

A ROTTING APPLE

Education Redlining
in New York City

SEGREGATED
SCHOOL

ACCESS TO COLLEGE
PREP CURRICULA

LOW PER-STUDENT
FUNDING

HIGH TEACHER
TURNOVER

INEXPERIENCED
TEACHERS

EXPERIENCED
TEACHERS

NO GIFTED
PROGRAM TESTING

LOW TEACHER
TURNOVER



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PREFACE

Dr. John H. Jackson

The Right to Learn is an inalienable human right. Thus it is alarming that in the largest school system in the United States, that of New York City, the right to an Opportunity to Learn is undeniably distributed by race, ethnicity and neighborhood. This unequal distribution of opportunity by race and neighborhood occurs with such regularity in New York that reasonable people can no longer ignore the role that state and city policies and practices play in institutionalizing the resulting disparate outcomes, nor the role played by the lack of federal intervention requiring New York to protect students from them. In fact, there is clear and compelling evidence that federal resources provided to NYC only reinforce education redlining in New York.



We are fully aware that this has been the tradition for so long in New York and other urban and rural places that many will not be alarmed by the news. Instead they have accepted as normal policies and practices that label low-income people and people of color as failures, when they essentially are the causalities of larger systemic failures. Considering the U.S. Department of Education's well intentioned efforts to move states towards common core national academic standards and New York's efforts to double down on testing, teacher and school evaluations, we at the Schott Foundation find it necessary to take a deeper look into the widely varying opportunities to learn in New York City.

The results of this report clearly show a pattern of consistent education redlining in New York City at such a level that student outcomes are less about what students can achieve or teachers' ability to teach and more about the failure of New York state and the city through policy and practices to create an environment or eco-system where all students have a fair and substantive opportunity to learn regardless of their race or where they live. Metaphorically, it is as if New York State and City are knowingly testing Black, Brown and students of any race or ethnicity living in poverty, on their swimming abilities while also knowingly relegating them to pools where the water has been drained. These students are then stigmatized as failures, their parents as being less than fully engaged, their teachers as being ineffective and ultimately their community schools are closed rather than being furnished with the necessary resources and supports to flourish. The policy landscape in New York sets the table for school closures in low income communities of color, a more negative media image of boys of color, and a pipeline for



students to be pushed out or, as U.S. Department of Education data indicates, the overrepresentation of Blacks and Latinos among those suspended and expelled.

This is not to say that there are not some schools in high poverty, high minority areas that are performing well. There are indeed a few. However we have always been able to identify — even in times of legal state-sponsored segregation — students and schools who have been able to swim upstream through the midst of a flow of inequities. This should not cause us to be any more accepting of ill policies or forgetful of how there are in fact more students, schools and good teachers drowning, because of a mainstream current of bad policies which exacerbate racial and wealth inequities.

These results should move students, teachers, advocates, donors, leaders and policy makers to boldly act to reject and remove the unconscionable policies and practices in place which challenge the very right to learn of students in the city's most neglected communities. Within the context of education being a right, given these results, it makes sense for parents to say “No more tests,” for students to walk out in protest, for parents to force highly resourced schools like Stuyvesant (which Black and Brown students have a very little chance to attend) to accept their children, or demand that their neighborhood schools remain open and are transformed to serve as hubs for creating opportunities in their communities. These are rational responses by individuals who recognize that under the current system, students' fundamental right to learn in New York City is being systemically thwarted.

These systemic challenges can be addressed and in a timely fashion. Through this report we hope to identify the challenged areas with more specificity, provide immediate policy steps to disrupt the current flow and unapologetically proclaim that the time for emergency “whole system” reform, as opposed to a slow creeping status quo “school by school turnaround strategy” is now.

This is a crisis of state, local and federal significance. However because we know that it takes a village to abandon a child, in the face of the inability of federal, state and local leaders to generate the political will to address these issues, ultimately parents, students, teachers, faith leaders and the business and philanthropic community must lead through public will. As Geoffrey Canada, CEO of Harlem's Children Zone, proclaimed during a CNN interview, he had to do what he did in Harlem because the state and city were not doing what they should for all students in Harlem.

The New York education system is the biggest apple on the U.S. tree, and by enforcing policies that enhance education redlining rather than systemically disrupting education inequality divisions it is letting the potential and opportunity for too many students and the city rot away. We find this grossly unacceptable for New York City and any city in the United States.



FOREWORD

Dr. Pedro Noguera
New York University

New York is a city of contrasts and extremes. It is home to some of the wealthiest people in the world and some of the poorest. While some New Yorkers worry about the fluctuations of the stock market and the price of antiques and rare art for sale at Sotheby's, others struggle to find an affordable place to live and barely survive on minimum wage salaries. Politicians from both major parties come to New York to fundraise, bringing home millions of dollars from a single dinner, while New Yorkers in neighborhoods like the South Bronx and East New York cope with high rates of homelessness, asthma, diabetes and infant mortality.



Despite these glaring disparities, New York can seem like one big melting pot to an outsider. That is because in some parts of the city, the very rich and the very poor come into contact with each other on a regular basis. Walking along the busy streets of Manhattan or riding on the crowded subways, one sees the affluent and the disenfranchised crammed together. To the tourist, this seems like a truly remarkable melding of peoples and cultures rarely seen in other parts of the United States or the rest of the world.

Yet, appearances can be deceiving. On most measures of quality of life — health, employment, income, etc. — differences related to class and race are glaring and conspicuously apparent. The disparities are also profoundly tied to the neighborhood in which a person resides. East Harlem and the Upper East Side may be only a few blocks apart, but on almost every measure of status and well-being, they are, in fact, worlds apart. The separations and distinctions between the residents of these two neighboring communities are vast and profound.

Unfortunately, this same pattern of disparity is found in students' access to good schools and to all of the opportunities that accompany this access. As this report from the Schott Foundation reveals, more often than not, the opportunity to learn and to attend a high performing school is largely determined by the neighborhood in which a child lives. While the term "redlining" might seem strong given that it implies a deliberate attempt to deny certain communities access to educational opportunities, this report will show that evidence of blatant disparities amount to Apartheid-like separations that have been accepted in New York for far too long. Rather than being angered by the language used, my hope is that readers of



this report will be outraged by the fact that education in New York City is more likely to reproduce and reinforce existing patterns of inequality than to serve as a pathway to opportunity.

It was not supposed to be this way. For the past ten years, New York has been in the midst of an unparalleled period of reform. Many of the measures that have been implemented — decentralization, school closures, grade retention and, most recently, the release of value-added measures to evaluate teachers — were put forward as a way to improve schools, raise achievement and increase accountability. In fact, Mayor Bloomberg and the various chancellors he has appointed have consistently justified these measures by claiming they would help those students who have traditionally been least well served by schools. They have castigated their critics as defenders of the status quo and boldly defended their reforms by asserting that education is the civil rights issue of the 21st century.

However, missing from the vision put forward by the Mayor and the New York Department of Education is any mention of what should be done to address the extremely high levels of segregation by race and class in the city's neighborhoods and schools. Our leaders have known for some time that most of the "failing" schools in the city were located in the poorest neighborhoods and were serving the most disadvantaged children. So far, no effective action has been taken to begin to ameliorate these profound inequities.

This does not mean that none of the actions taken under Mayor Bloomberg to improve schools have been successful. Graduation rates have increased and several new schools that were created over the last ten years are thriving and unmistakably superior to the ones they have replaced. However, despite the changes that have been made, too many children continue to languish in schools that lack the resources and capacity to meet their academic or social needs. Most of these children are located in the city's poorest and most isolated neighborhoods.

Hopefully, this report will compel the next Mayor and Chancellor to pursue a different course of action. It has become increasingly clear that policies like school choice, while providing access for some to better school options, have also exacerbated inequities among schools and contributed to the concentration of the neediest children in a small number of "failing" schools. These policies have also contributed to an ugly polarization among parents who are competing desperately for access to successful schools and facilities. It is clear that the battles with the teachers' union over school closures and the release of value-added evaluation measures are doing little to advance genuine improvements in the city's schools.

New York needs a renewed commitment to equity to insure that the opportunity to learn is not determined by the census tract where a child resides. Creative leadership is needed to find ways to



promote integration so that our schools no longer concentrate the neediest children in the most troubled schools, while ignoring their de-facto exclusion from Gifted and Talented programs and high-performing schools. For the health and well-being of the entire city, New York needs an approach to reform that focuses on expanding and enhancing learning opportunities rather than merely raising test scores.

Let us hope that the policymakers who read this report understand its implications and have the courage and foresight to act upon the recommendations.



INTRODUCTION

The New York City public school system is the largest in the country, with responsibility for educating more than 1 million children.

The ability of the New York City public schools to meet that responsibility holds national significance. The high national profile of the city's education reforms in recent years, and the much-echoed calls for replication in other cities, offer strong evidence of this.

Unfortunately, the city's public school system is failing to meet its responsibilities for most of its students — particularly for Black and Latino students, and for students from low-income families. While New York will claim increases in graduation rates, yet less than 18 percent of black and brown students are proficient in reading on the National Assessment test and over two-thirds of those who graduate must pay thousands of dollars in higher education classes because they are need of remediation.

America's urban hubs must ensure that all students have a fair and substantive opportunity to learn and achieve at high levels. In New York, few Black, Latino and impoverished students have that opportunity.

The lack of opportunity that is at the root of this failure is tragic for hundreds of thousands of New York students and is a major contributor to the persistent failures of other school systems across the state and nation.

A Rotting Apple: Education Redlining in New York City is one of a series of Opportunity to Learn reports from the Schott Foundation. This report compiles and analyzes data for New York City and highlights existing intra-district inequities. It is useful to parents,



youth, teachers, researchers, political leaders, media and other advocates interested in educational opportunity — specifically in New York City’s schools.

This report calls for urgent attention to the persistent and predictable inequities that ravage New York City’s communities and limit the futures of whole generations. Given the size and importance of the New York City public school system, the report has state and national implications as well. Its greatest value will be as a tool to help improve each child’s opportunity to access high-quality education systems — in New York City and throughout the nation — especially for those who currently have the least opportunity to learn.



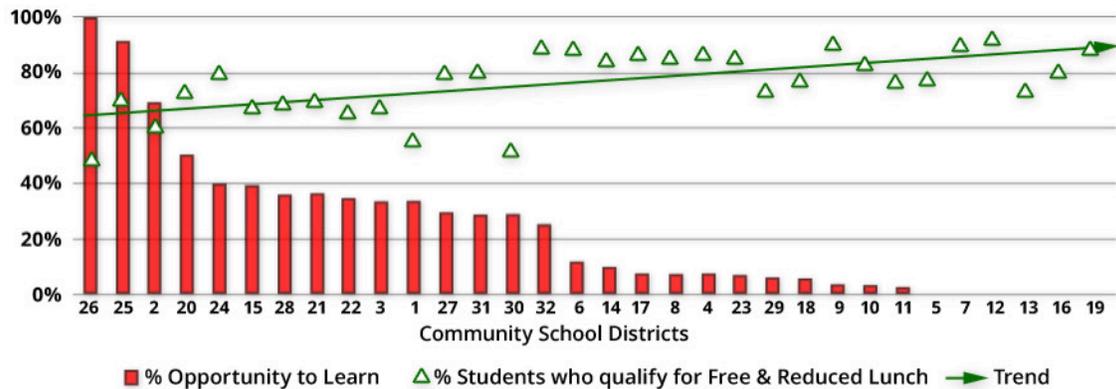
THE FINDINGS

The opportunity to learn in New York City varies tremendously from community to community, leaving many students with a severely limited opportunity to learn.

“Redlining” refers to the unethical, sometimes illegal practice of limiting residents’ access to vital services in certain communities. (Before it became illegal, banks would draw red lines on the map around neighborhoods where they would restrict loans.) This report uses the term, by analogy, to illustrate the wide disparities in the opportunities to learn available to New York City students both between Community School Districts and from school to school within them.



New York City’s more than 30 geographical Community School Districts (CSDs) vary greatly, from prosperous, predominantly White, non-Hispanic and Asian communities in Manhattan and Queens with excellent schools, to districts serving highly segregated, impoverished Latino and Black neighborhoods in the Bronx and Brooklyn. There are also great differences within individual Community School Districts, many of which have one or two excellently resourced schools with predominantly White, non-Hispanic, Asian and middle-class enrollments, while the other schools, serving lower- income families, are woefully under-resourced.



Most, if not all, students in majority middle class Asian and White, non-Latino Queens Community School Districts 25 and 26 (at the far left on the chart) have an opportunity to learn in a high- performing school, where most students are able to achieve at high levels. None of the students in Harlem, Bronx and Brooklyn Community School Districts 5, 7, 12, 13, 16 and 19 (at the far right on the chart) have the opportunity to learn in a high-performing school. The latter districts serve some of the poorest children in the city.

Students who live in neighborhoods that are overwhelmingly Black, Latino, or impoverished White or Asian have little opportunity to learn the basic skills needed to succeed on state and national assessments, attend one of the city’s selective high schools, or obtain a high school diploma qualifying them for college or a good job.

This report documents not only where *de facto* education redlining occurs in New York City communities, but also the devastating impact inequitable educational opportunity has on New York City’s public school students.

City-Wide Findings

In order to analyze opportunities to learn, we begin by looking at outcomes by race and ethnicity for New York State’s own Grade 8 English Language Arts and Mathematics assessments, while being fully aware of the controversies around the state’s testing program. We then use multiple measures to refine the analysis, including teacher data, such as salaries and mobility, and such matters as assignment to Gifted and Talented programs. These taken together demonstrate that there are many mutually reinforcing policies and practices that limit the opportunity to learn for all too many New York City students.



Given the size and scale of the New York City public school system, an analysis of its nearly 500 middle schools is a reasonable way to approximate an analysis of the system as a whole.

As relative rankings on the two assessments were quite similar (as were those for National Assessment of Educational Progress equivalents and sorting by eligibility for Free and Reduced Price Lunch), for the sake of clarity this summary primarily focuses on the English Language Arts assessment. Using this lens, we find that 5% of the city's students achieve the highest level of mastery, Level 4, on the Grade 8 English Language Arts assessment. When outcomes are sorted by racial/ethnic groups, 11% of Asian students are at Level 4, as are 10% of White, non-Hispanic students but just 2% of Black and 2% of Hispanic students.

In other words, it is five times more likely that a White, non-Hispanic or Asian student will have a top score on the state's English Language Arts assessment than a Black or Hispanic student.

On the other hand, we find 15% of Black and 16% of Hispanic students scoring on Level 1, which is the lowest grouping and includes 13% of total enrollment, compared with only 8% of Asian and just 5% of White students. Thus, it is twice as likely that a Black or Hispanic student will be in this lowest scoring group than it is that an Asian student will be there, and three times more likely than a White, non-Hispanic student.

Overall, 71% of the city's Black students and 69% of the city's Hispanic students are in the two lower levels of achievement on the Grade 8 English Language Arts assessment, while 60% of Asian and 59% of White, non-Hispanic students score at the two upper levels.

What are the causes of these enormous disparities in education outcomes? What we find most alarming is the link between these scores and the geographic residential boundaries — the corrosive impact of “redlining.”

The New York City Independent Budget Office recently confirmed that students eligible for free and reduced-price meals, the city's poorest children, do well in schools with relatively few poor students and students ineligible for any subsidized lunch program do not do well in schools that predominately serve students living in poverty. This tells us what should be obvious: A child's opportunity to learn is determined by the quality of the



school she or he attends. In New York, and nationally, access to high-quality schools is extraordinarily dependent on where that student lives.

In New York City, 55% of Asian and 55% White, non-Hispanic middle school students are in schools where they are likely to score well on the English Language Arts assessment at Grade 8, while only 8% of Black and 16% of Hispanic students have the opportunity to attend those schools. And while only 6% of Asian and 5% of White, non-Hispanic students are in the quarter of New York City middle schools in which students are unlikely to do well on the Mathematics assessments, 36% of Black and 31% of Hispanic students are in those schools.

In terms of the Mathematics assessment, it is seven times more likely that a White, non-Hispanic student will be in a top quartile middle school than a Black student and seven times more likely that a Black student will be in a bottom quartile middle school than a White, non-Hispanic student.

And while it is five times more likely that a White, non-Hispanic or Asian student will have a top score on the English Language Arts assessment than a Black or Hispanic student, that gap is much smaller in the highest achieving quartile of schools: 59% of Black students and 54% of Hispanic students in those schools score at Levels 3 or 4 as compared with 77% of Asian students and 69% of White, non-Hispanic students. There is a gap, but not a chasm.

Good schools are good for all students; however, in New York City, they are not available to all students. The quality of the education available to most New York City children depends on where they live. All too many are “redlined” out of the opportunity to learn in a high performing school.



FINDING #1

A student’s opportunity to learn in the New York City public schools is largely determined by where he or she lives.

This report examines the opportunity to learn of New York City’s children with a data-based calculation: the Opportunity To Learn Index.

The Opportunity to Learn Index is calculated by sorting all New York City middle schools by their results on the New York State Grade 8 English Language Arts assessment. The schools are then divided into four groups by student scores, highest to lowest. The groups contain equal numbers of students. The percentage of students in the highest group in each Community School District tells us the opportunity that a student in that group has of studying in one of that district’s schools that rank among the city’s top quartile of schools.

For example, all of the students in CSD 26 (in Queens, near the wealthy suburb of Great Neck) have an opportunity to learn in a high-performing school (schools among the 25% with the best performance citywide). CSD 26 therefore has an Opportunity To Learn Index of 1.00. By contrast, only one-third of the students in lower Manhattan’s CSD 1 are in high-performing schools and none of the students in Harlem’s CSD 5 are in high-performing schools. CSD 1 therefore has an Opportunity to Learn Index of 0.33 and CSD 5 has an Opportunity to Learn Index of 0.00. This does not mean that no student in CSD 5 has an opportunity to learn in the ordinary sense of the phrase. Some parents and students will swim upstream and find their own opportunities to learn despite the odds; some teachers will work miracles in the least favorable environments. **It simply means that using the procedures described above, none of the middle schools in CSD 5 are in the top quartile.**

CSD Opportunity to Learn Index

CSD	Borough	Neighborhoods include (partial listing):	Opportunity to Learn
1	Manhattan	East Village, Lower East Side, Chinatown	0.33
2	Manhattan	Battery Park City to Upper East Side	0.69
3	Manhattan	Lincoln Square, Upper West Side, Morningside Heights, Central Harlem South	0.33
4	Manhattan	East Harlem	0.07
5	Manhattan	Central Harlem North, Manhattanville, Polo Grounds	0.00
6	Manhattan	Hamilton Heights, Washington Heights, Inwood	0.12
7	Bronx	Mott Haven, Port Morris, Melrose	0.00



8	Bronx	Hunts Point, Soundview, Castle Hill, Westchester- Unionport, Classon Point/Harding Park, Throgs Neck, Schuylerville/Edgewater Park	0.07
9	Bronx	Highbridge, Morris Heights, Claremont-Bathgate, West-East Concourse, University Heights, Mount Hope	0.03
10	Bronx	University Heights, Morris Heights, Kingsbridge Heights, Fordham	0.03
11	Bronx	Parkchester, Westchester-Unionport, West Farms, Morris Park-Westchester Square	0.02
12	Bronx	Bronx River, Melrose/Morrisania, Longwood, Crotona Park East, East Tremont	0.00
13	Brooklyn	Brooklyn Heights, Cobble Hill, DUMBO, Vinegar Hill, Downtown Brooklyn	0.00
14	Brooklyn	Williamsburg, Greenpoint, Bedford-Stuyvesant	0.10
15	Brooklyn	Beorum Hill, Carroll Gardens, Red Hook, Park Slope, Sunset Park	0.39
16	Brooklyn	Bedford-Stuyvesant	0.00
17	Brooklyn	Crown Heights, Prospect-Lefferts Gardens, Flatbush, Erasmus	0.07
18	Brooklyn	Wingate, East Flatbush, Faragut, Rugby-Remsen Village	0.05
19	Brooklyn	East New York, Starrett City, Cypress Hills, City Line	0.00
20	Brooklyn	Sunset Park, Borough Park, Ocean Parkway, Dyker Heights	0.50
21	Brooklyn	Midwood, Bensonhurst East, Gravesend, Coney Island	0.36
22	Brooklyn	Flatbush, Erasmus, Faragut-East Flatbush, Midwood	0.34
23	Brooklyn	Ocean Hill-Brownsville	0.07
24	Queens	Ridgewood, Sunnyside, West Maspeth, Maspeth	0.40
25	Queens	Kew Gardens Hills, Hillcrest-Flushing Heights, Flushing, East Flushing	0.91
26	Queens	Hillcrest-Flushing Heights-Pomonomok, Jamaica Estates, Fresh Meadows-Utopia, Auburndale	1.00
27	Queens	Breezy Point, Belle Harbor, Rockaway Park, Broad Channel	0.30
28	Queens	Rego Park, Forrest Hills, Kew Gardens, Briarwood – Jamaica Hill	0.36
29	Queens	Queens Village, Hollis, Jamaica (eastern portion), South Jamaica (eastern portion), St. Albans, Laurelton	0.06
30	Queens	Hunters Point, Queensbridge, Long Island City, Astoria	0.29
31	Staten Island	Staten Island	0.29
32	Brooklyn	Bushwick	0.25

Neighborhood data obtained from New York City's Department of Education:

<http://schools.nyc.gov/schoolsearch/Maps.aspx>

Those community school districts with no schools in the highest quartile — with Opportunity to Learn Indexes of 0.00 — are in the city's poorest neighborhoods of Harlem, the South Bronx, and Central Brooklyn, exactly where children are most in need of excellent schools.



