



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #20**

District ID **33-20-00-01-0000**

Superintendent **KARINA COSTANTINO**

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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.

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

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.

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	873	881	903
Kindergarten	2995	3401	3578
Grade 1	2955	3376	3701
Grade 2	2808	3235	3500
Grade 3	2827	3040	3296
Grade 4	2733	3084	3092
Grade 5	2693	2993	3176
Grade 6	2767	3205	3383
Ungraded Elementary	1504	141	167
Grade 7	3042	3220	3369
Grade 8	3175	3541	3424
Grade 9	3464	3919	3908
Grade 10	3646	4025	4036
Grade 11	1739	2054	2225
Grade 12	1830	1951	2169
Ungraded Secondary	1551	97	102
Total K-12	39729	41282	43126

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	24	25	26
Grade 8			
English	28	28	28
Mathematics	29	28	28
Science	28	29	29
Social Studies	29	29	28
Grade 10			
English	30	30	28
Mathematics	28	30	30
Science	30	31	31
Social Studies	30	31	31

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.

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	26053	66%	27107	66%	29016	67%
Reduced-Price Lunch	3786	10%	3472	8%	3341	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	10165	26%	10812	26%	11695	27%
Racial/Ethnic Origin						
American Indian or Alaska Native	79	0%	78	0%	82	0%
Black or African American	1925	5%	1805	4%	1850	4%
Hispanic or Latino	11485	29%	11560	28%	11775	27%
Asian or Native Hawaiian/Other Pacific Islander	14523	37%	15833	38%	17046	40%
White	11717	29%	12006	29%	12373	29%
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	1063	3%	1166	3%	1176	3%

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	2799	2766	2724
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	8%	6%	6%
Percent with Fewer Than Three Years of Experience	10%	7%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	48%	52%	55%
Total Number of Core Classes	6659	6642	6653
Percent Not Taught by Highly Qualified Teachers in This District	7%	6%	7%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	7934	7958	7917
Percent Taught by Teachers Without Appropriate Certification	9%	7%	7%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	12%	10%	14%
Turnover Rate of All Teachers	11%	10%	11%

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:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English 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	✗ 6 of 8	✗ 7 of 8	✓ 1 of 1	✗ 0 of 8	✗ 2 of 8	✓ 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 1)
for This Subject
(2011–12)




Accountability Measures 6 of 8 Student groups making AYP in English language arts
 Did not make AYP

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

How did students in each accountability group perform on 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 (20196:18627)	✓	✓	99%	✓	141	121		
Ethnicity								
American Indian or Alaska Native (36:24)	–	–	–	–	–	–		–
Black or African American (692:619)	✓	✓	99%	✓	131	118		
Hispanic or Latino (4956:4672)	✓	✓	99%	✓	122	120		
Asian or Native Hawaiian/Other Pacific Islander (8642:7875)	✓	✓	99%	✓	144	121		
White (5852:5421)	✓	✓	98%	✓	153	121		
Multiracial (18:16)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (2737:2679)	✗	✓	96%	✗	96	120	103	106
Limited English Proficient (5007:5853)	✗	✓	99%	✗	99	121	111	109
Economically Disadvantaged (18395:16959)	✓	✓	99%	✓	138	121		
Final AYP Determination	✗ 6 of 8							
Non-Accountability Groups								
Female (9675:9001)			99%		147	121		
Male (10521:9626)			99%		135	121		
Migrant (0:0)								


Symbols

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

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


























Elementary/Middle-Level Mathematics

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

Accountability Measures 7 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 (20218:19073)			99%		168	136	
Ethnicity							
American Indian or Alaska Native (36:26)	—	—	—	—	—	—	—
Black or African American (693:629)			99%		146	133	
Hispanic or Latino (4956:4715)			100%		142	135	
Asian or Native Hawaiian/Other Pacific Islander (8654:8159)			100%		183	136	
White (5861:5528)			98%		169	136	
Multiracial (18:16)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2739:2680)			96%		127	135	131 134
Limited English Proficient (5013:6302)			100%		151	136	
Economically Disadvantaged (18414:17399)			100%		166	136	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (9689:9199)			100%		168	136	
Male (10529:9874)			99%		167	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 for This Subject (2011–12)



Good Standing

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 (6679:6210)	✓	Qualified	✓	98%	✓	174	100		
Ethnicity									
American Indian or Alaska Native (11:6)	—	—	—	—	—	—	—		—
Black or African American (223:199)		Qualified	✓	97%	✓	156	100		
Hispanic or Latino (1670:1561)		Qualified	✓	98%	✓	160	100		
Asian or Native Hawaiian/Other Pacific Islander (2858:2676)		Qualified	✓	99%	✓	181	100		
White (1909:1762)		Qualified	✓	97%	✓	177	100		
Multiracial (8:6)	—	—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (898:842)		Qualified	✓	93%	✓	146	100		
Limited English Proficient (1656:1948)		Qualified	✓	98%	✓	154	100		
Economically Disadvantaged (6097:5685)		Qualified	✓	99%	✓	173	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (3169:2971)				99%		174	100		
Male (3510:3239)				97%		174	100		
Migrant (0:0)									

Symbols



Made AYP



Did not make AYP




Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

Secondary-Level English Language Arts

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

Accountability Measures 0 of 8 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
<div>2010–112011–12</div>								
Accountability Groups								
All Students (2428:2594)	✗	✓	99%	✗	168	181	173	171
Ethnicity								
American Indian or Alaska Native (6:8)	–	–	–	–	–	–	–	
Black or African American (167:184)	✗	✓	100%	✗	164	175	175	168
Hispanic or Latino (779:893)	✗	✓	98%	✗	160	179	162‡	164
Asian or Native Hawaiian/Other Pacific Islander (788:794)	✗	✓	100%	✗	169	179	178	172
White (683:711)	✗	✓	99%	✗	177	179	179	179
Multiracial (5:4)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities (199:376)	✗	✓	97%	✗	107	177	130‡	116
Limited English Proficient (571:662)	✗	✓	99%	✗	141	179	151‡	147
Economically Disadvantaged (1454:1590)	✗	✓	100%	✗	169	180	173	172
Final AYP Determination	✗ 0 of 8							
Non-Accountability Groups								
Female (1156:1156)			99%		179	180		
Male (1272:1438)			99%		158	180		
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 for This Subject (2011-12)



Good Standing

Accountability Measures

2 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 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 (2428:2594)	✗	✓	99%	✗	169	178	170	172
Ethnicity								
American Indian or Alaska Native (6:8)	–	–	–	–	–	–		–
Black or African American (167:184)	✗	✓	100%	✗	158	172	166	162
Hispanic or Latino (779:893)	✗	✓	98%	✗	153	176	157*	158
Asian or Native Hawaiian/Other Pacific Islander (788:794)	✓	✓	100%	✓	183	176		
White (683:711)	✓	✓	99%	✓	176	176		
Multiracial (5:4)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (199:376)	✗	✓	97%	✗	109	174	130*	118
Limited English Proficient (571:662)	✗	✓	99%	✗	160	176	160*	164
Economically Disadvantaged (1454:1590)	✗	✓	99%	✗	171	177	174	174
Final AYP Determination	✗ 2 of 8							
Non-Accountability Groups								
Female (1156:1156)			99%		178	177		
Male (1272:1438)			99%		162	177		
Migrant (0:0)								

Symbols



Made AYP



Made AYP Using Safe Harbor Target



Did not make AYP

- Fewer Than 40 12th Graders/Fewer Than 30 Cohort



Did not qualify for Safe Harbor

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

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 (2841)	✓	✓	65%	80%	65%
Ethnicity					
American Indian or Alaska Native (5)		—	—	—	
Black or African American (220)		✓	63%	80%	62%
Hispanic or Latino (1008)		✗	52%	80%	57%
Asian or Native Hawaiian/Other Pacific Islander (832)		✓	75%	80%	71%
White (764)		✓	72%	80%	71%
Multiracial (12)		—	—	—	
Other Groups					
Students with Disabilities (389)		✗	33%	80%	42%
Limited English Proficient (714)		✗	55%	80%	56%
Economically Disadvantaged (1627)		✓	68%	80%	68%
Final AYP Determination	✓ 1 of 1				
Non-Accountability Groups					
Female (1275)			73%	80%	
Male (1566)			59%	80%	
Migrant (0)					

