



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #30**

District ID **34-30-00-01-0000**

Superintendent **PHILIP COMPOSTO**

Telephone **(718) 391-8323**

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	1163	1175	1191
Kindergarten	2808	2968	3122
Grade 1	2937	3203	3148
Grade 2	2824	3110	3143
Grade 3	2714	2961	3056
Grade 4	2620	3007	2971
Grade 5	2714	2977	3030
Grade 6	2851	3215	3221
Ungraded Elementary	1813	200	162
Grade 7	2654	2964	3005
Grade 8	2753	2987	3059
Grade 9	2445	3397	3355
Grade 10	2610	2930	3342
Grade 11	1933	2086	2085
Grade 12	1501	1851	1871
Ungraded Secondary	1204	91	81
<b>Total K-12</b>	<b>36381</b>	<b>37947</b>	<b>38651</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	24	25	25
<b>Grade 8</b>			
English	28	28	27
Mathematics	28	28	29
Science	28	29	28
Social Studies	28	29	28
<b>Grade 10</b>			
English	28	28	28
Mathematics	24	27	27
Science	26	30	29
Social Studies	28	29	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 #30

District ID 34-30-00-01-0000

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	26319	72%	26015	69%	26719	69%
Reduced-Price Lunch	4121	11%	3697	10%	3299	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8830	24%	8880	23%	8796	23%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	80	0%	77	0%	107	0%
Black or African American	3138	9%	3115	8%	3133	8%
Hispanic or Latino	19484	54%	20351	54%	20928	54%
Asian or Native Hawaiian/Other Pacific Islander	8095	22%	8466	22%	8590	22%
White	5584	15%	5938	16%	5893	15%
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	1091	3%	1455	4%	1415	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
<b>Total Number of Teachers</b>	2644	2582	2566
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	6%	5%	4%
Percent with Fewer Than Three Years of Experience	10%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	46%	51%	54%
<b>Total Number of Core Classes</b>	5407	5417	5699
Percent Not Taught by Highly Qualified Teachers in This District	5%	5%	3%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	6874	6807	7173
Percent Taught by Teachers Without Appropriate Certification	8%	7%	3%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	20%	15%
Turnover Rate of All Teachers	11%	12%	10%

## 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	✗	✗		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✓	
<b>Student groups making AYP in each subject</b>	✗ 7 of 9	✗ 7 of 9	✓ 1 of 1	✗ 2 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** 7 of 9 Student groups making AYP in English language arts  
 Did not make AYP




### Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (18647:17559)			99%		141	121		
<b>Ethnicity</b>								
American Indian or Alaska Native (55:50)			100%		140	109		
Black or African American (1453:1377)			99%		120	119		
Hispanic or Latino (10109:9529)			100%		130	121		
Asian or Native Hawaiian/Other Pacific Islander (4236:3927)			99%		161	120		
White (2763:2651)			100%		161	120		
Multiracial (31:25)	–	–	–	–	–	–		–
<b>Other Groups</b>								
Students with Disabilities (2854:2893)			99%		92	120	99	103
Limited English Proficient (3882:4899)			98%		105	120	113	115
Economically Disadvantaged (17579:16559)			99%		140	121		
<b>Final AYP Determination</b>	 7 of 9							
<b>Non-Accountability Groups</b>								
Female (9264:8749)			99%		146	121		
Male (9383:8810)			99%		136	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 9 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (18663:17829)			100%		161	136		
<b>Ethnicity</b>								
American Indian or Alaska Native (55:51)			100%		159	124		
Black or African American (1457:1375)			99%		131	134	133	138
Hispanic or Latino (10112:9675)			100%		152	136		
Asian or Native Hawaiian/Other Pacific Islander (4247:4022)			100%		181	135		
White (2761:2681)			100%		175	135		
Multiracial (31:25)	–	–	–	–	–	–		–
<b>Other Groups</b>								
Students with Disabilities (2854:2888)			99%		118	135	122	126
Limited English Proficient (3891:5178)			100%		138	135		
Economically Disadvantaged (17591:16814)			100%		160	136		
<b>Final AYP Determination</b>	 7 of 9							
<b>Non-Accountability Groups</b>								
Female (9270:8882)			100%		161	136		
Male (9393:8947)			100%		160	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> (6156:5863)		Qualified		99%		173	100			
<b>Ethnicity</b>										
American Indian or Alaska Native (19:14)	–	–	–	–	–	–	–		–	
Black or African American (490:458)		Qualified		97%		151	100			
Hispanic or Latino (3384:3237)		Qualified		99%		169	100			
Asian or Native Hawaiian/Other Pacific Islander (1330:1254)		Qualified		100%		183	100			
White (929:897)		Qualified		99%		185	100			
Multiracial (4:3)	–	–	–	–	–	–	–		–	
<b>Other Groups</b>										
Students with Disabilities (987:979)		Qualified		97%		145	100			
Limited English Proficient (1292:1623)		Qualified		99%		153	100			
Economically Disadvantaged (5769:5502)		Qualified		99%		172	100			
<b>Final AYP Determination</b>		1 of 1								
<b>Non-Accountability Groups</b>										
Female (3091:2946)				99%		172	100			
Male (3065:2917)				99%		174	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** 2 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> (2191:2230)			100%		174	181	177	177
<b>Ethnicity</b>								
American Indian or Alaska Native (2:4)	–	–	–	–	–	–	–	–
Black or African American (228:231)			100%		168	176	160 <sup>‡</sup>	171
Hispanic or Latino (1058:1087)			100%		170	180	173	173
Asian or Native Hawaiian/Other Pacific Islander (533:539)			100%		177	178	178	179
White (370:367)			100%		187	177		
Multiracial (0:2)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (179:248)			99%		125	176	125	133
Limited English Proficient (408:553)			100%		148	178	157 <sup>‡</sup>	153
Economically Disadvantaged (1751:1761)			100%		175	180	179	178
<b>Final AYP Determination</b>	 2 of 8							
<b>Non-Accountability Groups</b>								
Female (1084:1088)			100%		182	180		
Male (1107:1142)			100%		167	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> (2191:2230)			100%		179	178	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:4)	–	–	–	–	–	–	–
Black or African American (228:231)			100%		168	173	160 <sup>‡</sup> 171
Hispanic or Latino (1058:1087)			100%		174	177	176    177
Asian or Native Hawaiian/Other Pacific Islander (533:539)			100%		188	175	
White (370:367)			100%		189	174	
Multiracial (0:2)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (179:248)			100%		135	173	133    142
Limited English Proficient (408:553)			100%		174	175	175 <sup>‡</sup> 177
Economically Disadvantaged (1751:1761)			100%		181	177	
<b>Final AYP Determination</b>	 5 of 8						
<b>Non-Accountability Groups</b>							
Female (1084:1088)			100%		182	177	
Male (1107:1142)			100%		176	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> (2503)			66%	80%	63%
<b>Ethnicity</b>					
American Indian or Alaska Native (2)		—	—	—	
Black or African American (307)			51%	80%	54%
Hispanic or Latino (1218)			59%	80%	58%
Asian or Native Hawaiian/Other Pacific Islander (533)			81%	80%	
White (439)			78%	80%	70%
Multiracial (4)		—	—	—	
<b>Other Groups</b>					
Students with Disabilities (333)			33%	80%	33%
Limited English Proficient (601)			51%	80%	56%
Economically Disadvantaged (1928)			70%	80%	68%
<b>Final AYP Determination</b>		1 of 1			
<b>Non-Accountability Groups</b>					
Female (1194)			74%	80%	
Male (1309)			59%	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 **71%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

