



# The New York State Report Card 2011–12

School **COMPREHENSIVE MODEL SCHOOL  
PROJECT MS 327**  
School ID **32-09-00-01-0327**  
District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 9**  
Principal **MANUEL RAMIREZ**  
Telephone **(718) 861-0852**  
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](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
School ID **32-09-00-01-0327**

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

## 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	133	134	99
Ungraded Elementary	0	0	0
Grade 7	89	137	130
Grade 8	57	92	128
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
<b>Total K-12</b>	<b>279</b>	<b>363</b>	<b>357</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>		26	
<b>Grade 8</b>			
English	24	27	29
Mathematics	22	27	29
Science	25	27	29
Social Studies	22	27	29
<b>Grade 10</b>			
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	267	96%	322	89%	327	92%
Reduced Price Lunch	3	1%	29	8%	20	6%
Limited English Proficient	29	10%	53	15%	42	12%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	70	25%	94	26%	105	29%
Hispanic or Latino	207	74%	266	73%	247	69%
Asian or Native Hawaiian/Other Pacific Islander	1	0%	1	0%	2	1%
White	1	0%	2	1%	3	1%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		92%		92%
Student Suspensions	20	9%	34	12%	51	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

School **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	19	22	23
Percent with No Valid Teaching Certificate	5%	0%	0%
Percent Teaching Out of Certification	11%	0%	9%
Percent with Fewer than Three Years of Experience	26%	9%	26%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	14%	13%
<b>Total Number of Core Classes</b>	60	72	93
Percent Not Taught by Highly Qualified Teachers in This School*	10%	0%	6%
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%
<b>Total Number of Classes</b>	60	72	93
Percent Taught by Teachers Without Appropriate Certification	10%	0%	14%

\*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	10%	22%	0%
Turnover Rate of All Teachers	12%	16%	27%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	0	0	0
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 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.

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 **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #**  
**9**

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

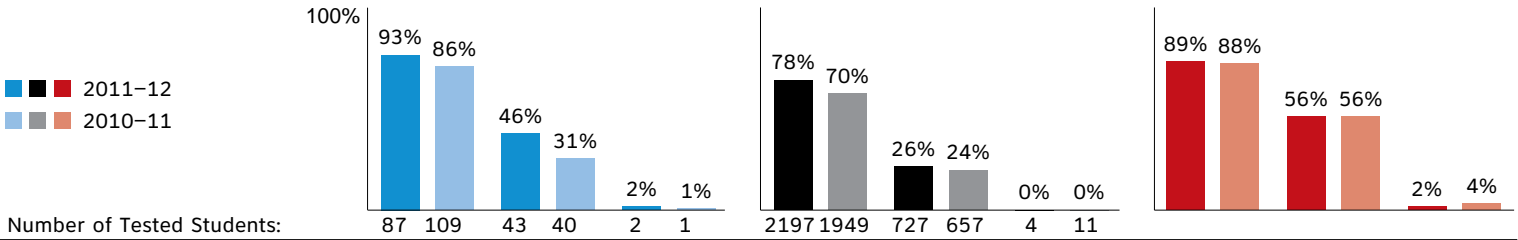
School **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## Results in Grade 6 English Language Arts

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

2012 Mean Score: 661 \*Range: 644–785 662–785 694–785  
2011 Mean Score: 655



### 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	94	93%	46%	2%	127	86%	31%	1%
Female	47	91%	57%	2%	57	88%	39%	0%
Male	47	94%	34%	2%	70	84%	26%	1%
American Indian or Alaska Native								
Black or African American	29	–	–	–	33	–	–	–
Hispanic or Latino	64	92%	44%	2%	91	86%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	1	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	30	93%	50%	3%	36	86%	36%	3%
General-Education Students	76	96%	55%	3%	107	91%	36%	1%
Students with Disabilities	18	78%	6%	0%	20	60%	5%	0%
English Proficient	80	95%	53%	3%	88	90%	41%	1%
Limited English Proficient	14	79%	7%	0%	39	77%	10%	0%
Economically Disadvantaged	93	–	–	–	123	–	–	–
Not Disadvantaged	1	–	–	–	4	–	–	–
Migrant								
Not Migrant	94	93%	46%	2%	127	86%	31%	1%

### 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
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	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