Symbols



Made AYP



Did not make AYP



Fewer than 30 Graduation-Rate Total Cohort

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **70%** 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

22 schools identified 56% of total

BROOKLYN SCHOOL OF INQUIRY
HIGH SCHOOL OF TELECOMMUNICATIONS ARTS AND TECHNOLOGY
IS 187
IS 30 MARY WHITE OVINGTON
PS 102 THE BAYVIEW
PS 105 THE BLYTHEBOURNE
PS 112 LEFFERTS PARK
PS 127 MCKINLEY PARK
PS 160 WILLIAM T SAMPSON
PS 164 CAESAR RODNEY
PS 176 OVINGTON
PS 185 WALTER KASSENBRICK
PS 186 DR IRVING A GLADSTONE
PS 200 BENSON
PS 204 VINCE LOMBARDI
PS 205 CLARION
PS 229 DYKER
PS 247
PS/IS 104 THE FORT HAMILTON SCHOOL
RALPH A FABRIZIO SCHOOL
THE ACADEMY OF TALENTED SCHOLARS
URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE

Improvement (year 1) Basic

2 schools identified 5% of total

PS 163 BATH BEACH
PS 48 MAPLETON

Improvement (year 1) Focused

2 schools identified 5% of total

JHS 201 THE DYKER HEIGHTS
THE SEEALL ACADEMY

Improvement (year 1) Comprehensive

6 schools identified 15% of total

JHS 220 JOHN J PERSHING
JHS 223 THE MONTAUK
JHS 227 EDWARD B SHALLOW
PS 192 MAGNET SCHOOL FOR MATH AND SCIENCE INQUIRY
PS 503 THE SCHOOL OF DISCOVERY
PS 506 THE SCHOOL OF JOURNALISM AND TECHNOLOGY

Improvement (year 2) Focused

1 school identified 3% of total

PS 69 VINCENT D GRIPPO SCHOOL

Corrective Action (year 2) Focused

2 schools identified 5% of total

JHS 259 WILLIAM MCKINLEY

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

Corrective Action (year 2) Focused (continued)

PS 179 KENSINGTON

Restructuring (advanced) Comprehensive

4 schools identified 10% of total

FORT HAMILTON HIGH SCHOOL

FRANKLIN D ROOSEVELT HIGH SCHOOL

JHS 62 DITMAS

NEW UTRECHT HIGH SCHOOL







4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**






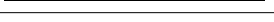
District ID **33-20-00-01-0000**

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	55%			3211
Grade 4	59%			3019
Grade 5	59%			3115
Grade 6	50%			3233
Grade 7	45%			3178
Grade 8	42%			3222

Mathematics

Grade 3	67%		3321
Grade 4	77%		3123
Grade 5	77%		3248
Grade 6	70%		3390
Grade 7	69%		3335
Grade 8	69%		3399

Science

Grade 4	88%		3094
Grade 8	67%		3303

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	73%			3016
Mathematics	73%			3016

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

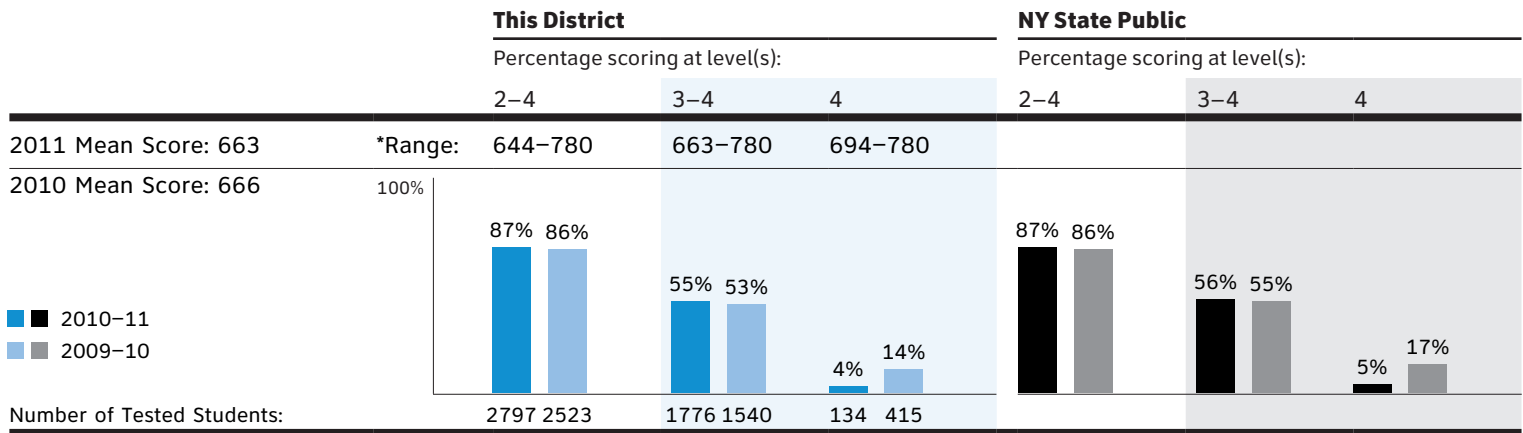
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3211	87%	55%	4%	2921	86%	53%	14%
Female	1576	89%	58%	5%	1388	88%	56%	15%
Male	1635	85%	52%	3%	1533	85%	49%	13%
American Indian or Alaska Native	5	60%	40%	0%	6	67%	33%	0%
Black or African American	45	84%	62%	9%	39	77%	38%	10%
Hispanic or Latino	798	82%	37%	1%	741	78%	40%	8%
Asian or Native Hawaiian/Other Pacific Islander	1333	87%	59%	4%	1176	89%	56%	15%
White	1025	92%	65%	7%	954	90%	59%	19%
Multiracial	5	100%	60%	0%	5	80%	60%	40%
Small Group Totals								
General-Education Students	2809	91%	60%	5%	2551	91%	57%	16%
Students with Disabilities	402	61%	20%	1%	370	56%	22%	3%
English Proficient	2345	95%	68%	6%	2163	92%	61%	18%
Limited English Proficient	866	65%	21%	0%	758	72%	28%	4%
Economically Disadvantaged	3043	87%	54%	4%	2780	86%	52%	14%
Not Disadvantaged	168	92%	76%	11%	141	93%	74%	23%
Migrant								
Not Migrant	3211	87%	55%	4%	2921	86%	53%	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.

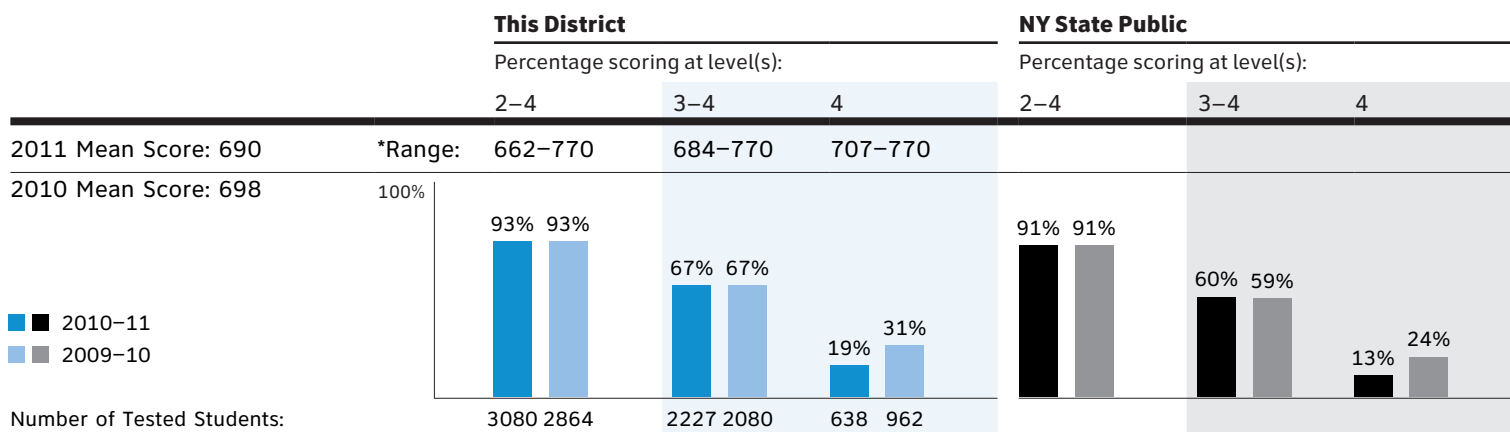
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

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	53	51	51	45	40	36	35	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	96	N/A	N/A	N/A	131	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	95	N/A	N/A	N/A	133	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.