## 2011–12 Accountability Status of Schools in Your District

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

---

### In Good Standing

22 schools identified 52% of total

ACADEMY FOR CAREERS IN TELEVISION AND FILM  
 ACADEMY FOR NEW AMERICANS  
 ACADEMY OF AMERICAN STUDIES  
 BACCALAUREATE SCHOOL FOR GLOBAL EDUCATION  
 FRANK SINATRA SCHOOL OF THE ARTS HIGH SCHOOL  
 INFORMATION TECHNOLOGY HIGH SCHOOL  
 IS 227 LOUIS ARMSTRONG  
 PS 11 KATHRYN PHELAN  
 PS 122 MAMIE FAY  
 PS 149 CHRISTA MCAULIFFE  
 PS 152 GWENDOLYN ALLEYNE  
 PS 171 PETER G VAN ALST  
 PS 2 ALFRED ZIMBERG  
 PS 222-FIRE FIGHTER CHRISTOPHER A SANTORA SCHOOL  
 PS 228 EARLY CHILDHOOD MAGNET SCHOOL FOR THE ARTS  
 PS 69 JACKSON HEIGHTS  
 PS 70  
 PS 78  
 PS 84 STEINWAY  
 PS 85 JUDGE CHARLES VALLONE  
 PS 92 HARRY T STEWART SR  
 YOUNG WOMENS LEADERSHIP SCHOOL

---

### Improvement (year 1) Basic

6 schools identified 14% of total

IS 10 HORACE GREELEY  
 IS 230  
 PS 148  
 PS 150  
 PS 166 HENRY GRADSTEIN  
 PS 212

---

### Improvement (year 1) Focused

2 schools identified 5% of total

IS 145 JOSEPH PULITZER  
 PS 76 WILLIAM HALLETT

---

### Improvement (year 1) Comprehensive

1 school identified 2% of total

PS 111 JACOB BLACKWELL

---

### Improvement (year 2) Basic

1 school identified 2% of total

PS 234

---

### Corrective Action (year 1) Focused

3 schools identified 7% of total

PS 112 DUTCH KILLS  
 PS 127 AEROSPACE SCIENCE MAGNET

---



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

### Corrective Action (year 1) Focused (continued)

PS 17 HENRY DAVID THOREAU

### Corrective Action (year 2) Comprehensive

1 school identified 2% of total

NEWCOMERS HIGH SCHOOL

### Restructuring (year 1) Focused

1 school identified 2% of total

PS 151 MARY D CARTER

### Restructuring (advanced) Focused

2 schools identified 5% of total

IS 141 THE STEINWAY

IS 204 OLIVER W HOLMES

### Restructuring (advanced) Comprehensive

3 schools identified 7% of total

ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS

LONG ISLAND CITY HIGH SCHOOL

WILLIAM CULLEN BRYANT HIGH SCHOOL

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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	50%			2953
Grade 4	52%			2929
Grade 5	57%			2964
Grade 6	50%			3083
Grade 7	45%			2938
Grade 8	43%			2965

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	56%			3041
Grade 4	66%			2996
Grade 5	71%			3027
Grade 6	65%			3166
Grade 7	67%			3043
Grade 8	64%			3051

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	85%			2982
Grade 8	65%			2951

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	76%			2504
Mathematics	79%			2504

### 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

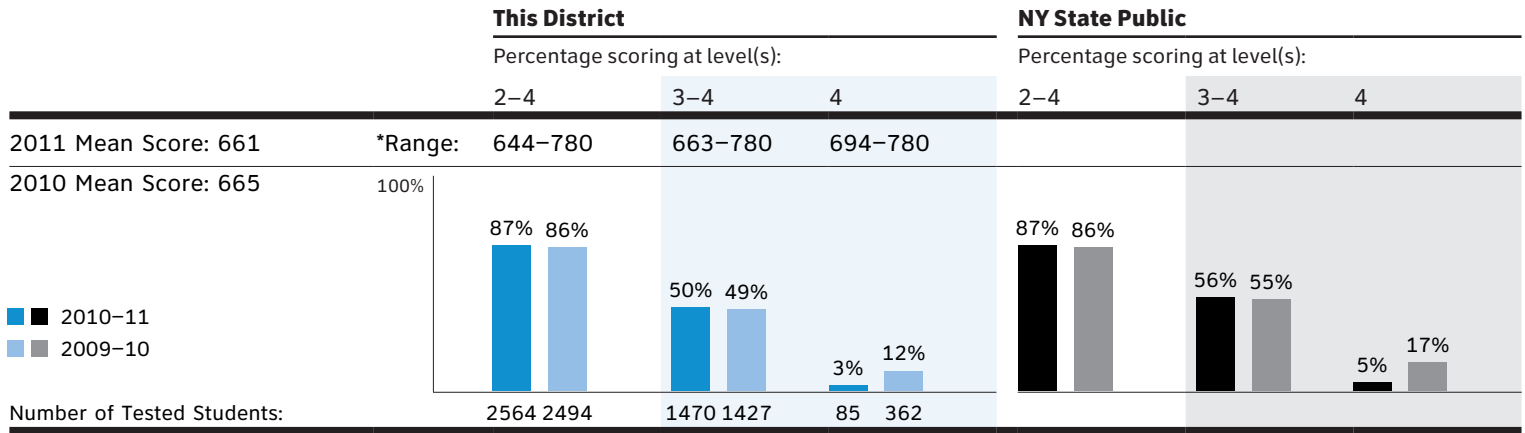
This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>2953</b>	<b>87%</b>	<b>50%</b>	<b>3%</b>	<b>2915</b>	<b>86%</b>	<b>49%</b>	<b>12%</b>
Female	1460	89%	55%	4%	1460	86%	50%	13%
Male	1493	85%	45%	2%	1455	85%	48%	12%
American Indian or Alaska Native	5	-	-	-	5	80%	60%	20%
Black or African American	175	82%	35%	0%	194	73%	28%	5%
Hispanic or Latino	1658	84%	42%	1%	1629	83%	43%	9%
Asian or Native Hawaiian/Other Pacific Islander	675	91%	66%	6%	549	92%	60%	18%
White	437	92%	62%	5%	529	92%	64%	21%
Multiracial	3	-	-	-	9	100%	33%	11%
Small Group Totals	8	100%	50%	0%				
General-Education Students	2542	91%	55%	3%	2474	91%	55%	14%
Students with Disabilities	411	61%	15%	0%	441	54%	17%	3%
English Proficient	2151	93%	61%	4%	2080	91%	58%	16%
Limited English Proficient	802	71%	20%	0%	835	72%	25%	4%
Economically Disadvantaged	2863	87%	49%	3%	2768	85%	48%	12%
Not Disadvantaged	90	94%	60%	4%	147	90%	65%	21%
Migrant								
Not Migrant	2953	87%	50%	3%	2915	86%	49%	12%

#### 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	62	56	56	53	42	42	40	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	65	N/A	N/A	N/A	52	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	65	N/A	N/A	N/A	52	N/A	N/A	N/A

