



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #19**

District ID **331900010000**

Superintendent **MARTHA RODRIGUEZ-TORRES**

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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	661	635	654
Kindergarten	1877	1848	1869
Grade 1	2458	2453	2224
Grade 2	2454	2259	2294
Grade 3	2468	2381	2207
Grade 4	2450	2152	2172
Grade 5	2479	2408	2128
Grade 6	2195	2082	2140
Ungraded Elementary	1094	1086	1106
Grade 7	2305	2184	2106
Grade 8	2118	2168	2143
Grade 9	3674	2777	2772
Grade 10	2523	2999	2330
Grade 11	943	1070	1162
Grade 12	942	1043	1024
Ungraded Secondary	1366	1304	1238
Total K-12	31346	30214	28915

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	24	23
Grade 8			
English	24	26	27
Mathematics	26	26	27
Science	24	25	25
Social Studies	27	25	26
Grade 10			
English	25	24	24
Mathematics	28	25	23
Science	27	28	27
Social Studies	20	23	24

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	26083	83%	0	0%	24988	86%
Reduced-Price Lunch	1623	5%	0	0%	1552	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3439	11%	3665	12%	3444	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	162	1%	174	1%	177	1%
Black or African American	16686	53%	16173	54%	15382	53%
Hispanic or Latino	12522	40%	11924	39%	11530	40%
Asian or Native Hawaiian/Other Pacific Islander	1483	5%	1499	5%	1437	5%
White	493	2%	444	1%	389	1%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	640	N/A	1180	4%	680	2%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2600	4213	6531
Percent Not Taught by Highly Qualified Teachers	23%	26%	14%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	148	126	130
Percent with No Valid Teaching Certificate	7%	6%	6%
Individuals Teaching Out of Certification			
Number of Teachers	421	438	372
Percentage of Total	19%	20%	18%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	30%	29%	29%

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 4)

Elementary/Middle Level

ELA  Improvement (Year 4)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 4)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES











































2005–06

YES




2006–07

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students				 SH	 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					 SH	
Economically Disadvantaged				 SH	 SH	
Student groups making AYP in each subject	 7 of 9	 8 of 9	 1 of 1	 5 of 8	 7 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 | 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 #19**

Elementary/Middle-Level English Language Arts





























Accountability Status for This Subject (2006–07)  Improvement (Year 4)

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

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (14634:13675)			97%		126	121	
Ethnicity							
American Indian or Alaska Native (92:83)			95%		116	111	
Black or African American (7893:7397)			97%		125	121	
Hispanic or Latino (5751:5351)			97%		125	121	
Asian or Native Hawaiian/Other Pacific Islander (699:661)			98%		149	118	
White (199:183)			95%		121	114	
Other Groups							
Students with Disabilities ⁴ (3444:2270)			92%		73	120	80 86
Limited English Proficient (1573:1402)			96%		84	119	94 96
Economically Disadvantaged (10229:9718)			98%		137	121	
Final AYP Determination	 7 of 9						

NOTES

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




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

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

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

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


AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

Elementary/Middle-Level Mathematics





























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

Accountability Measures 8 of 9 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (14646:13548)			98%		133	85	
Ethnicity							
American Indian or Alaska Native (92:84)			97%		129	75	
Black or African American (7910:7310)			98%		127	85	
Hispanic or Latino (5750:5320)			98%		137	85	
Asian or Native Hawaiian/Other Pacific Islander (695:659)			99%		164	82	
White (199:175)			95%		132	78	
Other Groups							
Students with Disabilities ⁴ (3446:2248)			93%		75	84	63 88
Limited English Proficient (1577:1432)			98%		113	83	
Economically Disadvantaged (10220:9636)			99%		144	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
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**




















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 (4905:4305)		Qualified		94%		133	100	
Ethnicity								
American Indian or Alaska Native (37:34)		–	–	–		138	100	
Black or African American (2637:2318)		Qualified		94%		129	100	
Hispanic or Latino (1924:1674)		Qualified		94%		136	100	
Asian or Native Hawaiian/Other Pacific Islander (236:217)		Qualified		97%		162	100	
White (71:62)		Qualified		89%		137	100	
Other Groups								
Students with Disabilities (860:720)		Qualified		90%		97	100	87 98
Limited English Proficient (496:420)		Qualified		93%		111	100	
Economically Disadvantaged (3397:3053)		Qualified		95%		140	100	
Final AYP Determination		1 of 1						

NOTES


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

AYP Status

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

Secondary-Level English Language Arts

























Accountability Status for This Subject (2006–07)  Improvement (Year 4)

Accountability Measures 5 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

How did students in each accountability group perform on 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 (1237:1530)	 SH		100%	 SH	119	151	117	127
Ethnicity								
American Indian or Alaska Native (3:5)	–	–	–	–	–	–	–	–
Black or African American (571:770)	 X		100%	 X	114	150	123	123
Hispanic or Latino (531:624)	 SH		99%	 SH	117	150	110	125
Asian or Native Hawaiian/Other Pacific Islander (100:93)			100%		152	144		
White (32:38)		–	–		150	138		
Other Groups								
Students with Disabilities (55:135)	 X		96%	 X	76	145	62 [‡]	88
Limited English Proficient (144:178)	 X		98%	 X	71	146	74	84
Economically Disadvantaged (1193:1471)	 SH		100%	 SH	121	151	119	129
Final AYP Determination	 X	5 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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

Secondary-Level Mathematics

























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

Accountability Measures 7 of 8 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 (1237:1530)			100%		129	143	121	136
Ethnicity								
American Indian or Alaska Native (3:5)	–	–	–	–	–	–	–	–
Black or African American (571:770)			100%		123	142	123	131
Hispanic or Latino (531:624)			100%		132	142	116	139
Asian or Native Hawaiian/Other Pacific Islander (100:93)			99%		147	136		
White (32:38)		–	–		153	130		
Other Groups								
Students with Disabilities (55:135)			98%		84	137	70 [‡]	96
Limited English Proficient (144:178)			99%		109	138	102	118
Economically Disadvantaged (1193:1471)			100%		132	143	124	139
Final AYP Determination	 7 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


















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 (1494)			43%	55%	41%	44%
Ethnicity						
American Indian or Alaska Native (4)	–	–	–	–	–	–
Black or African American (806)			45%	55%	44%	46%
Hispanic or Latino (567)			42%	55%	36%	43%
Asian or Native Hawaiian/Other Pacific Islander (71)			45%	55%	46%	46%
White (46)			43%	55%	44%	44%
Other Groups						
Students with Disabilities (133)			14%	55%	21%	15%
Limited English Proficient (202)			26%	55%	25%	27%
Economically Disadvantaged (1348)			46%	55%	26%	47%
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 #19**

