



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #29**

District ID **34-29-00-01-0000**

Superintendent **LENON MURRAY**

Telephone **(718) 264-3146**

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	495	506	517
Kindergarten	2063	2359	2354
Grade 1	2497	2647	2559
Grade 2	2415	2641	2577
Grade 3	2412	2644	2625
Grade 4	2372	2638	2650
Grade 5	2403	2633	2620
Grade 6	2328	2499	2446
Ungraded Elementary	1359	95	98
Grade 7	2397	2622	2583
Grade 8	2398	2709	2633
Grade 9	1087	1198	1150
Grade 10	897	941	950
Grade 11	758	789	748
Grade 12	622	685	743
Ungraded Secondary	643	25	27
Total K-12	26651	27125	26763

Average Class Size

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

District ID 34-29-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	17253	65%	17456	64%	17645	66%
Reduced-Price Lunch	3001	11%	2837	10%	2369	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1895	7%	1957	7%	2044	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	188	1%	185	1%	265	1%
Black or African American	18948	71%	19168	71%	18634	70%
Hispanic or Latino	3417	13%	3429	13%	3471	13%
Asian or Native Hawaiian/Other Pacific Islander	3452	13%	3674	14%	3827	14%
White	646	2%	669	2%	566	2%
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	1094	4%	1104	4%	1079	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	1861	1774	1715
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	5%	5%	6%
Percent with Fewer Than Three Years of Experience	7%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	45%	49%	52%
Total Number of Core Classes	3308	3589	3547
Percent Not Taught by Highly Qualified Teachers in This District	6%	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%
Total Number of Classes	4059	4435	4340
Percent Taught by Teachers Without Appropriate Certification	8%	7%	6%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	19%	21%
Turnover Rate of All Teachers	12%	13%	13%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

▲ Improvement (Year 7)

ELA	▲ Improvement (Year 7)	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
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	✓	✓		—	—	
Black or African American	✓	✓ ^{SH}		✗	✗	
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	✗ 8 of 10	✗ 8 of 10	✓ 1 of 1	✗ 1 of 6	✗ 3 of 6	✗ 0 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts































Accountability Status  Improvement (Year 7)
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 8) 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 7) in 2012-13. [210]

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 (16343:15254)			99%		130	121		
Ethnicity								
American Indian or Alaska Native (180:167)			99%		133	114		
Black or African American (11283:10592)			99%		127	121		
Hispanic or Latino (2152:1958)			97%		124	120		
Asian or Native Hawaiian/Other Pacific Islander (2338:2181)			99%		149	120		
White (356:325)			97%		140	116		
Multiracial (34:31)		—	—		161	105		
Other Groups								
Students with Disabilities (3048:2831)			96%		86	120	93	97
Limited English Proficient (1183:1375)			96%		105	119	108	115
Economically Disadvantaged (14051:13142)			99%		130	121		
Final AYP Determination	 8 of 10							
Non-Accountability Groups								
Female (8003:7537)			99%		140	121		
Male (8340:7717)			98%		122	121		
Migrant (0:0)								


Symbols

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

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

Elementary/Middle-Level Mathematics































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

Accountability Measures 8 of 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
Accountability Groups							
All Students (16352:15353)			99%		140	136	
Ethnicity							
American Indian or Alaska Native (180:167)			99%		149	129	
Black or African American (11285:10623)			99%		135	136	135 142
Hispanic or Latino (2155:1989)			99%		137	135	
Asian or Native Hawaiian/Other Pacific Islander (2341:2218)			100%		169	135	
White (357:325)			97%		148	131	
Multiracial (34:31)		—	—		165	120	
Other Groups							
Students with Disabilities (3052:2831)			96%		100	135	106 110
Limited English Proficient (1191:1472)			100%		124	134	125 132
Economically Disadvantaged (14058:13235)			99%		140	136	
Final AYP Determination	 8 of 10						
Non-Accountability Groups							
Female (8013:7588)			99%		144	136	
Male (8339:7765)			99%		137	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	
Accountability Groups									
All Students (5532:5051)		Qualified		96%		165	100		
Ethnicity									
American Indian or Alaska Native (77:67)		Qualified		96%		169	100		
Black or African American (3813:3493)		Qualified		96%		162	100		
Hispanic or Latino (707:620)		Qualified		95%		167	100		
Asian or Native Hawaiian/Other Pacific Islander (779:732)		Qualified		98%		178	100		
White (141:126)		Qualified		95%		178	100		
Multiracial (15:13)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (965:847)		Qualified		91%		145	100		
Limited English Proficient (380:451)		Qualified		95%		151	100		
Economically Disadvantaged (4706:4321)		Qualified		97%		166	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (2730:2537)				97%		167	100		
Male (2802:2514)				95%		164	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 7)
for This Subject
(2011–12)

Accountability Measures 1 of 6 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 8) 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 7) in 2012-13. [210]

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 (841:861)			99%		170	179	173 [‡]	173
Ethnicity								
American Indian or Alaska Native (7:8)	—	—	—	—	—	—	—	—
Black or African American (698:723)			99%		170	179	171	173
Hispanic or Latino (75:71)			99%		176	172		
Asian or Native Hawaiian/Other Pacific Islander (49:47)			98%		168	169	169 [‡]	171
White (10:12)	—	—	—	—	—	—	—	—
Multiracial (2:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (117:161)			97%		113	175	111 [‡]	122
Limited English Proficient (23:21)	—	—	—	—	—	—	—	—
Economically Disadvantaged (514:511)			99%		176	178	178 [‡]	178
Final AYP Determination	 1 of 6							
Non-Accountability Groups								
Female (411:426)			100%		181	178		
Male (430:435)			98%		159	178		
Migrant (0:0)								


Symbols

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

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




















Secondary-Level Mathematics

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

Accountability Measures 3 of 6 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (841:861)			99%		172	176	173 [‡]	175
Ethnicity								
American Indian or Alaska Native (7:8)	–	–	–	–	–	–	–	–
Black or African American (698:723)			99%		171	176	172	174
Hispanic or Latino (75:71)			99%		176	169		
Asian or Native Hawaiian/Other Pacific Islander (49:47)			100%		183	166		
White (10:12)	–	–	–	–	–	–	–	–
Multiracial (2:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (117:161)			97%		124	172	116 [‡]	132
Limited English Proficient (23:21)	–	–	–	–	–	–	–	–
Economically Disadvantaged (514:511)			99%		177	175		
Final AYP Determination	 3 of 6							
Non-Accountability Groups								
Female (411:426)			100%		175	175		
Male (430:435)			99%		168	175		
Migrant (0:0)								


Symbols

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

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










Graduation Rate

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



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

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (915)			66%	80%	69%
Ethnicity					
American Indian or Alaska Native (6)		—	—	—	
Black or African American (762)			68%	80%	68%
Hispanic or Latino (86)			58%	80%	63%
Asian or Native Hawaiian/Other Pacific Islander (43)			70%	80%	80%
White (11)		—	—	—	
Multiracial (7)		—	—	—	
Other Groups					
Students with Disabilities (186)			25%	80%	32%
Limited English Proficient (36)			42%	80%	16%
Economically Disadvantaged (581)			74%	80%	77%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (428)			73%	80%	
Male (487)			61%	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 **68%** 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 67% of total

CAMBRIA HEIGHTS ACADEMY
 EAGLE ACADEMY FOR YOUNG MEN III
 GEORGE WASHINGTON CARVER HIGH SCHOOL FOR THE SCIENCES
 HUMANITIES AND ARTS MAGNET HIGH SCHOOL
 LAW, GOVERNMENT AND COMMUNITY SERVICE HIGH SCHOOL
 MATH/SCIENCE RESEARCH AND TECHNOLOGY MAGNET HS
 PATHWAYS COLLEGE PREPARATORY SCHOOL
 PREPARATORY ACADEMY FOR WRITERS
 PS 131 ABIGAIL ADAMS
 PS 132 RALPH BUNCHE
 PS 136 ROY WILKINS
 PS 15 JACKIE ROBINSON
 PS 176 CAMBRIA HEIGHTS
 PS 181 BROOKFIELD
 PS 195 WILLIAM HABERLE
 PS 251
 PS 33 EDWARD M FUNK
 PS 34 JOHN HARVARD
 PS 35 NATHANIEL WOODHULL
 PS 36 ST ALBANS SCHOOL
 PS 38 ROSEDALE
 PS 52
 PS/IS 208
 PS/IS 268
 PS/IS 295
 PS/MS 147 RONALD MCNAIR
 QUEENS PREPARATORY ACADEMY
 THE BELLAIRE SCHOOL
 THE GORDON PARKS SCHOOL

