

## **Bilingual Education in New York City: Poor Accountability, Worse Progress**

**By Don Soifer**  
**October 2002**

### **Executive Summary**

There are 151,000 English learners in New York City public schools, and they face increasingly desperate odds. Dropout rates have risen to the point where more of them are dropping out of school than are graduating from high school. But City students in bilingual education have it even worse, as this paper explains. This comes as especially bad news for the Big Apple's Hispanic English learners, of whom more than half are in bilingual education.

This paper analyzes official grant documents filed by 58 New York City bilingual education programs with the U.S. Department of Education. What the data illustrate represents several troubling trends in how City bilingual education programs are conducted. Findings include:

Overall accountability is so poor that in many cases it is impossible to determine what proportion of students have made any progress toward English fluency. None of the 58 programs utilizes accountability that would satisfy the federal No Child Left Behind Act.

All available indicators of student progress toward English fluency demonstrate very poor patterns of progress. Among programs that track the rate at which students successfully transition to English fluency, results range from 6 to 10 percent per year.

Many of these programs place emphasis on activities like professional development and teacher workshops, even at the expense of students' academic progress. Several programs declare their entire first year of federal funding to be "Planning Years," during which no student instruction occurs.

Details follow.

## **Bilingual Education in New York City: Poor Accountability, Worse Progress**

**By Don Soifer  
October 2002**

### **Introduction**

For the 151,000 English learners in New York City schools, things are getting desperate.

Dropout rates for English learners have continued to rise faster than for other students.<sup>1</sup> It has gotten so bad that more of them are now dropping out than are graduating from high school.<sup>2</sup>

Of City students who entered bilingual or English as a Second Language (ESL) programs in the ninth grade in 1991, 85.4 percent couldn't read, write or speak English well enough to test out of those programs within four years (or by the time they were supposed to graduate).<sup>3</sup>

Less than half of the Big Apple's English learners graduate from their bilingual or ESL programs into mainstream English classrooms within the 3 years that is the target of President Bush's No Child Left Behind Act. More than 1 in 6 of them remain in these "transitional" programs for 9 years or longer.

It is even worse for those in bilingual education. A recent study released by the New York City Board of Education found that under 40 percent of students who entered ESL programs in kindergarten scored above the 50<sup>th</sup> percentile in English reading when they reached the 7<sup>th</sup> grade, compared with 54 percent of students who entered bilingual programs at the same time. ESL students were more than 10 percent more likely to achieve English proficiency than bilingual students.<sup>4</sup> (That study can be found online at [www.nycenet.edu](http://www.nycenet.edu).)

This is bad news for Hispanic young people, who are far more likely to be placed in bilingual education than other language minorities.

In fact, 52 percent of Spanish-speaking English learners are in bilingual programs, a rate far higher than for other language minorities. Chinese and Haitian English Learners follow at rates of 28.3 percent and 22.9 percent, respectively.<sup>5</sup>

Of Hispanic English learners, 13.8 percent are in ESL programs and the rest in what the Board of Education terms "mixed" programs that combine the two types of instruction. Overall, approximately 1 in 4 English learners is placed in "mixed" programs. Statistically, these performed below bilingual students on standardized tests.<sup>6</sup>

These figures contrast sharply when compared with those for former English learners who have acquired fluency successfully and made the transition back into mainstream English classrooms. Citywide, these students have the highest graduation rates and the lowest dropout rates of all students.<sup>7</sup>

A main reason Hispanic young people are so commonly placed in bilingual programs originates with what is known as the *Aspira* consent decree.

New York City public schools have been governed since 1974 in part by the terms of a consent decree resulting from *Aspira v. New York City Board of Education*. The *Aspira* consent decree applies to all Spanish-speaking or Spanish-surnamed English learners in city schools. It states that all English learners are entitled to bilingual or ESL services, without any restrictions on how long children remain in these programs.

As a result, the *Aspira* consent decree stands as a major obstacle to reform of the city's bilingual programs. When the Mayor's Task Force on Bilingual Education issued its findings in December 2000, it recommended an intensive review of both the terms of the consent decree and also of New York state law to determine what changes to those programs would be permissible.

In a subsequent statement, task force chairman and former Deputy Mayor Randy Mastro went even further. His office's own recommendations call for the city and board of education to seek to vacate the *Aspira* consent decree. It "is an outdated and inflexible constraint on New York City's ability to design and manage effective English acquisition programs," Mastro said.<sup>8</sup>

In New York City, a score at or above the 41<sup>st</sup> percentile on the English Language Assessment Battery (LAB) test defines proficiency in English. Yet when the school board examined exit rates, with a cohort of students who enrolled in bilingual and ESL programs in 1991, only 49.4 percent of students in grades K-9 tested out of these programs within 3 years.<sup>9</sup> Even worse, 17.5 percent of students who enrolled in these programs in kindergarten were still enrolled 9 years later. Among children who entered the programs in the first grade, 22.6 percent were still enrolled 9 years later.

The Mayor's Task Force, which issued its findings in December 2000, concluded that English learners who remained in bilingual (or ESL) programs for 6 years or longer were nearly 50 percent more likely to drop out of school than students in the general population.<sup>10</sup>

That study also found that "Students in ESL-only programs consistently tested out of entitlement faster than students served in bilingual programs, even when baseline differences in English were taken into effect."<sup>11</sup>

Another disturbing finding of the task force was the observation that while parents have the right to opt out of bilingual education, school officials go to great lengths to prevent them from exercising that right. Normally, schools do not inform parents of that right until after the school year is underway. And when they do, they typically inform them with language favoring bilingual education that does not clearly describe the differences in methodology or the differences in achievement between students in the two types of programs.

The report goes on to quote a 1975 NYC Board of Education publication instructing school officials, "[Parents] are to be notified of their child's entitlement and of the nature of the program to be provided. Every effort is to be made to inform parents of the educational value of the [Bilingual] program and no attempt is to be made to invite parents to withdraw from the program."<sup>12</sup>

Even English learners who are determined and able to stay in school face a troubled road. A new study by Advocates for Children of New York and the New York Immigration Coalition finds that "English learners were often encouraged by their schools to pursue General Equivalency Diplomas (GEDs) instead of a regular high school diploma, which has inherent dangers for their

future careers and for possible higher learning.”<sup>13</sup> The study notes that:

The GED is generally not a strong alternative to graduation from high school. Students with a GED generally earn considerably less salary, are more likely to be unemployed, and are more likely to be on public assistance. In addition, only 2 percent of GED holders obtain their bachelor’s degree after obtaining entry into college.<sup>14</sup>

Many of the programs studied relied upon existing guidelines from the New York State Department of Education and from the city Board of Education in setting their program objectives. The goal issued by the school board states that elementary students who are English learners should achieve an annual 5 point gain in the English Language Assessment Battery (LAB), and overall within each school district 60 percent of English learners should meet this standard. For middle school students, the goal is reduced to 4 points, and for high school students, 3 points.

New York State standards form the basis for its measure of Adequate Yearly Progress. This yardstick requires underperforming schools to show improvements at a rate of progress necessary to show each year that it is reducing the gap between its current performance and the state standard.

