



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #31**

District ID **35-31-00-01-0000**

Superintendent **MARGARET SCHULTZ**

Telephone **(718) 420-5667**

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	1446	1388	1406
Kindergarten	4213	4559	4424
Grade 1	4201	4822	4735
Grade 2	3976	4639	4835
Grade 3	3914	4393	4672
Grade 4	3862	4480	4363
Grade 5	3793	4345	4457
Grade 6	3690	4206	4169
Ungraded Elementary	3251	132	126
Grade 7	3850	4237	4218
Grade 8	3871	4350	4293
Grade 9	4613	5231	5345
Grade 10	4329	4766	4794
Grade 11	3749	3922	3998
Grade 12	3263	3494	3295
Ungraded Secondary	2190	237	222
Total K-12	56765	57813	57946

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District NEW YORK CITY GEOGRAPHIC DISTRICT #31

District ID 35-31-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	22378	39%	24364	42%	26109	45%
Reduced-Price Lunch	5703	10%	5765	10%	4916	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3608	6%	3563	6%	3460	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	254	0%	258	0%	257	0%
Black or African American	8605	15%	8700	15%	8578	15%
Hispanic or Latino	12849	23%	13291	23%	13835	24%
Asian or Native Hawaiian/Other Pacific Islander	4637	8%	4769	8%	4815	8%
White	30420	54%	30795	53%	30461	53%
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	2490	4%	2940	5%	2769	5%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	3953	3872	3768
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	6%	4%	4%
Percent with Fewer Than Three Years of Experience	6%	4%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	57%	62%	67%
Total Number of Core Classes	8667	8404	8561
Percent Not Taught by Highly Qualified Teachers in This District	6%	5%	4%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	10597	10390	10547
Percent Taught by Teachers Without Appropriate Certification	7%	5%	4%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	9%	15%	12%
Turnover Rate of All Teachers	9%	11%	11%

Staff Counts

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

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 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
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✗	✗		✗	✗	
Hispanic or Latino	✓	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	✓	✓		–	–	
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓	
Student groups making AYP in each subject	✗ 7 of 10	✗ 7 of 10	✓ 1 of 1	✗ 4 of 8	✗ 4 of 8	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts
































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

Accountability Measures 7 of 10 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (27176:26182)			99%		143	121	
Ethnicity							
American Indian or Alaska Native (120:114)			100%		139	112	
Black or African American (4092:3793)			99%		112	120	116 121
Hispanic or Latino (6515:6215)			99%		124	121	
Asian or Native Hawaiian/Other Pacific Islander (2212:2126)			99%		166	120	
White (14196:13897)			100%		156	121	
Multiracial (41:37)			100%		146	106	
Other Groups							
Students with Disabilities (6534:6619)			98%		96	121	101 106
Limited English Proficient (1543:2092)			98%		100	120	106 110
Economically Disadvantaged (16456:15676)			99%		130	121	
Final AYP Determination	 7 of 10						
Non-Accountability Groups							
Female (12927:12503)			100%		150	121	
Male (14249:13679)			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 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 (27167:26232)			100%		160	136	
Ethnicity							
American Indian or Alaska Native (119:116)			100%		154	127	
Black or African American (4089:3784)			99%		125	135	127 133
Hispanic or Latino (6514:6245)			100%		142	136	
Asian or Native Hawaiian/Other Pacific Islander (2215:2146)			100%		184	135	
White (14189:13904)			100%		173	136	
Multiracial (41:37)			100%		170	121	
Other Groups							
Students with Disabilities (6523:6619)			99%		120	136	121 128
Limited English Proficient (1549:2162)			100%		130	135	135 137
Economically Disadvantaged (16450:15721)			100%		148	136	
Final AYP Determination	 7 of 10						
Non-Accountability Groups							
Female (12924:12522)			100%		162	136	
Male (14243:13710)			99%		157	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 (8992:8516)		Qualified		98%		176	100		
Ethnicity									
American Indian or Alaska Native (42:40)		Qualified		95%		170	100		
Black or African American (1379:1242)		Qualified		96%		154	100		
Hispanic or Latino (2152:2017)		Qualified		97%		164	100		
Asian or Native Hawaiian/Other Pacific Islander (741:707)		Qualified		99%		188	100		
White (4664:4498)		Qualified		98%		186	100		
Multiracial (14:12)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (2142:2090)		Qualified		96%		155	100		
Limited English Proficient (525:660)		Qualified		97%		146	100		
Economically Disadvantaged (5437:5077)		Qualified		97%		169	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (4273:4051)				97%		176	100		
Male (4719:4465)				98%		176	100		
Migrant (0:0)									


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

Secondary-Level English Language Arts


























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

Accountability Measures 4 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (3565:4026)			100%		183	181		
Ethnicity								
American Indian or Alaska Native (14:18)	—	—	—	—	—	—		
Black or African American (568:684)			99%		169	179	173‡	172
Hispanic or Latino (695:857)			100%		174	179	178	177
Asian or Native Hawaiian/Other Pacific Islander (383:399)			100%		197	177		
White (1904:2066)			100%		190	181		
Multiracial (1:2)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (409:651)			99%		145	179	150‡	151
Limited English Proficient (59:154)			100%		153	175	163	158
Economically Disadvantaged (1451:1745)			100%		178	180	178	180
Final AYP Determination		4 of 8						
Non-Accountability Groups								
Female (1798:1995)			100%		187	181		
Male (1767:2031)			99%		179	181		
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 4 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (3565:4026)			100%		184	178	
Ethnicity							
American Indian or Alaska Native (14:18)	—	—	—	—	—	—	—
Black or African American (568:684)			100%		173	176	170‡ 176
Hispanic or Latino (695:857)			100%		174	176	176 177
Asian or Native Hawaiian/Other Pacific Islander (383:399)			100%		197	174	
White (1904:2066)			100%		190	178	
Multiracial (1:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (409:651)			100%		144	176	147‡ 150
Limited English Proficient (59:154)			100%		157	172	170 161
Economically Disadvantaged (1451:1745)			100%		180	177	
Final AYP Determination	 4 of 8						
Non-Accountability Groups							
Female (1798:1995)			100%		186	178	
Male (1767:2031)			100%		183	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.











Graduation Rate

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

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

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (4553)			75%	80%	73%
Ethnicity					
American Indian or Alaska Native (14)		—	—	—	
Black or African American (752)			59%	80%	61%
Hispanic or Latino (892)			63%	80%	60%
Asian or Native Hawaiian/Other Pacific Islander (436)			90%	80%	
White (2449)			82%	80%	
Multiracial (10)		—	—	—	
Other Groups					
Students with Disabilities (802)			44%	80%	46%
Limited English Proficient (190)			59%	80%	51%
Economically Disadvantaged (1743)			69%	80%	67%
Final AYP Determination		1 of 1			
Non-Accountability Groups					
Female (2164)			78%	80%	
Male (2389)			72%	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 **77%** 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

