



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #13**

District ID **331300010000**

Superintendent **JAMES MACHEN**

Telephone **(718) 636-3204**

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](mailto: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	486	529	563
Kindergarten	992	954	978
Grade 1	1250	1256	1240
Grade 2	1314	1222	1197
Grade 3	1342	1270	1230
Grade 4	1324	1150	1083
Grade 5	1369	1257	1146
Grade 6	1468	1177	1120
Ungraded Elementary	716	712	655
Grade 7	1195	1364	1123
Grade 8	1309	1163	1325
Grade 9	2549	3077	3209
Grade 10	2376	2316	2761
Grade 11	1578	1840	1809
Grade 12	1559	1431	1654
Ungraded Secondary	438	424	428
<b>Total K-12</b>	<b>20779</b>	<b>20613</b>	<b>20958</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	22	23	23
<b>Grade 8</b>			
English	30	25	26
Mathematics	30	25	27
Science	30	25	29
Social Studies		24	27
<b>Grade 10</b>			
English	31	28	28
Mathematics	27	26	26
Science	12	27	26
Social Studies	33	27	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	13630	66%	12912	63%	12630	60%
Reduced-Price Lunch	1583	8%	1423	7%	1864	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	912	4%	975	5%	791	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	132	1%	134	1%	120	1%
Black or African American	13632	66%	13375	65%	13557	65%
Hispanic or Latino	3330	16%	3220	16%	3171	15%
Asian or Native Hawaiian/Other Pacific Islander	2254	11%	2461	12%	2713	13%
White	1431	7%	1423	7%	1397	7%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	302	N/A	449	2%	346	2%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #13

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1392	2674	4376
Percent Not Taught by Highly Qualified Teachers	22%	27%	16%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	123	90	82
Percent with No Valid Teaching Certificate	9%	6%	6%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	248	278	240
Percentage of Total	18%	20%	16%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	33%	31%	31%

## 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](http://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](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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](http://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 2)

##### Elementary/Middle Level

ELA  Improvement (Year 2)

Math  Good Standing

Science  Good Standing

##### Secondary Level

ELA  Improvement (Year 2)

Math  Good Standing

Graduation Rate  Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

YES











































**2005–06**

YES




**2006–07**

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native				–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
<b>Other Groups</b>						
Students with Disabilities		 <sup>SH</sup>			 <sup>SH</sup>	
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	 7 of 9	 9 of 9	 1 of 1	 6 of 8	 8 of 8	 1 of 1

#### AYP Status

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

#### Accountability Status Levels


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



District NEW YORK CITY GEOGRAPHIC DISTRICT #13

## Elementary/Middle-Level English Language Arts





























**Accountability Status for This Subject (2006–07)**  Improvement (Year 2)

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

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) 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 2) in 2007-08. [207]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (7875:7525)			98%		129	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (78:73)			95%		115	111	
Black or African American (6140:5904)			98%		128	121	
Hispanic or Latino (1374:1283)			97%		127	119	
Asian or Native Hawaiian/Other Pacific Islander (140:129)			96%		144	113	
White (143:136)			97%		151	113	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (2024:1365)			94%		75	119	85    88
Limited English Proficient (490:274)			92%		92	115	100 <sup>†</sup> 103
Economically Disadvantaged (5695:5521)			99%		142	121	
<b>Final AYP Determination</b>	 7 of 9						

#### NOTES

<sup>1</sup> 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.




<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>†</sup> This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**





























## 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (7815:7426)			98%		128	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (79:73)			95%		92	75	
Black or African American (6080:5814)			99%		127	85	
Hispanic or Latino (1366:1273)			98%		131	83	
Asian or Native Hawaiian/Other Pacific Islander (144:130)			98%		157	77	
White (146:136)			97%		140	77	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1488:1372)			96%		74	83	64    87
Limited English Proficient (314:287)			98%		88	80	
Economically Disadvantaged (5662:5453)			99%		143	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

<sup>1</sup> 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.




<sup>2</sup> 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.

<sup>3</sup> 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.

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

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

#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**



















## Elementary/Middle-Level Science

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

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06	2006–07
<b>All Students</b> (2636:2411)		Qualified		95%		140	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (29:27)	–	–	–	–	–	–	–		–
Black or African American (2042:1873)		Qualified		95%		140	100		
Hispanic or Latino (467:421)		Qualified		96%		142	100		
Asian or Native Hawaiian/Other Pacific Islander (50:46)		Qualified		100%		137	100		
White (48:44)		Qualified		96%		141	100		
<b>Other Groups</b>									
Students with Disabilities (489:416)		Qualified		90%		108	100		
Limited English Proficient (112:102)		Did not qualify		98%		82	100	100	83
Economically Disadvantaged (1906:1791)		Qualified		97%		148	100		
<b>Final AYP Determination</b>		1 of 1							

#### NOTES

- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## Secondary-Level English Language Arts

























**Accountability Status for This Subject (2006–07)**  Improvement (Year 2)

**Accountability Measures** 6 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 3) 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 2) in 2007-08. [207]




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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07	
<b>All Students</b> (1785:1764)			98%		178	151		
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (749:761)			98%		167	150		
Hispanic or Latino (188:189)			99%		160	146		
Asian or Native Hawaiian/Other Pacific Islander (518:493)			98%		192	149		
White (328:319)			98%		192	148		
<b>Other Groups</b>								
Students with Disabilities (33:61)		–	–		103	142	105	113
Limited English Proficient (40:49)			100%		100	140	126	110
Economically Disadvantaged (766:822)			99%		171	150		
<b>Final AYP Determination</b>	 6 of 8							

#### NOTES


- <sup>1</sup> 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).
  - <sup>2</sup> 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.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

























## Secondary-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 secondary-level Mathematics accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
(12th Graders: 2002 Cohort) <sup>1</sup>							
<b>All Students</b> (1785:1764)			99%		181	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (749:761)			99%		170	142	
Hispanic or Latino (188:189)			99%		161	138	
Asian or Native Hawaiian/Other Pacific Islander (518:493)			100%		199	141	
White (328:319)			99%		194	140	
<b>Other Groups</b>							
Students with Disabilities (33:61)	 SH	–	–	 SH	116	134	100    124
Limited English Proficient (40:49)			100%		133	132	
Economically Disadvantaged (766:822)			99%		177	142	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES


- <sup>1</sup> 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).
  - <sup>2</sup> 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.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**











## 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) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2005–06	2006–07
<b>All Students</b> (1578)			82%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (4)		–	–	–	–	–
Black or African American (649)			72%	55%		
Hispanic or Latino (194)			72%	55%		
Asian or Native Hawaiian/Other Pacific Islander (435)			94%	55%		
White (296)			91%	55%		
<b>Other Groups</b>						
Students with Disabilities (65)			28%	55%	25%	29%
Limited English Proficient (65)			69%	55%		
Economically Disadvantaged (716)			82%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 #13**

