



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #17**

District ID **331700010000**

Superintendent **JACQUELINE PEEK-DAVIS**

Telephone **(718) 221-4372**

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	367	368	461
Kindergarten	1763	1722	1541
Grade 1	2418	2310	2159
Grade 2	2379	2235	2064
Grade 3	2472	2400	2174
Grade 4	2397	2101	1945
Grade 5	2548	2367	2033
Grade 6	2507	2521	2188
Ungraded Elementary	1069	1137	1185
Grade 7	2843	2669	2432
Grade 8	2770	2647	2376
Grade 9	3165	3277	2925
Grade 10	3427	2864	2613
Grade 11	1417	1825	1275
Grade 12	1501	1734	1599
Ungraded Secondary	1040	993	919
Total K-12	33716	32802	29428

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	25	27	26
Grade 8			
English	30	29	27
Mathematics	27	26	26
Science	30	29	28
Social Studies	25	27	28
Grade 10			
English	30	27	26
Mathematics	33	26	26
Science	33	30	26
Social Studies	12	28	26

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	24453	73%	0	0%	22257	76%
Reduced-Price Lunch	2141	6%	0	0%	2203	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	2435	7%	2531	8%	2283	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	187	1%	186	1%	166	1%
Black or African American	29588	88%	28601	87%	25472	87%
Hispanic or Latino	3226	10%	3250	10%	3037	10%
Asian or Native Hawaiian/Other Pacific Islander	341	1%	382	1%	407	1%
White	374	1%	383	1%	346	1%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	780	N/A	992	3%	870	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.

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2501	3804	6586
Percent Not Taught by Highly Qualified Teachers	22%	25%	15%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	204	141	140
Percent with No Valid Teaching Certificate	9%	6%	7%
Individuals Teaching Out of Certification			
Number of Teachers	400	454	374
Percentage of Total	18%	20%	18%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	37%	35%	35%

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.

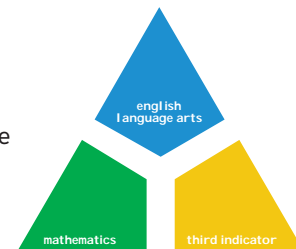
Staff Counts Information

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:

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

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

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

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:

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

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 Improvement (Year 1)

Science Good Standing

Secondary Level

ELA Improvement (Year 1)

Math Improvement (Year 1)

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			SH		
Asian or Native Hawaiian/Other Pacific Islander						
White						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged					SH	
Student groups making AYP in each subject	5 of 9	8 of 9	1 of 1	3 of 8	6 of 8	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 1)

Accountability Measures

5 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 (14708:13995)	✓	✓	98%	✓	125	121		
Ethnicity								
American Indian or Alaska Native (97:92)	✓	✓	97%	✓	127	112		
Black or African American (12860:12295)	✓	✓	98%	✓	126	121		
Hispanic or Latino (1456:1347)	✓ ^{SH}	✓	96%	✓ ^{SH}	116	119	111	124
Asian or Native Hawaiian/Other Pacific Islander (188:124)	✗	✗	94%	✓	131	113		
White (205:137)	✗	✗	90%	✓	117	113		
Other Groups								
Students with Disabilities ⁴ (2937:2033)	✗	✗	94%	✗	70	120	77	83
Limited English Proficient (1060:966)	✗	✓	95%	✗	97	118	107	107
Economically Disadvantaged (10557:10175)	✓	✓	99%	✓	135	121		
Final AYP Determination	✗ 5 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
- ✓^{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 1)

Accountability Measures

8 of 9

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 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 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 (14651:13759)	✓	✓	98%	✓	122	85	
Ethnicity							
American Indian or Alaska Native (97:91)	✓	✓	98%	✓	111	76	
Black or African American (12811:12069)	✓	✓	98%	✓	122	85	
Hispanic or Latino (1441:1331)	✓	✓	98%	✓	125	83	
Asian or Native Hawaiian/Other Pacific Islander (139:126)	✓	✓	96%	✓	134	77	
White (163:142)	✓	✓	95%	✓	114	77	
Other Groups							
Students with Disabilities ⁴ (2927:1990)	✗	✗	93%	✓ ^{SH}	71	84	62 84
Limited English Proficient (1051:983)	✓	✓	98%	✓	101	83	
Economically Disadvantaged (10501:10024)	✓	✓	99%	✓	133	85	
Final AYP Determination	✗ 8 of 9						

NOTES

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

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

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

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

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

AYP Status

- ✓ Made AYP
- ✓^{SH} 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 (4875:4227)	✓	Qualified	✓	95%	✓	132	100		
Ethnicity									
American Indian or Alaska Native (36:33)		–	–	–	✓	112	100		
Black or African American (4246:3691)		Qualified	✓	96%	✓	132	100		
Hispanic or Latino (503:430)		Qualified	✓	94%	✓	132	100		
Asian or Native Hawaiian/Other Pacific Islander (45:36)		Qualified	✓	93%	✓	122	100		
White (45:37)		Qualified	✓	91%	✓	108	100		
Other Groups									
Students with Disabilities (760:647)		Qualified	✓	89%	✓	90	100	89	91
Limited English Proficient (351:317)		Qualified	✓	95%	✓	103	100		
Economically Disadvantaged (3395:3012)		Qualified	✓	97%	✓	143	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

3 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 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 (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 (1884:1840)			99%		135	151	139	142
Ethnicity								
American Indian or Alaska Native (7:11)	–	–	–	–	–	–	–	–
Black or African American (1646:1595)			99%		134	151	139	141
Hispanic or Latino (133:135)	SH		99%	SH	132	145	132	139
Asian or Native Hawaiian/Other Pacific Islander (32:32)		–	–		138	137		
White (66:67)			98%		173	142		
Other Groups								
Students with Disabilities (63:131)			97%		71	145	83	84
Limited English Proficient (88:109)			100%		62	144	89 [†]	76
Economically Disadvantaged (1022:1087)			98%		140	151	143	146
Final AYP Determination	3 of 8							

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)



Improvement (Year 1)

Accountability Measures

6 of 8

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 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 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 (1884:1840)	✓ ^{SH}	✓	99%	✓ ^{SH}	141	143	135	147
Ethnicity								
American Indian or Alaska Native (7:11)	–	–	–	–	–	–	–	–
Black or African American (1646:1595)	✓ ^{SH}	✓	99%	✓ ^{SH}	139	143	135	145
Hispanic or Latino (133:135)	✓	✓	100%	✓	137	137		
Asian or Native Hawaiian/Other Pacific Islander (32:32)	✓	–	–	✓	163	129		
White (66:67)	✓	✓	98%	✓	169	134		
Other Groups								
Students with Disabilities (63:131)	✗	✓	98%	✗	86	137	98	97
Limited English Proficient (88:109)	✗	✓	100%	✗	107	136	107 [†]	116
Economically Disadvantaged (1022:1087)	✓ ^{SH}	✓	99%	✓ ^{SH}	141	143	140	147
Final AYP Determination	✗ 6 of 8							

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		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2005–06	2006–07
All Students (2066) 			54%	55%	49%	55%
Ethnicity						
American Indian or Alaska Native (8)		–	–	–	–	–
Black or African American (1798)			54%	55%	50%	55%
Hispanic or Latino (183)			44%	55%	37%	45%
Asian or Native Hawaiian/Other Pacific Islander (29)		–	–	–	–	–
White (48)			79%	55%		
Other Groups						
Students with Disabilities (118)			20%	55%	16%	21%
Limited English Proficient (178)			38%	55%	40%	39%
Economically Disadvantaged (1173)			64%	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 #17**

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

37 schools identified 70% of total

BROOKLYN HS FOR MUSIC & THEATER
BROOKLYN HS FOR SCIENCE AND THE ENVIRONMENT
CLARA BARTON VOCATIONAL HIGH SCHOOL
EBBETTS FIELD MIDDLE SCHOOL
ELIJAH STROUD MIDDLE SCHOOL
HIGH SCHOOL FOR GLOBAL CITIZENSHIP
HIGH SCHOOL FOR SERVICE AND LEARNING
HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT
HS FOR PUBLIC SERVICE
I.S. 340
INTERNATIONAL ARTS BUSINESS HS
INTERNATIONAL HIGH SCHOOL AT PROSPECT HEIGHTS
M.S. 394K
MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE
MIDDLE SCHOOL FOR THE ARTS
P.S. 6
P.S. 22
P.S. 91 ALBANY AVENUE SCHOOL
P.S. 92 ADRIAN HEGEMAN SCHOOL
P.S. 138
P.S. 161 THE CROWN SCHOOL
P.S. 167 PARKWAY SCHOOL
P.S. 181 BROOKLYN
P.S. 189 LINCOLN TERRACE SCHOOL
P.S. 191 PAUL ROBESON SCHOOL
P.S. 221 TOSSAINT L'OUVERTURE
P.S. 241 EMMA L. JOHNSTON SCHOOL
P.S. 245
P.S. 249 CATON SCHOOL
P.S. 289 GEORGE V. BROWER SCHOOL
P.S. 397 FOSTER LAURIE ELEMENTARY SCHOOL
P.S. 399 STANLEY E. CLARKE SCHOOL
SCHOOL FOR DEMOCRACY AND LEADERSHIP
SCHOOL OF INTEGRATED LEARNING
SCIENCE, TECH. & RESEARCH HIGH SCHOOL
THE SCHOOL FOR HUMAN RIGHTS
W.E.B. DUBOIS ACADEMIC HS