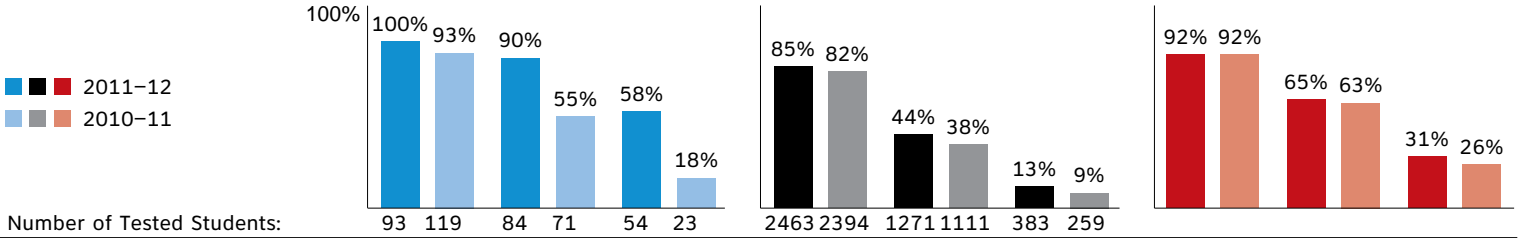
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## Results in Grade 6 Mathematics

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	

2012 Mean Score: 703 \*Range: 640-780 674-780 700-780  
 2011 Mean Score: 677



### 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	93	100%	90%	58%	128	93%	55%	18%
Female	47	100%	94%	66%	57	96%	54%	18%
Male	46	100%	87%	50%	71	90%	56%	18%
American Indian or Alaska Native								
Black or African American	29	-	-	-	33	-	-	-
Hispanic or Latino	63	100%	92%	57%	92	96%	57%	18%
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	1	-	-	-	1	-	-	-
Multiracial								
Small Group Totals	30	100%	87%	60%	36	86%	53%	17%
General-Education Students	76	100%	95%	68%	108	99%	63%	19%
Students with Disabilities	17	100%	71%	12%	20	60%	15%	10%
English Proficient	79	100%	91%	65%	89	92%	60%	21%
Limited English Proficient	14	100%	86%	21%	39	95%	46%	10%
Economically Disadvantaged	92	-	-	-	124	-	-	-
Not Disadvantaged	1	-	-	-	4	-	-	-
Migrant								
Not Migrant	93	100%	90%	58%	128	93%	55%	18%

### 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 6 Equivalent	0				0			

# 2 Student Performance

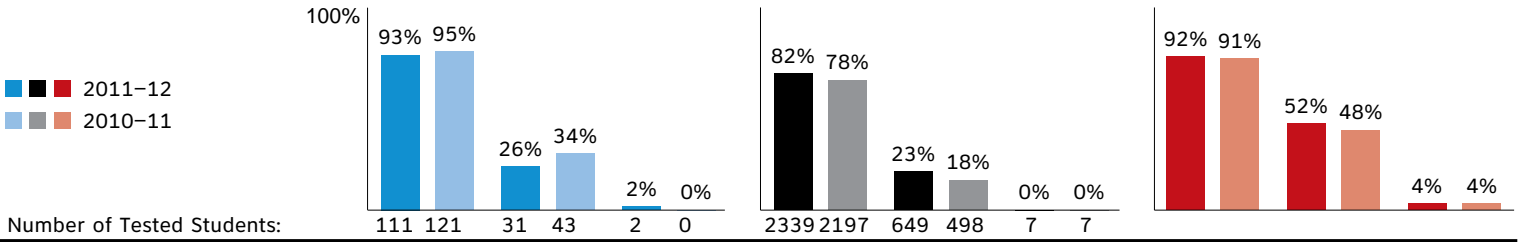
School **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## Results in Grade 7 English Language Arts

