



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #21**

District ID **33-21-00-01-0000**

Superintendent **ANN MARIE LETTIERI-BAKER**

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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	1040	1044	1030
Kindergarten	1755	2065	2027
Grade 1	1747	1931	2157
Grade 2	1710	1887	1962
Grade 3	1681	1914	1920
Grade 4	1748	1881	1953
Grade 5	1718	1868	1843
Grade 6	2498	2602	2625
Ungraded Elementary	1270	94	94
Grade 7	2543	2816	2674
Grade 8	2574	2888	2889
Grade 9	4014	4352	4050
Grade 10	3608	4167	3956
Grade 11	2050	2339	2631
Grade 12	2135	2155	2330
Ungraded Secondary	1587	120	130
Total K-12	32638	33079	33241

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	24	24	26
Grade 8			
English	28	28	28
Mathematics	27	29	28
Science	29	29	29
Social Studies	29	29	28
Grade 10			
English	31	31	29
Mathematics	28	29	30
Science	31	30	31
Social Studies	32	32	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	20681	63%	20158	61%	20450	62%
Reduced-Price Lunch	3528	11%	2947	9%	2542	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	4990	15%	5404	16%	5539	17%
Racial/Ethnic Origin						
American Indian or Alaska Native	90	0%	110	0%	103	0%
Black or African American	7191	22%	6982	21%	6648	20%
Hispanic or Latino	7136	22%	7352	22%	7611	23%
Asian or Native Hawaiian/Other Pacific Islander	8055	25%	8235	25%	8382	25%
White	10166	31%	10400	31%	10497	32%
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	1702	5%	1660	5%	1648	5%

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	2363	2296	2233
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	9%	7%	7%
Percent with Fewer Than Three Years of Experience	10%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	55%	57%
Total Number of Core Classes	5895	5807	5477
Percent Not Taught by Highly Qualified Teachers in This District	10%	8%	8%
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	7145	7185	6889
Percent Taught by Teachers Without Appropriate Certification	11%	9%	7%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	20%	13%
Turnover Rate of All Teachers	11%	13%	12%

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	✗	✓ ^{SH}		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 2 of 8	✗ 2 of 8	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 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	
Accountability Groups								
All Students (14179:13281)	✓	✓	99%	✓	147	121		
Ethnicity								
American Indian or Alaska Native (67:62)	✓	✓	99%	✓	145	110		
Black or African American (1708:1585)	✓	✓	99%	✓	126	119		
Hispanic or Latino (3187:3007)	✓	✓	99%	✓	123	120		
Asian or Native Hawaiian/Other Pacific Islander (4050:3785)	✓	✓	99%	✓	156	120		
White (5156:4835)	✓	✓	99%	✓	161	120		
Multiracial (11:7)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (2388:2342)	✗	✓	98%	✗	96	120	102	106
Limited English Proficient (2255:2793)	✗	✓	99%	✗	109	120	115	118
Economically Disadvantaged (12332:11508)	✓	✓	99%	✓	142	121		
Final AYP Determination	✗ 7 of 9							
Non-Accountability Groups								
Female (6956:6542)			99%		153	121		
Male (7223:6739)			99%		140	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 9 of 9 Student groups making AYP in mathematics
 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 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 (14185:13472)			99%		168	136	
Ethnicity							
American Indian or Alaska Native (67:64)			99%		170	125	
Black or African American (1708:1589)			99%		140	134	
Hispanic or Latino (3186:3012)			99%		148	135	
Asian or Native Hawaiian/Other Pacific Islander (4052:3869)			100%		184	135	
White (5161:4929)			99%		177	135	
Multiracial (11:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2387:2335)			98%		124	135	124 132
Limited English Proficient (2256:2992)			99%		152	135	
Economically Disadvantaged (12337:11695)			100%		166	136	
Final AYP Determination	 9 of 9						
Non-Accountability Groups							
Female (6958:6619)			100%		170	136	
Male (7227:6853)			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 (4950:4641)	✓	Qualified	✓	98%	✓	174	100		
Ethnicity									
American Indian or Alaska Native (22:21)	—	—	—	—	—	—	—		—
Black or African American (664:592)		Qualified	✓	97%	✓	161	100		
Hispanic or Latino (1027:955)		Qualified	✓	97%	✓	163	100		
Asian or Native Hawaiian/Other Pacific Islander (1465:1399)		Qualified	✓	99%	✓	181	100		
White (1768:1670)		Qualified	✓	98%	✓	180	100		
Multiracial (4:4)	—	—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (792:756)		Qualified	✓	95%	✓	151	100		
Limited English Proficient (801:987)		Qualified	✓	98%	✓	147	100		
Economically Disadvantaged (4312:4037)		Qualified	✓	98%	✓	172	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (2447:2294)				98%		174	100		
Male (2503:2347)				98%		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 2 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 (2730:2927)	✗	✓	100%	✗	174	181	174‡	177
Ethnicity								
American Indian or Alaska Native (12:15)	–	–	–	–	–	–	–	
Black or African American (920:942)	✗	✓	100%	✗	171	179	172	174
Hispanic or Latino (487:591)	✗	✓	100%	✗	162	179	157‡	166
Asian or Native Hawaiian/Other Pacific Islander (626:636)	✓	✓	100%	✓	182	179		
White (683:743)	✓	✓	100%	✓	181	179		
Multiracial (2:0)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities (238:369)	✗	✓	98%	✗	125	177	115‡	133
Limited English Proficient (314:447)	✗	✓	99%	✗	147	178	146‡	152
Economically Disadvantaged (2138:2304)	✗	✓	100%	✗	174	181	175	177
Final AYP Determination	✗ 2 of 8							
Non-Accountability Groups								
Female (1365:1428)			100%		180	180		
Male (1365:1499)			100%		168	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  Good Standing
for This Subject
(2011–12)

Accountability Measures 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

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

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 (2730:2927)	✗	✓	100%	✗	170	178	171‡	173
Ethnicity								
American Indian or Alaska Native (12:15)	–	–	–	–	–	–	–	
Black or African American (920:942)	✗	✓	100%	✗	163	176	164	167
Hispanic or Latino (487:591)	✗	✓	100%	✗	153	176	154‡	158
Asian or Native Hawaiian/Other Pacific Islander (626:636)	✓	✓	100%	✓	186	176		
White (683:743)	✓	✓	99%	✓	178	176		
Multiracial (2:0)	–	–	–	–	–	–	–	
Other Groups								
Students with Disabilities (238:369)	✗	✓	100%	✗	108	174	108‡	117
Limited English Proficient (314:447)	✗	✓	99%	✗	151	175	158‡	156
Economically Disadvantaged (2138:2304)	✗	✓	100%	✗	171	178	173	174
Final AYP Determination	✗ 2 of 8							
Non-Accountability Groups								
Female (1365:1428)			100%		175	177		
Male (1365:1499)			99%		165	177		
Migrant (0:0)								

Graduation Rate

Accountability Status for This Indicator (2011–12)

Good Standing

Accountability Measures

0 of 1 Student groups making AYP in graduation rate

X Did not make AYP

Prospective Status

A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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 (3012)	X	X	65%	80%	66%
Ethnicity					
American Indian or Alaska Native (13)		—	—	—	
Black or African American (1074)		✓	61%	80%	60%
Hispanic or Latino (578)		X	51%	80%	54%
Asian or Native Hawaiian/Other Pacific Islander (623)		✓	76%	80%	74%
White (720)		X	72%	80%	73%
Multiracial (4)		—	—	—	
Other Groups					
Students with Disabilities (436)		X	29%	80%	38%
Limited English Proficient (434)		X	52%	80%	54%
Economically Disadvantaged (2355)		✓	69%	80%	69%
Final AYP Determination	X 0 of 1				
Non-Accountability Groups					
Female (1445)			73%	80%	
Male (1567)			57%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **71%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

