



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 7**

District ID **32-07-00-01-0000**

Superintendent **YOLANDA TORRES**

Telephone **(718) 742-6500**

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	574	610	604
Kindergarten	1120	1221	1247
Grade 1	1275	1482	1338
Grade 2	1290	1358	1366
Grade 3	1179	1364	1310
Grade 4	1136	1316	1362
Grade 5	1110	1272	1257
Grade 6	1210	1361	1388
Ungraded Elementary	1118	83	105
Grade 7	1235	1407	1347
Grade 8	1336	1406	1418
Grade 9	1589	1853	1978
Grade 10	1768	1910	2241
Grade 11	1195	1378	1495
Grade 12	890	1086	1306
Ungraded Secondary	1099	29	29
<b>Total K-12</b>	<b>18550</b>	<b>18526</b>	<b>19187</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	23	22	23
<b>Grade 8</b>			
English	26	26	26
Mathematics	25	26	25
Science	27	25	26
Social Studies	27	27	26
<b>Grade 10</b>			
English	27	26	27
Mathematics	25	26	25
Science	27	26	24
Social Studies	28	27	27

### Enrollment Information

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

### Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT # 7

District ID 32-07-00-01-0000

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	15483	83%	15912	86%	16355	85%
Reduced-Price Lunch	1136	6%	947	5%	923	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3226	17%	3476	19%	3594	19%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	81	0%	60	0%	70	0%
Black or African American	5401	29%	5357	29%	5495	29%
Hispanic or Latino	12762	69%	12808	69%	13269	69%
Asian or Native Hawaiian/Other Pacific Islander	196	1%	180	1%	189	1%
White	110	1%	121	1%	164	1%
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	1536	8%	1771	10%	1547	8%

## 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>	1567	1545	1500
Percent with No Valid Teaching Certificate	6%	3%	2%
Percent Teaching Out of Certification	13%	8%	7%
Percent with Fewer Than Three Years of Experience	25%	16%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	33%	35%
<b>Total Number of Core Classes</b>	3367	3330	3338
Percent Not Taught by Highly Qualified Teachers in This District	15%	8%	7%
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>	4070	4090	3888
Percent Taught by Teachers Without Appropriate Certification	16%	9%	7%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	19%	28%
Turnover Rate of All Teachers	21%	15%	22%

## 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 8)

ELA ▲ Improvement (Year 8) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 1)

### Title I Part A Funding

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

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✗	✗	✓	✗	✗	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✗	✗	—	✗	✗	—
Hispanic or Latino	✗	✗	—	✗	✗	—
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>	✗ 1 of 8	✗ 1 of 8	✓ 1 of 1	✗ 0 of 6	✗ 0 of 6	✗ 0 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 8)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 1 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 9) 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 8) in 2012-13. [210]

### 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> (8511:7687)			98%		103	121	110	113
<b>Ethnicity</b>								
American Indian or Alaska Native (25:18)	–	–	–	–	–	–	–	–
Black or African American (2390:2180)			98%		100	120	106	110
Hispanic or Latino (5963:5379)			98%		104	121	112	114
Asian or Native Hawaiian/Other Pacific Islander (58:55)			98%		118	109		
White (132:55)			91%		93	109	90	104
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (2311:2059)			95%		68	120	78	81
Limited English Proficient (1835:1942)			97%		83	120	94	95
Economically Disadvantaged (8083:7362)			99%		103	121	110	113
<b>Final AYP Determination</b>	 1 of 8							
<b>Non-Accountability Groups</b>								
Female (4152:3804)			98%		111	120		
Male (4359:3883)			97%		95	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** 1 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> (8526:7773)			98%		122	136	129	130
<b>Ethnicity</b>								
American Indian or Alaska Native (27:20)	–	–	–	–	–	–	–	–
Black or African American (2398:2184)			98%		116	135	124	124
Hispanic or Latino (5966:5457)			98%		124	136	131	132
Asian or Native Hawaiian/Other Pacific Islander (58:55)			98%		158	124		
White (136:57)			93%		125	124		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (2320:2059)			95%		89	135	97	100
Limited English Proficient (1841:2054)			99%		111	135	120	120
Economically Disadvantaged (8096:7450)			99%		122	136	129	130
<b>Final AYP Determination</b>	 1 of 8							
<b>Non-Accountability Groups</b>								
Female (4158:3835)			98%		123	135		
Male (4368:3938)			98%		121	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> (2934:2563)		Qualified		93%		143	100			
<b>Ethnicity</b>										
American Indian or Alaska Native (5:1)	—	—	—	—	—	—	—		—	
Black or African American (834:725)		Qualified		93%		139	100			
Hispanic or Latino (2034:1790)		Qualified		94%		144	100			
Asian or Native Hawaiian/Other Pacific Islander (29:27)	—	—	—	—	—	—	—		—	
White (32:20)	—	—	—	—	—	—	—		—	
Multiracial (0:0)	—	—	—	—	—	—	—		—	
<b>Other Groups</b>										
Students with Disabilities (807:663)		Qualified		88%		119	100			
Limited English Proficient (614:622)		Qualified		94%		123	100			
Economically Disadvantaged (2736:2436)		Qualified		95%		143	100			
<b>Final AYP Determination</b>		1 of 1								
<b>Non-Accountability Groups</b>										
Female (1467:1313)				94%		143	100			
Male (1467:1250)				93%		143	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 8)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 0 of 6 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 9) 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 8) in 2012-13. [210]

### 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> (1499:1660)			100%		159	180	163‡	163
<b>Ethnicity</b>								
American Indian or Alaska Native (5:7)	—	—	—	—	—	—	—	—
Black or African American (469:522)			100%		157	178	163‡	161
Hispanic or Latino (990:1093)			100%		160	180	163‡	164
Asian or Native Hawaiian/Other Pacific Islander (25:27)	—	—	—	—	—	—	—	—
White (9:10)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (157:295)			99%		109	177	110‡	118
Limited English Proficient (145:222)			100%		129	176	132‡	136
Economically Disadvantaged (1285:1449)			100%		161	180	163‡	165
<b>Final AYP Determination</b>	 0 of 6							
<b>Non-Accountability Groups</b>								
Female (728:757)			100%		170	179		
Male (771:903)			99%		149	179		
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** 0 of 6 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> (1499:1660)			97%		155	177	161‡	160
<b>Ethnicity</b>								
American Indian or Alaska Native (5:7)	—	—	—	—	—	—	—	—
Black or African American (469:522)			97%		153	175	158‡	158
Hispanic or Latino (990:1093)			96%		156	177	163‡	160
Asian or Native Hawaiian/Other Pacific Islander (25:27)	—	—	—	—	—	—	—	—
White (9:10)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (157:295)			96%		109	174	112‡	118
Limited English Proficient (145:222)			97%		138	173	145‡	144
Economically Disadvantaged (1285:1449)			96%		156	177	161‡	160
<b>Final AYP Determination</b>	 0 of 6							
<b>Non-Accountability Groups</b>								
Female (728:757)			96%		160	176		
Male (771:903)			97%		150	176		
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)**  Improvement (Year 1)

