



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 1**

District ID **31-01-00-01-0000**

Superintendent **DANIELLA PHILLIPS**

Telephone **(212) 356-3740**

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.

### For more information:

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

## 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.

## 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	435	465	471
Kindergarten	851	856	994
Grade 1	902	870	899
Grade 2	842	879	886
Grade 3	819	829	896
Grade 4	777	793	915
Grade 5	760	736	843
Grade 6	764	807	825
Ungraded Elementary	616	632	53
Grade 7	764	743	903
Grade 8	840	781	922
Grade 9	980	896	786
Grade 10	1074	1104	1096
Grade 11	731	811	889
Grade 12	553	642	662
Ungraded Secondary	380	478	16
<b>Total K-12</b>	<b>11653</b>	<b>11857</b>	<b>11585</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	21	22	22
<b>Grade 8</b>			
English	26	25	25
Mathematics	28	27	26
Science	28	28	26
Social Studies	28	28	25
<b>Grade 10</b>			
English	21	20	23
Mathematics	22	21	22
Science	22	23	24
Social Studies	23	23	23

### 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	6712	58%	7312	62%	7056	61%
Reduced-Price Lunch	891	8%	963	8%	857	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1353	12%	1410	12%	1414	12%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	75	1%	96	1%	91	1%
Black or African American	2178	19%	2269	19%	2093	18%
Hispanic or Latino	5644	48%	5545	47%	5192	45%
Asian or Native Hawaiian/Other Pacific Islander	2247	19%	2315	20%	2466	21%
White	1509	13%	1632	14%	1743	15%
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	621	6%	716	6%	621	5%

## 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.

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	956	991	952
Percent with No Valid Teaching Certificate	3%	3%	1%
Percent Teaching Out of Certification	13%	9%	5%
Percent with Fewer Than Three Years of Experience	23%	22%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	32%	35%
<b>Total Number of Core Classes</b>	1767	2060	1949
Percent Not Taught by Highly Qualified Teachers in This District	15%	9%	6%
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%
<b>Total Number of Classes</b>	2107	2536	2402
Percent Taught by Teachers Without Appropriate Certification	14%	11%	7%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		23%	21%
Turnover Rate of All Teachers		20%	18%

## 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

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> 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](http://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 12<sup>th</sup> 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 “12<sup>th</sup> 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](http://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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—			—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities			—			—
Limited English Proficient			—			—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	 6 of 8	 8 of 8	 1 of 1	 1 of 8	 5 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**  Good Standing  
**for This Subject**  
**(2010–11)**




**Accountability Measures** 6 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
<b>Accountability Groups</b>							
<b>All Students</b> (5251:4921)			99%		165	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (27:25)	—	—	—	—	—	—	—
Black or African American (901:832)			99%		152	151	
Hispanic or Latino (2616:2442)			99%		155	153	
Asian or Native Hawaiian/Other Pacific Islander (1012:943)			100%		182	151	
White (669:657)			100%		191	151	
Multiracial (26:22)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (1209:1147)			98%		131	152	141 97
Limited English Proficient (542:614)			99%		140	151	151 106
Economically Disadvantaged (4335:4038)			100%		160	153	
<b>Final AYP Determination</b>	 6 of 8						
<b>Non-Accountability Groups</b>							
Female (2526:2389)			100%		170	153	
Male (2725:2532)			99%		161	153	
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
<b>Accountability Groups</b>							
<b>All Students</b> (5262:4951)			99%		181	133	
<b>Ethnicity</b>							
American Indian or Alaska Native (27:25)	—	—	—	—	—	—	—
Black or African American (903:828)			99%		168	131	
Hispanic or Latino (2623:2463)			99%		175	133	
Asian or Native Hawaiian/Other Pacific Islander (1014:957)			100%		196	131	
White (669:656)			100%		196	131	
Multiracial (26:22)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (1212:1147)			98%		151	132	
Limited English Proficient (548:649)			98%		169	131	
Economically Disadvantaged (4346:4063)			99%		178	133	
<b>Final AYP Determination</b>	 8 of 8						
<b>Non-Accountability Groups</b>							
Female (2532:2402)			99%		182	133	
Male (2730:2549)			99%		180	133	
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
<b>Accountability Groups</b>								
<b>All Students</b> (1848:1692)		Qualified		96%		161	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (11:9)	—	—	—	—	—	—	—	—
Black or African American (335:292)		Qualified		93%		145	100	
Hispanic or Latino (931:852)		Qualified		95%		151	100	
Asian or Native Hawaiian/Other Pacific Islander (344:321)		Qualified		98%		182	100	
White (220:212)		Qualified		99%		193	100	
Multiracial (7:6)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (453:407)		Qualified		92%		125	100	
Limited English Proficient (198:216)		Qualified		93%		134	100	
Economically Disadvantaged (1545:1405)		Qualified		96%		156	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (871:807)				97%		161	100	
Male (977:885)				95%		161	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** 1 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	
<b>Accountability Groups</b>								
<b>All Students</b> (780:772)			100%		167	173	166 <sup>‡</sup> 170	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	
Black or African American (161:155)			99%		166	169	166 <sup>‡</sup> 169	
Hispanic or Latino (289:270)			99%		159	170	170    163	
Asian or Native Hawaiian/Other Pacific Islander (206:226)			100%		165	170	145 <sup>‡</sup> 169	
White (115:112)			100%		195	167		
Multiracial (7:8)	—	—	—	—	—	—	—	
<b>Other Groups</b>								
Students with Disabilities (67:94)			99%		115	167	130 <sup>‡</sup> 124	
Limited English Proficient (127:176)			99%		147	169	130 <sup>‡</sup> 152	
Economically Disadvantaged (535:538)			99%		162	172	161 <sup>‡</sup> 166	
<b>Final AYP Determination</b>		1 of 8						
<b>Non-Accountability Groups</b>								
Female (427:420)			100%		177	172		
Male (353:352)			100%		156	171		
Migrant (0:0)								


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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** 5 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
<b>Accountability Groups</b>							
<b>All Students</b> (780:772)			98%		172	169	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—
Black or African American (161:155)			98%		163	165	165 <sup>‡</sup> 167
Hispanic or Latino (289:270)			96%		153	166	166    158
Asian or Native Hawaiian/Other Pacific Islander (206:226)			99%		186	166	
White (115:112)			100%		196	163	
Multiracial (7:8)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (136:94)			94%		116	163	132 <sup>‡</sup> 124
Limited English Proficient (127:176)			98%		174	165	
Economically Disadvantaged (535:538)			98%		169	168	
<b>Final AYP Determination</b>	 5 of 8						
<b>Non-Accountability Groups</b>							
Female (427:420)			98%		175	168	
Male (353:352)			97%		167	167	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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
<b>Accountability Groups</b>						
<b>All Students</b> (891)			63%	80%	66%	66%
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		—	—	—		
Black or African American (181)			57%	80%	69%	62%
Hispanic or Latino (378)			58%	80%	58%	62%
Asian or Native Hawaiian/Other Pacific Islander (218)			63%	80%	69%	66%
White (83)			88%	80%		
Multiracial (30)			87%	80%		
<b>Other Groups</b>						
Students with Disabilities (126)			37%	80%	43%	46%
Limited English Proficient (185)			56%	80%	58%	61%
Economically Disadvantaged (636)			60%	80%	63%	64%
<b>Final AYP Determination</b>	 0 of 1					
<b>Non-Accountability Groups</b>						
Female (500)			69%	80%		
Male (391)			55%	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 **70%** 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 # 1**

