



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 4**

District ID **31-04-00-01-0000**

Superintendent **LUZ CORTAZZO**

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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](mailto: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	385	416	442
Kindergarten	928	1055	1039
Grade 1	1056	1101	1081
Grade 2	1054	1141	1074
Grade 3	994	1127	1157
Grade 4	980	1129	1098
Grade 5	979	1083	1092
Grade 6	947	1127	1084
Ungraded Elementary	1056	93	103
Grade 7	1048	1171	1133
Grade 8	1068	1221	1150
Grade 9	1002	1134	1173
Grade 10	862	1118	1050
Grade 11	692	818	832
Grade 12	671	728	728
Ungraded Secondary	623	39	37
<b>Total K-12</b>	<b>13960</b>	<b>14085</b>	<b>13831</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	24	24	23
<b>Grade 8</b>			
English	27	24	29
Mathematics	25	23	27
Science	24	25	26
Social Studies	25	24	27
<b>Grade 10</b>			
English	25	26	26
Mathematics	24	23	29
Science	27	24	24
Social Studies	25	28	26

### 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	11210	80%	11675	83%	10980	79%
Reduced-Price Lunch	976	7%	619	4%	542	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1867	13%	1789	13%	1764	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	81	1%	78	1%	68	0%
Black or African American	4213	30%	4181	30%	4038	29%
Hispanic or Latino	8659	62%	8786	62%	8602	62%
Asian or Native Hawaiian/Other Pacific Islander	676	5%	690	5%	761	6%
White	331	2%	350	2%	362	3%
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	881	6%	996	7%	1018	7%

## 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
<b>Total Number of Teachers</b>	1187	1178	1119
Percent with No Valid Teaching Certificate	3%	2%	2%
Percent Teaching Out of Certification	11%	10%	8%
Percent with Fewer Than Three Years of Experience	22%	15%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	34%	35%
<b>Total Number of Core Classes</b>	2259	2436	2190
Percent Not Taught by Highly Qualified Teachers in This District	12%	9%	8%
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%
<b>Total Number of Classes</b>	2807	2971	2696
Percent Taught by Teachers Without Appropriate Certification	14%	11%	8%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	27%	23%
Turnover Rate of All Teachers	22%	19%	15%

## 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

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> 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](http://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](http://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 12<sup>th</sup> 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 “12<sup>th</sup> 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](http://www.p12.nysed.gov/irs).

### Progress Targets

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

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

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

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

### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

### State Standard

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

### Students with Disabilities

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

### Test Performance

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

### Total

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

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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



## Summary

### Overall Accountability Status (2011–12)

#### Improvement (Year 1)

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

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓ <sup>SH</sup>	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✗	—	✓ <sup>SH</sup>	✓	—
Hispanic or Latino	✓	✓	—	✓ <sup>SH</sup>	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✗	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✗ 6 of 8	✗ 5 of 8	✓ 1 of 1	✗ 5 of 7	✗ 5 of 7	✓ 1 of 1

#### AYP Status


- ✓ Made AYP
- ✓<sup>SH</sup> 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** 6 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 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
<b>Accountability Groups</b>								
<b>All Students</b> (6924:6458)			99%		124	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (29:24)	—	—	—	—	—	—		—
Black or African American (2178:2011)			99%		121	120		
Hispanic or Latino (4291:4036)			99%		123	120		
Asian or Native Hawaiian/Other Pacific Islander (246:226)			98%		159	115		
White (169:154)			99%		153	114		
Multiracial (11:7)	—	—	—	—	—	—		—
<b>Other Groups</b>								
Students with Disabilities (1804:1702)			98%		82	119	90	94
Limited English Proficient (949:1162)			98%		103	119	113	113
Economically Disadvantaged (6568:6145)			99%		124	121		
<b>Final AYP Determination</b>	 6 of 8							
<b>Non-Accountability Groups</b>								
Female (3401:3195)			99%		134	120		
Male (3523:3263)			99%		116	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** 5 of 8 Student groups making AYP in mathematics  
 Did not make AYP




### Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 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
<b>Accountability Groups</b>							
<b>All Students</b> (6932:6470)			99%		141	136	
<b>Ethnicity</b>							
American Indian or Alaska Native (30:24)	–	–	–	–	–	–	–
Black or African American (2179:2010)			99%		133	135	135    140
Hispanic or Latino (4296:4048)			99%		142	135	
Asian or Native Hawaiian/Other Pacific Islander (247:227)			100%		175	130	
White (169:154)			98%		170	129	
Multiracial (11:7)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (1807:1692)			98%		103	134	107    113
Limited English Proficient (951:1183)			99%		131	134	134    138
Economically Disadvantaged (6575:6165)			99%		141	136	
<b>Final AYP Determination</b>	 5 of 8						
<b>Non-Accountability Groups</b>							
Female (3408:3195)			99%		146	135	
Male (3524:3275)			99%		137	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	
<b>Accountability Groups</b>									
<b>All Students</b> (2326:2125)		Qualified		97%		164	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (8:6)	—	—	—	—	—	—	—	—	—
Black or African American (764:684)		Qualified		96%		164	100		
Hispanic or Latino (1424:1319)		Qualified		98%		164	100		
Asian or Native Hawaiian/Other Pacific Islander (71:63)		Qualified		99%		167	100		
White (56:52)		Qualified		96%		187	100		
Multiracial (3:1)	—	—	—	—	—	—	—	—	—
<b>Other Groups</b>									
Students with Disabilities (589:533)		Qualified		95%		138	100		
Limited English Proficient (302:333)		Qualified		98%		145	100		
Economically Disadvantaged (2194:2008)		Qualified		97%		165	100		
<b>Final AYP Determination</b>		1 of 1							
<b>Non-Accountability Groups</b>									
Female (1156:1065)				97%		166	100		
Male (1170:1060)				97%		163	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** 5 of 7 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	
<b>Accountability Groups</b>								
<b>All Students</b> (797:805)			99%		177	179	176	179
<b>Ethnicity</b>								
American Indian or Alaska Native (0:3)	—	—	—	—	—	—	—	—
Black or African American (236:243)			100%		171	176	169	174
Hispanic or Latino (446:450)			99%		176	178	175	178
Asian or Native Hawaiian/Other Pacific Islander (101:96)			100%		199	173		
White (14:12)	—	—	—	—	—	—	—	—
Multiracial (0:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (65:123)			95%		115	174	100 <sup>‡</sup>	124
Limited English Proficient (41:72)			95%		149	172	134 <sup>‡</sup>	154
Economically Disadvantaged (630:649)			100%		179	179		
<b>Final AYP Determination</b>	 5 of 7							
<b>Non-Accountability Groups</b>								
Female (468:449)			100%		181	178		
Male (329:356)			99%		172	177		
Migrant (0:0)								


#### Symbols

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

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

## Secondary-Level Mathematics























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

**Accountability Measures** 5 of 7 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
<b>Accountability Groups</b>							
<b>All Students</b> (797:805)			100%		181	176	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:3)	—	—	—	—	—	—	—
Black or African American (236:243)			100%		174	173	
Hispanic or Latino (446:450)			100%		181	175	
Asian or Native Hawaiian/Other Pacific Islander (101:96)			100%		199	170	
White (14:12)	—	—	—	—	—	—	—
Multiracial (0:1)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (65:123)			98%		128	171	112 <sup>‡</sup> 135
Limited English Proficient (41:72)			100%		157	169	149 <sup>‡</sup> 161
Economically Disadvantaged (630:649)			100%		182	176	
<b>Final AYP Determination</b>	 5 of 7						
<b>Non-Accountability Groups</b>							
Female (468:449)			100%		184	175	
Male (329:356)			100%		177	174	
Migrant (0:0)							

#### Symbols

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

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










## Graduation Rate

**Accountability Status for This Indicator (2011–12)**  Good Standing

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (908)			74%	80%	72%
<b>Ethnicity</b>					
American Indian or Alaska Native (9)		—	—	—	
Black or African American (265)			66%	80%	65%
Hispanic or Latino (525)			75%	80%	73%
Asian or Native Hawaiian/Other Pacific Islander (82)			90%	80%	
White (27)		—	—	—	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (180)			31%	80%	39%
Limited English Proficient (65)			49%	80%	60%
Economically Disadvantaged (718)			77%	80%	74%
<b>Final AYP Determination</b>		1 of 1			
<b>Non-Accountability Groups</b>					
Female (484)			80%	80%	
Male (424)			67%	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 **77%** 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

