The New York State District Report Card

Accountability and Overview Report 2007 – 08

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**
District ID **33-20-00-01-0000**
Superintendent **LAURA FEIJOO**
Telephone **(718) 759-3942**
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.

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 2008–09 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.

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

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

District ID **33-20-00-01-0000**

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

	2005–06	2006–07	2007–08
Pre-K	988	833	880
Kindergarten	2745	2706	2867
Grade 1	2779	2849	2838
Grade 2	2772	2763	2820
Grade 3	2745	2744	2723
Grade 4	2823	2738	2673
Grade 5	2751	2815	2728
Grade 6	3007	2957	2951
Ungraded Elementary	1171	1317	1414
Grade 7	2911	3022	3101
Grade 8	3090	2981	3011
Grade 9	4207	3745	3697
Grade 10	3754	3782	3776
Grade 11	1949	1976	1883
Grade 12	1611	1779	1936
Ungraded Secondary	1315	1340	1481
Total K–12	39630	39514	39899

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

	2005–06	2006–07	2007–08
Common Branch	23	24	23
Grade 8			
English	28	27	27
Mathematics	28	27	28
Science	29	28	28
Social Studies	28	28	29
Grade 10			
English	31	31	32
Mathematics	30	29	29
Science	30	30	30
Social Studies	31	30	29

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.

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

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Demographic Factors

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Eligible for Free Lunch	26690	67%	24131	61%	22914	57%
Reduced-Price Lunch	3983	10%	3728	9%	3518	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	9035	23%	9130	23%	9665	24%
Racial/Ethnic Origin						
American Indian or Alaska Native	109	0%	89	0%	88	0%
Black or African American	2205	6%	2111	5%	2123	5%
Hispanic or Latino	11266	28%	11470	29%	11668	29%
Asian or Native Hawaiian/Other Pacific Islander	13588	34%	13735	35%	14145	35%
White	12462	31%	12109	31%	11875	30%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	532	1%	1015	3%	1015	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.

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

District ID **33-20-00-01-0000**

Teacher Qualifications

	2005–06	2006–07	2007–08
Total Number of Teachers	2594	2689	2756
Percent with No Valid Teaching Certificate	4%	4%	2%
Percent Teaching Out of Certification	12%	10%	8%
Percent with Fewer Than Three Years of Experience	14%	12%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	43%	44%	46%
Total Number of Core Classes	9268	6043	6609
Percent Not Taught by Highly Qualified Teachers	10%	10%	9%
Total Number of Classes	7592	7731	7936
Percent Taught by Teachers Without Appropriate Certification	14%	12%	11%

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate

	2004–05	2005–06	2006–07
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	13%	
Turnover Rate of All Teachers	15%	12%	

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts

	2005–06	2006–07	2007–08
Total Other Professional Staff		0	0
Total Paraprofessionals*		0	0
Assistant Principals		0	0
Principals		0	0

* Not available at the school level.

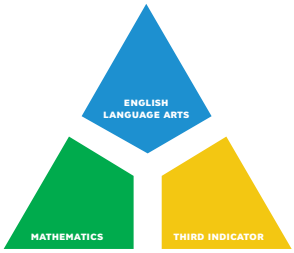
Staff Counts Information

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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2007–08 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 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 AMO's for each grade level 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**.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ 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 2007–08 safe harbor targets were calculated using the following equation:

2006–07 PI + (200 – the 2006–07 PI) × 0.10

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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)	New York State Status (Applies to New York State districts)
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 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 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 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 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 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 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 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 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.	**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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

2 District Accountability

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

Summary

Overall Accountability Status (2008–09)

Improvement (Year 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✘	✔	✔
Ethnicity						
American Indian or Alaska Native	–	–		–	–	
Black or African American	✔	✔		✘	✘	
Hispanic or Latino	✔	✔		✘	✘	
Asian or Native Hawaiian/Other Pacific Islander	✔	✔		✔	✔	
White	✔	✔		✔	✔	
Multiracial				–	–	
Other Groups						
Students with Disabilities	✔SH	✘		✘	✘	
Limited English Proficient	✔SH	✔		✘	✔	
Economically Disadvantaged	✔	✔		✔	✔	
Student groups making AYP in each subject	✔ 8 of 8	✘ 7 of 8	✔ 1 of 1	✘ 3 of 8	✘ 5 of 8	✔ 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	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)

Pending – Requires Special Evaluation

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09) ^ Improvement (Year 2)

Accountability Measures 8 of 8 Student groups making AYP in English language arts

✔ Made 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 2008-09, the district will be In Need of Improvement (Year 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [217]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (18682:17570)	✔	✔	98%	✔	162	132		
Ethnicity								
American Indian or Alaska Native (30:27)	–	–	–	–	–	–		–
Black or African American (803:742)	✔	✔	97%	✔	158	129		
Hispanic or Latino (4835:4609)	✔	✔	99%	✔	146	131		
Asian or Native Hawaiian/Other Pacific Islander (7292:6787)	✔	✔	99%	✔	168	132		
White (5722:5405)	✔	✔	97%	✔	170	132		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (4433:2280)	✔SH	✔	95%	✔SH	118	131	110	126
Limited English Proficient[5] (3833:4644)	✔SH	✔	97%	✔SH	130	131	122	137
Economically Disadvantaged (15800:14882)	✔	✔	99%	✔	159	132		
Final AYP Determination	✔ 8 of 8							

AYP Status

✔ Made AYP

✔SH 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 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

2 District Accountability

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	7 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 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (18750:17868)	✔	✔	99%	✔	182	101		
Ethnicity								
American Indian or Alaska Native (30:27)	–	–	–	–	–	–		–
Black or African American (810:747)	✔	✔	98%	✔	170	98		
Hispanic or Latino (4827:4601)	✔	✔	99%	✔	166	100		
Asian or Native Hawaiian/Other Pacific Islander (7361:7035)	✔	✔	100%	✔	193	101		
White (5722:5458)	✔	✔	98%	✔	183	101		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (4436:2257)	✘	✘	94%	✔	148	100		
Limited English Proficient[5] (3940:5055)	✔	✔	100%	✔	170	100		
Economically Disadvantaged (15878:15188)	✔	✔	100%	✔	181	101		
Final AYP Determination	✘ 7 of 8							

