



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #22**

District ID **33-22-00-01-0000**

Superintendent **MARIANNE FERRARA**

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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.

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	977	1026	1031
Kindergarten	2503	2666	2706
Grade 1	2722	2872	2852
Grade 2	2657	2966	2876
Grade 3	2625	2893	2961
Grade 4	2553	2972	2997
Grade 5	2598	2837	2909
Grade 6	2233	2371	2296
Ungraded Elementary	1764	119	132
Grade 7	2283	2369	2381
Grade 8	2375	2477	2414
Grade 9	3123	3288	3105
Grade 10	2931	3128	3115
Grade 11	2316	2204	2296
Grade 12	2155	2461	2346
Ungraded Secondary	1144	80	63
Total K-12	35982	35703	35449

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	25	25	25
Grade 8			
English	27	28	28
Mathematics	28	29	29
Science	29	29	29
Social Studies	29	29	29
Grade 10			
English	32	31	32
Mathematics	31	30	31
Science	33	31	34
Social Studies	31	32	32

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #22

District ID 33-22-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	19605	54%	20164	56%	21007	59%
Reduced-Price Lunch	3594	10%	3299	9%	3257	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3609	10%	3527	10%	3626	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	106	0%	85	0%	99	0%
Black or African American	16049	45%	15516	43%	14968	42%
Hispanic or Latino	4797	13%	4855	14%	4947	14%
Asian or Native Hawaiian/Other Pacific Islander	5647	16%	5779	16%	5902	17%
White	9383	26%	9468	27%	9533	27%
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	1481	4%	1468	4%	1358	4%

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.

District NEW YORK CITY GEOGRAPHIC DISTRICT #22

District ID 33-22-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	2521	2430	2291
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	6%	4%	4%
Percent with Fewer Than Three Years of Experience	9%	5%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	46%	50%	54%
Total Number of Core Classes	5265	5081	4878
Percent Not Taught by Highly Qualified Teachers in This District	5%	4%	5%
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	6389	6250	6041
Percent Taught by Teachers Without Appropriate Certification	7%	5%	4%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	12%	15%
Turnover Rate of All Teachers	12%	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 PI + (200 – the 2009–10 PI) × 0.10

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

Improvement (Year 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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	—	—				
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✓		✗	✓	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 7 of 9	✗ 8 of 9	✓ 1 of 1	✗ 6 of 8	✗ 7 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 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 2010–11 2011–12	
Accountability Groups								
All Students (16779:15831)			99%		142	121		
Ethnicity								
American Indian or Alaska Native (47:42)			100%		143	107		
Black or African American (7844:7413)			99%		129	121		
Hispanic or Latino (2364:2233)			99%		131	120		
Asian or Native Hawaiian/Other Pacific Islander (2419:2263)			100%		160	120		
White (4073:3856)			99%		163	120		
Multiracial (32:24)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (3188:3073)			97%		94	120	102	105
Limited English Proficient (1644:2098)			98%		107	120	114	116
Economically Disadvantaged (14764:13928)			100%		139	121		
Final AYP Determination	 7 of 9							
Non-Accountability Groups								
Female (8177:7756)			99%		150	121		
Male (8602:8075)			99%		134	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 8 of 9 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 (16793:15972)			99%		158	136	
Ethnicity							
American Indian or Alaska Native (47:42)			100%		160	122	
Black or African American (7850:7463)			99%		143	136	
Hispanic or Latino (2365:2249)			99%		151	135	
Asian or Native Hawaiian/Other Pacific Islander (2422:2287)			100%		181	135	
White (4077:3906)			99%		178	135	
Multiracial (32:25)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (3193:3071)			97%		116	135	121 124
Limited English Proficient (1649:2249)			99%		137	135	
Economically Disadvantaged (14777:14066)			100%		156	136	
Final AYP Determination	 8 of 9						
Non-Accountability Groups							
Female (8187:7827)			99%		161	136	
Male (8606:8145)			99%		155	136	
Migrant (0:0)							

Symbols

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

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



















Elementary/Middle-Level Science

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

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12		
Accountability Groups										
All Students (5642:5300)		Qualified		98%		172	100			
Ethnicity										
American Indian or Alaska Native (17:15)	–	–	–	–	–	–	–	–	–	
Black or African American (2694:2540)		Qualified		98%		163	100			
Hispanic or Latino (740:690)		Qualified		98%		167	100			
Asian or Native Hawaiian/Other Pacific Islander (830:772)		Qualified		99%		181	100			
White (1352:1275)		Qualified		98%		185	100			
Multiracial (9:8)	–	–	–	–	–	–	–	–	–	
Other Groups										
Students with Disabilities (1004:938)		Qualified		93%		146	100			
Limited English Proficient (584:728)		Qualified		98%		143	100			
Economically Disadvantaged (5000:4709)		Qualified		98%		170	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (2720:2584)				98%		174	100			
Male (2922:2716)				98%		170	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 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 secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2555:2502)			100%		187	181	
Ethnicity							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (969:955)			100%		183	179	
Hispanic or Latino (303:298)			100%		178	177	
Asian or Native Hawaiian/Other Pacific Islander (485:461)			100%		193	178	
White (795:786)			100%		191	179	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (143:238)			100%		140	176	149 [‡] 146
Limited English Proficient (170:203)			100%		171	175	173 174
Economically Disadvantaged (1227:1220)			100%		187	180	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (1359:1342)			100%		190	180	
Male (1196:1160)			100%		182	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 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 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 (2555:2502)			100%		187	178	
Ethnicity							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (969:955)			100%		181	176	
Hispanic or Latino (303:298)			100%		181	174	
Asian or Native Hawaiian/Other Pacific Islander (485:461)			100%		195	175	
White (795:786)			100%		192	176	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (143:238)			99%		135	173	142‡ 142
Limited English Proficient (170:203)			100%		185	172	
Economically Disadvantaged (1227:1220)			100%		187	177	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (1359:1342)			100%		190	177	
Male (1196:1160)			100%		184	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 (2933)			77%	80%	74%
Ethnicity					
American Indian or Alaska Native (6)		—	—	—	
Black or African American (1120)			74%	80%	70%
Hispanic or Latino (369)			64%	80%	63%
Asian or Native Hawaiian/Other Pacific Islander (567)			87%	80%	
White (867)			81%	80%	
Multiracial (4)		—	—	—	
Other Groups					
Students with Disabilities (282)			36%	80%	43%
Limited English Proficient (240)			58%	80%	58%
Economically Disadvantaged (1147)			77%	80%	73%
Final AYP Determination		1 of 1			
Non-Accountability Groups					
Female (1523)			83%	80%	
Male (1410)			71%	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 **81%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

23 schools identified 61% of total

BROOKLYN COLLEGE ACADEMY
 IS 381
 LEON M GOLDSTEIN HIGH SCHOOL FOR THE SCIENCES
 MIDWOOD HIGH SCHOOL
 PS 119 AMERSFORT
 PS 134
 PS 193 GIL HODGES
 PS 194 RAOUL WALLENBERG
 PS 195 MANHATTAN BEACH
 PS 197
 PS 203 FLOYD BENNETT
 PS 206 JOSEPH F LAMB
 PS 207 ELIZABETH G LEARY
 PS 222 KATHERINE R SNYDER
 PS 236 MILL BASIN
 PS 245
 PS 254 DAG HAMMARSKJOLD
 PS 277 GERRITSEN BEACH
 PS 312 BERGEN BEACH
 PS 315
 PS 326
 PS 361 EAST FLATBUSH EARLY CHILDHOOD SCHOOL
 PS 52 SHEEPSHEAD BAY

Improvement (year 1) Basic

4 schools identified 11% of total

PS 139 ALEXINE A FENTY
 PS 217 COLONEL DAVID MARCUS SCHOOL
 PS 255 BARBARA REING SCHOOL
 SCHOOL OF SCIENCE AND TECHNOLOGY

