



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #24**

District ID **342400010000**

Superintendent **CATHERINE POWIS**

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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	517	516	499
Kindergarten	3850	3867	4011
Grade 1	4077	3967	3932
Grade 2	4072	3859	3715
Grade 3	4214	3884	3715
Grade 4	3938	3965	3635
Grade 5	3854	3816	3887
Grade 6	3406	3443	3318
Ungraded Elementary	1090	1216	1532
Grade 7	3978	3692	3635
Grade 8	3878	3911	3654
Grade 9	4448	4269	4386
Grade 10	3581	3648	3498
Grade 11	1759	1951	1961
Grade 12	2065	2034	2192
Ungraded Secondary	980	959	1066
Total K-12	49190	48481	48137

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	31211	63%	22921	47%	31339	65%
Reduced-Price Lunch	5045	10%	5227	11%	6392	13%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	11828	24%	12048	25%	11973	25%
Racial/Ethnic Origin						
American Indian or Alaska Native	87	0%	93	0%	103	0%
Black or African American	2360	5%	2221	5%	2073	4%
Hispanic or Latino	29756	60%	29732	61%	28802	60%
Asian or Native Hawaiian/Other Pacific Islander	8933	18%	8764	18%	9275	19%
White	8054	16%	7671	16%	7884	16%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	944	N/A	1418	3%	998	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.

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	4363	6745	10880
Percent Not Taught by Highly Qualified Teachers	18%	17%	10%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	148	118	93
Percent with No Valid Teaching Certificate	5%	4%	3%
Individuals Teaching Out of Certification			
Number of Teachers	394	450	336
Percentage of Total	12%	14%	11%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	40%	39%	39%

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:

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

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	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 2 of 8	✗ 4 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 4)

Accountability Measures

8 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 (23350:22472)	✓	✓	99%	✓	143	121		
Ethnicity								
American Indian or Alaska Native (42:40)	✓	✓	95%	✓	153	107		
Black or African American (805:764)	✓	✓	99%	✓	127	118		
Hispanic or Latino (14149:13575)	✓	✓	99%	✓	131	121		
Asian or Native Hawaiian/Other Pacific Islander (4501:4341)	✓	✓	99%	✓	166	120		
White (3853:3752)	✓	✓	99%	✓	161	120		
Other Groups								
Students with Disabilities ⁴ (2745:2576)	✗	✓	97%	✗	81	120	87	93
Limited English Proficient (5092:4694)	✓ ^{SH}	✓	99%	✓ ^{SH}	103	120	100	113
Economically Disadvantaged (18512:17867)	✓	✓	99%	✓	149	121		
Final AYP Determination	✗ 8 of 9							

NOTES

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

9 of 9

Student groups making AYP in Mathematics



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (23360:22251)	✓	✓	99%	✓	154	85	
Ethnicity							
American Indian or Alaska Native (42:42)	✓	✓	100%	✓	162	71	
Black or African American (797:734)	✓	✓	98%	✓	130	82	
Hispanic or Latino (14129:13442)	✓	✓	99%	✓	144	85	
Asian or Native Hawaiian/Other Pacific Islander (4530:4313)	✓	✓	99%	✓	181	84	
White (3862:3720)	✓	✓	99%	✓	166	84	
Other Groups							
Students with Disabilities ⁴ (2740:2545)	✓	✓	96%	✓	103	84	
Limited English Proficient (5068:4695)	✓	✓	98%	✓	119	84	
Economically Disadvantaged (18530:17698)	✓	✓	100%	✓	159	85	
Final AYP Determination	✓ 9 of 9						

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status
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 (7803:7290)	✓	Qualified	✓	98%	✓	153	100	
Ethnicity								
American Indian or Alaska Native (10:8)		–	–	–	–	–	–	–
Black or African American (265:242)		Qualified	✓	97%	✓	133	100	
Hispanic or Latino (4619:4307)		Qualified	✓	98%	✓	144	100	
Asian or Native Hawaiian/Other Pacific Islander (1603:1499)		Qualified	✓	99%	✓	174	100	
White (1306:1234)		Qualified	✓	98%	✓	167	100	
Other Groups								
Students with Disabilities (866:785)		Qualified	✓	94%	✓	116	100	
Limited English Proficient (1623:1469)		Qualified	✓	97%	✓	110	100	
Economically Disadvantaged (6286:5887)		Qualified	✓	98%	✓	156	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

2 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 (2462:2668)	X	✓	99%	X	143	152	147	149
Ethnicity								
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–	–
Black or African American (199:206)	✓	✓	100%	✓	147	146		
Hispanic or Latino (1432:1544)	X	✓	99%	X	140	151	142	146
Asian or Native Hawaiian/Other Pacific Islander (466:485)	✓	✓	99%	✓	150	149		
White (364:431)	X	✓	100%	X	144	149	149	150
Other Groups								
Students with Disabilities (86:133)	X	✓	98%	X	86	145	107	97
Limited English Proficient (323:415)	X	✓	96%	X	69	149	97†	82
Economically Disadvantaged (1859:2116)	X	✓	99%	X	143	152	151	149
Final AYP Determination	X 2 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
- X** 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

4 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 (2462:2668)	✓	✓	99%	✓	144	144		
Ethnicity								
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–	–
Black or African American (199:206)	✗	✓	98%	✗	135	138	132†	142
Hispanic or Latino (1432:1544)	✗	✓	98%	✗	136	143	142	142
Asian or Native Hawaiian/Other Pacific Islander (466:485)	✓	✓	100%	✓	169	141		
White (364:431)	✓	✓	99%	✓	150	141		
Other Groups								
Students with Disabilities (86:133)	✗	✓	99%	✗	101	137	107	111
Limited English Proficient (323:415)	✗	✓	98%	✗	110	141	124†	119
Economically Disadvantaged (1859:2116)	✓	✓	99%	✓	145	144		
Final AYP Determination	✗ 4 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		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (2431) 			57%	55%	
Ethnicity					
American Indian or Alaska Native (2)		–	–	–	– –
Black or African American (223)			46%	55%	54% 47%
Hispanic or Latino (1443)			54%	55%	46% 55%
Asian or Native Hawaiian/Other Pacific Islander (390)			72%	55%	
White (373)			62%	55%	
Other Groups					
Students with Disabilities (142)			28%	55%	25% 29%
Limited English Proficient (472)			41%	55%	47% 42%
Economically Disadvantaged (1788)			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 #24**

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

22 schools identified 52% of total

PS 58 SCHOOL OF HEROES
51ST AVENUE ACADEMY
ACADEMY OF FINANCE AND ENTERPRISE
AVIATION CAREER AND TECHNICAL HIGH SCHOOL
HIGH SCHOOL FOR APPLIED COMMUNICATIONS
I.S. 125 THOMAS J. MCCANN WOODSIDE
MIDDLE COLLEGE HIGH SCHOOL
P.S. 12 JAMES B. COLGATE SCHOOL
P.S. 13 CLEMENT C. MOORE SCHOOL
P.S. 49 DOROTHY BONAWIT KOLE
P.S. 68 CAMBRIDGE
P.S. 71 FOREST SCHOOL
P.S. 81 JEAN PAUL RICHTER SCHOOL
P.S. 87 MIDDLE VILLAGE SCHOOL
P.S. 88 SENECA SCHOOL
P.S. 102-BAYVIEW SCHOOL
P.S. 113 ISAAC CHAUNCEY SCHOOL
P.S. 128 JUNIPER VALLEY SCHOOL
P.S. 153 MASPETH ELEMENTARY SCHOOL
P.S. 199 MAURICE A. FITZGERALD
PS 239
ROBERT F. WAGNER JR. INSTITUTE FOR ARTS & TECHNOLOGY

▲ Improvement (Year1)

3 schools identified 7% of total

P.S. 16
P.S. 19 MARINO P. JEANTET SCHOOL
PS 28-THOMAS EMANUEL EARLY CHILDHOOD CENTER

▲ Improvement (Year 2)

3 schools identified 7% of total

HIGH SCHOOL FOR ARTS AND BUSINESS
P.S. 7 LOUIS SIMEONE SCHOOL
P.S. 143 LOUIS ARMSTRONG SCHOOL

▲ Corrective Action

1 school identified 2% of total

INTERNATIONAL HIGH SCHOOL AT LAGUARDIA

▲ Planning for Restructuring

2 schools identified 5% of total

I.S. 73 THE FRANK SANSIVIERIS IS
P.S. 14 FAIRVIEW SCHOOL

■ Requiring Academic Progress (Year 2)