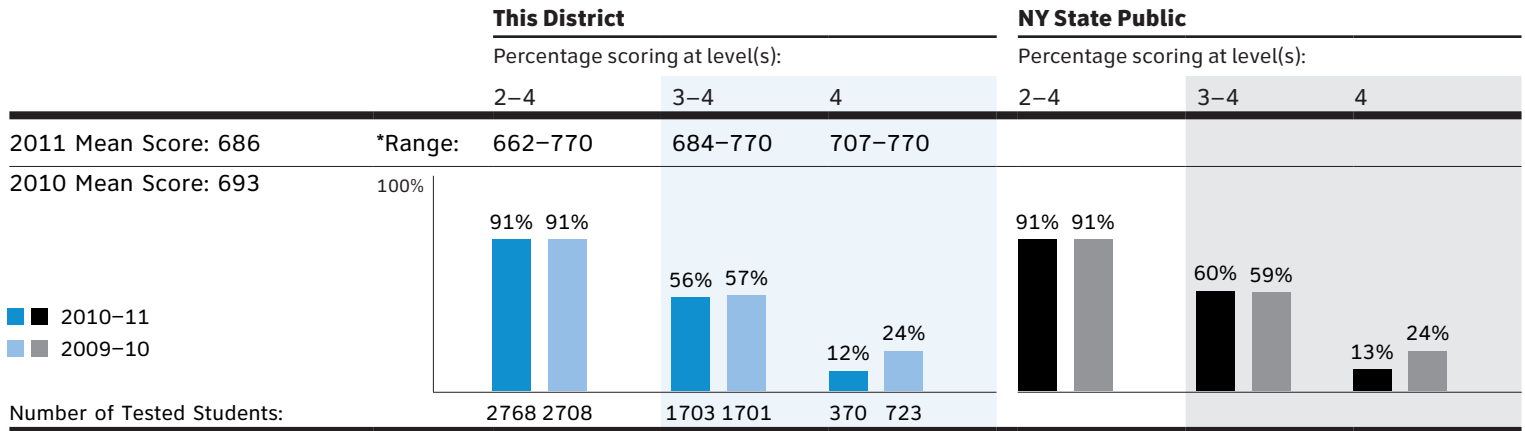
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>3041</b>	<b>91%</b>	<b>56%</b>	<b>12%</b>	<b>2967</b>	<b>91%</b>	<b>57%</b>	<b>24%</b>
Female	1508	91%	54%	11%	1486	92%	54%	25%
Male	1533	91%	58%	13%	1481	91%	60%	24%
American Indian or Alaska Native	6	-	-	-	5	100%	100%	80%
Black or African American	182	81%	32%	1%	196	76%	28%	5%
Hispanic or Latino	1700	90%	48%	7%	1652	91%	52%	20%
Asian or Native Hawaiian/Other Pacific Islander	705	95%	75%	25%	572	94%	73%	37%
White	445	94%	68%	18%	533	95%	67%	32%
Multiracial	3	-	-	-	9	89%	44%	11%
Small Group Totals	9	100%	44%	0%				
General-Education Students	2630	93%	61%	14%	2523	95%	63%	28%
Students with Disabilities	411	76%	24%	2%	444	72%	25%	5%
English Proficient	2158	95%	66%	16%	2082	95%	66%	31%
Limited English Proficient	883	81%	32%	2%	885	83%	37%	9%
Economically Disadvantaged	2951	91%	56%	12%	2819	91%	57%	24%
Not Disadvantaged	90	94%	64%	16%	148	96%	69%	32%
Migrant								
Not Migrant	3041	91%	56%	12%	2967	91%	57%	24%

#### 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

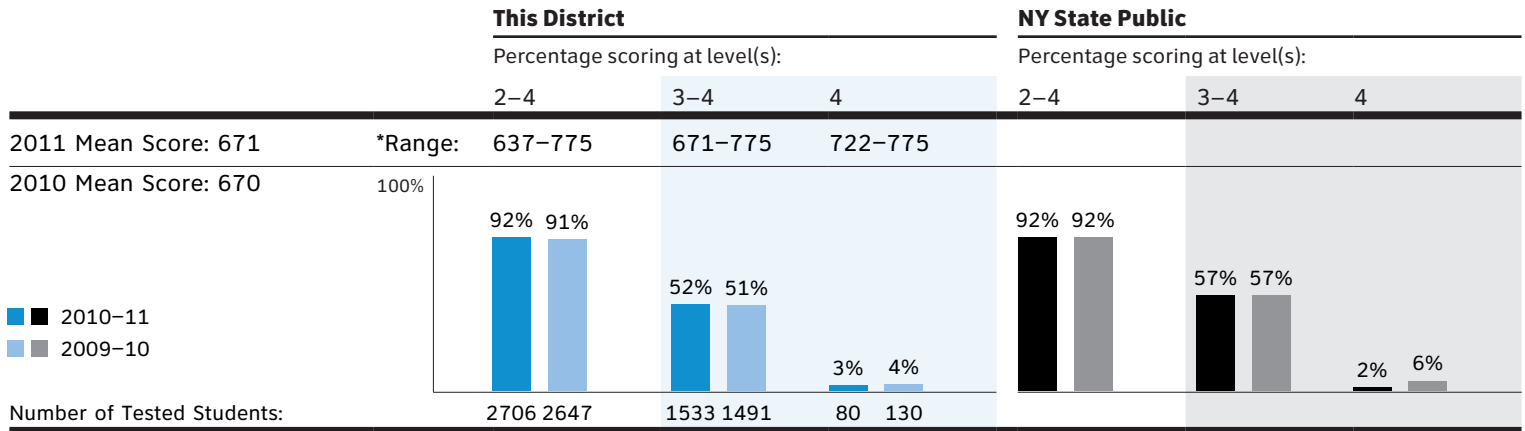
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	63	63	60	58	42	42	39	34

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>2929</b>	<b>92%</b>	<b>52%</b>	<b>3%</b>	<b>2920</b>	<b>91%</b>	<b>51%</b>	<b>4%</b>
Female	1480	94%	54%	3%	1421	91%	53%	5%
Male	1449	91%	50%	3%	1499	90%	49%	4%
American Indian or Alaska Native	6	-	-	-	8	88%	50%	0%
Black or African American	204	83%	30%	1%	219	78%	29%	1%
Hispanic or Latino	1646	92%	45%	1%	1370	89%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	582	95%	67%	5%	756	95%	66%	8%
White	490	96%	69%	6%	555	95%	61%	7%
Multiracial	1	-	-	-	12	92%	75%	17%
Small Group Totals	7	43%	43%	0%				
General-Education Students	2469	96%	59%	3%	2469	95%	58%	5%
Students with Disabilities	460	72%	16%	0%	451	67%	16%	0%
English Proficient	2270	96%	62%	4%	2245	94%	60%	6%
Limited English Proficient	659	82%	18%	0%	675	80%	21%	0%
Economically Disadvantaged	2804	92%	52%	2%	2784	90%	50%	4%
Not Disadvantaged	125	94%	69%	10%	136	94%	65%	11%
Migrant								
Not Migrant	2929	92%	52%	3%	2920	91%	51%	4%

#### 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	45	44	44	40	39	37	37	35
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	57	N/A	N/A	N/A	73	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	56	N/A	N/A	N/A	74	N/A	N/A	N/A

