



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #15**

District ID **33-15-00-01-0000**

Superintendent **ANITA SKOP**

Telephone **(718) 642-5868**

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	1167	1142	1105
Kindergarten	2309	2614	2679
Grade 1	2377	2609	2800
Grade 2	2182	2557	2589
Grade 3	2066	2333	2535
Grade 4	1933	2303	2349
Grade 5	1923	2152	2290
Grade 6	1527	1684	1587
Ungraded Elementary	1527	164	167
Grade 7	1495	1705	1676
Grade 8	1499	1740	1744
Grade 9	1446	1743	1483
Grade 10	1471	1517	1696
Grade 11	895	1053	930
Grade 12	951	956	886
Ungraded Secondary	948	32	40
Total K-12	24549	25162	25451

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	23	23	24
Grade 8			
English	27	28	29
Mathematics	28	27	28
Science	28	28	29
Social Studies	28	27	28
Grade 10			
English	25	27	26
Mathematics	26	24	27
Science	27	28	27
Social Studies	29	29	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 #15

District ID 33-15-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	15571	63%	14977	60%	15686	62%
Reduced-Price Lunch	1933	8%	1798	7%	1459	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3837	16%	4078	16%	4364	17%
Racial/Ethnic Origin						
American Indian or Alaska Native	104	0%	81	0%	76	0%
Black or African American	6184	25%	5751	23%	5099	20%
Hispanic or Latino	10821	44%	11040	44%	11211	44%
Asian or Native Hawaiian/Other Pacific Islander	2759	11%	3066	12%	3338	13%
White	4681	19%	5224	21%	5727	23%
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	973	4%	980	4%	1009	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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

District ID 33-15-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	2015	1984	1945
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	10%	8%	6%
Percent with Fewer Than Three Years of Experience	15%	10%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	34%	37%	39%
Total Number of Core Classes	3947	4253	4337
Percent Not Taught by Highly Qualified Teachers in This District	10%	10%	6%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	4942	5367	5243
Percent Taught by Teachers Without Appropriate Certification	11%	11%	6%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	21%	15%
Turnover Rate of All Teachers	17%	16%	14%

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	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✗	✓	
White	✓	✓		✗	✗	
Multiracial	✓	✓		—	—	
Other Groups						
Students with Disabilities	✗	✓ ^{SH}		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 8 of 10	✓ 10 of 10	✓ 1 of 1	✗ 0 of 8	✗ 1 of 8	✗ 0 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 10 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 (12257:11639)			99%		146	121	
Ethnicity							
American Indian or Alaska Native (31:31)		—	—		132	105	
Black or African American (1693:1599)			99%		144	119	
Hispanic or Latino (5835:5567)			99%		128	121	
Asian or Native Hawaiian/Other Pacific Islander (1772:1620)			99%		149	119	
White (2813:2711)			99%		179	120	
Multiracial (113:111)			100%		187	112	
Other Groups							
Students with Disabilities (2498:2500)			99%		102	120	107 112
Limited English Proficient (2045:2518)			98%		100	120	111 110
Economically Disadvantaged (8891:8381)			99%		132	121	
Final AYP Determination	 8 of 10						
Non-Accountability Groups							
Female (6005:5719)			99%		152	121	
Male (6252:5920)			99%		139	121	
Migrant (0:0)							

Symbols

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

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

Elementary/Middle-Level Mathematics

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

Accountability Measures 10 of 10 Student groups making AYP in mathematics
 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 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 (12256:11746)			100%		162	136	
Ethnicity							
American Indian or Alaska Native (31:31)		—	—		152	120	
Black or African American (1692:1599)			99%		153	134	
Hispanic or Latino (5835:5614)			100%		147	136	
Asian or Native Hawaiian/Other Pacific Islander (1773:1667)			100%		179	134	
White (2812:2723)			100%		185	135	
Multiracial (113:112)			100%		188	127	
Other Groups							
Students with Disabilities (2497:2493)			99%		125	135	124 133
Limited English Proficient (2047:2632)			100%		137	135	
Economically Disadvantaged (8891:8485)			100%		152	136	
Final AYP Determination	 10 of 10						
Non-Accountability Groups							
Female (6002:5766)			100%		164	136	
Male (6254:5980)			100%		159	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 (4132:3904)		Qualified		98%		175	100		
Ethnicity									
American Indian or Alaska Native (9:8)	—	—	—	—	—	—	—	—	—
Black or African American (600:558)		Qualified		97%		168	100		
Hispanic or Latino (1932:1827)		Qualified		98%		165	100		
Asian or Native Hawaiian/Other Pacific Islander (594:555)		Qualified		99%		188	100		
White (951:910)		Qualified		98%		192	100		
Multiracial (46:46)		Qualified		100%		191	100		
Other Groups									
Students with Disabilities (839:824)		Qualified		96%		147	100		
Limited English Proficient (634:768)		Qualified		98%		154	100		
Economically Disadvantaged (2994:2812)		Qualified		98%		170	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (2023:1916)				98%		177	100		
Male (2109:1988)				98%		174	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 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1044:1010)			99%		154	180	157‡	159
Ethnicity								
American Indian or Alaska Native (5:3)	—	—	—	—	—	—	—	—
Black or African American (601:545)			99%		163	178	166‡	167
Hispanic or Latino (364:374)			99%		143	177	145‡	149
Asian or Native Hawaiian/Other Pacific Islander (28:36)		—	—		144	167	161	150
White (44:51)			100%		139	170	128‡	145
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (140:165)			99%		116	175	110‡	124
Limited English Proficient (50:78)			98%		106	172	116‡	115
Economically Disadvantaged (808:788)			99%		157	179	157‡	161
Final AYP Determination	 0 of 8							
Non-Accountability Groups								
Female (586:541)			99%		164	178		
Male (458:469)			99%		142	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 1 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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 (1044:1010)			98%		150	177	157‡	155
Ethnicity								
American Indian or Alaska Native (5:3)	—	—	—	—	—	—	—	—
Black or African American (601:545)			97%		154	175	164‡	159
Hispanic or Latino (364:374)			98%		141	174	147‡	147
Asian or Native Hawaiian/Other Pacific Islander (28:36)		—	—		167	164		
White (44:51)			98%		147	167	130‡	152
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (140:165)			96%		99	172	113‡	109
Limited English Proficient (50:78)			98%		127	169	133‡	134
Economically Disadvantaged (808:788)			98%		151	176	157‡	156
Final AYP Determination	 1 of 8							
Non-Accountability Groups								
Female (586:541)			97%		157	175		
Male (458:469)			98%		141	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 (1219)			54%	80%	62%
Ethnicity					
American Indian or Alaska Native (5)		—	—	—	
Black or African American (701)			62%	80%	66%
Hispanic or Latino (407)			42%	80%	54%
Asian or Native Hawaiian/Other Pacific Islander (36)			61%	80%	61%
White (67)			45%	80%	53%
Multiracial (3)		—	—	—	
Other Groups					
Students with Disabilities (227)			33%	80%	39%
Limited English Proficient (70)			31%	80%	37%
Economically Disadvantaged (897)			56%	80%	62%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (653)			63%	80%	
Male (566)			45%	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 **62%** 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

24 schools identified 55% of total

BROOKLYN HIGH SCHOOL OF THE ARTS
 MAGNET SCHOOL FOR SCIENCE AND TECHNOLOGY
 MAGNET SCHOOL OF MATH, SCIENCE & DESIGN TECH
 MS 51 WILLIAM ALEXANDER
 NEW VOICES SCHOOL OF ACADEMIC AND CREATIVE ARTS
 PS 107 JOHN W KIMBALL
 PS 124 SILAS B DUTCHER
 PS 130 THE PARKSIDE
 PS 131
 PS 146
 PS 15 PATRICK F DALY
 PS 169 SUNSET PARK
 PS 172 BEACON SCHOOL OF EXCELLENCE
 PS 230 DORIS L COHEN
 PS 29 JOHN M HARRIGAN
 PS 295
 PS 32 SAMUELS MILLS SPROLE
 PS 321 WILLIAM PENN
 PS 38 THE PACIFIC
 PS 39 HENRY BRISTOW
 PS 58 THE CARROLL
 RED HOOK NEIGHBORHOOD SCHOOL
 SUNSET PARK HIGH SCHOOL
 THE MATH AND SCIENCE EXPLORATORY SCHOOL

