



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 1**

District ID **31-01-00-01-0000**

Superintendent **DANIELLA PHILLIPS**

Telephone **(212) 356-3740**

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	465	471	478
Kindergarten	856	994	1017
Grade 1	870	899	1006
Grade 2	879	886	896
Grade 3	829	896	855
Grade 4	793	915	897
Grade 5	736	843	888
Grade 6	807	825	863
Ungraded Elementary	632	53	47
Grade 7	743	903	810
Grade 8	781	922	930
Grade 9	896	786	839
Grade 10	1104	1096	1153
Grade 11	811	889	970
Grade 12	642	662	730
Ungraded Secondary	478	16	34
Total K-12	11857	11585	11935

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	22	22
Grade 8			
English	25	25	25
Mathematics	27	26	27
Science	28	26	26
Social Studies	28	25	29
Grade 10			
English	20	23	25
Mathematics	21	22	22
Science	23	24	25
Social Studies	23	23	23

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	7312	62%	7056	61%	7644	64%
Reduced-Price Lunch	963	8%	857	7%	808	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1410	12%	1414	12%	1486	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	96	1%	91	1%	93	1%
Black or African American	2269	19%	2093	18%	2121	18%
Hispanic or Latino	5545	47%	5192	45%	5213	44%
Asian or Native Hawaiian/Other Pacific Islander	2315	20%	2466	21%	2619	22%
White	1632	14%	1743	15%	1889	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	716	6%	621	5%	500	4%

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	991	952	950
Percent with No Valid Teaching Certificate	3%	1%	1%
Percent Teaching Out of Certification	9%	5%	6%
Percent with Fewer Than Three Years of Experience	22%	13%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	35%	39%
Total Number of Core Classes	2060	1949	1947
Percent Not Taught by Highly Qualified Teachers in This District	9%	6%	6%
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	2536	2402	2314
Percent Taught by Teachers Without Appropriate Certification	11%	7%	6%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	21%	23%
Turnover Rate of All Teachers	20%	18%	17%

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	Improvement (Year 1)

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	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✗	—
Hispanic or Latino	✓	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓ ^{SH}	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	✓	✓	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✗	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
Student groups making AYP in each subject	✗ 7 of 9	✗ 7 of 9	✓ 1 of 1	✗ 2 of 8	✗ 2 of 8	✗ 0 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 (5173:4851)			98%		140	120	
Ethnicity							
American Indian or Alaska Native (25:21)	—	—	—	—	—	—	—
Black or African American (829:757)			98%		124	118	
Hispanic or Latino (2534:2354)			98%		121	120	
Asian or Native Hawaiian/Other Pacific Islander (986:943)			99%		168	118	
White (759:738)			99%		182	118	
Multiracial (40:38)			100%		166	106	
Other Groups							
Students with Disabilities (1130:1077)			97%		91	119	97 102
Limited English Proficient (510:576)			96%		92	117	106 103
Economically Disadvantaged (4036:3749)			99%		129	120	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (2528:2374)			99%		147	120	
Male (2645:2477)			98%		134	120	
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 7 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 (5179:4892)			99%		156	135	
Ethnicity							
American Indian or Alaska Native (25:22)	—	—	—	—	—	—	—
Black or African American (829:757)			98%		137	133	
Hispanic or Latino (2540:2385)			99%		138	135	
Asian or Native Hawaiian/Other Pacific Islander (986:951)			100%		188	133	
White (759:739)			99%		189	133	
Multiracial (40:38)			100%		176	121	
Other Groups							
Students with Disabilities (1131:1083)			97%		112	134	114 121
Limited English Proficient (511:608)			99%		125	133	133 133
Economically Disadvantaged (4041:3789)			99%		146	135	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (2532:2394)			99%		158	135	
Male (2647:2498)			99%		153	135	
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 (1808:1657)		Qualified		96%		169	100			
Ethnicity										
American Indian or Alaska Native (8:7)	—	—	—	—	—	—	—	—	—	
Black or African American (285:248)		Qualified		94%		154	100			
Hispanic or Latino (892:798)		Qualified		95%		156	100			
Asian or Native Hawaiian/Other Pacific Islander (345:335)		Qualified		99%		189	100			
White (263:254)		Qualified		98%		195	100			
Multiracial (15:15)	—	—	—	—	—	—	—	—	—	
Other Groups										
Students with Disabilities (414:360)		Qualified		90%		136	100			
Limited English Proficient (175:176)		Qualified		94%		135	100			
Economically Disadvantaged (1409:1278)		Qualified		96%		162	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (889:815)				97%		168	100			
Male (919:842)				96%		169	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 2 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 (908:882)			100%		169	179	170‡	172
Ethnicity								
American Indian or Alaska Native (1:5)	—	—	—	—	—	—	—	—
Black or African American (182:183)			100%		167	175	169‡	170
Hispanic or Latino (346:358)			99%		161	177	163‡	165
Asian or Native Hawaiian/Other Pacific Islander (224:185)			100%		169	175	169	172
White (155:151)			100%		195	175		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (82:118)			99%		128	173	124‡	135
Limited English Proficient (146:133)			99%		145	174	152‡	151
Economically Disadvantaged (649:622)			100%		166	179	166‡	169
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (450:442)			100%		174	178		
Male (458:440)			100%		165	178		
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 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 (1688:882)			96%		163	176	175 [‡]	167
Ethnicity								
American Indian or Alaska Native (1:5)	—	—	—	—	—	—	—	—
Black or African American (182:183)			95%		151	172	167 [‡]	156
Hispanic or Latino (635:358)			92%		144	174	158 [‡]	150
Asian or Native Hawaiian/Other Pacific Islander (224:185)			99%		191	172		
White (155:151)			96%		189	172		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (149:118)			88%		115	170	124 [‡]	124
Limited English Proficient (273:133)			96%		166	171	171 [‡]	169
Economically Disadvantaged (1184:622)			95%		159	176	172 [‡]	163
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (877:442)			95%		159	175		
Male (458:440)			95%		167	175		
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)  Improvement (Year 1)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP



Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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 (905)			64%	80%	66%
Ethnicity					
American Indian or Alaska Native (2)		—	—	—	
Black or African American (173)			55%	80%	62%
Hispanic or Latino (333)			52%	80%	62%
Asian or Native Hawaiian/Other Pacific Islander (271)			71%	80%	66%
White (117)			93%	80%	
Multiracial (9)		—	—	—	
Other Groups					
Students with Disabilities (130)			28%	80%	46%
Limited English Proficient (227)			56%	80%	61%
Economically Disadvantaged (631)			60%	80%	64%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (480)			70%	80%	
Male (425)			56%	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 **68%** 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

18 schools identified 58% of total

BARD HIGH SCHOOL EARLY COLLEGE
 CASCADES HIGH SCHOOL
 FORSYTHE SATELLITE ACADEMY
 LOWER EAST SIDE PREPARATORY HIGH SCHOOL
 NEIGHBORHOOD SCHOOL
 NEW EXPLORATIONS INTO SCIENCE,TECH AND MATH SCHOOL
 PS 110 FLORENCE NIGHTINGALE
 PS 134 HENRIETTA SZOLD
 PS 137 JOHN L BERNSTEIN
 PS 184 SHUANG WEN
 PS 188 THE ISLAND SCHOOL
 PS 19 ASHER LEVY
 PS 63 WILLIAM MCKINLEY
 PS 64 ROBERT SIMON
 SCHOOL FOR GLOBAL LEADERS
 THE CHILDREN'S WORKSHOP SCHOOL
 THE EAST VILLAGE COMMUNITY SCHOOL
 TOMPKINS SQUARE MIDDLE SCHOOL

Improvement (year 1) Basic

4 schools identified 13% of total

COLLABORATIVE ACAD OF SCIENCE, TECHNOLOGY AND LANGUAGE ARTS ED
 EARTH SCHOOL
 PS 142 AMALIA CASTRO
 PS 34 FRANKLIN D ROOSEVELT