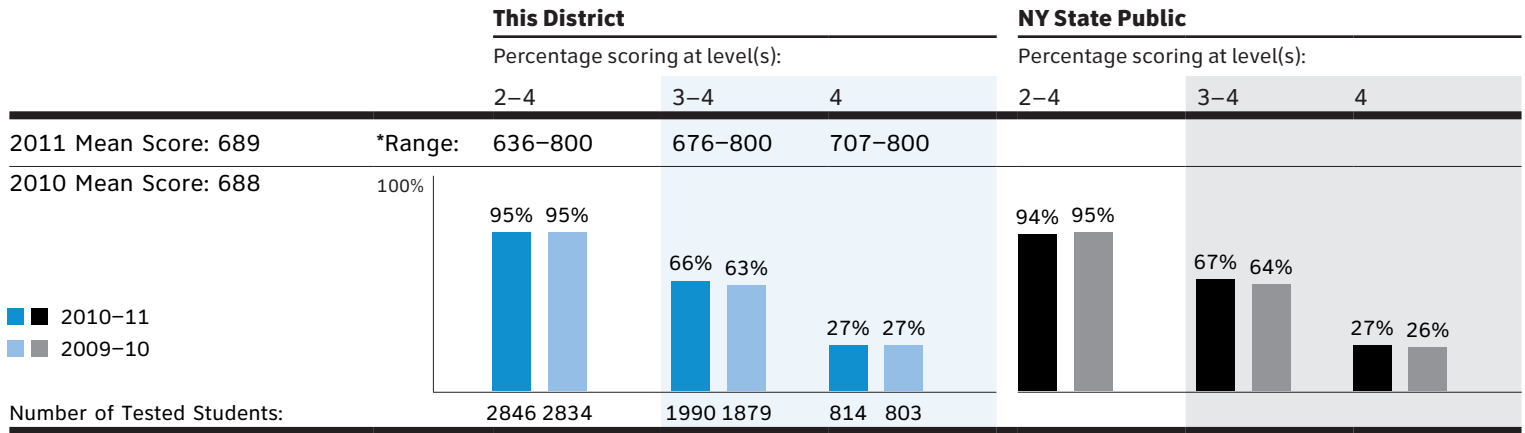
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>2996</b>	<b>95%</b>	<b>66%</b>	<b>27%</b>	<b>2993</b>	<b>95%</b>	<b>63%</b>	<b>27%</b>
Female	1515	96%	65%	25%	1456	95%	61%	25%
Male	1481	94%	68%	29%	1537	95%	64%	28%
American Indian or Alaska Native	6	-	-	-	8	100%	75%	13%
Black or African American	204	87%	35%	8%	221	86%	36%	12%
Hispanic or Latino	1679	95%	61%	20%	1406	94%	53%	16%
Asian or Native Hawaiian/Other Pacific Islander	610	96%	82%	45%	787	98%	79%	43%
White	496	97%	79%	39%	559	97%	74%	37%
Multiracial	1	-	-	-	12	92%	83%	42%
Small Group Totals	7	43%	29%	14%				
General-Education Students	2535	98%	74%	31%	2540	97%	68%	31%
Students with Disabilities	461	81%	27%	6%	453	82%	32%	6%
English Proficient	2273	97%	74%	34%	2242	97%	72%	33%
Limited English Proficient	723	89%	41%	7%	751	89%	36%	7%
Economically Disadvantaged	2869	95%	66%	27%	2854	95%	62%	26%
Not Disadvantaged	127	93%	78%	42%	139	91%	75%	37%
Migrant								
Not Migrant	2996	95%	66%	27%	2993	95%	63%	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

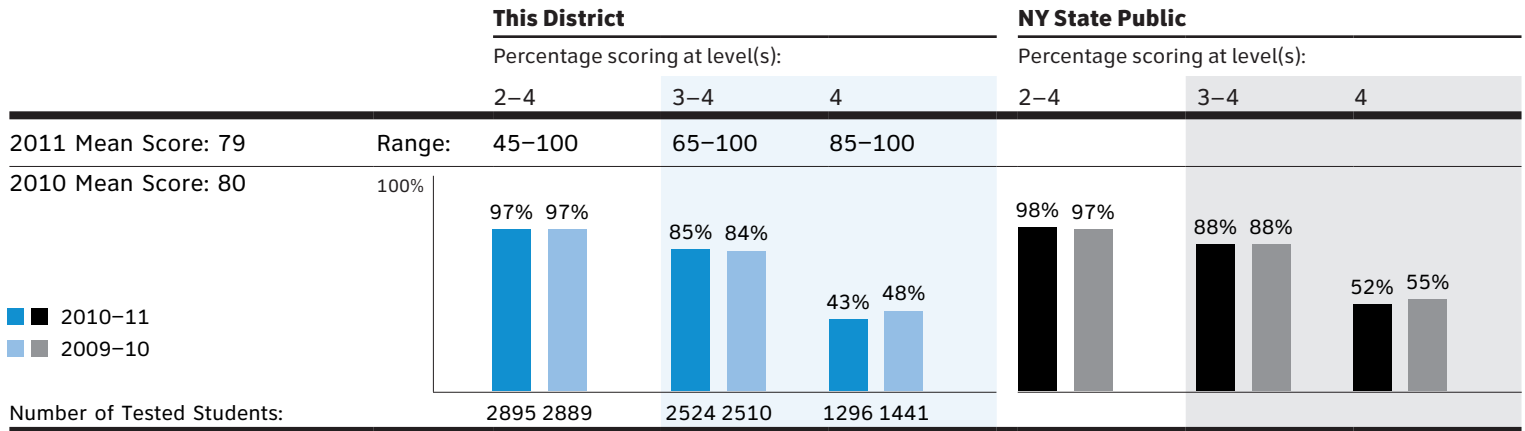
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	45	45	44	40	40	39	38	31

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>2982</b>	<b>97%</b>	<b>85%</b>	<b>43%</b>	<b>2984</b>	<b>97%</b>	<b>84%</b>	<b>48%</b>
Female	1511	97%	84%	41%	1449	97%	84%	47%
Male	1471	97%	85%	46%	1535	97%	84%	50%
American Indian or Alaska Native	5	-	-	-	8	100%	100%	38%
Black or African American	202	94%	65%	19%	218	93%	67%	25%
Hispanic or Latino	1674	97%	83%	36%	1408	96%	79%	37%
Asian or Native Hawaiian/Other Pacific Islander	607	97%	89%	60%	781	98%	91%	65%
White	493	99%	93%	59%	557	99%	93%	63%
Multiracial	1	-	-	-	12	100%	83%	67%
Small Group Totals	6	100%	50%	33%				
General-Education Students	2522	98%	89%	48%	2539	98%	87%	52%
Students with Disabilities	460	93%	63%	16%	445	91%	66%	25%
English Proficient	2260	99%	91%	53%	2238	98%	91%	58%
Limited English Proficient	722	92%	65%	15%	746	92%	65%	18%
Economically Disadvantaged	2856	97%	84%	43%	2845	97%	84%	48%
Not Disadvantaged	126	98%	89%	64%	139	96%	91%	60%
Migrant								
Not Migrant	2982	97%	85%	43%	2984	97%	84%	48%

### 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	45	43	43	41	40	39	39	35

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## This District's Results in Grade 5 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: 669	*Range: 648-795	668-795	700-795			
2010 Mean Score: 672						
Number of Tested Students:	2711	2536	1682	1463	168	397

### 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>2964</b>	<b>91%</b>	<b>57%</b>	<b>6%</b>	<b>2879</b>	<b>88%</b>	<b>51%</b>	<b>14%</b>
Female	1448	94%	60%	7%	1451	90%	54%	16%
Male	1516	89%	54%	5%	1428	86%	47%	12%
American Indian or Alaska Native	9	-	-	-	3	-	-	-
Black or African American	237	83%	38%	2%	260	76%	31%	4%
Hispanic or Latino	1452	89%	48%	3%	1528	86%	42%	8%
Asian or Native Hawaiian/Other Pacific Islander	748	95%	71%	11%	688	94%	67%	26%
White	515	97%	69%	8%	390	93%	68%	22%
Multiracial	3	-	-	-	10	-	-	-
Small Group Totals	12	100%	75%	17%	13	92%	54%	8%
General-Education Students	2523	96%	64%	7%	2447	93%	57%	16%
Students with Disabilities	441	67%	17%	1%	432	58%	16%	1%
English Proficient	2441	95%	65%	7%	2345	93%	59%	17%
Limited English Proficient	523	74%	19%	1%	534	65%	15%	2%
Economically Disadvantaged	2856	91%	56%	5%	2745	88%	50%	14%
Not Disadvantaged	108	95%	66%	16%	134	89%	60%	18%
Migrant								
Not Migrant	2964	91%	57%	6%	2879	88%	51%	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	44	39	38	37	34	34	34	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	46	N/A	N/A	N/A	81	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	47	N/A	N/A	N/A	81	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.

