



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #26**

District ID **34-26-00-01-0000**

Superintendent **ANITA SAUNDERS**

Telephone **(718) 631-6982**

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	662	646	663
Kindergarten	1496	1627	1615
Grade 1	1430	1646	1726
Grade 2	1488	1571	1670
Grade 3	1615	1590	1596
Grade 4	1537	1776	1653
Grade 5	1592	1642	1810
Grade 6	1743	1842	1792
Ungraded Elementary	615	40	21
Grade 7	1841	1883	1879
Grade 8	1899	2013	1926
Grade 9	4023	4519	4258
Grade 10	4215	4222	4214
Grade 11	3811	3773	3361
Grade 12	3216	3448	3725
Ungraded Secondary	1151	116	119
Total K-12	31672	31708	31365

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	25	25	26
Grade 8			
English	33	32	31
Mathematics	32	31	32
Science	33	30	30
Social Studies	33	31	31
Grade 10			
English	30	31	32
Mathematics	32	32	30
Science	33	31	32
Social Studies	32	31	32

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #26

District ID 34-26-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	9626	30%	11189	35%	12274	39%
Reduced-Price Lunch	3977	13%	4021	13%	3732	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2700	9%	2632	8%	2527	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	69	0%	73	0%	85	0%
Black or African American	4999	16%	4856	15%	4570	15%
Hispanic or Latino	4894	15%	4936	16%	5000	16%
Asian or Native Hawaiian/Other Pacific Islander	15456	49%	15824	50%	15750	50%
White	6254	20%	6019	19%	5960	19%
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	907	3%	964	3%	910	3%

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	1923	1859	1789
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	6%	4%	4%
Percent with Fewer Than Three Years of Experience	8%	4%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	58%	62%
Total Number of Core Classes	5162	4925	4630
Percent Not Taught by Highly Qualified Teachers in This District	6%	4%	4%
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	6093	5861	5553
Percent Taught by Teachers Without Appropriate Certification	8%	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	10%	10%	11%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

■ Good Standing

ELA	■ Good Standing	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
NO	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	✓	✓	—	—	—	—
Other Groups						
Students with Disabilities	✓	✓	—	✗	✗	—
Limited English Proficient	✓	✓	—	✗	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✗ 5 of 8	✗ 7 of 8	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 9 of 9 Student groups making AYP in English language arts
✓ 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 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 (10932:10485)	✓	✓	99%	✓	172	121	
Ethnicity							
American Indian or Alaska Native (21:20)	—	—	—	—	—	—	—
Black or African American (649:615)	✓	✓	99%	✓	154	118	
Hispanic or Latino (1342:1279)	✓	✓	99%	✓	163	119	
Asian or Native Hawaiian/Other Pacific Islander (6292:6032)	✓	✓	100%	✓	177	121	
White (2586:2501)	✓	✓	98%	✓	169	120	
Multiracial (42:38)	✓	✓	100%	✓	176	106	
Other Groups							
Students with Disabilities (1792:1843)	✓	✓	96%	✓	133	119	
Limited English Proficient (695:1081)	✓	✓	97%	✓	138	119	
Economically Disadvantaged (5929:5637)	✓	✓	100%	✓	167	121	
Final AYP Determination	✓	9 of 9					
Non-Accountability Groups							
Female (5160:4962)			99%		178	120	
Male (5772:5523)			99%		168	121	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

Elementary/Middle-Level Mathematics

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

Accountability Measures 9 of 9 Student groups making AYP in mathematics
✓ Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (10936:10566)	✓	✓	99%	✓	188	136	
Ethnicity							
American Indian or Alaska Native (21:19)	—	—	—	—	—	—	—
Black or African American (650:614)	✓	✓	98%	✓	170	133	
Hispanic or Latino (1343:1286)	✓	✓	99%	✓	177	134	
Asian or Native Hawaiian/Other Pacific Islander (6291:6106)	✓	✓	100%	✓	194	136	
White (2588:2503)	✓	✓	98%	✓	183	135	
Multiracial (43:38)	✓	✓	100%	✓	195	121	
Other Groups							
Students with Disabilities (1790:1837)	✓	✓	96%	✓	162	134	
Limited English Proficient (695:1173)	✓	✓	99%	✓	181	134	
Economically Disadvantaged (5930:5705)	✓	✓	100%	✓	187	136	
Final AYP Determination	✓	9 of 9					
Non-Accountability Groups							
Female (5160:4993)			100%		189	135	
Male (5776:5573)			99%		187	136	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} 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 (3694:3519)	✓	Qualified	✓	98%	✓	190	100		
Ethnicity									
American Indian or Alaska Native (7:6)	–	–	–	–	–	–	–		–
Black or African American (254:242)		Qualified	✓	97%	✓	179	100		
Hispanic or Latino (439:405)		Qualified	✓	97%	✓	185	100		
Asian or Native Hawaiian/Other Pacific Islander (2129:2057)		Qualified	✓	100%	✓	192	100		
White (857:803)		Qualified	✓	95%	✓	189	100		
Multiracial (8:6)	–	–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (602:567)		Qualified	✓	89%	✓	173	100		
Limited English Proficient (256:388)		Qualified	✓	100%	✓	173	100		
Economically Disadvantaged (1998:1906)		Qualified	✓	99%	✓	186	100		
Final AYP Determination	✓	1 of 1							
Non-Accountability Groups									
Female (1756:1675)				98%		190	100		
Male (1938:1844)				97%		190	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 ■ Good Standing
for This Subject
(2011–12)

Accountability Measures 5 of 8 Student groups making AYP in English language arts
✗ Did not make AYP

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

How did students in each accountability group perform on secondary-level 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 (4442:3910)	✓	✓	100%	✓	184	181	
Ethnicity							
American Indian or Alaska Native (11:9)	—	—	—	—	—	—	—
Black or African American (939:940)	✗	✓	100%	✗	174	179	178 177
Hispanic or Latino (798:689)	✓	✓	99%	✓	179	179	
Asian or Native Hawaiian/Other Pacific Islander (2031:1711)	✓	✓	100%	✓	190	180	
White (662:561)	✓	✓	98%	✓	186	178	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (303:383)	✗	✓	100%	✗	136	177	133‡ 142
Limited English Proficient (321:371)	✗	✓	99%	✗	159	177	163 163
Economically Disadvantaged (2498:2101)	✓	✓	100%	✓	186	181	
Final AYP Determination	✗	5 of 8					
Non-Accountability Groups							
Female (2398:2064)			100%		189	181	
Male (2044:1846)			99%		178	180	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Secondary-Level Mathematics

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

Accountability Measures 7 of 8 Student groups making AYP in mathematics
✗ Did not make AYP

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (4442:3910)	✓	✓	100%	✓	187	178		
Ethnicity								
American Indian or Alaska Native (11:9)	—	—	—	—	—	—	—	
Black or African American (939:940)	✓	✓	100%	✓	176	176		
Hispanic or Latino (798:689)	✓	✓	100%	✓	182	176		
Asian or Native Hawaiian/Other Pacific Islander (2031:1711)	✓	✓	100%	✓	195	177		
White (662:561)	✓	✓	100%	✓	191	175		
Multiracial (1:0)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (303:383)	✗	✓	100%	✗	140	174	140‡ 146	
Limited English Proficient (321:371)	✓	✓	100%	✓	181	174		
Economically Disadvantaged (2498:2101)	✓	✓	100%	✓	190	178		
Final AYP Determination	✗	7 of 8						
Non-Accountability Groups								
Female (2398:2064)			100%		191	178		
Male (2044:1846)			100%		183	177		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Graduation Rate

Accountability Status for This Indicator (2011–12) ■ Good Standing

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 ✓ Made AYP

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (4146)	✓	✓	82%	80%	
Ethnicity					
American Indian or Alaska Native (15)		—	—	—	
Black or African American (1039)		✓	73%	80%	73%
Hispanic or Latino (781)		✓	78%	80%	74%
Asian or Native Hawaiian/Other Pacific Islander (1705)		✓	88%	80%	
White (600)		✓	85%	80%	
Multiracial (6)		—	—	—	
Other Groups					
Students with Disabilities (392)		✗	46%	80%	55%
Limited English Proficient (444)		✓	69%	80%	68%
Economically Disadvantaged (1865)		✓	85%	80%	
Final AYP Determination	✓ 1 of 1				
Non-Accountability Groups					
Female (2123)			88%	80%	
Male (2023)			75%	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 **85%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