26 schools identified 65% of total

BROOKLYN STUDIO SECONDARY SCHOOL
 EXPEDITIONARY LEARNING SCHOOL FOR COMMUNITY LEADERS
 HIGH SCHOOL OF SPORTS MANAGEMENT
 INTERNATIONAL HIGH SCHOOL AT LAFAYETTE
 IS 98 BAY ACADEMY
 KINGSBOROUGH EARLY COLLEGE SCHOOL
 LIBERATION DIPLOMA PLUS
 LIFE ACADEMY HIGH SCHOOL FOR FILM AND MUSIC
 MARK TWAIN IS 239 FOR THE GIFTED AND TALENTED
 PS 100 THE CONEY ISLAND SCHOOL
 PS 101 THE VERRAZANO
 PS 121 NELSON A ROCKEFELLER
 PS 128 BENSONHURST
 PS 153 HOMECREST
 PS 177 THE MARLBORO
 PS 188 MICHAEL E BERDY
 PS 199 FREDERICK WACHTEL
 PS 209 MARGARET MEAD
 PS 212 LADY DEBORAH MOODY
 PS 216 ARTURO TOSCANINI
 PS 225 THE EILEEN E ZAGLIN
 PS 226 ALFRED DE B MASON
 PS 253
 PS 329 SURFSIDE
 PS 97 THE HIGHLAWN
 RACHEL CARSON HIGH SCHOOL FOR COASTAL STUDIES

Improvement (year 1) Basic

4 schools identified 10% of total

IS 303 HERBERT S EISENBERG
 PS 215 MORRIS H WEISS
 PS 238 ANNE SULLIVAN
 PS 99 ISAAC ASIMOV

Improvement (year 1) Focused

3 schools identified 8% of total

IS 228 DAVID A BOODY
 IS 281 JOSEPH B CAVALLARO
 PS 95 THE GRAVESEND

Improvement (year 1) Comprehensive

1 school identified 3% of total

IS 96 SETH LOW

Corrective Action (year 1) Focused

1 school identified 3% of total

PS 90 EDNA COHEN SCHOOL

Restructuring (year 1) Focused

1 school identified 3% of total

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

Restructuring (year 1) Focused (continued)

JOHN DEWEY HIGH SCHOOL

Restructuring (advanced) Comprehensive

4 schools identified 10% of total

ABRAHAM LINCOLN HIGH SCHOOL

EDWARD R MURROW HIGH SCHOOL

PS 288 THE SHIRLEY TANYHILL

WILLIAM E GRADY CAREER AND TECHNICAL EDUCATION HIGH SCHOOL







4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**






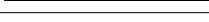
District ID **33-21-00-01-0000**

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	54%			1887
Grade 4	56%			1937
Grade 5	55%			1820
Grade 6	58%			2526
Grade 7	52%			2591
Grade 8	52%			2787

Mathematics

Grade 3	64%		1938
Grade 4	70%		1998
Grade 5	71%		1868
Grade 6	74%		2594
Grade 7	74%		2661
Grade 8	74%		2851

Science

Grade 4	88%		1980
Grade 8	70%		2809

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	77%			3371
Mathematics	73%			3371

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

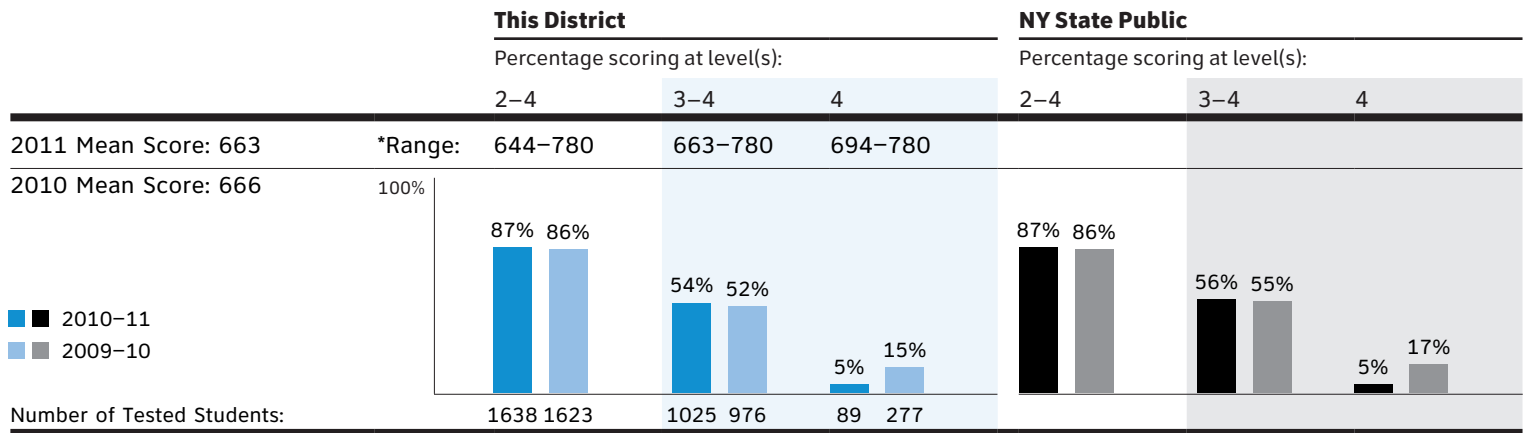
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	1887	87%	54%	5%	1889	86%	52%	15%
Female	905	89%	60%	6%	915	89%	55%	16%
Male	982	85%	49%	4%	974	83%	49%	14%
American Indian or Alaska Native	14	—	—	—	4	—	—	—
Black or African American	221	79%	38%	1%	232	78%	40%	8%
Hispanic or Latino	504	79%	39%	2%	505	79%	34%	7%
Asian or Native Hawaiian/Other Pacific Islander	478	92%	63%	7%	531	92%	62%	20%
White	667	92%	66%	7%	615	90%	62%	19%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	17	71%	41%	0%	6	33%	33%	0%
General-Education Students	1484	94%	63%	6%	1477	93%	60%	18%
Students with Disabilities	403	60%	21%	1%	412	61%	22%	3%
English Proficient	1532	91%	61%	6%	1497	89%	58%	18%
Limited English Proficient	355	69%	28%	0%	392	73%	28%	3%
Economically Disadvantaged	1711	86%	52%	4%	1848	86%	52%	15%
Not Disadvantaged	176	93%	73%	9%	41	83%	56%	12%
Migrant								
Not Migrant	1887	87%	54%	5%	1889	86%	52%	15%

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	28	28	28	26	39	38	35	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	39	N/A	N/A	N/A	45	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	39	N/A	N/A	N/A	46	N/A	N/A	N/A

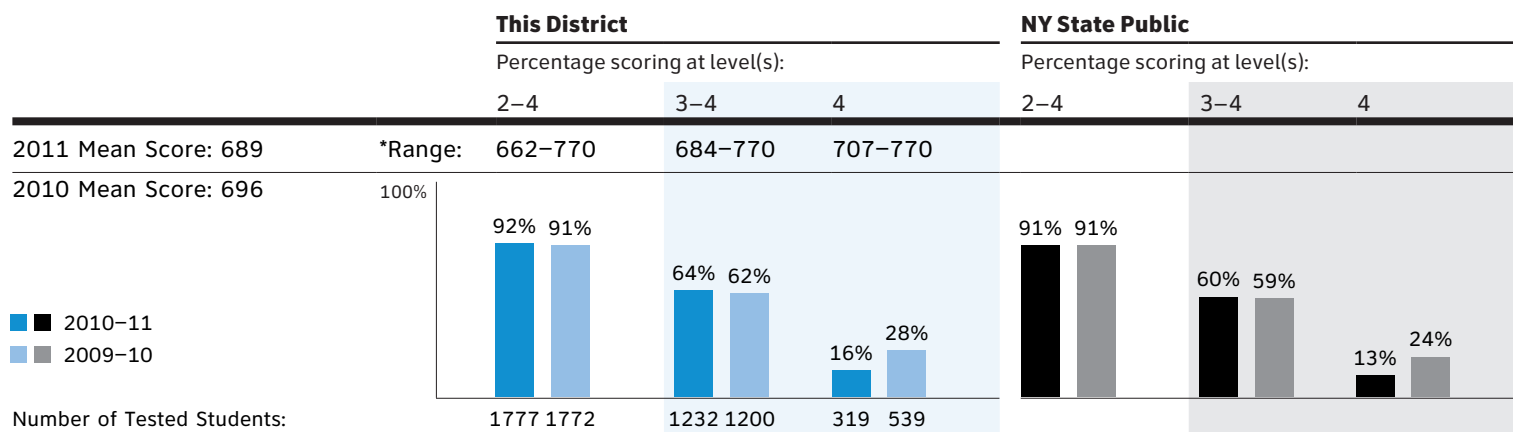
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	1938	92%	64%	16%	1948	91%	62%	28%
Female	924	92%	64%	15%	938	91%	61%	27%
Male	1014	92%	64%	18%	1010	91%	63%	29%
American Indian or Alaska Native	14	—	—	—	4	—	—	—
Black or African American	225	87%	37%	1%	233	81%	41%	11%
Hispanic or Latino	512	87%	45%	5%	510	86%	45%	14%
Asian or Native Hawaiian/Other Pacific Islander	495	95%	80%	26%	561	96%	79%	40%
White	689	95%	75%	23%	638	95%	67%	34%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	17	76%	47%	0%	6	67%	33%	33%
General-Education Students	1533	96%	72%	20%	1536	94%	68%	32%
Students with Disabilities	405	76%	31%	4%	412	78%	36%	10%
English Proficient	1537	94%	68%	19%	1504	93%	67%	32%
Limited English Proficient	401	83%	46%	5%	444	85%	45%	12%
Economically Disadvantaged	1760	91%	61%	14%	1906	91%	61%	28%
Not Disadvantaged	178	97%	85%	36%	42	93%	74%	33%
Migrant								
Not Migrant	1938	92%	64%	16%	1948	91%	62%	28%

