



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #17**

District ID **33-17-00-01-0000**

Superintendent **RHONDA HURDLE TAYLOR**

Telephone **(718) 221-4372**

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	515	548	591
Kindergarten	1444	1690	1662
Grade 1	1953	1939	1868
Grade 2	1852	2002	1952
Grade 3	1758	1957	1946
Grade 4	1735	1907	1950
Grade 5	1666	1831	1799
Grade 6	1869	2077	2086
Ungraded Elementary	1256	107	107
Grade 7	1899	2085	2086
Grade 8	2050	2160	2157
Grade 9	2409	2436	2290
Grade 10	2773	2736	2555
Grade 11	1781	1853	1717
Grade 12	1717	2030	1914
Ungraded Secondary	1102	87	99
Total K-12	27264	26897	26188

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	25	25	25
Grade 8			
English	26	26	27
Mathematics	25	27	26
Science	26	25	27
Social Studies	24	26	26
Grade 10			
English	29	28	28
Mathematics	26	27	29
Science	26	30	27
Social Studies	29	28	28

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #17

District ID 33-17-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	21679	80%	21447	80%	20884	80%
Reduced-Price Lunch	2086	8%	1865	7%	1675	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2400	9%	2468	9%	2567	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	125	0%	121	0%	135	1%
Black or African American	23388	86%	22972	85%	21659	83%
Hispanic or Latino	3007	11%	3077	11%	3509	13%
Asian or Native Hawaiian/Other Pacific Islander	411	2%	423	2%	507	2%
White	333	1%	304	1%	378	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	2009	7%	2026	7%	1835	7%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	2116	2008	1855
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	10%	7%	7%
Percent with Fewer Than Three Years of Experience	12%	7%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	38%	43%	47%
Total Number of Core Classes	4729	4387	4025
Percent Not Taught by Highly Qualified Teachers in This District	10%	6%	7%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	5667	5254	4771
Percent Taught by Teachers Without Appropriate Certification	12%	8%	6%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	24%	21%
Turnover Rate of All Teachers	16%	15%	16%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

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 5)

ELA ▲ Improvement (Year 5) Science ▲ Good Standing

Math ▲ Improvement (Year 1) Graduation Rate ▲ Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			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	✓ ^{SH}	✓	✗	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✗	—	✓	—
White	✗	✗	—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	✗	✗	✗	—
Limited English Proficient	✓ ^{SH}	✓ ^{SH}	✗	✗	✗	—
Economically Disadvantaged	✓	✓	✗	✗	✗	—
Student groups making AYP in each subject	✗ 7 of 9	✗ 6 of 9	✓ 1 of 1	✗ 0 of 7	✗ 1 of 7	✗ 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 5)
for This Subject
(2011–12)

Accountability Measures 7 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 6) 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 5) in 2012-13. [210]

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 (12705:11650)			99%		124	121		
Ethnicity								
American Indian or Alaska Native (56:48)			96%		125	108		
Black or African American (10769:9983)			99%		126	121		
Hispanic or Latino (1483:1307)			98%		118	119	117	126
Asian or Native Hawaiian/Other Pacific Islander (177:150)			98%		123	114		
White (385:153)			85%		103	114	114	113
Multiracial (12:9)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (2561:2309)			96%		81	120	87	93
Limited English Proficient (1257:1304)			98%		96	119	96	106
Economically Disadvantaged (11828:10913)			99%		124	121		
Final AYP Determination	 7 of 9							
Non-Accountability Groups								
Female (6154:5688)			99%		134	121		
Male (6551:5962)			99%		116	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  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 6 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, 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 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 (12700:11735)			99%		137	136	
Ethnicity							
American Indian or Alaska Native (56:51)			98%		118	124	123 126
Black or African American (10761:10031)			99%		137	136	
Hispanic or Latino (1483:1330)			98%		137	134	
Asian or Native Hawaiian/Other Pacific Islander (177:152)			98%		145	129	
White (389:162)			88%		120	129	129 128
Multiracial (12:9)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (2551:2293)			96%		96	135	103 106
Limited English Proficient (1261:1403)			99%		124	134	122 132
Economically Disadvantaged (11822:10996)			99%		137	136	
Final AYP Determination	 6 of 9						
Non-Accountability Groups							
Female (6149:5722)			99%		142	136	
Male (6551:6013)			99%		132	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 (4316:3852)		Qualified		95%		150	100			
Ethnicity										
American Indian or Alaska Native (16:15)	–	–	–	–	–	–	–		–	
Black or African American (3689:3303)		Qualified		95%		150	100			
Hispanic or Latino (461:406)		Qualified		95%		152	100			
Asian or Native Hawaiian/Other Pacific Islander (66:57)		Qualified		97%		168	100			
White (80:67)		Qualified		98%		125	100			
Multiracial (4:4)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (897:781)		Qualified		93%		125	100			
Limited English Proficient (402:419)		Qualified		98%		130	100			
Economically Disadvantaged (4000:3590)		Qualified		96%		150	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (2056:1869)				96%		155	100			
Male (2260:1983)				95%		146	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 5)
for This Subject
(2011–12)

Accountability Measures 0 of 7 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 6) 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 5) in 2012-13. [210]

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 (2261:2141)			100%		166	181	174 [‡]	169
Ethnicity								
American Indian or Alaska Native (12:10)	—	—	—	—	—	—	—	—
Black or African American (1947:1855)			100%		168	180	178	171
Hispanic or Latino (216:204)			100%		157	175	153 [‡]	161
Asian or Native Hawaiian/Other Pacific Islander (48:47)			100%		166	169	169	169
White (36:23)	—	—	—	—	—	—	—	—
Multiracial (2:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (162:240)			99%		98	176	109 [‡]	108
Limited English Proficient (171:186)			100%		141	175	143 [‡]	147
Economically Disadvantaged (1814:1729)			100%		166	180	174 [‡]	169
Final AYP Determination	 0 of 7							
Non-Accountability Groups								
Female (1333:1212)			100%		173	180		
Male (928:929)			100%		158	179		
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  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 1 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, 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 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 (2261:2141)			100%		173	178	175 [‡]	176
Ethnicity								
American Indian or Alaska Native (12:10)	–	–	–	–	–	–	–	–
Black or African American (1947:1855)			100%		174	177	177	177
Hispanic or Latino (216:204)			99%		163	172	160 [‡]	167
Asian or Native Hawaiian/Other Pacific Islander (48:47)			100%		185	166		
White (36:23)	–	–	–	–	–	–	–	–
Multiracial (2:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (162:240)			99%		102	173	124 [‡]	112
Limited English Proficient (171:186)			100%		171	172	159 [‡]	174
Economically Disadvantaged (1814:1729)			100%		174	177	174 [‡]	177
Final AYP Determination	 1 of 7							
Non-Accountability Groups								
Female (1333:1212)			100%		178	177		
Male (928:929)			100%		168	176		
Migrant (0:0)								

Symbols

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

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

Graduation Rate

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

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

Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (2341)			65%	80%	66%
Ethnicity					
American Indian or Alaska Native (19)		—	—	—	
Black or African American (2019)			67%	80%	66%
Hispanic or Latino (220)			52%	80%	60%
Asian or Native Hawaiian/Other Pacific Islander (37)			73%	80%	72%
White (42)			43%	80%	16%
Multiracial (4)		—	—	—	
Other Groups					
Students with Disabilities (297)			27%	80%	37%
Limited English Proficient (167)			44%	80%	58%
Economically Disadvantaged (1852)			67%	80%	68%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (1331)			70%	80%	
Male (1010)			59%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **71%** 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