26 schools identified 84% of total

IRWIN ALTMAN MIDDLE SCHOOL 172
 JHS 67 LOUIS PASTEUR
 JHS 74 NATHANIEL HAWTHORNE
 MS 158 MARIE CURIE
 PS 115 GLEN OAKS
 PS 133
 PS 159
 PS 162 JOHN GOLDEN
 PS 173 FRESH MEADOW
 PS 18 WINCHESTER
 PS 186 CASTLEWOOD
 PS 188 KINGSBURY
 PS 191 MAYFLOWER
 PS 203 OAKLAND GARDENS
 PS 205 ALEXANDER GRAHAM BELL
 PS 213 THE CARL ULLMAN SCHOOL
 PS 221 NORTH HILLS
 PS 26 RUFUS KING
 PS 31 BAYSIDE
 PS 41 CROCHERON
 PS 46 ALLEY POND
 PS 94 DAVID D PORTER
 PS 98 THE DOUGLSTON SCHOOL
 PS/IS 178 HOLLISWOOD
 PS/IS 266
 QUEENS HIGH SCHOOL OF TEACHING, LIBERAL ARTS AND SCIENCES

Improvement (year 1) Focused

2 schools identified 6% of total

BAYSIDE HIGH SCHOOL
 JHS 216 GEORGE J RYAN

Improvement (year 2) Focused

2 schools identified 6% of total

BENJAMIN N CARDOZO HIGH SCHOOL
 FRANCIS LEWIS HIGH SCHOOL

Improvement (year 2) Comprehensive

1 school identified 3% of total

MARTIN VAN BUREN HIGH SCHOOL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	79%			1581
Grade 4	80%			1625
Grade 5	81%			1800
Grade 6	74%			1789
Grade 7	70%			1869
Grade 8	65%			1939

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	88%			1598
Grade 4	91%			1649
Grade 5	92%			1825
Grade 6	88%			1818
Grade 7	89%			1891
Grade 8	86%			1962

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	96%			1645
Grade 8	81%			1522

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	85%			4192
Mathematics	86%			4192

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

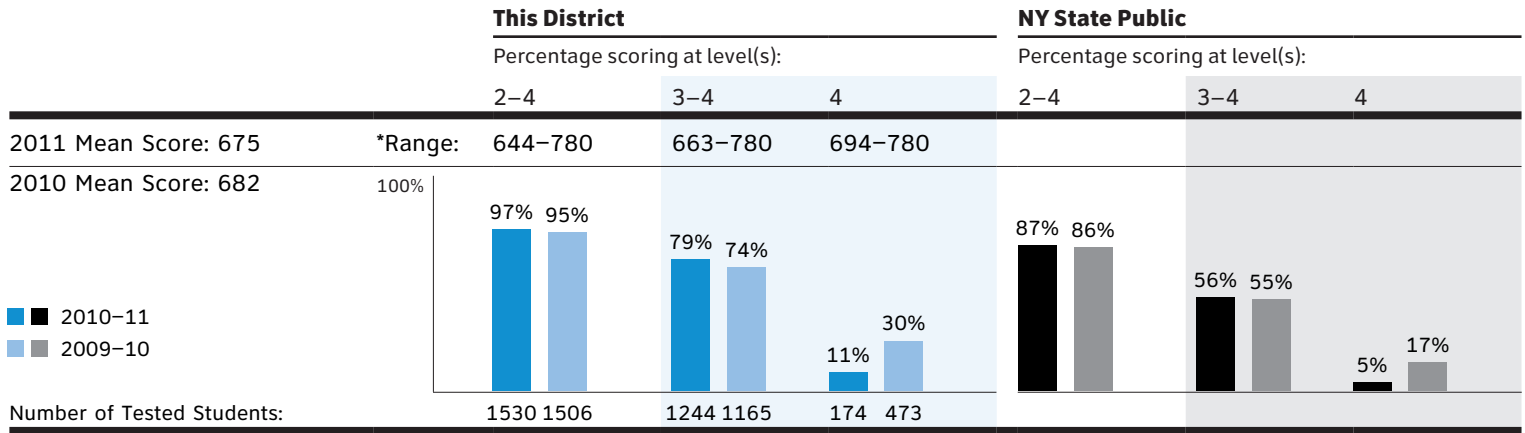
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1581	97%	79%	11%	1579	95%	74%	30%
Female	748	98%	84%	14%	755	96%	76%	33%
Male	833	96%	74%	9%	824	95%	72%	27%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	68	93%	59%	3%	99	96%	60%	17%
Hispanic or Latino	180	95%	67%	6%	177	90%	66%	20%
Asian or Native Hawaiian/Other Pacific Islander	936	98%	83%	13%	900	96%	77%	34%
White	383	97%	78%	9%	392	95%	73%	29%
Multiracial	10	-	-	-	9	-	-	-
Small Group Totals	14	86%	71%	7%	11	100%	91%	18%
General-Education Students	1333	99%	84%	13%	1320	98%	80%	33%
Students with Disabilities	248	83%	48%	2%	259	83%	44%	12%
English Proficient	1489	98%	81%	12%	1456	96%	77%	32%
Limited English Proficient	92	85%	36%	0%	123	84%	33%	7%
Economically Disadvantaged	799	96%	73%	7%	792	95%	68%	24%
Not Disadvantaged	782	98%	85%	15%	787	96%	79%	36%
Migrant								
Not Migrant	1581	97%	79%	11%	1579	95%	74%	30%

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	17	11	11	11	9	8	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	16	N/A	N/A	N/A	18	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	17	N/A	N/A	N/A	17	N/A	N/A	N/A

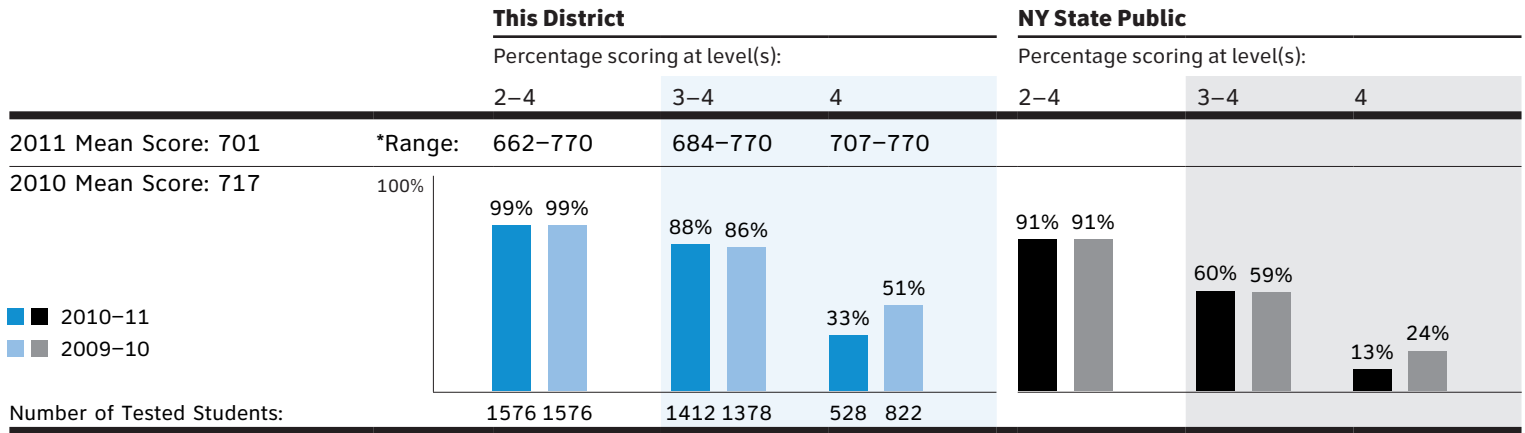
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1598	99%	88%	33%	1599	99%	86%	51%
Female	756	98%	89%	32%	764	99%	85%	53%
Male	842	99%	88%	34%	835	99%	87%	50%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	68	94%	71%	16%	99	97%	70%	29%
Hispanic or Latino	185	97%	75%	14%	178	96%	74%	31%
Asian or Native Hawaiian/Other Pacific Islander	952	100%	93%	41%	919	99%	92%	61%
White	380	98%	86%	25%	392	98%	83%	45%
Multiracial	10	-	-	-	9	-	-	-
Small Group Totals	13	92%	85%	38%	11	100%	91%	45%
General-Education Students	1353	99%	92%	36%	1340	100%	90%	56%
Students with Disabilities	245	94%	70%	14%	259	93%	65%	26%
English Proficient	1485	99%	90%	34%	1456	99%	88%	54%
Limited English Proficient	113	96%	73%	17%	143	95%	69%	25%
Economically Disadvantaged	818	98%	85%	29%	805	98%	82%	45%
Not Disadvantaged	780	99%	92%	38%	794	99%	90%	58%
Migrant								
Not Migrant	1598	99%	88%	33%	1599	99%	86%	51%