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

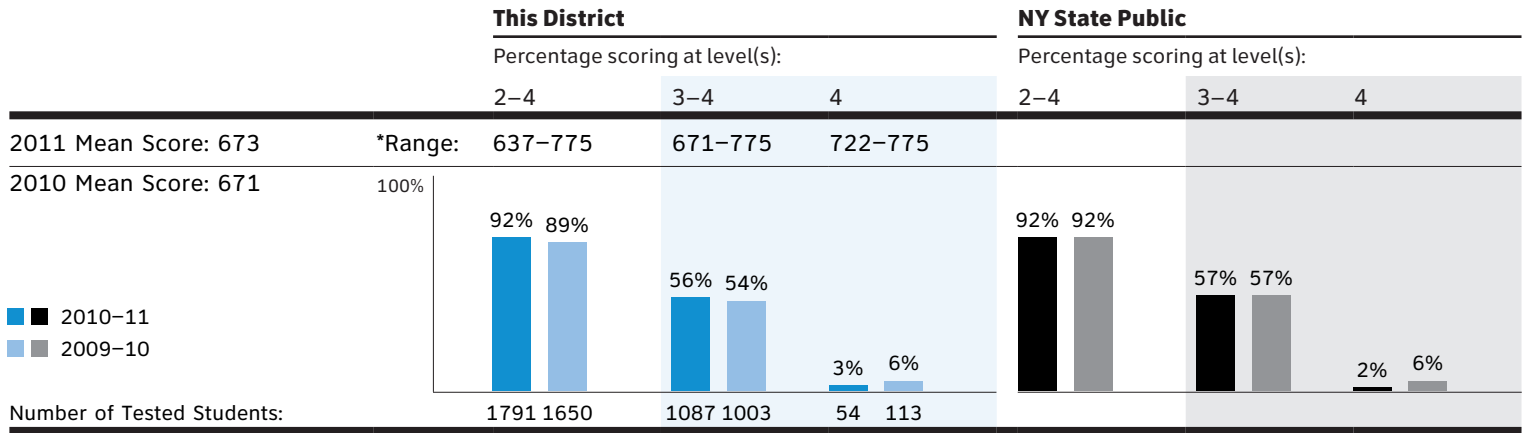
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	28	28	27	25	38	38	33	27

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1937	92%	56%	3%	1857	89%	54%	6%
Female	929	95%	60%	4%	897	91%	58%	8%
Male	1008	90%	53%	2%	960	87%	50%	5%
American Indian or Alaska Native	14	—	—	—	3	—	—	—
Black or African American	244	91%	38%	1%	234	77%	29%	1%
Hispanic or Latino	507	89%	41%	0%	486	84%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	547	94%	69%	5%	546	94%	72%	11%
White	624	94%	64%	4%	586	93%	63%	8%
Multiracial	1	—	—	—	2	—	—	—
Small Group Totals	15	100%	53%	0%	5	80%	40%	0%
General-Education Students	1536	96%	64%	4%	1484	94%	63%	7%
Students with Disabilities	401	77%	25%	0%	373	69%	17%	1%
English Proficient	1579	95%	63%	3%	1507	93%	61%	7%
Limited English Proficient	358	81%	24%	0%	350	71%	23%	0%
Economically Disadvantaged	1761	92%	54%	2%	1805	89%	54%	6%
Not Disadvantaged	176	97%	76%	9%	52	88%	62%	2%
Migrant								
Not Migrant	1937	92%	56%	3%	1857	89%	54%	6%

NOTES

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

* 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	32	32	32	32	38	36	34	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	48	N/A	N/A	N/A	51	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	49	N/A	N/A	N/A	52	N/A	N/A	N/A

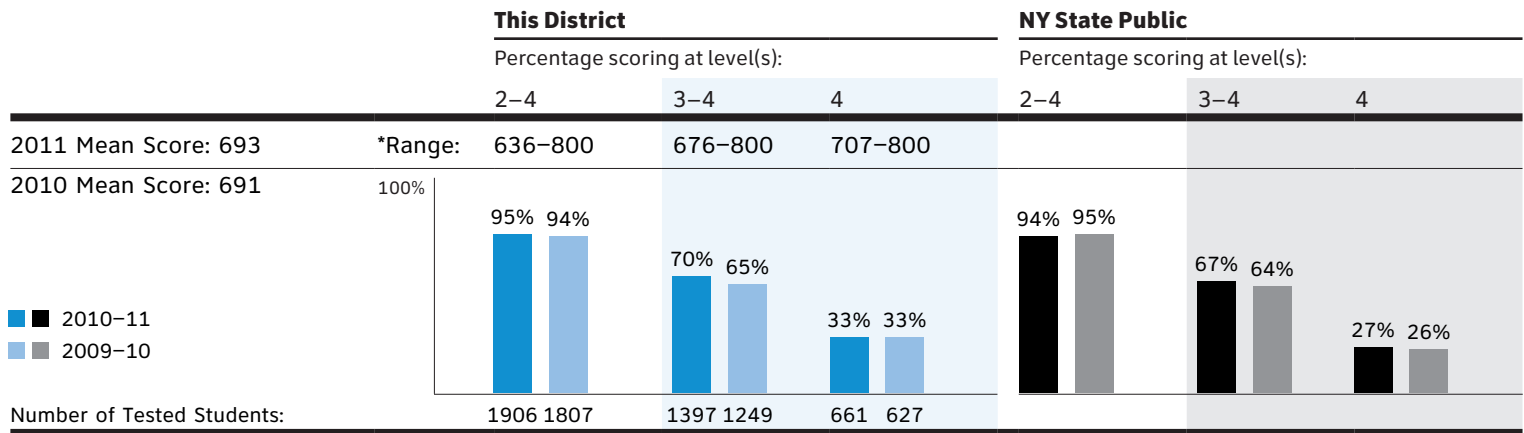
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	1998	95%	70%	33%	1921	94%	65%	33%
Female	959	96%	70%	32%	933	95%	64%	33%
Male	1039	95%	70%	34%	988	94%	66%	32%
American Indian or Alaska Native	15	—	—	—	3	—	—	—
Black or African American	245	91%	41%	10%	237	88%	38%	8%
Hispanic or Latino	507	94%	61%	16%	488	93%	48%	14%
Asian or Native Hawaiian/Other Pacific Islander	580	97%	83%	50%	577	95%	82%	52%
White	649	97%	76%	40%	613	96%	73%	39%
Multiracial	2	—	—	—	3	—	—	—
Small Group Totals	17	94%	65%	24%	6	83%	50%	17%
General-Education Students	1597	98%	77%	39%	1548	97%	73%	39%
Students with Disabilities	401	87%	42%	8%	373	84%	32%	7%
English Proficient	1585	97%	74%	39%	1509	96%	72%	39%
Limited English Proficient	413	90%	54%	11%	412	85%	39%	10%
Economically Disadvantaged	1817	95%	68%	31%	1869	94%	65%	32%
Not Disadvantaged	181	99%	85%	59%	52	94%	73%	52%
Migrant								
Not Migrant	1998	95%	70%	33%	1921	94%	65%	33%

