



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #24**

District ID **34-24-00-01-0000**

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Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

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

Use this report to:

1

Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2

Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3

View School Accountability Status.

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

4

Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

District Profile

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

Enrollment

	2008-09	2009-10	2010-11
Pre-K	457	434	464
Kindergarten	4092	4661	4807
Grade 1	4136	4595	4843
Grade 2	3958	4489	4644
Grade 3	3835	4209	4490
Grade 4	3553	4162	4219
Grade 5	3450	3883	4169
Grade 6	3208	3611	3758
Ungraded Elementary	2172	235	196
Grade 7	3483	3825	3980
Grade 8	3623	3946	3955
Grade 9	4001	4024	3638
Grade 10	3425	3790	3769
Grade 11	2570	2736	2814
Grade 12	2677	2521	2894
Ungraded Secondary	1342	92	86
Total K-12	49525	50779	52262

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	24	25	26
Grade 8			
English	27	28	28
Mathematics	26	27	27
Science	27	29	28
Social Studies	28	29	28
Grade 10			
English	28	29	29
Mathematics	29	28	28
Science	28	27	31
Social Studies	29	29	30

Enrollment Information

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

Average Class Size Information

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

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	32756	66%	34349	68%	35888	69%
Reduced-Price Lunch	5675	11%	5674	11%	5131	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	12880	26%	13124	26%	13107	25%
Racial/Ethnic Origin						
American Indian or Alaska Native	100	0%	79	0%	94	0%
Black or African American	1988	4%	1861	4%	1888	4%
Hispanic or Latino	30435	61%	31436	62%	32586	62%
Asian or Native Hawaiian/Other Pacific Islander	9189	19%	9888	19%	10266	20%
White	7813	16%	7515	15%	7428	14%
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	2016	4%	1933	4%	1865	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	3406	3364	3361
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	5%	4%	4%
Percent with Fewer Than Three Years of Experience	13%	8%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	46%	50%
Total Number of Core Classes	7544	7546	7613
Percent Not Taught by Highly Qualified Teachers in This District	6%	5%	3%
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	9028	8985	9112
Percent Taught by Teachers Without Appropriate Certification	6%	5%	4%

Teacher Turnover Rate

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

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

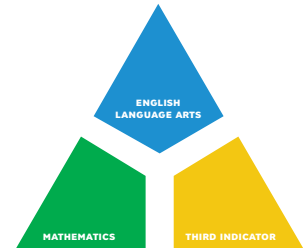
Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

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

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✗	✗	
Multiracial	—	—				
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 7 of 9	✗ 8 of 9	✓ 1 of 1	✗ 1 of 8	✗ 1 of 8	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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





























Elementary/Middle-Level English Language Arts

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




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

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (25271:23871)			99%		139	121	
Ethnicity							
American Indian or Alaska Native (51:46)			96%		154	108	
Black or African American (645:594)			99%		131	118	
Hispanic or Latino (15297:14457)			99%		129	121	
Asian or Native Hawaiian/Other Pacific Islander (5350:4994)			99%		157	120	
White (3904:3758)			99%		157	120	
Multiracial (24:22)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (4067:4086)			99%		92	120	98 103
Limited English Proficient (6117:7799)			99%		106	121	111 115
Economically Disadvantaged (22931:21620)			99%		137	121	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (12066:11420)			99%		146	121	
Male (13205:12451)			99%		133	121	
Migrant (0:0)							


Symbols

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

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

Elementary/Middle-Level Mathematics





























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

Accountability Measures 8 of 9 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (25289:24194)			100%		163	136	
Ethnicity							
American Indian or Alaska Native (52:46)			98%		167	123	
Black or African American (645:594)			99%		149	133	
Hispanic or Latino (15312:14641)			100%		153	136	
Asian or Native Hawaiian/Other Pacific Islander (5353:5099)			100%		185	135	
White (3903:3791)			100%		171	135	
Multiracial (24:23)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (4064:4099)			99%		122	135	125 130
Limited English Proficient (6122:8111)			100%		144	136	
Economically Disadvantaged (22949:21933)			100%		162	136	
Final AYP Determination	 8 of 9						
Non-Accountability Groups							
Female (12071:11577)			100%		164	136	
Male (13218:12617)			100%		162	136	
Migrant (0:0)							

Symbols

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

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

Elementary/Middle-Level Science

Accountability Status for This Subject (2011–12)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (8383:7943)	✓	Qualified	✓	99%	✓	174	100		
Ethnicity									
American Indian or Alaska Native (15:14)	—	—	—	—	—	—	—		—
Black or African American (206:186)		Qualified	✓	97%	✓	166	100		
Hispanic or Latino (5112:4832)		Qualified	✓	99%	✓	169	100		
Asian or Native Hawaiian/Other Pacific Islander (1782:1683)		Qualified	✓	99%	✓	185	100		
White (1258:1219)		Qualified	✓	99%	✓	180	100		
Multiracial (10:9)	—	—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (1313:1293)		Qualified	✓	96%	✓	147	100		
Limited English Proficient (2033:2498)		Qualified	✓	98%	✓	156	100		
Economically Disadvantaged (7695:7295)		Qualified	✓	99%	✓	173	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (3939:3732)				99%		173	100		
Male (4444:4211)				99%		175	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 1 of 8 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
<div>2010–112011–12</div>								
Accountability Groups								
All Students (3301:2930)	✗	✓	100%	✗	171	181	171‡	174
Ethnicity								
American Indian or Alaska Native (12:12)	–	–	–	–	–	–	–	
Black or African American (228:192)	✗	✓	100%	✗	166	175	172‡	169
Hispanic or Latino (2106:1922)	✗	✓	99%	✗	169	181	168‡	172
Asian or Native Hawaiian/Other Pacific Islander (566:456)	✓	✓	100%	✓	180	178		
White (389:348)	✗	✓	100%	✗	174	177	177	177
Multiracial (0:0)								
Other Groups								
Students with Disabilities (177:284)	✗	✓	99%	✗	126	177	132‡	133
Limited English Proficient (594:651)	✗	✓	98%	✗	142	179	147‡	148
Economically Disadvantaged (2720:2452)	✗	✓	100%	✗	175	181	175‡	178
Final AYP Determination	✗ 1 of 8							
Non-Accountability Groups								
Female (1435:1315)			100%		176	180		
Male (1866:1615)			99%		167	180		
Migrant (0:0)								

Symbols

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

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

Secondary-Level Mathematics

Accountability Status for This Subject (2011-12)



Good Standing

Accountability Measures

1 of 8

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010–11	2011–12
Accountability Groups								
All Students (3301:2930)	✗	✓	100%	✗	174	178	173*	177
Ethnicity								
American Indian or Alaska Native (12:12)	–	–	–	–	–	–		–
Black or African American (228:192)	✗	✓	100%	✗	165	172	165*	169
Hispanic or Latino (2106:1922)	✗	✓	100%	✗	171	178	169*	174
Asian or Native Hawaiian/Other Pacific Islander (566:456)	✓	✓	100%	✓	187	175		
White (389:348)	✗	✓	99%	✗	172	174	174	175
Multiracial (0:0)								
Other Groups								
Students with Disabilities (177:284)	✗	✓	100%	✗	125	174	135*	133
Limited English Proficient (594:651)	✗	✓	100%	✗	157	176	155*	161
Economically Disadvantaged (2720:2452)	✗	✓	100%	✗	175	178	174*	178
Final AYP Determination	✗ 1 of 8							
Non-Accountability Groups								
Female (1435:1315)			100%		176	177		
Male (1866:1615)			100%		172	177		
Migrant (0:0)								

Symbols



Made AYP



Made AYP Using Safe Harbor Target



Did not make AYP

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



Did not qualify for Safe Harbor

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

Graduation Rate

Accountability Status for This Indicator (2011–12)

Good Standing

Accountability Measures

0 of 1 Student groups making AYP in graduation rate

X Did not make AYP

Prospective Status

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

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (3003)	X	X	65%	80%	66%
Ethnicity					
American Indian or Alaska Native (5)		—	—	—	
Black or African American (245)		X	60%	80%	64%
Hispanic or Latino (1872)		X	61%	80%	63%
Asian or Native Hawaiian/Other Pacific Islander (484)		X	79%	80%	80%
White (390)		✓	70%	80%	68%
Multiracial (7)		—	—	—	
Other Groups					
Students with Disabilities (329)		X	37%	80%	44%
Limited English Proficient (679)		X	55%	80%	59%
Economically Disadvantaged (2279)		X	69%	80%	70%
Final AYP Determination	X 0 of 1				
Non-Accountability Groups					
Female (1311)			70%	80%	
Male (1692)			62%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

