



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #28**

District ID **34-28-00-01-0000**

Superintendent **JEANNETTE REED**

Telephone **(718) 557-2622**

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

## This District's Report Card

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

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

### Use this report to:

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

### For more information:

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

## District Profile

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

### Enrollment

	2008-09	2009-10	2010-11
Pre-K	625	631	610
Kindergarten	2298	2630	2599
Grade 1	2394	2747	2773
Grade 2	2307	2569	2688
Grade 3	2359	2491	2627
Grade 4	2136	2561	2520
Grade 5	2191	2353	2601
Grade 6	2081	2439	2419
Ungraded Elementary	1492	115	114
Grade 7	1874	2129	2280
Grade 8	2097	2116	2184
Grade 9	3318	3853	4078
Grade 10	3441	3383	3679
Grade 11	2918	2933	2947
Grade 12	2579	2877	2986
Ungraded Secondary	1012	80	78
<b>Total K-12</b>	<b>34497</b>	<b>35276</b>	<b>36573</b>

### Average Class Size

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

### 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 #28

District ID 34-28-00-01-0000

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	19286	56%	20812	59%	22432	61%
Reduced-Price Lunch	4066	12%	3988	11%	3560	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3867	11%	3875	11%	4045	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	199	1%	214	1%	384	1%
Black or African American	10447	30%	10516	30%	10398	28%
Hispanic or Latino	8470	25%	8573	24%	9066	25%
Asian or Native Hawaiian/Other Pacific Islander	10159	29%	10453	30%	10979	30%
White	5222	15%	5520	16%	5746	16%
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	1703	5%	1702	5%	1654	5%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	2262	2213	2266
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	7%	4%	5%
Percent with Fewer Than Three Years of Experience	10%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	52%	53%
<b>Total Number of Core Classes</b>	5293	5183	5542
Percent Not Taught by Highly Qualified Teachers in This District	7%	5%	6%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	6395	6311	6781
Percent Taught by Teachers Without Appropriate Certification	8%	6%	5%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	12%	13%
Turnover Rate of All Teachers	13%	11%	12%

## Staff Counts

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

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

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

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

### 2007 Cohort

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

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuous Enrollment

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation Rate

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

### Graduation-Rate Total Cohort

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

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

### Limited English Proficient

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

### Non-Accountability Groups

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

## Useful Terms for Understanding Accountability (continued)

### Participation

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Progress Targets

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

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

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

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

### Safe Harbor Targets

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

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

### Safe Harbor Qualification (\*)

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

### State Standard

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

### Students with Disabilities

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

### Test Performance

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

### Total

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

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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



## Summary

### Overall Accountability Status (2011–12)

#### Improvement (Year 1)

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

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✗	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✗		✗	✗	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	✓	✓		—	—	
<b>Other Groups</b>						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✗ 8 of 10	✗ 7 of 10	✓ 1 of 1	✗ 4 of 8	✗ 5 of 8	✓ 1 of 1

#### AYP Status


- ✓ Made AYP
- ✓<sup>SH</sup> 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** 8 of 10 Student groups making AYP in English language arts  
 Did not make AYP




### Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010–11	2011–12
<b>Accountability Groups</b>								
<b>All Students</b> (15253:14149)			99%		140	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (129:107)			95%		130	112		
Black or African American (4501:4126)			99%		123	120		
Hispanic or Latino (3815:3542)			99%		130	120		
Asian or Native Hawaiian/Other Pacific Islander (4365:4069)			99%		159	120		
White (2396:2261)			99%		151	120		
Multiracial (47:44)			100%		159	107		
<b>Other Groups</b>								
Students with Disabilities (3052:2936)			98%		92	120	99	103
Limited English Proficient (1797:2125)			98%		101	120	109	111
Economically Disadvantaged (13064:12090)			99%		135	121		
<b>Final AYP Determination</b>	 8 of 10							
<b>Non-Accountability Groups</b>								
Female (7384:6882)			99%		147	121		
Male (7869:7267)			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** 7 of 10 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
<b>Accountability Groups</b>							
<b>All Students</b> (15261:14320)			99%		154	136	
<b>Ethnicity</b>							
American Indian or Alaska Native (129:107)			98%		136	127	
Black or African American (4500:4140)			99%		132	135	134    139
Hispanic or Latino (3815:3592)			99%		145	135	
Asian or Native Hawaiian/Other Pacific Islander (4371:4133)			100%		176	135	
White (2399:2304)			99%		170	135	
Multiracial (47:44)			100%		180	122	
<b>Other Groups</b>							
Students with Disabilities (3046:2930)			98%		112	135	117    121
Limited English Proficient (1797:2293)			99%		129	135	135    136
Economically Disadvantaged (13065:12251)			99%		152	136	
<b>Final AYP Determination</b>	 7 of 10						
<b>Non-Accountability Groups</b>							
Female (7385:6978)			99%		156	136	
Male (7876:7342)			99%		153	136	
Migrant (0:0)							

#### Symbols

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

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





















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target		
							2010–11	2011–12		
<b>Accountability Groups</b>										
<b>All Students</b> (4940:4493)		Qualified		97%		168	100			
<b>Ethnicity</b>										
American Indian or Alaska Native (46:37)		Qualified		100%		159	100			
Black or African American (1451:1287)		Qualified		95%		154	100			
Hispanic or Latino (1245:1127)		Qualified		97%		163	100			
Asian or Native Hawaiian/Other Pacific Islander (1457:1353)		Qualified		98%		181	100			
White (725:674)		Qualified		97%		177	100			
Multiracial (16:15)		–	–	–	–	–	–		–	
<b>Other Groups</b>										
Students with Disabilities (958:883)		Qualified		93%		139	100			
Limited English Proficient (621:723)		Qualified		96%		140	100			
Economically Disadvantaged (4246:3858)		Qualified		97%		166	100			
<b>Final AYP Determination</b>		1 of 1								
<b>Non-Accountability Groups</b>										
Female (2408:2212)				97%		169	100			
Male (2532:2281)				96%		167	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** 4 of 8 Student groups making AYP in English language arts  
 Did not make AYP




### Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (3253:3152)			99%		180	181	181	182
<b>Ethnicity</b>								
American Indian or Alaska Native (17:26)	—	—	—	—	—	—	—	—
Black or African American (1001:978)			99%		170	179	174‡	173
Hispanic or Latino (763:752)			100%		180	179		
Asian or Native Hawaiian/Other Pacific Islander (1057:993)			100%		189	180		
White (413:401)			99%		186	178		
Multiracial (2:2)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (233:296)			97%		133	177	135‡	140
Limited English Proficient (236:295)			98%		154	177	165‡	159
Economically Disadvantaged (2022:1963)			99%		183	181		
<b>Final AYP Determination</b>	 4 of 8							
<b>Non-Accountability Groups</b>								
Female (1594:1553)			100%		184	180		
Male (1659:1599)			99%		176	180		
Migrant (0:0)								


#### Symbols

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

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

## Secondary-Level Mathematics


























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

**Accountability Measures** 5 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
<b>Accountability Groups</b>							
<b>All Students</b> (3253:3152)			99%		181	178	
<b>Ethnicity</b>							
American Indian or Alaska Native (17:26)	—	—	—	—	—	—	—
Black or African American (1001:978)			100%		167	176	172 <sup>‡</sup> 170
Hispanic or Latino (763:752)			99%		178	176	
Asian or Native Hawaiian/Other Pacific Islander (1057:993)			100%		193	177	
White (413:401)			99%		189	175	
Multiracial (2:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (233:296)			99%		127	174	135 <sup>‡</sup> 134
Limited English Proficient (236:295)			99%		168	174	172 <sup>‡</sup> 171
Economically Disadvantaged (2022:1963)			99%		183	178	
<b>Final AYP Determination</b>	 5 of 8						
<b>Non-Accountability Groups</b>							
Female (1594:1553)			99%		182	177	
Male (1659:1599)			100%		179	177	
Migrant (0:0)							

#### Symbols

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

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











## Graduation Rate

**Accountability Status for This Indicator (2011–12)**  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
<b>Accountability Groups</b>					
<b>All Students</b> (3370)			77%	80%	76%
<b>Ethnicity</b>					
American Indian or Alaska Native (12)		—	—	—	
Black or African American (1154)			69%	80%	70%
Hispanic or Latino (747)			75%	80%	71%
Asian or Native Hawaiian/Other Pacific Islander (965)			85%	80%	
White (488)			86%	80%	
Multiracial (4)		—	—	—	
<b>Other Groups</b>					
Students with Disabilities (359)			40%	80%	47%
Limited English Proficient (328)			65%	80%	66%
Economically Disadvantaged (1900)			83%	80%	
<b>Final AYP Determination</b>	 1 of 1				
<b>Non-Accountability Groups</b>					
Female (1602)			82%	80%	
Male (1768)			73%	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 **79%** 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

