



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 8**

District ID **32-08-00-01-0000**

Superintendent **TIM BEHR**

Telephone **(718) 828-5435**

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	920	838	832
Kindergarten	1815	2183	2154
Grade 1	2066	2278	2320
Grade 2	2034	2310	2203
Grade 3	2037	2317	2237
Grade 4	1971	2377	2299
Grade 5	1926	2304	2356
Grade 6	1935	2278	2258
Ungraded Elementary	1989	89	86
Grade 7	1923	2403	2348
Grade 8	1979	2348	2372
Grade 9	3142	3203	3294
Grade 10	2935	3374	2915
Grade 11	1738	1990	1779
Grade 12	1600	1676	1824
Ungraded Secondary	2070	54	70
Total K-12	31160	31184	30515

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT # 8

District ID 32-08-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	23752	76%	23927	77%	23354	77%
Reduced-Price Lunch	2802	9%	2546	8%	2190	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3723	12%	3684	12%	3633	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	135	0%	121	0%	151	0%
Black or African American	8418	27%	8269	27%	7891	26%
Hispanic or Latino	19462	62%	19610	63%	19240	63%
Asian or Native Hawaiian/Other Pacific Islander	1297	4%	1335	4%	1403	5%
White	1848	6%	1849	6%	1830	6%
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	1574	5%	1895	6%	1982	6%

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	2393	2256	2182
Percent with No Valid Teaching Certificate	4%	3%	1%
Percent Teaching Out of Certification	10%	9%	7%
Percent with Fewer Than Three Years of Experience	18%	13%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	33%	35%
Total Number of Core Classes	5313	4771	4899
Percent Not Taught by Highly Qualified Teachers in This District	12%	12%	6%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	6443	5865	6026
Percent Taught by Teachers Without Appropriate Certification	13%	13%	6%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	18%	22%
Turnover Rate of All Teachers	17%	15%	16%

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 8)

ELA ▲ Improvement (Year 8) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 4)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✗	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✗	✗		✗	✗	
Hispanic or Latino	✗	✗		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	–	–		–	–	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✗	✗		✗	✗	
Student groups making AYP in each subject	✗ 3 of 9	✗ 4 of 9	✓ 1 of 1	✗ 2 of 8	✗ 2 of 8	✗ 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts





























Accountability Status  Improvement (Year 8)
for This Subject
(2011–12)

Accountability Measures 3 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 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 Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (14752:13496)			99%		118	121	121	126
Ethnicity								
American Indian or Alaska Native (62:53)			98%		147	109		
Black or African American (3700:3372)			99%		113	120	117	122
Hispanic or Latino (9321:8479)			99%		114	121	120	123
Asian or Native Hawaiian/Other Pacific Islander (694:656)			98%		155	118		
White (958:923)			99%		143	118		
Multiracial (17:13)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (3848:3532)			97%		75	120	83	88
Limited English Proficient (1954:2074)			97%		85	120	93	97
Economically Disadvantaged (13403:12265)			99%		116	121	121	124
Final AYP Determination	 3 of 9							
Non-Accountability Groups								
Female (7135:6559)			99%		126	121		
Male (7617:6937)			98%		110	121		
Migrant (0:0)								


Symbols

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

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

Elementary/Middle-Level Mathematics





























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

Accountability Measures 4 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (14748:13589)			99%		137	136		
Ethnicity								
American Indian or Alaska Native (62:54)			98%		165	124		
Black or African American (3699:3367)			99%		129	135	132	136
Hispanic or Latino (9316:8560)			99%		133	136	136	140
Asian or Native Hawaiian/Other Pacific Islander (697:665)			99%		173	133		
White (957:929)			99%		162	133		
Multiracial (17:14)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (3841:3534)			97%		96	135	102	106
Limited English Proficient (1958:2188)			99%		115	135	121	124
Economically Disadvantaged (13398:12360)			99%		135	136	136	142
Final AYP Determination	 4 of 9							
Non-Accountability Groups								
Female (7132:6604)			99%		139	136		
Male (7616:6985)			99%		134	136		
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 (4938:4436)		Qualified		96%		153	100			
Ethnicity										
American Indian or Alaska Native (24:21)	–	–	–	–	–	–	–		–	
Black or African American (1249:1108)		Qualified		95%		150	100			
Hispanic or Latino (3114:2794)		Qualified		96%		150	100			
Asian or Native Hawaiian/Other Pacific Islander (233:218)		Qualified		98%		178	100			
White (312:290)		Qualified		96%		176	100			
Multiracial (6:5)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (1344:1188)		Qualified		92%		129	100			
Limited English Proficient (645:700)		Qualified		97%		123	100			
Economically Disadvantaged (4488:4039)		Qualified		96%		152	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (2338:2104)				96%		156	100			
Male (2600:2332)				96%		151	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 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 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	
Accountability Groups								
All Students (2334:2167)			99%		160	181	160‡	164
Ethnicity								
American Indian or Alaska Native (10:11)	—	—	—	—	—	—	—	—
Black or African American (709:651)			99%		160	179	160‡	164
Hispanic or Latino (1394:1302)			99%		157	180	159‡	161
Asian or Native Hawaiian/Other Pacific Islander (105:89)			100%		173	172		
White (115:113)			99%		178	173		
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (302:384)			98%		104	177	112‡	114
Limited English Proficient (181:244)			99%		117	176	125‡	125
Economically Disadvantaged (2220:2069)			99%		161	181	161‡	165
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (1234:1111)			99%		167	180		
Male (1100:1056)			99%		152	180		
Migrant (0:0)								


Symbols

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

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

Secondary-Level Mathematics


























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

Accountability Measures 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (2334:2167)			100%		161	178	160 [‡]	165
Ethnicity								
American Indian or Alaska Native (10:11)	—	—	—	—	—	—	—	—
Black or African American (709:651)			100%		157	176	159 [‡]	161
Hispanic or Latino (1394:1302)			100%		160	177	160 [‡]	164
Asian or Native Hawaiian/Other Pacific Islander (105:89)			100%		189	169		
White (115:113)			100%		174	170		
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (302:384)			100%		114	174	110 [‡]	123
Limited English Proficient (181:244)			100%		142	173	137 [‡]	148
Economically Disadvantaged (2220:2069)			100%		162	178	161 [‡]	166
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (1234:1111)			100%		163	177		
Male (1100:1056)			100%		159	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.

Graduation Rate











Accountability Status for This Indicator (2011–12)  Improvement (Year 4)

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 5) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 4) in 2012-13. [214]

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 (2849)			49%	80%	53%
Ethnicity					
American Indian or Alaska Native (11)		—	—	—	
Black or African American (877)			50%	80%	51%
Hispanic or Latino (1722)			48%	80%	52%
Asian or Native Hawaiian/Other Pacific Islander (93)			69%	80%	78%
White (138)			48%	80%	56%
Multiracial (8)		—	—	—	
Other Groups					
Students with Disabilities (580)			27%	80%	32%
Limited English Proficient (311)			35%	80%	46%
Economically Disadvantaged (2458)			52%	80%	55%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (1490)			54%	80%	
Male (1359)			44%	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 **55%** 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