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

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

31 schools identified 62% of total

51ST AVENUE ACADEMY (THE PATH TO ACADEMIC SUCCESS)
 ACADEMY OF FINANCE AND ENTERPRISE
 AVIATION CAREER AND TECHNICAL HIGH SCHOOL
 BARD HIGH SCHOOL EARLY COLLEGE II
 CIVIC LEADERSHIP ACADEMY
 HIGH SCHOOL FOR ARTS AND BUSINESS
 HIGH SCHOOL OF APPLIED COMMUNICATIONS
 IS 119 THE GLENDALE
 LEARNERS AND LEADERS
 MIDDLE COLLEGE HIGH SCHOOL AT LAGUARDIA
 PAN AMERICAN INTERNATIONAL HIGH SCHOOL
 PIONEER ACADEMY
 PS 113 ISAAC CHAUNCEY
 PS 12 JAMES B COLGATE
 PS 128 JUNIPER VALLEY
 PS 13 CLEMENT C MOORE
 PS 14 FAIRVIEW
 PS 143 LOUIS ARMSTRONG
 PS 16
 PS 199 MAURICE A FITZGERALD
 PS 239
 PS 28 THOMAS EMANUEL EARLY CHILDHOOD CENTER
 PS 290
 PS 330
 PS 49 DOROTHY BONAWIT KOLE
 PS 7 LOUIS F SIMEONE
 PS 71 FOREST
 PS 87 MIDDLE VILLAGE
 PS 89 ELMHURST
 QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL
 ROBERT F WAGNER JR SECONDARY SCHOOL-ARTS AND TECHNOLOGY

Improvement (year 1) Basic

6 schools identified 12% of total

PS 102 BAYVIEW
 PS 19 MARINO JEANTET
 PS 229 EMANUEL KAPLAN
 PS 68 CAMBRIDGE
 PS 81 JEAN PAUL RICHTER
 PS 88 SENECA

Improvement (year 1) Focused

5 schools identified 10% of total

IS 125 THOMAS J MCCANN WOODSIDE
 IS 73 THE FRANK SANSIVIERI INTERMEDIATE SCHOOL
 IS 77
 IS 93 RIDGEWOOD
 PS 58 SCHOOL OF HEROES

Improvement (year 1) Comprehensive

1 school identified 2% of total

(continued).

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

Improvement (year 1) Comprehensive (continued)

INTERNATIONAL HIGH SCHOOL AT LAGUARDIA

Improvement (year 2) Comprehensive

1 school identified 2% of total

VOYAGES PREPARATORY

Corrective Action (year 1) Focused

1 school identified 2% of total

PS 153 MASPETH

Restructuring (advanced) Focused

2 schools identified 4% of total

IS 5 WALTER CROWLEY

PS 91 RICHARD ARKWRIGHT

Restructuring (advanced) Comprehensive

3 schools identified 6% of total

GROVER CLEVELAND HIGH SCHOOL

IS 61 LEONARDO DA VINCI

NEWTOWN HIGH SCHOOL







4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**







District ID **34-24-00-01-0000**

Summary of 2010–11 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	54%			4458
Grade 4	57%			4147
Grade 5	54%			4134
Grade 6	46%			3751
Grade 7	41%			3905
Grade 8	39%			3878

Mathematics

Grade 3	62%		4561
Grade 4	72%		4254
Grade 5	71%		4247
Grade 6	66%		3830
Grade 7	65%		4017
Grade 8	63%		3985

Science

Grade 4	88%		4235
Grade 8	63%		3953

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	75%			3307
Mathematics	75%			3307

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

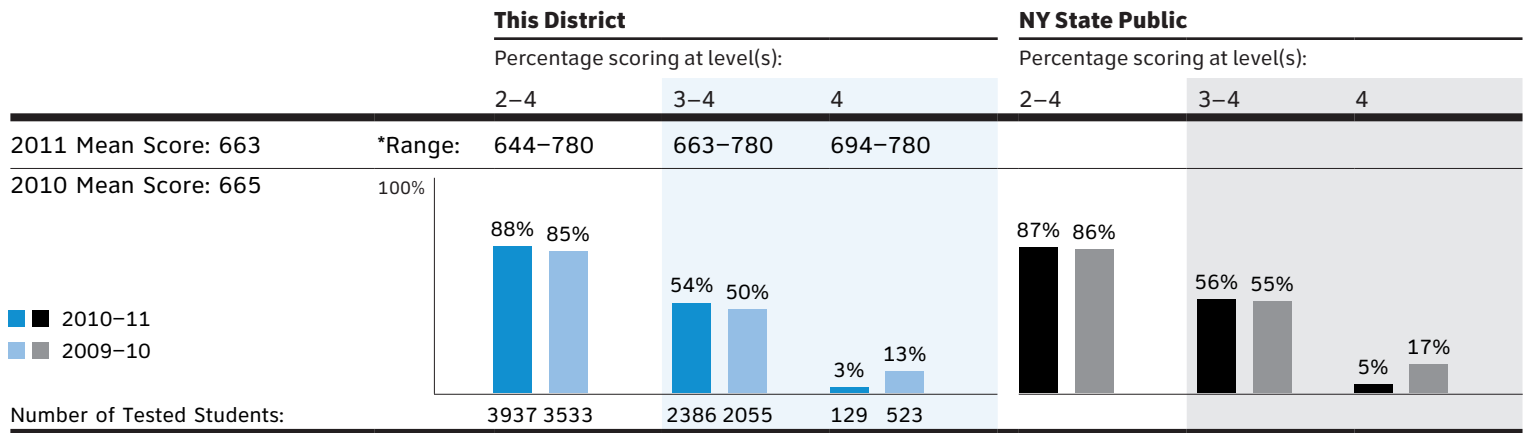
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	4458	88%	54%	3%	4144	85%	50%	13%
Female	2226	91%	59%	4%	1936	87%	52%	15%
Male	2232	86%	48%	2%	2208	84%	47%	10%
American Indian or Alaska Native	17	—	—	—	4	—	—	—
Black or African American	88	88%	55%	3%	86	86%	45%	9%
Hispanic or Latino	2824	86%	46%	1%	2573	83%	44%	9%
Asian or Native Hawaiian/Other Pacific Islander	871	92%	66%	5%	750	90%	60%	18%
White	656	92%	67%	6%	721	90%	59%	20%
Multiracial	2	—	—	—	10	—	—	—
Small Group Totals	19	89%	84%	5%	14	86%	79%	43%
General-Education Students	3826	93%	59%	3%	3502	91%	55%	14%
Students with Disabilities	632	59%	21%	0%	642	54%	19%	3%
English Proficient	3167	94%	65%	4%	2804	92%	60%	17%
Limited English Proficient	1291	75%	26%	0%	1340	71%	28%	4%
Economically Disadvantaged	3981	87%	51%	3%	3775	84%	48%	12%
Not Disadvantaged	477	95%	74%	5%	369	95%	67%	21%
Migrant								
Not Migrant	4458	88%	54%	3%	4144	85%	50%	13%

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	43	36	36	34	44	43	43	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	82	N/A	N/A	N/A	110	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	81	N/A	N/A	N/A	110	N/A	N/A	N/A

