



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #19**

District ID **33-19-00-01-0000**

Superintendent **MARTIN WEINSTEIN**

Telephone **(718) 342-3625**

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	653	698	710
Kindergarten	1702	2091	1963
Grade 1	2229	2160	2123
Grade 2	2158	2201	2118
Grade 3	2016	2159	2178
Grade 4	2020	2184	2156
Grade 5	1983	2059	2029
Grade 6	1753	1871	1848
Ungraded Elementary	1127	89	94
Grade 7	1733	1908	1858
Grade 8	1833	1988	1959
Grade 9	2178	2099	1942
Grade 10	2147	2146	1822
Grade 11	1061	1285	1297
Grade 12	1057	1329	1368
Ungraded Secondary	1109	88	70
Total K-12	26106	25657	24825

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	23	23	24
Grade 8			
English	27	29	30
Mathematics	27	28	30
Science	26	29	29
Social Studies	27	27	31
Grade 10			
English	23	28	27
Mathematics	26	31	28
Science	26	27	29
Social Studies	26	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 #19

District ID 33-19-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	21180	81%	21178	83%	20781	84%
Reduced-Price Lunch	1529	6%	1445	6%	1258	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3275	13%	3275	13%	3136	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	159	1%	156	1%	171	1%
Black or African American	13808	53%	13556	53%	13070	53%
Hispanic or Latino	10305	39%	10158	40%	9876	40%
Asian or Native Hawaiian/Other Pacific Islander	1503	6%	1479	6%	1435	6%
White	331	1%	308	1%	273	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	1227	5%	1295	5%	1494	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	2063	1864	1746
Percent with No Valid Teaching Certificate	2%	2%	1%
Percent Teaching Out of Certification	9%	8%	7%
Percent with Fewer Than Three Years of Experience	12%	8%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	40%	44%
Total Number of Core Classes	4125	3475	3205
Percent Not Taught by Highly Qualified Teachers in This District	9%	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	5023	4218	4003
Percent Taught by Teachers Without Appropriate Certification	12%	9%	7%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	28%	26%
Turnover Rate of All Teachers	16%	20%	18%

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 8)

ELA ▲ Improvement (Year 8) Science ▲ Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✗	✗	✓	✓ ^{SH}	✓ ^{SH}	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✗	✗		✓ ^{SH}	✓ ^{SH}	
Hispanic or Latino	✗	✗		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✗		–	–	
Multiracial	–	–				
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✗	✗		✓ ^{SH}	✓ ^{SH}	
Student groups making AYP in each subject	✗ 3 of 9	✗ 2 of 9	✓ 1 of 1	✗ 4 of 7	✗ 4 of 7	✓ 1 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 8)
for This Subject
(2011–12)

Accountability Measures 3 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 9) 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 8) 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 (12879:11727)			99%		116	121	120	124
Ethnicity								
American Indian or Alaska Native (72:60)			99%		127	110		
Black or African American (6712:6162)			99%		115	121	118	124
Hispanic or Latino (5183:4667)			99%		114	120	119	123
Asian or Native Hawaiian/Other Pacific Islander (779:722)			98%		146	118		
White (131:114)			95%		112	112		
Multiracial (2:2)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (2715:2411)			98%		72	120	79	85
Limited English Proficient (1591:1637)			98%		92	119	98	103
Economically Disadvantaged (12391:11282)			99%		116	121	120	124
Final AYP Determination	 3 of 9							
Non-Accountability Groups								
Female (6242:5730)			99%		126	121		
Male (6637:5997)			99%		107	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 2 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 (12885:11801)			99%		131	136	136	138
Ethnicity								
American Indian or Alaska Native (72:61)			100%		139	125		
Black or African American (6714:6149)			99%		128	136	133	135
Hispanic or Latino (5187:4740)			99%		130	135	135	137
Asian or Native Hawaiian/Other Pacific Islander (779:731)			99%		166	133		
White (131:118)			98%		117	127	127	125
Multiracial (2:2)	–	–	–	–	–	–		
Other Groups								
Students with Disabilities (2719:2399)			97%		90	135	97	101
Limited English Proficient (1594:1734)			99%		118	134	124	126
Economically Disadvantaged (12396:11355)			99%		131	136	136	138
Final AYP Determination	 2 of 9							
Non-Accountability Groups								
Female (6246:5759)			99%		136	136		
Male (6639:6042)			99%		127	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 (4436:3894)		Qualified		94%		146	100		
Ethnicity									
American Indian or Alaska Native (26:23)	—	—	—	—	—	—	—		
Black or African American (2308:2031)		Qualified		95%		142	100		
Hispanic or Latino (1787:1559)		Qualified		94%		146	100		
Asian or Native Hawaiian/Other Pacific Islander (283:257)		Qualified		97%		177	100		
White (32:24)	—	—	—	—	—	—	—		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (900:738)		Qualified		91%		112	100		
Limited English Proficient (536:567)		Qualified		97%		133	100		
Economically Disadvantaged (4253:3737)		Qualified		94%		146	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (2110:1863)				95%		147	100		
Male (2326:2031)				94%		145	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 8)
for This Subject
(2011–12)

Accountability Measures 4 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 9) 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 8) 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 (1581:1439)			99%		156	180	156	160
Ethnicity								
American Indian or Alaska Native (8:11)	–	–	–	–	–	–	–	–
Black or African American (830:778)			100%		163	179	162	167
Hispanic or Latino (657:577)			99%		145	178	142‡	151
Asian or Native Hawaiian/Other Pacific Islander (68:54)			100%		178	170		
White (18:19)	–	–	–	–	–	–	–	–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (197:246)			98%		108	176	103‡	117
Limited English Proficient (249:231)			98%		106	176	109‡	115
Economically Disadvantaged (1304:1214)			100%		159	180	159	163
Final AYP Determination		4 of 7						
Non-Accountability Groups								
Female (691:631)			100%		160	179		
Male (890:808)			99%		153	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 4 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 (1581:1439)			100%		169	177	161	172
Ethnicity								
American Indian or Alaska Native (8:11)	–	–	–	–	–	–	–	–
Black or African American (830:778)			100%		167	176	162	170
Hispanic or Latino (657:577)			100%		171	175	157‡	174
Asian or Native Hawaiian/Other Pacific Islander (68:54)			100%		191	167		
White (18:19)	–	–	–	–	–	–	–	–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (197:246)			100%		115	173	108‡	124
Limited English Proficient (249:231)			100%		168	173	147‡	171
Economically Disadvantaged (1304:1214)			100%		172	177	164	175
Final AYP Determination		4 of 7						
Non-Accountability Groups								
Female (691:631)			100%		170	176		
Male (890:808)			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)  Good Standing

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

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (1769)			57%	80%	57%
Ethnicity					
American Indian or Alaska Native (12)		—	—	—	
Black or African American (972)			60%	80%	59%
Hispanic or Latino (661)			48%	80%	53%
Asian or Native Hawaiian/Other Pacific Islander (86)			79%	80%	61%
White (36)			53%	80%	16%
Multiracial (2)		—	—	—	
Other Groups					
Students with Disabilities (337)			28%	80%	30%
Limited English Proficient (274)			38%	80%	43%
Economically Disadvantaged (1352)			63%	80%	59%
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (823)			61%	80%	
Male (946)			52%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **62%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