▲ Improvement (Year1)

1 school identified 2% of total

P.S. 398 WALTER WEAVER SCHOOL

▲ Improvement (Year 2)

3 schools identified 6% of total

ERASMUS CAMPUS-HUMANITIES

■ Requiring Academic Progress (Year 1)

1 school identified 2% of total

MIDDLE COLLEGE HIGH SCHOOL AT MEDGAR EVERS

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

⬆ Improvement (Year 2) (continued)

M.S. 2

P.S. 375 JACKIE ROBINSON SCHOOL

⬆ Corrective Action

1 school identified 2% of total

PAUL ROBESON HIGH SCHOOL

⬆ Planning for Restructuring

2 schools identified 4% of total

ERASMUS CAMPUS - BUSINESS /TECHNOLOGY

P.S. 12

⬆ Restructuring (Year 1)

1 school identified 2% of total

P.S. 316 ELIJAH G. STROUD SCHOOL

⬆ Restructuring (Year 2)

1 school identified 2% of total

M.S. 61 GLADSTONE H. ATWELL SCHOOL

⬆ Restructuring (Year 3)

2 schools identified 4% of total

I.S. 246 WALT WHITMAN

M.S. 390 MAGGIE L. WALKER SCHOOL

■ Requiring Academic Progress (Year 5)

1 school identified 2% of total

ERASMUS CAMPUS - SCIENCE/MATH

■ Requiring Academic Progress (Year 6)

1 school identified 2% of total

PROSPECT HEIGHTS HIGH SCHOOL

■ Requiring Academic Progress (Year 7)

2 schools identified 4% of total







GEORGE W. WINGATE HIGH SCHOOL

I.S. 391 MAHALIA JACKSON







District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	48%			2195
Grade 4	50%			2084
Grade 5	45%			2154
Grade 6	36%			2246
Grade 7	36%			2449
Grade 8	23%			2434


Mathematics

Grade 3	68%		2370
Grade 4	61%		2176
Grade 5	46%		2241
Grade 6	34%		2336
Grade 7	29%		2539
Grade 8	24%		2543

Science

Grade 4	70%		2170
Grade 8	25%		2243

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	49%			2303
Mathematics	48%			2303

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	47%			2303

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.

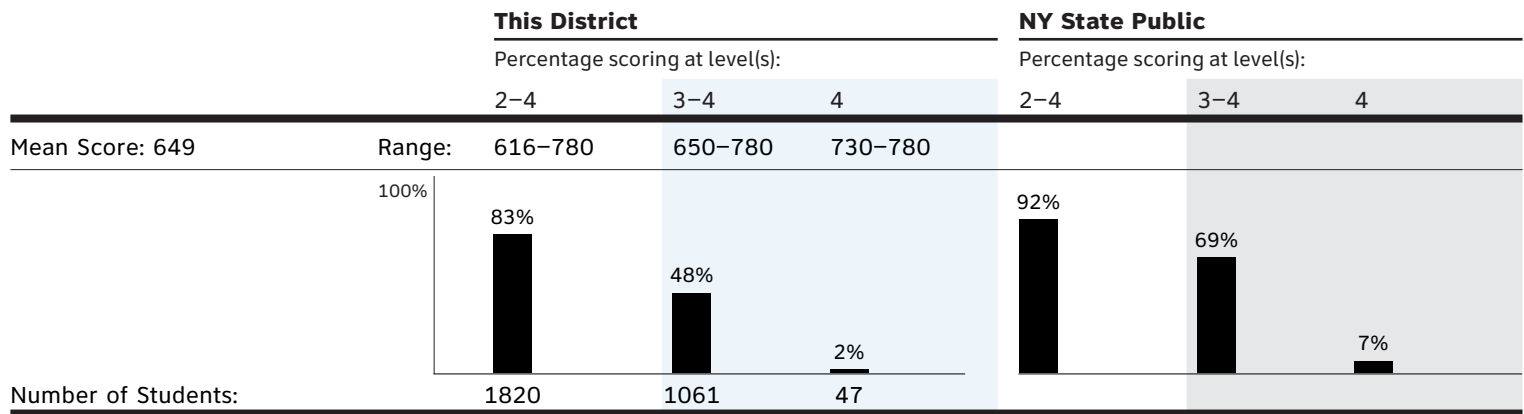
This District's N/RC Category:

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 #17**

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	2195	83%	48%	2%				
Female	1052	88%	56%	3%				
Male	1143	79%	42%	2%				
American Indian or Alaska Native	23	83%	57%	0%				
Black or African American	1977	83%	48%	2%				
Hispanic or Latino	158	80%	48%	2%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	0%				
White	23	83%	52%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1883	89%	54%	2%				
Students with Disabilities	312	44%	13%	0%				
English Proficient	2164	83%	49%	2%				
Limited English Proficient	31	52%	16%	0%				
Economically Disadvantaged	1732	90%	55%	2%				
Not Disadvantaged	463	58%	25%	1%				
Migrant								
Not Migrant	2195	83%	48%	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.

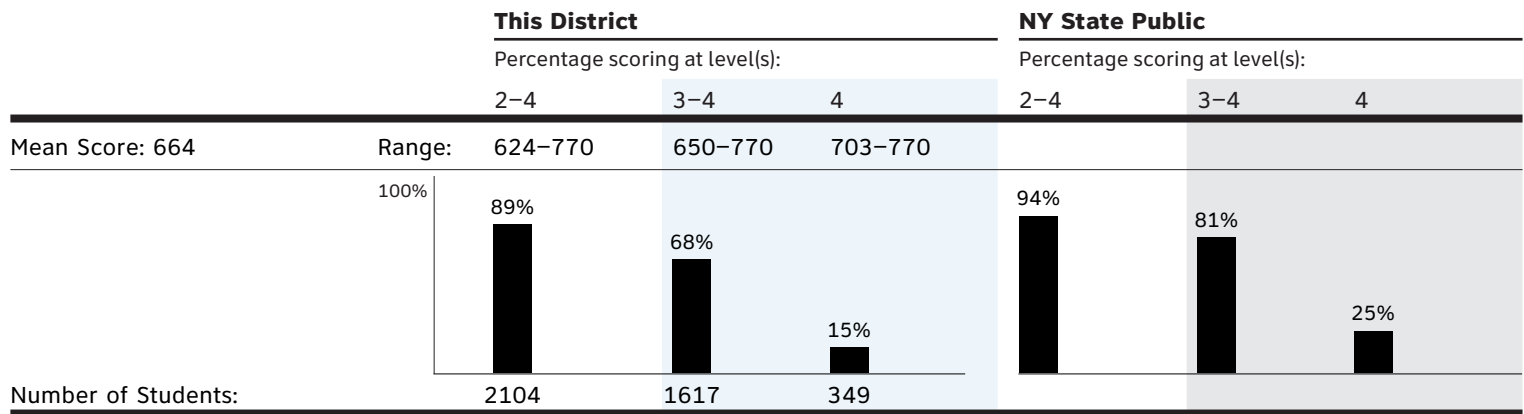
Other Assessments

	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	30	30	27	23	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	160	78	53	N/A				
					N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2370	89%	68%	15%				
Female	1132	90%	70%	15%				
Male	1238	87%	67%	14%				
American Indian or Alaska Native	23	87%	61%	26%				
Black or African American	2056	89%	69%	15%				
Hispanic or Latino	240	89%	66%	14%				
Asian or Native Hawaiian/Other Pacific Islander	24	96%	83%	38%				
White	27	78%	56%	7%				
Small Group Totals								
General-Education Students	2039	93%	74%	17%				
Students with Disabilities	331	65%	31%	3%				
English Proficient	2173	89%	70%	16%				
Limited English Proficient	197	82%	50%	6%				
Economically Disadvantaged	1883	93%	74%	16%				
Not Disadvantaged	487	73%	45%	8%				
Migrant								
Not Migrant	2370	89%	68%	15%				

This test was not given in 2004-05.

