



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #12**

District ID **32-12-00-01-0000**

Superintendent **MYRNA RODRIGUEZ**

Telephone **(718) 328-2310**

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	711	714	698
Kindergarten	1587	1808	1845
Grade 1	1779	2006	1964
Grade 2	1692	1909	1876
Grade 3	1619	1768	1863
Grade 4	1566	1819	1830
Grade 5	1597	1790	1778
Grade 6	1538	1818	1726
Ungraded Elementary	1521	111	101
Grade 7	1546	1810	1880
Grade 8	1593	1797	1823
Grade 9	1390	1697	1939
Grade 10	1236	1580	1698
Grade 11	936	1161	1145
Grade 12	863	992	1033
Ungraded Secondary	1045	45	86
Total K-12	21508	22111	22587

Average Class Size

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

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 #12

District ID 32-12-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	18616	87%	19421	88%	19693	87%
Reduced-Price Lunch	1124	5%	998	5%	872	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4018	19%	4219	19%	4409	20%
Racial/Ethnic Origin						
American Indian or Alaska Native	115	1%	115	1%	153	1%
Black or African American	6633	31%	6426	29%	6396	28%
Hispanic or Latino	14247	66%	15008	68%	15375	68%
Asian or Native Hawaiian/Other Pacific Islander	356	2%	394	2%	435	2%
White	157	1%	168	1%	228	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		0%		0%		0%
Student Suspensions	1183	5%	1335	6%	1467	7%

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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

District ID 32-12-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	1736	1717	1695
Percent with No Valid Teaching Certificate	5%	4%	2%
Percent Teaching Out of Certification	12%	11%	8%
Percent with Fewer Than Three Years of Experience	22%	17%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	31%	33%
Total Number of Core Classes	3345	3503	3401
Percent Not Taught by Highly Qualified Teachers in This District	12%	11%	8%
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	4096	4265	4207
Percent Taught by Teachers Without Appropriate Certification	13%	12%	8%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	32%	22%	27%
Turnover Rate of All Teachers	22%	18%	19%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

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

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts





























Accountability Status  Improvement (Year 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	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 (11396:10307)			99%		108	121	115	117
Ethnicity								
American Indian or Alaska Native (77:70)			99%		137	111		
Black or African American (3223:2934)			99%		108	120	115	117
Hispanic or Latino (7751:7003)			99%		107	121	115	116
Asian or Native Hawaiian/Other Pacific Islander (217:186)			97%		127	114		
White (118:105)			99%		112	112		
Multiracial (10:9)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (2879:2574)			98%		67	120	79	80
Limited English Proficient (2231:2344)			98%		83	120	96	95
Economically Disadvantaged (10981:9949)			99%		108	121	115	117
Final AYP Determination	 3 of 9							
Non-Accountability Groups								
Female (5520:5010)			99%		116	120		
Male (5876:5297)			98%		100	120		
Migrant (0:0)								


Symbols

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

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

Elementary/Middle-Level Mathematics





























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

Accountability Measures 3 of 9 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (11408:10419)			99%		129	136	131	136
Ethnicity								
American Indian or Alaska Native (77:70)			99%		156	126		
Black or African American (3226:2936)			99%		125	135	127	133
Hispanic or Latino (7760:7104)			99%		129	136	132	136
Asian or Native Hawaiian/Other Pacific Islander (217:194)			100%		152	129		
White (118:106)			99%		142	127		
Multiracial (10:9)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (2879:2561)			98%		90	135	97	101
Limited English Proficient (2239:2471)			99%		114	135	119	123
Economically Disadvantaged (10992:10067)			99%		129	136	131	136
Final AYP Determination	 3 of 9							
Non-Accountability Groups								
Female (5521:5076)			99%		132	135		
Male (5887:5343)			99%		126	136		
Migrant (0:0)								

Symbols

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

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



















Elementary/Middle-Level Science

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

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12		
Accountability Groups										
All Students (3851:3384)		Qualified		94%		146	100			
Ethnicity										
American Indian or Alaska Native (26:22)		–	–	–	–	–	–		–	
Black or African American (1086:955)		Qualified		94%		145	100			
Hispanic or Latino (2612:2298)		Qualified		95%		146	100			
Asian or Native Hawaiian/Other Pacific Islander (79:67)		Qualified		95%		164	100			
White (43:37)		Qualified		93%		162	100			
Multiracial (5:5)		–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (958:813)		Qualified		92%		117	100			
Limited English Proficient (762:773)		Qualified		96%		131	100			
Economically Disadvantaged (3711:3274)		Qualified		95%		146	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (1863:1651)				94%		147	100			
Male (1988:1733)				95%		145	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 0 of 6 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 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 (1118:1241)			99%		144	180	158‡	150
Ethnicity								
American Indian or Alaska Native (4:5)	—	—	—	—	—	—	—	—
Black or African American (393:434)			100%		140	178	157‡	146
Hispanic or Latino (698:778)			99%		146	179	158‡	151
Asian or Native Hawaiian/Other Pacific Islander (16:18)	—	—	—	—	—	—	—	—
White (7:6)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (157:225)			98%		101	176	110‡	111
Limited English Proficient (182:266)			98%		131	176	148‡	138
Economically Disadvantaged (993:1101)			99%		147	180	160‡	152
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (590:660)			100%		153	179		
Male (528:581)			99%		135	178		
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 0 of 6 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1118:1241)			98%		141	177	153‡	147
Ethnicity								
American Indian or Alaska Native (4:5)	—	—	—	—	—	—	—	—
Black or African American (393:434)			98%		136	175	150‡	142
Hispanic or Latino (698:778)			98%		143	176	153‡	149
Asian or Native Hawaiian/Other Pacific Islander (16:18)	—	—	—	—	—	—	—	—
White (7:6)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (157:225)			97%		97	173	110‡	107
Limited English Proficient (182:266)			98%		136	173	146‡	142
Economically Disadvantaged (993:1101)			98%		142	177	155‡	148
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (590:660)			98%		142	176		
Male (528:581)			98%		140	175		
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)  Good Standing



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

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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 (1343)			53%	80%	58%
Ethnicity					
American Indian or Alaska Native (5)		—	—	—	
Black or African American (464)			53%	80%	62%
Hispanic or Latino (845)			53%	80%	56%
Asian or Native Hawaiian/Other Pacific Islander (16)		—	—	—	
White (12)		—	—	—	
Multiracial (1)		—	—	—	
Other Groups					
Students with Disabilities (302)			29%	80%	38%
Limited English Proficient (222)			50%	80%	58%
Economically Disadvantaged (1127)			58%	80%	61%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (680)			59%	80%	
Male (663)			48%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **55%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

21 schools identified 40% of total

ARTURO SCHOMBURG SATELLITE ACADEMY-BRONX
 BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL
 BRONX LATIN SCHOOL
 BRONX LITTLE SCHOOL
 EMOLIOR ACADEMY
 ENTRADA ACADEMY
 EXPLORATIONS ACADEMY
 FREDERICK DOUGLAS ACADEMY V MIDDLE SCHOOL
 HIGH SCHOOL OF WORLD CULTURES
 METROPOLITAN HIGH SCHOOL (THE)
 MONROE ACADEMY FOR VISUAL ARTS & DESIGN
 PAN AMERICAN INTERNATIONAL HIGH SCHOOL AT MONROE
 PS 198
 PS 44 DAVID C FARRAGUT
 PS 57 CRESCENT
 PS 61 FRANCISCO OLLER
 PS 66 SCHOOL OF HIGHER EXPECTATIONS
 THE CINEMA SCHOOL
 URBAN ASSEMBLY SCHOOL FOR WILDLIFE CONSERVATION
 URBAN SCHOLARS COMMUNITY SCHOOL
 WINGS ACADEMY

