



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #23**

District ID **332300010000**

Superintendent **WALTER KYTE**

Telephone **(718) 922-4794**

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	483	455	457
Kindergarten	925	892	860
Grade 1	1219	1233	1171
Grade 2	1224	1122	1094
Grade 3	1302	1227	1090
Grade 4	1252	1145	1080
Grade 5	1274	1230	1124
Grade 6	1327	1468	1425
Ungraded Elementary	599	584	611
Grade 7	1184	1145	1358
Grade 8	1152	1163	1202
Grade 9	170	385	572
Grade 10	127	146	411
Grade 11	63	56	131
Grade 12	31	68	124
Ungraded Secondary	291	298	331
Total K-12	12140	12162	12584

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	23	25	24
Grade 8			
English	27	29	27
Mathematics	8	25	26
Science		27	26
Social Studies	23	27	26
Grade 10			
English		26	25
Mathematics	24	27	23
Science			27
Social Studies	24	29	26

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	10455	86%	5370	44%	10232	81%
Reduced-Price Lunch	662	5%	342	3%	828	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	518	4%	543	4%	501	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	92	1%	86	1%	83	1%
Black or African American	9828	81%	9870	81%	10232	81%
Hispanic or Latino	2103	17%	2083	17%	2144	17%
Asian or Native Hawaiian/Other Pacific Islander	44	0%	49	0%	49	0%
White	73	1%	74	1%	76	1%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	63	N/A	220	2%	295	2%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	945	1332	3167
Percent Not Taught by Highly Qualified Teachers	20%	26%	18%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	86	64	100
Percent with No Valid Teaching Certificate	9%	7%	11%
Individuals Teaching Out of Certification			
Number of Teachers	170	172	196
Percentage of Total	18%	19%	21%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	23%	21%	22%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

Summary

Overall Accountability Status (2006–07)

Improvement (Year 1)

Elementary/Middle Level

ELA Improvement (Year 1)

Math Improvement (Year 1)

Science Good Standing

Secondary Level

ELA Improvement (Year 1)

Math Improvement (Year 1)

Graduation Rate Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students				SH	SH	
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander		–				
White				–	–	
Other Groups						
Students with Disabilities				–	–	
Limited English Proficient				–	–	
Economically Disadvantaged				SH		
Student groups making AYP in each subject	6 of 9	7 of 8	1 of 1	2 of 4	3 of 4	1 of 1

AYP Status

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

Accountability Status Levels

Federal

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

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (8197:7804)	✓	✓	98%	✓	132	121		
Ethnicity								
American Indian or Alaska Native (52:49)	✓	✓	96%	✓	124	108		
Black or African American (6782:6481)	✓	✓	98%	✓	133	121		
Hispanic or Latino (1286:1207)	✓	✓	98%	✓	129	119		
Asian or Native Hawaiian/Other Pacific Islander (32:30)	✓	–	–	✓	143	105		
White (57:37)	✗	✗	91%	✓ ^{SH}	97	106	20	107
Other Groups								
Students with Disabilities ⁴ (2032:1359)	✗	✗	93%	✗	72	119	79	85
Limited English Proficient (302:277)	✗	✓	98%	✗	89	115	100	100
Economically Disadvantaged (6119:5901)	✓	✓	99%	✓	145	121		
Final AYP Determination	✗ 6 of 9							

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

7 of 8

Student groups making AYP in Mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, 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 Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (8155:7674)	✓	✓	98%	✓	132	85	
Ethnicity							
American Indian or Alaska Native (48:45)	✓	✓	98%	✓	136	72	
Black or African American (6763:6375)	✓	✓	98%	✓	132	85	
Hispanic or Latino (1271:1192)	✓	✓	98%	✓	134	83	
Asian or Native Hawaiian/Other Pacific Islander (30:27)	–	–	–	–	–	–	–
White (57:35)	✓	✓	95%	✓	114	70	
Other Groups							
Students with Disabilities ⁴ (2022:1336)	✗	✗	93%	✓ ^{SH}	70	83	61 83
Limited English Proficient (300:279)	✓	✓	98%	✓	103	79	
Economically Disadvantaged (6084:5805)	✓	✓	99%	✓	145	85	
Final AYP Determination	✗ 7 of 8						

NOTES

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Science

Accountability Status
for This Subject
(2006–07)

Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06	Target 2006–07
All Students (2598:2293)	✓	Qualified	✓	93%	✓	131	100		
Ethnicity									
American Indian or Alaska Native (15:14)		–	–	–	–	–	–		–
Black or African American (2163:1906)		Qualified	✓	93%	✓	129	100		
Hispanic or Latino (396:353)		Qualified	✓	93%	✓	141	100		
Asian or Native Hawaiian/Other Pacific Islander (5:5)		–	–	–	–	–	–		–
White (19:15)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (521:412)		Qualified	✓	84%	✓	93	100	79	94
Limited English Proficient (98:83)		Qualified	✓	93%	✓	116	100		
Economically Disadvantaged (1915:1743)		Qualified	✓	95%	✓	139	100		
Final AYP Determination	✓	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

NOTES

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

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

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

2 of 4

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (132:161)	✓ ^{SH}	✓	100%	✓ ^{SH}	135	146	116	142
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (97:117)	✗	✓	100%	✗	143	144	124 [‡]	149
Hispanic or Latino (33:41)	✗	–	–	✗	117	139	105 [‡]	125
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (2:3)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (9:23)	–	–	–	–	–	–	–	–
Limited English Proficient (7:7)	–	–	–	–	–	–	–	–
Economically Disadvantaged (67:101)	✓ ^{SH}	✓	100%	✓ ^{SH}	143	144	104	149
Final AYP Determination	✗ 2 of 4							

NOTES

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

3 of 4

Student groups making AYP in Mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, 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 Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (132:161)	✓ SH	✓	100%	✓ SH	135	138	115	142
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (97:117)	✓	✓	100%	✓	138	136		
Hispanic or Latino (33:41)	✗	–	–	✗	129	131	107†	136
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (2:3)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (9:23)	–	–	–	–	–	–	–	–
Limited English Proficient (7:7)	–	–	–	–	–	–	–	–
Economically Disadvantaged (67:101)	✓	✓	100%	✓	141	136		
Final AYP Determination	✗ 3 of 4							

NOTES

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status







Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2005–06	2006–07
All Students (111)			38%	55%	31%	39%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (65)			37%	55%	40%	38%
Hispanic or Latino (42)			38%	55%	39%	39%
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (4)		–	–	–	–	–
Other Groups						
Students with Disabilities (25)		–	–	–	–	–
Limited English Proficient (14)		–	–	–	–	–
Economically Disadvantaged (50)			40%	55%	32%	41%
Final AYP Determination		1 of 1				

NOTES

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

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

20 schools identified 83% of total

BROOKLYN COLLEGIATE - A COLLEGE BOARD SCHOOL
FREDERICK DOUGLAS ACADEMY VII
I.S.392
KNOWLEDGE AND POWER PREP ACAD V
MOTT HALL IV
P.S. 284 LEW WALLACE SCHOOL
P.S. 41 FRANCIS WHITE SCHOOL
P.S. 73 THOMAS BOYLAND SCHOOL
P.S. 137 RACHAEL JEAN MITCHELL SCHOOL
P.S. 150 CHRISTOPHER SCHOOL
P.S. 155 NICHOLAS HERKIMER SCHOOL
P.S. 156 WAVERLY SCHOOL
P.S. 165 IDA R. POSNER SCHOOL
P.S. 178 SAINT CLAIR MCKELWAY SCHOOL
P.S. 183 GEN. D. CHAPPIE JAMES SCHOOL
P.S. 184-NEWPORT STREET SCHOOL
P.S. 298 DR. BETTY SHABAZZ SCHOOL
P.S. 327 DR. ROSE B. ENGLISH SCHOOL
P.S. 332 CHARLES H. HOUSTON SCHOOL
TEACHERS' PREP SECONDARY SCHOOL

▲ Improvement (Year1)

1 school identified 4% of total

P.S. / I.S. 323

▲ Corrective Action

2 schools identified 8% of total

I.S. 55 OCEAN HILL BROWNSVILLE INTERMEDIATE SCHOOL
I.S. 271 JOHN M. COLEMAN SCHOOL

▲ Restructuring (Year 1)

