



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 9**

District ID **32-09-00-01-0000**

Superintendent **DOLORES ESPOSITO**

Telephone **(718) 842-0138**

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	465	461	478
Kindergarten	2593	2939	2825
Grade 1	2966	3155	3063
Grade 2	2798	2965	3020
Grade 3	2630	2804	2867
Grade 4	2558	2798	2752
Grade 5	2374	2635	2624
Grade 6	2482	2791	2862
Ungraded Elementary	1950	97	103
Grade 7	2660	2922	2872
Grade 8	2699	3084	2978
Grade 9	2273	2524	2407
Grade 10	2358	2286	2201
Grade 11	1832	1970	1769
Grade 12	1386	1671	1720
Ungraded Secondary	1482	53	49
Total K-12	35041	34694	34112

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	24	24	24
Grade 8			
English	26	28	27
Mathematics	26	25	26
Science	26	26	28
Social Studies	25	27	28
Grade 10			
English	28	25	27
Mathematics	26	25	28
Science	25	23	27
Social Studies	27	26	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.

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	29854	85%	30172	87%	29149	85%
Reduced-Price Lunch	1809	5%	1506	4%	1314	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8549	24%	8804	25%	8779	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	135	0%	113	0%	144	0%
Black or African American	11875	34%	11496	33%	10904	32%
Hispanic or Latino	22285	64%	22360	64%	22393	66%
Asian or Native Hawaiian/Other Pacific Islander	510	1%	501	1%	448	1%
White	236	1%	224	1%	223	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	2121	6%	2039	6%	1999	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	2802	2686	2547
Percent with No Valid Teaching Certificate	6%	4%	2%
Percent Teaching Out of Certification	13%	10%	6%
Percent with Fewer Than Three Years of Experience	23%	16%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	32%	36%
Total Number of Core Classes	4807	4714	4581
Percent Not Taught by Highly Qualified Teachers in This District	14%	10%	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	5715	5613	5417
Percent Taught by Teachers Without Appropriate Certification	16%	12%	6%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	28%	28%
Turnover Rate of All Teachers	20%	21%	20%

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 7)

ELA Improvement (Year 7) 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
All Students	X	X	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	✓ ^{SH}	✓		–	–	
Black or African American	X	X		X	X	
Hispanic or Latino	X	X		X	X	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	X	✓		–	–	
Multiracial	–	–				
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	X		✓ ^{SH}	✓ ^{SH}	
Economically Disadvantaged	X	X		X	X	
Student groups making AYP in each subject	X 2 of 9	X 3 of 9	✓ 1 of 1	X 1 of 6	X 1 of 6	X 0 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status  Improvement (Year 7)
for This Subject
(2011–12)

Accountability Measures 2 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 8) 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 7) 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	
Accountability Groups								
All Students (17869:16141)			98%		105	121	113	115
Ethnicity								
American Indian or Alaska Native (72:59)			99%		108	109	108	117
Black or African American (5539:5075)			98%		108	120	115	117
Hispanic or Latino (11922:10708)			98%		103	121	111	113
Asian or Native Hawaiian/Other Pacific Islander (242:223)			98%		135	115		
White (87:70)			98%		109	111	111	118
Multiracial (7:6)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (4090:3705)			98%		72	120	80	85
Limited English Proficient (4913:5228)			96%		85	120	93	97
Economically Disadvantaged (17291:15674)			98%		105	121	113	115
Final AYP Determination	 2 of 9							
Non-Accountability Groups								
Female (8547:7790)			98%		113	121		
Male (9322:8351)			98%		98	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 3 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	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 (17882:16430)			99%		127	136	130	134
Ethnicity								
American Indian or Alaska Native (72:59)			99%		132	124		
Black or African American (5535:5084)			99%		125	135	127	133
Hispanic or Latino (11937:10981)			99%		127	136	131	134
Asian or Native Hawaiian/Other Pacific Islander (243:225)			99%		160	130		
White (88:75)			99%		135	126		
Multiracial (7:6)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (4086:3702)			98%		94	135	101	105
Limited English Proficient (4929:5539)			99%		114	136	119	123
Economically Disadvantaged (17297:15958)			99%		127	136	131	134
Final AYP Determination	 3 of 9							
Non-Accountability Groups								
Female (8555:7921)			99%		130	136		
Male (9327:8509)			99%		124	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 (6093:5370)		Qualified		95%		141	100			
Ethnicity										
American Indian or Alaska Native (18:14)	–	–	–	–	–	–	–		–	
Black or African American (1858:1635)		Qualified		95%		145	100			
Hispanic or Latino (4101:3616)		Qualified		95%		139	100			
Asian or Native Hawaiian/Other Pacific Islander (85:78)		Qualified		99%		151	100			
White (28:25)	–	–	–	–	–	–	–		–	
Multiracial (3:2)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (1399:1179)		Qualified		91%		122	100			
Limited English Proficient (1755:1777)		Qualified		95%		120	100			
Economically Disadvantaged (5897:5226)		Qualified		95%		141	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (2923:2620)				96%		143	100			
Male (3170:2750)				94%		139	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 7)
for This Subject
(2011–12)

Accountability Measures 1 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 8) 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 7) 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 (1871:1817)			99%		165	180	168‡	169
Ethnicity								
American Indian or Alaska Native (9:4)	—	—	—	—	—	—	—	—
Black or African American (690:664)			100%		164	179	169‡	168
Hispanic or Latino (1124:1102)			99%		165	180	165‡	169
Asian or Native Hawaiian/Other Pacific Islander (30:27)	—	—	—	—	—	—	—	—
White (18:20)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (209:308)			99%		110	177	109‡	119
Limited English Proficient (322:406)			99%		146	178	134	151
Economically Disadvantaged (1744:1683)			100%		166	180	168	169
Final AYP Determination	 1 of 6							
Non-Accountability Groups								
Female (944:898)			99%		170	179		
Male (927:919)			99%		159	179		
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 1 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	
Accountability Groups								
All Students (1871:1817)			99%		167	177	169‡	170
Ethnicity								
American Indian or Alaska Native (9:4)	—	—	—	—	—	—	—	—
Black or African American (690:664)			99%		161	176	169‡	165
Hispanic or Latino (1124:1102)			99%		170	177	169‡	173
Asian or Native Hawaiian/Other Pacific Islander (30:27)	—	—	—	—	—	—	—	—
White (18:20)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (209:308)			99%		112	174	117‡	121
Limited English Proficient (322:406)			99%		161	175	151	165
Economically Disadvantaged (1744:1683)			99%		168	177	170	171
Final AYP Determination	 1 of 6							
Non-Accountability Groups								
Female (944:898)			100%		170	176		
Male (927:919)			99%		165	176		
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 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
Accountability Groups					
All Students (2108)			66%	80%	67%
Ethnicity					
American Indian or Alaska Native (11)		—	—	—	
Black or African American (866)			67%	80%	68%
Hispanic or Latino (1181)			65%	80%	66%
Asian or Native Hawaiian/Other Pacific Islander (34)			91%	80%	
White (14)		—	—	—	
Multiracial (2)		—	—	—	
Other Groups					
Students with Disabilities (393)			33%	80%	42%
Limited English Proficient (322)			52%	80%	52%
Economically Disadvantaged (1836)			69%	80%	69%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (1026)			73%	80%	
Male (1082)			59%	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 **69%** 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

32 schools identified 46% of total

ACADEMY FOR LANGUAGE AND TECHNOLOGY
 BRONX CENTER FOR SCIENCE AND MATHEMATICS
 BRONX EARLY COLLEGE ACADEMY FOR TEACHING AND LEARNING
 BRONX HIGH SCHOOL FOR MEDICAL SCIENCE
 BRONX SCHOOL FOR LAW GOVERNMENT AND JUSTICE
 COMPREHENSIVE MODEL SCHOOL PROJECT MS 327
 EAGLE ACADEMY FOR YOUNG MEN
 EXIMIUS COLLEGE PREPARATORY ACADEMY
 GRANT AVENUE ELEMENTARY SCHOOL
 HIGH SCHOOL FOR VIOLIN AND DANCE
 KAPPA
 LEADERSHIP INSTITUTE
 MOTT HALL BRONX HIGH SCHOOL
 MOTT HALL III
 PS 109 SEDGWICK
 PS 110 THEODORE SCHOENFELD
 PS 126 DR MARJORIE H DUNBAR
 PS 170
 PS 199 THE SHAKESPEARE SCHOOL
 PS 204 MORRIS HEIGHTS
 PS 236 LANGSTON HUGHES
 PS 28 MOUNT HOPE
 PS 35 FRANZ SIEGEL
 PS 53 BASHEER QUISIM
 PS 63 AUTHOR'S ACADEMY
 PS 88 S SILVERSTEIN LITTLE SPARROW SCHOOL
 PS 90 GEORGE MEANY
 SCIENCE AND TECHNOLOGY ACADEMY: A MOTT HALL SCHOOL
 SHERIDAN ACADEMY FOR YOUNG LEADERS
 THE FAMILY SCHOOL
 URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE
 VALIDUS PREPARATORY ACADEMY

Improvement (year 1) Basic

3 schools identified 4% of total

BRONX LEADERSHIP ACADEMY HIGH SCHOOL
 PS 2 MORRISANIA
 PS/IS 218 RAFAEL HERNANDEZ DUAL LANGUAGE MAGNET SCHOOL

Improvement (year 1) Comprehensive

11 schools identified 16% of total

BRONX INTERNATIONAL HIGH SCHOOL
 BRONX WRITING ACADEMY
 FREDERICK DOUGLAS ACADEMY III SECONDARY SCHOOL
 IS 303 LEADERSHIP & COMM SERVICE
 JONATHAN LEVIN HS OF MEDIA AND COMMUNICATIONS
 MORRIS ACADEMY FOR COLLABORATIVE STUDIES
 PS 11 HIGHBRIDGE

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

Improvement (year 1) Comprehensive (continued)

PS 163 ARTHUR A SCHOMBERG
 PS 42 CLAREMONT
 SCHOOL FOR EXCELLENCE
 URBAN ASSEMBLY ACAD-HISTORY AND CITIZENSHIP FOR YOUNG MEN

Improvement (year 2) Comprehensive

4 schools identified 6% of total
 BRONX EXPEDITIONARY LEARNING HIGH SCHOOL
 BRONX HIGH SCHOOL OF BUSINESS
 DREAMYARD PREPARATORY SCHOOL
 PS 58

Corrective Action (year 1) Comprehensive

1 school identified 1% of total
 PS 230 DR ROLAND N PATTERSON

Corrective Action (year 2) Comprehensive

1 school identified 1% of total
 NEW MILLENNIUM BUSINESS ACADEMY MIDDLE SCHOOL

Restructuring (year 1) Comprehensive

1 school identified 1% of total
 IS 229 ROLAND PATTERSON

Restructuring (year 2) Comprehensive

1 school identified 1% of total
 URBAN SCIENCE ACADEMY

Restructuring (advanced) Comprehensive

15 schools identified 22% of total
 IS 117 JOSEPH H WADE
 IS 219 NEW VENTURE SCHOOL
 IS 232
 IS 313 SCHOOL OF LEADERSHIP DEVELOPMENT
 IS 339
 JHS 145 ARTURO TOSCANINI
 JHS 166 ROBERTO CLEMENTE
 JHS 22 JORDAN L MOTT
 PS 114 LUIS LORENS TORRES SCHOOL
 PS 132 GARRETT A MORGAN
 PS 55 BENJAMIN FRANKLIN
 PS 64 PURA BELPRE
 PS 70 MAX SCHOENFELD
 PS 73 BRONX
 PS/MS 4 CROTONA PARK WEST

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	31%			2875
Grade 4	33%			2770
Grade 5	29%			2659
Grade 6	24%			2786
Grade 7	18%			2799
Grade 8	19%			2920

Mathematics			
Grade 3	39%		2964
Grade 4	43%		2860
Grade 5	45%		2739
Grade 6	38%		2907
Grade 7	38%		2878
Grade 8	36%		3029

Science			
Grade 4	71%		2821
Grade 8	33%		2800

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	66%			2228
Mathematics	66%			2228

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

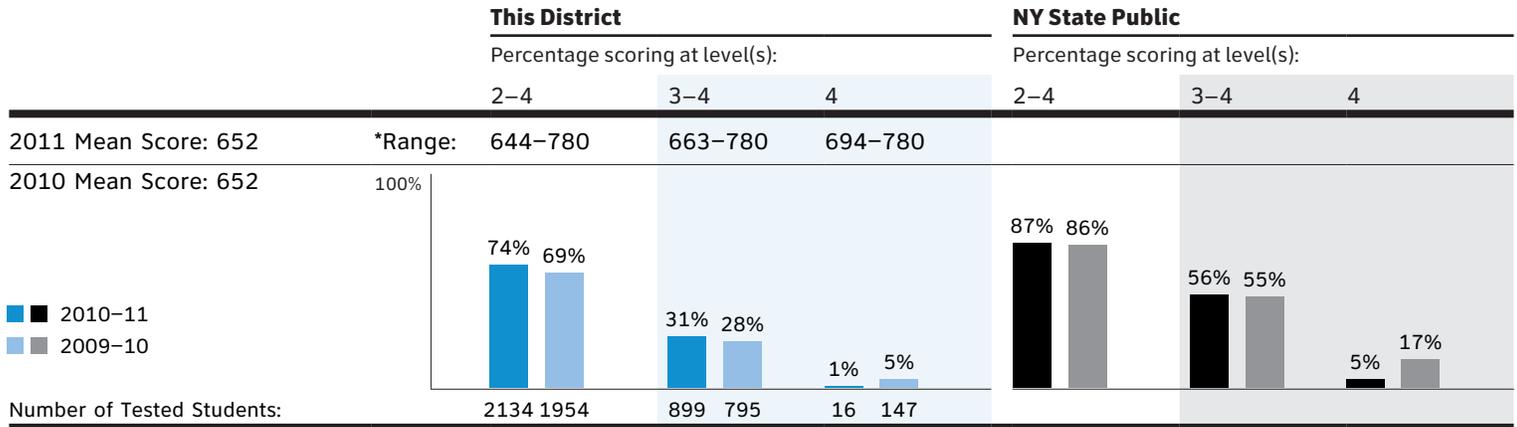
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	2875	74%	31%	1%	2818	69%	28%	5%
Female	1376	78%	36%	1%	1366	74%	31%	5%
Male	1499	71%	26%	1%	1452	65%	26%	5%
American Indian or Alaska Native	14	50%	29%	7%	6	50%	17%	0%
Black or African American	917	77%	30%	1%	924	70%	30%	5%
Hispanic or Latino	1903	73%	32%	1%	1831	69%	27%	5%
Asian or Native Hawaiian/Other Pacific Islander	27	89%	48%	0%	29	76%	34%	7%
White	14	64%	7%	0%	20	80%	45%	15%
Multiracial					8	100%	38%	13%
Small Group Totals								
General-Education Students	2260	81%	36%	1%	2194	77%	32%	6%
Students with Disabilities	615	48%	15%	0%	624	42%	15%	2%
English Proficient	2039	80%	37%	1%	1918	75%	34%	7%
Limited English Proficient	836	61%	17%	0%	900	57%	15%	2%
Economically Disadvantaged	2808	74%	31%	1%	2752	69%	28%	5%
Not Disadvantaged	67	79%	40%	1%	66	68%	30%	5%
Migrant								
Not Migrant	2875	74%	31%	1%	2818	69%	28%	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 3 Equivalent	67	64	61	57	63	58	55	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	57	N/A	N/A	N/A	94	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	57	N/A	N/A	N/A	99	N/A	N/A	N/A

