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The New York State School Report Card
for
Martin Luther King High School
in
Greenburgh-Graham Union Free School District

An Overview of Academic Performance



February 2001



The University of the State of New York
The State Education Department

March 16, 2001

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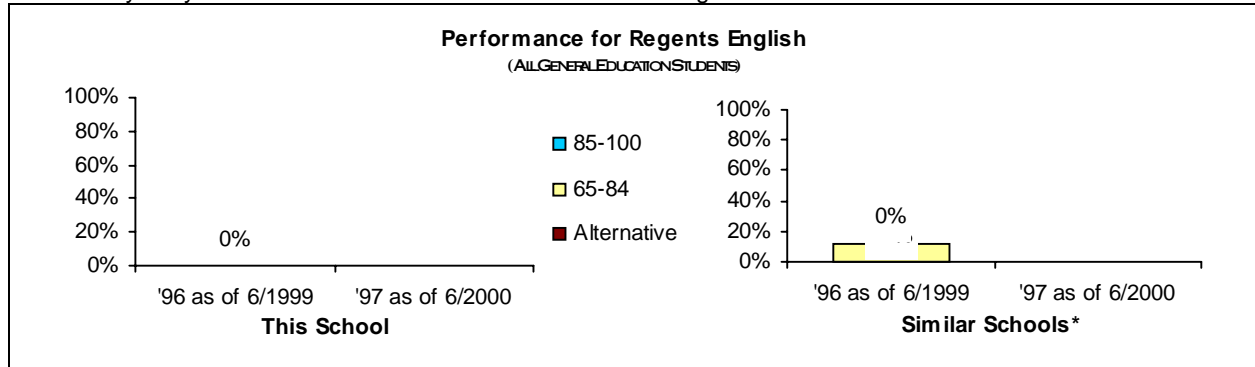
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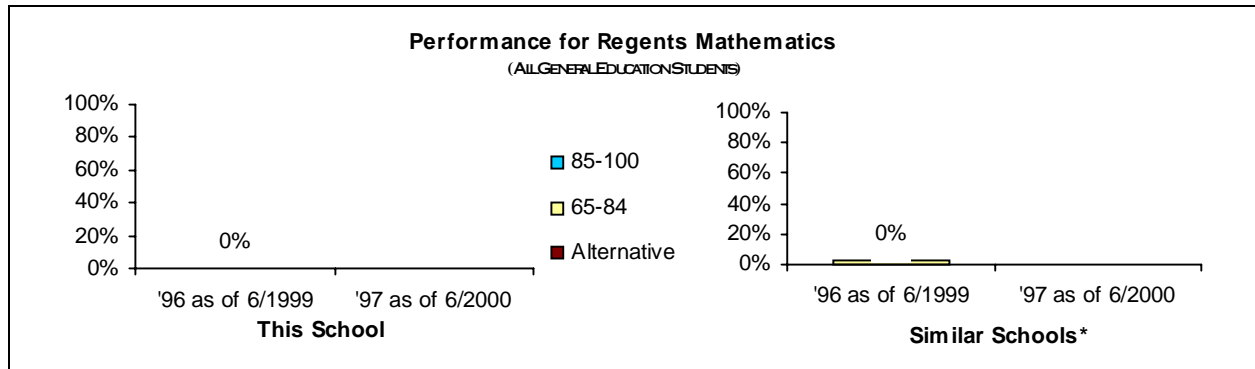
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Cohort Performance

This section presents the success of students in this school on Regents examinations after three years of high school. The first block presents information about success on the Regents examination in comprehensive English. The second block presents information about success on any Regents examination in mathematics. A cohort¹ is identified by the year in which the member students first entered grade 9.



Counts of Students		Cohort ¹ Membership	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort ¹	General Education	0	0	0	0	0
	Special Education	20	0	0	0	0
	All Students	20	0	0	0	0
1997 Cohort ¹	General Education					
	Special Education					
	All Students					



Counts of Students		Cohort ¹ Membership	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort ¹	General Education	0	0	0	0	0
	Special Education	20	0	1	0	0
	All Students	20	0	1	0	0
1997 Cohort ¹	General Education					
	Special Education					
	All Students					

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2001/similar.html>.

¹ The cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations as of July 2000.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

School Profile

Principal: Ms. Mordisia Orr		Phone: (914)478-1161	
Organization 1999-2000		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
9-12	142	14	2

1998-99 School District-wide Total Expenditure per Pupil	NA
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Student Enrollment			
Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	80
Grade 2	0	Grade 10	41
Grade 3	0	Grade 11	12
Grade 4	0	Grade 12	9
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	0

Student Demographics Used To Determine Similar School Groups	1997-98		1998-99		1999-2000	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	7	4.6%	0	0.0%
Eligible For Free Lunch	143	98.6%	153	100.0%	58	40.9%

Similar Schools Group	This school is in Similar Schools Group 56. All schools in this group are in institutional school districts. These schools serve special needs students.
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¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-2003. Each fall the Commissioner will announce State performance standards for schools for one additional school year.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance gives no credit. In its simplest form, the Performance Index is the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

More information about these accountability statistics is available at the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2001>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned.