



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #25**

District ID **34-25-00-01-0000**

Superintendent **DIANE KAY**

Telephone **(718) 281-7605**

Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 View School Accountability Status.

This section lists all schools in your district by 2010–11 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2007-08	2008-09	2009-10
Pre-K	1138	1169	1201
Kindergarten	2134	2334	2677
Grade 1	2112	2305	2575
Grade 2	2102	2128	2464
Grade 3	1962	2167	2295
Grade 4	1932	2012	2364
Grade 5	1989	1952	2243
Grade 6	2080	2080	2271
Ungraded Elementary	1157	1254	96
Grade 7	2087	2103	2379
Grade 8	2217	2136	2440
Grade 9	2998	3310	3417
Grade 10	2276	2247	2616
Grade 11	1406	1599	1857
Grade 12	1569	1450	1656
Ungraded Secondary	752	882	33
Total K-12	28773	29959	31383

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	24	24	25
Grade 8			
English	28	29	30
Mathematics	28	29	29
Science	29	29	30
Social Studies	29	30	29
Grade 10			
English	29	28	30
Mathematics	28	30	30
Science	28	28	30
Social Studies	30	29	30

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	15527	54%	16884	56%	17678	56%
Reduced-Price Lunch	4138	14%	4231	14%	4272	14%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	5714	20%	5956	20%	6109	19%
Racial/Ethnic Origin						
American Indian or Alaska Native	66	0%	76	0%	60	0%
Black or African American	3264	11%	3266	11%	3379	11%
Hispanic or Latino	8761	30%	9038	30%	9121	29%
Asian or Native Hawaiian/Other Pacific Islander	11462	40%	12312	41%	13382	43%
White	5220	18%	5267	18%	5441	17%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate				0%		0%
Student Suspensions	1023	4%	1284	4%	1110	4%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District NEW YORK CITY GEOGRAPHIC DISTRICT #25

District ID 34-25-00-01-0000

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	2018	2133	2095
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	5%	4%	3%
Percent with Fewer Than Three Years of Experience	9%	10%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	54%	56%
Total Number of Core Classes	4703	4692	4673
Percent Not Taught by Highly Qualified Teachers in This District	5%	4%	3%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	5656	5682	5672
Percent Taught by Teachers Without Appropriate Certification	6%	5%	4%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		10%	11%
Turnover Rate of All Teachers		9%	11%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	0	0

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irts/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2010–11)

 **Good Standing**

ELA  Good Standing

Science  Good Standing

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09

2009–10









































2010–11

YES




YES

YES













On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—			—
White			—			—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities			—			—
Limited English Proficient			—			—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	 7 of 8	 8 of 8	 1 of 1	 2 of 8	 6 of 8	 0 of 1

AYP Status


-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---|--|
| Good Standing  |  Good Standing |
| Improvement (Year 1)  |  Requiring Academic Progress (Year 1) |
| Improvement (Year 2)  |  Requiring Academic Progress (Year 2) |
| Improvement (Year 3)  |  Requiring Academic Progress (Year 3) |
| Improvement (Year 4)  |  Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above)  |  Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |


























Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)  Good Standing




Accountability Measures 7 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?


Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (14516:13307)			99%		176	154	
Ethnicity							
American Indian or Alaska Native (18:18)	—	—	—	—	—	—	—
Black or African American (1110:1046)			99%		168	152	
Hispanic or Latino (3426:3218)			100%		168	153	
Asian or Native Hawaiian/Other Pacific Islander (6882:6047)			100%		180	154	
White (3050:2950)			99%		179	153	
Multiracial (30:28)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2561:2580)			98%		147	153	153 118
Limited English Proficient (2578:2854)			100%		153	153	
Economically Disadvantaged (11979:10881)			100%		174	154	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (6866:6320)			100%		180	154	
Male (7650:6987)			99%		172	154	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)




Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?


Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (14522:13627)			99%		192	134	
Ethnicity							
American Indian or Alaska Native (18:18)	—	—	—	—	—	—	—
Black or African American (1111:1046)			99%		182	132	
Hispanic or Latino (3429:3241)			99%		187	133	
Asian or Native Hawaiian/Other Pacific Islander (6880:6344)			100%		196	134	
White (3054:2950)			99%		192	133	
Multiracial (30:28)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (2560:2578)			97%		174	133	
Limited English Proficient (2580:3189)			100%		188	133	
Economically Disadvantaged (11988:11189)			100%		192	134	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (6868:6457)			99%		193	134	
Male (7654:7170)			99%		191	134	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)



Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (4996:4586)		Qualified		97%		184	100	
Ethnicity								
American Indian or Alaska Native (2:2)	—		—	—	—	—	—	—
Black or African American (392:354)		Qualified		95%		172	100	
Hispanic or Latino (1143:1067)		Qualified		98%		179	100	
Asian or Native Hawaiian/Other Pacific Islander (2395:2142)		Qualified		97%		188	100	
White (1054:1012)		Qualified		99%		186	100	
Multiracial (10:9)	—		—	—	—	—	—	—
Other Groups								
Students with Disabilities (828:834)		Qualified		97%		161	100	
Limited English Proficient (892:1029)		Qualified		98%		172	100	
Economically Disadvantaged (4126:3763)		Qualified		97%		183	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (2415:2237)				97%		184	100	
Male (2581:2349)				97%		184	100	
Migrant (0:0)								


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts


























Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 2 of 8 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on secondary-level English language arts accountability measures?


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1967:1893)			100%		169	174	165 [‡] 172
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (403:369)			99%		163	171	158 [‡] 167
Hispanic or Latino (800:789)			100%		162	173	161 [‡] 166
Asian or Native Hawaiian/Other Pacific Islander (535:504)			100%		182	172	
White (216:217)			100%		176	169	
Multiracial (11:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (134:214)			100%		114	169	106 [‡] 123
Limited English Proficient (367:434)			100%		147	172	141 [‡] 152
Economically Disadvantaged (1454:1411)			100%		173	174	171 [‡] 176
Final AYP Determination	 2 of 8						
Non-Accountability Groups							
Female (1077:1029)			100%		178	174	
Male (890:864)			100%		158	173	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)




Accountability Measures 6 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on secondary-level mathematics accountability measures?


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1967:1893)			100%		175	170	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (403:369)			100%		160	167	150‡ 164
Hispanic or Latino (800:789)			100%		169	169	
Asian or Native Hawaiian/Other Pacific Islander (535:504)			100%		194	168	
White (216:217)			100%		181	165	
Multiracial (11:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (134:214)			100%		122	165	103‡ 130
Limited English Proficient (367:434)			100%		175	168	
Economically Disadvantaged (1454:1411)			100%		181	170	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (1077:1029)			100%		181	170	
Male (890:864)			100%		168	169	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate











Accountability Status for This Indicator (2010–11)  Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP



Prospective Status

A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (2078)			56%	80%	64%	61%
Ethnicity						
American Indian or Alaska Native (10)		—	—	—		
Black or African American (433)			46%	80%	58%	53%
Hispanic or Latino (904)			49%	80%	55%	55%
Asian or Native Hawaiian/Other Pacific Islander (519)			71%	80%	78%	73%
White (200)			66%	80%	74%	69%
Multiracial (12)		—	—	—		
Other Groups						
Students with Disabilities (239)			23%	80%	35%	34%
Limited English Proficient (470)			49%	80%	54%	55%
Economically Disadvantaged (1485)			64%	80%	66%	67%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (1047)			63%	80%		
Male (1031)			48%	80%		
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **63%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