FINDING #2

The percentage of highly educated teachers varies significantly among the city's Community School Districts.

Despite the NYC Department of Education's "Fair Student Funding" program,* which is advertised as lessening funding inequities, the percentage of experienced and highly educated teachers (teachers who have Master's degrees plus 30 hours or more of further education) varies enormously among the city's Community School Districts. For example, Community School District 31 (Staten Island) has approximately twice the percentage of experienced and highly educated teachers as CSD 7 (the Bronx).

When data from New York City's geographical Community School Districts are sorted by their percentage of experienced and highly educated teachers, and compared to the turnover rate for teachers with fewer than five years teaching experience, there is a strong negative association between these two measures (that is, they move in opposite directions). Districts with comparatively few highly educated teachers have relatively high turnover rates for inexperienced teachers; districts with comparatively many highly educated teachers have relatively low turnover rates for their inexperienced teachers. (See Appendix, p.169.)

A doubling of the percentage of a Community School District's highly educated teachers appears to be related to an increase of 600 percent in the chances of a Black or Hispanic student in New York City reaching Level 4 on the Grade 8 English Language Arts examination.

This means that students in some districts have the advantage of more stable, more highly educated teaching staffs. Others have the disadvantage of less highly educated, less stable teaching staffs. These students are subjected to a revolving door teaching staff, as these communities are more likely to have teachers who enter the schools through alternative certification programs like Teach for America and these teachers are also less likely to

* See NYC DOE's *Funding Overview webpage* (<http://schools.nyc.gov/AboutUs/funding/overview/default.htm>) and its May 2007 report "Fair Student Funding" (<http://bit.ly/HozE1k>).



stay less than 2-3 years: far short of the time needed for the teachers to flourish. It also points to wide variations in overall school climate and, possibly, the quality of school administrations.

When a third variable — students eligible for free and reduced-price meals — is added, we find that the districts with higher poverty rates have fewer experienced and highly educated teachers and less stable teaching staffs, while districts with lower poverty rates have more highly educated teachers and more stable teaching staffs.

The teaching effectiveness of more highly educated teachers is suggested when we compare the percentages of students scoring at Level 4 on the Grade 8 English Language Arts examination in a district with a relatively high percentage of teachers who have Master's degrees plus 30 hours or more of further education with student scores in districts with a relatively low percentage of such highly educated teachers.

Community School District 26 in Queens, where 55% of the teachers are highly educated, brings 6% of its Black and Hispanic students to Level 4, compared to the citywide average of 4% for all students. On the other hand, Community School Districts 7, 9 and 12, with relatively few highly educated teachers, have 1% or fewer of their Black and Hispanic students at Level 4 and similar poor results for their small numbers of White, non-Hispanic students.

A doubling of the percentage of a Community School District's highly educated teachers appears to be related to an increase of 600 percent in the chances of a Black or Hispanic student in New York City reaching Level 4 on the Grade 8 English Language Arts examination.

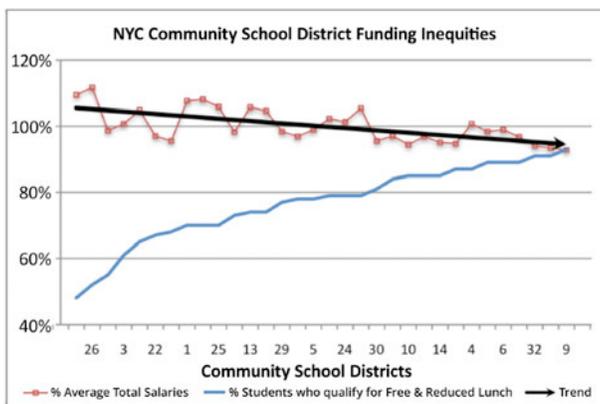


FINDING #3

The inequitable distribution of highly educated teachers results in inequitable per student funding within the New York City public schools.

Although “Fair Student Funding” should in theory equalize opportunities for students to learn from an experienced, highly educated teacher, this does not seem to be the case in practice. The chart below depicts the inequities in the funding of education within the New York City public schools resulting from the actual inequitable distribution of experienced, highly educated teachers.

NYC Community School District Funding Inequities



The lower line is the percentage of students in the Community School Districts eligible for free and reduced-price lunch. In Community School District 26 in northeast Queens, fewer than half its students (48%) come from qualifying families. Nearly all the students (93%) in CSD 9 in the Bronx, come from

The teachers who are expected to perform miracles are paid the least.

qualifying families. The upper line, with the trend line, is an estimate of the total teacher salaries for each of the CSDs as a percentage of the city’s average for all CSDs.

Teacher salaries are the largest school budget item and many other items vary with them. Community School District 26 has an estimated total salary amount equal to 109% of the



average. The Bronx Community School District 9 has an estimated total salary amount equal to 93% of the average.

The New York City Department of Education, by these estimates, spends 19 percent more on the education of children from the city's most prosperous neighborhoods than it does for children from the city's most impoverished neighborhoods. Data released in 2012 by the US Department of Education's Office for Civil Rights (OCR) supports these conclusions. According to OCR, there is a difference of \$8,222 in high school teacher salaries between schools with the highest and lowest Hispanic and African American enrollment in New York City. Thus the teachers who are expected to perform miracles are paid the least.

Looking at the distribution of experienced, highly educated teachers, we can conclude that in New York City, Community School Districts serving students from less prosperous households are provided with lower per-student funding than those serving students from wealthier households. Thus, consistent with Wall Street, those who have, get more; those in need, get less.



FINDING #4

Students from low-income New York City families have little chance of even being tested for eligibility for Gifted and Talented programs.

Gifted and Talented programs have been criticized for their admission criteria, for the age at which children are screened, and for the idea of segregating these children. Bearing all this in mind, each year New York City tests kindergarten students for eligibility for Gifted and Talented programs. This year 14,000 kindergarten children were tested and 4,000 were deemed eligible for highly coveted spots in these district and citywide programs.

The 14,000 children tested represented 21% of the city's kindergarteners. They were not, however, equitably distributed across the city. In some Community School Districts, as many as 70% of the children were tested. In others, as few as 7% were tested.

Districts testing the highest percentage of their students tended to be those with the fewest students eligible for free or reduced-price lunch programs. Districts testing the lowest percentage of their students were those with the highest percentages of students living in poverty.

Similarly, of those tested, in some districts as many as 30% were found eligible. In others, just 1% were found eligible. Those with the lowest percentages found eligible were also among those with the lowest percentages tested.

If the percentage of children tested were 70% citywide, and the percentage of students tested found eligible were at the current average of 29%, then an additional 9,500 students might be found who qualify for Gifted and Talented programs. Most, if not all, of these additional students would come from low-income families. The Schott Foundation has a historic interest in the education of Black male students — the most vulnerable population. It is not surprising that this situation is the same, if not worse, for Black boys than for all other students from the city's low-income families.

This policy reinforces a depiction of Black males as being viewed as less gifted.



Community School Districts with the lowest percentage of Black male kindergartners test much higher percentages of their students than do those with higher percentages of Black male students in kindergarten. The four districts with the highest percentages of Black male kindergarten students (CSD 16, 18 and 23) averaged 3% eligible of 17% tested. District 2, with a Black male enrollment of 3% tested 63% of its students and found 28% of them eligible for gifted classes. Thus, this policy reinforces a depiction of Black males as being viewed as less gifted.

Psychologists tell us that “giftedness” is, by definition, evenly distributed among children. In New York City, what is not evenly distributed is the opportunity to learn in such enriched environments.



FINDING #5

New York City’s middle school inequities become high school inequities. A Black or Hispanic student, or a student of any race or ethnicity from a low-income household, is most likely to be enrolled in one of the city’s poorest performing high schools.

There were 103,000 high school students in the cohort beginning Grade 9 in 2005. More than two-thirds were Black or Hispanic; the remaining 28% were fairly evenly divided between White, non-Hispanic and Asian students.

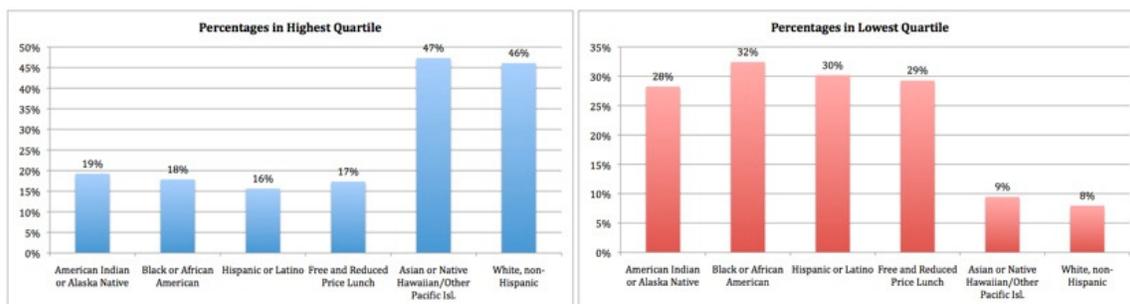
Of these students, 35,700 graduated four years later with Regents diplomas (which will be the only regular diploma granted beginning in 2012), a graduation rate of 35%.

The Regents graduation rate varied widely by race and ethnicity.

Sixty-three percent of Asian students graduated with Regents diplomas, while only 28% of Black students received Regents diplomas. Fifty-five percent of White students received Regents diplomas, while only 26% of Hispanic students received Regents diplomas.

Sorting all New York City high schools by Regents graduation rate and then dividing the schools into four quartiles of equal enrollment, we find the following racial/ethnic distribution for the highest quartile (which happens to be the one in which the average student has a 63% or better chance of graduating in four years with a Regents diploma):

Percentages in Highest and Lowest Quartiles



The first chart shows that while 46% of the city’s White, non-Hispanic students and 47% of the city’s Asian students are enrolled in top quartile high schools, only 18% of Black



and 16% of Hispanic students are enrolled in those schools. Seventeen percent of students who, because of their family's low income, are eligible for free or reduced price lunches, are enrolled in those schools. Here, again, the family income metric corroborates those for race and ethnicity. Nineteen percent of the city's few American Indian students were in the highest quartile schools.

When we look at the racial/ethnic distribution for the lowest quartile, where the average student has a 29% or less chance of graduating in four years with a Regents diploma, we find that a Black or Hispanic student is nearly four times more likely to be enrolled in one of the city's poorest performing high schools as is an Asian or White student.

A student of any race or ethnicity eligible for free or reduced-price lunches is also unusually likely to be enrolled in one of the city's poorest performing high schools. An Asian or a White, non-Hispanic student is highly unlikely to be enrolled in one of the city's poorest-performing schools.



CONCLUSION

Considering the need to increase college attainment and have an educational system that prepares individuals to strengthen our democracy and labor force:

The fact that New York has consistently promoted policies that systemically lock out most of its student population from an opportunity to learn is tantamount to the U.S. allowing its national security, democracy and economic strength to rot away. The need to address this matter goes beyond a city's or state's prerogative but is a national issue that must be addressed with a sense of urgency.



RECOMMENDATIONS

- 1.** The State of New York, which is legally responsible for providing a “sound basic education” to all children (Court of Appeals, *CFE v. State of New York*; November, 2006), has dramatically cut school aid over the past two years, in effect reversing the impacts of the CFE investments. NYS should restore and increase funding in accordance with the CFE decision.
- 2.** The New York City Department of Education (NYCDOE) should adopt policies that provide equitable access to the Department’s best schools and programs. For example:
 - All New York City middle schools should offer the courses necessary for the Specialized High Schools Admissions Test (SHSAT) (e.g., Algebra II). If it is determined that extracurricular tutoring confers a competitive advantage for the SHSAT, it should be offered gratis to all students eligible for free and reduced-price meal programs.
 - The Gifted & Talented Program Test should be administered to all prospective kindergarten students. If it is determined that extracurricular tutoring confers a competitive advantage for the Gifted & Talented Program Test, it should be offered gratis to all students eligible for free or reduced price meal programs.
- 3.** New York State and City Departments of Education should direct additional resources to schools on a non-competitive basis in accordance with student need: schools serving students from homes with fewer resources should receive



significantly more per student funding than those serving students from homes with greater resources. The system currently in place is not adequate to this purpose.

- 4.** Each student who is currently a grade level or more behind in Reading should immediately be given a Personal Opportunity Plan that gives the student access to additional academic (tutor, extended day learning, ELL), social (mentor) and health supports (eye sight, dental, mental health) necessary to bring the student to grade level proficiency within a 12 to 24 month period.
- 5.** Every school should have an opportunity audit to determine if it has the supports and interagency relationships to offer each student a fair and substantive opportunity to learn, through access to high-quality early childhood education, highly prepared and effective teachers, college preparatory curricula, and policies and practices that promote student progress and success.
- 6.** The New York City Department of Education (NYCDOE) should set as a goal to bring every school's Opportunity to Learn Index (or the equivalent) to no less than a .80 by 2015 and 1.0, like CSD 26, by 2020.
- 7.** The New York City Department of Education should set a maximum level for the percentage of teachers with less than three years of teaching experience in districts with current Opportunity to Learn Indexes below 0.50 (or the equivalent). That percentage should be no higher than the average percentage with less than three years of experience in the top five highest performing district in the state. The Department should also take steps to reverse the salary gap recently identified by the U. S. Department of Education between teachers in high and low poverty schools.

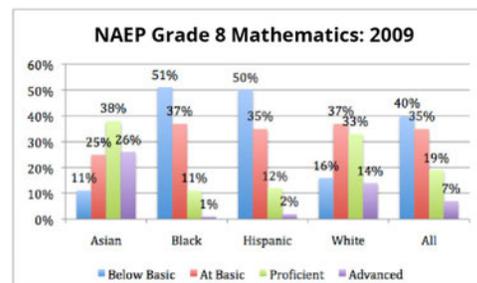
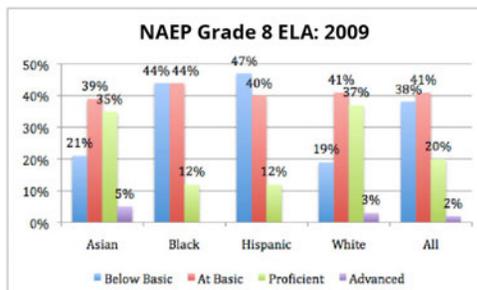


STATEMENT ON METHODOLOGY

All data used in this report is from public sources: the New York City Department of Education, the New York State Education Department and the U.S. Department of Education. Graduation rates are estimated by dividing the number of Regents diplomas by the number of students enrolled in Grade 9 four years earlier. High-performing high schools are identified by sorting high schools by the percentage of their students receiving Regents diplomas. The schools are then divided into four groups, each serving 25% of the city’s high school students. Schools in the top group are defined as high performing. High performing middle schools are similarly identified, the quality indicator in this case being the percentage of students scoring at Level 4, the highest level, on the New York State assessments for Grade 8. While the main criterion is the state’s English Language Arts assessment, corroborating analysis has been done with the Mathematics assessment and with comparisons to National Assessment of Educational Progress results. Racial and ethnic disparities have been checked with an analysis of Free and Reduced Price Lunch Program data.

Community School District demographics, assessment and teacher qualification data are from the New York State School Report Cards.

National Assessment of Educational Progress (NAEP) Comparisons



New York City is one of the urban districts assessed by the National Assessment of Educational Progress (NAEP), the “gold standard” for student achievement assessment.

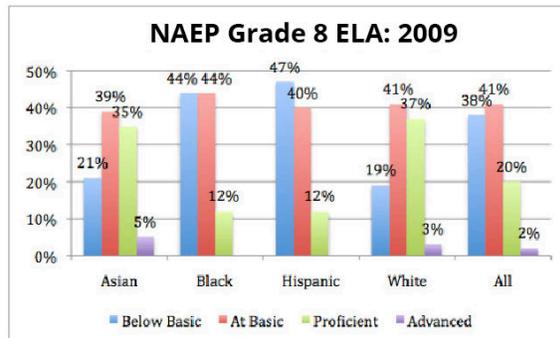
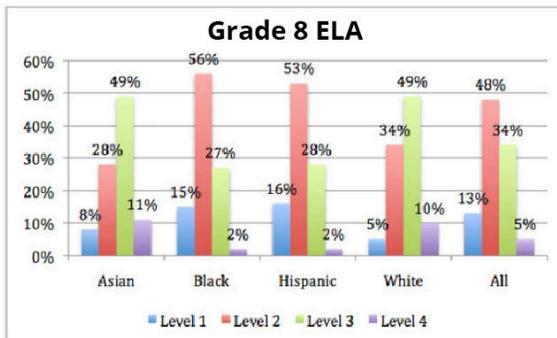
In Grade 8 English Language Arts, NAEP found that 44% of the city’s Black students scored at the lowest level (Below Basic), as did 47% of the city’s Hispanic students, while 21% of Asian and 19% of White, non-Hispanic students were in that group. On the other hand, while 5% of Asian students



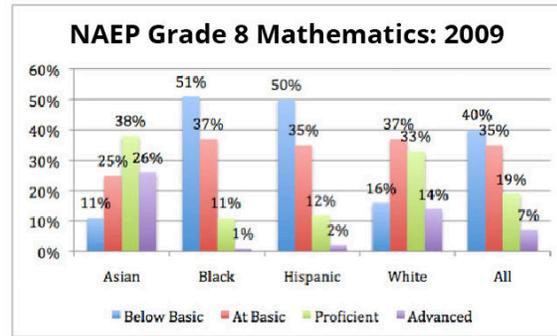
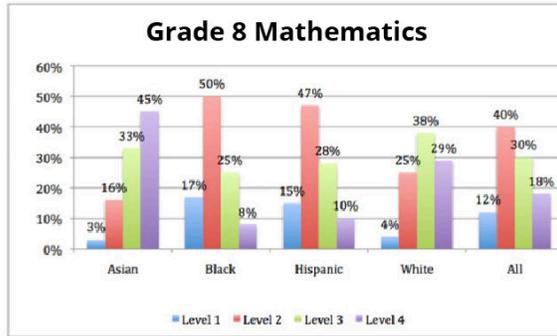
and 3% of White, non-Hispanic students achieved the highest NAEP level (Advanced), the level was not reached by a significant number of the city’s Black and Hispanic students.

In Grade 8 Mathematics, NAEP found that 51% of the city’s Black students scored at the lowest level (Below Basic), as did 50% of the city’s Hispanic students, while just 11% of Asian and 16% of White, non-Hispanic students were in that group. On the other hand, while 26% of Asian students and 14% of White, non-Hispanic students achieved the highest NAEP level (Advanced), the level was only reached by 1% of the city’s Black and 2% of the city’s Hispanic students.

Placing the New York State assessments side by side with NAEP reveals the “grade inflation” to which the former are subject.



New York State placed 13% of New York City Grade 8 students at the lowest level for English Language Arts, while NAEP found 38% in that category. New York State found 5% at the highest level, while NAEP place 2% at the Advanced level of achievement. New York State found 2% of Black and Hispanic students scoring at the highest level and five times that percentage for Asian and White, non-Hispanic students, while NAEP found virtually no New York City Black and Hispanic students at the highest level, with 5% of Asian and 3% of White students at that level.



Similarly, New York State placed 12% of New York City Grade 8 students at the lowest level for Mathematics, while NAEP found 40% in that category. New York State found 18% at the highest level, while NAEP placed 7% at the Advanced level of achievement. New York State found 8% of Black and 10% of Hispanic students scoring at the highest level and three to five times that percentage for Asian and White, non-Hispanic students, while NAEP found virtually 1% of New York City Black and 2% of Hispanic students at the highest level, 26% of Asian and 14% of White students at that level. The NAEP findings concerning Mathematics achievement, in particular, are helpful in explaining the virtually non-existent Black and minimal Hispanic presence at Stuyvesant, to which admission is governed by an examination emphasizing mathematics.



COMMUNITY SCHOOL DISTRICT REPORTS



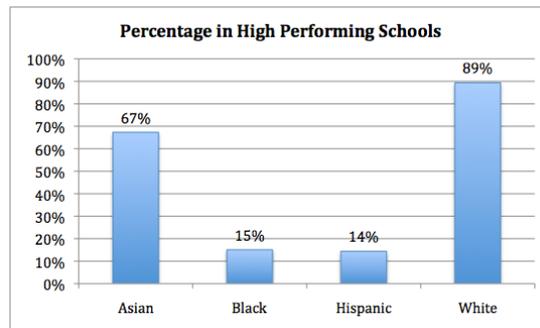
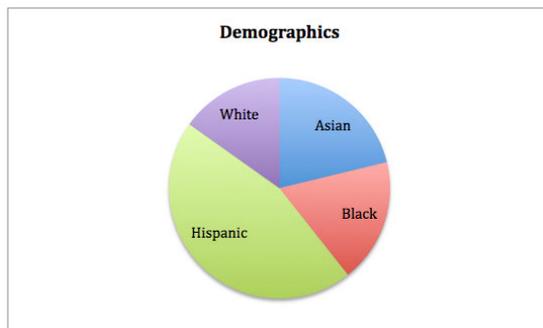
Community School District 1

Manhattan

Opportunity to Learn Rank: 10 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 1	21%	18%	45%	15%	68%
NYC Average	13%	35%	40%	11%	77%



More than 60% of the students in CSD 1 are Black or Hispanic, but less than 30% of the district's middle school students are in the district's high performing schools. Two-thirds of the district's Asian students and nearly 90% of the district's White, non-Hispanic middle school students are enrolled in the district's high performing schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.75	0.17	0.16
CSD 1 Rank	15	18	21



Within CSD 1, it is more than five times as likely that a White, non-Hispanic student will be able to study in a high performing middle school than a Black or Hispanic student.

Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	1.14	0.26	0.24	1.51
CSD 1 Rank	3	10	13	2

The district’s Asian students are more likely and the district’s White, non-Hispanic students are much more likely to have the opportunity to learn in a high performing school than the city-wide average for White, non-Hispanic students. Black and Hispanic students in the district have just one-quarter of the opportunity to learn in a high performing school as the average for White, non-Hispanic students in the New York City public schools.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 1	13%	4%	2%	34%	8%
NYC Average	8%	2%	2%	9%	4%
CSD 1 Rank	5	3	10	1	4

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)



Percentage	Asian	Black	Hispanic	White	All
CSD 1	53%	7%	5%	49%	20%
NYC Average	37%	8%	9%	24%	16%
CSD 1 Rank	3	20	28	1	9

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level NAEP Reading Grade 8 Assessment (2009)

Percentage	Asian	Black	Hispanic	White	All
CSD 1	6%	--	--	0%	3%
NYC Average	3%	--	--	2%	2%

Percentage of Students Scoring at Highest Level NAEP Mathematics Grade 8 Assessment (2009)

Percentage	Asian	Black	Hispanic	White	All
CSD 1	31%	1%	1%	No data	8%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentage of the district's total enrollment scoring at the highest level are above the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 1	1%	5%	13%	35%	6%	7%	21%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 1 has half the city average of teachers without valid teaching certificates and nearly one and a half times the city average of inexperienced teachers. CSD 1 has markedly fewer highly educated teachers and a slightly higher turnover rate of inexperienced teachers than the city average.

Summary

CSD-1 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. (Twenty-five of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Although most of its students are Black or Hispanic, a much lower percentage of those students are enrolled in the district's high performing middle schools than are their Asian and White, non-Hispanic peers. Outcomes on state assessments for the district's Asian and White, non-Hispanic students are higher than city-wide averages for those groups. Outcomes for the district's Black and Hispanic students are average or lower in Mathematics.



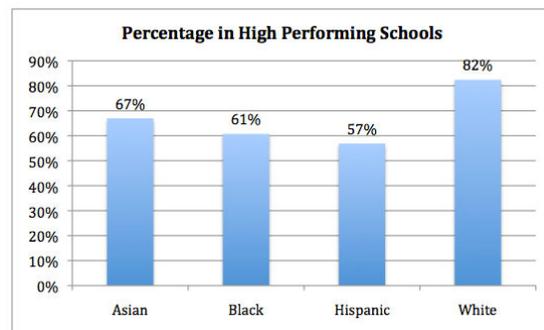
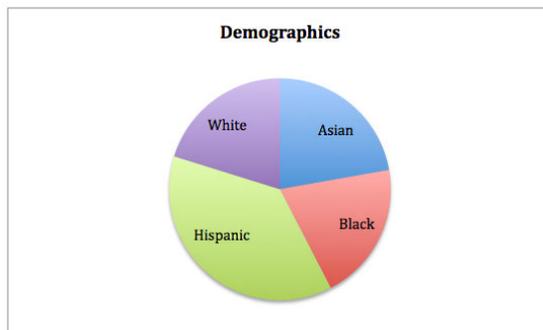
Community School District 2

Manhattan

Opportunity to Learn Rank: 3

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 2	22%	20%	37%	20%	61%
NYC Average	13%	35%	40%	11%	77%



CSD 2 has approximately equal Asian, Black and White, non-Hispanic enrollments, with a plurality of Hispanic students. The district has a lower poverty rate than the city average and most middle school students from each group are enrolled in the district’s high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.81	0.74	0.69
CSD 2 Rank	12	6	6



The opportunity to learn for the district’s Asian, Black and Hispanic students is between nearly 70% to just over 80% of that of the district’s White, non-Hispanic students.

Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	1.13	1.03	0.96	1.40
CSD 2 Rank	4	3	3	5

All the district’s middle school students are nearly as, or more likely, to have the opportunity to learn in a high performing school as the city-wide average for White, non-Hispanic students. The district’s own White, non-Hispanic students are more likely to be placed in a high performing school than the city-wide average for that group.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 2	10%	2%	4%	15%	9%
NYC Average	8%	2%	2%	9%	4%
CSD 2 Rank	10	8	4	4	2

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

Percentage	Asian	Black	Hispanic	White	All
CSD 2	49%	9%	9%	34%	31%
NYC Average	37%	9%	10%	21%	18%
CSD 2 Rank	7	8	15	8	4



National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 2	5%	--	--	5%	4%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 2	28%	1%	2%	16%	12%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts indicate that the percentages of the district’s total enrollment scoring at the highest level is much above the NYC average. Results for the Mathematics assessments also indicate that the district’s combined student scores are higher than the NYC average. These results are driven by those for White, non-Hispanic students and, to a lesser extent, by the district’s Asian students. Performance of the district’s Black students is at the city average, while that for Hispanic students is higher in English Language Arts and lower in Mathematics on the state assessments, but at the city averages when converted to NAEP equivalents in Mathematics.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 2	2%	7%	11%	44%	6%	8%	18%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 2 has the city average of teachers without valid teaching certificates and more than the city average of inexperienced teachers. CSD 2 has a slightly higher percentage of highly educated teachers and a slightly lower turnover rate of inexperienced teachers than the city averages.

Summary

CSD-2 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. (Twenty-eight of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) All the district's middle school students are nearly as, or more likely, to have the opportunity to learn in a high performing school than the city-wide average for White, non-Hispanic students. Outcomes on state assessments for the district's Asian and White, non-Hispanic students are higher than city-wide averages for those groups. Outcomes for the district's Black and Hispanic students are average.



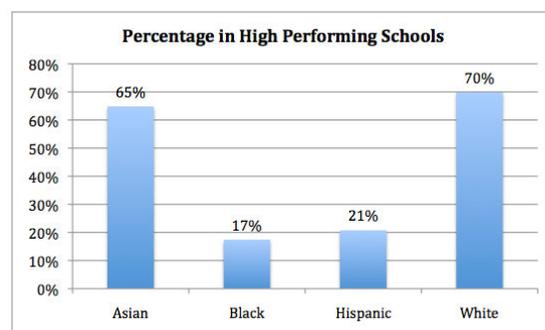
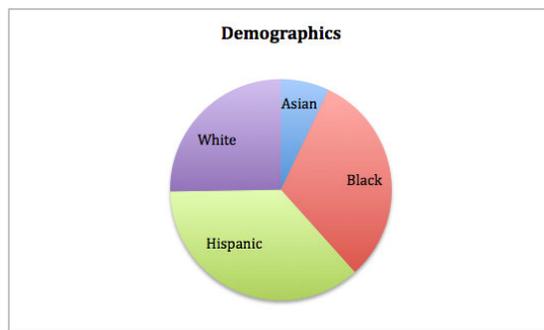
Community School District 3

Manhattan

Opportunity to Learn Rank: 10 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 3	7%	31%	36%	25%	55%
NYC Average	13%	35%	40%	11%	77%



Two-thirds of the students in CSD 3 are Black or Hispanic. Less than one-fifth of the district's Black middle school students and just over one-fifth of the district's Hispanic middle school students are enrolled in the district's high performing schools, while approximately two-thirds of the district's Asian and White, non-Hispanic middle school students are enrolled in the district's high performing schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.93	0.25	0.30
CSD 3 Rank	11	14	18



The opportunity to learn in a high performing school for the district’s Asian students is nearly the same as that of the district’s White, non-Hispanic students, while those for the district’s Black and Hispanic students are a quarter for the former and less than a third for the latter of that of the district’s White, non-Hispanic students. In other words, it is four times as likely that one of the district’s White, non-Hispanic middle school students will be able to study in a high performing school than for one of the district’s Black students.

Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	1.10	0.30	0.35	1.18
Rank	5	8	12	7

The district’s Asian and White, non-Hispanic middle school students are more likely to have the opportunity to learn in a high performing school than the average White, non-Hispanic New York City student. But the average White, non-Hispanic student in New York City is three times more likely to have the opportunity to learn in a high performing school as one of the district’s Black or Hispanic students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 3	22%	2%	2%	23%	8%
NYC Average	8%	2%	2%	9%	4%
CSD 3 Rank	1	8	10	2	4



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 3	51%	8%	12%	38%	19%
NYC Average	37%	8%	9%	24%	16%
CSD 3 Rank	6	12	9	3	12

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reaching Grade 8 Assessment (2009)**

Percentage	Asian	Black	Hispanic	White	All
CSD 1	10%	--	--	7%	3%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

Percentage	Asian	Black	Hispanic	White	All
CSD 3	30%	1%	2%	18%	7%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are higher than the NYC average. Results are similar to those for the NYC average for the district's Black and Hispanic students. The district's Asian and



White, non-Hispanic students greatly outperform the city averages for those groups on both the state assessments and the NAEP equivalents. The district’s Black and Hispanic students score at or near the city averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 3	2%	9%	10%	40%	6%	9%	25%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 3 has the city average of teachers without valid teaching certificates and slightly more than the city average of inexperienced teachers. CSD 3 has fewer highly educated teachers and a higher turnover rate of inexperienced teachers than the city average.

Summary

CSD-3 has slightly fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. (Twenty-nine of New York City’s 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Although most of its students are Black or Hispanic, less than one-fifth of the district’s Black middle school students and just over one-fifth of the district’s Hispanic middle school students are enrolled in the district’s high performing schools, while approximately two-thirds of the district’s Asian and White, non-Hispanic students are enrolled in the district’s high performing schools. Outcomes on state



assessments for the district's Asian and White, non-Hispanic students are much higher than city-wide averages for those groups. Outcomes for the district's Black and Hispanic students are at or near average.



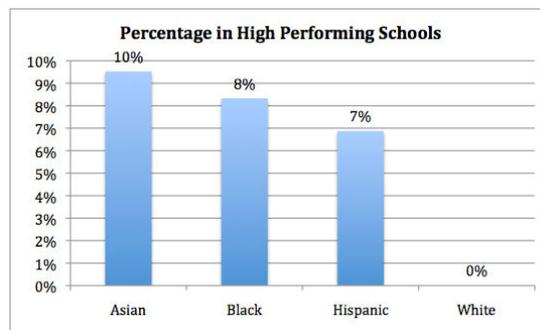
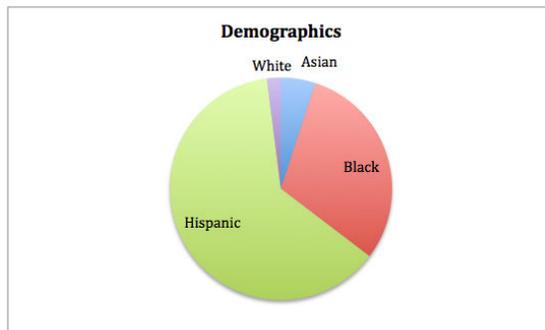
Community School District 4

Manhattan

Opportunity to Learn Rank: 18 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 4	5%	30%	62%	2%	87%
NYC Average	13%	35%	40%	11%	77%



Over 90% of the students in CSD 4 are Black or Hispanic, but less than 10% of the district's Black and Hispanic middle school students are in the district's high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	-	-	-
CSD 4 Rank	No OTL	No OTL	No OTL

There are too few White, non-Hispanic students in the district's two small high performing middle schools to calculate within-district opportunity to learn indicators.



Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.16	0.14	0.12	0.00
CSD 4 Rank	20	15	20	Fewer than 5%

The district’s middle school students have little opportunity to learn in a high performing school as compared to the average for White, non-Hispanic New York City student.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 4	9%	2%	1%	7%	2%
NYC Average	8%	2%	2%	9%	4%
CSD 4 Rank	14	8	19	18	16

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 4	52%	10%	7%	21%	9%
NYC Average	37%	8%	9%	24%	16%
CSD 4 Rank	5	5	22	20	19



National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 4	4%	--	--	2%	1%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 4	30%	1%	1%	10%	4%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are for the most part half the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 4	2%	10%	15%	34%	9%	11%	27%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 4 has the city average of teachers without valid teaching certificates and much more than the city average of inexperienced teachers. CSD 4 has markedly fewer highly educated teachers and a significantly higher turnover rate of inexperienced teachers than the city average.

Summary

CSD-4 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Just six of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) The district's students have little opportunity to learn in a high performing school as compared to the average for White, non-Hispanic New York City student. Outcomes on state assessments for the district's students, taken as a whole, are half the city-wide averages.



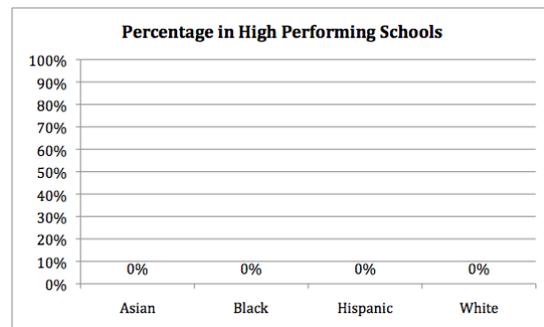
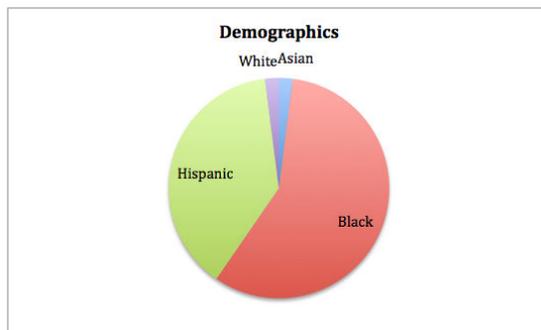
Community School District 5

Manhattan

Opportunity to Learn Rank: None

Demographics

Percentage	Asian	Black	Hispanic	White	FRPL
CSD 5	2%	57%	38%	2%	78%
NYC Average	13%	35%	40%	11%	77%



Ninety-five percent of the students in CSD 5 are Black or Hispanic. The district has no high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	-	-	-
CSD 5 Rank	Fewer than 5%	No OTL	No OTL



Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	-	-	-	-
CSD 5 Rank	Fewer than 5%	No OTL	No OTL	Fewer than 5%

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 5	--	1%	0%	14%	1%
NYC Average	8%	2%	2%	9%	4%
CSD 5 Rank		19	32	5	25

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 5	--	8%	10%	45%	10%
NYC Average	37%	8%	9%	24%	16%
CSD 5 Rank		12	13	2	17

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were



insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 5	0%	--	--	4%	0%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 5	0%	1%	2%	22%	4%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentage of the district's students scoring at the highest level are far below the NYC averages. The district has very few White, non-Hispanic or Asian students.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 5	3%	9%	11%	37%	10%	11%	31%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 5 has more than the city average of teachers without valid teaching certificates and more inexperienced teachers than the city average. CSD 5 has fewer highly educated teachers and a turnover rate of inexperienced teachers much higher than the city average.

Summary

CSD-5 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and is at the mid-point poverty rate for New York City Community School Districts. (Sixteen of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) The district has no high performing middle schools. Outcomes for the district's Black and Hispanic students are far lower than city averages.



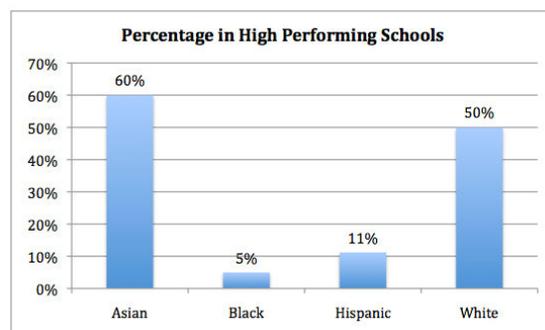
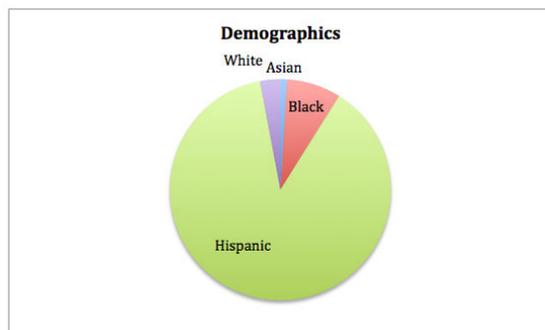
Community School District 6

Manhattan

Opportunity to Learn Rank: 16

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 6	1%	8%	89%	3%	89%
NYC Average	13%	35%	40%	11%	77%



Nearly all of the students in CSD 6 are Black or Hispanic, but few are in the district’s high performing schools. Half or more of the district’s few Asian and White, non-Hispanic middle school students are enrolled in the district’s high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	--	0.10	0.22
CSD 6 Rank	--	20	20



The average White, non-Hispanic middle school student in the district is nearly five times as likely as the typical Hispanic student in the district to have the opportunity to learn in a high performing school. For the district’s Black students, the odds are ten to one.

Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	--	0.08	0.19	0.85
CSD 6 Rank	--	20	15	--

The average White, non-Hispanic New York City middle school student is five times more likely than one of the district’s Hispanic students and more than ten times more likely that one of the district’s Black students to have an opportunity to learn in a high performing school. The district’s own, few, White, non-Hispanic students have less of an opportunity to learn that does the average New York City White, non-Hispanic student.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 6	No data	1%	2%	11%	2%
NYC Average	8%	2%	2%	9%	4%
CSD 6 Rank	--	19	10	8	16



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 6	No data	11%	12%	38%	12%
NYC Average	37%	8%	9%	24%	16%
CSD 6 Rank	--	2	9	3	15

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 6	No data	--	--	3%	1%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

Percentage	Asian	Black	Hispanic	White	All
CSD 6	No data	1%	2%	18%	5%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are far below the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 6	2%	7%	8%	39%	6%	7%	28%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 6 has the city average percentage of teachers without valid teaching certificates and slightly less than the city average percentage of inexperienced teachers. CSD 6 has fewer highly educated teachers and a higher turnover rate of inexperienced teachers than the city averages.

Summary

CSD-6 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Only three of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Nearly all of the students in CSD 6 are Black or Hispanic; few are in the district's high performing schools. Half or more of the district's few Asian and White, non-Hispanic middle school students are enrolled in the district's high performing schools. Outcomes on state assessments for the district are below average.



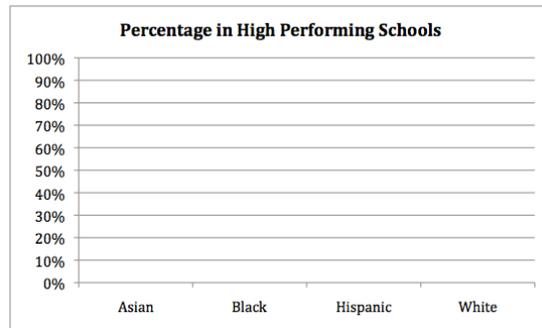
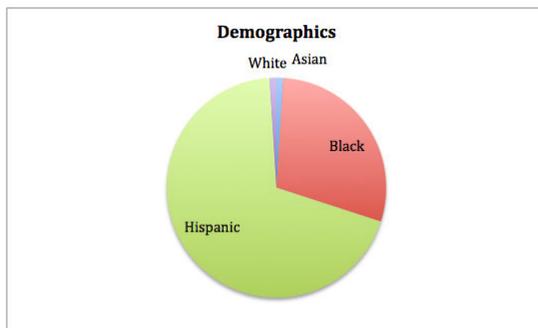
Community School District 7

Bronx

Opportunity to Learn Rank: None

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 7	1%	29%	69%	1%	91%
NYC Average	13%	35%	40%	11%	77%



Nearly all of the students in CSD 7 are Black or Hispanic. The district has no high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	-	-	-
CSD 7 Rank	--	No OTL	No OTL



Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	-	-	-	-
CSD 7 Rank	--	No OTL	No OTL	--

None of the district’s students have the opportunity to learn in a high performing middle school.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 7	0%	0%	1%	0%	1%
NYC Average	8%	2%	2%	9%	4%
CSD 7 Rank	32	32	19	32	25

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 7	25%	3%	6%	29%	5%
NYC Average	37%	8%	9%	24%	16%
CSD 7 Rank	23	30	27	11	30



National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 7	0%	--	--	0%	0%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 7	15%	0%	1%	14%	2%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are far below the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 7	3%	8%	16%	33%	8%	9%	19%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 7 has more than the city average of teachers without valid teaching certificates and more than the city average percentage of inexperienced teachers. CSD 7 has fewer highly educated teachers, but a slightly lower turnover rate of inexperienced teachers than the city averages. These factors have markedly improved from the previous year.

Summary

CSD-7 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Only one of New York City's 32 Community School Districts has a higher percentage of students eligible for Free or Reduced Price Lunch.) None of the district's middle school students have the opportunity to learn in a high performing school. Outcomes on state assessments for the district's students are far lower than city-wide averages.



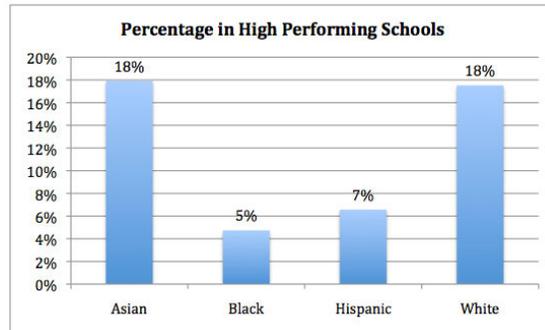
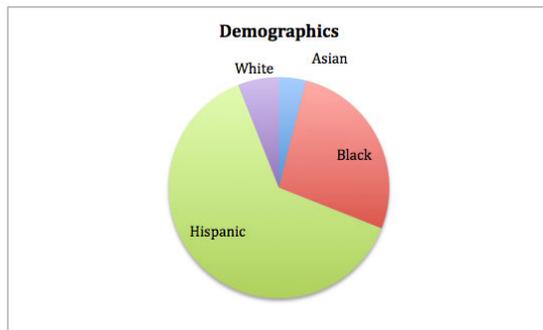
Community School District 8

Bronx

Opportunity to Learn Rank: 18 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 8	4%	27%	63%	6%	85%
NYC Average	13%	35%	40%	11%	77%



Ninety percent of the students in CSD 8 are Black or Hispanic, but only 5% of the former and 7% of the latter are in the district’s single high performing middle school. Approximately 20% of the district’s White, non-Hispanic and Asian middle school students are enrolled in that school.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	--	0.27	0.38
CSD 8 Rank	--	13	15



A typical White, non-Hispanic student in the district has approximately three times the opportunity to learn in a high performing middle school as does one of the district’s Black and Hispanic students.

Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	--	0.08	0.11	0.30
CSD 8 Rank	--	22	21	17

An average New York City White, non-Hispanic middle school student is more than three times more likely to have the opportunity to learn in a high performing school as a White, non-Hispanic student in the district and ten times the chance as one of the district’s Black or Hispanic students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 8	7%	1%	1%	3%	2%
NYC Average	8%	2%	2%	9%	4%
CSD 8 Rank	16	19	19	23	16



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 8	31%	6%	5%	20%	8%
NYC Average	37%	8%	9%	24%	16%
CSD 8 Rank	18	24	28	21	22

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 8	3%	--	--	1%	1%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level (4)
NAEP Mathematics Grade 8 Assessment (2009)**

Percentage	Asian	Black	Hispanic	White	All
CSD 8	18%	1%	1%	10%	3%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are far below the NYC averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 8	3%	9%	13%	33%	12%	13%	18%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 8 has more than the city average of teachers without valid teaching certificates and a much higher than city average of inexperienced teachers. CSD 8 has fewer highly educated teachers than the city average and a marginally better teacher turnover rate of inexperienced teachers.

Summary

CSD-8 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Only eight of New York City’s 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Ninety percent of the students in CSD 8 are Black or Hispanic, but only 5% of the former



and 7% of the latter are in the district's single high performing middle school. Outcomes on state assessments for the district's students are lower than city-wide averages.



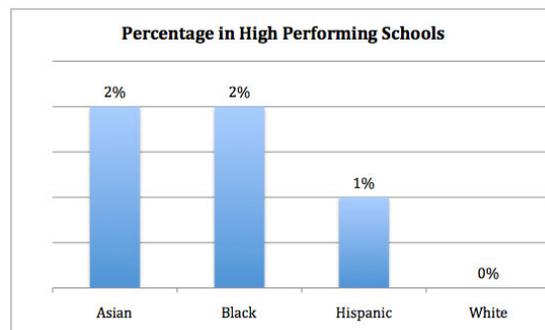
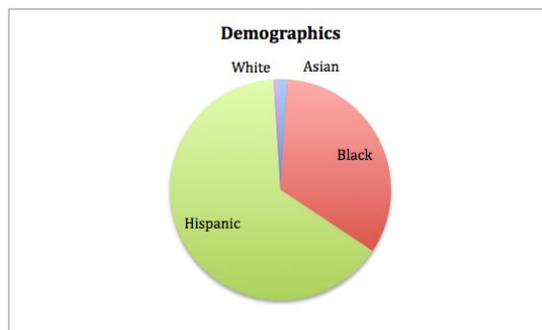
Community School District 9

Bronx

Opportunity to Learn Rank: 24 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 9	1%	33%	64%	1%	91%
NYC Average	13%	35%	40%	11%	77%



Ninety-seven percent of the students in CSD 9 are Black or Hispanic. Only 2% of the former and 1% of the latter middle school students are in the district's single high performing middle school.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	-	-	-
CSD 9 Rank	--	No OTL	No OTL



Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	--	0.03	0.01	--
CSD 9 Rank	--	25	26	--

There is no significant opportunity to learn in a high performing school for the district's middle school students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 9	4%	1%	1%	0%	1%
NYC Average	8%	2%	2%	9%	4%
CSD 9 Rank	20	19	19	32	25

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 9	24%	5%	7%	6%	7%
NYC Average	37%	8%	9%	24%	16%
CSD 9 Rank	24	24	22	25	27



National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 9	2%	--	--	0%	0%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 9	14%	1%	1%	3%	3%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are below the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 9	4%	10%	16%	32%	10%	12%	28%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 9 has twice the city average of teachers without valid teaching certificates and nearly twice the city average of inexperienced teachers. CSD 9 has fewer highly educated teachers and a higher turnover rate of inexperienced teachers than the city averages.

Summary

CSD-9 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Just two of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Very few of the district's students are enrolled in the district's single high performing middle school. Outcomes on state assessments for the district's students are lower than city-wide averages.



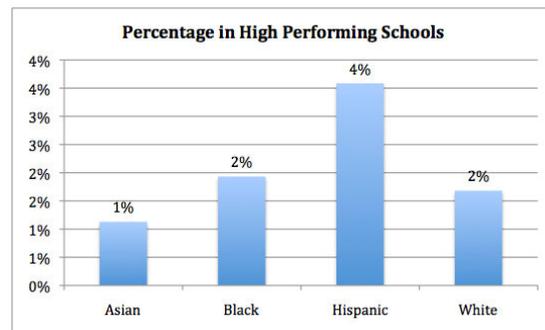
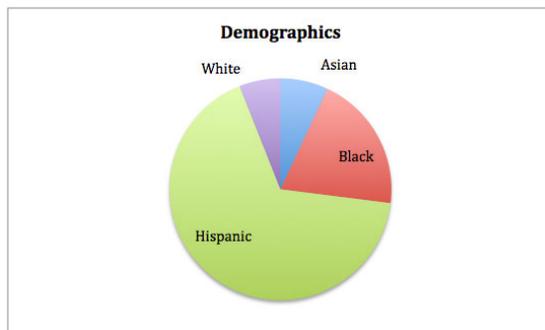
Community School District 10

Bronx

Opportunity to Learn Rank: 24 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 10	7%	20%	67%	6%	84%
NYC Average	13%	35%	40%	11%	77%



Eighty-seven percent of the students in CSD 10 are Black or Hispanic. Only a minimal percentage of middle school students from any group are in the district's few small high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.67	1.15	2.13
CSD 10 Rank	17	2	1



The small number of students enrolled in the district’s three high performing middle schools give rise to some unusual statistics. There are twice as many Hispanic as White, non-Hispanic students in those schools. A Black student is more likely than a White, non-Hispanic student in the district to have the opportunity to learn in a high performing school, although that chance is very low.

Opportunity To Learn (City-Wide Comparison)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.02	0.03	0.06	0.03
CSD 10 Rank	26	24	24	22

city-wide comparisons give a more meaningful analysis. The district’s middle school students have a very low opportunity to learn in a high performing school as compared to the city-wide average for White, non-Hispanic students. For example, the average New York City White, non-Hispanic student is fifty times more likely to have the opportunity to learn in a high performing school as one of the district’s Asian students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 10	4%	2%	2%	3%	2%
NYC Average	8%	2%	2%	9%	4%
CSD 10 Rank	20	8	10	22	16



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 10	29%	8%	8%	26%	10%
NYC Average	37%	8%	9%	24%	16%
CSD 10 Rank	19	12	17	14	17

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 10	2%	--	--	1%	1%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 10	17%	1%	2%	12%	4%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are below the NYC averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 10	3%	7%	10%	37%	7%	8%	18%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 10 has more teachers without valid teaching certificates and more inexperienced teachers than the city average. CSD 10 has fewer highly educated teachers, but a slightly lower turnover rate of inexperienced teachers than the city averages.

Summary

CSD-10 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (The district has a higher percentage of students eligible for Free and Reduced Price Lunch than two-thirds of the city’s Community School Districts.) Outcomes for the district’s students are lower than city averages.



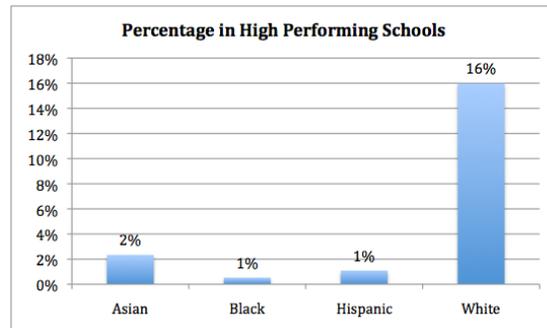
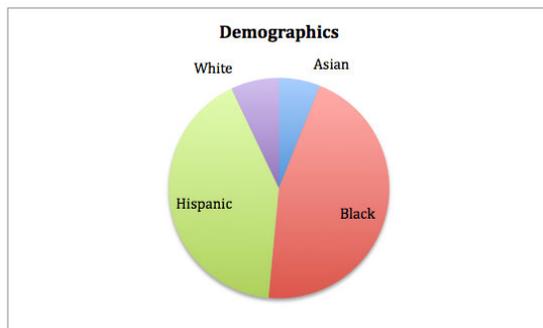
Community School District 11

Bronx

Opportunity to Learn Rank: 26

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 11	6%	45%	41%	7%	77%
NYC Average	13%	35%	40%	11%	77%



Eighty-six percent of the students in CSD 11 are Black or Hispanic. Few of the district's White, non-Hispanic middle school students are in the district's two high performing schools, and practically no students from any other group have that opportunity.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.15	0.03	0.07
CSD 11 Rank	22	22	22



A White, non-Hispanic middle school student in the district has six times the opportunity of an Asian, fourteen times the opportunity of a Hispanic and thirty-three times the opportunity of a Black student to enroll in one of the district’s two high performing middle schools.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.04	0.01	0.02	0.27
CSD 11 Rank	24	26	25	19

city-wide comparisons show that the district’s Asian, Black and Hispanic middle school students have nearly no opportunity to learn in a high performing school as compared to the city-wide average for White, non-Hispanic students. The district’s few White, non-Hispanic middle school students have only a quarter of the chance of a typical New York City White, non-Hispanic student to study in a high performing school.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 11	7%	1%	1%	4%	2%
NYC Average	8%	2%	2%	9%	4%
CSD 11 Rank	16	19	19	21	16



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 11	27%	4%	5%	18%	7%
NYC Average	37%	8%	9%	24%	16%
CSD 11 Rank	21	28	28	23	27

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 11	3%	--	--	1%	1%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009-10)**



	Asian	Black	Hispanic	White	All
CSD 11	16%	1%	1%	9%	3%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are below the NYC averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 11	2%	7%	8%	39%	7%	9%	17%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 11 is at the city average of teachers without valid teaching certificates and is at less than the city average of inexperienced teachers. CSD 11 has fewer highly educated teachers than average, but a turnover rate of inexperienced teachers below the city averages.



Summary

CSD-11 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and an average poverty rate for New York City Community School Districts. (Eighteen of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Few of the district's White, non-Hispanic students are in the district's two high performing schools, and practically no students from any other group have that opportunity. Outcomes on state assessments for the district's students are lower than city-wide averages.



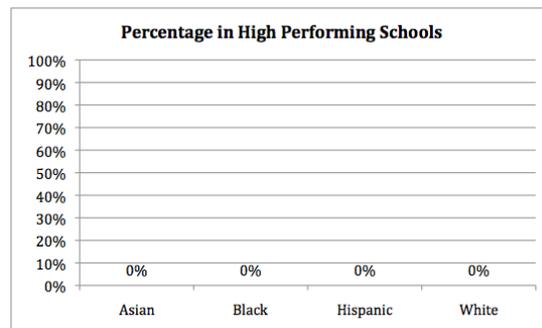
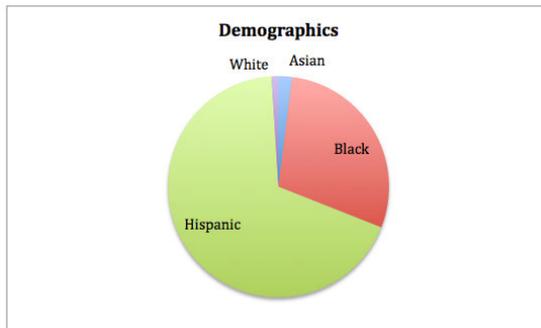
Community School District 12

Bronx

Opportunity to Learn Rank: None

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 12	2%	29%	68%	1%	93%
NYC Average	13%	35%	40%	11%	77%



Nearly all of the students in CSD 12 are Black or Hispanic. None of the district's middle schools are high performing.

Opportunity to Learn (Within-District Comparison)

Race//Ethnicity	Asian	Black	Hispanic
Index	--	--	--
CSD 12 Rank	--	No OTL	No OTL

Opportunity To Learn (City-Wide Comparisons)



Race/Ethnicity	Asian	Black	Hispanic	White
Index	--	--	--	--
CSD 12 Rank	--	No OTL	No OTL	--

None of the district’s students have an opportunity to learn in a high performing school.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 12	0%	1%	1%	0%	1%
NYC Average	8%	2%	2%	9%	4%
CSD 12 Rank	32	19	19	32	25

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 12	23%	8%	8%	0%	8%
NYC Average	37%	8%	9%	24%	16%
CSD 12 Rank	25	12	17	32	22

National Assessment of Educational Progress Equivalents



The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 12	0%	--	--	0%	0%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 12	13%	1%	2%	0%	3%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are below the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 12	4%	11%	17%	31%	11%	12%	22%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 12 has twice the city average of teachers without valid teaching certificates and many more than the city average of inexperienced teachers. CSD 12 has markedly fewer highly educated teachers and a higher turnover rate of inexperienced teachers than the city average.

Summary

CSD-12 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and the highest poverty rate among New York City Community School Districts. None of the district's middle schools are high performing. Outcomes on state assessments for the district's students are lower than city-wide averages.



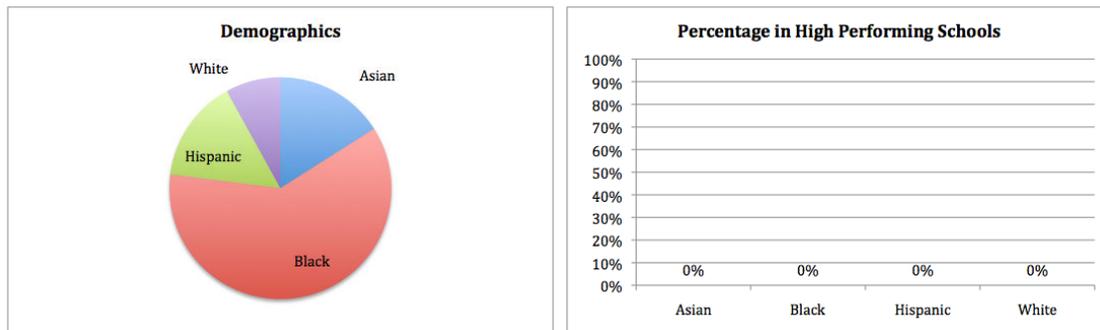
Community School District 13

Brooklyn

Opportunity to Learn Rank: None

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 13	16%	61%	15%	8%	73%
NYC Average	13%	35%	40%	11%	77%



More than three-quarters of the students in CSD 13 are Black or Hispanic. None of the district's middle schools are high performing.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	-	-	-
CSD 13 Rank	No OTL	No OTL	No OTL



Opportunity To Learn (As Compared To city-Wide Average for White Students)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	-	-	-	-
CSD 13 Rank	No OTL	No OTL	No OTL	No OTL

None of the district's students have an opportunity to learn in a high performing school.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 13	0%	0%	1%	9%	1%
NYC Average	8%	2%	2%	9%	4%
CSD 13 Rank	32	32	19	14	25

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 13	10%	5%	6%	4%	5%
NYC Average	37%	8%	9%	24%	16%
CSD 13 Rank	29	24	25	27	30



National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 13	0%	--	--	3%	0%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 13	6%	1%	1%	2%	2%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are below the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 13	2%	7%	9%	39%	7%	7%	26%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 13 is at the city averages of teachers without valid teaching certificates and inexperienced teachers. CSD 13 has fewer highly educated teachers and a higher turnover rate of inexperienced teachers than the city averages.

Summary

CSD-13 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. (Twenty-one of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) None of the district's middle schools are high performing. Outcomes on state assessments for the district's students are lower than city-wide averages.



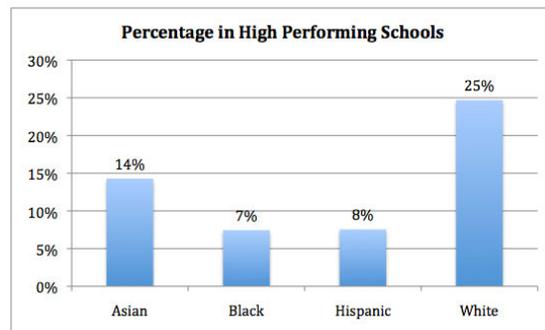
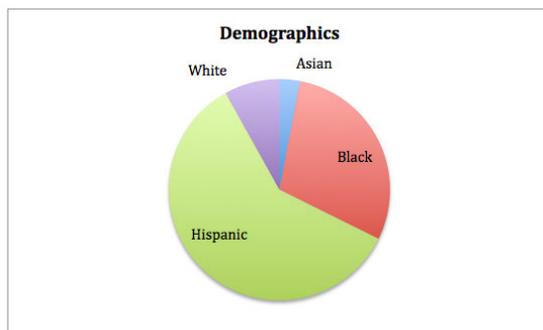
Community School District 14

Brooklyn

Opportunity to Learn Rank: 17

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 14	3%	29%	59%	8%	85%
NYC Average	13%	35%	40%	11%	77%



Nearly 90% of the students in CSD 14 are Black or Hispanic. While a quarter of the district's White, non-Hispanic middle school students are in the district's single high performing middle school, the percentages of students of other race/ethnicities in that school are minimal.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	--	0.30	0.31
CSD 14 Rank	--	12	17



White, non-Hispanic middle school students are more than three times as likely as the district’s Black and Hispanic students to have the opportunity to learn in a high performing school.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	--	0.13	0.13	0.42
CSD 14 Rank	--	17	18	16

The typical White, non-Hispanic middle school student in New York City is more than twice as likely as a White, non-Hispanic student in this district to have the opportunity to study in a high performing school and eight times as likely as one of the district’s Black or Hispanic student.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4)
New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 14	No data	2%	2%	10%	3%
NYC Average	8%	2%	2%	9%	4%
CSD 14 Rank		8	10	11	15

Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
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CSD 14	No data	8%	8%	24%	12%
NYC Average	37%	8%	19%	24%	16%
CSD 14 Rank		12	17	19	15

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level NAEP Reading Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 14	No data	--	--	3%	1%
NYC Average	3%	--	--	2%	2%

Percentage of Students Scoring at Highest Level (4) NAEP Mathematics Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 14	No data	1%	2%	12%	5%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are below the NYC averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 14	2%	8%	11%	37%	10%	10%	21%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 14 is at the city average of teachers without valid teaching certificates and has more than the city average of inexperienced teachers. CSD 14 has fewer highly educated teachers and a turnover rate of inexperienced teachers nearly the same as the city averages.

Summary

CSD-14 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Nine of New York City’s 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Outcomes on state assessments for the district’s students are lower than city-wide averages.



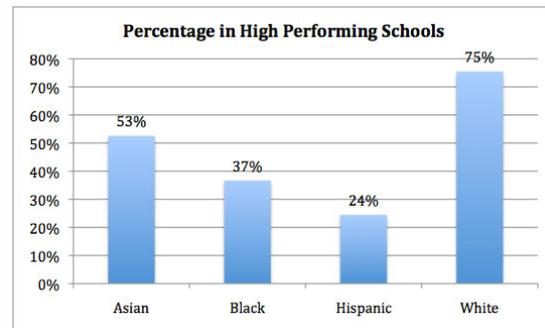
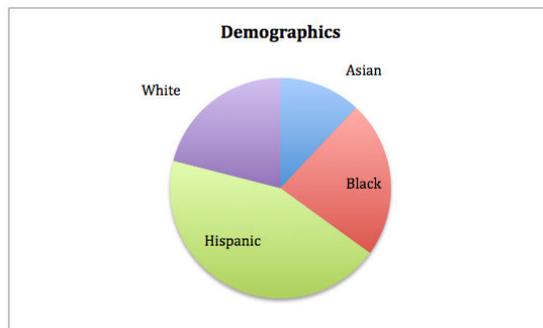
Community School District 15

Brooklyn

Opportunity to Learn Rank: 6

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 15	12%	23%	44%	21%	67%
NYC Average	13%	35%	40%	11%	77%



Two-thirds of the students in CSD 15 are Black or Hispanic. While three-quarters of the district's White, non-Hispanic middle school students are in the district's high performing middle schools, that percentage declines to just over 50% for the district's Asian students, 37% for the district's Black students and 24% for the district's Hispanic students.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.70	0.49	0.32
CSD 15 Rank	16	9	16



The district’s White, non-Hispanic middle school students have a greater opportunity to learn than the district’s Asian students, twice the opportunity to learn as the district’s Black students and three times the opportunity to learn of the district’s Hispanic students.

Opportunity To Learn (city-Wide comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.89	0.62	0.41	1.28
CSD 15 Rank	11	5	9	6

The average White, non-Hispanic middle school student from the district has a better opportunity to learn in a high performing school than does the typical New York City White, non-Hispanic student. On the other hand, none of the other students in the district have as good a chance of attending a high performing school as the city-wide average for White, non-Hispanic students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4)
New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 15	17%	3%	3%	19%	7%
NYC Average	8%	2%	2%	9%	4%
CSD 15 Rank	3	4	6	3	7

Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)



Percentage	Asian	Black	Hispanic	White	All
CSD 15	48%	10%	8%	36%	17%
NYC Average	37%	8%	9%	24%	16%
CSD 15 Rank	9	5	17	6	14

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level NAEP Reading Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 15	8%	--	--	6%	3%
NYC Average	3%	--	--	2%	2%

Percentage of Students Scoring at Highest Level NAEP Mathematics Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 15	28%	1%	2%	17%	7%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are in most cases above the NYC averages. The scores of White, non-Hispanic and Asian students are notably higher than average.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 15	1%	8%	10%	37%	10%	11%	21%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 15 has fewer than the city average of teachers without valid teaching certificates and slightly more than the city average of inexperienced teachers. CSD 15 has fewer highly educated teachers and a turnover rate of inexperienced teachers nearly the same as the city averages.