Improvement (year 1) Focused

2 schools identified 6% of total

EAST SIDE COMMUNITY SCHOOL
 PS 20 ANNA SILVER

Improvement (year 1) Comprehensive

3 schools identified 10% of total

PS 15 ROBERTO CLEMENTE
 TECHNOLOGY ARTS AND SCIENCES STUDIO SCHOOL
 UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL

Improvement (year 2) Comprehensive

1 school identified 3% of total

MARTA VALLE SECONDARY SCHOOL

Corrective Action (year 1) Comprehensive

1 school identified 3% of total

UNIVERSITY NEIGHBORHOOD HIGH SCHOOL

Corrective Action (year 2) Comprehensive

2 schools identified 6% of total

HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES
 PS 140 NATHAN STRAUS

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	55%			812
Grade 4	54%			850
Grade 5	53%			858
Grade 6	49%			807
Grade 7	43%			764
Grade 8	40%			879

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	61%			825
Grade 4	66%			862
Grade 5	64%			875
Grade 6	61%			828
Grade 7	66%			770
Grade 8	53%			893

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	86%			849
Grade 8	52%			723

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	72%			1069
Mathematics	69%			1069

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

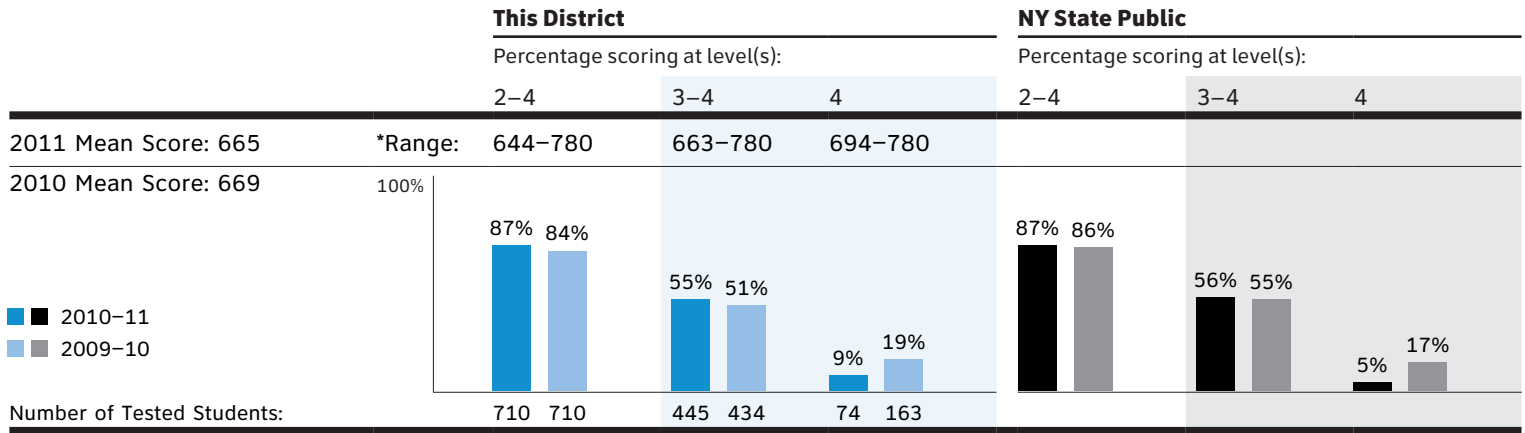
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

This District's Results in Grade 3 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	812	87%	55%	9%	846	84%	51%	19%
Female	413	88%	60%	13%	411	86%	55%	21%
Male	399	86%	50%	5%	435	82%	48%	17%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	122	83%	41%	6%	124	81%	41%	13%
Hispanic or Latino	383	83%	39%	3%	418	77%	38%	11%
Asian or Native Hawaiian/Other Pacific Islander	154	92%	69%	12%	158	94%	68%	22%
White	141	98%	92%	26%	138	96%	83%	46%
Multiracial	8	-	-	-	6	-	-	-
Small Group Totals	12	92%	83%	0%	8	100%	50%	38%
General-Education Students	683	93%	62%	11%	675	92%	60%	23%
Students with Disabilities	129	59%	18%	0%	171	52%	18%	5%
English Proficient	729	90%	60%	10%	768	87%	55%	21%
Limited English Proficient	83	63%	11%	0%	78	56%	10%	0%
Economically Disadvantaged	599	85%	44%	3%	668	80%	41%	11%
Not Disadvantaged	213	95%	86%	26%	178	97%	88%	49%
Migrant								
Not Migrant	812	87%	55%	9%	846	84%	51%	19%

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	19	16	15	13	14	13	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	6	N/A	N/A	N/A	16	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	7	N/A	N/A	N/A	17	N/A	N/A	N/A

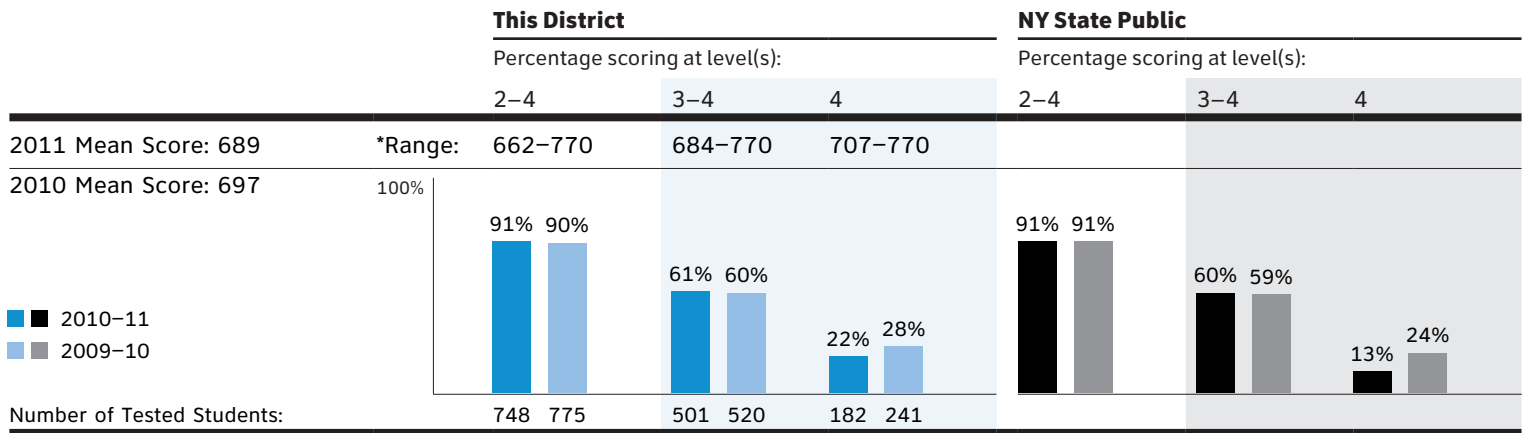
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	825	91%	61%	22%	863	90%	60%	28%
Female	418	92%	60%	23%	417	91%	60%	28%
Male	407	90%	61%	21%	446	88%	60%	28%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	120	88%	50%	12%	124	89%	53%	22%
Hispanic or Latino	394	86%	45%	9%	428	85%	46%	14%
Asian or Native Hawaiian/Other Pacific Islander	158	96%	80%	37%	166	97%	81%	48%
White	141	99%	91%	51%	137	98%	85%	52%
Multiracial	8	-	-	-	6	-	-	-
Small Group Totals	12	100%	83%	25%	8	100%	88%	13%
General-Education Students	694	94%	66%	25%	693	95%	69%	33%
Students with Disabilities	131	72%	33%	5%	170	68%	26%	5%
English Proficient	731	93%	65%	24%	768	92%	64%	30%
Limited English Proficient	94	70%	29%	3%	95	69%	32%	9%
Economically Disadvantaged	612	88%	51%	13%	684	88%	53%	20%
Not Disadvantaged	213	98%	89%	47%	179	98%	89%	57%
Migrant								
Not Migrant	825	91%	61%	22%	863	90%	60%	28%

