



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #21**

District ID **332100010000**

Superintendent **RICHARD D'AURIA**

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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	875	911	881
Kindergarten	1859	1730	1620
Grade 1	1935	1952	1849
Grade 2	2022	1867	1847
Grade 3	1994	1919	1838
Grade 4	2063	1889	1826
Grade 5	2068	2008	1877
Grade 6	3033	3074	2735
Ungraded Elementary	694	707	911
Grade 7	3208	3000	2971
Grade 8	3192	3131	2983
Grade 9	5156	5464	5342
Grade 10	3876	3898	3803
Grade 11	2310	2168	2100
Grade 12	2013	1990	2009
Ungraded Secondary	1307	1398	1435
Total K-12	36730	36195	35146

Average Class Size

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

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	22369	61%	0	0%	22737	65%
Reduced-Price Lunch	3163	9%	0	0%	3987	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	5097	14%	5205	14%	5107	15%
Racial/Ethnic Origin						
American Indian or Alaska Native	90	0%	81	0%	87	0%
Black or African American	8944	24%	8954	25%	8615	25%
Hispanic or Latino	7088	19%	7147	20%	7150	20%
Asian or Native Hawaiian/Other Pacific Islander	7635	21%	7789	22%	7873	22%
White	12973	35%	12224	34%	11421	32%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	787	N/A	1384	4%	982	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	3331	5901	8384
Percent Not Taught by Highly Qualified Teachers	19%	21%	14%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	138	66	76
Percent with No Valid Teaching Certificate	6%	3%	3%
Individuals Teaching Out of Certification			
Number of Teachers	362	402	360
Percentage of Total	16%	17%	15%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	52%	50%	49%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)


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

Summary

Overall Accountability Status (2006–07)

Improvement (Year 1)

Elementary/Middle Level

ELA  Improvement (Year 1)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 1)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06









































2006–07

YES




YES

YES

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







Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
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						
Limited English Proficient	 SH					
Economically Disadvantaged						
Student groups making AYP in each subject	 7 of 8	 8 of 8	 1 of 1	 3 of 8	 5 of 8	 1 of 1

AYP Status







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

Accountability Status Levels

Federal

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

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

7 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

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

How did students in each accountability group perform on 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 (15241:14658)	✓	✓	98%	✓	153	121	
Ethnicity							
American Indian or Alaska Native (27:25)	–	–	–	–	–	–	–
Black or African American (2635:2529)	✓	✓	98%	✓	129	120	
Hispanic or Latino (3036:2881)	✓	✓	98%	✓	129	120	
Asian or Native Hawaiian/Other Pacific Islander (3648:3501)	✓	✓	98%	✓	168	120	
White (5895:5722)	✓	✓	99%	✓	166	121	
Other Groups							
Students with Disabilities ⁴ (2606:1777)	✗	✗	94%	✗	82	119	89 94
Limited English Proficient (1944:1728)	✓ ^{SH}	✓	96%	✓ ^{SH}	117	119	116 125
Economically Disadvantaged (11669:11279)	✓	✓	99%	✓	161	121	
Final AYP Determination	✗ 7 of 8						

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

8 of 8

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 (15277:14617)	✓	✓	99%	✓	162	85	
Ethnicity							
American Indian or Alaska Native (27:24)	–	–	–	–	–	–	–
Black or African American (2638:2493)	✓	✓	99%	✓	133	84	
Hispanic or Latino (3025:2869)	✓	✓	99%	✓	139	84	
Asian or Native Hawaiian/Other Pacific Islander (3682:3515)	✓	✓	99%	✓	182	84	
White (5905:5716)	✓	✓	99%	✓	174	85	
Other Groups							
Students with Disabilities ⁴ (1929:1772)	✓	✓	95%	✓	96	83	
Limited English Proficient (1943:1776)	✓	✓	98%	✓	133	83	
Economically Disadvantaged (11719:11263)	✓	✓	99%	✓	170	85	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status
for This Subject
(2006–07)

Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (5210:4797)	✓	Qualified	✓	96%	✓	163	100	
Ethnicity								
American Indian or Alaska Native (8:8)		–	–	–	–	–	–	–
Black or African American (873:794)		Qualified	✓	96%	✓	141	100	
Hispanic or Latino (1014:925)		Qualified	✓	96%	✓	144	100	
Asian or Native Hawaiian/Other Pacific Islander (1269:1164)		Qualified	✓	96%	✓	174	100	
White (2046:1906)		Qualified	✓	96%	✓	174	100	
Other Groups								
Students with Disabilities (638:544)		Qualified	✓	90%	✓	110	100	
Limited English Proficient (602:516)		Qualified	✓	95%	✓	112	100	
Economically Disadvantaged (4009:3715)		Qualified	✓	97%	✓	168	100	
Final AYP Determination	✓	1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

3 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (2345:2706)	✓	✓	99%	✓	155	152		
Ethnicity								
American Indian or Alaska Native (6:8)	–	–	–	–	–	–	–	–
Black or African American (731:859)	✗	✓	100%	✗	149	150	150†	154
Hispanic or Latino (338:484)	✗	✓	99%	✗	129	149	134	136
Asian or Native Hawaiian/Other Pacific Islander (487:537)	✓	✓	100%	✓	160	149		
White (783:818)	✓	✓	99%	✓	174	150		
Other Groups								
Students with Disabilities (111:164)	✗	✓	99%	✗	115	146	89†	124
Limited English Proficient (130:229)	✗	✓	97%	✗	65	147	109†	79
Economically Disadvantaged (1774:2073)	✗	✓	99%	✗	149	152	152	154
Final AYP Determination	✗ 3 of 8							

NOTES

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

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

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

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

AYP Status

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

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

5 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 (2345:2706)	✓	✓	99%	✓	155	144		
Ethnicity								
American Indian or Alaska Native (6:8)	–	–	–	–	–	–	–	–
Black or African American (731:859)	✓	✓	99%	✓	143	142		
Hispanic or Latino (338:484)	✗	✓	99%	✗	123	141	130	131
Asian or Native Hawaiian/Other Pacific Islander (487:537)	✓	✓	100%	✓	176	141		
White (783:818)	✓	✓	99%	✓	172	142		
Other Groups								
Students with Disabilities (111:164)	✗	✓	100%	✗	107	138	88‡	116
Limited English Proficient (130:229)	✗	✓	98%	✗	108	139	134‡	117
Economically Disadvantaged (1774:2073)	✓	✓	99%	✓	149	144		
Final AYP Determination	✗ 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












Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (2881) 			61%	55%	
Ethnicity					
American Indian or Alaska Native (9)		–	–	–	– –
Black or African American (999)			54%	55%	55% 55%
Hispanic or Latino (470)			47%	55%	47% 48%
Asian or Native Hawaiian/Other Pacific Islander (511)			68%	55%	
White (892)			73%	55%	
Other Groups					
Students with Disabilities (156)			29%	55%	33% 30%
Limited English Proficient (324)			45%	55%	49% 46%
Economically Disadvantaged (2081)			59%	55%	
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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 69% of total

BROOKLYN STUDIO SCHOOL
HIGH SCHOOL OF SPORTS MANAGEMENT
I.S. 98-BAY ACADEMY
I.S. 239 MARK TWAIN SCHOOL
JOHN DEWEY HIGH SCHOOL
P.S. 90 EDNA COHEN SCHOOL
P.S. 95 GRAVESEND SCHOOL
P.S. 97 HIGHLAWN SCHOOL
P.S. 99 ISAAC ASIMOV SCHOOL
P.S. 100 CONEY ISLAND SCHOOL
P.S. 101 VERRAZANO SCHOOL
P.S. 121 NELSON A. ROCKEFELLER SCHOOL
P.S. 128 BENSONHURST SCHOOL
P.S. 153 HOMECREST
P.S. 177 MARLBORO SCHOOL
P.S. 188 MICHAEL E. BERDY SCHOOL
P.S. 199 FREDERICK R. WACHTEL SCHOOL
P.S. 209 MARGARET MEAD SCHOOL
P.S. 212 LADY DEBORAH MOODY SCHOOL
P.S. 215 MORRIS H. WEISS SCHOOL
P.S. 216 ARTURO TOSCANINI SCHOOL
P.S. 225 EILEEN E. ZAGLIN SCHOOL
P.S. 253 OCEANVIEW SCHOOL
P.S. 329 SURFSIDE SCHOOL
RACHEL CARSON SCHOOL OF COASTAL STUDIES

▲ Improvement (Year1)