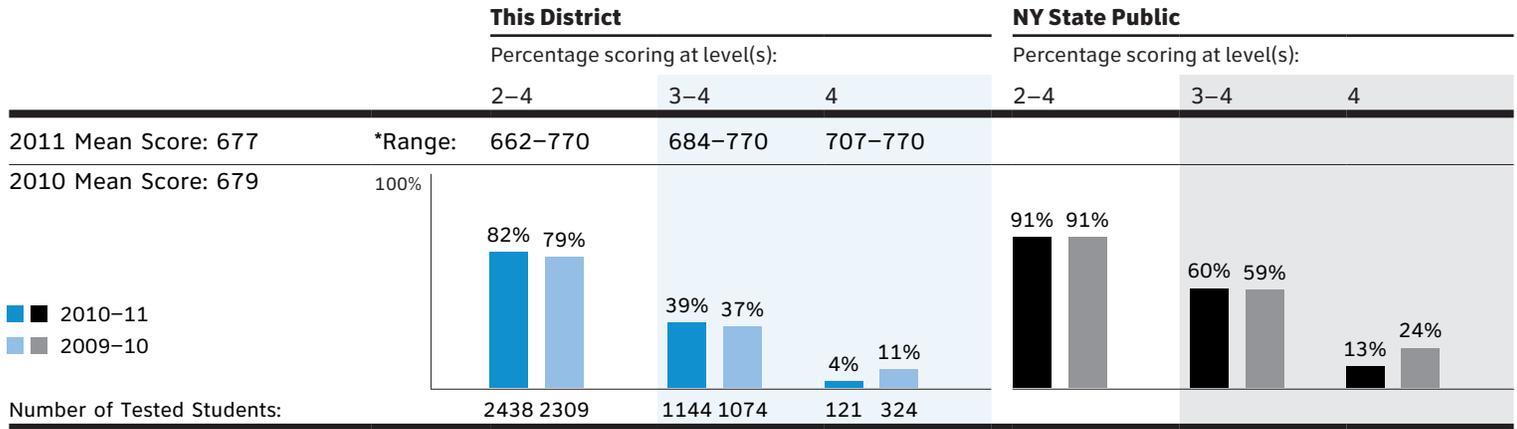
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	2964	82%	39%	4%	2918	79%	37%	11%
Female	1418	83%	40%	3%	1413	81%	38%	12%
Male	1546	82%	38%	5%	1505	77%	35%	11%
American Indian or Alaska Native	14	79%	21%	0%	6	67%	33%	0%
Black or African American	929	84%	38%	5%	931	78%	35%	12%
Hispanic or Latino	1976	81%	39%	4%	1919	80%	37%	11%
Asian or Native Hawaiian/Other Pacific Islander	30	87%	57%	10%	33	88%	58%	18%
White	15	67%	33%	0%	21	86%	48%	10%
Multiracial					8	100%	63%	38%
Small Group Totals								
General-Education Students	2349	86%	43%	5%	2294	84%	41%	13%
Students with Disabilities	615	69%	21%	2%	624	61%	23%	5%
English Proficient	2048	86%	44%	5%	1920	83%	42%	13%
Limited English Proficient	916	74%	26%	1%	998	73%	27%	7%
Economically Disadvantaged	2896	82%	39%	4%	2846	79%	37%	11%
Not Disadvantaged	68	82%	37%	7%	72	81%	32%	10%
Migrant								
Not Migrant	2964	82%	39%	4%	2918	79%	37%	11%

NOTES

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

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

Other Assessments

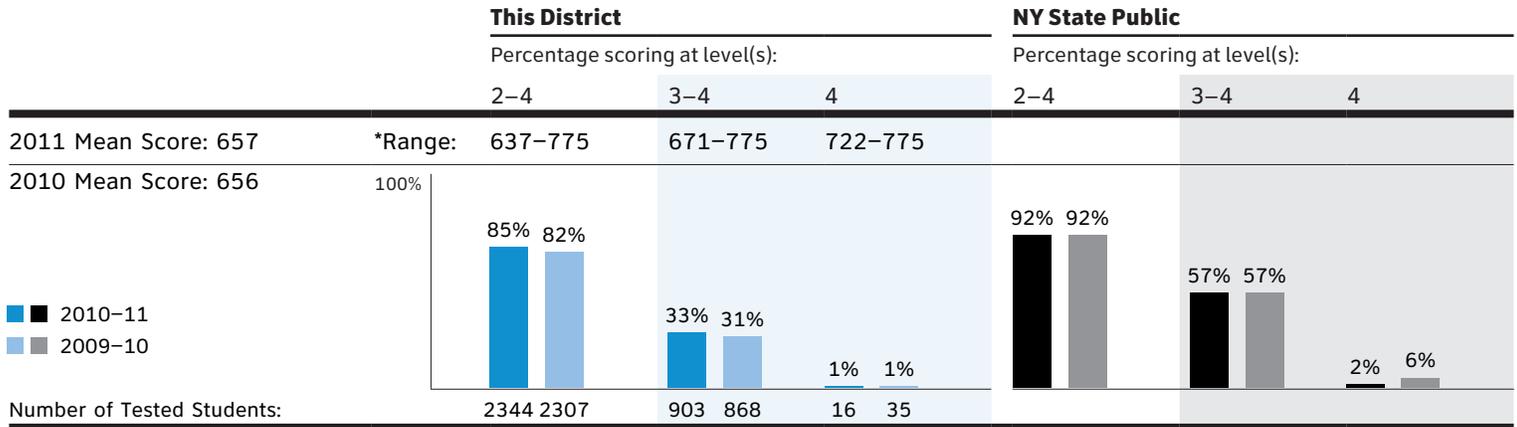
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	68	67	65	59	63	62	56	39

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2770	85%	33%	1%	2805	82%	31%	1%
Female	1352	89%	37%	1%	1351	87%	34%	2%
Male	1418	81%	28%	0%	1454	78%	28%	1%
American Indian or Alaska Native	5	-	-	-	12	83%	8%	0%
Black or African American	884	85%	35%	1%	946	82%	32%	2%
Hispanic or Latino	1830	84%	31%	0%	1769	82%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	35	91%	46%	3%	49	98%	47%	4%
White	14	100%	36%	7%	16	75%	6%	0%
Multiracial	2	-	-	-	13	92%	46%	8%
Small Group Totals	7	86%	43%	0%				
General-Education Students	2142	91%	38%	1%	2152	90%	37%	2%
Students with Disabilities	628	64%	13%	0%	653	58%	11%	0%
English Proficient	1947	89%	39%	1%	2067	86%	36%	2%
Limited English Proficient	823	74%	16%	0%	738	72%	16%	0%
Economically Disadvantaged	2725	85%	33%	1%	2736	82%	31%	1%
Not Disadvantaged	45	82%	38%	2%	69	78%	38%	0%
Migrant								
Not Migrant	2770	85%	33%	1%	2805	82%	31%	1%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	65	57	55	46	50	47	42	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	65	N/A	N/A	N/A	91	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	66	N/A	N/A	N/A	93	N/A	N/A	N/A

