



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #13**

District ID **33-13-00-01-0000**

Superintendent **JAMES MACHEN**

Telephone **(718) 636-3204**

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

## This District's Report Card

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

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

### Use this report to:

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

### For more information:

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

## District Profile

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

### Enrollment

	2008-09	2009-10	2010-11
Pre-K	557	581	615
Kindergarten	891	1089	1113
Grade 1	1092	1076	1143
Grade 2	1068	1087	1080
Grade 3	1028	1093	1108
Grade 4	1032	1109	1094
Grade 5	931	1058	1045
Grade 6	938	1166	1186
Ungraded Elementary	673	78	102
Grade 7	894	1129	1137
Grade 8	1089	1080	1137
Grade 9	3075	3479	3338
Grade 10	2799	3088	3417
Grade 11	2627	2645	2673
Grade 12	2312	2531	2489
Ungraded Secondary	684	35	52
<b>Total K-12</b>	<b>21133</b>	<b>21743</b>	<b>22114</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	21	22	23
<b>Grade 8</b>			
English	24	26	26
Mathematics	25	26	26
Science	26	25	26
Social Studies	26	25	26
<b>Grade 10</b>			
English	29	28	30
Mathematics	24	27	24
Science	27	26	27
Social Studies	27	28	28

### Enrollment Information

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

### Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #13

District ID 33-13-00-01-0000

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	13026	62%	13695	63%	14411	65%
Reduced-Price Lunch	2151	10%	2234	10%	1870	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	905	4%	932	4%	1015	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	129	1%	120	1%	100	0%
Black or African American	12985	61%	13163	61%	13015	59%
Hispanic or Latino	3191	15%	3246	15%	3360	15%
Asian or Native Hawaiian/Other Pacific Islander	3253	15%	3511	16%	3762	17%
White	1575	7%	1703	8%	1877	8%
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	656	3%	730	3%	796	4%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	1550	1486	1431
Percent with No Valid Teaching Certificate	2%	2%	1%
Percent Teaching Out of Certification	11%	7%	7%
Percent with Fewer Than Three Years of Experience	14%	9%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	37%	39%	42%
<b>Total Number of Core Classes</b>	3633	3833	3706
Percent Not Taught by Highly Qualified Teachers in This District	11%	7%	7%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	4457	4552	4455
Percent Taught by Teachers Without Appropriate Certification	13%	7%	6%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	26%	25%
Turnover Rate of All Teachers	18%	18%	16%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

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

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

### 2007 Cohort

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

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuous Enrollment

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation Rate

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

### Graduation-Rate Total Cohort

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

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

### Limited English Proficient

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

### Non-Accountability Groups

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

## Useful Terms for Understanding Accountability (continued)

### Participation

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

### Performance Index (PI)

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

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

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

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

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

### Progress Targets

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

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

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

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

### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

### State Standard

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

### Students with Disabilities

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

### Test Performance

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

### Total

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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

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

## Summary

### Overall Accountability Status (2011–12)

#### Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓ <sup>SH</sup>	✓	—
Hispanic or Latino	✓	✗	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✗	—	✗	✗	—
Economically Disadvantaged	✓	✗	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✗ 6 of 8	✗ 4 of 8	✓ 1 of 1	✗ 5 of 8	✗ 5 of 8	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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 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 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
<b>Accountability Groups</b>							
<b>All Students</b> (6734:6351)			99%		128	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (31:27)	—	—	—	—	—	—	—
Black or African American (4924:4664)			99%		126	120	
Hispanic or Latino (1245:1169)			99%		121	119	
Asian or Native Hawaiian/Other Pacific Islander (250:226)			97%		143	115	
White (274:256)			98%		160	115	
Multiracial (10:9)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (1271:1172)			98%		87	119	91    98
Limited English Proficient (650:385)			96%		86	116	104    97
Economically Disadvantaged (5540:5224)			99%		122	120	
<b>Final AYP Determination</b>	 6 of 8						
<b>Non-Accountability Groups</b>							
Female (3347:3192)			99%		136	120	
Male (3387:3159)			99%		119	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** 4 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 elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (6741:6364)			99%		137	136	
<b>Ethnicity</b>							
American Indian or Alaska Native (31:27)	–	–	–	–	–	–	–
Black or African American (4923:4658)			99%		135	135	
Hispanic or Latino (1251:1179)			99%		133	134	134    140
Asian or Native Hawaiian/Other Pacific Islander (250:234)			100%		159	130	
White (276:257)			99%		172	130	
Multiracial (10:9)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (1272:1163)			98%		101	134	102    111
Limited English Proficient (344:410)			98%		108	132	121    117
Economically Disadvantaged (5545:5237)			99%		132	135	135    139
<b>Final AYP Determination</b>	 4 of 8						
<b>Non-Accountability Groups</b>							
Female (3350:3197)			99%		141	135	
Male (3391:3167)			99%		132	135	
Migrant (0:0)							

#### Symbols

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

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

## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12	
<b>Accountability Groups</b>									
<b>All Students</b> (2242:2023)		Qualified		95%		152	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (15:12)	—	—	—	—	—	—	—	—	—
Black or African American (1649:1483)		Qualified		95%		148	100		
Hispanic or Latino (419:380)		Qualified		95%		156	100		
Asian or Native Hawaiian/Other Pacific Islander (70:64)		Qualified		96%		172	100		
White (86:81)		Qualified		99%		183	100		
Multiracial (3:3)	—	—	—	—	—	—	—	—	—
<b>Other Groups</b>									
Students with Disabilities (417:349)		Qualified		90%		122	100		
Limited English Proficient (94:105)		Qualified		93%		130	100		
Economically Disadvantaged (1827:1642)		Qualified		95%		148	100		
<b>Final AYP Determination</b>		1 of 1							
<b>Non-Accountability Groups</b>									
Female (1103:1008)				95%		153	100		
Male (1139:1015)				94%		151	100		
Migrant (0:0)									

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

## Secondary-Level English Language Arts

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

**Accountability Measures** 5 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (2744:2537)			100%		184	181	
<b>Ethnicity</b>							
American Indian or Alaska Native (15:10)	—	—	—	—	—	—	—
Black or African American (1342:1206)			100%		175	180	175    178
Hispanic or Latino (357:329)			100%		176	177	169 <sup>‡</sup> 178
Asian or Native Hawaiian/Other Pacific Islander (765:739)			100%		198	179	
White (263:252)			100%		198	176	
Multiracial (2:1)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (157:179)			99%		100	175	116 <sup>‡</sup> 110
Limited English Proficient (109:121)			100%		170	174	172    173
Economically Disadvantaged (1898:1794)			100%		182	180	
<b>Final AYP Determination</b>	 5 of 8						
<b>Non-Accountability Groups</b>							
Female (1239:1146)			100%		189	180	
Male (1505:1391)			100%		180	180	
Migrant (0:0)							

#### Symbols

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

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

## Secondary-Level Mathematics

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

**Accountability Measures** 5 of 8 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (2744:2537)			99%		182	178	
<b>Ethnicity</b>							
American Indian or Alaska Native (15:10)	—	—	—	—	—	—	—
Black or African American (1342:1206)			100%		177	177	
Hispanic or Latino (357:329)			96%		164	174	169 <sup>‡</sup> 168
Asian or Native Hawaiian/Other Pacific Islander (765:739)			99%		196	176	
White (263:252)			99%		194	173	
Multiracial (2:1)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (157:179)			100%		121	172	124 <sup>‡</sup> 129
Limited English Proficient (219:121)			89%		93	171	148    104
Economically Disadvantaged (1898:1794)			99%		179	177	
<b>Final AYP Determination</b>	 5 of 8						
<b>Non-Accountability Groups</b>							
Female (1239:1146)			99%		184	177	
Male (1505:1391)			99%		181	177	
Migrant (0:0)							

