



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #18**

District ID **331800010000**

Superintendent **FELICITA SANTIAGO**

Telephone **(718) 566-6008**

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	544	541	544
Kindergarten	1510	1484	1365
Grade 1	1916	1843	1756
Grade 2	1934	1838	1785
Grade 3	2071	1935	1797
Grade 4	2036	1962	1849
Grade 5	2022	1937	1913
Grade 6	1553	1520	1390
Ungraded Elementary	747	797	769
Grade 7	1710	1582	1481
Grade 8	1862	1691	1570
Grade 9	2958	2861	2663
Grade 10	1811	1863	2073
Grade 11	850	1001	948
Grade 12	942	914	977
Ungraded Secondary	899	967	1070
Total K-12	24821	24195	23406

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	25	25
Grade 8			
English	16	28	28
Mathematics	30	26	28
Science	27	28	27
Social Studies	20	28	27
Grade 10			
English	28	32	31
Mathematics	33	35	29
Science	28	24	26
Social Studies	31	31	32

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	13145	53%	0	0%	12373	53%
Reduced-Price Lunch	2266	9%	0	0%	1680	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	957	4%	1016	4%	1002	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	80	0%	77	0%	86	0%
Black or African American	22415	90%	21837	90%	21116	90%
Hispanic or Latino	1572	6%	1594	7%	1549	7%
Asian or Native Hawaiian/Other Pacific Islander	337	1%	303	1%	290	1%
White	417	2%	384	2%	365	2%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	741	N/A	1263	5%	740	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 #18

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1753	2198	4541
Percent Not Taught by Highly Qualified Teachers	22%	22%	12%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	123	68	58
Percent with No Valid Teaching Certificate	8%	5%	4%
Individuals Teaching Out of Certification			
Number of Teachers	272	247	193
Percentage of Total	18%	16%	13%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	39%	36%	36%

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 3)

Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 3)

Math  Good Standing

Graduation Rate  Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES









































2005–06

YES




2006–07

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White						
Other Groups						
Students with Disabilities		 ^{SH}				
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	 6 of 9	 9 of 9	 1 of 1	 0 of 7	 0 of 7	 0 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 #18**

Elementary/Middle-Level English Language Arts




























Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 6 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 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

How did students in each accountability group perform on 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 (10937:10532)			99%		138	121	
Ethnicity							
American Indian or Alaska Native (37:33)		–	–		106	105	
Black or African American (9986:9649)			99%		138	121	
Hispanic or Latino (615:570)			97%		127	117	
Asian or Native Hawaiian/Other Pacific Islander (142:138)			98%		159	113	
White (217:142)			93%		129	113	
Other Groups							
Students with Disabilities ⁴ (1598:1493)			96%		76	119	87 88
Limited English Proficient (372:332)			95%		110	116	113 [†] 119
Economically Disadvantaged (7823:7592)			99%		149	121	
Final AYP Determination	 6 of 9						

NOTES

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

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

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

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

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


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**




























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 (10933:10398)			99%		138	85	
Ethnicity							
American Indian or Alaska Native (37:33)		–	–		109	69	
Black or African American (9982:9524)			99%		139	85	
Hispanic or Latino (612:562)			97%		129	81	
Asian or Native Hawaiian/Other Pacific Islander (140:137)			99%		157	77	
White (162:142)			96%		131	77	
Other Groups							
Students with Disabilities ⁴ (1590:1462)			95%		76	83	69 88
Limited English Proficient (374:347)			98%		87	80	
Economically Disadvantaged (7821:7523)			100%		150	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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**



















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 (3761:3497)		Qualified		97%		149	100	
Ethnicity								
American Indian or Alaska Native (12:9)	–	–	–	–	–	–	–	–
Black or African American (3402:3176)		Qualified		98%		150	100	
Hispanic or Latino (230:205)		Qualified		95%		140	100	
Asian or Native Hawaiian/Other Pacific Islander (52:51)		Qualified		98%		155	100	
White (65:56)		Qualified		92%		141	100	
Other Groups								
Students with Disabilities (554:496)		Qualified		93%		103	100	
Limited English Proficient (138:127)		Did not qualify		94%		90	100	100 91
Economically Disadvantaged (2637:2492)		Qualified		98%		159	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

Secondary-Level English Language Arts






















Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 0 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 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]




How did students in each accountability group perform on secondary-level 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 (1101:1456)			99%		105	151	124 [†]	115
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (990:1273)			99%		108	151	125 [†]	117
Hispanic or Latino (74:128)			95%		83	145	121	95
Asian or Native Hawaiian/Other Pacific Islander (14:21)	–	–	–	–	–	–	–	–
White (23:33)		–	–		103	137	130 [†]	113
Other Groups								
Students with Disabilities (45:142)			96%		63	145	52 [†]	77
Limited English Proficient (52:95)			100%		52	144	72 [†]	67
Economically Disadvantaged (188:349)			98%		97	148	124	107
Final AYP Determination	 0 of 7							

NOTES

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


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

Secondary-Level Mathematics






















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

Accountability Measures 0 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 (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 (1101:1456)			98%		118	143	122 [‡]	126
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (990:1273)			98%		120	143	123 [‡]	128
Hispanic or Latino (74:128)			97%		95	137	117	106
Asian or Native Hawaiian/Other Pacific Islander (14:21)	–	–	–	–	–	–	–	–
White (23:33)		–	–		112	129	119 [‡]	121
Other Groups								
Students with Disabilities (45:142)			96%		73	137	57 [‡]	86
Limited English Proficient (52:95)			100%		95	136	119 [‡]	106
Economically Disadvantaged (188:349)			99%		110	140	115	119
Final AYP Determination	 0 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  Improvement (Year 1)
for This Indicator
(2006–07)

Accountability Measures 0 of 1 Student groups making AYP in Graduation Rate
 Did not make AYP

Prospective Status To be removed from improvement status in Graduation Rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2006-07, the district will be In Need of Improvement (Year 2) in 2007-08. If this district makes AYP in 2006-07, the district will remain In Need of Improvement (Year 1) in 2007-08. [211]