29 schools identified 64% of total

HIGH SCHOOL FOR COMMUNITY LEADERSHIP  
 HILLSIDE ARTS AND LETTERS ACADEMY  
 HS FOR LAW ENFORCEMENT AND PUBLIC SAFETY  
 METROPOLITAN EXPEDITIONARY LEARNING SCHOOL  
 PS 101 SCHOOL IN THE GARDENS  
 PS 117 J KELD/BRIARWOOD SCHOOL  
 PS 121  
 PS 139 REGO PARK  
 PS 144 COL JEROMUS REMSEN  
 PS 161 ARTHUR ASHE SCHOOL  
 PS 174 WILLIAM SIDNEY MOUNT  
 PS 175 THE LYNN GROSS DISCOVERY SCHOOL  
 PS 182 SAMANTHA SMITH  
 PS 196 GRAND CENTRAL PARKWAY  
 PS 206 THE HORACE HARDING SCHOOL  
 PS 220 EDWARD MANDEL  
 PS 40 SAMUEL HUNTINGTON  
 PS 48 WILLIAM WORDSWORTH  
 PS 55 MAURE  
 PS 99 KEW GARDENS  
 QUEENS COLLEGIATE - A COLLEGE BOARD SCHOOL  
 QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL  
 QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE  
 QUEENS METROPOLITAN HIGH SCHOOL  
 QUEENS SATELLITE HIGH SCHOOL  
 THE ACADEMY FOR EXCELLENCE THROUGH THE ARTS  
 THOMAS A EDISON CAREER AND TECHNICAL HIGH SCHOOL  
 YORK EARLY COLLEGE ACADEMY  
 YOUNG WOMEN'S LEADERSHIP SCHOOL OF QUEENS

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### Improvement (year 1) Basic

4 schools identified 9% of total

PS 140 EDWARD K ELLINGTON  
 PS 160 WALTER FRANCIS BISHOP  
 PS 30  
 PS 80 THURGOOD MARSHALL MAGNET

---

### Improvement (year 1) Focused

6 schools identified 13% of total

JHS 190 RUSSELL SAGE  
 JHS 217 ROBERT A VAN WYCK  
 PS 50 TALFOURD LAWN ELEMENTARY SCHOOL  
 PS 54 HILLSIDE  
 PS 82 HAMMOND  
 PS 86

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### Improvement (year 1) Comprehensive

1 school identified 2% of total

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

### Improvement (year 1) Comprehensive (continued)

JHS 8 RICHARD S GROSSLEY

### Improvement (year 2) Focused

1 school identified 2% of total

HILLCREST HIGH SCHOOL

### Restructuring (year 2) Focused

1 school identified 2% of total

JHS 157 STEPHEN A HALSEY

### Restructuring (advanced) Focused

1 school identified 2% of total

FOREST HILLS HIGH SCHOOL

### Restructuring (advanced) Comprehensive

2 schools identified 4% of total

CATHERINE AND COUNT BASIE MIDDLE SCHOOL 72

JAMAICA HIGH SCHOOL

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## 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	51%			2599
Grade 4	56%			2498
Grade 5	50%			2580
Grade 6	54%			2428
Grade 7	42%			2250
Grade 8	39%			2222

Mathematics			
Grade 3	58%		2648
Grade 4	66%		2565
Grade 5	64%		2647
Grade 6	62%		2468
Grade 7	59%		2318
Grade 8	54%		2263

Science			
Grade 4	84%		2534
Grade 8	55%		2028

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	81%			3494
Mathematics	80%			3494

### About the Performance Level Descriptors

#### English Language Arts

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### Mathematics

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### NYC Public Schools

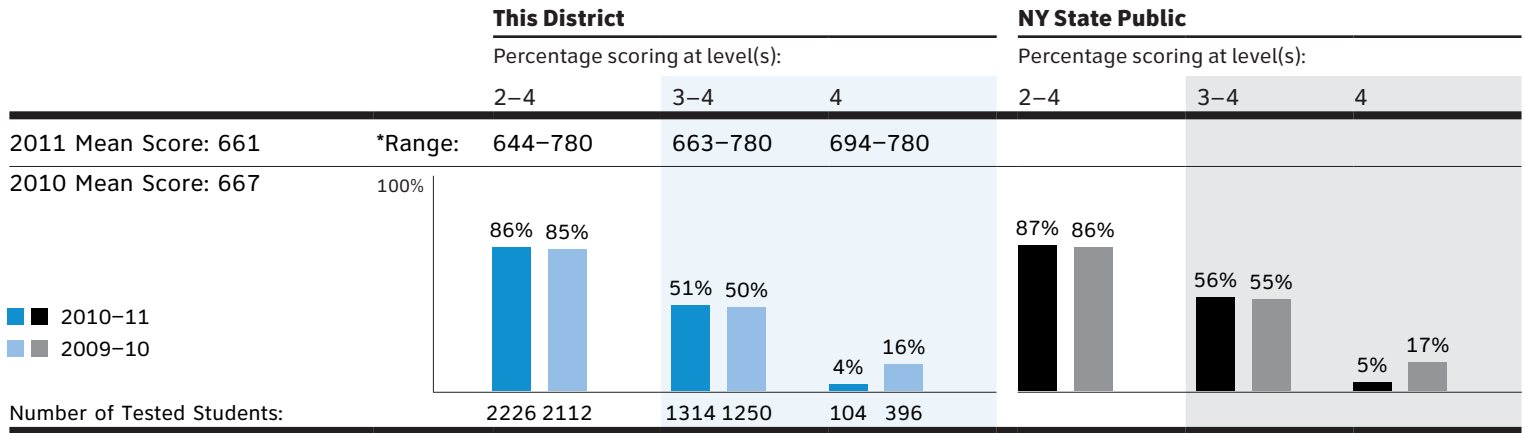
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2599</b>	<b>86%</b>	<b>51%</b>	<b>4%</b>	<b>2487</b>	<b>85%</b>	<b>50%</b>	<b>16%</b>
Female	1208	89%	56%	5%	1196	87%	54%	17%
Male	1391	83%	46%	3%	1291	83%	47%	14%
American Indian or Alaska Native	22	77%	36%	0%	18	83%	44%	22%
Black or African American	718	81%	36%	1%	688	77%	40%	9%
Hispanic or Latino	672	83%	41%	2%	611	82%	41%	12%
Asian or Native Hawaiian/Other Pacific Islander	715	90%	65%	7%	743	93%	62%	22%
White	464	90%	65%	6%	407	88%	58%	22%
Multiracial	8	88%	75%	13%	20	90%	70%	25%
<b>Small Group Totals</b>								
General-Education Students	2121	92%	57%	5%	2031	92%	58%	19%
Students with Disabilities	478	57%	22%	0%	456	54%	17%	3%
English Proficient	2254	89%	56%	5%	2171	88%	54%	18%
Limited English Proficient	345	63%	17%	0%	316	66%	22%	3%
Economically Disadvantaged	2098	84%	44%	2%	2053	83%	46%	13%
Not Disadvantaged	501	93%	76%	12%	434	93%	70%	29%
Migrant								
Not Migrant	2599	86%	51%	4%	2487	85%	50%	16%

#### NOTES

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

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	44	38	38	34	32	30	30	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	45	N/A	N/A	N/A	46	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	45	N/A	N/A	N/A	47	N/A	N/A	N/A