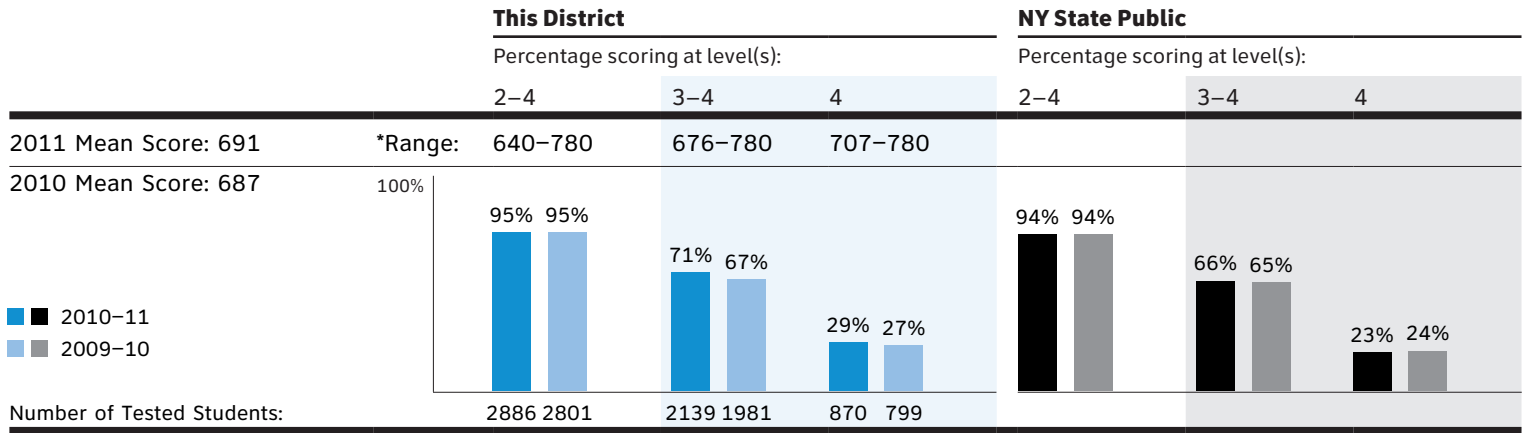


# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>3027</b>	<b>95%</b>	<b>71%</b>	<b>29%</b>	<b>2963</b>	<b>95%</b>	<b>67%</b>	<b>27%</b>
Female	1481	96%	71%	29%	1487	94%	65%	26%
Male	1546	95%	70%	29%	1476	95%	68%	28%
American Indian or Alaska Native	9	-	-	-	3	-	-	-
Black or African American	237	91%	48%	13%	259	88%	41%	8%
Hispanic or Latino	1480	94%	64%	19%	1571	94%	62%	19%
Asian or Native Hawaiian/Other Pacific Islander	776	97%	84%	45%	715	97%	81%	46%
White	522	98%	80%	38%	404	96%	79%	38%
Multiracial	3	-	-	-	11	-	-	-
Small Group Totals	12	100%	75%	25%	14	93%	64%	36%
General-Education Students	2587	98%	77%	33%	2527	97%	73%	31%
Students with Disabilities	440	83%	32%	6%	436	79%	33%	6%
English Proficient	2445	97%	77%	34%	2348	97%	75%	33%
Limited English Proficient	582	87%	43%	6%	615	85%	37%	6%
Economically Disadvantaged	2918	95%	71%	29%	2824	95%	67%	27%
Not Disadvantaged	109	95%	72%	35%	139	91%	65%	31%
Migrant								
Not Migrant	3027	95%	71%	29%	2963	95%	67%	27%

#### 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	44	39	38	34	34	34	34	26

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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: 662						
Number of Tested Students:	2708	2717	1548	1520	94	153

### 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>3083</b>	<b>88%</b>	<b>50%</b>	<b>3%</b>	<b>3106</b>	<b>87%</b>	<b>49%</b>	<b>5%</b>
Female	1550	89%	53%	4%	1583	89%	52%	6%
Male	1533	86%	47%	2%	1523	86%	46%	4%
American Indian or Alaska Native	8	88%	75%	0%	6	-	-	-
Black or African American	276	82%	36%	0%	263	80%	31%	2%
Hispanic or Latino	1686	85%	41%	2%	1700	85%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	692	93%	68%	6%	694	93%	65%	10%
White	411	94%	68%	6%	440	94%	64%	9%
Multiracial	10	100%	40%	0%	3	-	-	-
Small Group Totals					9	100%	44%	0%
General-Education Students	2673	93%	56%	4%	2685	92%	55%	6%
Students with Disabilities	410	55%	12%	0%	421	61%	13%	0%
English Proficient	2603	94%	58%	4%	2672	94%	56%	6%
Limited English Proficient	480	55%	7%	0%	434	49%	7%	0%
Economically Disadvantaged	2872	88%	49%	3%	2909	87%	49%	5%
Not Disadvantaged	211	90%	64%	9%	197	90%	55%	10%
Migrant								
Not Migrant	3083	88%	50%	3%	3106	87%	49%	5%

#### 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 6 Equivalent	34	33	33	31	44	41	39	36
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	74	N/A	N/A	N/A	91	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	75	N/A	N/A	N/A	91	N/A	N/A	N/A

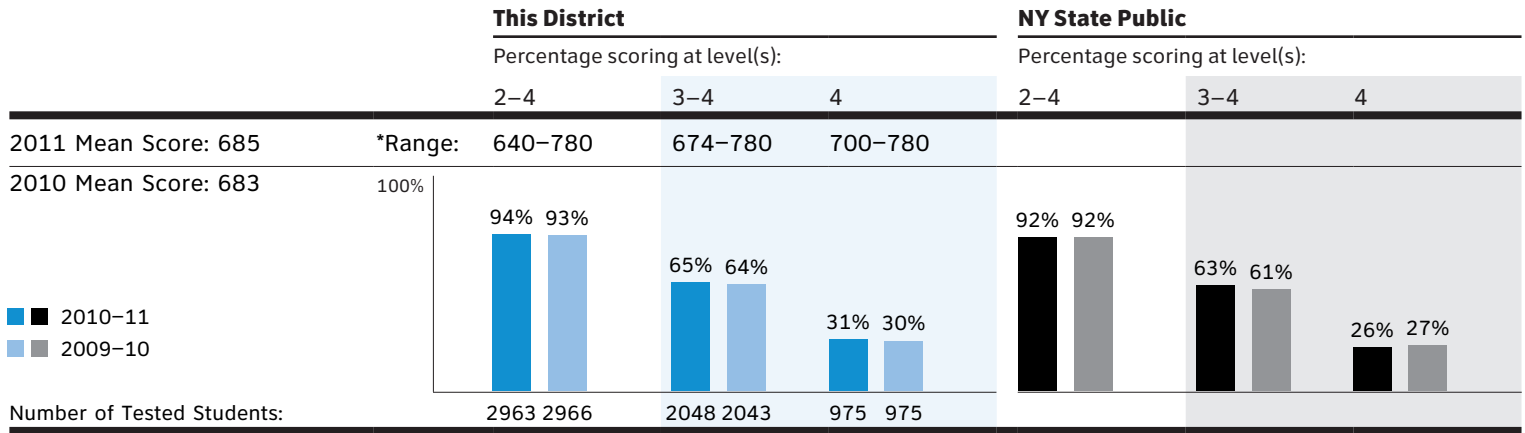
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>3166</b>	<b>94%</b>	<b>65%</b>	<b>31%</b>	<b>3200</b>	<b>93%</b>	<b>64%</b>	<b>30%</b>
Female	1590	94%	65%	31%	1628	93%	65%	31%
Male	1576	93%	65%	30%	1572	92%	63%	30%
American Indian or Alaska Native	8	88%	88%	38%	6	-	-	-
Black or African American	276	88%	43%	12%	268	89%	42%	11%
Hispanic or Latino	1735	92%	56%	21%	1751	91%	55%	22%
Asian or Native Hawaiian/Other Pacific Islander	724	98%	84%	54%	723	96%	82%	52%
White	413	97%	79%	45%	448	95%	80%	42%
Multiracial	10	100%	70%	30%	4	-	-	-
Small Group Totals					10	100%	80%	30%
General-Education Students	2757	96%	70%	35%	2780	95%	69%	34%
Students with Disabilities	409	75%	27%	6%	420	76%	28%	8%
English Proficient	2603	97%	72%	36%	2675	97%	72%	35%
Limited English Proficient	563	79%	32%	5%	525	72%	25%	6%
Economically Disadvantaged	2948	94%	64%	30%	2989	93%	64%	30%
Not Disadvantaged	218	93%	67%	40%	211	90%	59%	34%
Migrant								
Not Migrant	3166	94%	65%	31%	3200	93%	64%	30%

