



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 6**

District ID **310600010000**

Superintendent **FRANCESCA PENA**

Telephone **(212) 521-3716**

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	284	284	317
Kindergarten	2420	2260	2067
Grade 1	2797	2856	2517
Grade 2	2823	2660	2552
Grade 3	3001	2721	2481
Grade 4	2919	2774	2429
Grade 5	3040	2926	2633
Grade 6	2777	2735	2594
Ungraded Elementary	912	867	904
Grade 7	2889	2810	2734
Grade 8	2781	2918	2721
Grade 9	1661	1783	1562
Grade 10	1311	1358	1310
Grade 11	833	986	1031
Grade 12	547	771	783
Ungraded Secondary	597	603	579
Total K-12	31308	31028	28897

Average Class Size

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

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	27404	88%	0	0%	24991	86%
Reduced-Price Lunch	1382	4%	0	0%	1339	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	10610	34%	10716	35%	10973	38%
Racial/Ethnic Origin						
American Indian or Alaska Native	55	0%	59	0%	58	0%
Black or African American	2834	9%	2768	9%	2324	8%
Hispanic or Latino	27572	88%	27320	88%	25560	88%
Asian or Native Hawaiian/Other Pacific Islander	315	1%	351	1%	374	1%
White	532	2%	530	2%	581	2%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	626	N/A	901	3%	573	2%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2104	3437	5989
Percent Not Taught by Highly Qualified Teachers	25%	26%	15%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	188	154	144
Percent with No Valid Teaching Certificate	10%	7%	7%
Individuals Teaching Out of Certification			
Number of Teachers	428	506	396
Percentage of Total	22%	24%	19%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	36%	32%	33%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

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:

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

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 Improvement (Year 3)

Science Good Standing

Secondary Level

ELA Improvement (Year 4)

Math Improvement (Year 3)

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	✓ ^{SH}	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓ ^{SH}	✓	–	✓	✓	–
Hispanic or Latino	✓ ^{SH}	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	✓	✓	–
White	✓	✓	–	–	–	–
Other Groups						
Students with Disabilities	✗	✓ ^{SH}	–	✗	✗	–
Limited English Proficient	✗	✓	–	✗	✗	–
Economically Disadvantaged	✓ ^{SH}	✓	–	✓	✓	–
Student groups making AYP in each subject	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 7	✗ 5 of 7	✓ 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

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 4)

Accountability Measures

6 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 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 (16873:15774)	✓ ^{SH}	✓	97%	✓ ^{SH}	115	121	112	124
Ethnicity								
American Indian or Alaska Native (27:27)	–	–	–	–	–	–	–	–
Black or African American (1215:1137)	✓ ^{SH}	✓	97%	✓ ^{SH}	112	119	112	121
Hispanic or Latino (15217:14215)	✓ ^{SH}	✓	97%	✓ ^{SH}	115	121	111	124
Asian or Native Hawaiian/Other Pacific Islander (135:128)	✓	✓	97%	✓	163	113		
White (279:267)	✓	✓	99%	✓	157	115		
Other Groups								
Students with Disabilities ⁴ (3138:2113)	✗	✗	91%	✓ ^{SH}	73	120	73	86
Limited English Proficient (8091:5186)	✗	✗	93%	✓ ^{SH}	80	120	78	92
Economically Disadvantaged (13055:12339)	✓ ^{SH}	✓	98%	✓ ^{SH}	120	121	112	128
Final AYP Determination	✗ 6 of 8							

NOTES

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Improvement (Year 3)

Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [218]

How did students in each accountability group perform on elementary/middle-level 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 (16921:15932)	✓	✓	99%	✓	127	85	
Ethnicity							
American Indian or Alaska Native (28:27)	–	–	–	–	–	–	–
Black or African American (1211:1116)	✓	✓	98%	✓	111	83	
Hispanic or Latino (15267:14399)	✓	✓	99%	✓	127	85	
Asian or Native Hawaiian/Other Pacific Islander (135:126)	✓	✓	97%	✓	167	77	
White (280:264)	✓	✓	98%	✓	163	79	
Other Groups							
Students with Disabilities ⁴ (2339:2163)	✓ ^{SH}	✓	95%	✓ ^{SH}	83	84	63 95
Limited English Proficient (5835:5435)	✓	✓	98%	✓	99	85	
Economically Disadvantaged (13085:12458)	✓	✓	99%	✓	133	85	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status
for This Subject
(2006–07)

Good Standing

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	Target 2006–07
All Students (5633:5093)	✓	Qualified	✓	95%	✓	123	100		
Ethnicity									
American Indian or Alaska Native (9:9)		–	–	–	–	–	–		–
Black or African American (368:317)		Qualified	✓	90%	✓	123	100		
Hispanic or Latino (5122:4643)		Qualified	✓	95%	✓	122	100		
Asian or Native Hawaiian/Other Pacific Islander (42:39)		Qualified	✓	98%	✓	164	100		
White (92:85)		Qualified	✓	97%	✓	140	100		
Other Groups									
Students with Disabilities (759:660)		Qualified	✓	89%	✓	89	100	80	90
Limited English Proficient (1863:1675)		Qualified	✓	96%	✓	90	100	74	91
Economically Disadvantaged (4371:4026)		Qualified	✓	96%	✓	127	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

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 (885:920)	✓	✓	99%	✓	158	150		
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (168:189)	✓	✓	99%	✓	159	146		
Hispanic or Latino (648:663)	✓	✓	99%	✓	155	150		
Asian or Native Hawaiian/Other Pacific Islander (41:41)	✓	✓	100%	✓	200	139		
White (26:26)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (21:54)	✗	–	–	✗	85	141	97	97
Limited English Proficient (133:162)	✗	✓	98%	✗	96	146	107†	106
Economically Disadvantaged (661:705)	✓	✓	100%	✓	160	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
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Improvement (Year 3)

Accountability Measures

5 of 7

Student groups making AYP in Mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (885:920)	✓	✓	100%	✓	165	142		
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (168:189)	✓	✓	99%	✓	165	138		
Hispanic or Latino (648:663)	✓	✓	100%	✓	162	142		
Asian or Native Hawaiian/Other Pacific Islander (41:41)	✓	✓	100%	✓	195	131		
White (26:26)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (21:54)	✗	–	–	✗	85	133	100	97
Limited English Proficient (133:162)	✗	✓	98%	✗	119	138	136†	127
Economically Disadvantaged (661:705)	✓	✓	100%	✓	168	142		
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
- ✓SH 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		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (965)			67%	55%	
Ethnicity					
American Indian or Alaska Native (2)		–	–	–	– –
Black or African American (208)			67%	55%	
Hispanic or Latino (725)			66%	55%	
Asian or Native Hawaiian/Other Pacific Islander (13)		–	–	–	– –
White (17)		–	–	–	– –
Other Groups					
Students with Disabilities (65)			23%	55%	18% 24%
Limited English Proficient (189)			49%	55%	51% 50%
Economically Disadvantaged (690)			74%	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 # 6**

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 53% of total

A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL
AMISTAD DUAL LANGUAGE SCHOOL
CITY COLLEGE ACADEMY OF THE ARTS
HEALTH CAREERS & SCIENCES HIGH SCHOOL
HIGH SCHOOL - LAW & PUBLIC SERVICE
HIGH SCHOOL - MEDIA & COMMUNICATIONS
HIGH SCHOOL INTERNATIONAL - BUSINESS & FINANCE
HIGH SCHOOL MATH SCIENCE AND ENGINEERING AT CCNY
I.S. 528 BEA FULLER ROGERS SCHOOL
IS 223 MOTT HALL
MIDDLE SCHOOL 322
MS 319 MARIE TERESA
MS 321 MINERVA
MS 324 PATRIA
MS 326 WRITERS TODAY & LEADERS TOMORROW
MS 328 MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY
MUSCOTA
P.S. 18 PARK TERRACE EARLY CHILDHOOD ACADEMY
P.S. 187 HUDSON CLIFFS SCHOOL
P.S. 210 21ST CENTURY ACADEMY
PROFESSOR JUAN BOSCH PUBLIC SCHOOL
PS 325
PS/IS 278

Improvement (Year1)

3 schools identified 7% of total

GREGORIO LUPERON HIGH SCH OF MATH & SCIENCE
P.S. 152 DYCKMAN VALLEY SCHOOL
P.S. 173

Corrective Action

2 schools identified 5% of total

P.S. 5 ELLEN LURIE SCHOOL
P.S. 128 AUDUBON SCHOOL

Planning for Restructuring

2 schools identified 5% of total

J.H.S. 52 INWOOD JUNIOR HIGH SCHOOL
P.S. 132 JUAN PABLO DUARTE SCHOOL

Restructuring (Year 1)