17 schools identified 33% of total

BRONX BRIDGES HIGH SCHOOL
 BRONX GUILD HIGH SCHOOL
 BRONX STUDIO SCHOOL FOR WRITERS AND ARTISTS
 HOLCOMBE L RUCKER SCHOOL OF COMMUNITY RESEARCH
 MOTT HALL COMMUNITY SCHOOL
 MS 101 EDWARD R BYRNE
 PS 100 ISAAC CLASON
 PS 14 SENATOR JOHN CALANDRA
 PS 146 EDWARD COLLINS
 PS 182
 PS 304 EARLY CHILDHOOD SCHOOL
 PS 33 THE MUSEUM SCHOOL
 PS 36 UNIONPORT
 PS 69 THE NEW VISIONS SCHOOL
 SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP
 URBAN ASSEMBLY FOR CIVIC ENGAGEMENT
 WOMEN'S ACADEMY OF EXCELLENCE

Improvement (year 1) Basic

6 schools identified 12% of total

ANTONIA PANTOJA PREPERATORY ACADEMY
 BRONX COMMUNITY HIGH SCHOOL
 NEW SCHOOL #2 AT PS 60
 RENAISSANCE HIGH SCHOOL FOR MUSICAL THEATER AND TECHNOLOGY
 SCHOOL FOR INQUIRY AND SOCIAL JUSTICE
 URBAN INSTITUTE OF MATHEMATICS

Improvement (year 1) Focused

4 schools identified 8% of total

PS 119
 PS 138 SAMUEL RANDALL
 PS 48 JOSEPH R DRAKE
 PS 71 ROSE E SCALA

Improvement (year 1) Comprehensive

9 schools identified 17% of total

ARCHIMEDES ACADEMY FOR MATH, SCIENCE AND TECHNOLOGY APPLICATIONS
 FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND PUBLIC POLICY
 JHS 123 JAMES M KIERNAN
 JHS 131 ALBERT EINSTEIN
 MS 301 PAUL L DUNBAR
 PS 107
 PS 140 THE EAGLE SCHOOL
 THE BRONX MATHEMATICS PREPARATORY SCHOOL
 THE HUNTS POINT SCHOOL

Improvement (year 2) Comprehensive

3 schools identified 6% of total

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

Improvement (year 2) Comprehensive (continued)

HS 560 BRONX ACADEMY HIGH SCHOOL
MILLENIUM ART ACADEMY
PABLO NERUDA ACADEMY FOR ARCHITECTURE AND WORLD STUDIES

Corrective Action (year 1) Focused

1 school identified 2% of total

PS 62 INOCENSIO CASANOVA

Corrective Action (year 1) Comprehensive

3 schools identified 6% of total

GATEWAY SCHOOL FOR ENVIRONMENTAL RESEARCH AND TECHNOLOGY
PS 130 ABRAM STEVENS HEWITT
SCHOOL FOR COMMUNITY RESEARCH AND LEARNING

Corrective Action (year 2) Focused

1 school identified 2% of total

PS 72 DR WILLIAM DORNEY

Corrective Action (year 2) Comprehensive

1 school identified 2% of total

BANANA KELLY HIGH SCHOOL

Restructuring (year 1) Focused

1 school identified 2% of total

PS 93 ALBERT G OLIVER

Restructuring (year 2) Comprehensive

2 schools identified 4% of total

JANE ADDAMS HIGH SCHOOL FOR ACADEMIC CAREERS
MS 302 LUISA DESSUS CRUZ

Restructuring (advanced) Focused

2 schools identified 4% of total

PS 152 EVERGREEN
PS 75

Restructuring (advanced) Comprehensive

2 schools identified 4% of total

HERBERT H LEHMAN HIGH SCHOOL
JHS 125 HENRY HUDSON

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	36%			2286
Grade 4	41%			2323
Grade 5	40%			2417
Grade 6	34%			2314
Grade 7	23%			2347
Grade 8	25%			2352

Mathematics			
Grade 3	46%		2334
Grade 4	55%		2361
Grade 5	57%		2465
Grade 6	42%		2339
Grade 7	41%		2382
Grade 8	42%		2397

Science			
Grade 4	80%		2333
Grade 8	39%		2194

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	62%			2778
Mathematics	61%			2778

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

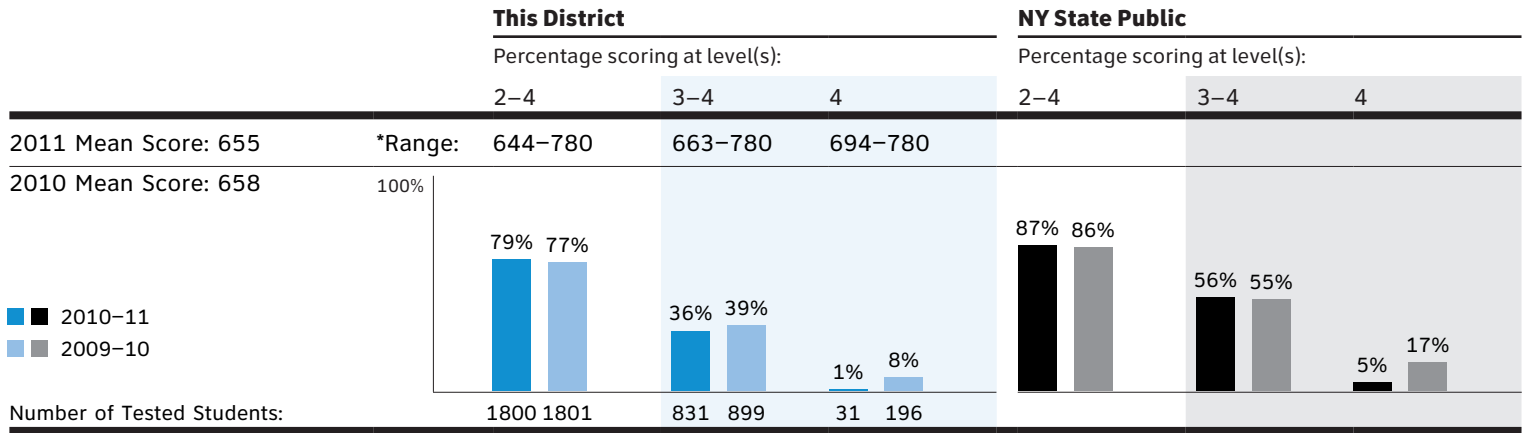
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2286	79%	36%	1%	2327	77%	39%	8%
Female	1180	82%	40%	2%	1094	82%	41%	10%
Male	1106	75%	32%	1%	1233	73%	36%	7%
American Indian or Alaska Native	9	-	-	-	6	67%	50%	33%
Black or African American	521	75%	33%	1%	594	74%	36%	9%
Hispanic or Latino	1472	79%	34%	1%	1437	76%	37%	7%
Asian or Native Hawaiian/Other Pacific Islander	105	88%	56%	1%	124	90%	56%	20%
White	176	84%	53%	2%	156	87%	55%	15%
Multiracial	3	-	-	-	10	100%	50%	10%
Small Group Totals	12	100%	58%	8%				
General-Education Students	1766	88%	44%	2%	1732	88%	48%	11%
Students with Disabilities	520	46%	11%	0%	595	45%	13%	1%
English Proficient	1944	82%	40%	1%	1980	80%	42%	10%
Limited English Proficient	342	58%	15%	1%	347	63%	18%	1%
Economically Disadvantaged	2095	78%	34%	1%	2129	77%	37%	8%
Not Disadvantaged	191	89%	59%	3%	198	86%	54%	16%
Migrant								
Not Migrant	2286	79%	36%	1%	2327	77%	39%	8%

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	52	51	47	41	58	56	55	45
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	35	N/A	N/A	N/A	39	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	35	N/A	N/A	N/A	40	N/A	N/A	N/A