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



### Prospective Status

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (1677)			57%	80%	59%
<b>Ethnicity</b>					
American Indian or Alaska Native (9)		—	—	—	
Black or African American (503)			56%	80%	59%
Hispanic or Latino (1135)			57%	80%	58%
Asian or Native Hawaiian/Other Pacific Islander (22)		—	—	—	
White (8)		—	—	—	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (361)			24%	80%	31%
Limited English Proficient (248)			41%	80%	43%
Economically Disadvantaged (1414)			60%	80%	62%
<b>Final AYP Determination</b>	 0 of 1				
<b>Non-Accountability Groups</b>					
Female (680)			61%	80%	
Male (997)			54%	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 **59%** 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

10 schools identified 24% of total

BRONX LEADERSHIP ACADEMY II HIGH SCHOOL  
 HEALTH OPPORTUNITIES HIGH SCHOOL  
 INTERNATIONAL COMMUNITY HIGH SCHOOL  
 PS 157 GROVE HILL  
 PS 25 BILINGUAL SCHOOL  
 PS 43 JONAS BRONCK  
 PS 5 PORT MORRIS  
 SOUTH BRONX ACADEMY FOR APPLIED MEDIA  
 UNIVERSITY HEIGHTS SECONDARY SCHOOL-BRONX COMMUNITY COLLEGE  
 URBAN ASSEMBLY SCHOOL FOR CAREERS IN SPORTS

---

### Improvement (year 1) Basic

3 schools identified 7% of total

CROTONA ACADEMY HIGH SCHOOL  
 JILL CHAIFETZ TRANSFER HIGH SCHOOL  
 PS 179

---

### Improvement (year 1) Comprehensive

14 schools identified 33% of total

ACADEMY OF APPLIED MATHEMATICS AND TECHNOLOGY  
 BRONX ACADEMY OF LETTERS  
 BRONX HAVEN HIGH SCHOOL  
 COMMUNITY SCHOOL FOR SOCIAL JUSTICE  
 FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES  
 HOSTOS-LINCOLN ACADEMY OF SCIENCE  
 MOTT HAVEN VILLAGE PREP HIGH SCHOOL  
 MS 223 LABORATORY SCHOOL OF FINANCE AND TECHNOLOGY  
 PERFORMANCE SCHOOL  
 PS 1 COURTLANDT SCHOOL  
 PS 154 JONATHAN D HYATT  
 PS/MS 29 MELROSE SCHOOL  
 SOUTH BRONX PREPARATORY - A COLLEGE BOARD SCHOOL  
 YOUNG LEADERS ELEMENTARY SCHOOL

---

### Improvement (year 2) Comprehensive

2 schools identified 5% of total

ACADEMY OF PUBLIC RELATIONS  
 PS 161 PONCE DE LEON

---

### Corrective Action (year 1) Comprehensive

3 schools identified 7% of total

NEW EXPLORERS HIGH SCHOOL  
 PS/MS 31 THE WILLIAM LLOYD GARRISON  
 SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

---

### Corrective Action (year 2) Focused

1 school identified 2% of total

PS 49 WILLIS AVENUE

---

### Corrective Action (year 2) Comprehensive

1 school identified 2% of total

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

### Corrective Action (year 2) Comprehensive (continued)

MS 224

### Restructuring (year 1) Focused

1 school identified 2% of total

PS 277

### Restructuring (year 1) Comprehensive

2 schools identified 5% of total

MS 203

PS 18 JOHN PETER ZENGER

### Restructuring (year 2) Comprehensive

1 school identified 2% of total

PS 65 MOTHER HALE ACADEMY

### Restructuring (advanced) Focused

1 school identified 2% of total

PS 30 WILTON

### Restructuring (advanced) Comprehensive

3 schools identified 7% of total

ALFRED E SMITH CAREER AND TECHNICAL HIGH SCHOOL

JHS 151 LOU GEHRIG

JHS 162 LOLA RODRIGUEZ DE TIO

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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%			1298
Grade 4	32%			1345
Grade 5	29%			1256
Grade 6	22%			1363
Grade 7	16%			1337
Grade 8	15%			1373

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	34%			1330
Grade 4	41%			1376
Grade 5	40%			1293
Grade 6	35%			1393
Grade 7	36%			1365
Grade 8	33%			1393

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	69%			1355
Grade 8	35%			1313

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	65%			1973
Mathematics	62%			1973

### 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

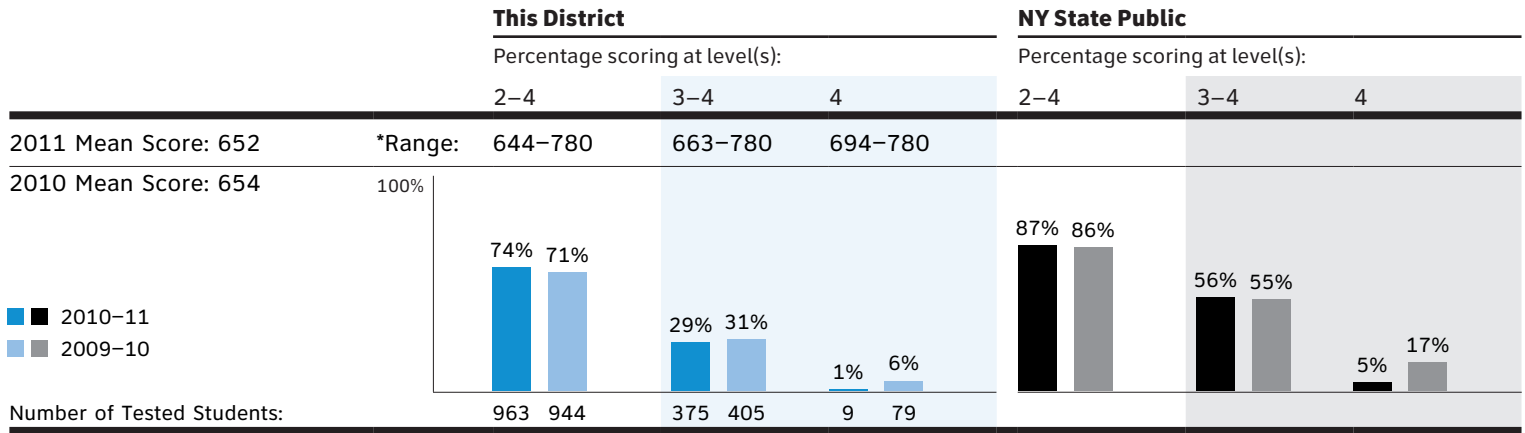
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1298</b>	<b>74%</b>	<b>29%</b>	<b>1%</b>	<b>1326</b>	<b>71%</b>	<b>31%</b>	<b>6%</b>
Female	620	79%	35%	1%	666	75%	33%	6%
Male	678	70%	24%	0%	660	67%	28%	5%
American Indian or Alaska Native	8	63%	25%	0%	1	-	-	-
Black or African American	366	72%	26%	0%	377	66%	29%	5%
Hispanic or Latino	906	75%	30%	1%	923	73%	31%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	57%	57%	0%	10	-	-	-
White	11	82%	36%	0%	12	75%	25%	8%
Multiracial					3	-	-	-
<b>Small Group Totals</b>					<b>14</b>	<b>86%</b>	<b>57%</b>	<b>29%</b>
General-Education Students	963	83%	35%	1%	1001	81%	36%	8%
Students with Disabilities	335	50%	13%	0%	325	40%	12%	1%
English Proficient	1001	78%	32%	0%	1006	74%	33%	7%
Limited English Proficient	297	63%	17%	1%	320	62%	21%	2%
Economically Disadvantaged	1283	74%	29%	1%	1297	71%	30%	6%
Not Disadvantaged	15	80%	27%	0%	29	79%	55%	10%
Migrant								
Not Migrant	1298	74%	29%	1%	1326	71%	31%	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	28	26	24	19	41	39	34	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	22	N/A	N/A	N/A	30	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	23	N/A	N/A	N/A	31	N/A	N/A	N/A