2 schools identified 5% of total

P.S. 91 RICHARD ARKWRIGHT SCHOOL
P.S. 229 EMMANUEL KAPLAN SCHOOL

■ Requiring Academic Progress (Year 3)

1 school identified 2% of total

I.S. 119 THE GLENDALE

■ Requiring Academic Progress (Year 4)

2 schools identified 5% of total

GROVER CLEVELAND HIGH SCHOOL
QUEENS VOCATIONAL HIGH SCHOOL

■ Requiring Academic Progress (Year 5)

1 school identified 2% of total

(continued)

3

School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**







2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status	New York State Status
	■ Requiring Academic Progress (Year 5) (continued)
	NEWTOWN HIGH SCHOOL
⬆ Restructuring (Year 2)	
3 schools identified 7% of total	
I.S. 5-WALTER CROWLEY INTERMEDIATE SCHOOL	
I.S. 61 LEONARDO DA VINCI	
I.S. 93 RIDGEWOOD	
⬆ Restructuring (Year 3)	
2 schools identified 5% of total	
I.S. 77	
P.S. 89 ELMHURST SCHOOL	




District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

Summary of 2005–06 District Performance



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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	71%			2824
Grade 4	64%			3124
Grade 5	63%			3610
Grade 6	52%			3207
Grade 7	46%			3364
Grade 8	37%			3301


Mathematics

Grade 3	82%		3942
Grade 4	77%		3854
Grade 5	69%		4072
Grade 6	59%		3525
Grade 7	49%		3796
Grade 8	44%		3803

Science

Grade 4	77%		3846
Grade 8	45%		3723

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	54%			3008
Mathematics	53%			3008

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	45%			3008

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.

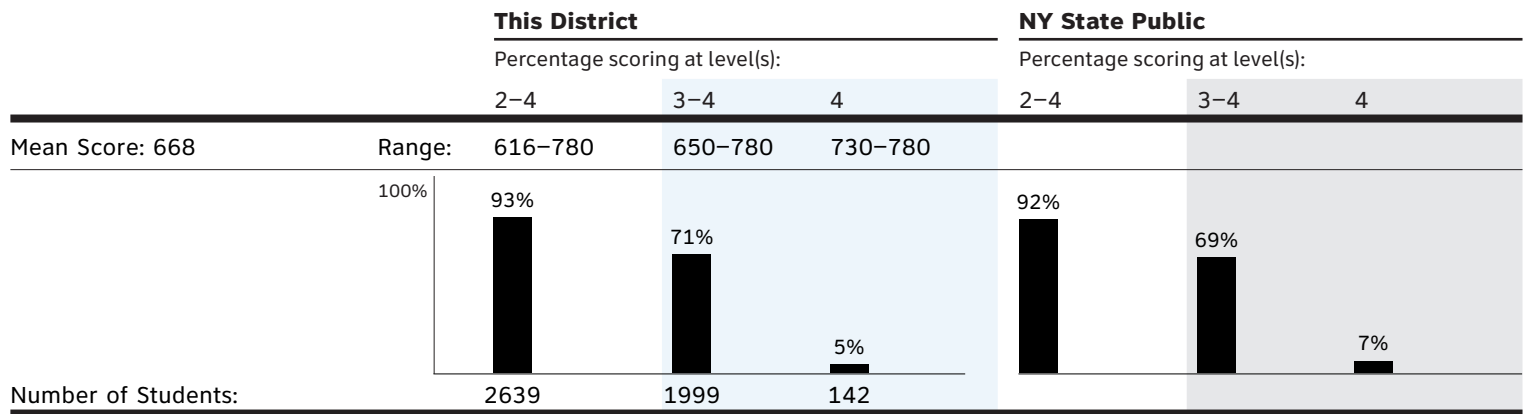
This District's N/RC Category:

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 #24**

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	2824	93%	71%	5%				
Female	1424	95%	75%	6%				
Male	1400	92%	67%	4%				
American Indian or Alaska Native	6	100%	33%	0%				
Black or African American	106	86%	49%	1%				
Hispanic or Latino	1540	92%	64%	2%				
Asian or Native Hawaiian/Other Pacific Islander	600	98%	84%	9%				
White	572	95%	80%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	2475	97%	77%	6%				
Students with Disabilities	349	66%	28%	1%				
English Proficient	2723	95%	73%	5%				
Limited English Proficient	101	55%	20%	0%				
Economically Disadvantaged	2058	97%	75%	5%				
Not Disadvantaged	766	83%	59%	6%				
Migrant								
Not Migrant	2824	93%	71%	5%				

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.

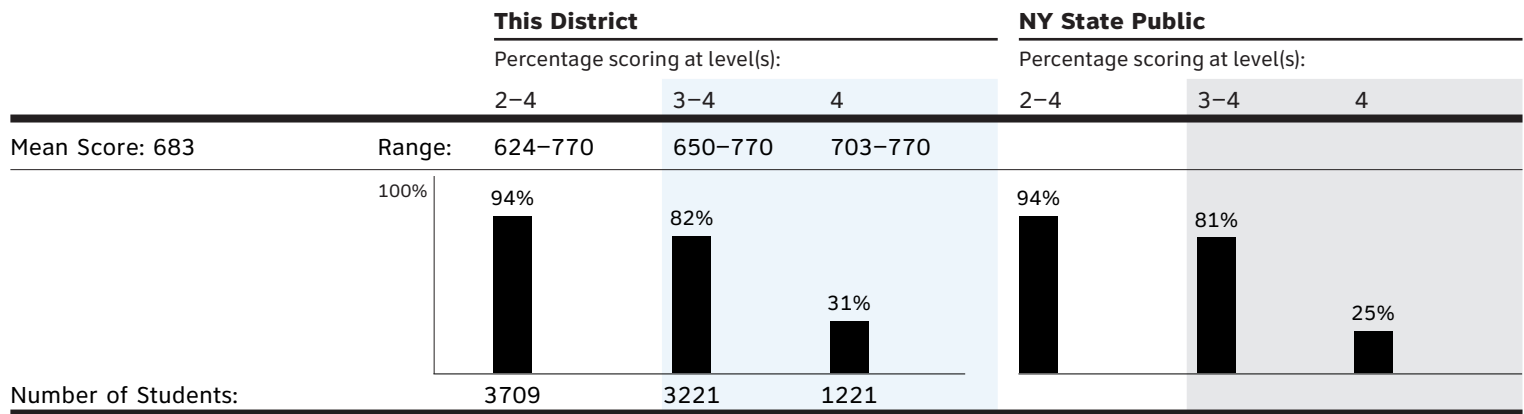
Other Assessments

	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	31	30	29	28	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	1112	591	438	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 #24**

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	3942	94%	82%	31%				
Female	1943	93%	80%	30%				
Male	1999	95%	83%	32%				
American Indian or Alaska Native	7	100%	86%	43%				
Black or African American	116	91%	72%	16%				
Hispanic or Latino	2393	92%	77%	22%				
Asian or Native Hawaiian/Other Pacific Islander	796	98%	91%	51%				
White	630	97%	90%	42%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3430	96%	86%	34%				
Students with Disabilities	512	79%	54%	9%				
English Proficient	2729	98%	90%	40%				
Limited English Proficient	1213	86%	63%	11%				
Economically Disadvantaged	2973	96%	85%	32%				
Not Disadvantaged	969	88%	73%	28%				
Migrant								
Not Migrant	3942	94%	82%	31%				

NOTES

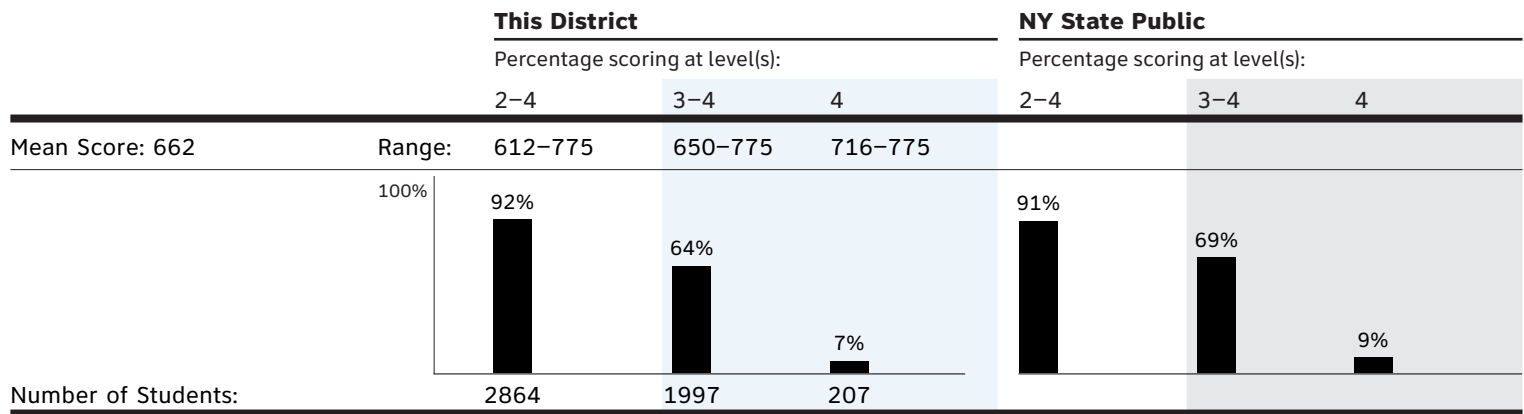
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Other Assessments

