



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #20**

District ID **332000010000**

Superintendent **LAURA FEIJOO**

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Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](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	1027	1000	988
Kindergarten	2713	2760	2745
Grade 1	2882	2831	2779
Grade 2	3003	2790	2772
Grade 3	2916	2885	2745
Grade 4	2860	2799	2823
Grade 5	2692	2816	2751
Grade 6	3127	2872	3007
Ungraded Elementary	1053	1074	1171
Grade 7	3248	3124	2911
Grade 8	3293	3288	3090
Grade 9	4370	4657	4207
Grade 10	3786	3652	3754
Grade 11	1663	1755	1949
Grade 12	1670	1617	1611
Ungraded Secondary	1220	1315	1315
<b>Total K-12</b>	<b>40496</b>	<b>40235</b>	<b>39630</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	23	24	23
<b>Grade 8</b>			
English	29	27	28
Mathematics	28	28	28
Science	31	29	29
Social Studies	30	28	28
<b>Grade 10</b>			
English	28	30	31
Mathematics	25	29	30
Science	27	31	30
Social Studies	29	31	31

### 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	26939	67%	0	0%	26690	67%
Reduced-Price Lunch	3766	9%	0	0%	3983	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8994	22%	9223	23%	9035	23%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	94	0%	111	0%	109	0%
Black or African American	2353	6%	2359	6%	2205	6%
Hispanic or Latino	11017	27%	11211	28%	11266	28%
Asian or Native Hawaiian/Other Pacific Islander	13230	33%	13396	33%	13588	34%
White	13802	34%	13158	33%	12462	31%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	699	N/A	920	2%	532	1%

## 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	3262	6437	9268
Percent Not Taught by Highly Qualified Teachers	14%	17%	10%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	125	102	96
Percent with No Valid Teaching Certificate	5%	4%	4%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	317	407	299
Percentage of Total	12%	15%	12%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	44%	42%	43%

## 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.

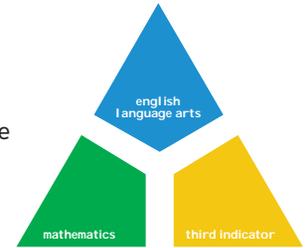
## Staff Counts Information

*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>						
<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						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	 6 of 8	 8 of 8	 1 of 1	 4 of 8	 5 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)  |

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## Elementary/Middle-Level English Language Arts

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

**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 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> (18324:17664)			99%		152	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (27:27)	–	–	–	–	–	–	–
Black or African American (905:870)			99%		129	118	
Hispanic or Latino (4767:4560)			99%		129	120	
Asian or Native Hawaiian/Other Pacific Islander (6761:6508)			99%		162	121	
White (5864:5699)			99%		162	121	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1848:1746)			97%		89	119	95    100
Limited English Proficient (3511:3163)			97%		107	120	115    116
Economically Disadvantaged (14398:13883)			99%		156	121	
<b>Final AYP Determination</b>	 6 of 8						

#### 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 #20**

## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 8 of 8  Student groups making AYP in Mathematics  
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) <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> (18428:17632)			99%		164	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (28:27)	–	–	–	–	–	–	–
Black or African American (912:865)			99%		126	82	
Hispanic or Latino (4782:4541)			99%		136	84	
Asian or Native Hawaiian/Other Pacific Islander (6829:6524)			100%		183	85	
White (5877:5675)			99%		169	85	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1847:1747)			97%		107	83	
Limited English Proficient (3538:3248)			99%		132	84	
Economically Disadvantaged (14498:13864)			100%		168	85	
<b>Final AYP Determination</b>	 8 of 8						

#### 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 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> (6296:5921)		Qualified		99%		164	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (10:8)	–	–	–	–	–	–	–	–
Black or African American (325:308)		Qualified		98%		133	100	
Hispanic or Latino (1566:1448)		Qualified		98%		146	100	
Asian or Native Hawaiian/Other Pacific Islander (2393:2253)		Qualified		99%		175	100	
White (2002:1904)		Qualified		99%		170	100	
<b>Other Groups</b>								
Students with Disabilities (611:560)		Qualified		95%		116	100	
Limited English Proficient (1130:1005)		Qualified		97%		112	100	
Economically Disadvantaged (4967:4672)		Qualified		99%		166	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 #20**

## Secondary-Level English Language Arts

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

**Accountability Measures** 4 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) <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> (2108:2262)			99%		152	152		
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (138:150)			100%		146	146		
Hispanic or Latino (477:586)			99%		137	149	143 <sup>†</sup>	143
Asian or Native Hawaiian/Other Pacific Islander (785:766)			99%		157	150		
White (704:756)			99%		160	150		
<b>Other Groups</b>								
Students with Disabilities (82:128)			99%		106	145	99 <sup>†</sup>	115
Limited English Proficient (219:352)			97%		85	148	95 <sup>†</sup>	97
Economically Disadvantaged (1349:1473)			99%		147	151	150	152
<b>Final AYP Determination</b>		4 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 #20**

## Secondary-Level Mathematics

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

**Accountability Measures** 5 of 8 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

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

### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) <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> (2108:2262)			99%		157	144	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (138:150)			100%		148	138	
Hispanic or Latino (477:586)			99%		131	141	137†    138
Asian or Native Hawaiian/Other Pacific Islander (785:766)			100%		173	142	
White (704:756)			99%		162	142	
<b>Other Groups</b>							
Students with Disabilities (82:128)			99%		116	137	97†    124
Limited English Proficient (219:352)			98%		113	140	133†    122
Economically Disadvantaged (1349:1473)			99%		156	143	
<b>Final AYP Determination</b>	 5 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

## 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> (2396)			58%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (2)		–	–	–	–	–
Black or African American (160)			56%	55%		
Hispanic or Latino (646)			48%	55%	51%	49%
Asian or Native Hawaiian/Other Pacific Islander (725)			61%	55%		
White (863)			63%	55%		
<b>Other Groups</b>						
Students with Disabilities (144)			33%	55%	42%	34%
Limited English Proficient (400)			39%	55%	41%	40%
Economically Disadvantaged (1517)			59%	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 #20**

## 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

26 schools identified 74% of total

HIGH SCHOOL OF TELECOMMUNICATIONS  
I.S. 30 MARY WHITE OVINGTON  
I.S. 187  
J.H.S. 259 WILLIAM MCKINLEY  
P.S. 48 MAPLETON SCHOOL  
P.S. 102 BAYVIEW SCHOOL  
P.S. 104 FORT HAMILTON SCHOOL  
P.S. 105 BLYTHEBOURNE SCHOOL  
P.S. 112 LEFFERTS PARK SCHOOL  
P.S. 127 MCKINLEY PARK SCHOOL  
P.S. 160 WILLIAM T. SAMPSON SCHOOL  
P.S. 163 BATH BEACH SCHOOL  
P.S. 164 CAESAR RODNEY  
P.S. 170 LEXINGTON SCHOOL  
P.S. 176 THE OVINGTON SCHOOL  
P.S. 179 THE KENSINGTON SCHOOL  
P.S. 180 HOMEWOOD SCHOOL  
P.S. 185 WALTER KASSENBRUCK SCHOOL  
P.S. 186 DR. IRVING A. GLADSTONE SCHOOL  
P.S. 192  
P.S. 200 BENSON SCHOOL  
P.S. 204 VINCE LOMBARDI SCHOOL  
P.S. 205 CLARION SCHOOL  
P.S. 229 DYKER SCHOOL  
P.S. 247  
PS 69