39 schools identified 59% of total

CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES
 GAYNOR MCCOWN EXPEDITIONARY LEARNING SCHOOL
 IS 24 MYRA S BARNES
 IS 34 TOTTENVILLE
 IS 7 ELIAS BERNSTEIN
 MARSH AVENUE SCHOOL FOR EXPEDITIONARY LEARNING
 PS 1 TOTTENVILLE
 PS 13 M L LINDENMEYER
 PS 18 JOHN G WHITTIER
 PS 19 THE CURTIS SCHOOL
 PS 21 MARGARET EMERY-ELM PARK
 PS 22 GRANITEVILLE
 PS 23 RICHMONDTOWN
 PS 26 THE CARTERET SCHOOL
 PS 29 BARDWELL
 PS 3 THE MARGARET GIOIOSA SCHOOL
 PS 32 THE GIFFORD SCHOOL
 PS 35 THE CLOVE VALLEY SCHOOL
 PS 36 J C DRUMGOOLE
 PS 38 GEORGE CROMWELL
 PS 39 FRANCIS J MURPHY JR
 PS 41 NEW DORP
 PS 42 ELTINGVILLE
 PS 46 ALBERT V MANISCALCO
 PS 48 WILLIAM C WILCOX
 PS 5 HUGUENOT
 PS 50 FRANK HANKINSON
 PS 53 BAY TERRACE
 PS 55 HENRY M BOEHM
 PS 56 THE LOUIS DESARIO SCHOOL
 PS 6 CPL ALLAN F KIVLEHAN SCHOOL
 PS 65 THE ACADEMY OF INNOVATIVE LEARNING
 PS 69 DANIEL D TOMPKINS
 PS 74 FUTURE LEADERS ELEMENTARY SCHOOL
 PS 8 SHIRLEE SOLOMON
 SPACE SHUTTLE COLUMBIA SCHOOL
 STATEN ISLAND SCHOOL OF CIVIC LEADERSHIP
 STATEN ISLAND TECHNICAL HIGH SCHOOL
 THE MICHAEL J PETRIDES SCHOOL

Improvement (year 1) Basic

9 schools identified 14% of total

CONCORD HIGH SCHOOL
 IS 75 FRANK D PAULO
 PS 11 THOMAS DONGAN SCHOOL
 PS 30 WESTERLEIGH
 PS 4 MAURICE WOLLIN

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

Improvement (year 1) Basic (continued)

PS 45 JOHN TYLER
 PS 52 JOHN C THOMPSON
 PS 54 CHARLES W LENG
 PS 60 ALICE AUSTEN

Improvement (year 1) Focused

2 schools identified 3% of total
 CURTIS HIGH SCHOOL
 PS 20 PORT RICHMOND

Improvement (year 1) Comprehensive

2 schools identified 3% of total
 IS 61 WILLIAM A MORRIS
 RALPH R MCKEE CAREER AND TECHNICAL HIGH SCHOOL

Improvement (year 2) Comprehensive

2 schools identified 3% of total
 PS 14 CORNELIUS VANDERBILT
 PS 31 WILLIAM T DAVIS

Corrective Action (year 1) Comprehensive

1 school identified 2% of total
 PS 57 HUBERT H HUMPHREY

Restructuring (year 1) Focused

2 schools identified 3% of total
 PS 44 THOMAS C BROWN
 TOTTEVILLE HIGH SCHOOL

Restructuring (year 2) Focused

1 school identified 2% of total
 IS 72 ROCCO LAURIE

Restructuring (advanced) Focused

6 schools identified 9% of total
 IS 2 GEORGE L EGBERT
 IS 27 ANNING S PRALL
 IS 51 EDWIN MARKHAM
 NEW DORP HIGH SCHOOL
 PORT RICHMOND HIGH SCHOOL
 SUSAN E WAGNER HIGH SCHOOL

Restructuring (advanced) Comprehensive

2 schools identified 3% of total
 IS 49 BERTHA A DREYFUS
 PS 16 JOHN J DRISCOLL

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	57%			4695
Grade 4	57%			4404
Grade 5	56%			4500
Grade 6	52%			4192
Grade 7	45%			4260
Grade 8	42%			4320

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	63%			4719
Grade 4	71%			4424
Grade 5	72%			4523
Grade 6	63%			4215
Grade 7	65%			4270
Grade 8	58%			4342

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	90%			4354
Grade 8	66%			4142

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	82%			4484
Mathematics	81%			4484

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 #31**

District ID **35-31-00-01-0000**

This District's Results in Grade 3 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: 663	*Range: 644-780	663-780	694-780			
2010 Mean Score: 666						
Number of Tested Students:	4108	3743	2670	2345	184	679

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	4695	87%	57%	4%	4398	85%	53%	15%
Female	2290	90%	62%	5%	2144	88%	56%	17%
Male	2405	85%	52%	3%	2254	83%	51%	14%
American Indian or Alaska Native	29	97%	52%	3%	25	76%	48%	12%
Black or African American	666	77%	35%	2%	662	72%	32%	7%
Hispanic or Latino	1172	80%	42%	1%	1085	78%	39%	8%
Asian or Native Hawaiian/Other Pacific Islander	385	96%	76%	7%	324	94%	69%	23%
White	2438	92%	67%	5%	2282	91%	64%	20%
Multiracial	5	60%	60%	0%	20	90%	55%	30%
Small Group Totals								
General-Education Students	3586	95%	67%	5%	3352	93%	63%	19%
Students with Disabilities	1109	62%	23%	1%	1046	60%	23%	5%
English Proficient	4362	89%	60%	4%	4047	87%	56%	17%
Limited English Proficient	333	63%	18%	0%	351	64%	24%	3%
Economically Disadvantaged	3012	83%	46%	2%	2874	81%	44%	11%
Not Disadvantaged	1683	96%	76%	7%	1524	93%	72%	25%
Migrant								
Not Migrant	4695	87%	57%	4%	4398	85%	53%	15%

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	86	79	78	62	79	66	64	59
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	16	N/A	N/A	N/A	15	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	16	N/A	N/A	N/A	15	N/A	N/A	N/A

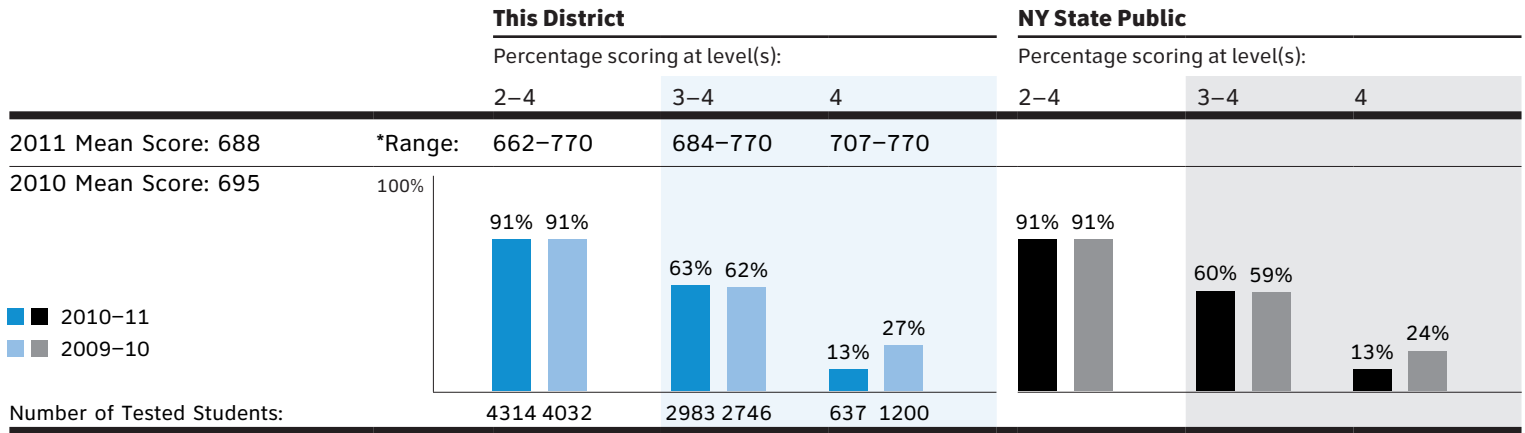
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4719	91%	63%	13%	4415	91%	62%	27%
Female	2303	92%	63%	14%	2147	92%	63%	26%
Male	2416	91%	63%	13%	2268	90%	62%	28%
American Indian or Alaska Native	31	87%	58%	6%	25	84%	60%	12%
Black or African American	665	79%	38%	4%	663	79%	36%	9%
Hispanic or Latino	1181	87%	46%	4%	1089	88%	50%	15%
Asian or Native Hawaiian/Other Pacific Islander	392	97%	88%	34%	330	97%	83%	52%
White	2445	96%	74%	17%	2288	96%	73%	35%
Multiracial	5	80%	40%	0%	20	100%	60%	25%
Small Group Totals								
General-Education Students	3609	97%	72%	17%	3367	96%	71%	33%
Students with Disabilities	1110	75%	34%	3%	1048	77%	35%	10%
English Proficient	4365	93%	66%	14%	4048	92%	65%	29%
Limited English Proficient	354	75%	31%	2%	367	80%	34%	7%
Economically Disadvantaged	3032	88%	53%	8%	2891	88%	54%	20%
Not Disadvantaged	1687	98%	82%	23%	1524	97%	78%	41%
Migrant								
Not Migrant	4719	91%	63%	13%	4415	91%	62%	27%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	86	86	84	74	80	80	62	51