Summary

CSD-15 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. (Twenty-six of New York City’s 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) The average White, non-Hispanic student from the district has a better



opportunity to learn in a high performing school than does the typical New York City White, non-Hispanic student. On the other hand, none of the other student's in the district has as good a chance to learn in a high performing school as the city-wide average for White, non-Hispanic students. Outcomes on state assessments for the district's White, non-Hispanic and Asian students are considerably higher than city-wide averages for those groups. Outcomes for the district's Black and Hispanic students are slightly higher than the average for the city.



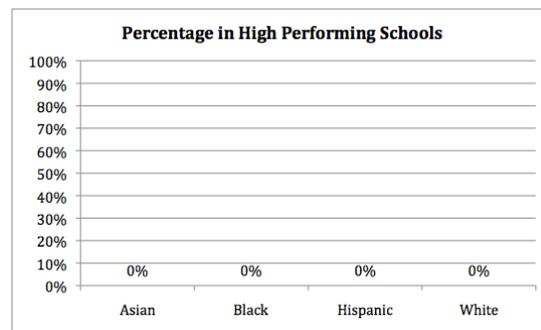
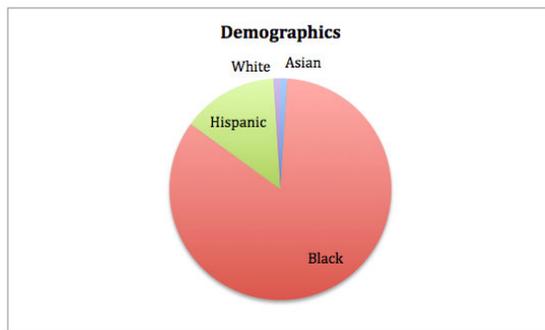
Community School District 16

Brooklyn

Opportunity to Learn Rank: None

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 16	1%	84%	14%	1%	81%
NYC Average	13%	35%	40%	11%	77%



Nearly all the students served by CSD 16 are Black or Hispanic. The district has no high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	--	--	--
CSD 16 Rank	--	No OTL	No OTL



Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	--	-	-	--
CSD 16 Rank	--	No OTL	No OTL	--

None of the district's students have an opportunity to learn in a high performing school.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 16	0%	1%	0%	--	1%
NYC Average	8%	2%	2%	9%	4%
CSD 16 Rank	32	19	32		25

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 16	11%	7%	3%	--	6%
NYC Average	37%	8%	9%	24%	16%
CSD 16 Rank	28	20	31		29

National Assessment of Educational Progress Equivalent



The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 16	0%	--	--	0%	0%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 16	6%	1%	1%	0%	2%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are considerably lower than the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 16	3%	10%	9%	34%	13%	13%	21%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 16 has more than the city average of teachers without valid teaching certificates and is at the city average of inexperienced teachers. CSD 16 has many fewer highly educated teachers and a turnover rate of inexperienced teachers nearly the same as the city averages.

Summary

CSD-16 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Only twelve of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) None of the district's students have an opportunity to learn in a high performing middle school. Outcomes on state assessments for the district's students are lower than city-wide averages.



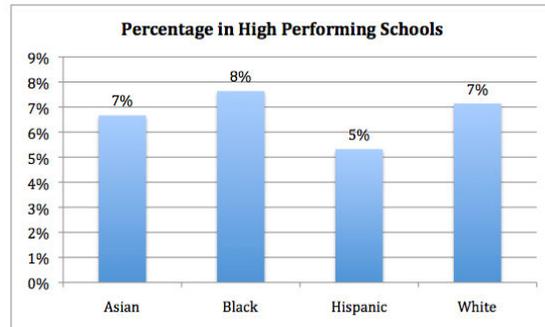
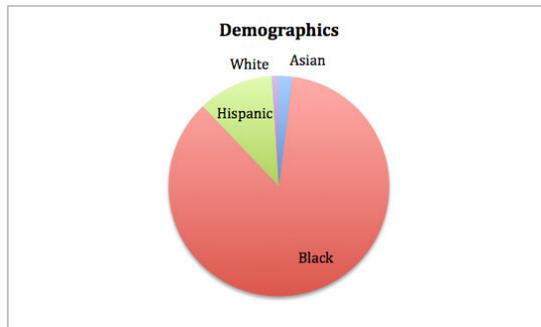
Community School District 17

Brooklyn

Opportunity to Learn Rank: 18

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 17	2%	85%	11%	1%	87%
NYC Average	13%	35%	40%	11%	77%



Ninety-six percent of the students served by CSD 17 are Black or Hispanic and nearly 90% are eligible for Free or Reduced Price Lunch. The district's two small high performing middle schools serve approximately equal percentages of each racial/ethnic group.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	--	1.07	0.74
CSD 17 Rank	--	3	5



The district’s Asian and Black students have approximately the same opportunity to learn as the district’s White, non-Hispanic students. The district’s Hispanic students have less.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	--	0.13	0.09	--
CSD 17 Rank	--	16	22	--

On the other hand, a typical New York City White, non-Hispanic student has approximately eight times the opportunity to learn in a high performing middle school as a Black or White, non-Hispanic student from this district, nine times that of an Asian student and eleven times that of a Hispanic student from this district.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 17	0%	1%	1%	0%	1%
NYC Average	8%	2%	2%	9%	4%
CSD 17 Rank	32	19	19	32	25

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
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CSD 17	18%	9%	9%	0%	9%
NYC Average	37%	8%	9%	24%	16%
CSD 17 Rank	27	8	15	32	19

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level NAEP Reading Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 17	0%	--	--	0%	0%
NYC Average	3	--	--	2	2

Percentage of Students Scoring at Highest Level NAEP Mathematics Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 17	10%	1%	2%	0%	4%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are considerably lower than the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 17	1%	7%	7%	43%	6%	8%	24%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 17 has seen a dramatic improvement in this regard in the past two years. It now has fewer than the city average of teachers without valid teaching certificates and is below the city average of inexperienced teachers. CSD 17 now has an average percentage highly educated teachers, but continues to have a turnover rate of inexperienced teachers higher than the city averages.

Summary

CSD-17 now has similar resources to the city averages (in terms of highly educated teachers with their comparatively higher salary and benefit levels). It has a higher poverty rate than most New York City Community School Districts. (Just seven of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) The improvement in resources has not yet affected outcomes. Few of the district's students have an opportunity to learn in a high performing middle school. Outcomes on state assessments for the district's students are lower than city-wide averages.



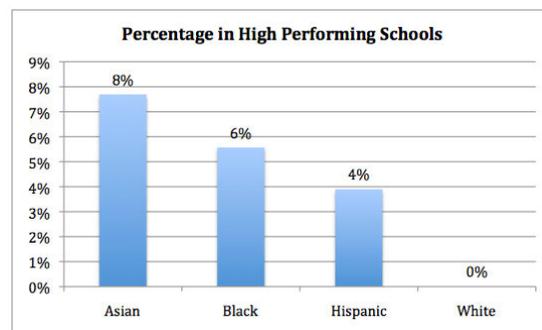
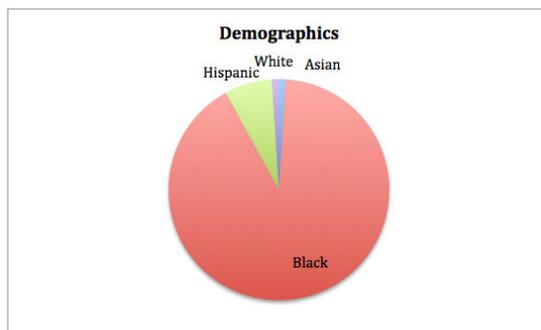
Community School District 18

Brooklyn

Opportunity to Learn Rank: 23

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 18	1%	91%	7%	1%	78%
NYC Average	13%	35%	40%	11%	77%



Over 90% of the students served by CSD 18 are Black nearly all the rest are Hispanic. The district's single small high performing middle school serves few students, none of whom are White, non-Hispanic.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	-	-	-
CSD 18 Rank	No OTL	No OTL	No OTL



Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	--	0.09	0.07	--
CSD 18 Rank	--	19	23	--

A typical New York City White, non-Hispanic student is between nine and fourteen times more likely than an Asian, Black or Hispanic student from this district to have an opportunity to learn in a high performing middle school.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 18	0%	2%	1%	0%	2%
NYC Average	8%	2%	2%	9%	4%
CSD 18 Rank	32	8	19	32	16

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 18	29%	8%	10%	6%	8%
NYC Average	37%	8%	9%	24%	16%
CSD 18 Rank	19	12	13	25	22



National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level New York State English Language Arts Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 18	0%	--	--	0%	1%
NYC Average	3%	--	--	2%	2%

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

Percentage	Asian	Black	Hispanic	White	All
CSD 18	17%	1%	2%	3%	3%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are considerably lower than the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 18	3%	7%	12%	41%	8%	9%	23%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 18 has more than the city averages of teachers without valid teaching certificates and inexperienced teachers. CSD 18 has an average percentage highly educated teachers and a turnover rate of inexperienced teachers higher than the city averages.

Summary

CSD-18 has near average resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a near average poverty rate for a New York City Community School District. The district's single small high performing middle school serves few students, none of whom are White, non-Hispanic. Outcomes on state assessments for the district's students are lower than city-wide averages.



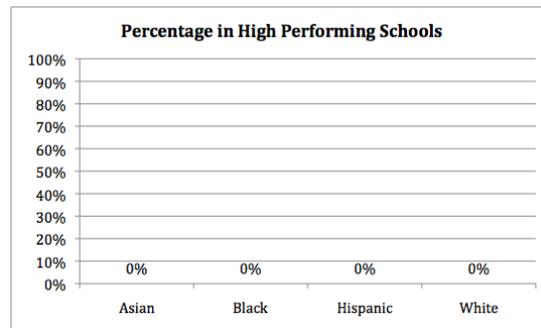
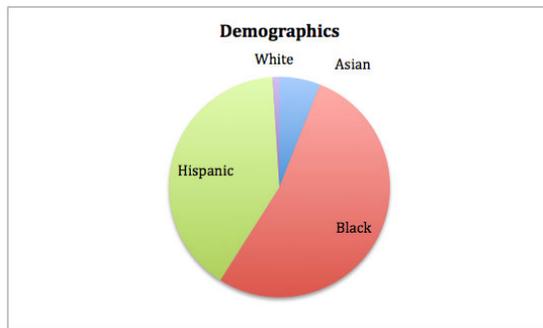
Community School District 19

Brooklyn

Opportunity to Learn Rank: None

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 19	6%	53%	40%	1%	89%
NYC Average	13%	35%	40%	11%	77%



Over 90% of the students served by CSD 19 are Black or Hispanic. Nearly 90% of the district's students are eligible for Free or Reduced Priced Lunch. The district has no high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	-	-	-
CSD 19 Rank	No OTL	No OTL	No OTL



Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	-	-	-	-
CSD 19 Rank	No OTL	No OTL	No OTL	No OTL

The district's students have no opportunity to learn in a high performing middle school.

Assessments

New York State Assessments

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 19	6%	1%	1%	0%	1%
NYC Average	8%	2%	2%	9%	4%
CSD 19 Rank	19	19	19	32	25

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 19	26%	7%	7%	3%	8%
NYC Average	37%	8%	9%	24%	16%
CSD 19 Rank	22	20	22	28	22

National Assessment of Educational Progress Equivalents



The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 19	3%	--	--	0%	0%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level (4)
NAEP Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 19	15%	1%	1%	1%	3%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentage of the district's students scoring at the highest level are considerably lower than the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 19	2%	8%	8%	40%	8%	9%	28%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 19 has the city averages of teachers without valid teaching certificates and inexperienced teachers. CSD 19 has lower than average percentage highly educated teachers and a turnover rate of inexperienced teachers much higher than the city averages.

Summary

CSD-19 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Just four of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) The district's students have no opportunity to learn in a high performing middle school. Outcomes on state assessments for the district's students are lower than city-wide averages.



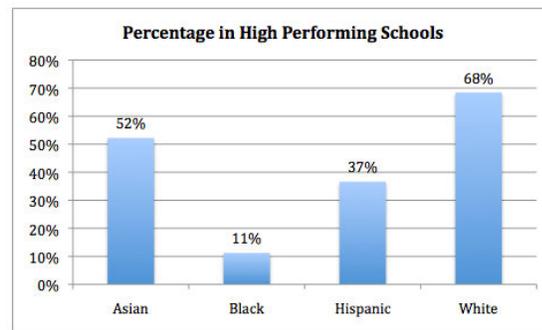
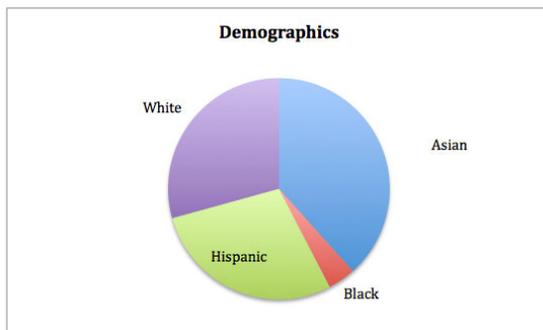
Community School District 20

Brooklyn

Opportunity to Learn Rank: 4

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 20	38%	4%	28%	29%	74%
NYC Average	13%	35%	40%	11%	77%



Two-thirds of the students served by CSD 20 are Asian or White, non-Hispanic. Half of the Asian and two-thirds of the White, non-Hispanic students are in high performing middle schools. Just over 10% of the district's Black and 37% of the district's Hispanic students have that opportunity to learn. The district's poverty rate is below the city average.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.76	--	0.53
CSD 20 Rank	14	--	9



A typical White, non-Hispanic student in the district is more likely than an Asian student to have the opportunity to learn in a high performing middle school and nearly twice as likely as a district Hispanic student. The very few Black students in the district have little comparative opportunity to learn in a high performing middle school.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.88	--	0.62	1.16
CSD 20 Rank	12	--	4	8

Compared with city-wide averages for White, non-Hispanic students, the district’s own White, non-Hispanic students have a significantly greater opportunity to learn in a high performing middle school, while that for the district’s Asian students is somewhat less. The district’s Hispanic students have less than two-thirds and the district’s few Black students less than one-fifth the opportunity to learn of the average White, non-Hispanic student in New York City.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4)
New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 20	10%	3%	3%	8%	7%
NYC Average	8%	2%	2%	9%	4%
CSD 20 Rank	10	4	6	17	7



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 20	44%	8%	11%	25%	29%
NYC Average	37%	8%	9%	24%	16%
CSD 20 Rank	12	12	12	15	5

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 20	5%	--	--	2%	3%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level (4)
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
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CSD 20	26%	1%	2%	12%	11%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are higher than the NYC averages for all students, especially for the district’s Asian students.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 20	1%	6%	7%	52%	6%	7%	10%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 20 has fewer teachers without valid teaching certificates and fewer inexperienced teachers than the city average. CSD 20 has a higher than average percentage of highly educated teachers and a turnover rate of inexperienced teachers much lower than the city average.



Summary

CSD-20 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. Compared with the city-wide average for White, non-Hispanic students, the district's own White, non-Hispanic students have a significantly greater opportunity to learn in a high performing middle school, while that for the district's Asian students is somewhat less. The district's Hispanic students have less than two-thirds and the district's Black students less than one-fifth the opportunity to learn of the average White, non-Hispanic student in New York City. Outcomes on state assessments for the district's students are higher than city-wide averages, particularly for Asian and White, non-Hispanic students, but only average or slightly above for the district's Black and Hispanic students.



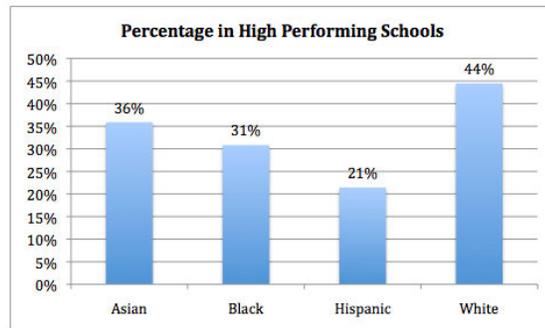
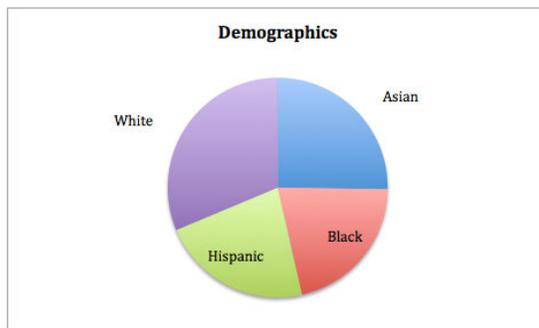
Community School District 21

Brooklyn

Opportunity to Learn Rank: 7 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 21	25%	21%	22%	31%	70%
NYC Average	13%	35%	40%	11%	77%



More than half the student enrollment in CSD 21 is Asian or White, non-Hispanic. The district’s poverty rate is below the city average. An unusually high percentage—31%--of the district’s Black students are in high performing middle schools, while greater percentages of Asian (36%) and White, non-Hispanic (44%) students have the opportunity to learn in the district’s high performing middle schools. Only a fifth of the district’s Hispanic students are enrolled in high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.81	0.69	0.48



CSD 21 Rank	13	8	12
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The opportunity to learn in a high performing middle school for Asian students is 81% that for the district’s White, non-Hispanic students. That for Black students is over two-thirds and that for Hispanic students is just under half of the opportunity to learn of the district’s White, non-Hispanic students.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.61	0.52	0.36	0.75
CSD 21 Rank	16	7	10	13

A typical New York City White, non-Hispanic student has a greater opportunity to learn in a high performing middle school than one of the district’s own White, non-Hispanic students and much more than an Asian student in the district. A typical New York City White, non-Hispanic student has twice the opportunity to learn as the district’s Black students and nearly three times the district’s Hispanic students’ opportunity to learn in a high performing middle school.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 21	13%	--	2%	10%	8%
NYC Average	8%	2%	2%	9%	4%
CSD 21 Rank	5	--	18	11	4



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 21	53%	--	13%	38%	34%
NYC Average	37%	8%	9%	24%	16%
CSD 21 Rank	3	--	8	3	3

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 21	6%	--	--	3%	3%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 21	31%	--	3%	18%	13%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are higher than the NYC averages, particularly in Mathematics for the district’s Asian and White, non-Hispanic students.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 21	1%	7%	5%	55%	8%	9%	20%
NYC	2%	7%%	9	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 21 has fewer teachers without valid teaching certificates and fewer inexperienced teachers than the city averages. CSD 21 has a much higher than average percentage of highly educated teachers and a turnover rate of inexperienced teachers at the city average.

Summary

CSD-21 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. A typical New York City White, non-Hispanic student has a greater opportunity to learn in a high performing middle school than one of the district’s own White, non-Hispanic students and much more than an Asian student in



the district. A typical New York City White, non-Hispanic student has twice the opportunity to learn as the district's few Black students and nearly three times that of the district's Hispanic students. Outcomes on state assessments for the district's White, non-Hispanic and Asian middle school students are higher than city-wide averages, while those for the district's Black students are lower.



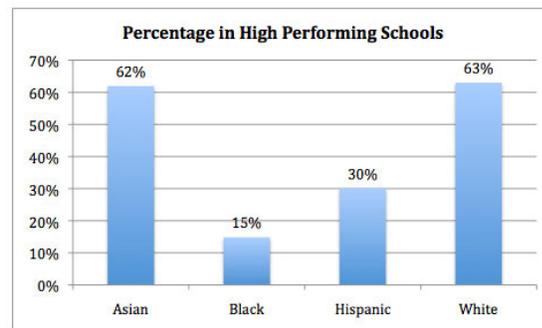
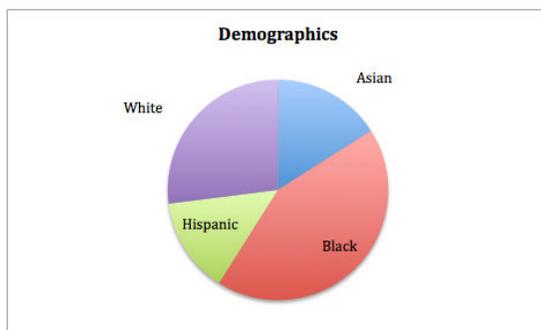
Community School District 22

Brooklyn

Opportunity to Learn Rank: 9

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 22	16%	43%	14%	27%	65%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 22 is predominately, but not overwhelmingly, Black and Hispanic. The district’s poverty rate is considerably below the city average. Nearly two-thirds of the district’s Asian and White, non-Hispanic middle school students and nearly one-third of the district’s Hispanic students are in high performing middle schools, while only 15% of the district’s Black students have the opportunity to learn in the district’s high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.98	0.24	0.48



CSD 22 Rank	9	15	13
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The district’s White, non-Hispanic students opportunity to learn in a high performing middle school is slightly greater than that for Asian students. It is twice that for Hispanic students and four times that for Black students in the district.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	1.05	0.25	0.51	1.07
CSD 22 Rank	6	11	7	9

A typical New York City White, non-Hispanic student has about the same opportunity to learn in a high performing middle school as one of the district’s own White, non-Hispanic or Asian students. The district’s Hispanic students have half and the district’s Black students a quarter of the opportunity to learn as the average White, non-Hispanic student in New York City.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 22	12%	2%	6%	9%	5%
NYC Average	8%	2%	2%	9%	4%
CSD 22 Rank	7	8	2	14	11



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 22	47%	11%	14%	27%	20%
NYC Average	37%	8%	9%	24%	16%
CSD 22 Rank	11	2	4	13	9

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 22	5%	--	--	3%	2%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 22	27%	1%	3%	13%	8%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are equal to or slightly higher than the NYC averages. The district’s Asian students score considerably higher by some measures. The district’s Black and Hispanic students approximate city averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 22	1%	4%	5%	50%	4%	5%	12%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 22 has fewer teachers without valid teaching certificates and fewer inexperienced teachers than the city averages. CSD 22 has a much higher than average percentage of highly educated teachers and a lower than average turnover rate of inexperienced teachers than the the average Community School District.