AYP Status

- ✔ Made AYP
- ✔SH 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 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2008–09)	^	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 2009-10. [201]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (6177:5810)	✔	Qualified	✔	98%	✔	173	100		
Ethnicity									
American Indian or Alaska Native (13:12)		–	–	–	–	–	–		–
Black or African American (263:237)		Qualified	✔	95%	✔	154	100		
Hispanic or Latino (1568:1455)		Qualified	✔	97%	✔	156	100		
Asian or Native Hawaiian/Other Pacific Islander (2412:2291)		Qualified	✔	100%	✔	182	100		
White (1921:1815)		Qualified	✔	97%	✔	178	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (752:638)		Qualified	✔	88%	✔	140	100		
Limited English Proficient[4] (1280:1599)		Qualified	✔	99%	✔	151	100		
Economically Disadvantaged (5149:4879)		Qualified	✔	99%	✔	170	100		
Final AYP Determination	✔ 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

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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09) ^ Improvement (Year 2)

Accountability Measures 3 of 8 Student groups making AYP in English language arts

✘ Did not make AYP

Prospective Status To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 3) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [217]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (2349:2656)	✘	✔	99%	✘	160	163	163	164
Ethnicity								
American Indian or Alaska Native (5:6)	–	–	–	–	–	–		–
Black or African American (194:253)	✘	✔	100%	✘	156	158	158	160
Hispanic or Latino (636:824)	✘	✔	99%	✘	146	161	158	151
Asian or Native Hawaiian/Other Pacific Islander (800:821)	✔	✔	99%	✔	168	161		
White (711:749)	✔	✔	98%	✔	167	161		
Multiracial (3:3)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (201:304)	✘	✔	98%	✘	94	159	126	105
Limited English Proficient[4] (423:589)	✘	✔	99%	✘	137	160	148	143
Economically Disadvantaged (1082:1316)	✔	✔	99%	✔	163	162		
Final AYP Determination	✘ 3 of 8							

AYP Status

✔ Made AYP

✔SH 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 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)	^	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 2008-09, the district will be District In Need of Improvement (Year 1) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will be in good standing in 2009-10. [202]

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

Student Group (12th Graders: 2004 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (2349:2656)	✔	✔	99%	✔	160	157		
Ethnicity								
American Indian or Alaska Native (5:6)	–	–	–	–	–	–		–
Black or African American (194:253)	✘	✔	98%	✘	146	152	152	151
Hispanic or Latino (636:824)	✘	✔	99%	✘	140	155	150	146
Asian or Native Hawaiian/Other Pacific Islander (800:821)	✔	✔	100%	✔	181	155		
White (711:749)	✔	✔	98%	✔	165	155		
Multiracial (3:3)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (201:304)	✘	✔	97%	✘	96	153	124	106
Limited English Proficient[4] (423:589)	✔	✔	99%	✔	155	154		
Economically Disadvantaged (1082:1316)	✔	✔	99%	✔	165	156		
Final AYP Determination	✘ 5 of 8							

AYP Status

- ✔ Made AYP
- ✔SH 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 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

Graduation Rate

Accountability Status for This Indicator (2008–09)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in graduation rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (2915)	✔	✔	58%	55%		
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (232)		✔	63%	55%		
Hispanic or Latino (893)		✔	45%	55%	44%	46%
Asian or Native Hawaiian/Other Pacific Islander (870)		✔	64%	55%		
White (904)		✔	63%	55%		
Multiracial (13)						
Other Groups		–	–	–		
Students with Disabilities (338)		✔	26%	55%	24%	27%
Limited English Proficient[3] (668)		✔	50%	55%	1%	51%
Economically Disadvantaged (2438)		✔	58%	55%		
Final AYP Determination	✔ 1 of 1					

NOTES

1 Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

2 Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

3 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

Good Standing

19 schools identified 51% of total

HIGH SCHOOL OF TELECOMMUNICATIONS
IS 30 MARY WHITE OVINGTON
NEW SCHOOL AT K314
PS 102 BAYVIEW SCHOOL
PS 105 BLYTHEBOURNE SCHOOL
PS 112 LEFFERTS PARK SCHOOL
PS 127 MCKINLEY PARK SCHOOL
PS 160 WILLIAM T SAMPSON SCHOOL
PS 163 BATH BEACH SCHOOL
PS 164 CAESAR RODNEY
PS 170 LEXINGTON SCHOOL
PS 200 BENSON SCHOOL
PS 204 VINCE LOMBARDI SCHOOL
PS 205 CLARION SCHOOL
PS 247
PS 48 MAPLETON SCHOOL
PS 69 VINCENT D GRIPPO SCHOOL
SCHOOL OF JOURNALISM AND TECHNOLOGY
URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE

Improvement (Year 1)

4 schools identified 11% of total

JHS 259 WILLIAM MCKINLEY
PS 176 THE OVINGTON SCHOOL
PS 186 DR IRVING A GLADSTONE SCHOOL
PS 192

Improvement (Year 2)

1 school identified 3% of total

PS 179 THE KENSINGTON SCHOOL

Restructuring (Year 1)

1 school identified 3% of total

JHS 227 EDWARD B SHALLOW

Restructuring (Year 3)

2 schools identified 5% of total

JHS 220 JOHN J PERSHING
JHS 62 DITMAS SCHOOL

Restructuring (Year 4)

1 school identified 3% of total

New York State Status

Good Standing

6 schools identified 16% of total

IS 187
JHS 201 DYKER HEIGHTS
PS 180 HOMEWOOD SCHOOL
PS 185 WALTER KASSENBROCK SCHOOL
PS 229 DYKER SCHOOL
PS/IS 104 FORT HAMILTON SCHOOL

Requiring Academic Progress (Year 5)

1 school identified 3% of total

NEW UTRECHT HIGH SCHOOL

Requiring Academic Progress (Year 6)