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

25 schools identified 66% of total

EAST NEW YORK TRANSIT TECHNICAL H S
ESSENCE SCHOOL
FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY
HIGH SCHOOL FOR CIVIL RIGHTS
I.S. 364 GATEWAY
P.S. 7 ABRAHAM LINCOLN SCHOOL
P.S. 72 ANNETTE P. GOLDMAN SCHOOL
P.S. 89-CYPRESS HILLS
P.S. 108 SAL ABBRACCIAMENTO SCHOOL
P.S. 159 PITKIN SCHOOL
P.S. 174 DUMONT SCHOOL
P.S. 190 SHEFFIELD SCHOOL
P.S. 202 ERNEST S. JENKYN S SCHOOL
P.S. 213 THE NEW LOTS SCHOOL
P.S. 214 MICHAEL FRIEDSAM SCHOOL
P.S. 224 HALE A. WOODRUFF SCHOOL
P.S. 260 BREUCKELEN SCHOOL
P.S. 273 WORTMAN SCHOOL
P.S. 290 JUAN MOREL CAMPOS SCHOOL
P.S. 306 ETHAN ALLEN SCHOOL
P.S. 345 PATROLMAN ROBERT BOLDEN
P.S. 346 ABE STARK SCHOOL
PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL
THE LITTLE RED SCHOOL HOUSE
WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH

Improvement (Year 1)

1 school identified 3% of total

P.S. 158 WARWICK SCHOOL

Improvement (Year 2)

1 school identified 3% of total

P.S. 149 DANNY KAYE SCHOOL

Corrective Action

1 school identified 3% of total

EAST NEW YORK FAMILY ACADEMY

Planning for Restructuring

3 schools identified 8% of total

FRANKLIN K. LANE HIGH SCHOOL
THOMAS JEFFERSON HIGH SCHOOL
WILLIAM H. MAXWELL VOCATIONAL HIGH SCHOOL

Restructuring (Year 1)

2 schools identified 5% of total

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

⬆ Restructuring (Year 1) (continued)

J.H.S. 166 GEORGE GERSHWIN

P.S. 328 PHYLLIS WHEATLEY SCHOOL

⬆ Restructuring (Year 2)

2 schools identified 5% of total

J.H.S. 292 MARGARET S. DOUGLAS

P.S. 13 ROBERTO CLEMENTE SCHOOL

⬆ Restructuring (Year 3)

3 schools identified 8% of total

I.S. 171 ABRAHAM LINCOLN

J.H.S. 218 J. P. SINNOTT

J.H.S. 302 RAFAEL CORDERO SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	58%			2104
Grade 4	49%			2217
Grade 5	48%			2252
Grade 6	34%			2229
Grade 7	32%			2176
Grade 8	29%			2192
Mathematics				
Grade 3	74%			2389
Grade 4	66%			2413
Grade 5	55%			2356
Grade 6	43%			2397
Grade 7	31%			2316
Grade 8	30%			2300
Science				
Grade 4	67%			2379
Grade 8	24%			2147

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	39%			2016
Mathematics	42%			2016

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	36%			2016

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:

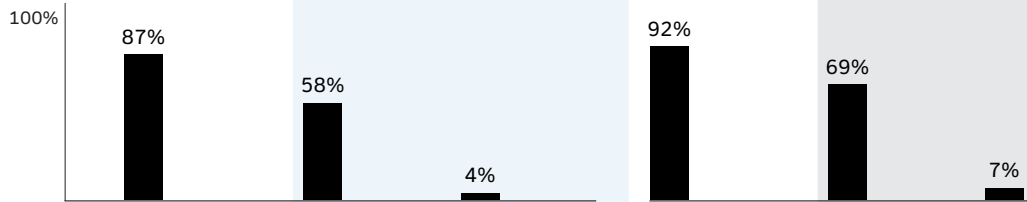
NYC Public Schools

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 #19**

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:	1830	1229	85	1830	1229	85



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	2104	87%	58%	4%				
Female	1033	91%	64%	5%				
Male	1071	83%	53%	3%				
American Indian or Alaska Native	9	89%	56%	11%				
Black or African American	1246	85%	55%	3%				
Hispanic or Latino	704	89%	62%	5%				
Asian or Native Hawaiian/Other Pacific Islander	121	96%	78%	8%				
White	24	88%	50%	4%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1813	92%	65%	5%				
Students with Disabilities	291	53%	18%	0%				
English Proficient	2048	88%	59%	4%				
Limited English Proficient	56	59%	25%	0%				
Economically Disadvantaged	1518	93%	64%	5%				
Not Disadvantaged	586	73%	43%	2%				
Migrant								
Not Migrant	2104	87%	58%	4%				

NOTES

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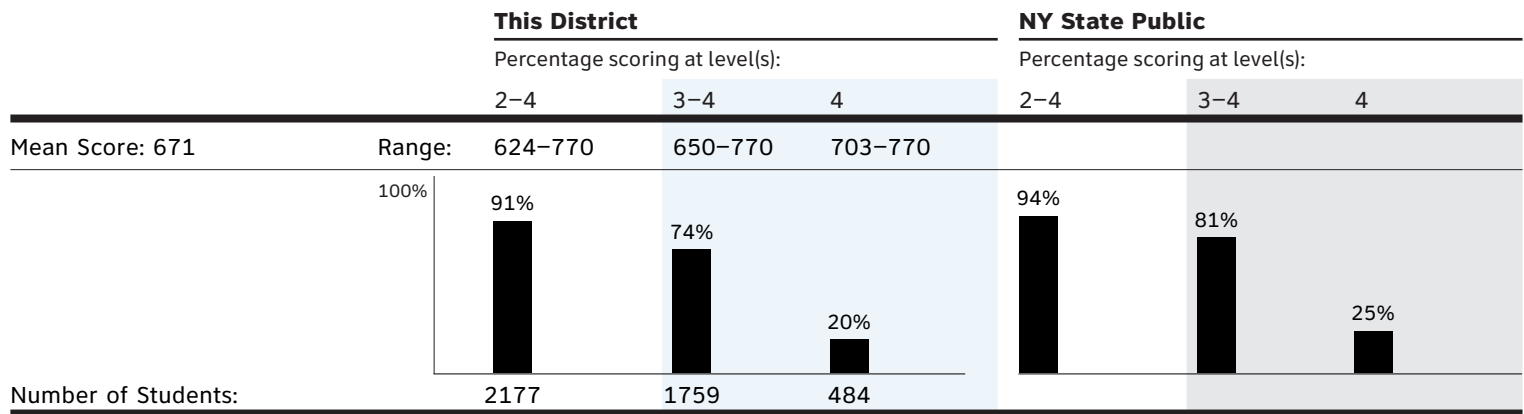
Other Assessments

	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 3 Equivalent	31	29	27	23	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	268	105	71	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 #19**