In February 2001, the City Board of Education approved significant reforms for bilingual education. The changes included the creation of new, intensive English immersion classes designed to offer students a rapid transition to English fluency and mainstream, English classrooms. Parents would then be given the opportunity to place their children in either immersion or bilingual education, whichever they felt better suited their children’s needs. And if school officials deemed it necessary for children to remain in bilingual education for longer than 3 years, they would first have to obtain parents’ permission.

Mayor Bloomberg was supportive of the new policy. “Speaking multiple languages is great and we should not forget our roots,” he declared last year, “but without a comprehension of English, it will be difficult to share in the American dream. There must be total immersion for youngsters.”<sup>15</sup>

But because of tight fiscal constraints on City budgets, the new programs have yet to be implemented. Some improvements can be expected as a result of the federal the No Child Left Behind Act of 2001, which included a major overhaul of federally-funded bilingual education programs. Prior to the new law, federal grants were awarded competitively by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) directly to local education providers, and occasionally other entities, under Title VII, known as the Bilingual Education Act.

## **Methodology**

This study examined 58 federally-funded bilingual education programs located in New York City using official grant documents and reports filed by the programs with the U.S. Department of Education. The grants were rewarded through a federal competitive grant process by the Department’s Office of Bilingual Education and Minority Languages Affairs (or OBEMLA) under Title VII of the Elementary and Secondary Education Act, known as the Bilingual Education Act.

As a result of the changes enacted this year as part of the federal No Child Left Behind Act, this grant process no longer exists. Instead, it was replaced by a program of block grants to states, to be

administered under new guidelines and tougher accountability standards.

But because most of these programs were awarded their funding under the terms of 5-year grants under the old system, those whose grant periods have not expired will continue to receive the funding awarded them under the original terms. For that reason, many of the programs examined here continue to receive additional funding for the duration of their grant.

## **Findings**

Based on this U.S. Department of Education data, all of the programs examined will need to undergo substantial improvements to comply with No Child Left Behind. The new law requires programs to provide detailed information that includes the percentage of children served who are making progress in attaining English proficiency, who have transitioned to classrooms not tailored to English learners, and who are meeting state achievement standards.<sup>16</sup>

As the following findings demonstrate, none of the programs studied provided data that would meet those requirements. Overall accountability was very poor, and it would be impossible, based upon the information provided by school districts to the Department of Education, to determine what percentage of students are learning English.

Of course, the reports were submitted before the law was passed. But, with very few exceptions, the student performance data were so selective and overall accountability so poor that any evaluation of program effectiveness based upon those results can be inconclusive at best. The result is that progress toward these schools' crucial program objectives relating to student performance cannot be confirmed.

In many of these programs, lack of student performance data was attributed to delays in reporting and processing test scores. But in others, the number of test scores reported was far smaller than the number of students served. One program, at Washington Irving High School on Manhattan's East Side, provided test score data based on a "random sampling" of some 870 test scores rather than providing program totals. Lacking any explanation for this unusual change, it would seem reasonable to assume it was a decision made to demonstrate higher results.

To that end, poor accountability for results concerning student performance was the most common problem encountered. Among those programs where data were available, however, results were generally poor and progress toward English fluency scarce.

Major trends among these programs included:

***Selective under-reporting of test scores.*** "The numbers of English learners tested are quite small, so one should regard the results as only a rough guide of overall program effectiveness," observed one Brooklyn bilingual program.

Bronx PS 130 reported that students rose from the 10.0 percentile to the 17.1 percentile in English language arts section of the Language Assessment Battery test. But although the school reported that 136 students took the test, these data only include scores for 104 of these. Are the improvements real, or manufactured by dropping 1 out of every 4 test scores?

The bilingual program at Manhattan's Washington Irving High School claimed that its English learners showed an average (mean) gain of 10.2 NCE on the Language Assessment Battery test in 1999-2000. Such a gain would represent among the best results of all the programs examined. But a closer look reveals that the scores are not student totals, but a "random sampling" taken from a total of 878 test scores. No reason for this unconventional reporting practice is provided, and no description of the procedure used to select the scores is discussed. This leads one to wonder whether it would have been too time-consuming to total all 878 scores, or did school officials have other reasons to report their results in this way?

**"Planning Years."** Seven of the programs studied declared outright that their first year of federal funding would be designated a "planning year," in which no instruction of students would occur. These programs, however, accepted and spent their full share of funding for these non-teaching years, in some cases as much as \$275,000, in addition to any non-federal funding the programs also received. School officials did not express their reasons for withholding the student instruction for which they received funding in any of these cases.

Instead, they explained that the program's full allotment of annual funds were spent on such activities as professional development. These programs included: Study groups for teachers "to discuss and collaborate on special interest topics that will empower them to develop conducive learning environments," (Bronx Community Elementary School 53); teacher workshops on "Demonstrating Positive Attitudes Toward Culturally Diverse Students." (Forest Hills, PS 182), and workshops for teachers on the "multiple intelligences" research of Harvard University scholar Howard Gardner, (Brooklyn's PS 244);

Lincoln School in the Bronx did not provide any instruction during the program's first year. But the program spent \$175,000 in federal funds, including \$72,000 for personnel, \$26,000 for unspecified "fringe," and \$4,500 for travel by program staff to the National Association for Bilingual Educators and New York State Association of Bilingual Educators' annual conferences;

One Queens program summed up the attitude of program staff this way, "Since Title VII is a new concept to virtually all of the teachers at PS 182, some did not realize that there were only benefits to this wonderful opportunity, with no 'strings attached.'"

**First-Year Implementation Delays.** Other programs that did not explicitly declare planning years did acknowledge significant delays in implementing instruction and other activities. Many of these either (1) did not get implementation underway until well into the school year; or (2) implemented programs but did not begin to assess student progress during the first program year. Staff turnover or difficulty hiring program directors or other personnel are widely cited as reasons for these delays.

**Low Rates of Transition to English Fluency.** Rates of English learners who graduate from these programs into mainstream, English classrooms, a reporting requirement under the No Child Left Behind Act, were not often reported. When they were, they were very low. At Theodore Roosevelt High School in the Bronx, the number of students testing out of the program, demonstrating that they had attained fluency in English, ranged from 6.9 percent in 1998 to 10.4 percent in 2000. the bilingual program at Brooklyn's IS 62 improved its graduation rates from 6.9 percent in 1999 to 9.9 percent in 2000.

**Activities Not Focused on Teaching English.** Many of these programs, while failing to demonstrate progress teaching children English, focused resources on tangential activities. One program, at PS 176 in Manhattan’s northernmost school district, developed an ‘Amistad Curriculum,’ to “encourage students to gain an appreciation of and respect for differences among people and cultures by studying the diverse nature of the community at large.” Program staff then developed a “Pupil Attitude Survey” to gauge results. At another, Brooklyn’s PS 169, the school used its federal funds to produce a newsletter for parents in English and Spanish.

# # #

## **Program Summaries**

### **BRONX - Community School Districts 7-12 & High School District 72**

#### 1 T290U960150 PS/MS 279, CSD #10

The fourth full year of this dual-language program at PS 279, a K-8 school in the Bronx, was the 1999-2000 school year, the most recent year for which report data were provided.