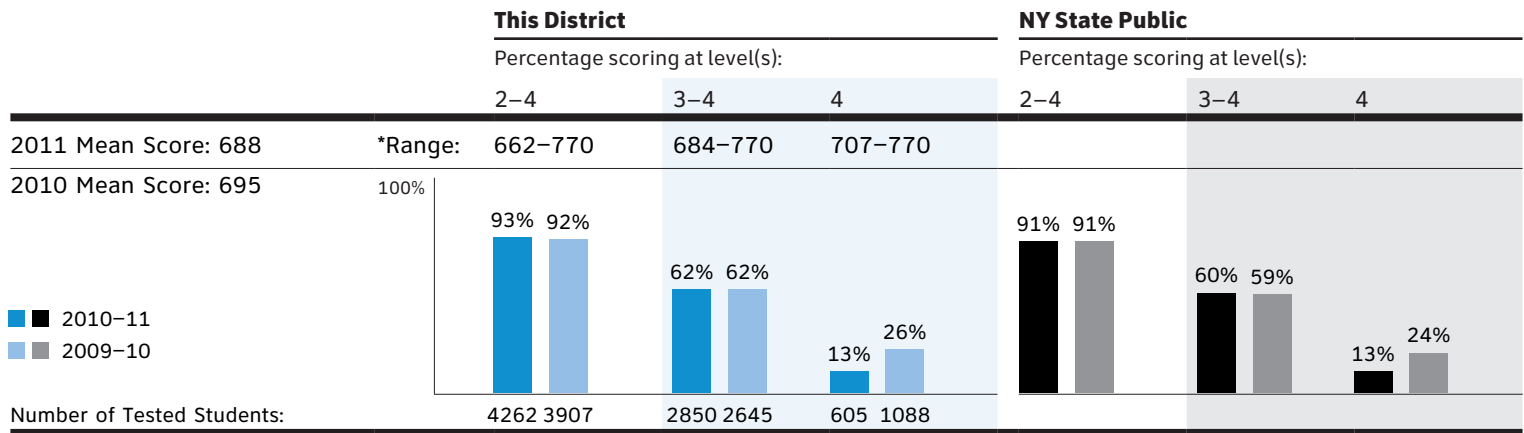
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	4561	93%	62%	13%	4255	92%	62%	26%
Female	2277	94%	61%	13%	1988	92%	62%	27%
Male	2284	93%	64%	14%	2267	91%	63%	24%
American Indian or Alaska Native	17	—	—	—	4	—	—	—
Black or African American	90	86%	59%	7%	88	89%	45%	15%
Hispanic or Latino	2887	92%	54%	7%	2618	90%	55%	19%
Asian or Native Hawaiian/Other Pacific Islander	900	97%	82%	27%	799	96%	80%	41%
White	665	95%	73%	23%	734	94%	70%	31%
Multiracial	2	—	—	—	12	—	—	—
Small Group Totals	19	95%	79%	16%	16	88%	63%	44%
General-Education Students	3926	96%	68%	15%	3609	95%	67%	29%
Students with Disabilities	635	79%	30%	3%	646	74%	32%	9%
English Proficient	3175	96%	71%	18%	2803	96%	71%	32%
Limited English Proficient	1386	88%	42%	3%	1452	84%	45%	13%
Economically Disadvantaged	4081	93%	61%	12%	3884	91%	61%	24%
Not Disadvantaged	480	97%	78%	25%	371	98%	77%	43%
Migrant								
Not Migrant	4561	93%	62%	13%	4255	92%	62%	26%

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

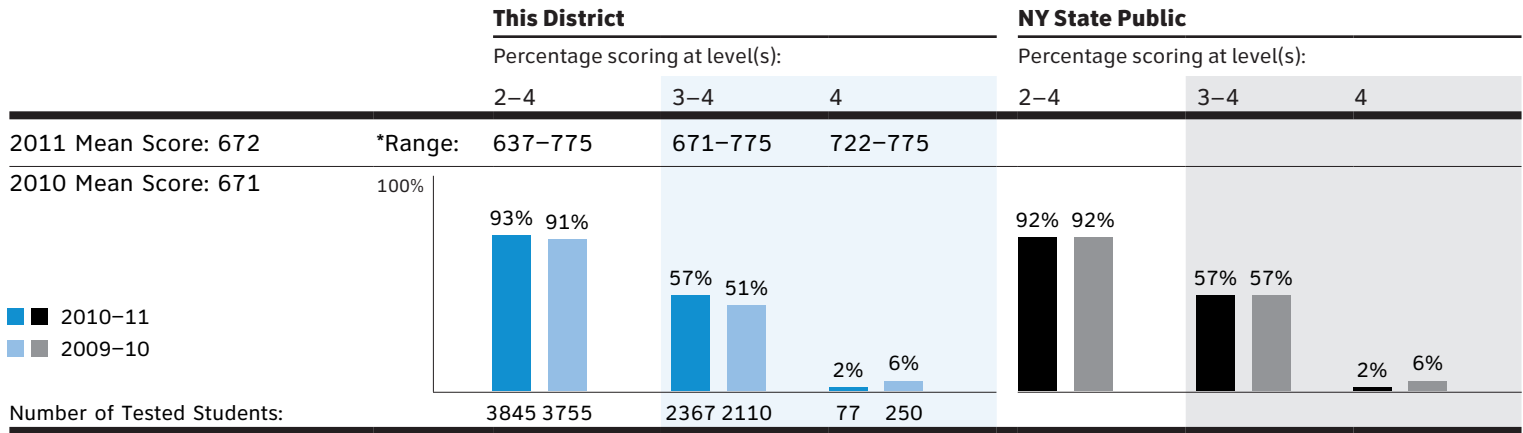
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	46	45	43	36	44	44	43	36

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4147	93%	57%	2%	4115	91%	51%	6%
Female	1928	94%	61%	2%	1941	93%	55%	8%
Male	2219	91%	53%	1%	2174	90%	48%	5%
American Indian or Alaska Native	8	100%	75%	0%	4	—	—	—
Black or African American	93	92%	52%	1%	91	86%	40%	0%
Hispanic or Latino	2567	92%	51%	1%	2386	88%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	783	95%	70%	3%	898	96%	70%	13%
White	690	94%	66%	4%	717	95%	66%	9%
Multiracial	6	83%	67%	0%	19	—	—	—
Small Group Totals					23	96%	48%	4%
General-Education Students	3505	96%	63%	2%	3487	95%	57%	7%
Students with Disabilities	642	72%	24%	0%	628	68%	18%	0%
English Proficient	3043	97%	68%	3%	2959	96%	63%	8%
Limited English Proficient	1104	81%	27%	0%	1156	78%	20%	0%
Economically Disadvantaged	3707	92%	55%	2%	3769	91%	49%	5%
Not Disadvantaged	440	97%	70%	5%	346	96%	73%	13%
Migrant								
Not Migrant	4147	93%	57%	2%	4115	91%	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.

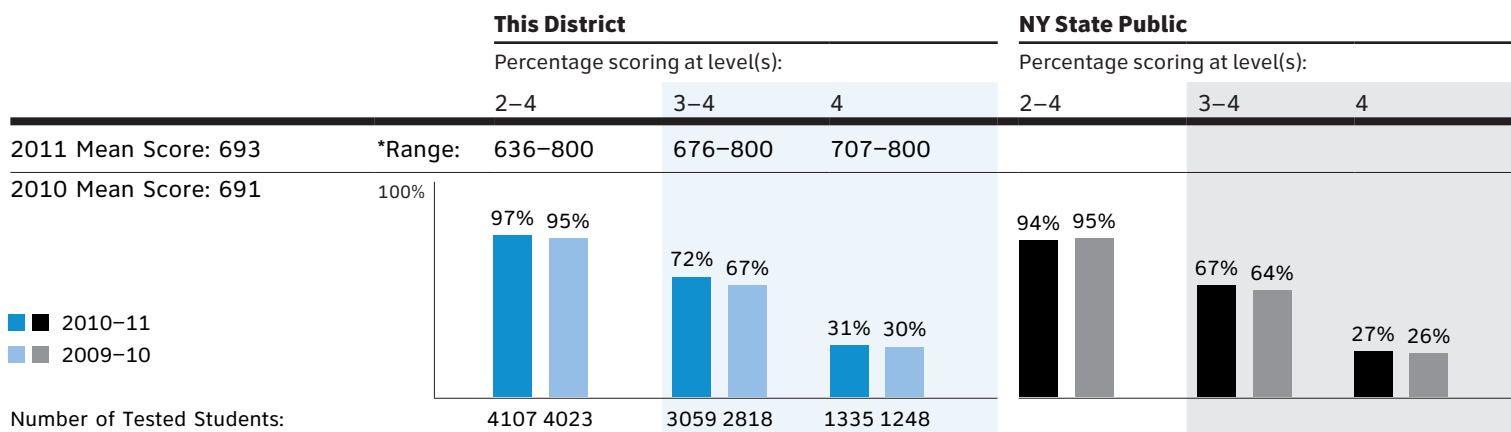
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

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	44	43	43	38	66	66	65	53
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	88	N/A	N/A	N/A	109	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	87	N/A	N/A	N/A	108	N/A	N/A	N/A

