



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 5**

District ID **31-05-00-01-0000**

Superintendent **GALE REEVES**

Telephone **(212) 769-7500**

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	429	439	424
Kindergarten	800	966	871
Grade 1	874	964	973
Grade 2	920	905	974
Grade 3	946	972	920
Grade 4	845	1005	1006
Grade 5	704	911	870
Grade 6	1020	996	961
Ungraded Elementary	795	83	71
Grade 7	1075	1111	1050
Grade 8	985	1187	1151
Grade 9	1098	1241	1313
Grade 10	912	1066	1092
Grade 11	756	758	827
Grade 12	686	751	718
Ungraded Secondary	442	36	36
Total K-12	12858	12952	12833

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	24	24
Grade 8			
English	25	28	23
Mathematics	26	27	25
Science	25	27	27
Social Studies	27	27	26
Grade 10			
English	26	28	26
Mathematics	27	25	25
Science	25	24	27
Social Studies	26	25	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	9525	74%	9331	72%	9532	74%
Reduced-Price Lunch	811	6%	755	6%	611	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1363	11%	1393	11%	1470	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	39	0%	41	0%	53	0%
Black or African American	7495	58%	7438	57%	7229	56%
Hispanic or Latino	4796	37%	4886	38%	4907	38%
Asian or Native Hawaiian/Other Pacific Islander	250	2%	281	2%	305	2%
White	278	2%	306	2%	339	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	571	4%	644	5%	873	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
Total Number of Teachers	1090	1050	989
Percent with No Valid Teaching Certificate	3%	3%	1%
Percent Teaching Out of Certification	9%	9%	8%
Percent with Fewer Than Three Years of Experience	17%	11%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	37%	42%
Total Number of Core Classes	1972	2001	1958
Percent Not Taught by Highly Qualified Teachers in This District	12%	10%	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%
Total Number of Classes	2373	2413	2360
Percent Taught by Teachers Without Appropriate Certification	13%	11%	8%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	34%	31%	31%
Turnover Rate of All Teachers	21%	18%	19%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

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

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

Improvement (Year 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	X	X	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	—	—		—	—	
Black or African American	X	X		X	X	
Hispanic or Latino	X	X		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	—	—				
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	X		✓ ^{SH}	✓ ^{SH}	
Economically Disadvantaged	X	X		✓ ^{SH}	X	
Student groups making AYP in each subject	X 2 of 8	X 2 of 8	✓ 1 of 1	X 5 of 8	X 4 of 8	X 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X 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 4)
for This Subject
(2011–12)

Accountability Measures 2 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 5) 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 4) in 2012-13. [209]

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 (6448:5816)			98%		112	121	118	121
Ethnicity								
American Indian or Alaska Native (24:17)	—	—	—	—	—	—	—	—
Black or African American (3614:3308)			99%		110	120	115	119
Hispanic or Latino (2527:2245)			98%		112	120	119	121
Asian or Native Hawaiian/Other Pacific Islander (223:96)			96%		136	112		
White (161:144)			97%		148	113		
Multiracial (8:6)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1697:1523)			98%		74	119	87	87
Limited English Proficient (958:966)			97%		85	118	97	97
Economically Disadvantaged (5789:5221)			99%		109	120	118	118
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (3034:2757)			98%		120	120		
Male (3414:3059)			98%		104	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 2 of 8 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

How did students in each accountability group perform on 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 (6447:5879)			99%		126	136	132	133
Ethnicity								
American Indian or Alaska Native (23:18)	—	—	—	—	—	—	—	—
Black or African American (3610:3314)			99%		120	135	125	128
Hispanic or Latino (2530:2292)			99%		132	135	135	139
Asian or Native Hawaiian/Other Pacific Islander (115:103)			98%		154	127		
White (161:146)			98%		166	128		
Multiracial (8:6)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (1692:1512)			97%		93	134	101	104
Limited English Proficient (962:1038)			99%		113	134	121	122
Economically Disadvantaged (5791:5284)			99%		124	135	132	132
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (3034:2799)			99%		129	135		
Male (3413:3080)			99%		124	135		
Migrant (0:0)								

Symbols

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

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


















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12		
Accountability Groups										
All Students (2290:2007)		Qualified		95%		145	100			
Ethnicity										
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—	—	—	
Black or African American (1309:1155)		Qualified		94%		140	100			
Hispanic or Latino (887:770)		Qualified		95%		150	100			
Asian or Native Hawaiian/Other Pacific Islander (35:31)		Qualified	—	—		165	100			
White (54:47)		Qualified		94%		168	100			
Multiracial (1:1)	—	—	—	—	—	—	—	—	—	
Other Groups										
Students with Disabilities (557:473)		Qualified		92%		123	100			
Limited English Proficient (318:329)		Qualified		97%		127	100			
Economically Disadvantaged (2037:1787)		Qualified		95%		145	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (1089:960)				95%		148	100			
Male (1201:1047)				94%		142	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 4)
for This Subject
(2011–12)

Accountability Measures 5 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 5) 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 4) in 2012-13. [209]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (842:842)			100%		175	179	173 [‡]	178
Ethnicity								
American Indian or Alaska Native (4:2)	–	–	–	–	–	–	–	–
Black or African American (498:499)			100%		171	178	166 [‡]	174
Hispanic or Latino (270:274)			100%		176	176		
Asian or Native Hawaiian/Other Pacific Islander (36:36)		–	–		200	167		
White (34:31)		–	–		194	166		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (76:116)			97%		118	173	111 [‡]	126
Limited English Proficient (26:46)		–	–		148	169	20	153
Economically Disadvantaged (543:552)			100%		174	178	173	177
Final AYP Determination	 5 of 8							
Non-Accountability Groups								
Female (460:451)			100%		180	178		
Male (382:391)			99%		169	177		
Migrant (0:0)								


Symbols

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

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

Secondary-Level Mathematics























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

Accountability Measures 4 of 8 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (842:842)			100%		173	176	176‡	176
Ethnicity								
American Indian or Alaska Native (4:2)	–	–	–	–	–	–	–	–
Black or African American (498:499)			100%		170	175	170‡	173
Hispanic or Latino (270:274)			100%		174	173		
Asian or Native Hawaiian/Other Pacific Islander (36:36)		–	–		197	164		
White (34:31)		–	–		194	163		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (76:116)			99%		116	170	120‡	124
Limited English Proficient (26:46)		–	–		146	166	20	151
Economically Disadvantaged (543:552)			100%		172	175	175	175
Final AYP Determination	 4 of 8							
Non-Accountability Groups								
Female (460:451)			100%		174	175		
Male (382:391)			100%		172	174		
Migrant (0:0)								


Symbols

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

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









Graduation Rate

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



Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 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 (921)			67%	80%	69%
Ethnicity					
American Indian or Alaska Native (6)		—	—	—	
Black or African American (518)			64%	80%	66%
Hispanic or Latino (333)			68%	80%	70%
Asian or Native Hawaiian/Other Pacific Islander (34)			97%	80%	
White (26)		—	—	—	
Multiracial (4)		—	—	—	
Other Groups					
Students with Disabilities (146)			21%	80%	38%
Limited English Proficient (29)		—	—	—	
Economically Disadvantaged (590)			68%	80%	67%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (474)			73%	80%	
Male (447)			61%	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 **70%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