2 schools identified 6% of total

I.S. 281 JOSEPH B. CAVALLARO
P.S. 238 ANNE SULLIVAN SCHOOL

▲ Improvement (Year 2)

3 schools identified 8% of total

I.S. 228 DAVID A. BOODY
LAFAYETTE HIGH SCHOOL
P.S. 226 ALFRED DE B. MASON SCHOOL

▲ Corrective Action

1 school identified 3% of total

I.S. 96 SETH LOW

▲ Planning for Restructuring

1 school identified 3% of total

WILLIAM E. GRADY VOCATIONAL HIGH SCHOOL

■ Requiring Academic Progress (Year 4)

2 schools identified 6% of total

ABRAHAM LINCOLN HIGH SCHOOL
EDWARD R. MURROW HIGH SCHOOL

▲ Restructuring (Year 1)

2 schools identified 6% of total


(continued)

3

School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**







2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status	New York State Status
 Restructuring (Year 1) (continued)	
.....	
I.S. 303 HERBERT S. EISENBERG	
P.S. 288 SHIRLEY TANYHILL SCHOOL	







District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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	68%			1518
Grade 4	65%			1747
Grade 5	65%			1865
Grade 6	64%			2632
Grade 7	62%			2784
Grade 8	55%			2831


Mathematics

Grade 3	80%		1961
Grade 4	81%		1976
Grade 5	73%		2030
Grade 6	69%		2872
Grade 7	64%		3042
Grade 8	59%		3093

Science

Grade 4	81%		1898
Grade 8	61%		3055

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	61%			3291
Mathematics	61%			3291

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	50%			3291

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.

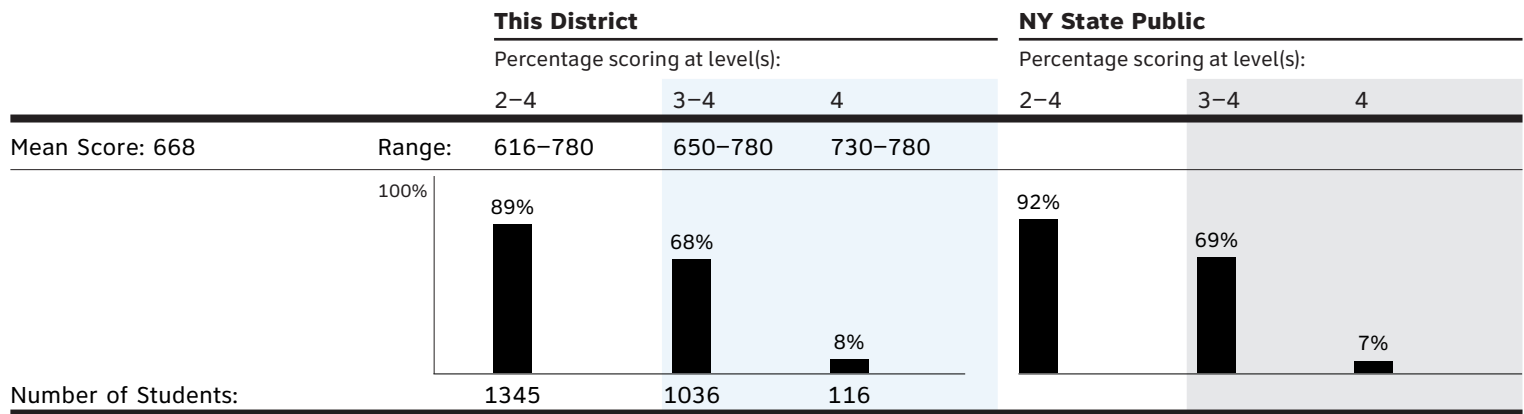
This District's N/RC Category:

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 #21**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1518	89%	68%	8%				
Female	759	92%	73%	8%				
Male	759	85%	63%	7%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	292	—	—	—				
Hispanic or Latino	314	82%	58%	1%				
Asian or Native Hawaiian/Other Pacific Islander	367	99%	87%	12%				
White	544	93%	77%	12%	This test was not given in 2004-05.			
Small Group Totals	293	74%	40%	1%				
General-Education Students	1286	95%	77%	9%				
Students with Disabilities	232	53%	19%	1%				
English Proficient	1490	89%	69%	8%				
Limited English Proficient	28	61%	29%	0%				
Economically Disadvantaged	1143	95%	77%	9%				
Not Disadvantaged	375	68%	40%	4%				
Migrant								
Not Migrant	1518	89%	68%	8%				

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.

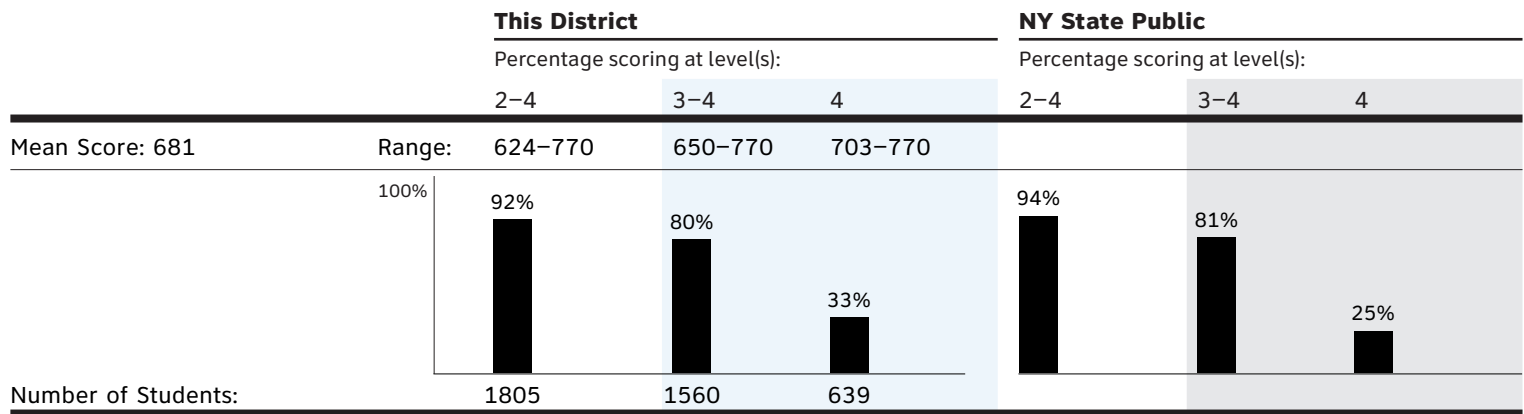
Other Assessments

	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	25	23	21	19	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 3	421	206	148	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 #21**

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	1961	92%	80%	33%				
Female	970	92%	80%	33%				
Male	991	92%	79%	32%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	297	—	—	—				
Hispanic or Latino	444	88%	68%	17%				
Asian or Native Hawaiian/Other Pacific Islander	531	97%	92%	51%				
White	688	95%	86%	38%				
Small Group Totals	298	82%	59%	11%				
General-Education Students	1664	97%	86%	37%				
Students with Disabilities	297	67%	42%	7%				
English Proficient	1510	93%	83%	39%				
Limited English Proficient	451	88%	67%	12%				
Economically Disadvantaged	1484	97%	87%	37%				
Not Disadvantaged	477	78%	58%	18%				
Migrant								
Not Migrant	1961	92%	80%	33%				

This test was not given in 2004-05.

NOTES

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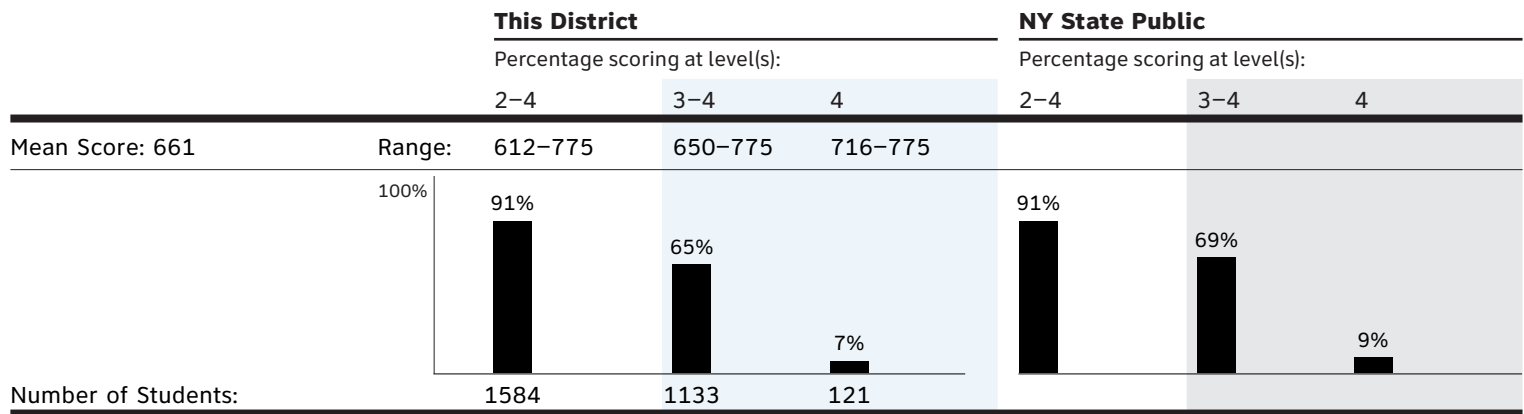
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	22	21	21	17				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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	1747	91%	65%	7%				
Female	840	93%	68%	7%				
Male	907	89%	62%	7%				
American Indian or Alaska Native	4	—	—	—				
Black or African American	257	—	—	—				
Hispanic or Latino	390	86%	51%	2%				
Asian or Native Hawaiian/Other Pacific Islander	444	98%	80%	10%				
White	652	93%	72%	10%				
Small Group Totals	261	80%	42%	2%				
General-Education Students	1476	97%	73%	8%				
Students with Disabilities	271	57%	23%	0%				
English Proficient	1685	92%	67%	7%				
Limited English Proficient	62	61%	15%	0%				
Economically Disadvantaged	1304	97%	73%	8%				
Not Disadvantaged	443	72%	41%	4%				
Migrant								
Not Migrant	1747	91%	65%	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.

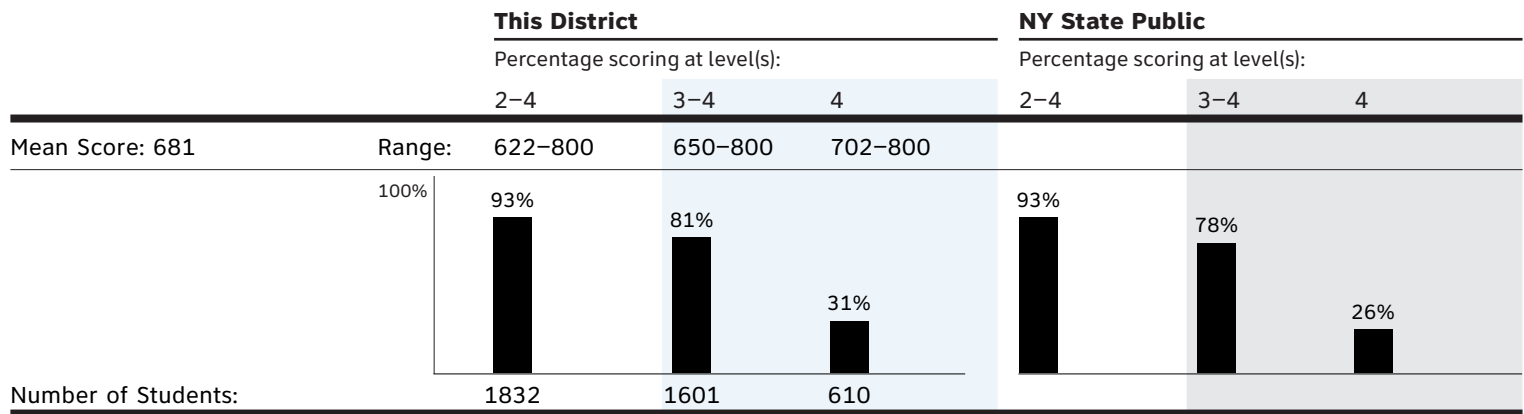
Other Assessments

	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	19	19	17	15	31	31	29	24
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	201	138	117	N/A	211	149	113	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 #21**

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	1976	93%	81%	31%				
Female	936	94%	82%	30%				
Male	1040	91%	80%	32%				
American Indian or Alaska Native	4	—	—	—				
Black or African American	266	—	—	—				
Hispanic or Latino	460	87%	69%	14%				
Asian or Native Hawaiian/Other Pacific Islander	522	97%	93%	51%				
White	724	95%	86%	35%				
Small Group Totals	270	87%	65%	10%				
General-Education Students	1673	97%	88%	36%				
Students with Disabilities	303	69%	40%	5%				
English Proficient	1704	94%	84%	34%				
Limited English Proficient	272	83%	64%	11%				
Economically Disadvantaged	1483	97%	89%	36%				
Not Disadvantaged	493	80%	58%	15%				
Migrant								
Not Migrant	1976	93%	81%	31%				

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

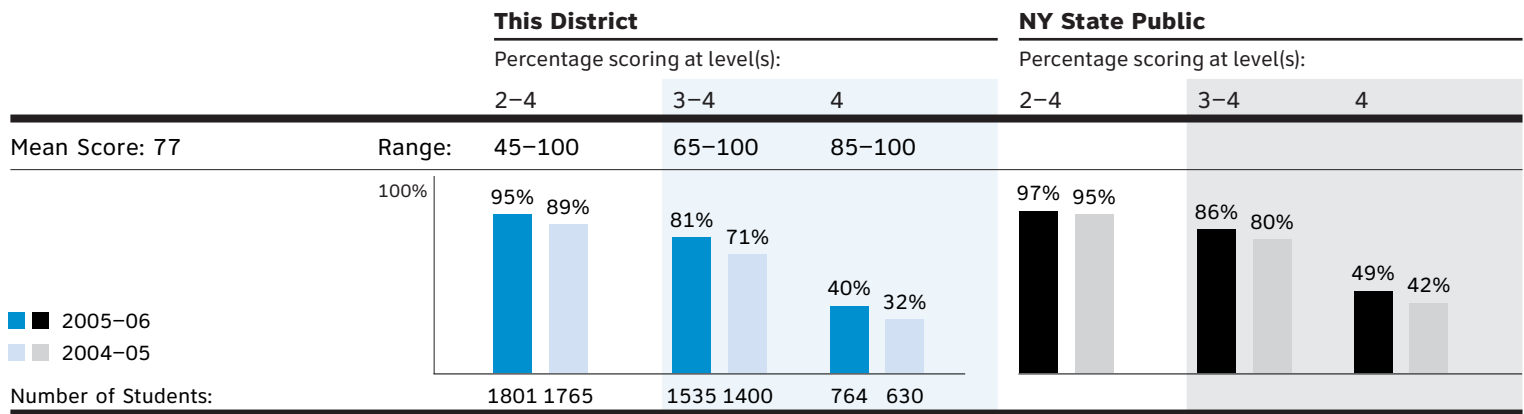
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Other Assessments

	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	20	20	20	19	30	29	26	24

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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	1898	95%	81%	40%	1978	89%	71%	32%
Female	902	96%	82%	39%	976	90%	71%	32%
Male	996	94%	80%	41%	1002	89%	70%	32%
American Indian or Alaska Native	4	—	—	—	5	100%	60%	60%
Black or African American	255	—	—	—	304	79%	52%	13%
Hispanic or Latino	447	92%	70%	24%	433	85%	62%	20%
Asian or Native Hawaiian/Other Pacific Islander	502	96%	87%	54%	491	93%	80%	45%
White	690	96%	87%	47%	745	93%	77%	37%
Small Group Totals	259	95%	72%	24%				
General-Education Students	1602	98%	87%	46%	1697	94%	77%	36%
Students with Disabilities	296	81%	46%	9%	281	62%	32%	6%
English Proficient	1642	97%	85%	44%	1706	92%	77%	36%
Limited English Proficient	256	82%	55%	15%	272	69%	35%	5%
Economically Disadvantaged	1415	98%	88%	47%	1904	89%	71%	32%
Not Disadvantaged	483	87%	60%	20%	74	95%	77%	41%
Migrant					3	—	—	—
Not Migrant	1898	95%	81%	40%	1975	—	—	—