NOTES

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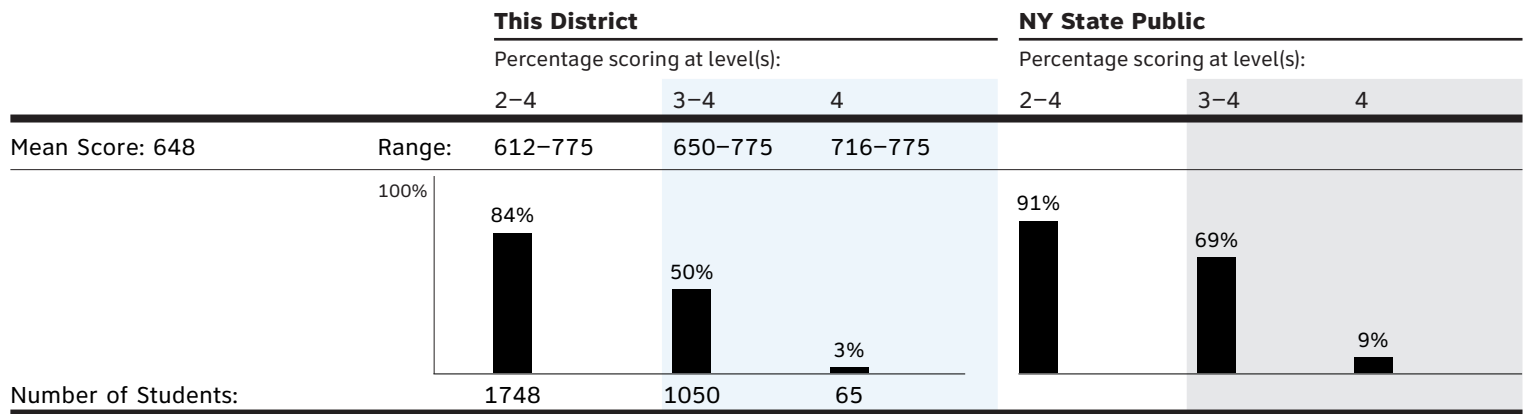
Other Assessments

	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 3 Equivalent	31	31	26	20				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2084	84%	50%	3%				
Female	984	88%	57%	4%				
Male	1100	80%	45%	2%				
American Indian or Alaska Native	14	71%	57%	0%				
Black or African American	1857	84%	50%	3%				
Hispanic or Latino	179	85%	53%	4%				
Asian or Native Hawaiian/Other Pacific Islander	15	80%	47%	0%				
White	19	74%	26%	0%				
Small Group Totals								
General-Education Students	1771	91%	56%	4%				
Students with Disabilities	313	46%	16%	0%				
English Proficient	2040	84%	51%	3%				
Limited English Proficient	44	61%	18%	0%				
Economically Disadvantaged	1601	91%	57%	4%				
Not Disadvantaged	483	61%	30%	1%				
Migrant								
Not Migrant	2084	84%	50%	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

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.

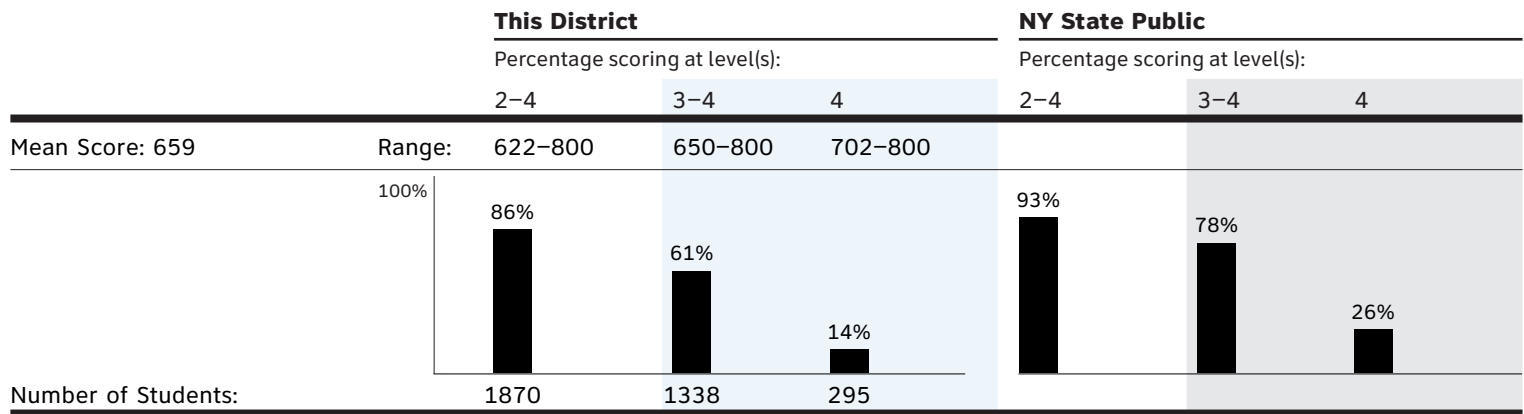
Other Assessments

	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	34	33	29	21	33	31	26	19
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	104	59	49	N/A	99	54	42	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 #17**

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	2176	86%	61%	14%				
Female	1023	88%	63%	15%				
Male	1153	84%	60%	13%				
American Indian or Alaska Native	14	86%	64%	7%				
Black or African American	1901	86%	61%	14%				
Hispanic or Latino	220	85%	65%	14%				
Asian or Native Hawaiian/Other Pacific Islander	17	76%	59%	18%				
White	24	67%	42%	0%				
Small Group Totals								
General-Education Students	1847	92%	68%	16%				
Students with Disabilities	329	54%	25%	1%				
English Proficient	2025	87%	63%	14%				
Limited English Proficient	151	68%	44%	1%				
Economically Disadvantaged	1674	92%	68%	16%				
Not Disadvantaged	502	67%	41%	5%				
Migrant								
Not Migrant	2176	86%	61%	14%				

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

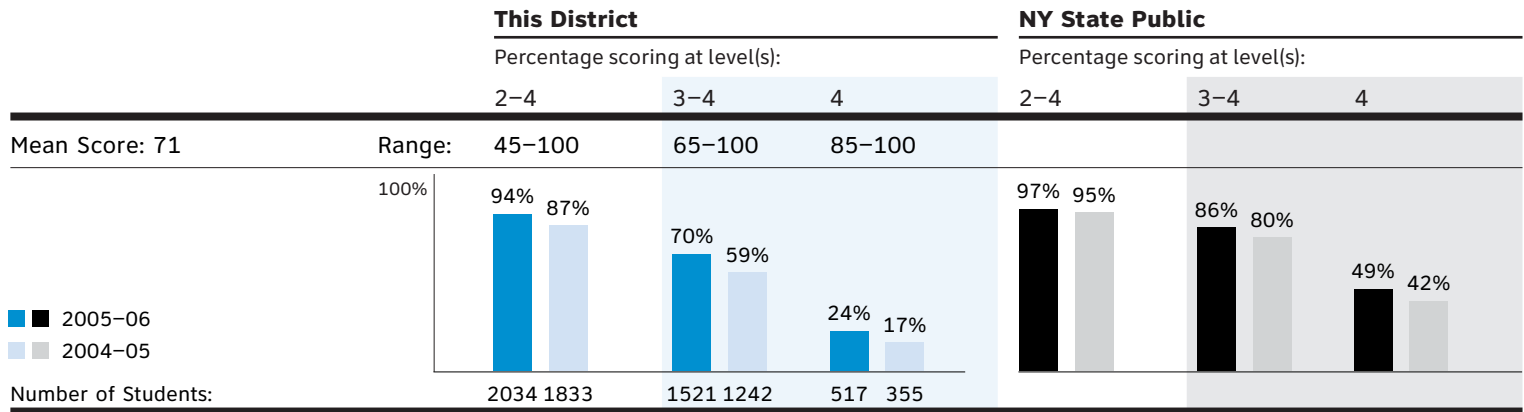
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Other Assessments

	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	32	32	30	27	33	30	27	18

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2170	94%	70%	24%	2117	87%	59%	17%
Female	1013	95%	73%	26%	1064	90%	62%	17%
Male	1157	92%	68%	22%	1053	83%	56%	16%
American Indian or Alaska Native	14	93%	71%	36%	11	82%	55%	18%
Black or African American	1893	94%	71%	24%	1861	88%	60%	17%
Hispanic or Latino	222	94%	68%	27%	207	79%	52%	14%
Asian or Native Hawaiian/Other Pacific Islander	18	94%	61%	17%	19	89%	63%	21%
White	23	83%	39%	4%	19	74%	42%	5%
Small Group Totals								
General-Education Students	1843	96%	76%	27%	1868	91%	63%	19%
Students with Disabilities	327	80%	38%	5%	249	55%	24%	3%
English Proficient	2020	94%	72%	25%	1944	88%	61%	18%
Limited English Proficient	150	86%	47%	9%	173	66%	34%	6%
Economically Disadvantaged	1671	97%	76%	27%	1985	86%	59%	17%
Not Disadvantaged	499	84%	51%	13%	132	89%	58%	17%
Migrant					1	—	—	—
Not Migrant	2170	94%	70%	24%	2116	—	—	—

