



# The New York State Report Card 2011–12

School **CORNERSTONE ACADEMY FOR  
SOCIAL ACTION MIDDLE SCHOOL**  
School ID **32-11-00-01-0462**  
District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #11**  
Principal **JAMAAL BOWMAN**  
Telephone **(718) 794-7970**  
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 **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
School ID **32-11-00-01-0462**

District **NEW YORK CITY GEOGRAPHIC DISTRICT  
#11**

## 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	77	88	82
Ungraded Elementary	0	1	0
Grade 7	56	74	94
Grade 8	0	52	77
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>133</b>	<b>215</b>	<b>253</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<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

School **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	101	76%	155	72%	208	82%
Reduced Price Lunch	7	5%	14	7%	17	7%
Limited English Proficient	8	6%	9	4%	11	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	1	1%	0	0%	3	1%
Black or African American	78	59%	132	61%	151	60%
Hispanic or Latino	49	37%	79	37%	91	36%
Asian or Native Hawaiian/Other Pacific Islander	3	2%	4	2%	4	2%
White	2	2%	0	0%	4	2%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		0%		93%		91%
Student Suspensions	0	N/A	45	34%	9	4%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## 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 **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	9	16	15
Percent with No Valid Teaching Certificate	11%	0%	0%
Percent Teaching Out of Certification	11%	13%	7%
Percent with Fewer than Three Years of Experience	33%	31%	27%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	25%	13%
<b>Total Number of Core Classes</b>	32	46	48
Percent Not Taught by Highly Qualified Teachers in This School*	16%	0%	8%
Percent Not Taught by Highly Qualified Teachers in This District**	7%	6%	7%
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>	32	62	64
Percent Taught by Teachers Without Appropriate Certification	16%	13%	9%

\*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			0%
Turnover Rate of All Teachers			25%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	2	2	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
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 **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
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**#11**

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**

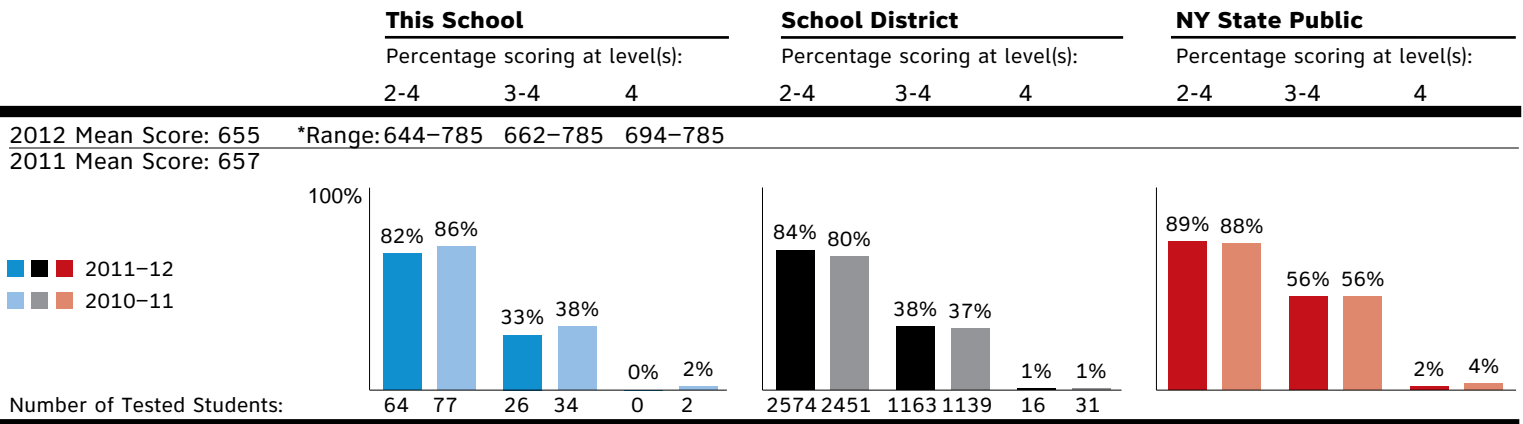
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
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## 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	78	82%	33%	0%	90	86%	38%	2%
Female	36	78%	33%	0%	49	88%	39%	2%
Male	42	86%	33%	0%	41	83%	37%	2%
American Indian or Alaska Native	1	–	–	–				
Black or African American	48	81%	38%	0%	52	83%	42%	2%
Hispanic or Latino	25	84%	20%	0%	35	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	4	–	–	–				
Multiracial					1	–	–	–
Small Group Totals	5	80%	60%	0%	38	89%	32%	3%
General-Education Students	62	87%	39%	0%	72	94%	44%	3%
Students with Disabilities	16	63%	13%	0%	18	50%	11%	0%
English Proficient	74	–	–	–	85	86%	40%	2%
Limited English Proficient	4	–	–	–	5	80%	0%	0%
Economically Disadvantaged	76	–	–	–	75	85%	40%	1%
Not Disadvantaged	2	–	–	–	15	87%	27%	7%
Migrant								
Not Migrant	78	82%	33%	0%	90	86%	38%	2%

