



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #18**

District ID **33-18-00-01-0000**

Superintendent **BEVERLY WILKINS**

Telephone **(718) 566-6008**

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	439	453	462
Kindergarten	1218	1349	1261
Grade 1	1544	1639	1492
Grade 2	1573	1648	1648
Grade 3	1619	1706	1670
Grade 4	1592	1795	1723
Grade 5	1571	1646	1644
Grade 6	1187	1472	1469
Ungraded Elementary	836	63	65
Grade 7	1328	1368	1486
Grade 8	1358	1494	1415
Grade 9	1399	1320	1218
Grade 10	1338	1281	1256
Grade 11	584	847	932
Grade 12	881	618	688
Ungraded Secondary	824	47	43
Total K-12	18852	18293	18010

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	24	24	25
Grade 8			
English	27	28	28
Mathematics	28	29	28
Science	29	28	26
Social Studies	27	28	28
Grade 10			
English	25	25	27
Mathematics	25	22	28
Science	26	27	27
Social Studies	25	25	27

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 #18

District ID 33-18-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	12527	66%	12475	68%	12879	72%
Reduced-Price Lunch	1870	10%	1812	10%	1490	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1248	7%	981	5%	1095	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	68	0%	60	0%	61	0%
Black or African American	16886	90%	16586	91%	16301	91%
Hispanic or Latino	1336	7%	1192	7%	1175	7%
Asian or Native Hawaiian/Other Pacific Islander	257	1%	209	1%	213	1%
White	305	2%	246	1%	260	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	1337	7%	1381	7%	1489	8%

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	1403	1305	1266
Percent with No Valid Teaching Certificate	2%	3%	2%
Percent Teaching Out of Certification	7%	7%	8%
Percent with Fewer Than Three Years of Experience	13%	12%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	41%	44%
Total Number of Core Classes	2557	2395	2430
Percent Not Taught by Highly Qualified Teachers in This District	7%	8%	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	3104	2916	3024
Percent Taught by Teachers Without Appropriate Certification	9%	9%	7%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	23%	25%
Turnover Rate of All Teachers	20%	20%	17%

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 7)

ELA ▲ Improvement (Year 7) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 5)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✗	—
Hispanic or Latino	✓	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✗	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✗	—	✗	✓	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
Student groups making AYP in each subject	✗ 5 of 8	✗ 6 of 8	✓ 1 of 1	✗ 0 of 6	✗ 1 of 6	✗ 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 7)
for This Subject
(2011–12)

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




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 8) 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 7) 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 (9819:9185)			99%		129	121	
Ethnicity							
American Indian or Alaska Native (28:25)	–	–	–	–	–	–	–
Black or African American (8964:8422)			99%		130	121	
Hispanic or Latino (583:515)			97%		121	117	
Asian or Native Hawaiian/Other Pacific Islander (95:93)			100%		144	112	
White (144:125)			99%		98	113	104 108
Multiracial (5:5)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (1784:1660)			99%		84	119	87 96
Limited English Proficient (559:546)			96%		88	117	92 99
Economically Disadvantaged (8421:7880)			99%		127	121	
Final AYP Determination	 5 of 8						
Non-Accountability Groups							
Female (4748:4475)			99%		141	120	
Male (5071:4710)			99%		118	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 6 of 8 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (9820:9218)			99%		142	136	
Ethnicity							
American Indian or Alaska Native (28:24)	—	—	—	—	—	—	—
Black or African American (8965:8455)			100%		142	136	
Hispanic or Latino (583:517)			98%		135	132	
Asian or Native Hawaiian/Other Pacific Islander (95:94)			100%		166	127	
White (144:123)			97%		135	128	
Multiracial (5:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1784:1657)			98%		100	134	105 110
Limited English Proficient (559:584)			98%		107	132	115 116
Economically Disadvantaged (8419:7907)			100%		140	136	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (4749:4493)			100%		148	135	
Male (5071:4725)			99%		135	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 (3236:2950)		Qualified		96%		163	100			
Ethnicity										
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—	—	—	
Black or African American (2950:2691)		Qualified		96%		164	100			
Hispanic or Latino (199:179)		Qualified		97%		154	100			
Asian or Native Hawaiian/Other Pacific Islander (32:31)		Qualified	—	—		184	100			
White (47:42)		Qualified		94%		157	100			
Multiracial (3:2)	—	—	—	—	—	—	—	—	—	
Other Groups										
Students with Disabilities (596:529)		Qualified		95%		136	100			
Limited English Proficient (189:176)		Qualified		89%		120	100			
Economically Disadvantaged (2785:2549)		Qualified		96%		162	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (1534:1418)				96%		167	100			
Male (1702:1532)				95%		160	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 7)
for This Subject
(2011–12)

Accountability Measures 0 of 6 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 8) 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 7) 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 (804:865)			99%		140	179	128 [‡]	146
Ethnicity								
American Indian or Alaska Native (3:4)	–	–	–	–	–	–	–	–
Black or African American (712:764)			99%		140	179	126 [‡]	146
Hispanic or Latino (59:65)			100%		134	171	134 [‡]	141
Asian or Native Hawaiian/Other Pacific Islander (13:14)	–	–	–	–	–	–	–	–
White (15:17)	–	–	–	–	–	–	–	–
Multiracial (2:1)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (222:155)			89%		70	175	84 [‡]	83
Limited English Proficient (65:78)			100%		164	172	100 [‡]	168
Economically Disadvantaged (484:562)			98%		140	178	125 [‡]	146
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (375:379)			98%		155	177		
Male (429:486)			99%		129	178		
Migrant (0:0)								


Symbols

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

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

Secondary-Level Mathematics




















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

Accountability Measures 1 of 6 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (804:865)			99%		151	176	140 [‡]	156
Ethnicity								
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—	—
Black or African American (712:764)			99%		152	176	140 [‡]	157
Hispanic or Latino (59:65)			100%		132	168	133 [‡]	139
Asian or Native Hawaiian/Other Pacific Islander (13:14)	—	—	—	—	—	—	—	—
White (15:17)	—	—	—	—	—	—	—	—
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (102:155)			97%		91	172	96 [‡]	102
Limited English Proficient (65:78)			100%		181	169		
Economically Disadvantaged (484:562)			99%		152	175	145 [‡]	157
Final AYP Determination	 1 of 6							
Non-Accountability Groups								
Female (375:379)			99%		158	174		
Male (429:486)			100%		145	175		
Migrant (0:0)								


Symbols

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

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









Graduation Rate

Accountability Status for This Indicator (2011–12)  Improvement (Year 5)

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 6) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 5) in 2012-13. [215]

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 (1069)			37%	80%	46%
Ethnicity					
American Indian or Alaska Native (3)		—	—	—	
Black or African American (921)			38%	80%	45%
Hispanic or Latino (107)			27%	80%	46%
Asian or Native Hawaiian/Other Pacific Islander (12)		—	—	—	
White (20)		—	—	—	
Multiracial (6)		—	—	—	
Other Groups					
Students with Disabilities (223)			18%	80%	27%
Limited English Proficient (124)			56%	80%	58%
Economically Disadvantaged (612)			39%	80%	46%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (499)			42%	80%	
Male (570)			33%	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 **43%** 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

23 schools identified 66% of total

ACADEMY FOR CONSERVATION AND THE ENVIRONMENT
 ARTS AND MEDIA PREPARATORY ACADEMY
 BROOKLYN GENERATION SCHOOL
 BROOKLYN THEATRE ARTS HIGH SCHOOL
 EAST BROOKLYN COMMUNITY HIGH SCHOOL
 HIGH SCHOOL FOR INNOVATION IN ADVERTISING AND MEDIA
 HIGH SCHOOL FOR MEDICAL PROFESSIONS
 IS 285 MEYER LEVIN
 IT TAKES A VILLAGE ACADEMY
 KURT HAHN EXPEDITIONARY LEARNING SCHOOL
 MIDDLE SCHOOL OF MARKETING AND LEGAL STUDIES
 PS 114 RYDER ELEMENTARY
 PS 135 SHELDON A BROOKNER
 PS 208 ELSA EBELING
 PS 219 KENNEDY-KING
 PS 233 LANGSTON HUGHES
 PS 235 LENOX SCHOOL
 PS 244 RICHARD R GREEN
 PS 268 EMMA LAZARUS
 PS 66
 THE SCIENCE AND MEDICINE MIDDLE SCHOOL
 URBAN ACTION ACADEMY
 VICTORY COLLEGIATE HIGH SCHOOL

Improvement (year 1) Basic

5 schools identified 14% of total

IS 211 JOHN WILSON
 MIDDLE SCHOOL FOR ART AND PHILOSOPHY
 PS 115 DANIEL MUCATEL SCHOOL
 PS 276 LOUIS MARSHALL
 PS 279 HERMAN SCHREIBER

Improvement (year 1) Comprehensive

4 schools identified 11% of total

CULTURAL ACADEMY FOR THE ARTS AND SCIENCES
 EAST FLATBUSH COMMUNITY RESEARCH SCHOOL
 OLYMPUS ACADEMY
 PS 272 CURTIS ESTABROOK

Improvement (year 2) Comprehensive

1 school identified 3% of total

BROOKLYN BRIDGE ACADEMY

Restructuring (advanced) Comprehensive

2 schools identified 6% of total

CANARSIE HIGH SCHOOL
 IS 68 ISAAC BILDERSEE

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	42%			1675
Grade 4	50%			1732
Grade 5	45%			1655
Grade 6	39%			1493
Grade 7	31%			1524
Grade 8	29%			1411

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	47%			1693
Grade 4	57%			1736
Grade 5	55%			1678
Grade 6	47%			1509
Grade 7	48%			1538
Grade 8	44%			1417

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	86%			1709
Grade 8	42%			1233

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	56%			1062
Mathematics	58%			1062

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

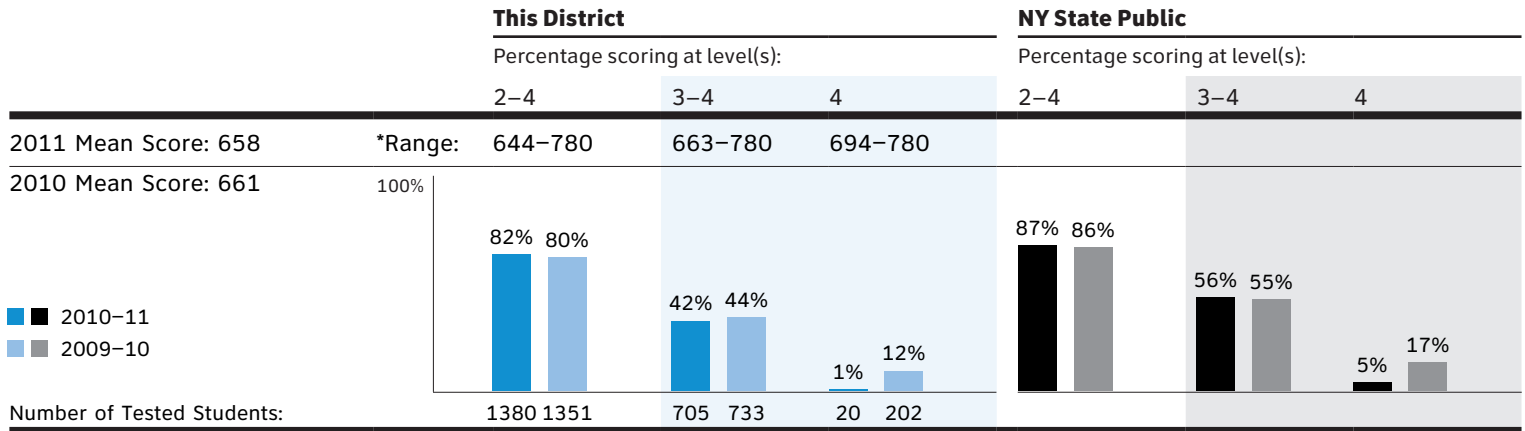
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1675	82%	42%	1%	1683	80%	44%	12%
Female	806	87%	50%	2%	817	86%	51%	15%
Male	869	78%	34%	1%	866	75%	36%	9%
American Indian or Alaska Native	8	38%	25%	0%	2	-	-	-
Black or African American	1533	83%	42%	1%	1537	81%	44%	12%
Hispanic or Latino	92	80%	40%	0%	93	75%	41%	8%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	60%	0%	16	94%	63%	25%
White	27	78%	37%	0%	30	63%	27%	3%
Multiracial					5	-	-	-
Small Group Totals					7	100%	57%	0%
General-Education Students	1421	88%	48%	1%	1391	88%	50%	14%
Students with Disabilities	254	53%	11%	0%	292	43%	12%	3%
English Proficient	1593	83%	43%	1%	1622	81%	45%	12%
Limited English Proficient	82	63%	18%	0%	61	61%	15%	2%
Economically Disadvantaged	1492	82%	41%	1%	1501	79%	42%	11%
Not Disadvantaged	183	89%	55%	2%	182	89%	56%	19%
Migrant								
Not Migrant	1675	82%	42%	1%	1683	80%	44%	12%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	33	32	28	25	32	29	26	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	N/A	N/A	N/A	19	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	12	N/A	N/A	N/A	19	N/A	N/A	N/A