Improvement (year 1) Focused

3 schools identified 8% of total

ANDRIES HUDDER SCHOOL
 JHS 234 ARTHUR W CUNNINGHAM
 JHS 78 ROY H MANN

Improvement (year 1) Comprehensive

1 school identified 3% of total

JHS 14 SHELL BANK

Improvement (year 2) Basic

1 school identified 3% of total

PS 198

Improvement (year 2) Focused

1 school identified 3% of total

JHS 278 MARINE PARK

Improvement (year 2) Comprehensive

2 schools identified 5% of total

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

Improvement (year 2) Comprehensive (continued)

JAMES MADISON HIGH SCHOOL

PS 269 NOSTRAND

Corrective Action (year 1) Focused

1 school identified 3% of total

PS 251 PAERDEGAT

Corrective Action (year 2) Comprehensive

1 school identified 3% of total

PS 109

Restructuring (advanced) Comprehensive

1 school identified 3% of total

SHEEPSHEAD BAY HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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%			2902
Grade 4	58%			2956
Grade 5	55%			2900
Grade 6	47%			2386
Grade 7	41%			2459
Grade 8	43%			2445

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	62%			2976
Grade 4	69%			3025
Grade 5	72%			2945
Grade 6	57%			2421
Grade 7	60%			2492
Grade 8	58%			2480

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	87%			3000
Grade 8	61%			2426

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	85%			2767
Mathematics	85%			2767

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

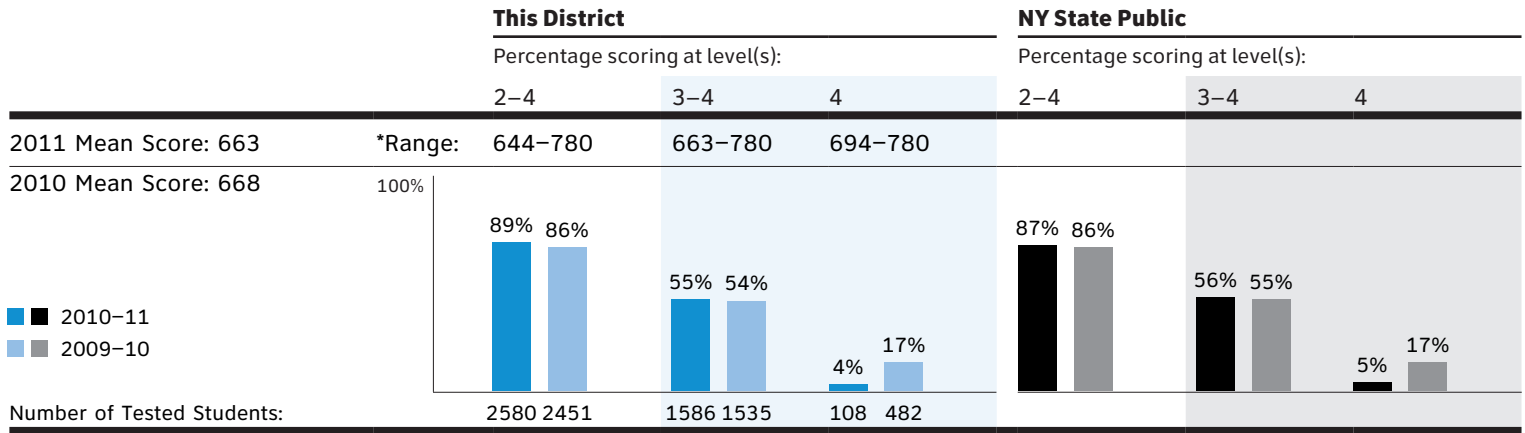
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2902	89%	55%	4%	2854	86%	54%	17%
Female	1464	92%	60%	5%	1394	88%	58%	20%
Male	1438	85%	49%	3%	1460	84%	50%	14%
American Indian or Alaska Native	7	71%	29%	0%	7	86%	86%	14%
Black or African American	1292	85%	44%	1%	1313	81%	43%	11%
Hispanic or Latino	426	86%	46%	2%	401	83%	47%	13%
Asian or Native Hawaiian/Other Pacific Islander	412	93%	67%	7%	403	93%	65%	21%
White	756	95%	72%	7%	721	93%	71%	28%
Multiracial	9	89%	44%	22%	9	78%	67%	0%
Small Group Totals								
General-Education Students	2430	94%	61%	4%	2401	91%	60%	19%
Students with Disabilities	472	65%	24%	0%	453	57%	22%	4%
English Proficient	2633	91%	58%	4%	2532	89%	58%	19%
Limited English Proficient	269	71%	25%	0%	322	64%	23%	3%
Economically Disadvantaged	2651	88%	52%	3%	2672	85%	52%	16%
Not Disadvantaged	251	98%	78%	8%	182	93%	76%	34%
Migrant								
Not Migrant	2902	89%	55%	4%	2854	86%	54%	17%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	62	58	49	39	41	39	37	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	60	N/A	N/A	N/A	74	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	61	N/A	N/A	N/A	75	N/A	N/A	N/A

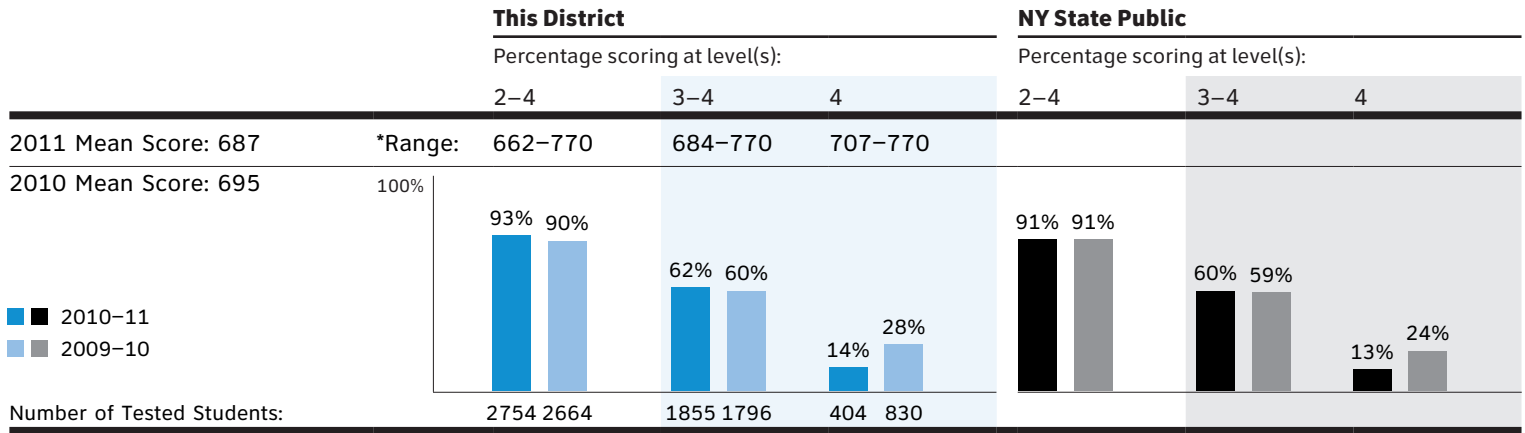
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2976	93%	62%	14%	2971	90%	60%	28%
Female	1499	94%	63%	13%	1448	91%	63%	29%
Male	1477	91%	62%	15%	1523	88%	58%	27%
American Indian or Alaska Native	7	86%	71%	0%	7	86%	43%	43%
Black or African American	1321	89%	49%	6%	1357	86%	45%	16%
Hispanic or Latino	428	92%	58%	10%	414	87%	54%	21%
Asian or Native Hawaiian/Other Pacific Islander	427	97%	78%	26%	435	94%	83%	49%
White	784	96%	79%	22%	748	96%	79%	42%
Multiracial	9	100%	89%	22%	10	70%	50%	20%
Small Group Totals								
General-Education Students	2501	95%	68%	15%	2513	93%	66%	31%
Students with Disabilities	475	80%	35%	5%	458	72%	30%	9%
English Proficient	2639	94%	65%	15%	2541	92%	64%	31%
Limited English Proficient	337	82%	39%	4%	430	73%	38%	13%
Economically Disadvantaged	2724	92%	60%	12%	2784	89%	59%	27%
Not Disadvantaged	252	98%	86%	31%	187	95%	81%	42%
Migrant								
Not Migrant	2976	93%	62%	14%	2971	90%	60%	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	62	61	57	42	41	41	37	30