22 schools identified 63% of total

CENTRAL PARK EAST HIGH SCHOOL  
 CENTRAL PARK EAST I  
 CENTRAL PARK EAST II  
 COALITION SCHOOL FOR SOCIAL CHANGE  
 ESPERANZA PREPATORY ACADEMY  
 GLOBAL TECHNOLOGY PREPATORY  
 JAMES WELDON JOHNSON SCHOOL  
 MANHATTAN CENTER FOR SCIENCE & MATHEMATICS  
 MOSAIC PREPATORY ACADEMY  
 MS 224 MANHATTAN EAST SCHOOL FOR ARTS & ACADEMICS  
 PS 102 JACQUES CARTIER  
 PS 108 ASSEMBLYMAN ANGELO DEL TORO EDUCATIONAL CTR  
 PS 112 JOSE CELSO BARBOSA  
 PS 171 PATRICK HENRY  
 PS 38 ROBERTO CLEMENTE  
 PS 83 LUIS MUNOZ RIVERA  
 RENAISSANCE SCHOOL OF THE ARTS  
 RIVER EAST ELEMENTARY  
 TAG YOUNG SCHOLARS  
 THE BILINGUAL BICULTURAL SCHOOL  
 THE LEXINGTON ACADEMY  
 YOUNG WOMEN'S LEADERSHIP SCHOOL

---

### Improvement (year 1) Basic

4 schools identified 11% of total

HERITAGE SCHOOL (THE)  
 PARK EAST HIGH SCHOOL  
 PS 206 JOSE CELSO BARBOSA  
 PS 7 SAMUEL STERN

---

### Improvement (year 1) Comprehensive

7 schools identified 20% of total

GLOBAL NEIGHBORHOOD SECONDARY SCHOOL  
 ISAAC NEWTON MS FOR MATH AND SCIENCE  
 JHS 13 JACKIE ROBINSON  
 PS 146 ANN M SHORT  
 PS 155 WILLIAM PACA  
 PS 50 VITO MARCANTONIO  
 PS 96 JOSEPH LANZETTA

---

### Corrective Action (year 2) Comprehensive

1 school identified 3% of total

ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY SCHOOL

---

### Restructuring (advanced) Comprehensive

1 school identified 3% of total

MS 45/STARS PREP ACADEMY

---



# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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	41%			1145
Grade 4	51%			1087
Grade 5	43%			1078
Grade 6	38%			1070
Grade 7	29%			1107
Grade 8	26%			1125

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	48%			1160
Grade 4	58%			1091
Grade 5	55%			1089
Grade 6	48%			1080
Grade 7	47%			1115
Grade 8	45%			1134

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	82%			1090
Grade 8	56%			1081

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	76%			964
Mathematics	76%			964

### 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](http://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

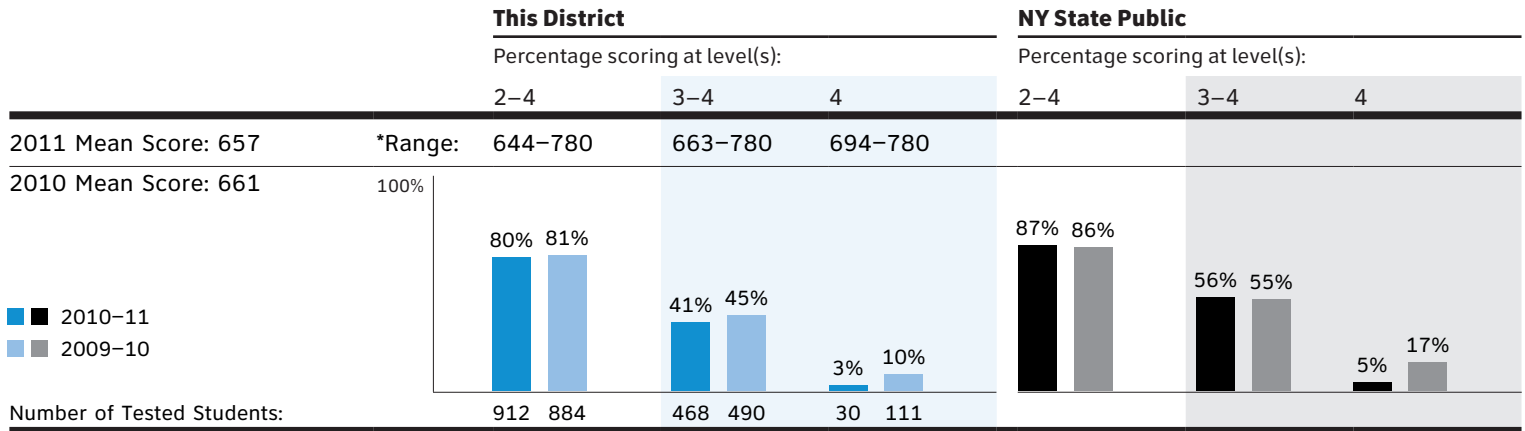
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1145</b>	<b>80%</b>	<b>41%</b>	<b>3%</b>	<b>1097</b>	<b>81%</b>	<b>45%</b>	<b>10%</b>
Female	562	87%	48%	2%	548	85%	48%	11%
Male	583	72%	34%	3%	549	77%	41%	9%
American Indian or Alaska Native	8	-	-	-	3	-	-	-
Black or African American	336	79%	39%	2%	343	80%	40%	10%
Hispanic or Latino	730	79%	39%	2%	687	80%	45%	9%
Asian or Native Hawaiian/Other Pacific Islander	41	90%	71%	20%	25	92%	72%	36%
White	29	86%	66%	7%	30	83%	60%	17%
Multiracial	1	-	-	-	9	-	-	-
Small Group Totals	9	78%	44%	0%	12	92%	75%	25%
General-Education Students	850	90%	51%	4%	851	90%	52%	12%
Students with Disabilities	295	51%	13%	0%	246	49%	18%	3%
English Proficient	932	83%	45%	3%	916	83%	47%	11%
Limited English Proficient	213	64%	23%	0%	181	67%	30%	6%
Economically Disadvantaged	1102	80%	41%	3%	1076	81%	45%	10%
Not Disadvantaged	43	58%	37%	5%	21	71%	38%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1145	80%	41%	3%	1097	81%	45%	10%

#### NOTES

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

\* 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	27	26	25	22	29	28	27	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	8	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	8	N/A	N/A	N/A	8	N/A	N/A	N/A