3 schools identified 7% of total

P.S. 8 LUIS BELLARD SCHOOL
P.S. 28 WRIGHT BROTHERS SCHOOL
P.S. 98 SHORAC KAPPOCK SCHOOL

Restructuring (Year 2)

5 schools identified 12% of total

(continued)

3

School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

⬆ Restructuring (Year 2) (continued)

J.H.S. 143 E. ROOSEVELT JUNIOR HIGH SCHOOL
P.S. 48 PO MICHAEL J BUCZEK SCHOOL
P.S. 153 ADAM CLAYTON POWELL SCHOOL
P.S. 189
PS 4 DUKE ELLINGTON SCHOOL

⬆ Restructuring (Year 3)

3 schools identified 7% of total

I.S. 218 SALOME UKENA
P.S. 115 ALEXANDER HUMBOLDT SCHOOL
P.S. 192 JACOB H. SCHIFF SCHOOL

■ Requiring Academic Progress (Year 7)















2 schools identified 5% of total



I.S. 90 MIRABEL SISTERS SCHOOL
I.S. 164 EDWARD W. STITT SCHOOL


District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

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	53%			1475
Grade 4	45%			1801
Grade 5	44%			2226
Grade 6	34%			2246
Grade 7	32%			2363
Grade 8	26%			2350
Mathematics				
Grade 3	65%			2632
Grade 4	56%			2576
Grade 5	48%			2810
Grade 6	38%			2741
Grade 7	34%			2852
Grade 8	30%			2882
Science				
Grade 4	53%			2559
Grade 8	26%			2736

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	59%			1114
Mathematics	64%			1114

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	50%			1114

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.

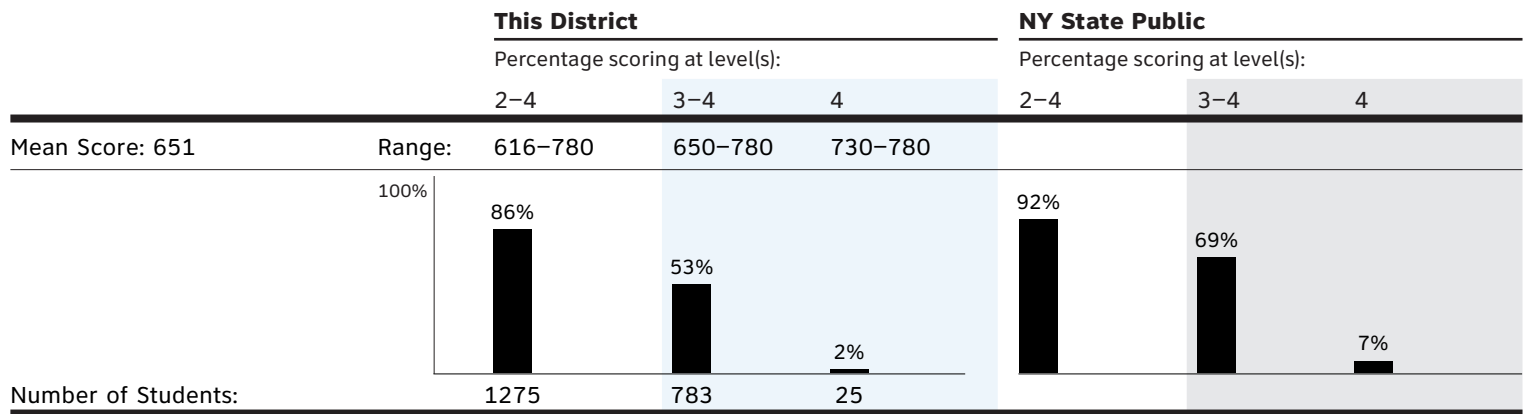
This District's N/RC Category:

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 # 6**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1475	86%	53%	2%				
Female	708	89%	59%	2%				
Male	767	84%	48%	1%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	199	81%	42%	1%				
Hispanic or Latino	1212	87%	54%	2%				
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—				
White	39	90%	72%	0%	This test was not given in 2004-05.			
Small Group Totals	25	92%	76%	8%				
General-Education Students	1270	91%	59%	2%				
Students with Disabilities	205	57%	20%	0%				
English Proficient	1394	89%	55%	2%				
Limited English Proficient	81	51%	17%	1%				
Economically Disadvantaged	1150	91%	57%	2%				
Not Disadvantaged	325	70%	38%	2%				
Migrant								
Not Migrant	1475	86%	53%	2%				

NOTES

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

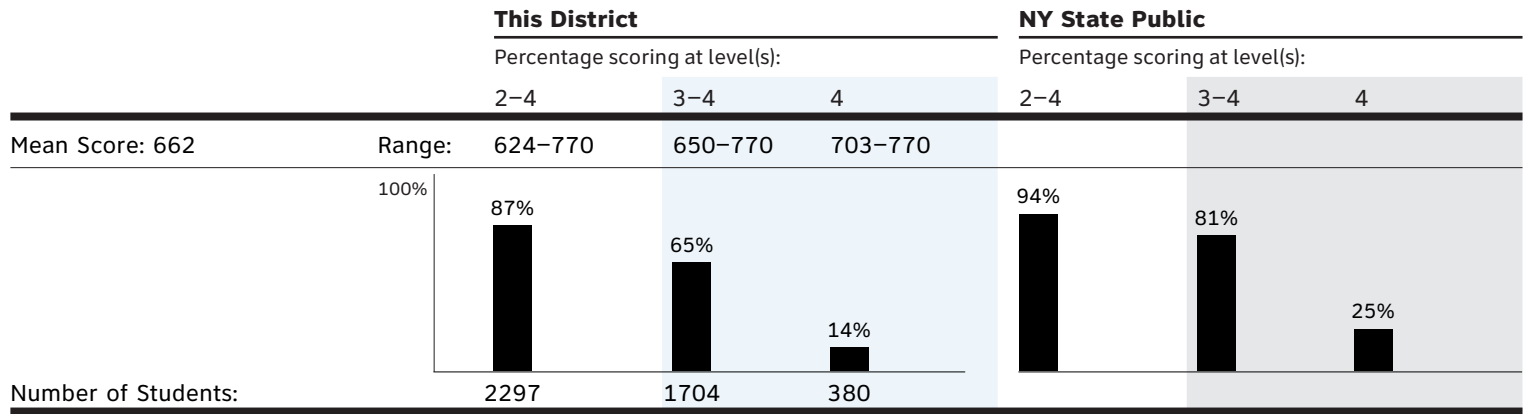
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	29	27	25	21	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1110	448	288	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 # 6**

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	2632	87%	65%	14%				
Female	1263	87%	66%	16%				
Male	1369	87%	64%	13%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	209	89%	64%	11%				
Hispanic or Latino	2347	87%	64%	14%				
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—				
White	47	94%	85%	34%	This test was not given in 2004-05.			
Small Group Totals	29	93%	90%	41%				
General-Education Students	2279	90%	68%	16%				
Students with Disabilities	353	71%	41%	3%				
English Proficient	1425	93%	77%	22%				
Limited English Proficient	1207	80%	50%	5%				
Economically Disadvantaged	2111	90%	68%	16%				
Not Disadvantaged	521	75%	50%	9%				
Migrant								
Not Migrant	2632	87%	65%	14%				