19 schools identified 41% of total

ACADEMY FOR HEALTH CAREERS
 ACADEMY OF INNOVATIVE TECHNOLOGY
 EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE
 EAST NEW YORK FAMILY ACADEMY
 EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE
 ESSENCE SCHOOL
 FREDERICK DOUGHLASS ACADEMY VIII MIDDLE SCHOOL
 IS 364 GATEWAY
 MULTICULTURAL HIGH SCHOOL
 PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL
 PS 158 WARWICK
 PS 174 DUMONT
 PS 190 SHEFFIELD
 PS 213 NEW LOTS
 PS 273 WORTMAN
 PS 290 JUAN MOREL CAMPOS
 PS 65
 PS 7 ABRAHAM LINCOLN
 THE SCHOOL FOR CLASSICS: AN ACADEMY OF THINKERS, WRITERS AND PERFORMERS

Improvement (year 1) Basic

4 schools identified 9% of total

PS 108 SAL ABBRACCIAMENTO
 PS 149 DANNY KAYE
 PS 260 BREUCKELEN
 PS 346 ABE STARK

Improvement (year 1) Comprehensive

11 schools identified 24% of total

BROOKLYN LAB SCHOOL
 CYPRESS HILLS COLLEGIATE PREPARATORY SCHOOL
 IS 171 ABRAHAM LINCOLN
 JHS 218 JAMES P SINNOTT
 PS 202 ERNEST S JENKYNs
 PS 224 HALE A WOODRUFF
 PS 306 ETHAN ALLEN
 PS 345 PATROLMAN ROBERT BOLDEN
 PS 89 CYPRESS HILLS
 PS/IS 72 ANNETTE P GOLDMAN
 WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH

Improvement (year 2) Focused

1 school identified 2% of total

TRANSIT TECH CAREER AND TECHNICAL EDUCATION

Improvement (year 2) Comprehensive

2 schools identified 4% of total

FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY

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

Improvement (year 2) Comprehensive (continued)

.....
HIGH SCHOOL FOR CIVIL RIGHTS

Corrective Action (year 1) Focused

.....
1 school identified 2% of total

PS 159 ISAAC PITKIN

Corrective Action (year 2) Focused

.....
1 school identified 2% of total

PS 214 MICHAEL FRIEDSAM

Restructuring (advanced) Comprehensive

.....
7 schools identified 15% of total

FRANKLIN K LANE HIGH SCHOOL

JHS 166 GEORGE GERSHWIN

JHS 292 MARGARET S DOUGLAS

JHS 302 RAFAEL CORDERO

PS 13 ROBERTO CLEMENTE

PS 328 PHYLLIS WHEATLEY

W H MAXWELL CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	36%			2198
Grade 4	40%			2212
Grade 5	35%			2101
Grade 6	34%			1880
Grade 7	23%			1874
Grade 8	23%			2006

Mathematics			
Grade 3	42%		2234
Grade 4	50%		2250
Grade 5	45%		2133
Grade 6	45%		1924
Grade 7	37%		1904
Grade 8	35%		2023

Science			
Grade 4	75%		2219
Grade 8	34%		1879

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	62%			1754
Mathematics	67%			1754

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

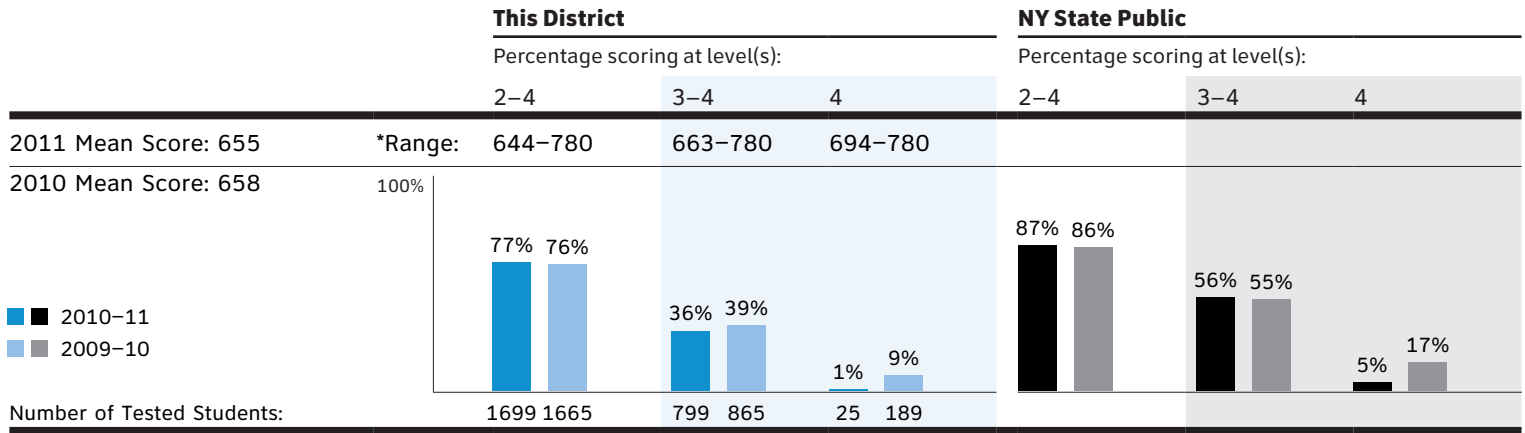
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	2198	77%	36%	1%	2190	76%	39%	9%
Female	1070	85%	44%	1%	1070	79%	41%	9%
Male	1128	70%	29%	1%	1120	74%	38%	8%
American Indian or Alaska Native	14	86%	64%	0%	12	75%	58%	8%
Black or African American	1179	75%	32%	1%	1089	75%	38%	8%
Hispanic or Latino	853	79%	38%	2%	890	76%	39%	8%
Asian or Native Hawaiian/Other Pacific Islander	131	90%	60%	2%	165	85%	50%	15%
White	21	62%	29%	0%	21	95%	43%	10%
Multiracial					13	69%	31%	8%
Small Group Totals								
General-Education Students	1822	84%	41%	1%	1824	83%	45%	10%
Students with Disabilities	376	44%	11%	0%	366	40%	12%	2%
English Proficient	1948	79%	38%	1%	1900	78%	42%	9%
Limited English Proficient	250	64%	22%	0%	290	63%	24%	5%
Economically Disadvantaged	2112	77%	36%	1%	2112	76%	39%	9%
Not Disadvantaged	86	73%	35%	2%	78	76%	41%	5%
Migrant								
Not Migrant	2198	77%	36%	1%	2190	76%	39%	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 3 Equivalent	32	29	29	24	49	42	39	33
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	25	N/A	N/A	N/A	26	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	26	N/A	N/A	N/A	27	N/A	N/A	N/A

