



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #32**

District ID **33-32-00-01-0000**

Superintendent **LILLIAN DRUCK**

Telephone **(718) 574-1100**

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	370	371	377
Kindergarten	1071	1254	1207
Grade 1	1317	1393	1331
Grade 2	1278	1330	1342
Grade 3	1141	1288	1230
Grade 4	1202	1254	1297
Grade 5	1236	1332	1273
Grade 6	1440	1328	1340
Ungraded Elementary	791	79	54
Grade 7	1424	1533	1343
Grade 8	1395	1596	1552
Grade 9	801	904	651
Grade 10	1117	1235	1056
Grade 11	553	636	632
Grade 12	538	637	636
Ungraded Secondary	612	25	50
Total K-12	15916	15824	14994

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	23	22	23
Grade 8			
English	27	26	28
Mathematics	24	26	28
Science	26	26	28
Social Studies	26	27	28
Grade 10			
English	24	26	25
Mathematics	26	26	24
Science	26	25	26
Social Studies	24	27	26

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 #32

District ID 33-32-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	13393	84%	13393	85%	12853	86%
Reduced-Price Lunch	924	6%	710	4%	555	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2931	18%	3043	19%	3027	20%
Racial/Ethnic Origin						
American Indian or Alaska Native	60	0%	63	0%	72	0%
Black or African American	4030	25%	3899	25%	3459	23%
Hispanic or Latino	11333	71%	11388	72%	11023	74%
Asian or Native Hawaiian/Other Pacific Islander	282	2%	270	2%	254	2%
White	211	1%	204	1%	186	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	1179	7%	1039	7%	830	5%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	1270	1212	1082
Percent with No Valid Teaching Certificate	2%	2%	1%
Percent Teaching Out of Certification	9%	7%	6%
Percent with Fewer Than Three Years of Experience	15%	8%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	36%	40%
Total Number of Core Classes	2693	2635	2250
Percent Not Taught by Highly Qualified Teachers in This District	9%	8%	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	3322	3244	2737
Percent Taught by Teachers Without Appropriate Certification	10%	9%	5%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	21%	25%
Turnover Rate of All Teachers	15%	13%	16%

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	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
All Students	X	✓	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		X	X	
Hispanic or Latino	X	X		X	X	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		–	–	
Multiracial	–	–				
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	X		X	X	
Economically Disadvantaged	X	✓		X	X	
Student groups making AYP in each subject	X 4 of 9	X 6 of 9	✓ 1 of 1	X 0 of 6	X 0 of 6	X 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} 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 4 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 Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (8436:7775)			99%		118	121	121	126
Ethnicity								
American Indian or Alaska Native (39:32)		—	—		119	105		
Black or African American (2161:1986)			99%		133	120		
Hispanic or Latino (5937:5489)			99%		112	121	119	121
Asian or Native Hawaiian/Other Pacific Islander (182:166)			99%		148	114		
White (114:99)			98%		124	112		
Multiracial (3:3)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (1485:1357)			98%		77	119	86	89
Limited English Proficient (1612:1812)			98%		81	119	94	93
Economically Disadvantaged (8193:7559)			99%		119	121	121	127
Final AYP Determination	 4 of 9							
Non-Accountability Groups								
Female (4126:3804)			98%		126	120		
Male (4310:3971)			99%		111	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  Good Standing
for This Subject
(2011–12)

Accountability Measures 6 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 (8440:7835)			99%		136	136		
Ethnicity								
American Indian or Alaska Native (39:31)		—	—		129	120		
Black or African American (2167:1978)			99%		140	135		
Hispanic or Latino (5934:5554)			99%		133	136	136	140
Asian or Native Hawaiian/Other Pacific Islander (182:170)			100%		174	129		
White (114:99)			100%		136	127		
Multiracial (4:3)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (1483:1353)			98%		98	134	102	108
Limited English Proficient (1612:1892)			99%		113	134	124	122
Economically Disadvantaged (8194:7619)			99%		137	136		
Final AYP Determination	 6 of 9							
Non-Accountability Groups								
Female (4124:3839)			99%		138	135		
Male (4316:3996)			99%		134	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	
Accountability Groups									
All Students (2956:2653)		Qualified		96%		154	100		
Ethnicity									
American Indian or Alaska Native (14:10)	–	–	–	–	–	–	–		–
Black or African American (754:678)		Qualified		96%		162	100		
Hispanic or Latino (2076:1870)		Qualified		96%		149	100		
Asian or Native Hawaiian/Other Pacific Islander (59:51)		Qualified		98%		178	100		
White (53:44)		Qualified		94%		170	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (494:430)		Qualified		95%		128	100		
Limited English Proficient (557:585)		Qualified		96%		125	100		
Economically Disadvantaged (2857:2571)		Qualified		96%		154	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (1463:1326)				96%		156	100		
Male (1493:1327)				95%		151	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 6 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 (824:756)			97%		147	179	156‡	152
Ethnicity								
American Indian or Alaska Native (5:4)	—	—	—	—	—	—	—	—
Black or African American (169:173)			99%		133	175	150‡	140
Hispanic or Latino (640:568)			97%		152	178	158	157
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—	—
White (7:8)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (181:106)			93%		86	173	116‡	97
Limited English Proficient (133:133)			96%		128	174	143‡	135
Economically Disadvantaged (760:696)			97%		148	179	156	153
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (397:385)			98%		155	177		
Male (427:371)			97%		140	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.

Secondary-Level Mathematics




















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

Accountability Measures 0 of 6 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 (824:756)			98%		151	176	155‡	156
Ethnicity								
American Indian or Alaska Native (5:4)	—	—	—	—	—	—	—	—
Black or African American (169:173)			99%		138	172	150‡	144
Hispanic or Latino (640:568)			98%		155	175	157	160
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—	—
White (7:8)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (96:106)			98%		99	170	114‡	109
Limited English Proficient (133:133)			100%		153	171	149‡	158
Economically Disadvantaged (760:696)			98%		151	176	156	156
Final AYP Determination	 0 of 6							
Non-Accountability Groups								
Female (397:385)			98%		153	174		
Male (427:371)			98%		149	174		
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)  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
Accountability Groups					
All Students (891)			56%	80%	57%
Ethnicity					
American Indian or Alaska Native (2)		—	—	—	
Black or African American (259)			48%	80%	50%
Hispanic or Latino (609)			59%	80%	58%
Asian or Native Hawaiian/Other Pacific Islander (6)		—	—	—	
White (7)		—	—	—	
Multiracial (8)		—	—	—	
Other Groups					
Students with Disabilities (154)			34%	80%	36%
Limited English Proficient (113)			52%	80%	58%
Economically Disadvantaged (769)			58%	80%	58%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (460)			59%	80%	
Male (431)			52%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **57%** 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