Improvement (year 1) Basic

6 schools identified 14% of total

CYNTHIA JENKINS SCHOOL
 PS 118 LORRAINE HANSBERRY
 PS 134 HOLLIS
 PS 138 SUNRISE
 PS 156 LAURELTON
 PS 95 EASTWOOD

Improvement (year 1) Focused

1 school identified 2% of total

JEAN NUZZI INTERMEDIATE SCHOOL

Improvement (year 1) Comprehensive

3 schools identified 7% of total

EXCELSIOR PREPARATORY HIGH SCHOOL
 IS 231 MAGNETECH 2000
 IS 59 SPRINGFIELD GARDENS

Improvement (year 2) Comprehensive

1 school identified 2% of total

(continued)

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

Improvement (year 2) Comprehensive (continued)

.....
BUSINESS/COMPUTER APPLICATIONS & ENTREPRENEURSHIP HIGH SCHOOL

Corrective Action (year 2) Focused

.....
1 school identified 2% of total

PS/IS 116 WILLIAM C HUGHLEY

Restructuring (advanced) Focused

.....
1 school identified 2% of total

IS 238 SUSAN B ANTHONY

Restructuring (advanced) Comprehensive

.....
1 school identified 2% of total

IS 192 THE LINDEN

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	48%			2611
Grade 4	51%			2668
Grade 5	45%			2654
Grade 6	38%			2482
Grade 7	31%			2627
Grade 8	32%			2632

Mathematics			
Grade 3	49%		2661
Grade 4	57%		2702
Grade 5	55%		2691
Grade 6	45%		2523
Grade 7	44%		2654
Grade 8	43%		2659

Science			
Grade 4	83%		2690
Grade 8	54%		2489

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	69%			1019
Mathematics	69%			1019

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

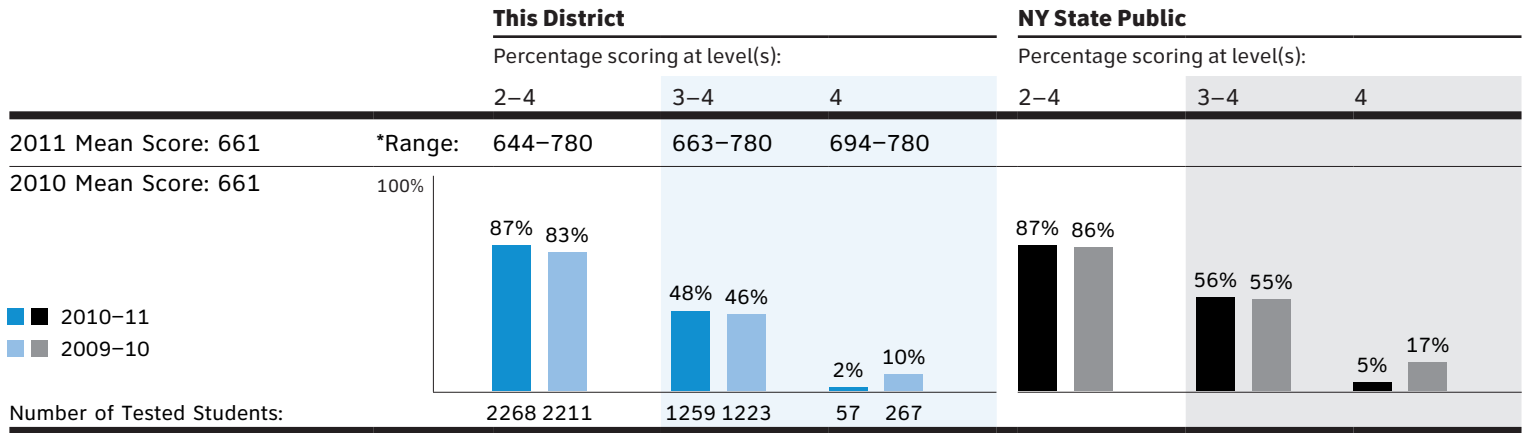
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2611	87%	48%	2%	2664	83%	46%	10%
Female	1306	91%	54%	3%	1344	88%	52%	11%
Male	1305	83%	43%	1%	1320	78%	40%	9%
American Indian or Alaska Native	18	-	-	-	17	82%	24%	0%
Black or African American	1722	86%	46%	2%	1801	82%	44%	9%
Hispanic or Latino	358	83%	42%	2%	303	82%	43%	8%
Asian or Native Hawaiian/Other Pacific Islander	436	93%	64%	5%	418	89%	57%	18%
White	76	79%	49%	3%	108	82%	42%	8%
Multiracial	1	-	-	-	17	82%	59%	6%
Small Group Totals	19	95%	58%	0%				
General-Education Students	2210	92%	54%	3%	2247	89%	52%	12%
Students with Disabilities	401	60%	16%	0%	417	49%	14%	2%
English Proficient	2364	88%	51%	2%	2452	84%	47%	11%
Limited English Proficient	247	72%	23%	0%	212	69%	31%	3%
Economically Disadvantaged	2384	87%	48%	2%	2396	83%	45%	10%
Not Disadvantaged	227	88%	51%	2%	268	85%	50%	13%
Migrant								
Not Migrant	2611	87%	48%	2%	2664	83%	46%	10%

NOTES

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

* 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	40	37	37	37	44	43	42	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	21	N/A	N/A	N/A	39	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	22	N/A	N/A	N/A	39	N/A	N/A	N/A

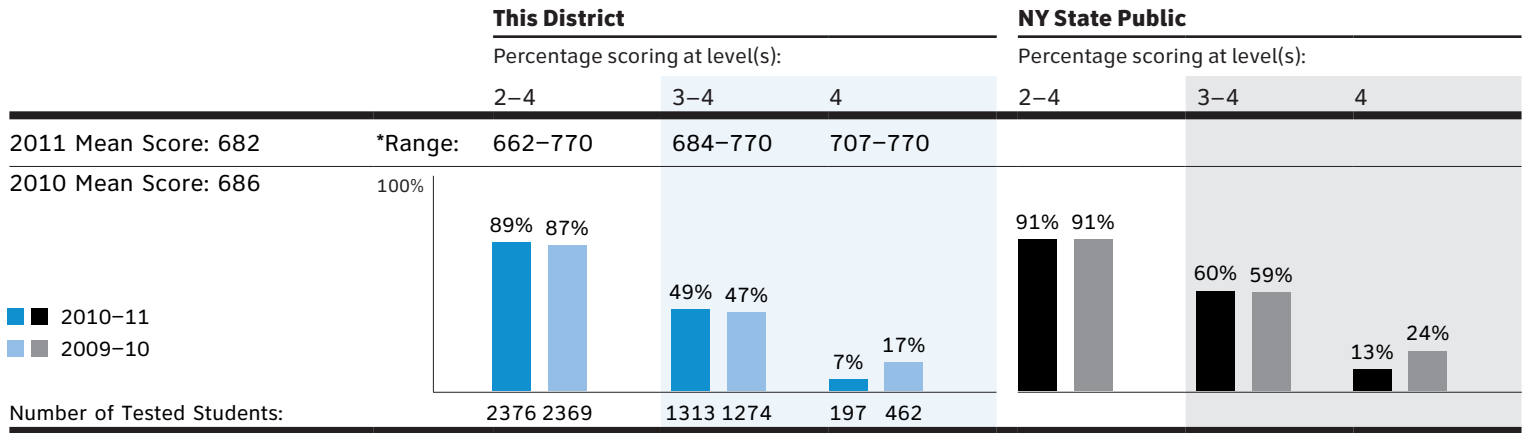
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2661	89%	49%	7%	2708	87%	47%	17%
Female	1329	91%	49%	7%	1368	89%	48%	17%
Male	1332	88%	50%	8%	1340	86%	46%	17%
American Indian or Alaska Native	18	-	-	-	17	82%	41%	0%
Black or African American	1735	89%	46%	5%	1823	86%	42%	13%
Hispanic or Latino	383	82%	43%	5%	310	87%	40%	12%
Asian or Native Hawaiian/Other Pacific Islander	446	96%	67%	17%	431	94%	72%	36%
White	78	82%	53%	8%	109	90%	58%	20%
Multiracial	1	-	-	-	18	83%	50%	17%
Small Group Totals	19	95%	58%	5%				
General-Education Students	2247	93%	54%	9%	2286	91%	51%	19%
Students with Disabilities	414	71%	25%	1%	422	69%	24%	5%
English Proficient	2376	91%	52%	8%	2456	89%	48%	18%
Limited English Proficient	285	76%	26%	2%	252	77%	34%	9%
Economically Disadvantaged	2431	89%	49%	7%	2436	87%	46%	17%
Not Disadvantaged	230	89%	56%	7%	272	90%	57%	19%
Migrant								
Not Migrant	2661	89%	49%	7%	2708	87%	47%	17%