NOTES

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Other Assessments

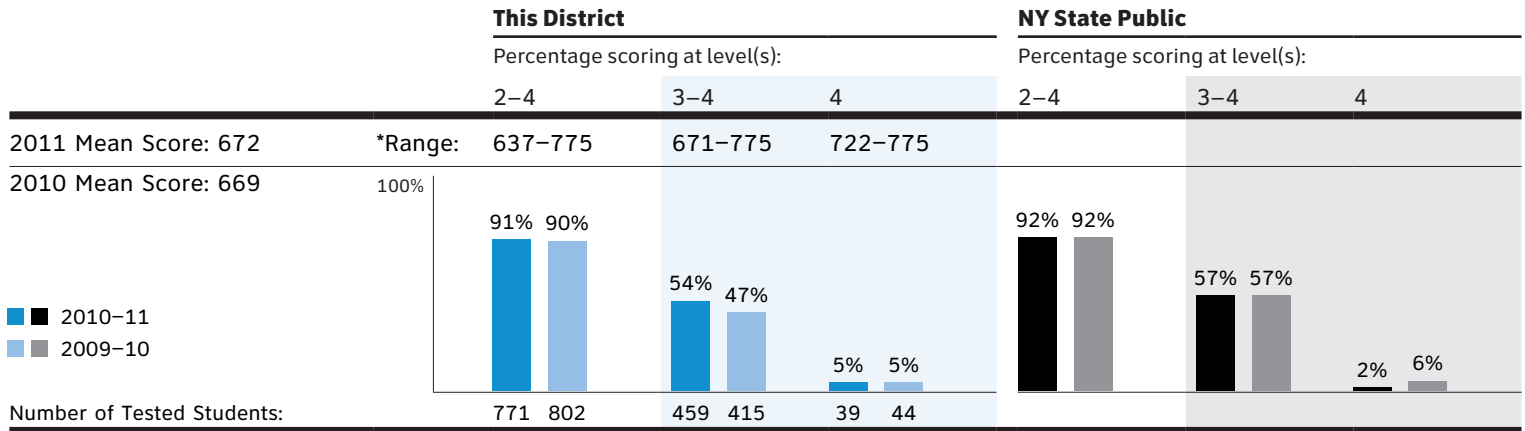
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	19	18	18	10	14	14	14	7

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	850	91%	54%	5%	891	90%	47%	5%
Female	414	93%	59%	5%	444	92%	51%	7%
Male	436	89%	49%	4%	447	88%	42%	2%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	127	92%	49%	3%	165	80%	30%	2%
Hispanic or Latino	419	85%	38%	1%	439	90%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	157	96%	73%	6%	160	96%	71%	9%
White	135	99%	85%	15%	118	97%	81%	16%
Multiracial	9	-	-	-	5	-	-	-
Small Group Totals	12	100%	75%	0%	9	89%	67%	22%
General-Education Students	672	96%	64%	6%	700	95%	55%	6%
Students with Disabilities	178	70%	15%	1%	191	70%	15%	0%
English Proficient	769	93%	58%	5%	811	91%	49%	5%
Limited English Proficient	81	65%	19%	0%	80	75%	20%	0%
Economically Disadvantaged	660	88%	45%	2%	741	89%	39%	2%
Not Disadvantaged	190	98%	84%	12%	150	97%	82%	19%
Migrant								
Not Migrant	850	91%	54%	5%	891	90%	47%	5%

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	13	13	12	11	12	11	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	14	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	6	N/A	N/A	N/A	14	N/A	N/A	N/A

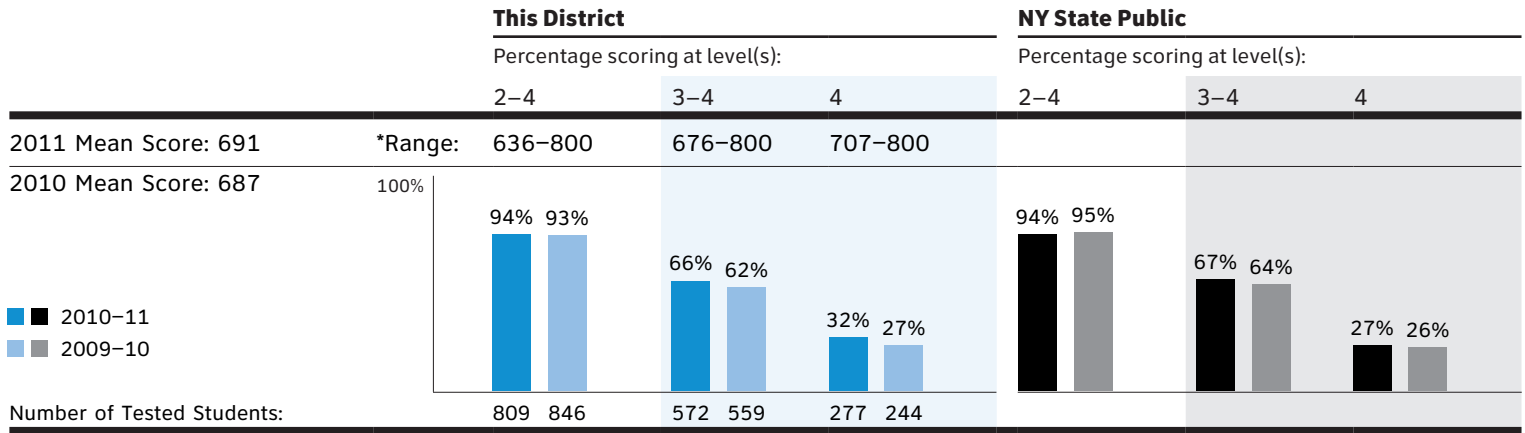
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	862	94%	66%	32%	905	93%	62%	27%
Female	421	94%	69%	34%	448	94%	61%	28%
Male	441	93%	64%	30%	457	93%	62%	26%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	127	92%	61%	20%	164	90%	41%	13%
Hispanic or Latino	427	91%	51%	14%	449	92%	54%	13%
Asian or Native Hawaiian/Other Pacific Islander	159	99%	91%	66%	165	98%	88%	58%
White	137	99%	90%	60%	118	99%	83%	58%
Multiracial	9	-	-	-	5	-	-	-
Small Group Totals	12	100%	83%	42%	9	89%	67%	22%
General-Education Students	682	98%	76%	39%	711	96%	69%	33%
Students with Disabilities	180	78%	29%	5%	194	82%	35%	5%
English Proficient	773	95%	70%	35%	811	95%	65%	29%
Limited English Proficient	89	81%	38%	10%	94	78%	35%	7%
Economically Disadvantaged	669	93%	59%	23%	755	93%	57%	20%
Not Disadvantaged	193	98%	91%	63%	150	98%	87%	61%
Migrant								
Not Migrant	862	94%	66%	32%	905	93%	62%	27%

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.

