



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #11**

District ID **32-11-00-01-0000**

Superintendent **ELIZABETH WHITE**

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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	313	357	374
Kindergarten	2487	2885	2974
Grade 1	2898	3219	3181
Grade 2	2863	3239	3203
Grade 3	2851	3157	3209
Grade 4	2761	3186	3188
Grade 5	2839	3131	3181
Grade 6	2585	2950	3024
Ungraded Elementary	2209	190	204
Grade 7	2705	2979	2984
Grade 8	2649	3124	3106
Grade 9	2958	3522	3251
Grade 10	2604	3008	2844
Grade 11	1777	1844	1996
Grade 12	1501	1612	1504
Ungraded Secondary	1969	117	113
Total K-12	37656	38163	37962

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	24	25	25
Grade 8			
English	28	29	29
Mathematics	29	29	29
Science	29	29	29
Social Studies	30	30	29
Grade 10			
English	29	28	29
Mathematics	28	29	29
Science	28	31	29
Social Studies	28	29	29

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	25512	68%	25941	68%	27103	71%
Reduced-Price Lunch	3842	10%	3390	9%	3176	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3993	11%	4039	11%	3940	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	280	1%	283	1%	295	1%
Black or African American	17004	45%	17159	45%	16782	44%
Hispanic or Latino	15534	41%	15790	41%	15820	42%
Asian or Native Hawaiian/Other Pacific Islander	2217	6%	2315	6%	2398	6%
White	2621	7%	2616	7%	2667	7%
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	1632	4%	1860	5%	2060	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
Total Number of Teachers	2724	2609	2535
Percent with No Valid Teaching Certificate	3%	2%	1%
Percent Teaching Out of Certification	9%	7%	6%
Percent with Fewer Than Three Years of Experience	15%	8%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	39%	41%
Total Number of Core Classes	5468	5714	5467
Percent Not Taught by Highly Qualified Teachers in This District	10%	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%
Total Number of Classes	6653	6804	6517
Percent Taught by Teachers Without Appropriate Certification	11%	9%	6%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	17%	21%
Turnover Rate of All Teachers	13%	12%	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

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:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✗		✗	✗	
Hispanic or Latino	✗	✗		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✗	✗	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 6 of 9	✗ 5 of 9	✓ 1 of 1	✗ 1 of 8	✗ 1 of 8	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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





























Elementary/Middle-Level English Language Arts

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

Accountability Measures 6 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	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 (19731:18234)			99%		123	121	
Ethnicity							
American Indian or Alaska Native (132:120)			100%		113	113	
Black or African American (9151:8557)			99%		121	121	
Hispanic or Latino (7588:6907)			98%		118	121	121 126
Asian or Native Hawaiian/Other Pacific Islander (1364:1245)			99%		150	119	
White (1486:1400)			99%		144	119	
Multiracial (10:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (4450:4085)			97%		78	120	88 90
Limited English Proficient (1967:2191)			97%		96	120	102 106
Economically Disadvantaged (17795:16474)			99%		123	121	
Final AYP Determination	 6 of 9						
Non-Accountability Groups							
Female (9382:8678)			99%		133	121	
Male (10349:9556)			99%		115	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 5 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	
<div>2010–112011–12</div>								
Accountability Groups								
All Students (19740:18302)	✓	✓	99%	✓	137	136		
Ethnicity								
American Indian or Alaska Native (133:120)	✓	✓	99%	✓	130	128		
Black or African American (9158:8549)	✗	✓	99%	✗	131	136	134	138
Hispanic or Latino (7584:6951)	✗	✓	98%	✗	133	136	136	140
Asian or Native Hawaiian/Other Pacific Islander (1367:1269)	✓	✓	99%	✓	174	134		
White (1488:1409)	✓	✓	99%	✓	165	134		
Multiracial (10:4)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (4453:4046)	✗	✓	96%	✗	95	135	106	106
Limited English Proficient (1973:2311)	✗	✓	99%	✗	121	135	129	129
Economically Disadvantaged (17806:16557)	✓	✓	99%	✓	137	136		
Final AYP Determination	✗ 5 of 9							
Non-Accountability Groups								
Female (9389:8722)			99%		141	136		
Male (10351:9580)			98%		134	136		
Migrant (0:0)								

Symbols

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

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

Elementary/Middle-Level Science

Accountability Status for This Subject (2011–12)



Good Standing

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 (6677:5998)	✓	Qualified	✓	95%	✓	153	100		
Ethnicity									
American Indian or Alaska Native (48:40)		Qualified	✓	92%	✓	145	100		
Black or African American (3080:2774)		Qualified	✓	95%	✓	150	100		
Hispanic or Latino (2590:2304)		Qualified	✓	95%	✓	149	100		
Asian or Native Hawaiian/Other Pacific Islander (464:421)		Qualified	✓	98%	✓	170	100		
White (492:458)		Qualified	✓	98%	✓	172	100		
Multiracial (3:1)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (1556:1339)		Qualified	✓	92%	✓	129	100		
Limited English Proficient (696:752)		Qualified	✓	96%	✓	129	100		
Economically Disadvantaged (6041:5458)		Qualified	✓	96%	✓	153	100		
Final AYP Determination	✓	1 of 1							
Non-Accountability Groups									
Female (3130:2821)				96%		155	100		
Male (3547:3177)				95%		150	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 1 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 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
Accountability Groups								
All Students (1887:2119)			100%		162	181	166 [‡]	166
Ethnicity								
American Indian or Alaska Native (10:12)	—	—	—	—	—	—	—	—
Black or African American (858:972)			99%		165	179	169	169
Hispanic or Latino (883:987)			100%		160	180	163 [‡]	164
Asian or Native Hawaiian/Other Pacific Islander (76:74)			100%		177	172		
White (57:73)			100%		136	172	160	142
Multiracial (3:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (243:453)			99%		107	178	120	116
Limited English Proficient (168:250)			99%		134	176	147 [‡]	141
Economically Disadvantaged (1400:1546)			100%		163	180	167	167
Final AYP Determination	 1 of 8							
Non-Accountability Groups								
Female (891:954)			99%		171	179		
Male (996:1165)			100%		155	180		
Migrant (0:0)								


Symbols

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

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

Secondary-Level Mathematics

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




Accountability Measures 1 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

How did students in each accountability group perform on 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	
<div>2010–112011–12</div>								
Accountability Groups								
All Students (1887:2119)	✗	✓	100%	✗	165	178	167‡	169
Ethnicity								
American Indian or Alaska Native (10:12)	–	–	–	–	–	–	–	
Black or African American (858:972)	✗	✓	100%	✗	164	176	167	168
Hispanic or Latino (883:987)	✗	✓	100%	✗	165	177	164‡	169
Asian or Native Hawaiian/Other Pacific Islander (76:74)	✓	✓	100%	✓	191	169		
White (57:73)	✗	✓	100%	✗	162	169	169	166
Multiracial (3:1)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities (243:453)	✗	✓	99%	✗	114	175	124	123
Limited English Proficient (168:250)	✗	✓	100%	✗	160	173	160‡	164
Economically Disadvantaged (1400:1546)	✗	✓	100%	✗	166	177	168	169
Final AYP Determination	✗ 1 of 8							
Non-Accountability Groups								
Female (891:954)			100%		170	176		
Male (996:1165)			100%		162	177		
Migrant (0:0)								

Symbols

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

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

Graduation Rate

Accountability Status for This Indicator (2011–12)

Improvement (Year 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 (2511)	✗	✗	63%	80%	64%
Ethnicity					
American Indian or Alaska Native (20)		—	—	—	
Black or African American (1149)		✓	66%	80%	66%
Hispanic or Latino (1128)		✗	59%	80%	62%
Asian or Native Hawaiian/Other Pacific Islander (93)		✓	81%	80%	
White (113)		✓	64%	80%	59%
Multiracial (8)		—	—	—	
Other Groups					
Students with Disabilities (587)		✓	38%	80%	38%
Limited English Proficient (345)		✗	55%	80%	56%
Economically Disadvantaged (1742)		✓	66%	80%	66%
Final AYP Determination	✗ 0 of 1				
Non-Accountability Groups					
Female (1114)			69%	80%	
Male (1397)			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 **65%** 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