NOTES

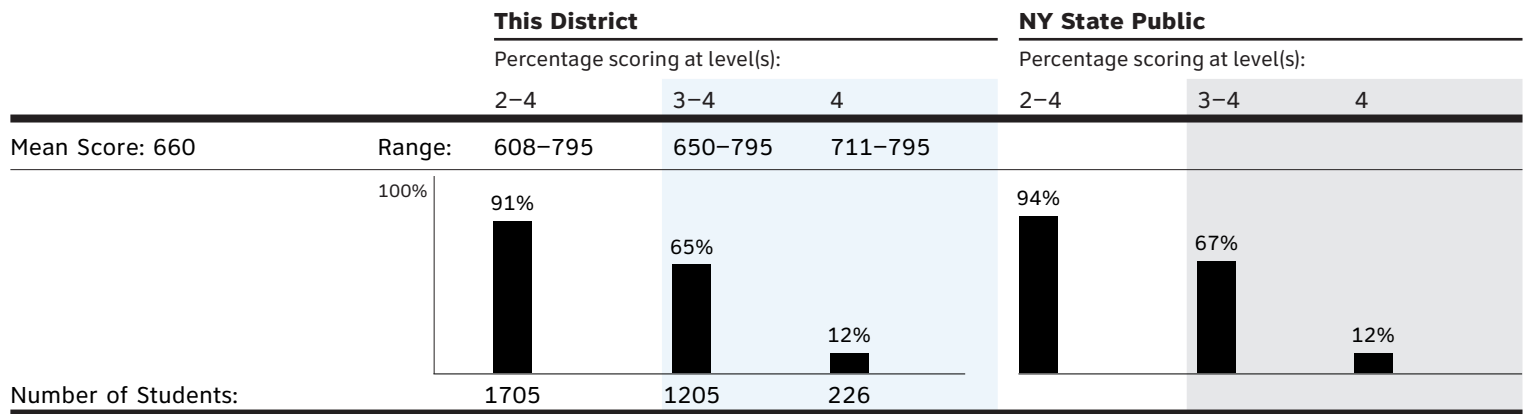
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Other Assessments

	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	17	17	17	13	31	30	25	22

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1865	91%	65%	12%				
Female	945	92%	66%	14%				
Male	920	90%	63%	11%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	309	—	—	—				
Hispanic or Latino	423	90%	51%	4%				
Asian or Native Hawaiian/Other Pacific Islander	442	97%	83%	17%				
White	688	94%	74%	18%	This test was not given in 2004-05.			
Small Group Totals	312	80%	37%	3%				
General-Education Students	1571	96%	73%	14%				
Students with Disabilities	294	64%	20%	1%				
English Proficient	1793	93%	66%	13%				
Limited English Proficient	72	61%	19%	0%				
Economically Disadvantaged	1387	97%	74%	14%				
Not Disadvantaged	478	75%	38%	6%				
Migrant								
Not Migrant	1865	91%	65%	12%				

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.

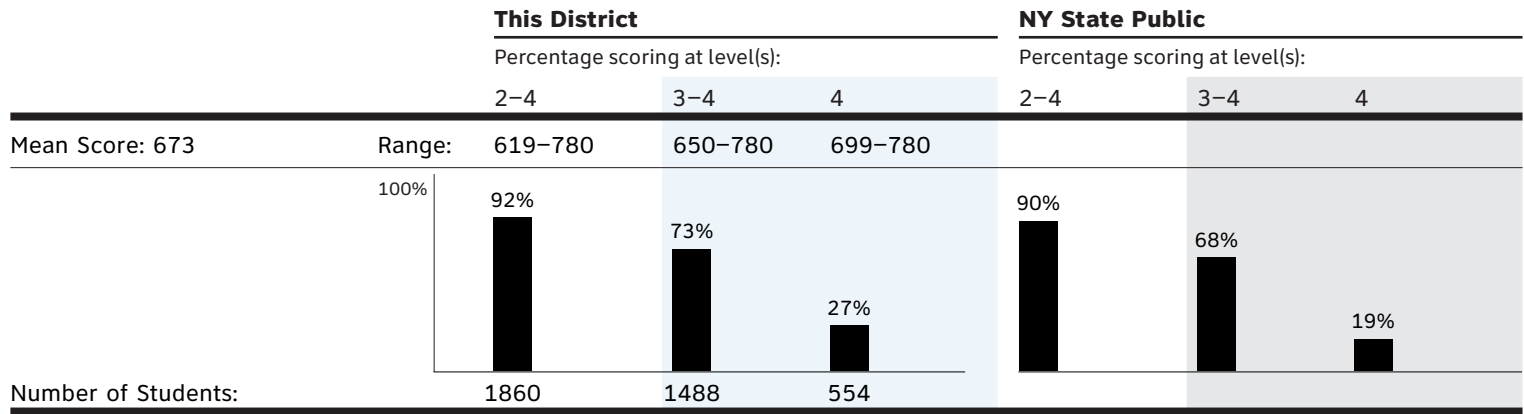
Other Assessments

	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	34	32	26	25	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	150	113	96	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 #21**

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	2030	92%	73%	27%				
Female	1012	92%	73%	27%				
Male	1018	91%	74%	28%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	306	—	—	—				
Hispanic or Latino	465	91%	63%	11%				
Asian or Native Hawaiian/Other Pacific Islander	502	96%	89%	51%				
White	754	94%	81%	31%	This test was not given in 2004-05.			
Small Group Totals	309	80%	43%	5%				
General-Education Students	1719	96%	81%	32%				
Students with Disabilities	311	67%	32%	4%				
English Proficient	1797	93%	76%	29%				
Limited English Proficient	233	83%	55%	11%				
Economically Disadvantaged	1529	96%	81%	33%				
Not Disadvantaged	501	78%	49%	11%				
Migrant								
Not Migrant	2030	92%	73%	27%				

NOTES

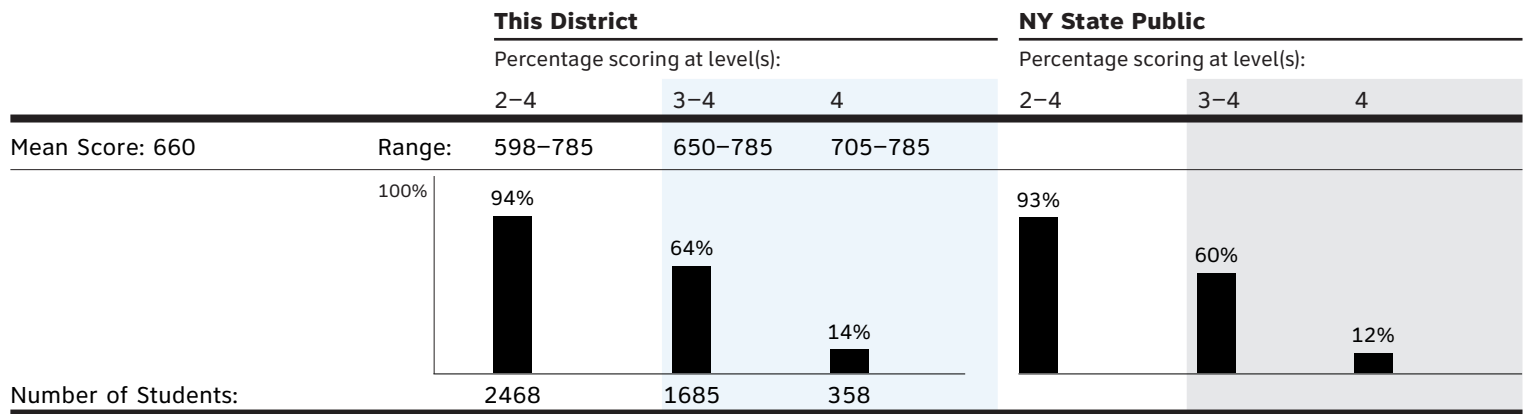
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	34	32	30	27	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2632	94%	64%	14%				
Female	1283	96%	67%	17%				
Male	1349	92%	61%	10%				
American Indian or Alaska Native	8	75%	38%	13%				
Black or African American	506	87%	51%	8%				
Hispanic or Latino	460	92%	44%	4%				
Asian or Native Hawaiian/Other Pacific Islander	582	97%	75%	18%				
White	1076	96%	73%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2368	97%	70%	15%				
Students with Disabilities	264	62%	13%	0%				
English Proficient	2563	94%	66%	14%				
Limited English Proficient	69	70%	9%	1%				
Economically Disadvantaged	2031	97%	68%	12%				
Not Disadvantaged	601	82%	51%	18%				
Migrant								
Not Migrant	2632	94%	64%	14%				

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.