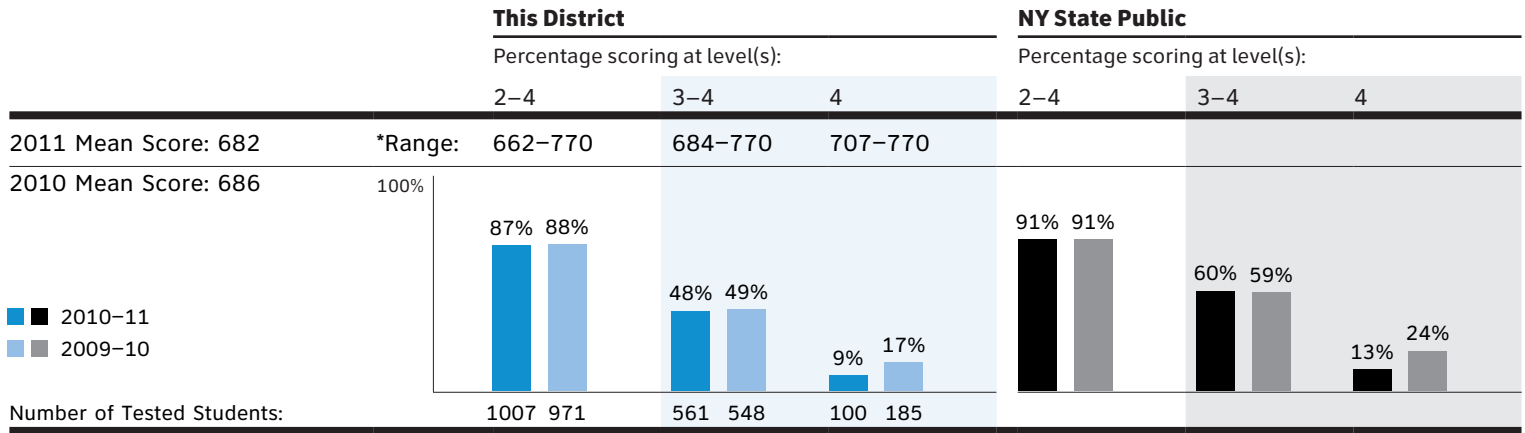
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1160</b>	<b>87%</b>	<b>48%</b>	<b>9%</b>	<b>1109</b>	<b>88%</b>	<b>49%</b>	<b>17%</b>
Female	573	90%	51%	9%	551	89%	51%	17%
Male	587	84%	45%	9%	558	86%	48%	16%
American Indian or Alaska Native	8	-	-	-	3	-	-	-
Black or African American	338	87%	47%	8%	345	86%	46%	14%
Hispanic or Latino	742	86%	47%	6%	695	88%	49%	16%
Asian or Native Hawaiian/Other Pacific Islander	42	95%	71%	45%	25	96%	84%	68%
White	29	90%	62%	17%	31	90%	55%	13%
Multiracial	1	-	-	-	10	-	-	-
Small Group Totals	9	78%	44%	0%	13	92%	69%	38%
General-Education Students	865	93%	56%	11%	861	93%	56%	20%
Students with Disabilities	295	68%	25%	3%	248	67%	27%	6%
English Proficient	938	88%	52%	10%	918	88%	52%	19%
Limited English Proficient	222	80%	33%	3%	191	86%	39%	8%
Economically Disadvantaged	1117	87%	49%	9%	1087	88%	50%	17%
Not Disadvantaged	43	81%	40%	9%	22	73%	41%	14%
Migrant								
Not Migrant	1160	87%	48%	9%	1109	88%	49%	17%

#### NOTES

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

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

### Other Assessments

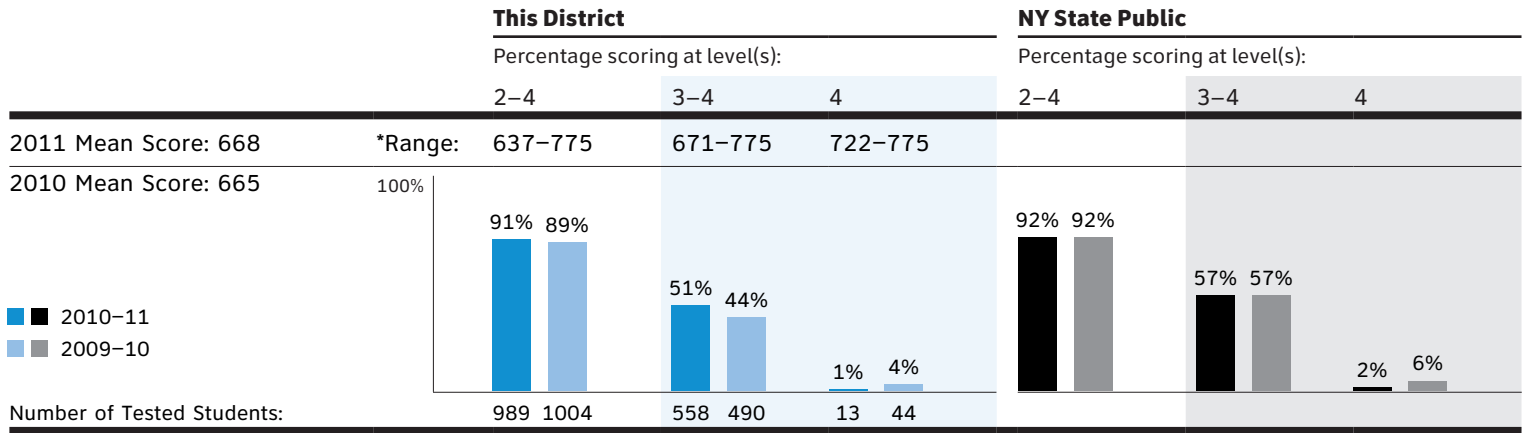
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	27	26	25	20	29	29	28	23

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1087</b>	<b>91%</b>	<b>51%</b>	<b>1%</b>	<b>1122</b>	<b>89%</b>	<b>44%</b>	<b>4%</b>
Female	557	94%	54%	1%	547	92%	50%	5%
Male	530	88%	49%	1%	575	87%	38%	3%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	339	93%	50%	1%	328	88%	41%	2%
Hispanic or Latino	688	90%	51%	1%	718	90%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	77%	10%	44	98%	66%	11%
White	27	-	-	-	21	90%	38%	14%
Multiracial	1	-	-	-	8	-	-	-
Small Group Totals	30	87%	60%	0%	11	100%	82%	18%
General-Education Students	846	96%	61%	2%	852	96%	53%	5%
Students with Disabilities	241	72%	16%	0%	270	70%	14%	1%
English Proficient	923	93%	55%	1%	936	90%	46%	5%
Limited English Proficient	164	82%	32%	0%	186	84%	30%	0%
Economically Disadvantaged	1054	91%	52%	1%	1100	90%	44%	4%
Not Disadvantaged	33	79%	45%	0%	22	82%	27%	5%
Migrant								
Not Migrant	1087	91%	51%	1%	1122	89%	44%	4%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	39	34	27	32	30	29	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	7	N/A	N/A	N/A	8	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	7	N/A	N/A	N/A	8	N/A	N/A	N/A

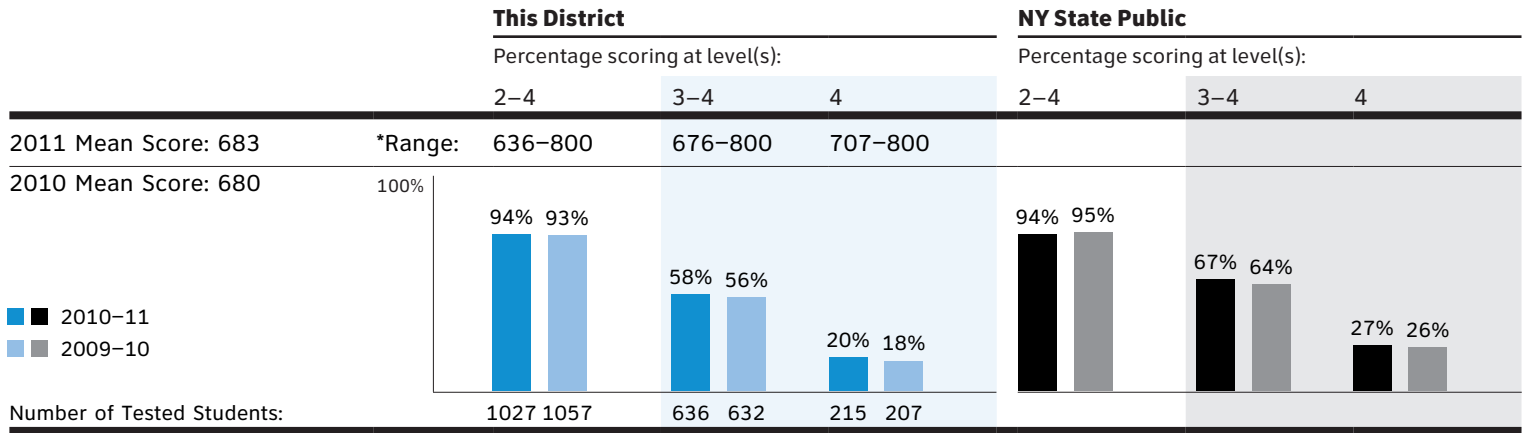
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1091</b>	<b>94%</b>	<b>58%</b>	<b>20%</b>	<b>1133</b>	<b>93%</b>	<b>56%</b>	<b>18%</b>
Female	559	95%	58%	19%	551	94%	56%	18%
Male	532	93%	59%	20%	582	92%	55%	18%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	336	94%	51%	17%	327	92%	50%	16%
Hispanic or Latino	693	94%	60%	18%	728	93%	56%	17%
Asian or Native Hawaiian/Other Pacific Islander	31	97%	81%	61%	45	100%	76%	42%
White	28	-	-	-	22	100%	64%	32%
Multiracial	1	-	-	-	8	-	-	-
Small Group Totals	31	97%	74%	42%	11	100%	73%	18%
General-Education Students	855	98%	66%	24%	866	98%	65%	22%
Students with Disabilities	236	80%	31%	4%	267	79%	27%	6%
English Proficient	920	95%	60%	21%	937	94%	58%	20%
Limited English Proficient	171	92%	50%	11%	196	90%	46%	9%
Economically Disadvantaged	1064	94%	58%	20%	1111	94%	56%	18%
Not Disadvantaged	27	93%	56%	22%	22	82%	32%	9%
Migrant								
Not Migrant	1091	94%	58%	20%	1133	93%	56%	18%