39 schools identified 91% of total

BELL ACADEMY
EAST-WEST SCHOOL OF INTERNATIONAL STUDIES
IS 237
IS 25 ADRIEN BLOCK
IS 250 THE ROBERT F KENNEDY COMMUNITY MIDDLE SCHOOL
JHS 185 EDWARD BLEEKER
JHS 189 DANIEL CARTER BEARD
JHS 194 WILLIAM CARR
PS 107 THOMAS A DOOLEY
PS 120 QUEENS
PS 129 PATRICIA LARKIN
PS 130
PS 154 QUEENS
PS 163 FLUSHING HEIGHTS
PS 164 QUEENS VALLEY
PS 165 EDITH K BERGTRAUM
PS 169 BAY TERRACE
PS 184 FLUSHING MANOR
PS 193 ALFRED J KENNEDY
PS 20 JOHN BOWNE
PS 201 THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH
PS 209 CLEARVIEW GARDENS
PS 21 EDWARD HART
PS 214 CADWALLADER COLDEN
PS 219 PAUL KLAPPER
PS 22 THOMAS JEFFERSON
PS 24 ANDREW JACKSON
PS 242 LEONARD P STAVISKY EARLY CHILDHOOD SCHOOL
PS 29 QUEENS
PS 32 STATE STREET
PS 79 FRANCIS LEWIS
PS/MS 200 THE POMONOK SCHOOL AND STAR ACADEMY
QUEENS ACADEMY HIGH SCHOOL
QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE & TECHNOLOGY
QUEENS SCHOOL OF INQUIRY (THE)
ROBERT F KENNEDY COMMUNITY HIGH SCHOOL
THE ACTIVE LEARNING ELEMENTARY SCHOOL
TOWNSEND HARRIS HIGH SCHOOL
WORLD JOURNALISM PREPARATORY

Improvement (year 1) Comprehensive

2 schools identified 5% of total

FLUSHING INTERNATIONAL HIGH SCHOOL
NORTH QUEENS COMMUNITY HIGH SCHOOL

Restructuring (advanced) Comprehensive

2 schools identified 5% of total

FLUSHING HIGH SCHOOL

(continued)

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

2010–11 Accountability Status of Schools in Your District (Continued)

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #25**

District ID **34-25-00-01-0000**

Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	57%			2250
Grade 4	63%			2287
Grade 5	61%			2158
Grade 6	56%			2173
Grade 7	56%			2240
Grade 8	56%			2349
Mathematics				
Grade 3	70%			2333
Grade 4	77%			2432
Grade 5	79%			2272
Grade 6	74%			2297
Grade 7	77%			2400
Grade 8	71%			2468
Science				
Grade 4	92%			2414
Grade 8	78%			2180

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	71%			2258
Mathematics	72%			2258

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irts.

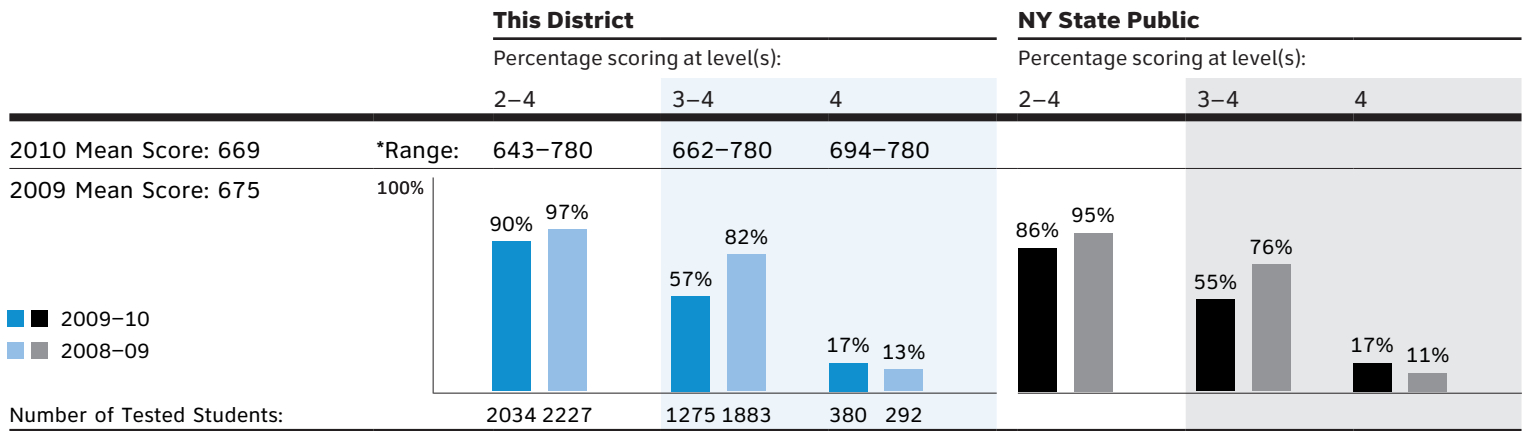
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2250	90%	57%	17%	2286	97%	82%	13%
Female	1116	93%	60%	20%	1122	98%	86%	15%
Male	1134	88%	53%	14%	1164	97%	79%	10%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	139	83%	40%	5%	174	93%	68%	6%
Hispanic or Latino	567	87%	45%	10%	501	96%	72%	7%
Asian or Native Hawaiian/Other Pacific Islander	1093	93%	63%	20%	1112	99%	88%	17%
White	440	90%	60%	21%	493	98%	85%	13%
Multiracial	8	-	-	-	3	-	-	-
Small Group Totals	11	91%	64%	36%	6	100%	83%	17%
General-Education Students	1848	95%	63%	20%	1899	100%	89%	15%
Students with Disabilities	402	68%	26%	5%	387	87%	50%	3%
English Proficient	1840	93%	63%	20%	1876	98%	87%	15%
Limited English Proficient	410	78%	29%	3%	410	94%	60%	2%
Economically Disadvantaged	1775	89%	52%	14%	1824	97%	80%	10%
Not Disadvantaged	475	96%	73%	27%	462	98%	92%	22%
Migrant								
Not Migrant	2250	90%	57%	17%	2286	97%	82%	13%

NOTES

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

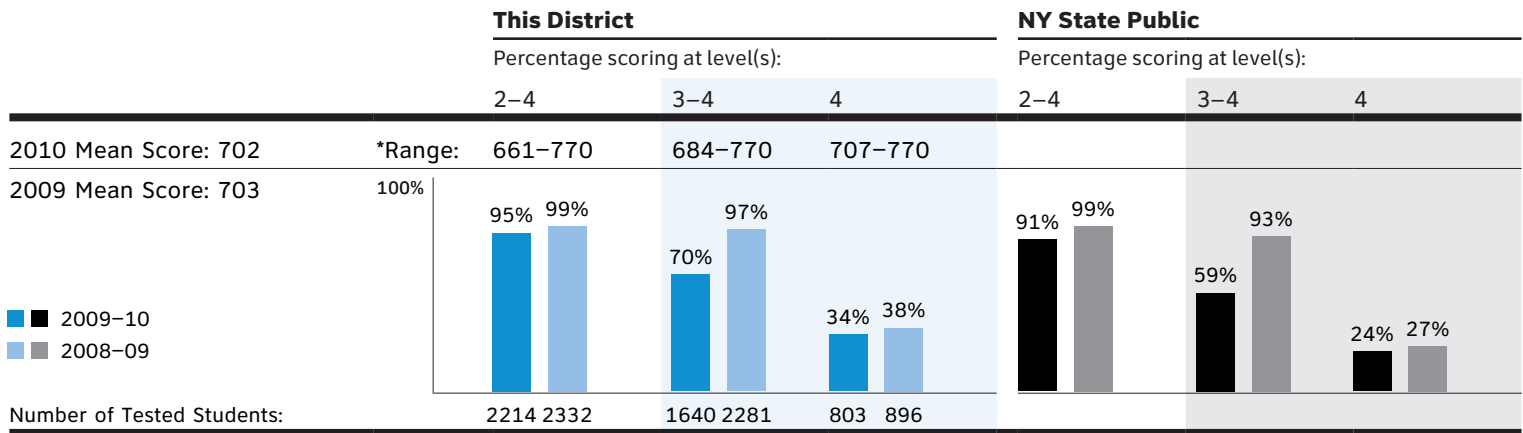
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	34	34	33	31	34	33	32	28
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	87	N/A	N/A	N/A	51	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	86	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2333	95%	70%	34%	2346	99%	97%	38%
Female	1156	96%	72%	35%	1152	100%	98%	40%
Male	1177	94%	69%	33%	1194	99%	97%	37%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	139	86%	47%	12%	174	98%	90%	12%
Hispanic or Latino	581	92%	52%	20%	505	100%	96%	21%
Asian or Native Hawaiian/Other Pacific Islander	1162	98%	83%	45%	1164	100%	99%	51%
White	440	95%	68%	31%	497	99%	97%	35%
Multiracial	8	-	-	-	3	-	-	-
Small Group Totals	11	100%	82%	55%	6	100%	100%	17%
General-Education Students	1931	97%	77%	39%	1954	100%	99%	44%
Students with Disabilities	402	84%	38%	12%	392	97%	88%	12%
English Proficient	1837	96%	74%	38%	1881	100%	98%	42%
Limited English Proficient	496	91%	56%	22%	465	99%	94%	23%
Economically Disadvantaged	1853	94%	68%	32%	1881	99%	97%	36%
Not Disadvantaged	480	97%	79%	43%	465	100%	97%	48%
Migrant								
Not Migrant	2333	95%	70%	34%	2346	99%	97%	38%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	34	33	31	26	34	32	32	28

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 678	*Range: 637-775	668-775	720-775			
2009 Mean Score: 674						
Number of Tested Students:	2171	2080	1445	1741	197	172

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2287	95%	63%	9%	2131	98%	82%	8%
Female	1126	96%	67%	11%	982	98%	85%	9%
Male	1161	94%	59%	6%	1149	98%	79%	7%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	170	89%	38%	3%	163	96%	74%	1%
Hispanic or Latino	519	94%	51%	3%	530	96%	75%	5%
Asian or Native Hawaiian/Other Pacific Islander	1105	96%	72%	12%	935	98%	86%	10%
White	486	95%	65%	8%	495	98%	83%	9%
Multiracial	6	-	-	-	3	-	-	-
Small Group Totals	7	100%	71%	14%	8	100%	63%	0%
General-Education Students	1883	98%	71%	10%	1714	99%	89%	10%
Students with Disabilities	404	79%	25%	1%	417	90%	52%	1%
English Proficient	1941	97%	70%	10%	1808	99%	87%	9%
Limited English Proficient	346	84%	27%	1%	323	91%	52%	0%
Economically Disadvantaged	1867	94%	60%	8%	1742	97%	79%	7%
Not Disadvantaged	420	97%	77%	12%	389	99%	92%	13%
Migrant								
Not Migrant	2287	95%	63%	9%	2131	98%	82%	8%

NOTES

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

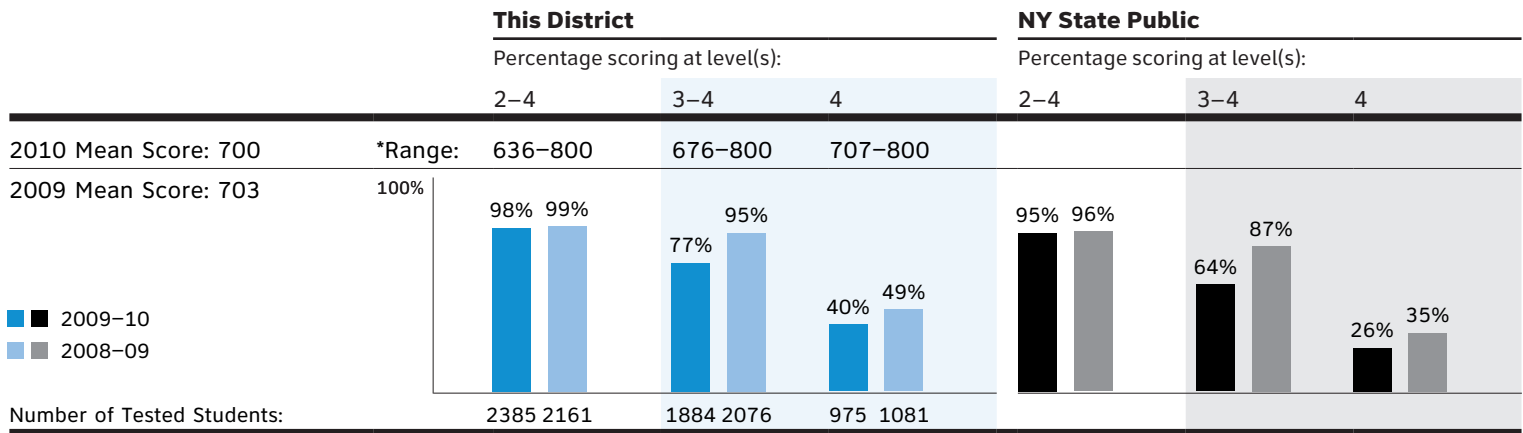
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	33	31	28	36	30	26	22
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	137	N/A	N/A	N/A	50	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	140	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2432	98%	77%	40%	2191	99%	95%	49%
Female	1184	98%	76%	40%	1005	99%	96%	47%
Male	1248	98%	79%	40%	1186	99%	94%	51%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	172	97%	48%	10%	164	98%	88%	22%
Hispanic or Latino	533	97%	63%	21%	540	97%	91%	31%
Asian or Native Hawaiian/Other Pacific Islander	1230	99%	88%	54%	980	99%	98%	68%
White	490	98%	77%	37%	499	99%	95%	43%
Multiracial	6	-	-	-	3	-	-	-
Small Group Totals	7	100%	71%	57%	8	100%	75%	25%
General-Education Students	2025	99%	84%	46%	1775	100%	97%	56%
Students with Disabilities	407	92%	46%	12%	416	94%	84%	19%
English Proficient	1945	99%	81%	45%	1812	99%	97%	54%
Limited English Proficient	487	95%	65%	21%	379	96%	86%	28%
Economically Disadvantaged	2007	98%	76%	38%	1798	99%	94%	47%
Not Disadvantaged	425	98%	85%	51%	393	99%	98%	59%
Migrant								
Not Migrant	2432	98%	77%	40%	2191	99%	95%	49%