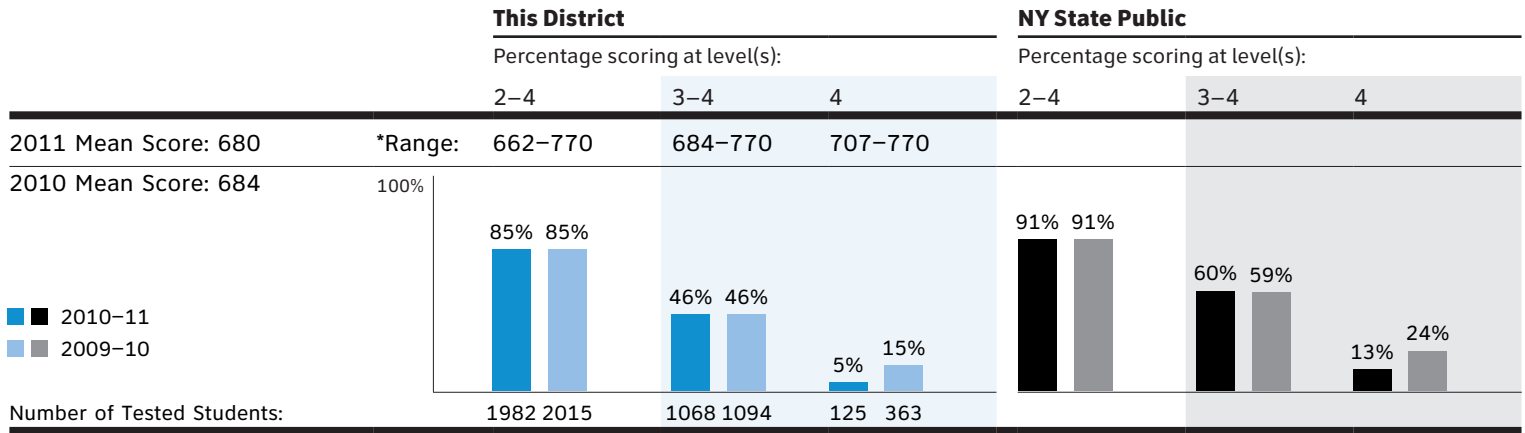
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2334	85%	46%	5%	2374	85%	46%	15%
Female	1200	86%	46%	4%	1112	86%	46%	15%
Male	1134	84%	45%	6%	1262	84%	46%	15%
American Indian or Alaska Native	9	-	-	-	6	100%	33%	33%
Black or African American	526	82%	40%	4%	598	82%	39%	12%
Hispanic or Latino	1510	84%	44%	4%	1471	84%	45%	13%
Asian or Native Hawaiian/Other Pacific Islander	109	94%	74%	13%	132	95%	70%	34%
White	176	93%	63%	15%	157	90%	66%	30%
Multiracial	4	-	-	-	10	100%	70%	20%
Small Group Totals	13	92%	54%	0%				
General-Education Students	1815	90%	53%	6%	1775	92%	54%	19%
Students with Disabilities	519	66%	22%	2%	599	64%	23%	5%
English Proficient	1949	88%	50%	6%	1986	87%	49%	17%
Limited English Proficient	385	71%	25%	1%	388	72%	30%	7%
Economically Disadvantaged	2136	84%	44%	5%	2174	84%	44%	14%
Not Disadvantaged	198	90%	67%	14%	200	92%	67%	31%
Migrant								
Not Migrant	2334	85%	46%	5%	2374	85%	46%	15%

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	53	53	52	42	58	56	54	40

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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: 661	*Range: 637-775	671-775	722-775			
2010 Mean Score: 660						
Number of Tested Students:	1978	2043	950	868	22	42

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	2323	85%	41%	1%	2394	85%	36%	2%
Female	1114	89%	47%	1%	1165	88%	40%	2%
Male	1209	81%	35%	1%	1229	82%	33%	1%
American Indian or Alaska Native	9	100%	67%	0%	8	-	-	-
Black or African American	578	84%	38%	1%	594	84%	31%	0%
Hispanic or Latino	1463	84%	38%	1%	1517	84%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	114	95%	69%	4%	112	95%	72%	14%
White	154	90%	53%	3%	159	92%	48%	3%
Multiracial	5	100%	60%	0%	4	-	-	-
Small Group Totals					12	100%	67%	0%
General-Education Students	1724	94%	51%	1%	1862	92%	43%	2%
Students with Disabilities	599	61%	12%	0%	532	61%	12%	0%
English Proficient	2006	88%	46%	1%	2093	88%	39%	2%
Limited English Proficient	317	66%	11%	0%	301	69%	14%	0%
Economically Disadvantaged	2138	85%	40%	1%	2195	85%	35%	2%
Not Disadvantaged	185	90%	53%	4%	199	87%	47%	4%
Migrant								
Not Migrant	2323	85%	41%	1%	2394	85%	36%	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	61	56	54	44	42	39	35	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	19	N/A	N/A	N/A	34	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	21	N/A	N/A	N/A	35	N/A	N/A	N/A

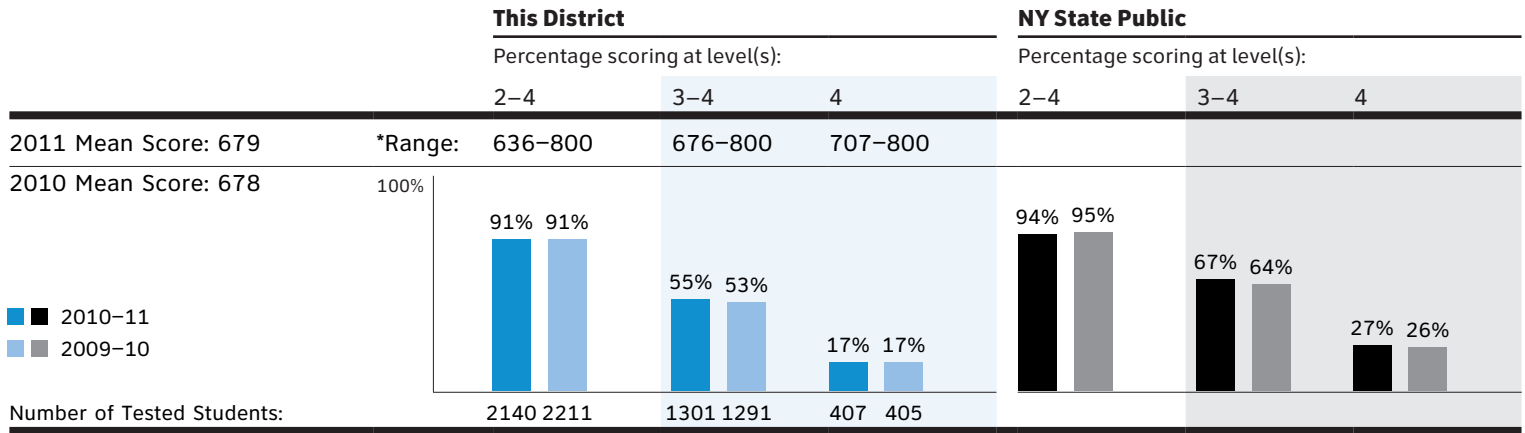
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2361	91%	55%	17%	2426	91%	53%	17%
Female	1131	93%	58%	18%	1182	91%	52%	16%
Male	1230	88%	53%	17%	1244	91%	55%	17%
American Indian or Alaska Native	9	100%	89%	56%	8	-	-	-
Black or African American	583	90%	50%	14%	594	90%	47%	12%
Hispanic or Latino	1493	90%	53%	14%	1540	91%	52%	14%
Asian or Native Hawaiian/Other Pacific Islander	116	95%	84%	54%	121	96%	83%	55%
White	155	97%	69%	27%	159	92%	64%	29%
Multiracial	5	100%	100%	60%	4	-	-	-
Small Group Totals					12	100%	67%	42%
General-Education Students	1755	97%	65%	22%	1897	96%	61%	20%
Students with Disabilities	606	73%	27%	3%	529	75%	26%	6%
English Proficient	2016	93%	59%	20%	2090	93%	57%	18%
Limited English Proficient	345	80%	33%	2%	336	78%	31%	8%
Economically Disadvantaged	2177	90%	54%	16%	2226	91%	53%	16%
Not Disadvantaged	184	93%	67%	28%	200	90%	59%	28%
Migrant								
Not Migrant	2361	91%	55%	17%	2426	91%	53%	17%

