



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #10**

District ID **32-10-00-01-0000**

Superintendent **SONIA MENENDEZ**

Telephone **(718) 741-5852**

Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### Use this report to:

- 1 Get District Profile information.**  
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**  
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**  
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**  
This section has information about the district's performance on state assessments in English, mathematics, and science.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2008-09	2009-10	2010-11
Pre-K	582	612	622
Kindergarten	3641	4103	4249
Grade 1	3955	4272	4350
Grade 2	3892	4093	4210
Grade 3	3630	4085	3967
Grade 4	3503	4035	4124
Grade 5	3494	3874	4036
Grade 6	3462	3792	3796
Ungraded Elementary	2786	151	160
Grade 7	3332	3793	3760
Grade 8	3664	3754	3862
Grade 9	6005	6394	6077
Grade 10	4972	5497	5451
Grade 11	3457	4022	3969
Grade 12	3326	3446	3599
Ungraded Secondary	2522	108	70
<b>Total K-12</b>	<b>55641</b>	<b>55419</b>	<b>55680</b>

### Average Class Size

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

District ID 32-10-00-01-0000

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	43357	78%	43483	78%	43623	78%
Reduced-Price Lunch	3981	7%	3570	6%	3158	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	12127	22%	12007	22%	12183	22%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	227	0%	204	0%	331	1%
Black or African American	11597	21%	11123	20%	10685	19%
Hispanic or Latino	36673	66%	36872	67%	37248	67%
Asian or Native Hawaiian/Other Pacific Islander	4007	7%	4126	7%	4275	8%
White	3137	6%	3094	6%	3141	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	2431	4%	2432	4%	2657	5%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## Teacher Qualifications

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	4221	3994	3861
Percent with No Valid Teaching Certificate	4%	3%	1%
Percent Teaching Out of Certification	10%	7%	6%
Percent with Fewer Than Three Years of Experience	17%	10%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	37%	40%
<b>Total Number of Core Classes</b>	9144	9030	8960
Percent Not Taught by Highly Qualified Teachers in This District	11%	7%	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%
<b>Total Number of Classes</b>	10779	10782	10578
Percent Taught by Teachers Without Appropriate Certification	12%	8%	6%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	18%	21%
Turnover Rate of All Teachers	18%	15%	15%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

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

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

### 2007 Cohort

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

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuous Enrollment

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation Rate

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

### Graduation-Rate Total Cohort

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

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

### Limited English Proficient

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

### Non-Accountability Groups

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

## Useful Terms for Understanding Accountability (continued)

### Participation

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Progress Targets

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

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

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

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

### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

### State Standard

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

### Students with Disabilities

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

### Test Performance

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

### Total

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2011–12)

#### Improvement (Year 1)

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

### Title I Part A Funding

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

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	X	✓	✓	X	X	X
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	X	X		X	X	
Hispanic or Latino	X	✓		X	X	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	–	–				
<b>Other Groups</b>						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	X		X	X	
Economically Disadvantaged	X	✓		X	X	
<b>Student groups making AYP in each subject</b>	X 3 of 9	X 6 of 9	✓ 1 of 1	X 2 of 8	X 2 of 8	X 0 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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 1)  
**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 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (24578:22496)			99%		117	121	121	125
<b>Ethnicity</b>								
American Indian or Alaska Native (116:108)			98%		122	112		
Black or African American (4431:4077)			99%		114	120	120	123
Hispanic or Latino (17819:16261)			99%		114	121	121	123
Asian or Native Hawaiian/Other Pacific Islander (1121:1032)			99%		148	119		
White (1081:1010)			98%		153	119		
Multiracial (10:8)	–	–	–	–	–	–		–
<b>Other Groups</b>								
Students with Disabilities (5874:5477)			98%		79	121	88	91
Limited English Proficient (5831:6417)			98%		87	121	98	98
Economically Disadvantaged (22735:20819)			99%		115	121	121	124
<b>Final AYP Determination</b>	 3 of 9							
<b>Non-Accountability Groups</b>								
Female (11825:10851)			99%		125	121		
Male (12753:11645)			99%		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** 6 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	
<b>Accountability Groups</b>								
<b>All Students</b> (24606:22858)			99%		139	136		
<b>Ethnicity</b>								
American Indian or Alaska Native (116:112)			100%		144	127		
Black or African American (4434:4085)			99%		130	135	134	137
Hispanic or Latino (17841:16563)			99%		137	136		
Asian or Native Hawaiian/Other Pacific Islander (1125:1061)			100%		169	134		
White (1080:1029)			99%		168	134		
Multiracial (10:8)	–	–	–	–	–	–		–
<b>Other Groups</b>								
Students with Disabilities (5872:5461)			98%		105	136	111	115
Limited English Proficient (5858:6810)			99%		121	136	125	129
Economically Disadvantaged (22763:21169)			99%		138	136		
<b>Final AYP Determination</b>	 6 of 9							
<b>Non-Accountability Groups</b>								
Female (11835:11031)			99%		141	136		
Male (12771:11827)			99%		137	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		
<b>Accountability Groups</b>										
<b>All Students</b> (8317:7489)		Qualified		96%		153	100			
<b>Ethnicity</b>										
American Indian or Alaska Native (29:25)	–	–	–	–	–	–	–		–	
Black or African American (1502:1352)		Qualified		96%		147	100			
Hispanic or Latino (6050:5438)		Qualified		96%		152	100			
Asian or Native Hawaiian/Other Pacific Islander (384:350)		Qualified		97%		170	100			
White (348:320)		Qualified		97%		175	100			
Multiracial (4:4)	–	–	–	–	–	–	–		–	
<b>Other Groups</b>										
Students with Disabilities (1972:1762)		Qualified		93%		134	100			
Limited English Proficient (1953:2099)		Qualified		97%		134	100			
Economically Disadvantaged (7663:6907)		Qualified		96%		152	100			
<b>Final AYP Determination</b>		1 of 1								
<b>Non-Accountability Groups</b>										
Female (3973:3582)				96%		155	100			
Male (4344:3907)				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 1)  
**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 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (4083:4131)			100%		165	181	170 <sup>‡</sup>	169
<b>Ethnicity</b>								
American Indian or Alaska Native (16:19)	—	—	—	—	—	—	—	—
Black or African American (925:956)			100%		162	179	170 <sup>‡</sup>	166
Hispanic or Latino (2181:2222)			100%		155	181	161 <sup>‡</sup>	160
Asian or Native Hawaiian/Other Pacific Islander (618:596)			100%		195	179		
White (343:338)			100%		189	177		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (295:536)			98%		105	178	116 <sup>‡</sup>	115
Limited English Proficient (644:754)			99%		130	179	137 <sup>‡</sup>	137
Economically Disadvantaged (3071:3103)			100%		162	181	168 <sup>‡</sup>	166
<b>Final AYP Determination</b>	 2 of 8							
<b>Non-Accountability Groups</b>								
Female (2140:2082)			100%		170	181		
Male (1943:2049)			99%		161	181		
Migrant (0:0)								

#### Symbols

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

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

## Secondary-Level Mathematics

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

**Accountability Measures** 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	
<b>Accountability Groups</b>								
<b>All Students</b> (4083:4131)			100%		173	178	175‡	176
<b>Ethnicity</b>								
American Indian or Alaska Native (16:19)	—	—	—	—	—	—	—	—
Black or African American (925:956)			100%		167	176	171‡	170
Hispanic or Latino (2181:2222)			100%		166	178	169‡	169
Asian or Native Hawaiian/Other Pacific Islander (618:596)			100%		198	176		
White (343:338)			100%		190	174		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (295:536)			99%		110	175	126‡	119
Limited English Proficient (644:754)			100%		159	176	160‡	163
Economically Disadvantaged (3071:3103)			100%		170	178	173‡	173
<b>Final AYP Determination</b>	 2 of 8							
<b>Non-Accountability Groups</b>								
Female (2140:2082)			100%		176	178		
Male (1943:2049)			100%		170	178		
Migrant (0:0)								