18 schools identified 58% of total

ACADEMY OF COLLABORATIVE EDUCATION
 COLUMBIA SECONDARY SCHOOL
 FREDERICK DOUGLASS ACADEMY
 HIGH SCHOOL MATH SCIENCE AND ENGINEERING AT CCNY
 KNOWLEDGE AND POWER PREP ACADEMY IV
 MOTT HALL HIGH SCHOOL
 PS 129 JOHN H FINLEY
 PS 154 HARRIET TUBMAN
 PS 161 PEDRO ALBIZU CAMPOS
 PS 175 HENRY H GARNET
 PS 197 JOHN B RUSSWURM
 PS 30 HERNANDEZ/HUGHES
 PS 36 MARGARET DOUGLAS
 PS 92 MARY MCLEOD BETHUNE
 THURGOOD MARSHALL ACADEMY FOR LEARNING & SOCIAL CHANGE
 THURGOOD MARSHALL ACADEMY LOWER SCHOOL
 URBAN ASSEMBLY FOR THE PERFORMING ARTS
 URBAN ASSEMBLY INSTITUTE FOR NEW TECHNOLOGIES

Improvement (year 1) Comprehensive

7 schools identified 23% of total

ACADEMY FOR SOCIAL ACTION-A COLLEGE BOARD SCHOOL
 BREAD & ROSES INTEGRATED ARTS HIGH SCHOOL
 IS 286 RENAISSANCE MILITARY LEADERSHIP ACADEMY
 KNOWLEDGE AND POWER PREPARATORY ACADEMY II
 PS 123 MAHALIA JACKSON
 PS 133 FRED R MOORE
 PS 46 ARTHUR TAPPAN

Improvement (year 2) Basic

1 school identified 3% of total

HARLEM RENAISSANCE HIGH SCHOOL

Corrective Action (year 2) Comprehensive

2 schools identified 6% of total

CHOIR ACADEMY OF HARLEM
 PS 194 COUNTEE CULLEN

Restructuring (year 1) Focused

1 school identified 3% of total

PS 200 THE JAMES MCCUNE SMITH SCHOOL

Restructuring (advanced) Comprehensive

2 schools identified 6% of total

IS 195 ROBERTO CLEMENTE
 PS 125 RALPH BUNCHE

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	29%			932
Grade 4	33%			985
Grade 5	33%			892
Grade 6	30%			996
Grade 7	24%			1062
Grade 8	27%			1164

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	35%			956
Grade 4	43%			1016
Grade 5	42%			907
Grade 6	40%			1010
Grade 7	39%			1088
Grade 8	43%			1181

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	73%			990
Grade 8	36%			1029

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	73%			992
Mathematics	71%			992

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

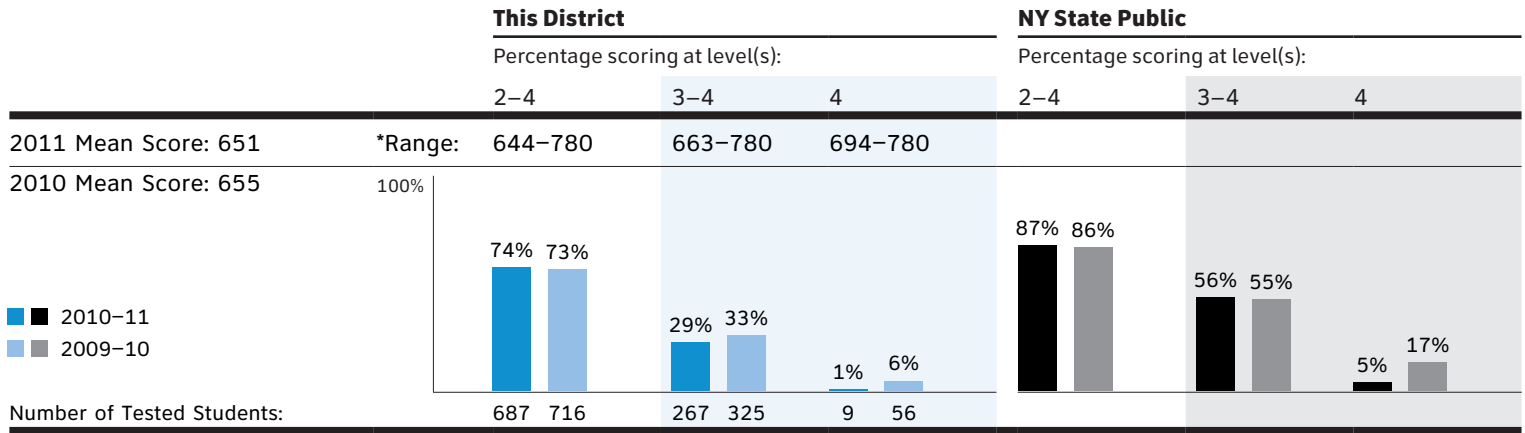
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	932	74%	29%	1%	982	73%	33%	6%
Female	442	79%	33%	2%	476	77%	35%	6%
Male	490	69%	25%	0%	506	69%	31%	6%
American Indian or Alaska Native	6	-	-	-	1	-	-	-
Black or African American	512	76%	28%	1%	564	73%	33%	6%
Hispanic or Latino	385	70%	30%	1%	378	72%	33%	4%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	20%	0%	21	81%	33%	5%
White	16	75%	31%	0%	12	67%	42%	8%
Multiracial	3	-	-	-	6	-	-	-
Small Group Totals	9	78%	33%	0%	7	71%	43%	29%
General-Education Students	705	83%	34%	1%	751	81%	39%	7%
Students with Disabilities	227	45%	11%	0%	231	48%	14%	2%
English Proficient	781	78%	31%	1%	835	76%	36%	6%
Limited English Proficient	151	53%	15%	0%	147	56%	19%	1%
Economically Disadvantaged	869	74%	28%	1%	925	72%	33%	6%
Not Disadvantaged	63	76%	35%	0%	57	81%	35%	9%
Migrant								
Not Migrant	932	74%	29%	1%	982	73%	33%	6%

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	44	42	41	37	32	30	29	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	18	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	20	N/A	N/A	N/A	17	N/A	N/A	N/A