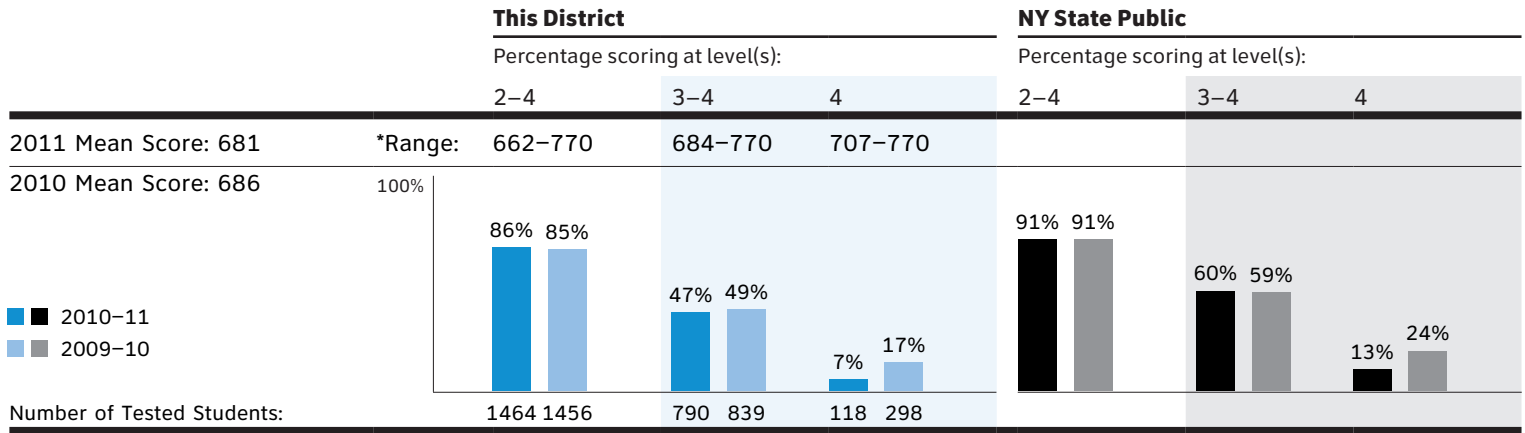
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1693	86%	47%	7%	1719	85%	49%	17%
Female	817	89%	49%	7%	828	88%	54%	20%
Male	876	84%	45%	7%	891	81%	44%	15%
American Indian or Alaska Native	9	67%	33%	0%	2	-	-	-
Black or African American	1544	87%	46%	7%	1568	85%	49%	17%
Hispanic or Latino	96	84%	46%	7%	95	79%	41%	18%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	73%	27%	18	89%	67%	56%
White	29	90%	52%	3%	31	68%	39%	10%
Multiracial					5	-	-	-
Small Group Totals					7	100%	57%	14%
General-Education Students	1439	90%	52%	8%	1427	90%	54%	20%
Students with Disabilities	254	65%	18%	2%	292	58%	23%	5%
English Proficient	1596	88%	48%	7%	1627	86%	50%	18%
Limited English Proficient	97	67%	18%	0%	92	58%	25%	3%
Economically Disadvantaged	1506	86%	45%	6%	1533	84%	47%	17%
Not Disadvantaged	187	93%	64%	15%	186	90%	63%	23%
Migrant								
Not Migrant	1693	86%	47%	7%	1719	85%	49%	17%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	33	32	32	25	32	32	30	22

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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: 667	*Range: 637-775	671-775	722-775			
2010 Mean Score: 663						
Number of Tested Students:	1555	1550	864	704	24	42

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	1732	90%	50%	1%	1788	87%	39%	2%
Female	827	94%	58%	2%	917	90%	46%	3%
Male	905	86%	43%	1%	871	83%	32%	2%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	1583	91%	50%	1%	1641	88%	40%	2%
Hispanic or Latino	96	81%	44%	0%	93	73%	37%	3%
Asian or Native Hawaiian/Other Pacific Islander	19	89%	68%	11%	19	89%	53%	0%
White	29	76%	24%	0%	29	69%	14%	0%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	5	80%	60%	0%	6	67%	33%	0%
General-Education Students	1425	95%	57%	2%	1506	92%	45%	3%
Students with Disabilities	307	67%	15%	0%	282	58%	11%	0%
English Proficient	1657	91%	51%	1%	1713	88%	41%	2%
Limited English Proficient	75	68%	21%	0%	75	56%	13%	0%
Economically Disadvantaged	1564	89%	48%	1%	1555	86%	37%	2%
Not Disadvantaged	168	96%	67%	2%	233	92%	53%	6%
Migrant								
Not Migrant	1732	90%	50%	1%	1788	87%	39%	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	33	28	26	25	34	32	28	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	18	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	6	N/A	N/A	N/A	19	N/A	N/A	N/A

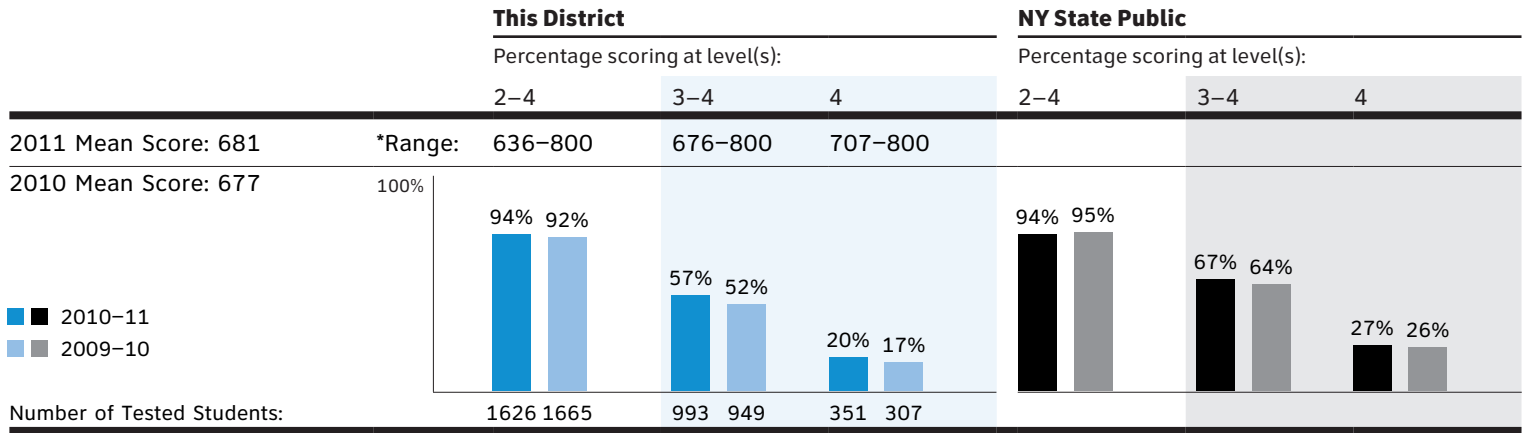
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1736	94%	57%	20%	1819	92%	52%	17%
Female	831	96%	62%	24%	935	93%	56%	18%
Male	905	91%	53%	16%	884	90%	48%	16%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	1588	94%	58%	21%	1668	92%	53%	17%
Hispanic or Latino	96	90%	42%	10%	94	82%	45%	12%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	80%	40%	19	100%	79%	58%
White	27	85%	52%	15%	32	88%	38%	9%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	5	80%	40%	20%	6	100%	50%	0%
General-Education Students	1432	97%	65%	24%	1536	95%	57%	19%
Students with Disabilities	304	80%	23%	3%	283	73%	24%	7%
English Proficient	1656	95%	58%	21%	1713	93%	54%	18%
Limited English Proficient	80	75%	34%	4%	106	71%	18%	4%
Economically Disadvantaged	1565	93%	55%	19%	1585	91%	50%	15%
Not Disadvantaged	171	99%	74%	29%	234	94%	65%	26%
Migrant								
Not Migrant	1736	94%	57%	20%	1819	92%	52%	17%