	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	28	27	25	23	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	3124	92%	64%	7%				
Female	1562	95%	67%	7%				
Male	1562	88%	60%	6%				
American Indian or Alaska Native	6	67%	50%	0%				
Black or African American	102	84%	53%	4%				
Hispanic or Latino	1807	90%	57%	3%				
Asian or Native Hawaiian/Other Pacific Islander	630	97%	80%	12%				
White	579	93%	71%	11%				
Small Group Totals								
General-Education Students	2744	96%	70%	7%				
Students with Disabilities	380	59%	19%	1%				
English Proficient	2989	93%	66%	7%				
Limited English Proficient	135	59%	14%	0%				
Economically Disadvantaged	2327	96%	69%	6%				
Not Disadvantaged	797	80%	50%	7%				
Migrant								
Not Migrant	3124	92%	64%	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.

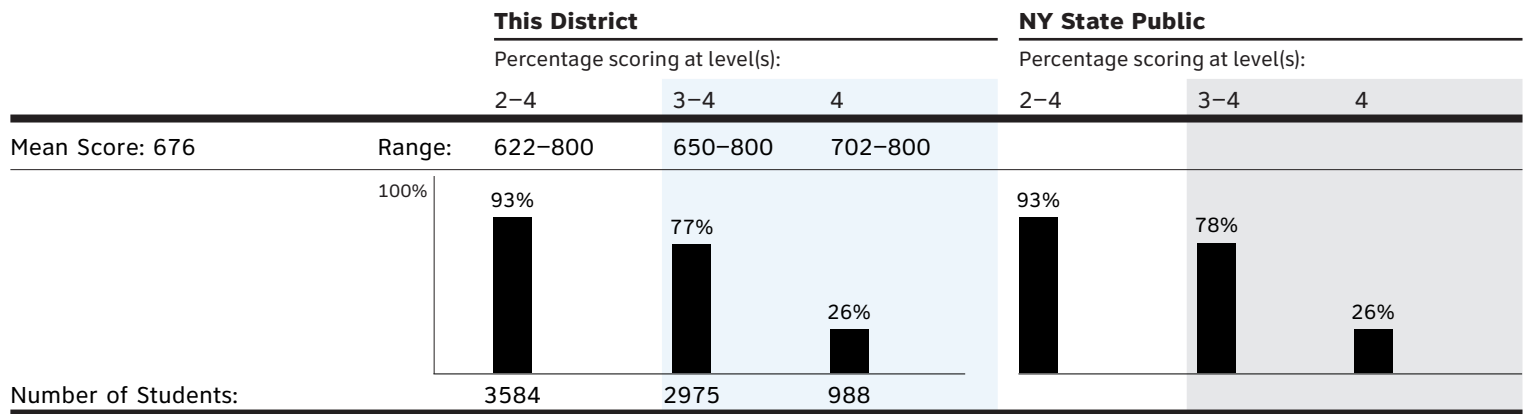
Other Assessments

	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	40	39	38	32	24	24	23	22
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	693	454	370	N/A	740	453	307	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 #24**

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	3854	93%	77%	26%				
Female	1899	94%	76%	25%				
Male	1955	92%	78%	27%				
American Indian or Alaska Native	6	83%	83%	17%				
Black or African American	104	89%	65%	13%				
Hispanic or Latino	2328	91%	71%	16%				
Asian or Native Hawaiian/Other Pacific Islander	779	98%	90%	47%				
White	637	95%	85%	37%				
Small Group Totals								
General-Education Students	3390	96%	81%	28%				
Students with Disabilities	464	73%	46%	6%				
English Proficient	3023	96%	84%	31%				
Limited English Proficient	831	81%	52%	7%				
Economically Disadvantaged	2915	95%	80%	25%				
Not Disadvantaged	939	86%	68%	26%				
Migrant								
Not Migrant	3854	93%	77%	26%				

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

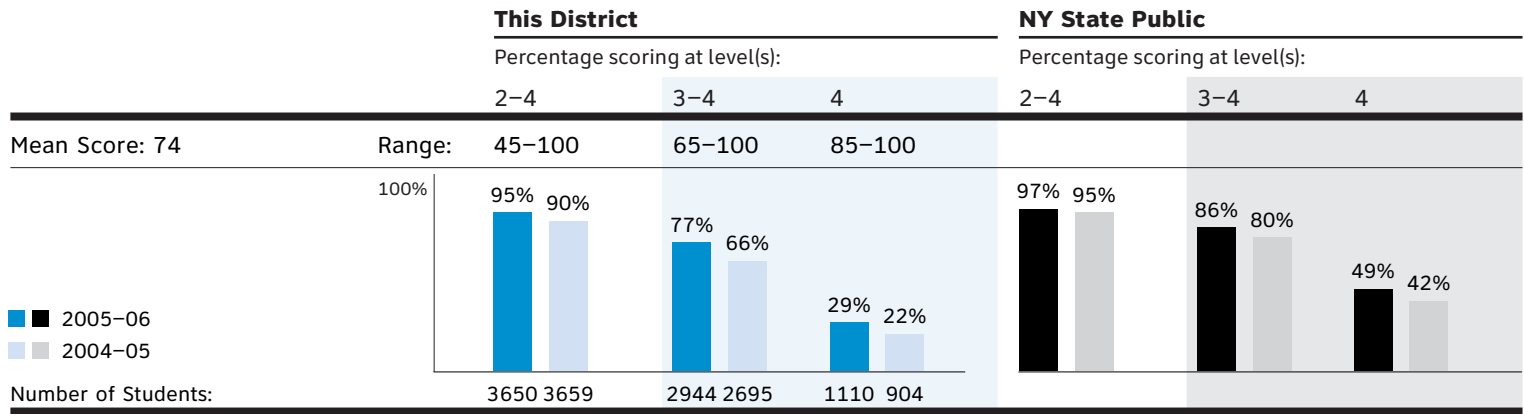
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Other Assessments

	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	31	30	29	26	24	24	23	20

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	3846	95%	77%	29%	4078	90%	66%	22%
Female	1898	95%	78%	28%	1973	91%	66%	21%
Male	1948	95%	75%	29%	2105	89%	66%	24%
American Indian or Alaska Native	5	100%	80%	20%	9	100%	89%	22%
Black or African American	103	95%	74%	26%	128	85%	58%	11%
Hispanic or Latino	2320	94%	71%	20%	2483	87%	60%	15%
Asian or Native Hawaiian/Other Pacific Islander	779	97%	88%	50%	776	94%	77%	38%
White	639	97%	85%	38%	682	94%	79%	34%
Small Group Totals								
General-Education Students	3387	97%	81%	32%	3678	92%	70%	24%
Students with Disabilities	459	83%	45%	9%	400	71%	33%	5%
English Proficient	3019	98%	85%	35%	3195	96%	76%	28%
Limited English Proficient	827	83%	46%	8%	883	68%	31%	3%
Economically Disadvantaged	2916	96%	79%	28%	3699	89%	64%	20%
Not Disadvantaged	930	91%	68%	31%	379	97%	87%	43%
Migrant								
Not Migrant	3846	95%	77%	29%	4078	90%	66%	22%

NOTES

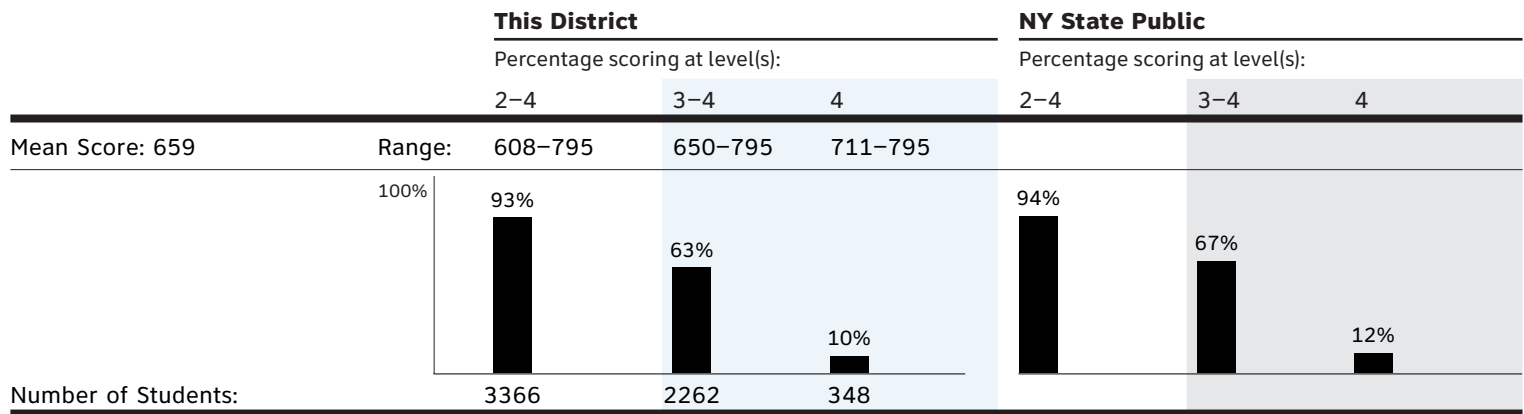
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Other Assessments

	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 4 Equivalent	38	37	34	31	24	24	21	18

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	3610	93%	63%	10%				
Female	1764	95%	65%	9%				
Male	1846	91%	60%	10%				
American Indian or Alaska Native	10	100%	70%	10%				
Black or African American	123	88%	46%	8%				
Hispanic or Latino	2173	91%	55%	6%				
Asian or Native Hawaiian/Other Pacific Islander	664	98%	78%	18%				
White	640	96%	75%	16%				
Small Group Totals								
General-Education Students	3206	97%	68%	11%				
Students with Disabilities	404	67%	20%	1%				
English Proficient	3266	96%	68%	11%				
Limited English Proficient	344	66%	12%	0%				
Economically Disadvantaged	2751	96%	66%	10%				
Not Disadvantaged	859	83%	51%	10%				
Migrant								
Not Migrant	3610	93%	63%	10%				

This test was not given in 2004-05.

NOTES

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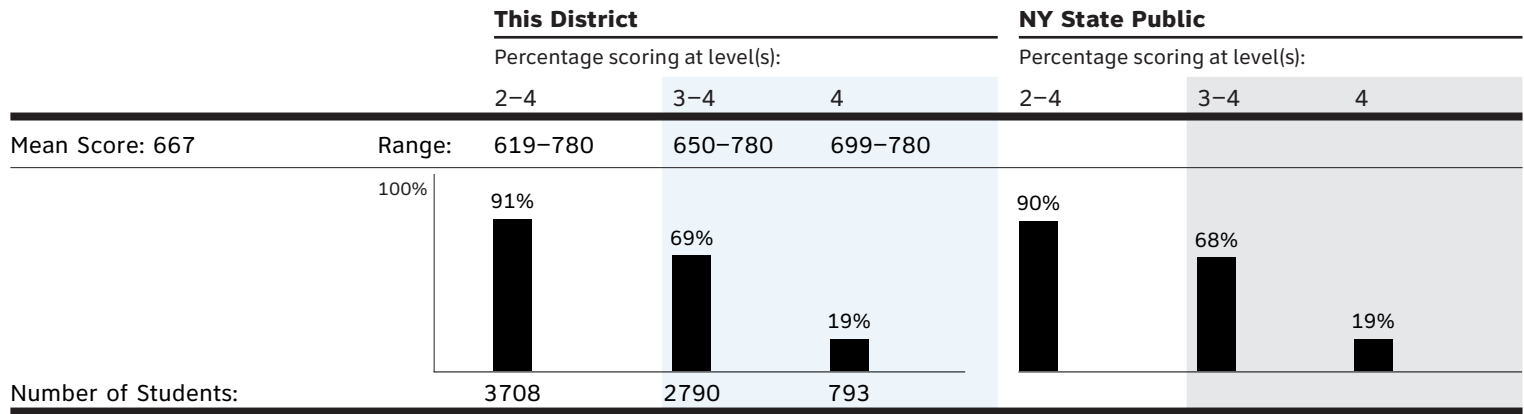
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	27	26	26	19				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	450	338	278	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 #24**

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	4072	91%	69%	19%				
Female	1979	91%	68%	18%				
Male	2093	91%	69%	21%				
American Indian or Alaska Native	11	100%	73%	9%				
Black or African American	125	91%	56%	10%				
Hispanic or Latino	2469	88%	61%	11%				
Asian or Native Hawaiian/Other Pacific Islander	779	97%	85%	38%				
White	688	94%	79%	30%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3643	94%	73%	21%				
Students with Disabilities	429	70%	31%	2%				
English Proficient	3286	95%	76%	23%				
Limited English Proficient	786	76%	36%	3%				
Economically Disadvantaged	3132	93%	71%	20%				
Not Disadvantaged	940	84%	59%	17%				
Migrant								
Not Migrant	4072	91%	69%	19%				

NOTES

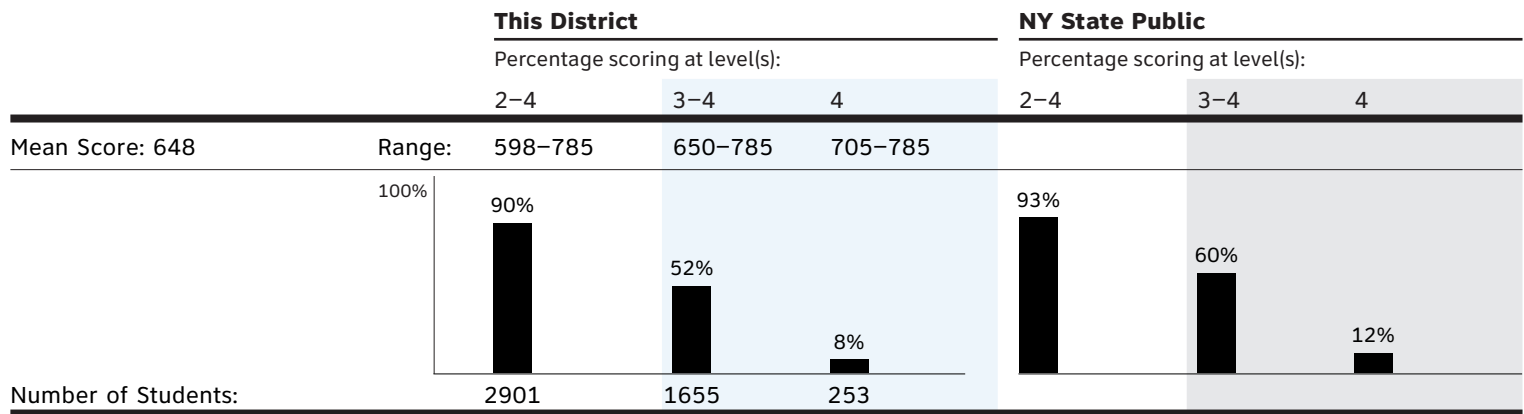
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	3207	90%	52%	8%				
Female	1513	93%	55%	9%				
Male	1694	89%	48%	7%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	127	—	—	—				
Hispanic or Latino	2001	88%	43%	4%				
Asian or Native Hawaiian/Other Pacific Islander	514	96%	72%	18%				
White	562	94%	65%	15%	This test was not given in 2004-05.			
Small Group Totals	130	88%	40%	5%				
General-Education Students	2820	95%	57%	9%				
Students with Disabilities	387	57%	10%	1%				
English Proficient	2905	94%	56%	9%				
Limited English Proficient	302	52%	6%	0%				
Economically Disadvantaged	2537	95%	55%	7%				
Not Disadvantaged	670	74%	38%	10%				
Migrant								
Not Migrant	3207	90%	52%	8%				

NOTES

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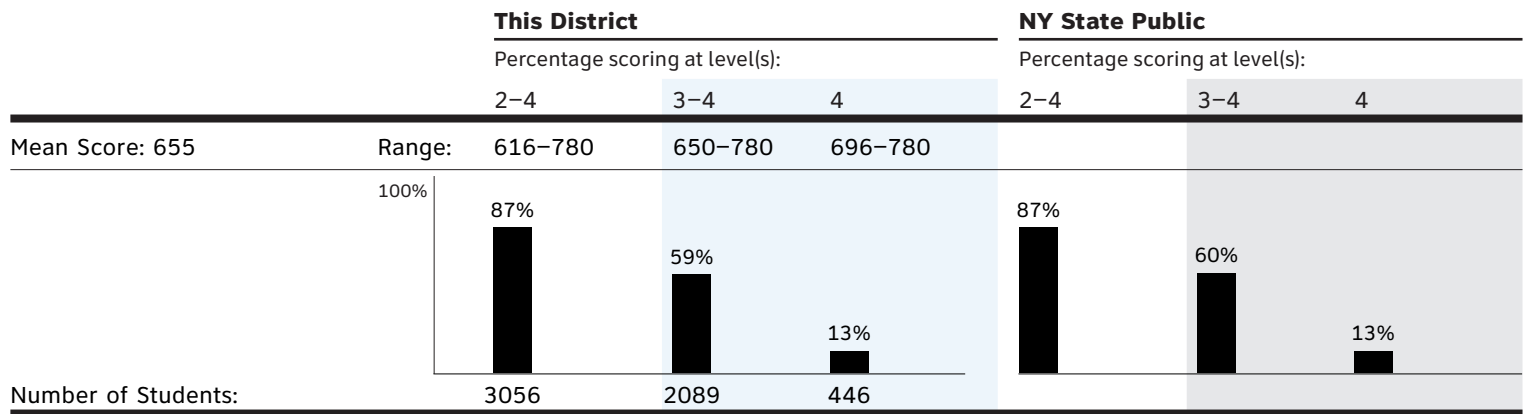
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	23	22	20	16	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	324	222	191	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 #24**

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	3525	87%	59%	13%				
Female	1680	86%	59%	12%				
Male	1845	88%	60%	13%				
American Indian or Alaska Native	4	—	—	—				
Black or African American	119	—	—	—				
Hispanic or Latino	2195	83%	51%	6%				
Asian or Native Hawaiian/Other Pacific Islander	604	97%	81%	31%				
White	603	92%	71%	20%	This test was not given in 2004-05.			
Small Group Totals	123	80%	43%	3%				
General-Education Students	3130	91%	64%	14%				
Students with Disabilities	395	53%	19%	3%				
English Proficient	2921	91%	66%	15%				
Limited English Proficient	604	66%	28%	3%				
Economically Disadvantaged	2843	91%	63%	12%				
Not Disadvantaged	682	71%	44%	13%				
Migrant								
Not Migrant	3525	87%	59%	13%				

NOTES

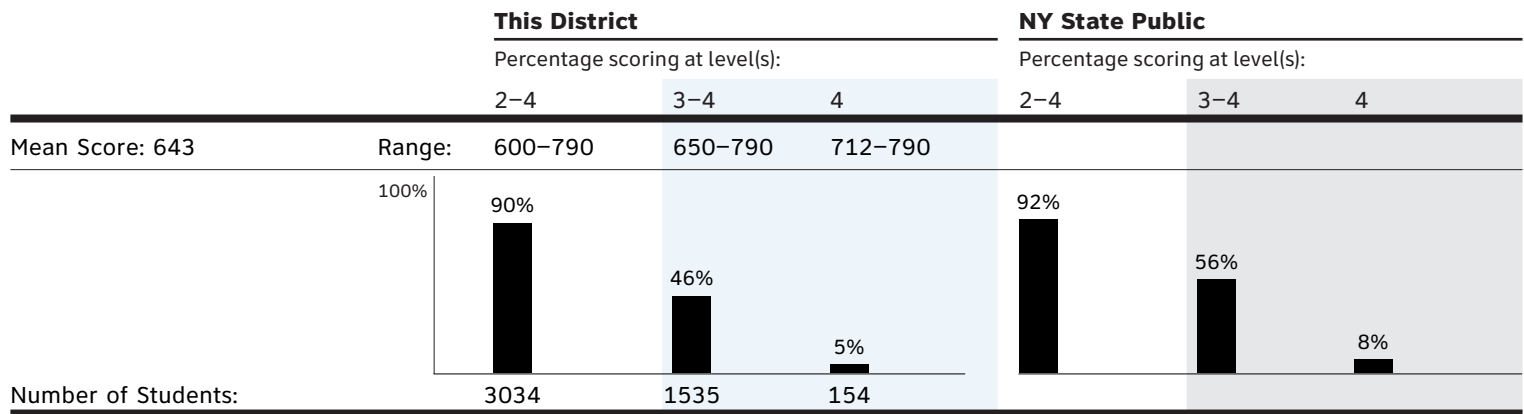
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Other Assessments

	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 6 Equivalent	21	20	18	17	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	3364	90%	46%	5%				
Female	1694	93%	50%	6%				
Male	1670	88%	41%	4%				
American Indian or Alaska Native	9	100%	78%	0%				
Black or African American	148	82%	35%	1%				
Hispanic or Latino	2035	88%	37%	3%				
Asian or Native Hawaiian/Other Pacific Islander	613	95%	67%	9%				
White	559	95%	57%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3005	94%	50%	5%				
Students with Disabilities	359	62%	11%	0%				
English Proficient	3033	93%	50%	5%				
Limited English Proficient	331	67%	7%	0%				
Economically Disadvantaged	2833	94%	49%	5%				
Not Disadvantaged	531	73%	29%	4%				
Migrant								
Not Migrant	3364	90%	46%	5%				

NOTES

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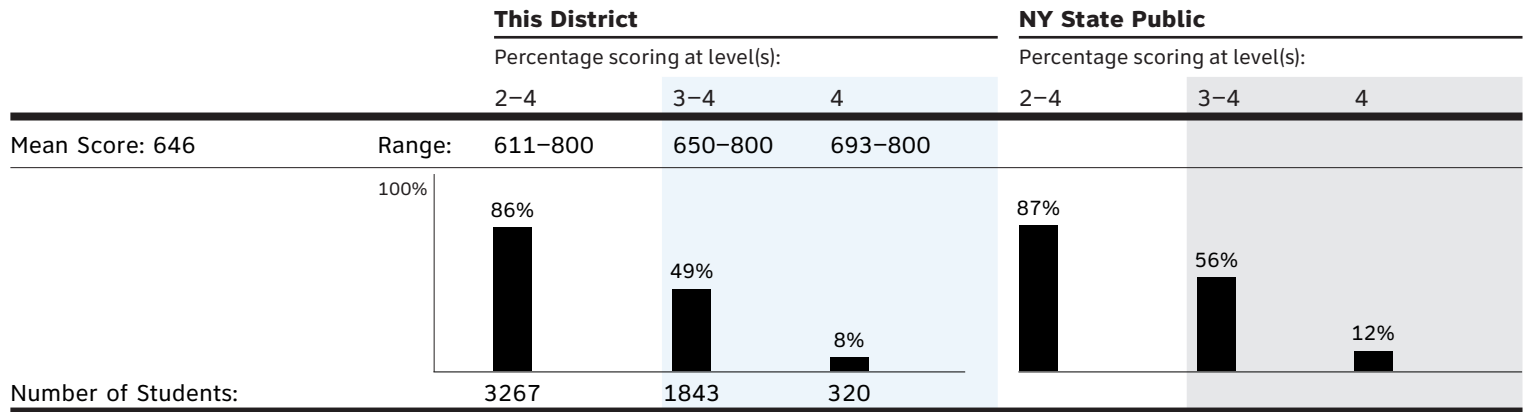
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	33	32	31	28	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	431	318	262	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 #24**

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	3796	86%	49%	8%				
Female	1887	88%	50%	9%				
Male	1909	84%	47%	8%				
American Indian or Alaska Native	10	90%	60%	10%				
Black or African American	147	73%	27%	1%				
Hispanic or Latino	2321	83%	39%	4%				
Asian or Native Hawaiian/Other Pacific Islander	719	95%	74%	22%				
White	599	91%	61%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	3428	89%	52%	9%				
Students with Disabilities	368	56%	12%	1%				
English Proficient	3036	90%	55%	10%				
Limited English Proficient	760	70%	23%	1%				
Economically Disadvantaged	3254	89%	52%	9%				
Not Disadvantaged	542	67%	30%	7%				
Migrant								
Not Migrant	3796	86%	49%	8%				