Improvement (year 1) Basic

4 schools identified 9% of total

BROOKLYN SECONDARY SCHOOL FOR COLLABORATIVE STUDIES
 PS 1 THE BERGEN
 PS 261 PHILIP LIVINGSTON
 SCHOOL FOR INTERNATIONAL STUDIES

Improvement (year 1) Focused

3 schools identified 7% of total

JHS 88 PETER ROUGET
 PS 94 THE HENRY LONGFELLOW
 SUNSET PARK PREP

Improvement (year 1) Comprehensive

4 schools identified 9% of total

NEW HORIZONS SCHOOL
 SECONDARY SCHOOL FOR JOURNALISM
 SECONDARY SCHOOL FOR LAW
 WEST BROOKLYN COMMUNITY HIGH SCHOOL

Improvement (year 2) Comprehensive

2 schools identified 5% of total

PACIFIC HIGH SCHOOL

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

Improvement (year 2) Comprehensive (continued)

SECONDARY SCHOOL FOR RESEARCH

Corrective Action (year 1) Comprehensive

1 school identified 2% of total

SOUTH BROOKLYN COMMUNITY HIGH SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 2% of total

COBBLE HILL SCHOOL OF AMERICAN STUDIES

Restructuring (year 1) Comprehensive

1 school identified 2% of total

BROOKLYN SCHOOL FOR GLOBAL STUDIES

Restructuring (advanced) Comprehensive

4 schools identified 9% of total

AGNES Y HUMPHREY SCHOOL FOR LEADERSHIP

IS 136 CHARLES O DEWEY

METROPOLITAN CORPORATE ACADEMY HIGH SCHOOL

PS 24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	56%			2467
Grade 4	63%			2305
Grade 5	58%			2231
Grade 6	54%			1546
Grade 7	47%			1635
Grade 8	47%			1699

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	65%			2523
Grade 4	71%			2356
Grade 5	71%			2279
Grade 6	65%			1554
Grade 7	65%			1660
Grade 8	60%			1709

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	89%			2337
Grade 8	64%			1651

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	63%			1221
Mathematics	60%			1221

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

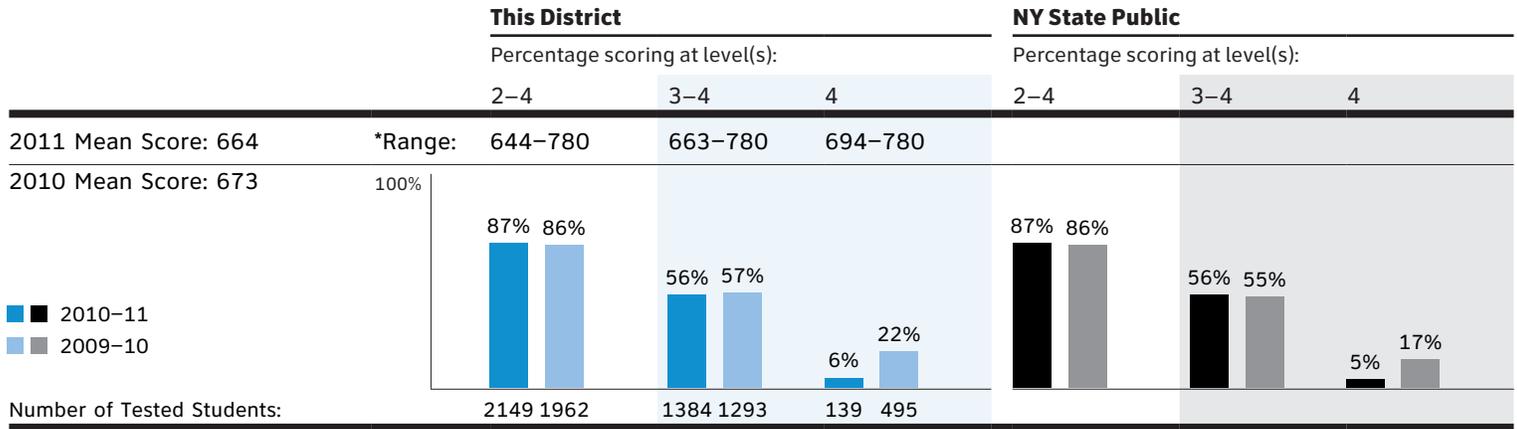
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	2467	87%	56%	6%	2278	86%	57%	22%
Female	1214	90%	60%	7%	1123	89%	59%	22%
Male	1253	84%	52%	4%	1155	84%	54%	21%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	272	90%	58%	3%	280	83%	51%	13%
Hispanic or Latino	1117	82%	42%	2%	1004	80%	43%	13%
Asian or Native Hawaiian/Other Pacific Islander	420	83%	53%	2%	363	89%	60%	19%
White	642	97%	81%	15%	605	96%	80%	41%
Multiracial	12	-	-	-	23	-	-	-
Small Group Totals	16	100%	88%	13%	26	92%	77%	38%
General-Education Students	2051	92%	62%	7%	1848	93%	63%	25%
Students with Disabilities	416	63%	26%	1%	430	58%	28%	7%
English Proficient	1908	94%	67%	7%	1814	92%	65%	26%
Limited English Proficient	559	64%	20%	0%	464	64%	25%	6%
Economically Disadvantaged	1871	83%	47%	3%	1705	82%	47%	14%
Not Disadvantaged	596	99%	86%	15%	573	98%	85%	43%
Migrant								
Not Migrant	2467	87%	56%	6%	2278	86%	57%	22%

NOTES

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

* 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	22	19	19	16	39	36	34	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	44	N/A	N/A	N/A	65	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	45	N/A	N/A	N/A	66	N/A	N/A	N/A

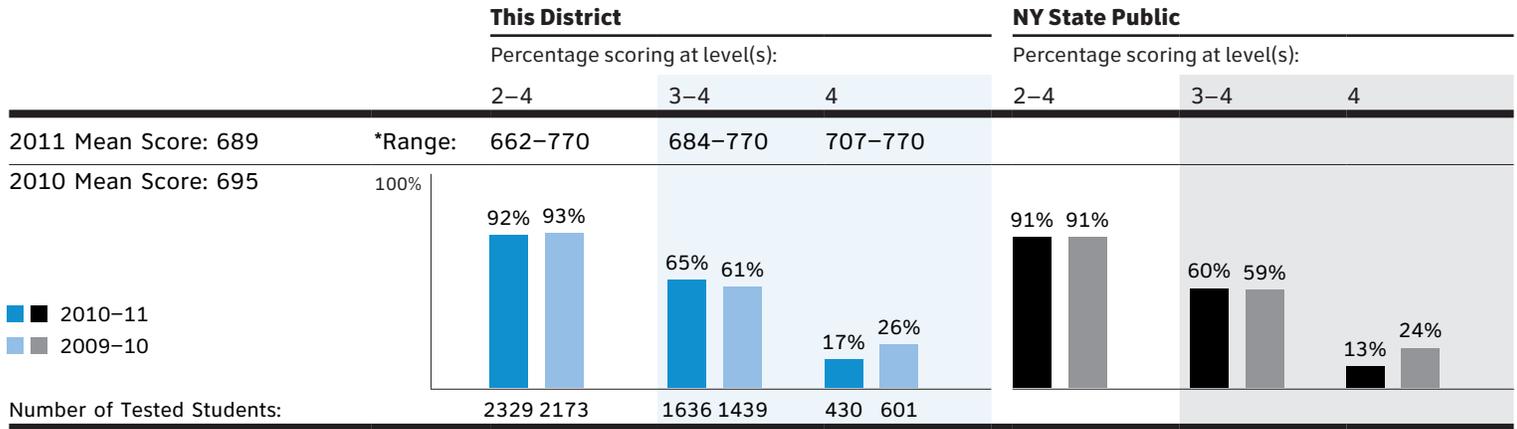
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	2523	92%	65%	17%	2347	93%	61%	26%
Female	1243	93%	65%	16%	1158	93%	61%	26%
Male	1280	92%	65%	18%	1189	92%	62%	26%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	272	92%	61%	8%	279	87%	48%	16%
Hispanic or Latino	1136	88%	51%	8%	1020	89%	50%	18%
Asian or Native Hawaiian/Other Pacific Islander	448	95%	70%	20%	407	97%	74%	34%
White	650	97%	86%	33%	615	97%	77%	37%
Multiracial	13	-	-	-	23	-	-	-
Small Group Totals	17	100%	82%	47%	26	100%	77%	19%
General-Education Students	2108	95%	70%	19%	1914	96%	67%	29%
Students with Disabilities	415	80%	41%	6%	433	77%	34%	11%
English Proficient	1910	95%	73%	21%	1817	95%	68%	29%
Limited English Proficient	613	83%	39%	4%	530	85%	40%	13%
Economically Disadvantaged	1922	90%	57%	11%	1768	91%	55%	22%
Not Disadvantaged	601	99%	88%	35%	579	98%	79%	37%
Migrant								
Not Migrant	2523	92%	65%	17%	2347	93%	61%	26%