NOTES

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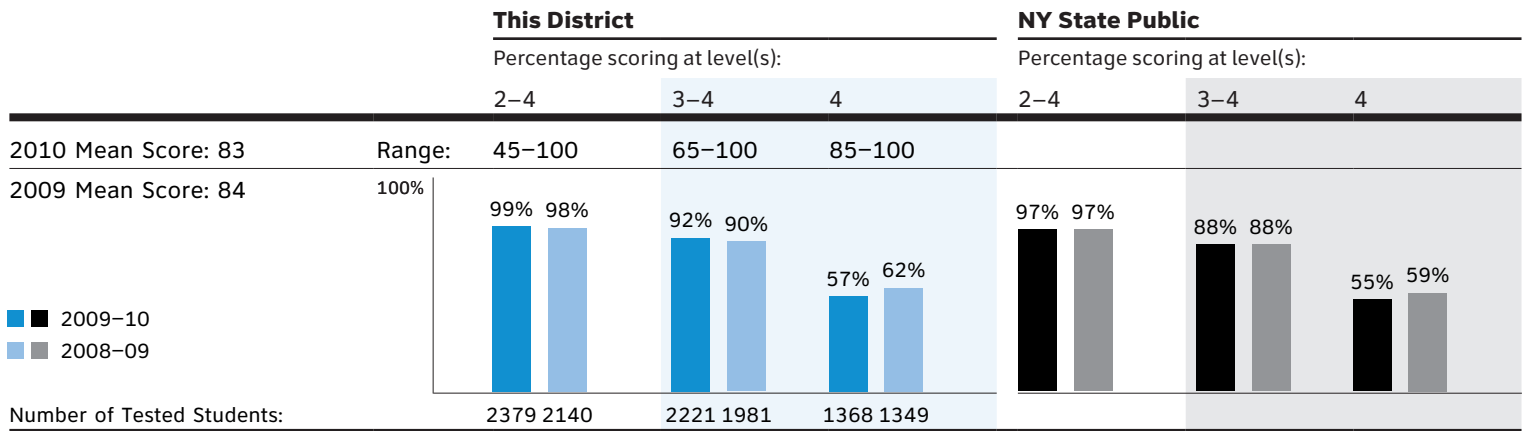
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	39	29	25	36	34	28	21

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2414	99%	92%	57%	2193	98%	90%	62%
Female	1173	99%	92%	58%	1009	98%	91%	59%
Male	1241	99%	92%	56%	1184	98%	90%	63%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	170	99%	85%	31%	164	98%	85%	46%
Hispanic or Latino	527	98%	89%	45%	537	96%	86%	50%
Asian or Native Hawaiian/Other Pacific Islander	1219	99%	93%	64%	987	98%	93%	69%
White	490	99%	94%	60%	497	98%	92%	65%
Multiracial	7	-	-	-	3	-	-	-
Small Group Totals	8	88%	88%	63%	8	100%	88%	63%
General-Education Students	2012	99%	95%	63%	1780	99%	93%	67%
Students with Disabilities	402	96%	76%	25%	413	92%	78%	38%
English Proficient	1935	99%	95%	65%	1815	99%	94%	68%
Limited English Proficient	479	96%	79%	24%	378	91%	72%	29%
Economically Disadvantaged	1990	99%	91%	55%	1799	97%	89%	59%
Not Disadvantaged	424	98%	95%	67%	394	99%	97%	72%
Migrant								
Not Migrant	2414	99%	92%	57%	2193	98%	90%	62%

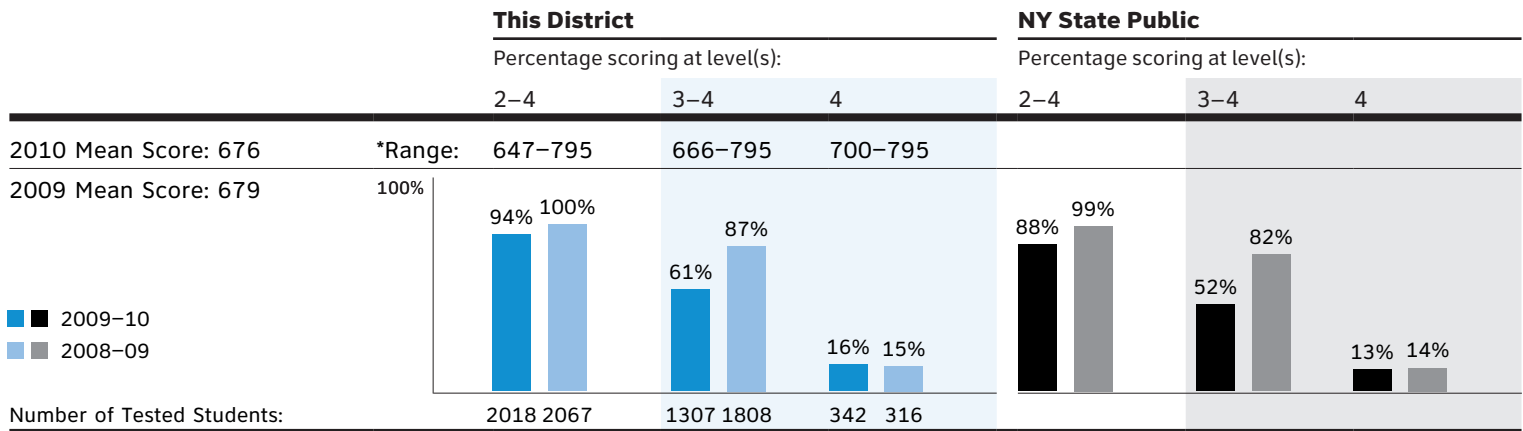
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	37	34	31	36	35	32	29

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2158	94%	61%	16%	2072	100%	87%	15%
Female	1012	94%	65%	18%	991	100%	88%	17%
Male	1146	93%	57%	14%	1081	100%	87%	13%
American Indian or Alaska Native	4	-	-	-	6	100%	50%	0%
Black or African American	162	87%	40%	8%	165	100%	75%	5%
Hispanic or Latino	527	92%	50%	7%	526	100%	86%	8%
Asian or Native Hawaiian/Other Pacific Islander	960	95%	70%	24%	926	100%	90%	21%
White	499	94%	60%	14%	449	100%	88%	15%
Multiracial	6	-	-	-				
Small Group Totals	10	90%	30%	0%				
General-Education Students	1746	97%	68%	19%	1698	100%	93%	18%
Students with Disabilities	412	78%	29%	3%	374	99%	59%	2%
English Proficient	1881	96%	66%	18%	1808	100%	91%	17%
Limited English Proficient	277	77%	26%	1%	264	99%	62%	2%
Economically Disadvantaged	1764	93%	58%	14%	1686	100%	86%	14%
Not Disadvantaged	394	96%	71%	25%	386	100%	92%	22%
Migrant								
Not Migrant	2158	94%	61%	16%	2072	100%	87%	15%