District ID **31-01-00-01-0000**

## 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**

26 schools identified 87% of total

BARD HIGH SCHOOL EARLY COLLEGE  
CASCADES HIGH SCHOOL  
COLLABORATIVE ACAD OF SCIENCE, TECHNOLOGY AND LANGUAGE ARTS ED  
EARTH SCHOOL  
EAST SIDE COMMUNITY SCHOOL  
EAST VILLAGE COMMUNITY SCHOOL  
LOWER EAST SIDE PREPARATORY HIGH SCHOOL  
NEIGHBORHOOD SCHOOL  
NEW EXPLORATIONS INTO SCIENCE,TECH AND MATH SCHOOL  
PS 110 FLORENCE NIGHTINGALE  
PS 134 HENRIETTA SZOLD  
PS 137 JOHN L BERNSTEIN  
PS 142 AMALIA CASTRO  
PS 15 ROBERTO CLEMENTE  
PS 184 SHUANG WEN  
PS 188 THE ISLAND SCHOOL  
PS 19 ASHER LEVY  
PS 20 ANNA SILVER  
PS 34 FRANKLIN D ROOSEVELT  
PS 63 WILLIAM MCKINLEY  
PS 64 ROBERT SIMON  
SCHOOL FOR GLOBAL LEADERS  
TECHNOLOGY ARTS AND SCIENCES STUDIO SCHOOL  
THE CHILDREN'S WORKSHOP SCHOOL  
TOMPKINS SQUARE MIDDLE SCHOOL  
UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL

---

### **Improvement (year 1) Basic**

1 school identified 3% of total

MARTE VALLE SECONDARY SCHOOL

---

### **Improvement (year 2) Comprehensive**

1 school identified 3% of total

UNIVERSITY NEIGHBORHOOD HIGH SCHOOL

---

### **Corrective Action (year 1) Focused**

1 school identified 3% of total

PS 140 NATHAN STRAUS

---

### **Corrective Action (year 1) Comprehensive**

1 school identified 3% of total

HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES

---



# 4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 1**

District ID **31-01-00-01-0000**

## 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%	
<b>English Language Arts</b>				
Grade 3	51%			846
Grade 4	47%			891
Grade 5	46%			789
Grade 6	44%			783
Grade 7	49%			858
Grade 8	43%			882
<b>Mathematics</b>				
Grade 3	60%			863
Grade 4	62%			905
Grade 5	59%			802
Grade 6	58%			799
Grade 7	61%			875
Grade 8	46%			903
<b>Science</b>				
Grade 4	81%			891
Grade 8	49%			748

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	72%			905
Mathematics	75%			905

### 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](http://www.p12.nysed.gov/irts).

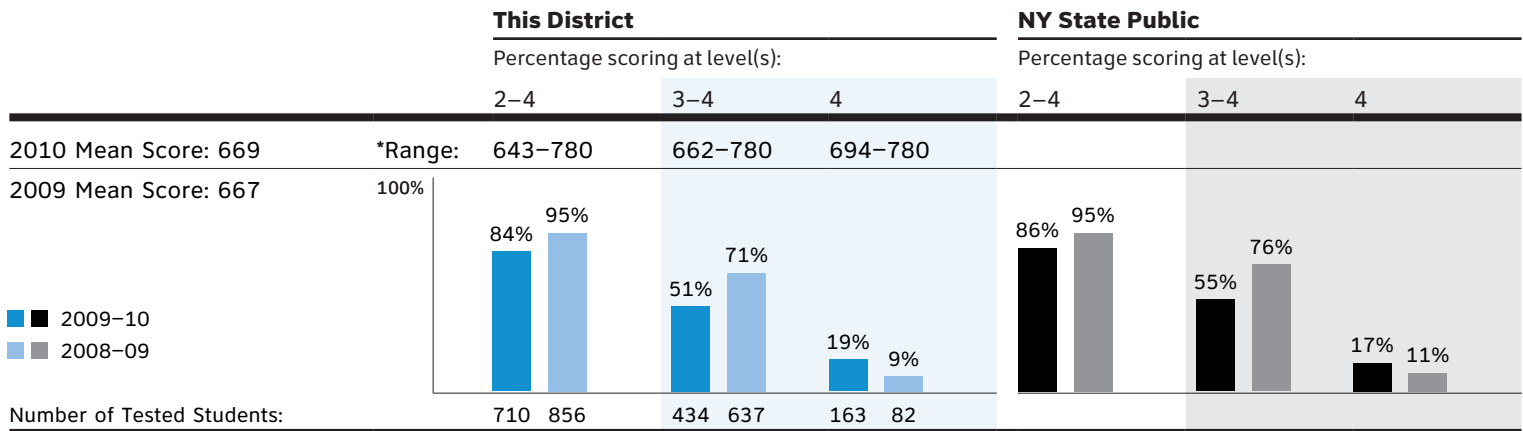
In this section, this district's performance is compared with that of public schools statewide.

### 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
<b>All Students</b>	<b>846</b>	<b>84%</b>	<b>51%</b>	<b>19%</b>	<b>900</b>	<b>95%</b>	<b>71%</b>	<b>9%</b>
Female	411	86%	55%	21%	451	98%	77%	12%
Male	435	82%	48%	17%	449	92%	64%	6%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	124	81%	41%	13%	175	91%	61%	4%
Hispanic or Latino	418	77%	38%	11%	436	94%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	158	94%	68%	22%	169	99%	89%	20%
White	138	96%	83%	46%	113	99%	90%	25%
Multiracial	6	-	-	-	4	-	-	-
Small Group Totals	8	100%	50%	38%	7	100%	86%	14%
General-Education Students	675	92%	60%	23%	718	99%	80%	11%
Students with Disabilities	171	52%	18%	5%	182	80%	36%	1%
English Proficient	768	87%	55%	21%	807	95%	73%	10%
Limited English Proficient	78	56%	10%	0%	93	92%	48%	1%
Economically Disadvantaged	668	80%	41%	11%	729	94%	67%	5%
Not Disadvantaged	178	97%	88%	49%	171	99%	88%	25%
Migrant								
Not Migrant	846	84%	51%	19%	900	95%	71%	9%

### 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.

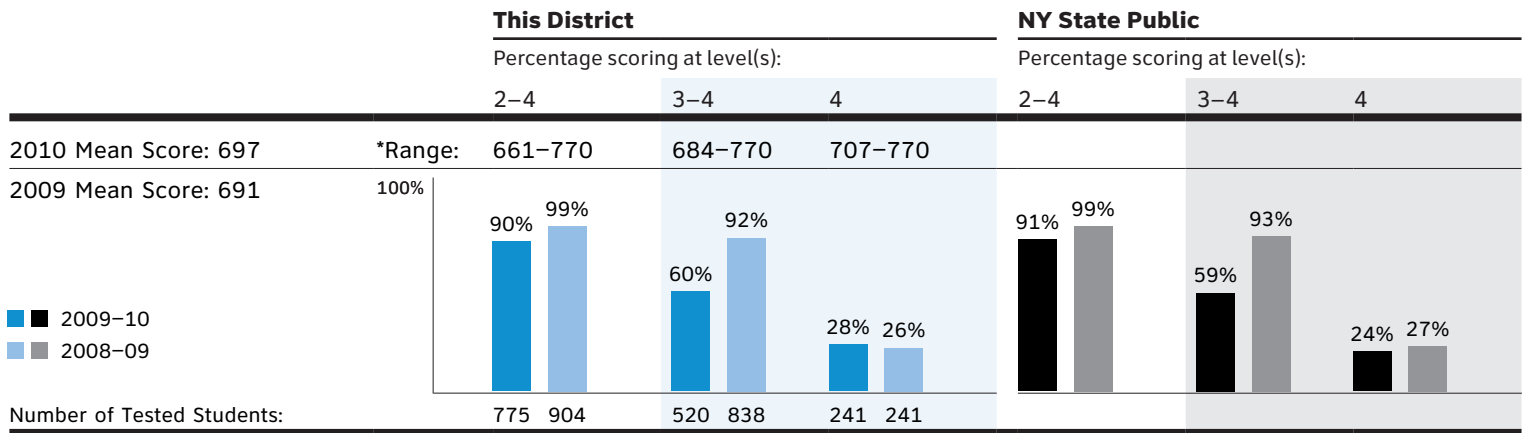
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	14	13	9	8	12	10	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	16	N/A	N/A	N/A	4	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	17	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
<b>All Students</b>	<b>863</b>	<b>90%</b>	<b>60%</b>	<b>28%</b>	<b>911</b>	<b>99%</b>	<b>92%</b>	<b>26%</b>
Female	417	91%	60%	28%	451	100%	94%	29%
Male	446	88%	60%	28%	460	99%	90%	24%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	124	89%	53%	22%	176	99%	87%	12%
Hispanic or Latino	428	85%	46%	14%	444	99%	90%	16%
Asian or Native Hawaiian/Other Pacific Islander	166	97%	81%	48%	171	100%	98%	56%
White	137	98%	85%	52%	112	100%	99%	47%
Multiracial	6	-	-	-	5	-	-	-
Small Group Totals	8	100%	88%	13%	8	100%	100%	25%
General-Education Students	693	95%	69%	33%	728	100%	97%	31%
Students with Disabilities	170	68%	26%	5%	183	97%	74%	7%
English Proficient	768	92%	64%	30%	810	99%	93%	29%
Limited English Proficient	95	69%	32%	9%	101	98%	83%	9%
Economically Disadvantaged	684	88%	53%	20%	741	99%	90%	21%
Not Disadvantaged	179	98%	89%	57%	170	100%	99%	51%
Migrant								
Not Migrant	863	90%	60%	28%	911	99%	92%	26%