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	3321	93%	67%	19%	3085	93%	67%	31%
Female	1626	93%	66%	18%	1456	93%	68%	32%
Male	1695	92%	68%	20%	1629	93%	67%	30%
American Indian or Alaska Native	5	80%	40%	0%	7	100%	43%	14%
Black or African American	45	89%	64%	9%	39	90%	51%	13%
Hispanic or Latino	809	86%	44%	5%	752	86%	48%	12%
Asian or Native Hawaiian/Other Pacific Islander	1409	96%	78%	27%	1298	97%	78%	42%
White	1048	94%	71%	20%	984	93%	69%	33%
Multiracial	5	100%	80%	40%	5	100%	60%	20%
Small Group Totals								
General-Education Students	2920	95%	71%	21%	2713	95%	72%	34%
Students with Disabilities	401	80%	37%	6%	372	78%	36%	9%
English Proficient	2351	97%	77%	25%	2169	96%	75%	37%
Limited English Proficient	970	82%	43%	6%	916	86%	50%	16%
Economically Disadvantaged	3153	93%	66%	18%	2943	93%	67%	31%
Not Disadvantaged	168	96%	79%	34%	142	96%	77%	44%
Migrant								
Not Migrant	3321	93%	67%	19%	3085	93%	67%	31%

NOTES

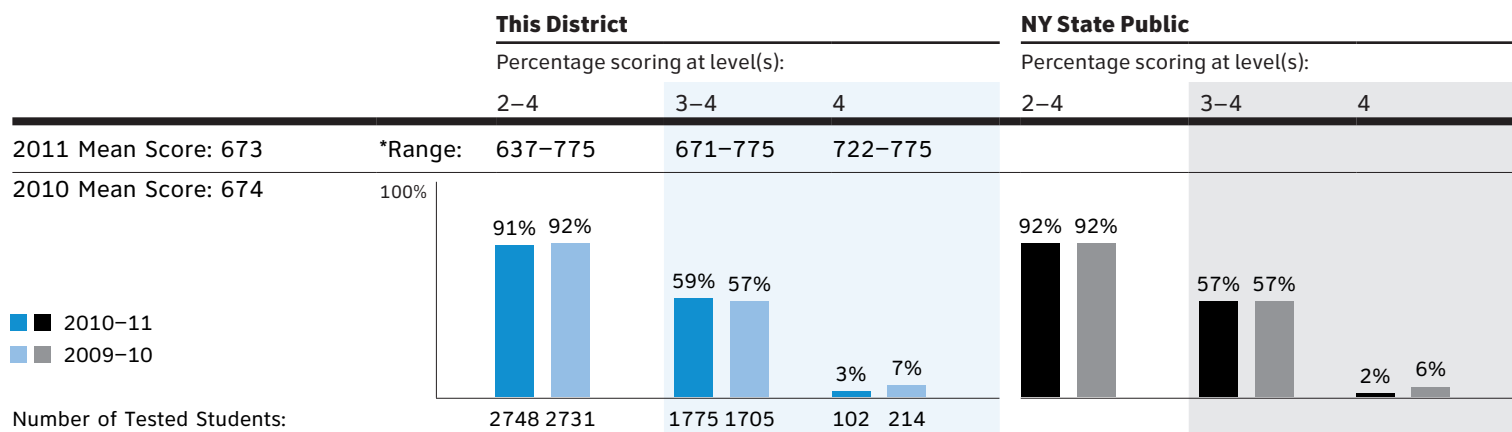
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* 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	53	53	50	43	41	40	38	27

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3019	91%	59%	3%	2972	92%	57%	7%
Female	1425	93%	64%	4%	1472	94%	61%	8%
Male	1594	89%	55%	3%	1500	90%	54%	6%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	34	91%	62%	0%	48	88%	35%	4%
Hispanic or Latino	759	86%	40%	1%	734	88%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	1246	91%	63%	4%	1251	93%	67%	9%
White	972	95%	67%	5%	926	93%	60%	8%
Multiracial	4	—	—	—	9	—	—	—
Small Group Totals	8	100%	75%	13%	13	100%	46%	8%
General-Education Students	2615	94%	65%	4%	2570	95%	63%	8%
Students with Disabilities	404	71%	20%	1%	402	70%	23%	2%
English Proficient	2346	97%	71%	4%	2322	96%	66%	9%
Limited English Proficient	673	71%	17%	0%	650	77%	25%	0%
Economically Disadvantaged	2855	91%	57%	3%	2812	92%	57%	7%
Not Disadvantaged	164	98%	82%	9%	160	94%	71%	13%
Migrant								
Not Migrant	3019	91%	59%	3%	2972	92%	57%	7%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	41	39	34	43	43	41	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	94	N/A	N/A	N/A	144	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	96	N/A	N/A	N/A	141	N/A	N/A	N/A

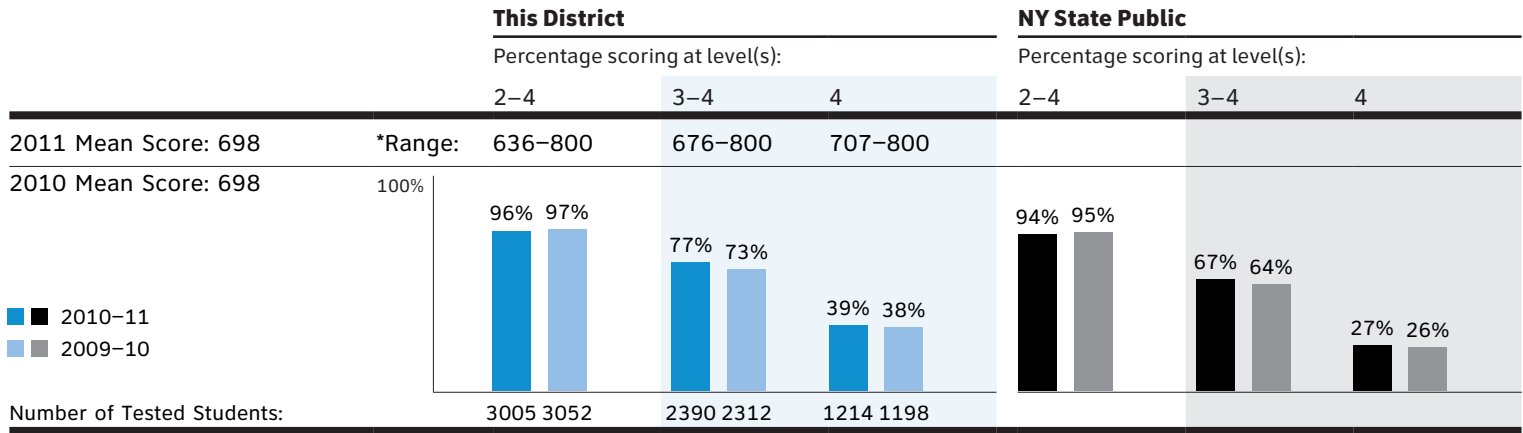
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3123	96%	77%	39%	3158	97%	73%	38%
Female	1480	96%	77%	39%	1555	97%	72%	37%
Male	1643	96%	76%	39%	1603	97%	75%	39%
American Indian or Alaska Native	5	—	—	—	4	—	—	—
Black or African American	35	97%	63%	11%	50	94%	46%	14%
Hispanic or Latino	766	92%	55%	13%	743	94%	52%	16%
Asian or Native Hawaiian/Other Pacific Islander	1307	99%	88%	55%	1396	98%	85%	53%
White	1006	96%	79%	38%	955	96%	73%	34%
Multiracial	4	—	—	—	10	—	—	—
Small Group Totals	9	100%	56%	44%	14	93%	64%	36%
General-Education Students	2718	98%	82%	44%	2756	98%	78%	42%
Students with Disabilities	405	86%	40%	6%	402	88%	40%	11%
English Proficient	2350	98%	84%	46%	2342	98%	79%	45%
Limited English Proficient	773	91%	55%	17%	816	92%	56%	19%
Economically Disadvantaged	2957	96%	76%	38%	2996	96%	73%	37%
Not Disadvantaged	166	100%	87%	49%	162	99%	81%	58%
Migrant								
Not Migrant	3123	96%	77%	39%	3158	97%	73%	38%

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

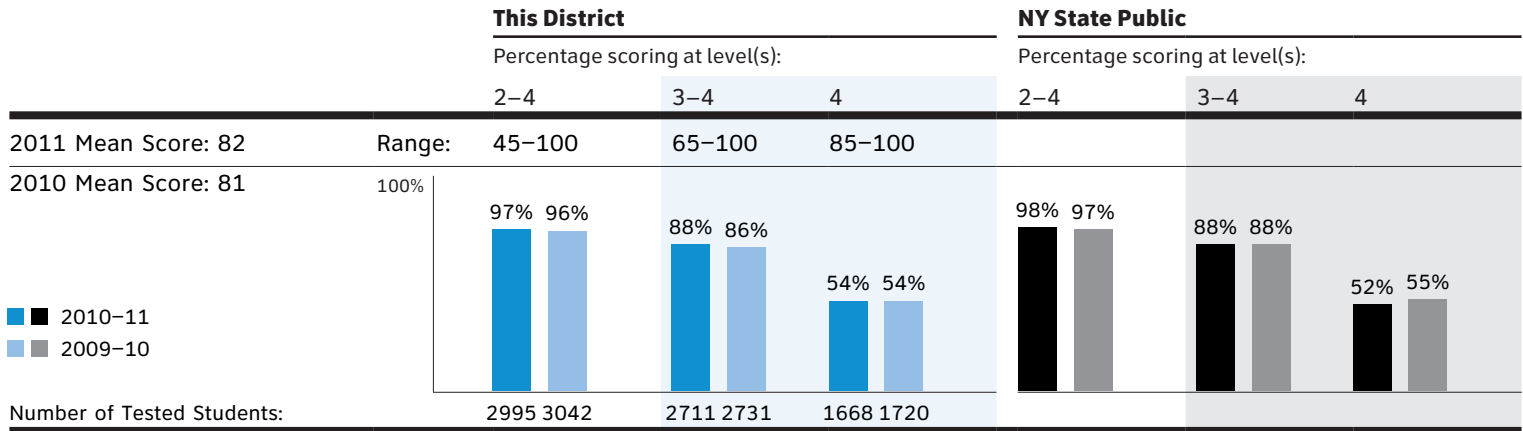
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	45	44	39	43	43	41	25

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3094	97%	88%	54%	3167	96%	86%	54%
Female	1464	97%	88%	54%	1558	96%	87%	55%
Male	1630	97%	88%	54%	1609	96%	86%	54%
American Indian or Alaska Native	5	—	—	—	4	—	—	—
Black or African American	35	97%	91%	34%	50	96%	78%	34%
Hispanic or Latino	761	96%	79%	33%	743	94%	77%	34%
Asian or Native Hawaiian/Other Pacific Islander	1293	98%	91%	61%	1405	96%	89%	62%
White	996	96%	89%	61%	955	97%	90%	60%
Multiracial	4	—	—	—	10	—	—	—
Small Group Totals	9	89%	89%	44%	14	100%	93%	57%
General-Education Students	2693	98%	91%	59%	2764	97%	89%	58%
Students with Disabilities	401	92%	66%	19%	403	91%	67%	26%
English Proficient	2328	99%	94%	64%	2349	99%	93%	65%
Limited English Proficient	766	90%	68%	22%	818	89%	68%	25%
Economically Disadvantaged	2930	97%	87%	53%	3006	96%	86%	53%
Not Disadvantaged	164	99%	98%	69%	161	99%	94%	71%
Migrant								
Not Migrant	3094	97%	88%	54%	3167	96%	86%	54%

NOTES

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Other Assessments

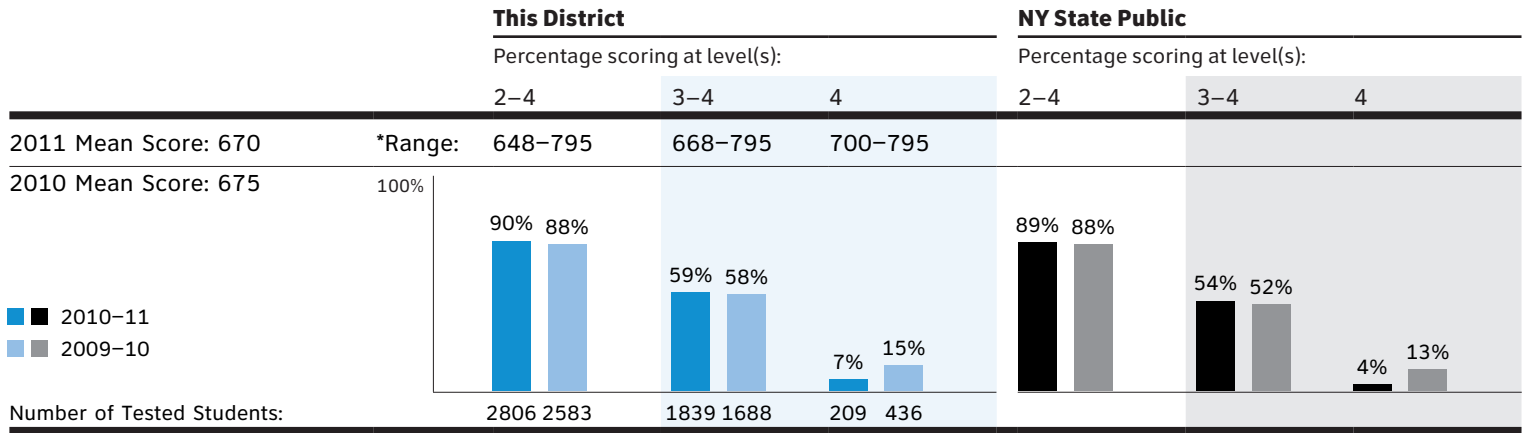
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	33	33	32	43	43	43	41

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3115	90%	59%	7%	2923	88%	58%	15%
Female	1536	93%	64%	8%	1388	90%	63%	18%
Male	1579	87%	54%	5%	1535	87%	53%	12%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	40	83%	50%	3%	41	80%	39%	5%
Hispanic or Latino	721	89%	43%	2%	724	79%	36%	6%
Asian or Native Hawaiian/Other Pacific Islander	1367	89%	64%	9%	1229	91%	66%	19%
White	981	93%	64%	8%	920	92%	64%	18%
Multiracial	4	—	—	—	5	—	—	—
Small Group Totals	6	100%	67%	17%	9	100%	44%	11%
General-Education Students	2688	94%	65%	8%	2489	93%	65%	17%
Students with Disabilities	427	67%	23%	0%	434	62%	17%	1%
English Proficient	2509	97%	70%	8%	2371	94%	68%	18%
Limited English Proficient	606	61%	15%	0%	552	64%	16%	1%
Economically Disadvantaged	2950	90%	58%	6%	2781	88%	57%	14%
Not Disadvantaged	165	96%	75%	14%	142	87%	64%	27%
Migrant								
Not Migrant	3115	90%	59%	7%	2923	88%	58%	15%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	46	41	39	31	29	28	27	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	115	N/A	N/A	N/A	130	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	117	N/A	N/A	N/A	131	N/A	N/A	N/A

