



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #27**

District ID **342700010000**

Superintendent **MICHELLE LLOYD-BEY**

Telephone **(718) 642-5861**

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 **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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	823	887	882
Kindergarten	3149	3080	3143
Grade 1	3372	3445	3365
Grade 2	3524	3320	3325
Grade 3	3494	3496	3205
Grade 4	3457	3324	3287
Grade 5	3408	3441	3275
Grade 6	3289	3322	3311
Ungraded Elementary	1425	1414	1602
Grade 7	3462	3476	3569
Grade 8	3454	3481	3384
Grade 9	4436	4785	4547
Grade 10	3580	3204	3501
Grade 11	1766	2117	1896
Grade 12	1574	1560	1697
Ungraded Secondary	1589	1627	1586
<b>Total K-12</b>	<b>44979</b>	<b>45092</b>	<b>44693</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	24	24	24
<b>Grade 8</b>			
English	24	28	29
Mathematics	28	28	29
Science	28	29	28
Social Studies	23	28	29
<b>Grade 10</b>			
English	34	34	32
Mathematics	32	34	33
Science	34	35	33
Social Studies	32	34	33

### Enrollment Information

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

### Average Class Size Information

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

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## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	31076	69%	24273	54%	32042	72%
Reduced-Price Lunch	4002	9%	4062	9%	5189	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3565	8%	3932	9%	4099	9%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	314	1%	330	1%	358	1%
Black or African American	15406	34%	15345	34%	14991	34%
Hispanic or Latino	15010	33%	15276	34%	15241	34%
Asian or Native Hawaiian/Other Pacific Islander	9685	22%	9691	21%	9694	22%
White	4564	10%	4450	10%	4409	10%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	1221	N/A	1937	4%	1144	3%

## 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	3536	5207	9694
Percent Not Taught by Highly Qualified Teachers	16%	17%	9%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	182	122	100
Percent with No Valid Teaching Certificate	6%	4%	3%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	419	395	338
Percentage of Total	14%	13%	11%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	39%	37%	36%

## 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.



District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

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

**2004–05**

**2005–06**

**2006–07**

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✗	✗	
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Limited English Proficient	✓ <sup>SH</sup>	✓		✗	✓ <sup>SH</sup>	
Economically Disadvantaged	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
<b>Student groups making AYP in each subject</b>	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 4 of 8	✗ 5 of 8	✗ 0 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels


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



District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**





























## Elementary/Middle-Level English Language Arts

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

**Accountability Measures** 9 of 9  Student groups making AYP in English Language Arts  
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 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> (22251:21296)			99%		147	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (152:139)			96%		131	113	
Black or African American (7225:6871)			98%		133	121	
Hispanic or Latino (7569:7219)			99%		143	121	
Asian or Native Hawaiian/Other Pacific Islander (4949:4791)			99%		163	120	
White (2356:2276)			99%		163	120	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3635:3400)			97%		87	120	85    98
Limited English Proficient (1718:1547)			98%		107	119	99    116
Economically Disadvantaged (15393:14796)			99%		156	121	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

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

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

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

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

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



#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**





























## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 9 of 9  Student groups making AYP in Mathematics  
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (22247:21042)			99%		152	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (149:137)			98%		139	77	
Black or African American (7190:6731)			99%		133	85	
Hispanic or Latino (7586:7142)			99%		149	85	
Asian or Native Hawaiian/Other Pacific Islander (4981:4777)			100%		173	84	
White (2341:2255)			99%		170	84	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (3634:3388)			97%		94	84	
Limited English Proficient (1713:1576)			99%		119	83	
Economically Disadvantaged (15392:14612)			100%		161	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

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

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

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

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


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


#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**





















## 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> (7435:6736)		Qualified		96%		149	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (56:47)		Qualified		96%		145	100	
Black or African American (2382:2097)		Qualified		94%		136	100	
Hispanic or Latino (2489:2273)		Qualified		97%		146	100	
Asian or Native Hawaiian/Other Pacific Islander (1757:1604)		Qualified		96%		163	100	
White (751:715)		Qualified		99%		168	100	
<b>Other Groups</b>								
Students with Disabilities (1212:1076)		Qualified		93%		109	100	
Limited English Proficient (569:516)		Qualified		98%		109	100	
Economically Disadvantaged (5169:4685)		Qualified		96%		155	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 #27**

## Secondary-Level English Language Arts


























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

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

### Prospective Status

A district that fails to make AYP in English Language Arts 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 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> (1997:2257)			99%		139	152	134 <sup>†</sup>	145
<b>Ethnicity</b>								
American Indian or Alaska Native (8:10)	–	–	–	–	–	–	–	–
Black or African American (758:865)			99%		129	150	122 <sup>†</sup>	136
Hispanic or Latino (598:698)			99%		140	150	136	146
Asian or Native Hawaiian/Other Pacific Islander (487:522)			100%		156	149		
White (146:162)			98%		141	146	141 <sup>†</sup>	147
<b>Other Groups</b>								
Students with Disabilities (92:181)			99%		85	146	79	97
Limited English Proficient (92:168)			100%		90	146	97	101
Economically Disadvantaged (1143:1404)			99%		143	151	136	149
<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.

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


#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
(12th Graders: 2002 Cohort) <sup>1</sup>								
<b>All Students</b> (1997:2257)			99%		137	144	127†	143
<b>Ethnicity</b>								
American Indian or Alaska Native (8:10)	–	–	–	–	–	–	–	–
Black or African American (758:865)			99%		124	142	117†	132
Hispanic or Latino (598:698)			99%		140	142	127	146
Asian or Native Hawaiian/Other Pacific Islander (487:522)			100%		158	141		
White (146:162)			97%		131	138	125†	138
<b>Other Groups</b>								
Students with Disabilities (92:181)			97%		93	138	76	104
Limited English Proficient (92:168)			100%		113	138	113	122
Economically Disadvantaged (1143:1404)			99%		141	143	131	147
<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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## Graduation Rate











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

**Accountability Measures** 0 of 1 Student groups making AYP in Graduation Rate  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Graduation Rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP in 2006-07, the district will be in good standing in 2007-08. [203]

### 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> (2266)			48%	55%	49%	49%
<b>Ethnicity</b>						
American Indian or Alaska Native (8)		–	–	–	–	–
Black or African American (889)			46%	55%	48%	47%
Hispanic or Latino (638)			47%	55%	44%	48%
Asian or Native Hawaiian/Other Pacific Islander (530)			54%	55%	54%	55%
White (201)			47%	55%	53%	48%
<b>Other Groups</b>						
Students with Disabilities (201)			25%	55%	20%	26%
Limited English Proficient (209)			44%	55%	39%	45%
Economically Disadvantaged (1135)			52%	55%	48%	53%
<b>Final AYP Determination</b>	 0 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 #27**

