



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 2**

District ID **31-02-00-01-0000**

Superintendent **DARIA RIGNEY**

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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	796	679	821
Kindergarten	2489	2811	2924
Grade 1	2410	2708	2845
Grade 2	2228	2553	2669
Grade 3	2263	2345	2517
Grade 4	2149	2486	2375
Grade 5	2104	2332	2481
Grade 6	1958	2282	2275
Ungraded Elementary	1381	120	112
Grade 7	2039	2212	2326
Grade 8	2172	2338	2291
Grade 9	11237	11650	11230
Grade 10	9760	10687	10379
Grade 11	8064	8399	8107
Grade 12	6550	7176	7176
Ungraded Secondary	2936	59	137
Total K-12	59740	60158	59844

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	25	24	25
Grade 8			
English	28	28	28
Mathematics	28	27	27
Science	29	28	29
Social Studies	30	28	28
Grade 10			
English	27	27	27
Mathematics	27	26	27
Science	26	29	28
Social Studies	28	28	28

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	32195	54%	32080	53%	32814	55%
Reduced-Price Lunch	5074	8%	4967	8%	4460	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	7085	12%	7001	12%	7074	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	347	1%	324	1%	347	1%
Black or African American	12631	21%	12158	20%	11399	19%
Hispanic or Latino	22299	37%	22136	37%	21727	36%
Asian or Native Hawaiian/Other Pacific Islander	12939	22%	13372	22%	13665	23%
White	11524	19%	12168	20%	12706	21%
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	3149	5%	3178	5%	2895	5%

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	4145	4013	3937
Percent with No Valid Teaching Certificate	2%	2%	1%
Percent Teaching Out of Certification	8%	7%	7%
Percent with Fewer Than Three Years of Experience	17%	11%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	41%	44%	45%
Total Number of Core Classes	11307	10864	11136
Percent Not Taught by Highly Qualified Teachers in This District	8%	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	13360	12820	12924
Percent Taught by Teachers Without Appropriate Certification	9%	8%	6%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	18%	21%
Turnover Rate of All Teachers	17%	15%	18%

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 HOUSS 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.

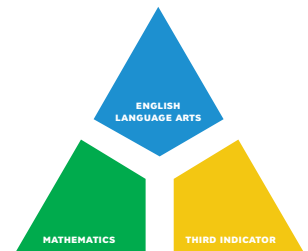
Staff Counts Information

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:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

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 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Improvement (Year 3)	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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✗	✗		—	—	
Black or African American	✗	✓		✓ ^{SH}	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✗	
Multiracial	✓	✓		—	—	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✓	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 7 of 10	✗ 8 of 10	✓ 1 of 1	✗ 3 of 8	✗ 1 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 3)
for This Subject
(2011–12)

Accountability Measures 7 of 10 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 4) 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 3) in 2012-13. [208]

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 (14556:13617)			97%		163	121	
Ethnicity							
American Indian or Alaska Native (138:87)			86%		151	111	
Black or African American (3107:1350)			94%		137	119	
Hispanic or Latino (2891:2660)			96%		141	120	
Asian or Native Hawaiian/Other Pacific Islander (4705:4448)			98%		163	120	
White (5128:4876)			97%		182	120	
Multiracial (209:196)			100%		187	114	
Other Groups							
Students with Disabilities (5691:2618)			85%		125	120	
Limited English Proficient (1422:1898)			95%		121	119	
Economically Disadvantaged (7937:7448)			99%		149	121	
Final AYP Determination	 7 of 10						
Non-Accountability Groups							
Female (7087:6688)			98%		170	121	
Male (7469:6929)			96%		157	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 for This Subject (2011–12)



Improvement (Year 3)

Accountability Measures

8 of 10

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, 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 4) 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 3) in 2012-13. [208]

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 (14559:13682)	✓	✓	97%	✓	179	136	
Ethnicity							
American Indian or Alaska Native (137:85)	✗	✗	91%	✓	171	126	
Black or African American (3107:1338)	✓	✓	95%	✓	149	134	
Hispanic or Latino (2888:2658)	✓	✓	96%	✓	155	135	
Asian or Native Hawaiian/Other Pacific Islander (4709:4541)	✓	✓	99%	✓	190	135	
White (5133:4866)	✓	✓	97%	✓	188	135	
Multiracial (209:194)	✓	✓	99%	✓	194	129	
Other Groups							
Students with Disabilities (5691:2563)	✗	✗	89%	✓	143	135	
Limited English Proficient (1424:2021)	✓	✓	100%	✓	172	135	
Economically Disadvantaged (7938:7545)	✓	✓	100%	✓	172	136	
Final AYP Determination	✗ 8 of 10						
Non-Accountability Groups							
Female (7085:6738)			98%		180	136	
Male (7474:6944)			96%		177	136	
Migrant (0:0)							


Symbols

- ✓ Made AYP
- ✓^{SH} 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	
Accountability Groups								2010–11	2011–12
All Students (4787:4328)	✓	Qualified	✓	94%	✓	185	100		
Ethnicity									
American Indian or Alaska Native (16:13)		–	–	–	–	–	–		–
Black or African American (542:449)		Qualified	✓	88%	✓	163	100		
Hispanic or Latino (930:810)		Qualified	✓	91%	✓	169	100		
Asian or Native Hawaiian/Other Pacific Islander (1575:1494)		Qualified	✓	98%	✓	190	100		
White (1661:1512)		Qualified	✓	93%	✓	194	100		
Multiracial (63:50)		Qualified	✓	89%	✓	192	100		
Other Groups									
Students with Disabilities (935:787)		Qualified	✓	83%	✓	165	100		
Limited English Proficient (485:634)		Qualified	✓	98%	✓	174	100		
Economically Disadvantaged (2644:2429)		Qualified	✓	97%	✓	179	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (2313:2115)				95%		185	100		
Male (2474:2213)				93%		185	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 for This Subject (2011–12)



Improvement (Year 3)

Accountability Measures

3 of 8

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 4) 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 3) in 2012-13. [208]

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	
2010–112011–12								
Accountability Groups								
All Students (8411:8037)	✗	✓	99%	✗	174	182	175 [‡]	177
Ethnicity								
American Indian or Alaska Native (24:28)	–	–	–	–	–	–	–	
Black or African American (2143:2026)	✓ ^{SH}	✓	99%	✓ ^{SH}	169	181	169	172
Hispanic or Latino (3765:3636)	✗	✓	99%	✗	167	181	169	170
Asian or Native Hawaiian/Other Pacific Islander (1524:1452)	✓	✓	99%	✓	189	180		
White (933:875)	✓	✓	100%	✓	191	179		
Multiracial (22:20)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities (732:934)	✗	✓	98%	✗	127	179	126 [‡]	134
Limited English Proficient (837:1054)	✗	✓	98%	✗	134	180	145 [‡]	141
Economically Disadvantaged (6182:6074)	✗	✓	99%	✗	172	182	175	175
Final AYP Determination	✗ 3 of 8							
Non-Accountability Groups								
Female (4607:4389)			99%		182	181		
Male (3804:3648)			99%		166	181		
Migrant (0:0)								

Symbols

- Made AYP
- SH 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

0 of 1 Student groups making AYP in graduation rate

X Did not make AYP

Prospective Status

A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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 (9639)	X	X	68%	80%	69%
Ethnicity					
American Indian or Alaska Native (35)		X	69%	80%	72%
Black or African American (2639)		✓	62%	80%	62%
Hispanic or Latino (4405)		✓	62%	80%	62%
Asian or Native Hawaiian/Other Pacific Islander (1477)		✓	87%	80%	
White (1045)		✓	83%	80%	
Multiracial (38)		✓	79%	80%	16%
Other Groups					
Students with Disabilities (1248)		X	40%	80%	43%
Limited English Proficient (1291)		X	51%	80%	58%
Economically Disadvantaged (6863)		✓	70%	80%	70%
Final AYP Determination	X 0 of 1				
Non-Accountability Groups					
Female (5254)			73%	80%	
Male (4385)			62%	80%	
Migrant (0)					

Symbols

- ✓ Made AYP
- X** 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 **74%** 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