NOTES

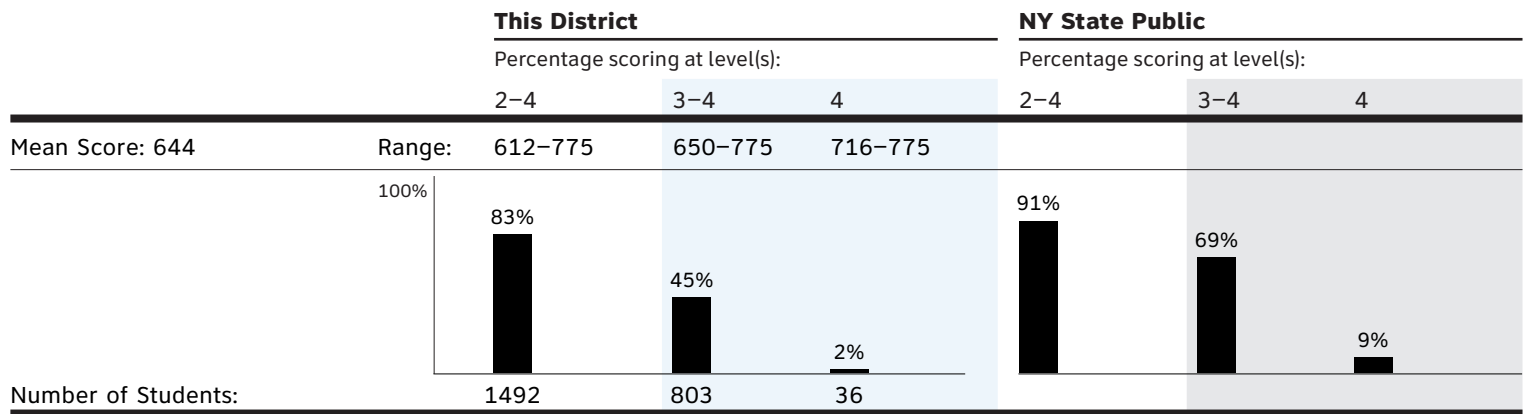
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	28	24	20	16	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1801	83%	45%	2%				
Female	911	86%	49%	3%				
Male	890	80%	40%	1%				
American Indian or Alaska Native	5	60%	20%	0%				
Black or African American	164	75%	31%	1%				
Hispanic or Latino	1565	83%	45%	2%				
Asian or Native Hawaiian/Other Pacific Islander	21	100%	95%	14%				
White	46	89%	70%	13%				
Small Group Totals								
General-Education Students	1566	88%	49%	2%				
Students with Disabilities	235	46%	12%	0%				
English Proficient	1610	88%	49%	2%				
Limited English Proficient	191	43%	6%	0%				
Economically Disadvantaged	1441	88%	48%	2%				
Not Disadvantaged	360	61%	33%	4%				
Migrant								
Not Migrant	1801	83%	45%	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

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

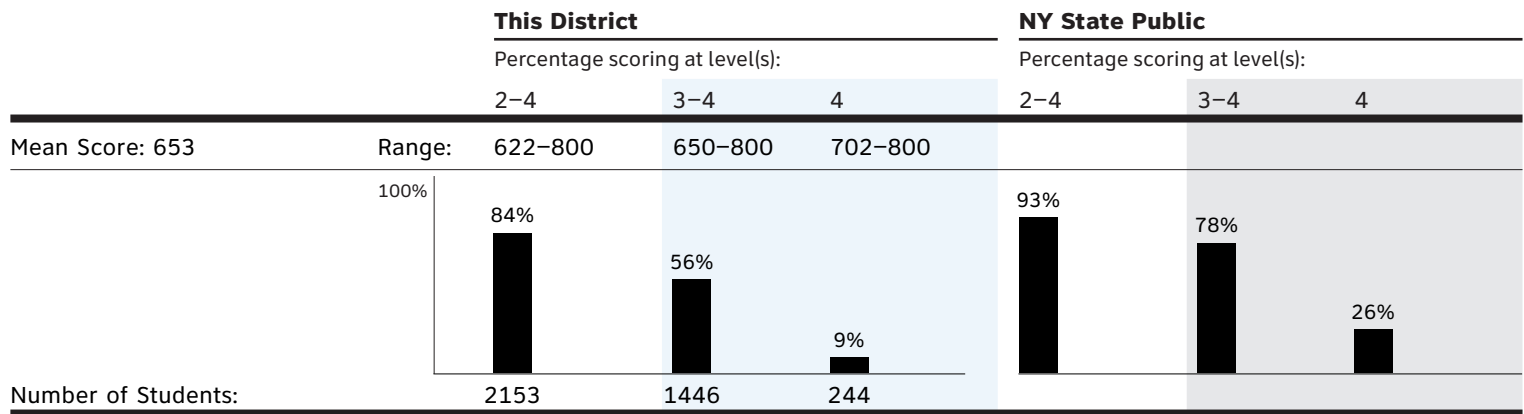
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	29	29	26	25	23	23	20	11
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	712	405	313	N/A	739	304	192	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 # 6**

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	2576	84%	56%	9%				
Female	1280	84%	56%	10%				
Male	1296	83%	57%	9%				
American Indian or Alaska Native	5	100%	40%	20%				
Black or African American	172	77%	42%	4%				
Hispanic or Latino	2328	84%	57%	9%				
Asian or Native Hawaiian/Other Pacific Islander	24	100%	83%	63%				
White	47	94%	74%	30%				
Small Group Totals								
General-Education Students	2227	88%	61%	11%				
Students with Disabilities	349	53%	26%	2%				
English Proficient	1617	91%	67%	14%				
Limited English Proficient	959	71%	38%	2%				
Economically Disadvantaged	2072	89%	60%	9%				
Not Disadvantaged	504	63%	39%	12%				
Migrant								
Not Migrant	2576	84%	56%	9%				

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

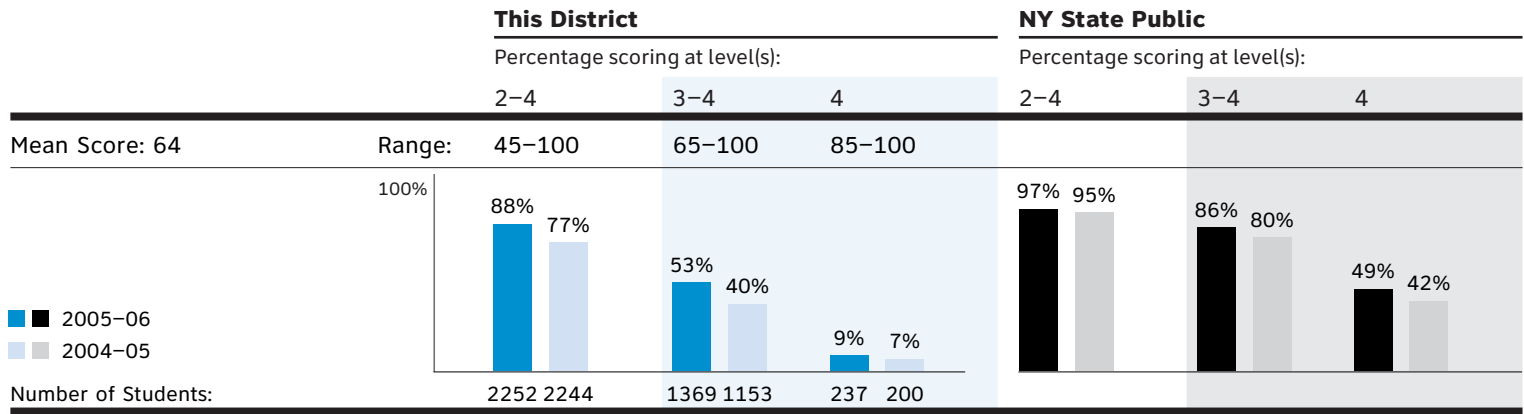
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Other Assessments

	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	31	29	26	23	25	24	20	13

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

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	2559	88%	53%	9%	2912	77%	40%	7%
Female	1284	89%	56%	9%	1380	80%	41%	7%
Male	1275	87%	51%	10%	1532	74%	39%	7%
American Indian or Alaska Native	5	100%	40%	20%	3	—	—	—
Black or African American	168	88%	48%	4%	205	75%	36%	5%
Hispanic or Latino	2312	88%	53%	9%	2613	77%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	88%	56%	29	—	—	—
White	49	92%	71%	31%	62	87%	65%	29%
Small Group Totals					32	91%	69%	34%
General-Education Students	2220	91%	57%	10%	2570	80%	42%	7%
Students with Disabilities	339	70%	29%	2%	342	53%	19%	3%
English Proficient	1613	95%	67%	13%	1842	89%	54%	10%
Limited English Proficient	946	77%	31%	2%	1070	56%	14%	1%
Economically Disadvantaged	2068	91%	56%	9%	2723	77%	39%	6%
Not Disadvantaged	491	77%	43%	9%	189	83%	52%	19%
Migrant								
Not Migrant	2559	88%	53%	9%	2912	77%	40%	7%