#### NOTES

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### Other Assessments

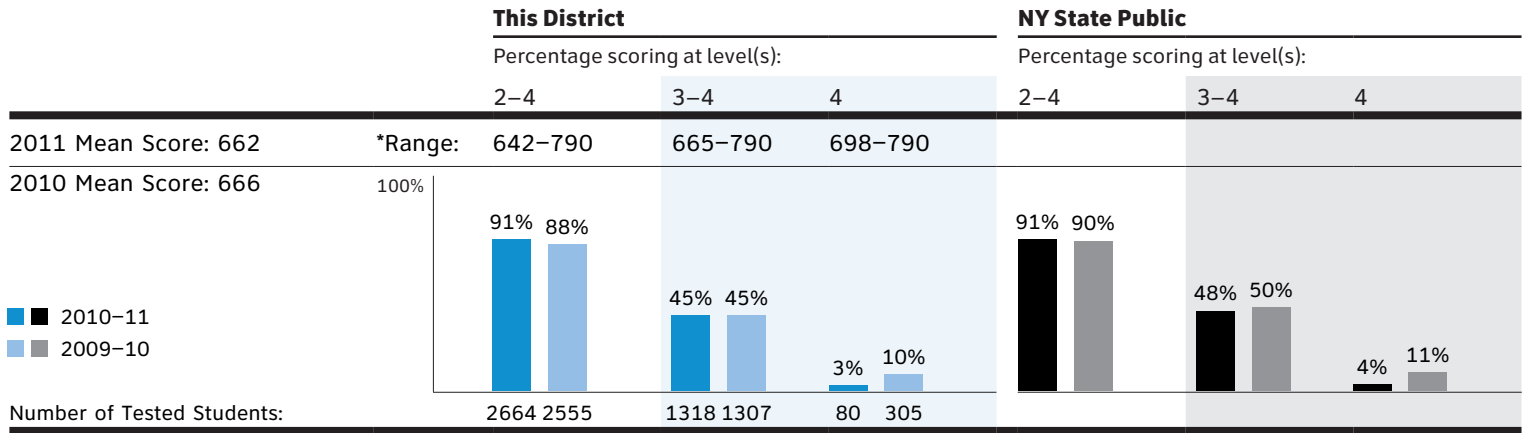
	2010-11 School Year			2009-10 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	34	33	32	32	44	43	42	36

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>2938</b>	<b>91%</b>	<b>45%</b>	<b>3%</b>	<b>2914</b>	<b>88%</b>	<b>45%</b>	<b>10%</b>
Female	1496	93%	49%	3%	1450	90%	50%	13%
Male	1442	89%	41%	2%	1464	85%	40%	8%
American Indian or Alaska Native	12	100%	17%	0%	7	-	-	-
Black or African American	244	87%	30%	1%	279	82%	30%	5%
Hispanic or Latino	1630	89%	34%	1%	1544	85%	35%	5%
Asian or Native Hawaiian/Other Pacific Islander	633	93%	63%	6%	648	93%	64%	20%
White	409	97%	67%	5%	435	93%	61%	21%
Multiracial	10	100%	90%	20%	1	-	-	-
Small Group Totals					8	88%	50%	0%
General-Education Students	2543	94%	51%	3%	2479	92%	51%	12%
Students with Disabilities	395	70%	7%	0%	435	63%	10%	1%
English Proficient	2536	96%	51%	3%	2437	94%	52%	13%
Limited English Proficient	402	56%	4%	0%	477	55%	6%	0%
Economically Disadvantaged	2726	90%	44%	2%	2702	87%	45%	10%
Not Disadvantaged	212	94%	52%	7%	212	91%	49%	19%
Migrant								
Not Migrant	2938	91%	45%	3%	2914	88%	45%	10%

#### 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	48	48	47	47	44	42	42	39
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	93	N/A	N/A	N/A	100	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	94	N/A	N/A	N/A	101	N/A	N/A	N/A

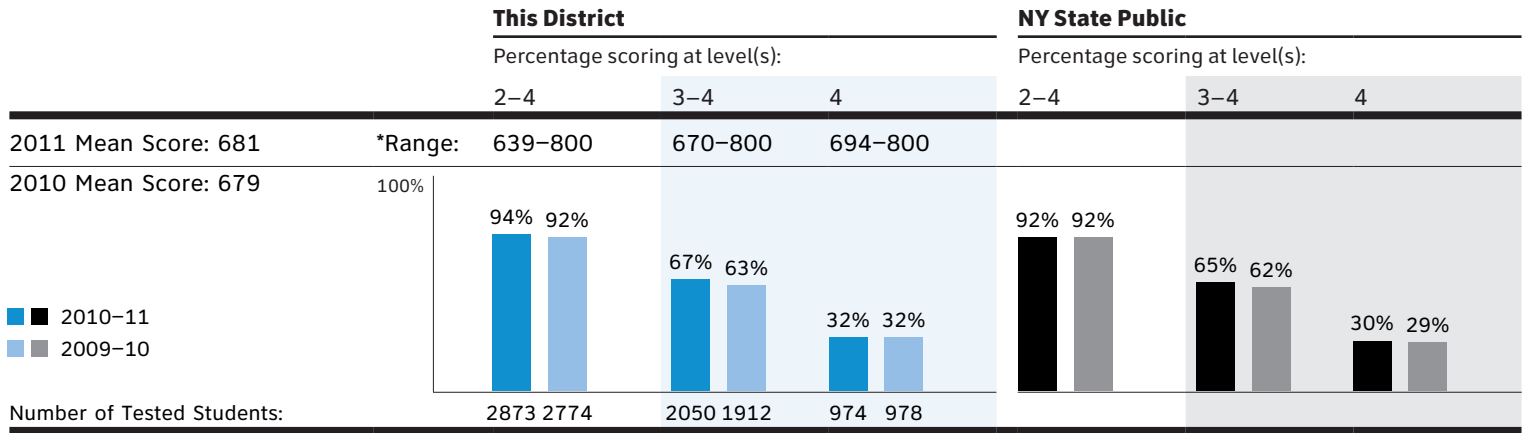
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>3043</b>	<b>94%</b>	<b>67%</b>	<b>32%</b>	<b>3016</b>	<b>92%</b>	<b>63%</b>	<b>32%</b>
Female	1529	95%	68%	32%	1499	92%	65%	34%
Male	1514	93%	67%	32%	1517	92%	62%	31%
American Indian or Alaska Native	12	100%	75%	8%	7	-	-	-
Black or African American	242	86%	45%	17%	281	84%	47%	15%
Hispanic or Latino	1693	93%	60%	22%	1597	90%	56%	21%
Asian or Native Hawaiian/Other Pacific Islander	668	98%	84%	53%	686	98%	80%	55%
White	418	97%	83%	49%	443	95%	78%	51%
Multiracial	10	100%	100%	70%	2	-	-	-
Small Group Totals	9	78%	33%	22%	9	78%	33%	22%
General-Education Students	2649	97%	73%	36%	2579	96%	70%	37%
Students with Disabilities	394	80%	30%	6%	437	71%	24%	6%
English Proficient	2544	97%	74%	37%	2437	95%	72%	39%
Limited English Proficient	499	82%	33%	7%	579	77%	26%	5%
Economically Disadvantaged	2826	94%	67%	32%	2783	92%	64%	32%
Not Disadvantaged	217	95%	70%	38%	233	88%	59%	32%
Migrant								
Not Migrant	3043	94%	67%	32%	3016	92%	63%	32%