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

This District's Results in Grade 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	4254	97%	72%	31%	4229	95%	67%	30%
Female	1983	97%	71%	32%	1999	96%	66%	29%
Male	2271	96%	72%	31%	2230	95%	67%	30%
American Indian or Alaska Native	9	100%	78%	56%	4	—	—	—
Black or African American	93	98%	58%	18%	93	94%	58%	15%
Hispanic or Latino	2626	96%	66%	23%	2441	93%	58%	20%
Asian or Native Hawaiian/Other Pacific Islander	819	99%	86%	52%	944	98%	83%	49%
White	701	97%	78%	40%	728	98%	75%	38%
Multiracial	6	100%	67%	50%	19	—	—	—
Small Group Totals					23	96%	74%	22%
General-Education Students	3611	98%	77%	35%	3599	98%	73%	34%
Students with Disabilities	643	88%	42%	9%	630	81%	32%	6%
English Proficient	3052	99%	80%	39%	2963	98%	77%	38%
Limited English Proficient	1202	92%	51%	13%	1266	88%	43%	10%
Economically Disadvantaged	3808	96%	71%	30%	3879	95%	65%	28%
Not Disadvantaged	446	98%	81%	44%	350	98%	82%	47%
Migrant								
Not Migrant	4254	97%	72%	31%	4229	95%	67%	30%

NOTES

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Other Assessments

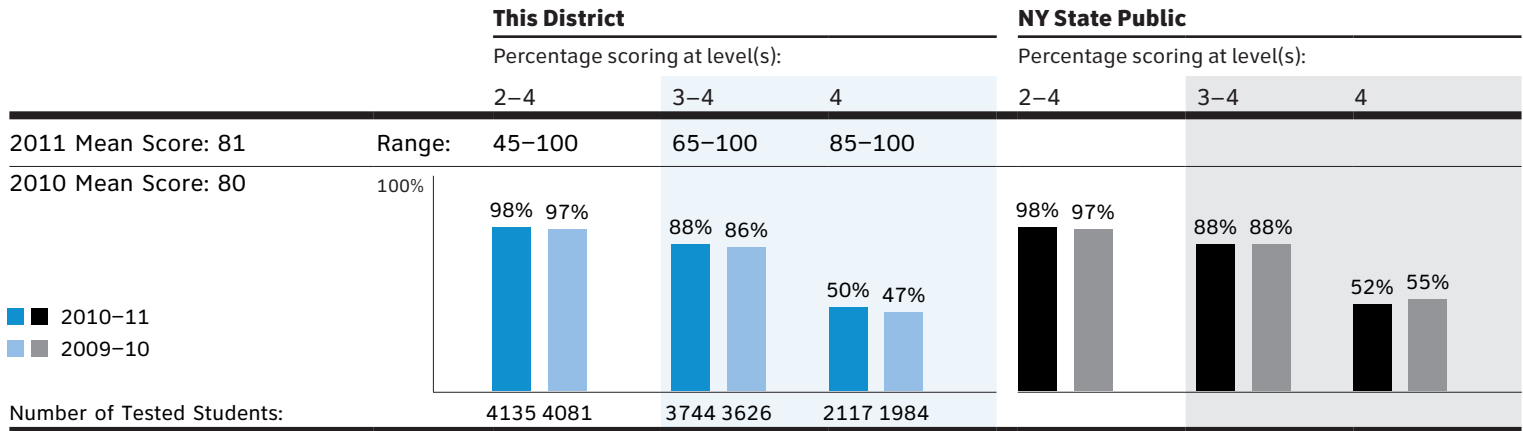
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	44	44	42	34	65	65	65	50

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	4235	98%	88%	50%	4216	97%	86%	47%
Female	1974	98%	88%	49%	1997	97%	86%	48%
Male	2261	97%	89%	51%	2219	97%	86%	46%
American Indian or Alaska Native	9	100%	89%	67%	4	—	—	—
Black or African American	91	100%	89%	40%	93	92%	85%	39%
Hispanic or Latino	2613	97%	86%	43%	2431	96%	82%	38%
Asian or Native Hawaiian/Other Pacific Islander	820	98%	93%	64%	944	98%	92%	64%
White	696	99%	93%	61%	725	99%	91%	57%
Multiracial	6	83%	83%	33%	19	—	—	—
Small Group Totals					23	96%	96%	61%
General-Education Students	3601	98%	91%	54%	3586	98%	90%	52%
Students with Disabilities	634	94%	74%	27%	630	89%	64%	18%
English Proficient	3043	99%	95%	61%	2955	99%	94%	59%
Limited English Proficient	1192	93%	73%	21%	1261	92%	67%	18%
Economically Disadvantaged	3790	97%	88%	48%	3865	97%	85%	45%
Not Disadvantaged	445	99%	94%	66%	351	98%	95%	69%
Migrant								
Not Migrant	4235	98%	88%	50%	4216	97%	86%	47%

NOTES

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Other Assessments

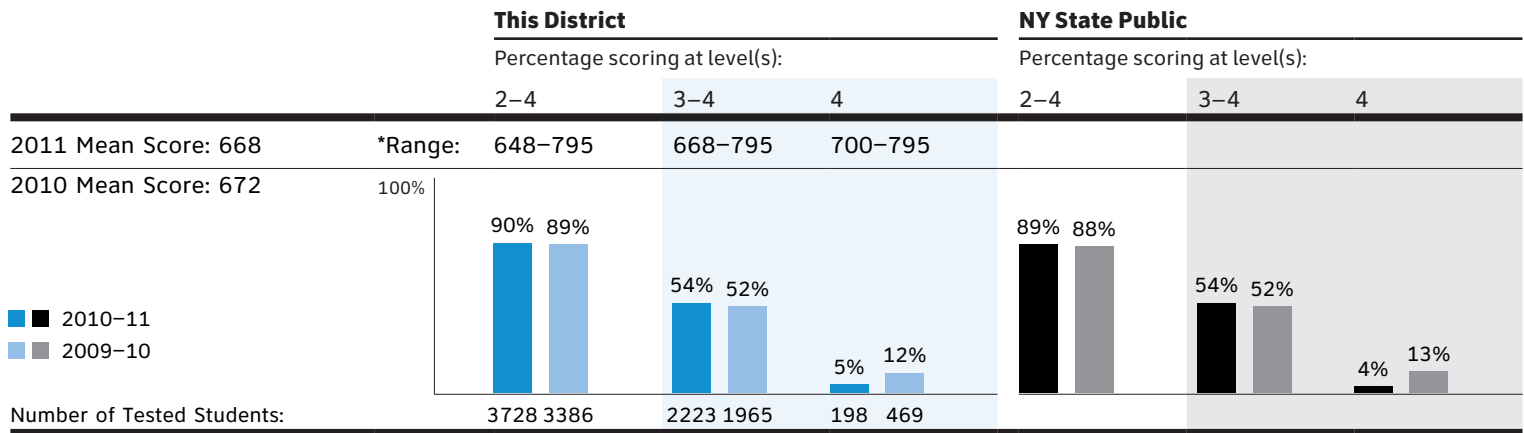
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	44	41	41	40	65	63	62	58

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	4134	90%	54%	5%	3810	89%	52%	12%
Female	1968	92%	58%	5%	1854	91%	57%	15%
Male	2166	89%	50%	4%	1956	87%	46%	9%
American Indian or Alaska Native	4	—	—	—	3	—	—	—
Black or African American	100	91%	48%	1%	86	84%	53%	9%
Hispanic or Latino	2394	87%	44%	2%	2327	86%	42%	7%
Asian or Native Hawaiian/Other Pacific Islander	935	95%	70%	9%	771	94%	69%	23%
White	697	95%	66%	8%	612	94%	63%	19%
Multiracial	4	—	—	—	11	—	—	—
Small Group Totals	8	88%	63%	38%	14	93%	57%	7%
General-Education Students	3489	95%	61%	6%	3163	94%	58%	14%
Students with Disabilities	645	65%	16%	0%	647	63%	18%	3%
English Proficient	3237	96%	65%	6%	2957	95%	61%	16%
Limited English Proficient	897	69%	14%	0%	853	68%	19%	1%
Economically Disadvantaged	3677	90%	52%	4%	3480	88%	50%	11%
Not Disadvantaged	457	94%	69%	9%	330	95%	70%	22%
Migrant								
Not Migrant	4134	90%	54%	5%	3810	89%	52%	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 5 Equivalent	64	61	61	51	56	52	51	43
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	90	N/A	N/A	N/A	109	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	91	N/A	N/A	N/A	110	N/A	N/A	N/A

