



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #15**

District ID **331500010000**

Superintendent **MARGARITA NELL**

Telephone **(718) 935-3900**

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	1061	1024	1125
Kindergarten	2274	2164	2285
Grade 1	2505	2418	2296
Grade 2	2391	2289	2247
Grade 3	2456	2209	2168
Grade 4	2333	2190	2072
Grade 5	2189	2157	2114
Grade 6	1662	1766	1619
Ungraded Elementary	737	878	1156
Grade 7	1663	1694	1714
Grade 8	1571	1546	1569
Grade 9	1417	1614	1723
Grade 10	1166	1179	1391
Grade 11	766	722	719
Grade 12	437	755	682
Ungraded Secondary	436	535	630
Total K-12	24003	24116	24385

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	23	23
Grade 8			
English	28	26	25
Mathematics	26	26	26
Science	25	24	24
Social Studies	26	26	25
Grade 10			
English	25	28	28
Mathematics		28	30
Science		28	28
Social Studies	27	27	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	16500	69%	0	0%	15802	65%
Reduced-Price Lunch	1503	6%	0	0%	1913	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3180	13%	3289	14%	3613	15%
Racial/Ethnic Origin						
American Indian or Alaska Native	111	0%	123	1%	125	1%
Black or African American	5666	24%	6147	25%	6398	26%
Hispanic or Latino	11668	49%	11469	48%	11274	46%
Asian or Native Hawaiian/Other Pacific Islander	2289	10%	2339	10%	2403	10%
White	4269	18%	4038	17%	4185	17%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	546	N/A	621	3%	613	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 #15

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1715	2912	5449
Percent Not Taught by Highly Qualified Teachers	20%	22%	13%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	98	102	96
Percent with No Valid Teaching Certificate	6%	6%	5%
Individuals Teaching Out of Certification			
Number of Teachers	250	309	271
Percentage of Total	15%	18%	15%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	34%	31%	30%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

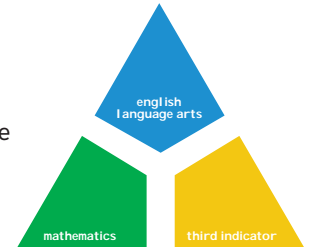
Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)


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

Summary

Overall Accountability Status (2006–07)

Improvement (Year 1)

Elementary/Middle Level

ELA  Improvement (Year 1)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 1)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES









































2005–06

YES




2006–07

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native				–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White				 SH		
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged					 SH	
Student groups making AYP in each subject	 7 of 9	 9 of 9	 1 of 1	 1 of 7	 3 of 7	 1 of 1

AYP Status

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


Accountability Status Levels

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

Elementary/Middle-Level English Language Arts





























Accountability Status for This Subject (2006–07)  Improvement (Year 1)

Accountability Measures 7 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) 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 1) in 2007-08. [206]

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 (12300:11739)			97%		144	121	
Ethnicity							
American Indian or Alaska Native (68:63)			96%		127	110	
Black or African American (2381:2291)			98%		140	120	
Hispanic or Latino (6226:5961)			98%		130	121	
Asian or Native Hawaiian/Other Pacific Islander (1293:1234)			98%		163	119	
White (2332:2190)			95%		175	120	
Other Groups							
Students with Disabilities ⁴ (2154:2012)			95%		84	120	88 96
Limited English Proficient (1676:1544)			97%		89	119	94 100
Economically Disadvantaged (7140:6787)			97%		149	121	
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





























Elementary/Middle-Level Mathematics

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

Accountability Measures 9 of 9 Student groups making AYP in Mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (12298:11740)			98%		148	85	
Ethnicity							
American Indian or Alaska Native (67:62)			96%		123	74	
Black or African American (2381:2276)			98%		135	84	
Hispanic or Latino (6222:5976)			99%		135	85	
Asian or Native Hawaiian/Other Pacific Islander (1301:1229)			99%		180	83	
White (2327:2197)			96%		178	84	
Other Groups							
Students with Disabilities ⁴ (2152:2027)			97%		91	84	
Limited English Proficient (1677:1584)			99%		109	83	
Economically Disadvantaged (7152:6784)			98%		155	85	
Final AYP Determination	 9 of 9						

NOTES

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

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

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

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

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

AYP Status

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



















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 (3992:3683)		Qualified		96%		156	100	
Ethnicity								
American Indian or Alaska Native (17:16)	–	–	–	–	–	–	–	–
Black or African American (783:717)		Qualified		95%		146	100	
Hispanic or Latino (2053:1902)		Qualified		96%		146	100	
Asian or Native Hawaiian/Other Pacific Islander (411:378)		Qualified		99%		178	100	
White (728:670)		Qualified		94%		184	100	
Other Groups								
Students with Disabilities (691:621)		Qualified		93%		111	100	
Limited English Proficient (488:441)		Qualified		97%		112	100	
Economically Disadvantaged (2320:2126)		Qualified		96%		160	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 1)

Accountability Measures 1 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 2) 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 1) in 2007-08. [206]




How did students in each accountability group perform on secondary-level English Language Arts 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 (893:834)			95%		131	150	137	138
Ethnicity								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (521:454)			95%		135	149	149	142
Hispanic or Latino (276:293)			95%		123	148	116†	131
Asian or Native Hawaiian/Other Pacific Islander (19:18)	–	–	–	–	–	–	–	–
White (75:66)			97%		132	142	124	139
Other Groups								
Students with Disabilities (97:94)			96%		84	144	80†	96
Limited English Proficient (78:46)			94%		61	140	70†	75
Economically Disadvantaged (493:539)			96%		130	149	134	137
Final AYP Determination	 1 of 7							

NOTES


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

AYP Status

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

Secondary-Level Mathematics























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

Accountability Measures 3 of 7 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

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

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
(12th Graders: 2002 Cohort) ¹								
All Students (893:834)			98%		137	142	140	143
Ethnicity								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (521:454)			98%		142	141		
Hispanic or Latino (276:293)			98%		125	140	123 [‡]	133
Asian or Native Hawaiian/Other Pacific Islander (19:18)	–	–	–	–	–	–	–	–
White (75:66)			97%		152	134		
Other Groups								
Students with Disabilities (51:94)			96%		96	136	104 [‡]	106
Limited English Proficient (41:46)			100%		85	132	101 [‡]	97
Economically Disadvantaged (493:539)			98%		136	141	136	142
Final AYP Determination	 3 of 7							