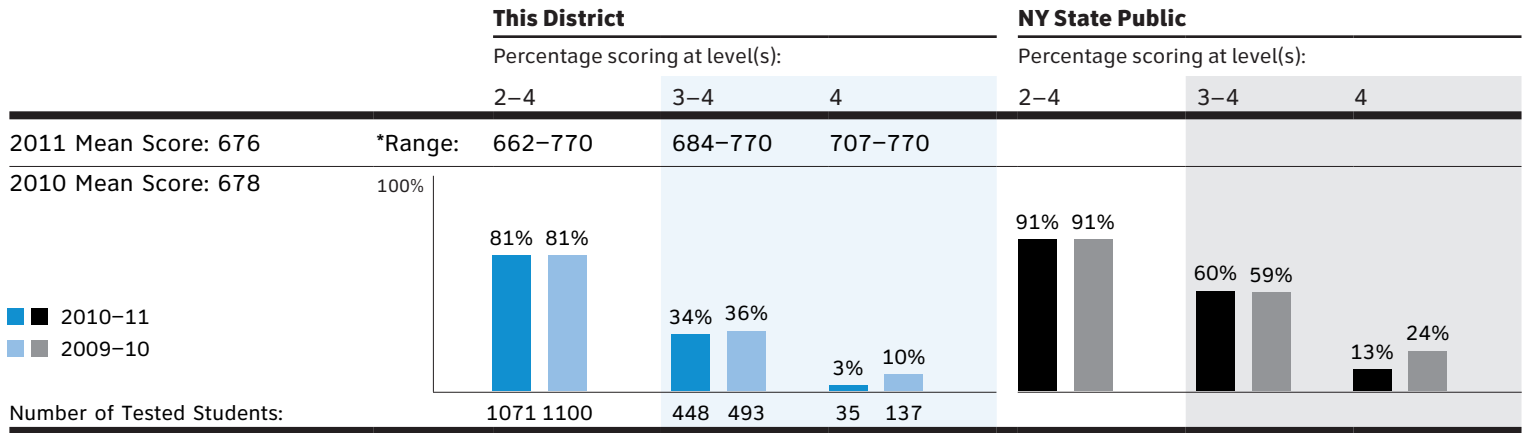
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1330</b>	<b>81%</b>	<b>34%</b>	<b>3%</b>	<b>1360</b>	<b>81%</b>	<b>36%</b>	<b>10%</b>
Female	634	81%	34%	2%	687	81%	36%	10%
Male	696	80%	33%	3%	673	81%	37%	11%
American Indian or Alaska Native	9	89%	22%	0%	1	-	-	-
Black or African American	370	81%	32%	2%	379	83%	35%	9%
Hispanic or Latino	932	80%	35%	3%	953	80%	37%	11%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	43%	0%	10	-	-	-
White	12	67%	25%	8%	14	79%	14%	7%
Multiracial					3	-	-	-
Small Group Totals					14	86%	50%	7%
General-Education Students	995	86%	37%	3%	1034	88%	42%	12%
Students with Disabilities	335	64%	23%	1%	326	58%	19%	2%
English Proficient	1000	83%	36%	3%	1006	83%	41%	12%
Limited English Proficient	330	75%	27%	1%	354	74%	24%	5%
Economically Disadvantaged	1314	80%	33%	3%	1329	81%	36%	10%
Not Disadvantaged	16	94%	50%	0%	31	90%	48%	10%
Migrant								
Not Migrant	1330	81%	34%	3%	1360	81%	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 3 Equivalent	28	28	25	17	41	40	37	27



# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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: 657	*Range: 637-775	671-775	722-775			
2010 Mean Score: 655						
Number of Tested Students:	1118	1044	431	345	7	24

### 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>1345</b>	<b>83%</b>	<b>32%</b>	<b>1%</b>	<b>1295</b>	<b>81%</b>	<b>27%</b>	<b>2%</b>
Female	681	86%	36%	0%	648	85%	31%	3%
Male	664	80%	28%	1%	647	76%	22%	1%
American Indian or Alaska Native	3	-	-	-				
Black or African American	382	83%	30%	0%	367	78%	21%	1%
Hispanic or Latino	936	83%	32%	1%	904	82%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	10	80%	50%	30%
White	15	93%	33%	0%	8	75%	13%	0%
Multiracial					6	100%	17%	0%
Small Group Totals	12	92%	67%	8%				
General-Education Students	1005	93%	39%	1%	961	89%	33%	2%
Students with Disabilities	340	55%	11%	0%	334	56%	8%	0%
English Proficient	1036	87%	38%	1%	999	83%	31%	2%
Limited English Proficient	309	69%	13%	0%	296	72%	13%	1%
Economically Disadvantaged	1308	83%	32%	1%	1268	81%	26%	2%
Not Disadvantaged	37	81%	32%	0%	27	67%	33%	0%
Migrant								
Not Migrant	1345	83%	32%	1%	1295	81%	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 4 Equivalent	47	42	40	36	30	30	28	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	21	N/A	N/A	N/A	35	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	22	N/A	N/A	N/A	34	N/A	N/A	N/A

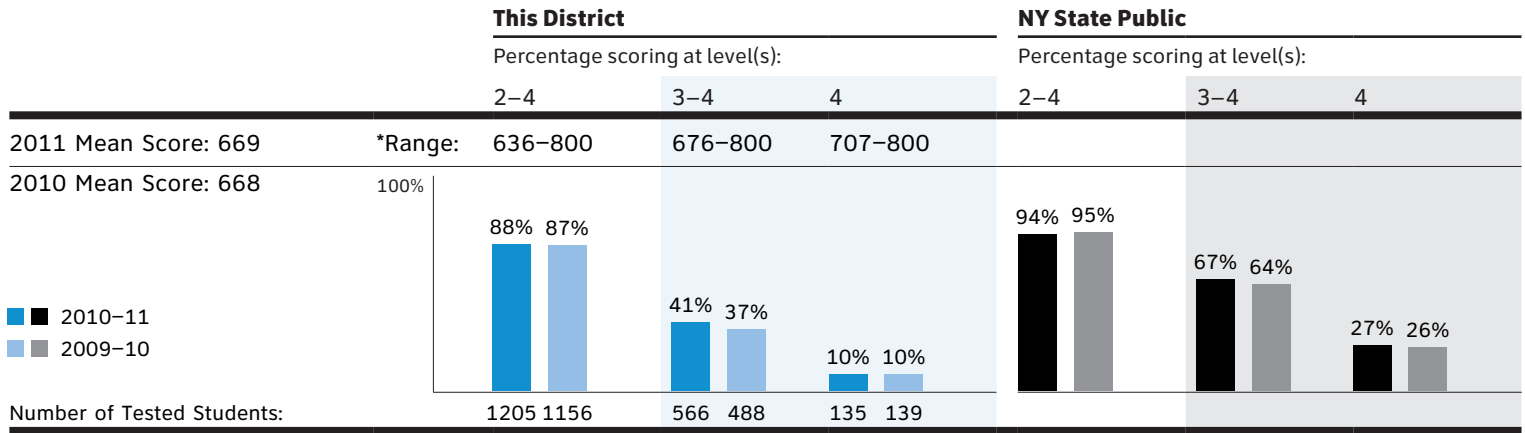
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1376</b>	<b>88%</b>	<b>41%</b>	<b>10%</b>	<b>1329</b>	<b>87%</b>	<b>37%</b>	<b>10%</b>
Female	699	89%	39%	9%	664	88%	37%	11%
Male	677	86%	43%	11%	665	86%	37%	10%
American Indian or Alaska Native	3	-	-	-				
Black or African American	386	88%	36%	8%	368	86%	33%	9%
Hispanic or Latino	960	87%	43%	10%	936	87%	38%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	10	90%	60%	50%
White	18	94%	39%	0%	9	89%	33%	0%
Multiracial					6	100%	33%	0%
Small Group Totals	12	100%	83%	50%				
General-Education Students	1033	94%	48%	13%	995	93%	43%	13%
Students with Disabilities	343	68%	19%	1%	334	70%	19%	3%
English Proficient	1041	90%	46%	12%	998	90%	41%	12%
Limited English Proficient	335	81%	25%	4%	331	79%	23%	6%
Economically Disadvantaged	1339	88%	41%	10%	1301	87%	37%	11%
Not Disadvantaged	37	89%	41%	11%	28	89%	36%	7%
Migrant								
Not Migrant	1376	88%	41%	10%	1329	87%	37%	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