23 schools identified 40% of total

ACADEMY FOR SCHOLARSHIP AND ENTRENEURSHIP
 BAYCHESTER ACADEMY
 BRONX ACADEMY OF HEALTH CAREERS
 BRONX AEROSPACE HIGH SCHOOL
 BRONX HEALTH SCIENCES HIGH SCHOOL
 BRONX HIGH SCHOOL FOR WRITING AND COMMUNICATION ARTS
 COLLEGIATE INSTITUTE FOR MATH AND SCIENCE
 CORNERSTONE ACADEMY FOR SOCIAL ACTION
 CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL
 HIGH SCHOOL OF COMPUTERS AND TECHNOLOGY
 NEW WORLD HIGH SCHOOL
 PELHAM PREPARATORY ACADEMY
 PS 106 PARKCHESTER
 PS 153 HELEN KELLER
 PS 160 WALT DISNEY
 PS 175 CITY ISLAND
 PS 21 PHILIP H SHERIDAN
 PS 41 GUN HILL ROAD
 PS 68
 PS 76 THE BENNINGTON SCHOOL
 PS 96 RICHARD RODGERS
 PS 97
 VAN NEST ACADEMY

Improvement (year 1) Basic

6 schools identified 11% of total

BRONX LAB SCHOOL
 PS 108 PHILIP J ABINANTI
 PS 121 THROOP
 PS 16 WAKEFIELD
 PS 178 DR SELMAN WAKSMAN
 PS/MS 194

Improvement (year 1) Focused

6 schools identified 11% of total

BRONX GREEN MIDDLE SCHOOL
 IS 181 PABLO CASALS
 MS 180 DR DANIEL HALE WILLIAMS
 PS 105 SENATOR ABRAHAM BERNSTEIN
 PS 83 DONALD HERTZ
 PS 87

Improvement (year 1) Comprehensive

10 schools identified 18% of total

ASPIRE PREPARATORY MIDDLE SCHOOL
 ASTOR COLLEGIATE ACADEMY
 BRONX HIGH SCHOOL FOR THE VISUAL ARTS
 FORWARD SCHOOL

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

Improvement (year 1) Comprehensive (continued)

GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH
HIGH SCHOOL OF CONTEMPORARY ARTS
JHS 127 THE CASTLE HILL
PELHAM ACADEMY OF ACADEMICS AND COMMUNITY ENGAGEMENT
PS 111 SETON FALLS
YOUNG SCHOLARS ACADEMY OF THE BRONX

Improvement (year 2) Basic

1 school identified 2% of total
PS 19 JUDITH K WEISS

Improvement (year 2) Comprehensive

2 schools identified 4% of total
SCHOOL OF DIPLOMACY
THE BRONX PREPARATORY ACADEMY

Corrective Action (year 1) Focused

1 school identified 2% of total
PS 78 ANNE HUTCHINSON

Corrective Action (year 2) Comprehensive

2 schools identified 4% of total
GLOBAL ENTERPRISE HIGH SCHOOL
PS 103 HECTOR FONTANEZ

Restructuring (year 2) Focused

1 school identified 2% of total
PS 89

Restructuring (advanced) Comprehensive







5 schools identified 9% of total
CHRISTOPHER COLUMBUS HIGH SCHOOL
HARRY S TRUMAN HIGH SCHOOL
JHS 144 MICHELANGELO
MS 142 JOHN PHILIP SOUSA
PS 112 BRONXWOOD

District NEW YORK CITY GEOGRAPHIC DISTRICT #11


District ID 32-11-00-01-0000

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	41%			3202
Grade 4	44%			3224
Grade 5	44%			3205
Grade 6	37%			3055
Grade 7	28%			3005
Grade 8	25%			3130

Mathematics

Grade 3	44%		3251
Grade 4	57%		3257
Grade 5	58%		3237
Grade 6	45%		3098
Grade 7	45%		3024
Grade 8	36%		3153

Science

Grade 4	82%		3209
Grade 8	37%		3003

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	66%			2568
Mathematics	65%			2568

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

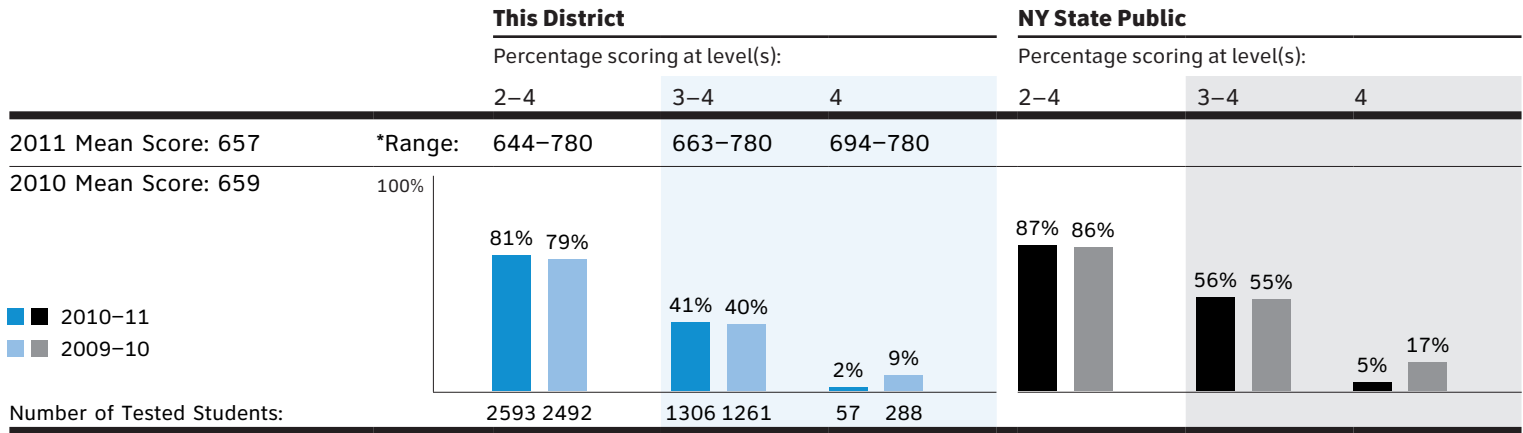
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3202	81%	41%	2%	3168	79%	40%	9%
Female	1534	86%	47%	2%	1510	83%	45%	11%
Male	1668	76%	35%	1%	1658	75%	35%	8%
American Indian or Alaska Native	21	—	—	—	22	64%	32%	14%
Black or African American	1469	79%	36%	1%	1381	78%	38%	8%
Hispanic or Latino	1225	81%	39%	1%	1243	77%	37%	8%
Asian or Native Hawaiian/Other Pacific Islander	244	93%	61%	5%	240	88%	54%	14%
White	241	83%	57%	6%	257	83%	49%	16%
Multiracial	2	—	—	—	25	88%	60%	4%
Small Group Totals	23	74%	52%	0%				
General-Education Students	2645	88%	47%	2%	2520	87%	47%	11%
Students with Disabilities	557	48%	10%	0%	648	45%	13%	2%
English Proficient	2875	83%	43%	2%	2773	81%	42%	10%
Limited English Proficient	327	62%	21%	0%	395	62%	22%	3%
Economically Disadvantaged	3026	81%	41%	2%	3021	79%	40%	9%
Not Disadvantaged	176	78%	43%	4%	147	80%	41%	10%
Migrant								
Not Migrant	3202	81%	41%	2%	3168	79%	40%	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	81	79	79	74	65	62	56	46
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	35	N/A	N/A	N/A	44	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	37	N/A	N/A	N/A	45	N/A	N/A	N/A