2 schools identified 5% of total

FORT HAMILTON HIGH SCHOOL
FRANKLIN D ROOSEVELT HIGH SCHOOL

(continued)

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

2008–09 Accountability Status of Schools in Your District Continued

Federal Title I Status	New York State Status
Restructuring (Year 4) (continued)	
JHS 223 MONTAUK	

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

District ID **33-20-00-01-0000**

Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts		
Grade 3	67%	2876
Grade 4	73%	2792
Grade 5	76%	2861
Grade 6	61%	3037
Grade 7	67%	3154
Grade 8	54%	2990
Mathematics		
Grade 3	93%	2961
Grade 4	89%	2875
Grade 5	90%	2948
Grade 6	82%	3160
Grade 7	80%	3303
Grade 8	74%	3141
Science		
Grade 4	84%	2870
Grade 8	68%	3102

	Percentage of students that scored at or above Level 3	2004 Total Cohort
Secondary Level		
English	68%	3056
Mathematics	68%	3056

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.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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
2008 Mean Score: 665	Range:	616–780	650–780	720–780*			
2007 Mean Score: 666							
2007–08		94%	67%	10%	94%	70%	12%
2006–07		91%	67%	10%	91%	67%	10%
Number of Tested Students:		2694 2546	1923 1862	281 271			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**2876**	**94%**	**67%**	**10%**	**2793**	**91%**	**67%**	**10%**
Female	1346	96%	70%	10%	1349	93%	71%	12%
Male	1530	92%	64%	10%	1444	89%	63%	8%
American Indian or Alaska Native	4	–	–	–	9	78%	56%	0%
Black or African American	44	–	–	–	58	95%	57%	7%
Hispanic or Latino	733	89%	50%	5%	666	85%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	1146	95%	71%	10%	1081	94%	73%	11%
White	949	96%	75%	14%	979	93%	72%	13%
Multiracial								
Small Group Totals	48	96%	73%	4%				
General-Education Students	2457	97%	73%	11%	2490	94%	72%	11%
Students with Disabilities	419	74%	30%	2%	303	65%	22%	1%
English Proficient	2152	97%	78%	13%	2050	95%	78%	13%
Limited English Proficient	724	83%	33%	0%	743	79%	37%	1%
Economically Disadvantaged	2507	93%	64%	7%	2484	90%	64%	8%
Not Disadvantaged	369	96%	89%	30%	309	97%	84%	25%
Migrant								
Not Migrant	2876	94%	67%	10%	2793	91%	67%	10%

NOTES

The – symbol indicates that data for a group of students have 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.

* Level 4 range is for 2007–08 only. The 2006–07 range is 730–780.

Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	21	19	18	15	33	33	25	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	55	N/A	N/A	N/A	80	N/A	N/A	N/A

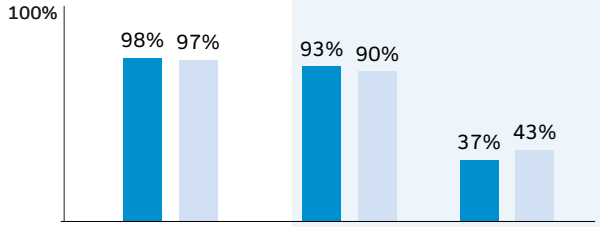
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 698	Range:	624–770	650–770	703–770			
2007 Mean Score: 697							
2007–08		98%	93%	37%	98%	90%	26%
2006–07		97%	90%	43%	96%	85%	29%
Number of Tested Students:		2909 2792	2748 2578	1106 1251			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**2961**	**98%**	**93%**	**37%**	**2876**	**97%**	**90%**	**43%**
Female	1387	98%	94%	39%	1375	97%	90%	47%
Male	1574	98%	92%	36%	1501	97%	89%	40%
American Indian or Alaska Native	4	–	–	–	9	89%	78%	22%
Black or African American	47	–	–	–	59	95%	85%	22%
Hispanic or Latino	743	97%	86%	16%	677	95%	81%	26%
Asian or Native Hawaiian/Other Pacific Islander	1199	99%	96%	51%	1127	99%	95%	57%
White	968	98%	94%	38%	1004	97%	90%	42%
Multiracial								
Small Group Totals	51	100%	88%	18%				
General-Education Students	2540	99%	96%	42%	2569	99%	93%	48%
Students with Disabilities	421	92%	73%	10%	307	84%	60%	10%
English Proficient	2154	99%	96%	45%	2053	99%	94%	52%
Limited English Proficient	807	96%	85%	16%	823	93%	79%	23%
Economically Disadvantaged	2592	98%	92%	34%	2562	97%	89%	41%
Not Disadvantaged	369	98%	96%	58%	314	99%	96%	63%
Migrant								
Not Migrant	2961	98%	93%	37%	2876	97%	90%	43%

NOTES
The – symbol indicates that data for a group of students have 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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	21	20	20	14	33	33	30	17

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 668	Range:	612–775	650–775	716–775			
2007 Mean Score: 664							
2007–08		93%	73%	10%	93%	71%	8%
2006–07		92%	66%	8%	92%	68%	8%
Number of Tested Students:		2592 2580	2052 1868	273 232			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**2792**	**93%**	**73%**	**10%**	**2812**	**92%**	**66%**	**8%**
Female	1345	95%	79%	12%	1363	95%	71%	9%
Male	1447	90%	69%	7%	1449	89%	62%	7%
American Indian or Alaska Native	9	89%	78%	0%	3	–	–	–
Black or African American	50	92%	66%	6%	60	–	–	–
Hispanic or Latino	674	89%	62%	5%	658	84%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	1096	94%	79%	10%	1114	94%	73%	10%
White	963	94%	76%	13%	977	94%	70%	11%
Multiracial								
Small Group Totals					63	86%	63%	2%
General-Education Students	2426	96%	80%	11%	2483	95%	72%	9%
Students with Disabilities	366	72%	31%	1%	329	67%	23%	1%
English Proficient	2208	97%	84%	12%	2220	97%	77%	10%
Limited English Proficient	584	76%	35%	0%	592	74%	27%	0%
Economically Disadvantaged	2441	92%	71%	8%	2498	91%	63%	6%
Not Disadvantaged	351	98%	90%	23%	314	97%	90%	23%
Migrant								
Not Migrant	2792	93%	73%	10%	2812	92%	66%	8%