## 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

33 schools identified 85% of total

ACORN COMMUNITY HIGH SCHOOL  
BEDFORD ACADEMY HIGH SCHOOL  
BENJAMIN BANNEKER ACADEMY  
BROOKLYN INTERNATIONAL HIGH SCHOOL  
BROOKLYN PREPARATORY HIGH SCHOOL  
BROOKLYN TECHNICAL HIGH SCHOOL  
FREEDOM ACADEMY HIGH SCHOOL  
M.S. 266 PARK PLACE COMMUNITY MIDDLE SCHOOL  
MS 571  
P.S. 3 BEDFORD VILLAGE SCHOOL  
P.S. 8 ROBERT FULTON SCHOOL  
P.S. 9 TEUNIS G. BERGEN SCHOOL  
P.S. 11 PURVIS J. BEHAN SCHOOL  
P.S. 20 CLINTON HILL SCHOOL  
P.S. 44 MARCUS GARVEY  
P.S. 46 EDWARD C. BLUM SCHOOL  
P.S. 54 SAMUEL C. BARNES SCHOOL  
P.S. 56 LEWIS H. LATIMER SCHOOL  
P.S. 93 WILLIAM H. PRESCOTT SCHOOL  
P.S. 133 WILLIAM A. BUTLER SCHOOL  
P.S. 256 BENJAMIN BANNEKER SCHOOL  
P.S. 270 JOANNE DEKALB SCHOOL  
P.S. 282 PARK SLOPE ELEMENTARY SCHOOL  
P.S. 287 BAILEY K. ASHFORD SCHOOL  
P.S. 305 DR. PETER RAY SCHOOL  
P.S. 307 DANIEL HALE WILLIAMS SCHOOL  
SATELLITE EAST MIDDLE SCHOOL  
SATELLITE III  
SATELLITE WEST MIDDLE SCHOOL  
SCIENCE SKILLS CENTER HIGH SCHOOL  
URBAN ASSEMBLY ACADEMY OF BUSINESS AND COMMUNITY  
DEVELOPMENT  
URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE  
URBAN ASSEMBLY SCHOOL OF MUSIC AND ART

#### Corrective Action

2 schools identified 5% of total

GEORGE WESTINGHOUSE HIGH SCHOOL  
J.H.S. 113/OLD 294 EDMONDS CENTER

#### Restructuring (Year 2)

3 schools identified 8% of total

J.H.S. 117 FRANCIS SCOTT KEY  
J.H.S. 265 SUSAN S. MCKINNEY  
P.S. 67 CHARLES A. DORSEY SCHOOL

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## 2006–07 Accountability Status of Schools in Your District continued

### Federal Title I Status

### New York State Status

▲ Restructuring (Year 2) (continued)

▲ Restructuring (Year 3)

1 school identified 3% of total

J.H.S. 258 DAVID RUGGLES



District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	53%			1254
Grade 4	51%			1165
Grade 5	52%			1240
Grade 6	37%			1192
Grade 7	36%			1232
Grade 8	28%			1358
<b>Mathematics</b>				
Grade 3	71%			1319
Grade 4	62%			1220
Grade 5	54%			1285
Grade 6	35%			1210
Grade 7	30%			1233
Grade 8	31%			1339
<b>Science</b>				
Grade 4	66%			1212
Grade 8	34%			1278

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	78%			1922
Mathematics	80%			1922

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	76%			1922

### 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](http://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:

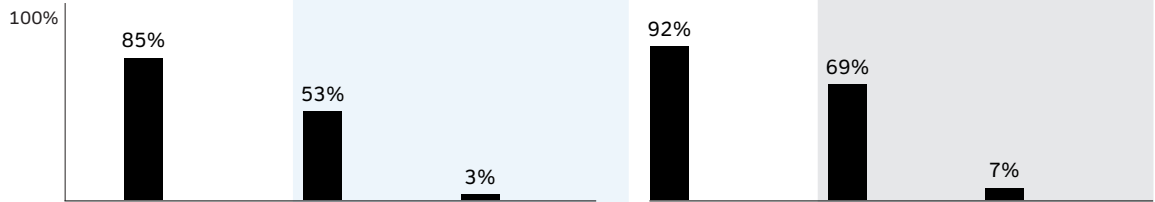
#### NYC Public Schools

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 #13**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 652	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1071	663	33	92%	69%	7%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1254</b>	<b>85%</b>	<b>53%</b>	<b>3%</b>				
Female	637	89%	59%	4%				
Male	617	82%	47%	1%				
American Indian or Alaska Native	9	78%	44%	0%				
Black or African American	995	85%	51%	3%				
Hispanic or Latino	200	86%	55%	1%				
Asian or Native Hawaiian/Other Pacific Islander	21	100%	67%	5%				
White	29	100%	97%	7%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1070	91%	59%	3%				
Students with Disabilities	184	52%	20%	0%				
English Proficient	1244	85%	53%	3%				
Limited English Proficient	10	80%	40%	0%				
Economically Disadvantaged	1002	91%	59%	3%				
Not Disadvantaged	252	63%	30%	0%				
Migrant								
Not Migrant	1254	85%	53%	3%				

### NOTES

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

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	13	13	12	8	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	62	40	29	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 #13**

## This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 665	624-770	650-770	703-770			
Range:	624-770	650-770	703-770			
	88%	71%	17%	94%	81%	25%
Number of Students:	1163	932	218			

## 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
<b>All Students</b>	<b>1319</b>	<b>88%</b>	<b>71%</b>	<b>17%</b>				
Female	669	88%	73%	17%				
Male	650	88%	69%	16%				
American Indian or Alaska Native	10	80%	50%	20%				
Black or African American	1000	89%	70%	17%				
Hispanic or Latino	251	86%	72%	15%				
Asian or Native Hawaiian/Other Pacific Islander	27	89%	85%	22%				
White	31	97%	84%	26%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1119	93%	76%	19%				
Students with Disabilities	200	62%	41%	5%				
English Proficient	1248	89%	72%	17%				
Limited English Proficient	71	73%	52%	3%				
Economically Disadvantaged	1051	93%	76%	19%				
Not Disadvantaged	268	69%	50%	7%				
Migrant								
Not Migrant	1319	88%	71%	17%				

