



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #16**

District ID **33-16-00-01-0000**

Superintendent **EVELYN SANTIAGO**

Telephone **(718) 935-3900**

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	314	339	334
Kindergarten	618	756	749
Grade 1	790	814	789
Grade 2	822	836	786
Grade 3	745	884	796
Grade 4	779	840	896
Grade 5	721	856	835
Grade 6	539	593	668
Ungraded Elementary	604	52	59
Grade 7	669	617	614
Grade 8	698	801	645
Grade 9	510	716	660
Grade 10	706	621	813
Grade 11	571	946	685
Grade 12	1045	599	882
Ungraded Secondary	673	35	30
Total K-12	10490	9966	9907

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	21	23
Grade 8			
English	25	22	22
Mathematics	24	23	23
Science	24	24	21
Social Studies	23	25	23
Grade 10			
English	34	29	28
Mathematics	31	26	29
Science		24	32
Social Studies	40	28	29

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #16

District ID 33-16-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	7746	74%	7540	76%	7386	75%
Reduced-Price Lunch	660	6%	460	5%	453	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	318	3%	321	3%	347	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	93	1%	77	1%	71	1%
Black or African American	8863	84%	8348	84%	8146	82%
Hispanic or Latino	1339	13%	1362	14%	1485	15%
Asian or Native Hawaiian/Other Pacific Islander	111	1%	91	1%	109	1%
White	84	1%	88	1%	96	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		0%		0%		0%
Student Suspensions	429	4%	727	7%	600	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	836	801	745
Percent with No Valid Teaching Certificate	2%	3%	1%
Percent Teaching Out of Certification	13%	10%	11%
Percent with Fewer Than Three Years of Experience	13%	9%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	34%	38%
Total Number of Core Classes	1503	1471	1492
Percent Not Taught by Highly Qualified Teachers in This District	14%	13%	12%
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	1915	1884	1832
Percent Taught by Teachers Without Appropriate Certification	16%	13%	12%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	21%	28%
Turnover Rate of All Teachers	19%	15%	20%

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 4)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 4)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	X	✓	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	✓ ^{SH}	✓ ^{SH}		–	–	
Black or African American	✓	✓		X	X	
Hispanic or Latino	X	✓		X	X	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	X	✓		–	–	
Multiracial	–	–				
Other Groups						
Students with Disabilities	X	✓ ^{SH}		X	X	
Limited English Proficient	X	X		–	–	
Economically Disadvantaged	✓ ^{SH}	✓		X	X	
Student groups making AYP in each subject	X 4 of 9	X 8 of 9	✓ 1 of 1	X 0 of 5	X 0 of 5	X 0 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 4 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (4817:4341)			99%		119	120	120	127
Ethnicity								
American Indian or Alaska Native (43:37)			98%		105	106	20	115
Black or African American (3843:3509)			99%		120	120		
Hispanic or Latino (840:720)			97%		110	118	117	119
Asian or Native Hawaiian/Other Pacific Islander (45:39)			100%		141	106		
White (85:34)			94%		118	105		
Multiracial (2:2)	–	–	–	–	–	–		
Other Groups								
Students with Disabilities (1424:1253)			98%		78	119	81	90
Limited English Proficient (428:207)			95%		78	114	93	90
Economically Disadvantaged (4540:4102)			99%		119	120	119	127
Final AYP Determination	 4 of 9							
Non-Accountability Groups								
Female (2311:2100)			99%		128	120		
Male (2506:2241)			99%		110	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 8 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (4819:4352)			99%		135	135	
Ethnicity							
American Indian or Alaska Native (43:38)			100%		116	121	20 124
Black or African American (3843:3509)			99%		135	135	
Hispanic or Latino (841:729)			99%		135	133	
Asian or Native Hawaiian/Other Pacific Islander (46:41)			96%		173	122	
White (44:33)			100%		127	120	
Multiracial (2:2)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (1423:1256)			98%		102	134	102 112
Limited English Proficient (224:219)			99%		119	129	127 127
Economically Disadvantaged (4541:4109)			99%		135	135	
Final AYP Determination	 8 of 9						
Non-Accountability Groups							
Female (2310:2104)			99%		138	135	
Male (2509:2248)			99%		131	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		
Accountability Groups										
All Students (1652:1438)		Qualified		95%		151	100			
Ethnicity										
American Indian or Alaska Native (13:12)	–	–	–	–	–	–	–		–	
Black or African American (1331:1168)		Qualified		95%		153	100			
Hispanic or Latino (279:234)		Qualified		92%		145	100			
Asian or Native Hawaiian/Other Pacific Islander (13:11)	–	–	–	–	–	–	–		–	
White (15:12)	–	–	–	–	–	–	–		–	
Multiracial (1:1)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (470:385)		Qualified		93%		117	100			
Limited English Proficient (62:58)		Qualified		92%		114	100			
Economically Disadvantaged (1545:1353)		Qualified		96%		151	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (764:687)				96%		153	100			
Male (888:751)				94%		150	100			
Migrant (0:0)										

Symbols

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

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

Secondary-Level English Language Arts

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

Accountability Measures 0 of 5 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 (736:707)			99%		147	179	156‡	152
Ethnicity								
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—	—
Black or African American (644:601)			99%		148	179	160‡	153
Hispanic or Latino (73:83)			96%		145	172	134‡	151
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—	—
White (6:10)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (73:147)			96%		65	174	86‡	79
Limited English Proficient (10:14)	—	—	—	—	—	—	—	—
Economically Disadvantaged (505:512)			99%		150	178	154‡	155
Final AYP Determination	 0 of 5							
Non-Accountability Groups								
Female (323:313)			99%		160	177		
Male (413:394)			98%		137	177		
Migrant (0:0)								

Symbols

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

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

Secondary-Level Mathematics

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

Accountability Measures 0 of 5 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1247:707)			96%		145	176	153 [‡]	151
Ethnicity								
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—	—
Black or African American (1107:601)			96%		145	176	157 [‡]	151
Hispanic or Latino (110:83)			95%		147	169	130 [‡]	152
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—	—
White (6:10)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (73:147)			97%		85	171	98 [‡]	97
Limited English Proficient (10:14)	—	—	—	—	—	—	—	—
Economically Disadvantaged (853:512)			95%		141	175	153 [‡]	147
Final AYP Determination	 0 of 5							
Non-Accountability Groups								
Female (537:313)			94%		148	174		
Male (413:394)			96%		142	174		
Migrant (0:0)								

Symbols

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

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

Graduation Rate

Accountability Status for This Indicator (2011–12)  Improvement (Year 4)

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

Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 5) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 4) in 2012-13. [214]

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 (647)			45%	80%	51%
Ethnicity					
American Indian or Alaska Native (7)		—	—	—	
Black or African American (570)			46%	80%	53%
Hispanic or Latino (61)			34%	80%	39%
Asian or Native Hawaiian/Other Pacific Islander (3)		—	—	—	
White (6)		—	—	—	
Multiracial (0)					
Other Groups					
Students with Disabilities (161)			13%	80%	25%
Limited English Proficient (20)		—	—	—	
Economically Disadvantaged (418)			48%	80%	53%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (259)			51%	80%	
Male (388)			40%	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 **52%** 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