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 (1268)			44%	55%	49%	45%
Ethnicity						
American Indian or Alaska Native (2)	–	–	–	–	–	–
Black or African American (1136)			45%	55%	49%	46%
Hispanic or Latino (79)			39%	55%	36%	40%
Asian or Native Hawaiian/Other Pacific Islander (17)	–	–	–	–	–	–
White (34)			50%	55%	55%	51%
Other Groups						
Students with Disabilities (97)			13%	55%	21%	14%
Limited English Proficient (75)			29%	55%	42%	30%
Economically Disadvantaged (270)			40%	55%	33%	41%
Final AYP Determination	 0 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 #18**

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

15 schools identified 68% of total

I.S. 285 MEYER LEVIN
INTERNATIONAL HIGH SCHOOL
P S 66
P.S. 114 RYDER ELEMENTARY SCHOOL
P.S. 115 DANIEL MUCATEL SCHOOL
P.S. 135 SHELDON A. BROOKNER SCHOOL
P.S. 208 ELSA EBELING SCHOOL
P.S. 219 KENNEDY-KING SCHOOL
P.S. 233 LANGSTON HUGHES SCHOOL
P.S. 235 LENOX SCHOOL
P.S. 244 RICHARD R. GREEN SCH
P.S. 268 EMMA LAZARUS SCHOOL
P.S. 272 CURTIS ESTABROOK SCHOOL
P.S. 276 LOUIS MARSHALL ELEMENTARY SCHOOL
P.S. 279 HERMAN SCHREIBER SCHOOL

Requiring Academic Progress (Year 4)

2 schools identified 9% of total

CANARSIE HIGH SCHOOL
SOUTH SHORE HIGH SCHOOL

Restructuring (Year 1)

1 school identified 5% of total

I.S. 252 ARTHUR S. SOMMERS

Requiring Academic Progress (Year 5)

1 school identified 5% of total

SAMUEL J. TILDEN HIGH SCHOOL

Restructuring (Year 2)

1 school identified 5% of total

I.S. 68 ISAAC BILDERSEE

Restructuring (Year 3)

2 schools identified 9% of total

I.S. 211 JOHN WILSON I.S.
I.S. 232 WINTHROP

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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	58%			1815
Grade 4	63%			1926
Grade 5	57%			1972
Grade 6	41%			1487
Grade 7	35%			1555
Grade 8	31%			1652

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	73%			1871
Grade 4	71%			1982
Grade 5	62%			2022
Grade 6	42%			1505
Grade 7	32%			1584
Grade 8	29%			1688

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	83%			1950
Grade 8	33%			1657

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	34%			1791
Mathematics	40%			1791

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	30%			1791

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:

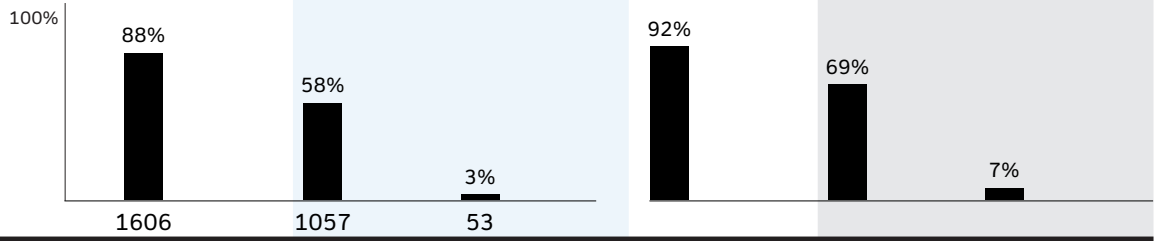
NYC Public Schools

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 #18**

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: 657	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1606	1057	53	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1815	88%	58%	3%				
Female	878	92%	63%	3%				
Male	937	85%	54%	2%				
American Indian or Alaska Native	6	83%	17%	0%				
Black or African American	1690	89%	58%	3%				
Hispanic or Latino	85	82%	55%	4%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	83%	6%				
White	16	94%	81%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1599	94%	64%	3%				
Students with Disabilities	216	50%	16%	0%				
English Proficient	1809	89%	58%	3%				
Limited English Proficient	6	50%	33%	0%				
Economically Disadvantaged	1380	94%	64%	3%				
Not Disadvantaged	435	71%	39%	1%				
Migrant								
Not Migrant	1815	88%	58%	3%				

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.

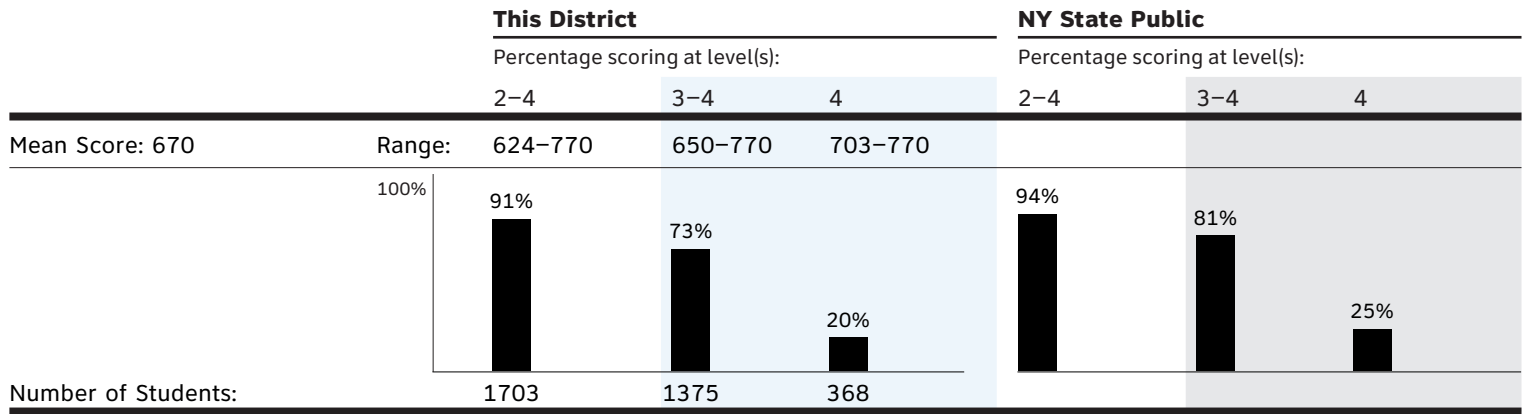
Other Assessments

	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	21	20	18	16	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	65	36	28	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 #18**

