



The New York State Report Card 2011–12

School **MOTT HALL III**
School ID **32-09-00-01-0128**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 9**
Principal **JORISIS STUPART**
Telephone **(718) 992-9506**
Grades **6-8**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

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

1 Profile

School **MOTT HALL III**
School ID **32-09-00-01-0128**

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

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	101	107	132
Ungraded Elementary	0	0	0
Grade 7	109	116	123
Grade 8	101	110	110
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	311	333	365

Average Class Size

	2009-10	2010-11	2011-12
Common Branch		25	
Grade 8			
English	22	28	29
Mathematics	22	28	30
Science	22	28	29
Social Studies	22	28	29
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

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.

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	251	81%	282	85%	302	83%
Reduced Price Lunch	30	10%	21	6%	21	6%
Limited English Proficient	16	5%	21	6%	29	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	2	1%
Black or African American	121	39%	107	32%	117	32%
Hispanic or Latino	185	59%	218	65%	235	64%
Asian or Native Hawaiian/Other Pacific Islander	4	1%	5	2%	10	3%
White	1	0%	2	1%	1	0%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	6	2%	13	4%	16	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.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

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.

1 Profile

School **MOTT HALL III**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	23	22	22
Percent with No Valid Teaching Certificate	17%	5%	0%
Percent Teaching Out of Certification	17%	5%	0%
Percent with Fewer than Three Years of Experience	39%	0%	14%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	14%	18%
Total Number of Core Classes	61	83	66
Percent Not Taught by Highly Qualified Teachers in This School*	15%	1%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	10%	6%	8%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	64	83	70
Percent Taught by Teachers Without Appropriate Certification	14%	1%	6%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	19%	43%
Turnover Rate of All Teachers	17%	22%	36%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	1	2	2
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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 or otherwise in accordance with state standards, and show subject matter competency.

In public schools, 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 HOUSSSE 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.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

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.

2 Student Performance

School **MOTT HALL III**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

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.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

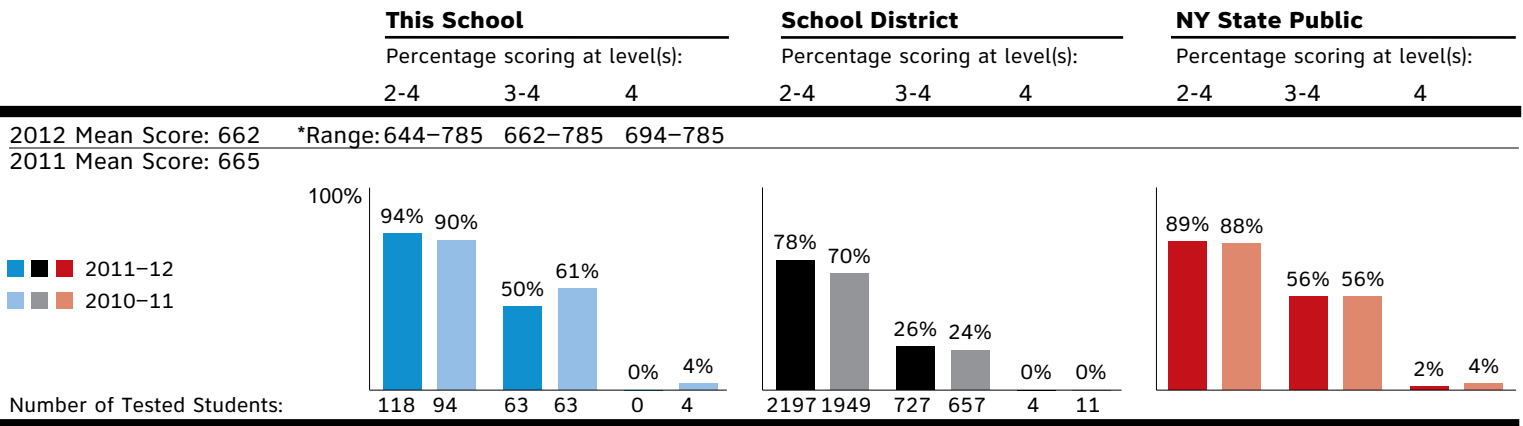
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

School **MOTT HALL III**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Results in Grade 6 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 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	125	94%	50%	0%	104	90%	61%	4%
Female	74	96%	53%	0%	60	92%	58%	2%
Male	51	92%	47%	0%	44	89%	64%	7%
American Indian or Alaska Native								
Black or African American	49	96%	45%	0%	31	–	–	–
Hispanic or Latino	70	93%	53%	0%	70	90%	64%	6%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	0%	2	–	–	–
White					1	–	–	–
Multiracial								
Small Group Totals					34	91%	53%	0%
General-Education Students	110	97%	56%	0%	90	97%	69%	4%
Students with Disabilities	15	73%	7%	0%	14	50%	7%	0%
English Proficient	116	96%	53%	0%	95	93%	66%	4%
Limited English Proficient	9	78%	22%	0%	9	67%	0%	0%
Economically Disadvantaged	114	94%	52%	0%	97	90%	59%	4%
Not Disadvantaged	11	100%	36%	0%	7	100%	86%	0%
Migrant								
Not Migrant	125	94%	50%	0%	104	90%	61%	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 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A

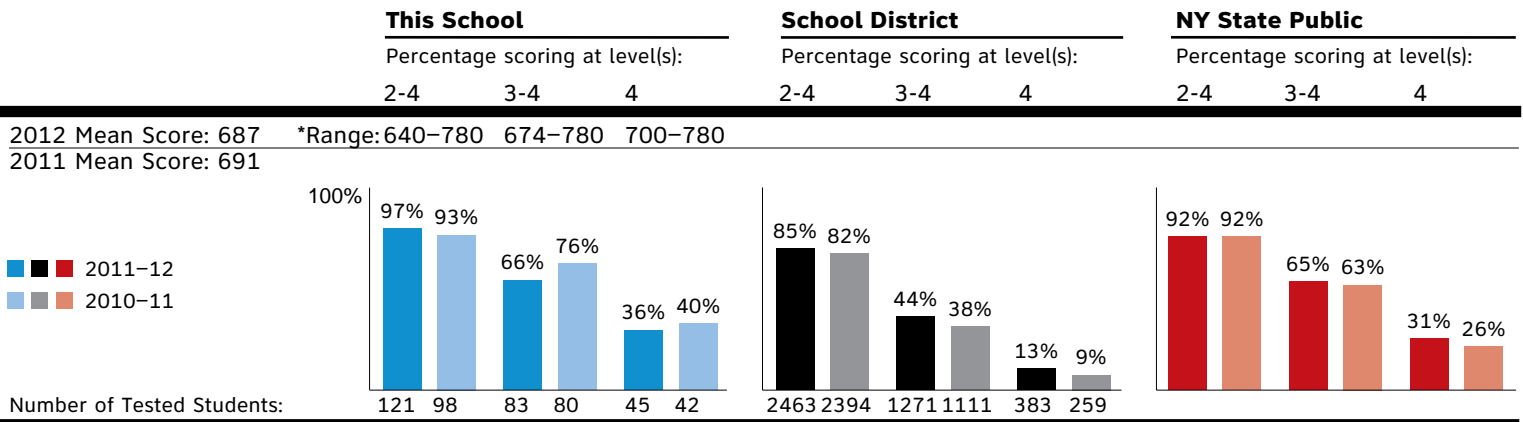
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MOTT HALL III**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Results in Grade 6 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	125	97%	66%	36%	105	93%	76%	40%
Female	74	96%	68%	38%	60	95%	80%	33%
Male	51	98%	65%	33%	45	91%	71%	49%
American Indian or Alaska Native								
Black or African American	49	94%	59%	31%	31	–	–	–
Hispanic or Latino	70	99%	71%	41%	71	93%	77%	42%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	17%	2	–	–	–
White					1	–	–	–
Multiracial								
Small Group Totals					34	94%	74%	35%
General-Education Students	110	98%	72%	40%	91	100%	86%	46%
Students with Disabilities	15	87%	27%	7%	14	50%	14%	0%
English Proficient	116	97%	69%	37%	95	94%	79%	44%
Limited English Proficient	9	100%	33%	22%	10	90%	50%	0%
Economically Disadvantaged	114	96%	67%	39%	97	93%	74%	40%
Not Disadvantaged	11	100%	64%	9%	8	100%	100%	38%
Migrant								
Not Migrant	125	97%	66%	36%	105	93%	76%	40%