NOTES
The – symbol indicates that data for a group of students have 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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	28	26	22	19	35	35	26	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	63	N/A	N/A	N/A	96	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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
2008 Mean Score: 694	Range:	622–800	650–800	702–800			
2007 Mean Score: 693							
2007–08		97%	89%	42%	95%	84%	29%
2006–07		96%	87%	41%	94%	80%	28%
Number of Tested Students:		2780 2798	2550 2528	1196 1194			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**2875**	**97%**	**89%**	**42%**	**2910**	**96%**	**87%**	**41%**
Female	1384	97%	88%	41%	1416	97%	87%	39%
Male	1491	97%	89%	42%	1494	95%	87%	43%
American Indian or Alaska Native	10	100%	90%	10%	3	–	–	–
Black or African American	51	96%	78%	14%	60	–	–	–
Hispanic or Latino	680	94%	78%	19%	671	91%	73%	19%
Asian or Native Hawaiian/Other Pacific Islander	1155	99%	95%	57%	1170	99%	94%	57%
White	979	97%	89%	41%	1006	97%	89%	39%
Multiracial								
Small Group Totals					63	95%	73%	14%
General-Education Students	2512	98%	93%	46%	2581	98%	91%	45%
Students with Disabilities	363	86%	61%	10%	329	84%	54%	10%
English Proficient	2202	98%	93%	50%	2218	98%	93%	49%
Limited English Proficient	673	91%	74%	16%	692	89%	68%	16%
Economically Disadvantaged	2523	96%	88%	39%	2595	96%	86%	39%
Not Disadvantaged	352	100%	97%	61%	315	98%	95%	61%
Migrant								
Not Migrant	2875	97%	89%	42%	2910	96%	87%	41%

NOTES
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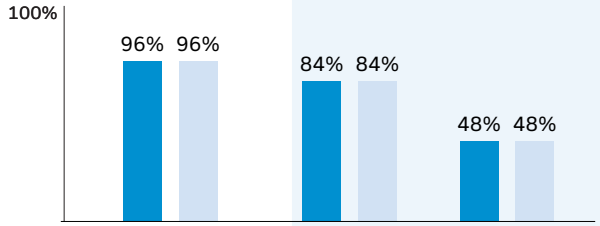
Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	28	27	23	15	35	35	31	25

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

This District's Results in Grade 4 Science

		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
2008 Mean Score: 80	Range:	45–100	65–100	85–100			
2007 Mean Score: 79							
2007–08		96%	84%	48%	97%	85%	50%
2006–07		96%	84%	48%	97%	85%	49%
Number of Tested Students:		2749 2757	2419 2410	1382 1390			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**2870**	**96%**	**84%**	**48%**	**2879**	**96%**	**84%**	**48%**
Female	1388	96%	85%	49%	1402	96%	84%	48%
Male	1482	95%	84%	47%	1477	95%	83%	49%
American Indian or Alaska Native	10	90%	80%	20%	3	–	–	–
Black or African American	53	96%	74%	28%	64	–	–	–
Hispanic or Latino	675	94%	72%	27%	669	93%	74%	30%
Asian or Native Hawaiian/Other Pacific Islander	1155	97%	89%	58%	1165	96%	88%	58%
White	977	96%	88%	52%	978	97%	86%	51%
Multiracial								
Small Group Totals					67	96%	78%	31%
General-Education Students	2511	97%	88%	53%	2545	97%	87%	52%
Students with Disabilities	359	89%	58%	15%	334	88%	57%	17%
English Proficient	2207	99%	92%	57%	2169	99%	93%	59%
Limited English Proficient	663	86%	58%	17%	710	87%	56%	15%
Economically Disadvantaged	2518	95%	83%	45%	2581	96%	83%	45%
Not Disadvantaged	352	99%	96%	73%	298	98%	93%	73%
Migrant								
Not Migrant	2870	96%	84%	48%	2879	96%	84%	48%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	28	27	27	22	35	35	32	24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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
2008 Mean Score: 666	Range:	608–795	650–795	711–795			
2007 Mean Score: 662							
2007–08		98%	76%	6%	98%	78%	6%
2006–07		95%	66%	5%	95%	68%	7%
Number of Tested Students:		2799 2736	2173 1904	165 150			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**2861**	**98%**	**76%**	**6%**	**2891**	**95%**	**66%**	**5%**
Female	1405	98%	79%	6%	1359	96%	68%	6%
Male	1456	97%	73%	5%	1532	94%	64%	4%
American Indian or Alaska Native					5	100%	80%	0%
Black or African American	64	97%	73%	0%	56	98%	55%	0%
Hispanic or Latino	673	97%	61%	2%	652	92%	49%	2%
Asian or Native Hawaiian/Other Pacific Islander	1152	98%	82%	6%	1153	95%	70%	6%
White	972	98%	80%	8%	1025	96%	72%	7%
Multiracial								
Small Group Totals								
General-Education Students	2472	98%	82%	7%	2569	97%	71%	6%
Students with Disabilities	389	95%	38%	1%	322	79%	25%	0%
English Proficient	2381	99%	85%	7%	2469	98%	74%	6%
Limited English Proficient	480	90%	30%	0%	422	75%	17%	0%
Economically Disadvantaged	2504	98%	73%	5%	2571	94%	63%	4%
Not Disadvantaged	357	99%	94%	15%	320	99%	85%	14%
Migrant								
Not Migrant	2861	98%	76%	6%	2891	95%	66%	5%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	33	31	24	17	30	30	28	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	61	N/A	N/A	N/A	84	N/A	N/A	N/A