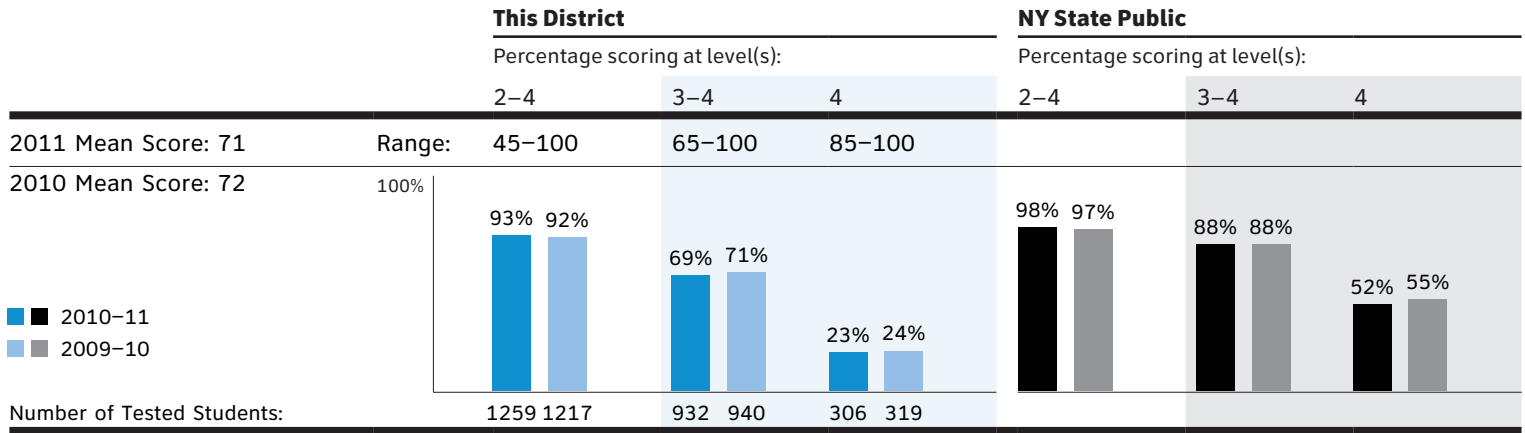
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	47	47	44	35	30	30	29	20

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1355</b>	<b>93%</b>	<b>69%</b>	<b>23%</b>	<b>1320</b>	<b>92%</b>	<b>71%</b>	<b>24%</b>
Female	687	93%	68%	20%	663	94%	72%	24%
Male	668	93%	70%	25%	657	91%	70%	25%
American Indian or Alaska Native	3	-	-	-				
Black or African American	382	92%	65%	24%	365	92%	67%	21%
Hispanic or Latino	945	93%	70%	22%	930	92%	73%	25%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	10	90%	80%	50%
White	16	88%	63%	25%	9	78%	67%	22%
Multiracial					6	100%	83%	17%
Small Group Totals	12	100%	83%	58%				
General-Education Students	1020	95%	75%	26%	988	94%	76%	27%
Students with Disabilities	335	85%	51%	11%	332	87%	56%	14%
English Proficient	1026	95%	75%	27%	992	94%	75%	28%
Limited English Proficient	329	85%	49%	8%	328	86%	59%	14%
Economically Disadvantaged	1318	93%	69%	22%	1290	92%	71%	24%
Not Disadvantaged	37	92%	78%	27%	30	93%	67%	27%
Migrant								
Not Migrant	1355	93%	69%	23%	1320	92%	71%	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.

### Other Assessments

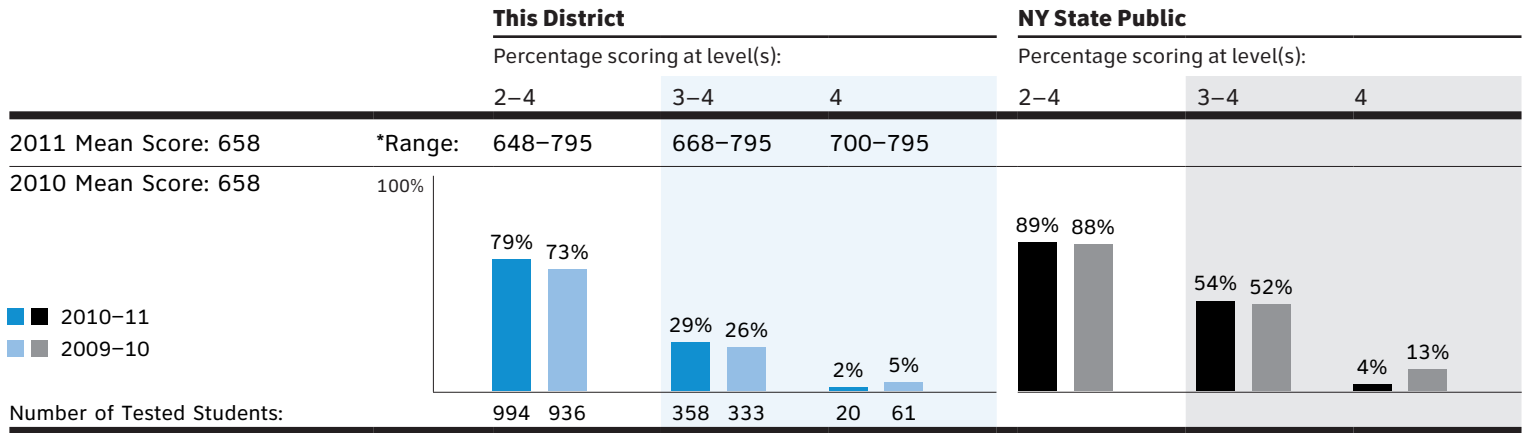
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	47	46	46	43	30	30	30	28