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Other

Assessments

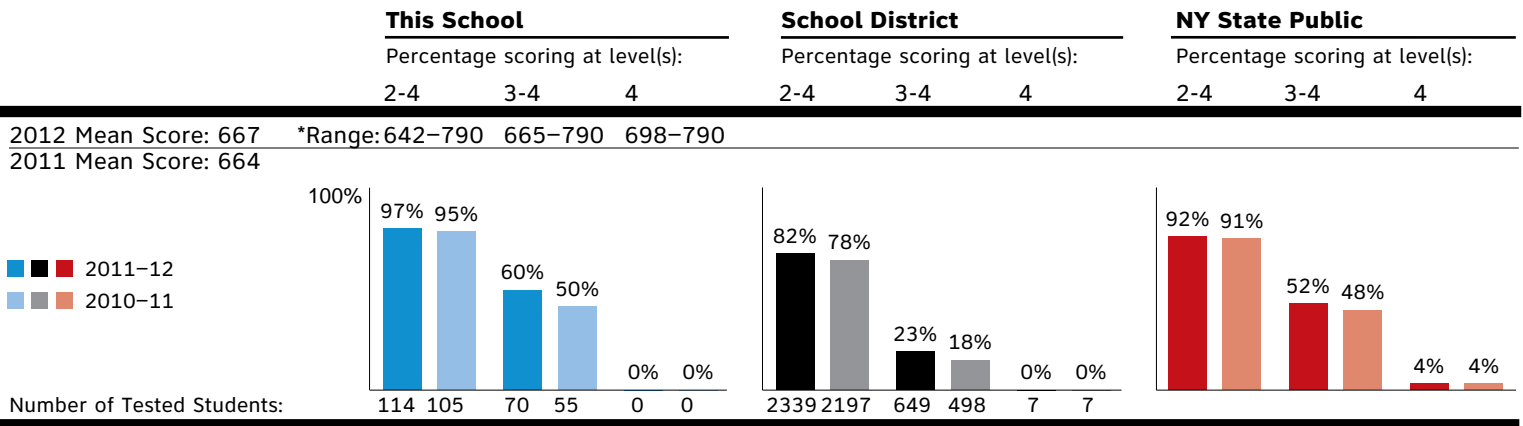
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

2 Student Performance

School **MOTT HALL III**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Results in Grade 7 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	117	97%	60%	0%	111	95%	50%	0%
Female	64	100%	64%	0%	62	95%	60%	0%
Male	53	94%	55%	0%	49	94%	37%	0%
American Indian or Alaska Native					1	–	–	–
Black or African American	31	–	–	–	34	88%	44%	0%
Hispanic or Latino	83	99%	57%	0%	72	97%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White	1	–	–	–				
Multiracial					1	–	–	–
Small Group Totals	34	94%	68%	0%	5	100%	80%	0%
General-Education Students	104	100%	66%	0%	100	99%	54%	0%
Students with Disabilities	13	77%	8%	0%	11	55%	9%	0%
English Proficient	106	98%	66%	0%	103	95%	53%	0%
Limited English Proficient	11	91%	0%	0%	8	88%	0%	0%
Economically Disadvantaged	108	97%	57%	0%	99	95%	48%	0%
Not Disadvantaged	9	100%	89%	0%	12	92%	58%	0%
Migrant								
Not Migrant	117	97%	60%	0%	111	95%	50%	0%