#### Symbols

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

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

## Graduation Rate

**Accountability Status for This Indicator (2011–12)**  Improvement (Year 1)

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

### Prospective Status

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (4787)			66%	80%	67%
<b>Ethnicity</b>					
American Indian or Alaska Native (19)		—	—	—	
Black or African American (1185)			64%	80%	65%
Hispanic or Latino (2669)			58%	80%	62%
Asian or Native Hawaiian/Other Pacific Islander (564)			95%	80%	
White (343)			87%	80%	
Multiracial (7)		—	—	—	
<b>Other Groups</b>					
Students with Disabilities (694)			30%	80%	38%
Limited English Proficient (948)			49%	80%	54%
Economically Disadvantaged (3652)			67%	80%	68%
<b>Final AYP Determination</b>	 0 of 1				
<b>Non-Accountability Groups</b>					
Female (2375)			69%	80%	
Male (2412)			63%	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 **68%** 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.

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### In Good Standing

39 schools identified 47% of total

ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE  
 AMPARK NEIGHBORHOOD  
 BELMONT PREP HIGH SCHOOL  
 BRONX ENGINEERING AND TECHNOLOGY ACADEMY  
 BRONX HIGH SCHOOL OF SCIENCE  
 BRONX THEATRE HIGH SCHOOL  
 CRESTON ACADEMY  
 DISCOVERY HIGH SCHOOL  
 EAST FORDHAM ACADEMY FOR THE ARTS  
 ELEMENTARY SCHOOL FOR MATH, SCIENCE AND TECHNOLOGY  
 ENGLISH LANGUAGE LEARNERS AND INTERNATIONAL SUPPORT  
 FORDHAM HIGH SCHOOL FOR THE ARTS  
 HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE  
 JONAS BRONCK ACADEMY  
 KNOWLEDGE AND POWER PREP ACADEMY INTERNATIONAL HIGH SCHOOL  
 MARBLE HILL HIGH SCHOOL OF INTERNATIONAL STUDIES  
 MARIE CURIE HIGH SCH-NURSING, MEDICINE & APPLIED HLTH PROF  
 PS 159 LUIS MUMOS MARIN BILING  
 PS 205 FIORELLO LAGUARDIA  
 PS 207  
 PS 209  
 PS 226  
 PS 23 THE NEW CHILDREN'S SCHOOL  
 PS 24 SPUYTEN DUYVIL  
 PS 291  
 PS 3 RAUL JULIA MICRO SOCIETY  
 PS 307 EAMES PLACE  
 PS 310 MARBLE HILL  
 PS 315 LAB SCHOOL  
 PS 32 BELMONT  
 PS 396  
 PS 51 BRONX NEW SCHOOL  
 PS 59 THE COMMUNITY SCHOOL OF TECHNOLOGY  
 PS 7 KINGSBRIDGE  
 PS 81 ROBERT J CHRISTEN  
 PS/MS 280 MOSHOLU PARKWAY  
 SCHOOL FOR ENVIRONMENTAL CITIZENSHIP  
 THE CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC  
 THEATRE ARTS PRODUCTION COMPANY SCHOOL

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### Improvement (year 1) Basic

3 schools identified 4% of total

BRONX DANCE ACADEMY SCHOOL  
 BRONX SCHOOL OF LAW AND FINANCE  
 PS 8 ISSAC VARIAN

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### Improvement (year 1) Focused

9 schools identified 11% of total

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

### Improvement (year 1) Focused (continued)

JHS 118 WILLIAM W NILES  
 PS 15 INSTITUTE FOR ENVIRONMENTAL LEARNING  
 PS 20 GEORGE J WERDAN III  
 PS 340  
 PS 37 MULTIPLE INTELLIGENCE SCHOOL  
 PS 86 KINGSBRIDGE HEIGHTS  
 PS 9 RYER AVENUE ELEMENTARY SCHOOL  
 PS 95 SHEILA MENCHER  
 RIVERDALE/KINGSBRIDGE ACADEMY (MS/HS 141)

### Improvement (year 1) Comprehensive

11 schools identified 13% of total  
 BRONX HIGH SCHOOL-LAW AND COMMUNITY SERVICES  
 HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS  
 IN TECH ACADEMY (MS/HS 368)  
 INTERNATIONAL SCHOOL FOR LIBERAL ARTS  
 KINGSBRIDGE INTERNATIONAL HIGH SCHOOL  
 NEW SCHOOL FOR LEADERSHIP AND JOURNALISM  
 PS 246 POE CENTER  
 PS 33 TIMOTHY DWIGHT  
 PS 360  
 PS 91 BRONX  
 WEST BRONX ACADEMY FOR THE FUTURE

### Improvement (year 2) Basic

1 school identified 1% of total  
 PS 56 NORWOOD HEIGHTS

### Corrective Action (year 1) Comprehensive

2 schools identified 2% of total  
 FORDHAM LEADERSHIP ACADEMY FOR BUSINESS & TECHNOLOGY  
 PS 79 CRESTON

### Corrective Action (year 2) Comprehensive

3 schools identified 4% of total  
 BRONX SCHOOL OF SCIENCE INQUIRY & INVESTIGATION  
 IS 206 ANN MERSEREAU  
 PROVIDING URBAN LEARNERS SUCCESS IN EDUCATION HIGH SCHOOL

### Restructuring (year 1) Comprehensive

2 schools identified 2% of total  
 PS 85 GREAT EXPECTATIONS  
 PS 94 KINGS COLLEGE SCHOOL

### Restructuring (year 2) Comprehensive

2 schools identified 2% of total  
 IS 254  
 PS/IS 54

### Restructuring (advanced) Comprehensive

11 schools identified 13% of total

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

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## 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	38%			3919
Grade 4	40%			4040
Grade 5	35%			3998
Grade 6	33%			3755
Grade 7	26%			3762
Grade 8	25%			3798

Mathematics			
Grade 3	46%		4047
Grade 4	52%		4175
Grade 5	53%		4132
Grade 6	48%		3864
Grade 7	45%		3874
Grade 8	43%		3903

Science			
Grade 4	76%		4117
Grade 8	42%		3710

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	69%			4795
Mathematics	72%			4795

### About the Performance Level Descriptors

#### English Language Arts

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### Mathematics

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### NYC Public Schools

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

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 3 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: 655	*Range: 644-780	663-780	694-780			
2010 Mean Score: 658						
Number of Tested Students:	3076	3142	1478	1553	80	358

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3919</b>	<b>78%</b>	<b>38%</b>	<b>2%</b>	<b>4040</b>	<b>78%</b>	<b>38%</b>	<b>9%</b>
Female	1919	83%	42%	3%	1957	80%	42%	10%
Male	2000	74%	33%	1%	2083	75%	36%	8%
American Indian or Alaska Native	38	-	-	-	10	80%	40%	20%
Black or African American	717	77%	34%	1%	729	76%	34%	8%
Hispanic or Latino	2801	77%	35%	2%	2895	76%	36%	8%
Asian or Native Hawaiian/Other Pacific Islander	164	90%	63%	6%	176	90%	53%	16%
White	198	95%	71%	6%	208	92%	65%	24%
Multiracial	1	-	-	-	22	100%	73%	5%
Small Group Totals	39	77%	36%	0%				
General-Education Students	3081	86%	44%	2%	3131	85%	44%	11%
Students with Disabilities	838	50%	14%	0%	909	53%	18%	3%
English Proficient	2955	85%	45%	3%	3013	84%	45%	11%
Limited English Proficient	964	59%	17%	0%	1027	59%	20%	2%
Economically Disadvantaged	3682	78%	36%	2%	3786	77%	37%	8%
Not Disadvantaged	237	90%	63%	7%	254	90%	59%	22%
Migrant								
Not Migrant	3919	78%	38%	2%	4040	78%	38%	9%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	68	64	60	54	86	80	78	66
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	95	N/A	N/A	N/A	106	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	100	N/A	N/A	N/A	105	N/A	N/A	N/A