83 schools identified 77% of total

AMERICAN SIGN LANGUAGE & ENGLISH SCHOOL
 AMERICAN SIGN LANGUAGE AND ENGLISH LOWER SCHOOL
 BALLET TECH/NYC PS FOR DANCE
 BARUCH COLLEGE CAMPUS HIGH SCHOOL
 BATTERY PARK CITY SCHOOL
 BUSINESS OF SPORTS SCHOOL
 EAST SIDE MIDDLE SCHOOL
 ELEANOR ROOSEVELT HIGH SCHOOL
 ELLA BAKER SCHOOL
 EMMA LAZARUS HIGH SCHOOL
 FACING HISTORY SCHOOL (THE)
 FOOD AND FINANCE HIGH SCHOOL
 GRAMERCY ARTS HIGH SCHOOL
 HIGH SCHOOL FOR DUAL LANGUAGE AND ASIAN STUDIES
 HIGH SCHOOL FOR ENVIRONMENTAL STUDIES
 HIGH SCHOOL FOR HEALTH PROFESSIONS & HUMAN SERVICES
 HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY
 HIGH SCHOOL OF ECONOMICS & FINANCE
 HIGH SCHOOL OF HOSPITALITY MANAGEMENT
 HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES
 HUMANITIES PREPARATORY ACADEMY
 INSTITUTE FOR COLLABORATIVE EDUCATION
 INTERNATIONAL HIGH SCHOOL AT UNION SQUARE
 IS 289
 JACQUELINE KENNEDY-ONASSIS HIGH SCHOOL
 JAMES BALDWIN SCHOOL-A SCHOOL FOR EXPEDITIONARY LRNING
 JHS 104 SIMON BARUCH
 LEADERSHIP & PUBLIC SERVICE HIGH SCHOOL
 LEGACY SCHOOL FOR INTEGRATED STUDIES
 LIFE SCIENCES SECONDARY SCHOOL
 LOWER MANHATTAN ARTS ACADEMY
 LOWER MANHATTAN COMMUNITY MIDDLE SCHOOL
 MANHATTAN ACADEMY FOR ARTS AND LANGUAGES
 MANHATTAN BUSINESS ACADEMY
 MANHATTAN VILLAGE ACADEMY
 MILLENNIUM HIGH SCHOOL
 MS 255 SALK SCHOOL OF SCIENCE
 MS 260 CLINTON SCHOOL WRITERS & ARTISTS
 MURRAY HILL ACADEMY
 NEW YORK HARBOR SCHOOL
 NYC ISCHOOL
 NYC LAB HIGH SCHOOL FOR COLLABORATIVE STUDIES
 NYC LAB MS FOR COLLABORATIVE STUDIES
 NYC MUSEUM SCHOOL
 PACE HIGH SCHOOL
 PROFESSIONAL PERFORMING ARTS HIGH SCHOOL
 PS 1 ALFRED E SMITH

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

In Good Standing (continued)

PS 11 WILLIAM T HARRIS
 PS 116 MARY LINDLEY MURRAY
 PS 124 YUNG WING
 PS 126 JACOB AUGUST RIIS
 PS 130 HERNANDO DESOTO
 PS 150
 PS 158 BAYLARD TAYLOR
 PS 183 ROBERT L STEVENSON
 PS 198 ISADOR E IDA STRAUS
 PS 2 MEYER LONDON
 PS 212 MIDTOWN WEST
 PS 234 INDEPENDENCE SCHOOL
 PS 267
 PS 290 MANHATTAN NEW SCHOOL
 PS 3 CHARRETTE SCHOOL
 PS 33 CHELSEA PREP
 PS 40 AUGUSTUS SAINT-GAUDENS
 PS 41 GREENWICH VILLAGE
 PS 42 BENJAMIN ALTMAN
 PS 51 ELIAS HOWE
 PS 59 BEEKMAN HILL INTERNATIONAL
 PS 6 LILLIE D BLAKE
 PS 77 LOWER LAB SCHOOL
 PS 89
 PS/IS 217 ROOSEVELT ISLAND
 QUEST TO LEARN
 REPERTORY COMPANY HIGH SCHOOL FOR THEATRE ARTS
 SCHOOL OF THE FUTURE HIGH SCHOOL
 SPRUCE STREET SCHOOL
 STUYVESANT HIGH SCHOOL
 TALENT UNLIMITED HIGH SCHOOL
 UNITY CENTER FOR URBAN TECHNOLOGIES
 URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW
 URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN
 URBAN ASSEMBLY SCHOOL OF DESIGN AND CONSTRUCTION
 YORKVILLE COMMUNITY SCHOOL

Improvement (year 1) Basic

7 schools identified 6% of total
 ART AND DESIGN HIGH SCHOOL
 JHS 167 ROBERT F WAGNER
 NEW DESIGN HIGH SCHOOL
 PS 111 ADOLPH S OCHS
 SATELLITE ACADEMY HIGH SCHOOL
 THE HIGH SCHOOL OF FASHION INDUSTRIES
 URBAN ACADEMY LABORATORY HIGH SCHOOL

Improvement (year 1) Comprehensive

6 schools identified 6% of total

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

Improvement (year 1) Comprehensive (continued)

ESSEX STREET ACADEMY
 LANDMARK HIGH SCHOOL
 MANHATTAN COMPREHENSIVE NIGHT AND DAY HIGH SCHOOL
 MANHATTAN INTERNATIONAL HIGH SCHOOL
 RICHARD R GREEN HIGH SCHOOL OF TEACHING
 VANGUARD HIGH SCHOOL

Improvement (year 2) Comprehensive

3 schools identified 3% of total
 HIGH SCHOOL 560 CITY-AS-SCHOOL
 INDEPENDENCE HIGH SCHOOL
 MANHATTAN BRIDGES HIGH SCHOOL

Corrective Action (year 1) Comprehensive

1 school identified 1% of total
 HARVEY MILK HIGH SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 1% of total
 LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS

Restructuring (advanced) Comprehensive







7 schools identified 6% of total
 BAYARD RUSTIN EDUCATIONAL COMPLEX
 CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL
 HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS
 MS 131
 MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS
 NORMAN THOMAS HIGH SCHOOL
 WASHINGTON IRVING HIGH SCHOOL

District NEW YORK CITY GEOGRAPHIC DISTRICT # 2







District ID 31-02-00-01-0000

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	73%			2461
Grade 4	75%			2330
Grade 5	71%			2435
Grade 6	68%			2221
Grade 7	63%			2205
Grade 8	59%			2188

Mathematics

Grade 3	81%		2483
Grade 4	87%		2355
Grade 5	84%		2466
Grade 6	79%		2231
Grade 7	78%		2222
Grade 8	76%		2225

Science

Grade 4	93%		2350
Grade 8	79%		2059

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	76%			9396
Mathematics	73%			9396

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

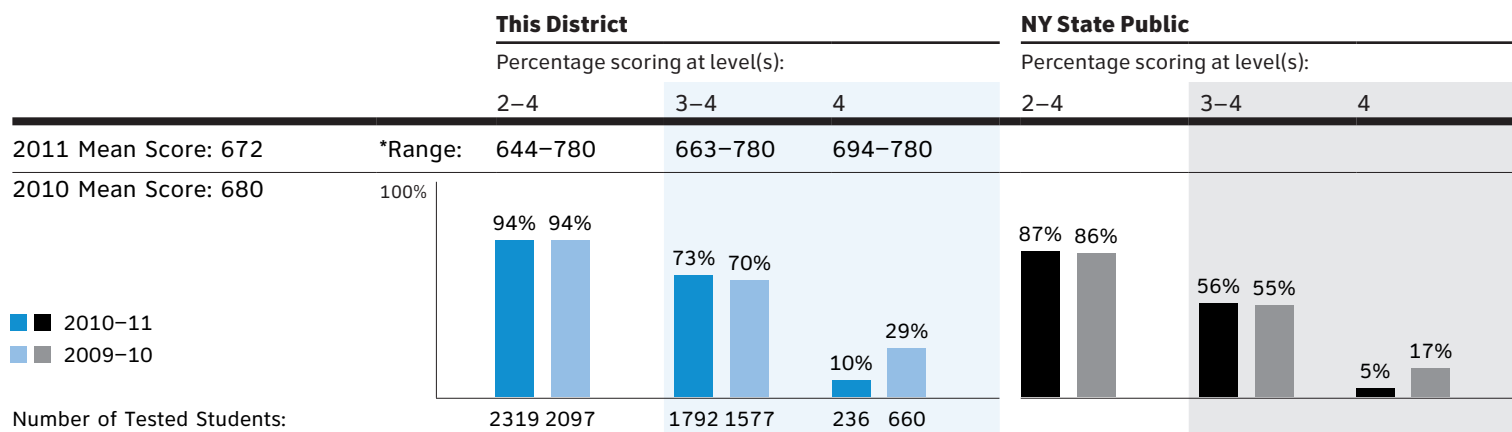
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2461	94%	73%	10%	2242	94%	70%	29%
Female	1229	96%	79%	12%	1106	95%	72%	33%
Male	1232	92%	67%	7%	1136	92%	69%	26%
American Indian or Alaska Native	48	92%	54%	2%	9	100%	67%	22%
Black or African American	199	89%	52%	5%	205	84%	44%	12%
Hispanic or Latino	430	88%	53%	4%	363	89%	59%	17%
Asian or Native Hawaiian/Other Pacific Islander	770	95%	74%	7%	741	94%	68%	25%
White	981	98%	85%	15%	894	97%	83%	42%
Multiracial	33	100%	91%	12%	30	90%	83%	33%
Small Group Totals								
General-Education Students	2005	98%	79%	11%	1820	97%	77%	33%
Students with Disabilities	456	80%	45%	2%	422	77%	44%	15%
English Proficient	2181	96%	77%	11%	1975	95%	74%	33%
Limited English Proficient	280	81%	42%	1%	267	83%	40%	5%
Economically Disadvantaged	1193	91%	59%	4%	1128	90%	58%	18%
Not Disadvantaged	1268	97%	86%	15%	1114	97%	83%	41%
Migrant								
Not Migrant	2461	94%	73%	10%	2242	94%	70%	29%