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 674	*Range: 637-775	671-775	722-775			
2010 Mean Score: 672						
Number of Tested Students:	2734	2688	1712 1537	122	183	

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	2956	92%	58%	4%	2917	92%	53%	6%
Female	1452	95%	63%	5%	1434	94%	56%	7%
Male	1504	90%	53%	3%	1483	90%	49%	5%
American Indian or Alaska Native	8	-	-	-	11	91%	45%	9%
Black or African American	1357	91%	47%	2%	1330	89%	41%	2%
Hispanic or Latino	421	89%	49%	1%	420	91%	43%	5%
Asian or Native Hawaiian/Other Pacific Islander	424	94%	74%	5%	427	94%	63%	10%
White	742	96%	73%	9%	716	97%	73%	12%
Multiracial	4	-	-	-	13	100%	77%	8%
Small Group Totals	12	83%	75%	8%				
General-Education Students	2490	96%	65%	5%	2441	96%	59%	7%
Students with Disabilities	466	73%	20%	0%	476	71%	20%	1%
English Proficient	2645	95%	63%	5%	2660	94%	56%	7%
Limited English Proficient	311	69%	16%	0%	257	76%	18%	0%
Economically Disadvantaged	2736	92%	56%	3%	2714	92%	51%	5%
Not Disadvantaged	220	96%	82%	12%	203	98%	81%	19%
Migrant								
Not Migrant	2956	92%	58%	4%	2917	92%	53%	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	59	55	51	45	41	35	34	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	53	N/A	N/A	N/A	63	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	54	N/A	N/A	N/A	64	N/A	N/A	N/A

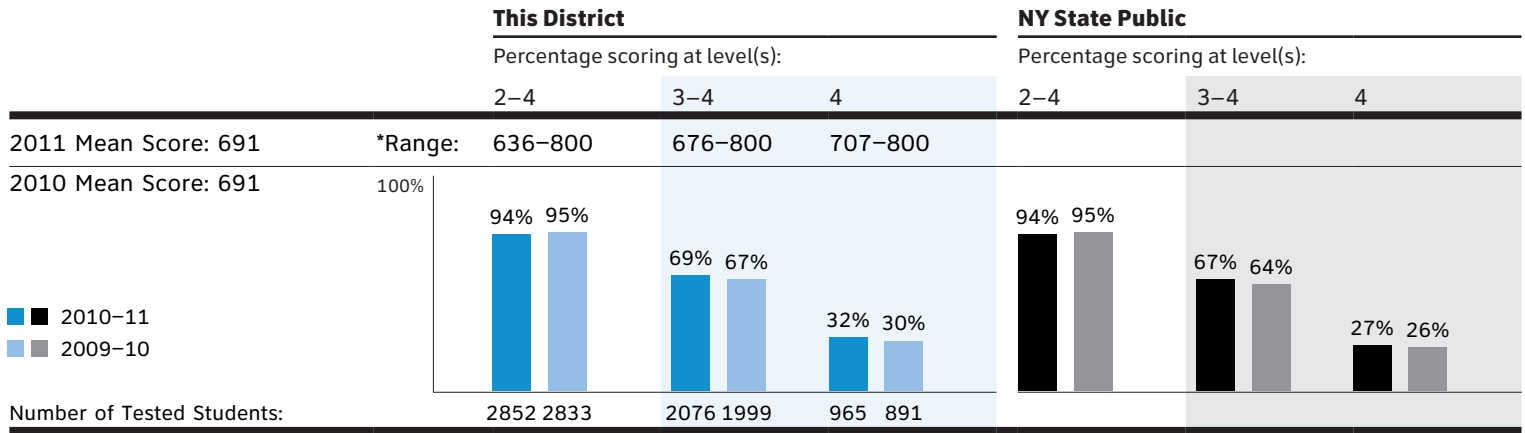
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	3025	94%	69%	32%	2981	95%	67%	30%
Female	1487	95%	71%	33%	1463	95%	67%	30%
Male	1538	94%	67%	31%	1518	95%	67%	30%
American Indian or Alaska Native	9	-	-	-	11	100%	55%	27%
Black or African American	1380	92%	57%	17%	1357	92%	54%	15%
Hispanic or Latino	431	92%	63%	23%	426	96%	64%	23%
Asian or Native Hawaiian/Other Pacific Islander	444	96%	82%	52%	445	96%	80%	44%
White	757	98%	85%	52%	730	99%	85%	52%
Multiracial	4	-	-	-	12	100%	75%	50%
Small Group Totals	13	85%	77%	38%				
General-Education Students	2556	97%	75%	36%	2511	97%	73%	34%
Students with Disabilities	469	82%	34%	7%	470	83%	37%	8%
English Proficient	2654	96%	73%	35%	2657	96%	71%	33%
Limited English Proficient	371	79%	35%	8%	324	84%	34%	8%
Economically Disadvantaged	2805	94%	67%	30%	2778	95%	66%	28%
Not Disadvantaged	220	97%	90%	57%	203	98%	84%	56%
Migrant								
Not Migrant	3025	94%	69%	32%	2981	95%	67%	30%

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

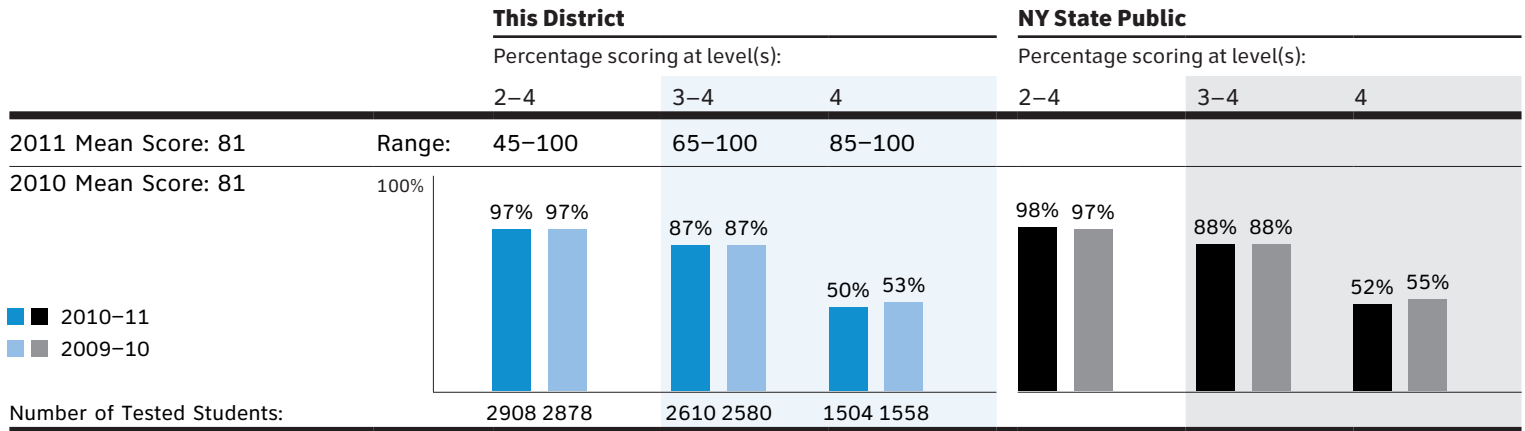
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	59	58	52	41	41	41	37	22