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

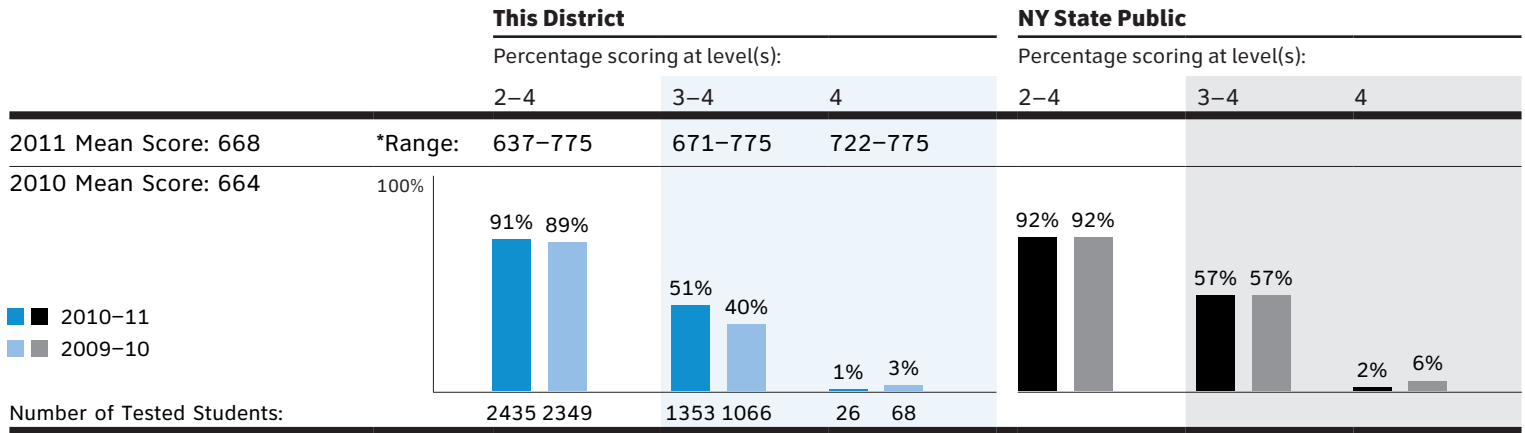
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	40	39	35	33	43	43	42	35

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2668	91%	51%	1%	2648	89%	40%	3%
Female	1349	94%	57%	1%	1311	92%	45%	4%
Male	1319	88%	44%	1%	1337	86%	35%	1%
American Indian or Alaska Native	22	-	-	-	17	94%	41%	6%
Black or African American	1812	90%	48%	0%	1808	87%	38%	1%
Hispanic or Latino	309	92%	45%	1%	332	88%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	428	95%	67%	3%	419	96%	55%	8%
White	95	95%	47%	0%	59	85%	32%	0%
Multiracial	2	-	-	-	13	92%	38%	8%
Small Group Totals	24	92%	38%	0%				
General-Education Students	2256	95%	56%	1%	2205	94%	46%	3%
Students with Disabilities	412	68%	19%	0%	443	64%	11%	1%
English Proficient	2498	92%	53%	1%	2465	90%	42%	3%
Limited English Proficient	170	82%	24%	0%	183	74%	17%	0%
Economically Disadvantaged	2447	91%	50%	1%	2363	89%	40%	3%
Not Disadvantaged	221	92%	55%	1%	285	87%	45%	2%
Migrant								
Not Migrant	2668	91%	51%	1%	2648	89%	40%	3%

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	48	45	44	40	56	55	54	49
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	21	N/A	N/A	N/A	48	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	22	N/A	N/A	N/A	50	N/A	N/A	N/A

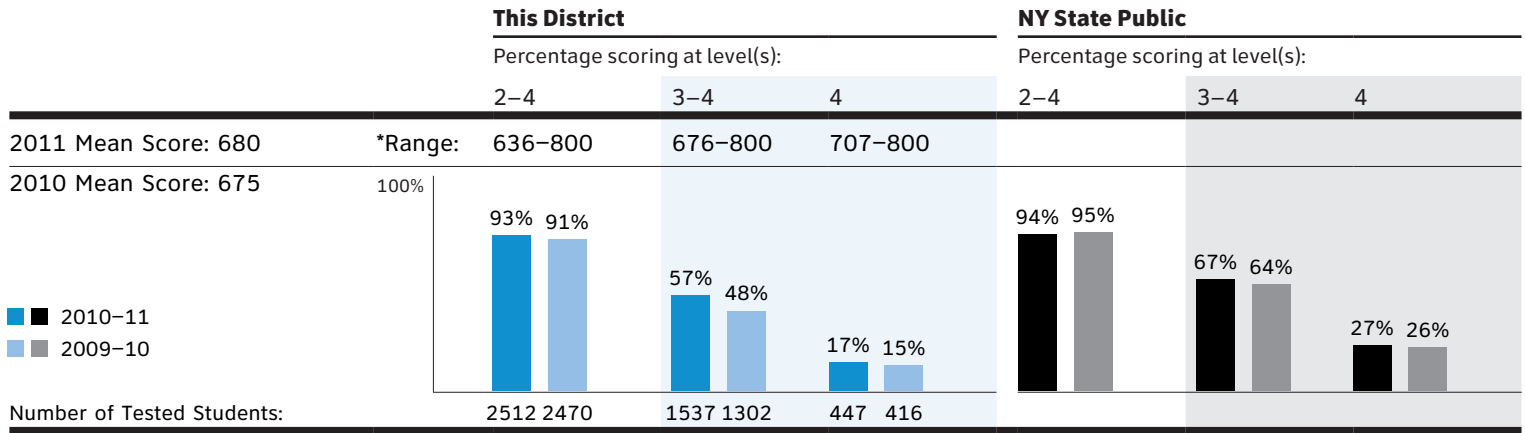
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2702	93%	57%	17%	2705	91%	48%	15%
Female	1365	94%	60%	18%	1340	93%	49%	15%
Male	1337	91%	54%	15%	1365	90%	48%	15%
American Indian or Alaska Native	23	-	-	-	17	94%	59%	29%
Black or African American	1825	92%	52%	12%	1829	90%	43%	12%
Hispanic or Latino	315	93%	51%	13%	347	88%	45%	14%
Asian or Native Hawaiian/Other Pacific Islander	441	98%	82%	37%	441	98%	71%	32%
White	96	93%	64%	22%	58	91%	53%	12%
Multiracial	2	-	-	-	13	92%	46%	31%
Small Group Totals	25	84%	48%	4%				
General-Education Students	2289	96%	62%	19%	2256	94%	53%	18%
Students with Disabilities	413	74%	27%	2%	449	76%	22%	4%
English Proficient	2506	94%	58%	17%	2471	93%	50%	16%
Limited English Proficient	196	82%	37%	6%	234	77%	28%	4%
Economically Disadvantaged	2481	93%	57%	17%	2418	91%	47%	15%
Not Disadvantaged	221	93%	60%	16%	287	91%	54%	18%
Migrant								
Not Migrant	2702	93%	57%	17%	2705	91%	48%	15%