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

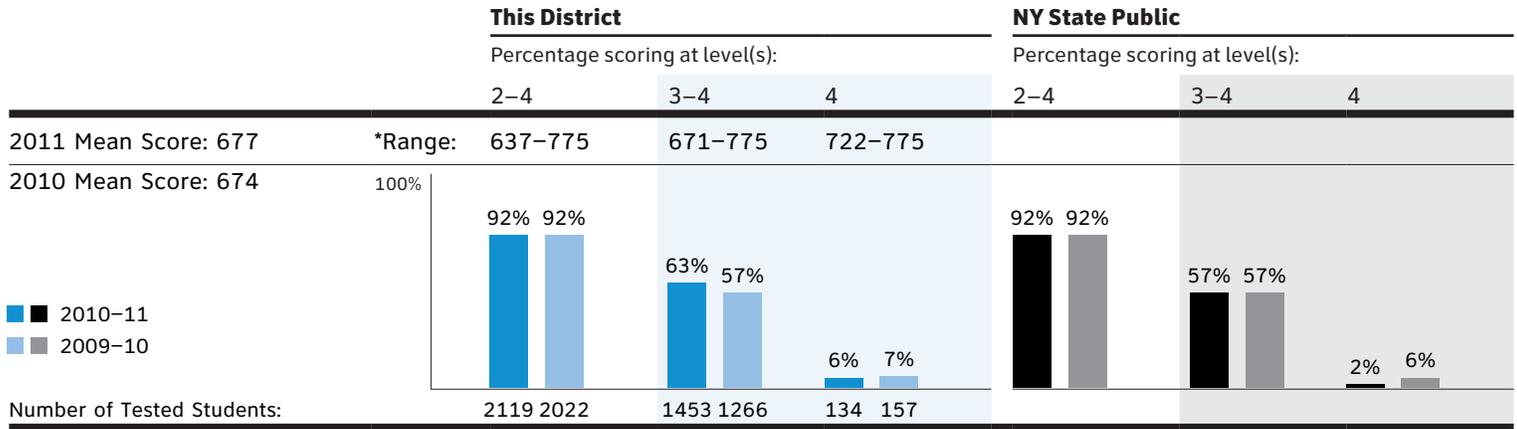
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	22	20	20	12	39	39	32	22

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2305	92%	63%	6%	2208	92%	57%	7%
Female	1151	93%	65%	8%	1085	93%	62%	9%
Male	1154	90%	61%	4%	1123	90%	53%	6%
American Indian or Alaska Native	2	-	-	-	10	90%	30%	10%
Black or African American	299	92%	58%	2%	298	90%	47%	2%
Hispanic or Latino	1004	89%	49%	1%	1006	87%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	389	89%	66%	6%	336	96%	68%	11%
White	598	98%	88%	15%	548	98%	85%	17%
Multiracial	13	-	-	-	10	100%	100%	20%
Small Group Totals	15	100%	87%	20%				
General-Education Students	1877	96%	70%	7%	1762	96%	64%	8%
Students with Disabilities	428	76%	32%	1%	446	76%	32%	3%
English Proficient	1883	96%	72%	7%	1806	95%	65%	8%
Limited English Proficient	422	74%	21%	0%	402	77%	24%	1%
Economically Disadvantaged	1743	90%	54%	3%	1603	89%	47%	4%
Not Disadvantaged	562	99%	91%	15%	605	98%	84%	15%
Migrant								
Not Migrant	2305	92%	63%	6%	2208	92%	57%	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 4 Equivalent	36	35	33	29	25	23	22	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	37	N/A	N/A	N/A	91	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	37	N/A	N/A	N/A	91	N/A	N/A	N/A

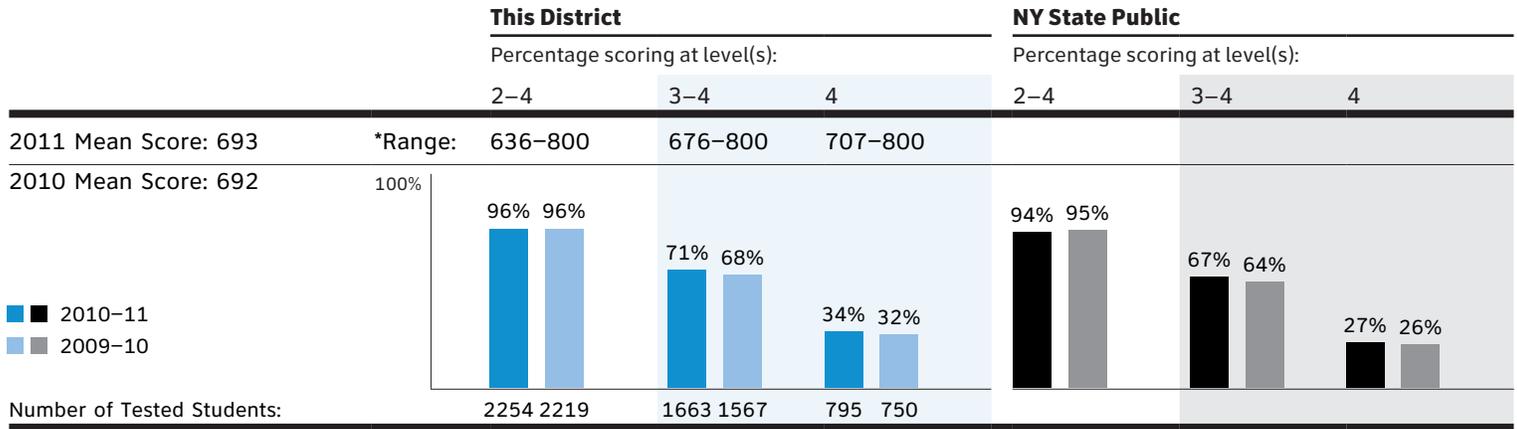
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	2356	96%	71%	34%	2308	96%	68%	32%
Female	1173	96%	71%	33%	1129	96%	68%	31%
Male	1183	95%	70%	35%	1179	96%	68%	34%
American Indian or Alaska Native	2	-	-	-	10	90%	40%	20%
Black or African American	298	93%	58%	20%	301	93%	61%	20%
Hispanic or Latino	1024	94%	57%	18%	1028	94%	54%	19%
Asian or Native Hawaiian/Other Pacific Islander	415	99%	84%	42%	394	99%	82%	48%
White	604	98%	90%	61%	564	99%	87%	54%
Multiracial	13	-	-	-	11	100%	82%	36%
Small Group Totals	15	100%	87%	33%				
General-Education Students	1926	98%	77%	38%	1854	98%	73%	36%
Students with Disabilities	430	87%	42%	14%	454	87%	46%	17%
English Proficient	1887	97%	77%	39%	1813	97%	74%	37%
Limited English Proficient	469	89%	44%	11%	495	92%	45%	15%
Economically Disadvantaged	1792	94%	64%	25%	1693	95%	61%	25%
Not Disadvantaged	564	99%	92%	61%	615	99%	88%	52%
Migrant								
Not Migrant	2356	96%	71%	34%	2308	96%	68%	32%

NOTES

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

Other Assessments

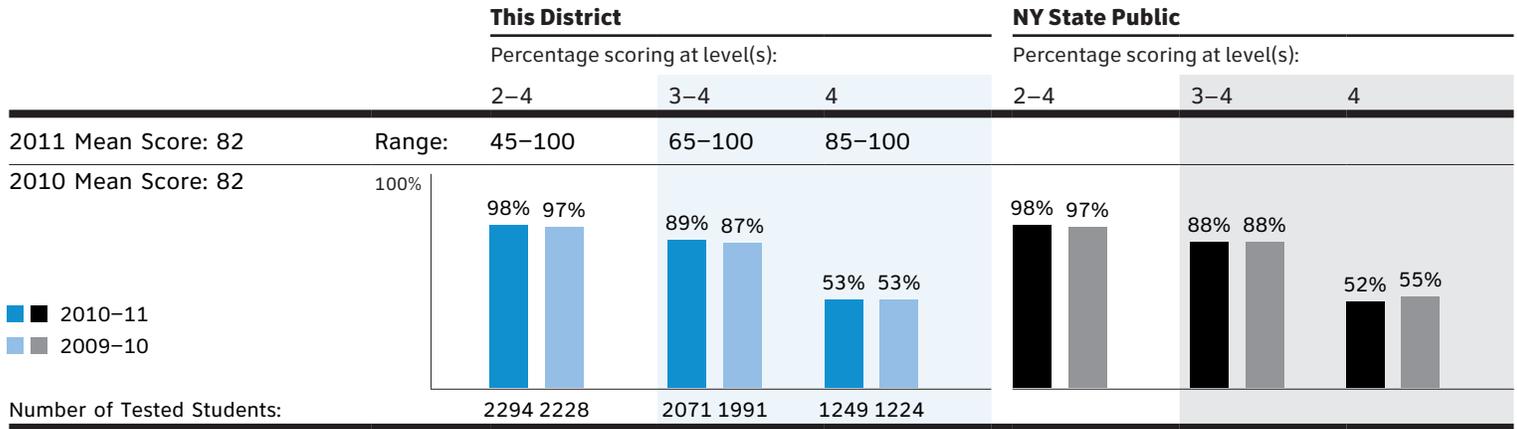
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	36	36	34	23	24	23	22	12

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	2337	98%	89%	53%	2294	97%	87%	53%
Female	1163	99%	88%	52%	1120	97%	87%	53%
Male	1174	98%	89%	55%	1174	97%	86%	54%
American Indian or Alaska Native	2	-	-	-	10	90%	60%	30%
Black or African American	297	99%	85%	48%	299	98%	86%	47%
Hispanic or Latino	1013	98%	84%	37%	1019	96%	82%	37%
Asian or Native Hawaiian/Other Pacific Islander	412	98%	91%	61%	392	98%	89%	67%
White	600	99%	97%	79%	562	98%	96%	77%
Multiracial	13	-	-	-	12	100%	92%	75%
Small Group Totals	15	100%	93%	73%				
General-Education Students	1913	99%	92%	58%	1844	98%	90%	58%
Students with Disabilities	424	95%	73%	31%	450	93%	72%	33%
English Proficient	1876	99%	94%	62%	1804	99%	92%	61%
Limited English Proficient	461	93%	68%	20%	490	91%	68%	24%
Economically Disadvantaged	1778	98%	86%	44%	1683	96%	83%	44%
Not Disadvantaged	559	99%	97%	82%	611	99%	96%	78%
Migrant								
Not Migrant	2337	98%	89%	53%	2294	97%	87%	53%

NOTES

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Other Assessments

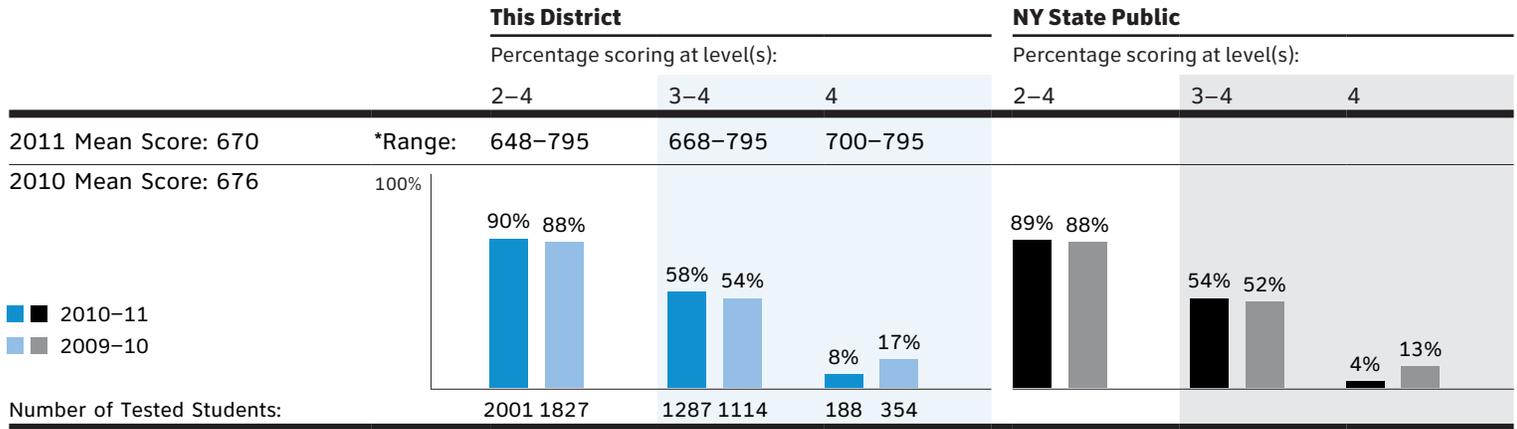
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	31	31	26	25	24	23	20

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2231	90%	58%	8%	2073	88%	54%	17%
Female	1094	92%	63%	10%	1060	91%	57%	20%
Male	1137	87%	53%	7%	1013	85%	51%	14%
American Indian or Alaska Native	7	100%	29%	0%	5	80%	40%	40%
Black or African American	306	90%	53%	3%	286	86%	51%	13%
Hispanic or Latino	986	87%	45%	4%	999	84%	41%	9%
Asian or Native Hawaiian/Other Pacific Islander	374	87%	59%	10%	281	93%	60%	17%
White	551	96%	83%	19%	487	95%	78%	37%
Multiracial	7	100%	86%	29%	15	100%	80%	13%
Small Group Totals								
General-Education Students	1792	94%	65%	10%	1637	94%	62%	21%
Students with Disabilities	439	71%	29%	2%	436	68%	24%	4%
English Proficient	1889	95%	65%	10%	1751	92%	60%	20%
Limited English Proficient	342	62%	15%	1%	322	65%	21%	2%
Economically Disadvantaged	1647	87%	48%	5%	1549	85%	45%	11%
Not Disadvantaged	584	98%	84%	19%	524	97%	80%	36%
Migrant								
Not Migrant	2231	90%	58%	8%	2073	88%	54%	17%

NOTES

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

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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	23	21	20	14	20	20	18	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	41	N/A	N/A	N/A	50	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	41	N/A	N/A	N/A	51	N/A	N/A	N/A