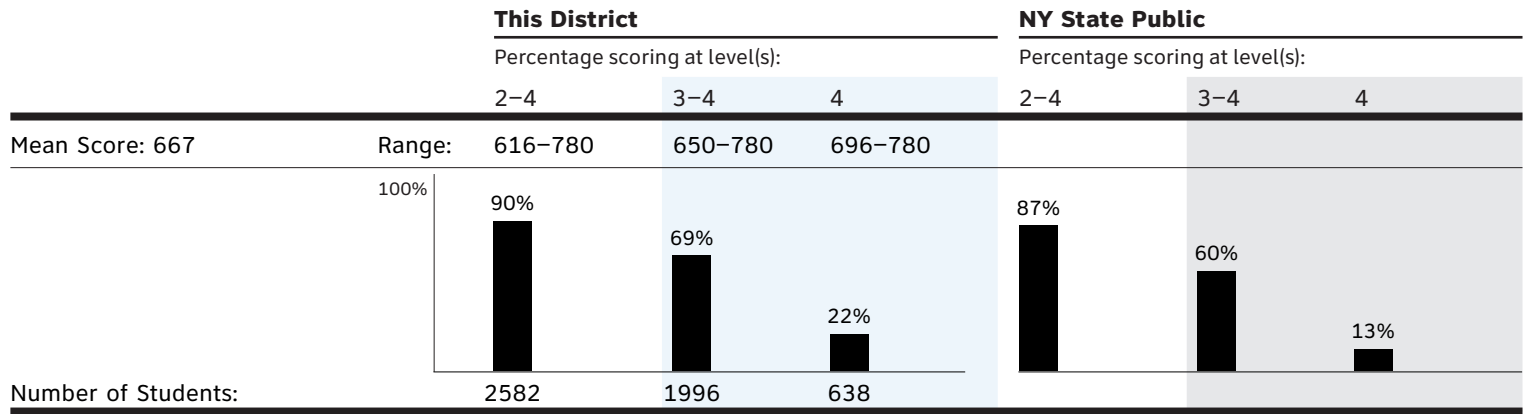
Other Assessments

	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 6 Equivalent	29	28	24	23	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	218	162	148	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 #21**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2872	90%	69%	22%				
Female	1396	92%	71%	22%				
Male	1476	88%	68%	22%				
American Indian or Alaska Native	8	63%	38%	0%				
Black or African American	517	83%	53%	10%				
Hispanic or Latino	509	82%	50%	7%				
Asian or Native Hawaiian/Other Pacific Islander	668	95%	83%	34%				
White	1170	93%	77%	28%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2591	94%	75%	24%				
Students with Disabilities	281	51%	23%	2%				
English Proficient	2583	92%	73%	24%				
Limited English Proficient	289	69%	37%	5%				
Economically Disadvantaged	2246	94%	73%	22%				
Not Disadvantaged	626	75%	56%	24%				
Migrant								
Not Migrant	2872	90%	69%	22%				

NOTES

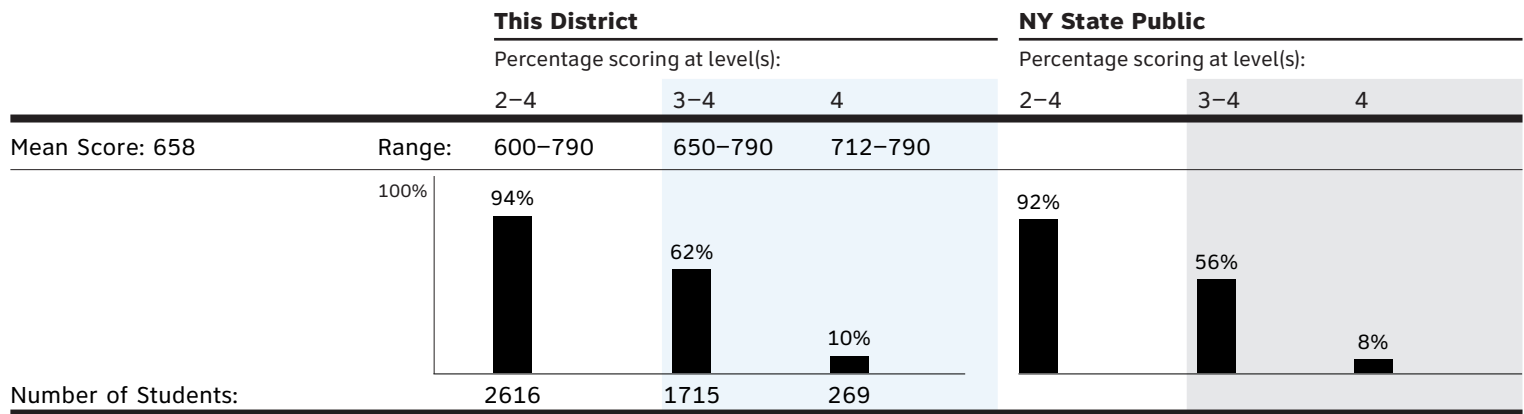
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Other Assessments

	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	29	28	22	19	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2784	94%	62%	10%				
Female	1409	94%	65%	10%				
Male	1375	94%	58%	9%				
American Indian or Alaska Native	5	80%	20%	0%				
Black or African American	596	90%	46%	4%				
Hispanic or Latino	496	88%	40%	3%				
Asian or Native Hawaiian/Other Pacific Islander	593	97%	73%	13%				
White	1094	98%	74%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2540	97%	66%	11%				
Students with Disabilities	244	64%	11%	0%				
English Proficient	2713	95%	63%	10%				
Limited English Proficient	71	69%	13%	0%				
Economically Disadvantaged	2198	97%	64%	9%				
Not Disadvantaged	586	83%	52%	14%				
Migrant								
Not Migrant	2784	94%	62%	10%				

NOTES

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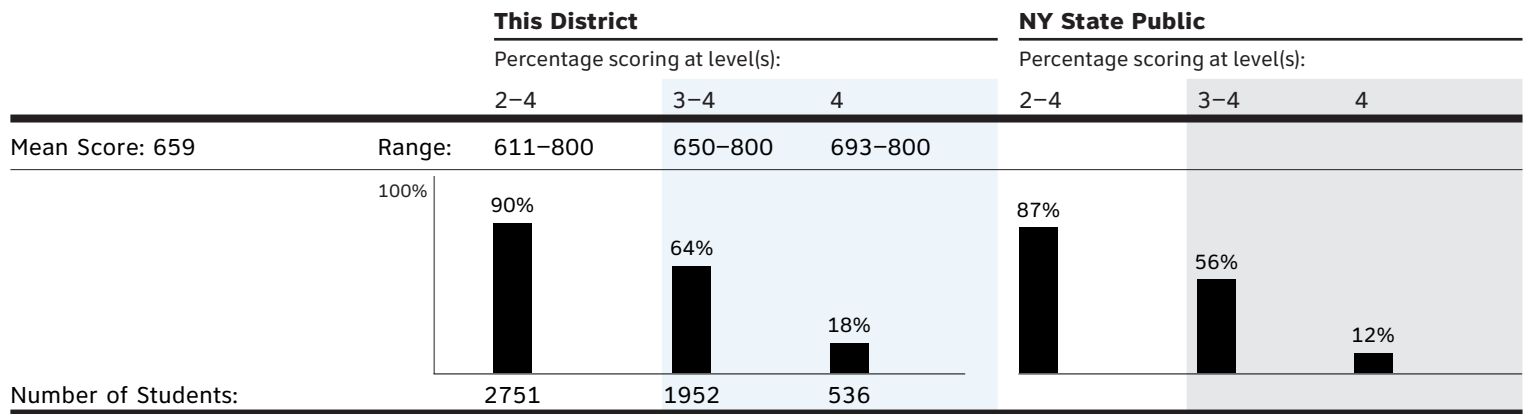
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	18	18	13	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	235	185	154	N/A				
					N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3042	90%	64%	18%				
Female	1516	91%	64%	16%				
Male	1526	90%	65%	19%				
American Indian or Alaska Native	7	71%	14%	0%				
Black or African American	596	86%	46%	6%				
Hispanic or Latino	547	80%	40%	4%				
Asian or Native Hawaiian/Other Pacific Islander	696	94%	80%	29%				
White	1196	95%	76%	23%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2783	93%	69%	19%				
Students with Disabilities	259	58%	17%	1%				
English Proficient	2722	93%	67%	19%				
Limited English Proficient	320	72%	37%	5%				
Economically Disadvantaged	2439	93%	66%	17%				
Not Disadvantaged	603	80%	56%	20%				
Migrant								
Not Migrant	3042	90%	64%	18%				