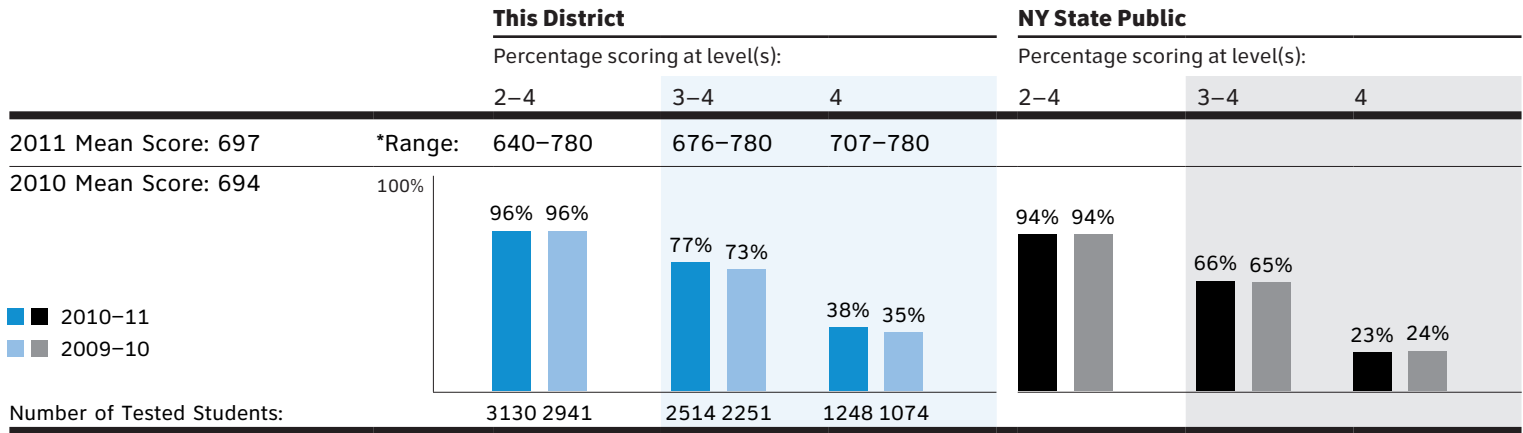
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3248	96%	77%	38%	3077	96%	73%	35%
Female	1581	97%	78%	39%	1466	96%	73%	36%
Male	1667	95%	77%	38%	1611	96%	74%	34%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	41	93%	61%	12%	41	90%	56%	12%
Hispanic or Latino	739	95%	60%	17%	740	91%	50%	13%
Asian or Native Hawaiian/Other Pacific Islander	1444	98%	88%	54%	1344	98%	85%	48%
White	1018	96%	75%	34%	943	97%	75%	34%
Multiracial	4	-	-	-	5	-	-	-
Small Group Totals	6	100%	50%	50%	9	100%	89%	22%
General-Education Students	2818	98%	83%	43%	2644	98%	80%	40%
Students with Disabilities	430	88%	41%	8%	433	84%	34%	6%
English Proficient	2518	99%	84%	45%	2381	97%	80%	41%
Limited English Proficient	730	89%	55%	17%	696	89%	49%	16%
Economically Disadvantaged	3082	96%	77%	38%	2932	96%	73%	34%
Not Disadvantaged	166	99%	86%	50%	145	93%	77%	45%
Migrant								
Not Migrant	3248	96%	77%	38%	3077	96%	73%	35%

NOTES

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Other Assessments

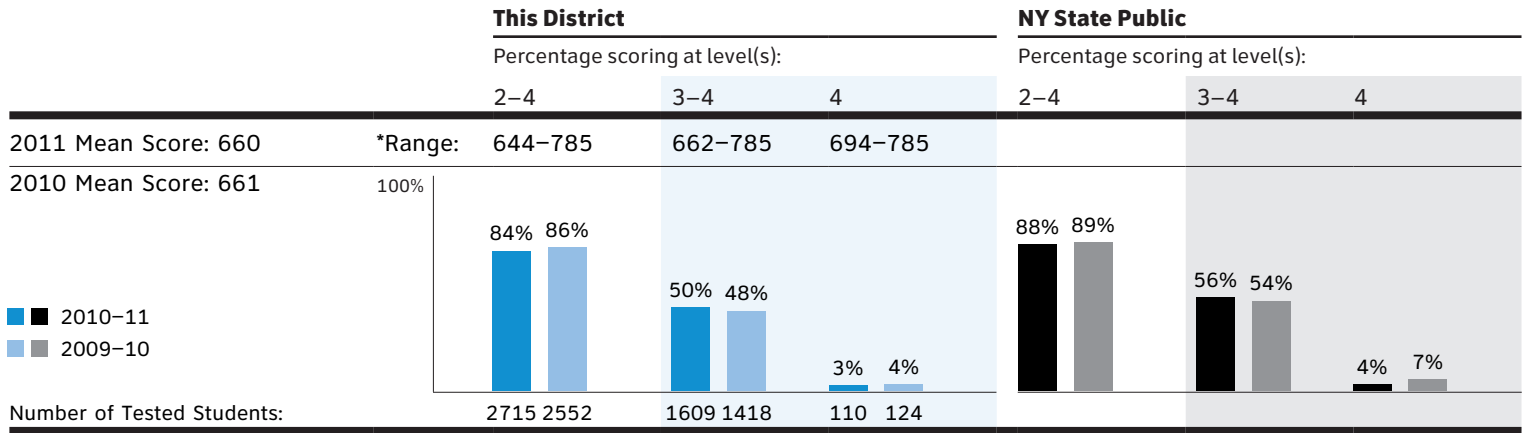
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	46	41	38	33	29	29	28	16

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3233	84%	50%	3%	2961	86%	48%	4%
Female	1542	86%	53%	4%	1470	88%	52%	6%
Male	1691	82%	47%	3%	1491	84%	44%	3%
American Indian or Alaska Native	9	—	—	—	6	83%	17%	0%
Black or African American	178	89%	38%	2%	169	88%	39%	2%
Hispanic or Latino	865	80%	33%	1%	774	82%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	1344	83%	57%	4%	1188	87%	56%	6%
White	836	89%	58%	6%	818	88%	52%	5%
Multiracial	1	—	—	—	6	83%	33%	0%
Small Group Totals	10	90%	50%	0%				
General-Education Students	2803	88%	56%	4%	2597	90%	53%	5%
Students with Disabilities	430	57%	12%	0%	364	57%	9%	0%
English Proficient	2580	94%	61%	4%	2461	95%	57%	5%
Limited English Proficient	653	45%	6%	0%	500	44%	5%	0%
Economically Disadvantaged	2824	82%	46%	2%	2615	85%	45%	3%
Not Disadvantaged	409	96%	76%	11%	346	96%	73%	10%
Migrant								
Not Migrant	3233	84%	50%	3%	2961	86%	48%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	30	28	23	23	37	35	32	24
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	128	N/A	N/A	N/A	222	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	131	N/A	N/A	N/A	225	N/A	N/A	N/A

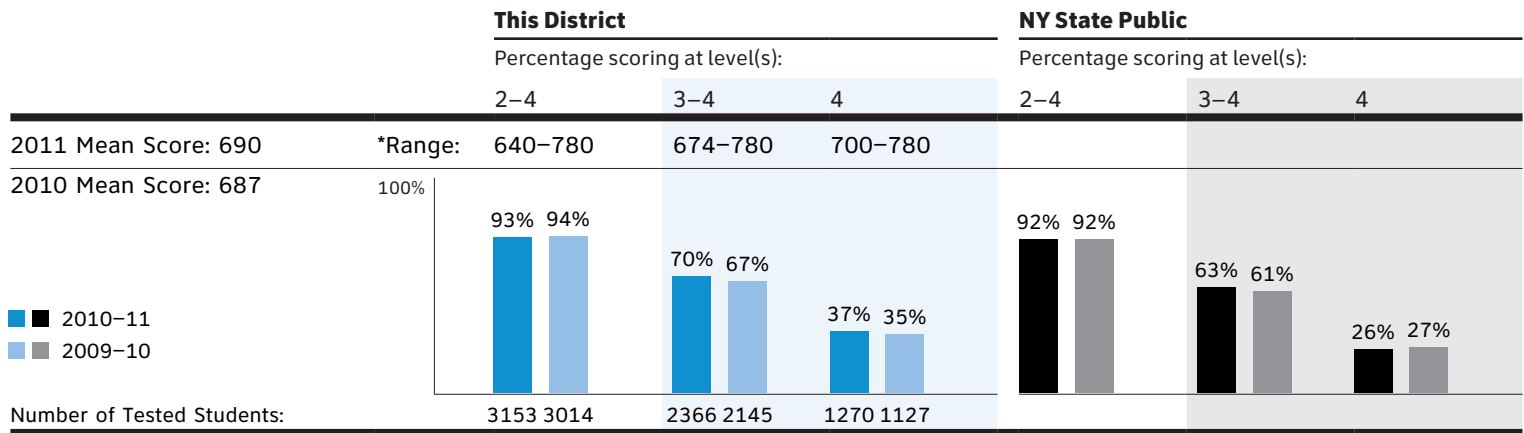
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3390	93%	70%	37%	3216	94%	67%	35%
Female	1615	93%	69%	38%	1580	94%	66%	36%
Male	1775	93%	70%	37%	1636	93%	67%	34%
American Indian or Alaska Native	12	—	—	—	6	100%	67%	33%
Black or African American	186	91%	56%	12%	176	93%	44%	14%
Hispanic or Latino	879	87%	48%	14%	790	90%	48%	16%
Asian or Native Hawaiian/Other Pacific Islander	1450	96%	84%	55%	1386	97%	80%	49%
White	862	94%	71%	37%	851	93%	67%	35%
Multiracial	1	—	—	—	7	86%	57%	0%
Small Group Totals	13	92%	62%	38%				
General-Education Students	2958	95%	75%	42%	2854	96%	72%	39%
Students with Disabilities	432	77%	33%	8%	362	76%	27%	7%
English Proficient	2599	96%	77%	44%	2486	97%	74%	41%
Limited English Proficient	791	82%	46%	16%	730	83%	41%	14%
Economically Disadvantaged	2976	92%	68%	34%	2870	93%	64%	32%
Not Disadvantaged	414	97%	86%	60%	346	98%	87%	58%
Migrant								
Not Migrant	3390	93%	70%	37%	3216	94%	67%	35%

