



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #16**

District ID **331600010000**

Superintendent **EVELYN SANTIAGO**

Telephone **(718) 935-3900**

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	333	344	354
Kindergarten	795	741	712
Grade 1	1063	1029	971
Grade 2	1014	986	926
Grade 3	1164	1008	974
Grade 4	1101	977	838
Grade 5	1111	1048	925
Grade 6	1116	997	887
Ungraded Elementary	462	490	543
Grade 7	1004	978	913
Grade 8	807	931	917
Grade 9	1348	1273	1114
Grade 10	1365	1689	1875
Grade 11	536	732	824
Grade 12	250	221	290
Ungraded Secondary	510	599	687
<b>Total K-12</b>	<b>13646</b>	<b>13699</b>	<b>13396</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	22	24	23
<b>Grade 8</b>			
English	18	26	25
Mathematics		26	25
Science	25	26	22
Social Studies		26	24
<b>Grade 10</b>			
English	35	32	32
Mathematics	36	33	31
Science	35	31	34
Social Studies	32	32	33

### 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	9552	70%	0	0%	8884	66%
Reduced-Price Lunch	760	6%	0	0%	601	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	313	2%	356	3%	342	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	176	1%	169	1%	156	1%
Black or African American	11784	86%	11788	86%	11511	86%
Hispanic or Latino	1478	11%	1540	11%	1506	11%
Asian or Native Hawaiian/Other Pacific Islander	117	1%	113	1%	120	1%
White	91	1%	89	1%	103	1%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	151	N/A	197	1%	229	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.

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## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	969	1849	3173
Percent Not Taught by Highly Qualified Teachers	23%	25%	20%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	71	70	91
Percent with No Valid Teaching Certificate	8%	8%	10%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	165	184	190
Percentage of Total	17%	20%	20%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	24%	23%	23%

## 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.

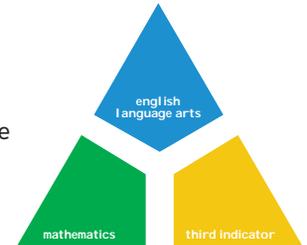
## Staff Counts Information

*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 1)

##### Elementary/Middle Level

ELA  Improvement (Year 1)

Math  Good Standing

Science  Good Standing

##### Secondary Level

ELA  Improvement (Year 1)

Math  Good Standing

Graduation Rate  Good Standing

### Title I Part A Funding

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

**2004–05**

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>	 SH					
<b>Ethnicity</b>						
American Indian or Alaska Native	 SH			–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White				–	–	
<b>Other Groups</b>						
Students with Disabilities		 SH				
Limited English Proficient				–	–	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	 6 of 9	 8 of 9	 1 of 1	 0 of 5	 0 of 5	 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) |

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## Elementary/Middle-Level English Language Arts

**Accountability Status for This Subject (2006–07)**  Improvement (Year 1)

**Accountability Measures** 6 of 9 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <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> (6342:5958)			97%		118	121	116	126
<b>Ethnicity</b>								
American Indian or Alaska Native (111:100)			96%		100	112	94	110
Black or African American (5300:5000)			97%		120	120		
Hispanic or Latino (809:751)			97%		109	118	112	118
Asian or Native Hawaiian/Other Pacific Islander (65:58)			100%		140	109		
White (57:49)			95%		110	108		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1811:1204)			92%		66	119	71	79
Limited English Proficient (207:186)			97%		87	114	77†	98
Economically Disadvantaged (3809:3662)			99%		130	120		
<b>Final AYP Determination</b>		6 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

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## Elementary/Middle-Level Mathematics

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

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

### Prospective Status

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

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

Student Group (Total: Continuous Enrollment) <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> (6284:5864)			98%		118	85		
<b>Ethnicity</b>								
American Indian or Alaska Native (112:101)			98%		100	76		
Black or African American (5250:4919)			98%		119	84		
Hispanic or Latino (801:740)			98%		115	82		
Asian or Native Hawaiian/Other Pacific Islander (64:57)			100%		151	73		
White (73:47)			92%		100	72		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (1366:1209)			95%		69	83	62    82	
Limited English Proficient (207:188)			98%		93	78		
Economically Disadvantaged (3771:3595)			99%		130	84		
<b>Final AYP Determination</b>		8 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 #16**

## 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> (2042:1742)		Qualified		91%		130	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (40:32)		Qualified		88%		113	100	
Black or African American (1711:1456)		Qualified		91%		131	100	
Hispanic or Latino (256:225)		Qualified		93%		124	100	
Asian or Native Hawaiian/Other Pacific Islander (19:16)		–	–	–	–	–	–	–
White (16:13)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (457:365)		Qualified		87%		96	100	91 97
Limited English Proficient (55:47)		Did not qualify		95%		91	100	100 92
Economically Disadvantaged (1173:1024)		Qualified		93%		141	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 #16**

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Improvement (Year 1)

### Accountability Measures

0 of 5

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) <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> (369:630)	<b>X</b>	<b>✓</b>	100%	<b>X</b>	128	150	143	135
<b>Ethnicity</b>								
American Indian or Alaska Native (2:0)	–	–	–	–	–	–	–	–
Black or African American (345:584)	<b>X</b>	<b>✓</b>	100%	<b>X</b>	129	149	144	136
Hispanic or Latino (18:37)	<b>X</b>	–	–	<b>X</b>	103	138	136 <sup>†</sup>	113
Asian or Native Hawaiian/Other Pacific Islander (3:5)	–	–	–	–	–	–	–	–
White (3:4)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (4:40)	<b>X</b>	–	–	<b>X</b>	50	139	92	65
Limited English Proficient (6:15)	–	–	–	–	–	–	–	–
Economically Disadvantaged (92:196)	<b>X</b>	<b>✓</b>	100%	<b>X</b>	117	146	142 <sup>†</sup>	125
<b>Final AYP Determination</b>	<b>X</b> 0 of 5							

#### 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.

<sup>†</sup> 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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## Secondary-Level Mathematics

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

**Accountability Measures** 0 of 5 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) <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> (369:630)			100%		124	142	130	132
<b>Ethnicity</b>								
American Indian or Alaska Native (2:0)	–	–	–	–	–	–	–	–
Black or African American (345:584)			100%		124	141	132	132
Hispanic or Latino (18:37)		–	–		103	130	115 <sup>†</sup>	113
Asian or Native Hawaiian/Other Pacific Islander (3:5)	–	–	–	–	–	–	–	–
White (3:4)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (4:40)		–	–		48	131	83	63
Limited English Proficient (6:15)	–	–	–	–	–	–	–	–
Economically Disadvantaged (92:196)			100%		109	138	131 <sup>†</sup>	118
<b>Final AYP Determination</b>	 0 of 5							