NOTES

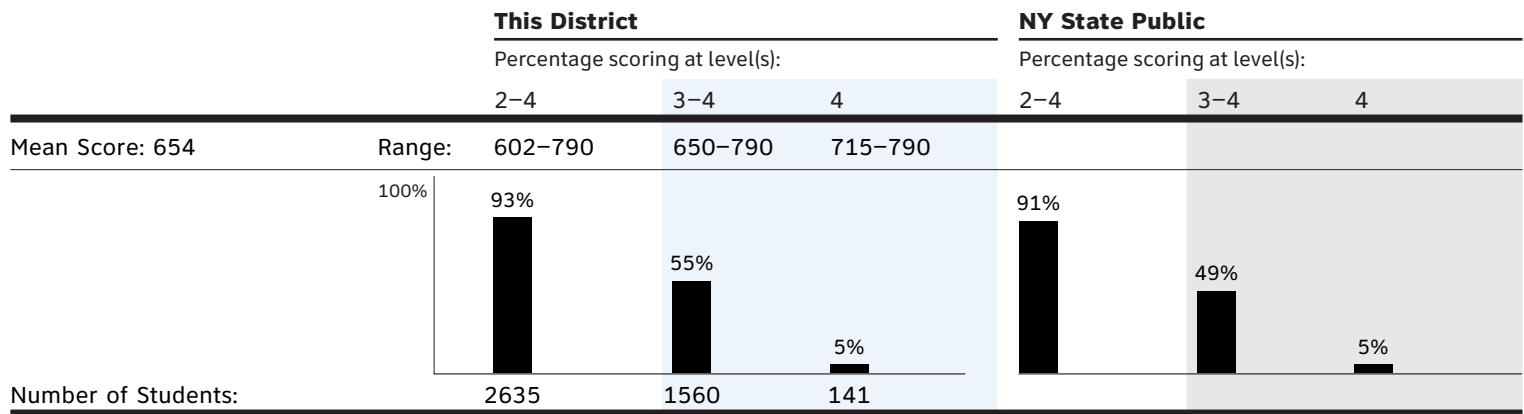
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	16	14	10	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2831	93%	55%	5%				
Female	1393	96%	62%	6%				
Male	1438	90%	48%	4%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	578	86%	37%	1%				
Hispanic or Latino	473	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	610	98%	70%	9%				
White	1167	96%	66%	7%				
Small Group Totals	476	89%	31%	1%				
General-Education Students	2579	96%	60%	5%				
Students with Disabilities	252	58%	7%	0%				
English Proficient	2762	94%	56%	5%				
Limited English Proficient	69	59%	4%	0%				
Economically Disadvantaged	2220	96%	57%	5%				
Not Disadvantaged	611	82%	47%	7%				
Migrant								
Not Migrant	2831	93%	55%	5%				

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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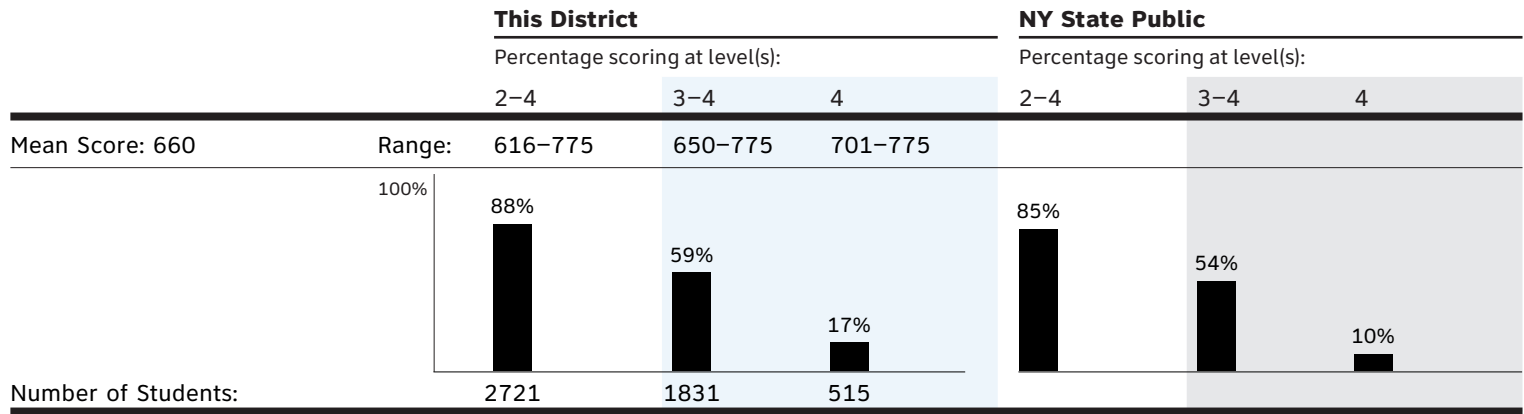
Other Assessments

	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	21	21	20	20	24	24	21	17
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	238	182	155	N/A	244	207	179	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 #21**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3093	88%	59%	17%				
Female	1529	90%	61%	17%				
Male	1564	86%	58%	16%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	582	78%	38%	3%				
Hispanic or Latino	530	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	713	95%	75%	32%				
White	1265	93%	71%	20%				
Small Group Totals	533	77%	35%	4%				
General-Education Students	2843	92%	64%	18%				
Students with Disabilities	250	42%	10%	0%				
English Proficient	2779	89%	62%	18%				
Limited English Proficient	314	76%	30%	2%				
Economically Disadvantaged	2478	91%	61%	16%				
Not Disadvantaged	615	74%	50%	21%				
Migrant								
Not Migrant	3093	88%	59%	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

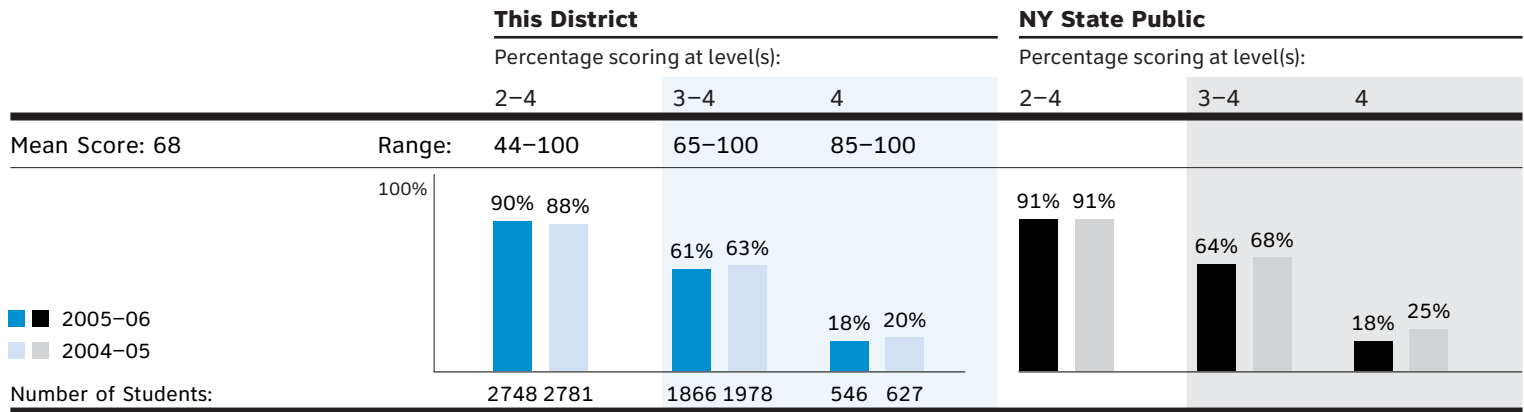
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Other Assessments

	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 8 Equivalent	22	22	21	19	24	24	19	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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	3055	90%	61%	18%	3149	88%	63%	20%
Female	1516	91%	61%	17%	1579	89%	63%	18%
Male	1539	89%	61%	19%	1570	87%	63%	22%
American Indian or Alaska Native	3	—	—	—	5	80%	60%	40%
Black or African American	570	84%	43%	5%	606	80%	45%	6%
Hispanic or Latino	515	—	—	—	501	84%	45%	8%
Asian or Native Hawaiian/Other Pacific Islander	712	92%	70%	27%	723	89%	72%	29%
White	1255	94%	72%	24%	1314	93%	73%	26%
Small Group Totals	518	84%	42%	5%				
General-Education Students	2814	92%	65%	19%	2891	91%	67%	22%
Students with Disabilities	241	61%	16%	0%	258	55%	12%	2%
English Proficient	2743	93%	66%	20%	2809	92%	67%	22%
Limited English Proficient	312	65%	18%	1%	340	61%	24%	4%
Economically Disadvantaged	2455	92%	62%	17%	2855	87%	60%	17%
Not Disadvantaged	600	83%	55%	23%	294	99%	87%	50%
Migrant								
Not Migrant	3055	90%	61%	18%	3149	88%	63%	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 8 Equivalent	20	20	19	19	26	26	23	18
Regents Science	2	—	—	—	13	11	8	1