## 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

34 schools identified 69% of total

CHANNEL VIEW SCHOOL FOR RESEARCH  
FREDERICK DOUGLAS ACADEMY VI HIGH SCHOOL  
P.S. 43  
P.S. 45 C. E. WITHERSPOON SCHOOL  
P.S. 47 CHRIS GALAS SCHOOL  
P.S. 51  
P.S. 56 HARRY EICHLER SCHOOL  
P.S. 60 WOODHAVEN SCHOOL  
P.S. 62 CHESTER PARK SCHOOL  
P.S. 63 OLD SOUTH SCHOOL  
P.S. 64 JOSEPH P. ADDABBO SCHOOL  
P.S. 65  
P.S. 66 JACQUELINE KENNEDY-ONASSIS  
P.S. 90 HORACE MANN SCHOOL  
P.S. 96  
P.S. 97 FOREST PARK SCHOOL  
P.S. 100 GLEN MORRIS SCHOOL  
P.S. 104 THE BAYS WATER SCHOOL  
P.S. 105 THE BAY SCHOOL  
P.S. 106  
P.S. 108 CAPT. VINCENT G. FOWLER  
P.S. 114 BELLE HARBOR SCHOOL  
P.S. 123  
P.S. 124 OSMOND A. CHURCH SCHOOL  
P.S. 146 HOWARD BEACH SCHOOL  
P.S. 155  
P.S. 183 DR. RICHARD R. GREEN  
P.S. 207 ROCKWOOD PARK SCHOOL  
P.S. 215 LUCRETIA MOTT SCHOOL  
P.S. 223 LYNDON B. JOHNSON SCHOOL  
P.S. 232 LINDENWOOD SCHOOL  
PS 253  
PS 254  
SCHOLARS ACADEMY

#### ▲ Improvement (Year 2)

2 schools identified 4% of total

J.H.S. 210 ELIZABETH BLACKWELL  
MS 137 AMERICA'S SCHOOL OF HEROES

#### ▲ Corrective Action

1 school identified 2% of total

I.S. 53 BRIAN PICCOLO

#### ▲ Planning for Restructuring

2 schools identified 4% of total

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

4 schools identified 8% of total

(continued)



# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

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

### Federal Title I Status

#### ▲ Planning for Restructuring (continued)

BEACH CHANNEL HIGH SCHOOL  
P.S. 197 THE OCEAN SCHOOL

#### ▲ Restructuring (Year 1)

3 schools identified 6% of total

FAR ROCKAWAY HIGH SCHOOL  
P.S. 42 R. VERNAM SCHOOL  
P.S. 225 SEASIDE SCHOOL

#### ▲ Restructuring (Year 3)

1 school identified 2% of total

J.H.S. 226 VIRGIL I. GRISSON

### New York State Status

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

AUGUST MARTIN HIGH SCHOOL  
J.H.S. 202 R. H. GODDARD  
JOHN ADAMS HIGH SCHOOL  
RICHMOND HILL HIGH SCHOOL

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

1 school identified 2% of total

M.S. 180 GERALD R. DEVER MIDDLE SCHOOL

#### ■ Requiring Academic Progress (Year 6)

1 school identified 2% of total

J.H.S. 198 B. N. CARDOZO JUNIOR HIGH SCHOOL

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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	69%			3165
Grade 4	65%			3361
Grade 5	63%			3484
Grade 6	52%			3493
Grade 7	50%			3627
Grade 8	38%			3535

Mathematics			
Grade 3	82%		3477
Grade 4	77%		3567
Grade 5	71%		3617
Grade 6	59%		3635
Grade 7	48%		3784
Grade 8	39%		3693

Science			
Grade 4	79%		3535
Grade 8	37%		3492

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	48%			2925
Mathematics	46%			2925

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	42%			2925

### 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:

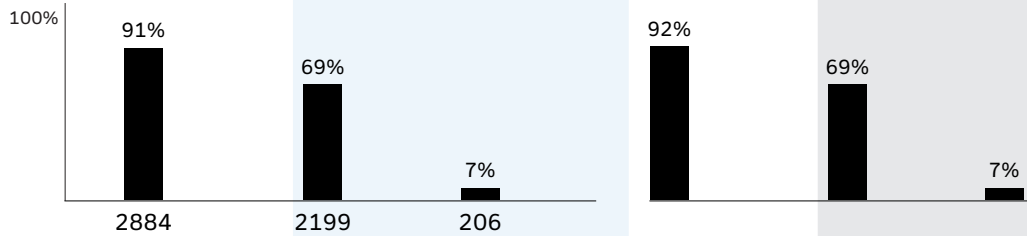
#### NYC Public Schools

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 #27**

## 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: 668	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	2884	2199	206	2884	2199	206



## 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>3165</b>	<b>91%</b>	<b>69%</b>	<b>7%</b>				
Female	1557	93%	74%	8%				
Male	1608	89%	65%	5%				
American Indian or Alaska Native	18	83%	39%	6%				
Black or African American	1089	85%	57%	4%				
Hispanic or Latino	1025	93%	73%	6%				
Asian or Native Hawaiian/Other Pacific Islander	654	97%	81%	8%				
White	379	93%	78%	13%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2709	96%	77%	7%				
Students with Disabilities	456	60%	27%	1%				
English Proficient	3085	92%	70%	7%				
Limited English Proficient	80	71%	36%	1%				
Economically Disadvantaged	2260	97%	76%	7%				
Not Disadvantaged	905	77%	52%	6%				
Migrant								
Not Migrant	3165	91%	69%	7%				

### 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.

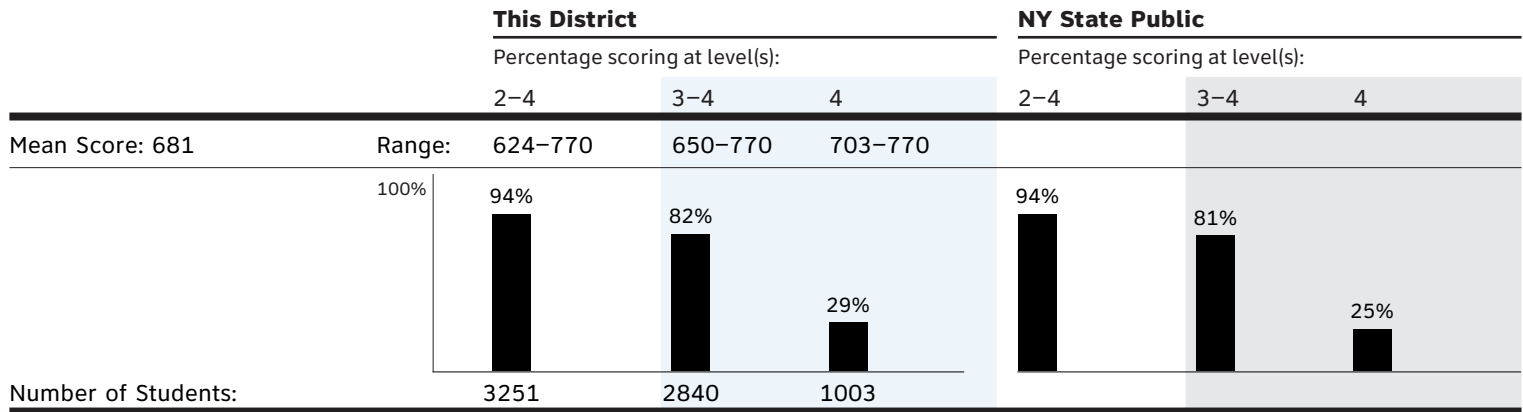
## Other Assessments

	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	47	47	43	34	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	299	162	112	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 #27**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3477</b>	<b>94%</b>	<b>82%</b>	<b>29%</b>				
Female	1694	94%	82%	29%				
Male	1783	93%	81%	29%				
American Indian or Alaska Native	18	83%	61%	17%				
Black or African American	1088	89%	72%	17%				
Hispanic or Latino	1240	94%	83%	28%				
Asian or Native Hawaiian/Other Pacific Islander	738	97%	92%	41%				
White	393	96%	85%	43%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2973	97%	88%	32%				
Students with Disabilities	504	72%	47%	7%				
English Proficient	3093	94%	83%	31%				
Limited English Proficient	384	88%	68%	10%				
Economically Disadvantaged	2493	97%	87%	31%				
Not Disadvantaged	984	84%	68%	23%				
Migrant								
Not Migrant	3477	94%	82%	29%				

### NOTES

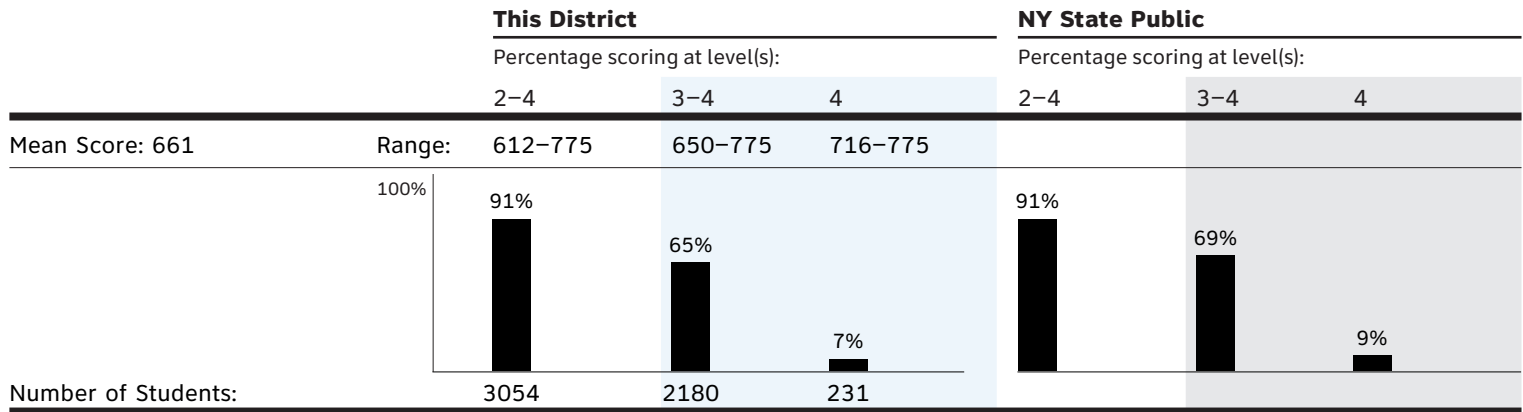
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## Other Assessments

	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	48	48	45	40	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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
<b>All Students</b>	<b>3361</b>	<b>91%</b>	<b>65%</b>	<b>7%</b>				
Female	1644	94%	69%	8%				
Male	1717	88%	60%	6%				
American Indian or Alaska Native	26	88%	65%	8%				
Black or African American	1113	85%	51%	4%				
Hispanic or Latino	1035	91%	64%	5%				
Asian or Native Hawaiian/Other Pacific Islander	751	97%	78%	11%				
White	436	95%	78%	12%				
Small Group Totals								
General-Education Students	2835	96%	73%	8%				
Students with Disabilities	526	62%	22%	1%				
English Proficient	3275	91%	66%	7%				
Limited English Proficient	86	70%	28%	1%				
Economically Disadvantaged	2351	96%	71%	7%				
Not Disadvantaged	1010	78%	51%	7%				
Migrant								
Not Migrant	3361	91%	65%	7%				

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

### NOTES

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

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	40	39	35	49	48	46	37
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	172	116	95	N/A	175	105	77	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 #27**

## 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: 677	Range: 622-800			650-800			702-800		
Number of Students:	3275			2756			988		

## 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>3567</b>	<b>92%</b>	<b>77%</b>	<b>28%</b>				
Female	1732	93%	79%	28%				
Male	1835	91%	76%	28%				
American Indian or Alaska Native	26	92%	77%	31%				
Black or African American	1128	87%	65%	16%				
Hispanic or Latino	1173	92%	76%	24%				
Asian or Native Hawaiian/Other Pacific Islander	803	97%	90%	42%				
White	437	96%	87%	43%				
<b>Small Group Totals</b>								
General-Education Students	3008	96%	84%	32%				
Students with Disabilities	559	67%	40%	6%				
English Proficient	3299	93%	79%	29%				
Limited English Proficient	268	79%	51%	7%				
Economically Disadvantaged	2502	96%	83%	29%				
Not Disadvantaged	1065	82%	63%	25%				
Migrant								
Not Migrant	3567	92%	77%	28%				

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

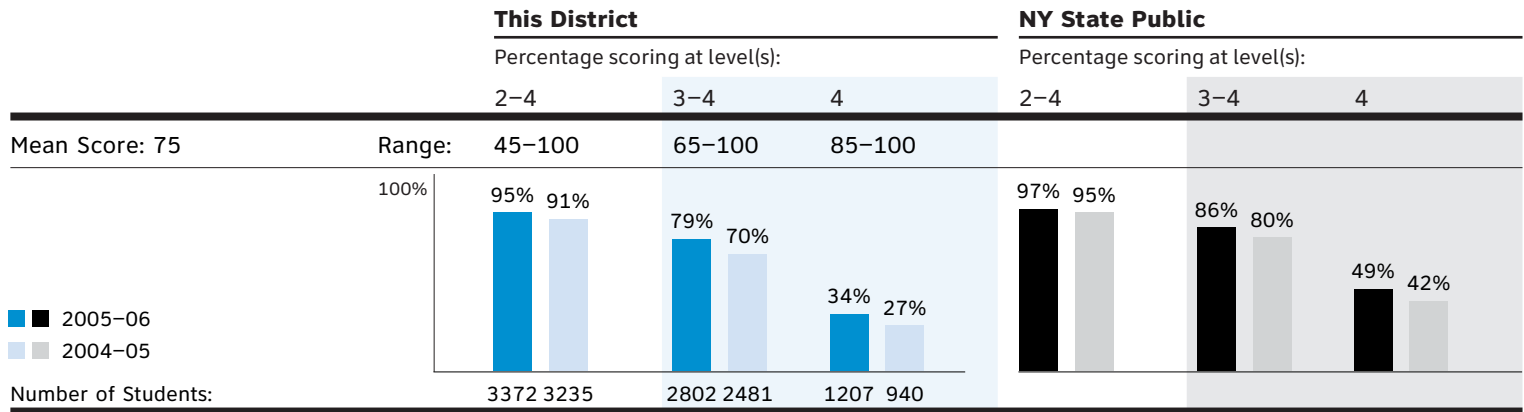
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	41	41	39	35	45	45	40	33