#### 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.

<sup>†</sup> 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 #16**

## 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		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target	
				2005–06	2006–07	
<b>All Students</b> (566)			50%	55%	47%	51%
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (518)			51%	55%	47%	52%
Hispanic or Latino (38)			34%	55%	42%	35%
Asian or Native Hawaiian/Other Pacific Islander (5)	–	–	–	–	–	–
White (5)	–	–	–	–	–	–
<b>Other Groups</b>						
Students with Disabilities (39)			3%	55%	1%	4%
Limited English Proficient (17)	–	–	–	–	–	–
Economically Disadvantaged (221)			38%	55%	39%	39%
<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 #16**

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

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### **Good Standing**

15 schools identified 68% of total

FOUNDATIONS ACADEMY  
FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL  
M.S. 385 BUSINESS FINANCE & ENTREPRENEURSHIP  
MS 584  
P.S. 5 DR. RONALD E. MCNAIR SCHOOL  
P.S. 21 CRISPUS ATTUCKS SCHOOL  
P.S. 26 JESSE OWENS SCHOOL  
P.S. 28 THE WARREN SCHOOL  
P.S. 40 GEORGE W. CARVER SCHOOL  
P.S. 243 WEEKSVILLE SCHOOL  
P.S. 262 EL HAJ MALIK SHABAZZ  
P.S. 304 CASIMIR PULASKI SCHOOL  
P.S. 309 GEORGE E. WIBECAN SCHOOL  
P.S. 335 GRANVILLE T. WOODS SCHOOL  
PS 308 CLARA CARDWELL SCHOOL

#### **Improvement (Year 2)**

2 schools identified 9% of total

M.S. 267 MATH SCIENCE & TECHNOLOGY INSTITUTE  
P.S. 81 THADDEUS STEVENS SCHOOL

#### **Corrective Action**

1 school identified 5% of total

P.S. 25 EUBIE BLAKE SCHOOL

#### **Planning for Restructuring**

2 schools identified 9% of total

M.S. 143 PERFORMING & FINE ARTS  
PS 35 STEPHEN DECATUR SCHOOL

#### **Requiring Academic Progress (Year 4)**

1 school identified 5% of total

BOYS & GIRLS HIGH SCHOOL

#### **Restructuring (Year 1)**

1 school identified 5% of total

J.H.S. 57 WHITE LAW REID

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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	44%			1028
Grade 4	44%			930
Grade 5	43%			1015
Grade 6	30%			997
Grade 7	36%			1006
Grade 8	25%			1015
<b>Mathematics</b>				
Grade 3	59%			1065
Grade 4	54%			949
Grade 5	46%			1030
Grade 6	34%			1003
Grade 7	30%			1018
Grade 8	25%			1021
<b>Science</b>				
Grade 4	60%			931
Grade 8	26%			877

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	39%			838
Mathematics	41%			838

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	37%			838

### 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:

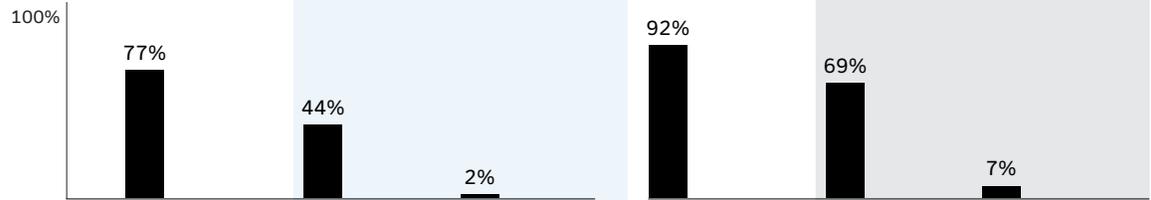
#### NYC Public Schools

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 #16**

## 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: 644	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	793	452	17	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>1028</b>	<b>77%</b>	<b>44%</b>	<b>2%</b>				
Female	517	82%	49%	2%				
Male	511	73%	39%	1%				
American Indian or Alaska Native	15	73%	20%	0%				
Black or African American	895	77%	44%	2%				
Hispanic or Latino	105	77%	44%	0%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	0%				
White	7	71%	57%	14%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	840	84%	52%	2%				
Students with Disabilities	188	45%	10%	0%				
English Proficient	1022	77%	44%	2%				
Limited English Proficient	6	67%	67%	0%				
Economically Disadvantaged	662	82%	49%	2%				
Not Disadvantaged	366	68%	35%	1%				
Migrant								
Not Migrant	1028	77%	44%	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.

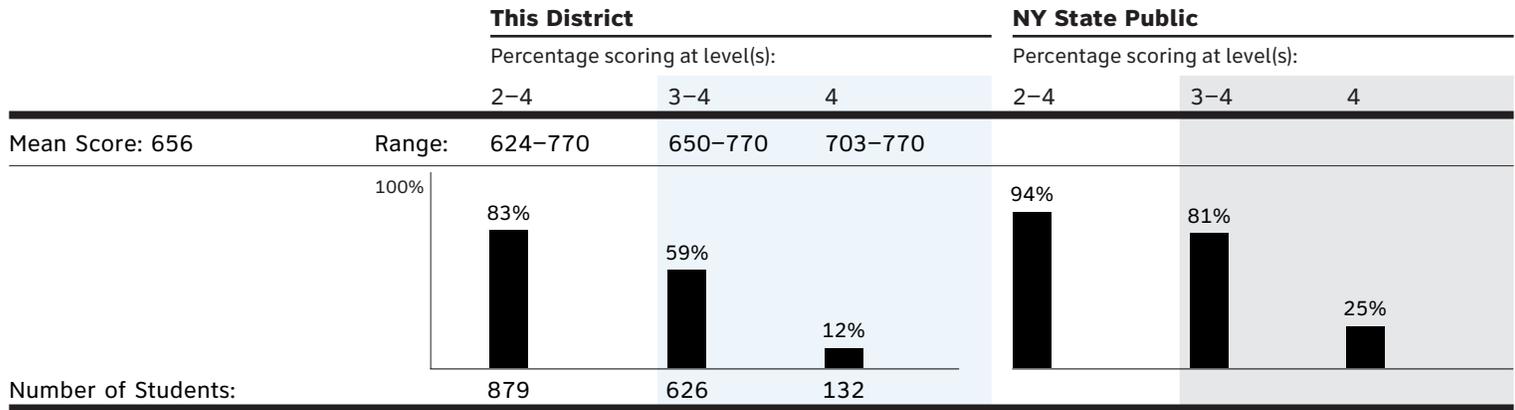
## Other Assessments

	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 3 Equivalent	8	8	7	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	33	12	5	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 #16**