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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

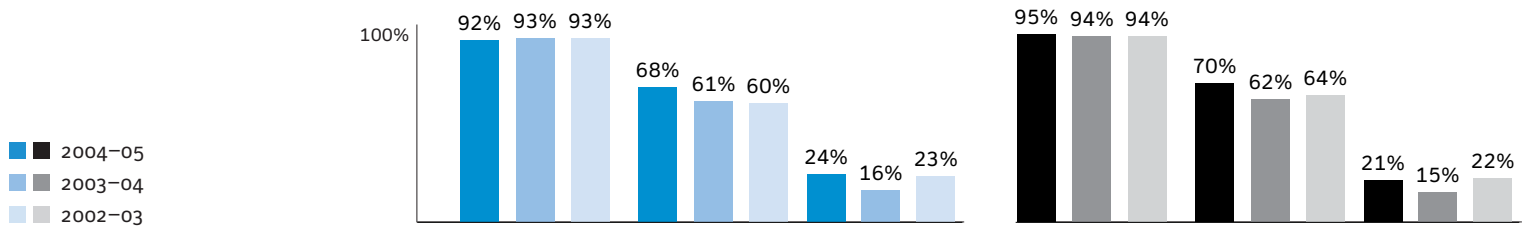
Percentage scoring at level(s):

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
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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
Feb 2005	137	444	781	429	1791	663
Feb 2004	147	625	909	311	1992	654
Feb 2003	135	664	736	446	1981	659

Grade 8

This School

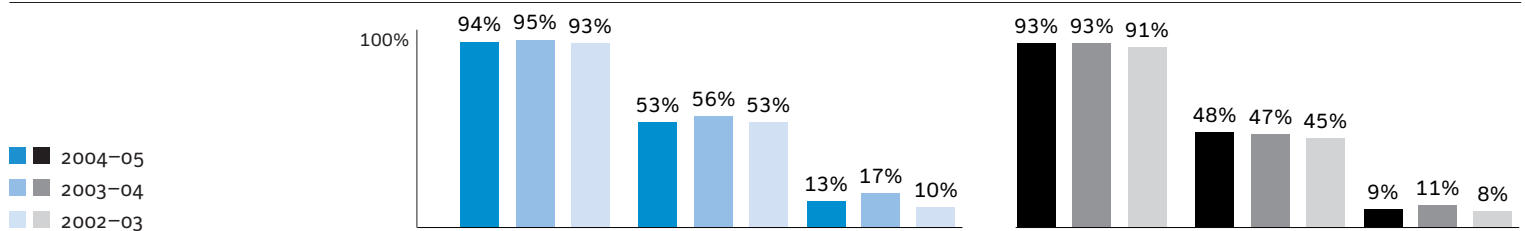
Percentage scoring at level(s):

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	188	1245	1198	389	3020	701
Jan 2004	166	1185	1188	530	3069	706
Jan 2003	200	1153	1256	283	2892	699

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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

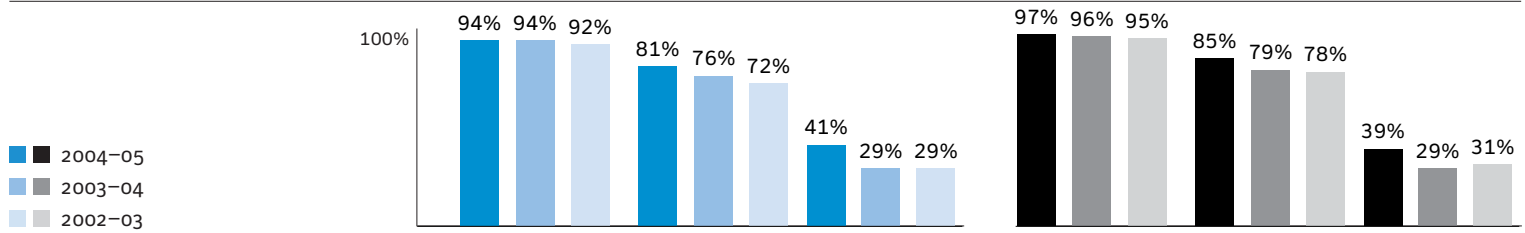
Percentage scoring at level(s):

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	112	279	794	825	2010	669
May 2004	125	403	1005	633	2166	659
May 2003	172	438	908	634	2152	655

This School

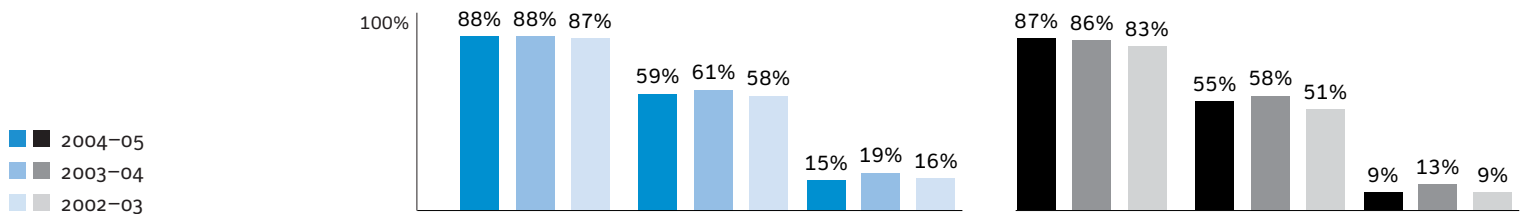
Percentage scoring at level(s):

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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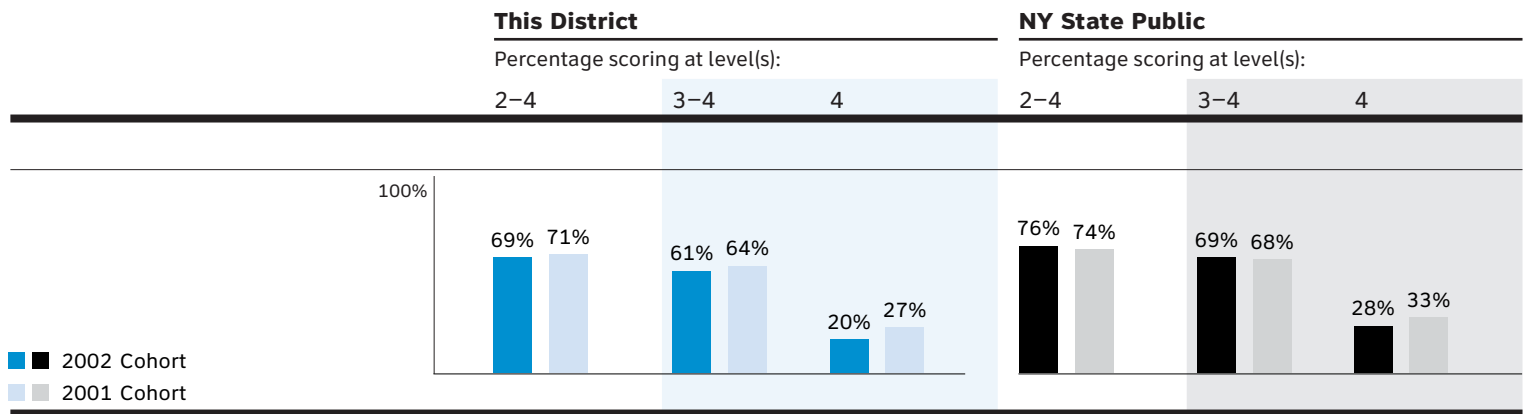


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	388	951	1426	500	3265	723
May 2004	390	881	1393	614	3278	725
May 2003	412	875	1302	509	3098	722

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3291	69%	61%	20%	3204	71%	64%	27%
Female	1654	76%	70%	26%	1647	77%	70%	35%
Male	1637	62%	52%	13%	1557	64%	57%	19%
American Indian or Alaska Native	12	42%	42%	25%	11	64%	55%	36%
Black or African American	1086	66%	55%	14%	1082	68%	58%	21%
Hispanic or Latino	627	54%	46%	10%	555	57%	49%	15%
Asian or Native Hawaiian/Other Pacific Islander	598	77%	70%	20%	567	76%	69%	27%
White	968	78%	73%	32%	989	79%	75%	41%
Small Group Totals								
General-Education Students	2931	74%	67%	22%	2922	76%	68%	30%
Students with Disabilities	360	25%	17%	2%	282	24%	16%	2%
English Proficient	2954	74%	66%	22%	2778	75%	68%	31%
Limited English Proficient	337	26%	19%	2%	426	46%	37%	5%
Economically Disadvantaged	2530	67%	58%	14%				
Not Disadvantaged	761	76%	73%	38%				
Migrant								
Not Migrant	3291	69%	61%	20%				