#### 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

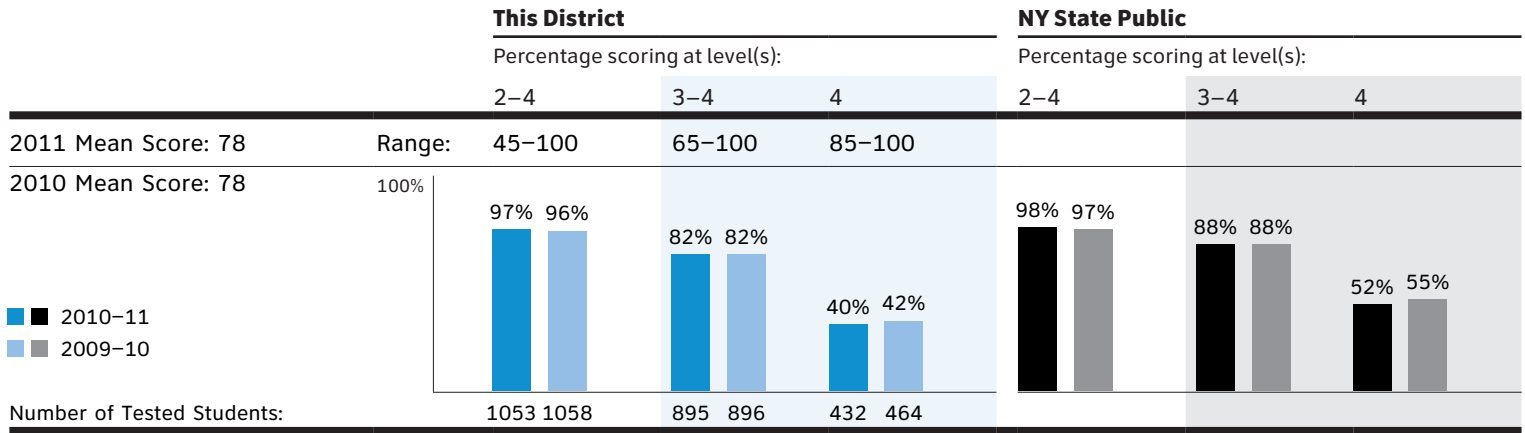
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	39	39	33	24	32	32	28	26

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1090</b>	<b>97%</b>	<b>82%</b>	<b>40%</b>	<b>1099</b>	<b>96%</b>	<b>82%</b>	<b>42%</b>
Female	558	97%	83%	39%	534	96%	80%	42%
Male	532	97%	81%	40%	565	97%	83%	42%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	335	98%	85%	39%	316	96%	78%	39%
Hispanic or Latino	692	96%	80%	38%	709	96%	82%	41%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	45	98%	89%	67%
White	30	100%	90%	53%	19	95%	74%	58%
Multiracial	1	-	-	-	7	-	-	-
Small Group Totals	33	94%	85%	67%	10	100%	100%	60%
General-Education Students	853	98%	87%	46%	849	98%	86%	49%
Students with Disabilities	237	93%	63%	16%	250	92%	65%	20%
English Proficient	916	98%	86%	44%	905	97%	83%	44%
Limited English Proficient	174	90%	64%	18%	194	94%	73%	32%
Economically Disadvantaged	1058	97%	82%	40%	1079	96%	81%	42%
Not Disadvantaged	32	94%	78%	44%	20	100%	90%	45%
Migrant								
Not Migrant	1090	97%	82%	40%	1099	96%	82%	42%

#### 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

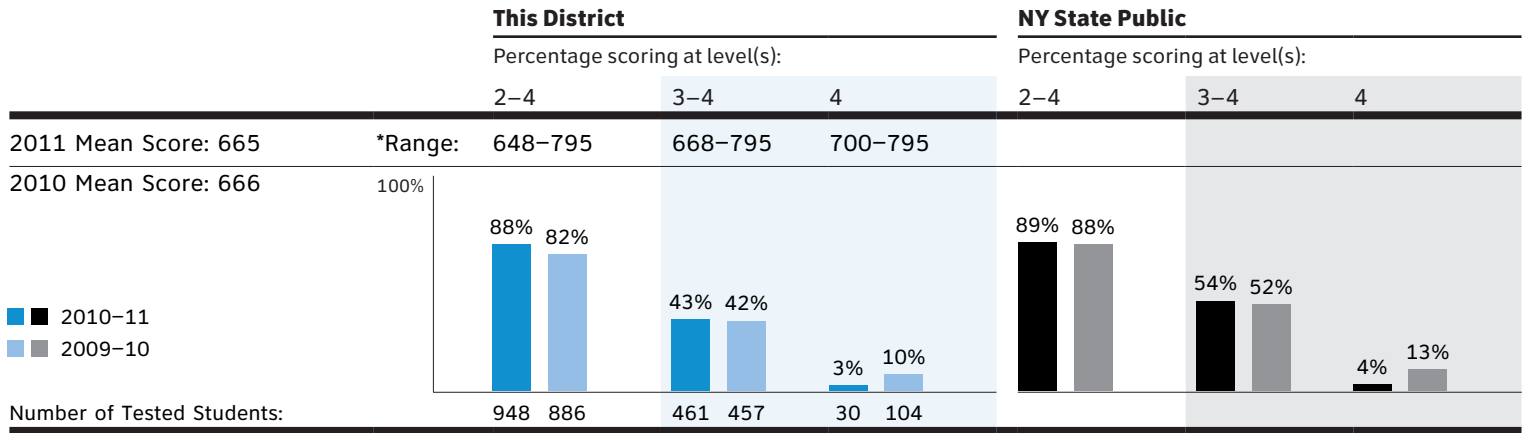
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	40	37	32	32	31	30	26

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1078</b>	<b>88%</b>	<b>43%</b>	<b>3%</b>	<b>1083</b>	<b>82%</b>	<b>42%</b>	<b>10%</b>
Female	522	90%	47%	3%	535	85%	48%	12%
Male	556	86%	39%	3%	548	78%	36%	7%
American Indian or Alaska Native	5	80%	0%	0%	5	-	-	-
Black or African American	316	86%	41%	1%	366	80%	37%	9%
Hispanic or Latino	684	88%	41%	3%	659	82%	43%	9%
Asian or Native Hawaiian/Other Pacific Islander	45	96%	78%	11%	35	97%	69%	29%
White	23	91%	61%	4%	16	94%	63%	25%
Multiracial	5	100%	80%	0%	2	-	-	-
Small Group Totals					7	86%	14%	0%
General-Education Students	826	94%	51%	4%	803	91%	53%	13%
Students with Disabilities	252	67%	16%	0%	280	54%	10%	0%
English Proficient	938	89%	47%	3%	925	84%	46%	11%
Limited English Proficient	140	79%	16%	0%	158	66%	18%	1%
Economically Disadvantaged	1058	88%	43%	3%	1051	82%	43%	10%
Not Disadvantaged	20	80%	40%	5%	32	66%	31%	13%
Migrant								
Not Migrant	1078	88%	43%	3%	1083	82%	42%	10%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	32	31	29	24	29	29	28	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	6	N/A	N/A	N/A	14	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	6	N/A	N/A	N/A	14	N/A	N/A	N/A