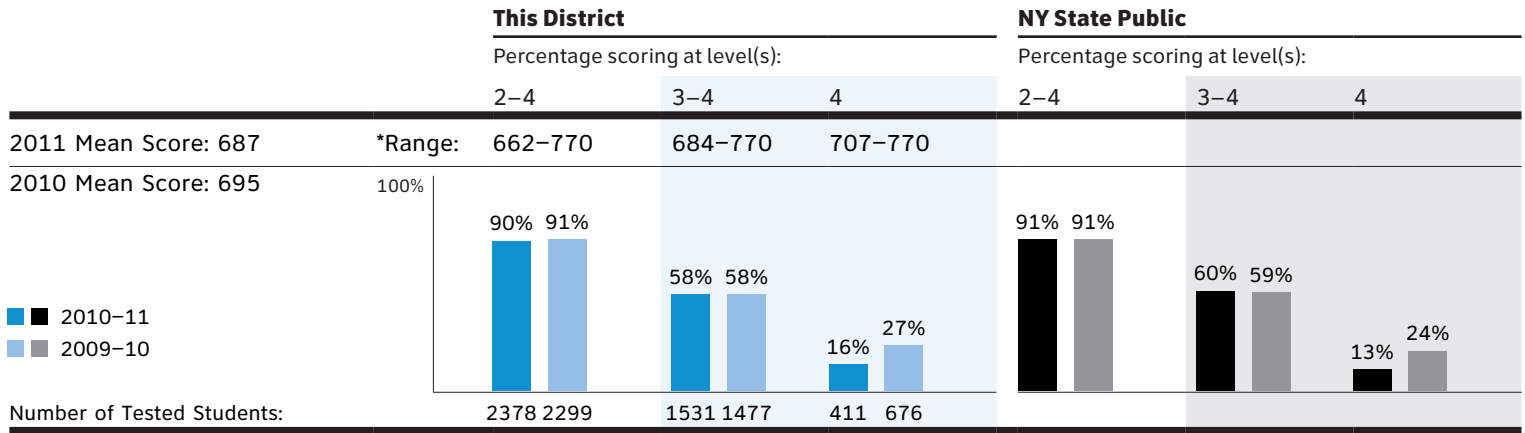
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2648</b>	<b>90%</b>	<b>58%</b>	<b>16%</b>	<b>2536</b>	<b>91%</b>	<b>58%</b>	<b>27%</b>
Female	1233	90%	58%	15%	1213	92%	59%	27%
Male	1415	89%	58%	16%	1323	90%	58%	27%
American Indian or Alaska Native	22	82%	59%	5%	18	100%	50%	33%
Black or African American	718	86%	41%	6%	690	85%	40%	14%
Hispanic or Latino	680	88%	47%	8%	631	88%	47%	18%
Asian or Native Hawaiian/Other Pacific Islander	739	93%	74%	27%	766	95%	79%	40%
White	481	94%	74%	23%	411	94%	68%	36%
Multiracial	8	100%	88%	38%	20	95%	70%	40%
<b>Small Group Totals</b>								
General-Education Students	2175	93%	64%	18%	2076	95%	65%	31%
Students with Disabilities	473	73%	29%	3%	460	73%	30%	9%
English Proficient	2257	92%	63%	18%	2173	93%	63%	30%
Limited English Proficient	391	76%	25%	3%	363	78%	32%	7%
Economically Disadvantaged	2139	88%	52%	10%	2098	90%	54%	23%
Not Disadvantaged	509	96%	82%	37%	438	96%	78%	44%
Migrant								
Not Migrant	2648	90%	58%	16%	2536	91%	58%	27%

#### 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

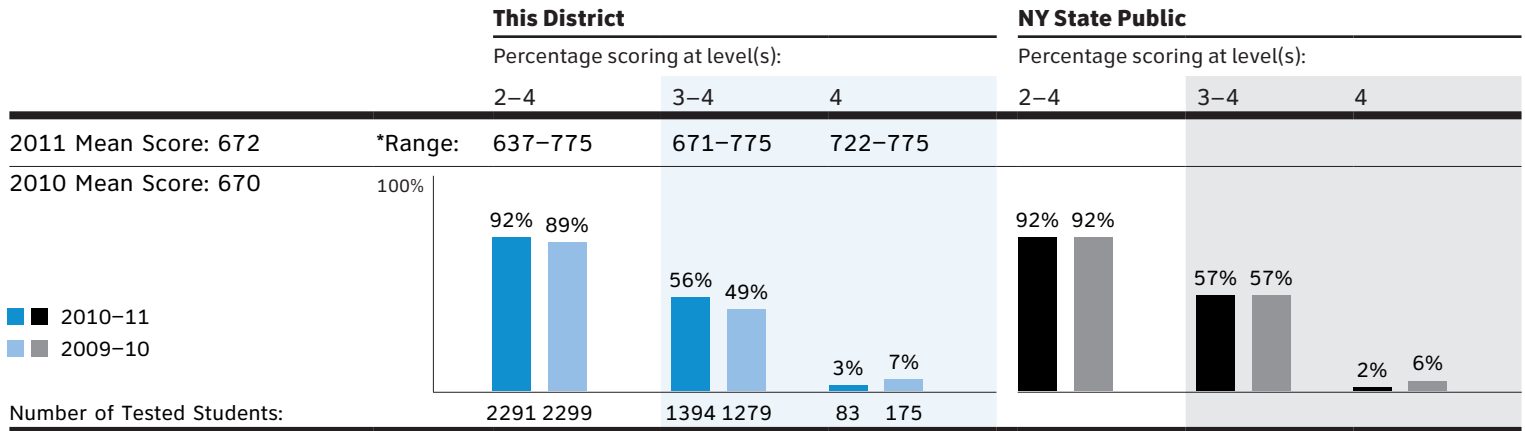
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	45	45	40	35	32	32	32	30

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## 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
<b>All Students</b>	<b>2498</b>	<b>92%</b>	<b>56%</b>	<b>3%</b>	<b>2590</b>	<b>89%</b>	<b>49%</b>	<b>7%</b>
Female	1210	94%	60%	4%	1274	91%	53%	8%
Male	1288	89%	51%	3%	1316	86%	46%	6%
American Indian or Alaska Native	27	100%	56%	0%	9	78%	44%	0%
Black or African American	694	88%	43%	1%	738	83%	31%	1%
Hispanic or Latino	606	89%	48%	0%	612	87%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	766	96%	69%	6%	763	94%	66%	13%
White	393	92%	65%	7%	447	93%	63%	11%
Multiracial	12	100%	75%	25%	21	95%	71%	5%
<b>Small Group Totals</b>								
General-Education Students	2048	96%	64%	4%	2097	94%	57%	8%
Students with Disabilities	450	72%	20%	0%	493	66%	16%	1%
English Proficient	2198	94%	61%	4%	2312	92%	54%	8%
Limited English Proficient	300	76%	20%	0%	278	66%	15%	0%
Economically Disadvantaged	2013	91%	51%	1%	2160	88%	45%	5%
Not Disadvantaged	485	95%	75%	11%	430	95%	71%	18%
Migrant								
Not Migrant	2498	92%	56%	3%	2590	89%	49%	7%

#### NOTES

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

\* 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	35	34	34	32	45	43	43	41
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	53	N/A	N/A	N/A	44	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	54	N/A	N/A	N/A	43	N/A	N/A	N/A

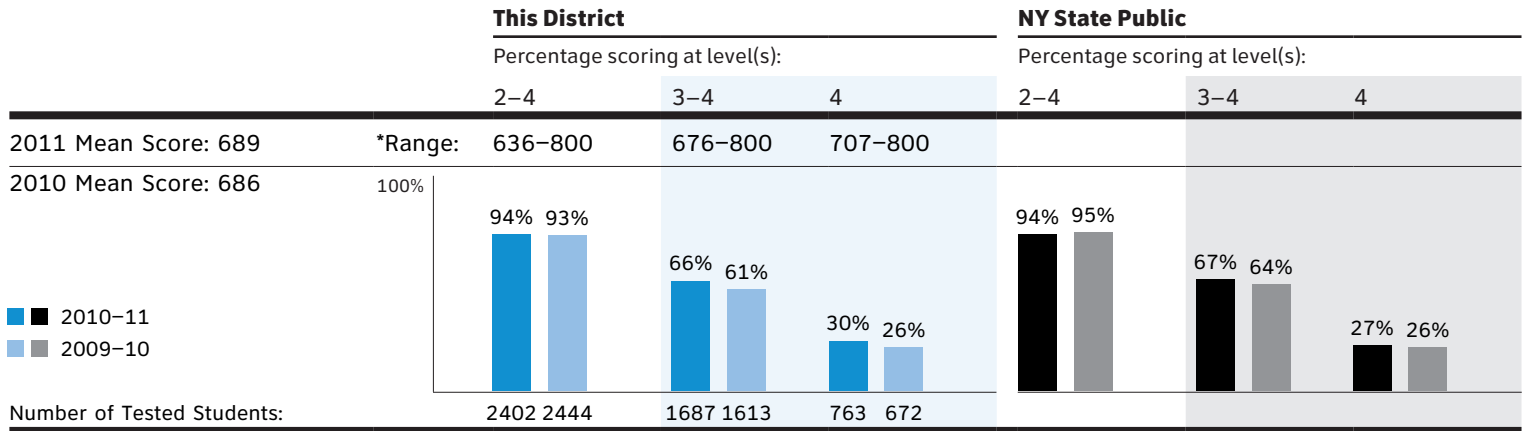
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2565</b>	<b>94%</b>	<b>66%</b>	<b>30%</b>	<b>2634</b>	<b>93%</b>	<b>61%</b>	<b>26%</b>
Female	1240	94%	66%	30%	1297	93%	61%	25%
Male	1325	93%	65%	30%	1337	93%	61%	26%
American Indian or Alaska Native	27	96%	59%	22%	9	100%	78%	56%
Black or African American	696	91%	48%	13%	745	88%	40%	11%
Hispanic or Latino	635	91%	57%	20%	624	92%	53%	14%
Asian or Native Hawaiian/Other Pacific Islander	795	96%	83%	48%	782	96%	79%	42%
White	400	97%	76%	39%	454	95%	76%	36%
Multiracial	12	100%	92%	50%	20	95%	75%	30%
<b>Small Group Totals</b>								
General-Education Students	2116	96%	73%	34%	2144	96%	69%	30%
Students with Disabilities	449	81%	31%	9%	490	79%	28%	6%
English Proficient	2204	96%	70%	33%	2309	94%	65%	28%
Limited English Proficient	361	82%	41%	9%	325	81%	33%	5%
Economically Disadvantaged	2073	93%	62%	25%	2199	92%	58%	21%
Not Disadvantaged	492	96%	81%	49%	435	95%	78%	48%
Migrant								
Not Migrant	2565	94%	66%	30%	2634	93%	61%	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.