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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>3535</b>	<b>95%</b>	<b>79%</b>	<b>34%</b>	<b>3538</b>	<b>91%</b>	<b>70%</b>	<b>27%</b>
Female	1730	96%	82%	34%	1745	93%	71%	26%
Male	1805	95%	77%	34%	1793	90%	69%	27%
American Indian or Alaska Native	25	96%	76%	32%	35	86%	69%	14%
Black or African American	1112	93%	70%	21%	1151	87%	62%	18%
Hispanic or Latino	1154	95%	77%	30%	1151	91%	67%	24%
Asian or Native Hawaiian/Other Pacific Islander	810	97%	89%	46%	784	96%	80%	35%
White	434	98%	91%	56%	417	95%	84%	45%
<b>Small Group Totals</b>								
General-Education Students	2984	98%	84%	39%	3027	95%	76%	30%
Students with Disabilities	551	83%	52%	9%	511	68%	37%	6%
English Proficient	3274	96%	82%	36%	3254	94%	74%	29%
Limited English Proficient	261	85%	50%	8%	284	67%	28%	3%
Economically Disadvantaged	2483	98%	83%	34%	3201	91%	68%	24%
Not Disadvantaged	1052	90%	71%	33%	337	97%	86%	50%
Migrant					2	-	-	-
Not Migrant	3535	95%	79%	34%	3536	-	-	-

### NOTES

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

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	40	39	34	45	45	40	35



District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 657	608-795	650-795	711-795			
Number of Students:	3211	2187	326			

## 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>3484</b>	<b>92%</b>	<b>63%</b>	<b>9%</b>				
Female	1732	94%	66%	10%				
Male	1752	90%	59%	9%				
American Indian or Alaska Native	23	91%	61%	4%				
Black or African American	1197	87%	49%	6%				
Hispanic or Latino	1077	93%	62%	7%				
Asian or Native Hawaiian/Other Pacific Islander	772	97%	76%	14%				
White	415	95%	78%	18%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2897	97%	72%	11%				
Students with Disabilities	587	67%	19%	1%				
English Proficient	3383	93%	64%	10%				
Limited English Proficient	101	75%	17%	0%				
Economically Disadvantaged	2398	97%	69%	10%				
Not Disadvantaged	1086	81%	48%	8%				
Migrant								
Not Migrant	3484	92%	63%	9%				

### NOTES

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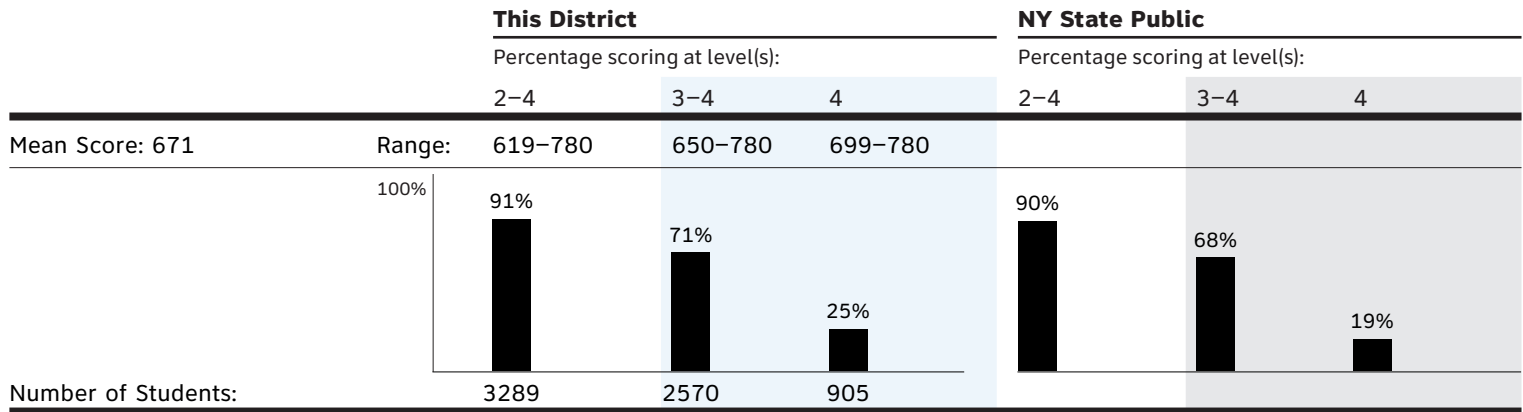
## Other Assessments

	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 5 Equivalent	49	49	46	40	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	117	82	66	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 #27**

## 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
<b>All Students</b>	<b>3617</b>	<b>91%</b>	<b>71%</b>	<b>25%</b>				
Female	1806	92%	72%	23%				
Male	1811	90%	70%	27%				
American Indian or Alaska Native	23	91%	78%	26%				
Black or African American	1197	85%	56%	13%				
Hispanic or Latino	1179	91%	71%	22%				
Asian or Native Hawaiian/Other Pacific Islander	799	98%	87%	41%				
White	419	95%	84%	37%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	3023	96%	79%	29%				
Students with Disabilities	594	66%	29%	4%				
English Proficient	3393	92%	73%	26%				
Limited English Proficient	224	75%	42%	6%				
Economically Disadvantaged	2513	96%	78%	26%				
Not Disadvantaged	1104	80%	55%	22%				
Migrant								
Not Migrant	3617	91%	71%	25%				

### NOTES

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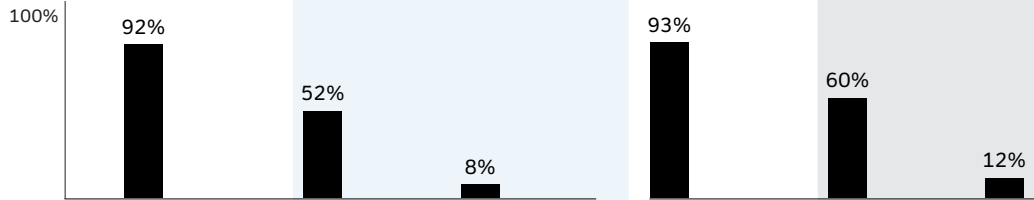
## Other Assessments

	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	48	48	44	41	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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: 650	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	3213	1821	271			



## 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>3493</b>	<b>92%</b>	<b>52%</b>	<b>8%</b>				
Female	1666	95%	56%	10%				
Male	1827	89%	49%	6%				
American Indian or Alaska Native	27	78%	22%	0%				
Black or African American	1184	90%	44%	5%				
Hispanic or Latino	1182	92%	46%	6%				
Asian or Native Hawaiian/Other Pacific Islander	746	96%	70%	13%				
White	354	92%	63%	14%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2932	97%	60%	9%				
Students with Disabilities	561	63%	10%	1%				
English Proficient	3388	93%	53%	8%				
Limited English Proficient	105	70%	15%	0%				
Economically Disadvantaged	2380	97%	58%	7%				
Not Disadvantaged	1113	80%	40%	9%				
Migrant								
Not Migrant	3493	92%	52%	8%				

