



The New York State Report Card 2011–12

School **BRONX WRITING ACADEMY**
School ID **32-09-00-01-0323**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 9**
Principal **KAMAR SAMUELS**
Telephone **(718) 293-9048**
Grades **6-8, US**

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 **BRONX WRITING ACADEMY**
School ID **32-09-00-01-0323**

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	123	139	144
Ungraded Elementary	0	1	0
Grade 7	193	169	155
Grade 8	183	200	172
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	1
Total K-12	499	509	472

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			30
Grade 8			
English	26	29	30
Mathematics	27	30	30
Science	26	30	30
Social Studies	25	30	30
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.

1 Profile

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	412	83%	416	82%	396	84%
Reduced Price Lunch	34	7%	24	5%	22	5%
Limited English Proficient	136	27%	141	28%	144	31%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	1%	2	0%	0	0%
Black or African American	171	34%	164	32%	166	35%
Hispanic or Latino	317	64%	338	66%	300	64%
Asian or Native Hawaiian/Other Pacific Islander	7	1%	4	1%	5	1%
White	1	0%	1	0%	1	0%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		86%		87%		86%
Student Suspensions	53	10%	47	9%	72	14%

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

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

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	36	36	39
Percent with No Valid Teaching Certificate	8%	6%	0%
Percent Teaching Out of Certification	22%	11%	13%
Percent with Fewer than Three Years of Experience	42%	14%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	28%	33%	33%
Total Number of Core Classes	81	89	76
Percent Not Taught by Highly Qualified Teachers in This School*	26%	10%	16%
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	89	97	86
Percent Taught by Teachers Without Appropriate Certification	27%	9%	28%

*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	25%	33%	33%
Turnover Rate of All Teachers	28%	28%	22%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	3	3	4
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	2	2
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 **BRONX WRITING ACADEMY**
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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

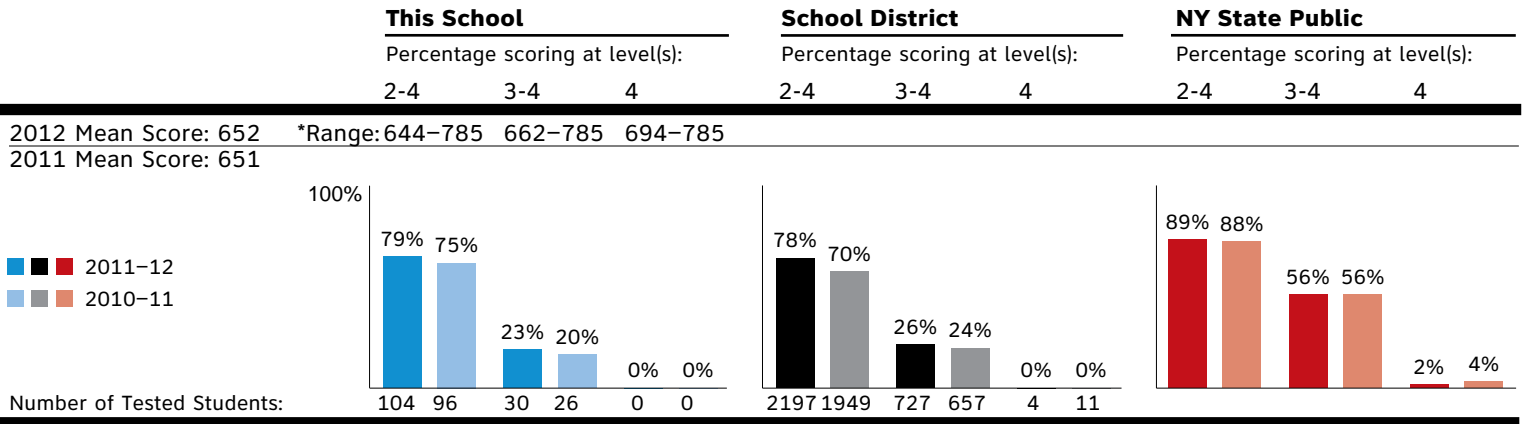
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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

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

Results in Grade 6 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	132	79%	23%	0%	128	75%	20%	0%
Female	71	86%	25%	0%	67	79%	25%	0%
Male	61	70%	20%	0%	61	70%	15%	0%
American Indian or Alaska Native								
Black or African American	54	–	–	–	47	81%	32%	0%
Hispanic or Latino	76	76%	20%	0%	81	72%	14%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	1	–	–	–				
Multiracial								
Small Group Totals	56	82%	27%	0%				
General-Education Students	98	89%	31%	0%	117	79%	21%	0%
Students with Disabilities	34	50%	0%	0%	11	36%	9%	0%
English Proficient	101	87%	27%	0%	99	83%	24%	0%
Limited English Proficient	31	52%	10%	0%	29	48%	7%	0%
Economically Disadvantaged	125	78%	22%	0%	123	75%	20%	0%
Not Disadvantaged	7	86%	43%	0%	5	80%	20%	0%
Migrant								
Not Migrant	132	79%	23%	0%	128	75%	20%	0%

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	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				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	7	N/A	N/A	N/A	2	N/A	N/A	N/A

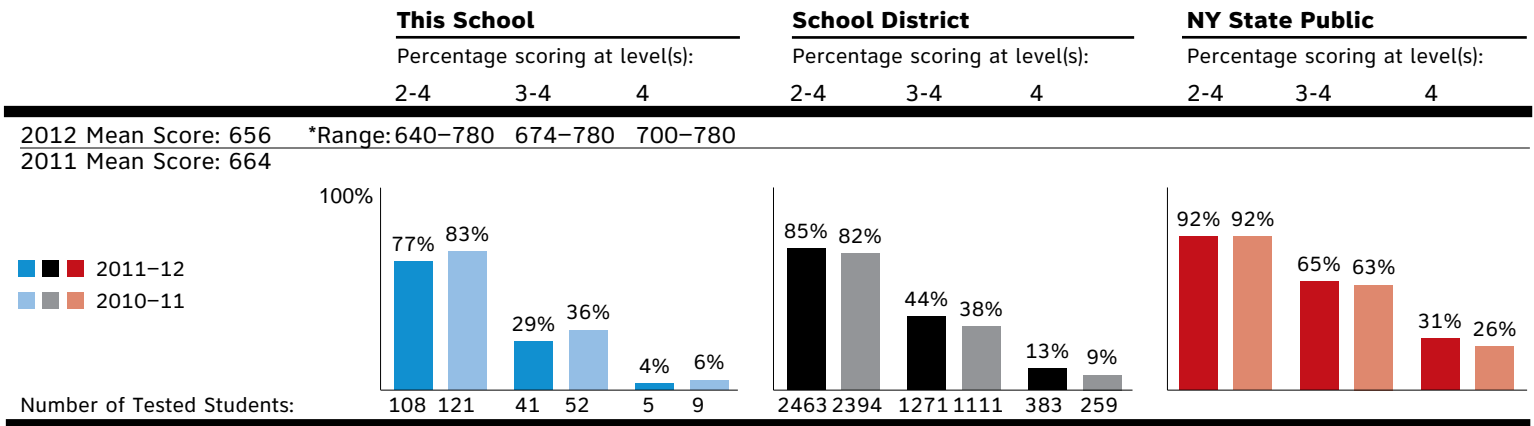
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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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	140	77%	29%	4%	145	83%	36%	6%
Female	75	81%	33%	5%	73	86%	37%	8%
Male	65	72%	25%	2%	72	81%	35%	4%
American Indian or Alaska Native								
Black or African American	54	–	–	–	51	–	–	–
Hispanic or Latino	84	79%	31%	6%	93	84%	34%	4%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	1	–	–	–				
Multiracial								
Small Group Totals	56	75%	27%	0%	52	83%	38%	10%
General-Education Students	106	84%	36%	5%	133	87%	38%	7%
Students with Disabilities	34	56%	9%	0%	12	42%	8%	0%
English Proficient	103	80%	27%	0%	104	86%	32%	7%
Limited English Proficient	37	70%	35%	14%	41	78%	46%	5%
Economically Disadvantaged	134	77%	29%	4%	136	84%	37%	7%
Not Disadvantaged	6	83%	33%	0%	9	78%	22%	0%
Migrant								
Not Migrant	140	77%	29%	4%	145	83%	36%	6%