NOTES

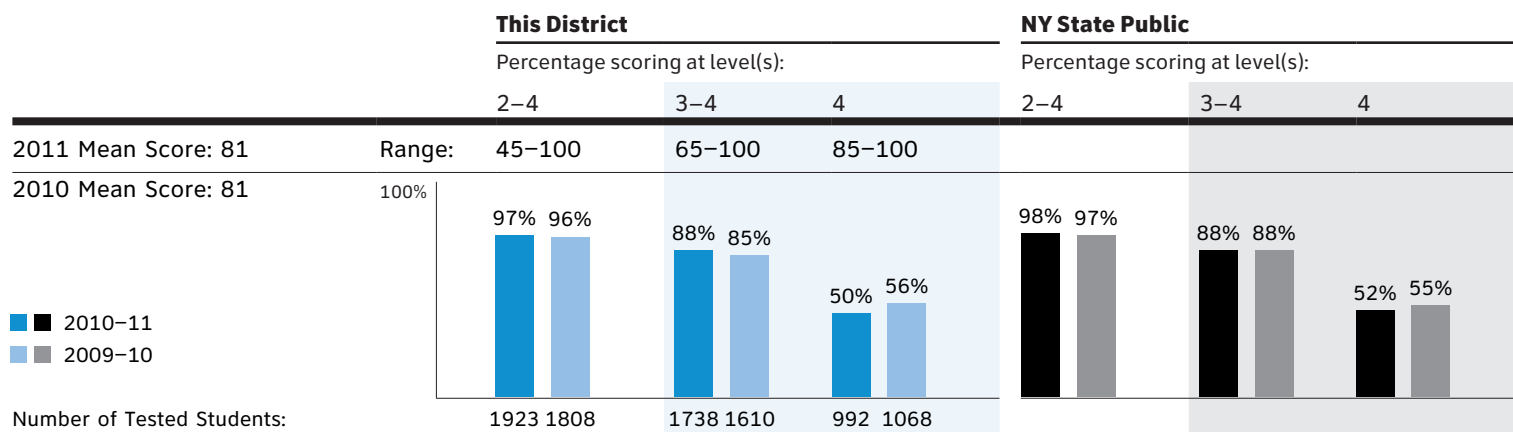
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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	32	32	31	28	38	37	33	20

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	1980	97%	88%	50%	1893	96%	85%	56%
Female	948	97%	87%	50%	920	96%	86%	57%
Male	1032	97%	88%	50%	973	95%	84%	56%
American Indian or Alaska Native	15	—	—	—	3	—	—	—
Black or African American	239	97%	83%	39%	231	94%	75%	37%
Hispanic or Latino	505	96%	84%	36%	479	95%	80%	41%
Asian or Native Hawaiian/Other Pacific Islander	577	97%	91%	62%	576	96%	90%	69%
White	642	98%	90%	56%	600	96%	89%	64%
Multiracial	2	—	—	—	4	—	—	—
Small Group Totals	17	94%	76%	24%	7	71%	57%	57%
General-Education Students	1580	98%	90%	57%	1526	96%	89%	64%
Students with Disabilities	400	95%	78%	25%	367	92%	67%	23%
English Proficient	1571	99%	93%	58%	1496	98%	91%	65%
Limited English Proficient	409	90%	68%	19%	397	86%	61%	23%
Economically Disadvantaged	1801	97%	87%	48%	1842	96%	85%	56%
Not Disadvantaged	179	99%	95%	74%	51	94%	88%	73%
Migrant								
Not Migrant	1980	97%	88%	50%	1893	96%	85%	56%

NOTES

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Other Assessments

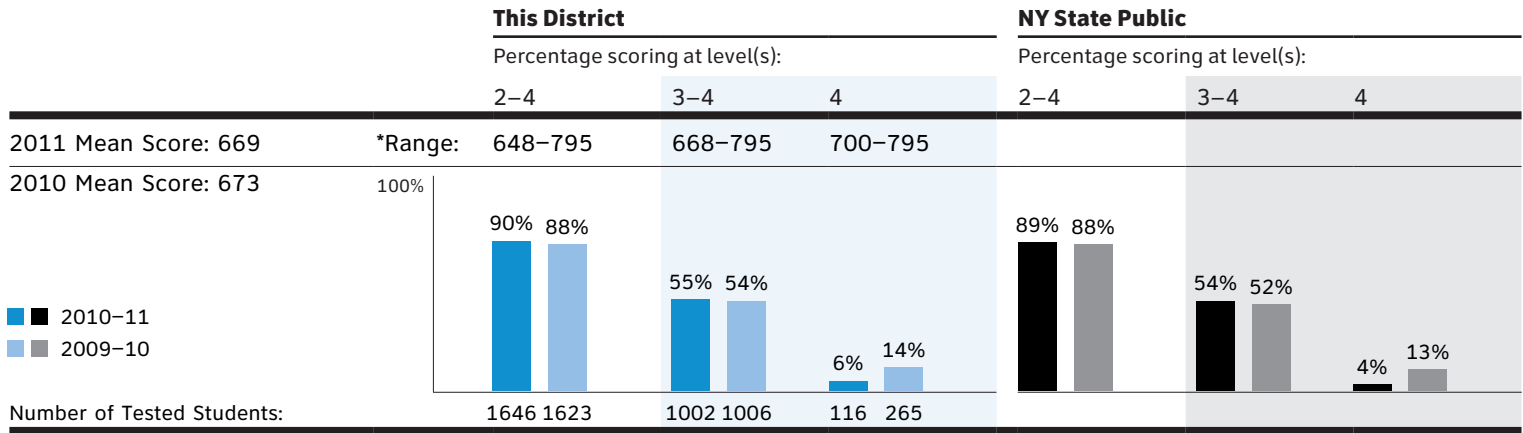
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	31	29	29	29	38	37	37	31

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	1820	90%	55%	6%	1851	88%	54%	14%
Female	893	92%	58%	7%	867	91%	61%	19%
Male	927	89%	52%	6%	984	85%	49%	10%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	192	85%	40%	1%	220	70%	28%	5%
Hispanic or Latino	466	87%	35%	2%	483	83%	41%	7%
Asian or Native Hawaiian/Other Pacific Islander	550	93%	68%	10%	530	92%	65%	21%
White	606	93%	63%	9%	613	94%	65%	18%
Multiracial	1	—	—	—	3	—	—	—
Small Group Totals	6	83%	67%	17%	5	100%	60%	0%
General-Education Students	1462	95%	63%	8%	1493	94%	62%	17%
Students with Disabilities	358	72%	21%	1%	358	62%	23%	3%
English Proficient	1500	95%	64%	8%	1586	91%	61%	17%
Limited English Proficient	320	69%	15%	0%	265	65%	15%	0%
Economically Disadvantaged	1652	90%	53%	6%	1794	88%	54%	14%
Not Disadvantaged	168	93%	75%	11%	57	93%	67%	28%
Migrant								
Not Migrant	1820	90%	55%	6%	1851	88%	54%	14%

NOTES

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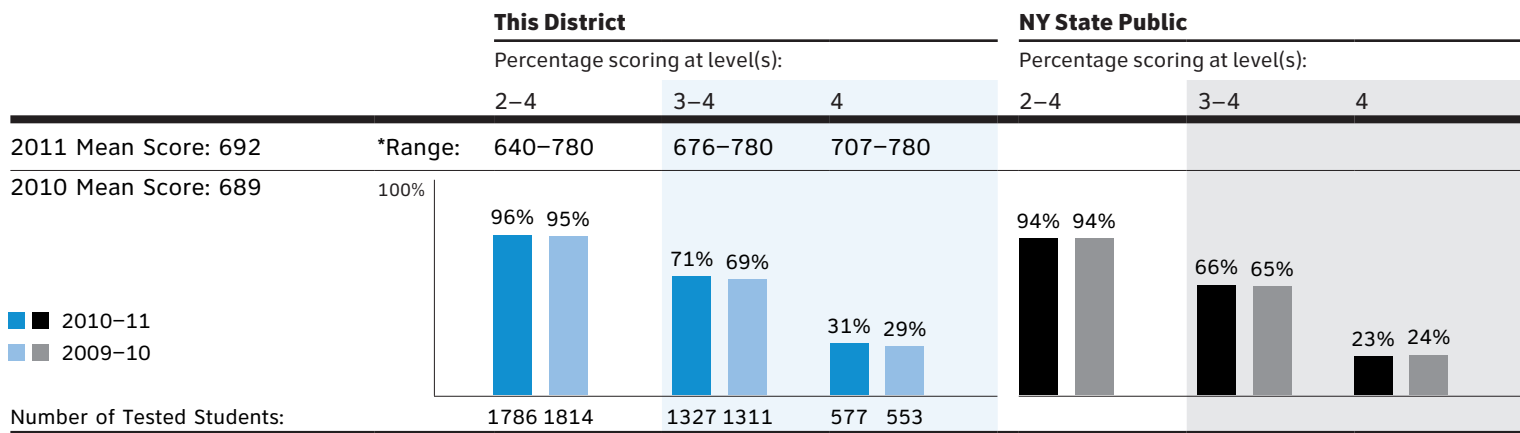
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	38	36	35	32	31	30	25	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	47	N/A	N/A	N/A	49	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	47	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.