Summary

CSD-22 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. Outcomes on state assessments for the district’s students are at or slightly higher than city-wide averages.



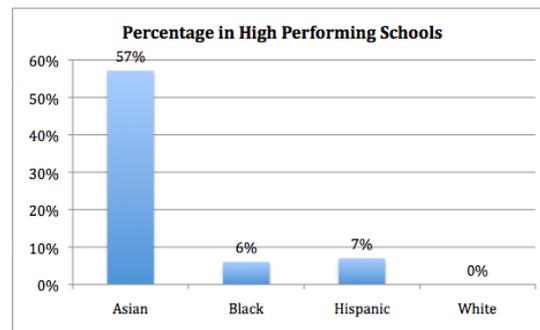
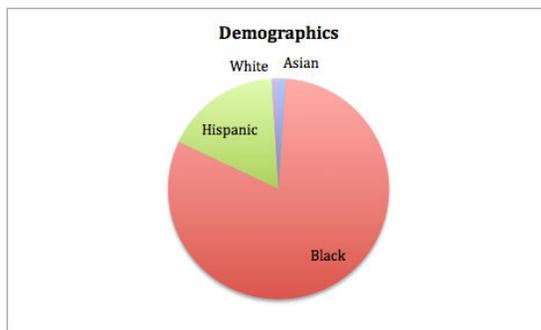
Community School District 23

Brooklyn

Opportunity to Learn Rank: 18 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 23	1%	81%	17%	--	85%
NYC Average	13%	35%	40%	--	77%



The student enrollment in CSD 23 is 98% Black and Hispanic. The district's poverty rate is considerably above the city average. Nearly 60% of the district's Asian students are in the district's single high performing middle school, while fewer than 10% of the district's Black and Hispanic students have the opportunity to learn in that school.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	-	-	-
CSD 23 Rank	No OTL	No OTL	No OTL



Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.97	0.10	0.12	--
CSD 23 Rank	Fewer than 5%	18	19	--

The district’s Asian students have virtually the same opportunity to learn in a high performing middle school as the typical New York City White, non-Hispanic student, while both have approximately ten times the opportunity to learn as the district’s Black and Hispanic students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 23	7%	2%	1%	0%	2%
NYC Average	8%	2%	2%	9%	4%
CSD 23 Rank	16	8	19	32	16

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 23	43%	4%	2%	17%	5%
NYC Average	37%	8%	9%	24%	16%
CSD 23 Rank	13	28	32	24	30



National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 23	3%	--	--	0%	1%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 23	25%	1%	0%	8%	2%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of most of the district's students scoring at the highest level are below the NYC averages. The district's Asian students score higher than average in Mathematics.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 23	3%	11%	12%	34%	11%	13%	26%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 23 has more teachers without valid teaching certificates and more inexperienced teachers than the city averages. CSD 23 has a much lower than average percentage of highly educated teachers and a higher than average turnover rate of inexperienced teachers than the city averages.

Summary

CSD-23 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Just ten of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Nearly 60% of the district's Asian students are in the district's single high performing middle school, while fewer than 10% of the district's Black and Hispanic students have the opportunity to learn in that school. Outcomes on state assessments for the district's students are lower than city-wide averages except for Asian Mathematics scores.



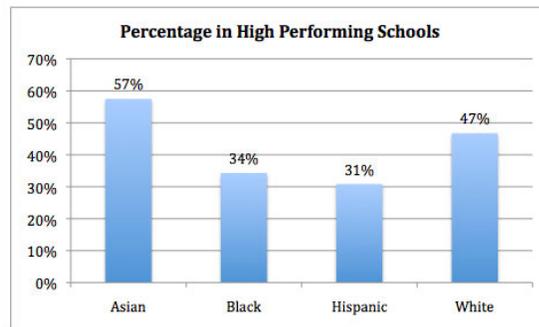
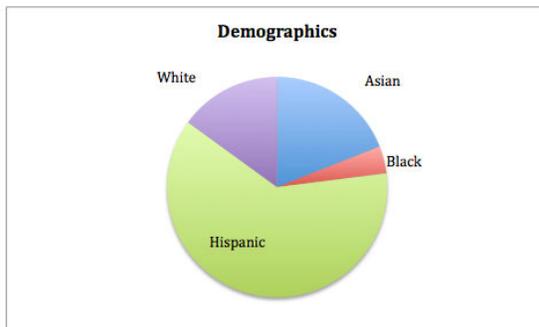
Community School District 24

Queens

Opportunity to Learn Rank: 5

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 24	19%	4%	62%	15%	79%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 24 is predominately Hispanic. The district’s poverty rate is slightly above the city average. Nearly 60% of the district’s Asian students are in the district’s high performing middle schools, as are nearly half the district’s White, non-Hispanic students, but only approximately one-third of the district’s Black and Hispanic students.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	1.23	--	0.66
CSD 24 Rank	2	--	7



The district’s Asian students have a better opportunity to learn than the district’s White, non-Hispanic students, while the district’s few Black students have three-quarters and the district’s Hispanic students two-thirds of the opportunity to learn in a high performing middle school compared to the district’s White, non-Hispanic students.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.97	--	0.52	0.79
CSD 24 Rank	8	--	6	11

The district’s Asian students have virtually the same opportunity to learn in a high performing middle school as a typical New York City White, non-Hispanic student. The district’s White, non-Hispanic students have somewhat less. The typical New York City White, non-Hispanic student is nearly twice as likely to have the opportunity to learn in a high performing middle school as the district’s Black and Hispanic students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 24	12%	5%	3%	6%	5%
NYC Average	8%	2%	2%	9%	4%
CSD 24 Rank	7	1	6	20	11



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 24	54%	9%	14%	25%	25%
NYC Average	37%	8%	9%	24%	16%
CSD 24 Rank	2	8	4	15	6

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 24	5%	--	--	2%	2%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 24	31%	1%	3%	12%	10%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are generally at or above the NYC averages. The district’s Asian students score considerably higher.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 24	1%	4%	8%	46%	5%	5%	14%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 24 has fewer teachers without valid teaching certificates and fewer inexperienced teachers than average. CSD 24 has a higher than average percentage of highly educated teachers and a lower than average turnover rate of inexperienced teachers.

Summary

CSD-24 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a slightly higher poverty rate than



most New York City Community School Districts. Nearly 60% of the district's Asian students are in the district's high performing middle schools, as are nearly half the district's White, non-Hispanic students, but only approximately one-third of the district's Black and Hispanic students. Outcomes on state assessments for the district's students are higher than city-wide averages.



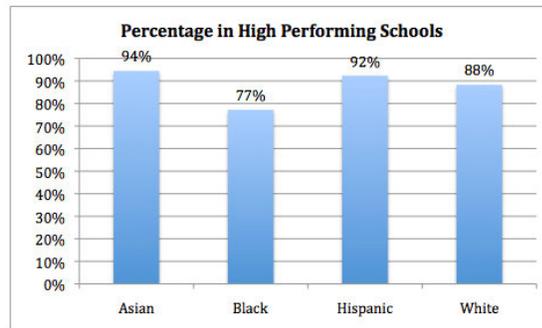
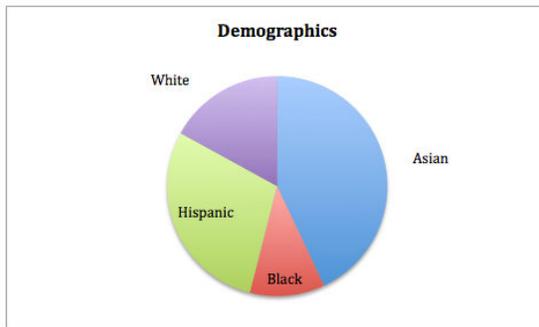
Community School District 25

Queens

Opportunity to Learn Rank: 2

Demographics

Percentage	Asian	Black	Hispanic	White	FRPL
CSD 25	43%	11%	29%	17%	70%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 25 is 60% Asian and White, non-Hispanic and just over 10% Black. The district's poverty rate is below the city average. Nearly all of the district's Asian and Hispanic students are in the district's high performing middle schools, as are over three-quarters of the district's other students.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	1.07	0.87	1.05
CSD 25 Rank	5	5	2



The district’s Asian and Hispanic students have a better opportunity to learn than the district’s White, non-Hispanic students, while the district’s Black students have nearly 90% of the opportunity to learn in a high performing middle school as the district’s White, non-Hispanic students.

Opportunity To Learn (City-Wide Comparisons)

Rank/Ethnicity	Asian	Black	Hispanic	White
Index	1.60	1.31	1.56	1.50
CSD 25 Rank	2	2	2	3

All the district’s students have a greater opportunity to learn in a high performing middle school than a typical New York City White, non-Hispanic student.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 25	11%	--	5%	12%	9%
NYC Average	8%	2%	2%	9%	4%
CSD 25 Rank	9		3	7	2

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
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CSD 25	49%	--	15%	34%	35%
NYC Average	37%	8%	9%	24%	16%
CSD 25 Rank	7		2	8	2

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level NAEP Reading Grade 8 Assessment (2009-10)

Percentage	Asian	Black	Hispanic	White	All
CSD 25	5%	--	--	4%	4%
NYC Average	3%	--	--	2%	2%

Percentage of Students Scoring at Highest Level NAEP Mathematics Grade 8 Assessment (2009)

Percentage	Asian	Black	Hispanic	White	All
CSD 25	28%	--	3%	16%	14%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are above the NYC averages, as are each of the sub-groups. (The number



of Black students tested in the district is too small for the reporting requirements of these measures.)

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 25	0%	3%	6%	56%	3%	4%	11%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 25 has fewer teachers without valid teaching certificates and fewer inexperienced teachers. CSD 25 has a higher than average percentage of highly educated teachers and a lower than average turnover rate of inexperienced teachers.

Summary

CSD-25 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. All the district's students have a greater opportunity to learn in a high performing middle school than a typical New York City White, non-Hispanic student. Outcomes on state assessments for the district's students are higher than city-wide averages.



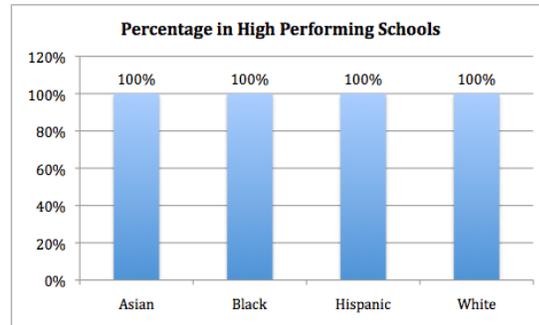
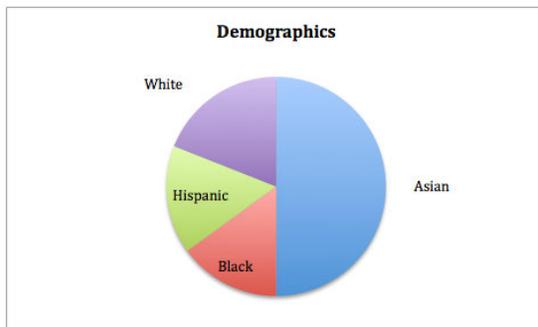
Community School District 26

Queens

Opportunity to Learn Rank: 1

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 26	50%	15%	16%	19%	48%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 26 is 69% Asian and White, non-Hispanic. The district's poverty rate is far below the city average. All of the district's students are in high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	1.00	1.00	1.00
CSD 26 Rank	8	4	3



All the district's students have an equal opportunity to learn in a high performing middle school.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	1.69	1.69	1.69	1.69
CSD 26	1	1	1	1

All the district's students have a much greater opportunity to learn in a high performing middle school than does a typical White, non-Hispanic New York City student.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 26	19%	5%	7%	13%	15%
NYC Average	8%	2%	2%	9%	4%
CSD 26 Rank	2	1	1	6	1

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 26	56%	20%	20%	33%	43%
NYC Average	37%	8%	9%	24%	16%
CSD 26 Rank	1	1	1	10	1



National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

Percentage	Asian	Black	Hispanic	White	All
CSD 26	9%	--	--	4%	6%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

Percentage	Asian	Black	Hispanic	White	All
CSD 26	32%	3%	4%	16%	17%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the total percentage of the district's students scoring at the highest level are above the NYC averages, as are each of the sub-groups.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 26	1%	4%	4%	58%	4%	5%	14%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 26 has fewer teachers without valid teaching certificates and fewer inexperienced teachers than average. CSD 26 has a higher than average percentage of highly educated teachers and a lower than average turnover rate of inexperienced teachers.

Summary

CSD-26 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. All of the district's middle school students are in high performing schools. Outcomes on state assessments for the district's students are higher than city-wide averages.



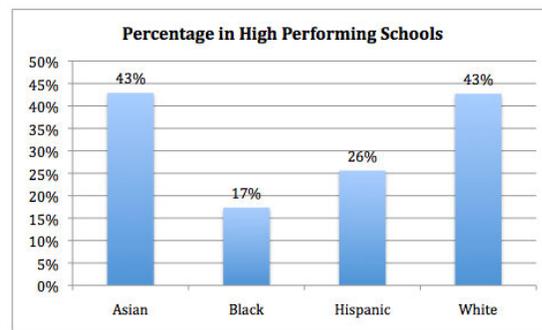
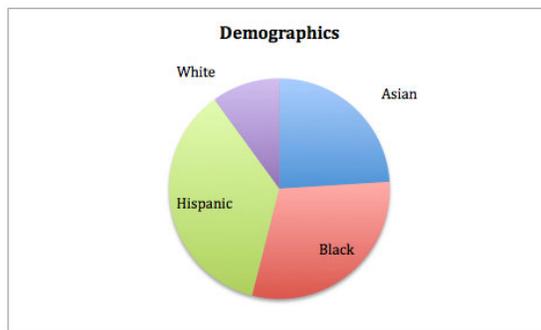
Community School District 27

Queens

Opportunity to Learn Rank: 12

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 27	24%	30%	36%	10%	79%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 27 is 66% Black and Hispanic. The district's poverty rate is above the city average. Forty-three percent of the district's Asian and White, non-Hispanic students are in the district's high performing middle schools, as are 26% of the Hispanic, but just 7% of the district's Black students.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	1.00	0.41	0.60
CSD 27 Rank	7	11	8



The district’s Asian students and White, non-Hispanic students have an equal opportunity to learn in a high performing middle school. A White, non-Hispanic student in the district is approximately twice as likely to have the opportunity to learn in a high performing middle school as one of the district’s Black or Hispanic students.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.73	0.29	0.43	0.72
CSD 27 Rank	14	9	8	14

A typical New York City White, non-Hispanic student is more likely to have an opportunity to learn in a high performing middle school than one of the district’s own White, non-Hispanic or Asian students, more than twice as likely as one of the district’s Hispanic students and more than three times as likely as one of the district’s Black students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 27	9%	3%	3%	11%	5%
NYC Average	8%	2%	2%	9%	4%
CSD 27 Rank	15	4	6	8	11

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)



	Asian	Black	Hispanic	White	All
CSD 27	37%	8%	14%	36%	20%
NYC Average	37%	8%	9%	24%	16%
CSD 27 Rank	16	12	4	6	9

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level NAEP Reading Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 27	4%	--	--	3%	2%
NYC Average	3%	--	--	2%	2%

Percentage of Students Scoring at Highest Level NAEP Mathematics Grade 8 Assessment (2009)

Percentage	Asian	Black	Hispanic	White	All
CSD 27	21%	1%	3%	17%	8%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are slightly above the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 27	1%	4%	7%	44%	5%	6%	19%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 27 has fewer teachers without valid teaching certificates and fewer inexperienced teachers than average. CSD 27 has a higher than average percentage of highly educated teachers and has a slightly lower than average turnover rate of inexperienced teachers.

Summary

CSD-27 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a slightly higher poverty rate than most New York City Community School Districts. A typical New York City White, non-Hispanic student is more likely to have an opportunity to learn in a high performing middle school than one of the district's own White, non-Hispanic or Asian students, more than twice as likely as one of the district's Hispanic students and more than three times as likely as one of the district's Black students. Outcomes on state assessments for the district's students are higher than city-wide averages.



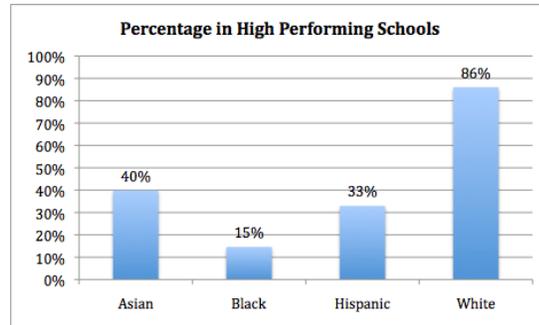
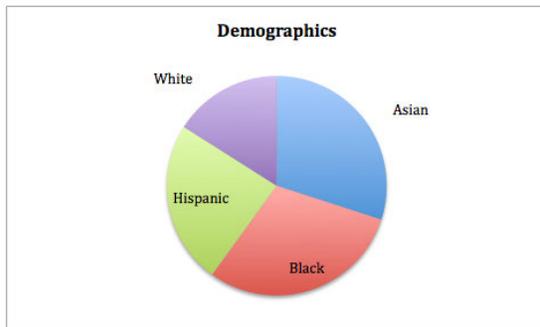
Community School District 28

Queens

Opportunity to Learn Rank: 7 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 28	30%	30%	24%	16%	70%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 28 is 54% Black and Hispanic. The district's poverty rate is below the city average. Nearly 90% of the district's White, non-Hispanic students are in the district's high performing middle schools, as are 40% of the Asian, one-third of the Hispanic, but just 15% of the district's Black students.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.46	0.17	0.38
CSD 28 Rank	20	17	14



The district’s White, non-Hispanic students have more than twice the opportunity to learn in a high performing middle school as the district’s Asian and Hispanic students and more than five times the opportunity to learn of the district’s Black students.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.68	0.25	0.56	1.46
CSD 28 Rank	15	12	5	4

A typical New York City White, non-Hispanic students has less of an opportunity to learn in a high performing middle school than one of the district’s own White, non-Hispanic students, but a much better opportunity than one of the district’s Asian students. The district’s Hispanic students have just over half the opportunity to learn in a high performing middle school as a typical New York City White, non-Hispanic student, and a Black student in the district has only a quarter of that opportunity.

Assessments

New York State

**Percentage of Students Scoring at Highest Level (4)
New York State English Language Arts Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 28	10%	2%	4%	11%	6%
NYC Average	8%	2%	2%	9%	4%
CSD 28 Rank	10	8	4	8	9



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 28	39%	11%	14%	25%	21%
NYC Average	37%	8%	9%	24%	16%
CSD 28 Rank	15	2	4	15	8

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 28	5%	--	--	3%	2%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 28	23%	1%	3%	12%	8%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are slightly above the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 28	1%	4%	6%	52%	5%	6%	12%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 28 has fewer teachers without valid teaching certificates and fewer inexperienced teachers than average. CSD 28 has a much higher than average percentage of highly educated teachers and a much lower than average turnover rate of inexperienced teachers than the city averages.

Summary

CSD-28 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. Nearly 90% of the district's White, non-Hispanic students are in the district's high performing middle schools, as are 40% of the Asian, one-third of the Hispanic, but just 15% of the district's Black students. Outcomes on state assessments for the district's students are higher than city-wide averages.