### 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 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

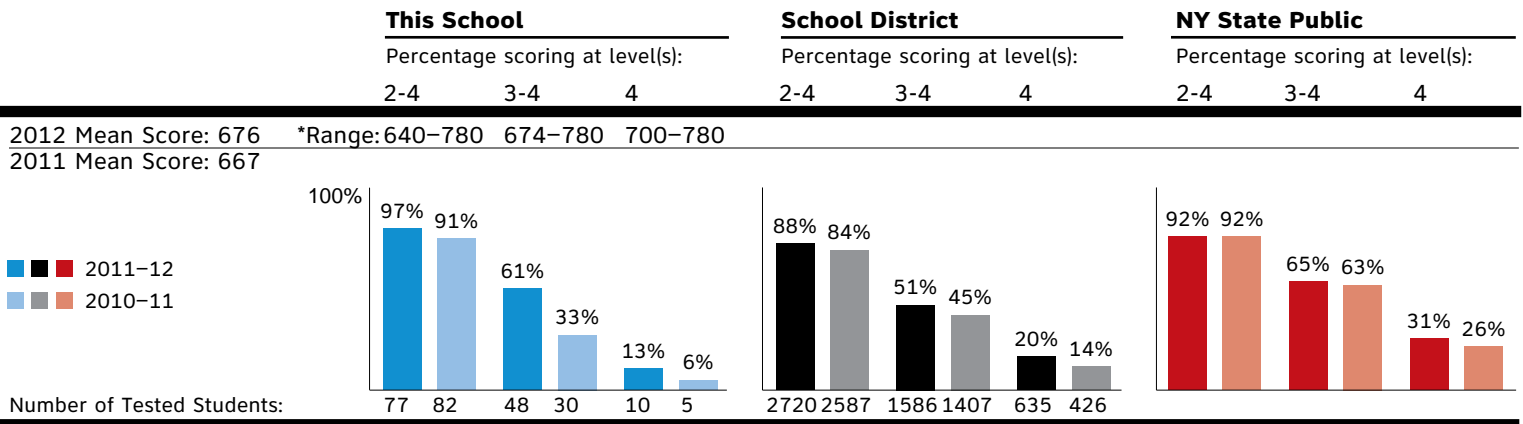
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

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## 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	79	97%	61%	13%	90	91%	33%	6%
Female	37	95%	57%	16%	49	94%	33%	4%
Male	42	100%	64%	10%	41	88%	34%	7%
American Indian or Alaska Native	1	–	–	–				
Black or African American	48	98%	60%	13%	52	92%	33%	6%
Hispanic or Latino	26	96%	65%	8%	35	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	4	–	–	–				
Multiracial					1	–	–	–
Small Group Totals	5	100%	40%	40%	38	89%	34%	5%
General-Education Students	62	97%	69%	15%	72	97%	39%	7%
Students with Disabilities	17	100%	29%	6%	18	67%	11%	0%
English Proficient	75	–	–	–	85	93%	35%	6%
Limited English Proficient	4	–	–	–	5	60%	0%	0%
Economically Disadvantaged	77	–	–	–	75	89%	32%	5%
Not Disadvantaged	2	–	–	–	15	100%	40%	7%
Migrant								
Not Migrant	79	97%	61%	13%	90	91%	33%	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 6 Equivalent	0				0			