## 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
<b>All Students</b>	<b>1065</b>	<b>83%</b>	<b>59%</b>	<b>12%</b>				
Female	528	84%	61%	15%				
Male	537	81%	57%	10%				
American Indian or Alaska Native	15	80%	53%	7%				
Black or African American	902	82%	59%	12%				
Hispanic or Latino	133	83%	55%	11%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	50%				
White	7	86%	71%	29%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	858	89%	65%	15%				
Students with Disabilities	207	57%	33%	2%				
English Proficient	1025	83%	59%	13%				
Limited English Proficient	40	78%	55%	5%				
Economically Disadvantaged	675	87%	62%	12%				
Not Disadvantaged	390	76%	53%	12%				
Migrant								
Not Migrant	1065	83%	59%	12%				

### NOTES

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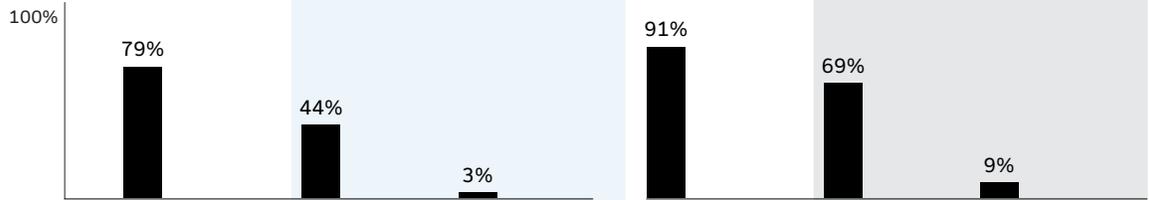
## Other Assessments

	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	7	7	7	6	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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: 642	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	734	406	24	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>930</b>	<b>79%</b>	<b>44%</b>	<b>3%</b>				
Female	464	83%	47%	3%				
Male	466	75%	40%	3%				
American Indian or Alaska Native	9	67%	33%	0%				
Black or African American	798	80%	46%	3%				
Hispanic or Latino	106	74%	28%	2%				
Asian or Native Hawaiian/Other Pacific Islander	8	88%	50%	0%				
White	9	89%	44%	0%				
Small Group Totals								
General-Education Students	736	88%	53%	3%				
Students with Disabilities	194	44%	10%	0%				
English Proficient	913	79%	44%	3%				
Limited English Proficient	17	53%	6%	0%				
Economically Disadvantaged	545	86%	49%	2%				
Not Disadvantaged	385	69%	36%	3%				
Migrant								
Not Migrant	930	79%	44%	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.

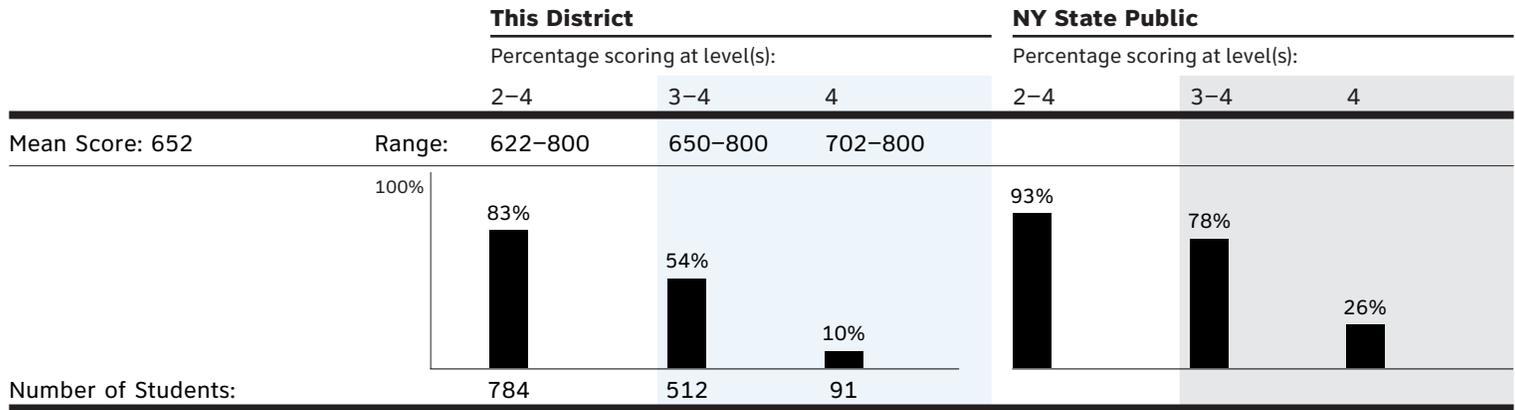
## Other Assessments

	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	12	9	8	8	7	7
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	20	15	10	N/A	21	7	5	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 #16**

## 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>949</b>	<b>83%</b>	<b>54%</b>	<b>10%</b>				
Female	469	84%	54%	9%				
Male	480	81%	54%	10%				
American Indian or Alaska Native	10	60%	50%	0%				
Black or African American	798	82%	54%	10%				
Hispanic or Latino	124	87%	55%	9%				
Asian or Native Hawaiian/Other Pacific Islander	10	90%	90%	20%				
White	7	57%	29%	0%				
Small Group Totals								
General-Education Students	746	90%	62%	12%				
Students with Disabilities	203	57%	23%	1%				
English Proficient	913	83%	55%	10%				
Limited English Proficient	36	78%	39%	0%				
Economically Disadvantaged	555	89%	60%	10%				
Not Disadvantaged	394	74%	46%	9%				
Migrant								
Not Migrant	949	83%	54%	10%				

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

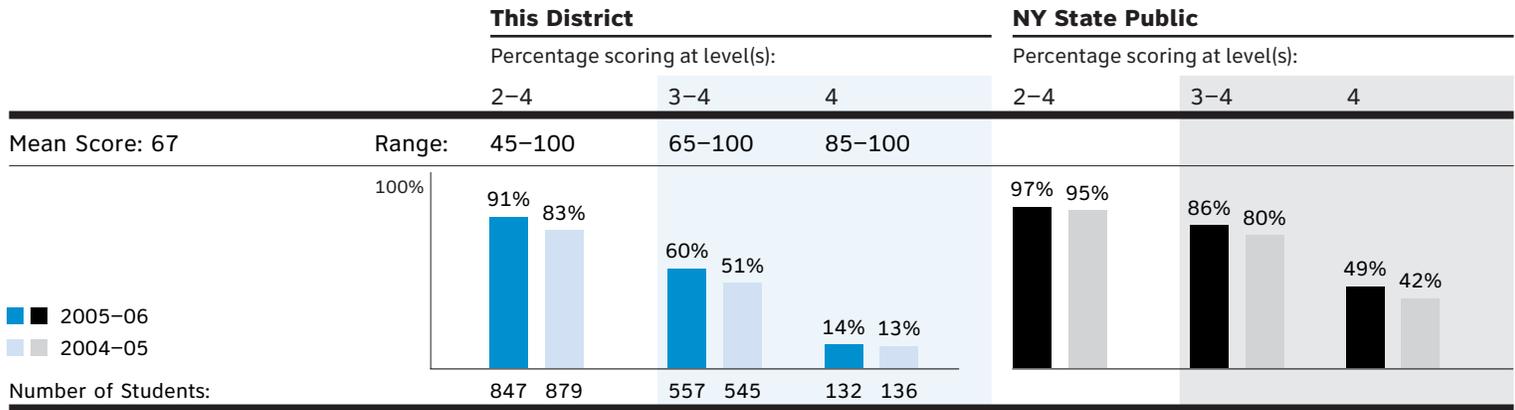
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	14	14	12	11	9	8	7	6