10 schools identified 38% of total

ACADEMY FOR ENVIRONMENTAL LEADERSHIP
 ALL CITY LEADERSHIP SECONDARY SCHOOL
 BUSHWICK SCHOOL FOR SOCIAL JUSTICE
 JHS 383 PHILIPPA SCHUYLER
 PS 116 ELIZABETH L FARRELL
 PS 123 SUYDAM
 PS 299 THOMAS WARREN FIELD SCHOOL
 PS 376
 PS 45 HORACE E GREENE
 PS 75 MAYDA CORTIELLA

Improvement (year 1) Basic

3 schools identified 12% of total

PS 151 LYNDON B JOHNSON
 PS 86 THE IRVINGTON
 PS/IS 384 FRANCES E CARTER

Improvement (year 1) Comprehensive

4 schools identified 15% of total

BUSHWICK LEADERS HS FOR ACADEMIC EXCELLENCE
 IS 347 SCHOOL OF HUMANITIES
 JHS 162 THE WILLOUGHBY
 PS 377 ALEJANDINA B DE GAUTIER

Improvement (year 2) Comprehensive

1 school identified 4% of total

ACADEMY OF URBAN PLANNING

Corrective Action (year 1) Focused

1 school identified 4% of total

PS 274 KOSCIUSKO

Corrective Action (year 2) Focused

1 school identified 4% of total

PS 106 EDWARD EVERETT HALE

Restructuring (year 1) Comprehensive

2 schools identified 8% of total

BUSHWICK COMMUNITY HIGH SCHOOL
 EBC HIGH SCHOOL FOR PUBLIC SERVICE

Restructuring (year 2) Comprehensive

1 school identified 4% of total

PS 145 ANDREW JACKSON

Restructuring (advanced) Comprehensive

3 schools identified 12% of total

IS 349 MATH, SCIENCE AND TECHNOLOGY
 JHS 291 ROLAND HAYES
 JHS 296 THE HALSEY

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	40%			1235
Grade 4	38%			1299
Grade 5	42%			1294
Grade 6	34%			1375
Grade 7	28%			1326
Grade 8	26%			1510

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	44%			1268
Grade 4	48%			1334
Grade 5	53%			1322
Grade 6	47%			1403
Grade 7	46%			1351
Grade 8	40%			1537

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	78%			1322
Grade 8	46%			1459

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	61%			870
Mathematics	61%			870

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

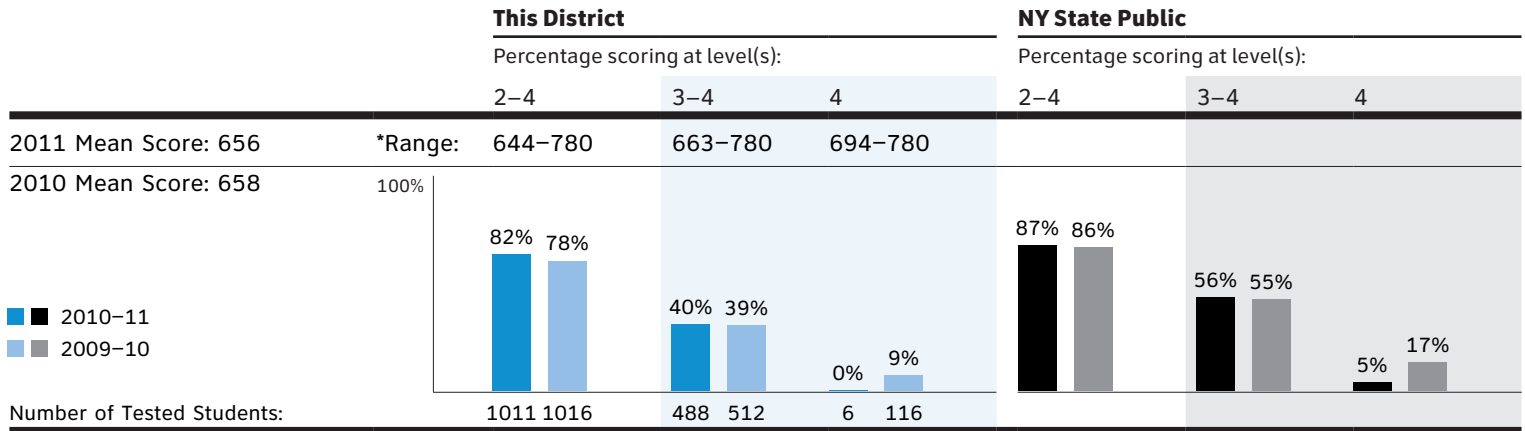
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1235	82%	40%	0%	1309	78%	39%	9%
Female	609	84%	41%	1%	652	83%	44%	11%
Male	626	80%	38%	0%	657	73%	34%	7%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	247	76%	37%	2%	283	77%	39%	10%
Hispanic or Latino	941	83%	40%	0%	966	77%	39%	9%
Asian or Native Hawaiian/Other Pacific Islander	25	88%	56%	4%	20	95%	50%	15%
White	19	-	-	-	32	81%	31%	3%
Multiracial					4	-	-	-
Small Group Totals	22	73%	32%	0%	8	88%	25%	13%
General-Education Students	1042	87%	44%	1%	1063	84%	45%	10%
Students with Disabilities	193	53%	16%	0%	246	50%	15%	2%
English Proficient	983	86%	44%	1%	1017	82%	44%	10%
Limited English Proficient	252	67%	21%	0%	292	61%	23%	4%
Economically Disadvantaged	1206	82%	39%	0%	1296	77%	39%	9%
Not Disadvantaged	29	83%	41%	0%	13	92%	38%	15%
Migrant								
Not Migrant	1235	82%	40%	0%	1309	78%	39%	9%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	20	19	18	15	26	24	24	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	24	N/A	N/A	N/A	23	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	24	N/A	N/A	N/A	24	N/A	N/A	N/A