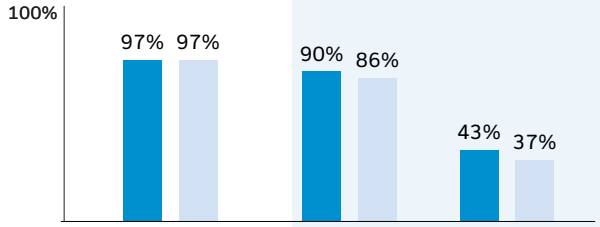
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

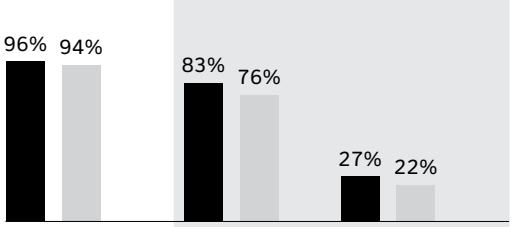
4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 694	Range:	619–780	650–780	699–780			
2007 Mean Score: 689							
2007–08		97%	90%	43%	96%	83%	27%
2006–07		97%	86%	37%	94%	76%	22%
Number of Tested Students:		2873 2890	2644 2561	1265 1110			





Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**2948**	**97%**	**90%**	**43%**	**2990**	**97%**	**86%**	**37%**
Female	1436	98%	90%	42%	1392	98%	87%	38%
Male	1512	96%	89%	43%	1598	96%	84%	37%
American Indian or Alaska Native	1	–	–	–	5	100%	100%	40%
Black or African American	64	–	–	–	56	96%	75%	21%
Hispanic or Latino	686	95%	78%	21%	663	95%	72%	16%
Asian or Native Hawaiian/Other Pacific Islander	1209	99%	96%	61%	1203	99%	94%	54%
White	988	97%	91%	38%	1063	95%	85%	31%
Multiracial								
Small Group Totals	65	97%	85%	14%				
General-Education Students	2555	98%	93%	48%	2671	98%	90%	41%
Students with Disabilities	393	92%	67%	12%	319	86%	52%	4%
English Proficient	2373	99%	95%	49%	2466	98%	91%	42%
Limited English Proficient	575	91%	70%	19%	524	89%	63%	14%
Economically Disadvantaged	2590	97%	89%	40%	2664	96%	85%	36%
Not Disadvantaged	358	99%	97%	62%	326	99%	92%	49%
Migrant								
Not Migrant	2948	97%	90%	43%	2990	97%	86%	37%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	34	30	28	18	30	30	28	20

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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
2008 Mean Score: 656	Range:	598–785	650–785	705–785			
2007 Mean Score: 655							
2007–08		98%	61%	2%	98%	67%	5%
2006–07		97%	56%	5%	98%	63%	9%
Number of Tested Students:		2970 2905	1847 1659	66 159			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**3037**	**98%**	**61%**	**2%**	**2984**	**97%**	**56%**	**5%**
Female	1420	99%	65%	3%	1437	98%	60%	8%
Male	1617	97%	57%	2%	1547	97%	52%	3%
American Indian or Alaska Native	3	–	–	–	7	100%	71%	0%
Black or African American	213	–	–	–	179	98%	44%	2%
Hispanic or Latino	823	97%	44%	0%	872	97%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	1177	98%	69%	4%	1064	97%	65%	8%
White	821	98%	66%	2%	862	98%	61%	6%
Multiracial								
Small Group Totals	216	100%	59%	1%				
General-Education Students	2658	98%	66%	2%	2699	98%	60%	6%
Students with Disabilities	379	93%	22%	0%	285	90%	13%	0%
English Proficient	2570	99%	70%	3%	2582	99%	63%	6%
Limited English Proficient	467	89%	12%	0%	402	84%	8%	0%
Economically Disadvantaged	2578	98%	58%	2%	2628	97%	52%	4%
Not Disadvantaged	459	99%	78%	5%	356	100%	82%	17%
Migrant								
Not Migrant	3037	98%	61%	2%	2984	97%	56%	5%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	20	19	14	9	27	26	24	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	91	N/A	N/A	N/A	114	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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
2008 Mean Score: 682	Range:	616–780	650–780	696–780			
2007 Mean Score: 676							
2007–08		96%	82%	35%	94%	79%	26%
2006–07		93%	75%	29%	91%	71%	20%
Number of Tested Students:		3038 2905	2583 2345	1103 899			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**3160**	**96%**	**82%**	**35%**	**3131**	**93%**	**75%**	**29%**
Female	1468	96%	83%	36%	1493	93%	75%	30%
Male	1692	96%	81%	34%	1638	93%	75%	27%
American Indian or Alaska Native	3	–	–	–	8	88%	38%	25%
Black or African American	221	–	–	–	183	88%	54%	14%
Hispanic or Latino	826	92%	67%	15%	902	87%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	1270	99%	93%	52%	1151	97%	89%	47%
White	840	96%	82%	34%	887	94%	76%	26%
Multiracial								
Small Group Totals	224	99%	75%	16%				
General-Education Students	2782	98%	86%	39%	2841	95%	79%	31%
Students with Disabilities	378	86%	53%	6%	290	72%	33%	2%
English Proficient	2560	98%	87%	41%	2592	96%	81%	33%
Limited English Proficient	600	88%	59%	11%	539	75%	45%	8%
Economically Disadvantaged	2700	96%	80%	32%	2772	92%	73%	26%
Not Disadvantaged	460	99%	89%	51%	359	98%	87%	46%
Migrant								
Not Migrant	3160	96%	82%	35%	3131	93%	75%	29%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	21	21	19	13	27	26	25	15