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

This District's Results in Grade 4 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: 672	*Range: 637-775	671-775	722-775			
2010 Mean Score: 669						
Number of Tested Students:	4042	4076	2529 2311	143	195	

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	4404	92%	57%	3%	4508	90%	51%	4%
Female	2140	94%	62%	4%	2161	93%	56%	6%
Male	2264	90%	53%	3%	2347	88%	47%	3%
American Indian or Alaska Native	21	86%	48%	0%	16	94%	44%	0%
Black or African American	660	82%	34%	1%	672	79%	29%	1%
Hispanic or Latino	1098	88%	43%	1%	1058	86%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	338	97%	76%	8%	373	95%	71%	10%
White	2279	96%	68%	4%	2366	95%	61%	5%
Multiracial	8	100%	50%	25%	23	100%	65%	9%
Small Group Totals								
General-Education Students	3361	97%	67%	4%	3462	97%	61%	6%
Students with Disabilities	1043	74%	25%	0%	1046	70%	20%	0%
English Proficient	4123	93%	60%	3%	4197	92%	54%	5%
Limited English Proficient	281	75%	16%	0%	311	72%	16%	0%
Economically Disadvantaged	2834	89%	48%	1%	2909	87%	42%	3%
Not Disadvantaged	1570	96%	75%	6%	1599	96%	68%	7%
Migrant								
Not Migrant	4404	92%	57%	3%	4508	90%	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	86	86	82	74	75	71	67	55
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	10	N/A	N/A	N/A	15	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	13	N/A	N/A	N/A	16	N/A	N/A	N/A

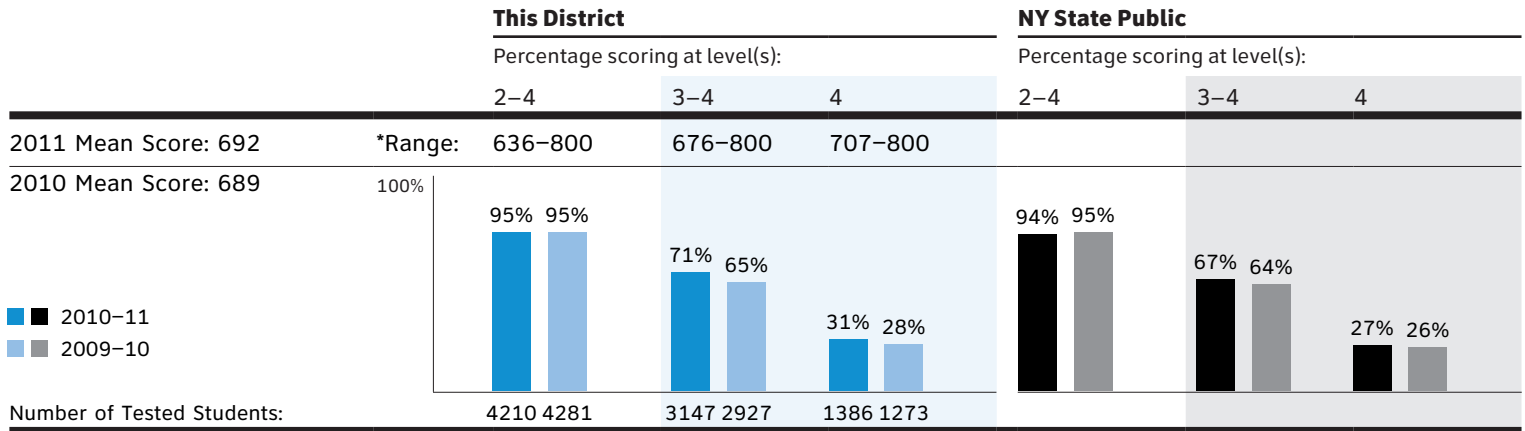
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4424	95%	71%	31%	4529	95%	65%	28%
Female	2148	96%	72%	30%	2171	95%	64%	28%
Male	2276	95%	70%	33%	2358	94%	65%	28%
American Indian or Alaska Native	21	90%	71%	29%	16	81%	50%	0%
Black or African American	661	88%	43%	10%	674	87%	37%	11%
Hispanic or Latino	1108	93%	58%	18%	1068	92%	49%	15%
Asian or Native Hawaiian/Other Pacific Islander	343	99%	90%	60%	379	98%	84%	51%
White	2283	98%	83%	40%	2370	97%	77%	36%
Multiracial	8	100%	88%	50%	22	100%	55%	18%
Small Group Totals								
General-Education Students	3381	99%	80%	38%	3486	98%	74%	34%
Students with Disabilities	1043	84%	41%	9%	1043	83%	32%	7%
English Proficient	4121	96%	74%	33%	4197	95%	67%	30%
Limited English Proficient	303	85%	38%	8%	332	86%	34%	7%
Economically Disadvantaged	2854	94%	62%	22%	2929	93%	56%	21%
Not Disadvantaged	1570	98%	87%	47%	1600	98%	81%	42%
Migrant								
Not Migrant	4424	95%	71%	31%	4529	95%	65%	28%