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Other

Assessments

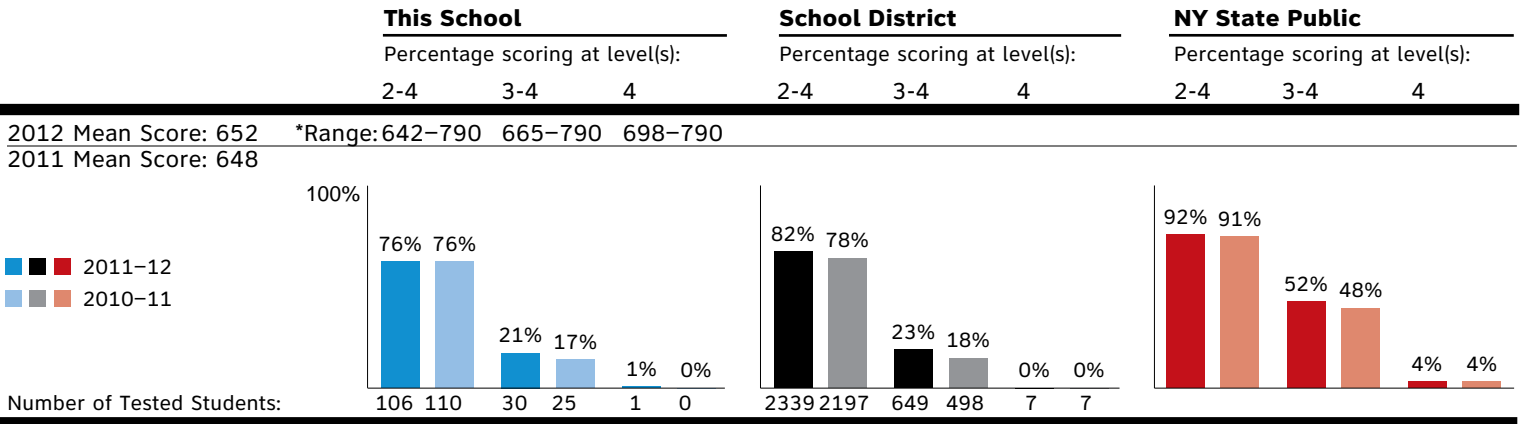
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1	–	–	–

2 Student Performance

School **BRONX WRITING ACADEMY**
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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	140	76%	21%	1%	145	76%	17%	0%
Female	75	85%	27%	1%	80	83%	21%	0%
Male	65	65%	15%	0%	65	68%	12%	0%
American Indian or Alaska Native								
Black or African American	49	–	–	–	50	–	–	–
Hispanic or Latino	90	71%	10%	0%	94	70%	15%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White								
Multiracial								
Small Group Totals	50	84%	42%	2%	51	86%	22%	0%
General-Education Students	130	78%	22%	1%	131	79%	19%	0%
Students with Disabilities	10	40%	10%	0%	14	43%	0%	0%
English Proficient	98	91%	31%	1%	110	87%	22%	0%
Limited English Proficient	42	40%	0%	0%	35	40%	3%	0%
Economically Disadvantaged	129	75%	20%	1%	134	76%	17%	0%
Not Disadvantaged	11	82%	36%	0%	11	73%	18%	0%
Migrant								
Not Migrant	140	76%	21%	1%	145	76%	17%	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	5	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	5	N/A	N/A	N/A	0	N/A	N/A	N/A