Improvement (year 1) Basic

5 schools identified 10% of total

KNOWLEDGE AND POWER PREPARATORY ACADEMY III
 MOTT HALL V
 PS 134 GEORGE F BRISTOW
 PS 196
 PS 47 JOHN RANDOLPH

Improvement (year 1) Focused

3 schools identified 6% of total

PS 150 CHARLES JAMES FOX
 PS 214
 PS 67 MOHEGAN SCHOOL

Improvement (year 1) Comprehensive

7 schools identified 13% of total

ACCION ACADEMY
 ESMT-IS 190
 FANNIE LOU HAMER FREEDOM SCHOOL
 IS 318 MATH, SCIENCE & TECH THROUGH ARTS SCHOOL
 PS 129 TWINS PARKS UPPER
 PS 211
 PS 92

Improvement (year 2) Comprehensive

4 schools identified 8% of total

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

Improvement (year 2) Comprehensive (continued)

EAST BRONX ACADEMY FOR THE FUTURE
 NEW DAY ACADEMY
 PEACE AND DIVERSITY ACADEMY
 PERFORMANCE CONSERVATORY HIGH SCHOOL

Corrective Action (year 1) Comprehensive

3 schools identified 6% of total
 FANNIE LOU HAMER MIDDLE SCHOOL
 MONROE ACADEMY FOR BUSINESS/LAW
 PS 212

Corrective Action (year 2) Comprehensive

2 schools identified 4% of total
 BRONX COALITION COMMUNITY HIGH SCHOOL
 SCHOOL OF SCIENCE AND APPLIED LEARNING

Restructuring (year 1) Comprehensive

1 school identified 2% of total
 BRONX REGIONAL HIGH SCHOOL

Restructuring (year 2) Comprehensive

1 school identified 2% of total
 PS 50 CLARA BARTON

Restructuring (advanced) Comprehensive

5 schools identified 10% of total
 JHS 98 HERMAN RIDDER
 PS 102 JOSEPH O LORETAN
 PS 195
 PS 6 WEST FARMS
 SCHOOL OF PERFORMING ARTS

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	30%			1832
Grade 4	35%			1810
Grade 5	30%			1781
Grade 6	27%			1715
Grade 7	20%			1853
Grade 8	17%			1808

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	36%			1876
Grade 4	46%			1866
Grade 5	44%			1821
Grade 6	41%			1760
Grade 7	38%			1886
Grade 8	38%			1837

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	72%			1832
Grade 8	35%			1640

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	56%			1576
Mathematics	54%			1576

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

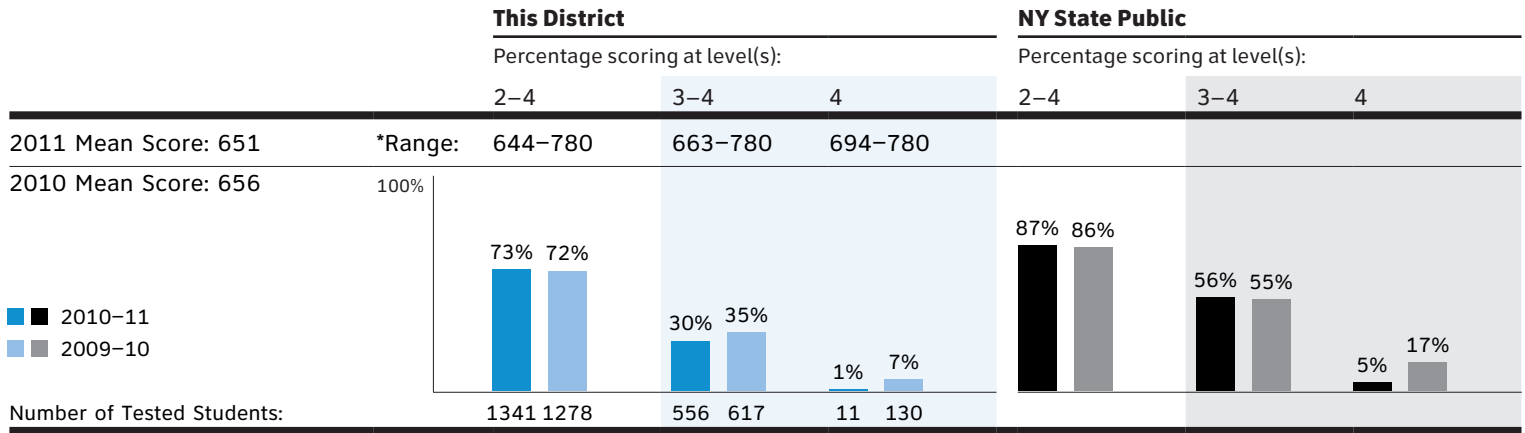
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1832	73%	30%	1%	1769	72%	35%	7%
Female	894	79%	35%	1%	880	75%	36%	8%
Male	938	68%	26%	0%	889	70%	33%	7%
American Indian or Alaska Native	11	-	-	-	14	86%	43%	14%
Black or African American	521	75%	30%	0%	489	72%	31%	8%
Hispanic or Latino	1242	72%	29%	1%	1192	72%	36%	7%
Asian or Native Hawaiian/Other Pacific Islander	35	91%	63%	0%	40	83%	45%	15%
White	22	68%	23%	0%	22	73%	45%	14%
Multiracial	1	-	-	-	12	75%	33%	0%
Small Group Totals	12	100%	83%	17%				
General-Education Students	1427	83%	36%	1%	1388	82%	41%	9%
Students with Disabilities	405	38%	9%	0%	381	36%	11%	2%
English Proficient	1449	78%	34%	1%	1370	77%	38%	8%
Limited English Proficient	383	56%	15%	0%	399	56%	24%	6%
Economically Disadvantaged	1793	73%	30%	1%	1712	72%	35%	7%
Not Disadvantaged	39	74%	33%	3%	57	81%	42%	7%
Migrant								
Not Migrant	1832	73%	30%	1%	1769	72%	35%	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 3 Equivalent	39	38	37	33	47	44	42	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	39	N/A	N/A	N/A	35	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	39	N/A	N/A	N/A	38	N/A	N/A	N/A