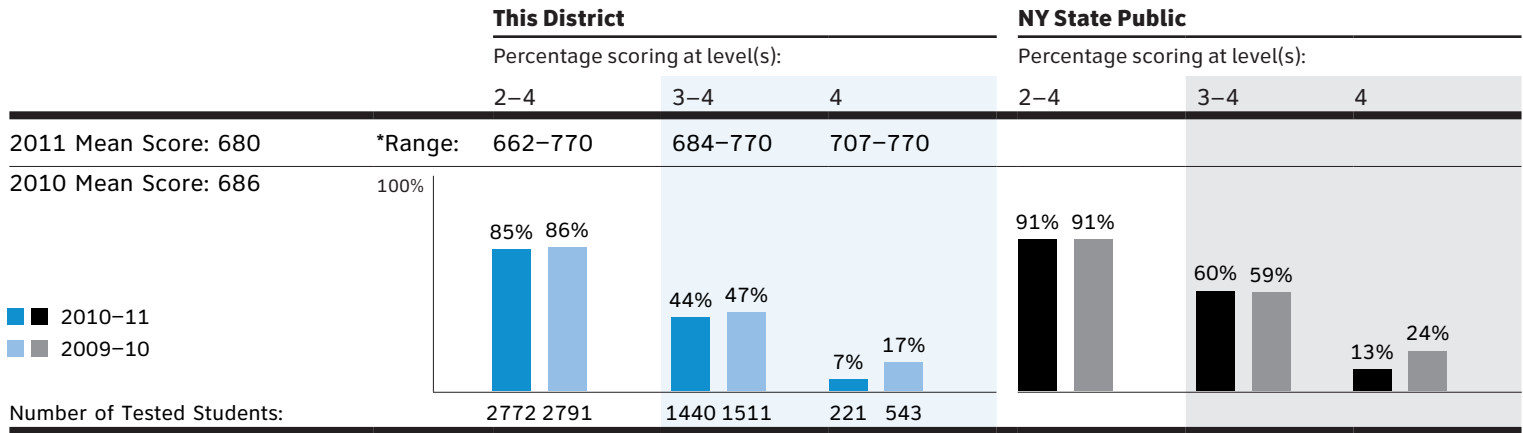
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3251	85%	44%	7%	3236	86%	47%	17%
Female	1564	86%	45%	6%	1538	87%	47%	17%
Male	1687	85%	44%	7%	1698	86%	46%	17%
American Indian or Alaska Native	21	—	—	—	24	79%	33%	21%
Black or African American	1473	83%	38%	4%	1391	85%	40%	13%
Hispanic or Latino	1251	85%	42%	5%	1283	84%	44%	15%
Asian or Native Hawaiian/Other Pacific Islander	257	95%	72%	21%	251	95%	73%	37%
White	247	91%	63%	17%	262	92%	66%	27%
Multiracial	2	—	—	—	25	92%	64%	20%
Small Group Totals	23	87%	65%	0%				
General-Education Students	2692	89%	49%	8%	2568	92%	53%	20%
Students with Disabilities	559	66%	21%	1%	668	64%	21%	4%
English Proficient	2880	87%	46%	7%	2793	87%	49%	18%
Limited English Proficient	371	73%	27%	2%	443	79%	35%	7%
Economically Disadvantaged	3074	85%	44%	7%	3074	87%	47%	17%
Not Disadvantaged	177	84%	45%	10%	162	81%	47%	20%
Migrant								
Not Migrant	3251	85%	44%	7%	3236	86%	47%	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

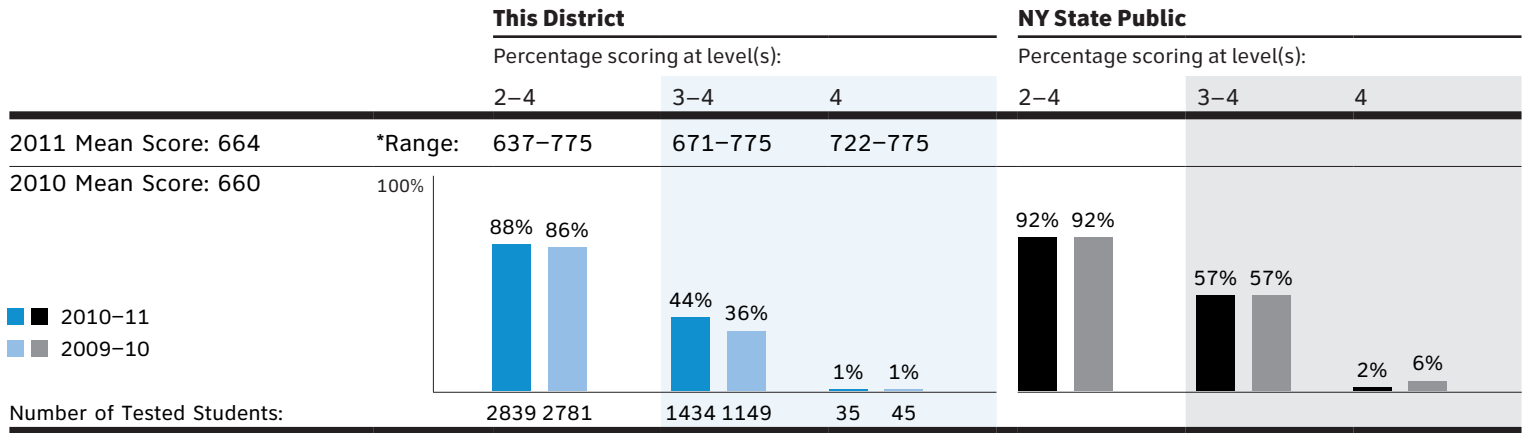
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	81	81	80	72	65	64	60	42

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3224	88%	44%	1%	3227	86%	36%	1%
Female	1530	91%	51%	1%	1560	89%	39%	2%
Male	1694	85%	39%	1%	1667	83%	32%	1%
American Indian or Alaska Native	25	—	—	—	25	80%	12%	0%
Black or African American	1431	89%	43%	1%	1448	85%	33%	1%
Hispanic or Latino	1270	85%	41%	1%	1273	85%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	239	93%	62%	4%	217	95%	59%	4%
White	258	91%	55%	2%	254	91%	46%	6%
Multiracial	1	—	—	—	10	100%	30%	0%
Small Group Totals	26	81%	31%	0%				
General-Education Students	2548	95%	53%	1%	2584	92%	41%	2%
Students with Disabilities	676	62%	12%	0%	643	62%	13%	0%
English Proficient	2869	90%	48%	1%	2901	88%	38%	2%
Limited English Proficient	355	72%	19%	0%	326	68%	17%	0%
Economically Disadvantaged	3068	88%	44%	1%	3053	86%	35%	1%
Not Disadvantaged	156	85%	51%	3%	174	84%	44%	3%
Migrant								
Not Migrant	3224	88%	44%	1%	3227	86%	36%	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	88	81	79	67	82	76	72	64
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	27	N/A	N/A	N/A	37	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	27	N/A	N/A	N/A	40	N/A	N/A	N/A

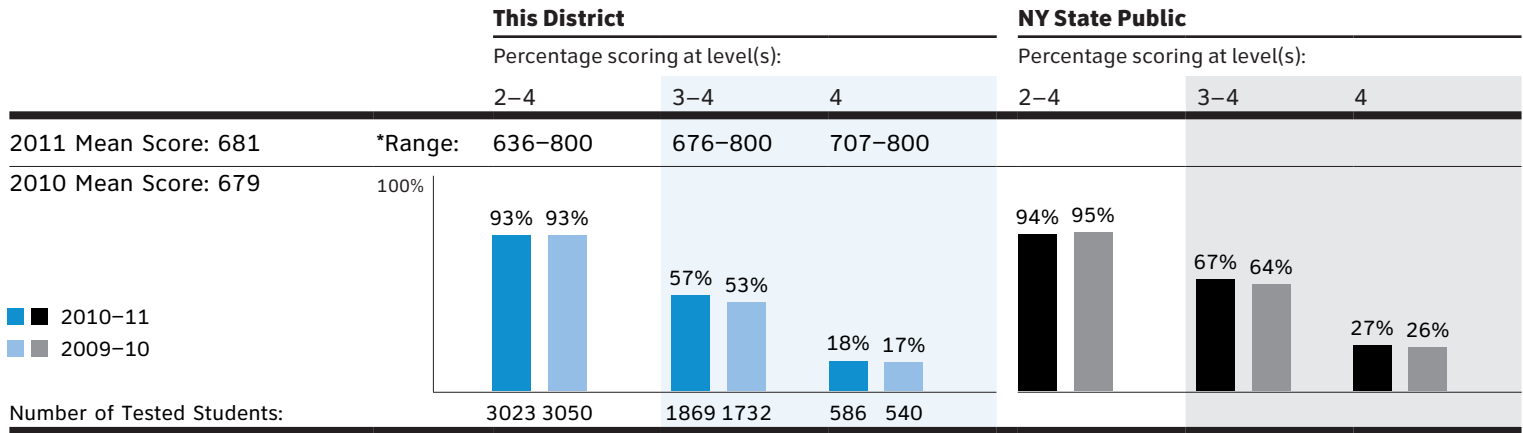
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3257	93%	57%	18%	3265	93%	53%	17%
Female	1549	94%	59%	19%	1576	94%	53%	17%
Male	1708	92%	56%	17%	1689	93%	53%	16%
American Indian or Alaska Native	25	—	—	—	25	92%	48%	16%
Black or African American	1435	92%	52%	14%	1453	93%	49%	12%
Hispanic or Latino	1284	92%	56%	14%	1286	92%	51%	14%
Asian or Native Hawaiian/Other Pacific Islander	249	96%	82%	44%	230	97%	77%	44%
White	263	95%	71%	30%	261	97%	67%	27%
Multiracial	1	—	—	—	10	100%	40%	0%
Small Group Totals	26	92%	54%	19%				
General-Education Students	2587	97%	66%	22%	2624	97%	59%	20%
Students with Disabilities	670	77%	26%	3%	641	80%	27%	4%
English Proficient	2870	94%	60%	20%	2901	94%	55%	18%
Limited English Proficient	387	85%	40%	6%	364	86%	39%	6%
Economically Disadvantaged	3105	93%	57%	18%	3089	94%	53%	17%
Not Disadvantaged	152	89%	66%	24%	176	88%	55%	17%
Migrant								
Not Migrant	3257	93%	57%	18%	3265	93%	53%	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