NOTES

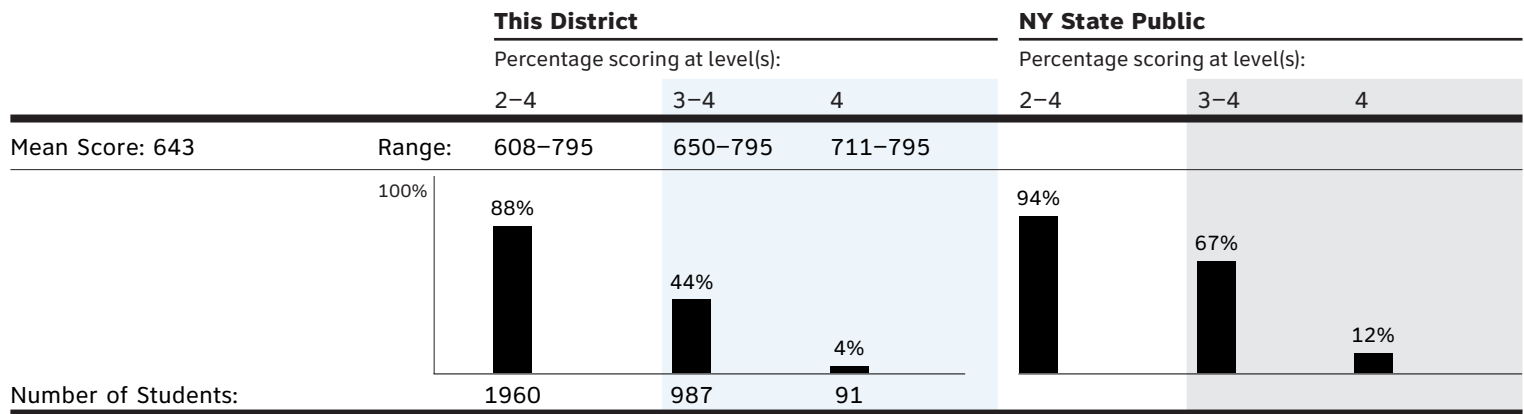
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Other Assessments

	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 4 Equivalent	30	30	26	23	25	23	20	9

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2226	88%	44%	4%				
Female	1084	90%	48%	5%				
Male	1142	86%	41%	3%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	172	84%	38%	2%				
Hispanic or Latino	1985	88%	44%	4%				
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—				
White	49	94%	65%	27%				
Small Group Totals	20	95%	95%	15%				
General-Education Students	1920	93%	49%	5%				
Students with Disabilities	306	57%	12%	1%				
English Proficient	1822	95%	52%	5%				
Limited English Proficient	404	58%	11%	0%				
Economically Disadvantaged	1699	93%	48%	3%				
Not Disadvantaged	527	72%	33%	6%				
Migrant								
Not Migrant	2226	88%	44%	4%				

This test was not given in 2004-05.

NOTES

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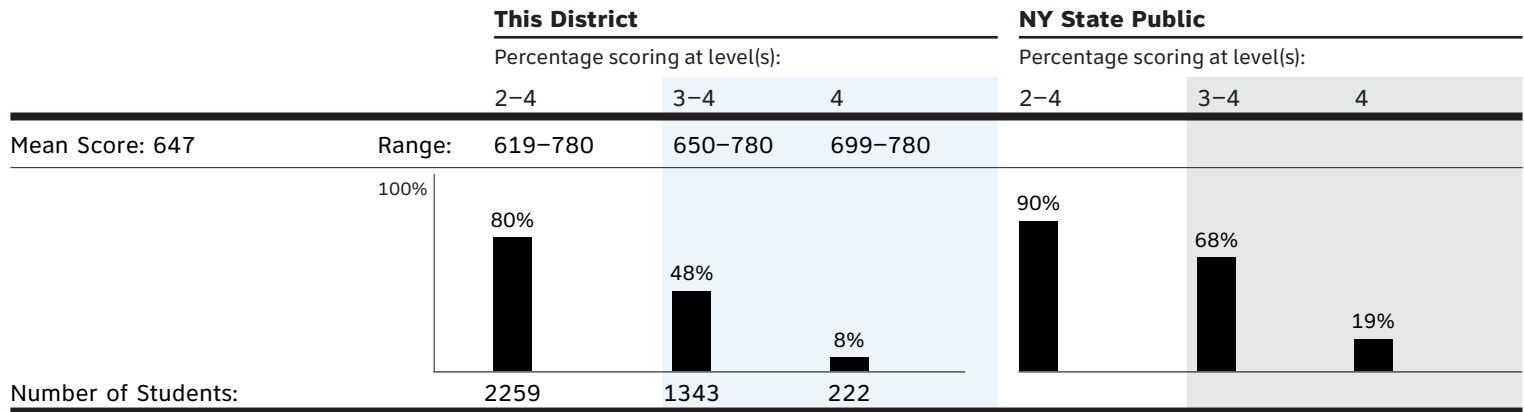
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	35	34	31	22				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	466	234	154	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 # 6**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2810	80%	48%	8%				
Female	1328	81%	48%	8%				
Male	1482	79%	48%	8%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	180	71%	36%	4%				
Hispanic or Latino	2547	81%	48%	7%				
Asian or Native Hawaiian/Other Pacific Islander	25	—	—	—				
White	56	96%	73%	30%				
Small Group Totals	27	89%	78%	37%				
General-Education Students	2455	84%	51%	9%				
Students with Disabilities	355	55%	22%	1%				
English Proficient	1841	89%	60%	11%				
Limited English Proficient	969	64%	25%	2%				
Economically Disadvantaged	2215	83%	50%	7%				
Not Disadvantaged	595	69%	40%	11%				
Migrant								
Not Migrant	2810	80%	48%	8%				

This test was not given in 2004-05.

NOTES

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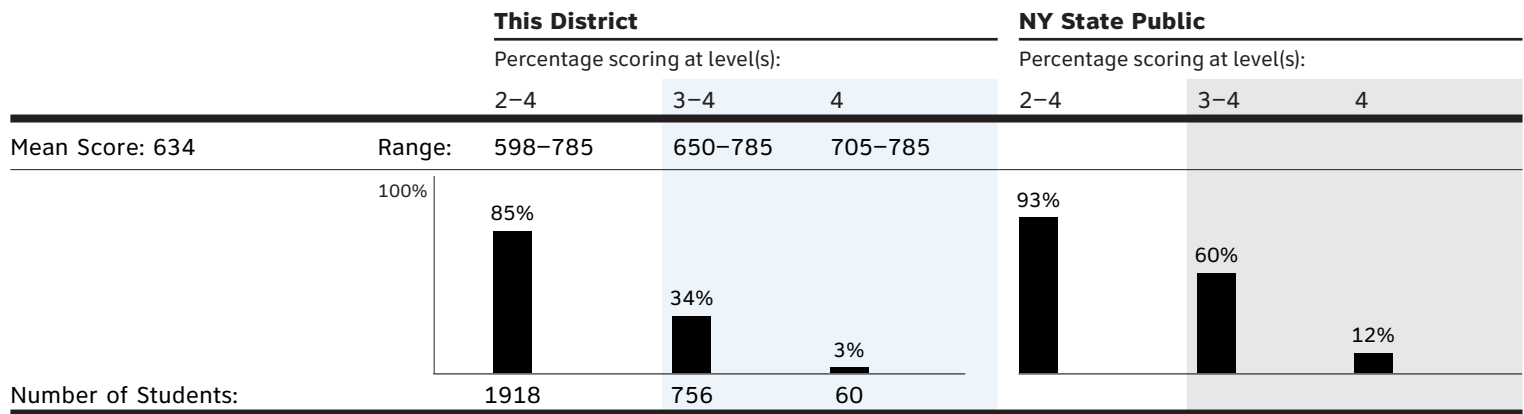
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	34	34	29	21				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2246	85%	34%	3%				
Female	1057	89%	39%	4%				
Male	1189	82%	29%	2%				
American Indian or Alaska Native	8	88%	75%	0%				
Black or African American	193	81%	22%	1%				
Hispanic or Latino	1987	86%	34%	2%				
Asian or Native Hawaiian/Other Pacific Islander	19	84%	58%	16%				
White	39	95%	69%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1914	89%	38%	3%				
Students with Disabilities	332	62%	11%	0%				
English Proficient	1904	90%	39%	3%				
Limited English Proficient	342	61%	6%	0%				
Economically Disadvantaged	1687	89%	35%	2%				
Not Disadvantaged	559	74%	29%	4%				
Migrant								
Not Migrant	2246	85%	34%	3%				

NOTES

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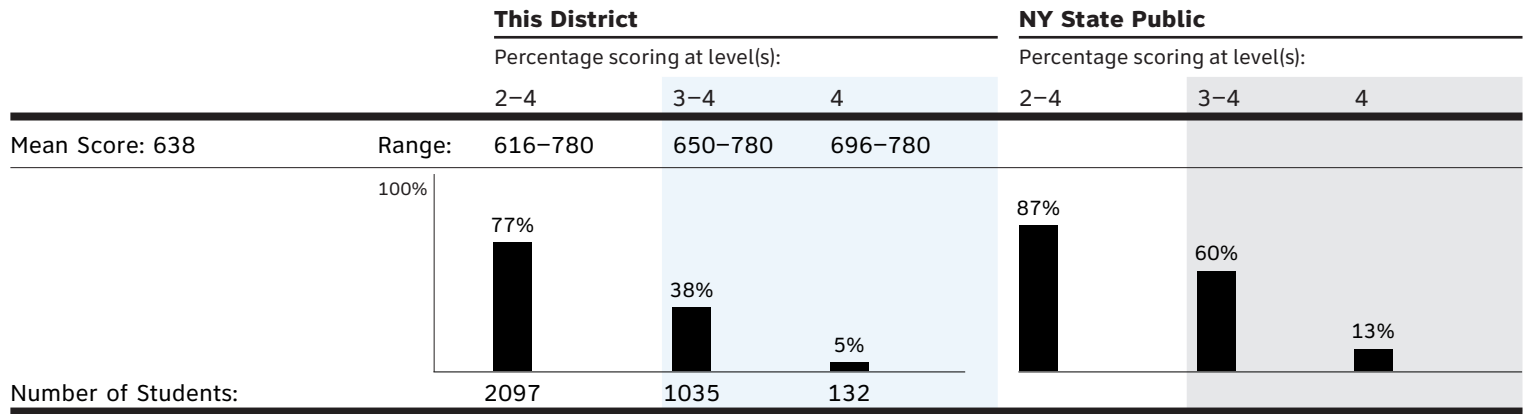
Other Assessments