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	2389	91%	74%	20%				
Female	1161	92%	75%	22%				
Male	1228	90%	72%	19%				
American Indian or Alaska Native	11	100%	82%	36%				
Black or African American	1258	90%	70%	15%				
Hispanic or Latino	948	92%	76%	24%				
Asian or Native Hawaiian/Other Pacific Islander	146	96%	86%	37%				
White	26	96%	85%	27%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2062	95%	79%	23%				
Students with Disabilities	327	70%	41%	5%				
English Proficient	2059	92%	76%	22%				
Limited English Proficient	330	85%	62%	9%				
Economically Disadvantaged	1706	95%	78%	22%				
Not Disadvantaged	683	82%	62%	15%				
Migrant								
Not Migrant	2389	91%	74%	20%				

NOTES

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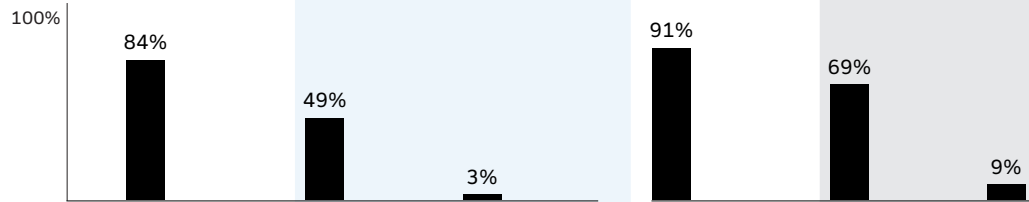
Other Assessments

	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	32	31	28	24	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1854	1080	65	1854	1080	65



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	2217	84%	49%	3%				
Female	1047	87%	52%	3%				
Male	1170	81%	46%	3%				
American Indian or Alaska Native	14	86%	43%	7%				
Black or African American	1273	81%	44%	2%				
Hispanic or Latino	757	87%	54%	3%				
Asian or Native Hawaiian/Other Pacific Islander	138	96%	67%	7%				
White	35	71%	46%	3%				
Small Group Totals								
General-Education Students	1846	91%	56%	3%				
Students with Disabilities	371	45%	15%	0%				
English Proficient	2149	84%	49%	3%				
Limited English Proficient	68	72%	26%	0%				
Economically Disadvantaged	1533	91%	55%	4%				
Not Disadvantaged	684	67%	35%	2%				
Migrant								
Not Migrant	2217	84%	49%	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.

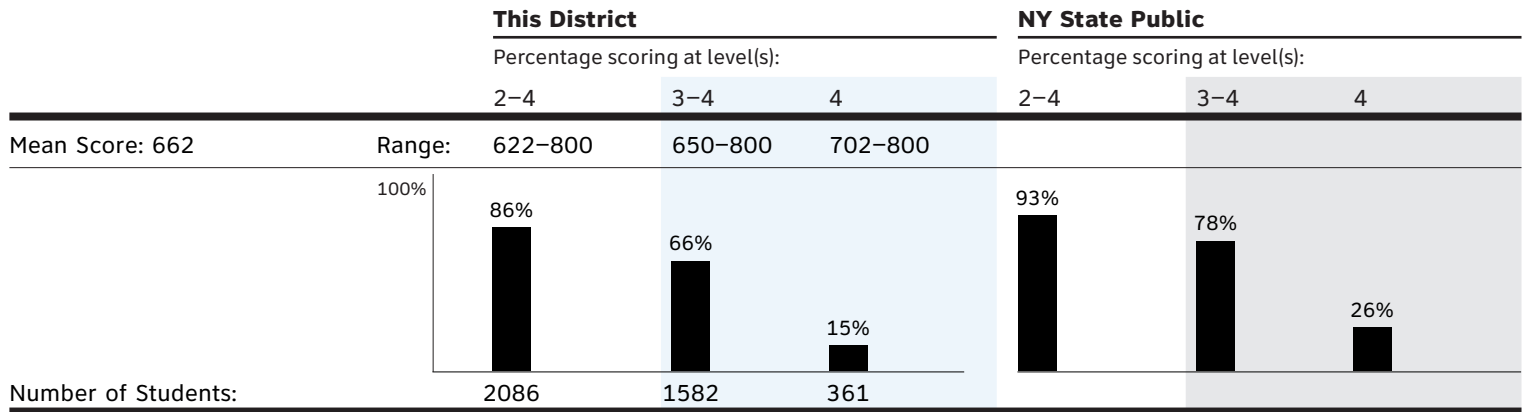
Other Assessments

	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	32	30	24	24	21	17	14
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	177	102	73	N/A	179	95	66	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 #19**

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	2413	86%	66%	15%				
Female	1141	89%	66%	14%				
Male	1272	84%	65%	16%				
American Indian or Alaska Native	14	93%	79%	21%				
Black or African American	1290	83%	61%	12%				
Hispanic or Latino	927	89%	70%	15%				
Asian or Native Hawaiian/Other Pacific Islander	146	92%	82%	39%				
White	36	89%	61%	22%				
Small Group Totals								
General-Education Students	2020	93%	73%	18%				
Students with Disabilities	393	55%	25%	1%				
English Proficient	2157	88%	67%	16%				
Limited English Proficient	256	77%	53%	6%				
Economically Disadvantaged	1676	93%	73%	17%				
Not Disadvantaged	737	73%	50%	11%				
Migrant								
Not Migrant	2413	86%	66%	15%				

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

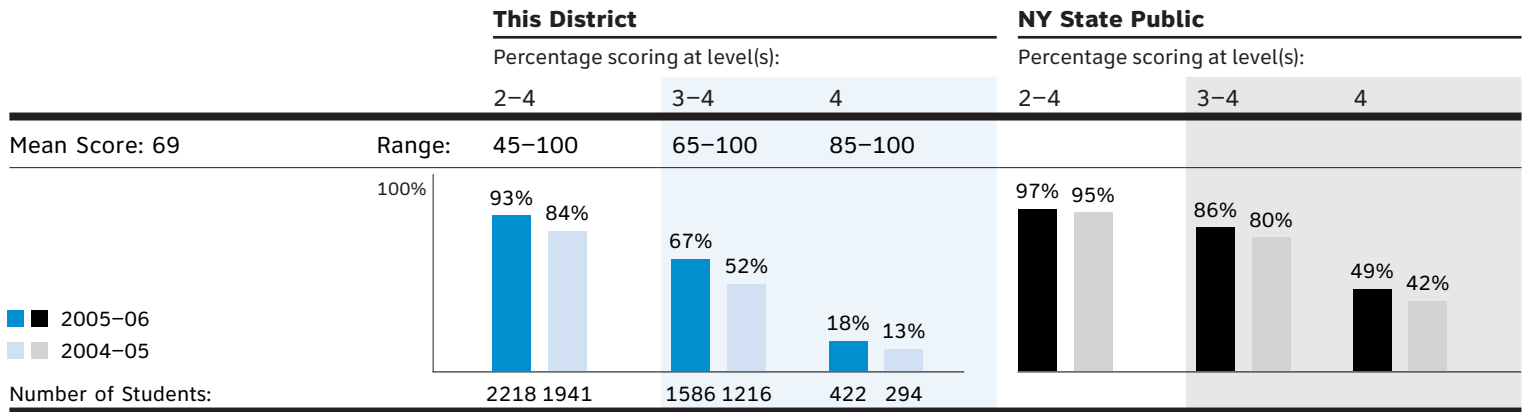
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Other Assessments