Despite numerous program objectives set forth by program officials, the only test scores provided were for the 1996-97 school year. These fell far short of the stated targets for English reading. On the test scores the school reported, 58.6 percent of students in grades 3-6 met State Reference Points. The most recent report states that the progress of program students will be assessed once data for the spring 2000 testing process become available.

The program was created so that kindergarteners receive most of their instruction in their non-English native language, with the amount of instructional time in English progressing so that, by grade 5, approximately equal levels of time are devoted to each language.

The program also focuses on activities designed to help students “develop appreciation for a multicultural society and awareness of other cultures, and to foster a positive self-image through pride in their native language and culture.”

Primary program objectives for student performance included: Achieving Adequate Yearly Progress toward New York State benchmarks in English, reading and mathematics and demonstrating gains for both English learners and native English speakers in listening, speaking, reading and writing in both English and Spanish.

#### 2 T288S990098 CSD #7

Project COMIENZO was in its second program year at PS 25 and PS 277 in 2000-2001. The program has four components: instructional, professional development, curriculum/materials development, and parental involvement.

The program’s Performance Indicator 1.1 states that by the end of year one, at least 50 percent of English learners will demonstrate a gain of 2.5 NCEs on the English-language LAB, with 55 percent gaining 5 or more NCEs by the end of Year Two, and 60 percent in Year 3. Test scores for 152 English learners showed “strong improvements, an average of 10.7 NCE gain.” It is not clear from the documentation provided how many students the program serves, thus it is also not clear what portion of students have test scores reported.

Other instruction-related performance goals include science and native language proficiency.

#### 3 T290U000001 CSD #9, CES 53

School officials for “Project TIP” declared the 2000-2001 school year, the first year of funding for the dual-language program, to be a “Planning Year” only. No instruction of students occurred in

the “planning year.” The only program activities reported were parent workshops including homework assistance, test-taking strategies and health and community services, and professional development. The latter included an afterschool technology program and study groups for teachers “to discuss and collaborate on special interest topics that will empower them to develop conducive learning environments.”

Despite the absence of any instruction, school officials noted that “all funds will be expended by the end of the budget period.” The program received \$275,000 in federal funding in its first year.

4 T290U970159 CSD #7

“Project Creativity” has 3 Sites in the Bronx’s Community School District 7: PS 25 (elementary school), IS 139 (intermediate school) and South Bronx High School.

LAB results for 309 elementary and intermediate students showed a 7 NCE average gain in English proficiency. But the page listing the number of students is missing from the 2000-01 report.

5 T2904980327 PS 130, CSD #9

In the Mott Haven section of the Bronx, this dual-language immersion program was in its third year in 2000-2001. The school has 5,758 students in grades pre-K through five.

The program conducts instruction in English on Mondays and Wednesdays, and in Spanish on Tuesdays and Thursdays. Fridays can be conducted in either language.

136 children took the Language Assessment Battery in 2000, but scores were reported for only 104 of them. Of these, scores increased from an average of the 10.0 percentile to the 17.1 percentile on total language arts.

6 T290U970380 CSD #9

Project BEST ended its fourth of five federally funded program years in Spring, 2001. The program was funded as a dual-language program at 3 elementary schools, CES 70, CES 109, CES/IS 218.

English learners have been tested in English and Spanish in all three sites, but school officials report numerous setbacks in implementing program activities. They cite staff turnover, including program coordinator, as the main reason for the setbacks. Meanwhile, 18 program teachers are currently enrolled in college courses for certification in ESL as part of Project BEST.

8 T290U000-201 PS 225, CSD #10

This program serves approximately 154 ELL students at PS 226, a K-4 school. No test scores were reported for this, the first year the program was funded.

9 T290U980153 PS 206, CSD #10

PS 206 is a middle school service grades 5-8, serving 571 students. This program is titled Project LISTO (Language Instruction through Science, Technology and Oceanography), a transitional

bilingual education program.

The program is designed as an interdisciplinary marine science curriculum that cultivates students' skills in math and science. At that time, teachers reported that it was very difficult to implement marine science instruction in the 7<sup>th</sup> grade since most students are being introduced to entirely new concepts. As a result of this gap in knowledge, in the past, teachers had to slow the pace of their curriculum in order to teach the basics of marine science.

No data on student performance objectives were included in federal grant reports provided.

10 T290U970031 PS 291, CSD #10

This program at PS 291, a K-4 school, served approximately 192 ELL students in its fourth year. Data from the most recent test scores were "not ready" and were to be reported in a subsequent report, school officials said. They also note that this bilingual program at PS 291 covers the same curricula as the school's monolingual classes.

While student performance at the school remains well below state standards, officials note that students as a whole achieved enough progress on the spring 2000 fourth grade reading and math test to meet their state targets for "adequate yearly progress." However, as a whole the school did meet adequate yearly progress on fourth grade reading and math in Spring 2000 tests.

11 T290U60148 PS/MS 306, CSD #10

This dual language program, in CSD 10, the largest school district in NYC, was in its 4<sup>th</sup> year in 2000-01.

The program's goals for Adequate Yearly Progress fell short in 1996-97, the only year for which data were available (August, 1998 report). The school did report an average mean gain on English Speaking and Writing Proficiency of 21.25 NCEs for that same school year. English writing data were not available. No other student performance data were reported.

12 T290U960149 PS/MS 3, CSD #10

This Dual language immersion program is held at the MicroSociety School, a K-8 school in the Chancellor's School District. It served 134 Students in grades K-4 in its third program year, 1998-99. No complete sets of student performance data are reported at all. Pretest LAB data are given for the 1996-97 school year, but post test data is omitted.

13 T290U960142 PS/MS 330 and 396, CSD #10

This program at one elementary and one middle school served approximately 170 students in grades K-3 in its fourth year, 1999-2000. The program data supplied reports no data on student performance between 1997 and 2000.

In the 1996-97 school year, the program objective of 61.3 percent of students reaching Adequate Yearly Progress in reading, falling just short of the 61.1 goal.

14 T290U000203 PS 9, CSD #10

The first year of this program in PS 9 was 2000-2001. It serves 160 English learners and English-proficient students in the first grade, and plans to add one grade per year. English learners receive daily instruction in their non-English, native language, with one period of ESL instruction, and program officials hope that in this way, students will make a transition to English language classrooms. Although the program was implemented and instruction had commenced in the first program year, no data on student performance were available to report.

15 T288S990129 CSD #10, 4 Middle Schools

The Bilingual/ESL Staff Academy for Raising Standards (BESARS) is described as a middle school pilot project initiated during the 1997-98 school year in 4 Bronx schools (MS 20, MD 143, MS 319, and MS 321). As a result of this federal grant, a fifth middle school, MS 45, was added.

School officials report that substantial progress has been made toward meeting 7 of the 8 program objectives, but the federal grant reporting data provided no supporting data. Major student performance objectives include:

- OBJECTIVE 1        75 percent of target students will score at or above the State Reference Point in math.
- OBJECTIVE 2        80 percent of target students will demonstrate increased skills in Math.
- OBJECTIVE 3        90 percent of students will demonstrate a minimum gain of 5 NCE on the Language Assessment Battery.