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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>931</b>	<b>91%</b>	<b>60%</b>	<b>14%</b>	<b>1060</b>	<b>83%</b>	<b>51%</b>	<b>13%</b>
Female	463	92%	61%	14%	517	86%	52%	15%
Male	468	90%	59%	14%	543	80%	51%	11%
American Indian or Alaska Native	9	67%	44%	0%	14	71%	43%	7%
Black or African American	787	91%	60%	14%	893	83%	51%	12%
Hispanic or Latino	118	89%	59%	19%	132	86%	57%	17%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	22%	13	77%	54%	15%
White	8	88%	50%	13%	8	75%	63%	25%
<b>Small Group Totals</b>								
General-Education Students	730	94%	66%	17%	889	88%	56%	14%
Students with Disabilities	201	80%	36%	5%	171	58%	25%	5%
English Proficient	898	92%	61%	14%	1027	83%	52%	13%
Limited English Proficient	33	76%	30%	9%	33	79%	33%	9%
Economically Disadvantaged	542	94%	66%	17%	967	83%	51%	13%
Not Disadvantaged	389	87%	51%	10%	93	87%	53%	16%
<b>Migrant</b>								
Not Migrant	931	91%	60%	14%	1060	83%	51%	13%

### 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.

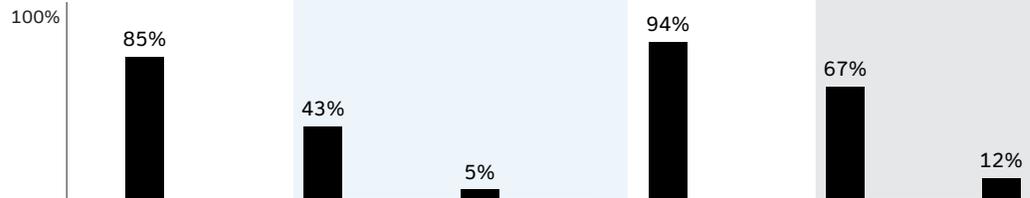
## Other Assessments

	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	13	12	9	9	8	7	4

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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: 642	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	862	441	53	94%	67%	12%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1015</b>	<b>85%</b>	<b>43%</b>	<b>5%</b>				
Female	504	87%	47%	7%				
Male	511	83%	40%	4%				
American Indian or Alaska Native	14	79%	21%	0%				
Black or African American	853	86%	45%	6%				
Hispanic or Latino	127	83%	36%	3%				
Asian or Native Hawaiian/Other Pacific Islander	15	67%	27%	0%				
White	6	50%	33%	0%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	846	91%	49%	6%				
Students with Disabilities	169	56%	17%	0%				
English Proficient	991	85%	44%	5%				
Limited English Proficient	24	63%	13%	0%				
Economically Disadvantaged	642	89%	46%	5%				
Not Disadvantaged	373	77%	39%	5%				
Migrant								
Not Migrant	1015	85%	43%	5%				

### NOTES

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## Other Assessments

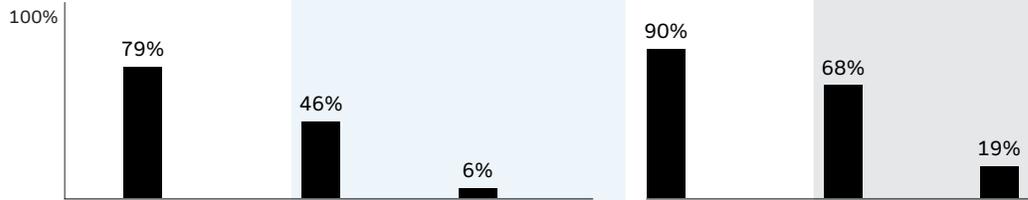
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	14	14	13	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	12	5	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 #16**

## 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: 645	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	811	474	66	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>1030</b>	<b>79%</b>	<b>46%</b>	<b>6%</b>				
Female	500	79%	48%	7%				
Male	530	78%	44%	6%				
American Indian or Alaska Native	15	80%	40%	0%				
Black or African American	856	79%	48%	7%				
Hispanic or Latino	137	76%	36%	5%				
Asian or Native Hawaiian/Other Pacific Islander	15	73%	27%	0%				
White	7	57%	29%	0%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	845	86%	52%	8%				
Students with Disabilities	185	48%	18%	1%				
English Proficient	992	79%	47%	7%				
Limited English Proficient	38	61%	16%	0%				
Economically Disadvantaged	641	84%	51%	7%				
Not Disadvantaged	389	71%	38%	6%				
Migrant								
Not Migrant	1030	79%	46%	6%				

### NOTES

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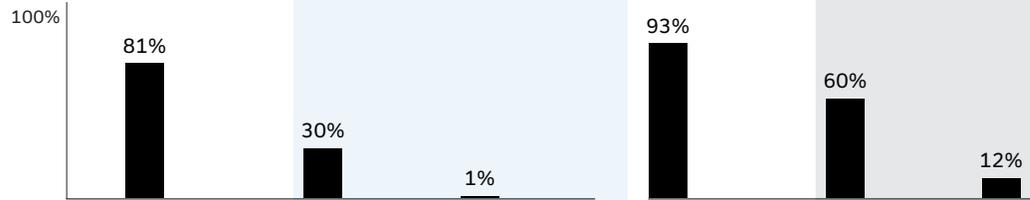
## Other Assessments

	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	12	11	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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: 628	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	808	302	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>997</b>	<b>81%</b>	<b>30%</b>	<b>1%</b>				
Female	504	88%	36%	2%				
Male	493	74%	24%	0%				
American Indian or Alaska Native	24	83%	17%	0%				
Black or African American	832	82%	31%	1%				
Hispanic or Latino	117	74%	30%	1%				
Asian or Native Hawaiian/Other Pacific Islander	10	80%	40%	0%				
White	14	86%	14%	0%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	781	89%	37%	2%				
Students with Disabilities	216	51%	6%	0%				
English Proficient	978	82%	31%	1%				
Limited English Proficient	19	47%	0%	0%				
Economically Disadvantaged	624	90%	37%	1%				
Not Disadvantaged	373	66%	19%	1%				
Migrant								
Not Migrant	997	81%	30%	1%				