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Other Assessments

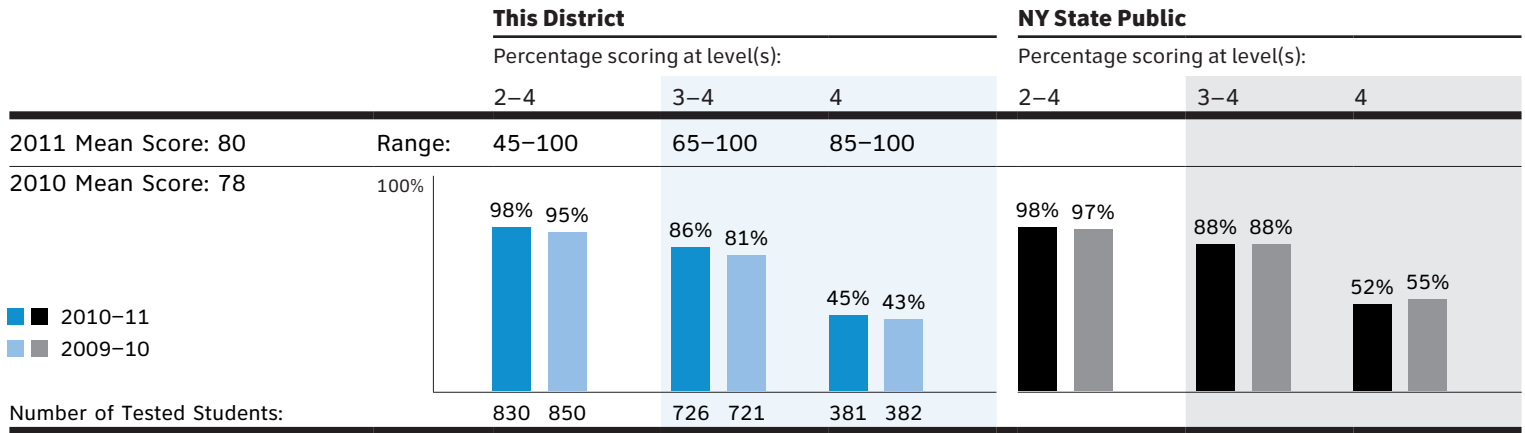
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	12	9	12	12	11	7

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	849	98%	86%	45%	891	95%	81%	43%
Female	419	97%	84%	45%	441	95%	80%	46%
Male	430	99%	87%	45%	450	96%	82%	40%
American Indian or Alaska Native	3	-	-	-	5	80%	80%	60%
Black or African American	124	98%	82%	37%	163	91%	68%	27%
Hispanic or Latino	419	97%	79%	27%	438	95%	78%	30%
Asian or Native Hawaiian/Other Pacific Islander	157	98%	95%	71%	164	96%	91%	68%
White	137	99%	98%	74%	116	100%	95%	78%
Multiracial	9	-	-	-	5	100%	100%	80%
Small Group Totals	12	100%	100%	58%				
General-Education Students	676	99%	91%	53%	703	97%	86%	49%
Students with Disabilities	173	94%	64%	14%	188	90%	63%	20%
English Proficient	762	99%	88%	48%	799	97%	84%	45%
Limited English Proficient	87	84%	60%	20%	92	82%	53%	21%
Economically Disadvantaged	656	97%	82%	36%	741	95%	78%	36%
Not Disadvantaged	193	100%	98%	75%	150	99%	97%	79%
Migrant								
Not Migrant	849	98%	86%	45%	891	95%	81%	43%

NOTES

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Other Assessments

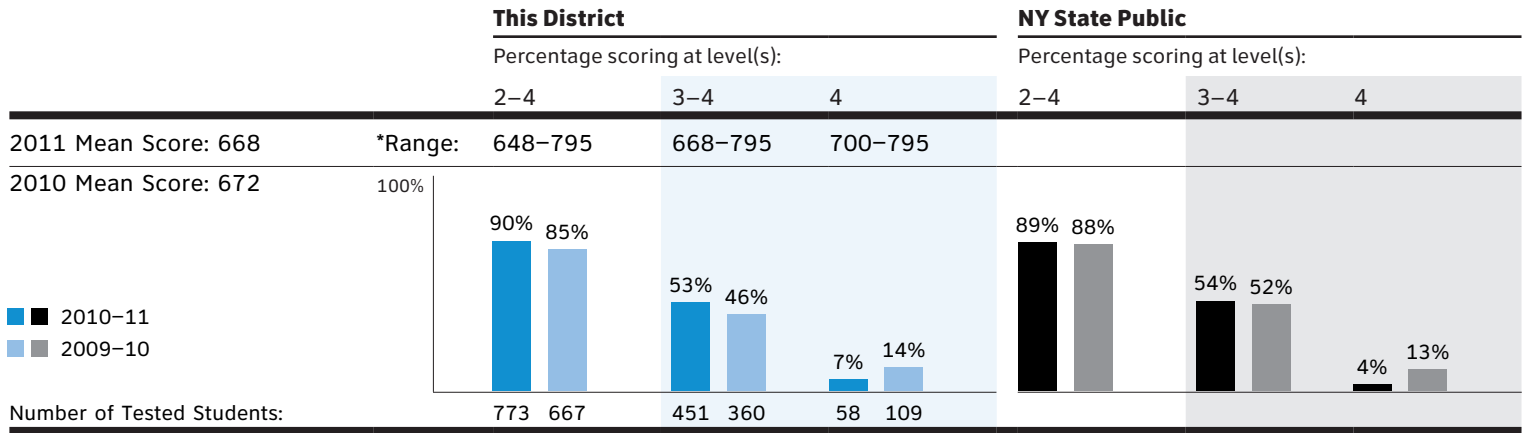
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	13	13	12	11	11	9

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	858	90%	53%	7%	789	85%	46%	14%
Female	417	94%	56%	9%	372	85%	51%	19%
Male	441	87%	50%	5%	417	84%	41%	9%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	150	89%	43%	1%	133	74%	36%	2%
Hispanic or Latino	418	87%	36%	1%	410	82%	34%	6%
Asian or Native Hawaiian/Other Pacific Islander	159	94%	81%	13%	133	95%	68%	32%
White	122	97%	81%	23%	104	93%	78%	37%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	9	100%	78%	22%	9	89%	22%	11%
General-Education Students	662	97%	63%	9%	613	92%	54%	17%
Students with Disabilities	196	67%	19%	0%	176	57%	15%	2%
English Proficient	796	93%	56%	7%	709	86%	49%	15%
Limited English Proficient	62	55%	10%	0%	80	69%	15%	0%
Economically Disadvantaged	685	88%	45%	3%	670	83%	40%	10%
Not Disadvantaged	173	97%	83%	22%	119	94%	77%	33%
Migrant								
Not Migrant	858	90%	53%	7%	789	85%	46%	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 5 Equivalent	12	12	12	10	17	15	13	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	N/A	N/A	N/A	11	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	10	N/A	N/A	N/A	12	N/A	N/A	N/A