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### Other Assessments

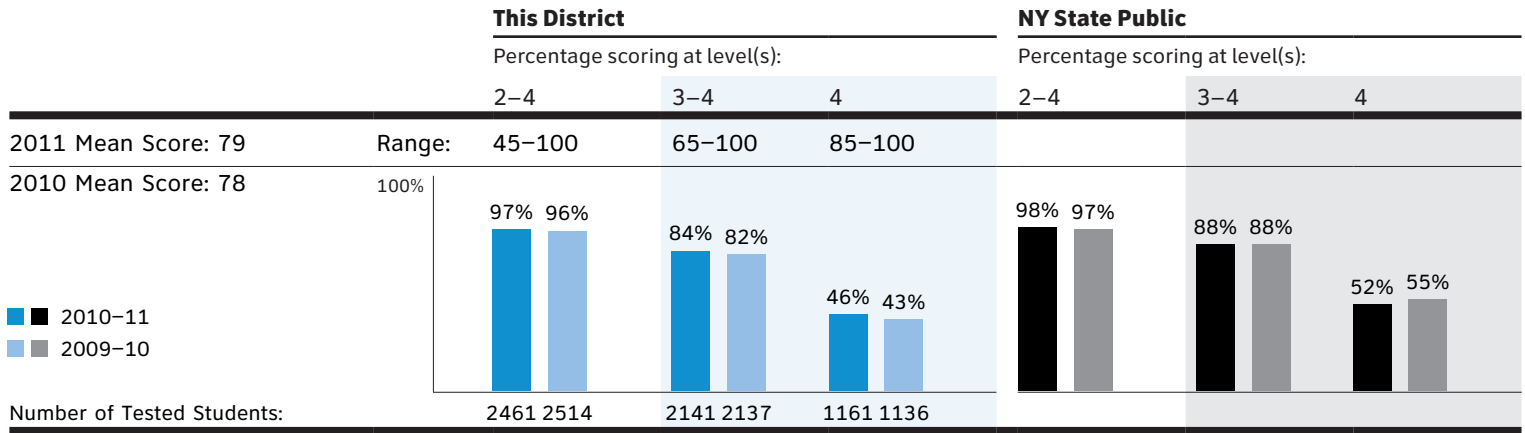
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	35	34	32	44	44	42	38

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 4 Science



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2534</b>	<b>97%</b>	<b>84%</b>	<b>46%</b>	<b>2613</b>	<b>96%</b>	<b>82%</b>	<b>43%</b>
Female	1233	98%	85%	46%	1288	97%	83%	43%
Male	1301	96%	84%	46%	1325	96%	81%	44%
American Indian or Alaska Native	29	97%	83%	24%	9	100%	89%	33%
Black or African American	678	97%	79%	28%	731	94%	72%	23%
Hispanic or Latino	631	97%	79%	36%	618	96%	80%	34%
Asian or Native Hawaiian/Other Pacific Islander	788	97%	91%	65%	781	98%	89%	62%
White	396	98%	88%	55%	454	97%	87%	57%
Multiracial	12	100%	100%	92%	20	95%	90%	60%
<b>Small Group Totals</b>								
General-Education Students	2102	98%	88%	52%	2131	98%	87%	49%
Students with Disabilities	432	94%	69%	18%	482	90%	59%	17%
English Proficient	2181	98%	88%	51%	2299	98%	86%	48%
Limited English Proficient	353	89%	61%	14%	314	87%	52%	13%
Economically Disadvantaged	2042	97%	83%	41%	2176	96%	80%	39%
Not Disadvantaged	492	98%	92%	67%	437	97%	91%	68%
Migrant								
Not Migrant	2534	97%	84%	46%	2613	96%	82%	43%

#### 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

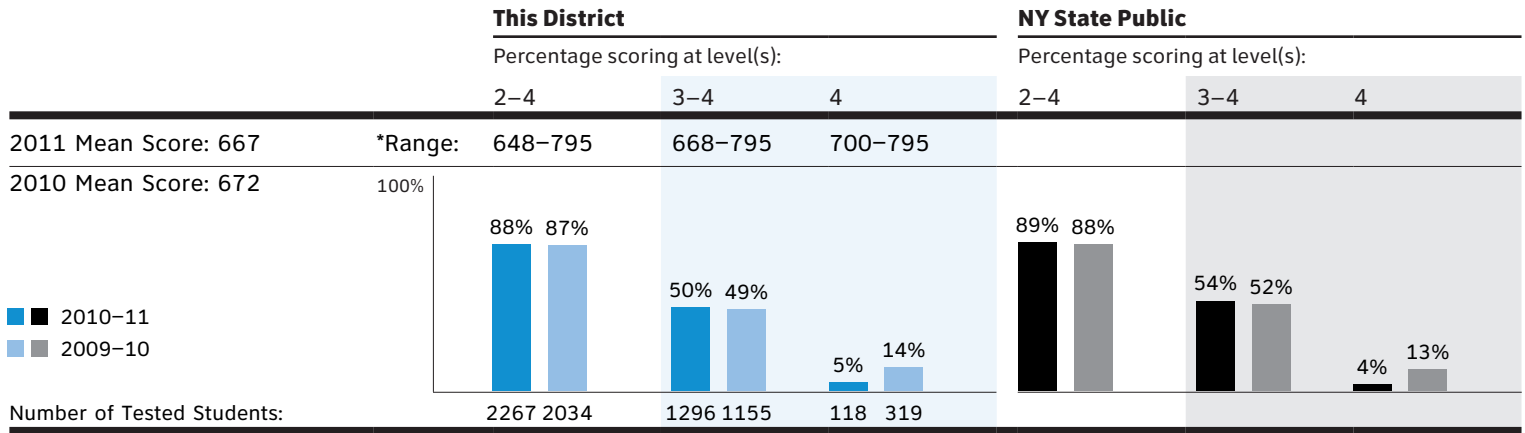
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	35	31	31	29	45	44	44	42

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## 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
<b>All Students</b>	<b>2580</b>	<b>88%</b>	<b>50%</b>	<b>5%</b>	<b>2349</b>	<b>87%</b>	<b>49%</b>	<b>14%</b>
Female	1268	91%	53%	5%	1118	89%	54%	16%
Male	1312	85%	47%	4%	1231	84%	45%	11%
American Indian or Alaska Native	23	83%	57%	4%	13	92%	46%	8%
Black or African American	733	83%	32%	1%	696	78%	32%	5%
Hispanic or Latino	615	86%	43%	2%	559	86%	42%	8%
Asian or Native Hawaiian/Other Pacific Islander	781	92%	65%	8%	673	93%	66%	21%
White	419	93%	64%	9%	393	92%	62%	23%
Multiracial	9	89%	78%	11%	15	80%	60%	27%
<b>Small Group Totals</b>								
General-Education Students	2089	94%	58%	6%	1868	93%	57%	16%
Students with Disabilities	491	62%	16%	1%	481	62%	18%	2%
English Proficient	2340	91%	54%	5%	2143	89%	52%	15%
Limited English Proficient	240	61%	13%	0%	206	60%	15%	0%
Economically Disadvantaged	2132	87%	45%	3%	1965	85%	45%	11%
Not Disadvantaged	448	94%	75%	14%	384	92%	70%	27%
Migrant								
Not Migrant	2580	88%	50%	5%	2349	87%	49%	14%