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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
2008 Mean Score: 660	Range:	600–790	650–790	712–790			
2007 Mean Score: 652							
2007–08		98%	67%	2%	98%	70%	3%
2006–07		92%	56%	6%	94%	58%	6%
Number of Tested Students:		3095 2774	2112 1676	68 167			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**3154**	**98%**	**67%**	**2%**	**3001**	**92%**	**56%**	**6%**
Female	1511	98%	72%	3%	1456	94%	60%	7%
Male	1643	98%	62%	2%	1545	91%	52%	4%
American Indian or Alaska Native	9	100%	67%	11%	2	–	–	–
Black or African American	193	99%	65%	0%	204	–	–	–
Hispanic or Latino	959	98%	55%	1%	852	90%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	1138	98%	73%	3%	1109	91%	63%	8%
White	855	99%	73%	3%	834	96%	67%	7%
Multiracial								
Small Group Totals					206	98%	40%	1%
General-Education Students	2792	99%	72%	2%	2781	94%	59%	6%
Students with Disabilities	362	94%	31%	0%	220	75%	16%	0%
English Proficient	2670	100%	76%	3%	2593	98%	64%	6%
Limited English Proficient	484	89%	15%	0%	408	56%	5%	0%
Economically Disadvantaged	2596	98%	63%	1%	2616	91%	52%	4%
Not Disadvantaged	558	99%	84%	5%	385	99%	80%	13%
Migrant								
Not Migrant	3154	98%	67%	2%	3001	92%	56%	6%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	30	29	25	24	25	25	23	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	118	N/A	N/A	N/A	96	N/A	N/A	N/A

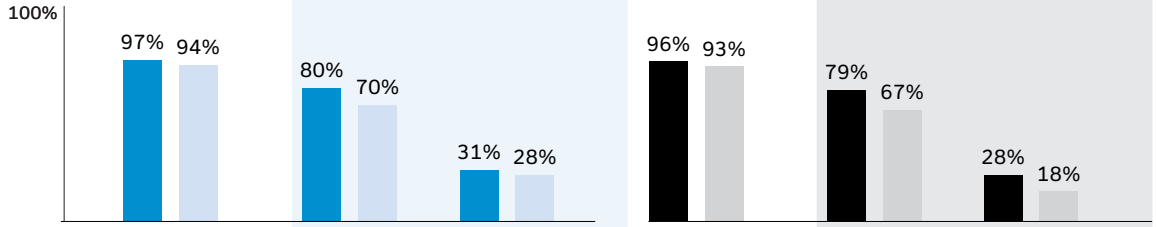
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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
2008 Mean Score: 677	Range:	611–800	650–800	693–800			
2007 Mean Score: 670							
Number of Tested Students:		3188 2914	2641 2160	1024 857			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**3303**	**97%**	**80%**	**31%**	**3104**	**94%**	**70%**	**28%**
Female	1579	96%	80%	33%	1498	94%	70%	28%
Male	1724	97%	80%	30%	1606	93%	69%	27%
American Indian or Alaska Native	9	89%	33%	22%	3	–	–	–
Black or African American	204	96%	70%	10%	203	–	–	–
Hispanic or Latino	970	94%	66%	11%	873	91%	48%	8%
Asian or Native Hawaiian/Other Pacific Islander	1242	98%	92%	50%	1167	96%	84%	45%
White	878	97%	82%	31%	858	94%	76%	29%
Multiracial								
Small Group Totals					206	91%	51%	8%
General-Education Students	2944	97%	84%	34%	2886	95%	73%	30%
Students with Disabilities	359	89%	45%	4%	218	74%	22%	1%
English Proficient	2666	99%	85%	36%	2576	97%	75%	31%
Limited English Proficient	637	88%	57%	12%	528	78%	41%	9%
Economically Disadvantaged	2744	96%	78%	28%	2722	93%	68%	25%
Not Disadvantaged	559	98%	89%	46%	382	98%	84%	47%
Migrant								
Not Migrant	3303	97%	80%	31%	3104	94%	70%	28%

NOTES
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Other Assessments

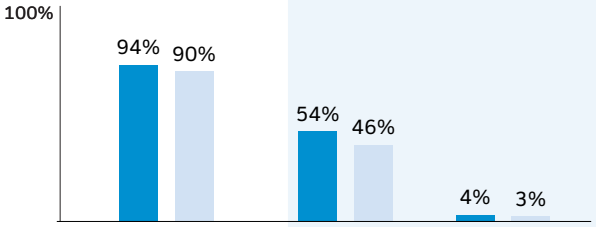
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	30	29	28	17	25	25	22	18

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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
2008 Mean Score: 654	Range:	602–790	650–790	715–790			
2007 Mean Score: 645							
2007–08		94%	54%	4%	95%	56%	6%
2006–07		90%	46%	3%	94%	57%	6%
Number of Tested Students:		2804 2621	1612 1322	121 95			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**2990**	**94%**	**54%**	**4%**	**2904**	**90%**	**46%**	**3%**
Female	1448	95%	60%	6%	1436	92%	52%	4%
Male	1542	93%	48%	2%	1468	89%	39%	3%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	194	–	–	–	230	–	–	–
Hispanic or Latino	835	93%	38%	1%	848	87%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	1127	92%	59%	5%	1021	90%	55%	4%
White	831	97%	64%	7%	804	93%	54%	5%
Multiracial								
Small Group Totals	197	96%	46%	1%	231	94%	30%	0%
General-Education Students	2736	95%	58%	4%	2648	93%	49%	4%
Students with Disabilities	254	82%	11%	1%	256	66%	8%	0%
English Proficient	2570	99%	62%	5%	2443	96%	53%	4%
Limited English Proficient	420	63%	5%	0%	461	59%	5%	0%
Economically Disadvantaged	2408	93%	49%	3%	2515	89%	42%	2%
Not Disadvantaged	582	98%	73%	8%	389	97%	70%	10%
Migrant								
Not Migrant	2990	94%	54%	4%	2904	90%	46%	3%

NOTES
The – symbol indicates that data for a group of students have 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

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	31	31	27	30	30	29	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	119	N/A	N/A	N/A	127	N/A	N/A	N/A