### 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	14	14	14	7	12	12	10	6

## 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: 669	*Range: 637-775	668-775	720-775			
2009 Mean Score: 664						
Number of Tested Students:	802	796	415 585	44	51	

## 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
<b>All Students</b>	<b>891</b>	<b>90%</b>	<b>47%</b>	<b>5%</b>	<b>836</b>	<b>95%</b>	<b>70%</b>	<b>6%</b>
Female	444	92%	51%	7%	398	96%	75%	7%
Male	447	88%	42%	2%	438	95%	66%	5%
American Indian or Alaska Native	4	-	-	-	8	-	-	-
Black or African American	165	80%	30%	2%	145	92%	63%	4%
Hispanic or Latino	439	90%	34%	1%	444	94%	63%	2%
Asian or Native Hawaiian/Other Pacific Islander	160	96%	71%	9%	136	99%	86%	13%
White	118	97%	81%	16%	100	99%	92%	19%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	9	89%	67%	22%	11	100%	64%	0%
General-Education Students	700	95%	55%	6%	660	99%	80%	8%
Students with Disabilities	191	70%	15%	0%	176	81%	32%	0%
English Proficient	811	91%	49%	5%	741	96%	73%	7%
Limited English Proficient	80	75%	20%	0%	95	88%	44%	0%
Economically Disadvantaged	741	89%	39%	2%	680	94%	66%	3%
Not Disadvantaged	150	97%	82%	19%	156	99%	87%	21%
Migrant								
Not Migrant	891	90%	47%	5%	836	95%	70%	6%

### NOTES

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

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

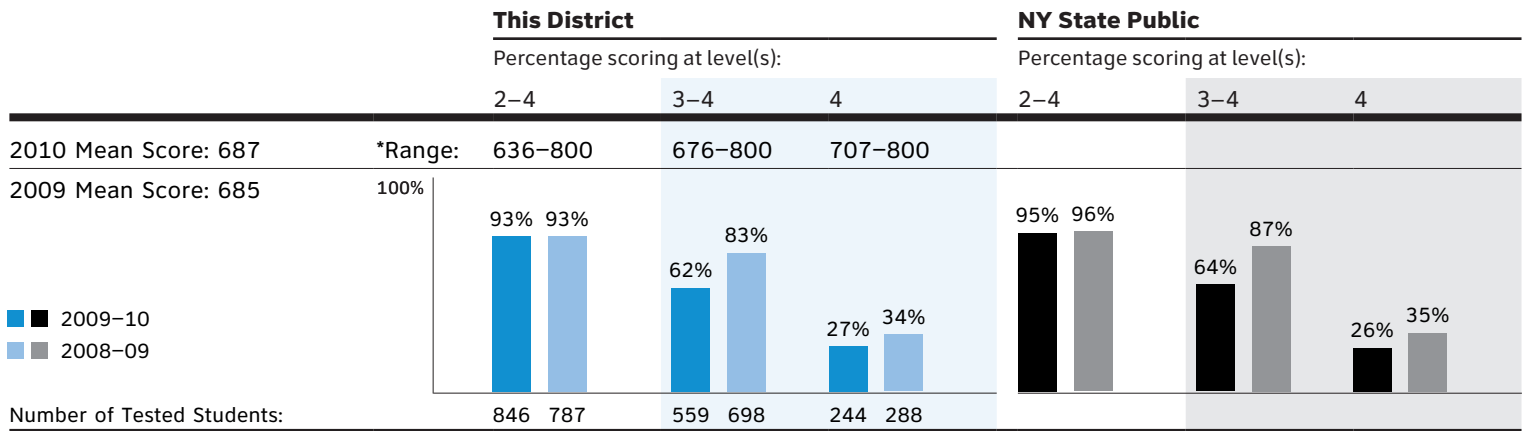
## Other

### 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	12	11	9	8	14	13	13	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	14	N/A	N/A	N/A	9	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	14	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
<b>All Students</b>	<b>905</b>	<b>93%</b>	<b>62%</b>	<b>27%</b>	<b>842</b>	<b>93%</b>	<b>83%</b>	<b>34%</b>
Female	448	94%	61%	28%	406	93%	83%	35%
Male	457	93%	62%	26%	436	94%	83%	33%
American Indian or Alaska Native	4	-	-	-	8	-	-	-
Black or African American	164	90%	41%	13%	145	91%	76%	26%
Hispanic or Latino	449	92%	54%	13%	445	91%	78%	23%
Asian or Native Hawaiian/Other Pacific Islander	165	98%	88%	58%	137	100%	99%	67%
White	118	99%	83%	58%	104	98%	91%	54%
Multiracial	5	-	-	-	3	-	-	-
Small Group Totals	9	89%	67%	22%	11	91%	82%	18%
General-Education Students	711	96%	69%	33%	669	98%	91%	42%
Students with Disabilities	194	82%	35%	5%	173	75%	51%	6%
English Proficient	811	95%	65%	29%	734	94%	85%	37%
Limited English Proficient	94	78%	35%	7%	108	91%	69%	18%
Economically Disadvantaged	755	93%	57%	20%	684	93%	81%	30%
Not Disadvantaged	150	98%	87%	61%	158	97%	91%	54%
Migrant								
Not Migrant	905	93%	62%	27%	842	93%	83%	34%