1 school identified 4% of total

E B C HIGH SCHOOL FOR PUBLIC SAFETY

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

Summary of 2005–06 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	50%			1157
Grade 4	45%			1146
Grade 5	46%			1228
Grade 6	48%			1502
Grade 7	46%			1472
Grade 8	36%			1287

Mathematics

Grade 3	66%		1171
Grade 4	55%		1198
Grade 5	46%		1251
Grade 6	55%		1510
Grade 7	41%		1465
Grade 8	33%		1287

Science

Grade 4	62%		1166
Grade 8	27%		1194

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	44%			197
Mathematics	43%			197

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	48%			197

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

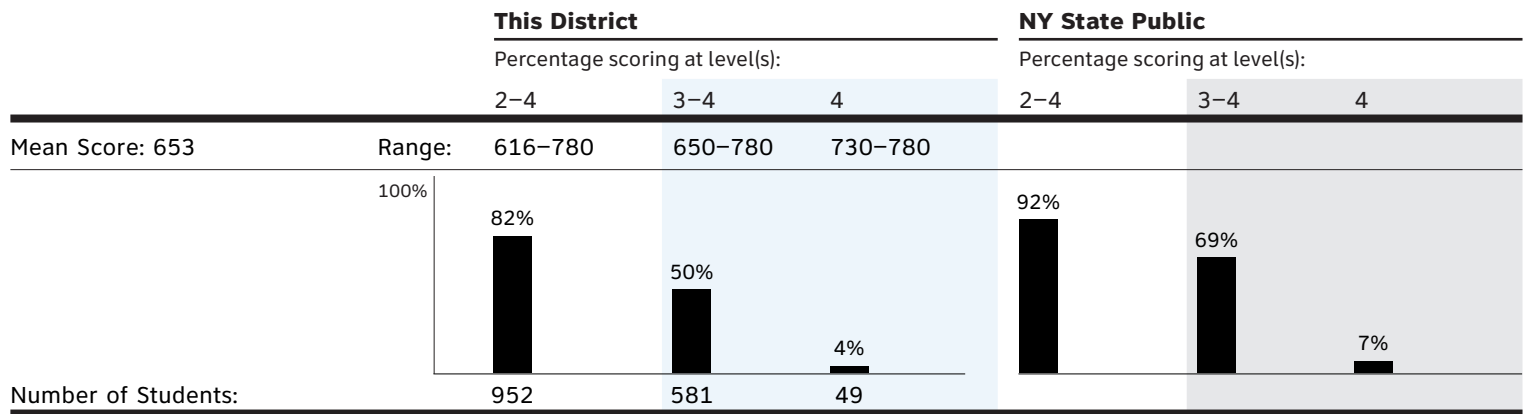
This District's N/RC Category:

NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1157	82%	50%	4%				
Female	570	86%	59%	5%				
Male	587	78%	42%	3%				
American Indian or Alaska Native	5	60%	20%	0%				
Black or African American	980	82%	51%	4%				
Hispanic or Latino	167	82%	47%	3%				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	3	—	—	—				
Small Group Totals	5	80%	20%	0%				
General-Education Students	985	89%	57%	5%				
Students with Disabilities	172	44%	10%	0%				
English Proficient	1142	82%	51%	4%				
Limited English Proficient	15	67%	20%	0%				
Economically Disadvantaged	932	89%	56%	5%				
Not Disadvantaged	225	56%	25%	1%				
Migrant								
Not Migrant	1157	82%	50%	4%				

This test was not given in 2004-05.

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.

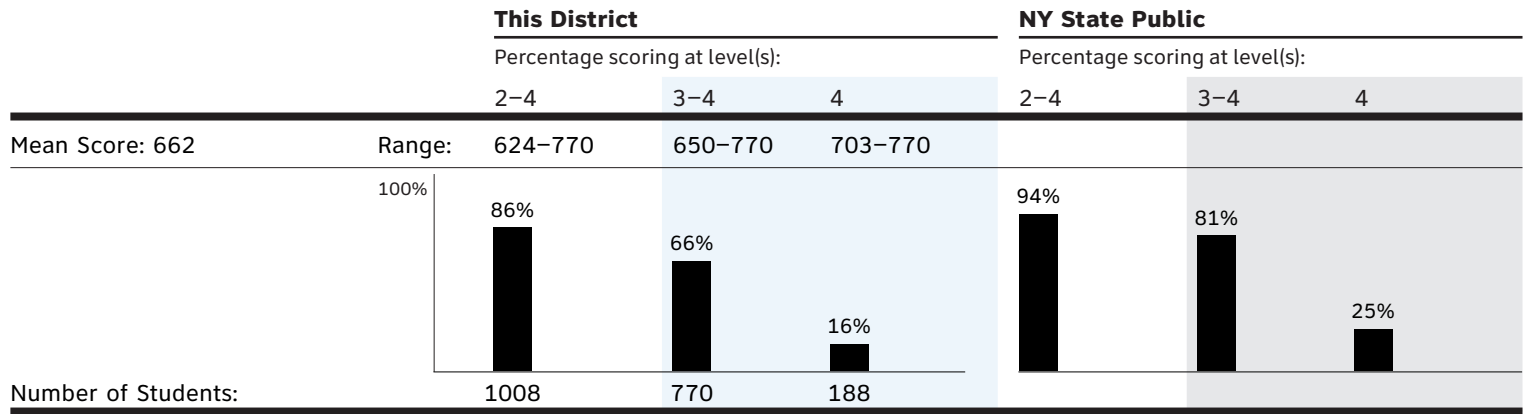
Other Assessments

	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	16	16	16	14				
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 3	32	11	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 #23**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1171	86%	66%	16%				
Female	584	88%	67%	17%				
Male	587	85%	64%	15%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	971	86%	65%	16%				
Hispanic or Latino	192	87%	68%	17%				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	3	—	—	—				
Small Group Totals	8	75%	50%	0%				
General-Education Students	991	92%	72%	19%				
Students with Disabilities	180	54%	29%	2%				
English Proficient	1127	86%	66%	16%				
Limited English Proficient	44	77%	52%	16%				
Economically Disadvantaged	942	91%	72%	18%				
Not Disadvantaged	229	65%	41%	7%				
Migrant								
Not Migrant	1171	86%	66%	16%				

This test was not given in 2004-05.

NOTES

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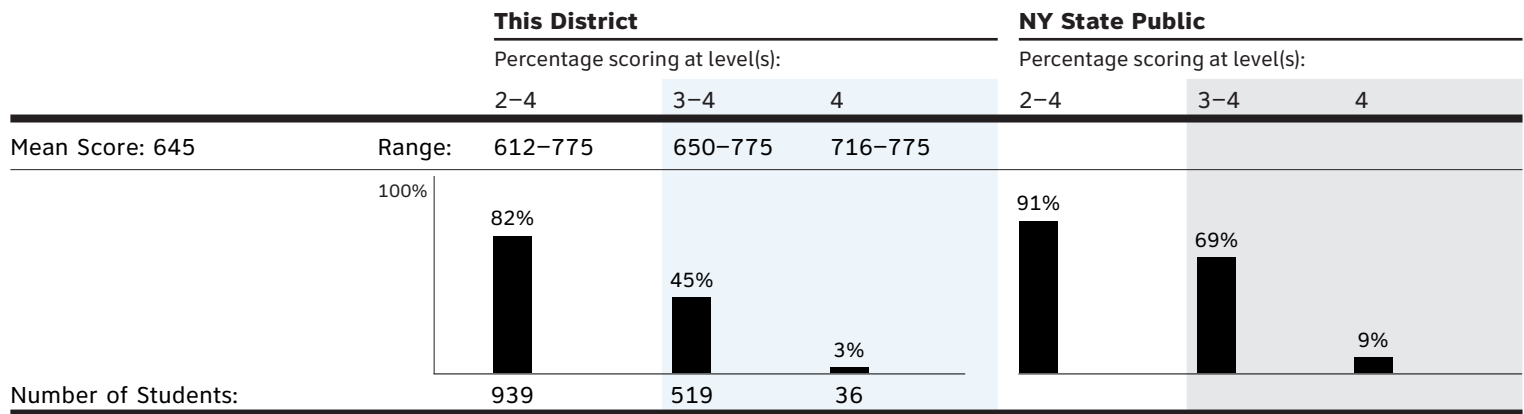
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	14	14	14	11				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1146	82%	45%	3%				
Female	571	86%	50%	4%				
Male	575	78%	41%	2%				
American Indian or Alaska Native	6	—	—	—				
Black or African American	975	81%	45%	3%				
Hispanic or Latino	157	88%	47%	4%				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	6	83%	50%	0%				
Small Group Totals	8	63%	13%	0%				
General-Education Students	940	90%	53%	4%				
Students with Disabilities	206	46%	11%	0%				
English Proficient	1130	82%	46%	3%				
Limited English Proficient	16	69%	13%	0%				
Economically Disadvantaged	871	90%	53%	4%				
Not Disadvantaged	275	57%	21%	1%				
Migrant								
Not Migrant	1146	82%	45%	3%				

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

NOTES

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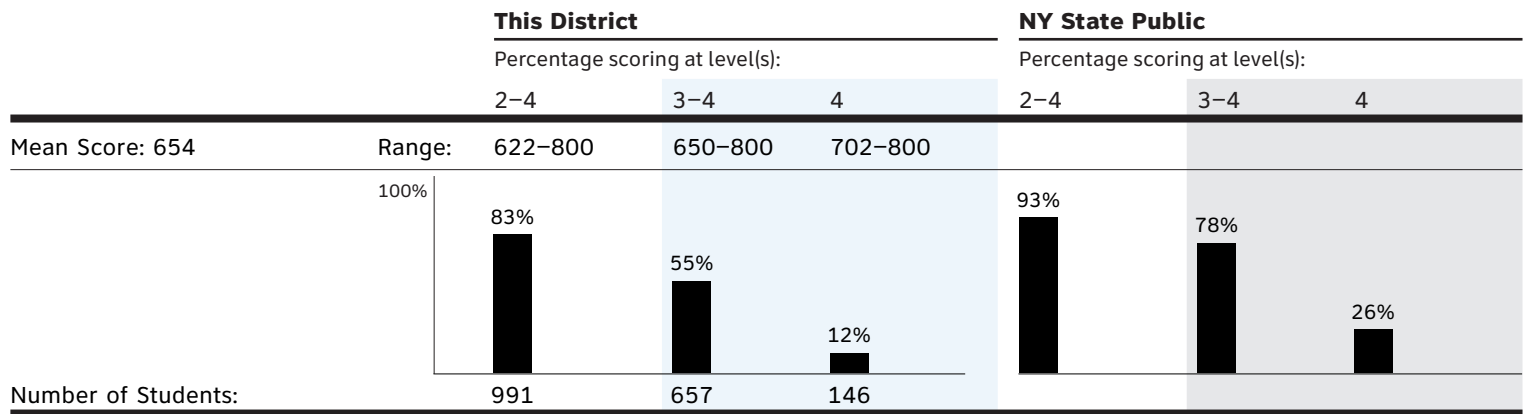
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	24	24	23	18	25	21	18	11
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	37	20	12	N/A	32	15	12	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 #23**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1198	83%	55%	12%				
Female	599	86%	56%	13%				
Male	599	79%	54%	12%				
American Indian or Alaska Native	6	—	—	—				
Black or African American	992	83%	54%	11%				
Hispanic or Latino	191	85%	59%	17%				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	7	71%	71%	29%				
Small Group Totals	8	63%	25%	13%				
General-Education Students	984	90%	62%	14%				
Students with Disabilities	214	49%	21%	4%				
English Proficient	1142	83%	56%	13%				
Limited English Proficient	56	70%	34%	0%				
Economically Disadvantaged	913	90%	62%	14%				
Not Disadvantaged	285	59%	31%	7%				
Migrant								
Not Migrant	1198	83%	55%	12%				

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

NOTES

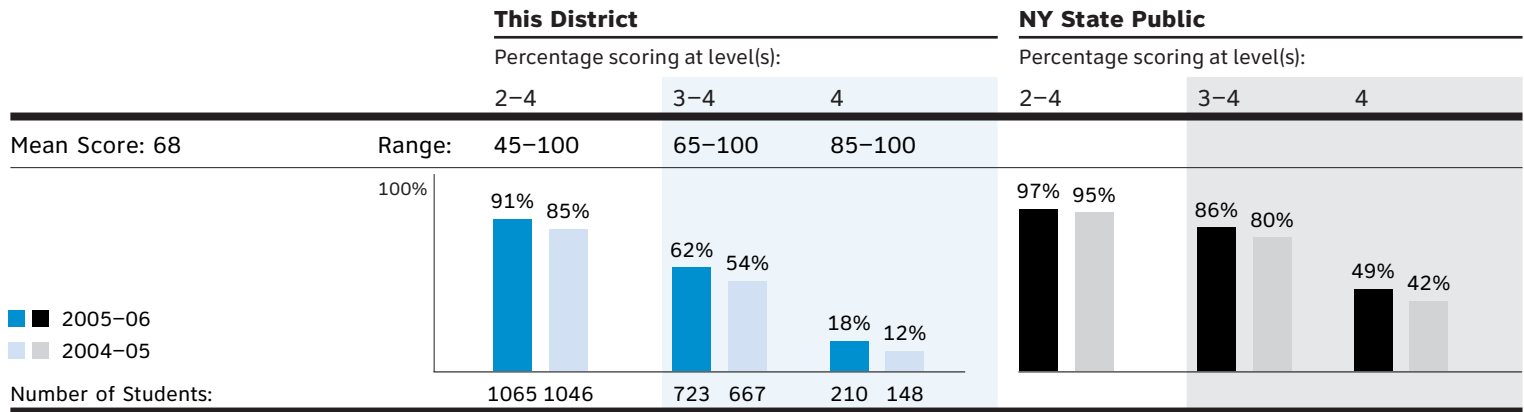
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	23	23	20	15	22	19	17	11

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1166	91%	62%	18%	1237	85%	54%	12%
Female	578	93%	66%	19%	625	88%	58%	13%
Male	588	89%	58%	17%	612	81%	50%	11%
American Indian or Alaska Native	6	—	—	—	10	90%	70%	10%
Black or African American	963	91%	61%	18%	1022	85%	55%	12%
Hispanic or Latino	187	92%	66%	18%	190	83%	48%	11%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	6	50%	50%	17%
White	8	100%	88%	38%	9	67%	56%	11%
Small Group Totals	8	63%	25%	25%				
General-Education Students	959	95%	68%	21%	1048	91%	61%	14%
Students with Disabilities	207	73%	33%	4%	189	51%	16%	1%
English Proficient	1114	92%	63%	19%	1177	85%	55%	12%
Limited English Proficient	52	79%	44%	0%	60	72%	37%	3%
Economically Disadvantaged	888	95%	68%	20%	1180	84%	53%	11%
Not Disadvantaged	278	78%	41%	10%	57	88%	68%	23%
Migrant								
Not Migrant	1166	91%	62%	18%	1237	85%	54%	12%

NOTES

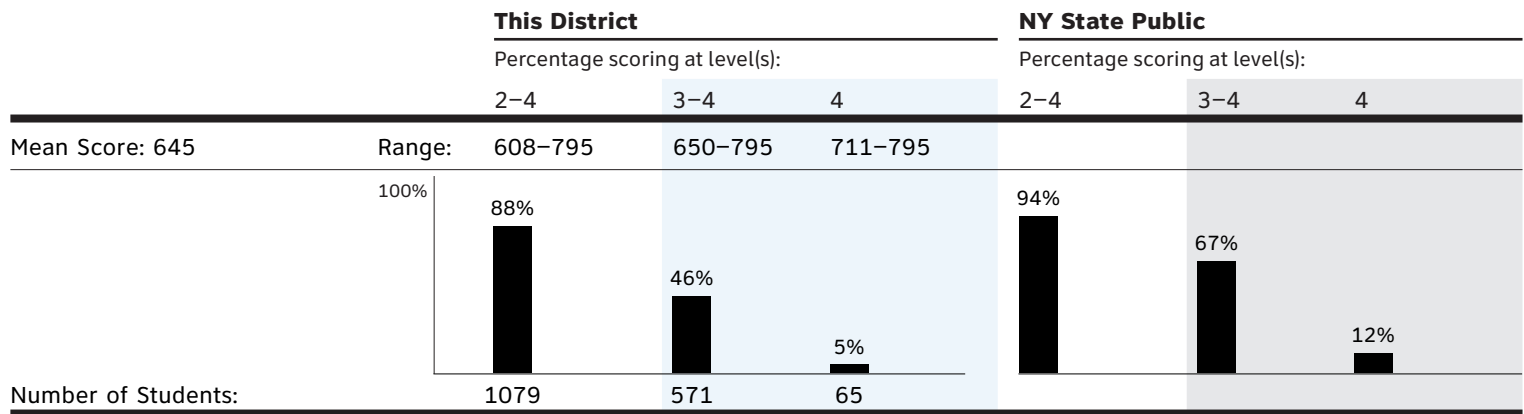
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	22	22	18	14	23	20	17	13