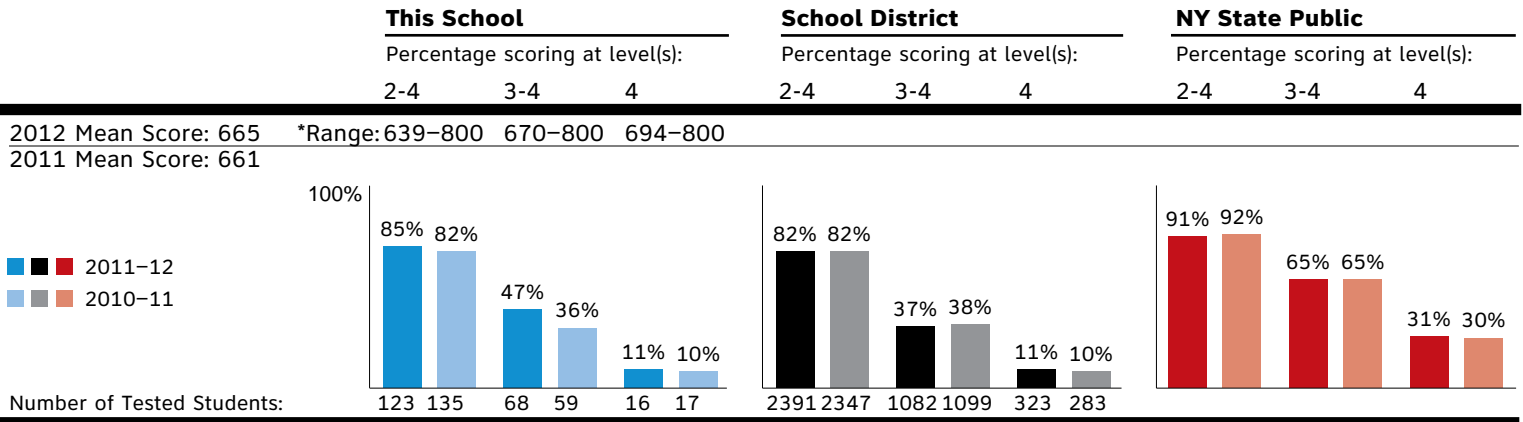
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **BRONX WRITING ACADEMY**
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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	145	85%	47%	11%	164	82%	36%	10%
Female	78	87%	47%	10%	87	83%	37%	14%
Male	67	82%	46%	12%	77	82%	35%	6%
American Indian or Alaska Native								
Black or African American	48	–	–	–	50	–	–	–
Hispanic or Latino	95	87%	47%	13%	110	81%	40%	13%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White					1	–	–	–
Multiracial					1	–	–	–
Small Group Totals	50	80%	46%	8%	54	85%	28%	6%
General-Education Students	136	89%	49%	12%	150	85%	38%	11%
Students with Disabilities	9	22%	11%	0%	14	57%	14%	7%
English Proficient	98	83%	47%	9%	117	84%	35%	9%
Limited English Proficient	47	89%	47%	15%	47	79%	38%	13%
Economically Disadvantaged	134	86%	49%	11%	149	84%	38%	11%
Not Disadvantaged	11	73%	18%	9%	15	67%	13%	7%
Migrant								
Not Migrant	145	85%	47%	11%	164	82%	36%	10%