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	1871	91%	73%	20%				
Female	905	93%	74%	22%				
Male	966	89%	73%	18%				
American Indian or Alaska Native	6	83%	17%	0%				
Black or African American	1723	91%	74%	20%				
Hispanic or Latino	95	91%	66%	16%				
Asian or Native Hawaiian/Other Pacific Islander	25	84%	72%	36%				
White	22	82%	68%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1655	95%	79%	22%				
Students with Disabilities	216	60%	35%	3%				
English Proficient	1798	92%	75%	20%				
Limited English Proficient	73	75%	36%	1%				
Economically Disadvantaged	1426	95%	79%	22%				
Not Disadvantaged	445	77%	57%	12%				
Migrant								
Not Migrant	1871	91%	73%	20%				

NOTES

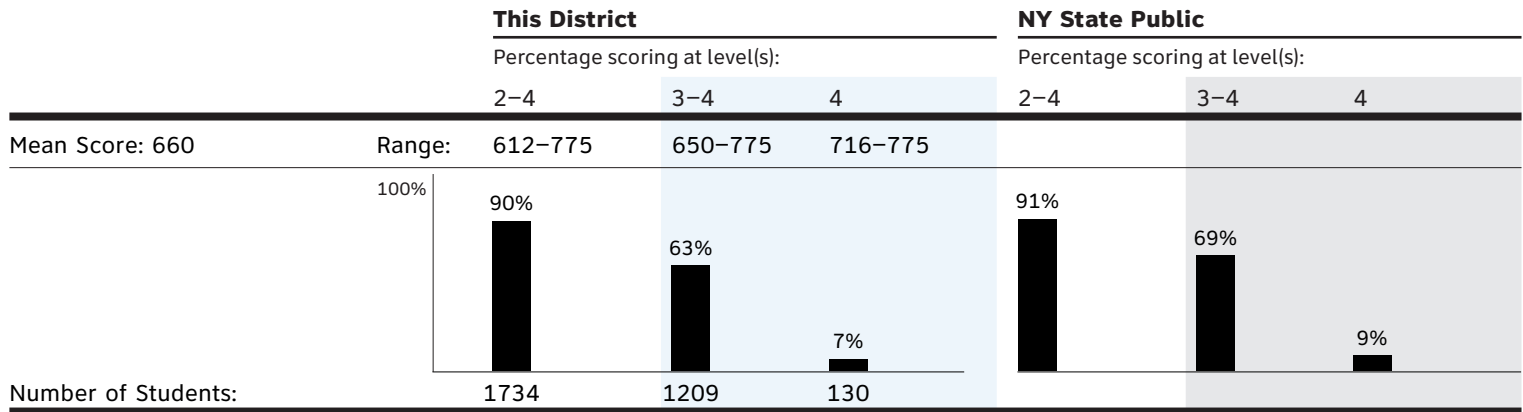
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Other Assessments

	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	22	21	17	16	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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	1926	90%	63%	7%				
Female	976	93%	69%	8%				
Male	950	87%	56%	5%				
American Indian or Alaska Native	6	67%	0%	0%				
Black or African American	1773	90%	63%	7%				
Hispanic or Latino	104	90%	57%	4%				
Asian or Native Hawaiian/Other Pacific Islander	20	100%	85%	5%				
White	23	91%	52%	4%				
Small Group Totals								
General-Education Students	1681	95%	69%	8%				
Students with Disabilities	245	53%	17%	0%				
English Proficient	1903	90%	63%	7%				
Limited English Proficient	23	65%	30%	0%				
Economically Disadvantaged	1468	96%	69%	8%				
Not Disadvantaged	458	72%	42%	3%				
Migrant								
Not Migrant	1926	90%	63%	7%				

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	31	31	30	25	26	25	23	15
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	43	33	31	N/A	57	38	29	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 #18**

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: 667	Range: 622-800			650-800			702-800		
Number of Students:	1794			1417			338		

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	1982	91%	71%	17%				
Female	1001	92%	73%	18%				
Male	981	89%	70%	16%				
American Indian or Alaska Native	7	86%	29%	0%				
Black or African American	1813	91%	72%	18%				
Hispanic or Latino	114	85%	66%	13%				
Asian or Native Hawaiian/Other Pacific Islander	23	91%	83%	9%				
White	25	88%	64%	12%				
Small Group Totals								
General-Education Students	1730	95%	77%	19%				
Students with Disabilities	252	59%	31%	3%				
English Proficient	1913	91%	73%	18%				
Limited English Proficient	69	65%	36%	3%				
Economically Disadvantaged	1513	95%	77%	19%				
Not Disadvantaged	469	75%	53%	10%				
Migrant								
Not Migrant	1982	91%	71%	17%				