17 schools identified 65% of total

ACORN HIGH SCHOOL FOR SOCIAL JUSTICE
 BRIGHTER CHOICE COMMUNITY SCHOOL
 BROOKLYN BROWNSTONE SCHOOL
 GOTHAM PROFESSIONAL ARTS ACADEMY
 MS 35 STEPHEN DECATUR
 PS 21 CRISPUS ATTUCKS
 PS 243 THE WEEKSVILLE SCHOOL
 PS 25 EUBIE BLAKE SCHOOL
 PS 26 JESSE OWENS
 PS 262 EL HAJJ MALIK EL SHABAZZ ELEMENTARY SCHOOL
 PS 28 THE WARREN PREP ACADEMY
 PS 335 GRANVILLE T WOODS
 PS 40 GEORGE W CARVER
 PS 5 DR RONALD MCNAIR
 PS 81 THADDEUS STEVENS
 THE BROOKLYN ACADEMY OF GLOBAL FINANCE
 YOUNG SCHOLARS' ACADEMY FOR DISCOVERY AND EXPLORATION

Improvement (year 1) Basic

1 school identified 4% of total

SCHOOL OF BUSINESS FINANCE & ENTREPRENEURSHIP

Improvement (year 1) Comprehensive

6 schools identified 23% of total

FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL
 JHS 57 WHITELAW REID
 MS 584
 PS 308 CLARA CARDWELL
 PS 309 GEORGE E WIBECAN
 UPPER SCHOOL AT PS 25

Restructuring (advanced) Comprehensive

2 schools identified 8% of total

BOYS AND GIRLS HIGH SCHOOL
 MS 267 MATH SCIENCE & TECHNOLOGY

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	39%			796
Grade 4	49%			876
Grade 5	42%			866
Grade 6	26%			717
Grade 7	18%			655
Grade 8	23%			706

Mathematics			
Grade 3	51%		802
Grade 4	55%		888
Grade 5	53%		870
Grade 6	38%		719
Grade 7	35%		657
Grade 8	38%		715

Science			
Grade 4	83%		864
Grade 8	34%		666

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	58%			864
Mathematics	56%			864

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

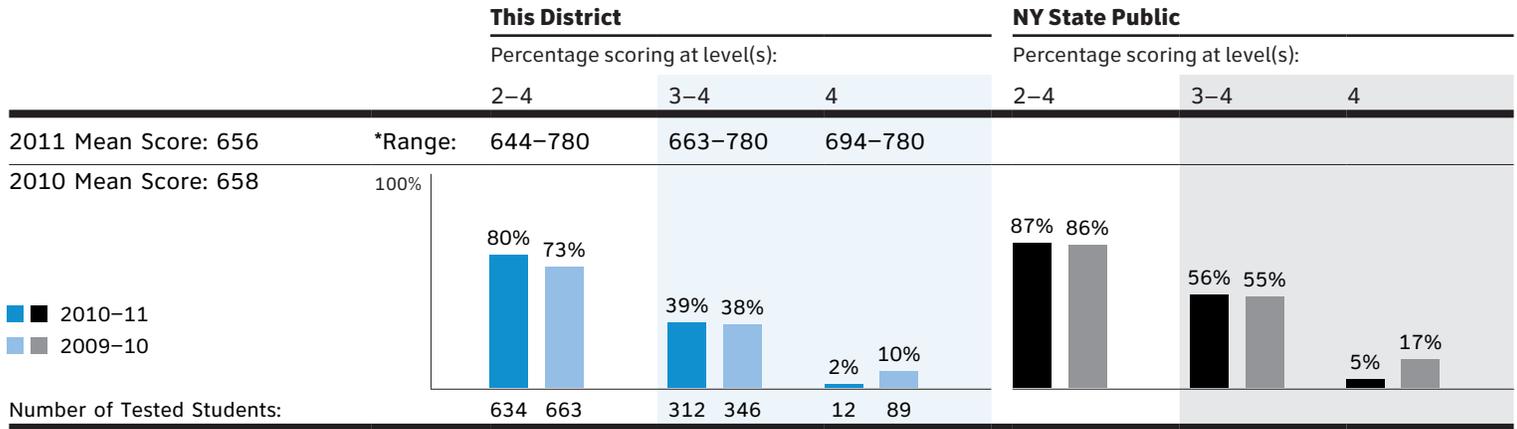
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	796	80%	39%	2%	903	73%	38%	10%
Female	374	84%	45%	2%	420	79%	40%	9%
Male	422	76%	34%	1%	483	69%	37%	10%
American Indian or Alaska Native	7	86%	29%	0%	6	67%	50%	17%
Black or African American	629	81%	39%	1%	727	73%	37%	9%
Hispanic or Latino	143	75%	38%	4%	145	77%	43%	12%
Asian or Native Hawaiian/Other Pacific Islander	12	83%	42%	0%	10	90%	70%	10%
White	5	60%	40%	20%	10	70%	40%	10%
Multiracial					5	60%	60%	0%
Small Group Totals								
General-Education Students	616	88%	46%	2%	689	83%	47%	13%
Students with Disabilities	180	52%	17%	1%	214	44%	10%	0%
English Proficient	762	81%	40%	2%	879	74%	39%	10%
Limited English Proficient	34	56%	18%	0%	24	50%	8%	0%
Economically Disadvantaged	772	80%	39%	1%	873	73%	38%	10%
Not Disadvantaged	24	83%	38%	4%	30	77%	53%	10%
Migrant								
Not Migrant	796	80%	39%	2%	903	73%	38%	10%

NOTES

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	25	24	24	23	22	22	21	16
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	1	N/A	N/A	N/A

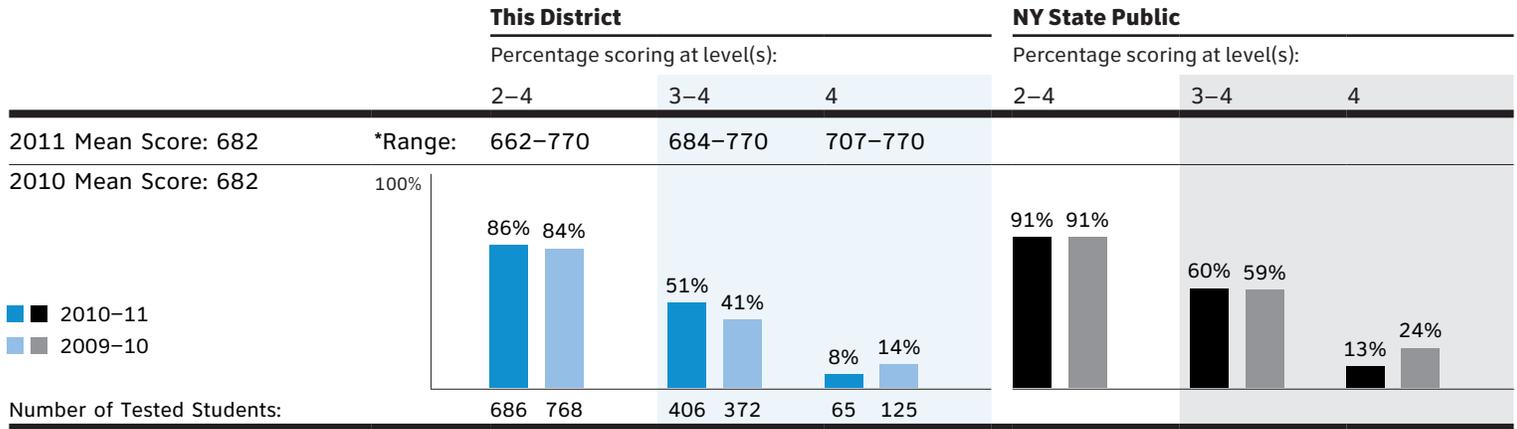
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	802	86%	51%	8%	909	84%	41%	14%
Female	375	88%	52%	7%	426	86%	44%	14%
Male	427	83%	49%	9%	483	83%	39%	13%
American Indian or Alaska Native	7	100%	71%	14%	6	83%	33%	17%
Black or African American	629	86%	50%	8%	729	84%	40%	13%
Hispanic or Latino	146	84%	52%	9%	149	87%	44%	13%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	75%	17%	10	100%	80%	40%
White	8	63%	38%	13%	10	70%	50%	20%
Multiracial					5	80%	40%	20%
Small Group Totals								
General-Education Students	622	90%	56%	9%	694	90%	48%	17%
Students with Disabilities	180	71%	32%	3%	215	66%	18%	3%
English Proficient	764	86%	51%	9%	881	85%	41%	14%
Limited English Proficient	38	79%	42%	0%	28	82%	29%	7%
Economically Disadvantaged	777	86%	51%	8%	879	84%	41%	14%
Not Disadvantaged	25	80%	48%	8%	30	93%	37%	17%
Migrant								
Not Migrant	802	86%	51%	8%	909	84%	41%	14%

NOTES

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Other Assessments

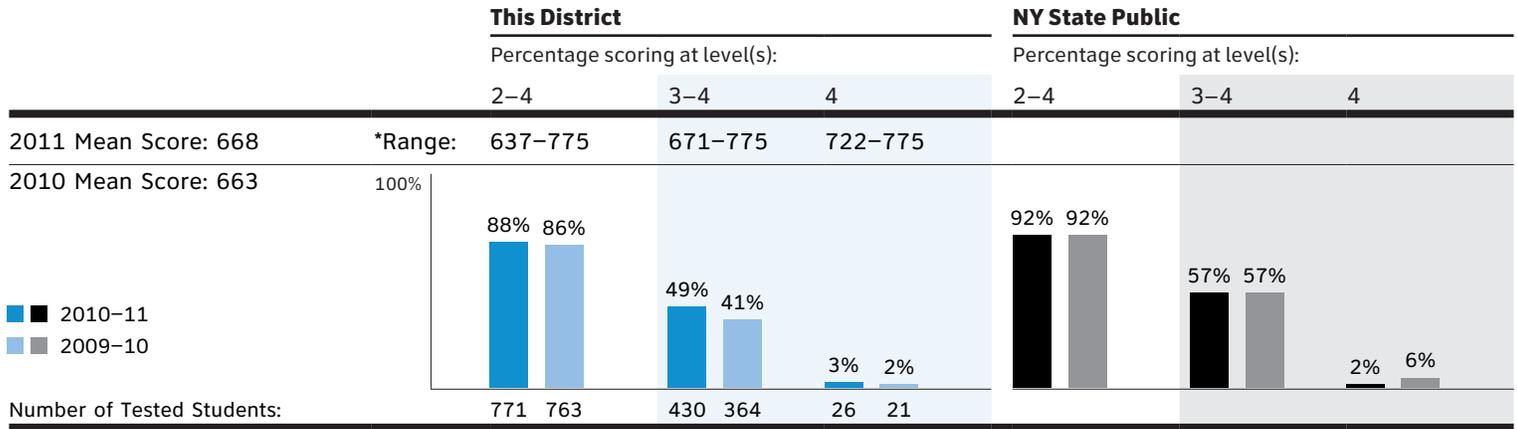
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	25	25	23	20	22	22	21	12

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	876	88%	49%	3%	887	86%	41%	2%
Female	398	93%	57%	4%	483	89%	47%	3%
Male	478	84%	42%	3%	404	82%	34%	1%
American Indian or Alaska Native	4	-	-	-	7	100%	43%	0%
Black or African American	711	90%	50%	3%	715	85%	42%	2%
Hispanic or Latino	144	80%	42%	1%	144	90%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	50%	13%	14	86%	64%	14%
White	8	88%	63%	13%	5	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	5	80%	40%	0%	7	71%	43%	0%
General-Education Students	669	95%	59%	4%	651	93%	51%	3%
Students with Disabilities	207	65%	17%	0%	236	66%	13%	1%
English Proficient	853	89%	50%	3%	848	86%	42%	2%
Limited English Proficient	23	48%	13%	0%	39	79%	18%	0%
Economically Disadvantaged	844	88%	50%	3%	851	86%	41%	2%
Not Disadvantaged	32	88%	38%	6%	36	75%	39%	0%
Migrant								
Not Migrant	876	88%	49%	3%	887	86%	41%	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 4 Equivalent	23	20	20	18	28	27	21	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	2	N/A	N/A	N/A

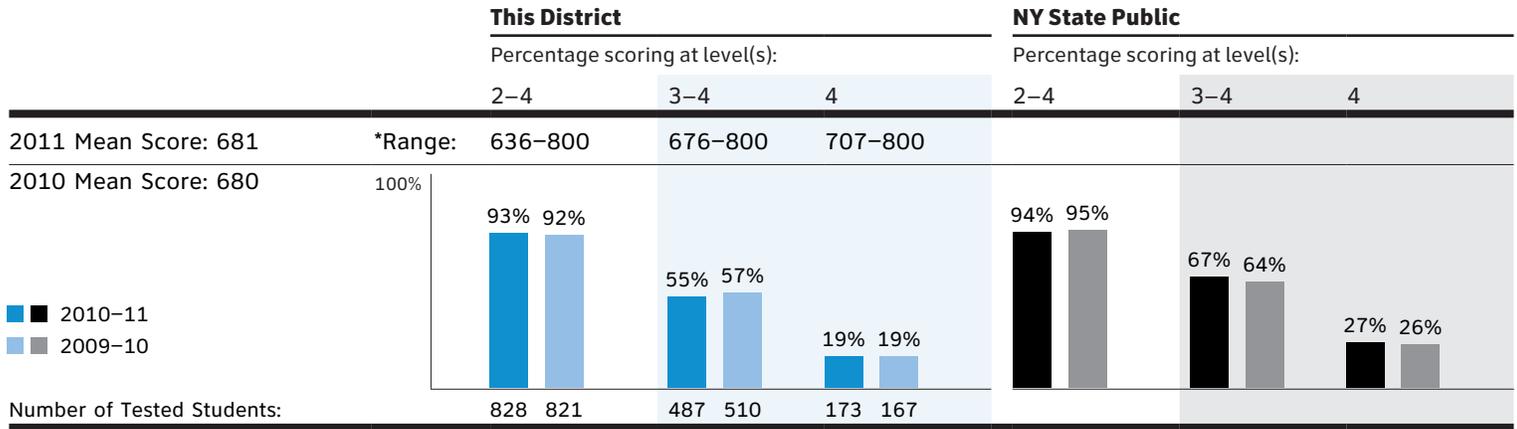
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	888	93%	55%	19%	890	92%	57%	19%
Female	404	95%	58%	23%	482	94%	60%	18%
Male	484	92%	52%	17%	408	91%	55%	19%
American Indian or Alaska Native	4	-	-	-	7	100%	43%	0%
Black or African American	718	94%	55%	20%	714	92%	58%	19%
Hispanic or Latino	148	90%	53%	17%	148	94%	56%	17%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	88%	50%	14	93%	64%	50%
White	9	78%	67%	22%	5	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	5	100%	60%	0%	7	100%	57%	14%
General-Education Students	674	98%	63%	24%	654	96%	66%	23%
Students with Disabilities	214	79%	30%	5%	236	81%	33%	6%
English Proficient	862	94%	56%	20%	847	92%	58%	19%
Limited English Proficient	26	77%	31%	0%	43	88%	42%	5%
Economically Disadvantaged	855	93%	55%	20%	854	92%	57%	19%
Not Disadvantaged	33	97%	45%	12%	36	92%	53%	25%
Migrant								
Not Migrant	888	93%	55%	19%	890	92%	57%	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.

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Other Assessments

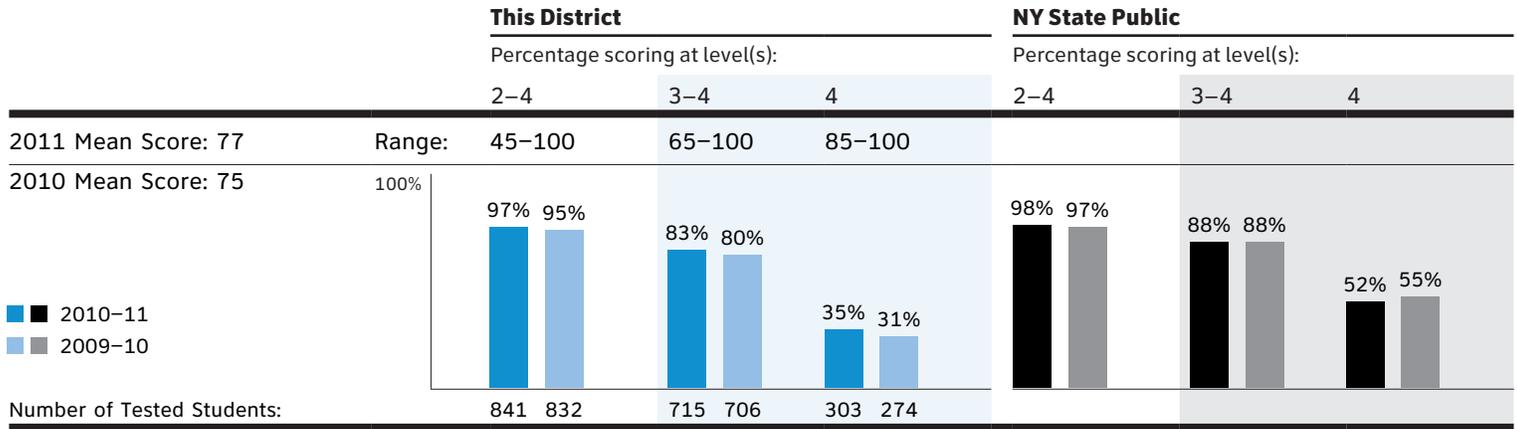
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	22	22	22	21	28	28	26	14

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	864	97%	83%	35%	880	95%	80%	31%
Female	398	99%	87%	38%	482	95%	81%	30%
Male	466	96%	79%	33%	398	94%	79%	32%
American Indian or Alaska Native	4	-	-	-	7	100%	86%	43%
Black or African American	700	98%	83%	35%	707	94%	80%	29%
Hispanic or Latino	142	94%	81%	36%	145	95%	81%	39%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	50%	14	93%	86%	64%
White	9	89%	89%	33%	5	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	5	80%	80%	60%	7	100%	86%	29%
General-Education Students	658	99%	89%	41%	651	97%	86%	37%
Students with Disabilities	206	91%	64%	17%	229	88%	65%	16%
English Proficient	839	98%	84%	36%	837	95%	81%	32%
Limited English Proficient	25	84%	48%	16%	43	86%	56%	19%
Economically Disadvantaged	835	97%	82%	35%	846	95%	81%	31%
Not Disadvantaged	29	100%	93%	34%	34	85%	68%	38%
Migrant								
Not Migrant	864	97%	83%	35%	880	95%	80%	31%

NOTES

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Other Assessments

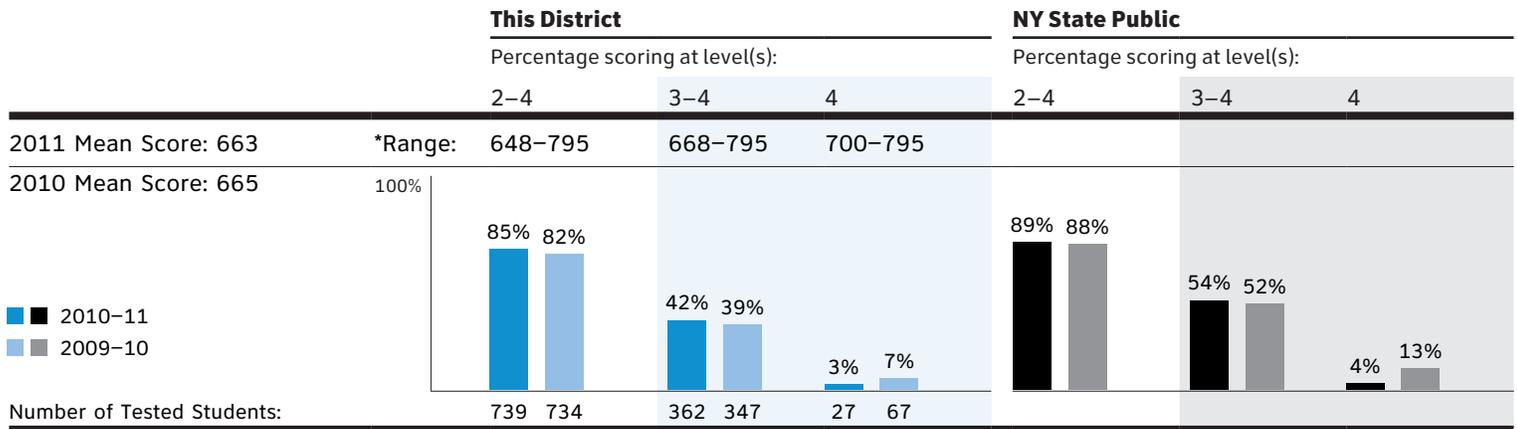
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	22	18	18	17	27	27	26	21