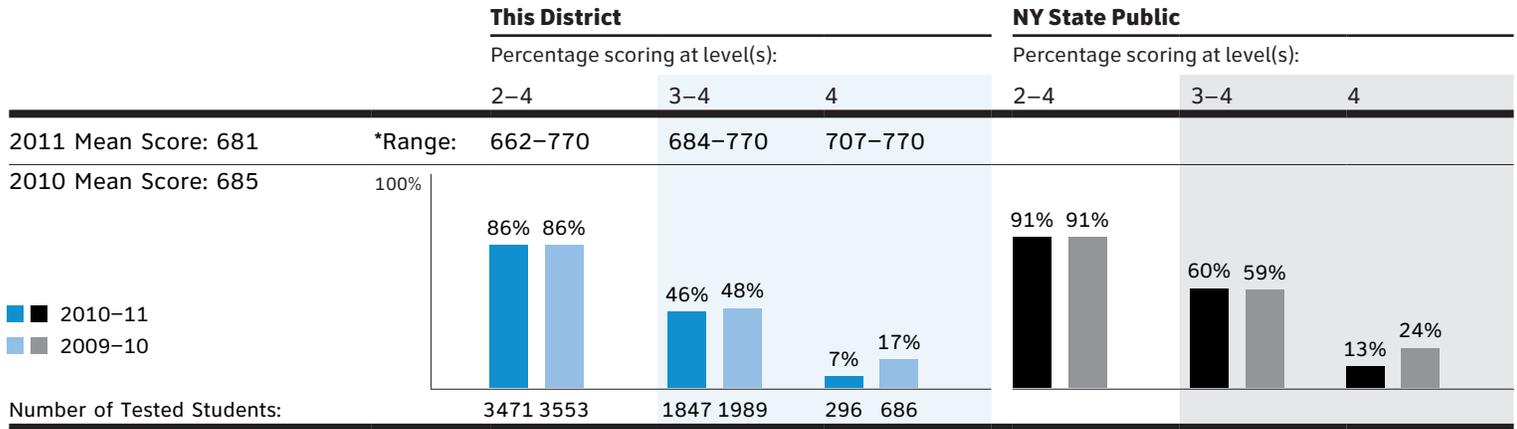
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>4047</b>	<b>86%</b>	<b>46%</b>	<b>7%</b>	<b>4154</b>	<b>86%</b>	<b>48%</b>	<b>17%</b>
Female	1982	86%	45%	6%	1999	86%	48%	16%
Male	2065	85%	46%	8%	2155	85%	48%	17%
American Indian or Alaska Native	38	-	-	-	10	100%	30%	10%
Black or African American	724	82%	40%	4%	734	82%	41%	11%
Hispanic or Latino	2904	85%	44%	6%	2994	85%	47%	15%
Asian or Native Hawaiian/Other Pacific Islander	176	95%	69%	23%	182	95%	73%	40%
White	204	97%	77%	22%	211	94%	68%	29%
Multiracial	1	-	-	-	23	96%	74%	35%
Small Group Totals	39	92%	41%	8%				
General-Education Students	3203	90%	50%	8%	3239	89%	53%	19%
Students with Disabilities	844	71%	28%	4%	915	72%	30%	8%
English Proficient	2963	90%	53%	9%	3017	90%	54%	20%
Limited English Proficient	1084	74%	25%	2%	1137	73%	31%	6%
Economically Disadvantaged	3807	85%	44%	6%	3897	85%	47%	16%
Not Disadvantaged	240	95%	68%	23%	257	94%	67%	30%
Migrant								
Not Migrant	4047	86%	46%	7%	4154	86%	48%	17%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	68	68	63	49	85	84	78	58

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## 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: 661						
Number of Tested Students:	3488	3416	1632	1464	22	91

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>4040</b>	<b>86%</b>	<b>40%</b>	<b>1%</b>	<b>3989</b>	<b>86%</b>	<b>37%</b>	<b>2%</b>
Female	1951	90%	45%	1%	1957	88%	41%	3%
Male	2089	83%	36%	0%	2032	83%	32%	2%
American Indian or Alaska Native	25	-	-	-	10	90%	20%	0%
Black or African American	710	85%	35%	0%	729	83%	32%	1%
Hispanic or Latino	2920	85%	39%	0%	2826	85%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	183	93%	59%	1%	198	94%	64%	13%
White	198	95%	67%	6%	204	95%	64%	10%
Multiracial	4	-	-	-	22	95%	64%	5%
Small Group Totals	29	97%	55%	0%				
General-Education Students	3117	92%	48%	1%	3067	92%	44%	3%
Students with Disabilities	923	66%	15%	0%	922	64%	13%	0%
English Proficient	3094	91%	47%	1%	2947	90%	44%	3%
Limited English Proficient	946	70%	18%	0%	1042	72%	17%	0%
Economically Disadvantaged	3786	86%	39%	0%	3724	85%	35%	2%
Not Disadvantaged	254	94%	64%	4%	265	93%	60%	8%
Migrant								
Not Migrant	4040	86%	40%	1%	3989	86%	37%	2%

#### 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 4 Equivalent	91	81	78	70	64	62	58	49
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	103	N/A	N/A	N/A	101	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	103	N/A	N/A	N/A	106	N/A	N/A	N/A

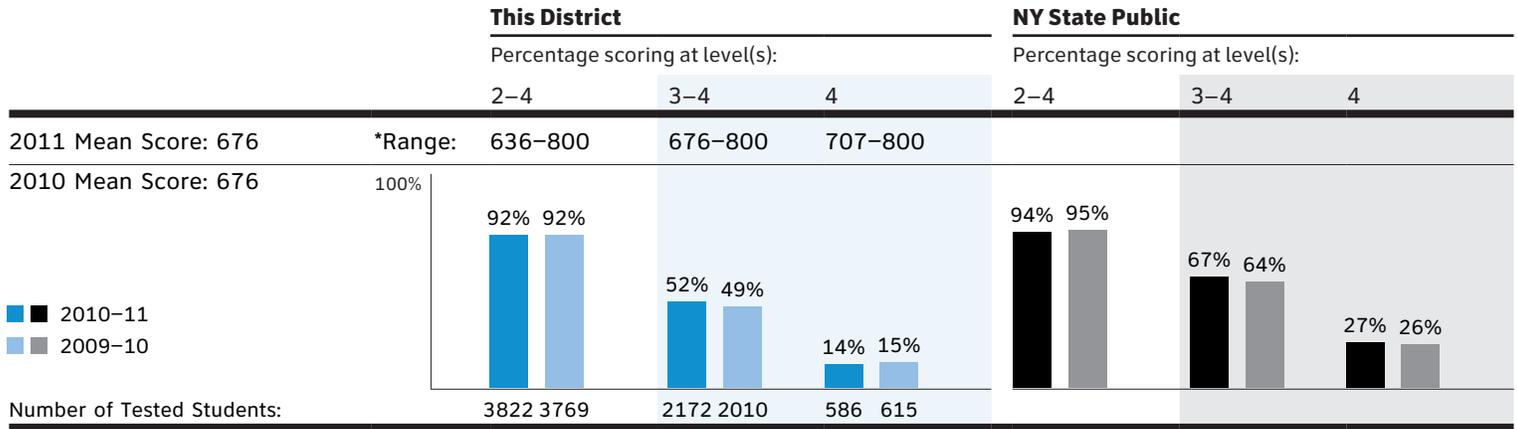
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>4175</b>	<b>92%</b>	<b>52%</b>	<b>14%</b>	<b>4095</b>	<b>92%</b>	<b>49%</b>	<b>15%</b>
Female	2015	93%	52%	14%	1996	93%	49%	15%
Male	2160	91%	52%	14%	2099	91%	50%	15%
American Indian or Alaska Native	27	-	-	-	10	100%	20%	10%
Black or African American	718	89%	44%	9%	734	92%	43%	11%
Hispanic or Latino	3028	92%	51%	12%	2917	91%	47%	13%
Asian or Native Hawaiian/Other Pacific Islander	192	95%	74%	36%	205	97%	75%	40%
White	206	98%	75%	33%	207	97%	74%	32%
Multiracial	4	-	-	-	22	100%	64%	18%
Small Group Totals	31	94%	68%	13%				
General-Education Students	3242	95%	59%	17%	3168	95%	56%	18%
Students with Disabilities	933	79%	29%	3%	927	82%	27%	4%
English Proficient	3099	95%	59%	17%	2944	95%	55%	18%
Limited English Proficient	1076	82%	33%	4%	1151	84%	34%	7%
Economically Disadvantaged	3919	91%	51%	12%	3826	92%	48%	14%
Not Disadvantaged	256	96%	72%	38%	269	94%	71%	31%
Migrant								
Not Migrant	4175	92%	52%	14%	4095	92%	49%	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.