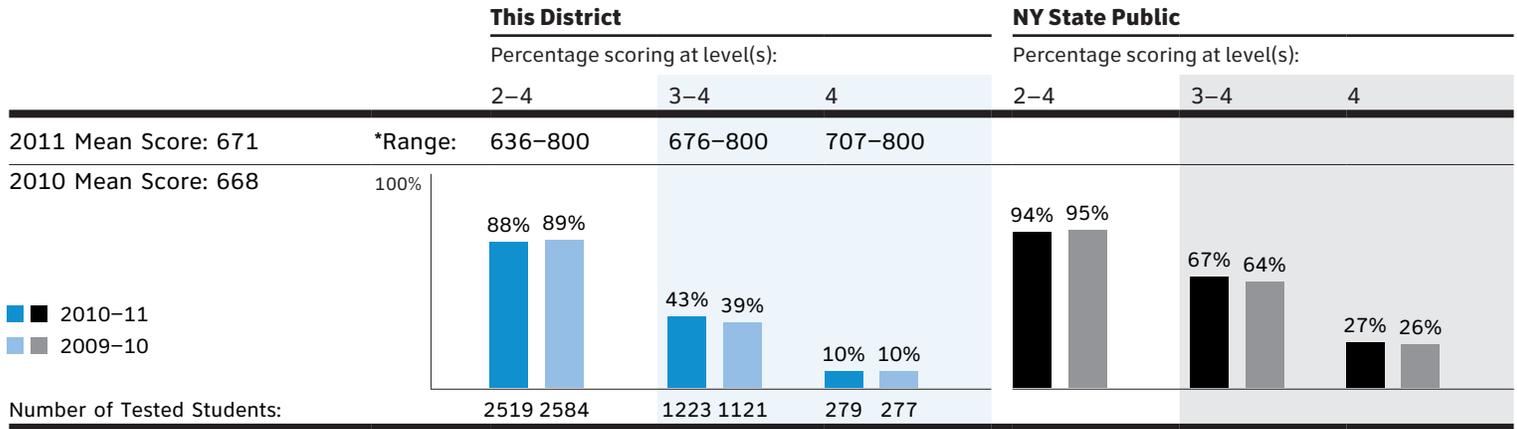
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	2860	88%	43%	10%	2894	89%	39%	10%
Female	1398	89%	44%	10%	1400	90%	37%	8%
Male	1462	87%	41%	10%	1494	88%	40%	11%
American Indian or Alaska Native	5	-	-	-	12	100%	25%	0%
Black or African American	896	88%	43%	10%	953	90%	38%	10%
Hispanic or Latino	1907	88%	42%	9%	1846	89%	39%	9%
Asian or Native Hawaiian/Other Pacific Islander	35	94%	57%	26%	53	94%	55%	19%
White	15	93%	67%	7%	17	94%	12%	0%
Multiracial	2	-	-	-	13	92%	62%	15%
Small Group Totals	7	86%	29%	0%				
General-Education Students	2227	93%	48%	11%	2243	93%	43%	11%
Students with Disabilities	633	72%	24%	4%	651	77%	24%	4%
English Proficient	1956	91%	49%	13%	2067	92%	44%	12%
Limited English Proficient	904	82%	29%	3%	827	83%	26%	5%
Economically Disadvantaged	2812	88%	42%	10%	2821	90%	39%	9%
Not Disadvantaged	48	85%	58%	15%	73	79%	40%	14%
Migrant								
Not Migrant	2860	88%	43%	10%	2894	89%	39%	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.

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Other Assessments

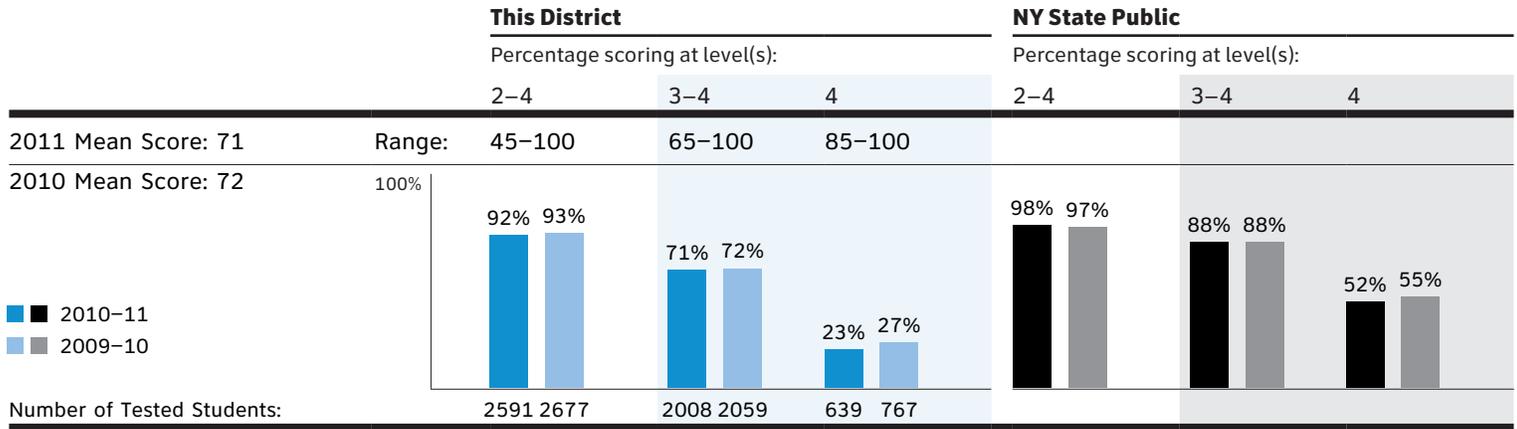
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	65	65	60	45	50	47	41	27

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	2821	92%	71%	23%	2875	93%	72%	27%
Female	1384	93%	72%	22%	1388	93%	72%	26%
Male	1437	91%	70%	23%	1487	93%	71%	27%
American Indian or Alaska Native	5	-	-	-	12	100%	92%	25%
Black or African American	882	94%	74%	23%	951	93%	72%	27%
Hispanic or Latino	1882	91%	70%	22%	1830	93%	71%	26%
Asian or Native Hawaiian/Other Pacific Islander	35	91%	80%	46%	54	94%	78%	35%
White	15	100%	93%	33%	15	93%	47%	13%
Multiracial	2	-	-	-	13	92%	85%	46%
Small Group Totals	7	86%	57%	14%				
General-Education Students	2207	94%	74%	25%	2233	95%	76%	30%
Students with Disabilities	614	85%	60%	13%	642	88%	57%	16%
English Proficient	1935	95%	80%	29%	2060	96%	78%	32%
Limited English Proficient	886	84%	53%	10%	815	86%	56%	14%
Economically Disadvantaged	2775	92%	71%	22%	2804	93%	72%	27%
Not Disadvantaged	46	89%	78%	48%	71	93%	69%	32%
Migrant								
Not Migrant	2821	92%	71%	23%	2875	93%	72%	27%

NOTES

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Other Assessments

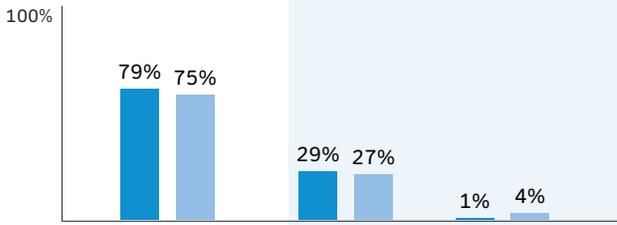
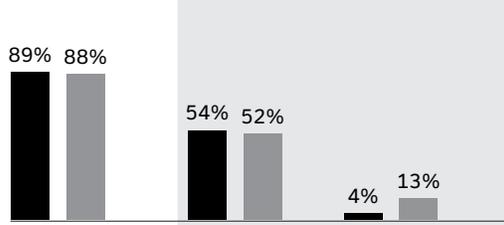
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	65	59	57	54	50	47	46	40

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 658	*Range: 648-795	668-795	700-795			
2010 Mean Score: 658						
						
Number of Tested Students:	2107 2001	780 719	30 111			

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	2659	79%	29%	1%	2670	75%	27%	4%
Female	1311	84%	33%	2%	1303	78%	32%	5%
Male	1348	75%	26%	1%	1367	72%	22%	3%
American Indian or Alaska Native	13	92%	46%	0%	15	-	-	-
Black or African American	856	81%	30%	1%	827	74%	27%	4%
Hispanic or Latino	1728	78%	28%	1%	1761	75%	26%	4%
Asian or Native Hawaiian/Other Pacific Islander	47	87%	51%	4%	45	87%	56%	24%
White	15	80%	13%	0%	19	74%	47%	11%
Multiracial					3	-	-	-
Small Group Totals					18	83%	33%	11%
General-Education Students	2048	86%	35%	1%	2032	83%	32%	5%
Students with Disabilities	611	56%	11%	0%	638	50%	11%	1%
English Proficient	2027	86%	35%	1%	1959	80%	32%	5%
Limited English Proficient	632	58%	11%	0%	711	62%	12%	1%
Economically Disadvantaged	2595	79%	29%	1%	2598	75%	27%	4%
Not Disadvantaged	64	72%	28%	2%	72	74%	32%	3%
Migrant								
Not Migrant	2659	79%	29%	1%	2670	75%	27%	4%