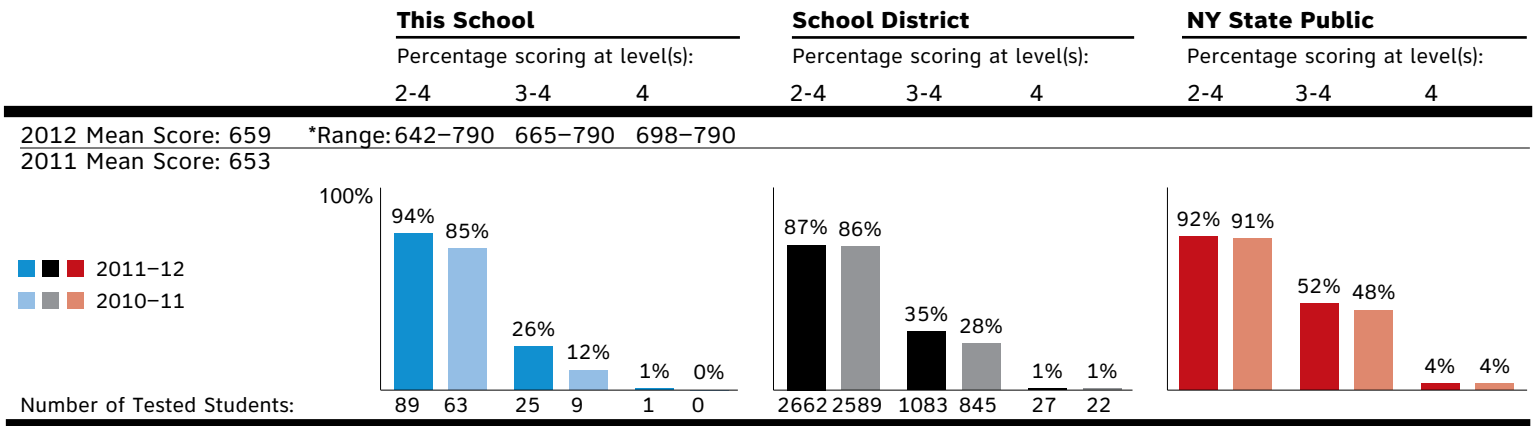


## 2 Student Performance

School **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
School ID **32-11-00-01-0462**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

### 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	95	94%	26%	1%	74	85%	12%	0%
Female	52	96%	29%	0%	33	85%	15%	0%
Male	43	91%	23%	2%	41	85%	10%	0%
American Indian or Alaska Native								
Black or African American	57	93%	25%	0%	46	85%	15%	0%
Hispanic or Latino	35	–	–	–	26	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White								
Multiracial	1	–	–	–				
Small Group Totals	38	95%	29%	3%	28	86%	7%	0%
General-Education Students	79	96%	27%	1%	62	90%	13%	0%
Students with Disabilities	16	81%	25%	0%	12	58%	8%	0%
English Proficient	91	–	–	–	70	–	–	–
Limited English Proficient	4	–	–	–	4	–	–	–
Economically Disadvantaged	85	94%	26%	1%	60	83%	13%	0%
Not Disadvantaged	10	90%	30%	0%	14	93%	7%	0%
Migrant								
Not Migrant	95	94%	26%	1%	74	85%	12%	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.