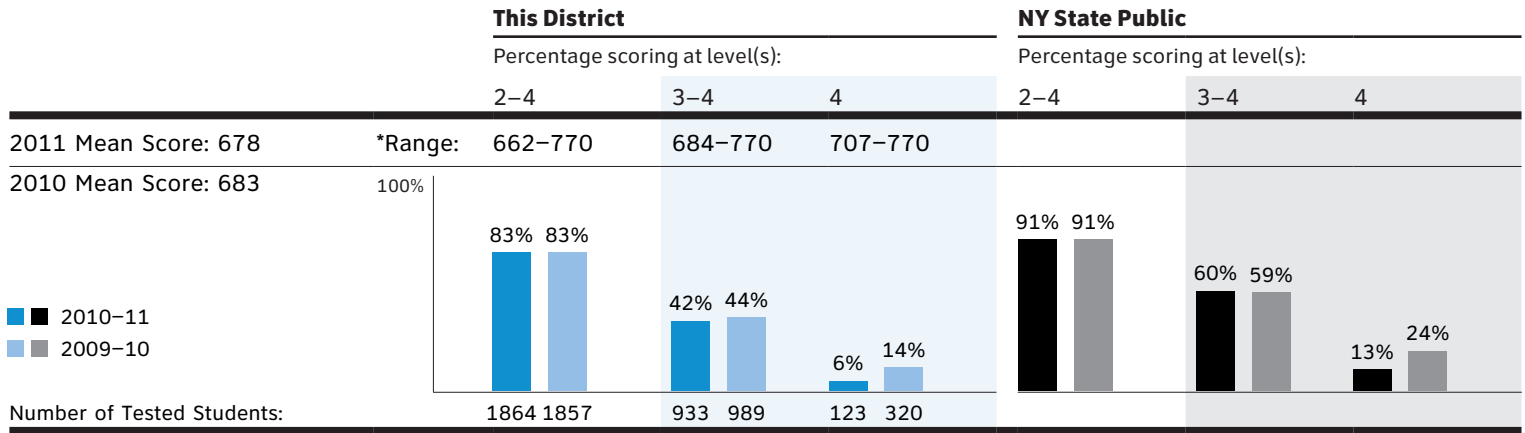
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	2234	83%	42%	6%	2224	83%	44%	14%
Female	1089	86%	43%	6%	1093	85%	45%	15%
Male	1145	81%	40%	5%	1131	82%	44%	14%
American Indian or Alaska Native	14	93%	71%	7%	12	92%	67%	25%
Black or African American	1183	82%	38%	4%	1095	81%	39%	11%
Hispanic or Latino	881	84%	43%	6%	911	84%	47%	15%
Asian or Native Hawaiian/Other Pacific Islander	135	92%	65%	13%	172	91%	64%	30%
White	21	71%	38%	10%	21	90%	52%	5%
Multiracial					13	69%	38%	8%
Small Group Totals								
General-Education Students	1854	88%	46%	6%	1855	88%	50%	16%
Students with Disabilities	380	63%	20%	1%	369	59%	19%	4%
English Proficient	1953	84%	43%	6%	1905	85%	46%	15%
Limited English Proficient	281	76%	31%	2%	319	76%	33%	12%
Economically Disadvantaged	2148	84%	42%	5%	2146	84%	45%	15%
Not Disadvantaged	86	78%	37%	8%	78	78%	35%	10%
Migrant								
Not Migrant	2234	83%	42%	6%	2224	83%	44%	14%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	32	32	32	25	49	46	41	29

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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: 662	*Range: 637-775	671-775	722-775			
2010 Mean Score: 657						
Number of Tested Students:	1930	1851	891	712	15	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	2212	87%	40%	1%	2221	83%	32%	1%
Female	1082	90%	44%	1%	1118	87%	35%	2%
Male	1130	85%	36%	1%	1103	80%	29%	1%
American Indian or Alaska Native	15	80%	47%	0%	15	73%	27%	0%
Black or African American	1121	87%	38%	1%	1186	82%	30%	1%
Hispanic or Latino	889	87%	39%	0%	835	84%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	171	94%	58%	1%	138	96%	61%	3%
White	16	94%	56%	0%	35	74%	34%	0%
Multiracial					12	83%	17%	0%
Small Group Totals								
General-Education Students	1823	93%	46%	1%	1782	91%	38%	2%
Students with Disabilities	389	58%	13%	0%	439	53%	9%	0%
English Proficient	1954	89%	43%	1%	1948	85%	35%	1%
Limited English Proficient	258	71%	22%	0%	273	73%	14%	0%
Economically Disadvantaged	2121	87%	40%	1%	2150	83%	32%	1%
Not Disadvantaged	91	89%	45%	2%	71	90%	41%	0%
Migrant								
Not Migrant	2212	87%	40%	1%	2221	83%	32%	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	52	47	43	38	47	46	43	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	28	N/A	N/A	N/A	20	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	28	N/A	N/A	N/A	20	N/A	N/A	N/A

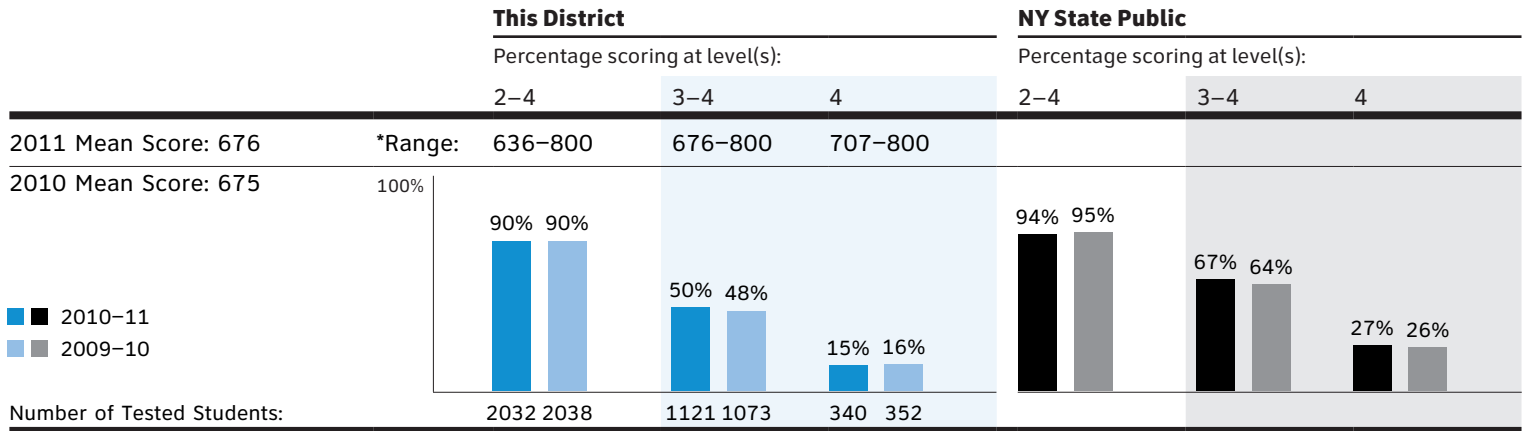
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	2250	90%	50%	15%	2252	90%	48%	16%
Female	1096	91%	51%	15%	1137	92%	48%	16%
Male	1154	89%	49%	15%	1115	89%	47%	15%
American Indian or Alaska Native	15	87%	47%	27%	15	93%	53%	27%
Black or African American	1124	90%	45%	12%	1185	89%	44%	12%
Hispanic or Latino	915	90%	52%	15%	862	92%	49%	17%
Asian or Native Hawaiian/Other Pacific Islander	178	97%	72%	35%	143	96%	72%	38%
White	18	94%	39%	11%	35	71%	29%	11%
Multiracial					12	83%	33%	17%
Small Group Totals								
General-Education Students	1861	94%	55%	18%	1815	95%	55%	19%
Students with Disabilities	389	72%	23%	4%	437	71%	18%	2%
English Proficient	1959	92%	52%	17%	1948	91%	50%	18%
Limited English Proficient	291	81%	38%	4%	304	86%	34%	4%
Economically Disadvantaged	2158	91%	50%	15%	2180	90%	48%	16%
Not Disadvantaged	92	85%	51%	12%	72	96%	46%	15%
Migrant								
Not Migrant	2250	90%	50%	15%	2252	90%	48%	16%