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1228	88%	46%	5%				
Female	606	91%	54%	7%				
Male	622	85%	40%	4%				
American Indian or Alaska Native	12	92%	67%	25%				
Black or African American	1032	89%	47%	5%				
Hispanic or Latino	170	83%	41%	4%				
Asian or Native Hawaiian/Other Pacific Islander	7	86%	57%	0%				
White	7	57%	43%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1017	95%	54%	6%				
Students with Disabilities	211	55%	11%	0%				
English Proficient	1199	88%	47%	5%				
Limited English Proficient	29	69%	24%	0%				
Economically Disadvantaged	932	95%	54%	6%				
Not Disadvantaged	296	67%	22%	2%				
Migrant								
Not Migrant	1228	88%	46%	5%				

NOTES

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

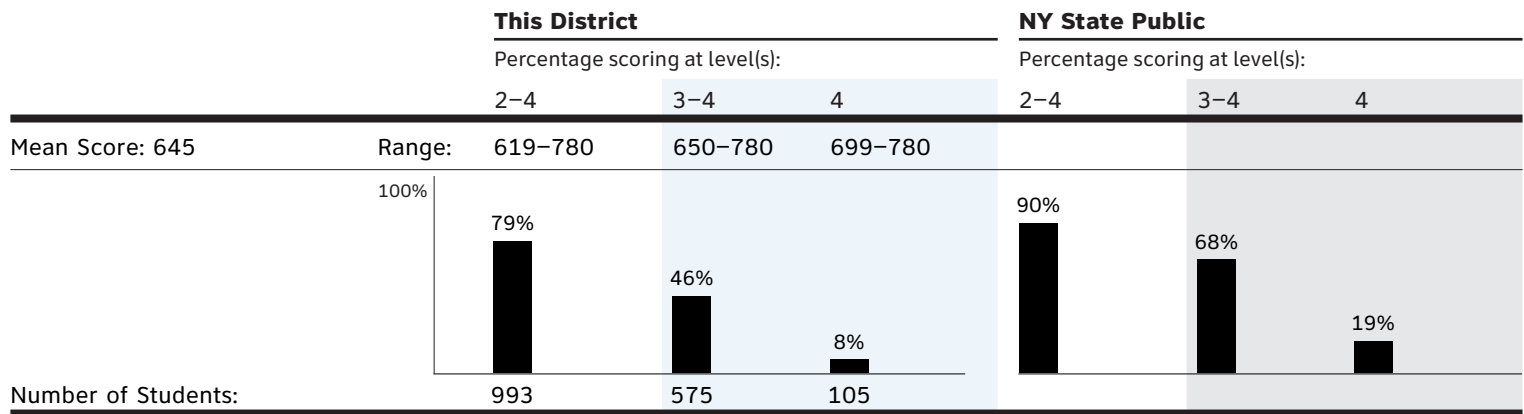
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	30	29	26	22	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	16	10	7	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 #23**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1251	79%	46%	8%				
Female	615	83%	50%	8%				
Male	636	75%	42%	9%				
American Indian or Alaska Native	12	100%	50%	17%				
Black or African American	1041	80%	47%	8%				
Hispanic or Latino	187	76%	40%	9%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	40%	20%				
White	6	67%	50%	17%				
Small Group Totals								
General-Education Students	1032	88%	53%	10%				
Students with Disabilities	219	40%	11%	1%				
English Proficient	1206	80%	46%	9%				
Limited English Proficient	45	73%	33%	2%				
Economically Disadvantaged	948	87%	53%	10%				
Not Disadvantaged	303	54%	24%	5%				
Migrant								
Not Migrant	1251	79%	46%	8%				

This test was not given in 2004-05.

NOTES

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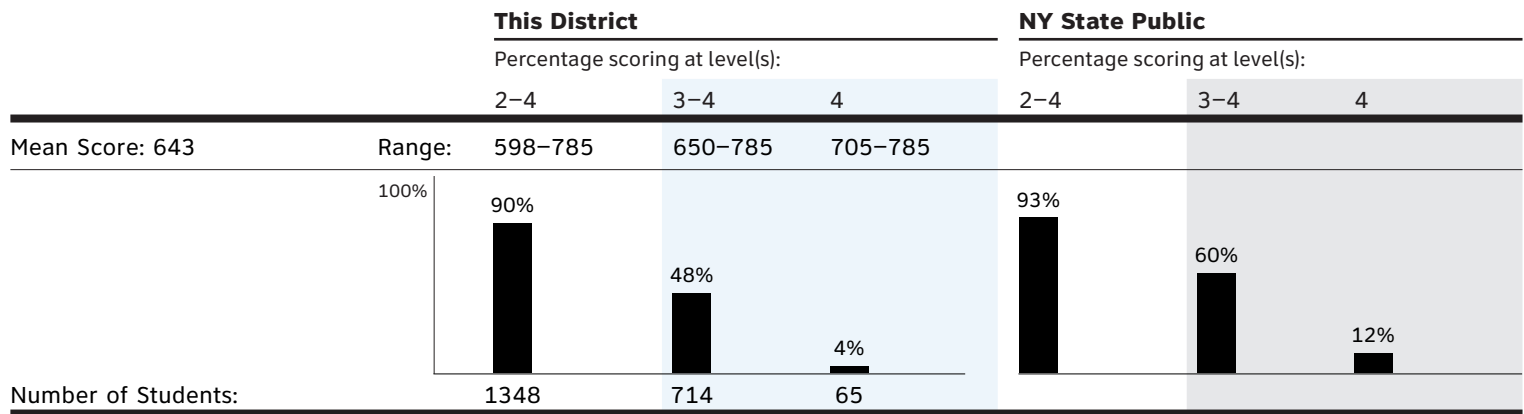
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	30	28	25	22				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1502	90%	48%	4%				
Female	727	92%	50%	5%				
Male	775	87%	46%	4%				
American Indian or Alaska Native	9	89%	44%	11%				
Black or African American	1250	90%	47%	4%				
Hispanic or Latino	233	86%	48%	4%				
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—				
White	3	—	—	—	This test was not given in 2004-05.			
Small Group Totals	10	80%	70%	0%				
General-Education Students	1282	96%	54%	5%				
Students with Disabilities	220	55%	9%	0%				
English Proficient	1467	91%	48%	4%				
Limited English Proficient	35	54%	9%	0%				
Economically Disadvantaged	1151	96%	54%	5%				
Not Disadvantaged	351	69%	25%	4%				
Migrant								
Not Migrant	1502	90%	48%	4%				