### NOTES

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## Other Assessments

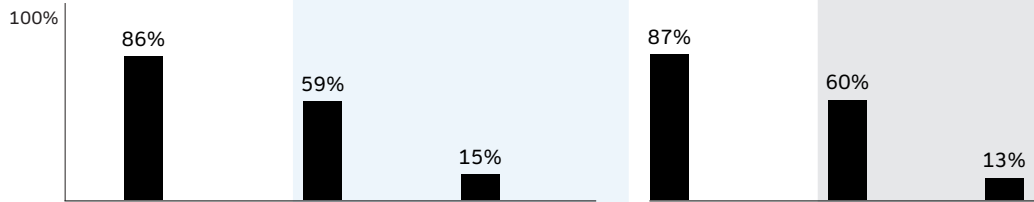
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	41	40	38	27	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	125	97	78	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 #27**

## This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 656	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
	86%	59%	15%	87%	60%	13%
Number of Students:	3122	2156	542			



## 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>3635</b>	<b>86%</b>	<b>59%</b>	<b>15%</b>				
Female	1728	87%	60%	15%				
Male	1907	85%	59%	15%				
American Indian or Alaska Native	27	67%	30%	4%				
Black or African American	1188	81%	48%	8%				
Hispanic or Latino	1279	85%	55%	11%				
Asian or Native Hawaiian/Other Pacific Islander	782	93%	77%	30%				
White	359	93%	74%	21%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	3065	92%	67%	17%				
Students with Disabilities	570	55%	19%	1%				
English Proficient	3405	87%	61%	16%				
Limited English Proficient	230	64%	27%	4%				
Economically Disadvantaged	2498	91%	65%	16%				
Not Disadvantaged	1137	75%	47%	12%				
Migrant								
Not Migrant	3635	86%	59%	15%				

### NOTES

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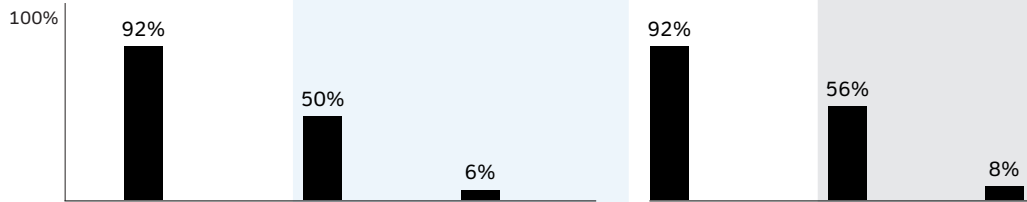
## Other Assessments

	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	43	43	39	30	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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: 648	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	3338	1817	203	3338	1817	203



## 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>3627</b>	<b>92%</b>	<b>50%</b>	<b>6%</b>				
Female	1762	94%	53%	6%				
Male	1865	90%	48%	5%				
American Indian or Alaska Native	20	85%	60%	5%				
Black or African American	1194	90%	39%	3%				
Hispanic or Latino	1203	92%	48%	5%				
Asian or Native Hawaiian/Other Pacific Islander	838	95%	61%	8%				
White	372	94%	68%	12%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	3131	96%	56%	6%				
Students with Disabilities	496	67%	12%	0%				
English Proficient	3507	93%	52%	6%				
Limited English Proficient	120	73%	5%	0%				
Economically Disadvantaged	2558	96%	54%	6%				
Not Disadvantaged	1069	82%	40%	6%				
Migrant								
Not Migrant	3627	92%	50%	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	59	59	53	45	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	151	108	76	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 #27**

## 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: 646	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	84%	48%	11%	87%	56%	12%
Number of Students:	3185	1831	410			

## 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>3784</b>	<b>84%</b>	<b>48%</b>	<b>11%</b>				
Female	1840	86%	50%	11%				
Male	1944	82%	47%	11%				
American Indian or Alaska Native	20	80%	55%	15%				
Black or African American	1201	78%	34%	4%				
Hispanic or Latino	1291	83%	44%	7%				
Asian or Native Hawaiian/Other Pacific Islander	887	91%	66%	21%				
White	385	91%	67%	22%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	3280	89%	54%	12%				
Students with Disabilities	504	54%	11%	0%				
English Proficient	3512	85%	50%	11%				
Limited English Proficient	272	68%	22%	3%				
Economically Disadvantaged	2689	89%	52%	11%				
Not Disadvantaged	1095	73%	39%	11%				
Migrant								
Not Migrant	3784	84%	48%	11%				

### NOTES

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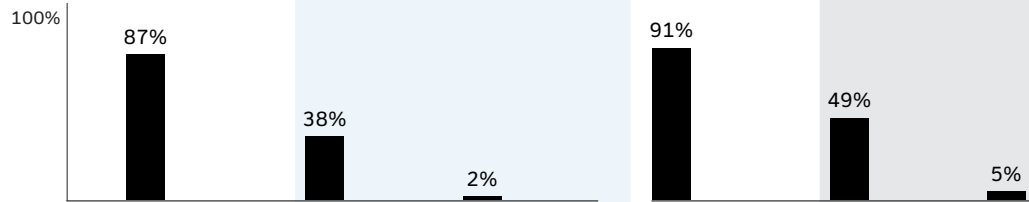
## Other Assessments

	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	60	60	56	44	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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: 640	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	3066	1352	78	3066	1352	78



## 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>3535</b>	<b>87%</b>	<b>38%</b>	<b>2%</b>				
Female	1705	90%	44%	3%				
Male	1830	83%	33%	2%				
American Indian or Alaska Native	27	78%	11%	0%				
Black or African American	1180	82%	29%	1%				
Hispanic or Latino	1171	88%	37%	1%				
Asian or Native Hawaiian/Other Pacific Islander	863	90%	51%	3%				
White	294	89%	48%	7%				
Small Group Totals								
General-Education Students	3018	92%	44%	3%				
Students with Disabilities	517	56%	7%	0%				
English Proficient	3399	88%	40%	2%				
Limited English Proficient	136	63%	4%	0%				
Economically Disadvantaged	2495	92%	42%	2%				
Not Disadvantaged	1040	74%	28%	3%				
Migrant								
Not Migrant	3535	87%	38%	2%				