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	3000	97%	87%	50%	2967	97%	87%	53%
Female	1480	98%	88%	51%	1453	97%	87%	54%
Male	1520	96%	86%	49%	1514	97%	87%	51%
American Indian or Alaska Native	9	-	-	-	11	100%	91%	45%
Black or African American	1370	96%	83%	38%	1346	96%	83%	41%
Hispanic or Latino	426	97%	84%	42%	422	97%	84%	47%
Asian or Native Hawaiian/Other Pacific Islander	440	96%	92%	66%	447	96%	90%	65%
White	752	98%	93%	68%	728	99%	95%	68%
Multiracial	3	-	-	-	13	92%	92%	69%
Small Group Totals	12	92%	75%	58%				
General-Education Students	2540	98%	89%	55%	2497	98%	90%	57%
Students with Disabilities	460	94%	73%	21%	470	93%	69%	26%
English Proficient	2636	99%	91%	55%	2645	98%	90%	57%
Limited English Proficient	364	84%	60%	16%	322	88%	61%	20%
Economically Disadvantaged	2781	97%	86%	48%	2763	97%	86%	50%
Not Disadvantaged	219	99%	96%	77%	204	99%	95%	82%
Migrant								
Not Migrant	3000	97%	87%	50%	2967	97%	87%	53%

NOTES

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Other Assessments

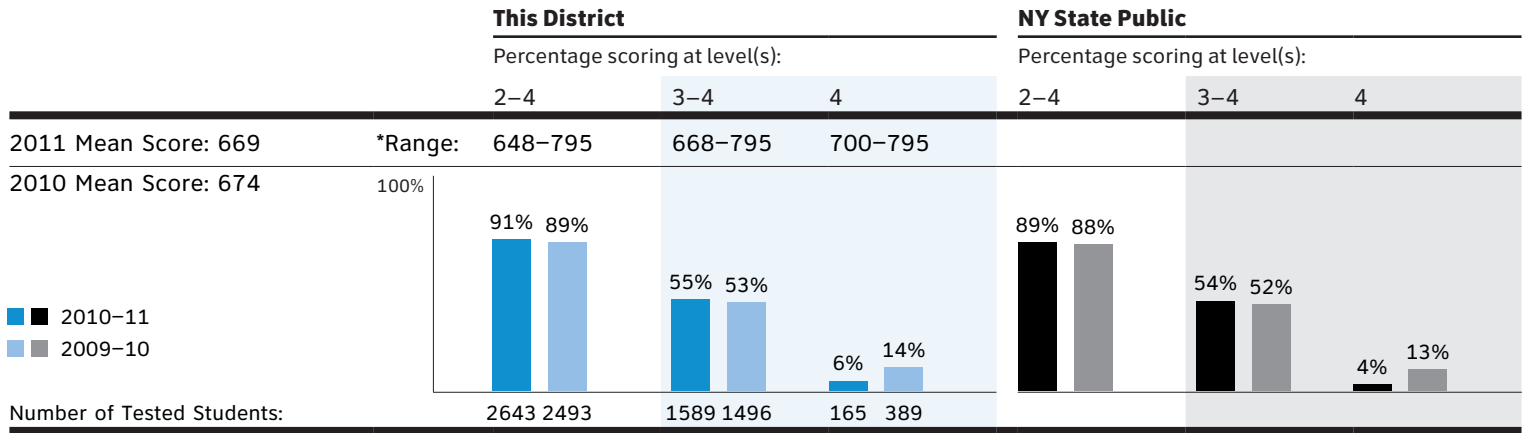
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	59	52	50	47	40	40	39	34

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2900	91%	55%	6%	2800	89%	53%	14%
Female	1412	93%	59%	7%	1391	92%	59%	18%
Male	1488	89%	51%	4%	1409	86%	48%	10%
American Indian or Alaska Native	13	92%	46%	15%	4	-	-	-
Black or African American	1293	88%	45%	3%	1311	86%	43%	7%
Hispanic or Latino	451	90%	47%	3%	405	85%	47%	7%
Asian or Native Hawaiian/Other Pacific Islander	435	93%	66%	10%	407	92%	64%	24%
White	701	96%	71%	10%	665	95%	71%	26%
Multiracial	7	100%	71%	14%	8	-	-	-
Small Group Totals					12	92%	50%	8%
General-Education Students	2433	95%	62%	7%	2310	94%	60%	16%
Students with Disabilities	467	69%	18%	1%	490	64%	22%	2%
English Proficient	2677	94%	58%	6%	2556	91%	57%	15%
Limited English Proficient	223	63%	13%	0%	244	67%	15%	2%
Economically Disadvantaged	2663	91%	53%	5%	2624	89%	52%	13%
Not Disadvantaged	237	95%	71%	14%	176	95%	72%	23%
Migrant								
Not Migrant	2900	91%	55%	6%	2800	89%	53%	14%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	55	51	47	37	45	43	43	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	39	N/A	N/A	N/A	58	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	38	N/A	N/A	N/A	58	N/A	N/A	N/A

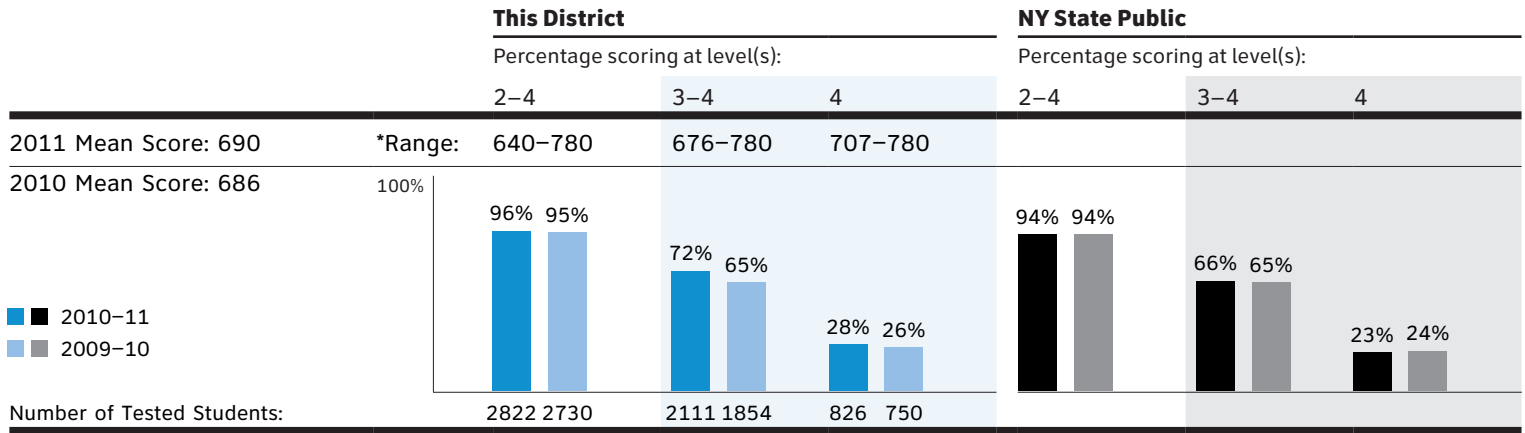
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2945	96%	72%	28%	2873	95%	65%	26%
Female	1440	97%	73%	28%	1426	96%	65%	27%
Male	1505	95%	71%	28%	1447	94%	64%	25%
American Indian or Alaska Native	13	100%	62%	31%	4	-	-	-
Black or African American	1309	94%	61%	15%	1343	94%	52%	14%
Hispanic or Latino	453	97%	66%	20%	415	93%	61%	22%
Asian or Native Hawaiian/Other Pacific Islander	447	96%	82%	43%	424	97%	80%	44%
White	716	97%	88%	47%	679	98%	82%	42%
Multiracial	7	100%	86%	71%	8	-	-	-
Small Group Totals					12	92%	75%	17%
General-Education Students	2480	98%	78%	32%	2376	97%	71%	30%
Students with Disabilities	465	86%	40%	5%	497	85%	35%	9%
English Proficient	2681	97%	75%	30%	2566	97%	68%	28%
Limited English Proficient	264	81%	38%	6%	307	82%	36%	7%
Economically Disadvantaged	2706	96%	70%	26%	2693	95%	64%	25%
Not Disadvantaged	239	95%	86%	47%	180	98%	76%	45%
Migrant								
Not Migrant	2945	96%	72%	28%	2873	95%	65%	26%

