



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #25**

District ID **34-25-00-01-0000**

Superintendent **DIANE KAY**

Telephone **(718) 281-7605**

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 the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

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

	2008-09	2009-10	2010-11
Pre-K	1169	1201	1199
Kindergarten	2334	2677	2672
Grade 1	2305	2575	2743
Grade 2	2128	2464	2520
Grade 3	2167	2295	2497
Grade 4	2012	2364	2329
Grade 5	1952	2243	2438
Grade 6	2080	2271	2412
Ungraded Elementary	1254	96	152
Grade 7	2103	2379	2378
Grade 8	2136	2440	2491
Grade 9	3310	3417	3527
Grade 10	2247	2616	2830
Grade 11	1599	1857	2131
Grade 12	1450	1656	1777
Ungraded Secondary	882	33	41
Total K-12	29959	31383	32938

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	24	25	26
Grade 8			
English	29	30	29
Mathematics	29	29	29
Science	29	30	30
Social Studies	30	29	30
Grade 10			
English	28	30	32
Mathematics	30	30	31
Science	28	30	32
Social Studies	29	30	31

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #25

District ID 34-25-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	16884	56%	17678	56%	19441	59%
Reduced-Price Lunch	4231	14%	4272	14%	3856	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	5956	20%	6109	19%	6566	20%
Racial/Ethnic Origin						
American Indian or Alaska Native	76	0%	60	0%	82	0%
Black or African American	3266	11%	3379	11%	3526	11%
Hispanic or Latino	9038	30%	9121	29%	9470	29%
Asian or Native Hawaiian/Other Pacific Islander	12312	41%	13382	43%	14450	44%
White	5267	18%	5441	17%	5410	16%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		0%		0%		0%
Student Suspensions	1284	4%	1110	4%	1078	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.

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	2133	2095	2096
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	4%	3%	2%
Percent with Fewer Than Three Years of Experience	10%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	56%	59%
Total Number of Core Classes	4692	4673	4892
Percent Not Taught by Highly Qualified Teachers in This District	4%	3%	2%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	5682	5672	5929
Percent Taught by Teachers Without Appropriate Certification	5%	4%	2%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	10%	11%	13%
Turnover Rate of All Teachers	9%	11%	11%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	0	0

* Not available at the school level.

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. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, 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: <http://www.p12.nysed.gov/irs/accountability/>.



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 2010–11 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 2007 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓ ^{SH}	✓	✓
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	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓	
Student groups making AYP in each subject	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 4 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 | |

Elementary/Middle-Level English Language Arts




























Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 7 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (14791:13922)			99%		152	121	
Ethnicity							
American Indian or Alaska Native (33:32)		—	—		150	105	
Black or African American (1093:1044)			99%		139	119	
Hispanic or Latino (3530:3309)			99%		141	120	
Asian or Native Hawaiian/Other Pacific Islander (7154:6666)			99%		155	121	
White (2958:2851)			98%		160	120	
Multiracial (23:20)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2507:2554)			97%		115	120	118 124
Limited English Proficient (2565:3234)			98%		111	120	120 120
Economically Disadvantaged (12358:11607)			99%		148	121	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (7020:6632)			99%		159	121	
Male (7771:7290)			98%		145	121	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.




























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 9 of 9 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (14795:14170)			99%		175	136	
Ethnicity							
American Indian or Alaska Native (33:32)		—	—		159	120	
Black or African American (1094:1046)			99%		151	134	
Hispanic or Latino (3534:3345)			99%		159	135	
Asian or Native Hawaiian/Other Pacific Islander (7152:6862)			100%		187	136	
White (2959:2863)			98%		175	135	
Multiracial (23:22)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2509:2549)			97%		142	135	
Limited English Proficient (2565:3479)			100%		167	135	
Economically Disadvantaged (12361:11844)			100%		174	136	
Final AYP Determination	 9 of 9						
Non-Accountability Groups							
Female (7022:6746)			100%		176	136	
Male (7773:7424)			99%		175	136	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)



Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12	
Accountability Groups									
All Students (4915:4644)		Qualified		98%		184	100		
Ethnicity									
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–		–
Black or African American (360:336)		Qualified		97%		167	100		
Hispanic or Latino (1189:1109)		Qualified		97%		176	100		
Asian or Native Hawaiian/Other Pacific Islander (2407:2281)		Qualified		99%		188	100		
White (948:907)		Qualified		97%		188	100		
Multiracial (3:3)	–	–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (820:797)		Qualified		94%		166	100		
Limited English Proficient (907:1130)		Qualified		98%		169	100		
Economically Disadvantaged (4097:3866)		Qualified		98%		182	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (2315:2206)				99%		185	100		
Male (2600:2438)				98%		182	100		
Migrant (0:0)									


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts


























Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 4 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (2108:2109)			100%		173	181	172	176
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (423:375)			100%		173	177	167‡	176
Hispanic or Latino (829:850)			99%		164	179	166	168
Asian or Native Hawaiian/Other Pacific Islander (614:638)			100%		179	179		
White (235:240)			100%		186	176		
Multiracial (3:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (143:224)			98%		133	176	123‡	140
Limited English Proficient (410:516)			100%		143	178	152	149
Economically Disadvantaged (1585:1587)			100%		176	180	176	178
Final AYP Determination		4 of 8						
Non-Accountability Groups								
Female (1083:1060)			100%		179	180		
Male (1025:1049)			100%		166	180		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2108:2109)			100%		179	178	
Ethnicity							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (423:375)			100%		174	174	
Hispanic or Latino (829:850)			100%		169	176	172 172
Asian or Native Hawaiian/Other Pacific Islander (614:638)			100%		192	176	
White (235:240)			100%		187	173	
Multiracial (3:2)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (143:224)			99%		134	173	130 [‡] 141
Limited English Proficient (410:516)			100%		170	175	175 173
Economically Disadvantaged (1585:1587)			100%		183	177	
Final AYP Determination	 5 of 8						
Non-Accountability Groups							
Female (1083:1060)			100%		182	177	
Male (1025:1049)			100%		177	177	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.











Graduation Rate

Accountability Status for This Indicator (2011–12)  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 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (2254)			61%	80%	61%
Ethnicity					
American Indian or Alaska Native (3)		—	—	—	
Black or African American (477)			51%	80%	53%
Hispanic or Latino (958)			55%	80%	55%
Asian or Native Hawaiian/Other Pacific Islander (561)			76%	80%	73%
White (243)			71%	80%	69%
Multiracial (12)		—	—	—	
Other Groups					
Students with Disabilities (293)			28%	80%	34%
Limited English Proficient (530)			55%	80%	55%
Economically Disadvantaged (1564)			69%	80%	67%
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (1180)			69%	80%	
Male (1074)			53%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **66%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