NOTES

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Other Assessments

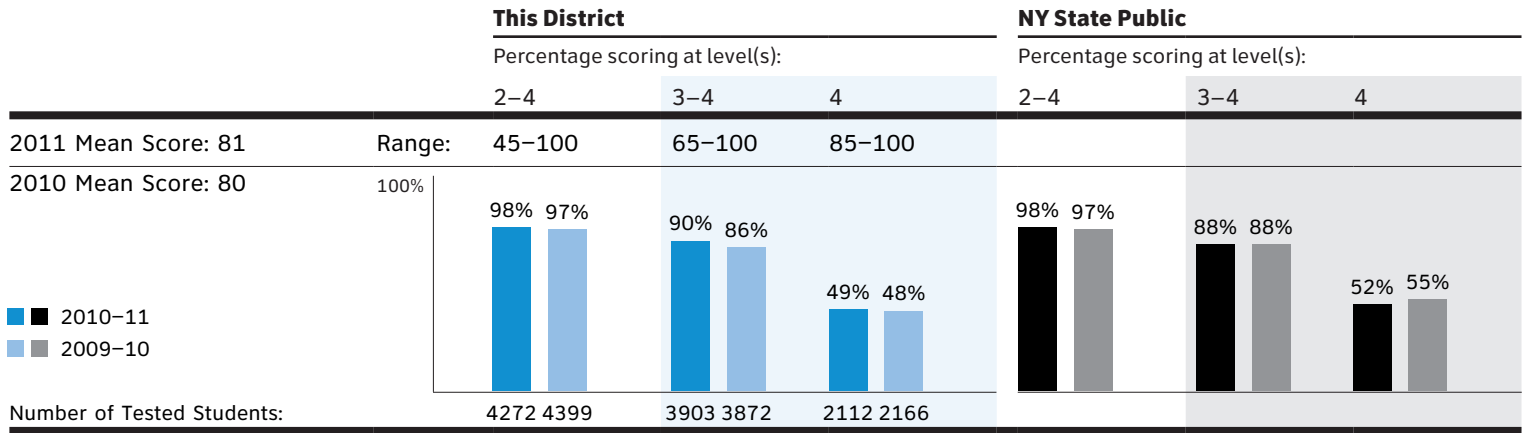
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	86	85	78	60	76	76	67	46

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4354	98%	90%	49%	4513	97%	86%	48%
Female	2110	98%	90%	48%	2168	98%	86%	49%
Male	2244	98%	89%	49%	2345	97%	86%	47%
American Indian or Alaska Native	21	95%	81%	38%	16	100%	81%	31%
Black or African American	643	95%	75%	20%	661	94%	68%	24%
Hispanic or Latino	1088	97%	83%	33%	1065	97%	79%	34%
Asian or Native Hawaiian/Other Pacific Islander	343	99%	95%	72%	381	98%	92%	66%
White	2251	100%	96%	61%	2367	99%	93%	58%
Multiracial	8	100%	100%	75%	23	100%	91%	57%
Small Group Totals								
General-Education Students	3344	99%	93%	55%	3471	99%	91%	56%
Students with Disabilities	1010	95%	78%	26%	1042	93%	67%	20%
English Proficient	4054	99%	91%	51%	4182	98%	88%	51%
Limited English Proficient	300	91%	67%	12%	331	91%	63%	12%
Economically Disadvantaged	2808	97%	86%	39%	2916	97%	81%	40%
Not Disadvantaged	1546	100%	97%	65%	1597	99%	94%	63%
Migrant								
Not Migrant	4354	98%	90%	49%	4513	97%	86%	48%

NOTES

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Other Assessments

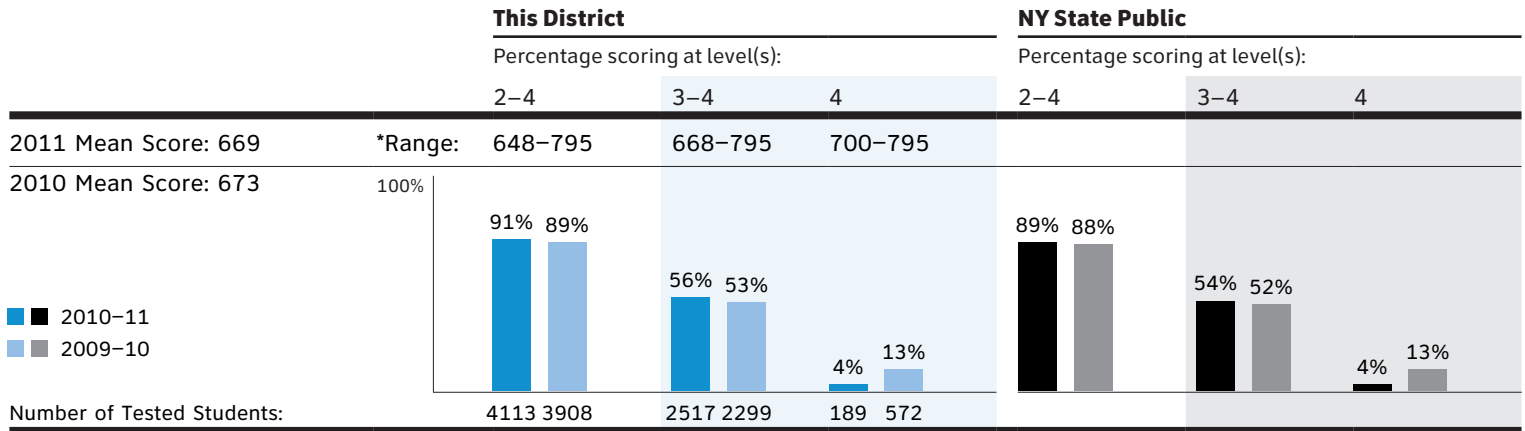
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	86	80	80	74	75	71	71	61

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4500	91%	56%	4%	4375	89%	53%	13%
Female	2179	94%	61%	5%	2083	91%	58%	17%
Male	2321	89%	51%	3%	2292	87%	48%	10%
American Indian or Alaska Native	13	85%	31%	8%	12	92%	42%	8%
Black or African American	678	81%	34%	1%	658	76%	30%	5%
Hispanic or Latino	1053	88%	43%	2%	1013	85%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	384	97%	71%	8%	332	95%	72%	28%
White	2362	95%	66%	5%	2342	94%	62%	16%
Multiracial	10	100%	80%	10%	18	83%	56%	6%
Small Group Totals								
General-Education Students	3468	97%	66%	5%	3387	96%	63%	16%
Students with Disabilities	1032	72%	22%	0%	988	68%	18%	2%
English Proficient	4279	93%	58%	4%	4157	91%	55%	14%
Limited English Proficient	221	67%	13%	0%	218	65%	12%	1%
Economically Disadvantaged	2906	89%	48%	3%	2792	86%	43%	8%
Not Disadvantaged	1594	96%	71%	7%	1583	96%	69%	23%
Migrant								
Not Migrant	4500	91%	56%	4%	4375	89%	53%	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 5 Equivalent	82	81	79	71	98	97	95	68
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	18	N/A	N/A	N/A	13	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	18	N/A	N/A	N/A	13	N/A	N/A	N/A