NOTES

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Other Assessments

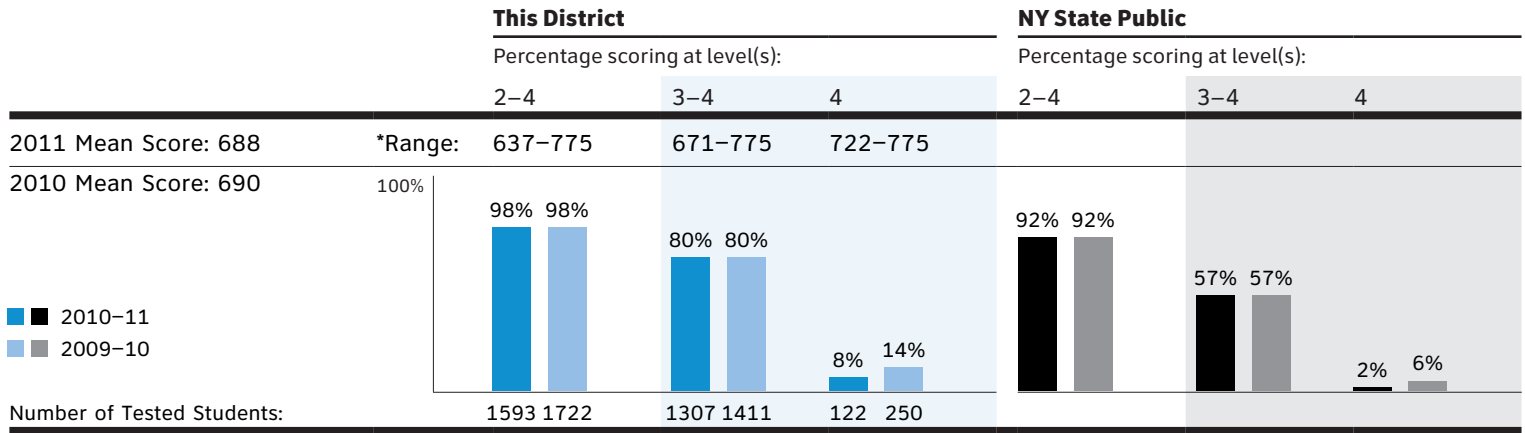
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	17	17	17	16	9	9	8	6

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1625	98%	80%	8%	1753	98%	80%	14%
Female	780	98%	84%	10%	812	99%	84%	17%
Male	845	98%	77%	5%	941	98%	77%	12%
American Indian or Alaska Native	4	-	-	-				
Black or African American	97	100%	62%	3%	91	97%	63%	7%
Hispanic or Latino	183	97%	69%	2%	191	98%	75%	8%
Asian or Native Hawaiian/Other Pacific Islander	941	98%	86%	10%	992	99%	86%	18%
White	394	97%	78%	6%	467	97%	74%	10%
Multiracial	6	-	-	-	12	92%	75%	17%
Small Group Totals	10	100%	60%	0%				
General-Education Students	1347	100%	88%	9%	1447	100%	87%	17%
Students with Disabilities	278	90%	44%	1%	306	92%	47%	3%
English Proficient	1521	99%	83%	8%	1650	99%	83%	15%
Limited English Proficient	104	89%	39%	0%	103	91%	43%	1%
Economically Disadvantaged	818	98%	77%	4%	889	98%	77%	12%
Not Disadvantaged	807	98%	84%	11%	864	99%	84%	17%
Migrant								
Not Migrant	1625	98%	80%	8%	1753	98%	80%	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.

* 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	11	11	11	9	21	19	17	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	17	N/A	N/A	N/A	26	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	17	N/A	N/A	N/A	26	N/A	N/A	N/A

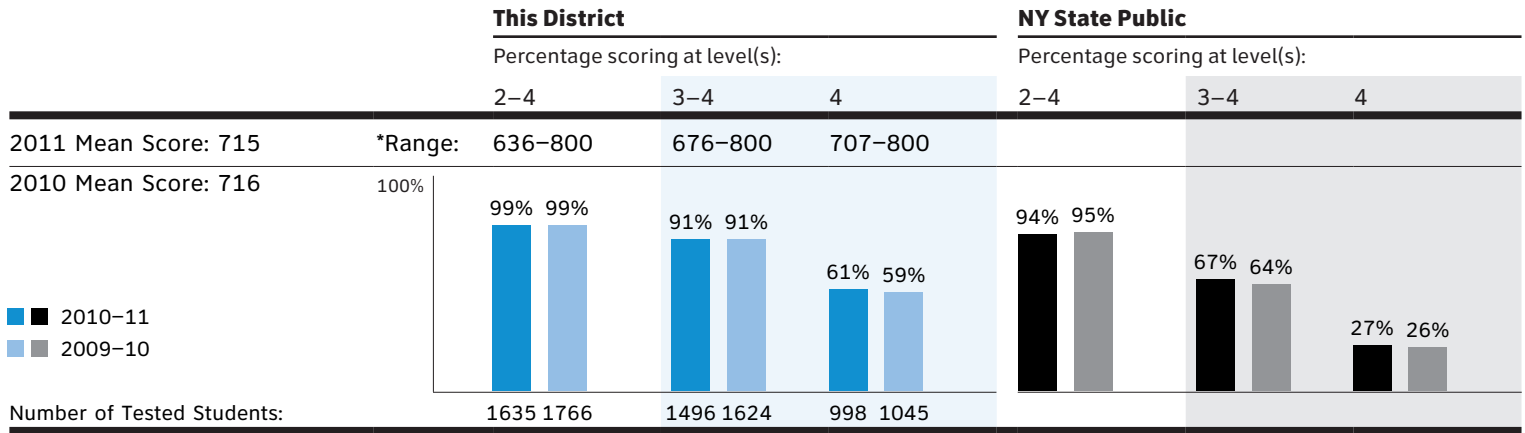
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1649	99%	91%	61%	1782	99%	91%	59%
Female	793	99%	91%	61%	824	99%	91%	59%
Male	856	99%	91%	60%	958	99%	91%	59%
American Indian or Alaska Native	4	-	-	-				
Black or African American	97	98%	76%	29%	91	99%	80%	37%
Hispanic or Latino	186	98%	82%	46%	192	99%	89%	39%
Asian or Native Hawaiian/Other Pacific Islander	962	100%	95%	71%	1018	100%	95%	72%
White	394	98%	87%	50%	469	98%	85%	43%
Multiracial	6	-	-	-	12	92%	83%	42%
Small Group Totals	10	100%	100%	50%				
General-Education Students	1371	100%	95%	68%	1475	100%	96%	65%
Students with Disabilities	278	95%	67%	26%	307	95%	68%	27%
English Proficient	1522	99%	92%	63%	1652	99%	92%	61%
Limited English Proficient	127	97%	76%	34%	130	98%	82%	32%
Economically Disadvantaged	832	99%	89%	55%	909	99%	89%	54%
Not Disadvantaged	817	99%	93%	66%	873	99%	93%	64%
Migrant								
Not Migrant	1649	99%	91%	61%	1782	99%	91%	59%