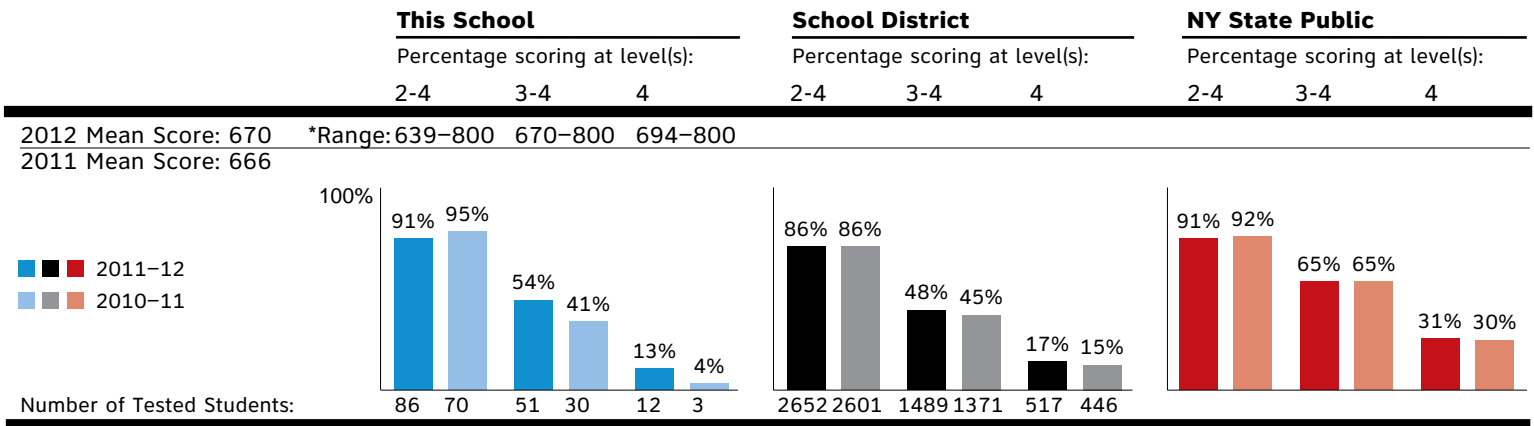


# 2 Student Performance

School **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

## 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	94	91%	54%	13%	74	95%	41%	4%
Female	51	94%	51%	4%	33	94%	36%	0%
Male	43	88%	58%	23%	41	95%	44%	7%
American Indian or Alaska Native								
Black or African American	57	95%	51%	7%	46	98%	37%	4%
Hispanic or Latino	34	–	–	–	26	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White								
Multiracial	1	–	–	–				
Small Group Totals	37	86%	59%	22%	28	89%	46%	4%
General-Education Students	79	94%	57%	14%	62	94%	44%	5%
Students with Disabilities	15	80%	40%	7%	12	100%	25%	0%
English Proficient	90	–	–	–	70	–	–	–
Limited English Proficient	4	–	–	–	4	–	–	–
Economically Disadvantaged	84	92%	55%	13%	60	95%	40%	5%
Not Disadvantaged	10	90%	50%	10%	14	93%	43%	0%
Migrant								
Not Migrant	94	91%	54%	13%	74	95%	41%	4%

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### Other

### Assessments

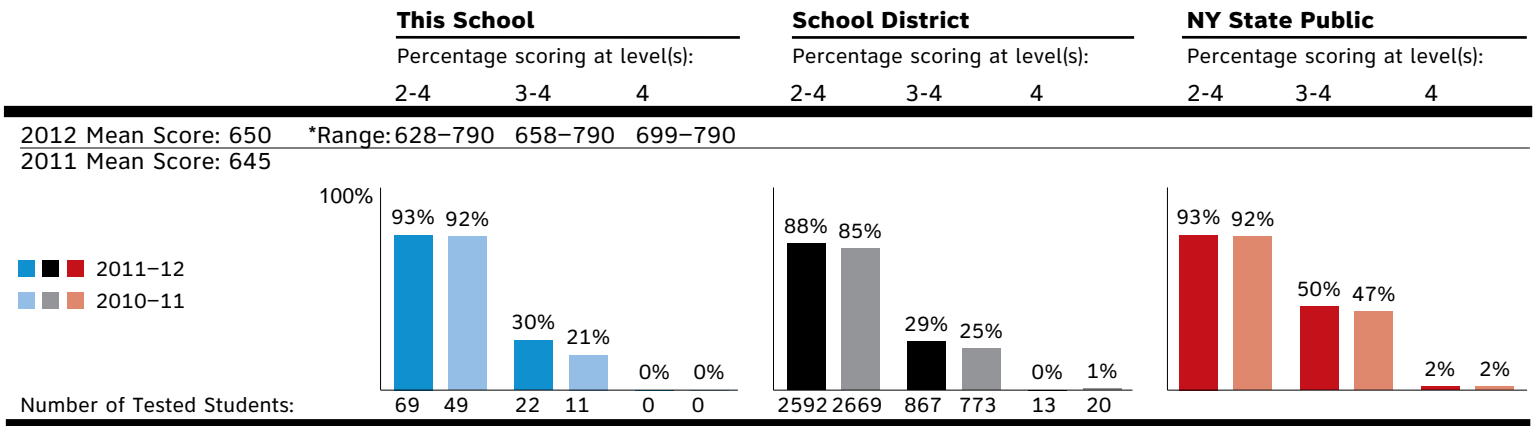
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