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

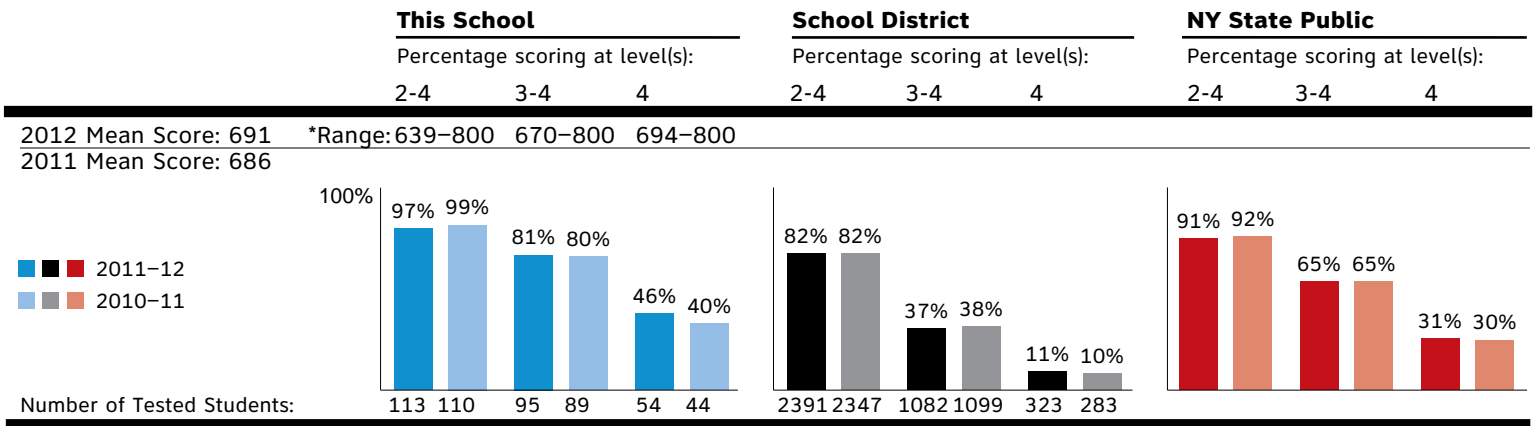
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MOTT HALL III**
School ID **32-09-00-01-0128**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Results in Grade 7 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	117	97%	81%	46%	111	99%	80%	40%
Female	64	98%	86%	39%	62	98%	82%	44%
Male	53	94%	75%	55%	49	100%	78%	35%
American Indian or Alaska Native					1	–	–	–
Black or African American	31	–	–	–	34	97%	76%	21%
Hispanic or Latino	83	98%	82%	49%	72	100%	81%	44%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White	1	–	–	–				
Multiracial					1	–	–	–
Small Group Totals	34	94%	79%	38%	5	100%	100%	100%
General-Education Students	104	99%	88%	51%	100	100%	86%	44%
Students with Disabilities	13	77%	31%	8%	11	91%	27%	0%
English Proficient	106	97%	86%	50%	103	99%	83%	43%
Limited English Proficient	11	91%	36%	9%	8	100%	38%	0%
Economically Disadvantaged	108	96%	80%	46%	99	99%	80%	38%
Not Disadvantaged	9	100%	100%	44%	12	100%	83%	50%
Migrant								
Not Migrant	117	97%	81%	46%	111	99%	80%	40%

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Other

Assessments

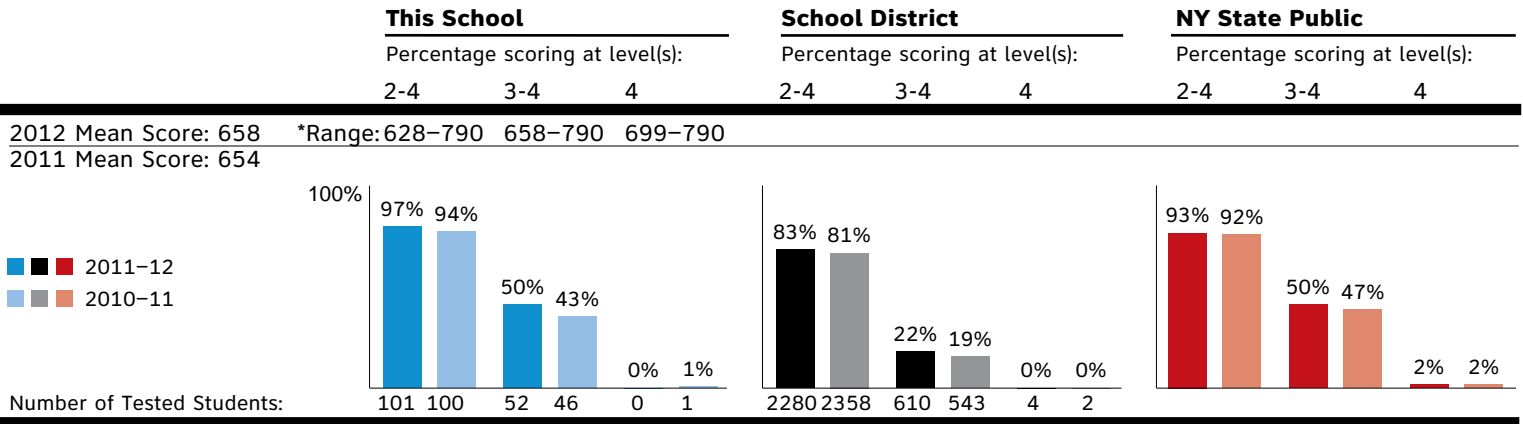
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