NOTES

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

Other Assessments

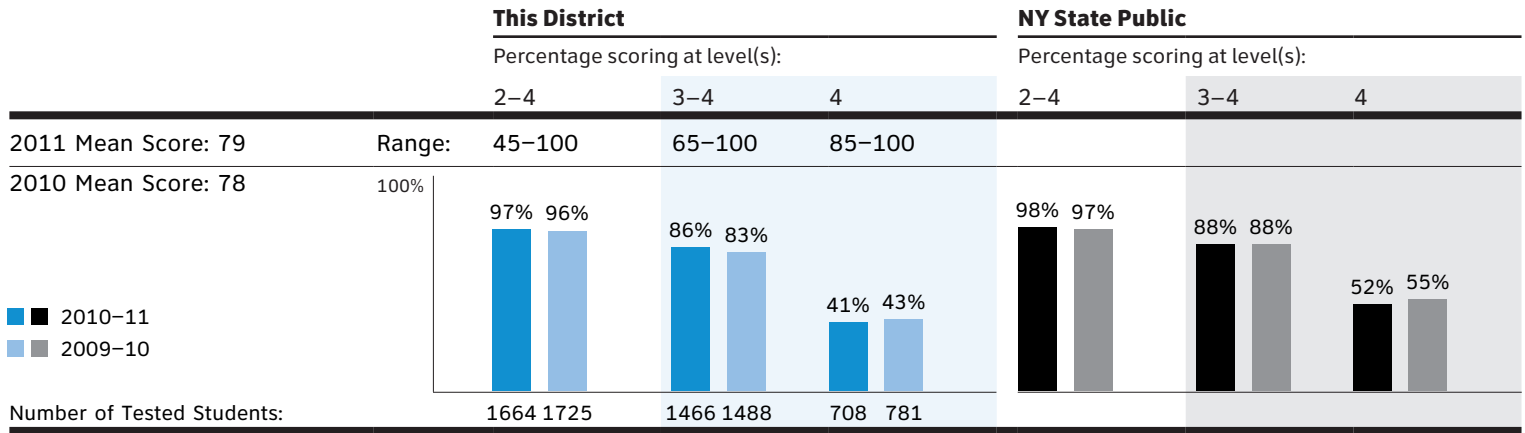
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	34	34	31	26	34	32	28	18

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1709	97%	86%	41%	1800	96%	83%	43%
Female	821	99%	89%	44%	930	96%	84%	46%
Male	888	96%	83%	39%	870	96%	81%	41%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	1563	98%	86%	42%	1653	96%	83%	44%
Hispanic or Latino	96	93%	78%	30%	91	90%	77%	37%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	19	95%	89%	63%
White	26	92%	73%	31%	31	97%	74%	26%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	24	96%	96%	67%	6	83%	83%	50%
General-Education Students	1411	99%	90%	47%	1525	97%	86%	48%
Students with Disabilities	298	92%	65%	15%	275	88%	62%	19%
English Proficient	1632	98%	87%	43%	1698	97%	85%	46%
Limited English Proficient	77	86%	62%	17%	102	77%	51%	8%
Economically Disadvantaged	1541	97%	85%	40%	1570	95%	82%	41%
Not Disadvantaged	168	100%	96%	59%	230	98%	89%	59%
Migrant								
Not Migrant	1709	97%	86%	41%	1800	96%	83%	43%

NOTES

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Other Assessments

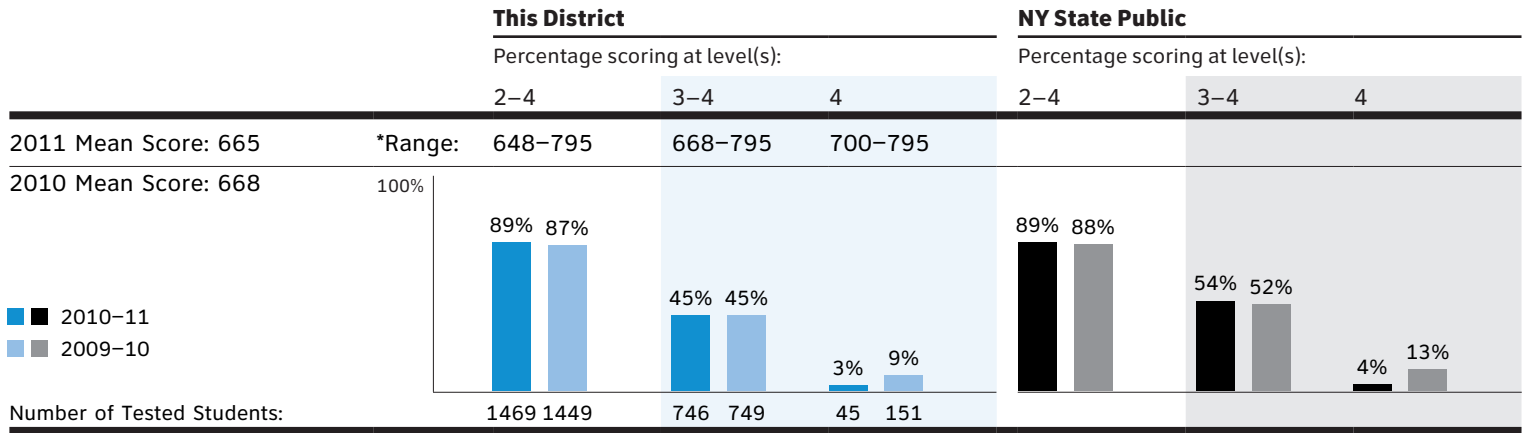
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	33	31	30	29	34	34	33	24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1655	89%	45%	3%	1670	87%	45%	9%
Female	843	92%	53%	4%	870	90%	53%	12%
Male	812	86%	37%	2%	800	83%	36%	6%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	1516	90%	46%	3%	1544	87%	45%	9%
Hispanic or Latino	89	79%	42%	3%	87	82%	36%	7%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	10	90%	30%	10%
White	29	79%	14%	3%	21	86%	38%	19%
Multiracial	1	-	-	-	5	-	-	-
Small Group Totals	21	90%	57%	5%	8	100%	63%	25%
General-Education Students	1399	94%	51%	3%	1428	92%	50%	11%
Students with Disabilities	256	60%	11%	0%	242	56%	12%	0%
English Proficient	1566	90%	47%	3%	1603	88%	46%	9%
Limited English Proficient	89	64%	19%	0%	67	66%	13%	0%
Economically Disadvantaged	1454	89%	44%	3%	1440	86%	43%	9%
Not Disadvantaged	201	89%	55%	2%	230	90%	56%	12%
Migrant								
Not Migrant	1655	89%	45%	3%	1670	87%	45%	9%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	38	37	33	23	36	35	35	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	11	N/A	N/A	N/A	13	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	11	N/A	N/A	N/A	13	N/A	N/A	N/A

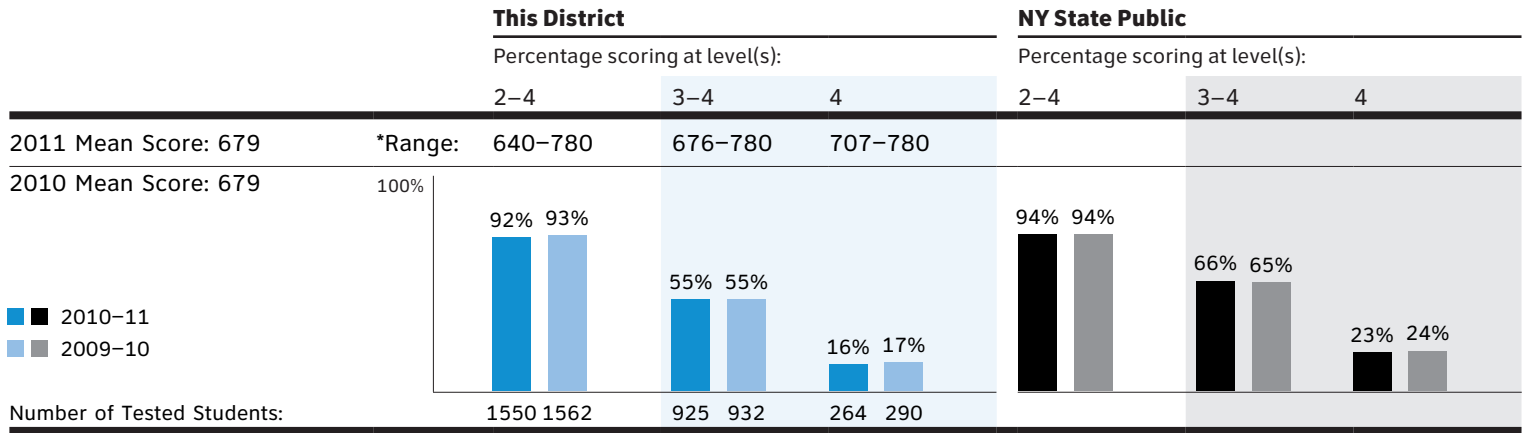
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1678	92%	55%	16%	1686	93%	55%	17%
Female	853	94%	60%	17%	879	96%	59%	18%
Male	825	90%	51%	14%	807	89%	51%	16%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	1535	93%	56%	16%	1554	93%	55%	17%
Hispanic or Latino	92	87%	50%	15%	90	92%	51%	17%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	11	91%	64%	9%
White	30	93%	33%	10%	23	96%	57%	22%
Multiracial	1	-	-	-	5	-	-	-
Small Group Totals	21	95%	76%	33%	8	100%	75%	25%
General-Education Students	1418	96%	61%	18%	1445	96%	62%	20%
Students with Disabilities	260	72%	22%	3%	241	73%	17%	3%
English Proficient	1572	93%	57%	17%	1602	93%	57%	18%
Limited English Proficient	106	78%	22%	3%	84	83%	25%	6%
Economically Disadvantaged	1473	92%	54%	15%	1453	92%	53%	16%
Not Disadvantaged	205	94%	62%	20%	233	94%	67%	26%
Migrant								
Not Migrant	1678	92%	55%	16%	1686	93%	55%	17%

NOTES

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Other Assessments

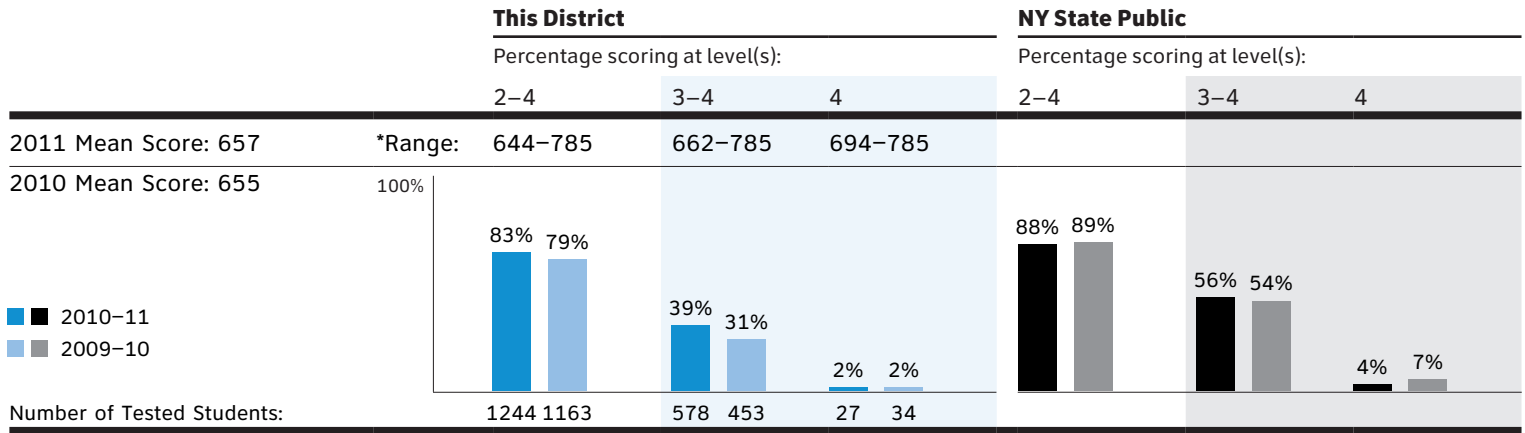
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	38	33	33	24	35	32	31	29

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1493	83%	39%	2%	1464	79%	31%	2%
Female	741	89%	46%	3%	679	83%	37%	3%
Male	752	78%	32%	1%	785	77%	26%	2%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	1375	84%	39%	2%	1339	80%	31%	2%
Hispanic or Latino	89	83%	31%	3%	86	80%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	33%	11%	18	78%	67%	6%
White	15	60%	27%	0%	12	50%	8%	0%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	5	100%	80%	0%	9	56%	44%	0%
General-Education Students	1239	90%	45%	2%	1206	86%	36%	3%
Students with Disabilities	254	52%	8%	0%	258	51%	7%	0%
English Proficient	1435	85%	40%	2%	1410	81%	32%	2%
Limited English Proficient	58	45%	5%	0%	54	30%	6%	0%
Economically Disadvantaged	1252	82%	35%	1%	1209	78%	30%	2%
Not Disadvantaged	241	89%	56%	5%	255	84%	36%	2%
Migrant								
Not Migrant	1493	83%	39%	2%	1464	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	42	39	37	25	26	26	24	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	11	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	12	N/A	N/A	N/A	16	N/A	N/A	N/A

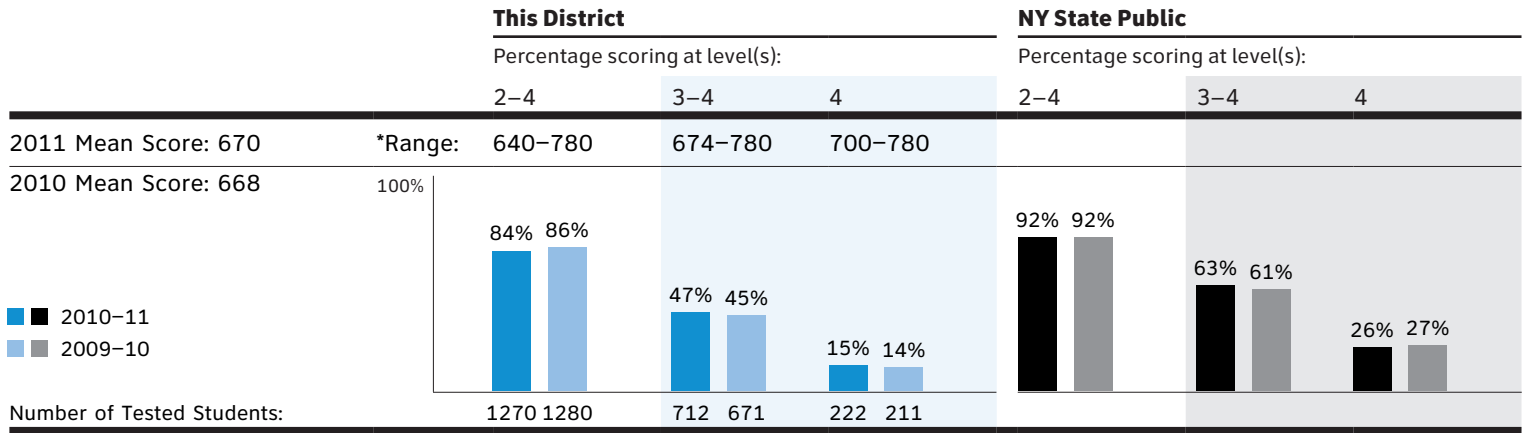
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1509	84%	47%	15%	1483	86%	45%	14%
Female	748	89%	54%	17%	687	89%	52%	17%
Male	761	79%	40%	12%	796	84%	40%	12%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	1388	84%	47%	15%	1357	86%	45%	14%
Hispanic or Latino	92	83%	39%	8%	86	87%	38%	9%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	67%	11%	19	100%	68%	53%
White	15	67%	40%	33%	12	83%	42%	8%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	5	100%	100%	40%	9	78%	44%	0%
General-Education Students	1256	88%	53%	17%	1222	91%	51%	17%
Students with Disabilities	253	66%	18%	4%	261	67%	17%	2%
English Proficient	1439	86%	49%	15%	1412	87%	47%	15%
Limited English Proficient	70	54%	17%	0%	71	65%	14%	4%
Economically Disadvantaged	1264	83%	44%	12%	1228	86%	44%	13%
Not Disadvantaged	245	90%	63%	28%	255	90%	52%	19%
Migrant								
Not Migrant	1509	84%	47%	15%	1483	86%	45%	14%