# 2 Student Performance

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## 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	74	93%	30%	0%	53	92%	21%	0%
Female	35	97%	46%	0%	35	94%	26%	0%
Male	39	90%	15%	0%	18	89%	11%	0%
American Indian or Alaska Native	1	–	–	–				
Black or African American	44	98%	32%	0%	29	90%	28%	0%
Hispanic or Latino	27	–	–	–	24	96%	13%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White								
Multiracial								
Small Group Totals	30	87%	27%	0%				
General-Education Students	61	97%	34%	0%	45	93%	22%	0%
Students with Disabilities	13	77%	8%	0%	8	88%	13%	0%
English Proficient	71	–	–	–	53	92%	21%	0%
Limited English Proficient	3	–	–	–				
Economically Disadvantaged	66	92%	30%	0%	48	94%	21%	0%
Not Disadvantaged	8	100%	25%	0%	5	80%	20%	0%
Migrant								
Not Migrant	74	93%	30%	0%	53	92%	21%	0%

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### Other

### Assessments

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	1	N/A	N/A	N/A

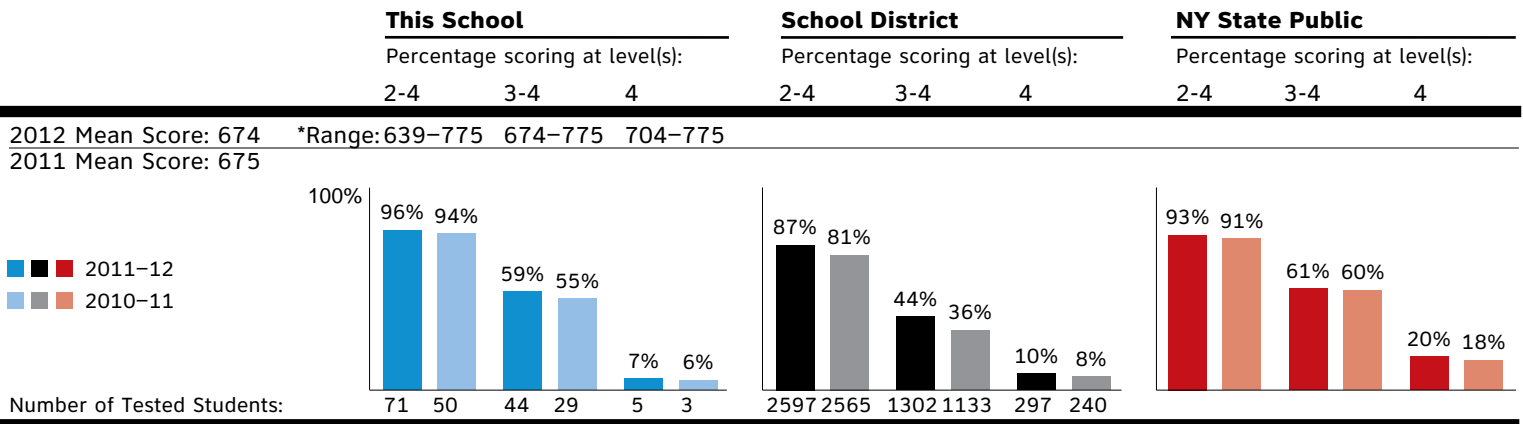
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# 2 Student Performance

School **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

## 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	74	96%	59%	7%	53	94%	55%	6%
Female	35	97%	77%	6%	35	97%	60%	6%
Male	39	95%	44%	8%	18	89%	44%	6%
American Indian or Alaska Native	1	–	–	–				
Black or African American	44	93%	61%	0%	29	97%	59%	7%
Hispanic or Latino	27	–	–	–	24	92%	50%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White								
Multiracial								
Small Group Totals	30	100%	57%	17%				
General-Education Students	61	98%	66%	8%	45	98%	62%	7%
Students with Disabilities	13	85%	31%	0%	8	75%	13%	0%
English Proficient	71	–	–	–	53	94%	55%	6%
Limited English Proficient	3	–	–	–				
Economically Disadvantaged	66	95%	58%	5%	48	96%	56%	4%
Not Disadvantaged	8	100%	75%	25%	5	80%	40%	20%
Migrant								
Not Migrant	74	96%	59%	7%	53	94%	55%	6%