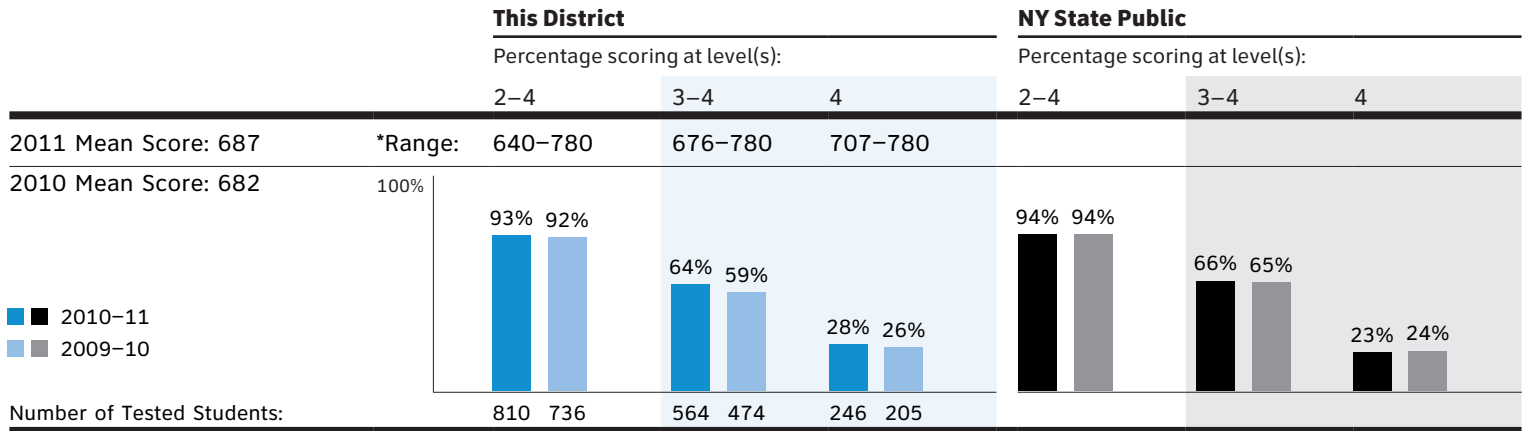
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	875	93%	64%	28%	802	92%	59%	26%
Female	427	93%	65%	29%	377	90%	59%	27%
Male	448	92%	64%	27%	425	93%	60%	25%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	150	88%	51%	12%	135	87%	44%	10%
Hispanic or Latino	428	90%	51%	11%	416	89%	48%	16%
Asian or Native Hawaiian/Other Pacific Islander	165	99%	93%	67%	138	99%	89%	57%
White	123	99%	89%	54%	104	99%	84%	42%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	9	100%	78%	33%	9	89%	44%	33%
General-Education Students	679	96%	73%	35%	624	97%	68%	30%
Students with Disabilities	196	79%	36%	4%	178	74%	26%	10%
English Proficient	800	95%	67%	30%	710	93%	62%	28%
Limited English Proficient	75	69%	39%	7%	92	84%	35%	10%
Economically Disadvantaged	700	91%	59%	21%	682	91%	56%	22%
Not Disadvantaged	175	98%	85%	57%	120	97%	77%	44%
Migrant								
Not Migrant	875	93%	64%	28%	802	92%	59%	26%

NOTES

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Other Assessments

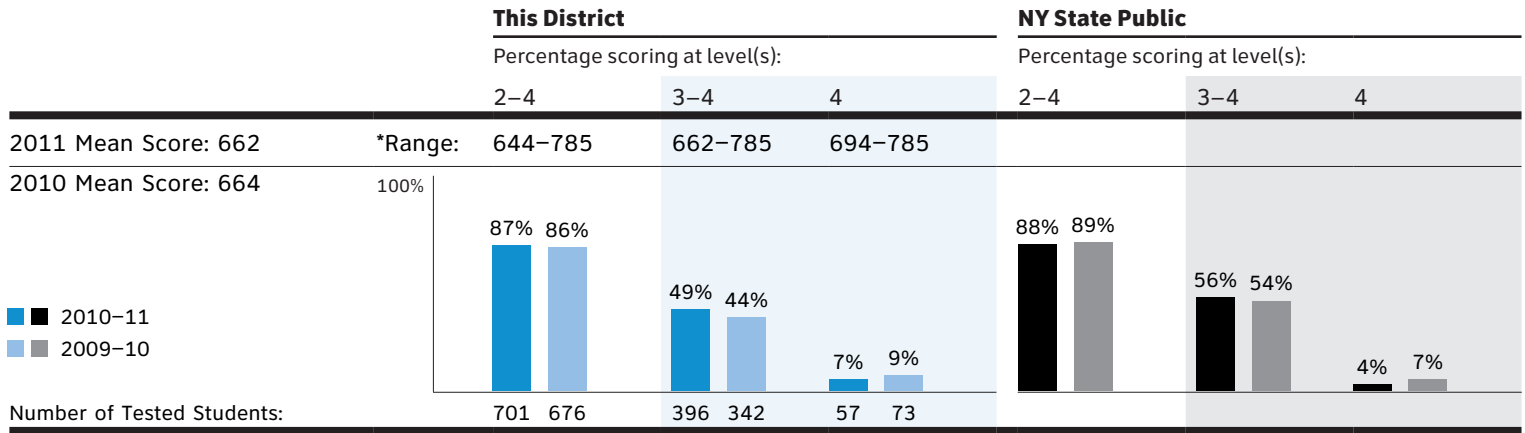
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	12	12	12	10	17	17	17	8

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

This District's Results in Grade 6 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	807	87%	49%	7%	783	86%	44%	9%
Female	378	87%	52%	8%	388	88%	47%	12%
Male	429	87%	46%	7%	395	85%	41%	7%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	123	85%	32%	0%	134	85%	28%	2%
Hispanic or Latino	401	82%	34%	1%	388	81%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	151	96%	76%	15%	163	94%	68%	23%
White	125	97%	82%	24%	89	97%	85%	29%
Multiracial	4	-	-	-	5	-	-	-
Small Group Totals	7	57%	57%	0%	9	89%	33%	22%
General-Education Students	643	93%	58%	9%	617	93%	53%	12%
Students with Disabilities	164	63%	13%	1%	166	63%	11%	0%
English Proficient	731	91%	54%	8%	722	90%	47%	10%
Limited English Proficient	76	45%	5%	0%	61	43%	5%	0%
Economically Disadvantaged	637	84%	39%	2%	644	84%	35%	4%
Not Disadvantaged	170	99%	88%	26%	139	98%	84%	35%
Migrant								
Not Migrant	807	87%	49%	7%	783	86%	44%	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 6 Equivalent	14	14	12	9	8	6	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	8	N/A	N/A	N/A	16	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	8	N/A	N/A	N/A	16	N/A	N/A	N/A

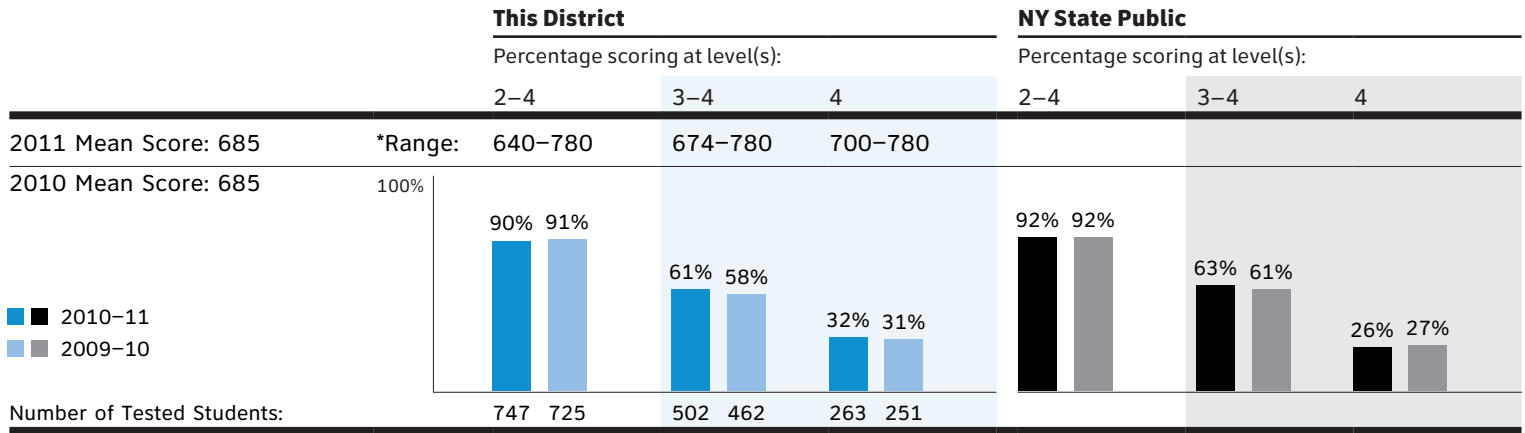
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	828	90%	61%	32%	799	91%	58%	31%
Female	387	89%	63%	32%	398	92%	61%	33%
Male	441	91%	59%	31%	401	90%	55%	29%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	127	83%	43%	11%	134	84%	43%	11%
Hispanic or Latino	413	87%	47%	12%	395	88%	43%	12%
Asian or Native Hawaiian/Other Pacific Islander	156	99%	92%	74%	172	99%	87%	69%
White	125	98%	86%	66%	89	99%	92%	71%
Multiracial	4	-	-	-	5	-	-	-
Small Group Totals	7	100%	29%	14%	9	100%	67%	56%
General-Education Students	657	96%	70%	39%	632	95%	67%	39%
Students with Disabilities	171	69%	25%	5%	167	74%	22%	4%
English Proficient	742	92%	64%	35%	723	93%	61%	33%
Limited English Proficient	86	77%	31%	7%	76	70%	29%	14%
Economically Disadvantaged	659	88%	53%	22%	658	89%	50%	22%
Not Disadvantaged	169	98%	91%	69%	141	100%	94%	73%
Migrant								
Not Migrant	828	90%	61%	32%	799	91%	58%	31%