#### ■ Requiring Academic Progress (Year 1)

1 school identified 3% of total

P.S. 314 LUIS MUNOZ MARIN SCHOOL

#### ▲ Planning for Restructuring

1 school identified 3% of total

J.H.S. 227 EDWARD B. SHALLOW

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

3 schools identified 9% of total

FORT HAMILTON HIGH SCHOOL  
J.H.S. 201 DYKER HEIGHTS JUNIOR HIGH SCHOOL  
NEW UTRECHT HIGH SCHOOL

#### ■ Requiring Academic Progress (Year 5)

1 school identified 3% of total

FRANKLIN D. ROOSEVELT HIGH SCHOOL

#### ▲ Restructuring (Year 2)

2 schools identified 6% of total

J.H.S. 62 DITMAS JUNIOR HIGH SCHOOL  
J.H.S. 220 JOHN J PERSHING JUNIOR HIGH SCHOOL

#### ▲ Restructuring (Year 3)

1 school identified 3% of total

(continued)

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

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

### Federal Title I Status

### New York State Status

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 **Restructuring (Year 3) (continued)**

J.H.S. 223 MONTAUK JUNIOR HIGH SCHOOL

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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	81%			2158
Grade 4	71%			2537
Grade 5	70%			2606
Grade 6	58%			2757
Grade 7	54%			2611
Grade 8	49%			2770
<b>Mathematics</b>				
Grade 3	87%			2920
Grade 4	84%			2996
Grade 5	79%			2924
Grade 6	64%			3136
Grade 7	58%			3033
Grade 8	57%			3197
<b>Science</b>				
Grade 4	83%			2985
Grade 8	57%			3162

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	57%			2876
Mathematics	61%			2876

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	50%			2876

### 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:

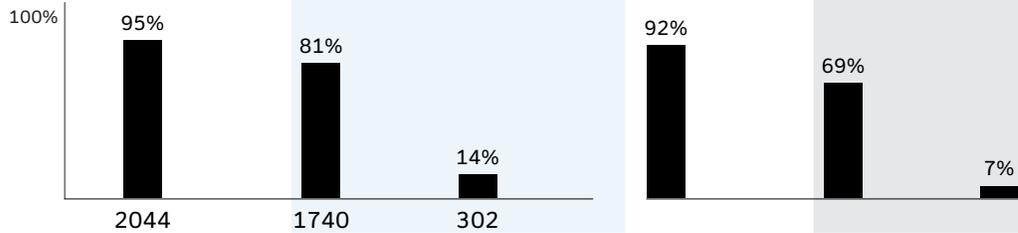
#### NYC Public Schools

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 #20**

## 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: 683	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	2044	1740	302	2044	1740	302



## 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>2158</b>	<b>95%</b>	<b>81%</b>	<b>14%</b>				
Female	1078	97%	85%	15%				
Male	1080	93%	77%	13%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	60	-	-	-				
Hispanic or Latino	484	91%	65%	5%				
Asian or Native Hawaiian/Other Pacific Islander	734	98%	91%	20%				
White	876	94%	81%	15%	This test was not given in 2004-05.			
Small Group Totals	64	92%	73%	5%				
General-Education Students	1908	98%	87%	16%				
Students with Disabilities	250	68%	31%	0%				
English Proficient	2123	95%	82%	14%				
Limited English Proficient	35	63%	14%	3%				
Economically Disadvantaged	1622	98%	86%	13%				
Not Disadvantaged	536	85%	64%	16%				
Migrant								
Not Migrant	2158	95%	81%	14%				

### NOTES

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

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	20	20	19	17	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	734	406	286	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 #20**

## 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: 690	Range: 624-770	650-770	703-770			
Number of Students:	2793	2526	1138			

## 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>2920</b>	<b>96%</b>	<b>87%</b>	<b>39%</b>				
Female	1433	96%	87%	40%				
Male	1487	95%	86%	38%				
American Indian or Alaska Native	5	100%	60%	0%				
Black or African American	65	94%	85%	29%				
Hispanic or Latino	689	92%	75%	19%				
Asian or Native Hawaiian/Other Pacific Islander	1128	98%	92%	53%				
White	1033	96%	88%	38%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2592	97%	90%	43%				
Students with Disabilities	328	82%	56%	10%				
English Proficient	2135	98%	93%	48%				
Limited English Proficient	785	91%	69%	13%				
Economically Disadvantaged	2295	97%	89%	40%				
Not Disadvantaged	625	90%	76%	35%				
Migrant								
Not Migrant	2920	96%	87%	39%				

### 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.

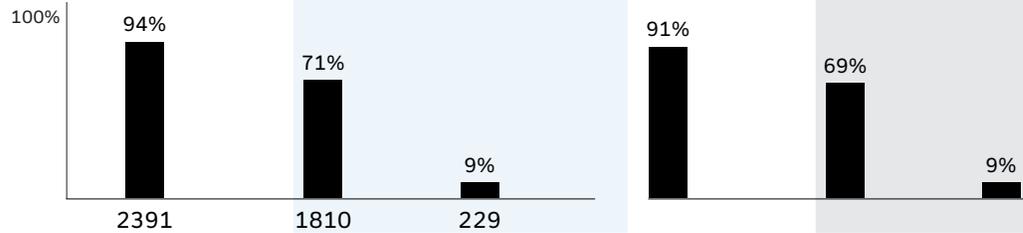
## Other Assessments

	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	19	19	16	13	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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: 669	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	2391	1810	229			



## 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>2537</b>	<b>94%</b>	<b>71%</b>	<b>9%</b>				
Female	1217	97%	75%	10%				
Male	1320	92%	68%	8%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	59	-	-	-				
Hispanic or Latino	564	89%	52%	2%				
Asian or Native Hawaiian/Other Pacific Islander	939	98%	82%	12%				
White	971	94%	73%	11%				
Small Group Totals	63	92%	62%	3%				
General-Education Students	2277	97%	77%	10%				
Students with Disabilities	260	66%	22%	1%				
English Proficient	2461	95%	73%	9%				
Limited English Proficient	76	57%	16%	0%				
Economically Disadvantaged	1975	98%	75%	8%				
Not Disadvantaged	562	83%	58%	13%				
Migrant								
Not Migrant	2537	94%	71%	9%				