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	45	43	42	30	60	58	57	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	51	N/A	N/A	N/A	115	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	53	N/A	N/A	N/A	114	N/A	N/A	N/A

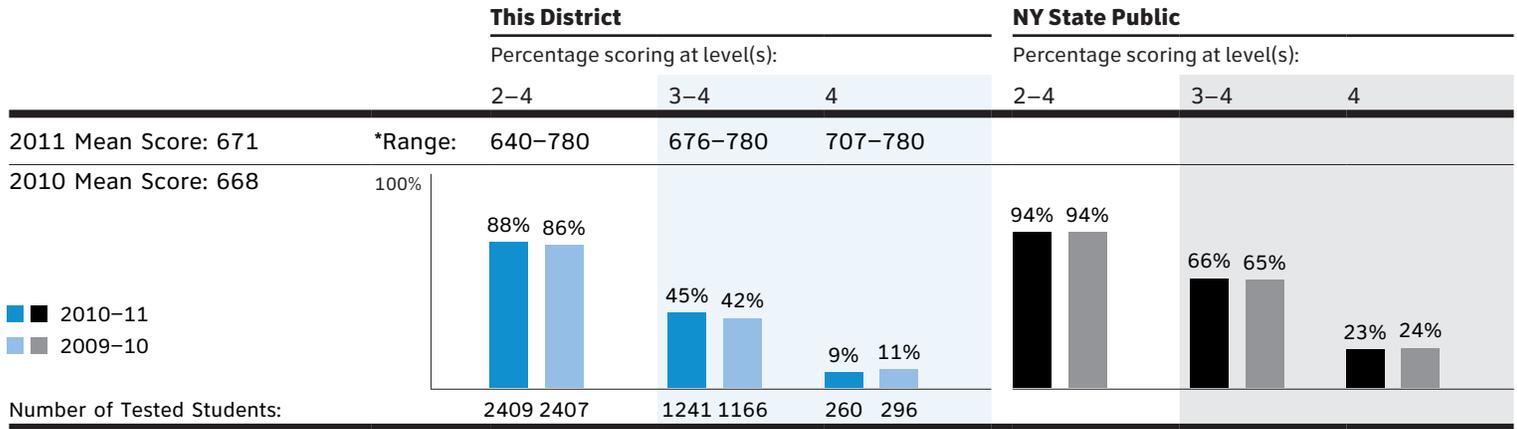
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	2739	88%	45%	9%	2795	86%	42%	11%
Female	1342	90%	45%	8%	1360	87%	43%	11%
Male	1397	86%	46%	11%	1435	85%	41%	10%
American Indian or Alaska Native	13	100%	62%	15%	14	-	-	-
Black or African American	862	89%	45%	10%	845	85%	38%	10%
Hispanic or Latino	1803	87%	45%	9%	1868	86%	42%	10%
Asian or Native Hawaiian/Other Pacific Islander	46	98%	67%	30%	45	96%	73%	36%
White	15	93%	20%	7%	20	90%	65%	35%
Multiracial					3	-	-	-
Small Group Totals					17	88%	59%	12%
General-Education Students	2126	92%	50%	12%	2148	90%	46%	12%
Students with Disabilities	613	75%	27%	2%	647	73%	26%	4%
English Proficient	2029	93%	52%	12%	1969	89%	48%	13%
Limited English Proficient	710	75%	25%	3%	826	80%	28%	5%
Economically Disadvantaged	2673	88%	45%	10%	2712	87%	42%	11%
Not Disadvantaged	66	82%	44%	9%	83	73%	40%	11%
Migrant								
Not Migrant	2739	88%	45%	9%	2795	86%	42%	11%

NOTES

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Other Assessments

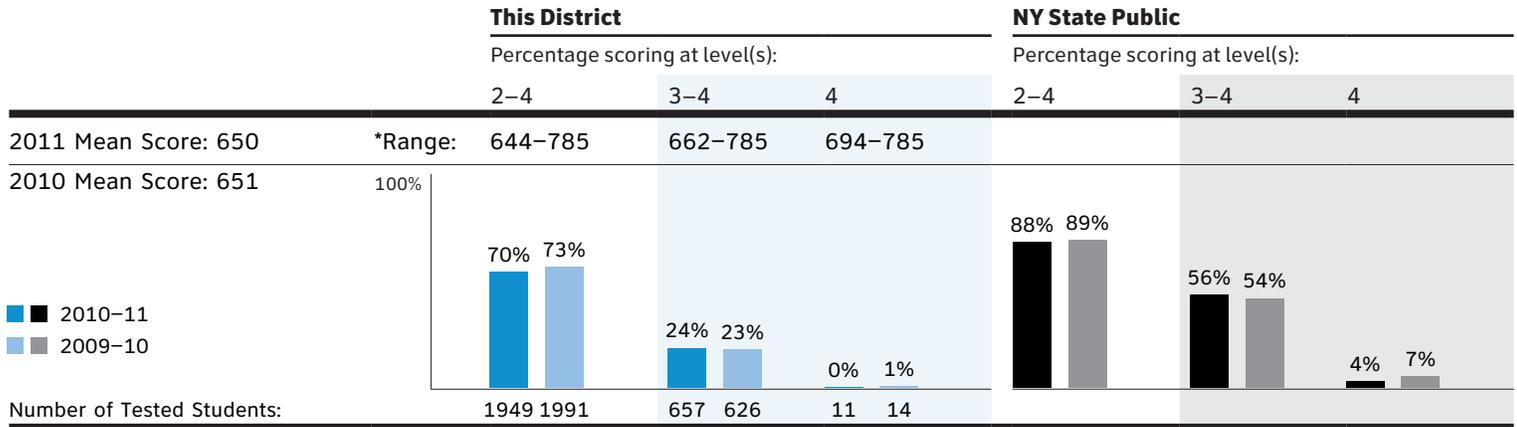
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	45	44	41	31	60	59	58	43

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	2786	70%	24%	0%	2713	73%	23%	1%
Female	1345	73%	26%	0%	1322	77%	27%	0%
Male	1441	67%	21%	1%	1391	70%	20%	1%
American Indian or Alaska Native	17	82%	35%	0%	6	83%	17%	0%
Black or African American	866	71%	23%	0%	902	77%	24%	1%
Hispanic or Latino	1845	69%	23%	0%	1758	72%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	42	90%	55%	5%	34	85%	44%	0%
White	15	-	-	-	8	88%	38%	0%
Multiracial	1	-	-	-	5	20%	0%	0%
Small Group Totals	16	63%	31%	0%				
General-Education Students	2197	78%	28%	1%	2113	81%	28%	1%
Students with Disabilities	589	41%	6%	0%	600	46%	6%	0%
English Proficient	2087	77%	30%	1%	2109	81%	28%	1%
Limited English Proficient	699	47%	5%	0%	604	47%	6%	0%
Economically Disadvantaged	2704	70%	23%	0%	2635	73%	23%	0%
Not Disadvantaged	82	74%	32%	0%	78	81%	36%	3%
Migrant								
Not Migrant	2786	70%	24%	0%	2713	73%	23%	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	54	52	49	39	48	46	41	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	63	N/A	N/A	N/A	88	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	67	N/A	N/A	N/A	94	N/A	N/A	N/A

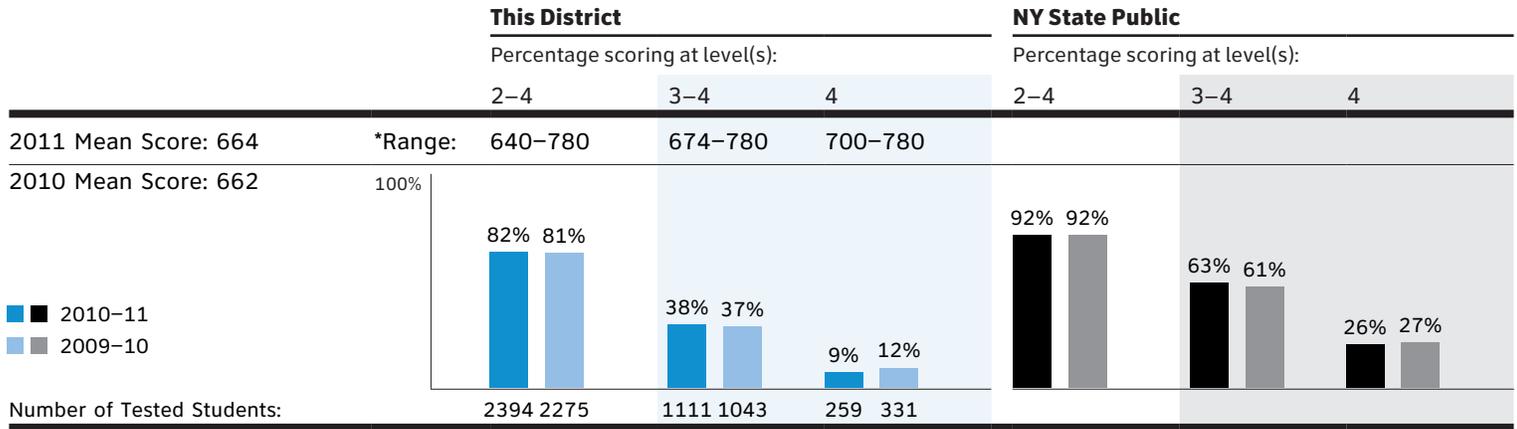
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	2907	82%	38%	9%	2816	81%	37%	12%
Female	1391	84%	39%	9%	1364	83%	39%	13%
Male	1516	80%	37%	9%	1452	78%	35%	11%
American Indian or Alaska Native	17	-	-	-	6	100%	33%	17%
Black or African American	878	79%	36%	8%	916	81%	35%	10%
Hispanic or Latino	1948	83%	38%	9%	1842	81%	38%	12%
Asian or Native Hawaiian/Other Pacific Islander	45	93%	76%	27%	38	84%	58%	37%
White	18	89%	33%	17%	8	100%	50%	25%
Multiracial	1	-	-	-	6	50%	0%	0%
Small Group Totals	18	78%	44%	6%				
General-Education Students	2315	89%	44%	11%	2205	87%	43%	14%
Students with Disabilities	592	57%	16%	2%	611	59%	15%	2%
English Proficient	2108	86%	44%	11%	2120	86%	43%	15%
Limited English Proficient	799	73%	24%	3%	696	64%	18%	3%
Economically Disadvantaged	2814	82%	38%	9%	2731	81%	37%	12%
Not Disadvantaged	93	83%	45%	13%	85	80%	51%	15%
Migrant								
Not Migrant	2907	82%	38%	9%	2816	81%	37%	12%

NOTES

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Other Assessments

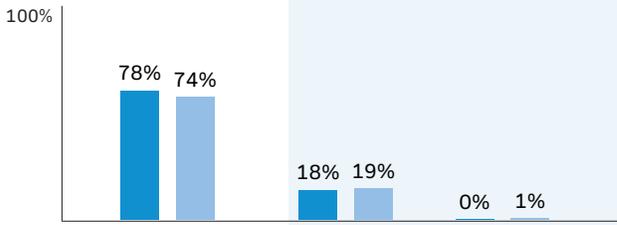
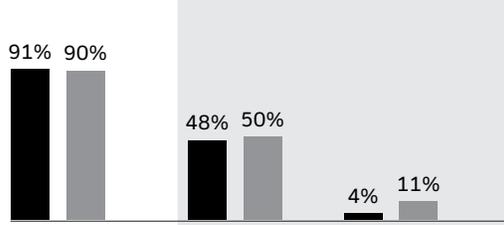
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	54	54	53	44	48	46	44	36

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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: 651	*Range: 642-790	665-790	698-790			
2010 Mean Score: 650						
						
Number of Tested Students:	2197	2082	498	549	7	40

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	2799	78%	18%	0%	2830	74%	19%	1%
Female	1343	83%	22%	0%	1352	77%	24%	2%
Male	1456	75%	14%	0%	1478	70%	15%	1%
American Indian or Alaska Native	9	78%	22%	0%	10	-	-	-
Black or African American	898	81%	18%	0%	873	76%	20%	1%
Hispanic or Latino	1852	77%	17%	0%	1886	73%	19%	1%
Asian or Native Hawaiian/Other Pacific Islander	32	88%	44%	0%	42	79%	33%	0%
White	6	-	-	-	16	56%	19%	0%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	8	88%	38%	0%	13	85%	23%	0%
General-Education Students	2190	85%	22%	0%	2201	81%	24%	2%
Students with Disabilities	609	54%	4%	0%	629	46%	4%	0%
English Proficient	2201	86%	22%	0%	2158	82%	24%	2%
Limited English Proficient	598	50%	2%	0%	672	47%	4%	0%
Economically Disadvantaged	2705	78%	18%	0%	2724	74%	19%	1%
Not Disadvantaged	94	81%	22%	0%	106	75%	26%	2%
Migrant								
Not Migrant	2799	78%	18%	0%	2830	74%	19%	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 7 Equivalent	44	41	40	34	45	45	43	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	39	N/A	N/A	N/A	87	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	41	N/A	N/A	N/A	91	N/A	N/A	N/A

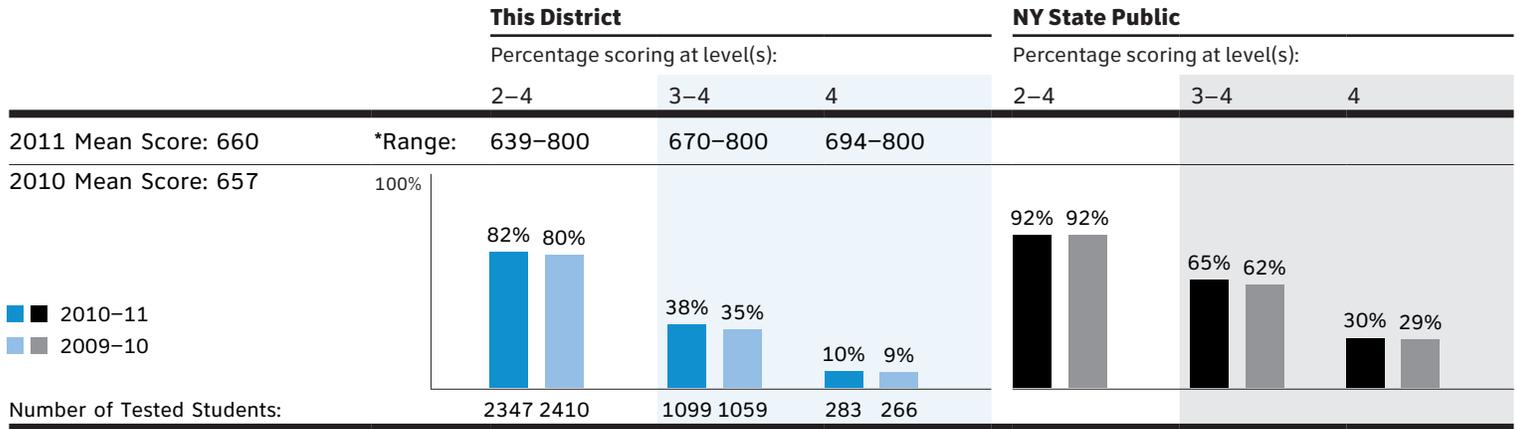
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	2878	82%	38%	10%	2999	80%	35%	9%
Female	1388	84%	40%	10%	1434	82%	37%	9%
Male	1490	80%	37%	10%	1565	79%	34%	8%
American Indian or Alaska Native	9	89%	56%	44%	9	-	-	-
Black or African American	896	82%	35%	8%	922	80%	31%	8%
Hispanic or Latino	1929	81%	39%	10%	2003	80%	37%	9%
Asian or Native Hawaiian/Other Pacific Islander	33	82%	73%	33%	47	81%	60%	28%
White	8	-	-	-	15	87%	33%	7%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	11	91%	45%	18%	12	92%	33%	8%
General-Education Students	2273	87%	44%	12%	2354	87%	41%	11%
Students with Disabilities	605	61%	15%	2%	645	56%	13%	2%
English Proficient	2209	86%	43%	12%	2220	86%	41%	11%
Limited English Proficient	669	66%	21%	2%	779	65%	19%	3%
Economically Disadvantaged	2781	81%	38%	10%	2873	81%	36%	9%
Not Disadvantaged	97	87%	37%	13%	126	76%	31%	10%
Migrant								
Not Migrant	2878	82%	38%	10%	2999	80%	35%	9%