NOTES




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

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

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


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

AYP Status

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










Graduation Rate

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

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

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

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (855)			57%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–	–	–
Black or African American (495)			65%	55%		
Hispanic or Latino (292)			44%	55%	47%	45%
Asian or Native Hawaiian/Other Pacific Islander (21)		–	–	–	–	–
White (45)			49%	55%	47%	50%
Other Groups						
Students with Disabilities (64)			27%	55%	28%	28%
Limited English Proficient (31)			26%	55%	47%	27%
Economically Disadvantaged (495)			59%	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 #15**

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

29 schools identified 71% of total

BROOKLYN HIGH SCHOOL FOR THE ARTS
BROOKLYN SCHOOL FOR COLLABORATIVE STUDIES
J.H.S. 51 WILLIAM ALEXANDER SCHOOL
MAGNET SCHOOL OF MATH, SCIENCE & DESIGN TECH
NEW HORIZONS SCHOOL
NEW VOICES SCHOOL OF ACADEMIC AND CREATIVE ARTS
P.S. 1 BERGEN SCHOOL
P.S. 15 PATRICK F. DALY SCHOOL
P.S. 29 JOHN M. HARRIGAN SCHOOL
P.S. 32 SAMUELS MILLS SPROLE SCHOOL
P.S. 38 THE PACIFIC SCHOOL
P.S. 39 HENRY BRISTOW SCHOOL
P.S. 58 CARROLL SCHOOL
P.S. 94 THE HENRY LONGFELLOW SCHOOL
P.S. 107 JOHN W. KIMBALL SCHOOL
P.S. 124 SILAS B. DUTCHER SCHOOL
P.S. 130 THE PARKSIDE SCHOOL
P.S. 131
P.S. 146
P.S. 154 THE WINDSOR TERRACE SCHOOL
P.S. 172 BEACON SCHOOL OF EXCELLENCE
P.S. 230 DORIS L. COHEN SCHOOL
P.S. 261 PHILIP LIVINGSTON SCHOOL
P.S. 295
P.S. 321 WILLIAM PENN SCHOOL
SECONDARY SCHOOL FOR LAW
SECONDARY SCHOOL FOR RESEARCH
SUNSET PARK PREP SCHOOL
THE UPPER CARROLL SCHOOL

Improvement (Year 1)

5 schools identified 12% of total

ACORN HIGH SCHOOL FOR SOCIAL JUSTICE
P.S. 169 - SUNSET PARK SCHOOL
SCHOOL FOR GLOBAL STUDIES
SECONDARY SCHOOL FOR JOURNALISM
SOUTH BROOKLYN COMMUNITY HS FOR LEADERSHIP

Improvement (Year 2)

1 school identified 2% of total

SCHOOL FOR INTERNATIONAL STUDIES

Corrective Action

3 schools identified 7% of total

COBBLE HILL SCHOOL FOR AMERICAN STUDIES

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

⚠ Corrective Action (continued)

I.S. 136 CHARLES O DEWEY SCHOOL
METROPOLITAN CORPORATE ACADEMY

⚠ Planning for Restructuring

1 school identified 2% of total

P.S. 24

⚠ Restructuring (Year 1)

1 school identified 2% of total

P.S. 27 AGNES Y. HUMPHREY SCHOOL

⚠ Restructuring (Year 3)

1 school identified 2% of total

J.H.S. 88 PETER ROUGET

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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	71%			1837
Grade 4	63%			1927
Grade 5	63%			2023
Grade 6	52%			1695
Grade 7	49%			1728
Grade 8	39%			1620

Mathematics			
Grade 3	79%		2281
Grade 4	74%		2185
Grade 5	67%		2231
Grade 6	56%		1764
Grade 7	43%		1819
Grade 8	37%		1700

Science			
Grade 4	80%		2166
Grade 8	44%		1617

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	44%			1049
Mathematics	46%			1049

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	39%			1049

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:

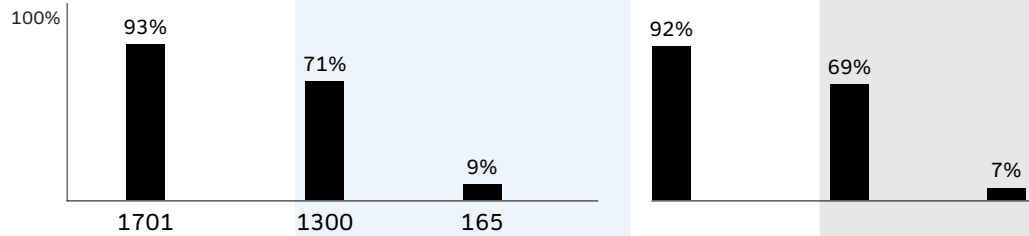
NYC Public Schools

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 #15**

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: 672	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1701	1300	165			



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	1837	93%	71%	9%				
Female	896	94%	78%	11%				
Male	941	91%	64%	7%				
American Indian or Alaska Native	8	63%	25%	0%				
Black or African American	369	90%	64%	5%				
Hispanic or Latino	769	90%	61%	4%				
Asian or Native Hawaiian/Other Pacific Islander	208	98%	84%	8%				
White	483	97%	87%	20%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1545	97%	78%	10%				
Students with Disabilities	292	68%	30%	3%				
English Proficient	1801	93%	72%	9%				
Limited English Proficient	36	58%	11%	0%				
Economically Disadvantaged	1110	97%	73%	6%				
Not Disadvantaged	727	86%	67%	13%				
Migrant								
Not Migrant	1837	93%	71%	9%				

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.

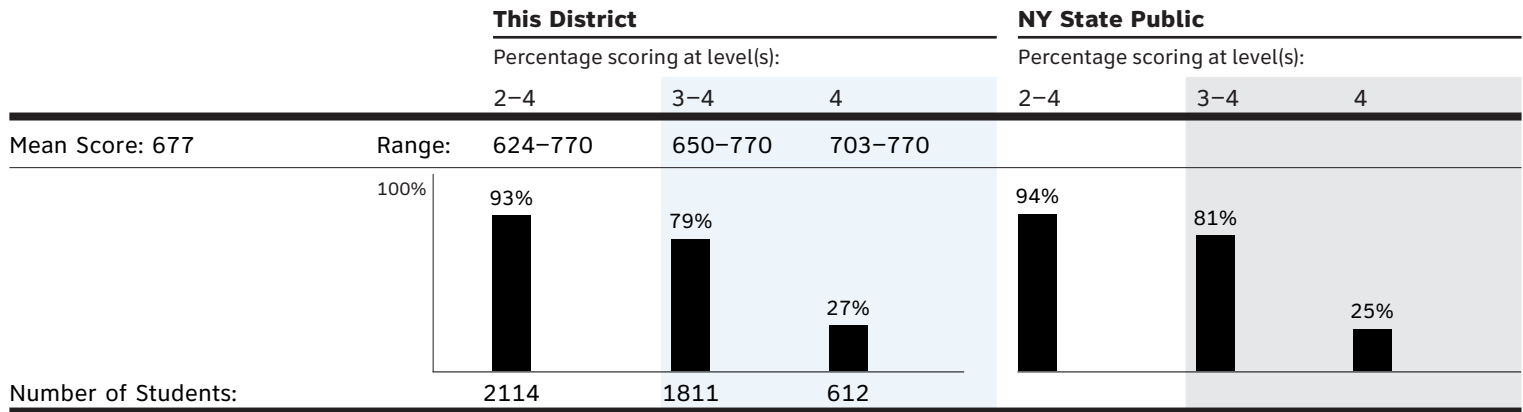
Other Assessments

	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	14	13	11	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	430	221	153	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 #15**

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	2281	93%	79%	27%				
Female	1115	93%	81%	27%				
Male	1166	92%	78%	27%				
American Indian or Alaska Native	9	78%	33%	11%				
Black or African American	375	91%	74%	19%				
Hispanic or Latino	1081	91%	73%	17%				
Asian or Native Hawaiian/Other Pacific Islander	291	97%	91%	42%				
White	525	96%	90%	46%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1921	96%	85%	30%				
Students with Disabilities	360	74%	49%	8%				
English Proficient	1806	95%	84%	32%				
Limited English Proficient	475	84%	63%	8%				
Economically Disadvantaged	1461	95%	82%	24%				
Not Disadvantaged	820	88%	74%	31%				
Migrant								
Not Migrant	2281	93%	79%	27%				

NOTES

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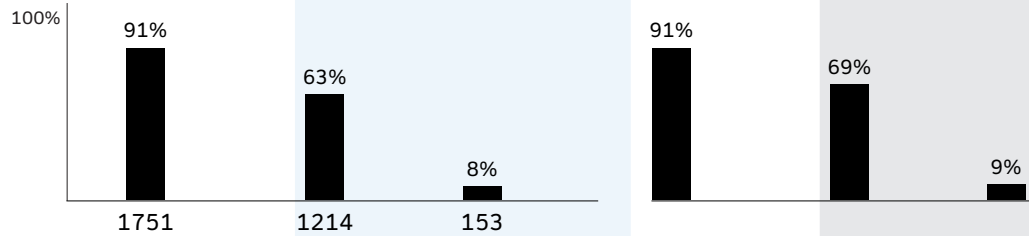
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	11	8	7	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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: 663	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1751	1214	153			



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	1927	91%	63%	8%				
Female	978	92%	66%	10%				
Male	949	90%	60%	6%				
American Indian or Alaska Native	10	90%	50%	20%				
Black or African American	352	91%	61%	5%				
Hispanic or Latino	925	87%	52%	3%				
Asian or Native Hawaiian/Other Pacific Islander	224	97%	77%	8%				
White	416	96%	81%	21%				
Small Group Totals								
General-Education Students	1606	96%	71%	9%				
Students with Disabilities	321	64%	22%	0%				
English Proficient	1848	93%	65%	8%				
Limited English Proficient	79	52%	15%	0%				
Economically Disadvantaged	1203	95%	65%	5%				
Not Disadvantaged	724	83%	60%	13%				
Migrant								
Not Migrant	1927	91%	63%	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

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	14	12	12	11	19	18	17	9
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	233	159	128	N/A	299	179	126	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 #15**

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: 671	Range: 622-800			650-800			702-800		
Number of Students:	1982			1624			493		

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	2185	91%	74%	23%				
Female	1096	90%	73%	20%				
Male	1089	91%	76%	25%				
American Indian or Alaska Native	10	80%	50%	20%				
Black or African American	353	91%	70%	16%				
Hispanic or Latino	1097	87%	66%	13%				
Asian or Native Hawaiian/Other Pacific Islander	294	96%	88%	38%				
White	431	96%	90%	42%				
Small Group Totals								
General-Education Students	1817	96%	81%	26%				
Students with Disabilities	368	65%	40%	7%				
English Proficient	1852	94%	80%	25%				
Limited English Proficient	333	74%	45%	8%				
Economically Disadvantaged	1402	95%	78%	20%				
Not Disadvantaged	783	83%	68%	27%				
Migrant								
Not Migrant	2185	91%	74%	23%				

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

NOTES

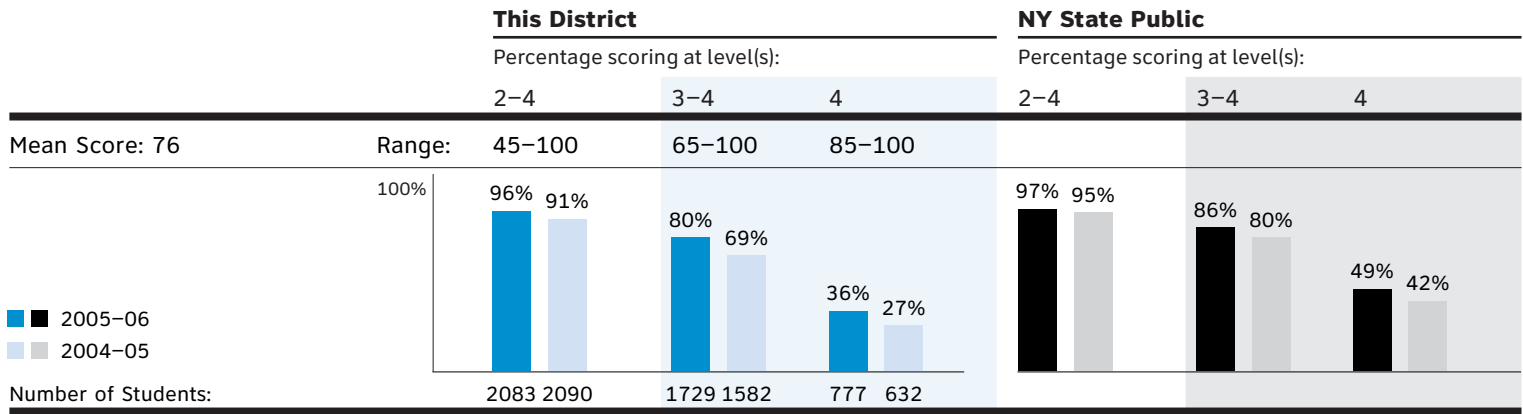
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Other Assessments