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

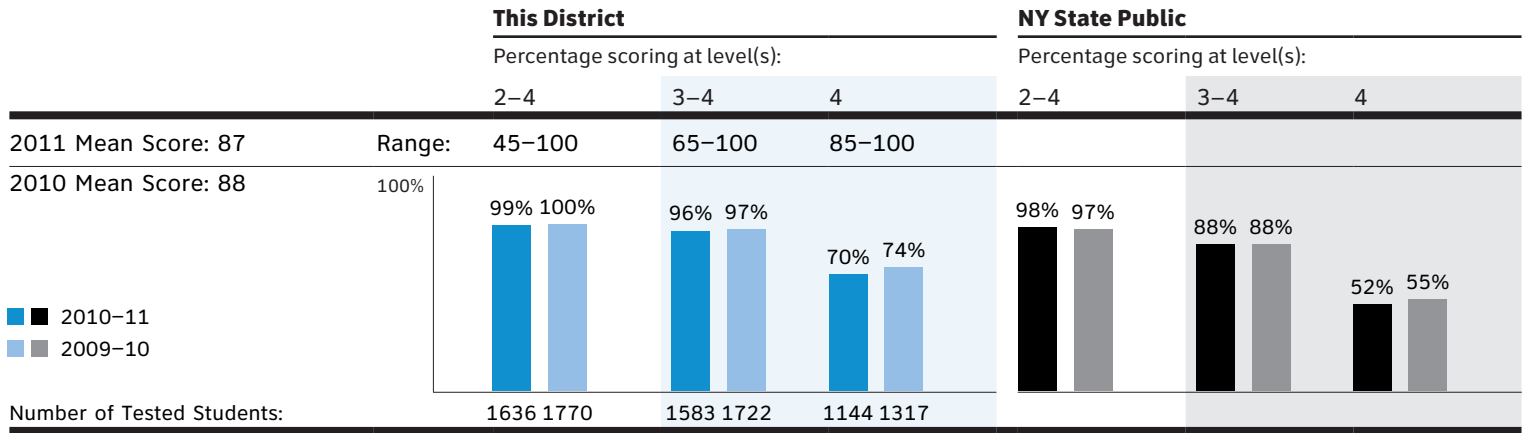
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	11	10	8	21	20	20	18

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1645	99%	96%	70%	1777	100%	97%	74%
Female	791	99%	96%	70%	824	100%	97%	76%
Male	854	99%	96%	70%	953	99%	97%	73%
American Indian or Alaska Native	4	-	-	-				
Black or African American	97	99%	92%	49%	91	100%	98%	63%
Hispanic or Latino	183	99%	93%	57%	192	100%	96%	68%
Asian or Native Hawaiian/Other Pacific Islander	963	99%	97%	74%	1020	100%	98%	79%
White	392	99%	97%	69%	462	99%	95%	69%
Multiracial	6	-	-	-	12	100%	100%	67%
Small Group Totals	10	100%	90%	80%				
General-Education Students	1369	100%	98%	75%	1473	100%	99%	79%
Students with Disabilities	276	98%	88%	42%	304	98%	88%	52%
English Proficient	1519	100%	97%	73%	1647	100%	98%	77%
Limited English Proficient	126	95%	83%	33%	130	97%	84%	35%
Economically Disadvantaged	830	99%	95%	62%	907	100%	96%	67%
Not Disadvantaged	815	100%	98%	77%	870	100%	97%	82%
Migrant								
Not Migrant	1645	99%	96%	70%	1777	100%	97%	74%

NOTES

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Other Assessments

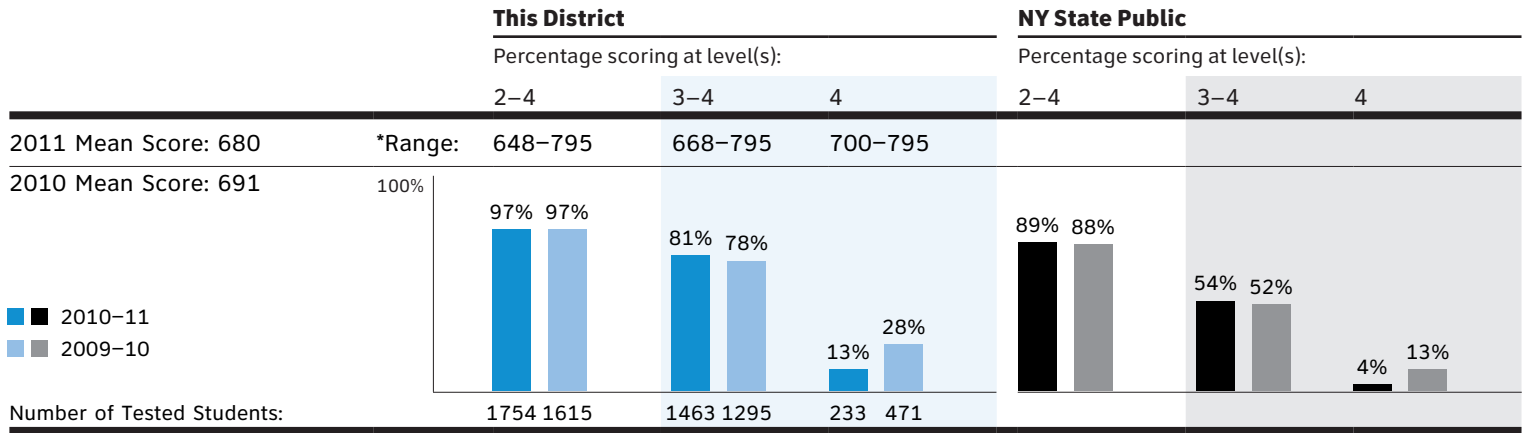
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	11	11	10	21	20	20	19

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1800	97%	81%	13%	1660	97%	78%	28%
Female	840	98%	84%	15%	797	98%	83%	33%
Male	960	97%	79%	11%	863	97%	73%	24%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	85	94%	62%	6%	86	91%	63%	7%
Hispanic or Latino	217	97%	75%	6%	211	96%	64%	18%
Asian or Native Hawaiian/Other Pacific Islander	1014	98%	86%	17%	914	99%	83%	35%
White	464	96%	76%	10%	434	96%	78%	23%
Multiracial	19	-	-	-	12	-	-	-
Small Group Totals	20	100%	85%	5%	15	93%	67%	27%
General-Education Students	1490	100%	89%	15%	1353	99%	86%	34%
Students with Disabilities	310	87%	46%	2%	307	88%	42%	6%
English Proficient	1712	98%	83%	14%	1582	98%	80%	30%
Limited English Proficient	88	88%	41%	0%	78	83%	31%	4%
Economically Disadvantaged	937	97%	77%	11%	810	96%	73%	22%
Not Disadvantaged	863	98%	86%	16%	850	98%	83%	34%
Migrant								
Not Migrant	1800	97%	81%	13%	1660	97%	78%	28%

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	20	20	19	15	16	15	15	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	18	N/A	N/A	N/A	22	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	18	N/A	N/A	N/A	24	N/A	N/A	N/A