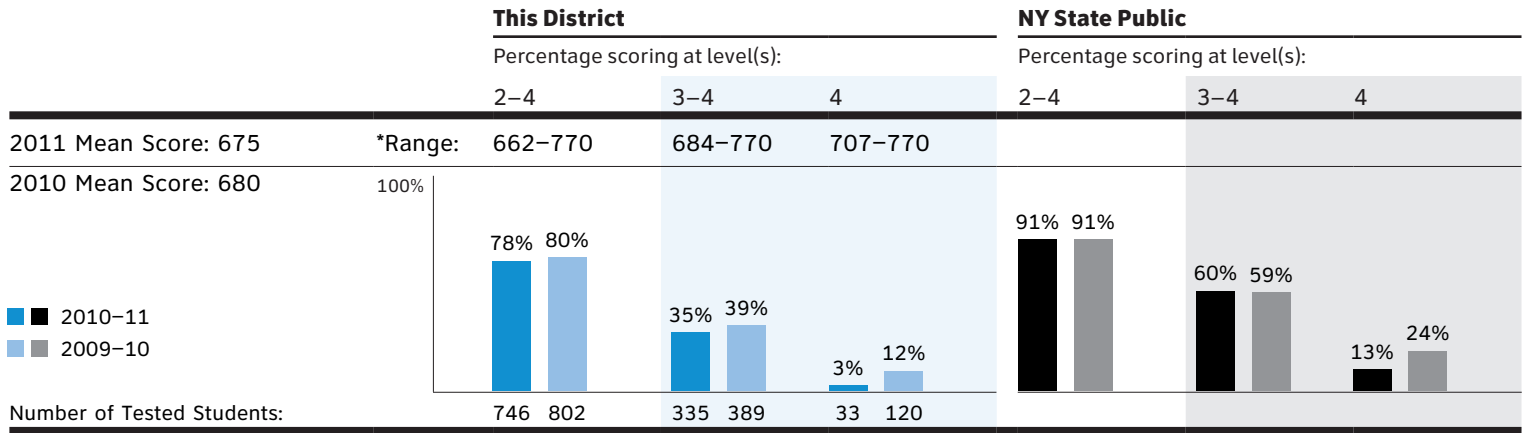
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	956	78%	35%	3%	1005	80%	39%	12%
Female	456	76%	32%	4%	487	82%	39%	12%
Male	500	80%	38%	3%	518	78%	39%	12%
American Indian or Alaska Native	7	-	-	-	1	-	-	-
Black or African American	514	75%	32%	4%	572	78%	37%	11%
Hispanic or Latino	401	81%	38%	1%	387	82%	41%	13%
Asian or Native Hawaiian/Other Pacific Islander	13	85%	38%	15%	22	91%	50%	14%
White	18	78%	61%	17%	17	71%	41%	6%
Multiracial	3	-	-	-	6	-	-	-
Small Group Totals	10	90%	30%	0%	7	71%	43%	29%
General-Education Students	728	83%	39%	4%	770	87%	43%	14%
Students with Disabilities	228	61%	22%	1%	235	57%	25%	6%
English Proficient	781	80%	36%	4%	837	82%	41%	13%
Limited English Proficient	175	71%	30%	0%	168	68%	27%	8%
Economically Disadvantaged	893	78%	34%	3%	949	79%	39%	12%
Not Disadvantaged	63	83%	46%	3%	56	88%	34%	13%
Migrant								
Not Migrant	956	78%	35%	3%	1005	80%	39%	12%

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	44	44	42	31	32	31	28	22

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

This District's Results in Grade 4 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: 658	*Range: 637-775	671-775	722-775			
2010 Mean Score: 656						
Number of Tested Students:	823	833	327	284	0	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
All Students	985	84%	33%	0%	1024	81%	28%	1%
Female	478	88%	38%	0%	504	84%	31%	1%
Male	507	80%	29%	0%	520	79%	24%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	577	83%	33%	0%	628	82%	27%	0%
Hispanic or Latino	377	83%	33%	0%	372	81%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	44%	0%	10	60%	20%	0%
White	14	-	-	-	6	-	-	-
Multiracial					7	100%	71%	14%
Small Group Totals	15	93%	47%	0%	7	57%	29%	14%
General-Education Students	744	91%	40%	0%	787	88%	33%	1%
Students with Disabilities	241	62%	12%	0%	237	60%	11%	0%
English Proficient	840	86%	37%	0%	874	83%	30%	1%
Limited English Proficient	145	70%	9%	0%	150	70%	13%	0%
Economically Disadvantaged	919	84%	33%	0%	985	81%	27%	1%
Not Disadvantaged	66	80%	41%	0%	39	87%	46%	5%
Migrant								
Not Migrant	985	84%	33%	0%	1024	81%	28%	1%

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	35	34	31	29	34	31	28	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	16	N/A	N/A	N/A	13	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	19	N/A	N/A	N/A	14	N/A	N/A	N/A

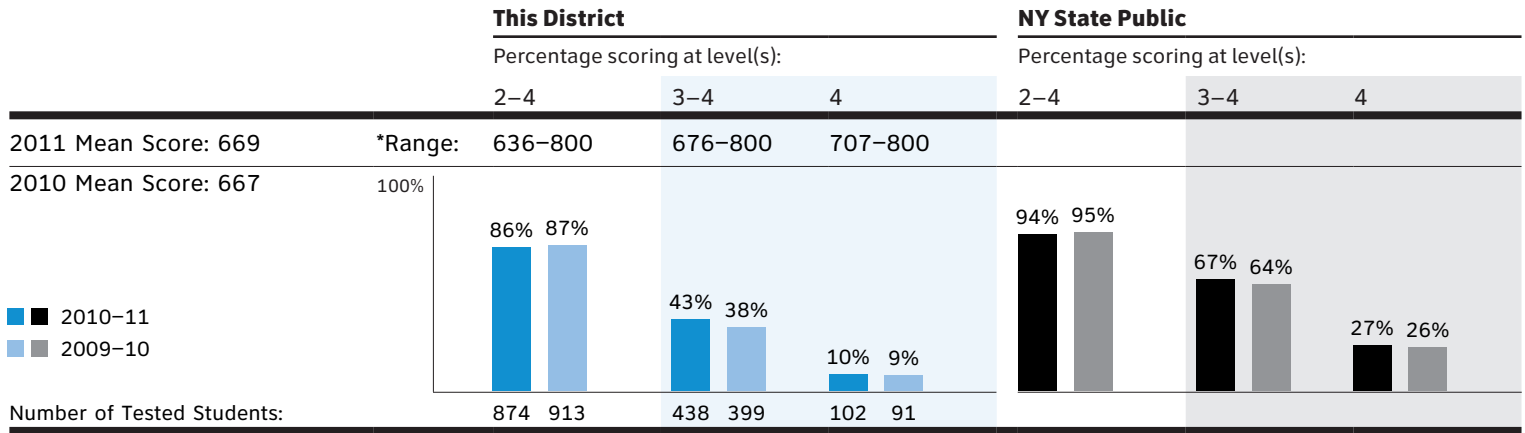
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	1016	86%	43%	10%	1046	87%	38%	9%
Female	495	88%	45%	9%	511	88%	37%	8%
Male	521	84%	41%	11%	535	86%	39%	10%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	580	86%	41%	9%	630	86%	34%	7%
Hispanic or Latino	401	87%	46%	12%	387	89%	43%	11%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	56%	17%	12	83%	42%	17%
White	16	-	-	-	9	100%	56%	11%
Multiracial					7	-	-	-
Small Group Totals	17	88%	53%	6%	8	100%	63%	50%
General-Education Students	772	91%	50%	12%	805	92%	44%	10%
Students with Disabilities	244	71%	22%	2%	241	70%	20%	5%
English Proficient	845	88%	46%	12%	877	88%	40%	9%
Limited English Proficient	171	76%	27%	1%	169	85%	27%	5%
Economically Disadvantaged	950	86%	43%	10%	1003	87%	38%	9%
Not Disadvantaged	66	80%	47%	15%	43	91%	47%	12%
Migrant								
Not Migrant	1016	86%	43%	10%	1046	87%	38%	9%