27 schools identified 54% of total

ACAD FOR COLLEGE PREP & CAREER EXPLORATION: A COLLEGE BOARD SCH
 ACADEMY OF HOSPITALITY AND TOURISM
 BROOKLYN SCHOOL FOR MUSIC & THEATER
 CLARA BARTON HIGH SCHOOL
 HIGH SCHOOL FOR GLOBAL CITIZENSHIP (THE)
 HIGH SCHOOL FOR SERVICE AND LEARNING AT ERASMUS
 HS FOR PUBLIC SERVICE-HEROES OF TOMORROW
 IS 340
 MEDGAR EVERS COLLEGE PREPERATORY SCHOOL
 MS 394
 MS 61 GLADSTONE H ATWELL
 PS 12
 PS 189 LINCOLN TERRACE
 PS 191 PAUL ROBESON
 PS 221 TOSSAINT L'OUVERTURE
 PS 241 EMMA L JOHNSTON
 PS 249 THE CATON
 PS 289 GEORGE V BROWER
 PS 316 ELIJAH STROUD
 PS 397 FOSTER-LAURIE
 PS 398 WALTER WEAVER
 PS 399 STANLEY EUGENE CLARKE
 PS 6
 PS 770 NEW AMERICAN ACADEMY
 RONALD EDMONDS LEARNING CTR II
 SCIENCE, TECH & RESEARCH HIGH SCHOOL AT ERASMUS
 THE SCHOOL OF INTEGRATED LEARNING

Improvement (year 1) Basic

7 schools identified 14% of total

BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT
 BROWNSVILLE ACADEMY HIGH SCHOOL
 HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT
 PS 138
 PS 181
 PS 91 THE ALBANY AVENUE SCHOOL
 PS 92 ADRIAN HEGEMAN

Improvement (year 1) Focused

1 school identified 2% of total

PS 161 THE CROWN

Improvement (year 1) Comprehensive

1 school identified 2% of total

PS 167 THE PARKWAY

Improvement (year 2) Basic

1 school identified 2% of total

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

Improvement (year 2) Basic (continued)

W E B DUBOIS ACADEMIC HIGH SCHOOL

Improvement (year 2) Comprehensive

5 schools identified 10% of total

ELIJAH STROUD MIDDLE SCHOOL

INTERNATIONAL ARTS BUSINESS SCHOOL

INTERNATIONAL HIGH SCHOOL AT PROSPECT HEIGHTS

PS 22

SCHOOL FOR DEMOCRACY AND LEADERSHIP

Corrective Action (year 1) Comprehensive

2 schools identified 4% of total

MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE

SCHOOL FOR HUMAN RIGHTS (THE)

Corrective Action (year 2) Focused

1 school identified 2% of total

PS 375 JACKIE ROBINSON SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 2% of total

MIDDLE SCHOOL FOR THE ARTS

Restructuring (year 1) Focused

1 school identified 2% of total

EBBETTS FIELD MIDDLE SCHOOL

Restructuring (advanced) Comprehensive

3 schools identified 6% of total

MS 2

MS 246 WALT WHITMAN

PAUL ROBESON HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	43%			1950
Grade 4	44%			1963
Grade 5	40%			1851
Grade 6	39%			2086
Grade 7	30%			2129
Grade 8	28%			2160

Mathematics

Grade 3	49%			1977
Grade 4	50%			1986
Grade 5	51%			1886
Grade 6	47%			2131
Grade 7	46%			2156
Grade 8	42%			2192

Science

Grade 4	78%			1966
Grade 8	39%			1954

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	71%			2510
Mathematics	73%			2510

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

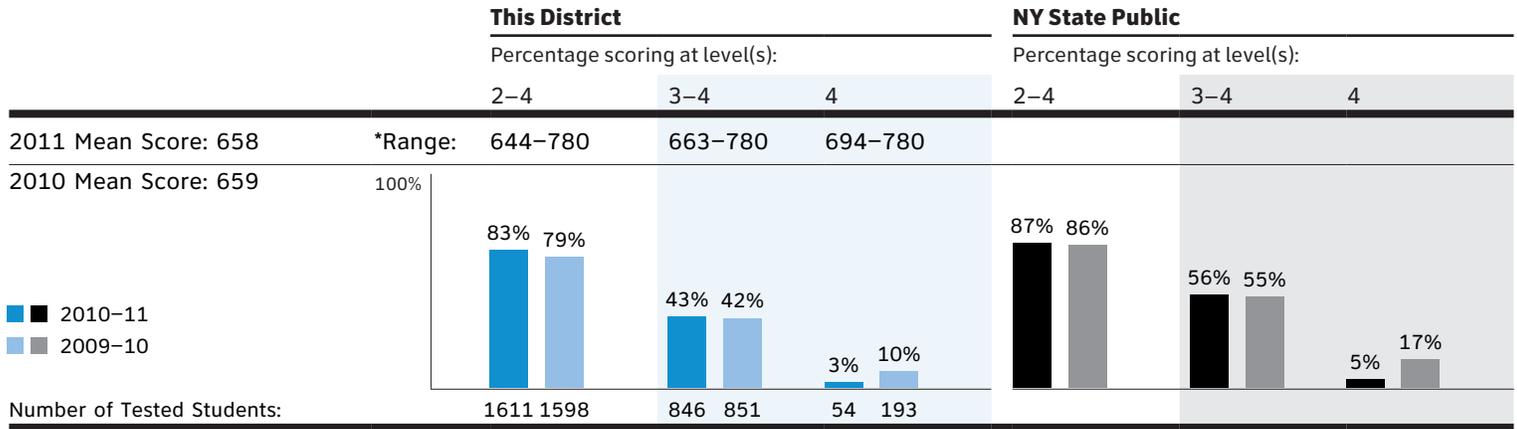
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	1950	83%	43%	3%	2022	79%	42%	10%
Female	937	86%	49%	3%	970	83%	46%	12%
Male	1013	79%	38%	2%	1052	76%	39%	8%
American Indian or Alaska Native	9	-	-	-	11	73%	36%	0%
Black or African American	1604	83%	43%	3%	1699	79%	43%	10%
Hispanic or Latino	270	82%	43%	2%	253	77%	39%	7%
Asian or Native Hawaiian/Other Pacific Islander	36	75%	53%	0%	29	76%	34%	7%
White	28	75%	32%	4%	24	71%	54%	13%
Multiracial	3	-	-	-	6	100%	33%	0%
Small Group Totals	12	83%	58%	0%				
General-Education Students	1609	88%	49%	3%	1624	86%	48%	11%
Students with Disabilities	341	57%	16%	0%	398	51%	18%	3%
English Proficient	1746	84%	45%	3%	1838	80%	43%	10%
Limited English Proficient	204	67%	31%	1%	184	66%	29%	5%
Economically Disadvantaged	1865	82%	43%	3%	1944	79%	42%	9%
Not Disadvantaged	85	87%	49%	4%	78	79%	42%	14%
Migrant								
Not Migrant	1950	83%	43%	3%	2022	79%	42%	10%

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	37	33	31	27	40	37	34	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	N/A	N/A	N/A	39	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	23	N/A	N/A	N/A	42	N/A	N/A	N/A