#### Symbols

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

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

## Graduation Rate

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

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (2843)			79%	80%	79%
<b>Ethnicity</b>					
American Indian or Alaska Native (21)		—	—	—	
Black or African American (1503)			72%	80%	72%
Hispanic or Latino (371)			69%	80%	71%
Asian or Native Hawaiian/Other Pacific Islander (697)			96%	80%	
White (243)			89%	80%	
Multiracial (8)		—	—	—	
<b>Other Groups</b>					
Students with Disabilities (257)			33%	80%	39%
Limited English Proficient (134)			75%	80%	74%
Economically Disadvantaged (2076)			79%	80%	80%
<b>Final AYP Determination</b>		1 of 1			
<b>Non-Accountability Groups</b>					
Female (1330)			84%	80%	
Male (1513)			74%	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 **82%** 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

37 schools identified 80% of total

BEDFORD ACADEMY HIGH SCHOOL  
 BEDFORD STUYVESANT PREP HIGH SCHOOL  
 BENJAMIN BANNEKER ACADEMY  
 BROOKLYN ACADEMY HIGH SCHOOL  
 BROOKLYN COMMUNITY HIGH SCH-COMMUNICATION, ARTS & MEDIA  
 BROOKLYN INTERNATIONAL HIGH SCHOOL AT WATERS EDGE  
 BROOKLYN TECHNICAL HIGH SCHOOL  
 CITY POLYTECHNIC HIGH SCHOOL OF ENGINEERING, ARCHITECTURE AND TECHNOLOGY  
 FORT GREEN PREPARATORY ACADEMY  
 FREEDOM ACADEMY HIGH SCHOOL  
 KHALIL GIBRAN INTERNATIONAL ACADEMY  
 MS 266 PARK PLACE COMMUNITY MIDDLE SCHOOL  
 PS 11 PURVIS J BEHAN  
 PS 133 WILLIAM A BUTLER  
 PS 20 CLINTON HILL  
 PS 256 BENJAMIN BANNEKER  
 PS 270 JOHANN DEKALB  
 PS 282 PARK SLOPE  
 PS 287 BAILEY K ASHFORD  
 PS 3 THE BEDFORD VILLAGE  
 PS 305 DR PETER RAY  
 PS 307 DANIEL HALE WILLIAMS  
 PS 44 MARCUS GARVEY  
 PS 46 EDWARD C BLUM  
 PS 54 SAMUEL C BARNES  
 PS 56 LEWIS H LATIMER  
 PS 67 CHARLES A DORSEY  
 PS 8 ROBERT FULTON  
 PS 9 TEUNIS G BERGEN  
 PS 93 WILLIAM H PRESCOTT  
 SATELLITE EAST MIDDLE SCHOOL  
 SATELLITE THREE  
 SCIENCE SKILLS CENTER HIGH SCHOOL AT WATERS EDGE  
 THE URBAN ASSEMBLY SCHOOL OF MUSIC AND ART AT WATERS EDGE  
 URBAN ASSEMBLY ACADEMY OF ARTS AND LETTERS  
 URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR YOUNG WOMEN  
 URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE

---

### Improvement (year 1) Basic

2 schools identified 4% of total

ACORN COMMUNITY HIGH SCHOOL  
 MS 113 RONALD EDMONDS LEARNING CENTER

---

### Improvement (year 1) Comprehensive

5 schools identified 11% of total

ACADEMY OF BUSINESS AND COMMUNITY DEVELOPMENT  
 BROOKLYN HIGH SCHOOL FOR LEADERSHIP AND COMMUNITY  
 DR SUSAN S MCKINNEY SECONDARY SCHOOL OF THE ARTS

---

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

**Improvement (year 1) Comprehensive (continued)**

---

KNOWLEDGE AND POWER PREPARATORY VII MIDDLE SCHOOL

SATELLITE WEST MIDDLE SCHOOL

---

**Improvement (year 2) Comprehensive**

---

1 school identified 2% of total

MS 571

---

**Restructuring (advanced) Comprehensive**

---

1 school identified 2% of total

GEORGE WESTINGHOUSE CAREER & TECHNICAL ED HIGH SCHOOL

---

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## 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	45%			1091
Grade 4	51%			1056
Grade 5	46%			1050
Grade 6	37%			1127
Grade 7	27%			1113
Grade 8	28%			1125

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	49%			1100
Grade 4	54%			1066
Grade 5	58%			1057
Grade 6	43%			1133
Grade 7	43%			1118
Grade 8	37%			1125

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	78%			1051
Grade 8	42%			1040

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	86%			2725
Mathematics	84%			2725

### About the Performance Level Descriptors

#### English Language Arts

##### Level 1: Below Standard

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

##### Level 2: Meets Basic Standard

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

##### Level 3: Meets Proficiency Standard

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

##### Level 4: Exceeds Proficiency Standard

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

#### Mathematics

##### Level 1: Below Standard

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

##### Level 2: Meets Basic Standard

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

##### Level 3: Meets Proficiency Standard

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

##### Level 4: Exceeds Proficiency Standard

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

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

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

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

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

#### NYC Public Schools

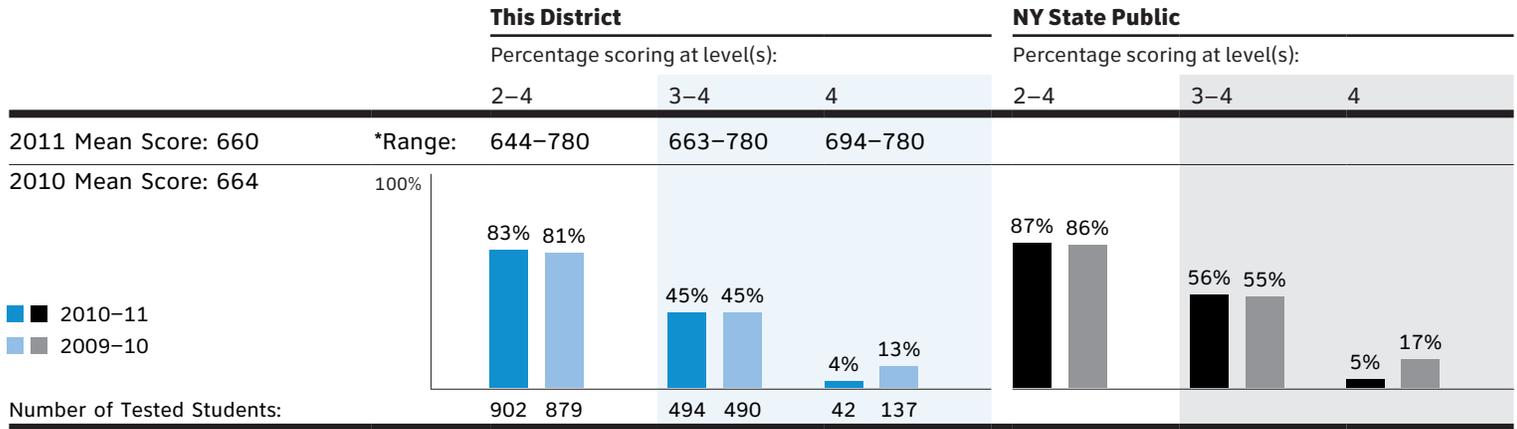
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## 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
<b>All Students</b>	<b>1091</b>	<b>83%</b>	<b>45%</b>	<b>4%</b>	<b>1085</b>	<b>81%</b>	<b>45%</b>	<b>13%</b>
Female	529	85%	51%	5%	522	82%	47%	13%
Male	562	80%	40%	2%	563	80%	43%	12%
American Indian or Alaska Native	9	-	-	-	7	71%	29%	0%
Black or African American	736	82%	44%	3%	752	79%	41%	10%
Hispanic or Latino	211	82%	34%	1%	203	83%	45%	11%
Asian or Native Hawaiian/Other Pacific Islander	50	80%	60%	4%	39	82%	69%	31%
White	84	88%	74%	17%	75	92%	72%	35%
Multiracial	1	-	-	-	9	89%	67%	22%
Small Group Totals	10	90%	40%	10%				
General-Education Students	909	88%	50%	4%	924	86%	49%	15%
Students with Disabilities	182	57%	24%	2%	161	53%	22%	2%
English Proficient	1026	84%	47%	4%	1022	82%	46%	13%
Limited English Proficient	65	60%	15%	0%	63	67%	25%	5%
Economically Disadvantaged	875	80%	40%	3%	942	80%	42%	12%
Not Disadvantaged	216	92%	65%	8%	143	90%	64%	20%
Migrant								
Not Migrant	1091	83%	45%	4%	1085	81%	45%	13%