### NOTES

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## Other Assessments

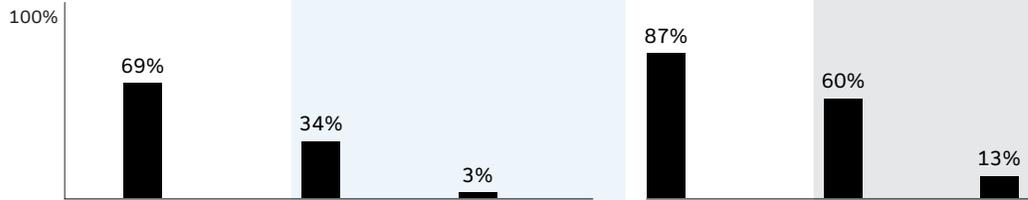
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	6	6	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	15	9	6	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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: 630	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	690	340	35	87%	60%	13%



## 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>1003</b>	<b>69%</b>	<b>34%</b>	<b>3%</b>				
Female	502	74%	37%	4%				
Male	501	64%	30%	3%				
American Indian or Alaska Native	24	67%	29%	0%				
Black or African American	828	70%	34%	4%				
Hispanic or Latino	124	63%	31%	2%				
Asian or Native Hawaiian/Other Pacific Islander	12	83%	67%	17%				
White	15	53%	20%	7%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	782	79%	41%	4%				
Students with Disabilities	221	33%	9%	0%				
English Proficient	969	70%	35%	4%				
Limited English Proficient	34	29%	12%	0%				
Economically Disadvantaged	626	80%	41%	4%				
Not Disadvantaged	377	50%	23%	2%				
Migrant								
Not Migrant	1003	69%	34%	3%				

### NOTES

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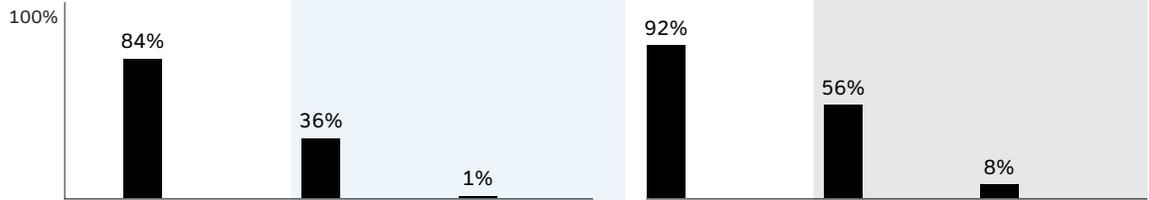
## Other Assessments

	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	9	8	7	7	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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: 631	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	846	358	13	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>1006</b>	<b>84%</b>	<b>36%</b>	<b>1%</b>				
Female	487	88%	39%	1%				
Male	519	80%	32%	1%				
American Indian or Alaska Native	15	87%	40%	0%				
Black or African American	860	84%	36%	1%				
Hispanic or Latino	115	83%	32%	1%				
Asian or Native Hawaiian/Other Pacific Islander	7	86%	71%	14%				
White	9	67%	44%	11%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	812	91%	41%	2%				
Students with Disabilities	194	56%	15%	0%				
English Proficient	987	84%	36%	1%				
Limited English Proficient	19	84%	26%	0%				
Economically Disadvantaged	625	93%	42%	1%				
Not Disadvantaged	381	70%	26%	1%				
Migrant								
Not Migrant	1006	84%	36%	1%				

### NOTES

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## Other Assessments

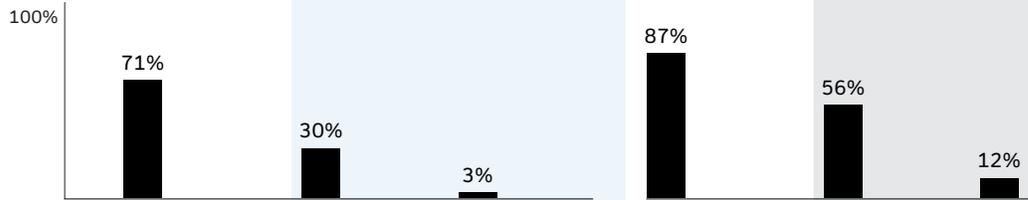
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	22	21	17	16	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	14	9	8	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 #16**

## This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 627	611-800	650-800	693-800			
Range:						
	71%	30%	3%	87%	56%	12%
Number of Students:	721	305	27			



## 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>1018</b>	<b>71%</b>	<b>30%</b>	<b>3%</b>				
Female	500	72%	34%	3%				
Male	518	69%	26%	2%				
American Indian or Alaska Native	15	67%	20%	7%				
Black or African American	860	71%	30%	2%				
Hispanic or Latino	125	68%	30%	2%				
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	11%				
White	9	67%	44%	11%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	818	79%	35%	3%				
Students with Disabilities	200	36%	9%	0%				
English Proficient	986	71%	30%	3%				
Limited English Proficient	32	56%	28%	0%				
Economically Disadvantaged	628	81%	36%	3%				
Not Disadvantaged	390	55%	20%	2%				
Migrant								
Not Migrant	1018	71%	30%	3%				

### NOTES

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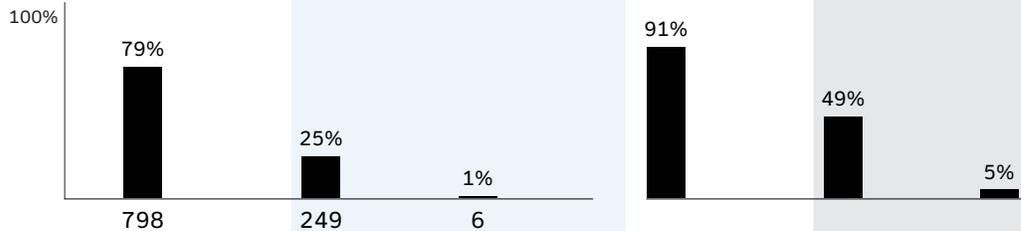
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	23	23	22	19	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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: 626	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	798	249	6	91%	49%	5%



## 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>1015</b>	<b>79%</b>	<b>25%</b>	<b>1%</b>				
Female	499	86%	30%	1%				
Male	516	72%	19%	0%				
American Indian or Alaska Native	27	67%	15%	0%				
Black or African American	844	79%	25%	0%				
Hispanic or Latino	131	79%	24%	2%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	50%	0%				
White	7	57%	29%	0%				
Small Group Totals								
General-Education Students	820	88%	30%	1%				
Students with Disabilities	195	40%	4%	0%				
English Proficient	999	79%	25%	1%				
Limited English Proficient	16	44%	13%	0%				
Economically Disadvantaged	620	89%	30%	1%				
Not Disadvantaged	395	63%	16%	1%				
Migrant								
Not Migrant	1015	79%	25%	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