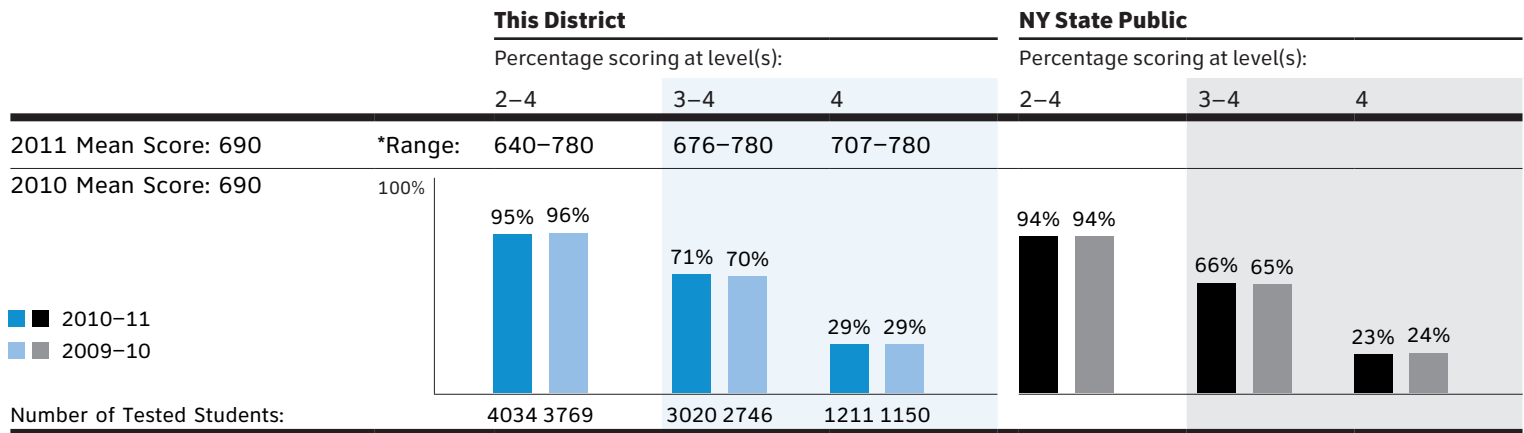
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	4247	95%	71%	29%	3928	96%	70%	29%
Female	2019	96%	72%	28%	1909	96%	71%	29%
Male	2228	94%	70%	29%	2019	96%	69%	29%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	101	94%	64%	15%	87	91%	59%	17%
Hispanic or Latino	2459	93%	63%	18%	2380	95%	62%	20%
Asian or Native Hawaiian/Other Pacific Islander	971	99%	86%	52%	820	99%	87%	49%
White	707	98%	81%	36%	627	97%	80%	40%
Multiracial	5	-	-	-	11	-	-	-
Small Group Totals	9	89%	56%	22%	14	93%	50%	36%
General-Education Students	3601	97%	78%	33%	3275	98%	76%	33%
Students with Disabilities	646	83%	35%	5%	653	86%	37%	8%
English Proficient	3253	98%	80%	35%	2965	98%	79%	35%
Limited English Proficient	994	85%	40%	8%	963	88%	42%	10%
Economically Disadvantaged	3787	95%	70%	27%	3595	96%	69%	28%
Not Disadvantaged	460	97%	81%	41%	333	98%	82%	45%
Migrant								
Not Migrant	4247	95%	71%	29%	3928	96%	70%	29%

NOTES

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Other Assessments

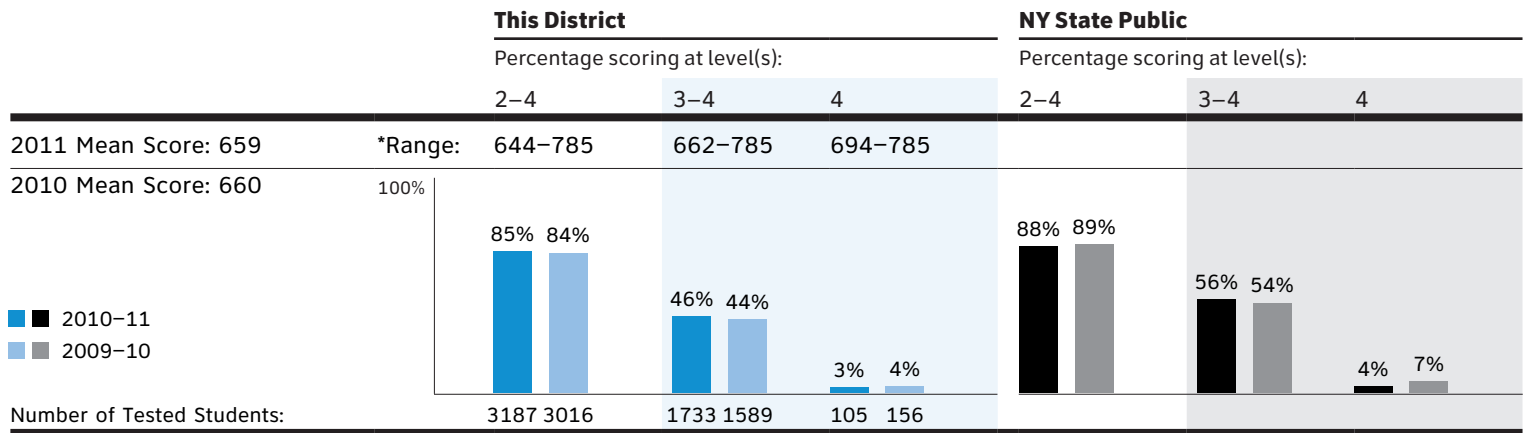
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	64	63	63	57	55	53	53	47

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3751	85%	46%	3%	3573	84%	44%	4%
Female	1808	88%	50%	4%	1718	86%	49%	5%
Male	1943	82%	43%	2%	1855	83%	41%	3%
American Indian or Alaska Native	9	—	—	—	4	—	—	—
Black or African American	93	80%	42%	1%	123	85%	28%	2%
Hispanic or Latino	2281	81%	35%	1%	2185	80%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	750	91%	65%	7%	685	92%	67%	12%
White	614	93%	65%	5%	569	91%	57%	7%
Multiracial	4	—	—	—	7	—	—	—
Small Group Totals	13	92%	69%	15%	11	91%	36%	0%
General-Education Students	3108	91%	53%	3%	2954	91%	51%	5%
Students with Disabilities	643	56%	13%	0%	619	54%	11%	0%
English Proficient	3022	94%	56%	3%	2899	93%	54%	5%
Limited English Proficient	729	49%	5%	0%	674	47%	5%	0%
Economically Disadvantaged	3394	85%	45%	2%	3224	84%	43%	4%
Not Disadvantaged	357	89%	61%	8%	349	92%	61%	6%
Migrant								
Not Migrant	3751	85%	46%	3%	3573	84%	44%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	62	59	58	50	47	44	44	41
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	59	N/A	N/A	N/A	129	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	59	N/A	N/A	N/A	131	N/A	N/A	N/A

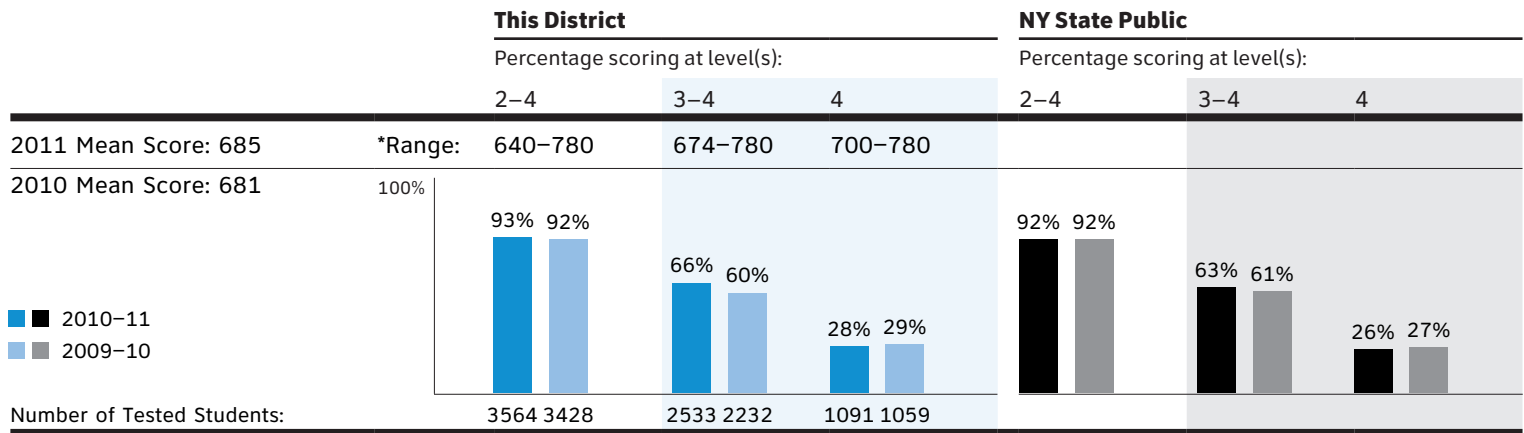
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	3830	93%	66%	28%	3710	92%	60%	29%
Female	1850	94%	68%	30%	1790	93%	60%	30%
Male	1980	92%	64%	27%	1920	92%	60%	27%
American Indian or Alaska Native	9	—	—	—	4	—	—	—
Black or African American	95	82%	47%	14%	125	87%	43%	7%
Hispanic or Latino	2329	91%	57%	16%	2247	91%	51%	18%
Asian or Native Hawaiian/Other Pacific Islander	775	98%	89%	57%	743	97%	85%	57%
White	618	96%	75%	41%	584	94%	69%	36%
Multiracial	4	—	—	—	7	—	—	—
Small Group Totals	13	92%	77%	31%	11	91%	73%	27%
General-Education Students	3186	96%	73%	33%	3088	96%	68%	33%
Students with Disabilities	644	78%	31%	5%	622	77%	24%	5%
English Proficient	3033	96%	74%	34%	2905	96%	70%	35%
Limited English Proficient	797	80%	37%	7%	805	78%	25%	6%
Economically Disadvantaged	3470	93%	65%	28%	3355	92%	59%	27%
Not Disadvantaged	360	94%	74%	37%	355	95%	73%	39%
Migrant								
Not Migrant	3830	93%	66%	28%	3710	92%	60%	29%