#### 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	14	13	13	13	11	11	9	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	N/A	N/A	N/A	3	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	3	N/A	N/A	N/A	3	N/A	N/A	N/A

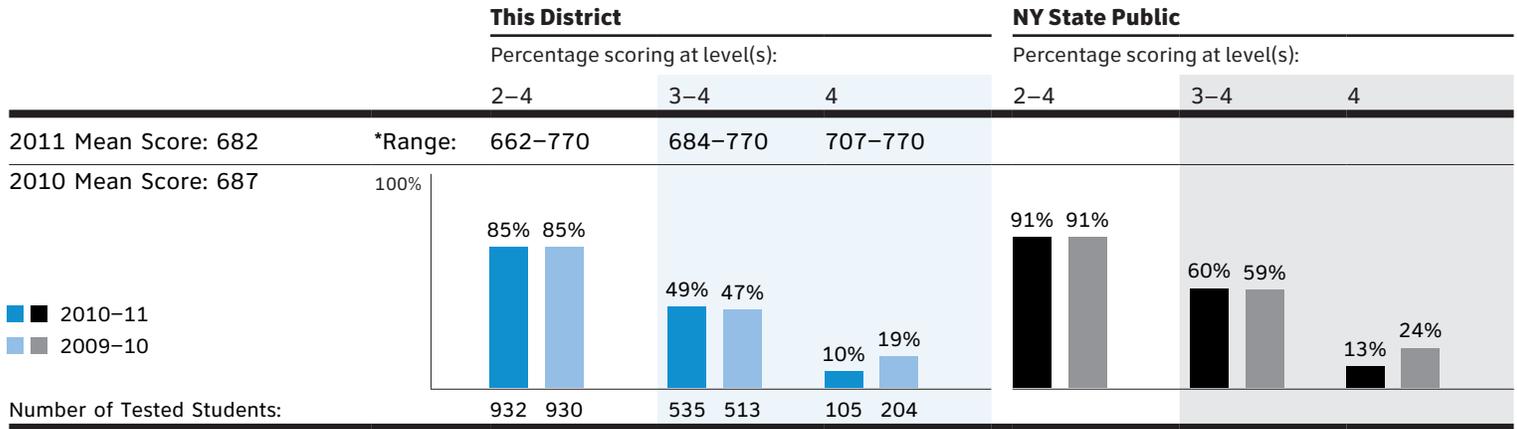
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1100</b>	<b>85%</b>	<b>49%</b>	<b>10%</b>	<b>1088</b>	<b>85%</b>	<b>47%</b>	<b>19%</b>
Female	532	86%	50%	10%	524	84%	45%	18%
Male	568	84%	47%	9%	564	87%	49%	19%
American Indian or Alaska Native	9	-	-	-	7	71%	14%	14%
Black or African American	737	86%	46%	7%	753	84%	45%	17%
Hispanic or Latino	214	81%	43%	4%	203	87%	44%	15%
Asian or Native Hawaiian/Other Pacific Islander	52	79%	62%	23%	41	95%	66%	34%
White	87	87%	77%	32%	75	93%	71%	37%
Multiracial	1	-	-	-	9	89%	67%	33%
Small Group Totals	10	100%	40%	20%				
General-Education Students	919	87%	52%	10%	928	88%	51%	21%
Students with Disabilities	181	71%	31%	6%	160	70%	24%	6%
English Proficient	1025	87%	50%	10%	1022	86%	48%	20%
Limited English Proficient	75	57%	24%	1%	66	79%	29%	6%
Economically Disadvantaged	884	83%	45%	7%	945	85%	46%	18%
Not Disadvantaged	216	92%	65%	20%	143	90%	55%	22%
Migrant								
Not Migrant	1100	85%	49%	10%	1088	85%	47%	19%

#### 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

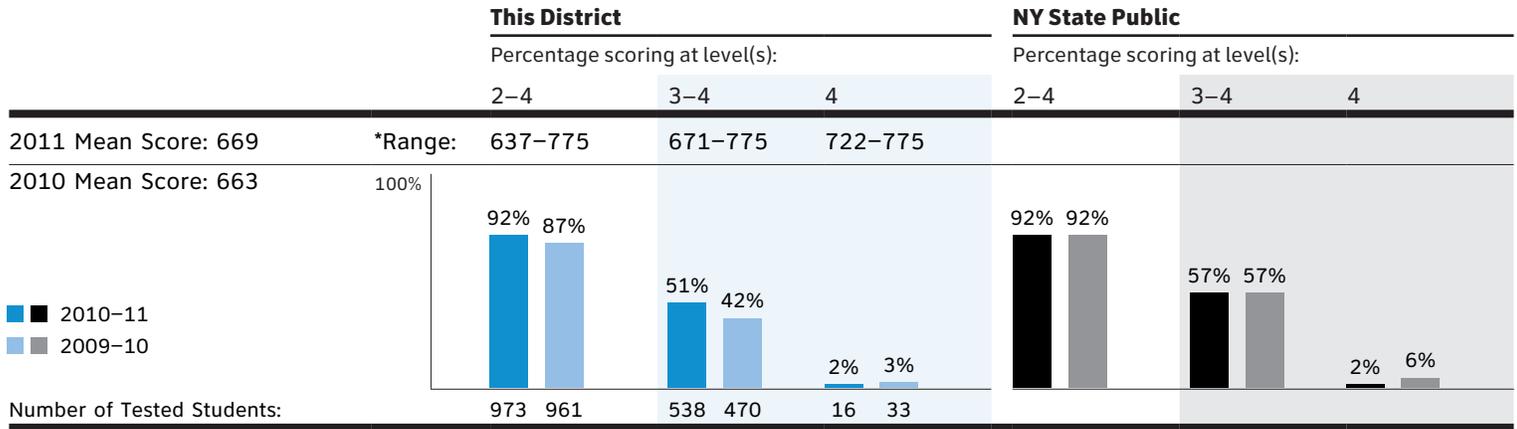
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	14	14	12	11	11	11	10	8

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## 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
<b>All Students</b>	<b>1056</b>	<b>92%</b>	<b>51%</b>	<b>2%</b>	<b>1110</b>	<b>87%</b>	<b>42%</b>	<b>3%</b>
Female	515	95%	54%	2%	568	90%	49%	5%
Male	541	90%	48%	1%	542	83%	36%	1%
American Indian or Alaska Native	9	-	-	-	4	-	-	-
Black or African American	736	92%	49%	1%	804	86%	40%	2%
Hispanic or Latino	206	92%	44%	2%	197	86%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	35	94%	74%	3%	37	92%	62%	5%
White	69	96%	77%	7%	62	89%	68%	13%
Multiracial	1	-	-	-	6	-	-	-
Small Group Totals	10	90%	70%	0%	10	100%	50%	0%
General-Education Students	891	96%	56%	2%	892	93%	49%	4%
Students with Disabilities	165	70%	21%	1%	218	60%	16%	0%
English Proficient	1003	93%	53%	1%	1056	87%	44%	3%
Limited English Proficient	53	75%	15%	2%	54	70%	17%	0%
Economically Disadvantaged	848	91%	45%	1%	970	86%	40%	3%
Not Disadvantaged	208	98%	74%	4%	140	94%	56%	2%
Migrant								
Not Migrant	1056	92%	51%	2%	1110	87%	42%	3%

#### 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	13	13	13	12	14	11	9	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	4	N/A	N/A	N/A	10	N/A	N/A	N/A