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### Other Assessments

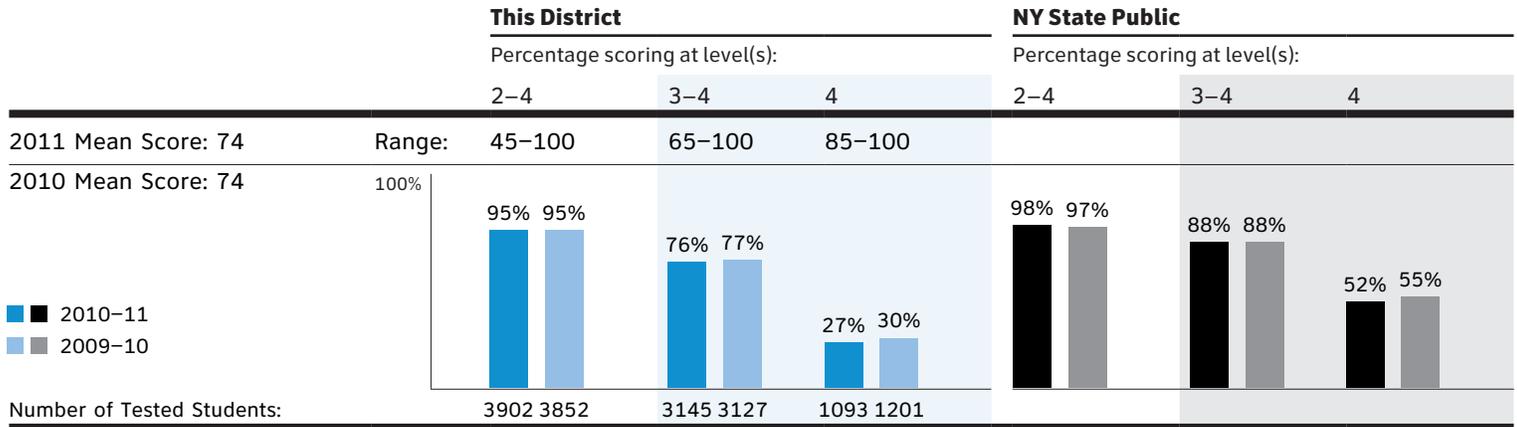
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	91	90	86	68	64	63	59	47

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 4 Science



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>4117</b>	<b>95%</b>	<b>76%</b>	<b>27%</b>	<b>4063</b>	<b>95%</b>	<b>77%</b>	<b>30%</b>
Female	1991	96%	78%	25%	1984	95%	77%	30%
Male	2126	94%	75%	28%	2079	94%	77%	29%
American Indian or Alaska Native	27	-	-	-	10	100%	60%	20%
Black or African American	720	95%	72%	19%	729	94%	74%	25%
Hispanic or Latino	2977	94%	76%	25%	2890	95%	76%	27%
Asian or Native Hawaiian/Other Pacific Islander	189	94%	81%	40%	205	95%	86%	54%
White	200	98%	91%	57%	207	99%	89%	60%
Multiracial	4	-	-	-	22	100%	95%	32%
Small Group Totals	31	94%	87%	29%				
General-Education Students	3198	96%	80%	30%	3155	96%	80%	33%
Students with Disabilities	919	92%	63%	14%	908	92%	65%	16%
English Proficient	3052	98%	83%	32%	2922	97%	84%	36%
Limited English Proficient	1065	86%	56%	10%	1141	89%	60%	14%
Economically Disadvantaged	3868	95%	75%	25%	3794	95%	76%	27%
Not Disadvantaged	249	98%	91%	55%	269	98%	89%	62%
Migrant								
Not Migrant	4117	95%	76%	27%	4063	95%	77%	30%

#### NOTES

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

### Other Assessments

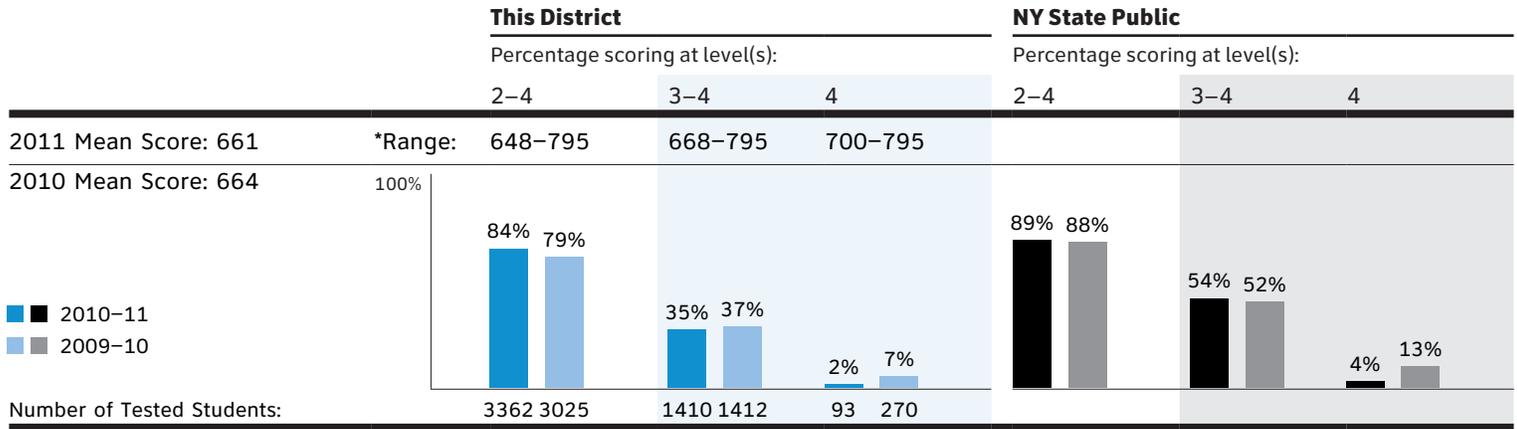
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	91	89	89	84	64	63	62	58