#### NOTES

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	57	55	55	51	38	35	35	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	40	N/A	N/A	N/A	49	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	42	N/A	N/A	N/A	48	N/A	N/A	N/A

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

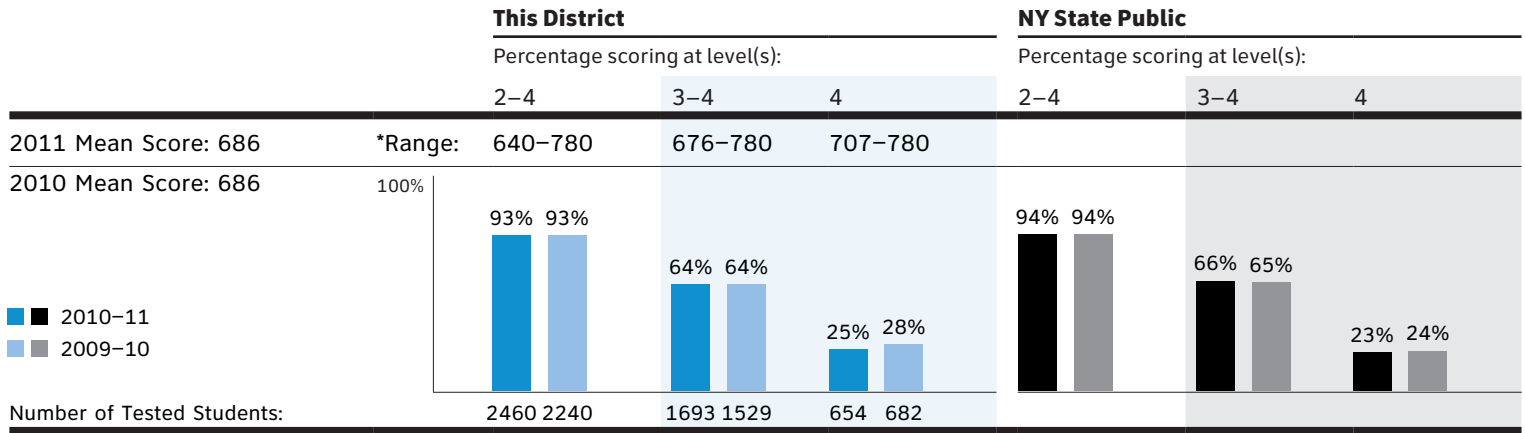


# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2647</b>	<b>93%</b>	<b>64%</b>	<b>25%</b>	<b>2403</b>	<b>93%</b>	<b>64%</b>	<b>28%</b>
Female	1304	94%	65%	24%	1144	94%	65%	28%
Male	1343	92%	63%	25%	1259	93%	63%	28%
American Indian or Alaska Native	24	88%	63%	25%	14	93%	50%	21%
Black or African American	742	90%	46%	8%	700	87%	45%	11%
Hispanic or Latino	640	92%	55%	16%	571	94%	57%	20%
Asian or Native Hawaiian/Other Pacific Islander	802	95%	79%	41%	696	96%	81%	47%
White	430	95%	79%	35%	406	98%	77%	39%
Multiracial	9	100%	89%	22%	16	100%	50%	25%
<b>Small Group Totals</b>								
General-Education Students	2157	96%	71%	29%	1920	97%	72%	33%
Students with Disabilities	490	78%	32%	5%	483	78%	32%	8%
English Proficient	2364	95%	68%	27%	2148	95%	67%	31%
Limited English Proficient	283	79%	31%	8%	255	80%	36%	10%
Economically Disadvantaged	2192	93%	60%	20%	2010	93%	61%	25%
Not Disadvantaged	455	95%	81%	49%	393	96%	79%	47%
Migrant								
Not Migrant	2647	93%	64%	25%	2403	93%	64%	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	58	57	57	55	38	33	33	29

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 661	*Range: 644-785	662-785	694-785			
2010 Mean Score: 664						
Number of Tested Students:	2121	2141	1319	1263	72	176

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2428</b>	<b>87%</b>	<b>54%</b>	<b>3%</b>	<b>2446</b>	<b>88%</b>	<b>52%</b>	<b>7%</b>
Female	1205	89%	57%	3%	1188	89%	55%	9%
Male	1223	85%	52%	3%	1258	86%	48%	6%
American Indian or Alaska Native	23	78%	48%	0%	12	92%	75%	8%
Black or African American	748	84%	42%	1%	727	84%	36%	2%
Hispanic or Latino	595	85%	48%	1%	630	84%	46%	3%
Asian or Native Hawaiian/Other Pacific Islander	683	92%	69%	5%	728	94%	68%	14%
White	371	89%	61%	6%	337	88%	61%	12%
Multiracial	8	100%	63%	0%	12	83%	33%	0%
<b>Small Group Totals</b>								
General-Education Students	1959	93%	63%	4%	1967	94%	61%	9%
Students with Disabilities	469	62%	20%	0%	479	61%	14%	0%
English Proficient	2245	91%	58%	3%	2228	91%	56%	8%
Limited English Proficient	183	44%	7%	0%	218	50%	6%	0%
Economically Disadvantaged	2149	86%	53%	2%	2143	87%	50%	7%
Not Disadvantaged	279	94%	67%	7%	303	91%	61%	12%
Migrant								
Not Migrant	2428	87%	54%	3%	2446	88%	52%	7%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	43	42	41	40	30	30	30	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	30	N/A	N/A	N/A	50	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	31	N/A	N/A	N/A	50	N/A	N/A	N/A

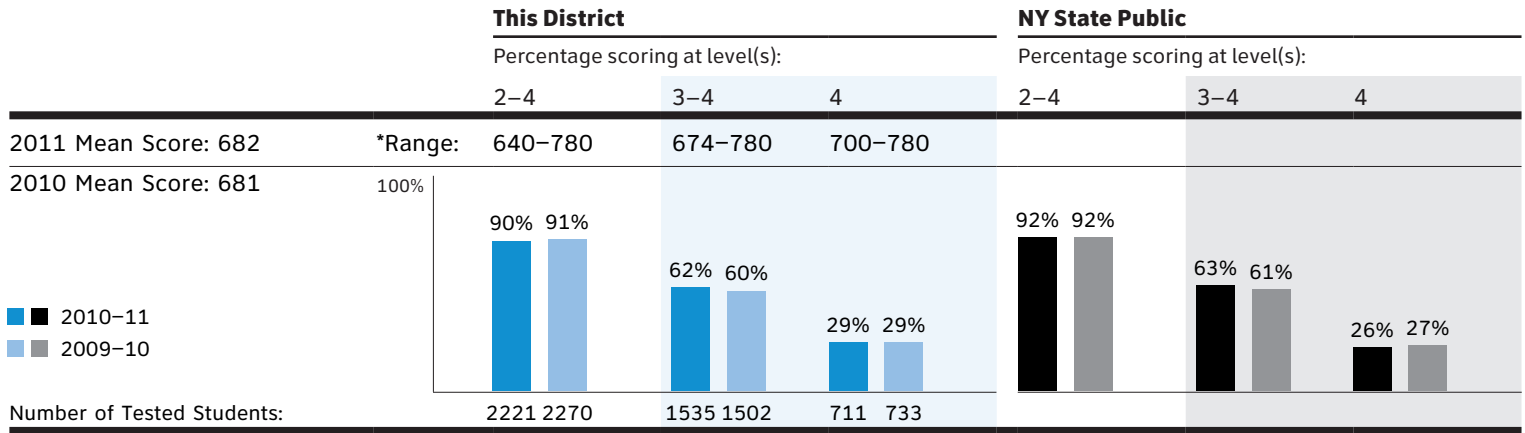
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2468</b>	<b>90%</b>	<b>62%</b>	<b>29%</b>	<b>2499</b>	<b>91%</b>	<b>60%</b>	<b>29%</b>
Female	1227	91%	63%	29%	1217	91%	63%	29%
Male	1241	89%	61%	29%	1282	91%	58%	29%
American Indian or Alaska Native	23	78%	39%	22%	12	100%	58%	42%
Black or African American	748	85%	46%	13%	731	85%	39%	15%
Hispanic or Latino	605	89%	55%	20%	644	90%	54%	20%
Asian or Native Hawaiian/Other Pacific Islander	702	94%	79%	47%	754	96%	81%	47%
White	382	95%	74%	40%	346	93%	73%	38%
Multiracial	8	100%	75%	63%	12	83%	33%	25%
<b>Small Group Totals</b>								
General-Education Students	2000	95%	70%	34%	2021	95%	69%	35%
Students with Disabilities	468	70%	30%	7%	478	74%	21%	3%
English Proficient	2250	92%	66%	31%	2230	93%	65%	32%
Limited English Proficient	218	67%	25%	5%	269	72%	23%	5%
Economically Disadvantaged	2186	89%	61%	27%	2190	91%	59%	28%
Not Disadvantaged	282	94%	73%	39%	309	92%	68%	38%
Migrant								
Not Migrant	2468	90%	62%	29%	2499	91%	60%	29%