NOTES

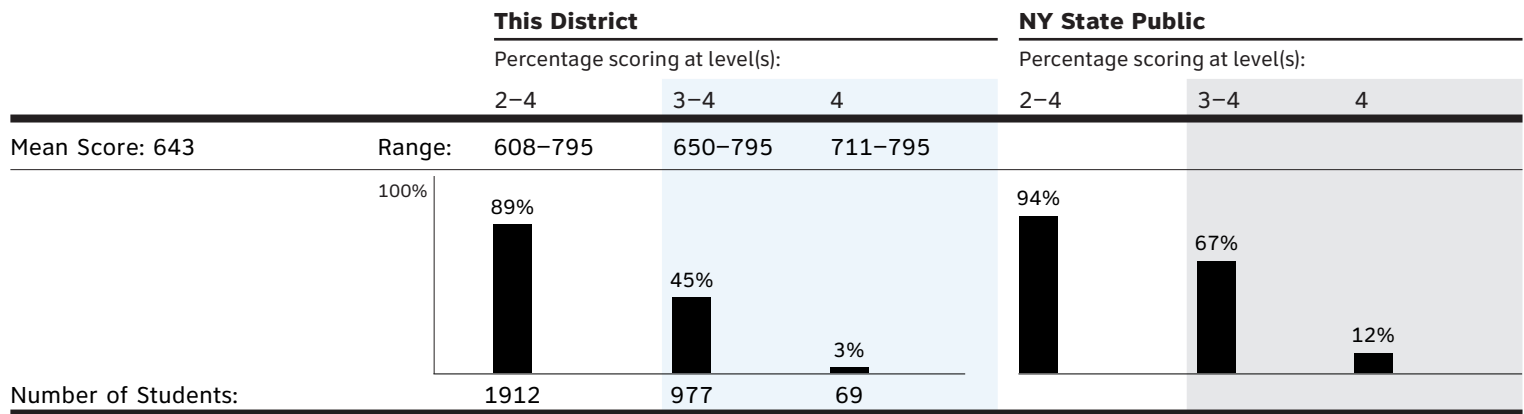
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	33	32	29	24	28	26	20	13

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2154	89%	45%	3%				
Female	1073	92%	49%	4%				
Male	1081	86%	41%	2%				
American Indian or Alaska Native	12	83%	50%	8%				
Black or African American	1924	89%	46%	3%				
Hispanic or Latino	180	83%	39%	2%				
Asian or Native Hawaiian/Other Pacific Islander	17	94%	53%	0%				
White	21	76%	29%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1853	93%	50%	4%				
Students with Disabilities	301	63%	14%	0%				
English Proficient	2080	89%	46%	3%				
Limited English Proficient	74	73%	19%	0%				
Economically Disadvantaged	1657	93%	50%	4%				
Not Disadvantaged	497	76%	30%	2%				
Migrant								
Not Migrant	2154	89%	45%	3%				

NOTES

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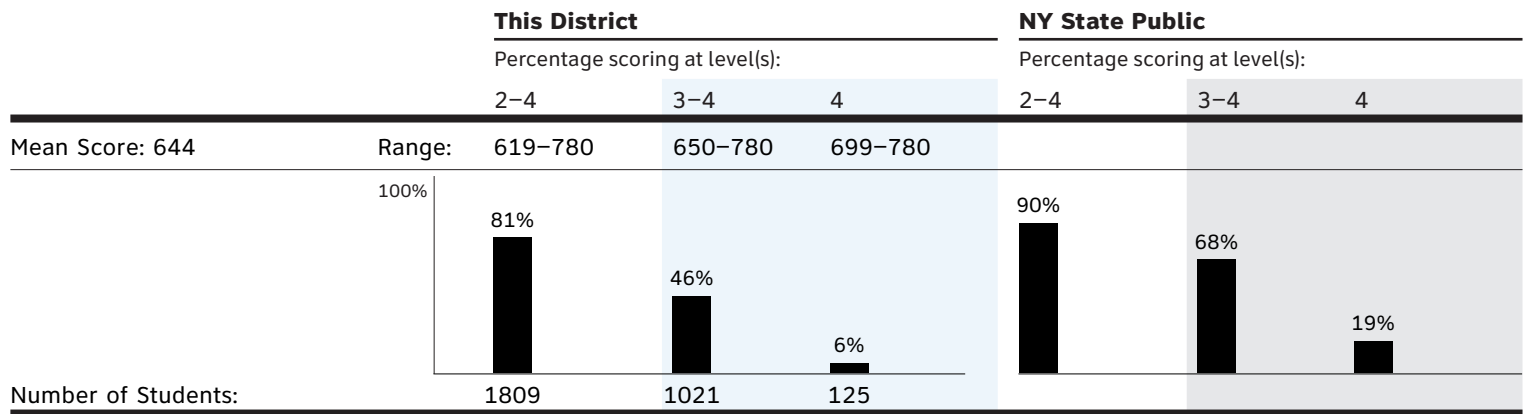
Other Assessments

	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 5 Equivalent	28	26	25	23	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	74	50	45	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 #17**

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	2241	81%	46%	6%				
Female	1112	84%	46%	6%				
Male	1129	78%	45%	5%				
American Indian or Alaska Native	11	73%	27%	9%				
Black or African American	1962	81%	46%	5%				
Hispanic or Latino	220	76%	44%	7%				
Asian or Native Hawaiian/Other Pacific Islander	23	83%	57%	13%				
White	25	68%	32%	4%				
Small Group Totals								
General-Education Students	1933	85%	50%	6%				
Students with Disabilities	308	52%	15%	1%				
English Proficient	2084	81%	46%	6%				
Limited English Proficient	157	76%	36%	1%				
Economically Disadvantaged	1727	85%	50%	6%				
Not Disadvantaged	514	65%	30%	3%				
Migrant								
Not Migrant	2241	81%	46%	6%				

This test was not given in 2004-05.

NOTES

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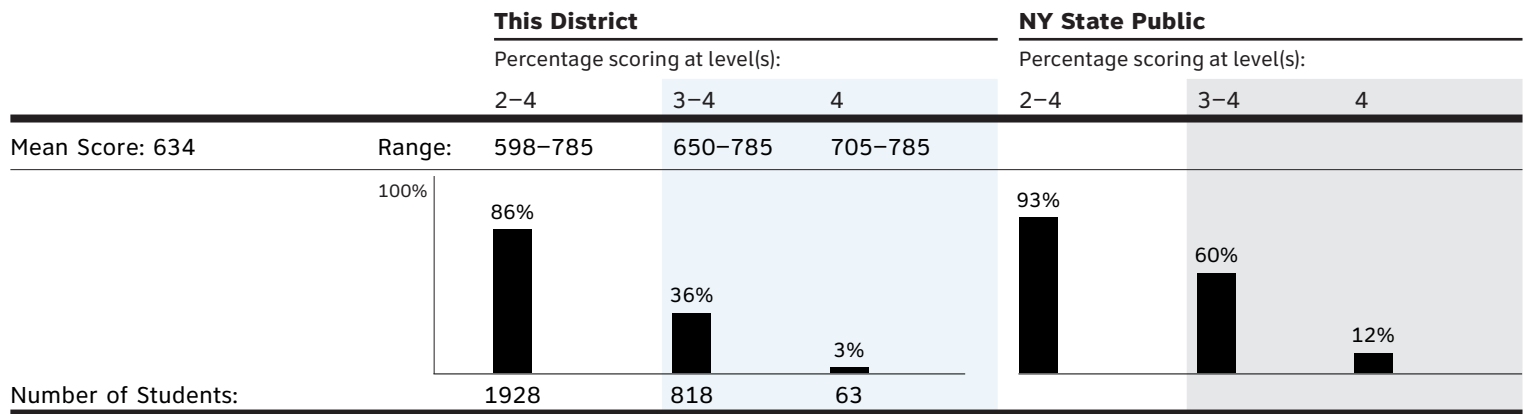
Other Assessments

	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	26	25	24	17				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	86%	36%	3%				
Female	1100	90%	41%	4%				
Male	1146	82%	32%	2%				
American Indian or Alaska Native	8	88%	25%	0%				
Black or African American	2019	86%	37%	3%				
Hispanic or Latino	189	87%	36%	4%				
Asian or Native Hawaiian/Other Pacific Islander	12	83%	42%	17%				
White	18	67%	28%	0%				
Small Group Totals								
General-Education Students	1937	91%	41%	3%				
Students with Disabilities	309	52%	7%	0%				
English Proficient	2196	86%	37%	3%				
Limited English Proficient	50	62%	14%	0%				
Economically Disadvantaged	1583	92%	41%	3%				
Not Disadvantaged	663	72%	26%	2%				
Migrant								
Not Migrant	2246	86%	36%	3%				

This test was not given in 2004-05.