NOTES

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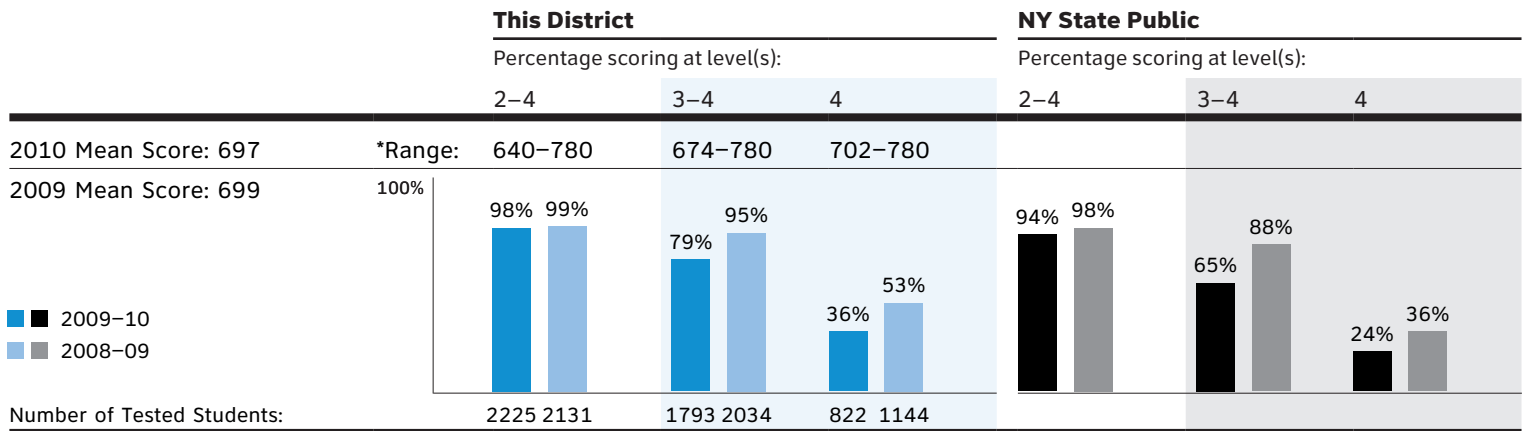
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	40	38	34	25	40	39	37	30
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	114	N/A	N/A	N/A	57	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	113	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2272	98%	79%	36%	2148	99%	95%	53%
Female	1060	98%	78%	36%	1021	100%	95%	53%
Male	1212	98%	80%	37%	1127	99%	94%	53%
American Indian or Alaska Native	4	-	-	-	6	100%	67%	17%
Black or African American	162	98%	59%	13%	167	99%	84%	20%
Hispanic or Latino	538	96%	66%	18%	540	99%	93%	38%
Asian or Native Hawaiian/Other Pacific Islander	1061	99%	90%	52%	978	100%	98%	69%
White	501	98%	76%	30%	457	98%	94%	49%
Multiracial	6	-	-	-				
Small Group Totals	10	100%	60%	0%				
General-Education Students	1860	99%	85%	42%	1771	100%	98%	60%
Students with Disabilities	412	92%	53%	12%	377	96%	80%	20%
English Proficient	1879	99%	82%	39%	1813	99%	96%	57%
Limited English Proficient	393	93%	64%	22%	335	99%	89%	36%
Economically Disadvantaged	1877	98%	78%	34%	1753	99%	94%	51%
Not Disadvantaged	395	99%	86%	48%	395	99%	96%	63%
Migrant								
Not Migrant	2272	98%	79%	36%	2148	99%	95%	53%

NOTES

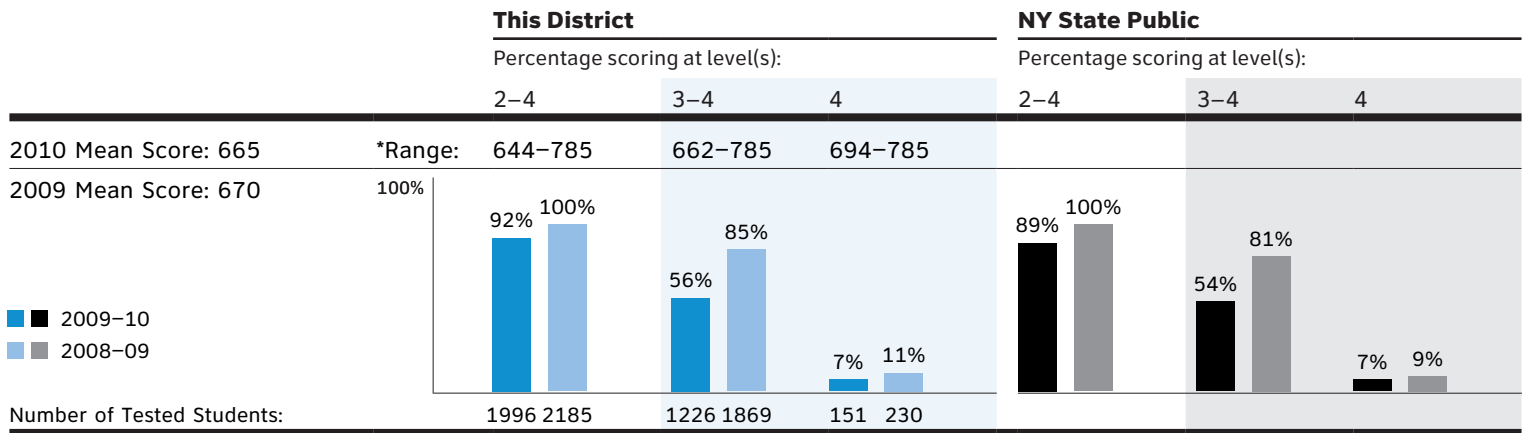
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	40	39	36	29	41	39	38	35

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2173	92%	56%	7%	2186	100%	85%	11%
Female	1015	94%	62%	8%	1002	100%	90%	15%
Male	1158	90%	52%	6%	1184	100%	82%	7%
American Indian or Alaska Native	7	-	-	-	2	-	-	-
Black or African American	190	89%	43%	1%	181	-	-	-
Hispanic or Latino	563	88%	44%	2%	520	100%	77%	4%
Asian or Native Hawaiian/Other Pacific Islander	930	94%	65%	12%	1009	100%	88%	15%
White	480	94%	60%	5%	472	100%	89%	11%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	10	90%	50%	0%	185	100%	85%	6%
General-Education Students	1791	95%	65%	8%	1834	100%	90%	12%
Students with Disabilities	382	75%	16%	0%	352	100%	60%	1%
English Proficient	1944	95%	62%	8%	1931	100%	90%	12%
Limited English Proficient	229	63%	10%	0%	255	100%	50%	0%
Economically Disadvantaged	1852	91%	54%	6%	1835	100%	85%	9%
Not Disadvantaged	321	96%	70%	11%	351	100%	88%	17%
Migrant								
Not Migrant	2173	92%	56%	7%	2186	100%	85%	11%

NOTES

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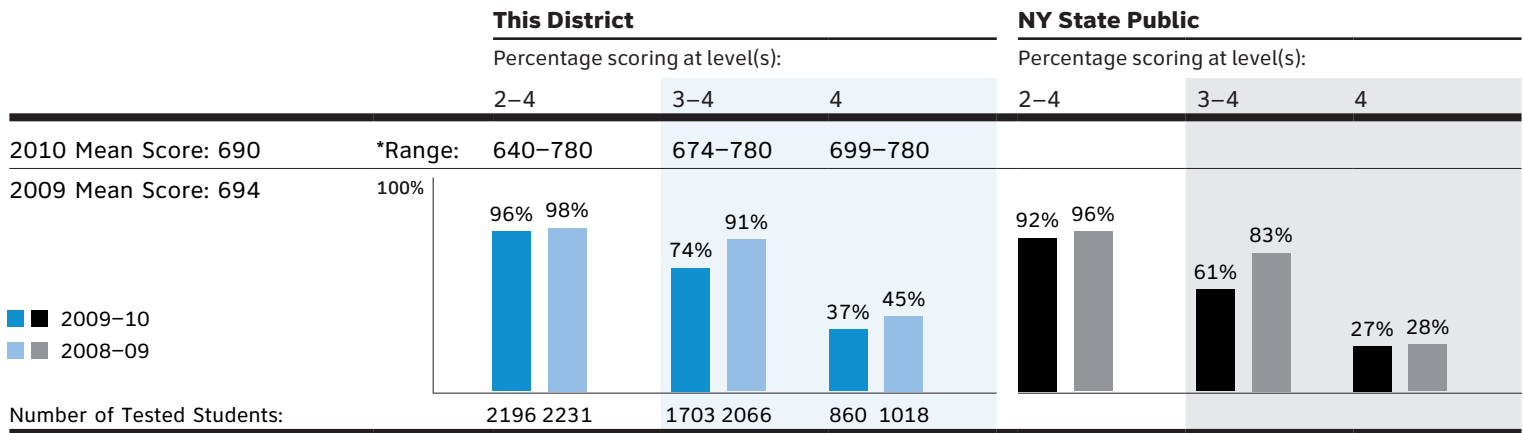
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	41	39	35	32	22	21	20	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	125	N/A	N/A	N/A	69	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	122	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2297	96%	74%	37%	2265	98%	91%	45%
Female	1071	96%	75%	38%	1038	99%	93%	49%
Male	1226	96%	73%	37%	1227	98%	90%	42%
American Indian or Alaska Native	7	-	-	-	2	-	-	-
Black or African American	191	91%	51%	13%	181	-	-	-
Hispanic or Latino	578	93%	61%	23%	533	97%	84%	25%
Asian or Native Hawaiian/Other Pacific Islander	1038	98%	87%	52%	1074	99%	95%	58%
White	480	95%	73%	33%	473	99%	94%	45%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	10	100%	40%	10%	185	98%	82%	25%
General-Education Students	1917	98%	82%	44%	1914	99%	95%	51%
Students with Disabilities	380	85%	32%	5%	351	96%	71%	12%
English Proficient	1943	97%	78%	41%	1935	99%	94%	49%
Limited English Proficient	354	89%	55%	19%	330	94%	77%	20%
Economically Disadvantaged	1971	95%	73%	35%	1912	99%	91%	44%
Not Disadvantaged	326	98%	83%	50%	353	98%	93%	52%
Migrant								
Not Migrant	2297	96%	74%	37%	2265	98%	91%	45%