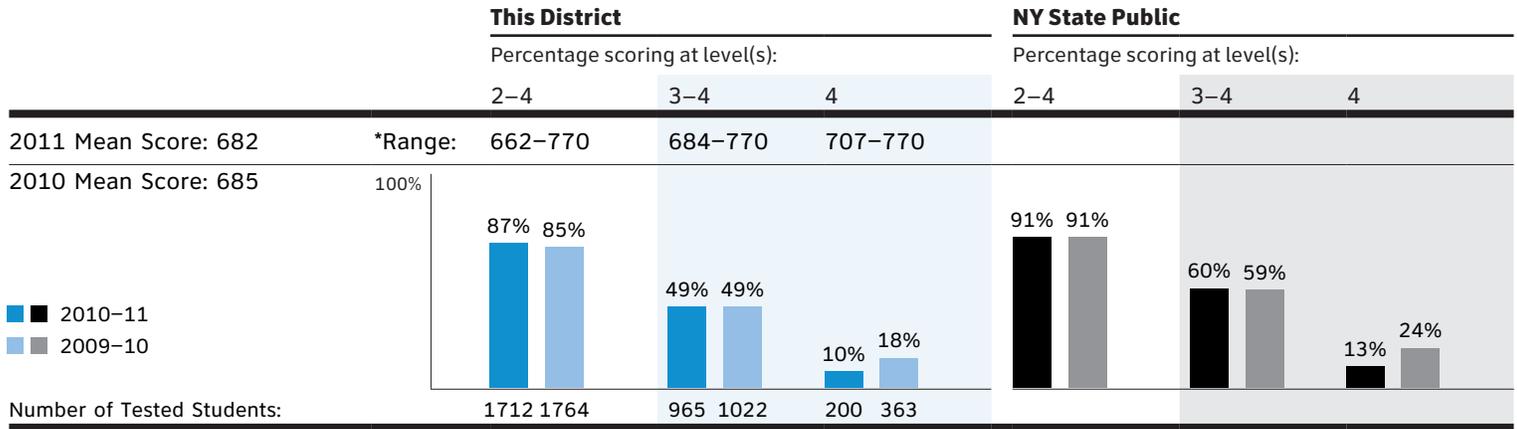
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	1977	87%	49%	10%	2074	85%	49%	18%
Female	955	89%	52%	10%	990	87%	50%	17%
Male	1022	85%	46%	10%	1084	83%	49%	18%
American Indian or Alaska Native	9	-	-	-	11	73%	45%	18%
Black or African American	1617	87%	48%	10%	1727	86%	50%	17%
Hispanic or Latino	279	87%	52%	9%	271	82%	48%	19%
Asian or Native Hawaiian/Other Pacific Islander	36	81%	61%	8%	30	83%	60%	23%
White	33	82%	45%	6%	27	81%	37%	7%
Multiracial	3	-	-	-	8	100%	38%	0%
Small Group Totals	12	92%	58%	17%				
General-Education Students	1637	91%	54%	11%	1668	90%	54%	20%
Students with Disabilities	340	66%	23%	4%	406	65%	29%	7%
English Proficient	1748	88%	50%	11%	1848	86%	51%	18%
Limited English Proficient	229	76%	38%	7%	226	75%	34%	12%
Economically Disadvantaged	1889	86%	49%	10%	1984	85%	49%	18%
Not Disadvantaged	88	91%	55%	17%	90	86%	48%	16%
Migrant								
Not Migrant	1977	87%	49%	10%	2074	85%	49%	18%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	37	37	31	26	40	39	34	26

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 664	*Range: 637-775	671-775	722-775			
2010 Mean Score: 659						
Number of Tested Students:	1742	1614	862	695	13	28

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	1963	89%	44%	1%	1932	84%	36%	1%
Female	941	93%	49%	1%	958	87%	39%	2%
Male	1022	85%	39%	0%	974	80%	33%	1%
American Indian or Alaska Native	7	-	-	-	7	71%	29%	0%
Black or African American	1650	90%	44%	1%	1632	84%	38%	2%
Hispanic or Latino	241	85%	42%	0%	237	80%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	32	84%	44%	6%	28	75%	36%	4%
White	31	65%	19%	3%	22	73%	32%	0%
Multiracial	2	-	-	-	6	100%	50%	0%
Small Group Totals	9	100%	78%	0%				
General-Education Students	1564	95%	51%	1%	1573	90%	42%	2%
Students with Disabilities	399	64%	14%	0%	359	54%	12%	1%
English Proficient	1795	90%	46%	1%	1733	86%	38%	2%
Limited English Proficient	168	71%	21%	0%	199	65%	14%	0%
Economically Disadvantaged	1850	89%	44%	1%	1843	84%	36%	1%
Not Disadvantaged	113	86%	40%	2%	89	83%	38%	7%
Migrant								
Not Migrant	1963	89%	44%	1%	1932	84%	36%	1%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	48	42	37	33	39	37	34	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	19	N/A	N/A	N/A	35	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	20	N/A	N/A	N/A	38	N/A	N/A	N/A

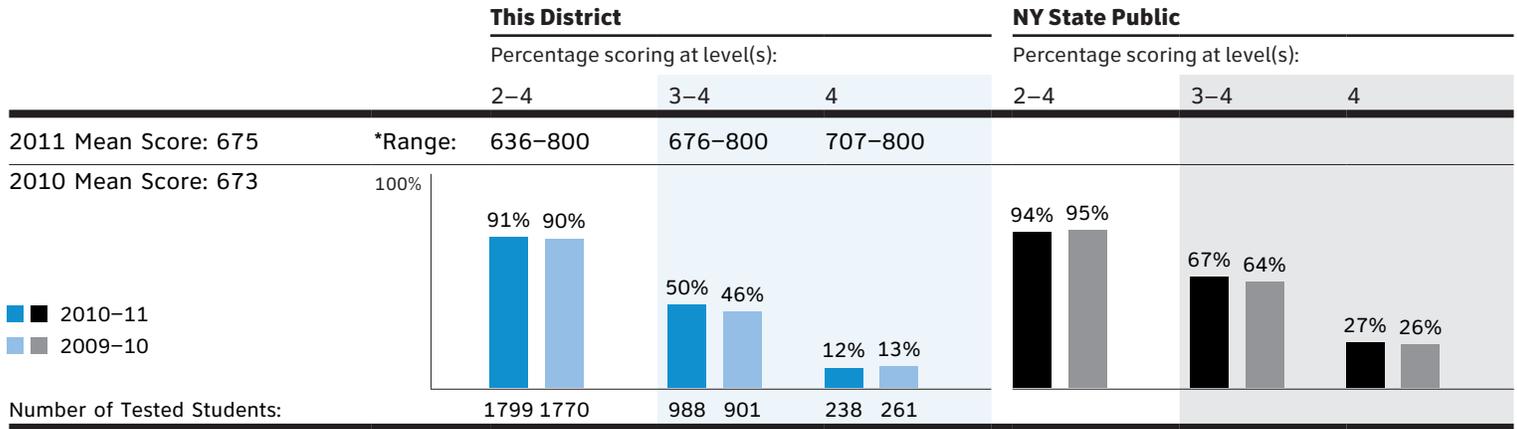
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	1986	91%	50%	12%	1970	90%	46%	13%
Female	948	93%	52%	14%	978	91%	47%	13%
Male	1038	88%	48%	11%	992	89%	45%	13%
American Indian or Alaska Native	7	-	-	-	7	71%	43%	0%
Black or African American	1662	91%	50%	12%	1663	89%	46%	14%
Hispanic or Latino	246	89%	47%	10%	241	93%	45%	9%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	53%	26%	30	83%	57%	13%
White	35	66%	34%	3%	22	100%	50%	14%
Multiracial	2	-	-	-	7	100%	43%	0%
Small Group Totals	9	100%	56%	0%				
General-Education Students	1592	95%	56%	14%	1612	94%	51%	15%
Students with Disabilities	394	72%	23%	3%	358	71%	23%	5%
English Proficient	1798	91%	51%	13%	1736	91%	48%	15%
Limited English Proficient	188	84%	35%	4%	234	82%	28%	3%
Economically Disadvantaged	1872	91%	50%	12%	1873	90%	46%	13%
Not Disadvantaged	114	87%	46%	11%	97	82%	46%	16%
Migrant								
Not Migrant	1986	91%	50%	12%	1970	90%	46%	13%