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1256</b>	<b>79%</b>	<b>29%</b>	<b>2%</b>	<b>1274</b>	<b>73%</b>	<b>26%</b>	<b>5%</b>
Female	629	83%	33%	2%	635	79%	30%	6%
Male	627	75%	24%	1%	639	68%	22%	3%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	340	76%	27%	1%	354	70%	22%	3%
Hispanic or Latino	893	80%	29%	2%	898	75%	28%	6%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	5	80%	60%	20%
White	12	75%	25%	0%	11	27%	9%	0%
Multiracial					3	-	-	-
Small Group Totals	11	91%	55%	27%	6	100%	0%	0%
General-Education Students	915	89%	36%	2%	944	82%	33%	6%
Students with Disabilities	341	53%	9%	1%	330	48%	8%	1%
English Proficient	998	83%	34%	2%	1004	78%	30%	6%
Limited English Proficient	258	63%	9%	0%	270	57%	12%	2%
Economically Disadvantaged	1220	79%	29%	2%	1237	74%	26%	5%
Not Disadvantaged	36	75%	22%	0%	37	62%	24%	5%
Migrant								
Not Migrant	1256	79%	29%	2%	1274	73%	26%	5%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	31	31	30	22	33	33	33	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	28	N/A	N/A	N/A	28	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	28	N/A	N/A	N/A	32	N/A	N/A	N/A

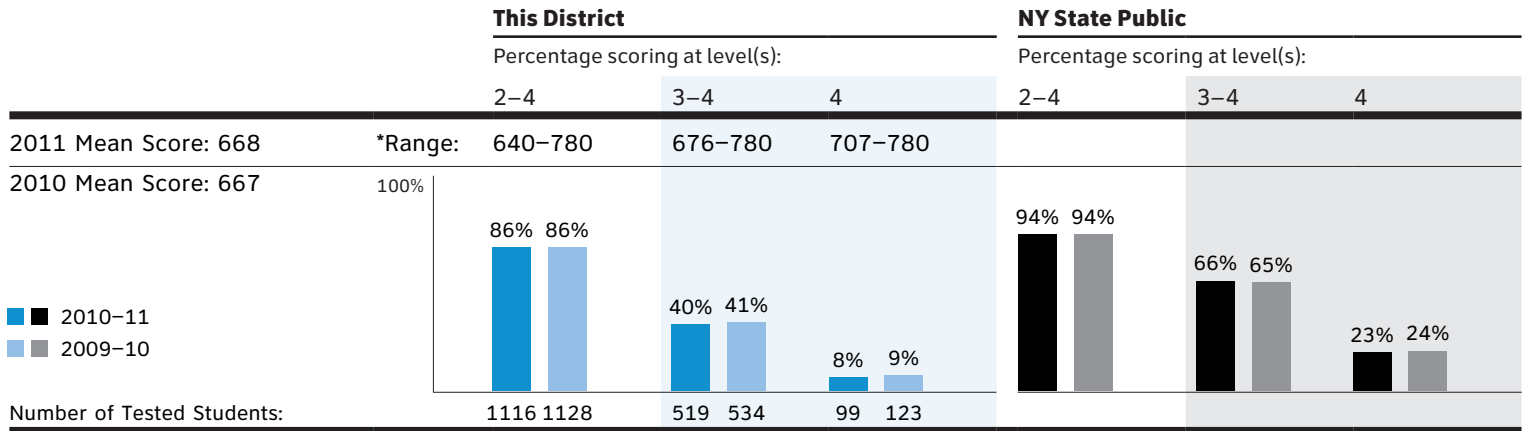
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1293</b>	<b>86%</b>	<b>40%</b>	<b>8%</b>	<b>1308</b>	<b>86%</b>	<b>41%</b>	<b>9%</b>
Female	647	86%	39%	6%	649	89%	40%	9%
Male	646	86%	41%	9%	659	83%	41%	10%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	343	85%	36%	6%	356	83%	37%	6%
Hispanic or Latino	926	87%	41%	8%	927	88%	43%	11%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	6	100%	50%	33%
White	13	92%	54%	8%	13	54%	8%	0%
Multiracial					3	-	-	-
Small Group Totals	11	91%	82%	45%	6	100%	33%	0%
General-Education Students	949	92%	46%	10%	972	92%	48%	11%
Students with Disabilities	344	72%	24%	1%	336	71%	21%	4%
English Proficient	1000	90%	46%	9%	1007	89%	45%	11%
Limited English Proficient	293	73%	20%	2%	301	78%	28%	5%
Economically Disadvantaged	1256	87%	41%	8%	1268	87%	41%	10%
Not Disadvantaged	37	76%	22%	11%	40	70%	30%	5%
Migrant								
Not Migrant	1293	86%	40%	8%	1308	86%	41%	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	31	31	31	23	33	33	32	21

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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: 650	*Range: 644-785	662-785	694-785			
2010 Mean Score: 648						
Number of Tested Students:	966	911	301	222	1	4

### 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>1363</b>	<b>71%</b>	<b>22%</b>	<b>0%</b>	<b>1346</b>	<b>68%</b>	<b>16%</b>	<b>0%</b>
Female	680	74%	24%	0%	631	70%	17%	0%
Male	683	68%	20%	0%	715	66%	16%	0%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	411	70%	22%	0%	355	65%	14%	0%
Hispanic or Latino	933	71%	23%	0%	978	69%	17%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	67%	33%	0%
White	10	40%	0%	0%	2	-	-	-
Multiracial					3	-	-	-
Small Group Totals	9	78%	11%	0%	7	71%	29%	0%
General-Education Students	1034	80%	27%	0%	1006	77%	20%	0%
Students with Disabilities	329	43%	5%	0%	340	41%	5%	0%
English Proficient	1118	77%	26%	0%	1101	74%	20%	0%
Limited English Proficient	245	43%	4%	0%	245	41%	3%	0%
Economically Disadvantaged	1300	71%	22%	0%	1310	68%	16%	0%
Not Disadvantaged	63	70%	30%	0%	36	72%	17%	0%
Migrant								
Not Migrant	1363	71%	22%	0%	1346	68%	16%	0%

#### 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	35	35	35	33	19	19	18	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	27	N/A	N/A	N/A	28	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	27	N/A	N/A	N/A	28	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.

