



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #23**

District ID **33-23-00-01-0000**

Superintendent **DONALD CONYERS**

Telephone **(718) 240-3677**

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](mailto: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	425	437	433
Kindergarten	802	900	785
Grade 1	963	1010	951
Grade 2	932	972	976
Grade 3	923	965	1004
Grade 4	879	995	971
Grade 5	899	907	938
Grade 6	1226	1239	1157
Ungraded Elementary	731	92	81
Grade 7	1187	1343	1315
Grade 8	1233	1300	1312
Grade 9	544	544	531
Grade 10	614	601	527
Grade 11	362	528	412
Grade 12	311	385	463
Ungraded Secondary	510	35	58
<b>Total K-12</b>	<b>12116</b>	<b>11816</b>	<b>11481</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	22	24	24
<b>Grade 8</b>			
English	26	26	28
Mathematics	28	28	28
Science	28	24	31
Social Studies	27	24	29
<b>Grade 10</b>			
English	30	29	24
Mathematics	24	27	21
Science	27	28	23
Social Studies	28	31	23

### 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 #23

District ID 33-23-00-01-0000

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	9123	75%	9482	80%	9050	79%
Reduced-Price Lunch	837	7%	631	5%	524	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	439	4%	430	4%	449	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	51	0%	57	0%	49	0%
Black or African American	9867	81%	9569	81%	9186	80%
Hispanic or Latino	2018	17%	1988	17%	2045	18%
Asian or Native Hawaiian/Other Pacific Islander	94	1%	114	1%	119	1%
White	86	1%	88	1%	82	1%
Multiracial	0	0%	0	0%	0	0%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		0%		0%		0%
Student Suspensions	629	5%	809	7%	788	7%

## 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
<b>Total Number of Teachers</b>	942	883	821
Percent with No Valid Teaching Certificate	2%	3%	2%
Percent Teaching Out of Certification	11%	11%	11%
Percent with Fewer Than Three Years of Experience	18%	12%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	29%	34%	39%
<b>Total Number of Core Classes</b>	1744	1865	1517
Percent Not Taught by Highly Qualified Teachers in This District	10%	11%	10%
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%
<b>Total Number of Classes</b>	2159	2319	1856
Percent Taught by Teachers Without Appropriate Certification	12%	13%	10%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	29%	26%	28%
Turnover Rate of All Teachers	20%	17%	18%

## Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	0	0

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> 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](http://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](http://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 12<sup>th</sup> 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 “12<sup>th</sup> 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](http://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 Improvement (Year 1) Graduation Rate Improvement (Year 1)

### 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
<b>All Students</b>	X	X	✓	X	X	X
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	X	X	—	X	X	—
Hispanic or Latino	X	X	—	X	X	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	X	X	—	X	X	—
Limited English Proficient	X	X	—	—	—	—
Economically Disadvantaged	X	X	—	X	X	—
<b>Student groups making AYP in each subject</b>	X 2 of 8	X 2 of 8	✓ 1 of 1	X 0 of 5	X 0 of 5	X 0 of 1

#### AYP Status


- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- X 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** 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 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	
<b>Accountability Groups</b>								
<b>All Students</b> (7056:6416)			99%		115	121	119	124
<b>Ethnicity</b>								
American Indian or Alaska Native (18:17)	—	—	—	—	—	—	—	—
Black or African American (5623:5161)			99%		116	120	119	124
Hispanic or Latino (1280:1130)			98%		109	119	116	118
Asian or Native Hawaiian/Other Pacific Islander (77:64)			95%		138	110		
White (54:41)			96%		129	107		
Multiracial (4:3)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (1596:1402)			98%		72	119	80	85
Limited English Proficient (664:345)			96%		86	116	97	97
Economically Disadvantaged (6724:6118)			99%		115	121	119	124
<b>Final AYP Determination</b>	 2 of 8							
<b>Non-Accountability Groups</b>								
Female (3392:3135)			99%		124	120		
Male (3664:3281)			99%		107	120		
Migrant (0:0)								


#### Symbols

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

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

## Elementary/Middle-Level Mathematics


























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

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




### Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (7061:6430)			99%		122	136	127	130
<b>Ethnicity</b>								
American Indian or Alaska Native (18:17)	–	–	–	–	–	–	–	–
Black or African American (5629:5166)			99%		122	135	127	130
Hispanic or Latino (1278:1136)			99%		121	134	127	129
Asian or Native Hawaiian/Other Pacific Islander (77:67)			100%		157	125		
White (55:41)			96%		137	122		
Multiracial (4:3)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (1598:1399)			98%		81	134	91	93
Limited English Proficient (345:364)			99%		100	131	112	110
Economically Disadvantaged (6727:6133)			99%		122	136	127	130
<b>Final AYP Determination</b>	 2 of 8							
<b>Non-Accountability Groups</b>								
Female (3396:3139)			99%		126	135		
Male (3665:3291)			99%		119	135		
Migrant (0:0)								

#### Symbols

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

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















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target		
							2010–11	2011–12		
<b>Accountability Groups</b>										
<b>All Students</b> (2408:2104)		Qualified		95%		143	100			
<b>Ethnicity</b>										
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—		—	
Black or African American (1916:1691)		Qualified		95%		143	100			
Hispanic or Latino (443:372)		Qualified		96%		140	100			
Asian or Native Hawaiian/Other Pacific Islander (29:25)	—	—	—	—	—	—	—		—	
White (17:14)	—	—	—	—	—	—	—		—	
Multiracial (1:0)	—	—	—	—	—	—	—		—	
<b>Other Groups</b>										
Students with Disabilities (543:444)		Qualified		91%		114	100			
Limited English Proficient (111:106)		Qualified		96%		124	100			
Economically Disadvantaged (2283:1993)		Qualified		95%		143	100			
<b>Final AYP Determination</b>		1 of 1								
<b>Non-Accountability Groups</b>										
Female (1185:1039)				95%		142	100			
Male (1223:1065)				95%		144	100			
Migrant (0:0)										


#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

## Secondary-Level English Language Arts

















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

**Accountability Measures** 0 of 5 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	
<b>Accountability Groups</b>								
<b>All Students</b> (590:587)			99%		142	178	133 <sup>‡</sup>	148
<b>Ethnicity</b>								
American Indian or Alaska Native (5:6)	—	—	—	—	—	—	—	—
Black or African American (494:479)			99%		141	178	133 <sup>‡</sup>	147
Hispanic or Latino (79:91)			100%		146	173	127 <sup>‡</sup>	151
Asian or Native Hawaiian/Other Pacific Islander (4:6)	—	—	—	—	—	—	—	—
White (8:5)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (84:114)			99%		80	173	82 <sup>‡</sup>	92
Limited English Proficient (18:16)	—	—	—	—	—	—	—	—
Economically Disadvantaged (473:491)			99%		144	178	138 <sup>‡</sup>	150
<b>Final AYP Determination</b>	 0 of 5							
<b>Non-Accountability Groups</b>								
Female (333:337)			100%		145	177		
Male (257:250)			98%		137	176		
Migrant (0:0)								