	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	34	31	28	23	24	18	15	13

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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	2379	93%	67%	18%	2322	84%	52%	13%
Female	1137	95%	67%	19%	1144	85%	53%	13%
Male	1242	92%	67%	17%	1178	82%	52%	13%
American Indian or Alaska Native	13	92%	85%	15%	7	71%	57%	14%
Black or African American	1270	93%	65%	14%	1223	83%	50%	10%
Hispanic or Latino	912	94%	68%	20%	930	83%	54%	14%
Asian or Native Hawaiian/Other Pacific Islander	149	95%	76%	34%	130	91%	64%	27%
White	35	89%	57%	29%	32	72%	44%	9%
Small Group Totals								
General-Education Students	1993	96%	72%	21%	2004	88%	57%	14%
Students with Disabilities	386	79%	37%	3%	318	58%	24%	3%
English Proficient	2134	94%	69%	19%	2051	86%	56%	14%
Limited English Proficient	245	87%	49%	9%	271	63%	24%	2%
Economically Disadvantaged	1654	96%	72%	20%	2159	83%	51%	12%
Not Disadvantaged	725	87%	55%	14%	163	87%	64%	18%
Migrant								
Not Migrant	2379	93%	67%	18%	2322	84%	52%	13%

NOTES

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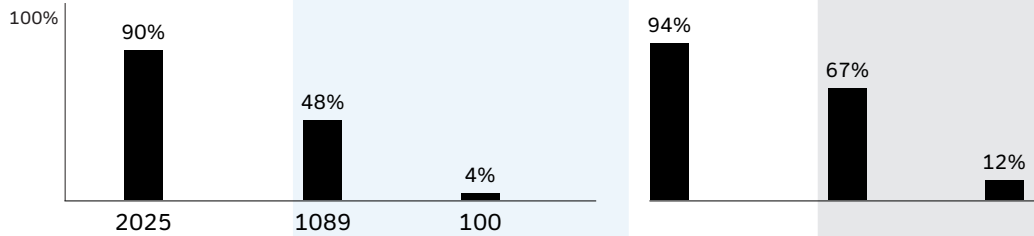
Other Assessments

	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 4 Equivalent	36	34	29	25	24	20	15	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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: 645	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	2025	1089	100	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2252	90%	48%	4%				
Female	1094	93%	53%	6%				
Male	1158	87%	44%	3%				
American Indian or Alaska Native	6	83%	17%	0%				
Black or African American	1244	90%	46%	4%				
Hispanic or Latino	860	89%	50%	5%				
Asian or Native Hawaiian/Other Pacific Islander	114	94%	59%	7%				
White	28	79%	36%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1921	94%	54%	5%				
Students with Disabilities	331	64%	17%	1%				
English Proficient	2116	92%	51%	5%				
Limited English Proficient	136	65%	15%	0%				
Economically Disadvantaged	1583	95%	53%	5%				
Not Disadvantaged	669	79%	37%	4%				
Migrant								
Not Migrant	2252	90%	48%	4%				

NOTES

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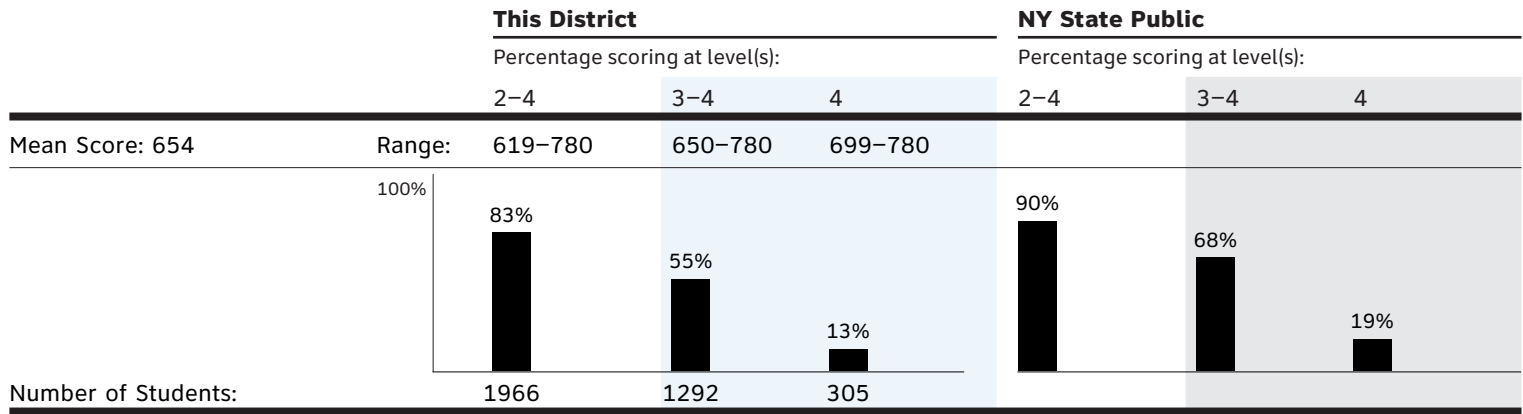
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	25	23	21	18	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	100	57	43	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 #19**

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	2356	83%	55%	13%				
Female	1146	86%	58%	13%				
Male	1210	81%	52%	13%				
American Indian or Alaska Native	6	67%	50%	0%				
Black or African American	1245	82%	52%	10%				
Hispanic or Latino	942	86%	58%	15%				
Asian or Native Hawaiian/Other Pacific Islander	132	87%	67%	29%				
White	31	61%	32%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2011	89%	61%	15%				
Students with Disabilities	345	52%	17%	2%				
English Proficient	2116	85%	57%	14%				
Limited English Proficient	240	74%	38%	7%				
Economically Disadvantaged	1646	89%	61%	14%				
Not Disadvantaged	710	71%	42%	11%				
Migrant								
Not Migrant	2356	83%	55%	13%				

NOTES

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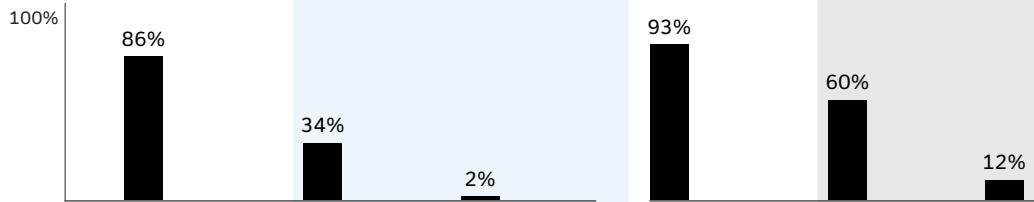
Other Assessments