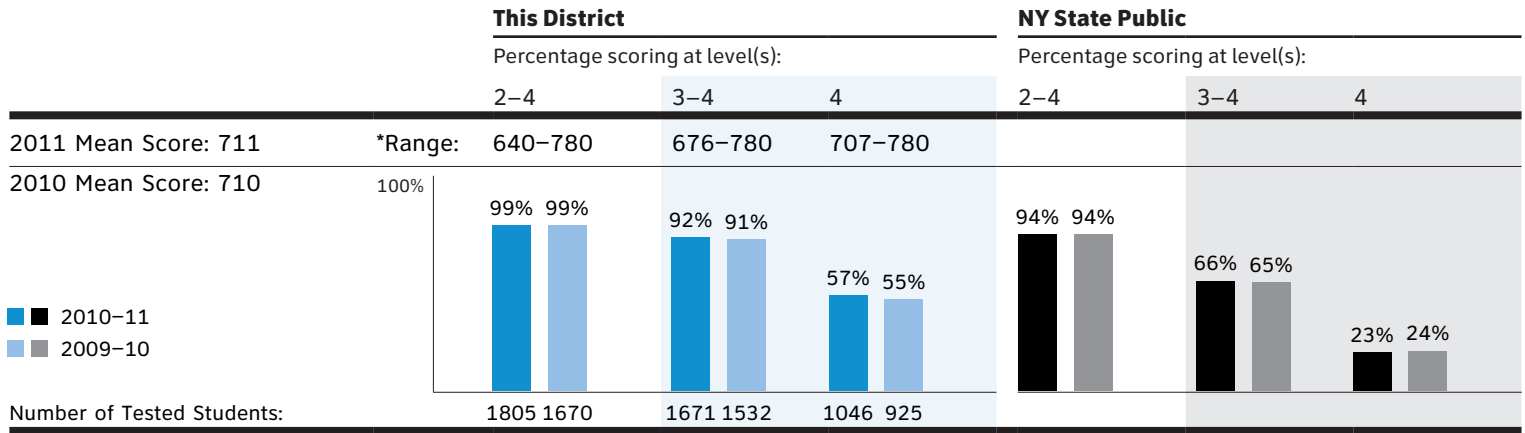
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1825	99%	92%	57%	1683	99%	91%	55%
Female	856	99%	91%	58%	810	99%	92%	55%
Male	969	99%	92%	57%	873	99%	90%	55%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	85	98%	80%	29%	86	97%	71%	23%
Hispanic or Latino	219	98%	83%	35%	214	99%	82%	40%
Asian or Native Hawaiian/Other Pacific Islander	1033	100%	96%	70%	934	100%	95%	65%
White	468	97%	87%	45%	434	99%	90%	47%
Multiracial	19	-	-	-	12	-	-	-
Small Group Totals	20	100%	90%	55%	15	100%	93%	53%
General-Education Students	1516	100%	95%	64%	1375	100%	95%	62%
Students with Disabilities	309	94%	73%	25%	308	97%	71%	24%
English Proficient	1716	99%	92%	58%	1581	99%	92%	56%
Limited English Proficient	109	99%	79%	42%	102	97%	83%	39%
Economically Disadvantaged	953	99%	90%	52%	828	99%	89%	50%
Not Disadvantaged	872	99%	93%	63%	855	100%	93%	60%
Migrant								
Not Migrant	1825	99%	92%	57%	1683	99%	91%	55%

NOTES

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Other Assessments

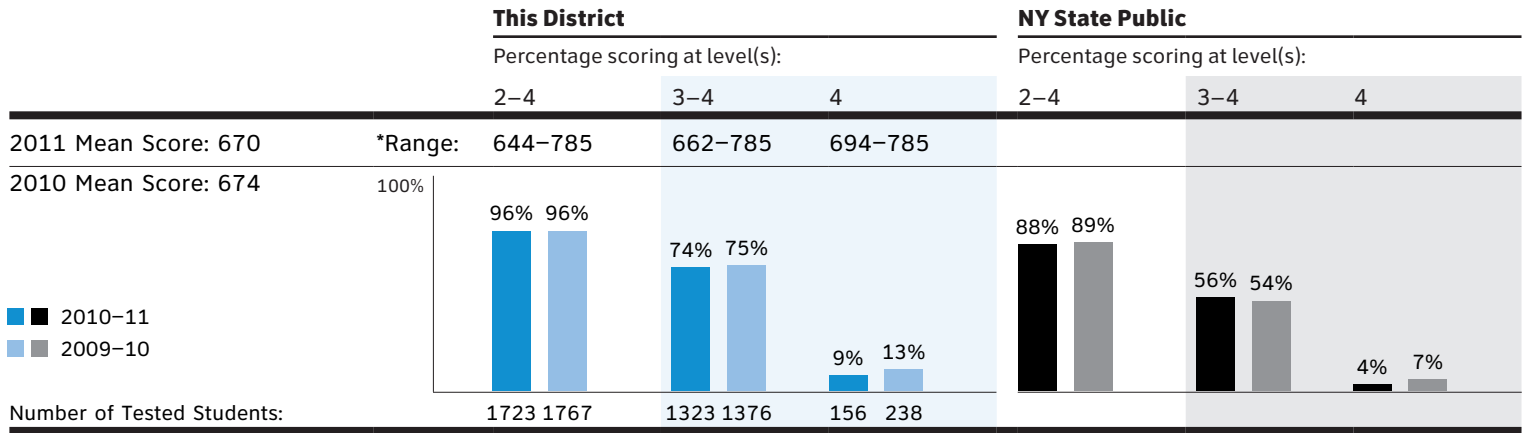
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	20	18	18	17	16	15	15	11

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1789	96%	74%	9%	1843	96%	75%	13%
Female	857	96%	77%	10%	847	98%	82%	17%
Male	932	96%	72%	7%	996	94%	69%	9%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	101	-	-	-	127	94%	66%	7%
Hispanic or Latino	243	95%	67%	4%	234	93%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	1021	97%	79%	10%	1065	97%	81%	16%
White	421	97%	72%	9%	408	94%	68%	10%
Multiracial	2	-	-	-	7	-	-	-
Small Group Totals	104	93%	47%	3%	9	100%	67%	11%
General-Education Students	1497	98%	81%	10%	1581	98%	82%	15%
Students with Disabilities	292	86%	36%	1%	262	81%	31%	0%
English Proficient	1723	97%	76%	9%	1758	97%	77%	14%
Limited English Proficient	66	71%	14%	0%	85	73%	21%	0%
Economically Disadvantaged	991	95%	68%	5%	1078	96%	72%	10%
Not Disadvantaged	798	98%	82%	13%	765	96%	79%	17%
Migrant								
Not Migrant	1789	96%	74%	9%	1843	96%	75%	13%

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	16	16	16	16	17	17	17	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	27	N/A	N/A	N/A	29	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	28	N/A	N/A	N/A	29	N/A	N/A	N/A

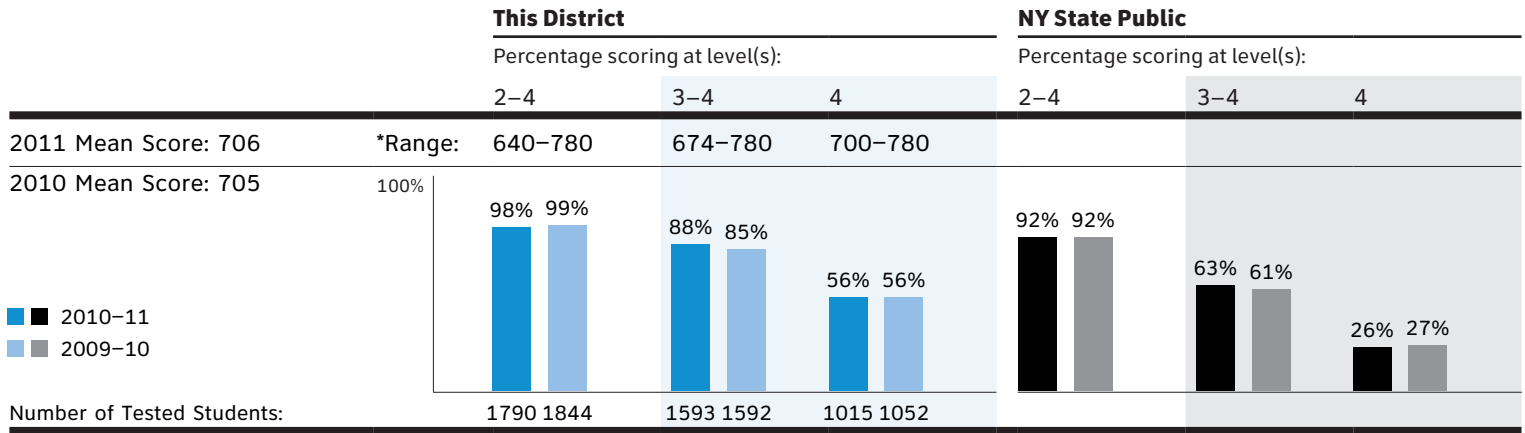
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1818	98%	88%	56%	1872	99%	85%	56%
Female	870	99%	89%	56%	859	99%	86%	58%
Male	948	98%	87%	56%	1013	98%	84%	55%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	101	-	-	-	129	98%	71%	30%
Hispanic or Latino	244	96%	76%	34%	236	97%	69%	31%
Asian or Native Hawaiian/Other Pacific Islander	1047	99%	94%	69%	1088	100%	93%	69%
White	423	98%	84%	44%	410	96%	78%	45%
Multiracial	2	-	-	-	7	-	-	-
Small Group Totals	104	96%	66%	20%	9	100%	100%	56%
General-Education Students	1526	99%	93%	63%	1610	100%	90%	63%
Students with Disabilities	292	93%	60%	19%	262	90%	53%	16%
English Proficient	1724	99%	88%	57%	1758	99%	87%	59%
Limited English Proficient	94	95%	73%	33%	114	96%	60%	20%
Economically Disadvantaged	1013	99%	85%	52%	1105	99%	85%	53%
Not Disadvantaged	805	98%	91%	61%	767	98%	86%	61%
Migrant								
Not Migrant	1818	98%	88%	56%	1872	99%	85%	56%