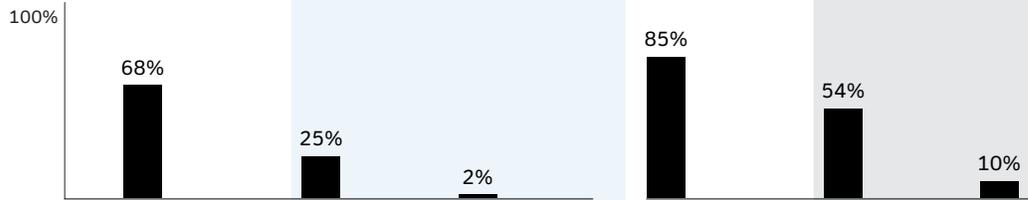
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	9	9	12	12	11	10
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	8	8	6	N/A	12	7	6	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 #16**

## 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: 626	616-775	650-775	701-775			
Range:						
	696	253	24	85%	54%	10%



Number of Students:

## 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>1021</b>	<b>68%</b>	<b>25%</b>	<b>2%</b>				
Female	500	74%	30%	3%				
Male	521	63%	19%	2%				
American Indian or Alaska Native	28	57%	18%	0%				
Black or African American	844	69%	24%	3%				
Hispanic or Latino	134	63%	30%	1%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	50%	0%				
White	7	57%	14%	0%				
Small Group Totals								
General-Education Students	819	77%	30%	3%				
Students with Disabilities	202	34%	4%	0%				
English Proficient	998	69%	25%	2%				
Limited English Proficient	23	48%	17%	0%				
Economically Disadvantaged	618	77%	30%	3%				
Not Disadvantaged	403	55%	16%	1%				
Migrant								
Not Migrant	1021	68%	25%	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

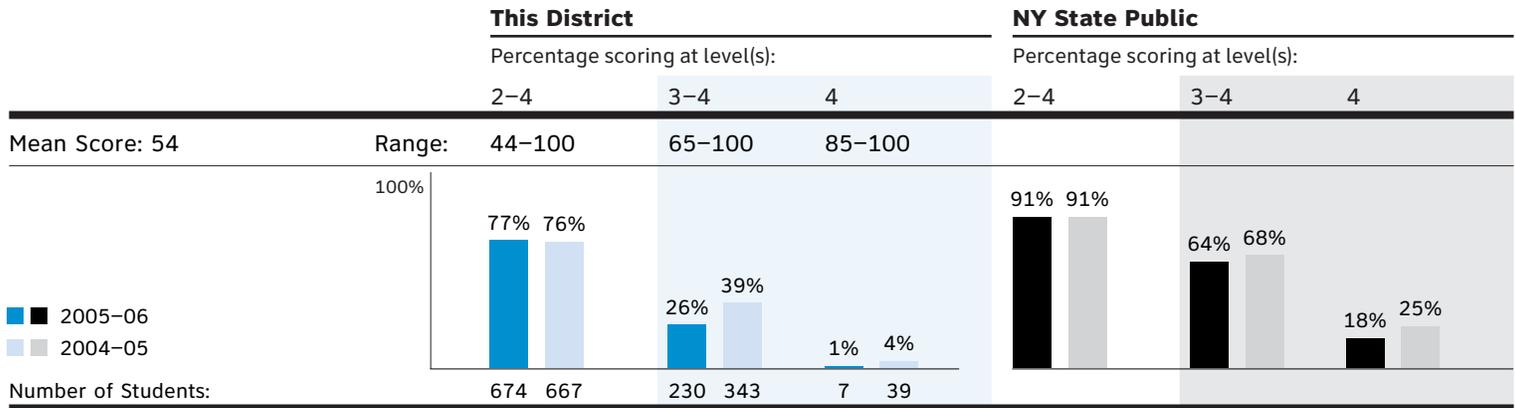
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## Other Assessments

	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	12	11	11	8	12	12	12	11

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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>877</b>	<b>77%</b>	<b>26%</b>	<b>1%</b>	<b>877</b>	<b>76%</b>	<b>39%</b>	<b>4%</b>
Female	448	82%	29%	1%	460	79%	41%	5%
Male	429	71%	23%	1%	417	72%	37%	4%
American Indian or Alaska Native	25	76%	20%	0%	26	62%	23%	0%
Black or African American	724	77%	27%	1%	728	75%	38%	5%
Hispanic or Latino	116	77%	25%	2%	108	85%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	0%	0%	11	-	-	-
White	6	50%	17%	0%	4	-	-	-
Small Group Totals					15	80%	60%	0%
General-Education Students	707	84%	30%	1%	712	82%	45%	5%
Students with Disabilities	170	48%	9%	0%	165	50%	16%	1%
English Proficient	855	77%	26%	1%	857	77%	39%	4%
Limited English Proficient	22	68%	18%	0%	20	55%	35%	5%
Economically Disadvantaged	515	85%	32%	1%	763	77%	41%	5%
Not Disadvantaged	362	65%	18%	0%	114	68%	25%	1%
Migrant								
Not Migrant	877	77%	26%	1%	877	76%	39%	4%

### 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	12	12	11	11	10	10	9	7
Regents Science	30	30	30	0	5	4	2	0

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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

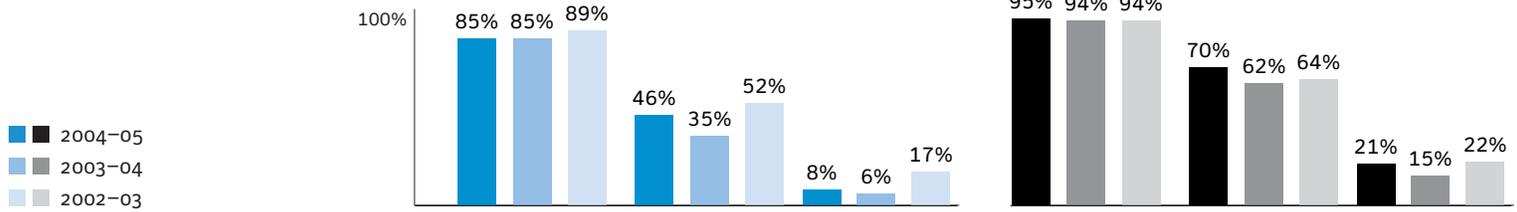
Percentage scoring at level(s):

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	163	423	400	91	1077	638
Feb 2004	177	575	344	66	1162	633
Feb 2003	110	360	337	165	972	648