NOTES

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Other Assessments

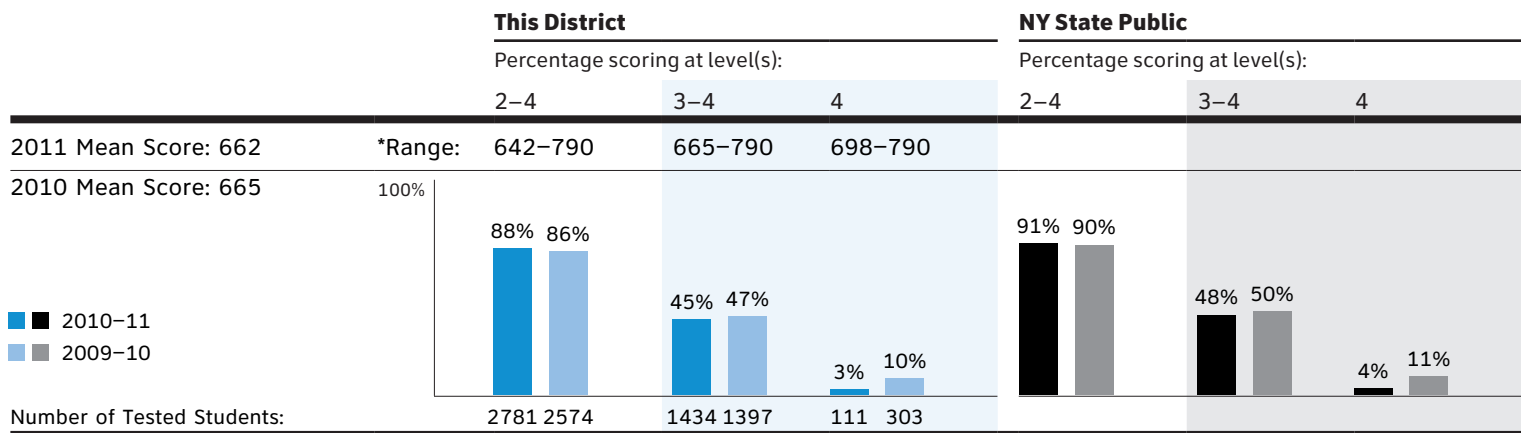
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	30	30	26	23	36	35	27	19

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3178	88%	45%	3%	2995	86%	47%	10%
Female	1549	91%	51%	5%	1462	89%	52%	12%
Male	1629	85%	40%	2%	1533	83%	42%	8%
American Indian or Alaska Native	6	100%	50%	0%				
Black or African American	184	90%	32%	0%	168	89%	33%	4%
Hispanic or Latino	779	88%	30%	1%	839	82%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	1357	83%	53%	5%	1218	85%	54%	13%
White	852	93%	50%	5%	763	91%	55%	15%
Multiracial					7	71%	57%	14%
Small Group Totals								
General-Education Students	2835	89%	49%	4%	2646	89%	52%	11%
Students with Disabilities	343	75%	10%	0%	349	61%	9%	1%
English Proficient	2533	97%	56%	4%	2449	95%	56%	12%
Limited English Proficient	645	48%	3%	0%	546	46%	6%	0%
Economically Disadvantaged	2813	86%	41%	3%	2689	85%	44%	8%
Not Disadvantaged	365	97%	74%	10%	306	94%	69%	25%
Migrant								
Not Migrant	3178	88%	45%	3%	2995	86%	47%	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	45	45	40	39	38	38	34	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	136	N/A	N/A	N/A	223	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	138	N/A	N/A	N/A	225	N/A	N/A	N/A

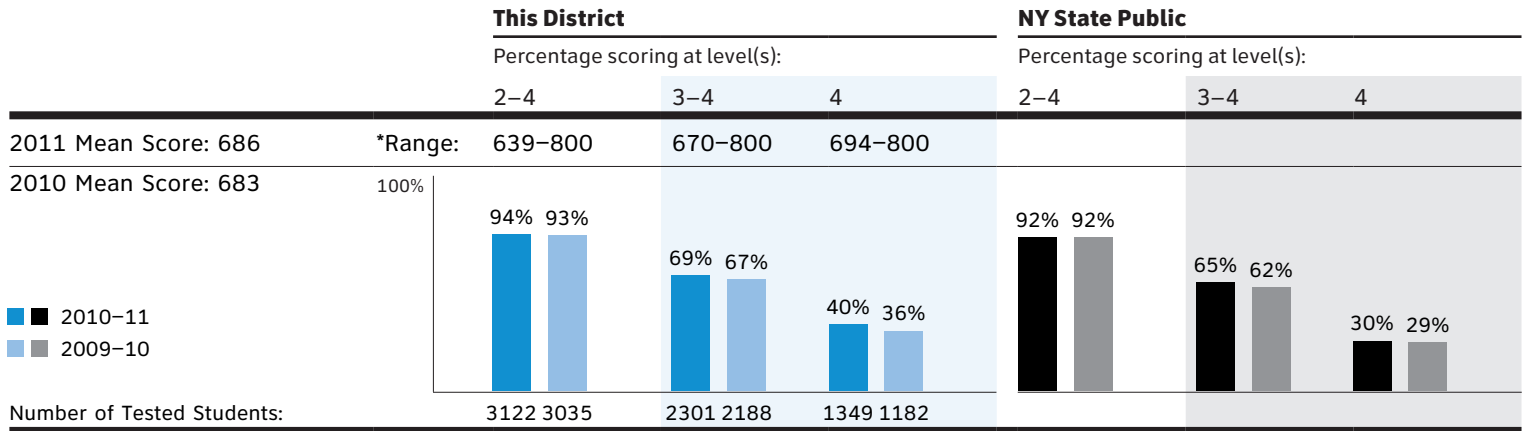
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3335	94%	69%	40%	3250	93%	67%	36%
Female	1615	94%	70%	41%	1584	94%	69%	37%
Male	1720	93%	68%	40%	1666	92%	66%	36%
American Indian or Alaska Native	6	—	—	—				
Black or African American	188	93%	41%	10%	172	88%	42%	8%
Hispanic or Latino	791	90%	49%	16%	856	90%	46%	16%
Asian or Native Hawaiian/Other Pacific Islander	1458	97%	83%	57%	1429	96%	82%	53%
White	891	92%	71%	41%	786	94%	70%	35%
Multiracial	1	—	—	—	7	86%	71%	14%
Small Group Totals	7	86%	57%	43%				
General-Education Students	2994	95%	73%	44%	2904	95%	72%	40%
Students with Disabilities	341	78%	32%	8%	346	80%	30%	6%
English Proficient	2548	97%	76%	47%	2473	97%	74%	42%
Limited English Proficient	787	83%	47%	18%	777	81%	46%	17%
Economically Disadvantaged	2966	93%	67%	38%	2942	93%	66%	34%
Not Disadvantaged	369	97%	86%	64%	308	98%	81%	55%
Migrant								
Not Migrant	3335	94%	69%	40%	3250	93%	67%	36%