NOTES

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Other Assessments

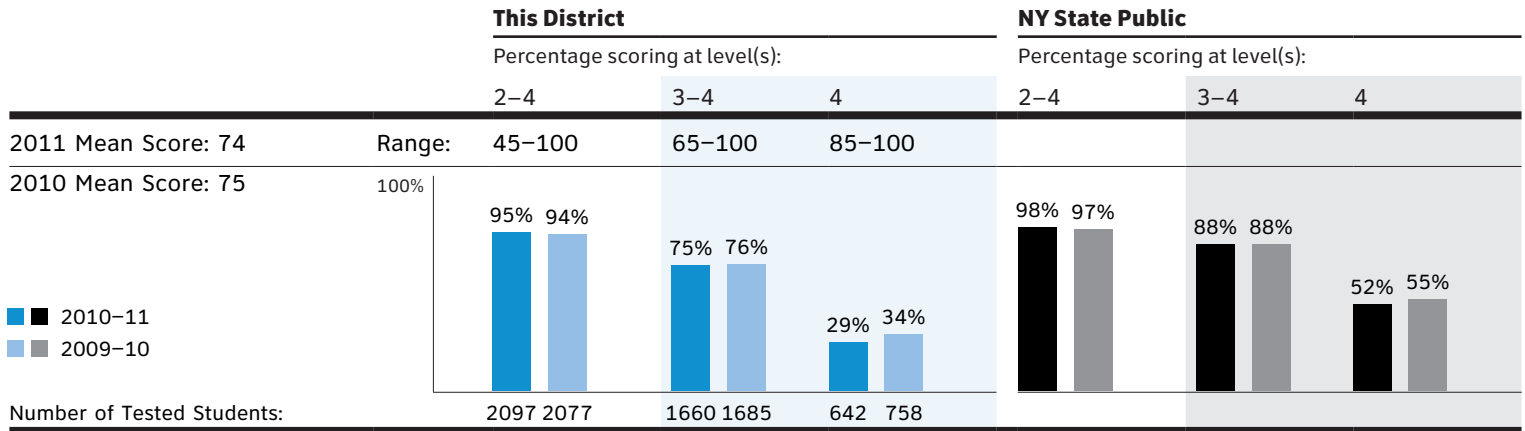
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	52	51	42	36	47	47	41	36

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	2219	95%	75%	29%	2220	94%	76%	34%
Female	1077	95%	75%	29%	1131	94%	77%	34%
Male	1142	94%	75%	29%	1089	93%	75%	35%
American Indian or Alaska Native	15	93%	73%	40%	15	87%	60%	53%
Black or African American	1109	95%	72%	24%	1168	93%	72%	29%
Hispanic or Latino	901	93%	74%	29%	848	94%	80%	37%
Asian or Native Hawaiian/Other Pacific Islander	177	98%	92%	55%	142	96%	91%	61%
White	17	94%	88%	29%	35	94%	71%	29%
Multiracial					12	83%	75%	33%
Small Group Totals								
General-Education Students	1838	96%	79%	32%	1803	95%	81%	39%
Students with Disabilities	381	87%	55%	13%	417	86%	55%	14%
English Proficient	1933	96%	78%	31%	1922	95%	77%	36%
Limited English Proficient	286	85%	55%	15%	298	87%	68%	20%
Economically Disadvantaged	2127	95%	75%	29%	2149	93%	76%	34%
Not Disadvantaged	92	91%	70%	23%	71	96%	86%	32%
Migrant								
Not Migrant	2219	95%	75%	29%	2220	94%	76%	34%

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	51	44	39	37	47	45	45	39

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

This District's Results in Grade 5 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: 661	*Range: 648-795	668-795	700-795			
2010 Mean Score: 661						
Number of Tested Students:	1729	1651	732	714	36	103

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	2101	82%	35%	2%	2106	78%	34%	5%
Female	1059	86%	39%	2%	1011	83%	40%	7%
Male	1042	78%	31%	1%	1095	74%	29%	3%
American Indian or Alaska Native	12	67%	33%	0%	6	50%	0%	0%
Black or African American	1079	82%	34%	2%	1078	77%	31%	4%
Hispanic or Latino	850	81%	32%	1%	835	79%	34%	4%
Asian or Native Hawaiian/Other Pacific Islander	134	93%	60%	7%	160	90%	54%	15%
White	26	85%	31%	4%	19	74%	32%	5%
Multiracial					8	88%	63%	0%
Small Group Totals								
General-Education Students	1700	89%	41%	2%	1702	86%	40%	6%
Students with Disabilities	401	53%	10%	0%	404	48%	8%	0%
English Proficient	1862	85%	38%	2%	1878	81%	37%	5%
Limited English Proficient	239	63%	12%	0%	228	58%	12%	1%
Economically Disadvantaged	2027	82%	35%	2%	2000	78%	34%	5%
Not Disadvantaged	74	92%	43%	1%	106	84%	26%	1%
Migrant								
Not Migrant	2101	82%	35%	2%	2106	78%	34%	5%

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	51	48	46	36	54	48	47	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	25	N/A	N/A	N/A	31	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	26	N/A	N/A	N/A	30	N/A	N/A	N/A

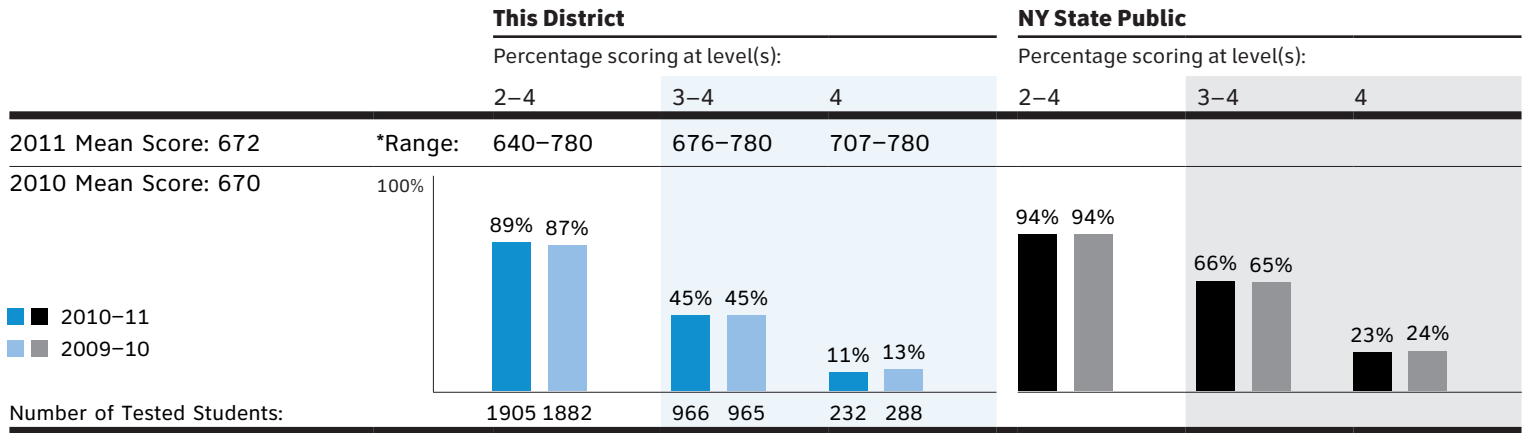
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	2133	89%	45%	11%	2156	87%	45%	13%
Female	1070	91%	48%	13%	1031	90%	47%	13%
Male	1063	87%	42%	9%	1125	85%	43%	14%
American Indian or Alaska Native	12	83%	58%	8%	6	100%	50%	0%
Black or African American	1081	88%	42%	10%	1080	86%	42%	12%
Hispanic or Latino	872	89%	44%	9%	876	87%	43%	12%
Asian or Native Hawaiian/Other Pacific Islander	140	97%	75%	34%	168	96%	70%	27%
White	28	93%	39%	7%	19	89%	42%	11%
Multiracial	7	71%	57%	14%	7	71%	57%	14%
Small Group Totals								
General-Education Students	1730	93%	51%	13%	1748	93%	51%	16%
Students with Disabilities	403	72%	19%	2%	408	64%	16%	2%
English Proficient	1861	91%	48%	12%	1888	89%	48%	15%
Limited English Proficient	272	79%	27%	1%	268	79%	21%	3%
Economically Disadvantaged	2059	89%	45%	11%	2048	87%	45%	14%
Not Disadvantaged	74	93%	47%	15%	108	92%	39%	7%
Migrant								
Not Migrant	2133	89%	45%	11%	2156	87%	45%	13%