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Other Assessments

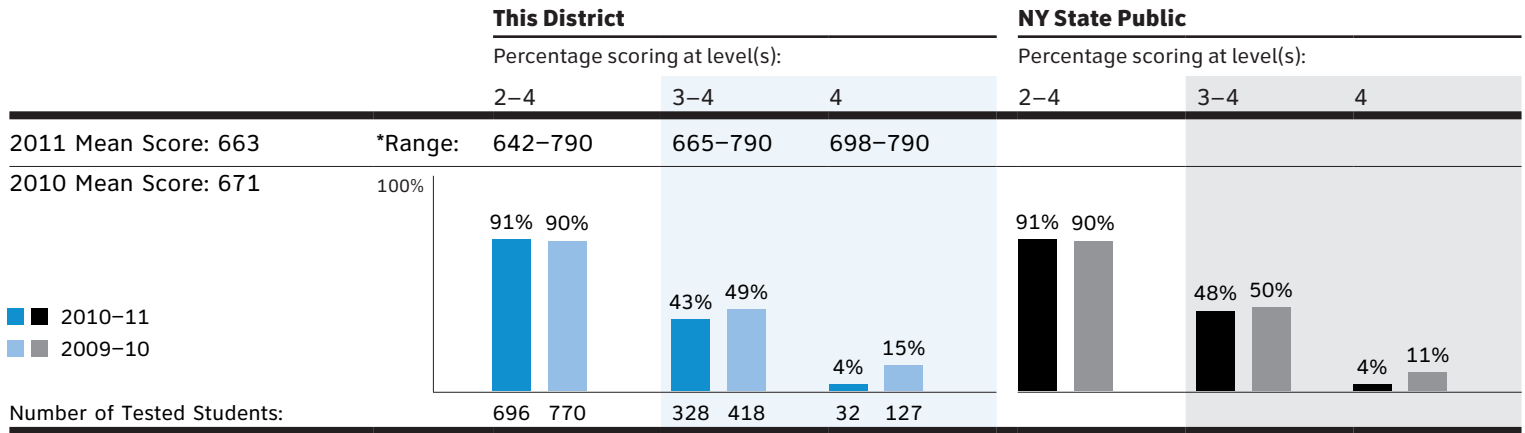
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	14	11	8	8	8	7	7	5

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	764	91%	43%	4%	858	90%	49%	15%
Female	381	96%	48%	6%	440	93%	54%	17%
Male	383	87%	38%	3%	418	87%	43%	13%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	130	85%	24%	1%	156	84%	28%	3%
Hispanic or Latino	369	90%	28%	1%	406	86%	33%	4%
Asian or Native Hawaiian/Other Pacific Islander	153	95%	72%	8%	179	97%	76%	28%
White	101	97%	76%	15%	110	99%	89%	51%
Multiracial	8	-	-	-	3	-	-	-
Small Group Totals	11	100%	73%	9%	7	86%	71%	14%
General-Education Students	608	96%	52%	5%	682	96%	60%	19%
Students with Disabilities	156	71%	9%	0%	176	66%	6%	0%
English Proficient	703	93%	47%	5%	799	92%	52%	16%
Limited English Proficient	61	70%	2%	0%	59	59%	10%	2%
Economically Disadvantaged	592	89%	33%	2%	704	88%	40%	7%
Not Disadvantaged	172	98%	77%	13%	154	97%	87%	51%
Migrant								
Not Migrant	764	91%	43%	4%	858	90%	49%	15%

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	10	10	10	9	12	12	9	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	N/A	N/A	N/A	13	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	5	N/A	N/A	N/A	15	N/A	N/A	N/A

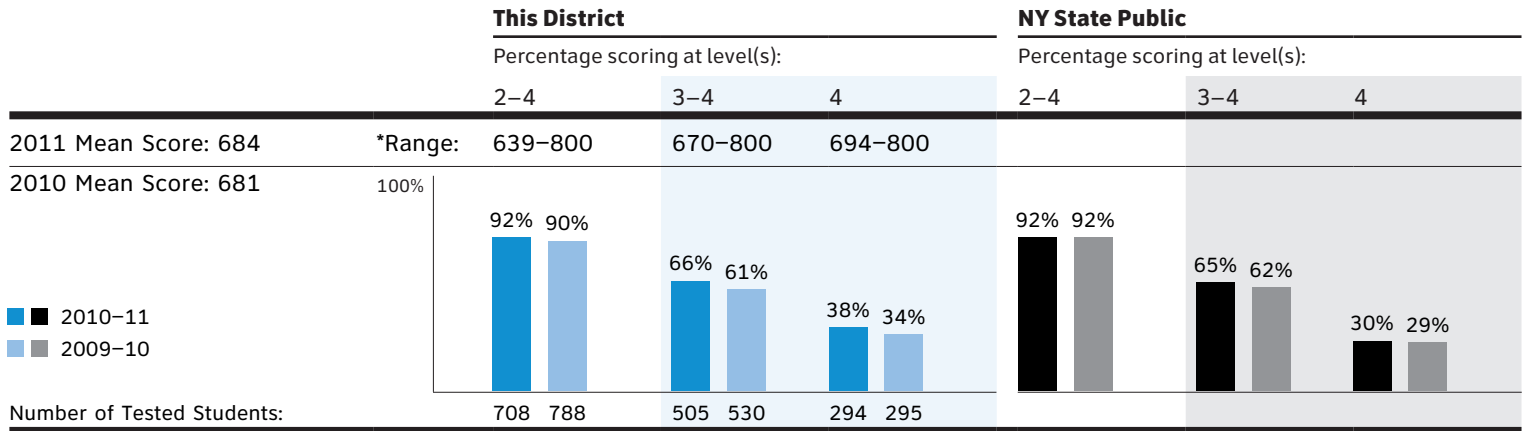
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	770	92%	66%	38%	875	90%	61%	34%
Female	386	94%	68%	39%	444	92%	64%	35%
Male	384	90%	63%	37%	431	88%	57%	32%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	127	84%	47%	16%	156	87%	37%	10%
Hispanic or Latino	376	90%	54%	20%	416	86%	47%	14%
Asian or Native Hawaiian/Other Pacific Islander	155	99%	92%	73%	185	98%	92%	70%
White	101	96%	90%	76%	110	100%	92%	80%
Multiracial	8	-	-	-	4	-	-	-
Small Group Totals	11	100%	82%	73%	8	75%	50%	50%
General-Education Students	616	96%	75%	46%	697	95%	70%	42%
Students with Disabilities	154	74%	28%	8%	178	69%	24%	2%
English Proficient	702	93%	68%	41%	801	93%	64%	36%
Limited English Proficient	68	78%	40%	12%	74	62%	28%	8%
Economically Disadvantaged	598	90%	59%	29%	719	88%	54%	24%
Not Disadvantaged	172	98%	88%	69%	156	99%	92%	78%
Migrant								
Not Migrant	770	92%	66%	38%	875	90%	61%	34%