NOTES

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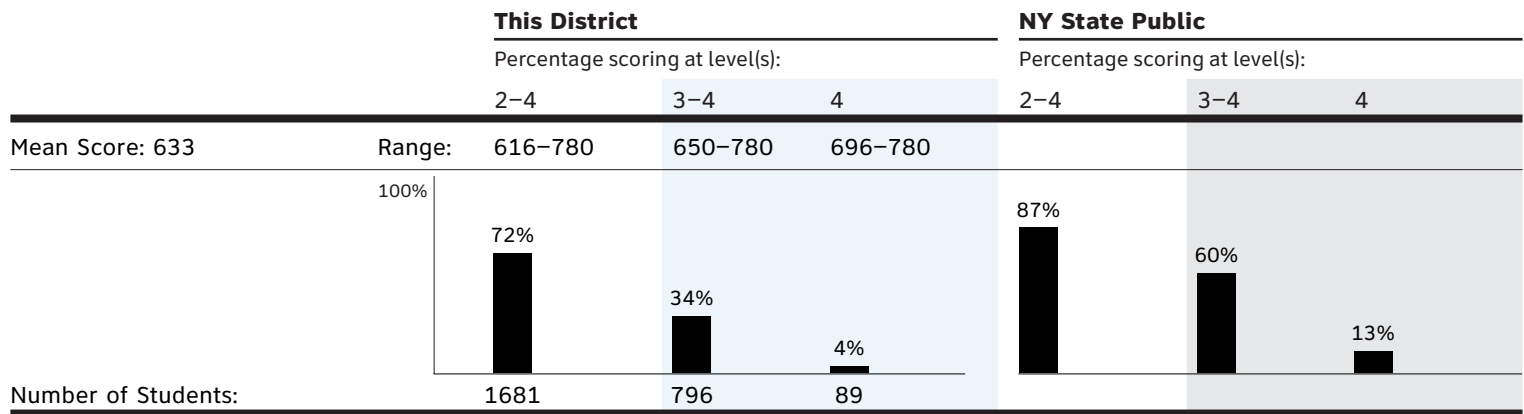
Other Assessments

	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	39	39	31	28				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	80	55	39	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 #17**

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	2336	72%	34%	4%				
Female	1146	75%	37%	4%				
Male	1190	69%	32%	3%				
American Indian or Alaska Native	8	75%	13%	0%				
Black or African American	2072	72%	34%	3%				
Hispanic or Latino	215	74%	37%	7%				
Asian or Native Hawaiian/Other Pacific Islander	18	78%	39%	17%				
White	23	65%	30%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2027	78%	37%	4%				
Students with Disabilities	309	34%	12%	0%				
English Proficient	2205	73%	35%	4%				
Limited English Proficient	131	62%	24%	3%				
Economically Disadvantaged	1645	78%	38%	4%				
Not Disadvantaged	691	56%	25%	2%				
Migrant								
Not Migrant	2336	72%	34%	4%				

NOTES

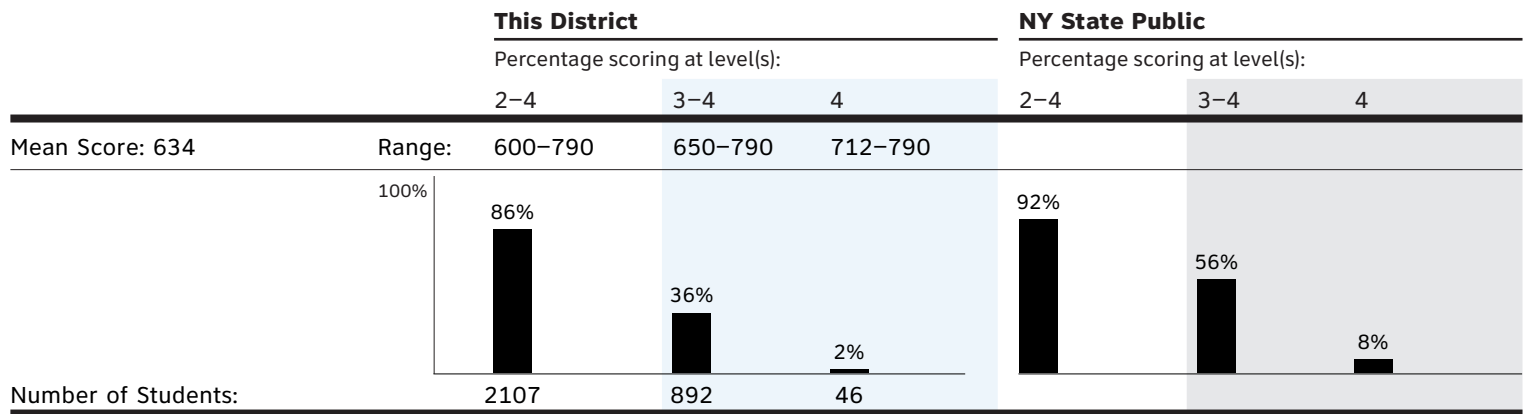
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	39	38	35	27	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2449	86%	36%	2%				
Female	1213	90%	42%	3%				
Male	1236	83%	31%	1%				
American Indian or Alaska Native	14	93%	29%	0%				
Black or African American	2188	86%	37%	2%				
Hispanic or Latino	206	81%	28%	2%				
Asian or Native Hawaiian/Other Pacific Islander	20	95%	40%	5%				
White	21	95%	52%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2153	90%	41%	2%				
Students with Disabilities	296	57%	5%	0%				
English Proficient	2361	87%	38%	2%				
Limited English Proficient	88	60%	2%	0%				
Economically Disadvantaged	1751	91%	40%	2%				
Not Disadvantaged	698	75%	28%	1%				
Migrant								
Not Migrant	2449	86%	36%	2%				

NOTES

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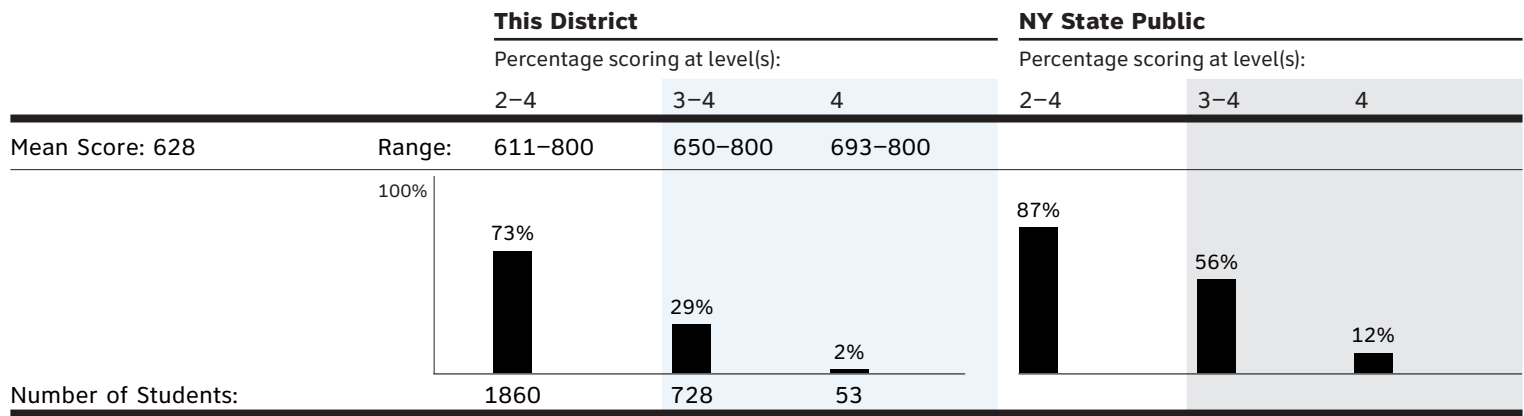
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	32	32	29	24	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	108	79	56	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 #17**

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	2539	73%	29%	2%				
Female	1254	76%	33%	3%				
Male	1285	70%	25%	2%				
American Indian or Alaska Native	15	80%	20%	7%				
Black or African American	2235	73%	28%	2%				
Hispanic or Latino	237	77%	36%	3%				
Asian or Native Hawaiian/Other Pacific Islander	26	65%	31%	8%				
White	26	77%	31%	0%				
Small Group Totals								
General-Education Students	2238	78%	32%	2%				
Students with Disabilities	301	35%	6%	0%				
English Proficient	2349	75%	30%	2%				
Limited English Proficient	190	52%	12%	0%				
Economically Disadvantaged	1814	80%	32%	2%				
Not Disadvantaged	725	58%	20%	2%				
Migrant								
Not Migrant	2539	73%	29%	2%				

This test was not given in 2004-05.

NOTES

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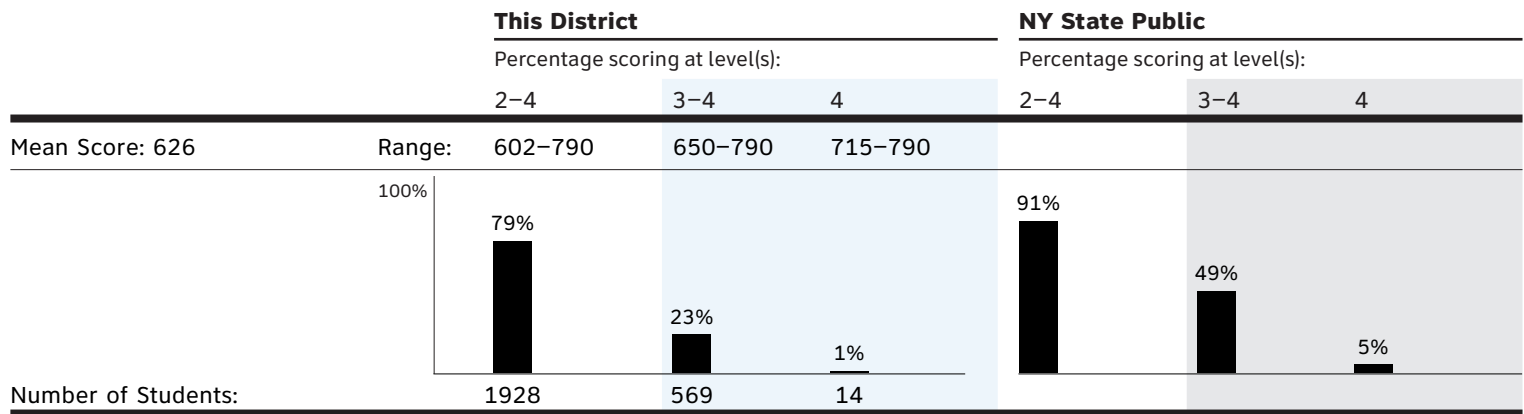
Other Assessments

	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	36	36	35	30				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2434	79%	23%	1%				
Female	1175	84%	29%	1%				
Male	1259	75%	18%	0%				
American Indian or Alaska Native	19	95%	21%	0%				
Black or African American	2170	79%	24%	1%				
Hispanic or Latino	212	80%	21%	0%				
Asian or Native Hawaiian/Other Pacific Islander	18	89%	44%	6%				
White	15	67%	20%	0%				
Small Group Totals								
General-Education Students	2103	86%	27%	1%				
Students with Disabilities	331	36%	3%	0%				
English Proficient	2346	80%	24%	1%				
Limited English Proficient	88	49%	8%	0%				
Economically Disadvantaged	1625	87%	28%	1%				
Not Disadvantaged	809	63%	14%	0%				
Migrant								
Not Migrant	2434	79%	23%	1%				

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

NOTES

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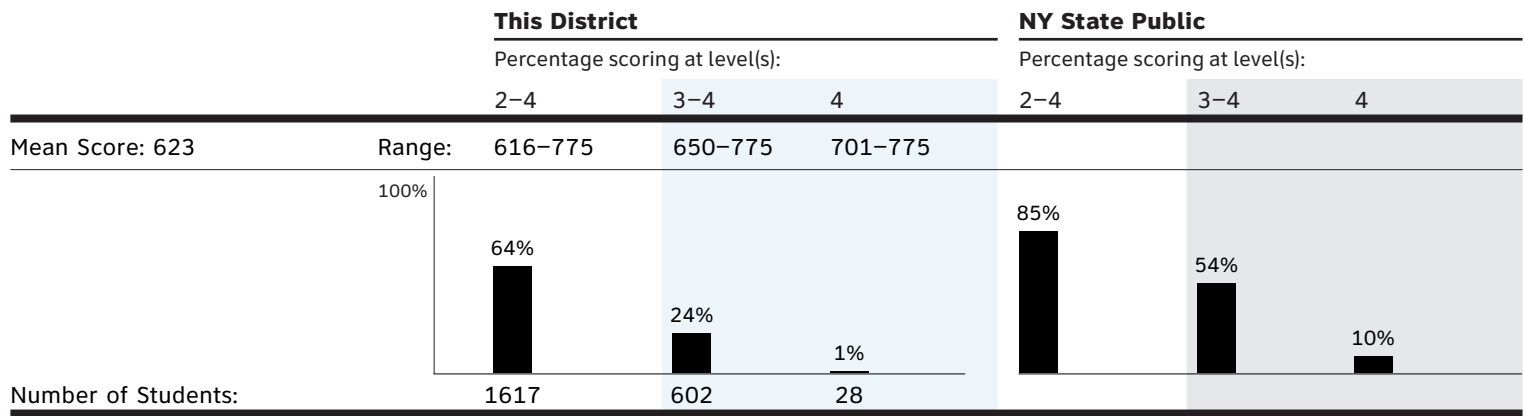
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	25	25	24	24	26	26	25	20
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 8	118	77	61	N/A	119	103	81	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 #17**

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	2543	64%	24%	1%				
Female	1224	67%	27%	1%				
Male	1319	60%	21%	1%				
American Indian or Alaska Native	22	45%	14%	0%				
Black or African American	2224	64%	23%	1%				
Hispanic or Latino	255	61%	26%	2%				
Asian or Native Hawaiian/Other Pacific Islander	25	76%	40%	12%				
White	17	47%	6%	0%				
Small Group Totals								
General-Education Students	2215	69%	26%	1%				
Students with Disabilities	328	29%	5%	0%				
English Proficient	2338	64%	24%	1%				
Limited English Proficient	205	55%	25%	1%				
Economically Disadvantaged	1691	70%	28%	1%				
Not Disadvantaged	852	50%	15%	1%				
Migrant								
Not Migrant	2543	64%	24%	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

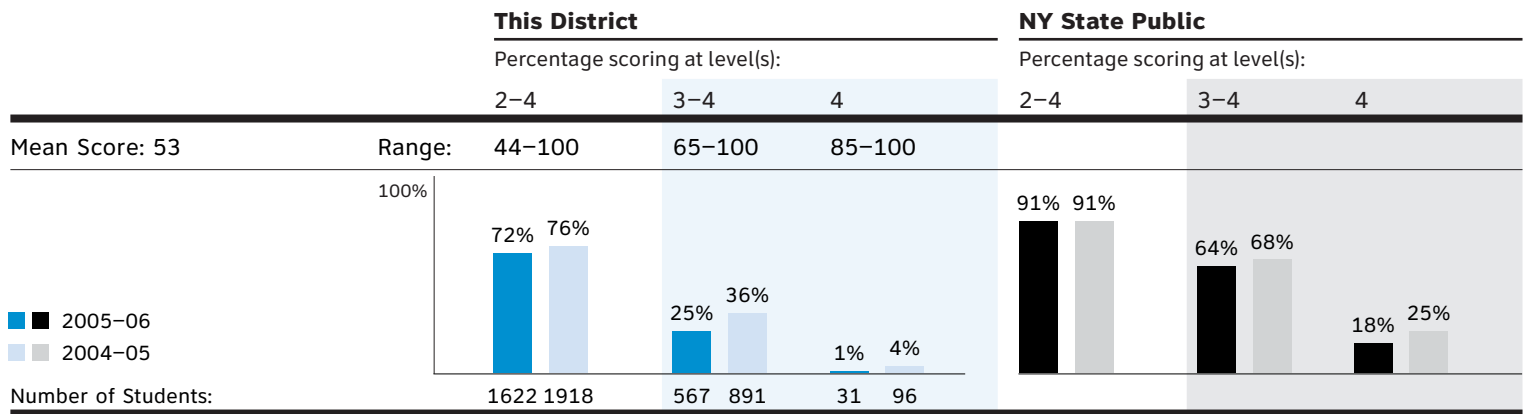
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Other Assessments

	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	25	24	23	22	24	24	24	19

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2243	72%	25%	1%	2509	76%	36%	4%
Female	1069	76%	25%	1%	1277	80%	38%	4%
Male	1174	69%	26%	1%	1232	72%	33%	4%
American Indian or Alaska Native	20	70%	0%	0%	11	64%	27%	0%
Black or African American	1955	73%	25%	1%	2243	76%	35%	4%
Hispanic or Latino	231	69%	27%	1%	219	81%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	21	67%	33%	10%	23	87%	48%	13%
White	16	56%	19%	0%	13	85%	23%	0%
Small Group Totals								
General-Education Students	1943	77%	28%	2%	2262	80%	38%	4%
Students with Disabilities	300	41%	5%	0%	247	47%	12%	0%
English Proficient	2051	74%	26%	1%	2307	77%	36%	4%
Limited English Proficient	192	49%	22%	2%	202	66%	27%	2%
Economically Disadvantaged	1494	79%	30%	2%	2229	77%	36%	4%
Not Disadvantaged	749	60%	15%	1%	280	73%	33%	4%
Migrant					1	—	—	—
Not Migrant	2243	72%	25%	1%	2508	—	—	—