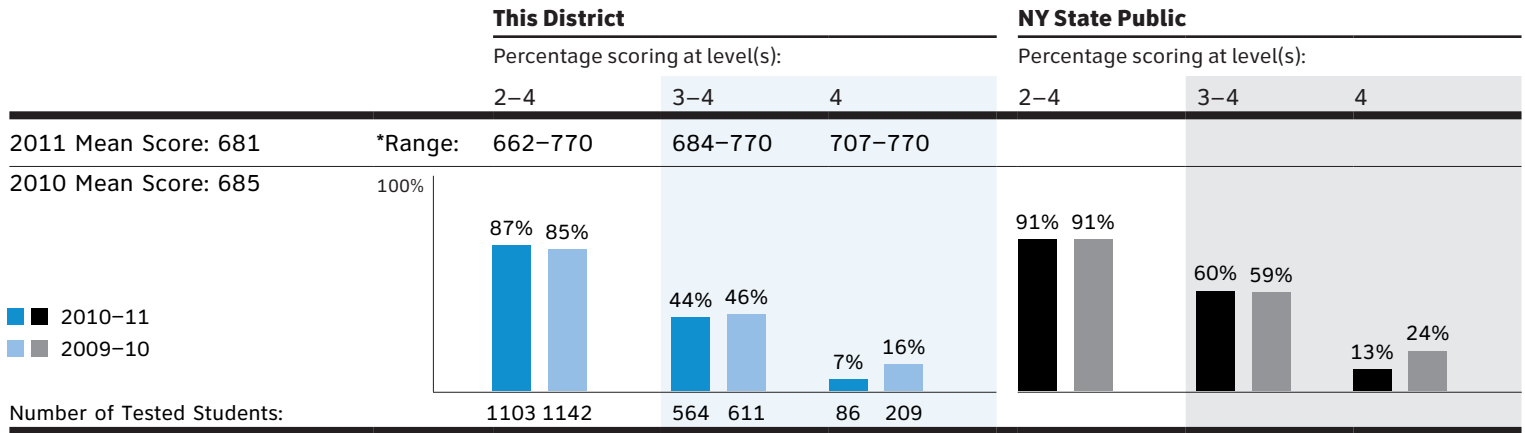
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1268	87%	44%	7%	1336	85%	46%	16%
Female	623	88%	42%	5%	668	88%	50%	16%
Male	645	86%	47%	8%	668	83%	42%	15%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	249	86%	39%	4%	284	81%	38%	13%
Hispanic or Latino	971	87%	45%	7%	990	86%	47%	16%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	77%	23%	21	90%	52%	19%
White	19	-	-	-	33	94%	58%	18%
Multiracial					4	-	-	-
Small Group Totals	22	82%	59%	5%	8	88%	50%	25%
General-Education Students	1074	89%	47%	8%	1087	90%	51%	18%
Students with Disabilities	194	73%	29%	2%	249	65%	23%	3%
English Proficient	987	90%	48%	8%	1020	89%	49%	17%
Limited English Proficient	281	77%	32%	2%	316	76%	35%	10%
Economically Disadvantaged	1238	87%	45%	7%	1323	85%	46%	16%
Not Disadvantaged	30	90%	43%	7%	13	92%	54%	23%
Migrant								
Not Migrant	1268	87%	44%	7%	1336	85%	46%	16%

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	20	20	19	17	26	26	25	15

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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: 659								
Number of Tested Students:	1117	1070	499	417	4	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
All Students	1299	86%	38%	0%	1263	85%	33%	2%
Female	657	90%	44%	0%	595	87%	38%	3%
Male	642	82%	33%	0%	668	83%	29%	1%
American Indian or Alaska Native	6	100%	50%	0%	4	-	-	-
Black or African American	256	88%	42%	0%	267	85%	30%	1%
Hispanic or Latino	980	85%	36%	0%	940	84%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	58%	0%	31	97%	52%	3%
White	38	92%	58%	3%	19	84%	26%	5%
Multiracial					2	-	-	-
Small Group Totals					6	83%	50%	17%
General-Education Students	1054	92%	45%	0%	1029	90%	38%	2%
Students with Disabilities	245	60%	12%	0%	234	62%	11%	0%
English Proficient	1036	91%	45%	0%	984	88%	39%	2%
Limited English Proficient	263	65%	11%	0%	279	72%	13%	0%
Economically Disadvantaged	1270	86%	38%	0%	1241	85%	33%	2%
Not Disadvantaged	29	66%	38%	3%	22	86%	41%	9%
Migrant								
Not Migrant	1299	86%	38%	0%	1263	85%	33%	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 4 Equivalent	22	21	19	19	30	25	22	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	29	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	29	N/A	N/A	N/A	35	N/A	N/A	N/A

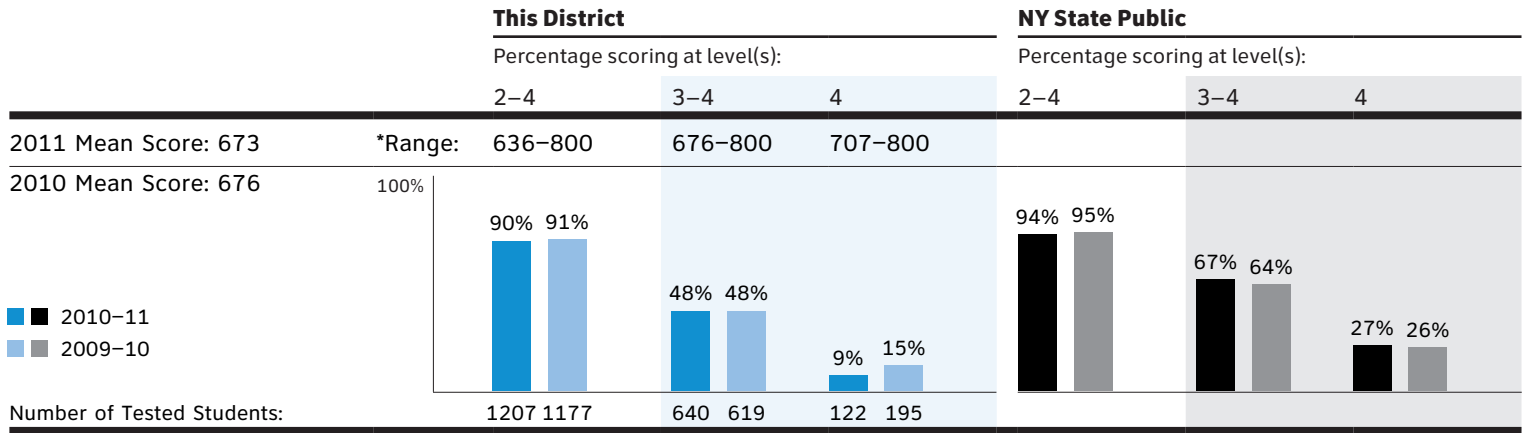
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1334	90%	48%	9%	1296	91%	48%	15%
Female	672	92%	50%	9%	608	92%	48%	15%
Male	662	89%	46%	9%	688	90%	48%	15%
American Indian or Alaska Native	6	100%	50%	0%	4	-	-	-
Black or African American	259	86%	46%	9%	267	92%	47%	13%
Hispanic or Latino	1009	91%	48%	9%	973	91%	47%	15%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	67%	24%	31	100%	71%	42%
White	39	90%	54%	21%	19	79%	47%	16%
Multiracial					2	-	-	-
Small Group Totals					6	83%	50%	17%
General-Education Students	1088	94%	54%	11%	1058	94%	53%	18%
Students with Disabilities	246	73%	21%	1%	238	76%	26%	4%
English Proficient	1040	93%	55%	11%	982	94%	54%	18%
Limited English Proficient	294	81%	23%	2%	314	82%	27%	6%
Economically Disadvantaged	1305	91%	48%	9%	1273	91%	48%	15%
Not Disadvantaged	29	79%	52%	10%	23	96%	48%	9%
Migrant								
Not Migrant	1334	90%	48%	9%	1296	91%	48%	15%