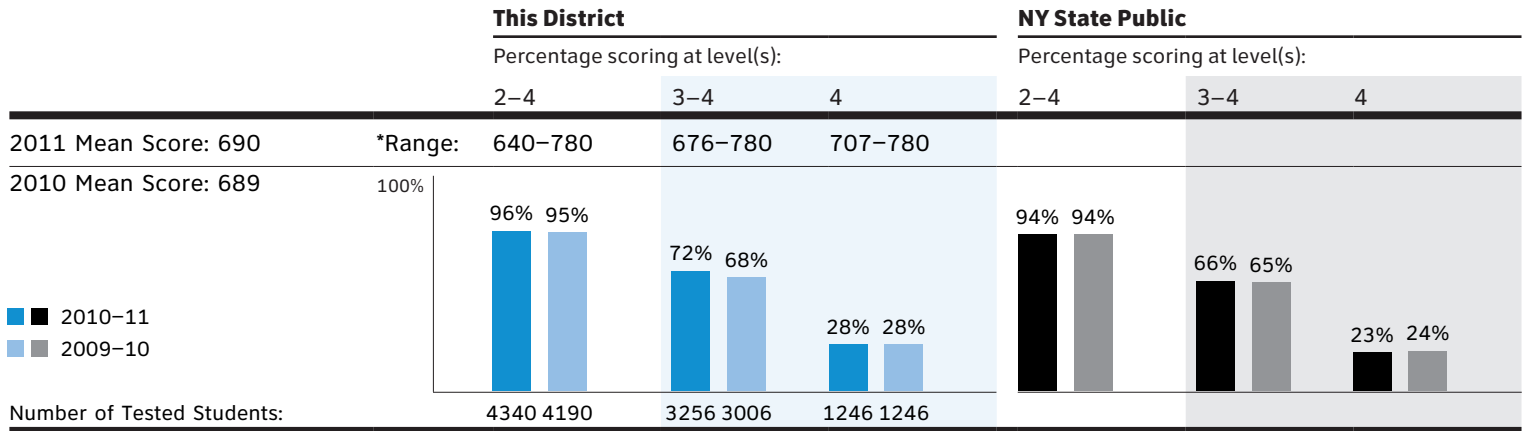
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4523	96%	72%	28%	4414	95%	68%	28%
Female	2195	96%	72%	27%	2102	96%	68%	28%
Male	2328	96%	72%	28%	2312	94%	69%	28%
American Indian or Alaska Native	13	77%	46%	8%	12	100%	50%	25%
Black or African American	682	91%	49%	10%	668	88%	42%	10%
Hispanic or Latino	1063	94%	59%	15%	1025	92%	56%	17%
Asian or Native Hawaiian/Other Pacific Islander	390	99%	87%	48%	342	98%	86%	48%
White	2365	98%	82%	35%	2349	98%	78%	35%
Multiracial	10	100%	100%	40%	18	100%	44%	28%
Small Group Totals								
General-Education Students	3490	99%	81%	34%	3417	98%	78%	35%
Students with Disabilities	1033	87%	41%	7%	997	84%	35%	6%
English Proficient	4278	97%	74%	29%	4178	95%	70%	29%
Limited English Proficient	245	84%	36%	5%	236	86%	42%	8%
Economically Disadvantaged	2927	95%	64%	19%	2821	93%	59%	21%
Not Disadvantaged	1596	98%	86%	43%	1593	98%	84%	42%
Migrant								
Not Migrant	4523	96%	72%	28%	4414	95%	68%	28%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	82	79	79	72	98	95	95	71

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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: 661						
Number of Tested Students:	3648	3653	2169	2010	136	186

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	4192	87%	52%	3%	4222	87%	48%	4%
Female	1974	89%	55%	4%	2027	89%	53%	5%
Male	2218	85%	49%	2%	2195	84%	43%	4%
American Indian or Alaska Native	15	87%	47%	0%	16	75%	38%	6%
Black or African American	605	71%	28%	1%	656	73%	24%	1%
Hispanic or Latino	986	80%	37%	2%	999	78%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	315	93%	69%	5%	338	95%	63%	10%
White	2266	94%	62%	4%	2207	93%	59%	6%
Multiracial	5	60%	20%	0%	6	100%	83%	0%
Small Group Totals								
General-Education Students	3308	94%	62%	4%	3274	94%	58%	6%
Students with Disabilities	884	61%	13%	0%	948	60%	12%	0%
English Proficient	4022	89%	54%	3%	4046	88%	50%	5%
Limited English Proficient	170	44%	4%	0%	176	45%	2%	0%
Economically Disadvantaged	2399	82%	41%	2%	2375	81%	34%	2%
Not Disadvantaged	1793	94%	66%	5%	1847	94%	65%	7%
Migrant								
Not Migrant	4192	87%	52%	3%	4222	87%	48%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	101	90	83	76	91	74	71	55
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	23	N/A	N/A	N/A	23	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	24	N/A	N/A	N/A	23	N/A	N/A	N/A

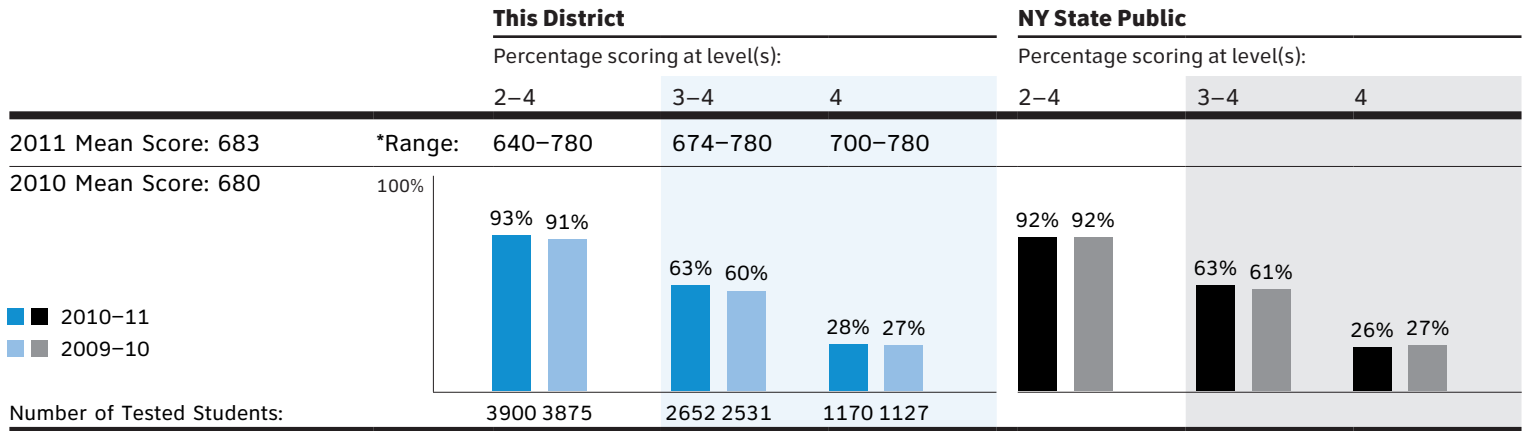
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4215	93%	63%	28%	4248	91%	60%	27%
Female	1981	94%	65%	27%	2041	92%	61%	27%
Male	2234	92%	61%	28%	2207	90%	59%	26%
American Indian or Alaska Native	15	87%	73%	13%	16	81%	69%	31%
Black or African American	605	80%	32%	8%	654	80%	32%	9%
Hispanic or Latino	994	89%	47%	15%	1013	87%	45%	14%
Asian or Native Hawaiian/Other Pacific Islander	324	98%	86%	55%	348	96%	82%	50%
White	2272	97%	75%	35%	2211	96%	71%	34%
Multiracial	5	100%	40%	20%	6	100%	100%	17%
Small Group Totals								
General-Education Students	3331	97%	73%	34%	3299	97%	71%	33%
Students with Disabilities	884	76%	26%	5%	949	71%	21%	5%
English Proficient	4019	93%	65%	29%	4048	92%	62%	28%
Limited English Proficient	196	73%	18%	4%	200	68%	18%	4%
Economically Disadvantaged	2418	89%	51%	19%	2397	87%	48%	17%
Not Disadvantaged	1797	97%	79%	40%	1851	96%	75%	38%
Migrant								
Not Migrant	4215	93%	63%	28%	4248	91%	60%	27%