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

### NOTES

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

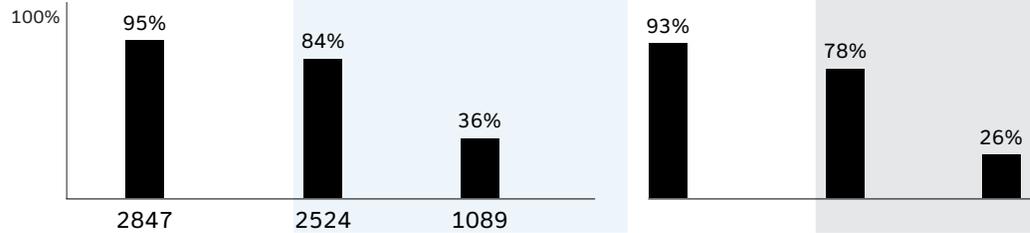
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	23	23	20	17	25	25	24	19
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	437	316	246	N/A	433	297	221	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 #20**

## This District's Results in Grade 4 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: 686	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	2847	2524	1089			



## 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>2996</b>	<b>95%</b>	<b>84%</b>	<b>36%</b>				
Female	1427	96%	84%	35%				
Male	1569	94%	84%	37%				
American Indian or Alaska Native	5	100%	100%	20%				
Black or African American	59	97%	73%	12%				
Hispanic or Latino	679	89%	69%	17%				
Asian or Native Hawaiian/Other Pacific Islander	1182	98%	93%	51%				
White	1071	95%	85%	33%				
Small Group Totals								
General-Education Students	2684	97%	88%	40%				
Students with Disabilities	312	78%	49%	4%				
English Proficient	2470	97%	89%	42%				
Limited English Proficient	526	85%	60%	12%				
Economically Disadvantaged	2369	97%	88%	38%				
Not Disadvantaged	627	89%	72%	30%				
Migrant								
Not Migrant	2996	95%	84%	36%				

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

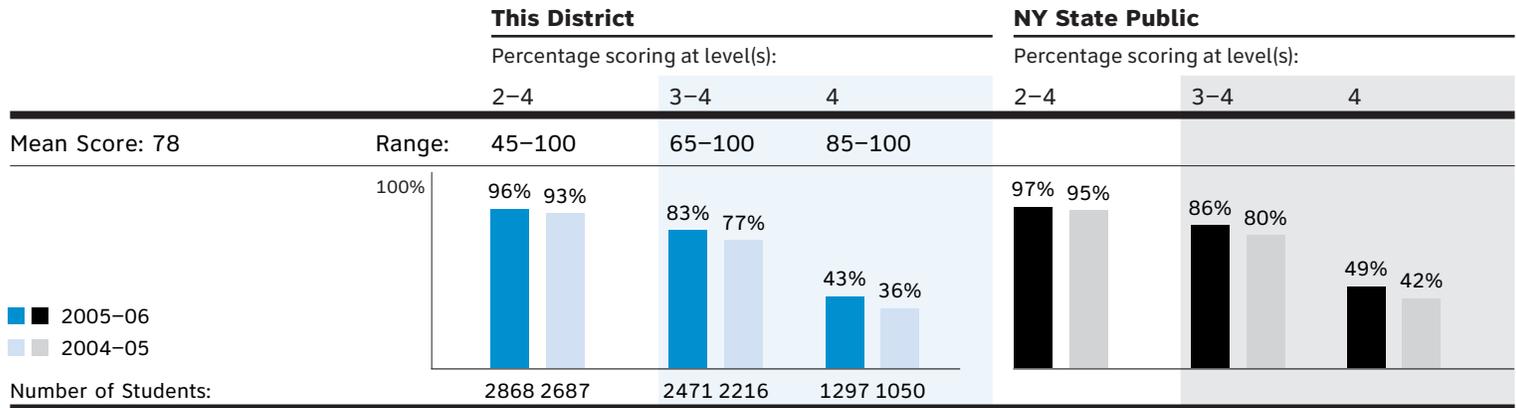
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	23	22	21	16	22	22	17	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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>2985</b>	<b>96%</b>	<b>83%</b>	<b>43%</b>	<b>2887</b>	<b>93%</b>	<b>77%</b>	<b>36%</b>
Female	1427	97%	84%	42%	1389	94%	78%	37%
Male	1558	95%	82%	45%	1498	93%	76%	36%
American Indian or Alaska Native	6	100%	100%	33%	8	100%	75%	25%
Black or African American	59	95%	83%	29%	56	89%	70%	27%
Hispanic or Latino	673	95%	73%	23%	682	89%	62%	16%
Asian or Native Hawaiian/Other Pacific Islander	1179	97%	86%	53%	1066	96%	83%	45%
White	1068	96%	85%	47%	1075	93%	80%	41%
<b>Small Group Totals</b>								
General-Education Students	2679	98%	87%	47%	2639	95%	81%	39%
Students with Disabilities	306	83%	46%	9%	248	71%	35%	7%
English Proficient	2472	98%	90%	50%	2390	97%	84%	42%
Limited English Proficient	513	85%	50%	11%	497	73%	40%	7%
Economically Disadvantaged	2366	97%	86%	45%	2561	92%	75%	33%
Not Disadvantaged	619	91%	71%	38%	326	99%	92%	65%
Migrant					2	-	-	-
Not Migrant	2985	96%	83%	43%	2885	-	-	-

### NOTES

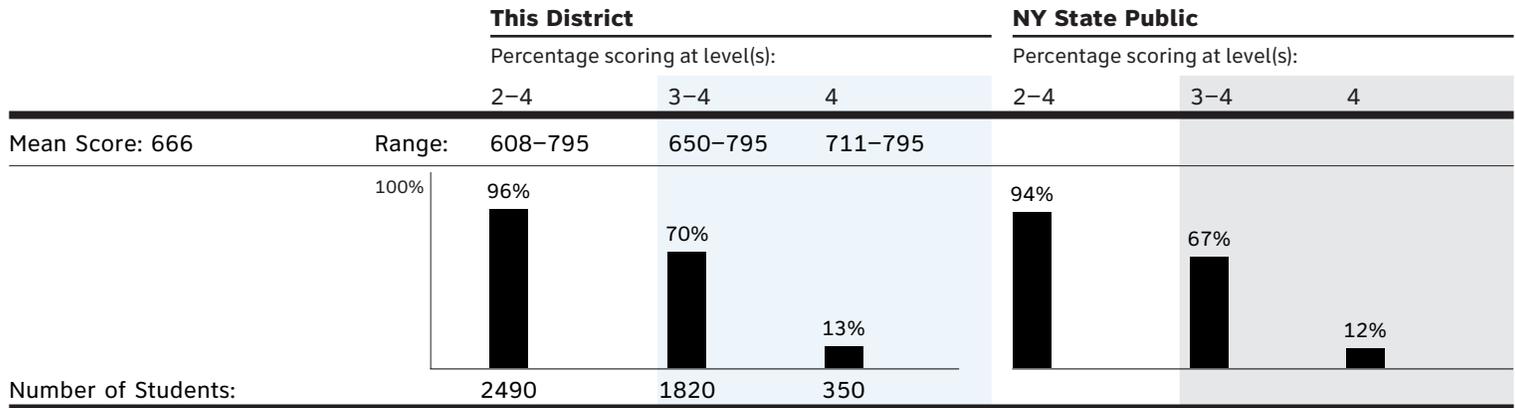
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## Other Assessments