2 Student Performance

School **MOTT HALL III**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Results in Grade 8 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 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	104	97%	50%	0%	106	94%	43%	1%
Female	55	98%	56%	0%	62	94%	48%	0%
Male	49	96%	43%	0%	44	95%	36%	2%
American Indian or Alaska Native	1	–	–	–				
Black or African American	30	97%	47%	0%	33	–	–	–
Hispanic or Latino	69	97%	48%	0%	72	94%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White					1	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	5	100%	100%	0%	34	94%	44%	3%
General-Education Students	92	99%	55%	0%	98	97%	47%	1%
Students with Disabilities	12	83%	8%	0%	8	63%	0%	0%
English Proficient	96	99%	53%	0%	103	–	–	–
Limited English Proficient	8	75%	13%	0%	3	–	–	–
Economically Disadvantaged	93	98%	49%	0%	100	94%	41%	0%
Not Disadvantaged	11	91%	55%	0%	6	100%	83%	17%
Migrant								
Not Migrant	104	97%	50%	0%	106	94%	43%	1%

NOTES

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Other Assessments	2011–12 School Year				2010–11 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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

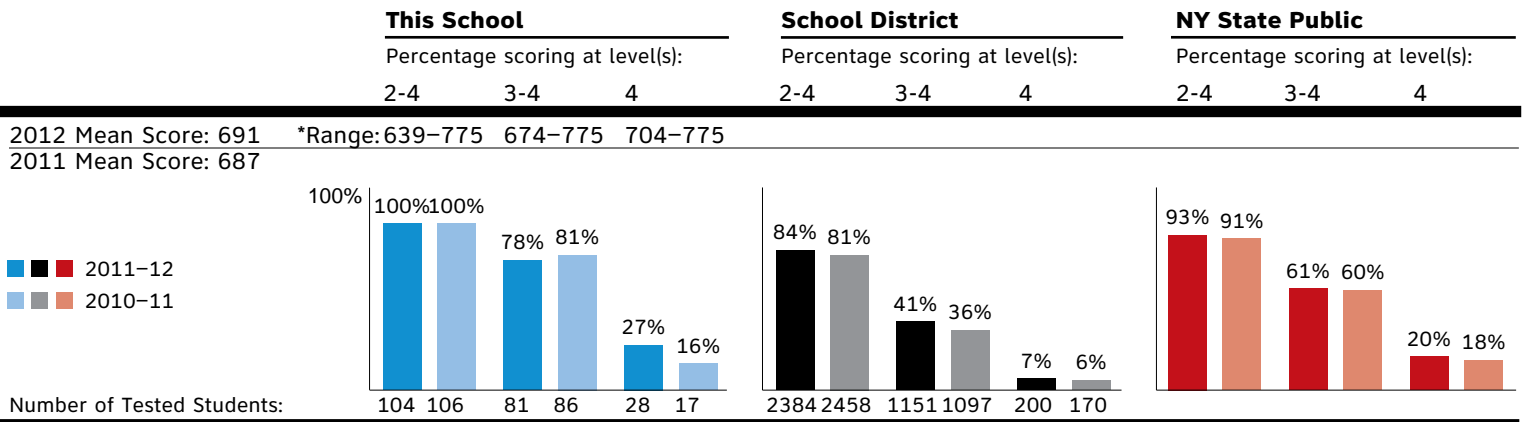
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MOTT HALL III**
School ID **32-09-00-01-0128**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Results in Grade 8 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	104	100%	78%	27%	106	100%	81%	16%
Female	55	100%	82%	29%	62	100%	79%	13%
Male	49	100%	73%	24%	44	100%	84%	20%
American Indian or Alaska Native	1	–	–	–				
Black or African American	30	100%	70%	17%	33	–	–	–
Hispanic or Latino	69	100%	80%	26%	72	100%	81%	15%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White					1	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	5	100%	100%	100%	34	100%	82%	18%
General-Education Students	92	100%	84%	30%	98	100%	82%	17%
Students with Disabilities	12	100%	33%	0%	8	100%	75%	0%
English Proficient	96	100%	82%	29%	103	–	–	–
Limited English Proficient	8	100%	25%	0%	3	–	–	–
Economically Disadvantaged	93	100%	77%	25%	100	100%	80%	15%
Not Disadvantaged	11	100%	82%	45%	6	100%	100%	33%
Migrant								
Not Migrant	104	100%	78%	27%	106	100%	81%	16%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

2 Student Performance

School **MOTT HALL III**
School ID **32-09-00-01-0128**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Results in Grade 8 Science