NOTES

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Other Assessments

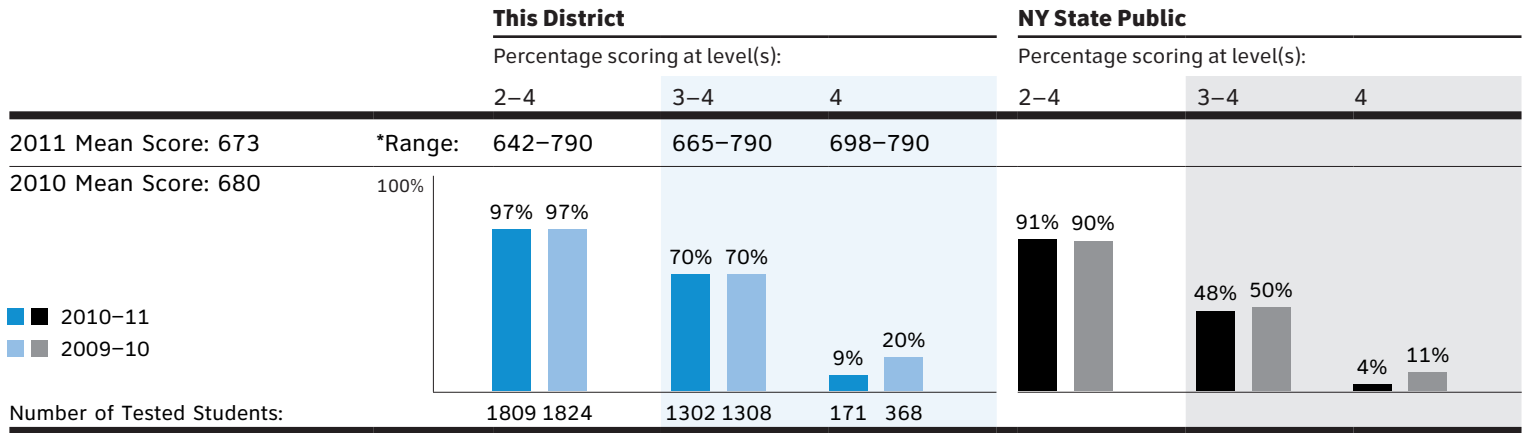
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	16	16	15	15	17	17	17	16

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1869	97%	70%	9%	1880	97%	70%	20%
Female	885	98%	77%	11%	910	98%	75%	22%
Male	984	95%	63%	7%	970	96%	64%	17%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	131	95%	60%	5%	153	-	-	-
Hispanic or Latino	244	96%	61%	2%	222	96%	62%	11%
Asian or Native Hawaiian/Other Pacific Islander	1078	98%	75%	12%	1085	97%	73%	24%
White	406	96%	64%	7%	417	97%	70%	16%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	10	100%	60%	0%	156	97%	55%	10%
General-Education Students	1633	98%	76%	10%	1625	98%	76%	22%
Students with Disabilities	236	85%	26%	0%	255	89%	30%	3%
English Proficient	1790	98%	72%	10%	1796	98%	73%	20%
Limited English Proficient	79	72%	6%	0%	84	67%	6%	0%
Economically Disadvantaged	1090	97%	65%	6%	1065	96%	64%	17%
Not Disadvantaged	779	97%	76%	13%	815	98%	76%	23%
Migrant								
Not Migrant	1869	97%	70%	9%	1880	97%	70%	20%

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	21	21	20	19	20	20	20	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	23	N/A	N/A	N/A	34	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	22	N/A	N/A	N/A	34	N/A	N/A	N/A

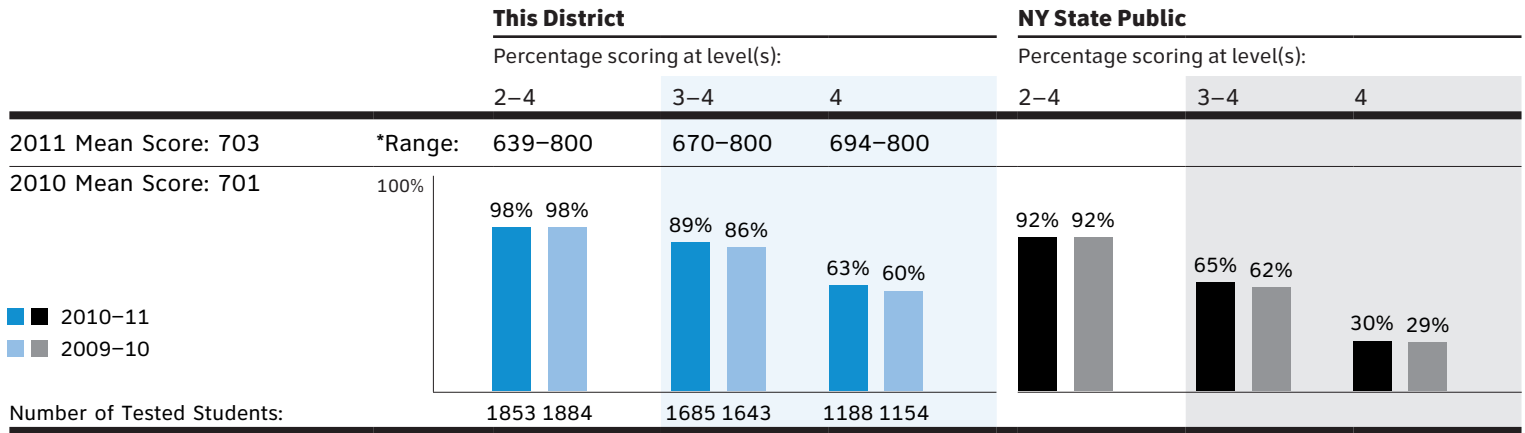
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1891	98%	89%	63%	1918	98%	86%	60%
Female	893	99%	90%	64%	926	99%	87%	62%
Male	998	97%	88%	62%	992	98%	84%	58%
American Indian or Alaska Native	6	100%	83%	67%	2	-	-	-
Black or African American	133	97%	77%	36%	153	-	-	-
Hispanic or Latino	243	96%	81%	41%	224	96%	74%	38%
Asian or Native Hawaiian/Other Pacific Islander	1098	99%	94%	76%	1120	99%	92%	72%
White	406	96%	84%	51%	418	98%	81%	52%
Multiracial	5	80%	80%	20%	1	-	-	-
Small Group Totals					156	94%	67%	29%
General-Education Students	1656	99%	93%	69%	1662	100%	91%	66%
Students with Disabilities	235	88%	59%	21%	256	89%	49%	20%
English Proficient	1787	98%	90%	64%	1799	99%	87%	62%
Limited English Proficient	104	94%	68%	35%	119	92%	68%	39%
Economically Disadvantaged	1111	98%	88%	61%	1097	98%	85%	58%
Not Disadvantaged	780	97%	90%	66%	821	98%	86%	63%
Migrant								
Not Migrant	1891	98%	89%	63%	1918	98%	86%	60%