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

### NOTES

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## Other Assessments

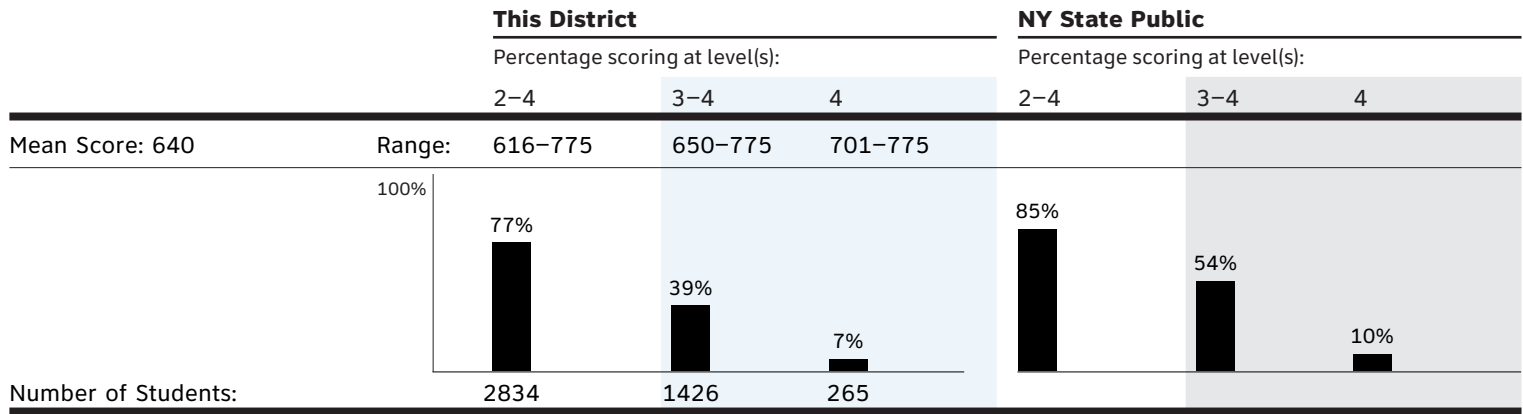
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	55	54	50	45	50	50	40	32
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	166	108	87	N/A	158	108	72	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 #27**

## 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>3693</b>	<b>77%</b>	<b>39%</b>	<b>7%</b>				
Female	1782	78%	41%	7%				
Male	1911	75%	37%	7%				
American Indian or Alaska Native	28	64%	29%	0%				
Black or African American	1171	67%	25%	3%				
Hispanic or Latino	1282	76%	35%	4%				
Asian or Native Hawaiian/Other Pacific Islander	915	89%	58%	17%				
White	297	85%	47%	9%				
Small Group Totals								
General-Education Students	3175	82%	44%	8%				
Students with Disabilities	518	42%	8%	1%				
English Proficient	3390	78%	40%	8%				
Limited English Proficient	303	62%	23%	2%				
Economically Disadvantaged	2639	82%	42%	8%				
Not Disadvantaged	1054	63%	29%	6%				
Migrant								
Not Migrant	3693	77%	39%	7%				

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

### NOTES

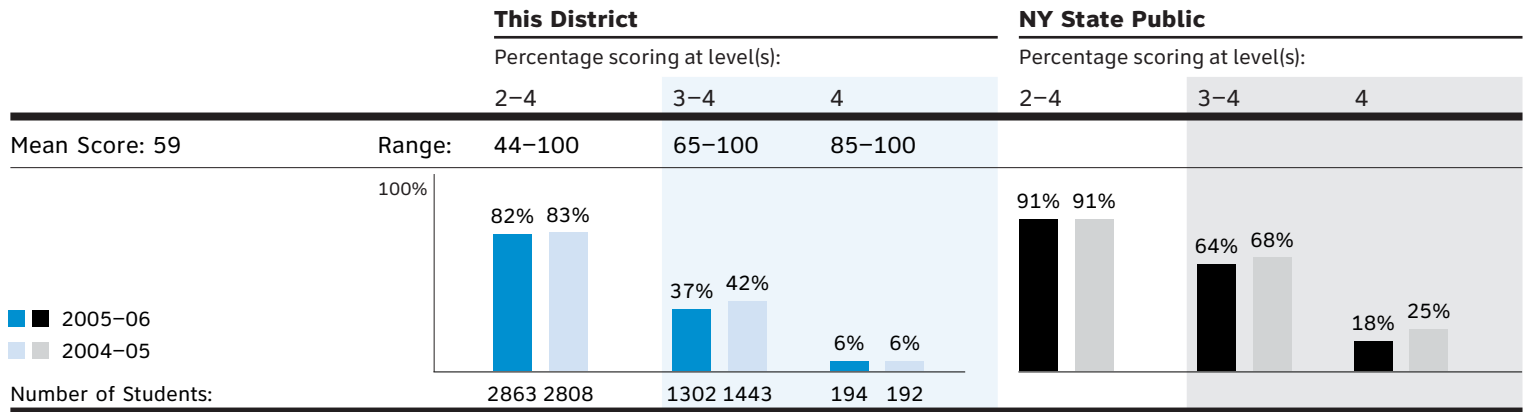
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	58	57	53	45	49	49	44	35

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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>3492</b>	<b>82%</b>	<b>37%</b>	<b>6%</b>	<b>3402</b>	<b>83%</b>	<b>42%</b>	<b>6%</b>
Female	1683	84%	35%	5%	1633	85%	44%	6%
Male	1809	80%	39%	6%	1769	80%	41%	6%
American Indian or Alaska Native	29	79%	21%	0%	25	76%	44%	0%
Black or African American	1078	76%	26%	2%	1125	76%	31%	2%
Hispanic or Latino	1225	81%	36%	4%	1190	83%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	866	88%	50%	12%	745	88%	57%	12%
White	294	87%	47%	10%	317	91%	58%	11%
<b>Small Group Totals</b>								
General-Education Students	3007	87%	42%	6%	2909	87%	47%	6%
Students with Disabilities	485	51%	10%	1%	493	55%	14%	1%
English Proficient	3200	84%	40%	6%	3084	84%	45%	6%
Limited English Proficient	292	62%	12%	0%	318	66%	16%	0%
Economically Disadvantaged	2476	87%	40%	5%	2805	81%	40%	4%
Not Disadvantaged	1016	70%	32%	7%	597	88%	54%	11%
<b>Migrant</b>								
Not Migrant	3492	82%	37%	6%	3402	83%	42%	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 8 Equivalent	56	54	51	41	47	47	46	37
Regents Science	2	–	–	–	61	47	42	5

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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

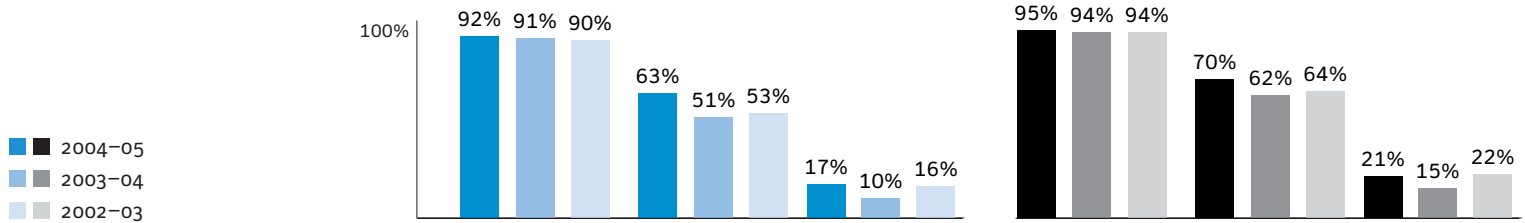
Percentage scoring at level(s):

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	270	1001	1566	588	3425	657
Feb 2004	325	1442	1499	360	3626	646
Feb 2003	339	1299	1272	552	3462	650