NOTES

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Other Assessments

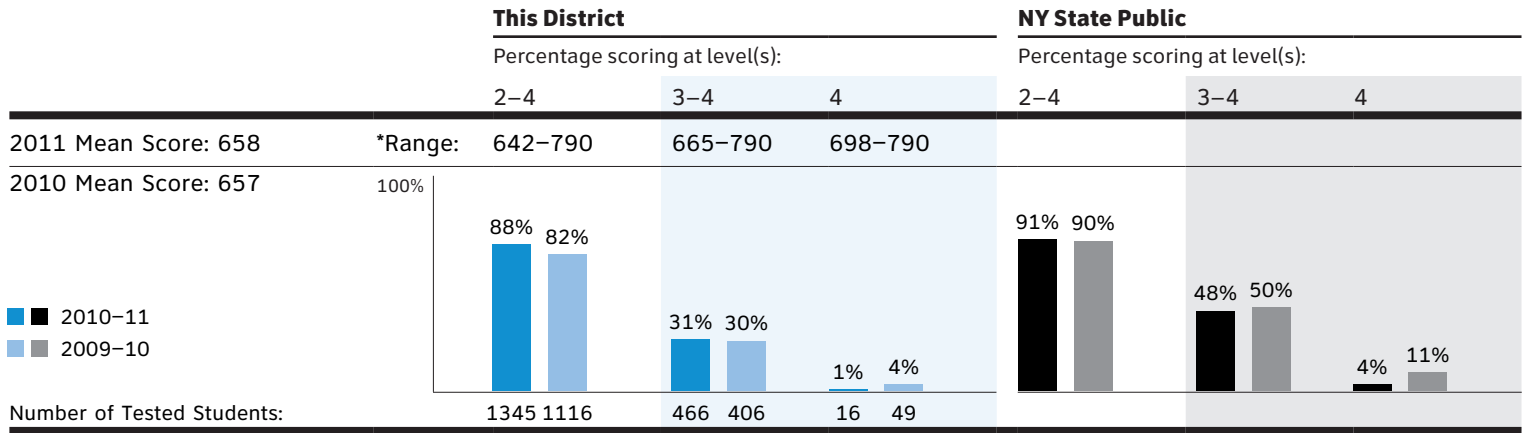
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	42	41	40	33	26	25	22	20

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1524	88%	31%	1%	1363	82%	30%	4%
Female	730	92%	38%	2%	666	86%	36%	4%
Male	794	85%	24%	1%	697	77%	24%	3%
American Indian or Alaska Native	6	-	-	-	8	-	-	-
Black or African American	1396	88%	31%	1%	1236	82%	29%	3%
Hispanic or Latino	84	88%	23%	1%	83	83%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	21	86%	38%	5%	15	87%	60%	20%
White	16	69%	6%	0%	20	75%	15%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	43%	0%	9	67%	11%	0%
General-Education Students	1256	93%	36%	1%	1128	88%	35%	4%
Students with Disabilities	268	66%	7%	0%	235	51%	6%	0%
English Proficient	1456	90%	32%	1%	1305	84%	31%	4%
Limited English Proficient	68	44%	1%	0%	58	41%	5%	0%
Economically Disadvantaged	1257	88%	29%	1%	1083	81%	27%	3%
Not Disadvantaged	267	91%	40%	1%	280	87%	39%	5%
Migrant								
Not Migrant	1524	88%	31%	1%	1363	82%	30%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	27	27	25	23	27	27	25	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	15	N/A	N/A	N/A	30	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	15	N/A	N/A	N/A	30	N/A	N/A	N/A

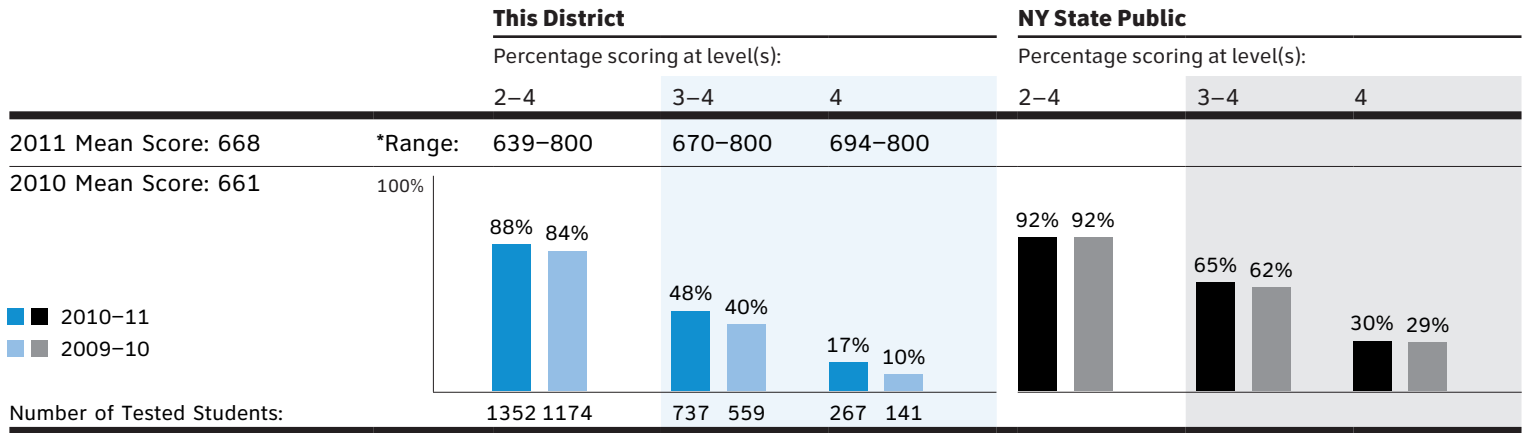
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1538	88%	48%	17%	1400	84%	40%	10%
Female	737	90%	51%	19%	681	86%	42%	12%
Male	801	86%	45%	16%	719	82%	38%	8%
American Indian or Alaska Native	5	-	-	-	8	-	-	-
Black or African American	1407	88%	48%	17%	1268	84%	40%	9%
Hispanic or Latino	86	91%	44%	14%	86	81%	38%	15%
Asian or Native Hawaiian/Other Pacific Islander	22	86%	64%	41%	16	88%	75%	38%
White	17	82%	18%	12%	21	76%	33%	5%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	83%	67%	17%	9	78%	22%	11%
General-Education Students	1272	92%	54%	20%	1164	89%	46%	12%
Students with Disabilities	266	68%	20%	5%	236	58%	12%	0%
English Proficient	1455	90%	50%	18%	1313	86%	42%	11%
Limited English Proficient	83	55%	13%	2%	87	52%	13%	0%
Economically Disadvantaged	1270	88%	46%	17%	1120	82%	37%	8%
Not Disadvantaged	268	90%	56%	21%	280	93%	51%	16%
Migrant								
Not Migrant	1538	88%	48%	17%	1400	84%	40%	10%