NOTES

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Other Assessments

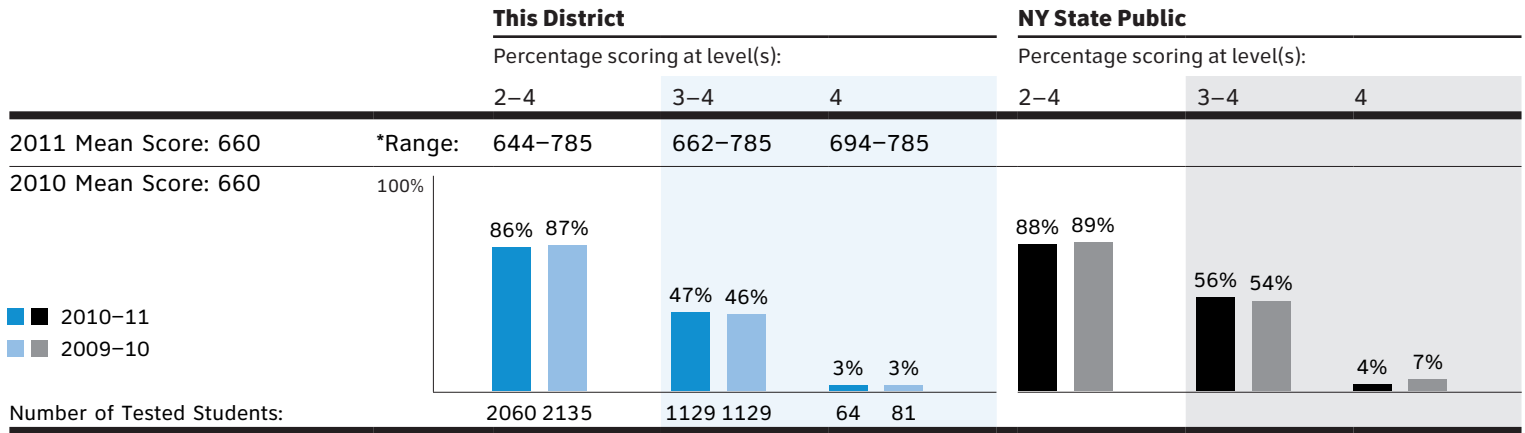
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	55	51	44	37	45	44	44	35

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2386	86%	47%	3%	2446	87%	46%	3%
Female	1183	90%	53%	3%	1212	90%	53%	4%
Male	1203	83%	41%	2%	1234	85%	40%	3%
American Indian or Alaska Native	4	-	-	-	5	80%	40%	20%
Black or African American	1138	84%	37%	1%	1196	85%	36%	2%
Hispanic or Latino	329	82%	38%	1%	351	82%	38%	1%
Asian or Native Hawaiian/Other Pacific Islander	354	91%	63%	6%	328	91%	63%	6%
White	559	91%	65%	6%	559	94%	63%	5%
Multiracial	2	-	-	-	7	100%	86%	0%
Small Group Totals	6	83%	17%	0%				
General-Education Students	1916	93%	56%	3%	1984	94%	54%	4%
Students with Disabilities	470	58%	14%	0%	462	58%	11%	0%
English Proficient	2184	90%	51%	3%	2293	90%	49%	4%
Limited English Proficient	202	51%	5%	0%	153	44%	6%	0%
Economically Disadvantaged	2036	85%	44%	2%	2098	86%	43%	3%
Not Disadvantaged	350	95%	66%	7%	348	92%	64%	5%
Migrant								
Not Migrant	2386	86%	47%	3%	2446	87%	46%	3%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	71	63	58	49	58	49	44	41
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	35	N/A	N/A	N/A	42	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	36	N/A	N/A	N/A	43	N/A	N/A	N/A

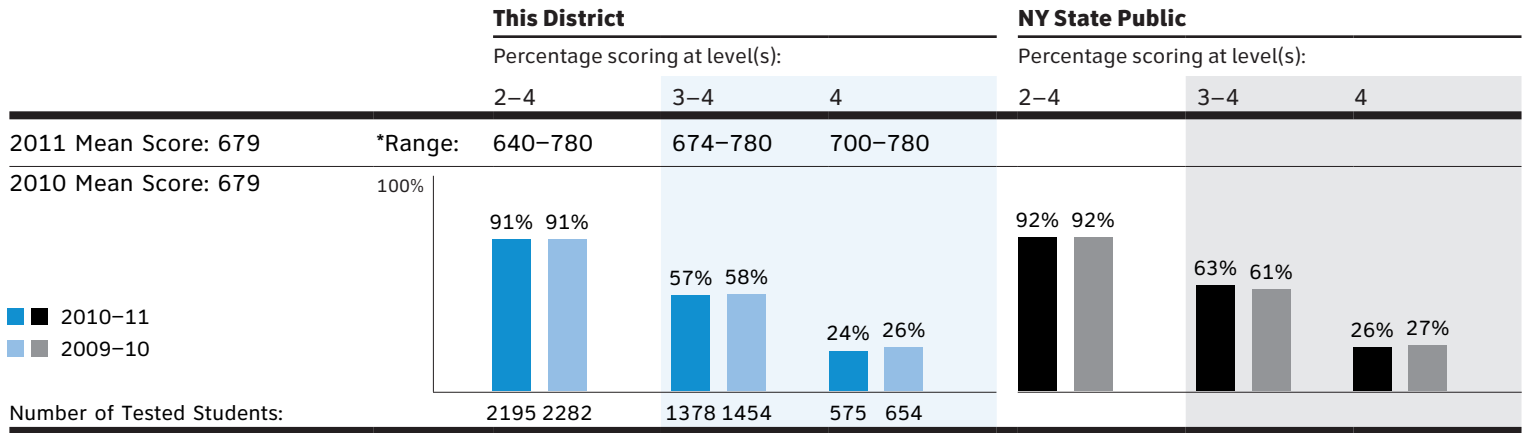
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2421	91%	57%	24%	2495	91%	58%	26%
Female	1198	92%	60%	25%	1234	93%	62%	27%
Male	1223	90%	54%	23%	1261	90%	55%	25%
American Indian or Alaska Native	4	-	-	-	5	80%	40%	0%
Black or African American	1145	88%	43%	10%	1220	88%	46%	13%
Hispanic or Latino	335	87%	49%	15%	354	88%	49%	18%
Asian or Native Hawaiian/Other Pacific Islander	363	99%	83%	44%	335	99%	82%	53%
White	570	95%	74%	44%	573	97%	75%	43%
Multiracial	4	-	-	-	8	88%	63%	25%
Small Group Totals	8	38%	38%	13%				
General-Education Students	1951	95%	64%	28%	2030	96%	67%	31%
Students with Disabilities	470	73%	26%	4%	465	71%	22%	5%
English Proficient	2183	93%	60%	26%	2299	93%	62%	28%
Limited English Proficient	238	71%	30%	4%	196	71%	16%	5%
Economically Disadvantaged	2070	90%	53%	20%	2142	91%	55%	23%
Not Disadvantaged	351	96%	79%	43%	353	97%	77%	47%
Migrant								
Not Migrant	2421	91%	57%	24%	2495	91%	58%	26%