	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	21	20	19	14	27	25	20	17

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

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



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2606</b>	<b>96%</b>	<b>70%</b>	<b>13%</b>				
Female	1261	96%	72%	15%				
Male	1345	95%	68%	12%				
American Indian or Alaska Native	9	100%	78%	22%				
Black or African American	67	94%	46%	1%				
Hispanic or Latino	632	90%	52%	6%				
Asian or Native Hawaiian/Other Pacific Islander	916	98%	80%	16%				
White	982	97%	73%	17%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2323	98%	76%	15%				
Students with Disabilities	283	73%	20%	1%				
English Proficient	2447	97%	73%	14%				
Limited English Proficient	159	72%	18%	1%				
Economically Disadvantaged	1986	98%	74%	13%				
Not Disadvantaged	620	88%	57%	16%				
Migrant								
Not Migrant	2606	96%	70%	13%				

### NOTES

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## Other Assessments

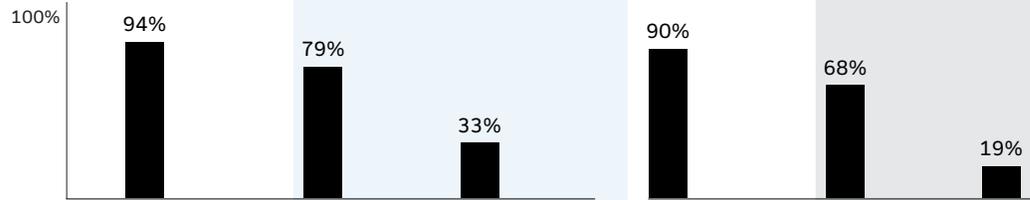
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	21	21	18	17	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	287	221	187	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 #20**

## 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: 679	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	2739	2297	957	2739	2297	957



## 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>2924</b>	<b>94%</b>	<b>79%</b>	<b>33%</b>				
Female	1409	94%	78%	33%				
Male	1515	94%	79%	33%				
American Indian or Alaska Native	9	89%	67%	22%				
Black or African American	68	84%	65%	15%				
Hispanic or Latino	703	88%	62%	14%				
Asian or Native Hawaiian/Other Pacific Islander	1079	98%	91%	50%				
White	1065	94%	78%	30%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2620	96%	84%	36%				
Students with Disabilities	304	71%	34%	4%				
English Proficient	2443	96%	84%	37%				
Limited English Proficient	481	80%	51%	13%				
Economically Disadvantaged	2276	96%	83%	35%				
Not Disadvantaged	648	85%	64%	26%				
Migrant								
Not Migrant	2924	94%	79%	33%				

### 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	22	20	19	16	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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: 655	598-785	650-785	705-785			
Number of Students:	2602	1599	254			

### 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>2757</b>	<b>94%</b>	<b>58%</b>	<b>9%</b>				
Female	1362	95%	63%	11%				
Male	1395	94%	53%	7%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	192	-	-	-				
Hispanic or Latino	808	91%	38%	2%				
Asian or Native Hawaiian/Other Pacific Islander	934	97%	72%	14%				
White	820	95%	68%	13%	This test was not given in 2004-05.			
Small Group Totals	195	92%	32%	2%				
General-Education Students	2541	96%	62%	10%				
Students with Disabilities	216	71%	14%	0%				
English Proficient	2608	96%	61%	10%				
Limited English Proficient	149	67%	3%	0%				
Economically Disadvantaged	2181	96%	59%	8%				
Not Disadvantaged	576	88%	55%	14%				
Migrant								
Not Migrant	2757	94%	58%	9%				

#### NOTES

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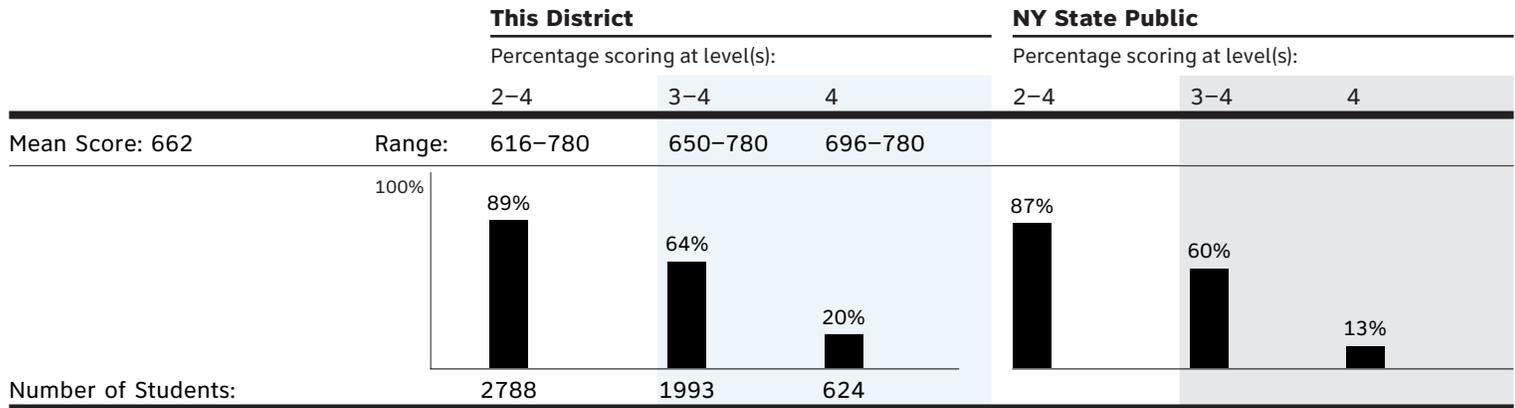
### Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	22	21	20	17	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	337	214	166	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 #20**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3136</b>	<b>89%</b>	<b>64%</b>	<b>20%</b>				
Female	1525	89%	62%	19%				
Male	1611	89%	65%	21%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	200	-	-	-				
Hispanic or Latino	906	80%	40%	6%				
Asian or Native Hawaiian/Other Pacific Islander	1151	94%	81%	34%				
White	876	92%	70%	19%				
Small Group Totals	203	86%	41%	4%				
General-Education Students	2907	91%	67%	21%				
Students with Disabilities	229	59%	17%	1%				
English Proficient	2640	93%	68%	22%				
Limited English Proficient	496	69%	37%	6%				
Economically Disadvantaged	2542	90%	65%	20%				
Not Disadvantaged	594	83%	58%	21%				
Migrant								
Not Migrant	3136	89%	64%	20%				

This test was not given in 2004-05.