NOTES

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Other Assessments

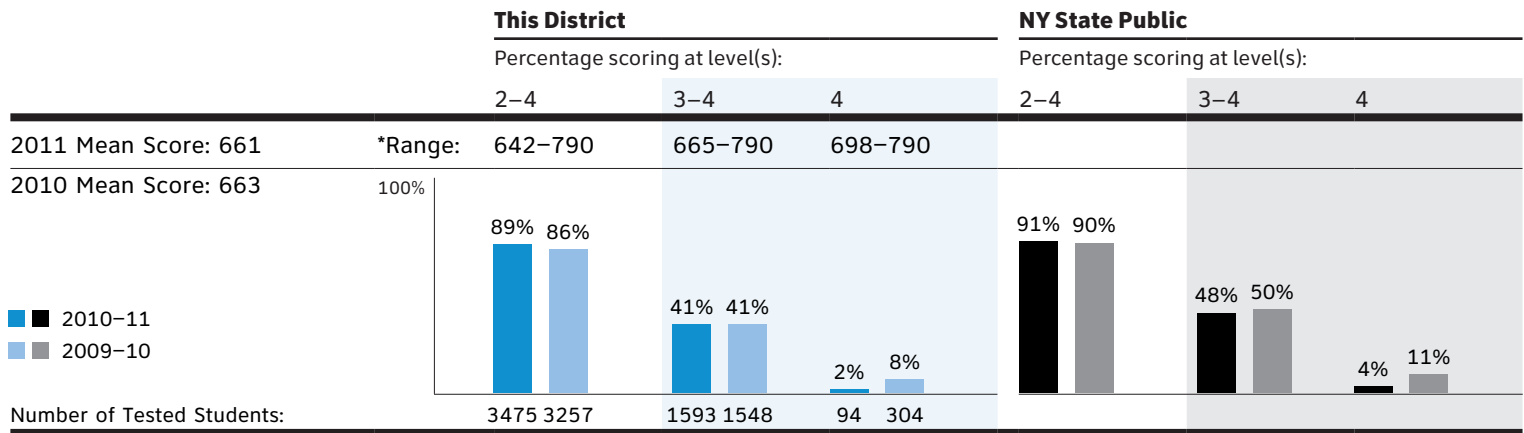
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	62	62	59	52	48	46	46	40

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3905	89%	41%	2%	3775	86%	41%	8%
Female	1865	91%	46%	3%	1839	89%	47%	10%
Male	2040	87%	36%	1%	1936	84%	35%	6%
American Indian or Alaska Native	3	—	—	—	5	—	—	—
Black or African American	139	—	—	—	95	87%	24%	3%
Hispanic or Latino	2334	86%	31%	1%	2337	83%	33%	4%
Asian or Native Hawaiian/Other Pacific Islander	840	92%	60%	6%	811	92%	60%	17%
White	589	95%	54%	4%	524	90%	51%	13%
Multiracial					3	—	—	—
Small Group Totals	142	89%	31%	1%	8	88%	75%	13%
General-Education Students	3332	93%	46%	3%	3195	91%	47%	9%
Students with Disabilities	573	66%	10%	0%	580	60%	8%	0%
English Proficient	3193	97%	49%	3%	3141	94%	48%	10%
Limited English Proficient	712	54%	3%	0%	634	50%	5%	0%
Economically Disadvantaged	3622	89%	40%	2%	3476	86%	40%	8%
Not Disadvantaged	283	89%	56%	5%	299	84%	49%	14%
Migrant								
Not Migrant	3905	89%	41%	2%	3775	86%	41%	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	50	50	47	44	50	50	48	48
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	91	N/A	N/A	N/A	130	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	91	N/A	N/A	N/A	135	N/A	N/A	N/A

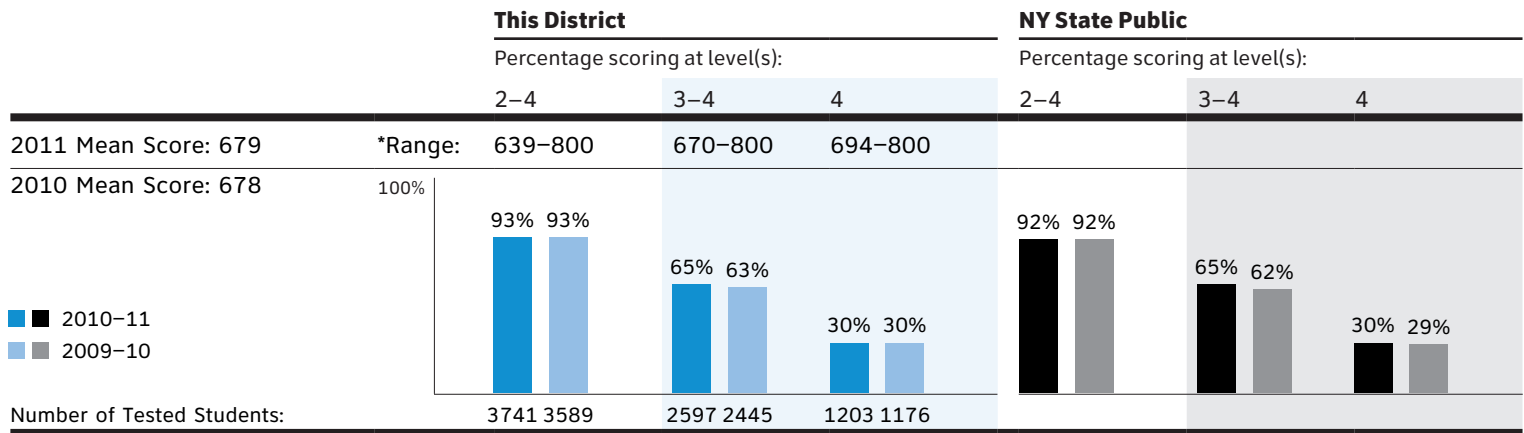
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	4017	93%	65%	30%	3879	93%	63%	30%
Female	1915	94%	65%	30%	1889	92%	64%	31%
Male	2102	92%	64%	29%	1990	93%	62%	29%
American Indian or Alaska Native	3	—	—	—	5	—	—	—
Black or African American	139	—	—	—	100	82%	37%	9%
Hispanic or Latino	2391	92%	56%	19%	2352	91%	56%	20%
Asian or Native Hawaiian/Other Pacific Islander	885	97%	84%	56%	884	98%	81%	56%
White	599	94%	70%	37%	535	93%	69%	37%
Multiracial					3	—	—	—
Small Group Totals	142	89%	59%	17%	8	88%	75%	50%
General-Education Students	3434	96%	71%	34%	3302	96%	69%	35%
Students with Disabilities	583	77%	28%	5%	577	74%	26%	5%
English Proficient	3207	96%	74%	35%	3135	96%	70%	35%
Limited English Proficient	810	80%	30%	8%	744	78%	33%	10%
Economically Disadvantaged	3731	93%	64%	29%	3575	93%	63%	30%
Not Disadvantaged	286	90%	71%	42%	304	88%	65%	35%
Migrant								
Not Migrant	4017	93%	65%	30%	3879	93%	63%	30%

