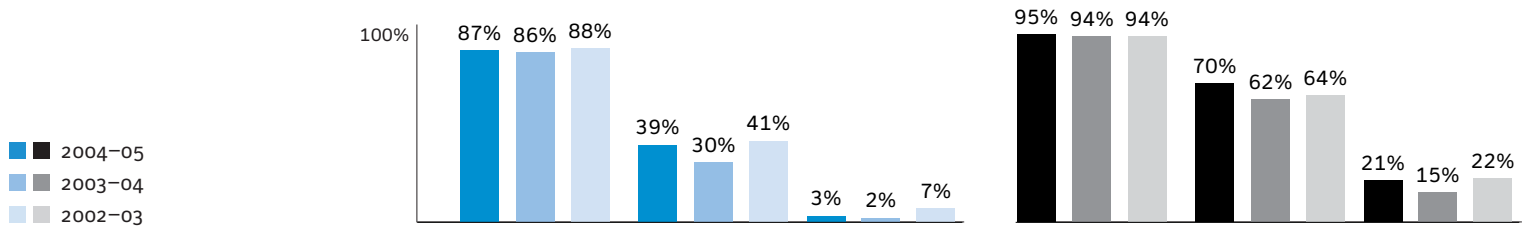
2-4 3-4 4

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	138	529	386	37	1090	634
Feb 2004	169	685	345	27	1226	630
Feb 2003	106	408	295	60	869	638

Grade 8

This School

Percentage scoring at level(s):

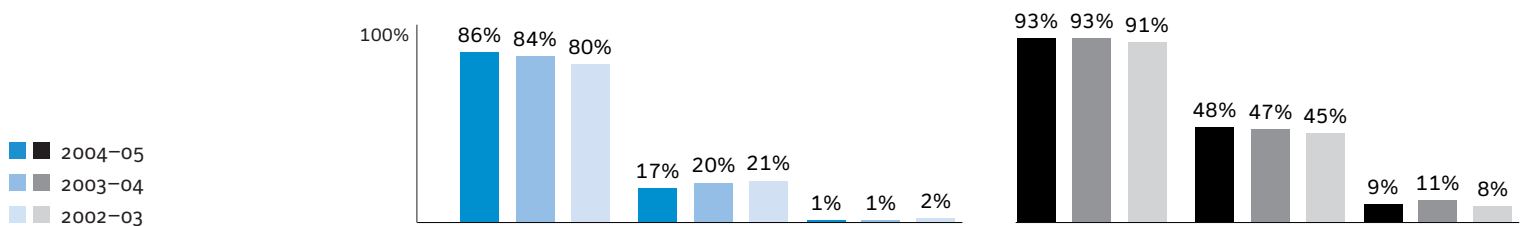
2-4 3-4 4

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	179	871	209	10	1269	677
Jan 2004	179	738	212	14	1143	679
Jan 2003	225	657	212	20	1114	678

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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

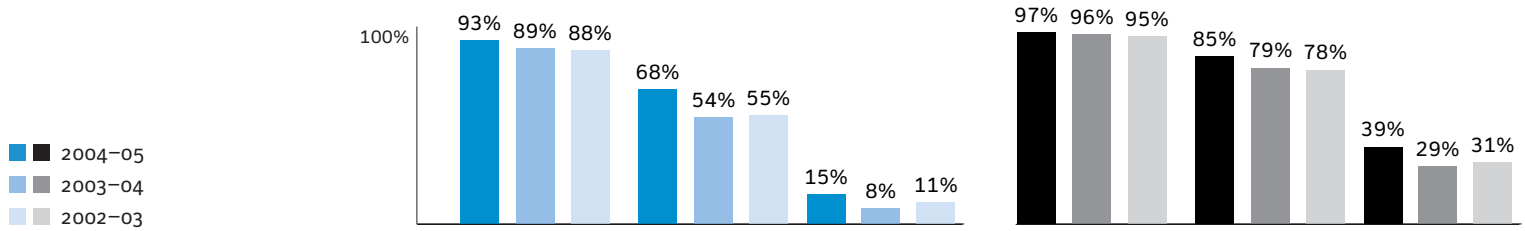
Percentage scoring at level(s):

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
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	89	291	635	174	1189	647
May 2004	140	470	602	105	1317	636
May 2003	104	301	397	98	900	639

Grade 8

This School

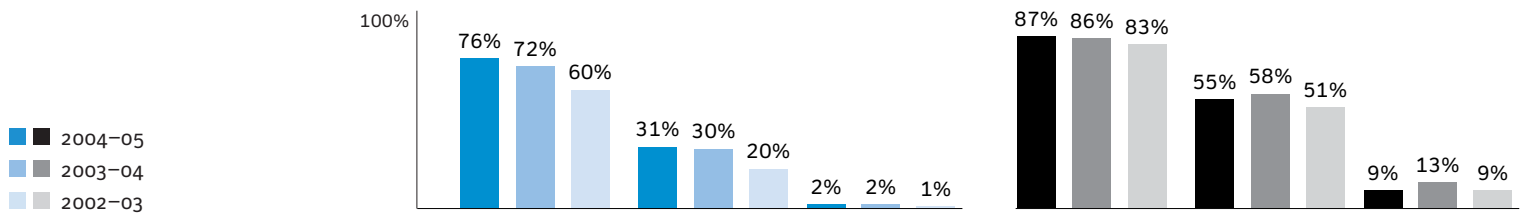
Percentage scoring at level(s):

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	308	563	370	22	1263	698
May 2004	329	483	315	28	1155	693
May 2003	472	459	223	13	1167	682

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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

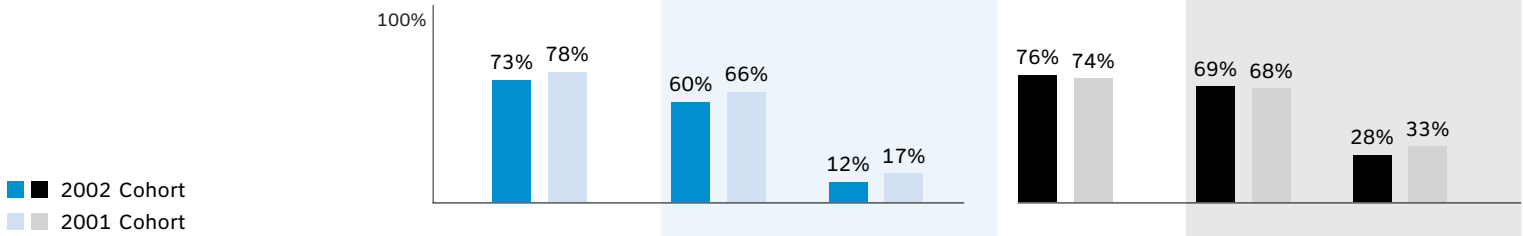
NY State Public

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*	Percentage scoring at level(s):			2001 Cohort*	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	429	73%	60%	12%	388	78%	66%	17%
Female	236	78%	65%	15%	227	82%	71%	19%
Male	193	66%	54%	8%	161	72%	59%	14%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	334	76%	63%	12%	285	81%	68%	16%
Hispanic or Latino	87	62%	52%	11%	98	68%	60%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	5	–	–	–	3	–	–	–
Small Group Totals	8	38%	25%	0%	5	80%	80%	40%
General-Education Students	371	82%	68%	14%	345	85%	73%	19%
Students with Disabilities	58	16%	12%	0%	43	23%	9%	0%
English Proficient	408	75%	62%	12%	370	81%	69%	18%
Limited English Proficient	21	29%	29%	5%	18	17%	6%	0%
Economically Disadvantaged	394	76%	63%	12%				
Not Disadvantaged	35	31%	29%	9%				
Migrant								
Not Migrant	429	73%	60%	12%				

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*	Number scoring at level(s):			2001 Cohort*	Number scoring at level(s):		
	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	13	11	10	9	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 # 5**

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

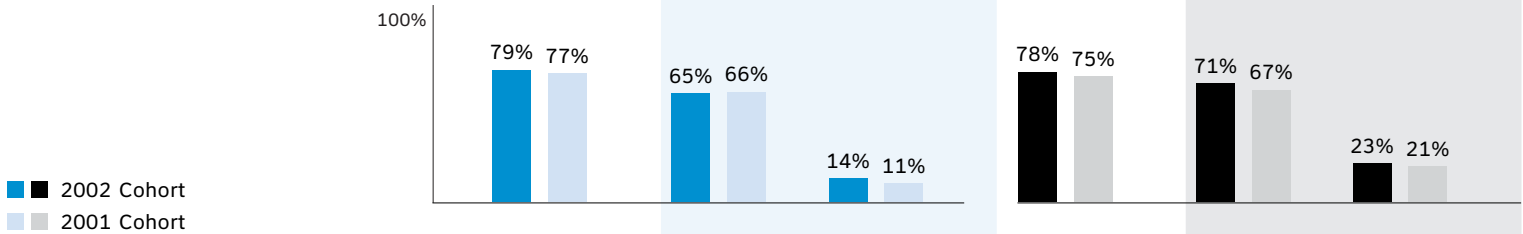
NY State Public

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	429	79%	65%	14%	388	77%	66%	11%
Female	236	82%	68%	13%	227	81%	69%	15%
Male	193	74%	62%	16%	161	71%	61%	5%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	334	81%	67%	16%	285	82%	69%	9%
Hispanic or Latino	87	72%	60%	11%	98	63%	55%	12%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	5	–	–	–	3	–	–	–
Small Group Totals	8	63%	38%	0%	5	80%	80%	40%
General-Education Students	371	88%	74%	16%	345	86%	73%	12%
Students with Disabilities	58	16%	10%	2%	43	5%	5%	0%
English Proficient	408	80%	67%	14%	370	80%	69%	11%
Limited English Proficient	21	57%	33%	14%	18	11%	6%	0%
Economically Disadvantaged	394	83%	69%	16%				
Not Disadvantaged	35	26%	20%	0%				
Migrant								
Not Migrant	429	79%	65%	14%				

NOTES

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

Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	14	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.

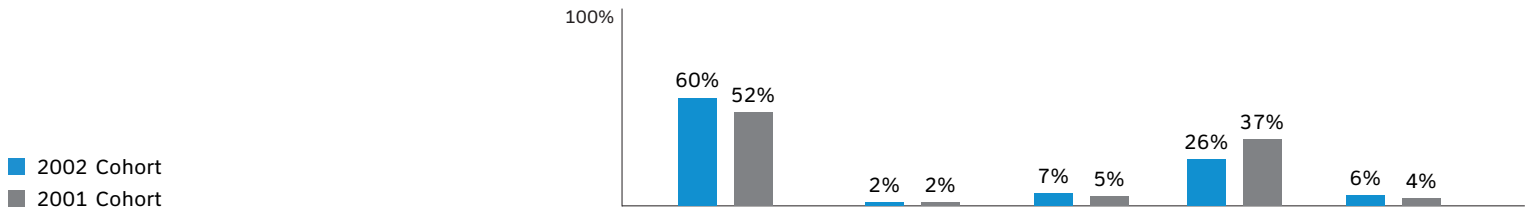
District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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	429	60%	2%	7%	26%	6%
	2001	388	52%	2%	5%	37%	4%
Female	2002	236	64%	2%	5%	23%	6%
	2001	227	56%	2%	2%	37%	4%
Male	2002	193	54%	3%	9%	28%	6%
	2001	161	48%	2%	9%	36%	4%
American Indian or Alaska Native	2002	3	–	–	–	–	–
	2001	1	–	–	–	–	–
Black or African American	2002	334	63%	1%	7%	24%	5%
	2001	285	55%	2%	5%	36%	2%
Hispanic or Latino	2002	87	52%	5%	7%	29%	8%
	2001	98	46%	1%	5%	39%	9%
Asian or Native Hawaiian/Other Pacific Islander	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	1	–	–	–	–	–
White	2002	5	–	–	–	–	–
	2001	3	–	–	–	–	–
Small Group Totals	2002	8	25%	0%	13%	50%	13%
	2001	5	40%	0%	20%	40%	0%
General-Education Students	2002	371	66%	0%	8%	23%	3%
	2001	345	57%	0%	6%	35%	3%
Students with Disabilities	2002	58	17%	16%	3%	43%	21%
	2001	43	19%	19%	2%	47%	14%
English Proficient	2002	408	61%	2%	7%	25%	5%
	2001	370	55%	2%	5%	35%	3%
Limited English Proficient	2002	21	33%	0%	10%	43%	14%
	2001	18	6%	6%	0%	67%	22%
Economically Disadvantaged	2002	394	63%	1%	7%	25%	4%
	2001	35	26%	14%	6%	34%	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	429	60%	2%	7%	26%	6%
	2001	388	52%	2%	5%	37%	4%

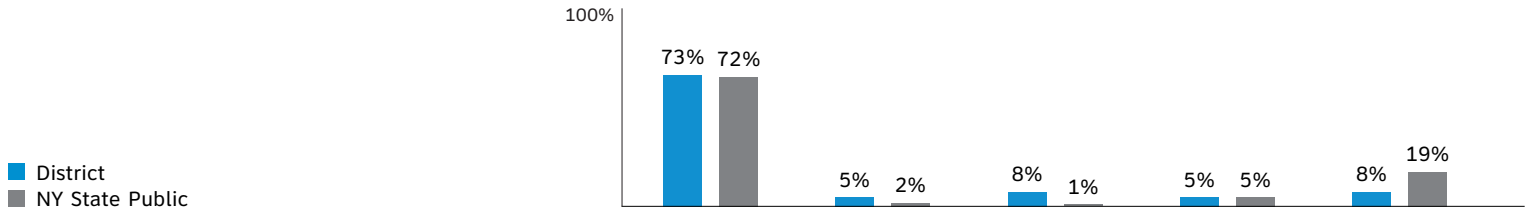
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

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	367	73%	5%	8%	5%	8%
Female	210	79%	4%	4%	5%	8%
Male	157	64%	6%	15%	6%	8%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	276	76%	6%	8%	5%	6%
Hispanic or Latino	86	63%	2%	10%	8%	16%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–
White	3	–	–	–	–	–
Small Group Totals	5	80%	0%	20%	0%	0%
General-Education Students	318	81%	0%	9%	5%	4%
Students with Disabilities	49	16%	39%	2%	8%	35%
English Proficient	355	75%	5%	9%	5%	6%
Limited English Proficient	12	8%	25%	0%	8%	58%
Economically Disadvantaged	314	79%	4%	8%	6%	4%
Not Disadvantaged	53	38%	15%	13%	2%	32%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	367	73%	5%	8%	5%	8%

NOTES

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