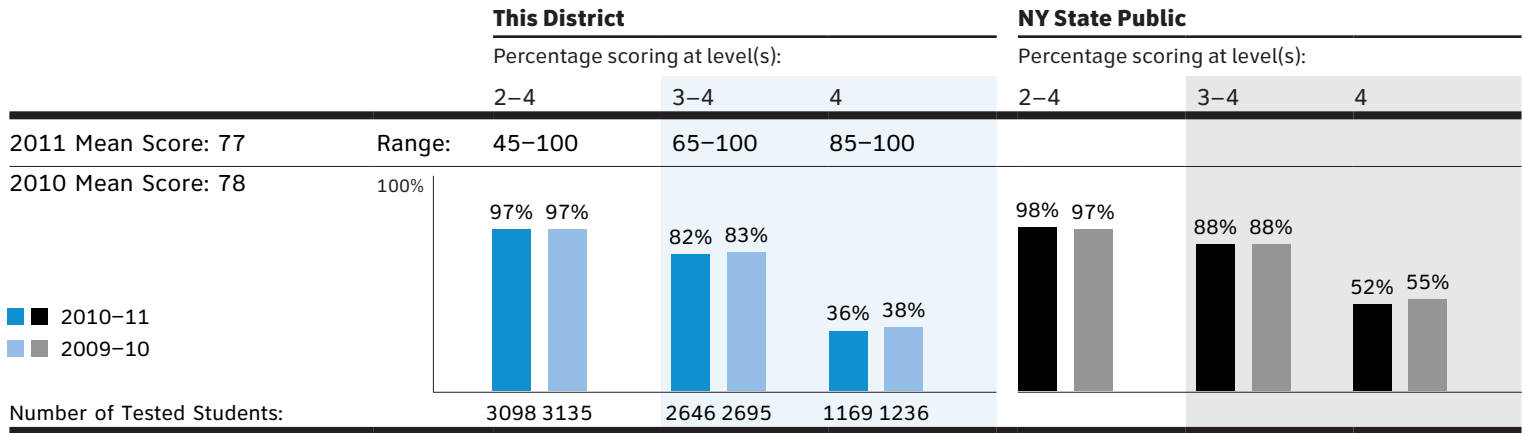
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	88	88	87	72	82	80	76	58

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3209	97%	82%	36%	3237	97%	83%	38%
Female	1528	97%	84%	38%	1567	97%	83%	39%
Male	1681	96%	81%	35%	1670	97%	83%	38%
American Indian or Alaska Native	24	—	—	—	25	96%	72%	36%
Black or African American	1414	97%	82%	35%	1434	97%	83%	36%
Hispanic or Latino	1264	96%	81%	33%	1276	96%	82%	36%
Asian or Native Hawaiian/Other Pacific Islander	247	98%	88%	57%	232	96%	88%	54%
White	259	96%	86%	42%	260	99%	90%	48%
Multiracial	1	—	—	—	10	90%	80%	30%
Small Group Totals	25	96%	76%	40%				
General-Education Students	2553	98%	87%	42%	2605	98%	87%	42%
Students with Disabilities	656	92%	66%	15%	632	93%	69%	21%
English Proficient	2826	98%	85%	39%	2880	98%	85%	41%
Limited English Proficient	383	87%	61%	16%	357	89%	66%	15%
Economically Disadvantaged	3058	97%	82%	36%	3063	97%	83%	38%
Not Disadvantaged	151	97%	83%	36%	174	97%	86%	44%
Migrant								
Not Migrant	3209	97%	82%	36%	3237	97%	83%	38%

NOTES

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Other Assessments

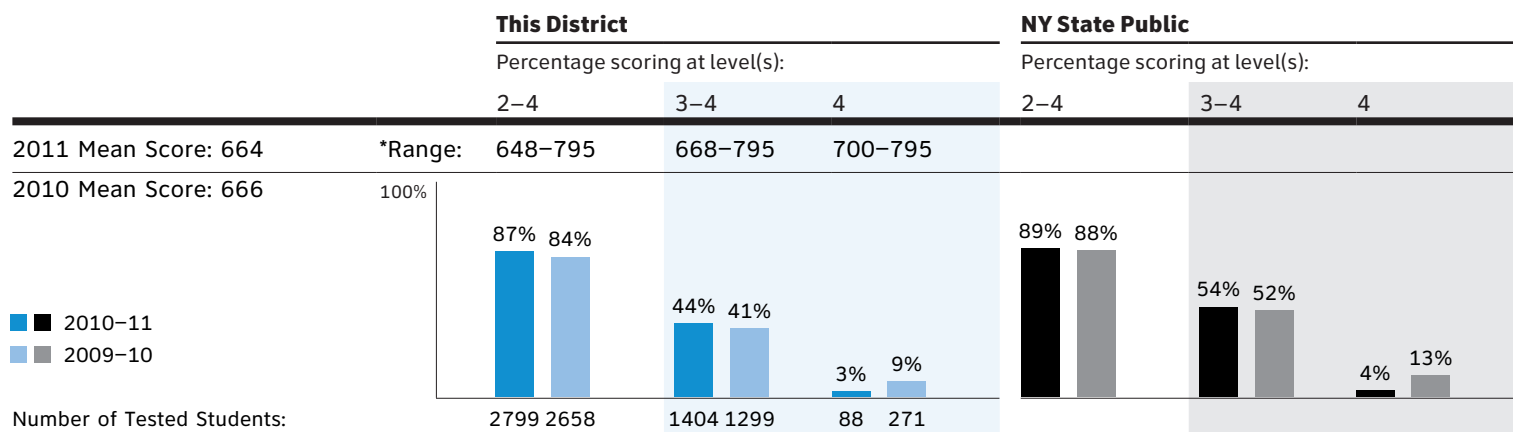
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	89	85	85	78	81	79	78	73

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3205	87%	44%	3%	3180	84%	41%	9%
Female	1546	92%	48%	3%	1541	87%	47%	11%
Male	1659	83%	40%	2%	1639	80%	35%	6%
American Indian or Alaska Native	24	—	—	—	18	56%	11%	0%
Black or African American	1453	88%	41%	2%	1536	83%	37%	8%
Hispanic or Latino	1232	86%	41%	2%	1187	82%	39%	7%
Asian or Native Hawaiian/Other Pacific Islander	231	90%	61%	6%	176	91%	64%	18%
White	263	91%	56%	7%	253	91%	57%	16%
Multiracial	2	—	—	—	10	80%	50%	10%
Small Group Totals	26	81%	46%	4%				
General-Education Students	2559	94%	51%	3%	2500	91%	48%	10%
Students with Disabilities	646	61%	16%	0%	680	56%	16%	2%
English Proficient	2914	90%	47%	3%	2937	85%	42%	9%
Limited English Proficient	291	64%	13%	0%	243	62%	21%	4%
Economically Disadvantaged	3011	87%	44%	3%	2994	84%	40%	8%
Not Disadvantaged	194	86%	45%	6%	186	84%	49%	10%
Migrant								
Not Migrant	3205	87%	44%	3%	3180	84%	41%	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 5 Equivalent	87	87	85	76	66	65	63	48
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	33	N/A	N/A	N/A	49	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	34	N/A	N/A	N/A	50	N/A	N/A	N/A