NOTES

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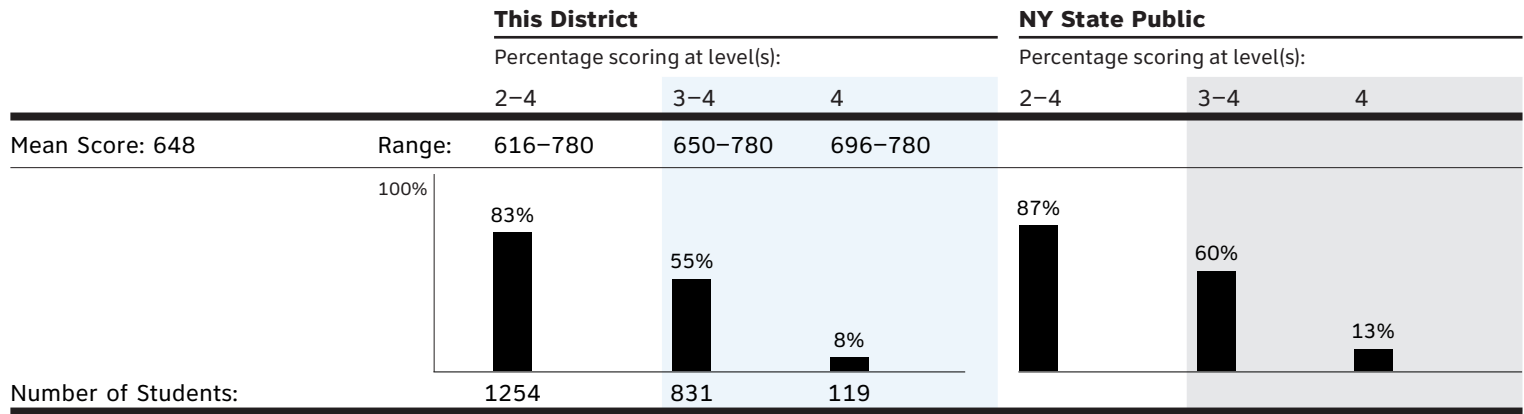
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	16	16	14	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 6	10	6	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 #23**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1510	83%	55%	8%				
Female	724	84%	57%	8%				
Male	786	82%	53%	8%				
American Indian or Alaska Native	10	100%	60%	10%				
Black or African American	1252	83%	54%	8%				
Hispanic or Latino	237	81%	57%	8%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	4	-	-	-				
Small Group Totals	11	82%	64%	18%				
General-Education Students	1288	90%	62%	9%				
Students with Disabilities	222	44%	15%	0%				
English Proficient	1464	84%	56%	8%				
Limited English Proficient	46	61%	35%	4%				
Economically Disadvantaged	1153	90%	62%	8%				
Not Disadvantaged	357	60%	33%	7%				
Migrant								
Not Migrant	1510	83%	55%	8%				

This test was not given in 2004-05.

NOTES

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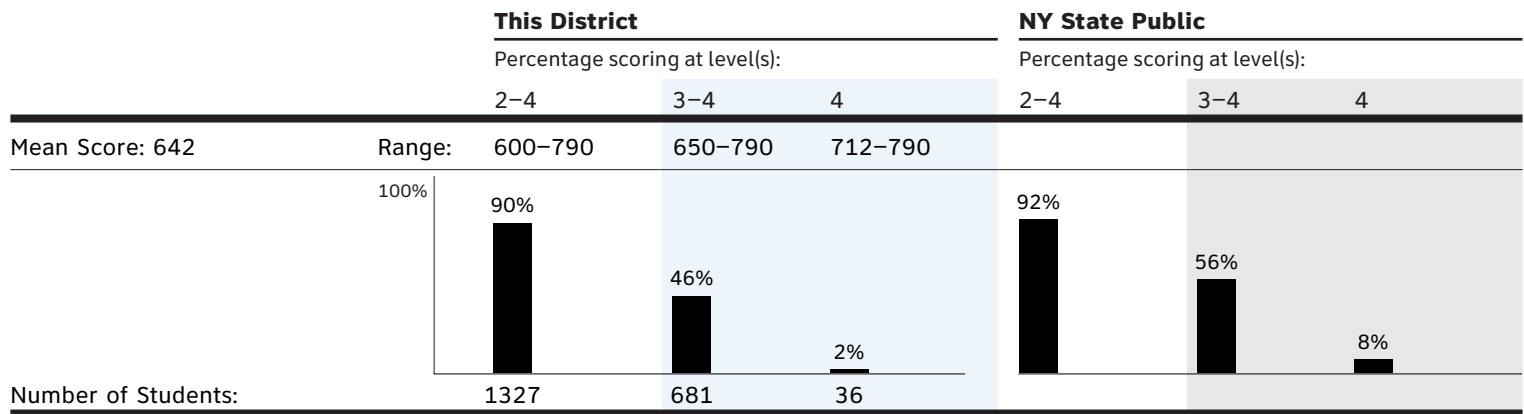
Other Assessments

	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	17	16	16	13				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1472	90%	46%	2%				
Female	699	93%	49%	3%				
Male	773	88%	44%	2%				
American Indian or Alaska Native	7	100%	43%	0%				
Black or African American	1222	90%	47%	3%				
Hispanic or Latino	225	92%	44%	2%				
Asian or Native Hawaiian/Other Pacific Islander	9	89%	44%	11%				
White	9	56%	0%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1238	96%	53%	3%				
Students with Disabilities	234	61%	9%	0%				
English Proficient	1431	90%	47%	3%				
Limited English Proficient	41	80%	17%	0%				
Economically Disadvantaged	1107	96%	53%	3%				
Not Disadvantaged	365	72%	25%	1%				
Migrant								
Not Migrant	1472	90%	46%	2%				

NOTES

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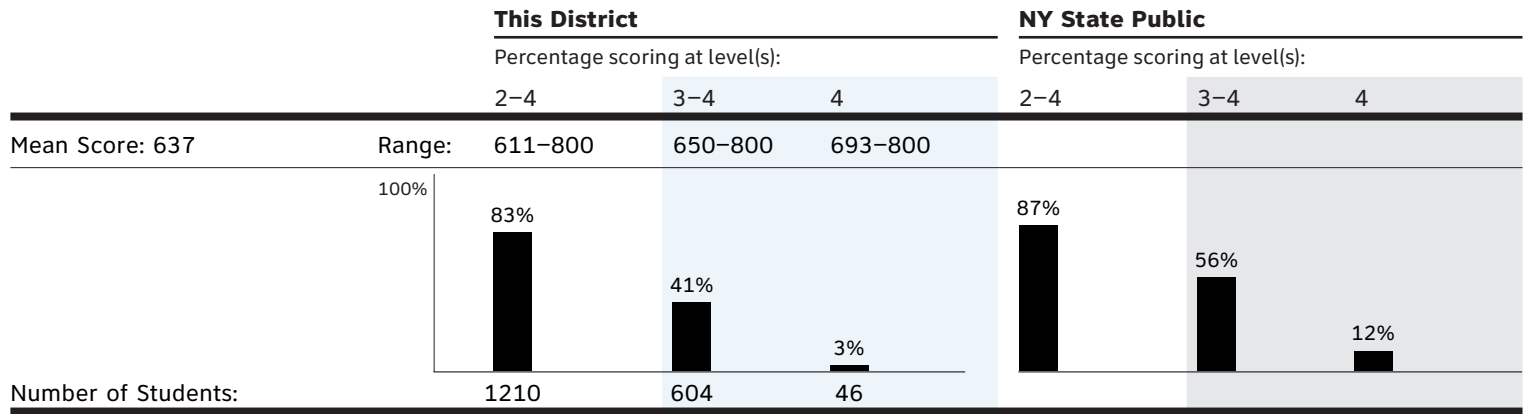
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	18	18	17	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	13	6	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 #23**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1465	83%	41%	3%				
Female	687	84%	43%	4%				
Male	778	81%	39%	3%				
American Indian or Alaska Native	6	100%	33%	17%				
Black or African American	1211	82%	41%	3%				
Hispanic or Latino	230	83%	46%	1%				
Asian or Native Hawaiian/Other Pacific Islander	9	89%	44%	22%				
White	9	89%	11%	0%				
Small Group Totals								
General-Education Students	1235	90%	48%	4%				
Students with Disabilities	230	42%	7%	0%				
English Proficient	1413	83%	42%	3%				
Limited English Proficient	52	60%	27%	0%				
Economically Disadvantaged	1105	91%	48%	4%				
Not Disadvantaged	360	57%	20%	1%				
Migrant								
Not Migrant	1465	83%	41%	3%				

This test was not given in 2004-05.