### NOTES

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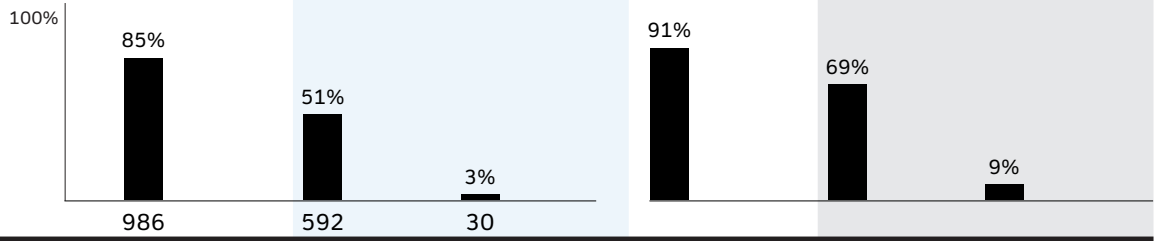
## Other Assessments

	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	13	13	13	10	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 648	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	986	592	30	91%	69%	9%



## 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
<b>All Students</b>	<b>1165</b>	<b>85%</b>	<b>51%</b>	<b>3%</b>				
Female	598	88%	54%	2%				
Male	567	81%	47%	3%				
American Indian or Alaska Native	5	60%	40%	0%				
Black or African American	913	86%	52%	3%				
Hispanic or Latino	213	82%	44%	2%				
Asian or Native Hawaiian/Other Pacific Islander	13	85%	69%	0%				
White	21	81%	62%	10%				
Small Group Totals								
General-Education Students	950	91%	58%	3%				
Students with Disabilities	215	55%	18%	1%				
English Proficient	1146	85%	51%	3%				
Limited English Proficient	19	47%	16%	0%				
Economically Disadvantaged	896	91%	57%	3%				
Not Disadvantaged	269	63%	29%	1%				
Migrant								
Not Migrant	1165	85%	51%	3%				

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

### NOTES

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

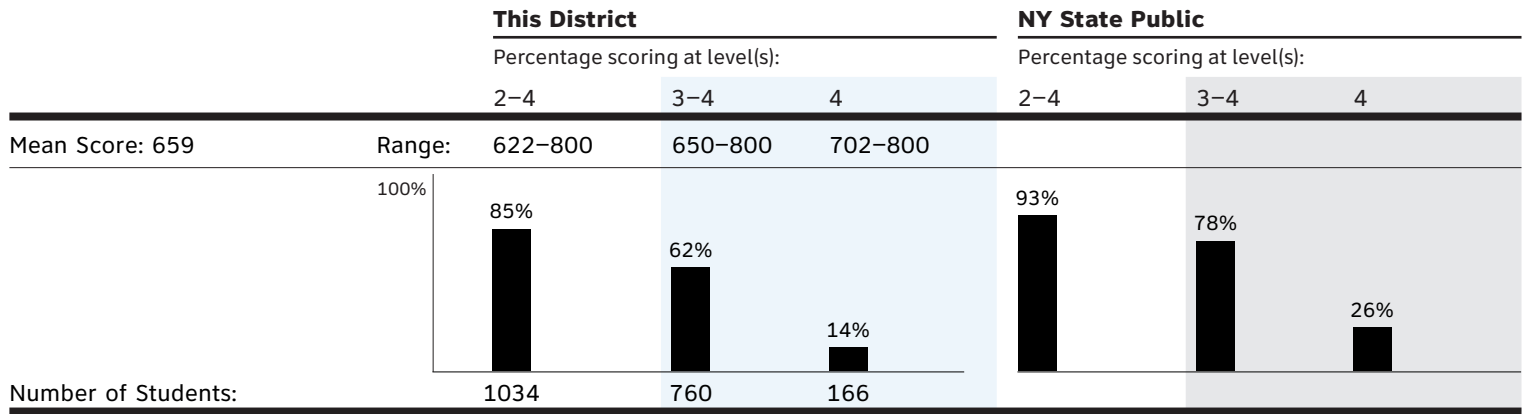
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	12	11	9	13	12	12	9
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	45	26	23	N/A	63	41	30	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 #13**

## 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
<b>All Students</b>	<b>1220</b>	<b>85%</b>	<b>62%</b>	<b>14%</b>				
Female	628	86%	64%	13%				
Male	592	83%	61%	14%				
American Indian or Alaska Native	5	100%	40%	0%				
Black or African American	921	86%	63%	14%				
Hispanic or Latino	245	80%	59%	11%				
Asian or Native Hawaiian/Other Pacific Islander	26	85%	65%	19%				
White	23	74%	65%	26%				
<b>Small Group Totals</b>								
General-Education Students	988	91%	70%	16%				
Students with Disabilities	232	57%	31%	3%				
English Proficient	1150	86%	64%	14%				
Limited English Proficient	70	60%	31%	1%				
Economically Disadvantaged	930	91%	69%	16%				
Not Disadvantaged	290	64%	39%	7%				
Migrant								
Not Migrant	1220	85%	62%	14%				

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

### NOTES

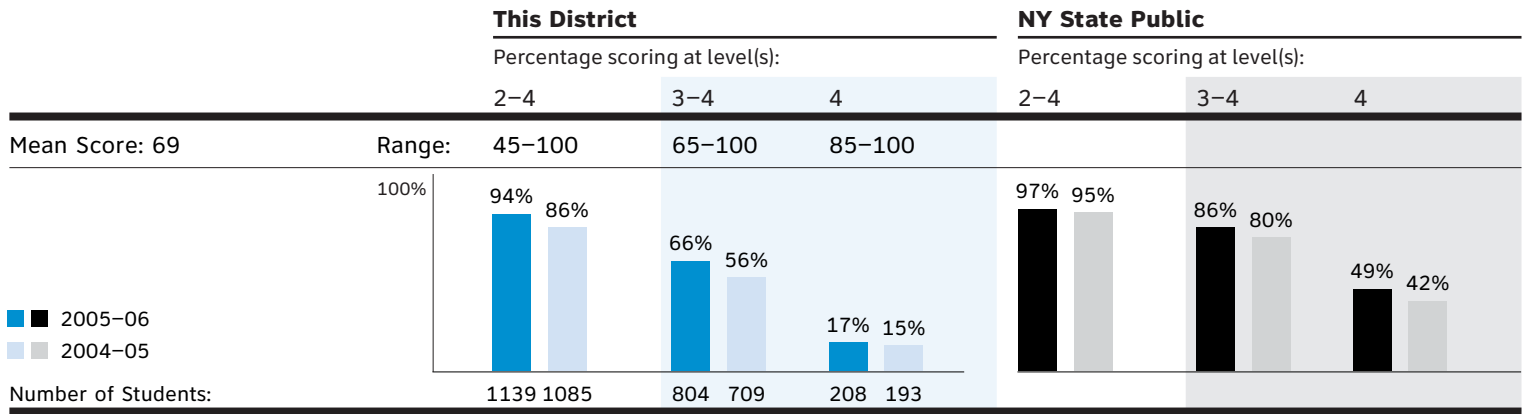
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	10	7	11	9	8	7