NOTES

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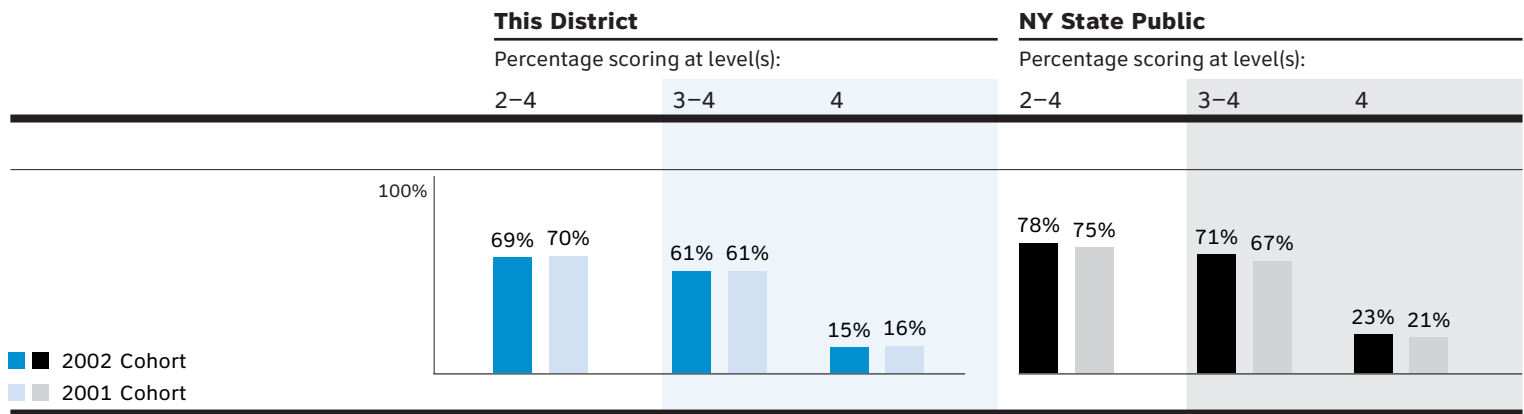
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	17	17	14	12	2	–	–	–

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3291	69%	61%	15%	3204	70%	61%	16%
Female	1654	75%	68%	16%	1647	76%	66%	17%
Male	1637	63%	54%	13%	1557	64%	56%	14%
American Indian or Alaska Native	12	50%	42%	8%	11	55%	45%	18%
Black or African American	1086	64%	51%	6%	1082	63%	51%	6%
Hispanic or Latino	627	52%	42%	5%	555	55%	45%	6%
Asian or Native Hawaiian/Other Pacific Islander	598	83%	80%	28%	567	82%	79%	28%
White	968	77%	72%	21%	989	79%	71%	23%
Small Group Totals								
General-Education Students	2931	75%	67%	16%	2922	75%	66%	17%
Students with Disabilities	360	22%	12%	1%	282	16%	11%	0%
English Proficient	2954	72%	64%	15%	2778	72%	62%	16%
Limited English Proficient	337	43%	36%	7%	426	58%	51%	14%
Economically Disadvantaged	2530	67%	57%	13%				
Not Disadvantaged	761	75%	72%	19%				
Migrant								
Not Migrant	3291	69%	61%	15%				

NOTES

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Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	16	15	12	10	2	–	–	–

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

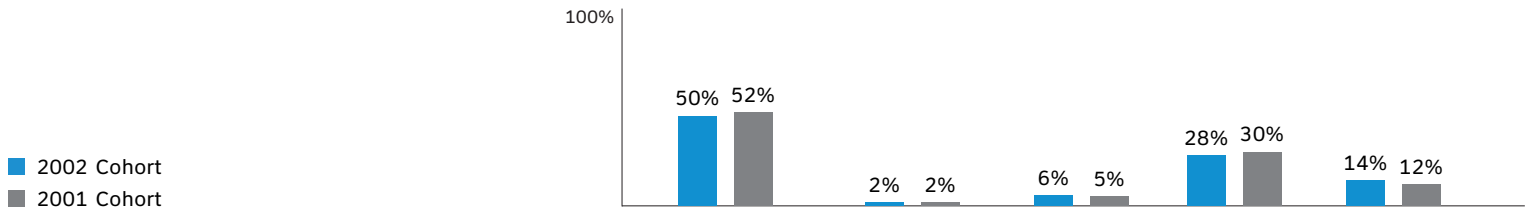
District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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	3291	50%	2%	6%	28%	14%
	2001	3204	52%	2%	5%	30%	12%
Female	2002	1654	58%	2%	4%	24%	11%
	2001	1647	59%	1%	3%	27%	10%
Male	2002	1637	41%	3%	9%	31%	17%
	2001	1557	45%	2%	6%	34%	14%
American Indian or Alaska Native	2002	12	25%	8%	17%	25%	25%
	2001	11	55%	0%	9%	27%	9%
Black or African American	2002	1086	44%	4%	6%	31%	15%
	2001	1082	45%	2%	6%	36%	11%
Hispanic or Latino	2002	627	31%	3%	7%	36%	23%
	2001	555	37%	2%	4%	35%	21%
Asian or Native Hawaiian/Other Pacific Islander	2002	598	61%	0%	4%	25%	10%
	2001	567	59%	1%	3%	28%	9%
White	2002	968	61%	2%	8%	20%	9%
	2001	989	64%	1%	5%	22%	8%
Small Group Totals							
General-Education Students	2002	2931	53%	0%	6%	28%	12%
	2001	2922	55%	0%	4%	30%	10%
Students with Disabilities	2002	360	20%	21%	6%	24%	29%
	2001	282	21%	17%	7%	28%	27%
English Proficient	2002	2954	53%	2%	6%	26%	12%
	2001	2778	55%	1%	5%	29%	10%
Limited English Proficient	2002	337	17%	4%	7%	42%	31%
	2001	426	33%	3%	2%	39%	23%
Economically Disadvantaged	2002	2530	46%	2%	6%	31%	15%
Not Disadvantaged	2002	761	63%	2%	6%	17%	11%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	3291	50%	2%	6%	28%	14%

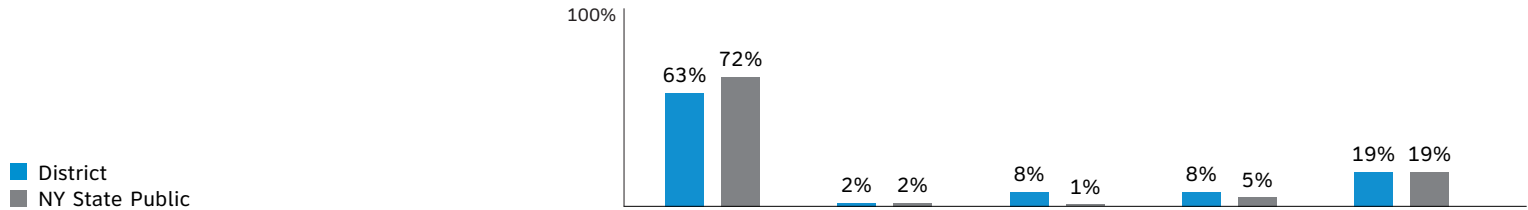
NOTES

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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

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	3129	63%	2%	8%	8%	19%
Female	1592	71%	2%	6%	6%	16%
Male	1537	55%	3%	9%	10%	23%
American Indian or Alaska Native	11	55%	9%	18%	18%	0%
Black or African American	1063	58%	3%	9%	9%	21%
Hispanic or Latino	548	48%	3%	7%	11%	30%
Asian or Native Hawaiian/Other Pacific Islander	534	72%	2%	4%	8%	15%
White	973	72%	1%	8%	4%	14%
Small Group Totals						
General-Education Students	2838	67%	0%	8%	8%	17%
Students with Disabilities	291	22%	23%	8%	9%	38%
English Proficient	2754	66%	2%	8%	7%	17%
Limited English Proficient	375	44%	5%	5%	11%	35%
Economically Disadvantaged	2196	64%	2%	7%	9%	18%
Not Disadvantaged	933	62%	3%	9%	4%	22%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	3129	63%	2%	8%	8%	19%

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.