32 schools identified 74% of total

BELL ACADEMY
 EAST-WEST SCHOOL OF INTERNATIONAL STUDIES
 JHS 194 WILLIAM CARR
 PS 107 THOMAS A DOOLEY
 PS 120
 PS 129 PATRICIA LARKIN
 PS 130
 PS 154
 PS 163 FLUSHING HEIGHTS
 PS 164 QUEENS VALLEY
 PS 165 EDITH K BERGTRAUM
 PS 169 BAY TERRACE
 PS 184 FLUSHING MANOR
 PS 193 ALFRED J KENNEDY
 PS 20 JOHN BOWNE
 PS 201 THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH
 PS 209 CLEARVIEW GARDENS
 PS 21 EDWARD HART
 PS 214 CADWALLADER COLDEN
 PS 219 PAUL KLAPPER
 PS 22 THOMAS JEFFERSON
 PS 24 ANDREW JACKSON
 PS 242 LEONARD P STAVISKY EARLY CHILDHOOD SCHOOL
 PS 29
 PS 32 STATE STREET
 PS 79 FRANCIS LEWIS
 PS/MS 200 THE POMONOK SCHOOL AND STAR ACADEMY
 QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE & TECHNOLOGY
 QUEENS SCHOOL OF INQUIRY (THE)
 THE ACTIVE LEARNING ELEMENTARY SCHOOL
 TOWNSEND HARRIS HIGH SCHOOL
 WORLD JOURNALISM PREPARATORY

Improvement (year 1) Basic

2 schools identified 5% of total

IS 237
 ROBERT F KENNEDY COMMUNITY HIGH SCHOOL

Improvement (year 1) Focused

3 schools identified 7% of total

IS 25 ADRIEN BLOCK
 IS 250 THE ROBERT F KENNEDY COMMUNITY MIDDLE SCHOOL
 JHS 185 EDWARD BLEEKER

Improvement (year 1) Comprehensive

3 schools identified 7% of total

JHS 189 DANIEL CARTER BEARD
 NORTH QUEENS COMMUNITY HIGH SCHOOL

2011–12 Accountability Status of Schools in Your District (Continued)

Improvement (year 1) Comprehensive (continued)

.....
QUEENS ACADEMY HIGH SCHOOL

Improvement (year 2) Comprehensive

.....
1 school identified 2% of total

FLUSHING INTERNATIONAL HIGH SCHOOL

Restructuring (advanced) Comprehensive

.....
2 schools identified 5% of total

FLUSHING HIGH SCHOOL

JOHN BOWNE HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

Summary of 2010–11 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	64%			2447
Grade 4	67%			2245
Grade 5	64%			2364
Grade 6	57%			2321
Grade 7	51%			2263
Grade 8	51%			2380

Mathematics			
Grade 3	76%		2504
Grade 4	82%		2321
Grade 5	81%		2444
Grade 6	76%		2373
Grade 7	77%		2353
Grade 8	75%		2474

Science			
Grade 4	93%		2305
Grade 8	75%		2265

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	75%			2452
Mathematics	78%			2452

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

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 #25**

District ID **34-25-00-01-0000**

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
2011 Mean Score: 668	*Range: 644-780	663-780	694-780			
2010 Mean Score: 669						
Number of Tested Students:	2261	2034	1576	1275	148	380

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2447	92%	64%	6%	2250	90%	57%	17%
Female	1200	95%	70%	8%	1116	93%	60%	20%
Male	1247	90%	59%	4%	1134	88%	53%	14%
American Indian or Alaska Native	10	-	-	-	3	-	-	-
Black or African American	131	90%	48%	2%	139	83%	40%	5%
Hispanic or Latino	555	89%	55%	2%	567	87%	45%	10%
Asian or Native Hawaiian/Other Pacific Islander	1267	94%	70%	7%	1093	93%	63%	20%
White	481	93%	66%	8%	440	90%	60%	21%
Multiracial	3	-	-	-	8	-	-	-
Small Group Totals	13	100%	54%	15%	11	91%	64%	36%
General-Education Students	2049	96%	71%	7%	1848	95%	63%	20%
Students with Disabilities	398	75%	31%	1%	402	68%	26%	5%
English Proficient	2012	96%	71%	7%	1840	93%	63%	20%
Limited English Proficient	435	78%	34%	1%	410	78%	29%	3%
Economically Disadvantaged	2019	92%	62%	5%	1775	89%	52%	14%
Not Disadvantaged	428	96%	76%	11%	475	96%	73%	27%
Migrant								
Not Migrant	2447	92%	64%	6%	2250	90%	57%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	26	23	23	20	34	34	33	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	44	N/A	N/A	N/A	87	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	44	N/A	N/A	N/A	86	N/A	N/A	N/A

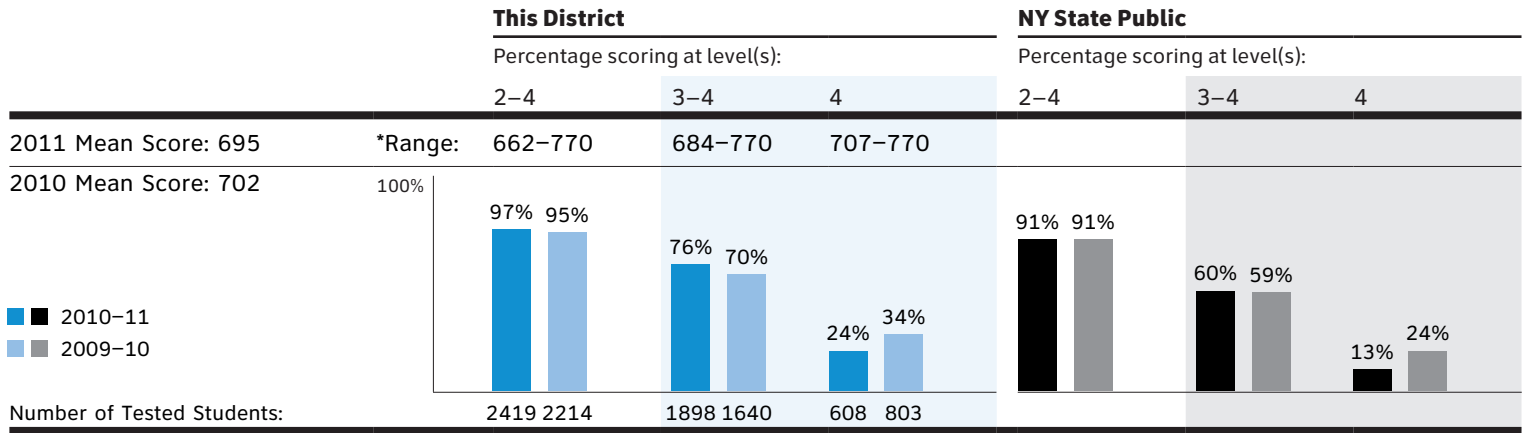
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2504	97%	76%	24%	2333	95%	70%	34%
Female	1225	96%	75%	24%	1156	96%	72%	35%
Male	1279	97%	76%	25%	1177	94%	69%	33%
American Indian or Alaska Native	10	-	-	-	3	-	-	-
Black or African American	133	91%	59%	12%	139	86%	47%	12%
Hispanic or Latino	567	93%	59%	11%	581	92%	52%	20%
Asian or Native Hawaiian/Other Pacific Islander	1308	99%	87%	34%	1162	98%	83%	45%
White	483	97%	71%	18%	440	95%	68%	31%
Multiracial	3	-	-	-	8	-	-	-
Small Group Totals	13	85%	54%	31%	11	100%	82%	55%
General-Education Students	2104	98%	81%	27%	1931	97%	77%	39%
Students with Disabilities	400	88%	47%	8%	402	84%	38%	12%
English Proficient	2022	97%	80%	28%	1837	96%	74%	38%
Limited English Proficient	482	93%	59%	8%	496	91%	56%	22%
Economically Disadvantaged	2073	96%	74%	22%	1853	94%	68%	32%
Not Disadvantaged	431	98%	82%	33%	480	97%	79%	43%
Migrant								
Not Migrant	2504	97%	76%	24%	2333	95%	70%	34%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