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

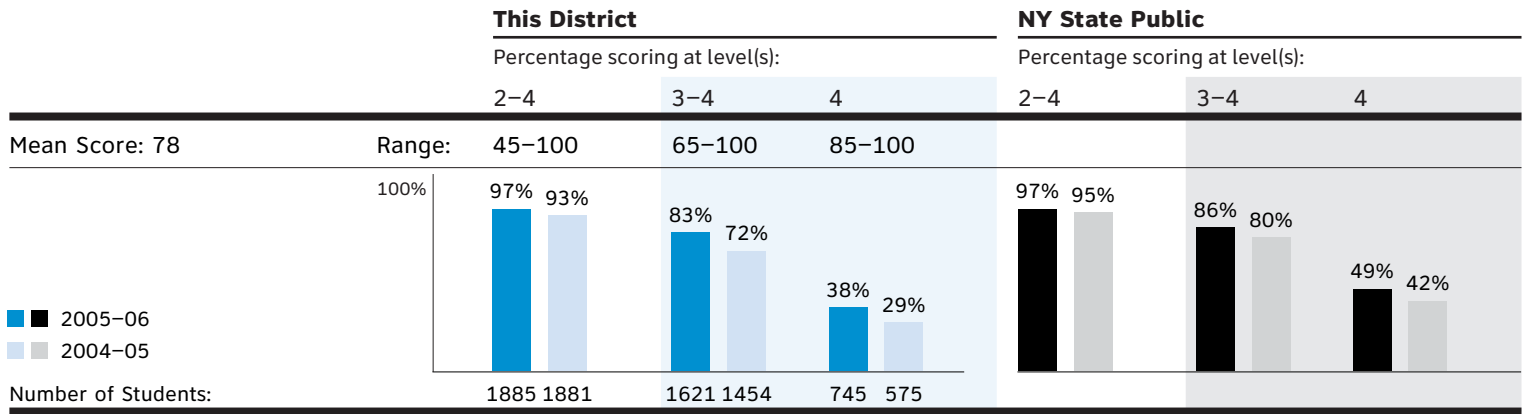
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Other Assessments

	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	30	29	29	23	30	29	26	19

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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	1950	97%	83%	38%	2017	93%	72%	29%
Female	983	97%	86%	41%	1069	96%	75%	31%
Male	967	96%	80%	35%	948	90%	68%	26%
American Indian or Alaska Native	8	75%	38%	13%	6	100%	83%	17%
Black or African American	1780	97%	84%	39%	1875	93%	72%	29%
Hispanic or Latino	112	94%	77%	30%	78	94%	69%	21%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	91%	39%	34	97%	91%	53%
White	27	85%	67%	19%	24	96%	71%	21%
Small Group Totals								
General-Education Students	1708	98%	88%	42%	1802	96%	77%	32%
Students with Disabilities	242	85%	50%	10%	215	68%	31%	3%
English Proficient	1885	97%	84%	39%	1941	94%	74%	30%
Limited English Proficient	65	78%	51%	11%	76	68%	33%	1%
Economically Disadvantaged	1490	99%	88%	43%	1892	93%	72%	29%
Not Disadvantaged	460	91%	67%	22%	125	93%	69%	21%
Migrant								
Not Migrant	1950	97%	83%	38%	2017	93%	72%	29%

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	27	27	26	22	27	26	22	16

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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: 653	608-795	650-795	711-795			
Number of Students:	1824	1125	127			

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	1972	92%	57%	6%				
Female	1035	95%	63%	7%				
Male	937	89%	50%	6%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	1848	92%	57%	6%				
Hispanic or Latino	77	94%	53%	5%				
Asian or Native Hawaiian/Other Pacific Islander	27	100%	74%	15%				
White	16	-	-	-	This test was not given in 2004-05.			
Small Group Totals	20	100%	65%	25%				
General-Education Students	1731	96%	63%	7%				
Students with Disabilities	241	66%	15%	1%				
English Proficient	1950	93%	57%	7%				
Limited English Proficient	22	59%	32%	0%				
Economically Disadvantaged	1501	96%	63%	8%				
Not Disadvantaged	471	80%	38%	3%				
Migrant								
Not Migrant	1972	92%	57%	6%				

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 5 Equivalent	26	25	23	19	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	39	28	23	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 #18**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 659	619-780	650-780	699-780			
Range:						
	88%	62%	13%	90%	68%	19%
Number of Students:	1774	1246	269			

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	2022	88%	62%	13%				
Female	1052	92%	67%	15%				
Male	970	83%	56%	12%				
American Indian or Alaska Native	5	100%	40%	0%				
Black or African American	1884	88%	61%	13%				
Hispanic or Latino	81	84%	60%	11%				
Asian or Native Hawaiian/Other Pacific Islander	29	93%	86%	45%				
White	23	74%	57%	22%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1777	92%	67%	15%				
Students with Disabilities	245	57%	20%	2%				
English Proficient	1957	89%	63%	14%				
Limited English Proficient	65	60%	31%	2%				
Economically Disadvantaged	1537	92%	68%	16%				
Not Disadvantaged	485	74%	41%	4%				
Migrant								
Not Migrant	2022	88%	62%	13%				

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	25	25	20	19	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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: 640	Range: 598-785			650-785 705-785		
Number of Students:	1310	612	67			

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	1487	88%	41%	5%				
Female	739	92%	45%	6%				
Male	748	84%	37%	3%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	1363	89%	42%	4%				
Hispanic or Latino	83	81%	24%	2%				
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-				
White	22	59%	14%	5%	This test was not given in 2004-05.			
Small Group Totals	19	95%	63%	16%				
General-Education Students	1272	95%	47%	5%				
Students with Disabilities	215	48%	8%	1%				
English Proficient	1474	88%	41%	5%				
Limited English Proficient	13	62%	8%	0%				
Economically Disadvantaged	1057	95%	48%	6%				
Not Disadvantaged	430	70%	24%	1%				
Migrant								
Not Migrant	1487	88%	41%	5%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	23	22	21	16	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	18	10	6	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 #18**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 640	616-780	650-780	696-780			
Range:						
	79%	42%	5%	87%	60%	13%
Number of Students:	1196	639	77			

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	1505	79%	42%	5%				
Female	739	84%	46%	6%				
Male	766	75%	39%	4%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	1367	80%	43%	5%				
Hispanic or Latino	90	79%	36%	3%				
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-				
White	27	56%	7%	0%	This test was not given in 2004-05.			
Small Group Totals	21	81%	71%	24%				
General-Education Students	1292	86%	48%	6%				
Students with Disabilities	213	40%	9%	0%				
English Proficient	1470	80%	43%	5%				
Limited English Proficient	35	46%	14%	3%				
Economically Disadvantaged	1070	87%	50%	7%				
Not Disadvantaged	435	60%	25%	2%				
Migrant								
Not Migrant	1505	79%	42%	5%				