NOTES

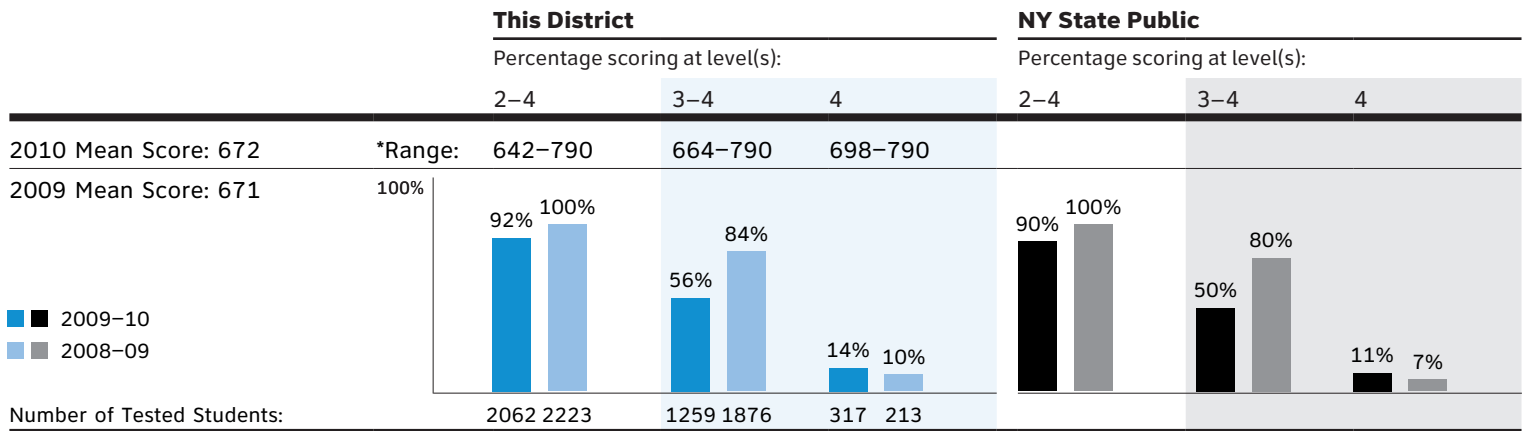
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	41	41	37	31	22	22	20	16

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2240	92%	56%	14%	2234	100%	84%	10%
Female	1015	94%	64%	18%	1095	100%	88%	11%
Male	1225	90%	50%	11%	1139	99%	80%	8%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	193	-	-	-	187	-	-	-
Hispanic or Latino	541	89%	40%	5%	561	100%	78%	5%
Asian or Native Hawaiian/Other Pacific Islander	1020	91%	61%	19%	982	99%	85%	12%
White	482	96%	67%	17%	500	100%	90%	12%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	197	94%	48%	7%	191	100%	81%	4%
General-Education Students	1904	94%	62%	16%	1884	100%	89%	11%
Students with Disabilities	336	80%	23%	1%	350	99%	58%	0%
English Proficient	1992	97%	62%	16%	1995	100%	90%	11%
Limited English Proficient	248	50%	10%	1%	239	96%	33%	0%
Economically Disadvantaged	1890	91%	54%	12%	1837	100%	83%	9%
Not Disadvantaged	350	96%	69%	24%	397	99%	90%	14%
Migrant								
Not Migrant	2240	92%	56%	14%	2234	100%	84%	10%

NOTES

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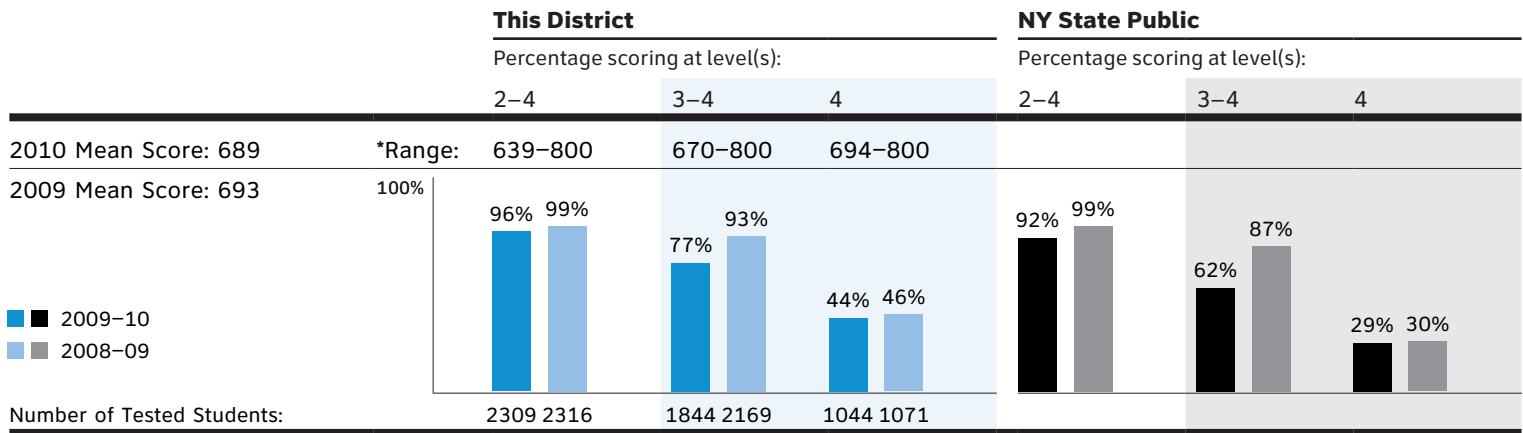
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	33	32	31	25	29	29	29	29
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	163	N/A	N/A	N/A	75	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	163	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2400	96%	77%	44%	2330	99%	93%	46%
Female	1088	97%	80%	47%	1136	100%	94%	46%
Male	1312	96%	75%	40%	1194	99%	92%	46%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	192	-	-	-	191	98%	83%	21%
Hispanic or Latino	551	92%	62%	24%	571	99%	90%	26%
Asian or Native Hawaiian/Other Pacific Islander	1169	97%	85%	55%	1058	100%	97%	59%
White	484	99%	81%	45%	504	100%	94%	50%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	196	94%	59%	26%	6	100%	50%	17%
General-Education Students	2062	98%	82%	49%	1981	100%	96%	52%
Students with Disabilities	338	86%	43%	12%	349	97%	77%	10%
English Proficient	1988	98%	81%	48%	2002	100%	95%	50%
Limited English Proficient	412	87%	58%	20%	328	98%	83%	24%
Economically Disadvantaged	2046	96%	76%	42%	1921	99%	93%	45%
Not Disadvantaged	354	97%	83%	52%	409	100%	93%	51%
Migrant								
Not Migrant	2400	96%	77%	44%	2330	99%	93%	46%