NOTES

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Other Assessments

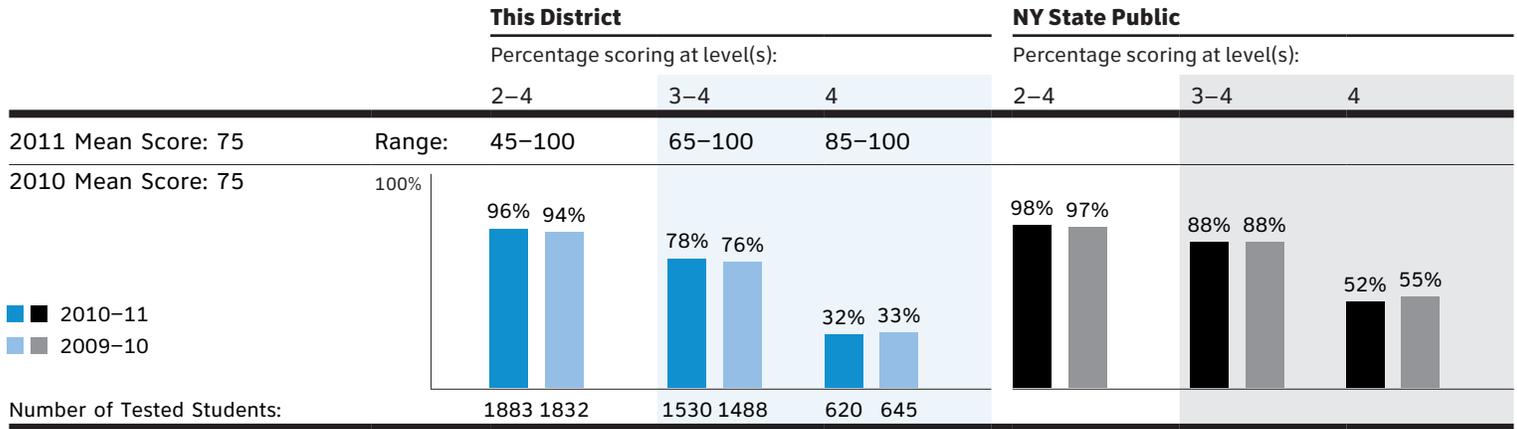
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	47	46	40	29	39	39	35	21

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	1966	96%	78%	32%	1955	94%	76%	33%
Female	938	97%	80%	33%	971	95%	79%	33%
Male	1028	95%	76%	30%	984	92%	73%	33%
American Indian or Alaska Native	6	-	-	-	7	71%	57%	29%
Black or African American	1643	96%	79%	31%	1651	94%	77%	33%
Hispanic or Latino	244	97%	71%	37%	239	95%	76%	33%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	82%	29%	29	76%	55%	24%
White	37	78%	49%	16%	22	100%	82%	18%
Multiracial	2	-	-	-	7	86%	71%	29%
Small Group Totals	8	100%	75%	38%				
General-Education Students	1580	97%	82%	35%	1602	96%	82%	37%
Students with Disabilities	386	89%	59%	16%	353	86%	51%	14%
English Proficient	1777	97%	81%	33%	1723	95%	79%	35%
Limited English Proficient	189	86%	52%	14%	232	81%	58%	18%
Economically Disadvantaged	1852	96%	78%	31%	1857	94%	77%	33%
Not Disadvantaged	114	94%	78%	32%	98	87%	68%	35%
Migrant								
Not Migrant	1966	96%	78%	32%	1955	94%	76%	33%

NOTES

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Other Assessments

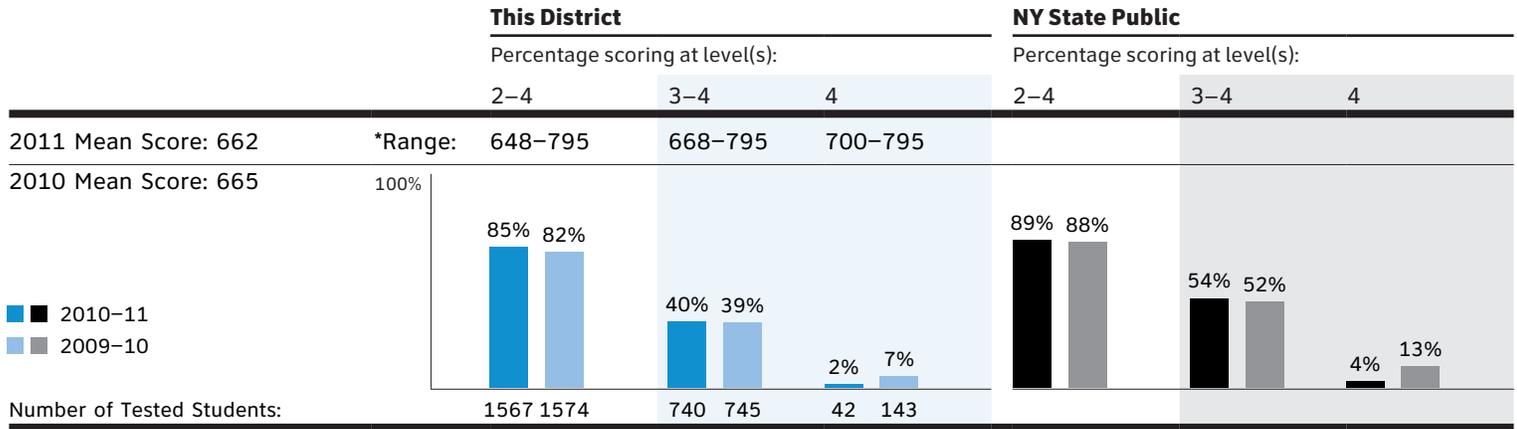
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	48	45	44	40	39	38	37	31

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	1851	85%	40%	2%	1923	82%	39%	7%
Female	924	88%	42%	3%	916	87%	47%	10%
Male	927	81%	38%	2%	1007	77%	31%	5%
American Indian or Alaska Native	7	-	-	-	8	75%	38%	0%
Black or African American	1537	85%	41%	2%	1660	83%	39%	8%
Hispanic or Latino	246	83%	35%	1%	220	74%	35%	5%
Asian or Native Hawaiian/Other Pacific Islander	29	76%	34%	3%	13	92%	54%	23%
White	28	82%	54%	4%	15	93%	40%	7%
Multiracial	4	-	-	-	7	71%	43%	14%
Small Group Totals	11	73%	36%	0%				
General-Education Students	1478	91%	46%	3%	1571	88%	44%	9%
Students with Disabilities	373	60%	17%	1%	352	54%	17%	2%
English Proficient	1673	87%	43%	3%	1776	84%	41%	8%
Limited English Proficient	178	63%	11%	0%	147	59%	14%	0%
Economically Disadvantaged	1760	85%	40%	2%	1825	82%	39%	7%
Not Disadvantaged	91	81%	46%	5%	98	84%	43%	11%
Migrant								
Not Migrant	1851	85%	40%	2%	1923	82%	39%	7%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	37	34	34	31	42	39	37	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	26	N/A	N/A	N/A	41	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	28	N/A	N/A	N/A	42	N/A	N/A	N/A