NOTES

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Other Assessments

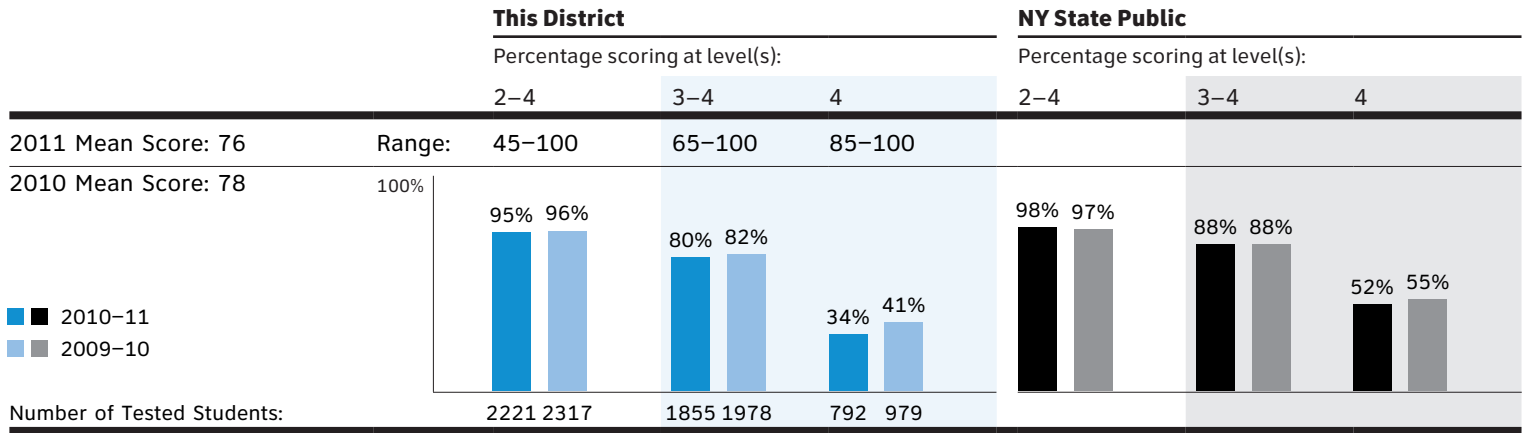
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	61	61	56	40	42	42	37	24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2333	95%	80%	34%	2408	96%	82%	41%
Female	1120	96%	84%	35%	1174	96%	82%	40%
Male	1213	94%	76%	33%	1234	96%	82%	41%
American Indian or Alaska Native	9	-	-	-	8	-	-	-
Black or African American	570	96%	77%	32%	590	96%	82%	37%
Hispanic or Latino	1482	94%	78%	31%	1525	96%	81%	38%
Asian or Native Hawaiian/Other Pacific Islander	115	97%	92%	64%	122	94%	90%	70%
White	153	98%	89%	42%	159	98%	91%	53%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	13	100%	92%	62%	12	100%	75%	67%
General-Education Students	1751	97%	85%	40%	1886	98%	87%	47%
Students with Disabilities	582	88%	62%	15%	522	91%	63%	19%
English Proficient	1991	97%	84%	38%	2079	98%	86%	44%
Limited English Proficient	342	83%	52%	9%	329	86%	60%	20%
Economically Disadvantaged	2153	95%	79%	33%	2213	96%	82%	39%
Not Disadvantaged	180	98%	87%	43%	195	97%	86%	55%
Migrant								
Not Migrant	2333	95%	80%	34%	2408	96%	82%	41%

NOTES

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Other Assessments

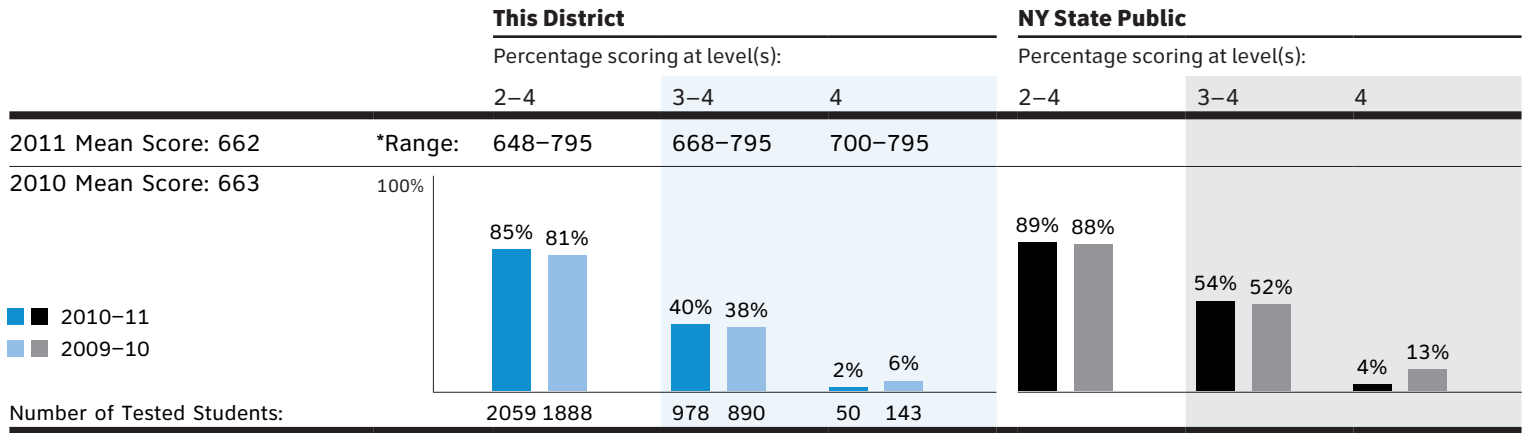
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	61	58	58	50	42	41	39	33

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2417	85%	40%	2%	2341	81%	38%	6%
Female	1179	88%	45%	3%	1138	84%	43%	8%
Male	1238	82%	37%	1%	1203	78%	33%	4%
American Indian or Alaska Native	11	-	-	-	14	-	-	-
Black or African American	583	83%	37%	1%	641	78%	32%	5%
Hispanic or Latino	1553	84%	38%	2%	1437	80%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	111	95%	72%	7%	100	94%	68%	19%
White	157	94%	53%	3%	146	91%	55%	10%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	13	100%	62%	0%	17	82%	35%	6%
General-Education Students	1845	93%	49%	3%	1792	90%	46%	8%
Students with Disabilities	572	60%	13%	0%	549	50%	12%	1%
English Proficient	2141	88%	44%	2%	2084	84%	41%	7%
Limited English Proficient	276	64%	13%	0%	257	57%	12%	2%
Economically Disadvantaged	2210	85%	39%	2%	2173	80%	37%	6%
Not Disadvantaged	207	89%	59%	4%	168	89%	55%	13%
Migrant								
Not Migrant	2417	85%	40%	2%	2341	81%	38%	6%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	53	52	49	39	48	46	43	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	33	N/A	N/A	N/A	39	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	34	N/A	N/A	N/A	39	N/A	N/A	N/A