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	21	20	19	17	28	24	19	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	19	N/A	N/A	N/A	66	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	19	N/A	N/A	N/A	65	N/A	N/A	N/A

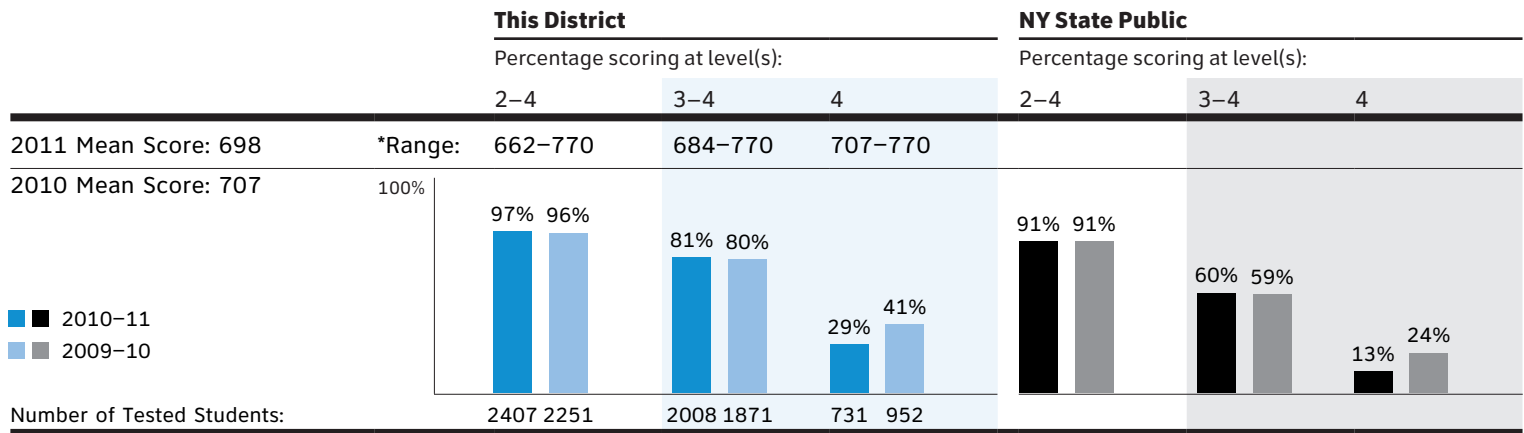
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2483	97%	81%	29%	2336	96%	80%	41%
Female	1246	97%	82%	29%	1155	97%	79%	41%
Male	1237	97%	80%	30%	1181	96%	81%	41%
American Indian or Alaska Native	46	96%	80%	20%	14	86%	36%	14%
Black or African American	200	94%	57%	16%	207	88%	58%	22%
Hispanic or Latino	431	93%	61%	9%	370	92%	67%	27%
Asian or Native Hawaiian/Other Pacific Islander	794	99%	88%	35%	802	98%	88%	49%
White	979	98%	88%	37%	913	98%	85%	44%
Multiracial	33	97%	88%	39%	30	97%	60%	27%
Small Group Totals								
General-Education Students	2037	99%	86%	33%	1894	99%	86%	45%
Students with Disabilities	446	88%	57%	13%	442	85%	53%	21%
English Proficient	2174	97%	82%	31%	1997	96%	81%	43%
Limited English Proficient	309	94%	70%	15%	339	96%	74%	30%
Economically Disadvantaged	1222	95%	72%	21%	1190	96%	77%	37%
Not Disadvantaged	1261	99%	89%	37%	1146	97%	84%	44%
Migrant								
Not Migrant	2483	97%	81%	29%	2336	96%	80%	41%

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

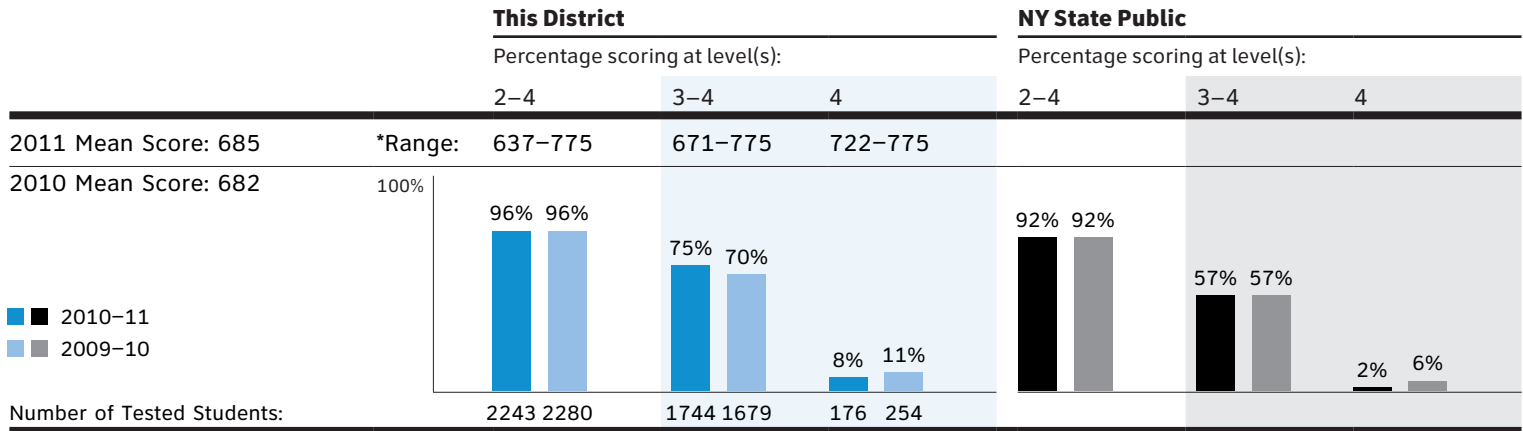
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	21	21	15	11	28	28	17	12

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2330	96%	75%	8%	2385	96%	70%	11%
Female	1140	97%	78%	10%	1155	97%	74%	14%
Male	1190	96%	72%	5%	1230	94%	67%	8%
American Indian or Alaska Native	10	80%	60%	10%	7	86%	86%	0%
Black or African American	226	91%	51%	0%	244	90%	44%	3%
Hispanic or Latino	397	94%	56%	2%	440	91%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	780	96%	77%	8%	809	98%	79%	15%
White	896	99%	88%	11%	850	98%	83%	13%
Multiracial	21	100%	86%	14%	35	100%	83%	3%
Small Group Totals								
General-Education Students	1898	98%	81%	9%	1950	99%	79%	13%
Students with Disabilities	432	88%	47%	2%	435	82%	31%	2%
English Proficient	2108	97%	78%	8%	2148	96%	74%	12%
Limited English Proficient	222	88%	43%	0%	237	89%	41%	0%
Economically Disadvantaged	1178	94%	63%	3%	1288	94%	62%	8%
Not Disadvantaged	1152	98%	87%	12%	1097	97%	80%	14%
Migrant								
Not Migrant	2330	96%	75%	8%	2385	96%	70%	11%

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	28	24	18	12	33	29	23	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	13	N/A	N/A	N/A	71	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	13	N/A	N/A	N/A	73	N/A	N/A	N/A