NOTES

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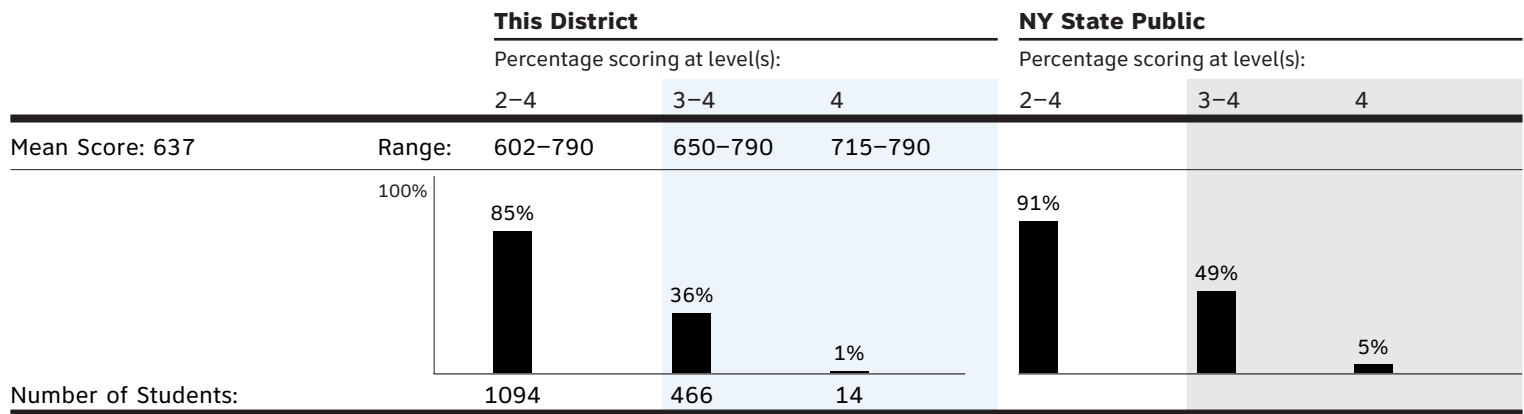
Other Assessments

	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	17	17	15	10				

This test was not given in 2004-05.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1287	85%	36%	1%				
Female	644	89%	42%	2%				
Male	643	81%	30%	0%				
American Indian or Alaska Native	9	78%	22%	0%				
Black or African American	1091	86%	36%	1%				
Hispanic or Latino	176	84%	39%	0%				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	8	—	—	—				
Small Group Totals	11	55%	27%	0%				
General-Education Students	1066	92%	42%	1%				
Students with Disabilities	221	52%	7%	0%				
English Proficient	1255	86%	37%	1%				
Limited English Proficient	32	47%	6%	0%				
Economically Disadvantaged	984	92%	42%	1%				
Not Disadvantaged	303	63%	18%	1%				
Migrant								
Not Migrant	1287	85%	36%	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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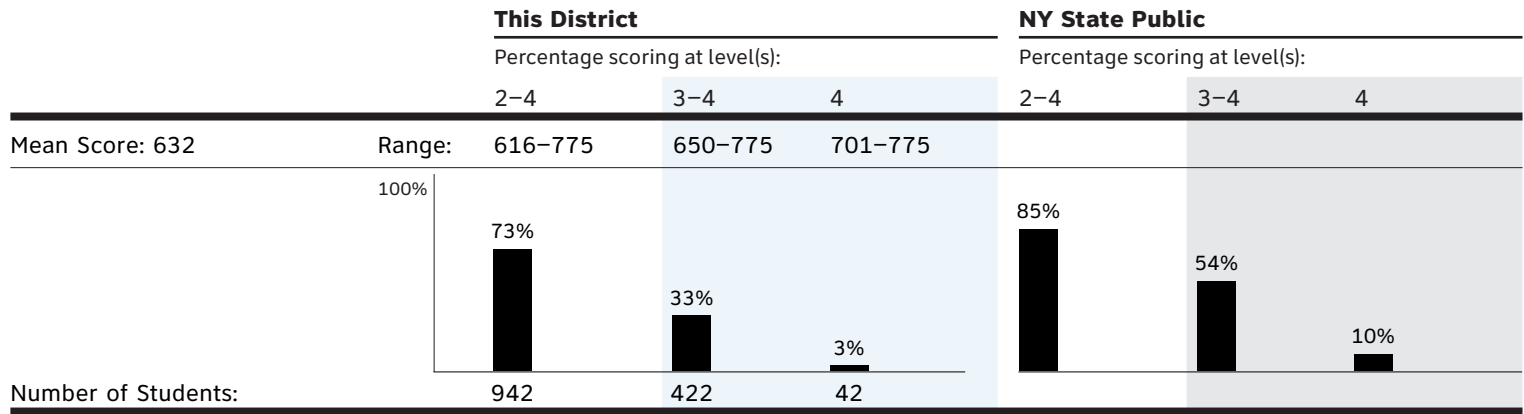
Other Assessments

	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	26	26	25	22	24	24	22	18
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	11	5	5	N/A	10	7	2	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 #23**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1287	73%	33%	3%				
Female	640	76%	37%	5%				
Male	647	70%	29%	2%				
American Indian or Alaska Native	9	—	—	—				
Black or African American	1084	74%	33%	3%				
Hispanic or Latino	182	67%	31%	3%				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	9	56%	22%	0%				
Small Group Totals	12	67%	42%	0%				
General-Education Students	1064	80%	38%	4%				
Students with Disabilities	223	40%	10%	0%				
English Proficient	1247	74%	34%	3%				
Limited English Proficient	40	35%	8%	0%				
Economically Disadvantaged	983	80%	37%	4%				
Not Disadvantaged	304	51%	18%	1%				
Migrant								
Not Migrant	1287	73%	33%	3%				

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

NOTES

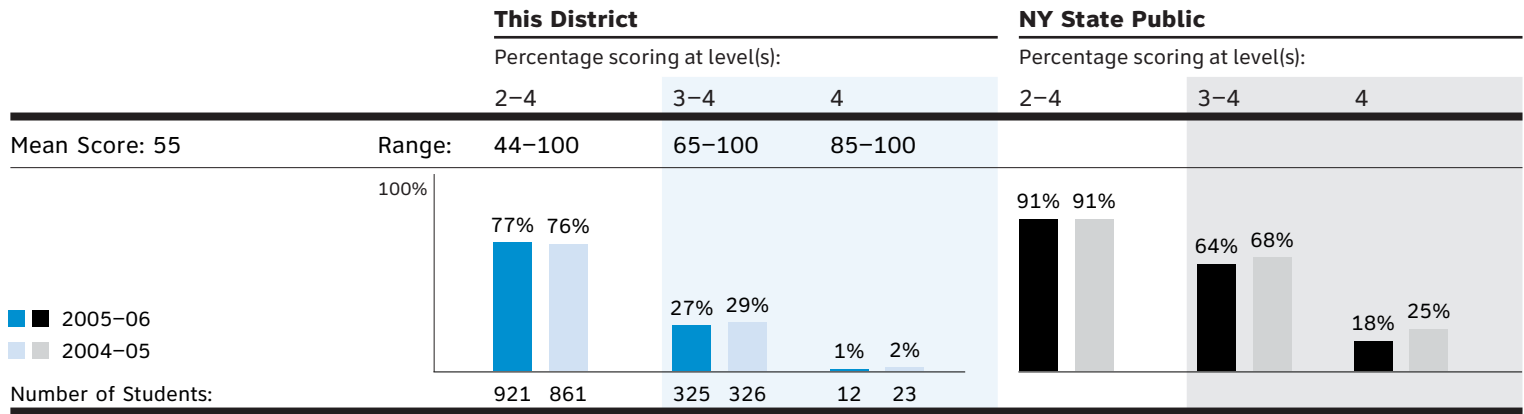
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	28	28	28	25	23	23	22	18

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1194	77%	27%	1%	1127	76%	29%	2%
Female	604	80%	30%	1%	557	80%	30%	2%
Male	590	74%	24%	1%	570	73%	28%	2%
American Indian or Alaska Native	9	56%	22%	0%	7	71%	14%	0%
Black or African American	1007	77%	26%	1%	938	76%	29%	2%
Hispanic or Latino	167	78%	37%	2%	173	80%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	5	—	—	—
White	8	—	—	—	4	—	—	—
Small Group Totals	11	73%	27%	0%	9	78%	22%	0%
General-Education Students	1010	84%	31%	1%	937	83%	34%	2%
Students with Disabilities	184	40%	8%	0%	190	43%	5%	0%
English Proficient	1159	78%	28%	1%	1087	77%	29%	2%
Limited English Proficient	35	57%	17%	0%	40	70%	23%	0%
Economically Disadvantaged	937	84%	31%	1%	1050	77%	29%	2%
Not Disadvantaged	257	52%	15%	2%	77	74%	31%	3%
Migrant								
Not Migrant	1194	77%	27%	1%	1127	76%	29%	2%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	25	25	23	19	24	23	22	19
Regents Science	0				3	—	—	—