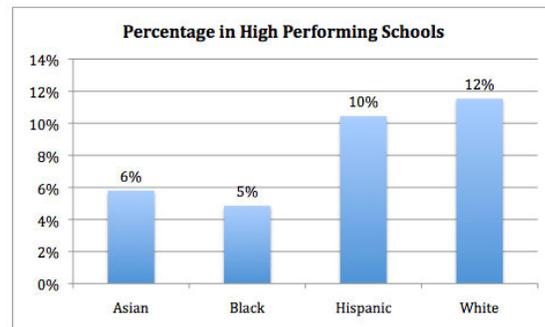
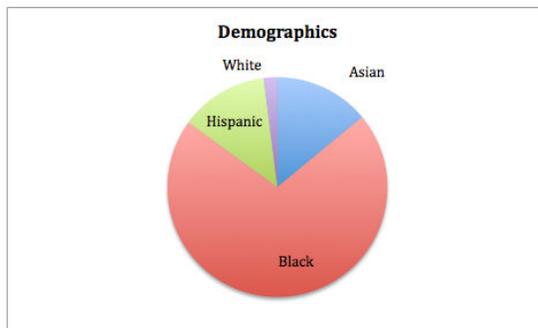
Community School District 29

Queens

Opportunity to Learn Rank: 22

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 29	14%	71%	13%	2%	74%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 29 is 84% Black and Hispanic. The district's poverty rate is below the city average. The district's two high performing middle schools serve relatively few of the district's students.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.50	0.42	0.90
CSD 29 Rank	19	10	4



The district’s White, non-Hispanic students have twice the opportunity to learn in a high performing middle school as the district’s Asian students and somewhat more than twice the opportunity of the district’s Black students. The district’s Hispanic students, however, have 90% of the district’s White, non-Hispanic, students’ opportunity to learn.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.10	0.08	0.18	--
CSD 29 Rank	23	21	16	--

The typical New York City White, non-Hispanic student has approximately five times the opportunity to learn in a high performing middle school as the district’s own few White, non-Hispanic and Hispanic students and ten times or more the opportunity of the district’s Asian and Black students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 29	4%	2%	2%	9%	2%
NYC Average	8%	2%	2%	9%	4%
CSD 29 Rank	20	8	10	14	16

Percentage of Students Scoring at Highest Level (4) New York State Mathematics Grade 8 Assessment (2009-10)



	Asian	Black	Hispanic	White	All
CSD 29	23%	7%	12%	20%	9%
NYC Average	37%	8%	9%	24%	16%
CSD 29 Rank	25	20	9	21	19

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level NAEP Reading Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 29	2%	--	--	3%	1%
NYC Average	3%	--	--	2%	2%

Percentage of Students Scoring at Highest Level NAEP Mathematics Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 29	13%	1%	2%	10%	4%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are half the NYC averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 29	1%	5%	3%	49%	5%	7%	19%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 29 has fewer teachers without valid teaching certificates and many fewer inexperienced teachers than average. CSD 29 has a higher than average percentage of highly educated teachers and a slightly lower than average turnover rate of inexperienced teachers.

Summary

CSD-29 has recently received more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels). It has a lower poverty rate than most New York City Community School Districts. The district’s two high performing middle schools serve relatively few of the district’s students. Outcomes on state assessments for the district’s students remain lower than city-wide averages.



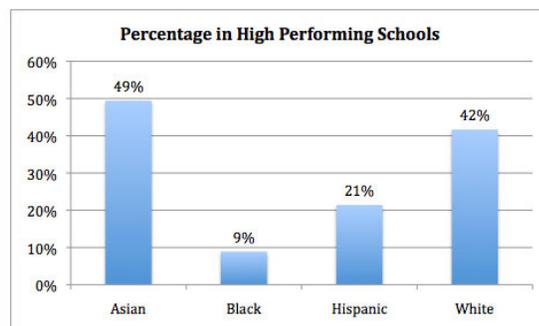
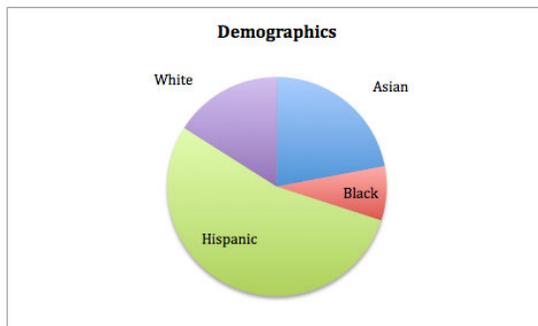
Community School District 30

Queens

Opportunity to Learn Rank: 13 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 30	22%	8%	54%	16%	79%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 30 is 62% Black and Hispanic and 38% Asian and White, non-Hispanic. The district's poverty rate is above the city average. Half of the district's Asian middle school students and more than 40% of the district's White, non-Hispanic students are in the district's high performing middle schools, as compared to a fifth of the Hispanic and less than a tenth of the Black students.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	1.19	0.21	0.51
CSD 30 Rank	4	16	11



The district’s Asian and White, non-Hispanic students have approximately twice the opportunity to learn in a high performing middle school as the district’s Hispanic students and five times that of the district’s Black students.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.84	0.15	0.36	0.71
CSD Rank	13	14	11	15

The typical New York City White, non-Hispanic middle school student has a better opportunity to learn in a high performing middle school than the district’s Asian and White, non-Hispanic students, nearly three times the opportunity to learn of the district’s Hispanic students and six times that of the district’s Black students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4) New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 30	17%	2%	2%	10%	6%
NYC Average	8%	2%	2%	9%	4%
CSD 30 Rank	3	8	10	11	9



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 30	48%	9%	15%	28%	23%
NYC Average	37%	8%	9%	24%	16%
CSD 30 Rank	9	8	2	12	7

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 30	8%	--	--	3%	2%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 30	28%	1%	3%	13%	9%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at



the highest level are in general above the NYC averages. However, the district’s Black students are at the city-wide averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 30	1%	5%	5%	51%	5%	7%	20%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 30 has fewer teachers without valid teaching certificates and fewer inexperienced teachers than average. CSD 30 has a higher than average percentage of highly educated teachers and an average turnover rate of inexperienced teachers.

Summary

CSD-30 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels), but a higher poverty rate than most New York City Community School Districts. Half of the district’s Asian students and more than 40% of the district’s White, non-Hispanic students are in the district’s high performing middle schools, as compared to a fifth of the Hispanic and less than a tenth of the Black students. Outcomes on state assessments for many the district’s students are higher than city-wide averages, however, the district’s Black students are at the city-wide averages.



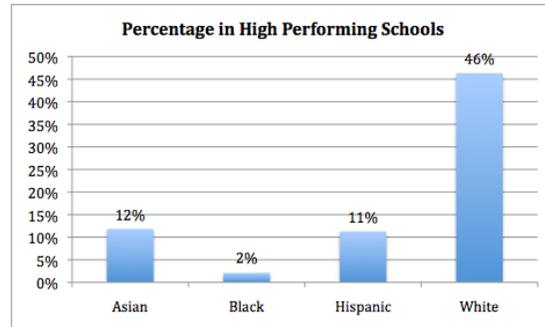
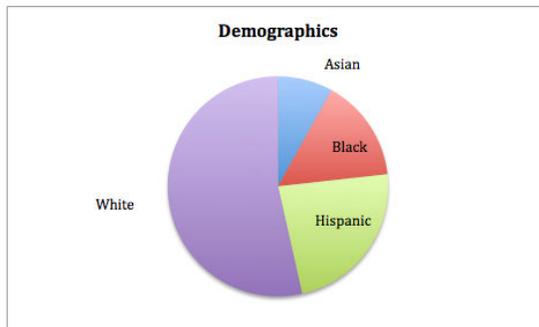
Community School District 31

Staten Island

Opportunity to Learn Rank: 13 (tie)

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 31	8%	15%	23%	53%	52%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 31 is 61% Asian and White, non-Hispanic and 38% Black and Hispanic. The district's poverty rate is far below the city average. Nearly half of the district's White, non-Hispanic middle school students, but just 12% of the district's Asian, 11% of the Hispanic and only 2% of the district's Black students are in the district's high performing middle schools.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	0.26	0.05	0.24
CSD 31 Rank	21	21	19



The district’s White, non-Hispanic students have approximately four times the opportunity to learn in a high performing middle school as the district’s Asian and Hispanic students and twenty times that of the district’s Black students.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.20	0.04	0.19	0.79
CSD 31 Rank	19	23	14	12

The typical New York City White, non-Hispanic student has a better opportunity to learn in a high performing middle school than have the district’s own White, non-Hispanic students, five times that of the district’s Asian and Hispanic students and twenty-five times that of the district’s Black students.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4)
New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 31	10%	1%	2%	7%	5%
NYC Average	8%	2%	2%	9%	4%
CSD 31 Rank	10	19	10	18	11



**Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)**

	Asian	Black	Hispanic	White	All
CSD 31	40%	6%	8%	25%	19%
NYC Average	37%	8%	9%	24%	16%
CSD 3 Rank	14	24	17	15	12

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

**Percentage of Students Scoring at Highest Level
NAEP Reading Grade 8 Assessment (2009)**

	Asian	Black	Hispanic	White	All
CSD 31	5%	--	--	2%	2%
NYC Average	3%	--	--	2%	2%

**Percentage of Students Scoring at Highest Level
NAEP Mathematics Grade 8 Assessment (2009)**

Percentage	Asian	Black	Hispanic	White	All
CSD 31	23%	1%	2%	12%	7%
NYC Average	19%	1%	2%	11%	6%



Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district’s students scoring at the highest level are in general at or just above the NYC averages. However, the district’s scores for Black students are below the city-wide averages.

Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 31	0%	4%	4%	62%	5%	5%	15%
NY C	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 31 has no teachers without valid teaching certificates and half the average of inexperienced teachers. CSD 31 has a much higher than average percentage of highly educated teachers and a much lower turnover rate of inexperienced teachers.

Summary

CSD-31 has more resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a lower poverty rate than most New York City Community School Districts. (Thirty of New York City’s 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price



Lunch.) Nearly half of the district's White, non-Hispanic students, but just 12% of the district's Asian, 11% of the Hispanic and only 2% of the district's Black students are in the district's high performing middle schools. Outcomes on state assessments for the district's Asian and White, non-Hispanic students are average or higher than city-wide averages for those groups. Outcomes for the district's Black and Hispanic students are average or lower.



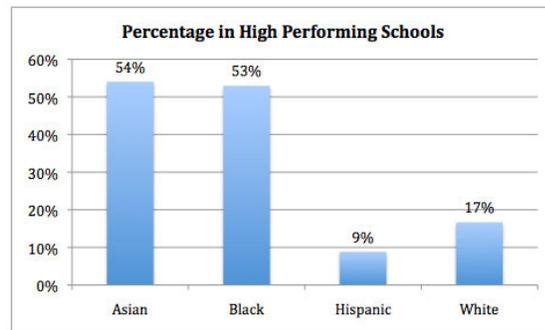
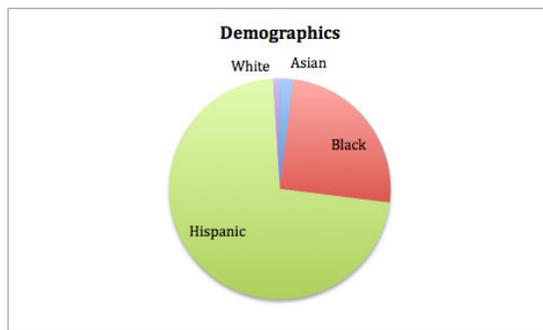
Community School District 32

Brooklyn

Opportunity to Learn Rank: 15

Demographics

	Asian	Black	Hispanic	White	FRPL
CSD 32	2%	25%	72%	1%	89%
NYC Average	13%	35%	40%	11%	77%



The student enrollment in CSD 32 is 97% Black and Hispanic. The district's poverty rate is far above the city average. Half of the district's few Asian and Black students are in the district's high performing middle school, as compared to 17% of the White, non-Hispanic and less than 10% of the district's Hispanic students.

Opportunity to Learn (Within-District Comparison)

Race/Ethnicity	Asian	Black	Hispanic
Index	--	3.18	0.53
CSD 32 Rank	--	1	10



The district’s Asian and Black students have three times the opportunity to learn in a high performing middle school as the district’s White, non-Hispanic students. The district’s Hispanic students have just over half of that opportunity to learn.

Opportunity To Learn (City-Wide Comparisons)

Race/Ethnicity	Asian	Black	Hispanic	White
Index	0.92	0.90	0.15	--
CSD 32 Rank	Fewer than 5%	4	17	--

A typical New York City White, non-Hispanic student has nearly four times the opportunity to learn in a high performing middle school as one of the district’s own White, non-Hispanic students and six times that of the district’s Hispanic students. The district’s Asian and Black students have approximately 90% the opportunity to learn in a high performing middle school as the typical New York City White, non-Hispanic student.

Assessments

New York State

Percentage of Students Scoring at Highest Level (4)
New York State English Language Arts Grade 8 Assessment (2009-10)

	Asian	Black	Hispanic	White	All
CSD 32	3%	3%	1%	--	2%
NYC Average	8%	2%	2%	9%	4%
CSD 32 Rank	23	7	19		16

Percentage of Students Scoring at Highest Level (4)
New York State Mathematics Grade 8 Assessment (2009-10)



	Asian	Black	Hispanic	White	All
CSD 32	32%	10%	6%	--	8%
NYC Average	37%	6%	9%	24%	16%
CSD 32 Rank	17	5	25	32	22

National Assessment of Educational Progress Equivalents

The following tables convert Community School District New York State assessments to NAEP equivalents on the basis of city-wide NYS/NAEP relationships. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display. There were insufficient numbers of NYC Black and Hispanic students scoring at the highest level to meet the requirements for display.

Percentage of Students Scoring at Highest Level NAEP Reading Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 32	1%	--	--	0%	1%
NYC Average	3%	--	--	2%	2%

Percentage of Students Scoring at Highest Level NAEP Mathematics Grade 8 Assessment (2009)

	Asian	Black	Hispanic	White	All
CSD 32	19%	1%	1%	0%	3%
NYC Average	19%	1%	2%	11%	6%

Results of the New York State assessments and NAEP equivalents in English Language Arts and Mathematics indicate that the percentages of the district's students scoring at the highest level are in general far below the NYC averages.



Teaching Resources

	Teacher with No Valid Teaching Certificate	Teachers Teaching Out of Certification	Teachers with Fewer than Three Years of Experience	Teachers with Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Classes Taught by Teachers Without Appropriate Certification	Turnover Rate for Teachers with fewer than 5 Years
CSD 32	2%	7%	8%	36%	8%	9%	21%
NYC	2%	7%	9%	42%	7%	8%	20%

Teaching resources are a key to student achievement. Community School District 32 is at the city average for teachers without valid teaching certificates and has fewer than average inexperienced teachers. CSD 32 has a much lower than average percentage of highly educated teachers and a slightly higher turnover rate of inexperienced teachers compared with the city averages.

Summary

CSD-32 has fewer resources (in terms of highly educated teachers with their comparatively higher salary and benefit levels) and a higher poverty rate than most New York City Community School Districts. (Just five of New York City's 32 Community School Districts have higher percentages of students eligible for Free or Reduced Price Lunch.) Half of the district's Asian and Black students are in the district's high performing middle school, as compared to 17% of the district's very few White, non-Hispanic and less than 10% of the district's Hispanic students. Outcomes on state assessments for the district's students are lower than city-wide averages.



APPENDIX



CASE STUDY: STUYVESANT HIGH SCHOOL

The Bronx High School of Science, Brooklyn Technical High School, and Stuyvesant High School are public high schools established and run by the New York City Board of Education. Places are awarded to those students who earn the highest scores on the entrance exam, the Specialized Science High Schools Admissions Test, which is offered to all eighth and ninth grade students residing within New York City. The same examination is given for all three schools, and students who qualify may attend the school of their choice.

The distribution of Community School Districts sending students to these selective high schools is suggestive in regard to the academic quality of science education in their middle and junior high schools. In response to a Freedom of Information Law request, followed by an appeal, the New York City Department of Education provided this information for Stuyvesant High School admissions in Fall, 2010. The school describes itself on its website as follows:

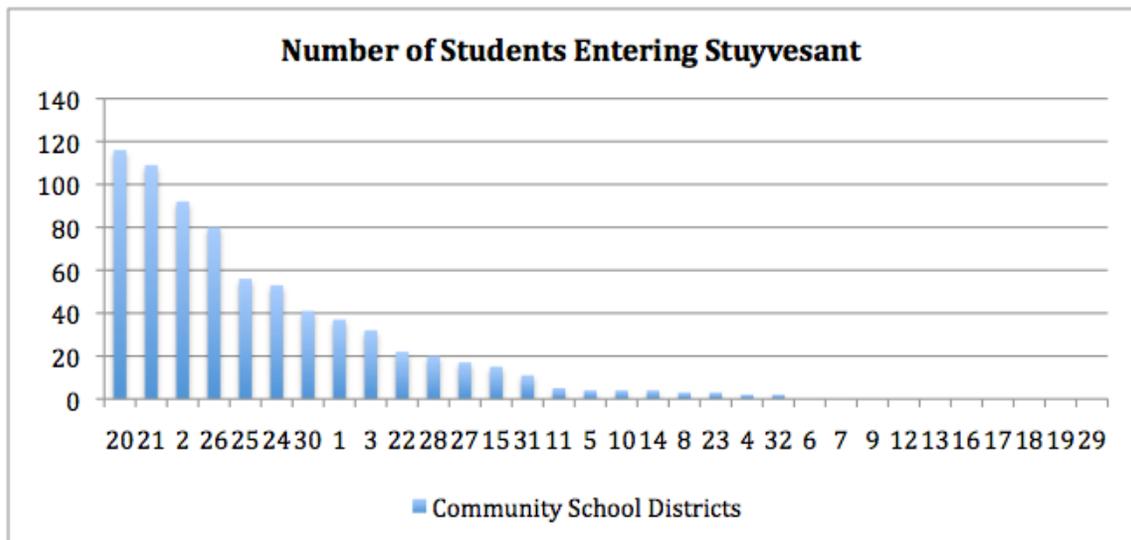
In keeping with its mission, Stuyvesant offers a rigorous mandated and elective program in the sciences. From our ranks come some of the most renowned professionals in the country. The tradition of excellence is evident through unprecedented results in assessments, course scholarship, awards and achievements in competitions in all areas...

Not all of the city's Community School Districts send students to Stuyvesant:

CSD	Number of Students Entering Stuyvesant	CSD	Number of Students Entering Stuyvesant
1	37	17	0
2	92	18	0
3	32	19	0
4	2	20	116
5	4	21	109



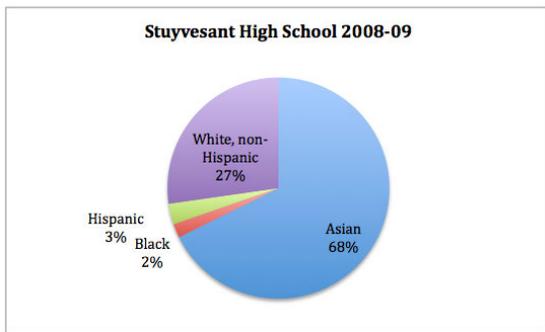
6	0	22	22
7	0	23	3
8	3	24	53
9	0	25	56
10	4	26	80
11	5	27	17
12	0	28	20
13	0	29	0
14	4	30	41
15	15	31	11
16	0	32	2



The highest number of students sent to Stuyvesant High School by a New York City Community School District was 116 (CSD 20), followed by 109 (CSD 21), 92 (CSD 2) and 80 (CSD 26). Ten Community School Districts sent no students to this selective high school, although they may have sent students to the other two. It is interesting that 115 of



the 843 incoming students, the second largest group, were not from New York City public schools. They may have been from parochial schools, independent schools, or they may have been home-schooled.



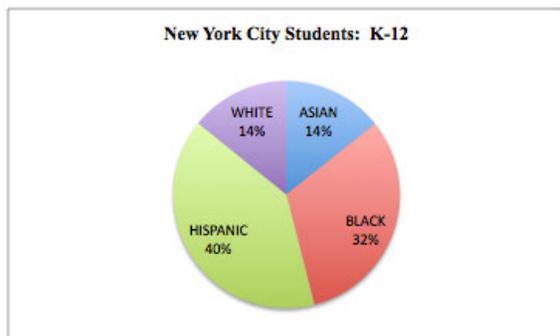
The result of these variations, given the city's housing patterns, can be seen in the demographics of the school itself.[†] This heavily resourced school serves a dozen Black students each year, and up to two dozen Hispanic students, among approximately 800 Asian and White, non-

Hispanic students. This is another indication of the variations in academic preparation the New York City Department of Education makes available to the students from these four racial/ethnic groups.

[†] The New York State School Report Card, Accountability and Overview Report, 2008-09.



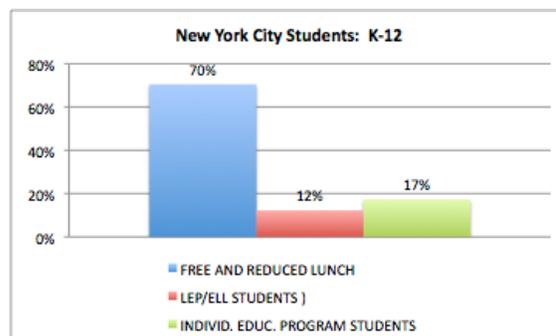
DEMOGRAPHICS



New York City is a diverse city. The students in its public schools reflect that diversity. The largest group is Hispanic, itself a highly diverse category. The next largest group is Black (of African origin), predominately African-American and Afro-Caribbean. Asian and White, non-Latino students are equally represented,

each group a bit less than half the size of the Black enrollment.[‡] The demographic distribution varies widely among the city's boroughs. The Bronx is overwhelmingly Hispanic; Staten Island is overwhelmingly White, non-Hispanic; Brooklyn has just under a majority Black population.

Nearly three-quarters of the students in the city's public schools are eligible for Free and Reduced Price Lunch; twelve percent have Limited English proficiency (LEP) or are English Language Learners (ELL); seventeen percent have Individual Education Programs (IEP: Special Education). These measures vary widely across the city's boroughs. While



83% of the students in the Bronx are eligible for the Free or Reduced Price Lunch program, the percentage for Staten Island is 49%. Again, while 16% of students in the Bronx are classified as LEP/ELL, only 5% of the students on Staten Island have those special needs. On the other hand, while 22% of students on Staten Island have IEPs, only 14% of those in Manhattan are classified in this way. Students with IEPs bring extra resources to their schools.

[‡] Data from the U. S. Department of Education, National Center for Education Statistics, Common Core of Data, 2008-2009.