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## 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
<b>All Students</b>	<b>1212</b>	<b>94%</b>	<b>66%</b>	<b>17%</b>	<b>1260</b>	<b>86%</b>	<b>56%</b>	<b>15%</b>
Female	625	95%	68%	17%	660	89%	57%	14%
Male	587	93%	65%	17%	600	83%	55%	16%
American Indian or Alaska Native	5	100%	60%	0%	14	79%	29%	14%
Black or African American	916	95%	67%	18%	964	87%	56%	15%
Hispanic or Latino	242	91%	63%	14%	230	85%	57%	14%
Asian or Native Hawaiian/Other Pacific Islander	26	81%	50%	8%	27	85%	52%	19%
White	23	87%	74%	30%	25	88%	72%	32%
<b>Small Group Totals</b>								
General-Education Students	983	97%	71%	20%	1050	90%	61%	17%
Students with Disabilities	229	83%	45%	7%	210	66%	33%	7%
English Proficient	1142	96%	68%	18%	1175	87%	58%	16%
Limited English Proficient	70	69%	31%	3%	85	72%	39%	9%
Economically Disadvantaged	925	96%	71%	20%	1219	86%	56%	15%
Not Disadvantaged	287	86%	53%	8%	41	93%	78%	32%
<b>Migrant</b>								
Not Migrant	1212	94%	66%	17%	1260	86%	56%	15%

### 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	13	12	10	9	12	11	7	5

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 650	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	1118	645	93			

## 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
<b>All Students</b>	<b>1240</b>	<b>90%</b>	<b>52%</b>	<b>8%</b>				
Female	658	92%	57%	9%				
Male	582	88%	47%	6%				
American Indian or Alaska Native	13	92%	31%	0%				
Black or African American	979	91%	52%	7%				
Hispanic or Latino	203	87%	54%	10%				
Asian or Native Hawaiian/Other Pacific Islander	23	83%	52%	13%				
White	22	100%	68%	18%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1027	95%	58%	8%				
Students with Disabilities	213	65%	22%	3%				
English Proficient	1214	91%	53%	7%				
Limited English Proficient	26	69%	23%	8%				
Economically Disadvantaged	975	95%	59%	9%				
Not Disadvantaged	265	71%	28%	4%				
Migrant								
Not Migrant	1240	90%	52%	8%				

### NOTES

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## Other Assessments

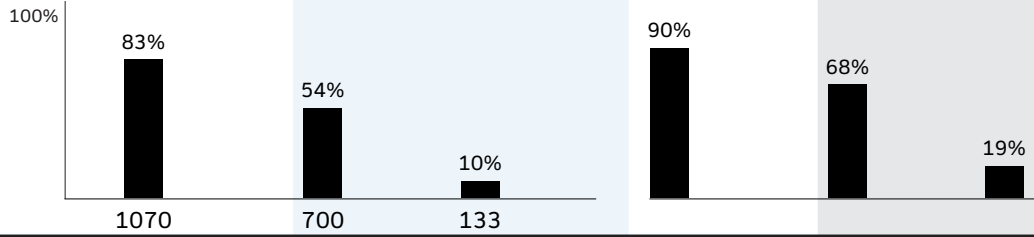
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	13	13	10	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	28	20	13	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 #13**

## This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	1070	700	133	90%	68%	19%



## 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
<b>All Students</b>	<b>1285</b>	<b>83%</b>	<b>54%</b>	<b>10%</b>				
Female	677	86%	56%	10%				
Male	608	81%	53%	11%				
American Indian or Alaska Native	13	54%	23%	15%				
Black or African American	992	84%	54%	8%				
Hispanic or Latino	223	82%	60%	17%				
Asian or Native Hawaiian/Other Pacific Islander	31	94%	55%	23%				
White	26	77%	42%	15%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1062	89%	61%	12%				
Students with Disabilities	223	55%	22%	1%				
English Proficient	1229	84%	56%	11%				
Limited English Proficient	56	57%	27%	4%				
Economically Disadvantaged	1011	89%	61%	12%				
Not Disadvantaged	274	61%	30%	4%				
Migrant								
Not Migrant	1285	83%	54%	10%				

### NOTES

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## Other Assessments

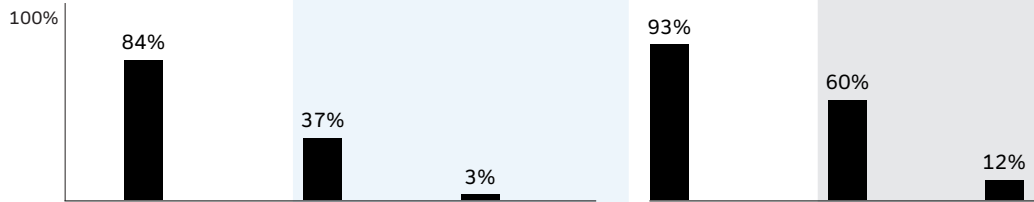
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	13	12	9	8	This test was not given in 2004-05.			



District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 635	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1002	439	34	93%	60%	12%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1192</b>	<b>84%</b>	<b>37%</b>	<b>3%</b>				
Female	584	88%	41%	4%				
Male	608	80%	33%	2%				
American Indian or Alaska Native	12	75%	25%	0%				
Black or African American	957	83%	36%	3%				
Hispanic or Latino	192	88%	39%	1%				
Asian or Native Hawaiian/Other Pacific Islander	12	83%	67%	25%				
White	19	95%	58%	11%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	968	92%	44%	3%				
Students with Disabilities	224	50%	7%	1%				
English Proficient	1174	85%	37%	3%				
Limited English Proficient	18	39%	22%	0%				
Economically Disadvantaged	839	92%	45%	3%				
Not Disadvantaged	353	64%	17%	2%				
Migrant								
Not Migrant	1192	84%	37%	3%				

### NOTES

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## Other Assessments

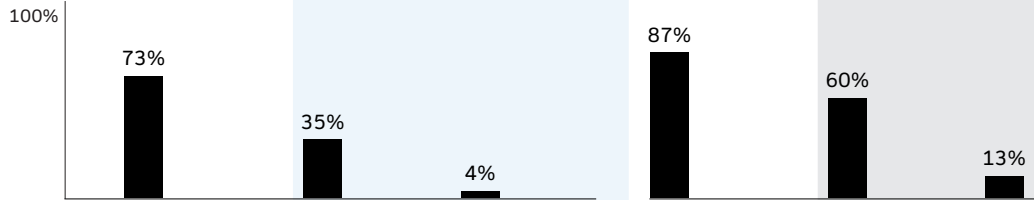
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	12	12	12	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	12	6	4	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 #13**