NOTES

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Other Assessments

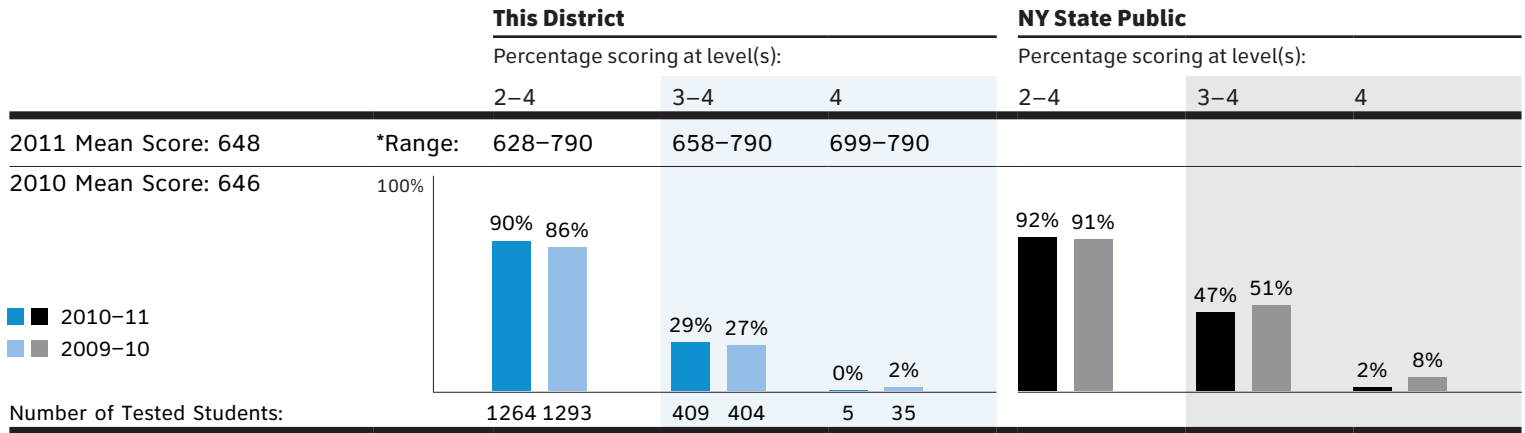
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	27	26	26	18	26	24	22	12

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1411	90%	29%	0%	1507	86%	27%	2%
Female	679	94%	36%	1%	709	89%	34%	3%
Male	732	86%	23%	0%	798	83%	21%	2%
American Indian or Alaska Native	2	-	-	-	8	-	-	-
Black or African American	1286	90%	29%	0%	1385	86%	27%	2%
Hispanic or Latino	93	82%	27%	0%	82	83%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	14	93%	43%	0%
White	17	76%	18%	0%	16	81%	19%	0%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	15	93%	60%	0%	10	80%	0%	0%
General-Education Students	1185	94%	33%	0%	1267	90%	31%	3%
Students with Disabilities	226	65%	8%	0%	240	62%	7%	0%
English Proficient	1326	91%	31%	0%	1453	87%	28%	2%
Limited English Proficient	85	67%	4%	0%	54	46%	4%	0%
Economically Disadvantaged	1158	89%	27%	0%	1195	85%	26%	2%
Not Disadvantaged	253	90%	38%	0%	312	88%	28%	2%
Migrant								
Not Migrant	1411	90%	29%	0%	1507	86%	27%	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 8 Equivalent	21	21	20	12	38	36	35	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	12	N/A	N/A	N/A	23	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	12	N/A	N/A	N/A	24	N/A	N/A	N/A

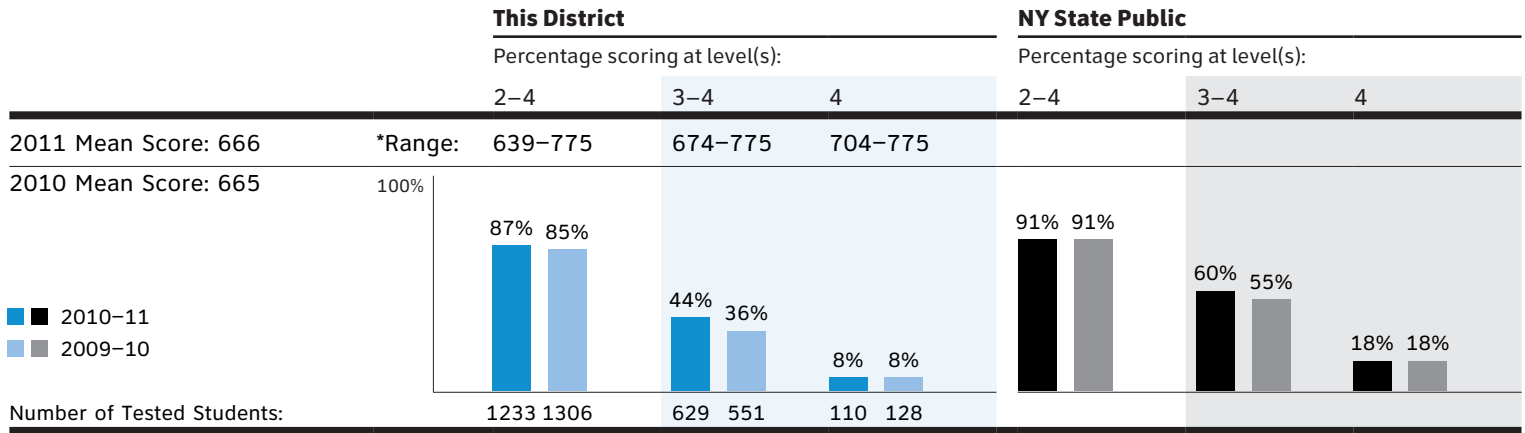
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