NOTES

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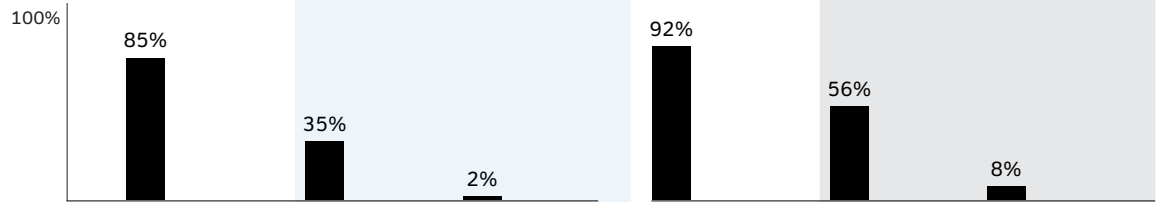
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	22	22	20	16	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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: 632	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1326	538	33	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	1555	85%	35%	2%				
Female	719	89%	42%	3%				
Male	836	82%	28%	1%				
American Indian or Alaska Native	10	80%	20%	0%				
Black or African American	1423	85%	35%	2%				
Hispanic or Latino	87	83%	25%	1%				
Asian or Native Hawaiian/Other Pacific Islander	15	100%	67%	13%				
White	20	85%	30%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1345	91%	39%	2%				
Students with Disabilities	210	51%	8%	0%				
English Proficient	1543	85%	35%	2%				
Limited English Proficient	12	58%	0%	0%				
Economically Disadvantaged	1093	91%	39%	3%				
Not Disadvantaged	462	71%	25%	0%				
Migrant								
Not Migrant	1555	85%	35%	2%				

NOTES

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Other Assessments

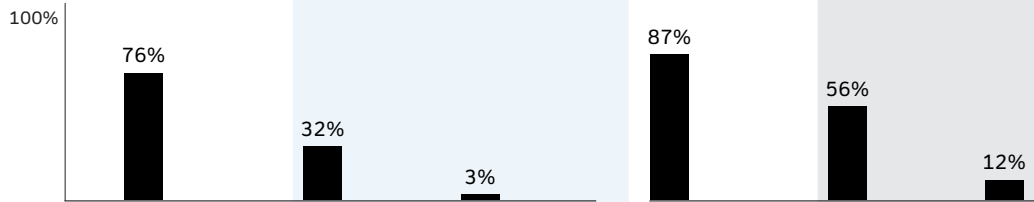
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	38	37	35	27	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	36	23	16	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 #18**

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: 632	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	1207	509	52	87%	56%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1584	76%	32%	3%				
Female	735	81%	37%	5%				
Male	849	72%	28%	2%				
American Indian or Alaska Native	9	78%	33%	0%				
Black or African American	1446	76%	32%	3%				
Hispanic or Latino	94	70%	21%	0%				
Asian or Native Hawaiian/Other Pacific Islander	15	93%	73%	33%				
White	20	75%	40%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1386	81%	36%	4%				
Students with Disabilities	198	41%	6%	0%				
English Proficient	1538	77%	33%	3%				
Limited English Proficient	46	46%	13%	0%				
Economically Disadvantaged	1124	82%	37%	5%				
Not Disadvantaged	460	62%	20%	0%				
Migrant								
Not Migrant	1584	76%	32%	3%				

NOTES

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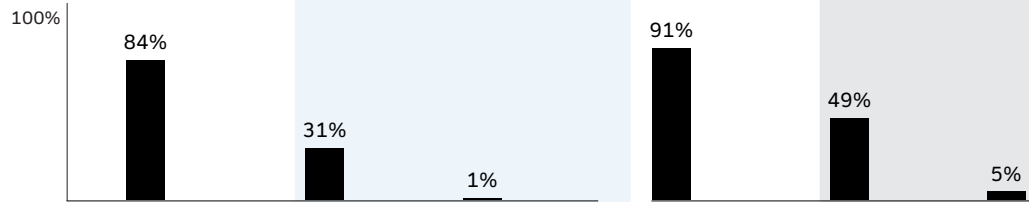
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	36	34	32	26	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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: 633	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1393	505	15			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1652	84%	31%	1%				
Female	782	88%	38%	1%				
Male	870	81%	24%	1%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	1504	84%	30%	1%				
Hispanic or Latino	103	86%	31%	1%				
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-				
White	23	78%	30%	0%				
Small Group Totals	22	86%	36%	9%				
General-Education Students	1416	90%	35%	1%				
Students with Disabilities	236	48%	5%	0%				
English Proficient	1634	85%	31%	1%				
Limited English Proficient	18	33%	11%	0%				
Economically Disadvantaged	1086	92%	37%	1%				
Not Disadvantaged	566	70%	19%	0%				
Migrant								
Not Migrant	1652	84%	31%	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	26	26	24	20	31	31	28	23
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	38	23	18	N/A	54	45	37	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 #18**

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: 630	616-775	650-775	701-775			
Range:						
	70%	29%	2%	85%	54%	10%
Number of Students:	1181	493	42			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1688	70%	29%	2%				
Female	799	73%	32%	3%				
Male	889	67%	26%	2%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	1530	70%	29%	2%				
Hispanic or Latino	108	70%	25%	1%				
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-				
White	24	63%	42%	13%				
Small Group Totals	26	73%	35%	15%				
General-Education Students	1453	76%	33%	3%				
Students with Disabilities	235	32%	6%	0%				
English Proficient	1628	71%	30%	3%				
Limited English Proficient	60	32%	7%	0%				
Economically Disadvantaged	1120	78%	34%	3%				
Not Disadvantaged	568	55%	19%	1%				
Migrant								
Not Migrant	1688	70%	29%	2%				