NOTES

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Other Assessments

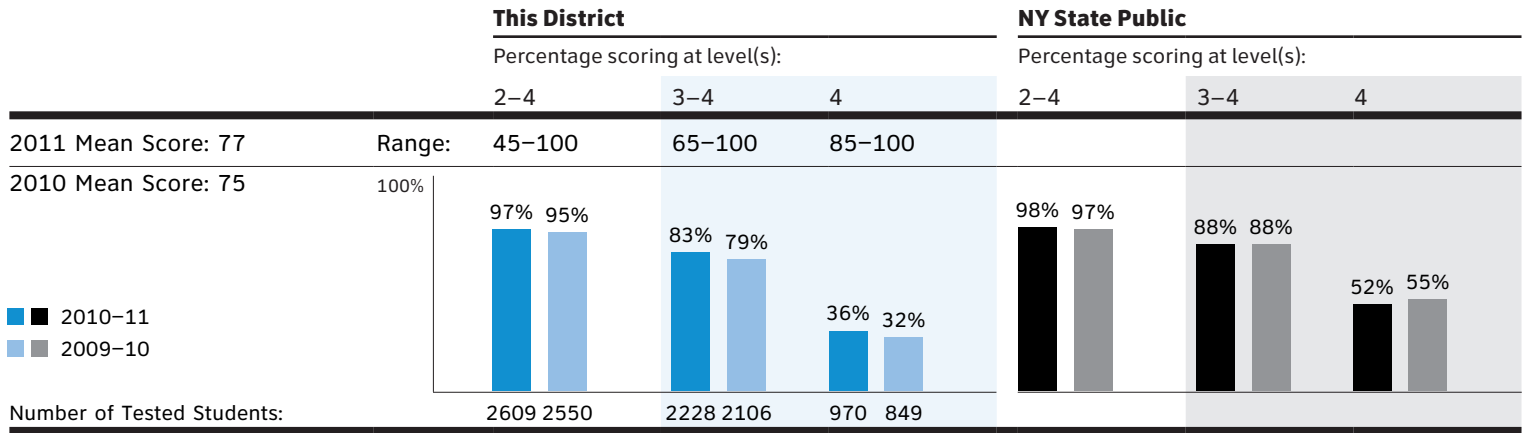
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	48	48	43	37	56	56	55	45

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2690	97%	83%	36%	2682	95%	79%	32%
Female	1361	98%	84%	37%	1329	95%	80%	31%
Male	1329	96%	82%	35%	1353	95%	78%	32%
American Indian or Alaska Native	24	-	-	-	17	94%	76%	41%
Black or African American	1816	96%	81%	33%	1809	95%	76%	29%
Hispanic or Latino	317	97%	80%	32%	346	94%	78%	27%
Asian or Native Hawaiian/Other Pacific Islander	437	99%	90%	53%	440	98%	89%	46%
White	94	99%	86%	43%	58	95%	78%	41%
Multiracial	2	-	-	-	12	92%	75%	25%
Small Group Totals	26	92%	77%	15%				
General-Education Students	2282	98%	86%	40%	2240	96%	82%	35%
Students with Disabilities	408	93%	64%	15%	442	90%	60%	12%
English Proficient	2496	98%	85%	38%	2449	96%	81%	34%
Limited English Proficient	194	90%	60%	14%	233	84%	54%	8%
Economically Disadvantaged	2469	97%	82%	36%	2396	95%	78%	30%
Not Disadvantaged	221	96%	88%	41%	286	94%	84%	43%
Migrant								
Not Migrant	2690	97%	83%	36%	2682	95%	79%	32%

NOTES

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Other Assessments

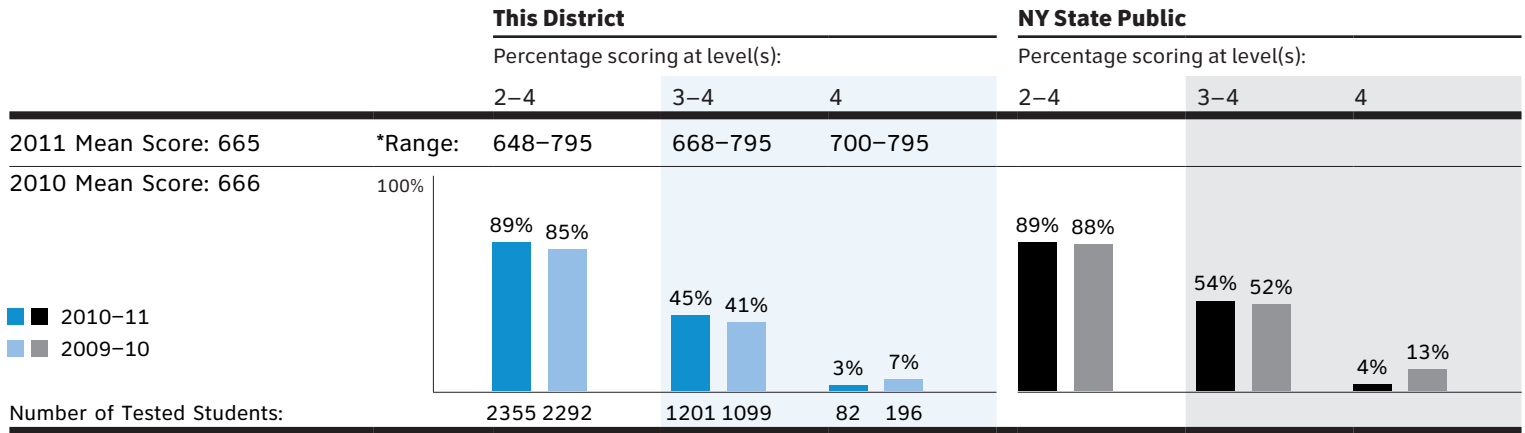
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	48	43	43	41	56	55	55	53

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2654	89%	45%	3%	2698	85%	41%	7%
Female	1319	92%	51%	4%	1329	88%	46%	9%
Male	1335	85%	40%	2%	1369	82%	35%	6%
American Indian or Alaska Native	18	-	-	-	18	78%	61%	11%
Black or African American	1803	87%	43%	3%	1857	83%	36%	5%
Hispanic or Latino	335	87%	41%	3%	352	85%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	444	97%	59%	5%	408	92%	62%	16%
White	53	87%	42%	4%	49	90%	47%	16%
Multiracial	1	-	-	-	14	79%	43%	7%
Small Group Totals	19	89%	26%	0%				
General-Education Students	2178	94%	52%	4%	2225	90%	47%	9%
Students with Disabilities	476	64%	12%	0%	473	61%	12%	1%
English Proficient	2480	90%	47%	3%	2554	86%	42%	8%
Limited English Proficient	174	74%	17%	0%	144	66%	16%	0%
Economically Disadvantaged	2399	89%	45%	3%	2406	85%	41%	8%
Not Disadvantaged	255	85%	45%	3%	292	83%	41%	5%
Migrant								
Not Migrant	2654	89%	45%	3%	2698	85%	41%	7%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	59	56	56	47	58	56	54	48
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	23	N/A	N/A	N/A	45	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	23	N/A	N/A	N/A	48	N/A	N/A	N/A

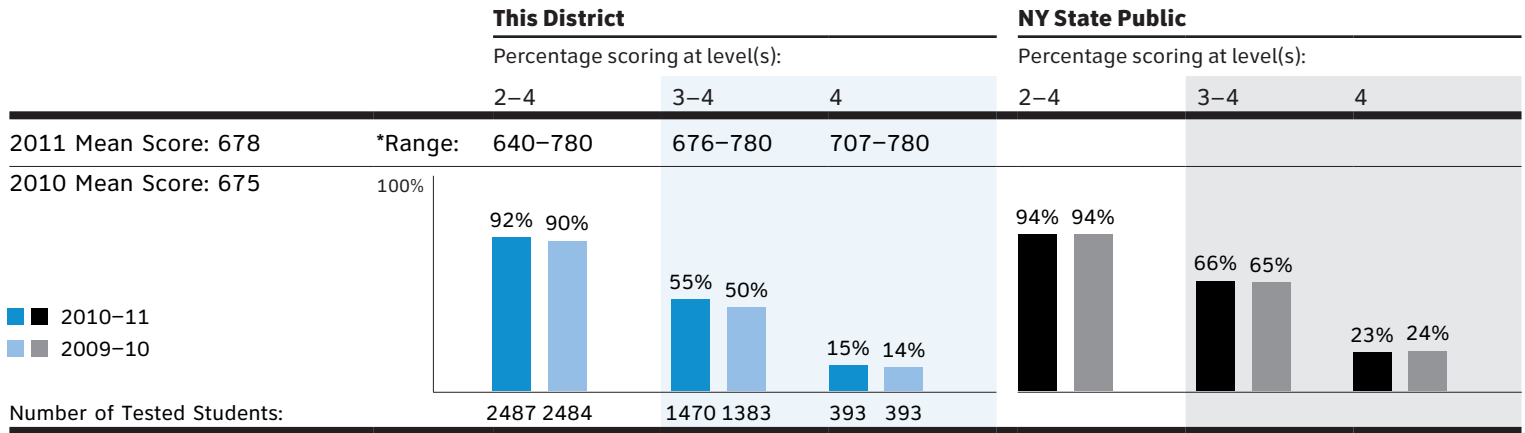
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2691	92%	55%	15%	2746	90%	50%	14%
Female	1335	94%	57%	15%	1350	91%	52%	14%
Male	1356	91%	53%	15%	1396	90%	49%	15%
American Indian or Alaska Native	19	-	-	-	18	94%	56%	11%
Black or African American	1815	91%	50%	10%	1879	89%	43%	9%
Hispanic or Latino	342	92%	51%	13%	363	91%	55%	14%
Asian or Native Hawaiian/Other Pacific Islander	461	97%	76%	35%	420	97%	75%	35%
White	53	91%	49%	13%	50	88%	68%	22%
Multiracial	1	-	-	-	16	81%	50%	25%
Small Group Totals	20	85%	45%	10%				
General-Education Students	2215	96%	62%	17%	2271	94%	56%	17%
Students with Disabilities	476	74%	20%	3%	475	73%	24%	3%
English Proficient	2483	93%	57%	15%	2554	92%	52%	15%
Limited English Proficient	208	83%	30%	5%	192	76%	26%	3%
Economically Disadvantaged	2434	93%	55%	15%	2449	90%	51%	14%
Not Disadvantaged	257	89%	54%	14%	297	92%	47%	13%
Migrant								
Not Migrant	2691	92%	55%	15%	2746	90%	50%	14%

NOTES

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Other Assessments

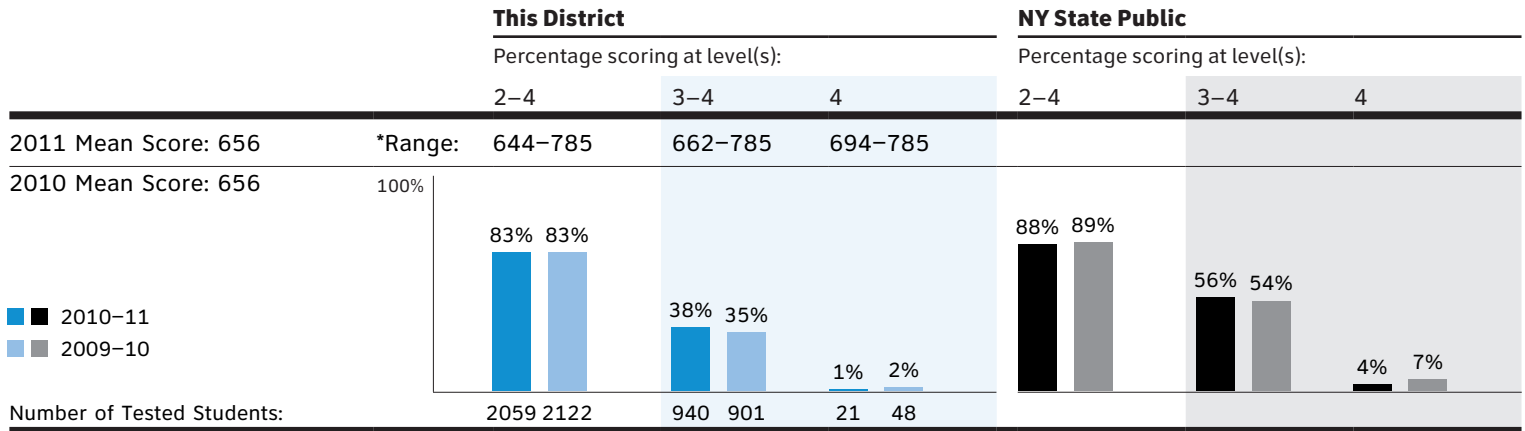
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	59	57	56	50	58	58	57	48

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2482	83%	38%	1%	2544	83%	35%	2%
Female	1188	87%	43%	1%	1271	87%	39%	2%
Male	1294	80%	33%	0%	1273	79%	32%	1%
American Indian or Alaska Native	29	79%	34%	0%	19	84%	26%	0%
Black or African American	1767	83%	36%	1%	1877	83%	34%	2%
Hispanic or Latino	326	76%	32%	1%	335	81%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	320	89%	50%	2%	276	88%	47%	4%
White	33	88%	58%	3%	31	87%	52%	3%
Multiracial	7	71%	57%	14%	6	100%	67%	0%
Small Group Totals								
General-Education Students	2016	89%	44%	1%	2082	90%	41%	2%
Students with Disabilities	466	57%	12%	0%	462	54%	9%	1%
English Proficient	2355	85%	40%	1%	2440	85%	37%	2%
Limited English Proficient	127	45%	7%	0%	104	53%	2%	0%
Economically Disadvantaged	2107	82%	36%	1%	2122	83%	35%	2%
Not Disadvantaged	375	86%	46%	1%	422	86%	40%	2%
Migrant								
Not Migrant	2482	83%	38%	1%	2544	83%	35%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	53	52	51	47	51	51	49	44
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	27	N/A	N/A	N/A	43	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	44	N/A	N/A	N/A