	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	23	23	20	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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: 634	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1922	765	39			



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	2229	86%	34%	2%				
Female	1081	89%	38%	2%				
Male	1148	84%	30%	1%				
American Indian or Alaska Native	19	84%	47%	5%				
Black or African American	1269	86%	34%	2%				
Hispanic or Latino	824	86%	33%	1%				
Asian or Native Hawaiian/Other Pacific Islander	85	96%	42%	5%				
White	32	91%	41%	6%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1824	93%	41%	2%				
Students with Disabilities	405	57%	6%	0%				
English Proficient	2096	87%	36%	2%				
Limited English Proficient	133	71%	6%	0%				
Economically Disadvantaged	1627	93%	41%	2%				
Not Disadvantaged	602	68%	17%	1%				
Migrant								
Not Migrant	2229	86%	34%	2%				

NOTES

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Other Assessments

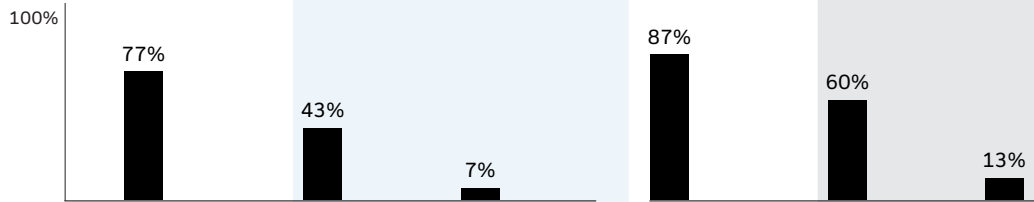
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	34	30	27	21	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	88	49	36	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 #19**

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: 641	616-780	650-780	696-780			
Range:						
Number of Students:	1857	1041	159	1857	1041	159



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	2397	77%	43%	7%				
Female	1155	80%	46%	7%				
Male	1242	76%	41%	6%				
American Indian or Alaska Native	17	71%	59%	6%				
Black or African American	1332	76%	42%	5%				
Hispanic or Latino	920	79%	43%	8%				
Asian or Native Hawaiian/Other Pacific Islander	95	92%	67%	18%				
White	33	76%	45%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1972	85%	50%	8%				
Students with Disabilities	425	41%	12%	1%				
English Proficient	2170	78%	45%	7%				
Limited English Proficient	227	68%	25%	2%				
Economically Disadvantaged	1760	86%	50%	8%				
Not Disadvantaged	637	54%	24%	3%				
Migrant								
Not Migrant	2397	77%	43%	7%				

NOTES

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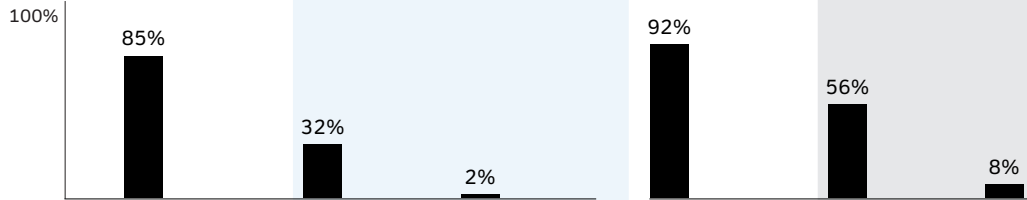
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	36	33	27	23	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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: 633	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1852	707	42	1852	707	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	2176	85%	32%	2%				
Female	1040	88%	36%	2%				
Male	1136	83%	29%	2%				
American Indian or Alaska Native	16	56%	6%	6%				
Black or African American	1240	86%	32%	2%				
Hispanic or Latino	820	84%	32%	2%				
Asian or Native Hawaiian/Other Pacific Islander	75	89%	53%	3%				
White	25	76%	40%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1816	91%	38%	2%				
Students with Disabilities	360	54%	6%	0%				
English Proficient	2029	87%	34%	2%				
Limited English Proficient	147	61%	5%	0%				
Economically Disadvantaged	1557	92%	37%	2%				
Not Disadvantaged	619	69%	21%	1%				
Migrant								
Not Migrant	2176	85%	32%	2%				

NOTES

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Other Assessments

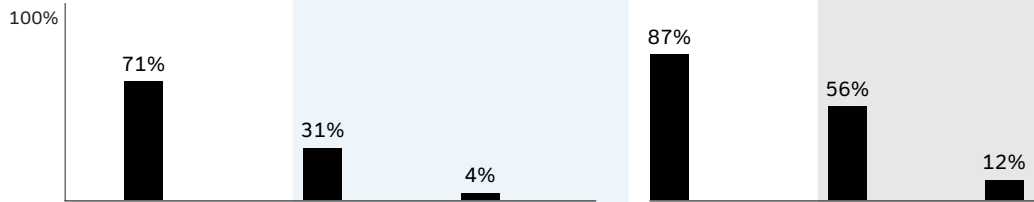
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	44	44	38	34	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	105	55	42	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 #19**

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: 627	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	1636	709	86	1636	709	86



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	2316	71%	31%	4%				
Female	1106	73%	33%	4%				
Male	1210	69%	29%	4%				
American Indian or Alaska Native	17	41%	29%	0%				
Black or African American	1259	69%	28%	3%				
Hispanic or Latino	930	72%	31%	4%				
Asian or Native Hawaiian/Other Pacific Islander	82	82%	60%	12%				
White	28	75%	43%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1942	78%	35%	4%				
Students with Disabilities	374	35%	7%	0%				
English Proficient	2056	73%	32%	4%				
Limited English Proficient	260	54%	18%	1%				
Economically Disadvantaged	1677	79%	36%	5%				
Not Disadvantaged	639	50%	18%	1%				
Migrant								
Not Migrant	2316	71%	31%	4%				

NOTES

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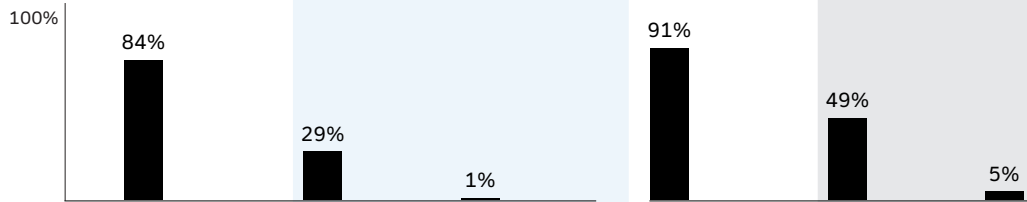
Other Assessments

	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 7 Equivalent	40	40	35	32	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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: 631	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1832	628	24	1832	628	24