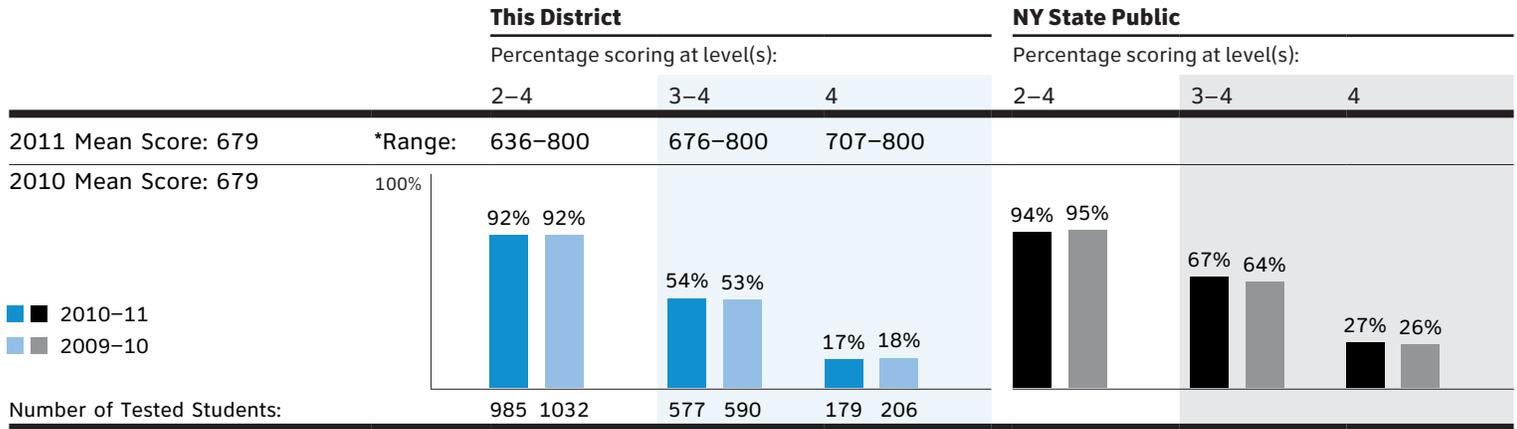
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1066</b>	<b>92%</b>	<b>54%</b>	<b>17%</b>	<b>1121</b>	<b>92%</b>	<b>53%</b>	<b>18%</b>
Female	520	93%	52%	16%	575	94%	54%	20%
Male	546	92%	56%	17%	546	90%	51%	17%
American Indian or Alaska Native	9	-	-	-	4	-	-	-
Black or African American	741	93%	52%	13%	803	92%	50%	17%
Hispanic or Latino	209	92%	48%	15%	201	91%	52%	15%
Asian or Native Hawaiian/Other Pacific Islander	37	89%	73%	43%	43	91%	72%	16%
White	69	94%	83%	45%	63	98%	78%	48%
Multiracial	1	-	-	-	7	-	-	-
Small Group Totals	10	80%	40%	20%	11	100%	45%	36%
General-Education Students	899	96%	60%	19%	901	96%	59%	21%
Students with Disabilities	167	72%	23%	4%	220	76%	25%	8%
English Proficient	1006	94%	56%	18%	1056	93%	54%	19%
Limited English Proficient	60	73%	30%	2%	65	75%	29%	5%
Economically Disadvantaged	857	91%	49%	12%	980	92%	51%	17%
Not Disadvantaged	209	99%	76%	36%	141	95%	63%	26%
Migrant								
Not Migrant	1066	92%	54%	17%	1121	92%	53%	18%

#### 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

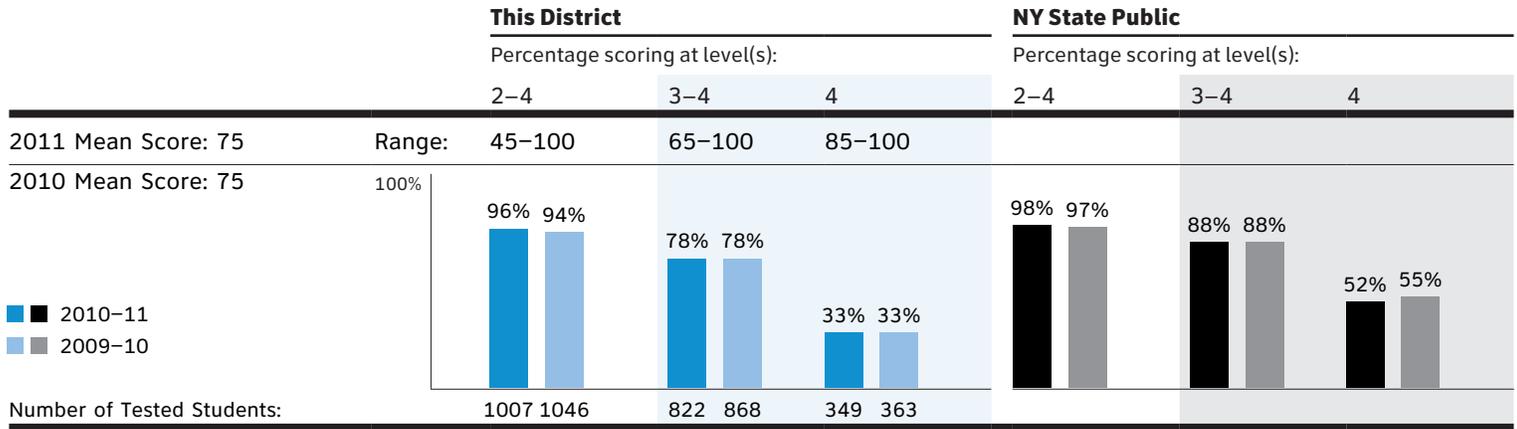
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	12	9	14	14	14	10

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## This District's Results in Grade 4 Science



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1051</b>	<b>96%</b>	<b>78%</b>	<b>33%</b>	<b>1109</b>	<b>94%</b>	<b>78%</b>	<b>33%</b>
Female	511	96%	76%	31%	567	96%	82%	35%
Male	540	96%	80%	35%	542	93%	74%	30%
American Indian or Alaska Native	10	-	-	-	4	-	-	-
Black or African American	730	96%	76%	31%	793	95%	79%	31%
Hispanic or Latino	207	96%	78%	29%	199	91%	74%	29%
Asian or Native Hawaiian/Other Pacific Islander	37	92%	89%	54%	42	86%	79%	40%
White	66	97%	92%	62%	64	98%	88%	61%
Multiracial	1	-	-	-	7	-	-	-
Small Group Totals	11	91%	73%	27%	11	100%	73%	18%
General-Education Students	890	96%	81%	36%	896	96%	83%	37%
Students with Disabilities	161	94%	61%	17%	213	85%	58%	15%
English Proficient	994	97%	79%	35%	1043	95%	80%	34%
Limited English Proficient	57	81%	56%	9%	66	77%	56%	11%
Economically Disadvantaged	845	95%	75%	28%	968	94%	77%	32%
Not Disadvantaged	206	99%	92%	53%	141	96%	84%	41%
Migrant								
Not Migrant	1051	96%	78%	33%	1109	94%	78%	33%

### NOTES

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

## Other Assessments

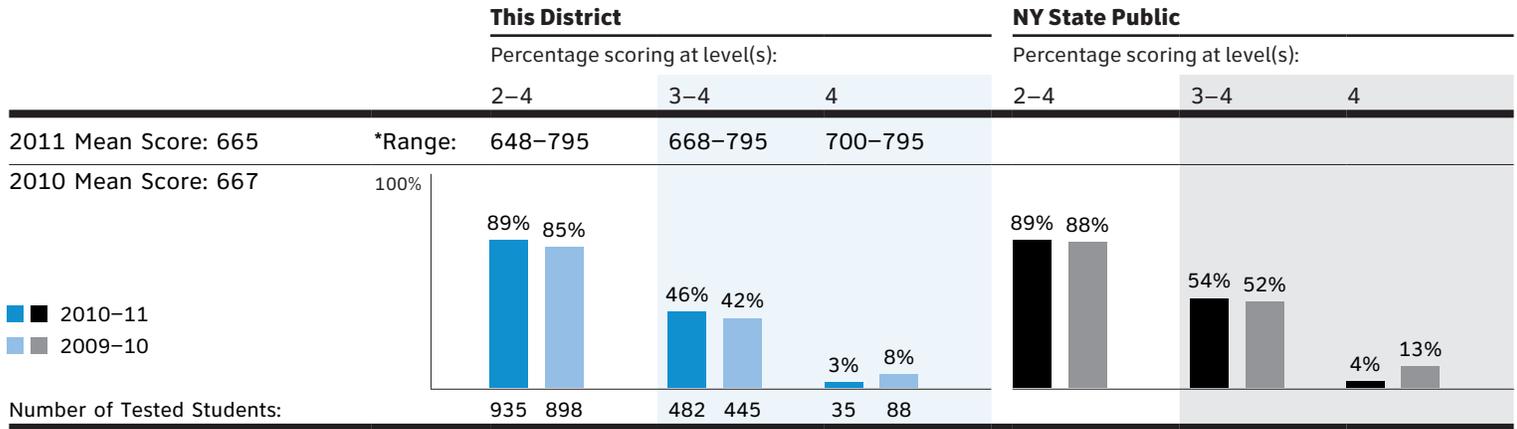
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	11	11	11	14	14	14	12