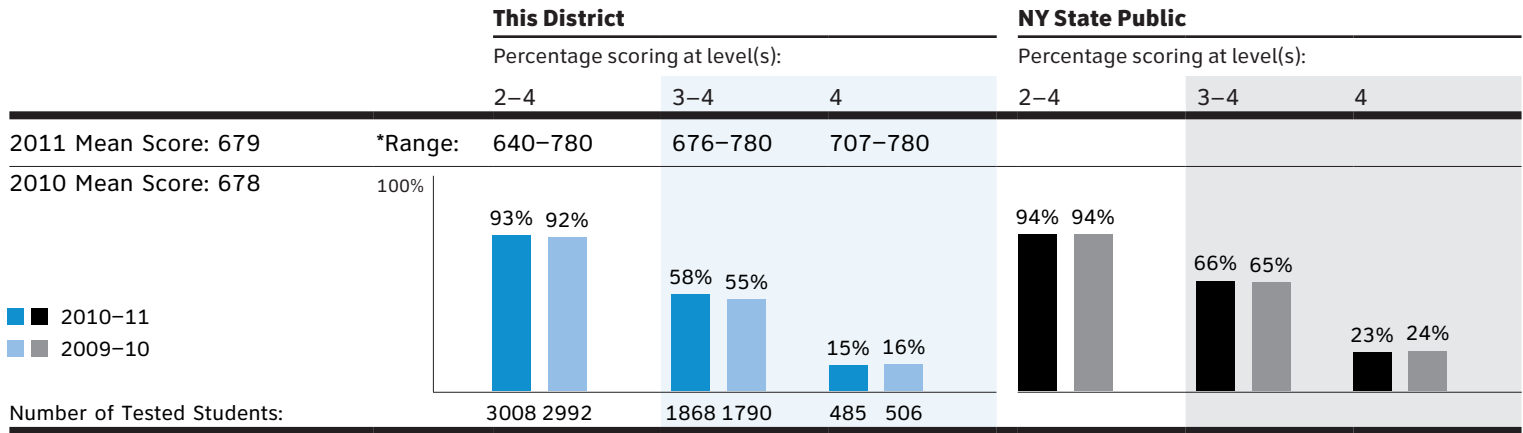
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3237	93%	58%	15%	3238	92%	55%	16%
Female	1568	94%	59%	14%	1568	94%	56%	16%
Male	1669	92%	56%	15%	1670	91%	54%	16%
American Indian or Alaska Native	24	—	—	—	19	84%	37%	5%
Black or African American	1451	93%	56%	12%	1544	93%	51%	13%
Hispanic or Latino	1255	92%	54%	12%	1216	91%	54%	13%
Asian or Native Hawaiian/Other Pacific Islander	238	98%	75%	37%	189	95%	76%	37%
White	267	95%	71%	26%	260	95%	73%	26%
Multiracial	2	—	—	—	10	100%	70%	30%
Small Group Totals	26	88%	46%	15%				
General-Education Students	2596	97%	65%	18%	2548	97%	63%	19%
Students with Disabilities	641	78%	29%	3%	690	77%	28%	4%
English Proficient	2906	94%	61%	16%	2942	93%	57%	17%
Limited English Proficient	331	82%	32%	3%	296	82%	37%	5%
Economically Disadvantaged	3042	93%	57%	15%	3046	92%	55%	15%
Not Disadvantaged	195	88%	65%	21%	192	91%	64%	21%
Migrant								
Not Migrant	3237	93%	58%	15%	3238	92%	55%	16%

NOTES

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Other Assessments

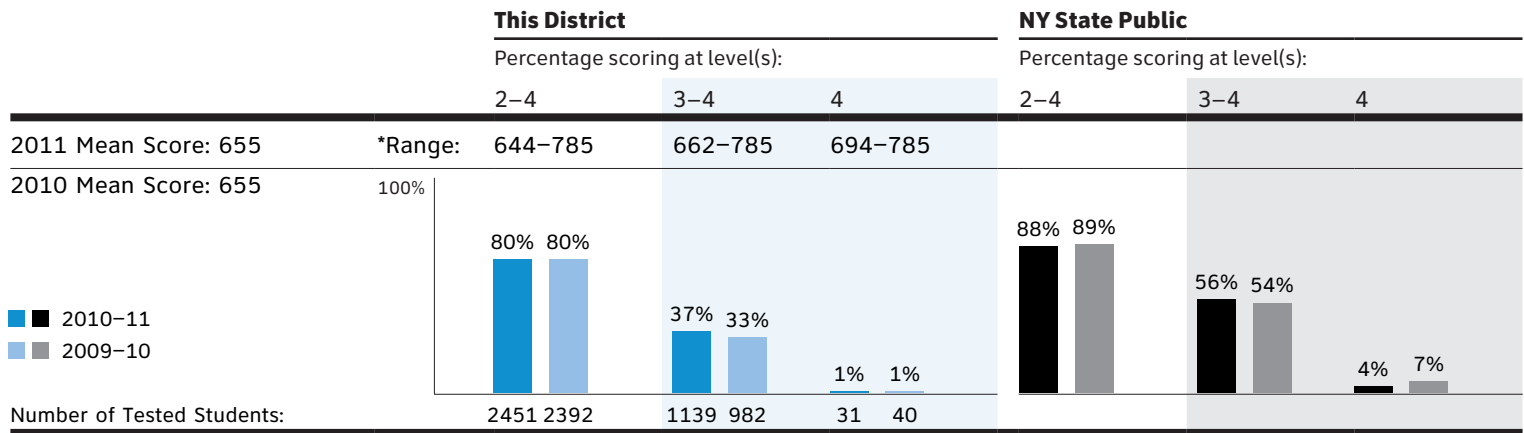
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	87	86	85	76	66	65	65	48

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3055	80%	37%	1%	2991	80%	33%	1%
Female	1478	85%	42%	1%	1454	83%	37%	2%
Male	1577	76%	33%	1%	1537	77%	29%	1%
American Indian or Alaska Native	15	—	—	—	17	71%	35%	0%
Black or African American	1481	79%	33%	1%	1447	78%	30%	1%
Hispanic or Latino	1157	78%	35%	1%	1091	77%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	170	88%	63%	2%	199	93%	59%	3%
White	230	91%	57%	2%	227	90%	51%	3%
Multiracial	2	—	—	—	10	100%	70%	0%
Small Group Totals	17	53%	29%	0%				
General-Education Students	2395	89%	45%	1%	2367	88%	39%	2%
Students with Disabilities	660	48%	8%	0%	624	50%	8%	0%
English Proficient	2815	83%	40%	1%	2773	83%	35%	1%
Limited English Proficient	240	47%	9%	0%	218	48%	4%	0%
Economically Disadvantaged	2686	79%	35%	1%	2608	79%	31%	1%
Not Disadvantaged	369	86%	52%	2%	383	87%	46%	2%
Migrant								
Not Migrant	3055	80%	37%	1%	2991	80%	33%	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	64	64	60	52	79	76	67	54
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	34	N/A	N/A	N/A	39	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	35	N/A	N/A	N/A	40	N/A	N/A	N/A

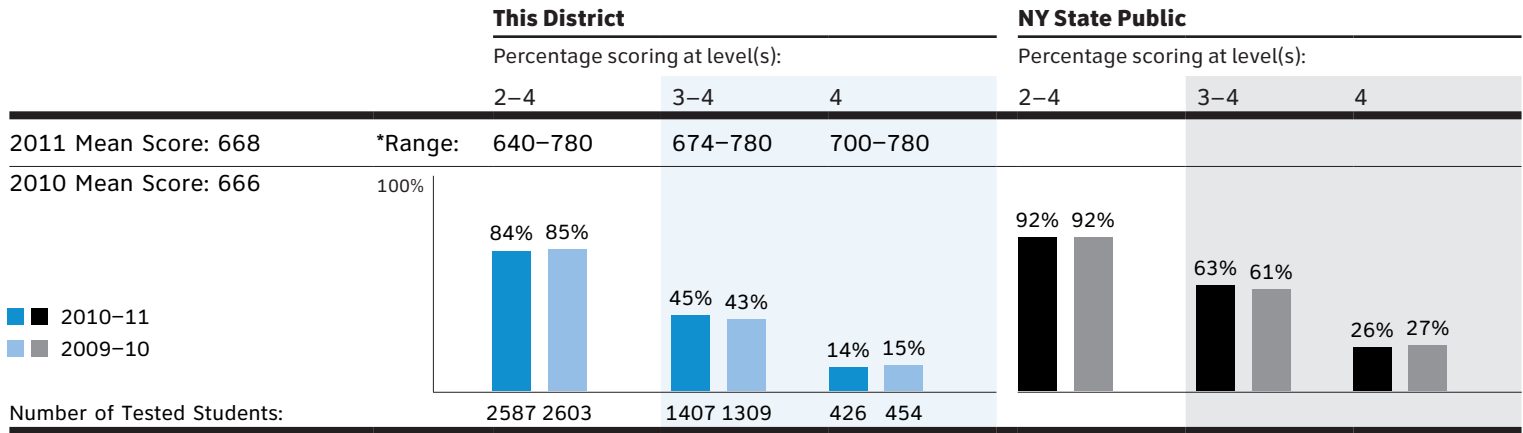
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3098	84%	45%	14%	3069	85%	43%	15%
Female	1509	86%	49%	15%	1479	87%	43%	15%
Male	1589	81%	42%	13%	1590	83%	42%	14%
American Indian or Alaska Native	15	—	—	—	18	83%	33%	11%
Black or African American	1483	82%	39%	9%	1462	84%	37%	10%
Hispanic or Latino	1187	82%	42%	13%	1130	82%	39%	12%
Asian or Native Hawaiian/Other Pacific Islander	179	94%	77%	39%	217	97%	77%	45%
White	232	92%	76%	28%	231	94%	67%	29%
Multiracial	2	—	—	—	11	91%	45%	18%
Small Group Totals	17	71%	41%	6%				
General-Education Students	2440	91%	54%	17%	2413	91%	50%	18%
Students with Disabilities	658	55%	15%	2%	656	62%	14%	3%
English Proficient	2812	86%	48%	15%	2799	86%	45%	16%
Limited English Proficient	286	60%	20%	4%	270	68%	21%	6%
Economically Disadvantaged	2730	83%	44%	13%	2671	84%	41%	14%
Not Disadvantaged	368	88%	58%	21%	398	89%	57%	21%
Migrant								
Not Migrant	3098	84%	45%	14%	3069	85%	43%	15%