	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	11	11	11	18	17	17	11

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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	2166	96%	80%	36%	2305	91%	69%	27%
Female	1082	96%	79%	34%	1120	92%	68%	26%
Male	1084	96%	80%	38%	1185	90%	69%	29%
American Indian or Alaska Native	10	90%	70%	30%	11	82%	64%	18%
Black or African American	352	97%	78%	30%	398	89%	62%	17%
Hispanic or Latino	1086	95%	73%	23%	1166	89%	63%	20%
Asian or Native Hawaiian/Other Pacific Islander	290	98%	87%	51%	288	93%	78%	38%
White	428	98%	93%	63%	442	96%	84%	51%
Small Group Totals								
General-Education Students	1809	98%	86%	41%	1935	94%	75%	31%
Students with Disabilities	357	86%	50%	11%	370	74%	37%	10%
English Proficient	1837	98%	86%	40%	1932	95%	75%	32%
Limited English Proficient	329	86%	47%	12%	373	69%	33%	6%
Economically Disadvantaged	1396	98%	83%	33%	1963	89%	65%	23%
Not Disadvantaged	770	93%	74%	41%	342	99%	91%	55%
Migrant								
Not Migrant	2166	96%	80%	36%	2305	91%	69%	27%

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	13	10	9	9	18	17	15	10

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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: 660	608-795	650-795	711-795			
Number of Students:	1877	1273	244			

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	2023	93%	63%	12%				
Female	987	95%	65%	14%				
Male	1036	90%	61%	10%				
American Indian or Alaska Native	14	71%	43%	0%				
Black or African American	355	95%	58%	10%				
Hispanic or Latino	1026	90%	54%	4%				
Asian or Native Hawaiian/Other Pacific Islander	237	97%	80%	16%				
White	391	97%	82%	32%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1665	97%	70%	14%				
Students with Disabilities	358	72%	28%	2%				
English Proficient	1877	95%	67%	13%				
Limited English Proficient	146	66%	10%	0%				
Economically Disadvantaged	1326	97%	65%	10%				
Not Disadvantaged	697	85%	58%	17%				
Migrant								
Not Migrant	2023	93%	63%	12%				

NOTES

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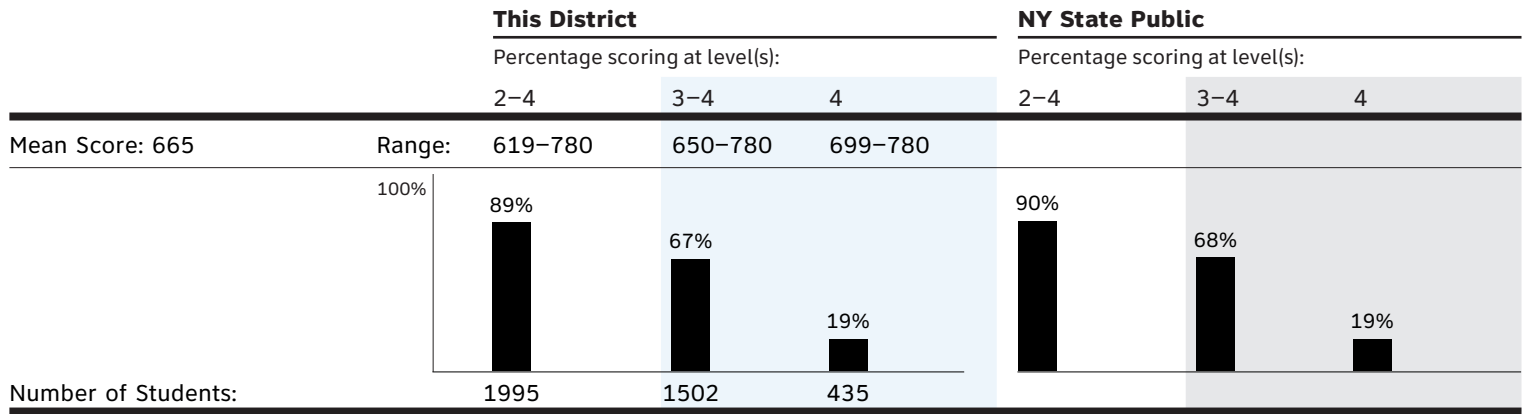
Other Assessments

	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	19	19	17	13	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	154	98	78	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 #15**

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	2231	89%	67%	19%				
Female	1085	92%	68%	19%				
Male	1146	87%	66%	20%				
American Indian or Alaska Native	14	93%	43%	7%				
Black or African American	374	88%	61%	11%				
Hispanic or Latino	1145	86%	59%	12%				
Asian or Native Hawaiian/Other Pacific Islander	287	96%	88%	40%				
White	411	96%	83%	33%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1844	94%	75%	22%				
Students with Disabilities	387	66%	33%	5%				
English Proficient	1926	92%	72%	22%				
Limited English Proficient	305	71%	35%	5%				
Economically Disadvantaged	1485	93%	70%	17%				
Not Disadvantaged	746	82%	62%	25%				
Migrant								
Not Migrant	2231	89%	67%	19%				

NOTES

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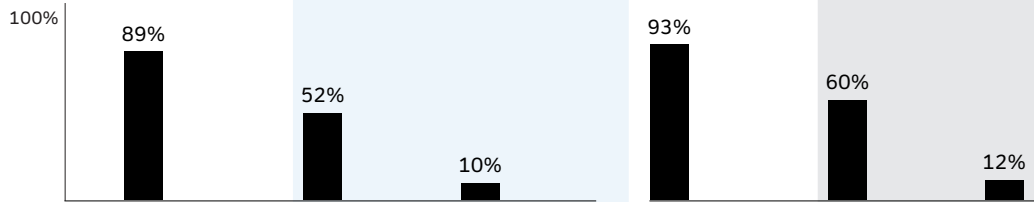
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	18	17	16	16	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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: 648	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1517	873	173	1517	873	173



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	1695	89%	52%	10%				
Female	863	92%	58%	13%				
Male	832	87%	45%	7%				
American Indian or Alaska Native	16	81%	38%	6%				
Black or African American	391	88%	46%	7%				
Hispanic or Latino	837	86%	41%	4%				
Asian or Native Hawaiian/Other Pacific Islander	131	97%	66%	16%				
White	320	97%	79%	29%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1391	96%	60%	12%				
Students with Disabilities	304	60%	14%	3%				
English Proficient	1591	92%	55%	11%				
Limited English Proficient	104	53%	3%	0%				
Economically Disadvantaged	794	95%	54%	6%				
Not Disadvantaged	901	84%	50%	14%				
Migrant								
Not Migrant	1695	89%	52%	10%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	14	13	13	13	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	62	39	31	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 #15**