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	1417	87%	44%	8%	1529	85%	36%	8%
Female	679	89%	47%	9%	724	87%	40%	11%
Male	738	85%	42%	6%	805	84%	32%	6%
American Indian or Alaska Native	2	-	-	-	8	-	-	-
Black or African American	1291	87%	44%	7%	1405	85%	36%	8%
Hispanic or Latino	94	90%	43%	7%	82	83%	35%	10%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	14	100%	71%	29%
White	17	100%	59%	12%	18	72%	33%	6%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	15	93%	67%	40%	10	100%	40%	10%
General-Education Students	1192	91%	49%	9%	1291	89%	40%	9%
Students with Disabilities	225	68%	18%	1%	238	64%	14%	3%
English Proficient	1320	88%	46%	8%	1451	86%	37%	9%
Limited English Proficient	97	73%	28%	2%	78	67%	18%	4%
Economically Disadvantaged	1163	87%	44%	7%	1213	85%	34%	7%
Not Disadvantaged	254	87%	48%	13%	316	88%	42%	12%
Migrant								
Not Migrant	1417	87%	44%	8%	1529	85%	36%	8%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	21	20	19	9	38	35	35	23

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

District ID **33-18-00-01-0000**

This District's Results in Grade 8 Science

This District

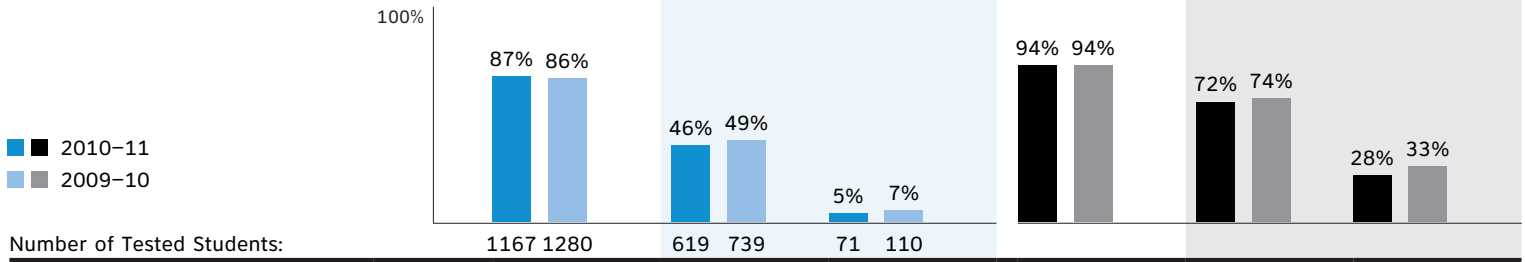
Percentage scoring at level(s):

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	1233	86%	42%	3%	1417	85%	47%	6%
Female	592	88%	44%	2%	674	87%	47%	6%
Male	641	84%	40%	4%	743	83%	47%	6%
American Indian or Alaska Native	2	-	-	-	7	-	-	-
Black or African American	1117	86%	42%	3%	1303	85%	46%	6%
Hispanic or Latino	90	86%	40%	4%	77	90%	56%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	13	92%	85%	23%
White	17	94%	47%	6%	15	87%	47%	7%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	9	100%	44%	11%	9	100%	44%	11%
General-Education Students	1022	90%	46%	3%	1187	88%	51%	7%
Students with Disabilities	211	69%	20%	2%	230	69%	28%	2%
English Proficient	1144	88%	44%	3%	1340	87%	49%	6%
Limited English Proficient	89	60%	15%	2%	77	57%	17%	0%
Economically Disadvantaged	1044	86%	41%	3%	1134	84%	44%	5%
Not Disadvantaged	189	87%	47%	4%	283	90%	59%	7%
Migrant								
Not Migrant	1233	86%	42%	3%	1417	85%	47%	6%

NOTES

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

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	21	38
Regents Science	104	77

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #18**

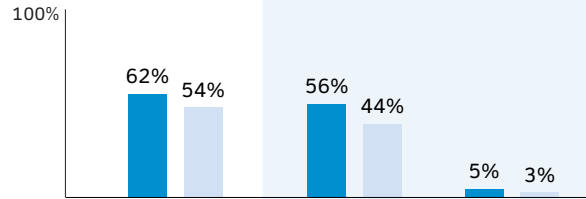
District ID **33-18-00-01-0000**

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

This District

Percentage scoring at level(s):

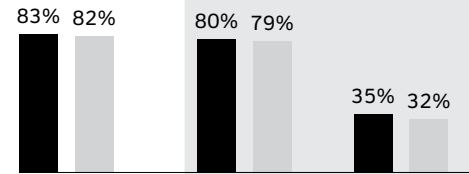
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



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	1062	62%	56%	5%	1070	54%	44%	3%
Female	465	68%	64%	7%	501	59%	49%	4%
Male	597	57%	50%	4%	569	49%	39%	2%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	922	63%	57%	5%	922	54%	44%	2%
Hispanic or Latino	100	49%	47%	4%	107	48%	43%	6%
Asian or Native Hawaiian/Other Pacific Islander	18	72%	72%	17%	12	50%	50%	0%
White	17	53%	53%	12%	20	55%	45%	5%
Multiracial	1	-	-	-	6	-	-	-
Small Group Totals	5	80%	60%	0%	9	67%	33%	0%
General-Education Students	865	72%	66%	6%	851	63%	52%	3%
Students with Disabilities	197	15%	12%	1%	219	16%	11%	0%
English Proficient	988	62%	56%	5%	958	53%	45%	3%
Limited English Proficient	74	64%	59%	1%	112	57%	34%	0%
Economically Disadvantaged	668	65%	59%	4%	612	57%	45%	3%
Not Disadvantaged	394	57%	51%	6%	458	50%	42%	3%
Migrant								
Not Migrant	1062	62%	56%	5%	1070	54%	44%	3%

NOTES

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

* 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 #18**

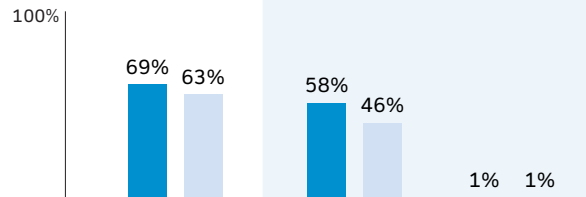
District ID **33-18-00-01-0000**

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

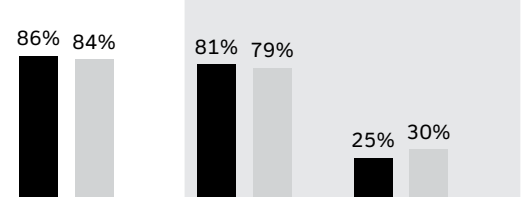


■ 2007 Cohort
■ 2006 Cohort

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	1062	69%	58%	1%	1070	63%	46%	1%
Female	465	73%	64%	1%	501	65%	50%	1%
Male	597	66%	54%	2%	569	61%	43%	1%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	922	71%	60%	1%	922	64%	47%	1%
Hispanic or Latino	100	53%	40%	2%	107	55%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	18	78%	78%	6%	12	67%	67%	0%
White	17	76%	59%	0%	20	55%	50%	5%
Multiracial	1	-	-	-	6	-	-	-
Small Group Totals	5	60%	60%	0%	9	56%	44%	0%
General-Education Students	865	78%	68%	2%	851	73%	55%	1%
Students with Disabilities	197	28%	14%	1%	219	24%	11%	0%
English Proficient	988	69%	58%	2%	958	61%	43%	1%
Limited English Proficient	74	72%	68%	0%	112	77%	71%	2%
Economically Disadvantaged	668	72%	61%	2%	612	68%	52%	1%
Not Disadvantaged	394	64%	53%	1%	458	56%	39%	1%
Migrant								
Not Migrant	1062	69%	58%	1%	1070	63%	46%	1%

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