### Grade 8

#### This School

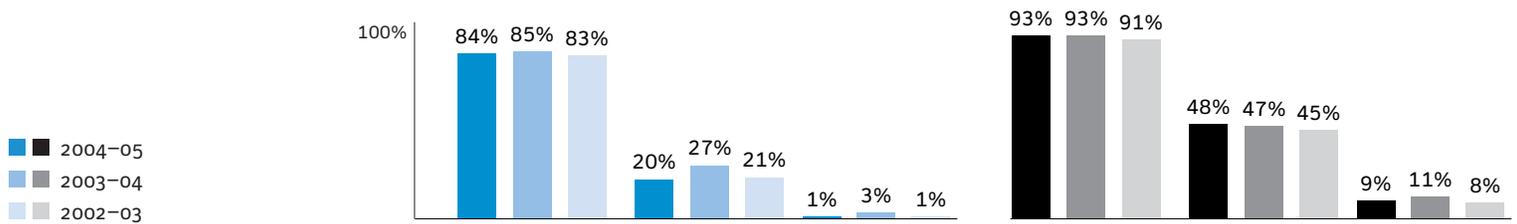
Percentage scoring at level(s):

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	168	670	206	8	1052	678
Jan 2004	135	505	216	25	881	683
Jan 2003	130	472	154	7	763	678

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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

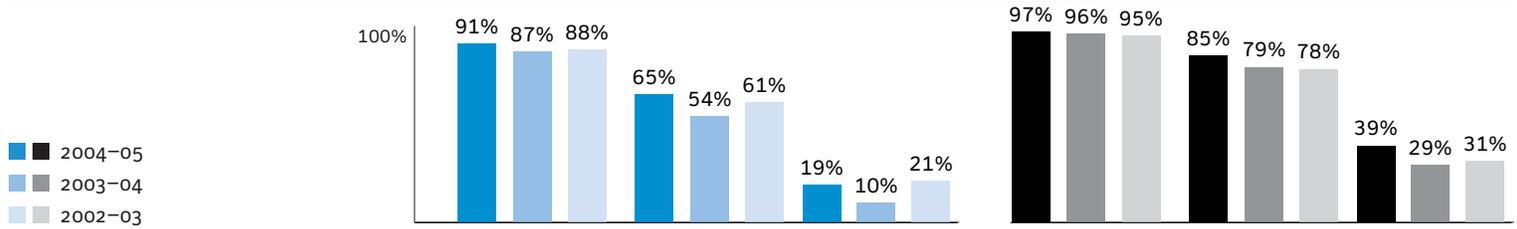
Percentage scoring at level(s):

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	101	273	505	200	1079	647
May 2004	149	398	520	116	1183	637
May 2003	115	261	385	200	961	645

### Grade 8

#### This School

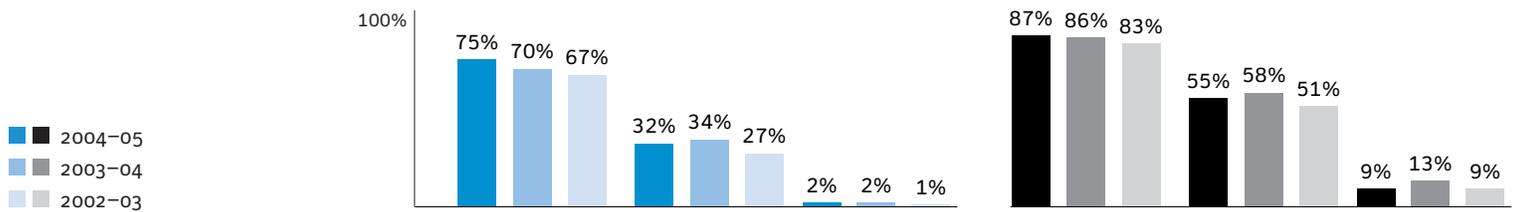
Percentage scoring at level(s):

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

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



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

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	255	453	310	21	1039	700
May 2004	265	322	281	18	886	694
May 2003	257	310	203	11	781	690

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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

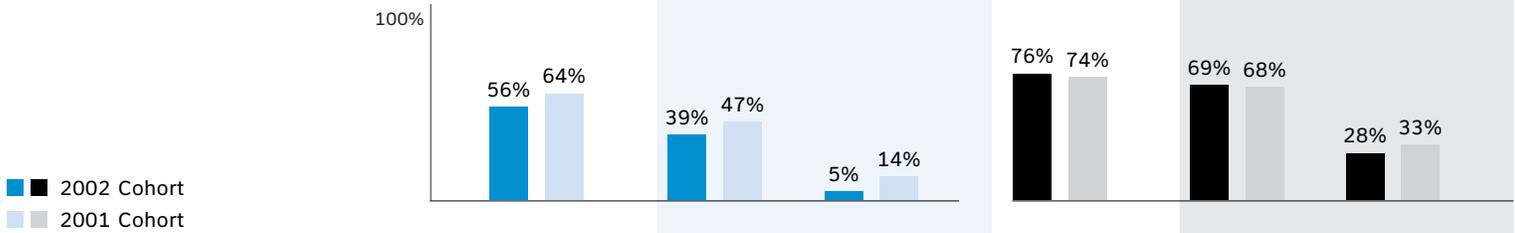
### NY State Public

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>838</b>	<b>56%</b>	<b>39%</b>	<b>5%</b>	<b>633</b>	<b>64%</b>	<b>47%</b>	<b>14%</b>
Female	435	68%	49%	8%	335	73%	54%	16%
Male	403	44%	29%	2%	298	55%	39%	11%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	772	57%	40%	5%	573	65%	48%	14%
Hispanic or Latino	53	43%	25%	0%	47	57%	38%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	50%	17%	5	–	–	–
White	5	–	–	–	6	67%	33%	17%
Small Group Totals	7	57%	43%	14%	7	43%	29%	14%
General-Education Students	709	66%	47%	6%	583	68%	51%	15%
Students with Disabilities	129	5%	1%	0%	50	18%	8%	0%
English Proficient	822	57%	40%	5%	616	65%	48%	14%
Limited English Proficient	16	38%	13%	0%	17	53%	18%	0%
Economically Disadvantaged	306	46%	27%	3%				
Not Disadvantaged	532	62%	46%	7%				
Migrant								
Not Migrant	838	56%	39%	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

### 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*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	14	14	13	10	2	–	–	–

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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