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3998</b>	<b>84%</b>	<b>35%</b>	<b>2%</b>	<b>3816</b>	<b>79%</b>	<b>37%</b>	<b>7%</b>
Female	1960	88%	39%	3%	1812	83%	41%	9%
Male	2038	81%	31%	2%	2004	76%	33%	6%
American Indian or Alaska Native	23	-	-	-	9	56%	33%	11%
Black or African American	695	83%	31%	2%	720	77%	34%	7%
Hispanic or Latino	2881	83%	33%	1%	2754	78%	35%	6%
Asian or Native Hawaiian/Other Pacific Islander	203	94%	63%	9%	152	93%	69%	17%
White	193	95%	61%	13%	169	92%	57%	20%
Multiracial	3	-	-	-	12	83%	58%	8%
Small Group Totals	26	96%	31%	4%				
General-Education Students	3069	91%	42%	3%	2916	86%	44%	9%
Students with Disabilities	929	63%	12%	0%	900	56%	14%	1%
English Proficient	3125	90%	42%	3%	2966	85%	43%	9%
Limited English Proficient	873	63%	10%	0%	850	59%	14%	0%
Economically Disadvantaged	3735	84%	34%	2%	3584	79%	36%	6%
Not Disadvantaged	263	91%	60%	12%	232	83%	50%	20%
Migrant								
Not Migrant	3998	84%	35%	2%	3816	79%	37%	7%

#### 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	59	58	53	41	80	75	72	51
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	98	N/A	N/A	N/A	106	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	101	N/A	N/A	N/A	112	N/A	N/A	N/A

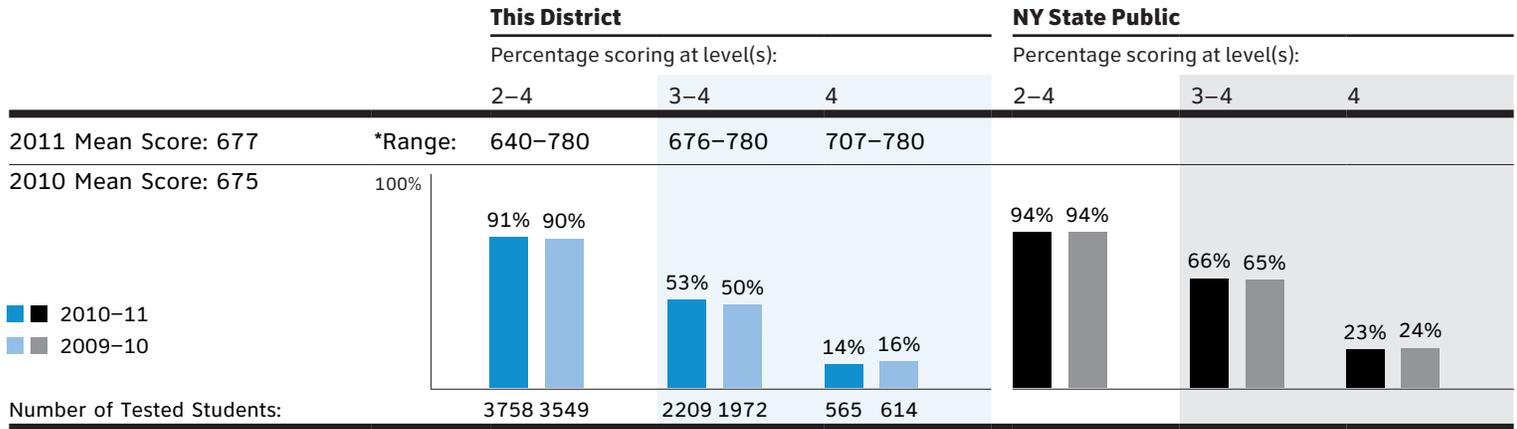
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>4132</b>	<b>91%</b>	<b>53%</b>	<b>14%</b>	<b>3935</b>	<b>90%</b>	<b>50%</b>	<b>16%</b>
Female	2029	92%	55%	15%	1873	91%	48%	15%
Male	2103	90%	52%	12%	2062	89%	52%	16%
American Indian or Alaska Native	25	-	-	-	9	78%	44%	11%
Black or African American	700	90%	50%	9%	722	89%	43%	10%
Hispanic or Latino	2986	90%	51%	11%	2853	90%	49%	14%
Asian or Native Hawaiian/Other Pacific Islander	217	95%	76%	40%	167	95%	74%	39%
White	201	97%	75%	36%	172	95%	70%	34%
Multiracial	3	-	-	-	12	100%	67%	33%
Small Group Totals	28	89%	61%	18%				
General-Education Students	3204	94%	60%	17%	3030	94%	57%	19%
Students with Disabilities	928	80%	30%	4%	905	78%	27%	4%
English Proficient	3137	95%	61%	17%	2974	93%	57%	19%
Limited English Proficient	995	79%	30%	3%	961	81%	27%	5%
Economically Disadvantaged	3863	91%	52%	12%	3689	90%	49%	15%
Not Disadvantaged	269	91%	71%	35%	246	92%	64%	23%
Migrant								
Not Migrant	4132	91%	53%	14%	3935	90%	50%	16%

#### NOTES

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### Other Assessments

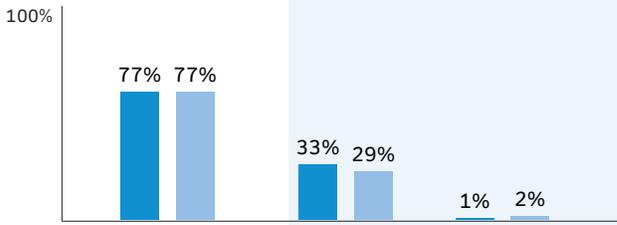
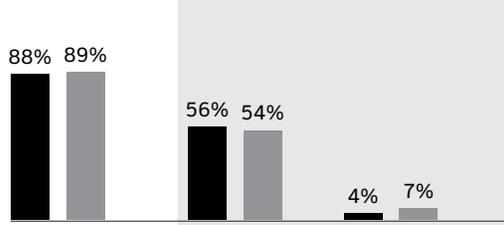
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	59	59	56	45	80	78	77	54

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 653	*Range: 644-785	662-785	694-785			
2010 Mean Score: 653						
						
Number of Tested Students:	2888	2904	1222	1099	30	57

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3755</b>	<b>77%</b>	<b>33%</b>	<b>1%</b>	<b>3780</b>	<b>77%</b>	<b>29%</b>	<b>2%</b>
Female	1781	81%	36%	1%	1834	81%	32%	2%
Male	1974	73%	30%	1%	1946	73%	26%	1%
American Indian or Alaska Native	10	90%	20%	0%	14	86%	50%	0%
Black or African American	675	77%	30%	1%	747	78%	24%	2%
Hispanic or Latino	2753	76%	31%	1%	2697	75%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	168	85%	55%	2%	156	85%	52%	5%
White	149	90%	54%	2%	146	92%	51%	4%
Multiracial					20	95%	40%	0%
<b>Small Group Totals</b>								
General-Education Students	2880	85%	40%	1%	2861	86%	36%	2%
Students with Disabilities	875	51%	9%	0%	919	49%	7%	0%
English Proficient	2978	85%	40%	1%	3046	85%	35%	2%
Limited English Proficient	777	45%	4%	0%	734	44%	4%	0%
Economically Disadvantaged	3505	76%	31%	1%	3604	76%	28%	1%
Not Disadvantaged	250	85%	50%	2%	176	89%	48%	2%
Migrant								
Not Migrant	3755	77%	33%	1%	3780	77%	29%	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 6 Equivalent	72	72	68	62	61	57	52	42
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	89	N/A	N/A	N/A	128	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	100	N/A	N/A	N/A	128	N/A	N/A	N/A