NOTES

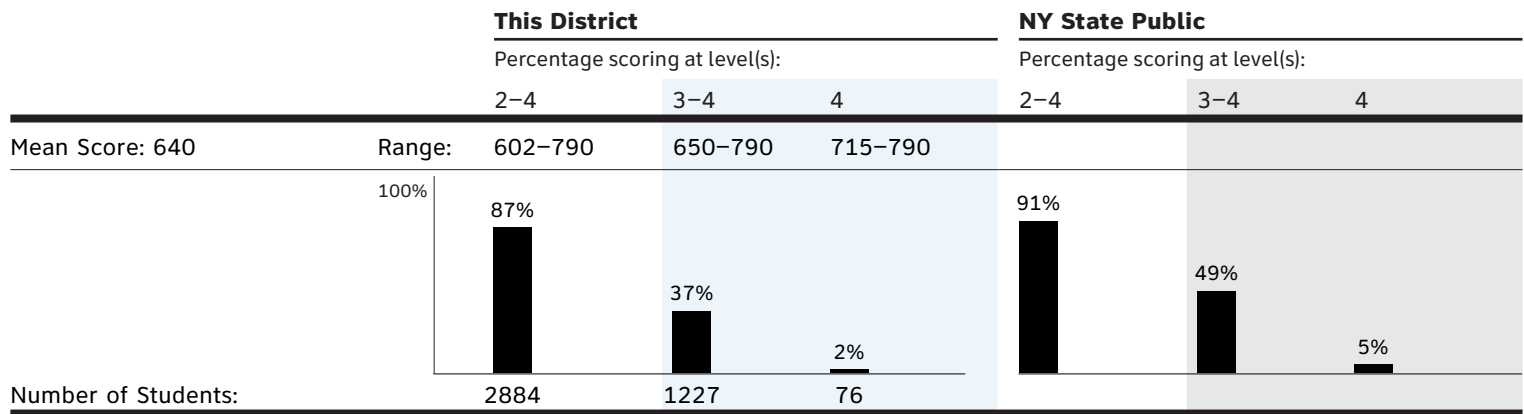
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Other Assessments

	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	33	32	30	30	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	3301	87%	37%	2%				
Female	1606	89%	41%	3%				
Male	1695	86%	34%	2%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	140	—	—	—				
Hispanic or Latino	1912	84%	28%	1%				
Asian or Native Hawaiian/Other Pacific Islander	648	94%	59%	5%				
White	598	92%	46%	3%				
Small Group Totals	143	84%	26%	1%				
General-Education Students	3005	91%	40%	3%				
Students with Disabilities	296	52%	4%	0%				
English Proficient	3011	92%	41%	3%				
Limited English Proficient	290	41%	2%	0%				
Economically Disadvantaged	2837	91%	40%	2%				
Not Disadvantaged	464	66%	20%	3%				
Migrant								
Not Migrant	3301	87%	37%	2%				

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

NOTES

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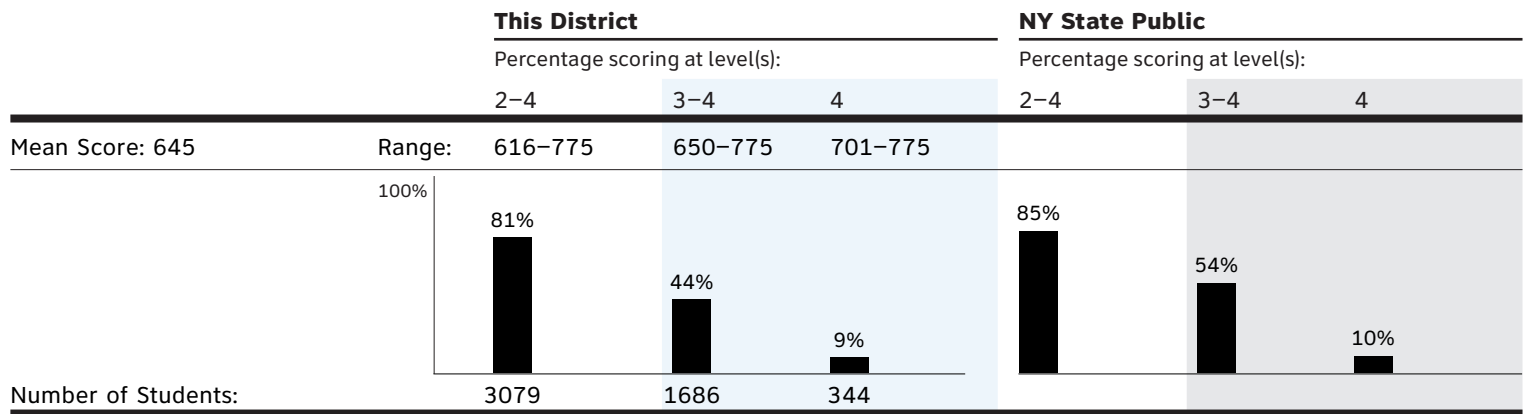
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	31	31	28	23	22	22	18	14
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	485	322	270	N/A	566	402	315	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 #24**

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	3803	81%	44%	9%				
Female	1850	82%	44%	9%				
Male	1953	80%	44%	9%				
American Indian or Alaska Native	4	—	—	—				
Black or African American	143	—	—	—				
Hispanic or Latino	2217	76%	34%	3%				
Asian or Native Hawaiian/Other Pacific Islander	790	95%	75%	28%				
White	649	84%	48%	7%				
Small Group Totals	147	68%	24%	1%				
General-Education Students	3498	84%	47%	10%				
Students with Disabilities	305	50%	10%	1%				
English Proficient	3026	85%	49%	11%				
Limited English Proficient	777	63%	27%	2%				
Economically Disadvantaged	3327	84%	48%	10%				
Not Disadvantaged	476	60%	21%	3%				
Migrant								
Not Migrant	3803	81%	44%	9%				

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

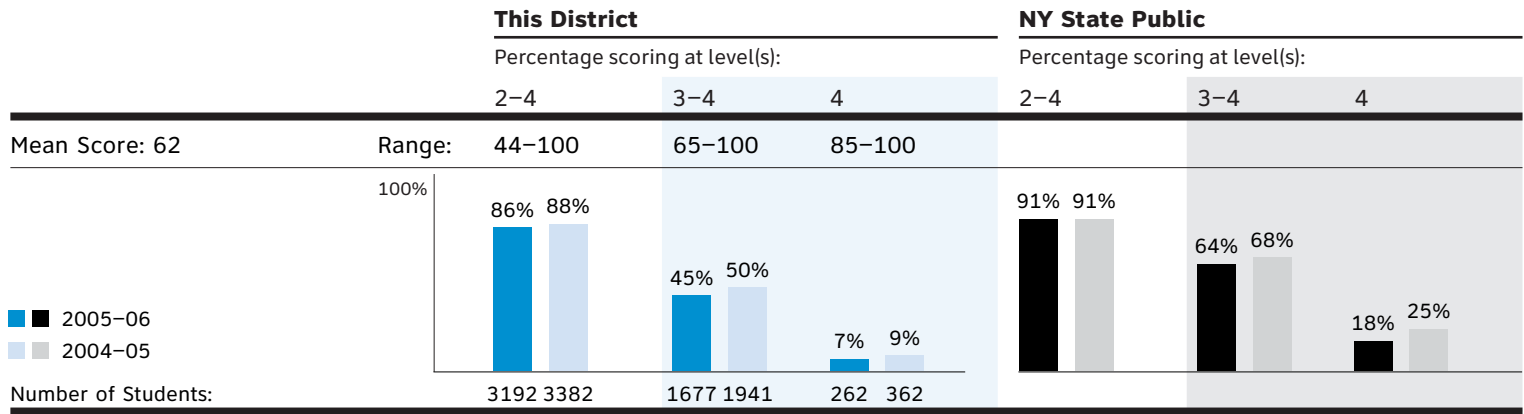
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Other Assessments

	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	30	30	28	21	22	21	19	15

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	3723	86%	45%	7%	3854	88%	50%	9%
Female	1818	86%	42%	6%	1876	90%	51%	9%
Male	1905	85%	48%	8%	1978	86%	50%	10%
American Indian or Alaska Native	3	—	—	—	8	75%	13%	0%
Black or African American	143	—	—	—	152	81%	37%	6%
Hispanic or Latino	2159	82%	36%	4%	2265	85%	42%	4%
Asian or Native Hawaiian/Other Pacific Islander	791	92%	65%	17%	811	92%	68%	21%
White	627	92%	55%	8%	618	93%	62%	13%
Small Group Totals	146	77%	29%	3%				
General-Education Students	3432	88%	48%	8%	3549	90%	53%	10%
Students with Disabilities	291	62%	15%	1%	305	64%	15%	1%
English Proficient	2987	91%	53%	9%	3064	93%	59%	12%
Limited English Proficient	736	64%	15%	0%	790	67%	17%	1%
Economically Disadvantaged	3261	88%	48%	8%	3673	87%	49%	9%
Not Disadvantaged	462	72%	26%	2%	181	94%	71%	15%
Migrant								
Not Migrant	3723	86%	45%	7%	3854	88%	50%	9%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	29	29	26	20	21	20	17	13
Regents Science	1	—	—	—	5	5	4	2