NOTES

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

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

Other Assessments

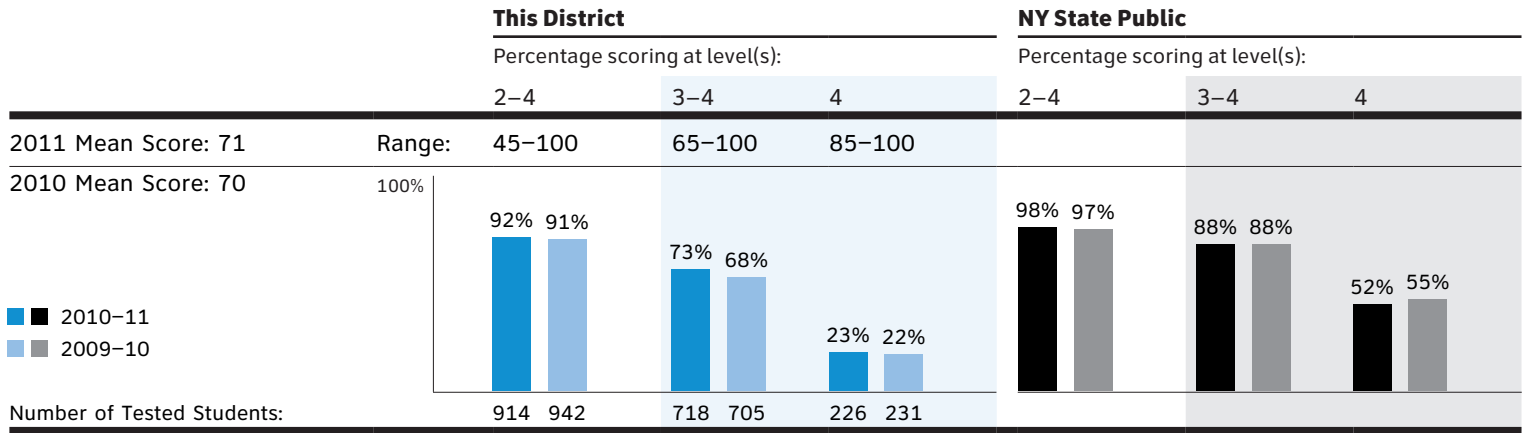
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	35	30	22	34	34	31	24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	990	92%	73%	23%	1030	91%	68%	22%
Female	481	95%	74%	23%	509	92%	68%	23%
Male	509	90%	71%	22%	521	91%	69%	22%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	568	93%	72%	21%	629	90%	67%	19%
Hispanic or Latino	388	91%	73%	25%	375	94%	71%	27%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	71%	35%	9	89%	56%	22%
White	16	-	-	-	9	89%	33%	22%
Multiracial					7	-	-	-
Small Group Totals	17	82%	71%	29%	8	100%	88%	63%
General-Education Students	759	95%	77%	27%	795	94%	73%	26%
Students with Disabilities	231	84%	57%	8%	235	82%	52%	10%
English Proficient	825	95%	77%	26%	866	92%	71%	24%
Limited English Proficient	165	81%	52%	8%	164	88%	55%	13%
Economically Disadvantaged	928	93%	73%	23%	987	91%	68%	22%
Not Disadvantaged	62	85%	69%	26%	43	95%	79%	33%
Migrant								
Not Migrant	990	92%	73%	23%	1030	91%	68%	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.

Other Assessments

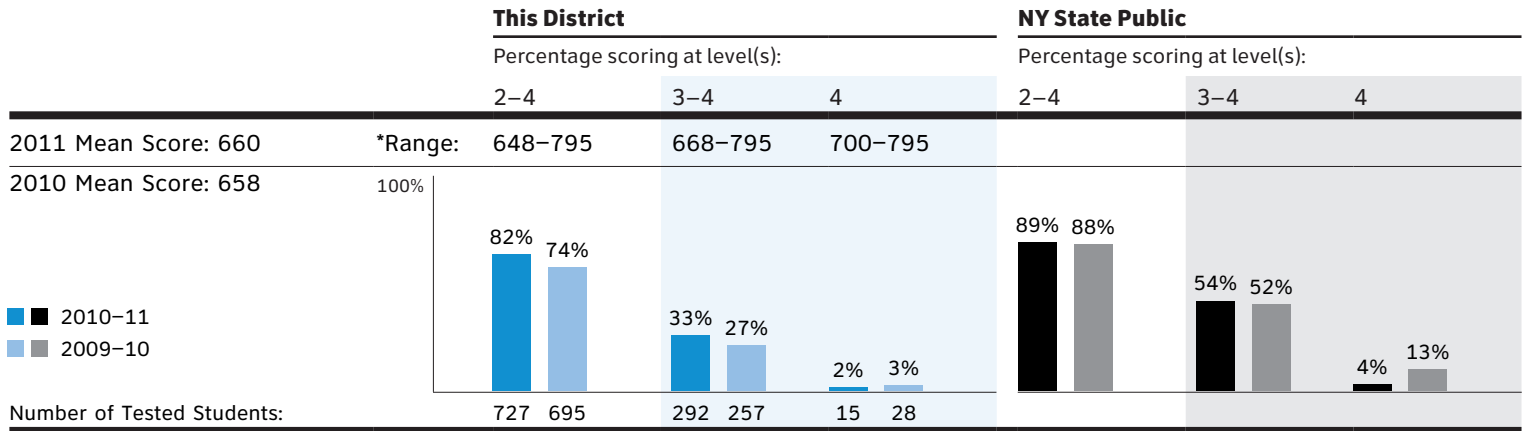
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	35	34	29	34	32	31	27

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	892	82%	33%	2%	942	74%	27%	3%
Female	439	87%	37%	1%	437	79%	30%	3%
Male	453	76%	29%	2%	505	69%	25%	3%
American Indian or Alaska Native	3	-	-	-	6	50%	33%	0%
Black or African American	516	83%	33%	1%	534	74%	28%	3%
Hispanic or Latino	352	81%	34%	3%	365	74%	25%	4%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	17	88%	47%	6%
White	10	70%	20%	0%	13	92%	46%	0%
Multiracial	1	-	-	-	7	43%	14%	0%
Small Group Totals	14	64%	21%	0%				
General-Education Students	669	90%	39%	2%	665	83%	34%	4%
Students with Disabilities	223	57%	13%	0%	277	52%	12%	1%
English Proficient	764	85%	35%	2%	797	76%	29%	4%
Limited English Proficient	128	61%	17%	0%	145	59%	17%	0%
Economically Disadvantaged	851	81%	32%	2%	901	74%	28%	3%
Not Disadvantaged	41	85%	41%	2%	41	73%	15%	0%
Migrant								
Not Migrant	892	82%	33%	2%	942	74%	27%	3%