#### Symbols

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

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

## Secondary-Level Mathematics

















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

**Accountability Measures** 0 of 5 Student groups making AYP in mathematics  
 Did not make AYP




### Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (590:587)			99%		147	175	141‡	152
<b>Ethnicity</b>								
American Indian or Alaska Native (5:6)	—	—	—	—	—	—	—	—
Black or African American (494:479)			99%		146	175	140‡	151
Hispanic or Latino (79:91)			100%		156	170	142‡	160
Asian or Native Hawaiian/Other Pacific Islander (4:6)	—	—	—	—	—	—	—	—
White (8:5)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (84:114)			100%		96	170	109‡	106
Limited English Proficient (18:16)	—	—	—	—	—	—	—	—
Economically Disadvantaged (473:491)			99%		150	175	146‡	155
<b>Final AYP Determination</b>	 0 of 5							
<b>Non-Accountability Groups</b>								
Female (333:337)			99%		149	174		
Male (257:250)			100%		145	173		
Migrant (0:0)								

#### Symbols


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

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



## Graduation Rate








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

**Accountability Measures** 0 of 1 Student groups making AYP in graduation rate  
 Did not make AYP



### Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

### 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
<b>Accountability Groups</b>					
<b>All Students</b> (722)			43%	80%	53%
<b>Ethnicity</b>					
American Indian or Alaska Native (2)		—	—	—	
Black or African American (589)			43%	80%	53%
Hispanic or Latino (117)			40%	80%	51%
Asian or Native Hawaiian/Other Pacific Islander (4)		—	—	—	
White (7)		—	—	—	
Multiracial (3)		—	—	—	
<b>Other Groups</b>					
Students with Disabilities (146)			21%	80%	29%
Limited English Proficient (26)		—	—	—	
Economically Disadvantaged (580)			47%	80%	55%
<b>Final AYP Determination</b>	 0 of 1				
<b>Non-Accountability Groups</b>					
Female (400)			48%	80%	
Male (322)			38%	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 **51%** 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

12 schools identified 43% of total

EAGLE ACADEMY FOR YOUNG MEN II  
 GENERAL D CHAPPIE JAMES ELEMENTARY SCHOOL OF SCIENCE  
 IS 392  
 KNOWLEDGE AND POWER PREP ACADEMY V  
 METROPOLITAN DIPLOMA PLUS HIGH SCHOOL  
 MOTT HALL BRIDGES MIDDLE SCHOOL  
 MOTT HALL IV  
 PS 156 WAVERLY  
 PS 178 SAINT CLAIR MCKELWAY  
 PS 327 DR ROSE B ENGLISH  
 PS 73 THOMAS S BOYLAND  
 PS/IS 137 RACHAEL JEAN MITCHELL

---

### Improvement (year 1) Basic

2 schools identified 7% of total

PS 41 FRANCIS WHITE  
 TEACHERS PREPERATORY HIGH SCHOOL

---

### Improvement (year 1) Focused

1 school identified 4% of total

PS/IS 323

---

### Improvement (year 1) Comprehensive

7 schools identified 25% of total

ASPIRATIONS DIPLOMA PLUS HIGH SCHOOL  
 BROOKLYN COLLEGIATE-A COLLEGE BOARD SCHOOL  
 FREDERICK DOUGLAS ACADEMY VII HIGH SCHOOL  
 GENERAL D CHAPPIE JAMES MIDDLE SCHOOL OF SCIENCE  
 PS 184 NEWPORT  
 PS 298 DR BETTY SHABAZZ  
 PS 332 CHARLES H HOUSTON SCHOOL

---

### Improvement (year 2) Comprehensive

2 schools identified 7% of total

BROOKLYN DEMOCRACY ACADEMY  
 PS 165 IDA POSNER

---

### Corrective Action (year 1) Focused

1 school identified 4% of total

PS 150 CHRISTOPHER

---

### Corrective Action (year 2) Focused

1 school identified 4% of total

PS/IS 155 NICHOLAS HERKIMER

---

### Corrective Action (year 2) Comprehensive

1 school identified 4% of total

PS 284 LEW WALLACE

---

### Restructuring (advanced) Comprehensive

1 school identified 4% of total

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

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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	28%			1028
Grade 4	36%			992
Grade 5	35%			976
Grade 6	35%			1135
Grade 7	27%			1316
Grade 8	25%			1318

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	28%			1038
Grade 4	37%			1002
Grade 5	42%			984
Grade 6	39%			1144
Grade 7	41%			1323
Grade 8	35%			1322

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	73%			971
Grade 8	37%			1218

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	57%			712
Mathematics	56%			712

### 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](http://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

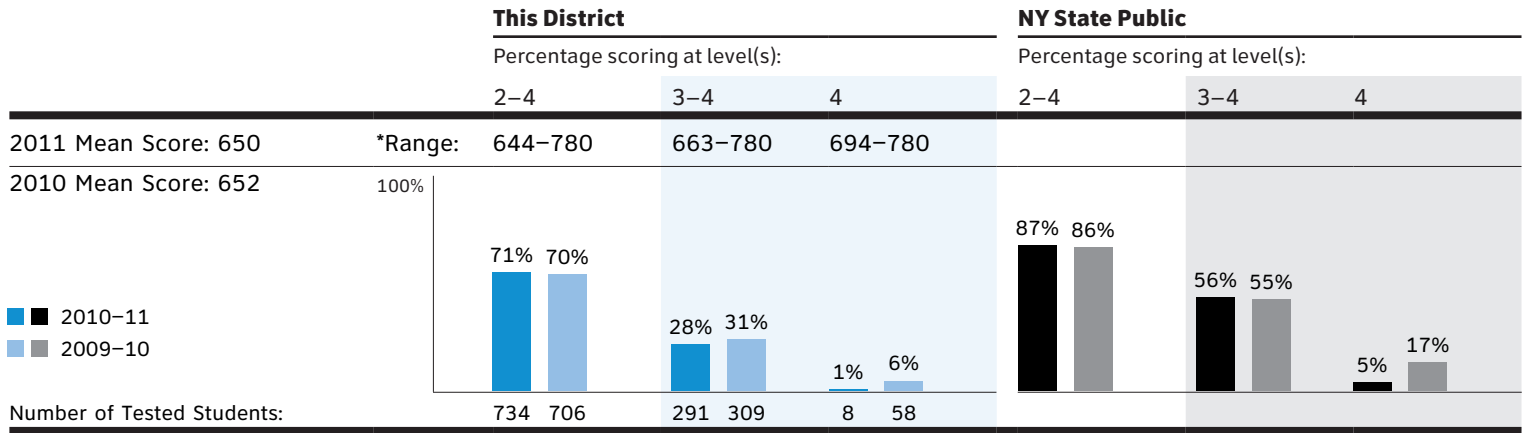
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>1028</b>	<b>71%</b>	<b>28%</b>	<b>1%</b>	<b>1006</b>	<b>70%</b>	<b>31%</b>	<b>6%</b>
Female	491	77%	32%	1%	489	77%	35%	7%
Male	537	66%	25%	1%	517	64%	27%	4%
American Indian or Alaska Native	5	60%	20%	0%	5	-	-	-
Black or African American	811	72%	28%	1%	798	70%	30%	5%
Hispanic or Latino	195	70%	29%	1%	183	68%	31%	7%
Asian or Native Hawaiian/Other Pacific Islander	9	67%	33%	0%	14	93%	36%	21%
White	8	50%	25%	0%	5	60%	60%	40%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	83%	33%	17%	6	83%	33%	17%
General-Education Students	796	81%	34%	1%	793	81%	37%	7%
Students with Disabilities	232	39%	10%	0%	213	31%	8%	0%
English Proficient	972	72%	29%	1%	959	71%	31%	6%
Limited English Proficient	56	66%	20%	0%	47	60%	23%	9%
Economically Disadvantaged	1009	71%	28%	1%	973	70%	30%	6%
Not Disadvantaged	19	74%	32%	0%	33	88%	39%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1028	71%	28%	1%	1006	70%	31%	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 3 Equivalent	21	20	19	14	33	31	27	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	7	N/A	N/A	N/A	8	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	8	N/A	N/A	N/A	8	N/A	N/A	N/A