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	1868	96%	71%	31%	1907	95%	69%	29%
Female	907	96%	72%	31%	895	96%	70%	31%
Male	961	95%	70%	31%	1012	94%	67%	28%
American Indian or Alaska Native	5	—	—	—	2	—	—	—
Black or African American	193	93%	49%	7%	221	90%	39%	8%
Hispanic or Latino	471	95%	56%	12%	485	93%	54%	15%
Asian or Native Hawaiian/Other Pacific Islander	570	96%	84%	51%	561	97%	83%	45%
White	628	96%	77%	34%	635	97%	78%	33%
Multiracial	1	—	—	—	3	—	—	—
Small Group Totals	6	100%	67%	33%	5	100%	60%	0%
General-Education Students	1514	97%	78%	36%	1551	98%	76%	34%
Students with Disabilities	354	89%	41%	9%	356	84%	36%	6%
English Proficient	1503	97%	78%	36%	1586	97%	74%	33%
Limited English Proficient	365	88%	43%	11%	321	87%	45%	11%
Economically Disadvantaged	1700	95%	70%	29%	1851	95%	69%	29%
Not Disadvantaged	168	98%	86%	48%	56	93%	77%	41%
Migrant								
Not Migrant	1868	96%	71%	31%	1907	95%	69%	29%

NOTES

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Other Assessments

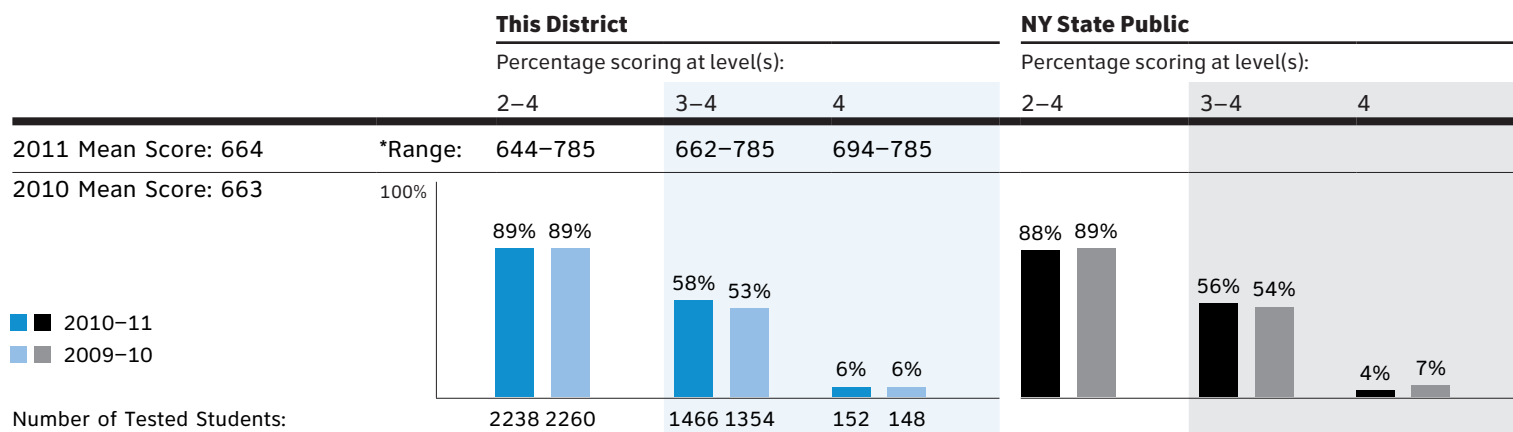
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	38	35	35	33	31	29	28	17

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	2526	89%	58%	6%	2548	89%	53%	6%
Female	1227	91%	63%	8%	1295	90%	57%	7%
Male	1299	86%	53%	4%	1253	87%	50%	4%
American Indian or Alaska Native	8	—	—	—	14	—	—	—
Black or African American	292	80%	39%	2%	324	75%	30%	2%
Hispanic or Latino	571	83%	41%	1%	542	81%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	705	90%	63%	9%	704	93%	65%	9%
White	949	93%	71%	8%	961	95%	64%	7%
Multiracial	1	—	—	—	3	—	—	—
Small Group Totals	9	100%	44%	11%	17	88%	82%	12%
General-Education Students	2195	93%	65%	7%	2191	94%	60%	7%
Students with Disabilities	331	60%	14%	0%	357	53%	13%	0%
English Proficient	2264	93%	64%	7%	2284	92%	58%	6%
Limited English Proficient	262	48%	10%	0%	264	59%	11%	0%
Economically Disadvantaged	2120	87%	53%	4%	2206	87%	48%	4%
Not Disadvantaged	406	98%	84%	16%	342	97%	84%	15%
Migrant								
Not Migrant	2526	89%	58%	6%	2548	89%	53%	6%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	29	27	27	23	35	33	27	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	64	N/A	N/A	N/A	55	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	64	N/A	N/A	N/A	56	N/A	N/A	N/A

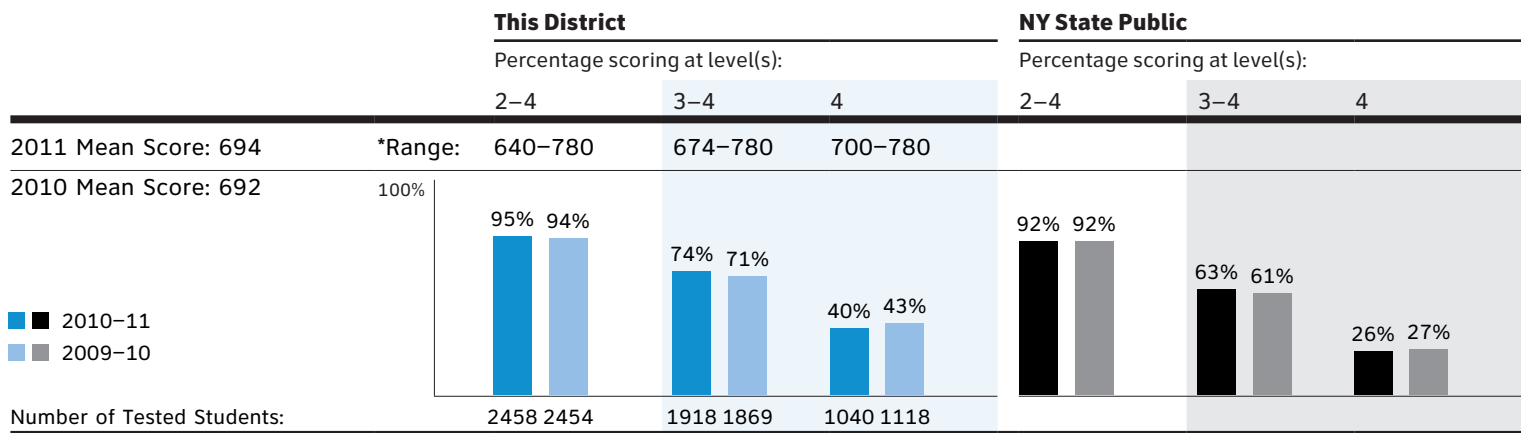
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	2594	95%	74%	40%	2614	94%	71%	43%
Female	1261	96%	77%	42%	1324	94%	73%	45%
Male	1333	94%	71%	39%	1290	93%	70%	41%
American Indian or Alaska Native	9	—	—	—	14	—	—	—
Black or African American	292	87%	48%	17%	327	85%	43%	19%
Hispanic or Latino	575	92%	55%	18%	547	89%	52%	20%
Asian or Native Hawaiian/Other Pacific Islander	736	98%	88%	58%	735	97%	85%	61%
White	980	96%	82%	47%	988	97%	81%	49%
Multiracial	2	—	—	—	3	—	—	—
Small Group Totals	11	82%	82%	27%	17	94%	94%	82%
General-Education Students	2263	97%	80%	45%	2256	97%	79%	49%
Students with Disabilities	331	79%	33%	10%	358	72%	24%	6%
English Proficient	2268	96%	78%	43%	2292	95%	76%	47%
Limited English Proficient	326	84%	48%	17%	322	84%	43%	15%
Economically Disadvantaged	2188	94%	71%	36%	2269	93%	68%	38%
Not Disadvantaged	406	99%	88%	64%	345	99%	92%	72%
Migrant								
Not Migrant	2594	95%	74%	40%	2614	94%	71%	43%