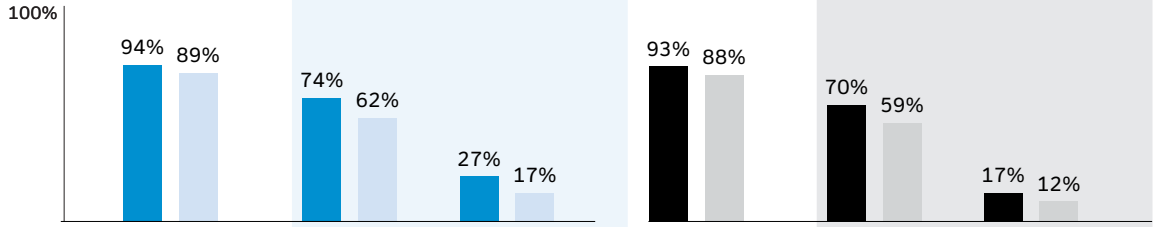
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 676	Range:	616–775	650–775	701–775			
2007 Mean Score: 662							
Number of Tested Students:		2966 2734	2326 1893	843 522			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**3141**	**94%**	**74%**	**27%**	**3068**	**89%**	**62%**	**17%**
Female	1505	95%	76%	29%	1500	91%	63%	19%
Male	1636	94%	73%	25%	1568	87%	61%	15%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	197	–	–	–	234	–	–	–
Hispanic or Latino	858	91%	54%	7%	877	81%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	1230	97%	89%	44%	1135	96%	83%	30%
White	853	94%	76%	26%	821	91%	62%	17%
Multiracial								
Small Group Totals	200	94%	59%	8%	235	83%	40%	2%
General-Education Students	2891	96%	78%	29%	2811	92%	66%	18%
Students with Disabilities	250	74%	30%	2%	257	58%	15%	1%
English Proficient	2562	97%	78%	31%	2449	91%	66%	20%
Limited English Proficient	579	83%	56%	11%	619	80%	46%	7%
Economically Disadvantaged	2552	94%	72%	25%	2671	88%	60%	16%
Not Disadvantaged	589	98%	84%	37%	397	94%	75%	25%
Migrant								
Not Migrant	3141	94%	74%	27%	3068	89%	62%	17%

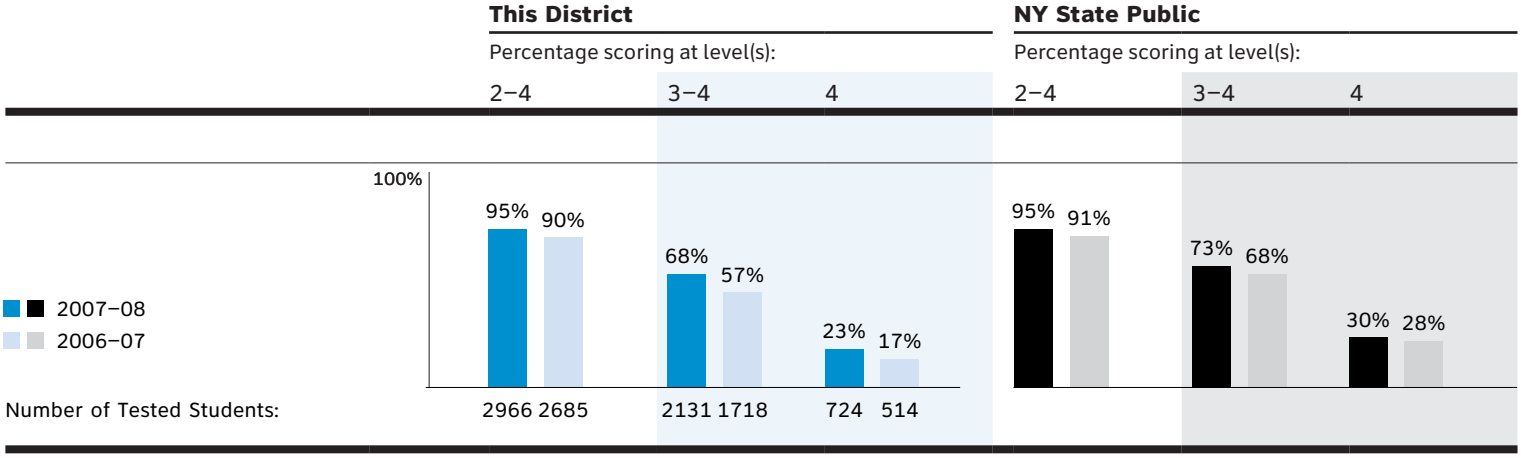
NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	27	26	24	18	30	30	28	20

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**3102**	**95%**	**68%**	**23%**	**2964**	**89%**	**57%**	**17%**
Female	1482	96%	68%	22%	1439	90%	55%	16%
Male	1620	94%	68%	24%	1525	89%	58%	18%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	188	–	–	–	222	–	–	–
Hispanic or Latino	832	93%	50%	8%	843	84%	40%	5%
Asian or Native Hawaiian/Other Pacific Islander	1228	96%	79%	36%	1101	93%	70%	26%
White	851	96%	74%	23%	797	90%	60%	21%
Multiracial								
Small Group Totals	191	95%	50%	6%	223	89%	44%	6%
General-Education Students	2858	96%	71%	25%	2720	91%	60%	18%
Students with Disabilities	244	86%	32%	2%	244	70%	20%	1%
English Proficient	2522	98%	76%	27%	2344	95%	65%	21%
Limited English Proficient	580	81%	34%	5%	620	70%	25%	3%
Economically Disadvantaged	2521	94%	65%	21%	2576	89%	54%	14%
Not Disadvantaged	581	98%	82%	34%	388	95%	76%	34%
Migrant								
Not Migrant	3102	95%	68%	23%	2964	89%	57%	17%