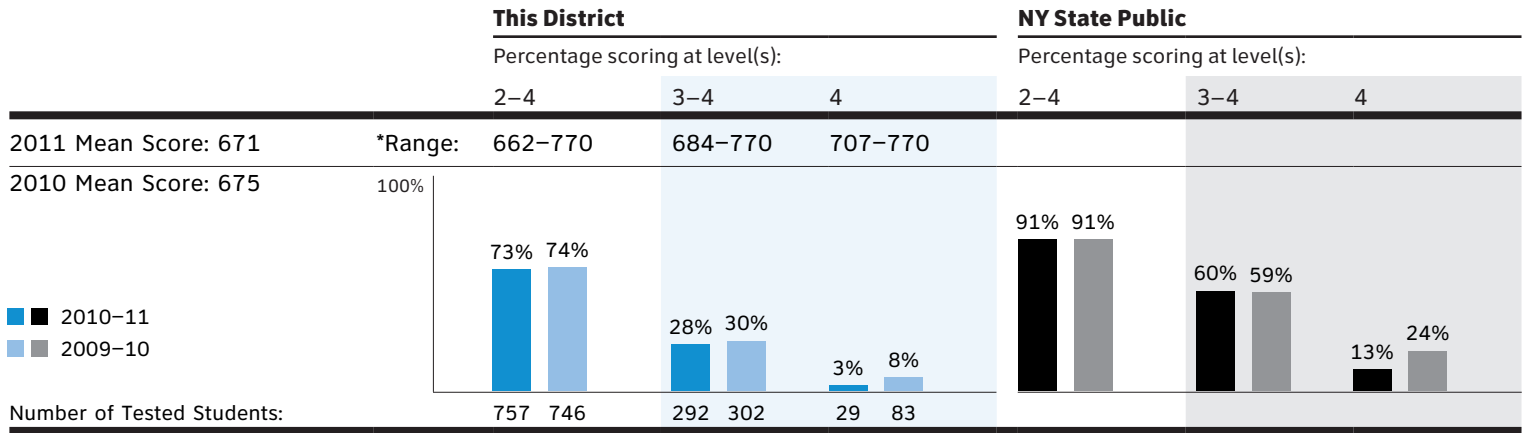
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>1038</b>	<b>73%</b>	<b>28%</b>	<b>3%</b>	<b>1013</b>	<b>74%</b>	<b>30%</b>	<b>8%</b>
Female	491	74%	28%	2%	490	75%	31%	10%
Male	547	72%	28%	3%	523	72%	29%	7%
American Indian or Alaska Native	5	80%	40%	0%	5	-	-	-
Black or African American	815	73%	28%	3%	796	73%	29%	7%
Hispanic or Latino	199	71%	29%	3%	191	75%	30%	10%
Asian or Native Hawaiian/Other Pacific Islander	10	80%	50%	0%	14	71%	43%	14%
White	9	44%	11%	0%	5	60%	60%	40%
Multiracial					2	-	-	-
Small Group Totals					7	71%	57%	0%
General-Education Students	805	79%	33%	3%	802	80%	34%	10%
Students with Disabilities	233	52%	12%	1%	211	48%	13%	1%
English Proficient	975	73%	28%	3%	959	74%	30%	8%
Limited English Proficient	63	67%	24%	0%	54	59%	24%	6%
Economically Disadvantaged	1019	73%	28%	3%	979	74%	29%	8%
Not Disadvantaged	19	74%	37%	0%	34	76%	41%	15%
Migrant								
Not Migrant	1038	73%	28%	3%	1013	74%	30%	8%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	21	20	18	11	33	33	27	16



# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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: 660	*Range: 637-775	671-775	722-775			
2010 Mean Score: 654						
Number of Tested Students:	846	817	360	300	4	12

### 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
<b>All Students</b>	<b>992</b>	<b>85%</b>	<b>36%</b>	<b>0%</b>	<b>1047</b>	<b>78%</b>	<b>29%</b>	<b>1%</b>
Female	482	88%	42%	1%	508	83%	35%	1%
Male	510	83%	31%	0%	539	73%	22%	1%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	770	86%	37%	1%	832	79%	28%	1%
Hispanic or Latino	200	82%	32%	0%	190	73%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	43%	0%	9	100%	56%	0%
White	7	-	-	-	9	89%	33%	0%
Multiracial					1	-	-	-
Small Group Totals	8	88%	50%	0%	7	100%	14%	0%
General-Education Students	781	94%	43%	1%	793	85%	35%	2%
Students with Disabilities	211	55%	11%	0%	254	55%	10%	0%
English Proficient	940	86%	38%	0%	989	79%	29%	1%
Limited English Proficient	52	67%	8%	0%	58	57%	16%	0%
Economically Disadvantaged	970	85%	36%	0%	1023	78%	29%	1%
Not Disadvantaged	22	91%	32%	0%	24	88%	29%	4%
Migrant								
Not Migrant	992	85%	36%	0%	1047	78%	29%	1%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	36	35	33	31	41	37	31	27
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	6	N/A	N/A	N/A	11	N/A	N/A	N/A

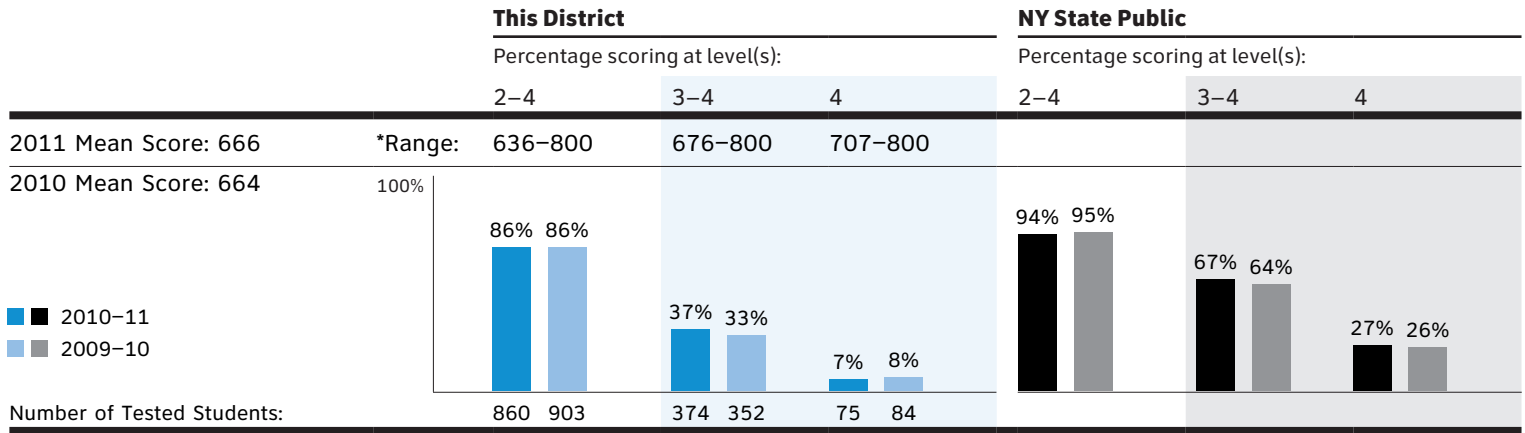
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>1002</b>	<b>86%</b>	<b>37%</b>	<b>7%</b>	<b>1056</b>	<b>86%</b>	<b>33%</b>	<b>8%</b>
Female	486	86%	38%	9%	511	87%	35%	8%
Male	516	85%	37%	6%	545	84%	32%	8%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	773	86%	38%	8%	830	87%	32%	8%
Hispanic or Latino	206	83%	35%	5%	201	80%	37%	8%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	50%	21%	9	100%	78%	33%
White	8	-	-	-	9	89%	33%	11%
Multiracial					1	-	-	-
Small Group Totals	9	89%	56%	33%	7	71%	14%	0%
General-Education Students	790	93%	45%	9%	802	91%	39%	10%
Students with Disabilities	212	58%	10%	1%	254	67%	15%	2%
English Proficient	941	87%	38%	8%	988	86%	34%	8%
Limited English Proficient	61	70%	21%	2%	68	76%	22%	4%
Economically Disadvantaged	979	86%	37%	7%	1032	85%	33%	8%
Not Disadvantaged	23	87%	39%	13%	24	96%	42%	4%
Migrant								
Not Migrant	1002	86%	37%	7%	1056	86%	33%	8%