### NOTES

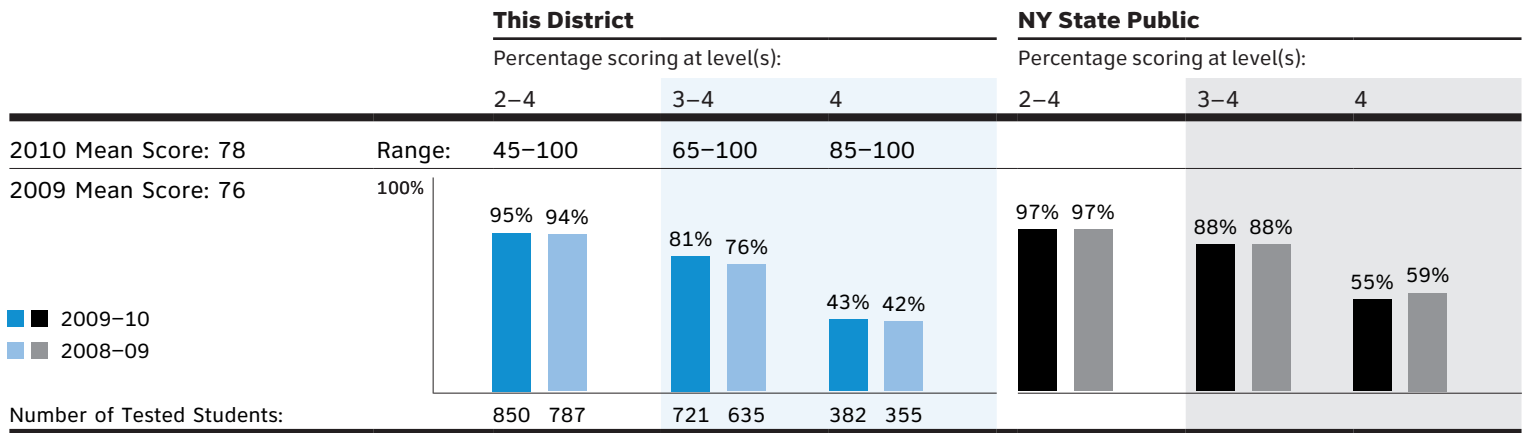
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* 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	12	12	11	7	16	15	13	6

## 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
<b>All Students</b>	<b>891</b>	<b>95%</b>	<b>81%</b>	<b>43%</b>	<b>840</b>	<b>94%</b>	<b>76%</b>	<b>42%</b>
Female	441	95%	80%	46%	403	94%	75%	44%
Male	450	96%	82%	40%	437	94%	76%	41%
American Indian or Alaska Native	5	80%	80%	60%	8	-	-	-
Black or African American	163	91%	68%	27%	146	90%	67%	29%
Hispanic or Latino	438	95%	78%	30%	441	92%	68%	31%
Asian or Native Hawaiian/Other Pacific Islander	164	96%	91%	68%	137	100%	94%	68%
White	116	100%	95%	78%	105	98%	92%	77%
Multiracial	5	100%	100%	80%	3	-	-	-
Small Group Totals					11	100%	91%	27%
General-Education Students	703	97%	86%	49%	666	96%	83%	50%
Students with Disabilities	188	90%	63%	20%	174	84%	49%	14%
English Proficient	799	97%	84%	45%	733	95%	79%	46%
Limited English Proficient	92	82%	53%	21%	107	82%	50%	14%
Economically Disadvantaged	741	95%	78%	36%	681	93%	72%	35%
Not Disadvantaged	150	99%	97%	79%	159	97%	93%	72%
Migrant								
Not Migrant	891	95%	81%	43%	840	94%	76%	42%

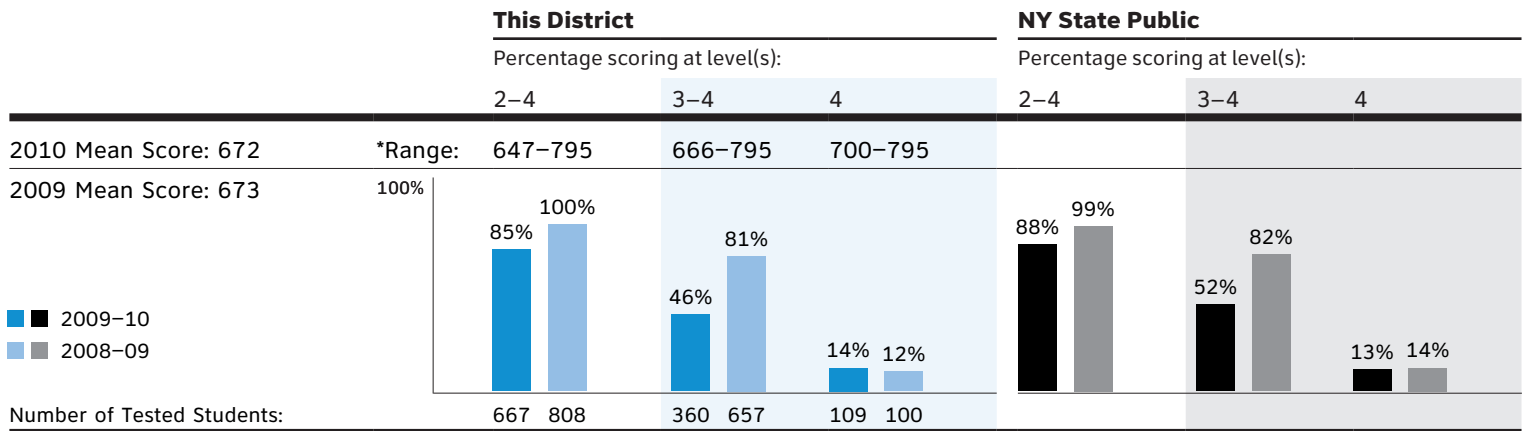
### NOTES

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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	12	11	11	9	15	13	13	10

## 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
<b>All Students</b>	<b>789</b>	<b>85%</b>	<b>46%</b>	<b>14%</b>	<b>810</b>	<b>100%</b>	<b>81%</b>	<b>12%</b>
Female	372	85%	51%	19%	391	100%	84%	13%
Male	417	84%	41%	9%	419	100%	78%	12%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	133	74%	36%	2%	151	99%	75%	5%
Hispanic or Latino	410	82%	34%	6%	425	100%	78%	6%
Asian or Native Hawaiian/Other Pacific Islander	133	95%	68%	32%	131	100%	89%	25%
White	104	93%	78%	37%	93	100%	98%	38%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	9	89%	22%	11%	10	100%	70%	0%
General-Education Students	613	92%	54%	17%	624	100%	90%	15%
Students with Disabilities	176	57%	15%	2%	186	99%	53%	3%
English Proficient	709	86%	49%	15%	730	100%	84%	14%
Limited English Proficient	80	69%	15%	0%	80	100%	54%	0%
Economically Disadvantaged	670	83%	40%	10%	659	100%	79%	8%
Not Disadvantaged	119	94%	77%	33%	151	100%	91%	30%
Migrant								
Not Migrant	789	85%	46%	14%	810	100%	81%	12%

#### NOTES

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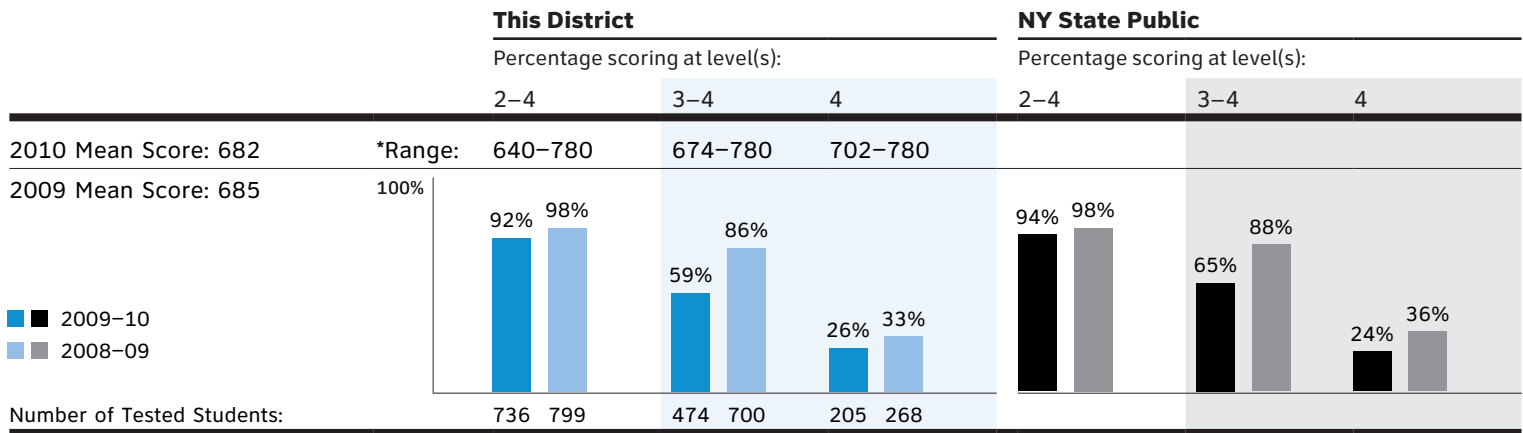
### Other