#### 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

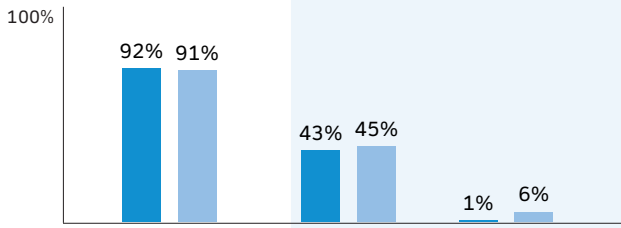
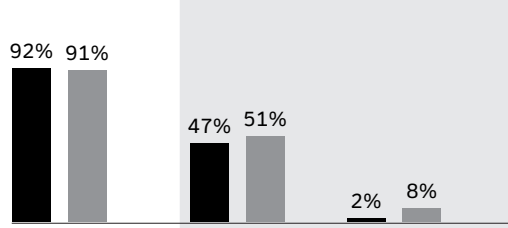
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	49	48	47	40	43	41	41	40

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 628-790	658-790	699-790			
2010 Mean Score: 656						
						
Number of Tested Students:	2719	2631	1262	1313	41	184

### 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>2965</b>	<b>92%</b>	<b>43%</b>	<b>1%</b>	<b>2897</b>	<b>91%</b>	<b>45%</b>	<b>6%</b>
Female	1488	94%	48%	2%	1419	93%	50%	7%
Male	1477	90%	38%	1%	1478	89%	40%	5%
American Indian or Alaska Native	11	-	-	-	8	-	-	-
Black or African American	265	88%	28%	0%	280	88%	28%	2%
Hispanic or Latino	1598	90%	31%	0%	1606	90%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	674	95%	64%	3%	597	93%	66%	17%
White	415	96%	60%	5%	403	95%	59%	10%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	13	85%	31%	0%	11	100%	27%	9%
General-Education Students	2547	95%	48%	2%	2528	94%	51%	7%
Students with Disabilities	418	74%	7%	0%	369	67%	8%	0%
English Proficient	2517	96%	50%	2%	2563	95%	51%	7%
Limited English Proficient	448	65%	3%	0%	334	56%	2%	0%
Economically Disadvantaged	2741	92%	42%	1%	2656	91%	45%	6%
Not Disadvantaged	224	94%	45%	2%	241	90%	51%	12%
Migrant								
Not Migrant	2965	92%	43%	1%	2897	91%	45%	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	49	48	46	37	41	41	40	34
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	78	N/A	N/A	N/A	80	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	78	N/A	N/A	N/A	83	N/A	N/A	N/A

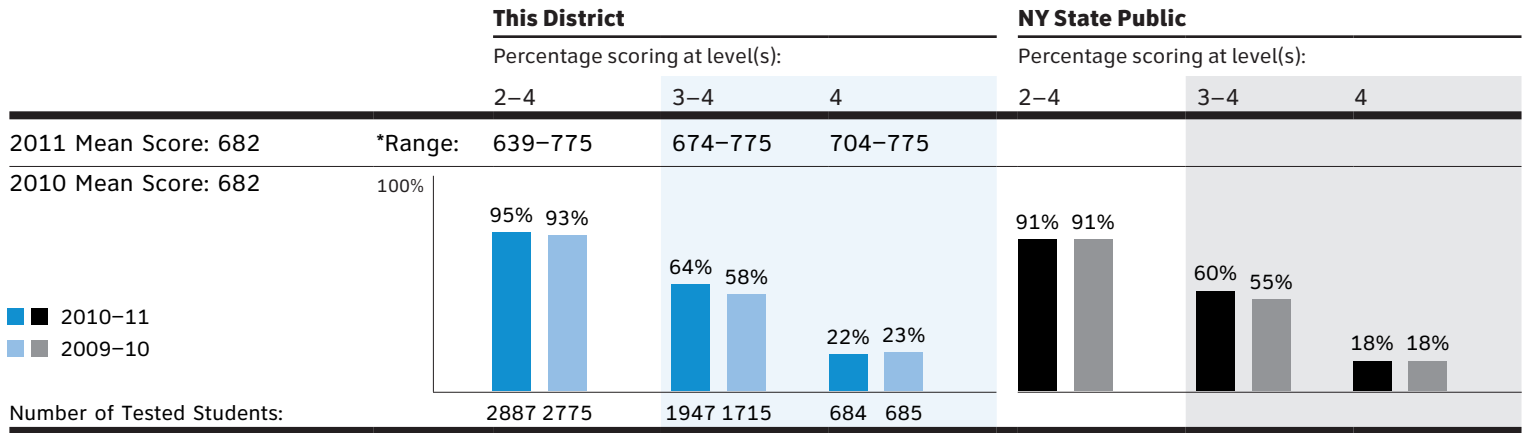
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>3051</b>	<b>95%</b>	<b>64%</b>	<b>22%</b>	<b>2981</b>	<b>93%</b>	<b>58%</b>	<b>23%</b>
Female	1534	95%	65%	23%	1462	93%	59%	23%
Male	1517	94%	62%	22%	1519	93%	56%	23%
American Indian or Alaska Native	12	-	-	-	8	-	-	-
Black or African American	265	86%	41%	9%	280	83%	29%	9%
Hispanic or Latino	1647	94%	55%	12%	1652	92%	49%	15%
Asian or Native Hawaiian/Other Pacific Islander	703	99%	85%	44%	625	98%	83%	48%
White	422	97%	78%	34%	412	97%	73%	28%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	14	86%	50%	14%	12	92%	42%	8%
General-Education Students	2634	97%	70%	26%	2608	96%	63%	26%
Students with Disabilities	417	80%	25%	1%	373	73%	19%	2%
English Proficient	2514	96%	70%	26%	2566	95%	63%	26%
Limited English Proficient	537	87%	33%	4%	415	84%	25%	5%
Economically Disadvantaged	2819	95%	64%	22%	2738	93%	58%	23%
Not Disadvantaged	232	95%	63%	24%	243	93%	51%	26%
Migrant								
Not Migrant	3051	95%	64%	22%	2981	93%	58%	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.

\* 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	49	48	47	43	42	40	38	32

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

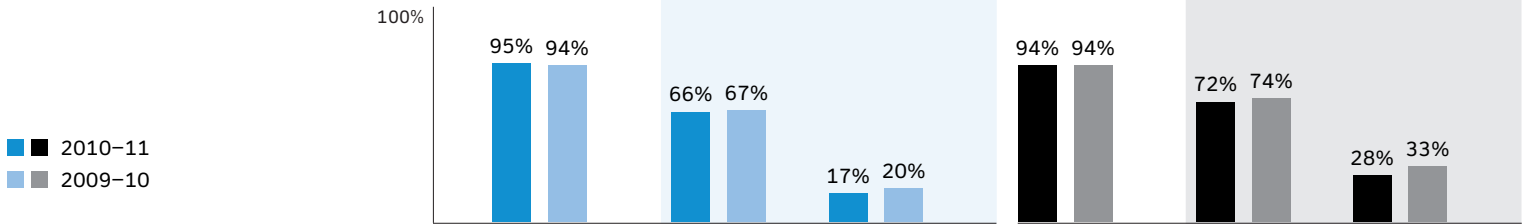
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