#### NOTES

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

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### Other Assessments

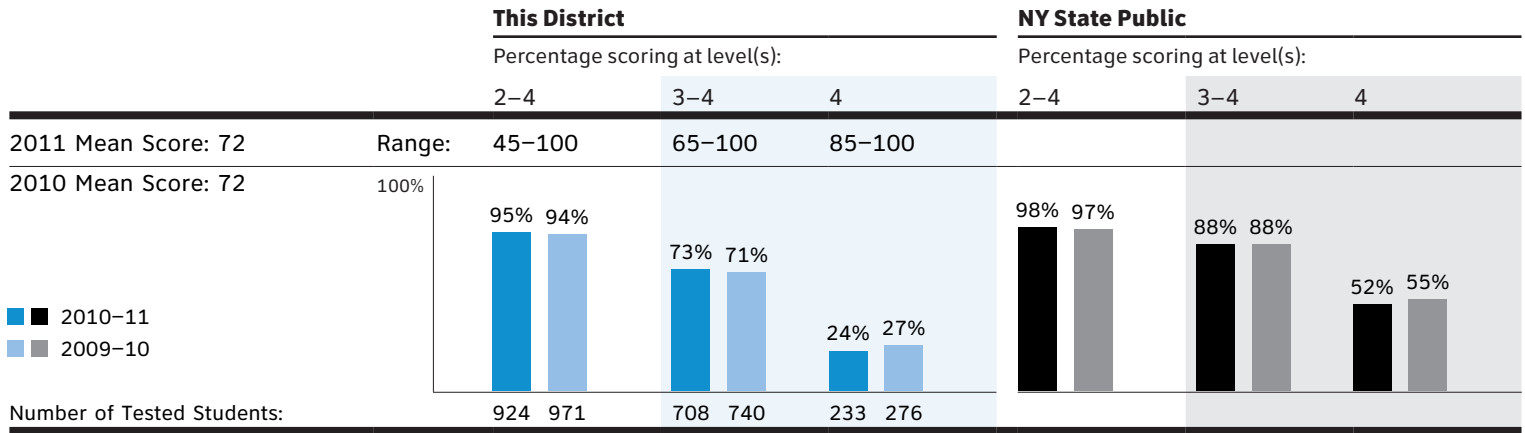
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	36	35	32	26	41	40	35	22

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>971</b>	<b>95%</b>	<b>73%</b>	<b>24%</b>	<b>1036</b>	<b>94%</b>	<b>71%</b>	<b>27%</b>
Female	467	95%	74%	27%	510	95%	75%	29%
Male	504	95%	72%	21%	526	93%	68%	24%
American Indian or Alaska Native	1	-	-	-	6	-	-	-
Black or African American	745	95%	73%	24%	815	94%	73%	26%
Hispanic or Latino	202	94%	72%	24%	196	93%	66%	29%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	93%	21%	9	100%	100%	67%
White	9	-	-	-	9	89%	78%	33%
Multiracial					1	-	-	-
Small Group Totals	10	100%	80%	50%	7	100%	43%	14%
General-Education Students	770	98%	78%	28%	796	97%	77%	32%
Students with Disabilities	201	84%	53%	7%	240	83%	53%	10%
English Proficient	911	96%	74%	25%	969	94%	73%	27%
Limited English Proficient	60	88%	52%	12%	67	84%	49%	16%
Economically Disadvantaged	949	95%	73%	24%	1012	94%	71%	26%
Not Disadvantaged	22	95%	68%	18%	24	100%	88%	33%
Migrant								
Not Migrant	971	95%	73%	24%	1036	94%	71%	27%

### NOTES

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## Other Assessments

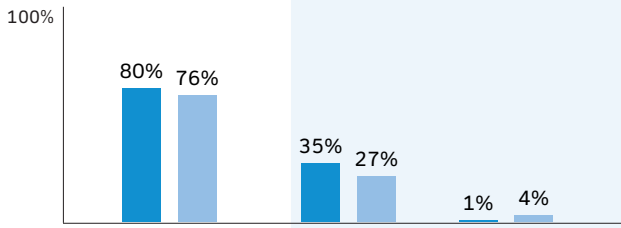
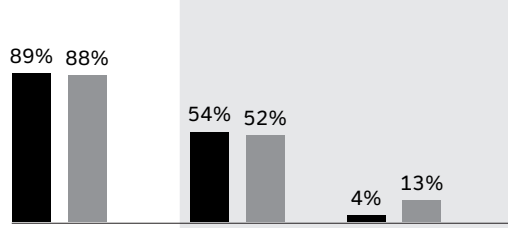
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	36	35	35	30	40	40	36	32

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 659	*Range: 648-795	668-795	700-795			
2010 Mean Score: 658						
						
Number of Tested Students:	779	712	339	256	12	37

### 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
<b>All Students</b>	<b>976</b>	<b>80%</b>	<b>35%</b>	<b>1%</b>	<b>937</b>	<b>76%</b>	<b>27%</b>	<b>4%</b>
Female	472	83%	39%	1%	462	80%	33%	6%
Male	504	76%	31%	1%	475	72%	21%	2%
American Indian or Alaska Native	8	-	-	-	4	-	-	-
Black or African American	754	81%	34%	1%	748	76%	26%	4%
Hispanic or Latino	192	72%	36%	2%	171	77%	32%	4%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	45%	9%	9	89%	78%	33%
White	10	80%	10%	0%	3	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	9	78%	33%	0%	9	78%	0%	0%
General-Education Students	741	89%	42%	2%	712	84%	33%	5%
Students with Disabilities	235	51%	12%	0%	225	49%	11%	1%
English Proficient	923	82%	36%	1%	905	76%	28%	4%
Limited English Proficient	53	45%	8%	0%	32	69%	16%	0%
Economically Disadvantaged	950	79%	35%	1%	913	76%	27%	4%
Not Disadvantaged	26	96%	31%	4%	24	75%	33%	8%
Migrant								
Not Migrant	976	80%	35%	1%	937	76%	27%	4%

#### 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	37	33	33	27	35	33	33	26
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	4	N/A	N/A	N/A	10	N/A	N/A	N/A

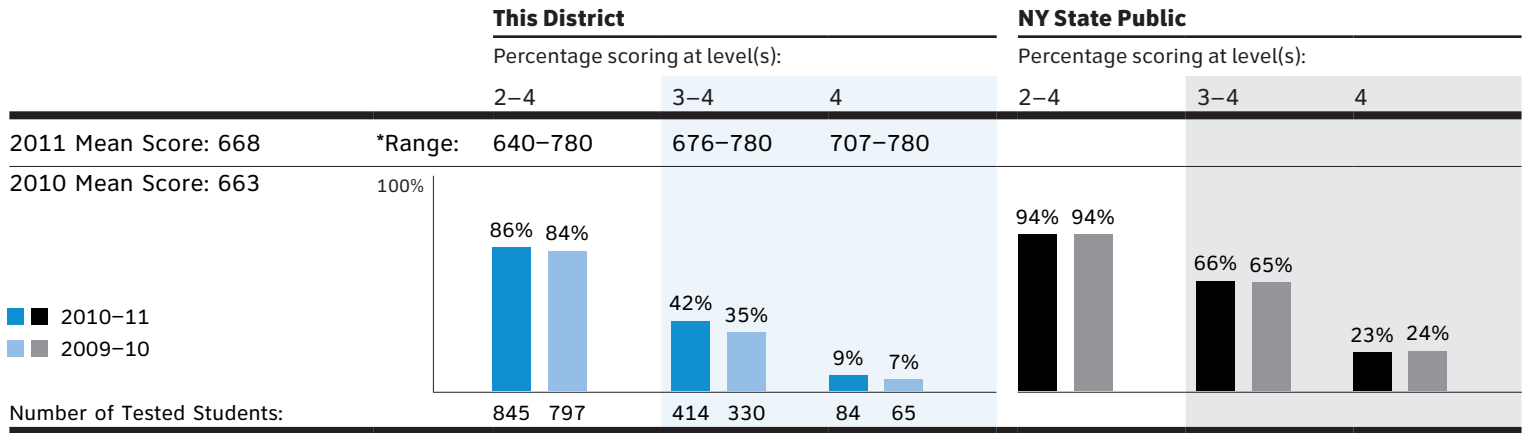
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>984</b>	<b>86%</b>	<b>42%</b>	<b>9%</b>	<b>947</b>	<b>84%</b>	<b>35%</b>	<b>7%</b>
Female	475	87%	47%	9%	467	88%	40%	8%
Male	509	85%	38%	8%	480	81%	30%	6%
American Indian or Alaska Native	8	-	-	-	5	80%	40%	0%
Black or African American	757	86%	41%	7%	749	85%	33%	6%
Hispanic or Latino	194	84%	45%	11%	178	81%	38%	7%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	85%	31%	10	90%	70%	60%
White	11	82%	36%	18%	3	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	9	78%	44%	0%	5	100%	80%	0%
General-Education Students	746	93%	50%	11%	720	90%	42%	9%
Students with Disabilities	238	65%	17%	2%	227	66%	14%	1%
English Proficient	924	87%	44%	9%	905	85%	35%	7%
Limited English Proficient	60	70%	18%	2%	42	69%	21%	0%
Economically Disadvantaged	958	86%	41%	9%	921	84%	35%	7%
Not Disadvantaged	26	92%	65%	8%	26	92%	35%	0%
Migrant								
Not Migrant	984	86%	42%	9%	947	84%	35%	7%

#### NOTES

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### Other Assessments

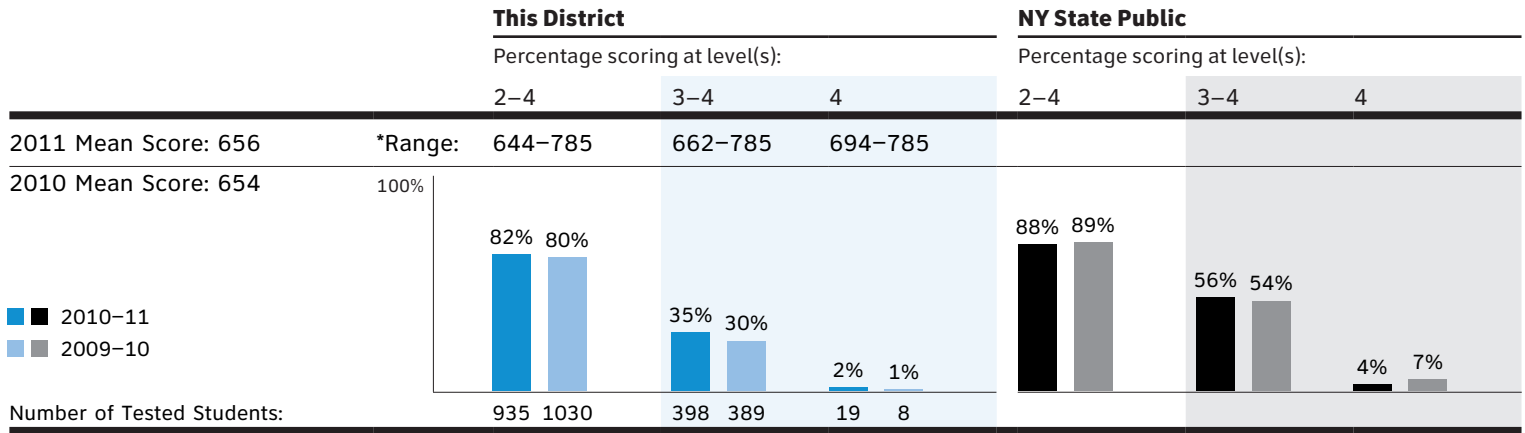
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	37	36	36	27	35	33	33	26

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>1135</b>	<b>82%</b>	<b>35%</b>	<b>2%</b>	<b>1280</b>	<b>80%</b>	<b>30%</b>	<b>1%</b>
Female	549	85%	41%	2%	618	85%	35%	1%
Male	586	80%	30%	1%	662	77%	26%	0%
American Indian or Alaska Native					4	-	-	-
Black or African American	927	84%	36%	2%	1051	82%	30%	1%
Hispanic or Latino	192	73%	29%	1%	205	72%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	13	92%	54%	8%
White	4	-	-	-	7	-	-	-
Multiracial								
Small Group Totals	16	81%	63%	19%	11	73%	18%	0%
General-Education Students	920	90%	41%	2%	1051	88%	36%	1%
Students with Disabilities	215	51%	9%	0%	229	46%	6%	0%
English Proficient	1093	83%	36%	2%	1236	82%	31%	1%
Limited English Proficient	42	57%	5%	0%	44	48%	7%	0%
Economically Disadvantaged	1077	82%	35%	2%	1217	80%	30%	1%
Not Disadvantaged	58	83%	36%	2%	63	84%	30%	0%
Migrant								
Not Migrant	1135	82%	35%	2%	1280	80%	30%	1%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	31	28	26	21	34	34	31	23
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	N/A	N/A	N/A	3	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	5	N/A	N/A	N/A	3	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.