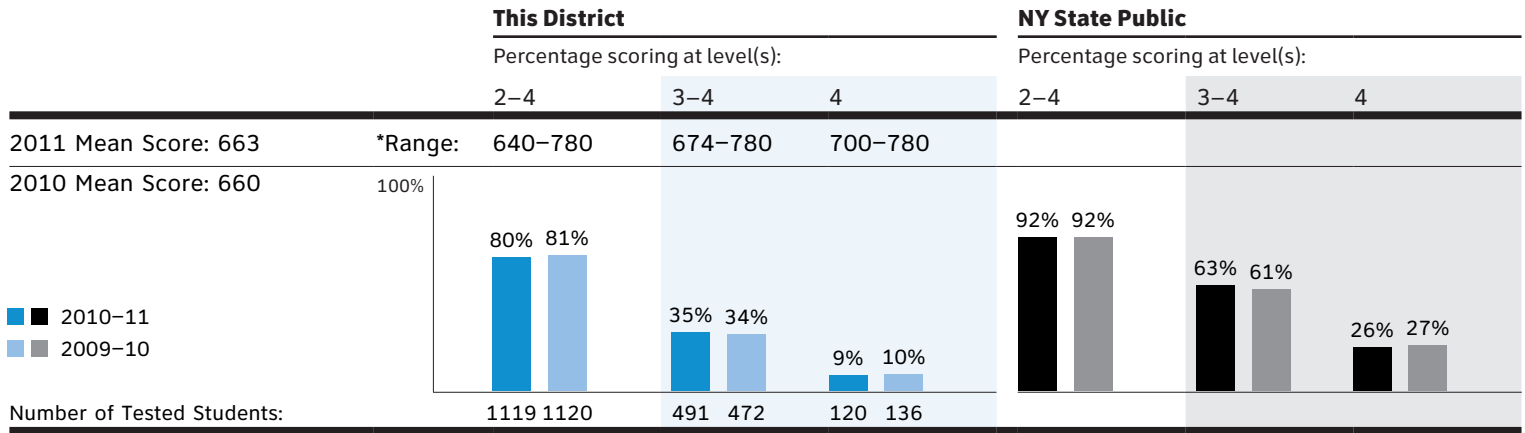


# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1393</b>	<b>80%</b>	<b>35%</b>	<b>9%</b>	<b>1378</b>	<b>81%</b>	<b>34%</b>	<b>10%</b>
Female	688	82%	36%	10%	643	83%	33%	9%
Male	705	79%	34%	7%	735	80%	36%	10%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	412	78%	31%	7%	360	78%	29%	8%
Hispanic or Latino	961	82%	37%	10%	1005	82%	36%	11%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	83%	67%	17%
White	11	45%	0%	0%	2	-	-	-
Multiracial					3	-	-	-
Small Group Totals	9	67%	44%	11%	7	71%	43%	0%
General-Education Students	1063	87%	42%	10%	1037	89%	40%	12%
Students with Disabilities	330	58%	13%	3%	341	59%	16%	2%
English Proficient	1117	83%	39%	10%	1103	84%	38%	11%
Limited English Proficient	276	71%	21%	4%	275	69%	19%	4%
Economically Disadvantaged	1329	80%	35%	8%	1340	81%	34%	9%
Not Disadvantaged	64	84%	50%	14%	38	84%	45%	26%
Migrant								
Not Migrant	1393	80%	35%	9%	1378	81%	34%	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 6 Equivalent	35	34	33	30	19	19	19	14

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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: 650	*Range: 642-790	665-790	698-790			
2010 Mean Score: 650						
Number of Tested Students:	1059	1015	215	231	2	14

### 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>1337</b>	<b>79%</b>	<b>16%</b>	<b>0%</b>	<b>1362</b>	<b>75%</b>	<b>17%</b>	<b>1%</b>
Female	632	84%	19%	0%	701	80%	20%	1%
Male	705	75%	13%	0%	661	69%	14%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	364	82%	15%	0%	400	70%	13%	1%
Hispanic or Latino	961	78%	17%	0%	932	77%	19%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	57%	0%	0%	14	79%	29%	0%
White	4	-	-	-	9	56%	0%	0%
Multiracial					6	-	-	-
Small Group Totals	5	80%	0%	0%	7	71%	0%	0%
General-Education Students	1012	88%	20%	0%	1013	85%	21%	1%
Students with Disabilities	325	53%	3%	0%	349	45%	5%	0%
English Proficient	1090	85%	18%	0%	1139	79%	19%	1%
Limited English Proficient	247	53%	6%	0%	223	51%	4%	0%
Economically Disadvantaged	1274	79%	16%	0%	1291	74%	17%	1%
Not Disadvantaged	63	87%	25%	0%	71	80%	13%	1%
Migrant								
Not Migrant	1337	79%	16%	0%	1362	75%	17%	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 7 Equivalent	26	26	25	24	22	21	20	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	28	N/A	N/A	N/A	18	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	28	N/A	N/A	N/A	19	N/A	N/A	N/A

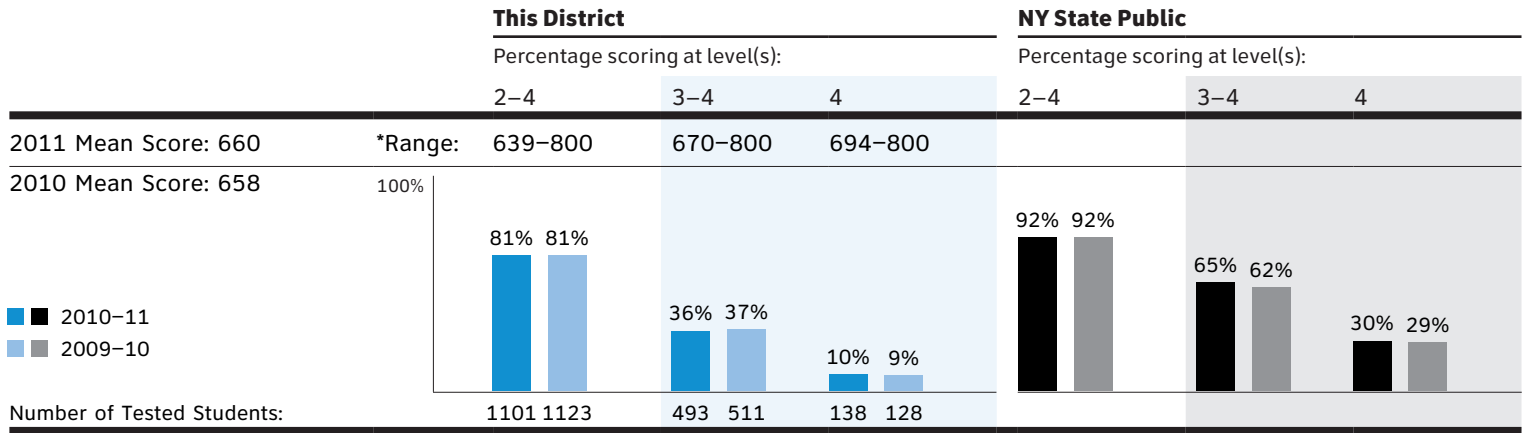
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1365</b>	<b>81%</b>	<b>36%</b>	<b>10%</b>	<b>1385</b>	<b>81%</b>	<b>37%</b>	<b>9%</b>
Female	642	84%	36%	8%	708	83%	38%	10%
Male	723	77%	36%	12%	677	79%	36%	9%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	364	80%	30%	6%	402	77%	30%	6%
Hispanic or Latino	986	81%	38%	11%	948	82%	39%	10%
Asian or Native Hawaiian/Other Pacific Islander	7	71%	57%	14%	17	88%	59%	24%
White	5	-	-	-	11	91%	27%	9%
Multiracial					6	-	-	-
Small Group Totals	8	75%	38%	13%	7	71%	43%	0%
General-Education Students	1037	88%	42%	12%	1036	91%	46%	12%
Students with Disabilities	328	59%	17%	4%	349	53%	11%	1%
English Proficient	1088	85%	40%	11%	1142	84%	40%	11%
Limited English Proficient	277	65%	21%	5%	243	70%	23%	2%
Economically Disadvantaged	1301	80%	36%	10%	1312	81%	37%	10%
Not Disadvantaged	64	89%	45%	13%	73	89%	36%	4%
Migrant								
Not Migrant	1365	81%	36%	10%	1385	81%	37%	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 7 Equivalent	26	26	24	19	22	20	20	13

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 640	*Range: 628-790	658-790	699-790			
2010 Mean Score: 642						
Number of Tested Students:	1110	1116	211	311	0	7