NOTES

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Other Assessments

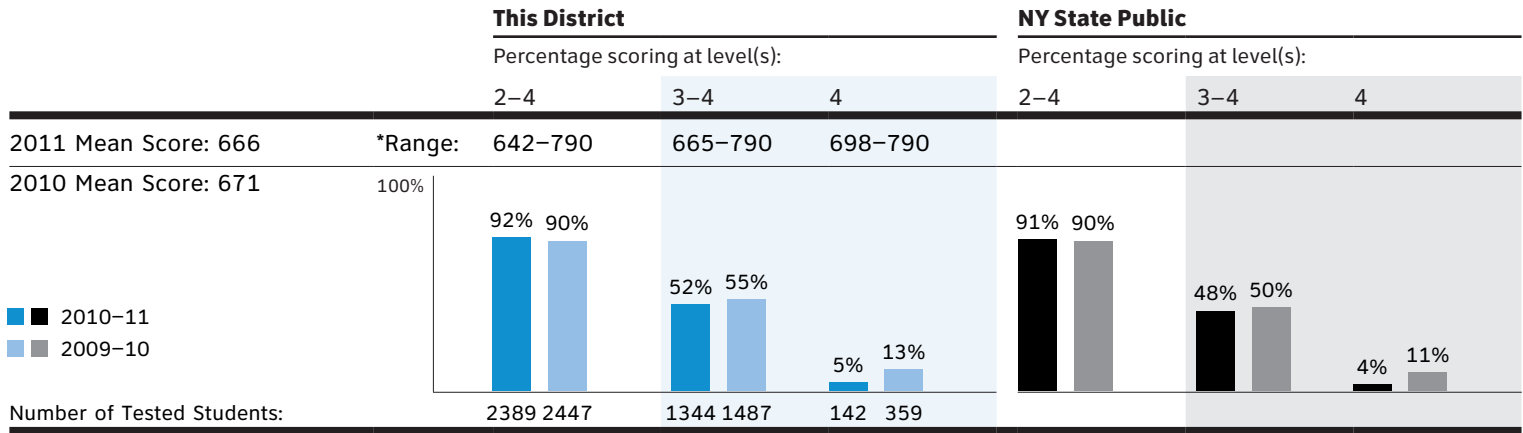
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	28	27	26	23	35	35	31	24

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	2591	92%	52%	5%	2712	90%	55%	13%
Female	1325	94%	57%	6%	1379	92%	59%	15%
Male	1266	90%	46%	5%	1333	89%	50%	11%
American Indian or Alaska Native	16	94%	56%	13%	5	—	—	—
Black or African American	311	87%	31%	2%	386	86%	43%	6%
Hispanic or Latino	554	88%	29%	1%	488	82%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	732	93%	61%	8%	811	90%	60%	18%
White	978	96%	65%	7%	1018	96%	67%	18%
Multiracial	4	—	—	—	4	—	—	—
Small Group Totals	9	89%	44%	0%	9	89%	44%	0%
General-Education Students	2245	96%	59%	6%	2396	94%	61%	15%
Students with Disabilities	346	66%	8%	0%	316	62%	11%	0%
English Proficient	2342	95%	56%	6%	2442	95%	60%	15%
Limited English Proficient	249	61%	9%	0%	270	46%	4%	0%
Economically Disadvantaged	2178	91%	47%	4%	2343	89%	51%	11%
Not Disadvantaged	413	97%	78%	14%	369	98%	78%	30%
Migrant								
Not Migrant	2591	92%	52%	5%	2712	90%	55%	13%

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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	32	32	28	27	34	34	32	31
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	63	N/A	N/A	N/A	66	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	64	N/A	N/A	N/A	68	N/A	N/A	N/A

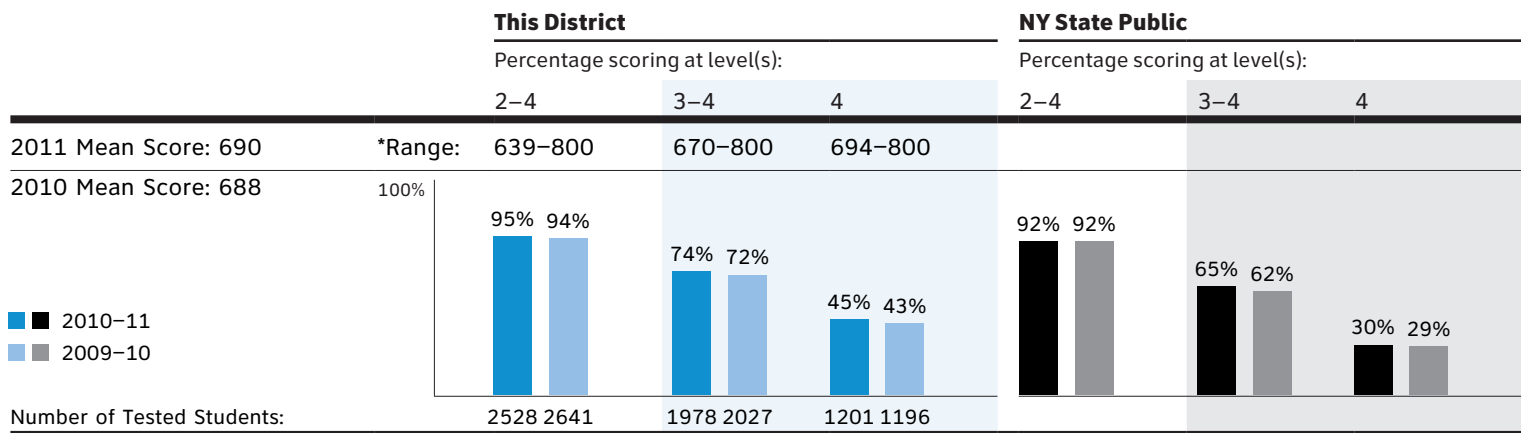
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	2661	95%	74%	45%	2800	94%	72%	43%
Female	1351	96%	75%	46%	1416	94%	72%	43%
Male	1310	94%	73%	44%	1384	95%	72%	43%
American Indian or Alaska Native	16	94%	88%	69%	5	—	—	—
Black or African American	311	88%	49%	19%	390	91%	58%	21%
Hispanic or Latino	562	91%	55%	18%	491	89%	49%	16%
Asian or Native Hawaiian/Other Pacific Islander	766	98%	88%	66%	860	97%	83%	58%
White	1006	98%	82%	52%	1050	97%	80%	51%
Multiracial					4	—	—	—
Small Group Totals					9	78%	33%	33%
General-Education Students	2314	98%	81%	51%	2480	97%	79%	48%
Students with Disabilities	347	76%	30%	9%	320	71%	23%	4%
English Proficient	2346	96%	78%	49%	2459	97%	77%	47%
Limited English Proficient	315	86%	45%	16%	341	78%	38%	14%
Economically Disadvantaged	2245	95%	72%	41%	2429	94%	70%	39%
Not Disadvantaged	416	97%	89%	68%	371	98%	87%	66%
Migrant								
Not Migrant	2661	95%	74%	45%	2800	94%	72%	43%