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

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



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1050</b>	<b>89%</b>	<b>46%</b>	<b>3%</b>	<b>1059</b>	<b>85%</b>	<b>42%</b>	<b>8%</b>
Female	534	93%	53%	5%	541	90%	46%	10%
Male	516	85%	39%	2%	518	80%	38%	7%
American Indian or Alaska Native	6	-	-	-				
Black or African American	734	88%	43%	2%	783	86%	41%	8%
Hispanic or Latino	218	89%	45%	2%	191	77%	35%	5%
Asian or Native Hawaiian/Other Pacific Islander	37	86%	62%	8%	46	91%	65%	17%
White	54	98%	74%	22%	36	-	-	-
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	7	86%	43%	0%	39	90%	62%	23%
General-Education Students	855	95%	52%	4%	873	90%	48%	10%
Students with Disabilities	195	65%	17%	0%	186	59%	15%	2%
English Proficient	1002	90%	48%	3%	1014	86%	43%	9%
Limited English Proficient	48	63%	13%	0%	45	67%	24%	2%
Economically Disadvantaged	846	87%	42%	2%	932	85%	41%	8%
Not Disadvantaged	204	96%	64%	10%	127	84%	51%	14%
Migrant								
Not Migrant	1050	89%	46%	3%	1059	85%	42%	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 5 Equivalent	14	14	14	11	19	18	17	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	6	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	3	N/A	N/A	N/A	7	N/A	N/A	N/A

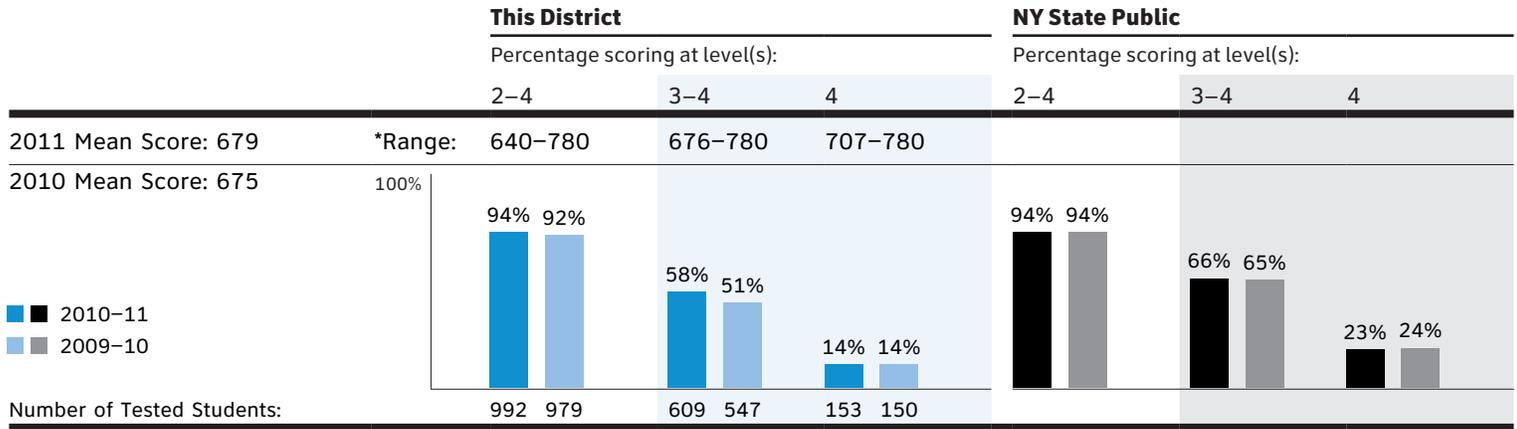
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1057</b>	<b>94%</b>	<b>58%</b>	<b>14%</b>	<b>1067</b>	<b>92%</b>	<b>51%</b>	<b>14%</b>
Female	537	96%	61%	16%	546	94%	53%	14%
Male	520	92%	54%	13%	521	90%	49%	14%
American Indian or Alaska Native	6	-	-	-				
Black or African American	736	95%	55%	12%	780	92%	51%	13%
Hispanic or Latino	219	92%	58%	14%	194	91%	43%	8%
Asian or Native Hawaiian/Other Pacific Islander	42	86%	69%	21%	49	94%	73%	37%
White	53	100%	81%	47%	39	87%	74%	38%
Multiracial	1	-	-	-	5	80%	20%	0%
Small Group Totals	7	86%	57%	14%				
General-Education Students	862	97%	64%	17%	880	96%	57%	16%
Students with Disabilities	195	79%	30%	4%	187	72%	25%	4%
English Proficient	1003	95%	59%	15%	1014	92%	52%	14%
Limited English Proficient	54	70%	35%	7%	53	79%	32%	6%
Economically Disadvantaged	853	93%	54%	11%	938	92%	51%	12%
Not Disadvantaged	204	99%	71%	30%	129	91%	56%	29%
Migrant								
Not Migrant	1057	94%	58%	14%	1067	92%	51%	14%

#### 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 5 Equivalent	14	13	13	8	19	19	18	14

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 656	*Range: 644-785	662-785	694-785			
2010 Mean Score: 653						
Number of Tested Students:	936	894	412 310	10	7	

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1127</b>	<b>83%</b>	<b>37%</b>	<b>1%</b>	<b>1131</b>	<b>79%</b>	<b>27%</b>	<b>1%</b>
Female	573	89%	41%	1%	575	84%	33%	1%
Male	554	77%	32%	1%	556	74%	22%	0%
American Indian or Alaska Native					7	-	-	-
Black or African American	867	84%	36%	0%	888	81%	26%	1%
Hispanic or Latino	185	76%	30%	2%	186	69%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	45	84%	51%	4%	31	87%	42%	0%
White	27	-	-	-	17	88%	59%	0%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	30	83%	60%	3%	9	78%	11%	0%
General-Education Students	948	89%	41%	1%	926	86%	33%	1%
Students with Disabilities	179	54%	13%	0%	205	47%	4%	0%
English Proficient	1073	85%	38%	1%	1096	81%	28%	1%
Limited English Proficient	54	39%	6%	0%	35	29%	3%	0%
Economically Disadvantaged	955	81%	33%	1%	943	77%	25%	0%
Not Disadvantaged	172	92%	57%	2%	188	89%	41%	2%
Migrant								
Not Migrant	1127	83%	37%	1%	1131	79%	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 6 Equivalent	20	19	18	14	15	14	12	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	7	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	5	N/A	N/A	N/A	8	N/A	N/A	N/A