NOTES

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Other Assessments

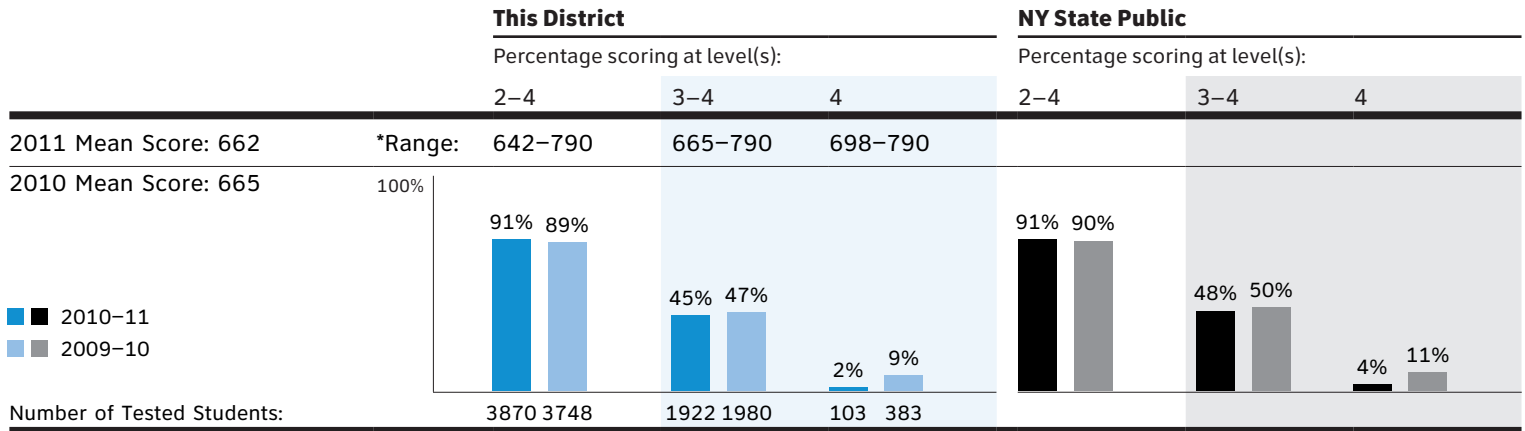
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	101	101	97	86	90	88	86	75

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	4260	91%	45%	2%	4234	89%	47%	9%
Female	2044	94%	51%	3%	1998	92%	53%	10%
Male	2216	88%	40%	2%	2236	85%	42%	8%
American Indian or Alaska Native	15	-	-	-	17	94%	47%	18%
Black or African American	660	82%	26%	1%	644	78%	24%	3%
Hispanic or Latino	1007	85%	29%	0%	931	81%	32%	5%
Asian or Native Hawaiian/Other Pacific Islander	351	96%	64%	6%	361	96%	65%	17%
White	2223	95%	55%	3%	2270	93%	56%	11%
Multiracial	4	-	-	-	11	91%	36%	0%
Small Group Totals	19	89%	47%	5%				
General-Education Students	3330	97%	55%	3%	3311	95%	57%	11%
Students with Disabilities	930	69%	10%	0%	923	64%	11%	1%
English Proficient	4089	92%	47%	3%	4038	91%	49%	9%
Limited English Proficient	171	53%	4%	0%	196	42%	1%	0%
Economically Disadvantaged	2361	87%	33%	1%	2387	84%	35%	5%
Not Disadvantaged	1899	96%	60%	4%	1847	95%	62%	14%
Migrant								
Not Migrant	4260	91%	45%	2%	4234	89%	47%	9%

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	97	97	85	83	98	97	88	76
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	14	N/A	N/A	N/A	15	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	14	N/A	N/A	N/A	15	N/A	N/A	N/A

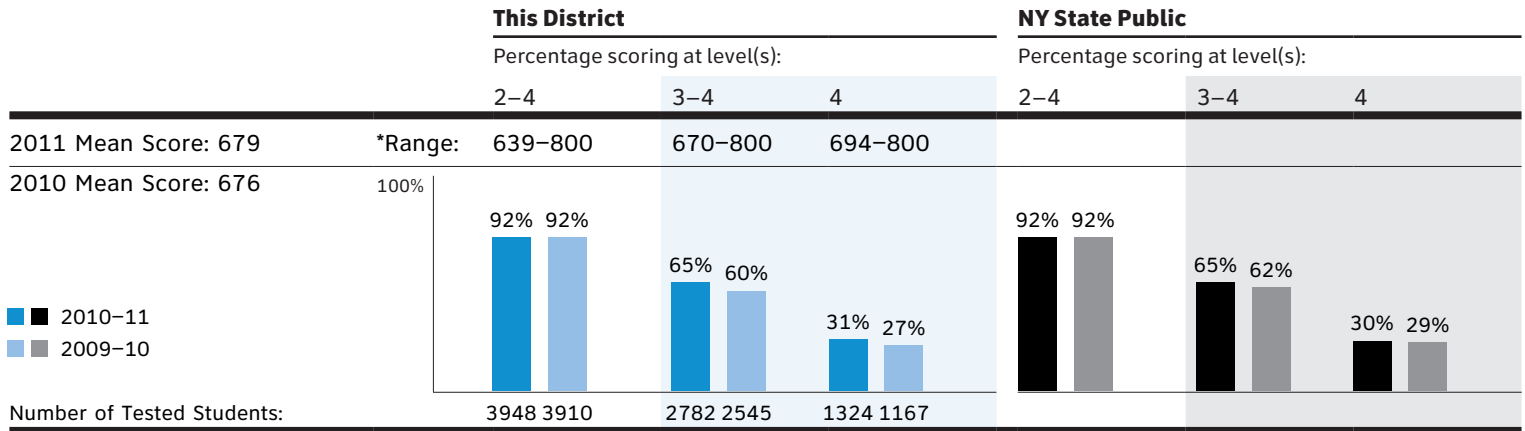
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4270	92%	65%	31%	4250	92%	60%	27%
Female	2050	93%	67%	31%	2002	94%	61%	29%
Male	2220	92%	64%	31%	2248	91%	59%	26%
American Indian or Alaska Native	15	-	-	-	17	94%	65%	35%
Black or African American	656	80%	38%	10%	640	82%	33%	8%
Hispanic or Latino	1014	89%	52%	15%	942	86%	41%	12%
Asian or Native Hawaiian/Other Pacific Islander	353	97%	84%	57%	365	98%	84%	58%
White	2228	97%	76%	40%	2275	96%	71%	35%
Multiracial	4	-	-	-	11	100%	36%	18%
Small Group Totals	19	95%	68%	37%				
General-Education Students	3344	97%	75%	38%	3324	97%	70%	34%
Students with Disabilities	926	75%	28%	6%	926	75%	24%	5%
English Proficient	4084	93%	67%	32%	4036	93%	62%	29%
Limited English Proficient	186	73%	25%	4%	214	70%	20%	3%
Economically Disadvantaged	2370	89%	54%	20%	2399	88%	48%	18%
Not Disadvantaged	1900	97%	79%	45%	1851	97%	76%	40%
Migrant								
Not Migrant	4270	92%	65%	31%	4250	92%	60%	27%