	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 6 Equivalent	38	38	35	32	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	429	209	149	N/A				
					N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

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	2741	77%	38%	5%				
Female	1288	79%	40%	5%				
Male	1453	74%	35%	4%				
American Indian or Alaska Native	8	63%	50%	0%				
Black or African American	210	70%	28%	1%				
Hispanic or Latino	2463	77%	38%	4%				
Asian or Native Hawaiian/Other Pacific Islander	21	81%	67%	33%				
White	39	90%	77%	36%				
Small Group Totals								
General-Education Students	2389	80%	41%	6%				
Students with Disabilities	352	55%	16%	0%				
English Proficient	1950	84%	47%	6%				
Limited English Proficient	791	57%	15%	1%				
Economically Disadvantaged	2125	80%	40%	4%				
Not Disadvantaged	616	65%	31%	8%				
Migrant								
Not Migrant	2741	77%	38%	5%				

This test was not given in 2004-05.

NOTES

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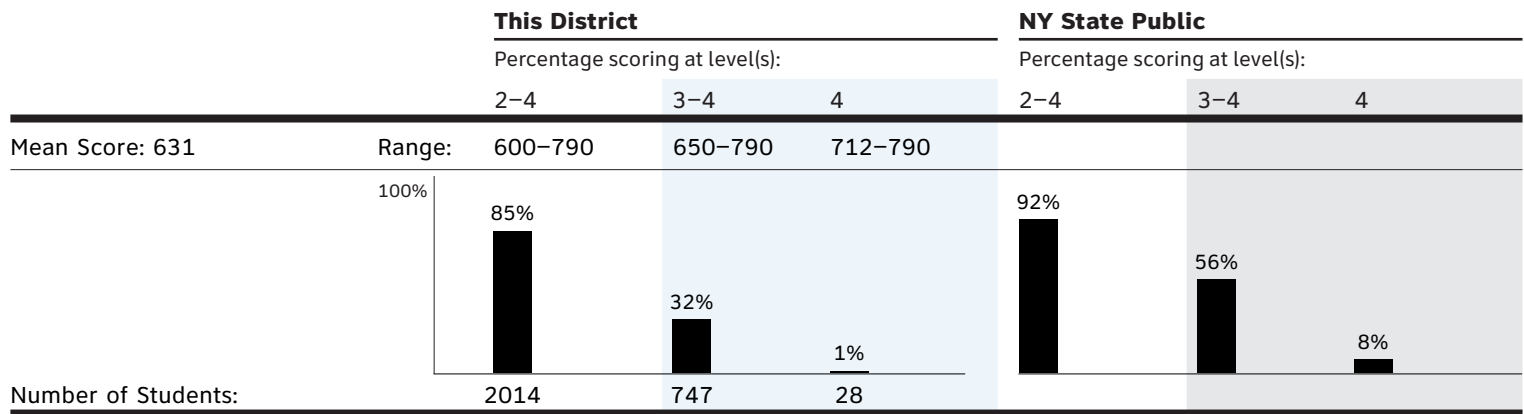
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	38	37	32	26				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2363	85%	32%	1%				
Female	1154	90%	33%	1%				
Male	1209	80%	30%	1%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	203	81%	26%	1%				
Hispanic or Latino	2107	86%	31%	1%				
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—				
White	34	88%	65%	6%				
Small Group Totals	19	84%	58%	5%				
General-Education Students	2057	89%	35%	1%				
Students with Disabilities	306	61%	7%	0%				
English Proficient	1899	90%	38%	1%				
Limited English Proficient	464	65%	7%	0%				
Economically Disadvantaged	1801	89%	34%	1%				
Not Disadvantaged	562	72%	25%	1%				
Migrant								
Not Migrant	2363	85%	32%	1%				

This test was not given in 2004-05.

NOTES

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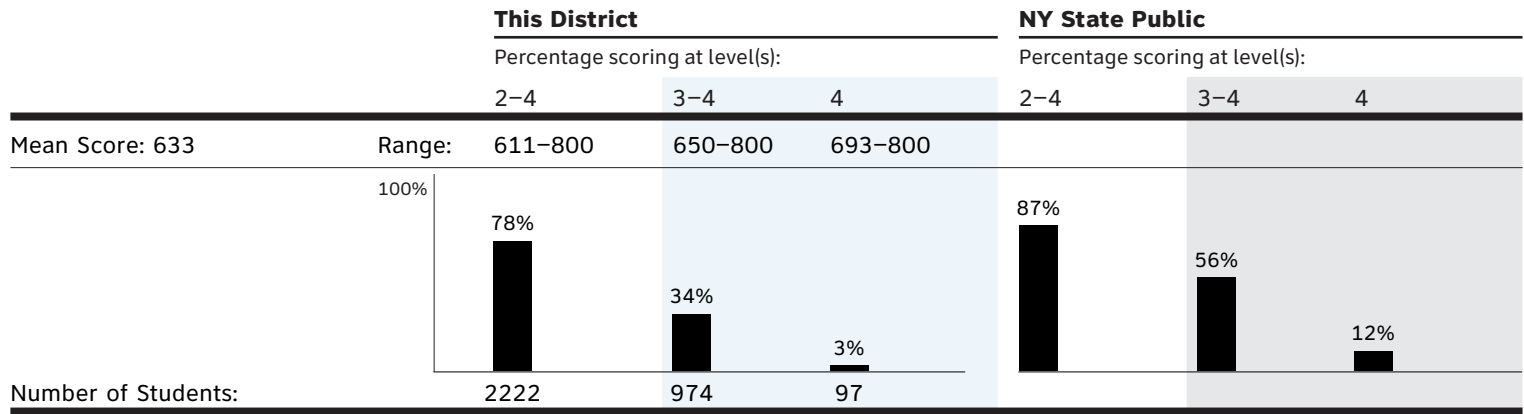
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	22	22	22	18				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	439	227	171	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 # 6**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2852	78%	34%	3%				
Female	1375	81%	34%	4%				
Male	1477	75%	34%	3%				
American Indian or Alaska Native	4	—	—	—				
Black or African American	213	63%	25%	4%				
Hispanic or Latino	2577	79%	34%	3%				
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—				
White	40	88%	63%	20%	This test was not given in 2004-05.			
Small Group Totals	22	82%	50%	14%				
General-Education Students	2527	81%	37%	4%				
Students with Disabilities	325	50%	8%	0%				
English Proficient	1932	85%	43%	5%				
Limited English Proficient	920	62%	16%	0%				
Economically Disadvantaged	2220	82%	37%	3%				
Not Disadvantaged	632	64%	25%	6%				
Migrant								
Not Migrant	2852	78%	34%	3%				

NOTES

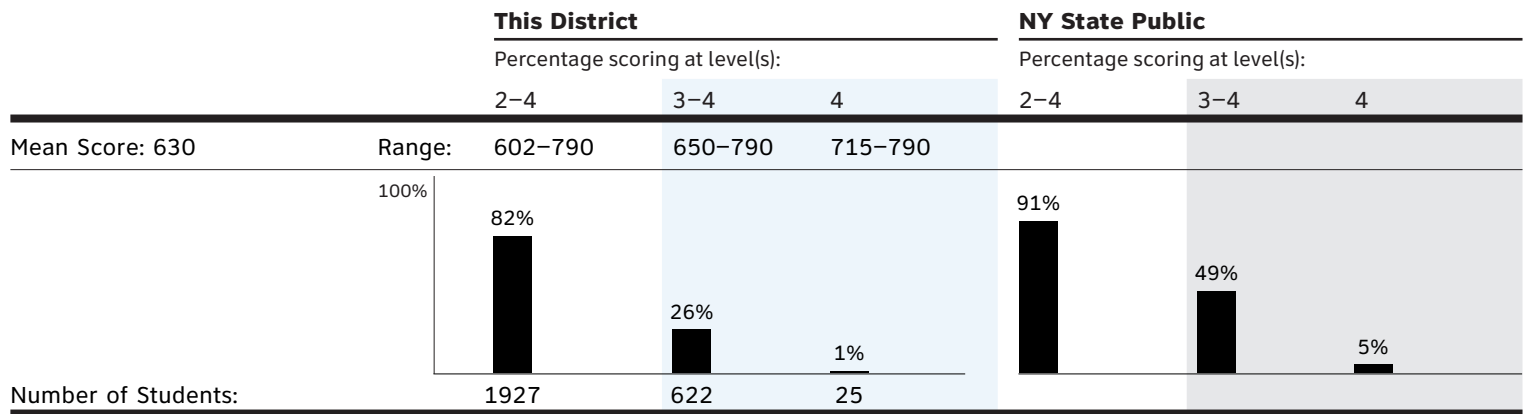
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Other Assessments