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

NOTES

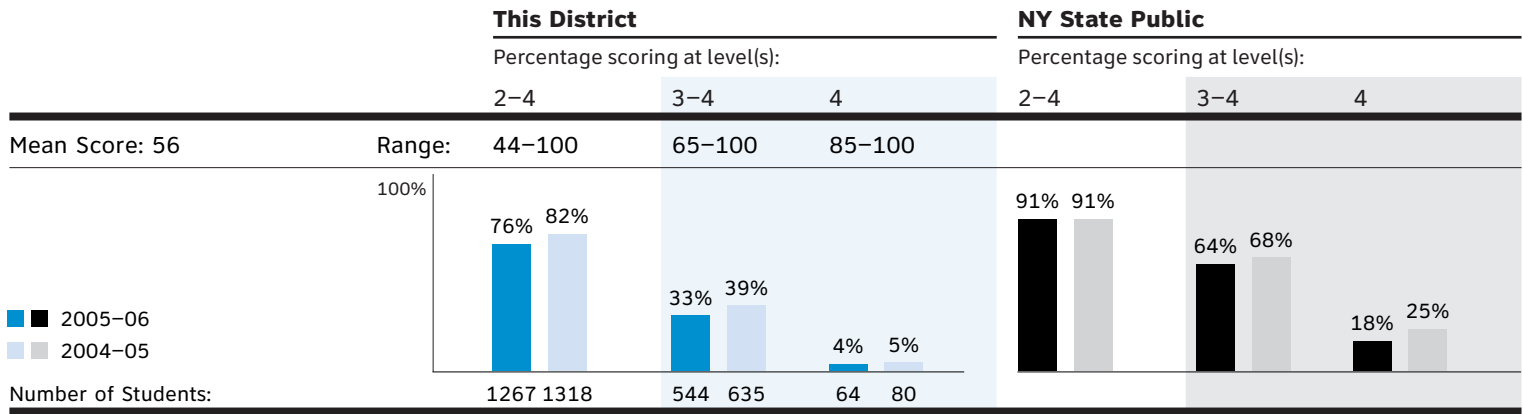
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	29	29	24	20	26	26	23	18

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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	1657	76%	33%	4%	1614	82%	39%	5%
Female	791	79%	33%	3%	790	84%	40%	5%
Male	866	75%	33%	5%	824	79%	39%	5%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	1503	77%	33%	4%	1474	82%	39%	4%
Hispanic or Latino	104	72%	33%	3%	95	74%	42%	9%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	21	95%	71%	38%
White	24	63%	33%	8%	20	-	-	-
Small Group Totals	26	69%	46%	15%	24	88%	38%	4%
General-Education Students	1432	82%	37%	4%	1423	85%	43%	5%
Students with Disabilities	225	43%	5%	0%	191	53%	13%	1%
English Proficient	1598	78%	34%	4%	1547	83%	41%	5%
Limited English Proficient	59	31%	3%	0%	67	48%	6%	0%
Economically Disadvantaged	1101	83%	38%	6%	1366	81%	39%	5%
Not Disadvantaged	556	63%	22%	1%	248	85%	40%	4%
Migrant					1	-	-	-
Not Migrant	1657	76%	33%	4%	1613	-	-	-

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	23	18	30	30	28	23
Regents Science	0				11	9	9	3

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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):

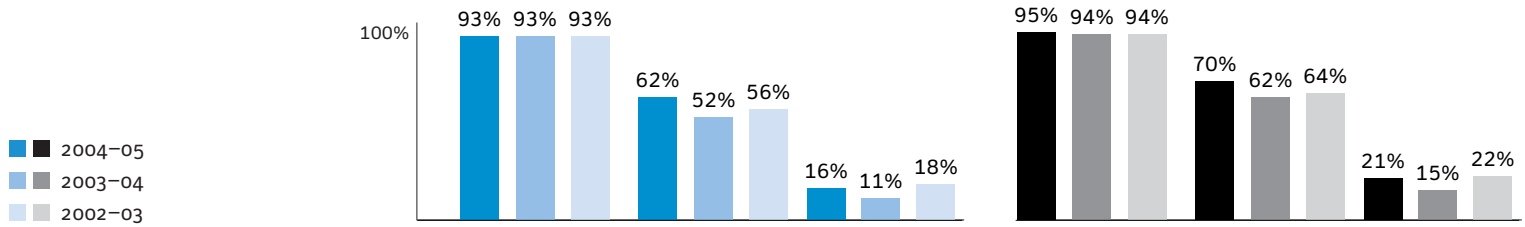
2-4 3-4 4

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	145	618	925	323	2011	656
Feb 2004	148	829	851	227	2055	649
Feb 2003	151	785	809	380	2125	653

Grade 8

This School

Percentage scoring at level(s):

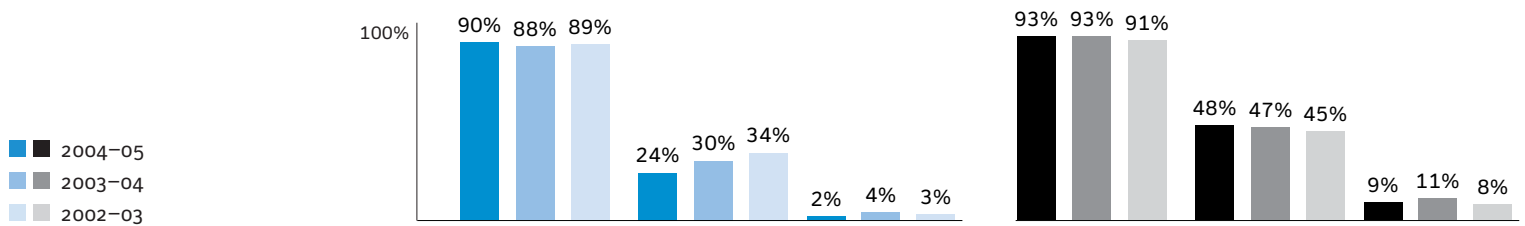
2-4 3-4 4

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	173	1124	379	30	1706	682
Jan 2004	238	1124	509	73	1944	686
Jan 2003	201	1021	582	53	1857	686

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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):