16 T288S000143 CS 6, CSD #12

The first year of this program was 2000-01, although implementation did not commence until late March, 2001. School officials attributed this delay to difficulty encountered in hiring a program director. Program objective 1.1 states that during each program year, students will meet state standards for reading English. Nothing was accomplished toward this or other student performance objectives in the first year.

17 T290U970023 CS211, CSD #12    \$262,002

CS 211 is a pre-K through 8<sup>th</sup> grade school with a total of 653 students. All of the ELL students are Spanish-Speaking. School officials reported that student test scores were “not available,” even though 2000-01 is the program’s fourth year.

An organization called Futurekids was hired by school officials “to help infuse technology into lives of students.” Other program activities included professional development for teachers, purchase of computer equipment, and development of a program website and technology newsletter.

18 T290U980238 Taft High School

This schoolwide program served 548 LEP students (27 percent of the overall student body) in 2000-

01, its third year. While test scores show gains in English fluency at rates that are in line with the program's stated objectives, analysis of program data indicates that English learners' test scores appear to have been omitted.

"17.7 percent of students tested attained proficiency in English, and 61.5 percent showed mandated gains in English acquisition," school officials reported for 00-01. Students who had not attained proficiency in English made substantial gains as measured by the LAB test. More than half of these (54 percent) had made a gain of 5 NCEs or more between Spring of 1999 and Spring of 2000, and 61 percent made a gain of one NCE over this period.

School officials reported LAB test scores for 511 students in the program for the 1999-2000, school year, and 504 in 98-99. In 98-99, the program reports that 9.8 percent of LEP students tested attained proficiency in English, and 18.3 percent demonstrated gains in English required by program objectives and state requirements.

But for the 98-99 school year, the program reported to federal grantmakers that the school had 840 LEP students (28 percent of student body), and in 99-00, the official report states the school had 899 limited English Proficient students.

#### 19 T290U70136 Theodore Roosevelt High School

This program, called Project Bridge - Bilingual Resources and Instructional Development to Generate Excellence, included 835 students in its fourth project year, 2000-01.

By the end of the year, a total of 127 students had tested out of the program, having attained the state standard for English fluency. City Board of Education annual reports show that the following percentage of students attained English fluency in each school year:

|      |               |
|------|---------------|
| 1998 | 6.9 percent;  |
| 1999 | 7.3 percent;  |
| 2000 | 10.4 percent. |

#### 20 T290U980094 CSD #9

This program was funded to establish dual-language bilingual programs at 2 elementary schools, CES 73X and 35X. Although no student achievement data were included in the grant documents provided, the reports state that the program:

- \$ Includes professional development toward certification, higher college degrees, school-to-work instructional strategies;
- \$ Establishing plans for pilot testing of students;
- \$ Will allow each school to plan and update its comprehensive education plan;
- \$ 3 teachers have attained bilingual certification of 11 teachers taking courses;
- \$ Monthly parent workshops on strategies to help kids succeed at school;
- \$ Program teachers meet weekly to design a school library at CES 73X;
- \$ School officials planned to hold workshops for parents after school hours.

## **BROOKLYN - Community School Districts 13-23 and 32 and High School District 73**

21 T290U70138 PS 149, CSD #19

Project at PS 149 is to reform the existing bilingual education program to promote dual language literacy. Activities include professional development, graduate coursework for teachers, ESL classes for parents. 1999-2000 is the fourth year of project.

1997-98 No student performance data reported.

1998-99 No student performance data reported.

1999-2000 No student performance data reported.

22 T290U000247 PS 811 K, Brooklyn Center for Students with Multiple Disabilities

Project at Brooklyn Center for Students with Multiple Disabilities. The program's first year was 2000-01. No student performance data reported. Activities include professional development, curriculum development, family computer training.

23 T288S000198 Lincoln School, IS 171, CSD #19

The Lincoln School Project was in its first year of federal funding in 2000-01. "We have been successful in meeting all of our goals or in beginning the planning process," school officials report. But they report no instruction underway as part of the Project's first year.

The Project states as its English Proficiency Objective 1: "By the end of each project year, 60 percent of the participating limited English proficient students will demonstrate an increase of 5 percentile points as demonstrated by the results of the English total score on the New York City Language Assessment Battery."

Although no Project instruction took place, it is reported, "The current Annual School Report, which is publicized in the NYC Board of Education Website, indicated that approximately 39.7 percent of the LEP students demonstrated mandated gains in English language acquisition."

The school's exit rates for English learners attaining English proficiency were 8.0 percent for students in 1999-2000.

Professional development activities were underway. These included weekly training sessions, and also noted, "teachers are enthusiastic about the university training program and are beginning to participate."

The program's first-year federal budget was \$175,000. Expenditures included \$72,000 for personnel, \$4,500 for travel by program staff to the National Association for Bilingual Educators and New York State Association of Bilingual Educators conferences, and \$26,000 designated for unspecified "fringe."

24 T288S000133 PS 89, CSD #19

The Cypress Hills Community Project at PS 89 in Brooklyn's CSD#19, Project CHILD (Cypress Hills Initiative for Language Development). "Project CHILD is currently in the planning year and will be fully implemented in years 2 and 3." No student performance data were provided.

"During this first year of planning, Project CHILD funded teaching artists from Bank Street, ArtsAmerica and the Brooklyn Arts Council to provide music and mural workshops."

Parental involvement activities were underway, including home visits with parents of children identified to participate in the program.

Program staff attended the National Association of Bilingual Educators' national conference in Phoenix, the NYSABE conference, and another conference in Providence, Rhode Island.

All but \$8,000 of the program's allotted \$175,000 federal grant were expended in the first year, and the balance was expended in summer planning sessions during July and August.

25 T290U970466 IS 62, CSD #20

Project STAR (Science Technology and the Arts Reform) at IS 62, Ditmas Educational Complex's International School, in Brooklyn's CSD#20. The International school has approximately 362 students total. Large population of new arrivals, 112 students or 31 percent new arrivals admitted this year. In 2000, 27.2 percent of students at Ditmas (total) were English learners, with that population constantly increasing.

The first year of the program, 1997-98, was considered a planning year. "Consequently, the first year of test results that would measure student achievement due to project activities would be the spring 1999 scores."

The project's teachers developed a (non-English) Native Language Assessment test, and when it was given to students in the 1999-2000 school year, all language groups tested "demonstrated growth."

Program activities include Saturday classes for parents in ESL and computer training, trips to Broadway shows and museums, cultural and modern dance classes, cultural heritage clubs and creating an Immigrant History Multimedia Archive. Professional development includes technology training, bilingual workshops and conferences. "We aim to develop a close knit learning community that will speed us along on our journey to excellence."

In 1999, 6.4 percent of LEP students demonstrated proficiency in English. In 2000, that total improved to 9.9 percent of LEP students.

In 2000, 56.1 percent of Ditmas Limited English Proficiency students attained state-mandated gains in English Language Acquisition. In 1999, that figure was 51.0 percent.