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	42	41	39	31	32	30	29	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	15	N/A	N/A	N/A	22	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	15	N/A	N/A	N/A	24	N/A	N/A	N/A

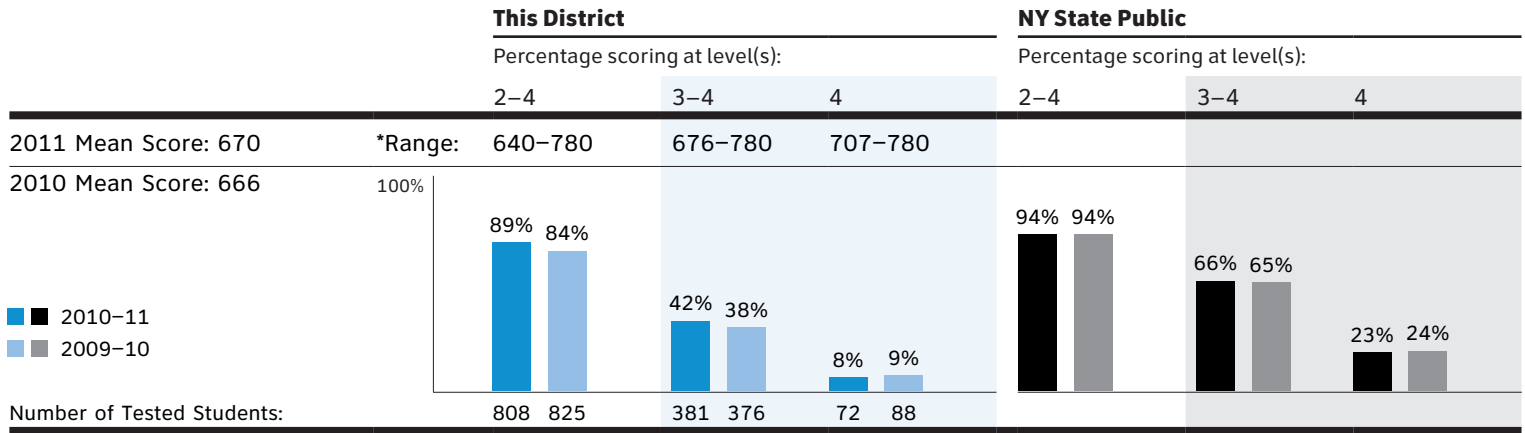
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	907	89%	42%	8%	977	84%	38%	9%
Female	447	92%	45%	8%	449	88%	38%	7%
Male	460	86%	40%	8%	528	82%	39%	11%
American Indian or Alaska Native	3	-	-	-	6	83%	33%	17%
Black or African American	516	88%	38%	6%	550	83%	35%	7%
Hispanic or Latino	364	90%	46%	10%	381	86%	42%	12%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	67%	33%	18	89%	56%	17%
White	11	-	-	-	15	100%	73%	20%
Multiracial	1	-	-	-	7	57%	0%	0%
Small Group Totals	15	87%	60%	7%				
General-Education Students	685	93%	49%	9%	696	90%	45%	11%
Students with Disabilities	222	77%	21%	3%	281	71%	22%	3%
English Proficient	759	90%	44%	9%	801	86%	40%	9%
Limited English Proficient	148	82%	30%	4%	176	77%	34%	7%
Economically Disadvantaged	865	89%	41%	8%	935	85%	38%	9%
Not Disadvantaged	42	86%	55%	14%	42	81%	40%	7%
Migrant								
Not Migrant	907	89%	42%	8%	977	84%	38%	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 5 Equivalent	42	41	39	27	32	32	31	22

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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: 653	*Range: 644-785	662-785	694-785			
2010 Mean Score: 654						
Number of Tested Students:	743	810	300	324	12	15

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	996	75%	30%	1%	1030	79%	31%	1%
Female	463	81%	34%	2%	507	80%	35%	2%
Male	533	69%	27%	1%	523	77%	28%	1%
American Indian or Alaska Native	8	-	-	-	2	-	-	-
Black or African American	520	72%	26%	0%	592	79%	28%	0%
Hispanic or Latino	406	76%	30%	1%	377	78%	33%	1%
Asian or Native Hawaiian/Other Pacific Islander	26	92%	69%	8%	21	67%	29%	5%
White	35	91%	69%	9%	33	85%	79%	18%
Multiracial	1	-	-	-	5	-	-	-
Small Group Totals	9	33%	11%	0%	7	57%	29%	14%
General-Education Students	728	84%	38%	2%	793	86%	38%	2%
Students with Disabilities	268	48%	8%	0%	237	54%	10%	0%
English Proficient	869	79%	33%	1%	919	83%	35%	2%
Limited English Proficient	127	46%	9%	0%	111	44%	4%	0%
Economically Disadvantaged	884	73%	27%	1%	968	79%	31%	2%
Not Disadvantaged	112	85%	54%	6%	62	81%	35%	0%
Migrant								
Not Migrant	996	75%	30%	1%	1030	79%	31%	1%

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 6 Equivalent	36	33	30	24	37	33	29	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	13	N/A	N/A	N/A	16	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	13	N/A	N/A	N/A	16	N/A	N/A	N/A