### NOTES

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## Other Assessments

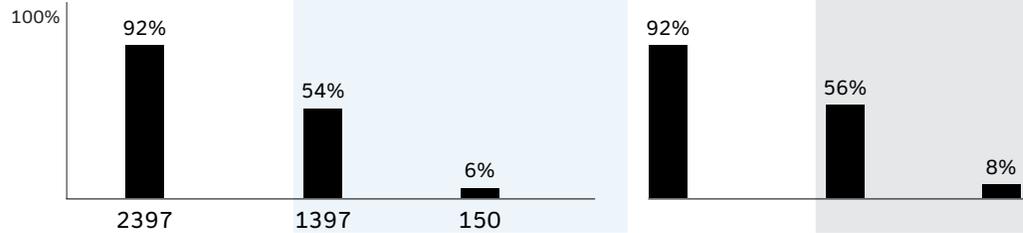
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	22	21	20	18				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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: 650	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	2397	1397	150	2397	1397	150



## 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>2611</b>	<b>92%</b>	<b>54%</b>	<b>6%</b>				
Female	1317	93%	58%	6%				
Male	1294	91%	49%	5%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	232	-	-	-				
Hispanic or Latino	771	87%	38%	2%				
Asian or Native Hawaiian/Other Pacific Islander	844	95%	67%	9%				
White	762	94%	59%	7%	This test was not given in 2004-05.			
Small Group Totals	234	89%	37%	2%				
General-Education Students	2355	95%	58%	6%				
Students with Disabilities	256	63%	10%	0%				
English Proficient	2413	94%	58%	6%				
Limited English Proficient	198	61%	4%	0%				
Economically Disadvantaged	2009	95%	55%	5%				
Not Disadvantaged	602	82%	50%	7%				
Migrant								
Not Migrant	2611	92%	54%	6%				

### NOTES

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## Other Assessments

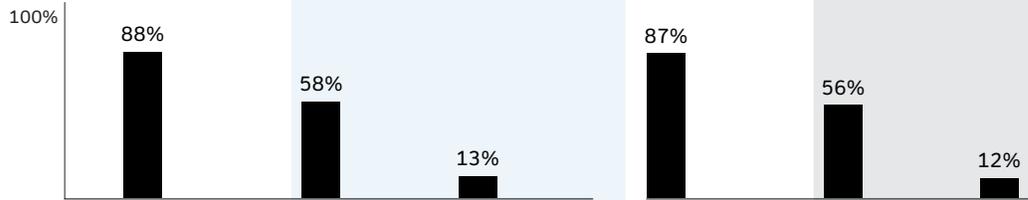
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	20	19	16	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	381	241	205	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 #20**

## 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: 653	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	2675	1772	382			



## 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>3033</b>	<b>88%</b>	<b>58%</b>	<b>13%</b>				
Female	1504	89%	59%	13%				
Male	1529	88%	58%	13%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	243	-	-	-				
Hispanic or Latino	884	80%	39%	3%				
Asian or Native Hawaiian/Other Pacific Islander	1066	94%	77%	24%				
White	838	91%	62%	12%				
Small Group Totals	245	82%	35%	2%				
General-Education Students	2768	91%	63%	14%				
Students with Disabilities	265	57%	12%	1%				
English Proficient	2450	92%	64%	15%				
Limited English Proficient	583	73%	35%	4%				
Economically Disadvantaged	2410	90%	60%	13%				
Not Disadvantaged	623	80%	51%	12%				
Migrant								
Not Migrant	3033	88%	58%	13%				

This test was not given in 2004-05.

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	19	16	14				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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: 650	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	2548	1358	120	2548	1358	120



## 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>2770</b>	<b>92%</b>	<b>49%</b>	<b>4%</b>				
Female	1341	94%	55%	6%				
Male	1429	90%	43%	3%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	252	-	-	-				
Hispanic or Latino	768	88%	32%	2%				
Asian or Native Hawaiian/Other Pacific Islander	934	96%	64%	6%				
White	813	93%	55%	7%				
Small Group Totals	255	87%	26%	1%				
General-Education Students	2538	95%	53%	5%				
Students with Disabilities	232	62%	6%	0%				
English Proficient	2576	94%	52%	5%				
Limited English Proficient	194	63%	5%	0%				
Economically Disadvantaged	2145	94%	49%	4%				
Not Disadvantaged	625	85%	48%	7%				
Migrant								
Not Migrant	2770	92%	49%	4%				

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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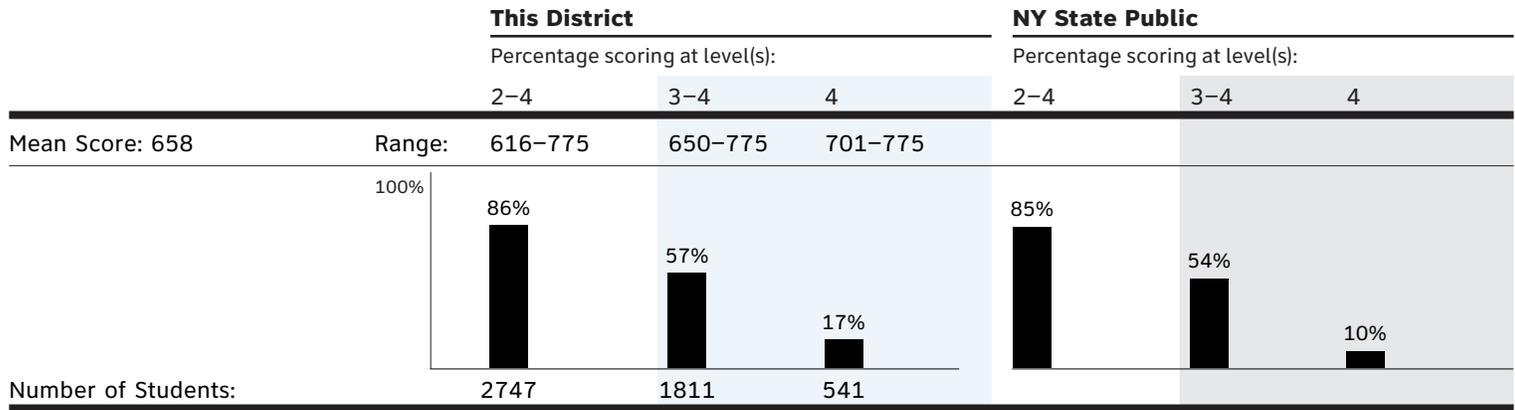
## Other Assessments