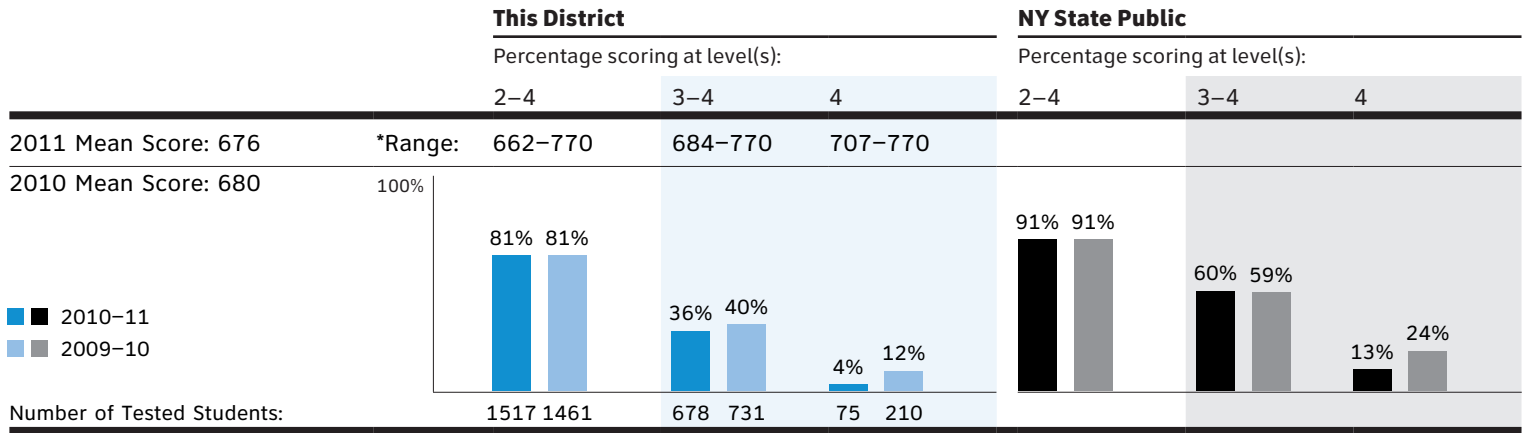
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1876	81%	36%	4%	1813	81%	40%	12%
Female	911	82%	37%	4%	900	82%	40%	11%
Male	965	80%	36%	4%	913	79%	40%	13%
American Indian or Alaska Native	12	-	-	-	14	86%	57%	21%
Black or African American	523	81%	35%	3%	495	78%	39%	10%
Hispanic or Latino	1278	81%	35%	4%	1227	81%	40%	11%
Asian or Native Hawaiian/Other Pacific Islander	40	88%	68%	10%	43	84%	60%	26%
White	22	77%	41%	5%	22	82%	45%	23%
Multiracial	1	-	-	-	12	83%	42%	8%
Small Group Totals	13	92%	77%	38%				
General-Education Students	1468	88%	41%	5%	1426	88%	46%	14%
Students with Disabilities	408	56%	17%	2%	387	55%	18%	3%
English Proficient	1447	84%	39%	5%	1373	84%	44%	13%
Limited English Proficient	429	70%	27%	2%	440	70%	29%	7%
Economically Disadvantaged	1836	81%	36%	4%	1756	81%	40%	11%
Not Disadvantaged	40	75%	30%	8%	57	79%	39%	18%
Migrant								
Not Migrant	1876	81%	36%	4%	1813	81%	40%	12%

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	39	39	38	31	48	48	46	37

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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: 658	*Range: 637-775	671-775	722-775			
2010 Mean Score: 653						
Number of Tested Students:	1501	1419	639	499	2	18

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	1810	83%	35%	0%	1845	77%	27%	1%
Female	891	86%	38%	0%	898	82%	30%	1%
Male	919	80%	32%	0%	947	72%	25%	1%
American Indian or Alaska Native	14	-	-	-	13	77%	31%	8%
Black or African American	492	84%	36%	0%	531	75%	24%	1%
Hispanic or Latino	1235	82%	34%	0%	1247	77%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	44	91%	59%	0%	31	90%	35%	0%
White	24	92%	50%	0%	14	86%	43%	0%
Multiracial	1	-	-	-	9	89%	44%	0%
Small Group Totals	15	93%	67%	0%				
General-Education Students	1392	92%	43%	0%	1383	87%	33%	1%
Students with Disabilities	418	52%	10%	0%	462	47%	9%	0%
English Proficient	1430	88%	40%	0%	1514	80%	31%	1%
Limited English Proficient	380	66%	17%	0%	331	61%	10%	0%
Economically Disadvantaged	1774	83%	35%	0%	1785	77%	27%	1%
Not Disadvantaged	36	64%	36%	0%	60	80%	37%	2%
Migrant								
Not Migrant	1810	83%	35%	0%	1845	77%	27%	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	45	40	40	36	48	46	41	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	24	N/A	N/A	N/A	27	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	24	N/A	N/A	N/A	28	N/A	N/A	N/A

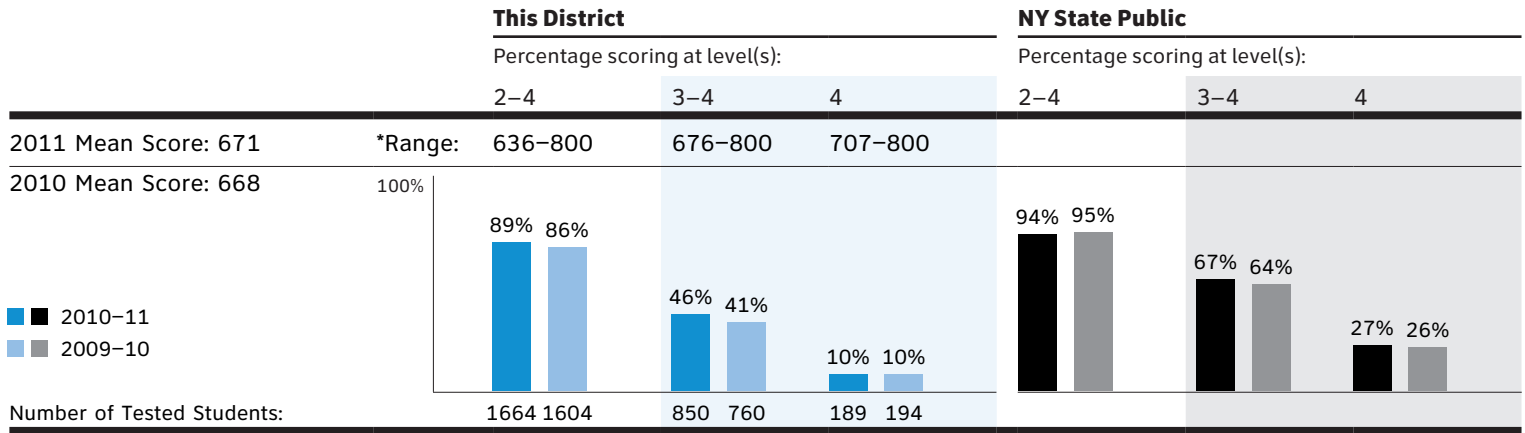
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1866	89%	46%	10%	1871	86%	41%	10%
Female	924	91%	46%	10%	907	87%	41%	10%
Male	942	87%	45%	10%	964	84%	41%	11%
American Indian or Alaska Native	14	-	-	-	13	92%	69%	15%
Black or African American	500	89%	45%	9%	537	83%	38%	7%
Hispanic or Latino	1281	89%	45%	10%	1267	87%	40%	11%
Asian or Native Hawaiian/Other Pacific Islander	46	93%	67%	24%	31	94%	68%	23%
White	24	92%	42%	13%	14	100%	79%	43%
Multiracial	1	-	-	-	9	100%	33%	0%
Small Group Totals	15	100%	60%	40%				
General-Education Students	1445	96%	54%	13%	1412	92%	48%	13%
Students with Disabilities	421	67%	18%	1%	459	67%	19%	2%
English Proficient	1445	92%	50%	12%	1512	88%	45%	12%
Limited English Proficient	421	81%	31%	5%	359	76%	22%	3%
Economically Disadvantaged	1829	89%	46%	10%	1811	86%	40%	10%
Not Disadvantaged	37	81%	41%	11%	60	82%	45%	20%
Migrant								
Not Migrant	1866	89%	46%	10%	1871	86%	41%	10%