### 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>1373</b>	<b>81%</b>	<b>15%</b>	<b>0%</b>	<b>1396</b>	<b>80%</b>	<b>22%</b>	<b>1%</b>
Female	697	87%	20%	0%	696	84%	27%	1%
Male	676	75%	10%	0%	700	76%	17%	0%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	397	80%	13%	0%	416	82%	22%	0%
Hispanic or Latino	946	82%	16%	0%	958	79%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	19	63%	26%	0%	9	100%	44%	0%
White	10	-	-	-	8	75%	25%	0%
Multiracial					4	-	-	-
Small Group Totals	11	45%	9%	0%	5	60%	0%	0%
General-Education Students	1039	90%	19%	0%	1030	90%	28%	1%
Students with Disabilities	334	54%	3%	0%	366	53%	5%	0%
English Proficient	1159	85%	18%	0%	1170	86%	26%	1%
Limited English Proficient	214	58%	1%	0%	226	49%	4%	0%
Economically Disadvantaged	1270	81%	15%	0%	1309	80%	22%	1%
Not Disadvantaged	103	79%	17%	0%	87	82%	28%	0%
Migrant								
Not Migrant	1373	81%	15%	0%	1396	80%	22%	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	23	22	20	17	23	23	23	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	32	N/A	N/A	N/A	31	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	33	N/A	N/A	N/A	35	N/A	N/A	N/A

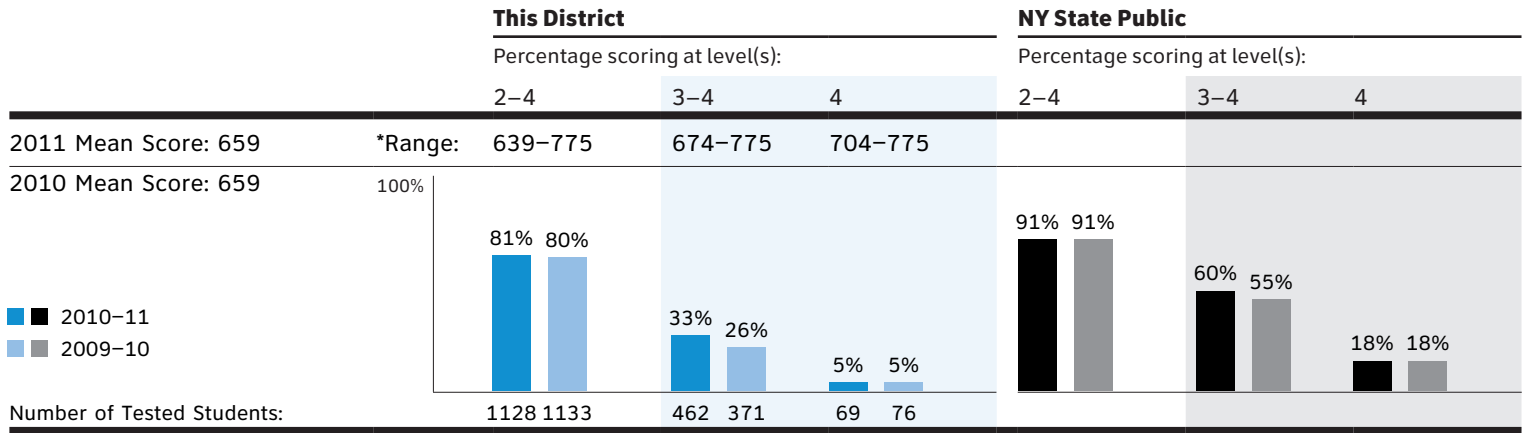
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1393</b>	<b>81%</b>	<b>33%</b>	<b>5%</b>	<b>1421</b>	<b>80%</b>	<b>26%</b>	<b>5%</b>
Female	702	82%	35%	5%	708	83%	28%	5%
Male	691	79%	32%	5%	713	76%	25%	6%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	394	78%	27%	3%	417	79%	23%	3%
Hispanic or Latino	970	82%	35%	6%	984	80%	27%	6%
Asian or Native Hawaiian/Other Pacific Islander	19	89%	63%	16%	8	100%	63%	25%
White	9	-	-	-	7	71%	29%	29%
Multiracial					4	-	-	-
Small Group Totals	10	90%	30%	0%	5	60%	0%	0%
General-Education Students	1059	89%	40%	6%	1056	88%	33%	7%
Students with Disabilities	334	56%	13%	1%	365	56%	7%	0%
English Proficient	1144	83%	36%	6%	1163	82%	28%	6%
Limited English Proficient	249	72%	20%	1%	258	70%	16%	2%
Economically Disadvantaged	1292	81%	33%	5%	1333	80%	26%	5%
Not Disadvantaged	101	79%	34%	7%	88	81%	33%	6%
Migrant								
Not Migrant	1393	81%	33%	5%	1421	80%	26%	5%

#### NOTES

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

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

### Other Assessments

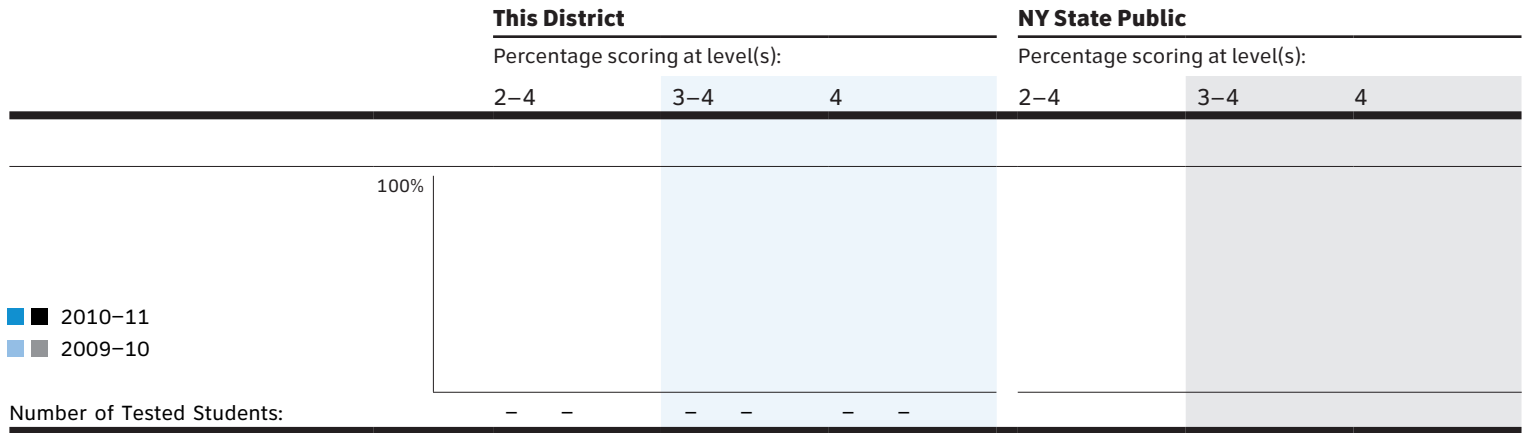
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	23	23	23	16	23	21	19	13

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## This District's Results in Grade 8 Science



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1313</b>	<b>83%</b>	<b>35%</b>	<b>3%</b>	<b>1368</b>	<b>82%</b>	<b>34%</b>	<b>3%</b>
Female	662	84%	35%	2%	683	84%	34%	2%
Male	651	82%	35%	4%	685	80%	33%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	366	81%	31%	2%	407	79%	29%	2%
Hispanic or Latino	922	84%	36%	3%	942	83%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	18	83%	56%	11%	8	100%	88%	13%
White	7	71%	57%	14%	6	83%	33%	0%
Multiracial					3	-	-	-
Small Group Totals					5	60%	40%	0%
General-Education Students	1011	88%	41%	4%	1033	88%	40%	4%
Students with Disabilities	302	65%	16%	1%	335	64%	15%	0%
English Proficient	1079	86%	40%	4%	1120	84%	38%	4%
Limited English Proficient	234	69%	11%	0%	248	73%	16%	1%
Economically Disadvantaged	1224	83%	35%	3%	1283	82%	33%	3%
Not Disadvantaged	89	85%	36%	3%	85	78%	39%	4%
Migrant								
Not Migrant	1313	83%	35%	3%	1368	82%	34%	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.