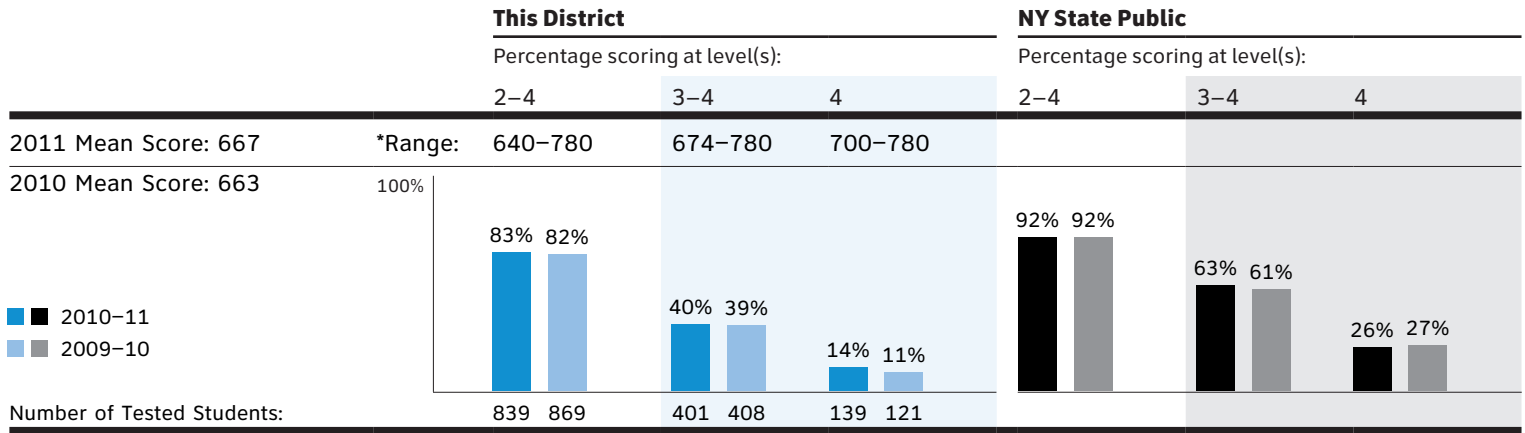
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	1010	83%	40%	14%	1054	82%	39%	11%
Female	472	85%	40%	14%	516	84%	39%	12%
Male	538	81%	39%	14%	538	81%	38%	11%
American Indian or Alaska Native	8	-	-	-	2	-	-	-
Black or African American	524	81%	33%	7%	602	79%	33%	8%
Hispanic or Latino	415	85%	43%	17%	389	87%	43%	12%
Asian or Native Hawaiian/Other Pacific Islander	27	93%	78%	52%	22	77%	55%	27%
White	35	91%	80%	54%	34	97%	85%	56%
Multiracial	1	-	-	-	5	-	-	-
Small Group Totals	9	67%	11%	11%	7	57%	43%	29%
General-Education Students	746	90%	47%	18%	814	90%	46%	14%
Students with Disabilities	264	63%	20%	1%	240	55%	15%	2%
English Proficient	867	86%	42%	15%	924	85%	42%	13%
Limited English Proficient	143	66%	24%	4%	130	64%	16%	3%
Economically Disadvantaged	898	82%	37%	11%	987	83%	39%	11%
Not Disadvantaged	112	89%	60%	36%	67	76%	34%	12%
Migrant								
Not Migrant	1010	83%	40%	14%	1054	82%	39%	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 6 Equivalent	36	35	34	33	41	40	36	33

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

This District's Results in Grade 7 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: 654	*Range: 642-790	665-790	698-790			
2010 Mean Score: 656						
Number of Tested Students:	860	937	255	333	10	46

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	1062	81%	24%	1%	1158	81%	29%	4%
Female	504	86%	28%	1%	547	84%	34%	5%
Male	558	77%	21%	1%	611	78%	24%	3%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	619	81%	21%	0%	661	80%	24%	3%
Hispanic or Latino	381	81%	23%	1%	441	82%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	14	86%	50%	14%
White	36	94%	78%	11%	33	88%	82%	36%
Multiracial	2	-	-	-	5	-	-	-
Small Group Totals	26	73%	38%	4%	9	78%	78%	0%
General-Education Students	826	88%	30%	1%	919	88%	35%	5%
Students with Disabilities	236	56%	4%	0%	239	53%	3%	0%
English Proficient	943	86%	27%	1%	1048	84%	31%	4%
Limited English Proficient	119	44%	1%	0%	110	52%	3%	0%
Economically Disadvantaged	921	80%	20%	1%	1071	80%	29%	4%
Not Disadvantaged	141	90%	48%	4%	87	91%	30%	6%
Migrant								
Not Migrant	1062	81%	24%	1%	1158	81%	29%	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	42	42	41	37	19	19	19	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	18	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	18	N/A	N/A	N/A	8	N/A	N/A	N/A

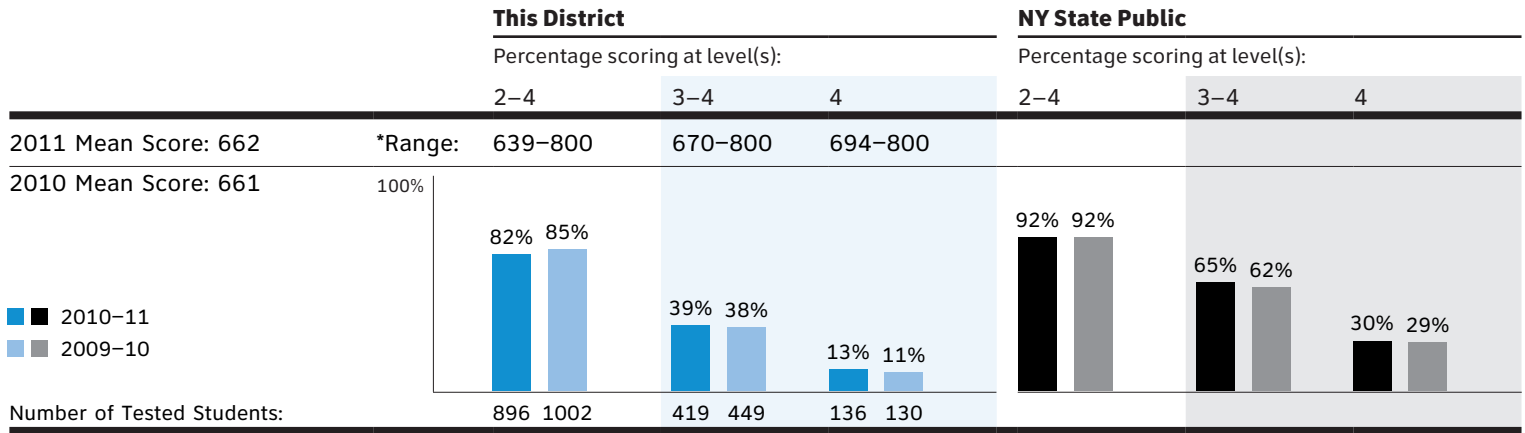
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	1088	82%	39%	13%	1184	85%	38%	11%
Female	521	83%	40%	14%	562	85%	41%	11%
Male	567	81%	37%	11%	622	84%	35%	11%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	635	80%	35%	9%	666	82%	33%	9%
Hispanic or Latino	389	85%	39%	11%	459	88%	41%	10%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	15	93%	60%	33%
White	36	94%	86%	75%	35	94%	80%	54%
Multiracial	2	-	-	-	5	-	-	-
Small Group Totals	28	79%	43%	36%	9	78%	56%	22%
General-Education Students	856	88%	45%	15%	940	91%	45%	13%
Students with Disabilities	232	63%	13%	2%	244	62%	11%	2%
English Proficient	951	85%	43%	14%	1061	86%	40%	12%
Limited English Proficient	137	66%	7%	1%	123	71%	17%	2%
Economically Disadvantaged	946	82%	35%	9%	1094	85%	38%	11%
Not Disadvantaged	142	88%	64%	36%	90	82%	41%	16%
Migrant								
Not Migrant	1088	82%	39%	13%	1184	85%	38%	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