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	866	85%	42%	3%	900	82%	39%	7%
Female	456	88%	48%	4%	435	86%	43%	9%
Male	410	82%	35%	3%	465	78%	34%	6%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	701	85%	41%	3%	735	83%	41%	8%
Hispanic or Latino	144	84%	42%	3%	143	75%	30%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	64%	9%	6	100%	50%	17%
White	3	-	-	-	9	78%	11%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	10	80%	50%	0%	7	86%	29%	0%
General-Education Students	624	92%	53%	4%	670	90%	47%	10%
Students with Disabilities	242	67%	14%	0%	230	57%	15%	1%
English Proficient	828	86%	43%	3%	868	82%	40%	8%
Limited English Proficient	38	71%	21%	0%	32	63%	13%	3%
Economically Disadvantaged	835	86%	42%	3%	871	82%	38%	7%
Not Disadvantaged	31	74%	35%	0%	29	83%	48%	14%
Migrant								
Not Migrant	866	85%	42%	3%	900	82%	39%	7%

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 5 Equivalent	28	26	26	24	19	18	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A

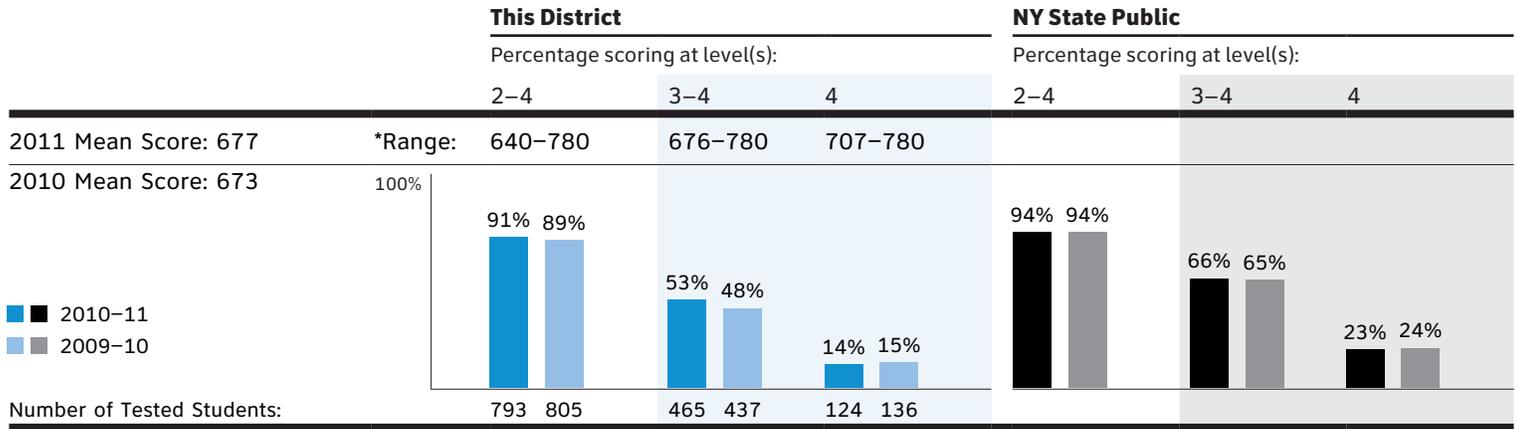
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	870	91%	53%	14%	902	89%	48%	15%
Female	456	92%	56%	15%	438	91%	52%	17%
Male	414	90%	50%	13%	464	88%	45%	14%
American Indian or Alaska Native	6	83%	50%	33%	6	-	-	-
Black or African American	699	91%	53%	13%	734	90%	50%	16%
Hispanic or Latino	148	91%	54%	16%	146	88%	42%	8%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	64%	55%	6	100%	83%	33%
White	5	-	-	-	9	67%	22%	11%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	67%	33%	17%	7	100%	29%	14%
General-Education Students	630	96%	62%	18%	674	95%	56%	18%
Students with Disabilities	240	79%	31%	5%	228	74%	25%	5%
English Proficient	828	91%	55%	15%	869	90%	49%	16%
Limited English Proficient	42	86%	24%	2%	33	82%	33%	3%
Economically Disadvantaged	839	91%	54%	15%	870	90%	49%	15%
Not Disadvantaged	31	87%	48%	0%	32	81%	38%	16%
Migrant								
Not Migrant	870	91%	53%	14%	902	89%	48%	15%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	28	24	24	19	20	20	20	17

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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: 652	*Range: 644-785	662-785	694-785			
2010 Mean Score: 649						
Number of Tested Students:	543	446	185	117	1	2

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	717	76%	26%	0%	635	70%	18%	0%
Female	356	80%	29%	0%	305	75%	23%	0%
Male	361	71%	22%	0%	330	65%	14%	0%
American Indian or Alaska Native	9	-	-	-	4	-	-	-
Black or African American	573	77%	28%	0%	507	70%	17%	0%
Hispanic or Latino	121	65%	16%	0%	117	74%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	11	91%	18%	0%	4	-	-	-
Multiracial								
Small Group Totals	12	83%	25%	0%	11	64%	18%	9%
General-Education Students	483	87%	33%	0%	434	83%	25%	0%
Students with Disabilities	234	53%	12%	0%	201	43%	4%	0%
English Proficient	689	77%	27%	0%	602	72%	19%	0%
Limited English Proficient	28	36%	4%	0%	33	45%	3%	0%
Economically Disadvantaged	673	75%	25%	0%	585	69%	17%	0%
Not Disadvantaged	44	86%	32%	0%	50	88%	34%	0%
Migrant								
Not Migrant	717	76%	26%	0%	635	70%	18%	0%

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	19	16	15	12	16	15	13	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	5	N/A	N/A	N/A	0	N/A	N/A	N/A