NOTES

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Other Assessments

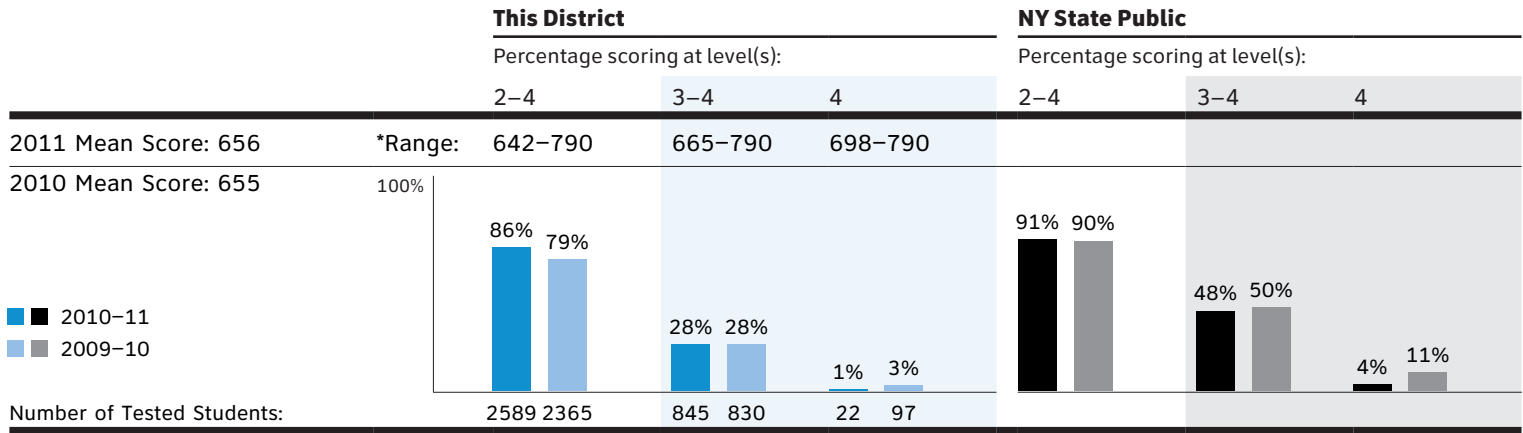
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	64	63	63	58	79	79	77	59

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

This District's Results in Grade 7 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	3005	86%	28%	1%	3011	79%	28%	3%
Female	1489	89%	34%	1%	1413	84%	34%	4%
Male	1516	83%	23%	1%	1598	73%	22%	2%
American Indian or Alaska Native	20	80%	40%	0%	19	63%	16%	0%
Black or African American	1456	87%	28%	0%	1449	78%	25%	2%
Hispanic or Latino	1101	83%	20%	0%	1146	75%	24%	2%
Asian or Native Hawaiian/Other Pacific Islander	206	92%	54%	2%	175	84%	45%	11%
White	222	94%	41%	3%	216	92%	51%	9%
Multiracial					6	100%	33%	17%
Small Group Totals								
General-Education Students	2377	93%	34%	1%	2347	87%	34%	4%
Students with Disabilities	628	61%	6%	0%	664	48%	6%	0%
English Proficient	2782	89%	30%	1%	2771	82%	30%	3%
Limited English Proficient	223	57%	3%	0%	240	43%	3%	1%
Economically Disadvantaged	2619	86%	26%	1%	2642	78%	26%	3%
Not Disadvantaged	386	90%	41%	1%	369	85%	38%	7%
Migrant								
Not Migrant	3005	86%	28%	1%	3011	79%	28%	3%

NOTES

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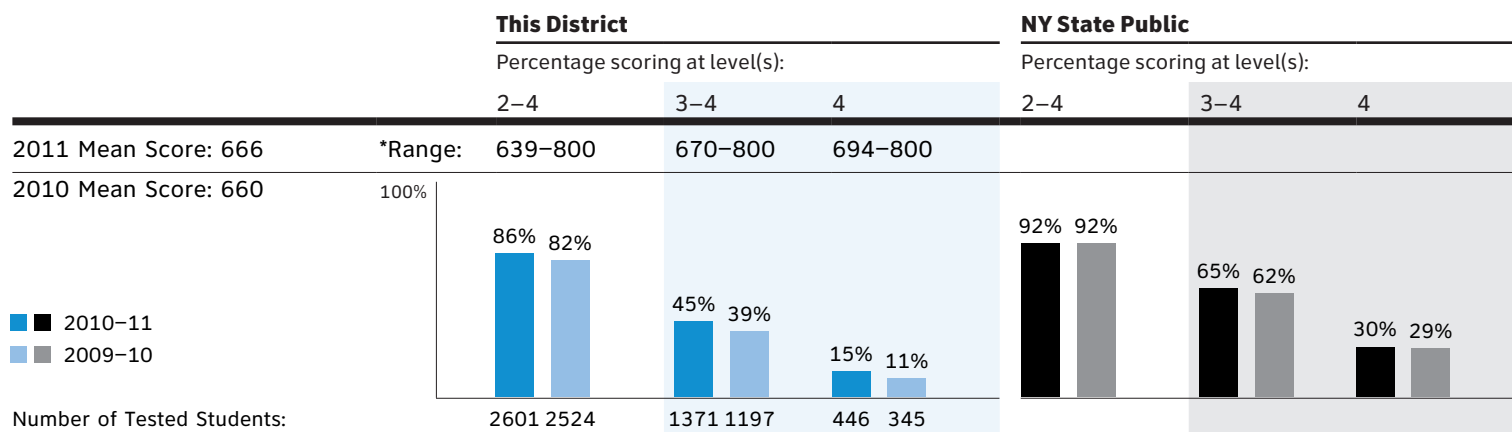
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

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	80	80	76	69	65	65	60	54
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	22	N/A	N/A	N/A	37	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	22	N/A	N/A	N/A	38	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.