NOTES

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Other Assessments

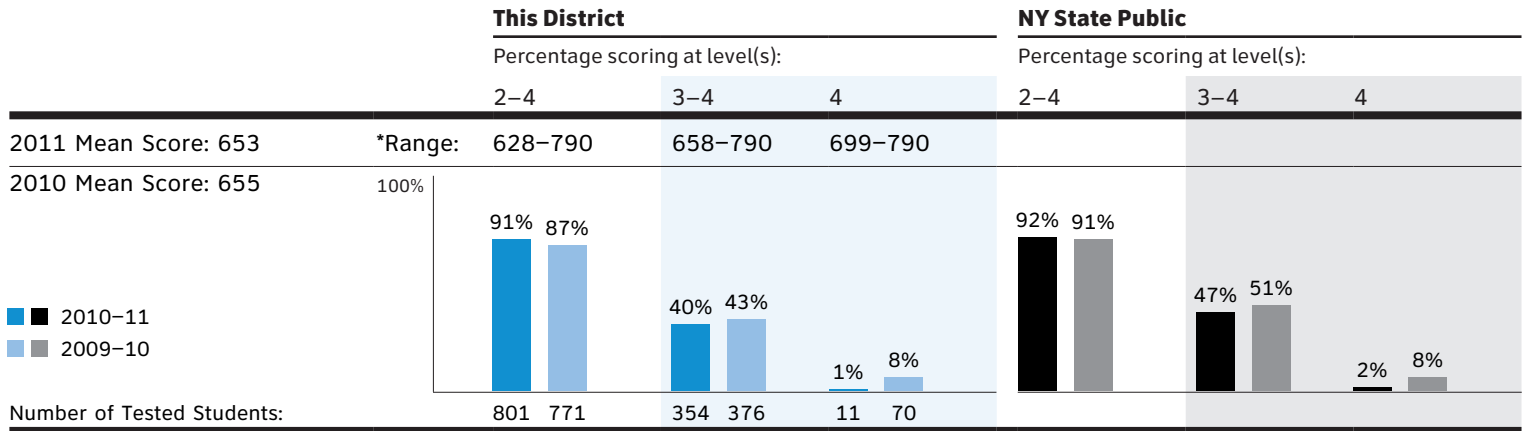
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	10	9	8	3	12	9	8	5

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

This District's Results in Grade 8 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	879	91%	40%	1%	882	87%	43%	8%
Female	444	93%	45%	2%	401	90%	51%	11%
Male	435	89%	35%	0%	481	86%	36%	5%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	141	88%	23%	1%	162	84%	30%	4%
Hispanic or Latino	432	89%	22%	0%	446	86%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	177	94%	69%	3%	166	90%	67%	13%
White	121	100%	83%	3%	100	96%	79%	34%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	8	75%	25%	0%	8	88%	38%	0%
General-Education Students	690	97%	50%	2%	662	94%	53%	10%
Students with Disabilities	189	71%	6%	0%	220	68%	10%	0%
English Proficient	814	94%	43%	1%	815	91%	46%	9%
Limited English Proficient	65	57%	0%	0%	67	39%	1%	0%
Economically Disadvantaged	687	89%	30%	0%	740	86%	36%	3%
Not Disadvantaged	192	98%	77%	5%	142	96%	77%	33%
Migrant								
Not Migrant	879	91%	40%	1%	882	87%	43%	8%

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	12	12	11	10	13	13	13	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	9	N/A	N/A	N/A	21	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	9	N/A	N/A	N/A	22	N/A	N/A	N/A

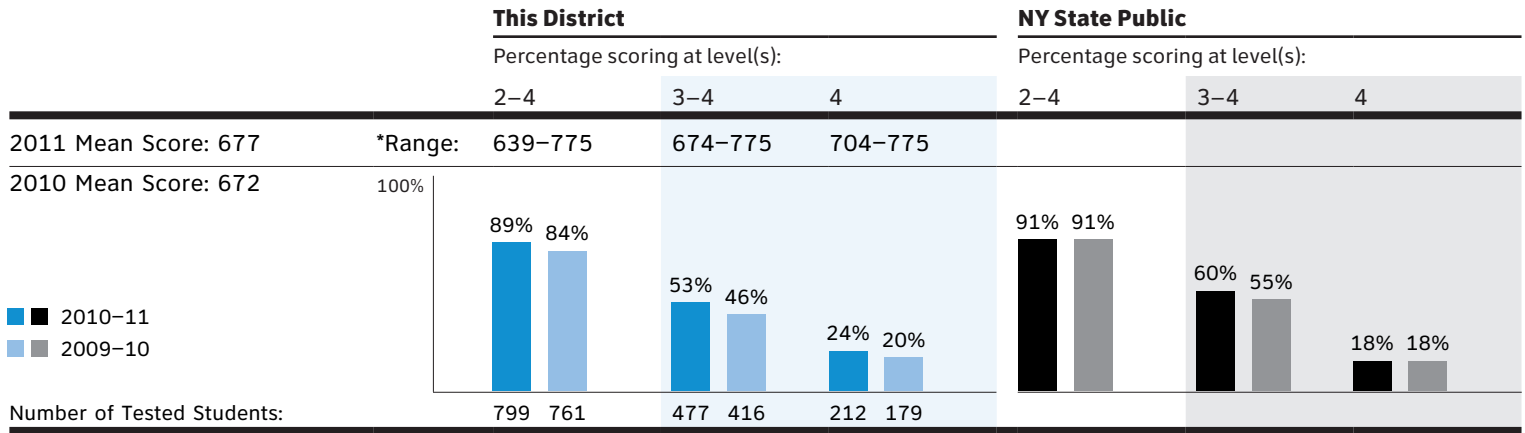
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	893	89%	53%	24%	903	84%	46%	20%
Female	449	90%	56%	24%	412	86%	48%	22%
Male	444	89%	51%	24%	491	83%	45%	18%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	141	85%	31%	5%	161	78%	32%	7%
Hispanic or Latino	444	84%	34%	3%	458	79%	27%	5%
Asian or Native Hawaiian/Other Pacific Islander	178	100%	93%	66%	176	97%	87%	53%
White	121	100%	94%	60%	100	96%	85%	49%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	9	89%	44%	11%	8	75%	38%	13%
General-Education Students	703	95%	64%	30%	680	92%	56%	25%
Students with Disabilities	190	70%	15%	1%	223	61%	14%	4%
English Proficient	820	91%	56%	25%	814	87%	48%	21%
Limited English Proficient	73	67%	19%	5%	89	63%	30%	9%
Economically Disadvantaged	702	87%	44%	14%	761	83%	41%	15%
Not Disadvantaged	191	99%	90%	61%	142	94%	75%	47%
Migrant								
Not Migrant	893	89%	53%	24%	903	84%	46%	20%

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	12	8	8	7	12	10	9	9

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

This District's Results in Grade 8 Science

This District

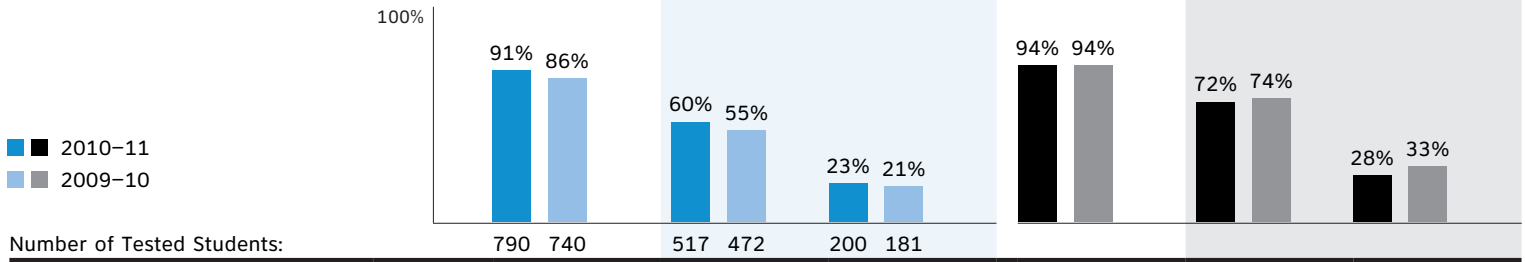
Percentage scoring at level(s):