	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	15	15	14	13	19	19	18	16
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	399	259	200	N/A	508	387	305	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 #20**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3197</b>	<b>86%</b>	<b>57%</b>	<b>17%</b>				
Female	1545	86%	58%	18%				
Male	1652	85%	55%	16%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	263	-	-	-				
Hispanic or Latino	865	75%	32%	4%				
Asian or Native Hawaiian/Other Pacific Islander	1175	95%	78%	31%				
White	891	88%	59%	15%				
Small Group Totals	266	74%	31%	2%				
General-Education Students	2955	89%	60%	18%				
Students with Disabilities	242	52%	10%	1%				
English Proficient	2598	88%	61%	20%				
Limited English Proficient	599	75%	40%	5%				
Economically Disadvantaged	2560	88%	58%	17%				
Not Disadvantaged	637	79%	51%	17%				
Migrant								
Not Migrant	3197	86%	57%	17%				

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

### NOTES

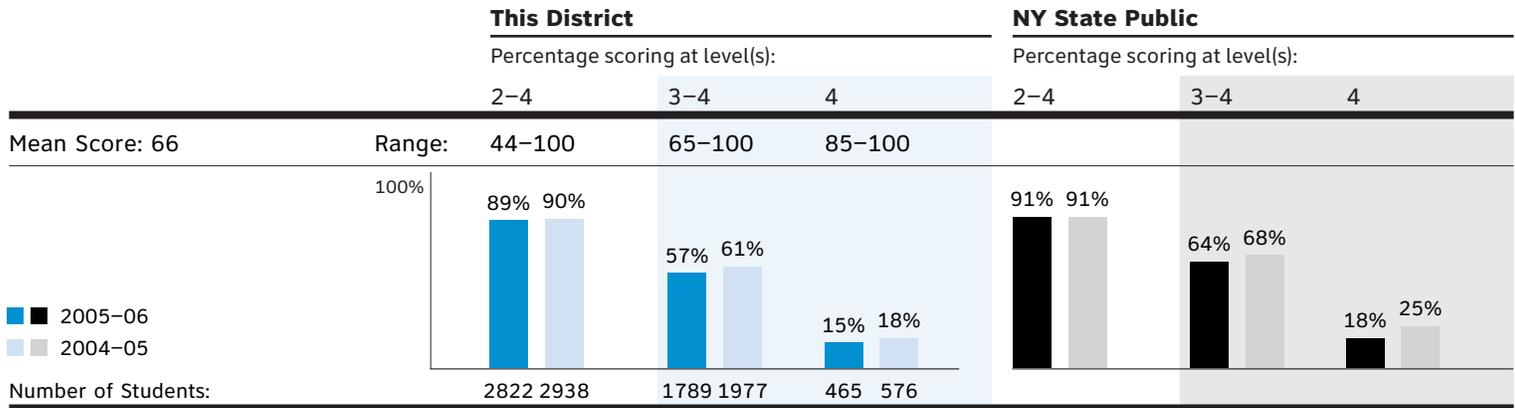
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	16	14	13	20	20	18	13

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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>3162</b>	<b>89%</b>	<b>57%</b>	<b>15%</b>	<b>3260</b>	<b>90%</b>	<b>61%</b>	<b>18%</b>
Female	1521	90%	56%	14%	1566	91%	59%	16%
Male	1641	88%	57%	16%	1694	89%	62%	19%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	252	-	-	-	305	-	-	-
Hispanic or Latino	848	85%	41%	5%	863	88%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	1168	93%	69%	22%	1129	93%	69%	25%
White	891	90%	62%	18%	961	93%	69%	22%
Small Group Totals	255	84%	35%	3%	307	79%	35%	2%
General-Education Students	2922	91%	60%	16%	3008	91%	63%	19%
Students with Disabilities	240	69%	15%	1%	252	77%	28%	3%
English Proficient	2575	94%	65%	18%	2583	94%	68%	22%
Limited English Proficient	587	68%	19%	1%	677	74%	31%	3%
Economically Disadvantaged	2525	90%	56%	13%	2835	89%	57%	15%
Not Disadvantaged	637	87%	57%	21%	425	98%	82%	34%
Migrant								
Not Migrant	3162	89%	57%	15%	3260	90%	61%	18%

### 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	14	14	13	11	18	18	16	13
Regents Science	26	26	26	11	27	26	25	9

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## Previous Years' Results for English Language Arts

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

### Grade 4

#### This District

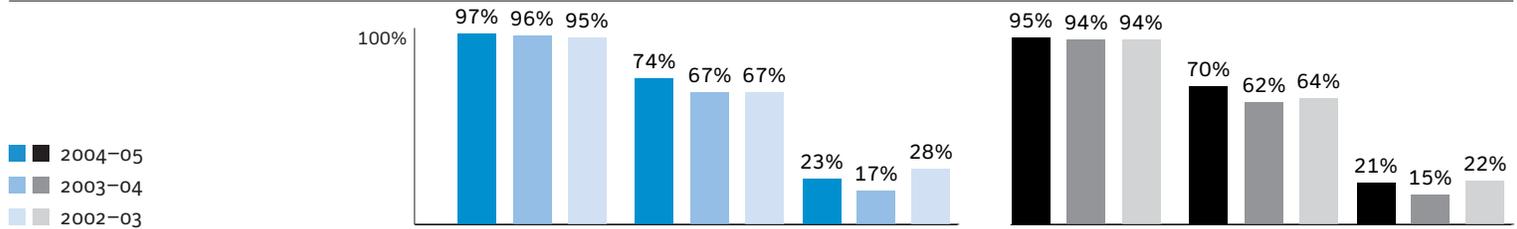
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

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

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	75	568	1270	583	2496	669
Feb 2004	102	769	1291	447	2609	660
Feb 2003	127	701	1006	707	2541	666

### Grade 8

#### This School

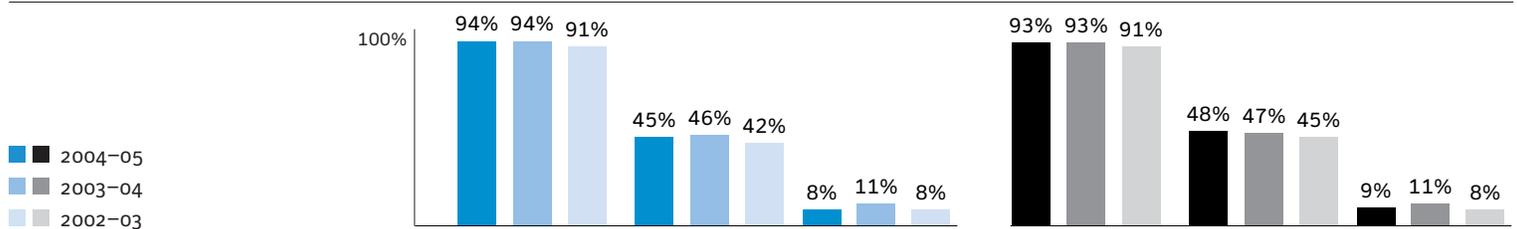
Percentage scoring at level(s):