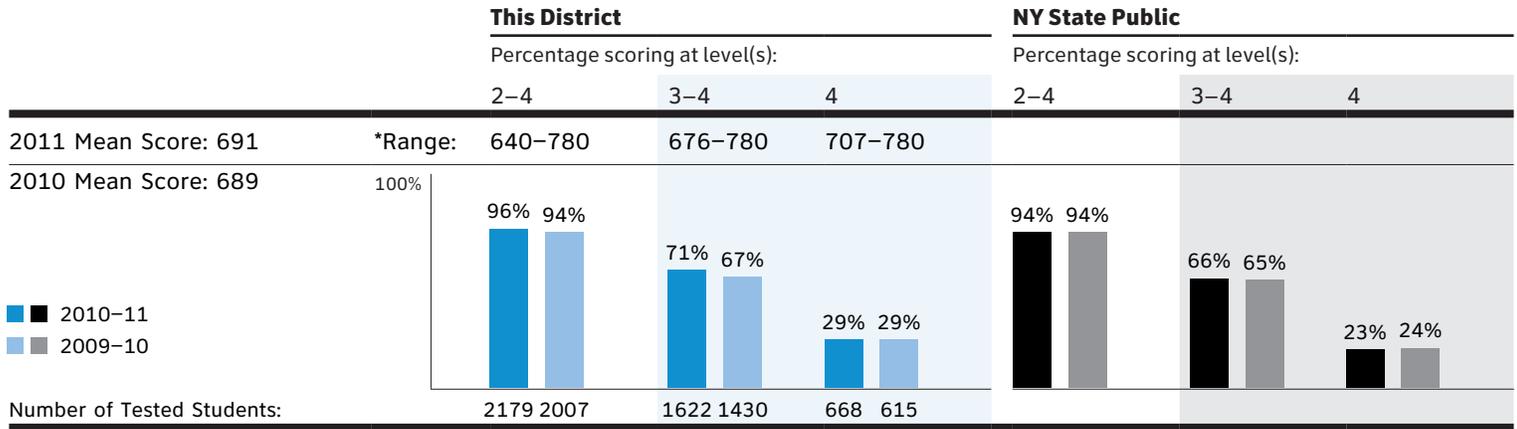
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	2279	96%	71%	29%	2128	94%	67%	29%
Female	1117	96%	71%	29%	1088	94%	67%	30%
Male	1162	96%	71%	29%	1040	95%	68%	27%
American Indian or Alaska Native	7	100%	43%	0%	5	100%	80%	20%
Black or African American	306	94%	65%	16%	286	93%	62%	21%
Hispanic or Latino	1006	93%	59%	17%	1009	92%	56%	18%
Asian or Native Hawaiian/Other Pacific Islander	400	99%	84%	42%	318	97%	78%	37%
White	553	99%	88%	49%	495	98%	86%	50%
Multiracial	7	100%	86%	71%	15	93%	73%	27%
Small Group Totals								
General-Education Students	1840	98%	78%	33%	1686	98%	75%	33%
Students with Disabilities	439	85%	45%	13%	442	82%	38%	12%
English Proficient	1889	97%	77%	33%	1755	96%	73%	33%
Limited English Proficient	390	87%	41%	12%	373	85%	42%	9%
Economically Disadvantaged	1695	94%	65%	23%	1596	93%	61%	22%
Not Disadvantaged	584	99%	90%	48%	532	97%	86%	50%
Migrant								
Not Migrant	2279	96%	71%	29%	2128	94%	67%	29%

NOTES

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Other Assessments

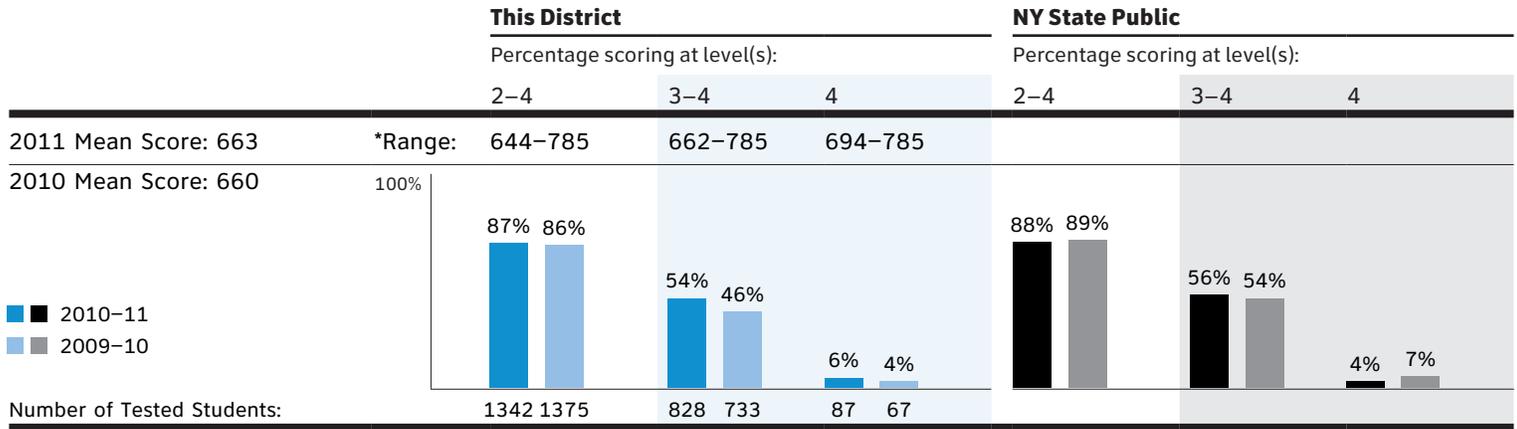
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	22	21	20	17	20	18	17	14

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	1546	87%	54%	6%	1603	86%	46%	4%
Female	777	90%	58%	8%	788	89%	49%	6%
Male	769	83%	49%	3%	815	83%	42%	3%
American Indian or Alaska Native	3	-	-	-	5	-	-	-
Black or African American	221	88%	55%	3%	284	85%	46%	5%
Hispanic or Latino	833	83%	39%	1%	840	81%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	154	87%	63%	6%	161	91%	60%	2%
White	309	96%	83%	18%	310	95%	74%	14%
Multiracial	26	-	-	-	3	-	-	-
Small Group Totals	29	93%	86%	17%	8	88%	38%	0%
General-Education Students	1181	94%	64%	7%	1280	94%	54%	5%
Students with Disabilities	365	62%	20%	1%	323	55%	11%	0%
English Proficient	1351	92%	60%	6%	1420	91%	51%	5%
Limited English Proficient	195	51%	6%	0%	183	44%	6%	1%
Economically Disadvantaged	1051	82%	39%	1%	1106	81%	33%	2%
Not Disadvantaged	495	98%	84%	15%	497	95%	74%	10%
Migrant								
Not Migrant	1546	87%	54%	6%	1603	86%	46%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	18	17	14	13	28	26	24	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	20	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	8	N/A	N/A	N/A	21	N/A	N/A	N/A