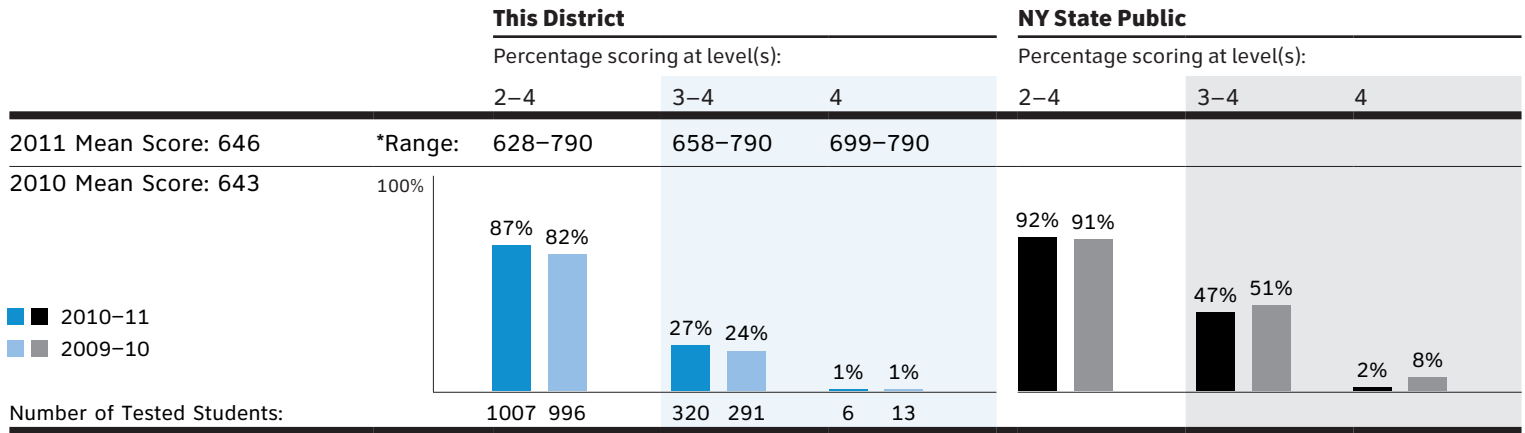
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	42	39	38	33	19	19	19	10

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	1164	87%	27%	1%	1210	82%	24%	1%
Female	550	89%	33%	1%	567	87%	31%	2%
Male	614	84%	23%	0%	643	78%	18%	0%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	678	86%	25%	0%	677	81%	20%	1%
Hispanic or Latino	434	88%	27%	0%	484	82%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	18	-	-	-
White	35	86%	74%	9%	28	100%	82%	14%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	17	88%	47%	6%	21	100%	67%	10%
General-Education Students	918	93%	34%	1%	955	89%	29%	1%
Students with Disabilities	246	63%	2%	0%	255	56%	4%	0%
English Proficient	1055	89%	30%	1%	1113	86%	26%	1%
Limited English Proficient	109	61%	2%	0%	97	42%	1%	0%
Economically Disadvantaged	989	86%	23%	0%	1098	82%	23%	1%
Not Disadvantaged	175	91%	50%	2%	112	89%	29%	2%
Migrant								
Not Migrant	1164	87%	27%	1%	1210	82%	24%	1%

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	19	19	19	17	35	35	35	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	14	N/A	N/A	N/A	12	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	15	N/A	N/A	N/A	12	N/A	N/A	N/A

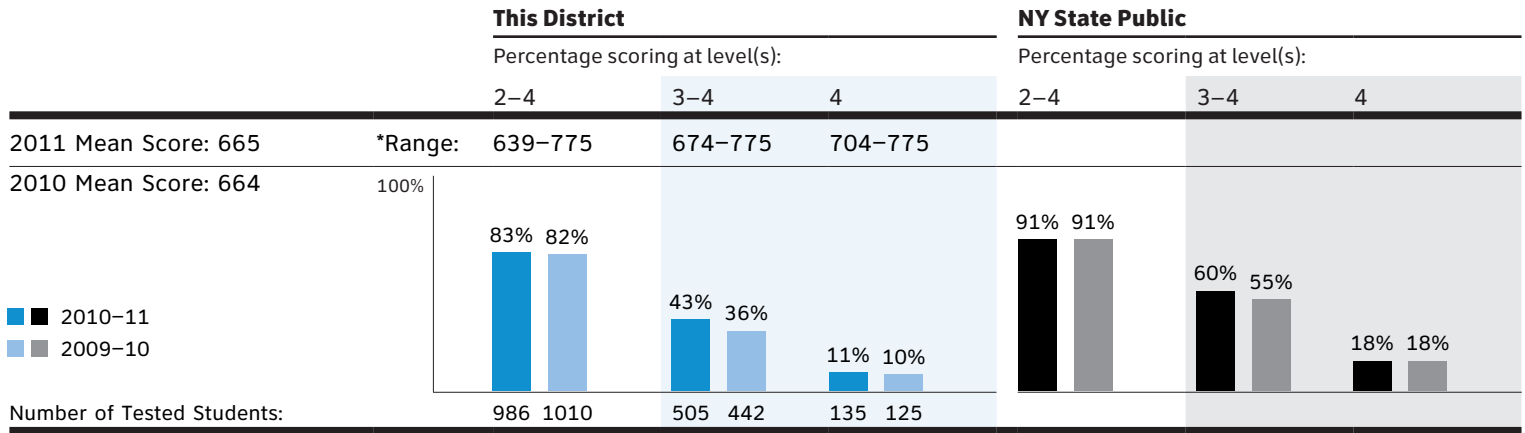
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1181	83%	43%	11%	1232	82%	36%	10%
Female	557	85%	45%	13%	572	83%	41%	12%
Male	624	82%	41%	10%	660	81%	32%	9%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	674	81%	38%	11%	684	79%	30%	8%
Hispanic or Latino	451	86%	46%	9%	494	85%	39%	10%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	19	-	-	-
White	36	94%	75%	47%	31	87%	81%	45%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	20	75%	55%	30%	23	96%	74%	35%
General-Education Students	942	89%	50%	14%	978	88%	42%	12%
Students with Disabilities	239	61%	15%	1%	254	59%	13%	2%
English Proficient	1051	84%	45%	13%	1120	83%	38%	11%
Limited English Proficient	130	75%	23%	1%	112	72%	17%	1%
Economically Disadvantaged	1006	82%	39%	9%	1113	82%	36%	10%
Not Disadvantaged	175	92%	63%	26%	119	81%	38%	13%
Migrant								
Not Migrant	1181	83%	43%	11%	1232	82%	36%	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 8 Equivalent	19	16	16	9	35	35	34	14

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

This District's Results in Grade 8 Science

This District

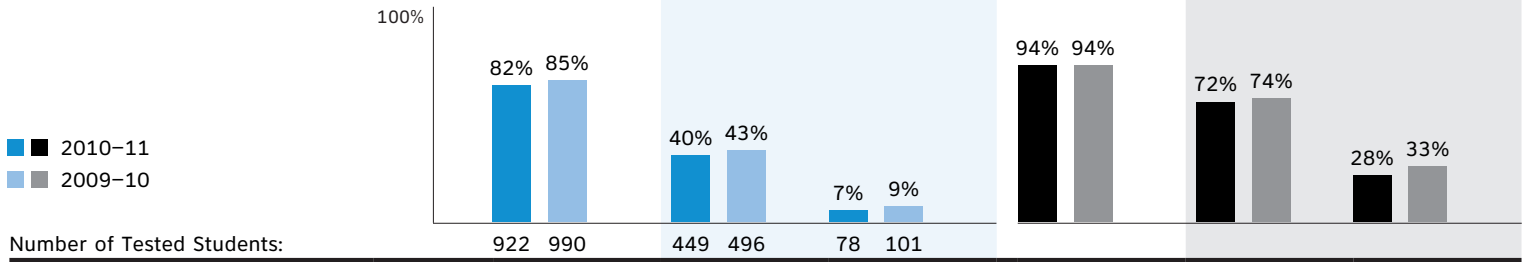
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