NOTES

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Other Assessments

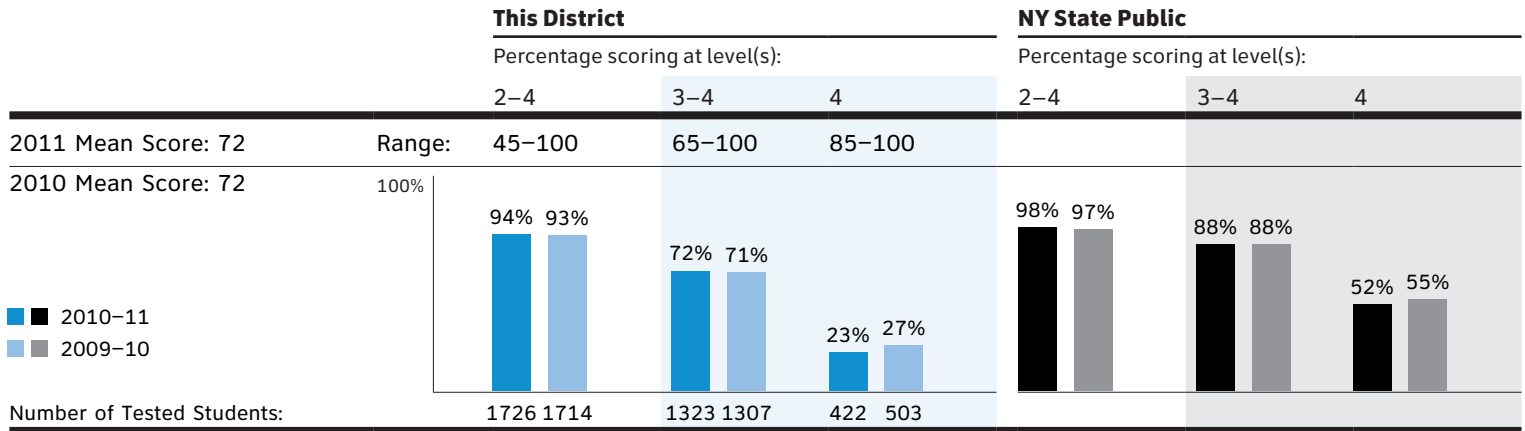
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	45	40	36	47	47	44	40

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1832	94%	72%	23%	1852	93%	71%	27%
Female	903	96%	72%	22%	903	94%	73%	26%
Male	929	92%	73%	24%	949	91%	68%	28%
American Indian or Alaska Native	14	-	-	-	12	92%	83%	33%
Black or African American	492	95%	70%	23%	531	91%	66%	23%
Hispanic or Latino	1258	94%	72%	22%	1255	93%	72%	28%
Asian or Native Hawaiian/Other Pacific Islander	43	95%	88%	40%	31	94%	81%	45%
White	23	96%	87%	30%	14	93%	93%	50%
Multiracial	2	-	-	-	9	89%	67%	33%
Small Group Totals	16	100%	63%	44%				
General-Education Students	1423	97%	79%	28%	1397	95%	78%	32%
Students with Disabilities	409	84%	49%	7%	455	84%	47%	11%
English Proficient	1414	96%	77%	26%	1498	94%	74%	30%
Limited English Proficient	418	88%	57%	11%	354	87%	56%	14%
Economically Disadvantaged	1796	94%	72%	23%	1791	93%	70%	27%
Not Disadvantaged	36	83%	64%	31%	61	90%	75%	36%
Migrant								
Not Migrant	1832	94%	72%	23%	1852	93%	71%	27%

NOTES

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Other Assessments

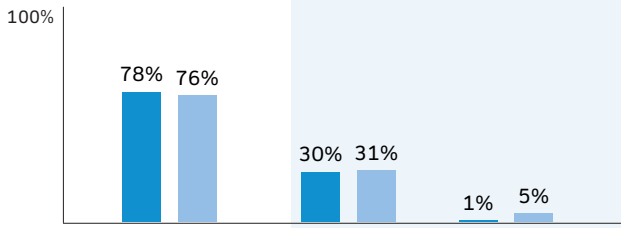
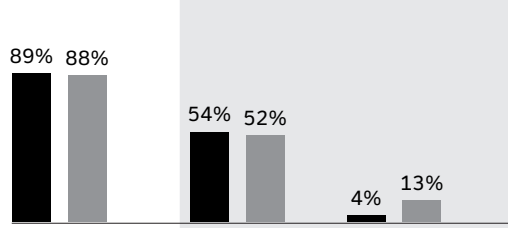
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	41	41	39	47	45	45	42

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 658	*Range: 648-795	668-795	700-795			
2010 Mean Score: 659						
						
Number of Tested Students:	1396	1369	539 554	10	82	

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	1781	78%	30%	1%	1807	76%	31%	5%
Female	852	85%	36%	1%	883	81%	35%	6%
Male	929	72%	25%	0%	924	71%	27%	3%
American Indian or Alaska Native	14	100%	36%	0%	10	70%	20%	0%
Black or African American	492	77%	26%	0%	533	74%	30%	4%
Hispanic or Latino	1224	79%	31%	1%	1214	77%	31%	5%
Asian or Native Hawaiian/Other Pacific Islander	35	80%	46%	3%	34	74%	47%	9%
White	14	-	-	-	11	55%	18%	0%
Multiracial	2	-	-	-	5	80%	60%	0%
Small Group Totals	16	88%	50%	6%				
General-Education Students	1322	89%	38%	1%	1374	85%	37%	5%
Students with Disabilities	459	49%	8%	0%	433	47%	11%	2%
English Proficient	1474	82%	34%	1%	1482	79%	34%	5%
Limited English Proficient	307	59%	12%	0%	325	60%	15%	1%
Economically Disadvantaged	1744	79%	30%	1%	1736	76%	30%	4%
Not Disadvantaged	37	70%	24%	0%	71	75%	39%	11%
Migrant								
Not Migrant	1781	78%	30%	1%	1807	76%	31%	5%

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	44	40	37	32	39	38	37	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	24	N/A	N/A	N/A	42	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	25	N/A	N/A	N/A	41	N/A	N/A	N/A