NOTES

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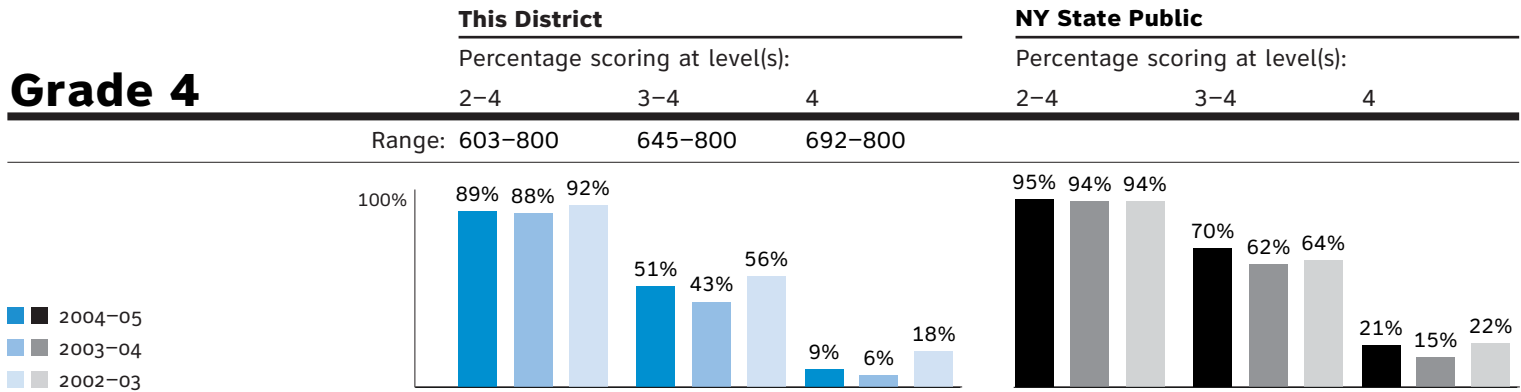
Other Assessments

	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	23	21	21	20	24	24	24	23
Regents Science	1	—	—	—	15	12	9	0

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

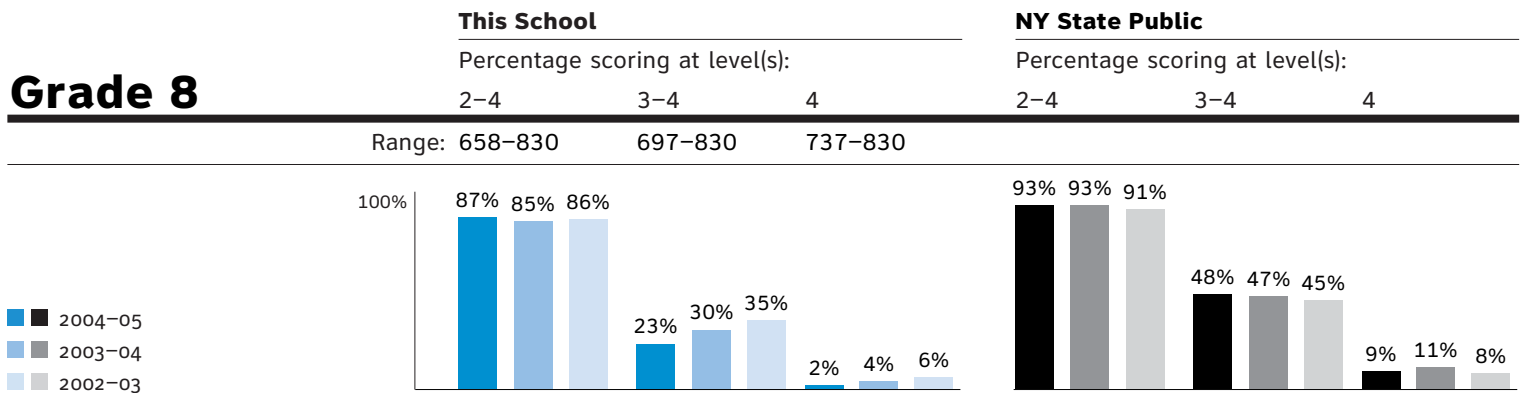
Previous Years' Results for English Language Arts

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	244	814	901	205	2164	644
Feb 2004	295	1102	914	153	2464	639
Feb 2003	203	902	954	455	2514	653



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	342	1710	586	41	2679	680
Jan 2004	416	1512	722	98	2748	684
Jan 2003	291	1083	600	130	2104	687

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

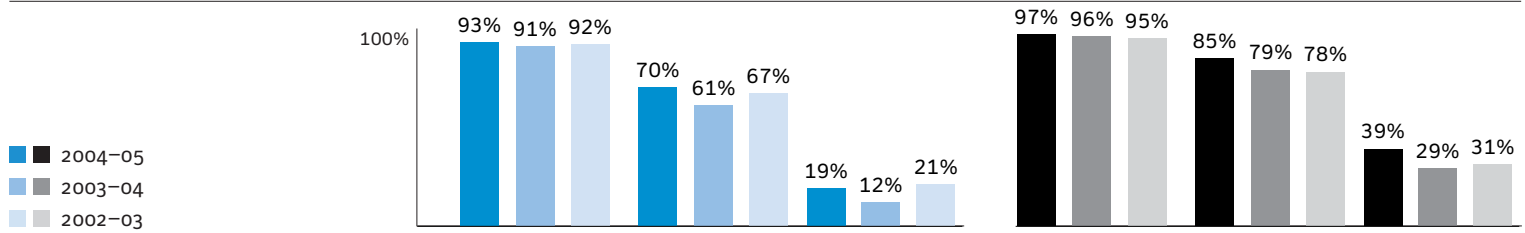
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	147	523	1116	432	2218	652
May 2004	216	766	1241	295	2518	643
May 2003	215	655	1210	561	2641	651

This School

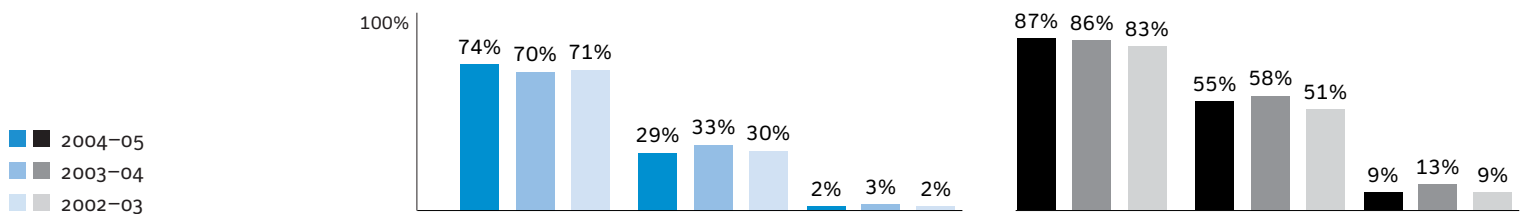
Percentage scoring at level(s):

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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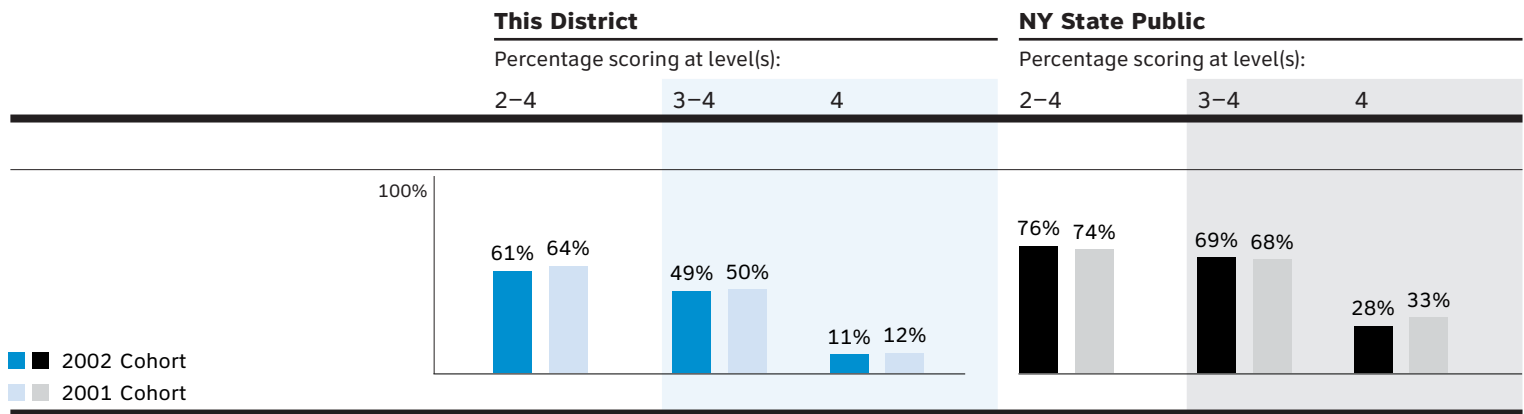


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	708	1248	764	49	2769	698
May 2004	830	1058	824	96	2808	694
May 2003	629	890	593	46	2158	695