NOTES

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Other Assessments

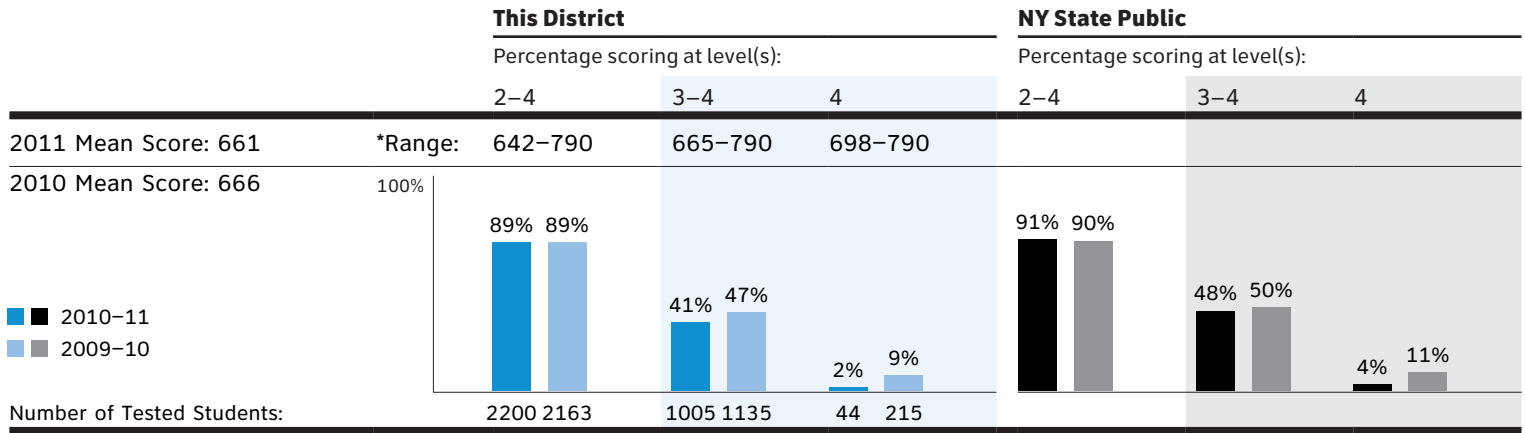
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	71	65	58	48	58	57	52	45

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2459	89%	41%	2%	2432	89%	47%	9%
Female	1216	93%	49%	2%	1174	92%	53%	11%
Male	1243	86%	33%	2%	1258	86%	41%	7%
American Indian or Alaska Native	6	-	-	-	7	100%	86%	14%
Black or African American	1222	87%	30%	0%	1251	86%	36%	5%
Hispanic or Latino	348	86%	31%	1%	282	89%	37%	7%
Asian or Native Hawaiian/Other Pacific Islander	329	94%	65%	3%	342	91%	63%	13%
White	552	95%	57%	4%	531	95%	64%	16%
Multiracial	2	-	-	-	19	95%	79%	11%
Small Group Totals	8	88%	38%	13%				
General-Education Students	1991	95%	48%	2%	2010	94%	54%	10%
Students with Disabilities	468	65%	9%	0%	422	65%	13%	1%
English Proficient	2296	92%	44%	2%	2298	92%	49%	9%
Limited English Proficient	163	56%	2%	0%	134	45%	4%	0%
Economically Disadvantaged	2100	89%	38%	1%	2128	88%	44%	8%
Not Disadvantaged	359	95%	59%	4%	304	95%	68%	18%
Migrant								
Not Migrant	2459	89%	41%	2%	2432	89%	47%	9%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	51	49	46	39	43	41	38	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	29	N/A	N/A	N/A	39	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	28	N/A	N/A	N/A	40	N/A	N/A	N/A

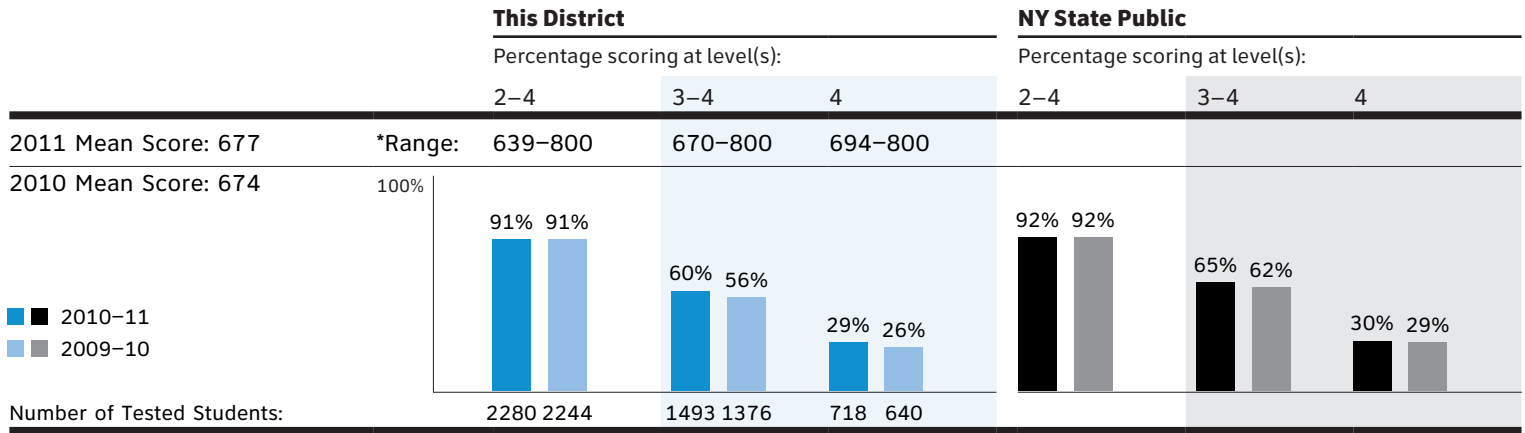
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2492	91%	60%	29%	2473	91%	56%	26%
Female	1234	92%	64%	30%	1194	92%	58%	29%
Male	1258	91%	56%	27%	1279	90%	53%	23%
American Indian or Alaska Native	6	-	-	-	8	100%	75%	50%
Black or African American	1232	88%	48%	16%	1260	88%	43%	14%
Hispanic or Latino	356	91%	52%	20%	284	89%	53%	18%
Asian or Native Hawaiian/Other Pacific Islander	335	97%	85%	60%	361	95%	75%	50%
White	561	96%	77%	44%	540	95%	73%	40%
Multiracial	2	-	-	-	20	90%	60%	20%
Small Group Totals	8	88%	75%	38%				
General-Education Students	2023	96%	69%	34%	2053	96%	63%	30%
Students with Disabilities	469	73%	20%	5%	420	67%	20%	5%
English Proficient	2298	93%	63%	31%	2298	92%	58%	28%
Limited English Proficient	194	72%	22%	4%	175	74%	22%	5%
Economically Disadvantaged	2134	91%	57%	26%	2167	90%	53%	23%
Not Disadvantaged	358	97%	76%	47%	306	95%	75%	43%
Migrant								
Not Migrant	2492	91%	60%	29%	2473	91%	56%	26%

NOTES

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Other Assessments

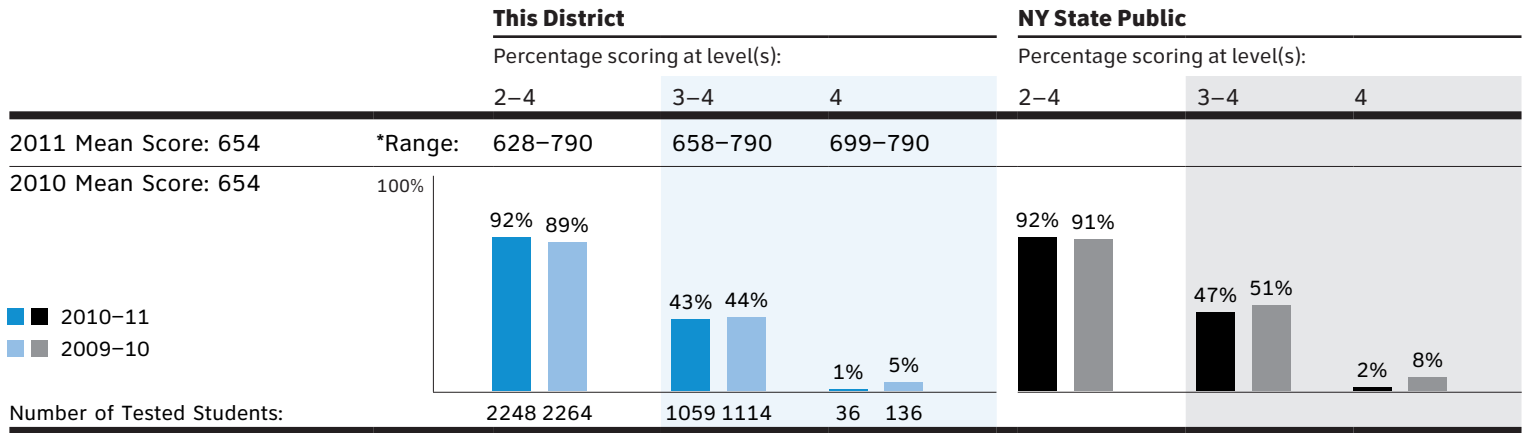
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	51	43	42	37	41	36	36	31