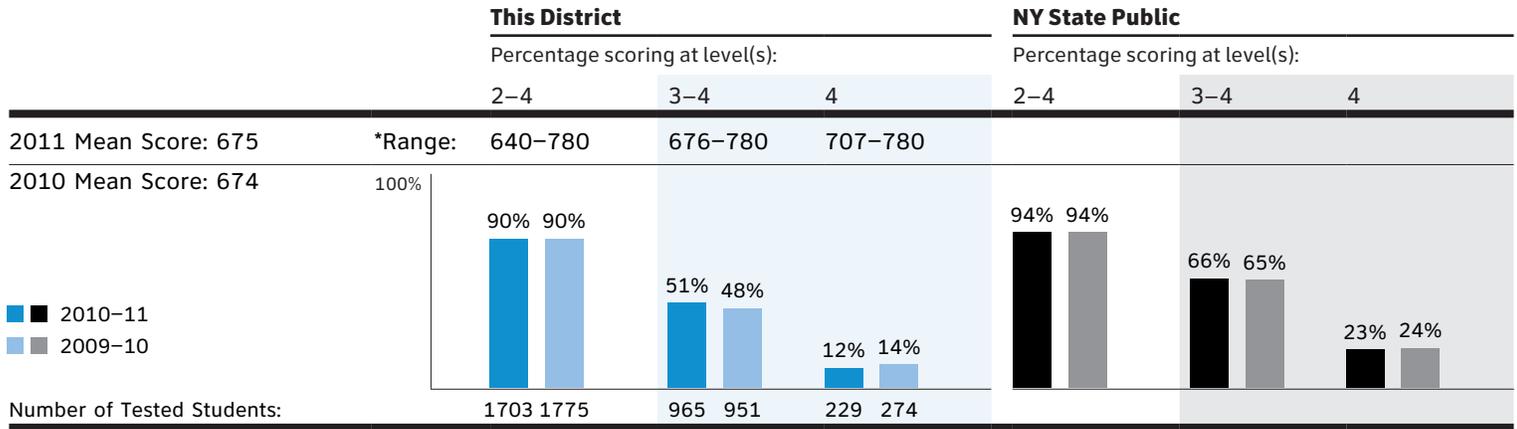
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	1886	90%	51%	12%	1981	90%	48%	14%
Female	940	92%	51%	12%	943	92%	50%	15%
Male	946	88%	52%	12%	1038	87%	46%	13%
American Indian or Alaska Native	9	-	-	-	8	88%	38%	25%
Black or African American	1556	91%	52%	12%	1707	90%	49%	14%
Hispanic or Latino	254	89%	49%	15%	228	85%	43%	15%
Asian or Native Hawaiian/Other Pacific Islander	30	90%	50%	13%	13	92%	69%	23%
White	33	79%	45%	12%	17	82%	59%	18%
Multiracial	4	-	-	-	8	100%	38%	0%
Small Group Totals	13	69%	31%	8%				
General-Education Students	1513	94%	57%	14%	1624	94%	53%	16%
Students with Disabilities	373	73%	27%	6%	357	72%	24%	3%
English Proficient	1677	92%	54%	13%	1790	91%	50%	15%
Limited English Proficient	209	77%	32%	5%	191	80%	31%	7%
Economically Disadvantaged	1793	90%	51%	12%	1875	90%	48%	14%
Not Disadvantaged	93	90%	52%	17%	106	90%	49%	16%
Migrant								
Not Migrant	1886	90%	51%	12%	1981	90%	48%	14%

NOTES

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Other Assessments

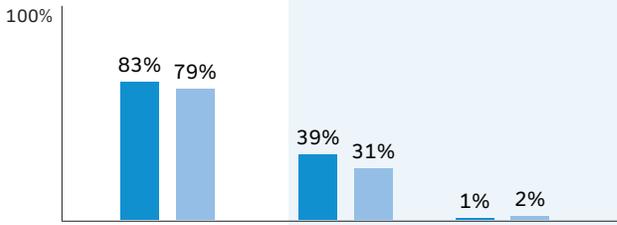
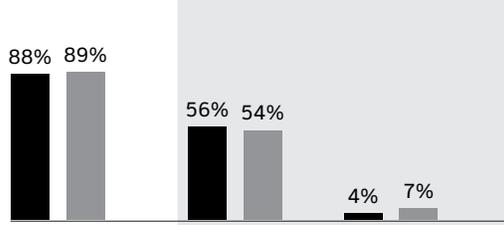
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	37	36	36	31	42	37	35	23

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 656	*Range: 644-785	662-785	694-785			
2010 Mean Score: 654						
						
Number of Tested Students:	1732	1656	819	658	14	37

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	2086	83%	39%	1%	2103	79%	31%	2%
Female	1003	88%	46%	1%	1086	83%	35%	2%
Male	1083	78%	33%	0%	1017	74%	27%	1%
American Indian or Alaska Native	8	88%	25%	0%	11	-	-	-
Black or African American	1809	84%	39%	0%	1843	80%	32%	2%
Hispanic or Latino	229	79%	39%	3%	212	72%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	21	76%	52%	0%	15	60%	27%	0%
White	19	74%	58%	0%	19	89%	21%	11%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals					14	64%	29%	0%
General-Education Students	1736	89%	45%	1%	1709	86%	37%	2%
Students with Disabilities	350	54%	12%	0%	394	45%	7%	0%
English Proficient	1941	85%	41%	1%	1937	82%	34%	2%
Limited English Proficient	145	54%	14%	1%	166	43%	5%	0%
Economically Disadvantaged	1936	83%	39%	1%	1960	79%	31%	2%
Not Disadvantaged	150	89%	49%	3%	143	82%	37%	1%
Migrant								
Not Migrant	2086	83%	39%	1%	2103	79%	31%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	41	39	38	24	36	34	28	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	39	N/A	N/A	N/A	32	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	40	N/A	N/A	N/A	37	N/A	N/A	N/A

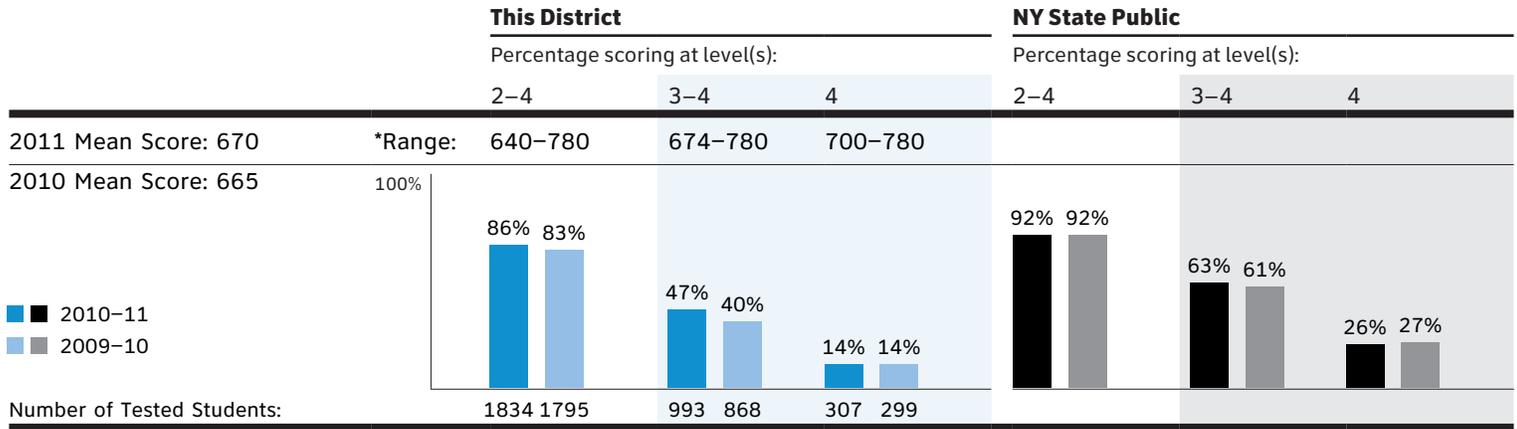
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	2131	86%	47%	14%	2158	83%	40%	14%
Female	1020	89%	50%	16%	1112	85%	44%	15%
Male	1111	83%	43%	13%	1046	81%	36%	12%
American Indian or Alaska Native	9	78%	22%	0%	11	-	-	-
Black or African American	1840	86%	47%	14%	1880	84%	41%	14%
Hispanic or Latino	235	87%	44%	18%	226	81%	37%	15%
Asian or Native Hawaiian/Other Pacific Islander	24	83%	54%	8%	15	73%	53%	7%
White	23	74%	43%	13%	22	77%	27%	9%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	15	73%	40%	20%	15	73%	40%	20%
General-Education Students	1778	90%	52%	17%	1761	89%	47%	17%
Students with Disabilities	353	67%	22%	3%	397	56%	12%	2%
English Proficient	1942	88%	49%	15%	1951	85%	43%	15%
Limited English Proficient	189	70%	27%	12%	207	65%	18%	4%
Economically Disadvantaged	1978	86%	46%	14%	2009	83%	40%	14%
Not Disadvantaged	153	88%	61%	24%	149	79%	44%	13%
Migrant								
Not Migrant	2131	86%	47%	14%	2158	83%	40%	14%