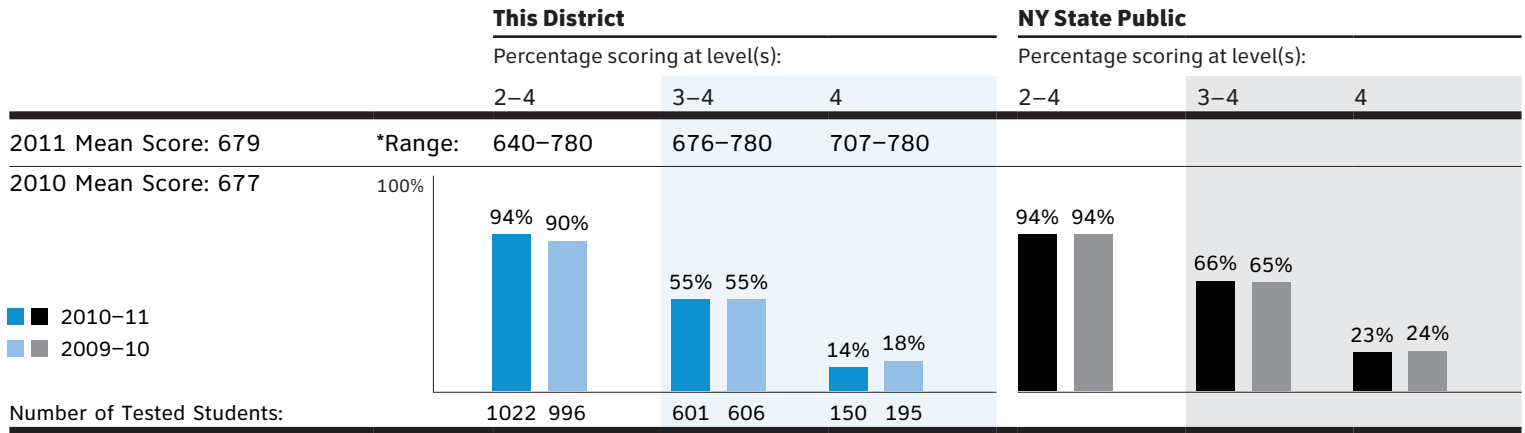
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1089</b>	<b>94%</b>	<b>55%</b>	<b>14%</b>	<b>1107</b>	<b>90%</b>	<b>55%</b>	<b>18%</b>
Female	525	94%	57%	13%	545	92%	55%	19%
Male	564	94%	53%	14%	562	88%	54%	16%
American Indian or Alaska Native	5	100%	0%	0%	5	-	-	-
Black or African American	316	93%	50%	11%	369	88%	47%	13%
Hispanic or Latino	693	94%	55%	13%	673	91%	57%	18%
Asian or Native Hawaiian/Other Pacific Islander	45	100%	84%	49%	39	92%	85%	54%
White	25	100%	72%	24%	19	89%	68%	16%
Multiracial	5	100%	80%	0%	2	-	-	-
Small Group Totals					7	100%	43%	0%
General-Education Students	835	97%	63%	17%	822	96%	64%	22%
Students with Disabilities	254	82%	31%	3%	285	73%	27%	5%
English Proficient	941	95%	58%	16%	932	91%	57%	19%
Limited English Proficient	148	86%	36%	2%	175	87%	45%	10%
Economically Disadvantaged	1069	94%	55%	14%	1071	91%	55%	18%
Not Disadvantaged	20	90%	45%	10%	36	69%	36%	14%
Migrant								
Not Migrant	1089	94%	55%	14%	1107	90%	55%	18%

#### 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	32	32	30	27	29	27	24	20



# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 656	*Range: 644-785	662-785	694-785			
2010 Mean Score: 654						
Number of Tested Students:	852	887	405	336	8	8

### 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
<b>All Students</b>	<b>1070</b>	<b>80%</b>	<b>38%</b>	<b>1%</b>	<b>1097</b>	<b>81%</b>	<b>31%</b>	<b>1%</b>
Female	532	84%	44%	1%	536	86%	38%	1%
Male	538	76%	32%	0%	561	76%	23%	1%
American Indian or Alaska Native	5	100%	60%	0%	4	-	-	-
Black or African American	355	78%	38%	1%	349	78%	27%	0%
Hispanic or Latino	648	80%	35%	0%	676	81%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	86%	57%	0%	47	91%	55%	4%
White	25	92%	68%	12%	18	100%	89%	6%
Multiracial					3	-	-	-
Small Group Totals					7	86%	29%	0%
General-Education Students	807	89%	48%	1%	847	89%	37%	1%
Students with Disabilities	263	51%	8%	0%	250	53%	9%	0%
English Proficient	934	84%	43%	1%	988	83%	33%	1%
Limited English Proficient	136	51%	5%	0%	109	60%	7%	0%
Economically Disadvantaged	1022	79%	36%	0%	1048	80%	29%	1%
Not Disadvantaged	48	90%	67%	6%	49	90%	61%	0%
Migrant								
Not Migrant	1070	80%	38%	1%	1097	81%	31%	1%

#### 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	35	35	31	25	31	30	25	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	5	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	7	N/A	N/A	N/A	5	N/A	N/A	N/A

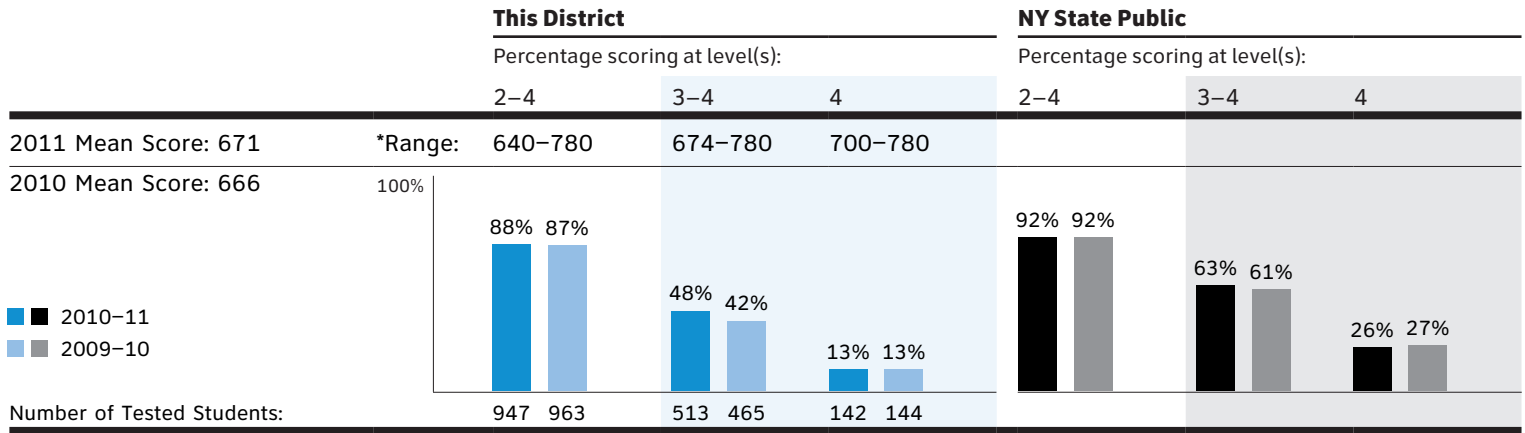
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1080</b>	<b>88%</b>	<b>48%</b>	<b>13%</b>	<b>1110</b>	<b>87%</b>	<b>42%</b>	<b>13%</b>
Female	536	89%	52%	14%	545	89%	46%	16%
Male	544	86%	43%	12%	565	85%	38%	10%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	357	84%	43%	11%	352	84%	38%	9%
Hispanic or Latino	653	89%	47%	11%	684	87%	41%	13%
Asian or Native Hawaiian/Other Pacific Islander	39	95%	74%	46%	48	92%	69%	35%
White	25	96%	88%	40%	18	100%	89%	50%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	6	83%	67%	50%	8	75%	25%	13%
General-Education Students	818	94%	57%	17%	860	93%	50%	16%
Students with Disabilities	262	69%	17%	2%	250	65%	14%	3%
English Proficient	934	90%	52%	15%	995	88%	45%	14%
Limited English Proficient	146	74%	21%	2%	115	75%	19%	3%
Economically Disadvantaged	1031	87%	46%	13%	1060	87%	40%	12%
Not Disadvantaged	49	92%	69%	27%	50	88%	72%	26%
Migrant								
Not Migrant	1080	88%	48%	13%	1110	87%	42%	13%

#### NOTES

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### Other Assessments

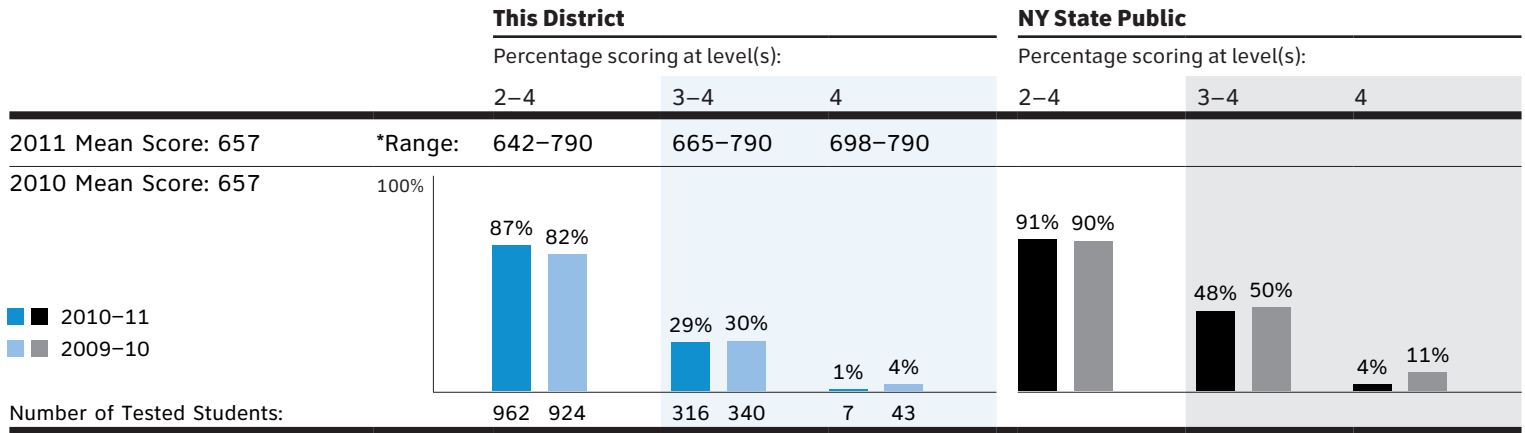
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	35	35	33	26	30	30	25	21

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1107</b>	<b>87%</b>	<b>29%</b>	<b>1%</b>	<b>1127</b>	<b>82%</b>	<b>30%</b>	<b>4%</b>
Female	562	91%	35%	1%	560	85%	34%	5%
Male	545	83%	22%	1%	567	79%	26%	3%
American Indian or Alaska Native	2	-	-	-	7	-	-	-
Black or African American	354	86%	25%	0%	400	82%	28%	4%
Hispanic or Latino	677	87%	27%	0%	660	81%	28%	3%
Asian or Native Hawaiian/Other Pacific Islander	44	89%	61%	5%	36	89%	61%	22%
White	29	-	-	-	21	95%	67%	14%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	32	97%	59%	9%	10	90%	40%	0%
General-Education Students	854	94%	34%	1%	856	90%	38%	5%
Students with Disabilities	253	64%	9%	0%	271	57%	5%	0%
English Proficient	1003	90%	31%	1%	1015	85%	33%	4%
Limited English Proficient	104	61%	8%	0%	112	53%	4%	1%
Economically Disadvantaged	1033	87%	27%	0%	1065	82%	29%	4%
Not Disadvantaged	74	89%	49%	5%	62	85%	47%	8%
Migrant								
Not Migrant	1107	87%	29%	1%	1127	82%	30%	4%

#### 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 7 Equivalent	35	34	33	32	23	22	20	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	3	N/A	N/A	N/A	2	N/A	N/A	N/A

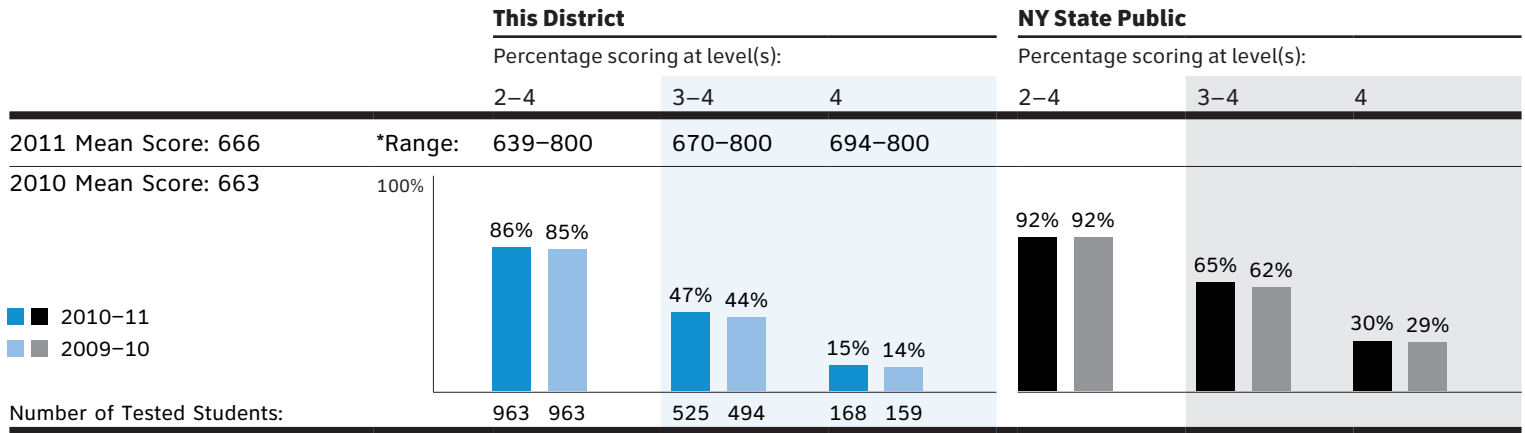
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1115</b>	<b>86%</b>	<b>47%</b>	<b>15%</b>	<b>1130</b>	<b>85%</b>	<b>44%</b>	<b>14%</b>
Female	563	88%	52%	17%	562	85%	44%	14%
Male	552	85%	42%	13%	568	86%	43%	14%
American Indian or Alaska Native	2	-	-	-	7	-	-	-
Black or African American	358	85%	40%	10%	398	85%	41%	12%
Hispanic or Latino	681	86%	47%	15%	663	85%	43%	13%
Asian or Native Hawaiian/Other Pacific Islander	44	93%	80%	43%	36	92%	78%	56%
White	29	-	-	-	22	100%	64%	32%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	32	94%	75%	41%	11	91%	27%	9%
General-Education Students	861	92%	55%	19%	858	93%	53%	18%
Students with Disabilities	254	66%	22%	3%	272	62%	13%	2%
English Proficient	1008	88%	49%	16%	1013	87%	47%	16%
Limited English Proficient	107	73%	28%	5%	117	69%	15%	1%
Economically Disadvantaged	1041	86%	46%	14%	1068	85%	43%	13%
Not Disadvantaged	74	91%	61%	34%	62	87%	55%	26%
Migrant								
Not Migrant	1115	86%	47%	15%	1130	85%	44%	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.