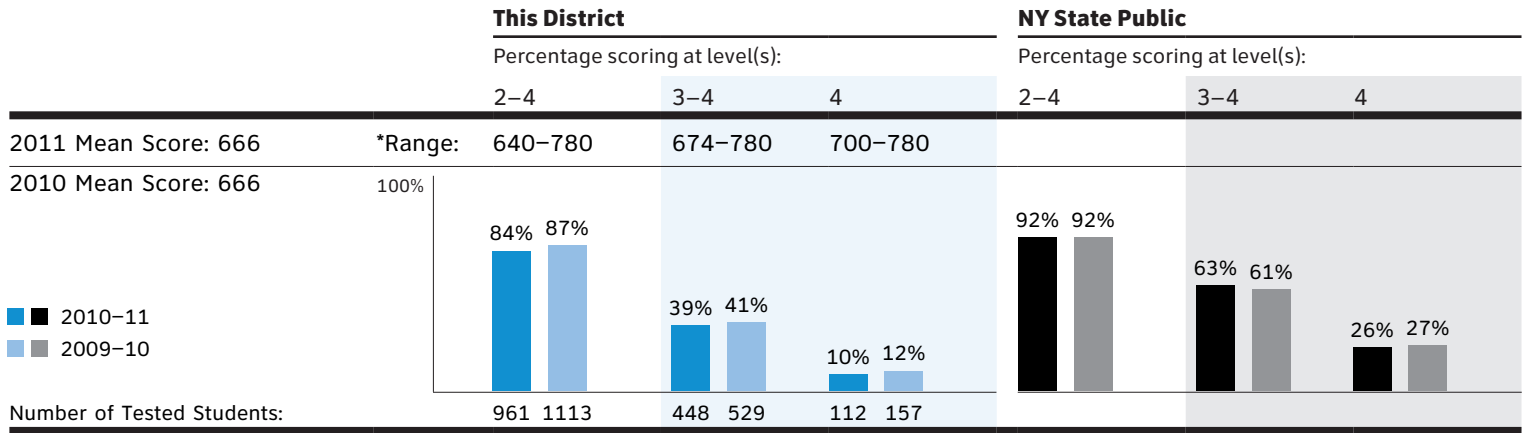


# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>1144</b>	<b>84%</b>	<b>39%</b>	<b>10%</b>	<b>1282</b>	<b>87%</b>	<b>41%</b>	<b>12%</b>
Female	554	86%	42%	10%	621	90%	44%	14%
Male	590	82%	37%	9%	661	84%	39%	10%
American Indian or Alaska Native					4	-	-	-
Black or African American	927	85%	39%	10%	1053	87%	42%	12%
Hispanic or Latino	199	79%	39%	7%	205	84%	38%	14%
Asian or Native Hawaiian/Other Pacific Islander	13	77%	69%	54%	13	100%	77%	31%
White	5	80%	40%	40%	7	-	-	-
Multiracial								
Small Group Totals					11	73%	18%	0%
General-Education Students	930	89%	45%	12%	1056	93%	48%	14%
Students with Disabilities	214	63%	15%	2%	226	58%	10%	2%
English Proficient	1093	85%	41%	10%	1236	88%	42%	13%
Limited English Proficient	51	61%	10%	0%	46	63%	13%	2%
Economically Disadvantaged	1085	84%	39%	10%	1219	87%	41%	13%
Not Disadvantaged	59	83%	46%	8%	63	81%	43%	3%
Migrant								
Not Migrant	1144	84%	39%	10%	1282	87%	41%	12%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	30	30	28	26	35	33	30	21

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 657	*Range: 642-790	665-790	698-790			
2010 Mean Score: 655						
Number of Tested Students:	1148	1100	360	375	12	31

### 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
<b>All Students</b>	<b>1316</b>	<b>87%</b>	<b>27%</b>	<b>1%</b>	<b>1341</b>	<b>82%</b>	<b>28%</b>	<b>2%</b>
Female	635	91%	34%	2%	676	87%	34%	2%
Male	681	84%	21%	0%	665	77%	22%	2%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	1086	88%	27%	1%	1094	82%	29%	2%
Hispanic or Latino	207	84%	27%	1%	224	80%	23%	2%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	73%	0%	14	86%	29%	14%
White	7	86%	29%	0%	6	-	-	-
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	5	100%	40%	0%	9	78%	33%	11%
General-Education Students	1091	93%	32%	1%	1091	89%	34%	3%
Students with Disabilities	225	57%	4%	0%	250	53%	3%	0%
English Proficient	1283	88%	28%	1%	1305	83%	29%	2%
Limited English Proficient	33	61%	0%	0%	36	50%	3%	0%
Economically Disadvantaged	1229	87%	28%	1%	1267	82%	28%	2%
Not Disadvantaged	87	87%	22%	0%	74	84%	23%	3%
Migrant								
Not Migrant	1316	87%	27%	1%	1341	82%	28%	2%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	40	39	36	32	19	19	18	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	2	N/A	N/A	N/A	11	N/A	N/A	N/A

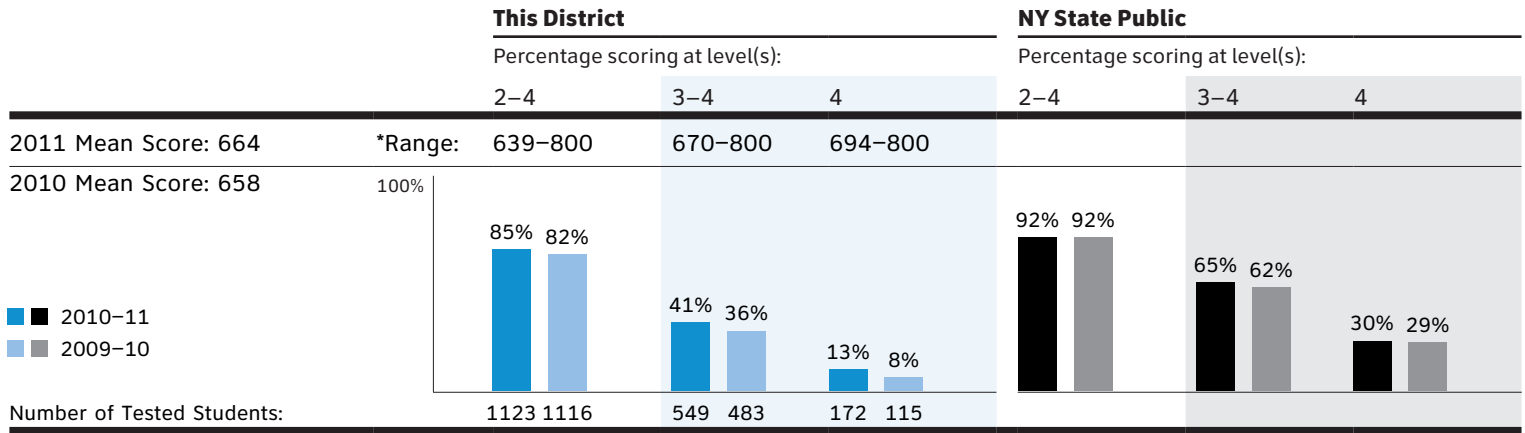
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>1323</b>	<b>85%</b>	<b>41%</b>	<b>13%</b>	<b>1357</b>	<b>82%</b>	<b>36%</b>	<b>8%</b>
Female	638	86%	46%	16%	681	81%	36%	9%
Male	685	84%	38%	11%	676	83%	35%	8%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	1090	86%	41%	12%	1099	83%	35%	8%
Hispanic or Latino	209	81%	43%	15%	233	79%	39%	11%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	75%	33%	15	80%	60%	20%
White	7	71%	43%	14%	6	-	-	-
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	5	80%	60%	20%	10	100%	40%	10%
General-Education Students	1096	91%	48%	15%	1106	89%	42%	10%
Students with Disabilities	227	56%	11%	1%	251	53%	10%	0%
English Proficient	1282	86%	43%	13%	1311	83%	36%	9%
Limited English Proficient	41	54%	5%	0%	46	52%	22%	2%
Economically Disadvantaged	1235	85%	42%	13%	1281	82%	35%	9%
Not Disadvantaged	88	84%	38%	7%	76	84%	39%	4%
Migrant								
Not Migrant	1323	85%	41%	13%	1357	82%	36%	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 7 Equivalent	40	35	32	27	19	18	18	12