## This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 634	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
	73%	35%	4%	87%	60%	13%
Number of Students:	880	428	44			



## 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
<b>All Students</b>	<b>1210</b>	<b>73%</b>	<b>35%</b>	<b>4%</b>				
Female	589	75%	38%	3%				
Male	621	71%	33%	4%				
American Indian or Alaska Native	11	45%	18%	0%				
Black or African American	962	73%	33%	3%				
Hispanic or Latino	200	74%	42%	7%				
Asian or Native Hawaiian/Other Pacific Islander	16	88%	81%	25%				
White	21	71%	52%	10%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	985	81%	41%	4%				
Students with Disabilities	225	36%	9%	2%				
English Proficient	1178	73%	36%	4%				
Limited English Proficient	32	50%	19%	0%				
Economically Disadvantaged	848	82%	42%	4%				
Not Disadvantaged	362	51%	20%	3%				
Migrant								
Not Migrant	1210	73%	35%	4%				

### NOTES

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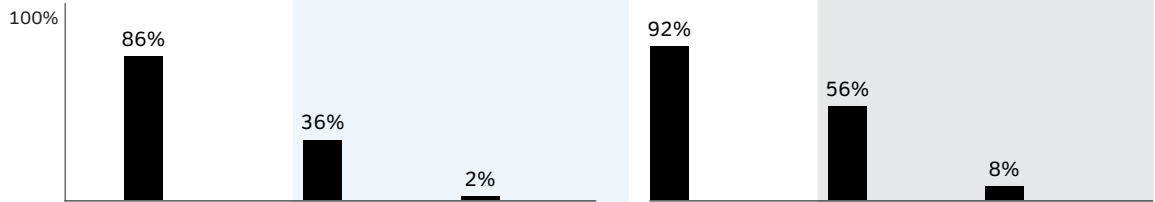
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	13	13	12	8	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 633	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1058	439	25	92%	56%	8%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1232</b>	<b>86%</b>	<b>36%</b>	<b>2%</b>				
Female	601	90%	40%	2%				
Male	631	82%	31%	2%				
American Indian or Alaska Native	13	85%	23%	0%				
Black or African American	995	86%	35%	2%				
Hispanic or Latino	195	85%	36%	3%				
Asian or Native Hawaiian/Other Pacific Islander	13	77%	54%	0%				
White	16	88%	56%	6%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	980	93%	43%	2%				
Students with Disabilities	252	57%	6%	0%				
English Proficient	1212	87%	36%	2%				
Limited English Proficient	20	30%	5%	0%				
Economically Disadvantaged	818	94%	44%	2%				
Not Disadvantaged	414	69%	19%	1%				
Migrant								
Not Migrant	1232	86%	36%	2%				

### NOTES

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## Other Assessments

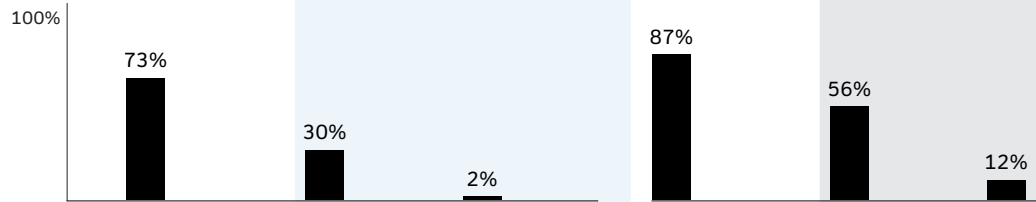
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	16	15	14	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	12	5	2	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 #13**

## This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 628	611-800	650-800	693-800			
Range:						
	73%	30%	2%	87%	56%	12%
Number of Students:	904	364	26			



## 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
<b>All Students</b>	<b>1233</b>	<b>73%</b>	<b>30%</b>	<b>2%</b>				
Female	599	76%	33%	2%				
Male	634	70%	26%	2%				
American Indian or Alaska Native	13	62%	15%	0%				
Black or African American	985	73%	29%	2%				
Hispanic or Latino	201	75%	30%	1%				
Asian or Native Hawaiian/Other Pacific Islander	17	76%	59%	12%				
White	17	76%	59%	18%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	981	82%	35%	3%				
Students with Disabilities	252	40%	7%	0%				
English Proficient	1199	75%	30%	2%				
Limited English Proficient	34	29%	6%	0%				
Economically Disadvantaged	821	83%	37%	3%				
Not Disadvantaged	412	53%	15%	1%				
Migrant								
Not Migrant	1233	73%	30%	2%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	19	17	15	12	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 632	602-790	650-790	715-790			
Number of Students:	1134	385	14			

## 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
<b>All Students</b>	<b>1358</b>	<b>84%</b>	<b>28%</b>	<b>1%</b>				
Female	711	89%	33%	1%				
Male	647	78%	23%	1%				
American Indian or Alaska Native	22	91%	32%	0%				
Black or African American	1098	83%	27%	1%				
Hispanic or Latino	203	86%	31%	1%				
Asian or Native Hawaiian/Other Pacific Islander	20	95%	45%	5%				
White	15	80%	33%	0%				
Small Group Totals								
General-Education Students	1153	89%	33%	1%				
Students with Disabilities	205	54%	4%	0%				
English Proficient	1337	84%	29%	1%				
Limited English Proficient	21	67%	0%	0%				
Economically Disadvantaged	972	89%	35%	1%				
Not Disadvantaged	386	69%	12%	0%				
Migrant								
Not Migrant	1358	84%	28%	1%				

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

### NOTES

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## Other Assessments

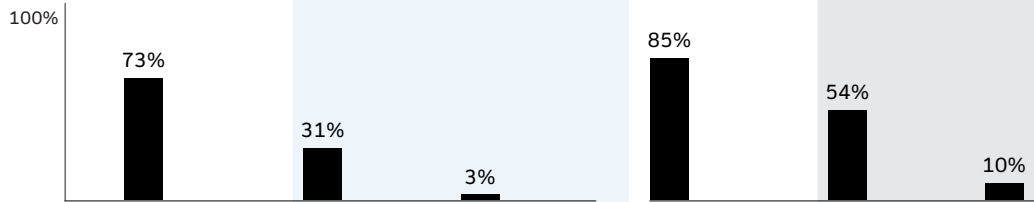
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	13	13	13	13	27	27	24	18
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	20	8	6	N/A	19	16	13	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 #13**

## This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 632	616-775	650-775	701-775			
Range:						
Number of Students:	981	420	34			