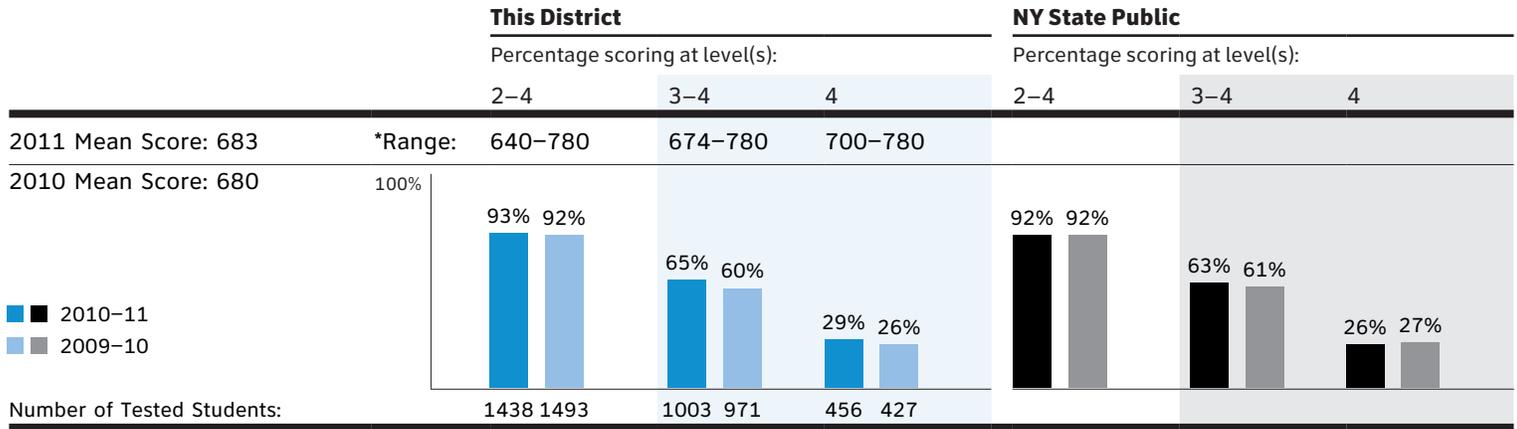
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	1554	93%	65%	29%	1624	92%	60%	26%
Female	777	94%	66%	30%	797	93%	62%	28%
Male	777	91%	63%	28%	827	91%	57%	25%
American Indian or Alaska Native	3	-	-	-	5	-	-	-
Black or African American	220	89%	59%	18%	283	92%	52%	23%
Hispanic or Latino	839	90%	54%	18%	853	89%	50%	15%
Asian or Native Hawaiian/Other Pacific Islander	156	99%	83%	51%	167	97%	81%	51%
White	310	98%	86%	57%	313	98%	82%	48%
Multiracial	26	-	-	-	3	-	-	-
Small Group Totals	29	97%	83%	45%	8	88%	50%	25%
General-Education Students	1191	97%	75%	36%	1300	97%	69%	31%
Students with Disabilities	363	76%	30%	8%	324	70%	22%	6%
English Proficient	1349	95%	70%	33%	1420	95%	65%	29%
Limited English Proficient	205	76%	31%	6%	204	72%	24%	7%
Economically Disadvantaged	1060	90%	55%	18%	1126	89%	51%	18%
Not Disadvantaged	494	99%	86%	54%	498	98%	80%	44%
Migrant								
Not Migrant	1554	93%	65%	29%	1624	92%	60%	26%

NOTES

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Other Assessments

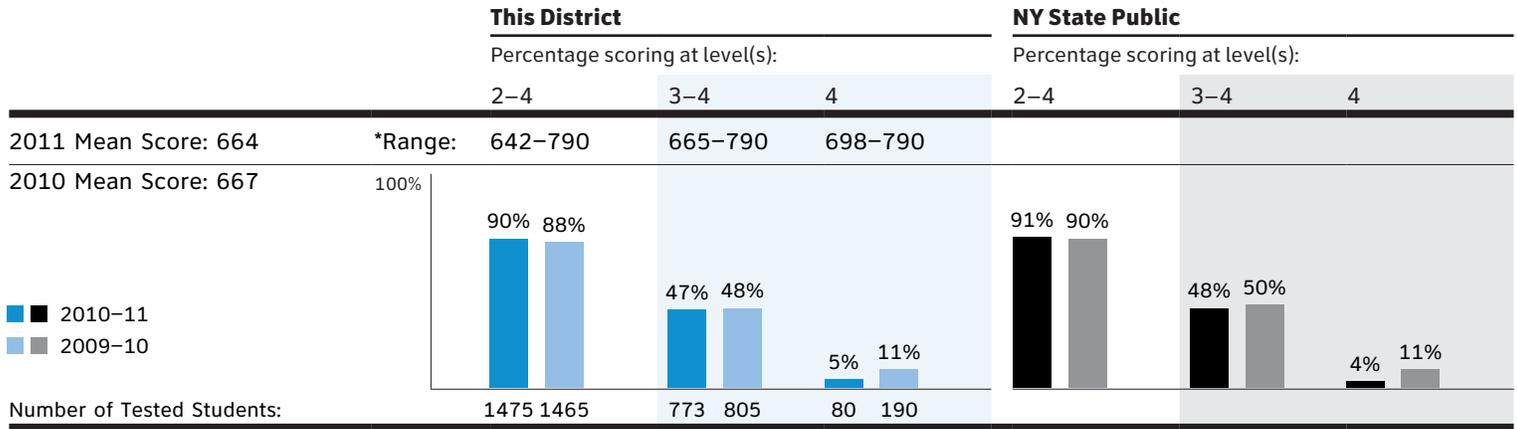
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	18	18	15	13	28	28	27	23

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1635	90%	47%	5%	1665	88%	48%	11%
Female	801	93%	52%	7%	810	91%	57%	16%
Male	834	87%	42%	3%	855	85%	40%	7%
American Indian or Alaska Native	6	83%	17%	0%	7	86%	29%	0%
Black or African American	274	91%	47%	3%	314	87%	46%	9%
Hispanic or Latino	868	88%	34%	2%	819	84%	34%	5%
Asian or Native Hawaiian/Other Pacific Islander	159	93%	62%	5%	182	93%	63%	10%
White	307	95%	76%	15%	335	95%	77%	30%
Multiracial	21	100%	86%	10%	8	100%	88%	13%
Small Group Totals								
General-Education Students	1300	96%	56%	6%	1308	95%	58%	14%
Students with Disabilities	335	67%	13%	1%	357	62%	15%	1%
English Proficient	1481	94%	52%	5%	1524	92%	53%	12%
Limited English Proficient	154	51%	1%	0%	141	45%	2%	0%
Economically Disadvantaged	1128	87%	34%	2%	1126	83%	36%	5%
Not Disadvantaged	507	98%	77%	11%	539	98%	74%	25%
Migrant								
Not Migrant	1635	90%	47%	5%	1665	88%	48%	11%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	21	21	19	18	26	26	22	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	16	N/A	N/A	N/A	25	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	16	N/A	N/A	N/A	25	N/A	N/A	N/A

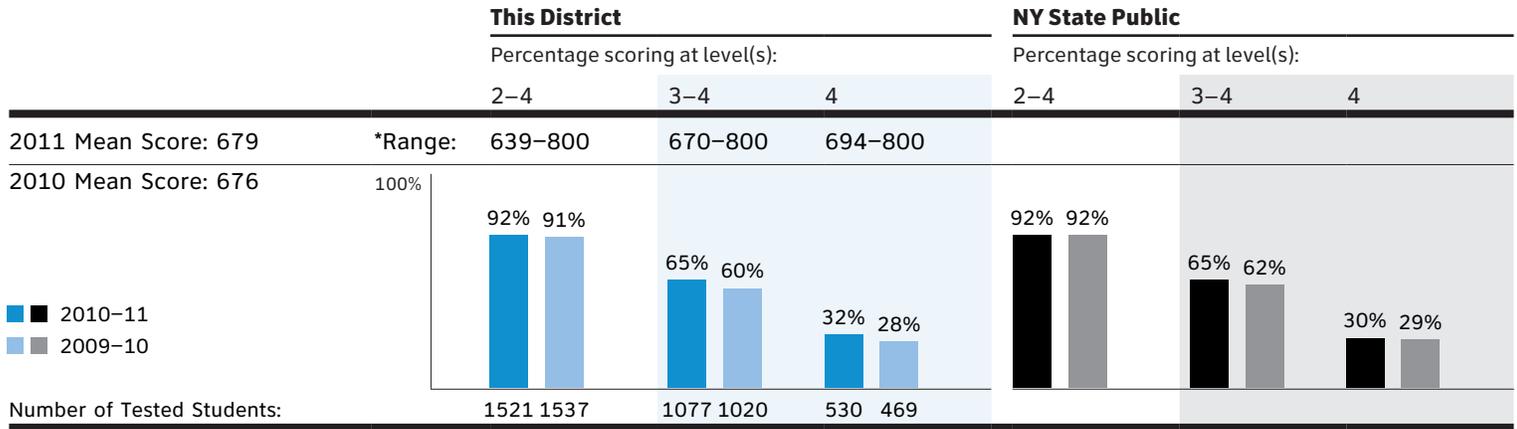
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	1660	92%	65%	32%	1687	91%	60%	28%
Female	809	94%	66%	31%	821	93%	65%	30%
Male	851	90%	64%	33%	866	89%	56%	26%
American Indian or Alaska Native	6	100%	67%	17%	7	71%	29%	14%
Black or African American	276	92%	62%	23%	313	89%	54%	24%
Hispanic or Latino	885	89%	55%	19%	836	89%	49%	14%
Asian or Native Hawaiian/Other Pacific Islander	162	97%	86%	59%	186	96%	83%	48%
White	310	97%	84%	62%	336	96%	83%	54%
Multiracial	21	100%	90%	71%	9	100%	67%	33%
Small Group Totals								
General-Education Students	1324	97%	73%	37%	1331	97%	70%	34%
Students with Disabilities	336	70%	32%	10%	356	70%	26%	6%
English Proficient	1484	94%	69%	34%	1522	94%	66%	31%
Limited English Proficient	176	69%	32%	12%	165	63%	14%	2%
Economically Disadvantaged	1149	90%	57%	22%	1145	88%	51%	19%
Not Disadvantaged	511	96%	83%	53%	542	97%	80%	47%
Migrant								
Not Migrant	1660	92%	65%	32%	1687	91%	60%	28%