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2303	61%	49%	11%	2561	64%	50%	12%
Female	1267	69%	57%	13%	1472	71%	57%	15%
Male	1036	52%	39%	8%	1089	56%	39%	7%
American Indian or Alaska Native	14	43%	29%	0%	11	55%	45%	0%
Black or African American	1991	61%	48%	11%	2212	66%	50%	11%
Hispanic or Latino	185	56%	43%	10%	248	54%	44%	10%
Asian or Native Hawaiian/Other Pacific Islander	37	65%	54%	11%	38	61%	50%	0%
White	76	82%	72%	13%	52	73%	67%	31%
Small Group Totals								
General-Education Students	2029	68%	55%	12%	2323	69%	54%	13%
Students with Disabilities	274	12%	5%	1%	238	18%	6%	0%
English Proficient	2150	64%	51%	12%	2313	67%	52%	13%
Limited English Proficient	153	29%	15%	2%	248	39%	23%	1%
Economically Disadvantaged	1371	62%	51%	10%				
Not Disadvantaged	932	60%	46%	12%				
Migrant								
Not Migrant	2303	61%	49%	11%				

NOTES

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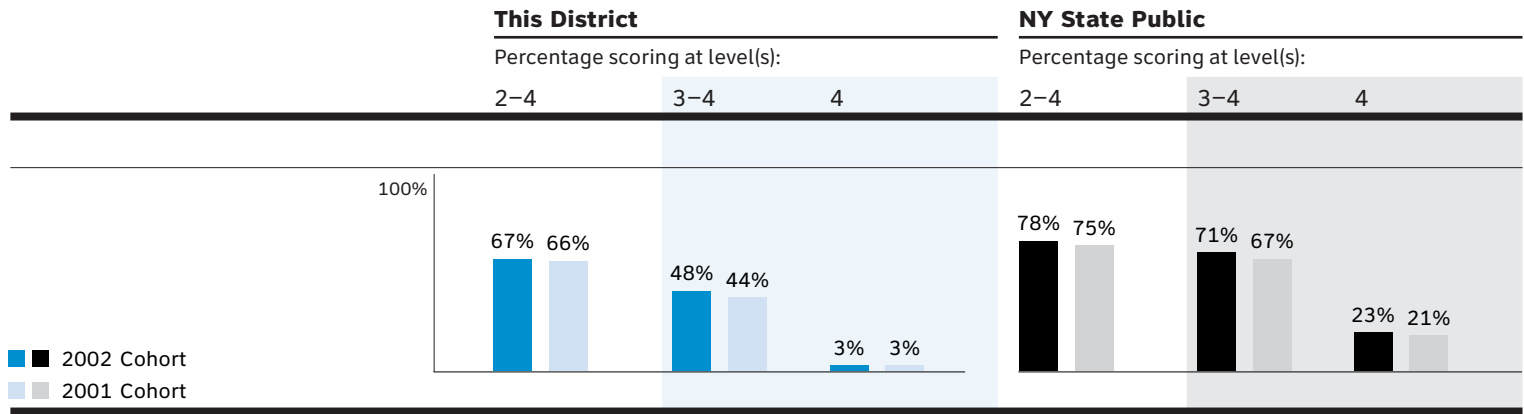
Other Assessments

	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	27	26	19	6	6	5	0

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2303	67%	48%	3%	2561	66%	44%	3%
Female	1267	74%	54%	4%	1472	70%	48%	3%
Male	1036	59%	42%	2%	1089	60%	39%	3%
American Indian or Alaska Native	14	50%	29%	0%	11	55%	27%	0%
Black or African American	1991	68%	48%	3%	2212	67%	45%	3%
Hispanic or Latino	185	60%	44%	1%	248	53%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	37	78%	62%	19%	38	71%	50%	5%
White	76	80%	68%	9%	52	83%	75%	2%
Small Group Totals								
General-Education Students	2029	74%	54%	4%	2323	71%	48%	3%
Students with Disabilities	274	16%	4%	0%	238	17%	7%	0%
English Proficient	2150	68%	50%	3%	2313	67%	46%	3%
Limited English Proficient	153	55%	28%	0%	248	52%	26%	2%
Economically Disadvantaged	1371	67%	48%	4%				
Not Disadvantaged	932	68%	49%	2%				
Migrant								
Not Migrant	2303	67%	48%	3%				

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	27	26	22	20	5	5	2	0

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

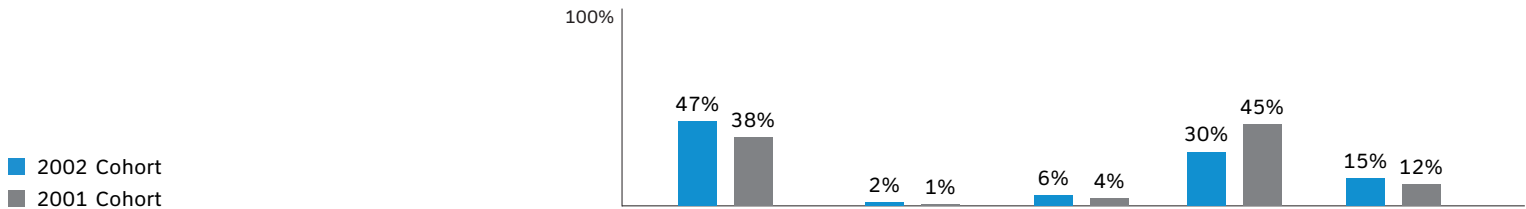
District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2303	47%	2%	6%	30%	15%
	2001	2561	38%	1%	4%	45%	12%
Female	2002	1267	55%	2%	5%	27%	12%
	2001	1472	45%	1%	3%	41%	10%
Male	2002	1036	37%	3%	8%	33%	19%
	2001	1089	28%	1%	5%	50%	16%
American Indian or Alaska Native	2002	14	29%	7%	7%	36%	21%
	2001	11	36%	0%	0%	55%	9%
Black or African American	2002	1991	47%	2%	6%	30%	15%
	2001	2212	38%	1%	4%	45%	12%
Hispanic or Latino	2002	185	40%	3%	5%	26%	26%
	2001	248	27%	1%	5%	48%	19%
Asian or Native Hawaiian/Other Pacific Islander	2002	37	51%	0%	3%	32%	14%
	2001	38	34%	0%	5%	45%	16%
White	2002	76	72%	3%	3%	16%	7%
	2001	52	71%	2%	0%	17%	10%
Small Group Totals							
General-Education Students	2002	2029	52%	0%	6%	29%	13%
	2001	2323	41%	0%	4%	46%	10%
Students with Disabilities	2002	274	9%	17%	8%	30%	36%
	2001	238	11%	13%	5%	39%	31%
English Proficient	2002	2150	49%	2%	6%	29%	15%
	2001	2313	39%	1%	4%	44%	12%
Limited English Proficient	2002	153	24%	3%	5%	42%	26%
	2001	248	23%	4%	4%	52%	17%
Economically Disadvantaged	2002	1371	47%	2%	7%	31%	13%
Not Disadvantaged	2002	932	47%	2%	4%	28%	19%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	2303	47%	2%	6%	30%	15%

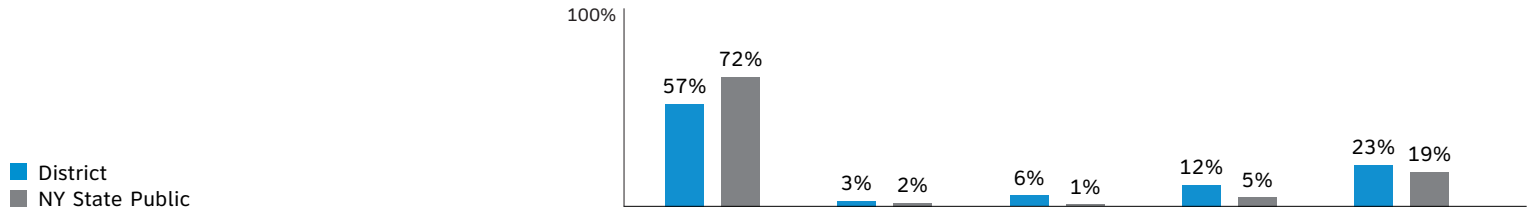
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

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	2353	57%	3%	6%	12%	23%
Female	1337	64%	2%	5%	10%	19%
Male	1016	47%	3%	7%	13%	29%
American Indian or Alaska Native	8	50%	0%	0%	25%	25%
Black or African American	2034	58%	3%	5%	12%	22%
Hispanic or Latino	219	42%	3%	9%	12%	33%
Asian or Native Hawaiian/Other Pacific Islander	37	54%	0%	5%	8%	32%
White	55	76%	2%	2%	5%	15%
Small Group Totals						
General-Education Students	2119	61%	0%	6%	12%	21%
Students with Disabilities	234	17%	25%	7%	7%	44%
English Proficient	2146	59%	2%	6%	11%	22%
Limited English Proficient	207	38%	8%	5%	14%	35%
Economically Disadvantaged	1376	62%	3%	6%	11%	18%
Not Disadvantaged	977	50%	2%	5%	13%	30%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2353	57%	3%	6%	12%	23%

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