NOTES

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Other Assessments

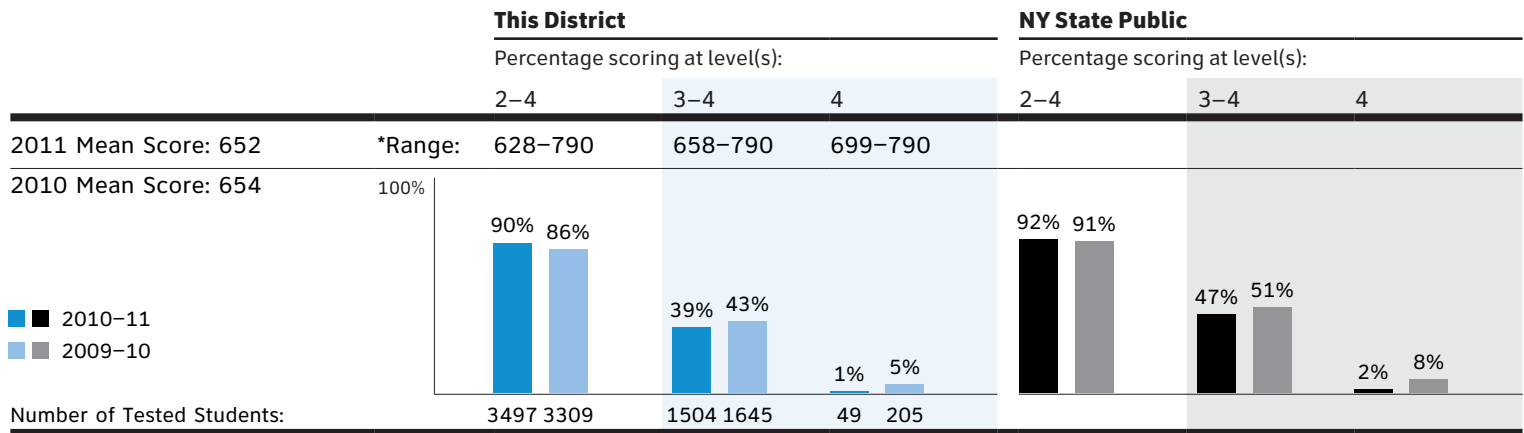
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	50	50	49	42	49	47	47	40

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	3878	90%	39%	1%	3857	86%	43%	5%
Female	1844	93%	44%	2%	1844	89%	49%	7%
Male	2034	88%	34%	1%	2013	83%	36%	3%
American Indian or Alaska Native	6	—	—	—	4	—	—	—
Black or African American	104	85%	24%	0%	121	83%	31%	5%
Hispanic or Latino	2354	89%	31%	0%	2284	84%	34%	3%
Asian or Native Hawaiian/Other Pacific Islander	886	93%	53%	3%	884	88%	62%	12%
White	524	92%	51%	2%	562	91%	52%	6%
Multiracial	4	—	—	—	2	—	—	—
Small Group Totals	10	80%	50%	10%	6	50%	33%	0%
General-Education Students	3322	94%	44%	1%	3316	90%	48%	6%
Students with Disabilities	556	70%	7%	0%	541	62%	11%	0%
English Proficient	3208	96%	46%	2%	3213	95%	51%	6%
Limited English Proficient	670	61%	2%	0%	644	41%	2%	0%
Economically Disadvantaged	3678	90%	39%	1%	3520	86%	42%	5%
Not Disadvantaged	200	86%	43%	1%	337	84%	49%	8%
Migrant								
Not Migrant	3878	90%	39%	1%	3857	86%	43%	5%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	50	48	44	42	50	50	49	44
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	105	N/A	N/A	N/A	146	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	104	N/A	N/A	N/A	147	N/A	N/A	N/A

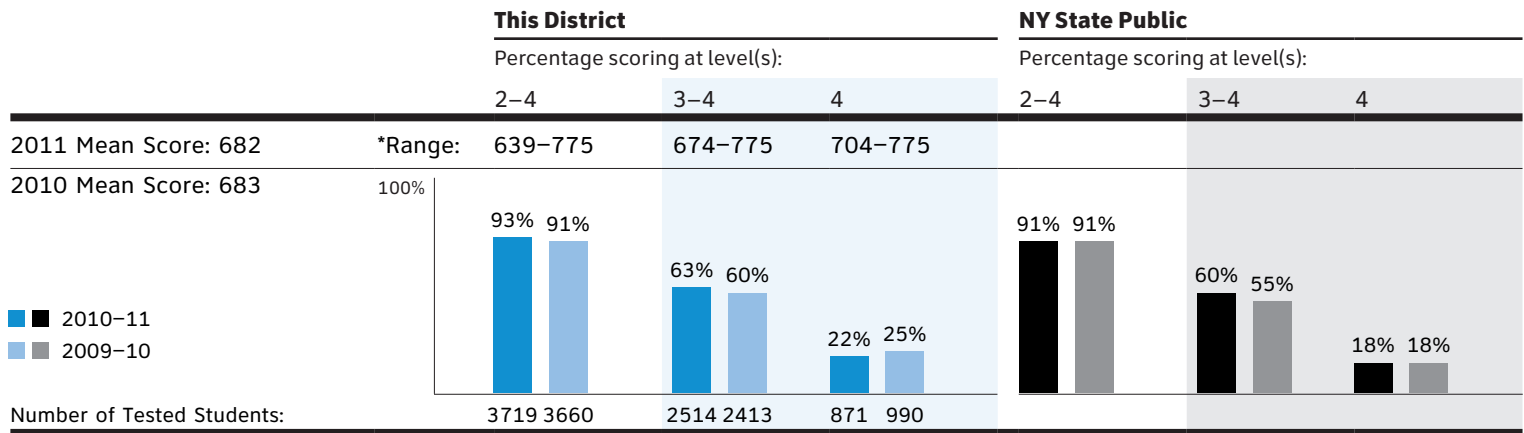
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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	3985	93%	63%	22%	4002	91%	60%	25%
Female	1895	94%	65%	23%	1913	93%	64%	28%
Male	2090	92%	62%	20%	2089	90%	57%	22%
American Indian or Alaska Native	6	—	—	—	4	—	—	—
Black or African American	104	88%	42%	4%	122	76%	42%	9%
Hispanic or Latino	2398	92%	54%	12%	2339	89%	51%	14%
Asian or Native Hawaiian/Other Pacific Islander	941	98%	87%	48%	962	98%	84%	54%
White	532	94%	65%	25%	573	93%	61%	25%
Multiracial	4	—	—	—	2	—	—	—
Small Group Totals	10	90%	60%	30%	6	100%	67%	0%
General-Education Students	3434	96%	69%	25%	3463	95%	66%	28%
Students with Disabilities	551	76%	26%	2%	539	71%	22%	3%
English Proficient	3209	96%	69%	26%	3212	95%	67%	28%
Limited English Proficient	776	83%	40%	7%	790	77%	32%	9%
Economically Disadvantaged	3786	94%	64%	22%	3657	92%	61%	25%
Not Disadvantaged	199	87%	55%	19%	345	84%	57%	26%
Migrant								
Not Migrant	3985	93%	63%	22%	4002	91%	60%	25%

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

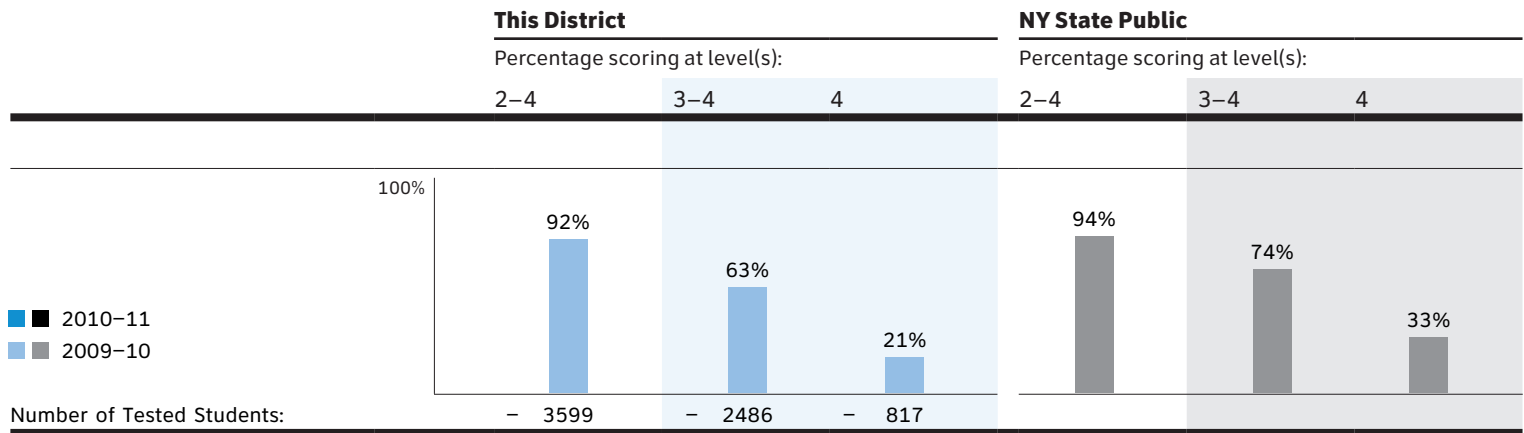
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	50	46	45	30	49	47	46	38