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

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

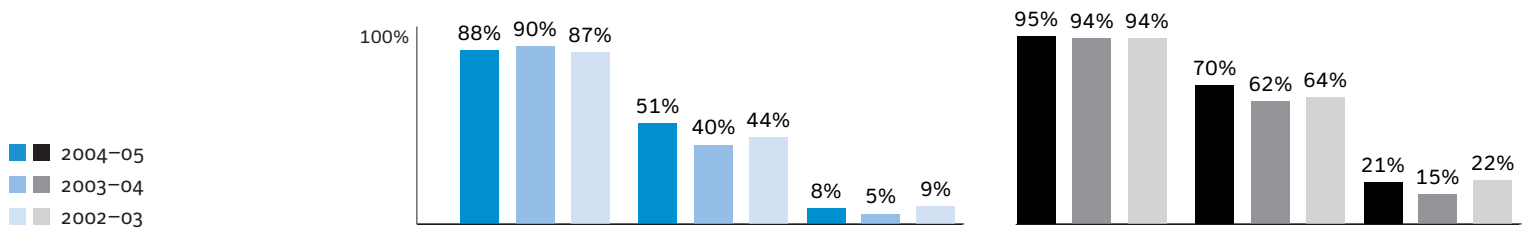
Percentage scoring at level(s):

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	148	457	525	103	1233	643
Feb 2004	128	673	473	69	1343	638
Feb 2003	184	588	478	130	1380	640

Grade 8

This School

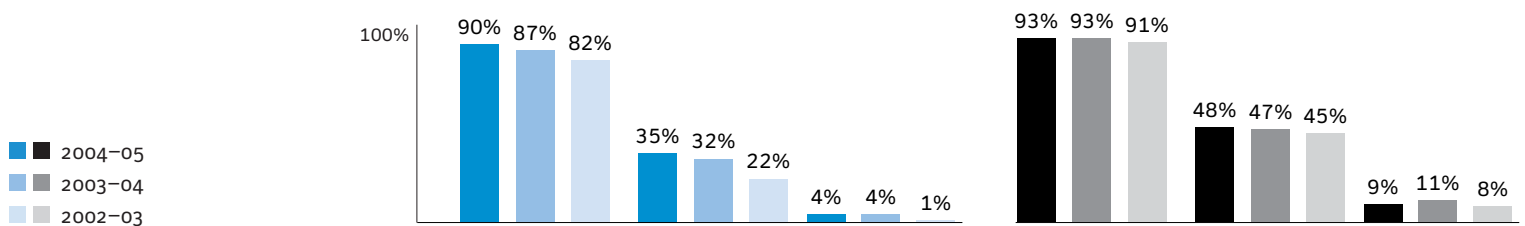
Percentage scoring at level(s):

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	128	699	393	47	1267	687
Jan 2004	178	742	381	57	1358	687
Jan 2003	238	774	272	16	1300	678

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

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

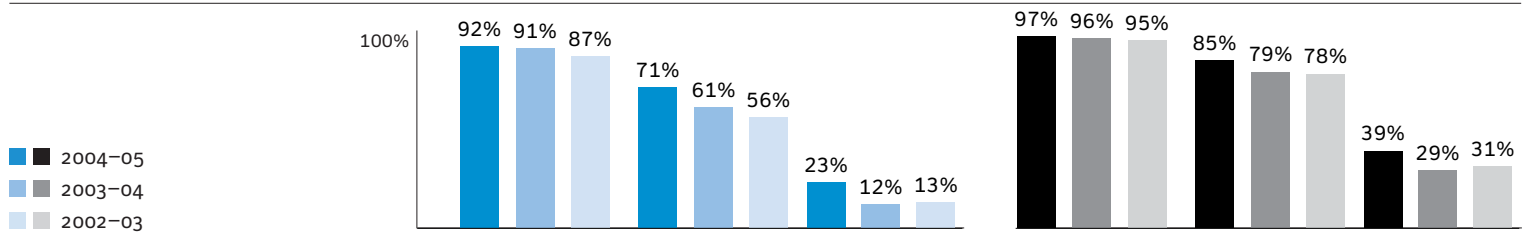
Percentage scoring at level(s):

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	94	265	607	286	1252	653
May 2004	124	398	659	163	1344	643
May 2003	182	438	615	187	1422	639

This School

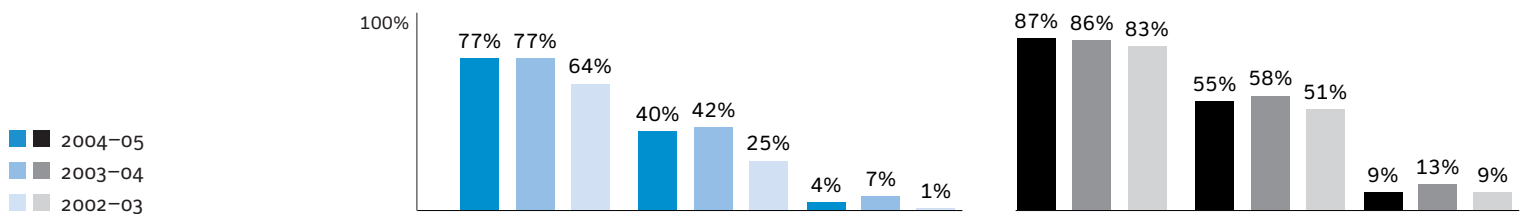
Percentage scoring at level(s):

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

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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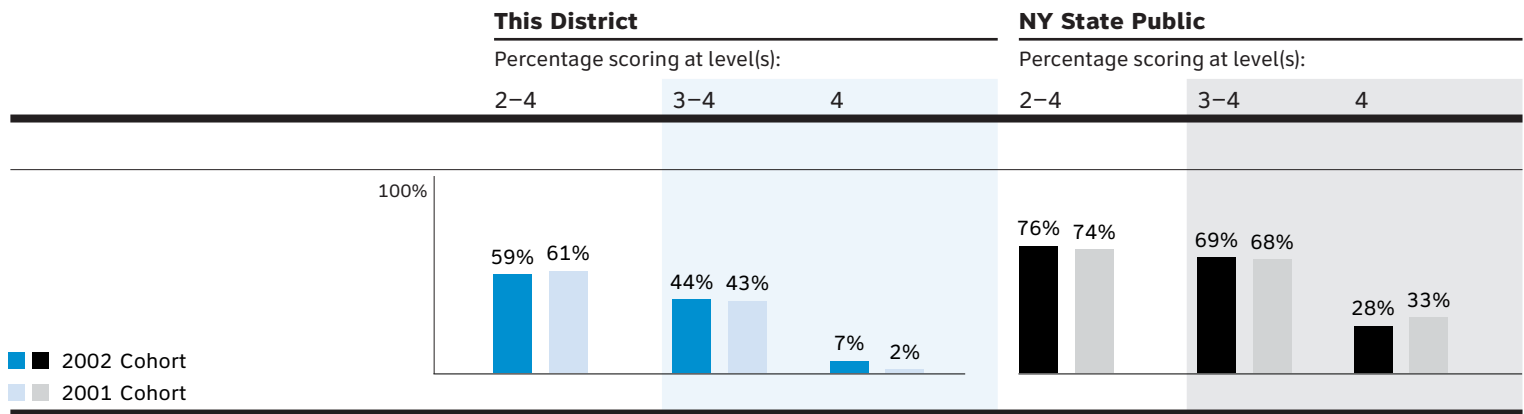


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	286	463	442	55	1246	705
May 2004	310	457	466	94	1327	703
May 2003	470	512	304	19	1305	689