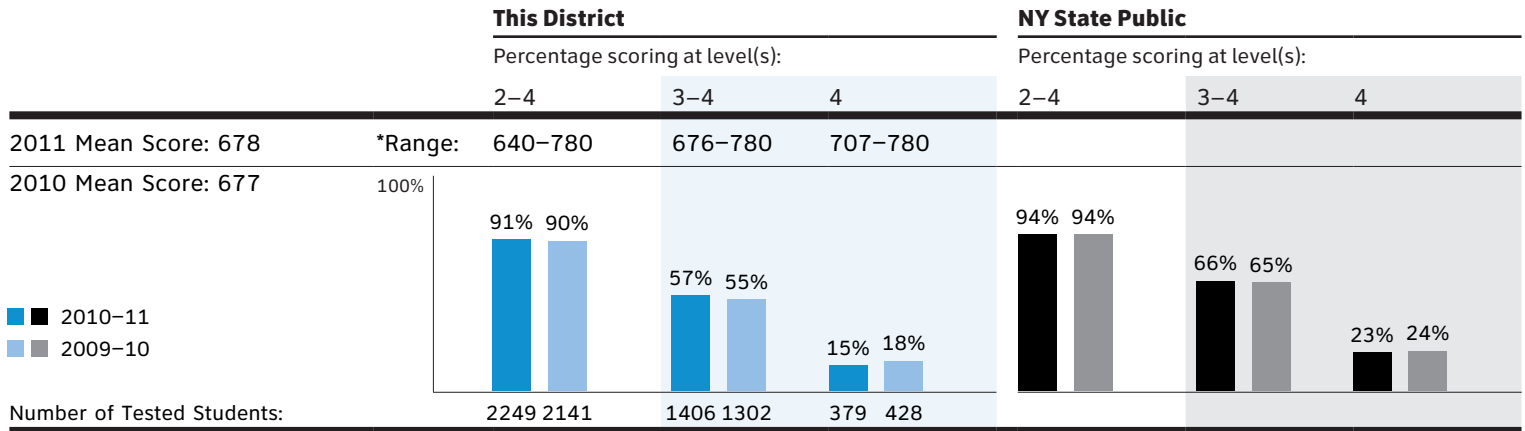
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2465	91%	57%	15%	2382	90%	55%	18%
Female	1201	92%	57%	15%	1155	91%	56%	18%
Male	1264	90%	57%	15%	1227	89%	54%	18%
American Indian or Alaska Native	11	-	-	-	14	-	-	-
Black or African American	589	91%	53%	12%	644	89%	49%	14%
Hispanic or Latino	1586	90%	55%	13%	1470	89%	53%	16%
Asian or Native Hawaiian/Other Pacific Islander	118	96%	81%	49%	104	96%	82%	46%
White	159	96%	72%	28%	146	96%	77%	40%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	13	100%	62%	23%	18	83%	61%	22%
General-Education Students	1894	96%	66%	19%	1831	95%	64%	22%
Students with Disabilities	571	76%	27%	5%	551	72%	25%	4%
English Proficient	2140	93%	61%	17%	2088	92%	58%	20%
Limited English Proficient	325	77%	31%	4%	294	78%	28%	4%
Economically Disadvantaged	2255	91%	56%	14%	2209	90%	53%	17%
Not Disadvantaged	210	92%	73%	27%	173	94%	71%	34%
Migrant								
Not Migrant	2465	91%	57%	15%	2382	90%	55%	18%

NOTES

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Other Assessments

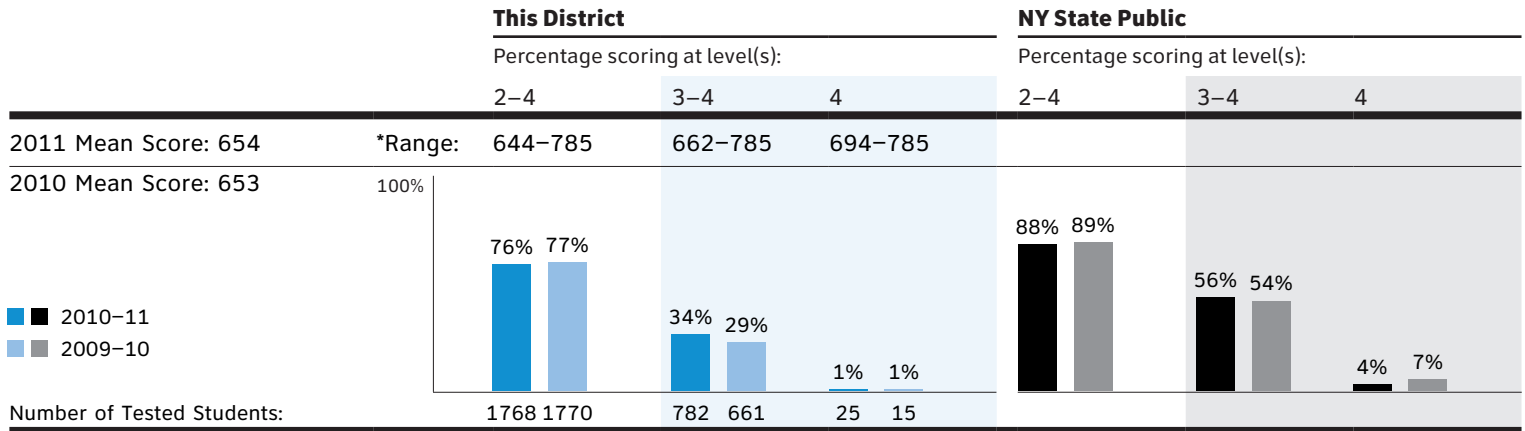
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	53	52	47	34	48	45	43	31

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2314	76%	34%	1%	2299	77%	29%	1%
Female	1129	83%	38%	1%	1101	80%	31%	1%
Male	1185	70%	30%	1%	1198	74%	26%	1%
American Indian or Alaska Native	9	-	-	-	11	-	-	-
Black or African American	613	76%	29%	1%	625	75%	24%	0%
Hispanic or Latino	1439	74%	32%	1%	1415	76%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	112	92%	60%	3%	109	91%	65%	4%
White	139	88%	56%	6%	135	90%	56%	1%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	11	91%	27%	0%	15	73%	47%	0%
General-Education Students	1755	88%	42%	1%	1704	87%	37%	1%
Students with Disabilities	559	41%	7%	0%	595	47%	5%	0%
English Proficient	2079	80%	37%	1%	2034	82%	32%	1%
Limited English Proficient	235	42%	4%	0%	265	37%	4%	0%
Economically Disadvantaged	2130	76%	32%	1%	2054	76%	27%	1%
Not Disadvantaged	184	84%	54%	6%	245	86%	44%	1%
Migrant								
Not Migrant	2314	76%	34%	1%	2299	77%	29%	1%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	53	52	49	43	52	45	42	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	24	N/A	N/A	N/A	34	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	24	N/A	N/A	N/A	33	N/A	N/A	N/A