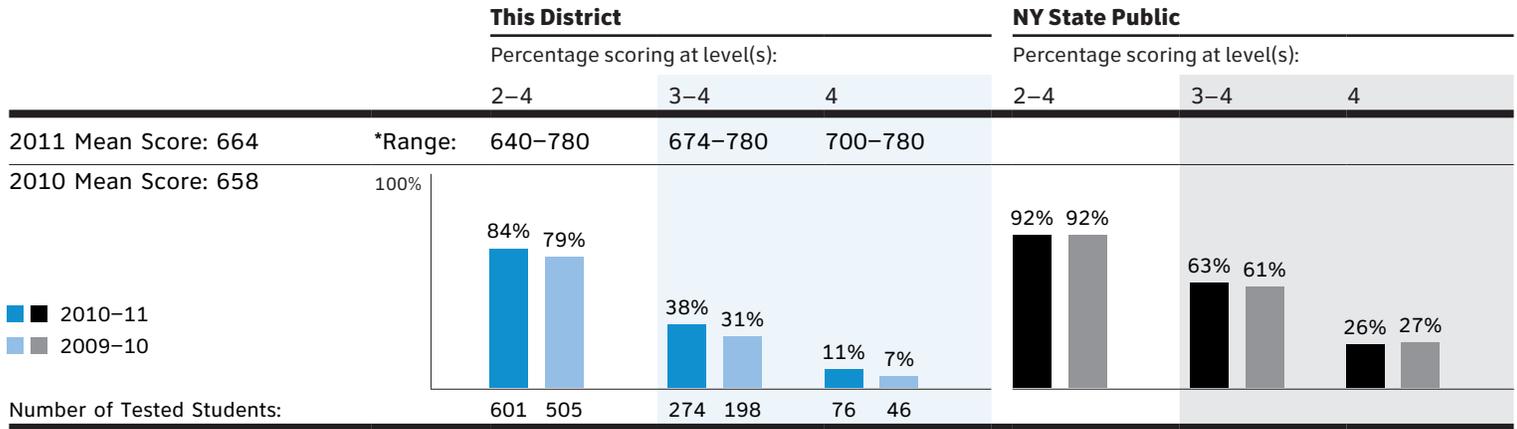
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	719	84%	38%	11%	641	79%	31%	7%
Female	358	87%	40%	12%	307	81%	33%	8%
Male	361	80%	37%	9%	334	77%	29%	6%
American Indian or Alaska Native	9	-	-	-	3	-	-	-
Black or African American	570	83%	38%	10%	509	79%	30%	6%
Hispanic or Latino	127	85%	39%	12%	120	78%	35%	12%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	9	89%	33%	11%	4	-	-	-
Multiracial					2	-	-	-
Small Group Totals	13	92%	46%	15%	12	67%	42%	0%
General-Education Students	487	91%	46%	14%	438	89%	39%	10%
Students with Disabilities	232	69%	22%	3%	203	56%	12%	1%
English Proficient	685	84%	39%	11%	608	80%	31%	7%
Limited English Proficient	34	76%	24%	3%	33	58%	21%	3%
Economically Disadvantaged	674	83%	38%	11%	588	78%	31%	7%
Not Disadvantaged	45	89%	42%	4%	53	91%	32%	8%
Migrant								
Not Migrant	719	84%	38%	11%	641	79%	31%	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 6 Equivalent	20	17	16	13	16	16	15	11

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 653	*Range: 642-790	665-790	698-790			
2010 Mean Score: 651						
Number of Tested Students:	541	507	118 143	1	8	

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	655	83%	18%	0%	684	74%	21%	1%
Female	316	89%	23%	0%	336	77%	23%	1%
Male	339	77%	13%	0%	348	72%	19%	1%
American Indian or Alaska Native	7	71%	0%	0%	7	71%	14%	14%
Black or African American	522	83%	18%	0%	553	76%	21%	1%
Hispanic or Latino	116	82%	20%	0%	116	64%	16%	1%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	6	-	-	-	5	-	-	-
Multiracial								
Small Group Totals	10	60%	20%	0%	8	100%	63%	0%
General-Education Students	458	90%	24%	0%	474	87%	28%	2%
Students with Disabilities	197	65%	5%	0%	210	45%	6%	0%
English Proficient	620	84%	19%	0%	657	76%	22%	1%
Limited English Proficient	35	57%	0%	0%	27	33%	4%	0%
Economically Disadvantaged	603	83%	18%	0%	621	73%	20%	1%
Not Disadvantaged	52	81%	23%	0%	63	83%	33%	2%
Migrant								
Not Migrant	655	83%	18%	0%	684	74%	21%	1%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	15	14	14	12	16	16	14	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	5	N/A	N/A	N/A	2	N/A	N/A	N/A

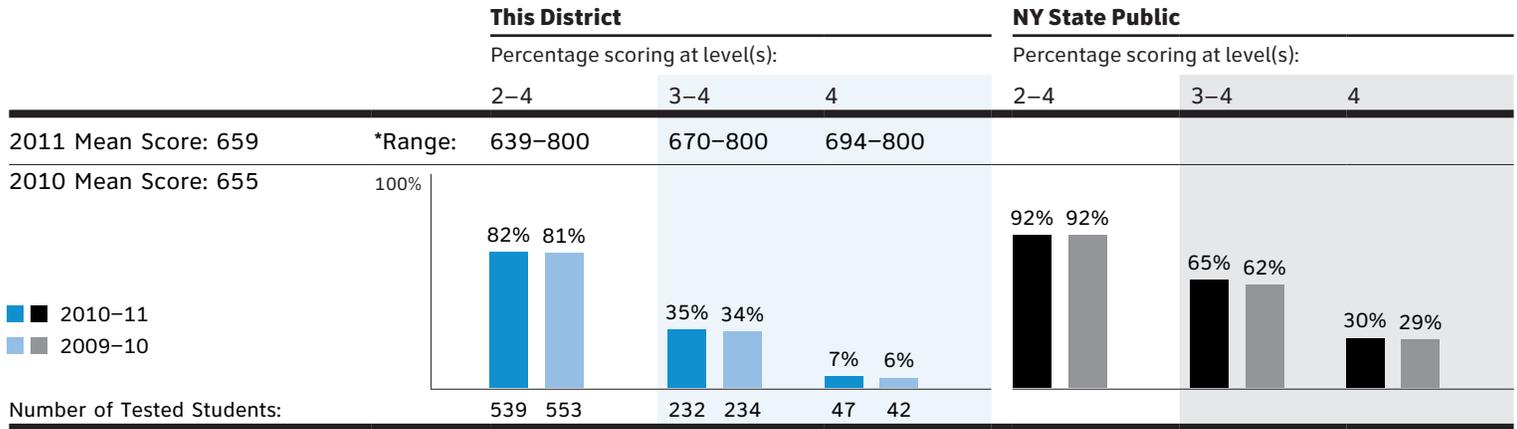
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	657	82%	35%	7%	685	81%	34%	6%
Female	315	82%	33%	5%	338	81%	33%	8%
Male	342	82%	37%	9%	347	80%	35%	4%
American Indian or Alaska Native	8	75%	25%	0%	7	71%	29%	14%
Black or African American	520	81%	34%	7%	547	82%	34%	6%
Hispanic or Latino	118	85%	41%	9%	123	76%	37%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	40%	3	-	-	-
White	6	83%	33%	0%	5	-	-	-
Multiracial								
Small Group Totals					8	100%	38%	25%
General-Education Students	461	89%	43%	8%	475	92%	44%	8%
Students with Disabilities	196	66%	17%	5%	210	55%	11%	3%
English Proficient	616	82%	36%	7%	654	82%	35%	6%
Limited English Proficient	41	78%	27%	2%	31	58%	10%	0%
Economically Disadvantaged	604	82%	35%	7%	621	80%	33%	6%
Not Disadvantaged	53	87%	36%	6%	64	88%	48%	3%
Migrant								
Not Migrant	657	82%	35%	7%	685	81%	34%	6%