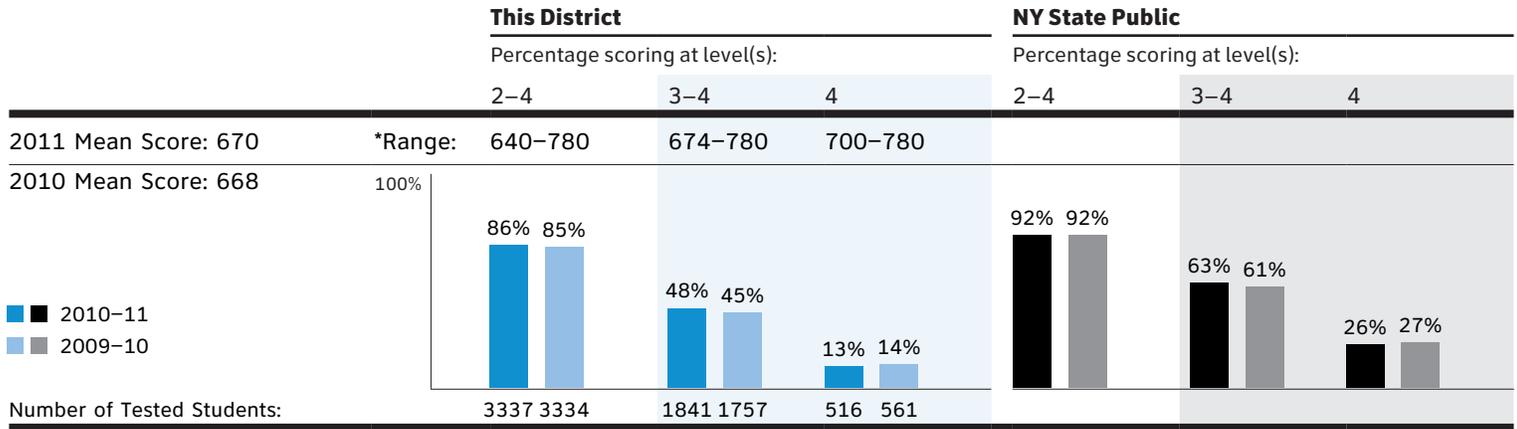
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3864</b>	<b>86%</b>	<b>48%</b>	<b>13%</b>	<b>3910</b>	<b>85%</b>	<b>45%</b>	<b>14%</b>
Female	1833	89%	49%	14%	1898	87%	47%	15%
Male	2031	84%	47%	13%	2012	84%	43%	13%
American Indian or Alaska Native	10	100%	40%	20%	15	87%	60%	27%
Black or African American	675	84%	42%	9%	751	84%	40%	10%
Hispanic or Latino	2858	86%	46%	12%	2809	85%	43%	13%
Asian or Native Hawaiian/Other Pacific Islander	171	95%	74%	32%	165	94%	70%	41%
White	150	94%	68%	32%	149	92%	63%	29%
Multiracial					21	100%	81%	38%
<b>Small Group Totals</b>								
General-Education Students	2993	92%	56%	17%	2989	91%	53%	18%
Students with Disabilities	871	69%	19%	2%	921	67%	20%	3%
English Proficient	2975	91%	54%	17%	3048	90%	53%	18%
Limited English Proficient	889	72%	25%	2%	862	68%	17%	2%
Economically Disadvantaged	3608	86%	47%	13%	3724	85%	44%	14%
Not Disadvantaged	256	89%	57%	21%	186	88%	58%	20%
Migrant								
Not Migrant	3864	86%	48%	13%	3910	85%	45%	14%

#### 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 6 Equivalent	72	72	68	61	61	60	54	42

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 642-790	665-790	698-790			
2010 Mean Score: 655						
Number of Tested Students:	3058	2986	965	1048	27	123

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3762</b>	<b>81%</b>	<b>26%</b>	<b>1%</b>	<b>3711</b>	<b>80%</b>	<b>28%</b>	<b>3%</b>
Female	1845	85%	31%	1%	1795	85%	33%	4%
Male	1917	77%	21%	0%	1916	76%	24%	3%
American Indian or Alaska Native	12	-	-	-	3	-	-	-
Black or African American	720	82%	24%	1%	746	82%	24%	3%
Hispanic or Latino	2721	80%	23%	0%	2658	79%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	161	86%	50%	2%	161	90%	50%	11%
White	147	91%	49%	7%	134	90%	51%	10%
Multiracial	1	-	-	-	9	-	-	-
Small Group Totals	13	85%	31%	0%	12	92%	50%	17%
General-Education Students	2852	89%	32%	1%	2848	88%	35%	4%
Students with Disabilities	910	58%	5%	0%	863	56%	7%	0%
English Proficient	3037	88%	31%	1%	3044	87%	33%	4%
Limited English Proficient	725	52%	2%	0%	667	50%	5%	0%
Economically Disadvantaged	3460	81%	24%	0%	3500	80%	27%	3%
Not Disadvantaged	302	86%	42%	4%	211	90%	48%	9%
Migrant								
Not Migrant	3762	81%	26%	1%	3711	80%	28%	3%

#### 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 7 Equivalent	61	61	57	55	53	53	51	46
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	91	N/A	N/A	N/A	123	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	99	N/A	N/A	N/A	124	N/A	N/A	N/A

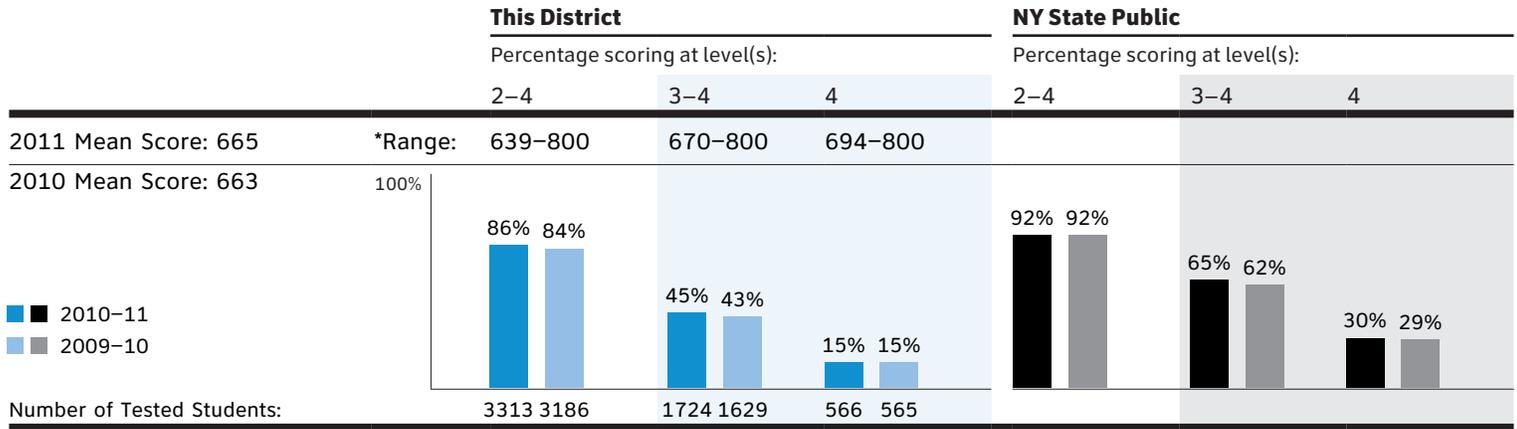
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3874</b>	<b>86%</b>	<b>45%</b>	<b>15%</b>	<b>3788</b>	<b>84%</b>	<b>43%</b>	<b>15%</b>
Female	1905	87%	45%	14%	1826	84%	45%	16%
Male	1969	84%	44%	15%	1962	84%	41%	14%
American Indian or Alaska Native	13	-	-	-	3	-	-	-
Black or African American	728	81%	36%	10%	745	82%	38%	11%
Hispanic or Latino	2812	86%	44%	13%	2725	84%	42%	14%
Asian or Native Hawaiian/Other Pacific Islander	167	90%	73%	41%	166	93%	70%	40%
White	153	92%	65%	39%	140	90%	57%	29%
Multiracial	1	-	-	-	9	-	-	-
Small Group Totals	14	86%	57%	29%	12	58%	50%	33%
General-Education Students	2967	91%	52%	18%	2926	90%	51%	18%
Students with Disabilities	907	69%	20%	3%	862	65%	16%	3%
English Proficient	3036	90%	51%	18%	3001	88%	50%	18%
Limited English Proficient	838	71%	20%	3%	787	68%	17%	2%
Economically Disadvantaged	3567	85%	43%	13%	3573	84%	42%	14%
Not Disadvantaged	307	88%	62%	31%	215	86%	52%	27%
Migrant								
Not Migrant	3874	86%	45%	15%	3788	84%	43%	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 7 Equivalent	61	58	55	44	53	48	47	29