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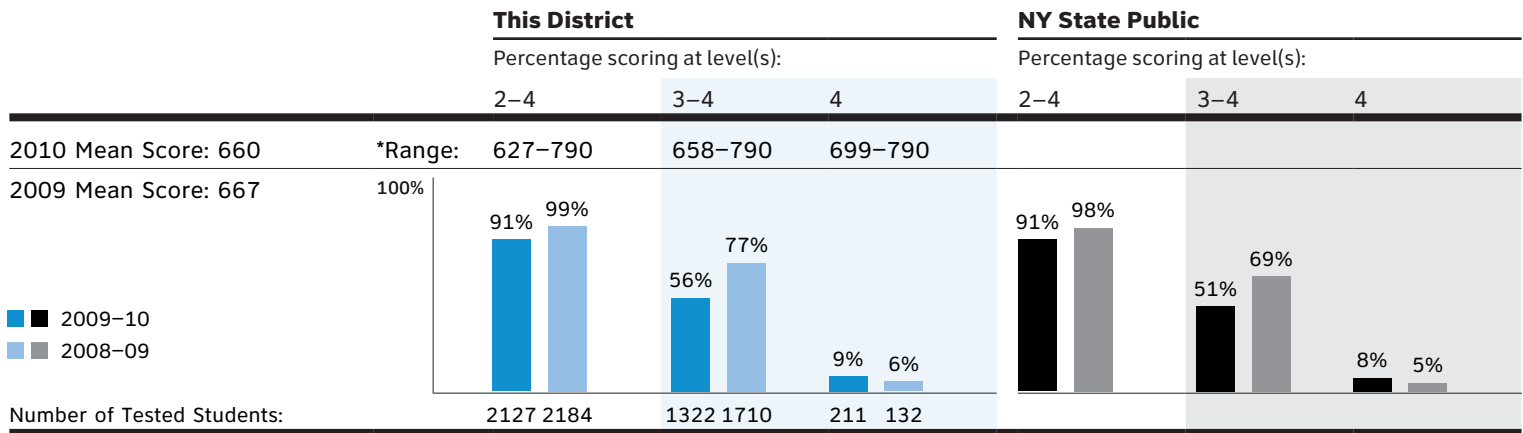
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	33	32	30	24	29	29	28	27

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2349	91%	56%	9%	2210	99%	77%	6%
Female	1145	93%	64%	12%	1085	99%	82%	8%
Male	1204	89%	49%	6%	1125	98%	72%	4%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	202	-	-	-	157	99%	64%	3%
Hispanic or Latino	573	91%	45%	5%	590	99%	70%	4%
Asian or Native Hawaiian/Other Pacific Islander	1045	88%	62%	11%	998	98%	81%	8%
White	525	95%	62%	12%	460	100%	82%	6%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	206	91%	43%	3%	5	100%	60%	0%
General-Education Students	2023	93%	63%	10%	1906	99%	84%	7%
Students with Disabilities	326	75%	15%	0%	304	97%	37%	0%
English Proficient	2076	96%	63%	10%	1972	100%	84%	7%
Limited English Proficient	273	46%	4%	0%	238	91%	22%	0%
Economically Disadvantaged	1957	90%	55%	8%	1806	99%	77%	6%
Not Disadvantaged	392	94%	64%	12%	404	99%	80%	7%
Migrant								
Not Migrant	2349	91%	56%	9%	2210	99%	77%	6%

NOTES

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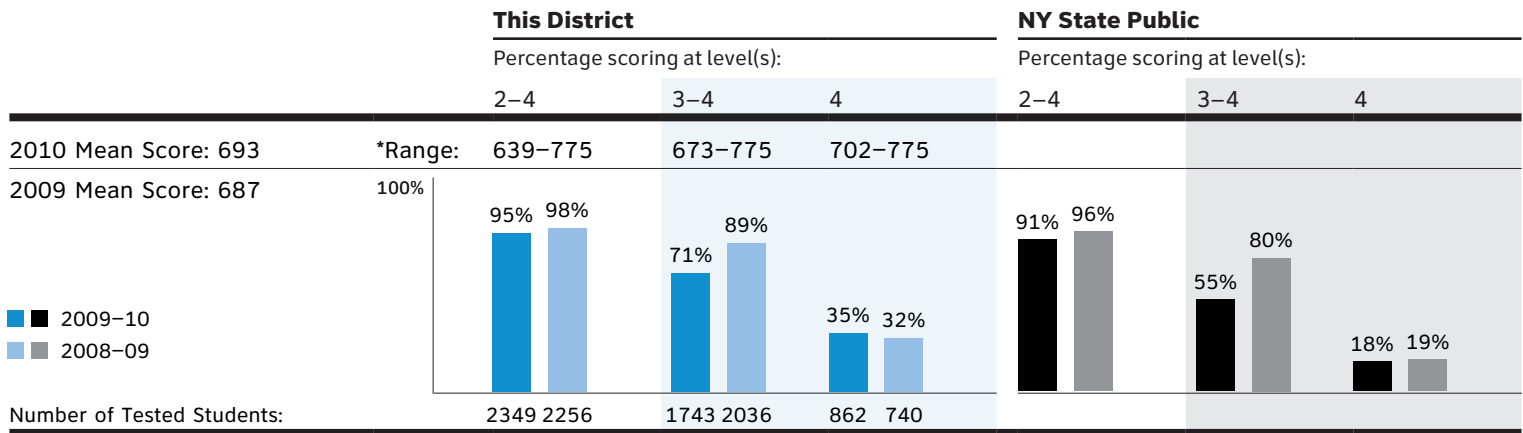
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	42	41	39	38	36	36	33	32
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	118	N/A	N/A	N/A	74	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	113	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2468	95%	71%	35%	2291	98%	89%	32%
Female	1200	96%	74%	38%	1123	99%	90%	37%
Male	1268	94%	67%	32%	1168	98%	88%	28%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	205	-	-	-	162	96%	72%	12%
Hispanic or Latino	582	92%	53%	15%	605	97%	82%	17%
Asian or Native Hawaiian/Other Pacific Islander	1150	98%	83%	49%	1055	99%	95%	47%
White	527	98%	72%	34%	463	99%	89%	27%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	209	82%	44%	15%	6	100%	100%	17%
General-Education Students	2143	97%	77%	39%	1986	99%	93%	36%
Students with Disabilities	325	82%	29%	6%	305	93%	64%	6%
English Proficient	2077	96%	74%	38%	1972	99%	91%	35%
Limited English Proficient	391	89%	55%	18%	319	94%	75%	16%
Economically Disadvantaged	2072	95%	69%	34%	1876	99%	89%	33%
Not Disadvantaged	396	95%	78%	42%	415	98%	87%	31%
Migrant								
Not Migrant	2468	95%	71%	35%	2291	98%	89%	32%