NOTES

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Other Assessments

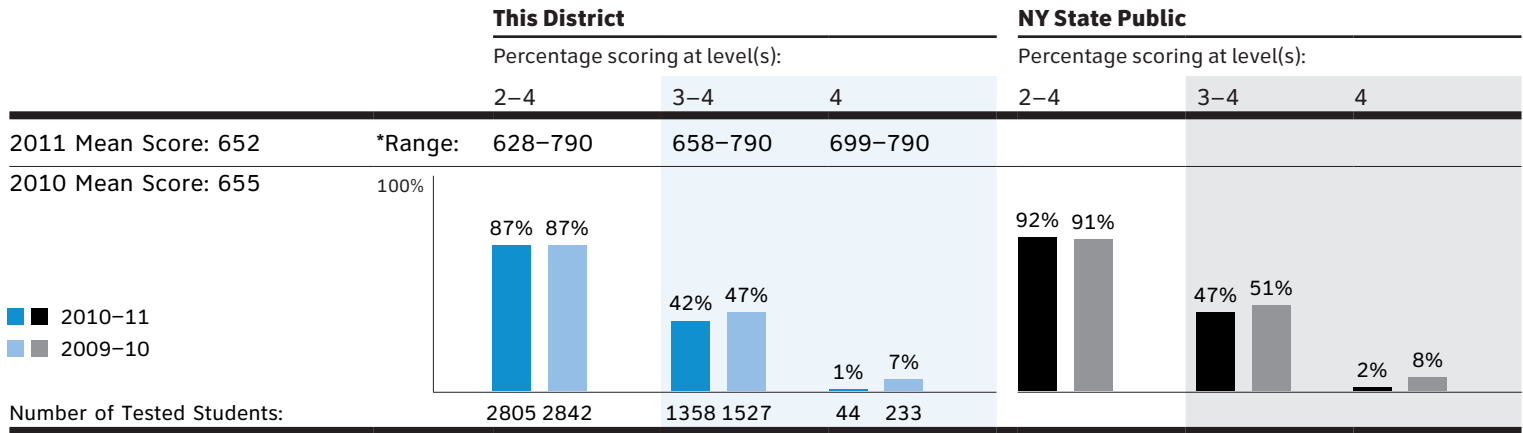
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	46	38	37	36	36	34	32	23

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3222	87%	42%	1%	3260	87%	47%	7%
Female	1569	89%	47%	2%	1555	90%	53%	9%
Male	1653	85%	38%	1%	1705	85%	41%	5%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	170	94%	31%	1%	226	90%	35%	3%
Hispanic or Latino	852	89%	27%	0%	836	86%	30%	3%
Asian or Native Hawaiian/Other Pacific Islander	1408	82%	48%	2%	1356	84%	55%	10%
White	785	93%	50%	2%	835	93%	53%	8%
Multiracial	3	—	—	—	4	—	—	—
Small Group Totals	7	86%	29%	0%	7	100%	86%	0%
General-Education Students	2871	89%	47%	2%	2907	89%	51%	8%
Students with Disabilities	351	70%	6%	0%	353	72%	13%	1%
English Proficient	2531	97%	53%	2%	2716	96%	56%	9%
Limited English Proficient	691	49%	4%	0%	544	41%	3%	0%
Economically Disadvantaged	2884	86%	39%	1%	2899	86%	44%	7%
Not Disadvantaged	338	97%	68%	5%	361	96%	69%	12%
Migrant								
Not Migrant	3222	87%	42%	1%	3260	87%	47%	7%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	49	49	43	41	30	30	28	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	156	N/A	N/A	N/A	273	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	157	N/A	N/A	N/A	276	N/A	N/A	N/A

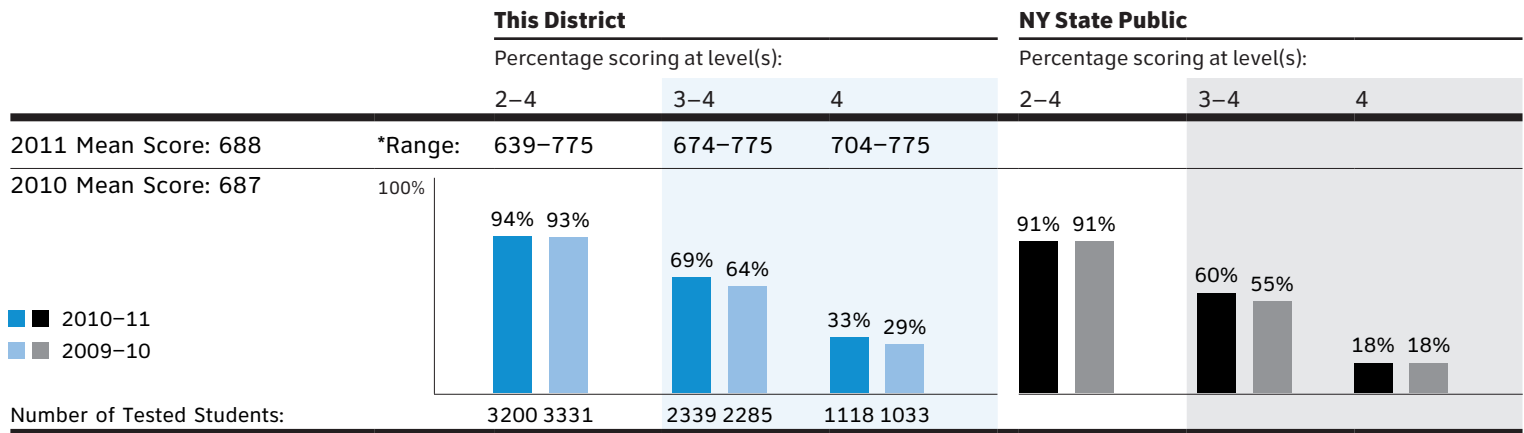
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3399	94%	69%	33%	3568	93%	64%	29%
Female	1639	95%	70%	33%	1703	93%	67%	31%
Male	1760	94%	68%	33%	1865	93%	62%	27%
American Indian or Alaska Native	6	—	—	—	3	—	—	—
Black or African American	175	90%	46%	10%	229	91%	45%	8%
Hispanic or Latino	872	90%	46%	10%	855	87%	39%	11%
Asian or Native Hawaiian/Other Pacific Islander	1526	97%	86%	51%	1596	97%	80%	44%
White	817	94%	67%	28%	881	94%	64%	25%
Multiracial	3	—	—	—	4	—	—	—
Small Group Totals	9	89%	67%	11%	7	100%	57%	14%
General-Education Students	3049	96%	74%	36%	3213	95%	69%	32%
Students with Disabilities	350	79%	27%	5%	355	77%	21%	3%
English Proficient	2549	96%	73%	37%	2744	96%	69%	33%
Limited English Proficient	850	88%	56%	20%	824	85%	47%	15%
Economically Disadvantaged	3059	94%	67%	31%	3201	93%	63%	27%
Not Disadvantaged	340	97%	82%	50%	367	97%	75%	44%
Migrant								
Not Migrant	3399	94%	69%	33%	3568	93%	64%	29%

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

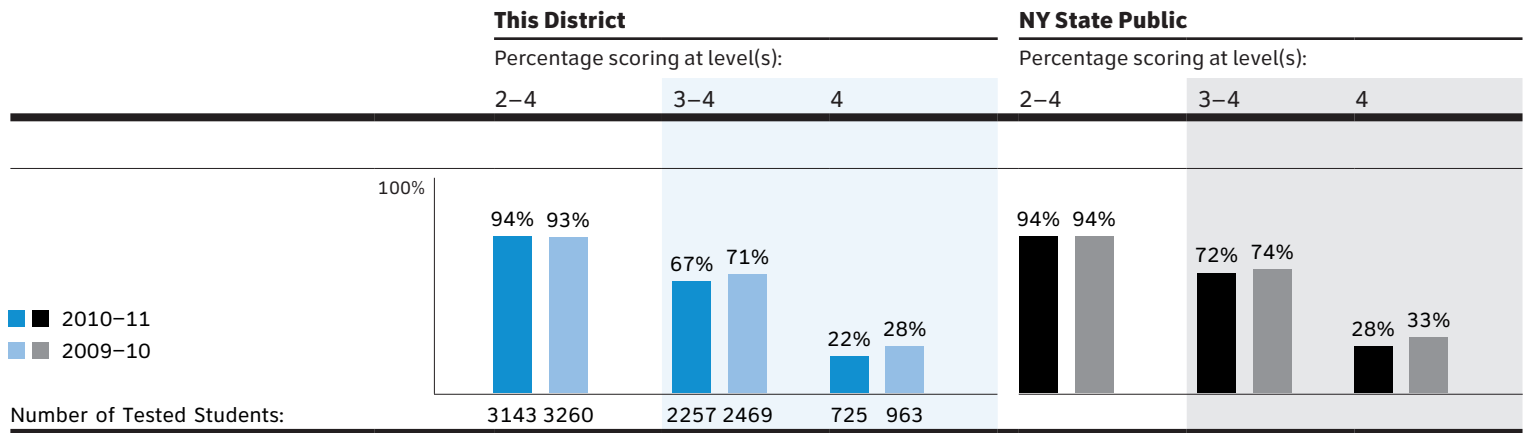
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	49	45	44	34	30	25	24	18