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## This District's Results in Grade 8 English Language Arts

	This District				NY State Public			
	Percentage scoring at level(s):				Percentage scoring at level(s):			
	2-4	3-4	4		2-4	3-4	4	
2011 Mean Score: 646	*Range: 628-790	658-790	699-790					
2010 Mean Score: 645								
Number of Tested Students:	1141	1068	325	339	1	24		

### 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
<b>All Students</b>	<b>1318</b>	<b>87%</b>	<b>25%</b>	<b>0%</b>	<b>1280</b>	<b>83%</b>	<b>26%</b>	<b>2%</b>
Female	671	91%	30%	0%	637	86%	32%	3%
Male	647	82%	19%	0%	643	81%	21%	1%
American Indian or Alaska Native	1	-	-	-	5	60%	20%	20%
Black or African American	1075	87%	25%	0%	1046	84%	26%	2%
Hispanic or Latino	221	84%	22%	0%	209	80%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	79%	29%	0%	14	100%	79%	7%
White	7	-	-	-	6	100%	17%	0%
Multiracial								
Small Group Totals	8	75%	38%	0%				
General-Education Students	1057	93%	30%	0%	1045	90%	31%	2%
Students with Disabilities	261	61%	3%	0%	235	53%	4%	0%
English Proficient	1275	88%	25%	0%	1240	85%	27%	2%
Limited English Proficient	43	51%	0%	0%	40	43%	3%	0%
Economically Disadvantaged	1224	87%	24%	0%	1202	83%	27%	2%
Not Disadvantaged	94	84%	29%	0%	78	85%	26%	0%
Migrant								
Not Migrant	1318	87%	25%	0%	1280	83%	26%	2%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	20	19	19	15	33	32	31	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	9	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	N/A	N/A	N/A	9	N/A	N/A	N/A

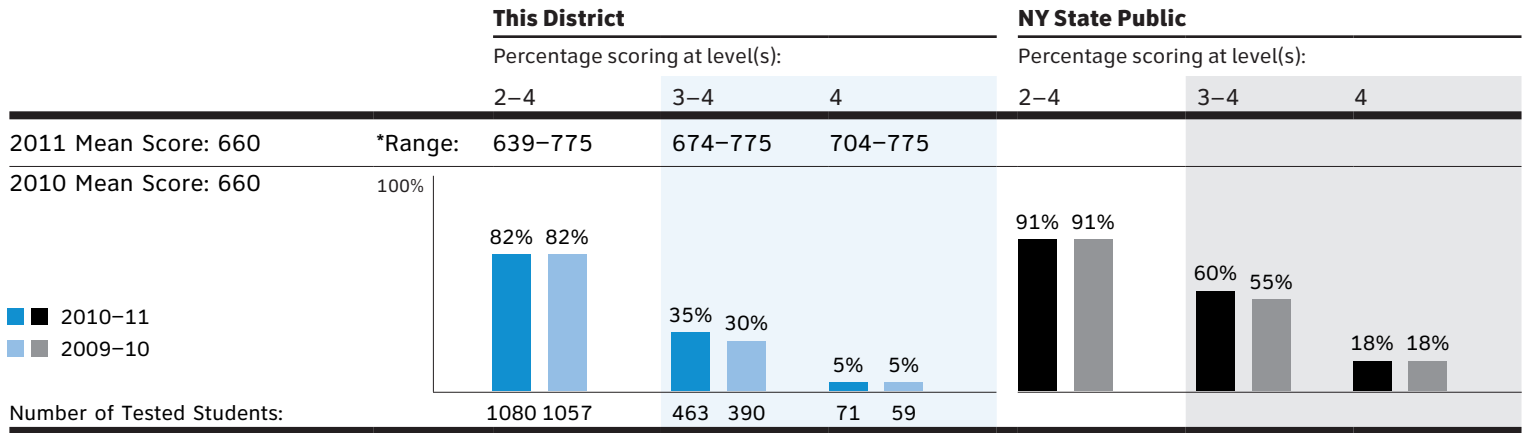
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>1322</b>	<b>82%</b>	<b>35%</b>	<b>5%</b>	<b>1289</b>	<b>82%</b>	<b>30%</b>	<b>5%</b>
Female	676	84%	37%	5%	640	86%	34%	5%
Male	646	79%	33%	5%	649	78%	27%	4%
American Indian or Alaska Native	1	-	-	-	5	100%	20%	0%
Black or African American	1075	81%	35%	5%	1047	83%	29%	4%
Hispanic or Latino	224	83%	36%	7%	217	75%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	57%	7%	14	100%	86%	43%
White	7	-	-	-	6	100%	33%	17%
Multiracial	1	-	-	-				
Small Group Totals	9	78%	33%	0%				
General-Education Students	1062	88%	41%	7%	1053	89%	35%	6%
Students with Disabilities	260	58%	12%	0%	236	51%	7%	0%
English Proficient	1274	83%	36%	6%	1239	83%	31%	5%
Limited English Proficient	48	52%	13%	0%	50	48%	6%	0%
Economically Disadvantaged	1228	82%	35%	5%	1210	82%	30%	5%
Not Disadvantaged	94	80%	32%	4%	79	77%	34%	0%
Migrant								
Not Migrant	1322	82%	35%	5%	1289	82%	30%	5%

#### 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	19	18	18	11	33	31	30	18

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## This District's Results in Grade 8 Science

### This District

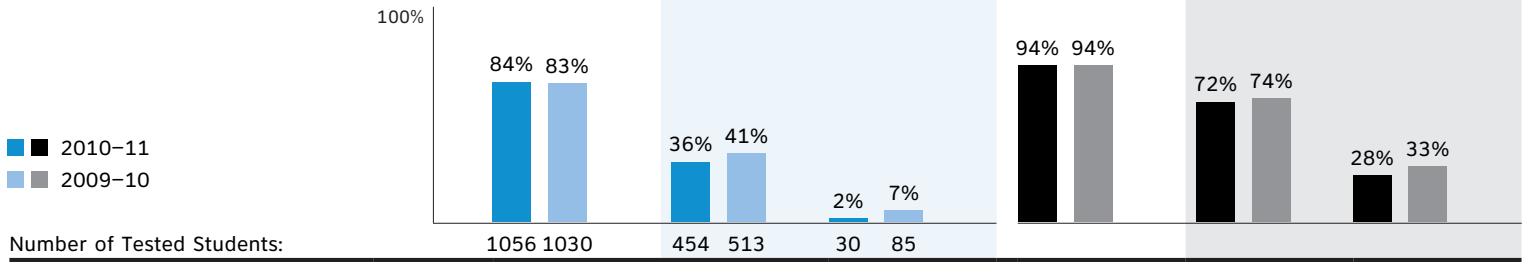
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