This School

Percentage scoring at level(s):

2-4 3-4 4

School District

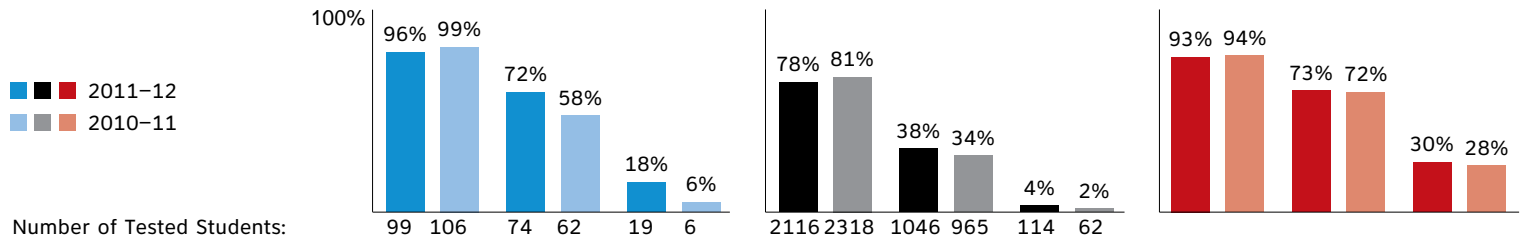
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	103	96%	72%	18%	107	99%	58%	6%
Female	54	94%	72%	17%	62	100%	53%	2%
Male	49	98%	71%	20%	45	98%	64%	11%
American Indian or Alaska Native	1	–	–	–				
Black or African American	30	97%	63%	3%	34	–	–	–
Hispanic or Latino	68	96%	74%	22%	72	99%	57%	6%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White					1	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	5	100%	100%	60%	35	100%	60%	6%
General-Education Students	91	98%	79%	21%	99	100%	63%	6%
Students with Disabilities	12	83%	17%	0%	8	88%	0%	0%
English Proficient	95	98%	76%	20%	104	–	–	–
Limited English Proficient	8	75%	25%	0%	3	–	–	–
Economically Disadvantaged	92	97%	70%	20%	101	99%	55%	4%
Not Disadvantaged	11	91%	91%	9%	6	100%	100%	33%
Migrant								
Not Migrant	103	96%	72%	18%	107	99%	58%	6%

NOTES

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Other Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	0				0			

2 Student Performance

School **MOTT HALL III**
School ID **32-09-00-01-0128**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
9

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	24	100%	100%	75%	24	100%	100%	75%	0			
	2010-11	16	100%	100%	63%	16	100%	100%	63%	0			
	2009-10	24	100%	100%	38%	24	100%	100%	38%	0			
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	0				0				0			
	2010-11	15	100%	100%	7%	15	100%	100%	7%	0			
	2009-10	24	92%	83%	13%	24	92%	83%	13%	0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

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2 Student Performance

School **MOTT HALL III**
School ID **32-09-00-01-0128**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
9

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total	Percent of students scoring				Total	Percent of students scoring				Total	Percent of students scoring			
		Tested	in each performance level:				Tested	in each performance level:				Tested	in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	9	0%	0%	56%	44%	7	–	–	–	–	2	–	–	–	–
	2010–11	9	0%	0%	100%	0%	6	–	–	–	–	3	–	–	–	–
	2009–10	4	–	–	–	–	2	–	–	–	–	2	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	9	0%	11%	56%	33%	7	–	–	–	–	2	–	–	–	–
	2010–11	9	0%	11%	56%	33%	6	–	–	–	–	3	–	–	–	–
	2009–10	4	–	–	–	–	2	–	–	–	–	2	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	20	0%	5%	25%	70%	13	0%	0%	23%	77%	7	0%	14%	29%	57%
	2010–11	12	0%	0%	17%	83%	7	0%	0%	14%	86%	5	0%	0%	20%	80%
	2009–10	12	0%	0%	42%	58%	6	0%	0%	33%	67%	6	0%	0%	50%	50%
Reading and Writing (Grades 7–8)	2011–12	20	5%	45%	40%	10%	13	0%	31%	54%	15%	7	14%	71%	14%	0%
	2010–11	12	0%	33%	58%	8%	7	0%	29%	71%	0%	5	0%	40%	40%	20%
	2009–10	12	0%	42%	25%	33%	6	0%	17%	17%	67%	6	0%	67%	33%	0%
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

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