NOTES

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

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Other Assessments

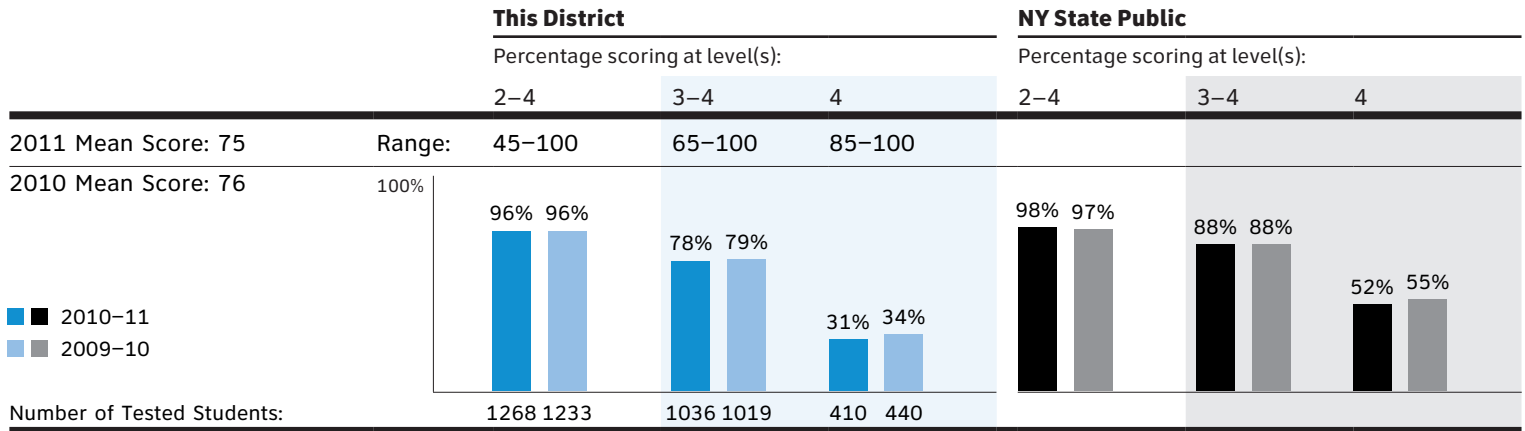
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	22	22	20	20	30	30	27	20

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1322	96%	78%	31%	1288	96%	79%	34%
Female	666	96%	80%	32%	607	97%	82%	36%
Male	656	96%	77%	30%	681	95%	77%	32%
American Indian or Alaska Native	6	100%	100%	50%	4	-	-	-
Black or African American	257	96%	80%	36%	265	98%	80%	31%
Hispanic or Latino	1000	96%	78%	29%	968	95%	79%	35%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	90%	38%	30	100%	97%	47%
White	38	97%	82%	45%	19	95%	74%	32%
Multiracial					2	-	-	-
Small Group Totals					6	83%	83%	33%
General-Education Students	1076	97%	82%	36%	1055	97%	85%	39%
Students with Disabilities	246	91%	63%	11%	233	91%	53%	12%
English Proficient	1030	97%	85%	37%	977	98%	84%	40%
Limited English Proficient	292	91%	54%	9%	311	89%	63%	15%
Economically Disadvantaged	1293	96%	78%	31%	1265	96%	79%	34%
Not Disadvantaged	29	93%	79%	31%	23	100%	83%	35%
Migrant								
Not Migrant	1322	96%	78%	31%	1288	96%	79%	34%

NOTES

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Other Assessments

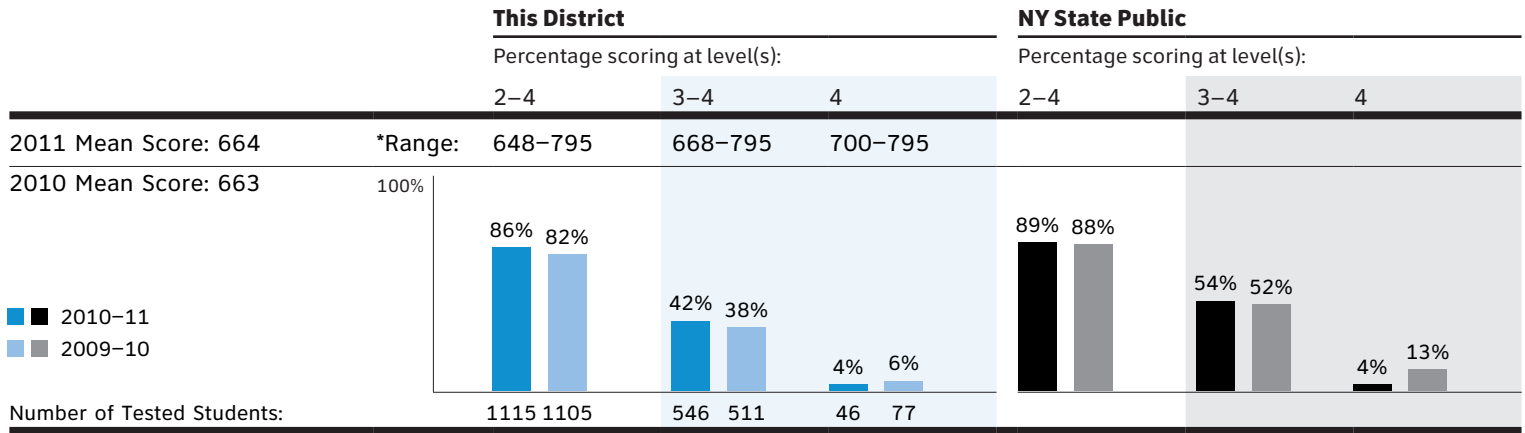
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	22	18	17	17	30	28	26	23

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1294	86%	42%	4%	1341	82%	38%	6%
Female	619	90%	47%	5%	674	86%	42%	7%
Male	675	82%	38%	2%	667	79%	34%	5%
American Indian or Alaska Native	5	-	-	-	12	-	-	-
Black or African American	324	87%	46%	5%	369	85%	44%	7%
Hispanic or Latino	916	86%	40%	3%	920	81%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	68%	12%	24	83%	54%	29%
White	13	69%	31%	0%	12	100%	25%	0%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	7	100%	71%	29%	16	75%	31%	13%
General-Education Students	1050	92%	49%	4%	1106	88%	43%	7%
Students with Disabilities	244	62%	15%	0%	235	57%	15%	1%
English Proficient	1058	90%	49%	4%	1099	87%	43%	7%
Limited English Proficient	236	68%	12%	0%	242	63%	14%	0%
Economically Disadvantaged	1269	86%	42%	4%	1323	82%	38%	6%
Not Disadvantaged	25	80%	36%	4%	18	78%	50%	0%
Migrant								
Not Migrant	1294	86%	42%	4%	1341	82%	38%	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.