## 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
<b>All Students</b>	<b>1339</b>	<b>73%</b>	<b>31%</b>	<b>3%</b>				
Female	704	77%	34%	2%				
Male	635	69%	29%	3%				
American Indian or Alaska Native	23	57%	35%	0%				
Black or African American	1067	74%	30%	2%				
Hispanic or Latino	206	74%	35%	1%				
Asian or Native Hawaiian/Other Pacific Islander	23	78%	57%	22%				
White	20	60%	30%	0%				
Small Group Totals								
General-Education Students	1133	80%	36%	3%				
Students with Disabilities	206	38%	8%	0%				
English Proficient	1299	74%	32%	3%				
Limited English Proficient	40	43%	23%	0%				
Economically Disadvantaged	961	81%	37%	3%				
Not Disadvantaged	378	54%	17%	1%				
Migrant								
Not Migrant	1339	73%	31%	3%				

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

### NOTES

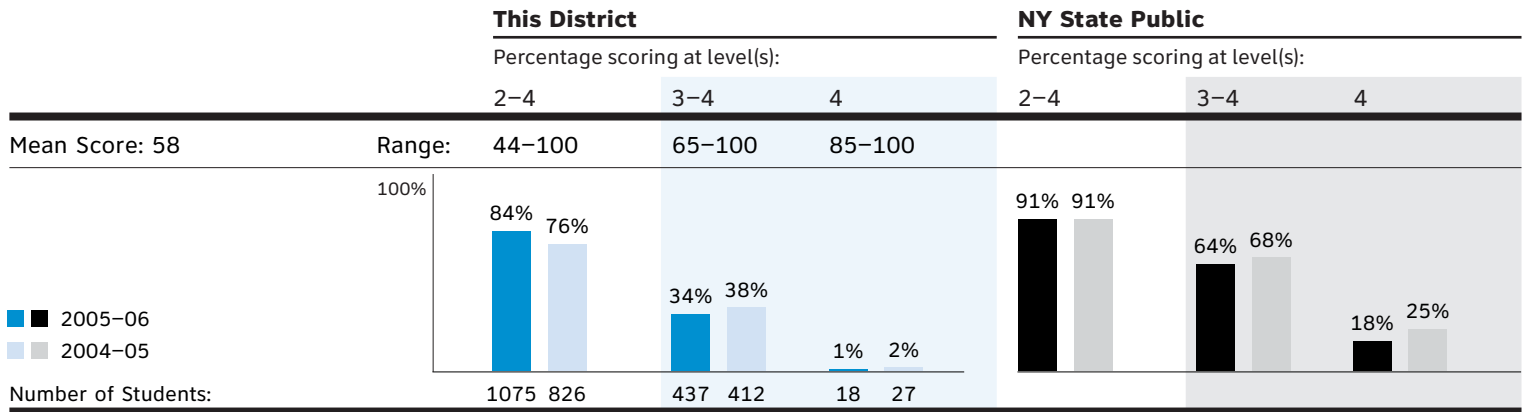
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	16	16	15	28	28	23	20

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## 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
<b>All Students</b>	<b>1278</b>	<b>84%</b>	<b>34%</b>	<b>1%</b>	<b>1085</b>	<b>76%</b>	<b>38%</b>	<b>2%</b>
Female	673	87%	34%	1%	539	81%	42%	2%
Male	605	81%	35%	2%	546	71%	34%	3%
American Indian or Alaska Native	22	86%	36%	5%	9	78%	44%	11%
Black or African American	1012	84%	33%	1%	857	75%	37%	2%
Hispanic or Latino	200	87%	37%	2%	180	80%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	24	79%	58%	8%	19	89%	42%	5%
White	20	65%	40%	5%	20	90%	60%	15%
<b>Small Group Totals</b>								
General-Education Students	1091	88%	38%	2%	905	82%	44%	3%
Students with Disabilities	187	59%	12%	1%	180	46%	9%	1%
English Proficient	1239	85%	35%	1%	1037	77%	39%	3%
Limited English Proficient	39	51%	3%	0%	48	48%	19%	0%
Economically Disadvantaged	923	89%	39%	2%	912	77%	38%	3%
Not Disadvantaged	355	72%	23%	1%	173	72%	37%	2%
Migrant								
Not Migrant	1278	84%	34%	1%	1085	76%	38%	2%

### NOTES

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

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	11	10	27	27	24	22
Regents Science	0				6	5	3	0

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## Previous Years' Results for English Language Arts

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

### Grade 4

#### This District

Percentage scoring at level(s):

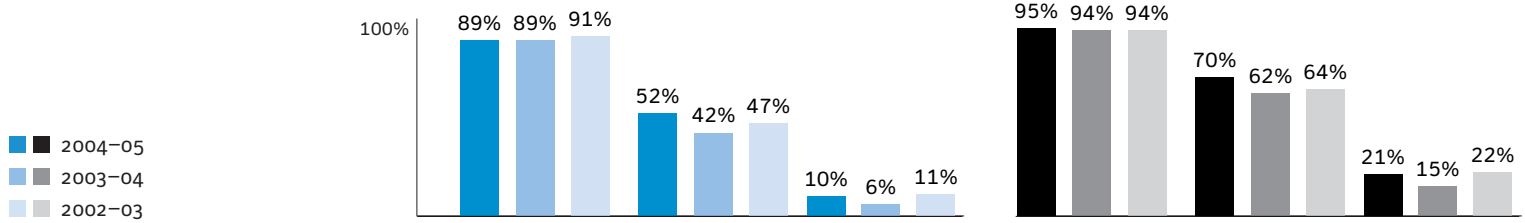
2-4                      3-4                      4

Range: 603-800                      645-800                      692-800

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	131	460	512	128	1231	645
Feb 2004	158	675	520	84	1437	639
Feb 2003	136	648	538	160	1482	645

### Grade 8

#### This School

Percentage scoring at level(s):

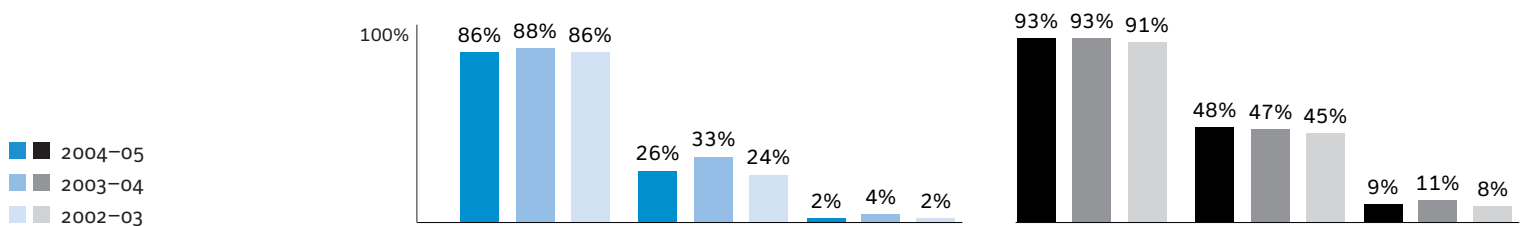
2-4                      3-4                      4