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	3024	86%	45%	15%	3090	82%	39%	11%
Female	1497	86%	46%	14%	1447	83%	43%	13%
Male	1527	86%	45%	16%	1643	80%	35%	10%
American Indian or Alaska Native	20	80%	45%	20%	20	80%	30%	10%
Black or African American	1462	86%	40%	11%	1465	81%	34%	8%
Hispanic or Latino	1106	83%	41%	10%	1182	79%	34%	7%
Asian or Native Hawaiian/Other Pacific Islander	214	97%	77%	43%	195	90%	68%	39%
White	222	95%	68%	34%	221	96%	67%	31%
Multiracial					7	100%	43%	14%
Small Group Totals								
General-Education Students	2408	92%	53%	18%	2409	89%	46%	14%
Students with Disabilities	616	61%	17%	3%	681	57%	13%	1%
English Proficient	2781	88%	47%	16%	2809	84%	41%	12%
Limited English Proficient	243	67%	23%	5%	281	56%	16%	2%
Economically Disadvantaged	2644	85%	43%	13%	2705	81%	38%	10%
Not Disadvantaged	380	90%	59%	24%	385	87%	46%	16%
Migrant								
Not Migrant	3024	86%	45%	15%	3090	82%	39%	11%

NOTES

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Other Assessments

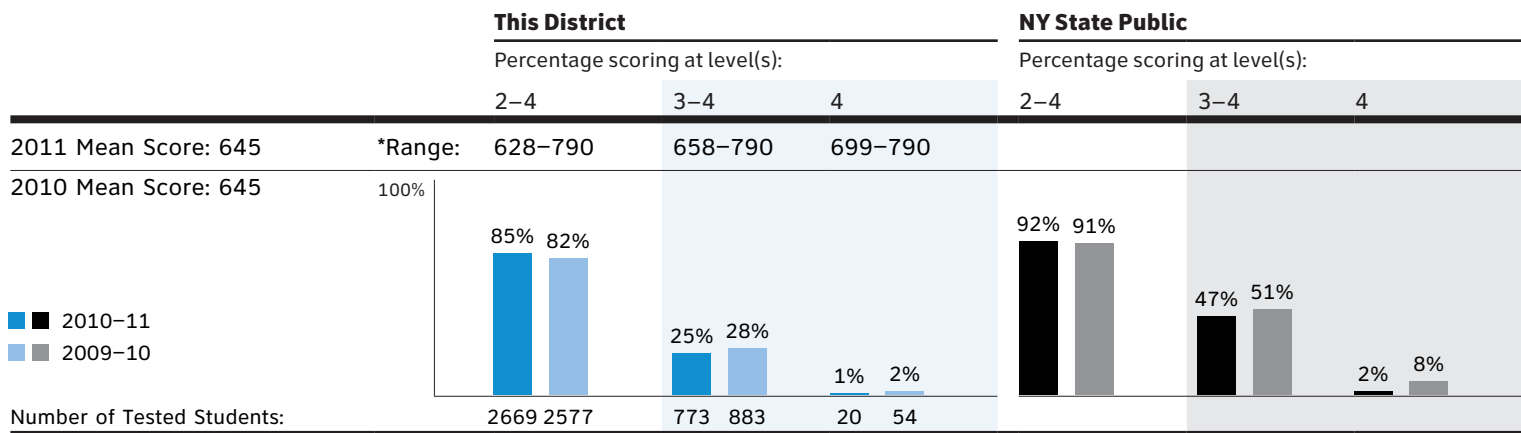
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	80	78	75	65	65	63	60	42

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3130	85%	25%	1%	3152	82%	28%	2%
Female	1472	90%	31%	1%	1494	86%	33%	2%
Male	1658	81%	19%	0%	1658	78%	23%	1%
American Indian or Alaska Native	19	—	—	—	20	75%	15%	0%
Black or African American	1533	87%	22%	1%	1582	80%	24%	1%
Hispanic or Latino	1170	81%	20%	0%	1102	80%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	199	87%	47%	1%	213	89%	47%	7%
White	207	94%	49%	2%	222	91%	48%	4%
Multiracial	2	—	—	—	13	100%	62%	0%
Small Group Totals	21	81%	24%	0%				
General-Education Students	2463	92%	30%	1%	2508	88%	33%	2%
Students with Disabilities	667	60%	5%	0%	644	56%	7%	0%
English Proficient	2885	88%	26%	1%	2964	84%	30%	2%
Limited English Proficient	245	56%	4%	0%	188	53%	3%	1%
Economically Disadvantaged	2742	85%	24%	1%	2701	81%	27%	1%
Not Disadvantaged	388	89%	33%	2%	451	85%	35%	4%
Migrant								
Not Migrant	3130	85%	25%	1%	3152	82%	28%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	68	68	65	60	75	74	70	61
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	33	N/A	N/A	N/A	37	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	35	N/A	N/A	N/A	37	N/A	N/A	N/A

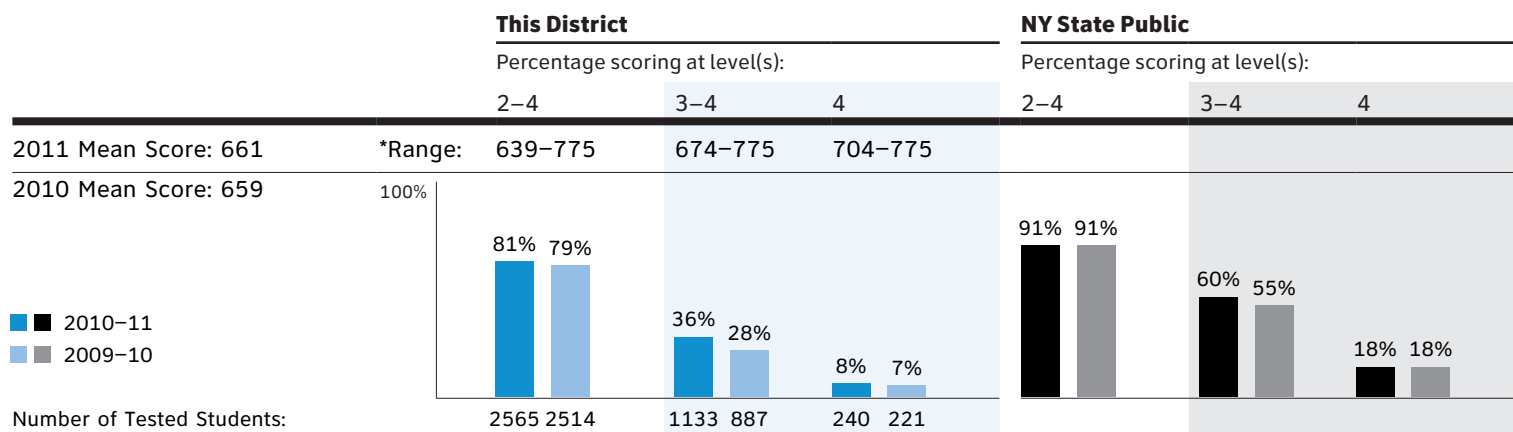
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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	3153	81%	36%	8%	3199	79%	28%	7%
Female	1485	84%	41%	9%	1513	82%	30%	7%
Male	1668	79%	31%	6%	1686	76%	26%	7%
American Indian or Alaska Native	20	—	—	—	21	48%	10%	0%
Black or African American	1531	81%	32%	5%	1583	77%	23%	4%
Hispanic or Latino	1179	79%	30%	4%	1126	76%	24%	5%
Asian or Native Hawaiian/Other Pacific Islander	208	87%	67%	28%	221	91%	63%	27%
White	214	95%	66%	24%	233	89%	50%	18%
Multiracial	1	—	—	—	15	80%	40%	13%
Small Group Totals	21	76%	33%	0%				
General-Education Students	2493	88%	42%	9%	2541	85%	33%	9%
Students with Disabilities	660	57%	12%	1%	658	56%	8%	0%
English Proficient	2871	83%	38%	8%	2975	80%	29%	7%
Limited English Proficient	282	65%	18%	1%	224	66%	7%	2%
Economically Disadvantaged	2769	81%	35%	7%	2728	78%	27%	6%
Not Disadvantaged	384	82%	43%	14%	471	80%	32%	10%
Migrant								
Not Migrant	3153	81%	36%	8%	3199	79%	28%	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.

* 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

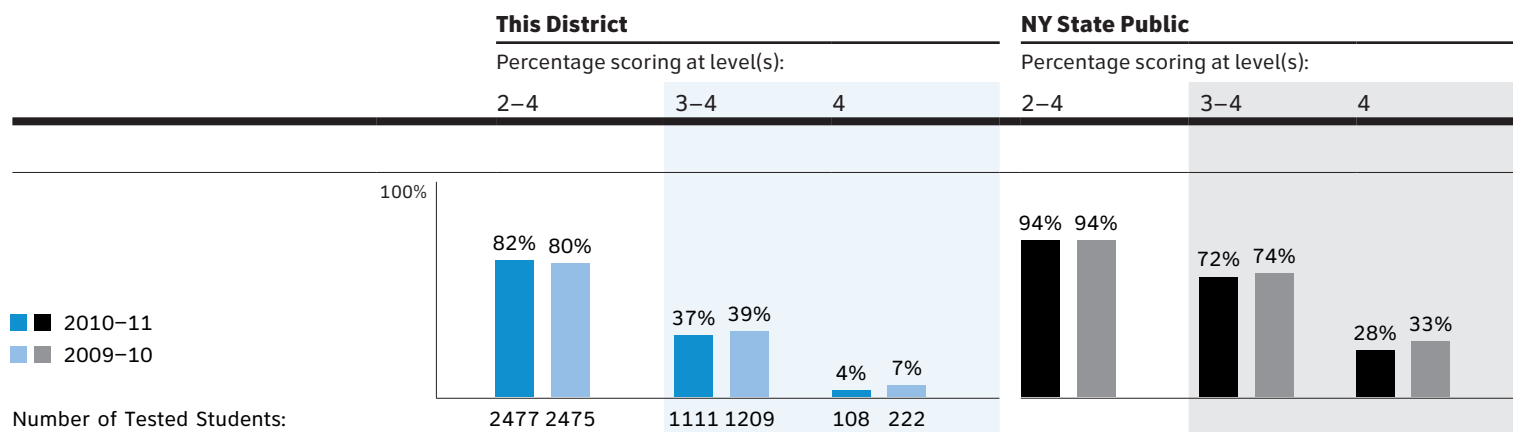
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	68	68	65	50	75	70	65	50