## Results by Student Group

### 2010-11 School Year

Total Tested      Percentage scoring at level(s):  
2-4      3-4      4

### 2009-10 School Year

Total Tested      Percentage scoring at level(s):  
2-4      3-4      4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>1218</b>	<b>85%</b>	<b>37%</b>	<b>2%</b>	<b>1211</b>	<b>83%</b>	<b>40%</b>	<b>7%</b>
Female	618	87%	36%	2%	605	83%	39%	6%
Male	600	83%	38%	3%	606	82%	42%	7%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	987	85%	37%	2%	987	83%	42%	7%
Hispanic or Latino	211	85%	32%	2%	201	79%	31%	5%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	69%	8%	14	100%	79%	36%
White	6	-	-	-	5	-	-	-
Multiracial								
Small Group Totals	7	71%	43%	0%	9	89%	44%	11%
General-Education Students	983	90%	43%	3%	999	88%	46%	8%
Students with Disabilities	235	63%	11%	2%	212	59%	12%	0%
English Proficient	1174	86%	37%	3%	1162	84%	42%	7%
Limited English Proficient	44	64%	11%	0%	49	53%	6%	0%
Economically Disadvantaged	1128	85%	36%	2%	1133	83%	40%	7%
Not Disadvantaged	90	88%	47%	4%	78	83%	40%	8%
Migrant								
Not Migrant	1218	85%	37%	2%	1211	83%	40%	7%

### NOTES

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

## Other Assessments

### 2010-11 School Year

Total Tested      Number scoring at level(s):  
2-4      3-4      4

### 2009-10 School Year

Total Tested      Number scoring at level(s):  
2-4      3-4      4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	19	18	16	14	32	31	30	27
Regents Science	44	21	9	0	29	29	25	2



# 4 Overview of District Performance

District NEW YORK CITY GEOGRAPHIC DISTRICT #23

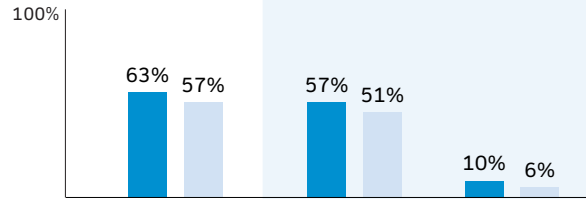
District ID 33-23-00-01-0000

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

### This District

Percentage scoring at level(s):

2-4      3-4      4

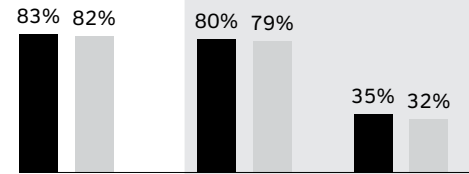


■ 2007 Cohort  
■ 2006 Cohort

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



## Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>712</b>	<b>63%</b>	<b>57%</b>	<b>10%</b>	<b>724</b>	<b>57%</b>	<b>51%</b>	<b>6%</b>
Female	403	66%	60%	13%	400	65%	58%	8%
Male	309	60%	52%	7%	324	49%	44%	3%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	582	62%	56%	10%	591	58%	51%	6%
Hispanic or Latino	112	65%	60%	13%	117	56%	51%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	75%	50%	13%	4	-	-	-
White	4	-	-	-	7	43%	43%	0%
Multiracial					3	-	-	-
Small Group Totals	10	70%	60%	10%	9	89%	89%	11%
General-Education Students	558	74%	68%	13%	579	66%	61%	7%
Students with Disabilities	154	21%	16%	1%	145	22%	14%	1%
English Proficient	689	64%	58%	10%	698	58%	53%	6%
Limited English Proficient	23	35%	30%	9%	26	31%	19%	0%
Economically Disadvantaged	573	66%	60%	11%	582	62%	55%	7%
Not Disadvantaged	139	49%	44%	6%	142	37%	35%	2%
Migrant								
Not Migrant	712	63%	57%	10%	724	57%	51%	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.

\* 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.

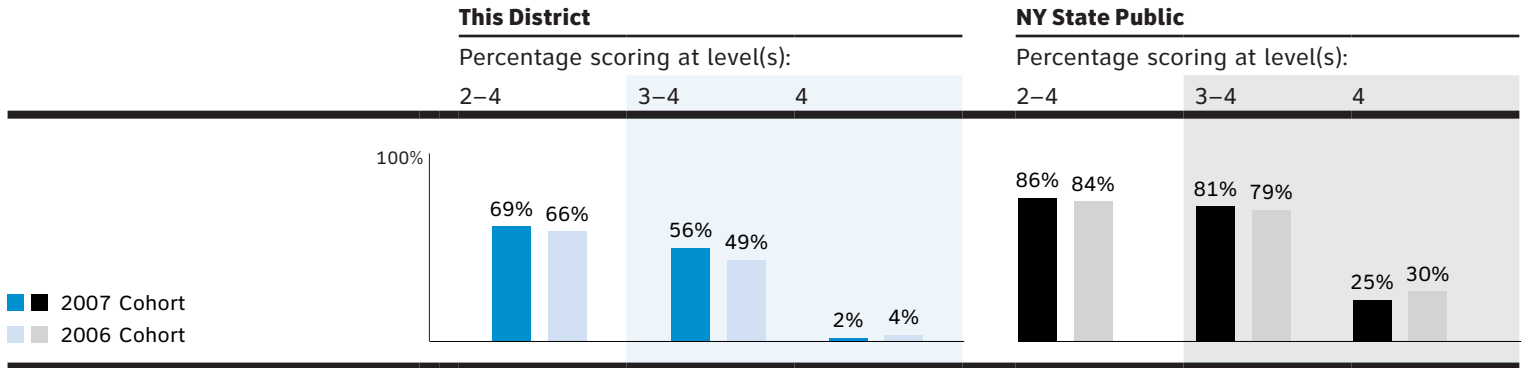
\*\* 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

## 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
<b>All Students</b>	<b>712</b>	<b>69%</b>	<b>56%</b>	<b>2%</b>	<b>724</b>	<b>66%</b>	<b>49%</b>	<b>4%</b>
Female	403	71%	58%	3%	400	72%	54%	5%
Male	309	66%	54%	0%	324	58%	44%	2%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	582	69%	55%	2%	591	66%	49%	4%
Hispanic or Latino	112	70%	63%	1%	117	64%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	75%	63%	13%	4	-	-	-
White	4	-	-	-	7	71%	43%	14%
Multiracial					3	-	-	-
Small Group Totals	10	60%	50%	0%	9	89%	78%	11%
General-Education Students	558	80%	68%	2%	579	74%	58%	4%
Students with Disabilities	154	29%	14%	0%	145	33%	14%	1%
English Proficient	689	69%	57%	2%	698	67%	51%	4%
Limited English Proficient	23	61%	48%	0%	26	35%	12%	0%
Economically Disadvantaged	573	72%	60%	2%	582	69%	54%	4%
Not Disadvantaged	139	58%	42%	1%	142	52%	29%	1%
Migrant								
Not Migrant	712	69%	56%	2%	724	66%	49%	4%

#### NOTES

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

\* 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.

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