26 T288S980138 PS 244, CSD #18

Project ABC at PSS 244 in Brooklyn. First project year was 98-99.

Activities include puppetry of folktales from around the world, and professional development workshops based on the “multiple intelligences” research of Harvard University scholar Howard Gardner.

Teachers and administrators at CSD #18 developed the Language Hierarchy Assessment Rating Scale to assess student language development.

The program spent \$175,000 in each of its first three program years.

27 T290U970430 PS 169

This school-wide dual instructional program is at PS 169, a K-5 school on Brooklyn’s Seventh Avenue. Fourth year of project was 00-01. Activities include professional development, newsletter for parents in English and Spanish, ESL classes held twice a week for parents.

Student performance - The percentage of students showing mandated gains in English Language Acquisition over the past 3 years (1998-2001) increased by 14.7 percent schoolwide, and 71.5 percent of English Language Learners have met or exceeded mandated gains. Over 80 percent of the English Proficient students in grades K-3 have demonstrated increased English reading skills. No raw test score data are provided, so it cannot be determined what percentage of students were tested. Additionally, no student performance data were provided for either the 1997-98 or 1998-99 school years.

28 T291R70029 CSD #2

Project BUILD (Bilingual Education Upgrading Instruction through Literacy Development) is a systemwide project operating in 5 schools (3 elementary and 2 intermediate) in Brooklyn’s CSD #12. Its purpose is to restructure the schools’ bilingual program from a transitional to a dual-language model. Activities include parent workshops and ESL for parents, curriculum development and professional development (graduate work and work toward certification). The first federally funded year of the program was 1997-98. No student performance data are provided for that, or any of the 3 subsequent program years.

29 T290U980385 PS 37, CSD #32

This is a two-way bilingual enrichment program at PS 377, Alejandrina Benitez de Gautier school. The program’s first year was 2998-99.

“As per LAB scores 1999 and 2000 LEP students in the program have demonstrated significant gains in English language skills between pretest and posttest scores.” But no details were provided.

Activities included college-level, professional development and workshops, a parent advisory council.

30 T291R000030 CSD #20

Systemwide program for SCD#20 in Brooklyn, with 6,434 English learners. The program's first year 2000-01.

"Beginning in the second project year, District 20 will maintain records of the number of years each student is enrolled in a bilingual or ESL program in order to determine the length of time it takes students to exit the program."

No student performance data were reported.

Activities include professional development workshops, parent surveys, trips to Brooklyn Museum, review of Chinese textbooks by staff.

31 T290U970432 PS 106 CSD #32

Project Diversity's first year was 1997-98. "Students have been provided with a positive and nurturing language rich environment, where their native language is validated and respected."

"During this project year (00-01), 62 percent of the students scored above the passing grade on the ELE standardized assessment" This is the only student performance data provided.

Activities included graduate level professional development for teachers, development workshops including interactive storytelling through puppetry and domestic violence workshops for parents.

32 T290U000180 Lafayette HS, Brooklyn

Project serves 732 LEP students at Lafayette High School, mostly Spanish, Chinese and Russian speakers. The first year of the program was 2000-01. Students choose from 6 career institutes, grades 9-12. No student performance data reported.

33 T290U970371 PS 255, CSD #22

This program's instructional model included a full year planning period, the 1997-98 school year. During the second project year, the program implemented the pairing of a fifth-grade ESL class with a fifth-grade monolingual class. During the third project year, the school added the pairing of a fourth grade ESL class with a fourth grade monolingual class, and during the fourth project year, added the pairing of a third grade ESL class with a third grade monolingual class. "There's a closer relationship between the two involved teachers," the program reported.

"The foundation of the Title VII program at PS 255 is the Lightspan learning system which provides a TV, play station, controller and language arts and mathematics instructional CD in every classroom."

"The numbers of ELL students tested are quite small, so one should regard the results as only a rough guide of overall program effectiveness." Only 24 English learners were tested in 2000, and only 24 tested in 1999 in reading. In math, 24 English learners were tested in 1999 but only 4 tested in 2000.

“Our goal is, first and foremost, to raise the academic performance of our Limited English Proficient and English Proficient children.”

## **MANHATTAN - Community School Districts 1-6 and High School District 71**

34 T291R970082 CSD #6

Professional development, work with teachers in every school in district, parent training sessions on standards-based instruction and assessment, including translating standards into Spanish.

On three separate tables reporting different student achievement for the 99-00 school year, the number of students for whom scores are reported varies drastically. Table 1 shows student progress toward the New York State Performance Standards for fourth-grade students, reporting scores for 2,025 students. Table 2 reports scores for 1,760 eighth-grade students. However, Table 3, which compares pretest and posttest scores on the Language Assessment Battery test reports scores for only 170 fourth-grade students and 154 eighth-grade students.

The report goes on to suggest a varied range of improvement of LAB test scores between pre- and post-tests. Overall, student scores improved 10.61 NCEs over that period, with the strongest gains at the kindergarten and third-grade levels and the weakest in grades 3 and 8. But in light of the small number of test scores reported, this information can hardly be considered reliable.

These are the only student performance data reported for any of the 3 years of the grant.

35 T288S990001 PS 210, CSD #6

This program provides arts-based dual language instruction in all classrooms at PS 210, the Leonard Bernstein Center for Education Through the Arts. First year was 99-00. This program, the Twenty-first Century Academy, includes 2 kindergarten classes, one first-grade, one combines second-third grade classroom, and one combined third and fourth grade classroom. All academy teachers are bilingual and teach in both languages. The language of instruction alternates between a full day in Spanish and a full day in English. The program served a total of 97 students in 99-00 (43 LEP students and 54 EP students).

No student performance data reported.

36 T288S980047 PS 173, CSD #6

This dual language program, called “Laser Academy,” serves approximately 162 K-2 students at PS 173 in Manhattan’s Community School District 6. The students, both English learners and non-English learners, are taught half a day in English and half in Spanish. The program’s first year of funding was 98-99.

“The staff at Laser Academy designed a dual-language curriculum to help students appreciate cultural diversity and develop a positive self-image by enhancing their knowledge about their own language and culture.” The program also includes a professional development component.

The program's first objective, Student Outcome Objective 1.1, states that both English learners and English proficient students will demonstrate gains in English language arts and literacy skills.

Neither of the program reports includes any data on student performance.

37 T290U000111 PS 28, CSD #6

This program at PS 28 in Washington Heights was in its first year in 2000-01. The dual-language program began serving 112 students in kindergarten and first grade. Nine teachers took graduate courses as part of a professional development component. No student performance data were reported.

38 T290U00039 PS 132, CSD #6

Project BEIM (Bilingual Excellence into the New Millennium) at Juan Pablo Duarte School, PS 132, in Manhattan's Community School District 6 designated its first year, 2000-01, as a "planning year." Activities included bimonthly meetings on curriculum development graduate coursework at New York University by 12 staff members, and advanced ESL workshops for parents. The program spent \$222,759 during the planning year. No student performance data were reported.