NOTES

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Other Assessments

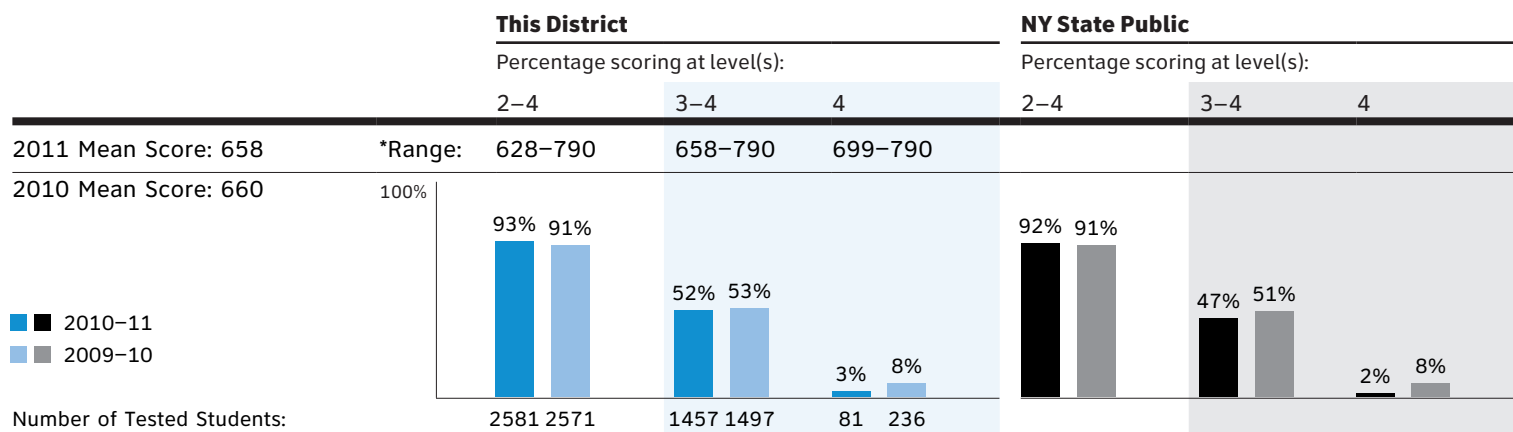
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	32	31	31	30	31	29	28	20

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	2787	93%	52%	3%	2817	91%	53%	8%
Female	1416	94%	57%	4%	1365	94%	59%	11%
Male	1371	91%	48%	2%	1452	88%	47%	6%
American Indian or Alaska Native	6	—	—	—	3	—	—	—
Black or African American	399	92%	41%	2%	397	—	—	—
Hispanic or Latino	484	88%	28%	0%	531	88%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	856	91%	57%	4%	794	91%	62%	13%
White	1040	96%	64%	3%	1091	94%	60%	10%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	8	88%	38%	0%	401	89%	40%	3%
General-Education Students	2486	96%	58%	3%	2515	94%	58%	9%
Students with Disabilities	301	68%	6%	0%	302	69%	9%	1%
English Proficient	2485	97%	58%	3%	2528	96%	59%	9%
Limited English Proficient	302	60%	4%	0%	289	53%	4%	0%
Economically Disadvantaged	2357	92%	48%	2%	2436	90%	50%	7%
Not Disadvantaged	430	97%	76%	8%	381	98%	75%	18%
Migrant								
Not Migrant	2787	93%	52%	3%	2817	91%	53%	8%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	36	34	32	58	58	57	51
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	62	N/A	N/A	N/A	71	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	62	N/A	N/A	N/A	73	N/A	N/A	N/A

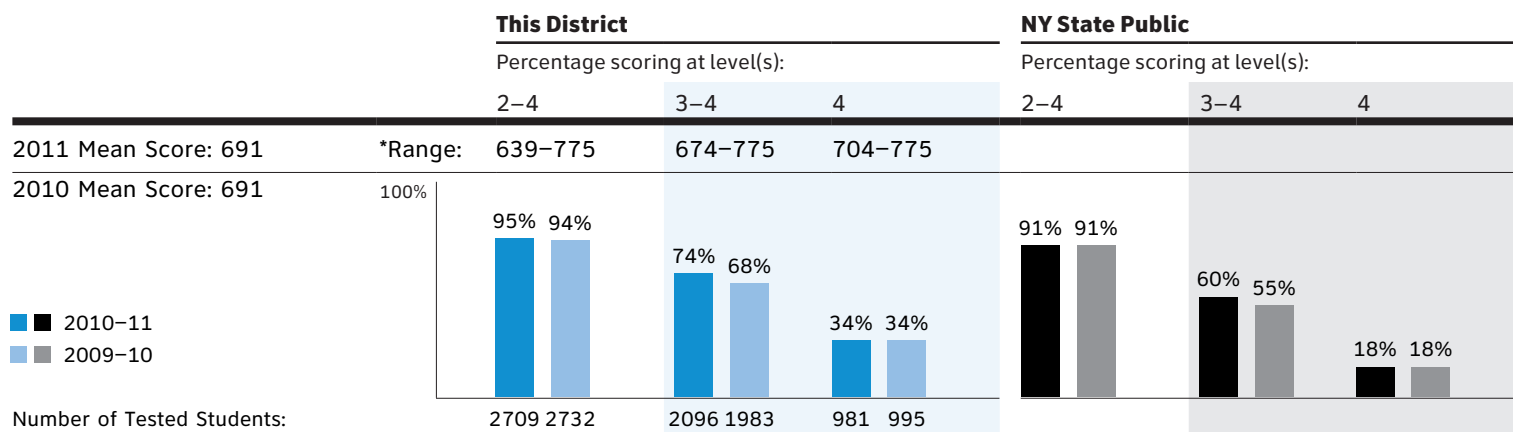
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	2851	95%	74%	34%	2909	94%	68%	34%
Female	1449	95%	74%	35%	1411	95%	71%	37%
Male	1402	95%	73%	34%	1498	93%	65%	32%
American Indian or Alaska Native	7	—	—	—	3	—	—	—
Black or African American	397	90%	57%	14%	399	—	—	—
Hispanic or Latino	487	90%	51%	11%	540	89%	49%	13%
Asian or Native Hawaiian/Other Pacific Islander	876	98%	86%	52%	827	97%	84%	53%
White	1082	97%	80%	38%	1139	96%	73%	38%
Multiracial	2	—	—	—	1	—	—	—
Small Group Totals	9	100%	78%	33%	403	89%	46%	14%
General-Education Students	2553	98%	80%	38%	2601	97%	74%	38%
Students with Disabilities	298	71%	19%	2%	308	71%	20%	4%
English Proficient	2485	96%	77%	37%	2545	95%	72%	37%
Limited English Proficient	366	85%	52%	16%	364	83%	42%	12%
Economically Disadvantaged	2420	95%	71%	32%	2525	94%	66%	31%
Not Disadvantaged	431	97%	87%	50%	384	97%	85%	58%
Migrant								
Not Migrant	2851	95%	74%	34%	2909	94%	68%	34%

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

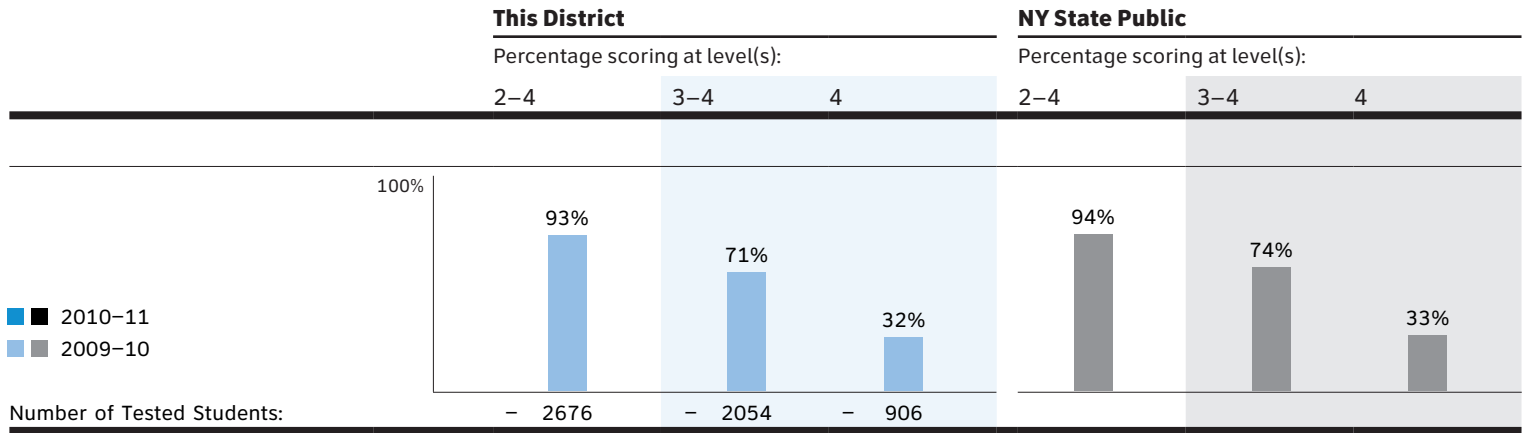
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	33	31	27	58	55	53	36