Community School District Demographics

CSD	% Asian	% Black	% Hispanic	% White	% FRPL
1	21	18	45	15	68
2	22	20	37	20	61
3	7	31	36	25	55
4	5	30	62	2	87
5	2	57	38	2	78
6	1	8	89	3	89
7	1	29	69	1	91
8	4	27	63	6	85
9	1	33	64	1	91
10	7	20	67	6	84
11	6	45	41	7	77
12	2	29	68	1	93
13	16	61	15	8	73
14	3	29	59	8	85
15	12	23	44	21	67
16	1	84	14	1	81
17	2	85	11	1	87
18	1	91	7	1	78
19	6	53	40	1	89
20	38	4	28	29	74



21	25	21	22	31	70
22	16	43	14	27	65
23	1	81	17	1	85
24	19	4	62	15	79
25	43	11	29	17	70
26	50	15	16	19	48
27	24	30	36	10	79
28	30	30	24	16	70
29	14	71	13	2	74
30	22	8	54	16	79
31	8	15	23	53	52
32	2	25	72	1	89
Average	13	35	40	11	77



COMPARISON TABLES

CSD sorted by Opportunity to Learn Index

CSD	Borough	Neighborhoods include (partial listing):	Opportunity to Learn
26	Queens	Hillcrest-Flushing Heights-Pomonok, Jamaica Estates, Fresh Meadows-Utopia, Auburndale	1.00
25	Queens	Kew Gardens Hills, Hillcrest-Flushing Heights, Flushing, East Flushing	0.91
2	Manhattan	Battery Park City to Upper East Side	0.69
20	Brooklyn	Sunset Park, Borough Park, Ocean Parkway, Dyker Heights	0.50
24	Queens	Ridgewood, Sunnyside, West Maspeth, Maspeth	0.40
15	Brooklyn	Beorum Hill, Carroll Gardens, Red Hook, Park Slope, Sunset Park	0.39
21	Brooklyn	Midwood, Bensonhurst East, Gravesend, Coney Island	0.36
28	Queens	Rego Park, Forrest Hills, Kew Gardens, Briarwood – Jamaica Hill	0.36
22	Brooklyn	Flatbush, Erasmus, Faragut-East Flatbush, Midwood	0.34
1	Manhattan	East Village, Lower East Side, Chinatown	0.33
3	Manhattan	Lincoln Square, Upper West Side, Morningside Heights, Central Harlem South	0.33
27	Queens	Breezy Point, Belle Harbor, Rockaway Park, Broad Channel	0.30
30	Queens	Hunters Point, Queensbridge, Long Island City, Astoria	0.29
31	Staten Island	Staten Island	0.29
32	Brooklyn	Bushwick	0.25
6	Manhattan	Hamilton Heights, Washington Heights, Inwood	0.12
14	Brooklyn	Williamsburg, Greenpoint, Bedford-Stuyvesant	0.10
4	Manhattan	East Harlem	0.07
8	Bronx	Hunts Point, Soundview, Castle Hill, Westchester- Unionport, Classon Point/Harding Park, Throgs Neck, Schuylerville/Edgewater Park	0.07
17	Brooklyn	Crown Heights, Prospect-Lefferts Gardens, Flatbush, Erasmus	0.07
23	Brooklyn	Ocean Hill-Brownsville	0.07
29	Queens	Queens Village, Hollis, Jamaica (eastern portion), South Jamaica (eastern portion), St. Albans, Laurelton	0.06



18	Brooklyn	Wingate, East Flatbush, Faragut, Rugby-Remsen Village	0.05
9	Bronx	Highbridge, Morris Heights, Claremont-Bathgate, West-East Concourse, University Heights, Mount Hope	0.03
10	Bronx	University Heights, Morris Heights, Kingsbridge Heights, Fordham	0.03
11	Bronx	Parkchester, Westchester-Unionport, West Farms, Morris Park-Westchester Square	0.02
5	Manhattan	Central Harlem North, Manhattanville, Polo Grounds	0
7	Bronx	Mott Haven, Port Morris, Melrose	0
12	Bronx	Bronx River, Melrose/Morrisania, Longwood, Crotona Park East, East Tremont	0
13	Brooklyn	Brooklyn Heights, Cobble Hill, DUMBO, Vinegar Hill, Downtown BK	0
16	Brooklyn	Bedford-Stuyvesant	0
19	Brooklyn	East New York, Starrett City, Cypress Hills, City Line	0



Community School District Teaching Resources

CSD	No Valid Teaching Certificate	Teaching Out of Certification	Fewer than Three Years of Experience	Master's Degree + 30 Hours	Core Courses Not Taught by Highly Qualified Teachers	Percent Total Classes Taught by Teachers Without Appropriate Certification	Turnover Rate fewer than 5 Years	Turnover Rate of All Teachers
1	1	5	13	35	6	7	21	18
2	2	7	11	44	6	8	18	15
3	2	9	10	40	6	9	25	20
4	2	10	15	34	9	11	27	19
5	3	9	11	37	10	11	31	18
6	2	7	8	39	6	7	28	17
7	3	8	16	33	8	9	19	15
8	3	9	13	33	12	13	18	15
9	4	10	16	32	10	12	28	21



EDUCATION REDLINING IN NEW YORK CITY

10	3	7	10	37	7	8	18	15
11	2	7	8	39	7	9	17	12
12	4	11	17	31	11	12	22	18
13	2	7	9	39	7	7	26	18
14	2	8	11	37	10	10	21	16
15	1	8	10	37	10	11	21	16
16	3	10	9	34	13	13	21	15
17	1	7	7	43	6	8	24	15
18	3	7	12	41	8	9	23	20
19	2	8	8	40	8	9	28	20
20	1	6	7	52	6	7	10	10
21	1	7	5	55	8	9	20	13
22	1	4	5	50	4	5	12	10
23	3	11	12	34	11	13	26	17
24	1	4	8	46	5	5	14	11



EDUCATION REDLINING IN NEW YORK CITY

25	0	3	6	56	3	4	11	11
26	1	4	4	58	4	5	14	10
27	1	4	7	44	5	6	19	13
28	1	4	6	52	5	6	12	11
29	1	5	3	49	5	7	19	13
30	1	5	5	51	5	7	20	12
31	0	4	4	62	5	5	15	11
32	2	7	8	36	8	9	21	13
Average	2	7	9	42	7	8	20	15



**Community School District Grade 8 Assessments:
Percent Tested at Highest Level (4)
English Language Arts**

CSD	Asian	Black	Hispanic	White	All
1	13	4	2	34	8
2	10	2	4	15	9
3	22	2	2	23	8
4	9	2	1	7	2
5		1	0	14	1
6		1	2	11	2
7	0	0	1	0	1
8	7	1	1	3	2
9	4	1	1	0	1
10	4	2	2	3	2
11	7	1	1	4	2
12	0	1	1	0	1
13	0	0	1	9	1
14		2	2	10	3
15	17	3	3	19	7
16	0	1	0		1
17	0	1	1	0	1



EDUCATION REDLINING IN NEW YORK CITY

18	0	2	1	0	2
19	6	1	1	0	1
20	10	3	3	8	7
21	13		2	10	8
22	12	2	6	9	5
23	7	2	1	0	2
24	12	5	3	6	5
25	11		5	12	9
26	19	5	7	13	15
27	9	3	3	11	5
28	10	2	4	11	6
29	4	2	2	9	2
30	17	2	2	10	6
31	10	1	2	7	5
32	3	3	1		2
Average	8	2	2	9	4



Mathematics

CSD	Asian	Black	Hispanic	White	All
1	53	7	5	49	20
2	49	9	9	34	31
3	51	8	12	38	19
4	52	10	7	21	9
5		8	10	45	10
6		11	12	38	12
7	25	3	6	29	5
8	31	6	5	20	8
9	24	5	7	6	7
10	29	8	8	26	10
11	27	4	5	18	7
12	23	8	8	0	8
13	10	5	6	4	5
14		8	8	24	12
15	48	10	8	36	17
16	11	7	3		6
17	18	9	9	0	9
18	29	8	10	6	8
19	26	7	7	3	8
20	44	8	11	25	29
21	53		13	38	34



EDUCATION REDLINING IN NEW YORK CITY

22	47	11	14	27	20
23	43	4	2	17	5
24	54	9	14	25	25
25	49		15	34	35
26	56	20	20	33	43
27	37	8	14	36	20
28	39	11	14	25	21
29	23	7	12	20	9
30	48	9	15	28	23
31	40	6	8	25	19
32	32	10	6	0	8
Average	37	8	9	24	16



Community School District Opportunity to Learn Comparisons

Opportunity to Learn: Within Individual Community School Districts

CSD	Asian	Black	Hispanic
1	0.75	0.17	0.16
2	0.81	0.74	0.69
3	0.93	0.25	0.30
4	0.00	0.00	0.00
5	0.00	0.00	0.00
6	1.20	0.10	0.22
7	0.00	0.00	0.00
8	1.02	0.27	0.38
9	0.00	0.00	0.00
10	0.67	1.15	2.13
11	0.15	0.03	0.07
12	0.00	0.00	0.00
13	0.00	0.00	0.00
14	0.58	0.30	0.31
15	0.70	0.49	0.32
16	0.00	0.00	0.00
17	0.93	1.07	0.74
18	0.00	0.00	0.00



19	0.00	0.00	0.00
20	0.76	0.16	0.53
21	0.81	0.69	0.48
22	0.98	0.24	0.48
23	0.00	0.00	0.00
24	1.23	0.73	0.66
25	1.07	0.87	1.05
26	1.00	1.00	1.00
27	1.00	0.41	0.60
28	0.46	0.17	0.38
29	0.50	0.42	0.90
30	1.19	0.21	0.51
31	0.26	0.05	0.24
32	3.24	3.18	0.53

Black Opportunity to Learn: Sorted Within Community School Districts

CSD	Asian	Black	Hispanic
32	3.24	3.18	0.53
10	0.67	1.15	2.13
17	0.93	1.07	0.74
26	1.00	1.00	1.00
25	1.07	0.87	1.05
2	0.81	0.74	0.69
24	1.23	0.73	0.66
21	0.81	0.69	0.48



EDUCATION REDLINING IN NEW YORK CITY

15	0.70	0.49	0.32
29	0.50	0.42	0.90
27	1.00	0.41	0.60
14	0.58	0.30	0.31
8	1.02	0.27	0.38
3	0.93	0.25	0.30
22	0.98	0.24	0.48
30	1.19	0.21	0.51
1	0.75	0.17	0.16
28	0.46	0.17	0.38
20	0.76	0.16	0.53
6	1.20	0.10	0.22
31	0.26	0.05	0.24
11	0.15	0.03	0.07
4	0.00	0.00	0.00
5	0.00	0.00	0.00
7	0.00	0.00	0.00
9	0.00	0.00	0.00
12	0.00	0.00	0.00
13	0.00	0.00	0.00
16	0.00	0.00	0.00
18	0.00	0.00	0.00
19	0.00	0.00	0.00
23	0.00	0.00	0.00



Hispanic Opportunity to Learn: Sorted Within Community School Districts

CSD	Asian	Black	Hispanic
10	0.67	1.15	2.13
25	1.07	0.87	1.05
26	1.00	1.00	1.00
29	0.50	0.42	0.90
17	0.93	1.07	0.74
2	0.81	0.74	0.69
24	1.23	0.73	0.66
27	1.00	0.41	0.60
20	0.76	0.16	0.53
32	3.24	3.18	0.53
30	1.19	0.21	0.51
21	0.81	0.69	0.48
22	0.98	0.24	0.48
8	1.02	0.27	0.38
28	0.46	0.17	0.38
15	0.70	0.49	0.32
14	0.58	0.30	0.31
3	0.93	0.25	0.30
31	0.26	0.05	0.24
6	1.20	0.10	0.22
1	0.75	0.17	0.16
11	0.15	0.03	0.07
4	0.00	0.00	0.00
5	0.00	0.00	0.00
7	0.00	0.00	0.00
9	0.00	0.00	0.00
12	0.00	0.00	0.00
13	0.00	0.00	0.00
16	0.00	0.00	0.00



EDUCATION REDLINING IN NEW YORK CITY

18	0.00	0.00	0.00
19	0.00	0.00	0.00
23	0.00	0.00	0.00



Opportunity to Learn Within Community School Districts: Ranks by Race/Ethnicity

CSD	Asian Rank	Black Rank	Hispanic Rank
1	15	18	21
2	12	6	6
3	11	14	18
4	No OTL	No OTL	No OTL
5	--	No OTL	No OTL
6	--	20	20
7	--	No OTL	No OTL
8	--	13	15
9	--	No OTL	No OTL
10	17	2	1
11	22	22	22
12	--	No OTL	No OTL
13	No OTL	No OTL	No OTL
14	--	12	17
15	16	9	16
16	--	No OTL	No OTL
17	--	3	5
18	--	No OTL	No OTL
19	No OTL	No OTL	No OTL
20	14	--	9



EDUCATION REDLINING IN NEW YORK CITY

21	13	8	12
22	9	15	13
23	--	No OTL	No OTL
24	2	--	7
25	5	5	2
26	8	4	3
27	7	11	8
28	20	17	14
29	19	10	4
30	4	16	11
31	21	21	19
32	--	1	10



Opportunity to Learn: City-Wide Comparisons

CSD	Asian	Black	Hispanic	White
1	1.14	0.26	0.24	1.51
2	1.13	1.03	0.96	1.40
3	1.10	0.30	0.35	1.18
4	0.16	0.14	0.12	0.00
5	0.00	0.00	0.00	0.00
6	1.02	0.08	0.19	0.85
7	0.00	0.00	0.00	0.00
8	0.30	0.08	0.11	0.30
9	0.04	0.03	0.01	0.00
10	0.02	0.03	0.06	0.03
11	0.04	0.01	0.02	0.27
12	0.00	0.00	0.00	0.00
13	0.00	0.00	0.00	0.00
14	0.24	0.13	0.13	0.42
15	0.89	0.62	0.41	1.28
16	0.00	0.00	0.00	0.00
17	0.11	0.13	0.09	0.12
18	0.13	0.09	0.07	0.00
19	0.00	0.00	0.00	0.00
20	0.88	0.19	0.62	1.16



EDUCATION REDLINING IN NEW YORK CITY

21	0.61	0.52	0.36	0.75
22	1.05	0.25	0.51	1.07
23	0.97	0.10	0.12	0.00
24	0.97	0.58	0.52	0.79
25	1.60	1.31	1.56	1.50
26	1.69	1.69	1.69	1.69
27	0.73	0.29	0.43	0.72
28	0.68	0.25	0.56	1.46
29	0.10	0.08	0.18	0.20
30	0.84	0.15	0.36	0.71
31	0.20	0.04	0.19	0.79
32	0.92	0.90	0.15	0.28



Asian Opportunity to Learn: City-Wide Comparisons

CSD	Asian	Black	Hispanic	White
26	1.69	1.69	1.69	1.69
25	1.60	1.31	1.56	1.50
1	1.14	0.26	0.24	1.51
2	1.13	1.03	0.96	1.40
3	1.10	0.30	0.35	1.18
22	1.05	0.25	0.51	1.07
6	1.02	0.08	0.19	0.85
24	0.97	0.58	0.52	0.79
23	0.97	0.10	0.12	0.00
32	0.92	0.90	0.15	0.28
15	0.89	0.62	0.41	1.28
20	0.88	0.19	0.62	1.16
30	0.84	0.15	0.36	0.71
27	0.73	0.29	0.43	0.72
28	0.68	0.25	0.56	1.46
21	0.61	0.52	0.36	0.75
8	0.30	0.08	0.11	0.30
14	0.24	0.13	0.13	0.42
31	0.20	0.04	0.19	0.79
4	0.16	0.14	0.12	0.00
18	0.13	0.09	0.07	0.00



EDUCATION REDLINING IN NEW YORK CITY

17	0.11	0.13	0.09	0.12
29	0.10	0.08	0.18	0.20
11	0.04	0.01	0.02	0.27
9	0.04	0.03	0.01	0.00
10	0.02	0.03	0.06	0.03
5	0.00	0.00	0.00	0.00
7	0.00	0.00	0.00	0.00
12	0.00	0.00	0.00	0.00
13	0.00	0.00	0.00	0.00
16	0.00	0.00	0.00	0.00
19	0.00	0.00	0.00	0.00



Black Opportunity to Learn: City-Wide Comparisons

CSD	Asian	Black	Hispanic	White
26	1.69	1.69	1.69	1.69
25	1.60	1.31	1.56	1.50
2	1.13	1.03	0.96	1.40
32	0.92	0.90	0.15	0.28
15	0.89	0.62	0.41	1.28
24	0.97	0.58	0.52	0.79
21	0.61	0.52	0.36	0.75
3	1.10	0.30	0.35	1.18
27	0.73	0.29	0.43	0.72
1	1.14	0.26	0.24	1.51
22	1.05	0.25	0.51	1.07
28	0.68	0.25	0.56	1.46
20	0.88	0.19	0.62	1.16
30	0.84	0.15	0.36	0.71
4	0.16	0.14	0.12	0.00
17	0.11	0.13	0.09	0.12
14	0.24	0.13	0.13	0.42
23	0.97	0.10	0.12	0.00
18	0.13	0.09	0.07	0.00
6	1.02	0.08	0.19	0.85



EDUCATION REDLINING IN NEW YORK CITY

29	0.10	0.08	0.18	0.20
8	0.30	0.08	0.11	0.30
31	0.20	0.04	0.19	0.79
10	0.02	0.03	0.06	0.03
9	0.04	0.03	0.01	0.00
11	0.04	0.01	0.02	0.27
5	0.00	0.00	0.00	0.00
7	0.00	0.00	0.00	0.00
12	0.00	0.00	0.00	0.00
13	0.00	0.00	0.00	0.00
16	0.00	0.00	0.00	0.00
19	0.00	0.00	0.00	0.00



Hispanic Opportunity to Learn: City-Wide Comparisons

CSD	Asian	Black	Hispanic	White
1	1.14	0.26	0.24	1.51
2	1.13	1.03	0.96	1.40
3	1.10	0.30	0.35	1.18
4	0.16	0.14	0.12	0.00
5	0.00	0.00	0.00	0.00
6	1.02	0.08	0.19	0.85
7	0.00	0.00	0.00	0.00
8	0.30	0.08	0.11	0.30
9	0.04	0.03	0.01	0.00
10	0.02	0.03	0.06	0.03
11	0.04	0.01	0.02	0.27
12	0.00	0.00	0.00	0.00
13	0.00	0.00	0.00	0.00
14	0.24	0.13	0.13	0.42
15	0.89	0.62	0.41	1.28
16	0.00	0.00	0.00	0.00
17	0.11	0.13	0.09	0.12
18	0.13	0.09	0.07	0.00
19	0.00	0.00	0.00	0.00
20	0.88	0.19	0.62	1.16



EDUCATION REDLINING IN NEW YORK CITY

21	0.61	0.52	0.36	0.75
22	1.05	0.25	0.51	1.07
23	0.97	0.10	0.12	0.00
24	0.97	0.58	0.52	0.79
25	1.60	1.31	1.56	1.50
26	1.69	1.69	1.69	1.69
27	0.73	0.29	0.43	0.72
28	0.68	0.25	0.56	1.46
29	0.10	0.08	0.18	0.20
30	0.84	0.15	0.36	0.71
31	0.20	0.04	0.19	0.79
32	0.92	0.90	0.15	0.28



White Opportunity to Learn: City-Wide Comparisons

CSD	Asian	Black	Hispanic	White
26	1.69	1.69	1.69	1.69
1	1.14	0.26	0.24	1.51
25	1.60	1.31	1.56	1.50
28	0.68	0.25	0.56	1.46
2	1.13	1.03	0.96	1.40
15	0.89	0.62	0.41	1.28
3	1.10	0.30	0.35	1.18
20	0.88	0.19	0.62	1.16
22	1.05	0.25	0.51	1.07
6	1.02	0.08	0.19	0.85
24	0.97	0.58	0.52	0.79
31	0.20	0.04	0.19	0.79
21	0.61	0.52	0.36	0.75
27	0.73	0.29	0.43	0.72
30	0.84	0.15	0.36	0.71
14	0.24	0.13	0.13	0.42
8	0.30	0.08	0.11	0.30
32	0.92	0.90	0.15	0.28
11	0.04	0.01	0.02	0.27



EDUCATION REDLINING IN NEW YORK CITY

29	0.10	0.08	0.18	0.20
17	0.11	0.13	0.09	0.12
10	0.02	0.03	0.06	0.03
4	0.16	0.14	0.12	0.00
5	0.00	0.00	0.00	0.00
7	0.00	0.00	0.00	0.00
9	0.04	0.03	0.01	0.00
12	0.00	0.00	0.00	0.00
13	0.00	0.00	0.00	0.00
16	0.00	0.00	0.00	0.00
18	0.13	0.09	0.07	0.00
19	0.00	0.00	0.00	0.00
23	0.97	0.10	0.12	0.00



Opportunity to Learn Ranks: City-Wide Comparisons

CSD	Asian Rank	Black Rank	Hispanic Rank	White Rank
1	3	10	13	2
2	4	3	3	5
3	5	8	12	7
4	20	15	20	--
5	--	No OTL	No OTL	--
6	--	20	15	--
7	--	No OTL	No OTL	--
8	--	22	21	17
9	--	25	26	--
10	26	24	24	22
11	24	26	25	19
12	--	No OTL	No OTL	--
13	No OTL	No OTL	No OTL	No OTL
14	--	17	18	16
15	11	5	9	6
16	--	No OTL	No OTL	--
17	--	16	22	--
18	--	19	23	--
19	No OTL	No OTL	No OTL	--
20	12	--	4	8
21	16	7	10	13



EDUCATION REDLINING IN NEW YORK CITY

22	6	11	7	9
23	--	18	19	--
24	8	--	6	11
25	2	2	2	3
26	1	1	1	1
27	14	9	8	14
28	15	12	5	4
29	23	21	16	--
30	13	14	11	15
31	19	23	14	12
32	--	4	17	--