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	165	1406	1066	239	2876	697
Jan 2004	165	1363	1000	300	2828	699
Jan 2003	268	1455	1014	224	2961	693

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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):

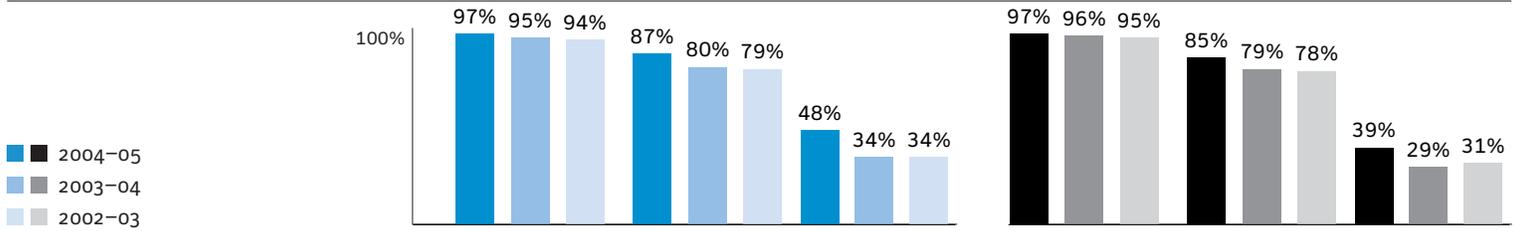
2-4      3-4      4

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	97	281	1142	1413	2933	675
May 2004	141	458	1365	1010	2974	665
May 2003	179	417	1266	962	2824	662

### Grade 8

#### This School

Percentage scoring at level(s):

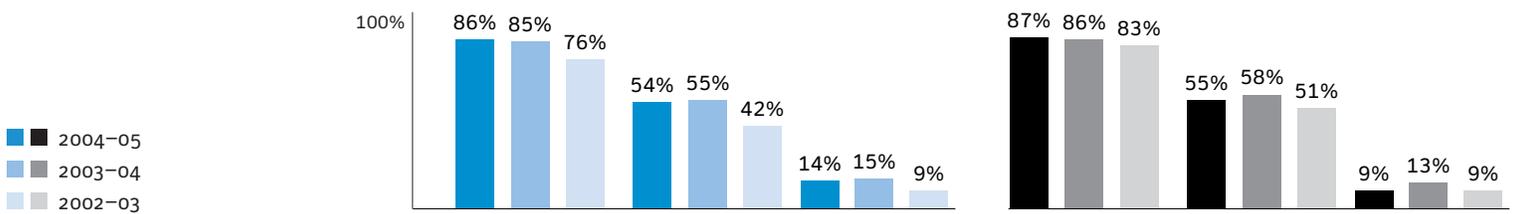
2-4      3-4      4

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	464	1089	1380	461	3394	720
May 2004	506	993	1334	517	3350	718
May 2003	854	1197	1133	324	3508	706

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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

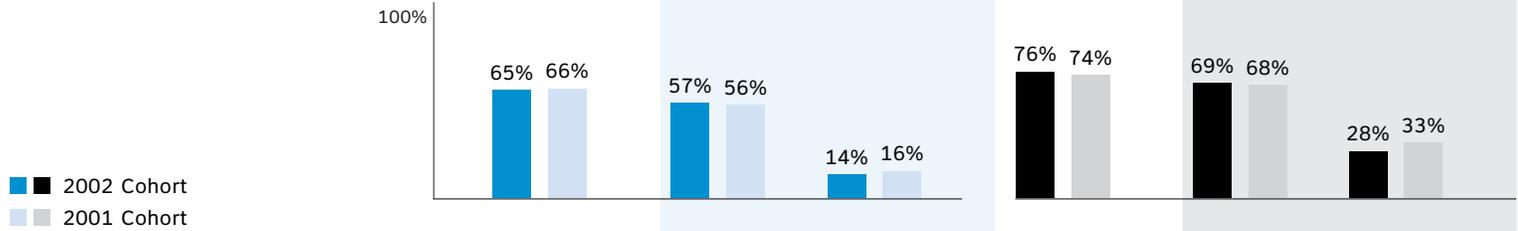
### NY State Public

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>2876</b>	<b>65%</b>	<b>57%</b>	<b>14%</b>	<b>2702</b>	<b>66%</b>	<b>56%</b>	<b>16%</b>
Female	1350	72%	64%	19%	1255	72%	62%	22%
Male	1526	59%	51%	10%	1447	60%	51%	11%
American Indian or Alaska Native	6	67%	50%	0%	4	-	-	-
Black or African American	202	59%	49%	9%	191	-	-	-
Hispanic or Latino	823	53%	47%	9%	754	60%	50%	11%
Asian or Native Hawaiian/Other Pacific Islander	873	74%	66%	17%	800	69%	58%	17%
White	972	67%	60%	18%	953	69%	60%	21%
Small Group Totals					195	63%	52%	11%
General-Education Students	2565	70%	62%	16%	2463	70%	60%	18%
Students with Disabilities	311	22%	15%	1%	239	25%	13%	0%
English Proficient	2337	72%	65%	17%	2142	72%	63%	20%
Limited English Proficient	539	32%	23%	2%	560	43%	29%	3%
Economically Disadvantaged	1824	64%	56%	15%				
Not Disadvantaged	1052	66%	59%	13%				
Migrant								
Not Migrant	2876	65%	57%	14%				