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: 650	616-780	650-780	696-780			
Range:						
Number of Students:	1428	990	190			

Performance Level	This District (%)	NY State Public (%)
2-4	81%	87%
3-4	56%	60%
4	11%	13%

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	1764	81%	56%	11%				
Female	896	82%	57%	10%				
Male	868	79%	55%	12%				
American Indian or Alaska Native	16	63%	38%	6%				
Black or African American	389	75%	45%	7%				
Hispanic or Latino	890	77%	48%	5%				
Asian or Native Hawaiian/Other Pacific Islander	142	94%	82%	23%				
White	327	94%	82%	26%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1452	88%	64%	13%				
Students with Disabilities	312	50%	21%	2%				
English Proficient	1595	84%	60%	12%				
Limited English Proficient	169	53%	22%	1%				
Economically Disadvantaged	837	86%	58%	8%				
Not Disadvantaged	927	76%	54%	13%				
Migrant								
Not Migrant	1764	81%	56%	11%				

NOTES

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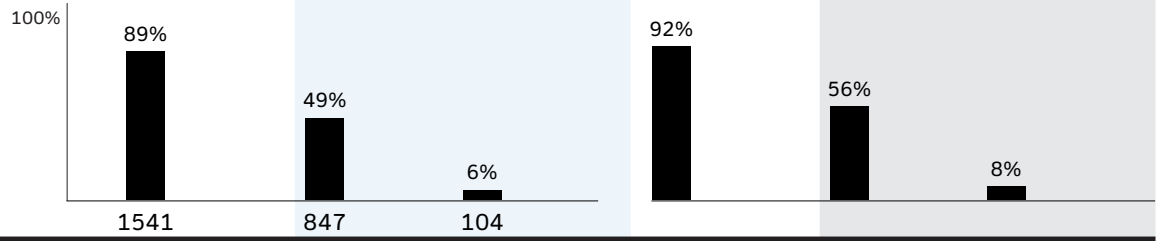
Other Assessments

	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	15	14	13	13	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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: 646	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1541	847	104	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	1728	89%	49%	6%				
Female	825	93%	54%	7%				
Male	903	86%	45%	5%				
American Indian or Alaska Native	8	100%	88%	0%				
Black or African American	416	91%	44%	2%				
Hispanic or Latino	908	87%	42%	2%				
Asian or Native Hawaiian/Other Pacific Islander	138	92%	64%	11%				
White	258	92%	72%	23%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1435	95%	56%	7%				
Students with Disabilities	293	61%	13%	1%				
English Proficient	1611	92%	52%	6%				
Limited English Proficient	117	50%	7%	0%				
Economically Disadvantaged	899	94%	47%	2%				
Not Disadvantaged	829	84%	51%	10%				
Migrant								
Not Migrant	1728	89%	49%	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 7 Equivalent	16	16	13	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	87	48	33	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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: 639	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	82%	43%	5%	87%	56%	12%
Number of Students:	1489	786	93			

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	1819	82%	43%	5%				
Female	862	85%	46%	5%				
Male	957	79%	41%	5%				
American Indian or Alaska Native	8	100%	50%	0%				
Black or African American	417	79%	38%	1%				
Hispanic or Latino	980	78%	35%	2%				
Asian or Native Hawaiian/Other Pacific Islander	145	94%	72%	19%				
White	269	92%	67%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1518	88%	50%	6%				
Students with Disabilities	301	52%	8%	1%				
English Proficient	1613	86%	47%	6%				
Limited English Proficient	206	51%	10%	0%				
Economically Disadvantaged	955	86%	43%	3%				
Not Disadvantaged	864	78%	44%	7%				
Migrant								
Not Migrant	1819	82%	43%	5%				

NOTES

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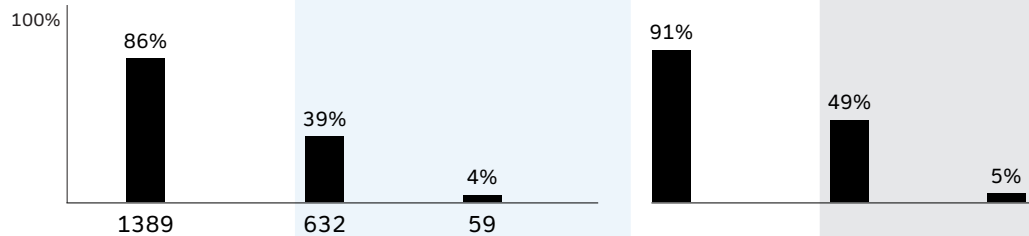
Other Assessments

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 640	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1389	632	59	1389	632	59



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	1620	86%	39%	4%				
Female	775	89%	46%	5%				
Male	845	82%	33%	2%				
American Indian or Alaska Native	6	83%	67%	0%				
Black or African American	417	86%	31%	2%				
Hispanic or Latino	845	83%	31%	1%				
Asian or Native Hawaiian/Other Pacific Islander	105	90%	63%	4%				
White	247	94%	70%	15%				
Small Group Totals								
General-Education Students	1354	93%	45%	4%				
Students with Disabilities	266	48%	6%	0%				
English Proficient	1534	88%	41%	4%				
Limited English Proficient	86	44%	0%	0%				
Economically Disadvantaged	811	93%	34%	2%				
Not Disadvantaged	809	78%	44%	6%				
Migrant								
Not Migrant	1620	86%	39%	4%				

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

NOTES

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Other Assessments

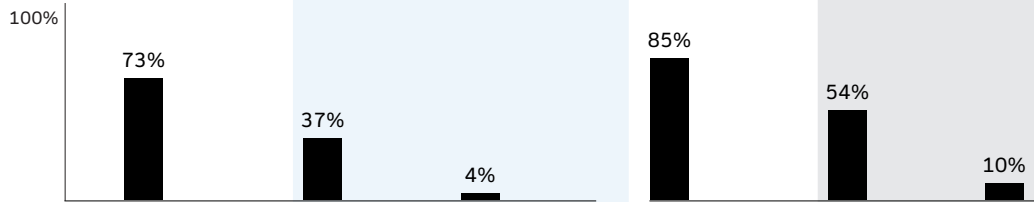
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	17	17	17	12	12	11	8
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	72	40	30	N/A	80	49	35	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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: 636	616-775	650-775	701-775			
Range:	616-775	650-775	701-775			
Number of Students:	1247	622	73	85%	54%	10%