#### 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	17	15	13	8	13	11	9	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	11	N/A	N/A	N/A	5	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	12	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
<b>All Students</b>	<b>802</b>	<b>92%</b>	<b>59%</b>	<b>26%</b>	<b>813</b>	<b>98%</b>	<b>86%</b>	<b>33%</b>
Female	377	90%	59%	27%	394	98%	87%	32%
Male	425	93%	60%	25%	419	98%	85%	34%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	135	87%	44%	10%	149	95%	74%	18%
Hispanic or Latino	416	89%	48%	16%	427	99%	84%	22%
Asian or Native Hawaiian/Other Pacific Islander	138	99%	89%	57%	134	100%	97%	65%
White	104	99%	84%	42%	93	100%	98%	59%
Multiracial	3	-	-	-	4	-	-	-
Small Group Totals	9	89%	44%	33%	10	100%	100%	30%
General-Education Students	624	97%	68%	30%	629	100%	91%	39%
Students with Disabilities	178	74%	26%	10%	184	93%	70%	14%
English Proficient	710	93%	62%	28%	726	98%	88%	35%
Limited English Proficient	92	84%	35%	10%	87	99%	70%	15%
Economically Disadvantaged	682	91%	56%	22%	663	98%	85%	28%
Not Disadvantaged	120	97%	77%	44%	150	99%	91%	54%
Migrant								
Not Migrant	802	92%	59%	26%	813	98%	86%	33%

### NOTES

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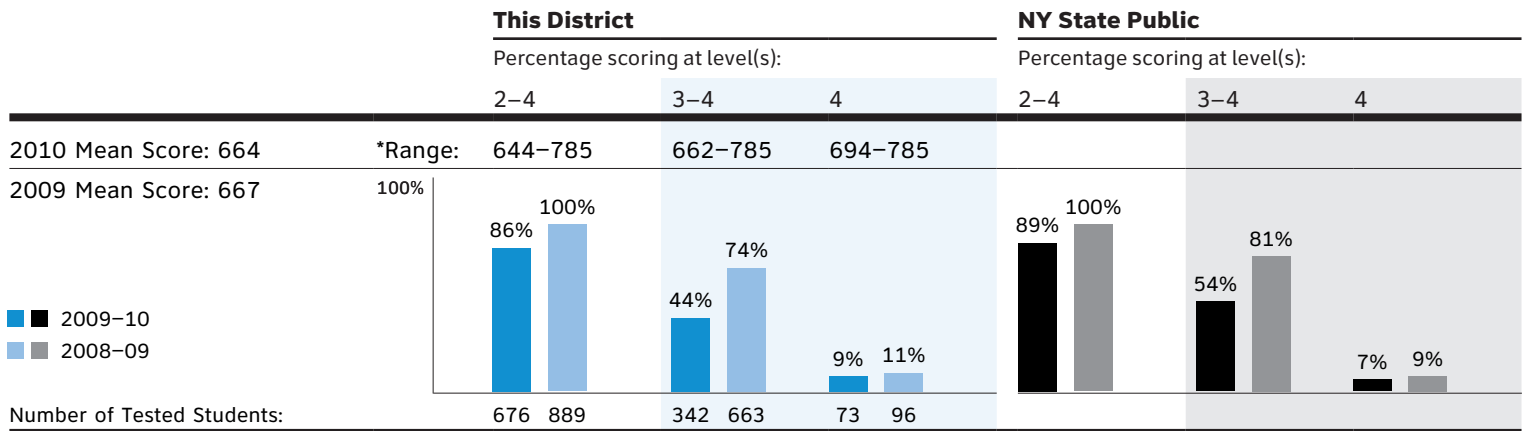
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 5 Equivalent	17	17	17	8	13	13	11	7



## 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
<b>All Students</b>	<b>783</b>	<b>86%</b>	<b>44%</b>	<b>9%</b>	<b>890</b>	<b>100%</b>	<b>74%</b>	<b>11%</b>
Female	388	88%	47%	12%	460	100%	78%	15%
Male	395	85%	41%	7%	430	100%	71%	7%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	134	85%	28%	2%	163	100%	60%	3%
Hispanic or Latino	388	81%	29%	1%	419	100%	65%	1%
Asian or Native Hawaiian/Other Pacific Islander	163	94%	68%	23%	181	100%	95%	25%
White	89	97%	85%	29%	121	100%	98%	34%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	9	89%	33%	22%	6	100%	67%	17%
General-Education Students	617	93%	53%	12%	696	100%	84%	14%
Students with Disabilities	166	63%	11%	0%	194	99%	40%	0%
English Proficient	722	90%	47%	10%	834	100%	77%	12%
Limited English Proficient	61	43%	5%	0%	56	100%	38%	0%
Economically Disadvantaged	644	84%	35%	4%	700	100%	70%	4%
Not Disadvantaged	139	98%	84%	35%	190	100%	92%	37%
Migrant								
Not Migrant	783	86%	44%	9%	890	100%	74%	11%

### NOTES

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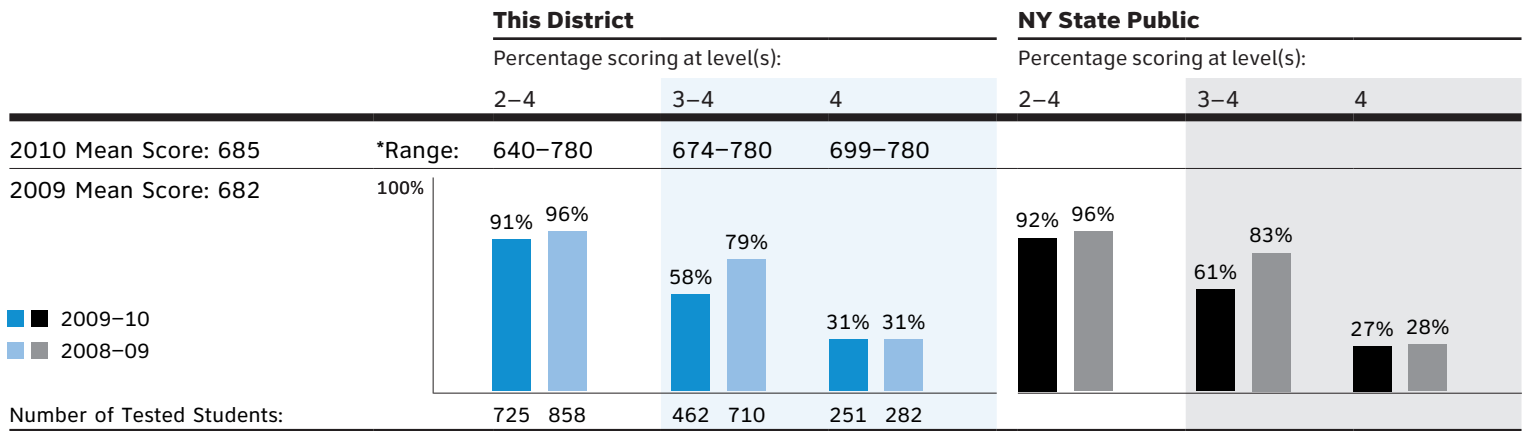
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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 6 Equivalent	8	6	5	3	9	9	9	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	16	N/A	N/A	N/A	8	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	16	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
<b>All Students</b>	<b>799</b>	<b>91%</b>	<b>58%</b>	<b>31%</b>	<b>897</b>	<b>96%</b>	<b>79%</b>	<b>31%</b>
Female	398	92%	61%	33%	465	96%	79%	32%
Male	401	90%	55%	29%	432	95%	80%	30%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	134	84%	43%	11%	165	94%	61%	8%
Hispanic or Latino	395	88%	43%	12%	420	93%	73%	11%
Asian or Native Hawaiian/Other Pacific Islander	172	99%	87%	69%	187	100%	98%	71%
White	89	99%	92%	71%	119	100%	97%	74%
Multiracial	5	-	-	-	2	-	-	-
Small Group Totals	9	100%	67%	56%	6	100%	67%	17%
General-Education Students	632	95%	67%	39%	706	99%	89%	40%
Students with Disabilities	167	74%	22%	4%	191	83%	43%	1%
English Proficient	723	93%	61%	33%	830	97%	81%	33%
Limited English Proficient	76	70%	29%	14%	67	85%	60%	12%
Economically Disadvantaged	658	89%	50%	22%	708	95%	76%	21%
Not Disadvantaged	141	100%	94%	73%	189	99%	92%	71%
Migrant								
Not Migrant	799	91%	58%	31%	897	96%	79%	31%