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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

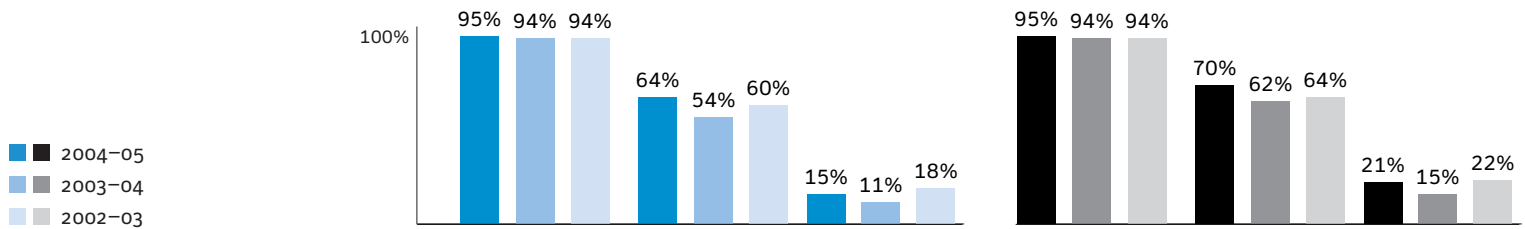
Percentage scoring at level(s):

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	164	1048	1647	520	3379	658
Feb 2004	214	1389	1539	375	3517	650
Feb 2003	215	1188	1485	644	3532	656

Grade 8

This School

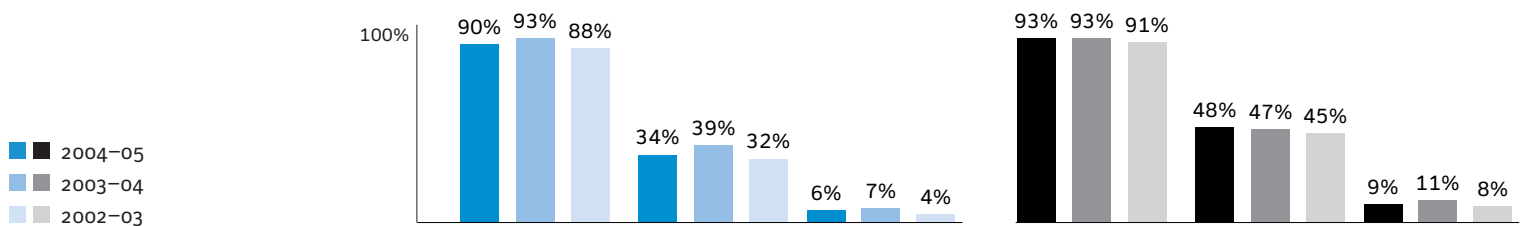
Percentage scoring at level(s):

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
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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
Jan 2005	341	2012	989	202	3544	689
Jan 2004	237	1809	1073	252	3371	694
Jan 2003	406	1900	959	135	3400	686

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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

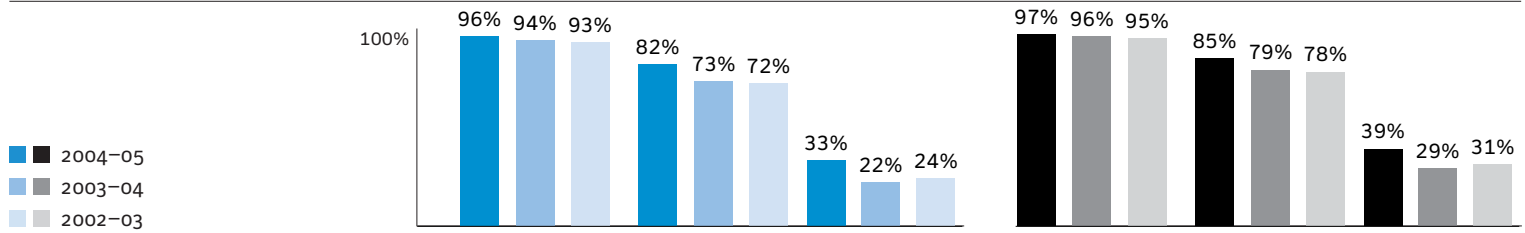
Percentage scoring at level(s):

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	164	589	1994	1350	4097	665
May 2004	238	863	2048	902	4051	654
May 2003	272	879	1925	991	4067	654

This School

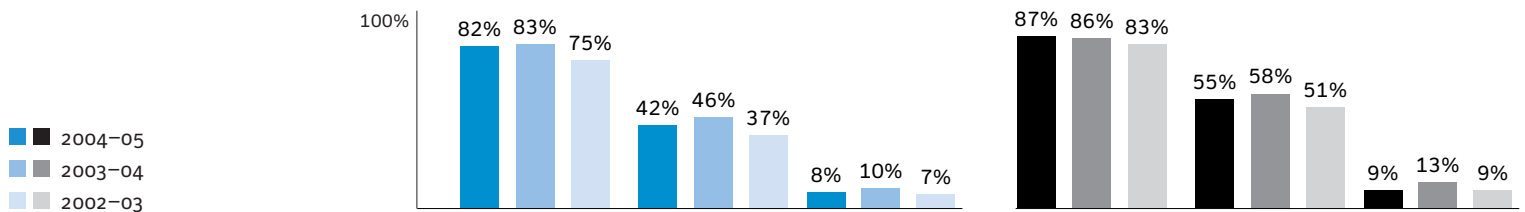
Percentage scoring at level(s):

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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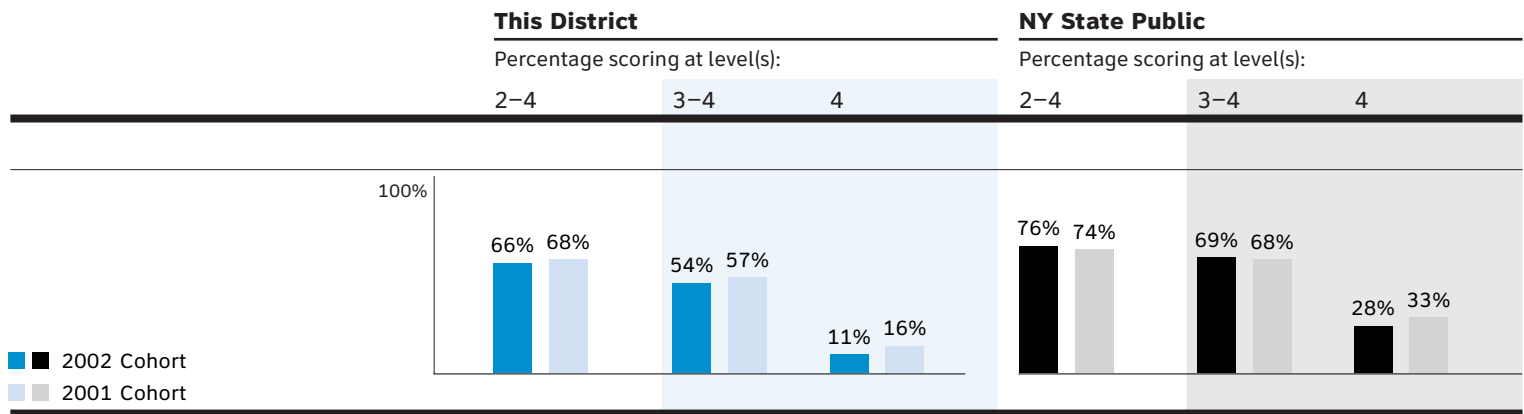


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	749	1636	1363	338	4086	710
May 2004	674	1457	1421	409	3961	712
May 2003	1014	1507	1202	295	4018	703

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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



Results by Student Group

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	3008	66%	54%	11%	2726	68%	57%	16%
Female	1301	70%	58%	10%	1162	70%	58%	14%
Male	1707	62%	51%	12%	1564	66%	56%	17%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	241	–	–	–	263	–	–	–
Hispanic or Latino	1748	64%	53%	9%	1588	67%	55%	14%
Asian or Native Hawaiian/Other Pacific Islander	495	74%	60%	14%	420	75%	64%	20%
White	522	63%	54%	15%	452	68%	60%	21%
Small Group Totals	243	65%	51%	11%	266	61%	52%	11%
General-Education Students	2733	70%	58%	12%	2493	72%	61%	17%
Students with Disabilities	275	21%	12%	1%	233	23%	16%	0%
English Proficient	2239	71%	62%	14%	2099	74%	66%	20%
Limited English Proficient	769	50%	32%	2%	627	45%	27%	1%
Economically Disadvantaged	2297	67%	55%	11%				
Not Disadvantaged	711	60%	51%	11%				
Migrant								
Not Migrant	3008	66%	54%	11%				