NOTES

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Other Assessments

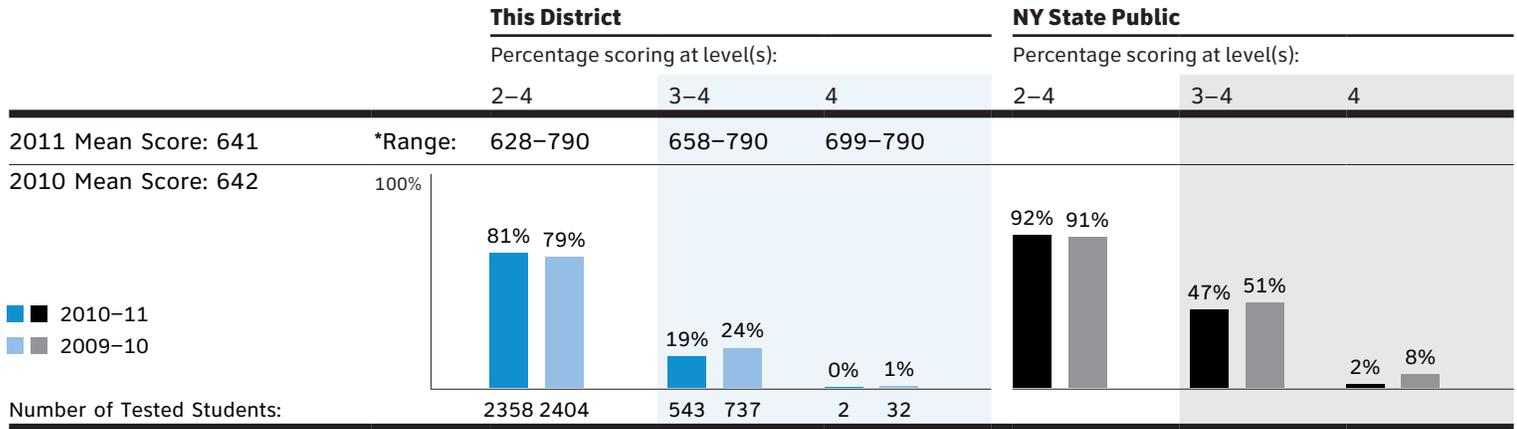
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	44	43	43	26	44	44	43	37

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2920	81%	19%	0%	3061	79%	24%	1%
Female	1397	85%	24%	0%	1490	82%	28%	1%
Male	1523	76%	14%	0%	1571	75%	21%	1%
American Indian or Alaska Native	12	92%	17%	0%	4	-	-	-
Black or African American	883	84%	19%	0%	1010	82%	25%	1%
Hispanic or Latino	1968	79%	18%	0%	1981	77%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	45	84%	29%	0%	46	96%	43%	4%
White	11	-	-	-	17	76%	35%	0%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	12	100%	8%	0%	7	86%	0%	0%
General-Education Students	2303	87%	23%	0%	2388	87%	29%	1%
Students with Disabilities	617	57%	3%	0%	673	50%	5%	0%
English Proficient	2234	88%	23%	0%	2397	87%	30%	1%
Limited English Proficient	686	56%	3%	0%	664	49%	3%	0%
Economically Disadvantaged	2819	81%	18%	0%	2943	79%	24%	1%
Not Disadvantaged	101	73%	23%	1%	118	79%	25%	2%
Migrant								
Not Migrant	2920	81%	19%	0%	3061	79%	24%	1%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	51	48	48	46	43	42	40	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	77	N/A	N/A	N/A	96	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	82	N/A	N/A	N/A	105	N/A	N/A	N/A

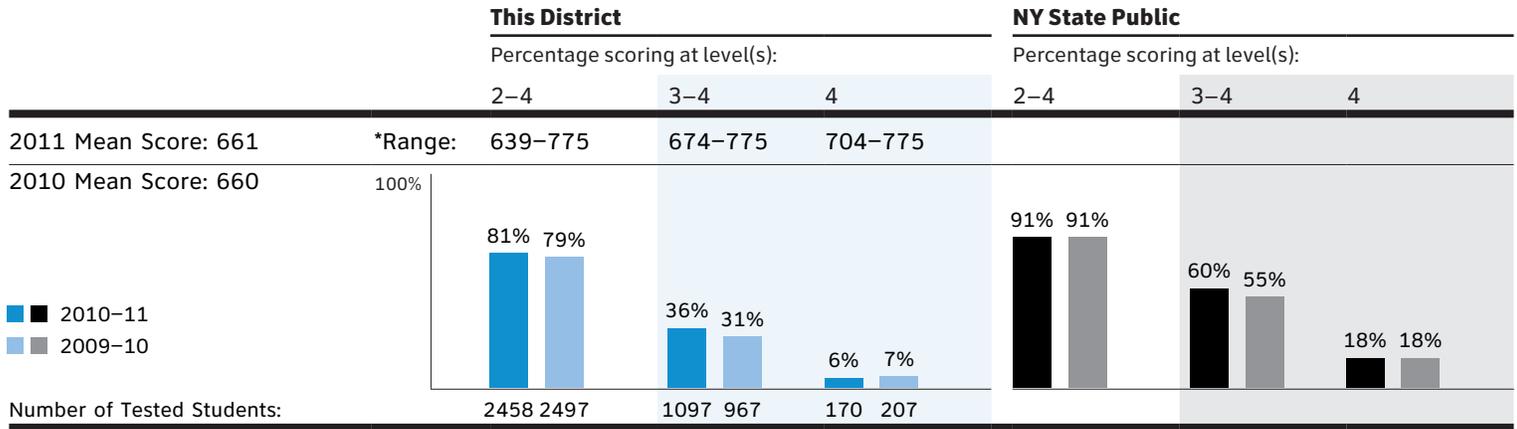
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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	3029	81%	36%	6%	3163	79%	31%	7%
Female	1452	84%	39%	7%	1538	83%	33%	8%
Male	1577	78%	33%	5%	1625	75%	29%	6%
American Indian or Alaska Native	12	-	-	-	5	-	-	-
Black or African American	896	80%	32%	6%	1010	77%	29%	5%
Hispanic or Latino	2058	82%	37%	5%	2078	80%	31%	7%
Asian or Native Hawaiian/Other Pacific Islander	49	88%	63%	33%	50	94%	56%	24%
White	13	77%	38%	0%	17	88%	41%	6%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	13	92%	31%	8%	8	63%	0%	0%
General-Education Students	2418	88%	42%	7%	2499	86%	37%	8%
Students with Disabilities	611	56%	13%	1%	664	52%	8%	0%
English Proficient	2233	85%	41%	7%	2392	82%	34%	8%
Limited English Proficient	796	70%	23%	1%	771	68%	20%	2%
Economically Disadvantaged	2918	81%	36%	6%	3034	79%	31%	7%
Not Disadvantaged	111	74%	29%	7%	129	76%	26%	6%
Migrant								
Not Migrant	3029	81%	36%	6%	3163	79%	31%	7%