NOTES

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Other Assessments

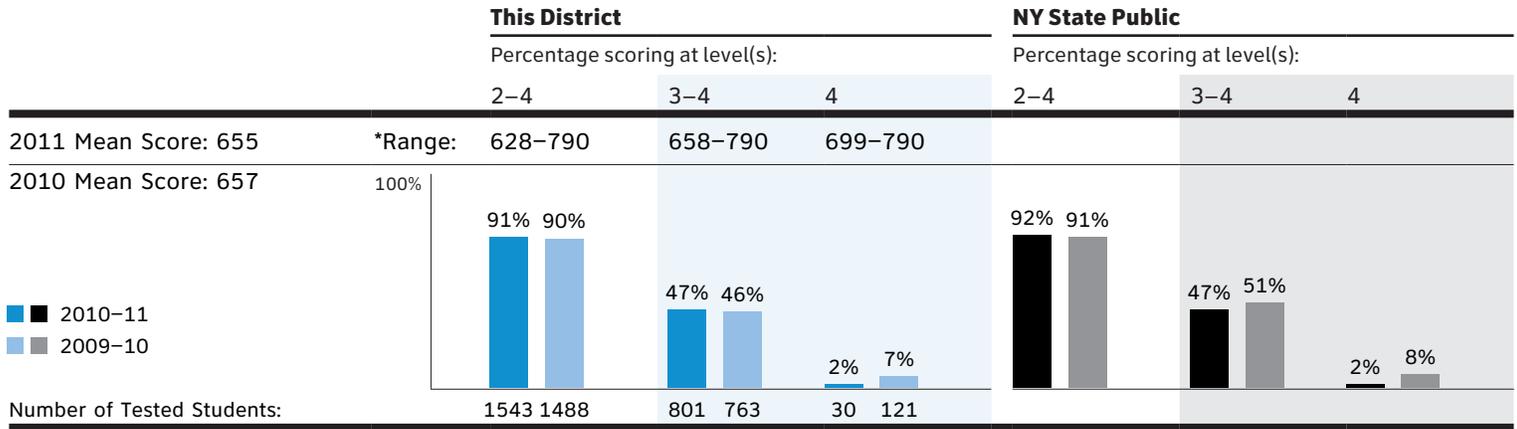
	2010-11 School Year			2009-10 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	21	21	20	19	26	24	23	12

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	1699	91%	47%	2%	1650	90%	46%	7%
Female	823	93%	55%	3%	835	91%	53%	10%
Male	876	89%	40%	1%	815	89%	40%	4%
American Indian or Alaska Native	7	86%	43%	0%	6	-	-	-
Black or African American	294	90%	43%	1%	342	91%	41%	3%
Hispanic or Latino	866	87%	35%	1%	849	87%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	168	96%	58%	2%	159	94%	67%	17%
White	331	96%	73%	4%	290	97%	73%	19%
Multiracial	33	100%	85%	9%	4	-	-	-
Small Group Totals					10	80%	50%	20%
General-Education Students	1348	96%	56%	2%	1320	96%	55%	9%
Students with Disabilities	351	70%	14%	0%	330	67%	10%	0%
English Proficient	1562	94%	51%	2%	1521	94%	50%	8%
Limited English Proficient	137	51%	1%	0%	129	43%	1%	0%
Economically Disadvantaged	1145	88%	35%	1%	1174	87%	35%	3%
Not Disadvantaged	554	98%	72%	3%	476	97%	73%	17%
Migrant								
Not Migrant	1699	91%	47%	2%	1650	90%	46%	7%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	18	18	16	19	19	17	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	13	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 8	13	N/A	N/A	N/A	28	N/A	N/A	N/A

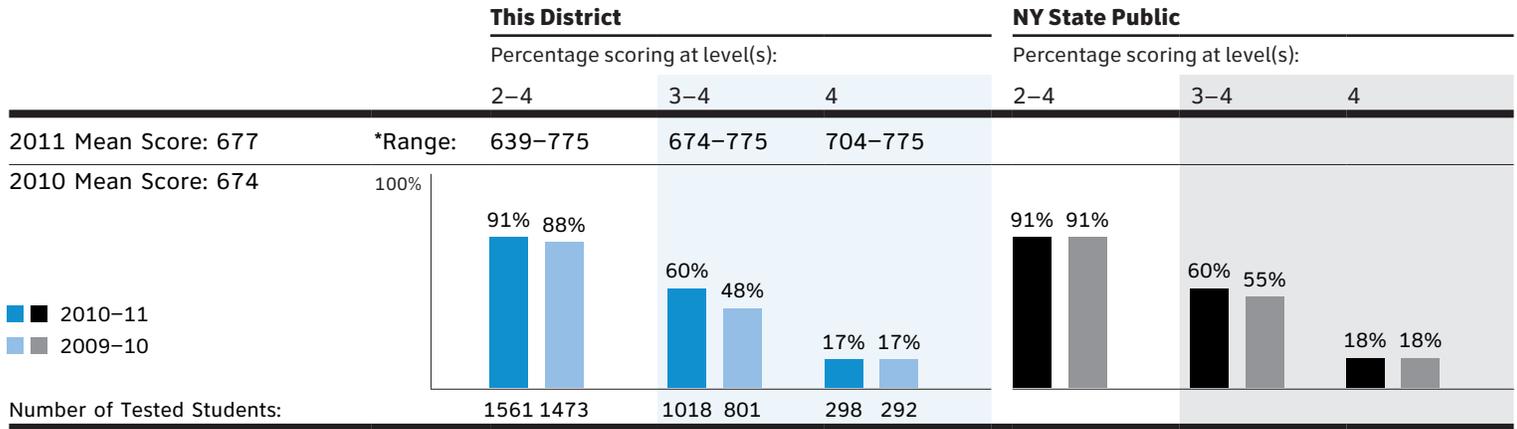
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	1709	91%	60%	17%	1673	88%	48%	17%
Female	825	95%	64%	19%	849	89%	52%	20%
Male	884	88%	55%	16%	824	88%	44%	14%
American Indian or Alaska Native	7	86%	57%	14%	6	83%	33%	17%
Black or African American	295	89%	53%	13%	343	86%	41%	10%
Hispanic or Latino	871	89%	49%	8%	864	85%	37%	8%
Asian or Native Hawaiian/Other Pacific Islander	172	96%	84%	37%	163	98%	79%	48%
White	331	96%	79%	35%	292	96%	73%	36%
Multiracial	33	97%	88%	33%	5	80%	20%	20%
Small Group Totals								
General-Education Students	1362	96%	68%	21%	1346	95%	58%	21%
Students with Disabilities	347	73%	25%	3%	327	61%	8%	2%
English Proficient	1558	93%	63%	19%	1517	91%	52%	19%
Limited English Proficient	151	74%	19%	1%	156	58%	12%	3%
Economically Disadvantaged	1153	88%	51%	11%	1198	86%	38%	10%
Not Disadvantaged	556	97%	77%	30%	475	94%	73%	36%
Migrant								
Not Migrant	1709	91%	60%	17%	1673	88%	48%	17%