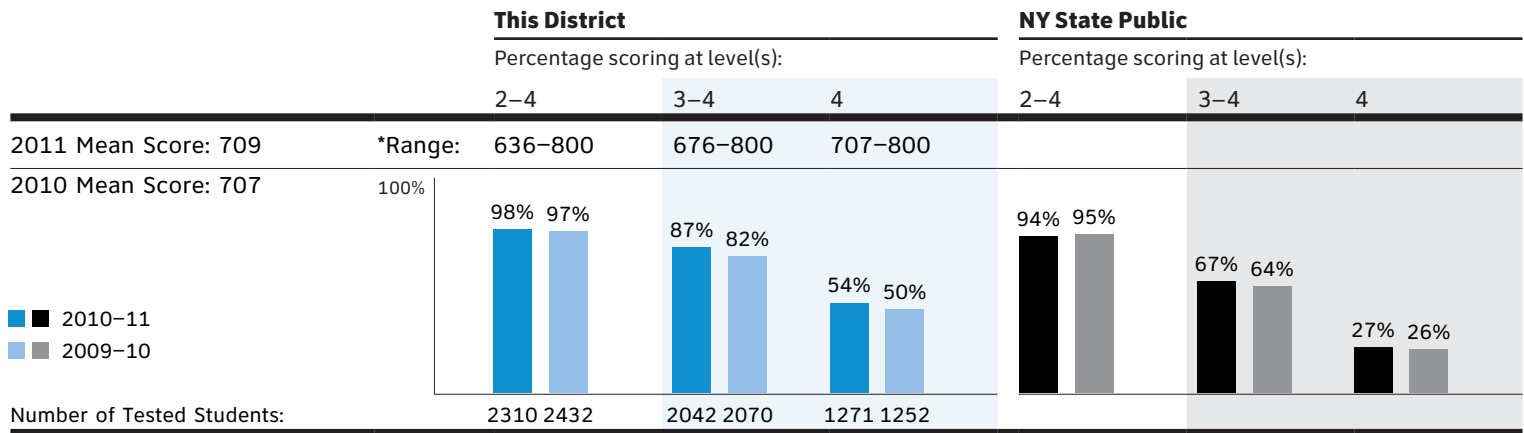
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2355	98%	87%	54%	2512	97%	82%	50%
Female	1155	98%	88%	54%	1213	98%	83%	50%
Male	1200	98%	86%	54%	1299	96%	82%	50%
American Indian or Alaska Native	10	90%	70%	30%	8	100%	75%	13%
Black or African American	226	92%	64%	15%	256	88%	53%	18%
Hispanic or Latino	397	96%	71%	24%	457	94%	63%	20%
Asian or Native Hawaiian/Other Pacific Islander	809	100%	93%	67%	870	99%	94%	65%
White	891	99%	94%	65%	886	98%	89%	59%
Multiracial	22	100%	91%	68%	35	100%	94%	57%
Small Group Totals								
General-Education Students	1931	100%	92%	61%	2031	99%	90%	58%
Students with Disabilities	424	91%	61%	24%	481	87%	50%	15%
English Proficient	2101	98%	88%	56%	2199	97%	83%	52%
Limited English Proficient	254	98%	80%	36%	313	96%	76%	33%
Economically Disadvantaged	1205	98%	81%	44%	1357	97%	80%	44%
Not Disadvantaged	1150	99%	93%	64%	1155	97%	86%	56%
Migrant								
Not Migrant	2355	98%	87%	54%	2512	97%	82%	50%

NOTES

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Other Assessments

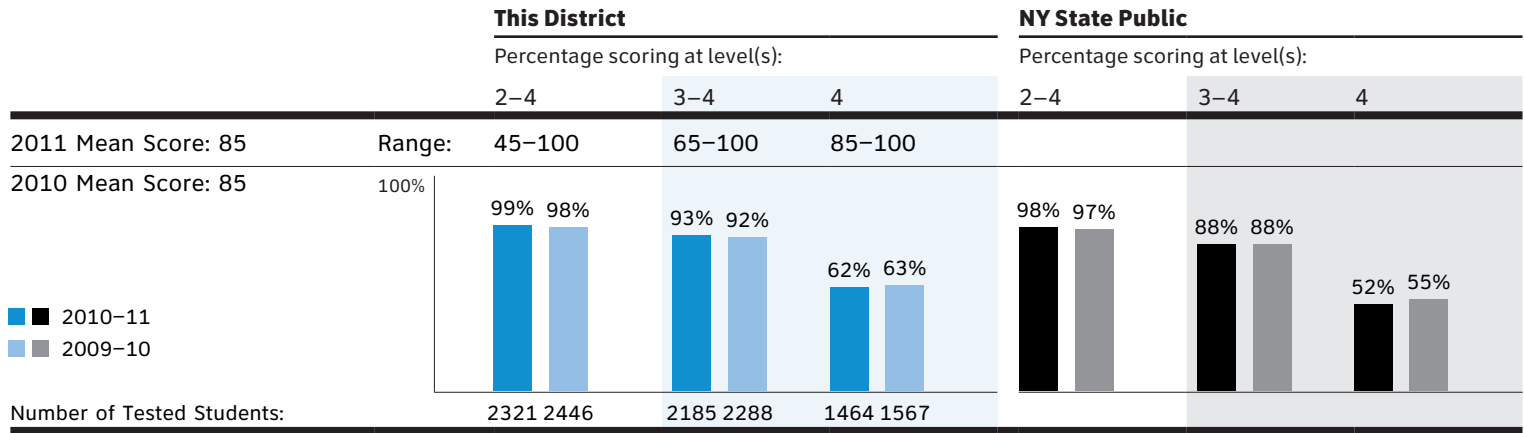
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	28	27	18	15	34	34	23	14

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2350	99%	93%	62%	2493	98%	92%	63%
Female	1152	99%	92%	61%	1205	99%	93%	63%
Male	1198	99%	94%	63%	1288	98%	91%	62%
American Indian or Alaska Native	10	100%	100%	50%	7	100%	100%	43%
Black or African American	222	95%	77%	28%	249	94%	80%	33%
Hispanic or Latino	395	98%	86%	37%	453	97%	82%	38%
Asian or Native Hawaiian/Other Pacific Islander	813	99%	96%	65%	864	99%	96%	71%
White	889	100%	98%	79%	883	99%	96%	76%
Multiracial	21	95%	95%	76%	37	100%	100%	68%
Small Group Totals								
General-Education Students	1920	99%	95%	67%	2015	99%	95%	70%
Students with Disabilities	430	96%	83%	40%	478	94%	76%	34%
English Proficient	2096	99%	94%	66%	2184	98%	93%	67%
Limited English Proficient	254	98%	85%	28%	309	95%	83%	35%
Economically Disadvantaged	1200	98%	89%	49%	1342	98%	89%	55%
Not Disadvantaged	1150	99%	97%	76%	1151	99%	94%	72%
Migrant								
Not Migrant	2350	99%	93%	62%	2493	98%	92%	63%

NOTES

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Other Assessments

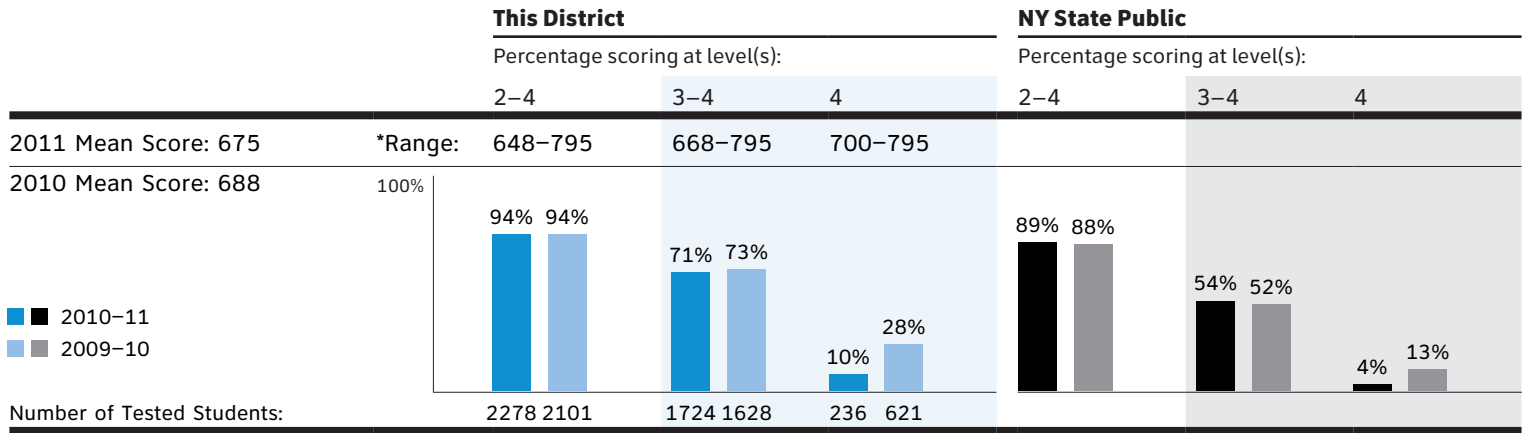
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	27	24	22	14	34	33	28	23

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2435	94%	71%	10%	2241	94%	73%	28%
Female	1181	96%	75%	12%	1088	96%	78%	34%
Male	1254	91%	67%	8%	1153	92%	67%	22%
American Indian or Alaska Native	9	89%	78%	0%	1	—	—	—
Black or African American	239	86%	51%	3%	209	87%	50%	12%
Hispanic or Latino	473	90%	48%	2%	441	86%	51%	12%
Asian or Native Hawaiian/Other Pacific Islander	836	93%	75%	12%	755	96%	77%	32%
White	849	98%	84%	14%	800	97%	85%	36%
Multiracial	29	100%	93%	14%	35	—	—	—
Small Group Totals					36	100%	92%	28%
General-Education Students	1991	97%	80%	12%	1852	97%	80%	32%
Students with Disabilities	444	78%	31%	1%	389	77%	36%	6%
English Proficient	2223	96%	75%	11%	2061	95%	76%	30%
Limited English Proficient	212	68%	26%	0%	180	76%	31%	5%
Economically Disadvantaged	1317	90%	61%	6%	1210	91%	63%	21%
Not Disadvantaged	1118	97%	82%	14%	1031	97%	84%	35%
Migrant								
Not Migrant	2435	94%	71%	10%	2241	94%	73%	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 5 Equivalent	31	28	24	9	26	25	22	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	20	N/A	N/A	N/A	54	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	21	N/A	N/A	N/A	58	N/A	N/A	N/A