\* 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

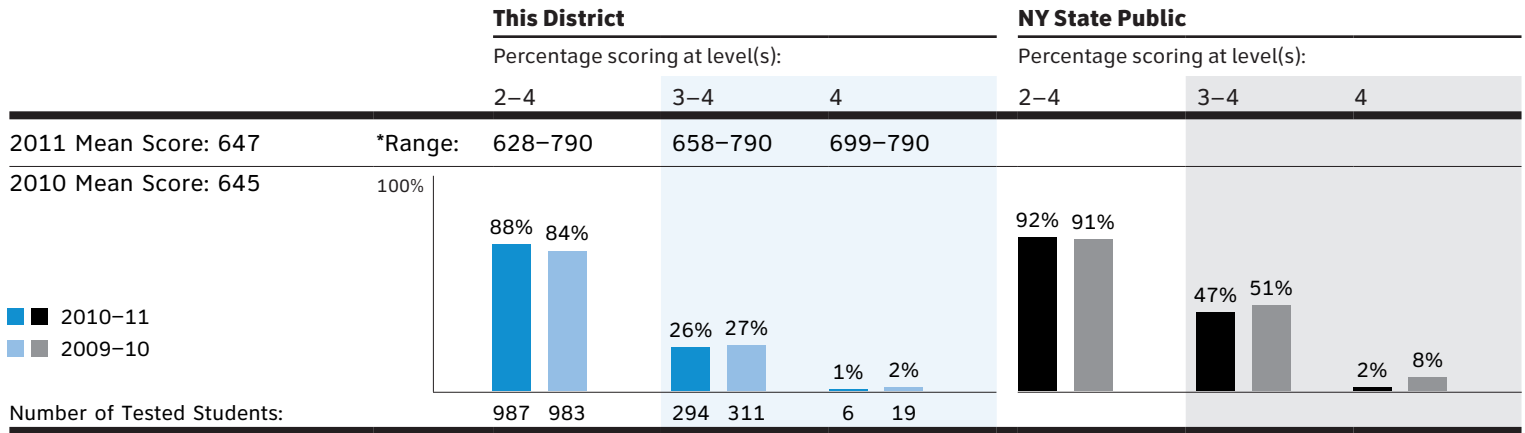
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	35	33	33	28	23	21	20	16

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1125</b>	<b>88%</b>	<b>26%</b>	<b>1%</b>	<b>1169</b>	<b>84%</b>	<b>27%</b>	<b>2%</b>
Female	554	91%	30%	0%	603	88%	32%	2%
Male	571	85%	22%	1%	566	80%	21%	1%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	391	86%	23%	1%	380	81%	26%	2%
Hispanic or Latino	670	89%	25%	0%	730	85%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	38	87%	61%	3%	22	82%	64%	9%
White	21	100%	67%	5%	27	89%	59%	7%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	5	100%	20%	0%	10	90%	30%	0%
General-Education Students	853	94%	33%	1%	901	92%	33%	2%
Students with Disabilities	272	68%	5%	0%	268	57%	5%	0%
English Proficient	1021	90%	29%	1%	1063	87%	29%	2%
Limited English Proficient	104	63%	3%	0%	106	52%	3%	0%
Economically Disadvantaged	1044	88%	25%	0%	1097	84%	25%	1%
Not Disadvantaged	81	89%	47%	2%	72	86%	49%	7%
Migrant								
Not Migrant	1125	88%	26%	1%	1169	84%	27%	2%

#### 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	24	24	22	21	27	27	26	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	9	N/A	N/A	N/A	11	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	10	N/A	N/A	N/A	11	N/A	N/A	N/A

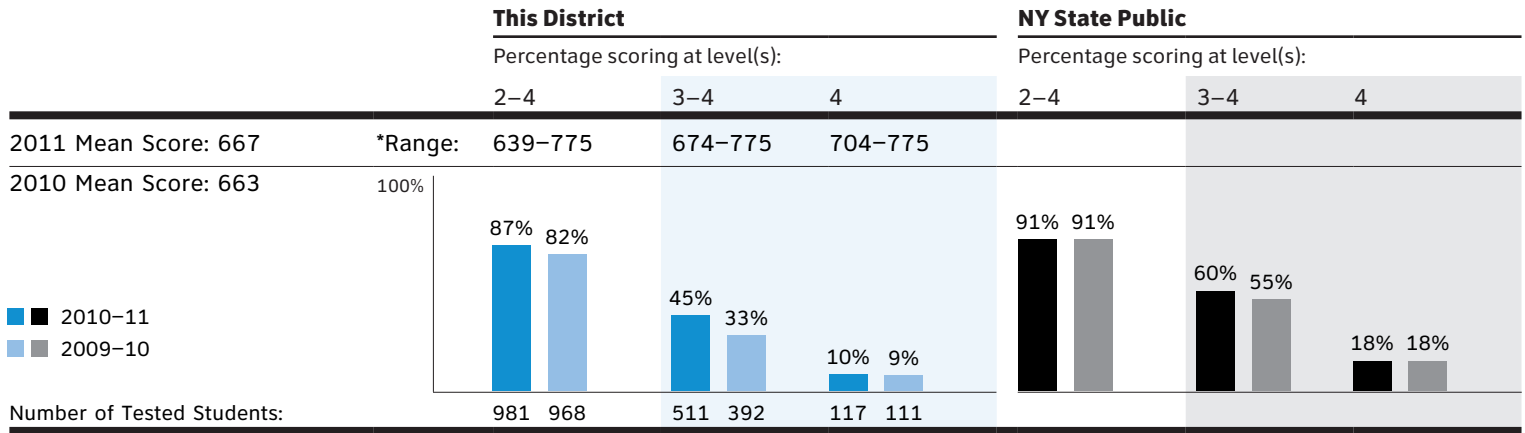
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>1134</b>	<b>87%</b>	<b>45%</b>	<b>10%</b>	<b>1180</b>	<b>82%</b>	<b>33%</b>	<b>9%</b>
Female	556	87%	48%	10%	605	84%	36%	11%
Male	578	86%	43%	11%	575	80%	30%	7%
American Indian or Alaska Native	5	-	-	-	6	67%	0%	0%
Black or African American	389	80%	37%	9%	377	79%	32%	10%
Hispanic or Latino	676	90%	47%	8%	740	83%	32%	7%
Asian or Native Hawaiian/Other Pacific Islander	41	88%	71%	44%	23	91%	61%	52%
White	21	100%	86%	48%	29	97%	59%	21%
Multiracial	2	-	-	-	5	80%	40%	0%
Small Group Totals	7	86%	57%	0%				
General-Education Students	863	92%	54%	13%	915	90%	40%	12%
Students with Disabilities	271	69%	17%	1%	265	55%	11%	1%
English Proficient	1018	87%	48%	11%	1062	83%	35%	10%
Limited English Proficient	116	79%	19%	2%	118	71%	16%	1%
Economically Disadvantaged	1051	86%	44%	10%	1108	82%	32%	9%
Not Disadvantaged	83	88%	58%	20%	72	85%	49%	22%
Migrant								
Not Migrant	1134	87%	45%	10%	1180	82%	33%	9%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	23	21	18	27	27	26	14

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## This District's Results in Grade 8 Science

### This District

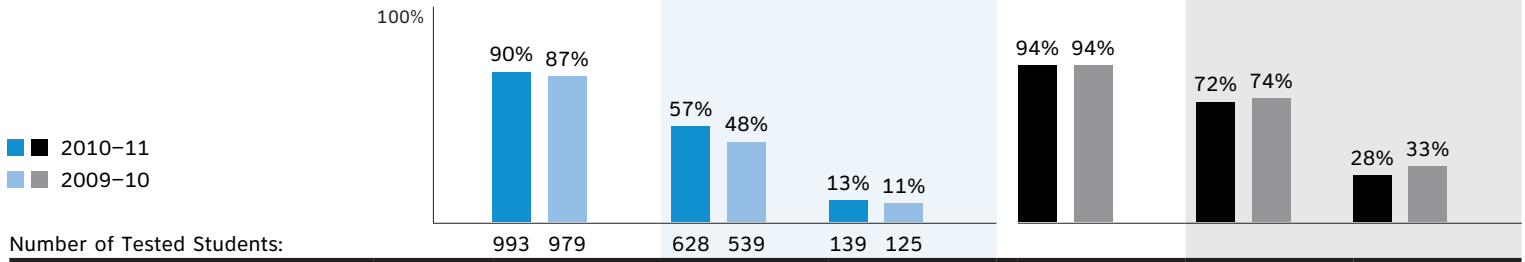
Percentage scoring at level(s):