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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	32	28	28	21	14	14	13	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	21	N/A	N/A	N/A	28	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	21	N/A	N/A	N/A	29	N/A	N/A	N/A

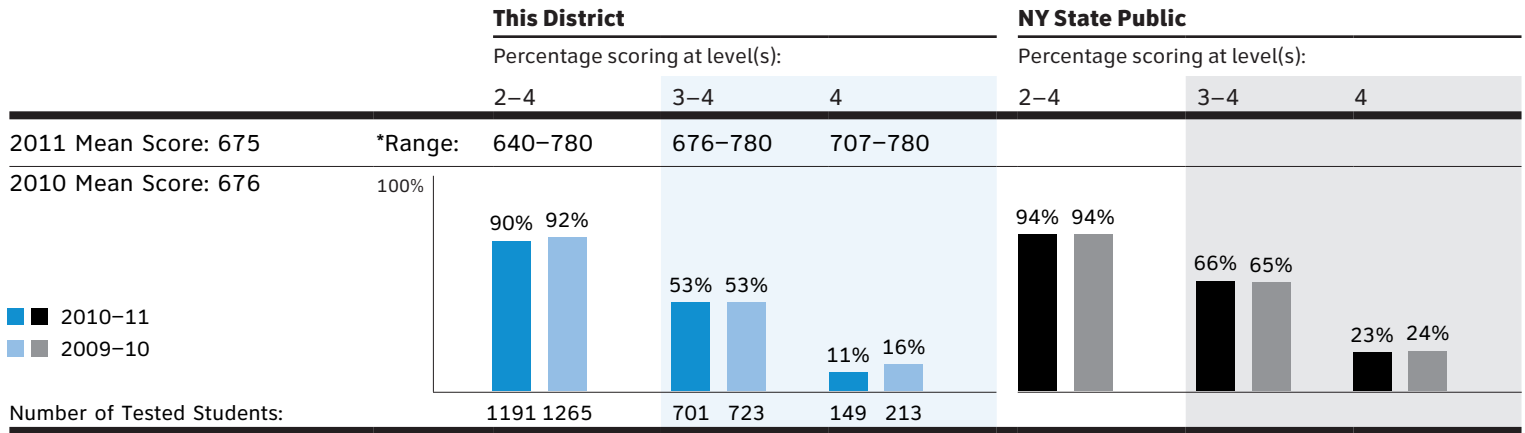
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1322	90%	53%	11%	1370	92%	53%	16%
Female	636	92%	56%	13%	689	93%	53%	15%
Male	686	88%	50%	10%	681	92%	53%	16%
American Indian or Alaska Native	5	-	-	-	12	-	-	-
Black or African American	327	91%	52%	8%	366	93%	49%	11%
Hispanic or Latino	941	89%	52%	12%	951	92%	54%	17%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	82%	35%	25	96%	80%	40%
White	13	85%	38%	0%	12	92%	50%	0%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	7	100%	71%	14%	16	81%	44%	13%
General-Education Students	1077	95%	58%	13%	1133	96%	58%	18%
Students with Disabilities	245	70%	29%	2%	237	76%	30%	6%
English Proficient	1063	93%	59%	13%	1100	94%	58%	18%
Limited English Proficient	259	80%	30%	3%	270	85%	31%	6%
Economically Disadvantaged	1297	90%	53%	11%	1350	93%	53%	16%
Not Disadvantaged	25	80%	52%	12%	20	75%	50%	10%
Migrant								
Not Migrant	1322	90%	53%	11%	1370	92%	53%	16%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	32	27	27	20	14	14	13	12

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 644-785	662-785	694-785			
2010 Mean Score: 654						
Number of Tested Students:	1018	1015	463	459	19	26

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	1375	74%	34%	1%	1334	76%	34%	2%
Female	679	77%	37%	2%	651	79%	37%	2%
Male	696	71%	30%	1%	683	73%	31%	2%
American Indian or Alaska Native	11	64%	27%	0%	3	-	-	-
Black or African American	416	82%	48%	3%	401	84%	49%	4%
Hispanic or Latino	901	70%	26%	1%	888	72%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	30	83%	63%	0%	27	89%	48%	11%
White	17	88%	53%	0%	11	45%	18%	0%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	7	86%	43%	0%	7	86%	43%	0%
General-Education Students	1151	80%	39%	2%	1119	83%	40%	2%
Students with Disabilities	224	43%	8%	0%	215	41%	7%	0%
English Proficient	1154	82%	40%	2%	1146	83%	40%	2%
Limited English Proficient	221	33%	2%	0%	188	33%	2%	0%
Economically Disadvantaged	1335	74%	34%	1%	1292	76%	35%	2%
Not Disadvantaged	40	63%	28%	0%	42	69%	21%	0%
Migrant								
Not Migrant	1375	74%	34%	1%	1334	76%	34%	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 6 Equivalent	18	18	17	14	28	26	22	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	20	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	20	N/A	N/A	N/A	34	N/A	N/A	N/A