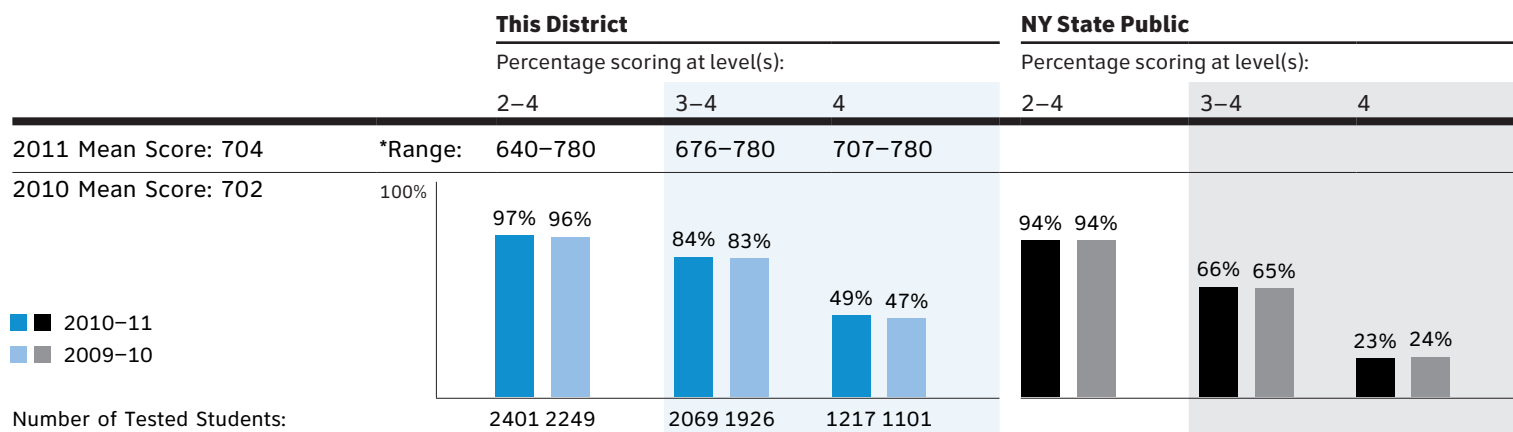
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2466	97%	84%	49%	2332	96%	83%	47%
Female	1203	98%	86%	50%	1121	97%	83%	50%
Male	1263	97%	82%	49%	1211	96%	82%	44%
American Indian or Alaska Native	9	89%	78%	33%	2	—	—	—
Black or African American	235	94%	61%	21%	213	89%	56%	20%
Hispanic or Latino	478	94%	65%	22%	446	93%	63%	22%
Asian or Native Hawaiian/Other Pacific Islander	863	99%	93%	65%	805	99%	93%	57%
White	852	98%	91%	57%	831	97%	90%	59%
Multiracial	29	100%	100%	69%	35	—	—	—
Small Group Totals					37	97%	89%	46%
General-Education Students	2029	99%	91%	57%	1915	99%	89%	54%
Students with Disabilities	437	89%	52%	16%	417	84%	52%	17%
English Proficient	2222	98%	85%	52%	2094	97%	84%	50%
Limited English Proficient	244	94%	70%	26%	238	95%	66%	22%
Economically Disadvantaged	1343	97%	79%	44%	1262	96%	78%	41%
Not Disadvantaged	1123	98%	90%	56%	1070	97%	88%	55%
Migrant								
Not Migrant	2466	97%	84%	49%	2332	96%	83%	47%

NOTES

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Other Assessments

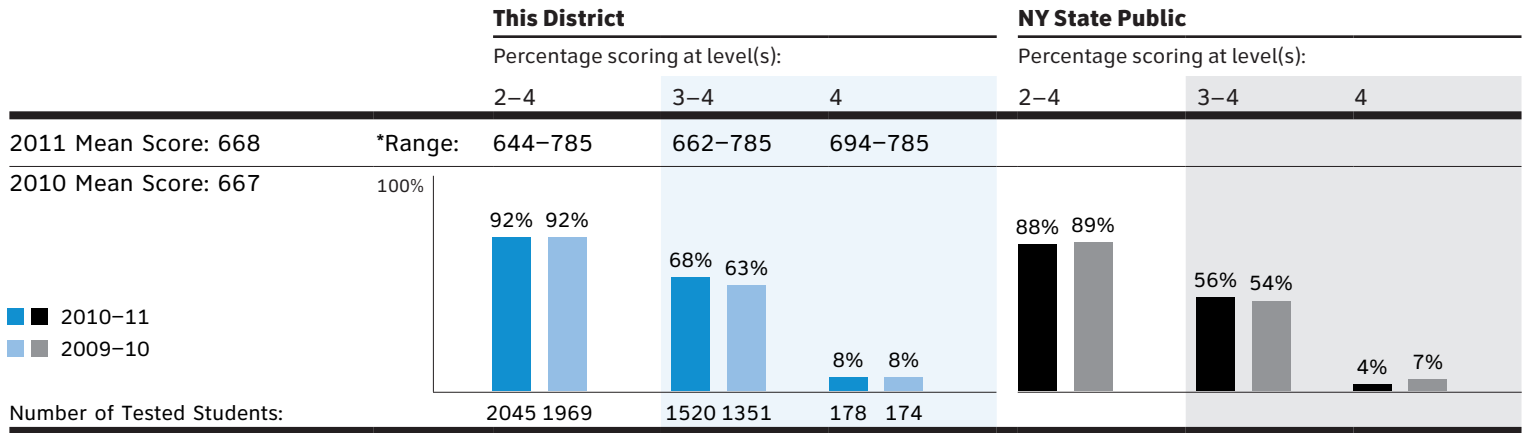
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	31	31	25	13	26	25	20	11

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2221	92%	68%	8%	2142	92%	63%	8%
Female	1092	94%	73%	10%	1080	93%	67%	10%
Male	1129	91%	64%	6%	1062	90%	59%	6%
American Indian or Alaska Native	7	86%	29%	0%	5	100%	60%	0%
Black or African American	234	83%	49%	2%	232	84%	39%	5%
Hispanic or Latino	487	89%	49%	3%	445	86%	44%	3%
Asian or Native Hawaiian/Other Pacific Islander	694	90%	67%	7%	696	92%	65%	8%
White	753	98%	87%	14%	741	98%	80%	12%
Multiracial	46	100%	98%	15%	23	91%	74%	13%
Small Group Totals								
General-Education Students	1854	95%	75%	10%	1802	96%	70%	9%
Students with Disabilities	367	77%	34%	0%	340	73%	27%	1%
English Proficient	2053	96%	73%	9%	1990	95%	67%	9%
Limited English Proficient	168	49%	7%	0%	152	55%	9%	0%
Economically Disadvantaged	1333	89%	58%	4%	1275	88%	52%	4%
Not Disadvantaged	888	96%	85%	14%	867	97%	80%	14%
Migrant								
Not Migrant	2221	92%	68%	8%	2142	92%	63%	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 6 Equivalent	31	27	23	17	27	21	15	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	14	N/A	N/A	N/A	75	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	15	N/A	N/A	N/A	75	N/A	N/A	N/A