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	2192	84%	29%	1%				
Female	1102	89%	34%	1%				
Male	1090	78%	23%	1%				
American Indian or Alaska Native	22	95%	27%	0%				
Black or African American	1261	82%	27%	1%				
Hispanic or Latino	804	86%	30%	1%				
Asian or Native Hawaiian/Other Pacific Islander	78	85%	44%	3%				
White	27	78%	22%	0%				
Small Group Totals								
General-Education Students	1854	89%	33%	1%				
Students with Disabilities	338	52%	4%	0%				
English Proficient	2059	85%	30%	1%				
Limited English Proficient	133	67%	6%	0%				
Economically Disadvantaged	1581	90%	33%	1%				
Not Disadvantaged	611	66%	17%	1%				
Migrant								
Not Migrant	2192	84%	29%	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

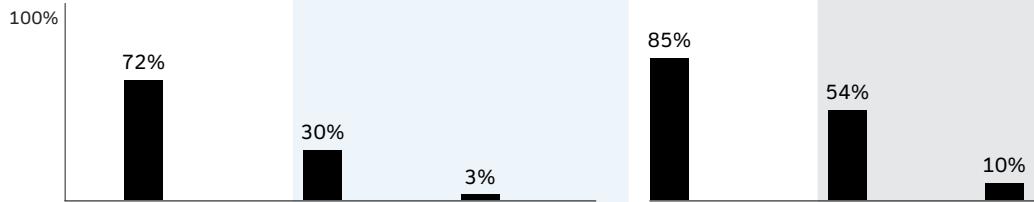
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	35	31	28	35	35	33	25
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	120	46	37	N/A	104	60	45	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 #19**

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: 632	616-775	650-775	701-775			
Range:						
	72%	30%	3%	85%	54%	10%
Number of Students:	1657	693	72			



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	2300	72%	30%	3%				
Female	1153	76%	34%	4%				
Male	1147	69%	26%	3%				
American Indian or Alaska Native	23	74%	43%	0%				
Black or African American	1251	69%	28%	3%				
Hispanic or Latino	915	74%	31%	3%				
Asian or Native Hawaiian/Other Pacific Islander	84	85%	48%	11%				
White	27	85%	30%	0%				
Small Group Totals								
General-Education Students	1967	78%	34%	4%				
Students with Disabilities	333	37%	6%	0%				
English Proficient	2050	73%	31%	3%				
Limited English Proficient	250	64%	20%	1%				
Economically Disadvantaged	1685	79%	35%	3%				
Not Disadvantaged	615	53%	16%	2%				
Migrant								
Not Migrant	2300	72%	30%	3%				

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

NOTES

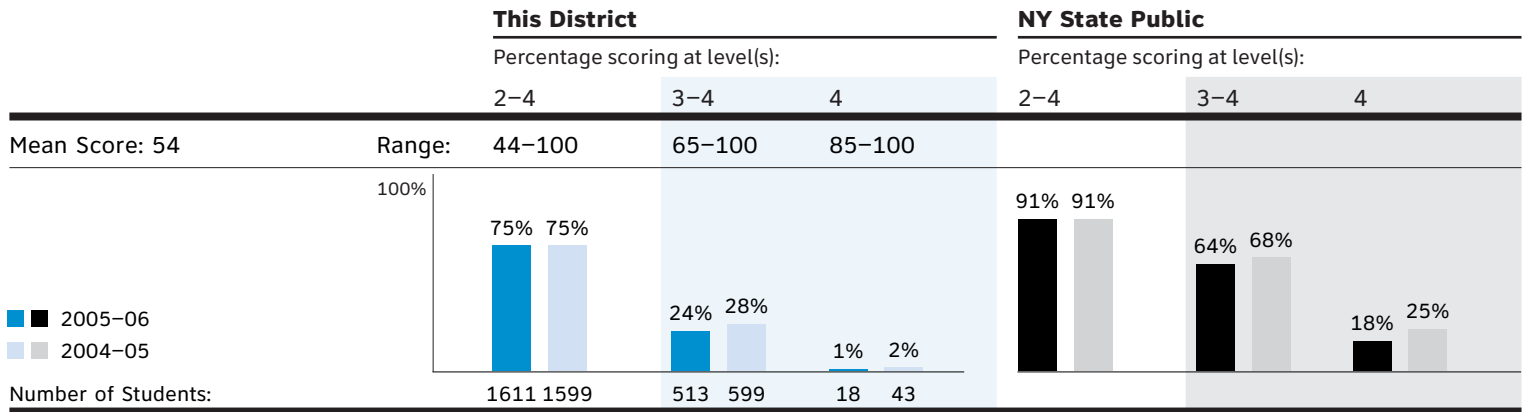
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	35	34	31	34	34	32	25

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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	2147	75%	24%	1%	2122	75%	28%	2%
Female	1083	78%	24%	1%	1026	80%	28%	1%
Male	1064	72%	23%	1%	1096	71%	28%	3%
American Indian or Alaska Native	23	78%	43%	0%	8	63%	0%	0%
Black or African American	1159	73%	21%	1%	1146	72%	25%	2%
Hispanic or Latino	862	77%	24%	1%	857	79%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	80	84%	50%	1%	88	84%	49%	8%
White	23	87%	30%	0%	23	57%	30%	4%
Small Group Totals								
General-Education Students	1833	80%	27%	1%	1785	82%	32%	2%
Students with Disabilities	314	48%	5%	0%	337	42%	9%	1%
English Proficient	1911	76%	26%	1%	1881	77%	30%	2%
Limited English Proficient	236	64%	8%	0%	241	63%	13%	0%
Economically Disadvantaged	1582	81%	28%	1%	1829	76%	29%	2%
Not Disadvantaged	565	60%	13%	1%	293	73%	23%	2%
Migrant					1	-	-	-
Not Migrant	2147	75%	24%	1%	2121	-	-	-

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	36	34	31	31	37	37	35	28
Regents Science	0				6	4	4	1

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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):

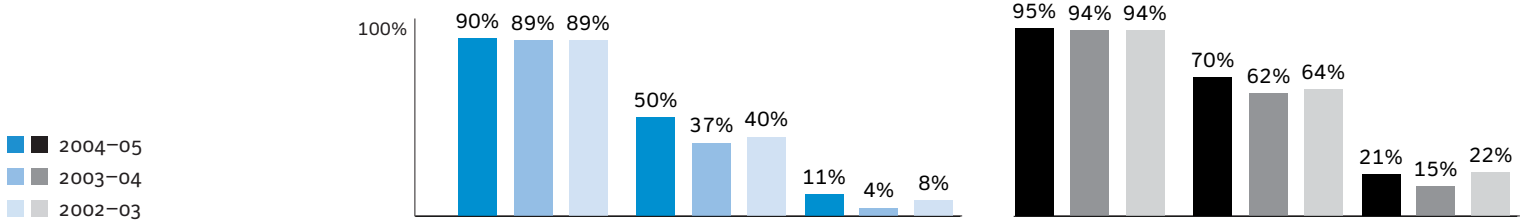
2-4 3-4 4

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	221	868	854	251	2194	646
Feb 2004	276	1301	828	107	2512	636
Feb 2003	278	1250	822	217	2567	639