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	723	90%	52%	11%	748	84%	49%	14%
Female	354	93%	49%	10%	337	86%	47%	13%
Male	369	87%	55%	11%	411	83%	51%	15%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	131	85%	37%	4%	142	80%	44%	7%
Hispanic or Latino	408	88%	45%	3%	415	82%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	129	98%	81%	40%	146	94%	76%	40%
White	46	100%	80%	20%	37	92%	78%	27%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	9	89%	44%	0%	8	88%	63%	38%
General-Education Students	548	96%	61%	14%	546	91%	60%	18%
Students with Disabilities	175	72%	25%	1%	202	66%	20%	3%
English Proficient	653	92%	55%	12%	666	88%	53%	16%
Limited English Proficient	70	71%	24%	1%	82	60%	20%	0%
Economically Disadvantaged	642	89%	49%	9%	694	84%	48%	12%
Not Disadvantaged	81	98%	79%	25%	54	89%	59%	35%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	723	90%	52%	11%	748	84%	49%	14%

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

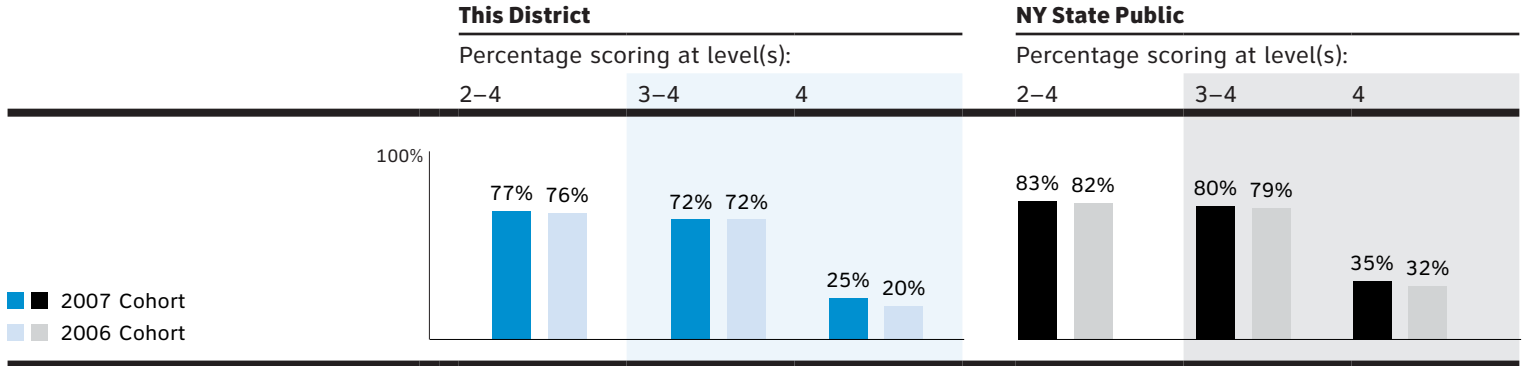
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12
Regents Science	143	109

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	1069	77%	72%	25%	905	76%	72%	20%
Female	527	81%	76%	30%	480	83%	78%	26%
Male	542	74%	68%	21%	425	67%	64%	13%
American Indian or Alaska Native	8	-	-	-	2	-	-	-
Black or African American	231	78%	70%	15%	173	77%	70%	13%
Hispanic or Latino	448	71%	65%	17%	333	67%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	222	77%	74%	26%	271	77%	72%	19%
White	159	96%	94%	63%	117	95%	95%	56%
Multiracial	1	-	-	-	9	-	-	-
Small Group Totals	9	33%	33%	11%	11	82%	82%	18%
General-Education Students	903	84%	79%	30%	776	82%	79%	23%
Students with Disabilities	166	43%	33%	1%	129	37%	26%	1%
English Proficient	918	80%	75%	28%	692	80%	76%	23%
Limited English Proficient	151	62%	52%	9%	213	62%	58%	10%
Economically Disadvantaged	753	77%	71%	19%	631	75%	70%	14%
Not Disadvantaged	316	78%	75%	40%	274	78%	76%	34%
Migrant								
Not Migrant	1069	77%	72%	25%	905	76%	72%	20%

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.

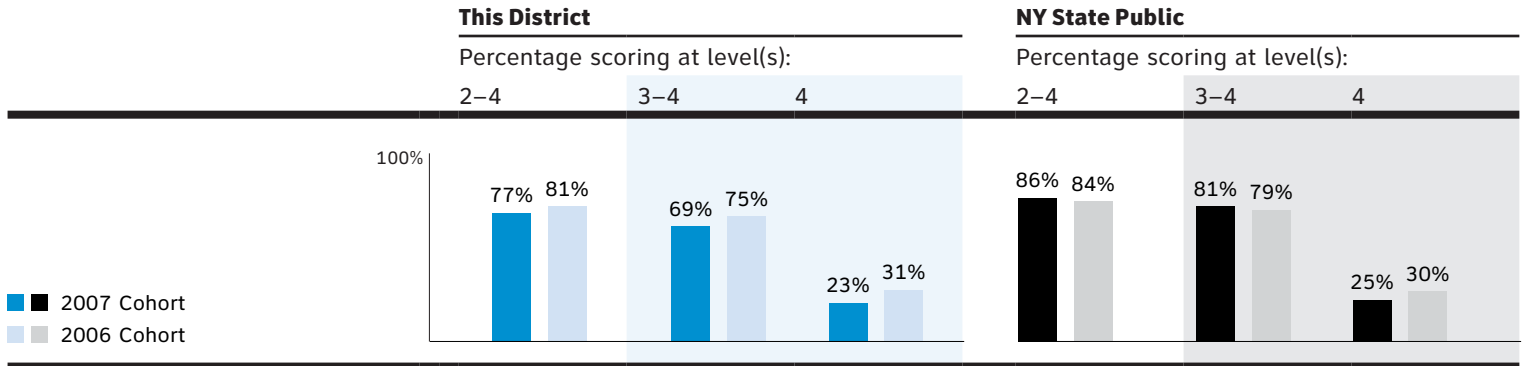
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

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	1069	77%	69%	23%	905	81%	75%	31%
Female	527	77%	68%	24%	480	86%	79%	33%
Male	542	77%	70%	21%	425	75%	70%	30%
American Indian or Alaska Native	8	-	-	-	2	-	-	-
Black or African American	231	74%	64%	8%	173	79%	69%	11%
Hispanic or Latino	448	68%	57%	7%	333	69%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	222	88%	85%	50%	271	89%	88%	64%
White	159	93%	91%	51%	117	97%	96%	55%
Multiracial	1	-	-	-	9	-	-	-
Small Group Totals	9	44%	11%	0%	11	100%	91%	27%
General-Education Students	903	83%	77%	27%	776	88%	83%	36%
Students with Disabilities	166	42%	28%	1%	129	40%	27%	2%
English Proficient	918	78%	69%	20%	692	81%	74%	22%
Limited English Proficient	151	73%	68%	37%	213	79%	77%	61%
Economically Disadvantaged	753	76%	67%	18%	631	82%	75%	31%
Not Disadvantaged	316	78%	73%	34%	274	78%	74%	32%
Migrant								
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