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		

2012 Mean Score: 659 \*Range: 642-790 665-790 698-790  
2011 Mean Score: 660



### 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	120	93%	26%	2%	127	95%	34%	0%
Female	53	96%	30%	0%	65	94%	37%	0%
Male	67	90%	22%	3%	62	97%	31%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	34	-	-	-	38	-	-	-
Hispanic or Latino	83	96%	24%	0%	88	97%	32%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-
White	1	-	-	-	1	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	37	84%	30%	5%	39	92%	38%	0%
General-Education Students	100	98%	30%	2%	111	97%	39%	0%
Students with Disabilities	20	65%	5%	0%	16	81%	0%	0%
English Proficient	103	93%	30%	2%	119	96%	35%	0%
Limited English Proficient	17	88%	0%	0%	8	88%	13%	0%
Economically Disadvantaged	116	-	-	-	123	-	-	-
Not Disadvantaged	4	-	-	-	4	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	120	93%	26%	2%	127	95%	34%	0%

### 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 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
<b>Total</b>					<b>Total</b>			
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

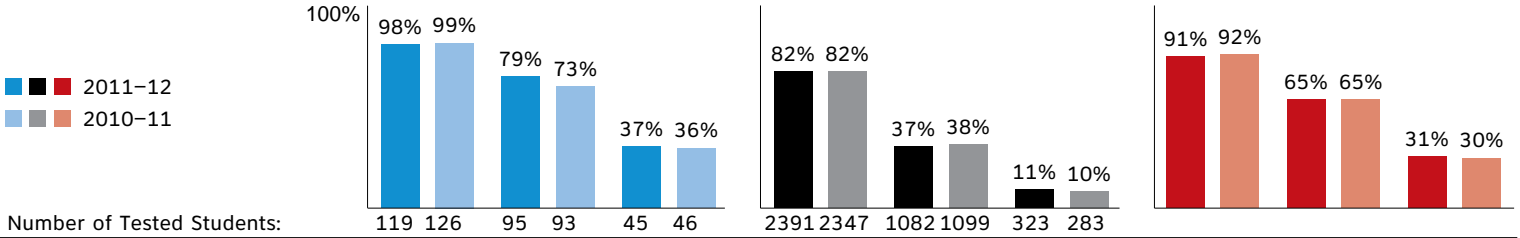
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## Results in Grade 7 Mathematics

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

2012 Mean Score: 686 \*Range: 639–800 670–800 694–800  
 2011 Mean Score: 684



### 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	121	98%	79%	37%	127	99%	73%	36%
Female	53	98%	72%	36%	65	100%	72%	29%
Male	68	99%	84%	38%	62	98%	74%	44%
American Indian or Alaska Native								
Black or African American	34	–	–	–	38	–	–	–
Hispanic or Latino	84	100%	81%	37%	88	99%	76%	41%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	1	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	37	95%	73%	38%	39	100%	67%	26%
General-Education Students	101	100%	86%	42%	111	100%	77%	39%
Students with Disabilities	20	90%	40%	15%	16	94%	44%	19%
English Proficient	104	98%	79%	40%	119	99%	75%	39%
Limited English Proficient	17	100%	76%	18%	8	100%	50%	0%
Economically Disadvantaged	117	–	–	–	123	–	–	–
Not Disadvantaged	4	–	–	–	4	–	–	–
Migrant								
Not Migrant	121	98%	79%	37%	127	99%	73%	36%

### 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 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	0				0			

# 2 Student Performance

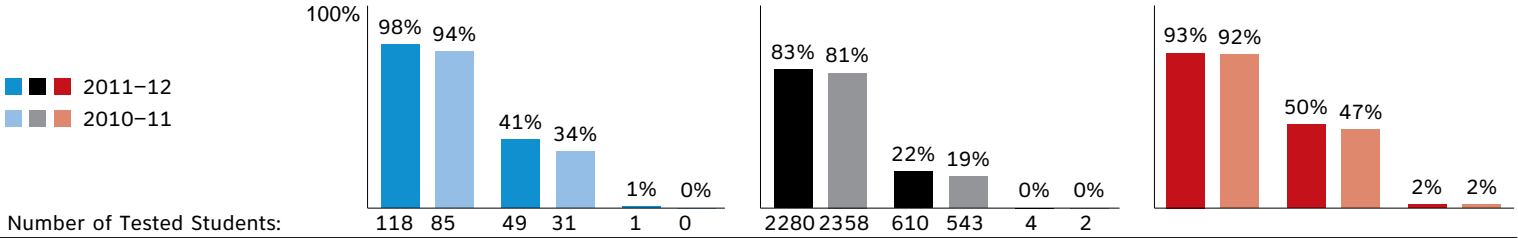
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 9**