### NOTES

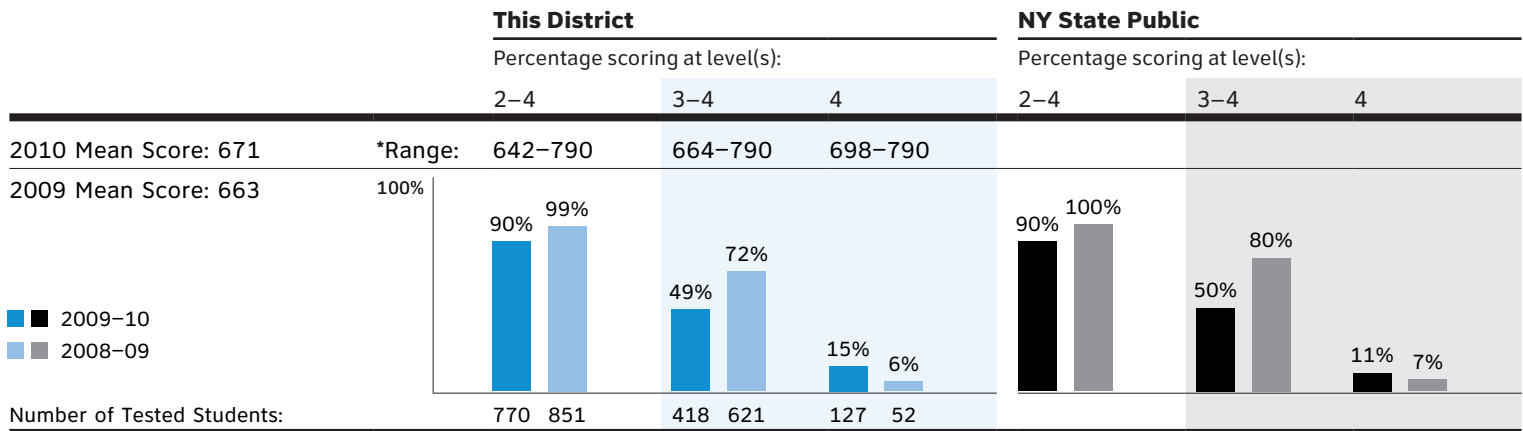
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## Other Assessments

	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	8	7	7	5	10	10	10	6

## 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
<b>All Students</b>	<b>858</b>	<b>90%</b>	<b>49%</b>	<b>15%</b>	<b>858</b>	<b>99%</b>	<b>72%</b>	<b>6%</b>
Female	440	93%	54%	17%	385	100%	77%	8%
Male	418	87%	43%	13%	473	99%	68%	4%
American Indian or Alaska Native	4	-	-	-	7	-	-	-
Black or African American	156	84%	28%	3%	153	99%	65%	3%
Hispanic or Latino	406	86%	33%	4%	432	99%	64%	2%
Asian or Native Hawaiian/Other Pacific Islander	179	97%	76%	28%	161	99%	86%	10%
White	110	99%	89%	51%	104	100%	96%	23%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	7	86%	71%	14%	8	100%	75%	0%
General-Education Students	682	96%	60%	19%	630	100%	84%	8%
Students with Disabilities	176	66%	6%	0%	228	98%	41%	0%
English Proficient	799	92%	52%	16%	790	100%	77%	7%
Limited English Proficient	59	59%	10%	2%	68	94%	24%	0%
Economically Disadvantaged	704	88%	40%	7%	692	99%	68%	2%
Not Disadvantaged	154	97%	87%	51%	166	100%	92%	21%
Migrant								
Not Migrant	858	90%	49%	15%	858	99%	72%	6%

### NOTES

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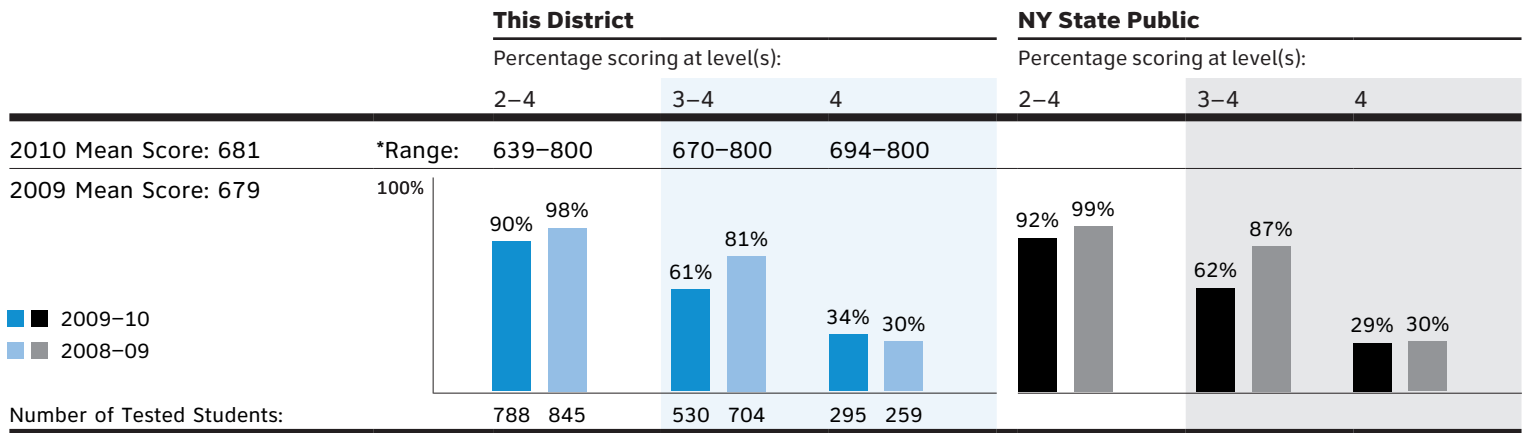
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## Other Assessments