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## 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:	3232	2960	964	992	9	74		

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3798</b>	<b>85%</b>	<b>25%</b>	<b>0%</b>	<b>3708</b>	<b>80%</b>	<b>27%</b>	<b>2%</b>
Female	1819	90%	30%	0%	1787	84%	32%	3%
Male	1979	80%	21%	0%	1921	76%	22%	1%
American Indian or Alaska Native	2	-	-	-	13	77%	31%	0%
Black or African American	735	84%	22%	1%	725	81%	24%	2%
Hispanic or Latino	2755	85%	24%	0%	2653	78%	25%	2%
Asian or Native Hawaiian/Other Pacific Islander	176	90%	47%	0%	182	88%	44%	4%
White	130	-	-	-	129	90%	55%	3%
Multiracial					6	83%	33%	0%
Small Group Totals	132	91%	45%	2%				
General-Education Students	2953	91%	31%	0%	2839	88%	33%	3%
Students with Disabilities	845	64%	6%	0%	869	53%	5%	0%
English Proficient	3103	91%	31%	0%	2996	87%	32%	2%
Limited English Proficient	695	59%	2%	0%	712	49%	3%	0%
Economically Disadvantaged	3477	85%	24%	0%	3472	80%	26%	2%
Not Disadvantaged	321	90%	43%	1%	236	81%	38%	3%
Migrant								
Not Migrant	3798	85%	25%	0%	3708	80%	27%	2%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	52	52	50	48	63	62	61	52
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	106	N/A	N/A	N/A	129	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	107	N/A	N/A	N/A	133	N/A	N/A	N/A

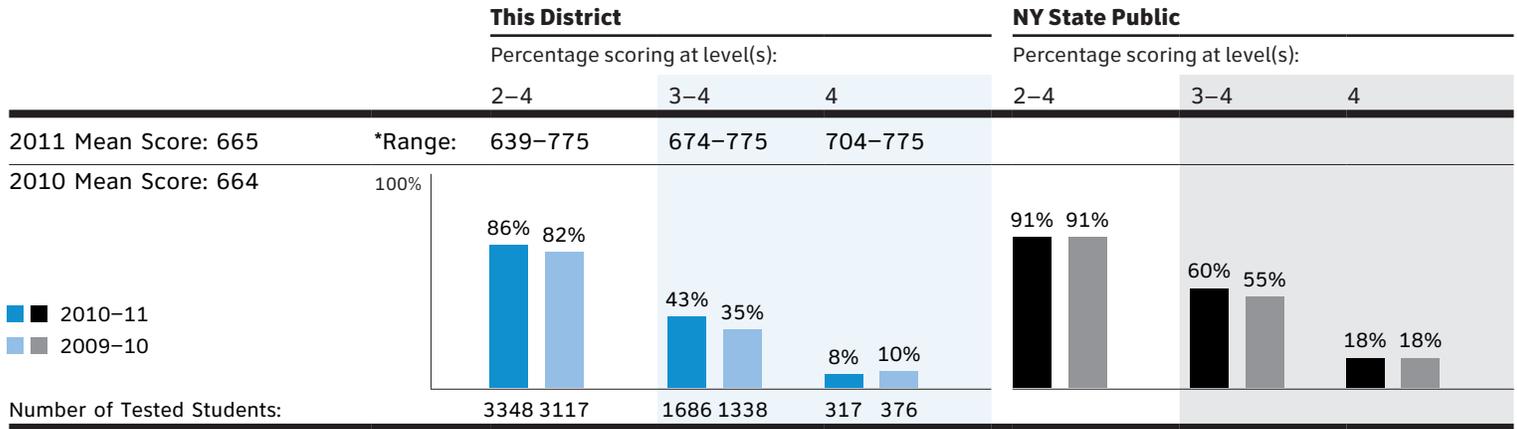
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3903</b>	<b>86%</b>	<b>43%</b>	<b>8%</b>	<b>3823</b>	<b>82%</b>	<b>35%</b>	<b>10%</b>
Female	1871	89%	46%	9%	1838	84%	36%	11%
Male	2032	83%	41%	8%	1985	79%	34%	9%
American Indian or Alaska Native	2	-	-	-	13	77%	15%	15%
Black or African American	730	83%	38%	6%	720	81%	31%	8%
Hispanic or Latino	2853	86%	42%	7%	2762	81%	33%	8%
Asian or Native Hawaiian/Other Pacific Islander	183	95%	69%	29%	187	90%	68%	29%
White	135	-	-	-	131	89%	61%	26%
Multiracial					10	70%	0%	0%
Small Group Totals	137	90%	61%	27%				
General-Education Students	3064	92%	51%	10%	2961	88%	42%	12%
Students with Disabilities	839	65%	16%	1%	862	59%	11%	1%
English Proficient	3093	88%	48%	10%	2985	85%	40%	12%
Limited English Proficient	810	76%	24%	2%	838	69%	17%	1%
Economically Disadvantaged	3579	85%	42%	7%	3581	81%	34%	10%
Not Disadvantaged	324	90%	56%	17%	242	85%	43%	14%
Migrant								
Not Migrant	3903	86%	43%	8%	3823	82%	35%	10%

#### 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	52	49	48	39	63	60	58	37

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

## This District's Results in Grade 8 Science

### This District

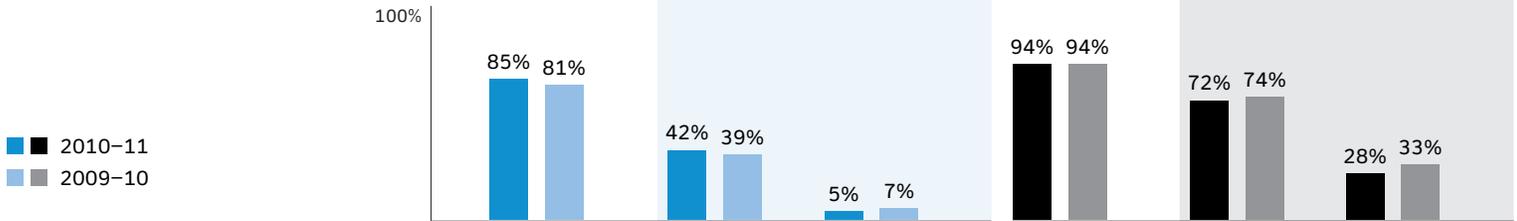
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



Number of Tested Students:

3188 2976      1556 1441      177 255

## Results by Student Group

### 2010-11 School Year

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

### 2009-10 School Year

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

	2010-11 School Year			2009-10 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>3710</b>	<b>85%</b>	<b>42%</b>	<b>5%</b>	<b>3634</b>	<b>81%</b>	<b>39%</b>	<b>7%</b>
Female	1779	87%	41%	4%	1752	84%	38%	6%
Male	1931	84%	42%	6%	1882	79%	41%	8%
American Indian or Alaska Native	2	-	-	-	11	73%	45%	18%
Black or African American	683	85%	36%	3%	680	80%	35%	6%
Hispanic or Latino	2715	85%	41%	4%	2625	80%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	179	93%	64%	17%	181	93%	64%	24%
White	131	-	-	-	128	90%	64%	21%
Multiracial	9	67%	44%	0%				
Small Group Totals	133	88%	58%	17%				
General-Education Students	2935	90%	47%	6%	2835	86%	46%	9%
Students with Disabilities	775	69%	20%	1%	799	63%	17%	1%
English Proficient	2936	90%	48%	6%	2824	86%	46%	9%
Limited English Proficient	774	69%	18%	1%	810	64%	14%	0%
Economically Disadvantaged	3398	85%	40%	4%	3401	81%	38%	7%
Not Disadvantaged	312	91%	58%	14%	233	88%	51%	11%
Migrant								
Not Migrant	3710	85%	42%	5%	3634	81%	39%	7%

### NOTES

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

## Other Assessments

### 2010-11 School Year

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

### 2009-10 School Year

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

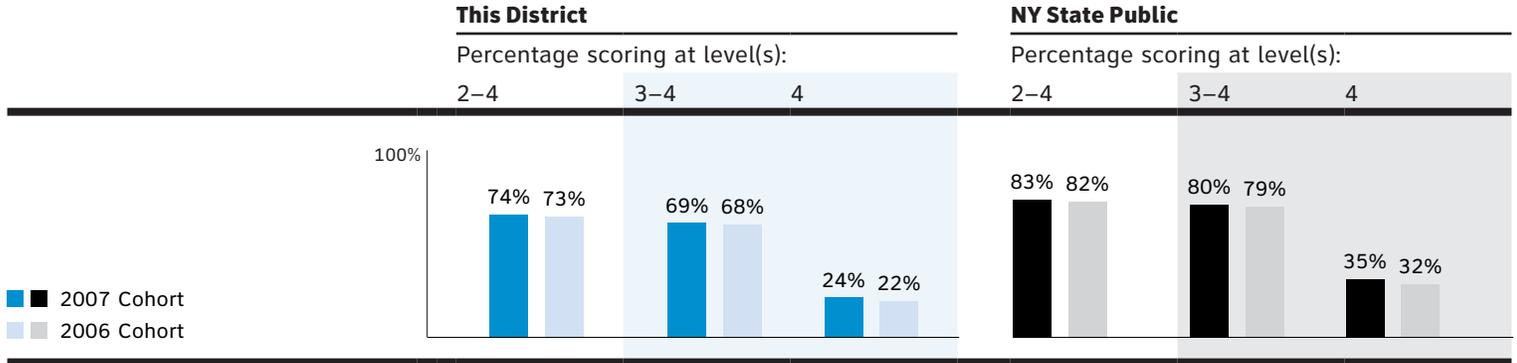
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	52	62
Regents Science	29	33

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

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



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>4795</b>	<b>74%</b>	<b>69%</b>	<b>24%</b>	<b>4776</b>	<b>73%</b>	<b>68%</b>	<b>22%</b>
Female	2392	78%	74%	24%	2377	76%	73%	22%
Male	2403	70%	65%	23%	2399	69%	64%	21%
American Indian or Alaska Native	22	77%	77%	23%	19	79%	79%	32%
Black or African American	1142	72%	67%	12%	1183	74%	69%	10%
Hispanic or Latino	2664	67%	62%	12%	2656	65%	60%	10%
Asian or Native Hawaiian/Other Pacific Islander	610	96%	95%	70%	567	96%	95%	71%
White	357	91%	89%	67%	344	88%	87%	64%
Multiracial					7	86%	86%	29%
<b>Small Group Totals</b>								
General-Education Students	4083	82%	78%	28%	4111	80%	76%	25%
Students with Disabilities	712	31%	23%	2%	665	27%	22%	2%
English Proficient	4008	79%	75%	28%	3932	78%	74%	26%
Limited English Proficient	787	50%	41%	2%	844	49%	40%	1%
Economically Disadvantaged	3509	75%	70%	18%	3646	75%	69%	15%
Not Disadvantaged	1286	71%	69%	40%	1130	67%	65%	41%
Migrant								
Not Migrant	4795	74%	69%	24%	4776	73%	68%	22%

#### NOTES

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

\* 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.

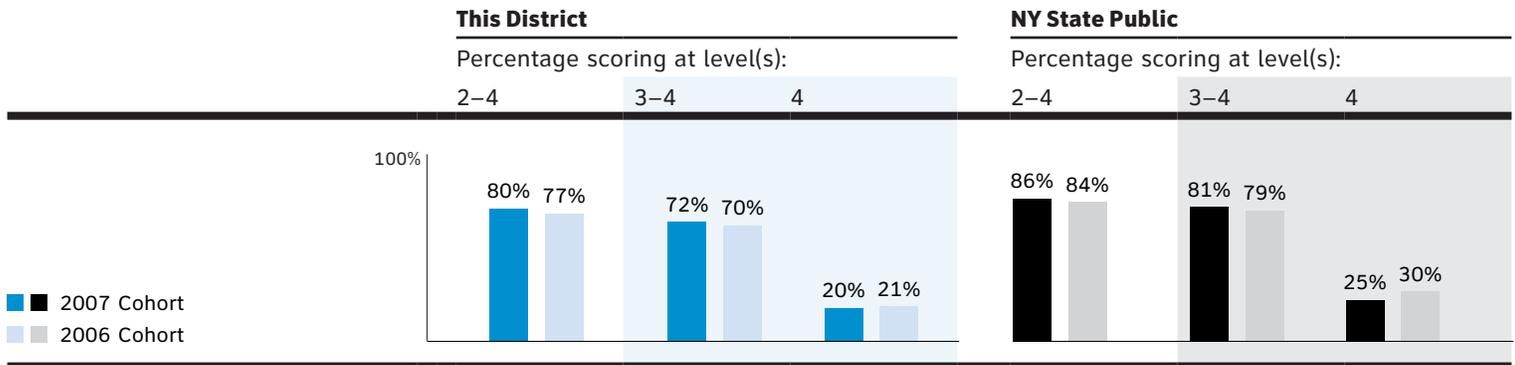
\*\* 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

District ID **32-10-00-01-0000**

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



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>4795</b>	<b>80%</b>	<b>72%</b>	<b>20%</b>	<b>4776</b>	<b>77%</b>	<b>70%</b>	<b>21%</b>
Female	2392	83%	76%	18%	2377	80%	72%	19%
Male	2403	76%	69%	21%	2399	75%	68%	22%
American Indian or Alaska Native	22	82%	64%	14%	19	79%	68%	37%
Black or African American	1142	76%	67%	6%	1183	76%	69%	9%
Hispanic or Latino	2664	75%	67%	6%	2656	72%	63%	8%
Asian or Native Hawaiian/Other Pacific Islander	610	98%	97%	79%	567	97%	96%	80%
White	357	92%	90%	62%	344	89%	87%	62%
Multiracial					7	86%	86%	14%
<b>Small Group Totals</b>								
General-Education Students	4083	87%	82%	23%	4111	84%	77%	24%
Students with Disabilities	712	35%	21%	1%	665	34%	24%	1%
English Proficient	4008	82%	76%	23%	3932	80%	74%	25%
Limited English Proficient	787	67%	57%	1%	844	65%	52%	1%
Economically Disadvantaged	3509	81%	73%	13%	3646	79%	71%	14%
Not Disadvantaged	1286	77%	72%	37%	1130	71%	67%	43%
Migrant								
Not Migrant	4795	80%	72%	20%	4776	77%	70%	21%

#### 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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