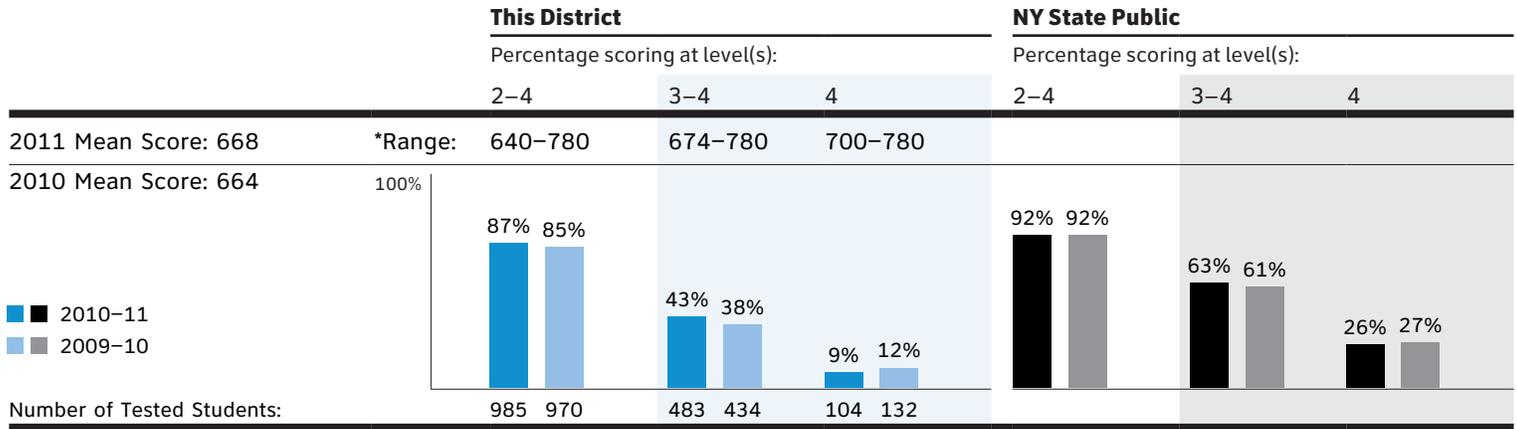
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1133</b>	<b>87%</b>	<b>43%</b>	<b>9%</b>	<b>1140</b>	<b>85%</b>	<b>38%</b>	<b>12%</b>
Female	576	90%	47%	10%	578	88%	42%	12%
Male	557	84%	38%	8%	562	82%	34%	11%
American Indian or Alaska Native					7	-	-	-
Black or African American	865	87%	42%	8%	890	85%	37%	10%
Hispanic or Latino	191	84%	38%	8%	188	83%	35%	11%
Asian or Native Hawaiian/Other Pacific Islander	46	91%	65%	24%	33	94%	67%	42%
White	28	-	-	-	20	85%	60%	20%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	31	94%	52%	19%	9	100%	22%	11%
General-Education Students	953	91%	48%	10%	935	91%	45%	14%
Students with Disabilities	180	66%	16%	4%	205	59%	8%	1%
English Proficient	1075	88%	44%	10%	1095	86%	39%	12%
Limited English Proficient	58	72%	12%	2%	45	56%	7%	2%
Economically Disadvantaged	961	86%	40%	7%	950	83%	35%	11%
Not Disadvantaged	172	92%	58%	19%	190	93%	55%	16%
Migrant								
Not Migrant	1133	87%	43%	9%	1140	85%	38%	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

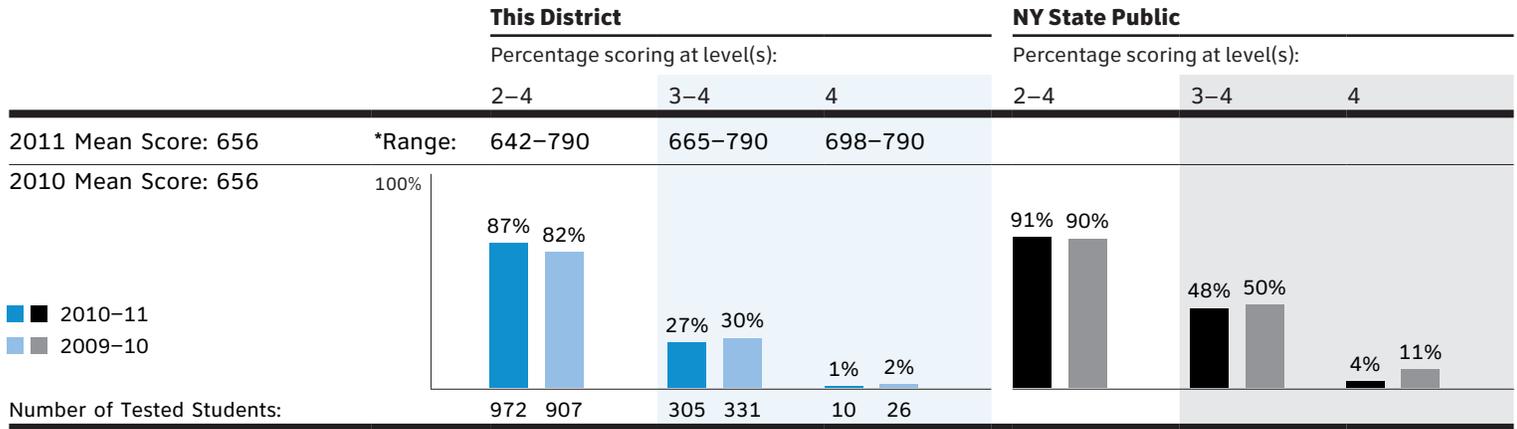
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	20	19	16	14	15	14	13	10

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## 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
<b>All Students</b>	<b>1113</b>	<b>87%</b>	<b>27%</b>	<b>1%</b>	<b>1101</b>	<b>82%</b>	<b>30%</b>	<b>2%</b>
Female	565	92%	35%	1%	565	88%	36%	3%
Male	548	82%	20%	1%	536	76%	24%	1%
American Indian or Alaska Native	2	-	-	-	6	-	-	-
Black or African American	870	88%	27%	1%	853	81%	29%	2%
Hispanic or Latino	189	86%	25%	0%	199	84%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	78%	43%	0%	19	95%	68%	5%
White	13	-	-	-	21	95%	52%	10%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	17	71%	47%	12%	9	89%	22%	0%
General-Education Students	892	93%	33%	1%	893	90%	34%	3%
Students with Disabilities	221	63%	6%	0%	208	50%	13%	0%
English Proficient	1064	90%	29%	1%	1073	83%	31%	2%
Limited English Proficient	49	33%	0%	0%	28	46%	4%	0%
Economically Disadvantaged	937	86%	24%	1%	900	81%	28%	2%
Not Disadvantaged	176	93%	43%	2%	201	90%	41%	3%
Migrant								
Not Migrant	1113	87%	27%	1%	1101	82%	30%	2%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	19	19	19	14	15	15	15	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	5	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	3	N/A	N/A	N/A	5	N/A	N/A	N/A

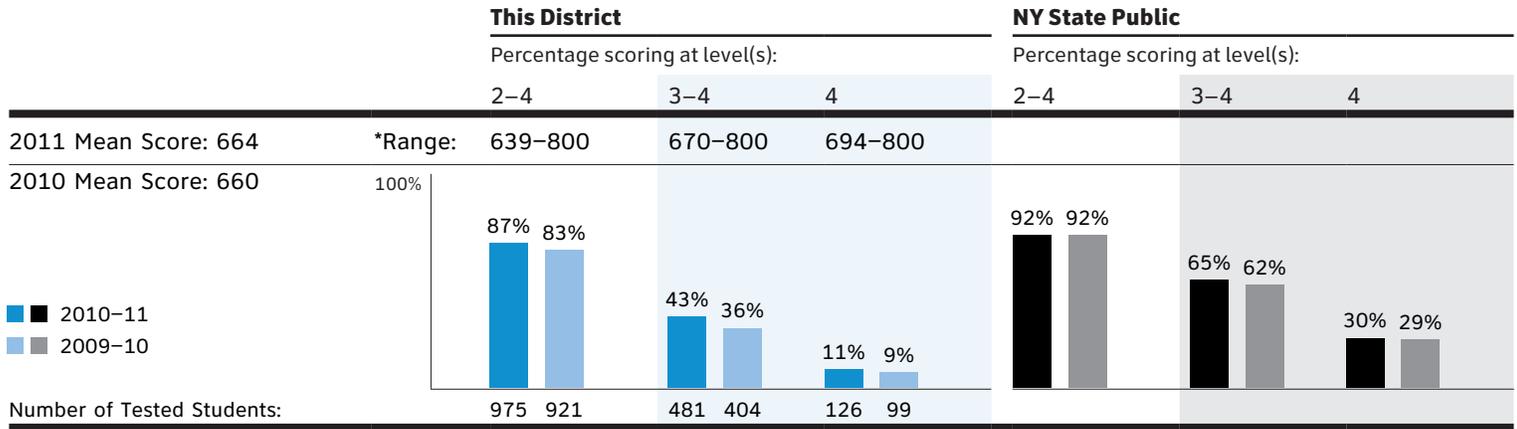
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1118</b>	<b>87%</b>	<b>43%</b>	<b>11%</b>	<b>1108</b>	<b>83%</b>	<b>36%</b>	<b>9%</b>
Female	566	90%	48%	12%	566	87%	41%	8%
Male	552	84%	38%	10%	542	79%	32%	10%
American Indian or Alaska Native	2	-	-	-	6	-	-	-
Black or African American	870	87%	41%	10%	855	82%	35%	7%
Hispanic or Latino	192	84%	44%	12%	200	86%	39%	12%
Asian or Native Hawaiian/Other Pacific Islander	39	97%	69%	28%	20	95%	75%	40%
White	13	-	-	-	23	91%	57%	22%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	17	94%	53%	35%	10	80%	40%	10%
General-Education Students	900	92%	50%	13%	900	89%	42%	10%
Students with Disabilities	218	67%	15%	5%	208	56%	14%	3%
English Proficient	1064	89%	44%	12%	1075	84%	37%	9%
Limited English Proficient	54	61%	17%	4%	33	55%	6%	3%
Economically Disadvantaged	942	86%	40%	10%	906	81%	36%	9%
Not Disadvantaged	176	93%	61%	20%	202	91%	40%	10%
Migrant								
Not Migrant	1118	87%	43%	11%	1108	83%	36%	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