	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 7 Equivalent	12	12	9	7	17	17	17	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	13	N/A	N/A	N/A	9	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	15	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
<b>All Students</b>	<b>875</b>	<b>90%</b>	<b>61%</b>	<b>34%</b>	<b>866</b>	<b>98%</b>	<b>81%</b>	<b>30%</b>
Female	444	92%	64%	35%	389	98%	85%	31%
Male	431	88%	57%	32%	477	97%	79%	29%
American Indian or Alaska Native	4	-	-	-	7	-	-	-
Black or African American	156	87%	37%	10%	151	99%	77%	15%
Hispanic or Latino	416	86%	47%	14%	435	96%	74%	14%
Asian or Native Hawaiian/Other Pacific Islander	185	98%	92%	70%	169	99%	94%	65%
White	110	100%	92%	80%	103	100%	96%	63%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	8	75%	50%	50%	8	100%	100%	13%
General-Education Students	697	95%	70%	42%	640	99%	91%	38%
Students with Disabilities	178	69%	24%	2%	226	94%	54%	8%
English Proficient	801	93%	64%	36%	788	98%	84%	32%
Limited English Proficient	74	62%	28%	8%	78	90%	53%	10%
Economically Disadvantaged	719	88%	54%	24%	701	97%	79%	22%
Not Disadvantaged	156	99%	92%	78%	165	100%	90%	62%
Migrant								
Not Migrant	875	90%	61%	34%	866	98%	81%	30%

### NOTES

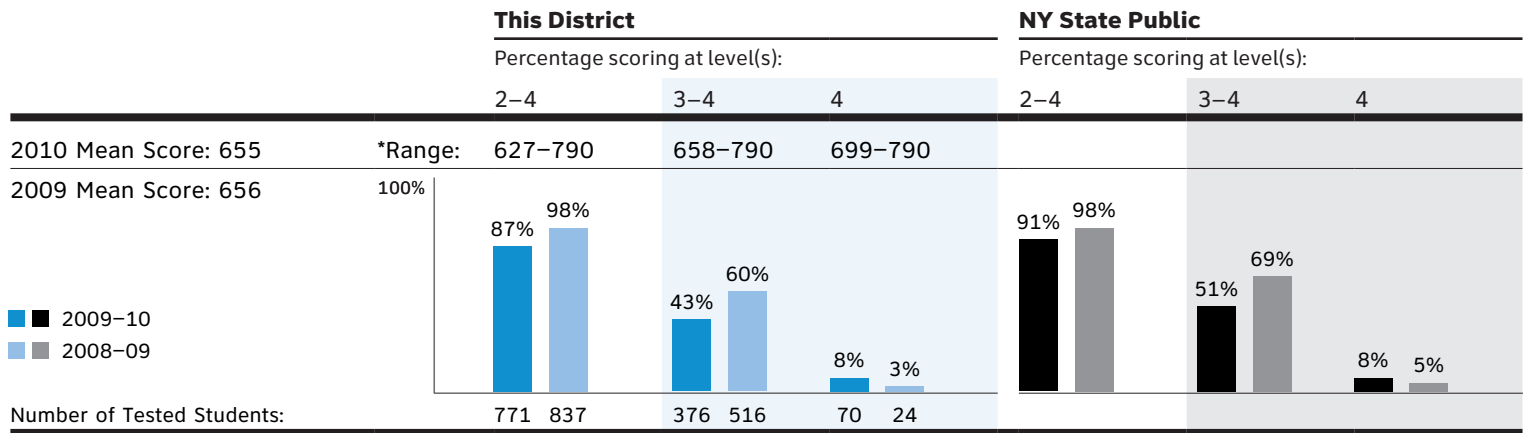
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## Other Assessments

	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	12	9	8	5	17	15	15	12

## 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
<b>All Students</b>	<b>882</b>	<b>87%</b>	<b>43%</b>	<b>8%</b>	<b>854</b>	<b>98%</b>	<b>60%</b>	<b>3%</b>
Female	401	90%	51%	11%	415	98%	64%	4%
Male	481	86%	36%	5%	439	98%	57%	1%
American Indian or Alaska Native	6	-	-	-	1	-	-	-
Black or African American	162	84%	30%	4%	155	99%	52%	0%
Hispanic or Latino	446	86%	30%	2%	465	98%	53%	0%
Asian or Native Hawaiian/Other Pacific Islander	166	90%	67%	13%	149	98%	81%	6%
White	100	96%	79%	34%	83	-	-	-
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	8	88%	38%	0%	85	98%	82%	15%
General-Education Students	662	94%	53%	10%	658	99%	70%	4%
Students with Disabilities	220	68%	10%	0%	196	96%	29%	0%
English Proficient	815	91%	46%	9%	797	99%	64%	3%
Limited English Proficient	67	39%	1%	0%	57	82%	9%	0%
Economically Disadvantaged	740	86%	36%	3%	740	98%	58%	1%
Not Disadvantaged	142	96%	77%	33%	114	99%	78%	14%
Migrant								
Not Migrant	882	87%	43%	8%	854	98%	60%	3%

### NOTES

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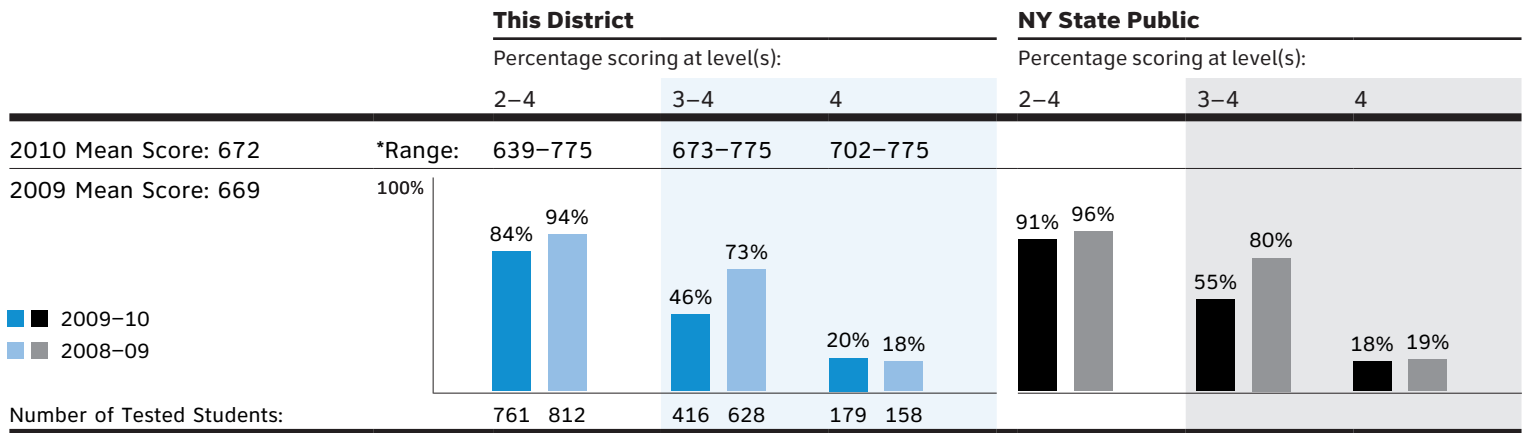
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## 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	13	13	13	13	9	9	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	21	N/A	N/A	N/A	8	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	22	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
<b>All Students</b>	<b>903</b>	<b>84%</b>	<b>46%</b>	<b>20%</b>	<b>861</b>	<b>94%</b>	<b>73%</b>	<b>18%</b>
Female	412	86%	48%	22%	414	93%	76%	21%
Male	491	83%	45%	18%	447	95%	70%	16%
American Indian or Alaska Native	6	-	-	-	1	-	-	-
Black or African American	161	78%	32%	7%	153	87%	62%	3%
Hispanic or Latino	458	79%	27%	5%	467	94%	67%	6%
Asian or Native Hawaiian/Other Pacific Islander	176	97%	87%	53%	156	99%	94%	51%
White	100	96%	85%	49%	82	-	-	-
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	8	75%	38%	13%	85	98%	87%	56%
General-Education Students	680	92%	56%	25%	663	98%	81%	23%
Students with Disabilities	223	61%	14%	4%	198	82%	45%	3%
English Proficient	814	87%	48%	21%	793	95%	75%	20%
Limited English Proficient	89	63%	30%	9%	68	87%	54%	4%
Economically Disadvantaged	761	83%	41%	15%	750	94%	71%	14%
Not Disadvantaged	142	94%	75%	47%	111	95%	84%	49%
Migrant								
Not Migrant	903	84%	46%	20%	861	94%	73%	18%