## Results in Grade 8 English Language Arts

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		

2012 Mean Score: 656 \*Range: 628–790 658–790 699–790  
 2011 Mean Score: 650



### 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	120	98%	41%	1%	90	94%	34%	0%
Female	60	100%	52%	2%	43	95%	40%	0%
Male	60	97%	30%	0%	47	94%	30%	0%
American Indian or Alaska Native								
Black or African American	35	–	–	–	18	100%	39%	0%
Hispanic or Latino	84	98%	40%	1%	72	93%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	–	–	–				
Multiracial								
Small Group Totals	36	100%	42%	0%				
General-Education Students	101	100%	48%	1%	74	100%	39%	0%
Students with Disabilities	19	89%	5%	0%	16	69%	13%	0%
English Proficient	114	99%	43%	1%	82	96%	38%	0%
Limited English Proficient	6	83%	0%	0%	8	75%	0%	0%
Economically Disadvantaged	117	–	–	–	86	–	–	–
Not Disadvantaged	3	–	–	–	4	–	–	–
Migrant								
Not Migrant	120	98%	41%	1%	90	94%	34%	0%

### 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 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
<b>Total</b>					<b>Total</b>			
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

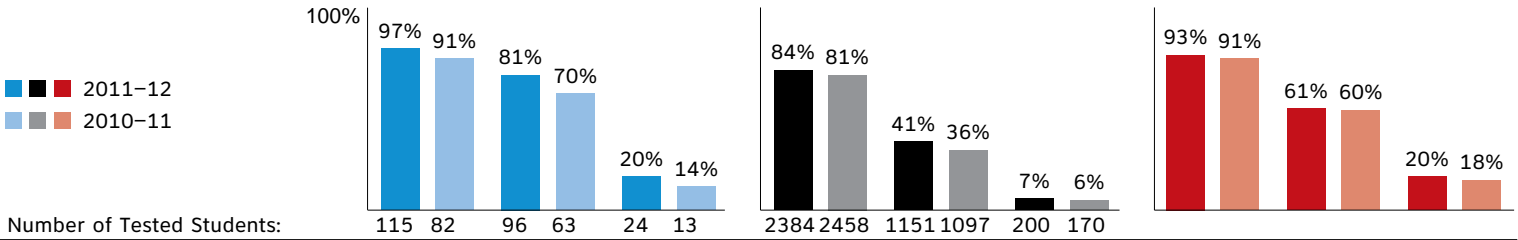
School **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
 School ID **32-09-00-01-0327**

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

## Results in Grade 8 Mathematics

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

2012 Mean Score: 688 \*Range: 639–775 674–775 704–775  
 2011 Mean Score: 678



### 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	<b>118</b>	<b>97%</b>	<b>81%</b>	<b>20%</b>	<b>90</b>	<b>91%</b>	<b>70%</b>	<b>14%</b>
Female	59	100%	81%	24%	43	95%	70%	23%
Male	59	95%	81%	17%	47	87%	70%	6%
American Indian or Alaska Native								
Black or African American	34	–	–	–	18	89%	50%	6%
Hispanic or Latino	83	99%	84%	18%	72	92%	75%	17%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	–	–	–				
Multiracial								
Small Group Totals	35	94%	74%	26%				
General-Education Students	100	99%	89%	24%	74	100%	77%	18%
Students with Disabilities	18	89%	39%	0%	16	50%	38%	0%
English Proficient	113	97%	84%	21%	82	94%	71%	16%
Limited English Proficient	5	100%	20%	0%	8	63%	63%	0%
Economically Disadvantaged	115	–	–	–	86	–	–	–
Not Disadvantaged	3	–	–	–	4	–	–	–
Migrant								
Not Migrant	<b>118</b>	<b>97%</b>	<b>81%</b>	<b>20%</b>	<b>90</b>	<b>91%</b>	<b>70%</b>	<b>14%</b>