NOTES

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Other Assessments

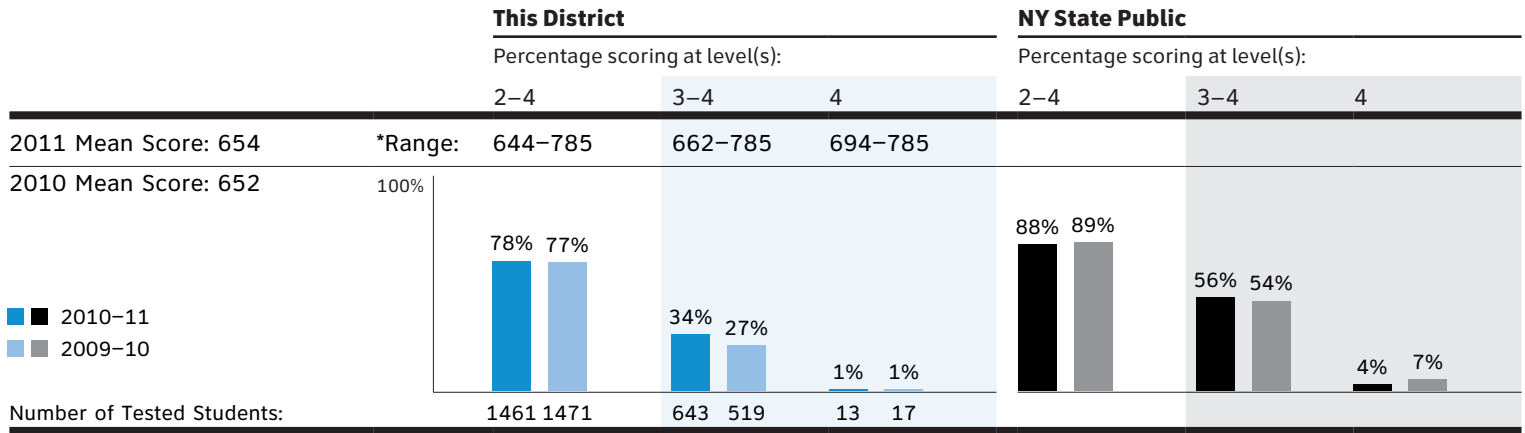
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	51	49	48	36	54	51	49	39

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	1880	78%	34%	1%	1917	77%	27%	1%
Female	933	84%	41%	1%	964	80%	32%	1%
Male	947	72%	28%	0%	953	73%	22%	1%
American Indian or Alaska Native	5	-	-	-	8	88%	38%	0%
Black or African American	977	80%	35%	0%	1038	77%	26%	0%
Hispanic or Latino	759	74%	30%	1%	764	76%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	124	85%	52%	3%	81	90%	48%	5%
White	14	86%	36%	0%	16	56%	19%	0%
Multiracial	1	-	-	-	10	70%	40%	0%
Small Group Totals	6	50%	33%	0%				
General-Education Students	1468	86%	41%	1%	1526	86%	32%	1%
Students with Disabilities	412	49%	12%	0%	391	42%	7%	0%
English Proficient	1665	82%	38%	1%	1745	80%	30%	1%
Limited English Proficient	215	45%	7%	0%	172	42%	1%	0%
Economically Disadvantaged	1827	77%	34%	1%	1871	77%	27%	1%
Not Disadvantaged	53	94%	47%	0%	46	83%	46%	2%
Migrant								
Not Migrant	1880	78%	34%	1%	1917	77%	27%	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 6 Equivalent	51	46	40	30	49	47	43	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	33	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 6	34	N/A	N/A	N/A	30	N/A	N/A	N/A

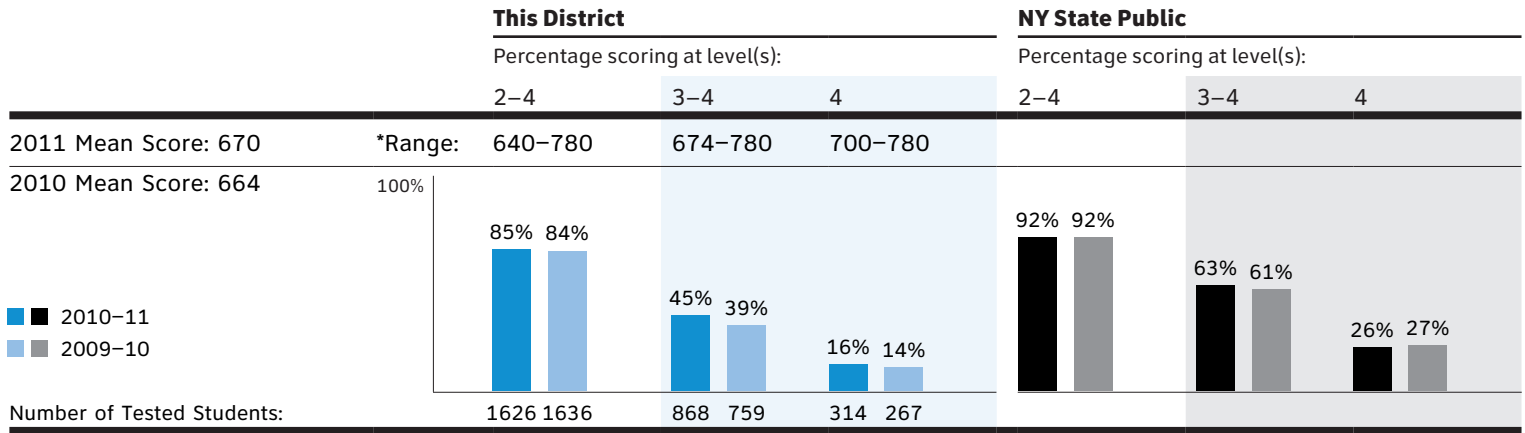
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	1924	85%	45%	16%	1954	84%	39%	14%
Female	950	89%	51%	19%	982	85%	42%	17%
Male	974	80%	39%	14%	972	82%	35%	11%
American Indian or Alaska Native	5	-	-	-	9	78%	56%	22%
Black or African American	976	86%	45%	15%	1041	83%	37%	12%
Hispanic or Latino	795	81%	40%	13%	794	83%	38%	13%
Asian or Native Hawaiian/Other Pacific Islander	129	98%	74%	43%	85	93%	71%	36%
White	18	89%	33%	11%	16	75%	31%	13%
Multiracial	1	-	-	-	9	89%	78%	33%
Small Group Totals	6	100%	67%	17%				
General-Education Students	1510	90%	53%	20%	1561	89%	45%	17%
Students with Disabilities	414	63%	16%	3%	393	61%	13%	2%
English Proficient	1669	88%	49%	18%	1751	86%	42%	15%
Limited English Proficient	255	64%	18%	4%	203	60%	9%	0%
Economically Disadvantaged	1868	84%	45%	16%	1904	84%	39%	13%
Not Disadvantaged	56	98%	55%	25%	50	86%	48%	20%
Migrant								
Not Migrant	1924	85%	45%	16%	1954	84%	39%	14%