### 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 8 Equivalent	12	10	9	9	9	8	7	6

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

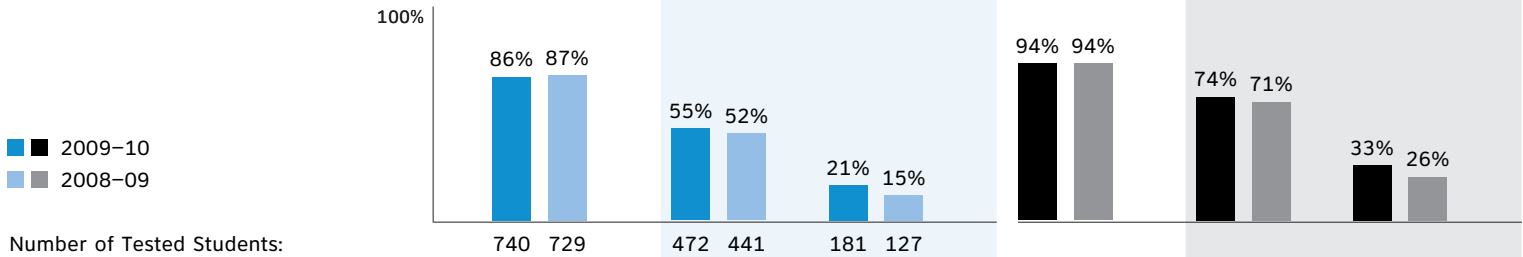
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

740 729

472 441

181 127

## 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
<b>All Students</b>	<b>748</b>	<b>84%</b>	<b>49%</b>	<b>14%</b>	<b>772</b>	<b>85%</b>	<b>48%</b>	<b>10%</b>
Female	337	86%	47%	13%	365	86%	45%	8%
Male	411	83%	51%	15%	407	85%	51%	11%
American Indian or Alaska Native	6	–	–	–	1	–	–	–
Black or African American	142	80%	44%	7%	143	78%	38%	4%
Hispanic or Latino	415	82%	39%	6%	443	85%	39%	2%
Asian or Native Hawaiian/Other Pacific Islander	146	94%	76%	40%	142	94%	79%	33%
White	37	92%	78%	27%	41	–	–	–
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	8	88%	63%	38%	44	89%	70%	27%
General-Education Students	546	91%	60%	18%	585	92%	57%	12%
Students with Disabilities	202	66%	20%	3%	187	66%	21%	3%
English Proficient	666	88%	53%	16%	709	87%	51%	10%
Limited English Proficient	82	60%	20%	0%	63	67%	21%	3%
Economically Disadvantaged	694	84%	48%	12%	721	86%	49%	9%
Not Disadvantaged	54	89%	59%	35%	51	84%	41%	14%
Migrant								
Not Migrant	748	84%	49%	14%	772	85%	48%	10%

### 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

	2009-10 School Year	2008-09 School Year
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12 (10, 9, 8)	9 (7, 7, 5)
Regents Science	109 (108, 105, 76)	70 (69, 69, 53)

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

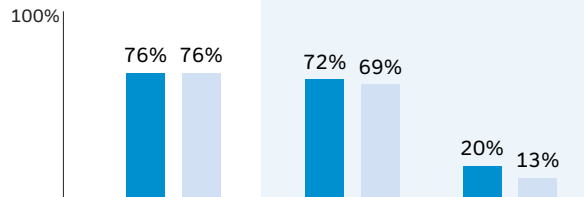
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort  
■ 2005 Cohort

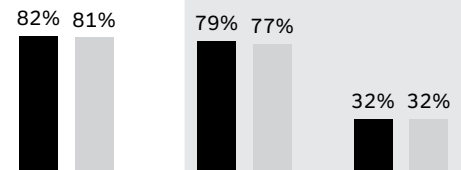
### NY State Public

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
<b>All Students</b>	<b>905</b>	<b>76%</b>	<b>72%</b>	<b>20%</b>	<b>886</b>	<b>76%</b>	<b>69%</b>	<b>13%</b>
Female	480	83%	78%	26%	497	81%	75%	15%
Male	425	67%	64%	13%	389	69%	61%	11%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	173	77%	70%	13%	181	77%	70%	10%
Hispanic or Latino	333	67%	64%	11%	375	74%	66%	9%
Asian or Native Hawaiian/Other Pacific Islander	271	77%	72%	19%	216	69%	61%	11%
White	117	95%	95%	56%	83	95%	93%	37%
Multiracial	9	-	-	-	30	-	-	-
Small Group Totals	11	82%	82%	18%	31	94%	94%	29%
General-Education Students	776	82%	79%	23%	759	82%	75%	15%
Students with Disabilities	129	37%	26%	1%	127	42%	32%	2%
English Proficient	692	80%	76%	23%	714	80%	74%	15%
Limited English Proficient	213	62%	58%	10%	172	57%	48%	5%
Economically Disadvantaged	631	75%	70%	14%	635	74%	66%	10%
Not Disadvantaged	274	78%	76%	34%	251	79%	75%	22%
Migrant								
Not Migrant	905	76%	72%	20%	886	76%	69%	13%

### 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

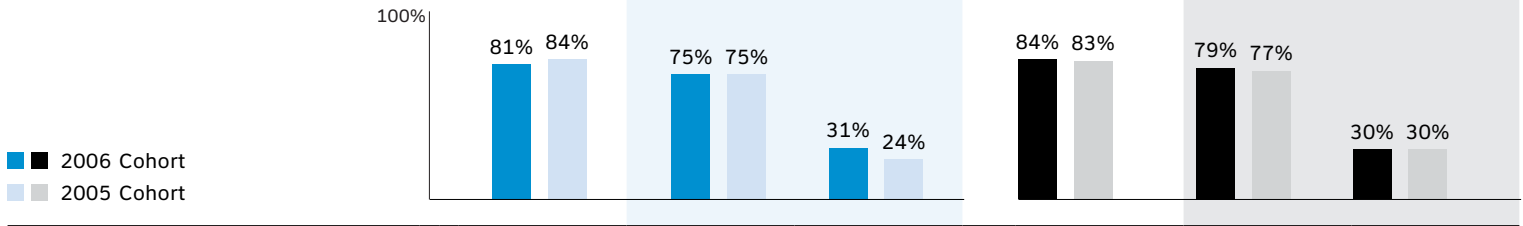
### NY State Public

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
<b>All Students</b>	<b>905</b>	<b>81%</b>	<b>75%</b>	<b>31%</b>	<b>886</b>	<b>84%</b>	<b>75%</b>	<b>24%</b>
Female	480	86%	79%	33%	497	89%	79%	24%
Male	425	75%	70%	30%	389	79%	70%	25%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	173	79%	69%	11%	181	85%	69%	12%
Hispanic or Latino	333	69%	59%	7%	375	77%	65%	7%
Asian or Native Hawaiian/Other Pacific Islander	271	89%	88%	64%	216	94%	91%	59%
White	117	97%	96%	55%	83	94%	94%	36%
Multiracial	9	-	-	-	30	-	-	-
Small Group Totals	11	100%	91%	27%	31	87%	81%	29%
General-Education Students	776	88%	83%	36%	759	90%	82%	28%
Students with Disabilities	129	40%	27%	2%	127	50%	32%	2%
English Proficient	692	81%	74%	22%	714	84%	74%	16%
Limited English Proficient	213	79%	77%	61%	172	86%	80%	58%
Economically Disadvantaged	631	82%	75%	31%	635	85%	74%	23%
Not Disadvantaged	274	78%	74%	32%	251	82%	78%	28%
Migrant								
Not Migrant	905	81%	75%	31%	886	84%	75%	24%

### NOTES

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