### NOTES

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

## Other Assessments

### 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	4

\* 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 #20**

## 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

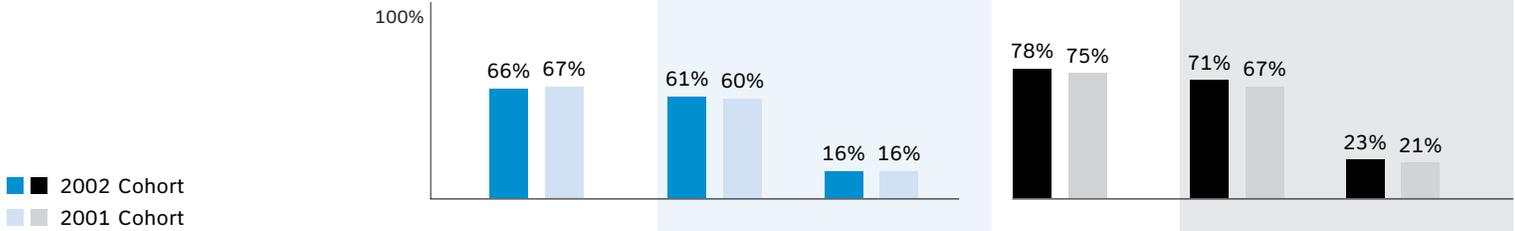
### NY State Public

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>2876</b>	<b>66%</b>	<b>61%</b>	<b>16%</b>	<b>2702</b>	<b>67%</b>	<b>60%</b>	<b>16%</b>
Female	1350	73%	67%	16%	1255	73%	64%	18%
Male	1526	60%	55%	15%	1447	62%	56%	14%
American Indian or Alaska Native	6	67%	67%	0%	4	–	–	–
Black or African American	202	57%	51%	9%	191	–	–	–
Hispanic or Latino	823	51%	44%	7%	754	56%	47%	5%
Asian or Native Hawaiian/Other Pacific Islander	873	80%	77%	30%	800	78%	73%	27%
White	972	68%	62%	13%	953	67%	60%	16%
Small Group Totals					195	61%	49%	8%
General-Education Students	2565	71%	67%	18%	2463	71%	64%	17%
Students with Disabilities	311	23%	14%	1%	239	20%	11%	1%
English Proficient	2337	72%	66%	17%	2142	69%	62%	16%
Limited English Proficient	539	42%	37%	9%	560	57%	49%	13%
Economically Disadvantaged	1824	66%	62%	16%				
Not Disadvantaged	1052	66%	60%	15%				
Migrant								
Not Migrant	2876	66%	61%	16%				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	14	3

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

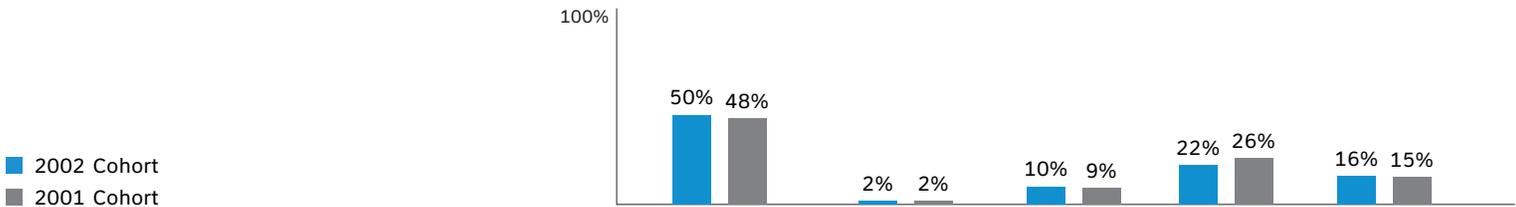
District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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>2876</b>	<b>50%</b>	<b>2%</b>	<b>10%</b>	<b>22%</b>	<b>16%</b>
	<b>2001</b>	<b>2702</b>	<b>48%</b>	<b>2%</b>	<b>9%</b>	<b>26%</b>	<b>15%</b>
Female	2002	1350	57%	2%	8%	20%	13%
	2001	1255	55%	1%	7%	24%	13%
Male	2002	1526	43%	2%	12%	24%	18%
	2001	1447	43%	2%	10%	28%	18%
American Indian or Alaska Native	2002	6	83%	0%	0%	0%	17%
	2001	4	–	–	–	–	–
Black or African American	2002	202	46%	8%	10%	23%	12%
	2001	191	–	–	–	–	–
Hispanic or Latino	2002	823	34%	3%	12%	27%	24%
	2001	754	39%	2%	12%	29%	19%
Asian or Native Hawaiian/Other Pacific Islander	2002	873	59%	1%	7%	23%	11%
	2001	800	52%	1%	4%	28%	16%
White	2002	972	55%	2%	12%	17%	14%
	2001	953	53%	1%	11%	22%	13%
Small Group Totals	2001	195	45%	4%	7%	31%	13%
General-Education Students	2002	2565	53%	0%	11%	23%	14%
	2001	2463	51%	0%	9%	27%	14%
Students with Disabilities	2002	311	23%	22%	7%	19%	30%
	2001	239	22%	17%	8%	22%	31%
English Proficient	2002	2337	57%	2%	10%	19%	12%
	2001	2142	54%	1%	10%	23%	12%
Limited English Proficient	2002	539	18%	5%	9%	34%	33%
	2001	560	26%	2%	4%	39%	28%
Economically Disadvantaged	2002	1824	49%	2%	10%	25%	14%
	2001	1700	45%	2%	10%	25%	14%
Not Disadvantaged	2002	1052	51%	2%	11%	17%	18%
	2001	1002	45%	2%	10%	25%	14%
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	2876	50%	2%	10%	22%	16%
	2001	2702	48%	2%	9%	26%	15%

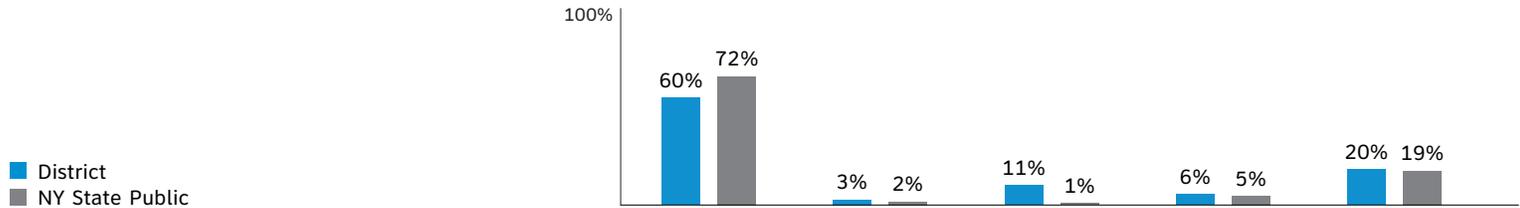
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

## 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>2635</b>	<b>60%</b>	<b>3%</b>	<b>11%</b>	<b>6%</b>	<b>20%</b>
Female	1214	67%	2%	9%	5%	17%
Male	1421	55%	3%	13%	7%	22%
American Indian or Alaska Native	4	–	–	–	–	–
Black or African American	180	–	–	–	–	–
Hispanic or Latino	727	52%	3%	15%	7%	23%
Asian or Native Hawaiian/Other Pacific Islander	783	67%	1%	7%	6%	20%
White	941	62%	3%	13%	5%	16%
Small Group Totals	184	58%	5%	8%	7%	23%
General-Education Students	2384	64%	0%	12%	6%	18%
Students with Disabilities	251	25%	27%	8%	5%	35%
English Proficient	2157	65%	2%	13%	5%	15%
Limited English Proficient	478	39%	5%	6%	10%	40%
Economically Disadvantaged	1619	63%	2%	10%	7%	17%
Not Disadvantaged	1016	55%	3%	13%	4%	25%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2635	60%	3%	11%	6%	20%

### 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.