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	180	769	302	31	1282	683
Jan 2004	160	760	394	61	1375	687
Jan 2003	178	761	264	25	1228	681



District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## Previous Years' Results for Mathematics

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

### Grade 4

#### This District

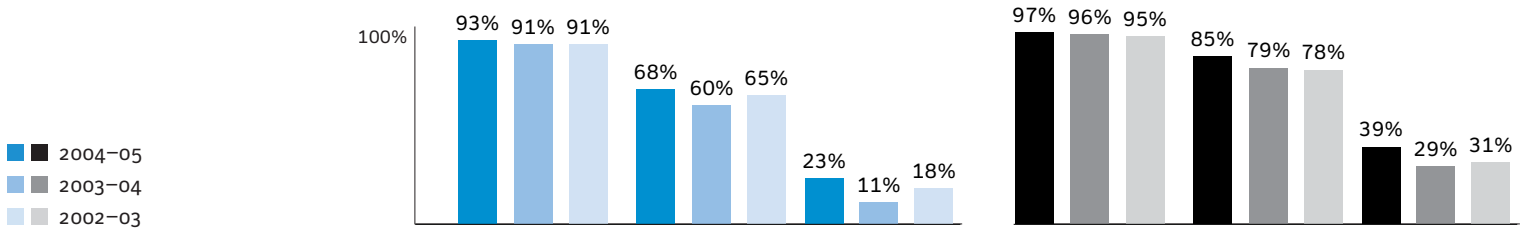
Percentage scoring at level(s):

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

#### NY State Public

Percentage scoring at level(s):

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

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	94	315	579	292	1280	651
May 2004	132	443	708	164	1447	642
May 2003	129	399	695	275	1498	648

### Grade 8

#### This School

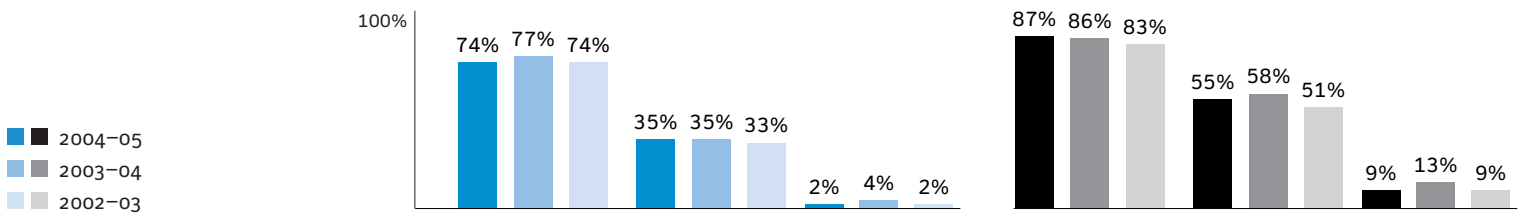
Percentage scoring at level(s):

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

#### NY State Public

Percentage scoring at level(s):

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

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	312	471	406	19	1208	700
May 2004	325	571	438	51	1385	700
May 2003	327	496	384	30	1237	698

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

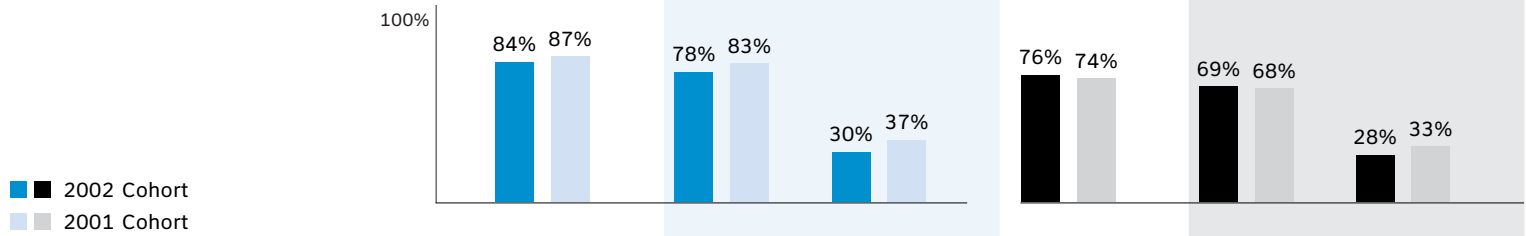
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1922</b>	<b>84%</b>	<b>78%</b>	<b>30%</b>	<b>1520</b>	<b>87%</b>	<b>83%</b>	<b>37%</b>
Female	838	85%	80%	35%	702	88%	84%	44%
Male	1084	82%	77%	26%	818	87%	82%	31%
American Indian or Alaska Native	4	–	–	–	4	–	–	–
Black or African American	876	75%	67%	16%	595	79%	73%	30%
Hispanic or Latino	222	–	–	–	182	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	499	96%	94%	45%	442	97%	95%	43%
White	321	96%	94%	53%	297	96%	95%	48%
Small Group Totals	226	70%	64%	18%	186	76%	69%	27%
General-Education Students	1795	88%	83%	32%	1455	90%	86%	39%
Students with Disabilities	127	14%	10%	1%	65	22%	15%	3%
English Proficient	1853	85%	80%	31%	1442	89%	86%	39%
Limited English Proficient	69	38%	22%	1%	78	64%	40%	1%
Economically Disadvantaged	927	78%	71%	20%				
Not Disadvantaged	995	89%	85%	39%				
Migrant								
Not Migrant	1922	84%	78%	30%				