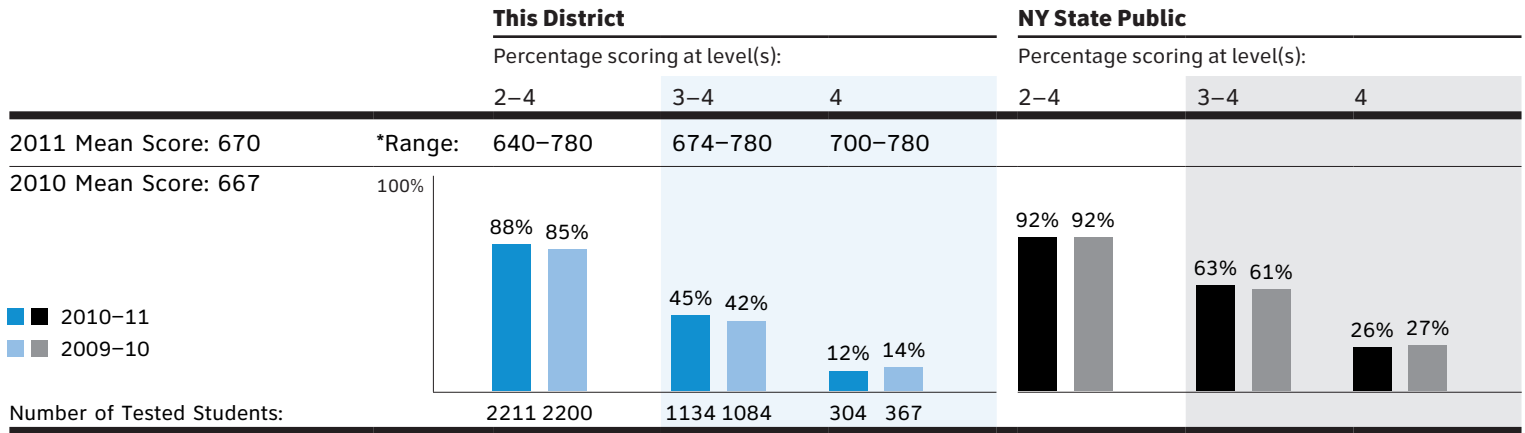
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2523	88%	45%	12%	2593	85%	42%	14%
Female	1209	90%	48%	14%	1290	88%	44%	16%
Male	1314	86%	42%	11%	1303	82%	40%	13%
American Indian or Alaska Native	29	97%	66%	21%	20	90%	50%	20%
Black or African American	1789	87%	40%	8%	1896	84%	38%	11%
Hispanic or Latino	332	87%	45%	14%	346	85%	43%	14%
Asian or Native Hawaiian/Other Pacific Islander	331	94%	72%	29%	294	92%	64%	32%
White	35	86%	46%	14%	31	94%	48%	10%
Multiracial	7	100%	86%	43%	6	100%	83%	0%
Small Group Totals								
General-Education Students	2058	93%	51%	14%	2131	90%	48%	17%
Students with Disabilities	465	66%	17%	3%	462	62%	15%	2%
English Proficient	2364	89%	46%	13%	2444	86%	44%	15%
Limited English Proficient	159	72%	24%	1%	149	61%	13%	1%
Economically Disadvantaged	2142	87%	45%	12%	2169	85%	42%	14%
Not Disadvantaged	381	90%	47%	12%	424	85%	42%	16%
Migrant								
Not Migrant	2523	88%	45%	12%	2593	85%	42%	14%

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	53	53	53	46	51	51	48	42

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 658	*Range: 642-790	665-790	698-790			
2010 Mean Score: 659						
Number of Tested Students:	2297	2274	810	901	21	114

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	2627	87%	31%	1%	2645	86%	34%	4%
Female	1305	92%	36%	1%	1297	90%	41%	6%
Male	1322	83%	25%	1%	1348	82%	27%	3%
American Indian or Alaska Native	31	97%	35%	6%	13	-	-	-
Black or African American	1927	87%	28%	1%	1931	86%	32%	4%
Hispanic or Latino	347	84%	30%	0%	362	83%	36%	5%
Asian or Native Hawaiian/Other Pacific Islander	286	91%	45%	2%	309	90%	42%	8%
White	29	100%	41%	3%	26	92%	50%	8%
Multiracial	7	100%	71%	0%	4	-	-	-
Small Group Totals					17	94%	41%	12%
General-Education Students	2167	93%	36%	1%	2205	90%	39%	5%
Students with Disabilities	460	62%	5%	0%	440	64%	9%	1%
English Proficient	2508	89%	32%	1%	2530	88%	36%	5%
Limited English Proficient	119	56%	4%	0%	115	45%	2%	0%
Economically Disadvantaged	2145	87%	31%	1%	2186	86%	33%	4%
Not Disadvantaged	482	88%	32%	1%	459	88%	39%	6%
Migrant								
Not Migrant	2627	87%	31%	1%	2645	86%	34%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	51	50	50	47	42	42	41	38
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 7	22	N/A	N/A	N/A	42	N/A	N/A	N/A

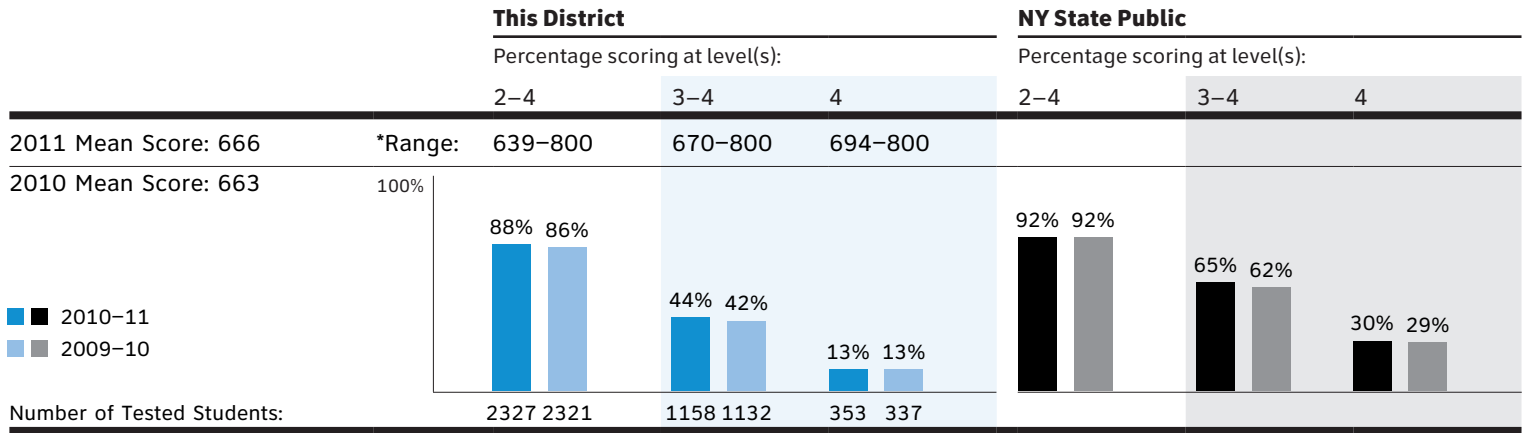
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2654	88%	44%	13%	2687	86%	42%	13%
Female	1317	91%	45%	14%	1321	89%	45%	14%
Male	1337	84%	43%	13%	1366	84%	39%	11%
American Indian or Alaska Native	31	94%	48%	10%	13	-	-	-
Black or African American	1930	87%	40%	10%	1953	85%	39%	10%
Hispanic or Latino	351	88%	44%	13%	371	87%	43%	12%
Asian or Native Hawaiian/Other Pacific Islander	305	91%	66%	33%	319	92%	62%	27%
White	29	93%	62%	21%	27	85%	52%	22%
Multiracial	8	100%	88%	38%	4	-	-	-
Small Group Totals					17	94%	65%	29%
General-Education Students	2194	92%	49%	15%	2250	90%	47%	15%
Students with Disabilities	460	66%	17%	3%	437	65%	15%	2%
English Proficient	2510	89%	45%	14%	2528	88%	44%	13%
Limited English Proficient	144	66%	11%	1%	159	57%	10%	1%
Economically Disadvantaged	2169	87%	44%	13%	2224	86%	42%	12%
Not Disadvantaged	485	89%	44%	14%	463	86%	45%	14%
Migrant								
Not Migrant	2654	88%	44%	13%	2687	86%	42%	13%