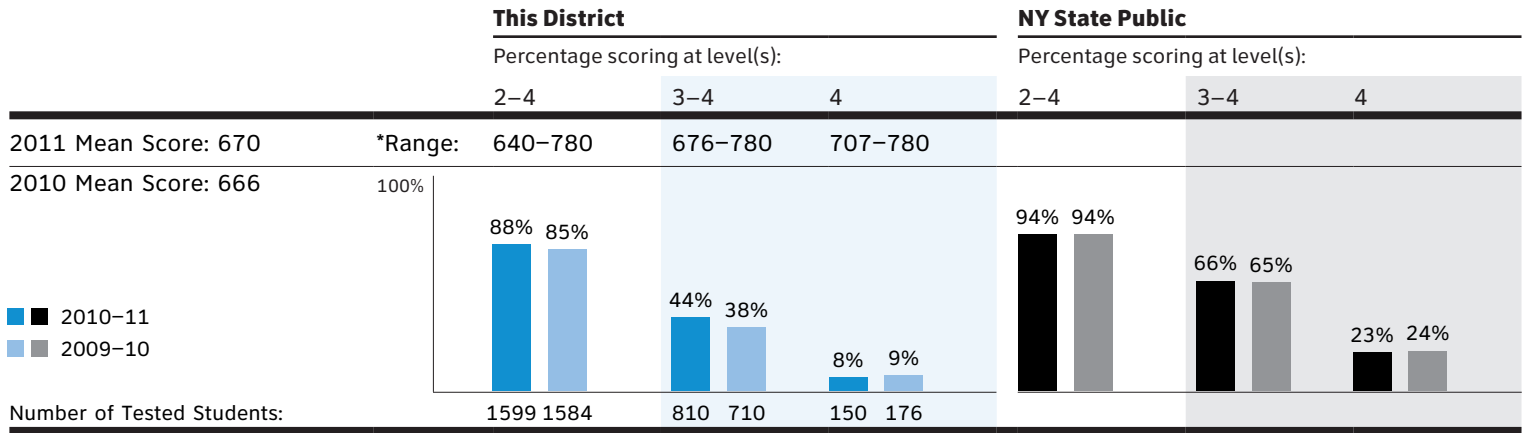
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1821	88%	44%	8%	1853	85%	38%	9%
Female	866	91%	46%	8%	898	89%	38%	9%
Male	955	85%	43%	9%	955	82%	38%	10%
American Indian or Alaska Native	14	100%	50%	21%	10	80%	40%	10%
Black or African American	495	86%	44%	6%	540	84%	37%	6%
Hispanic or Latino	1258	88%	44%	8%	1249	86%	38%	10%
Asian or Native Hawaiian/Other Pacific Islander	38	92%	58%	21%	38	95%	66%	24%
White	14	-	-	-	11	73%	27%	0%
Multiracial	2	-	-	-	5	80%	60%	20%
Small Group Totals	16	100%	81%	25%				
General-Education Students	1365	94%	52%	10%	1418	91%	45%	12%
Students with Disabilities	456	69%	22%	2%	435	66%	17%	2%
English Proficient	1477	90%	49%	10%	1485	88%	42%	11%
Limited English Proficient	344	78%	24%	1%	368	76%	23%	3%
Economically Disadvantaged	1784	88%	45%	8%	1778	85%	38%	9%
Not Disadvantaged	37	70%	30%	14%	75	85%	47%	19%
Migrant								
Not Migrant	1821	88%	44%	8%	1853	85%	38%	9%

NOTES

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Other Assessments

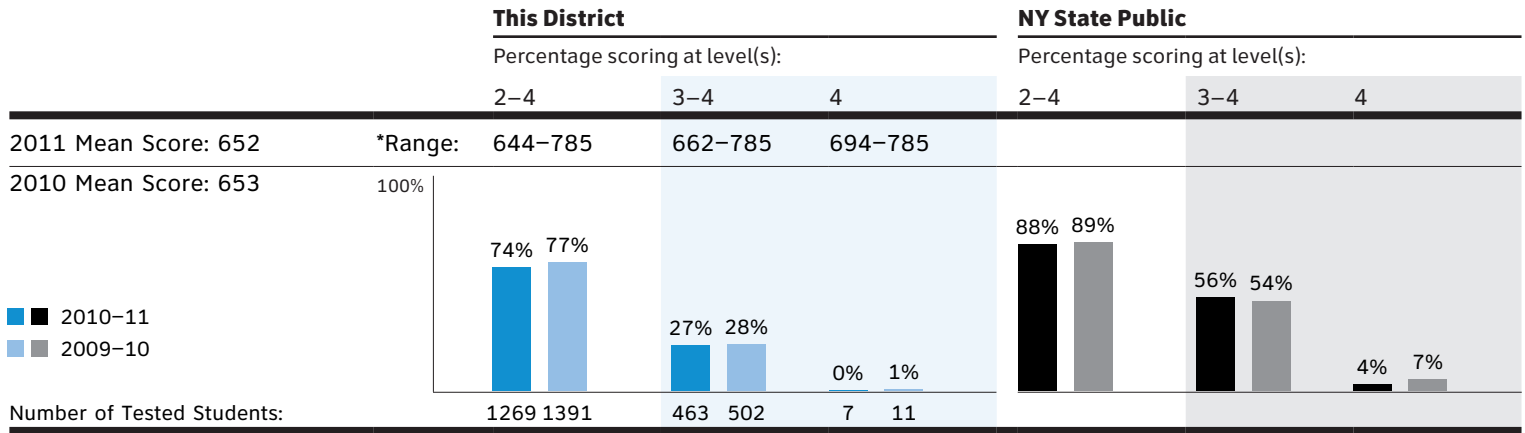
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	44	40	39	34	39	37	37	26

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1715	74%	27%	0%	1804	77%	28%	1%
Female	843	80%	31%	0%	899	81%	29%	1%
Male	872	68%	23%	0%	905	73%	27%	0%
American Indian or Alaska Native	13	-	-	-	7	43%	14%	0%
Black or African American	495	76%	28%	0%	569	79%	28%	1%
Hispanic or Latino	1166	73%	26%	0%	1182	76%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	23	78%	35%	4%	29	90%	28%	0%
White	16	50%	13%	0%	12	83%	33%	0%
Multiracial	2	-	-	-	5	100%	20%	0%
Small Group Totals	15	93%	33%	0%				
General-Education Students	1304	83%	33%	1%	1362	88%	35%	1%
Students with Disabilities	411	45%	8%	0%	442	44%	7%	0%
English Proficient	1439	80%	31%	0%	1498	83%	32%	1%
Limited English Proficient	276	41%	4%	0%	306	48%	8%	0%
Economically Disadvantaged	1652	74%	27%	0%	1710	76%	27%	1%
Not Disadvantaged	63	76%	37%	3%	94	93%	36%	1%
Migrant								
Not Migrant	1715	74%	27%	0%	1804	77%	28%	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	37	35	33	27	33	31	27	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	35	N/A	N/A	N/A	32	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	33	N/A	N/A	N/A

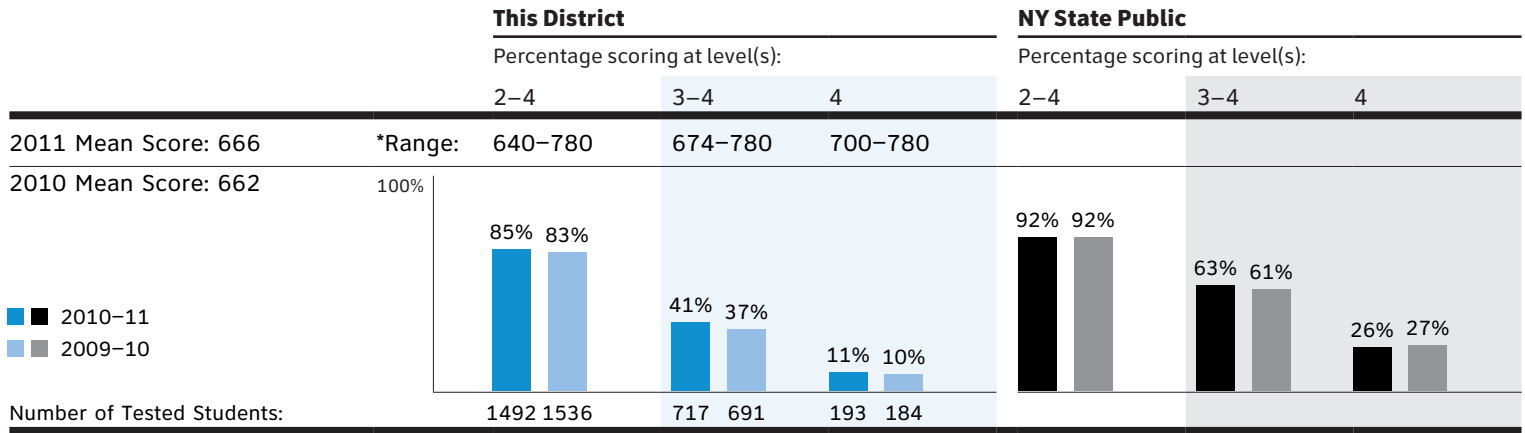
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1760	85%	41%	11%	1846	83%	37%	10%
Female	870	89%	42%	11%	914	84%	37%	11%
Male	890	81%	39%	11%	932	82%	38%	9%
American Indian or Alaska Native	14	-	-	-	7	57%	14%	14%
Black or African American	503	85%	41%	10%	575	82%	37%	9%
Hispanic or Latino	1200	85%	40%	11%	1216	84%	38%	10%
Asian or Native Hawaiian/Other Pacific Islander	24	92%	58%	29%	29	97%	34%	14%
White	17	88%	35%	12%	13	85%	54%	23%
Multiracial	2	-	-	-	6	83%	17%	0%
Small Group Totals	16	88%	63%	25%				
General-Education Students	1350	91%	49%	14%	1398	92%	45%	12%
Students with Disabilities	410	63%	14%	1%	448	56%	14%	2%
English Proficient	1443	88%	45%	13%	1507	86%	41%	12%
Limited English Proficient	317	72%	21%	3%	339	71%	21%	2%
Economically Disadvantaged	1691	85%	41%	11%	1750	83%	37%	10%
Not Disadvantaged	69	78%	46%	16%	96	86%	36%	11%
Migrant								
Not Migrant	1760	85%	41%	11%	1846	83%	37%	10%