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	2809	94%	70%	25%	2869	93%	71%	32%
Female	1429	94%	69%	24%	1393	94%	73%	30%
Male	1380	93%	70%	26%	1476	92%	70%	33%
American Indian or Alaska Native	7	-	-	-	3	-	-	-
Black or African American	390	92%	56%	10%	386	-	-	-
Hispanic or Latino	474	91%	50%	7%	530	90%	55%	11%
Asian or Native Hawaiian/Other Pacific Islander	866	95%	79%	37%	826	94%	81%	44%
White	1070	95%	76%	30%	1123	95%	78%	38%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	9	89%	67%	11%	390	88%	54%	13%
General-Education Students	2521	96%	75%	28%	2570	94%	76%	35%
Students with Disabilities	288	79%	25%	1%	299	81%	31%	3%
English Proficient	2452	97%	76%	28%	2509	96%	78%	36%
Limited English Proficient	357	70%	27%	3%	360	72%	27%	3%
Economically Disadvantaged	2378	93%	67%	21%	2487	92%	69%	27%
Not Disadvantaged	431	98%	86%	49%	382	98%	90%	62%
Migrant								
Not Migrant	2809	94%	70%	25%	2869	93%	71%	32%

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

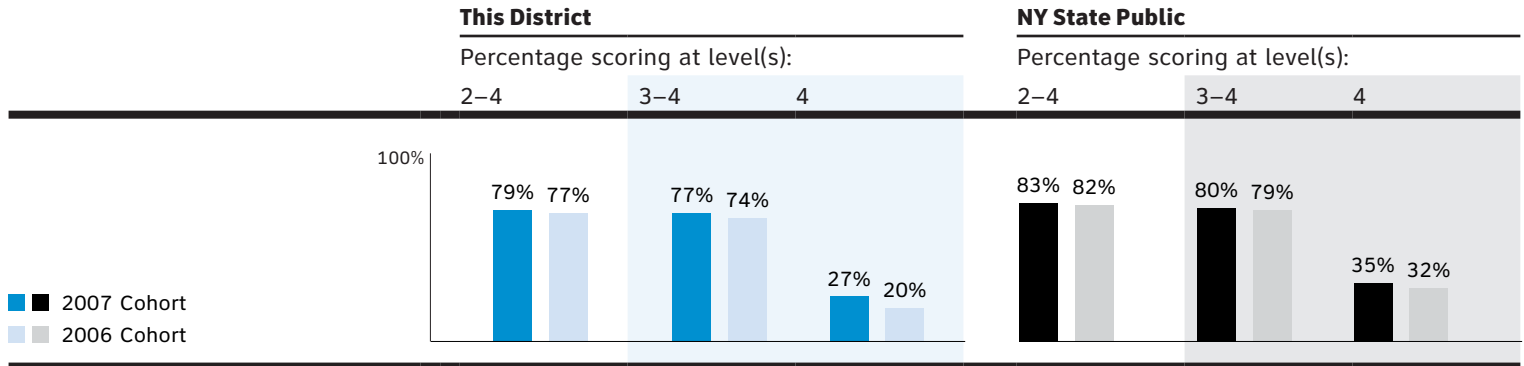
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	36	35	33	32	56	53	53	50
Regents Science	2	-	-	-	6	6	6	1

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	3371	79%	77%	27%	3025	77%	74%	20%
Female	1614	84%	82%	35%	1450	84%	82%	27%
Male	1757	75%	72%	19%	1575	71%	67%	13%
American Indian or Alaska Native	21	—	—	—	13	—	—	—
Black or African American	1098	77%	74%	17%	1076	75%	73%	12%
Hispanic or Latino	707	71%	68%	20%	581	66%	62%	15%
Asian or Native Hawaiian/Other Pacific Islander	691	87%	85%	36%	627	87%	84%	25%
White	853	82%	80%	37%	724	81%	78%	30%
Multiracial	1	—	—	—	4	—	—	—
Small Group Totals	22	73%	73%	23%	17	76%	71%	6%
General-Education Students	2853	86%	84%	31%	2596	84%	82%	23%
Students with Disabilities	518	43%	36%	3%	429	36%	27%	2%
English Proficient	2955	82%	79%	29%	2676	80%	77%	22%
Limited English Proficient	416	62%	56%	7%	349	57%	51%	3%
Economically Disadvantaged	2580	82%	79%	27%	2360	81%	78%	22%
Not Disadvantaged	791	72%	69%	24%	665	65%	62%	12%
Migrant								
Not Migrant	3371	79%	77%	27%	3025	77%	74%	20%

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.

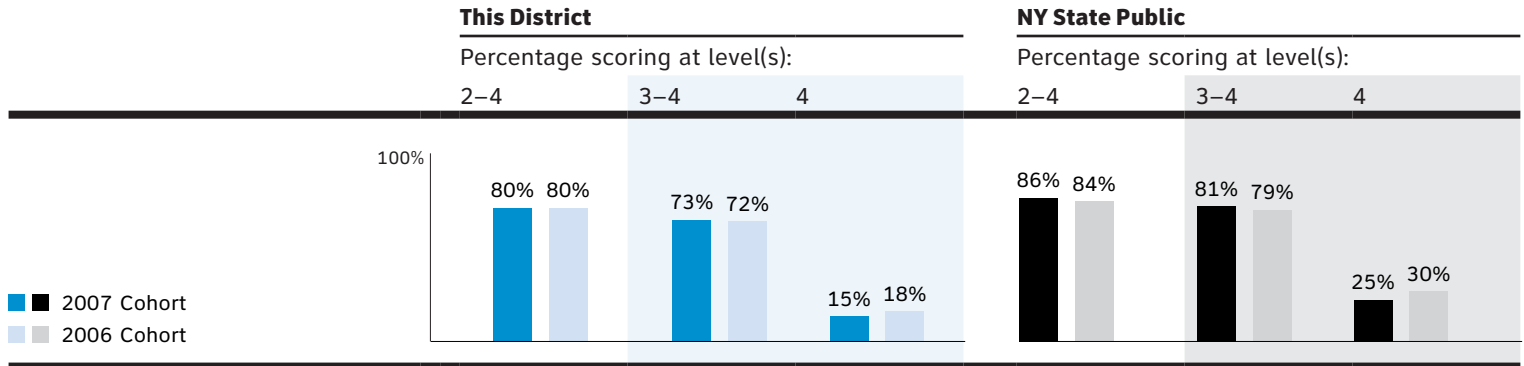
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

District ID **33-21-00-01-0000**

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	3371	80%	73%	15%	3025	80%	72%	18%
Female	1614	84%	78%	18%	1450	84%	76%	20%
Male	1757	76%	68%	12%	1575	75%	67%	15%
American Indian or Alaska Native	21	—	—	—	13	—	—	—
Black or African American	1098	76%	66%	5%	1076	75%	66%	8%
Hispanic or Latino	707	72%	62%	5%	581	71%	59%	9%
Asian or Native Hawaiian/Other Pacific Islander	691	90%	87%	32%	627	90%	86%	36%
White	853	83%	79%	22%	724	84%	77%	24%
Multiracial	1	—	—	—	4	—	—	—
Small Group Totals	22	68%	59%	9%	17	65%	47%	18%
General-Education Students	2853	87%	82%	17%	2596	87%	80%	20%
Students with Disabilities	518	37%	23%	1%	429	36%	22%	2%
English Proficient	2955	81%	75%	16%	2676	81%	74%	19%
Limited English Proficient	416	70%	57%	8%	349	72%	56%	9%
Economically Disadvantaged	2580	82%	75%	17%	2360	83%	75%	20%
Not Disadvantaged	791	71%	65%	7%	665	69%	59%	8%
Migrant								
Not Migrant	3371	80%	73%	15%	3025	80%	72%	18%

NOTES

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