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	1700	73%	37%	4%				
Female	807	74%	38%	5%				
Male	893	73%	35%	4%				
American Indian or Alaska Native	7	71%	43%	0%				
Black or African American	416	69%	31%	1%				
Hispanic or Latino	906	69%	27%	1%				
Asian or Native Hawaiian/Other Pacific Islander	115	90%	70%	22%				
White	256	89%	64%	11%				
Small Group Totals								
General-Education Students	1431	80%	42%	5%				
Students with Disabilities	269	39%	7%	0%				
English Proficient	1542	76%	39%	5%				
Limited English Proficient	158	50%	13%	0%				
Economically Disadvantaged	865	77%	32%	3%				
Not Disadvantaged	835	70%	42%	6%				
Migrant								
Not Migrant	1700	73%	37%	4%				

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

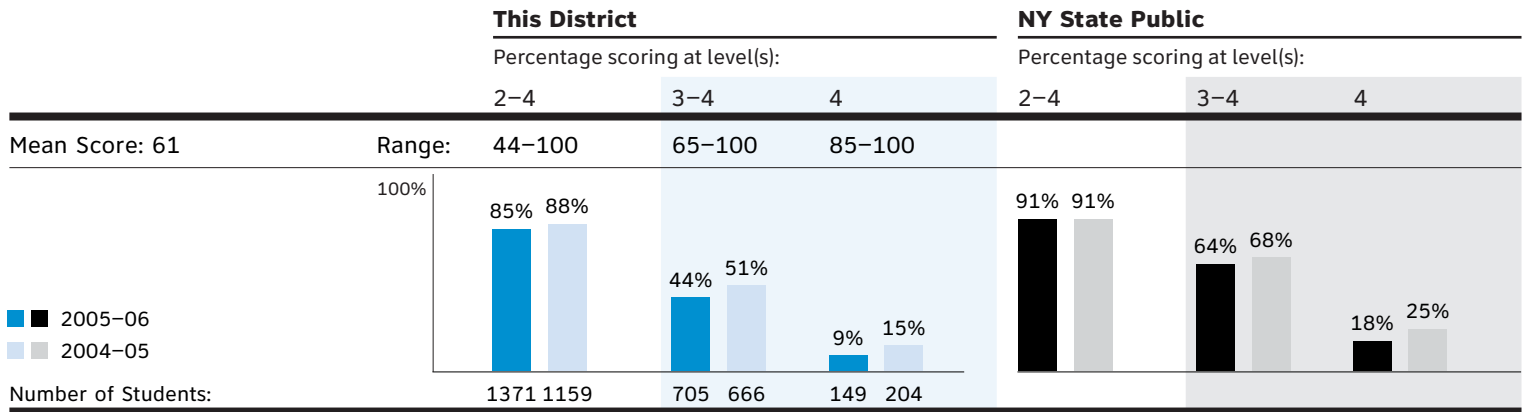
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Other Assessments

	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	18	18	18	17	11	11	9	8

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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	1617	85%	44%	9%	1318	88%	51%	15%
Female	770	86%	43%	9%	670	91%	51%	16%
Male	847	84%	44%	10%	648	85%	50%	15%
American Indian or Alaska Native	6	83%	33%	0%	6	83%	17%	0%
Black or African American	386	84%	35%	4%	331	85%	43%	8%
Hispanic or Latino	864	82%	35%	5%	668	87%	42%	9%
Asian or Native Hawaiian/Other Pacific Islander	113	92%	67%	21%	93	94%	70%	29%
White	248	93%	76%	29%	220	95%	80%	42%
Small Group Totals								
General-Education Students	1362	90%	50%	11%	1106	92%	57%	18%
Students with Disabilities	255	60%	11%	1%	212	65%	16%	1%
English Proficient	1466	88%	47%	10%	1196	91%	54%	17%
Limited English Proficient	151	56%	6%	0%	122	62%	16%	2%
Economically Disadvantaged	824	87%	38%	6%	980	85%	40%	6%
Not Disadvantaged	793	83%	50%	13%	338	98%	80%	43%
Migrant								
Not Migrant	1617	85%	44%	9%	1318	88%	51%	15%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	17	17	14	14	14	11	11
Regents Science	1	–	–	–	1	–	–	–

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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

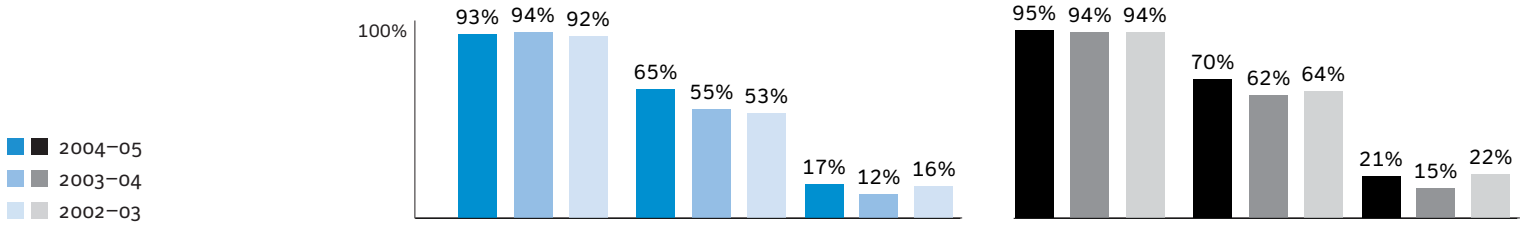
Percentage scoring at level(s):

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	134	585	958	350	2027	658
Feb 2004	133	837	936	270	2176	652
Feb 2003	178	861	822	362	2223	652

Grade 8

This School

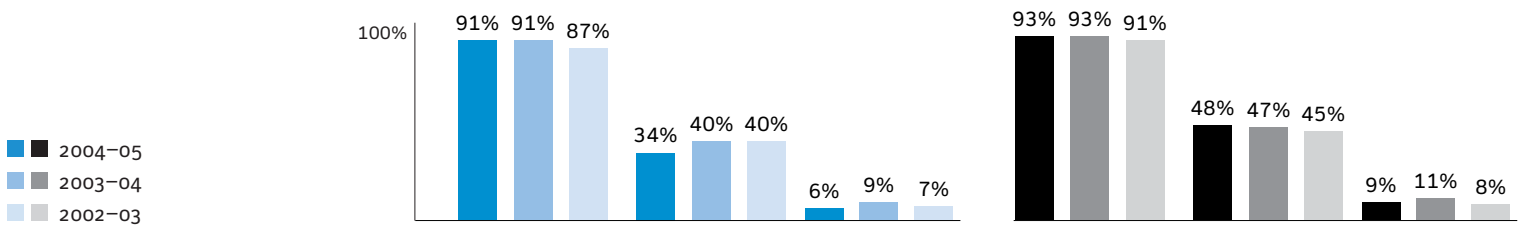
Percentage scoring at level(s):