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Other

Assessments

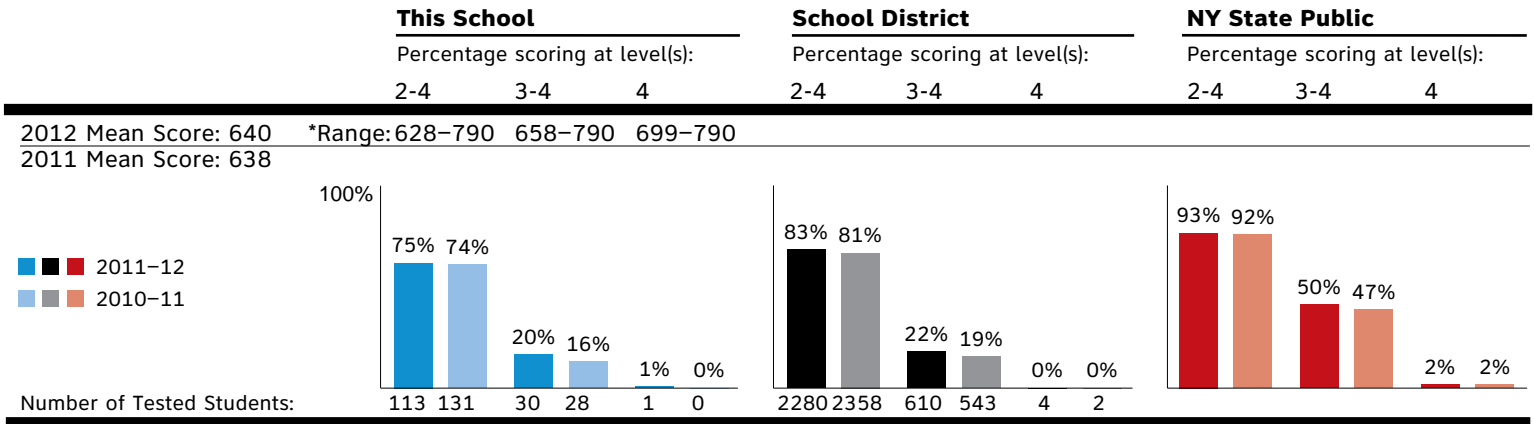
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

2 Student Performance

School **BRONX WRITING ACADEMY**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

Results in Grade 8 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	150	75%	20%	1%	176	74%	16%	0%
Female	84	87%	21%	1%	94	81%	18%	0%
Male	66	61%	18%	0%	82	67%	13%	0%
American Indian or Alaska Native					1	–	–	–
Black or African American	55	–	–	–	48	–	–	–
Hispanic or Latino	93	68%	19%	1%	124	73%	14%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White								
Multiracial								
Small Group Totals	57	88%	21%	0%	52	79%	21%	0%
General-Education Students	132	79%	21%	1%	151	79%	19%	0%
Students with Disabilities	18	50%	11%	0%	25	44%	0%	0%
English Proficient	105	88%	28%	1%	123	87%	23%	0%
Limited English Proficient	45	47%	2%	0%	53	45%	0%	0%
Economically Disadvantaged	136	74%	21%	1%	165	74%	16%	0%
Not Disadvantaged	14	86%	7%	0%	11	82%	18%	0%
Migrant								
Not Migrant	150	75%	20%	1%	176	74%	16%	0%

NOTES

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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 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	8	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	8	N/A	N/A	N/A	2	N/A	N/A	N/A