NOTES

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* 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	51	49	47	35	44	31	30	16

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

This District's Results in Grade 8 Science

This District

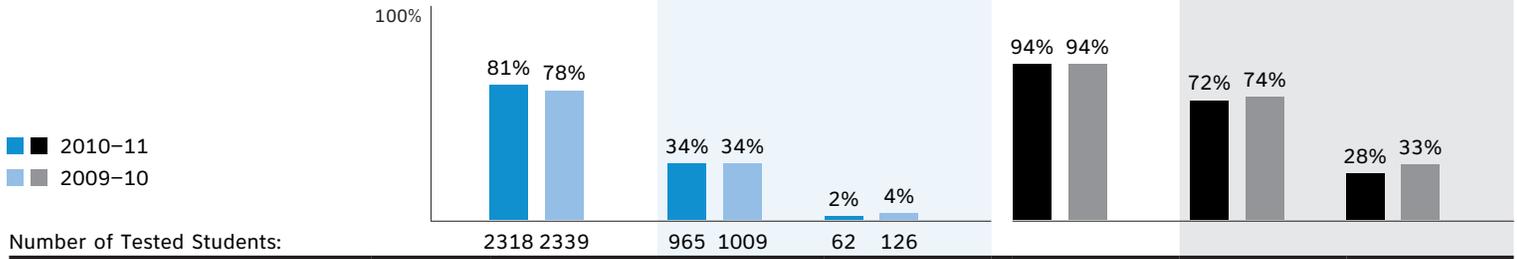
Percentage scoring at level(s):

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	2800	81%	33%	2%	2950	78%	33%	4%
Female	1352	83%	32%	2%	1437	80%	33%	3%
Male	1448	79%	34%	2%	1513	75%	33%	5%
American Indian or Alaska Native	12	83%	25%	0%	4	-	-	-
Black or African American	821	82%	34%	2%	938	76%	30%	4%
Hispanic or Latino	1908	81%	32%	2%	1942	78%	34%	4%
Asian or Native Hawaiian/Other Pacific Islander	47	81%	49%	11%	47	94%	62%	13%
White	12	83%	42%	0%	16	81%	19%	6%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	7	71%	14%	0%	7	71%	14%	0%
General-Education Students	2255	85%	37%	3%	2348	83%	38%	5%
Students with Disabilities	545	65%	16%	0%	602	58%	13%	1%
English Proficient	2060	88%	41%	3%	2232	84%	38%	5%
Limited English Proficient	740	63%	10%	0%	718	59%	15%	1%
Economically Disadvantaged	2703	82%	33%	2%	2830	78%	33%	4%
Not Disadvantaged	97	71%	35%	4%	120	72%	27%	3%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2800	81%	33%	2%	2950	78%	33%	4%

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

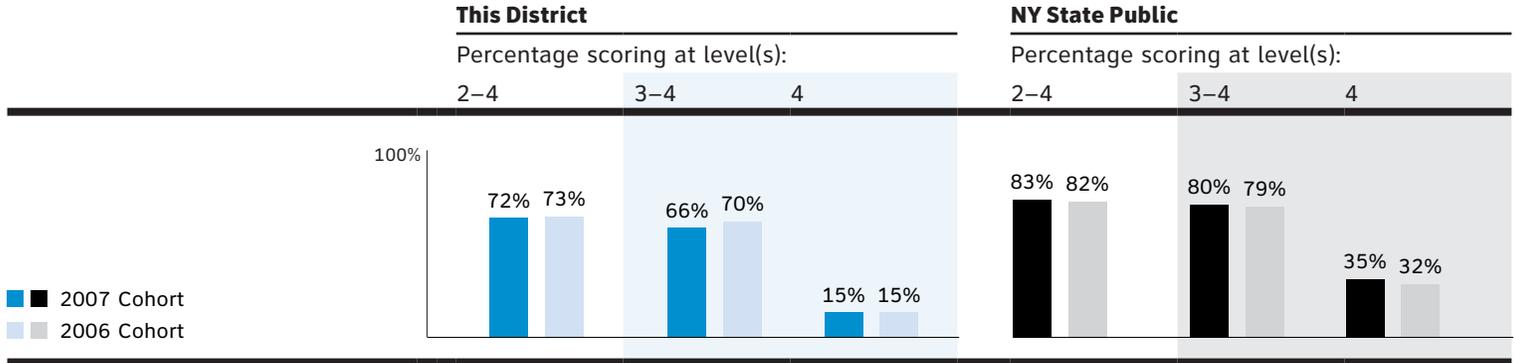
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	51	45
Regents Science	49	51

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

District ID **32-09-00-01-0000**

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



Results by Student Group

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	2228	72%	66%	15%	2109	73%	70%	15%
Female	1072	78%	73%	18%	1027	81%	78%	18%
Male	1156	66%	60%	12%	1082	66%	61%	11%
American Indian or Alaska Native	6	67%	67%	17%	11	-	-	-
Black or African American	825	71%	66%	14%	867	76%	72%	16%
Hispanic or Latino	1343	71%	66%	15%	1181	71%	68%	13%
Asian or Native Hawaiian/Other Pacific Islander	33	94%	94%	18%	34	91%	91%	53%
White	21	71%	67%	29%	14	57%	57%	14%
Multiracial					2	-	-	-
Small Group Totals					13	62%	54%	8%
General-Education Students	1776	81%	77%	19%	1728	83%	80%	18%
Students with Disabilities	452	34%	25%	1%	381	30%	23%	1%
English Proficient	1817	75%	70%	18%	1818	76%	73%	16%
Limited English Proficient	411	59%	51%	2%	291	54%	45%	3%
Economically Disadvantaged	1993	75%	69%	15%	1837	76%	72%	15%
Not Disadvantaged	235	44%	42%	14%	272	54%	52%	11%
Migrant								
Not Migrant	2228	72%	66%	15%	2109	73%	70%	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.

* 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 # 9

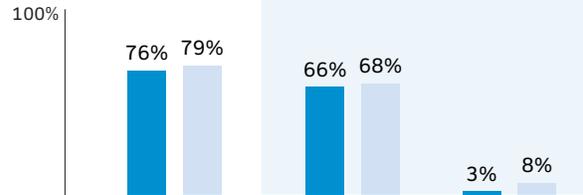
District ID 32-09-00-01-0000

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

This District

Percentage scoring at level(s):

2-4 3-4 4

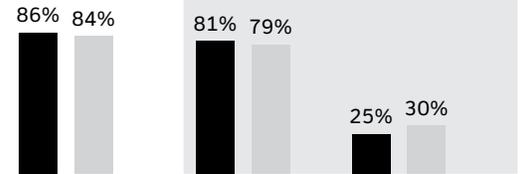


■ 2007 Cohort
■ 2006 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2228	76%	66%	3%	2109	79%	68%	8%
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Male	1156	72%	61%	3%	1082	73%	62%	7%
American Indian or Alaska Native	6	67%	50%	0%	11	-	-	-
Black or African American	825	74%	64%	3%	867	80%	69%	7%
Hispanic or Latino	1343	77%	66%	3%	1181	78%	68%	7%
Asian or Native Hawaiian/Other Pacific Islander	33	97%	94%	9%	34	91%	91%	50%
White	21	86%	71%	10%	14	57%	50%	7%
Multiracial					2	-	-	-
Small Group Totals					13	62%	38%	8%
General-Education Students	1776	86%	77%	4%	1728	88%	78%	9%
Students with Disabilities	452	36%	22%	1%	381	39%	23%	1%
English Proficient	1817	77%	68%	4%	1818	81%	71%	9%
Limited English Proficient	411	72%	54%	0%	291	66%	52%	2%
Economically Disadvantaged	1993	80%	68%	3%	1837	81%	71%	8%
Not Disadvantaged	235	49%	42%	3%	272	61%	49%	4%
Migrant								
Not Migrant	2228	76%	66%	3%	2109	79%	68%	8%

NOTES

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