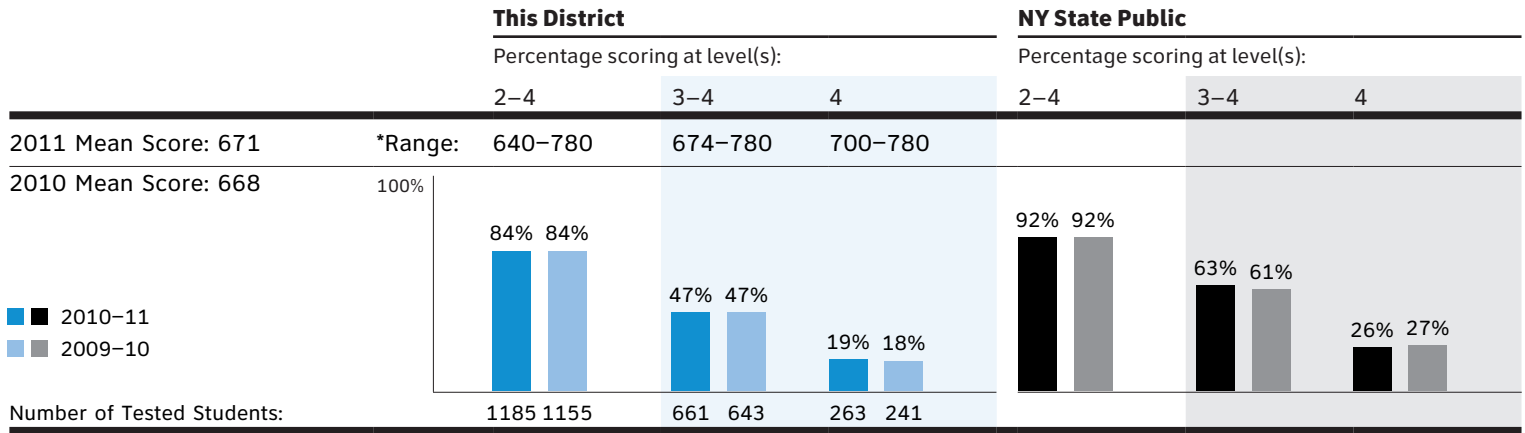
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1403	84%	47%	19%	1373	84%	47%	18%
Female	698	86%	49%	19%	661	86%	49%	18%
Male	705	83%	46%	18%	712	82%	44%	17%
American Indian or Alaska Native	11	73%	27%	18%	3	-	-	-
Black or African American	418	86%	53%	28%	403	88%	53%	18%
Hispanic or Latino	924	83%	44%	14%	921	82%	44%	17%
Asian or Native Hawaiian/Other Pacific Islander	32	97%	69%	47%	30	93%	50%	33%
White	18	89%	50%	28%	11	73%	45%	9%
Multiracial					5	-	-	-
Small Group Totals					8	88%	25%	13%
General-Education Students	1179	89%	53%	21%	1158	90%	54%	21%
Students with Disabilities	224	63%	17%	5%	215	54%	11%	1%
English Proficient	1159	87%	53%	22%	1149	88%	53%	21%
Limited English Proficient	244	70%	20%	4%	224	63%	17%	2%
Economically Disadvantaged	1364	85%	48%	19%	1332	84%	47%	18%
Not Disadvantaged	39	72%	28%	3%	41	80%	44%	12%
Migrant								
Not Migrant	1403	84%	47%	19%	1373	84%	47%	18%

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	18	18	17	16	26	25	22	17

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 642-790	665-790	698-790			
2010 Mean Score: 657						
Number of Tested Students:	1046	1232	376	483	16	68

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	1326	79%	28%	1%	1500	82%	32%	5%
Female	644	84%	35%	2%	723	84%	40%	6%
Male	682	74%	22%	0%	777	80%	25%	3%
American Indian or Alaska Native	4	-	-	-	7	57%	29%	0%
Black or African American	382	89%	44%	2%	490	89%	45%	7%
Hispanic or Latino	900	74%	21%	1%	962	78%	25%	3%
Asian or Native Hawaiian/Other Pacific Islander	30	87%	47%	7%	30	90%	53%	20%
White	9	67%	22%	0%	11	73%	18%	0%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	0%	0%				
General-Education Students	1109	85%	33%	1%	1302	86%	36%	5%
Students with Disabilities	217	50%	4%	0%	198	54%	5%	0%
English Proficient	1128	87%	33%	1%	1301	89%	37%	5%
Limited English Proficient	198	32%	1%	0%	199	34%	0%	0%
Economically Disadvantaged	1288	79%	28%	1%	1457	82%	32%	5%
Not Disadvantaged	38	71%	24%	0%	43	84%	26%	2%
Migrant								
Not Migrant	1326	79%	28%	1%	1500	82%	32%	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 7 Equivalent	25	24	23	21	23	22	20	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	25	N/A	N/A	N/A	38	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	26	N/A	N/A	N/A	42	N/A	N/A	N/A

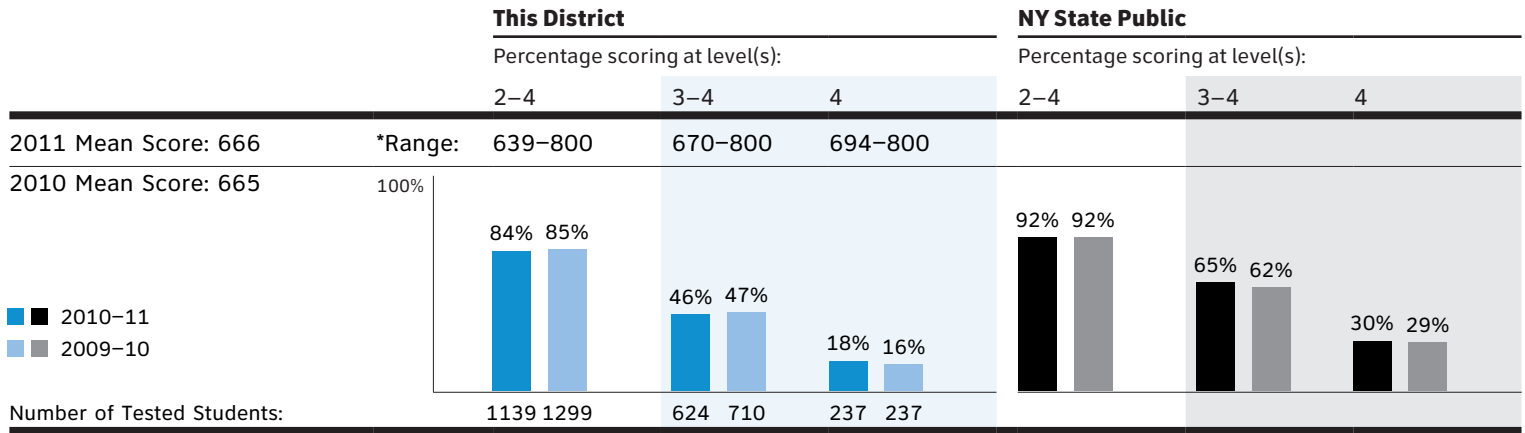
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1351	84%	46%	18%	1524	85%	47%	16%
Female	656	87%	47%	19%	731	85%	51%	18%
Male	695	82%	45%	16%	793	85%	42%	13%
American Indian or Alaska Native	4	-	-	-	7	71%	29%	14%
Black or African American	380	88%	58%	25%	485	88%	54%	20%
Hispanic or Latino	926	82%	41%	14%	988	84%	42%	13%
Asian or Native Hawaiian/Other Pacific Islander	31	94%	71%	23%	34	91%	71%	38%
White	9	78%	33%	11%	10	90%	40%	0%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	40%	20%				
General-Education Students	1136	89%	53%	21%	1330	90%	52%	18%
Students with Disabilities	215	59%	13%	1%	194	55%	11%	2%
English Proficient	1119	89%	54%	21%	1292	90%	53%	18%
Limited English Proficient	232	59%	11%	0%	232	60%	9%	0%
Economically Disadvantaged	1310	85%	47%	18%	1481	85%	47%	16%
Not Disadvantaged	41	71%	32%	10%	43	86%	33%	5%
Migrant								
Not Migrant	1351	84%	46%	18%	1524	85%	47%	16%