NOTES

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Other Assessments

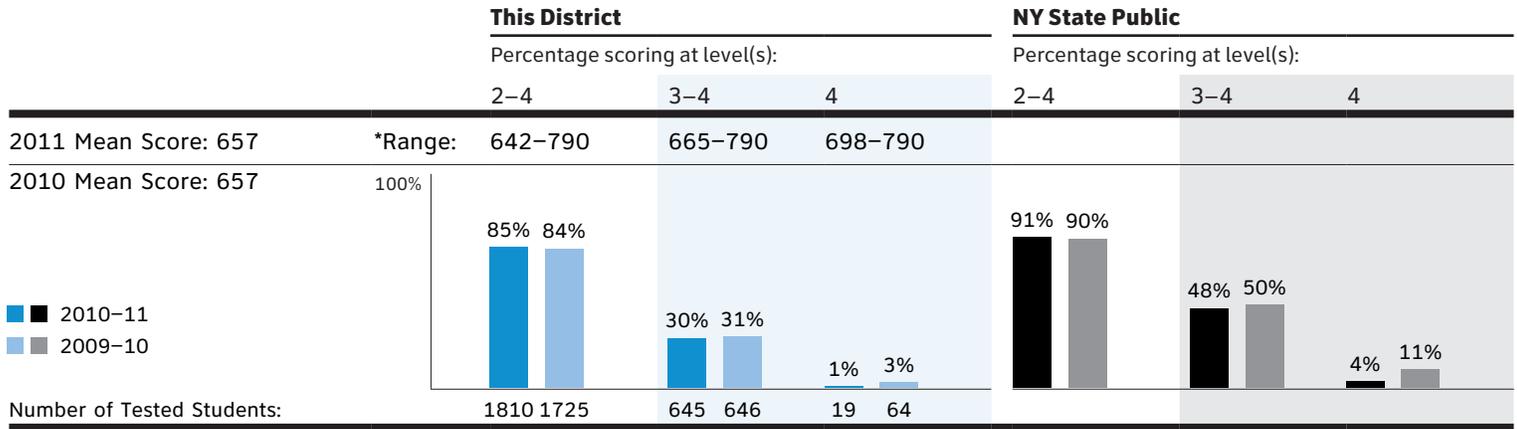
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	41	40	35	21	35	33	29	21

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	2129	85%	30%	1%	2062	84%	31%	3%
Female	1083	89%	37%	1%	1003	89%	39%	4%
Male	1046	81%	23%	0%	1059	79%	24%	2%
American Indian or Alaska Native	11	64%	18%	0%	11	91%	55%	0%
Black or African American	1879	86%	31%	1%	1816	84%	32%	3%
Hispanic or Latino	206	77%	26%	0%	186	76%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	80%	33%	7%	20	95%	25%	0%
White	18	67%	22%	0%	22	91%	36%	5%
Multiracial					7	86%	14%	0%
Small Group Totals								
General-Education Students	1751	91%	35%	1%	1693	90%	36%	4%
Students with Disabilities	378	58%	7%	0%	369	56%	8%	0%
English Proficient	1943	88%	33%	1%	1916	86%	33%	3%
Limited English Proficient	186	53%	4%	0%	146	53%	3%	0%
Economically Disadvantaged	1982	85%	31%	1%	1941	84%	31%	3%
Not Disadvantaged	147	86%	27%	3%	121	85%	35%	5%
Migrant								
Not Migrant	2129	85%	30%	1%	2062	84%	31%	3%

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	34	32	26	22	40	38	33	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	28	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	29	N/A	N/A	N/A	35	N/A	N/A	N/A

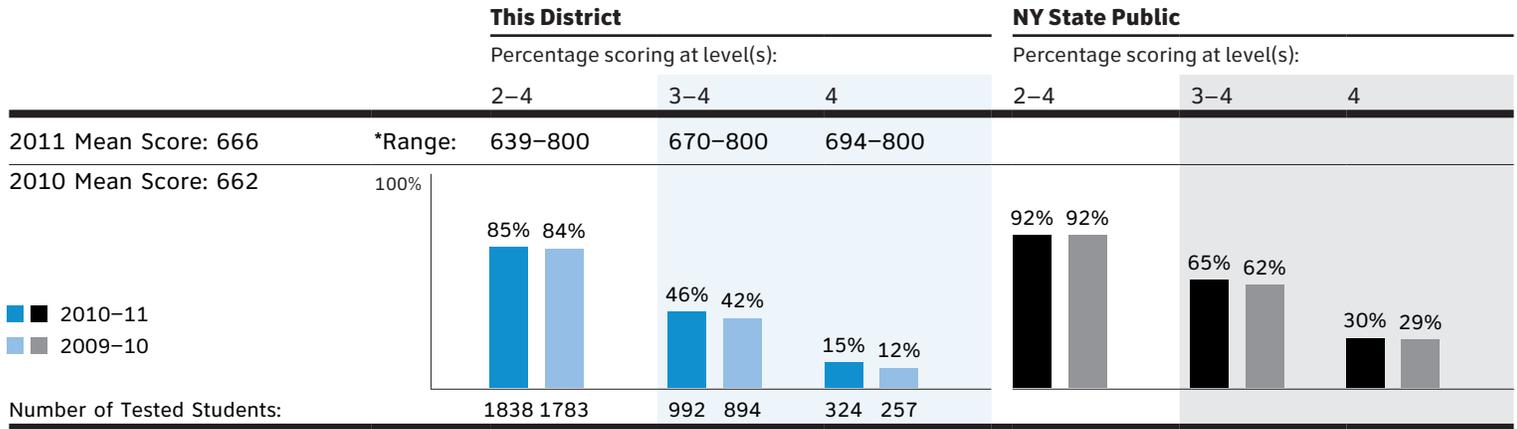
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	2156	85%	46%	15%	2115	84%	42%	12%
Female	1094	88%	50%	17%	1029	87%	46%	14%
Male	1062	82%	42%	13%	1086	82%	39%	10%
American Indian or Alaska Native	11	91%	45%	18%	11	82%	45%	27%
Black or African American	1890	86%	46%	15%	1852	85%	42%	12%
Hispanic or Latino	218	81%	43%	16%	197	81%	41%	15%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	65%	24%	20	95%	70%	30%
White	20	70%	30%	5%	27	81%	37%	7%
Multiracial	8	88%	25%	0%				
Small Group Totals								
General-Education Students	1783	91%	52%	18%	1739	89%	47%	14%
Students with Disabilities	373	58%	16%	2%	376	61%	18%	2%
English Proficient	1940	87%	49%	16%	1930	86%	44%	13%
Limited English Proficient	216	66%	22%	3%	185	67%	21%	5%
Economically Disadvantaged	2005	85%	46%	15%	1988	84%	42%	12%
Not Disadvantaged	151	85%	48%	17%	127	88%	43%	9%
Migrant								
Not Migrant	2156	85%	46%	15%	2115	84%	42%	12%