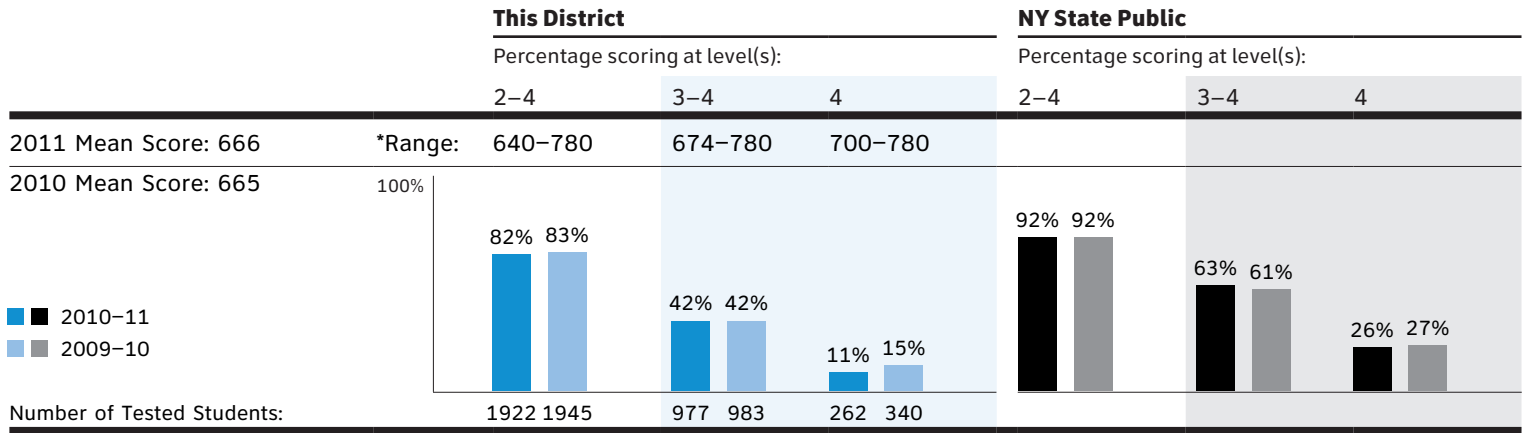
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2339	82%	42%	11%	2340	83%	42%	15%
Female	1135	84%	45%	11%	1124	85%	44%	15%
Male	1204	80%	39%	11%	1216	81%	40%	14%
American Indian or Alaska Native	9	-	-	-	11	82%	55%	27%
Black or African American	613	79%	37%	7%	631	80%	34%	10%
Hispanic or Latino	1462	81%	39%	9%	1443	83%	40%	12%
Asian or Native Hawaiian/Other Pacific Islander	112	97%	76%	38%	115	95%	80%	45%
White	141	93%	70%	34%	135	94%	70%	36%
Multiracial	2	-	-	-	5	40%	20%	0%
Small Group Totals	11	91%	45%	27%				
General-Education Students	1778	91%	51%	14%	1744	93%	52%	19%
Students with Disabilities	561	55%	12%	2%	596	56%	12%	2%
English Proficient	2075	84%	45%	12%	2038	86%	46%	16%
Limited English Proficient	264	64%	19%	1%	302	62%	13%	2%
Economically Disadvantaged	2156	81%	40%	10%	2094	82%	40%	13%
Not Disadvantaged	183	94%	65%	30%	246	89%	57%	25%
Migrant								
Not Migrant	2339	82%	42%	11%	2340	83%	42%	15%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	53	53	50	45	51	51	39	34

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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: 653	*Range: 642-790	665-790	698-790			
2010 Mean Score: 654						
Number of Tested Students:	1915	1880	532	611	17	64

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	2347	82%	23%	1%	2384	79%	26%	3%
Female	1146	86%	27%	1%	1129	83%	29%	4%
Male	1201	78%	18%	0%	1255	75%	22%	2%
American Indian or Alaska Native	8	-	-	-	11	82%	45%	0%
Black or African American	630	80%	19%	0%	618	78%	23%	2%
Hispanic or Latino	1444	80%	19%	1%	1507	77%	23%	2%
Asian or Native Hawaiian/Other Pacific Islander	118	94%	56%	3%	106	88%	55%	7%
White	144	92%	46%	2%	142	91%	46%	11%
Multiracial	3	-	-	-				
Small Group Totals	11	91%	36%	9%				
General-Education Students	1765	91%	29%	1%	1763	88%	33%	4%
Students with Disabilities	582	54%	4%	0%	621	52%	6%	0%
English Proficient	2100	86%	25%	1%	2132	84%	28%	3%
Limited English Proficient	247	47%	2%	0%	252	39%	2%	0%
Economically Disadvantaged	2135	81%	21%	1%	2123	78%	24%	2%
Not Disadvantaged	212	87%	40%	1%	261	89%	41%	7%
Migrant								
Not Migrant	2347	82%	23%	1%	2384	79%	26%	3%

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	54	54	46	38	45	45	42	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	38	N/A	N/A	N/A	36	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	39	N/A	N/A	N/A	36	N/A	N/A	N/A

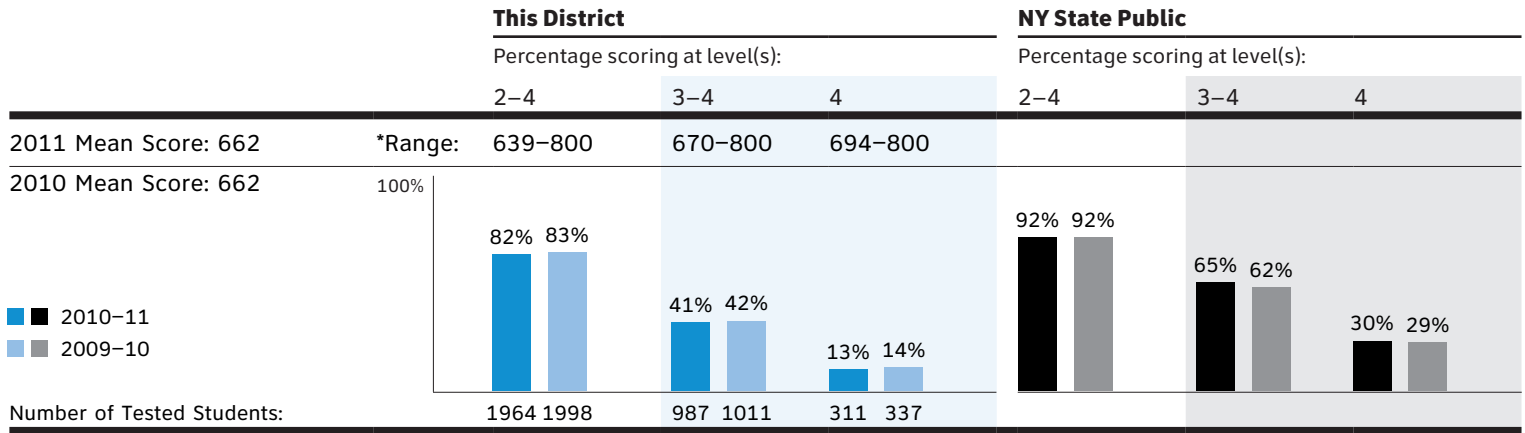
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2382	82%	41%	13%	2414	83%	42%	14%
Female	1166	85%	41%	12%	1146	83%	42%	14%
Male	1216	80%	42%	14%	1268	82%	41%	13%
American Indian or Alaska Native	8	-	-	-	11	73%	55%	45%
Black or African American	630	79%	35%	9%	618	82%	36%	9%
Hispanic or Latino	1476	82%	39%	10%	1532	82%	40%	12%
Asian or Native Hawaiian/Other Pacific Islander	120	92%	75%	44%	110	93%	70%	45%
White	145	93%	67%	37%	143	90%	64%	29%
Multiracial	3	-	-	-				
Small Group Totals	11	91%	64%	18%				
General-Education Students	1803	90%	49%	17%	1792	91%	51%	18%
Students with Disabilities	579	58%	17%	2%	622	60%	16%	3%
English Proficient	2092	86%	46%	15%	2126	85%	45%	15%
Limited English Proficient	290	56%	12%	1%	288	63%	17%	3%
Economically Disadvantaged	2171	82%	39%	12%	2151	82%	40%	13%
Not Disadvantaged	211	87%	62%	28%	263	88%	57%	24%
Migrant								
Not Migrant	2382	82%	41%	13%	2414	83%	42%	14%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	54	51	48	34	44	38	36	26