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	37	37	36	30	33	33	31	28

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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: 652	*Range: 642-790	665-790	698-790			
2010 Mean Score: 652						
Number of Tested Students:	1483	1423	371	371	9	29

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	1853	80%	20%	0%	1819	78%	20%	2%
Female	919	84%	23%	1%	857	84%	23%	2%
Male	934	76%	17%	0%	962	73%	18%	2%
American Indian or Alaska Native	11	73%	18%	9%	8	-	-	-
Black or African American	552	83%	18%	0%	581	79%	22%	1%
Hispanic or Latino	1239	78%	21%	0%	1182	78%	19%	2%
Asian or Native Hawaiian/Other Pacific Islander	32	81%	16%	0%	32	75%	38%	6%
White	19	89%	16%	0%	14	86%	14%	7%
Multiracial					2	-	-	-
Small Group Totals					10	60%	40%	0%
General-Education Students	1395	88%	25%	1%	1357	88%	26%	2%
Students with Disabilities	458	55%	5%	0%	462	50%	4%	0%
English Proficient	1546	86%	23%	1%	1564	83%	23%	2%
Limited English Proficient	307	52%	4%	0%	255	49%	3%	0%
Economically Disadvantaged	1758	80%	20%	0%	1718	78%	20%	2%
Not Disadvantaged	95	87%	20%	2%	101	88%	28%	2%
Migrant								
Not Migrant	1853	80%	20%	0%	1819	78%	20%	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 7 Equivalent	38	38	36	32	32	32	31	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	35	N/A	N/A	N/A	28	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	36	N/A	N/A	N/A	31	N/A	N/A	N/A

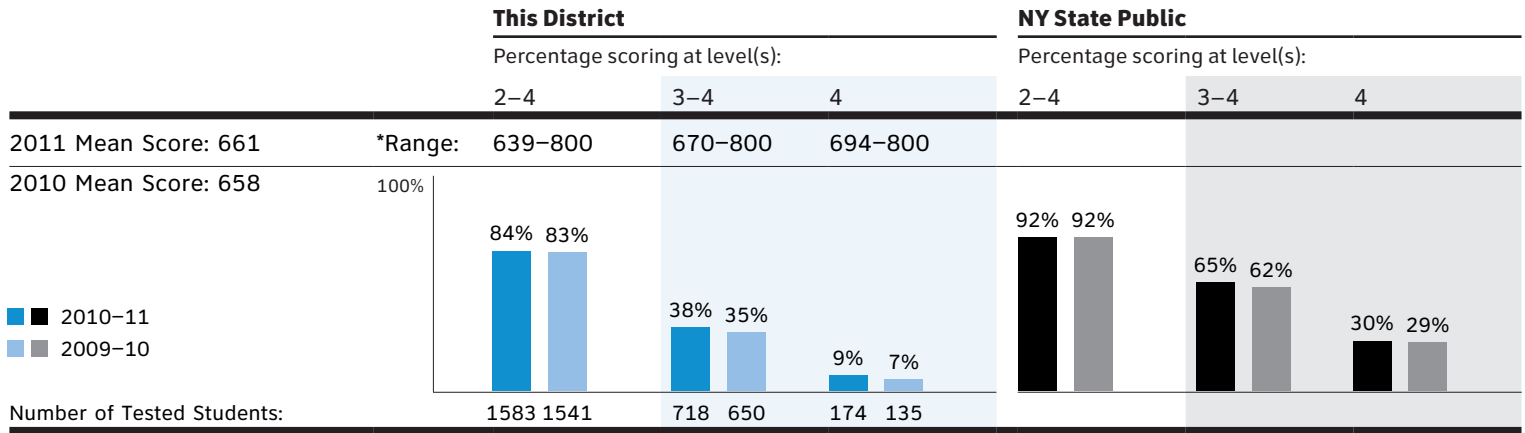
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1886	84%	38%	9%	1853	83%	35%	7%
Female	934	86%	38%	9%	877	84%	37%	8%
Male	952	82%	38%	9%	976	83%	34%	7%
American Indian or Alaska Native	10	80%	50%	10%	8	-	-	-
Black or African American	555	81%	33%	7%	584	81%	33%	8%
Hispanic or Latino	1268	85%	40%	10%	1210	84%	36%	7%
Asian or Native Hawaiian/Other Pacific Islander	34	88%	32%	3%	34	88%	53%	12%
White	19	95%	63%	11%	14	79%	43%	7%
Multiracial					3	-	-	-
Small Group Totals					11	82%	36%	9%
General-Education Students	1432	91%	46%	11%	1387	89%	43%	9%
Students with Disabilities	454	63%	13%	2%	466	64%	13%	1%
English Proficient	1548	87%	43%	11%	1569	86%	39%	9%
Limited English Proficient	338	70%	17%	2%	284	70%	16%	0%
Economically Disadvantaged	1790	84%	38%	9%	1745	83%	34%	7%
Not Disadvantaged	96	84%	48%	8%	108	84%	44%	12%
Migrant								
Not Migrant	1886	84%	38%	9%	1853	83%	35%	7%