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197	59%	44%	7%	102	61%	43%	2%
Female	97	69%	51%	7%	61	74%	52%	3%
Male	100	50%	38%	7%	41	41%	29%	0%
American Indian or Alaska Native								
Black or African American	145	63%	48%	9%	56	68%	46%	4%
Hispanic or Latino	48	—	—	—	42	—	—	—
Asian or Native Hawaiian/Other Pacific Islander								
White	4	—	—	—	4	—	—	—
Small Group Totals	52	50%	33%	2%	46	52%	39%	0%
General-Education Students	152	76%	57%	9%	92	66%	47%	2%
Students with Disabilities	45	4%	0%	0%	10	10%	10%	0%
English Proficient	187	61%	46%	7%	89	66%	49%	2%
Limited English Proficient	10	20%	10%	0%	13	23%	0%	0%
Economically Disadvantaged	116	62%	48%	9%				
Not Disadvantaged	81	56%	38%	4%				
Migrant								
Not Migrant	197	59%	44%	7%				

NOTES

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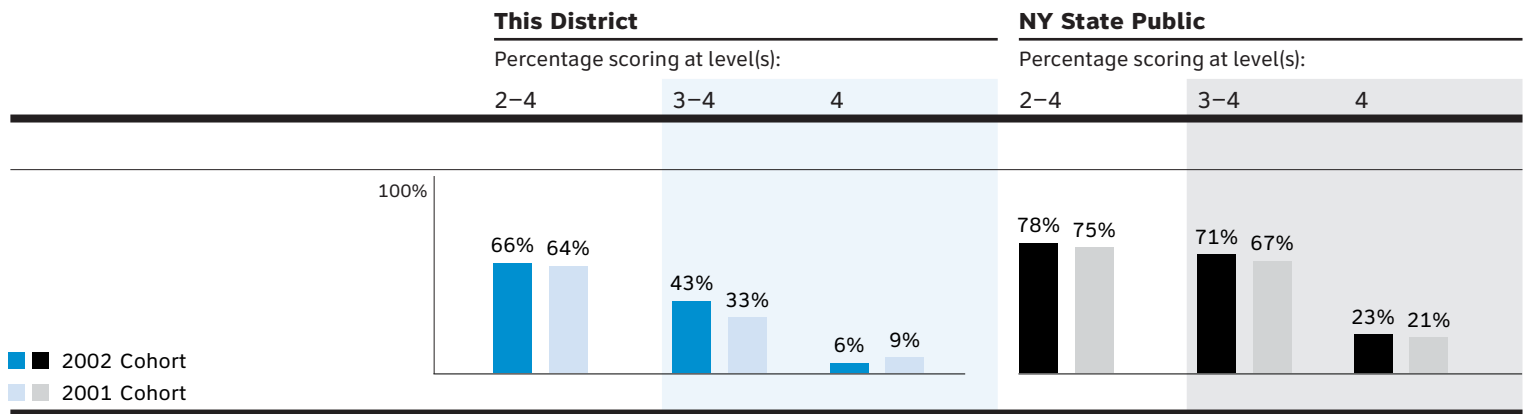
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	20	20	20	15	0			

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197	66%	43%	6%	102	64%	33%	9%
Female	97	72%	47%	5%	61	72%	36%	11%
Male	100	60%	38%	7%	41	51%	29%	5%
American Indian or Alaska Native								
Black or African American	145	65%	43%	7%	56	73%	34%	5%
Hispanic or Latino	48	—	—	—	42	—	—	—
Asian or Native Hawaiian/Other Pacific Islander								
White	4	—	—	—	4	—	—	—
Small Group Totals	52	69%	40%	4%	46	52%	33%	13%
General-Education Students	152	82%	54%	8%	92	68%	36%	10%
Students with Disabilities	45	11%	4%	0%	10	20%	10%	0%
English Proficient	187	66%	43%	6%	89	69%	37%	10%
Limited English Proficient	10	60%	30%	0%	13	31%	8%	0%
Economically Disadvantaged	116	66%	48%	9%				
Not Disadvantaged	81	67%	35%	2%				
Migrant								
Not Migrant	197	66%	43%	6%				

NOTES

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Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	19	19	19	15	0			

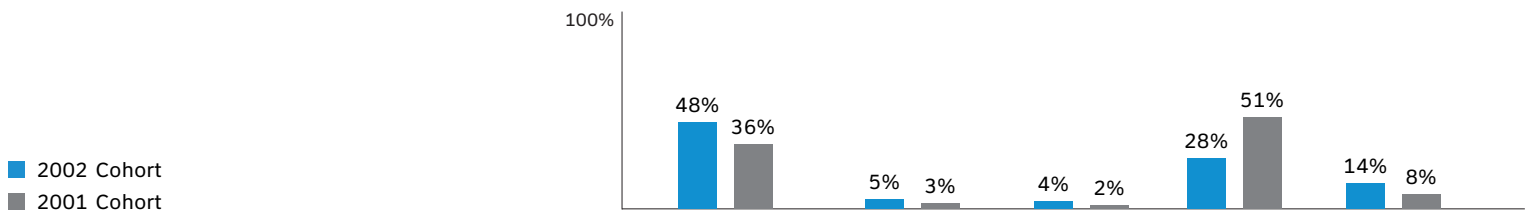
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred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

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	197	48%	5%	4%	28%	14%
	2001	102	36%	3%	2%	51%	8%
Female	2002	97	57%	5%	1%	27%	10%
	2001	61	43%	3%	0%	48%	7%
Male	2002	100	40%	5%	7%	30%	18%
	2001	41	27%	2%	5%	56%	10%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	145	51%	6%	5%	25%	14%
	2001	56	38%	2%	2%	55%	4%
Hispanic or Latino	2002	48	—	—	—	—	—
	2001	42	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2002	0	N/A	N/A	N/A	N/A	N/A
White	2002	4	—	—	—	—	—
	2001	4	—	—	—	—	—
Small Group Totals	2002	52	40%	4%	2%	38%	15%
	2001	46	35%	4%	2%	46%	13%
General-Education Students	2002	152	61%	0%	4%	25%	10%
	2001	92	40%	0%	2%	51%	7%
Students with Disabilities	2002	45	4%	22%	4%	40%	29%
	2001	10	0%	30%	0%	50%	20%
English Proficient	2002	187	50%	5%	4%	28%	13%
	2001	89	39%	2%	2%	51%	6%
Limited English Proficient	2002	10	20%	10%	0%	40%	30%
	2001	13	15%	8%	0%	54%	23%
Economically Disadvantaged	2002	116	49%	4%	3%	31%	13%
Not Disadvantaged	2002	81	47%	6%	6%	25%	16%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	197	48%	5%	4%	28%	14%

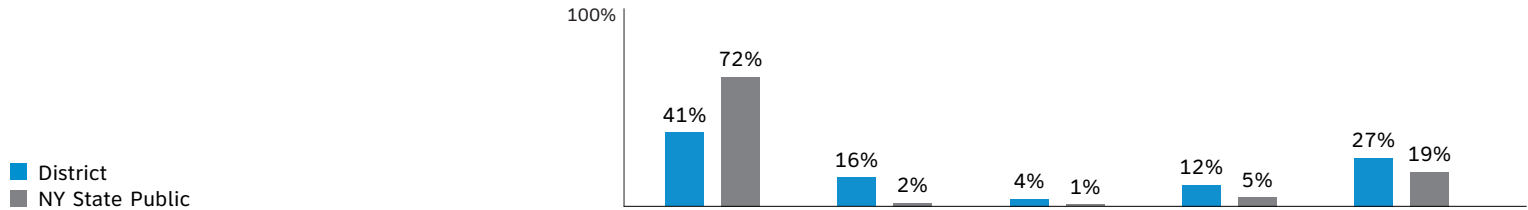
NOTES

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	135	41%	16%	4%	12%	27%
Female	68	59%	10%	1%	7%	22%
Male	67	22%	22%	6%	16%	33%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	85	41%	19%	5%	13%	22%
Hispanic or Latino	46	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	N/A	N/A	N/A	N/A	N/A
White	4	–	–	–	–	–
Small Group Totals	50	40%	12%	2%	10%	36%
General-Education Students	98	55%	0%	5%	13%	27%
Students with Disabilities	37	3%	59%	0%	8%	30%
English Proficient	117	45%	15%	4%	12%	24%
Limited English Proficient	18	11%	28%	0%	11%	50%
Economically Disadvantaged	61	41%	26%	3%	11%	18%
Not Disadvantaged	74	41%	8%	4%	12%	35%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	135	41%	16%	4%	12%	27%

NOTES

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