NOTES

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Other Assessments

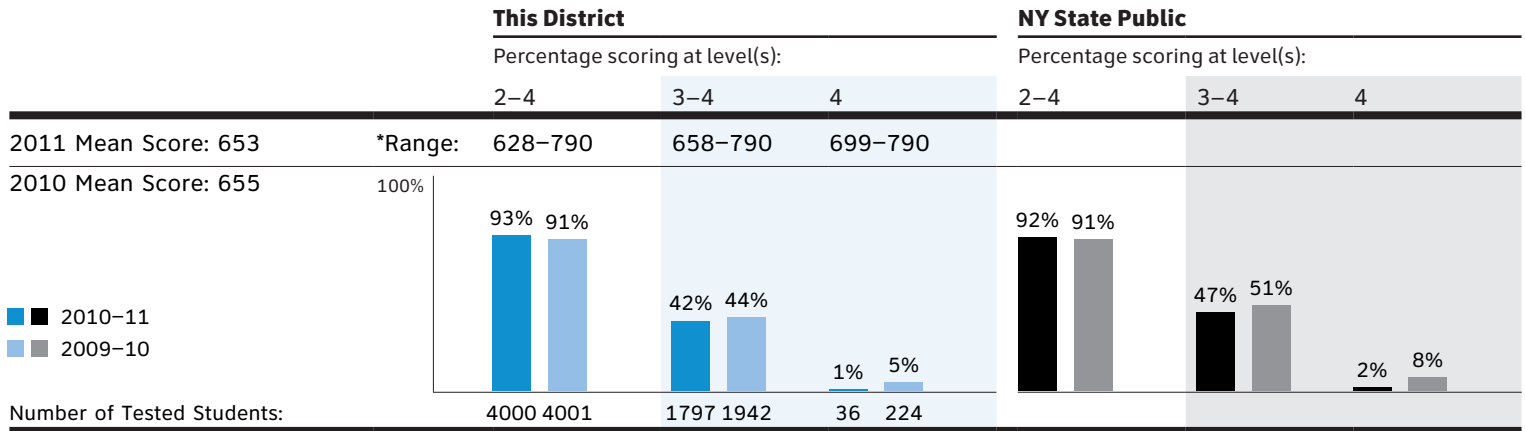
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	97	92	91	69	98	90	85	56

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4320	93%	42%	1%	4393	91%	44%	5%
Female	2049	96%	48%	1%	2187	93%	50%	6%
Male	2271	90%	36%	0%	2206	89%	38%	4%
American Indian or Alaska Native	21	95%	52%	0%	19	100%	63%	11%
Black or African American	667	87%	24%	0%	690	82%	24%	1%
Hispanic or Latino	979	88%	29%	0%	976	86%	32%	2%
Asian or Native Hawaiian/Other Pacific Islander	379	97%	59%	2%	330	96%	62%	10%
White	2269	96%	49%	1%	2370	95%	53%	7%
Multiracial	5	100%	60%	0%	8	100%	63%	0%
Small Group Totals								
General-Education Students	3439	98%	50%	1%	3493	97%	53%	6%
Students with Disabilities	881	73%	9%	0%	900	69%	9%	0%
English Proficient	4131	94%	44%	1%	4211	93%	46%	5%
Limited English Proficient	189	59%	0%	0%	182	57%	2%	0%
Economically Disadvantaged	2427	90%	32%	0%	2358	87%	33%	3%
Not Disadvantaged	1893	96%	54%	2%	2035	95%	57%	8%
Migrant								
Not Migrant	4320	93%	42%	1%	4393	91%	44%	5%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	100	100	98	92	82	82	80	73
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	15	N/A	N/A	N/A	21	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	21	N/A	N/A	N/A

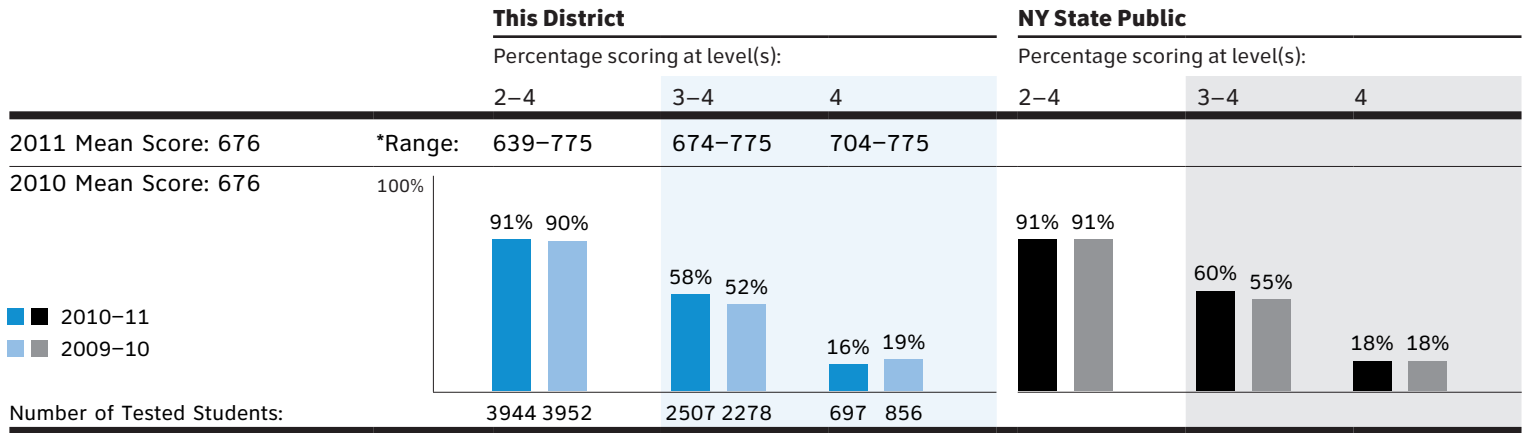
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4342	91%	58%	16%	4408	90%	52%	19%
Female	2059	93%	60%	17%	2194	91%	55%	22%
Male	2283	89%	56%	15%	2214	88%	48%	17%
American Indian or Alaska Native	21	90%	67%	14%	18	83%	56%	22%
Black or African American	669	81%	33%	4%	685	74%	25%	6%
Hispanic or Latino	991	84%	40%	6%	979	86%	34%	8%
Asian or Native Hawaiian/Other Pacific Islander	388	97%	84%	46%	338	96%	76%	40%
White	2268	96%	68%	19%	2380	95%	63%	25%
Multiracial	5	100%	80%	0%	8	88%	63%	38%
Small Group Totals								
General-Education Students	3454	95%	66%	20%	3522	95%	60%	24%
Students with Disabilities	888	73%	25%	1%	886	69%	17%	2%
English Proficient	4134	92%	60%	17%	4207	90%	53%	20%
Limited English Proficient	208	63%	22%	4%	201	72%	17%	3%
Economically Disadvantaged	2446	87%	47%	11%	2367	85%	39%	11%
Not Disadvantaged	1896	96%	72%	23%	2041	96%	67%	30%
Migrant								
Not Migrant	4342	91%	58%	16%	4408	90%	52%	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.