NOTES

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Other Assessments

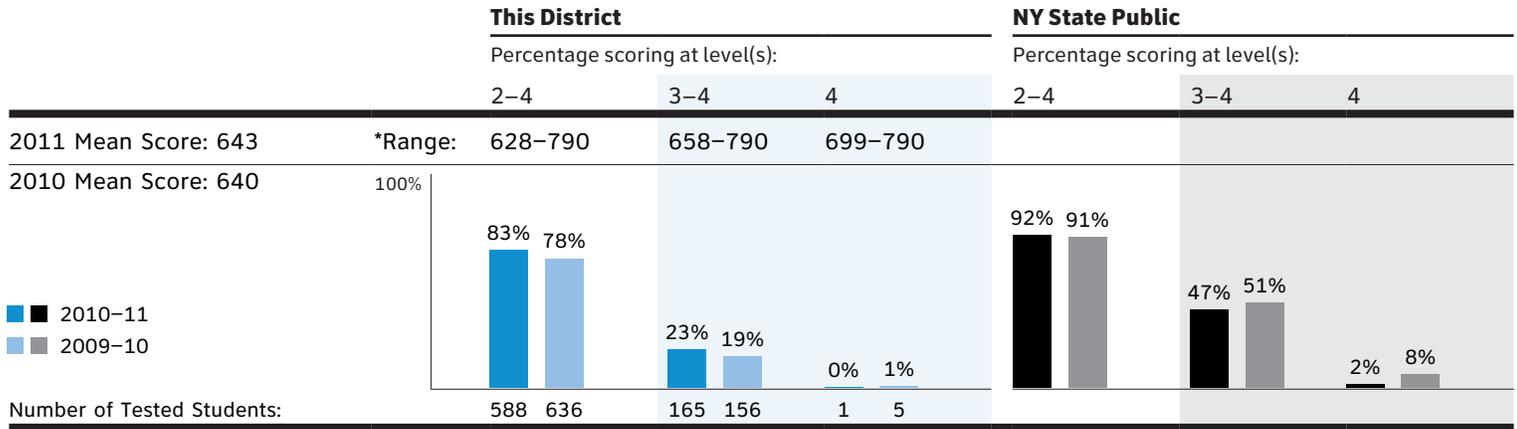
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	15	15	15	9	16	14	14	7

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	706	83%	23%	0%	811	78%	19%	1%
Female	343	87%	27%	0%	400	82%	23%	1%
Male	363	80%	20%	0%	411	75%	16%	0%
American Indian or Alaska Native	8	100%	13%	0%	1	-	-	-
Black or African American	575	85%	25%	0%	671	79%	20%	1%
Hispanic or Latino	115	76%	16%	0%	122	79%	12%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	9	78%	33%	0%
White	5	-	-	-	6	-	-	-
Multiracial					2	-	-	-
Small Group Totals	8	75%	63%	0%	9	67%	44%	0%
General-Education Students	494	92%	32%	0%	578	90%	25%	1%
Students with Disabilities	212	62%	3%	0%	233	49%	6%	0%
English Proficient	677	85%	24%	0%	783	79%	20%	1%
Limited English Proficient	29	38%	0%	0%	28	57%	4%	0%
Economically Disadvantaged	647	83%	23%	0%	710	79%	18%	0%
Not Disadvantaged	59	83%	29%	0%	101	77%	28%	2%
Migrant								
Not Migrant	706	83%	23%	0%	811	78%	19%	1%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	10	9	8	8	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	4	N/A	N/A	N/A	1	N/A	N/A	N/A

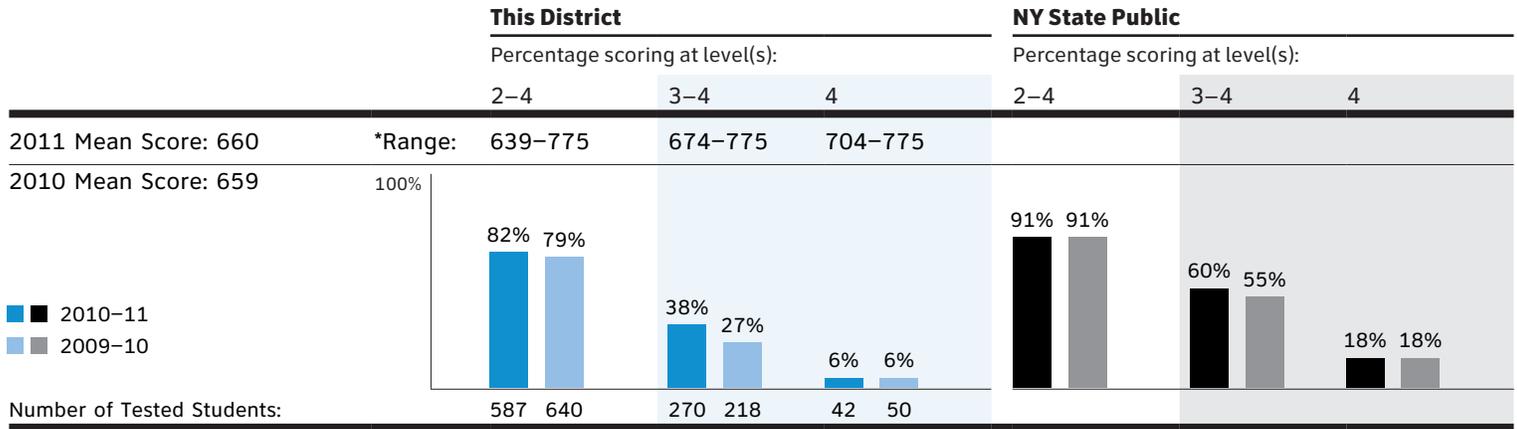
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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	715	82%	38%	6%	813	79%	27%	6%
Female	348	86%	39%	6%	397	81%	30%	7%
Male	367	79%	37%	6%	416	77%	24%	6%
American Indian or Alaska Native	8	50%	25%	13%	1	-	-	-
Black or African American	578	83%	38%	5%	670	79%	26%	7%
Hispanic or Latino	119	81%	36%	8%	124	78%	27%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	9	100%	56%	11%
White	6	-	-	-	6	-	-	-
Multiracial					3	-	-	-
Small Group Totals	10	70%	60%	20%	10	60%	40%	10%
General-Education Students	501	91%	47%	8%	582	87%	34%	8%
Students with Disabilities	214	61%	15%	1%	231	58%	9%	0%
English Proficient	682	83%	39%	6%	783	79%	27%	6%
Limited English Proficient	33	67%	18%	6%	30	70%	27%	0%
Economically Disadvantaged	652	82%	38%	6%	711	78%	27%	6%
Not Disadvantaged	63	83%	38%	5%	102	81%	25%	5%
Migrant								
Not Migrant	715	82%	38%	6%	813	79%	27%	6%