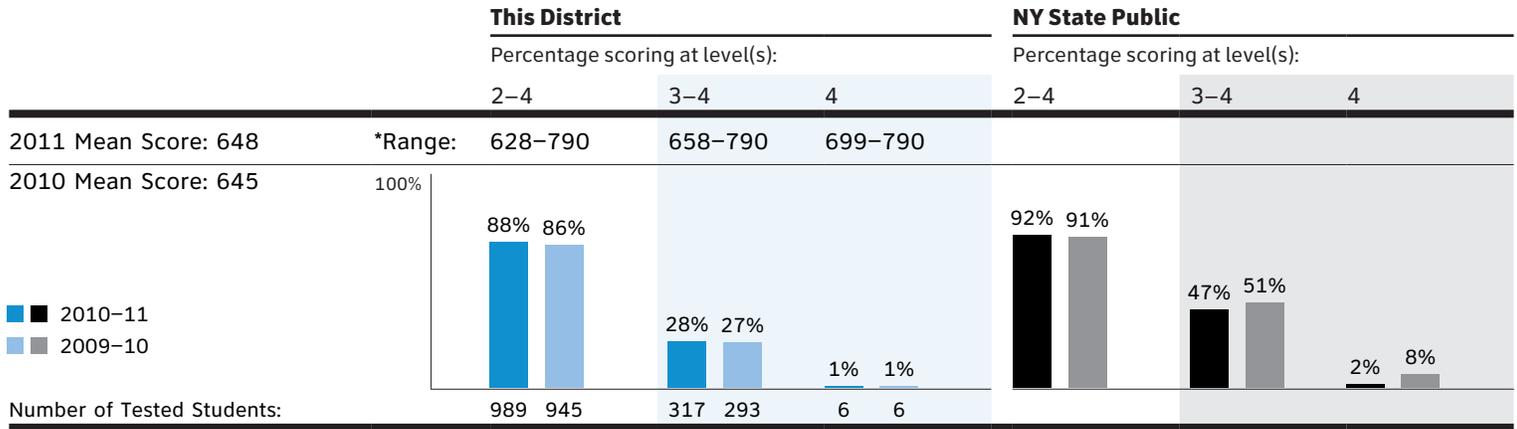
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	17	15	14	11	15	15	15	13

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## 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
<b>All Students</b>	<b>1125</b>	<b>88%</b>	<b>28%</b>	<b>1%</b>	<b>1096</b>	<b>86%</b>	<b>27%</b>	<b>1%</b>
Female	571	93%	35%	1%	574	89%	31%	1%
Male	554	82%	21%	0%	522	84%	22%	0%
American Indian or Alaska Native	5	-	-	-	10	80%	10%	0%
Black or African American	873	88%	27%	0%	885	87%	27%	0%
Hispanic or Latino	195	88%	27%	1%	159	85%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	33	91%	39%	3%	20	80%	30%	0%
White	17	82%	47%	6%	22	86%	32%	9%
Multiracial	2	-	-	-				
Small Group Totals	7	71%	57%	0%				
General-Education Students	917	94%	33%	1%	891	92%	31%	1%
Students with Disabilities	208	61%	8%	0%	205	62%	7%	0%
English Proficient	1096	89%	29%	1%	1060	87%	28%	1%
Limited English Proficient	29	48%	0%	0%	36	53%	0%	0%
Economically Disadvantaged	927	87%	26%	0%	932	86%	24%	0%
Not Disadvantaged	198	92%	36%	1%	164	90%	40%	2%
Migrant								
Not Migrant	1125	88%	28%	1%	1096	86%	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 8 Equivalent	17	17	17	16	24	24	23	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	5	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	6	N/A	N/A	N/A

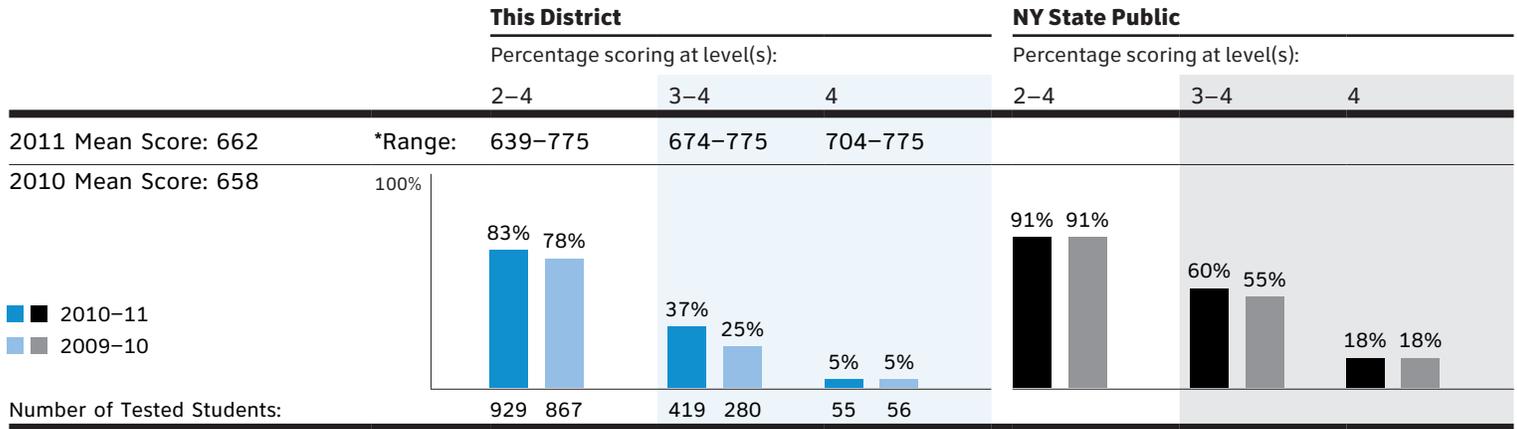
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1125</b>	<b>83%</b>	<b>37%</b>	<b>5%</b>	<b>1106</b>	<b>78%</b>	<b>25%</b>	<b>5%</b>
Female	571	87%	42%	5%	579	81%	27%	6%
Male	554	79%	33%	5%	527	76%	24%	5%
American Indian or Alaska Native	5	-	-	-	10	-	-	-
Black or African American	870	82%	35%	3%	888	78%	25%	5%
Hispanic or Latino	197	83%	40%	7%	159	79%	26%	6%
Asian or Native Hawaiian/Other Pacific Islander	33	88%	67%	24%	21	86%	48%	10%
White	18	94%	67%	28%	25	88%	32%	4%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	7	100%	57%	29%	13	54%	8%	0%
General-Education Students	918	87%	42%	5%	899	85%	29%	6%
Students with Disabilities	207	62%	16%	2%	207	49%	8%	1%
English Proficient	1093	83%	38%	5%	1063	80%	26%	5%
Limited English Proficient	32	59%	22%	3%	43	49%	7%	0%
Economically Disadvantaged	927	82%	36%	5%	942	78%	24%	5%
Not Disadvantaged	198	86%	44%	6%	164	79%	31%	6%
Migrant								
Not Migrant	1125	83%	37%	5%	1106	78%	25%	5%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	17	17	14	24	24	23	19