* 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	100	99	97	77	82	78	76	59

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

This District's Results in Grade 8 Science

This District

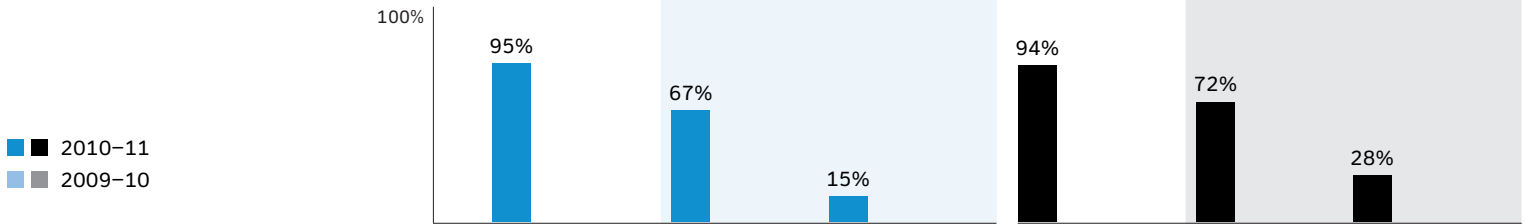
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

4042 - 2831 - 656 -

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	4142	95%	66%	14%	4324	95%	68%	22%
Female	1951	96%	65%	13%	2150	95%	68%	21%
Male	2191	95%	67%	16%	2174	94%	68%	23%
American Indian or Alaska Native	19	95%	68%	11%	19	84%	68%	32%
Black or African American	641	90%	44%	6%	666	88%	45%	5%
Hispanic or Latino	950	92%	51%	8%	954	92%	57%	13%
Asian or Native Hawaiian/Other Pacific Islander	370	98%	82%	30%	335	97%	85%	42%
White	2157	98%	76%	17%	2342	97%	77%	27%
Multiracial	5	100%	40%	20%	8	100%	88%	50%
Small Group Totals								
General-Education Students	3285	98%	74%	17%	3459	97%	77%	26%
Students with Disabilities	857	87%	35%	3%	865	84%	32%	4%
English Proficient	3944	96%	69%	15%	4128	96%	70%	23%
Limited English Proficient	198	75%	15%	0%	196	73%	25%	2%
Economically Disadvantaged	2342	93%	57%	10%	2303	92%	57%	14%
Not Disadvantaged	1800	98%	79%	20%	2021	98%	81%	31%
Migrant								
Not Migrant	4142	95%	66%	14%	4324	95%	68%	22%

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	100	80
Regents Science	93	4

4 Overview of District Performance

District NEW YORK CITY GEOGRAPHIC DISTRICT #31

District ID 35-31-00-01-0000

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

This District

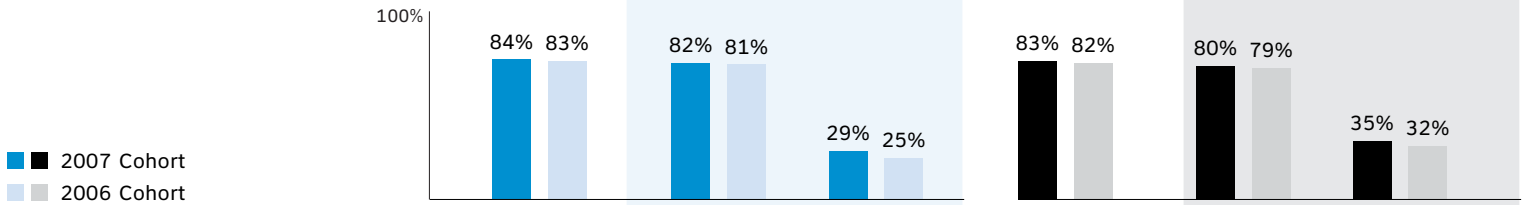
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	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	4484	84%	82%	29%	4559	83%	81%	25%
Female	2157	88%	86%	36%	2168	86%	85%	30%
Male	2327	80%	77%	23%	2391	80%	78%	19%
American Indian or Alaska Native	22	-	-	-	14	86%	79%	29%
Black or African American	817	74%	70%	17%	755	73%	71%	11%
Hispanic or Latino	997	78%	74%	18%	893	74%	72%	13%
Asian or Native Hawaiian/Other Pacific Islander	411	96%	95%	53%	437	93%	91%	44%
White	2234	88%	87%	34%	2450	87%	86%	29%
Multiracial	3	-	-	-	10	90%	90%	30%
Small Group Totals	25	64%	64%	20%				
General-Education Students	3673	90%	89%	34%	3790	90%	88%	29%
Students with Disabilities	811	55%	48%	5%	769	51%	45%	3%
English Proficient	4347	85%	83%	30%	4407	84%	82%	25%
Limited English Proficient	137	53%	44%	2%	152	59%	55%	3%
Economically Disadvantaged	1953	81%	79%	24%	1747	80%	78%	17%
Not Disadvantaged	2531	86%	84%	33%	2812	85%	83%	29%
Migrant								
Not Migrant	4484	84%	82%	29%	4559	83%	81%	25%

NOTES

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

* 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.

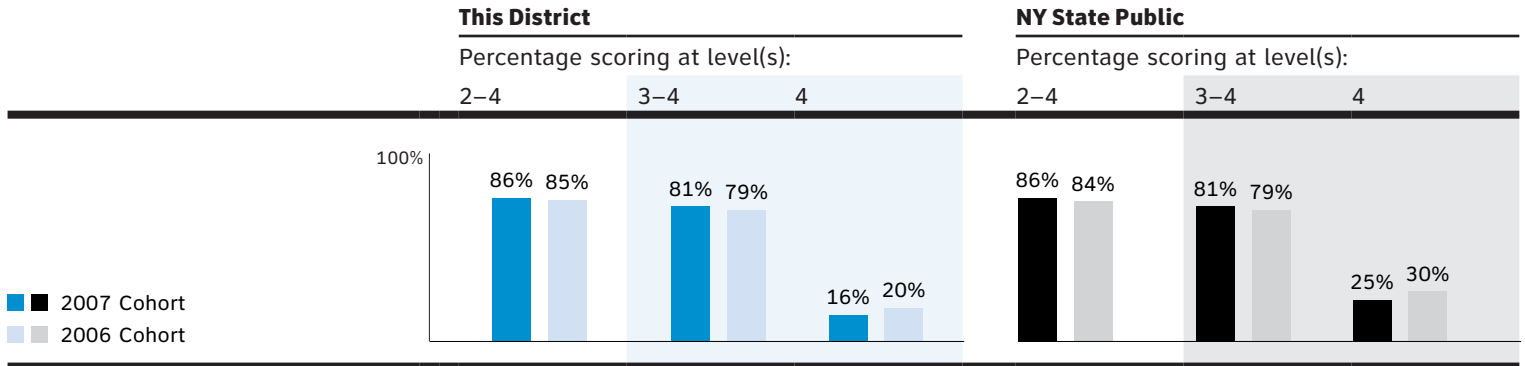
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

District ID **35-31-00-01-0000**

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	4484	86%	81%	16%	4559	85%	79%	20%
Female	2157	89%	84%	17%	2168	88%	82%	21%
Male	2327	83%	78%	15%	2391	82%	77%	20%
American Indian or Alaska Native	22	–	–	–	14	93%	93%	7%
Black or African American	817	77%	69%	4%	755	75%	66%	7%
Hispanic or Latino	997	80%	73%	5%	893	77%	70%	8%
Asian or Native Hawaiian/Other Pacific Islander	411	96%	95%	42%	437	94%	92%	46%
White	2234	90%	86%	20%	2450	89%	85%	25%
Multiracial	3	–	–	–	10	90%	90%	10%
Small Group Totals	25	72%	64%	12%				
General-Education Students	3673	92%	90%	19%	3790	92%	88%	24%
Students with Disabilities	811	56%	41%	1%	769	52%	38%	2%
English Proficient	4347	87%	82%	16%	4407	85%	80%	21%
Limited English Proficient	137	58%	45%	3%	152	68%	56%	7%
Economically Disadvantaged	1953	84%	78%	11%	1747	82%	75%	14%
Not Disadvantaged	2531	87%	83%	19%	2812	87%	82%	25%
Migrant								
Not Migrant	4484	86%	81%	16%	4559	85%	79%	20%

NOTES

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