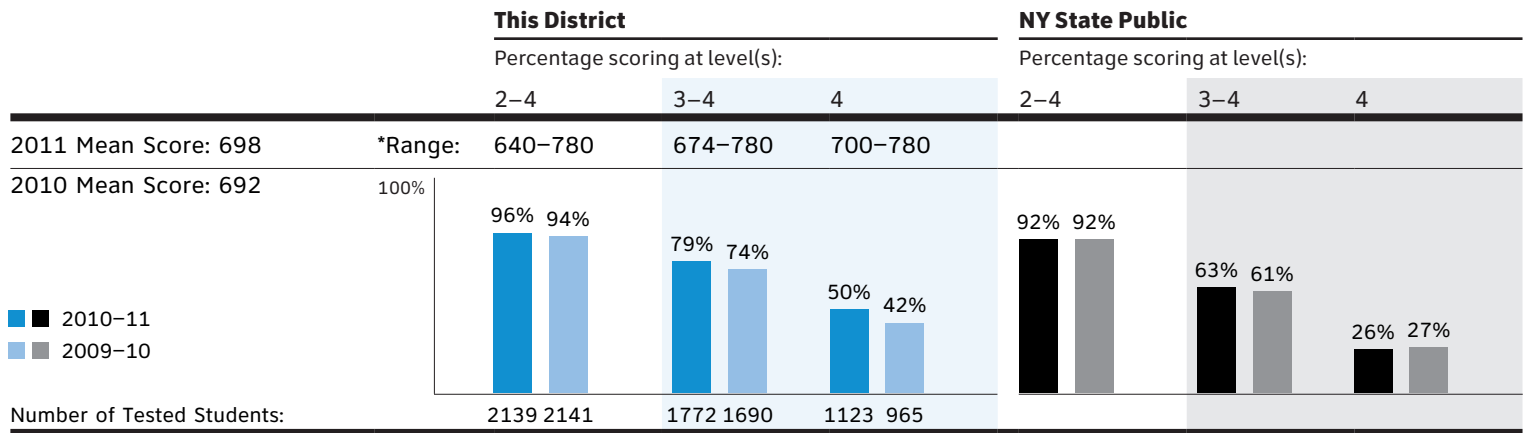
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2231	96%	79%	50%	2271	94%	74%	42%
Female	1101	97%	80%	52%	1137	95%	77%	43%
Male	1130	95%	78%	48%	1134	94%	72%	42%
American Indian or Alaska Native	7	86%	43%	29%	5	100%	40%	20%
Black or African American	233	86%	51%	20%	237	88%	48%	15%
Hispanic or Latino	485	93%	59%	22%	461	87%	50%	19%
Asian or Native Hawaiian/Other Pacific Islander	708	99%	91%	63%	763	99%	88%	58%
White	753	98%	90%	65%	780	97%	84%	50%
Multiracial	45	100%	98%	76%	25	92%	68%	28%
Small Group Totals								
General-Education Students	1872	99%	87%	57%	1878	98%	83%	49%
Students with Disabilities	359	81%	42%	17%	393	78%	36%	14%
English Proficient	2047	97%	81%	53%	2042	95%	77%	45%
Limited English Proficient	184	86%	59%	25%	229	86%	52%	24%
Economically Disadvantaged	1347	96%	74%	41%	1353	94%	69%	36%
Not Disadvantaged	884	96%	88%	64%	918	95%	82%	52%
Migrant								
Not Migrant	2231	96%	79%	50%	2271	94%	74%	42%

NOTES

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Other Assessments

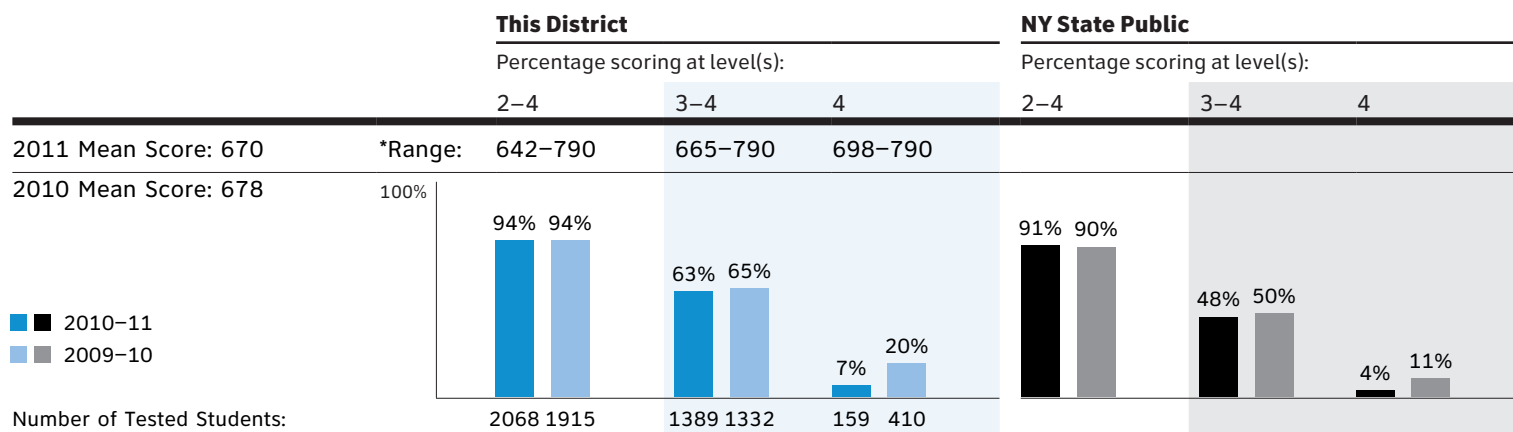
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	31	30	28	21	26	25	22	9

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2205	94%	63%	7%	2039	94%	65%	20%
Female	1105	96%	67%	10%	1037	95%	71%	24%
Male	1100	92%	59%	5%	1002	93%	59%	16%
American Indian or Alaska Native	9	89%	67%	0%	2	—	—	—
Black or African American	233	92%	38%	1%	254	90%	46%	9%
Hispanic or Latino	462	92%	41%	3%	433	91%	46%	4%
Asian or Native Hawaiian/Other Pacific Islander	712	91%	65%	7%	681	93%	67%	21%
White	751	98%	81%	12%	661	98%	84%	34%
Multiracial	38	100%	82%	8%	8	—	—	—
Small Group Totals					10	100%	70%	20%
General-Education Students	1859	97%	69%	8%	1762	96%	71%	23%
Students with Disabilities	346	79%	29%	1%	277	80%	27%	4%
English Proficient	2046	97%	67%	8%	1919	96%	69%	21%
Limited English Proficient	159	52%	8%	0%	120	57%	7%	0%
Economically Disadvantaged	1298	91%	51%	3%	1263	92%	54%	13%
Not Disadvantaged	907	98%	80%	13%	776	98%	84%	32%
Migrant								
Not Migrant	2205	94%	63%	7%	2039	94%	65%	20%

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	20	19	16	12	20	19	18	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	23	N/A	N/A	N/A	91	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	24	N/A	N/A	N/A	92	N/A	N/A	N/A

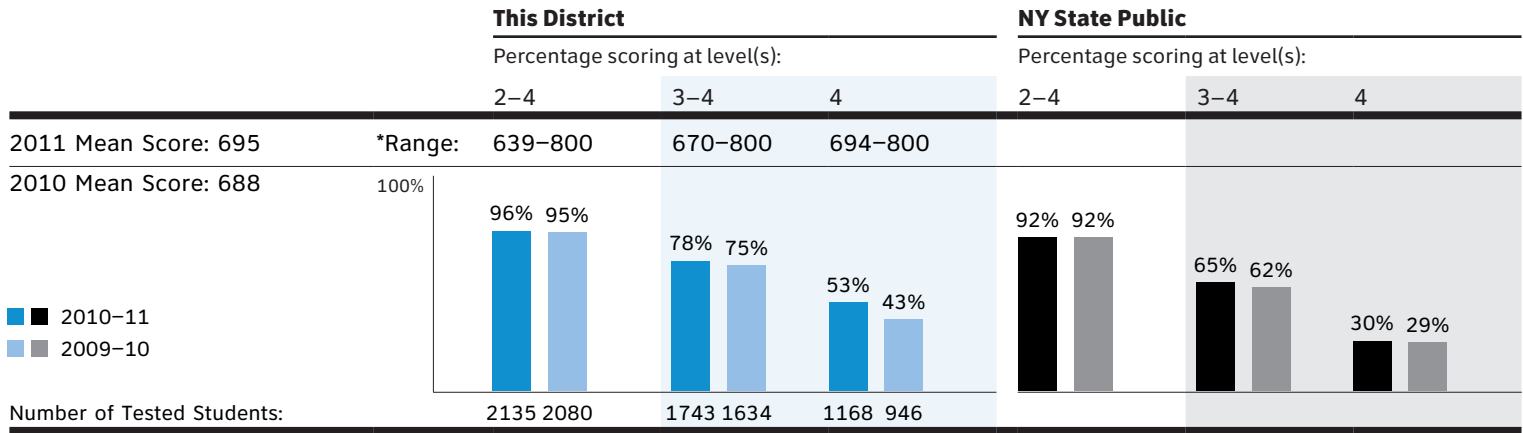
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2222	96%	78%	53%	2181	95%	75%	43%
Female	1111	96%	78%	52%	1089	96%	77%	46%
Male	1111	96%	78%	53%	1092	95%	73%	41%
American Indian or Alaska Native	8	100%	88%	63%	3	—	—	—
Black or African American	228	91%	53%	19%	266	92%	52%	17%
Hispanic or Latino	465	91%	55%	25%	454	91%	52%	19%
Asian or Native Hawaiian/Other Pacific Islander	737	98%	89%	68%	759	98%	88%	57%
White	747	98%	89%	65%	690	97%	85%	55%
Multiracial	37	100%	95%	51%	9	—	—	—
Small Group Totals					12	92%	83%	33%
General-Education Students	1892	98%	84%	58%	1851	99%	82%	49%
Students with Disabilities	330	83%	45%	19%	330	78%	38%	11%
English Proficient	2034	97%	80%	54%	1971	96%	76%	46%
Limited English Proficient	188	88%	59%	34%	210	91%	61%	20%
Economically Disadvantaged	1324	95%	71%	44%	1350	95%	71%	36%
Not Disadvantaged	898	98%	89%	66%	831	96%	82%	55%
Migrant								
Not Migrant	2222	96%	78%	53%	2181	95%	75%	43%