Grade 8

This School

Percentage scoring at level(s):

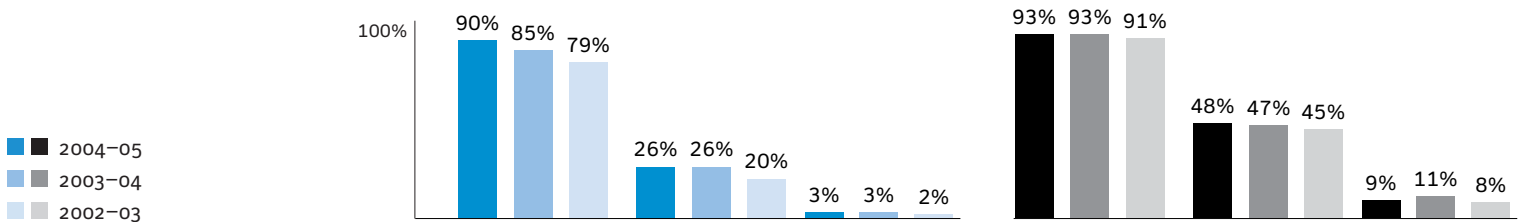
2-4 3-4 4

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	230	1470	520	66	2286	684
Jan 2004	324	1329	513	67	2233	682
Jan 2003	442	1245	386	40	2113	676

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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

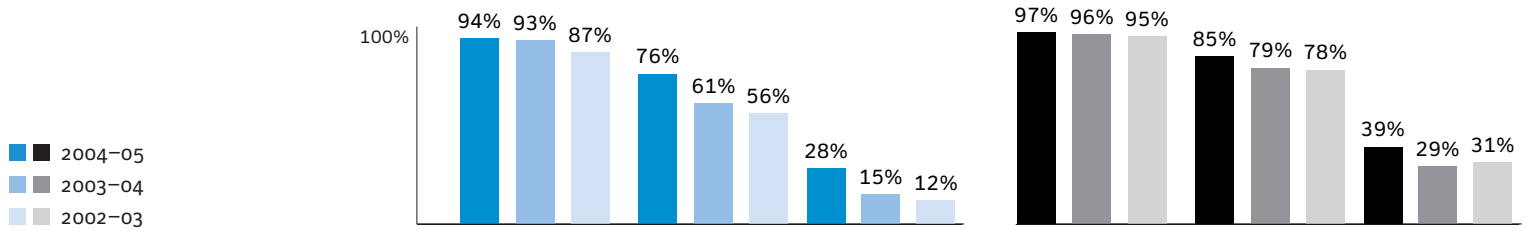
Percentage scoring at level(s):

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	140	434	1124	670	2368	659
May 2004	186	835	1224	383	2628	645
May 2003	350	835	1190	328	2703	639

Grade 8

This School

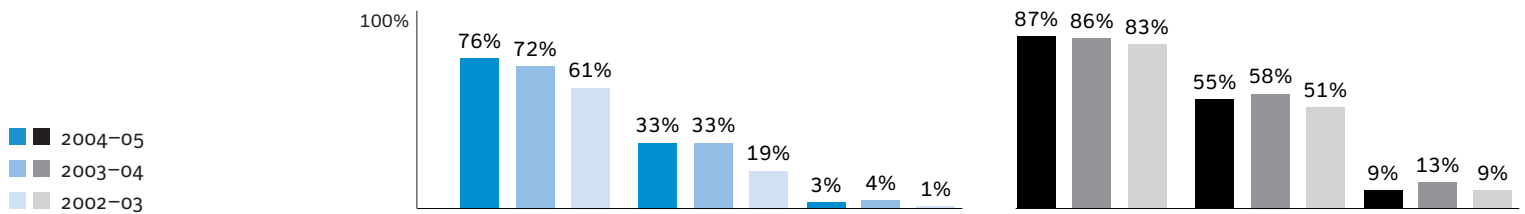
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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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	560	1038	710	67	2375	700
May 2004	629	867	653	93	2242	695
May 2003	857	941	382	27	2207	684

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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

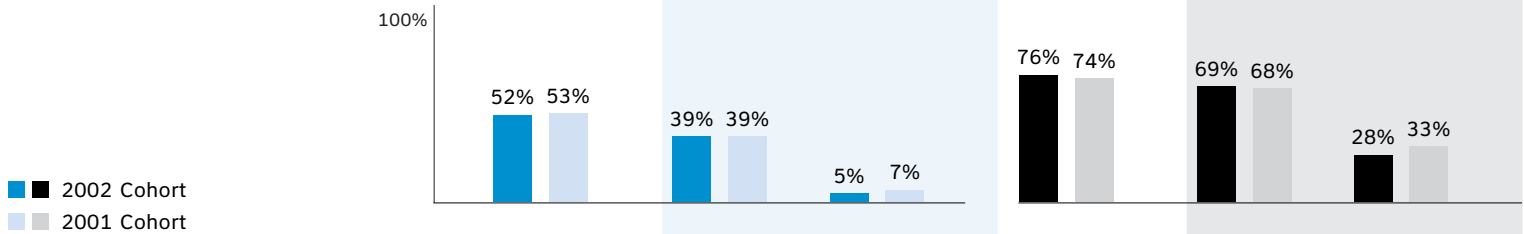
NY State Public

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	2016	52%	39%	5%	1713	53%	39%	7%
Female	958	57%	41%	6%	819	57%	41%	9%
Male	1058	48%	37%	5%	894	49%	36%	6%
American Indian or Alaska Native	13	15%	15%	0%	4	–	–	–
Black or African American	1028	49%	35%	5%	903	56%	41%	7%
Hispanic or Latino	806	53%	39%	6%	664	49%	34%	7%
Asian or Native Hawaiian/Other Pacific Islander	119	74%	64%	6%	81	54%	46%	10%
White	50	62%	48%	8%	61	–	–	–
Small Group Totals					65	45%	37%	8%
General-Education Students	1712	60%	45%	6%	1516	58%	43%	8%
Students with Disabilities	304	11%	5%	0%	197	14%	6%	1%
English Proficient	1769	55%	41%	6%	1464	56%	42%	8%
Limited English Proficient	247	34%	22%	1%	249	32%	18%	2%
Economically Disadvantaged	1867	56%	41%	6%				
Not Disadvantaged	149	10%	7%	0%				
Migrant								
Not Migrant	2016	52%	39%	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	38	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 #19**