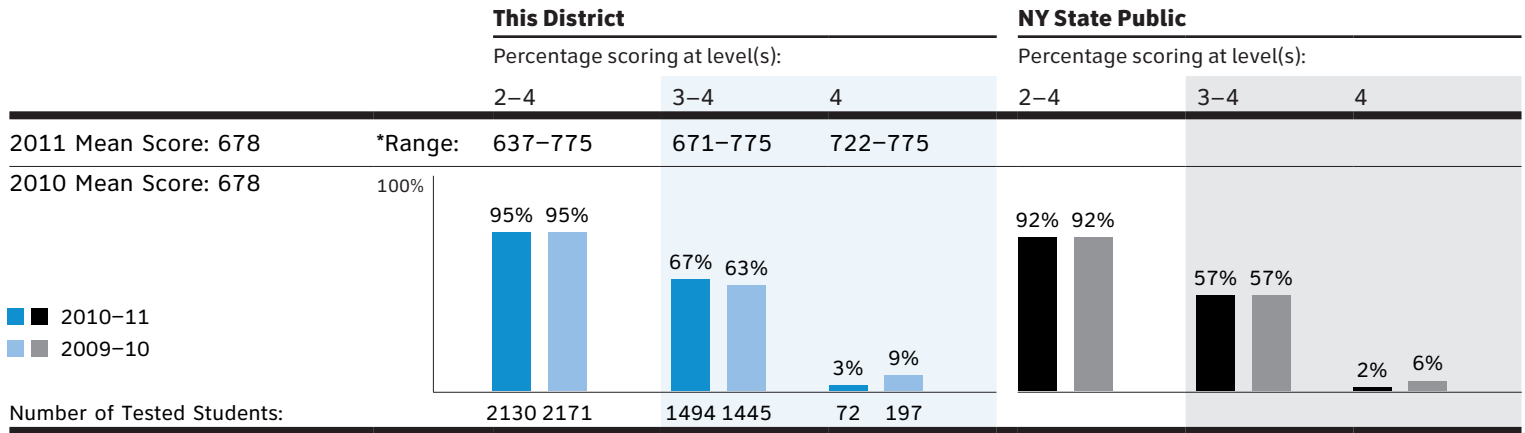
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	26	26	24	19	34	33	31	26

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2245	95%	67%	3%	2287	95%	63%	9%
Female	1120	97%	72%	4%	1126	96%	67%	11%
Male	1125	93%	61%	2%	1161	94%	59%	6%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	145	92%	50%	1%	170	89%	38%	3%
Hispanic or Latino	563	96%	56%	1%	519	94%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	1107	94%	73%	5%	1105	96%	72%	12%
White	424	96%	71%	4%	486	95%	65%	8%
Multiracial	1	-	-	-	6	-	-	-
Small Group Totals	6	83%	67%	17%	7	100%	71%	14%
General-Education Students	1848	97%	74%	4%	1883	98%	71%	10%
Students with Disabilities	397	84%	30%	0%	404	79%	25%	1%
English Proficient	1875	98%	73%	4%	1941	97%	70%	10%
Limited English Proficient	370	81%	32%	1%	346	84%	27%	1%
Economically Disadvantaged	1819	94%	64%	3%	1867	94%	60%	8%
Not Disadvantaged	426	97%	79%	5%	420	97%	77%	12%
Migrant								
Not Migrant	2245	95%	67%	3%	2287	95%	63%	9%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	36	33	32	40	33	31	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	62	N/A	N/A	N/A	137	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	63	N/A	N/A	N/A	140	N/A	N/A	N/A

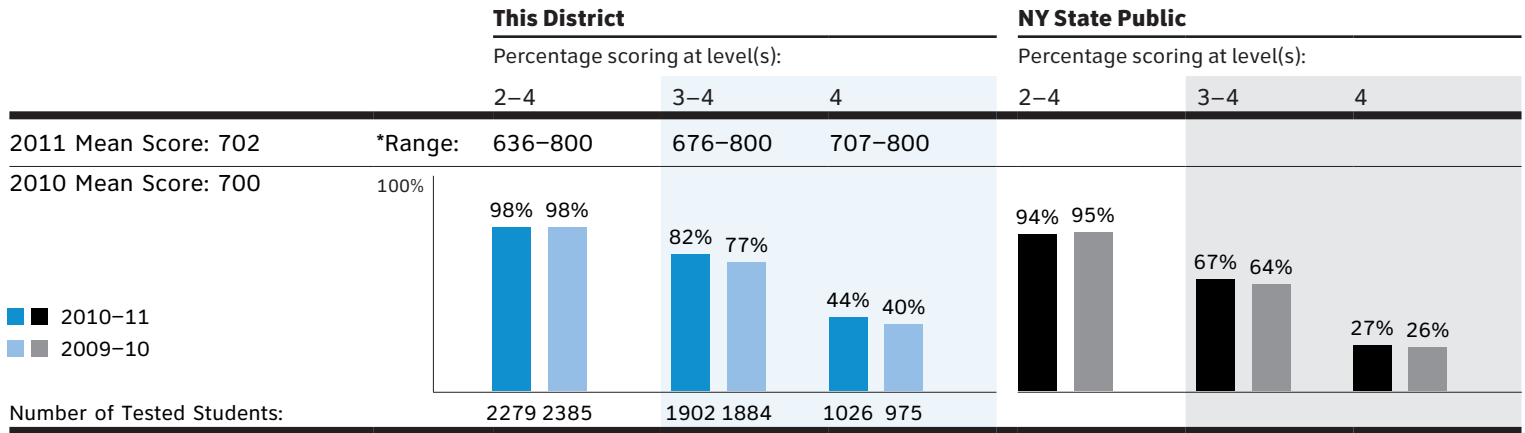
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2321	98%	82%	44%	2432	98%	77%	40%
Female	1155	99%	83%	45%	1184	98%	76%	40%
Male	1166	98%	81%	43%	1248	98%	79%	40%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	147	93%	59%	15%	172	97%	48%	10%
Hispanic or Latino	573	97%	69%	25%	533	97%	63%	21%
Asian or Native Hawaiian/Other Pacific Islander	1167	99%	91%	59%	1230	99%	88%	54%
White	428	98%	82%	40%	490	98%	77%	37%
Multiracial	1	-	-	-	6	-	-	-
Small Group Totals	6	100%	83%	50%	7	100%	71%	57%
General-Education Students	1928	99%	88%	50%	2025	99%	84%	46%
Students with Disabilities	393	93%	51%	15%	407	92%	46%	12%
English Proficient	1874	99%	85%	48%	1945	99%	81%	45%
Limited English Proficient	447	95%	70%	27%	487	95%	65%	21%
Economically Disadvantaged	1890	98%	80%	41%	2007	98%	76%	38%
Not Disadvantaged	431	99%	91%	56%	425	98%	85%	51%
Migrant								
Not Migrant	2321	98%	82%	44%	2432	98%	77%	40%

NOTES

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Other Assessments

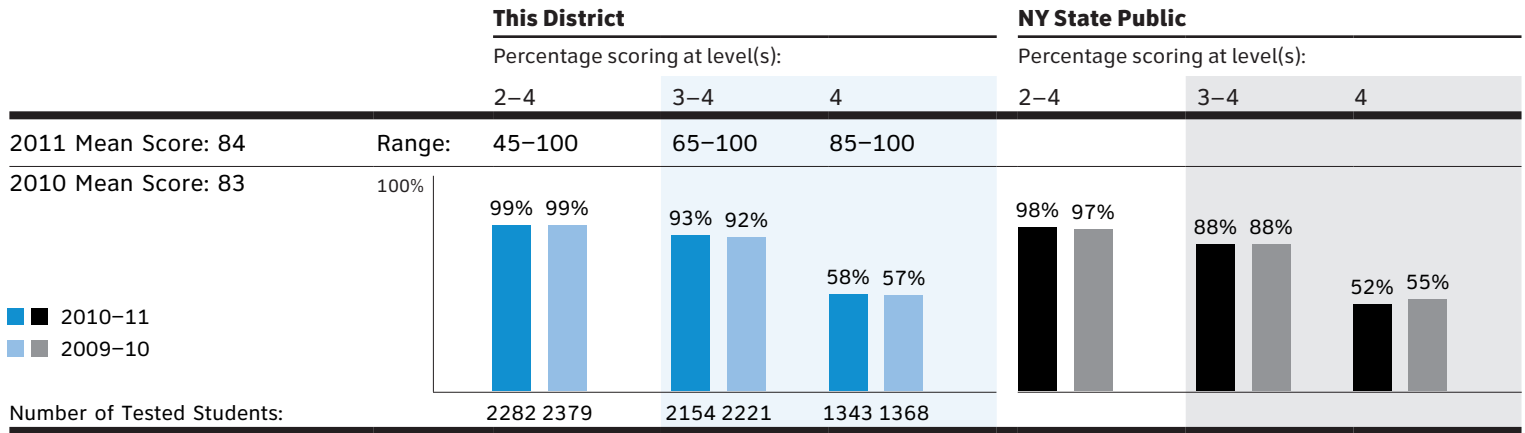
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	40	35	32	40	39	29	25

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2305	99%	93%	58%	2414	99%	92%	57%
Female	1150	99%	95%	59%	1173	99%	92%	58%
Male	1155	99%	92%	58%	1241	99%	92%	56%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	147	99%	84%	30%	170	99%	85%	31%
Hispanic or Latino	567	99%	91%	44%	527	98%	89%	45%
Asian or Native Hawaiian/Other Pacific Islander	1160	99%	95%	69%	1219	99%	93%	64%
White	425	100%	95%	59%	490	99%	94%	60%
Multiracial	1	-	-	-	7	-	-	-
Small Group Totals	6	100%	83%	50%	8	88%	88%	63%
General-Education Students	1915	99%	95%	64%	2012	99%	95%	63%
Students with Disabilities	390	98%	85%	31%	402	96%	76%	25%
English Proficient	1862	100%	96%	65%	1935	99%	95%	65%
Limited English Proficient	443	96%	84%	32%	479	96%	79%	24%
Economically Disadvantaged	1875	99%	93%	56%	1990	99%	91%	55%
Not Disadvantaged	430	100%	97%	67%	424	98%	95%	67%
Migrant								
Not Migrant	2305	99%	93%	58%	2414	99%	92%	57%

NOTES
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Other Assessments

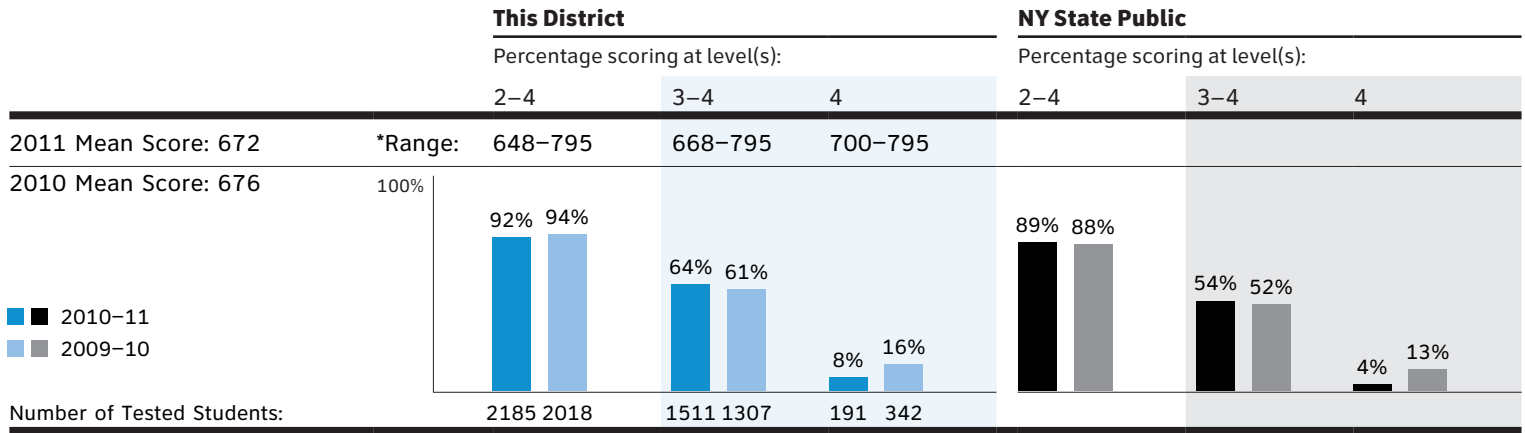
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	35	34	31	40	37	34	31

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2364	92%	64%	8%	2158	94%	61%	16%
Female	1158	95%	68%	10%	1012	94%	65%	18%
Male	1206	90%	60%	6%	1146	93%	57%	14%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	175	87%	45%	5%	162	87%	40%	8%
Hispanic or Latino	530	93%	53%	3%	527	92%	50%	7%
Asian or Native Hawaiian/Other Pacific Islander	1181	92%	69%	10%	960	95%	70%	24%
White	472	96%	71%	9%	499	94%	60%	14%
Multiracial	4	-	-	-	6	-	-	-
Small Group Totals	6	100%	67%	0%	10	90%	30%	0%
General-Education Students	1972	94%	71%	9%	1746	97%	68%	19%
Students with Disabilities	392	82%	28%	2%	412	78%	29%	3%
English Proficient	2011	97%	72%	9%	1881	96%	66%	18%
Limited English Proficient	353	65%	16%	0%	277	77%	26%	1%
Economically Disadvantaged	1968	91%	61%	7%	1764	93%	58%	14%
Not Disadvantaged	396	97%	80%	15%	394	96%	71%	25%
Migrant								
Not Migrant	2364	92%	64%	8%	2158	94%	61%	16%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	34	32	28	22	40	38	34	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	50	N/A	N/A	N/A	114	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	50	N/A	N/A	N/A	113	N/A	N/A	N/A

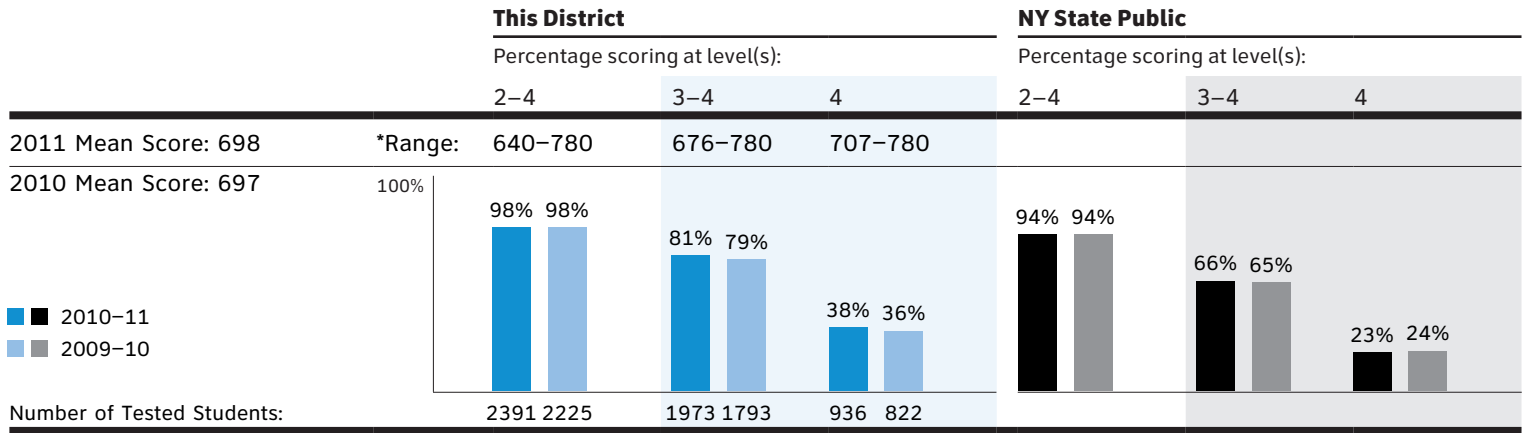
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2444	98%	81%	38%	2272	98%	79%	36%
Female	1197	98%	80%	39%	1060	98%	78%	36%
Male	1247	98%	81%	37%	1212	98%	80%	37%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	176	94%	57%	13%	162	98%	59%	13%
Hispanic or Latino	546	97%	67%	16%	538	96%	66%	18%
Asian or Native Hawaiian/Other Pacific Islander	1236	99%	90%	54%	1061	99%	90%	52%
White	478	98%	82%	32%	501	98%	76%	30%
Multiracial	6	-	-	-	6	-	-	-
Small Group Totals	8	100%	75%	25%	10	100%	60%	0%
General-Education Students	2052	99%	86%	44%	1860	99%	85%	42%
Students with Disabilities	392	91%	52%	10%	412	92%	53%	12%
English Proficient	2032	99%	84%	42%	1879	99%	82%	39%
Limited English Proficient	412	94%	66%	21%	393	93%	64%	22%
Economically Disadvantaged	2039	98%	79%	37%	1877	98%	78%	34%
Not Disadvantaged	405	98%	87%	45%	395	99%	86%	48%
Migrant								
Not Migrant	2444	98%	81%	38%	2272	98%	79%	36%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	34	33	26	23	40	39	36	29

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

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
2011 Mean Score: 663	*Range: 644-785	662-785	694-785			
2010 Mean Score: 665						
Number of Tested Students:	2078	1996	1329	1226	87	151

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2321	90%	57%	4%	2173	92%	56%	7%
Female	1093	91%	60%	5%	1015	94%	62%	8%
Male	1228	88%	54%	3%	1158	90%	52%	6%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	203	90%	49%	0%	190	89%	43%	1%
Hispanic or Latino	568	89%	49%	1%	563	88%	44%	2%
Asian or Native Hawaiian/Other Pacific Islander	1049	88%	61%	5%	930	94%	65%	12%
White	493	94%	62%	5%	480	94%	60%	5%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	8	100%	63%	0%	10	90%	50%	0%
General-Education Students	1953	92%	64%	4%	1791	95%	65%	8%
Students with Disabilities	368	77%	23%	0%	382	75%	16%	0%
English Proficient	2017	96%	65%	4%	1944	95%	62%	8%
Limited English Proficient	304	49%	8%	0%	229	63%	10%	0%
Economically Disadvantaged	1984	88%	54%	4%	1852	91%	54%	6%
Not Disadvantaged	337	98%	77%	4%	321	96%	70%	11%
Migrant								
Not Migrant	2321	90%	57%	4%	2173	92%	56%	7%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	39	38	32	29	41	39	35	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	46	N/A	N/A	N/A	125	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	47	N/A	N/A	N/A	122	N/A	N/A	N/A

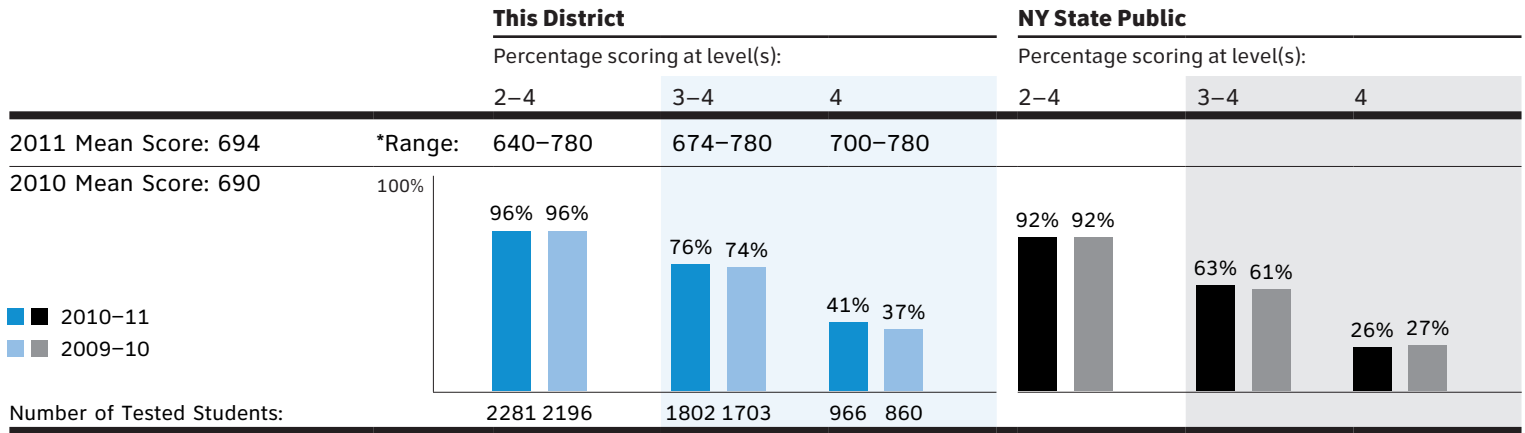
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2373	96%	76%	41%	2297	96%	74%	37%
Female	1117	97%	76%	41%	1071	96%	75%	38%
Male	1256	96%	76%	41%	1226	96%	73%	37%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	203	92%	50%	12%	191	91%	51%	13%
Hispanic or Latino	573	92%	61%	21%	578	93%	61%	23%
Asian or Native Hawaiian/Other Pacific Islander	1096	98%	88%	58%	1038	98%	87%	52%
White	493	97%	77%	37%	480	95%	73%	33%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	8	100%	63%	13%	10	100%	40%	10%
General-Education Students	2004	98%	82%	47%	1917	98%	82%	44%
Students with Disabilities	369	86%	41%	8%	380	85%	32%	5%
English Proficient	2017	97%	79%	44%	1943	97%	78%	41%
Limited English Proficient	356	90%	60%	23%	354	89%	55%	19%
Economically Disadvantaged	2037	96%	74%	39%	1971	95%	73%	35%
Not Disadvantaged	336	98%	87%	51%	326	98%	83%	50%
Migrant								
Not Migrant	2373	96%	76%	41%	2297	96%	74%	37%

NOTES

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Other Assessments

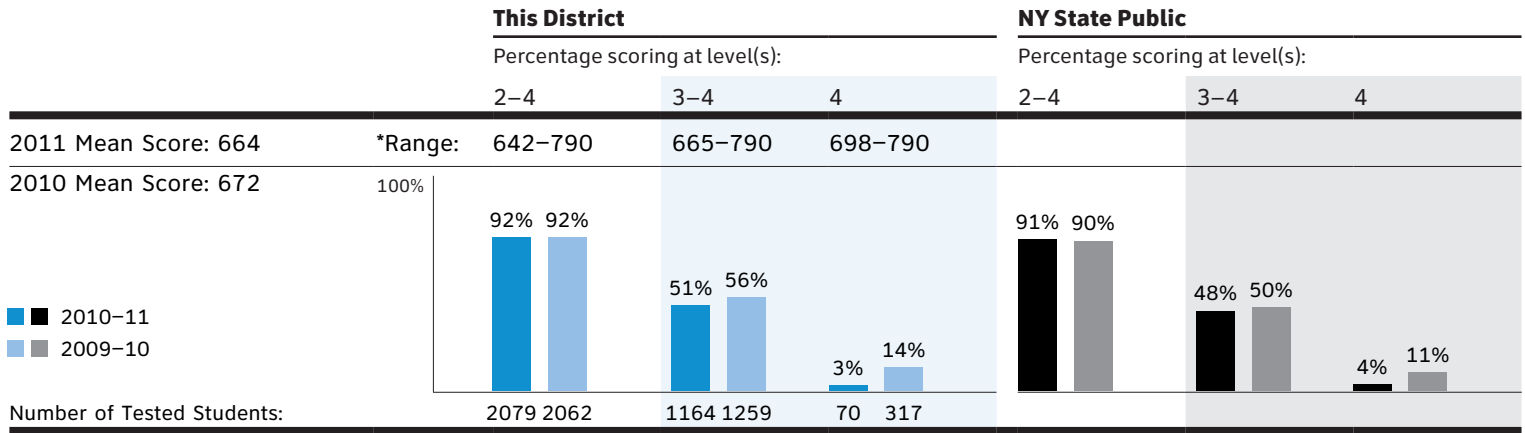
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	39	38	32	29	41	41	37	31

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2263	92%	51%	3%	2240	92%	56%	14%
Female	1058	93%	56%	3%	1015	94%	64%	18%
Male	1205	91%	48%	3%	1225	90%	50%	11%
American Indian or Alaska Native	8	-	-	-	1	-	-	-
Black or African American	189	96%	39%	1%	193	-	-	-
Hispanic or Latino	600	93%	39%	1%	541	89%	40%	5%
Asian or Native Hawaiian/Other Pacific Islander	997	89%	58%	5%	1020	91%	61%	19%
White	465	96%	58%	3%	482	96%	67%	17%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	12	100%	50%	0%	197	94%	48%	7%
General-Education Students	1932	93%	58%	4%	1904	94%	62%	16%
Students with Disabilities	331	82%	15%	0%	336	80%	23%	1%
English Proficient	1963	98%	58%	4%	1992	97%	62%	16%
Limited English Proficient	300	55%	7%	0%	248	50%	10%	1%
Economically Disadvantaged	1956	91%	49%	3%	1890	91%	54%	12%
Not Disadvantaged	307	97%	67%	5%	350	96%	69%	24%
Migrant								
Not Migrant	2263	92%	51%	3%	2240	92%	56%	14%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	47	46	43	40	33	32	31	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	75	N/A	N/A	N/A	163	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	75	N/A	N/A	N/A	163	N/A	N/A	N/A

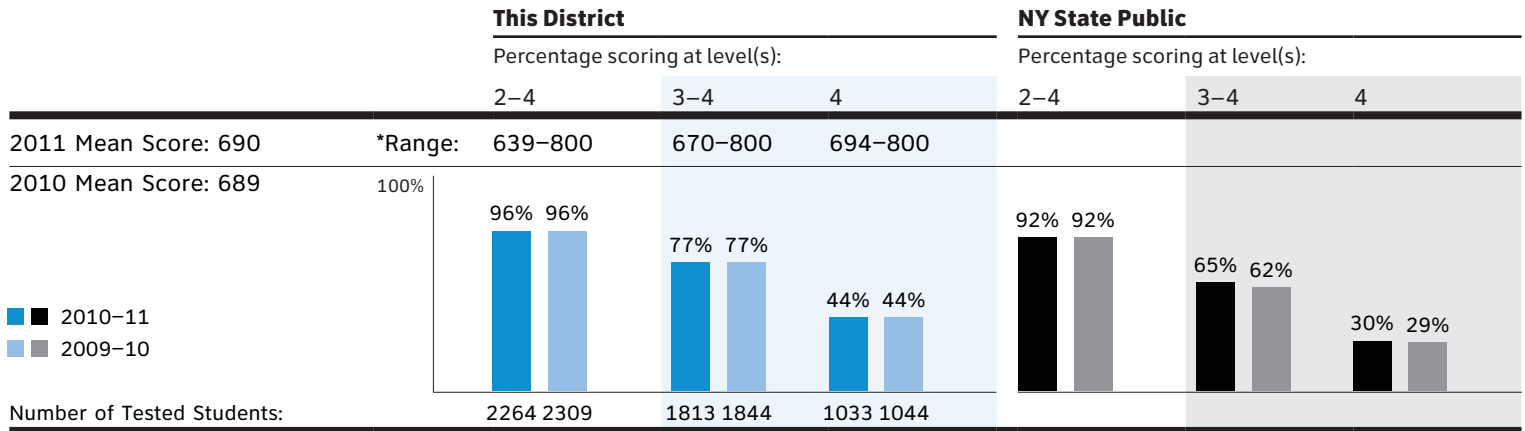
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2353	96%	77%	44%	2400	96%	77%	44%
Female	1106	96%	77%	43%	1088	97%	80%	47%
Male	1247	96%	77%	45%	1312	96%	75%	40%
American Indian or Alaska Native	8	-	-	-	1	-	-	-
Black or African American	190	92%	62%	23%	192	-	-	-
Hispanic or Latino	616	94%	65%	26%	551	92%	62%	24%
Asian or Native Hawaiian/Other Pacific Islander	1067	98%	86%	60%	1169	97%	85%	55%
White	468	97%	79%	40%	484	99%	81%	45%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	12	100%	83%	8%	196	94%	59%	26%
General-Education Students	2019	98%	83%	50%	2062	98%	82%	49%
Students with Disabilities	334	87%	40%	8%	338	86%	43%	12%
English Proficient	1972	97%	81%	47%	1988	98%	81%	48%
Limited English Proficient	381	90%	56%	26%	412	87%	58%	20%
Economically Disadvantaged	2040	96%	76%	42%	2046	96%	76%	42%
Not Disadvantaged	313	99%	85%	54%	354	97%	83%	52%
Migrant								
Not Migrant	2353	96%	77%	44%	2400	96%	77%	44%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	47	45	43	38	33	32	30	24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

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
2011 Mean Score: 657	*Range: 628-790	658-790	699-790			
2010 Mean Score: 660						
Number of Tested Students:	2139	2127	1208	1322	63	211

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2380	90%	51%	3%	2349	91%	56%	9%
Female	1091	92%	58%	4%	1145	93%	64%	12%
Male	1289	88%	45%	2%	1204	89%	49%	6%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	195	95%	47%	2%	202	-	-	-
Hispanic or Latino	567	90%	36%	1%	573	91%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	1143	85%	54%	3%	1045	88%	62%	11%
White	470	98%	61%	4%	525	95%	62%	12%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	5	100%	100%	20%	206	91%	43%	3%
General-Education Students	2072	91%	55%	3%	2023	93%	63%	10%
Students with Disabilities	308	82%	20%	0%	326	75%	15%	0%
English Proficient	2026	98%	59%	3%	2076	96%	63%	10%
Limited English Proficient	354	45%	2%	0%	273	46%	4%	0%
Economically Disadvantaged	2060	88%	49%	2%	1957	90%	55%	8%
Not Disadvantaged	320	99%	64%	4%	392	94%	64%	12%
Migrant								
Not Migrant	2380	90%	51%	3%	2349	91%	56%	9%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	42	42	39	34	42	41	39	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	78	N/A	N/A	N/A	118	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	79	N/A	N/A	N/A	113	N/A	N/A	N/A

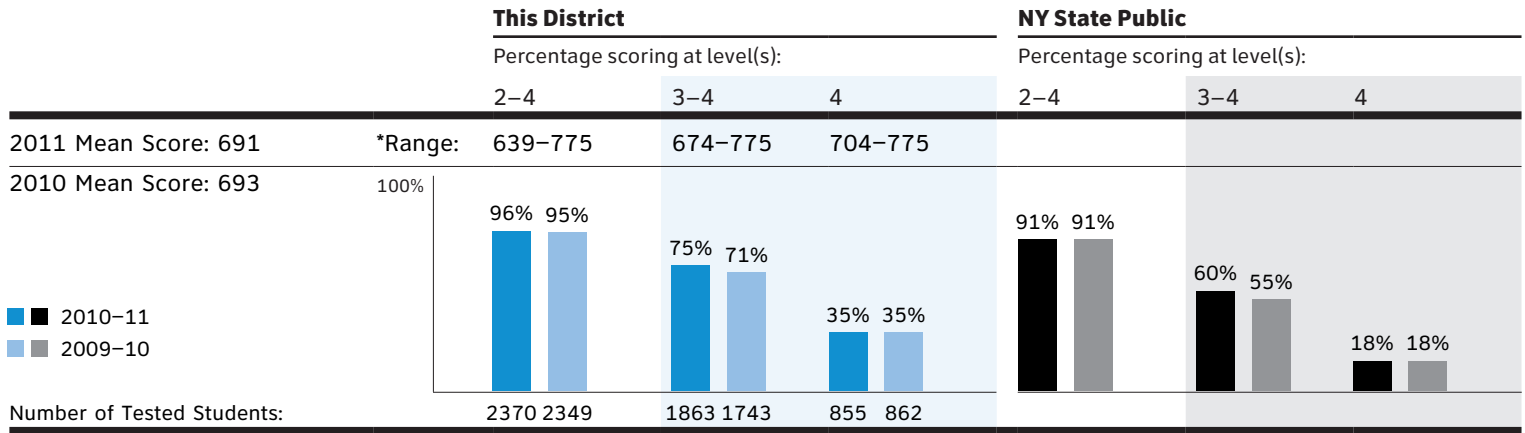
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2474	96%	75%	35%	2468	95%	71%	35%
Female	1123	96%	79%	37%	1200	96%	74%	38%
Male	1351	95%	72%	33%	1268	94%	67%	32%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	197	93%	55%	14%	205	-	-	-
Hispanic or Latino	581	91%	59%	13%	582	92%	53%	15%
Asian or Native Hawaiian/Other Pacific Islander	1217	98%	87%	51%	1150	98%	83%	49%
White	474	97%	73%	27%	527	98%	72%	34%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	5	100%	100%	60%	209	82%	44%	15%
General-Education Students	2162	97%	80%	39%	2143	97%	77%	39%
Students with Disabilities	312	85%	40%	5%	325	82%	29%	6%
English Proficient	2030	97%	77%	37%	2077	96%	74%	38%
Limited English Proficient	444	90%	67%	23%	391	89%	55%	18%
Economically Disadvantaged	2151	95%	75%	34%	2072	95%	69%	34%
Not Disadvantaged	323	98%	80%	40%	396	95%	78%	42%
Migrant								
Not Migrant	2474	96%	75%	35%	2468	95%	71%	35%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	42	35	34	33	40	39	37	32

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

This District's Results in Grade 8 Science

This District

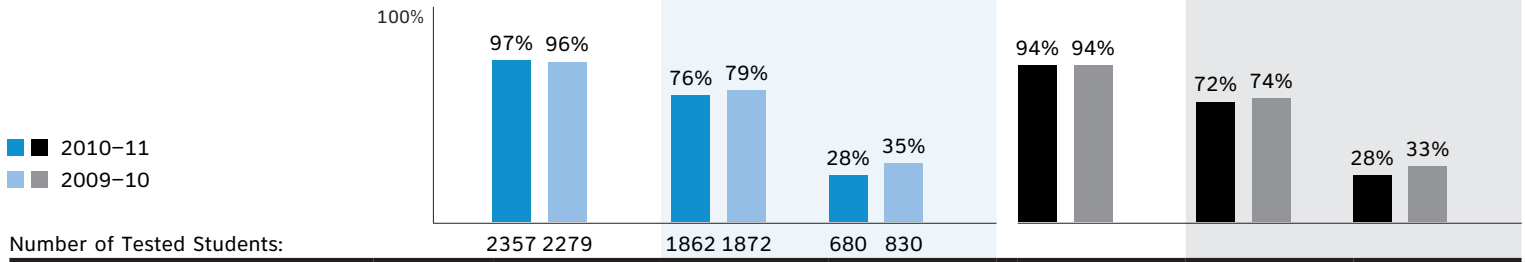
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	2265	97%	75%	26%	2180	97%	78%	34%
Female	1019	97%	75%	25%	1039	97%	78%	33%
Male	1246	96%	76%	26%	1141	96%	79%	35%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	174	-	-	-	168	-	-	-
Hispanic or Latino	544	95%	65%	11%	535	95%	73%	20%
Asian or Native Hawaiian/Other Pacific Islander	1099	97%	80%	34%	972	98%	83%	42%
White	444	99%	84%	29%	501	98%	82%	41%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	178	95%	61%	15%	172	92%	63%	15%
General-Education Students	1972	98%	80%	29%	1881	98%	83%	39%
Students with Disabilities	293	91%	44%	4%	299	89%	47%	4%
English Proficient	1833	99%	81%	31%	1810	98%	83%	39%
Limited English Proficient	432	89%	50%	6%	370	90%	56%	9%
Economically Disadvantaged	1954	97%	73%	25%	1816	97%	77%	33%
Not Disadvantaged	311	98%	87%	32%	364	97%	84%	41%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2265	97%	75%	26%	2180	97%	78%	34%