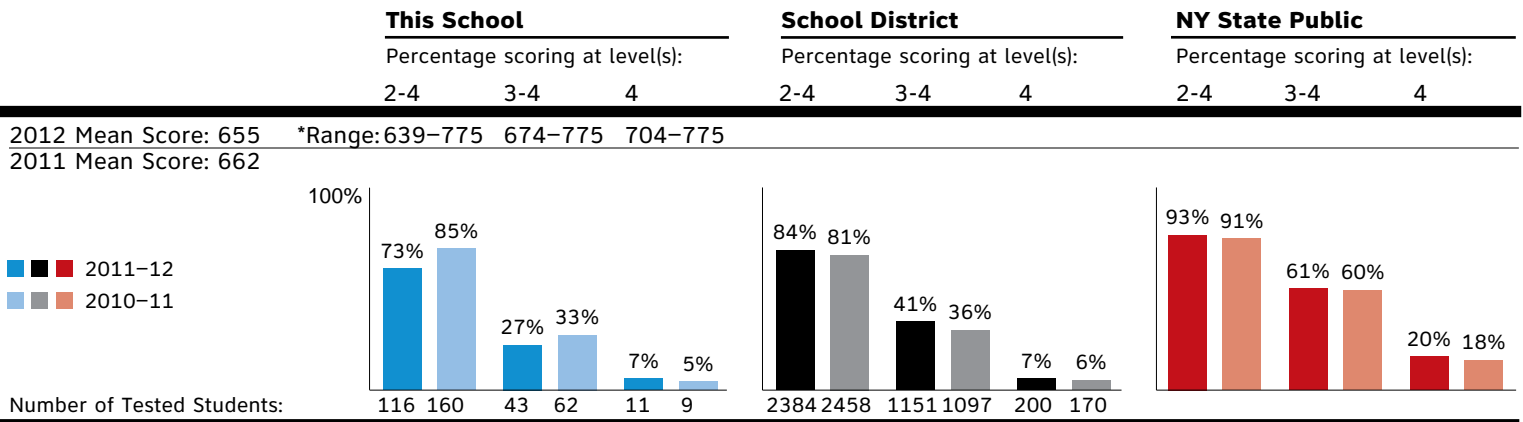
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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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	159	73%	27%	7%	189	85%	33%	5%
Female	88	72%	28%	8%	99	91%	37%	5%
Male	71	75%	25%	6%	90	78%	28%	4%
American Indian or Alaska Native					1	–	–	–
Black or African American	59	–	–	–	52	–	–	–
Hispanic or Latino	98	70%	32%	10%	133	87%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White								
Multiracial								
Small Group Totals	61	77%	20%	2%	56	79%	39%	13%
General-Education Students	142	72%	29%	8%	164	90%	36%	5%
Students with Disabilities	17	82%	12%	0%	25	52%	12%	4%
English Proficient	105	75%	20%	4%	128	86%	36%	6%
Limited English Proficient	54	69%	41%	13%	61	82%	26%	2%
Economically Disadvantaged	144	74%	28%	6%	174	85%	34%	4%
Not Disadvantaged	15	67%	20%	13%	15	80%	20%	13%
Migrant								
Not Migrant	159	73%	27%	7%	189	85%	33%	5%