NOTES

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Other Assessments

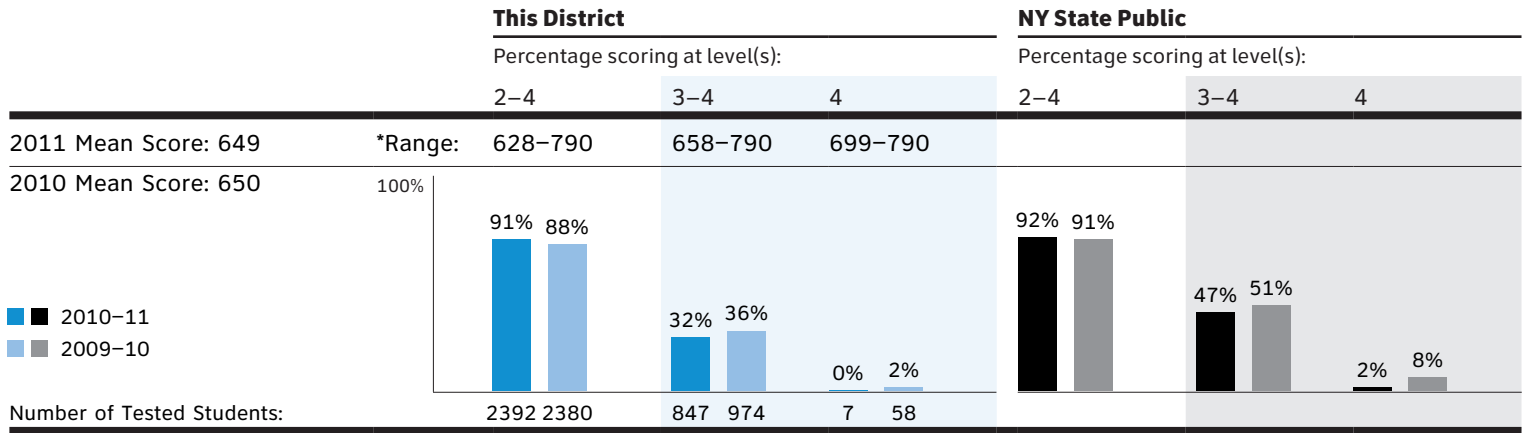
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	51	49	47	39	42	42	42	32

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2632	91%	32%	0%	2715	88%	36%	2%
Female	1294	94%	39%	0%	1290	90%	43%	3%
Male	1338	88%	26%	0%	1425	85%	30%	1%
American Indian or Alaska Native	50	96%	38%	2%	23	-	-	-
Black or African American	1870	91%	30%	0%	1963	88%	34%	2%
Hispanic or Latino	353	88%	32%	0%	388	85%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	318	92%	41%	1%	303	89%	47%	4%
White	29	97%	45%	0%	35	86%	49%	9%
Multiracial	12	100%	67%	0%	3	-	-	-
Small Group Totals					26	96%	38%	0%
General-Education Students	2222	94%	37%	0%	2254	93%	42%	3%
Students with Disabilities	410	73%	7%	0%	461	61%	7%	0%
English Proficient	2485	93%	34%	0%	2578	90%	38%	2%
Limited English Proficient	147	58%	6%	0%	137	48%	5%	0%
Economically Disadvantaged	2094	90%	32%	0%	2144	88%	35%	2%
Not Disadvantaged	538	93%	33%	0%	571	88%	37%	2%
Migrant								
Not Migrant	2632	91%	32%	0%	2715	88%	36%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	48	48	48	48	44	43	42	37
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	16	N/A	N/A	N/A	32	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	17	N/A	N/A	N/A	34	N/A	N/A	N/A

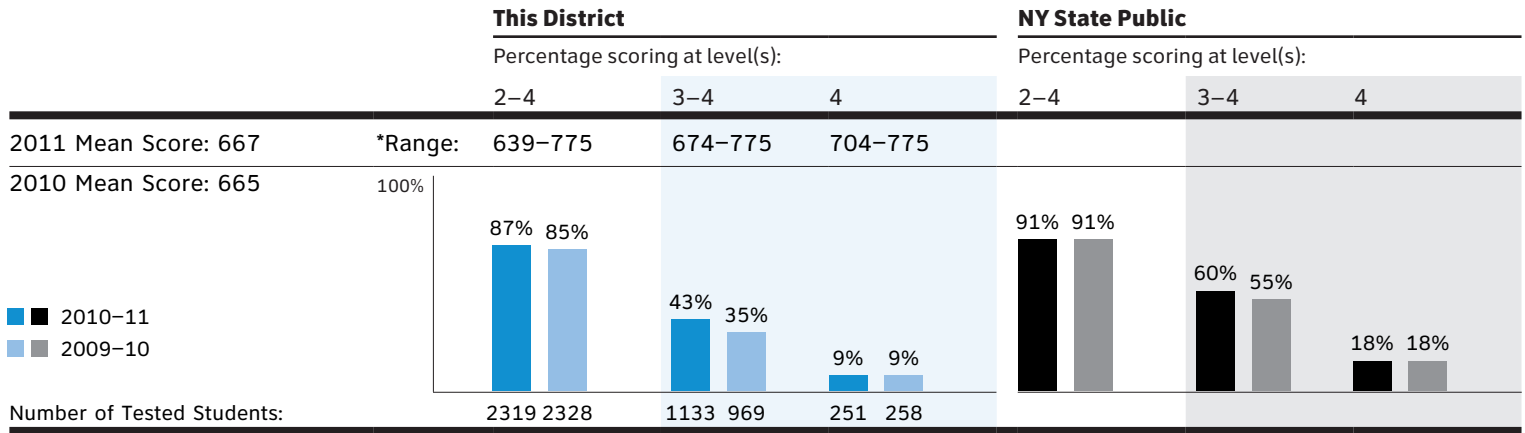
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	2659	87%	43%	9%	2738	85%	35%	9%
Female	1313	89%	46%	11%	1304	87%	39%	11%
Male	1346	85%	40%	8%	1434	84%	32%	8%
American Indian or Alaska Native	50	86%	50%	12%	23	-	-	-
Black or African American	1879	87%	38%	7%	1972	85%	32%	7%
Hispanic or Latino	361	86%	45%	9%	394	81%	35%	12%
Asian or Native Hawaiian/Other Pacific Islander	327	91%	64%	26%	311	94%	58%	23%
White	30	93%	57%	10%	35	80%	46%	20%
Multiracial	12	92%	67%	17%	3	-	-	-
Small Group Totals					26	88%	35%	12%
General-Education Students	2253	90%	47%	11%	2281	90%	40%	11%
Students with Disabilities	406	70%	18%	1%	457	60%	11%	0%
English Proficient	2486	89%	44%	10%	2574	87%	37%	10%
Limited English Proficient	173	68%	20%	4%	164	61%	10%	2%
Economically Disadvantaged	2117	86%	42%	9%	2169	86%	35%	9%
Not Disadvantaged	542	90%	43%	10%	569	83%	37%	9%
Migrant								
Not Migrant	2659	87%	43%	9%	2738	85%	35%	9%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	48	47	46	37	44	40	37	26