### NOTES

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

\* These ranges are for 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 **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
School ID **32-11-00-01-0462**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

### Results in Grade 8 Science

#### This School

Percentage scoring at level(s):

2-4 3-4 4

#### School District

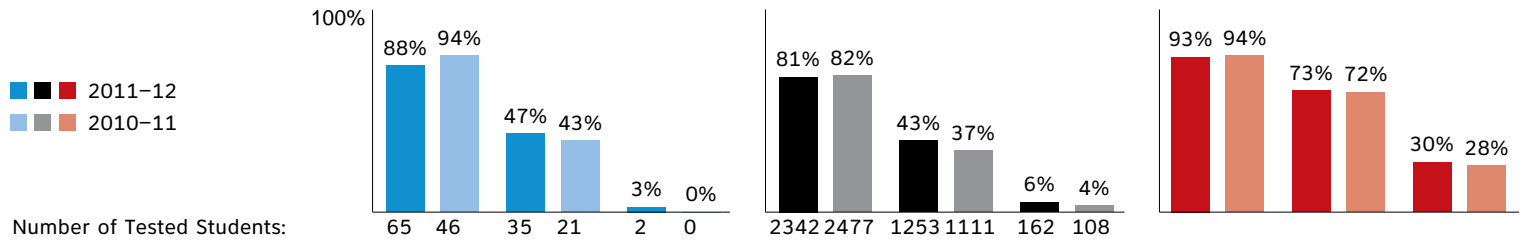
Percentage scoring at level(s):

2-4 3-4 4

#### NY State Public

Percentage scoring at level(s):

2-4 3-4 4



#### Results by Student Group

##### 2011-12 School Year

Total Tested Percentage scoring at level(s):  
2-4 3-4 4

##### 2010-11 School Year

Total Tested Percentage scoring at level(s):  
2-4 3-4 4

	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	74	88%	47%	3%	49	94%	43%	0%
Female	35	86%	40%	0%	34	94%	38%	0%
Male	39	90%	54%	5%	15	93%	53%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	44	89%	50%	2%	26	96%	42%	0%
Hispanic or Latino	27	-	-	-	23	91%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White								
Multiracial								
Small Group Totals	30	87%	43%	3%				
General-Education Students	61	97%	54%	3%	42	93%	45%	0%
Students with Disabilities	13	46%	15%	0%	7	100%	29%	0%
English Proficient	71	-	-	-	49	94%	43%	0%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	66	86%	48%	2%	45	-	-	-
Not Disadvantaged	8	100%	38%	13%	4	-	-	-
Migrant								
Not Migrant	74	88%	47%	3%	49	94%	43%	0%

#### NOTES

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#### Other Assessments

##### 2011-12 School Year

Total Tested Number scoring at level(s):  
2-4 3-4 4

##### 2010-11 School Year

Total Tested Number scoring at level(s):  
2-4 3-4 4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	0				0			

## 2 Student Performance

School **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
School ID **32-11-00-01-0462**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#11**

### 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	0				0				0			
	2010-11	13	100%	85%	0%	13	100%	85%	0%	0			
	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	13	85%	62%	0%	11	—	—	—	2	—	—	—
	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			

#### NOTE

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## 2 Student Performance

School **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**  
School ID **32-11-00-01-0462**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #11**

### 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.
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	4	–	–	–	–	2	–	–	–	–	2	–	–	–	–
	2010–11	5	0%	0%	60%	40%	4	–	–	–	–	1	–	–	–	–
	2009–10	6	0%	0%	17%	83%	6	0%	0%	17%	83%	0				
Reading and Writing (Grades 5–6)	2011–12	4	–	–	–	–	2	–	–	–	–	2	–	–	–	–
	2010–11	5	0%	40%	40%	20%	4	–	–	–	–	1	–	–	–	–
	2009–10	6	0%	17%	33%	50%	6	0%	17%	33%	50%	0				
Listening and Speaking (Grades 7–8)	2011–12	7	0%	0%	14%	86%	5	–	–	–	–	2	–	–	–	–
	2010–11	4	–	–	–	–	3	–	–	–	–	1	–	–	–	–
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	7	0%	57%	43%	0%	5	–	–	–	–	2	–	–	–	–
	2010–11	4	–	–	–	–	3	–	–	–	–	1	–	–	–	–
	2009–10	0					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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