2867 2770

1987 1964

508 590

## 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>2951</b>	<b>95%</b>	<b>65%</b>	<b>16%</b>	<b>2868</b>	<b>94%</b>	<b>66%</b>	<b>19%</b>
Female	1487	95%	63%	14%	1403	94%	65%	16%
Male	1464	94%	66%	18%	1465	94%	67%	23%
American Indian or Alaska Native	12	-	-	-	7	-	-	-
Black or African American	251	90%	47%	5%	269	89%	42%	6%
Hispanic or Latino	1620	94%	60%	10%	1615	93%	62%	14%
Asian or Native Hawaiian/Other Pacific Islander	680	98%	77%	28%	588	96%	79%	36%
White	386	96%	77%	28%	385	97%	76%	25%
Multiracial	2	-	-	-	4	-	-	-
Small Group Totals	14	86%	57%	7%	11	100%	73%	18%
General-Education Students	2548	97%	70%	18%	2503	96%	71%	22%
Students with Disabilities	403	83%	33%	2%	365	79%	32%	3%
English Proficient	2422	97%	72%	19%	2456	96%	72%	22%
Limited English Proficient	529	83%	30%	3%	412	80%	29%	4%
Economically Disadvantaged	2723	95%	64%	15%	2630	94%	65%	18%
Not Disadvantaged	228	96%	71%	23%	238	93%	71%	30%
Migrant								
Not Migrant	2951	95%	65%	16%	2868	94%	66%	19%

### 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	49	42
Regents Science	71	76

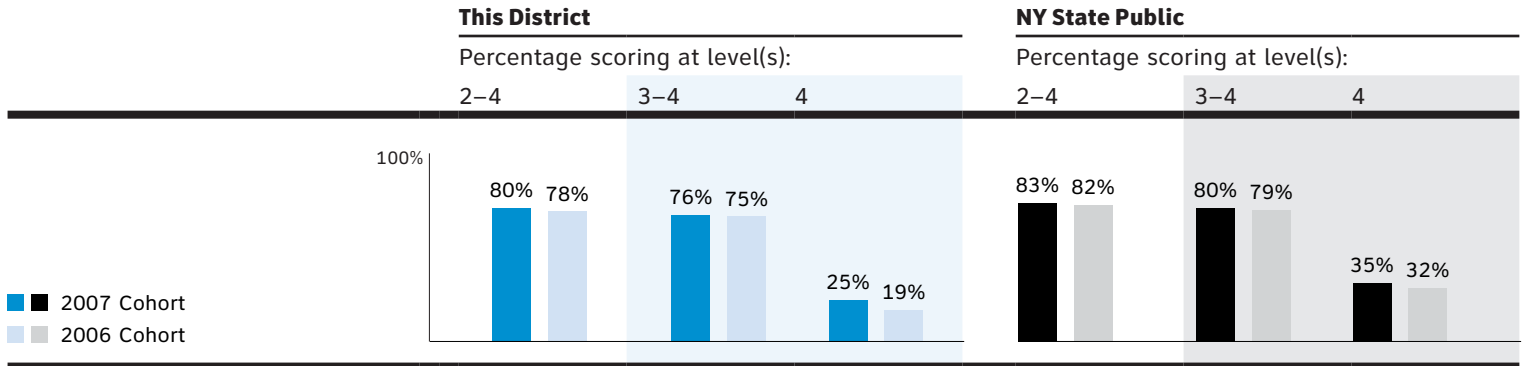


# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>2504</b>	<b>80%</b>	<b>76%</b>	<b>25%</b>	<b>2510</b>	<b>78%</b>	<b>75%</b>	<b>19%</b>
Female	1201	85%	82%	30%	1200	84%	82%	25%
Male	1303	75%	71%	20%	1310	72%	69%	13%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	275	72%	70%	15%	308	64%	61%	10%
Hispanic or Latino	1228	77%	73%	21%	1222	74%	71%	15%
Asian or Native Hawaiian/Other Pacific Islander	589	85%	81%	31%	533	88%	85%	25%
White	403	87%	83%	34%	441	86%	84%	29%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	9	33%	33%	22%	6	33%	33%	0%
General-Education Students	2190	86%	82%	28%	2184	84%	81%	21%
Students with Disabilities	314	41%	35%	4%	326	40%	34%	3%
English Proficient	1967	85%	83%	31%	1988	83%	81%	23%
Limited English Proficient	537	63%	54%	4%	522	59%	53%	3%
Economically Disadvantaged	1922	83%	79%	25%	1935	83%	79%	20%
Not Disadvantaged	582	71%	68%	23%	575	62%	61%	15%
Migrant								
Not Migrant	2504	80%	76%	25%	2510	78%	75%	19%

#### 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.

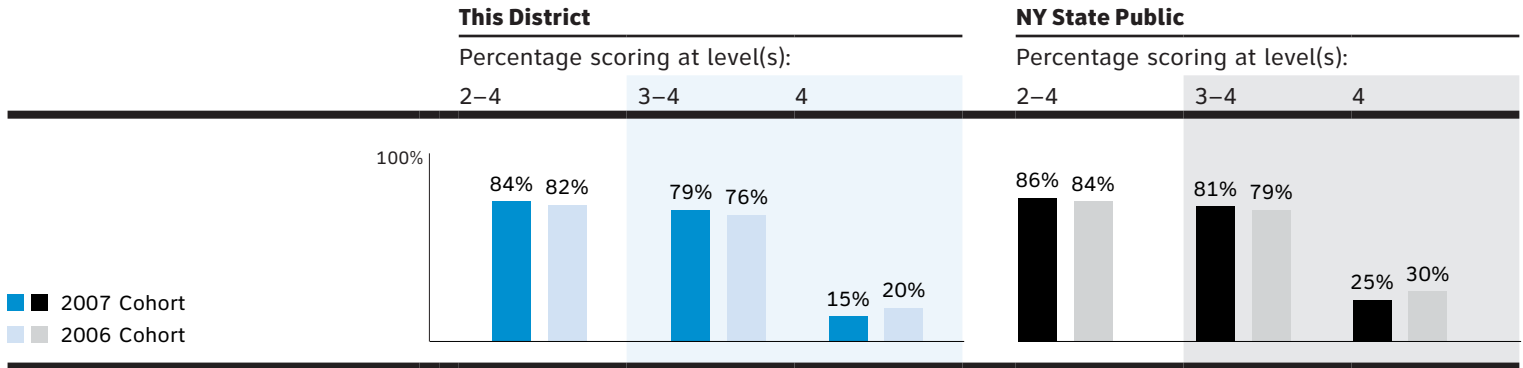
\*\* 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

District ID **34-30-00-01-0000**

## 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>2504</b>	<b>84%</b>	<b>79%</b>	<b>15%</b>	<b>2510</b>	<b>82%</b>	<b>76%</b>	<b>20%</b>
Female	1201	88%	83%	19%	1200	87%	82%	25%
Male	1303	80%	75%	12%	1310	77%	72%	16%
American Indian or Alaska Native	6	-	-	-	2	-	-	-
Black or African American	275	76%	69%	5%	308	68%	60%	9%
Hispanic or Latino	1228	81%	75%	9%	1222	78%	71%	12%
Asian or Native Hawaiian/Other Pacific Islander	589	91%	88%	29%	533	93%	92%	36%
White	403	89%	86%	21%	441	88%	84%	33%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	9	33%	33%	11%	6	67%	67%	0%
General-Education Students	2190	89%	85%	17%	2184	87%	83%	23%
Students with Disabilities	314	47%	36%	2%	326	45%	33%	3%
English Proficient	1967	85%	81%	17%	1988	84%	79%	23%
Limited English Proficient	537	78%	70%	10%	522	73%	66%	9%
Economically Disadvantaged	1922	87%	82%	17%	1935	86%	81%	20%
Not Disadvantaged	582	75%	70%	9%	575	65%	62%	20%
Migrant								
Not Migrant	2504	84%	79%	15%	2510	82%	76%	20%

#### NOTES

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