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3303	94%	67%	22%	3467	93%	70%	27%
Female	1591	94%	67%	20%	1658	94%	70%	26%
Male	1712	93%	67%	23%	1809	93%	70%	28%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	157	88%	51%	7%	211	94%	63%	11%
Hispanic or Latino	843	92%	53%	7%	825	90%	56%	12%
Asian or Native Hawaiian/Other Pacific Islander	1495	95%	76%	31%	1571	95%	78%	37%
White	799	94%	68%	24%	854	93%	70%	28%
Multiracial	4	—	—	—	4	—	—	—
Small Group Totals	9	78%	56%	11%	6	100%	100%	0%
General-Education Students	2963	95%	71%	24%	3124	94%	74%	30%
Students with Disabilities	340	84%	33%	3%	343	82%	34%	6%
English Proficient	2477	97%	76%	27%	2668	97%	79%	33%
Limited English Proficient	826	82%	40%	5%	799	80%	42%	7%
Economically Disadvantaged	2964	93%	65%	19%	3111	93%	69%	25%
Not Disadvantaged	339	99%	85%	47%	356	97%	82%	48%
Migrant								
Not Migrant	3303	94%	67%	22%	3467	93%	70%	27%

NOTES

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Other Assessments

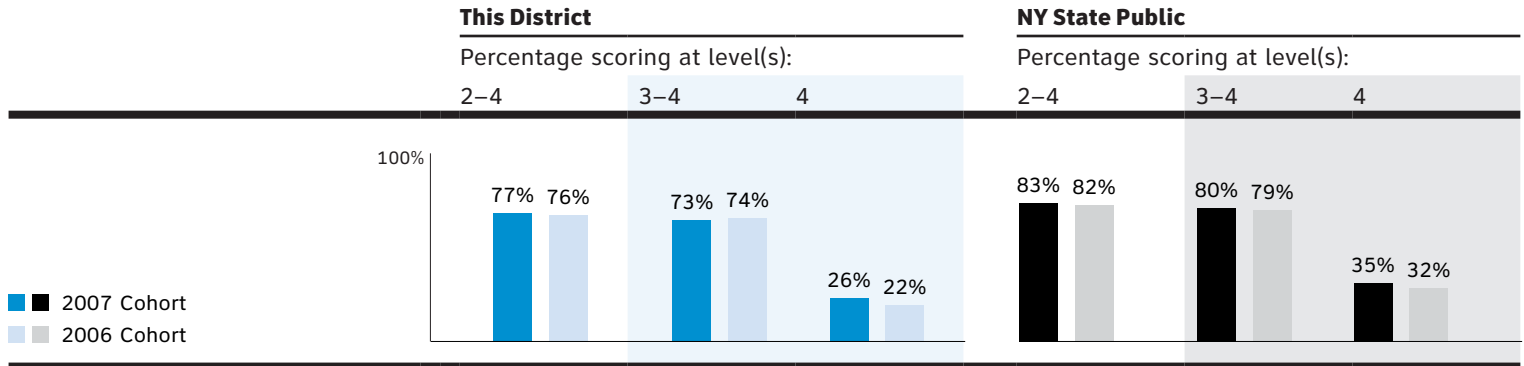
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	48	44	39	35	30	28	27	26
Regents Science	55	53	43	7	34	34	31	16

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3016	77%	73%	26%	2845	76%	74%	22%
Female	1311	84%	81%	32%	1275	82%	80%	28%
Male	1705	71%	68%	21%	1570	71%	69%	17%
American Indian or Alaska Native	9	67%	56%	11%	5	80%	80%	0%
Black or African American	216	74%	69%	19%	221	80%	74%	19%
Hispanic or Latino	1041	72%	68%	18%	1010	67%	64%	17%
Asian or Native Hawaiian/Other Pacific Islander	922	81%	77%	27%	833	83%	81%	22%
White	822	79%	77%	36%	764	80%	79%	30%
Multiracial	6	50%	50%	17%	12	42%	42%	17%
Small Group Totals								
General-Education Students	2548	83%	81%	30%	2457	82%	80%	25%
Students with Disabilities	468	40%	31%	3%	388	40%	36%	4%
English Proficient	2279	81%	79%	32%	2205	80%	78%	27%
Limited English Proficient	737	62%	54%	5%	640	62%	58%	5%
Economically Disadvantaged	1810	80%	76%	25%	1631	79%	76%	24%
Not Disadvantaged	1206	71%	69%	27%	1214	72%	71%	20%
Migrant								
Not Migrant	3016	77%	73%	26%	2845	76%	74%	22%

NOTES

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

* 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.

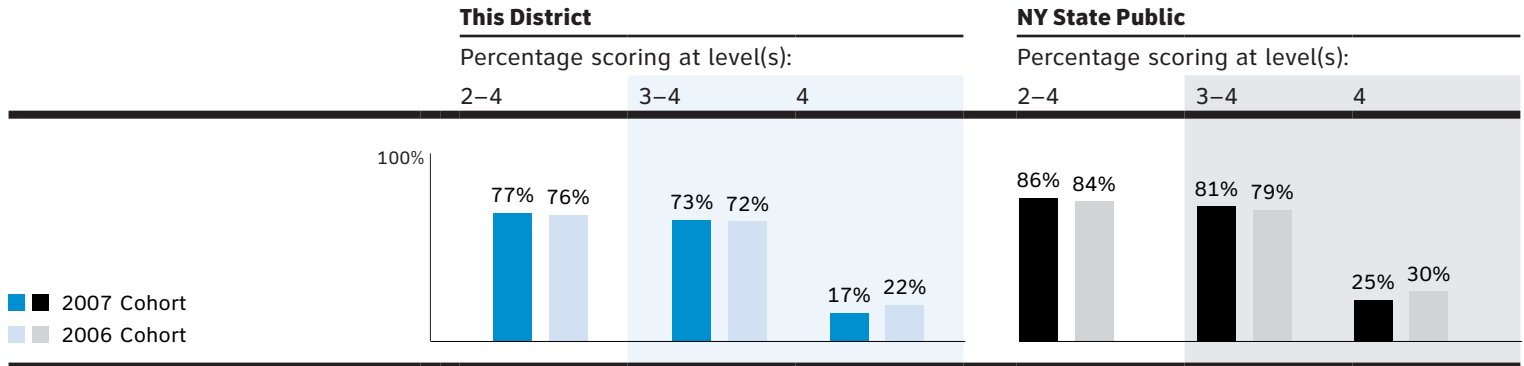
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

District ID **33-20-00-01-0000**

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	3016	77%	73%	17%	2845	76%	72%	22%
Female	1311	83%	79%	20%	1275	80%	76%	24%
Male	1705	72%	68%	15%	1570	72%	69%	20%
American Indian or Alaska Native	9	67%	67%	0%	5	80%	80%	0%
Black or African American	216	71%	63%	2%	221	75%	67%	10%
Hispanic or Latino	1041	69%	62%	5%	1010	65%	60%	10%
Asian or Native Hawaiian/Other Pacific Islander	922	87%	85%	37%	833	86%	85%	41%
White	822	78%	75%	16%	764	80%	76%	21%
Multiracial	6	50%	33%	0%	12	42%	33%	0%
Small Group Totals								
General-Education Students	2548	85%	81%	21%	2457	82%	79%	25%
Students with Disabilities	468	36%	24%	0%	388	38%	30%	1%
English Proficient	2279	79%	75%	16%	2205	78%	74%	21%
Limited English Proficient	737	70%	65%	23%	640	68%	64%	25%
Economically Disadvantaged	1810	81%	77%	21%	1631	80%	76%	26%
Not Disadvantaged	1206	72%	66%	12%	1214	71%	66%	16%
Migrant								
Not Migrant	3016	77%	73%	17%	2845	76%	72%	22%

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