NOTES

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Other Assessments

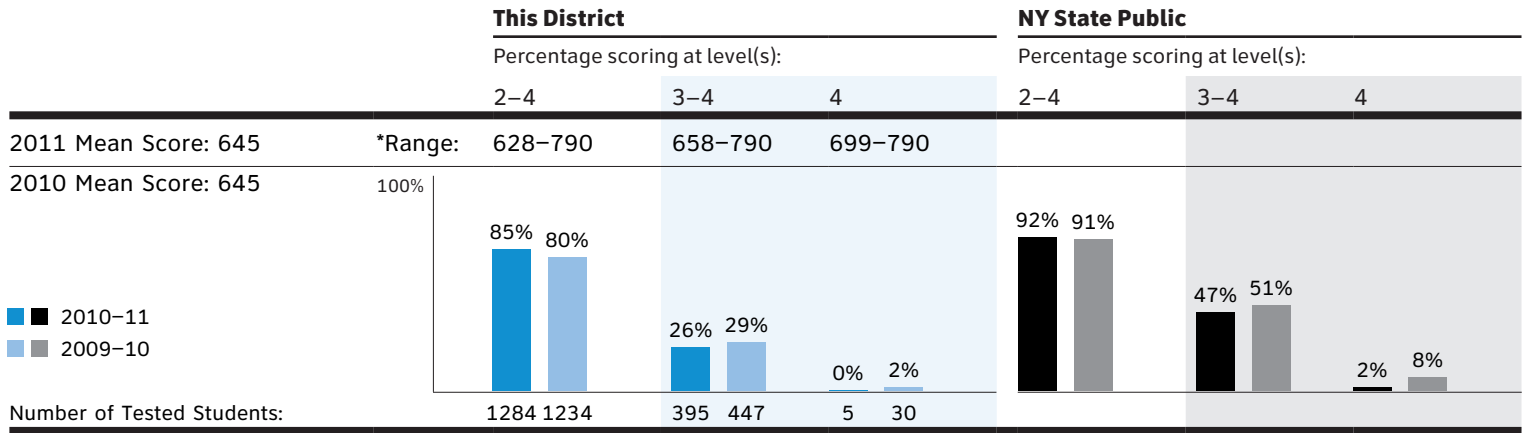
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	25	24	24	19	23	21	19	12

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1510	85%	26%	0%	1548	80%	29%	2%
Female	740	88%	32%	1%	772	84%	32%	3%
Male	770	82%	20%	0%	776	76%	26%	1%
American Indian or Alaska Native	7	86%	14%	0%	11	45%	9%	9%
Black or African American	477	92%	41%	1%	519	89%	43%	3%
Hispanic or Latino	982	82%	19%	0%	971	75%	21%	1%
Asian or Native Hawaiian/Other Pacific Islander	34	91%	41%	0%	37	89%	57%	3%
White	10	70%	10%	0%	9	-	-	-
Multiracial					1	-	-	-
Small Group Totals					10	40%	0%	0%
General-Education Students	1317	89%	29%	0%	1330	85%	33%	2%
Students with Disabilities	193	59%	4%	0%	218	47%	2%	0%
English Proficient	1299	92%	30%	0%	1351	86%	33%	2%
Limited English Proficient	211	40%	0%	0%	197	36%	1%	0%
Economically Disadvantaged	1456	85%	26%	0%	1493	80%	29%	2%
Not Disadvantaged	54	85%	22%	0%	55	78%	18%	0%
Migrant								
Not Migrant	1510	85%	26%	0%	1548	80%	29%	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 8 Equivalent	27	27	26	22	9	9	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	25	N/A	N/A	N/A	45	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	28	N/A	N/A	N/A	48	N/A	N/A	N/A

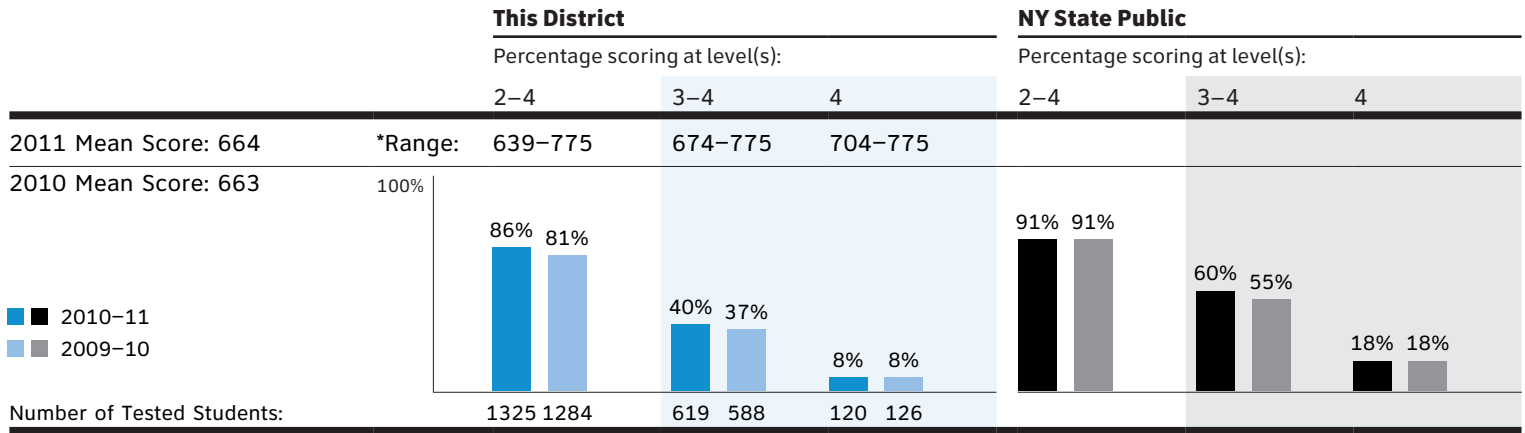
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

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	1537	86%	40%	8%	1595	81%	37%	8%
Female	756	86%	43%	10%	786	82%	41%	10%
Male	781	86%	38%	6%	809	79%	33%	6%
American Indian or Alaska Native	6	83%	33%	0%	11	-	-	-
Black or African American	475	89%	44%	9%	516	85%	45%	10%
Hispanic or Latino	1007	85%	38%	7%	1015	78%	32%	6%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	70%	27%	38	97%	79%	32%
White	12	67%	33%	0%	14	50%	0%	0%
Multiracial					1	-	-	-
Small Group Totals					12	67%	33%	8%
General-Education Students	1348	90%	44%	9%	1371	87%	42%	9%
Students with Disabilities	189	60%	14%	2%	224	44%	4%	1%
English Proficient	1298	90%	45%	9%	1351	83%	41%	9%
Limited English Proficient	239	67%	14%	0%	244	66%	16%	0%
Economically Disadvantaged	1480	87%	41%	8%	1539	81%	38%	8%
Not Disadvantaged	57	75%	25%	5%	56	66%	16%	5%
Migrant								
Not Migrant	1537	86%	40%	8%	1595	81%	37%	8%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	27	27	27	13	9	9	9	7