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2445	92%	43%	1%	2540	89%	44%	5%
Female	1171	94%	51%	2%	1237	92%	51%	7%
Male	1274	90%	36%	1%	1303	87%	38%	4%
American Indian or Alaska Native	7	100%	57%	0%	4	-	-	-
Black or African American	1256	91%	35%	0%	1308	87%	35%	2%
Hispanic or Latino	286	92%	36%	2%	307	83%	36%	6%
Asian or Native Hawaiian/Other Pacific Islander	357	91%	57%	3%	342	91%	61%	12%
White	534	96%	58%	3%	565	95%	59%	9%
Multiracial	5	100%	60%	0%	14	-	-	-
Small Group Totals					18	78%	17%	6%
General-Education Students	2041	96%	50%	2%	2111	94%	51%	6%
Students with Disabilities	404	70%	9%	0%	429	64%	10%	0%
English Proficient	2287	95%	46%	2%	2378	92%	47%	6%
Limited English Proficient	158	54%	1%	0%	162	43%	2%	0%
Economically Disadvantaged	2093	91%	40%	1%	2202	88%	41%	5%
Not Disadvantaged	352	96%	64%	4%	338	95%	61%	10%
Migrant								
Not Migrant	2445	92%	43%	1%	2540	89%	44%	5%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	39	39	38	33	52	51	49	48
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	33	N/A	N/A	N/A	59	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	30	N/A	N/A	N/A	58	N/A	N/A	N/A

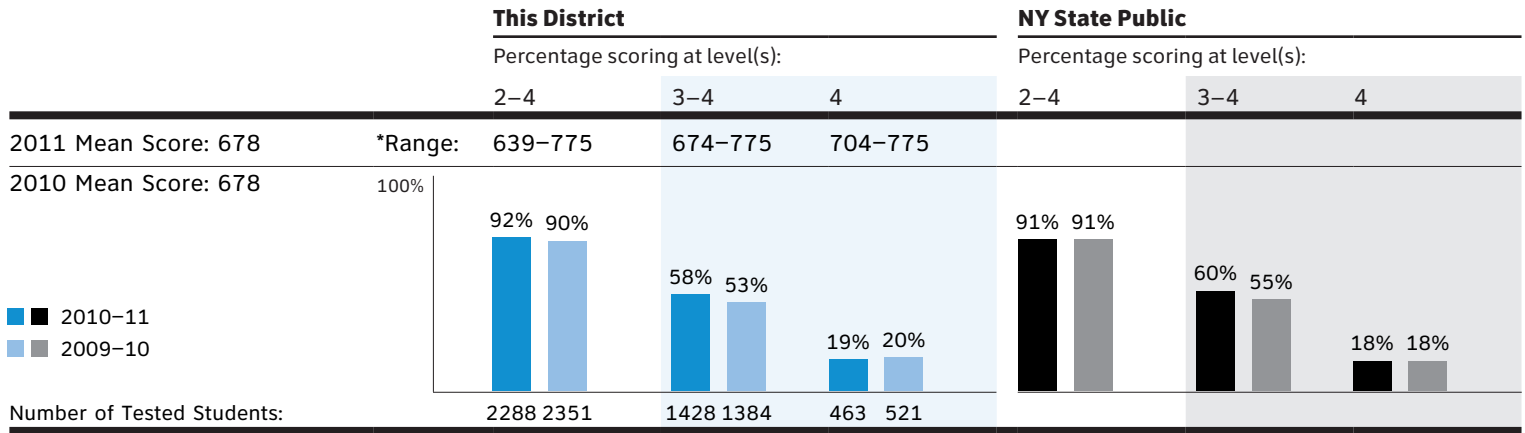
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2480	92%	58%	19%	2602	90%	53%	20%
Female	1187	94%	58%	21%	1267	93%	58%	23%
Male	1293	91%	57%	16%	1335	88%	49%	17%
American Indian or Alaska Native	7	86%	71%	14%	4	-	-	-
Black or African American	1261	90%	46%	9%	1331	87%	42%	11%
Hispanic or Latino	291	90%	51%	9%	309	88%	40%	14%
Asian or Native Hawaiian/Other Pacific Islander	369	96%	81%	43%	360	97%	80%	47%
White	546	96%	73%	30%	583	96%	70%	27%
Multiracial	6	83%	50%	17%	15	-	-	-
Small Group Totals					19	74%	42%	11%
General-Education Students	2076	97%	64%	22%	2174	94%	61%	24%
Students with Disabilities	404	70%	24%	3%	428	69%	14%	2%
English Proficient	2288	93%	59%	20%	2381	92%	55%	21%
Limited English Proficient	192	83%	38%	7%	221	76%	29%	9%
Economically Disadvantaged	2126	92%	55%	16%	2256	90%	51%	19%
Not Disadvantaged	354	97%	75%	34%	346	95%	69%	29%
Migrant								
Not Migrant	2480	92%	58%	19%	2602	90%	53%	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.

* 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

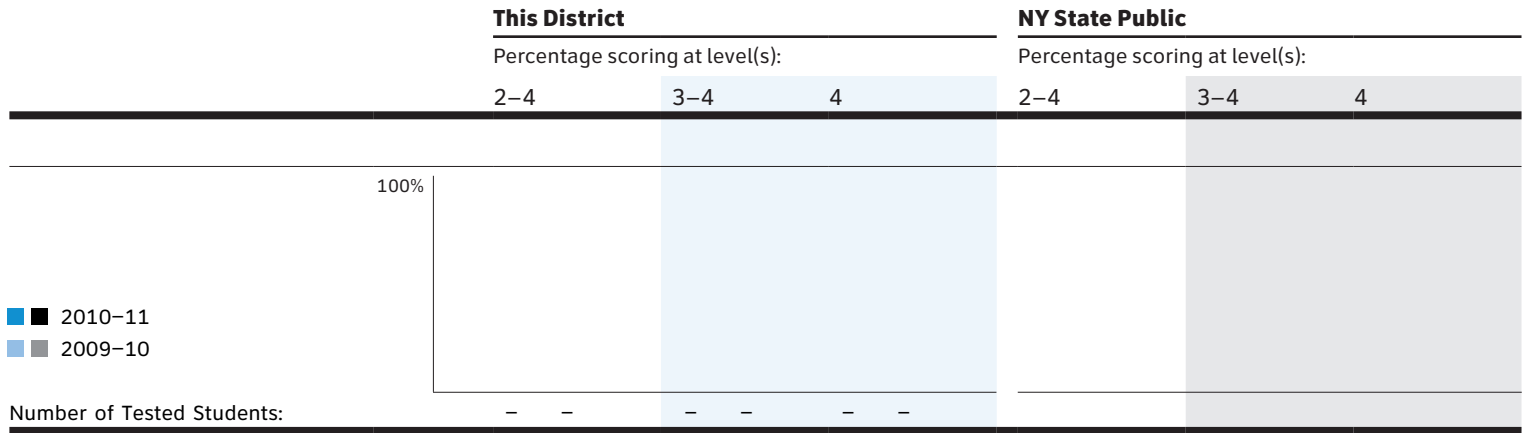
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	40	39	38	28	52	49	49	45