	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 7 Equivalent	23	22	20	15	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2350	82%	26%	1%				
Female	1174	87%	33%	1%				
Male	1176	77%	20%	1%				
American Indian or Alaska Native	4	—	—	—				
Black or African American	187	74%	27%	1%				
Hispanic or Latino	2104	83%	26%	1%				
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—				
White	39	82%	46%	8%				
Small Group Totals	20	90%	45%	5%				
General-Education Students	2050	87%	30%	1%				
Students with Disabilities	300	47%	4%	0%				
English Proficient	1948	89%	31%	1%				
Limited English Proficient	402	49%	3%	0%				
Economically Disadvantaged	1755	87%	28%	1%				
Not Disadvantaged	595	66%	22%	2%				
Migrant								
Not Migrant	2350	82%	26%	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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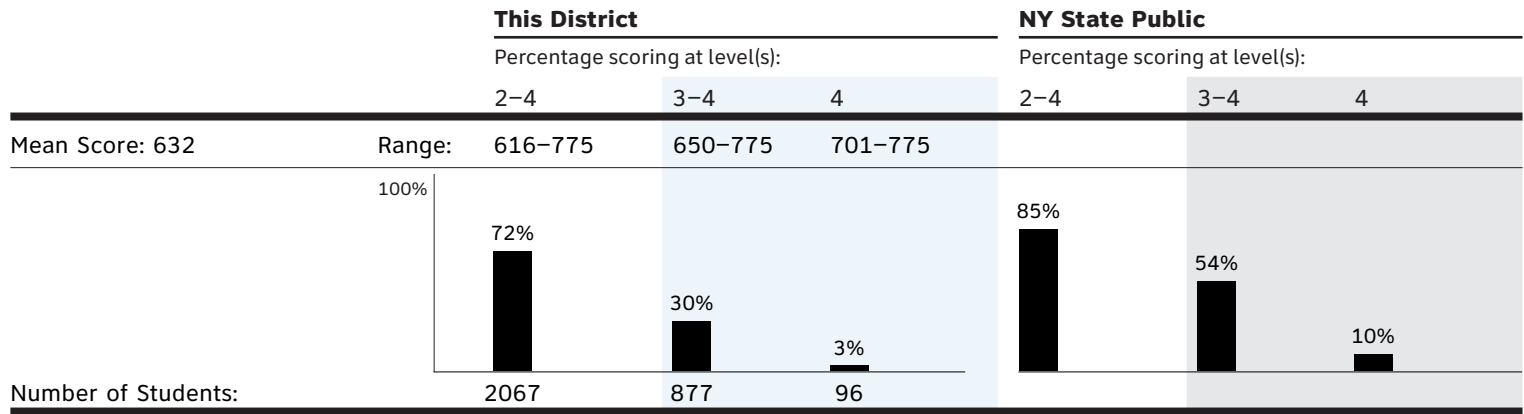
Other Assessments

	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	29	28	26	20	27	27	22	18
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	507	229	163	N/A	502	254	159	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2882	72%	30%	3%				
Female	1415	75%	33%	4%				
Male	1467	68%	28%	3%				
American Indian or Alaska Native	4	—	—	—				
Black or African American	180	59%	22%	2%				
Hispanic or Latino	2641	72%	31%	3%				
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—				
White	41	78%	44%	24%				
Small Group Totals	20	80%	65%	10%				
General-Education Students	2571	76%	33%	4%				
Students with Disabilities	311	33%	7%	0%				
English Proficient	1960	79%	38%	5%				
Limited English Proficient	922	56%	13%	0%				
Economically Disadvantaged	2241	77%	33%	3%				
Not Disadvantaged	641	52%	23%	4%				
Migrant								
Not Migrant	2882	72%	30%	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

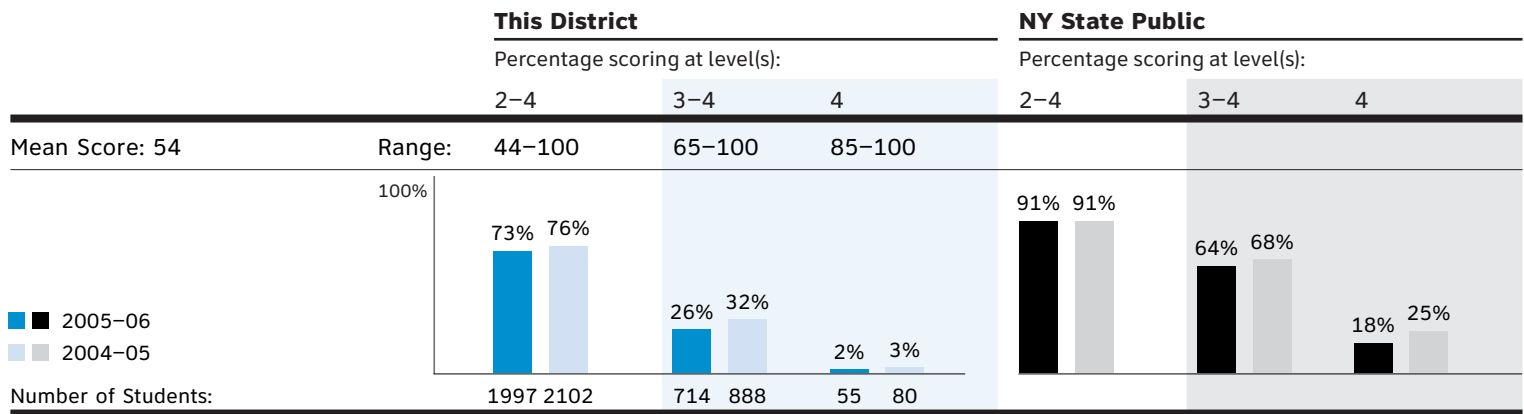
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Other Assessments

	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	30	29	26	21	24	24	20	19

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

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	2736	73%	26%	2%	2770	76%	32%	3%
Female	1350	78%	27%	3%	1426	79%	32%	3%
Male	1386	68%	25%	2%	1344	73%	33%	3%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	156	74%	29%	3%	198	79%	31%	3%
Hispanic or Latino	2521	73%	26%	2%	2506	75%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	28	—	—	—
White	39	77%	38%	21%	37	84%	70%	32%
Small Group Totals	20	85%	55%	10%	29	83%	69%	38%
General-Education Students	2457	76%	28%	2%	2527	79%	34%	3%
Students with Disabilities	279	44%	9%	1%	243	46%	11%	0%
English Proficient	1849	83%	35%	3%	1927	86%	42%	4%
Limited English Proficient	887	52%	8%	0%	843	54%	9%	0%
Economically Disadvantaged	2146	76%	27%	1%	2479	77%	32%	3%
Not Disadvantaged	590	61%	24%	5%	291	70%	33%	6%
Migrant								
Not Migrant	2736	73%	26%	2%	2770	76%	32%	3%