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

This District's Results in Grade 8 Science

This District

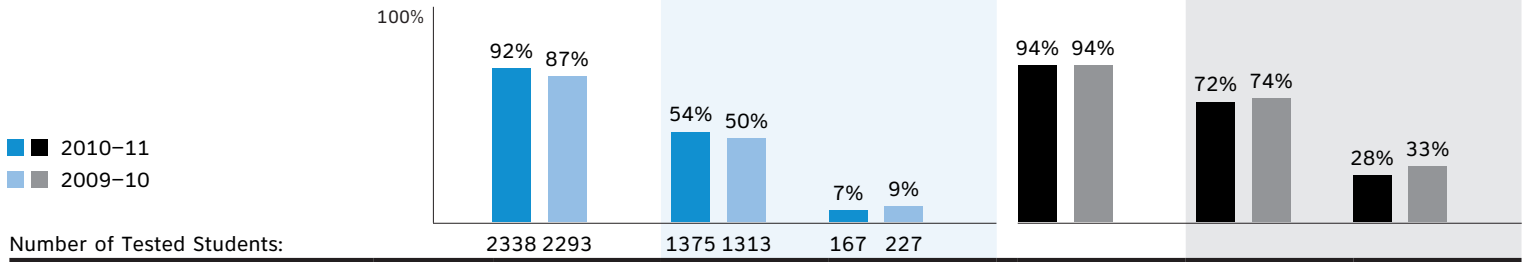
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year			2009-10 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	2489	92%	54%	7%	2570	88%	50%	9%
Female	1243	94%	53%	6%	1222	90%	51%	8%
Male	1246	91%	55%	8%	1348	85%	49%	9%
American Indian or Alaska Native	47	98%	62%	9%	23	-	-	-
Black or African American	1750	92%	51%	5%	1844	87%	47%	8%
Hispanic or Latino	336	94%	56%	4%	369	88%	51%	8%
Asian or Native Hawaiian/Other Pacific Islander	316	95%	65%	15%	299	92%	64%	16%
White	28	86%	57%	21%	33	91%	73%	12%
Multiracial	12	100%	67%	17%	2	-	-	-
Small Group Totals					25	88%	64%	0%
General-Education Students	2130	94%	57%	8%	2149	91%	55%	10%
Students with Disabilities	359	82%	36%	1%	421	70%	23%	2%
English Proficient	2334	93%	56%	7%	2412	89%	52%	9%
Limited English Proficient	155	80%	23%	3%	158	62%	17%	1%
Economically Disadvantaged	1987	92%	54%	6%	2042	88%	50%	8%
Not Disadvantaged	502	94%	56%	8%	528	88%	51%	10%
Migrant								
Not Migrant	2489	92%	54%	7%	2570	88%	50%	9%

NOTES

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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

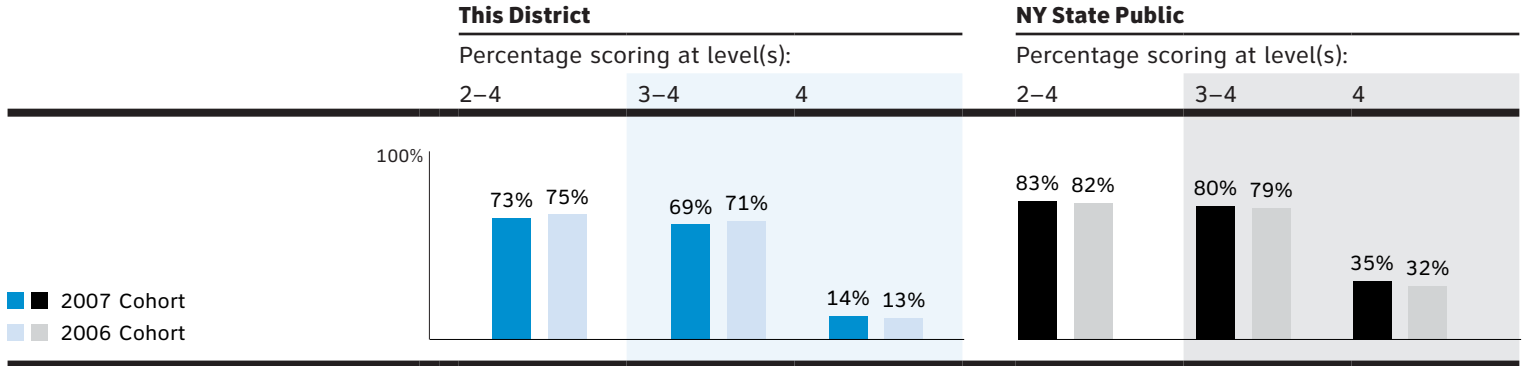
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	48	44
Regents Science	52	53

4 Overview of District Performance

District NEW YORK CITY GEOGRAPHIC DISTRICT #29

District ID 34-29-00-01-0000

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	1019	73%	69%	14%	916	75%	71%	13%
Female	501	79%	75%	19%	429	81%	79%	17%
Male	518	68%	63%	9%	487	69%	65%	10%
American Indian or Alaska Native	9	67%	67%	11%	6	83%	67%	0%
Black or African American	849	74%	70%	13%	763	74%	71%	12%
Hispanic or Latino	93	66%	62%	22%	86	71%	65%	12%
Asian or Native Hawaiian/Other Pacific Islander	52	77%	73%	23%	43	86%	86%	21%
White	16	50%	50%	6%	11	82%	82%	18%
Multiracial	-	-	-	-	7	86%	86%	57%
Small Group Totals								
General-Education Students	785	86%	82%	18%	737	87%	84%	16%
Students with Disabilities	234	31%	26%	2%	179	26%	21%	1%
English Proficient	988	74%	70%	15%	886	76%	73%	13%
Limited English Proficient	31	42%	35%	0%	30	50%	37%	3%
Economically Disadvantaged	581	78%	75%	17%	582	82%	79%	15%
Not Disadvantaged	438	66%	61%	10%	334	63%	58%	10%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1019	73%	69%	14%	916	75%	71%	13%

NOTES

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

* 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.

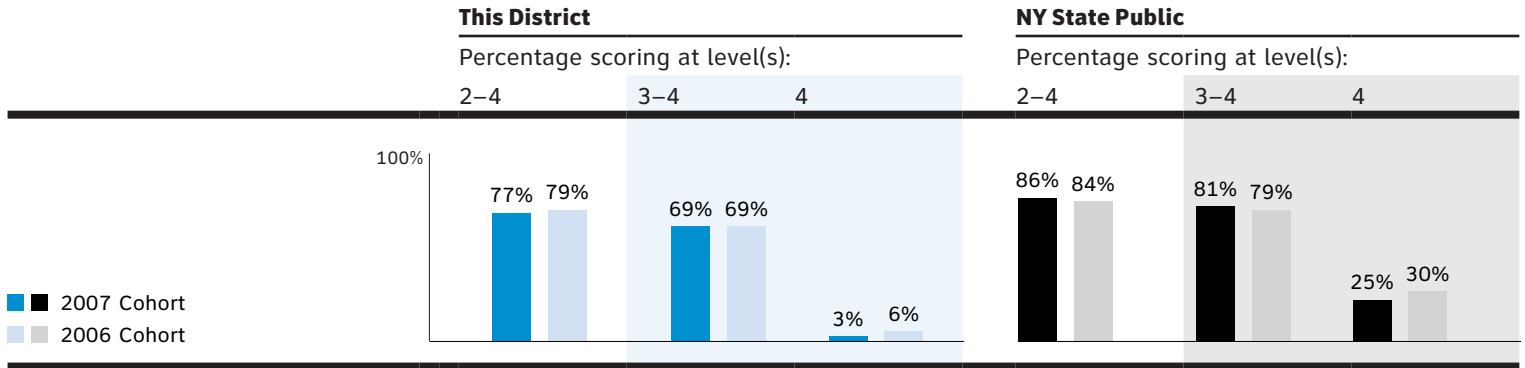
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #29**

District ID **34-29-00-01-0000**

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	1019	77%	69%	3%	916	79%	69%	6%
Female	501	79%	72%	3%	429	84%	74%	5%
Male	518	76%	67%	3%	487	75%	65%	6%
American Indian or Alaska Native	9	78%	67%	0%	6	83%	67%	0%
Black or African American	849	78%	70%	2%	763	80%	70%	5%
Hispanic or Latino	93	70%	62%	2%	86	71%	63%	8%
Asian or Native Hawaiian/Other Pacific Islander	52	83%	79%	13%	43	84%	74%	14%
White	16	63%	44%	0%	11	73%	55%	9%
Multiracial	-	-	-	-	7	86%	86%	0%
Small Group Totals								
General-Education Students	785	90%	82%	4%	737	91%	81%	7%
Students with Disabilities	234	36%	27%	0%	179	32%	20%	1%
English Proficient	988	78%	70%	3%	886	80%	70%	6%
Limited English Proficient	31	58%	45%	0%	30	67%	50%	3%
Economically Disadvantaged	581	80%	74%	4%	582	86%	76%	5%
Not Disadvantaged	438	74%	64%	2%	334	68%	58%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1019	77%	69%	3%	916	79%	69%	6%

NOTES

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