39 T288S000208 IS 52, CSD #6

2000-01 was the first year of the "Mathlinks" program at Intermediate School 52 in Manhattan's 6<sup>th</sup> Community School District. The program seeks "to integrate math instruction with dual language learning and technology through real-life, culturally relevant themes." Some 56 percent of the schools 1550 fifth through eighth grade students are English Language Learners.

In its first year, the school had spent \$103,730 on "project related personnel" through April. No student performance data were reported.

40 T290U970221 PS 176, CSD #6

The dual language program provides equal portions of English and Spanish instruction, alternating between English and Spanish days. The entire K-8 school, PS/IS 176, enrolls 655 students in Manhattan's northernmost district. 2000-01 was the fourth year of the program. It serves students in grades K-4, with grade 4 having been added in 2000-01 and grade 5 scheduled to be added in 2001-02.

In its 2000-01 report, students overall made a statistically significant mean gain on 12.26 NCEs from pretest to post test on the LAB test in 99-00, according to official reports. The average student went from 6.5 percentile to 18.3 percentile. But only 69 student scores were measured to reach this total. The same report states "the dual language served a total of 112 students" during that year. What's more, the highest achiever in the entire program ranks only at the 30<sup>th</sup> percentile.

The report adds that "Rubrics have been developed in English and Spanish which will enable staff to keep track of student progress toward the standards provided by New York State and Community School District Six. These rubrics are being used on a trial basis this year." But no results were included in program reports.

“The Amistad curriculum encourages students to gain an appreciation of and respect for differences among people and cultures by studying the diverse nature of the community at large.... Students attitudes will be assessed by the end of the school year using the Pupil Attitude Survey.”

This program also includes a significant professional development component: all Amistad staff have taken at least two three-credit-bearing courses at Bank Street College per semester, the report states.

The program spent \$349,966 in federal funding for both 1999-2000 and 2000-01

#### 41 T289P990044 CSD #4

The program’s first year of operation was 1999-2000. Scores for standardized test scores taken by students in April were not available at the time the report was filed.

#### 42 T290U960186 Seward Park High School

Project ACCESS is a comprehensive Title VII schoolwide education program serving all 1,413 students of Limited English Proficiency in Grades 9-12 at Seward Park High School. 1998-99 was the program’s third year.

“Collectively, LEP students showed a mean gain of 3.5 NCEs in English language proficiency,” school officials report for the 1998-99 school year. No raw data are given, however. Further, no English language improvement data were provided for either the 1996-97 or 1997-98 school years.

#### 43 T288S980149 Seward Park High School

The “Asian Academic Achievement Program” (“Three A’s”) serves 250 newly-arrived Asian and Bengali immigrant students at Seward Park High School. The 1999-2000 school year was program’s second year of operation.

“Since its inception, Three A’s has [been] consistently making progress toward achieving all of its objectives to a high degree.”

“Student academic progress is being carefully monitored through Seward Park’s database form which will collect LAB data and ESL scores on a pre/posttest basis which will collect LAB data and ESL scores on a pre-posttest basis,” say school officials.

However, student test score data were not provided for either of the two years since the grant was awarded. “ESL grades confirmed this growth with 74 percent and 81 percent of target audiences, respectively, passing in each year of the project,” the program’s report states

Math data, however, are provided:

“The 1998-99 Annual School Report, published by the NYC division of Assessment and Accountability (DAA), provided these data on the progress of LEP students at SPSHS in math. As of June 1999, 60.6 percent passed the NYS RTS Math test in comparison with 37.5 percent of all

city schools, and 72.7 percent passed the Sequential Math I Regents in comparison with 37.4 percent of city schools.”

#### 44 T290U970089 Washington Irving High School

Project ATTAIN serves 880 LEP students at Washington Irving High School on the East Side of Manhattan. 86% of those are Hispanic, 9% Asian. 97-8 was first year of program.

A crucial program objective states that LEP students will improve in English language proficiency as demonstrated by gaining +3 NCEs or more on the Language Assessment Battery (LAB) by the end of the year.

But the scores are not student totals. Instead, they are the result of a random sampling taken from a total of 878 test scores. No description of the methodology nor reason for this unconventional practice is given. Would adding all 878 scored have been too time-consuming?

Further examination of program results cast further doubt on the procedures employed.

In the 1999-2000 report, Project ATTAIN students showed a mean gain of +10.2 NCEs after two years. Ostensibly, this would qualify as perhaps the best results of all programs examined. But were test scores for all students included? The report also does not state from what baseline level the gains were posted.

Further, no test data were reported for students to federal grantmakers for either the 1997-98 or 1998-99 school years. For the former year, program officials state that although no test data were reported, “student academic progress is being carefully monitored through WIHS’s database form which will collect LAB data on a pre/posttest basis.” For the latter year, the report stated that “Student academic progress is being carefully monitored through this [new] database which will collect LAB data on a pre/posttest basis.”

Nonetheless, the earlier grant report was able to conclude, “Given the performance data described in the previous sections on the major components of Project ATTAIN, staff have amply demonstrated their competence, capacity, and commitment to implement a Title VII schoolwide grant, its purpose being to ‘restructure, reform and upgrade’ the present program available to LEP students at Washington Irving High School.”

Other program activities included providing internships and job shadowing for English learners at companies including Con Edison, Bear Stearns, Gramercy Tavern, Citibank.

#### 45 T290U980130 CSD #1

This program serves approximately 522 ELL students of Spanish, Chinese and Bengali descent in grades 3-9 at two schools, PS 20 and JHS 56. CSD#1 is on the Lower East Side and is one of the poorest performing districts in the City.

No student performance data not provided for either the 1999-2000 or 2000-2001 school years, and while it was noted that data for 1998-99 would be provided in a biennial evaluation report in 2000, that report was not provided.

Program activities included Chinese calligraphy and landscape painting classes for English learners.

46 T291R990017 PS 151, CSD # 81

Project Renaissance serves 480 Hispanic English Language Learners, primarily from the Dominican Republic, in PS 151 in Harlem, in Manhattan's Community School District #81.

No student performance data on improving English skills are provided.

47 T288S000316 PS 191, CSD #3

The Districtwide Dual Language Gifted and Talented Bilingual Education Project sought "to transform bilingual education services from a deficit transitional model to an innovative developmental model using a partial immersion structure." The first year, 2000-01, was devoted to developing methods of identifying gifted children. Staff participated in professional development activities at Bank Street College and Columbia Teacher's College. No student performance data were reported.

### **QUEENS - Community School Districts 24-30 and High School District 77**

48 T290U970115 IS 235, CSD #30

The "Newcomer Program" served 251 English Learners in grades 6-8 in its fourth year, 00-01, at Intermediate School 235 in the Jackson Heights neighborhood of Queens. Most of those students at the district magnet school are Spanish-speaking of Latin American descent. The program was established to serve recently-arrived immigrants who are English Learners in their first year in the school district. After the first year, they are "mainstreamed" to programs in their regularly-zoned public schools.

The program began instruction in its first program year, registering 80 students in September, increasing to 120 in October, and growing to 260 by the end of the school year. In order to accommodate new arrivals, the school organized instruction in six-week cycles "for groups of children in each grade to concentrate on their special needs and the level of their English language proficiency."