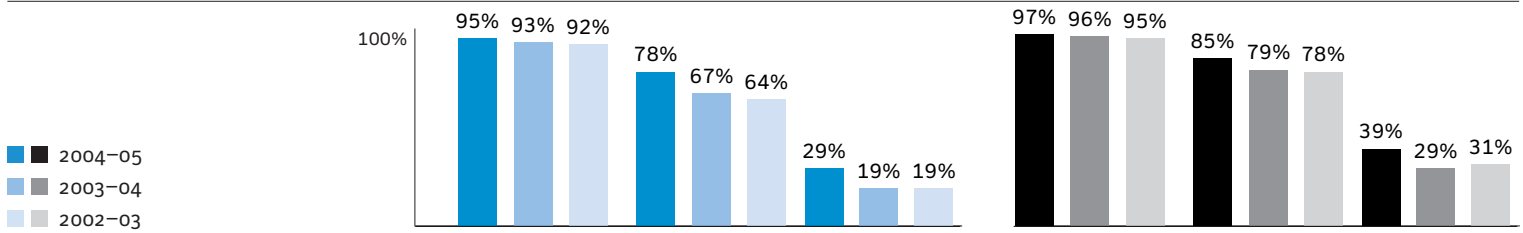
2-4 3-4 4

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	103	357	1013	590	2063	660
May 2004	140	542	1014	392	2088	650
May 2003	167	608	952	418	2145	649

Grade 8

This School

Percentage scoring at level(s):

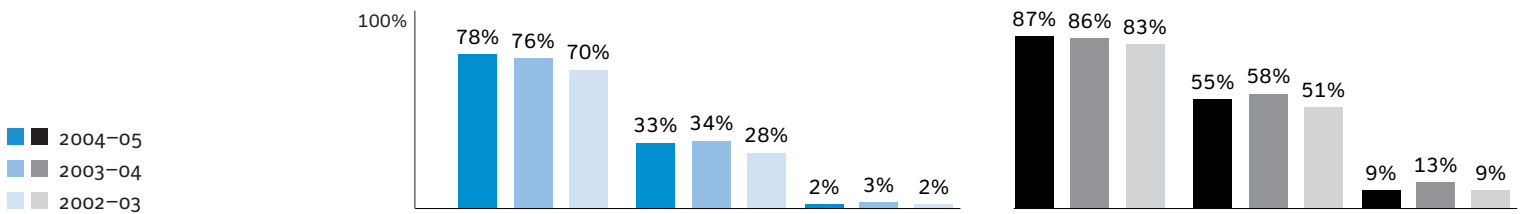
2-4 3-4 4

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	377	794	534	35	1740	702
May 2004	478	827	621	53	1979	697
May 2003	556	790	485	42	1873	694

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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

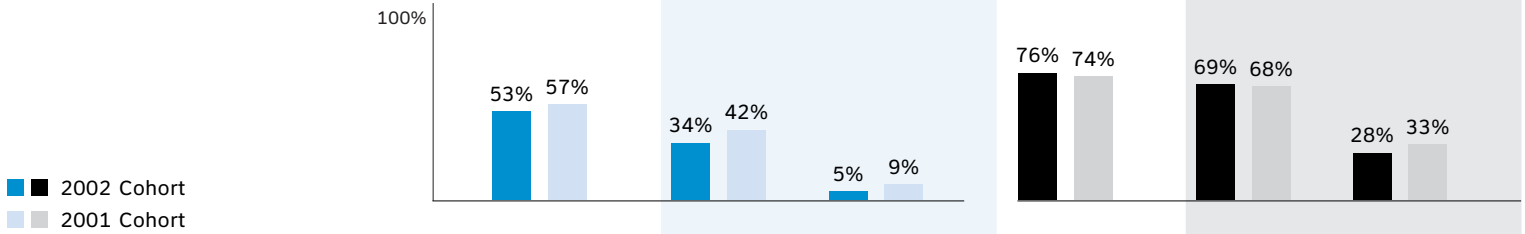
NY State Public

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	1791	53%	34%	5%	1526	57%	42%	9%
Female	798	58%	39%	6%	729	65%	52%	12%
Male	993	48%	30%	4%	797	50%	34%	6%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	1567	54%	35%	5%	1348	58%	43%	9%
Hispanic or Latino	158	40%	23%	1%	115	50%	37%	8%
Asian or Native Hawaiian/Other Pacific Islander	25	–	–	–	20	–	–	–
White	40	45%	35%	0%	41	54%	39%	5%
Small Group Totals	26	46%	15%	0%	22	50%	41%	14%
General-Education Students	1551	59%	38%	5%	1359	63%	47%	10%
Students with Disabilities	240	10%	6%	0%	167	11%	5%	1%
English Proficient	1675	54%	35%	5%	1413	59%	44%	9%
Limited English Proficient	116	29%	13%	1%	113	35%	18%	2%
Economically Disadvantaged	478	41%	26%	4%				
Not Disadvantaged	1313	57%	37%	5%				
Migrant								
Not Migrant	1791	53%	34%	5%				