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

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

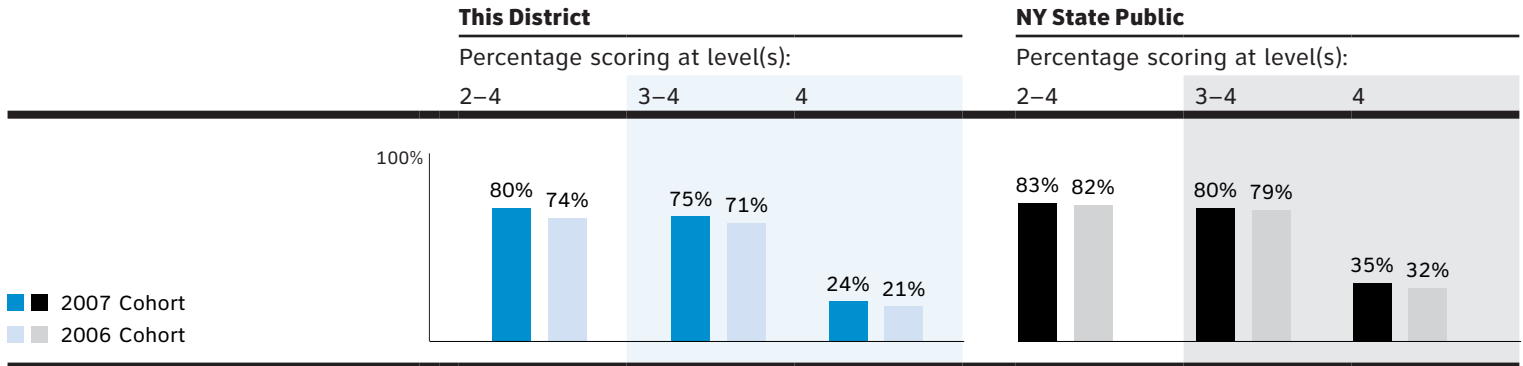
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	42	42
Regents Science	170	183

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2452	80%	75%	24%	2258	74%	71%	21%
Female	1174	85%	82%	31%	1182	81%	78%	26%
Male	1278	74%	69%	18%	1076	66%	63%	14%
American Indian or Alaska Native	6	-	-	-	3	-	-	-
Black or African American	461	78%	73%	14%	477	70%	67%	10%
Hispanic or Latino	999	75%	70%	14%	960	70%	66%	10%
Asian or Native Hawaiian/Other Pacific Islander	708	87%	82%	36%	563	82%	81%	35%
White	276	82%	82%	49%	243	77%	76%	44%
Multiracial	2	-	-	-	12	-	-	-
Small Group Totals	8	75%	75%	50%	15	87%	87%	73%
General-Education Students	2173	84%	80%	27%	1976	79%	77%	23%
Students with Disabilities	279	45%	39%	3%	282	36%	29%	2%
English Proficient	1912	84%	82%	30%	1776	78%	75%	26%
Limited English Proficient	540	63%	53%	3%	482	59%	55%	2%
Economically Disadvantaged	1755	85%	81%	28%	1568	81%	78%	25%
Not Disadvantaged	697	65%	62%	15%	690	58%	55%	10%
Migrant								
Not Migrant	2452	80%	75%	24%	2258	74%	71%	21%

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.

* 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.

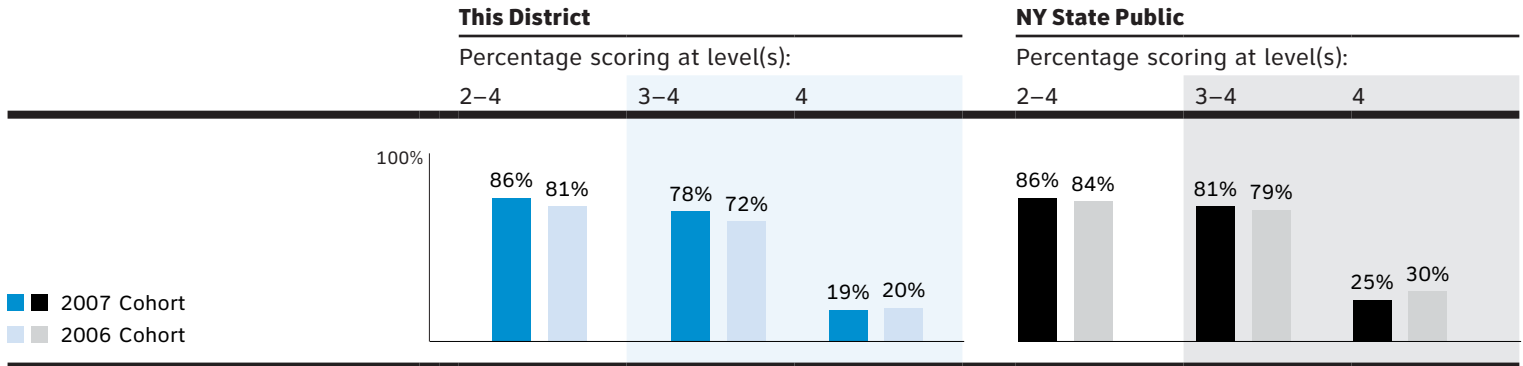
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District NEW YORK CITY GEOGRAPHIC DISTRICT #25

District ID 34-25-00-01-0000

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2452	86%	78%	19%	2258	81%	72%	20%
Female	1174	89%	82%	23%	1182	85%	78%	24%
Male	1278	83%	75%	15%	1076	76%	66%	14%
American Indian or Alaska Native	6	-	-	-	3	-	-	-
Black or African American	461	82%	72%	5%	477	76%	60%	6%
Hispanic or Latino	999	81%	70%	6%	960	77%	67%	6%
Asian or Native Hawaiian/Other Pacific Islander	708	94%	91%	41%	563	91%	88%	43%
White	276	87%	82%	32%	243	80%	79%	39%
Multiracial	2	-	-	-	12	-	-	-
Small Group Totals	8	75%	75%	50%	15	87%	87%	80%
General-Education Students	2173	90%	83%	21%	1976	86%	78%	22%
Students with Disabilities	279	52%	35%	2%	282	44%	28%	1%
English Proficient	1912	87%	80%	20%	1776	82%	73%	22%
Limited English Proficient	540	79%	70%	15%	482	77%	67%	11%
Economically Disadvantaged	1755	91%	84%	25%	1568	88%	80%	25%
Not Disadvantaged	697	73%	63%	5%	690	64%	54%	7%
Migrant								
Not Migrant	2452	86%	78%	19%	2258	81%	72%	20%

NOTES

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