NOTES

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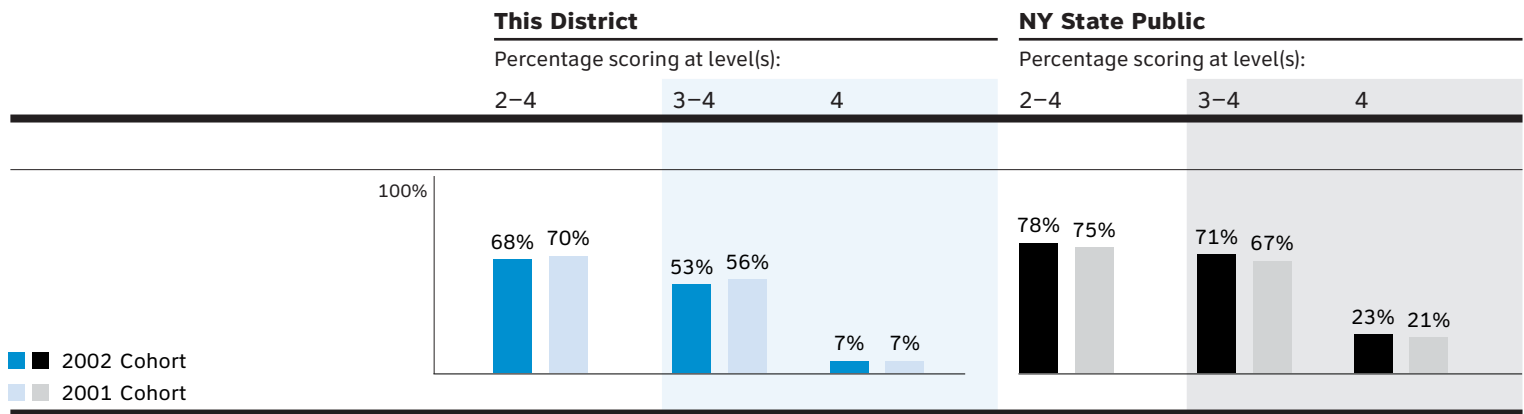
Other Assessments

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	12	12	10	9	1	–	–	–

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	3008	68%	53%	7%	2726	70%	56%	7%
Female	1301	71%	53%	7%	1162	70%	54%	5%
Male	1707	66%	54%	7%	1564	69%	57%	8%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	241	—	—	—	263	—	—	—
Hispanic or Latino	1748	65%	49%	3%	1588	69%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	495	83%	74%	22%	420	83%	73%	16%
White	522	66%	55%	8%	452	65%	54%	9%
Small Group Totals	243	61%	43%	4%	266	61%	45%	4%
General-Education Students	2733	73%	58%	8%	2493	74%	60%	7%
Students with Disabilities	275	19%	12%	0%	233	20%	11%	1%
English Proficient	2239	70%	57%	8%	2099	73%	60%	8%
Limited English Proficient	769	63%	44%	6%	627	59%	41%	4%
Economically Disadvantaged	2297	70%	56%	8%				
Not Disadvantaged	711	61%	45%	6%				
Migrant								
Not Migrant	3008	68%	53%	7%				

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	16	12	1	—	—	—

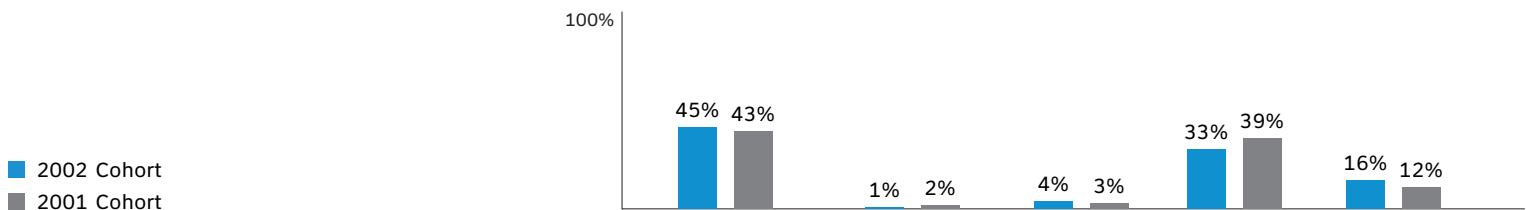
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred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

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	3008	45%	1%	4%	33%	16%
	2001	2726	43%	2%	3%	39%	12%
Female	2002	1301	49%	1%	3%	32%	15%
	2001	1162	49%	1%	3%	35%	11%
Male	2002	1707	42%	2%	5%	34%	17%
	2001	1564	39%	2%	3%	43%	13%
American Indian or Alaska Native	2002	2	—	—	—	—	—
	2001	3	—	—	—	—	—
Black or African American	2002	241	—	—	—	—	—
	2001	263	—	—	—	—	—
Hispanic or Latino	2002	1748	43%	1%	4%	35%	16%
	2001	1588	41%	2%	3%	42%	12%
Asian or Native Hawaiian/Other Pacific Islander	2002	495	56%	0%	2%	32%	10%
	2001	420	59%	0%	3%	28%	10%
White	2002	522	45%	1%	6%	26%	22%
	2001	452	44%	2%	5%	36%	13%
Small Group Totals	2002	243	40%	5%	5%	36%	14%
	2001	266	33%	2%	3%	46%	15%
General-Education Students	2002	2733	48%	0%	4%	34%	15%
	2001	2493	46%	0%	3%	40%	11%
Students with Disabilities	2002	275	19%	16%	5%	28%	32%
	2001	233	16%	19%	3%	33%	28%
English Proficient	2002	2239	49%	1%	5%	30%	15%
	2001	2099	47%	1%	4%	38%	10%
Limited English Proficient	2002	769	33%	2%	3%	43%	20%
	2001	627	30%	3%	1%	44%	21%
Economically Disadvantaged	2002	2297	46%	1%	4%	36%	13%
Not Disadvantaged	2002	711	43%	2%	5%	25%	26%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	3008	45%	1%	4%	33%	16%

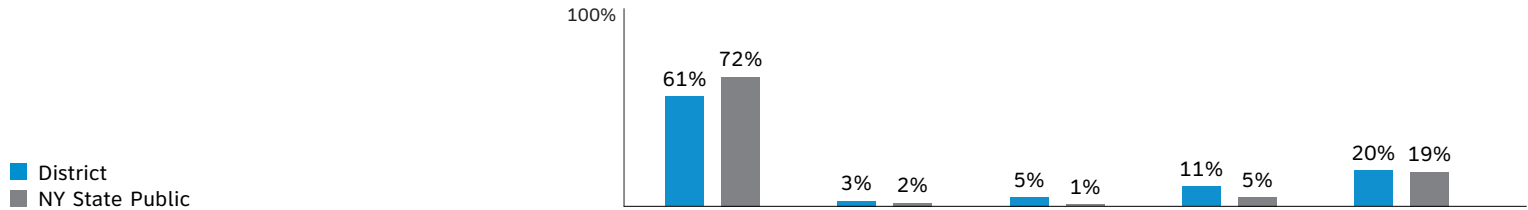
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

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	2663	61%	3%	5%	11%	20%
Female	1135	64%	2%	5%	10%	19%
Male	1528	59%	3%	6%	13%	20%
American Indian or Alaska Native	3	—	—	—	—	—
Black or African American	250	—	—	—	—	—
Hispanic or Latino	1548	60%	3%	5%	13%	20%
Asian or Native Hawaiian/Other Pacific Islander	427	73%	0%	4%	7%	15%
White	435	60%	3%	7%	9%	21%
Small Group Totals	253	51%	3%	7%	15%	24%
General-Education Students	2420	65%	0%	5%	12%	18%
Students with Disabilities	243	21%	28%	5%	9%	37%
English Proficient	2066	65%	2%	6%	10%	16%
Limited English Proficient	597	46%	5%	3%	15%	31%
Economically Disadvantaged	1916	64%	3%	5%	12%	16%
Not Disadvantaged	747	53%	3%	5%	9%	30%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2663	61%	3%	5%	11%	20%

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