### 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 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			

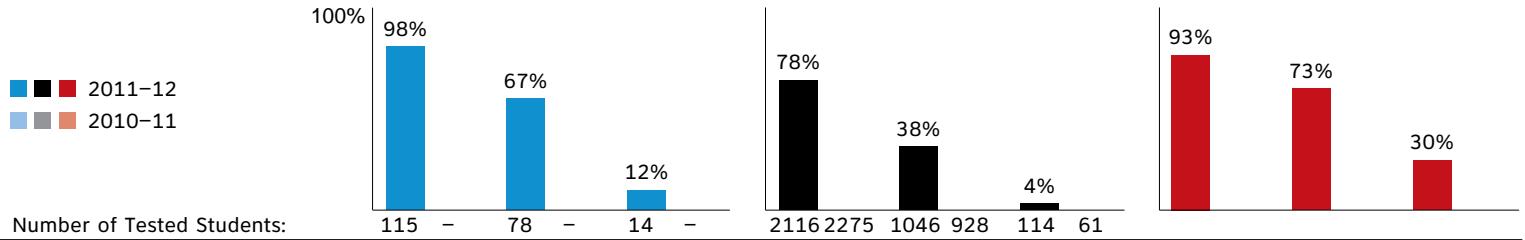
# 2 Student Performance

School **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
 School ID **32-09-00-01-0327**

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

	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	68	97%	46%	3%	88	92%	55%	3%
Female	41	98%	46%	2%	42	93%	48%	2%
Male	27	96%	44%	4%	46	91%	61%	4%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	20	90%	35%	5%	18	94%	44%	0%
Hispanic or Latino	48	100%	50%	2%	70	91%	57%	4%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	54	96%	54%	4%	72	99%	61%	4%
Students with Disabilities	14	100%	14%	0%	16	63%	25%	0%
English Proficient	63	97%	49%	3%	80	94%	59%	4%
Limited English Proficient	5	100%	0%	0%	8	75%	13%	0%
Economically Disadvantaged	67	-	-	-	84	-	-	-
Not Disadvantaged	1	-	-	-	4	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	68	97%	46%	3%	88	92%	55%	3%

#### 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	-	-	-
Regents Science	49	49	47	12	1	-	-	-

# 2 Student Performance

School **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
 School ID **32-09-00-01-0327**

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	113	97%	88%	16%	100	99%	94%	18%	13	85%	46%	0%
	2010-11	81	94%	70%	10%	74	93%	69%	9%	7	100%	86%	14%
	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	59	100%	90%	20%	57	—	—	—	2	—	—	—
	2010-11	37	92%	65%	0%	33	—	—	—	4	—	—	—
	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 **COMPREHENSIVE MODEL SCHOOL PROJECT MS 327**  
 School ID **32-09-00-01-0327**

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 Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
<b>Listening and Speaking (Grades K-1)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Reading and Writing (Grades K-1)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Listening and Speaking (Grades 2-4)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Reading and Writing (Grades 2-4)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Listening and Speaking (Grades 5-6)</b>	2011-12	14	0%	0%	21%	79%	11	—	—	—	—	3	—	—	—	—
	2010-11	38	0%	3%	18%	79%	32	0%	3%	19%	78%	6	0%	0%	17%	83%
	2009-10	16	0%	0%	31%	69%	14	—	—	—	—	2	—	—	—	—
<b>Reading and Writing (Grades 5-6)</b>	2011-12	14	0%	21%	71%	7%	11	—	—	—	—	3	—	—	—	—
	2010-11	38	3%	18%	26%	53%	32	3%	13%	28%	56%	6	0%	50%	17%	33%
	2009-10	16	0%	13%	19%	69%	14	—	—	—	—	2	—	—	—	—
<b>Listening and Speaking (Grades 7-8)</b>	2011-12	23	0%	9%	17%	74%	17	0%	0%	18%	82%	6	0%	33%	17%	50%
	2010-11	15	0%	0%	13%	87%	9	0%	0%	11%	89%	6	0%	0%	17%	83%
	2009-10	13	0%	8%	38%	54%	10	—	—	—	—	3	—	—	—	—
<b>Reading and Writing (Grades 7-8)</b>	2011-12	23	4%	39%	48%	9%	17	0%	29%	59%	12%	6	17%	67%	17%	0%
	2010-11	15	7%	27%	27%	40%	9	11%	0%	44%	44%	6	0%	67%	0%	33%
	2009-10	13	15%	38%	8%	38%	10	—	—	—	—	3	—	—	—	—
<b>Listening and Speaking (Grades 9-12)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
<b>Reading and Writing (Grades 9-12)</b>	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				

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