NOTES

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Other Assessments

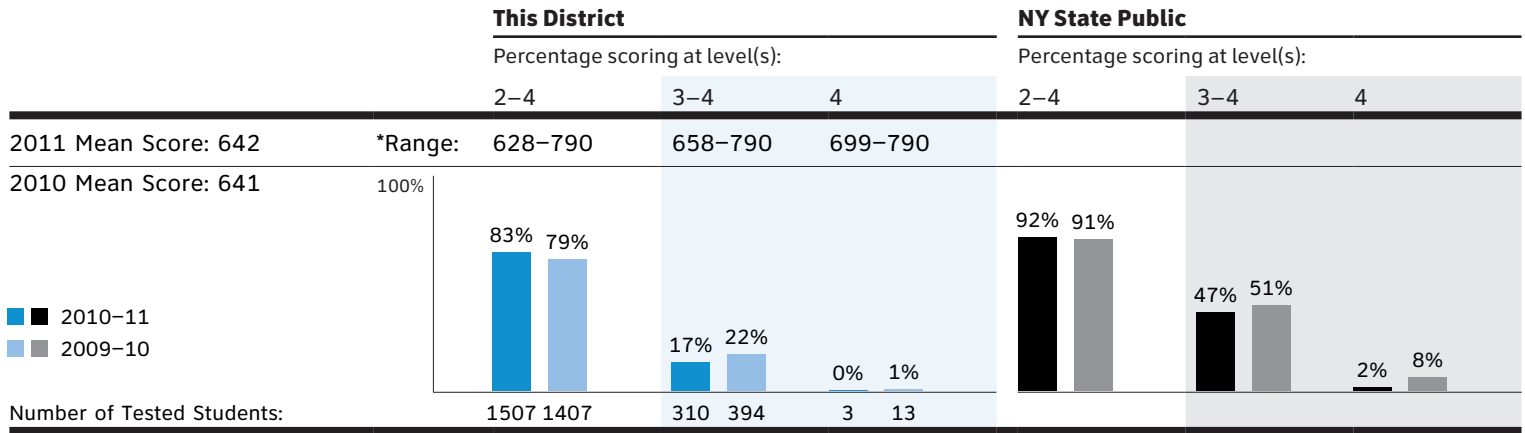
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	38	36	34	27	33	33	33	25

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1808	83%	17%	0%	1779	79%	22%	1%
Female	867	86%	21%	0%	874	84%	26%	1%
Male	941	81%	13%	0%	905	74%	19%	1%
American Indian or Alaska Native	10	-	-	-	4	-	-	-
Black or African American	541	84%	18%	0%	485	79%	21%	1%
Hispanic or Latino	1207	83%	17%	0%	1220	79%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	32	75%	28%	0%	44	82%	43%	0%
White	15	93%	0%	0%	20	80%	25%	0%
Multiracial	3	-	-	-	6	-	-	-
Small Group Totals	13	92%	23%	0%	10	60%	0%	0%
General-Education Students	1374	90%	21%	0%	1352	86%	28%	1%
Students with Disabilities	434	63%	4%	0%	427	57%	5%	0%
English Proficient	1539	88%	20%	0%	1482	85%	26%	1%
Limited English Proficient	269	58%	1%	0%	297	48%	3%	0%
Economically Disadvantaged	1725	83%	17%	0%	1687	79%	22%	1%
Not Disadvantaged	83	88%	22%	1%	92	88%	29%	3%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1808	83%	17%	0%	1779	79%	22%	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 8 Equivalent	33	32	30	29	39	39	36	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	39	N/A	N/A	N/A	30	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	41	N/A	N/A	N/A	32	N/A	N/A	N/A

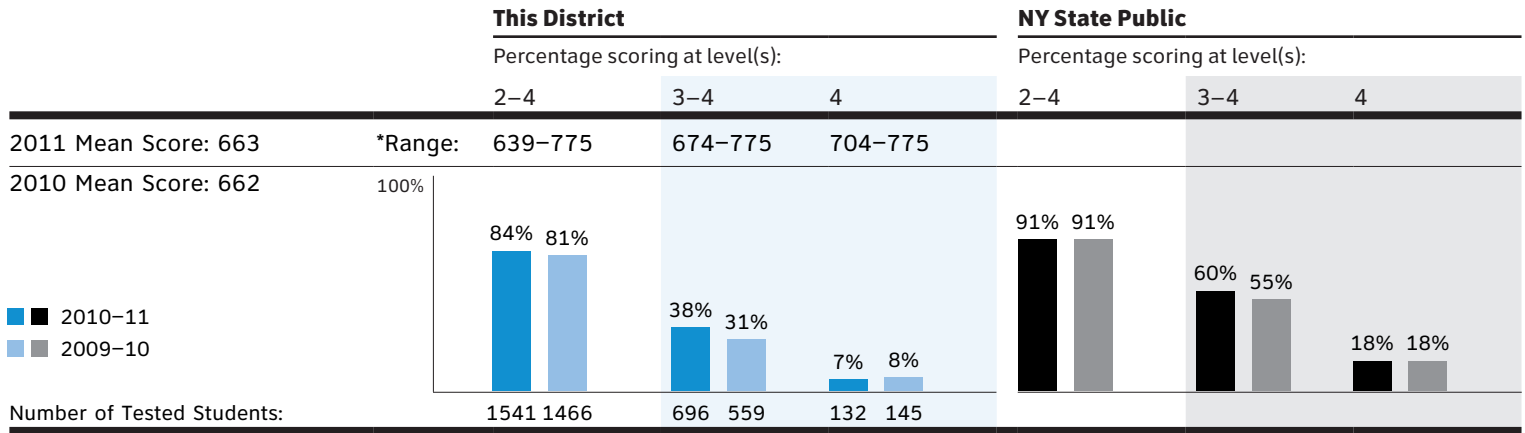
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1837	84%	38%	7%	1802	81%	31%	8%
Female	886	85%	40%	7%	889	84%	33%	9%
Male	951	83%	36%	7%	913	79%	29%	7%
American Indian or Alaska Native	10	-	-	-	4	-	-	-
Black or African American	530	83%	38%	8%	478	79%	29%	8%
Hispanic or Latino	1245	84%	37%	7%	1246	82%	30%	8%
Asian or Native Hawaiian/Other Pacific Islander	33	82%	55%	15%	48	94%	63%	23%
White	16	94%	25%	0%	20	75%	30%	0%
Multiracial	3	-	-	-	6	-	-	-
Small Group Totals	13	100%	46%	15%	10	70%	30%	10%
General-Education Students	1410	89%	44%	9%	1375	88%	38%	10%
Students with Disabilities	427	67%	18%	2%	427	59%	10%	2%
English Proficient	1524	87%	41%	9%	1476	84%	34%	9%
Limited English Proficient	313	69%	20%	1%	326	71%	16%	2%
Economically Disadvantaged	1758	84%	38%	7%	1706	82%	31%	8%
Not Disadvantaged	79	84%	38%	6%	96	75%	31%	6%
Migrant								
Not Migrant	1837	84%	38%	7%	1802	81%	31%	8%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	34	34	32	21	41	38	35	25

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

This District's Results in Grade 8 Science

This District

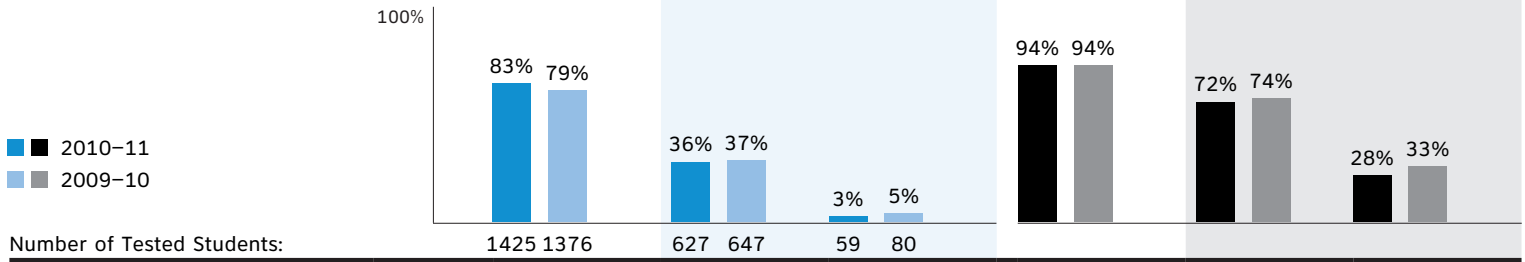
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year			2009-10 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	1640	83%	35%	3%	1676	79%	37%	5%
Female	775	84%	34%	2%	837	80%	34%	4%
Male	865	82%	36%	4%	839	78%	40%	5%
American Indian or Alaska Native	7	-	-	-	4	-	-	-
Black or African American	477	84%	35%	4%	441	76%	34%	4%
Hispanic or Latino	1113	82%	35%	3%	1161	80%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	27	93%	44%	11%	45	82%	64%	24%
White	13	92%	31%	0%	19	74%	42%	5%
Multiracial	3	-	-	-	6	-	-	-
Small Group Totals	10	100%	40%	0%	10	70%	30%	0%
General-Education Students	1254	88%	41%	4%	1281	85%	44%	6%
Students with Disabilities	386	65%	16%	0%	395	60%	15%	0%
English Proficient	1362	87%	40%	4%	1374	83%	41%	6%
Limited English Proficient	278	63%	12%	0%	302	62%	16%	0%
Economically Disadvantaged	1566	83%	35%	3%	1583	79%	36%	4%
Not Disadvantaged	74	85%	45%	9%	93	82%	49%	11%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1640	83%	35%	3%	1676	79%	37%	5%