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
<b>All Students</b>	<b>1081</b>	<b>90%</b>	<b>56%</b>	<b>12%</b>	<b>1119</b>	<b>87%</b>	<b>48%</b>	<b>11%</b>
Female	537	92%	56%	10%	575	89%	49%	12%
Male	544	88%	56%	15%	544	86%	47%	10%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	366	88%	53%	10%	354	87%	44%	10%
Hispanic or Latino	650	91%	56%	11%	708	88%	49%	10%
Asian or Native Hawaiian/Other Pacific Islander	40	85%	68%	35%	22	91%	73%	41%
White	20	100%	80%	50%	27	85%	70%	30%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	5	100%	100%	0%	8	88%	50%	13%
General-Education Students	821	95%	64%	15%	877	92%	56%	14%
Students with Disabilities	260	74%	32%	3%	242	70%	19%	1%
English Proficient	973	91%	59%	13%	1013	89%	51%	12%
Limited English Proficient	108	78%	28%	3%	106	70%	22%	1%
Economically Disadvantaged	996	90%	55%	12%	1049	87%	47%	11%
Not Disadvantaged	85	87%	67%	20%	70	93%	61%	19%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1081	90%	56%	12%	1119	87%	48%	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.

## 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

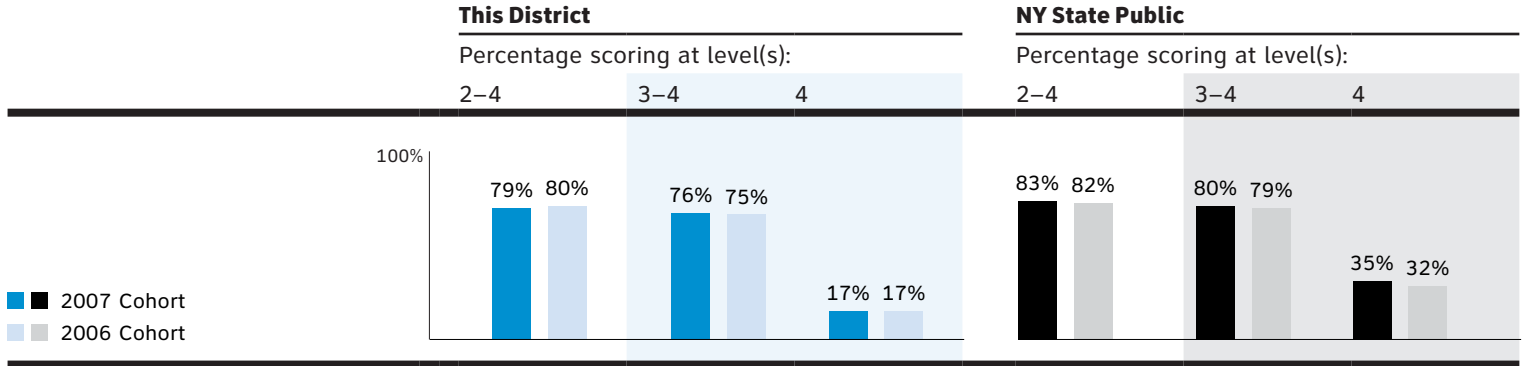
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	27
Regents Science	22	0

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>964</b>	<b>79%</b>	<b>76%</b>	<b>17%</b>	<b>908</b>	<b>80%</b>	<b>75%</b>	<b>17%</b>
Female	520	84%	81%	23%	484	85%	81%	22%
Male	444	74%	70%	10%	424	73%	69%	12%
American Indian or Alaska Native	7	-	-	-	9	89%	78%	22%
Black or African American	294	72%	69%	16%	265	71%	67%	16%
Hispanic or Latino	546	80%	77%	14%	525	82%	77%	16%
Asian or Native Hawaiian/Other Pacific Islander	98	99%	98%	38%	82	91%	91%	28%
White	18	83%	83%	28%	27	78%	78%	19%
Multiracial	1	-	-	-				
Small Group Totals	8	25%	25%	0%				
General-Education Students	767	91%	89%	21%	728	92%	90%	21%
Students with Disabilities	197	35%	27%	2%	180	29%	18%	1%
English Proficient	907	81%	78%	18%	857	81%	78%	18%
Limited English Proficient	57	56%	40%	4%	51	51%	39%	2%
Economically Disadvantaged	759	82%	79%	18%	718	84%	79%	17%
Not Disadvantaged	205	69%	64%	13%	190	64%	61%	19%
Migrant								
Not Migrant	964	79%	76%	17%	908	80%	75%	17%

#### NOTES

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

\* 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*.

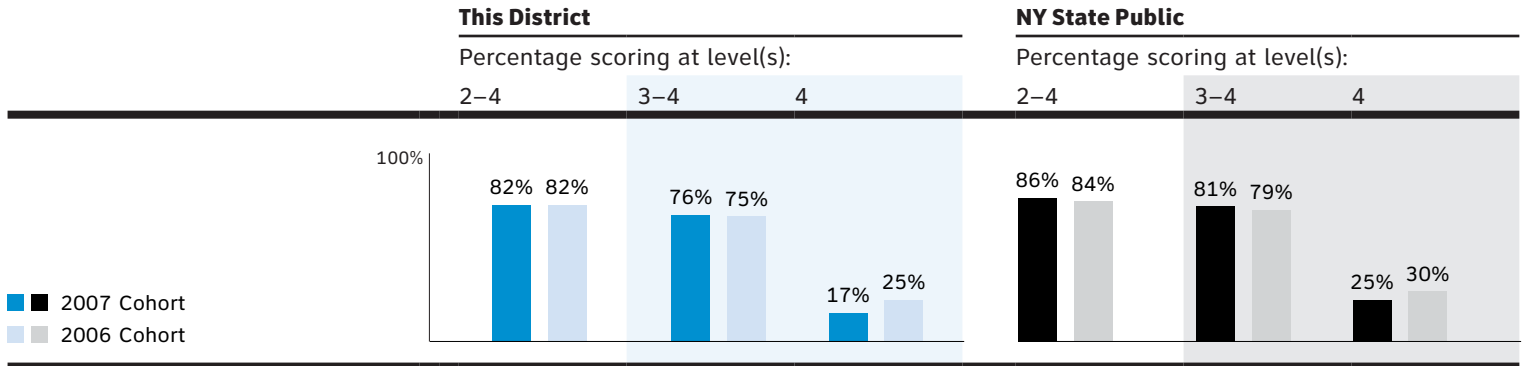


# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 4**

District ID **31-04-00-01-0000**

## 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
<b>All Students</b>	<b>964</b>	<b>82%</b>	<b>76%</b>	<b>17%</b>	<b>908</b>	<b>82%</b>	<b>75%</b>	<b>25%</b>
Female	520	86%	81%	17%	484	87%	81%	24%
Male	444	77%	70%	16%	424	77%	69%	26%
American Indian or Alaska Native	7	-	-	-	9	89%	78%	33%
Black or African American	294	77%	68%	11%	265	76%	66%	17%
Hispanic or Latino	546	83%	77%	12%	525	84%	78%	22%
Asian or Native Hawaiian/Other Pacific Islander	98	99%	98%	67%	82	93%	93%	73%
White	18	72%	72%	6%	27	78%	78%	26%
Multiracial	1	-	-	-				
Small Group Totals	8	25%	25%	0%				
General-Education Students	767	93%	89%	21%	728	94%	90%	31%
Students with Disabilities	197	40%	25%	1%	180	37%	18%	1%
English Proficient	907	83%	77%	18%	857	83%	77%	26%
Limited English Proficient	57	61%	54%	2%	51	63%	47%	6%
Economically Disadvantaged	759	84%	79%	18%	718	87%	80%	26%
Not Disadvantaged	205	74%	65%	14%	190	65%	59%	20%
Migrant								
Not Migrant	964	82%	76%	17%	908	82%	75%	25%

#### 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.

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