### 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	23	21	21	20	23	21	20	16
Regents Science	2	-	-	-	2	-	-	-

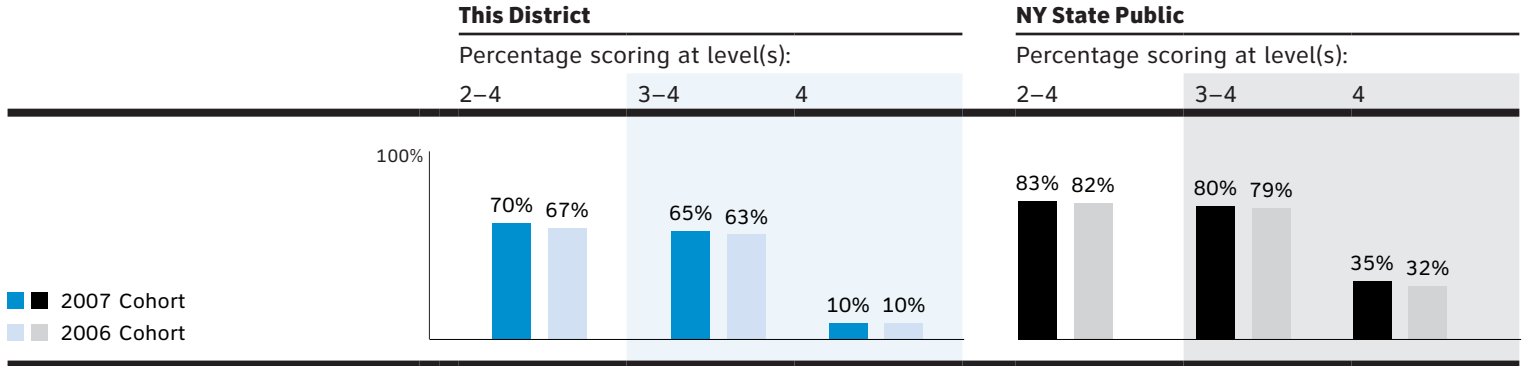


# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1973</b>	<b>70%</b>	<b>65%</b>	<b>10%</b>	<b>1679</b>	<b>67%</b>	<b>63%</b>	<b>10%</b>
Female	846	78%	74%	15%	681	71%	67%	14%
Male	1127	63%	58%	7%	998	64%	60%	8%
American Indian or Alaska Native	10	–	–	–	9	33%	33%	0%
Black or African American	633	68%	64%	9%	504	68%	63%	13%
Hispanic or Latino	1284	71%	66%	11%	1136	67%	62%	9%
Asian or Native Hawaiian/Other Pacific Islander	31	74%	74%	32%	22	64%	64%	23%
White	14	50%	43%	14%	8	63%	63%	25%
Multiracial	1	–	–	–				
Small Group Totals	11	64%	45%	9%				
General-Education Students	1571	79%	75%	13%	1335	77%	74%	13%
Students with Disabilities	402	33%	27%	1%	344	28%	20%	1%
English Proficient	1752	73%	69%	12%	1465	71%	67%	12%
Limited English Proficient	221	42%	33%	0%	214	42%	36%	0%
Economically Disadvantaged	1665	73%	68%	10%	1416	71%	67%	11%
Not Disadvantaged	308	52%	48%	10%	263	44%	41%	8%
Migrant								
Not Migrant	1973	70%	65%	10%	1679	67%	63%	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.

\* 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.

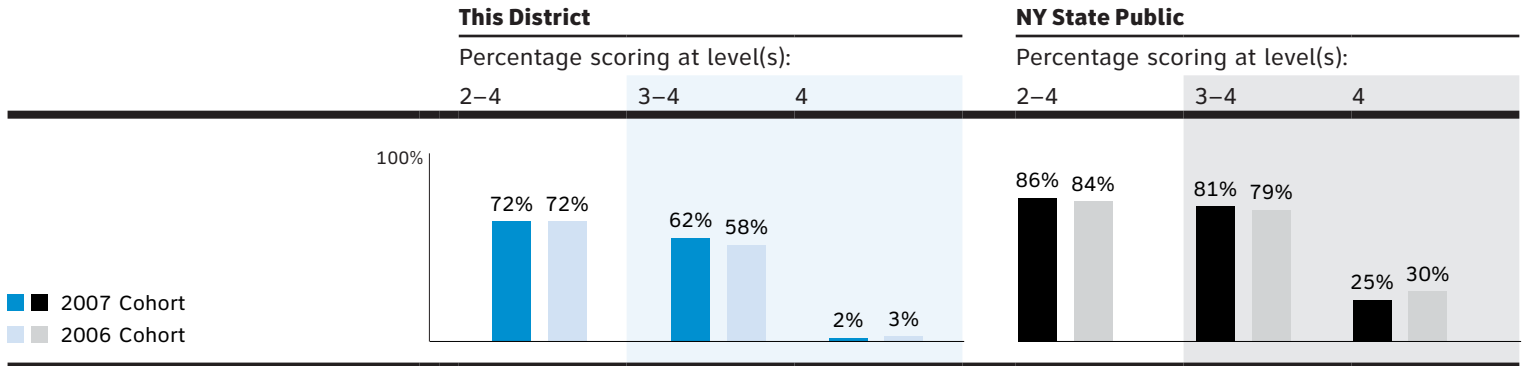
\*\* 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**

District ID **32-07-00-01-0000**

## 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>1973</b>	<b>72%</b>	<b>62%</b>	<b>2%</b>	<b>1679</b>	<b>72%</b>	<b>58%</b>	<b>3%</b>
Female	846	77%	68%	3%	681	75%	59%	4%
Male	1127	69%	57%	2%	998	70%	57%	3%
American Indian or Alaska Native	10	-	-	-	9	44%	33%	0%
Black or African American	633	71%	59%	2%	504	70%	58%	2%
Hispanic or Latino	1284	73%	63%	3%	1136	73%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	31	74%	74%	13%	22	82%	73%	9%
White	14	57%	29%	0%	8	50%	50%	13%
Multiracial	1	-	-	-				
Small Group Totals	11	64%	55%	0%				
General-Education Students	1571	81%	72%	3%	1335	82%	68%	4%
Students with Disabilities	402	36%	21%	0%	344	34%	18%	0%
English Proficient	1752	74%	65%	3%	1465	74%	61%	4%
Limited English Proficient	221	54%	37%	1%	214	57%	37%	0%
Economically Disadvantaged	1665	75%	64%	2%	1416	76%	61%	3%
Not Disadvantaged	308	56%	47%	3%	263	52%	43%	1%
Migrant								
Not Migrant	1973	72%	62%	2%	1679	72%	58%	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.

\* 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*.