NOTES

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Other Assessments

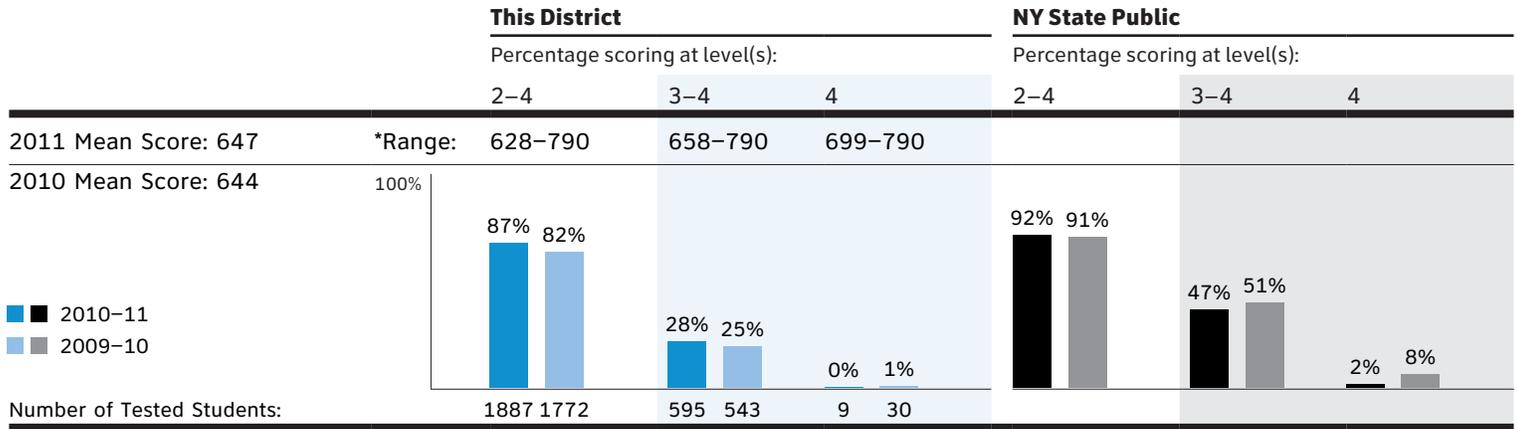
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	34	29	26	12	40	38	34	26

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	2160	87%	28%	0%	2159	82%	25%	1%
Female	1049	92%	35%	1%	1050	85%	30%	2%
Male	1111	83%	21%	0%	1109	79%	20%	0%
American Indian or Alaska Native	8	-	-	-	12	-	-	-
Black or African American	1900	89%	28%	0%	1895	83%	25%	1%
Hispanic or Latino	190	80%	20%	1%	219	78%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	27	78%	33%	0%	16	75%	19%	0%
White	33	61%	21%	0%	15	60%	7%	0%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	10	90%	50%	0%	14	71%	21%	0%
General-Education Students	1766	93%	32%	1%	1780	88%	29%	2%
Students with Disabilities	394	63%	7%	0%	379	55%	5%	0%
English Proficient	1997	89%	30%	0%	1999	85%	27%	2%
Limited English Proficient	163	65%	3%	0%	160	44%	4%	0%
Economically Disadvantaged	1988	87%	27%	0%	2014	81%	25%	1%
Not Disadvantaged	172	87%	30%	1%	145	90%	28%	1%
Migrant								
Not Migrant	2160	87%	28%	0%	2159	82%	25%	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	36	35	30	24	30	29	25	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	36	N/A	N/A	N/A	39	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	38	N/A	N/A	N/A	40	N/A	N/A	N/A

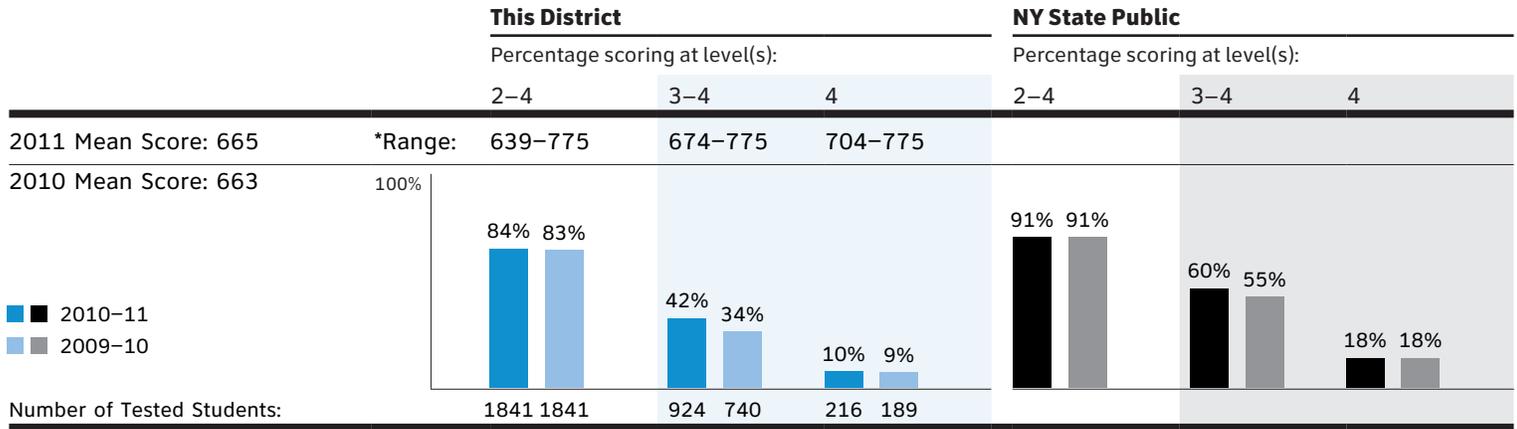
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	2192	84%	42%	10%	2208	83%	34%	9%
Female	1067	87%	47%	11%	1069	85%	37%	10%
Male	1125	81%	37%	9%	1139	82%	30%	7%
American Indian or Alaska Native	8	-	-	-	12	75%	17%	0%
Black or African American	1924	84%	42%	10%	1924	84%	34%	9%
Hispanic or Latino	195	83%	40%	10%	233	80%	33%	9%
Asian or Native Hawaiian/Other Pacific Islander	28	82%	54%	18%	17	76%	24%	18%
White	35	71%	34%	0%	16	94%	19%	0%
Multiracial	2	-	-	-	6	67%	17%	0%
Small Group Totals	10	90%	30%	0%				
General-Education Students	1801	88%	48%	12%	1821	89%	39%	10%
Students with Disabilities	391	63%	14%	1%	387	59%	9%	2%
English Proficient	1991	85%	43%	10%	2005	85%	35%	9%
Limited English Proficient	201	76%	36%	4%	203	65%	18%	4%
Economically Disadvantaged	2019	84%	42%	10%	2055	83%	33%	8%
Not Disadvantaged	173	79%	40%	9%	153	88%	36%	12%
Migrant								
Not Migrant	2192	84%	42%	10%	2208	83%	34%	9%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	37	31	29	18	31	28	25	19