### Grade 8

#### This School

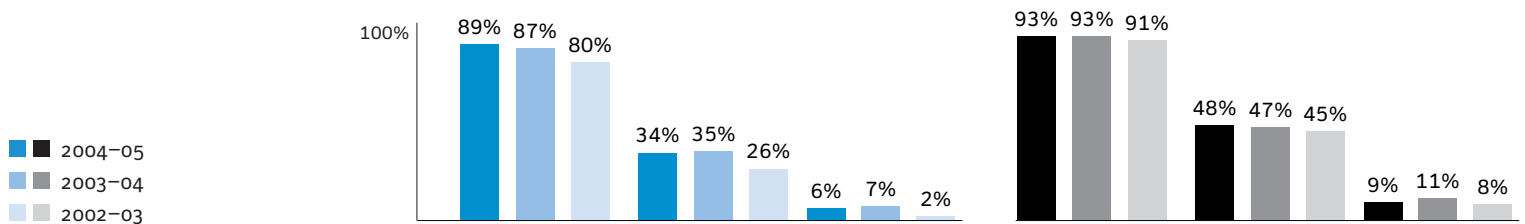
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

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

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	378	1984	1021	201	3584	688
Jan 2004	460	1894	1025	246	3625	689
Jan 2003	732	2000	891	78	3701	679

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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

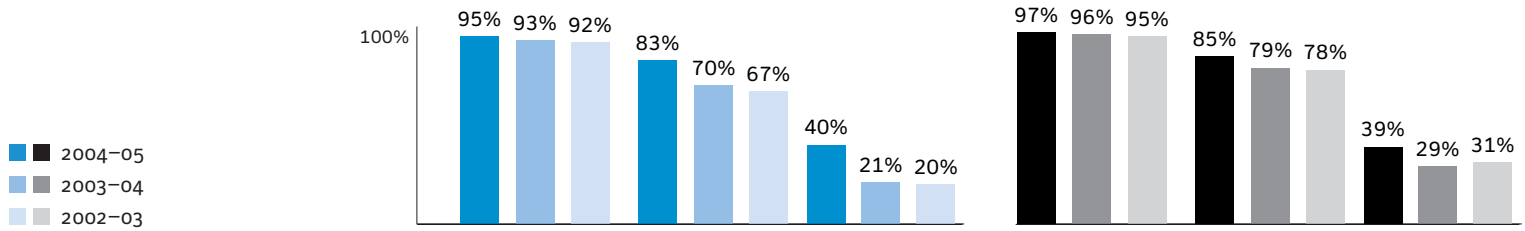
Percentage scoring at level(s):

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	175	428	1541	1450	3594	670
May 2004	267	849	1825	782	3723	653
May 2003	299	885	1692	727	3603	649

### Grade 8

#### This School

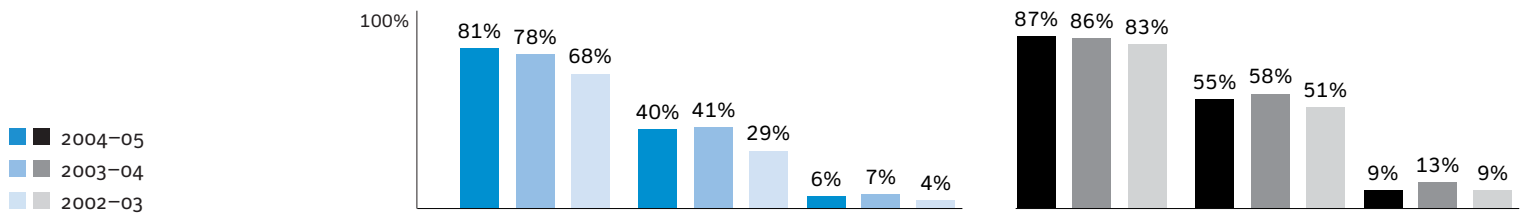
Percentage scoring at level(s):

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	717	1485	1252	233	3687	707
May 2004	818	1367	1296	244	3725	703
May 2003	1218	1483	962	146	3809	693

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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

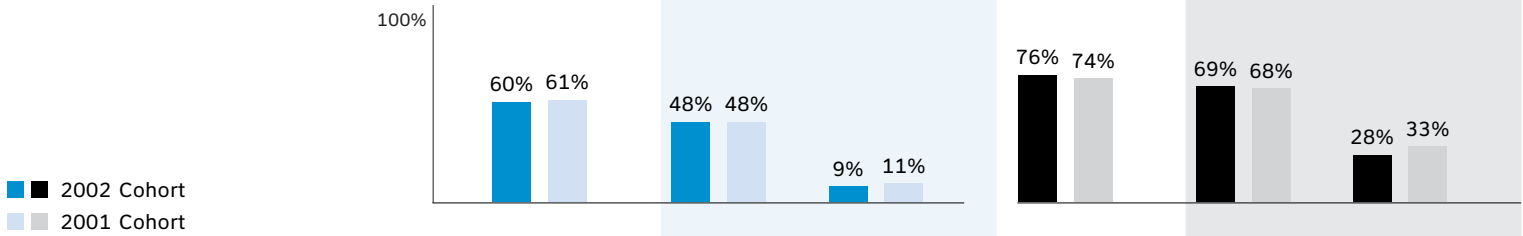
### NY State Public

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>2925</b>	<b>60%</b>	<b>48%</b>	<b>9%</b>	<b>2679</b>	<b>61%</b>	<b>48%</b>	<b>11%</b>
Female	1412	69%	57%	12%	1282	67%	55%	15%
Male	1513	52%	40%	6%	1397	56%	42%	8%
American Indian or Alaska Native	14	57%	43%	7%	8	88%	63%	38%
Black or African American	1153	55%	41%	6%	1027	57%	41%	7%
Hispanic or Latino	904	59%	48%	8%	794	61%	50%	12%
Asian or Native Hawaiian/Other Pacific Islander	638	72%	61%	13%	614	70%	57%	17%
White	216	56%	49%	9%	236	59%	53%	15%
<b>Small Group Totals</b>								
General-Education Students	2516	68%	55%	10%	2369	67%	53%	13%
Students with Disabilities	409	14%	8%	0%	310	20%	12%	1%
English Proficient	2683	62%	50%	9%	2377	64%	51%	12%
Limited English Proficient	242	36%	24%	1%	302	44%	30%	4%
Economically Disadvantaged	1721	65%	52%	9%				
Not Disadvantaged	1204	54%	43%	8%				
Migrant								
Not Migrant	2925	60%	48%	9%				

### 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	43	1

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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