NOTES

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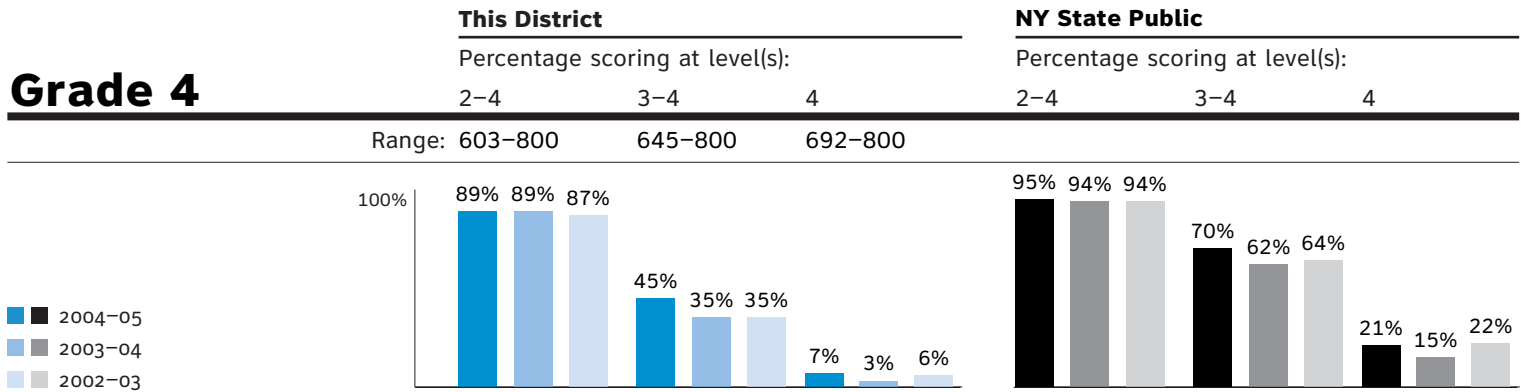
Other Assessments

	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	30	29	28	19	25	25	21	18
Regents Science	0				4	—	—	—

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

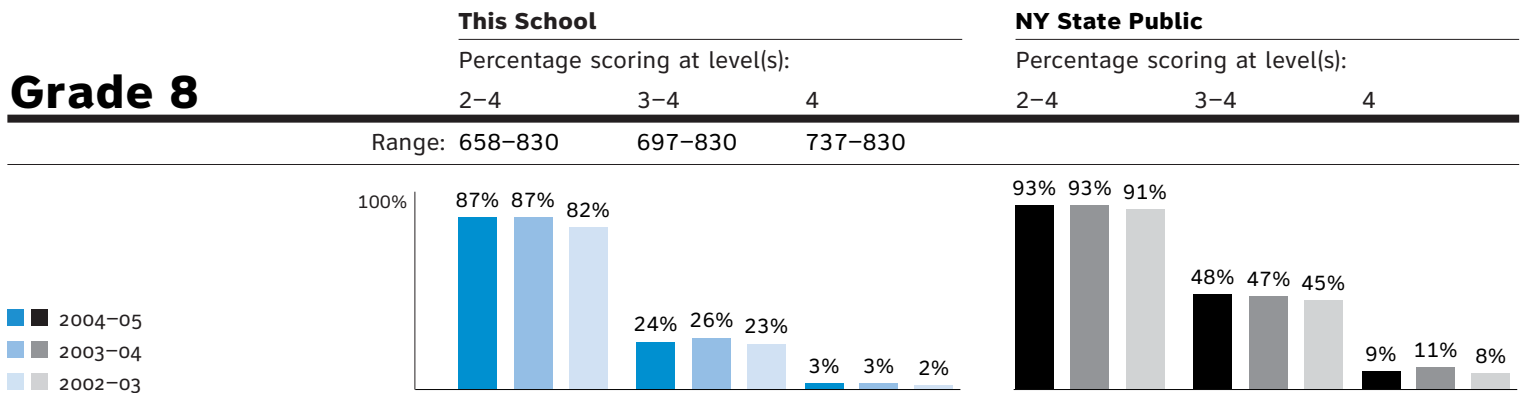
Previous Years' Results for English Language Arts

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.



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	228	954	817	143	2142	640
Feb 2004	266	1385	798	82	2531	635
Feb 2003	367	1393	807	159	2726	634



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	329	1608	554	64	2555	681
Jan 2004	324	1509	563	76	2472	684
Jan 2003	440	1455	517	44	2456	679

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

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

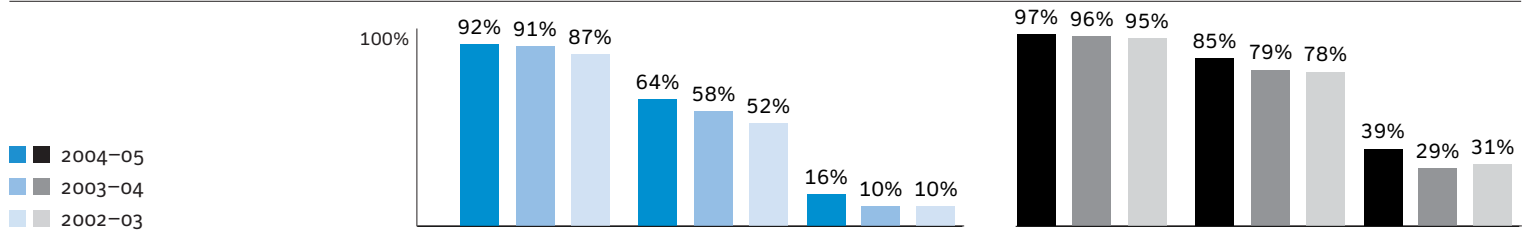
Percentage scoring at level(s):

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	239	826	1420	459	2944	646
May 2004	259	1022	1458	305	3044	641
May 2003	433	1122	1347	310	3212	636

Grade 8

This School

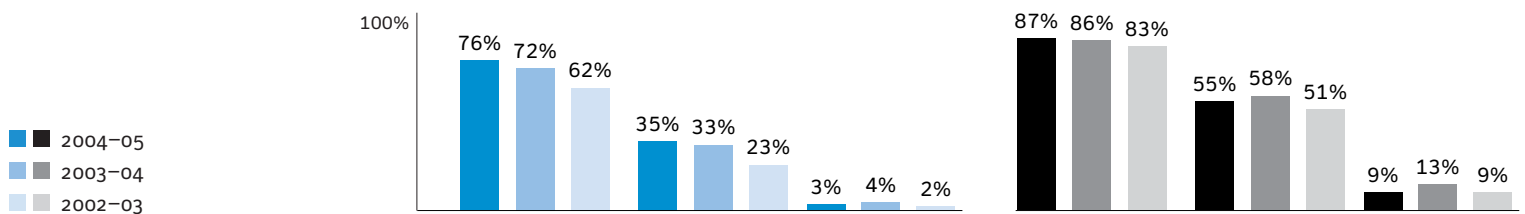
Percentage scoring at level(s):

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
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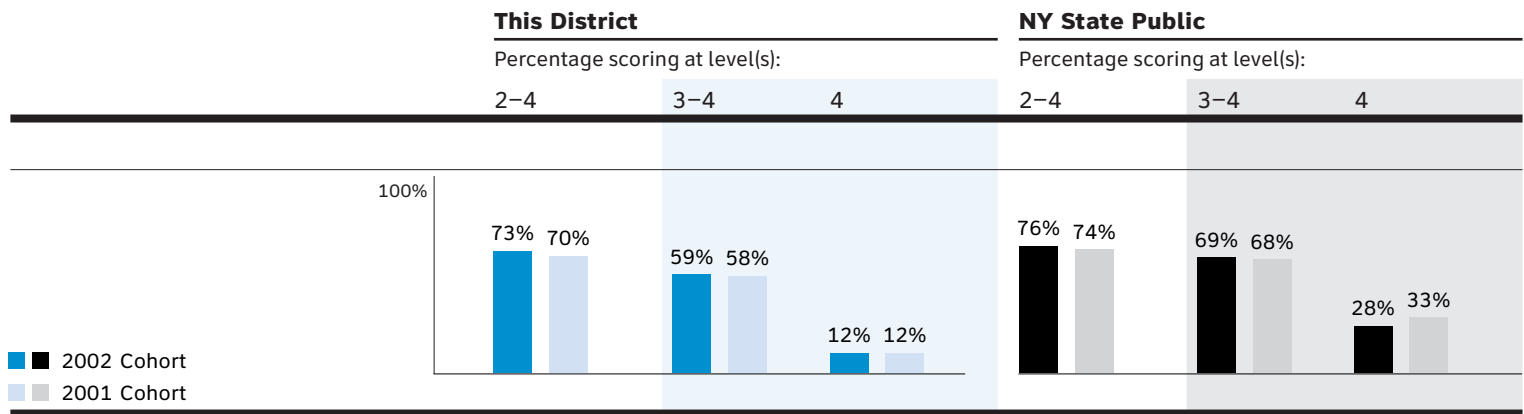


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	716	1248	943	98	3005	702
May 2004	822	1127	841	120	2910	695
May 2003	1087	1122	581	68	2858	686