Program objectives state that English learners will demonstrate a mean gain of 5 NCEs in each grade (6-8), as measured by the English reading and writing sub-tests of the Language Assessment Battery. The chart below shows student test scores falling below this total in English writing and surpassing the target for gains in English reading. But a comparison of the number of test scores reported with the total number of students in the program indicates a wide discrepancy. No explanation is provided for the inconsistency in the rate with which scores are reported, and in the one year (98-99) for which nearly all students are tested, reported gains were the program's lowest.

| English Reading and Writing Proficiency Gains - Language Assessment Battery Test Gains by English Learners (Grades 6-8 combined) |                                |                      |                                |                      |                      |
|--|--------------------------------|----------------------|--------------------------------|----------------------|----------------------|
|  | Test of English Reading Skills | # of students tested | Test of English Writing Skills | # of students tested | # of students served |
| 97-98  | +16.4 NCEs                     | 64                   | +4.4 NCEs                      | 138                  | <b>260</b>           |
| 98-99  | +5.7 NCEs                      | 278                  | +4.3 NCEs                      | 278                  | <b>285</b>           |
| 99-00  | +9.0 NCEs                      | 79                   | +3.4 NCEs                      | 143                  | <b>284</b>           |

49 T290U970097 CSD #27, Ozone Park

Project GAINS (Getting Ahead Includes Native Services) operates in P811Q, a special-education school in the Little Neck section of Queens. Of the schools' approximately 200 students, one-third are English learners. School officials note that these are children "who present multiple and severe challenges." The program's first year receiving federal Title VII funding was 1997-98.

Elements of the program include enhancing instructional programs, upgrading educational technology, improving assessment procedures, implementing parent outreach and training, offering professional development workshops and compensating personnel for graduate and undergraduate coursework.

Workshops for parents addressed such areas as curriculum, new learning technologies, "Celebrating our Heritage: A Multicultural Quilt," and "Housing Rights and How to Get Repairs."

Teachers received training in topics including functional assessment of disabled students, positive behavior support and communication training. In addition, program staff made presentations at numerous conferences and attended conferences held by the New York State and National Associations for Bilingual Education.

"Students with multiple and severe disabilities do not typically exit bilingual programs after 3 years," school officials note, due to a severely delayed language/communication acquisition process." In the program's third year, 3 students were reclassified and moved to "less restrictive environments." Otherwise, student performance data were not reported.

50 T290U000099 CSD #25, Flushing

The "Literacy for All" program, serving 135 English learners in grades K-6 at PS 154, implemented the first year of its activities in the 2000-2001 school year. The program also provides the school's English Proficient students with Spanish as a Second Language classes.

The program was implemented and underway in its first program year. Newly-arrived English learners receive small group instruction in reading and writing English for two periods per day. Other activities include professional development, upgrading the school's computer lab, and

workshops for parents offered twice weekly.

Tests were administered, but post-test scores were not available at the time the initial year's report was filed.

51 T290U970097 CSD #27, Ozone Park

Project ENLACE, at two Ozone Park elementary schools, PS 51 and PS 65, began in the 1997-98 school year. The dual-language program included 12 classes by its fourth program year.

The program's goals are to implement "a comprehensive, high standards program that will produce bilingual, biliterate students characterized by a cademic success, high self-esteem, effective communication skills and positive peer relations." School officials report that "significant statistical gains" occurred in reading and writing abilities in English and Spanish, but offer no additional details.

English workshops and GED classes are held for parents 3 times per week at both schools as part of program activities.

52 T290U000034 CSD # 28, Forest Hills

Project LEASE was in its first program year in 2000-01, electing to allocate it as a "preservice year." The program reported "Since Title VII is a new concept to virtually all of the teachers at Public School 182, some did not realize at first that there were only benefits to this wonderful opportunity, with no 'strings attached.'"

In its first year, the program purchased computers and established computer centers with Bengali-language software. Teachers attended workshops and classes in such areas as Safe and Drug-Free Schools, Demonstrating Positive Attitudes Toward Culturally Diverse Students, and mathematics.

53 T290U000188 CSD #18, Forest Hills

First implementation designated "preservice" year of program at Junior High School #217. Professional development activities included "More Positive Attitude Toward Culturally Diverse Students" and "training on safe and drug-free schools."

Of 155 students who had complete pre- and post- Language Assessment Battery Scores, 95 (or 61.2 percent) had gains of at least 5 NCEs.

54 T288S000210 CSD #26, Bayside

This program serves 168 K-3 English learners at two schools, PS 31 and PS 162, the majority of whom speak Chinese or Korean. All of the District's ESL teachers received training from "Poetry in Practice" staff in "listening, speaking and reading through the use of storytelling and poetry."

First year of program implementation, no student performance data reported. "Due to a delay in the planning and scheduling of parent activities, a parent survey assessing the effectiveness and value

of parent activities was not administered.”

55 T290U70127 CSD #29, Rosedale

This program is held at 2 Queens elementary schools, PS 147 and PS 95. It is a dual language immersion program underway in 17 classes at the 2 schools. “The ELL and EP students have been tested in English and Spanish at PS 95 and English and Haitian and PS 147 using the Language Assessment Battery Test.” Test scores were not reported, however, despite the program being in its fourth year of federal funding.

### **NYC General**

56 T290U980168 NYCBOE

Project Newstech is a bilingual program serving approximately 525 English learners in 2 pre-K-6th grade schools: PS 145 (Brooklyn, CSD#32) and PS 144 (Manhattan, CSD#4). The program’s limited English students are Spanish-dominant, mostly from Mexico, the Dominican Republic, Central America and South America.

It is a 5-year program that began in the 1998-99 school year. No student performance data are reported in any of the program’s reports, however.

“Please note: New York City does not give standardized tests to students below the 3<sup>rd</sup> grade.”

Activities included students attending bilingual musicals, a computer club for 20 students, professional development workshops, curriculum development, handbook for parents in English and Spanish, ESL for parents.

57 T290U990158 NYCBOE

Project Adelante was created to serve 300 English learners and 300 English proficient students at two schools, PS 98 in Manhattan (CSD#6) and CS 92 in the Bronx (CSD #12). Its first year of implementation (characterized by planning, pilot testing and staff developing) was 1999-00. That year, implementation was “very limited” (school’s description), to pilot 8 classrooms in kindergarten and first grade. No student performance were data reported for that year. In the program’s second year, it expanded to 12 classes in grades K-2. Again, no student performance data were reported.

Other program activities included professional development and parent workshops, the reports note.

58 T291R950007 NYC Public Schools

This program in 7 high schools across 4 boroughs: Abraham Lincoln and Franklin D. Roosevelt HS (Brooklyn), De Witt Clinton and John F. Kennedy (Bronx), Flushing and William C. Bryant HS (Queens), and George Washington HS (Manhattan), began its first funded year in 1995-96. Reports included no student performance data for that or any of the subsequent 3 school years.