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

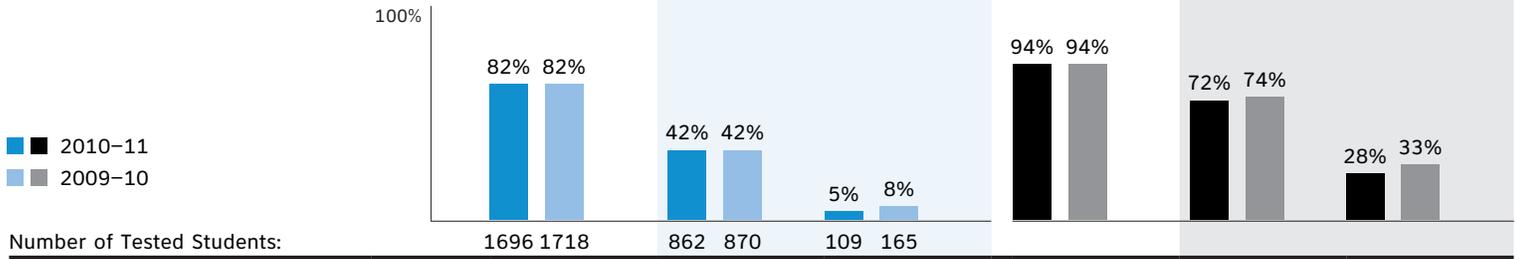
NY State Public

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	1954	81%	39%	5%	1975	81%	38%	7%
Female	951	84%	41%	4%	941	82%	37%	6%
Male	1003	78%	36%	5%	1034	80%	39%	8%
American Indian or Alaska Native	8	-	-	-	11	82%	18%	9%
Black or African American	1701	81%	38%	4%	1720	81%	38%	7%
Hispanic or Latino	182	82%	43%	9%	208	84%	44%	12%
Asian or Native Hawaiian/Other Pacific Islander	27	81%	52%	4%	16	56%	38%	6%
White	34	71%	32%	6%	15	67%	13%	0%
Multiracial	2	-	-	-	5	60%	40%	0%
Small Group Totals	10	100%	40%	0%				
General-Education Students	1588	85%	42%	5%	1628	84%	43%	8%
Students with Disabilities	366	63%	22%	2%	347	67%	16%	1%
English Proficient	1756	83%	40%	5%	1787	84%	40%	7%
Limited English Proficient	198	65%	25%	4%	188	52%	20%	6%
Economically Disadvantaged	1804	80%	37%	4%	1839	81%	38%	8%
Not Disadvantaged	150	89%	54%	7%	136	85%	40%	1%
Migrant								
Not Migrant	1954	81%	39%	5%	1975	81%	38%	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.

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

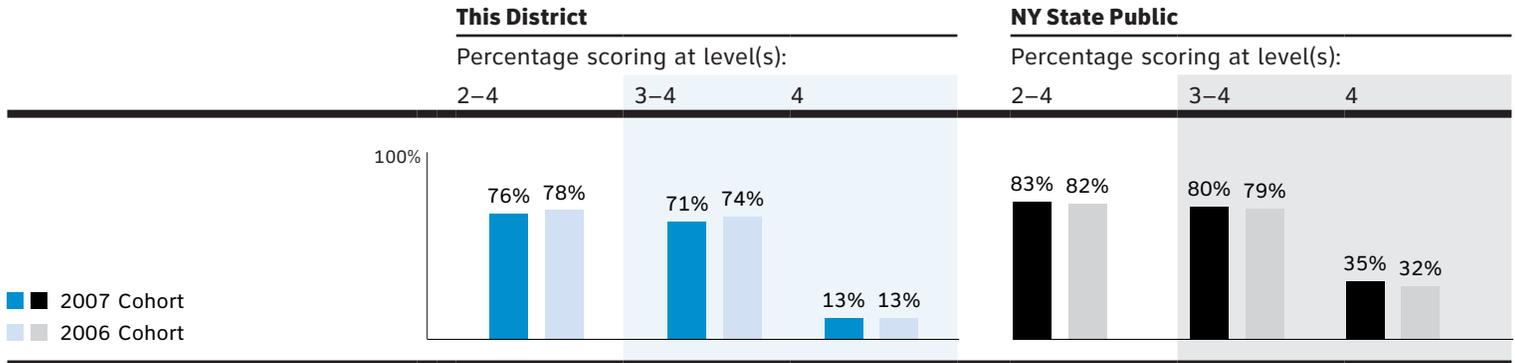
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	31
Regents Science	115	116

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	2510	76%	71%	13%	2342	78%	74%	13%
Female	1382	81%	77%	16%	1331	83%	79%	16%
Male	1128	69%	64%	10%	1011	71%	68%	10%
American Indian or Alaska Native	13	-	-	-	19	-	-	-
Black or African American	2152	77%	72%	14%	2020	79%	76%	14%
Hispanic or Latino	260	68%	62%	11%	220	64%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	50	80%	76%	14%	37	81%	81%	16%
White	31	68%	68%	19%	42	64%	60%	5%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	17	71%	71%	6%	23	70%	70%	4%
General-Education Students	2160	83%	79%	16%	2050	85%	82%	15%
Students with Disabilities	350	30%	23%	1%	292	29%	22%	1%
English Proficient	2322	77%	72%	14%	2196	79%	76%	14%
Limited English Proficient	188	63%	53%	4%	146	55%	50%	1%
Economically Disadvantaged	1977	78%	73%	14%	1854	80%	77%	13%
Not Disadvantaged	533	66%	63%	12%	488	68%	65%	14%
Migrant								
Not Migrant	2510	76%	71%	13%	2342	78%	74%	13%

NOTES

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

* 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.

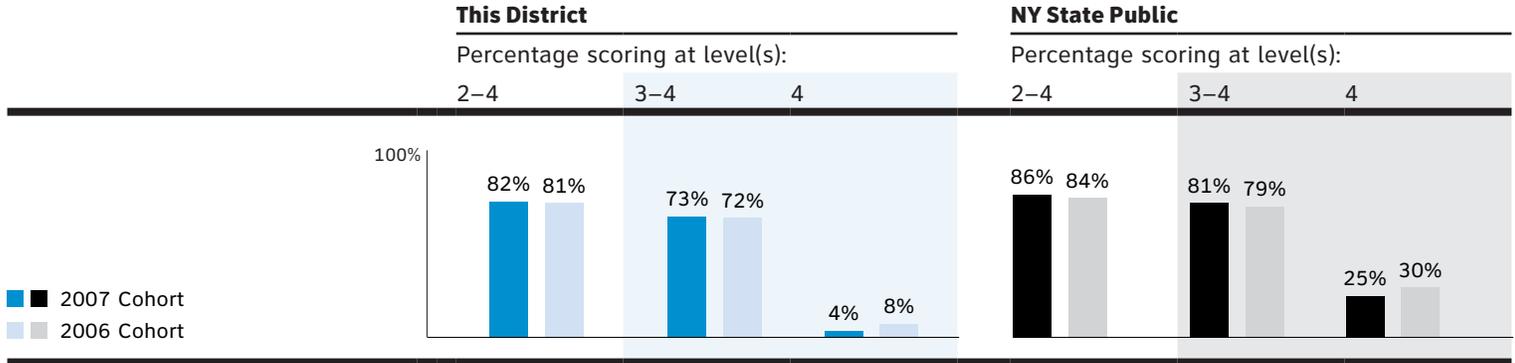
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #17**

District ID **33-17-00-01-0000**

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	2510	82%	73%	4%	2342	81%	72%	8%
Female	1382	86%	77%	5%	1331	85%	75%	9%
Male	1128	77%	67%	4%	1011	77%	66%	7%
American Indian or Alaska Native	13	-	-	-	19	-	-	-
Black or African American	2152	82%	74%	4%	2020	83%	73%	9%
Hispanic or Latino	260	77%	62%	5%	220	72%	60%	6%
Asian or Native Hawaiian/Other Pacific Islander	50	90%	84%	28%	37	89%	84%	19%
White	31	77%	71%	3%	42	79%	64%	0%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	17	82%	76%	6%	23	70%	61%	4%
General-Education Students	2160	90%	82%	5%	2050	88%	79%	10%
Students with Disabilities	350	34%	19%	0%	292	36%	20%	0%
English Proficient	2322	82%	73%	4%	2196	82%	73%	9%
Limited English Proficient	188	83%	67%	5%	146	71%	49%	1%
Economically Disadvantaged	1977	85%	75%	5%	1854	83%	73%	9%
Not Disadvantaged	533	72%	65%	3%	488	74%	64%	8%
Migrant								
Not Migrant	2510	82%	73%	4%	2342	81%	72%	8%

NOTES

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