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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: 645	*Range: 628-790	658-790	699-790			
2010 Mean Score: 644						
Number of Tested Students:	2030	1946	587	643	4	37

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	2352	86%	25%	0%	2403	81%	27%	2%
Female	1114	90%	29%	0%	1192	85%	31%	2%
Male	1238	83%	21%	0%	1211	77%	22%	1%
American Indian or Alaska Native	14	-	-	-	6	-	-	-
Black or African American	611	87%	21%	0%	674	78%	21%	1%
Hispanic or Latino	1478	85%	23%	0%	1469	81%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	108	96%	51%	1%	107	93%	57%	7%
White	140	90%	40%	0%	143	89%	48%	3%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	15	87%	40%	0%	10	70%	20%	0%
General-Education Students	1773	94%	31%	0%	1816	90%	34%	2%
Students with Disabilities	579	63%	6%	0%	587	54%	5%	0%
English Proficient	2123	90%	28%	0%	2166	85%	30%	2%
Limited English Proficient	229	55%	1%	0%	237	49%	2%	0%
Economically Disadvantaged	2144	87%	24%	0%	2102	80%	24%	1%
Not Disadvantaged	208	84%	38%	0%	301	88%	44%	4%
Migrant								
Not Migrant	2352	86%	25%	0%	2403	81%	27%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	49	49	48	37	31	31	30	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	42	N/A	N/A	N/A	28	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	43	N/A	N/A	N/A	29	N/A	N/A	N/A

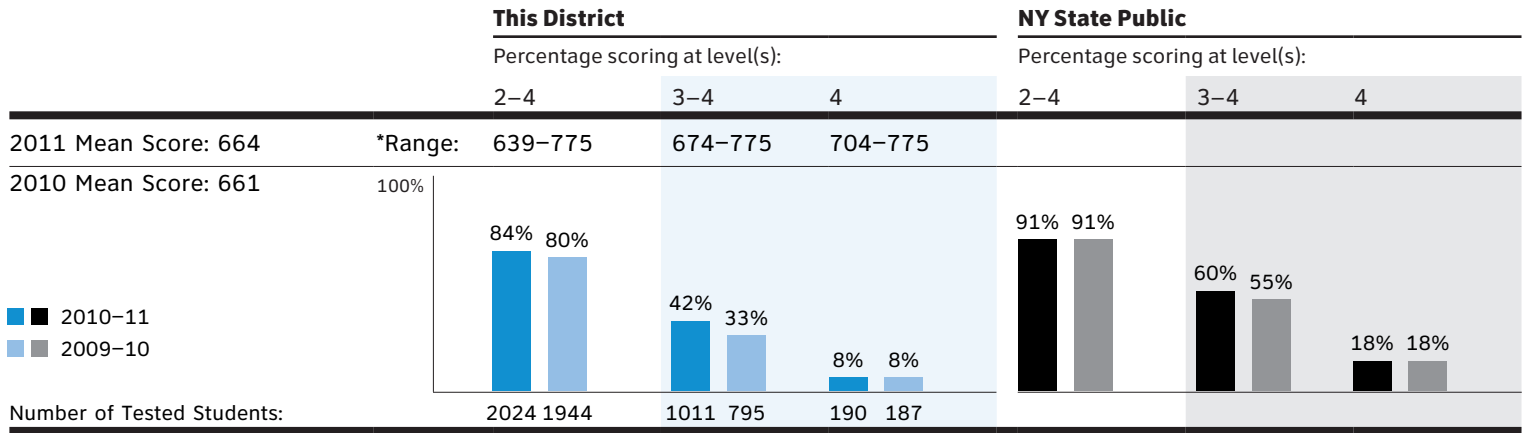
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2397	84%	42%	8%	2432	80%	33%	8%
Female	1137	86%	43%	9%	1204	82%	36%	9%
Male	1260	83%	42%	7%	1228	78%	29%	6%
American Indian or Alaska Native	15	-	-	-	6	67%	33%	17%
Black or African American	610	84%	37%	5%	675	74%	28%	6%
Hispanic or Latino	1517	84%	41%	6%	1495	81%	31%	5%
Asian or Native Hawaiian/Other Pacific Islander	108	93%	70%	32%	111	94%	68%	31%
White	146	87%	58%	16%	140	86%	50%	20%
Multiracial	1	-	-	-	5	80%	20%	0%
Small Group Totals	16	88%	56%	19%				
General-Education Students	1818	91%	50%	10%	1846	88%	40%	10%
Students with Disabilities	579	63%	17%	2%	586	54%	8%	0%
English Proficient	2124	87%	44%	9%	2164	81%	35%	9%
Limited English Proficient	273	63%	26%	1%	268	68%	14%	1%
Economically Disadvantaged	2188	85%	41%	8%	2131	80%	32%	7%
Not Disadvantaged	209	84%	50%	12%	301	83%	41%	12%
Migrant								
Not Migrant	2397	84%	42%	8%	2432	80%	33%	8%

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	49	46	45	30	37	33	31	20

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

This District's Results in Grade 8 Science

This District

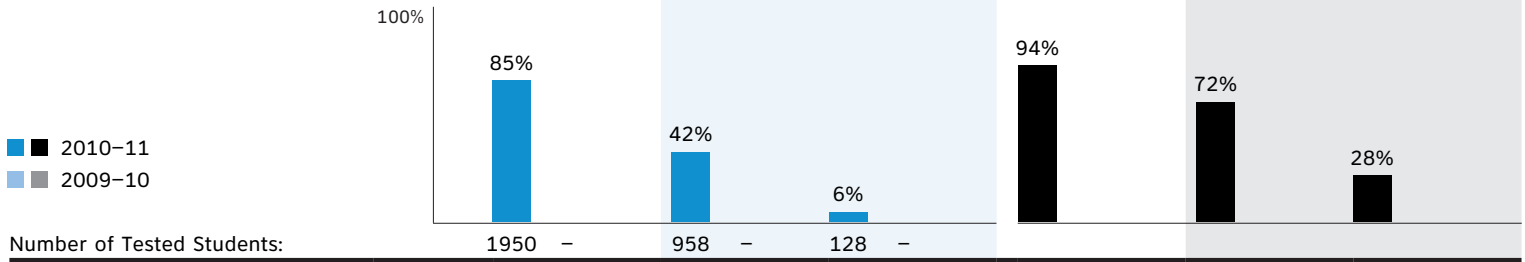
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year			2009-10 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	2194	84%	39%	4%	2327	82%	42%	9%
Female	1043	85%	39%	3%	1157	85%	43%	8%
Male	1151	83%	39%	5%	1170	80%	40%	9%
American Indian or Alaska Native	13	-	-	-	6	-	-	-
Black or African American	558	86%	33%	2%	639	81%	34%	6%
Hispanic or Latino	1409	83%	38%	3%	1434	81%	41%	7%
Asian or Native Hawaiian/Other Pacific Islander	93	91%	67%	12%	111	90%	68%	23%
White	120	88%	62%	15%	133	93%	64%	24%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	14	79%	50%	0%	10	60%	10%	0%
General-Education Students	1656	89%	46%	5%	1779	88%	50%	11%
Students with Disabilities	538	69%	19%	1%	548	63%	14%	1%
English Proficient	1929	88%	43%	4%	2072	86%	46%	10%
Limited English Proficient	265	58%	11%	0%	255	55%	8%	0%
Economically Disadvantaged	2014	84%	38%	3%	2031	81%	39%	7%
Not Disadvantaged	180	88%	52%	12%	296	89%	59%	21%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2194	84%	39%	4%	2327	82%	42%	9%