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

District ID **33-32-00-01-0000**

This District's Results in Grade 8 Science

This District

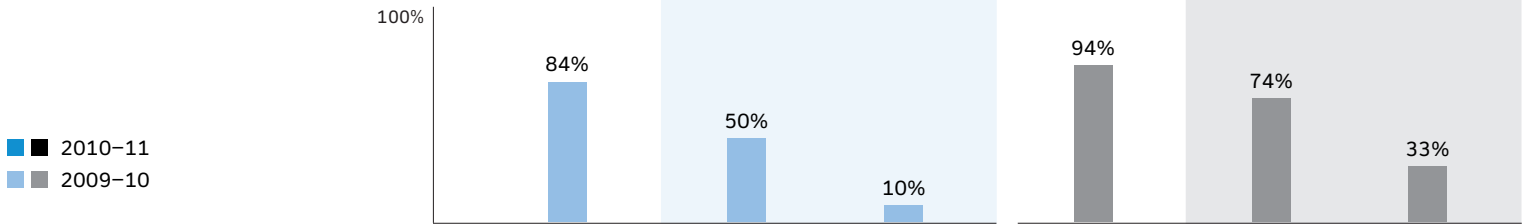
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

- 1258 - 742 - 156

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
All Students	1459	86%	46%	7%	1490	84%	50%	10%
Female	725	88%	46%	7%	733	86%	52%	11%
Male	734	84%	46%	6%	757	83%	48%	10%
American Indian or Alaska Native	6	67%	33%	0%	8	50%	38%	13%
Black or African American	455	91%	61%	11%	489	91%	63%	18%
Hispanic or Latino	952	84%	38%	4%	942	82%	42%	6%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	64%	25%	38	89%	76%	34%
White	10	70%	40%	10%	13	54%	31%	0%
Multiracial								
Small Group Totals								
General-Education Students	1285	89%	50%	7%	1299	88%	55%	12%
Students with Disabilities	174	65%	15%	1%	191	60%	15%	1%
English Proficient	1236	91%	53%	8%	1269	88%	56%	12%
Limited English Proficient	223	59%	10%	0%	221	66%	14%	0%
Economically Disadvantaged	1403	86%	46%	7%	1440	85%	50%	11%
Not Disadvantaged	56	79%	36%	4%	50	82%	38%	4%
Migrant								
Not Migrant	1459	86%	46%	7%	1490	84%	50%	10%

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	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	27	9
Regents Science	1	0

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #32**

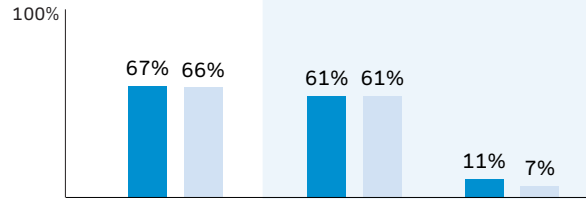
District ID **33-32-00-01-0000**

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

This District

Percentage scoring at level(s):

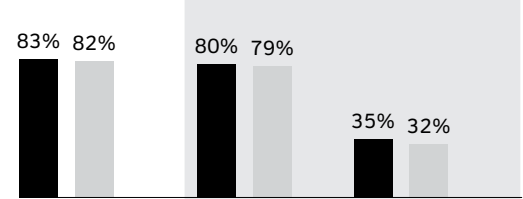
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

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	870	67%	61%	11%	890	66%	61%	7%
Female	435	72%	66%	14%	459	70%	66%	9%
Male	435	62%	56%	8%	431	63%	57%	5%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	212	57%	52%	9%	259	61%	55%	6%
Hispanic or Latino	640	70%	64%	12%	608	69%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	8	63%	50%	0%	7	57%	57%	14%
Multiracial					8	100%	100%	25%
Small Group Totals	10	70%	60%	10%	8	50%	38%	0%
General-Education Students	734	75%	69%	13%	740	73%	69%	8%
Students with Disabilities	136	24%	18%	1%	150	32%	26%	1%
English Proficient	742	69%	63%	13%	795	68%	63%	8%
Limited English Proficient	128	58%	46%	0%	95	48%	45%	0%
Economically Disadvantaged	776	70%	63%	11%	768	68%	63%	8%
Not Disadvantaged	94	47%	43%	9%	122	55%	49%	2%
Migrant								
Not Migrant	870	67%	61%	11%	890	66%	61%	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.

* 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 #32**

District ID **33-32-00-01-0000**

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

This District

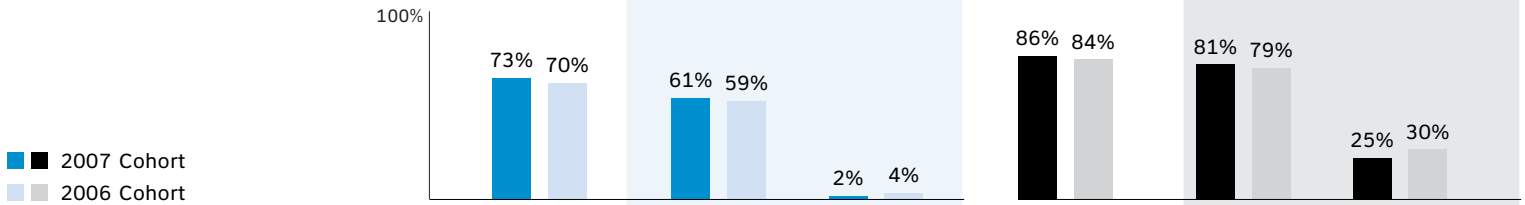
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	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	870	73%	61%	2%	890	70%	59%	4%
Female	435	74%	64%	2%	459	71%	60%	5%
Male	435	72%	57%	2%	431	68%	58%	4%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	212	64%	53%	1%	259	64%	54%	3%
Hispanic or Latino	640	76%	63%	3%	608	72%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	8	75%	50%	0%	7	57%	57%	14%
Multiracial					8	100%	88%	0%
Small Group Totals	10	60%	50%	10%	8	63%	50%	0%
General-Education Students	734	80%	69%	3%	740	76%	66%	5%
Students with Disabilities	136	32%	18%	0%	150	36%	23%	0%
English Proficient	742	73%	61%	3%	795	71%	60%	5%
Limited English Proficient	128	71%	57%	0%	95	59%	46%	0%
Economically Disadvantaged	776	75%	63%	2%	768	72%	62%	5%
Not Disadvantaged	94	56%	46%	1%	122	57%	40%	2%
Migrant								
Not Migrant	870	73%	61%	2%	890	70%	59%	4%

NOTES

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