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	1029	81%	36%	4%	1154	85%	42%	9%
Female	486	84%	37%	3%	541	87%	47%	7%
Male	543	79%	36%	4%	613	84%	39%	10%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	610	78%	33%	3%	636	81%	34%	5%
Hispanic or Latino	398	87%	41%	5%	465	90%	49%	8%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	19	-	-	-
White	10	60%	30%	10%	30	87%	83%	73%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	11	82%	36%	0%	23	96%	83%	43%
General-Education Students	804	85%	41%	4%	919	90%	48%	10%
Students with Disabilities	225	67%	18%	1%	235	65%	20%	2%
English Proficient	898	84%	39%	4%	1047	86%	45%	9%
Limited English Proficient	131	63%	15%	2%	107	77%	21%	0%
Economically Disadvantaged	915	81%	36%	3%	1046	85%	42%	9%
Not Disadvantaged	114	82%	39%	6%	108	87%	44%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1029	81%	36%	4%	1154	85%	42%	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.

Other Assessments

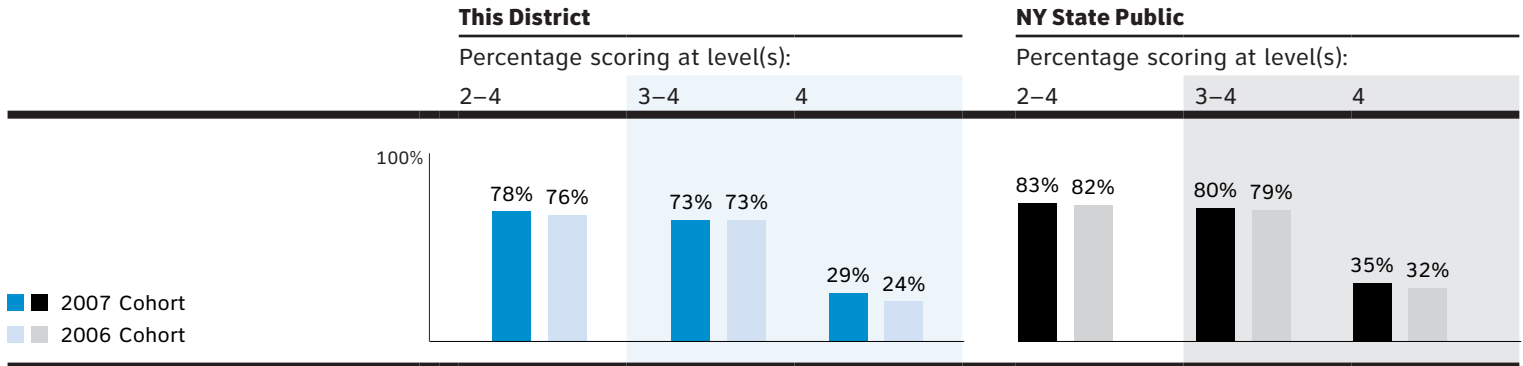
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	18	17	12	35	27	26	19
Regents Science	95	88	75	41	7	7	6	2

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 5**

District ID **31-05-00-01-0000**

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	992	78%	73%	29%	922	76%	73%	24%
Female	513	82%	79%	28%	474	84%	80%	24%
Male	479	73%	67%	30%	448	69%	65%	24%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	589	76%	71%	25%	519	73%	69%	17%
Hispanic or Latino	331	76%	71%	25%	333	78%	76%	24%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	100%	83%	34	97%	97%	88%
White	33	-	-	-	26	96%	88%	85%
Multiracial					4	-	-	-
Small Group Totals	36	94%	92%	78%	10	50%	40%	30%
General-Education Students	801	88%	85%	36%	780	86%	82%	28%
Students with Disabilities	191	32%	24%	2%	142	26%	21%	4%
English Proficient	945	79%	75%	31%	893	77%	74%	25%
Limited English Proficient	47	53%	36%	0%	29	41%	38%	7%
Economically Disadvantaged	632	80%	74%	25%	590	79%	75%	21%
Not Disadvantaged	360	74%	71%	37%	332	71%	68%	30%
Migrant								
Not Migrant	992	78%	73%	29%	922	76%	73%	24%

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 # 5**

District ID **31-05-00-01-0000**

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

This District

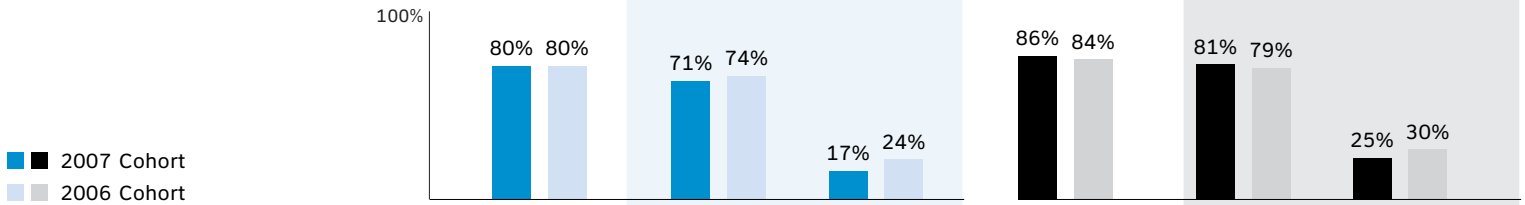
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	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	992	80%	71%	17%	922	80%	74%	24%
Female	513	82%	75%	12%	474	84%	78%	22%
Male	479	77%	68%	23%	448	75%	69%	27%
American Indian or Alaska Native	3	-	-	-	6	-	-	-
Black or African American	589	78%	69%	11%	519	78%	69%	19%
Hispanic or Latino	331	78%	71%	15%	333	80%	78%	23%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	97%	83%	34	97%	97%	74%
White	33	-	-	-	26	96%	88%	85%
Multiracial					4	-	-	-
Small Group Totals	36	94%	92%	69%	10	70%	60%	30%
General-Education Students	801	91%	84%	21%	780	88%	83%	28%
Students with Disabilities	191	32%	19%	1%	142	31%	20%	2%
English Proficient	945	81%	73%	18%	893	81%	75%	25%
Limited English Proficient	47	53%	40%	0%	29	34%	34%	0%
Economically Disadvantaged	632	80%	72%	12%	590	82%	76%	21%
Not Disadvantaged	360	79%	69%	26%	332	75%	70%	30%
Migrant								
Not Migrant	992	80%	71%	17%	922	80%	74%	24%

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*.