NOTES

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Other Assessments

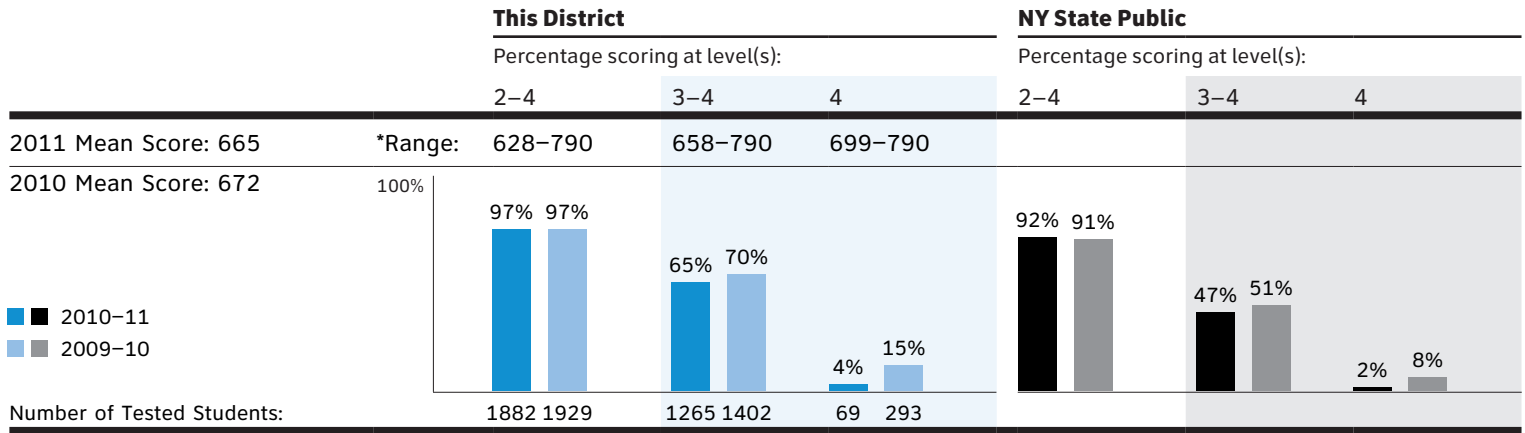
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	21	20	20	19	20	18	17	16

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1939	97%	65%	4%	1991	97%	70%	15%
Female	926	98%	71%	5%	957	98%	78%	18%
Male	1013	96%	60%	2%	1034	96%	64%	12%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	149	-	-	-	153	94%	53%	5%
Hispanic or Latino	236	97%	58%	0%	254	97%	57%	7%
Asian or Native Hawaiian/Other Pacific Islander	1127	97%	69%	4%	1099	98%	77%	19%
White	424	97%	64%	4%	479	96%	67%	13%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	152	97%	53%	0%	6	100%	83%	17%
General-Education Students	1688	98%	72%	4%	1751	99%	76%	17%
Students with Disabilities	251	88%	23%	0%	240	82%	30%	0%
English Proficient	1839	98%	69%	4%	1900	98%	73%	15%
Limited English Proficient	100	71%	2%	0%	91	74%	13%	2%
Economically Disadvantaged	1125	97%	61%	2%	1165	96%	67%	11%
Not Disadvantaged	814	98%	71%	5%	826	98%	76%	20%
Migrant								
Not Migrant	1939	97%	65%	4%	1991	97%	70%	15%

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	24	24	24	23	24	24	21	21
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	21	N/A	N/A	N/A	40	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	21	N/A	N/A	N/A	40	N/A	N/A	N/A

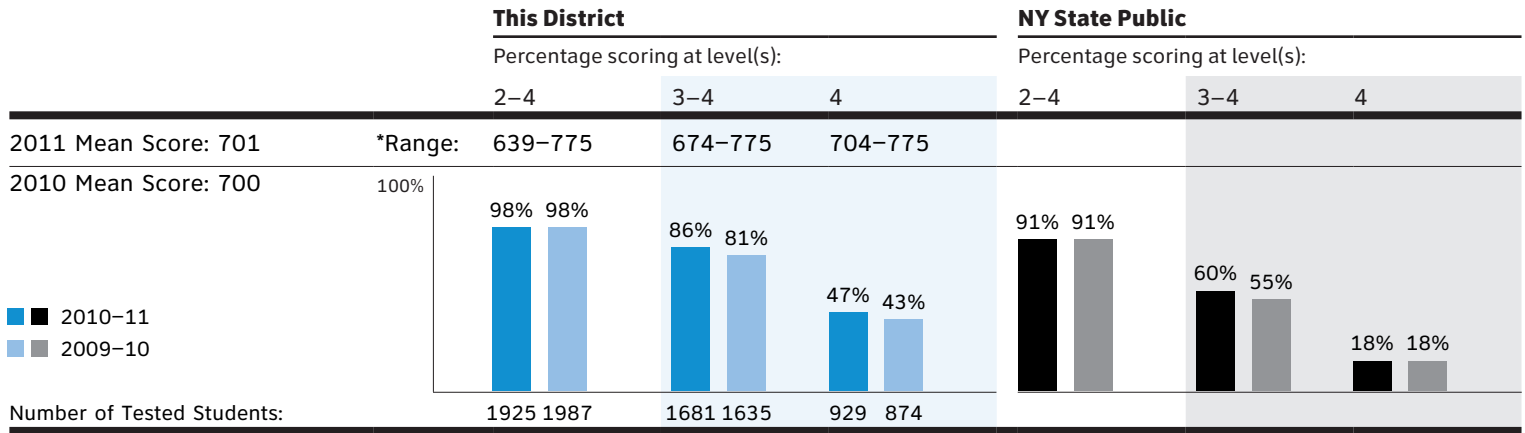
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	1962	98%	86%	47%	2030	98%	81%	43%
Female	933	99%	87%	48%	973	98%	82%	46%
Male	1029	98%	84%	47%	1057	98%	79%	40%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	148	-	-	-	150	94%	61%	20%
Hispanic or Latino	239	97%	72%	23%	257	97%	60%	20%
Asian or Native Hawaiian/Other Pacific Islander	1147	99%	93%	61%	1135	100%	91%	56%
White	425	97%	79%	36%	482	95%	72%	33%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	151	94%	69%	18%	6	100%	83%	17%
General-Education Students	1711	99%	91%	53%	1791	100%	87%	48%
Students with Disabilities	251	89%	49%	11%	239	85%	34%	9%
English Proficient	1839	98%	86%	48%	1899	98%	81%	44%
Limited English Proficient	123	96%	79%	33%	131	96%	71%	26%
Economically Disadvantaged	1146	98%	85%	45%	1198	98%	81%	42%
Not Disadvantaged	816	98%	86%	51%	832	97%	80%	44%
Migrant								
Not Migrant	1962	98%	86%	47%	2030	98%	81%	43%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	23	23	20	24	23	21	20

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

This District's Results in Grade 8 Science

This District

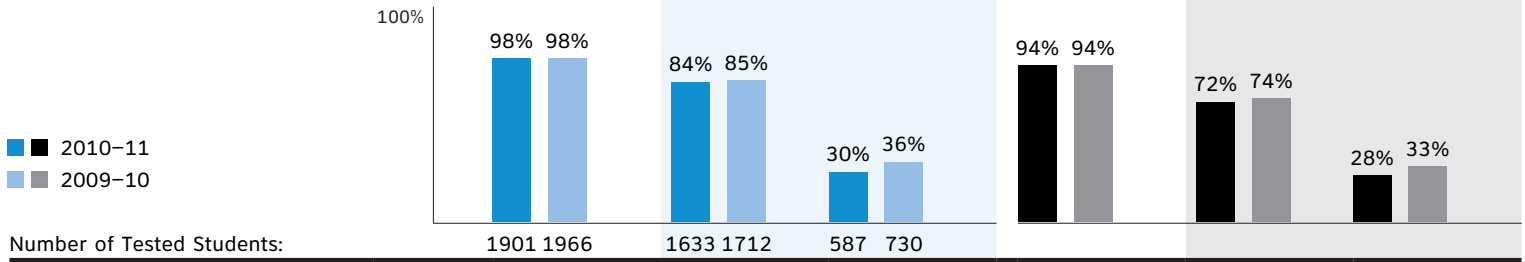
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