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	142	924	448	100	1614	689
Jan 2004	143	824	508	150	1625	694
Jan 2003	125	475	331	68	999	690

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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):

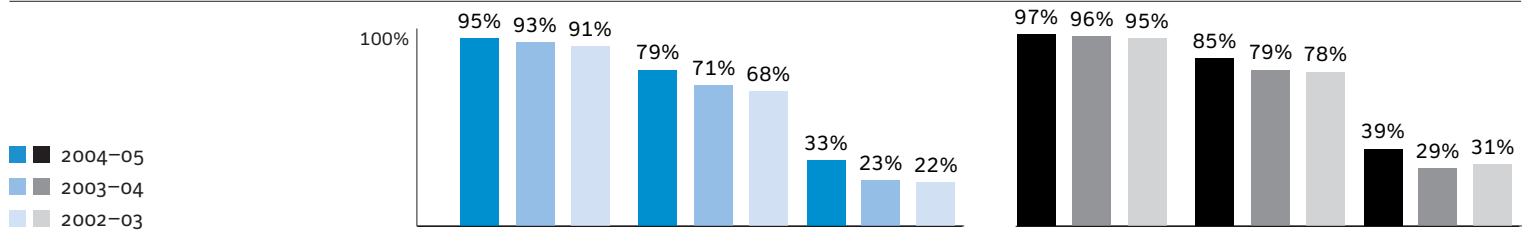
2-4 3-4 4

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	122	368	1065	776	2331	663
May 2004	173	526	1131	552	2382	654
May 2003	207	557	1093	533	2390	650

Grade 8

This School

Percentage scoring at level(s):

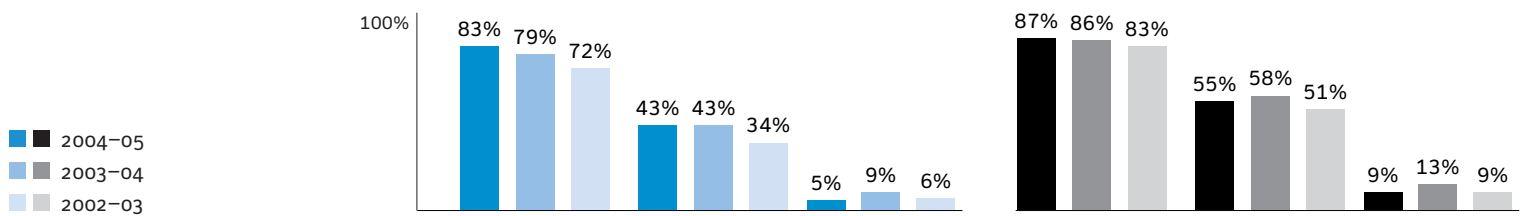
2-4 3-4 4

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	292	659	640	89	1680	709
May 2004	361	601	578	145	1685	706
May 2003	281	390	289	59	1019	698

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

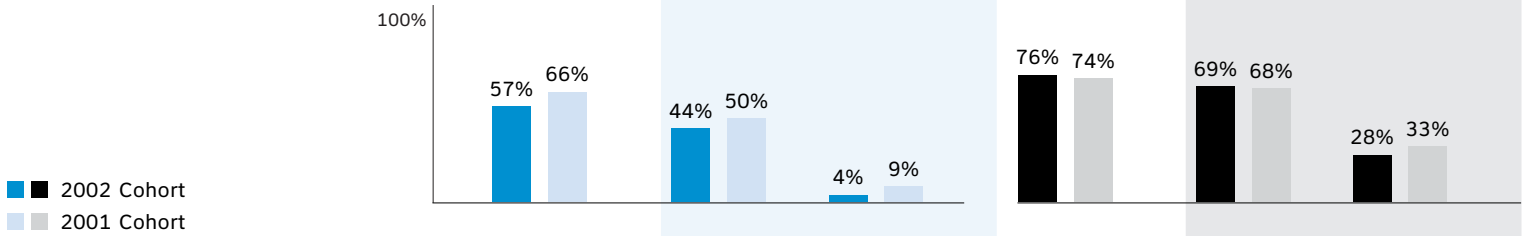
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1049	57%	44%	4%	1027	66%	50%	9%
Female	558	64%	51%	6%	576	69%	53%	10%
Male	491	50%	36%	2%	451	62%	46%	8%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	547	63%	48%	5%	571	76%	58%	11%
Hispanic or Latino	389	50%	39%	3%	369	52%	37%	7%
Asian or Native Hawaiian/Other Pacific Islander	22	–	–	–	24	–	–	–
White	87	55%	43%	8%	60	62%	47%	12%
Small Group Totals	26	54%	42%	4%	27	52%	44%	11%
General-Education Students	880	65%	51%	5%	928	70%	54%	10%
Students with Disabilities	169	18%	9%	0%	99	23%	7%	2%
English Proficient	982	60%	47%	5%	975	68%	52%	10%
Limited English Proficient	67	16%	12%	0%	52	25%	12%	0%
Economically Disadvantaged	653	58%	45%	4%				
Not Disadvantaged	396	56%	43%	5%				
Migrant								
Not Migrant	1049	57%	44%	4%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	19	1

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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