#### NOTES

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### Other Assessments

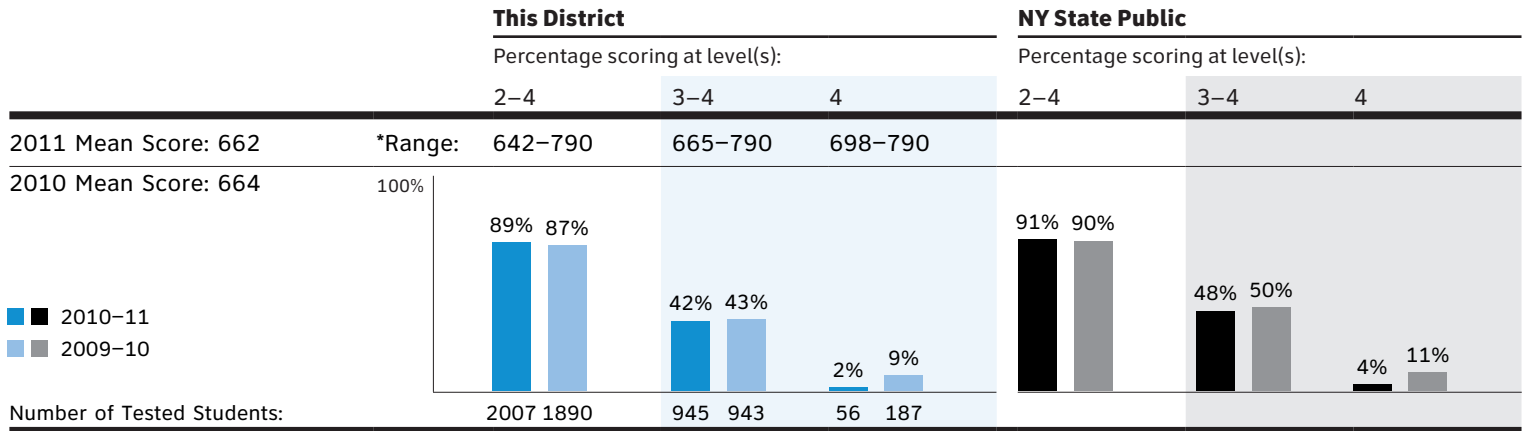
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	43	42	42	41	34	30	29	26

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## 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
<b>All Students</b>	<b>2250</b>	<b>89%</b>	<b>42%</b>	<b>2%</b>	<b>2170</b>	<b>87%</b>	<b>43%</b>	<b>9%</b>
Female	1097	92%	48%	3%	1069	91%	49%	11%
Male	1153	86%	37%	2%	1101	83%	38%	6%
American Indian or Alaska Native	12	-	-	-	13	69%	23%	0%
Black or African American	715	86%	29%	1%	733	82%	28%	3%
Hispanic or Latino	576	88%	36%	1%	549	87%	41%	6%
Asian or Native Hawaiian/Other Pacific Islander	620	93%	60%	4%	596	93%	62%	17%
White	323	91%	50%	6%	272	90%	52%	11%
Multiracial	4	-	-	-	7	71%	14%	0%
Small Group Totals	16	88%	31%	0%				
General-Education Students	1829	94%	49%	3%	1733	92%	51%	11%
Students with Disabilities	421	70%	10%	0%	437	67%	12%	1%
English Proficient	2051	92%	46%	3%	1986	90%	47%	9%
Limited English Proficient	199	55%	5%	0%	184	57%	5%	0%
Economically Disadvantaged	2061	89%	41%	3%	2022	87%	44%	9%
Not Disadvantaged	189	94%	50%	2%	148	82%	31%	7%
Migrant								
Not Migrant	2250	89%	42%	2%	2170	87%	43%	9%

#### NOTES

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

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	34	34	31	30	33	32	31	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	36	N/A	N/A	N/A	43	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	36	N/A	N/A	N/A	43	N/A	N/A	N/A

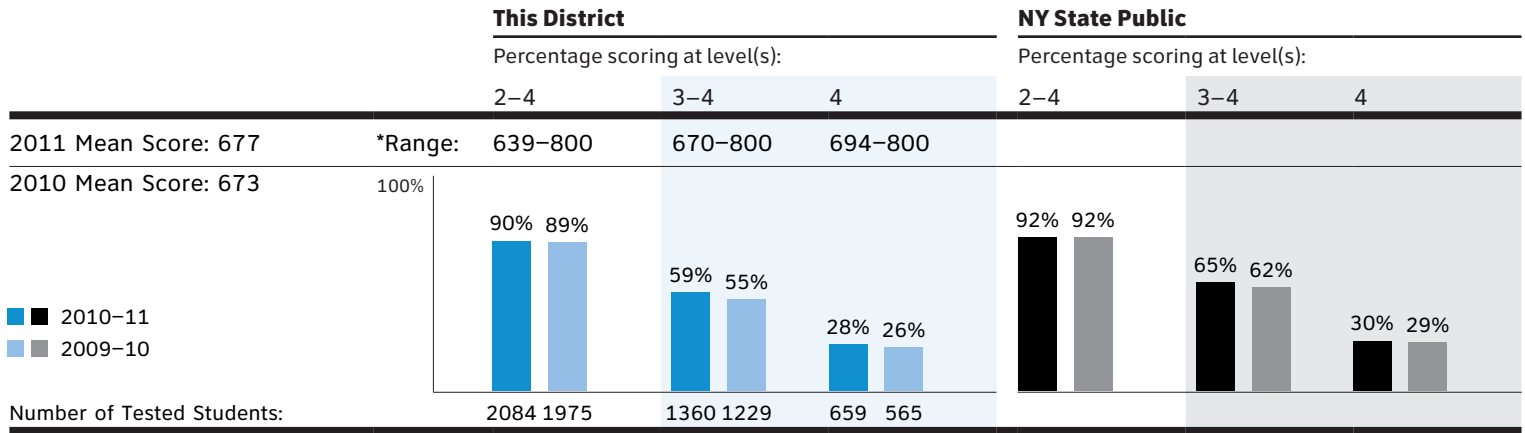
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2318</b>	<b>90%</b>	<b>59%</b>	<b>28%</b>	<b>2215</b>	<b>89%</b>	<b>55%</b>	<b>26%</b>
Female	1131	91%	60%	28%	1096	91%	59%	28%
Male	1187	89%	57%	29%	1119	88%	52%	24%
American Indian or Alaska Native	13	-	-	-	13	85%	46%	8%
Black or African American	738	83%	40%	13%	739	82%	36%	11%
Hispanic or Latino	594	90%	54%	21%	559	89%	52%	18%
Asian or Native Hawaiian/Other Pacific Islander	637	95%	78%	48%	612	96%	79%	47%
White	332	94%	72%	39%	285	95%	64%	32%
Multiracial	4	-	-	-	7	86%	29%	14%
Small Group Totals	17	82%	59%	24%				
General-Education Students	1888	94%	67%	34%	1775	94%	64%	31%
Students with Disabilities	430	73%	24%	4%	440	71%	20%	3%
English Proficient	2078	92%	62%	31%	1987	91%	59%	28%
Limited English Proficient	240	72%	32%	7%	228	71%	21%	4%
Economically Disadvantaged	2127	90%	59%	29%	2062	90%	57%	26%
Not Disadvantaged	191	92%	57%	24%	153	81%	41%	20%
Migrant								
Not Migrant	2318	90%	59%	28%	2215	89%	55%	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