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	21	3

* 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 #18**

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

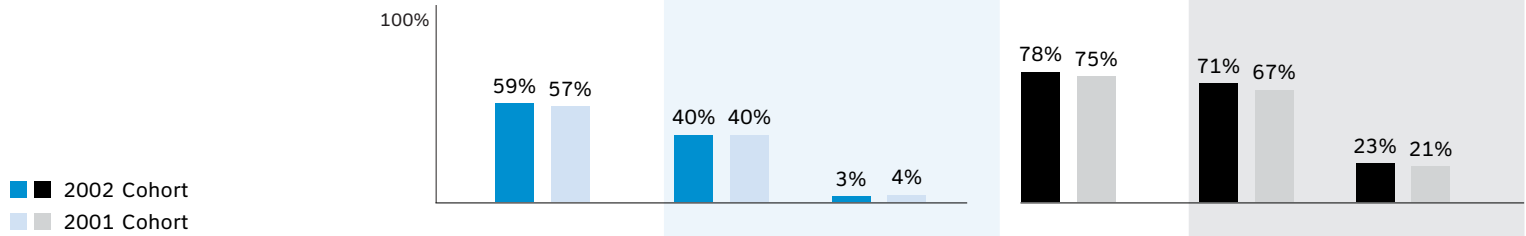
NY State Public

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	1791	59%	40%	3%	1526	57%	40%	4%
Female	798	62%	43%	3%	729	64%	47%	5%
Male	993	56%	38%	3%	797	51%	34%	3%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	1567	60%	41%	3%	1348	58%	41%	4%
Hispanic or Latino	158	46%	30%	5%	115	50%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	25	–	–	–	20	–	–	–
White	40	53%	38%	0%	41	56%	29%	5%
Small Group Totals	26	58%	38%	8%	22	50%	45%	14%
General-Education Students	1551	65%	45%	4%	1359	63%	45%	5%
Students with Disabilities	240	20%	8%	0%	167	11%	1%	0%
English Proficient	1675	60%	41%	3%	1413	57%	41%	4%
Limited English Proficient	116	47%	34%	7%	113	52%	37%	6%
Economically Disadvantaged	478	47%	31%	3%				
Not Disadvantaged	1313	63%	44%	4%				
Migrant								
Not Migrant	1791	59%	40%	3%				

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	21	3

* 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.

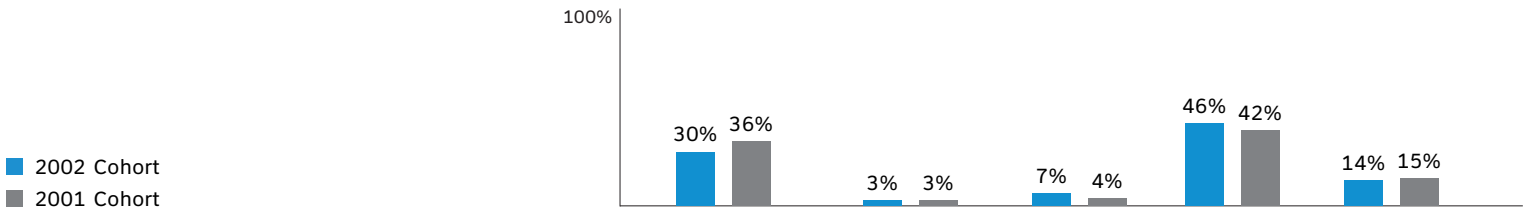
District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

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	1791	30%	3%	7%	46%	14%
	2001	1526	36%	3%	4%	42%	15%
Female	2002	798	33%	2%	6%	47%	12%
	2001	729	44%	1%	3%	39%	14%
Male	2002	993	28%	3%	7%	45%	16%
	2001	797	29%	5%	5%	45%	16%
American Indian or Alaska Native	2002	1	–	–	–	–	–
	2001	2	–	–	–	–	–
Black or African American	2002	1567	32%	3%	7%	45%	14%
	2001	1348	37%	3%	4%	42%	14%
Hispanic or Latino	2002	158	20%	6%	6%	51%	16%
	2001	115	28%	5%	7%	42%	18%
Asian or Native Hawaiian/Other Pacific Islander	2002	25	–	–	–	–	–
	2001	20	–	–	–	–	–
White	2002	40	28%	0%	8%	53%	13%
	2001	41	39%	7%	5%	29%	20%
Small Group Totals	2002	26	31%	4%	4%	42%	19%
	2001	22	36%	0%	0%	41%	23%
General-Education Students	2002	1551	33%	0%	6%	48%	13%
	2001	1359	40%	0%	4%	43%	14%
Students with Disabilities	2002	240	12%	22%	8%	36%	23%
	2001	167	7%	28%	7%	32%	26%
English Proficient	2002	1675	31%	3%	6%	45%	14%
	2001	1413	38%	3%	4%	40%	15%
Limited English Proficient	2002	116	18%	9%	9%	53%	10%
	2001	113	18%	7%	3%	59%	13%
Economically Disadvantaged	2002	478	22%	4%	13%	46%	16%
	2001	478	22%	4%	13%	46%	16%
Not Disadvantaged	2002	1313	34%	3%	4%	46%	13%
	2001	1313	34%	3%	4%	46%	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	1791	30%	3%	7%	46%	14%
	2001	1791	30%	3%	7%	46%	14%

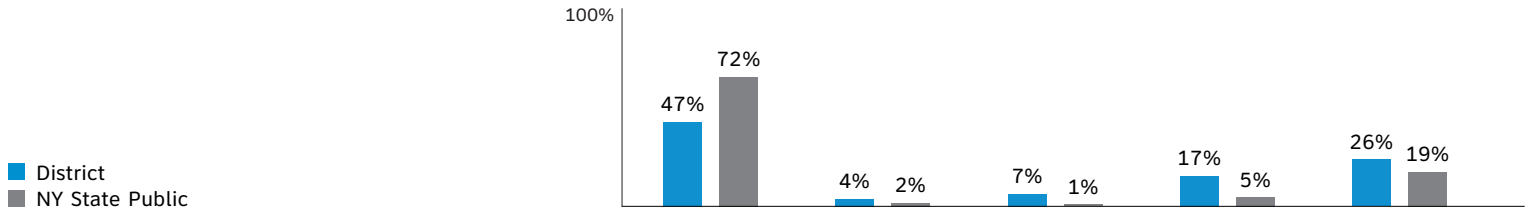
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Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	1494	47%	4%	7%	17%	26%
Female	700	54%	2%	6%	14%	24%
Male	794	40%	6%	9%	19%	27%
American Indian or Alaska Native	2	–	–	–	–	–
Black or African American	1324	48%	3%	7%	17%	25%
Hispanic or Latino	110	34%	6%	13%	15%	32%
Asian or Native Hawaiian/Other Pacific Islander	19	–	–	–	–	–
White	39	46%	15%	3%	13%	23%
Small Group Totals	21	43%	5%	5%	14%	33%
General-Education Students	1317	52%	0%	7%	17%	24%
Students with Disabilities	177	8%	34%	7%	14%	37%
English Proficient	1401	48%	4%	7%	16%	25%
Limited English Proficient	93	28%	10%	8%	18%	37%
Economically Disadvantaged	360	36%	8%	14%	14%	28%
Not Disadvantaged	1134	50%	3%	5%	17%	25%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1494	47%	4%	7%	17%	26%

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