NOTES
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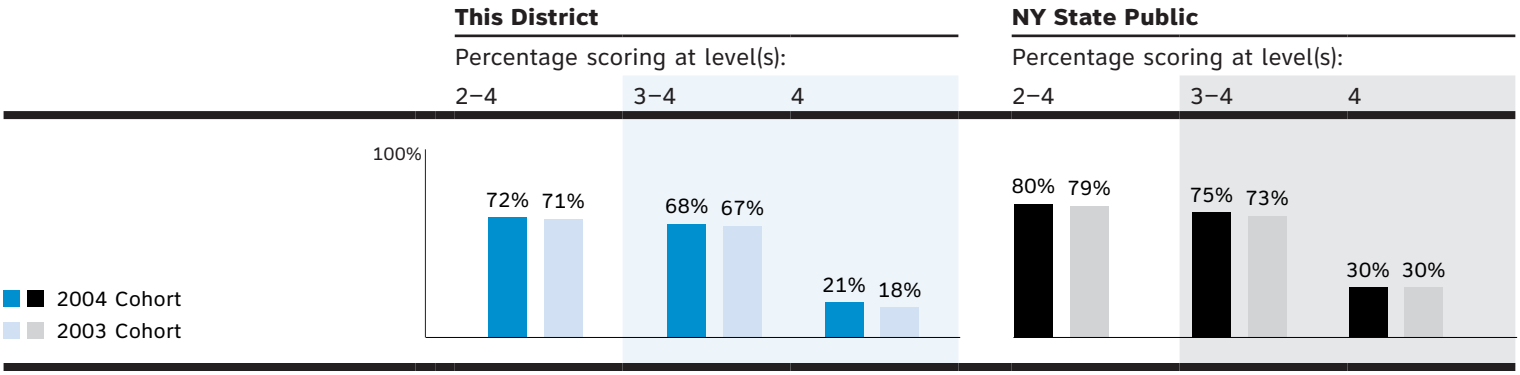
Other Assessments

	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	29	28	24	21	30	30	29	25
Regents Science	21	21	20	6	34	34	34	11

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**3056**	**72%**	**68%**	**21%**	**3060**	**71%**	**67%**	**18%**
Female	1349	79%	75%	28%	1361	78%	73%	24%
Male	1707	67%	62%	16%	1699	66%	61%	14%
American Indian or Alaska Native	7	–	–	–	3	–	–	–
Black or African American	283	73%	67%	17%	250	77%	70%	20%
Hispanic or Latino	991	63%	58%	17%	915	62%	58%	13%
Asian or Native Hawaiian/Other Pacific Islander	917	79%	76%	22%	928	77%	72%	20%
White	855	76%	72%	27%	950	73%	69%	21%
Multiracial	3	–	–	–	14	–	–	–
Small Group Totals	10	50%	50%	30%	17	94%	88%	29%
General-Education Students	2671	78%	74%	24%	2747	76%	71%	20%
Students with Disabilities	385	36%	26%	3%	313	28%	24%	2%
English Proficient	2487	75%	71%	25%	2735	72%	68%	20%
Limited English Proficient	569	61%	53%	4%	325	64%	52%	5%
Economically Disadvantaged	1604	70%	66%	20%	2513	74%	69%	18%
Not Disadvantaged	1452	74%	71%	23%	547	58%	55%	21%
Migrant								
Not Migrant	3056	72%	68%	21%				

NOTES
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Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				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.

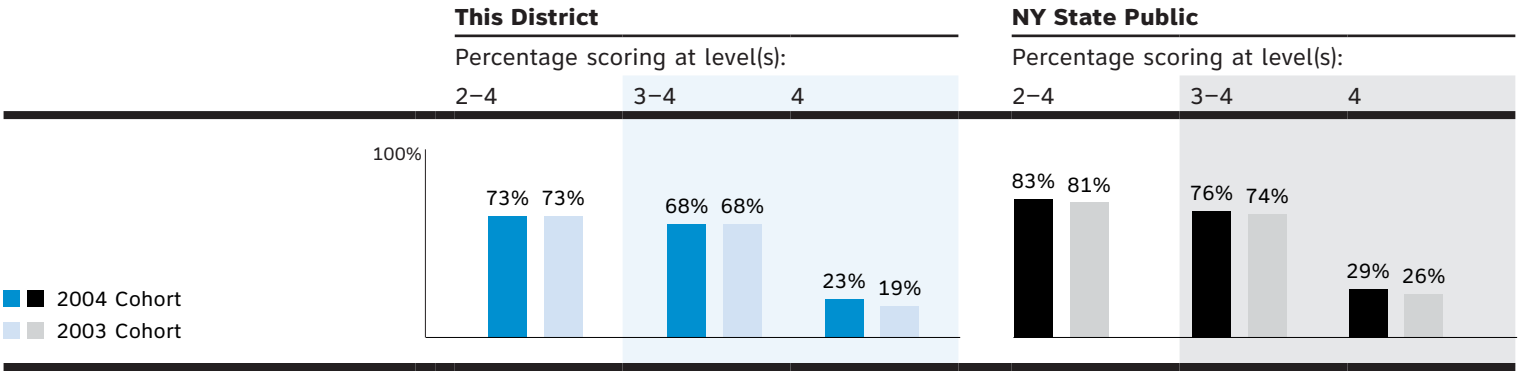
** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20** District ID **33-20-00-01-0000**

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**3056**	**73%**	**68%**	**23%**	**3060**	**73%**	**68%**	**19%**
Female	1349	79%	74%	24%	1361	78%	72%	20%
Male	1707	68%	63%	21%	1699	68%	64%	18%
American Indian or Alaska Native	7	–	–	–	3	–	–	–
Black or African American	283	70%	62%	12%	250	75%	68%	14%
Hispanic or Latino	991	60%	55%	9%	915	62%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	917	85%	83%	41%	928	83%	80%	34%
White	855	76%	70%	22%	950	73%	68%	16%
Multiracial	3	–	–	–	14	–	–	–
Small Group Totals	10	60%	60%	20%	17	94%	88%	29%
General-Education Students	2671	78%	75%	26%	2747	78%	73%	21%
Students with Disabilities	385	35%	24%	1%	313	30%	20%	3%
English Proficient	2487	74%	69%	22%	2735	73%	68%	19%
Limited English Proficient	569	68%	64%	24%	325	73%	64%	21%
Economically Disadvantaged	1604	71%	67%	24%	2513	76%	70%	20%
Not Disadvantaged	1452	75%	70%	22%	547	58%	55%	16%
Migrant								
Not Migrant	3056	73%	68%	23%				

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Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				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.

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