NOTES

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

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

Other Assessments

	2010-11 School Year			2009-10 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	18	18	11	19	19	16	10

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

This District's Results in Grade 8 Science

This District

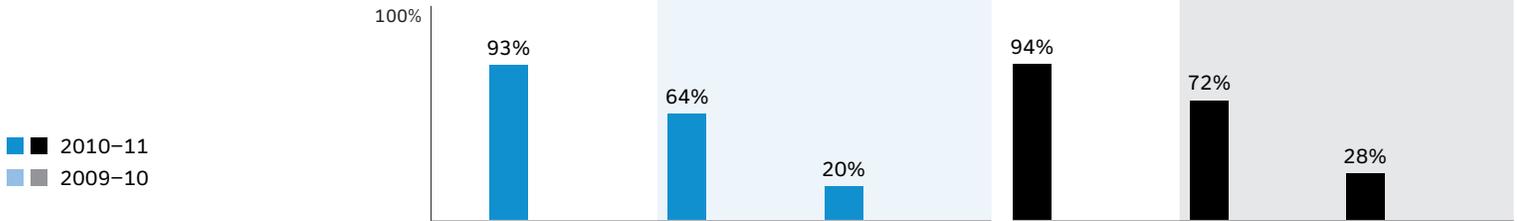
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

1540 - 1070 - 329 -

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	1651	93%	64%	20%	1637	92%	63%	23%
Female	802	94%	66%	20%	833	92%	61%	23%
Male	849	91%	63%	20%	804	92%	65%	23%
American Indian or Alaska Native	6	83%	67%	33%	6	-	-	-
Black or African American	282	91%	59%	12%	337	89%	52%	15%
Hispanic or Latino	843	90%	53%	9%	839	90%	57%	12%
Asian or Native Hawaiian/Other Pacific Islander	169	98%	83%	29%	162	96%	85%	44%
White	318	98%	85%	46%	289	99%	83%	52%
Multiracial	33	97%	91%	52%	4	-	-	-
Small Group Totals					10	90%	50%	20%
General-Education Students	1321	97%	72%	23%	1321	96%	72%	28%
Students with Disabilities	330	75%	31%	5%	316	74%	28%	3%
English Proficient	1511	95%	69%	22%	1486	95%	68%	25%
Limited English Proficient	140	69%	7%	0%	151	60%	15%	1%
Economically Disadvantaged	1112	90%	54%	10%	1171	90%	55%	12%
Not Disadvantaged	539	98%	85%	39%	466	97%	85%	50%
Migrant								
Not Migrant	1651	93%	64%	20%	1637	92%	63%	23%

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	18	19
Regents Science	10	2

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

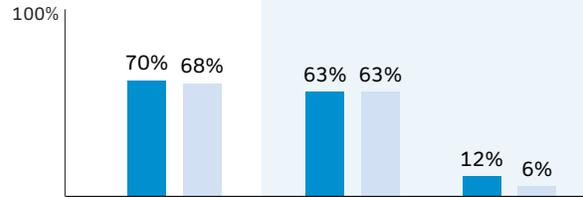
District ID **33-15-00-01-0000**

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

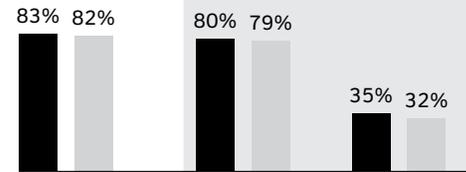


■ 2007 Cohort
■ 2006 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1221	70%	63%	12%	1220	68%	63%	6%
Female	640	77%	70%	14%	655	76%	71%	9%
Male	581	62%	55%	10%	565	59%	54%	3%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	649	76%	69%	12%	701	73%	67%	6%
Hispanic or Latino	462	63%	57%	10%	408	61%	56%	5%
Asian or Native Hawaiian/Other Pacific Islander	41	66%	59%	20%	36	78%	75%	11%
White	62	56%	52%	16%	67	57%	51%	12%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	7	71%	71%	14%	8	88%	88%	13%
General-Education Students	1006	77%	70%	14%	1002	77%	71%	7%
Students with Disabilities	215	39%	29%	1%	218	31%	26%	1%
English Proficient	1151	72%	65%	13%	1155	70%	65%	6%
Limited English Proficient	70	43%	30%	0%	65	37%	28%	2%
Economically Disadvantaged	927	73%	67%	13%	898	71%	65%	6%
Not Disadvantaged	294	59%	52%	10%	322	61%	57%	6%
Migrant								
Not Migrant	1221	70%	63%	12%	1220	68%	63%	6%

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.

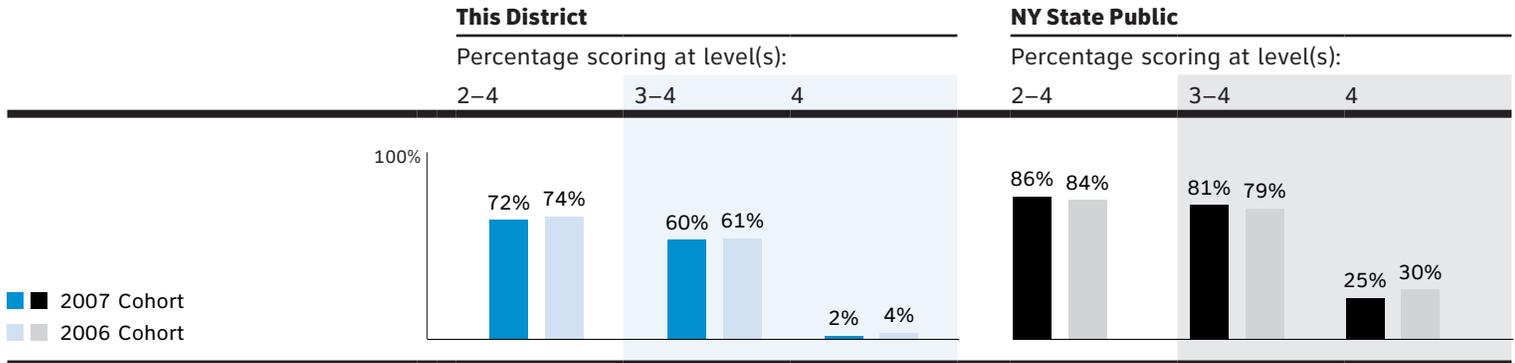
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #15**

District ID **33-15-00-01-0000**

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	1221	72%	60%	2%	1220	74%	61%	4%
Female	640	76%	67%	2%	655	79%	66%	5%
Male	581	68%	53%	3%	565	67%	55%	3%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	649	75%	64%	2%	701	77%	65%	4%
Hispanic or Latino	462	70%	55%	2%	408	67%	53%	2%
Asian or Native Hawaiian/Other Pacific Islander	41	78%	73%	7%	36	92%	81%	19%
White	62	60%	53%	2%	67	66%	52%	6%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	7	71%	71%	0%	8	63%	50%	0%
General-Education Students	1006	80%	68%	3%	1002	81%	69%	4%
Students with Disabilities	215	34%	20%	0%	218	37%	23%	0%
English Proficient	1151	73%	61%	2%	1155	75%	62%	4%
Limited English Proficient	70	53%	43%	1%	65	45%	32%	0%
Economically Disadvantaged	927	75%	63%	2%	898	76%	62%	4%
Not Disadvantaged	294	62%	50%	2%	322	68%	57%	4%
Migrant								
Not Migrant	1221	72%	60%	2%	1220	74%	61%	4%

NOTES

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