2010-11: 1901 (2-4), 1633 (3-4), 587 (4)
 2009-10: 1966 (2-4), 1712 (3-4), 730 (4)

Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	1522	98%	81%	23%	1551	98%	82%	29%
Female	691	99%	79%	20%	706	98%	81%	25%
Male	831	97%	82%	25%	845	98%	82%	32%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	132	-	-	-	128	-	-	-
Hispanic or Latino	207	98%	75%	12%	215	96%	73%	16%
Asian or Native Hawaiian/Other Pacific Islander	848	98%	84%	29%	826	98%	86%	36%
White	333	98%	81%	19%	381	98%	81%	27%
Multiracial								
Small Group Totals	134	97%	68%	9%	129	98%	71%	12%
General-Education Students	1298	99%	85%	26%	1330	99%	86%	33%
Students with Disabilities	224	93%	55%	5%	221	91%	54%	6%
English Proficient	1398	99%	84%	25%	1420	99%	85%	31%
Limited English Proficient	124	86%	43%	3%	131	87%	50%	9%
Economically Disadvantaged	972	97%	78%	21%	992	97%	80%	27%
Not Disadvantaged	550	99%	85%	27%	559	98%	85%	32%
Migrant								
Not Migrant	1522	98%	81%	23%	1551	98%	82%	29%

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

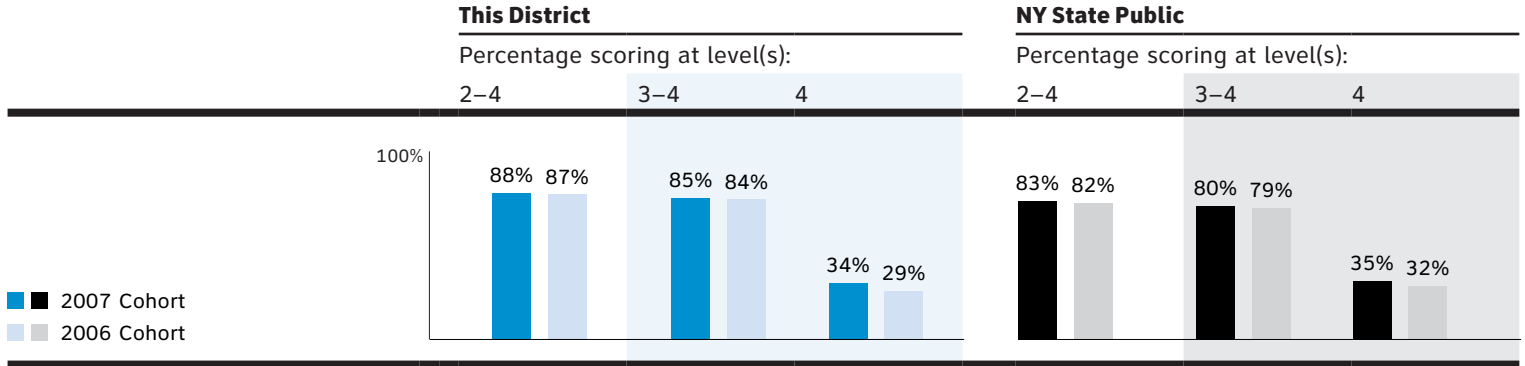
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	24
Regents Science	413	455

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #26**

District ID **34-26-00-01-0000**

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	4192	88%	85%	34%	4172	87%	84%	29%
Female	2185	91%	89%	41%	2137	92%	90%	36%
Male	2007	84%	81%	27%	2035	82%	79%	21%
American Indian or Alaska Native	10	-	-	-	16	63%	63%	13%
Black or African American	1027	84%	79%	17%	1044	82%	78%	16%
Hispanic or Latino	755	85%	81%	30%	784	84%	81%	24%
Asian or Native Hawaiian/Other Pacific Islander	1784	92%	91%	44%	1718	91%	90%	35%
White	615	86%	84%	40%	604	89%	87%	42%
Multiracial	1	-	-	-	6	67%	67%	33%
Small Group Totals	11	91%	91%	9%				
General-Education Students	3756	93%	90%	38%	3801	91%	89%	32%
Students with Disabilities	436	49%	38%	3%	371	47%	37%	3%
English Proficient	3876	90%	87%	37%	3841	89%	87%	31%
Limited English Proficient	316	68%	61%	6%	331	66%	59%	3%
Economically Disadvantaged	2197	92%	89%	35%	1879	90%	87%	28%
Not Disadvantaged	1995	84%	81%	33%	2293	85%	82%	30%
Migrant								
Not Migrant	4192	88%	85%	34%	4172	87%	84%	29%

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.

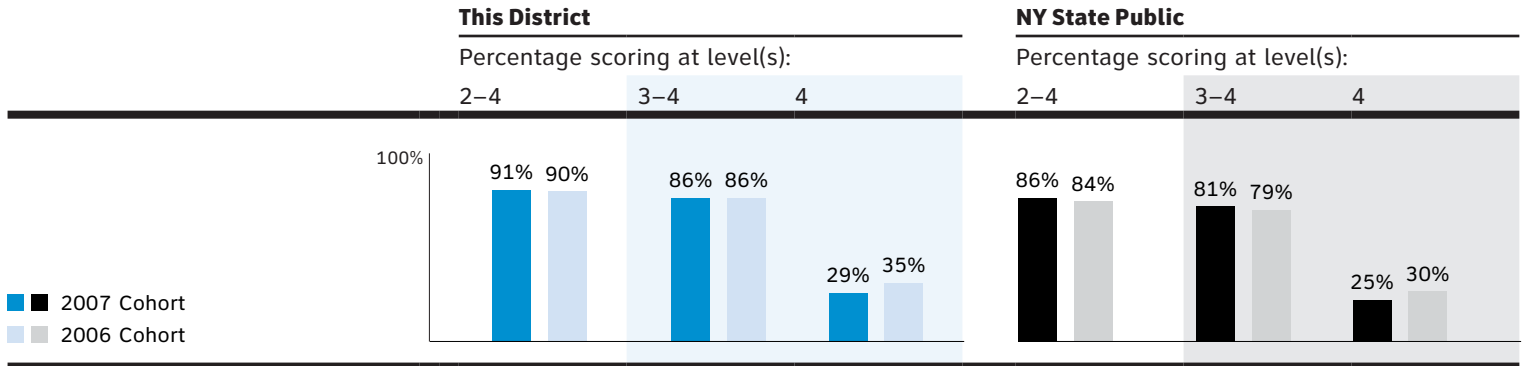
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District NEW YORK CITY GEOGRAPHIC DISTRICT #26

District ID 34-26-00-01-0000

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	4192	91%	86%	29%	4172	90%	86%	35%
Female	2185	93%	90%	32%	2137	94%	90%	37%
Male	2007	88%	83%	25%	2035	86%	82%	34%
American Indian or Alaska Native	10	-	-	-	16	75%	75%	0%
Black or African American	1027	86%	78%	7%	1044	84%	77%	11%
Hispanic or Latino	755	87%	81%	16%	784	88%	82%	22%
Asian or Native Hawaiian/Other Pacific Islander	1784	96%	94%	48%	1718	95%	94%	56%
White	615	89%	85%	26%	604	90%	88%	37%
Multiracial	1	-	-	-	6	83%	83%	50%
Small Group Totals	11	91%	82%	0%				
General-Education Students	3756	95%	93%	32%	3801	94%	91%	39%
Students with Disabilities	436	50%	34%	3%	371	49%	34%	4%
English Proficient	3876	91%	87%	29%	3841	91%	87%	36%
Limited English Proficient	316	82%	75%	21%	331	83%	77%	31%
Economically Disadvantaged	2197	94%	90%	33%	1879	93%	90%	38%
Not Disadvantaged	1995	87%	83%	24%	2293	88%	84%	33%
Migrant								
Not Migrant	4192	91%	86%	29%	4172	90%	86%	35%

NOTES

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