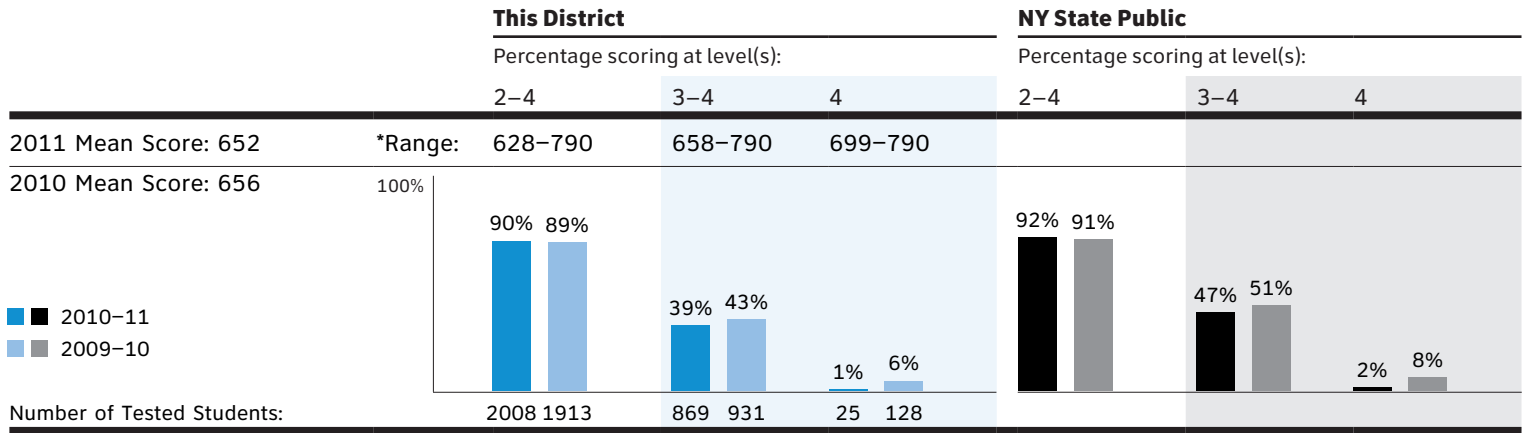
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	34	31	30	29	33	30	30	27

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## 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
<b>All Students</b>	<b>2222</b>	<b>90%</b>	<b>39%</b>	<b>1%</b>	<b>2148</b>	<b>89%</b>	<b>43%</b>	<b>6%</b>
Female	1105	94%	46%	1%	1058	91%	50%	7%
Male	1117	87%	33%	1%	1090	87%	37%	5%
American Indian or Alaska Native	16	-	-	-	13	-	-	-
Black or African American	704	87%	28%	0%	738	85%	32%	2%
Hispanic or Latino	572	90%	33%	1%	525	86%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	629	95%	55%	3%	575	95%	61%	10%
White	298	92%	44%	1%	295	95%	52%	11%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	19	79%	16%	0%	15	67%	27%	0%
General-Education Students	1789	95%	47%	1%	1758	95%	51%	7%
Students with Disabilities	433	72%	7%	0%	390	63%	10%	1%
English Proficient	2027	93%	43%	1%	2000	92%	46%	6%
Limited English Proficient	195	62%	4%	0%	148	56%	5%	0%
Economically Disadvantaged	2048	91%	40%	1%	1986	89%	44%	6%
Not Disadvantaged	174	89%	33%	1%	162	91%	38%	4%
Migrant								
Not Migrant	2222	90%	39%	1%	2148	89%	43%	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 8 Equivalent	33	33	32	29	50	50	50	49
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	43	N/A	N/A	N/A	47	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	44	N/A	N/A	N/A	47	N/A	N/A	N/A

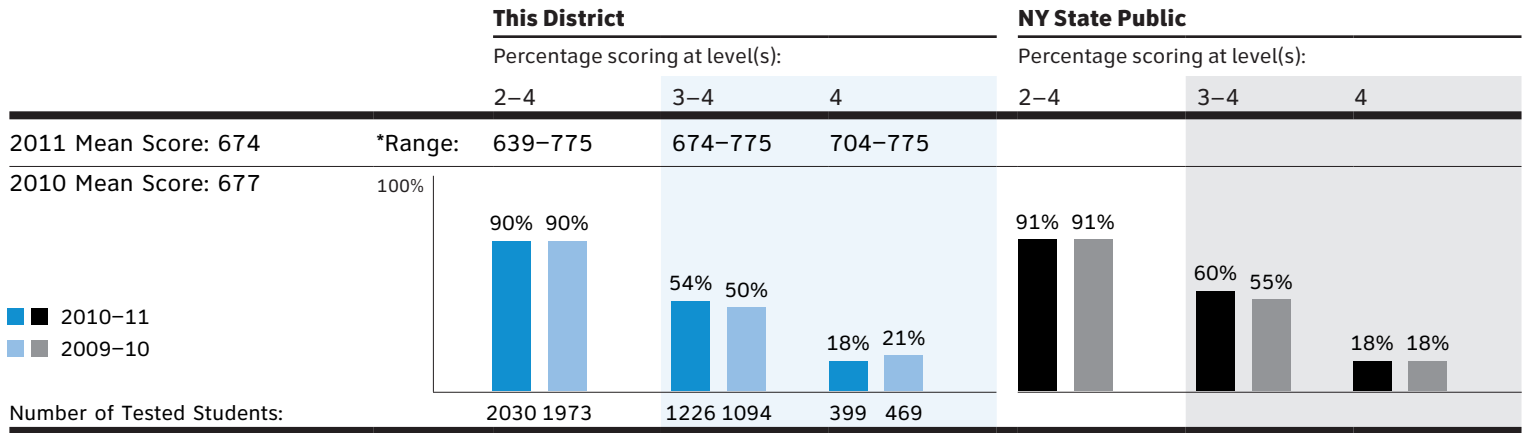
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>2263</b>	<b>90%</b>	<b>54%</b>	<b>18%</b>	<b>2198</b>	<b>90%</b>	<b>50%</b>	<b>21%</b>
Female	1124	92%	55%	19%	1071	93%	56%	24%
Male	1139	88%	53%	16%	1127	87%	44%	19%
American Indian or Alaska Native	17	-	-	-	14	-	-	-
Black or African American	704	83%	36%	5%	740	83%	33%	11%
Hispanic or Latino	586	89%	48%	10%	541	89%	41%	14%
Asian or Native Hawaiian/Other Pacific Islander	645	97%	76%	36%	590	96%	72%	39%
White	308	93%	64%	22%	311	96%	64%	25%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	20	75%	20%	5%	16	81%	44%	19%
General-Education Students	1836	94%	62%	21%	1806	94%	58%	25%
Students with Disabilities	427	71%	21%	2%	392	71%	14%	3%
English Proficient	2020	91%	58%	19%	2002	92%	52%	23%
Limited English Proficient	243	75%	26%	7%	196	71%	24%	8%
Economically Disadvantaged	2091	90%	55%	18%	2032	90%	50%	22%
Not Disadvantaged	172	85%	45%	13%	166	90%	42%	19%
Migrant								
Not Migrant	2263	90%	54%	18%	2198	90%	50%	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.