### 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

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4

3-4

4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4

3-4

4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	16	0

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

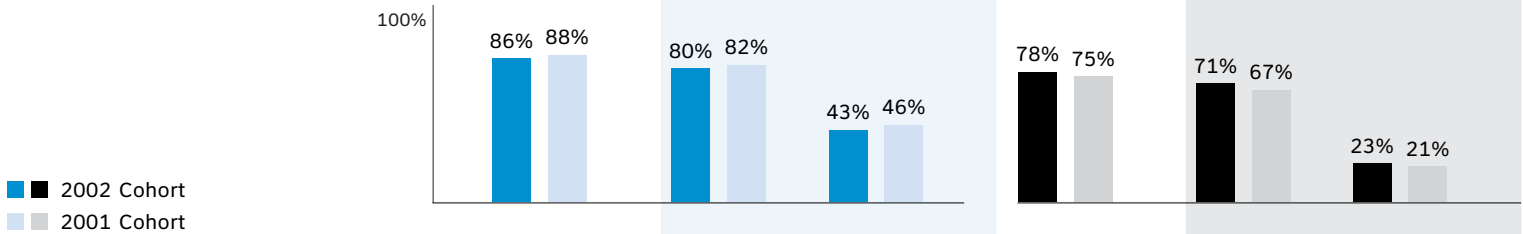
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1922</b>	<b>86%</b>	<b>80%</b>	<b>43%</b>	<b>1520</b>	<b>88%</b>	<b>82%</b>	<b>46%</b>
Female	838	89%	82%	40%	702	89%	82%	48%
Male	1084	85%	79%	46%	818	87%	81%	44%
American Indian or Alaska Native	4	–	–	–	4	–	–	–
Black or African American	876	78%	69%	16%	595	80%	68%	23%
Hispanic or Latino	222	–	–	–	182	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	499	99%	98%	79%	442	98%	97%	72%
White	321	98%	95%	78%	297	96%	93%	61%
Small Group Totals	226	73%	65%	24%	186	77%	70%	35%
General-Education Students	1795	91%	85%	46%	1455	91%	85%	48%
Students with Disabilities	127	20%	12%	2%	65	17%	17%	0%
English Proficient	1853	87%	82%	45%	1442	89%	84%	48%
Limited English Proficient	69	59%	41%	6%	78	68%	46%	10%
Economically Disadvantaged	927	83%	74%	31%				
Not Disadvantaged	995	90%	86%	56%				
Migrant								
Not Migrant	1922	86%	80%	43%				

### 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

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	15	0

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

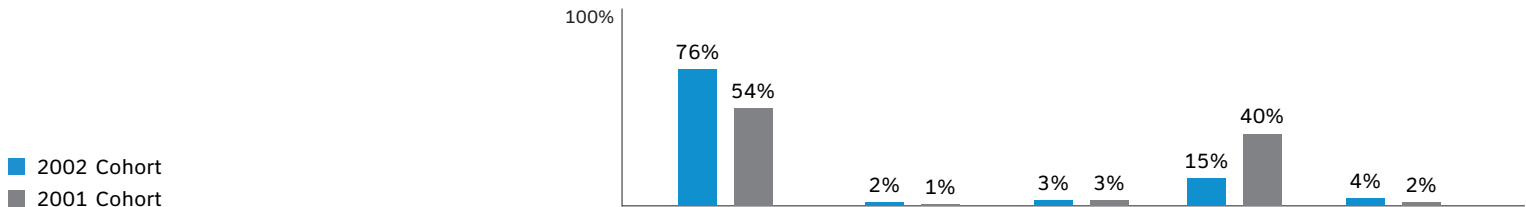
District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## 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
<b>All Students</b>	<b>2002</b>	<b>1922</b>	<b>76%</b>	<b>2%</b>	<b>3%</b>	<b>15%</b>	<b>4%</b>
	<b>2001</b>	<b>1520</b>	<b>54%</b>	<b>1%</b>	<b>3%</b>	<b>40%</b>	<b>2%</b>
Female	2002	838	78%	2%	2%	13%	4%
	2001	702	58%	1%	2%	37%	2%
Male	2002	1084	73%	2%	4%	16%	4%
	2001	818	51%	1%	4%	44%	1%
American Indian or Alaska Native	2002	4	–	–	–	–	–
	2001	4	–	–	–	–	–
Black or African American	2002	876	65%	4%	5%	20%	6%
	2001	595	52%	2%	4%	39%	3%
Hispanic or Latino	2002	222	–	–	–	–	–
	2001	182	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	499	90%	0%	1%	7%	1%
	2001	442	58%	0%	1%	41%	0%
White	2002	321	91%	0%	1%	7%	1%
	2001	297	56%	0%	2%	42%	0%
Small Group Totals	2002	226	63%	2%	4%	21%	10%
	2001	186	48%	4%	5%	39%	4%
General-Education Students	2002	1795	80%	0%	3%	14%	3%
	2001	1455	56%	0%	2%	41%	1%
Students with Disabilities	2002	127	17%	29%	2%	29%	23%
	2001	65	17%	26%	8%	35%	14%
English Proficient	2002	1853	77%	2%	3%	14%	4%
	2001	1442	54%	1%	3%	41%	1%
Limited English Proficient	2002	69	33%	7%	7%	32%	20%
	2001	78	58%	4%	4%	27%	8%
Economically Disadvantaged	2002	927	71%	3%	4%	16%	5%
	2001	927	58%	4%	4%	27%	8%
Not Disadvantaged	2002	995	80%	1%	3%	14%	3%
	2001	995	58%	4%	4%	27%	8%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1922	76%	2%	3%	15%	4%
	2001	1520	54%	1%	3%	40%	2%

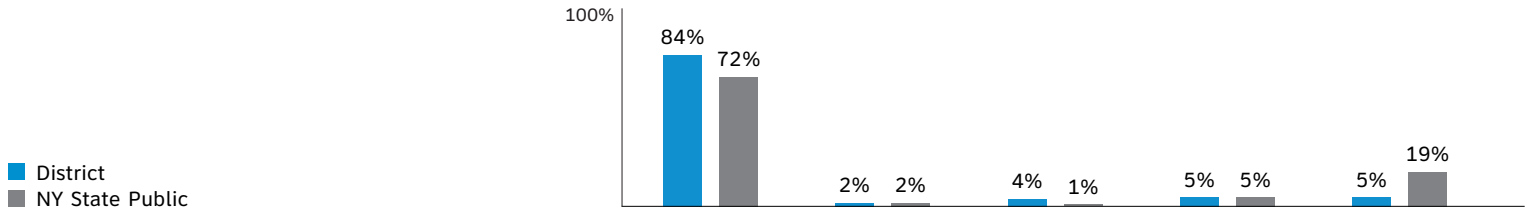
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

## 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
<b>All Students</b>	<b>1615</b>	<b>84%</b>	<b>2%</b>	<b>4%</b>	<b>5%</b>	<b>5%</b>
Female	768	85%	2%	3%	4%	5%
Male	847	83%	2%	5%	5%	5%
American Indian or Alaska Native	3	–	–	–	–	–
Black or African American	668	76%	3%	6%	5%	9%
Hispanic or Latino	211	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	438	95%	0%	1%	3%	0%
White	295	93%	0%	3%	3%	1%
Small Group Totals	214	71%	5%	6%	7%	11%
General-Education Students	1531	87%	0%	4%	5%	4%
Students with Disabilities	84	21%	38%	7%	5%	29%
English Proficient	1541	85%	2%	4%	5%	5%
Limited English Proficient	74	70%	9%	4%	4%	12%
Economically Disadvantaged	746	83%	3%	5%	4%	6%
Not Disadvantaged	869	85%	1%	4%	5%	5%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1615	84%	2%	4%	5%	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.