NOTES

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Other Assessments

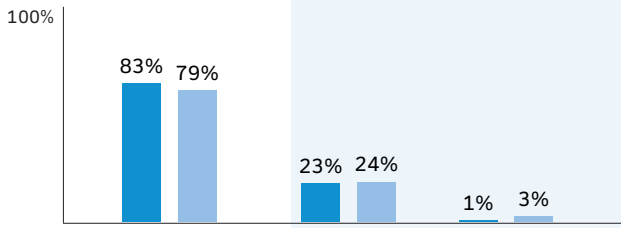
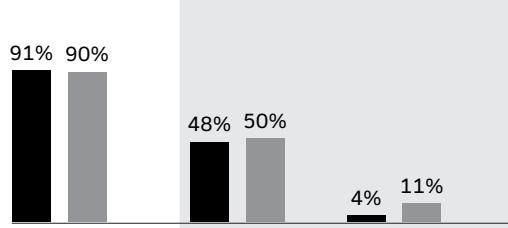
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	50	49	44	33	51	49	45	37

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 642-790	665-790	698-790			
2010 Mean Score: 653						
						
Number of Tested Students:	1549	1512	431	462	17	48

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	1874	83%	23%	1%	1920	79%	24%	3%
Female	925	87%	29%	2%	911	83%	30%	3%
Male	949	79%	17%	0%	1009	75%	19%	2%
American Indian or Alaska Native	13	-	-	-	7	-	-	-
Black or African American	1018	83%	21%	1%	1064	79%	23%	2%
Hispanic or Latino	739	82%	22%	1%	741	77%	23%	3%
Asian or Native Hawaiian/Other Pacific Islander	83	90%	52%	2%	89	92%	43%	9%
White	20	65%	30%	0%	16	69%	31%	0%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	14	71%	14%	0%	10	80%	50%	10%
General-Education Students	1479	89%	28%	1%	1538	87%	29%	3%
Students with Disabilities	395	59%	5%	0%	382	47%	5%	0%
English Proficient	1701	85%	25%	1%	1732	82%	26%	3%
Limited English Proficient	173	64%	1%	0%	188	48%	6%	0%
Economically Disadvantaged	1816	82%	23%	1%	1867	79%	24%	2%
Not Disadvantaged	58	90%	31%	0%	53	85%	32%	4%
Migrant								
Not Migrant	1874	83%	23%	1%	1920	79%	24%	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	50	48	44	41	40	40	37	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	29	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 7	31	N/A	N/A	N/A	43	N/A	N/A	N/A

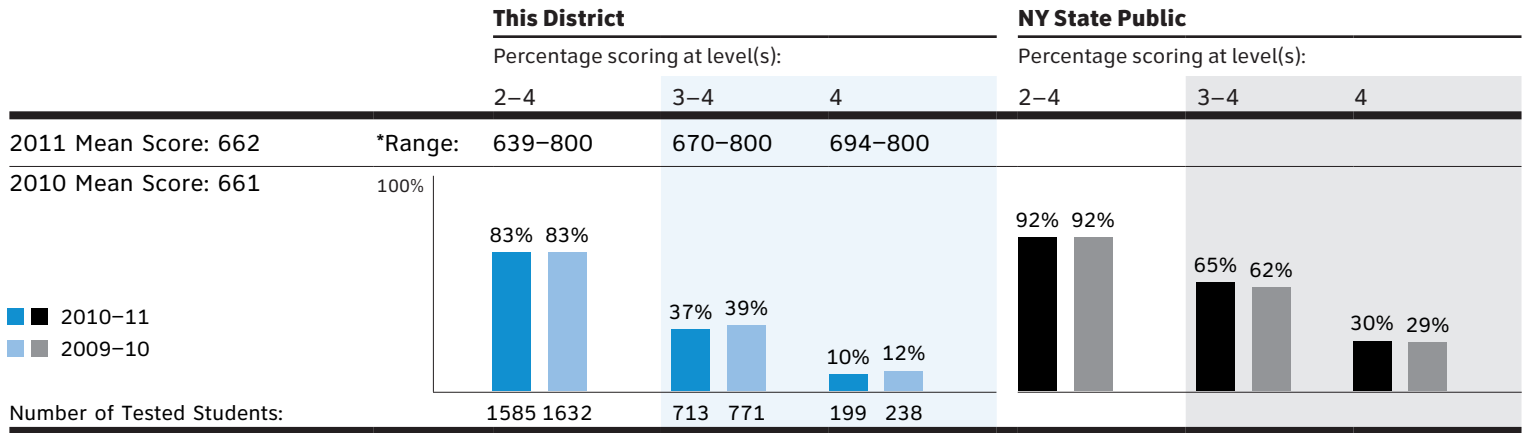
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	1904	83%	37%	10%	1959	83%	39%	12%
Female	938	85%	40%	13%	926	86%	41%	13%
Male	966	81%	35%	8%	1033	81%	38%	11%
American Indian or Alaska Native	14	-	-	-	7	-	-	-
Black or African American	1017	83%	36%	8%	1063	82%	36%	9%
Hispanic or Latino	763	83%	37%	10%	777	84%	41%	13%
Asian or Native Hawaiian/Other Pacific Islander	87	94%	62%	34%	93	97%	67%	33%
White	22	64%	36%	14%	15	67%	20%	7%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	15	67%	20%	20%	11	73%	55%	18%
General-Education Students	1508	89%	44%	13%	1579	90%	46%	15%
Students with Disabilities	396	61%	14%	1%	380	57%	13%	1%
English Proficient	1699	85%	40%	12%	1729	85%	42%	13%
Limited English Proficient	205	65%	18%	1%	230	68%	19%	3%
Economically Disadvantaged	1844	83%	37%	11%	1905	83%	39%	12%
Not Disadvantaged	60	85%	45%	8%	54	80%	46%	17%
Migrant								
Not Migrant	1904	83%	37%	10%	1959	83%	39%	12%

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 7 Equivalent	50	49	48	35	40	37	37	27

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

This District's Results in Grade 8 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: 643	*Range: 628-790	658-790	699-790			
2010 Mean Score: 642						
Number of Tested Students:	1667	1635	460	459	4	25