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

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			

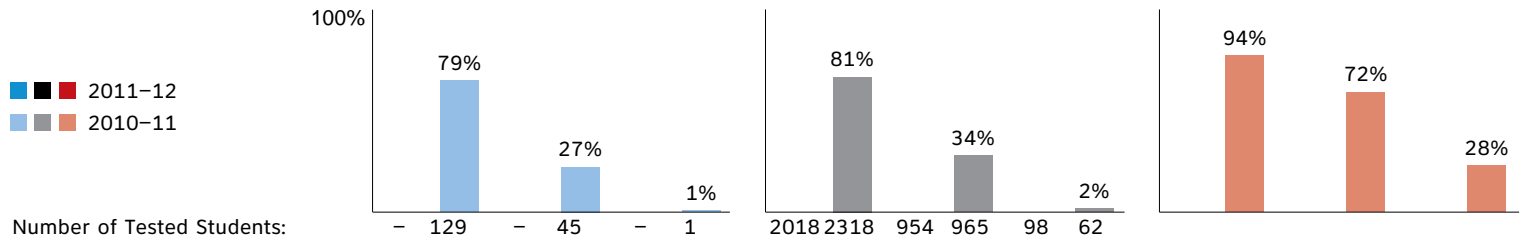
2 Student Performance

School **BRONX WRITING ACADEMY**
School ID **32-09-00-01-0323**

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

Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	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	138	79%	39%	9%	164	79%	27%	1%
Female	78	85%	40%	9%	86	84%	26%	0%
Male	60	72%	38%	8%	78	73%	29%	1%
American Indian or Alaska Native					1	–	–	–
Black or African American	47	–	–	–	43	–	–	–
Hispanic or Latino	89	76%	37%	10%	117	79%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White								
Multiracial								
Small Group Totals	49	84%	43%	6%	47	79%	34%	2%
General-Education Students	126	79%	40%	10%	141	81%	28%	1%
Students with Disabilities	12	83%	33%	0%	23	65%	22%	0%
English Proficient	86	86%	45%	12%	108	89%	35%	1%
Limited English Proficient	52	67%	29%	4%	56	59%	13%	0%
Economically Disadvantaged	124	78%	40%	9%	151	79%	28%	1%
Not Disadvantaged	14	86%	29%	7%	13	77%	15%	0%
Migrant								
Not Migrant	138	79%	39%	9%	164	79%	27%	1%

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	2	–	–	–	0			

2 Student Performance

School **BRONX WRITING ACADEMY**
School ID **32-09-00-01-0323**

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

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	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	14	100%	86%	0%	14	100%	86%	0%	0			
	2010-11	16	100%	81%	0%	15	—	—	—	1	—	—	—
	2009-10	0				0				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	16	100%	94%	31%	15	—	—	—	1	—	—	—
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				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 **BRONX WRITING ACADEMY**
School ID **32-09-00-01-0323**

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	36	28%	19%	42%	11%	28	32%	25%	39%	4%	8	13%	0%	50%	38%
	2010–11	41	37%	27%	37%	0%	39	–	–	–	–	2	–	–	–	–
	2009–10	38	32%	32%	34%	3%	33	36%	33%	27%	3%	5	0%	20%	80%	0%
Reading and Writing (Grades 5–6)	2011–12	36	36%	39%	19%	6%	28	46%	32%	18%	4%	8	0%	63%	25%	13%
	2010–11	41	46%	22%	24%	7%	39	–	–	–	–	2	–	–	–	–
	2009–10	38	42%	13%	21%	24%	33	45%	15%	24%	15%	5	20%	0%	0%	80%
Listening and Speaking (Grades 7–8)	2011–12	103	13%	32%	27%	28%	100	–	–	–	–	3	–	–	–	–
	2010–11	108	16%	22%	31%	31%	104	–	–	–	–	4	–	–	–	–
	2009–10	121	18%	19%	21%	41%	114	18%	19%	21%	41%	7	14%	14%	29%	43%
Reading and Writing (Grades 7–8)	2011–12	103	36%	31%	19%	14%	100	–	–	–	–	3	–	–	–	–
	2010–11	108	32%	39%	18%	11%	104	–	–	–	–	4	–	–	–	–
	2009–10	121	40%	31%	17%	12%	114	40%	29%	18%	12%	7	43%	57%	0%	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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3 Student Outcomes

School **BRONX WRITING ACADEMY**
School ID **32-09-00-01-0323**

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

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	
Receiving a Regents Diploma	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	
Receiving a Regents Diploma with Advanced Designation	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	
Receiving an Individualized Education Program (IEP) Diploma	2011–12	0		0		0	
	2010–11	0		0		0	
	2009–10	0		0		0	

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	0		0		0	
	2010–11	4	2%	4	2%	0	
	2009–10	1	1%	1	1%	0	0%
Entered Approved High School Equivalency Preparation Program	2011–12	0		0		0	
	2010–11	1	1%	1	1%	0	
	2009–10	1	1%	0	0%	1	5%
Total Non-completers	2011–12	0		0		0	
	2010–11	5	3%	5	3%	0	
	2009–10	2	2%	1	1%	1	5%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		0		0		0	
To 2-year College		0		0		0	
To Other Post-secondary		0		0		0	
To the Military		0		0		0	
To Employment		0		0		0	
To Adult Services		0		0		0	
To Other Known Plans		0		0		0	
Plan Unknown		0		0		0	