NOTES

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Other Assessments

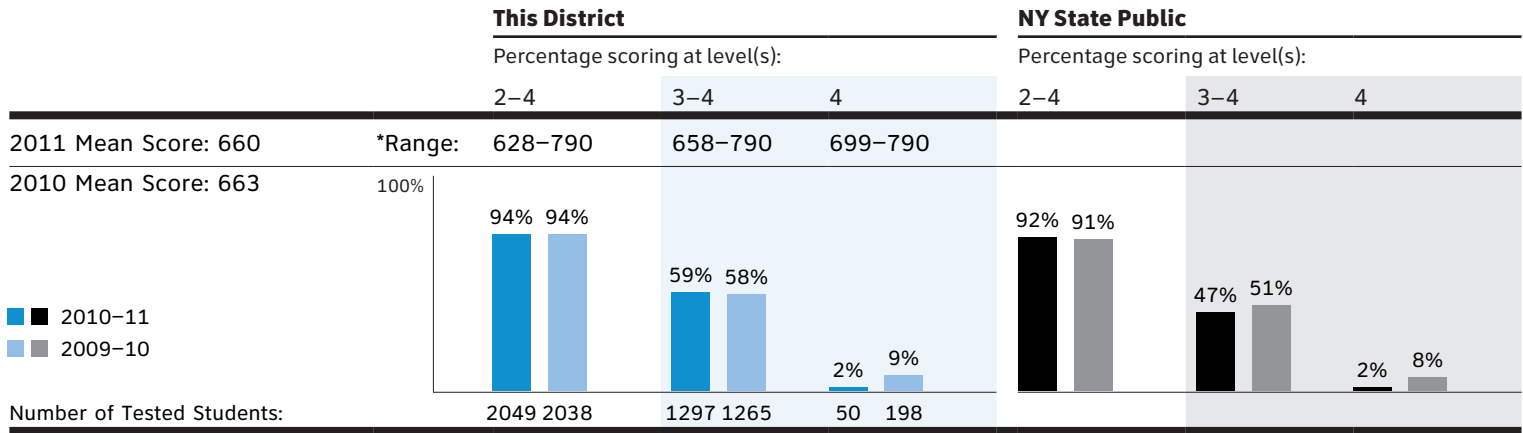
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	16	14	7	20	20	19	11

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	2188	94%	59%	2%	2169	94%	58%	9%
Female	1085	96%	67%	3%	1055	96%	65%	12%
Male	1103	91%	51%	2%	1114	92%	52%	6%
American Indian or Alaska Native	4	—	—	—	6	—	—	—
Black or African American	271	92%	39%	2%	299	91%	36%	2%
Hispanic or Latino	467	93%	40%	1%	481	91%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	715	90%	61%	2%	749	93%	64%	10%
White	691	98%	78%	4%	630	99%	77%	15%
Multiracial	40	—	—	—	4	—	—	—
Small Group Totals	44	100%	73%	2%	10	100%	80%	10%
General-Education Students	1866	96%	66%	3%	1860	97%	65%	10%
Students with Disabilities	322	82%	21%	0%	309	78%	20%	1%
English Proficient	2016	97%	64%	2%	2035	97%	62%	10%
Limited English Proficient	172	49%	3%	0%	134	52%	4%	0%
Economically Disadvantaged	1356	91%	50%	1%	1351	92%	49%	6%
Not Disadvantaged	832	97%	75%	4%	818	98%	74%	14%
Migrant								
Not Migrant	2188	94%	59%	2%	2169	94%	58%	9%

NOTES

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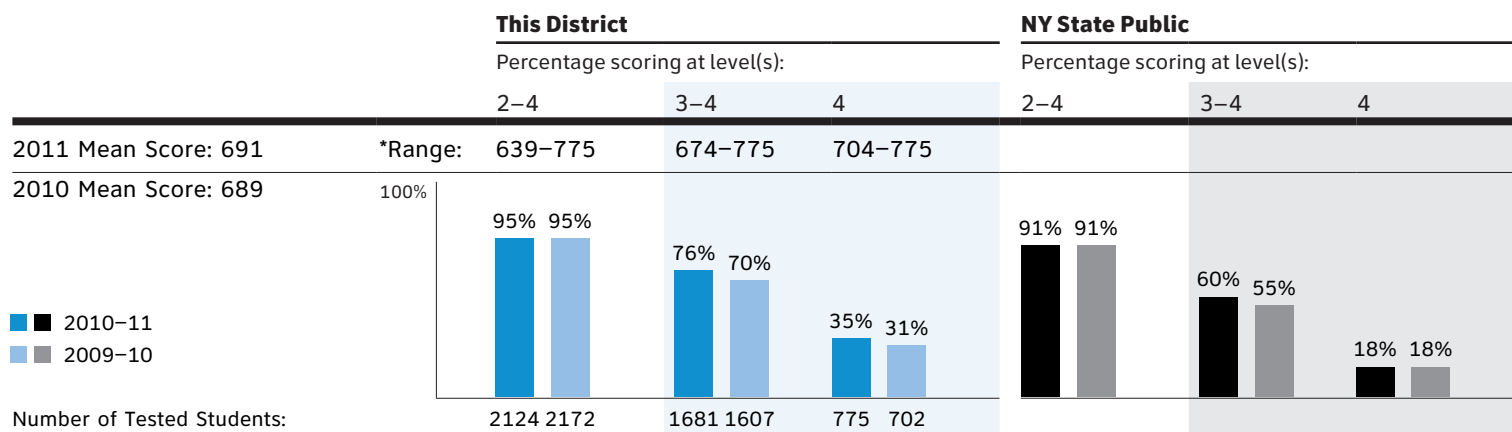
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Other Assessments

	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	22	22	19	14	31	29	24	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	33	N/A	N/A	N/A	79	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	33	N/A	N/A	N/A	79	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.

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	2225	95%	76%	35%	2291	95%	70%	31%
Female	1105	97%	78%	37%	1102	96%	73%	33%
Male	1120	94%	74%	33%	1189	94%	68%	29%
American Indian or Alaska Native	4	—	—	—	7	100%	100%	14%
Black or African American	268	89%	49%	9%	304	87%	40%	9%
Hispanic or Latino	469	90%	53%	12%	487	90%	44%	9%
Asian or Native Hawaiian/Other Pacific Islander	752	99%	89%	53%	825	100%	89%	49%
White	692	98%	85%	41%	659	97%	80%	34%
Multiracial	40	—	—	—	9	89%	56%	22%
Small Group Totals	44	98%	89%	27%				
General-Education Students	1909	98%	82%	40%	1941	98%	77%	35%
Students with Disabilities	316	78%	35%	5%	350	77%	32%	6%
English Proficient	2008	96%	77%	36%	2078	95%	70%	32%
Limited English Proficient	217	90%	63%	23%	213	96%	69%	22%
Economically Disadvantaged	1398	95%	71%	31%	1425	95%	67%	30%
Not Disadvantaged	827	97%	83%	41%	866	95%	75%	32%
Migrant								
Not Migrant	2225	95%	76%	35%	2291	95%	70%	31%

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

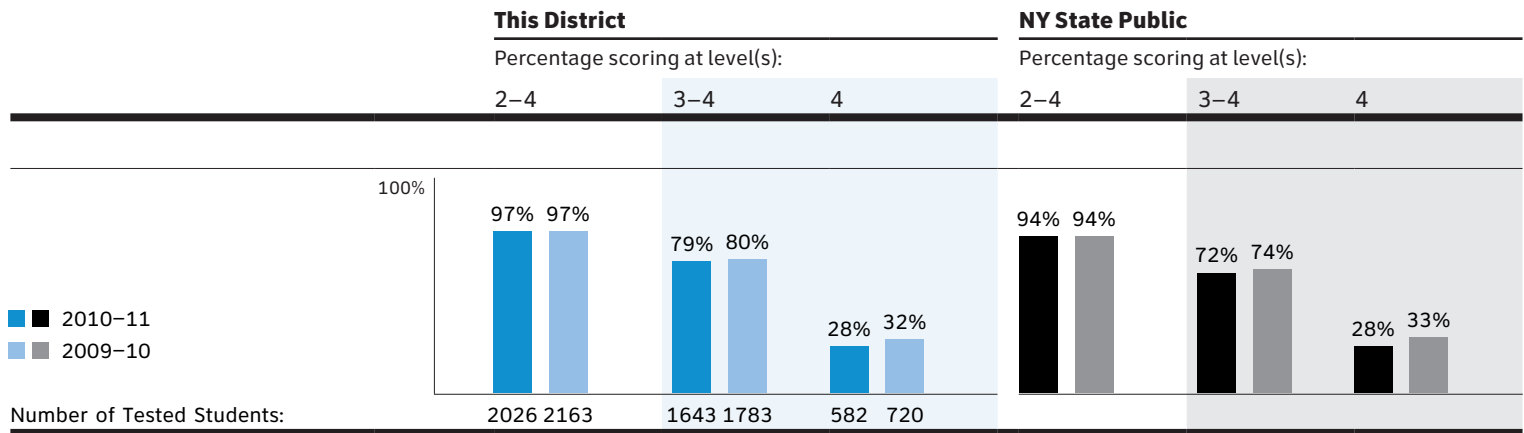
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	22	21	20	11	30	25	22	11