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2426	92%	61%	16%	2525	91%	62%	23%
Female	1164	94%	62%	17%	1232	92%	63%	24%
Male	1262	91%	61%	16%	1293	90%	61%	21%
American Indian or Alaska Native	7	100%	71%	29%	4	-	-	-
Black or African American	1227	90%	52%	8%	1285	89%	53%	14%
Hispanic or Latino	279	93%	53%	13%	293	88%	52%	16%
Asian or Native Hawaiian/Other Pacific Islander	366	94%	74%	28%	357	95%	80%	44%
White	541	96%	77%	29%	571	96%	76%	32%
Multiracial	6	83%	67%	33%	15	-	-	-
Small Group Totals					19	79%	47%	16%
General-Education Students	2050	95%	68%	19%	2130	94%	68%	26%
Students with Disabilities	376	79%	27%	3%	395	76%	28%	5%
English Proficient	2240	94%	65%	18%	2315	93%	65%	24%
Limited English Proficient	186	70%	20%	3%	210	69%	22%	3%
Economically Disadvantaged	2078	92%	58%	13%	2187	90%	59%	20%
Not Disadvantaged	348	97%	80%	35%	338	98%	82%	41%
Migrant								
Not Migrant	2426	92%	61%	16%	2525	91%	62%	23%

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

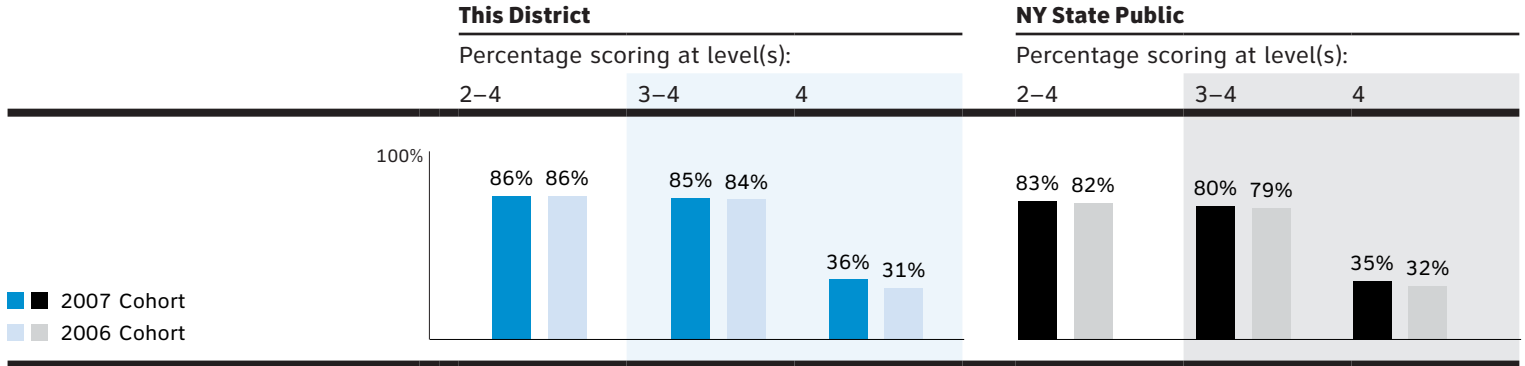
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	39	29	27	25	52	46	44	43
Regents Science	3	-	-	-	2	-	-	-

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2767	86%	85%	36%	2934	86%	84%	31%
Female	1452	90%	89%	41%	1524	90%	89%	39%
Male	1315	82%	81%	30%	1410	82%	80%	22%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	1053	84%	82%	19%	1121	84%	82%	18%
Hispanic or Latino	350	-	-	-	369	75%	72%	22%
Asian or Native Hawaiian/Other Pacific Islander	500	91%	90%	50%	567	92%	92%	41%
White	860	90%	89%	52%	867	89%	88%	45%
Multiracial					4	-	-	-
Small Group Totals	354	78%	76%	25%	10	60%	50%	0%
General-Education Students	2458	92%	90%	39%	2660	91%	89%	33%
Students with Disabilities	309	45%	41%	6%	274	39%	35%	4%
English Proficient	2570	88%	87%	38%	2740	87%	86%	33%
Limited English Proficient	197	68%	62%	4%	194	65%	60%	4%
Economically Disadvantaged	1313	88%	87%	35%	1147	86%	84%	25%
Not Disadvantaged	1454	84%	83%	36%	1787	86%	85%	34%
Migrant								
Not Migrant	2767	86%	85%	36%	2934	86%	84%	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.

* 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.

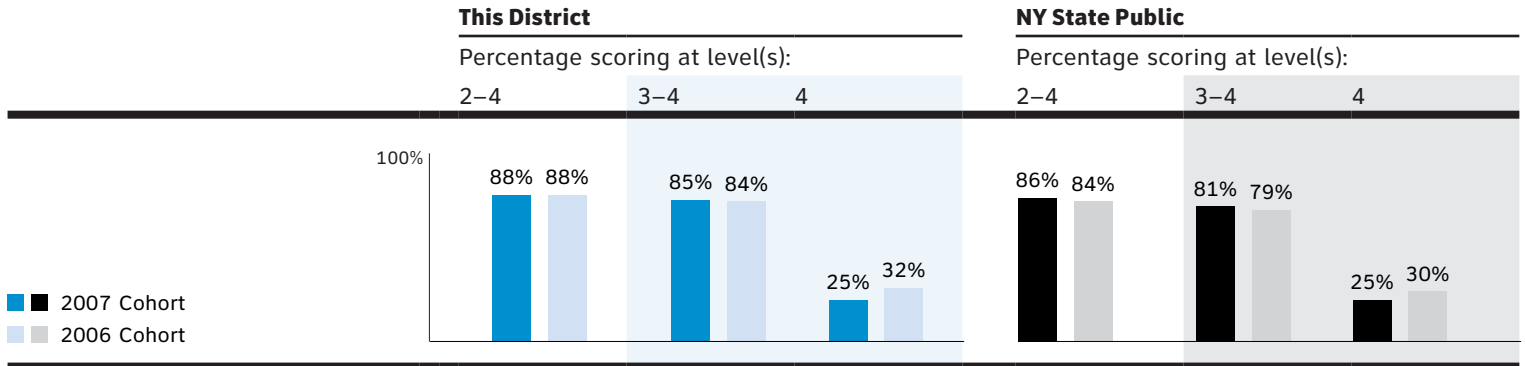
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

District ID **33-22-00-01-0000**

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	2767	88%	85%	25%	2934	88%	84%	32%
Female	1452	91%	88%	28%	1524	91%	88%	36%
Male	1315	86%	82%	22%	1410	84%	80%	28%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	1053	85%	80%	10%	1121	86%	80%	15%
Hispanic or Latino	350	-	-	-	369	79%	73%	16%
Asian or Native Hawaiian/Other Pacific Islander	500	94%	93%	44%	567	95%	94%	57%
White	860	92%	90%	36%	867	90%	88%	45%
Multiracial					4	-	-	-
Small Group Totals	354	81%	78%	14%	10	50%	50%	10%
General-Education Students	2458	94%	92%	28%	2660	93%	90%	35%
Students with Disabilities	309	45%	34%	1%	274	42%	32%	2%
English Proficient	2570	89%	86%	26%	2740	89%	86%	34%
Limited English Proficient	197	78%	75%	9%	194	73%	66%	11%
Economically Disadvantaged	1313	89%	87%	24%	1147	88%	84%	27%
Not Disadvantaged	1454	87%	84%	26%	1787	88%	84%	36%
Migrant								
Not Migrant	2767	88%	85%	25%	2934	88%	84%	32%

NOTES

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