NOTES

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Other Assessments

2010-11 School Year

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

2009-10 School Year

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

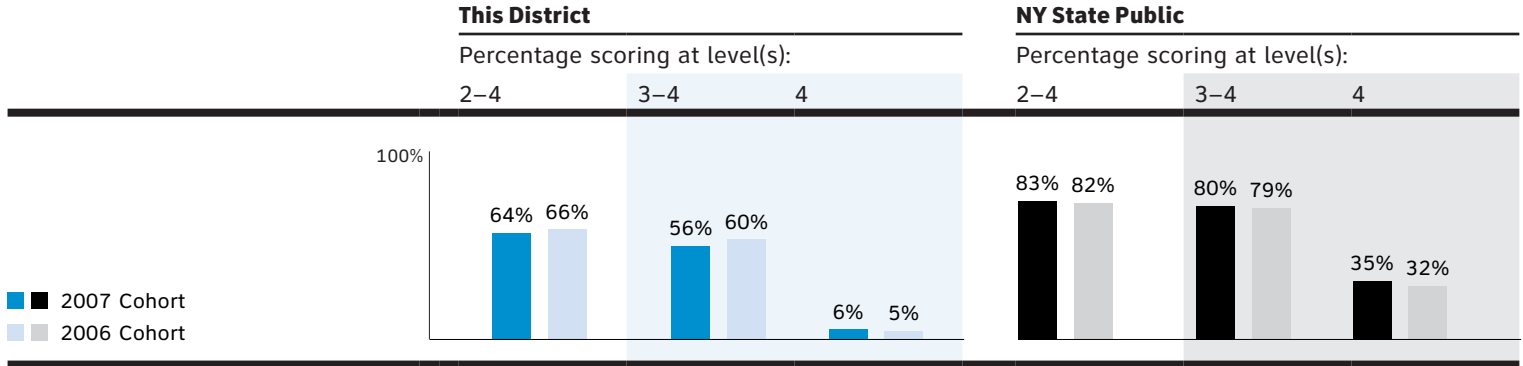
	2010-11 School Year			2009-10 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	34	34	30	30	41	39	36	30
Regents Science	85	68	51	4	69	51	31	0

4 Overview of District Performance

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

District ID 32-12-00-01-0000

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	1576	64%	56%	6%	1345	66%	60%	5%
Female	803	70%	64%	7%	681	74%	67%	7%
Male	773	57%	49%	4%	664	58%	52%	3%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	552	62%	54%	5%	466	66%	61%	5%
Hispanic or Latino	988	64%	57%	6%	845	65%	59%	5%
Asian or Native Hawaiian/Other Pacific Islander	22	77%	77%	23%	16	81%	81%	6%
White	8	63%	50%	0%	12	67%	67%	8%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	50%	50%	17%	6	50%	50%	0%
General-Education Students	1256	71%	65%	7%	1048	76%	71%	6%
Students with Disabilities	320	32%	23%	1%	297	29%	23%	1%
English Proficient	1299	66%	59%	7%	1149	68%	62%	6%
Limited English Proficient	277	52%	42%	1%	196	53%	45%	2%
Economically Disadvantaged	1323	68%	60%	6%	1129	71%	64%	5%
Not Disadvantaged	253	39%	36%	5%	216	39%	37%	3%
Migrant								
Not Migrant	1576	64%	56%	6%	1345	66%	60%	5%

NOTES

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

* 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.

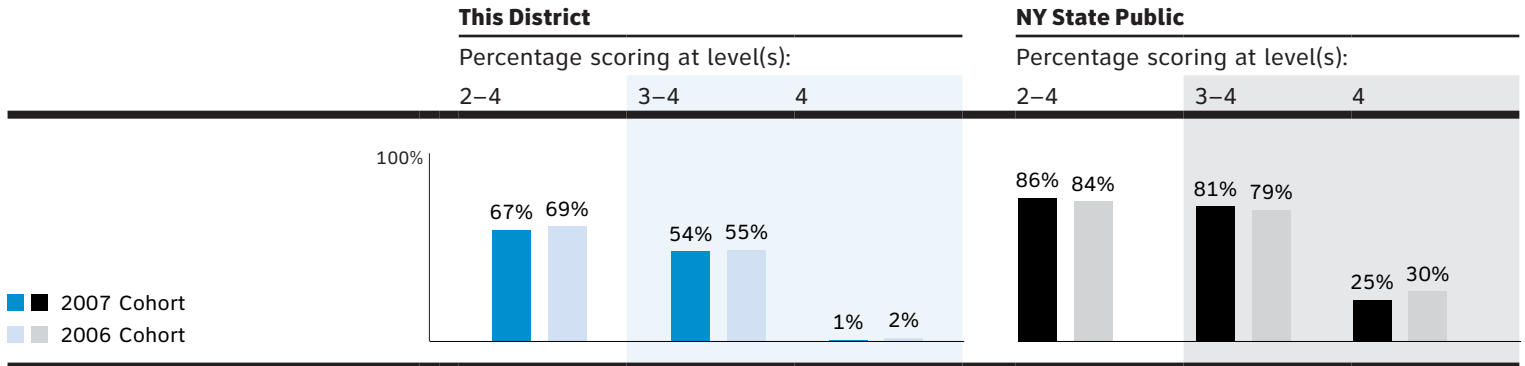
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

District ID **32-12-00-01-0000**

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	1576	67%	54%	1%	1345	69%	55%	2%
Female	803	70%	58%	1%	681	74%	58%	2%
Male	773	64%	50%	1%	664	63%	52%	1%
American Indian or Alaska Native	5	-	-	-	5	-	-	-
Black or African American	552	67%	51%	1%	466	68%	54%	1%
Hispanic or Latino	988	67%	55%	1%	845	69%	55%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	77%	68%	0%	16	81%	81%	13%
White	8	63%	63%	0%	12	75%	75%	8%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	83%	67%	0%	6	67%	67%	0%
General-Education Students	1256	76%	63%	2%	1048	78%	65%	2%
Students with Disabilities	320	32%	19%	0%	297	35%	21%	0%
English Proficient	1299	69%	56%	2%	1149	70%	57%	2%
Limited English Proficient	277	58%	46%	0%	196	59%	42%	2%
Economically Disadvantaged	1323	70%	56%	1%	1129	73%	60%	2%
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Migrant								
Not Migrant	1576	67%	54%	1%	1345	69%	55%	2%

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