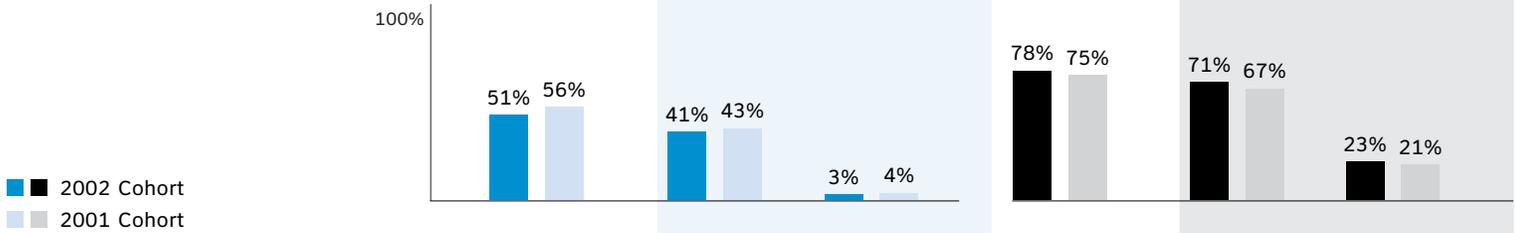
### NY State Public

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>838</b>	<b>51%</b>	<b>41%</b>	<b>3%</b>	<b>633</b>	<b>56%</b>	<b>43%</b>	<b>4%</b>
Female	435	63%	50%	2%	335	64%	49%	4%
Male	403	39%	32%	3%	298	47%	36%	3%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	772	52%	42%	3%	573	57%	45%	4%
Hispanic or Latino	53	36%	26%	2%	47	53%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	67%	17%	5	–	–	–
White	5	–	–	–	6	50%	17%	0%
Small Group Totals	7	43%	43%	0%	7	43%	43%	0%
General-Education Students	709	60%	49%	3%	583	60%	46%	4%
Students with Disabilities	129	2%	1%	0%	50	10%	6%	0%
English Proficient	822	51%	42%	3%	616	56%	44%	4%
Limited English Proficient	16	38%	19%	0%	17	47%	24%	0%
Economically Disadvantaged	306	38%	30%	2%				
Not Disadvantaged	532	59%	48%	4%				
Migrant								
Not Migrant	838	51%	41%	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

### 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	14	2

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

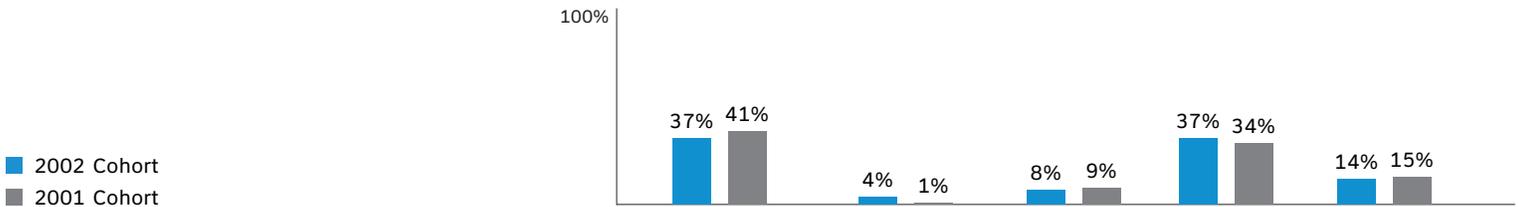
District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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>838</b>	<b>37%</b>	<b>4%</b>	<b>8%</b>	<b>37%</b>	<b>14%</b>
	<b>2001</b>	<b>633</b>	<b>41%</b>	<b>1%</b>	<b>9%</b>	<b>34%</b>	<b>15%</b>
Female	2002	435	50%	3%	4%	32%	10%
	2001	335	50%	1%	7%	30%	12%
Male	2002	403	23%	5%	12%	42%	18%
	2001	298	32%	0%	11%	37%	19%
American Indian or Alaska Native	2002	2	–	–	–	–	–
	2001	2	–	–	–	–	–
Black or African American	2002	772	38%	4%	8%	36%	13%
	2001	573	42%	1%	9%	34%	14%
Hispanic or Latino	2002	53	23%	4%	4%	45%	25%
	2001	47	26%	0%	13%	34%	28%
Asian or Native Hawaiian/Other Pacific Islander	2002	6	33%	0%	0%	50%	17%
	2001	5	–	–	–	–	–
White	2002	5	–	–	–	–	–
	2001	6	50%	0%	0%	33%	17%
Small Group Totals	2002	7	43%	0%	14%	14%	29%
	2001	7	43%	0%	0%	43%	14%
General-Education Students	2002	709	44%	0%	8%	38%	10%
	2001	583	44%	0%	8%	34%	13%
Students with Disabilities	2002	129	2%	26%	9%	29%	34%
	2001	50	4%	12%	12%	28%	44%
English Proficient	2002	822	38%	4%	8%	36%	14%
	2001	616	42%	1%	9%	33%	15%
Limited English Proficient	2002	16	6%	0%	0%	81%	13%
	2001	17	24%	0%	0%	59%	18%
Economically Disadvantaged	2002	306	26%	9%	15%	37%	13%
	2001	298	32%	0%	11%	37%	19%
Not Disadvantaged	2002	532	43%	1%	4%	37%	15%
	2001	298	32%	0%	11%	37%	19%
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	838	37%	4%	8%	37%	14%
	2001	633	41%	1%	9%	34%	15%

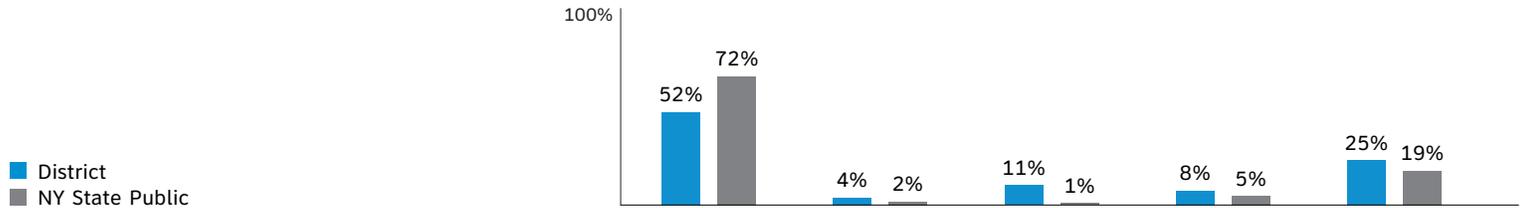
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

## 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>606</b>	<b>52%</b>	<b>4%</b>	<b>11%</b>	<b>8%</b>	<b>25%</b>
Female	329	62%	3%	9%	6%	20%
Male	277	40%	6%	13%	10%	31%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	544	53%	5%	11%	8%	23%
Hispanic or Latino	51	33%	2%	12%	4%	49%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–
White	5	60%	0%	0%	20%	20%
Small Group Totals	6	33%	0%	0%	33%	33%
General-Education Students	531	58%	0%	11%	8%	22%
Students with Disabilities	75	4%	36%	8%	5%	47%
English Proficient	585	52%	5%	11%	8%	25%
Limited English Proficient	21	43%	0%	5%	19%	33%
Economically Disadvantaged	221	41%	7%	22%	7%	23%
Not Disadvantaged	385	58%	3%	5%	9%	26%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	606	52%	4%	11%	8%	25%

### 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.