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

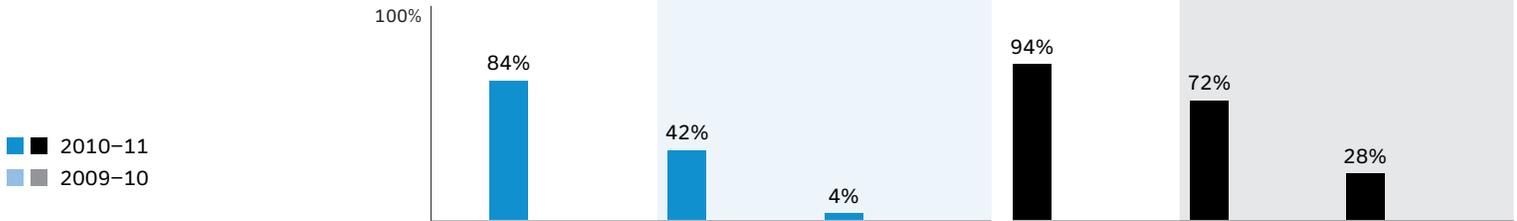
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

884

443

42

## Results by Student Group

### 2010-11 School Year

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

### 2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>1040</b>	<b>84%</b>	<b>42%</b>	<b>4%</b>	<b>1056</b>	<b>86%</b>	<b>44%</b>	<b>5%</b>
Female	530	89%	44%	3%	555	88%	44%	5%
Male	510	80%	40%	5%	501	84%	44%	5%
American Indian or Alaska Native	4	-	-	-	9	-	-	-
Black or African American	806	84%	39%	3%	852	86%	44%	5%
Hispanic or Latino	181	86%	47%	4%	152	86%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	29	90%	62%	14%	18	94%	67%	0%
White	18	83%	78%	28%	23	83%	70%	22%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	6	83%	67%	17%	11	73%	18%	0%
General-Education Students	858	90%	47%	4%	866	90%	50%	6%
Students with Disabilities	182	58%	19%	4%	190	67%	19%	2%
English Proficient	1011	85%	43%	4%	1018	87%	45%	6%
Limited English Proficient	29	48%	14%	0%	38	50%	8%	0%
Economically Disadvantaged	852	83%	40%	3%	898	86%	43%	4%
Not Disadvantaged	188	90%	49%	7%	158	86%	51%	11%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1040	84%	42%	4%	1056	86%	44%	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.

## Other Assessments

### 2010-11 School Year

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

### 2009-10 School Year

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

	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	24
Regents Science	7	1

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

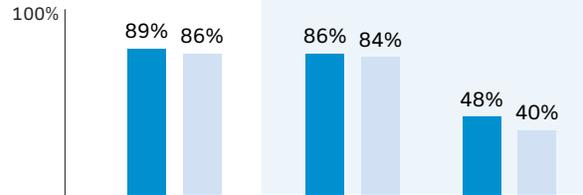
District ID **33-13-00-01-0000**

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

### This District

Percentage scoring at level(s):

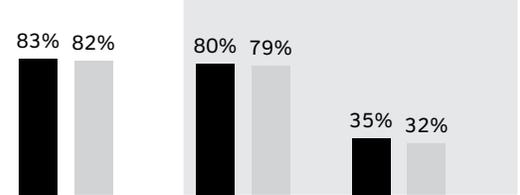
2-4      3-4      4



### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



■ 2007 Cohort  
■ 2006 Cohort

## Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2725</b>	<b>89%</b>	<b>86%</b>	<b>48%</b>	<b>2843</b>	<b>86%</b>	<b>84%</b>	<b>40%</b>
Female	1241	91%	89%	49%	1330	91%	89%	45%
Male	1484	87%	83%	47%	1513	82%	80%	37%
American Indian or Alaska Native	10	-	-	-	21	71%	67%	24%
Black or African American	1349	83%	78%	26%	1503	81%	78%	21%
Hispanic or Latino	365	82%	79%	33%	371	78%	75%	29%
Asian or Native Hawaiian/Other Pacific Islander	742	99%	99%	83%	697	99%	99%	76%
White	257	98%	98%	83%	243	95%	94%	74%
Multiracial	2	-	-	-	8	88%	88%	75%
Small Group Totals	12	83%	83%	17%				
General-Education Students	2504	93%	91%	51%	2593	92%	90%	44%
Students with Disabilities	221	34%	25%	5%	250	30%	26%	2%
English Proficient	2609	89%	86%	50%	2731	87%	84%	42%
Limited English Proficient	116	78%	69%	7%	112	75%	72%	3%
Economically Disadvantaged	1910	89%	85%	45%	2076	87%	84%	38%
Not Disadvantaged	815	88%	86%	54%	767	85%	83%	46%
Migrant								
Not Migrant	2725	89%	86%	48%	2843	86%	84%	40%

### 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.

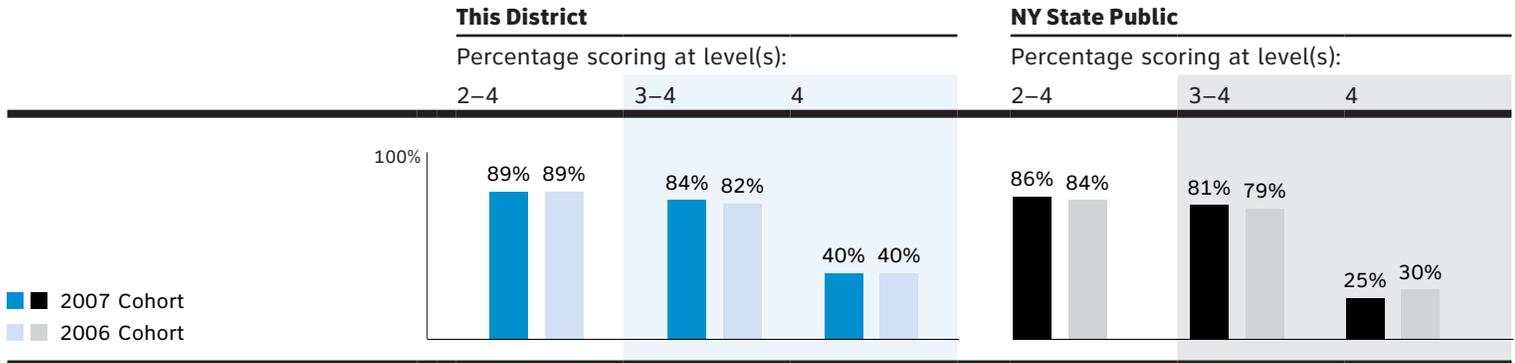
\*\* 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #13**

District ID **33-13-00-01-0000**

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



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2725</b>	<b>89%</b>	<b>84%</b>	<b>40%</b>	<b>2843</b>	<b>89%</b>	<b>82%</b>	<b>40%</b>
Female	1241	90%	85%	37%	1330	91%	85%	39%
Male	1484	88%	83%	42%	1513	86%	79%	42%
American Indian or Alaska Native	10	–	–	–	21	90%	67%	14%
Black or African American	1349	85%	78%	12%	1503	84%	75%	16%
Hispanic or Latino	365	76%	72%	23%	371	81%	72%	25%
Asian or Native Hawaiian/Other Pacific Islander	742	98%	98%	85%	697	99%	98%	89%
White	257	97%	95%	82%	243	95%	94%	76%
Multiracial	2	–	–	–	8	88%	88%	75%
Small Group Totals	12	92%	83%	8%				
General-Education Students	2504	93%	89%	43%	2593	93%	88%	44%
Students with Disabilities	221	41%	28%	5%	250	38%	22%	4%
English Proficient	2609	91%	86%	41%	2731	89%	83%	42%
Limited English Proficient	116	40%	30%	3%	112	71%	52%	9%
Economically Disadvantaged	1910	88%	83%	37%	2076	89%	81%	38%
Not Disadvantaged	815	90%	86%	45%	767	89%	83%	46%
Migrant								
Not Migrant	2725	89%	84%	40%	2843	89%	82%	40%

#### 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*.