NOTES

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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	40	39	37	32	37	34	33	28

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

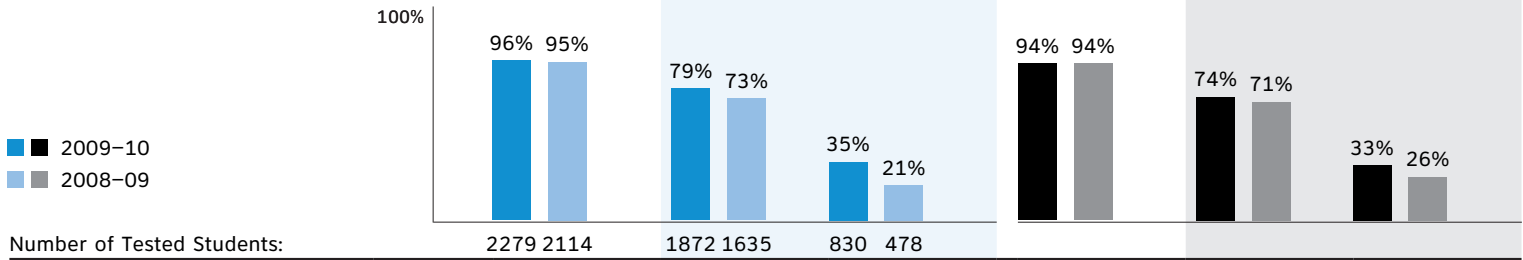
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	2180	97%	78%	34%	2042	95%	71%	20%
Female	1039	97%	78%	33%	984	96%	72%	19%
Male	1141	96%	79%	35%	1058	94%	71%	20%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	168	-	-	-	140	-	-	-
Hispanic or Latino	535	95%	73%	20%	553	94%	61%	12%
Asian or Native Hawaiian/Other Pacific Islander	972	98%	83%	42%	905	94%	78%	26%
White	501	98%	82%	41%	440	97%	78%	21%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	172	92%	63%	15%	144	92%	48%	6%
General-Education Students	1881	98%	83%	39%	1753	96%	76%	22%
Students with Disabilities	299	89%	47%	4%	289	88%	41%	4%
English Proficient	1810	98%	83%	39%	1739	98%	78%	23%
Limited English Proficient	370	90%	56%	9%	303	78%	35%	4%
Economically Disadvantaged	1816	97%	77%	33%	1670	94%	71%	21%
Not Disadvantaged	364	97%	84%	41%	372	97%	74%	14%
Migrant								
Not Migrant	2180	97%	78%	34%	2042	95%	71%	20%

NOTES

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

Other Assessments

2009-10 School Year

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

2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	42	39	38	37	37	36	34	33
Regents Science	183	173	162	88	187	183	179	75

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

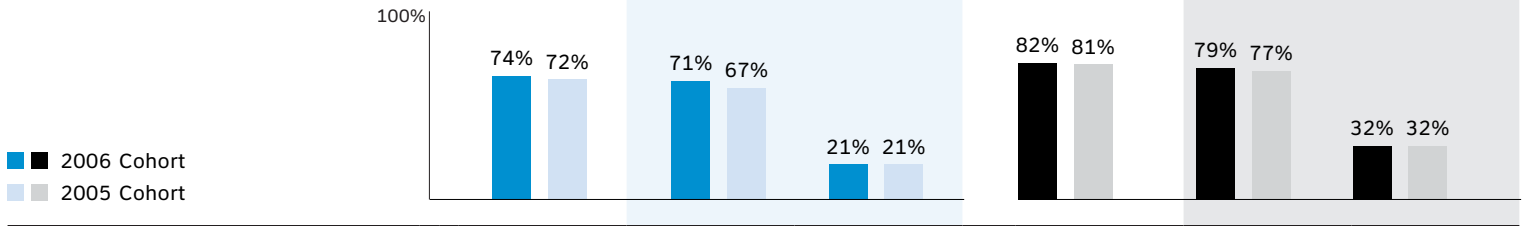
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2258	74%	71%	21%	1949	72%	67%	21%
Female	1182	81%	78%	26%	987	78%	74%	27%
Male	1076	66%	63%	14%	962	65%	60%	14%
American Indian or Alaska Native	3	–	–	–	11	73%	64%	9%
Black or African American	477	70%	67%	10%	394	65%	61%	12%
Hispanic or Latino	960	70%	66%	10%	844	69%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	563	82%	81%	35%	497	82%	79%	36%
White	243	77%	76%	44%	191	76%	71%	46%
Multiracial	12	–	–	–	12	8%	8%	0%
Small Group Totals	15	87%	87%	73%				
General-Education Students	1976	79%	77%	23%	1722	76%	72%	23%
Students with Disabilities	282	36%	29%	2%	227	37%	30%	1%
English Proficient	1776	78%	75%	26%	1551	76%	72%	26%
Limited English Proficient	482	59%	55%	2%	398	56%	48%	2%
Economically Disadvantaged	1568	81%	78%	25%	1396	79%	75%	25%
Not Disadvantaged	690	58%	55%	10%	553	53%	48%	10%
Migrant								
Not Migrant	2258	74%	71%	21%	1949	72%	67%	21%

NOTES

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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

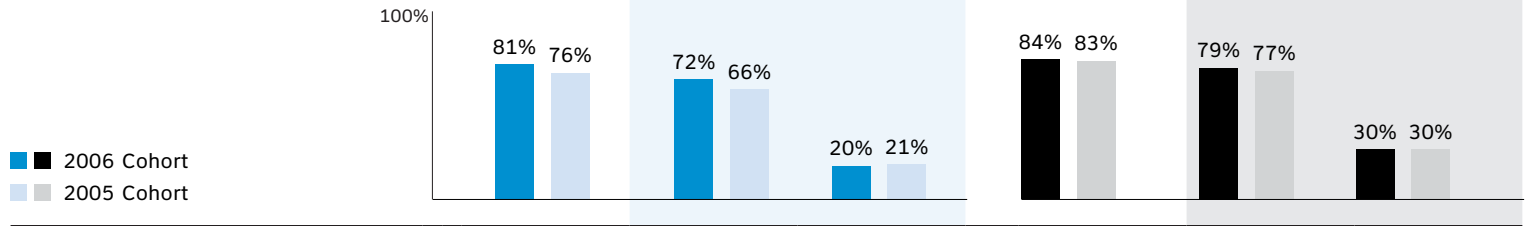
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2258	81%	72%	20%	1949	76%	66%	21%
Female	1182	85%	78%	24%	987	81%	71%	25%
Male	1076	76%	66%	14%	962	71%	61%	16%
American Indian or Alaska Native	3	-	-	-	11	82%	73%	9%
Black or African American	477	76%	60%	6%	394	66%	54%	7%
Hispanic or Latino	960	77%	67%	6%	844	73%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	563	91%	88%	43%	497	89%	86%	44%
White	243	80%	79%	39%	191	79%	73%	46%
Multiracial	12	-	-	-	12	8%	8%	0%
Small Group Totals	15	87%	87%	80%				
General-Education Students	1976	86%	78%	22%	1722	80%	71%	23%
Students with Disabilities	282	44%	28%	1%	227	42%	24%	1%
English Proficient	1776	82%	73%	22%	1551	77%	68%	23%
Limited English Proficient	482	77%	67%	11%	398	72%	58%	12%
Economically Disadvantaged	1568	88%	80%	25%	1396	83%	73%	26%
Not Disadvantaged	690	64%	54%	7%	553	57%	48%	6%
Migrant								
Not Migrant	2258	81%	72%	20%	1949	76%	66%	21%

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