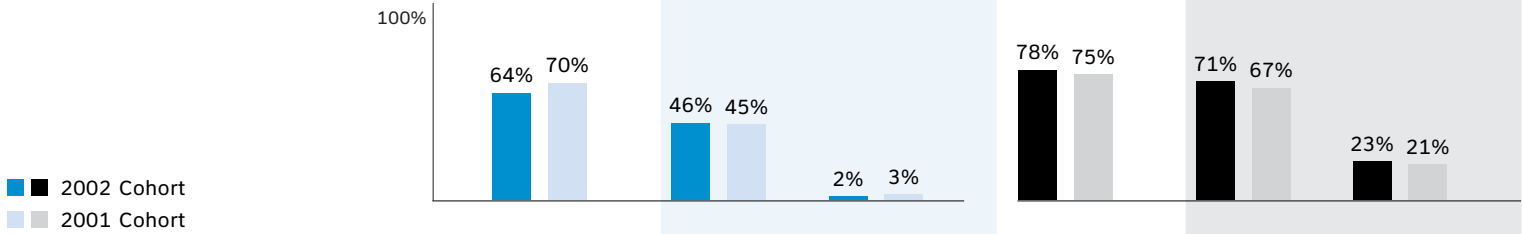
NY State Public

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	1049	64%	46%	2%	1027	70%	45%	3%
Female	558	68%	48%	2%	576	72%	48%	3%
Male	491	59%	44%	2%	451	66%	42%	2%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	547	69%	51%	2%	571	79%	52%	3%
Hispanic or Latino	389	56%	37%	1%	369	57%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	22	–	–	–	24	–	–	–
White	87	69%	52%	3%	60	63%	45%	3%
Small Group Totals	26	62%	54%	4%	27	56%	48%	4%
General-Education Students	880	72%	53%	2%	928	75%	49%	3%
Students with Disabilities	169	23%	12%	1%	99	21%	7%	0%
English Proficient	982	66%	48%	2%	975	71%	46%	3%
Limited English Proficient	67	30%	13%	1%	52	38%	25%	2%
Economically Disadvantaged	653	65%	45%	2%				
Not Disadvantaged	396	62%	47%	2%				
Migrant								
Not Migrant	1049	64%	46%	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

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	17	2

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

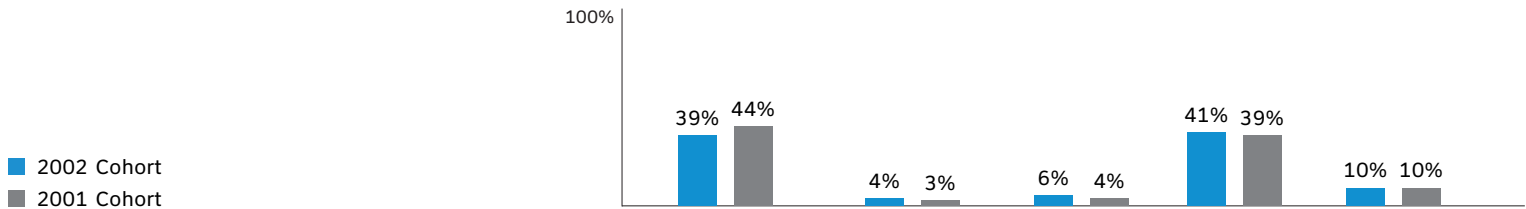
District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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	1049	39%	4%	6%	41%	10%
	2001	1027	44%	3%	4%	39%	10%
Female	2002	558	44%	3%	4%	38%	10%
	2001	576	49%	2%	3%	37%	9%
Male	2002	491	33%	5%	8%	43%	11%
	2001	451	37%	4%	5%	42%	13%
American Indian or Alaska Native	2002	4	–	–	–	–	–
	2001	3	–	–	–	–	–
Black or African American	2002	547	44%	4%	5%	39%	7%
	2001	571	52%	3%	3%	37%	5%
Hispanic or Latino	2002	389	32%	5%	7%	43%	14%
	2001	369	33%	3%	5%	42%	18%
Asian or Native Hawaiian/Other Pacific Islander	2002	22	–	–	–	–	–
	2001	24	–	–	–	–	–
White	2002	87	37%	2%	5%	43%	14%
	2001	60	33%	2%	2%	50%	13%
Small Group Totals	2002	26	38%	4%	8%	31%	19%
	2001	27	48%	4%	7%	33%	7%
General-Education Students	2002	880	44%	0%	6%	42%	8%
	2001	928	47%	0%	4%	40%	9%
Students with Disabilities	2002	169	14%	25%	4%	32%	25%
	2001	99	15%	28%	5%	30%	21%
English Proficient	2002	982	40%	3%	6%	40%	10%
	2001	975	45%	2%	4%	38%	10%
Limited English Proficient	2002	67	18%	18%	3%	45%	16%
	2001	52	15%	10%	0%	63%	12%
Economically Disadvantaged	2002	653	40%	4%	4%	43%	9%
	2001	653	40%	4%	4%	43%	9%
Not Disadvantaged	2002	396	38%	4%	8%	37%	13%
	2001	396	38%	4%	8%	37%	13%
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	1049	39%	4%	6%	41%	10%
	2001	1027	44%	3%	4%	39%	10%

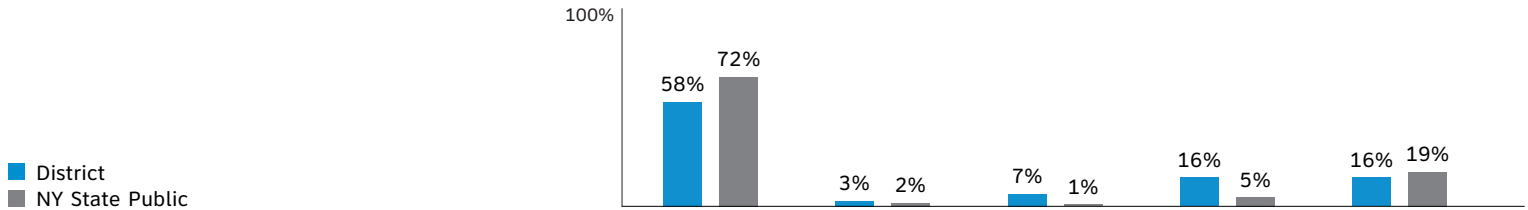
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

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	1038	58%	3%	7%	16%	16%
Female	573	64%	3%	6%	14%	13%
Male	465	51%	4%	8%	18%	19%
American Indian or Alaska Native	3	–	–	–	–	–
Black or African American	580	65%	3%	6%	14%	11%
Hispanic or Latino	373	46%	3%	8%	18%	24%
Asian or Native Hawaiian/Other Pacific Islander	24	–	–	–	–	–
White	58	60%	3%	5%	17%	14%
Small Group Totals	27	63%	7%	7%	7%	15%
General-Education Students	919	63%	0%	7%	16%	13%
Students with Disabilities	119	18%	30%	6%	13%	34%
English Proficient	997	59%	3%	7%	16%	15%
Limited English Proficient	41	32%	15%	5%	15%	34%
Economically Disadvantaged	611	58%	4%	7%	17%	14%
Not Disadvantaged	427	58%	3%	6%	15%	18%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1038	58%	3%	7%	16%	16%

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.