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

This District's Results in Grade 8 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	2059	97%	79%	28%	2204	97%	79%	32%
Female	1017	98%	79%	27%	1066	97%	79%	31%
Male	1042	97%	79%	29%	1138	96%	80%	33%
American Indian or Alaska Native	3	—	—	—	7	100%	86%	29%
Black or African American	243	92%	59%	10%	286	92%	55%	10%
Hispanic or Latino	425	95%	59%	10%	464	92%	61%	16%
Asian or Native Hawaiian/Other Pacific Islander	730	98%	85%	33%	814	99%	89%	39%
White	627	99%	92%	41%	624	99%	92%	46%
Multiracial	31	—	—	—	9	100%	89%	11%
Small Group Totals	34	100%	91%	32%				
General-Education Students	1767	99%	83%	32%	1881	99%	85%	37%
Students with Disabilities	292	89%	50%	6%	323	85%	47%	6%
English Proficient	1848	98%	82%	31%	1995	97%	81%	34%
Limited English Proficient	211	89%	47%	5%	209	96%	69%	13%
Economically Disadvantaged	1329	96%	73%	22%	1385	97%	76%	27%
Not Disadvantaged	730	99%	89%	39%	819	97%	85%	41%
Migrant								
Not Migrant	2059	97%	79%	28%	2204	97%	79%	32%

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

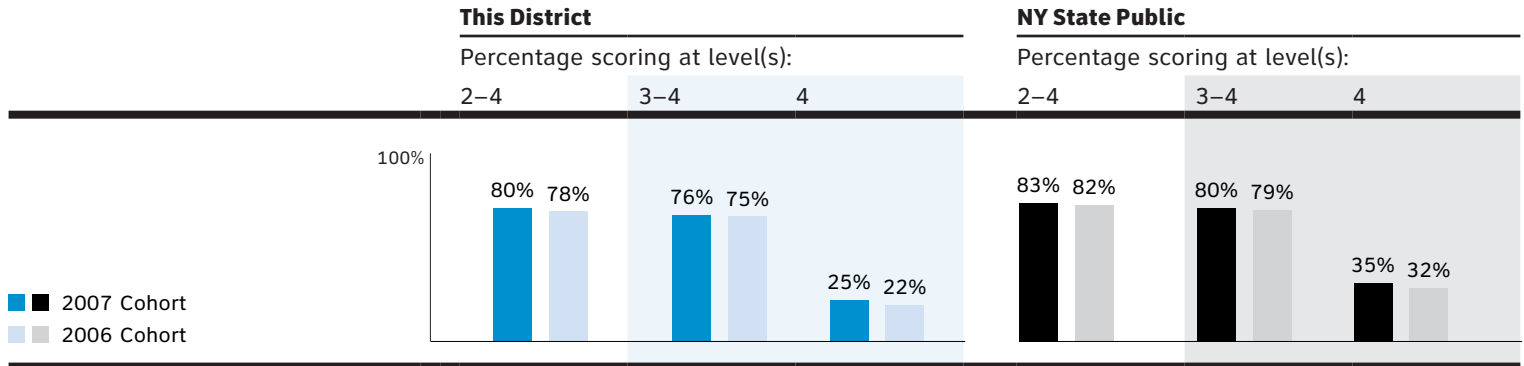
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	22	20	17	14	31	26	21	16
Regents Science	30	25	21	6	32	31	31	10

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	9396	80%	76%	25%	9671	78%	75%	22%
Female	4976	85%	82%	28%	5272	84%	81%	24%
Male	4420	73%	69%	22%	4399	72%	68%	21%
American Indian or Alaska Native	39	69%	67%	21%	35	66%	63%	11%
Black or African American	2437	76%	72%	15%	2656	74%	69%	14%
Hispanic or Latino	4336	75%	71%	15%	4418	74%	70%	12%
Asian or Native Hawaiian/Other Pacific Islander	1565	91%	89%	53%	1477	91%	90%	50%
White	995	89%	88%	51%	1047	89%	88%	48%
Multiracial	24	88%	88%	25%	38	95%	95%	24%
Small Group Totals								
General-Education Students	8166	84%	82%	28%	8463	83%	81%	25%
Students with Disabilities	1230	47%	38%	4%	1208	42%	35%	4%
English Proficient	8242	83%	80%	28%	8578	81%	78%	25%
Limited English Proficient	1154	54%	45%	4%	1093	54%	48%	2%
Economically Disadvantaged	6832	82%	78%	21%	6890	81%	77%	19%
Not Disadvantaged	2564	74%	72%	35%	2781	72%	70%	30%
Migrant								
Not Migrant	9396	80%	76%	25%	9671	78%	75%	22%

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.

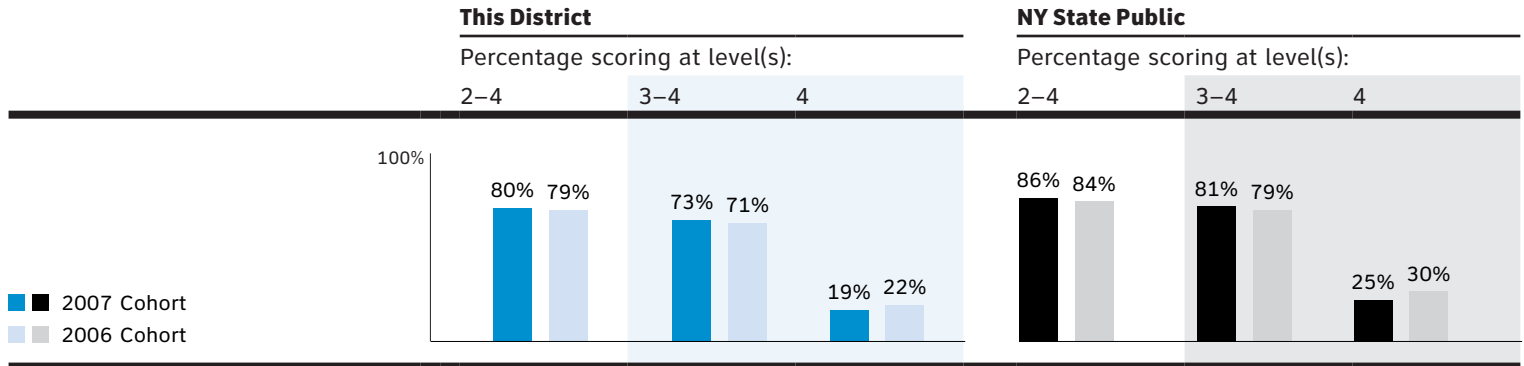
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

District ID **31-02-00-01-0000**

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	9396	80%	73%	19%	9671	79%	71%	22%
Female	4976	83%	76%	19%	5272	83%	74%	21%
Male	4420	76%	68%	19%	4399	75%	67%	22%
American Indian or Alaska Native	39	62%	51%	5%	35	69%	60%	6%
Black or African American	2437	76%	66%	6%	2656	75%	63%	9%
Hispanic or Latino	4336	76%	67%	6%	4418	76%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	1565	94%	93%	61%	1477	95%	94%	66%
White	995	84%	81%	42%	1047	85%	82%	45%
Multiracial	24	71%	71%	4%	38	82%	82%	18%
Small Group Totals								
General-Education Students	8166	85%	79%	22%	8463	84%	77%	24%
Students with Disabilities	1230	46%	31%	2%	1208	45%	31%	2%
English Proficient	8242	81%	74%	20%	8578	81%	73%	23%
Limited English Proficient	1154	67%	59%	13%	1093	67%	55%	13%
Economically Disadvantaged	6832	82%	75%	16%	6890	82%	73%	20%
Not Disadvantaged	2564	73%	67%	27%	2781	73%	66%	26%
Migrant								
Not Migrant	9396	80%	73%	19%	9671	79%	71%	22%

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