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3003	82%	37%	4%	3072	80%	39%	7%
Female	1436	84%	39%	4%	1460	82%	38%	7%
Male	1567	81%	35%	3%	1612	79%	40%	8%
American Indian or Alaska Native	18	—	—	—	20	65%	25%	0%
Black or African American	1449	83%	34%	3%	1526	80%	34%	5%
Hispanic or Latino	1118	80%	32%	2%	1069	78%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	204	84%	54%	11%	215	90%	65%	22%
White	213	92%	66%	11%	227	90%	61%	16%
Multiracial	1	—	—	—	15	80%	40%	7%
Small Group Totals	19	79%	32%	0%				
General-Education Students	2390	87%	43%	4%	2468	85%	45%	9%
Students with Disabilities	613	63%	14%	0%	604	62%	15%	1%
English Proficient	2742	85%	40%	4%	2857	83%	42%	8%
Limited English Proficient	261	56%	10%	0%	215	52%	9%	0%
Economically Disadvantaged	2635	82%	36%	3%	2617	80%	38%	7%
Not Disadvantaged	368	86%	45%	7%	455	84%	48%	11%
Migrant								
Not Migrant	3003	82%	37%	4%	3072	80%	39%	7%

NOTES

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Other Assessments

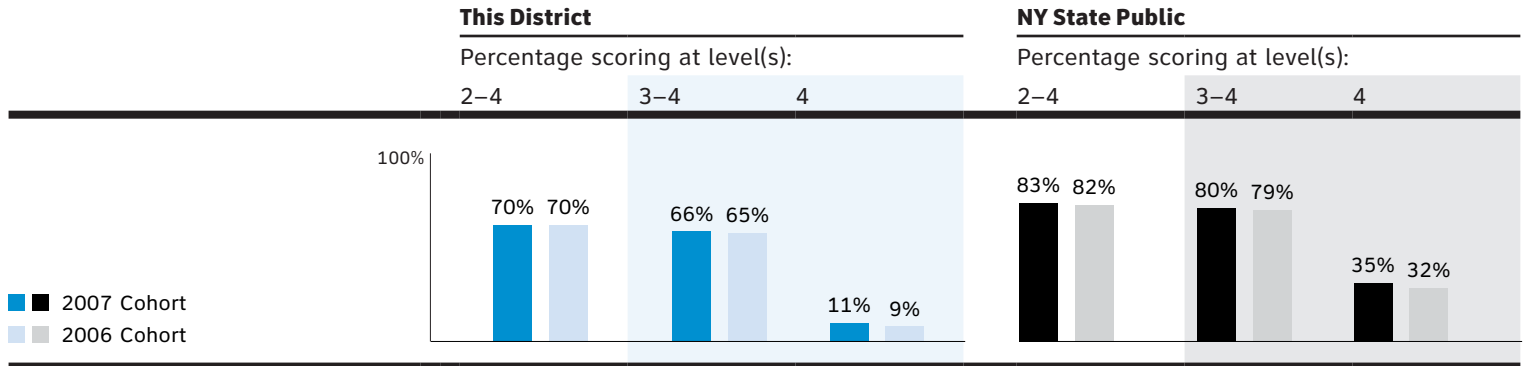
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	68	66	64	58	75	66	62	58
Regents Science	6	2	2	0	6	4	3	0

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2568	70%	66%	11%	2516	70%	65%	9%
Female	1117	77%	73%	16%	1117	76%	72%	12%
Male	1451	64%	60%	8%	1399	66%	60%	6%
American Indian or Alaska Native	20	—	—	—	20	50%	45%	5%
Black or African American	1185	71%	67%	12%	1151	73%	68%	9%
Hispanic or Latino	1189	69%	65%	10%	1131	67%	62%	8%
Asian or Native Hawaiian/Other Pacific Islander	83	84%	78%	23%	93	81%	76%	11%
White	89	56%	49%	12%	113	68%	64%	5%
Multiracial	2	—	—	—	8	88%	63%	0%
Small Group Totals	22	55%	55%	5%				
General-Education Students	1971	81%	78%	14%	1960	81%	77%	11%
Students with Disabilities	597	32%	23%	2%	556	31%	26%	1%
English Proficient	2318	72%	68%	13%	2227	73%	68%	9%
Limited English Proficient	250	49%	39%	1%	289	48%	42%	2%
Economically Disadvantaged	1801	73%	68%	12%	1747	73%	68%	9%
Not Disadvantaged	767	62%	59%	10%	769	63%	60%	7%
Migrant								
Not Migrant	2568	70%	66%	11%	2516	70%	65%	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.

* 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.

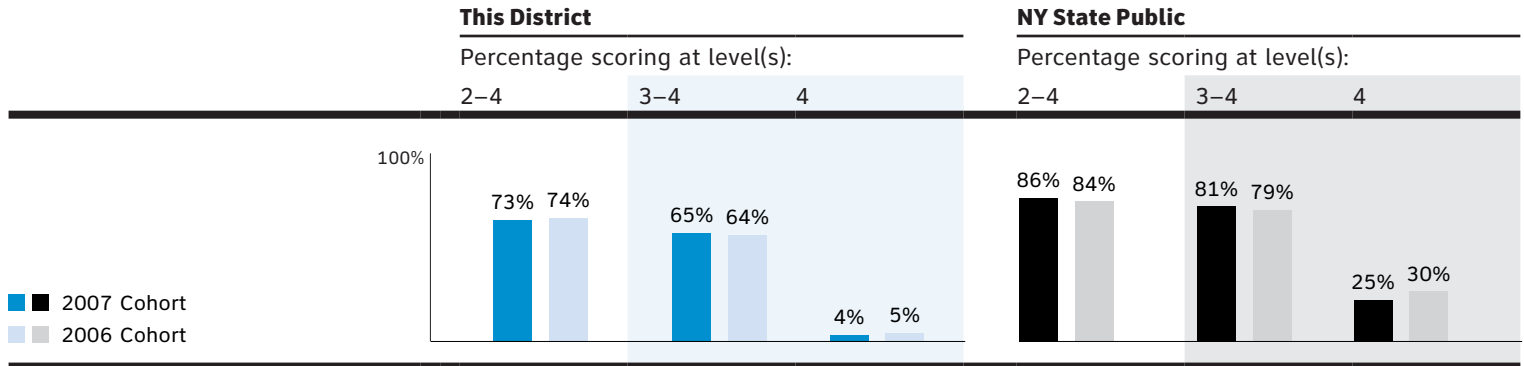
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

District ID **32-11-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2568	73%	65%	4%	2516	74%	64%	5%
Female	1117	78%	71%	5%	1117	78%	69%	6%
Male	1451	70%	62%	3%	1399	70%	60%	4%
American Indian or Alaska Native	20	—	—	—	20	60%	55%	5%
Black or African American	1185	72%	66%	4%	1151	74%	64%	4%
Hispanic or Latino	1189	74%	64%	3%	1131	72%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	83	92%	87%	17%	93	88%	86%	14%
White	89	72%	64%	2%	113	80%	67%	7%
Multiracial	2	—	—	—	8	100%	75%	13%
Small Group Totals	22	59%	55%	0%				
General-Education Students	1971	85%	78%	5%	1960	83%	75%	6%
Students with Disabilities	597	35%	23%	0%	556	39%	26%	1%
English Proficient	2318	74%	67%	4%	2227	75%	66%	5%
Limited English Proficient	250	68%	52%	0%	289	62%	52%	2%
Economically Disadvantaged	1801	77%	68%	4%	1747	77%	67%	5%
Not Disadvantaged	767	66%	59%	2%	769	65%	58%	5%
Migrant								
Not Migrant	2568	73%	65%	4%	2516	74%	64%	5%

NOTES

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