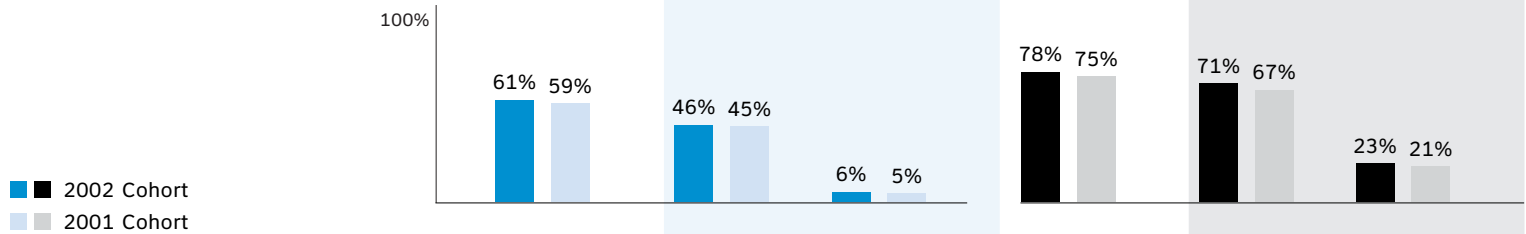
### NY State Public

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>2925</b>	<b>61%</b>	<b>46%</b>	<b>6%</b>	<b>2679</b>	<b>59%</b>	<b>45%</b>	<b>5%</b>
Female	1412	68%	51%	6%	1282	64%	48%	6%
Male	1513	55%	41%	6%	1397	55%	42%	5%
American Indian or Alaska Native	14	64%	43%	21%	8	75%	63%	0%
Black or African American	1153	56%	38%	4%	1027	55%	39%	2%
Hispanic or Latino	904	61%	47%	5%	794	58%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	638	75%	61%	11%	614	71%	57%	10%
White	216	53%	43%	8%	236	53%	43%	7%
<b>Small Group Totals</b>								
General-Education Students	2516	68%	52%	7%	2369	65%	50%	6%
Students with Disabilities	409	16%	8%	0%	310	16%	9%	0%
English Proficient	2683	63%	47%	7%	2377	60%	46%	5%
Limited English Proficient	242	46%	31%	1%	302	52%	34%	3%
Economically Disadvantaged	1721	65%	50%	7%				
Not Disadvantaged	1204	55%	40%	5%				
<b>Migrant</b>								
Not Migrant	2925	61%	46%	6%				

### 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	42	1

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

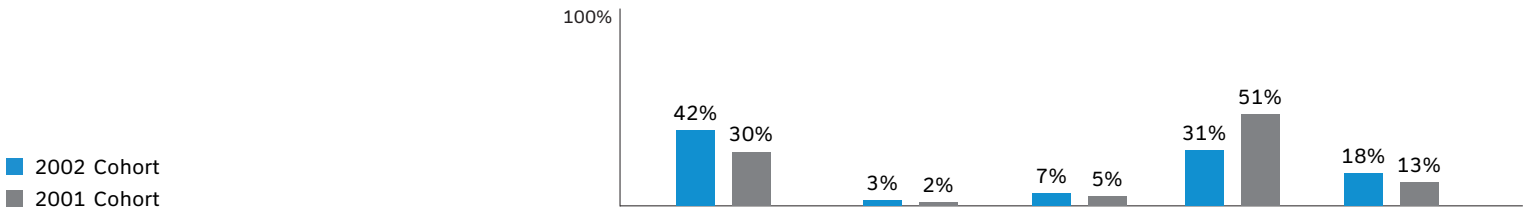
District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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>2925</b>	<b>42%</b>	<b>3%</b>	<b>7%</b>	<b>31%</b>	<b>18%</b>
	<b>2001</b>	<b>2679</b>	<b>30%</b>	<b>2%</b>	<b>5%</b>	<b>51%</b>	<b>13%</b>
Female	2002	1412	49%	2%	6%	28%	15%
	2001	1282	34%	2%	4%	49%	11%
Male	2002	1513	35%	3%	8%	34%	20%
	2001	1397	26%	2%	6%	52%	14%
American Indian or Alaska Native	2002	14	50%	0%	14%	14%	21%
	2001	8	50%	0%	0%	38%	13%
Black or African American	2002	1153	39%	3%	8%	31%	19%
	2001	1027	32%	3%	6%	49%	11%
Hispanic or Latino	2002	904	40%	3%	5%	31%	20%
	2001	794	28%	2%	4%	50%	17%
Asian or Native Hawaiian/Other Pacific Islander	2002	638	51%	1%	6%	30%	12%
	2001	614	30%	0%	5%	55%	10%
White	2002	216	38%	3%	8%	31%	19%
	2001	236	29%	4%	6%	47%	13%
Small Group Totals							
General-Education Students	2002	2516	46%	0%	7%	32%	15%
	2001	2369	32%	0%	5%	53%	10%
Students with Disabilities	2002	409	14%	20%	6%	25%	34%
	2001	310	14%	18%	5%	30%	33%
English Proficient	2002	2683	44%	2%	7%	30%	17%
	2001	2377	30%	2%	5%	50%	12%
Limited English Proficient	2002	242	21%	7%	1%	44%	27%
	2001	302	26%	2%	1%	51%	21%
Economically Disadvantaged	2002	1721	45%	3%	6%	33%	13%
	2001	1597	32%	2%	5%	53%	10%
Not Disadvantaged	2002	1204	37%	2%	7%	29%	25%
	2001	1082	26%	2%	6%	49%	11%
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	2925	42%	3%	7%	31%	18%
	2001	2679	30%	2%	5%	51%	13%

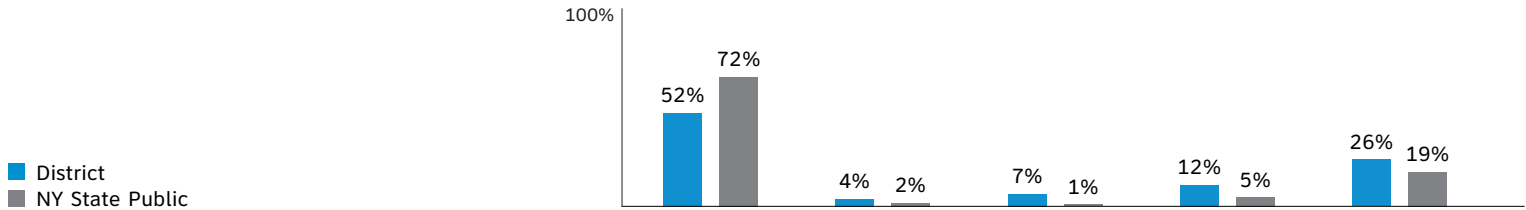
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #27**

## 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>2655</b>	<b>52%</b>	<b>4%</b>	<b>7%</b>	<b>12%</b>	<b>26%</b>
Female	1249	57%	3%	6%	12%	23%
Male	1406	47%	4%	8%	12%	28%
American Indian or Alaska Native	7	71%	0%	0%	14%	14%
Black or African American	1031	49%	4%	8%	13%	25%
Hispanic or Latino	789	51%	3%	6%	12%	29%
Asian or Native Hawaiian/Other Pacific Islander	577	60%	2%	6%	11%	22%
White	251	47%	6%	10%	10%	27%
<b>Small Group Totals</b>						
General-Education Students	2302	57%	0%	7%	13%	23%
Students with Disabilities	353	19%	27%	6%	8%	40%
English Proficient	2399	53%	3%	8%	12%	24%
Limited English Proficient	256	43%	6%	3%	11%	37%
Economically Disadvantaged	1334	54%	5%	8%	13%	20%
Not Disadvantaged	1321	49%	2%	7%	11%	31%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2655	52%	4%	7%	12%	26%

### NOTES

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