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3953	94%	63%	16%	3876	92%	63%	21%
Female	1880	95%	61%	16%	1847	93%	62%	20%
Male	2073	94%	65%	16%	2029	91%	65%	21%
American Indian or Alaska Native	6	-	-	-	4	-	-	-
Black or African American	102	90%	47%	1%	114	85%	45%	8%
Hispanic or Latino	2373	93%	56%	9%	2265	90%	55%	12%
Asian or Native Hawaiian/Other Pacific Islander	940	98%	79%	33%	938	97%	83%	40%
White	528	95%	70%	20%	554	94%	71%	27%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	10	90%	70%	20%	5	80%	20%	0%
General-Education Students	3418	96%	69%	18%	3357	94%	69%	24%
Students with Disabilities	535	81%	26%	1%	519	76%	29%	3%
English Proficient	3184	97%	72%	19%	3095	96%	72%	25%
Limited English Proficient	769	83%	28%	2%	781	76%	29%	3%
Economically Disadvantaged	3753	95%	64%	16%	3553	92%	64%	21%
Not Disadvantaged	200	88%	60%	15%	323	90%	62%	24%
Migrant								
Not Migrant	3953	94%	63%	16%	3876	92%	63%	21%

NOTES

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

Other Assessments

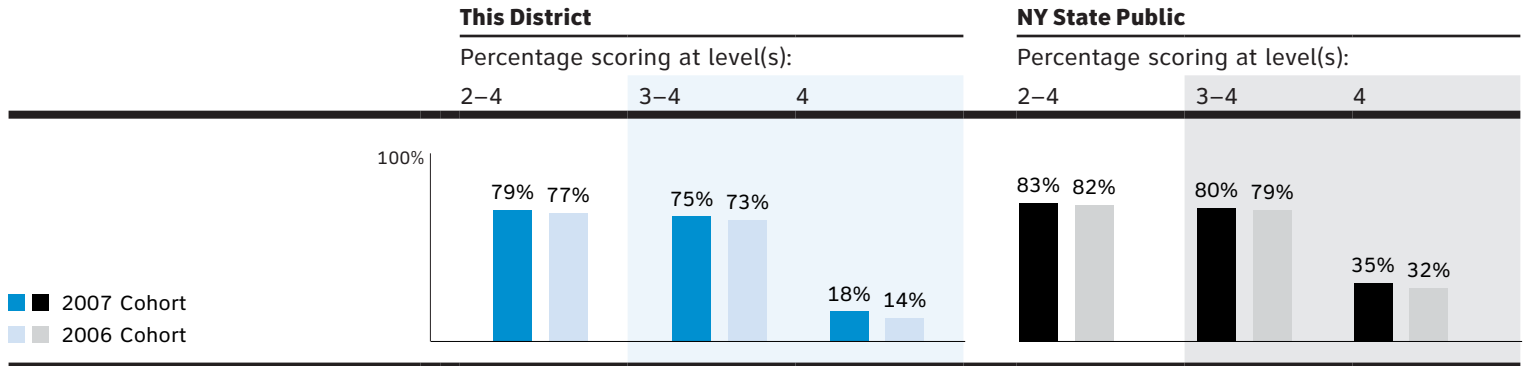
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	50	41	38	36	50	48	47	41
Regents Science	1	-	-	-	42	35	27	8

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3307	79%	75%	18%	3016	77%	73%	14%
Female	1463	83%	79%	20%	1316	81%	78%	16%
Male	1844	76%	72%	16%	1700	73%	69%	12%
American Indian or Alaska Native	12	—	—	—	5	60%	60%	0%
Black or African American	237	74%	68%	13%	245	75%	69%	13%
Hispanic or Latino	2168	77%	74%	15%	1881	74%	70%	11%
Asian or Native Hawaiian/Other Pacific Islander	494	88%	84%	27%	486	86%	83%	22%
White	395	79%	78%	23%	392	80%	77%	18%
Multiracial	1	—	—	—	7	71%	71%	0%
Small Group Totals	13	85%	85%	38%				
General-Education Students	2951	83%	80%	20%	2697	81%	78%	15%
Students with Disabilities	356	42%	33%	3%	319	39%	33%	1%
English Proficient	2664	84%	81%	21%	2431	81%	78%	16%
Limited English Proficient	643	59%	51%	4%	585	59%	52%	4%
Economically Disadvantaged	2676	83%	79%	19%	2287	81%	77%	15%
Not Disadvantaged	631	61%	58%	13%	729	64%	59%	10%
Migrant								
Not Migrant	3307	79%	75%	18%	3016	77%	73%	14%

NOTES

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

* 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.

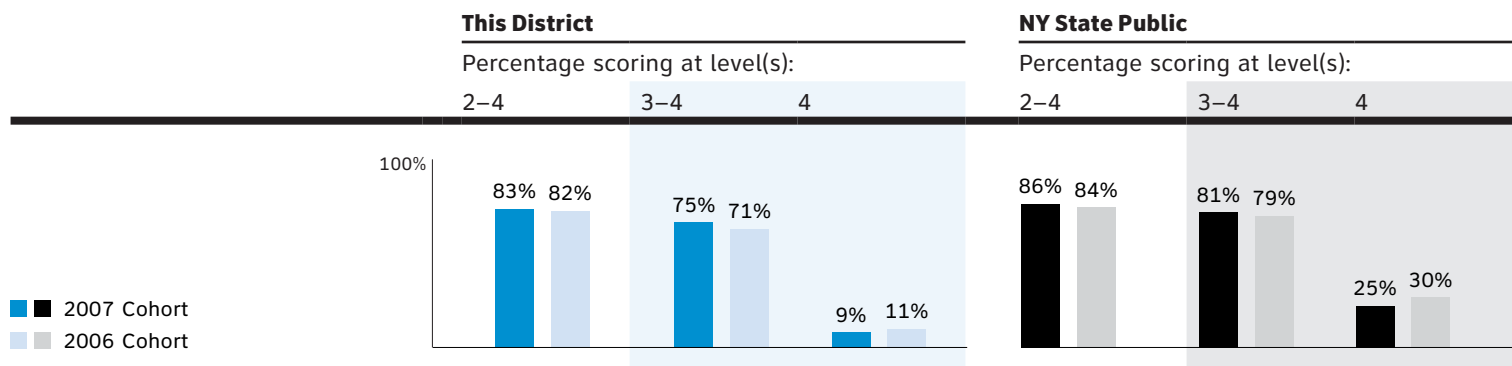
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #24**

District ID **34-24-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	3307	83%	75%	9%	3016	82%	71%	11%
Female	1463	86%	78%	8%	1316	85%	73%	9%
Male	1844	81%	73%	10%	1700	80%	69%	12%
American Indian or Alaska Native	12	—	—	—	5	60%	60%	20%
Black or African American	237	76%	65%	3%	245	75%	62%	7%
Hispanic or Latino	2168	82%	73%	6%	1881	80%	67%	6%
Asian or Native Hawaiian/Other Pacific Islander	494	92%	88%	24%	486	92%	89%	29%
White	395	82%	74%	11%	392	82%	74%	14%
Multiracial	1	—	—	—	7	86%	57%	0%
Small Group Totals	13	85%	85%	8%				
General-Education Students	2951	88%	80%	10%	2697	87%	76%	12%
Students with Disabilities	356	44%	29%	0%	319	45%	32%	1%
English Proficient	2664	86%	79%	10%	2431	85%	76%	13%
Limited English Proficient	643	71%	57%	5%	585	72%	53%	4%
Economically Disadvantaged	2676	86%	78%	10%	2287	86%	75%	12%
Not Disadvantaged	631	72%	61%	4%	729	71%	60%	9%
Migrant								
Not Migrant	3307	83%	75%	9%	3016	82%	71%	11%

NOTES

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