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1114	73%	59%	12%	1149	70%	58%	12%
Female	561	76%	62%	13%	595	77%	62%	15%
Male	553	69%	56%	12%	554	64%	53%	9%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	232	71%	58%	13%	237	73%	63%	16%
Hispanic or Latino	810	71%	57%	8%	877	69%	55%	10%
Asian or Native Hawaiian/Other Pacific Islander	41	100%	100%	71%	14	—	—	—
White	28	—	—	—	20	65%	65%	25%
Small Group Totals	31	81%	81%	52%	15	100%	93%	33%
General-Education Students	1000	79%	65%	14%	1059	75%	62%	13%
Students with Disabilities	114	15%	8%	2%	90	20%	8%	1%
English Proficient	869	82%	69%	16%	858	79%	69%	16%
Limited English Proficient	245	39%	23%	0%	291	43%	22%	1%
Economically Disadvantaged	830	75%	61%	9%				
Not Disadvantaged	284	64%	54%	22%				
Migrant								
Not Migrant	1114	73%	59%	12%				

NOTES

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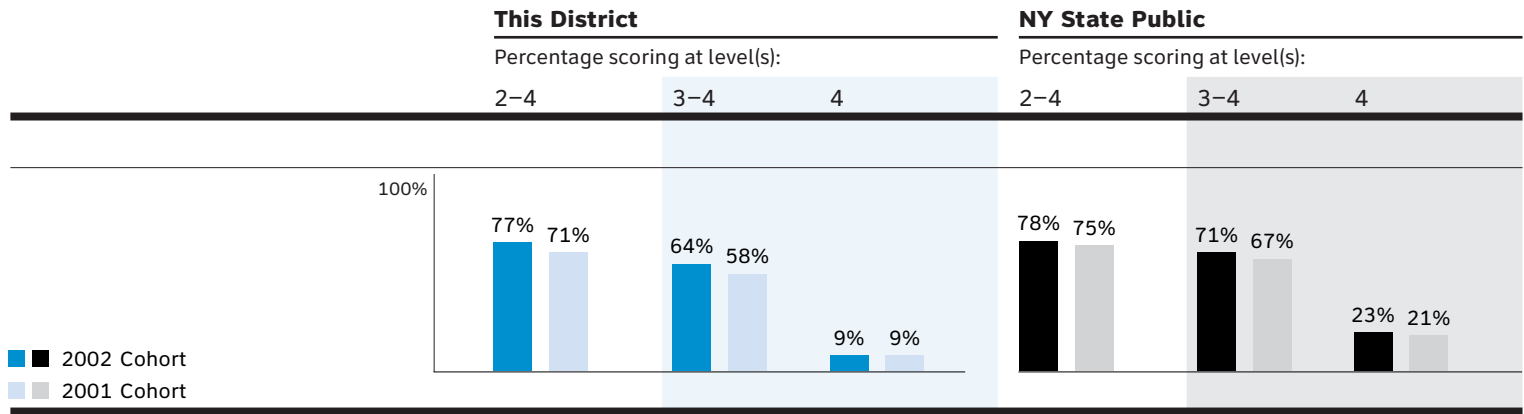
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	28	24	23	19	4	—	—	—

* 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 # 6**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1114	77%	64%	9%	1149	71%	58%	9%
Female	561	81%	65%	8%	595	75%	62%	8%
Male	553	73%	63%	10%	554	67%	54%	9%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	232	74%	63%	11%	237	71%	63%	9%
Hispanic or Latino	810	76%	62%	5%	877	71%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	41	98%	98%	56%	14	—	—	—
White	28	—	—	—	20	60%	60%	25%
Small Group Totals	31	84%	81%	45%	15	100%	87%	40%
General-Education Students	1000	84%	71%	10%	1059	76%	62%	9%
Students with Disabilities	114	16%	5%	1%	90	20%	11%	2%
English Proficient	869	84%	73%	11%	858	77%	65%	11%
Limited English Proficient	245	52%	31%	2%	291	56%	37%	2%
Economically Disadvantaged	830	79%	67%	7%				
Not Disadvantaged	284	69%	56%	16%				
Migrant								
Not Migrant	1114	77%	64%	9%				

NOTES

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Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	30	29	26	20	4	—	—	—

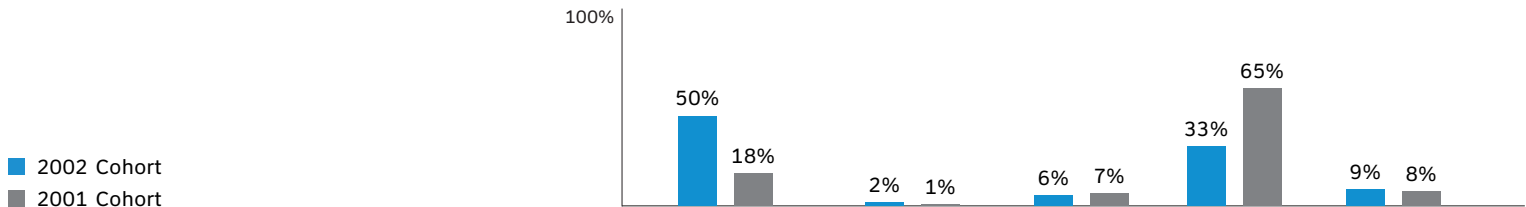
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

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	1114	50%	2%	6%	33%	9%
	2001	1149	18%	1%	7%	65%	8%
Female	2002	561	53%	2%	4%	33%	8%
	2001	595	20%	1%	4%	66%	8%
Male	2002	553	46%	1%	8%	34%	11%
	2001	554	16%	1%	10%	63%	9%
American Indian or Alaska Native	2002	3	—	—	—	—	—
	2001	1	—	—	—	—	—
Black or African American	2002	232	47%	2%	6%	31%	14%
	2001	237	12%	3%	4%	72%	10%
Hispanic or Latino	2002	810	53%	2%	6%	30%	9%
	2001	877	21%	1%	8%	62%	8%
Asian or Native Hawaiian/Other Pacific Islander	2002	41	22%	0%	0%	78%	0%
	2001	14	—	—	—	—	—
White	2002	28	—	—	—	—	—
	2001	20	10%	0%	10%	70%	10%
Small Group Totals	2002	31	13%	3%	6%	77%	0%
	2001	15	7%	0%	0%	93%	0%
General-Education Students	2002	1000	54%	0%	6%	34%	7%
	2001	1059	19%	0%	7%	66%	8%
Students with Disabilities	2002	114	16%	18%	7%	32%	27%
	2001	90	14%	14%	3%	52%	16%
English Proficient	2002	869	55%	1%	5%	31%	7%
	2001	858	20%	1%	7%	66%	6%
Limited English Proficient	2002	245	29%	5%	9%	41%	16%
	2001	291	14%	1%	8%	62%	15%
Economically Disadvantaged	2002	830	59%	2%	5%	27%	7%
Not Disadvantaged	2002	284	22%	2%	6%	52%	17%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1114	50%	2%	6%	33%	9%

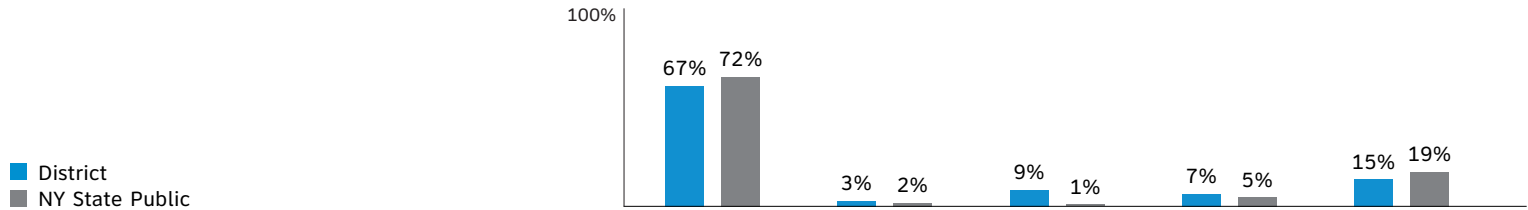
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

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	1086	67%	3%	9%	7%	15%
Female	541	73%	2%	6%	6%	13%
Male	545	60%	4%	12%	7%	17%
American Indian or Alaska Native	2	—	—	—	—	—
Black or African American	224	68%	4%	7%	4%	17%
Hispanic or Latino	826	66%	3%	9%	7%	15%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	—	—
White	19	63%	11%	11%	5%	11%
Small Group Totals	17	94%	0%	0%	6%	0%
General-Education Students	984	72%	0%	9%	6%	13%
Students with Disabilities	102	20%	31%	5%	11%	33%
English Proficient	845	72%	1%	8%	7%	12%
Limited English Proficient	241	47%	8%	12%	6%	27%
Economically Disadvantaged	779	73%	2%	8%	6%	11%
Not Disadvantaged	307	51%	6%	9%	9%	24%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1086	67%	3%	9%	7%	15%

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