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	2006	83%	23%	0%	2049	80%	22%	1%
Female	956	87%	26%	0%	1003	82%	26%	1%
Male	1050	80%	20%	0%	1046	78%	19%	1%
American Indian or Alaska Native	10	70%	30%	0%	5	80%	40%	0%
Black or African American	1086	84%	23%	0%	1130	79%	20%	1%
Hispanic or Latino	800	82%	21%	0%	780	80%	23%	1%
Asian or Native Hawaiian/Other Pacific Islander	97	94%	37%	2%	105	83%	41%	6%
White	13	69%	23%	0%	29	79%	21%	0%
Multiracial								
Small Group Totals								
General-Education Students	1605	90%	28%	0%	1627	86%	28%	2%
Students with Disabilities	401	54%	4%	0%	422	54%	3%	0%
English Proficient	1804	86%	25%	0%	1846	83%	25%	1%
Limited English Proficient	202	53%	2%	0%	203	53%	2%	0%
Economically Disadvantaged	1943	83%	23%	0%	1984	80%	22%	1%
Not Disadvantaged	63	84%	32%	0%	65	88%	26%	5%
Migrant								
Not Migrant	2006	83%	23%	0%	2049	80%	22%	1%

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 8 Equivalent	38	38	35	31	39	39	39	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	26	N/A	N/A	N/A	48	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	27	N/A	N/A	N/A	49	N/A	N/A	N/A

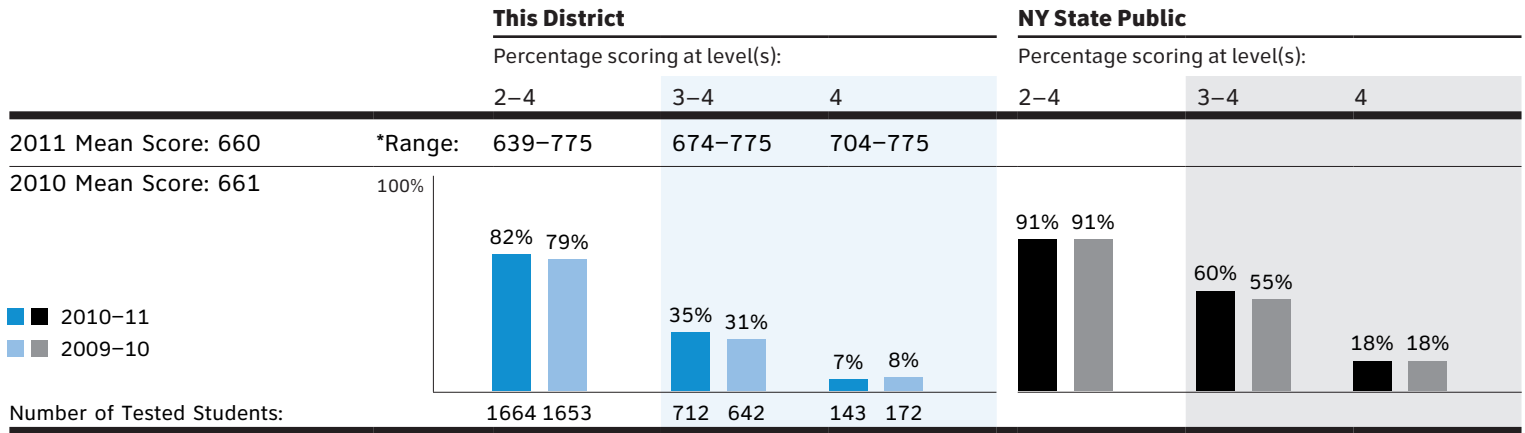
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	2023	82%	35%	7%	2086	79%	31%	8%
Female	962	85%	37%	8%	1017	82%	33%	10%
Male	1061	80%	33%	7%	1069	77%	29%	6%
American Indian or Alaska Native	11	64%	36%	9%	6	83%	50%	33%
Black or African American	1078	82%	34%	6%	1119	79%	30%	7%
Hispanic or Latino	826	82%	33%	6%	818	79%	28%	7%
Asian or Native Hawaiian/Other Pacific Islander	96	94%	66%	25%	113	87%	56%	26%
White	12	58%	25%	8%	30	73%	37%	3%
Multiracial								
Small Group Totals								
General-Education Students	1629	88%	41%	9%	1669	86%	36%	10%
Students with Disabilities	394	57%	10%	0%	417	51%	9%	0%
English Proficient	1795	83%	37%	8%	1835	80%	33%	9%
Limited English Proficient	228	74%	24%	2%	251	70%	14%	1%
Economically Disadvantaged	1958	82%	35%	7%	2018	79%	31%	8%
Not Disadvantaged	65	80%	42%	14%	68	78%	29%	12%
Migrant								
Not Migrant	2023	82%	35%	7%	2086	79%	31%	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

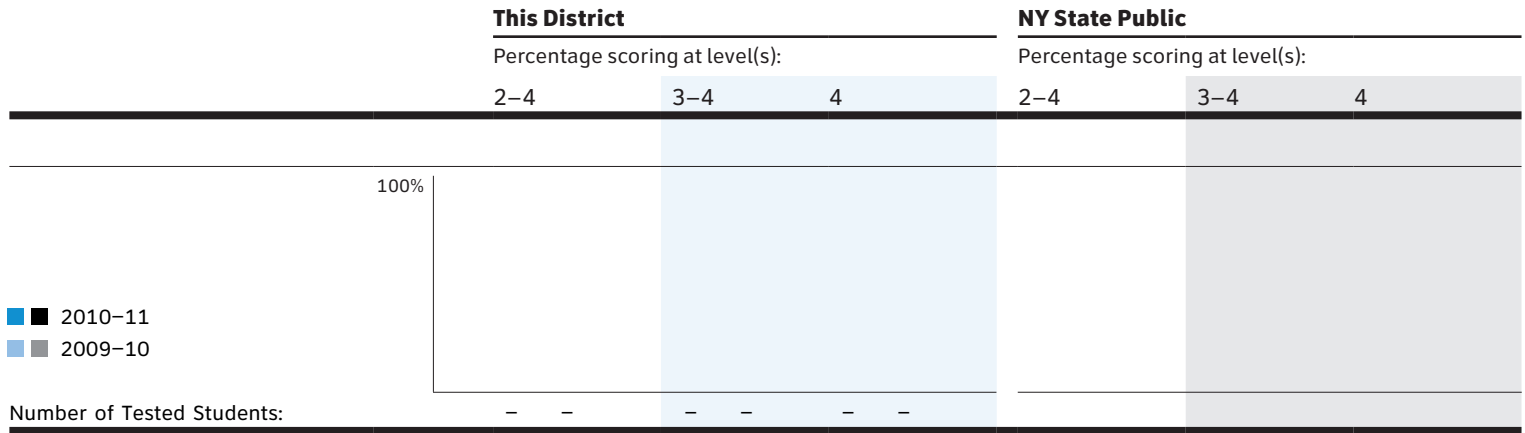
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	38	36	36	22	40	37	36	24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