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	12	11	8	6	8	8	8	3

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

This District's Results in Grade 8 Science

This District

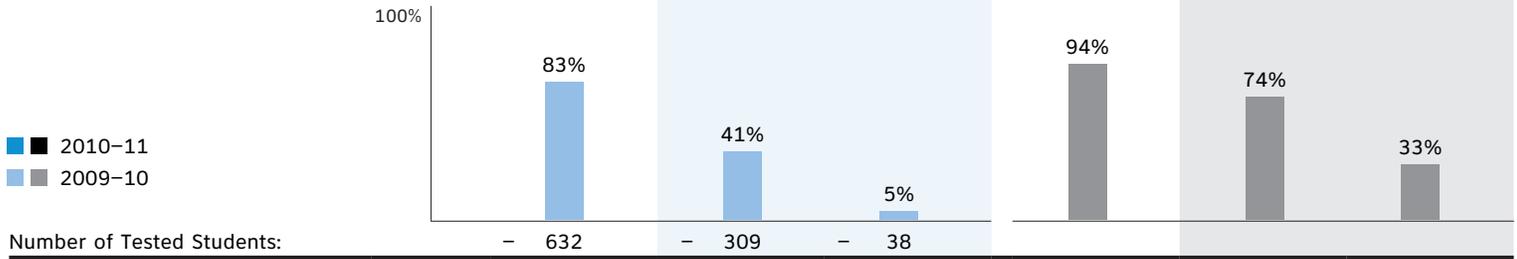
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	666	76%	34%	2%	758	83%	41%	5%
Female	326	78%	36%	2%	366	85%	41%	4%
Male	340	74%	33%	3%	392	82%	41%	6%
American Indian or Alaska Native	8	75%	25%	13%	1	-	-	-
Black or African American	540	76%	36%	2%	628	83%	42%	5%
Hispanic or Latino	108	73%	28%	1%	113	85%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	9	78%	33%	11%
White	6	-	-	-	5	-	-	-
Multiracial					2	-	-	-
Small Group Totals	10	60%	50%	10%	8	75%	50%	13%
General-Education Students	472	84%	42%	3%	544	91%	49%	6%
Students with Disabilities	194	55%	15%	0%	214	64%	20%	2%
English Proficient	635	76%	35%	3%	730	84%	42%	5%
Limited English Proficient	31	61%	16%	0%	28	68%	7%	4%
Economically Disadvantaged	608	75%	33%	2%	660	83%	39%	5%
Not Disadvantaged	58	84%	47%	3%	98	87%	51%	3%
Migrant								
Not Migrant	666	76%	34%	2%	758	83%	41%	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

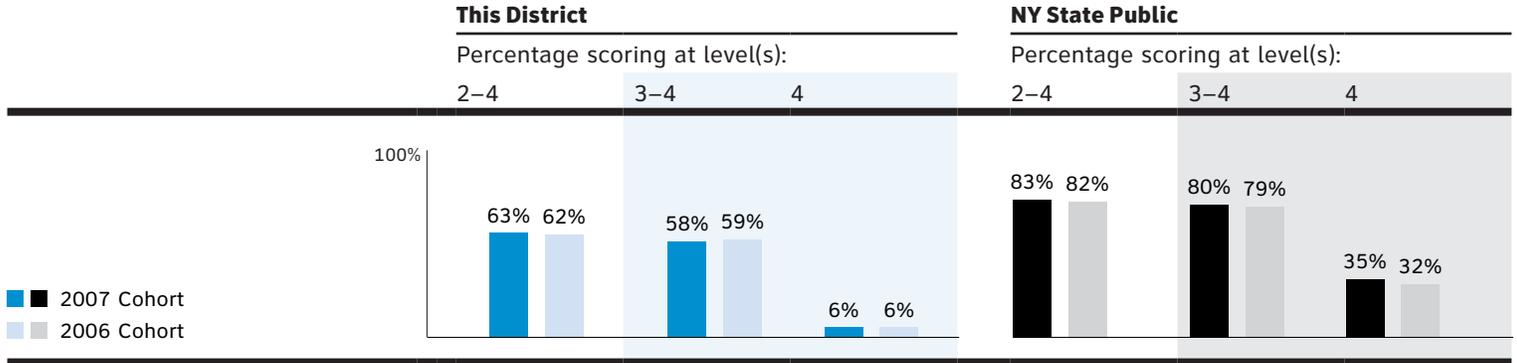
	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	13	10	8	5	8	7	7	5
Regents Science	4	-	-	-	0	-	-	-

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #16**

District ID **33-16-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	864	63%	58%	6%	647	62%	59%	6%
Female	363	71%	67%	10%	259	66%	62%	7%
Male	501	56%	51%	3%	388	59%	57%	5%
American Indian or Alaska Native	9	56%	56%	0%	7	43%	29%	0%
Black or African American	733	64%	59%	7%	570	64%	62%	6%
Hispanic or Latino	106	57%	52%	4%	61	43%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	43%	43%	0%	3	-	-	-
White	9	56%	44%	0%	6	-	-	-
Multiracial								
Small Group Totals					9	67%	67%	11%
General-Education Students	656	78%	72%	8%	489	76%	73%	8%
Students with Disabilities	208	14%	13%	0%	158	18%	16%	0%
English Proficient	839	64%	59%	6%	627	63%	60%	6%
Limited English Proficient	25	24%	20%	0%	20	25%	15%	0%
Economically Disadvantaged	596	66%	62%	6%	418	65%	62%	6%
Not Disadvantaged	268	54%	48%	6%	229	57%	54%	5%
Migrant								
Not Migrant	864	63%	58%	6%	647	62%	59%	6%

NOTES

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* 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 #16**

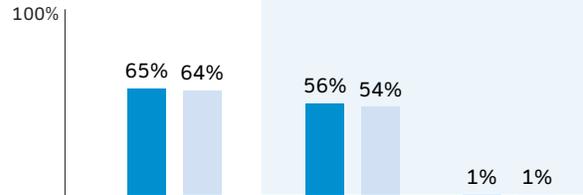
District ID **33-16-00-01-0000**

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

This District

Percentage scoring at level(s):

2-4 3-4 4

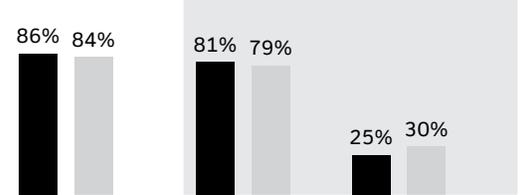


■ 2007 Cohort
■ 2006 Cohort

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	864	65%	56%	1%	647	64%	54%	1%
Female	363	68%	61%	1%	259	65%	56%	2%
Male	501	62%	53%	1%	388	64%	52%	1%
American Indian or Alaska Native	9	67%	33%	0%	7	29%	29%	0%
Black or African American	733	66%	57%	1%	570	67%	56%	1%
Hispanic or Latino	106	58%	51%	2%	61	43%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	7	43%	43%	0%	3	-	-	-
White	9	67%	56%	0%	6	-	-	-
Multiracial								
Small Group Totals					9	67%	67%	0%
General-Education Students	656	77%	69%	1%	489	79%	66%	1%
Students with Disabilities	208	27%	16%	0%	158	20%	16%	0%
English Proficient	839	65%	57%	1%	627	66%	55%	1%
Limited English Proficient	25	36%	20%	0%	20	25%	10%	0%
Economically Disadvantaged	596	66%	56%	1%	418	69%	57%	1%
Not Disadvantaged	268	62%	56%	1%	229	56%	47%	1%
Migrant								
Not Migrant	864	65%	56%	1%	647	64%	54%	1%

NOTES

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