59 T290U000092 NYCBOE

Project Bravo serves approximately 250 combined English learners and native English speakers in kindergarten and grade 1 in two schools, PS 149 in Queens School District 20 and PS 65 in Brooklyn School District 19. The project's "Planning year" was 2000-01, the first of five funded program years. Activities included professional development workshops, curriculum materials acquisition and review.

**Lexington Institute**  
**1600 Wilson Boulevard**  
**Suite 900**  
**Arlington, VA 22209**  
**Tel 703.522.5828**  
**Fax 703.522.5837**  
**[www.lexingtoninstitute.org](http://www.lexingtoninstitute.org)**

---

## ENDNOTES

<sup>1</sup> Advocates for Children and the New York Immigrant Coalition, “Creating a Formula for Success: Why English Learner Students are Dropping Out of School, and How to Increase Graduation Rates,” June 2002, p. 10.

<sup>2</sup> Ibid. p. 2.

<sup>3</sup> The Mayor’s Task Force on Bilingual Education, “Recommendations for Reform: Report of the Task Force on Bilingual Education to Mayor Rudolph W. Giuliani,” December 2000, p. 5.

<sup>4</sup> New York City Board of Education, “ELL Subcommittee Research Report: Progress Report,” April 20, 1999.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Advocates for Children and the New York Immigrant Coalition, p. 2.

<sup>8</sup> The Mayor’s Task Force on Bilingual Education, p. 24.

<sup>9</sup> Ibid. p. 4.

<sup>10</sup> Ibid. p. 11.

<sup>11</sup> Ibid. p. 7.

<sup>12</sup> Ibid. p. 17.

<sup>13</sup> Advocates for Children and the New York Immigrant Coalition, p. 3.

<sup>14</sup> Advocates for Children and the New York Immigrant Coalition, p. 11.

<sup>15</sup> Mike Bloomberg, “Our Children Deserve Better,” speech, June 11, 2001.

<sup>16</sup> No Child Left Behind Act, Title III Section 3121.

**Title VII Federal Bilingual Education Grants - New York City**

| <b>BRONX</b>     |              |                                   |             |
|------------------|--------------|-----------------------------------|-------------|
| 1                | T290U960150  | PS/MS 279, CSD #10                | \$1,319,069 |
| 2                | T288S990098  | CSD #7                            | \$299,141   |
| 3                | T290U000001  | CSD #9, PS 53                     | \$275,000   |
| 4                | T290U970159  | CSD #7                            | \$1,369,279 |
| 5                | T290U980327  | PS 130, CSD #9                    | \$891,192   |
| 6                | T290U970380  | CSD #9                            | \$1,366,434 |
| 8                | T290U000-201 | PS 225, CSD #10                   | \$261,065   |
| 9                | T290U980153  | PS 206, CSD #10                   | \$852,490   |
| 10               | T290U970031  | PS 291, CSD #10                   | \$1,004,131 |
| 11               | T290U960148  | PS/MS 306, CSD #10                | \$1,317,623 |
| 12               | T290U960149  | PS/MS 3, CSD #10                  | \$1,278,202 |
| 13               | T290U960142  | PS/MS 330 and 396, CSD #10        | \$1,213,696 |
| 14               | T290U000203  | PS 9, CSD #10                     | \$252,643   |
| 15               | T288S990129  | CSD #10, 4 Middle Schools         | \$342,221   |
| 16               | T288S000143  | CS 6, CSD #12                     | \$168,711   |
| 17               | T290U970023  | CS211, CSD #12                    | \$1,133,634 |
| 18               | T290U980238  | Taft HS                           | \$775,000   |
| 19               | T290U970136  | Theodore Roosevelt HS             | \$1,110,508 |
| 20               | T290U980094  | CSD #9                            | \$899,993   |
|                  |              |                                   |             |
| <b>BROOKLYN</b>  |              |                                   |             |
| 21               | T290U70138   | PS 149, CSD #19                   | \$744,583   |
| 22               | T290U000247  | PS 811 K, Brooklyn Center for SMD | \$275,000   |
| 23               | T288S000198  | Lincoln School, IS 171, CSD 19    | \$175,000   |
| 24               | T288S000133  | PS 89, CSD #19                    | \$175,000   |
| 25               | T290U970466  | IS 62, CSD #20                    | \$931,600   |
| 26               | T288S980138  | PS 244, CSD #18                   | \$525,000   |
| 27               | T290U970430  | PS 169                            | \$975,000   |
| 28               | T291R970029  | CSD #2                            | \$1,806,776 |
| 29               | T290U980385  | PS 37, CSD #32                    | \$832,024   |
| 30               | T291R000030  | CSD #20                           | \$624,950   |
| 31               | T290U970432  | PS 106 CSD #32                    | \$855,330   |
| 32               | T290U000180  | Lafayette HS                      | \$274,184   |
| 33               | T290U970371  | PS 255, CSD #22                   | \$951,765   |
|                  |              |                                   |             |
| <b>MANHATTAN</b> |              |                                   |             |
| 34               | T291R970082  | CSD #6                            | \$1,277,488 |
| 35               | T288S990001  | PS 210, CSD #6                    | \$350,000   |
| 36               | T288S980047  | PS 173, CSD #6                    | \$524,574   |
| 37               | T290U000111  | PS 28,CSD #6                      | \$274,988   |
| 38               | T290U00039   | PS 132, CSD #6                    | \$274,698   |
| 39               | T288S000208  | IS 52, CSD #6                     | \$175,000   |

|    |                    |                       |             |
|----|--------------------|-----------------------|-------------|
| 40 | T290U970221        | PS 176, CSD #6        | \$1,398,964 |
| 41 | T289P990044        | CSD #4                | \$298,938   |
| 42 | T290U960186        | Seward Park           | \$1,694,410 |
| 43 | T288S980149        | Seward Park           | \$495,000   |
| 44 | T290U970089        | Washington Irving HS  | \$1,372,219 |
| 45 | T290U980130        | CSD #1                | \$900,000   |
| 46 | T291R990017        | PS 151, CSD #81       |             |
| 47 | T288S000316        | PS 191, CSD #3        | \$172,888   |
|    |                    |                       |             |
|    | <b>QUEENS</b>      |                       |             |
| 48 | T290U970115        | IS 235, CSD #30       | \$769,305   |
| 49 | T290U970148        | CSD 75, Little Neck   | \$1,133,200 |
| 50 | T290U000099        | CSD #25, Flushing     | \$274,905   |
| 51 | T290U970097        | CSD #27, Ozone Park   | \$1,316,254 |
| 52 | T290U000034        | CSD #28, Forest Hills | \$251,407   |
| 53 | T290U000188        | CSD #18, Forest Hills | \$261,907   |
| 54 | T288S000210        | CSD 26, Bayside       | \$174,946   |
| 55 | T290U70127         | CSD #29, Rosedale     | \$1,345,842 |
|    |                    |                       |             |
|    | <b>NYC GENERAL</b> |                       |             |
| 56 | T290U980168        | NYCBOE                | \$900,000   |
| 57 | T290U990158        | NYCBOE                | \$550,000   |
| 58 | T291R950007        | NYC Public Schools    | \$649,466   |
| 59 | T290U000092        | NYCBOE                | \$249,999   |