This District's Results in Grade 8 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	1879	82%	34%	4%	1974	80%	34%	4%
Female	897	85%	34%	4%	962	81%	33%	3%
Male	982	79%	35%	4%	1012	79%	35%	5%
American Indian or Alaska Native	11	73%	64%	9%	6	100%	50%	0%
Black or African American	1013	82%	32%	3%	1058	78%	30%	3%
Hispanic or Latino	753	81%	35%	4%	775	82%	36%	5%
Asian or Native Hawaiian/Other Pacific Islander	93	94%	55%	13%	108	86%	54%	9%
White	9	67%	22%	11%	27	81%	30%	4%
Multiracial								
Small Group Totals								
General-Education Students	1534	88%	39%	5%	1581	85%	39%	5%
Students with Disabilities	345	55%	14%	0%	393	62%	14%	1%
English Proficient	1660	84%	36%	5%	1735	81%	36%	5%
Limited English Proficient	219	66%	20%	1%	239	72%	22%	3%
Economically Disadvantaged	1816	82%	34%	4%	1905	80%	34%	4%
Not Disadvantaged	63	81%	46%	8%	69	78%	41%	1%
Migrant								
Not Migrant	1879	82%	34%	4%	1974	80%	34%	4%

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

Other Assessments

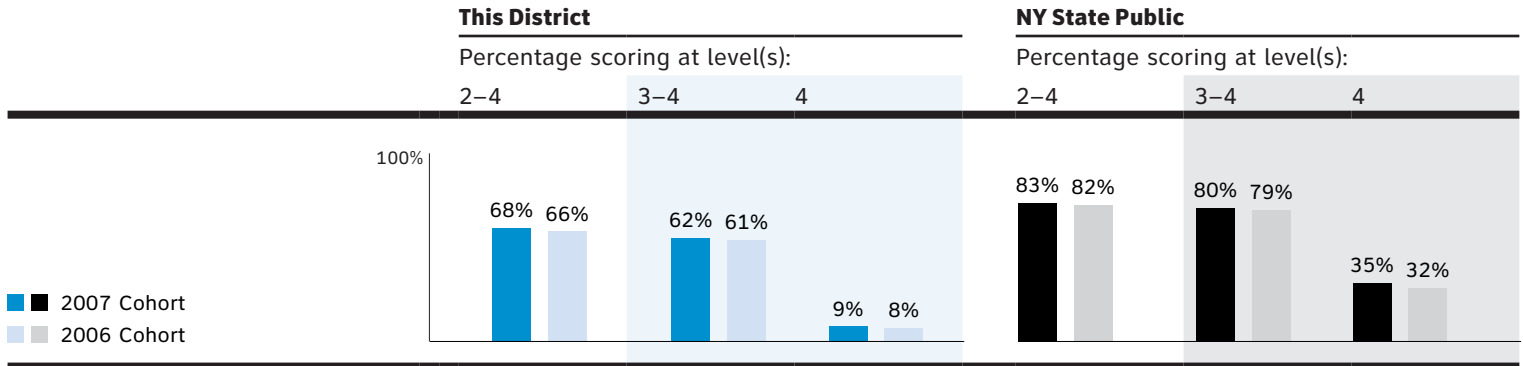
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	38	32	32	30	40	38	36	32
Regents Science	1	-	-	-	3	-	-	-

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	1754	68%	62%	9%	1759	66%	61%	8%
Female	770	71%	65%	11%	818	70%	64%	8%
Male	984	65%	60%	8%	941	62%	58%	7%
American Indian or Alaska Native	12	67%	50%	17%	12	-	-	-
Black or African American	946	70%	65%	11%	965	69%	64%	8%
Hispanic or Latino	705	64%	57%	6%	658	59%	54%	6%
Asian or Native Hawaiian/Other Pacific Islander	66	82%	79%	21%	86	80%	78%	16%
White	25	56%	52%	8%	36	56%	56%	6%
Multiracial					2	-	-	-
Small Group Totals					14	71%	71%	7%
General-Education Students	1410	77%	72%	11%	1427	75%	71%	9%
Students with Disabilities	344	32%	23%	1%	332	24%	17%	1%
English Proficient	1480	72%	67%	11%	1500	70%	65%	9%
Limited English Proficient	274	45%	34%	1%	259	40%	34%	1%
Economically Disadvantaged	1399	72%	66%	11%	1346	71%	66%	9%
Not Disadvantaged	355	50%	46%	4%	413	49%	44%	5%
Migrant								
Not Migrant	1754	68%	62%	9%	1759	66%	61%	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.

* 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.

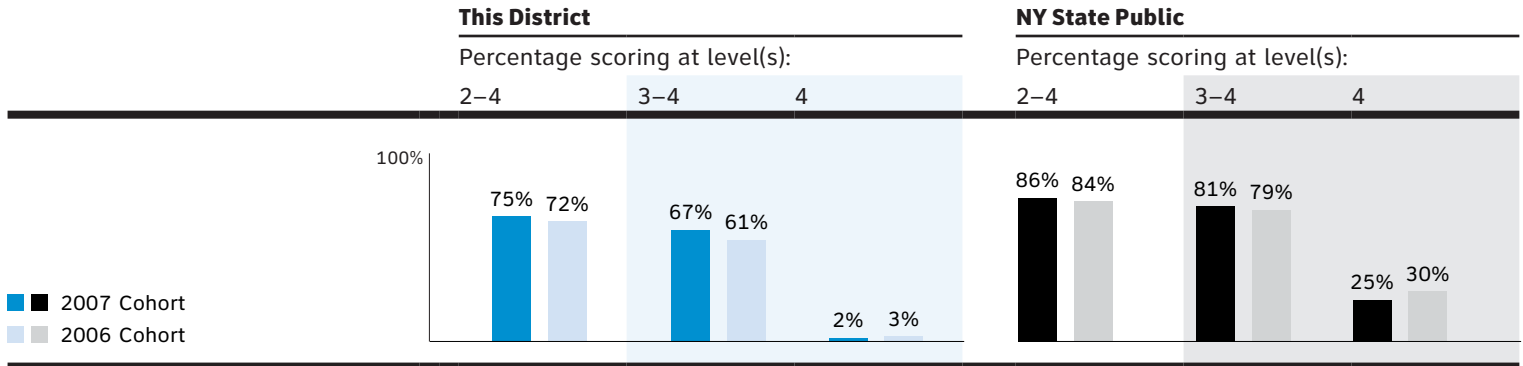
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #19**

District ID **33-19-00-01-0000**

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	1754	75%	67%	2%	1759	72%	61%	3%
Female	770	77%	68%	2%	818	75%	63%	3%
Male	984	73%	66%	2%	941	70%	59%	4%
American Indian or Alaska Native	12	67%	50%	0%	12	-	-	-
Black or African American	946	75%	65%	2%	965	72%	62%	2%
Hispanic or Latino	705	75%	69%	2%	658	70%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander	66	88%	83%	6%	86	92%	80%	16%
White	25	60%	52%	4%	36	67%	56%	8%
Multiracial					2	-	-	-
Small Group Totals					14	86%	79%	14%
General-Education Students	1410	85%	78%	2%	1427	83%	72%	4%
Students with Disabilities	344	35%	22%	0%	332	26%	17%	0%
English Proficient	1480	76%	68%	2%	1500	73%	63%	4%
Limited English Proficient	274	72%	64%	0%	259	66%	49%	2%
Economically Disadvantaged	1399	78%	71%	2%	1346	76%	66%	4%
Not Disadvantaged	355	62%	51%	1%	413	59%	46%	2%
Migrant								
Not Migrant	1754	75%	67%	2%	1759	72%	61%	3%

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