NOTES

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Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

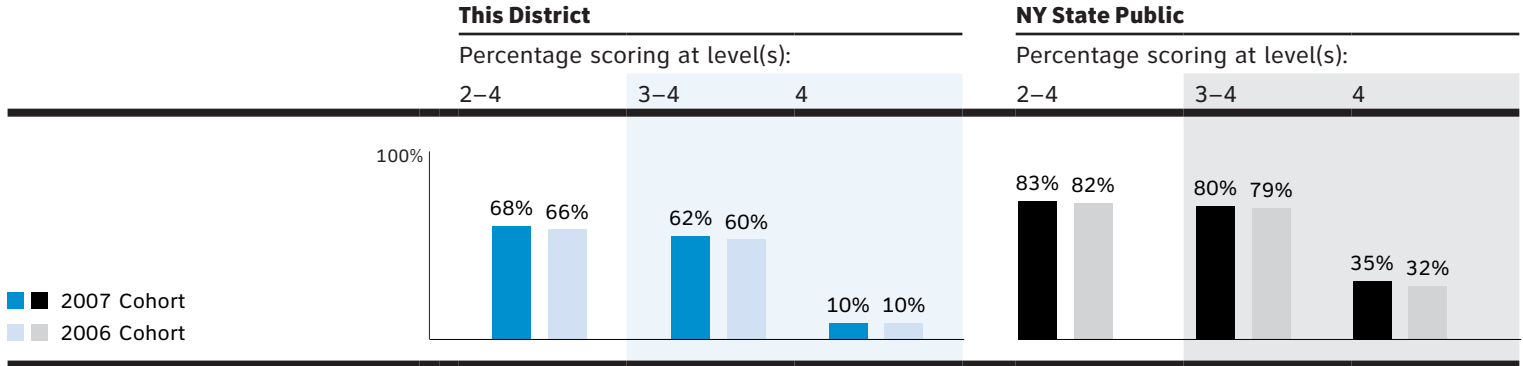
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	48	38
Regents Science	105	1

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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	2778	68%	62%	10%	2855	66%	60%	10%
Female	1396	73%	67%	12%	1492	72%	67%	13%
Male	1382	63%	57%	8%	1363	59%	54%	7%
American Indian or Alaska Native	13	-	-	-	11	55%	55%	9%
Black or African American	830	69%	63%	9%	878	68%	62%	11%
Hispanic or Latino	1686	66%	60%	8%	1727	64%	59%	8%
Asian or Native Hawaiian/Other Pacific Islander	105	83%	70%	24%	93	85%	82%	16%
White	143	73%	69%	14%	138	61%	57%	17%
Multiracial	1	-	-	-	8	75%	63%	13%
Small Group Totals	14	57%	57%	7%				
General-Education Students	2220	77%	72%	11%	2282	74%	69%	12%
Students with Disabilities	558	32%	23%	2%	573	32%	25%	1%
English Proficient	2514	71%	65%	10%	2598	68%	63%	11%
Limited English Proficient	264	42%	28%	1%	257	40%	33%	1%
Economically Disadvantaged	2533	71%	65%	10%	2462	70%	65%	11%
Not Disadvantaged	245	33%	29%	3%	393	38%	35%	5%
Migrant								
Not Migrant	2778	68%	62%	10%	2855	66%	60%	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.

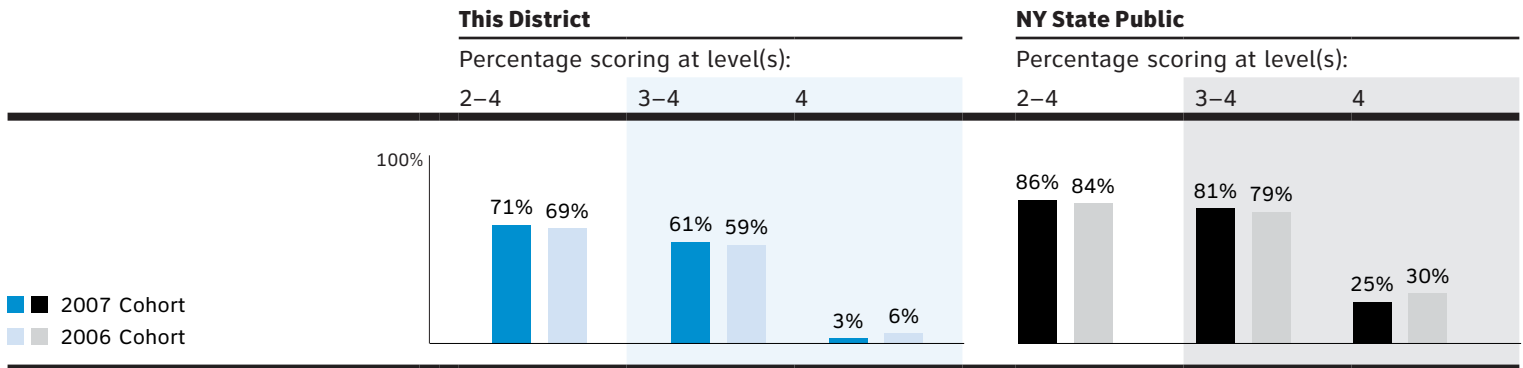
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 8**

District ID **32-08-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2778	71%	61%	3%	2855	69%	59%	6%
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Male	1382	68%	59%	3%	1363	63%	53%	6%
American Indian or Alaska Native	13	-	-	-	11	64%	45%	9%
Black or African American	830	70%	59%	2%	878	70%	58%	5%
Hispanic or Latino	1686	70%	60%	3%	1727	67%	58%	6%
Asian or Native Hawaiian/Other Pacific Islander	105	89%	84%	15%	93	88%	77%	17%
White	143	77%	71%	5%	138	66%	60%	9%
Multiracial	1	-	-	-	8	75%	63%	0%
Small Group Totals	14	79%	64%	7%				
General-Education Students	2220	80%	71%	4%	2282	78%	68%	7%
Students with Disabilities	558	36%	23%	0%	573	31%	19%	0%
English Proficient	2514	73%	63%	4%	2598	71%	61%	6%
Limited English Proficient	264	54%	41%	0%	257	49%	38%	1%
Economically Disadvantaged	2533	74%	64%	3%	2462	72%	62%	7%
Not Disadvantaged	245	36%	29%	0%	393	48%	37%	3%
Migrant								
Not Migrant	2778	71%	61%	3%	2855	69%	59%	6%

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