\* 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	33	31	29	28	50	43	43	33

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## This District's Results in Grade 8 Science

### This District

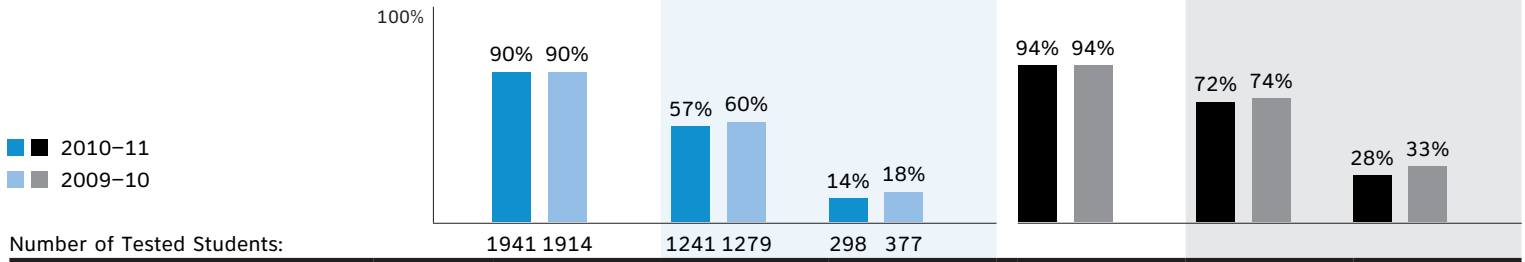
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



Number of Tested Students:

1941 1914

1241 1279

298 377

## Results by Student Group

### 2010-11 School Year

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

### 2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>2028</b>	<b>89%</b>	<b>55%</b>	<b>12%</b>	<b>1958</b>	<b>89%</b>	<b>57%</b>	<b>14%</b>
Female	995	90%	54%	12%	950	90%	59%	14%
Male	1033	88%	55%	13%	1008	88%	55%	15%
American Indian or Alaska Native	17	-	-	-	14	-	-	-
Black or African American	628	85%	40%	4%	661	83%	44%	7%
Hispanic or Latino	541	90%	53%	10%	497	90%	56%	11%
Asian or Native Hawaiian/Other Pacific Islander	553	93%	69%	22%	501	93%	70%	24%
White	288	91%	65%	15%	283	94%	67%	19%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	18	61%	28%	0%	16	75%	31%	19%
General-Education Students	1641	92%	63%	15%	1593	93%	64%	17%
Students with Disabilities	387	78%	21%	2%	365	73%	25%	4%
English Proficient	1797	92%	60%	14%	1770	91%	60%	16%
Limited English Proficient	231	63%	17%	1%	188	70%	26%	2%
Economically Disadvantaged	1888	89%	56%	13%	1814	89%	57%	15%
Not Disadvantaged	140	86%	40%	7%	144	85%	49%	8%
Migrant								
Not Migrant	2028	89%	55%	12%	1958	89%	57%	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.

## 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	33	50
Regents Science	140	176

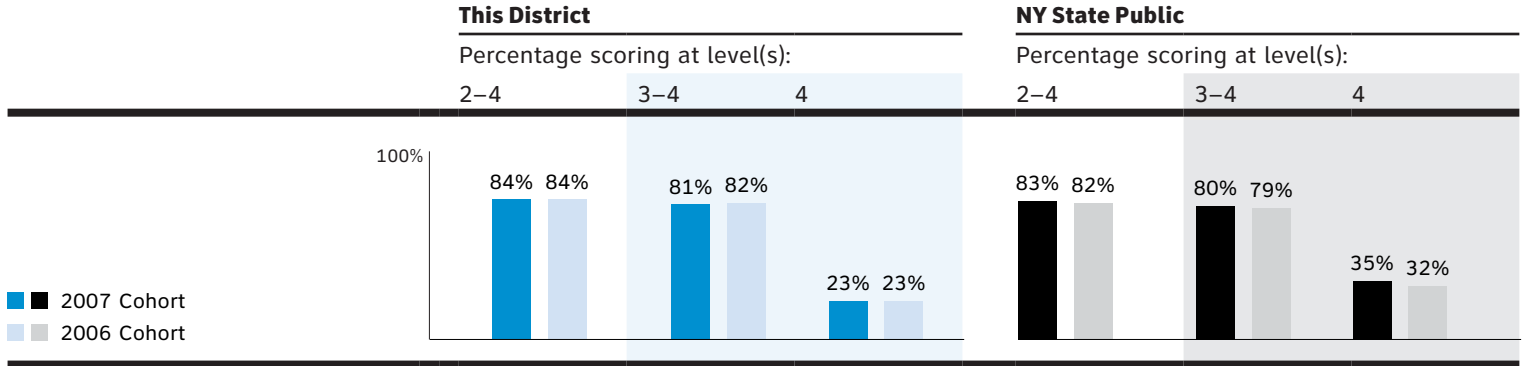


# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

## 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
<b>All Students</b>	<b>3494</b>	<b>84%</b>	<b>81%</b>	<b>23%</b>	<b>3371</b>	<b>84%</b>	<b>82%</b>	<b>23%</b>
Female	1701	87%	85%	28%	1602	89%	87%	28%
Male	1793	81%	78%	18%	1769	81%	78%	18%
American Indian or Alaska Native	32	-	-	-	12	-	-	-
Black or African American	1121	77%	72%	15%	1154	78%	75%	14%
Hispanic or Latino	842	84%	80%	20%	747	82%	80%	18%
Asian or Native Hawaiian/Other Pacific Islander	1062	91%	89%	31%	965	91%	90%	35%
White	433	89%	88%	27%	489	91%	89%	30%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	36	53%	53%	17%	16	88%	81%	19%
General-Education Students	3136	89%	86%	25%	3042	89%	88%	25%
Students with Disabilities	358	44%	38%	3%	329	39%	33%	1%
English Proficient	3218	86%	83%	24%	3104	86%	84%	25%
Limited English Proficient	276	67%	57%	4%	267	68%	62%	2%
Economically Disadvantaged	2139	87%	84%	25%	1900	90%	87%	27%
Not Disadvantaged	1355	79%	76%	20%	1471	78%	76%	18%
Migrant								
Not Migrant	3494	84%	81%	23%	3371	84%	82%	23%

#### NOTES

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

\* 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.

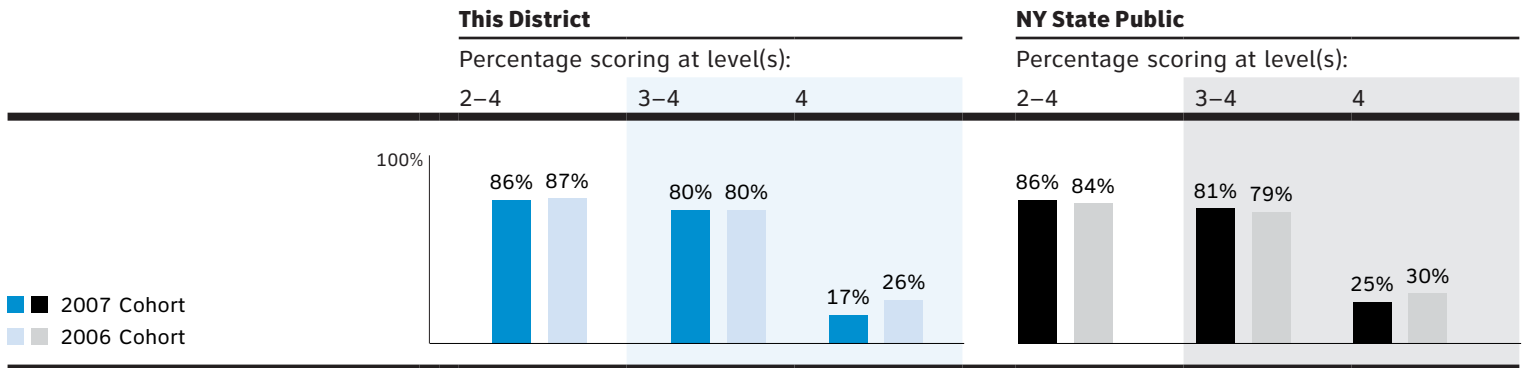
\*\* 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

District ID **34-28-00-01-0000**

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



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>3494</b>	<b>86%</b>	<b>80%</b>	<b>17%</b>	<b>3371</b>	<b>87%</b>	<b>80%</b>	<b>26%</b>
Female	1701	88%	82%	18%	1602	89%	83%	26%
Male	1793	84%	79%	17%	1769	84%	77%	26%
American Indian or Alaska Native	32	-	-	-	12	-	-	-
Black or African American	1121	78%	69%	7%	1154	81%	71%	12%
Hispanic or Latino	842	84%	78%	11%	747	82%	76%	19%
Asian or Native Hawaiian/Other Pacific Islander	1062	94%	91%	31%	965	94%	90%	43%
White	433	91%	88%	26%	489	93%	88%	35%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	36	72%	67%	8%	16	81%	75%	13%
General-Education Students	3136	91%	86%	19%	3042	92%	86%	28%
Students with Disabilities	358	39%	28%	1%	329	41%	26%	2%
English Proficient	3218	87%	82%	18%	3104	88%	81%	27%
Limited English Proficient	276	76%	66%	8%	267	72%	64%	9%
Economically Disadvantaged	2139	88%	83%	20%	1900	91%	84%	30%
Not Disadvantaged	1355	82%	76%	14%	1471	81%	74%	20%
Migrant								
Not Migrant	3494	86%	80%	17%	3371	87%	80%	26%

#### NOTES

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