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

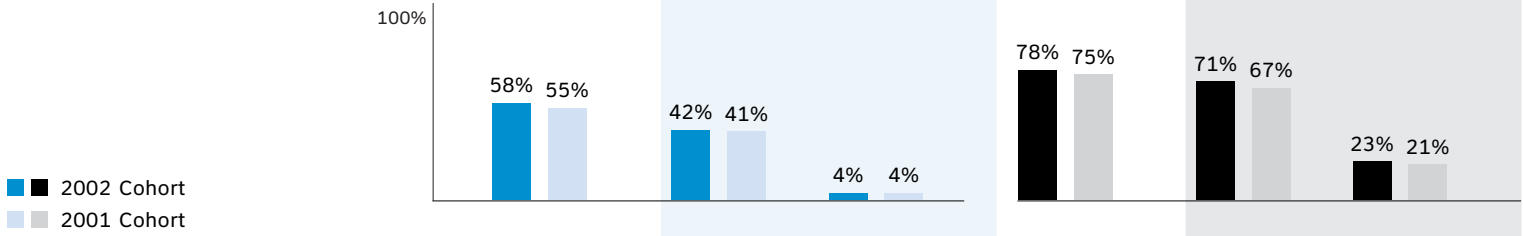
NY State Public

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	2016	58%	42%	4%	1713	55%	41%	4%
Female	958	60%	43%	3%	819	56%	42%	4%
Male	1058	55%	41%	5%	894	53%	40%	4%
American Indian or Alaska Native	13	23%	15%	0%	4	–	–	–
Black or African American	1028	55%	38%	2%	903	57%	40%	2%
Hispanic or Latino	806	59%	44%	4%	664	52%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	119	76%	61%	14%	81	67%	59%	10%
White	50	62%	50%	8%	61	–	–	–
Small Group Totals					65	46%	40%	8%
General-Education Students	1712	66%	49%	5%	1516	60%	46%	4%
Students with Disabilities	304	12%	4%	0%	197	13%	7%	0%
English Proficient	1769	59%	43%	4%	1464	56%	42%	4%
Limited English Proficient	247	51%	34%	1%	249	46%	34%	4%
Economically Disadvantaged	1867	61%	45%	4%				
Not Disadvantaged	149	11%	6%	1%				
Migrant								
Not Migrant	2016	58%	42%	4%				

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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	35	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.

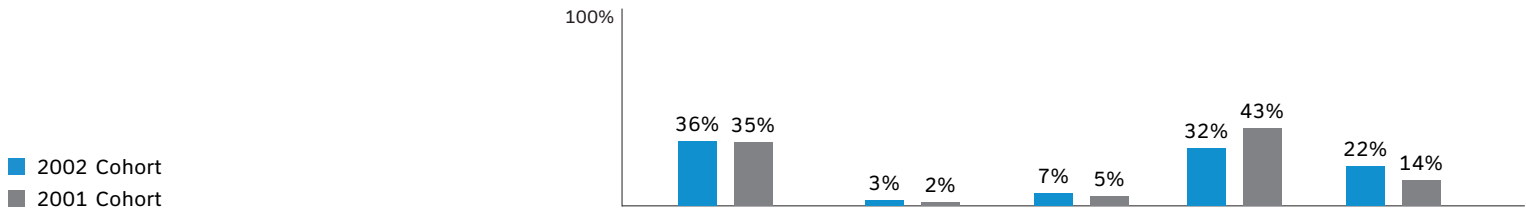
District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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:



	Number of Students		Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
	Cohort						
All Students	2002	2016	36%	3%	7%	32%	22%
	2001	1713	35%	2%	5%	43%	14%
Female	2002	958	40%	3%	6%	30%	21%
	2001	819	38%	1%	4%	42%	15%
Male	2002	1058	31%	4%	7%	34%	23%
	2001	894	33%	3%	6%	44%	14%
American Indian or Alaska Native	2002	13	15%	8%	0%	31%	46%
	2001	4	–	–	–	–	–
Black or African American	2002	1028	33%	4%	9%	33%	22%
	2001	903	37%	3%	5%	43%	13%
Hispanic or Latino	2002	806	37%	3%	5%	33%	22%
	2001	664	32%	2%	5%	45%	16%
Asian or Native Hawaiian/Other Pacific Islander	2002	119	53%	0%	3%	24%	20%
	2001	81	37%	2%	6%	44%	10%
White	2002	50	38%	0%	10%	32%	20%
	2001	61	–	–	–	–	–
Small Group Totals							
	2001	65	35%	5%	5%	28%	28%
General-Education Students	2002	1712	40%	0%	7%	33%	19%
	2001	1516	38%	0%	5%	44%	12%
Students with Disabilities	2002	304	8%	22%	7%	27%	36%
	2001	197	12%	20%	5%	33%	30%
English Proficient	2002	1769	37%	3%	7%	31%	22%
	2001	1464	38%	2%	6%	41%	13%
Limited English Proficient	2002	247	26%	6%	4%	41%	23%
	2001	249	21%	3%	2%	55%	18%
Economically Disadvantaged	2002	1867	38%	3%	6%	33%	19%
Not Disadvantaged	2002	149	7%	9%	11%	20%	53%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	2016	36%	3%	7%	32%	22%

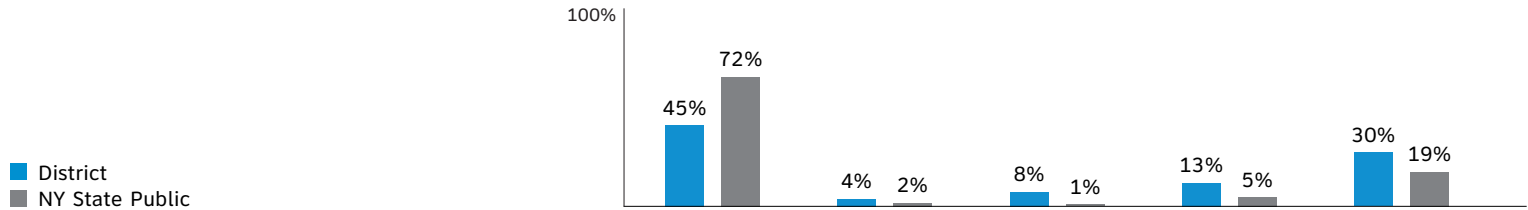
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

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	1674	45%	4%	8%	13%	30%
Female	793	49%	2%	7%	12%	29%
Male	881	42%	6%	9%	13%	30%
American Indian or Alaska Native	5	60%	0%	0%	0%	40%
Black or African American	889	47%	5%	8%	13%	27%
Hispanic or Latino	641	43%	2%	9%	12%	34%
Asian or Native Hawaiian/Other Pacific Islander	80	51%	3%	10%	15%	21%
White	59	36%	8%	5%	14%	37%
Small Group Totals						
General-Education Students	1452	50%	0%	9%	13%	28%
Students with Disabilities	222	12%	31%	5%	10%	42%
English Proficient	1445	47%	4%	9%	12%	28%
Limited English Proficient	229	31%	4%	5%	18%	41%
Economically Disadvantaged	1468	48%	3%	8%	14%	27%
Not Disadvantaged	206	22%	9%	12%	7%	50%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1674	45%	4%	8%	13%	30%

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